

Regular Meeting  
Tuesday, June 20, 2023 6:00 PM

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

## **Agenda**

1. **CALL TO ORDER**
2. **DETERMINE QUORUM**
3. **PLEDGE OF ALLEGIANCE**
4. **APPROVAL OF AGENDA**
5. **CORRESPONDENCE**
6. **COMMENTS FROM AUDIENCE UNRELATED TO AGENDA ITEMS**
7. **COMMENTS FROM AUDIENCE RELATED TO AGENDA ITEMS**
8. **COMMENTS FROM BOARD MEMBERS**
9. **CONSENT AGENDA**
  - 9.1. MAY, 2023, Monthly accounting report, bills, payroll, and electronic fund transfers, ASB trial balance and P-Card statements in the amount of \$1,035,965.55
  - 9.2. May 9, 2023, regular board meeting minutes
  - 9.3. PERSONNEL ACTION REPORT
10. **ADMINISTRATIVE REPORTS**
  - 10.1. Superintendent's report  
**Presenter:** Superintendent Kludt-Painter
11. **SCHOOL BOARD COMMITTEE REPORTS**
12. **OLD BUSINESS**
13. **NEW BUSINESS**
  - 13.1. Action: FY 23 Budget Revision
  - 13.2. Action: FY 24 Budget
  - 13.3. Action: Bill Neumann Donation/Petersburg Community Foundation Grant
  - 13.4. Action: FY 24 ESEA Consolidated Grant
  - 13.5. Action: Rae C. Stedman School Improvement Plan
  - 13.6. Action: Exempt contract addition
14. **ADDITIONAL COMMENTS FROM BOARD MEMBERS**
15. **UPCOMING DATES AND MEETING ANNOUNCEMENTS**
16. **FUTURE AGENDA ITEMS**
17. **OTHER NEW BUSINESS**
18. **ADJOURNMENT**

Petersburg School District

Revenue Report

Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Account Number / Description

Budget

Range To Date

YTD

Uncollected Balance

% Remaining

Fund: 100 GENERAL FUND

100.000.000.000.011	\$2,000,000.00	\$166,666.67	\$1,833,333.37	\$166,666.63	8.33%
CITY DIRECT APPROPRIATIONS					
100.000.000.000.031	\$700.00	\$139.95	\$832.64	(\$132.64)	-18.95%
INTEREST					
100.000.000.000.040	\$60,000.00	\$5,047.47	\$54,965.76	\$5,034.24	8.39%
OTHER LOCAL REVENUES					
100.000.000.000.043	\$0.00	\$0.00	\$5,849.27	(\$5,849.27)	0.00%
STUDENT ACTIVITY REVENUE					
100.000.000.000.044	\$52,000.00	\$4,412.69	\$43,789.44	\$8,210.56	15.79%
STUDENT FEES					
100.000.000.000.047	\$93,134.00	\$15,522.40	\$77,612.00	\$15,522.00	16.67%
E-RATE REVENUE					
100.000.000.000.050	\$0.00	\$0.00	\$264,084.00	(\$264,084.00)	0.00%
REVENUE FROM STATE SOURCES					
100.000.000.000.051	\$5,884,048.00	\$476,672.00	\$5,221,459.00	\$662,589.00	11.26%
FOUNDATION PROGRAM					
100.000.000.000.056	\$434,998.00	\$0.00	\$0.00	\$434,998.00	100.00%
TRS ON-BEHALF PAYMENTS					
100.000.000.000.057	\$39,200.00	\$0.00	\$0.00	\$39,200.00	100.00%
PERS ON-BEHALF PAYMENTS					
100.000.000.000.090	\$19,586.00	\$0.00	\$22,078.00	(\$2,492.00)	-12.72%
OTHER STATE REVENUES					

**Fund 100 Total:** \$8,583,666.00 \$668,461.18 \$7,524,003.48 \$1,059,662.52 12.35%  
**Grand Total:** \$8,583,666.00 \$668,461.18 \$7,524,003.48 \$1,059,662.52 12.35%

End of Report

*May monthly bills  
 \$ 1,035,965.55*

## Petersburg School District

### Expenditure Budget Balance Report

 Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
<b>Fund: 100 GENERAL FUND</b>						
100.100.100.000.315 CERTIFICATED TEACHER	\$737,260.00	\$64,979.98	\$555,773.82	\$181,486.18	\$181,461.93	\$24.25 0.00%
100.100.100.000.329 HS REG INSTRUCTION SUB	\$28,500.00	\$837.50	\$15,362.50	\$13,137.50	\$512.50	\$12,625.00 44.30%
100.100.100.000.363 WORKERS COMPENSATION	\$3,812.00	\$331.00	\$2,872.48	\$939.52	\$915.38	\$24.14 0.63%
100.100.100.000.364 INSURANCE-HEALTH/LIFE	\$188,531.00	\$15,543.48	\$139,891.33	\$48,639.67	\$46,630.43	\$2,009.24 1.07%
100.100.100.000.365 RETIREMENT CONTRIBUTION-TRS	\$178,189.00	\$7,749.91	\$66,062.14	\$112,126.86	\$22,923.95	\$89,202.91 50.06%
100.100.100.000.367 MEDICARE TAX	\$10,000.00	\$907.48	\$7,826.32	\$2,173.68	\$2,480.93	(\$307.25) -3.07%
100.100.100.000.368 SOCIAL SECURITY TAX	\$1,017.00	\$0.00	\$137.95	\$879.05	\$7.75	\$871.30 85.67%
100.100.100.000.426 STUDENT TRANSPORTATION	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00 100.00%
100.100.100.000.450 FRESHMAN LAPTOP COMPUTERS	\$48,000.00	\$44,320.00	\$47,608.14	\$391.86	\$0.00	\$391.86 0.82%
100.100.100.000.451 GENERAL HS TEACHING SUPPLIES	\$10,325.00	\$1,037.55	\$6,578.95	\$3,746.05	\$1,137.55	\$2,608.50 25.26%
100.100.100.000.474 HS CURRICULUM ADOPTION	\$10,000.00	\$2,716.72	\$5,766.36	\$4,233.64	\$168.81	\$4,064.83 40.65%
100.100.100.000.476 HS COPIER SUPPLIES	\$7,000.00	\$0.00	\$7,006.50	(\$6.50)	\$0.00	(\$6.50) -0.09%
100.100.100.000.491 HS DUES AND FEES	\$10,000.00	\$4,500.00	\$6,529.80	\$3,470.20	\$20.00	\$3,450.20 34.50%
100.100.100.001.451 HS ENGLISH SUPPLIES	\$1,500.00	\$0.00	\$639.15	\$860.85	\$215.70	\$645.15 43.01%
100.100.100.002.451 HS MATH SUPPLIES	\$1,000.00	\$0.00	\$994.80	\$5.20	\$0.00	\$5.20 0.52%
100.100.100.003.451 HS SCIENCE SUPPLIES	\$3,100.00	\$0.00	\$2,489.09	\$610.91	\$35.22	\$575.69 18.57%
100.100.100.004.451 HS SOCIAL STUDIES SUPPLIES	\$675.00	\$0.00	\$1,154.20	(\$479.20)	\$0.00	(\$479.20) -70.99%
100.100.100.007.451	\$500.00	\$0.00	\$714.34	(\$214.34)	\$0.00	(\$214.34)

## Petersburg School District

### Expenditure Budget Balance Report

 Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
HS PE SUPPLIES						-42.87%
100.100.100.008.451	\$500.00	\$0.00	\$484.99	\$15.01	\$0.00	\$15.01
HS MUSIC SUPPLIES						3.00%
100.100.100.009.451	\$1,000.00	\$0.00	\$999.33	\$0.67	\$0.00	\$0.67
HS ART/JEWELRY/PHOTO SUPPLIES						0.07%
100.100.100.021.451	\$500.00	\$0.00	\$130.00	\$370.00	\$0.00	\$370.00
HS SPANISH SUPPLIES						74.00%
100.100.160.000.315	\$87,487.00	\$7,540.58	\$65,865.22	\$21,621.78	\$21,871.78	(\$250.00)
CERTIFICATED TEACHER						-0.29%
100.100.160.000.329	\$1,500.00	\$175.00	\$1,400.00	\$100.00	\$0.00	\$100.00
HS CTE SUB						6.67%
100.100.160.000.363	\$583.00	\$38.68	\$337.21	\$245.79	\$109.64	\$136.15
WORKERS COMPENSATION						23.35%
100.100.160.000.364	\$27,059.00	\$2,254.88	\$20,293.92	\$6,765.08	\$6,764.64	\$0.44
INSURANCE-HEALTH/LIFE						0.00%
100.100.160.000.365	\$21,538.00	\$915.70	\$8,241.30	\$13,296.70	\$2,747.10	\$10,549.60
RETIREMENT CONTRIBUTION-TRS						48.98%
100.100.160.000.367	\$1,275.00	\$104.81	\$902.90	\$372.10	\$292.62	\$79.48
MEDICARE TAX						6.23%
100.100.160.000.368	\$31.00	\$0.00	\$0.00	\$31.00	\$0.00	\$31.00
SOCIAL SECURITY TAX						100.00%
100.100.160.006.451	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
AQUACULTURE SUPPLIES						100.00%
100.100.160.300.451	\$1,300.00	\$0.00	\$0.00	\$1,300.00	\$0.00	\$1,300.00
CULINARY SUPPLIES						100.00%
100.100.160.309.451	\$1,300.00	\$0.00	\$0.00	\$1,300.00	\$0.00	\$1,300.00
FOOD SCIENCE/CULINARY						100.00%
100.100.160.310.451	\$2,500.00	\$0.00	\$355.96	\$2,144.04	\$0.00	\$2,144.04
SHOP SUPPLIES						85.76%
100.100.200.000.315	\$70,524.00	\$5,785.33	\$52,561.02	\$17,962.98	\$17,356.03	\$606.95
CERTIFICATED TEACHER						0.86%
100.100.200.000.323	\$116,200.00	\$10,921.17	\$95,991.39	\$20,208.61	\$3,201.74	\$17,006.87
AIDES						14.64%
100.100.200.000.329	\$8,000.00	\$0.00	\$2,868.75	\$5,131.25	\$0.00	\$5,131.25
HS SPED SUB						64.14%
100.100.200.000.363	\$950.00	\$86.47	\$785.60	\$164.40	\$104.51	\$59.89

**Petersburg School District**

**Expenditure Budget Balance Report**

Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
WORKERS COMPENSATION						6.30%
100.100.200.000.364	\$45,000.00	\$5,029.06	\$44,220.82	\$779.18	\$625.03	\$154.15
INSURANCE-HEALTH/LIFE						0.34%
100.100.200.000.365	\$17,093.00	\$726.64	\$6,601.68	\$10,491.32	\$2,179.92	\$8,311.40
RETIREMENT CONTRIBUTION-TRS						48.62%
100.100.200.000.366	\$29,467.00	\$2,241.48	\$19,922.90	\$9,544.10	\$642.77	\$8,901.33
RETIREMENT CONTRIBUTION-PERS						30.21%
100.100.200.000.367	\$3,105.00	\$233.84	\$2,125.95	\$979.05	\$302.30	\$676.75
MEDICARE TAX						21.80%
100.100.200.000.368	\$834.00	\$28.32	\$370.08	\$463.92	\$6.49	\$457.43
SOCIAL SECURITY TAX						54.85%
100.100.200.000.451	\$875.00	\$32.45	\$875.42	(\$0.42)	\$0.00	(\$0.42)
HS SPED SUPPLIES						-0.05%
100.100.300.000.315	\$61,251.00	\$4,972.00	\$44,748.00	\$16,503.00	\$16,446.00	\$57.00
CERTIFICATED TEACHER						0.09%
100.100.300.000.323	\$33,500.00	\$3,326.95	\$29,385.98	\$4,114.02	\$1,340.90	\$2,773.12
AIDES						8.28%
100.100.300.000.329	\$1,000.00	\$0.00	\$1,750.00	(\$750.00)	\$0.00	(\$750.00)
SUBSTITUTES/TEMPORARIES						-75.00%
100.100.300.000.363	\$694.00	\$41.60	\$380.37	\$313.63	\$89.16	\$224.47
WORKERS COMPENSATION						32.34%
100.100.300.000.364	\$45,127.00	\$3,943.39	\$35,490.51	\$9,636.49	\$5,637.17	\$3,999.32
INSURANCE-HEALTH/LIFE						8.86%
100.100.300.000.365	\$15,142.00	\$624.48	\$5,620.32	\$9,521.68	\$2,065.62	\$7,456.06
RETIREMENT CONTRIBUTION-TRS						49.24%
100.100.300.000.366	\$7,933.00	\$731.93	\$6,974.33	\$958.67	\$295.00	\$663.67
RETIREMENT CONTRIBUTION-PERS						8.37%
100.100.300.000.367	\$1,518.00	\$106.85	\$972.68	\$545.32	\$237.47	\$307.85
MEDICARE TAX						20.28%
100.100.300.000.368	\$62.00	\$0.00	\$0.00	\$62.00	\$0.00	\$62.00
SOCIAL SECURITY TAX						100.00%
100.100.300.000.451	\$5,000.00	\$658.00	\$2,641.28	\$2,358.72	\$2,089.75	\$268.97
SECONDARY COUNSELOR SUPPLIES						5.38%
100.100.300.000.479	\$4,400.00	\$0.00	\$0.00	\$4,400.00	\$0.00	\$4,400.00
SECONDARY COUNSELOR OTHER						100.00%
100.100.350.000.315	\$76,698.00	\$6,599.83	\$57,398.47	\$19,299.53	\$19,049.53	\$250.00

## Petersburg School District

### Expenditure Budget Balance Report

 Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
CERTIFICATED TEACHER						0.33%
100.100.350.000.329	\$750.00	\$0.00	\$1,525.00	(\$775.00)	\$0.00	(\$775.00)
SUBSTITUTES/TEMPORARIES						-103.33%
100.100.350.000.363	\$513.00	\$33.08	\$300.38	\$212.62	\$95.50	\$117.12
WORKERS COMPENSATION						22.83%
100.100.350.000.364	\$8,844.00	\$589.69	\$5,127.83	\$3,716.17	\$1,769.07	\$1,947.10
INSURANCE-HEALTH/LIFE						22.02%
100.100.350.000.365	\$18,759.00	\$797.54	\$7,177.86	\$11,581.14	\$2,392.62	\$9,188.52
RETIREMENT CONTRIBUTION-TRS						48.98%
100.100.350.000.367	\$1,122.00	\$94.20	\$854.54	\$267.46	\$269.81	(\$2.35)
MEDICARE TAX						-0.21%
100.100.350.000.368	\$47.00	\$0.00	\$0.00	\$47.00	\$0.00	\$47.00
SOCIAL SECURITY TAX						100.00%
100.100.350.000.451	\$409.00	\$0.00	\$408.50	\$0.50	\$0.00	\$0.50
TEACHING SUPPLIES						0.12%
100.100.350.000.472	\$2,291.00	\$899.28	\$2,456.13	(\$165.13)	\$20.78	(\$185.91)
SECONDARY LIBRARY BOOKS						-8.11%
100.100.350.000.473	\$800.00	\$291.95	\$670.95	\$129.05	(\$0.95)	\$130.00
SECONDARY PERIODICALS						16.25%
100.100.350.000.479	\$1,500.00	\$0.00	\$1,307.73	\$192.27	\$0.00	\$192.27
SECONDARY SUPPLIES AND MATERIALS						12.82%
100.100.400.000.479	\$2,500.00	\$236.49	\$1,073.15	\$1,426.85	\$121.49	\$1,305.36
SECONDARY PRINCIPAL SUPPLIES AND MATERIALS						52.21%
100.100.400.000.491	\$600.00	\$0.00	\$614.00	(\$14.00)	\$0.00	(\$14.00)
PRINCIPAL DUES AND FEES						-2.33%
100.100.450.000.324	\$65,478.00	\$7,182.00	\$60,343.17	\$5,134.83	\$2,197.51	\$2,937.32
SUPPORT STAFF						4.49%
100.100.450.000.329	\$600.00	\$0.00	\$840.00	(\$240.00)	\$0.00	(\$240.00)
SUBSTITUTES/TEMPORARIES						-40.00%
100.100.450.000.363	\$410.00	\$37.49	\$321.41	\$88.59	\$0.00	\$88.59
WORKERS COMPENSATION						21.61%
100.100.450.000.364	\$11,844.00	\$1,282.80	\$11,845.44	(\$1.44)	\$0.00	(\$1.44)
INSURANCE-HEALTH/LIFE						-0.01%
100.100.450.000.366	\$15,062.00	\$1,393.86	\$13,259.76	\$1,802.24	\$0.00	\$1,802.24
RETIREMENT CONTRIBUTION-PERS						11.97%
100.100.450.000.367	\$898.00	\$105.12	\$900.14	(\$2.14)	\$0.00	(\$2.14)

**Petersburg School District**

**Expenditure Budget Balance Report**

Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
MEDICARE TAX						-0.24%
100.100.450.000.368	\$74.00	\$0.00	\$52.09	\$21.91	\$0.00	\$21.91
SOCIAL SECURITY TAX						29.61%
100.100.450.000.433	\$1,500.00	\$170.10	\$1,709.28	(\$209.28)	\$0.00	(\$209.28)
SECONDARY COMMUNICATIONS						-13.95%
100.100.450.000.434	\$400.00	\$0.00	\$76.95	\$323.05	\$123.05	\$200.00
SECONDARY POSTAGE						50.00%
100.100.450.000.454	\$600.00	\$756.66	\$909.94	(\$309.94)	\$0.00	(\$309.94)
SECONDARY OFFICE SUPPLIES						-51.66%
100.100.700.000.316	\$2,782.00	\$3,693.16	\$5,836.00	(\$3,054.00)	\$0.00	(\$3,054.00)
CERTIFICATED EXTRA DUTY PAY						-109.78%
100.100.700.000.322	\$1,038.00	\$187.50	\$1,500.00	(\$462.00)	\$0.00	(\$462.00)
NON-CERT SPECIALIST/EXTRA DUTY						-44.51%
100.100.700.000.329	\$2,000.00	\$350.00	\$1,350.00	\$650.00	\$0.00	\$650.00
SUBSTITUTES/TEMPORARIES						32.50%
100.100.700.000.363	\$139.00	\$21.20	\$43.51	\$95.49	\$0.00	\$95.49
WORKERS COMPENSATION						68.70%
100.100.700.000.364	\$0.00	\$0.00	\$23.44	(\$23.44)	\$0.00	(\$23.44)
INSURANCE-HEALTH/LIFE						0.00%
100.100.700.000.365	\$685.00	\$463.97	\$733.63	(\$48.63)	\$0.00	(\$48.63)
RETIREMENT CONTRIBUTION-TRS						-7.10%
100.100.700.000.366	\$2,442.00	\$41.25	\$329.98	\$2,112.02	\$0.00	\$2,112.02
RETIREMENT CONTRIBUTION-PERS						86.49%
100.100.700.000.367	\$222.00	\$59.54	\$120.29	\$101.71	\$0.00	\$101.71
MEDICARE TAX						45.82%
100.100.700.000.368	\$504.00	\$0.00	\$62.00	\$442.00	\$0.00	\$442.00
SOCIAL SECURITY TAX						87.70%
100.100.700.000.421	\$5,700.00	\$163.90	\$4,852.98	\$847.02	\$0.00	\$847.02
STAFF TRANSPORTATION						14.86%
100.100.700.000.426	\$7,377.00	\$0.00	\$252.00	\$7,125.00	\$0.00	\$7,125.00
STUDENT TRANSPORTATION						96.58%
100.100.700.000.433	\$3,000.00	\$97.05	\$970.50	\$2,029.50	\$0.00	\$2,029.50
COMMUNICATIONS						67.65%
100.100.700.000.479	\$6,731.00	\$0.00	\$9,975.99	(\$3,244.99)	\$0.00	(\$3,244.99)
OTHER SUPPLIES AND MATERIALS						-48.21%
100.100.700.000.491	\$7,000.00	\$0.00	\$2,830.00	\$4,170.00	\$0.00	\$4,170.00

**Petersburg School District**

**Expenditure Budget Balance Report**

Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

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

**Petersburg School District**

**Expenditure Budget Balance Report**

Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
NON-CERT SPECIALIST/EXTRA DUTY						0.00%
100.100.700.130.329	\$1,000.00	\$0.00	\$4,380.00	(\$3,380.00)	\$0.00	(\$3,380.00)
SUBSTITUTES/TEMPORARIES						-338.00%
100.100.700.130.363	\$63.00	\$0.00	\$64.38	(\$1.38)	\$0.00	(\$1.38)
WORKERS COMPENSATION						-2.19%
100.100.700.130.365	\$759.00	\$0.00	\$892.38	(\$133.38)	\$0.00	(\$133.38)
RETIREMENT CONTRIBUTION-TRS						-17.57%
100.100.700.130.366	\$0.00	\$0.00	\$48.40	(\$48.40)	\$0.00	(\$48.40)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.130.367	\$137.00	\$0.00	\$183.27	(\$46.27)	\$0.00	(\$46.27)
MEDICARE TAX						-33.77%
100.100.700.130.368	\$150.00	\$0.00	\$338.44	(\$188.44)	\$0.00	(\$188.44)
SOCIAL SECURITY TAX						-125.63%
100.100.700.130.426	\$25,000.00	\$0.00	\$22,342.38	\$2,657.62	\$0.00	\$2,657.62
GIRLS BB TRANSPORTATION						10.63%
100.100.700.130.479	\$0.00	\$0.00	\$1,284.11	(\$1,284.11)	\$0.00	(\$1,284.11)
GIRLS BB SUPPLIES AND MATERIALS						0.00%
100.100.700.140.316	\$4,795.00	\$0.00	\$4,000.00	\$795.00	\$0.00	\$795.00
CERTIFICATED EXTRA DUTY PAY						16.58%
100.100.700.140.322	\$1,901.00	\$0.00	\$2,713.00	(\$812.00)	\$0.00	(\$812.00)
NON-CERT SPECIALIST/EXTRA DUTY						-42.71%
100.100.700.140.329	\$360.00	\$0.00	\$0.00	\$360.00	\$0.00	\$360.00
SUBSTITUTES/TEMPORARIES						100.00%
100.100.700.140.363	\$44.00	\$0.00	\$33.64	\$10.36	\$0.00	\$10.36
WORKERS COMPENSATION						23.55%
100.100.700.140.365	\$602.00	\$0.00	\$502.41	\$99.59	\$0.00	\$99.59
RETIREMENT CONTRIBUTION-TRS						16.54%
100.100.700.140.367	\$93.00	\$0.00	\$93.79	(\$0.79)	\$0.00	(\$0.79)
MEDICARE TAX						-0.85%
100.100.700.140.426	\$19,113.00	\$0.00	\$18,732.84	\$380.16	\$0.00	\$380.16
VB TRANSPORTATION						1.99%
100.100.700.140.479	\$0.00	\$0.00	\$419.07	(\$419.07)	\$0.00	(\$419.07)
VB SUPPLIES AND MATERIALS						0.00%
100.100.700.150.316	\$834.00	\$834.00	\$834.00	\$0.00	\$0.00	\$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.150.363	\$5.00	\$4.18	\$4.18	\$0.82	\$0.00	\$0.82

**Petersburg School District**

**Expenditure Budget Balance Report**

Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
WORKERS COMPENSATION						16.40%
100.100.700.150.365	\$0.00	\$104.76	\$104.76	(\$104.76)	\$0.00	(\$104.76)
RETIREMENT CONTRIBUTION-TRS						0.00%
100.100.700.150.367	\$12.00	\$11.30	\$11.30	\$0.70	\$0.00	\$0.70
MEDICARE TAX						5.83%
100.100.700.160.322	\$6,113.00	\$0.00	\$7,213.00	(\$1,100.00)	\$0.00	(\$1,100.00)
NON-CERT SPECIALIST/EXTRA DUTY						-17.99%
100.100.700.160.363	\$44.00	\$0.00	\$36.18	\$7.82	\$0.00	\$7.82
WORKERS COMPENSATION						17.77%
100.100.700.160.367	\$116.00	\$0.00	\$104.58	\$11.42	\$0.00	\$11.42
MEDICARE TAX						9.84%
100.100.700.160.368	\$0.00	\$0.00	\$447.22	(\$447.22)	\$0.00	(\$447.22)
SOCIAL SECURITY TAX						0.00%
100.100.700.160.426	\$8,000.00	(\$100.00)	\$8,012.20	(\$12.20)	\$0.00	(\$12.20)
CHEERLEADING TRANSPORTATION						-0.15%
100.100.700.160.491	\$0.00	\$386.85	\$386.85	(\$386.85)	\$0.00	(\$386.85)
CHEERLEADING DUES AND FEES						0.00%
100.100.700.170.322	\$6,500.00	\$0.00	\$0.00	\$6,500.00	\$0.00	\$6,500.00
NON-CERT SPECIALIST/EXTRA DUTY						100.00%
100.100.700.170.329	\$0.00	\$0.00	\$0.00	\$0.00	\$350.00	(\$350.00)
SUBSTITUTES/TEMPORARIES						0.00%
100.100.700.170.363	\$44.00	\$0.00	\$0.00	\$44.00	\$1.75	\$42.25
WORKERS COMPENSATION						96.02%
100.100.700.170.365	\$843.00	\$0.00	\$0.00	\$843.00	\$0.00	\$843.00
RETIREMENT CONTRIBUTION-TRS						100.00%
100.100.700.170.367	\$97.00	\$0.00	\$0.00	\$97.00	\$5.08	\$91.92
MEDICARE TAX						94.76%
100.100.700.170.426	\$20,000.00	\$7,938.83	\$8,202.83	\$11,797.17	\$8,646.29	\$3,150.88
TRACK TRANSPORTATION						15.75%
100.100.700.180.316	\$834.00	\$834.00	\$834.00	\$0.00	\$0.00	\$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.180.363	\$5.00	\$4.19	\$4.19	\$0.81	\$0.00	\$0.81
WORKERS COMPENSATION						16.20%
100.100.700.180.365	\$105.00	\$104.74	\$104.74	\$0.26	\$0.00	\$0.26
RETIREMENT CONTRIBUTION-TRS						0.25%
100.100.700.180.367	\$12.00	\$11.24	\$11.24	\$0.76	\$0.00	\$0.76

**Petersburg School District**

**Expenditure Budget Balance Report**

Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
MEDICARE TAX						6.33%
100.100.700.190.316	\$0.00	\$469.09	\$3,753.00	(\$3,753.00)	\$0.00	(\$3,753.00)
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.190.329	\$0.00	\$0.00	\$900.00	(\$900.00)	\$0.00	(\$900.00)
SUBSTITUTES/TEMPORARIES						0.00%
100.100.700.190.363	\$0.00	\$2.35	\$23.31	(\$23.31)	\$0.00	(\$23.31)
WORKERS COMPENSATION						0.00%
100.100.700.190.365	\$0.00	\$58.92	\$471.43	(\$471.43)	\$0.00	(\$471.43)
RETIREMENT CONTRIBUTION-TRS						0.00%
100.100.700.190.367	\$0.00	\$6.36	\$63.92	(\$63.92)	\$0.00	(\$63.92)
MEDICARE TAX						0.00%
100.100.700.190.368	\$0.00	\$0.00	\$23.25	(\$23.25)	\$0.00	(\$23.25)
SOCIAL SECURITY TAX						0.00%
100.100.700.190.421	\$2,800.00	\$0.00	\$3,179.66	(\$379.66)	\$0.00	(\$379.66)
MUSIC STAFF TRANSPORTATION						-13.56%
100.100.700.190.426	\$4,300.00	\$0.00	\$4,673.64	(\$373.64)	\$0.00	(\$373.64)
MUSIC TRANSPORTATION						-8.69%
100.100.700.195.316	\$1,529.00	\$1,529.00	\$1,529.00	\$0.00	\$0.00	\$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.195.363	\$0.00	\$7.66	\$7.66	(\$7.66)	\$0.00	(\$7.66)
WORKERS COMPENSATION						0.00%
100.100.700.195.365	\$0.00	\$192.04	\$192.04	(\$192.04)	\$0.00	(\$192.04)
RETIREMENT CONTRIBUTION-TRS						0.00%
100.100.700.195.367	\$0.00	\$21.27	\$21.27	(\$21.27)	\$0.00	(\$21.27)
MEDICARE TAX						0.00%
100.100.700.200.316	\$1,529.00	\$0.00	\$1,529.00	\$0.00	\$0.00	\$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.200.363	\$0.00	\$0.00	\$7.68	(\$7.68)	\$0.00	(\$7.68)
WORKERS COMPENSATION						0.00%
100.100.700.200.365	\$0.00	\$0.00	\$201.40	(\$201.40)	\$0.00	(\$201.40)
RETIREMENT CONTRIBUTION-TRS						0.00%
100.100.700.200.367	\$0.00	\$0.00	\$22.16	(\$22.16)	\$0.00	(\$22.16)
MEDICARE TAX						0.00%
100.100.700.205.316	\$2,294.00	\$0.00	\$0.00	\$2,294.00	\$0.00	\$2,294.00
CERTIFICATED EXTRA DUTY PAY						100.00%
100.100.700.210.322	\$6,130.00	\$0.00	\$6,714.00	(\$584.00)	\$0.00	(\$584.00)

## Petersburg School District

### Expenditure Budget Balance Report

 Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
NON-CERT SPECIALIST/EXTRA DUTY						-9.53%
100.100.700.210.329	\$0.00	\$0.00	\$1,080.00	(\$1,080.00)	\$0.00	(\$1,080.00)
SUBSTITUTES/TEMPORARIES						0.00%
100.100.700.210.363	\$41.00	\$0.00	\$39.09	\$1.91	\$0.00	\$1.91
WORKERS COMPENSATION						4.66%
100.100.700.210.367	\$89.00	\$0.00	\$113.01	(\$24.01)	\$0.00	(\$24.01)
MEDICARE TAX						-26.98%
100.100.700.210.368	\$380.00	\$0.00	\$483.23	(\$103.23)	\$0.00	(\$103.23)
SOCIAL SECURITY TAX						-27.17%
100.100.700.210.426	\$23,500.00	\$0.00	\$23,344.38	\$155.62	\$0.00	\$155.62
WRESTLING TRANSPORTATION						0.66%
100.100.700.210.479	\$0.00	\$0.00	\$607.63	(\$607.63)	\$0.00	(\$607.63)
WRESTLING SUPPLIES AND MATERIALS						0.00%
100.100.700.210.491	\$0.00	\$0.00	\$150.00	(\$150.00)	\$0.00	(\$150.00)
WRESTLING DUES AND FEES						0.00%
100.100.700.220.316	\$8,464.00	\$0.00	\$9,048.00	(\$584.00)	\$0.00	(\$584.00)
CERTIFICATED EXTRA DUTY PAY						-6.90%
100.100.700.220.329	\$4,500.00	\$0.00	\$7,347.50	(\$2,847.50)	\$0.00	(\$2,847.50)
SUBSTITUTES/TEMPORARIES						-63.28%
100.100.700.220.363	\$64.00	\$0.00	\$82.21	(\$18.21)	\$0.00	(\$18.21)
WORKERS COMPENSATION						-28.45%
100.100.700.220.365	\$1,063.00	\$0.00	\$1,365.59	(\$302.59)	\$0.00	(\$302.59)
RETIREMENT CONTRIBUTION-TRS						-28.47%
100.100.700.220.366	\$0.00	\$0.00	\$57.20	(\$57.20)	\$0.00	(\$57.20)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.220.367	\$132.00	\$0.00	\$226.36	(\$94.36)	\$0.00	(\$94.36)
MEDICARE TAX						-71.48%
100.100.700.220.368	\$0.00	\$0.00	\$244.90	(\$244.90)	\$0.00	(\$244.90)
SOCIAL SECURITY TAX						0.00%
100.100.700.220.426	\$25,000.00	\$0.00	\$24,421.77	\$578.23	\$0.00	\$578.23
BOYS BB TRANSPORTATION						2.31%
100.100.700.220.479	\$0.00	\$0.00	\$1,312.77	(\$1,312.77)	\$0.00	(\$1,312.77)
BOYS BB SUPPLIES AND MATERIALS						0.00%
100.100.700.230.316	\$834.00	\$834.00	\$834.00	\$0.00	\$0.00	\$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.230.363	\$0.00	\$4.18	\$4.18	(\$4.18)	\$0.00	(\$4.18)

## Petersburg School District

### Expenditure Budget Balance Report

 Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
WORKERS COMPENSATION						0.00%
100.100.700.230.365	\$0.00	\$104.75	\$104.75	(\$104.75)	\$0.00	(\$104.75)
RETIREMENT CONTRIBUTION-TRS						0.00%
100.100.700.230.367	\$0.00	\$12.09	\$12.09	(\$12.09)	\$0.00	(\$12.09)
MEDICARE TAX						0.00%
100.100.700.240.316	\$7,298.00	\$2,432.66	\$7,298.00	\$0.00	\$0.00	\$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.240.322	\$2,085.00	\$0.00	\$0.00	\$2,085.00	\$0.00	\$2,085.00
NON-CERT SPECIALIST/EXTRA DUTY						100.00%
100.100.700.240.329	\$1,000.00	\$1,420.00	\$1,420.00	(\$420.00)	\$0.00	(\$420.00)
SUBSTITUTES/TEMPORARIES						-42.00%
100.100.700.240.363	\$64.00	\$19.32	\$43.70	\$20.30	\$0.00	\$20.30
WORKERS COMPENSATION						31.72%
100.100.700.240.365	\$655.00	\$307.32	\$921.96	(\$266.96)	\$0.00	(\$266.96)
RETIREMENT CONTRIBUTION-TRS						-40.76%
100.100.700.240.366	\$0.00	\$13.20	\$13.20	(\$13.20)	\$0.00	(\$13.20)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.240.367	\$76.00	\$54.03	\$120.61	(\$44.61)	\$0.00	(\$44.61)
MEDICARE TAX						-58.70%
100.100.700.240.368	\$0.00	\$45.57	\$45.57	(\$45.57)	\$0.00	(\$45.57)
SOCIAL SECURITY TAX						0.00%
100.100.700.240.426	\$15,000.00	\$12,398.58	\$12,962.58	\$2,037.42	\$3,857.00	(\$1,819.58)
BASEBALL TRANSPORTATION						-12.13%
100.100.700.240.479	\$0.00	\$0.00	\$2,175.30	(\$2,175.30)	\$699.40	(\$2,874.70)
BASEBALL SUPPLIES AND MATERIALS						0.00%
100.100.700.250.421	\$0.00	\$482.09	\$482.09	(\$482.09)	\$0.00	(\$482.09)
ARTFEST TRANSPORTATION						0.00%
100.200.100.000.314	\$29,000.00	\$3,254.70	\$24,672.00	\$4,328.00	\$4,759.40	(\$431.40)
CERT DIRECTOR/COORD/MANAGER						-1.49%
100.200.100.000.315	\$368,742.00	\$34,181.83	\$277,932.30	\$90,809.70	\$91,295.53	(\$485.83)
CERTIFICATED TEACHER						-0.13%
100.200.100.000.329	\$8,000.00	\$2,062.50	\$8,512.50	(\$512.50)	\$1,475.00	(\$1,987.50)
SUBSTITUTES/TEMPORARIES						-24.84%
100.200.100.000.363	\$2,661.00	\$199.68	\$1,574.57	\$1,086.43	\$488.92	\$597.51
WORKERS COMPENSATION						22.45%
100.200.100.000.364	\$133,687.00	\$10,196.65	\$95,944.17	\$37,742.83	\$30,314.21	\$7,428.62

# Petersburg School District

## Expenditure Budget Balance Report

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From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
INSURANCE-HEALTH/LIFE						5.56%
100.200.100.000.365	\$97,925.00	\$4,117.99	\$37,467.18	\$60,457.82	\$12,085.35	\$48,372.47
RETIREMENT CONTRIBUTION-TRS						49.40%
100.200.100.000.367	\$5,825.00	\$541.31	\$4,228.11	\$1,596.89	\$1,304.25	\$292.64
MEDICARE TAX						5.02%
100.200.100.000.368	\$498.00	\$96.88	\$132.53	\$365.47	\$91.45	\$274.02
SOCIAL SECURITY TAX						55.02%
100.200.100.000.451	\$11,500.00	\$669.22	\$5,828.01	\$5,671.99	\$723.20	\$4,948.79
MS GENERAL TEACHING SUPPLIES						43.03%
100.200.100.000.474	\$8,000.00	\$0.00	\$0.00	\$8,000.00	\$0.00	\$8,000.00
MS CURRICULUM ADOPTION						100.00%
100.200.100.000.476	\$8,000.00	\$96.71	\$5,257.87	\$2,742.13	\$0.00	\$2,742.13
MS COPIER SUPPLIES						34.28%
100.200.100.001.451	\$500.00	\$270.52	\$763.68	(\$263.68)	\$0.00	(\$263.68)
MS ENGLISH SUPPLIES						-52.74%
100.200.100.002.451	\$1,000.00	\$0.00	\$980.01	\$19.99	\$0.00	\$19.99
MS MATH SUPPLIES						2.00%
100.200.100.003.451	\$500.00	\$0.00	\$645.22	(\$145.22)	\$0.00	(\$145.22)
MS SCIENCE SUPPLIES						-29.04%
100.200.100.004.451	\$500.00	\$0.00	\$305.12	\$194.88	\$0.00	\$194.88
MS SOCIAL STUDIES SUPPLIES						38.98%
100.200.100.008.451	\$500.00	\$0.00	\$449.46	\$50.54	\$0.00	\$50.54
MS MUSIC SUPPLIES						10.11%
100.200.100.009.451	\$500.00	\$0.00	\$497.83	\$2.17	\$0.00	\$2.17
MS ART/JEWELRY/PHOTO SUPPLIES						0.43%
100.200.100.016.451	\$500.00	\$0.00	\$886.32	(\$386.32)	\$0.00	(\$386.32)
6TH TEACHING SUPPLIES						-77.26%
100.200.100.019.451	\$500.00	\$0.00	\$47.00	\$453.00	\$0.00	\$453.00
MS ROBOTICS						90.60%
100.200.200.000.315	\$57,119.00	\$4,656.42	\$42,400.83	\$14,718.17	\$13,969.22	\$748.95
CERTIFICATED TEACHER						1.31%
100.200.200.000.323	\$85,000.00	\$9,245.46	\$69,443.39	\$15,556.61	\$3,898.64	\$11,657.97
AIDES						13.72%
100.200.200.000.329	\$7,000.00	\$431.25	\$4,181.25	\$2,818.75	\$0.00	\$2,818.75
SUBSTITUTES/TEMPORARIES						40.27%
100.200.200.000.363	\$738.00	\$71.84	\$581.60	\$156.40	\$89.57	\$66.83

**Petersburg School District**

**Expenditure Budget Balance Report**

Summary Only

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To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
WORKERS COMPENSATION						9.06%
100.200.200.000.364	\$48,004.00	\$4,200.72	\$37,796.27	\$10,207.73	\$6,764.64	\$3,443.09
INSURANCE-HEALTH/LIFE						7.17%
100.200.200.000.365	\$14,024.00	\$593.89	\$5,565.00	\$8,459.00	\$1,781.66	\$6,677.34
RETIREMENT CONTRIBUTION-TRS						47.61%
100.200.200.000.366	\$21,000.00	\$1,939.83	\$13,924.19	\$7,075.81	\$905.89	\$6,169.92
RETIREMENT CONTRIBUTION-PERS						29.38%
100.200.200.000.367	\$2,133.00	\$193.39	\$1,546.38	\$586.62	\$234.56	\$352.06
MEDICARE TAX						16.51%
100.200.200.000.368	\$724.00	\$31.16	\$576.16	\$147.84	\$0.00	\$147.84
SOCIAL SECURITY TAX						20.42%
100.200.200.000.451	\$460.00	\$0.00	\$459.30	\$0.70	\$0.00	\$0.70
MS SPED SUPPLIES						0.15%
100.200.450.000.324	\$33,000.00	\$2,520.69	\$28,669.79	\$4,330.21	\$1,718.11	\$2,612.10
SUPPORT STAFF						7.92%
100.200.450.000.329	\$600.00	\$0.00	\$465.00	\$135.00	\$716.25	(\$581.25)
SUBSTITUTES/TEMPORARIES						-96.88%
100.200.450.000.363	\$253.00	\$12.61	\$145.16	\$107.84	\$12.20	\$95.64
WORKERS COMPENSATION						37.80%
100.200.450.000.364	\$27,059.00	\$2,529.26	\$23,814.84	\$3,244.16	\$0.00	\$3,244.16
INSURANCE-HEALTH/LIFE						11.99%
100.200.450.000.366	\$9,172.00	\$554.55	\$6,307.36	\$2,864.64	\$377.98	\$2,486.66
RETIREMENT CONTRIBUTION-PERS						27.11%
100.200.450.000.367	\$554.00	\$27.38	\$339.07	\$214.93	\$35.30	\$179.63
MEDICARE TAX						32.42%
100.200.450.000.368	\$74.00	\$0.00	\$28.83	\$45.17	\$44.41	\$0.76
SOCIAL SECURITY TAX						1.03%
100.200.450.000.433	\$1,000.00	\$132.75	\$1,330.92	(\$330.92)	\$0.00	(\$330.92)
COMMUNICATIONS						-33.09%
100.200.450.000.434	\$300.00	\$0.00	\$0.00	\$300.00	\$100.00	\$200.00
MS POSTAGE						66.67%
100.200.450.000.454	\$400.00	\$309.10	\$434.54	(\$34.54)	\$0.00	(\$34.54)
MS OFFICE SUPPLIES						-8.64%
100.200.700.000.316	\$5,934.00	\$3,422.50	\$6,460.00	(\$526.00)	\$0.00	(\$526.00)
CERTIFICATED EXTRA DUTY PAY						-8.86%
100.200.700.000.322	\$6,156.00	\$1,390.00	\$5,926.00	\$230.00	\$0.00	\$230.00

## Petersburg School District

### Expenditure Budget Balance Report

 Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
NON-CERT SPECIALIST/EXTRA DUTY						3.74%
100.200.700.000.329	\$1,000.00	\$0.00	\$1,431.00	(\$431.00)	\$0.00	(\$431.00)
SUBSTITUTES/TEMPORARIES						-43.10%
100.200.700.000.363	\$77.00	\$24.10	\$69.25	\$7.75	\$0.00	\$7.75
WORKERS COMPENSATION						10.06%
100.200.700.000.364	\$0.00	\$466.93	\$704.27	(\$704.27)	\$0.00	(\$704.27)
INSURANCE-HEALTH/LIFE						0.00%
100.200.700.000.365	\$1,542.00	\$429.88	\$838.46	\$703.54	\$0.00	\$703.54
RETIREMENT CONTRIBUTION-TRS						45.63%
100.200.700.000.366	\$0.00	\$305.80	\$326.71	(\$326.71)	\$0.00	(\$326.71)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.200.700.000.367	\$151.00	\$63.80	\$190.53	(\$39.53)	\$0.00	(\$39.53)
MEDICARE TAX						-26.18%
100.200.700.000.368	\$600.00	\$0.00	\$350.75	\$249.25	\$0.00	\$249.25
SOCIAL SECURITY TAX						41.54%
100.200.700.000.426	\$15,000.00	\$7,639.60	\$20,895.40	(\$5,895.40)	\$0.00	(\$5,895.40)
MS ACTIVITIES STUDENT TRANSPORTATION						-39.30%
100.200.700.000.479	\$590.00	\$0.00	\$1,298.01	(\$708.01)	\$0.00	(\$708.01)
MS ACTIVITIES SUPPLIES AND MATERIALS						-120.00%
100.200.700.000.490	\$0.00	\$0.00	\$600.00	(\$600.00)	\$0.00	(\$600.00)
MS ACTIVITIES OTHER EXPENSES						0.00%
100.300.100.000.315	\$959,785.00	\$95,569.81	\$828,688.22	\$131,096.78	\$121,208.67	\$9,888.11
CERTIFICATED TEACHER						1.03%
100.300.100.000.323	\$26,000.00	\$3,050.13	\$23,758.15	\$2,241.85	\$1,046.43	\$1,195.42
AIDES						4.60%
100.300.100.000.329	\$31,000.00	\$5,350.00	\$33,459.75	(\$2,459.75)	\$887.50	(\$3,347.25)
SUBSTITUTES/TEMPORARIES						-10.80%
100.300.100.000.363	\$6,257.00	\$522.88	\$4,455.94	\$1,801.06	\$617.31	\$1,183.75
WORKERS COMPENSATION						18.92%
100.300.100.000.364	\$246,747.00	\$26,236.36	\$234,745.29	\$12,001.71	\$25,525.24	(\$13,523.53)
INSURANCE-HEALTH/LIFE						-5.48%
100.300.100.000.365	\$236,300.00	\$11,562.26	\$103,959.10	\$132,340.90	\$15,355.04	\$116,985.86
RETIREMENT CONTRIBUTION-TRS						49.51%
100.300.100.000.366	\$6,445.00	\$584.31	\$5,140.08	\$1,304.92	\$253.39	\$1,051.53
RETIREMENT CONTRIBUTION-PERS						16.32%
100.300.100.000.367	\$13,812.00	\$1,419.50	\$12,054.08	\$1,757.92	\$1,693.03	\$64.89

## Petersburg School District

### Expenditure Budget Balance Report

 Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
MEDICARE TAX						0.47%
100.300.100.000.368	\$3,123.00	\$136.40	\$1,091.04	\$2,031.96	\$9.30	\$2,022.66
SOCIAL SECURITY TAX						64.77%
100.300.100.000.451	\$26,500.00	\$4,349.36	\$26,092.18	\$407.82	\$813.51	(\$405.69)
TEACHING SUPPLIES						-1.53%
100.300.100.000.474	\$10,000.00	\$2,403.02	\$4,893.98	\$5,106.02	\$34.82	\$5,071.20
CURRICULUM ADOPTION						50.71%
100.300.100.000.476	\$12,000.00	\$0.00	\$15,286.80	(\$3,286.80)	\$0.00	(\$3,286.80)
COPIER SUPPLIES						-27.39%
100.300.100.008.451	\$6,300.00	\$0.00	\$6,296.17	\$3.83	\$0.00	\$3.83
MUSIC TEACHING SUPPLIES						0.06%
100.300.100.010.451	\$300.00	\$246.43	\$301.23	(\$1.23)	\$0.00	(\$1.23)
B MARTIN SUPPLIES						-0.41%
100.300.100.011.451	\$300.00	\$8.86	\$331.14	(\$31.14)	(\$8.86)	(\$22.28)
M BROCK SUPPLIES						-7.43%
100.300.100.012.451	\$300.00	\$0.00	\$187.93	\$112.07	\$0.00	\$112.07
K CURTISS SUPPLIES						37.36%
100.300.100.014.451	\$300.00	\$0.00	\$218.42	\$81.58	\$0.00	\$81.58
G KOWALSKI SUPPLIES						27.19%
100.300.100.015.451	\$300.00	\$0.00	\$300.00	\$0.00	\$0.00	\$0.00
ETHAN BRYNER TEACHING SUPPLIES						0.00%
100.300.100.018.451	\$300.00	\$244.02	\$332.46	(\$32.46)	\$0.00	(\$32.46)
ERIN HOFACRE TEACHING SUPPLIES						-10.82%
100.300.100.029.451	\$300.00	\$0.00	\$289.06	\$10.94	\$0.00	\$10.94
H MULLEN SUPPLIES						3.65%
100.300.100.030.451	\$300.00	\$175.89	\$321.29	(\$21.29)	(\$21.29)	\$0.00
E WILLIS SUPPLIES						0.00%
100.300.100.031.451	\$300.00	\$94.61	\$236.37	\$63.63	\$0.00	\$63.63
S VANDERVEST SUPPLIES						21.21%
100.300.100.032.451	\$300.00	\$88.59	\$290.98	\$9.02	\$0.00	\$9.02
M MIDKIFF SUPPLIES						3.01%
100.300.100.033.451	\$550.00	\$0.00	\$684.06	(\$134.06)	\$0.00	(\$134.06)
S PAWUK SUPPLIES						-24.37%
100.300.100.034.451	\$550.00	\$167.94	\$428.60	\$121.40	\$0.00	\$121.40
V MILLER SUPPLIES						22.07%
100.300.100.035.451	\$600.00	\$0.00	\$201.31	\$398.69	\$0.00	\$398.69

## Petersburg School District

### Expenditure Budget Balance Report

 Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
ES SWIM/PE SUPPLIES						66.45%
100.300.200.000.315	\$209,606.00	\$21,587.48	\$191,930.50	\$17,675.50	\$16,227.00	\$1,448.50
CERTIFICATED TEACHER						0.69%
100.300.200.000.323	\$305,000.00	\$30,816.31	\$247,666.87	\$57,333.13	\$13,192.69	\$44,140.44
AIDES						14.47%
100.300.200.000.329	\$45,000.00	\$1,102.50	\$10,786.25	\$34,213.75	\$1,065.00	\$33,148.75
SUBSTITUTES/TEMPORARIES						73.66%
100.300.200.000.363	\$3,147.00	\$274.63	\$2,314.18	\$832.82	\$152.82	\$680.00
WORKERS COMPENSATION						21.61%
100.300.200.000.364	\$138,000.00	\$14,326.45	\$127,918.34	\$10,081.66	\$0.02	\$10,081.64
INSURANCE-HEALTH/LIFE						7.31%
100.300.200.000.365	\$51,127.00	\$2,648.59	\$23,466.25	\$27,660.75	\$2,038.11	\$25,622.64
RETIREMENT CONTRIBUTION-TRS						50.12%
100.300.200.000.366	\$75,595.00	\$6,437.01	\$41,328.80	\$34,266.20	\$3,032.89	\$31,233.31
RETIREMENT CONTRIBUTION-PERS						41.32%
100.300.200.000.367	\$8,000.00	\$752.27	\$6,260.99	\$1,739.01	\$442.03	\$1,296.98
MEDICARE TAX						16.21%
100.300.200.000.368	\$3,430.00	\$53.02	\$2,785.26	\$644.74	\$66.03	\$578.71
SOCIAL SECURITY TAX						16.87%
100.300.200.000.451	\$2,015.00	\$39.23	\$2,015.51	(\$0.51)	\$0.00	(\$0.51)
ES SPED SUPPLIES						-0.03%
100.300.300.000.315	\$81,213.00	\$7,476.08	\$61,284.72	\$19,928.28	\$20,178.28	(\$250.00)
CERTIFICATED TEACHER						-0.31%
100.300.300.000.329	\$4,500.00	\$0.00	\$412.50	\$4,087.50	\$0.00	\$4,087.50
SUBSTITUTES/TEMPORARIES						90.83%
100.300.300.000.363	\$564.00	\$38.73	\$320.57	\$243.43	\$104.91	\$138.52
WORKERS COMPENSATION						24.56%
100.300.300.000.364	\$3,000.00	\$250.00	\$2,250.00	\$750.00	\$750.00	\$0.00
INSURANCE-HEALTH/LIFE						0.00%
100.300.300.000.365	\$19,872.00	\$844.81	\$7,603.20	\$12,268.80	\$2,534.39	\$9,734.41
RETIREMENT CONTRIBUTION-TRS						48.99%
100.300.300.000.366	\$868.00	\$0.00	\$0.00	\$868.00	\$0.00	\$868.00
RETIREMENT CONTRIBUTION-PERS						100.00%
100.300.300.000.367	\$1,235.00	\$112.02	\$927.21	\$307.79	\$303.46	\$4.33
MEDICARE TAX						0.35%
100.300.300.000.368	\$62.00	\$0.00	\$0.00	\$62.00	\$0.00	\$62.00

**Petersburg School District**

**Expenditure Budget Balance Report**

Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
SOCIAL SECURITY TAX						100.00%
100.300.300.000.451	\$1,500.00	\$857.97	\$1,258.17	\$241.83	\$62.15	\$179.68
TEACHING SUPPLIES						11.98%
100.300.350.000.315	\$88,000.00	\$7,290.58	\$65,615.22	\$22,384.78	\$21,871.78	\$513.00
CERTIFICATED TEACHER						0.58%
100.300.350.000.329	\$1,750.00	\$262.50	\$1,575.00	\$175.00	\$175.00	\$0.00
SUBSTITUTES/TEMPORARIES						0.00%
100.300.350.000.363	\$452.00	\$38.80	\$345.30	\$106.70	\$113.34	(\$6.64)
WORKERS COMPENSATION						-1.47%
100.300.350.000.364	\$7,000.00	\$187.50	\$6,021.18	\$978.82	\$562.50	\$416.32
INSURANCE-HEALTH/LIFE						5.95%
100.300.350.000.365	\$21,539.00	\$915.70	\$8,241.30	\$13,297.70	\$2,747.10	\$10,550.60
RETIREMENT CONTRIBUTION-TRS						48.98%
100.300.350.000.367	\$1,011.00	\$112.24	\$982.99	\$28.01	\$327.84	(\$299.83)
MEDICARE TAX						-29.66%
100.300.350.000.368	\$109.00	\$0.00	\$37.20	\$71.80	\$0.00	\$71.80
SOCIAL SECURITY TAX						65.87%
100.300.350.000.451	\$1,000.00	\$0.00	\$693.25	\$306.75	\$0.00	\$306.75
TEACHING SUPPLIES						30.68%
100.300.350.000.472	\$2,151.00	\$906.74	\$1,905.74	\$245.26	\$223.27	\$21.99
LIBRARY BOOKS						1.02%
100.300.350.000.473	\$734.00	\$0.00	\$734.00	\$0.00	\$0.00	\$0.00
PERIODICALS						0.00%
100.300.350.000.479	\$2,115.00	\$0.00	\$2,115.23	(\$0.23)	\$0.00	(\$0.23)
OTHER SUPPLIES AND MATERIALS						-0.01%
100.300.400.000.421	\$891.00	\$0.00	\$890.52	\$0.48	\$0.00	\$0.48
STAFF TRANSPORTATION						0.05%
100.300.400.000.479	\$1,609.00	\$0.00	\$1,609.00	\$0.00	\$0.00	\$0.00
ES PRINCIPAL SUPPLIES AND MATERIALS						0.00%
100.300.400.000.491	\$600.00	\$0.00	\$600.00	\$0.00	\$0.00	\$0.00
DUES AND FEES						0.00%
100.300.450.000.324	\$37,500.00	\$3,627.23	\$33,744.62	\$3,755.38	\$1,247.12	\$2,508.26
SUPPORT STAFF						6.69%
100.300.450.000.329	\$600.00	\$420.88	\$1,384.63	(\$784.63)	\$0.00	(\$784.63)
SUBSTITUTES/TEMPORARIES						-130.77%
100.300.450.000.363	\$246.00	\$20.22	\$175.32	\$70.68	\$0.00	\$70.68

## Petersburg School District

### Expenditure Budget Balance Report

 Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
WORKERS COMPENSATION						28.73%
100.300.450.000.364	\$27,059.00	\$3,006.48	\$27,058.56	\$0.44	\$0.00	\$0.44
INSURANCE-HEALTH/LIFE						0.00%
100.300.450.000.366	\$8,924.00	\$797.99	\$7,471.27	\$1,452.73	\$0.00	\$1,452.73
RETIREMENT CONTRIBUTION-PERS						16.28%
100.300.450.000.367	\$539.00	\$50.81	\$417.62	\$121.38	\$0.00	\$121.38
MEDICARE TAX						22.52%
100.300.450.000.368	\$74.00	\$18.83	\$37.43	\$36.57	\$0.00	\$36.57
SOCIAL SECURITY TAX						49.42%
100.300.450.000.433	\$2,000.00	\$170.10	\$1,709.28	\$290.72	\$0.00	\$290.72
COMMUNICATIONS						14.54%
100.300.450.000.434	\$500.00	\$0.00	\$55.45	\$444.55	\$44.55	\$400.00
POSTAGE						80.00%
100.300.450.000.454	\$800.00	\$246.50	\$398.31	\$401.69	\$0.00	\$401.69
OFFICE SUPPLIES						50.21%
100.500.100.000.362	\$6,000.00	\$1,400.75	\$1,400.75	\$4,599.25	\$0.00	\$4,599.25
UNEMPLOYMENT INSURANCE						76.65%
100.500.100.000.363	\$0.00	\$22.86	\$118.09	(\$118.09)	\$0.00	(\$118.09)
WORKERS COMPENSATION						0.00%
100.500.100.000.367	\$0.00	\$59.54	\$178.49	(\$178.49)	\$0.00	(\$178.49)
MEDICARE TAX						0.00%
100.500.100.000.369	\$38,000.00	\$9,856.15	\$31,627.76	\$6,372.24	\$1,000.00	\$5,372.24
OTHER EMPLOYEE BENEFITS						14.14%
100.500.100.000.418	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
DISTRICT WIDE PROFESSIONAL DEVELOPMENT						100.00%
100.500.100.000.421	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
STAFF TRANSPORTATION						100.00%
100.500.100.000.474	\$20,000.00	\$3,426.00	\$14,673.75	\$5,326.25	\$0.00	\$5,326.25
CURRICULUM ADOPTION						26.63%
100.500.200.000.315	\$47,250.00	\$4,170.84	\$38,432.01	\$8,817.99	\$7,591.65	\$1,226.34
CERTIFICATED TEACHER						2.60%
100.500.200.000.363	\$339.00	\$20.91	\$192.67	\$146.33	\$38.05	\$108.28
WORKERS COMPENSATION						31.94%
100.500.200.000.364	\$15,220.00	\$1,268.37	\$12,683.70	\$2,536.30	\$2,536.74	(\$0.44)
INSURANCE-HEALTH/LIFE						0.00%
100.500.200.000.365	\$22,281.00	\$473.63	\$4,559.43	\$17,721.57	\$947.24	\$16,774.33

**Petersburg School District**

**Expenditure Budget Balance Report**

Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
RETIREMENT CONTRIBUTION-TRS						75.29%
100.500.200.000.367	\$685.00	\$58.34	\$536.74	\$148.26	\$105.99	\$42.27
MEDICARE TAX						6.17%
100.500.200.000.418	\$25,000.00	\$0.00	\$2,223.00	\$22,777.00	\$0.00	\$22,777.00
OTHER PROFESSIONAL SERVICES						91.11%
100.500.200.000.421	\$3,000.00	\$2,497.32	\$4,823.16	(\$1,823.16)	\$0.00	(\$1,823.16)
STAFF TRANSPORTATION						-60.77%
100.500.200.000.440	\$2,500.00	\$0.00	\$1,953.50	\$546.50	\$0.00	\$546.50
PURCHASED SERVICES						21.86%
100.500.200.000.451	\$3,150.00	\$1,419.86	\$2,561.10	\$588.90	\$227.64	\$361.26
DISTRICT WIDE SPED SUPPLIES						11.47%
100.500.300.000.365	\$19,911.00	\$0.00	\$0.00	\$19,911.00	\$0.00	\$19,911.00
RETIREMENT CONTRIBUTION-TRS						100.00%
100.500.300.000.366	\$6,227.00	\$0.00	\$0.00	\$6,227.00	\$0.00	\$6,227.00
RETIREMENT CONTRIBUTION-PERS						100.00%
100.500.350.000.315	\$0.00	\$250.00	\$250.00	(\$250.00)	\$0.00	(\$250.00)
CERTIFICATED TEACHER						0.00%
100.500.350.000.318	\$92,433.00	\$7,661.08	\$76,610.80	\$15,822.20	\$15,322.20	\$500.00
CERTIFICATED SPECIALISTS						0.54%
100.500.350.000.324	\$46,000.00	\$3,470.97	\$40,973.31	\$5,026.69	\$3,842.08	\$1,184.61
SUPPORT STAFF						2.58%
100.500.350.000.329	\$1,500.00	\$0.00	\$830.88	\$669.12	\$0.00	\$669.12
SUBSTITUTES/TEMPORARIES						44.61%
100.500.350.000.363	\$1,157.00	\$57.06	\$594.79	\$562.21	\$76.81	\$485.40
WORKERS COMPENSATION						41.95%
100.500.350.000.364	\$27,059.00	\$2,254.88	\$24,803.68	\$2,255.32	\$0.00	\$2,255.32
INSURANCE-HEALTH/LIFE						8.33%
100.500.350.000.365	\$22,460.00	\$955.95	\$9,559.50	\$12,900.50	\$1,911.91	\$10,988.59
RETIREMENT CONTRIBUTION-TRS						48.93%
100.500.350.000.366	\$11,403.00	\$763.61	\$9,014.13	\$2,388.87	\$0.00	\$2,388.87
RETIREMENT CONTRIBUTION-PERS						20.95%
100.500.350.000.367	\$2,033.00	\$156.87	\$1,630.77	\$402.23	\$222.17	\$180.06
MEDICARE TAX						8.86%
100.500.350.000.368	\$93.00	\$0.00	\$18.96	\$74.04	\$0.00	\$74.04
SOCIAL SECURITY TAX						79.61%
100.500.350.000.417	\$39,890.00	\$0.00	\$39,890.00	\$0.00	\$0.00	\$0.00

**Petersburg School District**

**Expenditure Budget Balance Report**

Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
TECHNOLOGY SUPPORT						0.00%
100.500.350.000.433	\$148,000.00	\$20,090.30	\$102,613.00	\$45,387.00	\$0.00	\$45,387.00
COMMUNICATIONS						30.67%
100.500.350.000.440	\$66,000.00	\$10,947.84	\$71,691.95	(\$5,691.95)	\$3,217.98	(\$8,909.93)
PURCHASED SERVICES						-13.50%
100.500.350.000.446	\$21,000.00	\$0.00	\$9,393.85	\$11,606.15	\$2,221.15	\$9,385.00
PROPERTY INSURANCE						44.69%
100.500.350.000.450	\$16,000.00	\$1,314.28	\$10,472.35	\$5,527.65	(\$38.28)	\$5,565.93
SUPPLIES, MATERIALS & MEDIA						34.79%
100.500.350.000.475	\$109,500.00	\$4,857.44	\$53,811.98	\$55,688.02	(\$3,481.32)	\$59,169.34
TECHNOLOGY SUPPLIES						54.04%
100.500.400.000.313	\$186,400.00	\$16,336.36	\$170,112.22	\$16,287.78	\$16,336.39	(\$48.61)
PRINCIPAL						-0.03%
100.500.400.000.363	\$1,235.00	\$81.90	\$852.83	\$382.17	\$81.90	\$300.27
WORKERS COMPENSATION						24.31%
100.500.400.000.364	\$50,282.00	\$4,240.18	\$42,671.38	\$7,610.62	\$3,740.18	\$3,870.44
INSURANCE-HEALTH/LIFE						7.70%
100.500.400.000.365	\$45,596.00	\$2,039.29	\$21,234.22	\$24,361.78	\$2,039.29	\$22,322.49
RETIREMENT CONTRIBUTION-TRS						48.96%
100.500.400.000.367	\$2,703.00	\$236.87	\$2,466.65	\$236.35	\$236.88	(\$0.53)
MEDICARE TAX						-0.02%
100.500.600.000.321	\$80,100.00	\$6,725.00	\$73,675.00	\$6,425.00	\$6,725.00	(\$300.00)
NON-CERT DIRECTOR/COORD/MANAGR						-0.37%
100.500.600.000.324	\$40,600.00	\$4,000.67	\$23,404.83	\$17,195.17	\$3,842.08	\$13,353.09
SUPPORT STAFF						32.89%
100.500.600.000.325	\$210,500.00	\$12,341.32	\$178,328.95	\$32,171.05	\$10,627.66	\$21,543.39
MAINTENANCE/CUSTODIAL						10.23%
100.500.600.000.329	\$13,000.00	\$278.55	\$12,186.02	\$813.98	\$0.00	\$813.98
SUBSTITUTES/TEMPORARIES						6.26%
100.500.600.000.363	\$12,558.00	\$527.28	\$6,532.95	\$6,025.05	\$3.56	\$6,021.49
WORKERS COMPENSATION						47.95%
100.500.600.000.364	\$74,641.00	\$5,833.28	\$60,106.34	\$14,534.66	\$0.00	\$14,534.66
INSURANCE-HEALTH/LIFE						19.47%
100.500.600.000.366	\$83,605.00	\$5,001.04	\$59,336.68	\$24,268.32	\$156.53	\$24,111.79
RETIREMENT CONTRIBUTION-PERS						28.84%
100.500.600.000.367	\$4,990.00	\$312.18	\$3,898.58	\$1,091.42	\$10.32	\$1,081.10

**Petersburg School District**

**Expenditure Budget Balance Report**

Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
MEDICARE TAX						21.67%
100.500.600.000.368	\$500.00	\$0.00	\$934.34	(\$434.34)	\$0.00	(\$434.34)
SOCIAL SECURITY TAX						-86.87%
100.500.600.000.418	\$20,000.00	\$0.00	\$5,897.73	\$14,102.27	\$4,070.38	\$10,031.89
OTHER PROFESSIONAL SERVICES						50.16%
100.500.600.000.421	\$3,000.00	\$0.00	\$1,050.92	\$1,949.08	\$0.00	\$1,949.08
STAFF TRANSPORTATION						64.97%
100.500.600.000.431	\$30,000.00	\$2,516.88	\$23,966.42	\$6,033.58	\$0.00	\$6,033.58
WATER AND SEWER						20.11%
100.500.600.000.432	\$40,000.00	\$3,882.23	\$33,190.18	\$6,809.82	\$0.00	\$6,809.82
GARBAGE						17.02%
100.500.600.000.433	\$1,000.00	\$57.01	\$573.40	\$426.60	\$0.00	\$426.60
COMMUNICATIONS						42.66%
100.500.600.000.436	\$284,500.00	\$26,883.61	\$256,282.05	\$28,217.95	\$0.00	\$28,217.95
ENERGY - ELECTRICITY						9.92%
100.500.600.000.438	\$330,000.00	\$31,961.25	\$362,192.62	(\$32,192.62)	\$0.00	(\$32,192.62)
ENERGY - HEATING OIL						-9.76%
100.500.600.000.440	\$30,000.00	\$648.00	\$21,508.76	\$8,491.24	\$0.00	\$8,491.24
PURCHASED SERVICES						28.30%
100.500.600.000.446	\$91,063.00	\$0.00	\$91,062.78	\$0.22	\$0.00	\$0.22
PROPERTY INSURANCE						0.00%
100.500.600.000.452	\$70,000.00	\$1,287.67	\$43,766.47	\$26,233.53	\$9,452.86	\$16,780.67
MAINTENANCE/CONSTR SUPPLIES						23.97%
100.500.600.000.453	\$20,000.00	\$3,724.56	\$11,853.60	\$8,146.40	\$818.28	\$7,328.12
JANITORIAL SUPPLIES						36.64%
100.500.600.000.458	\$7,000.00	\$196.54	\$3,538.16	\$3,461.84	\$0.00	\$3,461.84
VEHICLE GAS AND OIL						49.45%
100.500.600.000.479	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00
MAINTENANCE OTHER SUPPLIES AND MATERIALS						100.00%
100.500.600.000.491	\$3,937.00	\$0.00	\$0.00	\$3,937.00	\$0.00	\$3,937.00
DUES AND FEES						100.00%
100.500.700.000.314	\$46,628.00	\$3,949.50	\$39,495.00	\$7,133.00	\$7,899.00	(\$766.00)
CERT DIRECTOR/COORD/MANAGER						-1.64%
100.500.700.000.363	\$304.00	\$19.80	\$198.00	\$106.00	\$39.60	\$66.40
WORKERS COMPENSATION						21.84%
100.500.700.000.364	\$14,000.00	\$1,127.44	\$11,274.40	\$2,725.60	\$2,254.88	\$470.72

**Petersburg School District**

**Expenditure Budget Balance Report**

Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
INSURANCE-HEALTH/LIFE						3.36%
100.500.700.000.365	\$16,690.00	\$492.92	\$4,929.20	\$11,760.80	\$985.84	\$10,774.96
RETIREMENT CONTRIBUTION-TRS						64.56%
100.500.700.000.367	\$690.00	\$54.03	\$534.94	\$155.06	\$106.36	\$48.70
MEDICARE TAX						7.06%
100.600.510.000.311	\$141,620.00	\$11,801.67	\$129,818.37	\$11,801.63	\$19,878.63	(\$8,077.00)
SUPERINTENDENT						-5.70%
100.600.510.000.324	\$60,000.00	\$5,000.00	\$55,000.00	\$5,000.00	\$5,000.00	\$0.00
SUPPORT STAFF						0.00%
100.600.510.000.363	\$1,335.00	\$85.49	\$940.31	\$394.69	\$99.65	\$295.04
WORKERS COMPENSATION						22.10%
100.600.510.000.364	\$36,828.00	\$3,068.60	\$33,754.60	\$3,073.40	\$3,068.60	\$4.80
INSURANCE-HEALTH/LIFE						0.01%
100.600.510.000.365	\$34,468.00	\$1,465.33	\$16,118.63	\$18,349.37	\$1,465.33	\$16,884.04
RETIREMENT CONTRIBUTION-TRS						48.98%
100.600.510.000.366	\$14,874.00	\$1,100.00	\$12,100.00	\$2,774.00	\$0.00	\$2,774.00
RETIREMENT CONTRIBUTION-PERS						18.65%
100.600.510.000.367	\$2,918.00	\$247.25	\$2,719.76	\$198.24	\$288.24	(\$90.00)
MEDICARE TAX						-3.08%
100.600.510.000.414	\$20,000.00	\$10,789.00	\$11,936.00	\$8,064.00	\$0.00	\$8,064.00
LEGAL SERVICES						40.32%
100.600.510.000.421	\$10,000.00	\$0.00	\$8,554.91	\$1,445.09	\$867.00	\$578.09
STAFF TRANSPORTATION						5.78%
100.600.510.000.433	\$1,200.00	\$118.62	\$1,191.21	\$8.79	\$0.00	\$8.79
COMMUNICATIONS						0.73%
100.600.510.000.434	\$500.00	\$0.00	\$52.55	\$447.45	\$47.45	\$400.00
POSTAGE						80.00%
100.600.510.000.454	\$500.00	\$0.00	\$614.33	(\$114.33)	\$0.00	(\$114.33)
OFFICE SUPPLIES						-22.87%
100.600.510.000.476	\$5,000.00	\$17.71	\$3,752.10	\$1,247.90	\$0.00	\$1,247.90
COPIER SUPPLIES						24.96%
100.600.510.000.479	\$2,000.00	\$0.00	\$1,009.96	\$990.04	\$0.00	\$990.04
SUPERINTENDENT OTHER SUPPLIES AND MATERIALS						49.50%
100.600.510.000.491	\$18,500.00	\$970.00	\$15,320.19	\$3,179.81	\$0.00	\$3,179.81
DUES AND FEES						17.19%
100.600.511.000.418	\$13,000.00	\$0.00	\$0.00	\$13,000.00	\$0.00	\$13,000.00

**Petersburg School District**

**Expenditure Budget Balance Report**

Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
<b>BOARD - OTHER PROFESSIONAL SERVICES</b>						100.00%
100.600.511.000.421	\$7,000.00	\$0.00	\$3,031.00	\$3,969.00	\$0.00	\$3,969.00
<b>BOARD- STAFF TRANSPORTATION</b>						56.70%
100.600.511.000.479	\$8,800.00	\$1,323.02	\$8,234.05	\$565.95	\$500.00	\$65.95
<b>BOE OTHER SUPPLIES AND MATERIALS</b>						0.75%
100.600.550.000.321	\$109,270.00	\$9,105.83	\$100,164.14	\$9,105.86	\$13,221.86	(\$4,116.00)
<b>NON-CERT DIRECTOR/COORD/MANAGR</b>						-3.77%
100.600.550.000.329	\$0.00	\$778.95	\$778.95	(\$778.95)	\$3,046.56	(\$3,825.51)
<b>SUBSTITUTES/TEMPORARIES</b>						0.00%
100.600.550.000.363	\$724.00	\$49.55	\$506.05	\$217.95	\$0.00	\$217.95
<b>WORKERS COMPENSATION</b>						30.10%
100.600.550.000.364	\$28,073.00	\$2,339.44	\$25,733.84	\$2,339.16	\$0.00	\$2,339.16
<b>INSURANCE-HEALTH/LIFE</b>						8.33%
100.600.550.000.366	\$27,088.00	\$2,003.28	\$22,036.08	\$5,051.92	\$0.00	\$5,051.92
<b>RETIREMENT CONTRIBUTION-PERS</b>						18.65%
100.600.550.000.367	\$1,584.00	\$137.36	\$1,388.92	\$195.08	\$0.00	\$195.08
<b>MEDICARE TAX</b>						12.32%
100.600.550.000.368	\$0.00	\$48.29	\$48.29	(\$48.29)	\$0.00	(\$48.29)
<b>SOCIAL SECURITY TAX</b>						0.00%
100.600.550.000.412	\$55,000.00	\$0.00	\$57,990.00	(\$2,990.00)	\$0.00	(\$2,990.00)
<b>AUDITING &amp; ACCOUNTING SERVICES</b>						-5.44%
100.600.550.000.418	\$12,000.00	\$0.00	\$11,603.76	\$396.24	\$0.00	\$396.24
<b>OTHER PROFESSIONAL SERVICES</b>						3.30%
100.600.550.000.421	\$3,400.00	\$0.00	\$2,345.47	\$1,054.53	\$0.00	\$1,054.53
<b>STAFF TRANSPORTATION</b>						31.02%
100.600.550.000.447	\$74,528.00	\$0.00	\$74,527.97	\$0.03	\$0.00	\$0.03
<b>LIABILITY INSURANCE</b>						0.00%
100.600.550.000.454	\$1,772.00	\$0.00	\$489.69	\$1,282.31	\$500.00	\$782.31
<b>OFFICE SUPPLIES</b>						44.15%
100.600.550.000.491	\$9,000.00	\$7,988.69	\$9,984.04	(\$984.04)	\$0.00	(\$984.04)
<b>DUES AND FEES</b>						-10.93%
100.600.550.000.495	(\$30,000.00)	(\$9,042.94)	(\$20,145.74)	(\$9,854.26)	\$0.00	(\$9,854.26)
<b>INDIRECT COST RECOVERY</b>						32.85%
<b>Fund 100 Total:</b>	\$9,442,124.00	\$865,926.28	\$7,439,944.54	\$2,002,179.46	\$961,728.15	\$1,040,451.31
						11.02%

Petersburg School District

**Expenditure Budget Balance Report**

Summary Only

From Date: 5/1/2023

To Date: 5/31/2023

Fiscal Year: 2022-2023

Budget Balance

Account Number / Description

Budget

Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

**Grand Total:**

\$9,442,124.00

\$865,926.28

\$7,439,944.54

\$2,002,179.46

\$961,728.15

\$1,040,451.31

11.02%

End of Report

Petersburg School District

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 05/01/2023  
 From Check:  
 From Voucher:

To Date: 05/31/2023  
 To Check:  
 To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
47143	05/31/2023	BROCK, MICHAEL	\$398.26	12	Printed	Payroll	<input type="checkbox"/>		
47144	05/31/2023	ONEIL, CHERYL A	\$115.43	12	Printed	Payroll	<input type="checkbox"/>		
47145	05/31/2023	TRAUTMAN, VICTOR	\$689.85	12	Printed	Payroll	<input checked="" type="checkbox"/>	05/31/2023	
47146	05/31/2023	VANDERVEST, SHANNON L	\$5,219.21	12	Printed	Payroll	<input type="checkbox"/>		
47147	05/31/2023	COLE, KIMBERLEE	\$55.41	12	Printed	Payroll	<input type="checkbox"/>		
47148	05/31/2023	PERKINS, KEITH R	\$106.20	12	Printed	Payroll	<input type="checkbox"/>		
47149	05/31/2023	SANDHOFER, THEODORE	\$212.40	12	Printed	Payroll	<input type="checkbox"/>		
47150	05/31/2023	WEGENER, CAROL L	\$1,019.99	12	Printed	Payroll	<input type="checkbox"/>		
72029	05/01/2023	AARON BRADFORD	\$36.00	1179	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72030	05/01/2023	ANDREA FITTJE	\$51.00	1179	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72031	05/01/2023	BRENDA LOUISE	\$1.50	1179	Printed	Expense	<input type="checkbox"/>		
72032	05/01/2023	COURTNEY MORRISON-00593	\$6.00	1179	Printed	Expense	<input type="checkbox"/>		
72033	05/01/2023	JENNY PAYNE	\$48.00	1179	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72034	05/01/2023	KELSIE CAPLES	\$51.00	1179	Printed	Expense	<input type="checkbox"/>		
72035	05/01/2023	LEAH VICK	\$51.00	1179	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72036	05/01/2023	MAVIS WORTHINGTON-01553	\$45.00	1179	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72037	05/01/2023	PRICILA CHIM	\$51.00	1179	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72038	05/01/2023	RACHEL HUDSON	\$39.00	1179	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72039	05/01/2023	TIFFANY ECKLES	\$45.00	1179	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72040	05/01/2023	VICTORIA MOORE-02593	\$19.50	1179	Printed	Expense	<input type="checkbox"/>		
72041	05/01/2023	DAS HAGEDORN HAUS B&B-00651	\$800.00	1180	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72042	05/01/2023	EMBASSY SUITES ANCHORAGE-00816	\$717.00	1180	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72043	05/01/2023	HAMMER & WIKAN-01038	\$71.60	1180	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	

**Petersburg School District**

**Reprint Check Listing**

Fiscal Year: 2022-2023

**Criteria:**

**Bank Account:** OPERATING ACCOUNT XX3970

**From Date:** 05/01/2023

**To Date:** 05/31/2023

**From Check:**

**To Check:**

**From Voucher:**

**To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
72044	05/01/2023	US FOODS, INC.	\$5,916.86	1180	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72045	05/03/2023	ALASKA CAR RENTAL	\$163.90	1181	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72046	05/03/2023	DIRTY DOG FABRICATION, LLC	\$144.00	1181	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72047	05/03/2023	ERICA KLUUDT-PAINTER-00832	\$51.75	1181	Printed	Expense	<input type="checkbox"/>		
72048	05/03/2023	ETHAN BRYNER	\$58.28	1181	Printed	Expense	<input type="checkbox"/>		
72049	05/03/2023	GCI COMMUNICATION CORP-00953	\$4,135.60	1181	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72050	05/03/2023	HEATHER CONN-01075	\$1,228.87	1181	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72051	05/03/2023	JIM ENGELL-01243	\$38.99	1181	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72052	05/03/2023	LAW OFFICES OF NICOLAS CARAQUEL PPLC	\$7,960.00	1181	Printed	Expense	<input type="checkbox"/>		
72053	05/03/2023	RING CENTRAL INC	\$5,427.39	1181	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72054	05/03/2023	ALASKA MARINE LINES-00120	\$752.08	1182	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72055	05/03/2023	BUSINESS CARD-00283	\$24,210.79	1182	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72056	05/03/2023	EMPLOYMENT SECURITY-TAX-00822	\$624.34	1182	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72057	05/08/2023	AT&T MOBILITY-00004	\$846.93	1183	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72058	05/08/2023	FRONTLINE TECHNOLOGIES GROUP LLC	\$7,884.42	1183	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72059	05/08/2023	HEATHER CONN-01075	\$26.45	1183	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72060	05/08/2023	PETERSBURG MEDICAL CENTER-01892	\$2,175.00	1183	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72061	05/08/2023	SEDOR, WENDLANDT, EVENS,-02211	\$2,829.00	1183	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72062	05/08/2023	STIKINE SERVICES, INC	\$2,700.00	1183	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72063	05/08/2023	TRADING UNION, INC., THE-02510	\$167.52	1183	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72064	05/08/2023	US FOODS, INC.	\$6,779.61	1183	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	

Petersburg School District

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 05/01/2023  
 From Check:  
 From Voucher:

To Date: 05/31/2023  
 To Check:  
 To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
72065	05/08/2023	WESTMARK SITKA-02656	\$704.00	1183	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72066	05/16/2023	ALASKA MARINE LINES-00120	\$174.96	1184	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72067	05/16/2023	ANCHORAGE DAILY NEWS	\$688.70	1184	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72068	05/16/2023	ETHAN BRYNER	\$100.00	1184	Printed	Expense	<input type="checkbox"/>		
72069	05/16/2023	HAMMER & WIKAN-01038	\$227.58	1184	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72070	05/16/2023	HOTEL CAPTAIN COOK-01119	\$5,400.00	1184	Printed	Expense	<input type="checkbox"/>		
72071	05/16/2023	JAIME CABRAL-01202	\$132.00	1184	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72072	05/16/2023	JIM ENGELL-01243	\$100.00	1184	Printed	Expense	<input type="checkbox"/>		
72073	05/16/2023	MARA LUTOMSKI-01495	\$34.58	1184	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72074	05/16/2023	MARINA WHITACRE	\$140.00	1184	Printed	Expense	<input type="checkbox"/>		
72075	05/16/2023	PETERSBURG CHAMBER OF COMMERCE-01883	\$1,500.00	1184	Printed	Expense	<input type="checkbox"/>		
72076	05/16/2023	PETERSBURG MEDICAL CENTER-01892	\$5,718.75	1184	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72077	05/16/2023	ROBERT CROSS	\$272.00	1184	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72078	05/16/2023	SILVER BOW CONSTRUCTION	\$458.00	1184	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72079	05/16/2023	THE CHARIOT GROUP, INC	\$4,929.00	1184	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72080	05/16/2023	UNUM LIFE INSURANCE COMPANY OF-02556	\$528.98	1184	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72081	05/16/2023	US FOODS, INC.	\$4,982.30	1184	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72082	05/19/2023	AARON BRADFORD	\$39.00	1185	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72083	05/19/2023	ACT FINANCE	\$560.00	1185	Printed	Expense	<input type="checkbox"/>		
72084	05/19/2023	ALASKA MARINE LINES-00120	\$75.57	1185	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72085	05/19/2023	ANDREA FITTJE	\$57.00	1185	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72086	05/19/2023	COURTNEY MORRISON-00593	\$4.50	1185	Printed	Expense	<input type="checkbox"/>		

Petersburg School District

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 05/01/2023

To Date: 05/31/2023

From Check:

To Check:

From Voucher:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
72087	05/19/2023	FOOD NUTRITION SERVICES	\$788.92	1185	Printed	Expense	<input type="checkbox"/>		
72088	05/19/2023	JENNY PAYNE	\$57.00	1185	Printed	Expense	<input type="checkbox"/>		
72089	05/19/2023	KELSIE CAPLES	\$57.00	1185	Printed	Expense	<input type="checkbox"/>		
72090	05/19/2023	LEAH VICK	\$57.00	1185	Printed	Expense	<input type="checkbox"/>		
72093	05/19/2023	PETERSBURG PARKS & RECREATIO-01895	\$6,500.00	1185	Printed	Expense	<input type="checkbox"/>		
72094	05/19/2023	PRICILA CHIM	\$57.00	1185	Printed	Expense	<input type="checkbox"/>		
72095	05/19/2023	PROVIDENT LIFE AND ACCIDENT I-01978	\$161.25	1185	Printed	Expense	<input type="checkbox"/>		
72096	05/19/2023	PUBLIC EDUCATION HEALTH TRUST-01982	\$133,981.30	1185	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72097	05/19/2023	RACHEL HUDSON	\$51.00	1185	Printed	Expense	<input type="checkbox"/>		
72098	05/19/2023	SERRC, INC.-02214	\$2,620.45	1185	Printed	Expense	<input type="checkbox"/>		
72099	05/19/2023	STEPHEN FRENTZ	\$4.50	1185	Printed	Expense	<input type="checkbox"/>		
72100	05/19/2023	TIFFANY ECKLES	\$36.00	1185	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72101	05/19/2023	VICTORIA MOORE-02593	\$12.00	1185	Printed	Expense	<input type="checkbox"/>		
72102	05/19/2023	MAVIS WORTHINGTON-01553	\$51.00	1186	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72103	05/19/2023	MICHAEL BROCK-00408	\$20.00	1186	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72104	05/26/2023	AFLAC-00068	\$456.71	1189	Printed	Expense	<input type="checkbox"/>		
72105	05/26/2023	ANDREA WEATHERS	\$386.85	1189	Printed	Expense	<input type="checkbox"/>		
72106	05/26/2023	BSN SPORTS, INC.-00417	\$923.13	1189	Printed	Expense	<input type="checkbox"/>		
72107	05/26/2023	HAMMER & WIKAN-01038	\$55.46	1189	Printed	Expense	<input type="checkbox"/>		
72108	05/26/2023	NORTHWEST EDUCATION ASSOCIATION	\$1,776.00	1189	Printed	Expense	<input type="checkbox"/>		
72109	05/26/2023	PETERSBURG HIGH SCHOOL-01888	\$88.00	1189	Printed	Expense	<input type="checkbox"/>		

## Petersburg School District

### Reprint Check Listing

Fiscal Year: 2022-2023

**Criteria:**

**Bank Account:** OPERATING ACCOUNT XX3970

**From Date:** 05/01/2023

**To Date:** 05/31/2023

**From Check:**

**To Check:**

**From Voucher:**

**To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
72110	05/26/2023	PETERSBURG SCHOOL DISTRICT	\$1,000.00	1189	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2023	
72111	05/26/2023	SCHOOL SPECIALTY	\$13,260.15	1189	Printed	Expense	<input type="checkbox"/>		
72112	05/26/2023	STIKINE SERVICES, INC	\$28,474.00	1189	Printed	Expense	<input type="checkbox"/>		
72113	05/26/2023	TRUE NORTH COUNSELING-02526	\$405.00	1189	Printed	Expense	<input type="checkbox"/>		
72114	05/26/2023	US FOODS, INC.	\$8,109.53	1189	Printed	Expense	<input type="checkbox"/>		
72115	05/26/2023	VHS LEARNING	\$3,300.00	1189	Printed	Expense	<input type="checkbox"/>		
72116	05/26/2023	XEROX CORPORATION-02716	\$114.42	1189	Printed	Expense	<input type="checkbox"/>		
72117	05/26/2023	ALASKA COMMISSION ON POSTSECONDARY EDUCA	\$64.11	1192	Printed	Payroll Ded	<input type="checkbox"/>		
72118	05/26/2023	APEA-00222	\$1,757.77	1192	Printed	Payroll Ded	<input type="checkbox"/>		
72119	05/26/2023	ATP-00262	\$3,464.03	1192	Printed	Payroll Ded	<input type="checkbox"/>		
72120	05/26/2023	GREAT-WEST LIFE & ANNUITY	\$6,583.00	1192	Printed	Payroll Ded	<input type="checkbox"/>		
72121	05/26/2023	MINNESOTA CHILD SUPPORT PAYMENT CENTER	\$520.00	1192	Printed	Payroll Ded	<input type="checkbox"/>		
72122	05/26/2023	STATE OF ALASKA-02310	\$109,679.06	1193	Printed	Payroll Ded	<input type="checkbox"/>		

Total Amount:

\$435,669.69

End of Report

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 05/01/2023

To Date: 05/31/2023

From Voucher:

To Voucher:

Account: XX3970

Date	Description	Amount	Check No	Posted To	Account	Box
05/08/2023	FIRST BANK-00894	\$5.00	1187	Posted to G/L AP		<input type="checkbox"/>
05/08/2023	REVTRAK INC.-02052	\$15.67	1187	Posted to G/L AP		<input type="checkbox"/>
05/08/2023	REVTRAK INC.-02052	\$104.87	1187	Posted to G/L AP		<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$37.61	1188	Posted to G/L AP		<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$502.45	1188	Posted to G/L AP		<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$279.00	1188	Posted to G/L AP		<input type="checkbox"/>
05/26/2023	HAMMER & WIKAN-01038	\$436.79	1188	Posted to G/L AP		<input type="checkbox"/>
05/31/2023	FIRST BANK-00894	\$373,053.94	1190	Posted to G/L PR		<input type="checkbox"/>
05/31/2023	FIRST BANK-00894	\$4,860.00	1190	Posted to G/L PR		<input type="checkbox"/>
05/30/2023	EFTPS-00804	\$37,562.98	1191	Posted to G/L PR		<input type="checkbox"/>
05/30/2023	EFTPS-00804	\$491.73	1191	Posted to G/L PR		<input type="checkbox"/>
05/30/2023	EFTPS-00804	\$7,001.42	1191	Posted to G/L PR		<input type="checkbox"/>
05/30/2023	EFTPS-00804	\$491.73	1191	Posted to G/L PR		<input type="checkbox"/>
05/30/2023	EFTPS-00804	\$7,001.42	1191	Posted to G/L PR		<input type="checkbox"/>
05/26/2023	COSTCO MEMBERSHIP-00590	\$962.40	1195	Posted to G/L AP		<input type="checkbox"/>
05/26/2023	COSTCO MEMBERSHIP-00590	\$63.60	1195	Posted to G/L AP		<input type="checkbox"/>
05/26/2023	COSTCO MEMBERSHIP-00590	\$481.39	1195	Posted to G/L AP		<input type="checkbox"/>



Petersburg School District

**Non-Check Batch Listing**

Fiscal Year: 2022-2023

**Criteria:**

**Bank Account:** OPERATING ACCOUNT XX3970

**From Date:** 05/01/2023      **To Date:** 05/31/2023  
**From Voucher:**                      **To Voucher:**

05/26/2023	AMAZON.COM-00164	\$106.99	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	AMAZON.COM-00164	\$39.23	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	AMAZON.COM-00164	\$199.31	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	AMAZON.COM-00164	\$658.66	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	AMAZON.COM-00164	\$906.74	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	AMAZON.COM-00164	\$244.02	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	AMAZON.COM-00164	\$270.52	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	AMAZON.COM-00164	\$98.00	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	AMAZON.COM-00164	\$88.59	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	AMAZON.COM-00164	\$246.43	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	AMAZON.COM-00164	\$8.86	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	AMAZON.COM-00164	\$852.25	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	AMAZON.COM-00164	\$47.03	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	AMAZON.COM-00164	\$207.54	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	AMAZON.COM-00164	\$167.94	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	AMAZON.COM-00164	\$169.99	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	AMAZON.COM-00164	\$397.94	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	BANK OF AMERICA-00165	\$309.10	1195	Posted to G/L AP	<input type="checkbox"/>

## Petersburg School District

### Non-Check Batch Listing

Fiscal Year: 2022-2023

**Criteria:**

**Bank Account:** OPERATING ACCOUNT XX3970

**From Date:** 05/01/2023                      **To Date:** 05/31/2023  
**From Voucher:**                                      **To Voucher:**

05/26/2023	P-CARD PROGRAM-01850	\$900.00	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$180.00	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$236.49	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$357.25	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$660.22	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$2,875.32	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$4.00	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$58.16	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$238.59	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$1,200.00	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$756.66	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$382.90	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	WHALE SHARK SOFTWARE, LLC	\$169.20	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$391.24	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$222.56	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	PETERSBURG BOROUGH-01881	\$2,516.88	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	PETERSBURG BOROUGH-01881	\$3,882.23	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	PETERSBURG BOROUGH-01881	\$26,883.61	1195	Posted to G/L AP	<input type="checkbox"/>

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 05/01/2023

To Date: 05/31/2023

From Voucher:

To Voucher:

05/26/2023	PETERSBURG BOROUGH-01881	\$190.00	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	PETERSBURG BOROUGH-01881	\$196.54	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	PETRO MARINE SERVICES-01909	\$31,961.25	1195	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$424.74	1201	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$403.40	1201	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$43.99	1201	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$301.00	1201	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$435.47	1201	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	ACSA-00049	\$970.00	1201	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$18.87	1201	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$246.50	1201	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$2,900.00	1202	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$1,314.28	1202	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$0.00	1202	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$207.00	1202	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$0.00	1202	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$568.19	1202	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	EDPUZZLE, INC	\$1,150.00	1202	Posted to G/L AP	<input type="checkbox"/>

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 05/01/2023 To Date: 05/31/2023  
 From Voucher: To Voucher:

Date	Description	Amount	Account	Posted to	AP	AP
05/26/2023	APPLE, INC.-00225	\$44,320.00	1202	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$744.36	1202	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$1,988.38	1202	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$20.50	1202	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$587.00	1202	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$994.75	1202	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$239.88	1202	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$140.00	1203	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$52.96	1203	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$2,367.86	1203	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$396.69	1203	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$101.10	1203	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$476.95	1203	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$555.50	1203	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$673.00	1203	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$114.24	1203	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$1,320.07	1203	Posted to G/L	AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$234.87	1203	Posted to G/L	AP	<input type="checkbox"/>

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 05/01/2023 To Date: 05/31/2023  
 From Voucher: To Voucher:

05/26/2023	P-CARD PROGRAM-01850	\$130.06	1203	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$2,188.00	1203	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$309.98	1203	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$14.10	1203	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$1,246.42	1204	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$529.99	1204	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$28.27	1204	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$3,194.57	1204	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$477.74	1204	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$752.30	1204	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$23.38	1204	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$5.98	1204	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$514.37	1205	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$3,434.57	1205	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$1,210.04	1205	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$236.68	1205	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$476.00	1205	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$829.50	1205	Posted to G/L AP	<input type="checkbox"/>

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 05/01/2023 To Date: 05/31/2023  
From Voucher: To Voucher:

05/26/2023	P-CARD PROGRAM-01850	\$479.70	1205	Posted to G/L AP	<input type="checkbox"/>
05/26/2023	P-CARD PROGRAM-01850	\$869.00	1205	Posted to G/L AP	<input type="checkbox"/>

Total for Fund:	125	Total Amount:	<u>\$600,295.86</u>
		Total Amount:	\$600,295.86

End of Report



A part of BMO Financial Group

# INVOICE

May 20, 2023

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

ATTN:

**Invoice Number: 0703724-2305**  
**Invoice Amount: \$ 169,707.10**



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

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

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

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

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

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

Thank you for your continued business.

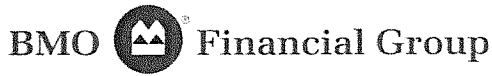


Please attach a copy of this invoice or the information below this line with your cheque payment.

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

Invoice Number: 0703724-2305  
Amount Paid: \$ 169,707.10 ✓  
Payment Due Date: June 16, 2023





## Statement

<b>Account Name:</b>	KLUDT-PAINTER, ERICA	<b>Card Number:</b>	xxxx-xxxx-xxxx-5361
<b>Company Name:</b>	PETERSBURG SCHOOL DIST	<b>Account Limit:</b>	\$ 5,000.00
<b>Employee ID:</b>	152		
<b>Statement Date (MM/DD/YYYY):</b>	05/20/2023	<b>Currency:</b>	U.S. DOLLAR

### Statement Summary:

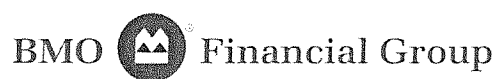
*Report any items which do not agree with your records within 30 days of the statement date.*

<b>Payments:</b>	\$ 0.00
<b>Adjustments:</b>	\$ 0.00
<b>Net Purchases:</b>	\$ 1,405.47
<b>Cash Advance:</b>	\$ 0.00
<b>Fees:</b>	\$ 0.00
<b>Other Charges:</b>	\$ 0.00
<b>New Account Balance:</b>	\$ 1,405.47

**For your records only. No payment required.**

### Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
05/08	05/09 472637904	SQ GLACIER EXPRESS CA PETERSBURG AK	\$ 435.47 055277	\$ 0.00	\$ 435.47
05/12	05/15 473426756	EVENT ASDN/ACSA TYSONS CORNER VA	\$ 970.00 079377	\$ 0.00	\$ 970.00
<b>TOTAL CREDITS</b>			xxxx-xxxx-xxxx-5361		<b>\$ 0.00</b>
<b>TOTAL DEBITS</b>			xxxx-xxxx-xxxx-5361		<b>\$ 1,405.47</b>



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**CUSTOMER SERVICE:**

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**BMO**

Telephone Inquiries: 1-855-825-9234

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**PAYMENT INFORMATION:**


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	<b>BMO</b>	<b>Diners Club</b>
<b>You can mail your payment to:</b>	BMO Harris P.O. Box 5732 Carol Stream, IL 60197-5732	Diners Club P.O. Box 5732 Carol Stream, IL 60197-5732
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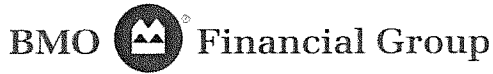
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## Statement

<b>Account Name:</b>	CABRAL, JAIME	<b>Card Number:</b>	xxxx-xxxx-xxxx-4710
<b>Company Name:</b>	PETERSBURG SCHOOL DIST	<b>Account Limit:</b>	\$ 25,000.00
<b>Employee ID:</b>	7999995418021878		
<b>Statement Date (MM/DD/YYYY):</b>	05/20/2023	<b>Currency:</b>	U.S. DOLLAR

### Statement Summary:

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<b>Payments:</b>	\$ 0.00
<b>Adjustments:</b>	\$ 0.00
<b>Net Purchases:</b>	\$ 9,075.38
<b>Cash Advance:</b>	\$ 0.00
<b>Fees:</b>	\$ 0.00
<b>Other Charges:</b>	\$ 0.00
<b>New Account Balance:</b>	\$ 9,075.38

**For your records only. No payment required.**

### Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
04/20	04/21 469957513	AVIS ALASKA - SHELL SI JUNEAU AK	\$ 635.04 056718	\$ 0.00	\$ 635.04
04/20	04/21 469957589	AVIS ALASKA - SHELL SI JUNEAU AK	\$ 24.99 095499	\$ 0.00 (e)	\$ 24.99
04/20	04/21 469957587	AVIS ALASKA - SHELL SI JUNEAU AK	\$ 635.04 057750	\$ 0.00	\$ 635.04
04/20	04/21 469957588	AVIS ALASKA - SHELL SI JUNEAU AK	\$ 25.00 022769	\$ 0.00 (e)	\$ 25.00
04/21	04/24 470088924	STUDEBAKER'S PIZZA PETERSBURG AK	\$ 234.87 078824	\$ 0.00 (e)	\$ 234.87
04/22	04/24 470088922	PETERSBURG IGA PETERSBURG AK	\$ 122.70 076267	\$ 7.36	\$ 130.06
04/23	04/24 470088923	AVIS ALASKA - SHELL SI JUNEAU AK	\$ 211.68 038272	\$ 0.00 (e)	\$ 211.68
04/24	04/26 470556998	AVIS ALASKA - SHELL SI JUNEAU AK	\$ -211.68 027342	\$ 0.00 (e)	\$ -211.68
04/25	04/27 470856392	ABC MOTORHOME RENTALS ANCHORAGE AK	\$ 1,556.00 011962	\$ 0.00	\$ 1,556.00
04/26	04/27 470856391	AVIS ALASKA - INTERNAT ANCHORAGE AK	\$ 811.86 023446	\$ 0.00 (e)	\$ 811.86
04/28	05/01 471372800	RAMADA INN ANCHORAGE AK	\$ 99.68 089585	\$ 0.00	\$ 99.68
04/28	05/01 471372801	RAMADA INN ANCHORAGE AK	\$ 100.00 043788	\$ 0.00	\$ 100.00
04/29	05/01 471372799	ALASKA SEAPLANES JUNEAU AK	\$ 349.00 082282	\$ 0.00 (e)	\$ 349.00

04/29	05/01 471372877	RAMADA INN ANCHORAGE AK	\$ -100.00 061251	\$ 0.00	\$ -100.00
04/29	05/01 471372797	NATIONAL CAR RENTAL ANCHORAGE AK	\$ 70.04 044569	\$ 0.00	\$ 70.04
04/29	05/01 471372721	BEST BUY MHT 00005397 ANCHORAGE AK	\$ 476.95 077886	\$ 0.00	\$ 476.95
04/29	05/01 471372798	PRICELN THE LAKEFRONT 203-299-8000 CT	\$ 213.42 025125	\$ 13.55 (e)	\$ 226.97
05/01	05/02 471522237	ENTERPRISE RENT-A-CAR JUNEAU AK	\$ 101.10 033125	\$ 0.00	\$ 101.10
05/03	05/08 472326276	TIDES INN PETERSBURG AK	\$ 300.00 006815	\$ 0.00	\$ 300.00
05/04	05/08 472326274	PETERSBURG IGA PETERSBURG AK	\$ 107.78 094182	\$ 6.46	\$ 114.24
05/05	05/08 472326275	ALASKA SEAPLANES JUNEAU AK	\$ 24.00 098664	\$ 0.00 (e)	\$ 24.00
05/10	05/11 473086662	SAN SABA CAP 830-2572434 TX	\$ 333.30 020657	\$ 0.00 (e)	\$ 333.30
05/10	05/11 473086661	SAN SABA CAP 830-2572434 TX	\$ 222.20 003646	\$ 0.00 (e)	\$ 222.20
05/11	05/15 473426838	KETCHIKAN AIRPORT KETCHIKAN AK	\$ 140.00 073093	\$ 0.00	\$ 140.00
05/12	05/15 473426837	SQ MUDDY WATER ADVENT GOSQ.COM AK	\$ 2,058.00 027198	\$ 130.00	\$ 2,188.00
05/16	05/17 473897990	HAMMER & WIKAN #5828 PETERSBURG AK	\$ 52.96 073081	\$ 0.00 (e)	\$ 52.96
05/16	05/18 474189722	PETERSBURG IGA PETERSBURG AK	\$ 13.31 081213	\$ 0.79	\$ 14.10
05/17	05/18 474189649	HAMMER & WIKAN #5828 PETERSBURG AK	\$ 309.98 012669	\$ 0.00 (e)	\$ 309.98

**TOTAL CREDITS** xxx-xxx-xxx-4710      **\$ -311.68**  
**TOTAL DEBITS** xxx-xxx-xxx-4710      **\$ 9,387.06**

**CUSTOMER SERVICE:**

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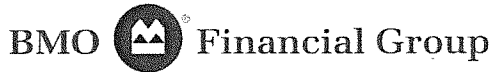
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## Statement

<b>Account Name:</b>	BULLER, AARON S	<b>Card Number:</b>	xxxx-xxxx-xxxx-3497
<b>Company Name:</b>	PETERSBURG SCHOOL DIST	<b>Account Limit:</b>	\$ 45,000.00
<b>Employee ID:</b>	1025		
<b>Statement Date (MM/DD/YYYY):</b>	05/20/2023	<b>Currency:</b>	U.S. DOLLAR

### Statement Summary:

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

<b>Payments:</b>	\$ 0.00
<b>Adjustments:</b>	\$ 0.00
<b>Net Purchases:</b>	\$ 6,258.65
<b>Cash Advance:</b>	\$ 0.00
<b>Fees:</b>	\$ 0.00
<b>Other Charges:</b>	\$ 0.00
<b>New Account Balance:</b>	\$ 6,258.65

**For your records only. No payment required.**

### Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
04/20	04/21 469957430	HAMMER & WIKAN #5828 PETERSBURG AK	\$ 22.99 070992	\$ 0.00 (e)	\$ 22.99
04/21	04/24 470088777	AMZN MKTP US HF1GG4L00 AMZN.COM/BILL WA	\$ 70.00 091129	\$ 0.00	\$ 70.00
04/22	04/24 470088847	AMZN MKTP US AMZN.COM/BILL WA	\$ -63.49 000000	\$ -6.51 (e)	\$ -70.00
04/24	04/25 470478871	HAMMER & WIKAN #5828 PETERSBURG AK	\$ 21.87 030888	\$ 0.00 (e)	\$ 21.87
04/26	04/27 470856312	GRAINGER LAKE FOREST IL	\$ 224.51 026075	\$ 0.00	\$ 224.51
04/26	04/27 470856310	GRAINGER LAKE FOREST IL	\$ 938.00 093531	\$ 0.00	\$ 938.00
04/26	04/27 470856233	GRAINGER LAKE FOREST IL	\$ 858.43 029744	\$ 0.00	\$ 858.43
04/26	04/27 470856234	GRAINGER LAKE FOREST IL	\$ 1,044.30 000520	\$ 0.00	\$ 1,044.30
04/26	04/27 470856311	GRAINGER LAKE FOREST IL	\$ 353.84 036441	\$ 0.00	\$ 353.84
04/26	04/28 471067257	PETERSBURG PILOT PETERSBURG AK	\$ 28.27 054665	\$ 0.00 (e)	\$ 28.27
04/27	04/28 471067256	GRAINGER LAKE FOREST IL	\$ 304.59 093766	\$ 0.00	\$ 304.59
04/27	04/28 471067255	GRAINGER LAKE FOREST IL	\$ 223.20 080246	\$ 0.00	\$ 223.20
05/01	05/02 471522159	HAMMER & WIKAN #5828 PETERSBURG AK	\$ 124.96 057162	\$ 0.00 (e)	\$ 124.96

05/02	05/03 471785596	HAMMER & WIKAN #5828 PETERSBURG AK	\$ 104.97 096343	\$ 0.00 (e)	\$ 104.97
05/02	05/04 471988478	HIGH TIDE PARTS PETERSBURG AK	\$ 23.38 032540	\$ 0.00 (e)	\$ 23.38
05/04	05/05 472194357	L&W SUPPLY 7158 REDMOND WA	\$ 1,132.07 043435	\$ 114.35	\$ 1,246.42
05/09	05/10 472794886	HAMMER & WIKAN #5828 PETERSBURG AK	\$ 7.99 081170	\$ 0.00 (e)	\$ 7.99
05/10	05/12 473198165	PETERSBURG REXALL DRUG PETERSBURG AK	\$ 5.98 069345	\$ 0.00 (e)	\$ 5.98
05/11	05/12 473198166	AMZ DYSON DIRECT, IN PAY.AMAZON.CO WA	\$ 480.72 089964	\$ 49.27 (e)	\$ 529.99
05/11	05/12 473198164	HAMMER & WIKAN #5828 PETERSBURG AK	\$ 194.96 003560	\$ 0.00 (e)	\$ 194.96

<b>TOTAL CREDITS</b>	<b>xxx-xxx-xxx-3497</b>	<b>\$ -70.00</b>
<b>TOTAL DEBITS</b>	<b>xxx-xxx-xxx-3497</b>	<b>\$ 6,328.65</b>

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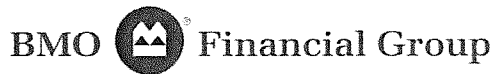
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## Statement

<b>Account Name:</b>	KLUDT-PAINTER, JON	<b>Card Number:</b>	xxxx-xxxx-xxxx-8382
<b>Company Name:</b>	PETERSBURG SCHOOL DIST	<b>Account Limit:</b>	\$ 70,000.00
<b>Employee ID:</b>	7999995418021852		
<b>Statement Date (MM/DD/YYYY):</b>	05/20/2023	<b>Currency:</b>	U.S. DOLLAR

### Statement Summary:

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

<b>Payments:</b>	\$ 0.00
<b>Adjustments:</b>	\$ 0.00
<b>Net Purchases:</b>	\$ 55,034.34
<b>Cash Advance:</b>	\$ 0.00
<b>Fees:</b>	\$ 0.00
<b>Other Charges:</b>	\$ 0.00
<b>New Account Balance:</b>	\$ 55,034.34

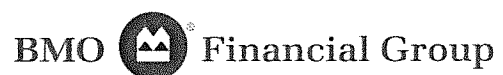
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### Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
04/21	04/24 470088774	FSP IT OUTLET, INC SIOUX FALLS SD	\$ 744.36 084617	\$ 0.00	\$ 744.36
04/22	04/24 470088775	AMZN MKTP US HF4306ZG0 AMZN.COM/BILL WA	\$ 709.20 038840	\$ 0.00	\$ 709.20
04/27	04/27 470856231	APPLE.COM/US 800-676-2775 CA	\$ 35,160.00 046458	\$ 0.00	\$ 35,160.00
04/27	04/27 470856232	APPLE.COM/US 800-676-2775 CA	\$ 9,160.00 024354	\$ 0.00	\$ 9,160.00
04/27	04/28 471067254	USPS.COM CLICKNSHIP 800-3447779 DC	\$ 8.65 054392	\$ 0.00	\$ 8.65
04/28	05/01 471372639	SQ LYCEUM SOLUTIONS, GOSQ.COM AK	\$ 2,900.00 023022	\$ 0.00	\$ 2,900.00
05/01	05/02 471522158	IN EDPUZZLE 650-3364934 CA	\$ 1,150.00 053246	\$ 0.00	\$ 1,150.00
05/03	05/04 471988477	AMZN MKTP US FP05K0003 AMZN.COM/BILL WA	\$ 95.52 018443	\$ 0.00	\$ 95.52
05/05	05/05 472194839	APPLE.COM/US 800-676-2775 CA	\$ 338.00 022262	\$ 0.00	\$ 338.00
05/10	05/11 473086504	AMZN MKTP US XN3GC2E83 AMZN.COM/BILL WA	\$ 707.55 004044	\$ 0.00	\$ 707.55
05/11	05/11 473086505	AMZN MKTP US 419M40I33 AMZN.COM/BILL WA	\$ 65.98 021484	\$ 6.76	\$ 72.74
05/11	05/12 473198163	USPS.COM CLICKNSHIP 800-3447779 DC	\$ 11.85 032800	\$ 0.00	\$ 11.85
05/12	05/15 473426599	CDW GOVT #JP06362 800-808-4239 IL	\$ 938.44 051533	\$ 56.31	\$ 994.75

05/12	05/15 473426675	CDW GOVT #JP00267 800-808-4239 IL	\$ 536.03 099913	\$ 32.16	\$ 568.19
05/13	05/15 473426676	LINKEDIN PRE 290865276 LNKD.IN/BILL CA	\$ 239.88 011004	\$ 0.00 (e)	\$ 239.88
05/14	05/15 473426677	AMZN MKTP US VH33B6873 AMZN.COM/BILL WA	\$ 35.72 026861	\$ 0.00	\$ 35.72
05/15	05/15 473426679	AMZN MKTP US 6V5NM4LP3 AMZN.COM/BILL WA	\$ 71.80 021564	\$ 0.00	\$ 71.80
05/15	05/15 473426678	AMZN MKTP US XE04C61F3 AMZN.COM/BILL WA	\$ 24.83 097329	\$ 0.00	\$ 24.83
05/15	05/15 473426755	AMAZON.COM KH5GA1R33 AMZN.COM/BILL WA	\$ 63.22 045105	\$ 0.00	\$ 63.22
05/15	05/16 473745031	AMZN MKTP US VC8HM2OA3 AMZN.COM/BILL WA	\$ 207.80 081977	\$ 0.00	\$ 207.80
05/16	05/17 473897913	MINDS-I, INC 509-2525725 WA	\$ 191.49 001962	\$ 15.51 (e)	\$ 207.00
05/18	05/19 474401569	OETC.ORG SALEM OR	\$ 1,314.28 038607	\$ 0.00 (e)	\$ 1,314.28
05/19	05/19 474401568	APPLE.COM/US 800-676-2775 CA	\$ 249.00 067194	\$ 0.00	\$ 249.00

<b>TOTAL CREDITS</b>	<b>xxxx-xxxx-xxxx-8382</b>	<b>\$ 0.00</b>
<b>TOTAL DEBITS</b>	<b>xxxx-xxxx-xxxx-8382</b>	<b>\$ 55,034.34</b>



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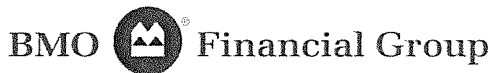
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## Statement

<b>Account Name:</b>	MORRISON, KAREN	<b>Card Number:</b>	xxxx-xxxx-xxxx-5856
<b>Company Name:</b>	PETERSBURG SCHOOL DIST	<b>Account Limit:</b>	\$ 200,000.00
<b>Employee ID:</b>	7999995418021894		
<b>Statement Date (MM/DD/YYYY):</b>	05/20/2023	<b>Currency:</b>	U.S. DOLLAR

### Statement Summary:

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

<b>Payments:</b>	\$ 0.00
<b>Adjustments:</b>	\$ 0.00
<b>Net Purchases:</b>	\$ 87,189.05
<b>Cash Advance:</b>	\$ 0.00
<b>Fees:</b>	\$ 0.00
<b>Other Charges:</b>	\$ 0.00
<b>New Account Balance:</b>	\$ 87,189.05

**For your records only. No payment required.**

### Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
04/06	04/26 470558093	AMAZON.COM HS4FK19J0 AMZN.COM/BILL WA	\$ 651.16 018742	\$ 66.74	\$ 717.90
04/20	04/21 469957432	AMZN MKTP US HV6NL75N2 AMZN.COM/BILL WA	\$ 309.10 029924	\$ 0.00	\$ 309.10
04/20	04/21 469957431	HAMMER & WIKAN, INC. PETERSBURG AK	\$ 195.00 033552	\$ 0.00 (e)	\$ 195.00
04/20	04/21 469957433	AMZN MKTP US AMZN.COM/BILL WA	\$ -0.01 000000	\$ 0.00 (e)	\$ -0.01
04/21	04/21 469957510	AMZN MKTP US HV6HQ32P1 AMZN.COM/BILL WA	\$ 113.13 037100	\$ 0.00	\$ 113.13
04/21	04/21 469957511	AMZN MKTP US HF3TM4OZ0 AMZN.COM/BILL WA	\$ 71.59 004453	\$ 0.00	\$ 71.59
04/21	04/21 469957509	AMZN MKTP US HV33H16Q2 AMZN.COM/BILL WA	\$ 191.95 055798	\$ 0.00	\$ 191.95
04/21	04/24 470088849	SQ GLACIER EXPRESS CA PETERSBURG AK	\$ 20.00 078717	\$ 0.00	\$ 20.00
04/21	04/24 470088921	EVENT ASDN/ACSA TYSONS CORNER VA	\$ 849.06 030901	\$ 50.94 (e)	\$ 900.00
04/21	04/24 470088848	PETERSBURG IGA PETERSBURG AK	\$ 20.28 029149	\$ 1.21	\$ 21.49
04/21	04/24 470088850	AMAZON.COM HF0RU3LK0 AMZN.COM/BILL WA	\$ 22.75 010360	\$ 0.00	\$ 22.75
04/22	04/24 470088851	AMZN MKTP US HV8W33742 AMZN.COM/BILL WA	\$ 39.23 083856	\$ 0.00	\$ 39.23
04/24	04/25 470478872	AMZN MKTP US HF51X5TT1 AMZN.COM/BILL WA	\$ 129.84 099548	\$ 0.00	\$ 129.84

04/25	04/26 470558169	WWW COSTCO COM 800-955-2292 WA	\$ 57.77 045637	\$ 5.83 (e)	\$ 63.60
04/26	04/26 470558172	AMZN MKTP US HF9OJ3X12 AMZN.COM/BILL WA	\$ 175.89 047290	\$ 0.00	\$ 175.89
04/26	04/26 470558170	AMZN MKTP US HF1VY6MK1 AMZN.COM/BILL WA	\$ 7.05 026644	\$ 0.00	\$ 7.05
04/26	04/26 470558171	AMZN MKTP US HF5TU2H21 AMZN.COM/BILL WA	\$ 109.44 072574	\$ 0.00	\$ 109.44
04/26	04/26 470558173	AMZN MKTP US HF87D6XX2 AMZN.COM/BILL WA	\$ 79.15 005209	\$ 0.00	\$ 79.15
04/26	04/27 470856313	AMZN MKTP US HF7MJ9HL2 AMZN.COM/BILL WA	\$ 207.54 089956	\$ 0.00	\$ 207.54
04/26	04/27 470856314	AMZN MKTP US HF9QK0VC2 AMZN.COM/BILL WA	\$ 136.13 081760	\$ 0.00	\$ 136.13
04/27	04/27 470856389	COSTCO BUS CENTER 767 253-719-1950 WA	\$ 1,749.99 094885	\$ 175.00	\$ 1,924.99
04/27	04/28 471067411	AMZN MKTP US HM0173440 AMZN.COM/BILL WA	\$ 60.78 033830	\$ 0.00	\$ 60.78
04/27	04/28 471067334	AMZN MKTP US HM0VX3CS0 AMZN.COM/BILL WA	\$ 19.01 053286	\$ 0.00	\$ 19.01
04/27	04/28 471067332	COGNIA 6783922285 GA	\$ 1,113.69 054014	\$ 86.31 (e)	\$ 1,200.00
04/27	04/28 471067336	AMZN MKTP US HF1RU4941 AMZN.COM/BILL WA	\$ 50.57 096667	\$ 0.00	\$ 50.57
04/27	04/28 471067335	AMZN MKTP US HF7KW09D1 AMZN.COM/BILL WA	\$ 18.17 084146	\$ 0.00	\$ 18.17
04/27	04/28 471067333	AMZN MKTP US HF2MI96I2 AMZN.COM/BILL WA	\$ 29.34 027231	\$ 0.00	\$ 29.34
04/28	04/28 471067413	AMZN MKTP US HM66T7NL0 AMZN.COM/BILL WA	\$ 40.61 067606	\$ 0.00	\$ 40.61
04/28	04/28 471067414	AMZN MKTP US HM4L59NT0 AMZN.COM/BILL WA	\$ 131.27 019892	\$ 0.00	\$ 131.27
04/28	04/28 471067412	AMZN MKTP US HF10W5782 AMZN.COM/BILL WA	\$ 212.07 012475	\$ 0.00	\$ 212.07
04/28	05/01 471372640	AMZN MKTP US HF8OW0IN2 AMZN.COM/BILL WA	\$ 39.94 000733	\$ 0.00	\$ 39.94
04/29	05/01 471372717	AMZN MKTP US HM6R03401 AMZN.COM/BILL WA	\$ 125.57 069137	\$ 0.00	\$ 125.57
04/30	05/01 471372718	AMAZON.COM HM46X3NC2 AMZN.COM/BILL WA	\$ 11.70 071506	\$ 0.00	\$ 11.70
05/01	05/02 471522160	AMZN MKTP US HM0IU0GF1 AMZN.COM/BILL WA	\$ 436.12 034752	\$ 0.00	\$ 436.12
05/02	05/02 471522235	AMZN MKTP US HM3RD6MT2 AMZN.COM/BILL WA	\$ 85.46 046005	\$ 0.00	\$ 85.46
05/02	05/03 471785755	ALASKA TELEPHONE COMPA PORT TOWNSEND WA	\$ 57.01 026223	\$ 0.00	\$ 57.01
05/02	05/03 471785752	ALASKA TELEPHONE COMPA PORT TOWNSEND WA	\$ 57.01 051717	\$ 0.00	\$ 57.01
05/02	05/03 471785754	ALASKA TELEPHONE COMPA PORT TOWNSEND WA	\$ 108.49 023278	\$ 0.00	\$ 108.49

05/02	05/03 471785756	NYTIMES NYTIMES DISC 800-698-4637 NY	\$ 4.00 045190	\$ 0.00 (e)	
05/02	05/03 471785753	ALASKA TELEPHONE COMPA PORT TOWNSEND WA	\$ 108.49 000288	\$ 0.00	\$ 108.49
05/02	05/04 471988558	CLYDE HOTEL ALBUQUERQUE NM	\$ 391.24 044506	\$ 0.00	\$ 391.24
05/03	05/04 471988556	AMZN MKTP US H646M7TT3 AMZN.COM/BILL WA	\$ 98.83 026877	\$ 0.00	\$ 98.83
05/03	05/04 471988480	AMZN MKTP US 2J9N79PP3 AMZN.COM/BILL WA	\$ 44.96 090045	\$ 0.00	\$ 44.96
05/03	05/04 471988555	AMZN MKTP US 058GW2TN3 AMZN.COM/BILL WA	\$ 9.97 095218	\$ 0.00	\$ 9.97
05/03	05/04 471988479	AMAZON.COM 1C9T98DR3 A AMZN.COM/BILL WA	\$ 98.00 014830	\$ 0.00	\$ 98.00
05/03	05/04 471988554	AMZN MKTP US X08DF0UO3 AMZN.COM/BILL WA	\$ 52.17 056290	\$ 0.00	\$ 52.17
05/03	05/05 472194919	CLYDE HOTEL ALBUQUERQUE NM	\$ 222.56 029905	\$ 0.00	\$ 222.56
05/04	05/04 471988557	AMZN MKTP US AMZN.COM/BILL WA	\$ -4.65 000000	\$ -0.48 (e)	\$ -5.13
05/04	05/05 472194916	AMZN MKTP US KJ7FV4JK3 AMZN.COM/BILL WA	\$ 197.19 084943	\$ 0.00	\$ 197.19
05/04	05/05 472194360	AMZN MKTP US 2R6WT3RW3 AMZN.COM/BILL WA	\$ 86.15 087462	\$ 0.00	\$ 86.15
05/04	05/05 472194361	AMZN MKTP US P36TQ5RB3 AMZN.COM/BILL WA	\$ 9.98 056378	\$ 0.00	\$ 9.98
05/04	05/05 472194915	AMZN MKTP US GB27W0K33 AMZN.COM/BILL WA	\$ 13.47 089219	\$ 0.00	\$ 13.47
05/04	05/05 472194917	AMZN MKTP US EJ3I89LK3 AMZN.COM/BILL WA	\$ 13.99 099526	\$ 0.00	\$ 13.99
05/04	05/05 472194358	EBAY O 26-10013-57555 SAN JOSE CA	\$ 350.00 069626	\$ 32.90	\$ 382.90
05/04	05/05 472194359	AMZN MKTP US Q16PS18W3 AMZN.COM/BILL WA	\$ 132.95 075740	\$ 0.00	\$ 132.95
05/05	05/05 472194918	AMZN MKTP US 9Y4MY68E3 AMZN.COM/BILL WA	\$ 215.91 080006	\$ 0.00	\$ 215.91
05/05	05/08 472327295	AMZN MKTP US AMZN.COM/BILL WA	\$ -9.36 000000	\$ -0.96 (e)	\$ -10.32
05/05	05/08 472327296	AMZN MKTP US AMZN.COM/BILL WA	\$ -9.35 000000	\$ -0.96 (e)	\$ -10.31
05/05	05/08 472327373	AMZN MKTP US AMZN.COM/BILL WA	\$ -4.24 000000	\$ -0.44 (e)	\$ -4.68
05/05	05/08 472327297	AMZN MKTP US AMZN.COM/BILL WA	\$ -11.67 000000	\$ -1.20 (e)	\$ -12.87
05/07	05/08 472327375	AMZN MKTP US QL6275J13 AMZN.COM/BILL WA	\$ 102.18 042798	\$ 0.00	\$ 102.18
05/07	05/08 472327376	AMZN MKTP US FM2XJ4B53 AMZN.COM/BILL WA	\$ 44.95 029098	\$ 0.00	\$ 44.95
05/07	05/08 472327374	AMZN MKTP US 9K5VU6943 AMZN.COM/BILL WA	\$ 58.16 077189	\$ 0.00	\$ 58.16

05/07	05/08 472327377	AMZN MKTP US AZ2PV2L73 AMZN.COM/BILL WA	\$ 117.51 088893	\$ 0.00	\$ 117.51
05/07	05/08 472326195	AMZN MKTP US HJ5A97ZC3 AMZN.COM/BILL WA	\$ 236.97 099253	\$ 0.00	\$ 236.97
05/08	05/08 472326196	AMZN MKTP US J23155403 AMZN.COM/BILL WA	\$ 246.43 027021	\$ 0.00	\$ 246.43
05/08	05/09 472637905	MEDICALESHP 8665636812 CT	\$ 2,608.00 039738	\$ 267.32	\$ 2,875.32
05/08	05/09 472637907	AMZN MKTP US OD7Z93403 AMZN.COM/BILL WA	\$ 139.89 094319	\$ 0.00	\$ 139.89
05/08	05/09 472637906	AMZN MKTP US RK7L49U73 AMZN.COM/BILL WA	\$ 106.99 028726	\$ 0.00	\$ 106.99
05/09	05/09 472637908	AMZN MKTP US 5T23L6NC3 AMZN.COM/BILL WA	\$ 47.98 033136	\$ 0.00	\$ 47.98
05/09	05/10 472794965	AMZN MKTP US B96Z53213 AMZN.COM/BILL WA	\$ 8.99 031063	\$ 0.00	\$ 8.99
05/09	05/10 472794962	PETRO MARINE SERVICES PETERSBURG AK	\$ 31,961.25 032387	\$ 0.00	\$ 31,961.25
05/09	05/10 472794964	AMZN MKTP US 3R6OT4OF3 AMZN.COM/BILL WA	\$ 309.89 036526	\$ 0.00	\$ 309.89
05/09	05/10 472794963	AMZN MKTP US UO2XM71K3 AMZN.COM/BILL WA	\$ 35.99 047021	\$ 0.00	\$ 35.99
05/09	05/10 472794961	PSN PETERSBURG UTILITY PETERSBURG AK	\$ 33,669.26 015639	\$ 0.00 (e)	\$ 33,669.26
05/10	05/10 472793775	AMZN MKTP US PM89G9JN3 AMZN.COM/BILL WA	\$ 6.19 063582	\$ 0.00	\$ 6.19
05/10	05/10 472793776	AMZN MKTP US HA4Z84OY3 AMZN.COM/BILL WA	\$ 26.52 043905	\$ 0.00	\$ 26.52
05/10	05/11 473086582	AMZN MKTP US 2X10J2RJ3 AMZN.COM/BILL WA	\$ 11.99 026489	\$ 0.00	\$ 11.99
05/10	05/11 473086506	FOLLETT SCHOOL SOLUTIO MCHENRY IL	\$ 272.85 005088	\$ 19.10 (e)	\$ 291.95
05/10	05/11 473086583	AMAZON.COM 2H4O10PJ3 A AMZN.COM/BILL WA	\$ 72.39 046800	\$ 0.00	\$ 72.39
05/10	05/11 473086585	AMZN MKTP US BS5UO9AC3 AMZN.COM/BILL WA	\$ 19.97 083079	\$ 0.00	\$ 19.97
05/10	05/11 473086584	AMZN MKTP US Y500D3X73 AMZN.COM/BILL WA	\$ 709.07 082636	\$ 0.00	\$ 709.07
05/10	05/11 473086586	CREDENTIAL NURSE AIDE L SORRENTO TX	\$ 180.00 081717	\$ 0.00	\$ 180.00
05/11	05/12 473198244	AMZN MKTP US OJ93J4UA3 AMZN.COM/BILL WA	\$ 113.97 012446	\$ 0.00	\$ 113.97
05/11	05/12 473198245	AMZN MKTP US 3S6EH37Y3 AMZN.COM/BILL WA	\$ 5.50 083742	\$ 0.00	\$ 5.50
05/11	05/12 473198167	CRATERS AND FREIGHTERS GARLAND TX	\$ 609.90 016449	\$ 50.32	\$ 660.22
05/11	05/12 473198243	AMZN MKTP US K42D647O3 AMZN.COM/BILL WA	\$ 169.99 048836	\$ 0.00	\$ 169.99
05/12	05/12 473198247	AMZN MKTP US L81GU0563 AMZN.COM/BILL WA	\$ 18.15 087193	\$ 0.00	\$ 18.15

05/12	05/12 473198246	AMZN MKTP US CI9U96CA3 AMZN.COM/BILL WA	\$ 181.59 099492	\$ 0.00	\$ 181.59
05/12	05/15 473426757	AMZN MKTP US 8K71121Y3 AMZN.COM/BILL WA	\$ 8.86 021270	\$ 0.00	\$ 8.86
05/12	05/15 473426758	AMZN MKTP US H439G1643 AMZN.COM/BILL WA	\$ 146.22 018145	\$ 0.00	\$ 146.22
05/12	05/15 473426759	AMZN MKTP US FX1BI2ED3 AMZN.COM/BILL WA	\$ 76.40 039744	\$ 0.00	\$ 76.40
05/14	05/15 473426835	AMZN MKTP US XA9YQ5273 AMZN.COM/BILL WA	\$ 113.80 037936	\$ 0.00	\$ 113.80
05/14	05/15 473426836	AMZN MKTP US Q52HJ7CA3 AMZN.COM/BILL WA	\$ 22.82 036568	\$ 0.00	\$ 22.82
05/15	05/16 473745110	AMZN MKTP US E73FM6EU3 AMZN.COM/BILL WA	\$ 210.21 035827	\$ 0.00	\$ 210.21
05/15	05/16 473745034	AMZN MKTP US FP5V034D3 AMZN.COM/BILL WA	\$ 9.97 076338	\$ 0.00	\$ 9.97
05/15	05/16 473745111	AMZN MKTP US X81AH3SF3 AMZN.COM/BILL WA	\$ 2,192.69 023783	\$ 0.00	\$ 2,192.69
05/15	05/16 473745033	AMZN MKTP US B831U8YF3 AMZN.COM/BILL WA	\$ 108.15 068945	\$ 0.00	\$ 108.15
05/15	05/16 473745035	AMZN MKTP US EF07R8OJ3 AMZN.COM/BILL WA	\$ 290.71 033994	\$ 0.00	\$ 290.71
05/16	05/17 473897915	AMZN MKTP US 9Y3CC4NL3 AMZN.COM/BILL WA	\$ 268.10 014113	\$ 0.00	\$ 268.10
05/16	05/17 473897914	AMZN MKTP US 9Q8A61883 AMZN.COM/BILL WA	\$ 34.99 088569	\$ 0.00	\$ 34.99
05/17	05/18 474189645	SQ WHALE SHARK SOFTWA GOSQ.COM NC	\$ 156.94 006003	\$ 12.26	\$ 169.20
05/17	05/18 474189647	AMAZON.COM AO3BE0P43 AMZN.COM/BILL WA	\$ 236.07 090838	\$ 0.00	\$ 236.07
05/17	05/18 474189646	AMZN MKTP US AS0MS9YM3 AMZN.COM/BILL WA	\$ 624.03 068839	\$ 0.00	\$ 624.03
05/18	05/18 474189648	AMZN MKTP US 0072K0XH3 AMZN.COM/BILL WA	\$ 31.08 019933	\$ 0.00	\$ 31.08
05/18	05/19 474401570	AMAZON.COM TZ8KL2463 AMZN.COM/BILL WA	\$ 58.16 024518	\$ 0.00	\$ 58.16

**TOTAL CREDITS** xxx-xxxx-xxxx-5856      **\$ -43.32**  
**TOTAL DEBITS** xxx-xxxx-xxxx-5856      **\$ 87,232.37**

**CUSTOMER SERVICE:**

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Service Representatives are available to assist you 24 hours a day, seven days a week. Please have account number information ready.

**BMO**

Telephone Inquiries: 1-855-825-9234

Lost/Stolen cards: 1-844-227-0528

Outside USA and Canada call collect: 262-780-8662

TTY (For the Deaf and Hard of Hearing): 1-866-859-2089

Internet: [bmo.com/treasuryandpayment](http://bmo.com/treasuryandpayment)

**Diners Club**

Telephone Inquiries: 1-800-2-DINERS (1-800-234-6377)

Lost/Stolen cards: 1-800-234-6377

Outside USA and Canada call collect: 1-514-877-1577

TTY (For the Deaf and Hard of Hearing): 1-866-859-2089

Internet: [dinersclubnorthamerica.com](http://dinersclubnorthamerica.com)

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**PAYMENT INFORMATION:**


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	<b>BMO</b>	<b>Diners Club</b>
<b>You can mail your payment to:</b>	BMO Harris P.O. Box 5732 Carol Stream, IL 60197-5732	Diners Club P.O. Box 5732 Carol Stream, IL 60197-5732
<b>You may send your payment via overnight mail to:</b>	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
<b>IMPORTANT PAYMENT INFORMATION:</b>	For BMO Harris accounts, please make your cheque or money order payable to: <b>BMO Financial Group</b>	For Diners Club accounts, please make your cheque or money order payable to: <b>Diners Club</b>

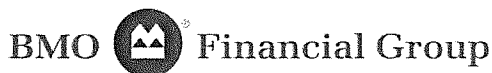
**If you are paying by mail:****Remember**

- Enclose your cheque or money order, payable in US dollars, with this payment coupon, but do not staple or tape them together.
- Write your account number on the front of your cheque or money order.
- Please do not send cash.

**A fee will be assessed against returned cheques.**

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**For your records only. No payment required.**



## Statement

<b>Account Name:</b>	LOHR, ASHLEY	<b>Card Number:</b>	xxxx-xxxx-xxxx-3401
<b>Company Name:</b>	PETERSBURG SCHOOL DIST	<b>Account Limit:</b>	\$ 1,000.00
<b>Employee ID:</b>	AL		
<b>Statement Date (MM/DD/YYYY):</b>	05/20/2023	<b>Currency:</b>	U.S. DOLLAR

**Statement Summary:**

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

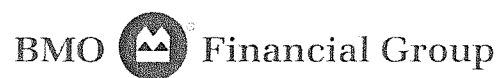
<b>Payments:</b>	\$ 0.00
<b>Adjustments:</b>	\$ 0.00
<b>Net Purchases:</b>	\$ 403.40
<b>Cash Advance:</b>	\$ 0.00
<b>Fees:</b>	\$ 0.00
<b>Other Charges:</b>	\$ 0.00
<b>New Account Balance:</b>	\$ 403.40

**For your records only. No payment required.**

**Transaction Summary:**

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
04/25	04/26 470558092	HAMMER & WIKAN, INC. PETERSBURG AK	\$ 64.50 041040	\$ 0.00 (e)	\$ 64.50
05/01	05/02 471522157	HAMMER & WIKAN, INC. PETERSBURG AK	\$ 134.29 087228	\$ 0.00 (e)	\$ 134.29
05/09	05/10 472794885	HAMMER & WIKAN, INC. PETERSBURG AK	\$ 84.41 058001	\$ 0.00 (e)	\$ 84.41
05/15	05/16 473744955	HAMMER & WIKAN, INC. PETERSBURG AK	\$ 65.22 052066	\$ 0.00 (e)	\$ 65.22
05/17	05/18 474189570	HAMMER & WIKAN, INC. PETERSBURG AK	\$ 54.98 061877	\$ 0.00 (e)	\$ 54.98

<b>TOTAL CREDITS</b>	xxxx-xxxx-xxxx-3401	<b>\$ 0.00</b>
<b>TOTAL DEBITS</b>	xxxx-xxxx-xxxx-3401	<b>\$ 403.40</b>



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**CUSTOMER SERVICE:**

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Service Representatives are available to assist you 24 hours a day, seven days a week. Please have account number information ready.

**BMO**

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Internet: [dinersclubnorthamerica.com](http://dinersclubnorthamerica.com)

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**PAYMENT INFORMATION:**


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	<b>BMO</b>	<b>Diners Club</b>
<b>You can mail your payment to:</b>	BMO Harris P.O. Box 5732 Carol Stream, IL 60197-5732	Diners Club P.O. Box 5732 Carol Stream, IL 60197-5732
<b>You may send your payment via overnight mail to:</b>	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
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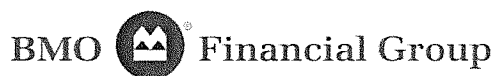
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- Write your account number on the front of your cheque or money order.
- Please do not send cash.

**A fee will be assessed against returned cheques.**

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**For your records only. No payment required.**



## Statement

<b>Account Name:</b>	SANDHOFER, MARSHA	<b>Card Number:</b>	xxxx-xxxx-xxxx-9657
<b>Company Name:</b>	PETERSBURG SCHOOL DIST	<b>Account Limit:</b>	\$ 25,000.00
<b>Employee ID:</b>	7999995746002434		
<b>Statement Date (MM/DD/YYYY):</b>	05/20/2023	<b>Currency:</b>	U.S. DOLLAR

### Statement Summary:

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

<b>Payments:</b>	\$ 0.00
<b>Adjustments:</b>	\$ 0.00
<b>Net Purchases:</b>	\$ 8,049.86
<b>Cash Advance:</b>	\$ 0.00
<b>Fees:</b>	\$ 0.00
<b>Other Charges:</b>	\$ 0.00
<b>New Account Balance:</b>	\$ 8,049.86

**For your records only. No payment required.**

### Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
04/25	04/26 470556999	AVIS ALASKA - SHELL SI JUNEAU AK	\$ 236.68 011064	\$ 0.00	\$ 236.68
04/28	05/01 471372878	THE INSTRUMENTALIST AW 502-2124000 FL	\$ 476.00 056127	\$ 0.00 (e)	\$ 476.00
05/05	05/05 472194438	DBC BLICK ART MATERIAL 800-447-1892 IL	\$ 514.37 089976	\$ 0.00	\$ 514.37
05/06	05/08 472326354	REMEMBERME YEARBOOKS I PRINCETON JUN NJ	\$ 3,221.15 065048	\$ 213.42	\$ 3,434.57
05/08	05/09 472636937	REMEMBERME YEARBOOKS I PRINCETON JUN NJ	\$ 1,134.85 049137	\$ 75.19	\$ 1,210.04
05/08	05/09 472636936	AMHS WEB RESERVATION JUNEAU AK	\$ 869.00 030403	\$ 0.00 (e)	\$ 869.00
05/11	05/12 473198325	AMHS WEB RESERVATION JUNEAU AK	\$ -39.50 000000	\$ 0.00 (e)	\$ -39.50
05/12	05/15 473426839	AMHS WEB RESERVATION JUNEAU AK	\$ 869.00 059068	\$ 0.00 (e)	\$ 869.00
05/14	05/15 473426915	ALASKA CAR RENTAL KETCHIKAN AK	\$ 222.08 049121	\$ 17.77	\$ 239.85
05/14	05/15 473426914	ALASKA CAR RENTAL KETCHIKAN AK	\$ 222.08 053717	\$ 17.77	\$ 239.85

<b>TOTAL CREDITS</b>	xxxx-xxxx-xxxx-9657	\$ -39.50
<b>TOTAL DEBITS</b>	xxxx-xxxx-xxxx-9657	\$ 8,089.36

**CUSTOMER SERVICE:**

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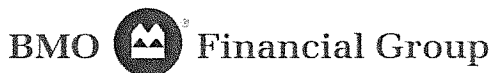
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## Statement

<b>Account Name:</b>	WARD, IOANA	<b>Card Number:</b>	xxxx-xxxx-xxxx-2408
<b>Company Name:</b>	PETERSBURG SCHOOL DIST	<b>Account Limit:</b>	\$ 1,500.00
<b>Employee ID:</b>	644		
<b>Statement Date (MM/DD/YYYY):</b>	05/20/2023	<b>Currency:</b>	U.S. DOLLAR

### Statement Summary:

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

<b>Payments:</b>	\$ 0.00
<b>Adjustments:</b>	\$ 0.00
<b>Net Purchases:</b>	\$ 1,255.85
<b>Cash Advance:</b>	\$ 0.00
<b>Fees:</b>	\$ 0.00
<b>Other Charges:</b>	\$ 0.00
<b>New Account Balance:</b>	\$ 1,255.85

**For your records only. No payment required.**

### Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
04/20	04/21 469957512	HAMMER & WIKAN #5828 PETERSBURG AK	\$ 115.30 095431	\$ 0.00 (e)	\$ 115.30
04/25	04/27 470856390	PETERSBURG IGA PETERSBURG AK	\$ 35.49 042531	\$ 2.12	\$ 37.61
04/27	04/28 471067490	SQ BLOMSTER HUS PETERSBURG AK	\$ 173.50 077832	\$ 0.00	\$ 173.50
04/27	04/28 471067415	HAMMER & WIKAN #5828 PETERSBURG AK	\$ 9.49 088778	\$ 0.00 (e)	\$ 9.49
04/29	05/01 471372719	HAMMER & WIKAN #5828 PETERSBURG AK	\$ 39.55 097689	\$ 0.00 (e)	\$ 39.55
04/30	05/01 471372720	HAMMER & WIKAN, INC. PETERSBURG AK	\$ 6.59 017928	\$ 0.00 (e)	\$ 6.59
05/01	05/02 471522236	HAMMER & WIKAN, INC. PETERSBURG AK	\$ 124.12 079042	\$ 0.00 (e)	\$ 124.12
05/04	05/05 472194436	HAMMER & WIKAN, INC. PETERSBURG AK	\$ 103.52 003174	\$ 0.00 (e)	\$ 103.52
05/04	05/05 472194437	SQ BLOMSTER HUS PETERSBURG AK	\$ 105.50 066871	\$ 0.00	\$ 105.50
05/05	05/08 472326198	SQ THE SALTY PANTRY PETERSBURG AK	\$ 45.90 074256	\$ 0.00	\$ 45.90
05/05	05/08 472326197	HAMMER & WIKAN #5828 PETERSBURG AK	\$ 28.99 036045	\$ 0.00 (e)	\$ 28.99
05/06	05/08 472326199	SQ BLOMSTER HUS PETERSBURG AK	\$ 165.00 056434	\$ 0.00	\$ 165.00
05/09	05/10 472793777	SQ THE SALTY PANTRY PETERSBURG AK	\$ 110.00 053027	\$ 0.00	\$ 110.00

05/11	05/12 473198324	HAMMER & WIKAN, INC. PETERSBURG AK	\$ 92.84 090069	\$ 0.00 (e)	\$ 92.84
05/11	05/12 473198323	HAMMER & WIKAN #5828 PETERSBURG AK	\$ 62.97 030752	\$ 0.00 (e)	\$ 62.97
05/15	05/16 473745112	HAMMER & WIKAN #5828 PETERSBURG AK	\$ 34.97 088520	\$ 0.00 (e)	\$ 34.97

**TOTAL CREDITS** xxx-xxx-xxx-2408 **\$ 0.00**

**TOTAL DEBITS** xxx-xxx-xxx-2408 **\$ 1,255.85**

**CUSTOMER SERVICE:**

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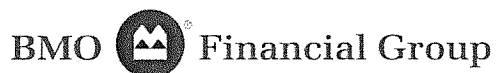
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## Statement

<b>Account Name:</b>	JOHNSON MCINTOSH, CARLEE	<b>Card Number:</b>	xxxx-xxxx-xxxx-6889
<b>Company Name:</b>	PETERSBURG SCHOOL DIST	<b>Account Limit:</b>	\$ 5,000.00
<b>Employee ID:</b>	7999995418021886		
<b>Statement Date (MM/DD/YYYY):</b>	05/20/2023	<b>Currency:</b>	U.S. DOLLAR

### Statement Summary:

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

<b>Payments:</b>	\$ 0.00
<b>Adjustments:</b>	\$ 0.00
<b>Net Purchases:</b>	\$ 744.61
<b>Cash Advance:</b>	\$ 0.00
<b>Fees:</b>	\$ 0.00
<b>Other Charges:</b>	\$ 0.00
<b>New Account Balance:</b>	\$ 744.61

**For your records only. No payment required.**

### Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
04/20	04/21 469957590	HAMMER & WIKAN, INC. PETERSBURG AK	\$ 18.87 056406	\$ 0.00 (e)	\$ 18.87
04/30	05/02 471522239	CROWNE PLAZA SEATTLE A SEATTLE WA	\$ 150.50 072534	\$ 0.00	\$ 150.50
04/30	05/02 471522238	CROWNE PLAZA SEATTLE A SEATTLE WA	\$ 150.50 094516	\$ 0.00	\$ 150.50
05/04	05/08 472326277	CROWNE PLAZA SEATTLE A SEATTLE WA	\$ 212.37 011227	\$ 0.00	\$ 212.37
05/04	05/08 472326278	CROWNE PLAZA SEATTLE A SEATTLE WA	\$ 212.37 080792	\$ 0.00	\$ 212.37

<b>TOTAL CREDITS</b>	xxxx-xxxx-xxxx-6889	<b>\$ 0.00</b>
<b>TOTAL DEBITS</b>	xxxx-xxxx-xxxx-6889	<b>\$ 744.61</b>

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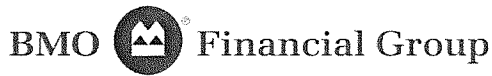
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## Statement

<b>Account Name:</b>	WORHATCH, CENA	<b>Card Number:</b>	xxxx-xxxx-xxxx-0225
<b>Company Name:</b>	PETERSBURG SCHOOL DIST	<b>Account Limit:</b>	\$ 6,000.00
<b>Employee ID:</b>	CW		
<b>Statement Date (MM/DD/YYYY):</b>	05/20/2023	<b>Currency:</b>	U.S. DOLLAR

### Statement Summary:

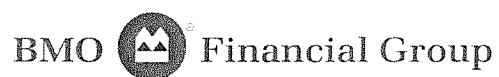
*Report any items which do not agree with your records within 30 days of the statement date.*

<b>Payments:</b>	\$ 0.00
<b>Adjustments:</b>	\$ 0.00
<b>Net Purchases:</b>	\$ 290.49
<b>Cash Advance:</b>	\$ 0.00
<b>Fees:</b>	\$ 0.00
<b>Other Charges:</b>	\$ 0.00
<b>New Account Balance:</b>	\$ 290.49

**For your records only. No payment required.**

### Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
04/20	04/24 470088776	PAPA BEARS PIZZA PETERSBURG AK	\$ 43.99 011333	\$ 0.00 (e)	\$ 43.99
05/15	05/16 473745032	TRULY ENGAGING 6309091809 LA	\$ 246.50 014974	\$ 0.00 (e)	\$ 246.50
			<b>TOTAL CREDITS</b>	xxxx-xxxx-xxxx-0225	<b>\$ 0.00</b>
			<b>TOTAL DEBITS</b>	xxxx-xxxx-xxxx-0225	<b>\$ 290.49</b>



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# Petersburg School District

## Trial Balance

As of May 31, 2023

	DEBIT	CREDIT
1-0110 First Bank Checking	162,018.14	
1-0140 First Bank Gaming	1,779.51	
1-0160 ASB CD	0.00	
2-0020 Activity School Fee-5.00		0.00
2-0035 Activity Director		1,881.41
2-0040 Activity Pass Sales-Students		753.02
2-0045 Activities-Viking Store		916.73
2-0050 Shop Sales		30,533.87
2-0080 Art		359.00
2-0085 Artfest	2,245.77	
2-0090 Assoc Student Body Government		6,910.60
2-0097 Baseball		1,550.39
2-0098 Baseball Field		251.00
2-0195 Class of 2014		0.00
2-0200 Class of 2015		97.99
2-0205 Class of 2016		0.00
2-0217 Class of 2017		0.00
2-0218 Class of 2018		0.00
2-0219 Class of 2019		0.00
2-0220 Class of 2020		0.00
2-0221 Class of 2021		583.18
2-0222 Class of 2022		952.90
2-0223 Class of 2023		1,421.41
2-0224 Class of 2024		1,412.93
2-0225 Class of 2025		2,478.43
2-0250 Close-Up		3,488.88
2-0260 Concessions		2,480.05
2-0280 Cross Country		615.69
2-0290 School wide play		2,429.32
2-0293 DDF		375.80
2-0294 Dig Pink		432.80
2-0295 Ed Camp		0.00
2-0297 Elementary Earth Club		58.00
2-0315 Elementary PIA		395.00
2-0320 Elementary School Store		1,451.18
2-0325 Elementary Stikine River		9,406.73
2-0330 Elementary Memory Book		2,657.09
2-0337 Track Improvement Project		1,958.28
2-0344 School Garden		5,572.31
2-0350 Gym Sign Advertisements		1,633.80
2-0370 Honor Society		753.17
2-0380 Honors English		100.90
2-0400 Integrated		36.68
2-0402 Interact Club (Rotary)		0.00

	DEBIT	CREDIT
2-0405 Jazz Band-High School		3,646.11
2-0410 Jewelry		923.05
2-0417 LeConte Survey		842.62
2-0420 ES Student Council		272.31
2-0430 Little Norway Tournament		0.25
2-0440 Mark Fosse Award		193.60
2-0450 Marquee		197.49
2-0460 Mathematics		603.40
2-0490 MS Baking Club		717.96
2-0500 MS Band		284.00
2-0510 MS Cheerleaders		389.59
2-0520 MS Robotics		3,694.26
2-0527 MS Student Council		2,002.57
2-0530 MS Tournament/Activities		337.08
2-0540 MS Yearbook and Pro		7,053.90
2-0550 Music-High School		5,597.06
2-0560 Natural Helpers		1,227.91
2-0570 NYOs		147.10
2-0580 Culinary Arts		451.41
2-0595 PHS Library		1,855.27
2-0597 Scholarships		0.00
2-0600 Principal - High School		886.97
2-0601 Principal - Middle School		125.07
2-0605 PIA Undisbursed Funds		3,549.83
2-0610 PTSA Scholarship		200.00
2-0612 EF Puerto Rico		50.13
2-0615 Raffle		1,140.53
2-0625 Region V Tournaments		1,904.60
2-0630 Rory Smith Scholarship		25.00
2-0634 MS Run Club		50.00
2-0640 Pixellot Advertisements		3,335.77
2-0647 Softball		440.52
2-0648 SPED Memorial Account		9,692.50
2-0649 PSD Shred Safe		2,367.90
2-0650 Stereo Repair/Replacement		906.59
2-0655 Student Testing Fees	607.00	
2-0670 Swim/Dive Team		324.35
2-0690 Track	1,814.50	
2-0699 Tsunami Bowl		1,951.27
2-0700 Unallocated Interest		319.00
2-0710 Varsity Cheer/Stunt		4,231.31
2-0730 Viking Basketball		9,500.80
2-0738 Viking Productions		38.13
2-0740 Volleyball		2,468.51
2-0745 Student Support Fund		2,379.23
2-0750 Work Experience		1,022.00
2-0760 Wrestling		574.69
2-0780 Yearbook		6,594.74
Opening Balance Equity		0.00
<b>TOTAL</b>	<b>\$168,464.92</b>	<b>\$168,464.92</b>

## Regular Meeting

Tuesday, May 9, 2023 6:00 PM

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

Carey Case: Present

Sarah Holmgrain: Present

Katie Holmlund: Present

Jay Lister: Present

Niccole Olsen: Present

Quorum was present to do business. Jay Lister arrived at 6:05

### 1. CALL TO ORDER

**Discussion:** Meeting was called to order by President Holmgrain at 6:03 pm

### 2. DETERMINE QUORUM

**Discussion:** A quorum was present to do business

### 3. PLEDGE OF ALLEGIANCE

**Discussion:** President Holmgrain led the group in the Pledge of Allegiance

### 4. APPROVAL OF AGENDA

**Action(s):**

Approve agenda as written. This motion, made by Sarah Holmgrain and seconded by Katie Holmlund, Passed.

**Voting Detail:**

Carey Case: Yea

Sarah  
Holmgrain: Yea

Katie Holmlund: Yea

Jay Lister: Yea

Niccole Olsen: Yea

**Voting Summary:** Yea: 5, Nay: 0

**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 - NYO demonstration

**Discussion:** Mr. Cabral was present with NYO members Maddie D and Calder R. They both demonstrated a variety of the categories that they competed in at the Traditional Games in Juneau.

6. **STUDENT REPRESENTATIVE REPORT**

**Discussion:** The Student Rep Charlotte reported on the wrap-up of the year. Prom happening this coming weekend. There was a pep rally for the end-of-year sports activities, students were signing up for classes and looking forward to the end of year. Charlotte will return as the School Board Student Rep for the coming school year.

7. **CORRESPONDENCE**

**Discussion:** None

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

**Discussion:** No one present

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

**Discussion:** No one present

10. **COMMENTS FROM BOARD MEMBERS**

**Discussion:** None

11. **CONSENT AGENDA**

**Action(s):**

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

**Voting Detail:**

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

**Voting Summary:** Yea: 5, Nay: 0

11.1. APRIL, 2023, Monthly accounting report, bills, payroll, and electronic fund transfers, ASB trial balance and P-Card statements in the amount of \$1,134,578.41

11.2. APRIL. 11, 2023, regular board meeting minutes

11.3. PERSONNAL ACTION REPORT

12. **ADMINISTRATIVE REPORTS**

12.1. Superintendent's report

**Discussion:** See Attached

**Presenter:**

Superintendent Kludt-Painter

12.2. Elementary Principal's Report

**Discussion:** See Attached Report

**Presenter:** Principal Heather Conn

12.3. MS/HS Principal's Report

**Discussion:** See attached report

**Presenter:** Principal Ambler Moss

12.4. Director of Activities Report

**Discussion:** Mr. Cabral reported on several upcoming events, MS home track meet will be a Blue vs White as no other SE MS has a track team. Baseball will hold its last Home Game this coming weekend, Track will be at Ketchikan. 5th-

grade move-up day/parent night will be Monday, May 22nd, 8th grade move-up day/parent night will be May 24th. Petersburg will host ArtFest in 2026. August 2nd high school Swim and X-CC will begin. In the high school, 89% of the students participated in some sort of activity whether Sports or another club. 91.7% of Middle school students participated in a sport or club.

- 12.5. Director of Finance - Budget FY24 update **Presenter:** Karen Morrison  
**Discussion:** Director Morrison presented on the state of the Budget and the unknowns from the Borough and State contributions. See attached presentation

### 13. SCHOOL BOARD COMMITTEE REPORTS

**Discussion:** Upcoming wellness committee meeting May 17th, 2023

### 14. SPECIAL RECOGNITION

**Discussion:** It is currently Teacher and Staff Appreciation Week, May 8-12th! In a year filled with more unexpected twists and turns, we cannot adequately express our gratitude to our incredible teachers and staff. Thank you for devoting yourselves to the well-being and continued progress of all Petersburg students. We are proud that you work for the Petersburg School District! Thank you!

We would also like to recognize Karen Morrison for her 12 years of dedicated service to our schools and community. Thank you for your leadership, support, and commitment to student success! We wish you all the best in your next professional adventure!

### 15. OLD BUSINESS

**Discussion:** None

### 16. NEW BUSINESS

- 16.1. Action: Public Hearing Indian Ed Grant  
**Discussion:** The Public had a chance to comment on the Indian Education grant. The 23-24 Indian Education allocation will be approximately \$30,000. This money is used to fund a small portion of the Indian Ed. Coordinator, Jaime Cabral, as well as the Native Youth Olympics program for middle and high school students. There is also a small travel budget to support the cultural trip to Mount Edgcumbe for the Elizabeth Peratrovich celebration. President Holmgrain opened the public hearing at 7:05pm, no one present to testify, public hearing closed at 7:06pm.

- 16.2. Action: Exempt Contracts

**Action(s):**

Approve the exempt contracts of the employees as listed. This motion, made by Sarah Holmgrain and seconded by Carey Case, Passed.

**Voting Detail:**

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

**Voting Summary:** Yea: 5, Nay: 0

16.3. Action: Bank Account Signers

**Action(s):**

Remove Karen Morrison from all banking accounts and add Shannon McCullough as a new bank account signer. This motion, made by Sarah Holmgrain and seconded by Katie Holmlund, Passed.

**Voting Detail:**

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

**Voting Summary:** Yea: 5, Nay: 0

**Discussion:** With the resignation of Karen Morrison as Director of Finance and the subsequent new hire of Shannon McCullough as her replacement, a new bank account signer will need to be added to all accounts.

16.4. Action: Calendar Update

**Action(s):**

Approve the updated calendar as presented. This motion, made by Sarah Holmgrain and seconded by Niccole Olsen, Passed.

**Voting Detail:**

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

**Voting Summary:** Yea: 5, Nay: 0

**Discussion:** The Elementary school would like to move their September In-Service day from September 9th to September 29th. This move would allow for the teachers to have in-depth parent/family conversations after the first dibels screener will have been administered. It

will allow for conversations with families regarding student reading plans, as part of the READS Act.

The district would also like to move the January in-service day from January 15th to January 29th. We will have many elementary teachers at an ELA/MTSS/RTI training in Anchorage. Another change being proposed is the April in-service, it would move from April 26th to April 19th and an additional in-service day would be added on April 22nd. This would allow Teachers to attend the Reading Symposium hosted by the State Dept of Education.

16.5. Informational: High School Accreditation

**Discussion:** Cognia approved the Petersburg High School's accreditation. See attached documents for a brief recap.

16.6. Informational: MAP / AK Star update

**Discussion:** See attached documents for a brief recap the District Testing Coordinator Cyndy Fry provided as an update on the MAP and AKStar standardized testing that was recently completed.

17. **ADDITIONAL COMMENTS FROM BOARD MEMBERS**

**Discussion:** Carey Case will not be present at the June 20th meeting, she will be excused.

18. **UPCOMING DATES AND MEETING ANNOUNCEMENTS**

**Discussion:** The Petersburg Schools academic and activities calendar can be viewed on the school website at [www.pcsd.us](http://www.pcsd.us)

19. **FUTURE AGENDA ITEMS**

**Discussion:** June Meeting: Handbooks, ESEA grant, School Improvement plan.

20. **OTHER NEW BUSINESS**

21. **ADJOURNMENT**

**Action(s):**

Adjourn. This motion, made by Sarah Holmgrain and seconded by Katie Holmlund, Passed.

**Voting Detail:**

Carey Case: Yea

Sarah Holmgrain: Yea

Katie Holmlund: Yea

Jay Lister: Yea

Niccole Olsen: Yea

**Voting Summary:** Yea: 5, Nay: 0

**Discussion:** Meeting was adjourned at 7:21 pm

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Board Secretary

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Board President

# **Personnel Action Report for 2022-2023**

5-09-2023

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## **EMPLOYMENT OF CERTIFIED PERSONNEL**

Megan Smith  
HS Mathematics

Bradley King  
MS/HS Principal

## **RESIGNATION/RETIREMENT CERTIFIED PERSONNEL**

## **EMPLOYMENT OF CLASSIFIED PERSONNEL**

Ruby Brock  
Return from LOA

Carol Larson & Katy Brantuas  
Summer food service aide

Shannon McCullough  
Director of Finance

## **RESIGNATION/RETIREMENT CLASSIFIED PERSONNEL**

Sarah Larson  
Resign June 2, 2023

Vonda Neunaker  
Retiring June 23

Christine Slaght  
Resign June 2, 2023

## **EXTRA DUTY CONTRACTS**

### **2022-2023 School Year**

Teachers	43.00
Classified	37.00
Principals	2.00
District Administration/Exempt (Superintendent, Finance, Maintenance, Food Service, Board Admin, Special education director, )	6.00

**Total Employees 89.00**

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## Fwd: Plan for next year

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Carlee JohnsonMcIntosh <cjohnson@pcsd.us>

Fri, Apr 7, 2023 at 2:55 PM

To: Mara Lutomski <exec@pcsd.us>, PSD Superintendent <supt@pcsd.us>, Karen Quitslund <business@pcsd.us>

Hey friends. We knew this was coming but it is official now

We can post for the job closer to the new year or if we do classified posts.

We will need to pull up our Summer Food posts soon and post those.

Thanks team

----- Forwarded message -----

From: **Sarah Larson** <slarson@pcsd.us>

Date: Thu, Apr 6, 2023, 4:40 PM

Subject: Plan for next year

To: Carlee JohnsonMcIntosh <cjohnson@pcsd.us>

I won't be coming back next year and will be signing up as a sub.

04/26/2023

Dear Erica and Cyndy,

Please accept this letter as my formal notice of resignation from my role as a paraprofessional at The Petersburg School District. My last day will be the last work day of this school year, Friday, June 2nd, 2023.

I have accepted a tentative job offer with the United States Forest Service as a resource assistant. This will be a big change for me, taking on a federal government position. I am both nervous and excited.

I would like to thank the district for providing an opportunity for me to work and build new skills. The past three years have been challenging and interesting. I have learned a lot about supporting the needs of adolescents, which I will be sure to refer back to when my own young one enters that stage of her life.

I hope for the students I have worked closest with to continue on their path of growth and success. I hope they don't forget me!

Sincerely,


Christine Slaght

Vonda Neuneker  
PO Box 52  
Petersburg, AK 99833  
May 3, 2023

Dear Petersburg Schools:

Please accept my letter of resignation. My last day will be June 1, 2023.

Thank you for the opportunity to work here for the past 21 years.

Sincerely,  
  
Vonda Neuneker  
Instructional Aide

Superintendent School Board Report  
May 9, 2023

The legislative session is still underway, and the BSA battle wages on. The Senate's most recent version of the Operating Budget includes \$174 million in one-time funds for education. We continue to lobby for a funding increase in education funding inside the BSA for a more sustainable funding situation.

Karen and I attended the Borough Assembly meeting on Tuesday, May 2. They passed the operating budget with our \$3 million request during first reading. There will be two more readings before the budget is finalized.

Our ELA (English Language Arts) and RTI/MTSS (Response to Intervention/Multi-Tiered System of Supports) grant teams attended the Science of Reading Symposium in Anchorage this past weekend. It was an incredibly rich learning experience for us all, and we came away with a renewed sense of purpose and urgency around reading instruction in our district. We watched an eye-opening documentary entitled "Right to Read," which provided a clear direction for systematic reading instructional practices. While we incorporate many of the strategies described, we are committed to even greater fidelity to these best practices as we implement the READS Act this fall.

We have submitted a Pre-Elementary grant application with the Department of Education. This grant could provide funding for up to \$150,000/year for three years to support our integrated preschool program.

School handbooks are being reviewed this spring to clarify expectations, policies, and procedures. Attendance policies continue to be discussed with regard to academic performance, engagement in school, and peer/social interactions, with an emphasis on parent and community outreach regarding this important issue. Any changes will be reflected in student handbooks for next year.

The district is finalizing its work on the school improvement action plan for Stedman Elementary after receiving a Targeted Assistance designation for low academic performance in the Alaska Native/American Indian subgroup. The final plan will be presented to the school board during the June meeting.

We are pleased to announce that Mr. Brad King has accepted a contract offer in our district as the MMS/PHS Principal. He and his wife will be moving to Petersburg from Gustavus in mid-July.

## Elementary Report

Tuesday, May 9th @6:00pm

1. Shout Outs!
  -
2. What has happened?
  - State Testing
  - Spring Assessments
  - Stikine River Trip
  - Science of Reading Symposium
3. Current Enrollment: 227
  - Pre-K            13
  - K                40
  - 1st             28
  - 2nd             42
  - 3rd             35
  - 4th             30
  - 5th             39
4. SPED Numbers
  - IEP's:           47
  - Referrals:       9
5. Schedule
  - K-5 8:00-2:45 M-TH
  - K-3 8:00-1:00 F
  - 4-5 8:00-2:00 F
  - Note: There will be adjusted schedules the 1st couple weeks of school.
    - i. Week of August 29th
      1. School Starts: 1st-5th August 29th
      2. School Starts: Kinder August 30th
      3. School Hours K-5 8:00-1:00
    - ii. Week of Sept. 4th
      1. School Starts: Preschool 8:00-10:30 & 12:00-2:30 T-F
      2. School Hours: Kinders Only 8:00-1:15
    - iii. Week of Sept. 11th
      1. School Hours: Kinders Only 8:00-1:15
6. Project 23-24 Enrollment
  - Pre-K=10, K =38, 1=40, 2=28, 3=42, 4=33, 5=30 Total=221
7. Attendance
  - I will not be continuing to report on this.
8. After School Programs Offered
  - Going Well
  - 4 Square started up Tues. 3:00-3:30
  - After School Recess started up again Tues-Fri
9. Focus
  - Attendance (trip slips, attendance in handbook, homework)
    - i. Seek Policy on length of absence and unenrolled length of time
    - ii. OR
    - iii. Seek Policy on district attendance for letter, phone call?
  - Standard Based Grading (revising report cards, grade 4 standards)
  - AK Reads Act (RTI model)

- Ak Reads Act Leadership Course for Certification
  - ELA Curriculum Grant
  - MTSS/RTI Refresh Grant
  - Pre-Elementary Grant
  - Standard Based Grading
  - Stedman Handbook
    - i. Homework Breakdown
    - ii. Trip Slips
  - School Improvement Plan (Plan Date by June Meeting)
10. What is to come?
- Back to School Informational Night
  - Beach Walks
  - Class Picnics
  - Field Day
  - Public Library “Stream of Dreams” Grant Program May 22, 23rd, 24th
- ~~~~~END~~~~~

From: Ambler Moss

Date: 5/9//2023

Re: May Board Report

1. **Smells Like School Spirit!** Just when we really got a full head of steam going, the year's about to end. The feeling of school cohesiveness has really gained traction. This is felt in academics, school social life, and activities. Rituals and routines are really coming together and many loose ends are falling into place. And, not for nothing, considering the time of year, the student behaviors, even in the pockets of challenge, are very stable and have come a long way over the course of this year. Maybe it's the weather or the late sunsets! Wish we could freeze the moment!
2. **Handbook Updates.** This is a really good time of year to take inventory of what is/not and amend the language of the handbook in cafes where it is in need of revision. Some items are low level enough to execute right away as they descend from existing Board policy. Others will require some new policy before they are implemented.
3. **Drama as English.** There is a movement afoot to make more courses of study more inclusive, accessible, and engaging. To that end, if we take Drama class and track ELA standards with fidelity, the course it could yield might be one that has more impact on reluctant learners for whom the regular course of study does not afford a suitable learning environment. This adaptation could serve as a blueprint for other more relevant courses in English and other subjects that are compatibilized with the goals and values of all of our students. With more relevance and engagement we will get to better learning outcomes.

# **Petersburg School District FY24 Budget Discussion**



**Erica Kludt-Painter, Superintendent**  
**Karen Morrison, Director of Finance**  
**May 9, 2023**

# Education Legislative Update

- HB31- Alaska Performance Scholarship
- HB65- Increase Base Student Allocation by \$6640 in FY24 & \$6760 in FY25 (\$800 over 2 years) per Committee Substitute
- HB44- Cultural Education Program
- SB 52- Increase Base Student Allocation by \$1000
- SB56- Alaska Performance Scholarship
- SB11- Teacher and Public Employee Retirement Plans

Updated Information can be found at:

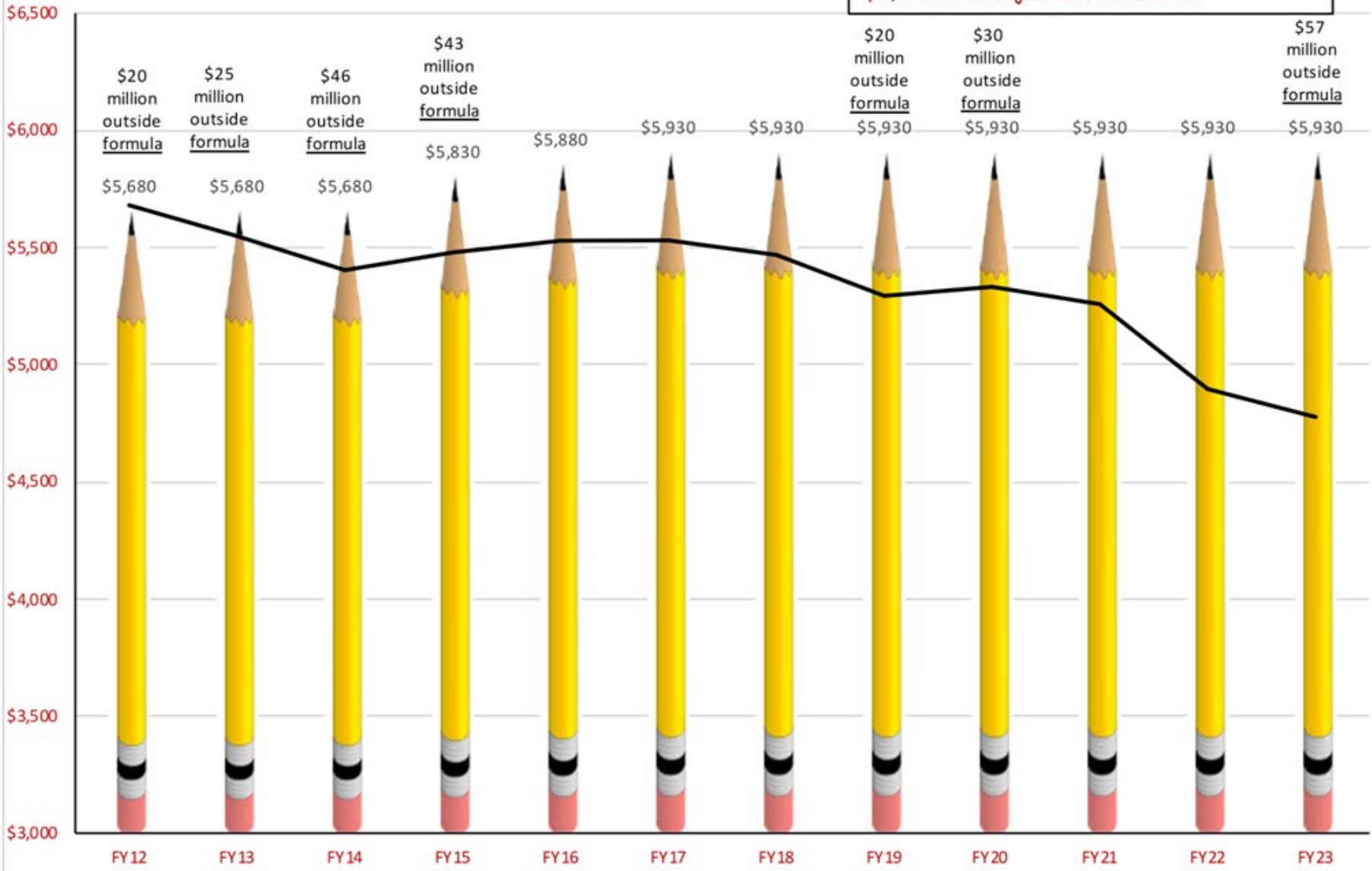
[ACSA Legislative Update 2023](#)

# Alaska K-12 Funding

## Base Student Allocation

### Fiscal Year 2012 - 2023

Data source: Legislative Finance  
**Line shows** inflation adjustment to FY12 value;  
 BSA of \$5,930 in FY23 has an FY12 value of \$4,776 when adjusted for inflation



# Enrollment Trends

## FY 2012 thru FY 2024

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	grade
1	2	0	1	0.75	0.75	1.5	1	0.25	0	1.5	1.9	2	PK
26	44	28	34	44	44	42	33	44	37	26	35	35	K
23	29	41	27	31	31	38	43	27	33	39.25	27	27	1
29	24	27	44	33	33	43	39	42	27	36	40	40	2
29	30	24	29	46	46	29	44	36	38	28	35	35	3
40	29	28	26	34	34	31	31	43	31	36	29	29	4
27	40	30	28	31	31	42	34	33	38	34	37	37	5
<b>175</b>	<b>198</b>	<b>178</b>	<b>189</b>	<b>219.75</b>	<b>219.75</b>	<b>226.5</b>	<b>225</b>	<b>225.25</b>	<b>204</b>	<b>200.75</b>	<b>204.9</b>	<b>205</b>	<b>total</b>
42	26	40	32	29	29	32.8	41	34	29	42.4	33	33	6
30	45	31	39	36	36	27	34	43	28	28	42	42	7
31	26	41	28	39	39	28.25	26	34	46	28	30	30	8
<b>103</b>	<b>97</b>	<b>112</b>	<b>99</b>	<b>104</b>	<b>104</b>	<b>88.05</b>	<b>101</b>	<b>111</b>	<b>103</b>	<b>98.4</b>	<b>105</b>	<b>105</b>	<b>total</b>
35	40	31	44	29	31	35	33	31	32	42	28	28	9
46	35	30	35	43	43	40	32	31	29	29	42	42	10
41	43	34	30	36.25	39	30.5	38	32	31	24	28	28	11
26	38	45	34	33	33	45	32	37	27	32	22	22	12
<b>148</b>	<b>156</b>	<b>140</b>	<b>143</b>	<b>141.25</b>	<b>146</b>	<b>150.5</b>	<b>135</b>	<b>131</b>	<b>119</b>	<b>127</b>	<b>120</b>	<b>120</b>	<b>total</b>
<b>426</b>	<b>451</b>	<b>430</b>	<b>431</b>	<b>465</b>	<b>469.75</b>	<b>465.05</b>	<b>461</b>	<b>467.25</b>	<b>426</b>	<b>426</b>	<b>430</b>	<b>430</b>	<b>GRAND TOTAL</b>
-12.35%	5.87%	-4.66%	0.23%	7.89%	1.02%	-1.00%	-0.87%	1.36%	-8.83%	0.03%	0.88%		% Changes

BSA Value of \$5930 in FY23 has a FY12 value of \$4776 when adjusted for inflation

# Petersburg Borough Contribution

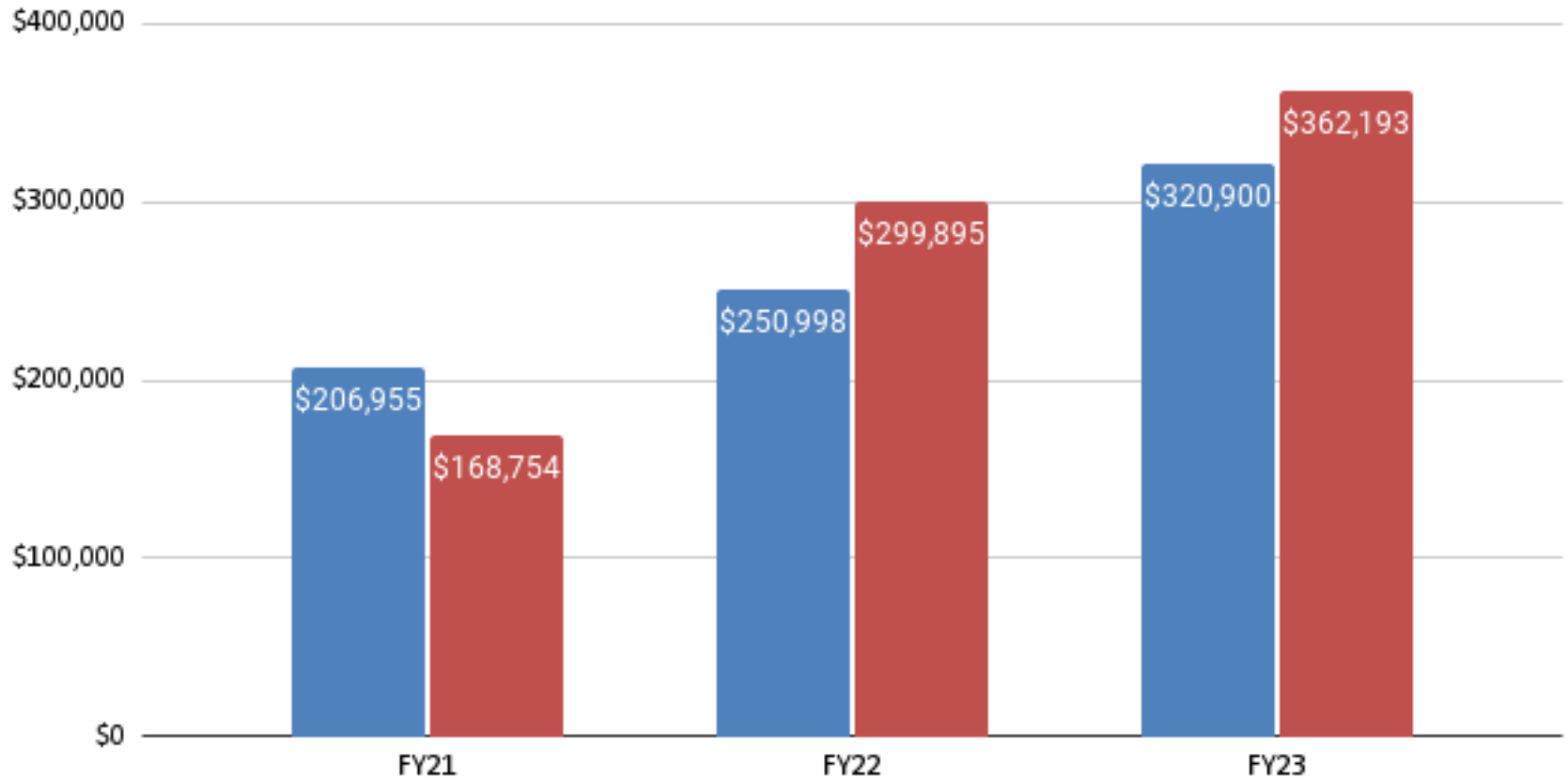
- \$1.8 Million from 2001 to 2022
- \$2,000,000 Requested for FY23
- \$3.0 Million request for FY24
  - minimum local contribution of \$1,567,899
  - maximum local contribution \$3,194,486
- Borough provided an additional \$200,000 deferred maintenance in FY 23
- Petersburg School District has funded 100% facility maintenance and upgrades 100% since 2017
  - LED Upgrades, Underground Fuel Storage Tank, Boiler Upgrades, MS/HS Entry Renovation

# Budget Impacts

- Increase in Facility and Fixed Costs of Buildings
  - Over \$270,000 increase from FY22
    - Average Monthly Increases through April 2023
      - Heating Fuel \$11,228
      - Utilities \$11,174
- Increase in Property and Liability Insurance; addition of Cyber Insurance- \$50,000 increase for FY24
- Increase in Auditing Costs
- Salary Increases of 1% for Certified Teachers and 2% Increase for Paraprofessionals, Secretaries, Custodial and Maintenance staff, Technology Support and Food Service Staff
- Health Insurance increase 5.5%

## Utilities and Heating Fuel

Petersburg Borough Petro Fuel



Thru April 2023

# Budget Needs

Revenue:

\$3,000,000 Requested from Petersburg  
Borough

Additional State funding needed

Expenditures:

Status Quo budget from FY23 with 1  
additional teacher at the ES as a Reading  
Specialist

4 Budget Scenarios Presented

# FY 24 Draft Budget- No Increase in Revenue

PETERSBURG SCHOOL DISTRICT  
District Name

Page 2

**Beginning Fund Balance: July 1, 2023 - (Subject to 10% Limit ~~per AS 14.17.5~~)** \$622,672  
**(Excluded from the 10% Limit)**  
**Total Beginning Fund Balance** \$622,672

**Revenue**

010 City/Borough Appropriations	(1)	\$2,000,000	
030 Earnings on Investments	(2)	700	
040 Other Local Revenues	(3)	116,000	
041 Tuition from Students	(4)	0	
042 Tuition - Other Districts	(5)	0	
047 E-Rate Program	(6)	93,134	
050 State Sources	(7)	6,035,773	
100 Federal Sources - Direct	(8)	0	
150 Federal Sources - Through the State	(9)	0	
190 Federal Sources - Other Agencies	(10)	0	
250 Transfers From Other Funds	(11)	0	
<b>Total Revenue</b>			<u>\$8,245,607</u>

**Expenditures**

100 Instruction	(12)	\$3,957,936	
200 Special Education Instruction	(13)	1,491,589	
220 Special Education Support Services	(14)	0	
300 Support Services - Students	(15)	314,202	
350 Support Services - Instruction	(16)	813,859	
400 School Administration	(17)	306,501	
450 School Administration Support Services	(18)	263,044	
510 District Administration	(19)	400,604	
550 District Administration Support Services	(20)	277,965	
600 Operations and Maintenance of Plant	(21)	1,601,620	
700 Student Activities	(22)	414,869	
780 Community Services	(23)	0	
900 Other Financing Uses	(24)	0	
<b>Total Expenditures</b>			<u>\$9,842,189</u>

**Ending Fund Balance: June 30, 2024 (Subject to 10% Limit ~~per AS 14.17.505~~)** (\$973,910) ..  
**(Excluded from the 10% Limit)**  
**Total Ending Fund Balance** (\$973,910)

# FY 24 Draft Budget- \$3 Million from Borough

PETERSBURG SCHOOL DISTRICT  
District Name

Page 2

**Beginning Fund Balance: July 1, 2023 - (Subject to 10% Limit ~~per AS 14.17.5~~)** \$622,672  
**(Excluded from the 10% Limit)**  
**Total Beginning Fund Balance** \$622,672

**Revenue**

010 City/Borough Appropriations	(1)	<u>\$3,000,000</u>
030 Earnings on Investments	(2)	<u>700</u>
040 Other Local Revenues	(3)	<u>116,000</u>
041 Tuition from Students	(4)	<u>0</u>
042 Tuition - Other Districts	(5)	<u>0</u>
047 E-Rate Program	(6)	<u>93,134</u>
050 State Sources	(7)	<u>6,035,773</u>
100 Federal Sources - Direct	(8)	<u>0</u>
150 Federal Sources - Through the State	(9)	<u>0</u>
190 Federal Sources - Other Agencies	(10)	<u>0</u>
250 Transfers From Other Funds	(11)	<u>0</u>
<b>Total Revenue</b>		<u>\$9,245,607</u>

**Expenditures**

100 Instruction	(12)	<u>\$3,957,936</u>
200 Special Education Instruction	(13)	<u>1,491,589</u>
220 Special Education Support Services	(14)	<u>0</u>
300 Support Services - Students	(15)	<u>314,202</u>
350 Support Services - Instruction	(16)	<u>813,859</u>
400 School Administration	(17)	<u>306,501</u>
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600 Operations and Maintenance of Plant	(21)	<u>1,601,620</u>
700 Student Activities	(22)	<u>414,869</u>
780 Community Services	(23)	<u>0</u>
900 Other Financing Uses	(24)	<u>0</u>
<b>Total Expenditures</b>		<u>\$9,842,189</u>

**Ending Fund Balance: June 30, 2024 (Subject to 10% Limit ~~per AS 14.17.505~~)** \$26,090 ..  
**(Excluded from the 10% Limit)**  
**Total Ending Fund Balance** \$26,090

# FY 24 Draft Budget- One Time Funding from State of \$804,726 & \$2 Million from Borough

PETERSBURG SCHOOL DISTRICT  
District Name

Page 2

**Beginning Fund Balance: July 1, 2023 - (Subject to 10% Limit per AS 14.17.5)** \$622,672  
**(Excluded from the 10% Limit)**  
**Total Beginning Fund Balance** \$622,672

**Revenue**

010 City/Borough Appropriations	(1)	<u>\$2,000,000</u>
030 Earnings on Investments	(2)	<u>700</u>
040 Other Local Revenues	(3)	<u>116,000</u>
041 Tuition from Students	(4)	<u>0</u>
042 Tuition - Other Districts	(5)	<u>0</u>
047 E-Rate Program	(6)	<u>93,134</u>
050 State Sources	(7)	<u>6,840,499</u>
100 Federal Sources - Direct	(8)	<u>0</u>
150 Federal Sources - Through the State	(9)	<u>0</u>
190 Federal Sources - Other Agencies	(10)	<u>0</u>
250 Transfers From Other Funds	(11)	<u>0</u>
<b>Total Revenue</b>		<u>\$9,050,333</u>

**Expenditures**

100 Instruction	(12)	<u>\$3,957,936</u>
200 Special Education Instruction	(13)	<u>1,491,589</u>
220 Special Education Support Services	(14)	<u>0</u>
300 Support Services - Students	(15)	<u>314,202</u>
350 Support Services - Instruction	(16)	<u>813,859</u>
400 School Administration	(17)	<u>306,501</u>
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600 Operations and Maintenance of Plant	(21)	<u>1,601,620</u>
700 Student Activities	(22)	<u>414,869</u>
780 Community Services	(23)	<u>0</u>
900 Other Financing Uses	(24)	<u>0</u>
<b>Total Expenditures</b>		<u>\$9,842,189</u>

**Ending Fund Balance: June 30, 2024 (Subject to 10% Limit per AS 14.17.505)** (\$169,184) \*\*  
**(Excluded from the 10% Limit)**  
**Total Ending Fund Balance** (\$169,184)

\*\* Must be greater than or equal to zero

# FY 24 Draft Budget- One Time Funding from State \$804,726 & \$3 Million from Borough

PETERSBURG SCHOOL DISTRICT  
District Name

Page 2

<b>Beginning Fund Balance: July 1, 2023 - (Subject to 10% Limit per AS 14.17.5)</b>	\$622,672
<b>(Excluded from the 10% Limit)</b>	
<b>Total Beginning Fund Balance</b>	\$622,672

**Revenue**

010 City/Borough Appropriations	(1)	\$3,000,000
030 Earnings on Investments	(2)	700
040 Other Local Revenues	(3)	116,000
041 Tuition from Students	(4)	0
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100 Federal Sources - Direct	(8)	0
150 Federal Sources - Through the State	(9)	0
190 Federal Sources - Other Agencies	(10)	0
250 Transfers From Other Funds	(11)	0
<b>Total Revenue</b>		<b>\$10,050,333</b>

**Expenditures**

100 Instruction	(12)	\$3,957,936
200 Special Education Instruction	(13)	1,491,589
220 Special Education Support Services	(14)	0
300 Support Services - Students	(15)	314,202
350 Support Services - Instruction	(16)	813,859
400 School Administration	(17)	306,501
450 School Administration Support Services	(18)	263,044
510 District Administration	(19)	400,604
550 District Administration Support Services	(20)	277,965
600 Operations and Maintenance of Plant	(21)	1,601,620
700 Student Activities	(22)	414,869
780 Community Services	(23)	0
900 Other Financing Uses	(24)	0
<b>Total Expenditures</b>		<b>\$9,842,189</b>

<b>Ending Fund Balance: June 30, 2024 (Subject to 10% Limit per AS 14.17.505)</b>	\$830,816
<b>(Excluded from the 10% Limit)</b>	
<b>Total Ending Fund Balance</b>	<b>\$830,816</b>

# District Needs

- Revenue increase of \$1,000,000, minimum
  - Fund balance has been depleted
  - COVID funds are gone
  - Fluctuating enrollment
  - Hold Harmless Provision ends
- District Needs
  - Local contribution to \$3,000,000
  - Additional State Funding



Any Questions?

# Petersburg School District | 2023-2024 CALENDAR

<p>4 Independence Day</p>	<p><b>JULY '23</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p><b>JANUARY '24</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p>01-03 Break / In-service (no school) 29 In-service (no school)</p>							
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Concluding Meeting: Findings and Insights  
Petersburg High School  
April 2023

## Role of the Evaluator

- Overview of the work
  - Reviewed your diagnostics and assurances
  - Deep dive into your evidence and documents
  - Reviewed school website
- Ratings- Findings into insights into themes
  - Provide strengths for celebration
  - Provide next steps in your improvement journey
  - Make a recommendation to Cognia Global Commission

## General Findings

- Culture of Learning
  - Whole student focus: Academic and non-academic (noteworthy!)
  - Student centered opportunities- very diverse
  - Individualized student learning
    - School wide initiatives
- Leadership for Learning
  - Leaders model continuous improvement process
  - Deep connections to community
  - Perspective gained from self-assessment
    - Leadership and community engagement opportunities
- Engagement of Learning
  - High expectation
  - Equitable opportunities
  - Tech
    - Tech/ more data analysis
- Growth in Learning
  - School improvement plan
  - Data analysis- student level
  - Connections in data
    - Alignment of all of the above

## What now?

- Report components: Findings and Insights
  - Findings in charts and tables
  - Insights into narratives that addresses major themes
  
- Timelines for the completion of the Engagement Review Report
  - The report is completed. Should receive within 30-45 days
  - Notification via email when the report is available in eProve™ workspace
  - Accreditation status is finalized upon approval of the Cognia Global Commission at their quarterly meeting.
  
- Progress Reporting
  - Can contact me for any follow-up support
  - or Gina Ottinger, State Director [gina.ottinger@cognia.org](mailto:gina.ottinger@cognia.org)
  - Utilize resources that you have access to in myJourney
  - Progress monitoring process in two years, next accreditation in six years
  - Please give input to Cognia about our work with you. Appreciate any comments about the process and ideas for future improvement. Please send to:
    - [leanne.mahalak@cognia.org](mailto:leanne.mahalak@cognia.org)
    - [gina.ottinger@cognia.org](mailto:gina.ottinger@cognia.org)

Thank you!

Leanne Mahalak



# Accreditation Engagement Review

November 10, 2022 - May 15, 2023

## Petersburg High School

Institution #230683

109 Charles W. St  
Petersburg, Alaska 99833  
United States of America

# Accreditation Is Continuous Improvement

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered

to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique, and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future

capabilities and capacities of an institution in the context of its mission, purpose and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

In reality, modern accreditation is a continuous improvement process. Every five years, the institution formally engages the Standards for Accreditation to reflect and examine its progress towards its desired future as expressed through its mission, purpose and strategic direction.

Cognia's purpose driven, strategic process is the most widely used continuous improvement process in the world.

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## Cognia Performance Accreditation and the Engagement Review

This report contains the findings of the Engagement Review Team (the Team). The findings of the Team are organized in five sections: Cognia Performance Standards, Observations, Assurances, Insights from the Review, and a Summary of Findings that includes Noteworthy Practices and Areas for Improvement.

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how

well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and trained Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these Standards, Teams assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution

quality through a review of documented evidence, formal and informal observations, and community feedback. Using the Standards as a framework, the Team provides valuable guidance which will help to focus your institution's improvement journey.



# Assurances

Assurances are requirements that accredited institutions must meet. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

#	ASSURANCES	YES/NO
1.	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	☑ Yes
2.	The institution complies with all applicable governmental laws or regulations.	☑ Yes
3.	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	☑ Yes
4.	The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.	☑ Yes
5.	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.	☑ Yes
6.	The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.	☑ Yes
7.	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	☑ Yes

# Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments, then analyze and synthesize that information to arrive at findings. From the findings, Cognia expects institutions to develop, prioritize, and implement theories of action that will sustain high performing areas and lead to improvement in underperforming areas.

Cognia requires institutions to complete analyses on selected data sources. Each analysis is evaluated using rubrics aligned to the main activities within the analysis process.

## Stakeholder Feedback Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★☆
The institution has analyzed and synthesized information.	★★★★☆
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆

## Student Performance Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★☆
The institution has analyzed and synthesized information.	★★★★☆
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆

## Learning Environments Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★☆
The institution has analyzed and synthesized information.	★★★★☆
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆

## Culture of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Culture of Learning.	★★★★☆
The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning.	★★★★☆
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆



## Leadership for Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Leadership for Learning.	★★★★
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★

## Engagement of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Engagement of Learning.	★★★★
The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★

## Growth in Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Growth in Learning.	★★★★
The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★

# Performance Standards Evaluation Results

Accreditation is based primarily on the evaluation of evidence that reflects an institution's ability to meet the expectations as defined by the Cognia Performance Standards. The Performance Standards define the elements of quality that research indicates is present in an effective institution. Accreditation standards provide the guideposts to becoming a better institution. The Engagement Review evaluators apply a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of the standard. The rubric scale is designed to indicate the current performance of the institution.

The rubric is scored from Level 4 to Level 1. Descriptions are provided in the table below.

RATING	LEVEL	DESCRIPTION
★★★★	4	Demonstrating noteworthy systematic and systemic practices producing clear results that positively impact learners.
★★★☆☆	3	Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.
★★☆☆☆	2	Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.
★☆☆☆☆	1	Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.

## Cognia Performance Standards Ratings

### Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).Keys to A Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission
- Learners' academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported



## Standard 1

**Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion and is free from bias.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
3	3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
2	2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
1	1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

## Standard 2

**Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
3	3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.
2	2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
1	1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.

### Standard 3

**Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
3	3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
2	2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.
1	1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.

### Standard 4

**Learners benefit from a formal structure that fosters positive relationships with peers and adults.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.
3	3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.
2	2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.
1	1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.

## Standard 5

### Professional staff members embrace effective collegiality and collaboration in support of learners.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
3	3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
2	2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
1	1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

## Standard 6

### Professional staff members receive the support they need to strengthen their professional practice.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.
3	3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.
2	2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.
1	1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.

## Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning. Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

### Standard 7

**Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
3	3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
2	2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
1	1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

## Standard 8

**The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.
3	3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.
2	2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.
1	1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

## Standard 9

**Leaders cultivate effective individual and collective leadership among stakeholders.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.
3	3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.
2	2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.
1	1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.

## Standard 10

### Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

YOUR RATING



LEVEL	DESCRIPTION
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4	4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
3	3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
2	2 - Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.
1	1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

## Standard 11

### Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

YOUR RATING



LEVEL	DESCRIPTION
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4	4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.
3	3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.
2	2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.

1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

Standard 12

**Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.**

YOUR RATING  


LEVEL DESCRIPTION

4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

Standard 13

**Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.**

YOUR RATING  


LEVEL DESCRIPTION

4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work



cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

- 1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

#### Standard 14

**Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.
3	3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.
2	2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.
1	1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

#### Standard 15

**Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.
3	3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.



2	2 - Professional staff members sometimes analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.
1	1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.

## Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process. Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

### Standard 16

**Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.
3	3 - Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.
2	2 - Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.
1	1 - Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.



## Standard 17

### Learners have equitable opportunities to realize their learning potential.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
3	3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.
2	2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.
1	1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.

## Standard 18

### Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
3	3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

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2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

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1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

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#### Standard 19

**Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.**

YOUR RATING  
★★★★☆

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LEVEL	DESCRIPTION
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4	4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.
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3	3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.
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2	2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.
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1	1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.
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#### Standard 20

**Learners engage in experiences that promote and develop their self-confidence and love of learning.**

YOUR RATING  
★★★★☆

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LEVEL	DESCRIPTION
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4	4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.
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3	3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.
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2	2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.
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- 1 1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.
- 

Standard 21

**Instruction is characterized by high expectations and learner-centered practices.**

YOUR RATING



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LEVEL DESCRIPTION

- 
- 4 4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.
- 
- 3 3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.
- 
- 2 2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.
- 
- 1 1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.
- 

Standard 22

**Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.**

YOUR RATING



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LEVEL DESCRIPTION

- 
- 4 4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.
- 
- 3 3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.
- 
- 2 2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
- 
- 1 1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.
-

## Standard 23

**Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
3	3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
2	2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
1	1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

## Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition. Keys to Growth in Learning

Growth is evident when

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners attain knowledge and skills necessary to achieve goals for learning

## Standard 24

**Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

3	3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
2	2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
1	1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

Standard 25

**Leaders promote action research by professional staff members to improve their practice and advance learning.**

YOUR RATING  


LEVEL DESCRIPTION

4	4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.
3	3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.
2	2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.
1	1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.



## Standard 26

**Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
3	3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
2	2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
1	1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

## Standard 27

**Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
3	3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
2	2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.
1	1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.

## Standard 28

**With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.**

YOUR RATING



LEVEL	DESCRIPTION
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4	4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
3	3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
2	2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
1	1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

## Standard 29

**Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.**

YOUR RATING



LEVEL	DESCRIPTION
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4	4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.
3	3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.
2	2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.
1	1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.

**Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.
3	3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.
2	2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.
1	1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

# Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

## Culture of Learning

**Petersburg High School (PHS) provides an intimate, responsive, and warm culture that supports individual learner needs and provides opportunities for each staff member's unique professional learning next steps, embodying the school mission statement which notes providing diverse educational opportunities as one of its cornerstones.** Student learning opportunities at the school are carefully curated to cover a plethora of topics. Students may choose from a variety of rigorous college preparatory courses that include upper-level math and AP offerings, with 73% of students who take AP classes going on to achieve college credit for their efforts. Additionally, students may also select from a variety of CTE offerings that were developed in partnership with community stakeholders. Petersburg is a commercial fishing hub with many career-specific needs to fulfill. Students can pursue aquaculture, shop, and welding classes which often culminate in welding certificates exemplifying a community-driven CTE program. These offerings are continually being adapted and revised to meet student needs. Student learning opportunities at PHS are varied, personalized, and are built around the needs of the community, its industry, and its families. Similarly, staff at the school enjoy an opportunity for individualized professional learning. As the staff is relatively small (15 certified teachers) and the course

offerings are many, PHS has designed a professional learning plan that focuses on the individual teacher in their content areas. While the collaborative goal of all professional learning at PHS is to promote higher-level thinking and improve learning engagement and student achievement, the school partners with state and national organizations to provide opportunities such as Argument-Driven Inquiry (ADI), learning from Stanford History Education Group, and more. Staff then share out learning with colleagues, delivering local training to colleagues. The school enjoys long tenure in its certified staff, in part due to honoring its teachers as true professionals by providing choice in ongoing professional learning. The team suggests that while personalized learning is essential for staff, honors their professionalism, and brings a variety of ideas, innovations, and strategies to campus, it is important to balance this personalized learning with professional development time dedicated to collaboratively implementing school-wide initiatives.

## Leadership for Learning

**The current leadership at Petersburg High School is poised to support and drive the evolution of continuous improvement as the school moves toward increased breadth and depth of data collection and analysis, a data-driven continuous improvement plan, and increased collective leadership.** The school enjoys a unique setting on a picturesque island in Southeast Alaska, populated with longer-term families, many of whom are multi-generational residents, which includes some staff members as well. These long-term relationships between staff and the community have led to a deep connection to and knowledge of students. Multiple references to the intimate knowledge of the community, its families, and certainly its children have been made, including a vignette recounting how a teacher was shoveling his drive after the latest blizzard and had three parent-teacher conferences while shoveling as parents dropped by. The current administration is aware of and revels in these deep, comfortable connections and is seeking to add layers of inquiry to the existing data analysis routines to perhaps expand and shift the perspective. These deep personal community and school relationships and rapport built upon longevity may be leveraged in future continuous improvement work to build deeper community connections and engage community stakeholders in all facets of continuous improvement



efforts. The leadership team met numerous times to work on accreditation documentation, including a whole staff review of the Standards, collaborating, and calibrating ratings for collective cohesive analysis. Staff survey results indicated a perceived lack of equity of opportunity in that leadership opportunities always are offered to the same staff, not all staff. Leadership is determined to reverse that perspective and provide equitable, frequent leadership opportunities to all. As the continuous improvement plan is finalized, the team suggests that the administration embeds multiple avenues for not only staff leadership opportunities, but community stakeholder engagement opportunities as well.

### Engagement of Learning

**High expectations, equitable opportunities, and a wealth of digital resources are cornerstones of the education that students enjoy and staff seek to enhance that learning by embracing continuous improvement processes with student engagement being one metric of high importance.** The leadership team is currently in discovery mode regarding student engagement as they analyze data to determine data trends, including the pre and post covid engagement data amongst many other changing variables. Current classroom observation is focused on the use of the district-approved Danielson-based evaluation tool. Interest exists in using a tool that focuses on observing the learning environment, especially targeting student engagement. Any data collected from the PBIS or MTSS systems would pair well with engagement data. The leadership team has identified the use of digital technology as an area that bears further scrutiny. The governing board went to great lengths at the beginning of the pandemic to increase the device count to 1:1, therefore dramatically increasing engagement during distance learning. Now that the school has returned to 100% in-person learning, these devices and the instructional techniques and platforms employed are still utilized and data analysis includes their use. The leadership team has raised a very good question regarding the use of technology in in-person learning, “to what degree is technology supporting or detracting from engagement?” The leadership team ponders if there is not an overreliance on technology and digital platforms that is having a negative impact on engagement. High-quality data student engagement data collected over time will be essential in determining the impacts of technology and digital platforms in the general classroom. The team suggests that the leadership team would benefit from

consistent, clear data collection and analysis, isolating and refining the data regarding digital integration.

### Growth in Learning

**Inquiry, reflection, and dialogue are at the heart of the continuous improvement process at PHS as leaders engage all staff and stakeholders in closing achievement gaps by strengthening instruction and focusing on early identification and intervention of at-risk students in specific underperforming subgroups.** While many students have seen gains in already high ELA and solid math scores, certain demographics and subsets of students are not enjoying the same growth. As a Blue Ribbon school with a particularly strong graduation rate overall and high ELA scores (in the top 10% of the state for SAT performance), the potential to overlook lower performance exists. The leadership team has thoroughly reviewed existing data (Alaska has changed summative assessments yet again, making longitudinal trends challenging) and noted some areas of concern. Students with learning disabilities continue to not perform as well as their peers, nor is the gap closing. With the strong community connections enjoyed at the school, external stakeholders may provide insights into additional support. The school is identifying at-risk students early and examining the correlations with those students who qualify for Special Education services. The leadership team is also looking at this same student cohort to identify those that are less connected to school, do not participate in extracurricular activities, and also fall into the lower SES demographic group. Attendance of this cohort of students is also concerning. Unsurprisingly, 75% of at-risk students missed 10 or more days. Based upon this data analysis, the leadership team intends to revise the existing MTSS plan to better support this struggling cohort of students. Professional development and coaching around the increased use of formative assessments are scheduled. A data wall may be helpful in tracking multiple sets of data across time. The team suggests that the continuous improvement plan include the implementation of the revised MTSS plan and the professional learning around formative assessment as well as data collection that includes data prior to these two instructional program components.



# Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards

## Noteworthy Practices

In conducting the review, the team identified Noteworthy Practices that reflect significant areas of strength in the work of the institution. Although there are numerous examples of the institution's level of quality, the recognition of Noteworthy Practices reflect the greatest strengths of the institution.

- 
- 1 Leaders and staff prioritize learners' academic and non-academic needs that are at the heart of the school mission and vision through comprehensive data analysis that informs continuous improvement processes. Survey results from all stakeholders were considered when drafting theories of action and the leadership team is looking forward to envisioning, planning, implementing, and evaluating the continuous improvement plan.**

Standard 7    Standard 2

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## Areas for Improvement

Using information collected and reviewed, the team identified the following Areas for Improvement that will help the institution improve. The Areas of Improvement will be revisited when the institution conducts Cognia's Progress Review.

- 
- 1 Revise the MTSS plan to include specific support for subgroups not showing growth.**

Standard 27

RATIONALE    If PHS provides specific, intentional, targeted interventions to their at-risk and low-performing students, positive learner outcomes will occur.

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- 2 Utilize technology resources effectively to promote active engagement, stimulate curiosity and cultivate creativity.**

Standard 23

RATIONALE    If staff recalibrate the integration of digital resources, focusing on adding value to the learning process, learners' digital interaction will reflect active engagement as students generate knowledge and make meaning via such behaviors as clarifying, asking questions, comparing, and applying new information.

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# Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status for your institution based on these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance.

## Your Institution's IEQ

**310**

SCORE	DESCRIPTION
<b>Below 220</b>	An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.
<b>220 - 300</b>	An IEQ in the range of 220-300 suggests the institution some Areas of Improvement and may include one or more Noteworthy Practices.
<b>Above 300</b>	An IEQ of 300 and above indicates the institution meets Cognia for expectations for accreditation that includes one or more Areas Improvement as well as one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Review due two years following the review. Additional Progress Reports may be required if satisfactory improvement is not achieved.

## Your Next Steps

Accreditation is a continuous improvement process. The Engagement Review provides independent, objective guidance in relation to the Performance Standards and the institution's improvement journey. Upon receiving the Accreditation Engagement Review Report, the institution is expected to implement the following steps:

- Review and share the findings in this report with stakeholders.
- Use the findings from the report to guide and strengthen your institution's improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.
- Report to Cognia on your progress toward improvement.



# Evaluator Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete Cognia training and elite certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Engagement Review Team:

TEAM MEMBER NAME	BRIEF BIOGRAPHY
<b>Leanne Mahalak</b> <b>Lead Evaluator</b>	Leanne Mahalak currently serves as a Regional Accreditation Evaluator for Cognia. She also supports School Improvement processes and systems as Empowerment Specialist for the Alaska Department of Education and Early Development. She is in her 11th year of working to support low performing schools in continuous improvement cycles across rural Alaska. She has trained staffs nationwide in the use of formative data as a Certified AIMSweb Trainer for 6 years. Prior to that she taught in multi-grade classrooms in both rural and urban Alaska for 13 years. She attended the University of Alaska, Fairbanks where she earned her degree, with a focus on ELA. Her experience in the classroom and her deep dive into data driven instruction and systems provide comprehensive experience to support school improvement work in the domains of curriculum, instruction, leadership, professional development, assessment, supportive learning environment and community engagement. Leanne has enjoyed extensive training in Cognitive Coaching <sup>SM</sup> and in Adaptive Schools <sup>®</sup> methodologies.
Michael Perkins	



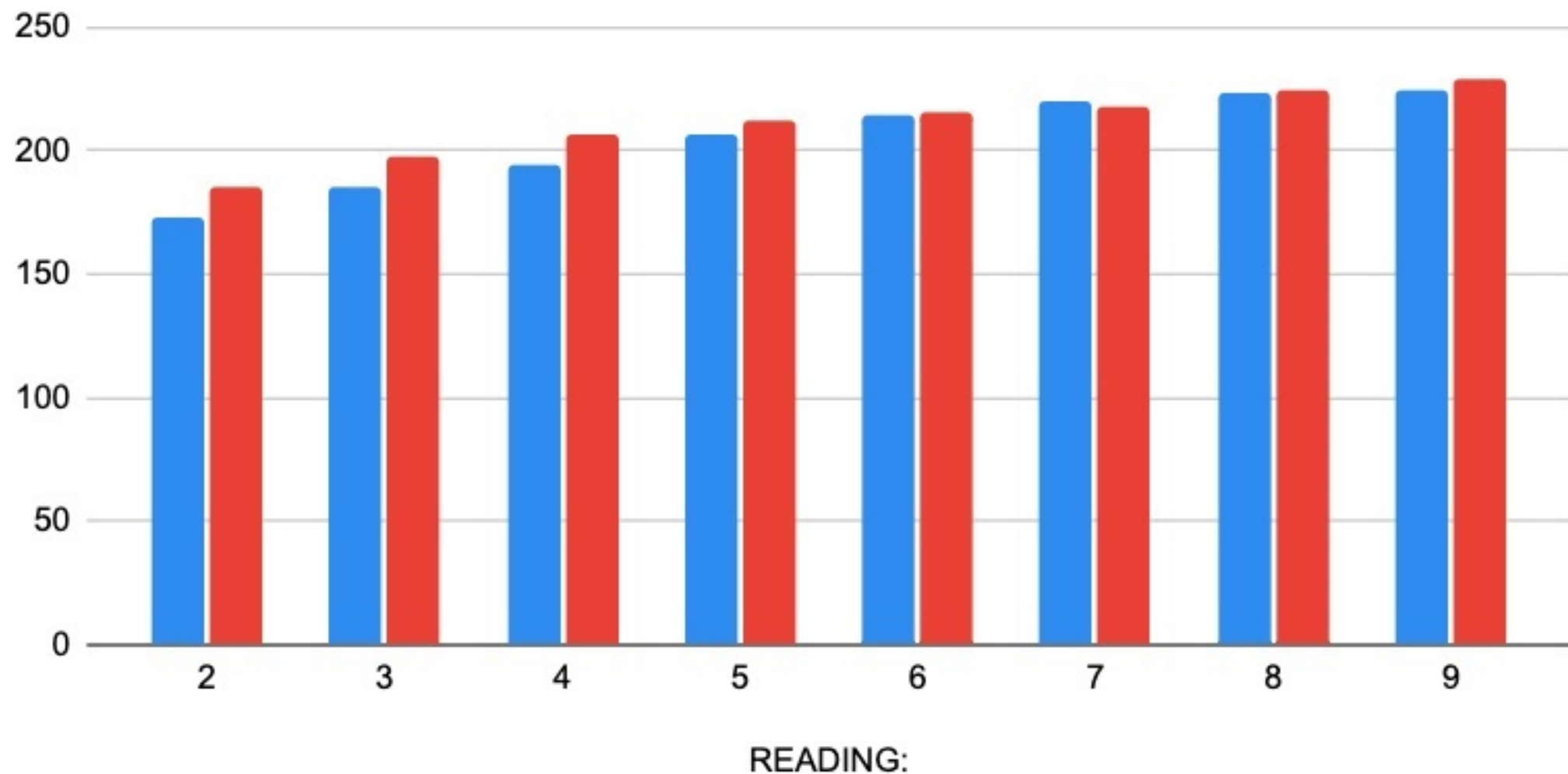
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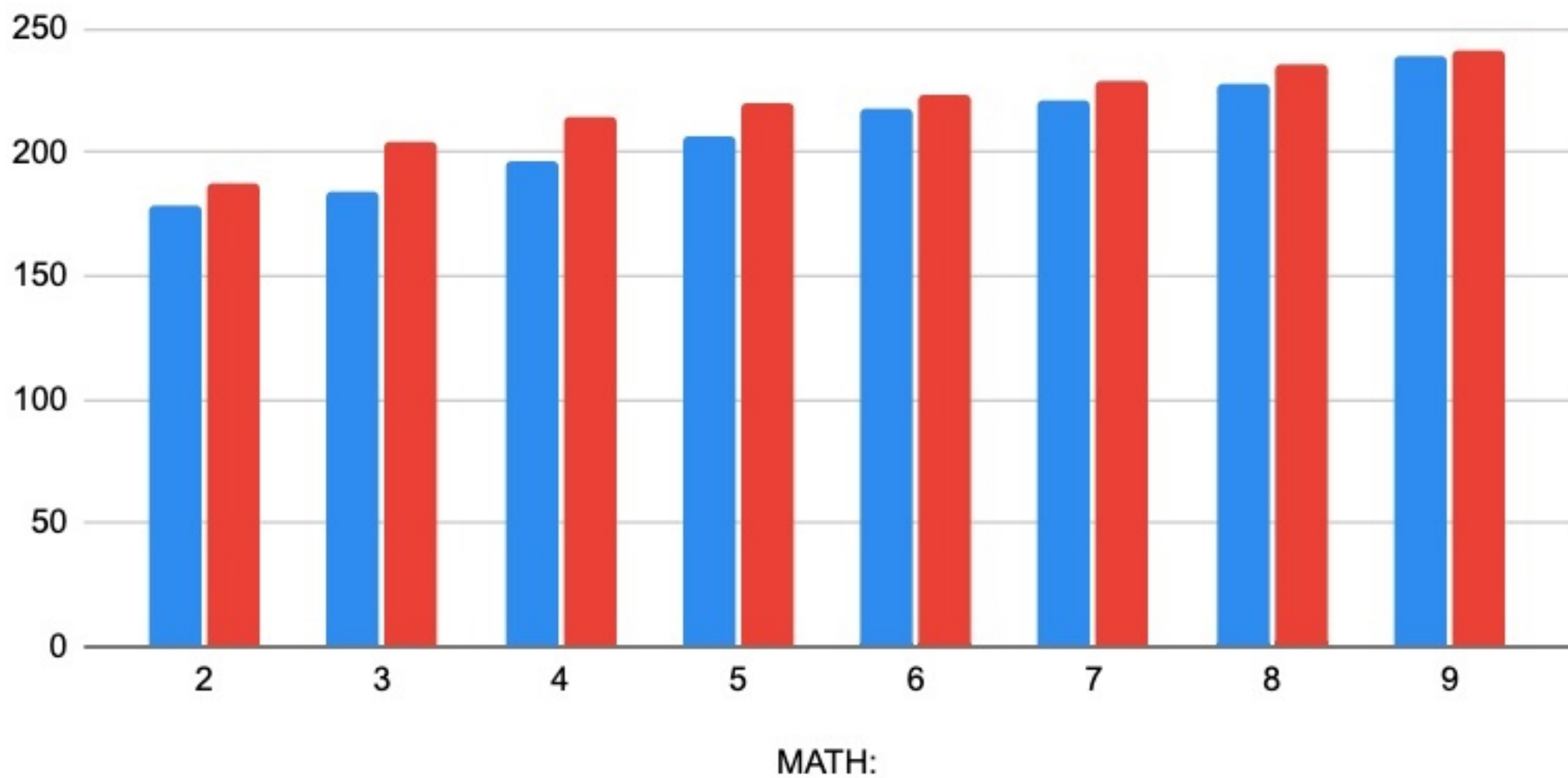
# READING FALL RIT 2022 and SPRING RIT 2023

FALL RIT 2022    SPRING RIT 2023



# MATH FALL RIT 2022 and SPRING RIT 2023

FALL RIT 2022    SPRING RIT 2023



# **Personnel Action Report for 2022-2023**

6-20-2023

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## **EMPLOYMENT OF CERTIFIED PERSONNEL**

Deborah Tice

Elem Library/Intervention  
23-24 SY

Heather Conn & Lee Ann Jenkins  
Elementary Summer School

Bridey Short & Cyndy Fry  
MS Summer School

## **RESIGNATION/RETIREMENT CERTIFIED PERSONNEL**

Jill Lenhard  
Resign June 2023

Thomas Thompson  
Retire June 2023

## **EMPLOYMENT OF CLASSIFIED PERSONNEL**

Kennedy Conn  
Summer School Aide

Stevie Schmidt  
Summer School Aide

Barb Steltz  
Summer School Aide

Alice Williams  
Summer School Aide

## **RESIGNATION/RETIREMENT CLASSIFIED PERSONNEL**

Kathleen Heitstuman  
Resign June 23

Corene Dunbar  
Resign June 23

Brittany Potrzuski  
Resign June 23

## **EXTRA DUTY CONTRACTS**

James Valentine  
Track Head Coach

Andy Carlisle  
HS Swim Head Coach

Rob Cross  
Track Asst Coach

Kayla Popp  
HS Asst Swim Coach

Mariah Colton  
5 additional contract day

### **2022-2023 School Year**

Teachers	43.00
Classified	37.00
Principals	2.00
District Administration/Exempt (Superintendent, Finance, Maintenance, Food Service, Board Admin, Special education director, )	6.00

**Total Employees 89.00**

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## Message from Mr. Thompson

1 message

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PSD Superintendent <supt@pcsd.us>

Wed, May 17, 2023 at 12:00 PM

Bcc: exec@pcsd.us

Good afternoon, PSD colleagues and friends! Please see the following message from Mr. Thompson and join me in congratulating him on his upcoming retirement! You are leaving HUGE shoes to fill, Mr. Thompson!

Eleven years ago I was about to turn 50 and Petersburg allowed me to return to my alma mater and place of birth to continue my teaching. Thank you all for that. As I hit 60 recently it was made apparent it was time to let go and let the younger folks take the lead and work with these teenagers. To all of you who were friends/colleagues/supporters/parents bosses or students, thank you for your patience and time.

TThompson



*MISSION: Petersburg Schools will advocate for continuous growth, promote a healthy environment, and provide diverse educational opportunities where all students achieve.*

Erica Kludt-Painter  
Superintendent  
Petersburg School District  
P.O. Box 289  
Petersburg, AK 99833

Phone and Fax: 1-877-526-7656

E-mail: [supt@pcsd.us](mailto:supt@pcsd.us)

Website: [www.pcsd.us](http://www.pcsd.us)

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May 26, 2023

Dear Superintendent Kludt-Painter,

It is with both sadness and joy that I write to let you know I will be resigning my position as Stedman Librarian for the 2023-24 school year. I have been offered a contract as Schoenbar Middle School Librarian in Ketchikan for next year, and pending release from my PSD contract, Iain and I intend to move there to be with Matt and the rest of our extended family.

I have thoroughly enjoyed my year as Stedman Librarian and greatly appreciate the opportunity to put my library certification into practice in the Petersburg School District this past year. In my 20 years with this district I have worked with wonderful colleagues and students and had the opportunity to grow professionally as a teacher in a variety of settings. I am very thankful for these years. Our family has many ties to Petersburg in general and the Petersburg School District in particular that we cherish and will continue to nourish.

Sincerely,

A handwritten signature in black ink, appearing to read "Jill Nordtvedt Lenhard". The signature is fluid and cursive, with the first name "Jill" being the most prominent.

Jill Nordtvedt Lenhard

Brittany Potrzuski  
May 12, 2023  
Letter of Resignation

I, Brittany Potrzuski, am formally resigning from my position as a paraprofessional. This resignation is effective immediately and my last day of employment will be June 1st, 2023. I have greatly enjoyed my time working for the Petersburg School District and have felt very fortunate to have worked with such a wonderful support team.

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## Fwd: Resignation

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Heather Conn <hconn@pcsd.us>

Tue, May 16, 2023 at 2:30 PM

To: Mara Lutomski <exec@pcsd.us>, "Karen B. Quitslund" <business@pcsd.us>, Superintendent PSD <supt@pcsd.us>, Cyndy Fry <cfry@pcsd.us>

FYI

----- Forwarded message -----

From: **Corene Dunbar** <cdunbar@pcsd.us>

Date: Tue, May 16, 2023 at 2:30 PM

Subject: Resignation

To: Heather Conn <hconn@pcsd.us>, Lee Ann Jenkins <ljenkins@pcsd.us>, Heidi Cabral <hcabral@pcsd.us>, Cyndy Fry <cfry@pcsd.us>, Cena Worhatch <esasst@pcsd.us>

Hello

Craig has accepted a position as the pastor at the First Baptist Church in Sitka. We will be moving to Sitka at the end of June. I will be here for the remainder of the school year, but will not be here next year. I have enjoyed my time here at PCSD and all the great teachers and staff that I have had the opportunity to work with this past year.

Thank you  
Corene Dunbar

**Alaska Department of Education & Early Development - School Finance  
FY2023 School Operating Fund Budget Summary**

PETERSBURG SCHOOL DISTRICT  
District Name

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<b>Beginning Fund Balance: July 1, 2022 - (Subject to 10% Limit per AS (Excluded from the 10% Limit)</b>		<b>\$1,060,614</b>	<b>1,481,130</b>	<b>Fund Balance</b>	<b>13.69%</b>
<b>Total Beginning Fund Balance</b>		<b>\$1,060,614</b>	<b>Dec 2022 Approved Budget</b>	<b>June 2023 Proposed Changes</b>	<b>June 2023 Proposed Budget</b>
<b>Revenue</b>					
010 City/Borough Appropriations	(1) \$2,000,000		2,000,000		2,000,000
030 Earnings on Investments	(2) 700		700		700
040 Other Local Revenues	(3) 112,000		112,000	21,136	133,136
041 Tuition from Students	(4)		0		0
042 Tuition - Other Districts	(5)		0		0
047 E-Rate Program	(6) 93,134		93,134		93,134
050 State Sources	(7) 6,377,832		6,377,832	80,492	6,458,324
100 Federal Sources - Direct	(8) 0		0		0
150 Federal Sources - Through the State	(9) 0		0		0
190 Federal Sources - Other Agencies	(10) 0		0		0
250 Transfers From Other Funds	(11) 0		0		0
<b>Total Revenue</b>		<b>\$8,583,666</b>	<b>\$8,583,666</b>	<b>\$101,628</b>	<b>\$8,685,294</b>
<b>Expenditures</b>					
100 Instruction	(12) \$3,730,789		3,730,789	(\$71,086)	\$3,659,703
200 Special Education Instruction	(13) 1,488,595		1,488,595	(\$160,332)	\$1,328,263
220 Special Education Support Services	(14) 0			\$0	
300 Support Services - Students	(15) 314,579		314,579	(\$15,975)	\$298,604
350 Support Services - Instruction	(16) 842,122		842,122	(\$87,900)	\$754,222
400 School Administration	(17) 292,416		292,416.00	\$0	\$292,416
450 School Administration Support Services	(18) 247,520		247,520.00	\$0	\$247,520
510 District Administration	(19) 378,543		378,543	(\$12,000)	\$366,543
550 District Administration Support Services	(20) 292,439		292,439	\$10,850	\$303,289
600 Operations and Maintenance of Plant	(21) 1,451,994		1,451,994	(\$5,100)	\$1,446,894
700 Student Activities	(22) 403,127		403,127	\$16,325	\$419,452
780 Community Services	(23) 0			\$0	
900 Other Financing Uses	(24) 0			\$75,000	\$75,000
<b>Total Expenditures</b>		<b>\$9,442,124</b>	<b>\$9,442,124</b>	<b>(\$250,218)</b>	<b>\$9,191,906</b>
<b>Ending Fund Balance: June 30, 2023 (Subject to 10% Limit per AS (Excluded from the 10% Limit)</b>		<b>\$202,156</b>	<b>**</b>		<b>\$974,518</b>
<b>Total Ending Fund Balance</b>		<b>\$622,672</b>		<b>\$0</b>	<b>\$974,518</b>
** Must be greater than or equal to zero					

FY23 June Budget Revision Highlights:

Revenue increase of \$101,628 for new revenue budget of \$8,685,294

- Increase in local revenue by \$21,136 local facility use fees, gate receipts for home events and increase in Pcard rebate
- Increase in State sources by \$80,492 for 19 actual intensive student funding but budgeted for 18

Expenditure decrease by \$250,218 for new expenditure budget of \$9,191,906

- Majority of the decreases across all expenditure functions is the result of conservative spending for supplies and materials.
- Decreases in Instruction and Special Education Instruction is sub budgets were higher than actual costs
- Decrease in Special Education budget due to an increase in grant funds from DEED that impacted the need to use general funds for our itinerant services which are historically covered by the Title VI-B grant
- Changes in all expenditure functions is truing up the budgets for actual salaries and benefits for end of year clean up
- Increase in District Administration Support (Finance) for transition period for new finance director and increased auditing costs
- Increase in Activities budget for Other Supplies not initially budgeted for
- Transfer \$75,000 into Pupil Transportation budget for FY24 and FY25 (Contract cost for FY23 is \$33,947 over the amount that is received from the State of Alaska

Ending Fund Balance for FY23 is \$974,518 which is 10.60%.

**Alaska Department of Education & Early Development - School Finance  
FY2024 School Operating Fund Budget Summary**

PETERSBURG SCHOOL DISTRICT  
District Name

Page 2

<b>Beginning Fund Balance: July 1, 2023 - (Subject to 10% Limit per AS 14.17.505)</b>	<u>\$974,518</u>
<b>(Excluded from the 10% Limit)</b>	
<b>Total Beginning Fund Balance</b>	<u><u>\$974,518</u></u>

**Revenue**

010 City/Borough Appropriations	(1) <u>\$3,000,000</u>
030 Earnings on Investments	(2) <u>700</u>
040 Other Local Revenues	(3) <u>116,000</u>
041 Tuition from Students	(4) <u>0</u>
042 Tuition - Other Districts	(5) <u>0</u>
047 E-Rate Program	(6) <u>93,134</u>
050 State Sources	(7) <u>6,035,773</u>
100 Federal Sources - Direct	(8) <u>0</u>
150 Federal Sources - Through the State	(9) <u>0</u>
190 Federal Sources - Other Agencies	(10) <u>0</u>
250 Transfers From Other Funds	(11) <u>0</u>
<b>Total Revenue</b>	<u><u>\$9,245,607</u></u>

**Expenditures**

100 Instruction	(12) <u>\$3,957,936</u>
200 Special Education Instruction	(13) <u>1,491,589</u>
220 Special Education Support Services	(14) <u>0</u>
300 Support Services - Students	(15) <u>314,202</u>
350 Support Services - Instruction	(16) <u>823,092</u>
400 School Administration	(17) <u>306,501</u>
450 School Administration Support Services	(18) <u>263,044</u>
510 District Administration	(19) <u>400,604</u>
550 District Administration Support Services	(20) <u>277,965</u>
600 Operations and Maintenance of Plant	(21) <u>1,607,120</u>
700 Student Activities	(22) <u>414,869</u>
780 Community Services	(23) <u>0</u>
900 Other Financing Uses	(24) <u>0</u>
<b>Total Expenditures</b>	<u><u>\$9,856,922</u></u>

<b>Ending Fund Balance: June 30, 2024 (Subject to 10% Limit per AS 14.17.505(a))</b>	<u>\$363,203</u> **
<b>(Excluded from the 10% Limit)</b>	
<b>Total Ending Fund Balance</b>	<u><u>\$363,203</u></u>

\*\* Must be greater than or equal to zero

\*Note regarding Fund Balance--please see the excerpt from HB 76 on the instructions page.

## **FY 24 ESEA Consolidated Grant**

### **Background Information:**

Section 14302 of the Elementary and Secondary Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), permits a district to obtain specific Federal program funds through a single consolidated plan rather than through separate funding applications or plans. The purpose of a consolidated plan is to increase student achievement through coordination, planning and service delivery across the programs, as well as to integrate Federal program services with those offered by local districts and schools. The consolidated format will guide us in aligning our supplementary programs with our regular educational programs to better serve our students with all the money that is available to us as a school district. To obtain the most out of the consolidated program, funds from the Title IIA and Title IVA have been reaped (combined) into Title IA. Individual programs will be presented for your information and discussion.

### **Action needed:**

A motion to approve the FY 24 Consolidated Plan for the Petersburg School district for Title 1, Part A in the amount of \$126,224 and for Title IC in the amount of \$190,974

Title I, Part A funds provide supplemental instruction for students who are economically disadvantaged. The district provides services to students demonstrating needs in all academic areas.

Title 1, Part A supports Stedman Elementary School students with multiple services and resources, including a Reading Specialist, Master Teacher online training program for paraprofessionals, homeless support, Praxis exam costs, materials and curriculum to address learning loss.

Title IC (Migrant Education) is a supplemental program specially designed to meet the needs of migrant children who (at times) are educationally deprived due to a lack of continuity in their educational services. These federal dollars are designated specifically for identified Migrant students in the middle and high school, and are consolidated to schoolwide use in the elementary school due to the fact that our migrant students and non-migrant students perform at the same level on state assessments and attendance in our district. A meeting is held each spring with Stedman Elementary migrant parents to vote on consolidation of these funds.

Title IC funds support partial salaries for the Migrant Program coordinator and Migrant Recruiter, one full time reading paraprofessional, partial salary for an additional reading specialist in the elementary school, funds to support migrant students with counseling costs, migrant student travel for AVTEC/Career Technical post secondary opportunities, supplies and class fees for migrant eligible students.

## Situational Analysis

**District: Petersburg School**  
**Principal: Heather Conn**

**School: Rae C. Stedman Elementary School**  
**ESSA Designation: TSI**

## Looking Within Activity 1: Profile Review Form

District Petersburg School Stedman Elementary Grades \_\_\_\_\_

(Student data should include disaggregation by Ethnicity, Poverty, Cultural, Linguistics, Disabilities, Homeless status, Migrant status, and English Learner status where appropriate)

### Student Data

Student Enrollment  Most Recent Year  1 Year Prior  2 Years Prior

Student Attendance  Most Recent Year  1 Year Prior  2 Years Prior

### Student Academic Achievement

Student growth  Most Recent Year  1 Year Prior  2 Years Prior

Graduation rate, if applicable  Most Recent Year  1 Year Prior  2 Years Prior

Progress in achieving English language proficiency  Most Recent Year  1 Year Prior  2 Years Prior

### Staff Data

Teacher Attendance  Most Recent Year  1 Year Prior  2 Years Prior

Teacher Retention  Most Recent Year  1 Year Prior  2 Years Prior

Teacher Certification  Most Recent Year  1 Year Prior  2 Years Prior

Support Staff Attendance  Most Recent Year  1 Year Prior  2 Years Prior

Facilities Report  Most Recent Year  1 Year Prior  2 Years Prior

Maintenance Reports  Most Recent Year  1 Year Prior  2 Years Prior

Safety Reports  Most Recent Year  1 Year Prior  2 Years Prior

School Climate/Culture Results  Most Recent Year  1 Year Prior  2 Years Prior

### Other Data

## Key Learnings from Activity 1: Profile Review

What are the demographic strengths and challenges?

1. How has enrollment changed over time, especially noting occurrences by special subgroups and staff? What are the implications for the school's actionable plan?

1) Do you have to have a particular percentage of AK native to classify as AK Native? This is up to the parent when they register the student. They make the selection. Because numbers are so small when we see just a couple kids move on to middle school or such we see it affect our percentages greatly.

ELL drop could be due to passing the WIDA and no longer being classified as ELL

There were a lot of students in migrant that are now in 7th grade; maybe as they passed out of the building that could account for the decline in migrant. Maybe some of the parents that made the decision to homeschool during covid—more of those students were males?

Does economically disadvantaged come from Carlee's reports for free/reduced meals? Yes, and reported in OASIS—remember hearing that it was harder to get families to return applications during this time. Online it says that we have about 13% AK Native population.

American Indian population is rising. A steady decline in female enrollment

Does the increase of SpEd numbers reflect preschool numbers/incoming Kinders? Yes it does.

There were some stricter regulations for activity on the boat (masking, quarantining, etc) that may have affected our Migrant numbers.

Everyone was getting free meals during the earlier Covid years so people may not have completed the paperwork. We have a higher population of AK Native population than in the past.

8 students in the district classified as ELL will give us money from the state

Migrant numbers declined, that's interesting. Males that year after covid declined, but then rose again; Drop in ELL could be due to covid and barrier in using technology?

Looks like 10 boys dropped out and came back

1a) More expensive to live here

Are more people being qualified for speech (IEP)? ELL numbers are much lower than what was in past years, how does the economics of the community affect our EEL population

Less enrollment of girls, does the mental health of girls impact our numbers

Can we know the diagnoses that qualify someone for SpEd? Would that give us more information?

What age are they being qualified at? Note the rising special ed numbers; could be ADHD, speech, autism, reading, enrollment has declined. More expensive to live everywhere, Where is the diagnosis occurring? Doctor, school psych, etc.

1b) Would any of the classified retention have bumped up to become teachers? YES—3 or more in these years. is this all the absences? Yes—all certified. Imagining myself as a sub, in other places we can work constantly, but

Maternity leave did occur in last 3 years

Did staff have the same leave? YES

Is there an age difference that may be affecting the number of absences? Childbearing age, more illness, etc.

Classified Retention, movement between schools since their hired as a district staff and may move. do staff retention numbers reflect that they were moved to MS/HS? YES . very different numbers

between staff and certified absences. 4-5 Gr teachers have lower average absences than other groups

No babies in the classified staff

Striking difference of absences between certified and classified; certified had more babies, and also health issues

Classified moving can be specific to a student's needs, and can be good, but they also have relationships here which can be negative for the building—good and bad

Didn't realize there was such a change in classified staff retention. do hire coast guard spouses and they leave on a schedule; keep this in mind.

Many classified employees are working on teaching courses and will be moved around to fit their needs at times, not just ours. We didn't have a full school year in 19-20 so that may explain the lower number of absences. A fresh teacher in 4-5 every year

Had a handful of coast guard aides too. The state improvement plan is based on 2021-22, so the absence of teachers in grades 2-3 are the most interesting

1c) Staff still be a leader on a lot of these other things, and if people don't want to work here that is an issue

With smaller groups, if one person does something outside the norm it skews the data, could almost make it unusable data. Hard to get kids to work on boats anymore, there is the ebb and flow of migrant workers and absences. Grade levels absences—The 1st graders in 21-22 had a large number of absences across the whole school year. Are we seeing the results of the bottled up wait for travel, and then it will get better over time? (Kind of like retirement)

Wondering about families with daughters/sons—would they both be absent. How many of the retention is retirement?

It would be interesting to see the staff absences in a similar format to the student absences graph. 1st grade in 2019/20 was highest, and again in 2020/21, and in 2021-22 they are NOT the highest, much more in line with the rest of the school, but still 2nd lowest

Student Absence—The average isn't a huge difference

Why do we compare sexes in absences? Just to see if there is a difference

What is included in Asian? Japanese, Korean, Filipino

People are going visiting—does that affect rates in 2021/22

Before, we used to just accept that people were sick, and not talk about it, but now we are very attentive to whether a sniffle is covid or not; we explain if we tested and are still in school

Disability absences are not hugely different than the whole school

Finally able to go overseas, and the cost of going is so high, so go for a long time. Thinking of some recent absences we've had

We said we were a symptom free school and really hitting it hard for 20/21 and 21/22, so people stayed home

Students with disabilities who are getting diagnosed will have higher number of absences if they have to travel to get diagnosis and info for the plan; appointments both out and in town

Free breakfast/lunch for all in 20/21 was very much a cultural shift and leveler

Consistently 21-22 has a lot of absences

Staff Absences, If we could see earlier years what would that data look like?

25.5 is the average that teachers K-1 missed in 21-22?

Migrant was more than average, then the same, and now less absences for migrant

No matter what, the absences are going up in every category so far 19/20-21/22

Stimulus money in 20/21 may have helped economically disadvantaged travel more, which may have increased their absences

If we looked at MS/HS we would have had data for Trimester 3 of 19-20

The fact that we couldn't even take attendance for elementary in 3rd trimester of 19/20 means we completely lost that trimester; how much of what we're seeing now is the loss of that trimester for our K and 1 students in 19-20 (who were 3rd & 4th in 21-22)

definitely came out of covid

Consistency and stability overtime with staff retention

It's just a wow that

Student absences do decline as they get older—do get fewer

Alaska native/Am Indian do have higher absence rates in 21/22, but not as high as a couple of other groups

We still have families even now that are pretty aware of sickness, choose to stay home when they have symptoms

Migrant Absences vs Whole School Average-In the past we had whole families leaving for a herring trip of a week or two and they were very clear why they were gone

21-22 Economically disadvantaged are lower. Activity leave, sick, death, having babies

20-21 had 3 teachers at most levels

Student Absences by Race-Average for the largest group (Caucasian)

Matching the size of the population (20%-ish) with AK native group across time to look at average absences by race across time

Comparing Absences of children with disabilities with whole school average-39/240 had an IEP and had a lot of absences. 2020-21 had a quarantine in 2nd grade in the spring, and 5th grade too

Current 1st grade had a LOT of absences in 21/22

Average number of absences in 21/22 leveled out and is not too different gr 1-5

A chunk of families are respecting student mental health more and are letting students stay home more

Differences between migrant absences and overall absences is not very much-close percentages

Absence are calculated by .5 (AM/PM) or 1 (Whole Day)

Interesting to see last year's test scores-so much absence in 1st trimester

What is the purpose of measuring retention?

The degree of growth over time in absences by race is similar

All three of the years have their own back story

More of the unsaid is coming to light and more are talking about mental health issues, missing school because of concerns in that area, the stigma around being quiet about mental health needs is lighter and so we may see more people taking more days

Is Caucasian almost triple the absences as AK Native? Yes. Does that look consistent across other absence data?

2. What are the staff retention and absenteeism patterns?

3. How has the absenteeism rate changed over time? What are the implications for the school's actionable plan?

2) is 2nd grade test flawed? Is it consistently not being met? Maybe the standard is wrong? almost would like to check the data on 4th & 5th

MAP reading test is very different at 2nd grade level than the test they took at 1st grade level-so much more reading, so a new test they are learning HOW to do it

Also this test adjusts based on how you are performing, and it seems like in my experience when testing the younger kids, their frustration level can make it harder for them to persevere.

Unfortunately we cannot one-on-one test every single kid to help them persevere through. Would have thought 4th this winter would be lower, and 5th would be higher. 5th grade decline this winter be aware that a lot of districts do MAP tests earlier in grade school, so kids are much more able to expect how to do the test

Decline in growth for some subsets. Point Growth System, this is an average

2a) Stagnant. Lots of discussion on 2nd grade-see above for those comments

2b) It might be insensitive, but could we put some of these really small groups into a bigger group to get useful data. Could put AK Native with Am Indian,

Asian + Pacific Islander-could ruffle feathers, and not to disrespect heritage, but

Look at what is happening in the community in terms of jobs/trends: jobs leaving with smaller Coast Guard, Ocean Beauty not operating, throw this all in there so that people could understand.

Take some other trends that are impacting our community. Could help us analyze some of the economic factors in the data. Need to look at what is happening in the community. Why are there blanks? test not taken-shut down in 3rd grade for no gold. More growth when there is more school

We had a decline in Hispanic/Latino winter 19-winter 20 (-11) and a decline in 5th Alaska native winter 19- 20 (-9)

In some race designations, one of the scores could just be one person, and they are compared to larger groups (ie 5th African American)

What if we had people of color vs caucasian? See Joe's comment. Male is higher than female 5th winter 2023-interesting, not consistent with rest of winter 2023 results. Females in 4th grade Winter 23

2c) 2nd, 3rd, 5th all have significantly higher math scores in winter 2023, but in 4th it is females who have higher scores in math winter 2023. 3rd grade last year were 78% below proficient on AK Star last year;

MAP math: except for 3rd grade, female are less than male

5th Gr African-American may be one person so if they are high it looks like that whole group is out performing

4. Other thoughts/conclusions:

#### **What strengths and challenges are indicated by student outcome data?**

5. What are the differences in outcomes (e.g., proficiency, growth) based on grade level?
6. What are the differences in outcomes (e.g., proficiency, growth) of specific student groups (e.g., gender, ethnicity, disabilities, English language proficiency)?
7. What are the differences or gaps in outcomes (e.g., proficiency, growth) based on subject area?
8. What are the differences in growth performance by grade level, class, or subject?
9. What are the implications of student outcome data on school improvement?

Language-50-60th percentile is proficient for State Testing

What will this Spring look like for 5th?

Could be when we're hitting that part of the curriculum.

More girls in the 5th grade. So if one male scores low it can drop the average significantly due to smaller numbers.

Males male big jump from 4th blue to 5th orange (this year's 6th)

Males drop 4th orange to 5th gray (this year's 5th)

African American, AK Native, Pacific Isander are low in Language

Big jump in AK Native from year to year

American Indian had scored well in Lang

The growth is from 3rd to 4th grade, and 4th to 5th grade

3-4th Grade seems to grow more than 4- 5th grade consistently, but 21-22 in 5th grew at a higher rate-why is this? Did they start lower and then catch up?

When we break this down by race we have some low populations to pull from and so the growth is just related to one or a few students

AK Native had a significant difference between those Approaching and those Advanced/Proficient

The fourth grade this year had a wide, wide range between Adv/Prof and App/Needs support (

Test differences: how different are PEAKs and AK Star? Looks like AK Star is much harder, and it was all online—no paper/pencil allowed on the most recent test, but we did do paper/pencil on PEAKs. This makes the process frustrating because we have requirements like online vs. paper/pencil that may limit our growth potential in students

Does the paper test and online test discrepancy balance out by 5th grade? would like to see how this balances out up into high school as students are becoming more proficient with technology.

It would be interesting to know if they are able to document how much time they are active on the test. Tie time put into the test to what the scores say

Caucasian 5th grade 2022 Peaks much higher

Math: this year's 4th has a big discrepancy between AK Native Adv/Prof (20%) and App/Needs (80%). Also same discrepancy for Caucasian 25 Adv/Prof (25) and App/Needs (75%)--this breakdown is across the board in that class. Have had math curriculum for 3-4 years; have a lot of high needs in that class; this data is the first time they took this test on computer

Math: this year's 5th looks the same as this year's 4th.

Math: this year's 6th flips! more A/P (67%) than A/N (32%) across the board

Science: this test has been the same test for a long time; results look much more like what we want, with A/P (70%) and A/N (30%)

Wonder if a test that has been the same over time will be higher scoring, and a new format will be harder and cause issues in poor scores not a result of skills/knowledge but a result of format differences.

Will this year's test, which is similar to the MAP test, be a better measure of student knowledge/skills because it will be familiar

Other thoughts/conclusions

### **What are the strengths and challenges of our facilities and safety efforts?**

10. What are maintenance reports telling us about the school facilities?

We don't put things in SchoolDude so these numbers are not accurate. Especially for safety requests, we are contacting maintenance directly via text or in the hall, so we don't have accurate data we can pull.

We can't make any conclusions from this data; no data is data—we need to improve entrance into school dude

11. How are we leveraging the facilities for school community connections?

12. How do the facilities show our cultural uniqueness? What might need to improve?

13. What are we doing well in terms of providing a safe learning environment? What else is needed?

**What are the school climate/culture results telling us about our school and learning culture?**

14. What is the data telling us about patterns of students', parents', and school personnel's experience of school life?

There are some questions on the survey that are harder for some to answer because they do not have access to the information (did your child/students make growth?)

The results look similar across 2019-21, but safety went down 10 pts in 2021-22. Across the years, safety is the biggest drop from 2020/21 to 2021/22. There was just one question on safety: *do you feel safe at school.*

Before pandemic, family survey results were very positive (2019-20)

No data for 2020-21

2021-22: cultural connectedness and family/community involvement dropped a lot (11-12%), but school safety maintained at 95%. Added learning recovery element in this survey. We're not able to draw parents into the survey this year because it was emailed with a link, rather than our previous practice of asking parents to submit during conferences.

Family/Community in-person involvement took a hit during pandemic; still coming back to previous levels. In 2020/21 covid protocols kept people out; maybe they were involved in different ways like over zoom, etc.

School safety increased

Staff beliefs: I believe I can make a difference, etc.; this took a hit

Peer climate: students, students & teachers—this took a hit over time

Cultural connectedness: this took a hit because we couldn't get people into the building or go to them

15. How does the school's culture reflect school norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures? How might we strengthen the school's culture of learning?

### **Summary of Key Learnings from Profile Review**

- One thing that stood out significantly is the difference in performance between the PEAKS in 20/21 and the AK Star in 21/22; why is this?
- Attendance: certified staff absences and student absences; wishing to code the type of absence
- Subcategories: with few members in a group, the data can be very skewed by just one or two scores
- Changing demographics: Alaska native population has increased; also changing economic situation in region has changed the population; Coast Guard has changed its boat size and length of time in town;

## Looking Within Activity 2: Practice Review Agenda

School: Stedman Elementary  
 ESSA Designation: \_\_\_\_\_

Principal: Heather Conn  
 Date and Time: April 21st 8:15-9:30

**Assigned Roles**

Facilitator: Heather Conn  
 Timekeeper: Heather Conn

Note Taker: Heather Conn and Rachel Etcher  
 Process Observer:

Domain 1: Transformational Leadership							
Practice 1A. Prioritize improvement and communicate its urgency							
Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence.	Implementation				Final Rating
			N O N E	I N I T I A L	P A R T I A L	F U L L	
Sc-1A.0:	School Leader establishes a School Leadership Team comprised of, but not limited to, school leaders, community leaders, teachers and staff representatives, family representatives, and students as appropriate that meets routinely to engage in continuous improvement.	Started for the School Improvement Plan in March 2023, will continue to build upon this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial
Sc-1A.1:	School Leadership Team sets a clear direction for the school with a stated vision, theory of action, goals, and	Started for the School Improvement Plan in March 2023, will continue to build	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial

	strategies for rapid and sustained improvement.	upon this					
<b>Sc-1A.2:</b>	School Leadership Team itemizes and appropriately distributes leadership functions among teachers.	There are many committees and groups (RTI/MTSS, PBIS, curriculum teams, PLCs,etc.), need to report back to a larger group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial
<b>Sc-1A.3:</b>	Communication strategies, as outlined in a plan developed by School Leadership Team, are used to routinely share improvement priorities across teachers and staff, with students, and with the school's broader community.	Plan to begin in Fall 2023	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None

<b>Practice 1B: Monitor short- and long-term goals</b>							
<b>Indicator</b>	<b>Description</b>	<b>Evidence: Describe what it looks like now. Include examples, artifacts, or evidence.</b>	<b>Implementation</b>				<b>Final Rating</b>
			<b>NONE</b>	<b>INITIAL</b>	<b>PARTIAL</b>	<b>FULL</b>	
<b>Sc-1B.1:</b>	School Leadership Team sets student-outcome goals with baseline and student-centered performance measures informed by both summative and formative assessments and results.	RTI/MTSS teams need to report to a larger team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
<b>Sc-1B.2:</b>	School Leadership Team establishes and monitors implementation of an improvement or empowerment plan that is aligned with the school's direction and includes implementation milestones, actions, and annual measures.	No, coming soon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
<b>Sc-1B.3:</b>	Improvement or empowerment plan includes necessary changes in personnel, programs, and professional practice as determined by needs	Starting, in process now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial

	assessment (situational analysis).						
<b>Sc-1B.4:</b>	School Leadership Team monitors and adjusts implementation of the improvement plan through regular (typically monthly) review of progress toward goal-aligned milestones, actions, and annual measures.	Making plans now, schedule and calendar being set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
<b>Sc-1B.5:</b>	School Leadership Team provides and responds to regular (typically quarterly) feedback on progress toward goal-aligned implementation milestones, actions, and annual measures.	Making plans now, schedule and calendar being set This is done more by grade level, but not schoolwide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None

<b>Practice 1C: Customize and target support to meet needs</b>							
<b>Indicator</b>	<b>Description</b>	<b>Evidence: Describe what it looks like now. Include examples, artifacts, or evidence.</b>	<b>Implementation</b>				<b>Final Rating</b>
			<b>NONE</b>	<b>INITIAL</b>	<b>PARTIAL</b>	<b>FULL</b>	
<b>Sc-1C.1:</b>	School Leadership Team assesses needs at the school, grade, and individual level and identifies three to five key priorities as part of a school improvement plan.	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
<b>Sc-1C.2:</b>	School Leadership Team requests and receives flexibility from the district and/or state around identified areas (e.g., flexibility in hiring staff, school calendars, or use of funds) and offers data as rationale for the requests.	Difficult to have this flexibility because of the state we are in budget-wise, time, and the small size of our district, many hats on few heads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partial

<b>Sc-1C.3:</b>	School Leadership Team plans and implements improvement strategies that are focused on student learning needs.	Changing to research-based curriculum and giving associated training. Some older students are fluent, but need more help with comprehension strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partial
<b>Sc-1C.4:</b>	School Leadership Team plans and implements strategies tailored to address the professional learning needs of individual teachers and staff.	Not yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None

Domain 2: Talent Development							
Practice 2A. Recruit, develop, retain, and sustain talent							
Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence.	Implementation				Final Rating
			N O N E	I N I T I A L	P A R T I A L	F U L L	
<b>Sc-2A.1:</b>	School Leadership Team engages school personnel and the community to identify the unique context of their school and uses this information to determine the priority competencies for teachers, staff, and leaders.	Title I Events Migrant Education Events Staff Meetings and Inservices (teacher led) Having teachers lead areas of their expertise Forward planning to pass on when someone leaves clubs (teachers and community) Chess club, garden club, junior achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partial

<b>Sc-2A.2:</b>	School leaders recommend for hire teachers, staff, and leaders from a talent pool identified by the school or district to ensure teachers, staff, and leaders are well matched to school needs.	Thorough and share hiring process large and carried committee Harder this year with a smaller pool. We get lots of information, but the meaning behind it is lacking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partial
<b>Sc-2A.3:</b>	Teachers, staff, and leaders are engaged in professional learning opportunities that develop and sustain effective practices to succeed in school improvement and the community.	Inservices, Friday's almost too many. Sometimes more width than depth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partial

Practice 2B: Target professional learning opportunities							
Indicator	Description	Evidence: Describe what it looks  like now. Include examples, artifacts, or evidence.	Implementation				Final Rating
			NONE	INITIAL	PARTIAL	FULL	
<b>Sc-2B.1:</b>	School Leadership Team meets at least quarterly to review data to inform professional learning opportunities for teachers and staff then make recommendations in rapid response to identified needs, as aligned with the school's improvement priorities.	Quarterly - Not Sure Heather looks at data Rapid - yes, to needs. Need and alignment - now it is Always aligned with the new curriculum and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Full
<b>Sc-2B.2:</b>	School Leadership Team engages in learning opportunities <i>with</i> teachers and staff to learn together and reflects <i>with</i> them on professional practice (e.g., coaching, mentoring, observation).	absolutely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Full

<b>Sc-2B.3:</b>	School Leadership Team seeks out, and provides access to, professional learning opportunities that are differentiated, purposeful, effective, and high quality to benefit teachers and staff both individually and collectively.	Seeks out and provides - Yes, almost too many Yes, Heather is very intentional, high quality and effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Full
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Practice 2C: Set clear performance expectations							
Indicator	Description	Evidence: Describe what it looks  like now. Include examples, artifacts, or evidence.	Implementation				Final Rating
			N O N E	I N I T I A L	P A R T I A L	F U L L	
<b>Sc-2C.1:</b>	School Leadership Team provides clear written expectations for teachers, staff, and leaders in terms of roles, effort, and expected outcomes.	Clear written - not sure. Could be more written. Roles could be clearer especially when people are sharing roles or things change. Need more because of the turnover, and to help people from burning out by doing more than expected or required. Help with training a new partner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial

<b>Sc-2C.2:</b>	School Leadership Team develops and implements schedules to reflect effective use of teacher and staff time, including time for teacher and staff collaboration, professional learning, and review of student data.	They really try but not enough time. Losing Friday afternoons? Collaboration has less time, and needs more. Professional learning needs more time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial
<b>Sc-2C.3:</b>	School Leadership Team examines, at least once a semester, teacher, staff, and leader role descriptions and commitments so that responsibilities can be equitably distributed.	Not formalized but constantly examined. Heather takes a lot and doesn't want to burden staff/others but needs to distribute more to share the load and free some of her time to be more available. Lets others help when they ask but hesitates to delegate and add to others burdens. Provides ample opportunities for input: PLC, Google Docs, etc. Welcomes staff to attend various meetings. It would be nice to have more time to look at data. Although not formalized I think our principal and superintendent do a fantastic job of fostering and acknowledging strengths in their staff and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial

Domain 3: Instructional Transformation				
Practice 3A. Diagnose and respond to student learning needs				
Indicator	Description	Evidence: Describe what it	Implementation	Final

		looks like now. Include examples, artifacts, or evidence.	N O N E	I N I T I A L	P A R T I A L	F U L L	Rating
<b>Sc-3A.1:</b>	School teams (e.g., School Leadership Team, grade level teams, vertical teams, subject area teams, PLCs) meet regularly (at least monthly) to review implementation data (e.g., documentation from walkthroughs, practice fidelity, training, coaching) and student data (academic and socio-behavioral) for all students as well as subgroups and individual students.	Grade level team meeting Data and needs assessed Staff meetings Go over data PLC's Student improvement behaviors We have the framework, it is the time issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial
<b>Sc-3A.2:</b>	School Leadership Team works with the district and state to secure needed resources for instructional improvement.	Just started	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partial
<b>Sc-3A.3:</b>	School teams (e.g., School Leadership Team, grade level teams, vertical teams, subject area teams, PLCs) use student learning data and instructional strategy data to design fluid instructional groupings that respond to student need.	Primary grade level teams design RTI plans Intermediate needs more time to plan. A lot of individual planning based on observations over data. Not sure why intermediate needs more time than primary to plan this?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial

<b>Practice 3B: Provide rigorous, evidence-based instruction</b>				
Indicator	Description	Evidence: Describe what it looks	Implementation	Final Rating

		like now. Include examples, artifacts, or evidence.	NONE	INITIAL	PARTIAL	FULL	
Sc-3B.1:	School Leadership Team provides a menu of evidence based instructional practices that adequately address the state standards to teachers and staff for meeting student needs.	Just started on RTI pyramid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial
Sc-3B.2:	To meet student needs, teachers and staff use, with a high degree of fidelity, evidence-based instructional practices that adequately address the state standards.	Bridges Primary ReadWell, Journeys, 6-Traits Intermediate Journeys, 6-Traits Seeing Stars VV Heggerty DIBELS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial
Sc-3B.3:	Teachers and staff receive initial and ongoing training in using evidence-based instructional practices, with opportunity to practice the skills in the training.	Smekens last 2 years Bridges trainings out beginning When there is a new program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial
Sc-3B.4:	School Leadership Team ensures that all students are taught with evidence-based instructional practices that adequately represent the state standards and are differentiated to meet their individual needs.	Not at this time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None

Practice 3C: Remove barriers and provide opportunities				
Indicator	Description	Evidence: Describe what it looks	Implementation	Final Rating



			E	T I A L	T I A L	L L	
<b>Sc-4A.1:</b>	All school leaders, teachers, and staff are organized into teams with clearly defined purposes (related to improving practice in order to enhance student learning), regular meeting times, and work products.	What is coming up in curriculum, need to go over data more Daily collaboration (not clearly defined) but it happens Exploratory Night: AK Mammal Work Products: class plays, culminating activities (dinosaur model, AK diagrams, google presentations by grade level. AR goal = bike winners Spelling Bee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial
<b>Sc-4A.2:</b>	School Leadership Team or other identified team oversees school-home relationships that enhance student learning and operates with clearly defined purposes (related to improving practice in order to enhance student learning), regular meeting times, and work products.	Rachel, Heather, don't have a clearly defined team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
<b>Sc-4A.3:</b>	School Leadership Team clearly defines, documents, and annually reviews roles, responsibilities, and expectations relative to students' learning for administrators, teachers, families, staff, volunteers, and students.	We don't do this There are expectations on report cards but maybe more review of roles and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
<b>Sc-4A.4:</b>	School promotes, recognizes, and celebrates growth and success in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.	Lots of this is happening in the classrooms. Birthday certificates and books We need more whole school things Hallway decor Daily morning announcements Don't do much for awards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial

<b>Sc-4A.5:</b>	School facilitates two-way communication and face to-face association among school leaders, teachers, staff, students, students' families, and community members to work together to advance student learning.	Conferences 3 times a year Reminds, Emails, Newsletters, Phone calls Migrant events Eating Lunch Watching Swim Parents to PE Adult readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partial
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<b>Practice 4B: Solicit and act upon stakeholder input</b>							
<b>Indicator</b>	<b>Description</b>	<b>Evidence: Describe what it looks like now. Include examples, artifacts, or evidence.</b>	<b>Implementation</b>				<b>Final Rating</b>
			<b>NONE</b>	<b>INITIAL</b>	<b>PARTIAL</b>	<b>FULL</b>	
<b>Sc-4B.1:</b>	School Leadership Team annually conducts a survey of teachers and staff, families, students, and community to gauge perceptions about the school, its effectiveness, and their place in it.	Climate and connectedness survey Usually shared at staff meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partial
<b>Sc-4B.2:</b>	School Leadership Team annually releases to the school community a report of its analysis of survey results, including concrete actions it plans in response to the analysis.	Maybe not concrete actions but the survey is shared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None

<b>Sc-4B.3:</b>	School Leadership Team annually convenes meetings of teachers and staff, students, student families, and community members to review and discuss the report of its analysis of survey results.	Not really, but maybe shared at school board meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
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Practice 4C: Engage students and families in pursuing education goals							
Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence.	Implementation				Final Rating
			NONE	INITIAL	PARTIAL	FULL	
<b>Sc-4C.1:</b>	Teachers and staff build students' skills in setting learning goals, applying learning strategies, and tracking their mastery.	Use data to that mostly of grade level standards If students do not master reteach / intervention provide informal and formal assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partial
<b>Sc-4C.2:</b>	Teachers and staff help students explore possibilities, articulate their personal aspirations, and connect their learning to the pursuit of these aspirations.	We use standards to make connections to use in real life. People in the community come in and share with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partial

<b>Sc-4C.3:</b>	Teachers and staff help students and their families formulate education goals and understand and use a variety of data sources about student progress and interests.	Progress through data is discussed with parents/students at PTC with work samples. Goals and verbalizing. Special education tracks students data and conferences monthly with each student, and they set their monthly learning goals. As a whole giving parents ownership of participating in setting their child's education goals is an area we would like to document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Full
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<b>Practice 4D: Build from the strengths of diverse cultures and individual students' potential (Responsiveness)</b>							
<b>Indicator</b>	<b>Description</b>	<b>Evidence: Describe what it looks</b>  <b>like now. Include examples, artifacts, or evidence.</b>	<b>Implementation</b>				<b>Final Rating</b>
			<b>NONE</b>	<b>INITIAL</b>	<b>PARTIAL</b>	<b>FULL</b>	
<b>Sc-4D. 1</b>	The school or district provides school faculty and staff with training and support to understand their own and their students' cultural and linguistic backgrounds.	Through the cultural lens Yes we have had trainings, but not frequently enough to reach all new staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partial

Sc-4D. 2	The school or district provides faculty and staff with training and support to avoid stereotyping of students based on assumptions and biases.	Trauma informed training Expectations set at meetings More avenues to help students in rough patches Time to process trainings and more restorative justice type PD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Full
Sc-4D. 3	The school or district provides professional development for faculty on how to integrate cultural and linguistic material into the curriculum.	Mentor training provides extra support to new teachers Through the Cultural Lens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partial
Sc-4D. 4	The school plans ways to infuse place-based customs and values into the school's operating procedures, rituals, and activities.	Fishing Elizabeth P Day Mayfest Tlingit Storytelling, carving, drums, blankets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Full
Sc-4D. 5	The school includes community representatives from different cultural backgrounds in planning and providing school events that feature culture, customs, and values.	COVID has impacted this, but teachers are starting to bring these activities back. Title I and Migrant Nights have had this focus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partial
Sc-4D. 6	The school ensures that the promotion of the history, culture, customs, and values of culturally distinct groups is done in a way that engenders respect for the history, culture, customs, and values of other groups.	We are solid here, but could start getting more visitors and elders into our building. Get word out on KFSK Make walkthroughs less scary Define fidelity as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partial

## KEY LEARNINGS:

We need to define our teams and roles at Stedman  
Fill these position across the board with all staff, not the same

Look at data in a schoolwide view

What does grade level collaboration look like? Define process to make more out of the time we have possibly?

What does instructional walk through look like? Fidelity of curriculum being taught?

### Looking Within Activity 3: Program Review Form

Complete the table for each schoolwide program. A Program Review Example is provided in the Playbook.

## ELA PROGRAMS

<b>Program Name: Journeys</b>								
<b>Program Purpose/Description:</b> "Journeys is a comprehensive K-6 English language arts program. It provides an instructional system for reading both literature and informational texts, for acquiring foundational reading skills, and for developing mastery of speaking, listening and writing."								
<b>Target Audience:</b> K-5 students in regular classroom instruction								
<b>Program Data:</b>								
<b>Fidelity Data</b>	<b>Student Participation</b>	<b>Student Learning Results</b>				<b>Cost Considerations</b>		
Attendance; engagement and lesson completion; progress monitoring	All students K-5	<b>Gr 1 Spring 2022 MAP Rea Achievement</b>					District owns this curriculum	
		Gr	Low	Low avg	Avg	Hi avg		Hi
		1st	18%	20%	31%	18%		13%
		<b>Gr 1 Winter 2023 MAP Foundational Skills</b>						
		Area	Level 0	Level 1	Level 2	Level 3		Level 4
Phon Awar	0%	4%	8%	8%	79%	0%		
Phoni cs	0%	4%	4%	33%	54%	4%		
List Comp			Below 0%	App 4%	Meets 96%	Exceeds 0%		

		Pict Voc		Below 0%	App 0%	Meets 100%	Exceeds 0%
		Fluency	0%	0%	0%	0%	100%
<b>Gr 2-5 Winter 2023 MAP Rea Achievement</b>							
		Gr	Low	Low avg	Avg	Hi avg	Hi
		2nd	18	25	20	22	15
		3rd	9	20	34	23	14
		4th	14	10	14	41	21
		5th	13	13	31	25	18

Do we need to maintain this program? We are not maintaining this program and it will be replaced with CKLA Amplify. This is a state recommendation that came along with the Reads Act.

Do we need to re-implement this program? No

Do we need to get rid of it? Yes

<b>Program Name: Haggerty</b>										
<b>Program Purpose/Description:</b> "The Haggerty Phonemic Awareness Curriculum provides students with consistent and repeated instruction, and this transfers to developing a student's decoding and encoding skills."										
<b>Target Audience:</b> Gr K-2 classroom instruction										
<b>Program Data:</b>										
<b>Fidelity Data</b>	<b>Student Participation</b>	<b>Student Learning Results</b>	<b>Cost Considerations</b>							
Classroom: Attendance;	All students K-2 in classroom	<b>Gr 1 Winter 2023 MAP Foundational Skills</b> <table border="1" style="width: 100%;"> <tr> <td>Area</td> <td>Level</td> <td>Level</td> <td>Level</td> <td>Level</td> <td>Level</td> <td>Level</td> </tr> </table>	Area	Level	Level	Level	Level	Level	Level	District owns this
Area	Level	Level	Level	Level	Level	Level				

engagement and lesson completion; progress monitoring

	0	1	2	3	4	5
Phon Awar	0%	4%	8%	8%	79%	0%
Phoni cs	0%	4%	4%	33%	54%	4%
List Comp			Below 0%	App 4%	Meets 96%	Exceeds 0%
Pict Voc			Below 0%	App 0%	Meets 100%	Exceeds 0%
Fluen cy		0%	0%	0%	0%	100%

**Gr K Spring 2022 MAP Foundational Skills**

Area	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
Phon Awar	4%	4%	15%	26%	52%	0%
Phoni cs	0%	19%	41%	22%	19%	0%
List Comp			Below 7%	App 15%	Meets 22%	Exceeds 56%
Pict Voc			Below 0%	App 4%	Meets 7%	Exceeds 89%
Fluen cy		0%	0%	0%	0%	100%

Do we need to maintain this program? Shelving this program and once we have a handle on CKLA and all that it offers we can see if we want to use it to cover some holes or possibly interventions.

Do we need to re-implement this program?  
 Do we need to get rid of it?

Program Name: Seeing Stars									
<p><b>Program Purpose/Description:</b> "The Seeing Stars program develops symbol imagery—the ability to visualize sounds and letters in words—as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency." Seeing Stars is a phonics intervention program that allows teachers to target holes in student phonics knowledge. It is a program that builds student ability in automatically processing symbol imagery. After taking a placement test in phonics, the interventionist can target the student's needs in order to bring the student to grade level. The program is delivered one-on-one or to a small group with similar needs, with immediate feedback. Students are placed in a level based on what the class is working; keep track of books completed and letter/vowel sounds accomplished.</p>									
<p><b>Target Audience:</b> K-2 students as part of regular curriculum, and Gr 1-5 as an intervention</p>									
<p><b>Program Data:</b></p>									
Fidelity Data	Student Participation	Student Learning Results					Cost Considerations		
Attendance; engagement and lesson completion; progress monitoring	All students K-2  Title I Reading Room: 30 students Gr 1-4	Gr 1 Winter 2023 MAP Foundational Skills					\$10,000 spent on training/ materials in 2018-19  \$0 cost output currently		
		Area	Level 0	Level 1	Level 2	Level 3		Level 4	Level 5
		Phon Awar	0%	4%	8%	8%		79%	0%
		Phoni cs	0%	4%	4%	33%		54%	4%
		List Comp			Below 0%	App 4%		Meets 96%	Exceeds 0%
		Pict Voc			Below 0%	App 0%		Meets 100%	Exceeds 0%
		Fluency		0%	0%	0%		0%	100%
<th>Gr K Spring 2022 MAP Foundational Skills</th>							Gr K Spring 2022 MAP Foundational Skills		

Area	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
Phon Awar	4%	4%	15%	26%	52%	0%
Phonics	0%	19%	41%	22%	19%	0%
List Comp			Below 7%	App 15%	Meets 22%	Exceeds 56%
Pict Voc			Below 0%	App 4%	Meets 7%	Exceeds 89%
Fluency		0%	0%	0%	0%	100%

Intervention Groups: See steady improvement in decoding skills and sight words using data trackers and DIBELS assessment

Do we need to maintain this program? Shelving this program for the Reading room, it may be used to hit identified holes in reading groups.

Do we need to re-implement this program?

Do we need to get rid of it?

**Program Name: Rewards**

**Program**

**Purpose/Description:** Rewards is a program for Gr 4-5 students that teaches students how to break down multisyllable academic words using a structured method for simplifying the complex process of reading longer unknown words. The program teaches students to focus on reading word parts, and then putting the parts together to form the whole word. Students should be reading at a 3.0 level before entering this program. After taking the multisyllable word placement test, students work through the lessons starting with Lesson 1. Lessons focus on vowel combination review, prefix and suffix

identification, reading word parts in isolation, breaking words down by circling prefixes & suffixes and underlining vowel sounds, identifying how many parts a word has, combining the parts into a recognizable word, interacting with academic vocabulary on a meaning level, and using the method to as a spelling support. Instruction is accomplished one-on-one or with a small group at the same level. Students work through the lessons until they are able to achieve 90% or higher on the post-assessment. Recommend 10-25 lesson completion to ensure solid grasp of method and consistent ability to read multisyllabic words.

**Target Audience:** Students in Gr 4-5 intervention groups: for students who are struggling with reading multisyllabic academic words; students should be reading at a 3.0 grade level in order to join this program.

**Program Data**

**Enrolled:** Eight Grade 5 students and 6 Grade 4 students

**Lessons Completed:** 6 completed by 6 students; 5 completed by 1 student; 0 completed by 1 student.

**Usage Time:** 60 minutes per lesson; these are broken down into 3-20 minute sessions per group.

Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
Attendance; engagement and lesson completion; progress monitoring after 5 lessons segments	<p>Title I Reading: 6 students once a week</p> <p>Jill: 8 students out of 69 Gr 4/5</p>	<p>Title I: can apply part-finding skills to all types of reading; not tracked independently but used as part of Title I intervention</p> <p>Jill: Pretest/Prog Mon after L.5:            St 1: 65%/70%            St 2: 50%/90% (exited)            St 3: 60%/75%            St 4: 40%/65%            St 5: 90%/100% (exited)            St 6: 50%/70%            St 7: 75%/na            St 8: 75%/na</p>	\$0 - School owns the materials

Do we need to maintain this program? Shelving until we hear from the state on the intervention list. We're not sure if this one will be on the list or not.

Do we need to re-implement this program?

Do we need to get rid of it?

<b>Program Name: ReadWell</b>			
<b>Program Purpose/Description:</b> "Read Well is a reading curriculum to increase the literacy abilities of students in kindergarten and grade 1. The program provides instruction in phonemic awareness, phonics, vocabulary, comprehension, and fluency. Students are given opportunities to discuss the vocabulary concepts that are presented in each story."			
<b>Target Audience:</b> <i>Past:</i> Gr K-1 classroom use & Gr 2-5 intervention groups <i>This Year:</i> Intervention only Gr 1-5			
<b>Program Data:</b>			
<b>Fidelity Data</b>	<b>Student Participation</b>	<b>Student Learning Results</b>	<b>Cost Considerations</b>
Attendance; engagement and lesson completion; progress monitoring	Title 1: Five Gr 1 students	1st grade: finished through Lesson 18 (April 7, 2023)  Students learn vowel sounds very well with this program	\$0 because we have it  Would cost if we went back to it for all

Do we need to maintain this program? Shelving this program until we see the intervention list from the state.

Do we need to re-implement this program?

Do we need to get rid of it?

<b>Program Name: Renaissance Learning (AR)</b>			
<b>Program Purpose/Description:</b> "Accelerated Reader is a digital program that helps students and teachers manage and monitor independent reading practice. Students pick a book at their own level and read it at their own pace. When students finish the book, they take a short quiz on the computer to check their understanding." They earn points by passing comprehension quizzes, and they work toward achieving their points goal within a set time period. Goals are set by the teacher in conference with the student based on student reading ability.			
<b>Target Audience:</b> Students in grades 2-5, with advanced K-1 participating at times			
<b>Program Data:</b>			

Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
Students/teachers set a reading goal based on number of books read and understood per trimester. Students read books at their reading level and take comprehension quizzes, earning points.	All students 2-5  Advanced K-1 can participate	<b>1st trimester data</b> 2nd: 23.3% met goal/ 75.7% did not 3rd: 62.9% met goal/37.1% did not 4th: 73.3% met goal/26.7% did not 5th: 97.4% met goal/2.6% did not	Significant annual cost - look into middle school use, maybe adjust usage numbers

Do we need to maintain this program? Yes

Do we need to re-implement this program?

Do we need to get rid of it?

<b>Program Name: Tara West (Erin W., Hillary, Erin H.)</b>								
<b>Program Purpose/Description:</b> Science of Reading-based program available from Teachers Pay Teachers								
<b>Target Audience:</b> Kindergarten								
<b>Program Data:</b>								
Fidelity Data	Student Participation	Student Learning Results					Cost Considerations	
Attendance; engagement and lesson completion; progress monitoring	Kindergarten	<b>Gr K Spring 2022 MAP Foundational Skills</b>						
		Area	Level 0	Level 1	Level 2	Level 3		Level 4
		Phon	4%	4%	15%	26%	52%	0%



	Two 4th	<ul style="list-style-type: none"> <li>○ 1 on target</li> <li>○ 1 not on target but moving up</li> <li>● 2nd grade <ul style="list-style-type: none"> <li>○ 2 on goal</li> <li>○ 3 not yet at goal but moving up consistently</li> </ul> </li> <li>● 3rd grade <ul style="list-style-type: none"> <li>○ 2 on goal</li> <li>○ 2 on yet on goal but moving up</li> </ul> </li> <li>● 4th grade <ul style="list-style-type: none"> <li>○ 1 not yet on goal but moving up</li> <li>○ 1 not yet on goal but not moving up consistently</li> </ul> </li> </ul>	
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Do we need to maintain this program? Shelving this program until we see the intervention list from the state  
Do we need to re-implement this program?  
Do we need to get rid of it?

<b>Program Name:</b> Epic
<p><b>Program Purpose/Description:</b> Epic is a subscription-based reading app for Grades K-5. It allows users to search for books by reading level or by interest. It has a <i>read-to-me</i> feature for many books, where words are highlighted as they are read aloud, allowing students to read along as they listen. After reading a book, students have the option of taking a comprehension quiz and earning badges.</p>
<p><b>Target Audience:</b> Gr K-5 classroom &amp; library choice activity</p>

Program Data:			
Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
This program is used as a choice during centers and as a part of the library technology curriculum and to promote reading interest.	K-5 availability; participation varies depending on classroom use. In the library, K-1-2-3 use this about once a month for 30 minutes.	<p>April 7, 2023: Through the students' library accounts (students may be reading on classroom accounts too):</p> <p>213 Students Read in 22-23 1171 Books Finished in 22-23 123 Hours Read in 22-23</p> <p>Student learning results are not tracked for this program; it is used to provide high interest reading opportunities and opportunities to have student choice books read aloud individually.</p>	Free during school hours using school iPads and/or laptops

Do we need to maintain this program? Yes, it is widely used.

Do we need to re-implement this program?

Do we need to get rid of it?

<b>Program Name:</b> Raz Kids
<b>Program Purpose/Description:</b> "Raz Kids is an award-winning K-5 online reading resource kids use to practice reading and improve their literacy skills, anytime, anywhere. Students have access to a library of interactive eBooks offered at 29 different levels of reading difficulty."
<b>Target Audience:</b> Special education programs: used with students on IEPs in grades 3-5 all year with grades K-2 added in the spring.
<b>Program Data:</b>

Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
	12 students with individual education plans Gr 3-5	<i>Range: October 1-April 9</i> Time Used: <ul style="list-style-type: none"> <li>1 hour 30 min (low)</li> <li>9hrs 07 min (high)</li> </ul> Logins <ul style="list-style-type: none"> <li>0 logins (low)</li> <li>91 logins (high)</li> </ul> Quizzes Taken <ul style="list-style-type: none"> <li>0 quizzes (low)</li> <li>56 quizzes (high)</li> </ul>	<b>Paid with SpEd funding</b>

Do we need to maintain this program? Yes, for a SpEd intervention

Do we need to re-implement this program?

Do we need to get rid of it?

<b>Program Name: Reading A to Z (Heidi)</b>			
<b>Program Purpose/Description:</b> "Reading A-Z delivers research-based leveled reading resources at developmentally appropriate levels for every K-5 learning environment. The product contains a wealth of leveled materials and tools that make it easy to provide the personalized instruction each student needs."			
<b>Target Audience:</b> Special education programs: used with students on IEPs in grades 2-5 all year with grades K-1 added in the spring.			
<b>Program Data:</b>			
Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
	All special education Gr 3-5	no data available	<b>Paid with SpEd funding</b>

Do we need to maintain this program? Yes, for a SpEd intervention

Do we need to re-implement this program?

Do we need to get rid of it?

# NOT USED

<b>Program Name: LIPS</b>			
<b>Program Purpose/Description:</b> This program helps students learn to feel and label where they are making sounds in the mouth, using an articulation approach to link these movements to phonemes. Then the student can identify and sequence the sounds in a word, strengthening phonemic awareness. This phonemic awareness is then applied to decoding and encoding (spelling) written language.			
<b>Target Audience:</b> Gr 2-5 intervention groups			
<b>Program Data:</b>			
<b>Fidelity Data</b>	<b>Student Participation</b>	<b>Student Learning Results</b>	<b>Cost Considerations</b>
	No one is using it 2022-23	No Data	

Do we need to re-implement this program? No

<b>Program Name: Verbalizing &amp; Visualizing</b>			
<b>Program Purpose/Description:</b> This program helps students learn to visualize detailed pictures–develop concept imagery– in their minds while they read, in order to increase reading comprehension and higher order thinking.			
<b>Target Audience:</b> Gr K-5 intervention groups			
<b>Program Data:</b>			
<b>Fidelity Data</b>	<b>Student Participation</b>	<b>Student Learning Results</b>	<b>Cost Considerations</b>
No data	Title I Reading: incidental use	No data  In the past when an	\$10,000 Lindamood Bell costs in 2018-2019

		interventionist implemented it to fidelity in the past it was very successful	\$0 currently
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Do we need to re-implement this program? We would like to shelf this and possibly use it again.

## HANDWRITING PROGRAMS

<b>Program Name: Handwriting Without Tears</b>			
<b>Program Purpose/Description:</b>			
<b>Target Audience:</b>			
<b>Program Data:</b>			
<b>Fidelity Data</b>	<b>Student Participation</b>	<b>Student Learning Results</b>	<b>Cost Considerations</b>
		Data not tracked	

Do we need to maintain this program? No. CKLA comes with a handwriting component.

Do we need to re-implement this program?

Do we need to get rid of it?

## MATH PROGRAMS

<b>Program Name: Bridges</b>
<b>Program Purpose/Description:</b> Math curriculum used K-5 for all students; based on Common Core Standards. Eight units per grade, and meant to be taught with Number Corner K-5, a calendar program that also teaches math skills. Built in assessments for each unit: pre, mid, and end of unit. It is a spiraling program, so assessments provide formative feedback and skills will be retaught and built upon in future units

<b>Target Audience: K-5</b>								
<b>Program Data:</b>								
<b>Fidelity Data</b>	<b>Student Participation</b>	<b>Student Learning Results</b>				<b>Cost Considerations</b>		
<b>Assessments:</b> pre, mid, post <b>Engagement:</b> games that practice facts, manipulatives, heavy focus on visuals and communication about mathematical ideas; explores a variety of problems solving strategies	Gr K-3, 5	<b>Gr 2-3-5 Winter 2023 MAP Math Achievement</b>					\$ Workbooks	
		<b>Gr</b>	<b>Low</b>	<b>Low avg</b>	<b>Avg</b>	<b>Hi avg</b>		<b>Hi</b>
		2nd	20%	12%	25%	20%		23%
		3rd	23%	11%	20%	37%		9%
		5th	23%	13%	21%	33%		10%
<b>Gr 1 Spring 2022 MAP Math Achievement</b>								
<b>Gr</b>	<b>Low</b>	<b>Low avg</b>	<b>Avg</b>	<b>Hi avg</b>	<b>Hi</b>			
1st	20%	31%	23%	5%	21%			
Data for Kinder is on report cards								

Do we need to maintain this program? Yes. We will look at this math program again when we hit the math curriculum adoption rotation.

Do we need to re-implement this program?

Do we need to get rid of it?

<b>Program Name: Everyday Math</b>
<b>Program</b> <b>Purpose/Description:</b> "Everyday Mathematics is a research-based and field-tested curriculum that focuses on developing children's understandings and skills in ways that produce life-long mathematical power. The Everyday Mathematics curriculum emphasizes: <ul style="list-style-type: none"> <li>• Use of concrete, real-life examples that are meaningful and memorable as an introduction to key mathematical concepts.</li> <li>• Repeated exposures to mathematical concepts and skills to develop children's ability to recall knowledge from long-term memory.</li> </ul>

- Frequent practice of basic computation skills to build mastery of procedures and quick recall of facts, often through games and verbal exercises.
- Use of multiple methods and problem-solving strategies to foster true proficiency and accommodate different learning styles."

**Target Audience: 4th Grade**

**Program Data:**

Fidelity Data	Student Participation	Student Learning Results	Cost Considerations												
Attendance; engagement and lesson completion; progress monitoring	4th Grade	<p style="background-color: #fff9c4;"><b>Gr 4 Winter 2023 MAP Math Achievement</b></p> <table border="1"> <thead> <tr> <th>Gr</th> <th>Low</th> <th>Low avg</th> <th>Avg</th> <th>Hi avg</th> <th>Hi</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>24%</td> <td>16%</td> <td>22%</td> <td>35%</td> <td>3%</td> </tr> </tbody> </table>	Gr	Low	Low avg	Avg	Hi avg	Hi	4th	24%	16%	22%	35%	3%	District owns the curriculum
Gr	Low	Low avg	Avg	Hi avg	Hi										
4th	24%	16%	22%	35%	3%										

Do we need to maintain this program? No  
Do we need to get rid of it? Yes

Program Name: Go Math															
<p><b>Program</b> <b>Purpose/Description:</b> "Go Math! sets teachers up for success with a practical roadmap for daily lesson planning, assessment that automatically places students into personalized, adaptive practice, and access to rich professional development resources—all on a single platform."</p>															
<b>Target Audience: 4th Grade</b>															
<b>Program Data:</b>															
Fidelity Data	Student Participation	Student Learning Results	Cost Considerations												
Attendance; engagement and lesson completion; progress monitoring	4th Grade	<p style="background-color: #fff9c4;"><b>Gr 4 Winter 2023 MAP Math Achievement</b></p> <table border="1"> <thead> <tr> <th>Gr</th> <th>Low</th> <th>Low avg</th> <th>Avg</th> <th>Hi avg</th> <th>Hi</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>24%</td> <td>16%</td> <td>22%</td> <td>35%</td> <td>3%</td> </tr> </tbody> </table>	Gr	Low	Low avg	Avg	Hi avg	Hi	4th	24%	16%	22%	35%	3%	District owns the curriculum
Gr	Low	Low avg	Avg	Hi avg	Hi										
4th	24%	16%	22%	35%	3%										

		4th	24%	16%	22%	35%	3%	
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Do we need to maintain this program? No

Do we need to get rid of it? Yes

<b>Program Name: ST Math</b>			
<p><b>Program Purpose/Description:</b> An adaptive digital mathematics program that focuses heavily on student visual spatial skills and provides instant feedback, including instructional feedback, for the standards at each grade level K-5. Every time they answer a questions there si a visual response that gives them instant feedback to show them why they got or missed a question. The program also builds perseverance and has student work at a challenge level without reaching frustration. It is used to differentiate instruction because kids work at their own level and pace; it also is used to provide more opportunities for engagement and problem-solving practice.</p>			
<b>Target Audience: K-5 regular curriculum</b>			
<b>Program Data:</b>			
<b>Fidelity Data</b>	<b>Student Participation</b>	<b>Student Learning Results</b>	<b>Cost Considerations</b>
2x per week for 20-30 minutes; time online monitored; pass the level at 80% achievement	Ranges from 0%-60% of grade level curriculum; varies by classroom	<p>Student progress through grade level curriculum April 2023:</p> <p><b>Gr K:</b> 28%/42%</p> <p><b>Gr 1:</b> 45%/25%</p> <p><b>Gr 2:</b> 29%/31%</p> <p><b>Gr 3:</b> 33%/39%</p> <p><b>Gr 4:</b> 3%/2%</p> <p><b>Gr 5:</b> 10%/29%</p>	<b>\$4700 (K-5)</b>

Do we need to maintain this program? Yes. 45 minutes per week is the goal.

Do we need to get rid of it? No

<b>Program Name: Singapore Math</b>															
<p><b>Program</b>  <b>Purpose/Description:</b> "Singapore Math is a term used to describe the mathematics curriculum developed and used in Singapore. Singapore Math is a method of learning that uses three distinct approaches to understanding mathematical concepts and problem-solving. It uses the concrete to pictorial to abstract approach and encourages students to actively think, understand, and communicate to solve math problems"..."The Singapore math method is focused on mastery, which is achieved through intentional sequencing of concepts. Some of the key features of the approach include the CPA (Concrete, Pictorial, Abstract) progression, number bonds, bar modeling, and mental math."</p>															
<b>Target Audience: 4th Grade</b>															
<b>Program Data:</b>															
<b>Fidelity Data</b>	<b>Student Participation</b>	<b>Student Learning Results</b>	<b>Cost Considerations</b>												
Attendance; engagement and lesson completion; progress monitoring	4th Grade	<p><b>Gr 4 Winter 2023 MAP Math Achievement</b></p> <table border="1"> <thead> <tr> <th>Gr</th> <th>Low</th> <th>Low avg</th> <th>Avg</th> <th>Hi avg</th> <th>Hi</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>24%</td> <td>16%</td> <td>22%</td> <td>35%</td> <td>3%</td> </tr> </tbody> </table>	Gr	Low	Low avg	Avg	Hi avg	Hi	4th	24%	16%	22%	35%	3%	District owns the curriculum
Gr	Low	Low avg	Avg	Hi avg	Hi										
4th	24%	16%	22%	35%	3%										

Do we need to maintain this program? No  
Do we need to get rid of it? Yes

<b>Program Name: IXL (5th Grade)</b>			
<p><b>Program</b>  <b>Purpose/Description:</b> "IXL Learning is an online program where students can gain fluency and confidence with essential math and language arts skills through fun and interactive questions and built-in support. This program allows schools to meet the differentiated needs of students. IXL Learning engages students in an authentic way, encouraging them to own their learning, embrace new challenges, and build skills and confidence that last. The program offers personalized skills recommendations based on what each student has been practicing and what they are ready to learn next."</p>			
<b>Target Audience: 5th Grade</b>			

Program Data:															
Fidelity Data	Student Participation	Student Learning Results	Cost Considerations												
2x per week for 20-30 minutes; time online monitored; pass the level at 80% achievement	5th Grade	IXL Data 5th Grade April 2023	\$450 (5th G Only)												
		<table border="1"> <thead> <tr> <th>Class</th> <th>Skills Practiced</th> <th>Skills Proficient</th> <th>Skills Mastered</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>306</td> <td>119</td> <td>94</td> </tr> <tr> <td>2</td> <td>533</td> <td>315</td> <td>149</td> </tr> </tbody> </table>		Class	Skills Practiced	Skills Proficient	Skills Mastered	1	306	119	94	2	533	315	149
		Class		Skills Practiced	Skills Proficient	Skills Mastered									
1	306	119	94												
2	533	315	149												

Do we need to maintain this program? Yes

Do we need to get rid of it? No

## SCIENCE PROGRAMS

Program Name: FOSS			
<b>Program</b> <b>Purpose/Description:</b> This is our hands-on science program. Experiments.			
Target Audience: K-5 Students			
Program Data: Usage Report			
Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
Classroom observation; End of unit assessments are available but not used	Gr 1-5 do this 1 1/2 hours per week	No Data	\$20,000

	<b>Science Kits done:</b> K- None 1-None 2-States of Matter, Rocks and Minerals 3-Structures of Life, Motion/Matter, Water & Climate 4- Landforms (1 teacher) 5- Earth and Sun, Energy, Magnetism and Electricity		
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Do we need to maintain this program? Yes

Do we need to re-implement this program? Yes. We need to provide some training to help teachers work it into their schedules and align with CKLA. Make plan for units outside the FOSS kits with standards being met.

Do we need to get rid of it? No

<b>Program Name: Generation Genius</b>					
<b>Program</b> <b>Purpose/Description:</b> Generation Genius is a supplemental program used to support our science FOSS kits for the Next Generation Science Standards.					
<b>Target Audience: 4th-5th Grade Students</b>					
<b>Program Data: Usage Reports</b>					
<b>Fidelity Data</b>	<b>Student Participation</b>	<b>Student Learning Results</b>	<b>Cost Considerations</b>		
Usage report was pulled from the Generation Genius account.	Whole Class Usage Number of lessons used 22-23 <table border="1" style="margin-left: 20px;"> <tr> <td style="width: 30px; text-align: center;">4</td> <td style="width: 30px; text-align: center;">5</td> </tr> </table>	4	5	No Data	\$2500 for 5 years
4	5				

	29/4	5/26		
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Do we need to maintain this program?

Do we need to re-implement this program? Yes. Need some time to go through all our options to build a cohesive unit.

Do we need to get rid of it? No

<b>Program Name: Mystery Science</b>							
<b>Program</b> <b>Purpose/Description:</b> Mystery Science is a supplemental program used to support our science FOSS kits for the Next Generation Science Standards.							
<b>Target Audience: K-5 Students</b>							
<b>Program Data: Usage Reports</b>							
<b>Fidelity Data</b>	<b>Student Participation</b>		<b>Student Learning Results</b>				
Usage report was pulled from the Mystery Science account.	Whole Class Usage Number of times used 22-23		No Data				
	K	1		2	3	4	5
	1/0	8/4		1/0	10/5	9/5	4/0
			<b>Cost Considerations</b>				
			\$4245.00 for 5 years				

Do we need to maintain this program?

Do we need to re-implement this program? Yes. Need some time to go through all our options to build a cohesive unit.

Do we need to get rid of it?

## ONLINE SUPPLEMENTAL PRACTICE (ELA/MATH/SCIENCE/SS)

<b>Program Name: Starfall</b>			
<b>Program Purpose/Description:</b> Starfall is an online program that allows students to gain extra practice in letter-sound correspondence and language arts instruction.			
<b>Target Audience:</b> Gr K-2 classroom choice activity + K-5 targeted use in special education & ELL			
<b>Program Data:</b>			
<b>Fidelity Data</b>	<b>Student Participation</b>	<b>Student Learning Results</b>	<b>Cost Considerations</b>
This program is used as a choice during centers	K-5 availability; participation varies depending on classroom use.	Student learning results are not tracked for this program; it is used to provide high interest practice opportunities	Free?

Do we need to maintain this program? Yes  
 Do we need to re-implement this program?  
 Do we need to get rid of it?

<b>Program Name: Brain Pop</b>			
<b>Program Purpose/Description:</b> "BrainPOP is a video platform designed for teaching that uses animated characters to educate students."			
<b>Target Audience:</b> Gr K-5			
<b>Program Data:</b>			
<b>Fidelity Data</b>	<b>Student Participation</b>	<b>Student Learning Results</b>	<b>Cost Considerations</b>
This program is used to supplement curriculum	K-5 availability; use varies depending on classroom	Student learning results are not tracked	Free

Do we need to maintain this program? Yes

Do we need to re-implement this program?  
 Do we need to get rid of it?

<b>Program Name: Enchanted Learning (Michelle)</b>			
<b>Program Purpose/Description:</b>			
Target Audience: Gr K-2 and Sped			
<b>Program Data:</b>			
<b>Fidelity Data</b>	<b>Student Participation</b>	<b>Student Learning Results</b>	<b>Cost Considerations</b>
This program is used as a choice during centers	K-5 availability; participation varies depending on classroom	Student learning results are not tracked for this program	\$189/year

Do we need to maintain this program? Paid for through April 15, 2024. We will check in with the teachers that use it and see if it is really hitting the standards and what needs is it attacking.

Do we need to re-implement this program?  
 Do we need to get rid of it?

<b>Program Name: SPIRE (just completed training to begin use)</b>			
<b>Program Purpose/Description:</b>			
Target Audience:			
<b>Program Data:</b>			
<b>Fidelity Data</b>	<b>Student Participation</b>	<b>Student Learning Results</b>	<b>Cost Considerations</b>

## **KEY LEARNINGS:**

**Predictability, Creativity, Flexibility for Teaching**

**Make sure we are meeting the standards**

**Options are good, but standards need to be met.**

**How are we using it?**

**Take Away:**

**So many programs, hard to manage. With too many choices we can paralyze ourselves.**

**Inquiring with a survey**

**Love streamlining focus that is happening with program review**

**New curriculum might be stressful to staff and this leads back to students.**

**Creating buy in**

**Training and refocusing - providing time**

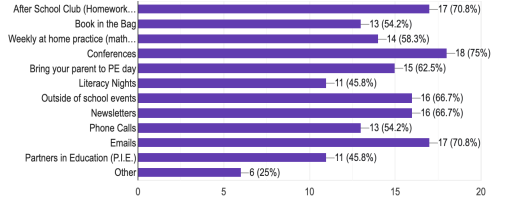
## Looking Beyond Community Review Form

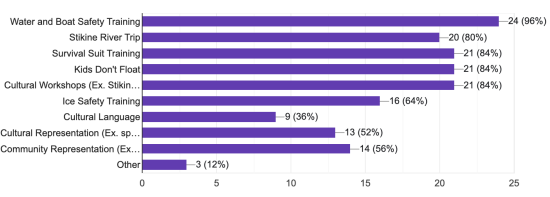
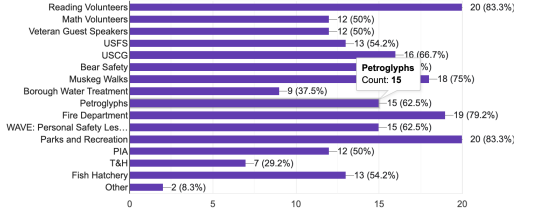
School: **Stedman Elementary**

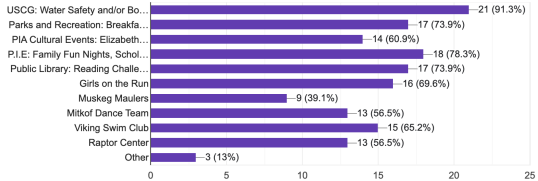
Principal: **Heather Conn**

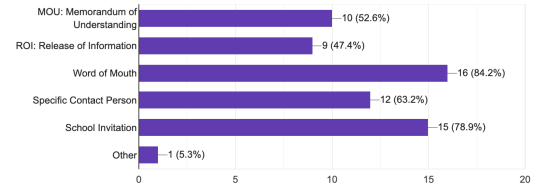
ESSA Designation: **TSI**

Date and Time: **May 22, 2023 5:30 pm**

Key Influential Factors on Schools/Education	Possible Considerations	Community Responses																																							
<p>Is there broad community opinion that <b>schools and community partners</b> should work together to address student achievement? How do we know?</p>	<ul style="list-style-type: none"> <li>• Survey results</li> <li>• Common vision of education</li> </ul>	 <table border="1"> <caption>Community Responses Data</caption> <thead> <tr> <th>Activity</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>After School Club (Homework...)</td><td>17</td><td>70.8%</td></tr> <tr><td>Book in the Bag</td><td>13</td><td>54.2%</td></tr> <tr><td>Weekly at home practice (math...)</td><td>14</td><td>58.3%</td></tr> <tr><td>Conferences</td><td>18</td><td>75%</td></tr> <tr><td>Bring your parent to PE day</td><td>15</td><td>62.5%</td></tr> <tr><td>Literacy Nights</td><td>11</td><td>45.8%</td></tr> <tr><td>Outside of school events</td><td>16</td><td>66.7%</td></tr> <tr><td>Newsletters</td><td>16</td><td>66.7%</td></tr> <tr><td>Phone Calls</td><td>13</td><td>54.2%</td></tr> <tr><td>Emails</td><td>17</td><td>70.8%</td></tr> <tr><td>Partners in Education (P.I.E.)</td><td>11</td><td>45.8%</td></tr> <tr><td>Other</td><td>6</td><td>25%</td></tr> </tbody> </table> <p><b>Other Ways:</b></p> <ul style="list-style-type: none"> <li>Sports Plays NYO Dance</li> <li>Sports clubs in the community / healthcare in the schools (nurse and behavioral health)</li> </ul> <p><b>Ways we should:</b></p> <ul style="list-style-type: none"> <li>I think the district does a good job, but more public acknowledgement is always welcome</li> <li>Provide opportunities where parents feel welcome to volunteer.</li> <li>Support parents and help them to help their kids at home. Presentations and interactions with educators and parents to encourage and teach parents.</li> <li>set goals and give awards based on individual goals met</li> <li>Scholarships to Sitka Fine Arts Camp</li> <li>More kids in upper grades mentoring younger students. Like the Kinder Buddies, but in upper grades especially middle school.</li> <li>Yes. Celebrate and encourage accomplishments and achievements that occur outside and inside the school. Would be nice to have collaborative agreements outside of psg for educational, arts and sports programs especially in the summer or create them in town more</li> <li>more eyes on the playground, or more interaction or awareness on the playground. The social issues are hindering the learning. Perhaps parent involvement on the playground is the best fit. Every parent does 20 min one time a month.</li> <li>Encourage more family time after school and in the evenings, meaning minimize homework loads</li> <li>I would love to see a grade level parent meeting/event to exchange contact info and encourage carpooling and parent involvement.</li> </ul>	Activity	Count	Percentage	After School Club (Homework...)	17	70.8%	Book in the Bag	13	54.2%	Weekly at home practice (math...)	14	58.3%	Conferences	18	75%	Bring your parent to PE day	15	62.5%	Literacy Nights	11	45.8%	Outside of school events	16	66.7%	Newsletters	16	66.7%	Phone Calls	13	54.2%	Emails	17	70.8%	Partners in Education (P.I.E.)	11	45.8%	Other	6	25%
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<p>How might our school community culture and partnerships be influencing school and student performance?</p>	<ul style="list-style-type: none"> <li>• Student data</li> <li>• Faculty and staff data</li> <li>• Program data</li> <li>• Practice data</li> </ul>	 <table border="1"> <caption>Other Ways</caption> <thead> <tr> <th>Category</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Water and Boat Safety Training</td><td>24</td><td>96%</td></tr> <tr><td>Stikine River Trip</td><td>20</td><td>80%</td></tr> <tr><td>Survival Suit Training</td><td>21</td><td>84%</td></tr> <tr><td>Kids Don't Float</td><td>21</td><td>84%</td></tr> <tr><td>Cultural Workshops (Ex. Stikin...</td><td>21</td><td>84%</td></tr> <tr><td>Ice Safety Training</td><td>16</td><td>64%</td></tr> <tr><td>Cultural Language</td><td>9</td><td>36%</td></tr> <tr><td>Cultural Representation (Ex. sp...</td><td>13</td><td>52%</td></tr> <tr><td>Community Representation (Ex...</td><td>14</td><td>56%</td></tr> <tr><td>Other</td><td>3</td><td>12%</td></tr> </tbody> </table> <p>Other Ways:</p> <p>Are you really having Alaska Native visitors to the classrooms? Alaska Native Speakers, Artists and Art and Dance and Leaders visit?</p> <p>Sea Week activities</p> <p>Ways we should:</p> <p>Notice the kids who are left out or on the outside of the in crowd and see what their interests are. Help falling kids find ways to succeed.</p> <p>Incorporate more indigenous cultural experience in addition to activities like subsistence and environmental education</p> <p>I like this question, but I do not have an answer at this point. local cultural dancers to be brought in ? Geography and true history of our region being incorporated into lessons.</p> <p>I haven't heard about most of the above trips/trainings, maybe just because we only have a kindergartener so far.</p> <p>Like mentioned above- grade level social for parents to encourage connections, for swim/pe more dialogue and encouragement of healthy activities including families,</p> <p>more public notices for the community to know what's going on in the schools</p> <p>Do all the things on the above list. Currently only a few are done regularly.</p> <p>Do more towards the culture of the community itself. Example fishing culture, Native culture. Small business culture.</p>	Category	Count	Percentage	Water and Boat Safety Training	24	96%	Stikine River Trip	20	80%	Survival Suit Training	21	84%	Kids Don't Float	21	84%	Cultural Workshops (Ex. Stikin...	21	84%	Ice Safety Training	16	64%	Cultural Language	9	36%	Cultural Representation (Ex. sp...	13	52%	Community Representation (Ex...	14	56%	Other	3	12%																		
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<p>How does the community and its resources support its school? How do community partnerships enhance existing school-based services and resources?</p>	<ul style="list-style-type: none"> <li>• Academic supports</li> <li>• Social/emotional supports</li> <li>• Student and staff wellness</li> </ul>	 <table border="1"> <caption>Other Ways</caption> <thead> <tr> <th>Category</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Reading Volunteers</td><td>20</td><td>83.3%</td></tr> <tr><td>Math Volunteers</td><td>12</td><td>50%</td></tr> <tr><td>Veteran Guest Speakers</td><td>12</td><td>50%</td></tr> <tr><td>USFS</td><td>13</td><td>54.2%</td></tr> <tr><td>USCG</td><td>16</td><td>66.7%</td></tr> <tr><td>Bear Safety</td><td>15</td><td>62.5%</td></tr> <tr><td>Muskeg Walks</td><td>18</td><td>75%</td></tr> <tr><td>Borough Water Treatment</td><td>9</td><td>37.5%</td></tr> <tr><td>Petroglyphs</td><td>15</td><td>62.5%</td></tr> <tr><td>Fire Department</td><td>19</td><td>79.2%</td></tr> <tr><td>WAVE: Personal Safety Les...</td><td>15</td><td>62.5%</td></tr> <tr><td>Parks and Recreation</td><td>20</td><td>83.3%</td></tr> <tr><td>PIA</td><td>12</td><td>50%</td></tr> <tr><td>T&amp;H</td><td>7</td><td>29.2%</td></tr> <tr><td>Fish Hatchery</td><td>13</td><td>54.2%</td></tr> <tr><td>Other</td><td>2</td><td>8.3%</td></tr> </tbody> </table> <p>Other Ways:</p>	Category	Count	Percentage	Reading Volunteers	20	83.3%	Math Volunteers	12	50%	Veteran Guest Speakers	12	50%	USFS	13	54.2%	USCG	16	66.7%	Bear Safety	15	62.5%	Muskeg Walks	18	75%	Borough Water Treatment	9	37.5%	Petroglyphs	15	62.5%	Fire Department	19	79.2%	WAVE: Personal Safety Les...	15	62.5%	Parks and Recreation	20	83.3%	PIA	12	50%	T&H	7	29.2%	Fish Hatchery	13	54.2%	Other	2	8.3%
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		<p>Does PIA and T&amp;H contribute to the school? It would be great if they did.</p> <p>PMC</p> <p>The local government is used to support school services.</p> <hr/> <p><b>Ways we should:</b></p> <p>Hospital and Public Health</p> <p>Teaming with the Forest service, hospital and Borough and seafood processors. Perhaps having a program to encourage the work of volunteer hours while "on the clock"</p> <p>More integration with PIA and T&amp;H during the school day and across grade levels, so all students will take part.</p> <p>Clausen Museum especially in winter months and to share programming information and school culture information.</p> <p>Community library</p> <p>I'm only aware of 2-4 of the items on the list being done on any regular basis. You have a good list. Just do them all.</p> <p>Fishermen, coast guard, firemen, police, Would be nice to have them around more than just once in awhile or once a year,</p> <p>health and wellness hospital/ eating health</p>
<p>How does the <b>school and its resources support community programs</b> designed to address community issues?</p>	<ul style="list-style-type: none"> <li>• Facilities</li> <li>• Support</li> <li>• People</li> </ul>	 <p><b>Other Ways:</b></p> <p>Not sure if you are listening what the school does already to support. Confusing.</p> <p>Kinderskog, wellness program and PMC</p> <p>Kinder Skog program</p> <p><b>Ways we should:</b></p>

		<p>Let willing Alaska Native elders visit and volunteer. Plan ahead to add into the calendar.</p> <p>Expand on all above especially during summer</p> <p>Reading to Elders, art work for elders, cooking meals or learning to cook.</p> <p>The community garden in the past has been used as a teaching site. More interaction and "open hours" with the community- possibly integrated with adult education opportunities like those through UAF extension agents to promote gardening, food preserving, and other food centered activities. Coordinating efforts with direct sales fishermen or other harvesters (like Planet Alaska in Wrangell) to connect the generations through food.</p> <p>more public recognition so others in the community are aware</p> <p>more stuff for boys</p>
<p><b>How are school community partnerships coordinated? What structures are in place to ensure effective communication and collaboration?</b></p>	<ul style="list-style-type: none"> <li>• Partnership framework</li> <li>• Communication plan</li> </ul>	 <p><b>Other Ways:</b></p> <p>During the school board meetings which are on the radio there could be announcements. Also someone could call into the Tradio shows if they have needs for community involvement.</p>
<p><b>How are school and community partnerships evaluated and sustained?</b></p>	<ul style="list-style-type: none"> <li>• Results framework</li> <li>• Annual reflection and review of results</li> </ul>	<p><b>Ways we should:</b></p> <p>Kids who are academically, financially, physically or emotionally challenged find ways to succeed and feel a part of the whole. If they know there's a place and a person or people they are welcome with.</p> <p>I dont other than word of mouth</p> <p>awareness of the students and a broadened understanding and interest in our community, and being a part of a community.</p> <p>Communication and event timing is tricky in our little town. People simply have to take a break from searching or having their channel open to receive all the time. Patterned events and hubs for information (like the school calendar) help us cut through the clutter. I wish there was a searchable event calendar for all the kid centered events in town with links to websites or contact info. KFSK is kind of a hub but there are so many things that slip through and unless you know who puts on the event it is hard to find sometimes.</p> <p>My kid talks about them at home and will ask us to participate</p> <p>need to send emails</p> <p>Kids' successes and interest in school work and school relationships</p>

Key Influential Factors on Schools/Education	Possible Considerations	Community Responses
<p>How do the <b>economic factors</b> of the school/district appear to be impacting schools/education in our community?</p>	<ul style="list-style-type: none"> <li>• State and local economic issues</li> <li>• Industry closures or openings</li> <li>• Local fundraising</li> <li>• Resource shortages</li> <li>• School staff turnover</li> <li>• Current and future workforce</li> </ul>	<p>Economic Factors in Petersburg are: State and local issues, industry prices, resource shortages, current and future workforce, and housing. There was one thought of industry closures/openings, local fundraising, and school staff turnover. Other thoughts mentioned were food insecurities, retention, retirement (PERS/TERS).</p>
<p>What, if any, <b>Social Factors</b> appear to be impacting schools/education in our community?</p>	<ul style="list-style-type: none"> <li>• Local population changes</li> <li>• School enrollment</li> <li>• School attendance</li> <li>• Health and safety</li> </ul>	<p>Social factors in Petersburg are: local population change, school enrollment, school attendance, and health and safety. Curriculum was another social factor mentioned.</p>
<p>What, if any, <b>Technological Factors</b> appear to be impacting schools/education in our community?</p>	<ul style="list-style-type: none"> <li>• Technological infrastructure (phone, internet, power, etc.)</li> <li>• Shifts to remote or hybrid employment</li> <li>• Future technological needs</li> </ul>	<p>Technology factors in Petersburg are seen as the internet and a lot of thought in future technology needs. One other thought mentioned was the recent shift from in person employment to a hybrid or remote</p>
<p>What, if any, <b>Environmental Factors</b> appear to be impacting schools/education in our community?</p>	<ul style="list-style-type: none"> <li>• Weather and climate</li> <li>• Shifts in natural resources</li> <li>• School expansions</li> <li>• Community workforce needs</li> </ul>	<p>Environmental Factors in Petersburg are: Weather, Climate, Natural Resource Shift, and Community Workforce Needs.</p>
<p>What opportunities do we have to <b>leverage a school community partnership</b> to improve student learning?</p>	<ul style="list-style-type: none"> <li>• Place-based learning</li> <li>• Shared leadership roles</li> <li>• Joint planning and problem solving</li> </ul>	<p>Opportunities in Petersburg are: Place-based learning along with joint planning and problem solving. There was one thought of shared leadership roles.</p>

**Key Learnings from Looking Beyond:**

**Petersburg has a large amount of community support going towards the school.**

**There seems to be a strong belief to offer more place-based learning.**

**The school does a lot that our community might not know about. The community would like to see this advertised in advance.  
Community hub? PR person?**

**It concerns Petersburg's future when we start to look at our political agendas, politicians, retirement, money towards education, populations, enrollments, workforce needs, and housing.**

**\*Action Items Review:** Note Taker adds items during the meeting and reviews all action items, with due dates and person(s) responsible at the end of the meeting.

Post meeting, review the meeting minutes with the Note Taker. Send the minutes to the School and Community Leadership Team members.

## Four Big Conclusions

The School and Community Leadership Team reviews the completed key learnings from **Looking Within** (Profile Review, Practice Review, and Program Review) and **Looking Beyond** (Community Review) and identifies its top 3 assets and challenges. After reviewing the **3 top assets and challenges**, the School and Community Leadership Team identifies and prioritizes **FOUR BIG CONCLUSIONS**, *within their control*, that will be addressed in Module 2.

### Assets

Using the key learnings, list the **3 greatest assets** of the school and/or community.

Assets	Justification
1. We have what it takes to be successful within our school.	We have the staff to service students and help them reach their success at Stedman Elementary.
2. We have what it takes to be successful within our school.	We have resources and material indicated by research to service students and help them reach their success at Stedman Elementary.
3. We have a lot of community partnership.	The community works within our schools and volunteers.
4. Plans are being streamlined and there is buy-in from our practitioners	

### Challenges

Using the key learnings, list the **3 greatest challenges** that are *within the school and/or community's control* to address.

Challenges	Justification
1. Overall Staff and Student Attendance	We are unable to control the removal from school, but with new student coding we might be able to find out the why behind absences. From there we may be able to identify a place to start.

2. Systems and Teams	Overall it looks like we need a more systematic approach in working together and looking at data. Within these systems it looks like we need more constructive feedback for our teachers, a system for volunteering, RTI, community communication, and -----
3. We have a lot of programs within our school, too many.	We have a lot of programs that address several learning gaps. We want one main program per academic area that addresses everything. We want to be able to track one program instead of not being able to track any.

Big Conclusions

Prioritize 4 BIG CONCLUSIONS *within the school and/or community's control.*

Big Conclusions	Justification
1. We can not add time or money, so we can create consistent plans that can be implemented with fidelity. Data, RTI, etc.	Why did it happen? The process hasn't been clear across the board. And when we lose the person we lose the system. RTI Why? Onboarding of new staff is not standard practice in this area. Why? Finances, turnover, responsibility lies with whom Why? Money, time, and clear and updated plans are not always available.
2. We need to establish communication and volunteering patterns again and reteach these patterns. #2 Goal	Why did it happen? We closed our doors when COVID occurred, so patterns we disrupted. Why? Safety
3. We are streamlining our Tier 1 curriculum and Tier 2 and Tier 3 intervention programs.	Why did it happen? We were attempting to fill holes that we found in curriculums/programs or new needs that come up with students. Why? We kept adding instead of replacing and not all staff were trained in all of them.

4. Our school has a warm, welcoming, and collaborative culture. #2 Goal	<p>Why did it happen? Strong tradition of excellent education and morale is high</p> <p>Why? Many staff have made this their home and are well invested in the community. Warm, welcoming, and collaborative culture.</p>

Problem Statement: Our systems in approach and looking at data to boost achievement have been scattered.  
 Why did it happen? The process hasn't been clear across the board. And when we lose the person we lose the system. RTI  
 Why? Onboarding of new staff is not standard practice in this area.  
 Why? Finances, turnover, responsibility lies with whom  
 Why? Money, time, and clear and updated plans are not always available.  
 Conclusions: We can not add time or money, so we can create consistent plans that can be implemented with fidelity. Data, RTI, etc.

Problem Statement: The community feels like they need to know more and want to be involved more.  
 Why did it happen? We closed our doors when COVID occurred, so patterns we disrupted.  
 Why? Safety  
 Conclusions: We need to establish communication and volunteering patterns again and reteach these patterns.

Problem Statement: We have too many programs.  
 Why did it happen? We were attempting to fill holes that we found in curriculums/programs or new needs that come up with students.  
 Why? We kept adding instead of replacing and not all staff were trained in all of them.  
 Conclusions: We are streamlining our Tier 1 curriculum and Tier 2 and Tier 3 intervention programs.

Power Statement: We have the staff to be successful.  
 Why did it happen? Strong tradition of excellent education and morale is high  
 Why? Many staff have made this their home and are well invested in the community.  
 Conclusions: Our school has a warm, welcoming, and collaborative culture.

## Successful School Improvement Plan Meeting Agenda

School: **Stedman Elementary**

Principal: **Heather Conn**

ESSA Designation: **TSI**

Date and Time: **May 26, 2023 3:00 pm**

### Assigned Roles

Facilitator: **Heather Conn**

Note Taker: **Rachel Etcher & Jill Lenhard**

Timekeeper: **Rachel Etcher**

Process Observer: **N/A**

<b>Team Members</b>			
<b>First Name</b>	<b>Last Name</b>	<b>Position/Role</b>	<b>Present: Yes/No</b>
Heather	Conn	Elementary Principal	
Mollie	Harings	Empowerment Specialist	
Jill	Lenhard	Elementary Librarian	
Rachel	Etcher	Elementary Counselor	
Katie	Holmlund	School Board/Community Member	
Jessica	Peterson	Parent	
Joe	Boggs	Parent	
Erica	Kludt-Painter	Superintendent	
Eliza	Warmack	Reading teacher	
Katy	Brantuas	Parent	


Time	Person Responsible	Agenda Item	Minutes (Summary of Key Points)	
2 mins	Principal	<b>Welcome and Meeting Opening</b> (Opening routine)		
2 mins	Facilitator	<b>Review Meeting Purpose and Agenda</b> (Quick agenda walkthrough)		
2 mins	Process Observer	<b>Review Norms</b> (Post Norms visible in meeting room)		
5 mins	Principal	<b>Review 4 BIG CONCLUSIONS from Four BIG CONCLUSIONS Form</b>		
	Principal	Develop goals, strategies, and milestones for three years (Successful School Improvement Plan form)		
	Principal	Develop actions for each milestone. (Successful School Improvement Plan form)		
5 mins	Note Taker	<b>Actions Identified to be Completed*</b>	<b>Completion Date</b>	<b>Person(s) Responsible</b>
		Complete Successful School Improvement Plan		

1 min	Facilitator	<b>Next Meeting Reminder</b> (Date and Time)		
2 mins	Process Observer	<b>Process Observation Reflection</b> (Process Observer reports out with specific examples on how the team followed the norms)		
	Facilitator	<b>Adjourn</b> (Close the meeting with agreed upon routine)		

**\*Action Items Review:** Note Taker adds items during the meeting and reviews all action items, with due dates and person(s) responsible at the end of the meeting.

Post meeting, review the meeting minutes with the Note Taker. Send the minutes to the School and Community Leadership Team members.

## Successful School Improvement Plan

**School Name: Petersburg School District / Stedman ELementary School**

**Date of Plan: May 31st, 2023**

**City: Petersburg Zip Code: 99833**

**Phone Number: 1-877-526-7656**

**Principal: Heather Conn**

**Contact Information: 1-877-526-7656**

**District : Petersburg Superintendent: Erica Kludt-Painter**

**ESSA Designation: TSI**

**Goal #1** All students will have access to systematic and consistent reading interventions based on their academic needs.

**Measures:**

Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1. The percentage of students who meet grade-level reading proficiency has increased (Sc- 3B.4)	MAP Achievement 2-5	TBD Fall 2023	+10%	Yr1 +10%	Yr2+10%
	DIBELS K-5	TBD Fall 2023	+10%	Yr1 +10%	Yr2+10%

**Strategy # 1** If we implement with fidelity a structured literacy program and schedule throughout the school, then teachers will use evidence-based instruction to plan and deliver instruction in word recognition and language comprehension and the students will meet their Reading growth targets.

**Measures:**

Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
A structured literacy schedule is created and implemented with fidelity schoolwide (Sc-2C.2)	Classroom Walkthroughs	TBD Fall 2023	+10%	Yr1 +10%	Yr2+10%
	DIBELS K-5	TBD Fall 2023	+10%	Yr1 +10%	Yr2+10%

Year 1 Milestone: Teachers and administrator created and implemented a structured literacy schedule					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Training on CKLA Amplify K-5	agenda	Throughout school year	\$0	Principal	CKLA Amplify team
Sign-up for LETRS cohort	certificate	Throughout school year	free/Friday inservices for completing work	All Staff	DEED, Lexia Learning
Use Literacy PLC time for teachers to collaborate together and improve instructional practices	schedule	Throughout school year	free	All Staff	

Create Structured Literacy Schedules (Sc.2C.2)	Master schedule	Spring 2023	free	Leadership Team	CKLA Amplify
Measure and analyze progress three times a year with MAP and DIBELS	Data reports, and RTI plans	Fall, Winter, Spring	??	All Staff	Administration team and district test coordinator
Walkthroughs to measure implementation of reading program schedule	Walkthrough Data	Throughout the year	Observational Form	Administration	CKLA Amplify
Review and evaluate effectiveness of year one actions	Recommendations for modifications	May 2024	Data and anecdotes	School Improvement Team	School Improvement Team

<b>Year 2 Milestone:</b> Teachers implemented structured literacy programs with fidelity.					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Refresher on CKLA Amplify K-5	agenda	Throughout school year	\$0	Principal	CKLA Amplify team
2. Start LETRS cohort	certificate	Throughout school	free/Friday inservices for	All Staff	DEED, Lexia

		year	completing work		Learning
3. Continue to use Literacy PLC time for teachers to collaborate together and improve instructional practices	schedule	Throughout school year	free	All Staff	
Adjust Structured Literacy Schedules (Sc.2C.2)	Master schedule	Spring 2024	free	Leadership Team	CKLA Amplify
Measure and analyze progress three times a year with MAP and DIBELS	Data reports, and RTI plans	Fall, Winter, Spring	??	All Staff	Administration team and district test coordinator
Continue walkthroughs to measure implementation of reading program schedule	Walkthrough Data	Throughout the year	Observational Form	Administration	CKLA Amplify
Review and evaluate effectiveness of year two actions	Recommendations for modifications	May 2025	Data and anecdotes	School Improvement Team	School Improvement Team

**Year 3 Milestone:** Teachers continued to implement structured literacy programs with fidelity.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Refresher on CKLA Amplify K-5	agenda	Throughout school year	\$0	Principal	CKLA Amplify team
2. Continue LETRS cohort	certificate	Throughout school year	free/Friday inservices for completing work	All Staff	DEED, Lexia Learning
3. Continue to use Literacy PLC time for teachers to collaborate together and improve instructional practices	schedule	Throughout school year	free	All Staff	
Adjust Structured Literacy Schedules (Sc.2C.2)	Master schedule	Spring 2025	free	Leadership Team	CKLA Amplify
Measure and analyze progress three times a year with MAP and DIBELS	Data reports, and RTI plans	Fall, Winter, Spring	??	All Staff	Administration team and district test coordinator
Continue walkthroughs to measure implementation of reading program schedule	Walkthrough Data	Throughout the year	Observational Form	Administration	CKLA Amplify

Review and evaluate effectiveness of year three actions	Recommendations for modifications	May 2026	Data and anecdotes	School Improvement Team	School Improvement Team
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<b>Strategy # 2</b> If we create a consistent Response to Intervention system, teachers will implement the system, which will lead to increased student achievement.					
Measures					
Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1. A schoolwide intervention plan is used to identify individual student needs and select an intervention to address the needs and monitor the effectiveness of the intervention (Sc-3A.1, Sc-3A.3, Sc-3C.3)	Number of Students receiving interventions will decrease	TBD Fall 2023	-10%	Yr1 -10%	Yr2-10%
	Classroom Walkthroughs	TBD Fall 2023	+10%	Yr1 +10%	Yr2+10%
	DIBELS K-5	TBD Fall 2023	+10%	Yr1 +10%	Yr2+10%

**Year 1 Milestone:** We established an MTSS/RTI schoolwide plan.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Establish a schoolwide RTI/MTSS team and determine a decision-making process, set norms, prioritize workload, and set operational norms (Sc-4A.1)	Master schedule	Spring 2023	Time	Leadership Team	All Staff
2. Train interventionists on SPIRE and UFLI interventions	Attendance sheet, Agenda	Spring 2023	Substitutes, time	Lee Ann Jenkins	Reading Interventionists
3. Create and follow RTI meeting schedule to discuss individual needs and set up intervention plans (Sc-2C.2)	Meeting schedule in Master Schedule	Fall 2023	Time	Leadership Team	All Staff
4. Create or choose a data gathering form and gather fidelity data on core curriculum and intervention programs	Forms	Fall 2023	Time, research	Principal	All Staff and CKLA Amplify team
5. Send members of the team to the RTI/MTSS Conference and Science of Reading Symposium.	Certificate	January and April 2024	\$ if grant is not received	Administration	All Staff
6. Reflect on RTI effectiveness and make changes as needed (Sc-2B.2)	Recommendations for modifications	End of April 2024	Time	Leadership Team	School and Community Leadership

					Team and All Staff
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<b>Year 2 Milestone:</b> The school continued to implement an MTSS/RTI plan					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Send members of the team to the RTI/MTSS Conference and Science of Reading Symposium.	Certificate	January and April 2025	\$ if grant is not received	Administration	All Staff
2. Reflect on RTI effectiveness and make changes as needed (Sc-2B.2)	Recommendations for modifications	End of April 2025	Time	Leadership Team	School and Community Leadership Team and All Staff
3. Create and follow RTI meeting schedule to discuss individual needs and set up intervention plans (Sc-2C.2)	Meeting schedule in Master Schedule	Fall 2024	Time	Leadership Team	All Staff

<b>Year 3 Milestone:</b> We have continued to adjust and implement an MTSS/RTI plan.					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators

1. Send members of the team to the RTI/MTSS Conference and Science of Reading Symposium.	Certificate	January and April 2026	\$ if grant is not received	Administration	All Staff
2. Reflect on RTI effectiveness and make changes as needed (Sc-2B.2)	Recommendations for modifications	End of April 2026	Time	Leadership Team	School and Community Leadership Team and All Staff
3. Create and follow RTI meeting schedule to discuss individual needs and set up intervention plans (Sc-2C.2)	Meeting schedule in Master Schedule	Fall 2025	Time	Leadership Team	All Staff

<b>Goal #2</b> Students will have opportunities to interact with community members.					
<b>Measures:</b>					
Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
A communication plan is used to engage families and community partners and increase the participation of families with the school (Sc-4A.3)	Attendance at Events	1st Trimester	Target Yr 1: +5%	Target Yr 2: Yr1 +5%	Target Yr 3: Yr2 +5%

		Fall 2023			
	Volunteers Sign-in Sheet	1st Trimester Fall 2023	Target Yr 1: +5%	Target Yr 2: Yr1 +5%	Target Yr 3: Yr2 +5%
	Elementary HS Tutors	1st Trimester Fall 2023	Target Yr 1: +5%	Target Yr 2: Yr1 +5%	Target Yr 3: Yr2 +5%

**Strategy #1**  
 If we create a welcoming environment and create opportunities for community members to engage with students, the staff will provide those opportunities. By doing this the students and staff will feel more connected to the community and vice versa, strengthening this partnership.

**Measures:**

Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
A communication plan is used to engage families and community partners and increase the participation of families with the school (Sc-4A.3)	Number of responses on the Perceptions of Stedman Survey	Spring 2024	Target Yr 1: +10%	Target Yr 2: Yr1 +10%	Target Yr 3: Yr2 +10%
	Volunteers Sign-in Sheet	1st Trimester Fall 2023	Target Yr 1: +5%	Target Yr 2: Yr1 +5%	Target Yr 3: Yr2 +5%

**Year 1 Milestone:** We have created a draft comprehensive communication and engagement plan.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Communicate with the School Board and ask if we could focus on BP1100: Communication with Public. Maybe one plan for each building?	Agenda item or work session	Fall 2023	\$0	School Board	School and Community Leadership Team
2. Create a collaborative team.	List of team and meeting dates	Fall 2023	\$0	Principal	Team
3. Research policies for Communication with Public from other Alaskan school districts.	policies	End of February 2024	Time	School Board	Team
4. Research Community and Engagement Plan samples.	Plans	End of February 2024	Time	School Board and Building Principals	Team
5. Draft Comprehensive Communication and Engagement Plan including master calendar of events (Sc-4A.3)	Draft Plan and calendar	End of April 2024	Time	Team	School Board

6. Present draft plan to School Board	Draft Plan and calendar, Agenda Item	May 2024	Time	Team	School Board
7. Track participation of families at school events	Sign-In Sheets	Throughout the Year	\$0	Principal	All Staff

<b>Year 2 Milestone:</b> We communicated opportunities for the community to be aware and involved at the Petersburg School District.					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Finalize and implement the comprehensive communication and engagement plan drafted in year 1 milestone including master calendar of events .	Final Plan and calendar	Throughout the Year	Time	Team	School Board
2. Invite local KFSK and PSG Pilot to events and happenings	Articles, Radio snippets	Throughout the Year	Time	Team	All Staff
3. Talk with local stores about storefront displays	Products in the	Througho	Time	Team	All Staff

	windows	ut the Year			
4. Develop opportunities to reach out for community volunteers within the school.	Agenda and lists	Through out the Year	Time	Team	All Staff
5. Reflect on Plan effectiveness and make changes as needed (Sc-2B.2)	Revisions	End of May 2025	Time	Team	All Staff

<b>Year 3 Milestone:</b> We continued to provide opportunities for the community to be aware and involved at the Petersburg School District.					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Continue to implement the comprehensive communication and engagement plan drafted in year 1 milestone including master calendar of events .	Final Plan and calendar	Through out the Year	Time	Team	School Board
2. Continue to invite local KFSK and PSG Pilot to events and happenings	Articles, Radio snippets	Through out the	Time	Team	All Staff

		Year			
3. Continue to talk with local stores about storefront displays	Products in the windows	Throughout the Year	Time	Team	All Staff
4. Continue with building opportunities for community volunteers within the school.	Agenda and lists	Throughout the Year	Time	Team	All Staff
5. Reflect on Plan effectiveness and make changes as needed (Sc-2B.2)	Revisions	End of May 2026	Time	Team	All Staff