PETERSBURG SCHOOL BOARD

Regular Meeting
Tuesday, April 13, 2021
6:00 PM, MS/HS Library
109 Charles W St
Petersburg, AK 99833

The Petersburg School Board meets on the second Tuesday of each month in the high school library at 6:00 PM This is an open meeting and the public is invited to attend.

A G E N D A

1. **CALL TO ORDER**
2. **DETERMINE QUORUM**
3. **PLEDGE OF ALLEGIANCE**
4. **APPROVAL OF AGENDA**
5. **STUDENT REPRESENTATIVE REPORT**
6. **CORRESPONDENCE** **3**
7. **COMMENTS FROM AUDIENCE UNRELATED TO AGENDA ITEMS**
8. **COMMENTS FROM AUDIENCE RELATED TO AGENDA ITEMS**
9. **COMMENTS FROM BOARD MEMBERS**
10. **CONSENT AGENDA**
    1. MARCH, 2021, Monthly accounting report, bills, payroll, and electronic fund transfers, ASB trial balance and P-Card statements in the amount of $608,838.97 4
    2. MARCH, 09, 2021, regular board meeting minutes 51
    3. PERSONNEL ACTION REPORT 60
11. **ADMINISTRATIVE REPORTS**
    1. Superintendent's report
    2. Elementary Principal's Report 61
    3. MS/HS Principal's Report 63
    4. Director of Activities' Report
    5. Director of Facilities and Maintenance's Report 64
12. **SCHOOL BOARD COMMITTEE REPORTS**
13. **SPECIAL RECOGNITION**
14. **OLD BUSINESS**
    1. PSD Travel Protocol 116
15. **NEW BUSINESS**
    1. Action Item: Policy BP 5141.42 Professional Boundaries of Staff with Students - 1st Reading 118
    2. Action Item: English Language Arts Curriculum 133
    3. Action Item: Exempt Contracts
    4. Informational Item: Capital Improvement Project (CIP) Update 244
16. **ADDITIONAL COMMENTS FROM BOARD MEMBERS**
17. **FUTURE AGENDA ITEMS**
18. **OTHER NEW BUSINESS**
    1. Executive Session

19. **ADJOURNMENT**

The Board reserves the right to enter into executive session on any agenda item as provided for in State Law. Executive sessions will be entered into by motion and approved by a majority of the Board for discussion of the following subjects as permitted by law: (1) matters in the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided that the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential.

Good Beginnings Preschool &
Kinder Skog Nature Program

PO Box 709
Petersburg, AK 99833
907-772-3044

Petersburg City School District
Board of Education
201 Charles W. Street
Petersburg, AK 99833

March 11, 2021

Dear Petersburg City School District Board of Education,

The Good Beginnings Preschool and Kinder Skog Nature Program Board of Directors would like to extend our support for the proposed Petersburg School District Preschool Program. Living in a small town such as Petersburg, the best way to serve children is to collaborate, support, and welcome other preschool programs.

Good Beginnings Preschool has a long and valued history in our community, and we look forward to observing the growth of a new preschool that is designed to support our youngest community members and provide critical early interventions to help set kids on the best track to successful and happy lives. Our program has worked alongside the Petersburg City School District for many years to help implement specific learning strategies and support Individualized Education Plans. We understand that the current model for assessing the needs and monitoring the progress of these kids is unsustainable and there is a better way.

We are thankful the Petersburg City School District has included our director in the year-long conversations about the development of the district preschool program and are confident the proposed preschool plan is what is best for children and our community. The proposed plan will allow Petersburg's early childhood special education educator to foster genuine relationships with the children she serves which will only lead to more positive outcomes for students. Furthermore, the proposed plan will allow for more consistent progress monitoring, allow for more individualized interventions to take place, and give children a place where they feel comfortable learning.

When it comes to the kids of our community, we need to remember that we are just that, a community. Our children deserve to see the educators and adults in their lives working together for what is best for them. As the saying goes, "it takes a village" and Good Beginnings Preschool is excited to collaborate with the Petersburg City School District Preschool to support, teach, and embrace the silly with the young kids of our community.

Warm Regards,

Good Beginnings Preschool & Kinder Skog Nature Program
Board of Directors

Tessa Bergmann, Angela Bertagnoli, Helen Boggs, Brenda Norheim, Heather O'Neil, Lauren Thain

Petersburg School District

Revenue Report

☐ Summary Only From Date: 3/1/2021 To Date: 3/31/2021

Fiscal Year: 2020-2021

Account Number / Description	Budget	Range To Date	YTD	Uncollected Balance	% Remaining
Fund: 100 GENERAL FUND					
100.000.000.000.011 CITY DIRECT APPROPRIATIONS	$1,800,000.00	$150,000.00	$1,350,000.00	$450,000.00	25.00%
100.000.000.000.031 INTEREST	$700.00	$27.37	$445.54	$254.46	36.35%
100.000.000.000.040 OTHER LOCAL REVENUES	$45,000.00	$2,759.63	$35,097.92	$9,902.08	22.00%
100.000.000.000.044 STUDENT FEES	$20,000.00	$1,329.40	$22,615.40	($2,615.40)	-13.08%
100.000.000.000.047 E-RATE REVENUE	$112,644.00	$9,152.00	$80,356.00	$32,288.00	28.66%
100.000.000.000.051 FOUNDATION PROGRAM	$5,977,588.00	$504,023.00	$4,536,207.00	$1,441,381.00	24.11%
100.000.000.000.056 TRS ON-BEHALF PAYMENTS	$604,964.00	$0.00	$0.00	$604,964.00	100.00%
100.000.000.000.057 PERS ON-BEHALF PAYMENTS	$107,986.00	$0.00	$0.00	$107,986.00	100.00%
100.000.000.000.090 OTHER STATE REVENUES	$19,309.00	$2,236.00	$21,946.00	($2,637.00)	-13.66%
Fund 100 Total:	$8,688,191.00	$669,527.40	$6,046,667.86	$2,641,523.14	30.40%
Grand Total:	$8,688,191.00	$669,527.40	$6,046,667.86	$2,641,523.14	30.40%

End of Report

Petersburg School District

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2021 To Date: 3/31/2021

Fiscal Year: 2020-2021

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
Fund: 100 GENERAL FUND						
100.100.100.000.315 CERTIFICATED TEACHER	$727,044.00	$58,903.15	$429,251.85	$297,792.15	$294,515.63	$3,276.52 0.45%
100.100.100.000.329 SUBSTITUTES/TEMPORARIES	$6,000.00	$0.00	$3,780.00	$2,220.00	$0.00	$2,220.00 37.00%
100.100.100.000.363 WORKERS COMPENSATION	$6,000.00	$390.11	$3,004.54	$2,995.46	$0.00	$2,995.46 49.92%
100.100.100.000.364 INSURANCE-HEALTH/LIFE	$172,000.00	$13,022.31	$96,291.57	$75,708.43	$0.00	$75,708.43 44.02%
100.100.100.000.365 RETIREMENT CONTRIBUTION-TRS	$221,531.00	$7,398.23	$53,913.97	$167,617.03	$0.00	$167,617.03 75.66%
100.100.100.000.367 MEDICARE TAX	$10,000.00	$806.97	$5,932.24	$4,067.76	$0.00	$4,067.76 40.68%
100.100.100.000.368 SOCIAL SECURITY TAX	$300.00	$0.00	$26.04	$273.96	$0.00	$273.96 91.32%
100.100.100.000.421 STAFF TRANSPORTATION	$1,500.00	$0.00	$0.00	$1,500.00	$0.00	$1,500.00 100.00%
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 SUPPLIES, MATERIALS & MEDIA	$45,000.00	$0.00	$0.00	$45,000.00	$0.00	$45,000.00 100.00%
100.100.100.000.451 TEACHING SUPPLIES	$17,650.00	$544.86	$2,369.86	$15,280.14	$158.88	$15,121.26 85.67%
100.100.100.000.474 CURRICULUM ADOPTION	$20,000.00	$0.00	$0.00	$20,000.00	$0.00	$20,000.00 100.00%
100.100.100.000.476 COPIER SUPPLIES	$9,000.00	$142.67	$4,772.90	$4,227.10	$0.00	$4,227.10 46.97%
100.100.100.000.491 DUES AND FEES	$16,700.00	$0.00	$5,795.51	$10,904.49	$730.28	$10,174.21 60.92%
100.100.100.001.451 ENGLISH SUPPLIES	$800.00	$0.00	$0.00	$800.00	$0.00	$800.00 100.00%
100.100.100.002.451 MATH SUPPLIES	$1,000.00	$0.00	$805.92	$194.08	$0.00	$194.08 19.41%
100.100.100.003.451 SCIENCE SUPPLIES	$1,515.00	$36.76	$508.33	$1,006.67	$519.55	$487.12 32.15%
100.100.100.004.451	$800.00	$100.98	$100.98	$699.02	$0.00	$699.02

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2021 To Date: 3/31/2021

Fiscal Year: 2020-2021

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
SOCIAL STUDIES SUPPLIES						87.38%
100.100.100.005.451	$585.00	$0.00	$178.43	$406.57	$0.00	$406.57
PILP SUPPLIES						69.50%
100.100.100.007.451	$500.00	$194.70	$347.20	$152.80	$0.00	$152.80
PE SUPPLIES						30.56%
100.100.100.008.451	$4,500.00	$0.00	$1,138.85	$3,361.15	$3,546.99	($185.84)
MUSIC SUPPLIES						-4.13%
100.100.100.009.451	$2,000.00	$0.00	$1,183.34	$816.66	$618.10	$198.56
ART/JEWELRY/PHOTO SUPPLIES						9.93%
100.100.100.020.451	$250.00	$0.00	$92.36	$157.64	$0.00	$157.64
HEALTH SUPPLIES						63.06%
100.100.100.021.451	$400.00	$0.00	$0.00	$400.00	$0.00	$400.00
SPANISH SUPPLIES						100.00%
100.100.160.000.315	$79,603.00	$6,593.58	$46,155.06	$33,447.94	$32,967.94	$480.00
CERTIFICATED TEACHER						0.60%
100.100.160.000.329	$1,000.00	$0.00	$0.00	$1,000.00	$0.00	$1,000.00
SUBSTITUTES/TEMPORARIES						100.00%
100.100.160.000.363	$615.00	$43.67	$320.03	$294.97	$0.00	$294.97
WORKERS COMPENSATION						47.96%
100.100.160.000.364	$24,640.00	$2,053.28	$14,372.96	$10,267.04	$0.00	$10,267.04
INSURANCE-HEALTH/LIFE						41.67%
100.100.160.000.365	$24,109.00	$828.15	$5,797.05	$18,311.95	$0.00	$18,311.95
RETIREMENT CONTRIBUTION-TRS						75.95%
100.100.160.000.367	$900.00	$88.16	$617.12	$282.88	$0.00	$282.88
MEDICARE TAX						31.43%
100.100.160.300.451	$2,000.00	$161.32	$812.87	$1,187.13	$723.13	$464.00
CULINARY SUPPLIES						23.20%
100.100.160.309.451	$1,500.00	$24.97	$213.03	$1,286.97	$642.63	$644.34
FOOD SCIENCE/CULINARY						42.96%
100.100.160.310.451	$1,600.00	$0.00	$1,500.00	$100.00	$0.00	$100.00
SHOP SUPPLIES						6.25%
100.100.200.000.315	$74,697.00	$6,224.75	$43,573.25	$31,123.75	$31,123.75	$0.00
CERTIFICATED TEACHER						0.00%
100.100.200.000.323	$97,000.00	$9,148.84	$74,469.15	$22,530.85	$20,271.46	$2,259.39
AIDES						2.33%
100.100.200.000.329	$5,000.00	$0.00	$2,684.89	$2,315.11	$0.00	$2,315.11

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2021 To Date: 3/31/2021

Fiscal Year: 2020-2021

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
SUBSTITUTES/TEMPORARIES						46.30%
100.100.200.000.363	$1,216.00	$103.76	$856.52	$359.48	$0.00	$359.48
WORKERS COMPENSATION						29.56%
100.100.200.000.364	$52,587.00	$5,135.18	$36,477.07	$16,109.93	$583.32	$15,526.61
INSURANCE-HEALTH/LIFE						29.53%
100.100.200.000.365	$22,760.00	$781.83	$5,472.81	$17,287.19	$0.00	$17,287.19
RETIREMENT CONTRIBUTION-TRS						75.95%
100.100.200.000.366	$29,925.00	$1,650.07	$12,856.62	$17,068.38	$0.00	$17,068.38
RETIREMENT CONTRIBUTION-PERS						57.04%
100.100.200.000.367	$2,287.00	$209.37	$1,651.15	$635.85	$0.00	$635.85
MEDICARE TAX						27.80%
100.100.200.000.368	$910.00	$102.21	$1,229.73	($319.73)	$0.00	($319.73)
SOCIAL SECURITY TAX						-35.14%
100.100.200.000.451	$3,777.00	$0.00	$3,697.62	$79.38	$62.08	$17.30
HS SPED SUPPLIES						0.46%
100.100.300.000.315	$65,783.00	$7,255.89	$50,791.23	$14,991.77	$14,511.77	$480.00
CERTIFICATED TEACHER						0.73%
100.100.300.000.323	$30,000.00	$2,335.39	$20,219.11	$9,780.89	$6,937.65	$2,843.24
AIDES						9.48%
100.100.300.000.329	$500.00	$0.00	$224.25	$275.75	$0.00	$275.75
SUBSTITUTES/TEMPORARIES						55.15%
100.100.300.000.363	$731.00	$63.53	$494.76	$236.24	$0.00	$236.24
WORKERS COMPENSATION						32.32%
100.100.300.000.364	$24,950.00	$2,771.96	$19,403.72	$5,546.28	$0.00	$5,546.28
INSURANCE-HEALTH/LIFE						22.23%
100.100.300.000.365	$19,898.00	$911.34	$6,379.38	$13,518.62	$0.00	$13,518.62
RETIREMENT CONTRIBUTION-TRS						67.94%
100.100.300.000.366	$8,947.00	$513.79	$4,448.20	$4,498.80	$0.00	$4,498.80
RETIREMENT CONTRIBUTION-PERS						50.28%
100.100.300.000.367	$1,374.00	$129.03	$963.61	$410.39	$0.00	$410.39
MEDICARE TAX						29.87%
100.100.300.000.368	$31.00	$0.00	$13.91	$17.09	$0.00	$17.09
SOCIAL SECURITY TAX						55.13%
100.100.300.000.451	$6,400.00	$0.00	$1,651.22	$4,748.78	$1,864.30	$2,884.48
TEACHING SUPPLIES						45.07%
100.100.350.000.315	$37,349.00	$3,112.38	$21,786.66	$15,562.34	$15,561.89	$0.45

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2021 To Date: 3/31/2021

Fiscal Year: 2020-2021

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
CERTIFICATED TEACHER						0.00%
100.100.350.000.329	$500.00	$0.00	$0.00	$500.00	$0.00	$500.00
SUBSTITUTES/TEMPORARIES						100.00%
100.100.350.000.363	$292.00	$21.44	$157.12	$134.88	$0.00	$134.88
WORKERS COMPENSATION						46.19%
100.100.350.000.364	$4,024.00	$125.00	$875.00	$3,149.00	$312.50	$2,836.50
INSURANCE-HEALTH/LIFE						70.49%
100.100.350.000.365	$11,380.00	$390.92	$2,736.44	$8,643.56	$0.00	$8,643.56
RETIREMENT CONTRIBUTION-TRS						75.95%
100.100.350.000.367	$550.00	$46.94	$328.58	$221.42	$0.00	$221.42
MEDICARE TAX						40.26%
100.100.350.000.368	$31.00	$0.00	$0.00	$31.00	$0.00	$31.00
SOCIAL SECURITY TAX						100.00%
100.100.350.000.472	$4,200.00	$777.86	$2,374.38	$1,825.62	$47.78	$1,777.84
LIBRARY BOOKS						42.33%
100.100.350.000.473	$600.00	$0.00	$242.76	$357.24	$0.00	$357.24
PERIODICALS						59.54%
100.100.350.000.479	$1,200.00	$0.00	$1,277.25	($77.25)	$0.00	($77.25)
OTHER SUPPLIES AND MATERIALS						-6.44%
100.100.400.000.479	$4,000.00	$361.32	$1,466.27	$2,533.73	$0.00	$2,533.73
SECONDARY PRINCIPAL SUPPLIES AND MATERIALS						63.34%
100.100.400.000.491	$600.00	$0.00	$185.00	$415.00	$0.00	$415.00
DUES AND FEES						69.17%
100.100.450.000.324	$58,124.00	$4,406.08	$39,080.60	$19,043.40	$11,842.70	$7,200.70
SUPPORT STAFF						12.39%
100.100.450.000.329	$1,000.00	$70.00	$444.40	$555.60	$0.00	$555.60
SUBSTITUTES/TEMPORARIES						55.56%
100.100.450.000.363	$475.00	$31.62	$294.29	$180.71	$0.00	$180.71
WORKERS COMPENSATION						38.04%
100.100.450.000.364	$16,639.00	$1,194.30	$14,149.20	$2,489.80	$600.00	$1,889.80
INSURANCE-HEALTH/LIFE						11.36%
100.100.450.000.366	$18,856.00	$969.34	$8,550.36	$10,305.64	$0.00	$10,305.64
RETIREMENT CONTRIBUTION-PERS						54.65%
100.100.450.000.367	$894.00	$66.01	$565.34	$328.66	$0.00	$328.66
MEDICARE TAX						36.76%
100.100.450.000.368	$31.00	$0.00	$23.21	$7.79	$0.00	$7.79

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2021 To Date: 3/31/2021

Fiscal Year: 2020-2021

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
SOCIAL SECURITY TAX						25.13%
100.100.450.000.433	$2,100.00	$171.18	$1,359.23	$740.77	$0.00	$740.77
COMMUNICATIONS						35.27%
100.100.450.000.434	$1,400.00	$0.00	$380.50	$1,019.50	$319.50	$700.00
POSTAGE						50.00%
100.100.450.000.454	$2,175.00	$407.62	$665.96	$1,509.04	$0.00	$1,509.04
OFFICE SUPPLIES						69.38%
100.100.700.000.316	$5,000.00	$0.00	$0.00	$5,000.00	$2,612.00	$2,388.00
CERTIFICATED EXTRA DUTY PAY						47.76%
100.100.700.000.363	$263.02	$0.00	$0.00	$263.02	$0.00	$263.02
WORKERS COMPENSATION						100.00%
100.100.700.000.365	$22,355.27	$0.00	$0.00	$22,355.27	$0.00	$22,355.27
RETIREMENT CONTRIBUTION-TRS						100.00%
100.100.700.000.366	$10,691.54	$0.00	$0.00	$10,691.54	$0.00	$10,691.54
RETIREMENT CONTRIBUTION-PERS						100.00%
100.100.700.000.367	$291.70	$0.00	$0.00	$291.70	$0.00	$291.70
MEDICARE TAX						100.00%
100.100.700.000.368	$1,178.00	$0.00	$0.00	$1,178.00	$0.00	$1,178.00
SOCIAL SECURITY TAX						100.00%
100.100.700.000.421	$5,200.00	$0.00	$0.00	$5,200.00	$159.90	$5,040.10
STAFF TRANSPORTATION						96.93%
100.100.700.000.426	$3,857.00	$0.00	$29.23	$3,827.77	$0.00	$3,827.77
STUDENT TRANSPORTATION						99.24%
100.100.700.000.433	$1,200.00	$97.05	$737.82	$462.18	$0.00	$462.18
COMMUNICATIONS						38.52%
100.100.700.000.479	$16,235.00	$194.71	$12,082.48	$4,152.52	$1,214.40	$2,938.12
OTHER SUPPLIES AND MATERIALS						18.10%
100.100.700.000.490	$1,547.00	$0.00	$499.00	$1,048.00	$0.00	$1,048.00
OTHER EXPENSES						67.74%
100.100.700.000.491	$2,770.00	$0.00	$3,320.00	($550.00)	$0.00	($550.00)
DUES AND FEES						-19.86%
100.100.700.110.316	$3,926.00	$0.00	$3,513.00	$413.00	$0.00	$413.00
CERTIFICATED EXTRA DUTY PAY						10.52%
100.100.700.110.322	$1,405.00	$0.00	$1,405.00	$0.00	$0.00	$0.00
NON-CERT SPECIALIST/EXTRA DUTY						0.00%
100.100.700.110.363	$10.83	$0.00	$37.91	($27.08)	$0.00	($27.08)

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2021 To Date: 3/31/2021

Fiscal Year: 2020-2021

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
WORKERS COMPENSATION						-250.05%
100.100.700.110.365	$0.00	$0.00	$441.24	($441.24)	$0.00	($441.24)
RETIREMENT CONTRIBUTION-TRS						0.00%
100.100.700.110.366	$309.06	$0.00	$309.06	$0.00	$0.00	$0.00
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.110.367	$18.16	$0.00	$68.16	($50.00)	$0.00	($50.00)
MEDICARE TAX						-275.33%
100.100.700.110.426	$9,820.00	$0.00	$5,372.80	$4,447.20	$0.00	$4,447.20
XCOUNTRY TRANSPORTATION						45.29%
100.100.700.110.479	$3,067.00	$0.00	$3,056.96	$10.04	$0.00	$10.04
XCOUNTRY SUPPLIES AND MATERIALS						0.33%
100.100.700.110.491	$403.00	$0.00	$132.00	$271.00	$0.00	$271.00
XCOUNTRY DUES AND FEES						67.25%
100.100.700.120.322	$4,628.00	$0.00	$4,628.00	$0.00	$0.00	$0.00
NON-CERT SPECIALIST/EXTRA DUTY						0.00%
100.100.700.120.363	$34.59	$0.00	$34.59	$0.00	$0.00	$0.00
WORKERS COMPENSATION						0.00%
100.100.700.120.367	$67.12	$0.00	$67.12	$0.00	$0.00	$0.00
MEDICARE TAX						0.00%
100.100.700.120.368	$0.00	$0.00	$286.93	($286.93)	$0.00	($286.93)
SOCIAL SECURITY TAX						0.00%
100.100.700.120.426	$0.00	$0.00	$100.00	($100.00)	$0.00	($100.00)
SWIM TRANSPORTATION						0.00%
100.100.700.120.479	$160.00	$0.00	$160.00	$0.00	$0.00	$0.00
SWIM SUPPLIES AND MATERIALS						0.00%
100.100.700.120.491	$1,713.00	$0.00	$1,580.00	$133.00	$0.00	$133.00
SWIM DUES AND FEES						7.76%
100.100.700.130.316	$5,993.00	$1,515.34	$4,546.00	$1,447.00	$0.00	$1,447.00
CERTIFICATED EXTRA DUTY PAY						24.14%
100.100.700.130.322	$2,397.00	$0.00	$0.00	$2,397.00	$0.00	$2,397.00
NON-CERT SPECIALIST/EXTRA DUTY						100.00%
100.100.700.130.329	$2,000.00	$0.00	$923.00	$1,077.00	$0.00	$1,077.00
SUBSTITUTES/TEMPORARIES						53.85%
100.100.700.130.363	$81.00	$10.04	$36.22	$44.78	$0.00	$44.78
WORKERS COMPENSATION						55.28%
100.100.700.130.365	$0.00	$190.33	$611.81	($611.81)	$0.00	($611.81)

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
RETIREMENT CONTRIBUTION-TRS						0.00%
100.100.700.130.366	$0.00	$0.00	$8.82	($8.82)	$0.00	($8.82)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.130.367	$0.00	$21.55	$77.75	($77.75)	$0.00	($77.75)
MEDICARE TAX						0.00%
100.100.700.130.368	$0.00	$0.00	$34.60	($34.60)	$0.00	($34.60)
SOCIAL SECURITY TAX						0.00%
100.100.700.130.426	$19,375.00	$0.00	$1,727.21	$17,647.79	$847.80	$16,799.99
GIRLS BB TRANSPORTATION						86.71%
100.100.700.130.479	$2,192.00	$0.00	$2,561.55	($369.55)	$0.00	($369.55)
GIRLS BB SUPPLIES AND MATERIALS						-16.86%
100.100.700.130.491	$144.00	$0.00	$0.00	$144.00	$0.00	$144.00
GIRLS BB DUES AND FEES						100.00%
100.100.700.140.316	$4,753.00	$0.00	$4,753.00	$0.00	$0.00	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.140.322	$1,901.00	$0.00	$1,901.00	$0.00	$0.00	$0.00
NONCERT SPECIALIST/EXTRA DUTY						0.00%
100.100.700.140.329	$360.00	$0.00	$360.00	$0.00	$0.00	$0.00
SUBSTITUTES/TEMPORARIES						0.00%
100.100.700.140.363	$50.32	$0.00	$50.32	$0.00	$0.00	$0.00
WORKERS COMPENSATION						0.00%
100.100.700.140.365	$604.49	$0.00	$604.49	$0.00	$0.00	$0.00
RETIREMENT CONTRIBUTION-TRS						0.00%
100.100.700.140.366	$4.40	$0.00	$4.39	$0.01	$0.00	$0.01
RETIREMENT CONTRIBUTION-PERS						0.23%
100.100.700.140.367	$98.02	$0.00	$98.02	$0.00	$0.00	$0.00
MEDICARE TAX						0.00%
100.100.700.140.368	$0.00	$0.00	$17.36	($17.36)	$0.00	($17.36)
SOCIAL SECURITY TAX						0.00%
100.100.700.140.426	$7,220.00	$0.00	$7,220.00	$0.00	$0.00	$0.00
VB TRANSPORTATION						0.00%
100.100.700.140.479	$1,652.00	$0.00	$1,651.46	$0.54	$0.00	$0.54
VB SUPPLIES AND MATERIALS						0.03%
100.100.700.140.491	$189.00	$0.00	$132.00	$57.00	$0.00	$57.00
VB DUES AND FEES						30.16%
100.100.700.150.316	$827.00	$0.00	$0.00	$827.00	$411.00	$416.00

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
CERTIFICATED EXTRA DUTY PAY						50.30%
100.100.700.150.491	$250.00	$0.00	$250.00	$0.00	$0.00	$0.00
STUDENT GOVT DUES AND FEES						0.00%
100.100.700.160.322	$8,390.00	$0.00	$413.00	$7,977.00	$0.00	$7,977.00
NON-CERT SPECIALIST/EXTRA DUTY						95.08%
100.100.700.160.363	$27.00	$0.00	$2.74	$24.26	$0.00	$24.26
WORKERS COMPENSATION						89.85%
100.100.700.160.367	$0.00	$0.00	$5.99	($5.99)	$0.00	($5.99)
MEDICARE TAX						0.00%
100.100.700.160.368	$0.00	$0.00	$25.61	($25.61)	$0.00	($25.61)
SOCIAL SECURITY TAX						0.00%
100.100.700.160.491	$0.00	$0.00	$80.00	($80.00)	$0.00	($80.00)
CHEERLEADING DUES AND FEES						0.00%
100.100.700.170.316	$4,753.00	$0.00	$0.00	$4,753.00	$0.00	$4,753.00
CERTIFICATED EXTRA DUTY PAY						100.00%
100.100.700.170.322	$1,901.00	$0.00	$0.00	$1,901.00	$165.00	$1,736.00
NON-CERT SPECIALIST/EXTRA DUTY						91.32%
100.100.700.170.329	$1,000.00	$0.00	$0.00	$1,000.00	$0.00	$1,000.00
SUBSTITUTES/TEMPORARIES						100.00%
100.100.700.170.363	$23.00	$0.00	$0.00	$23.00	$0.00	$23.00
WORKERS COMPENSATION						100.00%
100.100.700.170.365	$441.24	$0.00	$0.00	$441.24	$0.00	$441.24
RETIREMENT CONTRIBUTION-TRS						100.00%
100.100.700.170.479	$1,200.00	$481.50	$1,484.00	($284.00)	$0.00	($284.00)
TRACK SUPPLIES AND MATERIALS						-23.67%
100.100.700.170.491	$245.00	$0.00	$0.00	$245.00	$0.00	$245.00
TRACK DUES AND FEES						100.00%
100.100.700.180.316	$827.00	$0.00	$0.00	$827.00	$822.00	$5.00
CERTIFICATED EXTRA DUTY PAY						0.60%
100.100.700.190.316	$2,480.00	$0.00	$0.00	$2,480.00	$2,467.00	$13.00
CERTIFICATED EXTRA DUTY PAY						0.52%
100.100.700.190.329	$1,000.00	$0.00	$0.00	$1,000.00	$0.00	$1,000.00
SUBSTITUTES/TEMPORARIES						100.00%
100.100.700.190.363	$20.00	$0.00	$0.00	$20.00	$0.00	$20.00
WORKERS COMPENSATION						100.00%
100.100.700.190.426	$3,487.00	$0.00	$0.00	$3,487.00	$0.00	$3,487.00

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MUSIC TRANSPORTATION						100.00%
100.100.700.190.479	$1,099.00	$0.00	$1,162.22	($63.22)	$0.00	($63.22)
MUSIC OTHER SUPPLIES						-5.75%
100.100.700.200.316	$1,515.00	$0.00	$0.00	$1,515.00	$0.00	$1,515.00
CERTIFICATED EXTRA DUTY PAY						100.00%
100.100.700.200.363	$12.00	$0.00	$0.00	$12.00	$0.00	$12.00
WORKERS COMPENSATION						100.00%
100.100.700.205.479	$2,000.00	$499.99	$499.99	$1,500.01	$1,500.01	$0.00
E-SPORTS OTHER SUPPLIES AND MATERIALS						0.00%
100.100.700.210.322	$6,651.00	$0.00	$0.00	$6,651.00	$4,729.00	$1,922.00
NON-CERT SPECIALIST/EXTRA DUTY						28.90%
100.100.700.210.329	$1,000.00	$0.00	$0.00	$1,000.00	$0.00	$1,000.00
SUBSTITUTES/TEMPORARIES						100.00%
100.100.700.210.363	$41.00	$0.00	$0.00	$41.00	$0.00	$41.00
WORKERS COMPENSATION						100.00%
100.100.700.210.426	$13,398.00	$0.00	$0.00	$13,398.00	$0.00	$13,398.00
WRESTLING TRANSPORTATION						100.00%
100.100.700.210.479	$112.00	$0.00	$0.00	$112.00	$3,433.14	($3,321.14)
WRESTLING SUPPLIES AND MATERIALS						-2965.30%
100.100.700.210.491	$375.00	$0.00	$0.00	$375.00	$0.00	$375.00
WRESTLING DUES AND FEES						100.00%
100.100.700.220.316	$8,390.00	$2,121.34	$6,364.00	$2,026.00	$0.00	$2,026.00
CERTIFICATED EXTRA DUTY PAY						24.15%
100.100.700.220.322	$0.00	$606.00	$1,818.00	($1,818.00)	$0.00	($1,818.00)
NON-CERT SPECIALIST/EXTRA DUTY						0.00%
100.100.700.220.329	$5,000.00	$0.00	$1,027.00	$3,973.00	$0.00	$3,973.00
SUBSTITUTES/TEMPORARIES						79.46%
100.100.700.220.363	$112.00	$18.06	$60.98	$51.02	$0.00	$51.02
WORKERS COMPENSATION						45.55%
100.100.700.220.365	$0.00	$266.45	$853.38	($853.38)	$0.00	($853.38)
RETIREMENT CONTRIBUTION-TRS						0.00%
100.100.700.220.366	$0.00	$0.00	$8.79	($8.79)	$0.00	($8.79)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.220.367	$0.00	$37.96	$128.42	($128.42)	$0.00	($128.42)
MEDICARE TAX						0.00%
100.100.700.220.368	$0.00	$37.57	$147.24	($147.24)	$0.00	($147.24)

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
SOCIAL SECURITY TAX						0.00%
100.100.700.220.426	$22,514.00	$0.00	$2,956.27	$19,557.73	$847.80	$18,709.93
BOYS BB TRANSPORTATION						83.10%
100.100.700.220.479	$1,034.00	$0.00	$772.27	$261.73	$0.00	$261.73
BOYS BB SUPPLIES AND MATERIALS						25.31%
100.100.700.220.491	$134.00	$0.00	$0.00	$134.00	$0.00	$134.00
BOYS BB DUES AND FEES						100.00%
100.100.700.230.316	$827.00	$0.00	$0.00	$827.00	$0.00	$827.00
CERTIFICATED EXTRA DUTY PAY						100.00%
100.100.700.240.316	$5,166.00	$0.00	$0.00	$5,166.00	$5,166.00	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.240.322	$2,066.00	$0.00	$0.00	$2,066.00	$0.00	$2,066.00
NON-CERT SPECIALIST/EXTRA DUTY						100.00%
100.100.700.240.363	$37.00	$0.00	$0.00	$37.00	$0.00	$37.00
WORKERS COMPENSATION						100.00%
100.100.700.240.479	$1,800.00	$1,372.83	$2,557.13	($757.13)	$0.00	($757.13)
BASEBALL SUPPLIES AND MATERIALS						-42.06%
100.200.100.000.314	$27,700.00	$2,333.30	$18,666.40	$9,033.60	$9,333.21	($299.61)
CERT DIRECTOR/COORD/MANAGER						-1.08%
100.200.100.000.315	$364,808.00	$30,616.57	$211,178.39	$153,629.61	$150,729.61	$2,900.00
CERTIFICATED TEACHER						0.79%
100.200.100.000.329	$4,000.00	$0.00	$260.00	$3,740.00	$0.00	$3,740.00
SUBSTITUTES/TEMPORARIES						93.50%
100.200.100.000.363	$2,890.00	$218.22	$1,596.46	$1,293.54	$0.00	$1,293.54
WORKERS COMPENSATION						44.76%
100.200.100.000.364	$97,407.00	$7,557.17	$51,135.85	$46,271.15	$0.00	$46,271.15
INSURANCE-HEALTH/LIFE						47.50%
100.200.100.000.365	$119,493.00	$4,156.14	$28,928.86	$90,564.14	$0.00	$90,564.14
RETIREMENT CONTRIBUTION-TRS						75.79%
100.200.100.000.367	$5,000.00	$452.00	$3,158.46	$1,841.54	$0.00	$1,841.54
MEDICARE TAX						36.83%
100.200.100.000.368	$250.00	$0.00	$11.78	$238.22	$0.00	$238.22
SOCIAL SECURITY TAX						95.29%
100.200.100.000.451	$4,789.00	$1,378.82	$2,391.82	$2,397.18	$470.64	$1,926.54
TEACHING SUPPLIES						40.23%
100.200.100.000.474	$15,000.00	$0.00	$515.20	$14,484.80	$0.00	$14,484.80

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
CURRICULUM ADOPTION						96.57%
100.200.100.000.476	$8,000.00	$492.46	$4,980.87	$3,019.13	$0.00	$3,019.13
COPIER SUPPLIES						37.74%
100.200.100.001.451	$750.00	$0.00	$0.00	$750.00	$689.51	$60.49
MS ENGLISH SUPPLIES						8.07%
100.200.100.002.451	$750.00	$0.00	$135.00	$615.00	$0.00	$615.00
MS MATH SUPPLIES						82.00%
100.200.100.003.451	$1,000.00	$143.79	$461.29	$538.71	$241.12	$297.59
MS SCIENCE SUPPLIES						29.76%
100.200.100.004.451	$750.00	$0.00	$0.00	$750.00	$566.19	$183.81
MS SOCIAL STUDIES SUPPLIES						24.51%
100.200.100.008.451	$2,111.00	$72.97	$303.88	$1,807.12	$0.00	$1,807.12
MS MUSIC SUPPLIES						85.60%
100.200.100.009.451	$500.00	$0.00	$0.00	$500.00	$500.00	$0.00
MS ART/JEWELRY/PHOTO SUPPLIES						0.00%
100.200.100.016.451	$1,100.00	$0.00	$461.50	$638.50	$648.18	($9.68)
6TH TEACHING SUPPLIES						-0.88%
100.200.100.019.451	$250.00	$0.00	$0.00	$250.00	$0.00	$250.00
ROBOTICS						100.00%
100.200.200.000.315	$48,629.00	$3,826.83	$26,787.81	$21,841.19	$19,134.19	$2,707.00
CERTIFICATED TEACHER						5.57%
100.200.200.000.323	$62,000.00	$2,384.83	$32,055.98	$29,944.02	$6,676.43	$23,267.59
AIDES						37.53%
100.200.200.000.329	$2,000.00	$0.00	$140.00	$1,860.00	$0.00	$1,860.00
SUBSTITUTES/TEMPORARIES						93.00%
100.200.200.000.363	$1,055.00	$42.80	$424.41	$630.59	$0.00	$630.59
WORKERS COMPENSATION						59.77%
100.200.200.000.364	$37,636.00	$2,798.38	$20,259.40	$17,376.60	$500.00	$16,876.60
INSURANCE-HEALTH/LIFE						44.84%
100.200.200.000.365	$14,043.00	$486.45	$3,400.36	$10,642.64	$0.00	$10,642.64
RETIREMENT CONTRIBUTION-TRS						75.79%
100.200.200.000.366	$16,351.00	$524.66	$5,807.61	$10,543.39	$0.00	$10,543.39
RETIREMENT CONTRIBUTION-PERS						64.48%
100.200.200.000.367	$1,400.00	$84.45	$813.60	$586.40	$0.00	$586.40
MEDICARE TAX						41.89%
100.200.200.000.368	$908.00	$0.00	$458.90	$449.10	$0.00	$449.10

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
SOCIAL SECURITY TAX						49.46%
100.200.200.000.451	$3,777.00	$1,271.44	$3,639.48	$137.52	$105.37	$32.15
MS SPED SUPPLIES						0.85%
100.200.450.000.324	$31,305.00	$2,468.85	$22,281.73	$9,023.27	$6,706.13	$2,317.14
SUPPORT STAFF						7.40%
100.200.450.000.329	$800.00	$0.00	$264.98	$535.02	$0.00	$535.02
SUBSTITUTES/TEMPORARIES						66.88%
100.200.450.000.363	$234.00	$16.35	$158.09	$75.91	$0.00	$75.91
WORKERS COMPENSATION						32.44%
100.200.450.000.364	$24,639.00	$2,737.71	$19,163.97	$5,475.03	$0.00	$5,475.03
INSURANCE-HEALTH/LIFE						22.22%
100.200.450.000.366	$9,695.00	$543.15	$4,901.97	$4,793.03	$0.00	$4,793.03
RETIREMENT CONTRIBUTION-PERS						49.44%
100.200.450.000.367	$439.00	$25.87	$260.90	$178.10	$0.00	$178.10
MEDICARE TAX						40.57%
100.200.450.000.368	$31.00	$0.00	$16.43	$14.57	$0.00	$14.57
SOCIAL SECURITY TAX						47.00%
100.200.450.000.433	$1,800.00	$95.61	$761.14	$1,038.86	$0.00	$1,038.86
COMMUNICATIONS						57.71%
100.200.450.000.434	$1,300.00	$47.90	$297.90	$1,002.10	$252.10	$750.00
POSTAGE						57.69%
100.200.450.000.454	$1,700.00	$692.28	$1,338.23	$361.77	$17.62	$344.15
OFFICE SUPPLIES						20.24%
100.200.700.000.316	$4,249.00	$0.00	$0.00	$4,249.00	$3,456.00	$793.00
CERTIFICATED EXTRA DUTY PAY						18.66%
100.200.700.000.322	$5,383.00	$0.00	$0.00	$5,383.00	$1,071.00	$4,312.00
NON-CERT SPECIALIST/EXTRA DUTY						80.10%
100.200.700.000.329	$1,000.00	$0.00	$884.00	$116.00	$780.00	($664.00)
SUBSTITUTES/TEMPORARIES						-66.40%
100.200.700.000.363	$66.00	$0.00	$6.82	$59.18	$0.00	$59.18
WORKERS COMPENSATION						89.67%
100.200.700.000.367	$0.00	$0.00	$12.82	($12.82)	$0.00	($12.82)
MEDICARE TAX						0.00%
100.200.700.000.368	$0.00	$0.00	$54.81	($54.81)	$0.00	($54.81)
SOCIAL SECURITY TAX						0.00%
100.200.700.000.426	$6,750.00	$0.00	$0.00	$6,750.00	$0.00	$6,750.00

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MS STUDENT TRANSPORTATION						100.00%
100.200.700.000.479	$3,082.00	$0.00	$1,157.80	$1,924.20	$0.00	$1,924.20
MS SUPPLIES AND MATERIALS						62.43%
100.200.700.000.490	$180.00	$0.00	$0.00	$180.00	$0.00	$180.00
MS OTHER EXPENSES						100.00%
100.300.100.000.315	$979,697.00	$95,181.77	$602,470.21	$377,226.79	$330,613.79	$46,613.00
CERTIFICATED TEACHER						4.76%
100.300.100.000.323	$9,500.00	$1,373.75	$4,965.13	$4,534.87	$3,862.20	$672.67
AIDES						7.08%
100.300.100.000.329	$5,000.00	$540.00	$5,630.08	($630.08)	$0.00	($630.08)
SUBSTITUTES/TEMPORARIES						-12.60%
100.300.100.000.363	$7,568.00	$646.78	$4,248.77	$3,319.23	$0.00	$3,319.23
WORKERS COMPENSATION						43.86%
100.300.100.000.364	$241,146.00	$23,114.23	$149,964.03	$91,181.97	$1,504.80	$89,677.17
INSURANCE-HEALTH/LIFE						37.19%
100.300.100.000.365	$327,169.00	$12,085.21	$76,070.85	$251,098.15	$0.00	$251,098.15
RETIREMENT CONTRIBUTION-TRS						76.75%
100.300.100.000.366	$3,797.00	$0.00	$0.00	$3,797.00	$0.00	$3,797.00
RETIREMENT CONTRIBUTION-PERS						100.00%
100.300.100.000.367	$14,000.00	$1,334.83	$8,400.08	$5,599.92	$0.00	$5,599.92
MEDICARE TAX						40.00%
100.300.100.000.368	$620.00	$129.35	$519.53	$100.47	$0.00	$100.47
SOCIAL SECURITY TAX						16.20%
100.300.100.000.451	$27,738.00	$2,351.74	$14,028.16	$13,709.84	$11,031.86	$2,677.98
TEACHING SUPPLIES						9.65%
100.300.100.000.474	$20,000.00	$968.69	$10,813.75	$9,186.25	$8,026.95	$1,159.30
CURRICULUM ADOPTION						5.80%
100.300.100.000.476	$13,000.00	$420.85	$7,314.01	$5,685.99	$0.00	$5,685.99
COPIER SUPPLIES						43.74%
100.300.100.010.451	$500.00	$0.00	$488.72	$11.28	$0.00	$11.28
B MARTIN SUPPLIES						2.26%
100.300.100.011.451	$500.00	$0.00	$499.86	$0.14	$0.00	$0.14
M BROCK SUPPLIES						0.03%
100.300.100.012.451	$500.00	$0.00	$456.68	$43.32	$0.00	$43.32
K CURTISS SUPPLIES						8.66%
100.300.100.013.451	$500.00	$295.87	$416.32	$83.68	$0.00	$83.68

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
E WARMACK SUPPLIES						16.74%
100.300.100.014.451	$500.00	$0.00	$382.58	$117.42	$0.00	$117.42
G KOWALSKI SUPPLIES						23.48%
100.300.100.015.451	$500.00	$0.00	$470.01	$29.99	$25.99	$4.00
D SULLIVAN SUPPLIES						0.80%
100.300.100.018.451	$1,162.00	$0.00	$0.00	$1,162.00	$186.37	$975.63
COVID TEACHING SUPPLIES						83.96%
100.300.100.029.451	$500.00	$0.00	$495.99	$4.01	$0.00	$4.01
H MULLEN SUPPLIES						0.80%
100.300.100.030.451	$500.00	$0.00	$491.33	$8.67	$0.00	$8.67
E WILLIS SUPPLIES						1.73%
100.300.100.031.451	$500.00	$0.00	$56.56	$443.44	$250.00	$193.44
S VANDERVEST SUPPLIES						38.69%
100.300.100.032.451	$500.00	$0.00	$490.06	$9.94	$0.00	$9.94
M MIDKIFF SUPPLIES						1.99%
100.300.100.033.451	$500.00	$0.00	$80.40	$419.60	$387.01	$32.59
S PAWLUK SUPPLIES						6.52%
100.300.100.034.451	$500.00	$0.00	$494.27	$5.73	$0.00	$5.73
V MILLER SUPPLIES						1.15%
100.300.100.035.451	$0.00	$0.00	$2,759.63	($2,759.63)	$0.00	($2,759.63)
ES PE SUPPLIES						0.00%
100.300.200.000.315	$131,972.00	$13,048.67	$91,340.69	$40,631.31	$40,344.31	$287.00
CERTIFICATED TEACHER						0.22%
100.300.200.000.323	$204,651.00	$15,956.97	$135,885.97	$68,765.03	$42,235.42	$26,529.61
AIDES						12.96%
100.300.200.000.329	$10,000.00	$713.53	$6,198.45	$3,801.55	$0.00	$3,801.55
SUBSTITUTES/TEMPORARIES						38.02%
100.300.200.000.363	$2,707.00	$205.66	$1,686.22	$1,020.78	$0.00	$1,020.78
WORKERS COMPENSATION						37.71%
100.300.200.000.364	$112,294.00	$10,821.91	$80,513.33	$31,780.67	$2,666.72	$29,113.95
INSURANCE-HEALTH/LIFE						25.93%
100.300.200.000.365	$39,450.00	$1,638.91	$11,472.37	$27,977.63	$0.00	$27,977.63
RETIREMENT CONTRIBUTION-TRS						70.92%
100.300.200.000.366	$64,986.00	$3,178.09	$29,714.66	$35,271.34	$0.00	$35,271.34
RETIREMENT CONTRIBUTION-PERS						54.28%
100.300.200.000.367	$5,000.00	$413.70	$3,259.76	$1,740.24	$0.00	$1,740.24

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
MEDICARE TAX						34.80%
100.300.200.000.368	$620.00	$97.83	$630.25	($10.25)	$0.00	($10.25)
SOCIAL SECURITY TAX						-1.65%
100.300.200.000.451	$7,153.00	$390.21	$4,192.85	$2,960.15	$137.11	$2,823.04
ES SPED SUPPLIES						39.47%
100.300.300.000.315	$79,603.00	$6,593.58	$46,155.06	$33,447.94	$32,967.94	$480.00
CERTIFICATED TEACHER						0.60%
100.300.300.000.323	$2,000.00	$0.00	$1,422.00	$578.00	$0.00	$578.00
AIDES						28.90%
100.300.300.000.329	$4,600.00	$0.00	$1,971.45	$2,628.55	$0.00	$2,628.55
SUBSTITUTES/TEMPORARIES						57.14%
100.300.300.000.363	$745.00	$45.33	$358.33	$386.67	$0.00	$386.67
WORKERS COMPENSATION						51.90%
100.300.300.000.364	$3,000.00	$250.00	$1,750.00	$1,250.00	$1,250.00	$0.00
INSURANCE-HEALTH/LIFE						0.00%
100.300.300.000.365	$24,109.00	$828.15	$5,797.05	$18,311.95	$0.00	$18,311.95
RETIREMENT CONTRIBUTION-TRS						75.95%
100.300.300.000.366	$382.00	$0.00	$381.47	$0.53	$0.00	$0.53
RETIREMENT CONTRIBUTION-PERS						0.14%
100.300.300.000.367	$1,400.00	$99.23	$743.83	$656.17	$0.00	$656.17
MEDICARE TAX						46.87%
100.300.300.000.368	$651.00	$0.00	$122.24	$528.76	$0.00	$528.76
SOCIAL SECURITY TAX						81.22%
100.300.300.000.451	$1,800.00	$304.35	$1,755.25	$44.75	$44.94	($0.19)
TEACHING SUPPLIES						-0.01%
100.300.350.000.315	$37,349.00	$3,112.37	$21,786.59	$15,562.41	$15,561.86	$0.55
CERTIFICATED TEACHER						0.00%
100.300.350.000.323	$2,206.00	$0.00	$1,328.40	$877.60	$0.00	$877.60
AIDES						39.78%
100.300.350.000.329	$500.00	$0.00	$100.00	$400.00	$0.00	$400.00
SUBSTITUTES/TEMPORARIES						80.00%
100.300.350.000.363	$371.00	$21.44	$168.02	$202.98	$0.00	$202.98
WORKERS COMPENSATION						54.71%
100.300.350.000.364	$3,369.00	$125.00	$2,243.86	$1,125.14	$937.50	$187.64
INSURANCE-HEALTH/LIFE						5.57%
100.300.350.000.365	$11,380.00	$390.91	$2,736.37	$8,643.63	$0.00	$8,643.63

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
RETIREMENT CONTRIBUTION-TRS						75.95%
100.300.350.000.366	$293.00	$0.00	$292.26	$0.74	$0.00	$0.74
RETIREMENT CONTRIBUTION-PERS						0.25%
100.300.350.000.367	$696.00	$46.94	$345.44	$350.56	$0.00	$350.56
MEDICARE TAX						50.37%
100.300.350.000.368	$31.00	$0.00	$6.20	$24.80	$0.00	$24.80
SOCIAL SECURITY TAX						80.00%
100.300.350.000.472	$4,000.00	$0.00	$866.78	$3,133.22	$0.00	$3,133.22
LIBRARY BOOKS						78.33%
100.300.350.000.473	$600.00	$0.00	$270.00	$330.00	$0.00	$330.00
PERIODICALS						55.00%
100.300.350.000.479	$1,400.00	$0.00	$1,346.60	$53.40	$0.00	$53.40
OTHER SUPPLIES AND MATERIALS						3.81%
100.300.400.000.479	$4,000.00	$0.00	$625.74	$3,374.26	$0.00	$3,374.26
ES PRINCIPAL SUPPLIES AND MATERIALS						84.36%
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	$31,000.00	$2,570.00	$22,155.36	$8,844.64	$6,767.52	$2,077.12
SUPPORT STAFF						6.70%
100.300.450.000.329	$1,300.00	$195.60	$1,049.48	$250.52	$0.00	$250.52
SUBSTITUTES/TEMPORARIES						19.27%
100.300.450.000.363	$231.00	$18.04	$161.80	$69.20	$0.00	$69.20
WORKERS COMPENSATION						29.96%
100.300.450.000.364	$24,639.00	$2,737.71	$19,163.97	$5,475.03	$0.00	$5,475.03
INSURANCE-HEALTH/LIFE						22.22%
100.300.450.000.366	$9,101.00	$565.40	$4,874.19	$4,226.81	$0.00	$4,226.81
RETIREMENT CONTRIBUTION-PERS						46.44%
100.300.450.000.367	$435.00	$30.17	$266.99	$168.01	$0.00	$168.01
MEDICARE TAX						38.62%
100.300.450.000.368	$81.00	$7.79	$60.73	$20.27	$0.00	$20.27
SOCIAL SECURITY TAX						25.02%
100.300.450.000.433	$2,100.00	$171.18	$1,359.23	$740.77	$0.00	$740.77
COMMUNICATIONS						35.27%
100.300.450.000.434	$1,400.00	$0.00	$344.35	$1,055.65	$255.65	$800.00
POSTAGE						57.14%
100.300.450.000.454	$1,975.00	$0.00	$156.14	$1,818.86	$0.00	$1,818.86

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
OFFICE SUPPLIES						92.09%
100.500.100.000.362	$6,000.00	$0.00	$0.00	$6,000.00	$0.00	$6,000.00
UNEMPLOYMENT INSURANCE						100.00%
100.500.100.000.363	$0.00	$36.38	$80.22	($80.22)	$0.00	($80.22)
WORKERS COMPENSATION						0.00%
100.500.100.000.367	$0.00	$15.27	$72.14	($72.14)	$0.00	($72.14)
MEDICARE TAX						0.00%
100.500.100.000.369	$40,000.00	$1,328.80	$18,872.09	$21,127.91	$4,746.70	$16,381.21
OTHER EMPLOYEE BENEFITS						40.95%
100.500.100.000.418	$18,700.00	$900.00	$11,187.84	$7,512.16	$0.00	$7,512.16
DISTRICT WIDE PROFESSIONAL DEVELOPMENT						40.17%
100.500.100.000.440	$6,300.00	$0.00	$0.00	$6,300.00	$6,300.00	$0.00
PURCHASED SERVICES DISTRICT WIDE						0.00%
100.500.100.000.474	$18,000.00	$0.00	$4,688.90	$13,311.10	$4,482.50	$8,828.60
CURRICULUM ADOPTION						49.05%
100.500.100.350.479	$0.00	$0.00	$708.75	($708.75)	$0.00	($708.75)
COVID PPE SUPPLIES AND MATERIALS						0.00%
100.500.200.000.315	$44,010.00	$3,667.50	$25,672.50	$18,337.50	$18,337.50	$0.00
CERTIFICATED TEACHER						0.00%
100.500.200.000.363	$339.00	$24.29	$178.01	$160.99	$0.00	$160.99
WORKERS COMPENSATION						47.49%
100.500.200.000.364	$7,895.00	$657.88	$4,605.16	$3,289.84	$0.00	$3,289.84
INSURANCE-HEALTH/LIFE						41.67%
100.500.200.000.365	$21,292.00	$460.64	$3,189.05	$18,102.95	$0.00	$18,102.95
RETIREMENT CONTRIBUTION-TRS						85.02%
100.500.200.000.367	$608.00	$50.79	$356.45	$251.55	$0.00	$251.55
MEDICARE TAX						41.37%
100.500.200.000.418	$6,500.00	$0.00	$3,730.00	$2,770.00	$0.00	$2,770.00
OTHER PROFESSIONAL SERVICES						42.62%
100.500.200.000.421	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00
STAFF TRANSPORTATION						100.00%
100.500.300.000.365	$14,573.00	$0.00	$0.00	$14,573.00	$0.00	$14,573.00
RETIREMENT CONTRIBUTION-TRS						100.00%
100.500.300.000.366	$17,157.00	$0.00	$0.00	$17,157.00	$0.00	$17,157.00
RETIREMENT CONTRIBUTION-PERS						100.00%
100.500.350.000.318	$89,955.00	$7,523.17	$60,041.36	$29,913.64	$30,243.49	($329.85)

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
CERTIFICATED SPECIALISTS						-0.37%
100.500.350.000.324	$41,000.00	$3,537.60	$30,264.00	$10,736.00	$9,984.00	$752.00
SUPPORT STAFF						1.83%
100.500.350.000.329	$5,000.00	$100.63	$2,718.99	$2,281.01	$0.00	$2,281.01
SUBSTITUTES/TEMPORARIES						45.62%
100.500.350.000.363	$1,079.00	$75.59	$672.69	$406.31	$0.00	$406.31
WORKERS COMPENSATION						37.66%
100.500.350.000.364	$3,000.00	$250.00	$2,300.00	$700.00	$703.52	($3.52)
INSURANCE-HEALTH/LIFE						-0.12%
100.500.350.000.365	$28,750.00	$938.63	$7,490.96	$21,259.04	$0.00	$21,259.04
RETIREMENT CONTRIBUTION-TRS						73.94%
100.500.350.000.366	$12,340.00	$778.27	$6,658.08	$5,681.92	$0.00	$5,681.92
RETIREMENT CONTRIBUTION-PERS						46.04%
100.500.350.000.367	$2,000.00	$165.47	$1,382.24	$617.76	$0.00	$617.76
MEDICARE TAX						30.89%
100.500.350.000.368	$310.00	$6.24	$168.58	$141.42	$0.00	$141.42
SOCIAL SECURITY TAX						45.62%
100.500.350.000.417	$47,000.00	$10,541.75	$42,246.28	$4,753.72	$0.00	$4,753.72
TECHNOLOGY SUPPORT						10.11%
100.500.350.000.433	$137,280.00	$11,440.00	$91,520.00	$45,760.00	$0.00	$45,760.00
COMMUNICATIONS						33.33%
100.500.350.000.440	$59,219.00	$2,944.27	$51,035.24	$8,183.76	$15,150.09	($6,966.33)
PURCHASED SERVICES						-11.76%
100.500.350.000.446	$20,000.00	$39.27	$16,676.32	$3,323.68	$0.00	$3,323.68
PROPERTY INSURANCE						16.62%
100.500.350.000.450	$9,000.00	$454.93	$4,416.58	$4,583.42	$1,500.00	$3,083.42
SUPPLIES, MATERIALS & MEDIA						34.26%
100.500.350.000.475	$134,000.00	$4,632.37	$90,311.30	$43,688.70	$41,292.10	$2,396.60
TECHNOLOGY SUPPLIES						1.79%
100.500.400.000.313	$196,331.00	$14,836.49	$133,528.46	$62,802.54	$44,509.50	$18,293.04
PRINCIPAL						9.32%
100.500.400.000.363	$1,296.00	$98.26	$948.87	$347.13	$0.00	$347.13
WORKERS COMPENSATION						26.78%
100.500.400.000.364	$61,599.00	$4,619.87	$41,578.83	$20,020.17	$0.00	$20,020.17
INSURANCE-HEALTH/LIFE						32.50%
100.500.400.000.365	$59,822.00	$1,850.90	$16,658.12	$43,163.88	$0.00	$43,163.88

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RETIREMENT CONTRIBUTION-TRS						72.15%
100.500.400.000.367	$2,581.00	$215.12	$1,936.10	$644.90	$0.00	$644.90
MEDICARE TAX						24.99%
100.500.600.000.321	$65,600.00	$5,466.66	$49,199.99	$16,400.01	$16,400.01	$0.00
NON-CERT DIRECTOR/COORD/MANAGR						0.00%
100.500.600.000.324	$25,000.00	$3,542.57	$14,865.42	$10,134.58	$9,724.00	$410.58
SUPPORT STAFF						1.64%
100.500.600.000.325	$202,600.00	$16,412.82	$154,355.41	$48,244.59	$45,448.59	$2,796.00
MAINTENANCE/CUSTODIAL						1.38%
100.500.600.000.329	$6,000.00	$1,735.02	$4,434.14	$1,565.86	$3,985.20	($2,419.34)
SUBSTITUTES/TEMPORARIES						-40.32%
100.500.600.000.363	$10,230.00	$788.46	$7,034.58	$3,195.42	$0.00	$3,195.42
WORKERS COMPENSATION						31.24%
100.500.600.000.364	$50,148.00	$4,789.48	$35,999.32	$14,148.68	$750.00	$13,398.68
INSURANCE-HEALTH/LIFE						26.72%
100.500.600.000.366	$96,838.00	$5,589.72	$40,594.89	$56,243.11	$0.00	$56,243.11
RETIREMENT CONTRIBUTION-PERS						58.08%
100.500.600.000.367	$4,338.00	$374.68	$3,098.54	$1,239.46	$0.00	$1,239.46
MEDICARE TAX						28.57%
100.500.600.000.368	$2,926.00	$94.96	$2,286.57	$639.43	$0.00	$639.43
SOCIAL SECURITY TAX						21.85%
100.500.600.000.418	$15,000.00	$0.00	$7,918.71	$7,081.29	$1,178.64	$5,902.65
OTHER PROFESSIONAL SERVICES						39.35%
100.500.600.000.431	$60,000.00	$2,393.16	$17,646.59	$42,353.41	$0.00	$42,353.41
WATER AND SEWER						70.59%
100.500.600.000.432	$28,000.00	$2,977.48	$21,475.50	$6,524.50	$0.00	$6,524.50
GARBAGE						23.30%
100.500.600.000.433	$980.00	$57.29	$454.66	$525.34	$0.00	$525.34
COMMUNICATIONS						53.61%
100.500.600.000.436	$165,000.00	$16,002.43	$86,322.89	$78,677.11	$0.00	$78,677.11
ENERGY - ELECTRICITY						47.68%
100.500.600.000.438	$180,000.00	$21,083.82	$104,071.92	$75,928.08	$0.00	$75,928.08
ENERGY - HEATING OIL						42.18%
100.500.600.000.440	$40,000.00	$585.00	$13,216.86	$26,783.14	$10,404.22	$16,378.92
PURCHASED SERVICES						40.95%
100.500.600.000.446	$92,411.00	$0.00	$92,410.96	$0.04	$0.00	$0.04

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☐ Summary Only From Date: 3/1/2021 To Date: 3/31/2021

Fiscal Year: 2020-2021

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
PROPERTY INSURANCE						0.00%
100.500.600.000.452	$90,000.00	$2,361.86	$41,740.15	$48,259.85	$6,139.92	$42,119.93
MAINTENANCE/CONSTR SUPPLIES						46.80%
100.500.600.000.453	$21,000.00	$970.49	$14,707.27	$6,292.73	$1,184.25	$5,108.48
JANITORIAL SUPPLIES						24.33%
100.500.600.000.458	$6,000.00	$267.78	$2,440.00	$3,560.00	$0.00	$3,560.00
VEHICLE GAS AND OIL						59.33%
100.500.600.000.479	$500.00	$0.00	$0.00	$500.00	$0.00	$500.00
MAINTENANCE OTHER SUPPLIES AND MATERIALS						100.00%
100.500.600.000.491	$5,000.00	$0.00	$558.60	$4,441.40	$0.00	$4,441.40
DUES AND FEES						88.83%
100.500.600.350.440	$0.00	$0.00	($5,565.00)	$5,565.00	$0.00	$5,565.00
COVID PURCHASED SERVICES						0.00%
100.500.600.350.452	$4,000.00	$499.80	$3,395.39	$604.61	$0.00	$604.61
COVID-19 MX SUPPLIES						15.12%
100.500.600.350.453	$4,000.00	$0.00	$1,692.18	$2,307.82	$0.00	$2,307.82
COVID-19 CUSTODIAL SUPPLIES						57.70%
100.500.700.000.314	$44,000.00	$3,872.17	$30,977.36	$13,022.64	$15,488.69	($2,466.05)
CERT DIRECTOR/COORD/MANAGER						-5.60%
100.500.700.000.363	$337.24	$25.65	$217.80	$119.44	$0.00	$119.44
WORKERS COMPENSATION						35.42%
100.500.700.000.364	$14,168.00	$1,026.64	$8,213.12	$5,954.88	$0.00	$5,954.88
INSURANCE-HEALTH/LIFE						42.03%
100.500.700.000.365	$5,526.00	$483.21	$3,865.64	$1,660.36	$0.00	$1,660.36
RETIREMENT CONTRIBUTION-TRS						30.05%
100.500.700.000.367	$640.00	$52.43	$423.64	$216.36	$0.00	$216.36
MEDICARE TAX						33.81%
100.500.900.000.554	$90,000.00	$0.00	$90,000.00	$0.00	$0.00	$0.00
TRANS TO CAPITAL PROJECT FD						0.00%
100.500.900.000.556	$60,000.00	$0.00	$60,000.00	$0.00	$0.00	$0.00
TRANS TO STUDENT TRANSPORTA						0.00%
100.600.510.000.311	$144,620.00	$11,385.00	$102,465.00	$42,155.00	$41,943.45	$211.55
SUPERINTENDENT						0.15%
100.600.510.000.324	$50,264.00	$4,166.66	$37,764.32	$12,499.68	$12,500.01	($0.33)
SUPPORT STAFF						0.00%
100.600.510.000.329	$236.00	$0.00	$0.00	$236.00	$0.00	$236.00

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2021 To Date: 3/31/2021

Fiscal Year: 2020-2021

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
SUBSTITUTES/TEMPORARIES						100.00%
100.600.510.000.363	$1,442.00	$104.65	$1,010.67	$431.33	$0.00	$431.33
WORKERS COMPENSATION						29.91%
100.600.510.000.364	$33,800.00	$2,816.60	$25,099.40	$8,700.60	$750.00	$7,950.60
INSURANCE-HEALTH/LIFE						23.52%
100.600.510.000.365	$41,135.00	$1,413.00	$12,717.00	$28,418.00	$0.00	$28,418.00
RETIREMENT CONTRIBUTION-TRS						69.08%
100.600.510.000.366	$11,391.00	$916.67	$5,500.02	$5,890.98	$0.00	$5,890.98
RETIREMENT CONTRIBUTION-PERS						51.72%
100.600.510.000.367	$2,700.00	$229.12	$2,062.30	$637.70	$0.00	$637.70
MEDICARE TAX						23.62%
100.600.510.000.368	$842.00	$0.00	$822.38	$19.62	$0.00	$19.62
SOCIAL SECURITY TAX						2.33%
100.600.510.000.414	$10,000.00	$2,614.50	$10,429.05	($429.05)	$0.00	($429.05)
LEGAL SERVICES						-4.29%
100.600.510.000.433	$1,100.00	$91.03	$721.62	$378.38	$0.00	$378.38
COMMUNICATIONS						34.40%
100.600.510.000.434	$1,000.00	$0.00	$250.85	$749.15	$245.95	$503.20
POSTAGE						50.32%
100.600.510.000.454	$1,000.00	$39.58	$418.47	$581.53	$0.00	$581.53
OFFICE SUPPLIES						58.15%
100.600.510.000.476	$5,000.00	$29.28	$3,011.06	$1,988.94	$0.00	$1,988.94
COPIER SUPPLIES						39.78%
100.600.510.000.479	$8,000.00	$0.00	$3,763.86	$4,236.14	$117.98	$4,118.16
SUPERINTENDENT OTHER SUPPLIES AND MATERIALS						51.48%
100.600.510.000.491	$13,870.00	$0.00	$12,736.83	$1,133.17	$0.00	$1,133.17
DUES AND FEES						8.17%
100.600.511.000.479	$5,000.00	$0.00	$876.80	$4,123.20	$360.60	$3,762.60
BOE OTHER SUPPLIES AND MATERIALS						75.25%
100.600.550.000.321	$98,684.00	$8,223.67	$74,013.31	$24,670.69	$26,099.57	($1,428.88)
NON-CERT DIRECTOR/COORD/MANAGR						-1.45%
100.600.550.000.324	$4,350.00	$0.00	$2,208.00	$2,142.00	$3,744.00	($1,602.00)
SUPPORT STAFF						-36.83%
100.600.550.000.363	$792.00	$54.47	$538.71	$253.29	$0.00	$253.29
WORKERS COMPENSATION						31.98%
100.600.550.000.364	$25,563.00	$2,130.28	$19,172.52	$6,390.48	$0.00	$6,390.48

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2021 To Date: 3/31/2021

Fiscal Year: 2020-2021

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
INSURANCE-HEALTH/LIFE						25.00%
100.600.550.000.366	$27,359.00	$1,809.21	$16,282.93	$11,076.07	$0.00	$11,076.07
RETIREMENT CONTRIBUTION-PERS						40.48%
100.600.550.000.367	$1,400.00	$112.92	$1,049.02	$350.98	$0.00	$350.98
MEDICARE TAX						25.07%
100.600.550.000.368	$300.00	$0.00	$136.91	$163.09	$0.00	$163.09
SOCIAL SECURITY TAX						54.36%
100.600.550.000.412	$45,000.00	$0.00	$41,000.00	$4,000.00	$0.00	$4,000.00
AUDITING & ACCOUNTING SERVICES						8.89%
100.600.550.000.418	$12,500.00	$0.00	$8,397.95	$4,102.05	$6,951.98	($2,849.93)
OTHER PROFESSIONAL SERVICES						-22.80%
100.600.550.000.447	$59,864.00	$2,936.50	$62,799.87	($2,935.87)	$0.00	($2,935.87)
LIABILITY INSURANCE						-4.90%
100.600.550.000.454	$1,900.00	$0.00	$503.09	$1,396.91	$0.00	$1,396.91
OFFICE SUPPLIES						73.52%
100.600.550.000.491	$8,500.00	$92.59	$1,721.58	$6,778.42	$0.00	$6,778.42
DUES AND FEES						79.75%
100.600.550.000.495	($15,000.00)	$0.00	($5,579.47)	($9,420.53)	$0.00	($9,420.53)
INDIRECT COST RECOVERY						62.80%
Fund 100 Total:	$8,809,921.00	$619,593.97	$5,044,622.99	$3,765,298.01	$1,544,438.58	$2,220,859.43
						25.21%
Grand Total:	$8,809,921.00	$619,593.97	$5,044,622.99	$3,765,298.01	$1,544,438.58	$2,220,859.43
						25.21%

End of Report

Petersburg School District

Reprint Check Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2021 **To Date:** 03/31/2021
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
46961	03/31/2021	CUMPS, JULIAN	$92.93	11	Printed	Payroll	☐		
46962	03/31/2021	RIIHIMAKI, JODY	$968.29	11	Printed	Payroll	☐		
46963	03/31/2021	ONEIL, CHERYL A	$92.83	11	Printed	Payroll	☐		
46964	03/31/2021	VANDERVEST, SHANNON L	$4,521.44	11	Printed	Payroll	☐		
46965	03/31/2021	BRANTUAS, KATY	$2,110.84	11	Printed	Payroll	☐		
46966	03/31/2021	PENNINGTON, AUGUST	$1,420.26	11	Printed	Payroll	☐		
46967	03/31/2021	FLORO, PEGGY A	$164.62	11	Printed	Payroll	☐		
46968	03/31/2021	FLORO, PEGGY A	$45.62	12	Printed	Payroll	☐		
70154	03/03/2021	BUSINESS CARD-00283	$447.00	1135	Printed	Expense	☑	03/31/2021	
70155	03/03/2021	HAMMER & WIKAN-01038	$68.59	1135	Printed	Expense	☑	03/31/2021	
70156	03/03/2021	PETERSBURG MEDICAL CENTER-01892	$1,066.50	1135	Printed	Expense	☑	03/31/2021	
70157	03/03/2021	PETERSBURG-WRANGELL INSURANCE-01905	$3,879.90	1135	Printed	Expense	☑	03/31/2021	
70158	03/03/2021	RING CENTRAL INC	$2,944.27	1135	Printed	Expense	☑	03/31/2021	
70159	03/03/2021	SAFEWARE-02113	$39.27	1135	Printed	Expense	☑	03/31/2021	
70160	03/03/2021	THE MASTER TEACHER, INC	$1,306.00	1135	Printed	Expense	☑	03/31/2021	
70161	03/03/2021	US FOODS, INC.	$6,781.86	1135	Printed	Expense	☑	03/31/2021	
70162	03/09/2021	AMERICAN FAST FREIGHT, INC	$1,226.96	1138	Printed	Expense	☑	03/31/2021	
70163	03/09/2021	AT&T MOBILITY-00004	$350.56	1138	Printed	Expense	☑	03/31/2021	
70164	03/09/2021	DIV. OF RETIREMENT & BENEFITS-00721	$127.34	1138	Printed	Expense	☑	03/31/2021	
70165	03/09/2021	GCI COMMUNICATION CORP-00953	$2,288.00	1138	Printed	Expense	☑	03/31/2021	
70166	03/09/2021	MUSICIAN'S FRIEND, INC-01647	$34.99	1138	Printed	Expense	☑	03/31/2021	
70167	03/09/2021	PETERSBURG MENTAL HEALTH-01893	$625.00	1138	Printed	Expense	☑	03/31/2021	

Petersburg School District

Reprint Check Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2021 **To Date:** 03/31/2021
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
70168	03/09/2021	SEDOR, WENDLANDT, EVENS,-02211	$2,614.50	1138	Printed	Expense	☑	03/31/2021	
70169	03/09/2021	SING LEE ALLEY BOOKS-02249	$2,591.45	1138	Printed	Expense	☑	03/31/2021	
70170	03/09/2021	US FOODS, INC.	$8,702.54	1138	Printed	Expense	☑	03/31/2021	
70171	03/09/2021	XEROX CORPORATION-02716	$1,085.26	1138	Printed	Expense	☑	03/31/2021	
70172	03/11/2021	ALASKA MARINE LINES-00120	$122.96	1139	Printed	Expense	☑	03/31/2021	
70173	03/11/2021	ANDREA FITTJE	$22.50	1139	Printed	Expense	☑	03/31/2021	
70174	03/11/2021	BRENDA LOUISE	$6.00	1139	Printed	Expense	☐		
70175	03/11/2021	COURTNEY MORRISON-00593	$4.50	1139	Printed	Expense	☐		
70176	03/11/2021	DAVE OWENS-01802	$34.50	1139	Printed	Expense	☑	03/31/2021	
70177	03/11/2021	JENNIFER PAYNE	$45.00	1139	Printed	Expense	☑	03/31/2021	
70178	03/11/2021	LEAH OLSEN	$21.00	1139	Printed	Expense	☐		
70179	03/11/2021	MAVIS WORTHINGTON-01553	$42.00	1139	Printed	Expense	☑	03/31/2021	
70180	03/11/2021	Monique Davis	$16.50	1139	Printed	Expense	☑	03/31/2021	
70181	03/11/2021	TRADING UNION, INC., THE-02510	$11.58	1139	Printed	Expense	☑	03/31/2021	
70182	03/11/2021	UNUM LIFE INSURANCE COMPANY OF-02556	$650.22	1139	Printed	Expense	☑	03/31/2021	
70183	03/11/2021	VICTORIA MOORE-02593	$42.00	1139	Printed	Expense	☐		
70184	03/17/2021	ALASKA MARINE LINES-00120	$61.48	1140	Printed	Expense	☑	03/31/2021	
70185	03/17/2021	BRIDGET WITTSTOCK	$35.50	1140	Printed	Expense	☐		
70186	03/17/2021	SERRC, INC.-02214	$24,004.95	1140	Printed	Expense	☐		
70187	03/17/2021	US FOODS, INC.	$685.19	1140	Printed	Expense	☑	03/31/2021	
70188	03/25/2021	ALASKA MARINE LINES-00120	$1,484.00	1145	Printed	Expense	☐		
70189	03/25/2021	APPLE, INC.-00225	$218.95	1145	Printed	Expense	☐		
70190	03/25/2021	Northwest Textbook Depository	$2,192.25	1145	Printed	Expense	☐		

Reprint Check Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2021 **To Date:** 03/31/2021
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
70191	03/25/2021	PETERSBURG PARKS & RECREATIO-01895	$405.00	1145	Printed	Expense	☐		
70192	03/25/2021	PROVIDENT LIFE AND ACCIDENT I-01978	$252.64	1145	Printed	Expense	☐		
70193	03/25/2021	STIKINE SERVICES-02326	$12,070.50	1145	Printed	Expense	☐		
70194	03/25/2021	US FOODS, INC.	$5,077.51	1145	Printed	Expense	☐		
70195	03/25/2021	APEA-00222	$1,528.07	1148	Printed	Payroll Ded	☐		
70196	03/25/2021	ATP-00262	$3,283.79	1148	Printed	Payroll Ded	☐		
70197	03/25/2021	THE HARTFORD-02444	$5,893.14	1148	Printed	Payroll Ded	☐		
		Total Amount:	$103,808.55						

End of Report

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2021 **To Date:** 03/31/2021

From Voucher: **To Voucher:**

Account: XX3970

03/04/2021	FIRST BANK-00894	$5.00	1136	Posted to G/L AP	☐
03/05/2021	REVTRAK INC.-02052	$87.59	1137	Posted to G/L AP	☐
03/26/2021	AMAZON.COM-00164	$663.61	1141	Posted to G/L AP	☐
03/26/2021	P-CARD PROGRAM-01850	$215.24	1141	Posted to G/L AP	☐
03/26/2021	AMAZON.COM-00164	$1,564.22	1141	Posted to G/L AP	☐
03/26/2021	AMAZON.COM-00164	$100.47	1141	Posted to G/L AP	☐
03/26/2021	AMAZON.COM-00164	$777.86	1141	Posted to G/L AP	☐
03/26/2021	ALASKA POWER & TELEPHONE-00125	$109.10	1141	Posted to G/L AP	☐
03/26/2021	P-CARD PROGRAM-01850	$12.99	1141	Posted to G/L AP	☐
03/26/2021	P-CARD PROGRAM-01850	$394.63	1141	Posted to G/L AP	☐
03/26/2021	BANK OF AMERICA-00165	$289.11	1141	Posted to G/L AP	☐
03/26/2021	UNITED STATES POSTAL SERVICE-02544	$47.90	1141	Posted to G/L AP	☐
03/26/2021	AMAZON.COM-00164	$24.99	1141	Posted to G/L AP	☐
03/26/2021	BANK OF AMERICA-00165	$667.29	1141	Posted to G/L AP	☐
03/26/2021	AMAZON.COM-00164	$159.49	1141	Posted to G/L AP	☐
03/26/2021	AMAZON.COM-00164	$583.07	1141	Posted to G/L AP	☐

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2021 **To Date:** 03/31/2021

From Voucher: **To Voucher:**

03/26/2021	AMAZON.COM-00164	$385.62	1141	Posted to G/L	AP	☐
03/26/2021	AMAZON.COM-00164	$304.35	1141	Posted to G/L	AP	☐
03/26/2021	ALASKA POWER & TELEPHONE-00125	$109.10	1141	Posted to G/L	AP	☐
03/26/2021	PETERSBURG BOROUGH-01881	$2,393.16	1141	Posted to G/L	AP	☐
03/26/2021	PETERSBURG BOROUGH-01881	$2,977.48	1141	Posted to G/L	AP	☐
03/26/2021	ALASKA POWER & TELEPHONE-00125	$57.29	1141	Posted to G/L	AP	☐
03/26/2021	PETERSBURG BOROUGH-01881	$16,002.43	1141	Posted to G/L	AP	☐
03/26/2021	PETRO MARINE SERVICES-01909	$21,083.82	1141	Posted to G/L	AP	☐
03/26/2021	PETERSBURG BOROUGH-01881	$585.00	1141	Posted to G/L	AP	☐
03/26/2021	PETERSBURG BOROUGH-01881	$267.78	1141	Posted to G/L	AP	☐
03/26/2021	ALASKA POWER & TELEPHONE-00125	$57.29	1141	Posted to G/L	AP	☐
03/26/2021	AMAZON.COM-00164	$39.58	1141	Posted to G/L	AP	☐
03/26/2021	AMAZON.COM-00164	$36.76	1141	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$100.98	1141	Posted to G/L	AP	☐
03/26/2021	AMAZON.COM-00164	$90.87	1141	Posted to G/L	AP	☐
03/26/2021	BANK OF AMERICA-00165	$52.92	1141	Posted to G/L	AP	☐
03/26/2021	BANK OF AMERICA-00165	$37.98	1141	Posted to G/L	AP	☐

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2021 **To Date:** 03/31/2021

From Voucher: **To Voucher:**

03/26/2021	AMAZON.COM-00164	$422.01	1141	Posted to G/L	AP	☐
03/26/2021	AMAZON.COM-00164	$849.43	1141	Posted to G/L	AP	☐
03/26/2021	SOCIAL THINKING	$307.37	1141	Posted to G/L	AP	☐
03/26/2021	AMAZON.COM-00164	$71.26	1141	Posted to G/L	AP	☐
03/26/2021	AMAZON.COM-00164	$586.72	1141	Posted to G/L	AP	☐
03/26/2021	AMAZON.COM-00164	$295.87	1141	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$900.00	1141	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$499.80	1142	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$511.09	1142	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$54.29	1142	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$363.55	1142	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$1,063.80	1142	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$369.13	1142	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$970.49	1142	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$161.32	1143	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$139.95	1143	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$314.98	1143	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$25.96	1143	Posted to G/L	AP	☐

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2021 **To Date:** 03/31/2021

From Voucher: **To Voucher:**

03/26/2021	P-CARD PROGRAM-01850	$50.55	1143	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$2,965.71	1143	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$1,186.76	1143	Posted to G/L	AP	☐
03/26/2021	HAMMER & WIKAN-01038	$70.02	1143	Posted to G/L	AP	☐
03/26/2021	HAMMER & WIKAN-01038	$1,311.40	1143	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$30.55	1143	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$24.97	1143	Posted to G/L	AP	☐
03/26/2021	JOAN MEI-01250	$361.32	1144	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$499.99	1144	Posted to G/L	AP	☐
03/26/2021	BSN SPORTS, INC.-00417	$806.91	1144	Posted to G/L	AP	☐
03/26/2021	BSN SPORTS, INC.-00417	$1,227.86	1144	Posted to G/L	AP	☐
03/26/2021	BSN SPORTS, INC.-00417	$194.71	1144	Posted to G/L	AP	☐
03/26/2021	BSN SPORTS, INC.-00417	$194.70	1144	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$481.50	1144	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$891.33	1144	Posted to G/L	AP	☐
03/26/2021	P-CARD PROGRAM-01850	$481.50	1144	Posted to G/L	AP	☐
03/31/2021	EFTPS-00804	$548.25	1146	Posted to G/L	PR	☐
03/31/2021	EFTPS-00804	$5,658.87	1146	Posted to G/L	PR	☐

Non-Check Batch Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2021 **To Date:** 03/31/2021

From Voucher: **To Voucher:**

03/31/2021	EFTPS-00804	$31,855.66	1146	Posted to G/L	PR	☐
03/31/2021	EFTPS-00804	$548.25	1146	Posted to G/L	PR	☐
03/31/2021	EFTPS-00804	$5,658.87	1146	Posted to G/L	PR	☐
03/31/2021	FIRST BANK-00894	$293,055.65	1147	Posted to G/L	PR	☐
03/31/2021	FIRST BANK-00894	$4,750.00	1147	Posted to G/L	PR	☐
03/31/2021	STATE OF ALASKA-02310	$6,605.82	1149	Posted to G/L	PR	☐
03/31/2021	STATE OF ALASKA-02310	$918.01	1149	Posted to G/L	PR	☐
03/31/2021	STATE OF ALASKA-02310	$223.93	1149	Posted to G/L	PR	☐
03/31/2021	STATE OF ALASKA-02310	$4,857.84	1149	Posted to G/L	PR	☐
03/31/2021	STATE OF ALASKA-02310	$9,390.48	1149	Posted to G/L	PR	☐
03/31/2021	STATE OF ALASKA-02310	$6,280.11	1149	Posted to G/L	PR	☐
03/31/2021	STATE OF ALASKA-02310	$33,047.72	1150	Posted to G/L	PR	☐
03/31/2021	STATE OF ALASKA-02310	$22,062.32	1150	Posted to G/L	PR	☐
03/31/2021	STATE OF ALASKA-02310	$1,985.41	1150	Posted to G/L	PR	☐
03/31/2021	STATE OF ALASKA-02310	$117.67	1150	Posted to G/L	PR	☐
03/31/2021	STATE OF ALASKA-02310	$1,367.84	1150	Posted to G/L	PR	☐
03/31/2021	STATE OF ALASKA-02310	$5,037.76	1150	Posted to G/L	PR	☐
03/31/2021	EFTPS-00804	$3.06	1151	Posted to G/L	PR	☐

Petersburg School District

Non-Check Batch Listing

Fiscal Year: **2020-2021**

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2021 **To Date:** 03/31/2021

From Voucher: **To Voucher:**

	03/31/2021	EFTPS-00804	$0.72	1151	Posted to G/L	PR	☐
	03/31/2021	EFTPS-00804	$3.06	1151	Posted to G/L	PR	☐
	03/31/2021	EFTPS-00804	$0.72	1151	Posted to G/L	PR	☐
	03/26/2021	BSN SPORTS, INC.-00417	$441.06	1153	Posted to G/L	AP	☐
	03/26/2021	P-CARD PROGRAM-01850	$5.00	1153	Posted to G/L	AP	☐
	03/26/2021	P-CARD PROGRAM-01850	$544.86	1153	Posted to G/L	AP	☐
	03/26/2021	P-CARD PROGRAM-01850	$544.86	1153	Posted to G/L	AP	☐
	03/26/2021	P-CARD PROGRAM-01850	$544.85	1153	Posted to G/L	AP	☐

Total for Fund: 95 Total Amount: $505,030.42

Total Amount: $505,030.42

End of Report

Spend Dynamics®

BMO Harris Bank

A part of BMO Financial Group

INVOICE

March 20, 2021

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

ATTN:

Invoice Number: 0703724-2103
Invoice Amount: $ 70,959.81

This invoice amount represents the total balances of all Corporate Card accounts for the billing period ending March 20, 2021.

Your payment is due **April 16, 2021**.

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 and the total amount to be paid to each individual card.

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

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

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

Thank you for your continued business.

✂ -

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

Petersburg School Dist	Invoice Number:	0703724-2103
201 Charles W St Box 289	Amount Paid:	$ 70,959.81
Petersburg, AK 99833	Payment Due Date:	April 16, 2021

RUN DATE: 03/22/2021

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Legal notice (http://www.bmo.com/home/popups/global/legal) Security (http://www.bmo.com/home/about/banking/privacy-security/how-we-protect-you)

BMO Financial Group

Statement

Account Name:	CABRAL, JAIME	**Card Number:**	xxxx-xxxx-xxxx-6626
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 45,000.00
Employee ID:	7999995418021878		
Statement Date (MM/DD/YYYY):	03/20/2021	**Currency:**	U.S. DOLLAR

Statement Summary:

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

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 5,139.82
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 5,139.82

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/19	02/22 370269583	BSN SPORTS LLC 8002277404 TX	$ 806.91 092852	$ 0.00	$ 806.91
02/19	02/22 370269582	TRADING UNION PETERSBURG AK	$ 499.99 041488	$ 0.00 (e)	$ 499.99
02/23	02/24 370511295	BSN SPORTS LLC 8002277404 TX	$ 113.40 078415	$ 0.00	$ 113.40
02/23	02/24 370511294	BSN SPORTS LLC 8002277404 TX	$ 276.01 075087	$ 0.00	$ 276.01
03/03	03/04 371297540	BSN SPORTS LLC 8002277404 TX	$ 1,227.86 028379	$ 0.00	$ 1,227.86
03/03	03/05 371487728	JOAN MEI FAMILY RESTAU PETERSBURG AK	$ 361.32 042718	$ 0.00 (e)	$ 361.32
03/08	03/09 371823082	BSN SPORTS LLC 8002277404 TX	$ 891.33 024544	$ 0.00	$ 891.33
03/08	03/09 371823083	BSN SPORTS LLC 8002277404 TX	$ 963.00 022951	$ 0.00	$ 963.00

TOTAL CREDITS xxxx-xxxx-xxxx-6626 $ 0.00

TOTAL DEBITS xxxx-xxxx-xxxx-6626 $ 5,139.82

BMO Financial Group

Statement

Account Name:	JOHNSTON, RALPH A	**Card Number:**	xxxx-xxxx-xxxx-6827
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 48,000.00
Employee ID:	1033		
Statement Date (MM/DD/YYYY):	03/20/2021	**Currency:**	U.S. DOLLAR

Statement Summary:

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

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 3,832.15
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 3,832.15

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/19	02/22 370268553	HAMMER & WIKAN #5828 PETERSBURG AK	$ 42.29 045581	$ 0.00 (e)	$ 42.29
02/24	02/25 370573123	HIGH TIDE PARTS PETERSBURG AK	$ 503.29 028286	$ 0.00 (e)	$ 503.29
02/25	02/26 370707332	HIGH TIDE PARTS PETERSBURG AK	$ 15.45 002081	$ 0.00 (e)	$ 15.45
02/26	03/01 370850572	AMZN MKTP US WD7FY63N3 AMZN.COM/BILL WA	$ 89.85 081266	$ 0.00	$ 89.85
02/26	03/01 370850646	GRAINGER 877-2022594 IL	$ 145.95 051468	$ 0.00	$ 145.95
03/01	03/02 371056816	HAMMER & WIKAN #5828 PETERSBURG AK	$ 50.21 033998	$ 0.00 (e)	$ 50.21
03/02	03/03 371169195	HIGH TIDE PARTS PETERSBURG AK	$ 30.90 073233	$ 0.00 (e)	$ 30.90
03/02	03/03 371169194	HAMMER & WIKAN #5828 PETERSBURG AK	$ 45.45 075834	$ 0.00 (e)	$ 45.45
03/03	03/04 371297692	HAMMER & WIKAN #5828 PETERSBURG AK	$ 75.95 012867	$ 0.00 (e)	$ 75.95
03/03	03/05 371487731	HAMMER & WIKAN #5828 PETERSBURG AK	$ -45.96 518825	$ 0.00 (e)	$ -45.96
03/04	03/05 371487732	HAMMER & WIKAN #5828 PETERSBURG AK	$ 9.49 096584	$ 0.00 (e)	$ 9.49
03/04	03/05 371487806	AMZN MKTP US 5R51I2CT3 AMZN.COM/BILL WA	$ 172.95 027999	$ 0.00	$ 172.95
03/05	03/08 371577004	AMZN MKTP US 0P9ZF8183 AMZN.COM/BILL WA	$ 72.95 055438	$ 0.00	$ 72.95

03/05	03/08 371577003	HAMMER & WIKAN #5828 PETERSBURG AK	$ 29.99 010783	$ 0.00 (e)	$ 29.99
03/05	03/09 371822788	GRAINGER 877-2022594 IL	$ 292.44 081323	$ 0.00	$ 292.44
03/08	03/17 372585083	GRAINGER 877-2022594 IL	$ -15.20 000000	$ 0.00 (e)	$ -15.20
03/08	03/17 372585004	GRAINGER 877-2022594 IL	$ -28.40 000000	$ 0.00 (e)	$ -28.40
03/08	03/17 372585007	GRAINGER 877-2022594 IL	$ -18.19 000000	$ 0.00 (e)	$ -18.19
03/08	03/17 372585006	GRAINGER 877-2022594 IL	$ -2.04 000000	$ 0.00 (e)	$ -2.04
03/08	03/17 372585005	GRAINGER 877-2022594 IL	$ -5.49 000000	$ 0.00 (e)	$ -5.49
03/09	03/09 371822787	AMZN MKTP US 859UI0U93 AMZN.COM/BILL WA	$ 33.38 001768	$ 0.00	$ 33.38
03/09	03/10 371875296	HIGH TIDE PARTS PETERSBURG AK	$ 4.45 083466	$ 0.00 (e)	$ 4.45
03/09	03/10 371875295	GRAINGER 877-2022594 IL	$ 599.66 043871	$ 0.00	$ 599.66
03/12	03/15 372277973	HAMMER & WIKAN #5828 PETERSBURG AK	$ 191.80 094171	$ 0.00 (e)	$ 191.80
03/16	03/17 372584927	HAMMER & WIKAN #5828 PETERSBURG AK	$ 82.60 094282	$ 0.00 (e)	$ 82.60
03/16	03/17 372585003	HAMMER & WIKAN #5828 PETERSBURG AK	$ 10.99 087247	$ 0.00 (e)	$ 10.99
03/16	03/17 372585084	GRAINGER 877-2022594 IL	$ 88.68 028597	$ 0.00	$ 88.68
03/16	03/17 372585087	MOTION INDUSTRIES AK82 205-956-1122 AK	$ 69.94 046113	$ 0.00	$ 69.94
03/16	03/17 372585086	MOTION INDUSTRIES AK82 205-956-1122 AK	$ 993.86 085207	$ 0.00	$ 993.86
03/16	03/17 372585085	GRAINGER 877-2022594 IL	$ 276.63 088325	$ 0.00	$ 276.63
03/17	03/18 372701734	HAMMER & WIKAN #5828 PETERSBURG AK	$ 18.28 014450	$ 0.00 (e)	$ 18.28

TOTAL CREDITS **xxxx-xxxx-xxxx-6827** **$ -115.28**

TOTAL DEBITS **xxxx-xxxx-xxxx-6827** **$ 3,947.43**

BMO Financial Group

Statement

Account Name:	KLUDT-PAINTER, JON	**Card Number:**	xxxx-xxxx-xxxx-8382
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 60,000.00
Employee ID:	7999995418021852		
Statement Date (MM/DD/YYYY):	03/20/2021	**Currency:**	U.S. DOLLAR

Statement Summary:

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

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 4,683.91
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 4,683.91

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/22	02/23 370396286	GRAMMARLY COYVVBG04 8883186146 CA	$ 128.99 034014	$ 10.96 (e)	$ 139.95
02/23	02/23 370396288	APPLE.COM/BILL 866-712-7753 CA	$ 299.99 094036	$ 0.00 (e)	$ 299.99
02/23	02/23 370396287	APPLE.COM/BILL 866-712-7753 CA	$ 14.99 008381	$ 0.00 (e)	$ 14.99
02/24	02/25 370573045	AMZN MKTP US GL0SJ76D3 AMZN.COM/BILL WA	$ 16.99 060808	$ 0.00	$ 16.99
02/26	03/01 370850569	AMZN MKTP US 252OB6963 AMZN.COM/BILL WA	$ 9.99 015137	$ 0.00	$ 9.99
02/26	03/01 370850570	AMZN MKTP US XW8JF8QY3 AMZN.COM/BILL WA	$ 127.12 022642	$ 12.84 (e)	$ 139.96
03/02	03/02 371056814	AMZN MKTP US 7C08863D3 AMZN.COM/BILL WA	$ 233.66 041466	$ 0.00	$ 233.66
03/02	03/03 371169120	AMAZON.COM J69197HF3 AMZN.COM/BILL WA	$ 854.60 000154	$ 86.32	$ 940.92
03/02	03/03 371169050	USPS.COM CLICKNSHIP 800-782-6724 DC	$ 12.50 016384	$ 0.00	$ 12.50
03/03	03/04 371297541	AMZN MKTP US LU5CS73K3 AMZN.COM/BILL WA	$ 26.69 050085	$ 0.00	$ 26.69
03/04	03/05 371487729	HAMMER & WIKAN #5828 PETERSBURG AK	$ 25.96 023110	$ 0.00 (e)	$ 25.96
03/06	03/08 371576923	AMZN MKTP US SC7FB95Q3 AMZN.COM/BILL WA	$ 14.99 035041	$ 0.00	$ 14.99
03/08	03/09 371823099	USPS.COM CLICKNSHIP 800-782-6724 DC	$ 26.30 044665	$ 0.00	$ 26.30

03/11	03/12 372189861	USPS.COM CLICKNSHIP 800-782-6724 DC	$ 11.75 047483	$ 0.00	$ 11.75
03/15	03/16 372480572	AMZN MKTP US 8F3J02373 AMZN.COM/BILL WA	$ 1,462.00 089209	$ 0.00	$ 1,462.00
03/16	03/17 372584845	AMZN MKTP US 771M93S63 AMZN.COM/BILL WA	$ 18.99 036155	$ 0.00	$ 18.99
03/16	03/17 372584923	THE CHARIOT GROUP, INC ANCHORAGE AK	$ 1,186.76 006900	$ 0.00	$ 1,186.76
03/17	03/17 372584847	AMAZON.COM SX83Z0VH3 AMZN.COM/BILL WA	$ 41.55 015024	$ 0.00	$ 41.55
03/17	03/17 372584846	AMZN MKTP US 0G6RV0WU3 AMZN.COM/BILL WA	$ 59.97 089184	$ 0.00	$ 59.97

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

TOTAL DEBITS **xxxx-xxxx-xxxx-8382** **$ 4,683.91**

BMO Financial Group

Statement

Account Name:	MORRISON, KAREN	**Card Number:**	xxxx-xxxx-xxxx-1328
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 120,000.00
Employee ID:	7999995418021894		
Statement Date (MM/DD/YYYY):	03/20/2021	**Currency:**	U.S. DOLLAR

Statement Summary:

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

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 53,625.04
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 53,625.04

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/19	02/22 370269660	AMZN MKTP US HP8TI86C3 AMZN.COM/BILL WA	$ 12.48 055012	$ 0.00	$ 12.48
02/19	02/22 370269661	AMZN MKTP US 8F3BR3S83 AMZN.COM/BILL WA	$ 6.10 053984	$ 0.00	$ 6.10
02/19	02/22 370269662	AMZN MKTP US 0E9OZ2NW3 AMZN.COM/BILL WA	$ 13.78 059578	$ 0.00	$ 13.78
02/20	02/22 370269740	AMZN MKTP US YC4EU3733 AMZN.COM/BILL WA	$ 24.81 026825	$ 0.00	$ 24.81
02/20	02/22 370268549	AMZN MKTP US XL2IC4LK3 AMZN.COM/BILL WA	$ 5.74 023202	$ 0.00	$ 5.74
02/20	02/22 370269663	AMZN MKTP US ED0T63W23 AMZN.COM/BILL WA	$ 14.98 045713	$ 0.00	$ 14.98
02/20	02/22 370269737	AMZN MKTP US Q47X963P3 AMZN.COM/BILL WA	$ 159.49 081668	$ 0.00	$ 159.49
02/20	02/22 370269739	AMZN MKTP US G449R5WT3 AMZN.COM/BILL WA	$ 15.40 005242	$ 0.00	$ 15.40
02/20	02/22 370269738	AMZN MKTP US R50H46HQ3 AMZN.COM/BILL WA	$ 18.88 098362	$ 0.00	$ 18.88
02/20	02/22 370269741	AMZN MKTP US PG2127VG3 AMZN.COM/BILL WA	$ 139.49 040550	$ 0.00	$ 139.49
02/22	02/22 370268550	AMZN MKTP US 1A0OZ53M3 AMZN.COM/BILL WA	$ 36.76 023368	$ 0.00	$ 36.76
02/23	02/23 370396289	AMZN MKTP US M98TG6AV3 AMZN.COM/BILL WA	$ 24.99 095141	$ 0.00	$ 24.99
02/23	02/24 370511296	AMZN MKTP US GU9173JH3 AMZN.COM/BILL WA	$ 12.79 074113	$ 0.00	$ 12.79

02/23	02/24 370511298	AMZN MKTP US CU5FL3YI3 AMZN.COM/BILL WA	$ 849.43 926144	$ 0.00	$ 849.43
02/23	02/24 370511297	AMZN MKTP US C17DW9843 AMZN.COM/BILL WA	$ 12.99 019156	$ 0.00	$ 12.99
02/24	02/25 370573121	AMZN MKTP US EI1P93333 AMZN.COM/BILL WA	$ 646.08 044437	$ 0.00	$ 646.08
02/24	02/25 370573122	AMZN MKTP US C155P7TY3 AMZN.COM/BILL WA	$ 143.27 085249	$ 0.00	$ 143.27
02/25	02/26 370707254	AMAZON.COM FY8130HG3 A AMZN.COM/BILL WA	$ 18.47 089074	$ 0.00	$ 18.47
02/25	02/26 370707331	AK SOC. FOR TECH ED ANCHORAGE AK	$ 900.00 035806	$ 0.00 (e)	$ 900.00
02/25	02/26 370707255	AMZN MKTP US 2R39S1HG3 AMZN.COM/BILL WA	$ 583.07 022703	$ 0.00	$ 583.07
02/26	02/26 370707256	AMZN MKTP US T61H900J3 AMZN.COM/BILL WA	$ 295.87 017467	$ 0.00	$ 295.87
02/26	03/01 370850571	AMZN MKTP US JK3AG9NW3 AMZN.COM/BILL WA	$ 90.87 014234	$ 0.00	$ 90.87
03/01	03/02 371056815	AMZN MKTP US 8D3YZ8RU3 AMZN.COM/BILL WA	$ 87.88 022779	$ 0.00	$ 87.88
03/02	03/03 371169122	USPS.COM CLICKNSHIP 800-782-6724 DC	$ 47.90 051254	$ 0.00	$ 47.90
03/02	03/03 371169123	AMAZON.COM 4772P6TA3 A AMZN.COM/BILL WA	$ 19.10 048159	$ 0.00	$ 19.10
03/02	03/03 371169121	USPS.COM CLICKNSHIP 800-782-6724 DC	$ 47.90 000191	$ 0.00	$ 47.90
03/02	03/04 371297691	THINK SOCIAL PUBLISHIN 4085578595 CA	$ 307.37 038827	$ 0.00	$ 307.37
03/03	03/04 371297612	ALASKA TELEPHONE COMPA 3603851733 WA	$ 57.29 052763	$ 0.00	$ 57.29
03/03	03/04 371297542	PETRO MARINE SERVICES 9077724251 AK	$ 21,083.82 023775	$ 0.00	$ 21,083.82
03/03	03/04 371297615	ALASKA TELEPHONE COMPA 3603851733 WA	$ 57.29 021227	$ 0.00	$ 57.29
03/03	03/04 371297614	ALASKA TELEPHONE COMPA 3603851733 WA	$ 109.10 077112	$ 0.00	$ 109.10
03/03	03/04 371297616	AMZN MKTP US 5H81Y06M3 AMZN.COM/BILL WA	$ 80.17 060962	$ 0.00	$ 80.17
03/03	03/04 371297613	ALASKA TELEPHONE COMPA 3603851733 WA	$ 109.10 004304	$ 0.00	$ 109.10
03/04	03/04 371297690	AMZN MKTP US AQ4JI9N73 AMZN.COM/BILL WA	$ 15.49 028771	$ 0.00	$ 15.49
03/04	03/05 371487730	PSN PETERSBURG UTILITY 866-917-7368 AK	$ 22,225.85 089736	$ 0.00 (e)	$ 22,225.85
03/05	03/08 371576925	AMAZON.COM 6I8NM96Q3 A AMZN.COM/BILL WA	$ 33.69 054132	$ 0.00	$ 33.69
03/06	03/08 371576926	AMZN MKTP US OC88K1G13 AMZN.COM/BILL WA	$ 160.36 048916	$ 0.00	$ 160.36
03/07	03/08 371576927	AMZN MKTP US 9I84O4Y73 AMZN.COM/BILL WA	$ 147.66 082950	$ 0.00	$ 147.66

03/08	03/09 371823100	AMZN MKTP US HG04742B3 AMZN.COM/BILL WA	$ 899.64 028114	$ 0.00	$ 899.64
03/08	03/09 371823101	AMAZON.COM MG8WA7CE3 AMZN.COM/BILL WA	$ 35.95 012903	$ 3.63 (e)	$ 39.58
03/09	03/10 371875217	AMAZON.COM ZX61N5HP3 A AMZN.COM/BILL WA	$ 165.99 081283	$ 0.00	$ 165.99
03/09	03/10 371875218	AMZN MKTP US ZO2OK9TO3 AMZN.COM/BILL WA	$ 388.81 072187	$ 0.00	$ 388.81
03/09	03/10 371875219	AMZN MKTP US 8W2XG4ZO3 AMZN.COM/BILL WA	$ 274.80 090377	$ 0.00	$ 274.80
03/10	03/10 371875294	AMZN MKTP US P993T9JC3 AMZN.COM/BILL WA	$ 124.48 075926	$ 0.00	$ 124.48
03/10	03/11 372064058	AMZN MKTP US V28BK8Q93 AMZN.COM/BILL WA	$ 100.98 089334	$ 0.00	$ 100.98
03/12	03/12 372189862	AIRBNB HMRRRZK5PB 4158005959 CA	$ 215.24 009284	$ 0.00	$ 215.24
03/12	03/15 372277972	AMZN MKTP US 5R8VG7763 AMZN.COM/BILL WA	$ 403.03 012778	$ 40.71 (e)	$ 443.74
03/13	03/15 372277971	AMZN MKTP US Y00DS8T33 AMZN.COM/BILL WA	$ 21.80 052357	$ 0.00	$ 21.80
03/15	03/16 372480573	AMZN MKTP US JP85R7JA3 AMZN.COM/BILL WA	$ 394.63 014187	$ 0.00	$ 394.63
03/16	03/16 372480649	AMZN MKTP US NY6X21Q43 AMZN.COM/BILL WA	$ 1,564.22 060364	$ 0.00	$ 1,564.22
03/16	03/17 372584924	AMZN MKTP US UP0QE6H43 AMZN.COM/BILL WA	$ 18.50 047377	$ 0.00	$ 18.50
03/16	03/17 372584925	AMZN MKTP US 6X66G6D03 AMZN.COM/BILL WA	$ 100.47 008365	$ 0.00	$ 100.47
03/16	03/17 372584926	AMZN MKTP US C087S2XW3 AMZN.COM/BILL WA	$ 276.43 023137	$ 27.92 (e)	$ 304.35
03/16	03/18 372701733	USPS.COM CLICKNSHIP 800-782-6724 DC	$ -45.19 000000	$ -2.71 (e)	$ -47.90

TOTAL CREDITS xxxx-xxxx-xxxx-1328 $ -47.90

TOTAL DEBITS xxxx-xxxx-xxxx-1328 $ 53,672.94

BMO Financial Group

Statement

Account Name:	JOHNSON MCINTOSH, CARLEE	**Card Number:**	xxxx-xxxx-xxxx-6889
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 2,000.00
Employee ID:	7999995418021886		
Statement Date (MM/DD/YYYY):	03/20/2021	**Currency:**	U.S. DOLLAR

Statement Summary:

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

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 1,381.42
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 1,381.42

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
03/08	03/09 371823102	HAMMER & WIKAN #5828 PETERSBURG AK	$ 70.02 082286	$ 0.00 (e)	$ 70.02
03/08	03/09 371822786	HAMMER & WIKAN #5828 PETERSBURG AK	$ 1,311.40 058740	$ 0.00 (e)	$ 1,311.40

TOTAL CREDITS	**xxxx-xxxx-xxxx-6889**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-6889**	**$ 1,381.42**

BMO Financial Group

Statement

Account Name:	SANDHOFER, MARSHA	**Card Number:**	xxxx-xxxx-xxxx-5794
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 4,000.00
Employee ID:	7999995746002434		
Statement Date (MM/DD/YYYY):	03/20/2021	**Currency:**	U.S. DOLLAR

Statement Summary:

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

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 2,080.63
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 2,080.63

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/19	02/22 370268551	BSN SPORTS LLC 8002277404 TX	$ 441.06 008215	$ 0.00	$ 441.06
02/19	02/22 370268552	GRAPHIX SOLUTIONS COPIAGUE NY	$ 1,634.57 047077	$ 0.00 (e)	$ 1,634.57
03/02	03/03 371169124	SUB WASHPOST 023426577 800-477-4679 DC	$ 5.00 021644	$ 0.00 (e)	$ 5.00

TOTAL CREDITS	**xxxx-xxxx-xxxx-5794**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-5794**	**$ 2,080.63**

BMO Financial Group

Statement

Account Name:	WARD, IOANA	**Card Number:**	xxxx-xxxx-xxxx-5353
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 500.00
Employee ID:	644		
Statement Date (MM/DD/YYYY):	03/20/2021	**Currency:**	U.S. DOLLAR

Statement Summary:

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

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 55.52
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 55.52

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/19	02/22 370269659	HAMMER & WIKAN, INC. PETERSBURG AK	$ 24.97 025736	$ 0.00 (e)	$ 24.97
03/05	03/08 371576924	HAMMER & WIKAN, INC. PETERSBURG AK	$ 30.55 045450	$ 0.00 (e)	$ 30.55

TOTAL CREDITS	**xxxx-xxxx-xxxx-5353**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-5353**	**$ 55.52**

BMO Financial Group

Statement

Account Name:	LOHR, ASHLEY	**Card Number:**	xxxx-xxxx-xxxx-3401
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 800.00
Employee ID:	AL		
Statement Date (MM/DD/YYYY):	03/20/2021	**Currency:**	U.S. DOLLAR

Statement Summary:

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

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 161.32
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 161.32

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
03/08	03/09 371823098	HAMMER & WIKAN, INC. PETERSBURG AK	$ 161.32 099584	$ 0.00 (e)	$ 161.32

TOTAL CREDITS	**xxxx-xxxx-xxxx-3401**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-3401**	**$ 161.32**

Petersburg School District

Trial Balance

As of March 31, 2021

	DEBIT	CREDIT
1-0110 First Bank Checking	140,705.32	
1-0140 First Bank Gaming	1,600.27	
1-0160 ASB CD	0.00	
2-0020 Activity School Fee-5.00		0.00
2-0035 Activity Director		1,282.66
2-0040 Activity Pass Sales-Students		4,392.72
2-0045 Activities-Viking Store		941.07
2-0050 Shop Sales		19,104.48
2-0080 Art		195.00
2-0085 Artfest		1,892.35
2-0090 Assoc Student Body Government		7,067.15
2-0097 Baseball		1,085.23
2-0098 Baseball Field		251.00
2-0195 Class of 2014		634.50
2-0200 Class of 2015		183.49
2-0205 Class of 2016		0.00
2-0217 Class of 2017		0.00
2-0218 Class of 2018		0.00
2-0219 Class of 2019		0.00
2-0220 Class of 2020		0.00
2-0221 Class of 2021		1,758.18
2-0222 Class of 2022		1,652.28
2-0250 Close-Up		4,254.08
2-0260 Concessions		3,429.17
2-0280 Cross Country		1,376.07
2-0290 School wide play		4,777.42
2-0293 DDF		375.80
2-0294 Dig Pink		432.80
2-0295 Ed Camp		0.00
2-0297 Elementary Earth Club		58.00
2-0315 Elementary PIA		395.00
2-0320 Elementary School Store		2,102.85
2-0325 Elementary Stikine River		13,421.73
2-0330 Elementary Memory Book		1,584.98
2-0337 Track Improvement Project		1,958.28
2-0344 School Garden		4,895.19
2-0350 Gym Sign Advertisements		6,507.31
2-0370 Honor Society		37.17
2-0380 Honors English		100.90
2-0400 Integrated		36.68
2-0402 Interact Club (Rotary)		0.00
2-0405 Jazz Band-High School		5,160.12
2-0410 Jewelry		220.28
2-0417 LeConte Survey		819.68

	DEBIT	CREDIT
2-0420 Little Kid's Rock		310.53
2-0430 Little Norway Tournament		0.25
2-0440 Mark Fosse Award		193.60
2-0450 Marquee		197.49
2-0460 Mathematics		603.40
2-0500 MS Band		473.55
2-0510 MS Cheerleaders		389.59
2-0520 MS Robotics		1,873.83
2-0527 MS Student Council		3,505.57
2-0530 MS Tournament/Activities		337.08
2-0540 MS Yearbook and Pro		6,132.54
2-0550 Music-High School		543.29
2-0560 Natural Helpers		1,244.86
2-0580 Culinary Arts		548.57
2-0595 PHS Library		1,570.77
2-0597 Scholarships		0.00
2-0600 Principal - High School		836.22
2-0601 Principal - Middle School		125.07
2-0605 PIA Undisbursed Funds		840.00
2-0610 PTSA Scholarship		200.00
2-0612 EF Puerto Rico		50.13
2-0615 Raffle		1,173.28
2-0625 Region V Tournaments		2,296.77
2-0630 Rory Smith Scholarship		25.00
2-0634 MS Run Club		50.00
2-0640 Pixellot Advertisements		200.21
2-0647 Softball		440.52
2-0648 SPED Memorial Account		5,803.50
2-0650 Stereo Repair/Replacement		906.59
2-0655 Student Testing Fees		243.00
2-0670 Swim/Dive Team		875.24
2-0690 Track		1,354.03
2-0699 Tsunami Bowl		1,951.27
2-0700 Unallocated Interest		319.00
2-0710 Varsity Cheer/Stunt		438.65
2-0730 Viking Basketball		1,702.06
2-0738 Viking Productions		38.13
2-0740 Volleyball		957.83
2-0745 Weekend Backpack Program		2,379.23
2-0750 Work Experience		1,022.00
2-0760 Wrestling		5,127.57
2-0780 Yearbook		2,641.75
Opening Balance Equity		0.00
TOTAL	**$142,305.59**	**$142,305.59**

Regular Meeting
Tuesday, March 9, 2021 6:00 PM Alaskan

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

Cheryl File: Present
Sarah Holmgrain: Absent
Katie Holmlund: Present
Jay Lister: Present
Meg Litster: Present
Present: 4, Absent: 1.
Sarah Holmgrain: Present
Present: 5.

1. **CALL TO ORDER**
   Meeting was held online virtually with Ring Central as the district was in Red status and all school was remote learning. Meeting was called to order by VP Katie Holmlund at 6:03pm
2. **DETERMINE QUORUM**
   A quorum was present to do business, President Holmgrain was not present.
3. **PLEDGE OF ALLEGIANCE**
   VP Holmgrain lead the group in the Pledge of Allegiance.
4. **APPROVAL OF AGENDA**
   Approve agenda as written. This motion, made by Meg Litster and seconded by Cheryl File, Passed.
   Sarah Holmgrain: Absent, Cheryl File: Yea, Katie Holmlund: Yea, Jay Lister: Yea, Meg Litster: Yea
   Yea: 4, Nay: 0, Absent: 1
   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**
   No presentation.
6. **STUDENT REPRESENTATIVE REPORT**
   Student Rep Kinley Lister presented on a variety of topics affecting students.
7. **CORRESPONDENCE**
8. **COMMENTS FROM AUDIENCE UNRELATED TO AGENDA ITEMS**
9. **COMMENTS FROM AUDIENCE RELATED TO AGENDA ITEMS**
   Comments from Amanda Ohmer related to Agenda Item: Antigen Testing of Student Athletes.
10. **COMMENTS FROM BOARD MEMBERS**
11. **CONSENT AGENDA**

Approve Consent Agenda. This motion, made by Katie Holmlund and seconded by Jay Lister, Passed.
Sarah Holmgrain: Absent, Cheryl File: Yea, Katie Holmlund: Yea, Jay Lister: Yea, Meg Litster: Yea
Yea: 4, Nay: 0, Absent: 1

1. FEB, 2021, Monthly accounting report, bills, payroll, and electronic fund transfers, ASB trial balance and P-Card statements in the amount of $789,956.17
2. FEB. 09, 2021, regular board meeting minutes
3. Personnel Action Report

12. **ADMINISTRATIVE REPORTS**
    1. Superintendent's report
       Superintendent updated regarding the district being in a red status.
    2. Elementary Principal's Report
    3. MS/HS Principal's Report
    4. Director of Activities Report
13. **SCHOOL BOARD COMMITTEE REPORTS**
14. **SPECIAL RECOGNITION**
15. **OLD BUSINESS**
    1. Review of Travel/ Return to School Protocol
16. **NEW BUSINESS**
    1. Informational: Antigen BinaxNOW testing
    2. Action: Non-Tenured Contracts
       Approve non-tenured teacher contracts as listed. This motion, made by Meg Litster and seconded by Cheryl File, Passed.
       Cheryl File: Yea, Sarah Holmgrain: Yea, Katie Holmlund: Yea, Jay Lister: Yea, Meg Litster: Yea
       Yea: 5, Nay: 0
17. **ADDITIONAL COMMENTS FROM BOARD MEMBERS**
18. **UPCOMING DATES AND MEETING ANNOUNCEMENTS**
19. **FUTURE AGENDA ITEMS**
    Board would like the following items discussed at another board meeting: Review of the SmartStart document in regards to Yellow status. Keep Travel Document on the agenda,
20. **OTHER NEW BUSINESS**
21. **ADJOURNMENT**
    Adjourn. This motion, made by Sarah Holmgrain and seconded by Cheryl File, Passed.
    Cheryl File: Yea, Sarah Holmgrain: Yea, Katie Holmlund: Yea, Jay Lister: Yea, Meg Litster: Yea
    Yea: 5, Nay: 0
    Meeting adjourned at 7:36pm

Personnel Action Report for 2020-2021
3-9-2021

EMPLOYMENT OF CERTIFIED PERSONNEL

*****All stated salaries for new hires are pending official transcripts

None

RESIGNATION/RETIREMENT CERTIFIED PERSONNEL

Jo Ann Day
Middle School Science
Retirement
May 2021

Ginger Evens
HS History / Elem PE
Retirement
May 2021

EMPLOYMENT OF CLASSIFIED PERSONNEL

None

RESIGNATION/RETIREMENT CLASSIFIED PERSONNEL

None

EXTRA DUTY CONTRACTS

Ginger Evens
Prom Advisor
Spring 20-21

2020-2021 School Year

Teachers	45.00
Classified*	37.00
Principals	2.00
District Administration	5.00
Total Employees	**89.00**

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

Tuesday, March 9th @6:00pm

- What has happened:
  - MAP Growth & Fluency Testing - Cancelled ½ way through
  - Conferences March 3rd & 4th 3:00-7:00pm Virtual
  - Classroom Spelling Bee 2/10
    - **Classroom Bee's Congratulations to:**
    - **3rd Grade:** Tori Miller, Nadia Joekay, Una Romine, Savina Pawuk, Lucia Worhatch & Rebel McGrath
    - **4th Grade:** Quincy Rice, Joe Hofstetter, Ashlyn Sakamoto-Quezon, Andi Mihai, Nate Olsen, Jackson Kandoll
    - **5th Grade:** Kaija Wood, Cadence Flint, Ari Warmack, Jon Torres, Seamus Harrington, Mason Knudsen
    - **Alternates:** Silas Stanton Gregor, Olivia Wilkes, Evelynn Litster, Evin Olsen, Neil Lombard, Simone Nilsen, Maelle Boiter, Sophia Cotta
  - School/District Spelling Bee - CANCELLED
- Special Acknowledgments
  - Shirlene
  - Susan Holmes, Liz Pawuk, Cheryl O'Neil, Irene Littleton
  - Ethan Bryner
- Currently enrolled (206)
  - In-Person (205)
  - Virtual (1)
  - Class Sizes are still anywhere from 10 to 13 students K-5
- Current after school programs being offered:
  - After school recess M-Th
  - Homework busters M-Th
  - Student Council Th
  - Girls on the Run Starting April 5th Mondays/Wednesdays
  - At these clubs students are offered an after school snack
- Alaska Reads Act
- Preschool Day
  - 8:00-12:00
  - Tuesday - Friday
  - Application will go from April 1st-May 31st
  - Application Review will be on June 1st
  - Parents Notified the week of May31st
  - Starting September 7th - May 27th
    - Running on same schedule as school calendar
- School Day
  - Monday - Friday
  - Everything else is still in discussion
- SPED Numbers: PreK-5 = 49
  - Currently 49 Students
  - Referrals: 8
  - Screenings: 0
- What is to come:
  - Spring Break March 12th and beyond
  - Migrant/Title One Pizza Party Event (March 26th for Migrant with Coast Guard Present)
  - Enrollment Survey for 2021-2022
  - Girls on the Run starting April 5th
  - Artist in Residence (Lisa Schramek) Looking at over Spring Break 4/10 All Day

MS/HS Report March 21

No grade data for this report due to Covid closure.

Thanks to our families who took time to participate in parent/teacher conferences. Our teachers had enjoyable conversations, and we received several positive comments from parents and teachers about virtual conferences. We have begun discussing as a staff what our conferences might look like next fall when we are hopefully able to meet face to face again.
--Thanks to Jaime and Marsha for organizing the food from Joan Mei. We had fun delivering to homes on Wed evening.

We are in the middle of our AK Safe Children's lessons for PHS. Thanks to Ms. Turner for organizing these, as well as WAVE for helping us deliver some of the content.

We are interviewing for Elem and MS SpEd positions. Once we complete these, we plan to post for both a 6th grade and a MS science teacher.

Scheduling discussions are continuing as we narrow down options for our bell schedule for 21-22.

Have a safe and relaxing Spring Break, staff and students! End of Quarter 3 is Wed, March 31st.

COVID-19 RETURN TO SCHOOL AFTER TRAVEL PROTOCOL

October 30, 2020

Purpose: To ensure the health and safety of our employees, students and community, and to make every effort to keep our schools in the GREEN status with in-person school. This directive follows the elements of the State of Alaska Mandate 10 https://covid19.alaska.gov/health-mandates/(updated 10/16/2020) protocol with the following additions :

- Applies to intra-state and out of state *AIRLINE* and AMHS travel for PSD employees and students.
- School Sponsored activity travel that follows PSD mitigation plans will be exempt from intrastate testing requirement protocols
- 5 day Quarantine/Strict Social Distancing required AND a test with negative results completed between day 0 and day 5 but before returning to school on Day 6 (or 14 day quarantine).

Travelers pose a potential risk to their family, friends, and community for 14 days after they travel. COVID cases are increasing dramatically in the State of Alaska (SOA) and outside the (SOA). PSD Staff and Students will be required to use this protocol for all intra and out of state travel. Travelers should take caution to limit community spread of COVID-19 after traveling from one location to another for 14 days after the last travel related potential exposure. Travelers last potential COVID-19 exposure from travel is during the return back to Petersburg on Day 0. Travelers who have been to an area that is experiencing a high level of community spread or who have attended higher risk activities (for example, large social gathering, mass gathering, hotspots as indicted by the CDC or international travel) should take extra precautions during the 14 days after travel (CDC, 8/6/2020) are required to follow these protocols.

Procedure:

Staff or Students Returning from *in-state* and *out-of-state* Airline or AMHS travel:

1. PSD Staff or Students will take a COVID-19 test at the Petersburg airport upon return from travel (Day 0).
2. PSD Staff or Students will quarantine until the results of the Day 0 test results are back.
3. Once they have received negative test results, PSD Staff / Students will practice strict social distancing for the remaining 5 days after their original arrival date.
4. PSD Staff or Students are recommended, but not required to have a second COVID-19 test at the Petersburg Airport on Day 7+.
5. PSD Staff or Students may report back to school at PSD on Day 6, with negative test results and if they are symptom free.
6. PSD Staff who can work from home may do so with prior supervisor and Superintendent approval, Students should attend classes remotely, if offered, or parent should work with classroom teacher to determine make-up work.
7. PSD Staff or Students may quarantine for 14 days after they return from travel without testing.
8. PSD Staff or Students will self-monitor for symptoms for 14 days after return and promptly report symptoms.

Definitions:

Day 0*: Day traveler returns to Petersburg*

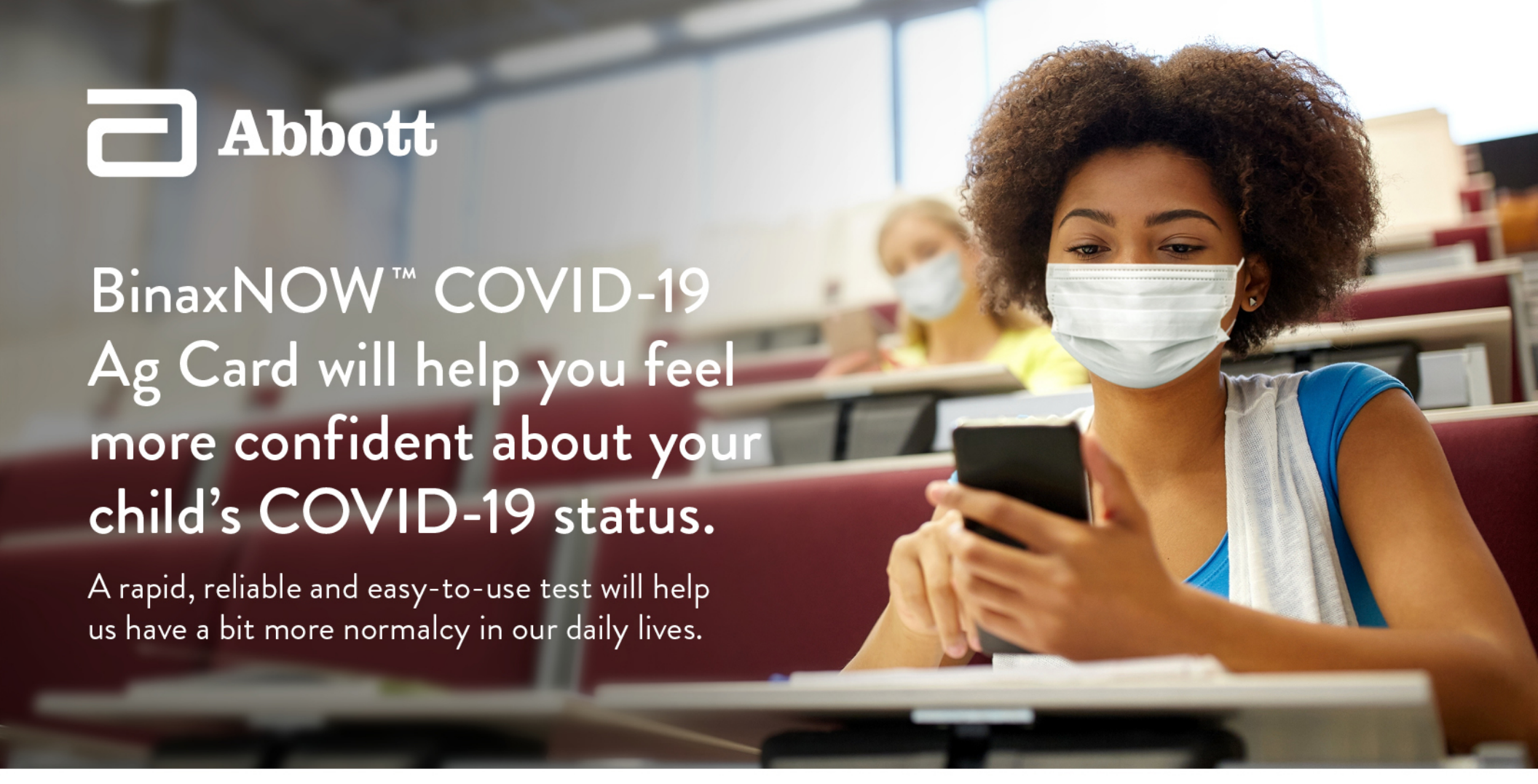
Strict Social Distancing*: (defined under Mandate 10)*
https://covid19.alaska.gov/health-mandates/

- *May be in outdoor spaces but must be 6 feet away from anyone not in your household and must wear mask.*
- *Curbside shopping or food delivery okay.*
- *Cannot enter restaurants, bars, gyms, community centers, sporting facilities, office buildings, school or daycare facilities.*
- *No group activities like sports, practices, weddings, funerals etc. (AK Mandate 10, 10/16/2020)*

Encouraged conduct during travel for PSD staff and students:

- Follow local guidelines for COVID-19 wherever traveling.
- Avoid crowded places and public activities
- Practice excellent hand hygiene techniques
- Practice Social Distancing
- Mask when social distancing is not practical (when within 6 feet of another person)
- Monitor for symptoms suggestive of COVID-19 and seek medical guidance before traveling.
- If an employee travels and believes they may have been in contact with COVID-19 they are required to self-report to manager.

References: CDC, Coronavirus 2019 (COVID-19)
https://www.cdc.gov/coronavirus/2019-ncov/travelers/after-travel-precautions.html
https://covid19.alaska.gov/health-mandates/



Abbott

BinaxNOW™ COVID-19 Ag Card will help you feel more confident about your child's COVID-19 status.

A rapid, reliable and easy-to-use test will help us have a bit more normalcy in our daily lives.

HERE'S HOW THE TEST WORKS

1 SAMPLE

A healthcare administrator takes a nasal swab from the student, faculty, or staff being tested.

2 INSERT

The nasal swab is then inserted into the test card.

3 TEST

In 15 minutes, a line will indicate whether the person has tested positive or negative for COVID-19 (one line indicates negative, two lines indicate positive).

4 RESULTS

Negative results mean a person can resume their normal activities and should continue to stay vigilant, including following guidelines for hand washing, wearing masks and social distancing. If the test is positive, the person will be advised to quarantine and see their doctor. Schools using NAVICA may receive their test on the mobile app.

5 CONFIDENCE

Rapid antigen testing helps identify those who are contagious to help prevent the spread of the disease.

WHAT IS ANTIGEN TESTING?

Antigen testing is designed to identify proteins of the SARS-CoV-2 virus. Rapid antigen tests are highly portable, easy to use, affordable and provide fast results. BinaxNOW is a rapid antigen test for detecting active infection in persons suspected of COVID-19 in the first seven days of symptoms.

WHAT IS NAVICA?

NAVICA is a complementary app that pairs with BinaxNOW. This first-of-its-kind app will allow people who test negative to have a temporary encrypted digital pass that displays their results, similar to an airline boarding pass. This allows organizations to verify negative test results—enabling people to move about with greater confidence.

To learn more about antigen testing and the science behind it, visit **www.navica.abbott**.

DISCLAIMER: The BinaxNOW™ COVID-19 Ag Card has not been FDA cleared or approved. It has been authorized by the FDA under an emergency use authorization for use by authorized laboratories. The test has been authorized only for the detection of proteins from SARS-CoV-2, not for any other viruses or pathogens, and is only authorized for the duration of the declaration that circumstances exist justifying the authorization of emergency use of in vitro diagnostic tests for detection and/or diagnosis of COVID-19 under Section 564(b)(1) of the Act, 21 U.S.C. § 360bbb-3(b)(1), unless the authorization is terminated or revoked sooner.

2021-22 Non-Tenured Teachers

Cabral, Heidi
Miller, Vanessa
Mullen, Hillary
Short, Bridey
Ward, Ioana

Personnel Action Report for 2020-2021
4-13-2021

EMPLOYMENT OF CERTIFIED PERSONNEL

Annica Tufele
Special Education Elem Teacher
SY 2021-22

Tyler Thain
Special Education MS Teacher
SY 2021-22

RESIGNATION/RETIREMENT CERTIFIED PERSONNEL

Dan Sullivan
Elementary Teacher
Retirement
May 2021

Shelley Johnston
Elementary Teacher/ Parapro
Resignation
May 2021

EMPLOYMENT OF CLASSIFIED PERSONNEL

None

RESIGNATION/RETIREMENT CLASSIFIED PERSONNEL

Ralph Johnston
Maintenance Director
Resignation
TBD

Larisa McDonald
Paraprofessional
Retirement
May 2021

EXTRA DUTY CONTRACTS

Tom Thompson
Head HS Track and Field

Alice Cumps
Asst. HS Track and Field Coach

Jim Engell
HS Baseball Head Coach

Ethan Bryner
Asst HS Baseball Coach

Brandon Ware
HS Wrestling Co-Head Coach

Jeffry Davidson
HS Wrestling Co-Head Coach

2020-2021 School Year

Teachers	45.00
Classified*	37.00
Principals	2.00
District Administration	5.00
Total Employees	**89.00**

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

Tuesday, April 13th @6:00pm

- What has happened:
  - Spring Break March 12th and beyond
  - Migrant/Title One Pizza Party Event (March 26th for Migrant with Coast Guard Present) = 18 Families
  - Girls on the Run starting April 5th = 16 girls
  - Artist in Residence (Lisa Schramek) Looking at over Spring Break 4/10 All Day
- Special Acknowledgments
  - Coast Guard: Collin Snovell and Thomas Dillbeck
- Currently enrolled (209)
  - In-Person (209)
  - Gained 4 kiddos this week
  - Virtual (0)
  - Class Sizes are still anywhere from 10 to 13 students K-5
- Current after school programs being offered:
  - After school recess M-Th
  - Homework busters M-Th
  - Student Council Th
  - Girls on the Run Starting April 5th Mondays/Wednesdays
  - At these clubs students are offered an after school snack
- Alaska Reads Act
  - Article from Juneau Empire 2-28-21
- Preschool Day
  - Bill and Article
  - 8:00-12:00
  - Tuesday - Friday
  - Application process is open and applications can be found on the Stedman page of our pcsd.us website
  - Application Review will be on the week of May 31st
  - Parents Notified the week of May31st
  - Starting September 7th - May 27th
    - Running on same schedule as school calendar
- School Day for Kindergarten
  - Monday-Friday
  - School Starts Wednesday, September 1st
  - 8:00-11:15 September 1st-17th
  - 8:00-1:15 Starting September 20th
- School Day for 1st-5th Grade
  - Monday - Friday
  - School Starts Tuesday, August 31st
  - 8:00-2:30
  - Everything else is still in discussion
- Enrollment Survey for 2021-2022
  - Kindergarten 22 to 27
  - 1st Grade 36 to 39
  - 2nd Grade 31 to 34
  - 3rd Grade 28 to 29
  - 4th Grade 35 to 36
  - 5th Grade 31 to 33
  - Total Yes=183 Yes/Maybe=201
- SPED Numbers: PreK-5 = 48

    - Currently 48 Students
    - Referrals: 9
    - Screenings: 0
    - Special Education Interviews are in progress
- Alaska Safe Children's Act
    - Safety Lessons
- Erin's Law (HB 156)
    - Puberty and Health Lessons
- ELA Curriculum Map
- What is to come:
    - Inservice 4/23 - No School
    - Literacy Event 4/23 11:00-1:00
    - Hot Dog CookOut 4/23 11:00-1:00
    - Preschool Information and Child Find 4/23 11:00-1:00
    - BeachWalks week of April 26th
    - 5th Grade Play 4/29 and 4/30
    - Spring MAP Testing 5/3 - 5/13
    - Teacher Appreciation Week of May 3rd
    - Lunch Lady Superhero Day May 7th
    - Teacher Requests from Parents Due May 7th
    - Field Day Week of 5/17 or 5/24
    - Class Picnics

- Grade report for Q3:
    - 21 students on HS grade check (D's or F's)
    - All students had multiple entries except for four students, indicating we have 17 students who have had absences they are still catching up from, or are not completing work in multiple classes. All students on the list who did not travel have been discussed by staff and nearly all are on support plans.
- Hiring Process for MS SpEd (completed), MS Science (in progress), 6th grade (application review) and Foreign Language (still soaking), in that order.
    - Now that we have posted positions and are filling them, we will look to create the Master Class schedule for PHS and MMS, and forecast with students.
- Planning for Graduation as well as associated celebrations, including the Local Scholarships, Baccalaureate, etc. Thanks to Jill L and Alice Cumps for taking the lead on these as senior advisors.
- Jaime and I continue with twice weekly antigen testing for all student-athletes. Staff and students have been great. Jaime leads this process and it's going smoothly.
- We wrapped up the first round of PEAKs testing (ELA, Math, Science). Congratulations to Bridget Wittstock, with support from Jenna Turner.
    - We have quite a few students for make ups; we will create plans to do these during electives classes, extending into after school support time.
- With the small Covid outbreak, we have been extremely short staffed, so I've been covering classrooms, recess duties, libraries, PEAKS support, offices, etc. Thankful for staff that have stepped in to help out as well, including Mara and our Superintendent. Great team!
- We are about a week and a half into quarter 4, which means we are wrapping up the 2020-2021 school year. Twenty-Nine school days for our seniors. Wow.
- MS Q3 Awards Assembly is on Thurs, April 15th at 1:30pm. Steaming available
- Earth Day trash pick up (outside is safer!) on Thursday, April 22nd. JoAnn Day is organizing this, for the last time:(
- First week of May begins our AP Exams

PETERSBURG HIGH SCHOOL

SETTLEMENT INVESTIGATION FOLLOW-UP

July 2020

Prepared for:

Petersburg School District
PO Box 289
Petersburg, AK 99833

PDC ENGINEERS
PLAN • DESIGN • CONSTRUCT
A RESPEC COMPANY

Prepared by:

9109 Mendenhall Mall Rd, Suite 4
Juneau, Alaska 99801
AECC605

18178JN

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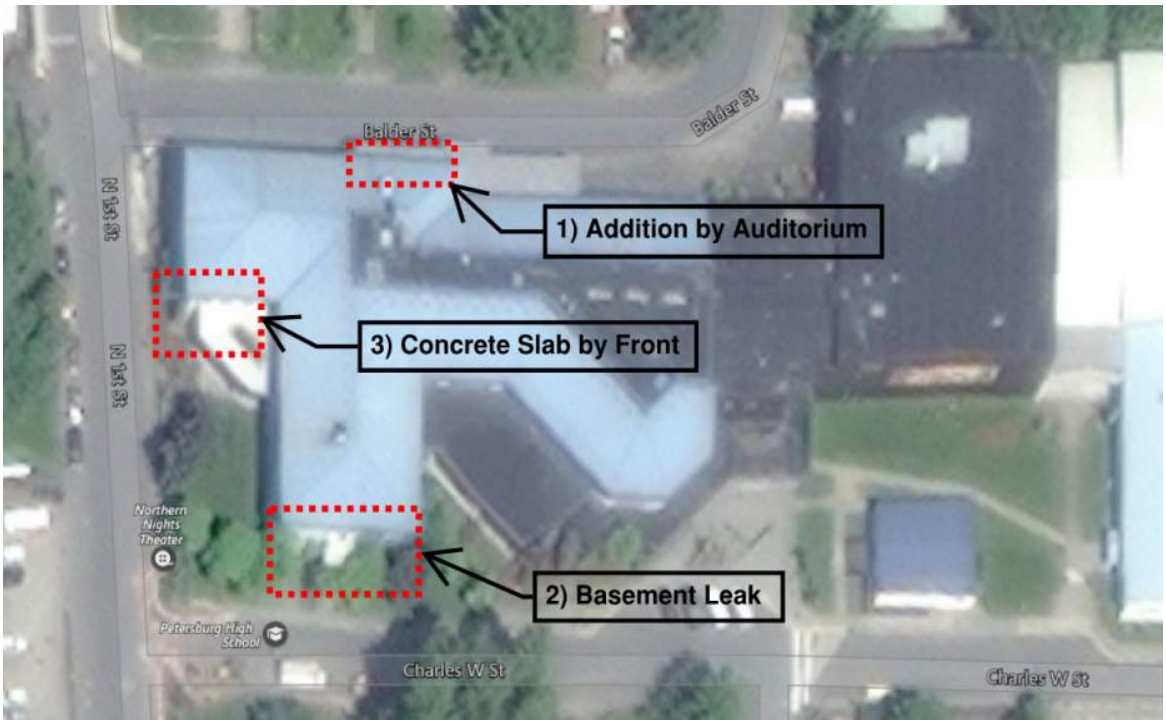
APPENDICES

Appendix A – Photo Key
Appendix B – 2020 Ziplevel Elevation Results
Appendix C – 2018 Investigation Report

INTRODUCTION

PDC Engineers (PDC) was approached by Dan Tate, the former Director of Maintenance for the Petersburg School District, about some structural concerns in their high school in 2018. There were three main areas with issues relating to settlement of the structure: near the auditorium, an area in the basement with a leak, and a concrete slab by the front stairs.

An initial investigation was performed in 2018 resulting in a recommendation to repeat the investigation in a couple years for comparison. Janice Wells, EIT, with PDC Engineers, performed a follow-up site investigation on Thursday, June 11, 2020. Janice was accompanied for the majority of the inspection by Dan Tate and Ralph Johnston, the incoming Director of Maintenance.



Reference Site plan (1st Street is West)

FOLLOW UP INVESTIGATION OF AUDITORIUM AREA

Auditorium

During the site visit, we walked through the seating area of the auditorium. The visible cracks did not appear to have widened. The extent of the crack is unknown due to the carpet on the floor. The crack (circled in red, in *Figure 3*) did show a small spalled area off the crack. No new cracks were observed.

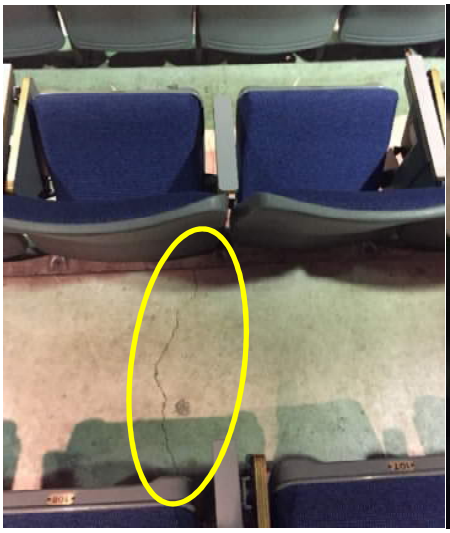


Figure 1- 2018 Riser Crack

Figure 2- 2018 Riser Crack

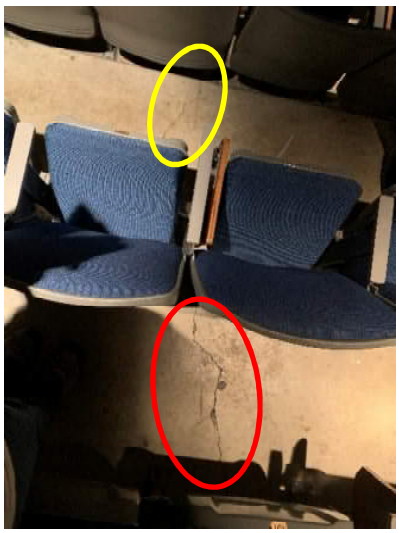


Figure 3- 2020 Riser Cracks

Girl's Dressing Room

Behind the stage is an addition that consists of dressing rooms, a storage room, and stairs leading outside. This addition was built in the 1980's and has had the most settlement issues. In the girl's bathroom, there is a mark on the wall from 2013. It was painted over, but is still faintly visible. No additional settlement has occurred between 2018 and 2020 in this area.

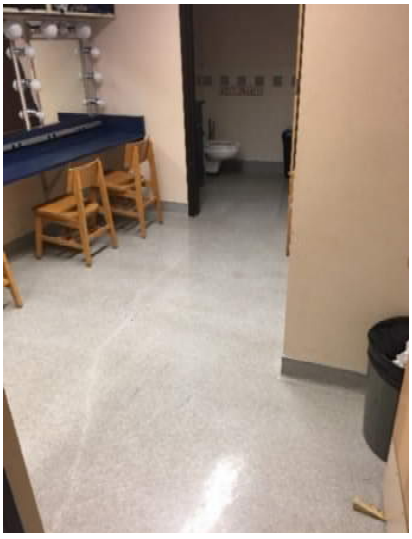


Figure 4- 2018 Girl's Dressing Room

Figure 5- 2020 Girl's Dressing Room

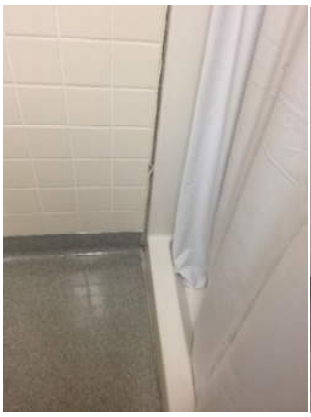


Figure 6- 2018 Girl's Shower

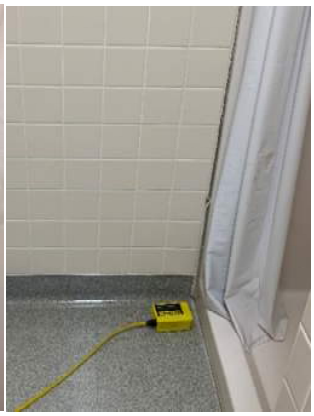


Figure 7- 2020 Girl's Shower

Figure 8- 2018 Mark on Wall

Figure 9- 2020 Mark on Wall

Boy's Dressing Room

The boys' dressing room is a mirror image of the girls' dressing room and has more significant signs of settlement. The repeated elevation survey does not show additional settlement from 2018 to 2020.

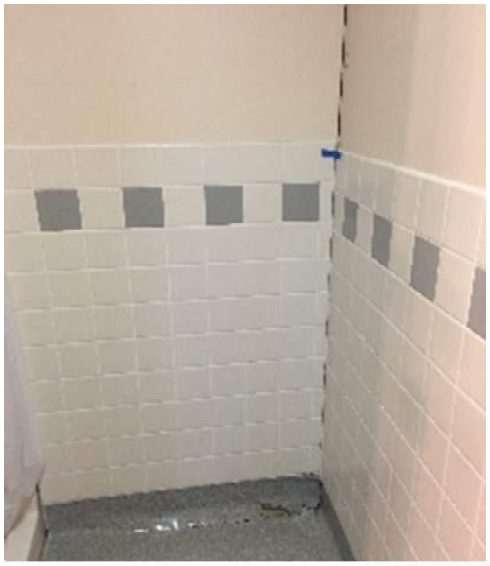


Figure 10- 2018 Boys Bathroom

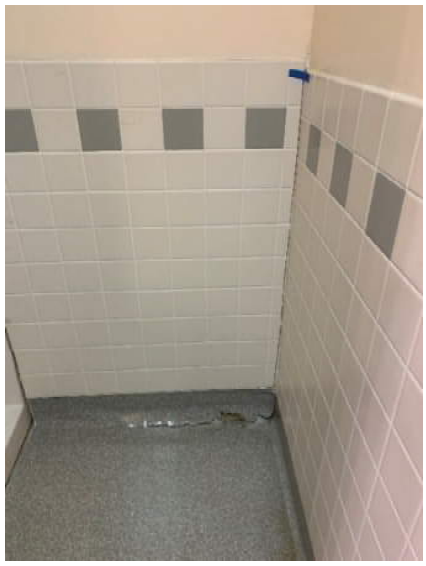


Figure 11- 2020 Boys Bathroom

Figure 12- 2018 Boys Bathroom Floor

Figure 13- 2020 Boys Bathroom Floor

Storage Room

In the storage room, the cracks that were visible in 2018 are still visible and do not appear to have grown or widened. The elevation survey results in Appendix A do not show additional settlement.

Figure 14- 2018 Storage Room Crack

Figure 15- 2020 Storage Room Crack

Crawl Space

In 2018, an investigation was performed in the crawl space from the music room access hatch. However, the access was limited under the addition. This crawl space area was not re-investigated during the 2020 site visit.

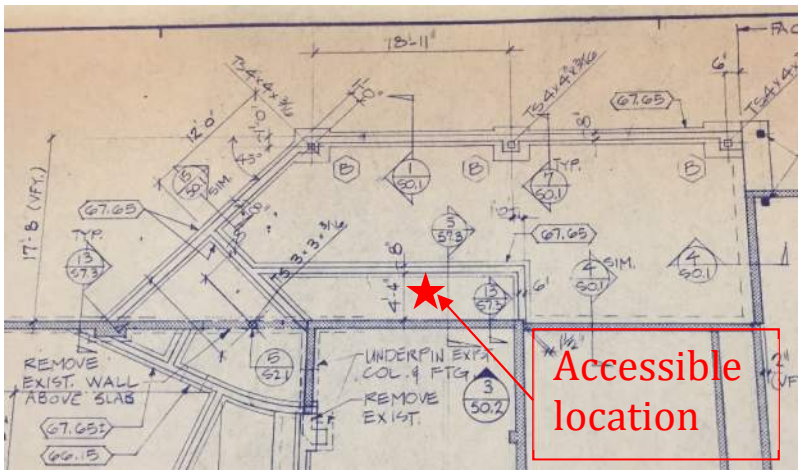


Figure 16- Addition Foundation Plan

Outside, North Side of Building

From the outside, behind the backstage addition, there is a gutter and scupper that discharges water right next to the wall. The middle column of the North Addition Wall has the largest settlement. No cracks in the exterior of the wall were observed.

Figure 17- 2018 North Wall of Addition, East and Middle Column Locations

Figure 18- 2018 Northwest Wall of Addition, West Column

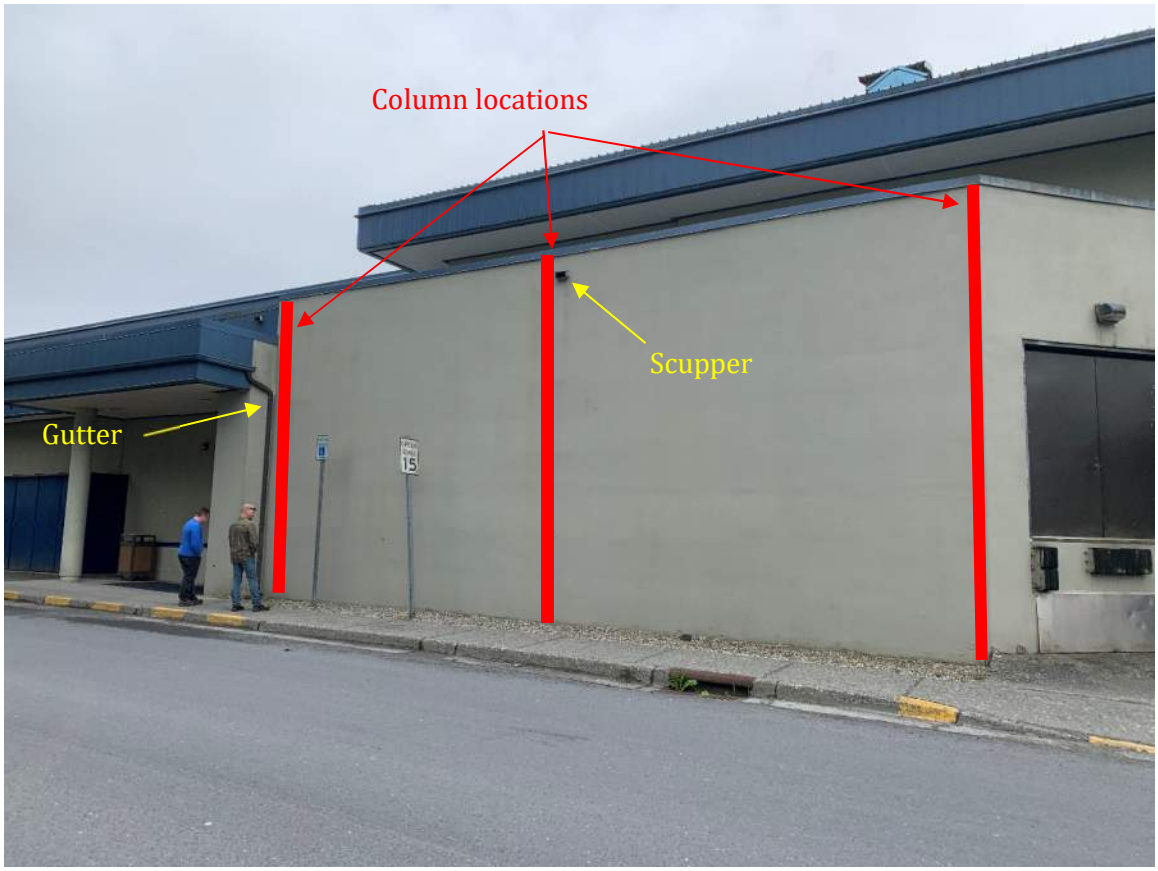


Figure 19- 2020 North Wall of Addition, Column Locations

FOLLOW-UP INVESTIGATION OF BASEMENT

The basement on the south side of the building has a wall that leaks when it rains. According to Dan Tate, the water can stream out from the built-up water pressure. It is unclear where the water is coming from. The wall is discolored and appears to have had water flow down the wall where the pipes penetrate it. There are other areas that are spalled or have honeycombing in the concrete wall.

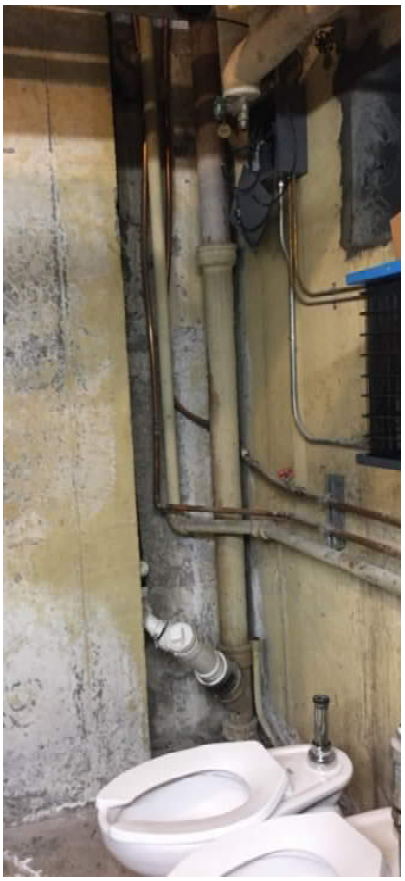


Figure 20- 2018 Nook with the Leak

Figure 21- 2018 Hole in Wall

Figure 22- 2020 Hole in Wall

Figure 23- 2020 Damage in Concrete Wall

Figure 24- 2018 Water Stain by Pipe Penetration

Figure 25- 2020 Water Stain by Pipe Penetration

The ground level is at the top of the basement wall at the exterior. The ground slopes towards a retaining wall. A drainage pipe has an outlet between the first-floor level and the retaining wall. No drainage holes were observed in the retaining wall.

A ziplevel elevation survey was conducted in order to compare where the leaking occurs in relation to the retaining wall and drainage pipe elevations. The drain outlet shown in Figure 26 is approximately two feet below the 1st floor elevation. The ziplevel results are presented in the attached S-2 drawing.

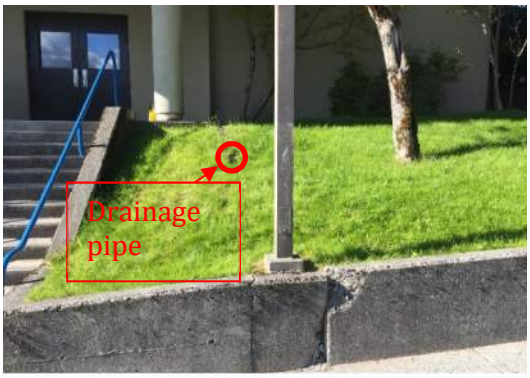


Figure 26- Grassy Area in front of Basement

ADDITIONAL OBSERVATIONS

At the front of the building, the slab has been partially undermined. There are other cracks in the walls towards the front nook and in the maintenance room. There is also a crack in the wall midway up the hallway. They have not become worse in the last two years.

Figure 27- 2018 Exterior Slab Undermined

Figure 28- 2020 Exterior Slab Undermined

ANALYSIS/RECOMMENDATIONS

Auditorium Risers:

The auditorium riser cracks have not become worse over the last two years. Our recommendation is to continue to measure and monitor the width, extent, and any elevation change across the crack every few years. Where the cracks went under the carpet, no investigation was done. If the crack can be felt under the carpet to the west of the auditorium, it may be worthwhile to uncover the extent of the crack for monitoring.

We recommend these cracks be filled with epoxy or other concrete crack fillers to prevent chipping or spalling.

Addition:

The storage room, boy's dressing room, and girl's dressing room have the most significant settlement. Settlement can occur for many reasons. During the initial investigation, we verified the footing sizes to be adequate for the loads, based on the assumed bearing capacity of the soils. Unconsolidated soils or organics in the soils could cause the foundation to settle. With this type of settlement, it should slow down over time as the soils become more compacted. There did not appear to be noticeable settlement in the last two years and the mark on the wall in the girls' dressing room from 2013 is still fairly level. Therefore, it is likely unconsolidated soils is the cause of the settlement.

The roof drainage discharges against the northern wall. The scupper is located above the middle column, between the storage room and boy's dressing room. The gutter system drains at the eastern column location, at the girl's dressing room. Water can wash away the fines in soils or freeze and cause the foundation to move. Since the building did not appear to have settled since 2013, it is unlikely this is the main cause of the settlement. It is still best to have water discharge away from the building.

Although soils are the suspected cause of settlement at the northern part of the addition foundation and the movement should slow, it is still recommended the cracks be monitored, either by maintenance staff or another follow-up elevation survey. If they continue to become worse, there are some solutions which can be explored including helical piers, grouted micro piles, or compaction grouting. The focus would be the three columns on the north side of the addition. For helical piers, or micro piles, it would require excavation under two sides of each footing, driving the helical piers or micro piles into the ground until they reach bedrock or adequate resistance. A bracket would be attached from the pier or pile to the footing. The bracket would also be used to lift the building to be level, however lifting can cause more cracks in the finishes. Compaction grouting is where grout is injected under the footings. For these types of repairs, subsurface data must be known, so a geotechnical exploration would be required first.

Basement Leak:

Since it was not raining at the time of the site visit, it was difficult to examine exactly where the leak occurs and how much pressure it experiences. From visual inspection, there are many locations water might come from including pipe penetrations and small holes. The basement level is lower than the retaining wall outside. The retaining wall does not have any relief holes, so it may be retaining the water behind the wall if it is not infiltrating fast enough into the soil, which may contribute to the pressurized water. It is also possible the concrete wall was not consolidated properly or completely during construction, which would leave voids for water to flow through.

It is recommended to dig down to expose the outside of the wall, seal the wall, ensure well-draining gravel is in place against the wall, and lower the existing drain as much as possible. Drilling weep holes into the adjacent retaining walls may also help with drainage. Discharging the water away from the building is preferable.

The ziplevel consists of a base unit and hand held module. They are linked with a chord filled with a pressurized fluid. By moving the handheld module, it is able to determine the change in elevation based on the fluid pressure. The equipment works best when the elevation readings are relatively level and the chord lays fairly flat. For the auditorium, for instance, +/-0.1" of elevation difference is not necessarily an indication of movement, and is within the margin of error. Where the elevation survey was repeated near the basement, there was a significant elevation drop between the base

unit and hand held module. The accuracy decreases significantly, so if the 2018 and 2020 values were within an inch of each other, it is considered adequate. Performing the elevation survey in this location was solely used to estimate where the leaks may be occurring with respect to the retaining wall elevation, so a high level of accuracy was not required.

Additional Observations:

At the front of the school by the Maintenance office there are some cracks. Outside of the door, there is a slab that has been undermined. None of the issues have become worse in the last couple years. It is recommended to continue monitoring the existing issues.

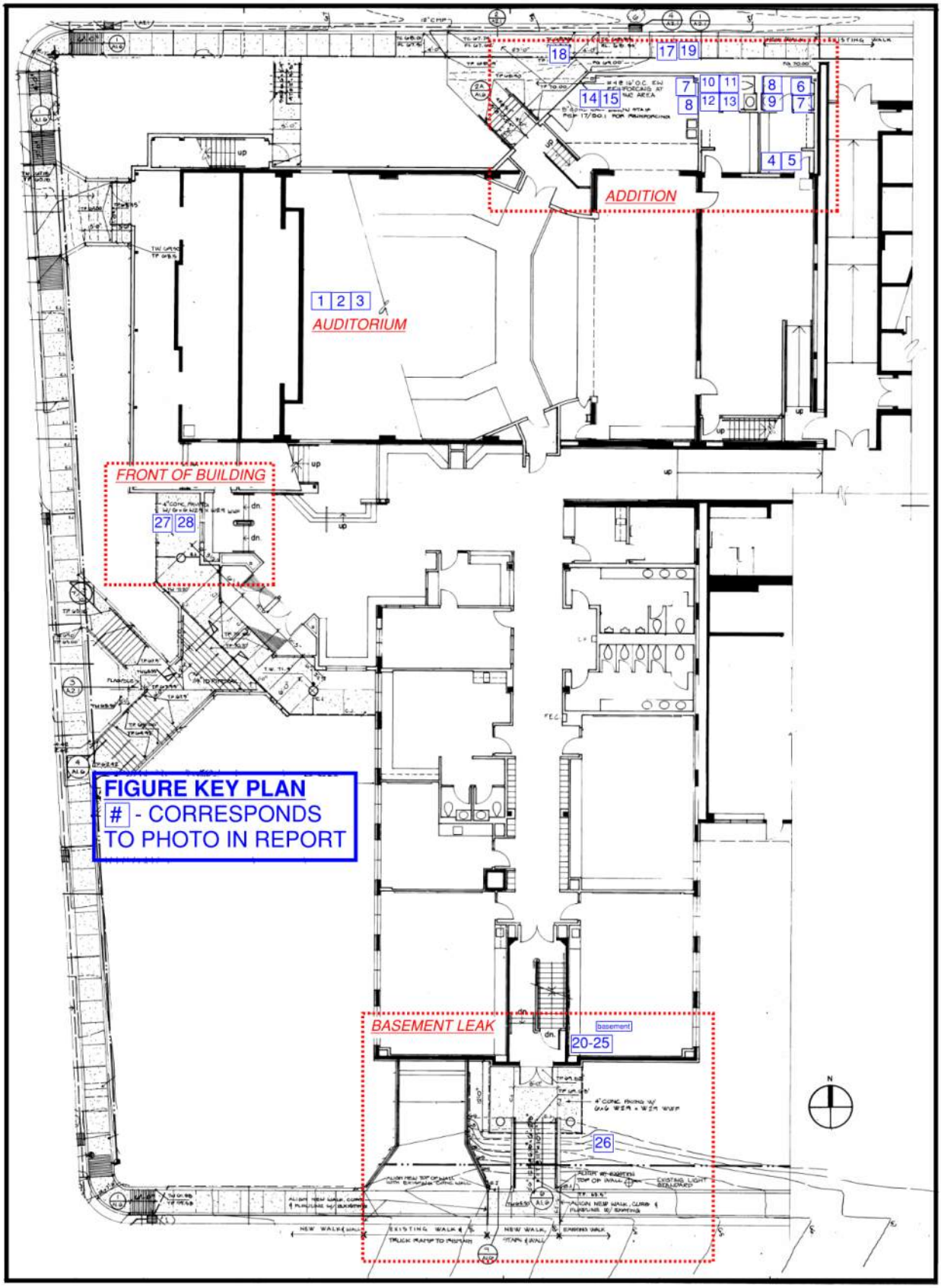
CONCLUSION

Based on the two inspections and information provided by Dan Tate, most of the areas of concern have been ongoing since the addition was built in the 1980's. Since nothing appears to have worsened over the last two years, it is recommended that monitoring continue. If the issues become worse, then we recommend obtaining geotechnical information to provide insight on the best way to repair the issues.

We appreciate the opportunity to have assisted you with the condition survey. If you have any questions or need additional service, please do not hesitate to let us know.

APPENDIX A

PHOTO KEY



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A NESPEC COMPANY
9109 Mendenhall Mall Rd. Ste. 4, Juneau, AK 99801
907.780.6060 | AECC605

PETERSBURG HIGH SCHOOL
PHOTO KEY

DESIGN: JMW
DRAWN: JMW
CHECK: AKM

PROJ. No.
18178JN
FIGURE
KEY

P:\2018\18178JN-PSD_Invest\S\Model\Ziplevel Auditorium - 2020: Layout1 (4) Jun 24, 2020 11:17 AM

APPENDIX B

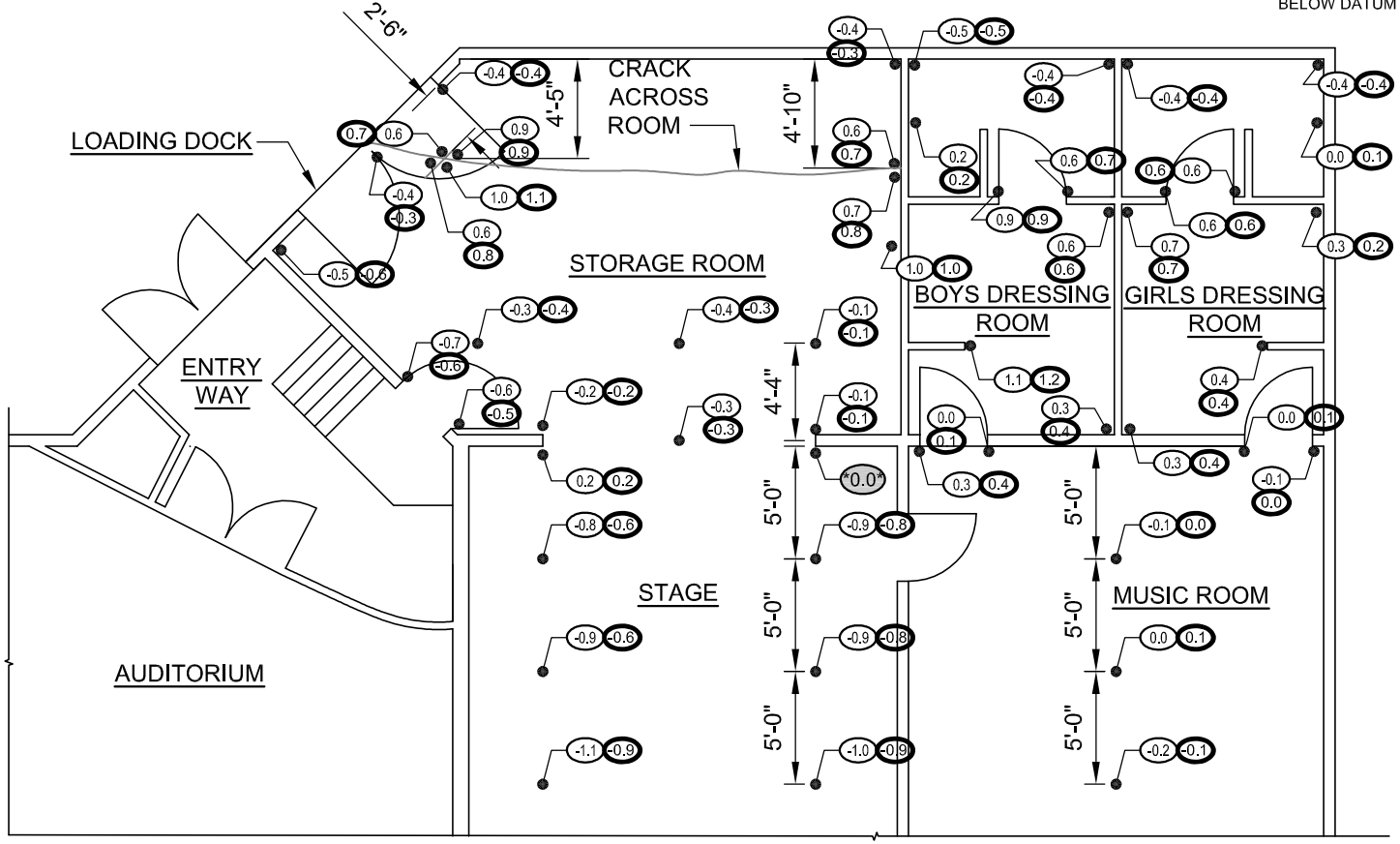
ZIPLEVEL ELEVATION RESULTS

P:\2018\18178JN-PSD_Invest\SIModel\Ziplevel Auditorium - 2020\ Layout1 (2) Jun 24, 2020 8:57 AM

78

LEGEND

- *X* ZIPLEVEL ELEVATION USED AS DATUM
- X 2018 ZIPLEVEL READING ABOVE / BELOW DATUM IN INCHES
- X 2020 ZIPLEVEL READING ABOVE / BELOW DATUM IN INCHES



1 / S-1 **GROUND ZIPLEVEL PLAN**

SCALE: 1/4" = 1'-0"

S-1 FIGURE	PROJ. No. 18178JN	DESIGN: JMW DRAWN: JMW CHECK: AKM

PETERSBURG HIGH SCHOOL
AUDITORIUM SETTLEMENT

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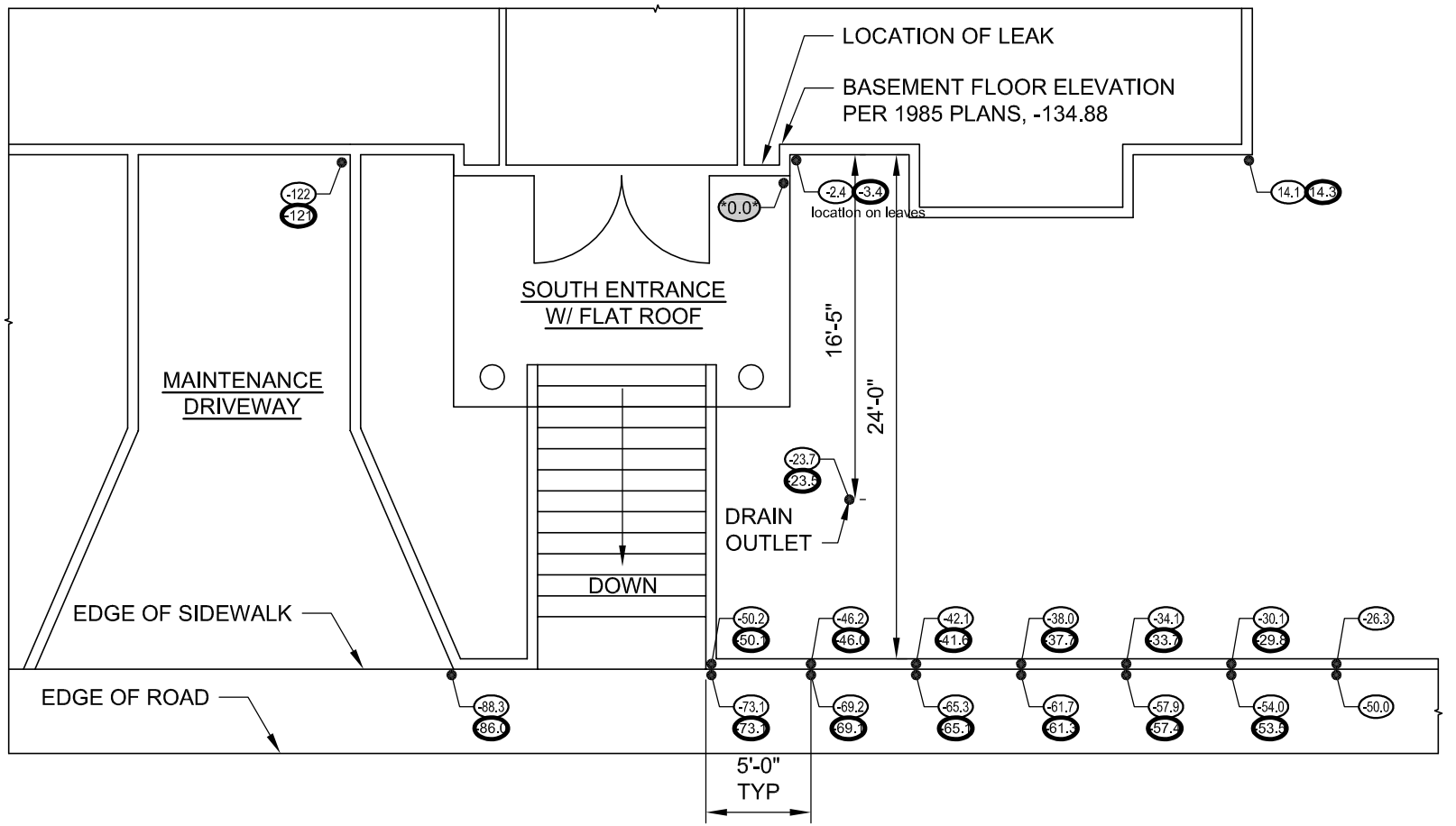
9109 Mendenhall Mall Rd. Ste. 4, Juneau, AK 99801
907.780.6060 | AECC603

P:\2018\18178JN-PSD_Invest\SIModel\Ziplevel Auditorium - 2020\ Layout1 (3) Jun 23, 2020 3:23 PM

79

LEGEND

- *X* ZIPLEVEL ELEVATION USED AS DATUM
- X 2018 ZIPLEVEL READING ABOVE / BELOW DATUM IN INCHES
- X 2020 ZIPLEVEL READING ABOVE / BELOW DATUM IN INCHES



1 / S-2 **GROUND ZIPLEVEL PLAN**

SCALE: 1/4" = 1'-0"

FIGURE S-2 | PROJ. No. 18178JN

DESIGN: JMW
DRAWN: JMW
CHECK: AKM

PETERSBURG HIGH SCHOOL
BASEMENT LEAK

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A DESPES COMPANY
9109 Mendenhall Mall Rd. Ste. 4, Juneau, AK 99801
907.780.6060 | AECC603

APPENDIX C

2018 INVESTIGATION REPORT

June 26, 2018

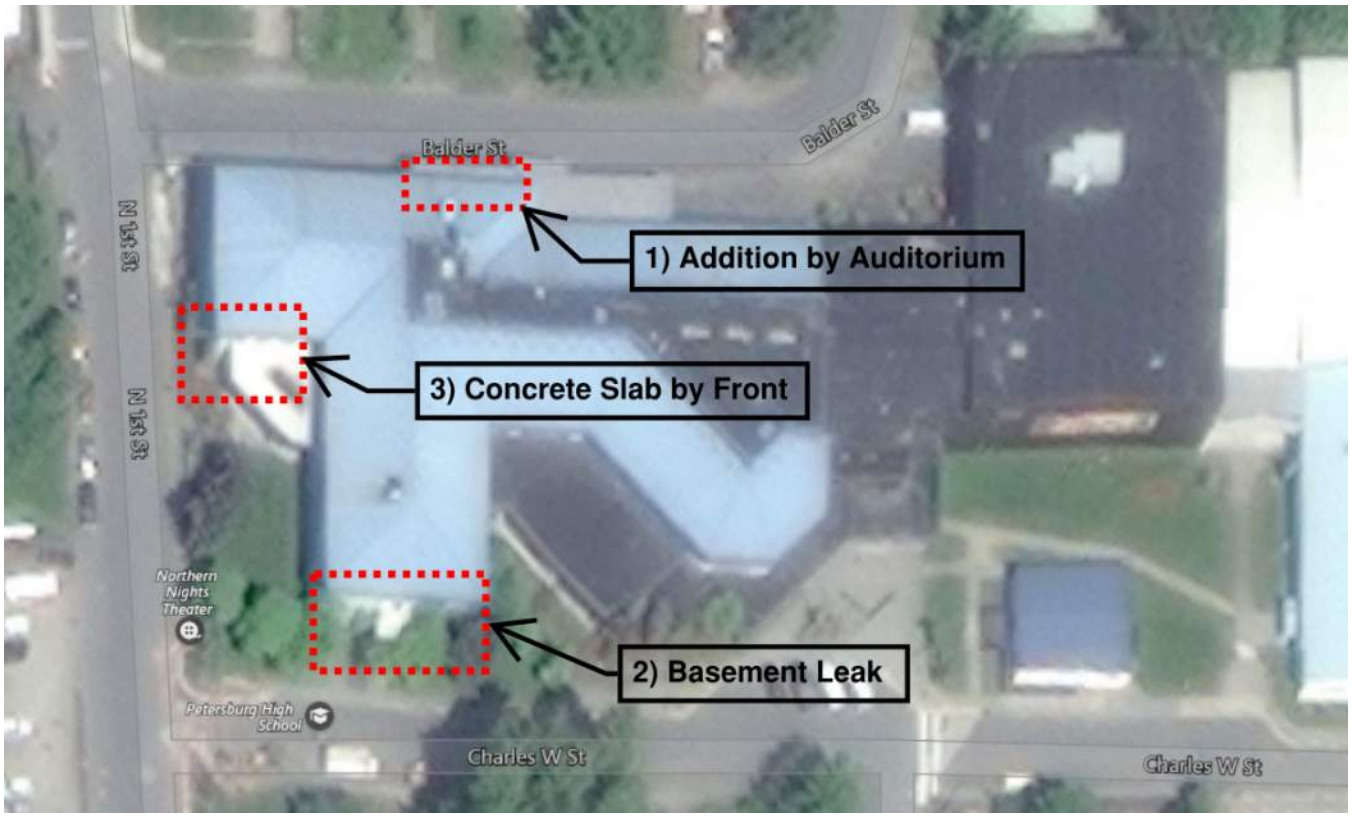
Daniel Tate
Director of Maintenance – Petersburg Schools
PO Box 289
Petersburg, Alaska 99833

SUBJECT: PHS Condition Survey
PDC Project Number 18178JN

Dear Mr. Tate,

PDC Engineers (PDC) was approached by Dan Tate, the Director of Maintenance for the Petersburg School District, about some structural concerns in their high school. There were three main areas with issues: 1) settling issues near the auditorium, 2) an area in the basement with a leak, and 3) a concrete slab by the front stairs.

For this report, 1st Street is on the west side of the building. Janice Simmons, EIT, of PDC, performed an inspection on Wednesday, May 30, 2018 at the Petersburg High School (PHS). Janice was accompanied for most of the inspection by Dan.



ANCHORAGE
2700 Gambell Street, Suite 500
Anchorage, AK 99503
907.743.3200

FAIRBANKS
1028 Aurora Drive
Fairbanks, AK 99709
907.452.1414

JUNEAU
6205 Glacier Highway
Juneau, AK 99801
907.780.6060

PALMER
125 W. Evergreen Avenue,
Suite 102
Palmer, AK 99645
907.707.1215

SOLDOTNA
170 E. Corral Avenue, Suite 2
Soldotna, AK 99669
907.420.0462

INVESTIGATION OF AUDITORIUM

During the site visit, we went to the auditorium, which is part of the originally constructed building in 1951. There are risers in the auditorium that I was told were put in after original construction, and had a few cracks in them. The crack shown in Figure 1 was continuous over (3) risers. It was unclear if that was the extent of the crack, because the end went under the wall to the west of the auditorium. The room to the west also had carpeting, so we could not determine if the crack continued.

Another similar crack was observed at the east end of the auditorium, but did not seem to connect to the cracks to the west.

Figure 1- Crack in the Risers

Behind the stage was an addition that consisted of dressing rooms, a storage room, and stairs leading outside. This addition was built in the 1980's and has had settlement issues. The girls' dressing room had some signs of settlement, most noticeable in the bathroom. Figure 3 shows the tile has separated from the shower. In the corner of the bathroom, there was a line drawn, dated 1/31/13. Although the wall has clearly moved, the line from 2013 appears fairly level.

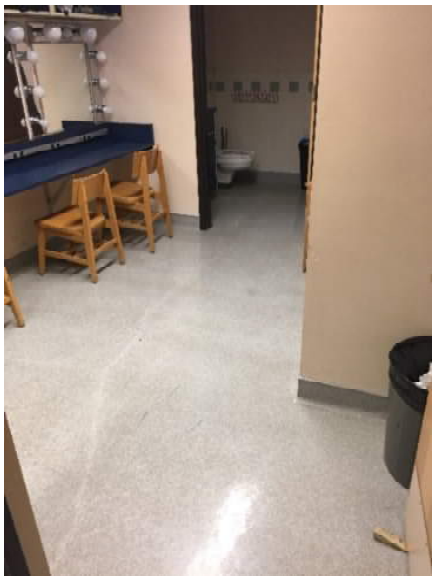


Figure 2- Girls Dressing Room

Figure 3- Girls Shower

Figure 4- Girls Bathroom Wall

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The boys' dressing room is a mirror image of the girls' dressing room and has more significant signs of settlement. Figure 5 shows the tile has separated from the shower and the lines on the wall show it has moved. The lower tiled wall is the exterior wall. The higher tiled wall is an interior wall between the dressing room and storage room. From the storage room side of the wall, you can stick a clipboard under the entire wall, which shows just how much this wall has moved.

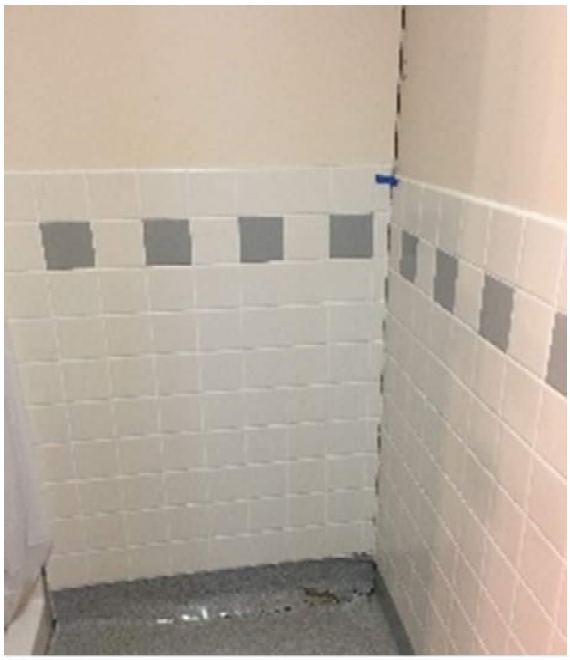

Figure 5- Boys Bathroom

Figure 6- Boys Bathroom Floor

Figure 7- Storage Room

In the storage room, there is a crack that runs the entire length of the room, east to west. There are a couple of areas in the storage room where multiple cracks come together. A ziplevel elevation survey was conducted in the storage room and dressing rooms to obtain an idea of current elevations relative to one another. The ziplevel results are presented in the attached S-1 drawing. The drawing also shows the location of the large cracks across the storage room.

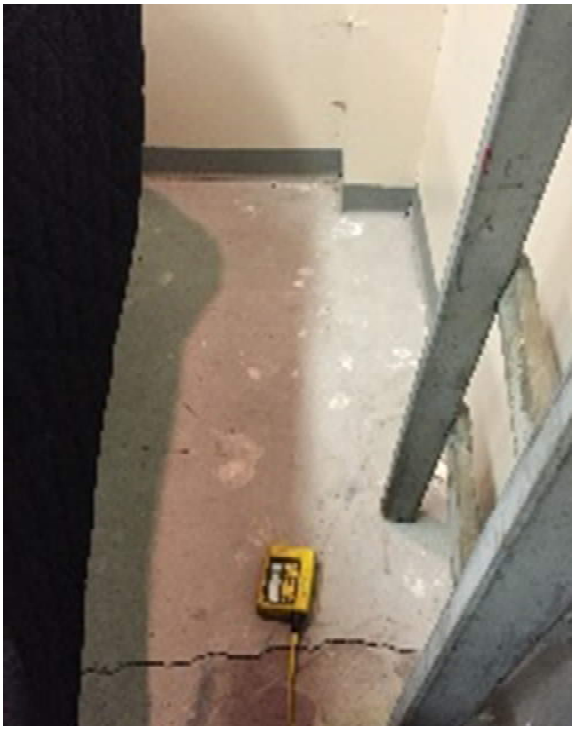

Figure 8- East wall of Storage Room

Figure 9- Cracks near Loading Dock Doors

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During the site visit, Dan and I went into the crawl space. Unfortunately, we weren't able to go under the entire addition. I did note that the typical foundation detail on the plans showed backfill on both sides of the wall. We found pan decking holding up the concrete floor and the footings weren't fully covered with fill. A man named Joe stopped by and said he had worked on the addition in the 1980's and said he remembers installing pan decking throughout the addition.

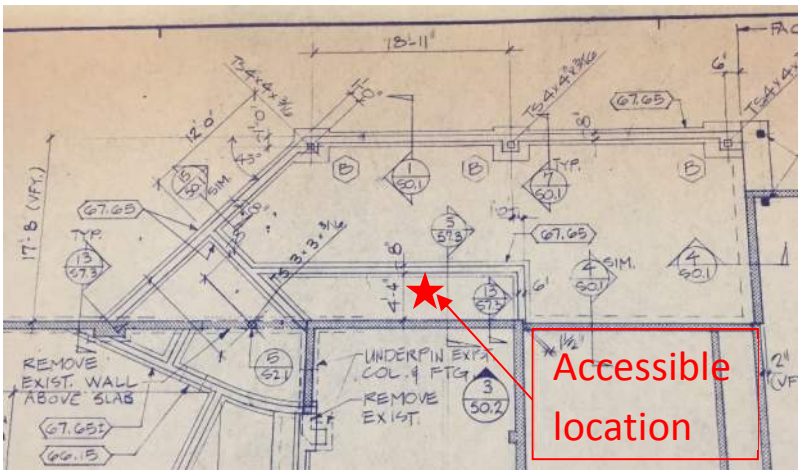

Figure 10- Addition Foundation Plan

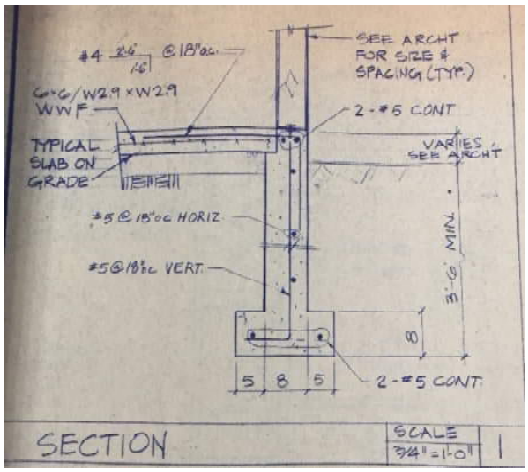

Figure 11- Typical Foundation Detail

Figure 12- Pan Decking under Floor Slab

Figure 13- Exposed Footings

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From the outside, it is seen that the addition is only one story with a flat roof. There is a gutter that runs off at the eastern post and a roof spout at the location of the middle post, as shown in Figure 14. The west post is adjacent to the loading bay doors. No water drainage is visible near the western post.

The ground is relatively flat next to the addition, as there is a sidewalk and road. No cracks in the exterior wall were noticed.

Figure 14- North Wall of Addition, East and Middle Post Locations

Figure 15- Northwest Wall of Addition, West Post

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INVESTIGATION OF BASEMENT

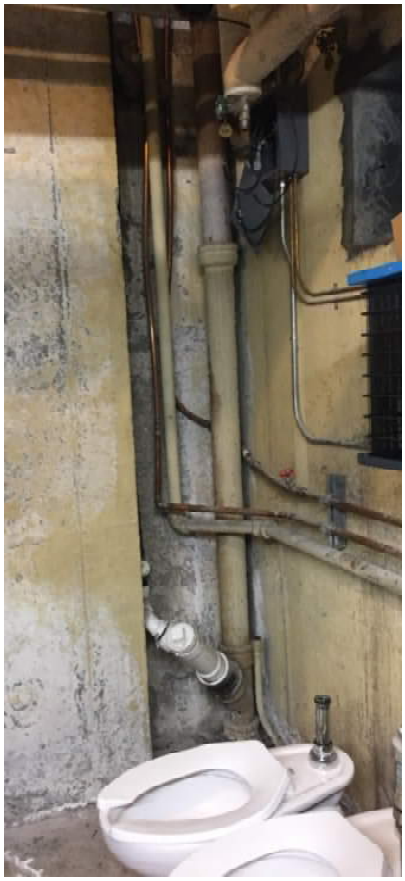

Figure 16- Nook with the Leak

I was also shown an area in the basement on the south side of the building that leaks when it rains. There was a hole approximately 9" from the floor that Dan said would leak if it rained for more than three days. He said it would spray out from the pressure buildup it was experiencing. It also looked as though water has, at some point, flowed down the wall where the pipes come through. From the 1985 plan set, the floor to floor height of the wall is approximately 11'-3".

Figure 17- Hole in Wall

Figure 18- Pipe Hole Leak

From outside, the ground level is at the top of the basement wall. The ground slopes down towards a retaining wall. A drainage pipe has an outlet between the first floor level and the retaining wall. I did not observe any drainage holes in the retaining wall.

A ziplevel elevation survey was conducted in order to compare where the leaking hole is located in relation to the retaining wall and drainage pipe elevations. The drain outlet shown in Figure 19 is approximately two feet below the 1st floor elevation. The ziplevel results are presented in the attached S-2 drawing.

Figure 19- Grassy Area in front of Basement

ADDITIONAL OBSERVATIONS

Near the front of the school, by the Maintenance office, there is a nook next to the window. The exterior wall of the nook appears to have shifted, creating a crack up the wall. From the exterior of the building in the same location, it appears the ground slab has pulled away from the building slightly and may be tilting downhill.

From the Figure 22, it appears the slab may be undermined, which could cause instability in the slab.

Figure 20- Exterior Slab

Figure 21- Nook Wall Crack

Figure 22- Exterior Slab Undermined

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ANALYSIS/RECOMMENDATIONS

Auditorium Risers:

The auditorium risers are made of concrete and concrete has a tendency to crack. It is unclear how and when the cracks were formed. Our recommendation is to measure and monitor the width, extent and any elevation change across the crack. If the crack can be felt under the carpet to the west of the auditorium, it may be worthwhile to uncover the extent of the crack for monitoring.

Aesthetically, these cracks could be filled with epoxy or other concrete crack fillers.

Addition Settlement:

The addition, to the north of the auditorium had clear signs of settlement. The worst area was between the boys' dressing room and the storage room on the exterior wall, which is located at the middle column. This middle area is the highest loaded area due to the tributary area of the roof and floor. From the ziplevel survey, it can be seen the crack across the room has a higher elevation that the exterior wall, which supports the idea that the footing is settling.

From the 1987 plans, the footing under the column is 3'-6"x3'-6" and the allowable bearing pressure is 2500psf from the General Notes, which gives a capacity of 30,625 lbs. This is sufficient for the loads the building might experience. If there were unconsolidated soils, the bearing pressure may have originally been less than assumed, but the building should have settled by now. If settling is still occurring, it is unlikely unconsolidated soils is the entire reason.

There was a gutter spout on the eastern column and a water spout on the roof located at the middle column for run-off. If water is going down these spouts and infiltrating towards the footing, this could be a contributing cause. If the settling is actively occurring, we recommend redirecting the drain from the building walls, so it is not infiltrating to the footings.

Potential fixes could be to use helical piers, grouted micro piles or compaction grouting. We would focus these on the three columns on the north side of the addition, see Figure 10. For helical piers, or micro piles, we would excavate under two sides of each footing, screw the helical piers, or drill the micro piles, into the ground until they reach bedrock or adequate resistance. A bracket can be attached from the pier or pile to the footing. Compaction grouting is another repair option that could be considered. Compaction grouting is where grout is injected under the footings. These repair options will stop settlement. The bracket option can also lift the building to be level. The building can be lifted from the brackets, or the grouting; but often it is best to repair and not lift as lifting can cause more cracks in the finish surfaces. For these types of repairs, subsurface data must be known, so a geotechnical exploration would be required first.

Since settlement occurs overtime, it is difficult to say when the settlement we are seeing occurred and if it is still occurring. The best way to determine if the settlement is ongoing is to monitor the area with a ziplevel survey annually to compare the values and identify the rate of settlement. Depending on the settlement rates, an additional geotechnical investigation may be recommended.

Basement Leak:

Since it was not raining at the time of the site visit, it was difficult to examine exactly where the leak occurs and how much pressure it experiences. I was told the drain in the south yard has helped a bit, but it is only about two feet under the soil.

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Another thought was maybe the retaining wall is storing the water between it and the basement wall, and if the water is not infiltrating into the ground away from the basement fast enough, it allows the water to build up pressure.

We recommend digging down to expose the outside of the wall, sealing the wall, ensuring well-draining gravel is in place against the wall and lowering the existing drain as much as possible. Discharging the drain to the sidewalk level is desirable as it could drain to the street gutter and then to the east, hopefully to existing storm drainages. However, water draining across the sidewalk may not be desirable.

Drilling weep holes to the tall retaining wall to the west of the entry and east of the driveway to the basement is another option. However, you would need to ensure that no reinforcing steel would be cut and there is no guarantee that water behind the wall would get to the weep hole. To completely fix the drainage could require removal of the entry, stairs and all soils to the bottom of the basement floor. This does not seem economically feasible.

Cracks at Front of Building:

It appears some settlement has occurred at the main entrance of the high school by the Maintenance office. The slab in the front of the building has also appeared to have moved slightly. In Figure 22, it appeared the slab may be slightly undermined.

As stated before, it is difficult to determine when the settlement we are seeing actually occurred. Usually it happens during initial construction, but sometimes it happens over time. The best solution we have is to monitor the settlement. Again, helical piers, micro piles or compaction grouting are options to resolve on-going settlement, but we recommend at least another year of monitoring and then obtaining geotechnical information to design any desired repair.

We appreciate the opportunity to have assisted you with the condition survey for this building. If you have any questions or need anything else, please do not hesitate to let us know.

Sincerely,

PDC Engineers

Michael C. Story, PE
Principal Civil & Structural Engineer

Janice Simmons
Structural Engineer-in-Training

Attachments: KEY, Photo Key Plan
S-1, 2018 Ziplevel Survey for Auditorium Addition
S-2, 2018 Ziplevel Survey for Basement Leakage

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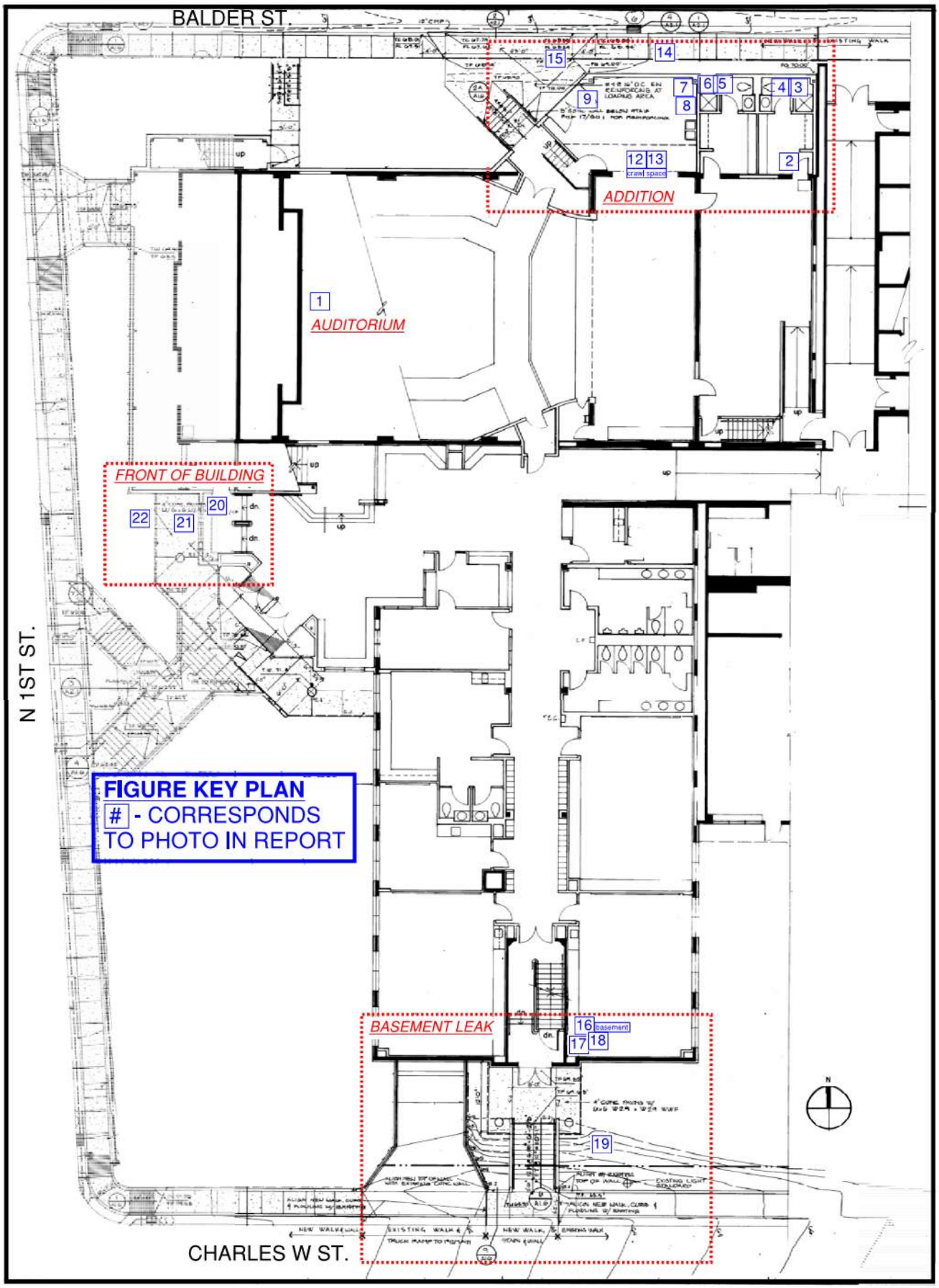

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907.780.6060 | AECC605

PETERSBURG HIGH SCHOOL
PHOTO KEY

DESIGN:	JS
DRAWN:	JS
CHECK:	MS
	6/25/2018

PROJ. No. 18178JN
FIGURE
KEY

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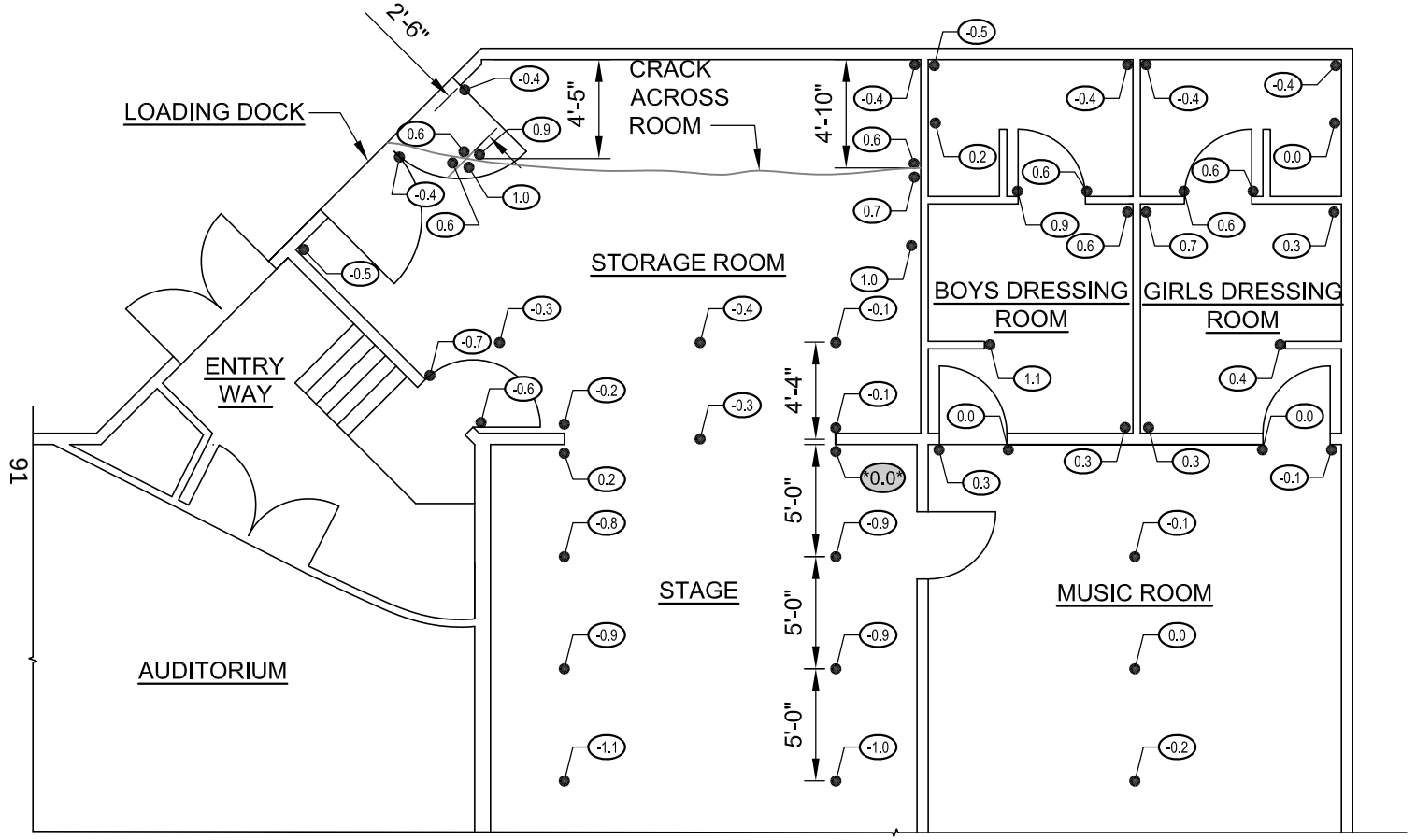
LEGEND

X ZIPLEVEL ELEVATION USED AS DATUM

X ZIPLEVEL READING ABOVE / BELOW DATUM IN INCHES



1 / S-1 **AUDITORIUM ZIPLEVEL PLAN**

SCALE: 1/4" = 1'-0"

FIGURE	S-1
PROJ. No.	18178JN
DESIGN:	JS
DRAWN:	JS
CHECK:	MS

PETERSBURG HIGH SCHOOL
AUDITORIUM SETTLEMENT

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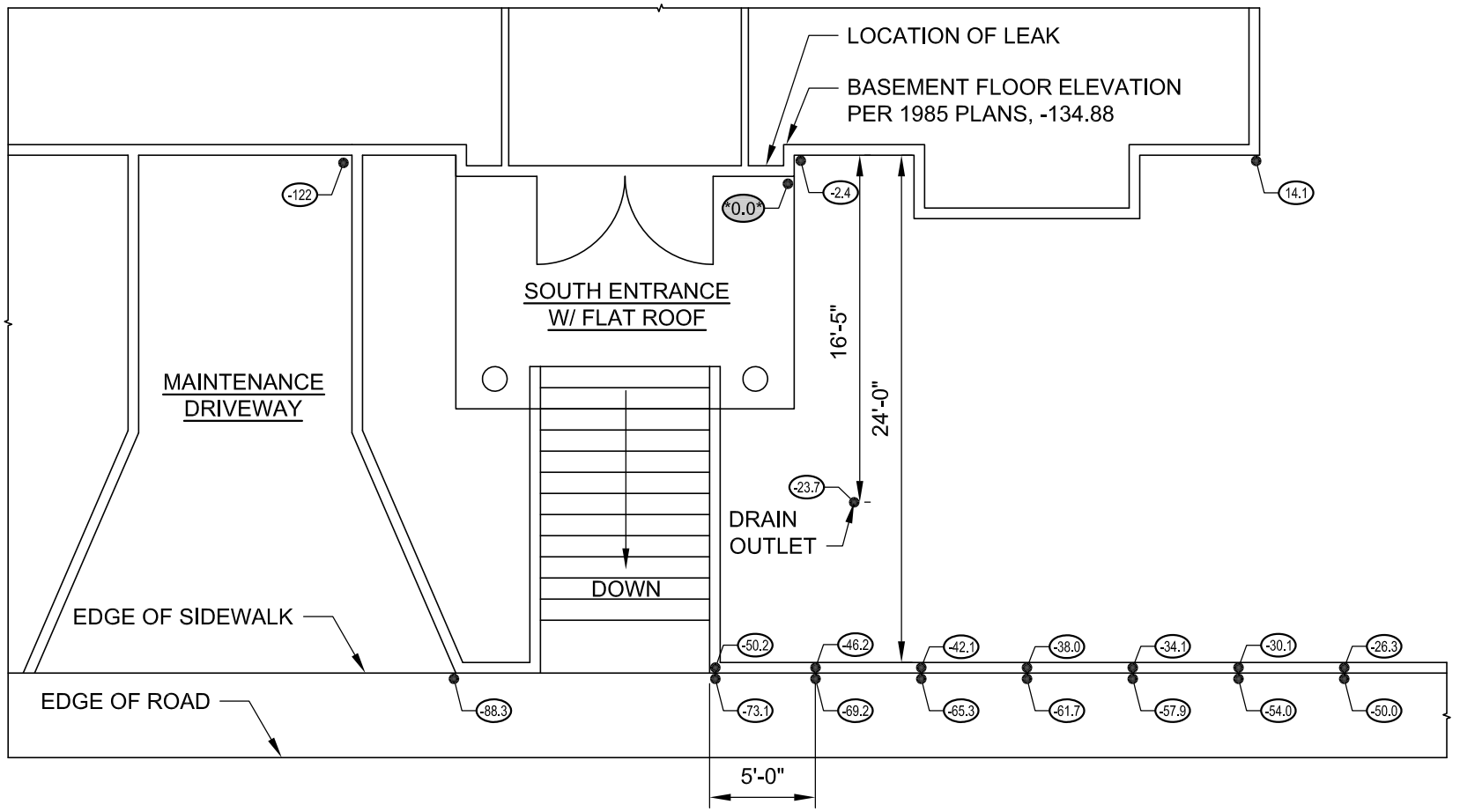
LEGEND

X ZIPLEVEL ELEVATION USED AS DATUM

X ZIPLEVEL READING ABOVE / BELOW DATUM IN INCHES



1 / S-2 **GROUND ZIPLEVEL PLAN**

SCALE: 1/4" = 1'-0"

FIGURE S-2 | PROJ. No. 18178JN

DESIGN:	JS
DRAWN:	JS
CHECK:	MS

PETERSBURG HIGH SCHOOL
BASEMENT LEAK

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THE STATE of ALASKA
GOVERNOR MIKE DUNLEAVY

Department of Education & Early Development

FINANCE & SUPPORT SERVICES

801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.6928
Fax: 907.465.8910
Email: Wayne.Marquis@Alaska.Gov

April 5, 2021

Erica Kludt-Painter, Superintendent
Petersburg Borough School District
201 Charles W. Street
Petersburg AK 99833
Re: Preventive Maintenance Site Visit

Dear Ms. Kludt-Painter:

The State of Alaska requires that districts comply with the Preventive Maintenance Statute in order to receive funding under AS 14.11.[1] Regulation also requires that the department perform an on-site inspection at least once every five years.[2]

On March 9, 2021 - pursuant to 4 AAC 31.013(f), an on-site inspection of the district's preventive maintenance and facility management program was conducted. The results of this inspection indicate the district's preventive maintenance and facility management program satisfies all requirements of a compliant program as set out in 4 AAC 31.031(a).

Certification of the district's preventive maintenance and facility management program is hereby renewed. The district is eligible to submit CIP applications as long as a compliant preventive maintenance and facility management program remains in effect.

Enclosed with this letter is a copy of the final site visit report. Congratulations to you and district facilities staff members on a job well done!

Please let me know if you have any questions.

Sincerely,

W. L. Marquis

Wayne Marquis
Building Management Specialist

Enclosures

[1] AS 14.11.011(b)(4); AS 14.11.100(j)(5)(A)
[2] 4 AAC 31.013(f)

STATUTES

Sec. 14.11.011. Grant Applications.

(b)(1) a six-year capital improvement plan that includes a description of the district's fixed asset inventory system…

(b)(4) evidence acceptable to the department that the district

(A) has a preventive maintenance plan that

(i) includes a computerized maintenance management program, cardex system, or other formal systematic means of tracking the timing and costs associated with planned and completed maintenance activities, including scheduled preventive maintenance;

(ii) addresses energy management for buildings owned or operated by the district;

(iii) includes a regular custodial care program for buildings owned or operated by the district;

(iv) includes preventive maintenance training for facility managers and maintenance employees;

(v) includes renewal and replacement schedules for electrical, mechanical, structural, and other components of facilities owned or operated by the district; and

(B) is adequately adhering to the preventive maintenance plan.

Sec. 14.11.100. State Aid For Costs of School Construction Debt.

(j) Except as provided in (l) of this section, the state may not allocate money to a municipality for a school construction project under (a)(5), (6), or (7) of this section unless the municipality complies with the requirements of (1) - (5) of this subsection, the project is approved by the commissioner before the local vote on the bond issue for the project or for bonds authorized after March 31, 1990, but on or before April 30, 1993, the bonds are approved by the commissioner before reimbursement by the state, and the local vote occurs before July 1, 1987, or after June 30, 1988. In approving a project under this subsection, and to the extent required under (a)(8) - (17) of this section, the commissioner shall require

(5) evidence acceptable to the department that the district

(A) has a preventive maintenance plan that…

(i) includes a computerized maintenance management program, cardex system, or other formal systematic means of tracking the timing and costs associated with planned and completed maintenance activities, including scheduled preventive maintenance;

(ii) addresses energy management for buildings owned or operated by the district;

(iii) includes a regular custodial care program for buildings owned or operated by the district;

(iv) includes preventive maintenance training for facility managers and maintenance employees; and

(v) includes renewal and replacement schedules for electrical, mechanical, structural, and other components of facilities owned or operated by the district; and

(B) is adequately following the preventive maintenance plan.

REGULATIONS

4 AAC 31.013. Preventive maintenance and facility management

(a) For a district to be eligible for state aid under AS 14.11.011, the district must have a facility management program that addresses the following five elements of facility and maintenance management:

(1) a formal maintenance management program that records maintenance activities on a work order basis, and tracks the timing and cost, including labor and materials, of maintenance activities in sufficient detail to produce reports of planned and completed work;

(2) an energy management plan that includes recording energy consumption for all utilities on a monthly basis for each building; for facilities constructed before 12/15/2004, a district may record energy consumption for utilities on a monthly basis when multiple buildings are served by one utility plant;

(3) a custodial program that includes a schedule of custodial activities for each building based on type of work and scope of effort;

(4) a maintenance training program that specifies training for custodial and maintenance staff and records training received by each person; and

(5) a renewal and replacement schedule that, for each school facility of permanent construction over 1,000 gross square feet, identifies the construction cost of major building systems, including electrical, mechanical, structural and other components; evaluates and establishes the life-expectancy of those systems; compares life-expectancy to the age and condition of the systems; and uses the data to forecast a renewal and replacement year and cost for each system.

(b) Repealed 12/15/2004.

(c) At the request of a chief school administrator, the department will assist a district in implementing a qualifying preventive maintenance program through consultation, on-site reviews, and training.

(d) Repealed 12/15/2004.

(e) On an annual basis, the department shall provide a preliminary notice to each district regarding its compliance with each element required in (a) of this section, based on evidence of a program that was previously provided to the department, or that was gathered by the department during an on-site visit conducted under (f) of this section. On or before June 1, the department will provide its preliminary notice. The department may change a determination of non-compliance at any time during the year based on new evidence. Districts that are not in full compliance must provide evidence of compliance to the department by August 1. On or before August 15, the department will notify districts of its final determination regarding compliance. The department will deny a grant application submitted under AS 14.11.011 by a district that has received a final determination from the department that the district is out of compliance with this section.

(f) The department shall conduct on-site inspections of school district preventive maintenance and facility management programs at least once every five years. The department may make additional inspections as it deems necessary. The department may change its determination of compliance based on information obtained during the on-site inspections.

(g) In this section

(1) "district" has the meaning given in AS 14.11.135;

(2) "maintenance activities" means all work performed by district staff or contractors on building systems, components, utilities, and site improvements.

Department of Education & Early Development
Division of Finance and Support Services Trip Report

Trip Information

Prepared by:
Wayne Marquis

Date of Trip:
3/9/2021

School District/Site:
Petersburg Borough School District

TAPO #:
N/A (Virtual site visit because of pandemic travel restriction.)

Date Report Finalized:
4/5/2021

Persons Involved in Trip:
Wayne Marquis

Visit Information

Name of Facility	Visited FY21	Visited FY16	Visited FY11	Grades Served	Student Enrollment FY20
1. Mitkof Middle School	-	X	X	6-8	113
2. Petersburg High School	-	X	X	9-12	132
3. Rae C. Stedman Elementary School	-	X	X	PK-5	226
4. Technical Arts Building	-	X	X	n/a	n/a
5. Community Gym / Aquatic Center	-	X	X	n/a	n/a
TOTAL					**471**

Persons Contacted: Erica Kludt-Painter, Superintendent, ekludt@pcsd.us, (907) 526-7656; Ralph Johnston, Director of Maintenance, facility@pcsd.org, (907) 677-2376.

District Headquarters:
201 Charles W. Street
Petersburg AK 99833

Website: https://www.pcsd.us/
School Board President: Sarah Holmgrain

Phone: (877) 526-7656

(877) 526-7656 (Fax)

Purpose of Visit: Preventive Maintenance re-certification site visit of the School District's maintenance program as required by 4 AAC 31.013 (*Preventive Maintenance And Facility Management*), and technical assistance.

Active Projects/Status

Project # / CIP Priority	Project	Amount	Year	Status
	No Active Project at this time.			

District / Community Information

Tlingit Indians from Kake utilized the north end of Mitkof Island as a summer fish camp. Some reportedly began living year-round at the site, including Chief John Lot. The former City of Petersburg was named after Peter Buschmann, a Norwegian immigrant, and a pioneer in the cannery business, who arrived in the late 1890s. He built the Icy Strait Packing Company cannery, a sawmill, and a dock by 1900. His family's homesteads grew into this community, populated largely by people of Scandinavian origin. In 1910, the City of Petersburg was formed, and by 1920, 600 people lived in Petersburg year-round. During this time, fresh salmon and halibut were packed in glacier ice for shipment. Alaska's first shrimp processor, Alaska Glacier Seafoods, was founded in Petersburg in 1916. A cold storage plant was built in 1926. The cannery has operated continuously and is now known as Petersburg Fisheries, subsidiary of Icicle Seafood, Inc. Petersburg developed into and remains one of Alaska's major fishing communities. Across the narrows is the town of Kupreanof, which was once busy with fur farms, a boat repair yard, and a sawmill. In January of 2013, the City of Petersburg was dissolved, and the Petersburg Borough incorporated.

The community of Petersburg Borough maintains a mixture of Tlingit and Scandinavian history. It is known as 'Little Norway' for its history and annual Little Norway Festival during May. The City of Kupreanof (the only incorporated city within the borough) is located across a small body of water called the Narrows on the shore of Kupreanof Island. Kupreanof has a population of approximately 30 residents who must travel a mile across water between the Kupreanof and Mitkof shores to access the commercial and more populated area of Petersburg Borough. Residents and visitors enjoy year-round beauty in this very self-sufficient, prosperous fishing community.

Petersburg is located on the northwest end of Mitkof Island, where the Wrangell Narrows meet Frederick Sound. It lies midway between Juneau and Ketchikan, about 120 miles from either community.

Petersburg Borough falls within the southeast maritime climate zone, characterized by cool summers, mild winters, and heavy rain throughout the year.

Petersburg is accessed by air and water. It is on the mainline state ferry route and has ferry terminals on the north and south ends of Mitkof Island. The state-owned James A. Johnson Airport has a runway for scheduled jet service and small plane charter services. Lloyd R. Roundtree Seaplane Base (on the Wrangell Narrows) allows for float plane services. Harbor facilities include a petroleum wharf, barge terminals, three boat harbors with moorage for 700 boats, a boat launch, and a boat haul-out. Freight arrives by barge, ferry, or cargo plane. There is no deep-water dock for large ships (such as cruise ships); passengers are lightered to shore. Remote areas of the Borough are served by small state-owned boat docks at Papke's Landing in the Wrangell Narrows, on Kupreanof Island at the City of Kupreanof, and in Hobart Bay. Boat launch ramps are located on the south end of Mitkof Island at Banana Point, Blaquerie Point, and Woodpecker Cove. The state owned Mitkof Highway carries traffic north and south and is paved or chip sealed for 28 miles between the South Mitkof Ferry Terminal and the airport.

Courtesy of the State of Alaska, Department of Commerce, Community, and Economic Development, Division of Community and Regional Affairs.

Certification Summary

District Certified?	YES

The Petersburg Borough School District meets the department's requirements as required in regulations 4 AAC 31.013 Preventive Maintenance (PM) and Facility Management:

- A Computerized Maintenance Management System (CMMS) is used on a routine basis. Tracking efforts are noteworthy. Producing regular 12-month Preventive Maintenance (PM) reports on an annual basis is highly recommended, rather than waiting for the department's 5-year cycle site visit. This practice is one of the more effective ways to evaluate maintenance performance over time.

- Energy consumption is accounted for, and the district is making good efforts to mitigate energy consumption. District officials should continue the upgrade of campus lighting systems as one of the faster means to save energy and recover installation and material costs.

- Custodial plans have been reviewed and enhanced since our last site visit. The fact that new custodial personnel are now on board and that our virtual site visit did not include an on-site assessment of the facilities, it is difficult for us to objectively evaluate current custodial performance.

- Training is receiving due attention for both custodial and maintenance personnel. Good efforts are made to track and record training. Broadening future specialized training sessions via the district's insurance carrier is highly encouraged.

- Renewal and Replacement (R&R) schedules are available. Budgetary restrictions have slowed the concretization of new capital projects in recent years, but the district is still engaged in doing as much as possible to upkeep its facilities in great shape.

- A fixed asset inventory list is current, and it is updated on an annual basis, as required by regulation.

- The district has been given credit for the information produced during our virtual site visit.

Maintenance Management: YES

Maintenance Management Certification Criteria	Met?
• Provide copies of work orders in varying state of completion.	YES
• Report: Total maintenance labor hours collected on work orders by type of work [e.g., scheduled, corrective, operations support, etc.] vs. labor hours available by month for the previous 12 months.	YES
• Report: Scheduled and completed work orders by month for previous 12 months.	YES
• Report: Number of incomplete work orders sorted by age [30 days, 60 days, 90 days, etc.] and status [deferred, awaiting materials, scheduled, etc.]	YES
• Report: Comparison of scheduled maintenance work order hours to unscheduled maintenance work order hours by month for the previous 12 months.	YES
• Report: Monthly trend data for unscheduled work orders showing both hours and numbers of work orders by month for the previous 12 months.	YES
• Report: Planned maintenance activity report by facility for next 3 months.	YES

Maintenance Management Certification Criteria	Met?
• Report: Completed maintenance activity (work orders) including labor and material costs by facility for previous 3 months.	YES

Since our last site visit, on January 7, 2016, the Petersburg Borough School District has maintained its contract with the Dude Solutions for use of the Maintenance Connection (MC) Computerized Maintenance Management System (CMMS).

In the interim, the role of maintenance director has switched from Mr. Daniel Tate to Mr. Ralph Johnson. Fortunately, prior to his departure, Mr. Tate was able to provide crossover training with Mr. Johnson; furthermore, Mr. Tate still remains available as a distant resource in case Mr. Johnson has any facilities questions. This type of relationship demonstrates good character and great ownership in both individuals, qualities which are highly valued in our learning environment.

Review of the Preventive Maintenance (PM) reports show regular use of the program. The district is having an employee dedicate a few hours each day to manage the program. As was the case during our last site visit, there are limited human resources to oversee the maintenance of campus facilities, so the workload is shared amidst both maintenance and custodial employees. With the help of custodians, walk-thrus of all facilities are performed daily during the workweek.

In preparation for our site visit, district officials struggled to extract PM reports out of the Dude Solutions software. Part of this challenge is likely attributable to the district not having applied for Capital Improvement Projects (CIP) financial assistance since 2017; the other component is the limited flexibility between the PC-framed Alaska Template, and the district's Mac Operating System. Though participation in the department's annual CIP process is voluntary, participating districts end up submitting numerous reports that are nearly identical as those being sought during our 5-year site visit. The practice helps everyone hone their skills and become accustomed to producing evaluative reports.

Unfortunately, in recent years, the Dude Solutions organization has not been able to assist our school districts as effectively as it once did. As the organization grew larger over the past decade, it has fallen behind training its own support personnel to ensure basic familiarity with the Alaska Template used to produce reports; this tool is used to extract the information out of existing Dude Solutions programs (e.g. Maintenance Direct) and present the content in a format that can be analyzed by department officials.

At the time of our site visit, the district was engaged with the upcoming replacement of a steel hot water heater with an $80K Amtrol BoilerMate Indirect Water Heaters system for the elementary school. It is evident that both district and borough officials share a vetted interest in maintaining their facilities in great condition.

Energy Management: YES

Energy Management Certification Criteria	Met?
• Provide a written energy management plan.	YES

Energy Management Certification Criteria	Met?
• Report: Consumption data for each building, each utility [e.g., fuel oil, electricity, natural gas, LPG, water][1] by month for the previous 12 months.	YES
• Regular evaluation of need for commissioning of existing buildings.	YES

The district has an energy management program. As a component of the local Board of Education, a policy / administrative rules states:

"…the School Board desires to reduce energy use in the district in order to help conserve natural resources and save money to support other district needs."

Review of prior capital projects completed in recent years (e.g. lighting / HVAC controls / electrical upgrades) clearly reveals how district officials understand the importance of energy matters and the role it plays saving money.

The district has ascribed to SchoolDude's Utility Direct energy recording module since 2015. District officials candidly admit not using the program as effectively as could be. The optimal objective is to identify abnormal consumption as soon as it begins to address deficiencies before they become too costly. The best way to manage energy matters is to monitor consumption. District officials are highly encouraged to pay more attention to this facet of energy management as the difficult part of the job is already taking place: monitoring the consumption.

District maintenance personnel appear to be well versed in the use of building automation, where individual schools have been divided in several zones with affected specific functions. In areas that do not have automation, both custodial and maintenance personnel perform routine checks when necessary to turn down thermostats and verify that non-essential electrical equipment is switched off when not in use.

The maintenance team utilizes the services of authorized technicians biennially to supplement in-house efforts to service and tune-in boilers so that these units can operate optimally. District officials are proactive, progressively replacing outdated lighting systems with T8 and LED fixtures. Exterior lighting is activated via both timer and photocell. Local law enforcement officials were consulted to aid in a loss prevention effort to keep exterior lighting at an optimal energy efficient level. The district continues replacing all residential grade appliances in personnel rooms and the home economics lab with newer Energy Star rated units. Decades old commercial appliances, notably in the kitchen facilities, have been replaced. Personal appliances kept by staff such as coffee makers, and space heaters have been largely reduced as well; more work in this area still needs to be accomplished, but attitudes are reportedly slowly changing.

Following the Department of Education and Early Development (DEED) November 2020 Retro-Commissioning (RCx) energy regulation update, district personnel consulted with DEED

[1] For facilities constructed before 12/15/2004, a district may record energy consumption for utilities on a monthly basis when multiple buildings are served by one utility plant; [4 AAC 31.013]

Facilities personnel. It was determined that none of the schools managed by the district at the time were subject to RCx energy monitoring.

District personnel will remain on the lookout in case future school improvements for each facility designated as a 'main school' in the DEED Facilities Database, along with any other school or support facility greater than 5,000 gsf, which meet each of the following building system criteria:

a. Exterior Walls System Installation or renewal within 25 years

b. Roof Systems Installation or renewal within 25 years

c. HVAC Distribution Installation or renewal within 40 years

d. HVAC Equipment Installation or renewal within 30 years

e. HVAC Controls Installation or renewal within 20 years

f. f. Electrical Lighting Installation or renewal within 25 years

Once all these building system criteria are met for any qualifying facility, the district will engage itself in the RCx process.

Custodial Program: YES

Custodial Program Certification Criteria	Met?
• Custodial plan that is building specific and describes both the frequency and level of custodial care for each facility.	YES

Over the last decade, the district has developed a very comprehensive approach to custodial care. In preparation for our site visit, several documents were turned in where a clear delineation of both standards of care and performance are well demarcated.

The Draft PSD custodial proposal manual is 14 pages long and include all-inclusive topics such as:

- Importance of Custodian's job
- Public Relations
- Students
- Association of Public Plant Standards (APPS)

    1. Restroom Cleaning: Order and Frequencies

2. Classroom Cleaning: Order and Frequencies

3. Corridor and Elevator Cleaning: Order and Frequencies

4. Office Cleaning: Order and Frequencies

5. Entrance and Commons Cleaning: Order and Frequencies

6. Emergency Cleaning

Another document entitled Cleaning & Sanitizing contains similar information as that in above manual and further includes a custodial time schedule and duty assignments. Additionally, in light of the ongoing pandemic, specific information was added to the document to reduce the risk of exposure.

District officials reported having to hire new custodial personnel in recent times. Getting new personnel on board requires additional efforts to get new hires up to par with what their new job entails, expected standards, training, etc.

Overall, the district has in place the proper tools to perform excellent custodial care. Finding and retaining qualified custodial staff recurrently poses numerous challenges in many of our districts. District officials are encouraged to stay the course and continue to place emphasis on maintaining the same high standards that were witnessed in prior site visits.

Maintenance Training: YES

Maintenance Training Certification Criteria	Met?
• Provide a schedule of planned training for both custodial and maintenance personnel for the current or upcoming school year.	YES
• Provide a record of training describing type and duration of training by individual for current school year.	YES

The district is training both maintenance and custodial staff. Most of the recorded training that has taken place during the pandemic era began in late August 2020, and included the following general subjects:

- Blood Borne Pathogens
- Donning on / Donning off Personal Protective Equipment (PPE)
- Right to know / understand (Safety Data Sheets (SDS))
- Hearing Conservation
- Electrical Safety

- Work Order (WO) Process

Specialized training curtailed to maintenance personnel has taken place during this timeframe:

- Basic Plumbing
- Basic Electrical
- Boiler Maintenance

The district ascribes to the Alaska Public Entity Insurance (APEI) insurance carrier, which offers diverse online course thru the SafeSchools website (safeschools.com). The APEI training representative, Mr. Cole Cummins, is a great resource that can help facilitate training while warranting safety measures and practices to the benefit of both employees and building occupants. Rumor has it that online SafeSchools training, sponsored thru APEI, will be offering new and more refined training tailored to both custodial and maintenance employees. District officials are now in contact with their insurance carrier and plan to further expand access to the SafeSchools training.

A recommendation is made to have a standardized repository to log all employee training. Some of our districts utilize their CMMS in combination with a spreadsheet. District officials reported doing so, but review of the PM reports does not list any of it being documented. It is important to log all employee training throughout their career and to be capable of identifying what training individual employees receive over time. The practice helps better delineate liability and protection of both employees and employers.

The importance of training should not be underestimated. District officials are encouraged to continue pursuing all venues that may assist both maintenance and custodial employees perform their duties safely and effectively.

Capital Planning: YES

Capital Planning (Renewal and Replacement) Certification Criteria	Met?
• Provide a Renewal / Replacement (R&R) Schedule (detailed to at least DEED's 26 systems) for each permanent building over 1000sf.	YES
• Provide information that supports that the data in the R&R schedules was developed based on system condition assessments.	YES

Renewal and Replacement (R&R) schedules are in place for the district's school facilities:

- The schedules give rendition for each of the district's facilities with figures matching the estimated fiscal year in which work needs completion on identified system(s).
- A few R&R schedules have corresponding systems updates in the "Year Installed" column that correlate to the R&R in question (e.g. 1994 Original District Administration Building

had Special Electrical systems upgraded in 2019, along with the Electrical Distribution, HVAC Controls / Equipment / Distribution systems in 2018).

The history of the district's grant projects that have been documented in the department's archives began in 1983 (e.g. DR-83-109 New High School $2,750,0000).

The last time the district submitted a Capital Improvement Project (CIP) application to the department was during the FY19 CIP cycle. At the time, the district presented its Six-Year Capital Improvement Plan, of which priority 1 project thru 6 were rated during the CIP FY19 cycle:

District Priority	Project Location and Description	Estimated Cost
1	Petersburg Middle/High School Boiler Replacement	$75,592
2 Reuse of scores	Petersburg Middle/High School Boiler 2 Replacement	$74,682
3	Districtwide Food Service Renovations	$1,560,163
4	Petersburg Middle/High School UST Replacement	$177,695
5	Petersburg Middle/High School Entry Renovation	$48,303
6	Petersburg High School Gym & Auxiliary Gym Lighting Upgrades	$27,857
7	Petersburg Middle/High School Digital HVAC Controls	$150,000
8	Petersburg Middle/High School Electrical Upgrades	$1,000,000
9	Petersburg Stedman Elementary Plumbing System Replacement	$750,000
10	Repair Auditorium Failing Floor System	$150,000
11	Districtwide ADA Renovations	$1,000,000
	TOTAL COST	**$5,014,292,**

The top priority project is sought funding for the Petersburg Middle/High School Primary Boiler Replacement:

> This project reimburses the district for costs of replacing the lead boiler that serves the 63,865 square foot school facility built between 1950 and 1985 and the 19,969 square foot gym addition in 1975. This project is complete.

Priority project number 2 called for the Petersburg Middle/High School Boiler 2 Replacement:

> This project reimburses the district for costs of replacing the secondary boiler that serves the 63,865 square foot school facility built between 1950 and 1985 and the 19,969 square foot gym addition in 1975. The scope of work includes removal of the existing fire-tube boiler and installation of a new sectional boiler. This project is complete.

Priority project number 3 called for a Districtwide Food Service Renovations:

> This project renovates the kitchen and food service areas in the 34,419 square foot elementary facility built in 1964 and creates a food service area in the 82,889 square foot middle/high school facility built in 1950 with additions in 1975 and 1985. Scope includes new equipment, fixtures, and finishes. New mechanical and electrical systems will be installed and modified as needed.

Priority project number 4 called for the Petersburg Middle/High School Underground Storage Tank Replacement:

> This project provides for replacement and remediation of a 4,000-gallon underground fuel storage tank for the 20,815 square foot facility originally built in 1950, with additions in 1975 and 1985 totaling 43,050 square feet.

Priority project number 5 called for the Petersburg Middle/High School Entry Renovation:

> This project reimburses the district for costs of replacing the concrete stairs and entry deck that serves the 63,865 square foot school facility built between 1950 and 1985 and the 19,969 square foot gym addition in 1975. This project is complete.

And finally, priority project number 6 called for the Petersburg High School Gym & Auxiliary Gym LED Lighting Upgrade.

> This project reimburses the district for costs of replacing existing metal halide and high-pressure sodium lighting with LED in the main and auxiliary gyms of the 63,865 square foot school facility built between 1950 and 1985. This project is complete.

During the last twelve years, the district secured funding through the department's CIP process for the following projects:

Project #	Project	Amount
GR-19-021	Petersburg MS/HS Underground Storage Tank	$115,502
GR-19-017	Petersburg MS/HS Entry Renovation	$31,397
GR-18-020	Petersburg HS Gym & Auxiliary Gym LED Lighting Upgrades	$18,107
GR-18-018	Districtwide Food Service Renovations	$969,649
GR-18-013	Petersburg MS/HS Boiler 2 Replacement	$48,543
GR-18-006	Petersburg MS/HS Primary Boiler Replacement	$49,135
GR-16-001	Petersburg MS/HS Boiler Rehabilitation	$24,565
GR-14-003	Petersburg Elementary Exterior Wall Renovation	$2,152,775
GR-09-015	Petersburg Elementary School Roof Replacement	$900,582
	TOTAL AMOUNT:	**$4,310,255**

Securing capital funding for the district's facilities presents a formidable challenge. Given the competitive nature of applying for state assistance through the department's Capital Improvement Project (CIP) process, school district officials are encouraged to continue fine-tuning their maintenance program so that applications can best meet their needs during the annual CIP application process. Even though the district has not participated in the department's funding process since 2017, it is important for all of us to continue working together so that district needs are passed onto our legislators. Everyone needs to be kept well informed of these important matters so that the needs of Alaska's students can be met.

Fixed Asset Inventory System: YES

Fixed Asset Inventory System Certification Criteria	Met?
• Report recording asset, date acquired, location and estimated period of service.	YES

The district turned in its fixed asset equipment inventory spreadsheet for items holding a minimum threshold value beginning at $5,000.00. Assets are tracked on a spreadsheet with the following information:

- Category (e.g. Instructions, District Administrative Support Services, Operations and Maintenance, Student Activities, Food Service, etc.)
- Local Tag
- Description
- Location
- Acquired Year
- Cost
- Additions
- Deletions
- Ending Cost
- Useful Life
- Specific Date Beginning of Accumulated Depreciation
- Current Year Depreciation
- Accumulated Depreciation
- Proof

The district's total accumulated depreciation for Fiscal Year (FY) 2020 was $281,515.96.

The insuring entity for the Petersburg Borough School District is the Alaska Public Entity Insurance (APEI). Participation includes coverage for the following:

- "All Risk" property form of direct physical loss damage. Aggregate limit for real property and contents $200,000,000.
- Equipment Breakdown (Aggregate Limit) $200,000,000.
- Earthquake and Flood (Aggregate Limit) $75,000,000.

Total stated value: $77,805,860.

General Observations and Comments

One of the major hindrances we face during travel restrictions is the inability for us to meet face-to-face. A lot more can be shared and learned when we get the opportunity to see and experience firsthand what is happening in our facilities. This is particularly more significant when new personnel come on board in between our five-year site visits.

The district has a new and capable maintenance director responsible to maintain its facilities. The maintenance workload is significant but there appears to be sufficient resources to meet the numerous needs. These positions are usually very demanding and extremely dynamic in nature. Commendations are made for the upcoming domestic hot water system replacement at the elementary school. District officials are encouraged to produce and review maintenance reports on an annual basis.

Energy management is receiving respectable attention. There is a sound understanding on what needs to be done to save money and mitigate energy consumption. The ongoing practice of replacing burned bulbs with new LED fixtures holds merit and it is likely one of the more cost-effective means to decrease energy consumption while making good use of labor resources.

Custodial planning is sound, and it appears that the district has invested sufficient human resources to tackle workload demands. Without conducting an on-site appraisal, this component of the PM program is difficult to assess more thoroughly.

Training is taking place. In our modern era, the ease in which knowledge can be shared via electronic means gives us no excuse not to train personnel. Knowledge is power, and training can also be used as a connecting tool used to develop a stronger team.

Up until a few years ago, capital planning has received ever present attention, and the district has proven very successful completing numerous projects across its campus, many of which were reimbursed by the state. However, with the decrease of state capital funds available in recent years, along with a systemic decrease in student population, the appetite for investing in new projects has slowed down a bit.

The department was provided with a list that satisfy the requirements of depreciated fixed asset inventory system. community.

District

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

Vision: Inspiring our students to become responsible and healthy citizens, positively contributing to our global community.

Site Visit Photos

Administration Building
201 Charles W. Street
Petersburg AK 99833
(907) 526-7656

Facility ID: 390000-01. Built in 1994. Total 1,800 gsf.

Last DEED recorded project: none

Administration Building. (Photo DEED 2016 Archive.)

Administration Building. (Photo DEED 2016 Archive.)

Rae C. Stedman Elementary School
303 Dolphin St
Petersburg, AK 99833
Phone: (877) 526-7656
Principal: Heather Conn

Facility ID: 390010-01. Built in 1968. Total 33,158 gsf.

Last DEED recorded project: GR-14-003 Petersburg Elementary Exterior Wall Renovation. $2,152,775. This project is closed.

Rae C. Stedman Elementary School. (Photo DEED 2016 Archive.)

Rae C. Stedman Elementary School. (Photo DEED 2016 Archive.)

Petersburg Middle / High School

500 N First St (Middle School)
109 Charles W St (High School)
Petersburg, AK 99833
Phone: (877) 526-7656

Principal: Richard Dormer

Facility ID: 390020-01. Built in 1950 (Original High School) includes Junior High, Auditorium, Senior High, and Gymnasium; with addition in 1975 (HS Gymnasium); and 1985 addition (Middle School). Total 63,865 gsf.

Last DEED recorded project: GR-19-021 Petersburg Middle / High School Underground Storage Tank. $115,502. This project is closed.

Petersburg Middle / High School. (Access to Middle School.) (Photo DEED 2011 Archive.)

Petersburg Middle / High School. (Access to High School.) (Photo DEED 2016 Archive.)

Technical Arts Building
201 Charles W. Street
Petersburg AK 99833

Facility ID: 390020-02. Built in 1968 (Originally named Vocational Education Building) with addition in 2006. Total 8,820 gsf.

Last DEED recorded project: DR-05-102 Vocational Building Expansion. $1,148,600. This project is closed.

Technical Arts Building. (Photo DEED 2011 Archive.)

Technical Arts Building. (Photo DEED 2011 Archive.)

Community Gym / Aquatic Center
201 Charles W. Street
Petersburg AK 99833

Facility ID: 390020-04. Built in 1995 with Aquatic Center addition in 2006. Total 43,535 gsf.

Last DEED recorded project: DR-05-103 Petersburg Aquatic Center. $5,874,000. This project is closed.

Community Gym / Aquatic Center. (Access point: 1995 Gym on left, 2006 Aquatic Center on right.) (Photo DEED 2016 Archive.)

Aquatic Center. Construction building in forefront of photo. (Photo DEED 2016 Archive.)

Elementary School Covered Play Area

Facility ID: none

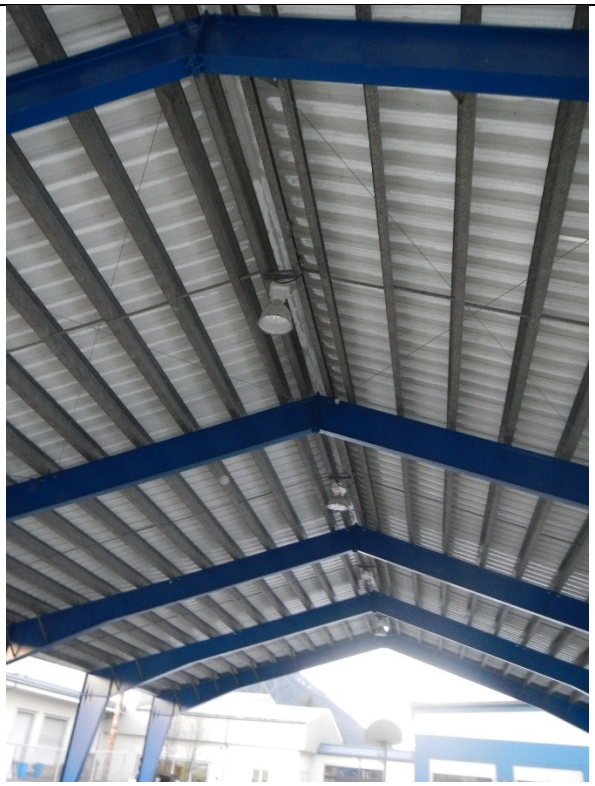
Elementary School Covered Play Area. (Photo DEED 2016 Archive.)

Elementary School Covered Play Area. (Photo DEED 2016 Archive.)

Covered Play Area (in between Elementary School and Community Gymnasium / Aquatic Center)

Facility ID: none

Covered Play Area. (Photo DEED 2016 Archive.)



Covered Play Area. (Photo DEED 2016 Archive.)

COVID-19 RETURN TO SCHOOL AFTER TRAVEL PROTOCOL

3/25/2021

Purpose: To ensure the health and safety of our employees, students and community, and to make every effort to keep our schools in the GREEN status with in-person school.

- Applies to intra-state and out of state *AIRLINE* and AMHS travel for PSD employees and students.
- School Sponsored activity travel that follows PSD mitigation plans will be exempt from intrastate testing requirement protocols
- 5 day Quarantine/Strict Social Distancing required AND a test with negative results completed between day 0 and day 5 but before returning to school on Day 6 (or 10 day quarantine).

Travelers pose a potential risk to their family, friends, and community for 10 days after they travel. COVID cases are staying steady in the State of Alaska (SOA) and outside the (SOA). PSD Students, unless vaccinated and *non-vaccinated* staff will be required to use this protocol for all intra and out of state travel. Travelers should take caution to limit community spread of COVID-19 after traveling from one location to another for 10 days after the last travel related potential exposure. Travelers last potential COVID-19 exposure from travel is during the return back to Petersburg on Day 0. Travelers who have been to an area that is experiencing a high level of community spread or who have attended higher risk activities (for example, large social gathering, mass gathering, hotspots as indicted by the CDC or international travel) should take extra precautions during the 10 days after travel (CDC, 8/6/2020) and are required to follow these protocols.

Procedure:

Staff or Students Returning from *in-state* and *out-of-state* Airline or AMHS travel (if gone 72hrs+):

1. PSD Staff or Students will take a COVID-19 test at the Petersburg airport upon return from travel (Day 0).
2. PSD Staff or Students will quarantine until the results of the Day 0 test results are back.
3. Once they have received negative test results, PSD Staff / Students will practice strict social distancing for the remaining 5 days after their original arrival date.
4. PSD Staff or Students are recommended, but not required to have a second COVID-19 test at the Petersburg Airport on Day 7+.
5. PSD Staff or Students may report back to school at PSD on Day 6, with negative test results and if they are symptom free.
6. PSD Staff who can work from home may do so with prior supervisor and Superintendent approval, Students should attend classes remotely, if offered, or parent should work with classroom teacher to determine make-up work.
7. PSD Staff or Students may quarantine for 10 days after they return from travel withouttesting.
8. PSD Staff or Students will self-monitor for symptoms for 10 days after return and promptly report symptoms.

Definitions:
Day 0*: Day traveler returns to Petersburg*

Strict Social Distancing*: (previously defined under Mandate 10)*

- *May be in outdoor spaces but must be 6 feet away from anyone not in your household and must wear mask.*
- *Curbside shopping or food delivery okay.*
- *Cannot enter restaurants, bars, gyms, community centers, sporting facilities, office buildings, school or daycare facilities.*
- *No group activities like sports, practices, weddings, funerals etc. (AK Mandate 10, 10/16/2020)*

Encouraged conduct during travel for PSD staff and students:

- Follow local guidelines for COVID-19 wherever traveling.
- Avoid crowded places and public activities
- Practice excellent hand hygiene techniques
- Practice Social Distancing
- Mask when social distancing is not practical (when within 6 feet of another person)
- Monitor for symptoms suggestive of COVID-19 and seek medical guidance before traveling.
- If an employee travels and believes they may have been in contact with COVID-19 they are required to self-report to manager.

References: CDC, Coronavirus 2019 (COVID-19)
https://www.cdc.gov/coronavirus/2019-ncov/travelers/after-travel-precautions.html
https://covid19.alaska.gov/health-mandates/

BP 5141.42 PROFESSIONAL BOUNDARIES OF STAFF WITH STUDENTS

Purpose

The District is committed to protecting children from inappropriate conduct by adults, including school staff and volunteers. The purpose of this policy is to provide all staff, students, volunteers and community members with information about their role in protecting children. This policy applies to all district staff and volunteers. For purposes of this policy and its administrative regulation, the terms "district staff," "staff member(s)," and "staff" also includes volunteers.

General Standards

Maintain professional boundaries: The board expects all staff to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries with students.

The interactions and relationships between district staff and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the district's educational mission.

District staff will not intrude on a student's physical and/or emotional boundaries unless the intrusion is necessary to serve a bona fide health, safety, or educational purpose. An educational purpose is one that relates to the staff member's duties as an educator. Additionally, staff members are expected to avoid any appearance of impropriety in their conduct when interacting with students.

Report violations of professional boundaries: Whenever a staff member observes another staff member engaging in inappropriate boundary invasions with a student, they must report what they have observed to administration. ***When in doubt, report it out.***

***Preexisting, outside relationships with students*:** The board recognizes that staff may have familial and pre-existing social relationships with parents/guardians/caretakers of students and students. This could create dual relationships with students. Staff members should use sound professional judgment when they have a dual relationship with students to avoid violating this policy. In all such relationships staff should avoid any appearance of impropriety with any student and any appearance of favoritism toward any student.

Staff members shall pro-actively discuss dual relationship circumstances with their building administrator or supervisor. Regardless of any preexisting relationship with students outside of work, when on the job as an educator, staff shall abide by this policy and its accompanying administrative regulations.

Use of technology: The board supports the use of technology to communicate for educational purposes. However, unless the student is the staff member's own child, staff are prohibited from communicating privately with students on-line or from engaging in any conduct on social networking websites that violates the law, district policies or procedures, or other generally recognized professional standards.

Staff whose conduct violates this policy may face disciplinary and/or termination consistent with the district's policies and procedures, acceptable use agreement, and collective bargaining agreements, as applicable.

Training: The Superintendent or Superintendent's designee will develop staff training relating to this policy, including protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

(cf. 4131 – Staff development)
(cf. 5131.43 – Harassment, intimidation and bullying)
(cf. 5137 – Positive school climate)
(cf. 5141.4 – Child abuse and neglect)
(cf. 6161.4 – Internet)
cf. 6161.5 – Web sites)

ALASKA STATUTES
11.61.120 Harassment in the second degree
14.08.111 Duties
14.14.090 Duties of School Boards
14.30.355 Sexual abuse and sexual assault awareness and prevention
14.30.360 Curriculum (health and safety education
14.33.200 Harassment, intimidation and bullying
14.33.210 Reporting of incidents of harassment, intimidation and bullying
14.33.220 Reporting no reprisals
14.33.240 Immunity from suit
14.33.250 Definitions
47.14.300 Multidisciplinary Child protection teams
47.17.010 Child protection
47.17.020 Persons required to report
47.17.022 Training

AR 5141.42 PROFESSIONAL BOUNDARIES OF STAFF WITH STUDENTS

Boundary Invasions

School employees and volunteers are professionally and ethically obligated to maintain professional boundaries with students when working in an educator's professional role. Staff is defined as school employees and volunteers. In any staff-student relationship, staff is expected to maintain professional boundaries with students and avoid any boundary invasion which does not have a legitimate health, safety, or educational reason.
Schools must pay attention to boundary invasions and unprofessionalism because inappropriate boundary invasions bt staff can morph into sexual grooming of students. If there is no legitimate health, safety, or educational reason for such boundary invasions, such boundary invasions are unwise and prohibited. Curtailing inappropriate boundary invasions reduces the opportunity for sexual grooming.

Inappropriate Boundary Invasion Examples

Examples of possible inappropriate boundary invasions by staff members include, but are not limited to, the following:

Taking an undue interest in a Particular Student:

1. Having a "special friend or a "special relationship" with a particular student.
2. Favoring certain students by giving them special privileges.
3. Favoring certain students, inviting them to come to the classroom at non-class times.
4. Getting a particular student out of class to visit the teacher during the teacher's prep period.
5. Engaging in peer-like behavior with students including rough-housing.

Using poor judgment in relation to a particular student:

1. Allowing a particular student to get away with inappropriate behavior.
2. Being alone with the student behind closed doors at school.
3. Giving gifts or money to the student.
4. Being overly "touchy" with certain students.
5. Touching students for no educational or health reason.
6. Giving students rides in the educator's personal vehicle, especially alone.
7. Frequent electronic communication or phone contacts with a particular student.

Becoming involved in the student's private life:

1. Talking to the student about the educator's personal problems.
2. Talking to the student about the student's personal problems to the extent that the adult becomes a confidant of the student when it is not the adult's job role to do so.
3. Initiating or extending contact with students beyond the school day in a private or non-group setting.
4. Taking a particular student on personal outings, away from protective adults.
5. Using email, test-messaging, instant messaging, or social networking to discuss personal topics or interests with students.
6.

Not respecting normal boundaries:

1. Invading the student's physical privacy (*i.e.*, walking in on the student in the bathroom).

2. Inviting students to the educator's home.
3. Visiting the student's home.
4. Asking the student to keep certain things secret from his/her parents.
5.

Sexually related conduct:

1. Engaging in sex talk with students (sexual innuendo, sexual banter, or sexual jokes).
2. Talking with a student about sexual topics that are not related to a specific curriculum.
3. Showing pornography to the student.
4. Hugging, kissing, or other affectionate physical contact with a student.
5.

Reporting Violations and Administrative Follow Up

Reporting: Staff members must promptly report to the principal or administrative supervisor of any employee or volunteer suspected of engaging in inappropriate boundary invasions they become aware. Do not inform the employee or volunteer suspected of engaging in appropriate boundary invasions that a report has been made.
Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a staff member may be engaging in conduct that violates this policy or procedure.

Administrative Follow Up: The administrator to whom a boundary invasion concern is initially reported must document the concern and promptly provide a copy of that documentation to the Superintendent or Superintendent's designee. The Superintendent or Superintendent's designee shall see to it that (a) the alleged conduct is investigated, (b) any students involved are protected, (c) parents are informed, (d) where appropriate Office of Children's Services (OCS) and/or law enforcement are contacted, and (e) where appropriate, remedial and/or disciplinary action is taken.

Reporting Sexual Abuse

A.S. 47.17.020 and Board Policy require that persons who are mandatory reporters who, in the performance of their occupational duties have reasonable cause to suspect that a child has suffered harm as a result of **child abuse** or **neglect**, shall immediately report the harm to OCS or to a peace officer if OCS cannot be reached and immediate action is necessary for the well-being of the child. If there is reasonable cause to suspect sexual abuse, a report must be promptly made to OCS. Any situation where a school employee or volunteer is believed to have engaged in sexual abuse of a student should also be reported to law enforcement.

Disciplinary Action

Staff violations of this policy may result in disciplinary action up to and including dismissal.

Training

Staff (including volunteers) will receive training on professional boundaries, inappropriate boundary invasions, and the relationship of inappropriate boundary invasions to sexual grooming. Such training shall take place at least every three years. All new employees and volunteers will receive such training within three months of employment or service. Such training will cover the information included in the training handout, E 5141.42-1, "School Guidelines for Preventing Sexual Abuse Against Students."

Dissemination of Policy and Reporting Protocols

This policy and procedure will be included on the district website and in all employee, student, and volunteer handbooks.

E 5141.42-2 ADMINISTRATIVE RESPONSE CHECKLIST

This checklist identifies proactive, best practices and subjects to consider in addressing situations in which a school employee has been accused of inappropriate boundaries or sexual misconduct involving a student.

Overall duties: A school district has three duties in relation to allegations of such misconduct. First, **protect any students** involved. Second, **investigate** the allegations. And third, **take action** after the investigation where appropriate. There may be many moving parts to the school district's response to the allegations. It is best that district administration is guided through the process by an attorney with an understanding of how school districts should respond to such situations.

The size of the problem: There are big problems and little problems with employees ignoring professional boundaries. Be cautious. What looks like a little problem may be the tip of the iceberg of an even bigger problem. There may be a pattern of other boundary invasions that school employees are not aware of.

When there are allegations of something that appears minor, it may be appropriate to have site administration do any investigation. It may also be appropriate to forego placing the employee in question on administrative leave. Outside help may be called in at any point. If it becomes apparent that the problem is a bigger problem, District Office should be consulted.

The checklist below may assist in determining whether the problem is a big problem or little problem in consultation with an attorney, superintendent, insurance person, and site administrator.

First Day Checklist

1. **First notice:** When a site or District Office administrator hears of an allegation that an employee has engaged in inappropriate boundary invasions or sexual misconduct with a student that administrator should promptly do the following:

a. Do not immediately investigate. Others will do that. O**btain specific information about what is alleged from the person making the initial report** when that person makes the initial report. (Write down the information.)

b. Do not immediately inform the employee whose conduct is in question. Others will do that.

c. Without delay, **report the allegations to the Superintendent or designee**.

d. Other than meeting mandatory reporting duties, administrator reporting the situation should **hold off doing** anything after this, unless instructed, other than **seeing to it that the student is protected**. There may be other steps site administration is asked to take, like taking part in placing an employee on administrative leave.

2. **Mandatory reporting and discussion with law enforcement** has either occurred or occurs. (A.S. 47.17.020 and Board Policy 5141.4) When appropriate make a report to Office of Children's Services (OCS) and/or law enforcement. If sexual misconduct involving touching is alleged, law enforcement should be called. Document these conversations.

- Inform law enforcement that the employee will be placed on administrative leave by the end of the day, if that is to occur. They may want to speak with the employee first.

- Also let law enforcement know you need to report to the parent. They may ask you to hold off to allow them to make the contact.

3. **Contact insurance.** Many insurers will want to take part in any investigation and in some circumstances will pay for the investigation.

4. **Contact legal counsel**. This may be a person insurance puts you in contact with.

5. **Teleconference call to plan response**: This call would include the attorney who will be guiding the school district through the process, the Superintendent, possibly the insurance person, and the administrator who received the initial notice of the allegations. The purpose is to plan the school district's response to the allegations and assure that each person knows their role. Depending on the situation, the following items might be discussed:

a. Discuss ***investigation***:

1) Identify who will investigate. With big problems and potential big problems, an outside investigator is preferred where feasible.
2) Preliminarily, identify people who should be interviewed.
3) Gather records for the investigator to review including board policies and procedures, professional boundaries training records for the employee, site administrator's notes of the initial report, and the personnel file of the employee in question, including any prior discipline.

b. Review the collective bargaining agreement governing employment of each employee whose conduct is at issue to determine whether there are any applicable requirements.

c. Determine whether the employee will be placed on ***administrative leave***. If it seems that you are dealing with sexual misconduct or a pattern of inappropriate boundary invasions, administrative leave may be warranted. If it seems you are dealing with a minor, isolated incident, it may be a little problem that you are dealing with.

1) When placing an employee on administrative leave, ***secure the employee's work-space and district technology*** simultaneously with placing the employee on leave. Lock the employee out of the district's email system. Isolate and preserve any school computers the employee uses.

d. ***Mandatory reporting:*** Verify that OCS and/law enforcement have been notified where such notification is appropriate.

e. ***Inform the parent:*** Determine who will ***contact the parent or parents*** and when that will happen.

1) If the parent is unaware of the situation, it should be done immediately. If the parent is aware of the situation, someone should be reporting back to the parent to inform them of the process that is being followed so the parent knows what to expect.
2) In addition to informing the parent of the allegations, inform the parent of what measures are being taken to protect the child.
3) In situations where sexual misconduct may have occurred, the superintendent and site principal should meet with the parent to go through what is known, what is being done, and to answer any questions the parent may have. As part of this discussion, let the parent know that the District would pay for ***psychological counseling*** for the child up to a certain dollar amount if counseling is something the parent wishes to pursue. Also inform the parents that the results of the investigation will be provided to them. (Document this in a confirming letter to the parent.)

f. Prepare to respond to any media inquiries.

g. Discuss response to staff or community questions which may arise.

6. **Contact the parent.**

7. **Administrative leave**

E 5141.42-1 SCHOOL EMPLOYEE TRANING HANDOUT

School Guidelines for Preventing Sexual Abuse against Students

I. Introduction

These guidelines are aimed at assisting school employees in protecting students from sexual misconduct by other school employees. The key to prevention is for each employee to report behaviors which put students at risk for sexual misconduct. The principles identified in this handout are based on what sex offender treatment providers identify as the most effective way of protecting students from sexual abuse in the schools: (1) being able to identify "risk behaviors," (2) reporting such "risk behaviors" to administration, and (3) follow-up by administration.

Sexual abuse of students by a small number of school employees causes disproportionate harm to children, families, schools, and the public's perceptions of and confidence in public education. It is every educator's responsibility to understand how offenders typically engage in sexual misconduct in schools and to know what to report and to whom reports should be made regarding conduct that constitutes "risk behaviors."

The purposes of these Guidelines are:

(1) To inform school employees about how sexual offenders prey on children so that with timely reporting, such misconduct may be prevented in our schools;
(2) To provide a checklist of "risk behaviors" which may be sexual grooming and need to be reported; and
(3) To provide additional Guidelines for practices that will protect students from sexual abuse by providing educators the tools to stop potential grooming behaviors.

II. Basic Principles

Professionalism is the Best Protection

While educators need to establish good relationships with students in order to teach them, educators must not rely upon students to meet their own social needs. If an educator relies on a student to meet the educator's social needs, their relationship is not a professional relationship. Nor is it a true friendship since educator-student relationship is by its very nature, not an equal or even relationship.

The relationship between educator and student is a relationship of trust where the educator has power over the student, making it inappropriate and unprofessional for the educator to try and meet his/her social needs through that relationship. While good relationships with students are very important for the education process that does not mean that the educator may become personal friends with his/her students. Failure to follow this basic principle of professionalism can result in an educator fitting the profile of someone attempting to engage in sexual misconduct with students, even if that is not the educator's intent.

At the same time, a sound and trusting relationship with students is often necessary to advance educational goals. To strike an appropriate balance an educator must consider whether s/he is attempting to have personal needs met through the relationship, or to have a peer-to-peer or

"special relationship" with a student. The educator is the adult and is responsible for establishing professional boundaries.

Even in small villages where everyone knows everyone and school employees may be related to some of their students, these principles of professional relationships with students apply whenever educators are on the job.

"Grabbers" and "Groomers"

Sexual predator experts have identified two types of sexual predators of children based on their basic approach —"grabbers" and "groomers." (Carla van Dam, Ph.D., *Identifying Child Molesters* (2001).), In schools, "grabbers" usually victimize young children. Although "groomers" may also be involved with young children, nearly all offenders in schools who victimize teens youth are groomers.

What social scientists tell us about sexual grooming reveals that **other educators are the key to stopping sexual misconduct against students**.

Unless a child reports misconduct, it is easier to notice risk behaviors which might be sexual grooming than it is to see signs that a student is being molested by a "grabber." These guidelines address preventing sexual grooming by preventing inappropriate boundary invasion risk behaviors.

Dealing with Groomers

How sexual grooming works: Grooming is the process by which much of the serious sexual misconduct against children occurs in schools. An adult befriends a child, creating a connection with the child, a special relationship, lowering the child's natural inhibitions in order to eventually take advantage of the child sexually. In the education context, sexual abusers often target students who are passive or needy and then engage in personal boundary invasion behaviors that are increasingly invasive of the child's boundaries. The child gets used to the boundary invasions and their increasing intrusiveness, and starts to accept them as normal. Eventually, when the student's inhibitions are down, sexual misconduct may occur. Commonly the child may even blame him/herself for what happened.

Student victim profile: Students who become victims are often in special need of adult attention, and at first may find the special relationship with the educator to be grounding and centering. They end up trusting the educator, feel that they are personal friends with the educator, allow the boundary invasions because they are friends, and then if something inappropriate happens, may end up blaming themselves. The victim can also be a relative of the abuser or a friend of the abuser's children.

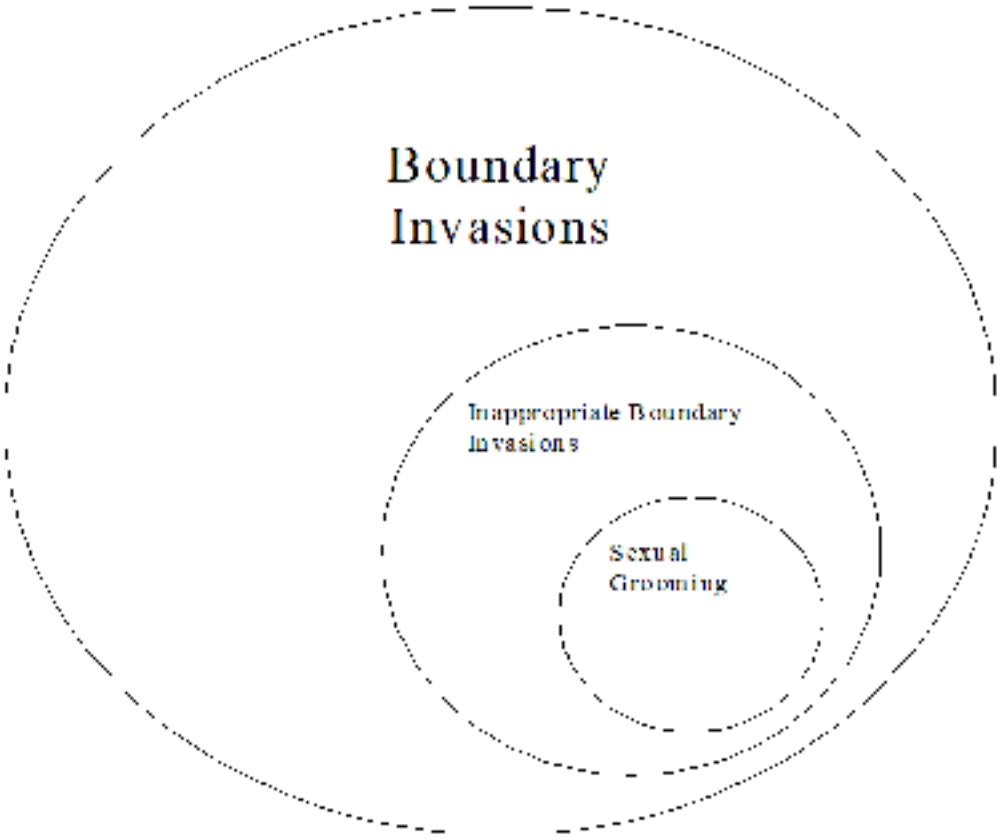
Principles Which Are the Key to How Educators Can Stop Sexual Grooming and Thereby Most Sexual Molestations

1. Sexual molesters may victimize children either by "grabbing" or "grooming" children. (Carla van Dam, Ph.D., *Identifying Child Molesters* (2001).)
2. The majority of educators who sexually molest students accomplish their molestations through the sexual grooming process.
3. Sexual grooming of students begins with and is accomplished by a process of increasingly invasive ***inappropriate boundary invasions***.
4.

Therefore:

4. If we ***stop inappropriate boundary invasions***, we can prevent most molestations by educators.

Venn Diagram Showing Relationship of Grooming to Boundary Invasions



Definitions

Inappropriate: "Inappropriate" in conjunction with "inappropriate boundary invasions" means conduct which under the totality of the circumstances does not have valid and bona fide educational, health, or safety reasons.

Boundary invasions: Boundary invasions are situations where the educator does not respect the student's personal physical and psychological boundaries. In predatory situations, the boundary invasions become increasingly invasive, with the student becoming used to the invasions and allowing increasing invasions to occur. Not all boundary invasions are inappropriate, and not all inappropriate boundary invasions result in sexual misconduct with students. However, inappropriate Boundary invasions are something which other adults may become aware of. Since inappropriate boundary invasions may be the only clue by which other adults could detect that an educator-student relationship may be headed in the wrong direction, it is important for educators to avoid inappropriate boundary invasions and for administration to address them promptly with the educator when they occur.
Whether boundary invasion behaviors have "questionable educational benefit" can be determined by examining the relationship established by the educator with the student to see whether that relationship moved from being professional to becoming personal.

Possible “inappropriate boundary invasion” (*i.e.,* “risk behaviors,” are behaviors which show that a risky relationship is being established and may include:

Inappropriate Boundary Invasions

The following are “risk behaviors” which might be sexual grooming.

Taking an Undue Interest in a Particular Student:

1. Having a "special" friend or a “special relationship” with a particular student.
2. Favoring certain students by giving them special privileges.
3. Favoring certain students, inviting them to come to the classroom at non-class times.
4. Getting a particular student out of class to visit the teacher during the teacher’s prep period.
5. Engaging in peer-like behavior with students including rough-housing.

Using Poor Judgment in Relation to a Particular Student:

6. Allowing a particular student to get away with inappropriate behavior.
7. Being alone with the student behind closed doors at school.
8. Giving gifts or money to the student.
9. Being overly “touchy” with certain students.
10. Touching students for no educational or health reason.
11. Giving students rides in the educator’s personal vehicle, especially alone.
12. Frequent electronic communication or phone contacts with a particular student.

Becoming Involved in the Student’s Private Life:

13. Talking to the student about the educator’s personal problems.
14. Talking to the student about the student’s personal problems to the extent that the adult becomes a confidant of the student when it is not the adult’s job role to do so.
15. Initiating or extending contact with students beyond the school day in a private or non-group setting.
16. Taking a particular student on personal outings, away from protective adults.
17. Using e-mail, text-messaging, instant messaging, or social networking to discuss personal topics or interests with students.

Not Respecting Normal Boundaries:

18. Invading the student's physical privacy (*e.g.*, walking in on the student in the bathroom).
19. Inviting students to the educator’s home.
20. Visiting the student’s home.
21. Asking the student to keep certain things secret from his/her parents.

Sexually Related Conduct:

22. Engaging in sex talk with students (sexual innuendo, sexual banter, or sexual jokes).
23. Talking with a student about sexual topics that are not related to a specific curriculum.
24. Showing pornography to the student.
25. Hugging, kissing, touching, or other affectionate physical contact with a student.

Small Communities

In small communities it is more likely that people working in the schools will already know students before they become students. Children in the community may be friends of the family or part of the educator’s extended family. The child may be the educator’s babysitter, someone who

is hired to do chores, and someone often seen at community events. The educator may belong to the same community organizations as the child, be an elder, the child's uncle, aunt, cousin, or best friend's parent.
These Guidelines recognize the realities of small communities where everyone knows everyone and people who grew up in the community have close ties and blood relationships with a large segment of the community.

The additional guidance for small communities is:

1) Even if the child is a relative, professional boundaries are to be observed at school or when the educator is on the job (in his/her role as an educator).
2) If students come to the educator's home, it should be to visit the educator's children, not the educator, unless the visit is arranged by the parent (*e.g.*, the child might be staying with the educator and his/her family while the parent is in the hospital).
3) The parent of the child visiting the educator's home should be aware that the child is there. If there is any ambiguity about whether the parent of the visiting child knows where that child is, it is up to the educator to so inform the parent.
4) If children visit the educator's home on more than an occasional basis, the educator should inform the school principal and explain the circumstances.
5) Regardless of contacts outside of school, it is still inappropriate for the educator to engage in a peer-to-peer behaviors with a student unless the educator is the child's parent.

III. Additional Guidelines

In addition to avoiding inappropriate boundary invasions with students at school:

1. Classroom doors should have windows.
2. Windows should not be covered except in school lockdown situations.
3. Educators should not be meeting in private with students to "mentor" or "counsel" the student unless that is the educator's official role in the school.
4. If a student needs counseling, non-counselor educators should send the student to the counselor or person whose role it would be to help the child. If there is no such person, then administration should consult with the District Office.
5. When an educator meets alone with a student, the door should be open unless it is a counselor or administrator meeting with a student. The counselor's or administrator's door should have a window on it which is not covered.
6. When dealing with a child's toileting accident, two adults should assist the child.
7. Do not initiate hugs with students.

8. ***The following forms of behavior are not appropriate and should be reported immediately to administration:***

a. Private text-messaging, social media contacts, other private electronic communication, or phone calls, unless the child is an immediate family member;
b. full frontal hugs, lengthy hugs;
c. kisses;
d. holding children over three years old on the lap;
e. touching any child anywhere below the waist [except for toileting or diapering with younger children, helping younger children with their footwear, or in organized games like softball where one might tag the other person out].
f. showing inappropriate affection;
g. occupying a bed with a child or youth;
h. being in the same hotel room with a student other than an immediate family member;

i. touching knees or legs of children or youth;
j. wrestling with children or youth, unless coaching wrestling;
k. tickling children or youth;
l. piggyback rides;
m. massages, shoulder rubs, neck rubs, etc.;
n. comments or compliments relating to a youth's body;
o. snapping bras, giving wedgies, or similar touch on underwear;
p. giving gifts or money to individual children or youth;
q. Visits to the child's home to visit the child or visits by the child to the educator's home to visit the educator.

9. Coaching:

When coaching sports, it is occasionally necessary for a coach to touch a player to demonstrate various positions or moves. Coaches should discuss this necessity with players and their parents at the beginning of the year/season, and explain that anyone uncomfortable with that should let him/her know privately, or inform another adult who can inform the coach. Students' privacy should be protected.
Opposite gender wrestling coaches should not be demonstrating holds on

a. opposite gender wrestlers unless to demonstrate wrestling moves, and only when there has been a meeting at the beginning of the year with parents where the wrestler and parents agree whom the child would feel comfortable doing the demonstrating. Parents should be allowed to attend wrestling practices if they wish.
b. In track, if there is a need to have a runner lift his or her hips in the starting blocks, this can be accomplished without touching by using a cell phone (preferably the student's) to show the deficiency in the position. A side view would be used.
c. In basketball, an opposite gender coach should discuss with opposite gender players that s/he may need to touch them in demonstrating various moves in the game and that anyone uncomfortable with that should let him/her know privately, or inform another adult who can inform the coach. The student's privacy should be protected.
d. If there is touching involved in coaching other sports, similar principles should be applied.
e. If possible, having two coaches at practices is desirable.
f. If there is touching involved in coaching other sports, similar principles should be applied.
g. If possible, having two coaches at practices is desirable.

IV. What Should Happen

When you are aware of inappropriate boundary invasions by another educator, Board Policy 5141.42 and professional ethics require you to report the matter to administration. What administration does next will depend on the situation, though the first step is to contact the District Office for guidance. If the boundary invasions are inappropriate, reminding the employee of appropriate professional boundaries and/or verbal or written reprimands may occur. In situations where an employee continues to engage in inappropriate boundary invasions, progressive discipline up to and including termination may be warranted. In situations where sexual abuse may have occurred, law enforcement and Office of Children's Services (OCS) will be contacted; a full investigation should be conducted; and depending on the results of the investigation, the employee could be terminated. In situations involving sexual abuse of a student, loss of credentialing, and possible criminal conviction could also result.

In any case involving suspected abuse, mandatory child abuse reporting obligations must be met.

Staff Member Duties

The staff member's role in preventing sexual abuse of students is two-fold: first, to avoid engaging in risk behaviors which could be mistaken for boundary invasion or grooming behaviors; and second, to report situations where such behaviors by other employees take place.

1. Do not engage in inappropriate boundary invasion behaviors described above or behaviors like them. Keep your interactions with students at school and at school related events on a professional level.
2. Refer students who need emotional or other support to appropriately trained staff such as counselors or school psychologists. In small or remote communities, where appropriately trained staff may not be available, consult with District Office leadership for workable alternatives. Staff can be caring while maintaining an appropriate level of professional decorum.
2. *Report the Boundary Invasion:* If a staff member observes any adult engaging in the behaviors described above with students, or other behaviors which raise concerns, the staff member must:

a. ***WHEN IN DOUBT, REPORT IT OUT!*** Inform your principal or the appropriate person at the District Office at your earliest opportunity. Do not wait or mull things over or attempt to determine for yourself whether the behavior you have observed has a plausible, innocent explanation. You may not be aware of or understand the entire situation, and allowing the conduct to continue could be harmful for both the staff member and students.

b. DO NOT confront or discuss the matter with the adult.

c. Do not inform the person of your concern, unless it is a situation where immediate intervention is necessary to protect a child.

d. ***Maintain confidentiality.*** Failure to do so may impede official investigations, foster untrue rumors, or violate privacy. You owe a legal duty of confidentiality to students on matters which a reasonable person would want to remain confidential.

e. Follow rules for mandatory reporting of child abuse and/or sexual abuse to law enforcement and/or Office of Children's Services.

f. Document who you notified, where and when and what you reported for your own records.

What if the Person Is a Friend?

If the person engaging in the boundary invasion or misconduct is your friend, it is still necessary to report the conduct to administration in order to protect students, yourself, and your friend. Sometimes an employee ends up getting too close to a student without originally intending anything sexual. Eventually an opportunity may present itself for something unprofessional to occur, and the employee may make a career-ending mistake which harms the student, the student's family, the employee's family, and the employee. Reporting boundary invasions to administration early on helps to prevent such problems from developing.

Strand	Standard	Examples and Resources

Kindergarten

Instructional Focus:

Readiness Standards:
- Must be 5 years old by September 1.

Kindergarten ELA Content Standards		
Strand	**Standard**	**Examples and Resources**
Domain: Reading Standards for Literature		
Key Ideas and Details	● (RL.K.1) With prompting and support, ask and answer questions about a literary text using key details from the text. ● (RL.K.2) With prompting and support, retell familiar stories, using key details. ● (RL.K.3) With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem.	Use: ● Readwell ● Journey's ● Visualizing and Verbalizing Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers
Craft and Structure	● (RL.K.4) Ask and answer questions about unknown words in a text. ● (RL.K.5) Identify common types of texts (e.g., picture books, stories, poems, songs). ● (RL.K.6) With prompting and support, name the author and illustrator of a story and describe the	Use: ● Readwell ● Journey's ● Visualizing and Verbalizing Literature Connections:

Strand	Standard	Examples and Resources
	role of each in telling the story.	•
Integration of Knowledge and Idea	• (RL.K.7) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) or use illustrations to tell or retell a story. • (RL.K.8) N/A • (RL.K.9) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Use: • Readwell • Journey's • Visualizing and Verbalizing Literature Connections: • Various Picture Books • Fiction and Non-Fiction Books • Seasonal and Thematic Books • Journey's Readers • Readwell Readers • Leveled Readers
Range of Reading and Level of Complexity	• (RL.K.10) Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.	Use: • Readwell • Journey's • Visualizing and Verbalizing Literature Connections: • Various Picture Books • Fiction and Non-Fiction Books • Seasonal and Thematic Books • Journey's Readers • Readwell Readers • Leveled Readers
Domain: Reading Standards for Informational Text		
Key Ideas and Details	• (RI.K.1) With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the	Use: • Readwell • Journey's • Visualizing and Verbalizing

Strand	Standard	Examples and Resources
	text. ● (RI.K.2) With prompting and support, identify the main topic and retell key details of a text. ● (RI.K.3) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Literature Connections: ●
Craft and Structure	● (RI.K.4) With prompting and support, ask and answer questions about unknown words in a text. ● (RI.K.5) Identify the front cover, back cover, and title page of a book. ● (RI.K.6) Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text.	Use: ● Readwell ● Journey's ● Visualizing and Verbalizing Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers
Integration of Knowledge and Ideas	● (RI.K.7) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). ● (RI.K.8) With prompting and support, identify the opinions an author states in a text. ● (RI.K.9) With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies).	Use: ● Readwell ● Journey's ● Visualizing and Verbalizing Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers

Strand	Standard	Examples and Resources
Range of Reading and Level of Complexity	• (RI.K.10) Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed.	Use: • Readwell • Journey's • Visualizing and Verbalizing Literature Connections: •
Domain: Reading Standards: Foundational Skills		
Print Concepts	• (RF.K.1.a-d) Demonstrate understanding of the organization and basic features of print; a. Follow words from left to right, top to bottom, and page-by-page; b. Recognize that spoken words are represented in written language by specific sequences of letters; c. Understand that words are separated by spaces in print; d. Recognize and name all upper- and lowercase letters of the alphabet.	Use: • 6 Traits of Writing • Readwell • Journey's • Visualizing and Verbalizing • Handwriting without Tears Literature Connections: • Various Picture Books • Fiction and Non-Fiction Books • Seasonal and Thematic Books • Journey's Readers • Readwell Readers • Leveled Readers
Phonological Awareness	• (RF.K.2.a-e) Demonstrate understanding of spoken `words, syllables, and sounds (phonemes); a. Recognize and produce rhyming words; b. Count, pronounce, blend, and segment syllables in spoken words; c. Blend and segment onsets and rimes of single-syllable spoken words;	Use: • Readwell • Journey's • Visualizing and Verbalizing • Seeing Stars • Heggerty Literature Connections: • Various Picture Books

Strand	Standard	Examples and Resources
	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.); e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. *Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.	● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers
Phonics and Word Recognition	● (RF.K.3.a-d) Know and apply grade-level phonics and word analysis skills in decoding words; a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant; b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels; c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); d. Distinguish between similarly spelled words by	Use: ● Readwell ● Journey's ● Visualizing and Verbalizing ● Seeing Stars ● Heggerty ● Dolch Sight Words Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers

Strand	Standard	Examples and Resources
	identifying the sounds of the letters that differ.	
Fluency	• (RF.K.4) Read emergent-reader texts with purpose and understanding.	Readwell • Readwell • Journey's • Visualizing and Verbalizing • Seeing Stars • Heggerty
Domain: Writing Standards K-5		
Text Types and Purposes	• (W.K.1) Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because…; My favorite part of the story is when...; I think it was funny when…). • (W.K.2)Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • (W.K.3)Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened.	Use: • 6 Traits of Writing • Visualizing and Verbalizing Literature Connections: • Various Picture Books • Fiction and Non-Fiction Books • Seasonal and Thematic Books • Journey's Readers • Readwell Readers • Leveled Readers
Production and	• (W.K.4)(Begins in grade 3.)	Use:

Strand	Standard	Examples and Resources
Distribution Writing	• (W.K.5) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • (W.K.6) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	• 6 Traits of Writing • Visualizing and Verbalizing Literature Connections: • Various Picture Books • Fiction and Non-Fiction Books • Seasonal and Thematic Books • Journey's Readers • Readwell Readers • Leveled Readers
Research to Build and Present Knowledge	• (W.K.7) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them). • (W.K.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • (W.K.9) (Begins in grade 4)	Use: • 6 Traits of Writing Literature Connections: • Various Picture Books • Fiction and Non-Fiction Books • Seasonal and Thematic Books • Journey's Readers • Readwell Readers • Leveled Readers
Range of Writing	• (W.K.10) (Begins in grade 3)	Use: • N/A Literature Connections: •
Domain: Speaking and Listening Standards K-5		
Comprehension and Collaboration	• (SL.K.1. a-b) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and	Use: • Readwell • Journey's

Strand	Standard	Examples and Resources
	adults in small and larger groups; a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion); b. Continue a conversation through multiple exchanges. ● (SL.K.2) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. ● (SL.K.3) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	● Visualizing and Verbalizing ● Seeing Stars ● Heggerty Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers
Presentation of Knowledge and Ideas	● (SL.K.4) Describe familiar people, places, things, and events, and with prompting and support, provide additional related details. ● (SL.K.5) Add drawings or other visual displays to descriptions as desired to provide additional details. ● (SL.K.6) Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences when appropriate to task and situation.	Use: ● Readwell ● Journey's ● Visualizing and Verbalizing ● Seeing Stars ● Heggerty Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers
Domain: Language Standards K-5		
Conventions of	● (L.K.1.a-f) Demonstrate command of the	Use:

Strand	Standard	Examples and Resources
Standard English	conventions of standard English grammar and usage when writing or speaking; a. Print many upper- and lowercase letters; b. Use frequently occurring nouns and verbs; c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes); d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how); e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with); f. Produce and expand complete sentences in shared language activities. ● (L.K.2.a-d)Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Capitalize the first word in a sentence, the first letter of the student's name, and the pronoun I; b. Recognize and name end punctuation; c. Write a letter or letters for most consonant and short-vowel sounds (phonemes); d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	● 6 Traits of Writing ● Readwell ● Handwriting without Tears ● Journey's ● Seeing Stars ● Heggerty Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers
Knowledge of Language	● (L.K.3) (Begins in grade 2)	Use: ● N/A Literature Connections: ●
Vocabulary	● (L.K.4.a-b) Determine or clarify the meaning of	Use:

Strand	Standard	Examples and Resources
Acquisition and Use	unknown and multiple-meaning words and phrases based on kindergarten reading and content; a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck); b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. ● (L.K.5.a-d) With guidance and support from adults, explore word relationships and nuances in word meanings; a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent; b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms); c. Identify real-life connections between words and their use (e.g., note places at school that are colorful); d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. ● (L.K.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	● Readwell ● Journey's ● Visualizing and Verbalizing ● Seeing Stars ● Heggerty Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers

Strand	Standard	Examples and Resources

First Grade

Instructional Focus: **Readiness Standards:**		
Grade 1 ELA Content Standards		
Strand	**Standard**	**Examples and Resources**
Domain: Reading Standards for LIterature		
Key Ideas	• (RL.1.1) Ask and answer questions about a literary text using key details from the text. • (RL.1.2)Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson. • (RL.1.3)Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.	Use: • Readwell • Journey's • Visualizing and Verbalizing • Seeing Stars • Benchmark • Read Naturally Literature Connections: • Various Picture Books • Fiction and Non-Fiction Books • Seasonal and Thematic Books • Journey's Readers • Readwell Readers • Leveled Readers • Chapter Books
Craft and Structure	• (RL.1.4) Identify words and phrases in stories, plays, or poems that suggest feelings or appeal	Use: • Readwell

Strand	Standard	Examples and Resources
	to the senses. ● (RL.1.5) Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types. ● (RL.1.6) Identify who is telling the story at various points in the text (e.g., a character in the text or a narrator/storyteller).	● Journey's ● Visualizing and Verbalizing ● Seeing Stars ● Benchmark ● Read Naturally Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers ● Chapter Books
Integration of Knowledge and Idea	● (RL.1.7) Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution. ● (RL.1.8) (Not applicable to literature) ● (RL.1.9) With prompting and support, compare and contrast the adventures and experiences of characters in stories.	Use ● Readwell ● Journey's ● Visualizing and Verbalizing ● Seeing Stars ● Benchmark ● Read Naturally Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers ● Chapter Books
Range of Reading and Level of Complexity	● (RL.1.10) With prompting and support, read prose and poetry from a variety of cultures of	Use: ● Readwell

Strand	Standard	Examples and Resources
	appropriate complexity for grade 1.	• Journey's • Visualizing and Verbalizing • Seeing Stars • Benchmark • Read Naturally Literature Connections: • Various Picture Books • Fiction and Non-Fiction Books • Seasonal and Thematic Books • Journey's Readers • Readwell Readers • Leveled Readers • Chapter Books
Domain: Reading Standards for Informational Text		
Key Ideas and Details	• (RI.1.1) With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text. • (RI.1.2) Identify the main topic or author's purpose (e.g., to teach or tell us about …) and retell key details of a text. • (RI.1.3) Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Use: • Readwell • Journey's • Visualizing and Verbalizing • Seeing Stars • Benchmark • Read Naturally Literature Connections: • Various Picture Books • Fiction and Non-Fiction Books • Seasonal and Thematic Books • Journey's Readers • Readwell Readers • Leveled Readers • Chapter Books

Strand	Standard	Examples and Resources
Craft and Structure	● (RI.1.4) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ● (RI.1.5) Know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons) to locate key facts or information in a text. ● (RI.1.6) Distinguish between information provided by photos or other graphics and information provided by the words in a text.	Use: ● Readwell ● Journey's ● Visualizing and Verbalizing ● Seeing Stars ● Benchmark ● Read Naturally Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers ● Chapter Books
Integration of Knowledge and Ideas	● (RI.1.7) Use the illustrations and details in a text to describe its key ideas. ● (RI.1.8) Identify the opinions an author states to support points in a text. ● (RI.1.9) Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).	Use: ● Readwell ● Journey's ● Visualizing and Verbalizing ● Seeing Stars ● Benchmark ● Read Naturally Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers ● Chapter Books

Strand	Standard	Examples and Resources
Range of Reading and Level of Complexity	● (RI.1.10) With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed.	Use: ● Readwell ● Journey's ● Visualizing and Verbalizing ● Benchmark ● Read Naturally Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers ● Chapter Books
Domain: Reading Standards: Foundational Skills		
Print Concepts	● (RF.1.1.a) Demonstrate understanding of the organization and basic features of print; a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Use: ● 6 Traits ● Readwell ● Journey's ● Visualizing and Verbalizing ● Seeing Stars ● Benchmark ● Read Naturally ● Handwriting without Tears Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers

Strand	Standard	Examples and Resources
		● Leveled Readers ● Chapter Books
Phonological Awareness	● (RF.1.2.a-d) Demonstrate understanding of spoken words, syllables, and sounds (phonemes); a. Distinguish long from short vowel sounds in spoken single-syllable words; b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends; c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words; d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)	Use: ● Readwell ● Journey's ● Visualizing and Verbalizing ● Seeing Stars ● Benchmark ● Read Naturally ● Heggerty Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers
Phonics and Word Recognition	● (RF.1.3.a-g) Know and apply grade-level phonics and word analysis skills in decoding words; a. Know the spelling-sound correspondences for common consonant digraphs; b. Decode regularly spelled one-syllable words; c. Know final -e and common vowel team conventions for representing long vowel sounds; d. Use knowledge that every syllable must have a	Use: ● Readwell ● Journey's ● Visualizing and Verbalizing ● Seeing Stars ● Benchmark ● Read Naturally ● Heggerty ● Dolch Sight Words

Strand	Standard	Examples and Resources
	vowel sound to determine the number of syllables in a printed word; e. Decode two-syllable words following basic patterns by breaking the words into syllables; f. Read words with inflectional endings; g. Recognize and read grade-appropriate, irregularly spelled words.	● Star Word Lists (Lindamood Bell) Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers ● Chapter Books
Fluency	● (RF.1.4.a-c) Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	● Readwell ● Journey's ● Visualizing and Verbalizing ● Seeing Stars ● Benchmark ● Read Naturally ● Heggerty
Domain: Writing Standards K-5		
Text Types and Purposes	● (W.1.1) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact (e.g., because race cars go faster than…) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh;	Use: ● 6 Traits ● Visualizing and Verbalizing ● Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books

Strand	Standard	Examples and Resources
	that was the scariest part). ● (W.1.2) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared). ● (W.1.3) Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).	● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers ● Chapter Books
Production and Distribution of Writing	● (W.1.4) (Begins in grade 3) ● (W.1.5) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed. ● (W.1.6) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Use: ● 6 Traits ● Visualizing and Verbalizing ● Read Naturally Literature Connections: ●
Research to Build and Present Knowledge	● (W.1.7) Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions or combine or summarize information/facts learned). ● (W.1.8) With guidance and support from adults,	Use: ● 6 Traits ● Visualizing and Verbalizing ● Read Naturally Literature Connections: ● Various Picture Books

Strand	Standard	Examples and Resources
	recall information from experiences or gather information from provided sources to answer a question. ● W.1.9) (Begins in grade 4)	● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers ● Chapter Books
Range of Writing	● (W.1.10) (Begins in grade 3)	Use: ● N/A Literature Connections: ●
Domain: Speaking and Listening Standards K-5		
Comprehension and Collaboration	● (SL.1.1a-c) Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups; a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion); b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges; c. Ask questions to clear up any confusion about the topics and texts under discussion. ● (SL.1.2) Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● (SL.1.3) Ask and answer questions about what	Use: ● Readwell ● Journey's ● Visualizing and Verbalizing ● Seeing Stars ● Benchmark ● Read Naturally Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers ● Chapter Books

Strand	Standard	Examples and Resources
	a speaker says in order to gather additional information or clarify something that is not understood.	
Presentation of Knowledge and Ideas	● (SL.1.4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● (SL.1.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ● (SL.1.6) Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	Use: ● Readwell ● Journey's ● Visualizing and Verbalizing ● Seeing Stars ● Benchmark ● Read Naturally Literature Connections: ●
Domain: Language Standards K-5		
Conventions of Standard English	● (L.1.1 a-j) Print all upper- and lowercase letters; a. Print all upper- and lowercase letters; b. Use common, proper, and possessive nouns; c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops.; We hop.); d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything); e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home.; Today I walk home.; Tomorrow I will walk home.); f. Use frequently occurring adjectives;	Use: ● 6 Traits ● Handwriting without Tears ● Readwell ● Journey's ● Visualizing and Verbalizing ● Seeing Stars ● Benchmark ● Read Naturally Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers

Strand	Standard	Examples and Resources
	g. Use frequently occurring conjunctions (e.g., and, but, or, so, because); h. Use determiners (e.g., articles, demonstratives); i. Use frequently occurring prepositions (e.g., during, beyond, toward); j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ● (L.1.2 a-e) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Capitalize dates and names of people; b. Use end punctuation for sentences; c. Use commas in dates and to separate single words in a series; d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words; e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	● Leveled Readers
Knowledge of Language	● (L.1.3) (Begins in grade 2)	Use: ● N/A Literature Connections: ●
Vocabulary Acquisition and Use	● (L.1.4.a-c) Determine or clarify the meaning of unknown and multiple-meaning words and	Use:

Strand	Standard	Examples and Resources
	phrases based on grade 1 reading and content, choosing flexibility from an array of strategies; a. Use sentence-level context as a clue to the meaning of a word or phrase; b. Use frequently occurring affixes as a clue to the meaning of a word; c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). ● (L.1.5.a-d) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings; a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent; b. Define words by category and by one or more key attributes (e.g., A duck is a bird that swims.; A tiger is a large cat with stripes.); c. Identify real-life connections between words and their use (e.g., note places at home that are cozy); d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. ● (L.1.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	● Readwell ● Journey's ● Visualizing and Verbalizing ● Seeing Stars ● Benchmark ● Read Naturally Literature Connections: ● Various Picture Books ● Fiction and Non-Fiction Books ● Seasonal and Thematic Books ● Journey's Readers ● Readwell Readers ● Leveled Readers ● Chapter Books

Strand	Standard	Examples and Resources

Strand	Standard	Examples and Resources

Second Grade

Instructional Focus: **Readiness Standards:**		
Grade 2 ELA Content Standards		
Strand	**Standard**	**Examples and Resources**
Domain: Reading Standards for Literature		
Key Ideas and Literature	• (RL.2.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text. • (RL.2.2) Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson, or moral. • (RL.2.3) Describe how characters in a story, play, or poem respond to major events, problems, and challenges.	Use: • 6 Traits • Readwell • Journey's • Benchmark • Read Naturally • Renaissance Accelerated Reading Literature Connections: •
Craft and Structure	• (RL.2.4) Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a	Use: • 6 Traits • Readwell • Journey's • Benchmark

Strand	Standard	Examples and Resources
	reader might see in his or her mind. ● (RL.2.5) Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved. ● (RL.2.6) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	● Read Naturally ● Renaissance Accelerated Reading ● Haggerty Literature Connections: ●
Integration of Knowledge and Ideas	● (RL.2.7) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (e.g., problem-solution; chronology). ● (R L.2.8) (Not applicable to literature) ● (RL.2.9) Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures.	Use: ● 6 Traits ● Readwell ● Journey's ● Benchmark ● Read Naturally ● Renaissance Accelerated Reading Literature Connections: ●
Range of Reading and Level of Complexity	● (RL.2.10) By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.	Use: ● 6 Traits ● Readwell ● Journey's ● Benchmark ● Read Naturally ● Renaissance Accelerated Reading

Strand	Standard	Examples and Resources
		Literature Connections: ●
Domain: Reading Standards for Informational Text		
Key Ideas and Literature	● (RI.2.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text. ● (RI.2.2) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. ● (RI.2.3) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Use: ● 6 Traits ● Readwell ● Journey's ● Benchmark ● Read Naturally ● Renaissance Accelerated Reading Literature Connections: ●
Craft and Structure	● (RI.2.4) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. ● (RI.2.5) Know and use various text features (e.g., captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently. ● (RI.2.6) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Use: ● 6 Traits ● Readwell ● Journey's ● Benchmark ● Read Naturally ● Renaissance Accelerated Reading Literature Connections: ●
Integration of Knowledge and Ideas	● (RI.2.7) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Use: ● 6 Traits ● Readwell

Strand	Standard	Examples and Resources
	● (RI.2.8) Describe how reasons given support specific opinions the author states in a text. ● (RI.2.9) Compare and contrast the most important points presented by two texts or related topics (e.g., a book about polar bears and a book about black bears).	● Journey's ● Benchmark ● Read Naturally ● Renaissance Accelerated Reading Literature Connections: ●
Range of Reading and Level of Complexity	● (RI.2.10) By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.	Use: ● 6 Traits ● Readwell ● Journey's ● Benchmark ● Read Naturally ● Renaissance Accelerated Reading Literature Connections: ●
Domain: Reading Standards: Foundational Skills		
Phonics and Word Recognition	● (RF.2.3.a-f) Know and apply grade-level phonics and word analysis skills in decoding words; a. Distinguish long and short vowels when reading regularly spelled one-syllable words; b. Know spelling-sound correspondences for additional common vowel teams; c. Decode regularly spelled two-syllable words with long vowels; d. Decode words with common prefixes and suffixes; e. Identify words with inconsistent but common	Use: ● 6 Traits ● Readwell ● Journey's ● Read Naturally ● Visualizing and Verbalizing ● Seeing Stars ● Haggerty Literature Connections: ●

Strand	Standard	Examples and Resources
	spelling-sound correspondences; f. Recognize and read grade-appropriate irregularly spelled words.	
Fluency	• (RF.2.4.a-c) Read with sufficient accuracy and fluency to support comprehension; a. Read on-level text with purpose and understanding; b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use: • 6 Traits • Readwell • Journey's • Read Naturally • Visualizing and Verbalizing • Seeing Stars • Haggerty Literature Connections: •
Domain: Writing Standards K-5		
Text Types and Purposes	• (W.2.1) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion. • (W.2.2) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or one or more concluding sentences that emphasize their	Use: • 6 Traits • Visualizing and Verbalizing • Read Naturally Literature Connections: •

Strand	Standard	Examples and Resources
	most important point or focus. ● (W.2.3) Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.	
Production and Distribution of Writing	● (W.2.4)(Begins in grade 3) ● (W.2.5) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing. ● (W.2.6) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Use: ● 6 Traits ● Visualizing and Verbalizing ● Read Naturally Literature Connections: ●
Research to Build and Present Knowledge	● (W.2.7) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or visual or oral presentation; record data from science observations). ● (W.2.8) Recall information from experiences or gather information from provided sources to answer a question. ● (W.2.9) (Begins in grade 4)	Use: ● 6 Traits ● Read Naturally Literature Connections: ●
Range of Writing	● (W.2.10) (Begins in grade 3)	Use:

Strand	Standard	Examples and Resources
		• N/A Literature Connections: •
Domain: Speaking and Listening Standards K-5		
Comprehension and Collaboration	• (SL.2.1.a-c) Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups; a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion); b. Build on others' talk in conversations by linking their comments to the remarks of others; c. Ask for clarification and further explanation as needed about the topics and texts under discussions. • (SL.2.2) Retell or describe key ideas or details from a text read aloud or information presented orally or through other media. • (SL.2.3) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Use: • 6 Traits • Journey's • Read Naturally Literature Connections: •
Presentation of Knowledge and Ideas	• (SL.2.4)) Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences.	Use: • 6 Traits • Journey's • Seeing Stars

Strand	Standard	Examples and Resources
	• (SL.2.5) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. • (SL.2.6) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	• Visualizing and Verbalizing • Read Naturally Literature Connections: •
Domain: Language Standards K-5		
Conventions of Standard English	• (L.2.1.a-f)Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; a. Use collective nouns (e.g., group); b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); c. Use reflexive pronouns (e.g., myself, ourselves); d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told); e. Use adjectives and adverbs, and choose between them depending on what is to be modified; f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie.; The little boy watched the movie.; The action movie was watched by the	Use: • 6 Traits • Readwell • Handwriting without Tears • Journey's • Seeing Stars • Haggerty • Read Naturally Literature Connections: •

Strand	Standard	Examples and Resources
	little boy.). • (L.2.2.a-e) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Capitalize holidays, product names, and geographic names; b. Use commas in greetings and closings of letters; c. Use an apostrophe to form contractions and frequently occurring possessives; d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil); e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
Knowledge of Language	• (L.2.3)Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Compare formal and informal uses of English.	Use: • 6 Traits • Readwell • Handwriting without Tears • Journey's • Seeing Stars • Haggerty • Read Naturally Literature Connections: •
Vocabulary Acquisition and Use	• (L.2.4.a-e) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content,	Use: • Seeing Stars • Readwell • Haggerty

Strand	Standard	Examples and Resources
	choosing flexibly from an array of strategies; a. Use sentence-level context as a clue to the meaning of a word or phrase; b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell); c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional); d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark); e. Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. ● (L.2.5.a-b) Demonstrate understanding of word relationships and nuances in word meanings; a. Identify real-life connections between words and their use (e.g., Describe foods that are spicy or juicy.); b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). ● (L.2.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.).	● Read Naturally Literature Connections: ●

Strand	Standard	Examples and Resources

Third Grade

Instructional Focus: **Readiness Standards:**		
Grade 3 ELA Content Standards		
Strand	**Standard**	**Examples and Resources**
Domain: Reading Standards for Literature		
Key Ideas and Details	• (RL.3.1) Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers. • (RL.3.2) Determine the author's purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures. • (RL.3.3) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem).	Use: • 6 Traits • Novel Studies • Read Naturally • Renaissance Accelerated Reading • Visualizing and Verbalizing • Journeys Literature Connections: • The Teacher From the Black Lagoon • The Word Eater • Treasure Island • Little House in the Big Woods • The War with Grandpa • A Light in the Attic • Harry Potter Book 1

Strand	Standard	Examples and Resources
		● The BFG ● Charlie and the Chocolate Factory ● Ramona Quimby, Age 8 ● I Survived series ● Super Fudge ● Meet Addy ● Charlotte's Web ● The Chocolate Touch
Craft and Structure	● (RL.3.4) Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales). ● (RL.3.5) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ● (RL.3.6) Distinguish their own point of view from that of the narrator or those of the characters.	Use: ● 6 Traits ● Novel Studies ● Read Naturally ● Renaissance Accelerated Reading ● Visualizing and Verbalizing ● Journeys Literature Connections: ● The Teacher From the Black Lagoon ● The Word Eater ● Treasure Island ● Little House in the Big Woods ● The War with Grandpa ● A Light in the Attic ● Harry Potter Book 1 ● The BFG ● Charlie and the Chocolate Factory ● Ramona Quimby, Age 8 ● I Survived series

Strand	Standard	Examples and Resources
		● Super Fudge ● Meet Addy ● The Chocolate Touch ● Charlotte's Web
Integration of Knowledge and Ideas	● (RL.3.7) Explain how specific aspects of text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). ● (RL.3.8) (Not applicable to literature) ● (RL.3.9) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Use: ● 6 Traits ● Novel Studies ● Read Naturally ● Renaissance Accelerated Reading ● Visualizing and Verbalizing ● Journeys Literature Connections: ● The Teacher From the Black Lagoon ● The Word Eater ● Treasure Island ● Little House in the Big Woods ● The War with Grandpa ● A Light in the Attic ● Harry Potter Book 1 ● The BFG ● Charlie and the Chocolate Factory ● Ramon Quimby, Age 8 ● I Survived series ● Super Fudge ● Meet Addy
Range of Reading Level and Complexity	● (RL.3.10) By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band	Use: ● 6 Traits ● Novel Studies

Strand	Standard	Examples and Resources
	appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.	• Read Naturally • Renaissance Accelerated Reading Literature Connections: • The Teacher From the Black Lagoon • The Word Eater • Treasure Island • Little House in the Big Woods • The War with Grandpa • A Light in the Attic • Harry Potter Book 1 • The BFG • Charlie and the Chocolate Factory • Ramona Quimby, Age 8 • I Survived series • Super Fudge • Meet Addy • Charlotte's Web • The Chocolate Touch
Domain: Reading Standards for Informational Text		
Key Ideas and Details	• (RI.3.1) Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers. • (RI.3.2) Determine the main idea of a text and	Use: • 6 Traits • Novel Studies • Read Naturally • Renaissance Accelerated Reading • Journeys Literature Connections:

Strand	Standard	Examples and Resources
	locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea. ● (RI.3.3) Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	● The Teacher From the Black Lagoon ● The Word Eater ● Treasure Island ● Little House in the Big Woods ● The War with Grandpa ● A Light in the Attic ● Harry Potter Book 1 ● The BFG ● Charlie and the Chocolate Factory ● Ramona Quimby, Age 8 ● I Survived series ● Super Fudge ● Meet Addy ● Charlotte's Web ● The Chocolate Touch
Craft and Structure	● (RI.3.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. ● (RI.3.5) Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. ● (RI.3.6) Determine author's purpose; distinguish own point of view from that of the author of a text.	Use: ● 6 Traits ● Novel Studies ● Read Naturally ● Renaissance Accelerated Reading ● Journeys ● Scholastic News Literature Connections: ● The Teacher From the Black Lagoon ● The Word Eater ● Treasure Island

Strand	Standard	Examples and Resources
		● Little House in the Big Woods ● The War with Grandpa ● A Light in the Attic ● Harry Potter Book 1 ● The BFG ● Charlie and the Chocolate Factory ● Ramona Quimby, Age 8 ● I Survived series ● Super Fudge ● Meet Addy ● Charlotte's Web ● The Chocolate Touch
Integration of Knowledge and Idea	● (RI.3.7) Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). ● (RI.3.8) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). ● (RI.3.9) Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.	Use: ● 6 Traits ● Novel Studies ● Read Naturally ● Renaissance Accelerated Reading ● Journeys Literature Connections: ● The Teacher From the Black Lagoon ● The Word Eater ● Treasure Island ● Little House in the Big Woods ● The War with Grandpa ● A Light in the Attic ● Harry Potter Book 1

Strand	Standard	Examples and Resources
		● The BFG ● Charlie and the Chocolate Factory ● Ramona Quimby, Age 8 ● I Survived series ● Super Fudge ● Meet Addy ● Charlotte's Web ● The Chocolate Touch
Range of Reading and Level of Complexity	● (RI.3.10) By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.	Use: ● 6 Traits ● Novel Studies ● Read Naturally ● Renaissance Accelerated Reading Literature Connections: ● The Teacher From the Black Lagoon ● The Word Eater ● Treasure Island ● Little House in the Big Woods ● The War with Grandpa ● A Light in the Attic ● Harry Potter Book 1 ● The BFG ● Charlie and the Chocolate Factory ● Ramona Quimby, Age 8 ● I Survived series ● Super Fudge ● Meet Addy

Strand	Standard	Examples and Resources
		• Charlotte's Web • The Chocolate Touch
Domain: Reading Standards: Foundational Skills		
Phonics and Word Recognition	• (RF.3.3.a-d) Know and apply grade-level phonics and word analysis skills in decoding words; a. Identify and know the meaning of the most common prefixes and derivational suffixes; b. Decode words with common Latin suffixes; c. Decode multisyllable words; d. Read grade-appropriate, irregularly spelled words.	Use: • 6 Traits • Read Naturally • Visualizing and Verbalizing • Seeing Stars • MAP reading fluency tools Literature Connections: •
Fluency	• (RF.3.4.a-c) Read with sufficient accuracy and fluency to support comprehension; d. Read on-level text with purpose and understanding; e. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use: • 6 Traits • Read Naturally • Visualizing and Verbalizing • Seeing Stars Literature Connections: •
Domain: Writing Standards K-5		
Text Types and Purposes	• (W.3.1.a-d) Write opinion pieces on topics or texts, supporting a point of view with fact- or	Use: • 6 Traits

Strand	Standard	Examples and Resources
	text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can.); a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons; b. Provide reasons that support the opinion; c. Link opinion and reasons using words and phrases (e.g., because, therefore, since, for example); d. Provide a concluding statement or section that reinforces or restates the opinion. • (W.3.2.a-d)Write informative/explanatory texts to examine a topic and convey ideas and information clearly; a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension; b. Develop the topic with facts, definitions, details, and explanations that support the focus; c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information; d. Provide a concluding statement or section that paraphrases the focus of the text. • (W.3.3.a-c)Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event	Literature Connections: •

Strand	Standard	Examples and Resources
	sequences (chronology); a. Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally; b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems; c. Use transitional words and phrases to signal event sequences (e.g., later, soon after); d. Provide a sense of closure (e.g., how a problem was solved or how the event ended).	
Production and Distribution of Writing	• (W.3.4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) • (W.3.5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) • (W.3.6) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact	Use: • 6 Traits Literature Connections: •

Strand	Standard	Examples and Resources
	and collaborate with others and to locate information about topics.	
Research to Build and Present Knowledge	• (W.3.7) Conduct short research projects that build knowledge about a topic. • (W.3.8) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • (W.3.9) (Begins in grade 4)	Use: • 6 Traits Literature Connections: •
Range of Writing	• (W.3.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Use: • 6 Traits Literature Connections: •
Domain: Speaking and Listening Standards K-5		
Comprehension and Collaboration	• (SL.3.1.a-d) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly; a. After learning a protocol (e.g., Socratic method), come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to	Use: • 6 Traits Literature Connections: • The Teacher From the Black Lagoon • The Word Eater • Treasure Island • Little House in the Big Woods • The War with Grandpa • A Light in the Attic • Harry Potter Book 1

Strand	Standard	Examples and Resources
	others with care, speaking one at a time about the topics and texts under discussion); c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; d. Explain their own ideas and understanding in light of the discussion. ● (SL.3.2) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● (SL.3.3) Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail.	● The BFG ● Charlie and the Chocolate Factory ● Ramona Quimby, Age 8 ● I Survived series ● Super Fudge ● Meet Addy ● Charlotte's Web ● The Chocolate Touch
Presentation of Knowledge and Ideas	● (SL.3.4) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ● (SL.3.5) Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices); and add visual displays when appropriate to emphasize or enhance certain facts or details. ● (SL.3.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for	Use: ● 6 Traits Literature Connections: ●

Strand	Standard	Examples and Resources
	specific expectations.)	
Domain: Language Standards K-5		
Conventions of Standard English	• (L.3.1.a-i) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English; b. Form and use regular and irregular plural nouns; c. Use abstract nouns (e.g., childhood); d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked.; I walk.; I will walk.) verb tenses; f. Ensure subject-verb and pronoun-antecedent agreement.*; g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; h. Use coordinating and subordinating conjunctions; i. Produce simple, compound, and complex sentences. • (L.3.2.a-g) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Capitalize appropriate words in titles; b. Use commas in addresses; c. Use commas and quotation marks in dialogue;	Use: • 6 Traits • Handwriting without Tears • Read Naturally • Daily Language Review Literature Connections: •

Strand	Standard	Examples and Resources
	d. Form and use possessives; e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness); f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words; g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	
Knowledge of Language	• (L.3.3.a-b) Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Choose words and phrases for effect.*; b. Recognize and observe differences between the conventions of spoken and written standard English.	Use: • 6 Traits • Seeing Stars Literature Connections: •
Vocabulary Acquisition and Use	• (L.3.4.a-d) Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies; a. Use a sentence-level context as a clue to the meaning of a word or phrase; b. Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable,	Use: • 6 Traits • Seeing Stars • Read Naturally • Wordly Wise Literature Connections: •

Strand	Standard	Examples and Resources
	comfortable/uncomfortable, care/careless, heat/preheat); c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. ● (L.3.5.a-c) Demonstrate understanding of word relationships and nuances in word meanings; a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps); b. Identify real-life connections between words and their use (e.g., Describe people who are friendly or helpful.); c. Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty such as knew, believed). ● (L.3.6) Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them.).	

Strand	Standard	Examples and Resources

Fourth Grade

Instructional Focus: **Readiness Standards:**		
Grade 4 ELA Content Standards		
Strand	**Standard**	**Examples and Resources**
Domain: Reading Standards for Literature		
Key Ideas and Details	• (RL.4.1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • (RL.4.2) Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved. • (RL.4.3) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Use: • 6 Traits • Novel Studies • Read Naturally • Renaissance Accelerated Reading Literature Connections: • Harry Potter: Sorcerer's Stone • The Lion, The Witch and the Wardrobe • Thief Lord • Summer of the Monkeys • Where the Red Fern Grows • Tuck Everlasting
Craft and Structure	• (RL.4.4) Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes).	Use: • 6 Traits • Novel Studies • Read Naturally

Strand	Standard	Examples and Resources
	● (RL.4.5) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. ● (RL.4.6) Compare and contrast the point of view from which different stories are narrated, including how the use of first or third person can change the way a reader might see characters or events described.	● Renaissance Accelerated Reading Literature Connections: ● Harry Potter: Sorcerer's Stone ● The Lion, The Witch and the Wardrobe ● Thief Lord ● Summer of the Monkeys ● Where the Red Fern Grows ● Tuck Everlasting
Integration of Knowledge and Ideas	● (RL.4.7) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. ● (RL.4.8) (Not applicable to literature) ● (RL.4.9) Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.	Use: ● 6 Traits ● Novel Studies ● Read Naturally ● Renaissance Accelerated Reading Literature Connections: ● Harry Potter: Sorcerer's Stone ● The Lion, The Witch and the Wardrobe ● Thief Lord ● Summer of the Monkeys ● Where the Red Fern Grows ● Tuck Everlasting
Range of Reading Level and Complexity	● (RL.4.10) By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high	Use: ● 6 Traits ● Novel Studies ● Read Naturally ● Renaissance Accelerated Reading

Strand	Standard	Examples and Resources
	end of the range.	Literature Connections: ● Harry Potter: Sorcerer's Stone ● The Lion, The Witch and the Wardrobe ● Thief Lord ● Summer of the Monkeys ● Where the Red Fern Grows ● Tuck Everlasting
Domain: Reading Standards for Informational Text		
Key Ideas and Details	● (RI.4.1) Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. ● (RI.4.2) Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate. ● (RI.4.3) Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Use: ● 6 Traits ● Novel Studies ● Read Naturally ● Renaissance Accelerated Reading Literature Connections: ● Harry Potter: Sorcerer's Stone ● The Lion, The Witch and the Wardrobe ● Thief Lord ● Summer of the Monkeys ● Where the Red Fern Grows ● Tuck Everlasting
Craft and Structure	● (RI.4.4) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. ● (RI.4.5) Describe the overall structure (e.g., sequence, comparison, cause/effect,	Use: ● 6 Traits ● Novel Studies ● Read Naturally ● Renaissance Accelerated Reading Literature Connections:

Strand	Standard	Examples and Resources
	problem/solution) of events, ideas, concepts, or information in a text or part of a text. ● (RI.4.6) Determine author's purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	● Harry Potter: Sorcerer's Stone ● The Lion, The Witch and the Wardrobe ● Thief Lord ● Summer of the Monkeys ● Where the Red Fern Grows ● Tuck Everlasting
Integration of Knowledge and Idea	● (RI.4.7) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. ● (RI.4.8) Explain how an author uses reasons and evidence to support particular points in a text. ● (RI.4.9) Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.	Use: ● 6 Traits ● Novel Studies ● Read Naturally ● Renaissance Accelerated Reading Literature Connections: ● Harry Potter: Sorcerer's Stone ● The Lion, The Witch and the Wardrobe ● Thief Lord ● Summer of the Monkeys ● Where the Red Fern Grows ● Tuck Everlasting
Range of Reading and Level of Complexity	● (RI.4.10) By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.	Use: ● 6 Traits ● Novel Studies ● Read Naturally ● Renaissance Accelerated Reading Literature Connections: ● Harry Potter: Sorcerer's Stone ● The Lion, The Witch and the Wardrobe

Strand	Standard	Examples and Resources
		• Thief Lord • Summer of the Monkeys • Where the red Fern Grows • Tuck Everlasting
Domain: Reading Standards: Foundational Skills		
Phonics and Word Recognition	• (RF.4.3.a) Know and apply grade-level phonics and word analysis skills in decoding words; a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Use: • 6 Traits • Read Naturally • Visualizing and Verbalizing • Seeing Stars Literature Connections: •
Fluency	• (RF.4.4.a-c) Read with sufficient accuracy and fluency to support comprehension; a. Read on-level text with purpose and understanding; b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use: • 6 Traits • Read Naturally • Visualizing and Verbalizing • Seeing Stars Literature Connections: •
Domain: Writing Standards K-5		
Text Types and Purposes	• (W.4.1a-d) Write opinion pieces on topics or texts, supporting a point of view with fact- or	Use: • 6 Traits • Read Naturally

Strand	Standard	Examples and Resources
	text-based reasons and information (e.g., The character ___ was brave because she ____.); a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose; b. Provide reasons that are supported by facts and details; c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition); d. Provide a concluding statement or section that reinforces or restates the opinion presented. • (W.4.2.a-e) Write informative/explanatory texts to examine a topic and convey ideas and information clearly; a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension; b. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus; c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because); d. Use precise language and domain-specific vocabulary to inform about or explain the topic; e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.	• Visualizing and Verbalizing Literature Connections: •

Strand	Standard	Examples and Resources
	• (W.4.3.a-e) Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology); a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts; c. Use a variety of transitional words and phrases to develop the sequence of events; d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely; e. Provide a conclusion that follows from the narrated experiences or events.	
Production and Distribution of Writing	• (W.4.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) • (W.4.5) With guidance and support from peers	Use: • 6 traits Literature Connections: •

Strand	Standard	Examples and Resources
	and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) ● (W.4.6) With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
Research to Build and Present Knowledge	● (W.4.7) Conduct short research projects that build knowledge through investigation of different aspects of a topic. ● (W.4.8) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. ● (W.4.9.a-b) Draw evidence from literary or informational texts to support analysis, reflection, and research; a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”); b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author	Use: ● 6 Traits Literature Connections: ●

Strand	Standard	Examples and Resources
	uses reasons and evidence to support particular points in a text.”).	
Range of Writing	● (W.4.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Use: ● 6 Traits Literature Connections: ●
Domain: Speaking and Listening Standards K-5		
Comprehension and Collaboration	● (SL.4.1.a-d) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly; a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; b. Follow agreed-upon rules for discussions and carry out assigned roles; c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others; d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. ● (SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media	Use: ● 6 Traits ● Read Naturally Literature Connections: ● Harry Potter: Sorcerer’s Stone ● The Lion, The Witch and the Wardrobe ● Thief Lord ● Summer of the Monkeys ● Where the red Fern Grows ● Tuck Everlasting

Strand	Standard	Examples and Resources
	and formats, including visually, quantitatively, and orally. • (SL.4.3) Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided).	
Presentation of Knowledge and Ideas	• (SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. • (SL.4.5) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully. • (SL.4.6) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	Use: • 6 Traits Literature Connections: •
Domain: Language Standards K-5		
Conventions of Standard English	• (L.4.1.a-g) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;	Use: • 6 Traits • Handwriting without Tears • Read Naturally

Strand	Standard	Examples and Resources
	a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English; b. Form and use the progressive (e.g., I was walking.; I am walking.; I will be walking.) verb tenses; c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions; d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag); e. Form and use prepositional phrases; f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons*; g. Correctly use frequently confused words (e.g., to, too, two, there, their)*. • (L.4.2.a-d) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Use correct capitalization; b. Use commas and quotation marks to mark direct speech and quotations from a text; c. Use a comma before a coordinating conjunction in a compound sentence; d. Spell grade-appropriate words correctly, consulting references as needed.	Literature Connections: •

Strand	Standard	Examples and Resources
Knowledge of Language	• (L.4.3.a-c) Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Choose words and phrases to convey ideas precisely*; b. Choose punctuation for effect*; c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Use: • 6 Traits • Seeing Stars Literature Connections: •
Vocabulary Acquisition and Use	• (L.4.4.a-c) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies; a. Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax); use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph); c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and	Use: • 6 Traits • Seeing Stars • Read Naturally Literature Connections: •

Strand	Standard	Examples and Resources
	phrases. ● (L.4.5.a-c) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; b. Recognize and explain the meaning of common idioms, adages, and proverbs; c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). ● (L.4.6) Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	

Strand	Standard	Examples and Resources

Fifth Grade

Instructional Focus: **Readiness Standards:**		
Fifth Grade ELA Content Standards		
Strand	**Standard**	**Examples and Resources**
Domain: Reading Standards for Literature		
Key Ideas and Details	• (RL.5.1) Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • (RL.5.2) Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events in correct sequence. • (RL.5.3) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved).	Use: • 6 Traits • Novel Studies • Read Naturally • Renaissance Accelerated Reading Literature Connections: • Pedro's Journal • Sounder • GIver • Mudshark • Master of Disaster • The Phantom • Tollbooth • Night Watch • The Fighting Ground • Freak the Mighty • Young Man and the Sea • My Life as a Book

Strand	Standard	Examples and Resources
		• Number the Stars • Esperanza Rising • Fish in a Tree • The Honest Truth
Craft and Structure	• (RL.5.4) Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole). • (RL.5.5) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • (RL.5.6) Describe how a narrator's or speaker's point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.	Use: • 6 Traits • Novel Studies • Read Naturally • Renaissance Accelerated Reading Literature Connections: • Pedro's Journal • Sounder • GIver • Mudshark • Master of Disaster • The Phantom • Tollbooth • Night Watch • The Fighting Ground • Freak the Mighty • Young Man and the Sea • My Life as a Book • Number the Stars • Esperanza Rising • Fish in a Tree • The Honest Truth
Integration of Knowledge and Ideas	• (RL.5.7) Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Use: • 6 Traits • Novel Studies • Read Naturally • Renaissance Accelerated Reading

Strand	Standard	Examples and Resources
	● (RL.5.8) (Not applicable to literature) ● (RL.5.9) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.	Literature Connections: ● Pedro's Journal ● Sounder ● GIver ● Mudshark ● Master of Disaster ● The Phantom ● Tollbooth ● Night Watch ● The Fighting Ground ● Freak the Mighty ● Young Man and the Sea ● My Life as a Book ● Number the Stars ● Esperanza Rising ● Fish in a Tree ● The Honest Truth
Range of Reading Level and Complexity	● (RL.5.10) By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.	Use: ● 6 Traits ● Novel Studies ● Read Naturally ● Renaissance Accelerated Reading Literature Connections: ● Pedro's Journal ● Sounder ● GIver ● Mudshark ● Master of Disaster ● The Phantom ● Tollbooth ● Night Watch

Strand	Standard	Examples and Resources
		• The Fighting Ground • Freak the Mighty • Young Man and the Sea • My Life as a Book • Number the Stars • Esperanza Rising • Fish in a Tree • The Honest Truth
Domain: Reading Standards for Informational Text		
Key Ideas and Details	• (RI.5.1) Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. • (RI.5.2) Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate. • (RI.5.3) Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Use: • 6 Traits • Novel Studies • Read Naturally • Renaissance Accelerated Reading Literature Connections: • Pedro's Journal • Sounder • GIver • Mudshark • Master of Disaster • The Phantom • Tollbooth • Night Watch • The Fighting Ground • Freak the Mighty • Young Man and the Sea • My Life as a Book • Number the Stars • Esperanza Rising • Fish in a Tree • The Honest Truth

Strand	Standard	Examples and Resources
Craft and Structure	● (RI.5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. ● (RI.5.5) Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. ● (RI.5.6) Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent (e.g., social studies topics, media messages about current events).	Use: ● 6 Traits ● Novel Studies ● Read Naturally ● Renaissance Accelerated Reading Literature Connections: ● Pedro's Journal ● Sounder ● GIver ● Mudshark ● Master of Disaster ● The Phantom ● Tollbooth ● Night Watch ● The Fighting Ground ● Freak the Mighty ● Young Man and the Sea ● My Life as a Book ● Number the Stars ● Esperanza Rising ● Fish in a Tree ● The Honest Truth
Integration of Knowledge and Idea	● (RI.5.7) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. ● (RI.5.8) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s). ● (RI.5.9) Integrate information from several texts	Use: ● 6 Traits ● Novel Studies ● Read Naturally ● Renaissance Accelerated Reading Literature Connections: ● Pedro's Journal ● Sounder ● GIver

Strand	Standard	Examples and Resources
	on the same topic or related topics in order to write or speak about the subject knowledgeably.	● Mudshark ● Master of Disaster ● The Phantom ● Tollbooth ● Night Watch ● The Fighting Ground ● Freak the Mighty ● Young Man and the Sea ● My Life as a Book ● Number the Stars ● Esperanza Rising ● Fish in a Tree ● The Honest Truth
Range of Reading and Level of Complexity	● (RI.5.10) By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.	Use: ● 6 Traits ● Novel Studies ● Read Naturally ● Renaissance Accelerated Reading Literature Connections: ● Pedro's Journal ● Sounder ● GIver ● Mudshark ● Master of Disaster ● The Phantom ● Tollbooth ● Night Watch ● The Fighting Ground ● Freak the Mighty ● Young Man and the Sea ● My Life as a Book ● Number the Stars

Strand	Standard	Examples and Resources
		● Esperanza Rising ● Fish in a Tree ● The Honest Truth
Domain: Reading Standards: Foundational Skills		
Phonics and Word Recognition	● (RF.5.3.a) Know and apply grade-level phonics and word analysis skills in decoding words; a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Use: ● 6 Traits ● Read Naturally ● Visualizing and Verbalizing ● Seeing Stars Literature Connections: ●
Fluency	● (RF.5.4.a-c) Read with sufficient accuracy and fluency to support comprehension; a. Read on-level text with purpose and understanding; b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use: ● 6 Traits ● Read Naturally ● Visualizing and Verbalizing ● Seeing Stars Literature Connections: ●
Domain: Writing Standards K-5		
Text Types and Purposes	● (W.5.1.a-c) Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information;	Use: ● 6 Traits ● Read Naturally ● Visualizing and Verbalizing

Strand	Standard	Examples and Resources
	a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose; b. Provide logically ordered reasons that are supported by facts and details; c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all); d. Provide a concluding statement or section that reinforces or restates the opinion presented. ● (W.5.2.a-e) Write informative/explanatory texts to examine a topic and convey ideas and information clearly; a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension; b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic; c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); d. Use precise language and domain-specific vocabulary to inform about or explain the topic; e. Provide a concluding statement or section that paraphrases the focus of the text or explanation	Literature Connections: ●

Strand	Standard	Examples and Resources
	presented. ● (W.5.3.a-e) Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology); a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; b. Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts; c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events; d. Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely; e. Provide a conclusion that follows from the narrated experiences or events.	
Production and Distribution of Writing	● (W.5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Use: ● 6 traits Literature Connections:

Strand	Standard	Examples and Resources
	(Grade-specific expectations for writing types are defined in standards 1–3 above.) • (W.5.5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) • (W.5.6) With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	•
Research to Build and Present Knowledge	• (W.5.7) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. • (W.5.8) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. • (W.5.9) Draw evidence from literary or informational texts to support analysis, reflection, and research; a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or	Use: • 6 Traits Literature Connections: •

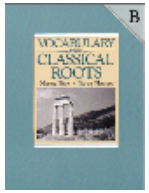
Strand	Standard	Examples and Resources
	drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved]."); b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]..").	
Range of Writing	● (W.5.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Use: ● 6 Traits Literature Connections: ●
Domain: Speaking and Listening Standards K-5		
Comprehension and Collaboration	● (SL.5.1.a-d) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly; a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; b. Follow agreed-upon rules for discussions and carry out assigned roles; c. Pose and respond to specific questions by making comments that contribute to the	Use: ● 6 Traits ● Read Naturally Literature Connections: ● Pedro's Journal ● Sounder ● GIver ● Mudshark ● Master of Disaster ● The Phantom ● Tollbooth ● Night Watch ● The Fighting Ground

Strand	Standard	Examples and Resources
	discussion and elaborate on the remarks of others; d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. ● (SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● (SL.5.3) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker).	● Freak the Mighty ● Young Man and the Sea ● My Life as a Book ● Number the Stars ● Esperanza Rising ● Fish in a Tree ● The Honest Truth
Presentation of Knowledge and Ideas	● (SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ● (SL.5.5) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully. ● (SL.5.6) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	Use: ● 6 Traits Literature Connections: ●

Strand	Standard	Examples and Resources
Domain: Language Standards K-5		
Conventions of Standard English	• (L.5.1.a-e) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English; b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked.) verb tenses; c. Use verb tense to convey various times, sequences, states, and conditions; d. Recognize and correct inappropriate shifts in verb tense*; e. Use correlative conjunctions (e.g., either/or, neither/nor). • (L.5.2.a-e) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Use punctuation to separate items in a series*; b. Use a comma to separate an introductory element from the rest of the sentence; c. Use a comma to set off the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?); d. Use underlining, quotation marks, or italics to indicate titles of works;	Use: • 6 Traits • Handwriting without Tears • Read Naturally Literature Connections: •

Strand	Standard	Examples and Resources
	e. Spell grade-appropriate words correctly, consulting references as needed.	
Knowledge of Language	● (L.5.3.a-b) Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style; b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Use: ● 6 Traits ● Seeing Stars Literature Connections: ●
Vocabulary Acquisition and Use	● (L.5.4.a-c) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies; a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase; b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis); c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or	Use: ● 6 Traits ● Seeing Stars ● Read Naturally Literature Connections: ●

Strand	Standard	Examples and Resources
	clarify the precise meaning of key words and phrases. ● (L.5.5.a-c) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; a. Interpret figurative language, including similes and metaphors, in context; b. Recognize and explain the meaning of common idioms, adages, and proverbs; c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. ● (L.5.6) Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	



English Language Arts

MS/HS Curriculum Presentation
April 9, 2021

Introduction

The MS/HS English department teaches ELA standards to approximately 220 students.

- We offer 8 classes in the middle school.
- We offer 10 classes in the high school.

- We are seeing great success in the secondary program we have created, especially for students who have stayed with us from 6-12.

Introduction, cont.

The ELA department consists of four teachers and our Viking librarian for grades 6-12.

We work together as a team to make sure that students are moving from grade to grade with

- common expectations and terminology
- a clear skills progression
- consistent curriculum resources
- progressive expectations and rubrics

Introduction, cont.

ELA Skill Areas

- Reading
  - Literature
  - Informative/nonfiction
- Grammar
- Vocabulary
- Writing
  - Persuasive
  - Informative
  - Narrative
- Speaking
- Listening

Introduction, cont.

Collaboration: We also collaborate regularly with fellow teachers and our librarian to integrate ELA with other content areas.

- *Examples:*
  - 8th ELA/US History research paper & thematic alignment
  - 9th ELA/Physical Science research paper
  - 10th ELA/Biology debates & Research paper
  - 12th ELA/American Government debates

Partnering with Viking Library

- **MS/HS Research Instruction**
  - collaboration with subject teachers
  - teaching the research process
  - accessing SLED and using online databases
  - locating & citing credible sources
  - summarizing/paraphrasing

- **Read Block**
  - Independent reading, 20 minutes per day for grades 6-12
  - Providing students with books that meet their interests and reading level is essential for building life-long readers

- **6th Grade Library Skills classes**
  - Orientation to a new space and the online catalog, Digital Literacy lessons, book talks and sharing our love of reading, STEAM activities, research

Partnering with Viking Library, cont.

- **News Source Links & Subscriptions on the library website**
  - ***Local:*** Petersburg Pilot
  - ***State:*** Anchorage Daily News
  - ***Regional:*** Seattle Times
  - ***National:*** A variety of Right/Center/Left sources
    - National Review
    - The Washington Times
    - Reason
    - The Wall Street Journal
    - The Christian Science Monitor
    - The New York Times
    - The Washington Post
    - The Atlantic

Literary & Informational Texts

- In addition to the traditional reliance on fiction texts, the Alaska Standards assert the importance of instructing with a variety of nonfiction texts.

- ***Across the school day***, students should be reading an increasing percentage of informational text as they increase in grade level *(50% informational at 4th grade; 70% at 12th grade).*

Informational Texts

The *Collections* series includes more nonfiction selections than traditional textbooks including:

- biographies
- argumentative essays
- speeches
- literary criticism
- advertisements
- memoir excerpts
- news articles and editorials
- historical documents

Class Offerings

Middle School

- 6th grade ELA
- 7th grade ELA
- 8th grade ELA

High School

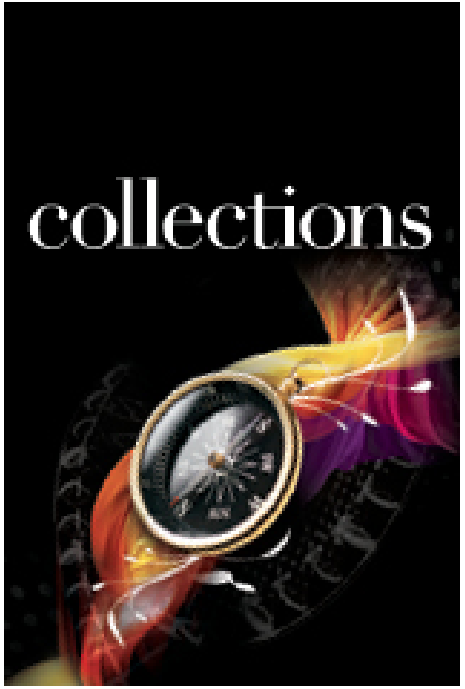
- English I (9th)
- English II (10th)
- Honors 9/10 (a two-year course)
- English III (11th)
- English IV (12th)
- English Standards (9-12)
- Advanced Placement Language & Composition (11/12)
- Advanced Placement Literature & Composition (11/12)

Electives

- Speech & Debate

English Curriculum Resources 6-12

1. Harcourt *Collections* Textbook Series
   & Classroom Novel Sets



1. *Daily Grammar Practice* Workbook Series

2. *Classical Roots* Vocabulary Workbook
   Series

1. Collections Textbook Series & Novel Sets

- The Common Core Standards list exemplar texts that are recommended for each grade level as examples of appropriate texts to provide complex texts in different genres.

- The *Collections* series includes exemplar texts in each textbook as well as supporting fiction and nonfiction works.

6th Grade Materials

6th Grade Textbook Exemplar Texts:

Eleven

The Road Not Taken

Paul Revere's Ride

Excerpts*:*

- *A Night to Remember*
- *Black Ships Before Troy*

Emphasis on Nonfiction:

Fears and Phobias

Tribute to the Dog

Memoir: *It Worked for Me*

Book Sets:

The Giver

The Iliad and the Odyssey (Abridged & Illustrated)

7/8th Grade Materials

Textbook Exemplar Texts:

The Song of Wandering Aengus

O Captain! My Captain!

The Diary of Anne Frank: A Play

Excerpts:

Narrative of the Life of Frederick Douglass

Harriet Tubman: Conductor on the Underground Railroad

The Adventures of Tom Sawyer

7/8th Grade Materials

Novel Sets

The Midwife's Apprentice

Call of the Wild

Zlata's Diary

The Strange Tale of Dr. Jekyll and Mr. Hyde

The Witch of Blackbird Pond or *The Light in the Forest*

Johnny Tremain

Streams to the River or *Travels with Charley*

Across Five Aprils or *The Red Badge of Courage*

9th/10th Grade Materials

Textbook Exemplar Texts:

A Quilt of a Country

The Gettysburg Address

I Have a Dream

Pyramus and Thisbe

Romeo and Juliet

We grow accustomed to the Dark

Macbeth

Letter from a Birmingham Jail

Excerpts:

The Odyssey

The Iliad

The Metamorphosis

9/10th Grade Materials

Novel Sets

Of Mice and Men

The Old Man and the Sea

The Joy Luck Club

In the Heart of the Sea

The Book Thief

To Kill A Mockingbird

Fahrenheit 451

Book Club Sets

Jane Eyre

Into the Wild

The Chosen

The Catcher in the Rye

Speak

11/12th Grade Materials

Textbook Exemplar Texts:

The Declaration of Independence
The Constitution and Bill of Rights
On Being Brought from Africa to America
Because I could not stop for Death
Lincoln's "Second Inaugural Address
What to the Slave Is the Fourth of July
Mending Wall
On Civil Disobedience

Excerpts:

Song of Myself
Walden
Beowulf
The Canterbury Tales

11/12th Grade Materials

Novel Sets

The Scarlet Letter

The Great Gatsby

A Raisin in the Sun

Beowulf

Sir Gawain and the Green Knight [227]

Frankenstein

Our Town

Twelfth Night

Julius Caesar

English Standards

The ELA department partners with the SpEd program to provide English classes that are differentiated appropriately for students with learning challenges

- EMC Readers
  - Grade Level with direct instruction
- Wordly Wise (vocabulary)
- Reading Intervention
  - Fluency and Decoding
  - ReadLive
- Structured Writing Intervention
- Novel Sets (mirroring core classes)
- Informational Text, Primary Sources and Current News (AL)

Advanced Placement Materials

The ELA department also provides English classes that are differentiated appropriately for our learners with advanced skills.

- **AP Language & Composition Textbook**
  The Language of Composition by Scanlon et. al.

- **AP Literature & Composition Textbook**
  Thinking and Writing About Literature by Michael Meyer

Advanced Placement Materials

Novel Sets

The Adventures of Huckleberry Finn

The Great Gatsby

The Grapes of Wrath

Tortilla Curtain

Ella Minnow Pea

We Were the Mulvaneys

Station Eleven

Their Eyes Were Watching God

Pride and Prejudice

Slaughterhouse Five

Hamlet

The Importance of Being Earnest

Heart of Darkness

The Poisonwood Bible

Disgrace

2. Daily Grammar Practice

- The Alaska Standards specifies discrete grammatical constructions to be mastered at each grade level.

- Daily Grammar Practice provides a framework for learning and mastering English grammar in very short, consistent daily lessons. The curriculum is aligned to the Common Core for each grade level.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.*								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.*								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

3. Classical Roots Vocabulary Workbooks

- The Common Core places a special emphasis on using Greek or Latin affixes and roots in understanding vocabulary.

  Language Standard

  - 4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

- Classical Roots addresses this additional standard beyond other series we've investigated.

4. Writing

- The Mitkof Middle School/Petersburg High School staff has developed a cohesive writing curriculum & rubrics based on the Alaska Standards.

- The writing curriculum builds from 6th grade to 12th grade, creating a common vocabulary for writing; common writing process routines including self-editing, peer editing, and teacher feedback; common formatting and citation expectations; and common writing structure expectations.

- The writing curriculum also builds a common, progressive set of research and source evaluation skills.

ELA Curriculum Maps Gr 6-12

The maps are located here.

- 6th Language Arts
- 7th Language Arts
- 8th Language Arts
- English I
- English II
- English III
- English IV

- Honors Year A
- Honors Year B
- AP Language & Composition
- AP Literature & Composition

Electives Offered by the English Dept.

- Speech & Debate
  - Current issues debates
  - Various speech styles/topics
    - Extemporaneous/Persuasive
    - Art Critic/Shark Tank
  - Mock trials
  - Supreme Court decisions & analysis
  - Debate skills games
  - Plays

- **Wish List:** if we had more staff, we could offer Creative Writing, Journalism, etc.

Curriculum Funds

ELA Budget

Curriculum Budget

HS $22,760

MS $11,456

Total Budget: $34,216

Materials: Previous Expenditures

Harcourt Collections Series: *no additional cost*

- Own textbooks for grades 6-12 & teacher editions

AP Textbooks: *no additional cost*

Daily Grammar Practice Series: *no additional cost*

- Own grades 6-12 teacher editions

Classical Roots Vocabulary Series: *$3000 yearly cost*

- Purchase consumable grades 6-12 student books each year
- Own teacher editions

Materials: New Expenditures

Actively Learn: $3,220/year (example) for 2 years

ARCGIS: $3000/year (example 1) (example 2) (example 3) for 2 years

Class Novel Sets: $12,776

Classical Roots Vocabulary: $3,000/year for 3 years

Total: $34216

Training

Advanced Placement Trainings

- AP Language & Composition
- AP Literature & Composition

Questions?

Thank you!

Petersburg School District CIP Project Recap

2020/2021- Not reimbursable by DEED, under the reimbursable threshold

- Elementary School Water Heater – approximate cost $90,000- work scheduled for June 2021
- ES Fire Panel Replacement – work in June/July 2020- approx cost $40,000

2019/2020

DEED CIP Reimbursed Projects:

- PSD Gym and Aux Gym LED Lighting Upgrade- DEED reimbursed $18,057.54; project cost $27,780.91

2018/2019

- MS/HS UST Replacement- DEED reimbursed $115,502, project cost $252,632.48

2015/2016

- MS/HS Boiler 2- DEED reimbursed $47,837.68 in FY20 and $21,859 (in FY16) for a total of $69,696.68; project cost $95,455.89

2014/2015

- Middle/High School Primary Boiler Replacement- DEED reimbursed $46,915.44 in FY18; project cost $72,177.31
- Middle/High School Entry Renovation Project- DEED reimbursed $30,899.25 in FY2020 ; project cost $47,521.84

Districtwide Food Service Renovation Project: DEED reimbursed $990,704; project cost $1,796,270.27- this project started in FY18 and completed in FY20.

Petersburg Borough School District

FY 2020 - 2025 Six-Year Capital Improvement Plan

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
1	C	**Petersburg Stedman Elementary Plumbing System Replacement**	x	$750,000
		Project will replace the domestic water, sanitary sewer piping. and the hot water maker. Renovation of bathrooms to ADA compliance and classroom sinks and fixtures included.		
			FY 2021 TOTAL:	**$750,000.00**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
2	E	**Petersburg Middle/High School Digital HVAC Controls**	x	$250,000
		Project will replace all room thermostats, fin-tube and heating unit automatic valves located in the original 1951 and 1985 addition with DDC controls. It would also include the replacement of the pneumatic zone mixing dampers actuators in the building fan rooms.		
			FY 2022 TOTAL:	**$250,000.00**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
3	C	**Petersburg Middle/High School Electrical Upgrades**	x	$1,000,000
		Project will increase the electrical capacity of the classrooms, offices and common spaces to meet the technology needs of the 21st century. Branch panels in the 1975 addition would be replaced. The main switchboard and branch panels in the 1951 and 1985 additions would have their feeder CB tested/replaced and feeder terminations retorqued. Remaining T12 and T8 fixtures in offices, hallways and storage/maintenance replaced with LED, occupancy and ambient light sensors.		
			FY 2023 TOTAL:	**$1,000,000.00**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
4	C	**Mitkof Middle School/PHS Auditorium Foundation Repair**	x	$500,000
		Project would correct differential settling issues with the auditorium foundation and correct water intrusion issues in the basement of the middle school.		
			FY 2024 TOTAL:	**$500,000.00**

Petersburg Borough School District

FY 2020 - 2025 Six-Year Capital Improvement Plan

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
5	D	**Districtwide ADA Renovations**	x	$1,000,000
		Project will make accessible classroom doors, sinks and casework to include bathrooms, staff lounge areas and locker rooms. Student accessible stations constructed: home economics, biology, chemistry, art and dark room. Accessible routes created repairing/redesigning concrete flatwork and entry door replacement.		
			FY 2025 TOTAL:	**$1,000,000.00**

Adopted Aug. 14, 2018 at a duly convened meeting of the Petersburg Borough School Board at which a quorum was present and voting. I hereby certify that the information presented is true and correct to the best of my knowledge.

Erin Mudd Painter — Superintendent — 9/4/18 — Date

Mara E. Simon — School Board President — 9/5/18 — Date

Submit to the Department of Education & Early Development by September 1 — Form #05-18-044

*****DRAFT ****

INSTRUCTIONS TO COMPLETE FORM 05-19-051

Six-Year Capital Improvement Plan

OVERVIEW

A six-year plan is a vital document for districts in planning and anticipating necessary capital improvement projects. A capital improvement project is a substantial, non-recurring expenditure for a physical improvement with a long useful life. Capital projects are not part of the district's preventive (including routine) maintenance or custodial care programs.

Projects may be derived from reviewing renewal and replacement schedules or population projections, needs identified by school personnel or professional architect or engineer through a condition survey, or recommendations from an energy audit, etc.

The district is encouraged to use and submit this form, required under AS 14.11.011 for grant or debt reimbursement applications, as a planning and presentation tool for all capital projects, regardless of whether the project will be submitted for AS 14.11 state aid funding consideration. It can be a valuable aid to a school board in fulfilling its duty under AS 14.08.101 to approve the district's six-year capital plan.

For questions on completing this form, contact DEED Facilities section staff.
https://education.alaska.gov/Facilities/

SET UP

1. **Header**
   Open up the existing document header to add the school district name and update the fiscal year (FY) span. Note: the first fiscal year of a six-year capital plan is typically two years after the current calendar year (e.g. a capital plan reviewed in March of 2019 will address FY 2021 - FY 2026).

2. **Tables**
   Adjust the "**FY 20YY TOTAL**" in each table to reflect the six years of the plan.

3. **Certification**
   Edit the text at the end of the document to fill in the name of the school district board and the date of the meeting when the six-year capital plan is approved and adopted.

PROJECT TABLE

1. **District Priority**
   Projects should be listed in district priority order. Priority is continuous through all fiscal years (e.g. the first fiscal year lists 6 projects, the second fiscal year list will begin with district priority #7, and so on). Inclusion of non-AS .14.11 projects do not adversely affect CIP application scoring.

2. **Primary Purpose**
   A project must meet one of the project definitions outlined in AS 14.11.014 to qualify for AS 14.11 state aid. Reference also Appendix A, "Instructions to completing the Application for Funding for a Capital Improvement Project".

3. **Project Title & Description**

Provide a short, descriptive project title that includes the facility name, major project scope, and town/ village (if in a borough or REAA serving multiple communities). The project title should match any CIP application submitted to the department for AS 14.11 funding. Include a detailed scope of work that includes impacted facilities, systems, or components, and necessitating conditions. Note: including the estimated funding from non-district sources can be helpful for internal district fiscal planning.

4. **SOA Aid**
   If a district is anticipating AS 14.11 state aid, grant or debt reimbursement, check the box or provide another notation.

5. **Estimated Project Cost**
   Enter the estimated or actual amount of total projects costs, which include design, construction, equipment, administrative costs, etc. This includes all funding sources: district, local, state, or federal.

6. **Adding or Deleting**
   Each fiscal year should include as many rows as needed to encompass anticipated district projects. To preserve formatting, insert a new row(s) by selecting a middle row then inserting by right-clicking or through the table layout tab. Delete any unnecessary rows.

7. **FY Total Project Costs**
   Enter the sum of the above column of estimated project costs for each fiscal year.

EXAMPLE TABLE

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
1	D	**Very Wet Elementary School Roof Replacement** Very Wet Elementary is a 50,120 sqft single-story school built in 1980. The roof is original to the school. It is an IRMA roof and has had numerous leaks in the last 10 year. This project will remove the old roof system, including abatement, and inspect the substrate. The new roof will be an EPDM 30 year roof with R80 insulation. Includes new rain drains, new mechanical curbs and pre-painted metal flashing.	**X**	6,000,000
2	E	**Damp Middle School Lighting Upgrades** Damp MS is a 38,009 sqft school built in 1987. The majority of the original lighting fixtures were replaced in 2001 with T-8 fluorescents. Modern LED technology will provide an energy savings, with a payback of four years. This project will upgrade all interior and exterior lighting fixtures with energy-efficient LEDs and replace all original wiring and switches.		882,900
		FY 2021 TOTAL:		**$6,882,900.00**

CIP SUBMITTAL

Minimum project cost for consideration in the DEED CIP grant process is $**50,000**.

If submitting for AS 14.11 funding, mail completed and signed form by September 1; submit two (2) copies with the application packet, regardless of the number of applications submitted.

Petersburg Borough School District

FY 2023 – 2028 Six-Year Capital Improvement Plan

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
1	C	Petersburg High School / Mitkof Middle School Roof Replacement	**X**	$4,500,000.00
2	F	Districtwide Electrical Upgrades	**X**	$2,000,000.00
3	C	Stedman Elementary School Plumbing System Replacement	**X**	$750,000
4	E	Petersburg High / Mitkof Middle School HVAC Controls Replacement	**X**	$250,000
5	D	Districtwide ADA Renovations	**X**	$1,000,000.00
6	C	Petersburg High / Mitkof Middle Schools Auditorium Foundation Repair	**X**	$500,000.00

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
1	C	Petersburg High / Mitkof Middle School Roof Replacement	**X**	$4,500,000.00
		Petersburg High School (built in 1985) and Mitkof Middle School (built in 1950 and remodeled in the 1980's) are a combined building of 63,865 square feet. The current roof system is a combination of metal and EPDM that has had numerous leaks in recent years. This project would remove existing roof system, inspect the substrate and repair/replace as needed. The new roof will a combination of metal and EPDM to include new drains, new mechanical curbs and flashing.		
			FY 2023 TOTAL	**$4,5000,000.00**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
2	F	Districtwide Electrical Upgrades	**X**	$2,000,000.00
		Project will increase electrical capacity of the classroom, offices and common areas to meet the electrical needs of the technology used to support a classroom environment conducive to learning. Project would include the replacement of branch panels in the 1975 addition, testing and, if necessary, replacement of the main switchboard and branch panels in the		
			FY 2024 TOTAL	**$2,000,000.00**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
3	C	Stedman Elementary School Plumbing System Replacement	**X**	$750,000
		Project will replace the domestic water, sanitary sewer piping, classroom sinks, and renovate restrooms to ADA compliance with new fixtures.		
			FY 2025 TOTAL	**$750,000**

Petersburg Borough School District
FY 2023 – 2028 Six-Year Capital Improvement Plan

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
4	E	Petersburg High / Mitkof Middle Schools Digital HVAC Controls	**X**	$250,000
		Project will replace all room thermostats, fin tube and heating unit automatic valves located in the original 1951 and 1985 addition with DDC controls. Project would include the replacement of zone mixing damper actuators in the building mechanical spaces.		
			FY 2026 TOTAL	**$250,000.00**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
5	D	Districtwide ADA Renovations	**X**	$1,000,000.00
		Project will make accessible classroom doors, sinks, and caseworks to include restrooms, staff lounge areas and locker rooms. Student accessible stations constructed: home economics, biology, chemistry, art, and the dark room. Accessible routes created repairing/redesigning concrete flatwork and entry door replacement.		
			FY 2027 TOTAL	**$1,000,000.00**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
6	C	Petersburg High / Mitkof Middle Schools Auditorium Foundation Repair	**X**	$500,000
		Project would correct differential settling issues with the auditorium foundation and correct water intrusion issues in the basement of the middle school. (This project was lowered in priority based on reports from engineers)		
			FY 2028 TOTAL	**$500,000**

Adopted 1August 2021 at a duly convened meeting of the Petersburg Borough School District at which a quorum was present and voting. I hereby certify that the information presented is true and correct to the best of my knowledge.

_____ _____
Superintendent Date

_____ _____
School Board President Date

Submit to the Department of Education & Early Development by September 1 Form #05-19-051