Regular Meeting
Thursday, April 23, 2026 6:00 PM

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

# Agenda

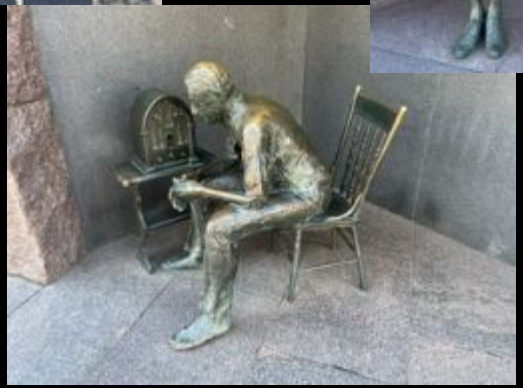
1. **CALL TO ORDER**
2. **DETERMINE QUORUM**
3. **PLEDGE OF ALLEGIANCE**
4. **APPROVAL OF AGENDA**
5. **STUDENT PRESENTATION - Close Up and Senior Trip to Wrangell, MusicFest**
6. **STUDENT REPRESENTATIVE REPORT**
7. **CORRESPONDENCE - Band Thank You note**
8. **COMMENTS FROM AUDIENCE UNRELATED TO AGENDA ITEMS**
9. **COMMENTS FROM AUDIENCE RELATED TO AGENDA ITEMS**
10. **COMMENTS FROM BOARD MEMBERS**
11. **CONSENT AGENDA**
    - 11.1. March, 2026, Monthly accounting report, bills, payroll, and electronic fund transfers, Fundraised Student Activities Summary Report and P-Card statements in the amount of $1,665,431.25
    - 11.2. March. 17, 2026, regular board meeting minutes
    - 11.3. Personnel Action Report
12. **ADMINISTRATIVE REPORTS**
    - 12.1. Superintendent's report
      **Presenter:** Superintendent Taylor
    - 12.2. Elementary Principal's Report
      **Presenter:** Principal Heather Conn
    - 12.3. MS/HS Principal's Report
      **Presenter:** Principal Brad King
    - 12.4. Director of Activities Report
      **Presenter:** AD Jaime Cabral
    - 12.5. SPED & DTC Director Report
      **Presenter:** Cyndy Fry
    - 12.6. Director of Nutrition Report
    - 12.7. Director of Technology Report
13. **SCHOOL BOARD COMMITTEE REPORTS**
14. **SPECIAL RECOGNITION**
15. **OLD BUSINESS**
16. **NEW BUSINESS**
    - 16.1. Public Hearing Indian Ed Grant
    - 16.2. Action: Policy Updates - First Reading
    - 16.3. Action: PHS New Course Approval
    - 16.4. Out of State Travel - Music Program
    - 16.5. Pre-Kindergarten Family Engagement Review
    - 16.6. Discussion: Draft FY27 Budget presentation

16.7. Discussion: June Meeting Date Reschedule
16.8. Discussion: Staff Appreciation May 4th -8th

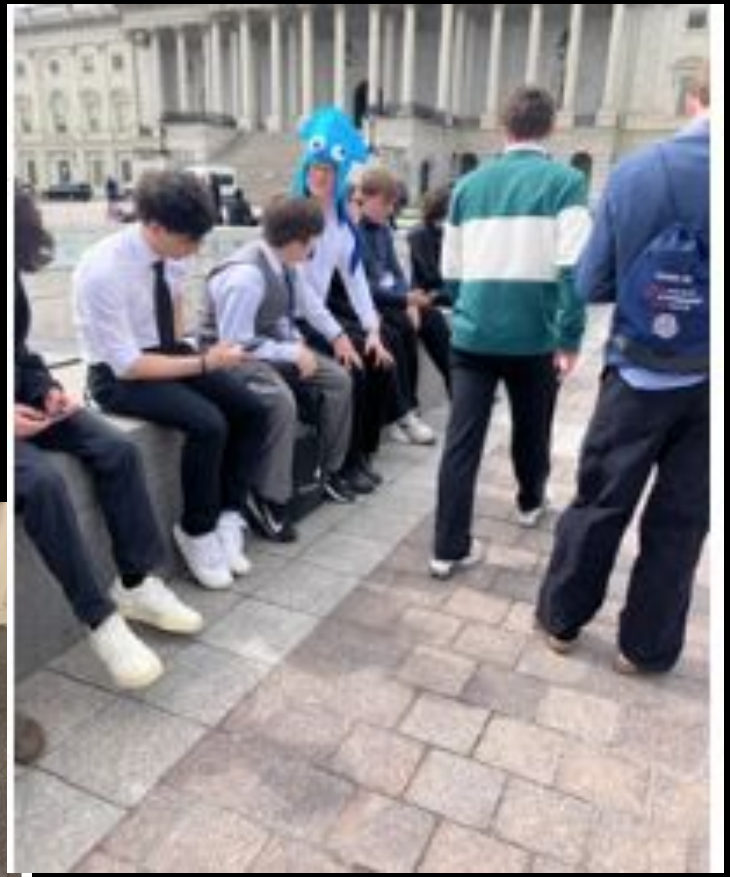
17. **ADDITIONAL COMMENTS FROM BOARD MEMBERS**
18. **UPCOMING DATES AND MEETING ANNOUNCEMENTS**
19. **FUTURE AGENDA ITEMS**
20. **OTHER NEW BUSINESS**
21. **ADJOURNMENT**

# PHS 2026

Continue ahead
DREAMS

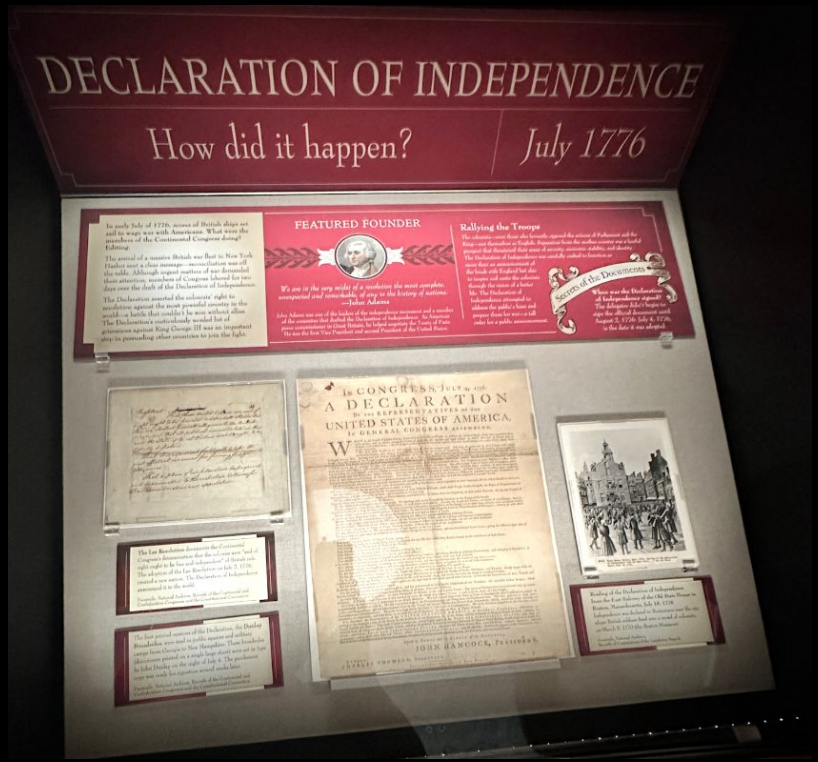


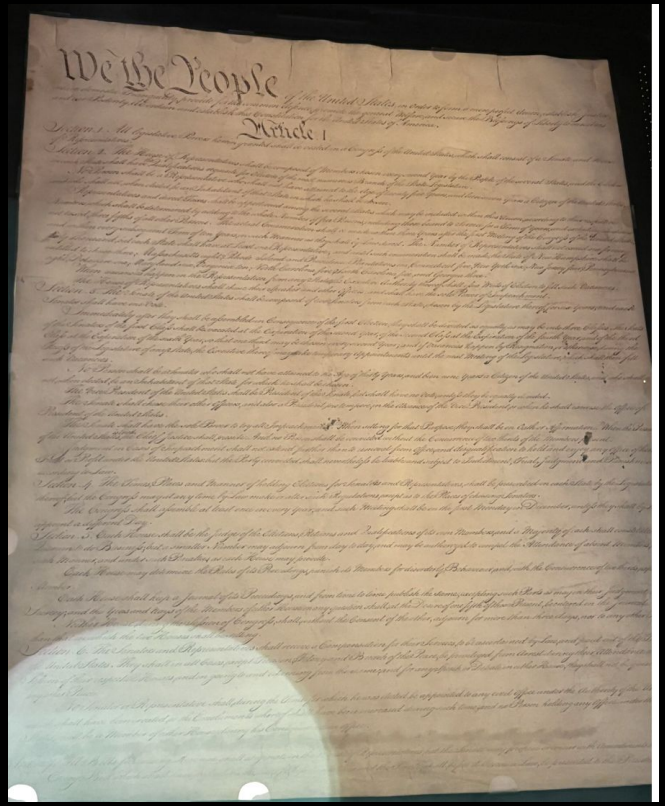
ALASKA

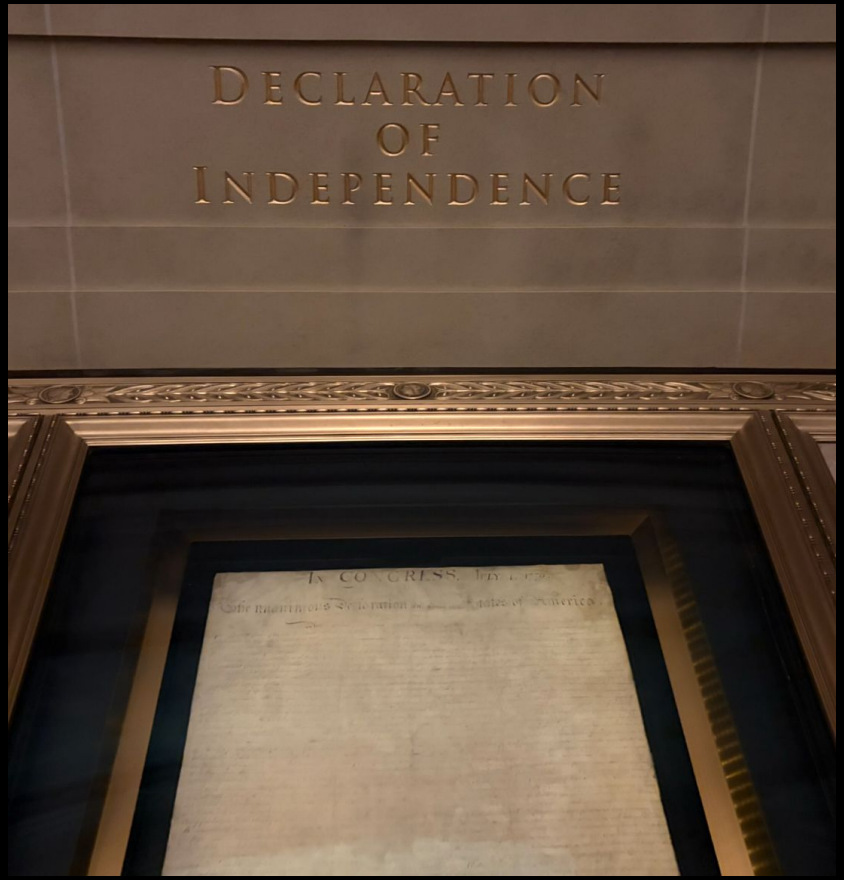


AKERS

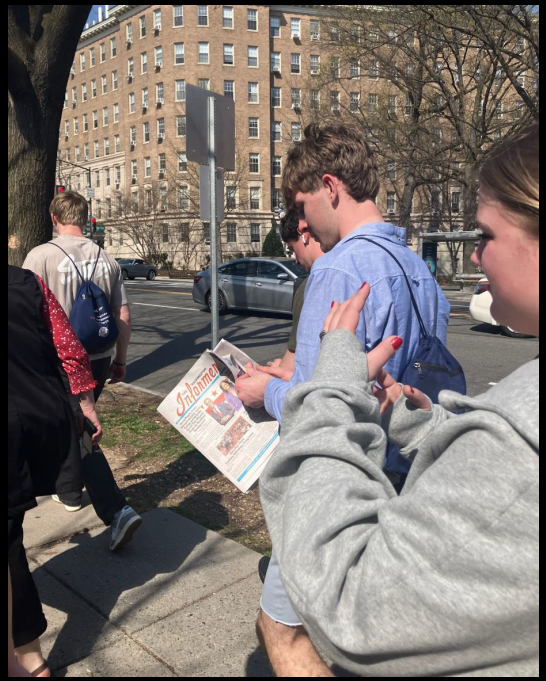
McGOWAN THEATER
NEW PERMANENT EXHIBITION COMING SOON


DECLARATION OF INDEPENDENCE
How did it happen?
July 1776
FEATURED FOUNDER
Rallying the Troops
Secrets of the Documents
A DECLARATION
UNITED STATES OF AMERICA,
JOHN HANCOCK, PRESIDENT.


We the People
Article I


DECLARATION
OF
INDEPENDENCE

CONSTITUTION
OF THE
UNITED STATES OF AMERICA



CLOSE UP
REBECCA

Donate

Look! But
Don't Knock
Please be considerate
of our animals:

MISSION SU

NEW YORK
2026

NEW
YORKER

CANDY NYC
Viewing Deck Preview Experienc
Times Square-42 Street
Subway Station
WITH LOVE H&M

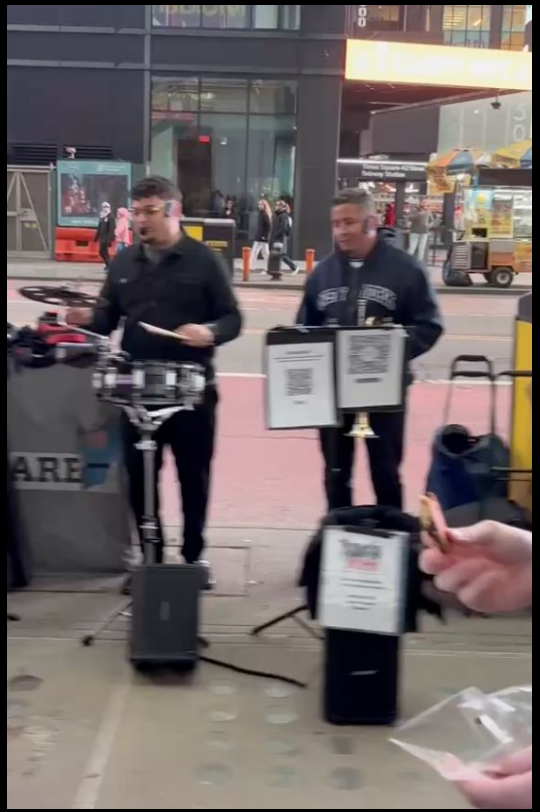
Buchette
DEL VINO
NEW YORK CITY

ALEXANDER HAMILTON

SPEED LIMIT 15

LEON LEVY AND SHELBY WH

CLOSE-UP
CLOSE-UP



SIX

SIX
PLAYBILL
SIX
2022

United States of America

2024
1500
VISIT LAUDERDALE

Thank You
FOR YOUR
SUPPORT

# Petersburg School District

## Revenue Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

**Fiscal Year: 2025-2026**

| Account Number / Description | | Budget | Range To Date | YTD | Uncollected Balance | % Remaining |
|---|---|---|---|---|---|---|
| **Fund:** 100 GENERAL FUND | | | | | | |
| 100.000.000.000.011 BOROUGH DIRECT APPROPRIATIONS | | $3,250,000.00 | $270,833.33 | $2,437,499.97 | $812,500.03 | 25.00% |
| 100.000.000.000.031 INTEREST | | $50,050.00 | $7,222.60 | $43,911.93 | $6,138.07 | 12.26% |
| 100.000.000.000.032 GAIN ON INVESTMENT UNREALIZED | | $20,000.00 | $1,438.83 | $15,582.09 | $4,417.91 | 22.09% |
| 100.000.000.000.040 OTHER LOCAL REVENUES | | $40,000.00 | $258.00 | $38,178.00 | $1,822.00 | 4.56% |
| 100.000.000.000.043 STUDENT ACTIVITY REVENUE | | $51,000.00 | $3,876.00 | $47,635.25 | $3,364.75 | 6.60% |
| 100.000.000.000.044 STUDENT CLASS FEES | | $10,000.00 | $0.00 | $11,177.49 | ($1,177.49) | -11.77% |
| 100.000.000.000.045 STUDENT TECH FEE REVENUE | | $12,850.00 | $118.99 | $10,491.99 | $2,358.01 | 18.35% |
| 100.000.000.000.046 LOCAL RENTAL REVENUE | | $2,500.00 | $1,910.00 | $3,218.00 | ($718.00) | -28.72% |
| 100.000.000.000.047 E-RATE REVENUE | | $101,449.60 | $7,263.20 | $72,395.20 | $29,054.40 | 28.64% |
| 100.000.000.000.051 FOUNDATION PROGRAM | | $7,039,736.00 | $556,773.00 | $5,010,957.00 | $2,028,779.00 | 28.82% |
| 100.000.000.000.056 TRS ON-BEHALF PAYMENTS | | $784,120.03 | $0.00 | $0.00 | $784,120.03 | 100.00% |
| 100.000.000.000.057 PERS ON-BEHALF PAYMENTS | | $93,219.65 | $0.00 | $0.00 | $93,219.65 | 100.00% |
| 100.000.000.000.090 OTHER STATE REVENUES | | $2,000.00 | $0.00 | $0.00 | $2,000.00 | 100.00% |
| | **Fund 100 Total:** | $11,456,925.28 | $849,693.95 | $7,691,046.92 | $3,765,878.36 | 32.87% |
| | **Grand Total:** | $11,456,925.28 | $849,693.95 | $7,691,046.92 | $3,765,878.36 | 32.87% |

**End of Report**

# Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| Fund: 100 GENERAL FUND | | | | | | |
| 100.100.100.000.315 | $858,958.84 | $100,849.19 | $581,154.48 | $277,804.36 | $284,440.43 | ($6,636.07) |
| CERTIFICATED TEACHER | | | | | | -0.77% |
| 100.100.100.000.322 | $3,000.00 | $0.00 | $1,500.00 | $1,500.00 | $1,500.00 | $0.00 |
| PIANIST FOR CHOIR | | | | | | 0.00% |
| 100.100.100.000.329 | $22,000.00 | $700.00 | $10,237.50 | $11,762.50 | $0.00 | $11,762.50 |
| HS REG INSTRUCTION SUB | | | | | | 53.47% |
| 100.100.100.000.363 | $3,858.48 | $444.33 | $2,604.33 | $1,254.15 | $1,250.31 | $3.84 |
| WORKERS COMPENSATION | | | | | | 0.10% |
| 100.100.100.000.364 | $205,740.64 | $23,236.79 | $166,847.88 | $38,892.76 | $83,023.59 | ($44,130.83) |
| INSURANCE-HEALTH/LIFE | | | | | | -21.45% |
| 100.100.100.000.365 | $262,407.74 | $12,666.65 | $73,642.46 | $188,765.28 | $34,167.91 | $154,597.37 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 58.91% |
| 100.100.100.000.367 | $12,817.40 | $1,401.01 | $8,083.32 | $4,734.08 | $3,868.28 | $865.80 |
| MEDICARE TAX | | | | | | 6.75% |
| 100.100.100.000.368 | $600.00 | $0.00 | $237.92 | $362.08 | $93.00 | $269.08 |
| SOCIAL SECURITY TAX | | | | | | 44.85% |
| 100.100.100.000.369 | $8,926.56 | $0.00 | $0.00 | $8,926.56 | $0.00 | $8,926.56 |
| OTHER EMPLOYEE BENEFITS | | | | | | 100.00% |
| 100.100.100.000.426 | $3,300.00 | $0.00 | $0.00 | $3,300.00 | $0.00 | $3,300.00 |
| STUDENT TRANSPORTATION | | | | | | 100.00% |
| 100.100.100.000.450 | $58,000.00 | $0.00 | $0.00 | $58,000.00 | $6,687.10 | $51,312.90 |
| FRESHMAN LAPTOP COMPUTERS | | | | | | 88.47% |
| 100.100.100.000.451 | $9,700.00 | $3,286.75 | $5,814.42 | $3,885.58 | $2,905.43 | $980.15 |
| GENERAL HS TEACHING SUPPLIES | | | | | | 10.10% |
| 100.100.100.000.457 | $9,802.00 | $3,198.58 | $3,198.58 | $6,603.42 | $3,091.84 | $3,511.58 |
| HS SMALL TOOLS & EQPT | | | | | | 35.83% |
| 100.100.100.000.474 | $20,000.00 | $0.00 | $0.00 | $20,000.00 | $0.00 | $20,000.00 |
| HS CURRICULUM ADOPTION | | | | | | 100.00% |
| 100.100.100.000.476 | $8,755.05 | $399.90 | $8,837.59 | ($82.54) | $0.00 | ($82.54) |
| HS COPIER SUPPLIES | | | | | | -0.94% |
| 100.100.100.000.479 | $600.00 | $109.93 | $478.53 | $121.47 | $49.99 | $71.48 |
| HS TEACHER OTHER SUPPLIES AND MAT | | | | | | 11.91% |
| 100.100.100.000.491 | $10,000.00 | $680.00 | $3,760.00 | $6,240.00 | $0.00 | $6,240.00 |
| HS DUES AND FEES | | | | | | 62.40% |
| 100.100.100.000.510 | $35,370.00 | $0.00 | $0.00 | $35,370.00 | $30,093.44 | $5,276.56 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| EQUIPMENT | | | | | | 14.92% |
| 100.100.100.401.451 | $900.00 | $37.85 | $634.59 | $265.41 | $0.00 | $265.41 |
| HS ENGLISH SUPPLIES | | | | | | 29.49% |
| 100.100.100.402.451 | $700.00 | $0.00 | $85.12 | $614.88 | $545.40 | $69.48 |
| HS MATH SUPPLIES | | | | | | 9.93% |
| 100.100.100.403.451 | $3,300.00 | $50.36 | $553.87 | $2,746.13 | $2,608.35 | $137.78 |
| HS SCIENCE SUPPLIES | | | | | | 4.18% |
| 100.100.100.404.451 | $700.00 | $0.00 | $539.08 | $160.92 | $0.00 | $160.92 |
| HS SOCIAL STUDIES SUPPLIES | | | | | | 22.99% |
| 100.100.100.407.451 | $500.00 | $0.00 | $0.00 | $500.00 | $0.00 | $500.00 |
| HS PE SUPPLIES | | | | | | 100.00% |
| 100.100.100.408.451 | $2,000.00 | $35.97 | $3,689.45 | ($1,689.45) | $0.00 | ($1,689.45) |
| HS MUSIC SUPPLIES | | | | | | -84.47% |
| 100.100.100.408.479 | $10,000.00 | $0.00 | $8,017.47 | $1,982.53 | $0.00 | $1,982.53 |
| HS MUSIC OTHER SUPPLIES | | | | | | 19.83% |
| 100.100.100.413.451 | $500.00 | $0.00 | $440.50 | $59.50 | $0.00 | $59.50 |
| HS SPANISH SUPPLIES | | | | | | 11.90% |
| 100.100.100.414.451 | $300.00 | $0.00 | $0.00 | $300.00 | $0.00 | $300.00 |
| DRAMA SUPPLIES | | | | | | 100.00% |
| 100.100.100.421.451 | $1,000.00 | $0.00 | $999.74 | $0.26 | $0.00 | $0.26 |
| HS ART/JEWELRY/PHOTO SUPPLIES | | | | | | 0.03% |
| 100.100.160.000.315 | $98,641.00 | $10,448.00 | $66,084.00 | $32,557.00 | $31,792.00 | $765.00 |
| CERTIFICATED TEACHER | | | | | | 0.78% |
| 100.100.160.000.329 | $800.00 | $0.00 | $2,200.00 | ($1,400.00) | $0.00 | ($1,400.00) |
| HS CTE SUB | | | | | | -175.00% |
| 100.100.160.000.363 | $434.06 | $45.61 | $298.04 | $136.02 | $138.77 | ($2.75) |
| WORKERS COMPENSATION | | | | | | -0.63% |
| 100.100.160.000.364 | $35,101.44 | $2,925.12 | $23,400.96 | $11,700.48 | $11,700.48 | $0.00 |
| INSURANCE-HEALTH/LIFE | | | | | | 0.00% |
| 100.100.160.000.365 | $30,195.31 | $1,312.27 | $8,300.16 | $21,895.15 | $3,993.08 | $17,902.07 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 59.29% |
| 100.100.160.000.367 | $1,441.89 | $141.82 | $906.20 | $535.69 | $418.56 | $117.13 |
| MEDICARE TAX | | | | | | 8.12% |
| 100.100.160.000.368 | $20.00 | $0.00 | $0.00 | $20.00 | $0.00 | $20.00 |
| SOCIAL SECURITY TAX | | | | | | 100.00% |
| 100.100.160.406.451 | $500.00 | $0.00 | $0.00 | $500.00 | $0.00 | $500.00 |

# Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| AQUACULTURE SUPPLIES | | | | | | 100.00% |
| 100.100.160.450.451 | $6,300.00 | $454.10 | $2,794.24 | $3,505.76 | $3,515.72 | ($9.96) |
| CULINARY SUPPLIES | | | | | | -0.16% |
| 100.100.160.455.451 | $2,000.00 | $57.75 | $153.62 | $1,846.38 | $1,842.25 | $4.13 |
| FOOD SCIENCE/CULINARY | | | | | | 0.21% |
| 100.100.160.460.451 | $3,000.00 | $0.00 | $263.00 | $2,737.00 | $0.00 | $2,737.00 |
| SHOP SUPPLIES | | | | | | 91.23% |
| 100.100.200.000.315 | $85,314.66 | $9,586.92 | $57,704.97 | $27,609.69 | $27,130.36 | $479.33 |
| CERTIFICATED TEACHER | | | | | | 0.56% |
| 100.100.200.000.323 | $61,837.78 | $19,553.03 | $99,156.87 | ($37,319.09) | $37,714.21 | ($75,033.30) |
| AIDES | | | | | | -121.34% |
| 100.100.200.000.329 | $6,000.00 | $1,621.72 | $12,690.57 | ($6,690.57) | $0.00 | ($6,690.57) |
| HS SPED SUB | | | | | | -111.51% |
| 100.100.200.000.363 | $668.51 | $137.78 | $766.69 | ($98.18) | $293.52 | ($391.70) |
| WORKERS COMPENSATION | | | | | | -58.59% |
| 100.100.200.000.364 | $58,656.32 | $5,536.08 | $39,033.43 | $19,622.89 | $13,433.77 | $6,189.12 |
| INSURANCE-HEALTH/LIFE | | | | | | 10.55% |
| 100.100.200.000.365 | $25,900.48 | $1,204.12 | $7,219.50 | $18,680.98 | $3,183.17 | $15,497.81 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 59.84% |
| 100.100.200.000.366 | $17,202.14 | $4,301.67 | $18,056.64 | ($854.50) | $8,710.15 | ($9,564.65) |
| RETIREMENT CONTRIBUTION-PERS | | | | | | -55.60% |
| 100.100.200.000.367 | $2,220.71 | $447.73 | $2,419.13 | ($198.42) | $930.41 | ($1,128.83) |
| MEDICARE TAX | | | | | | -50.83% |
| 100.100.200.000.368 | $300.00 | $100.55 | $1,887.51 | ($1,587.51) | $0.00 | ($1,587.51) |
| SOCIAL SECURITY TAX | | | | | | -529.17% |
| 100.100.200.000.369 | $1,776.66 | $0.00 | $0.00 | $1,776.66 | $0.00 | $1,776.66 |
| OTHER EMPLOYEE BENEFITS | | | | | | 100.00% |
| 100.100.200.000.451 | $500.00 | $0.00 | $499.95 | $0.05 | $0.00 | $0.05 |
| HS SPED SUPPLIES | | | | | | 0.01% |
| 100.100.300.000.315 | $96,335.52 | $9,868.08 | $63,771.39 | $32,564.13 | $31,799.11 | $765.02 |
| CERTIFICATED TEACHER | | | | | | 0.79% |
| 100.100.300.000.329 | $400.00 | $0.00 | $0.00 | $400.00 | $0.00 | $400.00 |
| SUBSTITUTES/TEMPORARIES | | | | | | 100.00% |
| 100.100.300.000.363 | $414.12 | $44.38 | $288.83 | $125.29 | $141.42 | ($16.13) |
| WORKERS COMPENSATION | | | | | | -3.90% |
| 100.100.300.000.364 | $3,000.00 | $300.00 | $2,400.00 | $600.00 | $600.00 | $0.00 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Budget Balance | Encumbrance | % Remaining Bud |
|---|---|---|---|---|---|---|
| INSURANCE-HEALTH/LIFE | | | | | | 0.00% |
| 100.100.300.000.365 | $28,889.82 | $1,239.45 | $8,009.76 | $20,880.06 | $3,769.98 | $17,110.08 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 59.23% |
| 100.100.300.000.367 | $1,375.67 | $147.44 | $959.50 | $416.17 | $469.79 | ($53.62) |
| MEDICARE TAX | | | | | | -3.90% |
| 100.100.300.000.368 | $20.00 | $0.00 | $0.00 | $20.00 | $0.00 | $20.00 |
| SOCIAL SECURITY TAX | | | | | | 100.00% |
| 100.100.300.000.369 | $1,329.98 | $0.00 | $0.00 | $1,329.98 | $0.00 | $1,329.98 |
| OTHER EMPLOYEE BENEFITS | | | | | | 100.00% |
| 100.100.300.000.451 | $1,000.00 | $0.00 | $963.50 | $36.50 | $0.00 | $36.50 |
| SECONDARY COUNSELOR SUPPLIES | | | | | | 3.65% |
| 100.100.300.000.479 | $0.00 | $0.00 | $99.98 | ($99.98) | $0.00 | ($99.98) |
| SECONDARY COUNSELOR OTHER | | | | | | 0.00% |
| 100.100.300.000.491 | $4,000.00 | $385.00 | $385.00 | $3,615.00 | $0.00 | $3,615.00 |
| HS DUES & FEES | | | | | | 90.38% |
| 100.100.350.000.315 | $91,682.00 | $9,903.50 | $61,303.00 | $30,379.00 | $29,614.00 | $765.00 |
| CERTIFICATED TEACHER | | | | | | 0.83% |
| 100.100.350.000.329 | $1,200.00 | $0.00 | $0.00 | $1,200.00 | $0.00 | $1,200.00 |
| SUBSTITUTES/TEMPORARIES | | | | | | 100.00% |
| 100.100.350.000.363 | $412.71 | $43.23 | $267.61 | $145.10 | $129.27 | $15.83 |
| WORKERS COMPENSATION | | | | | | 3.84% |
| 100.100.350.000.364 | $11,484.48 | $1,719.44 | $13,755.52 | ($2,271.04) | $6,877.76 | ($9,148.80) |
| INSURANCE-HEALTH/LIFE | | | | | | -79.66% |
| 100.100.350.000.365 | $28,537.63 | $1,243.88 | $7,699.66 | $20,837.97 | $3,719.52 | $17,118.45 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 59.99% |
| 100.100.350.000.367 | $1,370.98 | $138.08 | $841.54 | $529.44 | $405.37 | $124.07 |
| MEDICARE TAX | | | | | | 9.05% |
| 100.100.350.000.368 | $24.00 | $0.00 | $0.00 | $24.00 | $0.00 | $24.00 |
| SOCIAL SECURITY TAX | | | | | | 100.00% |
| 100.100.350.000.369 | $500.00 | $0.00 | $0.00 | $500.00 | $0.00 | $500.00 |
| OTHER EMPLOYEE BENEFITS | | | | | | 100.00% |
| 100.100.350.000.418 | $1,400.00 | $0.00 | $1,375.68 | $24.32 | $0.00 | $24.32 |
| OTHER PROFESSIONAL SERVICES | | | | | | 1.74% |
| 100.100.350.000.451 | $400.00 | $0.00 | $0.00 | $400.00 | $0.00 | $400.00 |
| TEACHING SUPPLIES | | | | | | 100.00% |
| 100.100.350.000.472 | $2,300.00 | $0.00 | $760.27 | $1,539.73 | $0.00 | $1,539.73 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| SECONDARY LIBRARY BOOKS | | | | | | 66.94% |
| 100.100.350.000.473 | $800.00 | $48.99 | $637.17 | $162.83 | $16.21 | $146.62 |
| SECONDARY PERIODICALS | | | | | | 18.33% |
| 100.100.350.000.479 | $100.00 | $0.00 | $0.00 | $100.00 | $0.00 | $100.00 |
| SECONDARY SUPPLIES AND MATERIALS | | | | | | 100.00% |
| 100.100.350.418.316 | $1,668.00 | $0.00 | $0.00 | $1,668.00 | $0.00 | $1,668.00 |
| CERTIFICATED EXTRA DUTY PAY | | | | | | 100.00% |
| 100.100.350.418.363 | $7.98 | $0.00 | $0.00 | $7.98 | $0.00 | $7.98 |
| WORKERS COMPENSATION | | | | | | 100.00% |
| 100.100.350.418.365 | $476.88 | $0.00 | $0.00 | $476.88 | $0.00 | $476.88 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 100.00% |
| 100.100.350.418.367 | $24.19 | $0.00 | $0.00 | $24.19 | $0.00 | $24.19 |
| MEDICARE TAX | | | | | | 100.00% |
| 100.100.400.000.313 | $121,420.00 | $12,410.00 | $91,690.00 | $29,730.00 | $29,730.00 | $0.00 |
| PRINCIPAL | | | | | | 0.00% |
| 100.100.400.000.363 | $530.00 | $54.17 | $400.25 | $129.75 | $129.78 | ($0.03) |
| WORKERS COMPENSATION | | | | | | -0.01% |
| 100.100.400.000.364 | $36,417.74 | $3,034.82 | $27,313.38 | $9,104.36 | $9,104.37 | ($0.01) |
| INSURANCE HEALTH/LIFE | | | | | | 0.00% |
| 100.100.400.000.365 | $37,383.65 | $1,552.42 | $11,459.78 | $25,923.87 | $3,715.26 | $22,208.61 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 59.41% |
| 100.100.400.000.367 | $1,760.59 | $171.60 | $1,249.17 | $511.42 | $404.86 | $106.56 |
| MEDICARE TAX | | | | | | 6.05% |
| 100.100.400.000.421 | $2,400.00 | $0.00 | $1,963.44 | $436.56 | $0.00 | $436.56 |
| SECONDARY PRINCIPAL TRANSPORTATION | | | | | | 18.19% |
| 100.100.400.000.479 | $1,600.00 | $951.72 | $1,342.63 | $257.37 | $0.00 | $257.37 |
| SECONDARY PRINCIPAL SUPPLIES AND MATERIALS | | | | | | 16.09% |
| 100.100.400.000.491 | $650.00 | $0.00 | $625.00 | $25.00 | $0.00 | $25.00 |
| PRINCIPAL DUES AND FEES | | | | | | 3.85% |
| 100.100.450.000.324 | $95,657.15 | $13,872.37 | $75,685.85 | $19,971.30 | $23,438.19 | ($3,466.89) |
| SUPPORT STAFF | | | | | | -3.62% |
| 100.100.450.000.329 | $1,800.00 | $0.00 | $70.00 | $1,730.00 | $0.00 | $1,730.00 |
| SUBSTITUTES/TEMPORARIES | | | | | | 96.11% |
| 100.100.450.000.363 | $475.49 | $60.25 | $328.62 | $146.87 | $102.30 | $44.57 |
| WORKERS COMPENSATION | | | | | | 9.37% |
| 100.100.450.000.364 | $35,596.80 | $4,566.99 | $32,034.08 | $3,562.72 | $10,863.26 | ($7,300.54) |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| INSURANCE-HEALTH/LIFE | | | | | | -20.51% |
| 100.100.450.000.366 | $27,449.60 | $3,051.92 | $16,650.93 | $10,798.67 | $5,156.41 | $5,642.26 |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 20.55% |
| 100.100.450.000.367 | $1,447.24 | $184.36 | $982.09 | $465.15 | $290.76 | $174.39 |
| MEDICARE TAX | | | | | | 12.05% |
| 100.100.450.000.368 | $50.00 | $0.00 | $0.00 | $50.00 | $0.00 | $50.00 |
| SOCIAL SECURITY TAX | | | | | | 100.00% |
| 100.100.450.000.369 | $500.00 | $0.00 | $0.00 | $500.00 | $0.00 | $500.00 |
| OTHER EMPLOYEE BENEFITS | | | | | | 100.00% |
| 100.100.450.000.421 | $2,400.00 | $0.00 | $0.00 | $2,400.00 | $0.00 | $2,400.00 |
| HS ADMIN SUPPORT TRVL | | | | | | 100.00% |
| 100.100.450.000.433 | $2,266.00 | $175.12 | $1,596.15 | $669.85 | $0.00 | $669.85 |
| SECONDARY COMMUNICATIONS | | | | | | 29.56% |
| 100.100.450.000.434 | $250.00 | $77.15 | $352.64 | ($102.64) | $3.36 | ($106.00) |
| SECONDARY POSTAGE | | | | | | -42.40% |
| 100.100.450.000.454 | $600.00 | $94.55 | $448.14 | $151.86 | $81.30 | $70.56 |
| SECONDARY OFFICE SUPPLIES | | | | | | 11.76% |
| 100.100.700.000.316 | $2,919.00 | $46.32 | $370.56 | $2,548.44 | $185.43 | $2,363.01 |
| CERTIFICATED EXTRA DUTY PAY | | | | | | 80.95% |
| 100.100.700.000.322 | $1,500.00 | $136.36 | $1,090.88 | $409.12 | $409.12 | $0.00 |
| NON-CERT SPECIALIST/EXTRA DUTY | | | | | | 0.00% |
| 100.100.700.000.329 | $400.00 | $0.00 | $0.00 | $400.00 | $0.00 | $400.00 |
| SUBSTITUTES/TEMPORARIES | | | | | | 100.00% |
| 100.100.700.000.363 | $30.19 | $0.80 | $6.42 | $23.77 | $2.63 | $21.14 |
| WORKERS COMPENSATION | | | | | | 70.02% |
| 100.100.700.000.364 | $0.00 | $65.81 | $1,892.01 | ($1,892.01) | $256.88 | ($2,148.89) |
| INSURANCE-HEALTH/LIFE | | | | | | 0.00% |
| 100.100.700.000.365 | $834.55 | $5.79 | $46.34 | $788.21 | $21.97 | $766.24 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 91.81% |
| 100.100.700.000.366 | $401.40 | $30.00 | $239.98 | $161.42 | $90.02 | $71.40 |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 17.79% |
| 100.100.700.000.367 | $100.33 | $2.47 | $19.34 | $80.99 | $7.52 | $73.47 |
| MEDICARE TAX | | | | | | 73.23% |
| 100.100.700.000.368 | $155.00 | $0.00 | $0.00 | $155.00 | $0.00 | $155.00 |
| SOCIAL SECURITY TAX | | | | | | 100.00% |
| 100.100.700.000.421 | $6,500.00 | $2,128.13 | $5,310.25 | $1,189.75 | $0.00 | $1,189.75 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| STAFF TRANSPORTATION | | | | | | 18.30% |
| 100.100.700.000.426 | $1,454.80 | $0.00 | ($414.51) | $1,869.31 | $0.00 | $1,869.31 |
| STUDENT TRANSPORTATION | | | | | | 128.49% |
| 100.100.700.000.433 | $1,545.00 | $0.00 | $0.00 | $1,545.00 | $0.00 | $1,545.00 |
| COMMUNICATIONS | | | | | | 100.00% |
| 100.100.700.000.479 | $2,895.00 | $120.36 | $2,322.45 | $572.55 | $226.88 | $345.67 |
| OTHER SUPPLIES AND MATERIALS | | | | | | 11.94% |
| 100.100.700.000.491 | $3,800.00 | $0.00 | $4,510.00 | ($710.00) | $624.00 | ($1,334.00) |
| DUES AND FEES | | | | | | -35.11% |
| 100.100.700.408.316 | $3,753.00 | $312.75 | $2,502.00 | $1,251.00 | $1,251.00 | $0.00 |
| CERTIFICATED EXTRA DUTY PAY | | | | | | 0.00% |
| 100.100.700.408.329 | $1,200.00 | $450.00 | $1,125.00 | $75.00 | $0.00 | $75.00 |
| SUBSTITUTES/TEMPORARIES | | | | | | 6.25% |
| 100.100.700.408.363 | $21.62 | $3.34 | $15.88 | $5.74 | $5.47 | $0.27 |
| WORKERS COMPENSATION | | | | | | 1.25% |
| 100.100.700.408.365 | $1,072.99 | $39.28 | $314.17 | $758.82 | $148.52 | $610.30 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 56.88% |
| 100.100.700.408.367 | $71.82 | $10.78 | $49.55 | $22.27 | $16.57 | $5.70 |
| MEDICARE TAX | | | | | | 7.94% |
| 100.100.700.408.368 | $74.40 | $27.90 | $69.75 | $4.65 | $0.00 | $4.65 |
| SOCIAL SECURITY TAX | | | | | | 6.25% |
| 100.100.700.408.421 | $1,200.00 | $0.00 | $1,696.88 | ($496.88) | $0.00 | ($496.88) |
| MUSIC STAFF TRANSPORTATION | | | | | | -41.41% |
| 100.100.700.408.426 | $5,448.00 | $1,422.40 | $3,082.40 | $2,365.60 | $0.00 | $2,365.60 |
| MUSIC TRANSPORTATION | | | | | | 43.42% |
| 100.100.700.408.479 | $300.00 | $0.00 | $75.00 | $225.00 | $0.00 | $225.00 |
| MUSIC OTHER SUPPLIES | | | | | | 75.00% |
| 100.100.700.414.316 | $3,545.00 | $0.00 | $0.00 | $3,545.00 | $0.00 | $3,545.00 |
| EXTRA DUTY - DDF | | | | | | 100.00% |
| 100.100.700.414.363 | $15.47 | $0.00 | $0.00 | $15.47 | $0.00 | $15.47 |
| WORKERS COMPENSATION | | | | | | 100.00% |
| 100.100.700.414.365 | $1,013.51 | $0.00 | $0.00 | $1,013.51 | $0.00 | $1,013.51 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 100.00% |
| 100.100.700.414.367 | $51.40 | $0.00 | $0.00 | $51.40 | $0.00 | $51.40 |
| MEDICARE TAX | | | | | | 100.00% |
| 100.100.700.418.316 | $0.00 | $127.42 | $1,019.36 | ($1,019.36) | $509.64 | ($1,529.00) |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| EXTRA DUTY - HS GLACIER SURVEY | | | | | | 0.00% |
| 100.100.700.418.363 | $0.00 | $0.56 | $4.48 | ($4.48) | $2.23 | ($6.71) |
| WORKERS COMPENSATION | | | | | | 0.00% |
| 100.100.700.418.365 | $0.00 | $16.00 | $128.00 | ($128.00) | $60.14 | ($188.14) |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 0.00% |
| 100.100.700.418.367 | $0.00 | $1.73 | $13.37 | ($13.37) | $6.67 | ($20.04) |
| MEDICARE TAX | | | | | | 0.00% |
| 100.100.700.424.316 | $2,780.00 | $231.67 | $1,853.36 | $926.64 | $926.64 | $0.00 |
| EXTRA DUTY - HS Yearbook | | | | | | 0.00% |
| 100.100.700.424.363 | $12.14 | $1.01 | $8.08 | $4.06 | $4.04 | $0.02 |
| WORKERS COMPENSATION | | | | | | 0.16% |
| 100.100.700.424.365 | $794.80 | $29.10 | $232.80 | $562.00 | $116.39 | $445.61 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 56.07% |
| 100.100.700.424.367 | $40.31 | $3.23 | $25.41 | $14.90 | $12.68 | $2.22 |
| MEDICARE TAX | | | | | | 5.51% |
| 100.100.700.710.316 | $3,962.00 | $0.00 | $3,962.00 | $0.00 | $0.00 | $0.00 |
| CERTIFICATED EXTRA DUTY PAY | | | | | | 0.00% |
| 100.100.700.710.322 | $1,584.80 | $0.00 | $1,584.80 | $0.00 | $0.00 | $0.00 |
| NON-CERT SPECIALIST/EXTRA DUTY | | | | | | 0.00% |
| 100.100.700.710.329 | $1,200.00 | $0.00 | $400.00 | $800.00 | $0.00 | $800.00 |
| CROSS COUNTRY SUB | | | | | | 66.67% |
| 100.100.700.710.363 | $27.49 | $0.00 | $25.94 | $1.55 | $0.00 | $1.55 |
| WORKERS COMPENSATION | | | | | | 5.64% |
| 100.100.700.710.365 | $1,132.74 | $0.00 | $497.64 | $635.10 | $0.00 | $635.10 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 56.07% |
| 100.100.700.710.366 | $424.10 | $0.00 | $317.82 | $106.28 | $0.00 | $106.28 |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 25.06% |
| 100.100.700.710.367 | $91.30 | $0.00 | $80.45 | $10.85 | $0.00 | $10.85 |
| MEDICARE TAX | | | | | | 11.88% |
| 100.100.700.710.368 | $46.50 | $0.00 | $0.00 | $46.50 | $0.00 | $46.50 |
| SOCIAL SECURITY TAX | | | | | | 100.00% |
| 100.100.700.710.426 | $35,050.00 | $0.00 | $24,951.67 | $10,098.33 | $0.00 | $10,098.33 |
| XCOUNTRY TRANSPORTATION | | | | | | 28.81% |
| 100.100.700.710.479 | $0.00 | $0.00 | $120.00 | ($120.00) | $0.00 | ($120.00) |
| XCOUNTRY SUPPLIES AND MATERIALS | | | | | | 0.00% |
| 100.100.700.715.322 | $7,881.80 | $0.00 | $7,881.80 | $0.00 | $0.00 | $0.00 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| NON-CERT SPECIALIST/EXTRA DUTY | | | | | | 0.00% |
| 100.100.700.715.329 | $300.00 | $0.00 | $0.00 | $300.00 | $0.00 | $300.00 |
| SUBSTITUTES/TEMPORARIES | | | | | | 100.00% |
| 100.100.700.715.363 | $40.95 | $0.00 | $34.42 | $6.53 | $0.00 | $6.53 |
| WORKERS COMPENSATION | | | | | | 15.95% |
| 100.100.700.715.366 | $602.59 | $0.00 | $495.40 | $107.19 | $0.00 | $107.19 |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 17.79% |
| 100.100.700.715.367 | $136.04 | $0.00 | $114.30 | $21.74 | $0.00 | $21.74 |
| MEDICARE TAX | | | | | | 15.98% |
| 100.100.700.715.368 | $442.06 | $0.00 | $349.06 | $93.00 | $0.00 | $93.00 |
| SOCIAL SECURITY TAX | | | | | | 21.04% |
| 100.100.700.715.426 | $20,430.00 | $0.00 | $14,829.44 | $5,600.56 | $0.00 | $5,600.56 |
| SWIM TRANSPORTATION | | | | | | 27.41% |
| 100.100.700.715.479 | $1,500.00 | $0.00 | $2,133.80 | ($633.80) | $0.00 | ($633.80) |
| SWIM SUPPLIES AND MATERIALS | | | | | | -42.25% |
| 100.100.700.720.316 | $7,296.80 | $0.00 | $6,713.00 | $583.80 | $0.00 | $583.80 |
| CERTIFICATED EXTRA DUTY PAY | | | | | | 8.00% |
| 100.100.700.720.329 | $4,000.00 | $0.00 | $5,305.00 | ($1,305.00) | $0.00 | ($1,305.00) |
| SUBSTITUTES/TEMPORARIES | | | | | | -32.63% |
| 100.100.700.720.363 | $37.08 | $0.00 | $52.42 | ($15.34) | $0.00 | ($15.34) |
| WORKERS COMPENSATION | | | | | | -41.37% |
| 100.100.700.720.365 | $2,086.16 | $0.00 | $909.85 | $1,176.31 | $0.00 | $1,176.31 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 56.39% |
| 100.100.700.720.366 | $0.00 | $0.00 | $44.00 | ($44.00) | $0.00 | ($44.00) |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 0.00% |
| 100.100.700.720.367 | $123.20 | $0.00 | $172.61 | ($49.41) | $0.00 | ($49.41) |
| MEDICARE TAX | | | | | | -40.11% |
| 100.100.700.720.368 | $74.40 | $0.00 | $86.80 | ($12.40) | $0.00 | ($12.40) |
| SOCIAL SECURITY TAX | | | | | | -16.67% |
| 100.100.700.720.426 | $35,050.00 | $237.29 | $26,509.34 | $8,540.66 | $0.00 | $8,540.66 |
| VB TRANSPORTATION | | | | | | 24.37% |
| 100.100.700.720.479 | $250.00 | $0.00 | $0.00 | $250.00 | $0.00 | $250.00 |
| VB SUPPLIES AND MATERIALS | | | | | | 100.00% |
| 100.100.700.725.322 | $6,713.80 | $0.00 | $4,796.00 | $1,917.80 | $0.00 | $1,917.80 |
| NON-CERT SPECIALIST/EXTRA DUTY | | | | | | 28.57% |
| 100.100.700.725.329 | $1,600.00 | $0.00 | $0.00 | $1,600.00 | $0.00 | $1,600.00 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Budget Balance | Encumbrance | % Remaining Bud |
|---|---|---|---|---|---|---|
| SUBSTITUTES/TEMPORARIES | | | | | | 100.00% |
| 100.100.700.725.363 | $29.31 | $0.00 | $20.93 | $8.38 | $0.00 | $8.38 |
| WORKERS COMPENSATION | | | | | | 28.59% |
| 100.100.700.725.367 | $97.35 | $0.00 | $69.56 | $27.79 | $0.00 | $27.79 |
| MEDICARE TAX | | | | | | 28.55% |
| 100.100.700.725.368 | $416.26 | $0.00 | $297.35 | $118.91 | $0.00 | $118.91 |
| SOCIAL SECURITY TAX | | | | | | 28.57% |
| 100.100.700.725.426 | $27,240.00 | $455.01 | $20,455.01 | $6,784.99 | $0.00 | $6,784.99 |
| WRESTLING TRANSPORTATION | | | | | | 24.91% |
| 100.100.700.725.479 | $1,605.00 | $0.00 | $1,605.00 | $0.00 | $0.00 | $0.00 |
| WRESTLING SUPPLIES AND MATERIALS | | | | | | 0.00% |
| 100.100.700.730.316 | $6,462.00 | $1,511.25 | $4,533.75 | $1,928.25 | $0.00 | $1,928.25 |
| CERTIFICATED EXTRA DUTY PAY | | | | | | 29.84% |
| 100.100.700.730.322 | $2,585.80 | $604.75 | $3,930.25 | ($1,344.45) | $0.00 | ($1,344.45) |
| NON-CERT SPECIALIST/EXTRA DUTY | | | | | | -51.99% |
| 100.100.700.730.329 | $6,000.00 | $270.00 | $3,527.50 | $2,472.50 | $0.00 | $2,472.50 |
| SUBSTITUTES/TEMPORARIES | | | | | | 41.21% |
| 100.100.700.730.363 | $63.07 | $10.42 | $52.37 | $10.70 | $0.00 | $10.70 |
| WORKERS COMPENSATION | | | | | | 16.97% |
| 100.100.700.730.365 | $1,847.49 | $0.00 | $123.08 | $1,724.41 | $0.00 | $1,724.41 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 93.34% |
| 100.100.700.730.366 | $691.96 | $133.05 | $545.40 | $146.56 | $0.00 | $146.56 |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 21.18% |
| 100.100.700.730.367 | $209.49 | $34.14 | $170.08 | $39.41 | $0.00 | $39.41 |
| MEDICARE TAX | | | | | | 18.81% |
| 100.100.700.730.368 | $334.80 | $16.74 | $128.19 | $206.61 | $0.00 | $206.61 |
| SOCIAL SECURITY TAX | | | | | | 61.71% |
| 100.100.700.730.426 | $37,774.00 | $4,434.88 | $27,932.71 | $9,841.29 | ($194.56) | $10,035.85 |
| BOYS BB TRANSPORTATION | | | | | | 26.57% |
| 100.100.700.730.479 | $1,000.00 | $189.25 | $986.09 | $13.91 | $0.00 | $13.91 |
| BOYS BB SUPPLIES AND MATERIALS | | | | | | 1.39% |
| 100.100.700.735.316 | $9,047.80 | $604.75 | $2,419.00 | $6,628.80 | $0.00 | $6,628.80 |
| CERTIFICATED EXTRA DUTY PAY | | | | | | 73.26% |
| 100.100.700.735.322 | $0.00 | $1,511.25 | $6,045.00 | ($6,045.00) | $0.00 | ($6,045.00) |
| NON-CERT SPECIALIST/EXTRA DUTY | | | | | | 0.00% |
| 100.100.700.735.329 | $3,000.00 | $1,084.50 | $3,553.00 | ($553.00) | $0.00 | ($553.00) |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Budget Balance | Encumbrance | % Remaining Bud |
|---|---|---|---|---|---|---|
| SUBSTITUTES/TEMPORARIES | | | | | | -18.43% |
| 100.100.700.735.363 | $60.44 | $13.98 | $52.48 | $7.96 | $0.00 | $7.96 |
| WORKERS COMPENSATION | | | | | | 13.17% |
| 100.100.700.735.365 | $1,091.22 | $0.00 | $94.18 | $997.04 | $0.00 | $997.04 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 91.37% |
| 100.100.700.735.366 | $0.00 | $133.05 | $540.99 | ($540.99) | $0.00 | ($540.99) |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 0.00% |
| 100.100.700.735.367 | $200.79 | $45.96 | $170.80 | $29.99 | $0.00 | $29.99 |
| MEDICARE TAX | | | | | | 14.94% |
| 100.100.700.735.368 | $621.92 | $160.94 | $546.10 | $75.82 | $0.00 | $75.82 |
| SOCIAL SECURITY TAX | | | | | | 12.19% |
| 100.100.700.735.426 | $37,774.00 | $9,689.14 | $22,554.32 | $15,219.68 | $1,858.44 | $13,361.24 |
| GIRLS BB TRANSPORTATION | | | | | | 35.37% |
| 100.100.700.735.479 | $3,500.00 | $189.25 | $3,448.48 | $51.52 | $0.00 | $51.52 |
| GIRLS BB SUPPLIES AND MATERIALS | | | | | | 1.47% |
| 100.100.700.740.322 | $9,047.80 | $2,317.59 | $8,464.00 | $583.80 | $0.00 | $583.80 |
| NON-CERT SPECIALIST/EXTRA DUTY | | | | | | 6.45% |
| 100.100.700.740.363 | $39.50 | $10.12 | $36.96 | $2.54 | $0.00 | $2.54 |
| WORKERS COMPENSATION | | | | | | 6.43% |
| 100.100.700.740.367 | $131.19 | $33.60 | $122.71 | $8.48 | $0.00 | $8.48 |
| MEDICARE TAX | | | | | | 6.46% |
| 100.100.700.740.368 | $460.96 | $143.69 | $524.77 | ($63.81) | $0.00 | ($63.81) |
| SOCIAL SECURITY TAX | | | | | | -13.84% |
| 100.100.700.740.426 | $8,989.20 | $2,595.14 | $6,630.93 | $2,358.27 | ($48.72) | $2,406.99 |
| CHEERLEADING TRANSPORTATION | | | | | | 26.78% |
| 100.100.700.740.479 | $2,250.00 | $0.00 | $2,941.16 | ($691.16) | $0.00 | ($691.16) |
| CHEER SUPPLIES & MATERIALS | | | | | | -30.72% |
| 100.100.700.745.316 | $5,212.00 | $0.00 | $0.00 | $5,212.00 | $4,795.00 | $417.00 |
| CERTIFICATED EXTRA DUTY PAY | | | | | | 8.00% |
| 100.100.700.745.322 | $2,084.80 | $0.00 | $0.00 | $2,084.80 | $0.00 | $2,084.80 |
| NON-CERT SPECIALIST/EXTRA DUTY | | | | | | 100.00% |
| 100.100.700.745.329 | $2,000.00 | $0.00 | $0.00 | $2,000.00 | $0.00 | $2,000.00 |
| SUBSTITUTES/TEMPORARIES | | | | | | 100.00% |
| 100.100.700.745.363 | $37.08 | $0.00 | $0.00 | $37.08 | $20.93 | $16.15 |
| WORKERS COMPENSATION | | | | | | 43.55% |
| 100.100.700.745.365 | $1,490.11 | $0.00 | $0.00 | $1,490.11 | $602.24 | $887.87 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| RETIREMENT CONTRIBUTION-TRS | | | | | | 59.58% |
| 100.100.700.745.367 | $123.20 | $0.00 | $0.00 | $123.20 | $63.45 | $59.75 |
| MEDICARE TAX | | | | | | 48.50% |
| 100.100.700.745.368 | $203.66 | $0.00 | $0.00 | $203.66 | $0.00 | $203.66 |
| SOCIAL SECURITY TAX | | | | | | 100.00% |
| 100.100.700.745.426 | $32,326.00 | $0.00 | $168.00 | $32,158.00 | $0.00 | $32,158.00 |
| TRACK TRANSPORTATION | | | | | | 99.48% |
| 100.100.700.745.479 | $100.00 | $0.00 | $0.00 | $100.00 | $0.00 | $100.00 |
| TRACK SUPPLIES AND MATERIALS | | | | | | 100.00% |
| 100.100.700.750.316 | $7,881.80 | $1,737.67 | $1,737.67 | $6,144.13 | $3,475.33 | $2,668.80 |
| CERTIFICATED EXTRA DUTY PAY | | | | | | 33.86% |
| 100.100.700.750.322 | $0.00 | $695.00 | $695.00 | ($695.00) | $1,390.00 | ($2,085.00) |
| NON-CERT SPECIALIST/EXTRA DUTY | | | | | | 0.00% |
| 100.100.700.750.329 | $1,200.00 | $0.00 | $0.00 | $1,200.00 | $0.00 | $1,200.00 |
| SUBSTITUTES/TEMPORARIES | | | | | | 100.00% |
| 100.100.700.750.363 | $39.65 | $10.62 | $10.62 | $29.03 | $15.38 | $13.65 |
| WORKERS COMPENSATION | | | | | | 34.43% |
| 100.100.700.750.365 | $2,253.40 | $218.25 | $218.25 | $2,035.15 | $436.50 | $1,598.65 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 70.94% |
| 100.100.700.750.367 | $131.69 | $33.91 | $33.91 | $97.78 | $47.35 | $50.43 |
| MEDICARE TAX | | | | | | 38.29% |
| 100.100.700.750.368 | $74.40 | $43.09 | $43.09 | $31.31 | $2.94 | $28.37 |
| SOCIAL SECURITY TAX | | | | | | 38.13% |
| 100.100.700.750.426 | $31,464.00 | $0.00 | $0.00 | $31,464.00 | $0.00 | $31,464.00 |
| BASEBALL TRANSPORTATION | | | | | | 100.00% |
| 100.100.700.750.479 | $2,960.00 | $1,157.90 | $1,157.90 | $1,802.10 | $1,220.89 | $581.21 |
| BASEBALL SUPPLIES AND MATERIALS | | | | | | 19.64% |
| 100.100.700.760.316 | $2,294.00 | $0.00 | $0.00 | $2,294.00 | $0.00 | $2,294.00 |
| CERTIFICATED EXTRA DUTY PAY | | | | | | 100.00% |
| 100.100.700.760.363 | $10.02 | $0.00 | $0.00 | $10.02 | $0.00 | $10.02 |
| WORKERS COMPENSATION | | | | | | 100.00% |
| 100.100.700.760.365 | $655.86 | $0.00 | $0.00 | $655.86 | $0.00 | $655.86 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 100.00% |
| 100.100.700.760.367 | $33.26 | $0.00 | $0.00 | $33.26 | $0.00 | $33.26 |
| MEDICARE TAX | | | | | | 100.00% |
| 100.100.700.825.316 | $834.00 | $69.50 | $556.00 | $278.00 | $278.00 | $0.00 |

# Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| CERTIFICATED EXTRA DUTY PAY | | | | | | 0.00% |
| 100.100.700.825.363 | $3.64 | $0.30 | $2.40 | $1.24 | $1.21 | $0.03 |
| WORKERS COMPENSATION | | | | | | 0.82% |
| 100.100.700.825.365 | $238.44 | $8.74 | $69.87 | $168.57 | $32.99 | $135.58 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 56.86% |
| 100.100.700.825.367 | $12.09 | $0.94 | $7.40 | $4.69 | $3.68 | $1.01 |
| MEDICARE TAX | | | | | | 8.35% |
| 100.100.700.825.426 | $1,400.00 | $0.00 | $0.00 | $1,400.00 | $0.00 | $1,400.00 |
| STUDENT GOVT TRANSPORTATION | | | | | | 100.00% |
| 100.100.700.835.316 | $1,529.00 | $127.42 | $1,019.36 | $509.64 | $509.64 | $0.00 |
| CERTIFICATED EXTRA DUTY PAY | | | | | | 0.00% |
| 100.100.700.835.363 | $6.67 | $0.56 | $4.48 | $2.19 | $2.23 | ($0.04) |
| WORKERS COMPENSATION | | | | | | -0.60% |
| 100.100.700.835.365 | $437.14 | $16.00 | $128.00 | $309.14 | $58.83 | $250.31 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 57.26% |
| 100.100.700.835.367 | $22.17 | $1.76 | $14.57 | $7.60 | $7.39 | $0.21 |
| MEDICARE TAX | | | | | | 0.95% |
| 100.100.700.840.329 | $600.00 | $0.00 | $0.00 | $600.00 | $0.00 | $600.00 |
| SUBSTITUTES/TEMPORARIES | | | | | | 100.00% |
| 100.100.700.840.363 | $2.62 | $0.00 | $0.00 | $2.62 | $0.00 | $2.62 |
| WORKERS COMPENSATION | | | | | | 100.00% |
| 100.100.700.840.367 | $8.70 | $0.00 | $0.00 | $8.70 | $0.00 | $8.70 |
| MEDICARE TAX | | | | | | 100.00% |
| 100.100.700.840.368 | $37.20 | $0.00 | $0.00 | $37.20 | $0.00 | $37.20 |
| SOCIAL SECURITY TAX | | | | | | 100.00% |
| 100.100.700.840.421 | $1,500.00 | $0.00 | $0.00 | $1,500.00 | $0.00 | $1,500.00 |
| ARTFEST TRANSPORTATION | | | | | | 100.00% |
| 100.100.700.845.316 | $834.00 | $278.00 | $278.00 | $556.00 | $556.00 | $0.00 |
| CERTIFICATED EXTRA DUTY PAY | | | | | | 0.00% |
| 100.100.700.845.363 | $3.64 | $1.21 | $1.21 | $2.43 | $2.42 | $0.01 |
| WORKERS COMPENSATION | | | | | | 0.27% |
| 100.100.700.845.365 | $238.44 | $34.91 | $34.91 | $203.53 | $69.84 | $133.69 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 56.07% |
| 100.100.700.845.367 | $12.09 | $4.03 | $4.03 | $8.06 | $8.06 | $0.00 |
| MEDICARE TAX | | | | | | 0.00% |
| 100.100.700.870.316 | $834.00 | $69.50 | $556.00 | $278.00 | $278.00 | $0.00 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Budget Balance | Encumbrance | % Remaining Bud |
|---|---|---|---|---|---|---|
| CERTIFICATED EXTRA DUTY PAY | | | | | | 0.00% |
| 100.100.700.870.363 | $3.64 | $0.30 | $2.40 | $1.24 | $1.20 | $0.04 |
| WORKERS COMPENSATION | | | | | | 1.10% |
| 100.100.700.870.365 | $238.44 | $8.73 | $69.94 | $168.50 | $32.92 | $135.58 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 56.86% |
| 100.100.700.870.367 | $12.09 | $0.94 | $7.35 | $4.74 | $3.68 | $1.06 |
| MEDICARE TAX | | | | | | 8.77% |
| 100.200.100.000.314 | $0.00 | $25.00 | $225.00 | ($225.00) | $75.00 | ($300.00) |
| CERT DIRECTOR/COORD/MANAGER | | | | | | 0.00% |
| 100.200.100.000.315 | $567,463.88 | $51,246.83 | $336,902.46 | $230,561.42 | $154,987.41 | $75,574.01 |
| CERTIFICATED TEACHER | | | | | | 13.32% |
| 100.200.100.000.323 | $30,841.50 | $5,700.96 | $24,497.25 | $6,344.25 | $7,318.96 | ($974.71) |
| AIDES | | | | | | -3.16% |
| 100.200.100.000.329 | $9,000.00 | $7,831.05 | $36,021.83 | ($27,021.83) | $0.00 | ($27,021.83) |
| SUBSTITUTES/TEMPORARIES | | | | | | -300.24% |
| 100.200.100.000.363 | $2,650.89 | $285.63 | $1,760.69 | $890.20 | $714.32 | $175.88 |
| WORKERS COMPENSATION | | | | | | 6.63% |
| 100.200.100.000.364 | $177,503.04 | $11,598.77 | $92,446.61 | $85,056.43 | $45,128.45 | $39,927.98 |
| INSURANCE-HEALTH/LIFE | | | | | | 22.49% |
| 100.200.100.000.365 | $173,532.57 | $6,436.62 | $40,433.51 | $133,099.06 | $18,815.27 | $114,283.79 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 65.86% |
| 100.200.100.000.366 | $8,579.15 | $1,254.21 | $5,389.41 | $3,189.74 | $1,716.79 | $1,472.95 |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 17.17% |
| 100.200.100.000.367 | $8,805.93 | $914.88 | $5,549.35 | $3,256.58 | $2,224.51 | $1,032.07 |
| MEDICARE TAX | | | | | | 11.72% |
| 100.200.100.000.368 | $300.00 | $375.48 | $2,828.94 | ($2,528.94) | $0.00 | ($2,528.94) |
| SOCIAL SECURITY TAX | | | | | | -842.98% |
| 100.200.100.000.369 | $5,266.60 | $0.00 | $0.00 | $5,266.60 | $0.00 | $5,266.60 |
| OTHER EMPLOYEE BENEFITS | | | | | | 100.00% |
| 100.200.100.000.426 | $3,000.00 | $0.00 | $0.00 | $3,000.00 | $0.00 | $3,000.00 |
| STUDENT TRANSPORTATION | | | | | | 100.00% |
| 100.200.100.000.451 | $10,300.00 | $2,091.98 | $3,033.91 | $7,266.09 | $3,133.23 | $4,132.86 |
| MS GENERAL TEACHING SUPPLIES | | | | | | 40.12% |
| 100.200.100.000.457 | $4,240.00 | $0.00 | $0.00 | $4,240.00 | $4,238.90 | $1.10 |
| MS SMALL TOOLS & EQPT | | | | | | 0.03% |
| 100.200.100.000.474 | $15,000.00 | $0.00 | $0.00 | $15,000.00 | $0.00 | $15,000.00 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| MS CURRICULUM ADOPTION | | | | | | 100.00% |
| 100.200.100.000.476 | $8,755.05 | $399.90 | $8,587.34 | $167.71 | $310.31 | ($142.60) |
| MS COPIER SUPPLIES | | | | | | -1.63% |
| 100.200.100.000.479 | $300.00 | $79.59 | $261.93 | $38.07 | $0.00 | $38.07 |
| MS TEACHER OTHER SUPPLIES AND MATERIALS | | | | | | 12.69% |
| 100.200.100.000.510 | $5,100.00 | $5,100.00 | $5,100.00 | $0.00 | $0.00 | $0.00 |
| EQUIPMENT | | | | | | 0.00% |
| 100.200.100.401.451 | $1,400.00 | $8.39 | $455.34 | $944.66 | $930.81 | $13.85 |
| MS ENGLISH SUPPLIES | | | | | | 0.99% |
| 100.200.100.402.451 | $700.00 | $0.00 | $0.00 | $700.00 | $707.96 | ($7.96) |
| MS MATH SUPPLIES | | | | | | -1.14% |
| 100.200.100.403.451 | $2,700.00 | $991.55 | $1,846.90 | $853.10 | $1,018.68 | ($165.58) |
| MS SCIENCE SUPPLIES | | | | | | -6.13% |
| 100.200.100.404.451 | $500.00 | $0.00 | $435.60 | $64.40 | $0.00 | $64.40 |
| MS SOCIAL STUDIES SUPPLIES | | | | | | 12.88% |
| 100.200.100.407.451 | $500.00 | $0.00 | $0.00 | $500.00 | $0.00 | $500.00 |
| MS PE TEACHING SUPPLIES | | | | | | 100.00% |
| 100.200.100.408.451 | $700.00 | $0.00 | $709.93 | ($9.93) | $0.00 | ($9.93) |
| MS MUSIC SUPPLIES | | | | | | -1.42% |
| 100.200.100.419.451 | $250.00 | $0.00 | $250.00 | $0.00 | $0.00 | $0.00 |
| MS ROBOTICS | | | | | | 0.00% |
| 100.200.100.421.451 | $700.00 | $0.00 | $0.00 | $700.00 | $693.20 | $6.80 |
| MS ART/JEWELRY/PHOTO SUPPLIES | | | | | | 0.97% |
| 100.200.200.000.315 | $60,990.66 | $7,287.42 | $42,182.66 | $18,808.00 | $19,149.64 | ($341.64) |
| CERTIFICATED TEACHER | | | | | | -0.56% |
| 100.200.200.000.323 | $111,532.66 | $7,500.00 | $9,687.93 | $101,844.73 | $0.00 | $101,844.73 |
| AIDES | | | | | | 91.31% |
| 100.200.200.000.329 | $4,500.00 | $1,219.00 | $2,524.00 | $1,976.00 | $0.00 | $1,976.00 |
| SUBSTITUTES/TEMPORARIES | | | | | | 43.91% |
| 100.200.200.000.363 | $772.71 | $69.87 | $240.25 | $532.46 | $83.59 | $448.87 |
| WORKERS COMPENSATION | | | | | | 58.09% |
| 100.200.200.000.364 | $59,145.76 | $2,714.48 | $20,280.72 | $38,865.04 | $10,857.92 | $28,007.12 |
| INSURANCE-HEALTH/LIFE | | | | | | 47.35% |
| 100.200.200.000.365 | $18,399.45 | $915.30 | $5,298.15 | $13,101.30 | $2,180.79 | $10,920.51 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 59.35% |
| 100.200.200.000.366 | $31,122.46 | $1,650.00 | $1,650.00 | $29,472.46 | $0.00 | $29,472.46 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| RETIREMENT CONTRIBUTION-PERS | | | | | | 94.70% |
| 100.200.200.000.367 | $2,566.84 | $216.90 | $714.02 | $1,852.82 | $238.31 | $1,614.51 |
| MEDICARE TAX | | | | | | 62.90% |
| 100.200.200.000.368 | $200.00 | $67.52 | $260.82 | ($60.82) | $0.00 | ($60.82) |
| SOCIAL SECURITY TAX | | | | | | -30.41% |
| 100.200.200.000.369 | $2,776.66 | $0.00 | $0.00 | $2,776.66 | $0.00 | $2,776.66 |
| OTHER EMPLOYEE BENEFITS | | | | | | 100.00% |
| 100.200.200.000.451 | $500.00 | $0.00 | $500.00 | $0.00 | $0.00 | $0.00 |
| MS SPED SUPPLIES | | | | | | 0.00% |
| 100.200.400.000.314 | $34,600.00 | $5,125.00 | $26,125.00 | $8,475.00 | $7,875.00 | $600.00 |
| DEAN OF STUDENTS | | | | | | 1.73% |
| 100.200.400.000.363 | $145.13 | $22.36 | $114.04 | $31.09 | $34.38 | ($3.29) |
| WORKERS COMPENSATION | | | | | | -2.27% |
| 100.200.400.000.364 | $13,163.04 | $1,096.92 | $9,872.28 | $3,290.76 | $3,290.76 | $0.00 |
| INSURANCE - HEALTH/LIFE | | | | | | 0.00% |
| 100.200.400.000.365 | $9,760.00 | $643.70 | $3,281.30 | $6,478.70 | $989.10 | $5,489.60 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 56.25% |
| 100.200.400.000.367 | $482.13 | $74.32 | $378.80 | $103.33 | $114.18 | ($10.85) |
| MEDICARE TAX | | | | | | -2.25% |
| 100.200.400.000.479 | $800.00 | $782.03 | $800.00 | $0.00 | $0.00 | $0.00 |
| OTHER SUPPLIES AND MATERIALS | | | | | | 0.00% |
| 100.200.400.000.491 | $650.00 | $0.00 | $625.00 | $25.00 | $0.00 | $25.00 |
| DUES AND FEES | | | | | | 3.85% |
| 100.200.450.000.324 | $34,529.20 | $5,373.70 | $25,723.96 | $8,805.24 | $8,872.20 | ($66.96) |
| SUPPORT STAFF | | | | | | -0.19% |
| 100.200.450.000.329 | $1,000.00 | $285.00 | $1,602.50 | ($602.50) | $0.00 | ($602.50) |
| SUBSTITUTES/TEMPORARIES | | | | | | -60.25% |
| 100.200.450.000.363 | $155.08 | $24.70 | $119.29 | $35.79 | $38.73 | ($2.94) |
| WORKERS COMPENSATION | | | | | | -1.90% |
| 100.200.450.000.364 | $34,371.84 | $3,819.10 | $26,733.70 | $7,638.14 | $7,638.14 | $0.00 |
| INSURANCE-HEALTH/LIFE | | | | | | 0.00% |
| 100.200.450.000.366 | $9,623.87 | $1,182.21 | $4,793.81 | $4,830.06 | $1,951.89 | $2,878.17 |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 29.91% |
| 100.200.450.000.367 | $515.17 | $68.21 | $299.32 | $215.85 | $87.12 | $128.73 |
| MEDICARE TAX | | | | | | 24.99% |
| 100.200.450.000.368 | $30.00 | $0.00 | $188.90 | ($158.90) | $0.00 | ($158.90) |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| SOCIAL SECURITY TAX | | | | | | -529.67% |
| 100.200.450.000.369 | $500.00 | $0.00 | $0.00 | $500.00 | $0.00 | $500.00 |
| OTHER EMPLOYEE BENEFITS | | | | | | 100.00% |
| 100.200.450.000.433 | $1,545.00 | $120.40 | $835.86 | $709.14 | $0.00 | $709.14 |
| COMMUNICATIONS | | | | | | 45.90% |
| 100.200.450.000.434 | $100.00 | $0.00 | $0.00 | $100.00 | $100.00 | $0.00 |
| MS POSTAGE | | | | | | 0.00% |
| 100.200.450.000.454 | $400.00 | $248.19 | $318.47 | $81.53 | $81.31 | $0.22 |
| MS OFFICE SUPPLIES | | | | | | 0.06% |
| 100.200.700.000.316 | $4,926.00 | $862.83 | $3,293.64 | $1,632.36 | $1,453.36 | $179.00 |
| CERTIFICATED EXTRA DUTY PAY | | | | | | 3.63% |
| 100.200.700.000.322 | $5,427.00 | $0.00 | $5,427.00 | $0.00 | $0.00 | $0.00 |
| NON-CERT SPECIALIST/EXTRA DUTY | | | | | | 0.00% |
| 100.200.700.000.329 | $4,000.00 | $0.00 | $1,120.00 | $2,880.00 | $0.00 | $2,880.00 |
| SUBSTITUTES/TEMPORARIES | | | | | | 72.00% |
| 100.200.700.000.363 | $62.65 | $3.77 | $42.99 | $19.66 | $6.34 | $13.32 |
| WORKERS COMPENSATION | | | | | | 21.26% |
| 100.200.700.000.364 | $0.00 | $0.00 | $282.33 | ($282.33) | $0.00 | ($282.33) |
| INSURANCE-HEALTH/LIFE | | | | | | 0.00% |
| 100.200.700.000.365 | $1,543.32 | $108.37 | $441.35 | $1,101.97 | $178.28 | $923.69 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 59.85% |
| 100.200.700.000.366 | $1,537.47 | $0.00 | $17.60 | $1,519.87 | $0.00 | $1,519.87 |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 98.86% |
| 100.200.700.000.367 | $208.12 | $12.20 | $138.91 | $69.21 | $19.90 | $49.31 |
| MEDICARE TAX | | | | | | 23.69% |
| 100.200.700.000.368 | $400.00 | $0.00 | $350.12 | $49.88 | $0.00 | $49.88 |
| SOCIAL SECURITY TAX | | | | | | 12.47% |
| 100.200.700.000.421 | $0.00 | $1,545.62 | $1,545.62 | ($1,545.62) | $0.00 | ($1,545.62) |
| MS ACTIVITIES STAFF TRANSPORTATION | | | | | | 0.00% |
| 100.200.700.000.426 | $26,700.00 | $2,684.50 | $21,698.42 | $5,001.58 | $0.00 | $5,001.58 |
| MS ACTIVITIES STUDENT TRANSPORTATION | | | | | | 18.73% |
| 100.200.700.000.479 | $4,000.00 | $0.00 | $1,619.29 | $2,380.71 | $0.00 | $2,380.71 |
| MS ACTIVITIES SUPPLIES AND MATERIALS | | | | | | 59.52% |
| 100.200.700.424.316 | $1,390.00 | $0.00 | $0.00 | $1,390.00 | $0.00 | $1,390.00 |
| EXTRA DUTY - MS Yearbook | | | | | | 100.00% |
| 100.200.700.424.363 | $6.29 | $0.00 | $0.00 | $6.29 | $0.00 | $6.29 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| WORKERS COMP | | | | | | 100.00% |
| 100.200.700.424.365 | $411.69 | $0.00 | $0.00 | $411.69 | $0.00 | $411.69 |
| RETIREMENT CONTRIBUTION TRS | | | | | | 100.00% |
| 100.200.700.424.367 | $20.88 | $0.00 | $0.00 | $20.88 | $0.00 | $20.88 |
| FICA MEDICARE | | | | | | 100.00% |
| 100.200.700.825.316 | $834.00 | $0.00 | $0.00 | $834.00 | $0.00 | $834.00 |
| EXTRA DUTY - MS Student Government | | | | | | 100.00% |
| 100.200.700.825.363 | $3.77 | $0.00 | $0.00 | $3.77 | $0.00 | $3.77 |
| WORKERS COMP | | | | | | 100.00% |
| 100.200.700.825.365 | $247.02 | $0.00 | $0.00 | $247.02 | $0.00 | $247.02 |
| RETIREMENT CONTRIBUTION TRS | | | | | | 100.00% |
| 100.200.700.825.367 | $12.53 | $0.00 | $0.00 | $12.53 | $0.00 | $12.53 |
| FICA MEDICARE | | | | | | 100.00% |
| 100.300.100.000.315 | $1,161,588.23 | $125,721.61 | $746,332.69 | $415,255.54 | $269,254.40 | $146,001.14 |
| CERTIFICATED TEACHER | | | | | | 12.57% |
| 100.300.100.000.323 | $61,241.02 | $9,177.87 | $41,847.61 | $19,393.41 | $11,153.81 | $8,239.60 |
| AIDES | | | | | | 13.45% |
| 100.300.100.000.329 | $36,526.07 | $11,377.72 | $96,724.63 | ($60,198.56) | $21,083.16 | ($81,281.72) |
| SUBSTITUTES/TEMPORARIES | | | | | | -222.53% |
| 100.300.100.000.363 | $5,504.34 | $640.91 | $3,860.95 | $1,643.39 | $1,320.82 | $322.57 |
| WORKERS COMPENSATION | | | | | | 5.86% |
| 100.300.100.000.364 | $374,201.92 | $31,475.06 | $250,551.09 | $123,650.83 | $89,543.31 | $34,107.52 |
| INSURANCE-HEALTH/LIFE | | | | | | 9.11% |
| 100.300.100.000.365 | $355,631.60 | $15,790.61 | $93,781.66 | $261,849.94 | $32,108.57 | $229,741.37 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 64.60% |
| 100.300.100.000.366 | $17,096.38 | $2,019.13 | $9,206.45 | $7,889.93 | $2,653.13 | $5,236.80 |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 30.63% |
| 100.300.100.000.367 | $18,284.74 | $2,023.40 | $12,026.19 | $6,258.55 | $4,060.57 | $2,197.98 |
| MEDICARE TAX | | | | | | 12.02% |
| 100.300.100.000.368 | $900.00 | $21.70 | $995.70 | ($95.70) | $0.00 | ($95.70) |
| SOCIAL SECURITY TAX | | | | | | -10.63% |
| 100.300.100.000.369 | $12,033.20 | $0.00 | $0.00 | $12,033.20 | $0.00 | $12,033.20 |
| OTHER EMPLOYEE BENEFITS | | | | | | 100.00% |
| 100.300.100.000.410 | $200.00 | $0.00 | $199.00 | $1.00 | $0.00 | $1.00 |
| PROFESSIONAL & TECH SERVICES | | | | | | 0.50% |
| 100.300.100.000.451 | $18,000.00 | $3,137.27 | $10,596.32 | $7,403.68 | $7,388.19 | $15.49 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| ES GENERAL TEACHING SUPPLIES | | | | | | 0.09% |
| 100.300.100.000.454 | $1,000.00 | $0.00 | $422.57 | $577.43 | $567.47 | $9.96 |
| ES GENERAL OFFICE SUPPLIES | | | | | | 1.00% |
| 100.300.100.000.457 | $5,283.00 | $1,108.89 | $1,108.89 | $4,174.11 | $3,652.65 | $521.46 |
| ES SMALL TOOLS & EQPT | | | | | | 9.87% |
| 100.300.100.000.474 | $10,000.00 | $0.00 | $0.00 | $10,000.00 | $0.00 | $10,000.00 |
| CURRICULUM ADOPTION | | | | | | 100.00% |
| 100.300.100.000.476 | $15,700.86 | $799.80 | $13,770.00 | $1,930.86 | $1,930.86 | $0.00 |
| COPIER SUPPLIES | | | | | | 0.00% |
| 100.300.100.000.479 | $1,500.00 | $81.06 | $502.85 | $997.15 | ($81.06) | $1,078.21 |
| ES TEACHER OTHER SUPPLIES AND MATERIALS | | | | | | 71.88% |
| 100.300.100.000.510 | $24,000.00 | $0.00 | $0.00 | $24,000.00 | $0.00 | $24,000.00 |
| EQUIPMENT | | | | | | 100.00% |
| 100.300.100.408.451 | $300.00 | $0.00 | $300.00 | $0.00 | $0.00 | $0.00 |
| ES MUSIC SUPPLIES | | | | | | 0.00% |
| 100.300.100.411.451 | $600.00 | $297.12 | $595.44 | $4.56 | $0.00 | $4.56 |
| ES READING TEACHING SUPPLIES | | | | | | 0.76% |
| 100.300.100.427.451 | $300.00 | $0.00 | $300.00 | $0.00 | $0.00 | $0.00 |
| PRESCHOOL TEACHING SUPPLIES | | | | | | 0.00% |
| 100.300.100.428.451 | $300.00 | $0.00 | $283.50 | $16.50 | $0.00 | $16.50 |
| KINDER HAMMER SUPPLIES | | | | | | 5.50% |
| 100.300.100.429.451 | $300.00 | $0.00 | $0.00 | $300.00 | $298.82 | $1.18 |
| KINDER WILLIS SUPPLIES | | | | | | 0.39% |
| 100.300.100.430.451 | $300.00 | $97.29 | $104.92 | $195.08 | $190.38 | $4.70 |
| 1ST NORMAN SUPPLIES | | | | | | 1.57% |
| 100.300.100.431.451 | $300.00 | $0.00 | $0.00 | $300.00 | $295.60 | $4.40 |
| 1ST MULLEN SUPPLIES | | | | | | 1.47% |
| 100.300.100.432.451 | $300.00 | $0.00 | $0.00 | $300.00 | $276.96 | $23.04 |
| 2ND BELL SUPPLIES | | | | | | 7.68% |
| 100.300.100.433.451 | $300.00 | $51.02 | $51.02 | $248.98 | $248.98 | $0.00 |
| 2ND HOFACRE SUPPLIES | | | | | | 0.00% |
| 100.300.100.434.451 | $300.00 | $0.00 | $0.00 | $300.00 | $300.00 | $0.00 |
| 3RD MARTIN SUPPLIES | | | | | | 0.00% |
| 100.300.100.435.451 | $300.00 | $0.00 | $0.00 | $300.00 | $298.44 | $1.56 |
| 3RD MIDKIFF SUPPLIES | | | | | | 0.52% |
| 100.300.100.436.451 | $300.00 | $0.00 | $21.29 | $278.71 | $175.01 | $103.70 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| 4TH WILSON SUPPLIES | | | | | | 34.57% |
| 100.300.100.437.451 | $300.00 | $0.00 | $0.00 | $300.00 | $0.00 | $300.00 |
| 4TH WILLIAMS SUPPLIES | | | | | | 100.00% |
| 100.300.100.438.451 | $300.00 | $0.00 | $306.95 | ($6.95) | $0.00 | ($6.95) |
| 5TH PAULSON SUPPLIES | | | | | | -2.32% |
| 100.300.100.439.451 | $300.00 | $296.29 | $296.29 | $3.71 | $0.00 | $3.71 |
| 5TH MILLER SUPPLIES | | | | | | 1.24% |
| 100.300.100.440.451 | $300.00 | $0.00 | $346.19 | ($46.19) | $0.00 | ($46.19) |
| ES SWIM/PE SUPPLIES | | | | | | -15.40% |
| 100.300.200.000.315 | $326,793.98 | $29,341.46 | $165,886.62 | $160,907.36 | $68,108.84 | $92,798.52 |
| CERTIFICATED TEACHER | | | | | | 28.40% |
| 100.300.200.000.323 | $332,495.48 | $65,327.68 | $285,372.30 | $47,123.18 | $90,679.14 | ($43,555.96) |
| AIDES | | | | | | -13.10% |
| 100.300.200.000.329 | $9,000.00 | $5,789.63 | $42,504.43 | ($33,504.43) | $0.00 | ($33,504.43) |
| SUBSTITUTES/TEMPORARIES | | | | | | -372.27% |
| 100.300.200.000.363 | $2,917.09 | $442.73 | $2,180.99 | $736.10 | $704.13 | $31.97 |
| WORKERS COMPENSATION | | | | | | 1.10% |
| 100.300.200.000.364 | $208,276.64 | $20,022.06 | $135,808.75 | $72,467.89 | $44,953.45 | $27,514.44 |
| INSURANCE-HEALTH/LIFE | | | | | | 13.21% |
| 100.300.200.000.365 | $100,497.14 | $3,685.29 | $20,835.37 | $79,661.77 | $8,330.00 | $71,331.77 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 70.98% |
| 100.300.200.000.366 | $92,360.27 | $14,436.27 | $52,983.09 | $39,377.18 | $21,219.33 | $18,157.85 |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 19.66% |
| 100.300.200.000.367 | $9,690.20 | $1,402.30 | $6,694.35 | $2,995.85 | $2,143.18 | $852.67 |
| MEDICARE TAX | | | | | | 8.80% |
| 100.300.200.000.368 | $300.00 | $196.83 | $3,865.20 | ($3,565.20) | $0.00 | ($3,565.20) |
| SOCIAL SECURITY TAX | | | | | | -1188.40% |
| 100.300.200.000.369 | $6,383.30 | $0.00 | $0.00 | $6,383.30 | $0.00 | $6,383.30 |
| OTHER EMPLOYEE BENEFITS | | | | | | 100.00% |
| 100.300.200.201.451 | $250.00 | $55.84 | $250.00 | $0.00 | $0.00 | $0.00 |
| ES SPED SUPPLIES - PK-K | | | | | | 0.00% |
| 100.300.200.202.451 | $500.00 | $0.00 | $500.00 | $0.00 | $0.00 | $0.00 |
| ES SPED SUPPLIES - 1-2 | | | | | | 0.00% |
| 100.300.200.203.451 | $500.00 | $0.00 | $468.43 | $31.57 | $31.57 | $0.00 |
| ES SPED SUPPLIES - 3-5 | | | | | | 0.00% |
| 100.300.300.000.315 | $79,972.00 | $9,193.09 | $54,721.34 | $25,250.66 | $25,555.00 | ($304.34) |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| CERTIFICATED TEACHER | | | | | | -0.38% |
| 100.300.300.000.329 | $1,000.00 | $0.00 | $375.00 | $625.00 | $0.00 | $625.00 |
| SUBSTITUTES/TEMPORARIES | | | | | | 62.50% |
| 100.300.300.000.363 | $356.96 | $41.22 | $249.24 | $107.72 | $113.72 | ($6.00) |
| WORKERS COMPENSATION | | | | | | -1.68% |
| 100.300.300.000.364 | $2,500.00 | $250.00 | $2,000.00 | $500.00 | $500.00 | $0.00 |
| INSURANCE-HEALTH/LIFE | | | | | | 0.00% |
| 100.300.300.000.365 | $24,838.81 | $1,154.65 | $6,873.02 | $17,965.79 | $2,985.30 | $14,980.49 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 60.31% |
| 100.300.300.000.367 | $1,185.80 | $136.92 | $827.89 | $357.91 | $377.79 | ($19.88) |
| MEDICARE TAX | | | | | | -1.68% |
| 100.300.300.000.368 | $30.00 | $0.00 | $23.25 | $6.75 | $0.00 | $6.75 |
| SOCIAL SECURITY TAX | | | | | | 22.50% |
| 100.300.300.000.451 | $200.00 | $0.00 | $0.00 | $200.00 | $0.00 | $200.00 |
| COUNSELOR TEACHING SUPPLIES | | | | | | 100.00% |
| 100.300.300.424.322 | $0.00 | $0.00 | $126.36 | ($126.36) | $0.00 | ($126.36) |
| NON-CERT SPECIALIST/EXTRA DUTY | | | | | | 0.00% |
| 100.300.300.424.363 | $0.00 | $0.00 | $0.55 | ($0.55) | $0.00 | ($0.55) |
| WORKERS COMPENSATION | | | | | | 0.00% |
| 100.300.300.424.366 | $0.00 | $0.00 | $27.80 | ($27.80) | $0.00 | ($27.80) |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 0.00% |
| 100.300.300.424.367 | $0.00 | $0.00 | $1.40 | ($1.40) | $0.00 | ($1.40) |
| MEDICARE TAX | | | | | | 0.00% |
| 100.300.350.000.315 | $89,348.00 | $11,108.30 | $71,366.40 | $17,981.60 | $17,216.60 | $765.00 |
| CERTIFICATED TEACHER | | | | | | 0.86% |
| 100.300.350.000.329 | $1,000.00 | $75.00 | $4,875.00 | ($3,875.00) | $0.00 | ($3,875.00) |
| SUBSTITUTES/TEMPORARIES | | | | | | -387.50% |
| 100.300.350.000.363 | $391.03 | $48.82 | $332.84 | $58.19 | $75.16 | ($16.97) |
| WORKERS COMPENSATION | | | | | | -4.34% |
| 100.300.350.000.364 | $11,484.48 | $1,148.45 | $9,187.60 | $2,296.88 | $2,296.88 | $0.00 |
| INSURANCE-HEALTH/LIFE | | | | | | 0.00% |
| 100.300.350.000.365 | $27,044.13 | $1,395.20 | $8,963.60 | $18,080.53 | $2,162.40 | $15,918.13 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 58.86% |
| 100.300.350.000.367 | $1,298.95 | $158.34 | $1,074.11 | $224.84 | $242.10 | ($17.26) |
| MEDICARE TAX | | | | | | -1.33% |
| 100.300.350.000.368 | $30.00 | $0.00 | $9.30 | $20.70 | $0.00 | $20.70 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| SOCIAL SECURITY TAX | | | | | | 69.00% |
| 100.300.350.000.418 | $1,400.00 | $0.00 | $1,375.68 | $24.32 | $0.00 | $24.32 |
| OTHER PROFESSIONAL SERVICES | | | | | | 1.74% |
| 100.300.350.000.451 | $500.00 | $257.43 | $485.74 | $14.26 | $0.00 | $14.26 |
| LIBRARY TEACHING SUPPLIES | | | | | | 2.85% |
| 100.300.350.000.472 | $2,000.00 | $15.98 | $543.31 | $1,456.69 | $542.79 | $913.90 |
| LIBRARY BOOKS | | | | | | 45.70% |
| 100.300.350.000.473 | $500.00 | $0.00 | $437.50 | $62.50 | $0.00 | $62.50 |
| PERIODICALS | | | | | | 12.50% |
| 100.300.350.000.479 | $2,000.00 | $0.00 | $711.29 | $1,288.71 | $2,288.71 | ($1,000.00) |
| OTHER SUPPLIES AND MATERIALS | | | | | | -50.00% |
| 100.300.400.000.313 | $109,588.00 | $11,424.00 | $82,816.00 | $26,772.00 | $26,772.00 | $0.00 |
| PRINCIPAL | | | | | | 0.00% |
| 100.300.400.000.363 | $478.35 | $49.87 | $361.54 | $116.81 | $116.88 | ($0.07) |
| WORKERS COMPENSATION | | | | | | -0.01% |
| 100.300.400.000.364 | $39,489.12 | $3,290.76 | $29,616.84 | $9,872.28 | $9,872.28 | $0.00 |
| INSURANCE - HEALTH/LIFE | | | | | | 0.00% |
| 100.300.400.000.365 | $33,676.69 | $1,428.57 | $10,345.13 | $23,331.56 | $3,343.71 | $19,987.85 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 59.35% |
| 100.300.400.000.367 | $1,589.03 | $165.65 | $1,200.86 | $388.17 | $388.20 | ($0.03) |
| MEDICARE TAX | | | | | | 0.00% |
| 100.300.400.000.421 | $2,400.00 | $0.00 | $1,936.42 | $463.58 | $0.00 | $463.58 |
| STAFF TRANSPORTATION | | | | | | 19.32% |
| 100.300.400.000.479 | $2,600.00 | $0.00 | $1,889.94 | $710.06 | $700.00 | $10.06 |
| ES PRINCIPAL SUPPLIES AND MATERIALS | | | | | | 0.39% |
| 100.300.400.000.491 | $650.00 | $0.00 | $625.00 | $25.00 | $0.00 | $25.00 |
| DUES AND FEES | | | | | | 3.85% |
| 100.300.450.000.324 | $48,042.80 | $6,693.27 | $35,556.72 | $12,486.08 | $11,774.48 | $711.60 |
| SUPPORT STAFF | | | | | | 1.48% |
| 100.300.450.000.329 | $800.00 | $265.00 | $394.48 | $405.52 | $0.00 | $405.52 |
| SUBSTITUTES/TEMPORARIES | | | | | | 50.69% |
| 100.300.450.000.363 | $213.20 | $30.35 | $156.76 | $56.44 | $51.41 | $5.03 |
| WORKERS COMPENSATION | | | | | | 2.36% |
| 100.300.450.000.364 | $35,101.44 | $3,900.16 | $27,301.12 | $7,800.32 | $7,800.32 | $0.00 |
| INSURANCE-HEALTH/LIFE | | | | | | 0.00% |
| 100.300.450.000.366 | $13,452.28 | $1,472.52 | $7,894.19 | $5,558.09 | $2,590.39 | $2,967.70 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| RETIREMENT CONTRIBUTION-PERS | | | | | | 22.06% |
| 100.300.450.000.367 | $708.22 | $87.02 | $424.84 | $283.38 | $129.80 | $153.58 |
| MEDICARE TAX | | | | | | 21.69% |
| 100.300.450.000.368 | $30.00 | $0.00 | $8.03 | $21.97 | $0.00 | $21.97 |
| SOCIAL SECURITY TAX | | | | | | 73.23% |
| 100.300.450.000.410 | $3,200.00 | $0.00 | $1,575.00 | $1,625.00 | $0.00 | $1,625.00 |
| PROFESSIONAL & TECH SERVICES | | | | | | 50.78% |
| 100.300.450.000.433 | $2,266.00 | $175.12 | $1,596.15 | $669.85 | $0.00 | $669.85 |
| COMMUNICATIONS | | | | | | 29.56% |
| 100.300.450.000.434 | $250.00 | $0.00 | $0.00 | $250.00 | $150.00 | $100.00 |
| POSTAGE | | | | | | 40.00% |
| 100.300.450.000.454 | $300.00 | $0.00 | $0.00 | $300.00 | $264.00 | $36.00 |
| OFFICE SUPPLIES | | | | | | 12.00% |
| 100.300.700.424.322 | $1,390.00 | $126.37 | $884.54 | $505.46 | $379.10 | $126.36 |
| EXTRA DUTY - ES Yearbook | | | | | | 9.09% |
| 100.300.700.424.363 | $6.07 | $0.55 | $3.85 | $2.22 | $1.65 | $0.57 |
| WORKERS COMPENSATION | | | | | | 9.39% |
| 100.300.700.424.366 | $371.96 | $27.80 | $209.10 | $162.86 | $83.40 | $79.46 |
| RETIREMENT CONTRIBUTION PERS | | | | | | 21.36% |
| 100.300.700.424.367 | $20.16 | $1.57 | $10.75 | $9.41 | $4.01 | $5.40 |
| MEDICARE TAX | | | | | | 26.79% |
| 100.300.700.825.316 | $834.00 | $83.40 | $667.20 | $166.80 | $166.80 | $0.00 |
| EXTRA DUTY - ES Student Govt | | | | | | 0.00% |
| 100.300.700.825.363 | $3.64 | $0.36 | $2.88 | $0.76 | $0.72 | $0.04 |
| WORKERS COMPENSATION | | | | | | 1.10% |
| 100.300.700.825.365 | $238.44 | $10.48 | $83.85 | $154.59 | $20.96 | $133.63 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 56.04% |
| 100.300.700.825.367 | $12.09 | $1.12 | $8.75 | $3.34 | $2.18 | $1.16 |
| MEDICARE TAX | | | | | | 9.59% |
| 100.500.100.000.315 | ($87,380.58) | $0.00 | $3,698.07 | ($91,078.65) | $0.00 | ($91,078.65) |
| CERTIFICATED TEACHER | | | | | | 104.23% |
| 100.500.100.000.329 | $17,070.08 | $12,200.00 | $12,200.00 | $4,870.08 | $0.00 | $4,870.08 |
| SUBSTITUTES/TEMPORARIES | | | | | | 28.53% |
| 100.500.100.000.362 | $10,000.00 | $0.00 | $0.00 | $10,000.00 | $0.00 | $10,000.00 |
| UNEMPLOYMENT INSURANCE | | | | | | 100.00% |
| 100.500.100.000.363 | ($356.68) | $53.25 | $66.98 | ($423.66) | $0.00 | ($423.66) |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| WORKERS COMPENSATION | | | | | | 118.78% |
| 100.500.100.000.365 | ($5,480.33) | $0.00 | $464.45 | ($5,944.78) | $0.00 | ($5,944.78) |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 108.47% |
| 100.500.100.000.367 | ($1,184.83) | $176.90 | $228.96 | ($1,413.79) | $0.00 | ($1,413.79) |
| MEDICARE TAX | | | | | | 119.32% |
| 100.500.100.000.368 | $150.00 | $464.99 | $464.99 | ($314.99) | $0.00 | ($314.99) |
| SOCIAL SECURITY TAX | | | | | | -209.99% |
| 100.500.100.000.369 | $13,200.00 | $209.73 | $10,228.31 | $2,971.69 | $0.00 | $2,971.69 |
| OTHER EMPLOYEE BENEFITS | | | | | | 22.51% |
| 100.500.100.000.410 | $4,200.00 | $0.00 | $0.00 | $4,200.00 | $3,600.00 | $600.00 |
| PROFESSIONAL & TECH SERVICES | | | | | | 14.29% |
| 100.500.100.000.474 | $40,000.00 | $0.00 | $0.00 | $40,000.00 | $0.00 | $40,000.00 |
| DISTRICT WIDE CURRICULUM | | | | | | 100.00% |
| 100.500.100.000.475 | $40,435.00 | $0.00 | $23,184.27 | $17,250.73 | $14,731.13 | $2,519.60 |
| INSTRUCTIONAL SUBSCRIPTIONS | | | | | | 6.23% |
| 100.500.100.000.510 | $51,575.00 | $0.00 | $0.00 | $51,575.00 | $0.00 | $51,575.00 |
| DW INSTRUCTIONAL EQUIPMENT | | | | | | 100.00% |
| 100.500.200.000.314 | $2,500.00 | $2,500.00 | $2,500.00 | $0.00 | $0.00 | $0.00 |
| SPED DIRECTOR SALARY | | | | | | 0.00% |
| 100.500.200.000.315 | $354.59 | $908.33 | $8,174.98 | ($7,820.39) | $2,725.00 | ($10,545.39) |
| CERTIFICATED TEACHER | | | | | | -2973.97% |
| 100.500.200.000.329 | $0.00 | $0.00 | $500.00 | ($500.00) | $0.00 | ($500.00) |
| SUBSTITUTES/TEMPORARIES | | | | | | 0.00% |
| 100.500.200.000.363 | $12.46 | $14.88 | $48.81 | ($36.35) | $11.91 | ($48.26) |
| WORKERS COMPENSATION | | | | | | -387.32% |
| 100.500.200.000.364 | $4,387.68 | $358.04 | $3,222.36 | $1,165.32 | $1,074.12 | $91.20 |
| INSURANCE-HEALTH/LIFE | | | | | | 2.08% |
| 100.500.200.000.365 | $17,617.59 | $424.95 | $1,312.55 | $16,305.04 | $332.85 | $15,972.19 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 90.66% |
| 100.500.200.000.367 | $41.39 | $49.42 | $162.03 | ($120.64) | $39.51 | ($160.15) |
| MEDICARE TAX | | | | | | -386.93% |
| 100.500.200.000.418 | $93,500.00 | $11,321.33 | $67,145.90 | $26,354.10 | $25,141.26 | $1,212.84 |
| OTHER PROFESSIONAL SERVICES | | | | | | 1.30% |
| 100.500.200.000.421 | $4,500.00 | $0.00 | $0.00 | $4,500.00 | $0.00 | $4,500.00 |
| STAFF TRANSPORTATION | | | | | | 100.00% |
| 100.500.200.000.426 | $1,200.00 | $0.00 | $258.00 | $942.00 | $0.00 | $942.00 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| SPED STUDENT TRANSPORTATION | | | | | | 78.50% |
| 100.500.200.000.440 | $4,200.00 | $99.90 | $2,745.38 | $1,454.62 | $0.00 | $1,454.62 |
| PURCHASED SERVICES | | | | | | 34.63% |
| 100.500.200.000.451 | $1,500.00 | $358.45 | $1,500.00 | $0.00 | $0.00 | $0.00 |
| DISTRICT WIDE SPED SUPPLIES | | | | | | 0.00% |
| 100.500.200.000.476 | $2,000.00 | $132.22 | $1,226.91 | $773.09 | $1,158.09 | ($385.00) |
| SPED COPIER SUPPLIES | | | | | | -19.25% |
| 100.500.200.000.491 | $250.00 | $250.00 | $250.00 | $0.00 | $0.00 | $0.00 |
| DW SPED DUES AND FEES | | | | | | 0.00% |
| 100.500.300.000.324 | $16,500.00 | $16,500.00 | $16,500.00 | $0.00 | $0.00 | $0.00 |
| SUPPORT STAFF | | | | | | 0.00% |
| 100.500.300.000.363 | $386.53 | $338.89 | $338.89 | $47.64 | $0.00 | $47.64 |
| WORKERS COMPENSATION | | | | | | 12.33% |
| 100.500.300.000.365 | $4,179.82 | $0.00 | $0.00 | $4,179.82 | $0.00 | $4,179.82 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 100.00% |
| 100.500.300.000.366 | $15,518.48 | $3,080.00 | $3,080.00 | $12,438.48 | $0.00 | $12,438.48 |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 80.15% |
| 100.500.300.000.367 | $239.25 | $234.00 | $234.00 | $5.25 | $0.00 | $5.25 |
| MEDICARE TAX | | | | | | 2.19% |
| 100.500.300.000.368 | $0.00 | $155.00 | $155.00 | ($155.00) | $0.00 | ($155.00) |
| SOCIAL SECURITY TAX | | | | | | 0.00% |
| 100.500.300.000.450 | $3,500.00 | $267.45 | $766.68 | $2,733.32 | $2,691.50 | $41.82 |
| DW TESTING SUPPLIES | | | | | | 1.19% |
| 100.500.330.000.418 | $103,000.00 | $13,117.50 | $74,384.80 | $28,615.20 | $28,555.00 | $60.20 |
| STUDENT HEALTH SRVCS | | | | | | 0.06% |
| 100.500.330.000.450 | $2,600.00 | $1,230.82 | $2,184.75 | $415.25 | $416.04 | ($0.79) |
| STUDENT HEALTH SVCS SUPPLIES & MATERIALS | | | | | | -0.03% |
| 100.500.350.000.316 | $6,600.00 | $320.00 | $2,560.00 | $4,040.00 | $4,040.00 | $0.00 |
| CERTIFIED EXTRA DUTY PAY | | | | | | 0.00% |
| 100.500.350.000.318 | $109,120.00 | $11,385.00 | $82,465.00 | $26,655.00 | $26,655.00 | $0.00 |
| CERTIFICATED SPECIALISTS | | | | | | 0.00% |
| 100.500.350.000.324 | $55,079.20 | $6,642.11 | $42,445.40 | $12,633.80 | $13,144.80 | ($511.00) |
| SUPPORT STAFF | | | | | | -0.93% |
| 100.500.350.000.329 | $8,000.00 | $445.50 | $4,319.25 | $3,680.75 | $1,170.00 | $2,510.75 |
| SUBSTITUTES/TEMPORARIES | | | | | | 31.38% |
| 100.500.350.000.363 | $780.45 | $81.90 | $574.62 | $205.83 | $196.49 | $9.34 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| WORKERS COMPENSATION | | | | | | 1.20% |
| 100.500.350.000.364 | $55,361.28 | $4,613.44 | $41,520.96 | $13,840.32 | $13,840.32 | $0.00 |
| INSURANCE-HEALTH/LIFE | | | | | | 0.00% |
| 100.500.350.000.365 | $35,278.28 | $1,453.20 | $10,526.57 | $24,751.71 | $3,799.90 | $20,951.81 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 59.39% |
| 100.500.350.000.366 | $15,275.70 | $1,450.26 | $9,238.99 | $6,036.71 | $2,858.85 | $3,177.86 |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 20.80% |
| 100.500.350.000.367 | $2,592.59 | $268.73 | $1,876.66 | $715.93 | $639.08 | $76.85 |
| MEDICARE TAX | | | | | | 2.96% |
| 100.500.350.000.368 | $450.00 | $27.62 | $267.81 | $182.19 | $72.54 | $109.65 |
| SOCIAL SECURITY TAX | | | | | | 24.37% |
| 100.500.350.000.369 | $500.00 | $0.00 | $0.00 | $500.00 | $0.00 | $500.00 |
| OTHER EMPLOYEE BENEFITS | | | | | | 100.00% |
| 100.500.350.000.410 | $2,900.00 | $0.00 | $3,235.00 | ($335.00) | $0.00 | ($335.00) |
| DW PROFESSIONAL SERVICES | | | | | | -11.55% |
| 100.500.350.000.417 | $46,091.50 | $10,307.50 | $45,791.04 | $300.46 | $0.00 | $300.46 |
| TECHNOLOGY SUPPORT | | | | | | 0.65% |
| 100.500.350.000.421 | $2,500.00 | $1,120.00 | $2,306.00 | $194.00 | $0.00 | $194.00 |
| STAFF TRANSPORTATION | | | | | | 7.76% |
| 100.500.350.000.433 | $123,600.00 | $9,583.16 | $77,042.44 | $46,557.56 | $36,716.00 | $9,841.56 |
| COMMUNICATIONS | | | | | | 7.96% |
| 100.500.350.000.440 | $86,333.00 | $3,682.52 | $60,818.22 | $25,514.78 | $16,297.95 | $9,216.83 |
| PURCHASED SERVICES | | | | | | 10.68% |
| 100.500.350.000.446 | $4,700.00 | $0.00 | $2,911.60 | $1,788.40 | $0.00 | $1,788.40 |
| PROPERTY INSURANCE | | | | | | 38.05% |
| 100.500.350.000.450 | $20,900.00 | $0.00 | $17,186.74 | $3,713.26 | $1,558.46 | $2,154.80 |
| TEACHER TOOL SUBSCRIPTIONS | | | | | | 10.31% |
| 100.500.350.000.475 | $83,040.02 | $1,881.21 | $66,441.56 | $16,598.46 | $8,359.25 | $8,239.21 |
| TECHNOLOGY SUPPLIES | | | | | | 9.92% |
| 100.500.350.000.476 | $3,000.00 | $0.00 | $71.83 | $2,928.17 | $2,928.17 | $0.00 |
| DW COPIER SUPPLIES | | | | | | 0.00% |
| 100.500.350.000.479 | $950.00 | $0.00 | $254.94 | $695.06 | $0.00 | $695.06 |
| OTHER SUPPLIES AND MATERIALS | | | | | | 73.16% |
| 100.500.600.000.321 | $89,100.00 | $9,766.67 | $67,900.03 | $21,199.97 | $21,799.97 | ($600.00) |
| NON-CERT DIRECTOR/COORD/MANAGR | | | | | | -0.67% |
| 100.500.600.000.324 | $62,375.83 | $8,455.94 | $46,454.32 | $15,921.51 | $13,650.00 | $2,271.51 |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| SUPPORT STAFF | | | | | | 3.64% |
| 100.500.600.000.325 | $152,940.47 | $24,057.21 | $137,958.59 | $14,981.88 | $42,774.47 | ($27,792.59) |
| MAINTENANCE/CUSTODIAL | | | | | | -18.17% |
| 100.500.600.000.329 | $12,000.00 | $40.00 | $9,070.00 | $2,930.00 | $1,300.00 | $1,630.00 |
| SUBSTITUTES/TEMPORARIES | | | | | | 13.58% |
| 100.500.600.000.363 | $7,412.37 | $932.08 | $5,892.90 | $1,519.47 | $1,813.83 | ($294.36) |
| WORKERS COMPENSATION | | | | | | -3.97% |
| 100.500.600.000.364 | $38,619.65 | $5,051.65 | $33,915.65 | $4,704.00 | $14,463.61 | ($9,759.61) |
| INSURANCE-HEALTH/LIFE | | | | | | -25.27% |
| 100.500.600.000.366 | $84,920.03 | $8,545.99 | $54,128.22 | $30,791.81 | $16,699.48 | $14,092.33 |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 16.59% |
| 100.500.600.000.367 | $4,588.04 | $595.60 | $3,717.15 | $870.89 | $1,111.24 | ($240.35) |
| MEDICARE TAX | | | | | | -5.24% |
| 100.500.600.000.368 | $300.00 | $206.73 | $412.82 | ($112.82) | $125.11 | ($237.93) |
| SOCIAL SECURITY TAX | | | | | | -79.31% |
| 100.500.600.000.369 | $1,500.00 | $0.00 | $0.00 | $1,500.00 | $0.00 | $1,500.00 |
| OTHER EMPLOYEE BENEFITS | | | | | | 100.00% |
| 100.500.600.000.418 | $30,000.00 | $20.00 | $18,806.39 | $11,193.61 | $654.65 | $10,538.96 |
| OTHER PROFESSIONAL SERVICES | | | | | | 35.13% |
| 100.500.600.000.421 | $4,000.00 | $525.00 | $1,219.23 | $2,780.77 | $0.00 | $2,780.77 |
| STAFF TRANSPORTATION | | | | | | 69.52% |
| 100.500.600.000.431 | $31,827.00 | $4,294.52 | $29,148.28 | $2,678.72 | $0.00 | $2,678.72 |
| WATER AND SEWER | | | | | | 8.42% |
| 100.500.600.000.432 | $42,436.00 | $4,320.96 | $40,294.34 | $2,141.66 | $0.00 | $2,141.66 |
| GARBAGE | | | | | | 5.05% |
| 100.500.600.000.433 | $1,030.00 | $57.88 | $538.46 | $491.54 | $0.00 | $491.54 |
| COMMUNICATIONS | | | | | | 47.72% |
| 100.500.600.000.436 | $209,268.81 | $26,235.59 | $209,143.84 | $124.97 | $0.00 | $124.97 |
| ENERGY - ELECTRICITY | | | | | | 0.06% |
| 100.500.600.000.438 | $340,000.00 | $28,128.03 | $202,530.98 | $137,469.02 | $0.00 | $137,469.02 |
| ENERGY - HEATING OIL | | | | | | 40.43% |
| 100.500.600.000.440 | $40,170.00 | $2,487.75 | $37,754.06 | $2,415.94 | $1,200.00 | $1,215.94 |
| PURCHASED SERVICES | | | | | | 3.03% |
| 100.500.600.000.441 | $5,000.00 | $0.00 | $4,860.00 | $140.00 | $0.00 | $140.00 |
| RENTAL/LEASE | | | | | | 2.80% |
| 100.500.600.000.446 | $125,938.17 | $0.00 | $130,278.10 | ($4,339.93) | $0.00 | ($4,339.93) |

## Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| PROPERTY INSURANCE | | | | | | -3.45% |
| 100.500.600.000.452 | $55,000.00 | $3,894.93 | $33,058.53 | $21,941.47 | $5,574.70 | $16,366.77 |
| MAINTENANCE/CONSTR SUPPLIES | | | | | | 29.76% |
| 100.500.600.000.453 | $27,000.00 | $62.45 | $21,084.62 | $5,915.38 | $3,501.80 | $2,413.58 |
| JANITORIAL SUPPLIES | | | | | | 8.94% |
| 100.500.600.000.457 | $14,140.00 | $0.00 | $8,101.30 | $6,038.70 | $2,550.37 | $3,488.33 |
| SMALL TOOLS AND EQUIPMENT | | | | | | 24.67% |
| 100.500.600.000.458 | $7,210.00 | $763.53 | $4,562.52 | $2,647.48 | $0.00 | $2,647.48 |
| VEHICLE GAS AND OIL | | | | | | 36.72% |
| 100.500.600.000.479 | $800.00 | $0.00 | $328.27 | $471.73 | $0.00 | $471.73 |
| MAINTENANCE OTHER SUPPLIES AND MATERIALS | | | | | | 58.97% |
| 100.500.600.000.491 | $2,000.00 | $0.00 | $10.37 | $1,989.63 | $0.00 | $1,989.63 |
| DUES AND FEES | | | | | | 99.48% |
| 100.500.600.000.510 | $77,075.00 | $13,384.65 | $31,730.52 | $45,344.48 | $43,566.23 | $1,778.25 |
| EQUIPMENT | | | | | | 2.31% |
| 100.500.700.000.314 | $57,750.00 | $4,837.50 | $43,537.50 | $14,212.50 | $14,512.50 | ($300.00) |
| CERT DIRECTOR/COORD/MANAGER | | | | | | -0.52% |
| 100.500.700.000.322 | $2,500.00 | $227.27 | $1,818.16 | $681.84 | $681.84 | $0.00 |
| NON-CERT SPECIALIST/EXTRA DUTY | | | | | | 0.00% |
| 100.500.700.000.363 | $262.99 | $22.11 | $197.97 | $65.02 | $66.33 | ($1.31) |
| WORKERS COMPENSATION | | | | | | -0.50% |
| 100.500.700.000.364 | $24,132.24 | $2,120.70 | $18,826.23 | $5,306.01 | $6,461.16 | ($1,155.15) |
| INSURANCE-HEALTH/LIFE | | | | | | -4.79% |
| 100.500.700.000.365 | $18,093.08 | $604.45 | $5,440.05 | $12,653.03 | $1,813.35 | $10,839.68 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 59.91% |
| 100.500.700.000.366 | $708.25 | $50.00 | $399.98 | $308.27 | $149.99 | $158.28 |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 22.35% |
| 100.500.700.000.367 | $873.63 | $73.18 | $655.13 | $218.50 | $218.76 | ($0.26) |
| MEDICARE TAX | | | | | | -0.03% |
| 100.500.700.000.479 | $4,370.00 | $1,885.36 | $1,885.36 | $2,484.64 | $0.00 | $2,484.64 |
| ACTIVITIES OTHER SUPPLIES AND MATERIALS | | | | | | 56.86% |
| 100.500.700.000.510 | $48,000.00 | $0.00 | $0.00 | $48,000.00 | $27,590.50 | $20,409.50 |
| EQUIPMENT | | | | | | 42.52% |
| 100.500.900.000.554 | $620,000.00 | $0.00 | $0.00 | $620,000.00 | $0.00 | $620,000.00 |
| TRANS TO CAPITAL PROJECT FD | | | | | | 100.00% |
| 100.600.510.000.311 | $159,120.00 | $15,551.67 | $119,965.03 | $39,154.97 | $39,154.97 | $0.00 |

# Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| SUPERINTENDENT | | | | | | 0.00% |
| 100.600.510.000.321 | $2,500.00 | $2,500.00 | $2,500.00 | $0.00 | $0.00 | $0.00 |
| NON-CERT DIRECTOR | | | | | | 0.00% |
| 100.600.510.000.324 | $85,000.00 | $7,133.33 | $64,199.97 | $20,800.03 | $21,400.03 | ($600.00) |
| SUPPORT STAFF | | | | | | -0.71% |
| 100.600.510.000.329 | $600.00 | $0.00 | $110.00 | $490.00 | $0.00 | $490.00 |
| SUBSTITUTES/TEMPORARIES | | | | | | 81.67% |
| 100.600.510.000.363 | $1,079.11 | $112.57 | $837.05 | $242.06 | $272.25 | ($30.19) |
| WORKERS COMPENSATION | | | | | | -2.80% |
| 100.600.510.000.364 | $50,056.80 | $4,261.40 | $37,902.60 | $12,154.20 | $12,784.20 | ($630.00) |
| INSURANCE-HEALTH/LIFE | | | | | | -1.26% |
| 100.600.510.000.365 | $48,875.50 | $1,936.33 | $14,914.97 | $33,960.53 | $4,866.99 | $29,093.54 |
| RETIREMENT CONTRIBUTION-TRS | | | | | | 59.53% |
| 100.600.510.000.366 | $24,630.50 | $2,108.33 | $14,574.97 | $10,055.53 | $4,675.00 | $5,380.53 |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 21.84% |
| 100.600.510.000.367 | $3,584.69 | $373.96 | $2,780.69 | $804.00 | $904.38 | ($100.38) |
| MEDICARE TAX | | | | | | -2.80% |
| 100.600.510.000.368 | $10.00 | $0.00 | $0.00 | $10.00 | $0.00 | $10.00 |
| SOCIAL SECURITY TAX | | | | | | 100.00% |
| 100.600.510.000.414 | $12,000.00 | $420.00 | $4,032.74 | $7,967.26 | $0.00 | $7,967.26 |
| LEGAL SERVICES | | | | | | 66.39% |
| 100.600.510.000.418 | $6,865.00 | $0.00 | $8,074.00 | ($1,209.00) | $0.00 | ($1,209.00) |
| OTHER PROFESSIONAL SERVICES | | | | | | -17.61% |
| 100.600.510.000.421 | $11,000.00 | $258.00 | $6,179.82 | $4,820.18 | $1,172.00 | $3,648.18 |
| STAFF TRANSPORTATION | | | | | | 33.17% |
| 100.600.510.000.433 | $775.00 | $64.85 | $570.37 | $204.63 | $0.00 | $204.63 |
| COMMUNICATIONS | | | | | | 26.40% |
| 100.600.510.000.434 | $750.00 | $0.00 | $555.59 | $194.41 | $144.41 | $50.00 |
| POSTAGE | | | | | | 6.67% |
| 100.600.510.000.454 | $500.00 | $0.00 | $36.98 | $463.02 | $97.93 | $365.09 |
| OFFICE SUPPLIES | | | | | | 73.02% |
| 100.600.510.000.476 | $4,733.62 | $0.00 | $3,733.62 | $1,000.00 | $1,000.00 | $0.00 |
| COPIER SUPPLIES | | | | | | 0.00% |
| 100.600.510.000.479 | $2,000.00 | $0.00 | $1,073.54 | $926.46 | $645.00 | $281.46 |
| SUPERINTENDENT OTHER SUPPLIES AND MATERIALS | | | | | | 14.07% |
| 100.600.510.000.491 | $16,485.00 | $144.00 | $14,396.02 | $2,088.98 | $0.00 | $2,088.98 |

# Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|
| DUES AND FEES | | | | | | 12.67% |
| 100.600.511.000.418 | $7,225.00 | $0.00 | $7,820.00 | ($595.00) | $0.00 | ($595.00) |
| BOARD - OTHER PROFESSIONAL SERVICES | | | | | | -8.24% |
| 100.600.511.000.421 | $6,500.00 | $737.14 | $4,963.29 | $1,536.71 | $0.00 | $1,536.71 |
| BOARD- STAFF TRANSPORTATION | | | | | | 23.64% |
| 100.600.511.000.454 | $2,000.00 | $0.00 | $309.38 | $1,690.62 | $0.00 | $1,690.62 |
| COMMUNICATION MAILER/FLYER SUPPLIES | | | | | | 84.53% |
| 100.600.511.000.479 | $4,800.00 | $0.00 | $1,432.19 | $3,367.81 | $3,367.00 | $0.81 |
| BOE OTHER SUPPLIES AND MATERIALS | | | | | | 0.02% |
| 100.600.511.000.490 | $15,000.00 | $0.00 | $9,865.00 | $5,135.00 | $0.00 | $5,135.00 |
| BOARD- OTHER EXPENSES | | | | | | 34.23% |
| 100.600.511.000.491 | $8,895.00 | $0.00 | $8,205.14 | $689.86 | $0.00 | $689.86 |
| BOARD - DUES AND FEES | | | | | | 7.76% |
| 100.600.550.000.321 | $92,600.00 | $10,008.33 | $70,074.97 | $22,525.03 | $22,525.03 | $0.00 |
| NON-CERT DIRECTOR/COORD/MANAGR | | | | | | 0.00% |
| 100.600.550.000.324 | $36,697.50 | $4,350.00 | $28,344.84 | $8,352.66 | $8,799.38 | ($446.72) |
| SUPPORT STAFF | | | | | | -1.22% |
| 100.600.550.000.363 | $564.38 | $62.68 | $429.58 | $134.80 | $136.72 | ($1.92) |
| WORKERS COMPENSATION | | | | | | -0.34% |
| 100.600.550.000.364 | $29,516.40 | $2,459.70 | $22,137.30 | $7,379.10 | $7,379.10 | $0.00 |
| INSURANCE-HEALTH/LIFE | | | | | | 0.00% |
| 100.600.550.000.366 | $36,206.80 | $3,147.83 | $21,553.34 | $14,653.46 | $6,858.37 | $7,795.09 |
| RETIREMENT CONTRIBUTION-PERS | | | | | | 21.53% |
| 100.600.550.000.367 | $1,874.81 | $208.20 | $1,427.07 | $447.74 | $454.19 | ($6.45) |
| MEDICARE TAX | | | | | | -0.34% |
| 100.600.550.000.412 | $78,000.00 | $0.00 | $72,331.55 | $5,668.45 | $0.00 | $5,668.45 |
| AUDITING & ACCOUNTING SERVICES | | | | | | 7.27% |
| 100.600.550.000.418 | $38,950.00 | $0.00 | $24,479.31 | $14,470.69 | $0.00 | $14,470.69 |
| OTHER PROFESSIONAL SERVICES | | | | | | 37.15% |
| 100.600.550.000.421 | $7,500.00 | $236.96 | $5,382.04 | $2,117.96 | $931.99 | $1,185.97 |
| STAFF TRANSPORTATION | | | | | | 15.81% |
| 100.600.550.000.447 | $86,050.21 | $0.00 | $81,185.59 | $4,864.62 | $0.00 | $4,864.62 |
| LIABILITY INSURANCE | | | | | | 5.65% |
| 100.600.550.000.454 | $700.00 | $0.00 | $489.26 | $210.74 | $0.00 | $210.74 |
| OFFICE SUPPLIES | | | | | | 30.11% |
| 100.600.550.000.479 | $250.00 | $0.00 | $108.11 | $141.89 | $140.44 | $1.45 |

# Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2026 To Date: 3/31/2026

Fiscal Year: 2025-2026

| Account Number / Description | | Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance % Remaining Bud |
|---|---|---|---|---|---|---|---|
| OTHER SUPPLIES AND MATERIALS | | | | | | | 0.58% |
| 100.600.550.000.491 | | $10,000.00 | $285.93 | $3,523.01 | $6,476.99 | $0.00 | $6,476.99 |
| DUES AND FEES | | | | | | | 64.77% |
| 100.600.550.000.495 | | ($41,530.00) | $0.00 | ($19,069.66) | ($22,460.34) | $0.00 | ($22,460.34) |
| INDIRECT COST RECOVERY | | | | | | | 54.08% |
| | Fund 100 Total: | $12,484,542.19 | $1,171,288.50 | $7,628,296.93 | $4,856,245.26 | $2,461,955.18 | $2,394,290.08 |
| | | | | | | | 19.18% |
| | Grand Total: | $12,484,542.19 | $1,171,288.50 | $7,628,296.93 | $4,856,245.26 | $2,461,955.18 | $2,394,290.08 |
| | | | | | | | 19.18% |

End of Report

# Petersburg School District

## Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2026 To Date: 03/31/2026
From Check: To Check:
From Voucher: To Voucher:

| Check Number | Date | Payee | Amount | Voucher | Status | Type | Cleared? | Clear Date | Void Date |
|---|---|---|---|---|---|---|---|---|---|
| 47324 | 03/31/2026 | WEGENER, CAROL L | $3,118.82 | 10 | Printed | Payroll | ☐ | | |
| 75299 | 03/02/2026 | BYU CONTINUING EDUCATION | $680.00 | 1196 | Printed | Expense | ☑ | 03/31/2026 | |
| 75300 | 03/02/2026 | COMPASS THEATER, INC | $100.00 | 1196 | Printed | Expense | ☑ | 03/31/2026 | |
| 75301 | 03/02/2026 | GSD EDUCATIONAL SERVICES | $693.75 | 1196 | Printed | Expense | ☑ | 03/31/2026 | |
| 75302 | 03/02/2026 | HAMMER & WIKAN-01038 | $879.99 | 1196 | Printed | Expense | ☑ | 03/31/2026 | |
| 75303 | 03/02/2026 | HARBOR FOODSERVICE | $1,180.74 | 1196 | Printed | Expense | ☑ | 03/31/2026 | |
| 75304 | 03/02/2026 | HEIDI CABRAL | $258.00 | 1196 | Printed | Expense | ☑ | 03/31/2026 | |
| 75305 | 03/02/2026 | HIGH TIDE AUTO, LLC | $1,082.66 | 1196 | Printed | Expense | ☑ | 03/31/2026 | |
| 75306 | 03/02/2026 | JAIME CABRAL-01202 | $318.00 | 1196 | Printed | Expense | ☑ | 03/31/2026 | |
| 75307 | 03/02/2026 | JOCELYNNE PARKER | $258.00 | 1196 | Printed | Expense | ☑ | 03/31/2026 | |
| 75308 | 03/02/2026 | ROSAL CONCEPCION | $258.00 | 1196 | Printed | Expense | ☑ | 03/31/2026 | |
| 75309 | 03/02/2026 | RUBY BROCK | $258.00 | 1196 | Printed | Expense | ☑ | 03/31/2026 | |
| 75310 | 03/02/2026 | THE CHARIOT GROUP, INC | $206.55 | 1196 | Printed | Expense | ☑ | 03/31/2026 | |
| 75311 | 03/05/2026 | AMPLIFY EDUCATION, INC. | $1,640.80 | 1201 | Printed | Expense | ☑ | 03/31/2026 | |
| 75312 | 03/05/2026 | BSN SPORTS LLC | $926.23 | 1201 | Printed | Expense | ☑ | 03/31/2026 | |
| 75313 | 03/05/2026 | GAGGLE.NET INC | $5,068.75 | 1201 | Printed | Expense | ☐ | | |
| 75314 | 03/05/2026 | GCI COMMUNICATION CORP-00953 | $1,915.80 | 1201 | Printed | Expense | ☑ | 03/31/2026 | |
| 75315 | 03/05/2026 | KETCHIKAN GATEWAY BOROUGH SCHOOL DIST. | $150.00 | 1201 | Printed | Expense | ☐ | | |
| 75316 | 03/05/2026 | PISTON & RUDDER SERVICES, INC | $573.00 | 1201 | Printed | Expense | ☑ | 03/31/2026 | |
| 75317 | 03/05/2026 | PROJECT WAYFINDER, INC. | $8,582.30 | 1201 | Printed | Expense | ☐ | | |
| 75318 | 03/05/2026 | RING CENTRAL INC | $2,682.10 | 1201 | Printed | Expense | ☐ | | |
| 75319 | 03/05/2026 | ROBYN TAYLOR | $144.00 | 1201 | Printed | Expense | ☑ | 03/31/2026 | |
| 75320 | 03/05/2026 | STIKINE SERVICES, INC | $1,200.00 | 1201 | Printed | Expense | ☑ | 03/31/2026 | |

# Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2026 To Date: 03/31/2026
From Check: To Check:
From Voucher: To Voucher:

| Check Number | Date | Payee | Amount | Voucher | Status | Type | Cleared? | Clear Date | Void Date |
|---|---|---|---|---|---|---|---|---|---|
| 75321 | 03/05/2026 | UAF | $2,400.00 | 1201 | Printed | Expense | ☑ | 03/31/2026 | |
| 75322 | 03/05/2026 | US FOODS, INC. | $4,545.27 | 1201 | Printed | Expense | ☑ | 03/31/2026 | |
| 75323 | 03/06/2026 | DOUGLAS JOHN WESSEN | $6,890.69 | 1202 | Printed | Expense | ☑ | 03/31/2026 | |
| 75324 | 03/09/2026 | AARON BRADFORD | $48.00 | 1204 | Printed | Expense | ☑ | 03/31/2026 | |
| 75325 | 03/09/2026 | BRENDA LOUISE | $27.00 | 1204 | Printed | Expense | ☐ | | |
| 75326 | 03/09/2026 | CHRISTINE YATCHMENOFF | $42.00 | 1204 | Printed | Expense | ☑ | 03/31/2026 | |
| 75327 | 03/09/2026 | COURTNEY MORRISON-00593 | $25.50 | 1204 | Printed | Expense | ☐ | | |
| 75328 | 03/09/2026 | ELEN AASE | $51.00 | 1204 | Printed | Expense | ☑ | 03/31/2026 | |
| 75329 | 03/09/2026 | FOOD NUTRITION SERVICES | $783.90 | 1204 | Printed | Expense | ☑ | 03/31/2026 | |
| 75330 | 03/09/2026 | HAILEY TATE | $51.00 | 1204 | Printed | Expense | ☑ | 03/31/2026 | |
| 75331 | 03/09/2026 | JENNIFER PAYNE | $36.00 | 1204 | Printed | Expense | ☑ | 03/31/2026 | |
| 75332 | 03/09/2026 | JESSICA DORIL | $45.00 | 1204 | Printed | Expense | ☑ | 03/31/2026 | |
| 75333 | 03/09/2026 | JESSICA JOSEY | $27.00 | 1204 | Printed | Expense | ☑ | 03/31/2026 | |
| 75334 | 03/09/2026 | KELSIE CAPLES | $48.00 | 1204 | Printed | Expense | ☐ | | |
| 75335 | 03/09/2026 | MAGGIE ROBINSON | $10.50 | 1204 | Printed | Expense | ☐ | | |
| 75336 | 03/09/2026 | MARIAH CLEMENS | $54.00 | 1204 | Printed | Expense | ☑ | 03/31/2026 | |
| 75337 | 03/09/2026 | MAVIS WORTHINGTON-01553 | $51.00 | 1204 | Printed | Expense | ☑ | 03/31/2026 | |
| 75338 | 03/09/2026 | MELISSA MOORE-01576 | $36.00 | 1204 | Printed | Expense | ☑ | 03/31/2026 | |
| 75339 | 03/09/2026 | PRICILA CHIM | $54.00 | 1204 | Printed | Expense | ☑ | 03/31/2026 | |
| 75340 | 03/09/2026 | RACHEL HUDSON | $54.00 | 1204 | Printed | Expense | ☑ | 03/31/2026 | |
| 75341 | 03/09/2026 | STEPHANIE OWENS | $54.00 | 1204 | Printed | Expense | ☑ | 03/31/2026 | |
| 75342 | 03/09/2026 | VICTORIA MOORE-02593 | $39.00 | 1204 | Printed | Expense | ☑ | 03/31/2026 | |
| 75343 | 03/16/2026 | AT&T MOBILITY-00004 | $719.11 | 1207 | Printed | Expense | ☑ | 03/31/2026 | |
| 75344 | 03/16/2026 | BLAINE VOLK | $36.61 | 1207 | Printed | Expense | ☐ | | |

# Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2026 To Date: 03/31/2026
From Check: To Check:
From Voucher: To Voucher:

| Check Number | Date | Payee | Amount | Voucher | Status | Type | Cleared? | Clear Date | Void Date |
|---|---|---|---|---|---|---|---|---|---|
| 75345 | 03/16/2026 | BRADEE ANN AXMAKER | $3,475.42 | 1207 | Printed | Expense | ☑ | 03/31/2026 | |
| 75346 | 03/16/2026 | BSN SPORTS LLC | $2,971.68 | 1207 | Printed | Expense | ☑ | 03/31/2026 | |
| 75347 | 03/16/2026 | ELEN AASE | $1,034.85 | 1207 | Printed | Expense | ☑ | 03/31/2026 | |
| 75348 | 03/16/2026 | GROW TOGATHER, LLC | $2,280.00 | 1207 | Printed | Expense | ☐ | | |
| 75349 | 03/16/2026 | HARBOR FOODSERVICE | $2,958.92 | 1207 | Printed | Expense | ☐ | | |
| 75350 | 03/16/2026 | HOTEL CAPTAIN COOK-01119 | $4,025.00 | 1207 | Printed | Expense | ☑ | 03/31/2026 | |
| 75351 | 03/16/2026 | JAMES KERR | $450.23 | 1207 | Printed | Expense | ☑ | 03/31/2026 | |
| 75352 | 03/16/2026 | PETERSBURG IGA | $373.44 | 1207 | Printed | Expense | ☑ | 03/31/2026 | |
| 75353 | 03/16/2026 | PETERSBURG MEDICAL CENTER-01892 | $10,837.50 | 1207 | Printed | Expense | ☑ | 03/31/2026 | |
| 75354 | 03/16/2026 | SERRC, INC.-02214 | $18,027.50 | 1207 | Printed | Expense | ☑ | 03/31/2026 | |
| 75355 | 03/16/2026 | SOUTHEAST ALASKA FOOD BANK | $200.00 | 1207 | Printed | Expense | ☐ | | |
| 75356 | 03/16/2026 | ST BRENDAN'S EPISCOPAL CHURCH | $600.00 | 1207 | Printed | Expense | ☑ | 03/31/2026 | |
| 75357 | 03/16/2026 | UNUM LIFE INSURANCE COMPANY OF-02556 | $550.54 | 1207 | Printed | Expense | ☑ | 03/31/2026 | |
| 75358 | 03/16/2026 | US FOODS, INC. | $4,379.27 | 1207 | Printed | Expense | ☑ | 03/31/2026 | |
| 75359 | 03/19/2026 | ALASKA MARINE LINES-00120 | $1,298.90 | 1209 | Printed | Expense | ☑ | 03/31/2026 | |
| 75360 | 03/19/2026 | BARNACLE FOODS | $1,316.00 | 1209 | Printed | Expense | ☐ | | |
| 75361 | 03/19/2026 | BLUUM USA, INC | $472.16 | 1209 | Printed | Expense | ☑ | 03/31/2026 | |
| 75362 | 03/19/2026 | CARLEE JOHNSON-00454 | $1,196.92 | 1209 | Printed | Expense | ☑ | 03/31/2026 | |
| 75363 | 03/19/2026 | CLENDANIEL HEYMAN CAMPION, LLC | $420.00 | 1209 | Printed | Expense | ☑ | 03/31/2026 | |
| 75364 | 03/19/2026 | GRACE WOLF | $125.00 | 1209 | Printed | Expense | ☐ | | |
| 75365 | 03/19/2026 | GSD EDUCATIONAL SERVICES | $7,255.00 | 1209 | Printed | Expense | ☑ | 03/31/2026 | |
| 75366 | 03/19/2026 | HEIDI CABRAL | $60.00 | 1209 | Printed | Expense | ☐ | | |

# Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2026 To Date: 03/31/2026
From Check: To Check:
From Voucher: To Voucher:

| Check Number | Date | Payee | Amount | Voucher | Status | Type | Cleared? | Clear Date | Void Date |
|---|---|---|---|---|---|---|---|---|---|
| 75367 | 03/19/2026 | JAIME CABRAL-01202 | $318.00 | 1209 | Printed | Expense | ☐ | | |
| 75368 | 03/19/2026 | JOCELYNNE PARKER | $60.00 | 1209 | Printed | Expense | ☑ | 03/31/2026 | |
| 75369 | 03/19/2026 | JOLIE NORMAN | $318.00 | 1209 | Printed | Expense | ☑ | 03/31/2026 | |
| 75370 | 03/19/2026 | LEE ANN JENKINS | $318.00 | 1209 | Printed | Expense | ☑ | 03/31/2026 | |
| 75371 | 03/19/2026 | LEES CLOTHING, INC.-01409 | $233.44 | 1209 | Printed | Expense | ☑ | 03/31/2026 | |
| 75372 | 03/19/2026 | ROBYN TAYLOR | $258.00 | 1209 | Printed | Expense | ☑ | 03/31/2026 | |
| 75373 | 03/19/2026 | ROSAL CONCEPCION | $60.00 | 1209 | Printed | Expense | ☐ | | |
| 75374 | 03/19/2026 | RUBY BROCK | $60.00 | 1209 | Printed | Expense | ☐ | | |
| 75375 | 03/19/2026 | TIM SHUMWAY | $318.00 | 1209 | Printed | Expense | ☑ | 03/31/2026 | |
| 75376 | 03/19/2026 | US FOODS, INC. | $1,998.93 | 1209 | Printed | Expense | ☑ | 03/31/2026 | |
| 75377 | 03/20/2026 | CF SERVICES - CYNTHIA FRY | $120.00 | 1210 | Printed | Expense | ☑ | 03/31/2026 | |
| 75378 | 03/20/2026 | DRAKE BROCK-00740 | $414.80 | 1210 | Printed | Expense | ☑ | 03/31/2026 | |
| 75379 | 03/20/2026 | PHILIP HOFSTETTER | $120.00 | 1210 | Printed | Expense | ☐ | | |
| 75380 | 03/20/2026 | STEPHANIE PAWUK-02318 | $120.00 | 1210 | Printed | Expense | ☐ | | |
| 75381 | 03/20/2026 | SHARON BALCOS | $3,000.00 | 1211 | Printed | Expense | ☑ | 03/31/2026 | |
| 75382 | 03/23/2026 | ALASKA FOOD COMPANY | $423.32 | 1212 | Printed | Expense | ☐ | | |
| 75383 | 03/23/2026 | ASDN-00246 | $250.00 | 1212 | Printed | Expense | ☐ | | |
| 75384 | 03/23/2026 | BLUUM USA, INC | $1,153.00 | 1212 | Printed | Expense | ☐ | | |
| 75385 | 03/23/2026 | COMPASS THEATER, INC | $2,000.00 | 1212 | Printed | Expense | ☐ | | |
| 75386 | 03/23/2026 | DAS HAGEDORN HAUS B&B-00651 | $600.00 | 1212 | Printed | Expense | ☐ | | |
| 75387 | 03/23/2026 | GOPHER SPORT, PLAY W/ PURPOSE, MOVING MI | $356.94 | 1212 | Printed | Expense | ☐ | | |
| 75388 | 03/23/2026 | PUBLIC EDUCATION HEALTH TRUST-01982 | $168,550.10 | 1212 | Printed | Expense | ☑ | 03/31/2026 | |
| 75389 | 03/23/2026 | RACHEL ETCHER-00843 | $29.22 | 1212 | Printed | Expense | ☐ | | |

# Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2026 To Date: 03/31/2026
From Check: To Check:
From Voucher: To Voucher:

| Check Number | Date | Payee | Amount | Voucher | Status | Type | Cleared? | Clear Date | Void Date |
|---|---|---|---|---|---|---|---|---|---|
| 75391 | 03/26/2026 | AHSTF | $12,000.00 | 1216 | Printed | Expense | ☐ | | |
| 75392 | 03/26/2026 | BLUUM USA, INC | $2,470.00 | 1216 | Printed | Expense | ☐ | | |
| 75393 | 03/26/2026 | COMPASS THEATER, INC | $200.00 | 1216 | Printed | Expense | ☐ | | |
| 75394 | 03/26/2026 | FRONTLINE TECHNOLOGIES GROUP LLC | $9,522.10 | 1216 | Printed | Expense | ☐ | | |
| 75395 | 03/26/2026 | LCG LANTECH, INC | $57,020.59 | 1216 | Printed | Expense | ☐ | | |
| 75396 | 03/26/2026 | STIKINE SERVICES, INC | $21,750.00 | 1216 | Printed | Expense | ☐ | | |
| 75397 | 03/26/2026 | US FOODS, INC. | $1,783.76 | 1216 | Printed | Expense | ☐ | | |
| 75398 | 03/30/2026 | AFLAC | $343.85 | 1217 | Printed | Expense | ☐ | | |
| 75399 | 03/30/2026 | ALASKA MARINE LINES-00120 | $210.61 | 1217 | Printed | Expense | ☐ | | |
| 75400 | 03/30/2026 | ALEX HELMS | $529.99 | 1217 | Printed | Expense | ☐ | | |
| 75401 | 03/30/2026 | CARLEE JOHNSON-00454 | $565.25 | 1217 | Printed | Expense | ☐ | | |
| 75402 | 03/30/2026 | KERRI CURTISS-01331 | $500.00 | 1217 | Printed | Expense | ☐ | | |
| 75403 | 03/30/2026 | LJ ANSWERING & ALARM-01447 | $279.00 | 1217 | Printed | Expense | ☐ | | |
| 75404 | 03/31/2026 | APEA-00222 | $1,041.11 | 1220 | Printed | Payroll Ded | ☐ | | |
| 75405 | 03/31/2026 | ATP-00262 | $3,633.88 | 1220 | Printed | Payroll Ded | ☐ | | |
| 75406 | 03/31/2026 | GREAT-WEST LIFE & ANNUITY | $13,584.34 | 1220 | Printed | Payroll Ded | ☐ | | |
| 75407 | 03/31/2026 | MINNESOTA CHILD SUPPORT PAYMENT CENTER | $543.00 | 1220 | Printed | Payroll Ded | ☐ | | |
| 75408 | 03/31/2026 | STATE OF ALASKA-02310 | $72,384.50 | 1221 | Printed | Payroll Ded | ☐ | | |
| 75409 | 03/31/2026 | STATE OF ALASKA-02310 | $106,935.78 | 1222 | Printed | Payroll Ded | ☐ | | |
| | | Total Amount: | $598,989.91 | | | | | | |

End of Report

# Petersburg School District

## Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2026 To Date: 03/31/2026

From Voucher: To Voucher:

Account: XX3970

| | | | | | | |
|---|---|---|---|---|---|---|
| 03/11/2026 | CBC CONSTRUCTION INC | $160,525.22 | 1203 | Posted to G/L | AP | ☐ |
| 03/11/2026 | CBC CONSTRUCTION INC | $1,375.13 | 1203 | Posted to G/L | AP | ☐ |
| 03/06/2026 | FIRST BANK-00894 | $5.00 | 1206 | Posted to G/L | AP | ☐ |
| 03/06/2026 | REVTRAK INC.-02052 | $19.95 | 1206 | Posted to G/L | AP | ☐ |
| 03/06/2026 | REVTRAK INC.-02052 | $235.98 | 1206 | Posted to G/L | AP | ☐ |
| 03/03/2026 | BUSINESS CARD-00283 | -$63.65 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | BUSINESS CARD-00283 | -$6.26 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | BUSINESS CARD-00283 | $254.30 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | BUSINESS CARD-00283 | $25.00 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | BUSINESS CARD-00283 | $967.17 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | BUSINESS CARD-00283 | $817.51 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | BUSINESS CARD-00283 | $1,934.34 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | ALASKA AIRLINES INC | $11.20 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | ALASKA AIRLINES INC | $367.59 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | ALASKA AIRLINES INC | $1,545.62 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | ALASKA AIRLINES INC | $2,876.25 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | BUSINESS CARD-00283 | $1,984.92 | 1208 | Posted to G/L | AP | ☐ |

# Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2026 To Date: 03/31/2026

From Voucher: To Voucher:

| | | | | | | |
|---|---|---|---|---|---|---|
| 03/03/2026 | BUSINESS CARD-00283 | $1,060.34 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | BUSINESS CARD-00283 | -$189.10 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | BUSINESS CARD-00283 | $135.95 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | BUSINESS CARD-00283 | $541.32 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | ALASKA AIRLINES INC | $254.29 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | ALASKA AIRLINES INC | $51.83 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | ALASKA AIRLINES INC | $2,610.19 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | ALASKA AIRLINES INC | $3,432.65 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | ALASKA AIRLINES INC | $4,636.86 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | ALASKA AIRLINES INC | $496.23 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | ALASKA AIRLINES INC | $5,518.59 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | ALASKA AIRLINES INC | $125.00 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | ALASKA AIRLINES INC | $126.70 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | ALASKA AIRLINES INC | $296.81 | 1208 | Posted to G/L | AP | ☐ |
| 03/03/2026 | ALASKA AIRLINES INC | $51.83 | 1208 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $67.45 | 1213 | Posted to G/L | AP | ☐ |
| 03/27/2026 | ALASKA FLOUR COMPANY | $502.04 | 1213 | Posted to G/L | AP | ☐ |
| 03/27/2026 | MUDDY WATER ADVENTURES | $2,272.60 | 1213 | Posted to G/L | AP | ☐ |

## Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 From Date: 03/01/2026 To Date: 03/31/2026

From Voucher: To Voucher:

| | | | | | | |
|---|---|---|---|---|---|---|
| 03/27/2026 | HAMMER & WIKAN-01038 | $22.75 | 1213 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $1,271.84 | 1214 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $799.80 | 1214 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $159.92 | 1214 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $144.00 | 1214 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $2.75 | 1214 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $125.00 | 1214 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $26.16 | 1214 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $318.00 | 1214 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $8.95 | 1214 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $38.96 | 1214 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $129.59 | 1214 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $399.90 | 1214 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $399.90 | 1214 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $132.22 | 1214 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $2,947.44 | 1215 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $751.24 | 1215 | Posted to G/L | AP | ☐ |
| 03/27/2026 | UNITED STATES POSTAL SERVICE-02544 | $77.15 | 1215 | Posted to G/L | AP | ☐ |

## Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 From Date: 03/01/2026 To Date: 03/31/2026
From Voucher: To Voucher:

| | | | | | | |
|---|---|---|---|---|---|---|
| 03/27/2026 | P-CARD PROGRAM-01850 | $173.15 | 1215 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $182.07 | 1215 | Posted to G/L | AP | ☐ |
| 03/27/2026 | CORWIN PRESS, INC | $1,349.00 | 1215 | Posted to G/L | AP | ☐ |
| 03/27/2026 | CORWIN PRESS, INC | $8,370.00 | 1215 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $37.14 | 1215 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PETRO MARINE SERVICES-01909 | $22.02 | 1215 | Posted to G/L | AP | ☐ |
| 03/31/2026 | FIRST BANK-00894 | $617,977.65 | 1218 | Posted to G/L | PR | ☐ |
| 03/31/2026 | FIRST BANK-00894 | $3,944.45 | 1218 | Posted to G/L | PR | ☐ |
| 03/31/2026 | FIRST BANK-00894 | $605.00 | 1218 | Posted to G/L | PR | ☐ |
| 03/31/2026 | EFTPS-00804 | $67,538.38 | 1219 | Posted to G/L | PR | ☐ |
| 03/31/2026 | EFTPS-00804 | $2,236.86 | 1219 | Posted to G/L | PR | ☐ |
| 03/31/2026 | EFTPS-00804 | $11,439.48 | 1219 | Posted to G/L | PR | ☐ |
| 03/31/2026 | EFTPS-00804 | $2,236.86 | 1219 | Posted to G/L | PR | ☐ |
| 03/31/2026 | EFTPS-00804 | $11,439.48 | 1219 | Posted to G/L | PR | ☐ |
| 03/27/2026 | HOME DEPOT-01110 | $6,208.48 | 1223 | Posted to G/L | AP | ☐ |
| 03/27/2026 | ULINE-02539 | $6,965.56 | 1223 | Posted to G/L | AP | ☐ |
| 03/27/2026 | GRAINGER-00995 | $923.70 | 1223 | Posted to G/L | AP | ☐ |
| 03/27/2026 | HAMMER & WIKAN-01038 | $86.96 | 1223 | Posted to G/L | AP | ☐ |

## Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 From Date: 03/01/2026 To Date: 03/31/2026

From Voucher: To Voucher:

| | | | | | | |
|---|---|---|---|---|---|---|
| 03/27/2026 | HAMMER & WIKAN-01038 | $112.25 | 1223 | Posted to G/L | AP | ☐ |
| 03/27/2026 | HAMMER & WIKAN-01038 | $140.99 | 1223 | Posted to G/L | AP | ☐ |
| 03/27/2026 | HAMMER & WIKAN-01038 | $92.97 | 1223 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $264.48 | 1223 | Posted to G/L | AP | ☐ |
| 03/27/2026 | ULINE-02539 | $1,184.10 | 1223 | Posted to G/L | AP | ☐ |
| 03/27/2026 | HAMMER & WIKAN-01038 | $6.29 | 1223 | Posted to G/L | AP | ☐ |
| 03/27/2026 | ULINE-02539 | $141.00 | 1223 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $20.00 | 1223 | Posted to G/L | AP | ☐ |
| 03/27/2026 | ULINE-02539 | $80.03 | 1223 | Posted to G/L | AP | ☐ |
| 03/27/2026 | ULINE-02539 | $128.96 | 1223 | Posted to G/L | AP | ☐ |
| 03/27/2026 | HAMMER & WIKAN-01038 | $6.58 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | HAMMER & WIKAN-01038 | $10.58 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $37.85 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $64.05 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $23.99 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $111.81 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $101.56 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PETERSBURG IGA | $34.92 | 1224 | Posted to G/L | AP | ☐ |

## Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 From Date: 03/01/2026 To Date: 03/31/2026

From Voucher: To Voucher:

| | | | | | | |
|---|---|---|---|---|---|---|
| 03/27/2026 | PETERSBURG IGA | $79.92 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | HAMMER & WIKAN-01038 | $136.47 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $57.75 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $119.40 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $130.67 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PETERSBURG IGA | $75.06 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PETERSBURG IGA | $18.30 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | HAMMER & WIKAN-01038 | $15.48 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PETERSBURG IGA | $23.96 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PETERSBURG IGA | $7.44 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PETERSBURG IGA | $29.16 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PETERSBURG IGA | $41.23 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PETERSBURG IGA | $53.88 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PETERSBURG IGA | $30.05 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | -$86.40 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $117.39 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $95.47 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $53.28 | 1224 | Posted to G/L | AP | ☐ |

## Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 From Date: 03/01/2026 To Date: 03/31/2026

From Voucher: To Voucher:

| | | | | | | |
|---|---|---|---|---|---|---|
| 03/27/2026 | AMAZON.COM-00164 | $241.84 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $147.91 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $199.95 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $37.98 | 1224 | Posted to G/L | AP | ☐ |
| 03/27/2026 | FAIRFIELD INN & SUITES-00874 | $233.87 | 1225 | Posted to G/L | AP | ☐ |
| 03/27/2026 | GLACIER EXPRESS-00973 | $1,000.15 | 1225 | Posted to G/L | AP | ☐ |
| 03/27/2026 | SEATTLE POTTERY SUPPLY-02209 | $1,929.20 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $270.19 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $25.98 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $55.08 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $613.52 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $798.40 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $59.62 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PETERSBURG BOROUGH-01881 | $648.85 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $236.96 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $59.81 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PETERSBURG BOROUGH-01881 | $4,294.52 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PETERSBURG BOROUGH-01881 | $4,320.96 | 1226 | Posted to G/L | AP | ☐ |

## Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 From Date: 03/01/2026 To Date: 03/31/2026
From Voucher: To Voucher:

| | | | | | | |
|---|---|---|---|---|---|---|
| 03/27/2026 | ALASKA POWER & TELEPHONE-00125 | $57.88 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PETERSBURG BOROUGH-01881 | $26,235.59 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PETRO MARINE SERVICES-01909 | $28,128.03 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PETERSBURG BOROUGH-01881 | $1,218.75 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | THE MANDT SYSTEM-02451 | $99.90 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $15.98 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | ALASKA POWER & TELEPHONE-00125 | $110.27 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | HAMMER & WIKAN-01038 | $124.23 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $398.48 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $35.97 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $297.12 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $296.29 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $94.55 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $4.00 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $44.99 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | ALASKA POWER & TELEPHONE-00125 | $110.27 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $302.14 | 1226 | Posted to G/L | AP | ☐ |

# Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 From Date: 03/01/2026 To Date: 03/31/2026

From Voucher: To Voucher:

| | | | | | | |
|---|---|---|---|---|---|---|
| 03/27/2026 | AMAZON.COM-00164 | $56.31 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $160.34 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $267.20 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $39.33 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $23.95 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $326.92 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $7.99 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $94.49 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $248.19 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $228.90 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $30.74 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $129.57 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $79.59 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $37.85 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $8.39 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $33.20 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | FAIRFIELD INN & SUITES-00874 | $233.87 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $18.87 | 1226 | Posted to G/L | AP | ☐ |

## Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 From Date: 03/01/2026 To Date: 03/31/2026

From Voucher: To Voucher:

| | | | | | | |
|---|---|---|---|---|---|---|
| 03/27/2026 | AMAZON.COM-00164 | $55.84 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $66.55 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $579.69 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $369.24 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | -$54.89 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $154.78 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $33.58 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $32.98 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $64.31 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $31.98 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $19.04 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $185.24 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $72.19 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $16.98 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $237.36 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $47.58 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $25.99 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $39.46 | 1226 | Posted to G/L | AP | ☐ |

# Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 From Date: 03/01/2026 To Date: 03/31/2026

From Voucher: To Voucher:

| | | | | | | |
|---|---|---|---|---|---|---|
| 03/27/2026 | AMAZON.COM-00164 | $650.57 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $60.06 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $307.00 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $288.00 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $587.90 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | AMAZON.COM-00164 | $3,198.58 | 1226 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $159.96 | 1228 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $320.51 | 1228 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $200.19 | 1228 | Posted to G/L | AP | ☐ |
| 03/27/2026 | MIND RESEARCH INSTITUTE | $251.83 | 1228 | Posted to G/L | AP | ☐ |
| 03/27/2026 | MIND RESEARCH INSTITUTE | $4,996.36 | 1228 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $602.91 | 1228 | Posted to G/L | AP | ☐ |
| 03/27/2026 | CUSTOM INK-00624 | $851.72 | 1231 | Posted to G/L | AP | ☐ |
| 03/27/2026 | US POSTMASTER-02565 | $62.40 | 1231 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $5,100.00 | 1231 | Posted to G/L | AP | ☐ |
| 03/27/2026 | CUSTOM INK-00624 | $782.03 | 1231 | Posted to G/L | AP | ☐ |
| 03/27/2026 | UNITED STATES POSTAL SERVICE-02544 | $11.95 | 1231 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $109.93 | 1231 | Posted to G/L | AP | ☐ |

## Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 From Date: 03/01/2026 To Date: 03/31/2026
From Voucher: To Voucher:

| | | | | | | |
|---|---|---|---|---|---|---|
| 03/27/2026 | SUCCESS BY DESIGN, INC | $777.47 | 1231 | Posted to G/L | AP | ☐ |
| 03/27/2026 | ARGUMENT-DRIVEN INQUIRY, LLC | $354.90 | 1231 | Posted to G/L | AP | ☐ |
| 03/27/2026 | NASSP/NHS/NJHS-01663 | $385.00 | 1231 | Posted to G/L | AP | ☐ |
| 03/27/2026 | FAIRFIELD INN & SUITES-00874 | $233.87 | 1231 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $458.00 | 1231 | Posted to G/L | AP | ☐ |
| 03/27/2026 | HAMMER & WIKAN-01038 | $91.77 | 1231 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $319.99 | 1231 | Posted to G/L | AP | ☐ |
| 03/27/2026 | BUDGET RENT A CAR | $131.70 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $532.20 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | DEPT OF TRANSPORATION AND PF-00186 | $537.42 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | DEPT OF TRANSPORATION AND PF-00186 | $537.42 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | DEPT OF TRANSPORATION AND PF-00186 | $514.25 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | BUDGET RENT A CAR | $412.79 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | BUDGET RENT A CAR | $412.79 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | JUNEAU HOTEL-01293 | $834.00 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | JUNEAU HOTEL-01293 | $834.00 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | JUNEAU HOTEL-01293 | $834.00 | 1232 | Posted to G/L | AP | ☐ |

## Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 From Date: 03/01/2026 To Date: 03/31/2026

From Voucher: To Voucher:

| | | | | | | |
|---|---|---|---|---|---|---|
| 03/27/2026 | JUNEAU HOTEL-01293 | $834.00 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | JUNEAU HOTEL-01293 | $834.00 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | -$2,177.28 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $2,721.60 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | FAIRFIELD INN & SUITES-00874 | $233.87 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | -$200.97 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | HAMMER & WIKAN-01038 | $90.49 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | STUDEBAKER'S PIZZA-02332 | $98.76 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PRO ATHLETE, INC | $699.90 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | HAMMER & WIKAN-01038 | $90.49 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | STUDEBAKER'S PIZZA-02332 | $98.76 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | DEPT OF TRANSPORATION AND PF-00186 | $822.58 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | DEPT OF TRANSPORATION AND PF-00186 | -$42.50 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | DEPT OF TRANSPORATION AND PF-00186 | $780.08 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | BUDGET RENT A CAR | $494.93 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | BUDGET RENT A CAR | $334.50 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | BUDGET RENT A CAR | $55.55 | 1232 | Posted to G/L | AP | ☐ |

## Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 From Date: 03/01/2026 To Date: 03/31/2026
From Voucher: To Voucher:

| | | | | | | |
|---|---|---|---|---|---|---|
| 03/27/2026 | DEPT OF TRANSPORATION AND PF-00186 | $411.20 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | DEPT OF TRANSPORATION AND PF-00186 | $411.20 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $604.80 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | TIDES INN-02478 | $150.00 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | DEPT OF TRANSPORATION AND PF-00186 | $393.25 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | BUDGET RENT A CAR | $412.79 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | BUDGET RENT A CAR | $412.79 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | JUNEAU HOTEL-01293 | $1,269.90 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | JUNEAU HOTEL-01293 | $1,269.90 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | JUNEAU HOTEL-01293 | $594.00 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | JUNEAU HOTEL-01293 | $594.00 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | -$2,177.28 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $604.80 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | -$55.55 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $2,721.60 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | TIDES INN-02478 | $150.00 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | PILOT PUBLISHING-01896 | $57.96 | 1232 | Posted to G/L | AP | ☐ |

# Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2026 To Date: 03/31/2026

From Voucher: To Voucher:

| | | | | | | |
|---|---|---|---|---|---|---|
| 03/27/2026 | BUDGET RENT A CAR | $273.70 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | FOUR POINTS BY SHERATON-00914 | $894.00 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $100.00 | 1232 | Posted to G/L | AP | ☐ |
| 03/27/2026 | P-CARD PROGRAM-01850 | $163.64 | 1232 | Posted to G/L | AP | ☐ |

Total for Fund: 251 Total Amount: $1,066,441.34

Total Amount: $1,066,441.34

End of Report

# Petersburg School District

## Student Activities Summary Report

Fiscal Year: 2025-2026

From: 3/1/2026 To: 3/31/2026

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☐ Subtotal By Journal

| | | Range Beg. Balance | Range Revenue | Range Expenditures | Balance | Encumbrances | Available Balance |
|---|---|---|---|---|---|---|---|
| 710.100.100.422.830 | HS ART FUND BALANCE | 293.60 | .00 | .00 | 293.60 | .00 | 293.60 |
| 710.100.100.423.830 | HS JEWELRY FUND BALANCE | 84.24 | 25.00 | .00 | 109.24 | .00 | 109.24 |
| 710.100.160.450.830 | HS CULINARY ARTS FUND BALANCE | 551.41 | .00 | .00 | 551.41 | .00 | 551.41 |
| 710.100.200.475.830 | HS SPED ACTIVITIES FUND BALANCE | 456.77 | 200.00 | (33.58) | 623.19 | (409.55) | 213.64 |
| 710.100.350.402.830 | HS MATH FUND BALANCE | 603.40 | .00 | .00 | 603.40 | .00 | 603.40 |
| 710.100.350.415.830 | HS LIBRARY FUND BALANCE | 2,285.22 | .00 | .00 | 2,285.22 | .00 | 2,285.22 |
| 710.100.350.418.830 | HS GLACIER SURVEY FUND BALANCE | 1,137.21 | .00 | .00 | 1,137.21 | .00 | 1,137.21 |
| 710.100.350.460.830 | HS SHOP FUND BALANCE | 5,325.44 | 20.00 | .00 | 5,345.44 | (744.15) | 4,601.29 |
| 710.100.350.480.830 | HS TESTING FEES FUND BALANCE | 319.77 | 477.00 | .00 | 796.77 | .00 | 796.77 |
| 710.100.350.620.830 | NATURAL HELPERS/GREEN DOT FUND BALANCE | 231.39 | .00 | .00 | 231.39 | .00 | 231.39 |
| 710.100.350.865.830 | NATIONAL HONOR SOCIETY FUND BALANCE | 382.11 | .00 | .00 | 382.11 | .00 | 382.11 |
| 710.100.350.875.830 | MARK FOSSE AWARD FUND BALANCE | 193.60 | .00 | .00 | 193.60 | .00 | 193.60 |
| 710.100.400.410.830 | HS PRINCIPALS FUND BALANCE | 1,420.99 | .00 | .00 | 1,420.99 | .00 | 1,420.99 |
| 710.100.700.408.830 | HS MUSIC FUND BALANCE | 1,596.96 | 720.00 | (1,074.84) | 1,242.12 | (3,160.00) | (1,917.88) |
| 710.100.700.409.830 | HS JAZZ BAND FUND BALANCE | 35.22 | .00 | .00 | 35.22 | .00 | 35.22 |
| 710.100.700.414.830 | HS DDF FUND BALANCE | 5,576.91 | 3,896.57 | (10,600.00) | (1,126.52) | (730.84) | (1,857.36) |
| 710.100.700.424.830 | HS YEARBOOK FUND BALANCE | 2,676.00 | 1,015.00 | (154.78) | 3,536.22 | .00 | 3,536.22 |
| 710.100.700.610.830 | CLOSE UP FUND BALANCE | 2,470.33 | 41,466.74 | (12,019.91) | 31,917.16 | (2,089.12) | 29,828.04 |
| 710.100.700.625.830 | TSUNAMI BOWL FUND BALANCE | 1,951.27 | .00 | .00 | 1,951.27 | .00 | 1,951.27 |
| 710.100.700.710.830 | HS CROSS COUNTRY FUND BALANCE | (4,843.08) | .00 | .00 | (4,843.08) | .00 | (4,843.08) |

## Student Activities Summary Report

Fiscal Year: 2025-2026

From: 3/1/2026 To: 3/31/2026

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☐ Subtotal By Journal

| | | Range Beg. Balance | Range Revenue | Range Expenditures | Balance | Encumbrances | Available Balance |
|---|---|---|---|---|---|---|---|
| 710.100.700.715.830 | HS SWIM/DIVE TEAM FUND BALANCE | 2,253.25 | .00 | .00 | 2,253.25 | .00 | 2,253.25 |
| 710.100.700.720.830 | HS VOLLEYBALL FUND BALANCE | (8,005.55) | .00 | .00 | (8,005.55) | .00 | (8,005.55) |
| 710.100.700.725.830 | HS WRESTLING FUND BALANCE | (1,078.75) | .00 | .00 | (1,078.75) | .00 | (1,078.75) |
| 710.100.700.730.830 | HS BOYS BASKETBALL FUND BALANCE | 19,403.13 | 1,140.50 | (13,335.92) | 7,207.71 | .00 | 7,207.71 |
| 710.100.700.735.830 | HS GIRLS BASKETBALL FUND BALANCE | (1,869.35) | 4,193.00 | 250.00 | 2,573.65 | .00 | 2,573.65 |
| 710.100.700.740.830 | HS CHEERLEADING FUND BALANCE | 1,478.02 | 3,078.34 | (2,949.26) | 1,607.10 | .00 | 1,607.10 |
| 710.100.700.745.830 | HS TRACK FUND BALANCE | (80.57) | .00 | .00 | (80.57) | .00 | (80.57) |
| 710.100.700.746.830 | TRACK FACILITIES FUND BALANCE | 158.28 | .00 | .00 | 158.28 | .00 | 158.28 |
| 710.100.700.750.830 | HS BASEBALL FUND BALANCE | 1,740.83 | .00 | (319.99) | 1,420.84 | (179.91) | 1,240.93 |
| 710.100.700.751.830 | BASEBALL FIELD FUND BALANCE | 251.00 | .00 | .00 | 251.00 | .00 | 251.00 |
| 710.100.700.760.830 | HS ESPORTS FUND BALANCE | .00 | .00 | .00 | .00 | .00 | .00 |
| 710.100.700.765.830 | HS SOFTBALL FUND BALANCE | 440.52 | .00 | .00 | 440.52 | .00 | 440.52 |
| 710.100.700.785.830 | REGION V TOURNAMENTS FUND BALANCE | (15,181.61) | 15,216.15 | (496.23) | (461.69) | .00 | (461.69) |
| 710.100.700.810.830 | VIKING STORE - ACTIVITIES FUND BALANCE | 556.23 | .00 | .00 | 556.23 | .00 | 556.23 |
| 710.100.700.820.830 | SECONDARY ACTIVITIES DONATIONS FUND BALANCE | .00 | .00 | .00 | .00 | .00 | .00 |
| 710.100.700.825.830 | STUDENT GOVERNMENT FUND BALANCE | 11,348.67 | .00 | (91.77) | 11,256.90 | .00 | 11,256.90 |
| 710.100.700.835.830 | HS SCHOOL WIDE PLAY FUND BALANCE | 2,204.64 | .00 | (190.35) | 2,014.29 | .00 | 2,014.29 |
| 710.100.700.840.830 | HS ARTFEST FUND BALANCE | 6,236.12 | .00 | .00 | 6,236.12 | (269.94) | 5,966.18 |
| 710.100.700.924.830 | CLASS OF 2024 FUND BALANCE | 1,000.00 | .00 | .00 | 1,000.00 | .00 | 1,000.00 |

## Student Activities Summary Report

Fiscal Year: 2025-2026

From: 3/1/2026 To: 3/31/2026

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☐ Subtotal By Journal

| | | Range Beg. Balance | Range Revenue | Range Expenditures | Balance | Encumbrances | Available Balance |
|---|---|---|---|---|---|---|---|
| 710.100.700.926.830 | CLASS OF 2026 FUND BALANCE | 3,168.21 | .00 | (125.00) | 3,043.21 | .00 | 3,043.21 |
| 710.100.700.927.830 | CLASS OF 2027 FUND BALANCE | 2,207.65 | 300.00 | (30.99) | 2,476.66 | (291.30) | 2,185.36 |
| 710.100.700.928.830 | CLASS OF 2028 FUND BALANCE | 562.00 | 509.15 | .00 | 1,071.15 | .00 | 1,071.15 |
| 710.100.700.929.830 | CLASS OF 2029 FUND BALANCE | .00 | .00 | .00 | .00 | .00 | .00 |
| 710.200.350.408.830 | MS MUSIC FUND BALANCE | 33.95 | .00 | .00 | 33.95 | .00 | 33.95 |
| 710.200.350.865.830 | NATIONAL HONOR SOCIETY - JUNIOR FUND BALANCE | 848.31 | .00 | .00 | 848.31 | .00 | 848.31 |
| 710.200.400.410.830 | MS PRINCIPALS FUND BALANCE | 1,125.07 | .00 | .00 | 1,125.07 | (230.00) | 895.07 |
| 710.200.700.419.830 | MS ROBOTICS FUND BALANCE | 6,250.85 | 1,600.00 | (5,300.76) | 2,550.09 | .00 | 2,550.09 |
| 710.200.700.424.830 | MS YEARBOOK FUND BALANCE | 1,865.80 | .00 | .00 | 1,865.80 | .00 | 1,865.80 |
| 710.200.700.710.830 | MS CROSS COUNTRY FUND BALANCE | 500.00 | .00 | .00 | 500.00 | .00 | 500.00 |
| 710.200.700.725.830 | MS WRESTLING FUND BALANCE | 450.00 | 200.00 | .00 | 650.00 | .00 | 650.00 |
| 710.200.700.730.830 | MS BOYS BBALL FUND BALANCE | 200.00 | .00 | .00 | 200.00 | .00 | 200.00 |
| 710.200.700.735.830 | MS GIRLS BBALL FUND BALANCE | 200.00 | .00 | .00 | 200.00 | .00 | 200.00 |
| 710.200.700.740.830 | MS CHEERLEADING FUND BALANCE | 521.09 | .00 | .00 | 521.09 | .00 | 521.09 |
| 710.200.700.755.830 | MS NYO FUND BALANCE | 665.68 | .00 | .00 | 665.68 | .00 | 665.68 |
| 710.200.700.780.830 | MS ACTIVITIES & TOURNAMENTS FUND BALANCE | 660.98 | .00 | .00 | 660.98 | .00 | 660.98 |
| 710.200.700.825.830 | MS STUDENT GOVERNMENT FUND BALANCE | 6,419.53 | .00 | .00 | 6,419.53 | .00 | 6,419.53 |
| 710.200.700.850.830 | MS BAKING CLUB FUND BALANCE | 1,743.66 | .00 | .00 | 1,743.66 | .00 | 1,743.66 |
| 710.300.200.475.830 | ES SPED ACTIVITIES FUND BALANCE | 308.00 | .00 | .00 | 308.00 | .00 | 308.00 |

## Student Activities Summary Report

Fiscal Year: 2025-2026

From: 3/1/2026 To: 3/31/2026

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☐ Subtotal By Journal

| | | Range Beg. Balance | Range Revenue | Range Expenditures | Balance | Encumbrances | Available Balance |
|---|---|---|---|---|---|---|---|
| 710.300.350.615.830 | ES STIKINE RIVER TRIP FUND BALANCE | 6,805.20 | .00 | .00 | 6,805.20 | .00 | 6,805.20 |
| 710.300.350.630.830 | BATTLE OF THE BOOKS FUND BALANCE | .00 | .00 | .00 | .00 | .00 | .00 |
| 710.300.700.424.830 | ES YEARBOOK FUND BALANCE | 3,290.76 | 50.00 | .00 | 3,340.76 | .00 | 3,340.76 |
| 710.300.700.815.830 | ES SCHOOL STORE & CLUBS FUND BALANCE | 826.07 | .00 | .00 | 826.07 | (129.14) | 696.93 |
| 710.300.700.825.830 | ES STUDENT GOVERNMENT FUND BALANCE | 272.31 | .00 | .00 | 272.31 | .00 | 272.31 |
| 710.300.700.860.830 | ES EARTH CLUB FUND BALANCE | 58.00 | .00 | .00 | 58.00 | .00 | 58.00 |
| 710.500.200.470.830 | SPED MEMORIAL ACCOUNT FUND BALANCE | 10,000.50 | .00 | .00 | 10,000.50 | .00 | 10,000.50 |
| 710.500.700.600.830 | CONCESSIONS FUND BALANCE | (3,164.10) | 3,643.55 | (78.81) | 400.64 | (1,097.13) | (696.49) |
| 710.500.700.665.830 | STUDENT BASIC NEEDS SUPPORT FUND BALANCE | 1,395.77 | .00 | (1,025.59) | 370.18 | (580.99) | (210.81) |
| 710.500.700.670.830 | STEREO REPAIR/REPLACEMENT FUND BALANCE | 906.59 | .00 | .00 | 906.59 | .00 | 906.59 |
| 710.500.700.675.830 | ACTIVITY ADS & DONATIONS FUND BALANCE | 19,962.23 | 1,250.00 | .00 | 21,212.23 | .00 | 21,212.23 |
| 710.500.700.700.830 | ACTIVITY DIRECTOR FUND BALANCE | 94.91 | .00 | .00 | 94.91 | .00 | 94.91 |
| 710.500.700.855.830 | SCHOOL GARDEN FUND BALANCE | 4,976.50 | .00 | .00 | 4,976.50 | .00 | 4,976.50 |
| 710.500.700.880.830 | MARQUEE SIGN FUND BALANCE | 197.49 | .00 | .00 | 197.49 | .00 | 197.49 |
| GRAND TOTALS | | 116,956.63 | 79,001.00 | (47,577.78) | 148,379.85 | (9,912.07) | 138,467.78 |

End of Report

# INVOICE

March 20, 2026

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

ATTN:

**Invoice Number: 0703724-2603**
**Invoice Amount: $ 156,998.42**

This invoice amount represents the total balances of all Corporate Card accounts for the billing period ending March 20, 2026.

Your payment is due **April 16, 2026**.

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

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

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

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

Thank you for your continued business.

✂ - - -

BMO

# Statement

| | | | |
|---|---|---|---|
| **Account Name:** | BILLING ACCOUNT 033153 | **Card Number:** | xxxx-xxxx-xxxx-3153 |
| **Company Name:** | PETERSBURG SCHOOL DIST | **Account Limit:** | $ 300,000.00 |
| **Employee ID:** | 772180000055104 | **Available Credit:** | $ 143,001.58 |
| **Statement Date (MM/DD/YYYY):** | 03/20/2026 | **Currency:** | U.S. DOLLAR |
| **Payment Due Date (MM/DD/YYYY):** | 04/16/2026 | | |

## Statement Summary:

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

| | |
|---|---|
| **Previous Balance:** | $ 108,548.04 |
| **Payments:** | $ -108,548.04 |
| **Adjustments:** | $ 0.00 |
| **Net Purchases:** | $ 156,998.42 |
| **Cash Advance:** | $ 0.00 |
| **Fees:** | $ 0.00 |
| **Other Charges:** | $ 0.00 |
| **New Account Balance:** | $ 156,998.42 |

## Transaction Summary:

| Trans Date | Posting Date<br>Trans ID | Description | Pre-Tax Amount<br>Auth # | Total Tax | Trans Amount |
|---|---|---|---|---|---|
| **Card Number xxxx-xxxx-xxxx-3153 BILLING ACCOUNT 033153** | | | | | |
| 02/26 | 02/26<br>638386708 | AUTOMATIC PYMT RECEIVED | $ -108,548.04 | $ 0.00 | $ -108,548.04 |
| | | **TOTAL CREDITS xxxx-xxxx-xxxx-3153** | | | **$ -108,548.04** |
| | | **TOTAL DEBITS xxxx-xxxx-xxxx-3153** | | | **$ 0.00** |
| **Card Number xxxx-xxxx-xxxx-8103 BAIRD, SHANNON** | | | | | |
| 02/20 | 02/23<br>637715948 | AMAZON.COM 0Z2P06853 SEATTLE WA | $ 798.40<br>025770 | $ 0.00 | $ 798.40 |
| 02/20 | 02/23<br>637716026 | AMAZON MARK A55C92NE3 SEATTLE WA | $ 295.72<br>086376 | $ 31.20 (e) | $ 326.92 |
| 02/21 | 02/23<br>637716027 | AMAZON MARK B958W8QM2 SEATTLE WA | $ 568.22<br>099825 | $ 59.95 (e) | $ 628.17 |
| 02/21 | 02/23<br>637715949 | THE MANDT SYSTEM INC RICHARDSON TX | $ 99.78<br>042621 | $ 0.12 | $ 99.90 |
| 02/22 | 02/23<br>637715951 | NYTIMES DISC NEW YORK NY | $ 4.00<br>022338 | $ 0.00 | $ 4.00 |
| 02/22 | 02/23<br>637715950 | AMAZON.COM AT9RU4EC3 SEATTLE WA | $ 237.36<br>099419 | $ 0.00 | $ 237.36 |
| 02/24 | 02/25<br>638211764 | AMAZON MARK B188M18M0 SEATTLE WA | $ 71.99<br>059171 | $ 7.60 (e) | $ 79.59 |
| 02/25 | 02/26<br>638545444 | AMAZON MARK 8X8NF8NY3 SEATTLE WA | $ 27.81<br>019232 | $ 2.93 (e) | $ 30.74 |

| | | | | | |
|---|---|---|---|---|---|
| 02/25 | 02/26<br>638545445 | AMAZON MARK BE0L66TY2 SEATTLE WA | $ 117.20<br>074835 | $ 12.37 (e) | $ 129.57 |
| 02/25 | 02/26<br>638545368 | AMAZON.COM B994H00M1 SEATTLE WA | $ 18.87<br>032051 | $ 0.00 | $ 18.87 |
| 02/25 | 02/26<br>638545446 | AMAZON MARK 0H4BG2583 SEATTLE WA | $ 268.77<br>089045 | $ 28.35 (e) | $ 297.12 |
| 02/25 | 02/26<br>638545369 | AMAZON MARK H762R8WI3 SEATTLE WA | $ 310.03<br>073624 | $ 32.71 (e) | $ 342.74 |
| 03/01 | 03/02<br>638987044 | AMAZON MARK B96BA1Y81 SEATTLE WA | $ 241.70<br>072327 | $ 25.50 (e) | $ 267.20 |
| 03/03 | 03/04<br>639484402 | AMAZON MARK BP44S5ZB2 SEATTLE WA | $ 207.06<br>072148 | $ 21.84 (e) | $ 228.90 |
| 03/05 | 03/06<br>639984995 | AMAZON MARK BE9H28NV0 SEATTLE WA | $ 360.45<br>016081 | $ 38.03 (e) | $ 398.48 |
| 03/06 | 03/09<br>640323403 | AMAZON MKTPL BE3TE1KI1 SEATTLE WA | $ 32.98<br>040538 | $ 0.00 | $ 32.98 |
| 03/06 | 03/09<br>640323406 | AMAZON MARK BP8Y45BL2 SEATTLE WA | $ 85.47<br>032811 | $ 9.02 (e) | $ 94.49 |
| 03/06 | 03/09<br>640323405 | SMITHSONIAN MAGAZINE WASHINGTON DC | $ 44.99<br>092985 | $ 0.00 | $ 44.99 |
| 03/07 | 03/09<br>640323483 | AMAZON MARK BE87N6MF0 SEATTLE WA | $ 21.66<br>085200 | $ 2.29 (e) | $ 23.95 |
| 03/07 | 03/09<br>640323482 | AMAZON MARK BP3S516J2 SEATTLE WA | $ 53.93<br>051399 | $ 5.69 (e) | $ 59.62 |
| 03/08 | 03/09<br>640323404 | AMAZON.COM BP9QL3762 SEATTLE WA | $ 37.85<br>020397 | $ 0.00 | $ 37.85 |
| 03/08 | 03/09<br>640323484 | AMAZON MARK BE55C5670 SEATTLE WA | $ 35.58<br>070226 | $ 3.75 (e) | $ 39.33 |
| 03/09 | 03/10<br>640488638 | PETRO MARINE SERVICES PETERSBURG AK | $ 28,128.03<br>057007 | $ 0.00 | $ 28,128.03 |
| 03/09 | 03/10<br>640488639 | AMAZON MKTPL BD6IY94Q2 SEATTLE WA | $ 33.20<br>048215 | $ 0.00 | $ 33.20 |
| 03/09 | 03/10<br>640488562 | PSN PETERSBURG UTILITY PETERSBURG AK | $ 36,718.67<br>095642 | $ 0.00 (e) | $ 36,718.67 |
| 03/10 | 03/11<br>640596737 | AMAZON MARK BP25D7GV1 SEATTLE WA | $ 54.10<br>015892 | $ 5.71 (e) | $ 59.81 |
| 03/10 | 03/11<br>640596661 | AMAZON MARK BE6961W60 SEATTLE WA | $ 32.54<br>054877 | $ 3.43 (e) | $ 35.97 |
| 03/10 | 03/11<br>640596738 | AMAZON MARK BE04S7WV0 SEATTLE WA | $ 268.01<br>010940 | $ 28.28 (e) | $ 296.29 |
| 03/12 | 03/13<br>641149007 | AMAZON MARK BD8D00BP2 SEATTLE WA | $ 58.17<br>080583 | $ 6.14 (e) | $ 64.31 |
| 03/12 | 03/13<br>641149006 | HAMMER & WIKAN, INC. PETERSBURG AK | $ 124.23<br>076628 | $ 0.00 (e) | $ 124.23 |
| 03/12 | 03/13<br>641149082 | AMAZON MARK BP5K84SC1 SEATTLE WA | $ 7.23<br>072325 | $ 0.76 (e) | $ 7.99 |
| 03/13 | 03/16<br>641408545 | AMAZON.COM BP7VN09F1 SEATTLE WA | $ 47.58<br>061249 | $ 0.00 | $ 47.58 |
| 03/13 | 03/16<br>641408471 | AMAZON.COM BD9SQ9SS2 SEATTLE WA | $ 25.99<br>015463 | $ 0.00 | $ 25.99 |

| | | | | | |
|---|---|---|---|---|---|
| 03/13 | 03/16<br>641408624 | AMAZON MARK BP3KY6701 SEATTLE WA | $ 17.22<br>037539 | $ 1.82 (e) | $ 19.04 |
| 03/13 | 03/16<br>641408625 | AMAZON MARK BD9PC7KH2 SEATTLE WA | $ 60.20<br>048126 | $ 6.35 (e) | $ 66.55 |
| 03/14 | 03/16<br>641408548 | AMAZON.COM SEATTLE WA | $ -49.65<br>000000 | $ -5.24 (e) | $ -54.89 |
| 03/14 | 03/16<br>641408549 | FAIRFIELD INN & SUITES SALT LAKE CIT UT | $ 233.87<br>008509 | $ 0.00 | $ 233.87 |
| 03/14 | 03/16<br>641408547 | AMAZON.COM BP2H29XM0 SEATTLE WA | $ 16.98<br>024645 | $ 0.00 | $ 16.98 |
| 03/14 | 03/16<br>641408546 | AMAZON.COM BP7F51GV0 SEATTLE WA | $ 39.46<br>073184 | $ 0.00 | $ 39.46 |
| 03/14 | 03/16<br>641408626 | AMAZON MARK BP2BL5MC0 SEATTLE WA | $ 145.04<br>030809 | $ 15.30 (e) | $ 160.34 |
| 03/15 | 03/16<br>641408627 | AMAZON MARK BD6K68FR1 SEATTLE WA | $ 140.01<br>014367 | $ 14.77 (e) | $ 154.78 |
| 03/16 | 03/17<br>641688032 | AMAZON MARK BD5N24JY1 SEATTLE WA | $ 81.31<br>049743 | $ 8.58 (e) | $ 89.89 |
| 03/17 | 03/18<br>641853744 | AMAZON MKTPL B52142X82 SEATTLE WA | $ 587.90<br>067320 | $ 0.00 | $ 587.90 |
| 03/17 | 03/18<br>641853746 | AMAZON MARK BP5PA3YZ0 SEATTLE WA | $ 65.30<br>022281 | $ 6.89 (e) | $ 72.19 |
| 03/17 | 03/18<br>641853743 | AMAZON MKTPL BD6KT81G1 SEATTLE WA | $ 650.57<br>048667 | $ 0.00 | $ 650.57 |
| 03/17 | 03/18<br>641853672 | AMAZON MKTPL BD07711Y1 SEATTLE WA | $ 60.06<br>071068 | $ 0.00 | $ 60.06 |
| 03/17 | 03/19<br>641985427 | VENETIAN/PALAZZO RM LAS VEGAS NV | $ 236.96<br>010211 | $ 0.00 | $ 236.96 |
| 03/18 | 03/18<br>641853745 | AMAZON MKTPL BD3JH9CO0 SEATTLE WA | $ 307.00<br>040624 | $ 0.00 | $ 307.00 |
| 03/18 | 03/18<br>641853747 | AMAZON MARK B591M45V2 SEATTLE WA | $ 167.56<br>083643 | $ 17.68 (e) | $ 185.24 |
| 03/18 | 03/19<br>641985426 | AMAZON MKTPL BD5W14V31 SEATTLE WA | $ 15.98<br>043112 | $ 0.00 | $ 15.98 |
| 03/18 | 03/19<br>641985425 | AMAZON MKTPL B574T05S2 SEATTLE WA | $ 288.00<br>097672 | $ 0.00 | $ 288.00 |
| 03/18 | 03/19<br>641985424 | ALASKA TELEPHONE COMPA PORT TOWNSEND WA | $ 278.42<br>094979 | $ 0.00 | $ 278.42 |
| 03/19 | 03/19<br>641985428 | AMAZON MARK BD0JB0NL0 SEATTLE WA | $ 23.50<br>077166 | $ 2.48 (e) | $ 25.98 |
| 03/19 | 03/20<br>642186416 | SWEETWATER SOUND 2604328176 IN | $ 613.52<br>009286 | $ 0.00 | $ 613.52 |
| 03/19 | 03/20<br>642186182 | AMAZON MKTPL BD34N1350 SEATTLE WA | $ 3,198.58<br>029508 | $ 0.00 | $ 3,198.58 |
| 03/19 | 03/20<br>642186418 | SP SEATTLE POTTERY BREMERTON WA | $ 1,929.20<br>038312 | $ 0.00 (e) | $ 1,929.20 |
| 03/19 | 03/20<br>642186184 | AMAZON MKTPL BD6T56QT1 SEATTLE WA | $ 8.39<br>008792 | $ 0.00 | $ 8.39 |
| 03/19 | 03/20<br>642186419 | AMAZON MARK BD7Y11AK0 SEATTLE WA | $ 49.82<br>075924 | $ 5.26 (e) | $ 55.08 |

| | | | | | |
|---|---|---|---|---|---|
| 03/19 | 03/20<br>642186417 | AMAZON MARK B59Z357S2 SEATTLE WA | $ 28.93<br>038162 | $ 3.05 (e) | $ 31.98 |
| 03/19 | 03/20<br>642186183 | AMAZON MKTPL BD9V90QZ1 SEATTLE WA | $ 524.37<br>018700 | $ 55.32 | $ 579.69 |
| 03/20 | 03/20<br>642186415 | AMAZON.COM B56FZ39T2 SEATTLE WA | $ 369.24<br>027781 | $ 0.00 | $ 369.24 |

**TOTAL CREDITS xxxx-xxxx-xxxx-8103 $ -54.89**
**TOTAL DEBITS xxxx-xxxx-xxxx-8103 $ 80,038.13**

**Card Number xxxx-xxxx-xxxx-9601 BULLER, AARON S**

| | | | | | |
|---|---|---|---|---|---|
| 02/27 | 03/02<br>638987043 | SP CLEANEQUIPMENTDIR NORTH LITTLE AR | $ 246.03<br>007566 | $ 18.45 (e) | $ 264.48 |
| 03/03 | 03/04<br>639484332 | HAMMER & WIKAN #5828 PETERSBURG AK | $ 6.29<br>017354 | $ 0.00 (e) | $ 6.29 |
| 03/04 | 03/04<br>639484333 | ULINE SHIP SUPPLIES PLEASANT PRAI WI | $ 1,387.69<br>098229 | $ 146.40 | $ 1,534.09 |
| 03/05 | 03/06<br>639984994 | HAMMER & WIKAN #5828 PETERSBURG AK | $ 86.96<br>054721 | $ 0.00 (e) | $ 86.96 |
| 03/10 | 03/11<br>640596659 | HAMMER & WIKAN #5828 PETERSBURG AK | $ 112.25<br>031859 | $ 0.00 (e) | $ 112.25 |
| 03/10 | 03/11<br>640596660 | OPENAI CHATGPT SUBSCR SAN FRANCISCO CA | $ 20.00<br>087978 | $ 0.00 | $ 20.00 |
| 03/12 | 03/13<br>641149005 | HAMMER & WIKAN #5828 PETERSBURG AK | $ 140.99<br>064496 | $ 0.00 (e) | $ 140.99 |
| 03/16 | 03/17<br>641688031 | HAMMER & WIKAN #5828 PETERSBURG AK | $ 92.97<br>009847 | $ 0.00 (e) | $ 92.97 |
| 03/17 | 03/18<br>641853671 | GRAINGER LAKE FOREST IL | $ 923.70<br>015941 | $ 0.00 | $ 923.70 |
| 03/18 | 03/20<br>642186181 | THE HOME DEPOT #8944 SEATTLE WA | $ 5,615.99<br>042592 | $ 592.49 | $ 6,208.48 |
| 03/19 | 03/19<br>641986608 | ULINE SHIP SUPPLIES PLEASANT PRAI WI | $ 6,300.82<br>086907 | $ 664.74 | $ 6,965.56 |

**TOTAL CREDITS xxxx-xxxx-xxxx-9601 $ 0.00**
**TOTAL DEBITS xxxx-xxxx-xxxx-9601 $ 16,355.77**

**Card Number xxxx-xxxx-xxxx-4367 CABRAL, JAIME**

| | | | | | |
|---|---|---|---|---|---|
| 02/20 | 02/23<br>637715868 | CAR RENTAL COMPANY CLEARWATER FL | $ -55.55<br>000000 | $ 0.00 (e) | $ -55.55 |
| 02/20 | 02/23<br>637715870 | ELITE SPORTSWEAR 8003454087 PA | $ -189.59<br>000000 | $ -11.38 (e) | $ -200.97 |
| 02/22 | 02/23<br>637715869 | BUDGET RENT-A-CAR ANCH ANCHORAGE AK | $ 131.70<br>050455 | $ 0.00 (e) | $ 131.70 |
| 02/22 | 02/24<br>638151165 | BAYMONT INN ANCHORAGE ANCHORAGE AK | $ 266.10<br>009321 | $ 0.00 | $ 266.10 |
| 02/22 | 02/24<br>638151833 | BAYMONT INN ANCHORAGE ANCHORAGE AK | $ 266.10<br>020554 | $ 0.00 | $ 266.10 |
| 02/23 | 02/24<br>638151166 | AMHS WEB RESERVATION KETCHIKAN AK | $ 907.50<br>015767 | $ 0.00 (e) | $ 907.50 |
| 02/24 | 02/25<br>638211763 | AMHS WEB RESERVATION KETCHIKAN AK | $ 1,771.20<br>008000 | $ 0.00 (e) | $ 1,771.20 |

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|---|---|---|---|---|---|
| 02/24 | 02/26<br>638545290 | WYNDHAM ANCHORAGE AK | $ 5,443.20<br>005406 | $ 0.00 | $ 5,443.20 |
| 02/25 | 02/26<br>638545291 | AMHS WEB RESERVATION KETCHIKAN AK | $ -42.50<br>000000 | $ 0.00 (e) | $ -42.50 |
| 02/26 | 02/27<br>638762948 | HAMMER & WIKAN, INC. PETERSBURG AK | $ 180.98<br>011950 | $ 0.00 (e) | $ 180.98 |
| 02/27 | 03/02<br>638986887 | PETERSBURG PILOT PETERSBURG AK | $ 57.96<br>043397 | $ 0.00 (e) | $ 57.96 |
| 02/27 | 03/02<br>638986886 | AMHS WEB RESERVATION KETCHIKAN AK | $ 1,728.70<br>069589 | $ 0.00 (e) | $ 1,728.70 |
| 02/27 | 03/03<br>639243055 | TIDES INN PETERSBURG AK | $ 300.00<br>032934 | $ 0.00 | $ 300.00 |
| 02/28 | 03/02<br>638986885 | STUDEBAKERS PIZZA PETERSBURG AK | $ 197.52<br>041313 | $ 0.00 (e) | $ 197.52 |
| 03/02 | 03/03<br>639243608 | BUDGET RENT-A-CAR JUNE JUNEAU AK | $ 412.79<br>068516 | $ 0.00 (e) | $ 412.79 |
| 03/02 | 03/03<br>639243013 | BUDGET RENT-A-CAR JUNE JUNEAU AK | $ 412.79<br>032479 | $ 0.00 (e) | $ 412.79 |
| 03/02 | 03/03<br>639243607 | BUDGET RENT-A-CAR JUNE JUNEAU AK | $ 412.79<br>023256 | $ 0.00 (e) | $ 412.79 |
| 03/02 | 03/03<br>639243053 | JUNEAU HOTEL JUNEAU AK | $ 834.00<br>067843 | $ 0.00 (e) | $ 834.00 |
| 03/02 | 03/03<br>639243606 | JUNEAU HOTEL JUNEAU AK | $ 1,269.90<br>018733 | $ 0.00 (e) | $ 1,269.90 |
| 03/02 | 03/03<br>639243017 | JUNEAU HOTEL JUNEAU AK | $ 834.00<br>091370 | $ 0.00 (e) | $ 834.00 |
| 03/02 | 03/03<br>639243605 | JUNEAU HOTEL JUNEAU AK | $ 1,269.90<br>073507 | $ 0.00 (e) | $ 1,269.90 |
| 03/02 | 03/03<br>639243014 | BUDGET RENT-A-CAR JUNE JUNEAU AK | $ 412.79<br>059662 | $ 0.00 (e) | $ 412.79 |
| 03/02 | 03/03<br>639243569 | JUNEAU HOTEL JUNEAU AK | $ 834.00<br>062931 | $ 0.00 (e) | $ 834.00 |
| 03/02 | 03/03<br>639243016 | JUNEAU HOTEL JUNEAU AK | $ 834.00<br>081434 | $ 0.00 (e) | $ 834.00 |
| 03/02 | 03/03<br>639243015 | JUNEAU HOTEL JUNEAU AK | $ 594.00<br>026619 | $ 0.00 (e) | $ 594.00 |
| 03/02 | 03/03<br>639243609 | JUNEAU HOTEL JUNEAU AK | $ 834.00<br>092625 | $ 0.00 (e) | $ 834.00 |
| 03/03 | 03/03<br>639243054 | JUNEAU HOTEL JUNEAU AK | $ 594.00<br>015286 | $ 0.00 (e) | $ 594.00 |
| 03/03 | 03/04<br>639484263 | BUDGET RENT-A-CAR JUNE JUNEAU AK | $ 273.70<br>050050 | $ 0.00 (e) | $ 273.70 |
| 03/03 | 03/06<br>639984921 | BARANOF DOWNTOWN, BW S JUNEAU AK | $ 163.64<br>004724 | $ 0.00 | $ 163.64 |
| 03/04 | 03/04<br>639484264 | BUDGET RENT-A-CAR JUNE JUNEAU AK | $ 494.93<br>020749 | $ 0.00 (e) | $ 494.93 |
| 03/04 | 03/05<br>639624122 | BUDGET RENT-A-CAR JUNE JUNEAU AK | $ 334.50<br>012984 | $ 0.00 (e) | $ 334.50 |
| 03/04 | 03/05<br>639624194 | BUDGET RENT-A-CAR JUNE JUNEAU AK | $ 55.55<br>018914 | $ 0.00 (e) | $ 55.55 |

| | | | | | |
|---|---|---|---|---|---|
| 03/07 | 03/09<br>640323245 | SAFEWAY FUEL1820 JUNEAU AK | $ 100.00<br>003710 | $ 0.00 | $ 100.00 |
| 03/08 | 03/10<br>640488558 | FOUR POINTS JUNEAU JUNEAU AK | $ 759.90<br>010696 | $ 134.10 | $ 894.00 |
| 03/10 | 03/12<br>640935748 | WYNDHAM ANCHORAGE AK | $ 604.80<br>020547 | $ 0.00 | $ 604.80 |
| 03/10 | 03/12<br>640935749 | WYNDHAM ANCHORAGE AK | $ 604.80<br>013812 | $ 0.00 | $ 604.80 |
| 03/10 | 03/19<br>641986604 | WYNDHAM ANCHORAGE AK | $ -4,354.56<br>029498 | $ 0.00 | $ -4,354.56 |
| 03/12 | 03/13<br>641148926 | JUSTBATS COM KANSAS CITY MO | $ 643.73<br>015691 | $ 56.17 | $ 699.90 |
| 03/14 | 03/16<br>641408388 | FAIRFIELD INN & SUITES SALT LAKE CIT UT | $ 233.87<br>081196 | $ 0.00 | $ 233.87 |

**TOTAL CREDITS xxxx-xxxx-xxxx-4367 $ -4,653.58**

**TOTAL DEBITS xxxx-xxxx-xxxx-4367 $ 25,259.61**

**Card Number xxxx-xxxx-xxxx-1145 CURTISS, NANCY**

| | | | | | |
|---|---|---|---|---|---|
| 02/25 | 02/26<br>638545367 | HAMMER & WIKAN, INC. PETERSBURG AK | $ 91.77<br>086494 | $ 0.00 (e) | $ 91.77 |
| 02/26 | 02/27<br>638762949 | SP SUCCESSBYDESIGN GRAND RAPIDS MI | $ 733.46<br>043720 | $ 44.01 (e) | $ 777.47 |
| 03/02 | 03/03<br>639243056 | CUSTOMINK LLC 8002934232 VA | $ 1,561.75<br>052513 | $ 72.00 | $ 1,633.75 |
| 03/03 | 03/05<br>639624197 | NASSP PRODUCT & SERVIC RESTON VA | $ 363.21<br>094571 | $ 21.79 (e) | $ 385.00 |
| 03/04 | 03/04<br>639484331 | SP LAMINATION DEPOT OCEANSIDE CA | $ 102.02<br>004684 | $ 7.91 (e) | $ 109.93 |
| 03/05 | 03/06<br>639984993 | IN ARGUMENT-DRIVEN IN AUSTIN TX | $ 354.90<br>019543 | $ 0.00 | $ 354.90 |
| 03/05 | 03/06<br>639984992 | USPS PO 0269030845 PETERSBURG AK | $ 11.95<br>087146 | $ 0.00 | $ 11.95 |
| 03/06 | 03/09<br>640323326 | SP ROBONATION INC. ARLINGTON VA | $ 5,100.00<br>068660 | $ 0.00 (e) | $ 5,100.00 |
| 03/12 | 03/13<br>641149004 | SP ANYTIMEBASEBALL WHITTIER CA | $ 319.99<br>076435 | $ 0.00 (e) | $ 319.99 |
| 03/14 | 03/16<br>641408391 | FAIRFIELD INN & SUITES SALT LAKE CIT UT | $ 233.87<br>064032 | $ 0.00 | $ 233.87 |
| 03/16 | 03/17<br>641687953 | SP MAXIMUM VELOCITY ASBURY NJ | $ 429.54<br>083130 | $ 28.46 (e) | $ 458.00 |
| 03/18 | 03/19<br>641986607 | USPS PO 0269030845 PETERSBURG AK | $ 62.40<br>059807 | $ 0.00 | $ 62.40 |

**TOTAL CREDITS xxxx-xxxx-xxxx-1145 $ 0.00**

**TOTAL DEBITS xxxx-xxxx-xxxx-1145 $ 9,539.03**

**Card Number xxxx-xxxx-xxxx-6889 JOHNSON MCINTOSH, CARLEE**

| | | | | | |
|---|---|---|---|---|---|
| 03/06 | 03/09<br>640323402 | SQ MUDDY WATER ADVENT WRANGELL AK | $ 2,200.00<br>024033 | $ 72.60 | $ 2,272.60 |
| 03/10 | 03/11<br>640596658 | ALASKA FLOUR COMPANY DELTA JUNCTIO AK | $ 502.04<br>079214 | $ 0.00 | $ 502.04 |

| | | | | | |
|---|---|---|---|---|---|
| 03/16 | 03/17<br>641688030 | HAMMER & WIKAN, INC. PETERSBURG AK | $ 22.75<br>074994 | $ 0.00 (e) | $ 22.75 |
| 03/19 | 03/20<br>642186180 | UNCLE JIMS WORM FARM 8003730555 PA | $ 63.63<br>057215 | $ 3.82 (e) | $ 67.45 |

**TOTAL CREDITS xxxx-xxxx-xxxx-6889 $ 0.00**
**TOTAL DEBITS xxxx-xxxx-xxxx-6889 $ 2,864.84**

**Card Number xxxx-xxxx-xxxx-3497 KLUDT-PAINTER, JON**

| | | | | | |
|---|---|---|---|---|---|
| 02/22 | 02/23<br>637715871 | STAPLS0237971780000001 SOUTH HACKENS NJ | $ 1,599.60<br>008721 | $ 0.00 | $ 1,599.60 |
| 02/22 | 02/23<br>637715872 | GRAMMARLY YVCSPAO SAN FRANCISCO CA | $ 135.87<br>090492 | $ 8.13 | $ 144.00 |
| 02/25 | 02/26<br>638545292 | AMAZON MARK B93CP51K1 SEATTLE WA | $ 23.66<br>019191 | $ 2.50 (e) | $ 26.16 |
| 02/28 | 03/02<br>638986888 | STAPLS7675817546000001 SOUTH HACKENS NJ | $ 132.22<br>021762 | $ 0.00 | $ 132.22 |
| 03/01 | 03/02<br>638986964 | APPLE.COM/US CUPERTINO CA | $ 228.18<br>006369 | $ 20.82 (e) | $ 249.00 |
| 03/01 | 03/02<br>638986965 | APPLE.COM/US CUPERTINO CA | $ 63.23<br>057501 | $ 5.77 (e) | $ 69.00 |
| 03/01 | 03/02<br>638986966 | MOSYLE COR MOSYLE_MAN WINTER PARK FL | $ 2.75<br>018582 | $ 0.00 | $ 2.75 |
| 03/03 | 03/04<br>639484265 | AMAZON MARK BE9TG5ED1 SEATTLE WA | $ 117.22<br>049685 | $ 12.37 (e) | $ 129.59 |
| 03/06 | 03/09<br>640323246 | GSD ED SERVICES EAST THETFORD VT | $ 125.00<br>087648 | $ 0.00 | $ 125.00 |
| 03/10 | 03/11<br>640597924 | USPS.COM CLICKNSHIP 800-3447779 DC | $ 8.95<br>091255 | $ 0.00 | $ 8.95 |
| 03/11 | 03/12<br>640935824 | DNH GODADDY 480-505-8855 AZ | $ 159.92<br>025359 | $ 0.00 | $ 159.92 |
| 03/13 | 03/16<br>641408390 | AMAZON MARK BP8JV7PC0 SEATTLE WA | $ 35.24<br>008411 | $ 3.72 (e) | $ 38.96 |
| 03/18 | 03/19<br>641986606 | BESTBUYCOM807155634477 RICHFIELD MN | $ 1,190.02<br>013407 | $ 81.82 | $ 1,271.84 |

**TOTAL CREDITS xxxx-xxxx-xxxx-3497 $ 0.00**
**TOTAL DEBITS xxxx-xxxx-xxxx-3497 $ 3,956.99**

**Card Number xxxx-xxxx-xxxx-9406 LUTOMSKI, MARA**

| | | | | | |
|---|---|---|---|---|---|
| 02/19 | 02/23<br>637715947 | PETERSBURG PETRO ONE PETERSBURG AK | $ 22.02<br>055266 | $ 0.00 | $ 22.02 |
| 02/23 | 02/24<br>638151167 | USPS PO 0269030845 PETERSBURG AK | $ 77.15<br>002292 | $ 0.00 | $ 77.15 |
| 02/24 | 02/24<br>638151169 | UBER TRIP 8005928996 CA | $ 6.19<br>023060 | $ 0.00 | $ 6.19 |
| 02/24 | 02/24<br>638151168 | UBER TRIP 8005928996 CA | $ 30.95<br>093882 | $ 0.00 | $ 30.95 |
| 03/10 | 03/10<br>640488561 | EB 2026 ALASKA SCIENC 8014137200 CA | $ 751.24<br>049133 | $ 0.00 | $ 751.24 |

| | | | | | |
|---|---|---|---|---|---|
| 03/14 | 03/16<br>641408467 | RADISSON HOTELS SALT LAKE CTY UT | $ 736.86<br>061674 | $ 0.00 | $ 736.86 |
| 03/14 | 03/16<br>641408470 | RADISSON HOTELS SALT LAKE CTY UT | $ 736.86<br>012126 | $ 0.00 | $ 736.86 |
| 03/14 | 03/16<br>641408468 | RADISSON HOTELS SALT LAKE CTY UT | $ 736.86<br>094942 | $ 0.00 | $ 736.86 |
| 03/14 | 03/16<br>641408469 | RADISSON HOTELS SALT LAKE CTY UT | $ 736.86<br>033473 | $ 0.00 | $ 736.86 |
| 03/17 | 03/17<br>641688029 | SOUND CLASSIFIEDS EVERETT WA | $ 173.15<br>059268 | $ 0.00 | $ 173.15 |
| 03/17 | 03/18<br>641853670 | ST ADVERTISING SEATTLE WA | $ 182.07<br>094040 | $ 0.00 | $ 182.07 |
| 03/19 | 03/20<br>642187366 | CORWIN LEARNING THOUSAND OAKS CA | $ 628.90<br>081003 | $ 45.60 (e) | $ 674.50 |
| 03/19 | 03/20<br>642187367 | CORWIN LEARNING THOUSAND OAKS CA | $ 628.90<br>026602 | $ 45.60 (e) | $ 674.50 |
| 03/19 | 03/20<br>642187365 | CORWIN LEARNING THOUSAND OAKS CA | $ 7,804.20<br>026321 | $ 565.80 (e) | $ 8,370.00 |

**TOTAL CREDITS xxxx-xxxx-xxxx-9406 $ 0.00**

**TOTAL DEBITS xxxx-xxxx-xxxx-9406 $ 13,909.21**

**Card Number xxxx-xxxx-xxxx-7995 TAYLOR, ROBYN J**

| | | | | | |
|---|---|---|---|---|---|
| 03/14 | 03/16<br>641408389 | FAIRFIELD INN & SUITES SALT LAKE CIT UT | $ 233.87<br>030669 | $ 0.00 | $ 233.87 |
| 03/18 | 03/19<br>641986605 | SQ GLACIER EXPRESS CA PETERSBURG AK | $ 1,000.15<br>034127 | $ 0.00 | $ 1,000.15 |

**TOTAL CREDITS xxxx-xxxx-xxxx-7995 $ 0.00**

**TOTAL DEBITS xxxx-xxxx-xxxx-7995 $ 1,234.02**

**Card Number xxxx-xxxx-xxxx-2408 WARD, IOANA**

| | | | | | |
|---|---|---|---|---|---|
| 02/24 | 02/26<br>638545365 | PETERSBURG IGA PETERSBURG AK | $ 70.82<br>051896 | $ 4.24 | $ 75.06 |
| 02/24 | 02/26<br>638545366 | PETERSBURG IGA PETERSBURG AK | $ 17.27<br>084433 | $ 1.03 | $ 18.30 |
| 02/26 | 03/02<br>638986967 | PETERSBURG IGA PETERSBURG AK | $ 22.61<br>015802 | $ 1.35 | $ 23.96 |
| 02/27 | 03/02<br>638986968 | AMAZON MKTPL B98MY1NU0 SEATTLE WA | $ 37.85<br>047817 | $ 0.00 | $ 37.85 |
| 03/02 | 03/04<br>639484330 | PETERSBURG IGA PETERSBURG AK | $ 7.02<br>051933 | $ 0.42 | $ 7.44 |
| 03/03 | 03/04<br>639484329 | HAMMER & WIKAN #5828 PETERSBURG AK | $ 15.48<br>088991 | $ 0.00 (e) | $ 15.48 |
| 03/03 | 03/05<br>639624195 | PETERSBURG IGA PETERSBURG AK | $ 27.51<br>061187 | $ 1.65 | $ 29.16 |
| 03/03 | 03/05<br>639624196 | PETERSBURG IGA PETERSBURG AK | $ 38.90<br>017930 | $ 2.33 | $ 41.23 |
| 03/05 | 03/06<br>639984922 | AMAZON MKTPL BP7K11X82 SEATTLE WA | $ 119.40<br>061933 | $ 0.00 | $ 119.40 |
| 03/07 | 03/09<br>640323247 | AMAZON MKTPL BE2I87MF0 SEATTLE WA | $ 37.98<br>065116 | $ 0.00 | $ 37.98 |

| | | | | | |
|---|---|---|---|---|---|
| 03/08 | 03/09<br>640323324 | AMAZON MKTPL BP2GD3411 SEATTLE WA | $ 147.91<br>050289 | $ 0.00 | $ 147.91 |
| 03/08 | 03/09<br>640323322 | AMAZON.COM BE9OV38W0 SEATTLE WA | $ 199.95<br>018381 | $ 0.00 | $ 199.95 |
| 03/08 | 03/09<br>640323325 | AMAZON MKTPL BP2YR5W92 SEATTLE WA | $ 241.84<br>046812 | $ 0.00 | $ 241.84 |
| 03/08 | 03/09<br>640323323 | AMAZON MKTPL BP0733RS2 SEATTLE WA | $ 95.47<br>039902 | $ 0.00 | $ 95.47 |
| 03/09 | 03/10<br>640488560 | AMAZON MKTPL BP6PC13T1 SEATTLE WA | $ 53.28<br>099579 | $ 0.00 | $ 53.28 |
| 03/09 | 03/10<br>640488559 | AMAZON MKTPL BE9UC2200 SEATTLE WA | $ 130.67<br>080763 | $ 0.00 | $ 130.67 |
| 03/10 | 03/11<br>640596657 | HAMMER & WIKAN #5828 PETERSBURG AK | $ 6.58<br>025230 | $ 0.00 (e) | $ 6.58 |
| 03/11 | 03/12<br>640935827 | AMAZON MKTPL BP4X08BI1 SEATTLE WA | $ 117.39<br>089877 | $ 0.00 | $ 117.39 |
| 03/11 | 03/12<br>640935826 | HAMMER & WIKAN, INC. PETERSBURG AK | $ 136.47<br>008821 | $ 0.00 (e) | $ 136.47 |
| 03/11 | 03/12<br>640935825 | HAMMER & WIKAN #5828 PETERSBURG AK | $ 10.58<br>019095 | $ 0.00 (e) | $ 10.58 |
| 03/11 | 03/13<br>641148927 | PETERSBURG IGA PETERSBURG AK | $ 50.84<br>041394 | $ 3.04 | $ 53.88 |
| 03/11 | 03/13<br>641149003 | PETERSBURG IGA PETERSBURG AK | $ 32.95<br>061336 | $ 1.97 | $ 34.92 |
| 03/17 | 03/18<br>641853669 | AMAZON MKTPL BP8UR2YR0 SEATTLE WA | $ 64.05<br>057875 | $ 0.00 | $ 64.05 |
| 03/18 | 03/20<br>642187283 | PETERSBURG IGA PETERSBURG AK | $ 75.40<br>033637 | $ 4.52 | $ 79.92 |
| 03/18 | 03/20<br>642187284 | PETERSBURG IGA PETERSBURG AK | $ 28.35<br>016220 | $ 1.70 | $ 30.05 |
| 03/19 | 03/20<br>642187364 | AMAZON MKTPL B571O37K2 SEATTLE WA | $ 23.99<br>042374 | $ 0.00 | $ 23.99 |
| 03/19 | 03/20<br>642187287 | AMAZON MKTPL BD9ST5J60 SEATTLE WA | $ 57.75<br>050336 | $ 0.00 | $ 57.75 |
| 03/19 | 03/20<br>642187363 | AMAZON MKTPL BD6115671 SEATTLE WA | $ 111.81<br>047612 | $ 0.00 | $ 111.81 |
| 03/19 | 03/20<br>642187285 | AMAZON MKTPL B56RZ0S02 SEATTLE WA | $ 101.56<br>060928 | $ 0.00 | $ 101.56 |
| 03/19 | 03/20<br>642187286 | AMAZON MKTPLACE PMTS SEATTLE WA | $ -78.15<br>000000 | $ -8.25 (e) | $ -86.40 |

**TOTAL CREDITS xxxx-xxxx-xxxx-2408 $ -86.40**

**TOTAL DEBITS xxxx-xxxx-xxxx-2408 $ 2,103.93**

**Card Number xxxx-xxxx-xxxx-0225 WORHATCH, CENA**

| | | | | | |
|---|---|---|---|---|---|
| 03/05 | 03/06<br>639984920 | THEGAMECRAFTER.COM MADISON WI | $ 602.91<br>077219 | $ 0.00 | $ 602.91 |
| 03/05 | 03/06<br>639984918 | BINGO SUPPLIES ANN ARBOR MI | $ 302.37<br>086260 | $ 18.14 | $ 320.51 |
| 03/05 | 03/06<br>639984919 | SP MINDRESEARCHINST IRVINE CA | $ 251.83<br>052392 | $ 0.00 (e) | $ 251.83 |

| | | | | | |
|---|---|---|---|---|---|
| 03/09 | 03/10<br>640488482 | SP MINDRESEARCHINST IRVINE CA | $ 4,996.36<br>088725 | $ 0.00 (e) | $ 4,996.36 |
| 03/18 | 03/19<br>641986531 | SP CUSHION LAB LLC DIAMOND BAR CA | $ 145.75<br>037683 | $ 14.21 (e) | $ 159.96 |
| 03/19 | 03/20<br>642187208 | SP GLAZERS CAMERA SEATTLE WA | $ 200.19<br>009585 | $ 0.00 (e) | $ 200.19 |

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

**TOTAL DEBITS xxxx-xxxx-xxxx-0225 $ 6,531.76**

# Investment Report FY26 Quarter 3

April 2026 Regular School Board Meeting
Shannon Baird, Finance Director

## AMLIP Series I

- Realized $22,847.07 in revenue during quarter three of FY26.

## AMLIP Series II

- Realized $2.70 in revenue during quarter three of FY26.
- Additionally had an unrealized gain on investment of $4,507.20 in quarter three of FY26.
- Total value increase of $4,509.90

Please see attached

## FY26 Q3 - Overview

- The General Operating Fund has earned 84.93% of its budget investment earnings.
- Our interest rates are decreasing compared to a year ago. See the AMLIP quarterly newsletter attached for details, investment fund recaps, and a 5-Year Money Market Comparison.
- The District invested another $2,331,725.04 into its AMLIP Series 1 investment account on January 22, 2026. This transfer is from a combination of General Operating, Pupil Transportation and multiple Capital Funds. Prior to this transfer we only had General Operating cash invested. Even though our rates are down, our total investment revenue has increased because we invested more cash. The total cash value of our investment accounts is $4,576,945.43 as of March 31st. See the next two pages for details.

**Yearly interest revenue comparison**

| | FY2024 | FY2025 | FY2026 |
|---|---|---|---|
| **Q1** | $260.30 | $15,005.34 | $16,191.69 |
| **Q2** | $260.36 | $13,432.53 | $21,796.97 |
| **Q3** | $219.92 | $11,993.84 | $27,356.97 |
| **Q4** | $12,125.64 | $12,303.11 | |
| **TOTAL** | **$12,866.22** | **$52,734.82** | **$65,345.63** |

## Looking Ahead…

We have been investing more of our cash on hand. This requires us to move capital in and out of our investments as needed to meet the fluctuating cash activity in our checking account throughout each month and the year. The District will have less cash to invest in FY27, and with interest rates also decreasing, we are projecting decreased investment revenue for FY27.

| AMLIP Series 1 Account | Earnings | FUND | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 100 - General Operating | 205 - Pupil Trans. | 255 - Food Service | 500 - Main Captial | 501 - ADA Capital | 504 - Floor Replacement | 505 - Vehicle Replacement | TOTAL |
| **Ending June 30, 2025** | | $ 649,611.28 | $ - | $ - | $ - | $ - | $ - | $ - | $ 649,611.28 |
| *July 1, 2025 Interest* | *$ 2,229.80* | *$ 2,229.80* | *$ -* | *$ -* | *$ -* | *$ -* | *$ -* | *$ -* | *$ 2,229.80* |
| *July 30, 2025 Transfer in* | | *$1,000,000.00* | *$ -* | *$ -* | *$ -* | *$ -* | *$ -* | *$ -* | *$1,000,000.00* |
| **Ending July 31, 2025** | | $1,651,841.08 | $ - | $ - | $ - | $ - | $ - | $ - | $1,651,841.08 |
| *August 1, 2025 Interest* | *$ 2,326.04* | *$ 2,326.04* | *$ -* | *$ -* | *$ -* | *$ -* | *$ -* | *$ -* | *$ 2,326.04* |
| **Ending August 31, 2025** | | $1,654,167.12 | $ - | $ - | $ - | $ - | $ - | $ - | $1,654,167.12 |
| *September 1, 2025 Interest* | *$ 5,879.90* | *$ 5,879.90* | *$ -* | *$ -* | *$ -* | *$ -* | *$ -* | *$ -* | *$ 5,879.90* |
| **Ending September 30, 2025** | | $1,660,047.02 | $ - | $ - | $ - | $ - | $ - | $ - | $1,660,047.02 |
| *October 1, 2025 Interest* | *$ 5,596.29* | *$ 5,596.29* | *$ -* | *$ -* | *$ -* | *$ -* | *$ -* | *$ -* | *$ 5,596.29* |
| **Ending October 31, 2025** | | $1,665,643.31 | $ - | $ - | $ - | $ - | $ - | $ - | $1,665,643.31 |
| *November 1, 2025 Interest* | *$ 5,620.21* | *$ 5,620.21* | *$ -* | *$ -* | *$ -* | *$ -* | *$ -* | *$ -* | *$ 5,620.21* |
| **Ending November 31, 2025** | | $1,671,263.52 | $ - | $ - | $ - | $ - | $ - | $ - | $1,671,263.52 |
| *December 1, 2025 Interest* | *$ 5,256.04* | *$ 5,256.04* | *$ -* | *$ -* | *$ -* | *$ -* | *$ -* | *$ -* | *$ 5,256.04* |
| **Ending December 31, 2025** | | $1,676,519.56 | $ - | $ - | $ - | $ - | $ - | $ - | $1,676,519.56 |
| *January 1, 2026 Interest* | *$ 5,211.91* | *$ 5,211.91* | *$ -* | *$ -* | *$ -* | *$ -* | *$ -* | *$ -* | *$ 5,211.91* |
| *January 2026 Transfer in* | | *$1,000,000.00* | *$ 334,663.93* | *$ 220,845.71* | *$ 378,325.95* | *$ 259,274.07* | *$ 77,163.94* | *$ 61,451.44* | *$2,331,725.04* |
| **Ending January 31, 2026** | | $2,681,731.47 | $ 334,663.93 | $ 220,845.71 | $ 378,325.95 | $ 259,274.07 | $ 77,163.94 | $ 61,451.44 | $4,013,456.51 |
| *February 1, 2026 Interest* | *$ 6,827.14* | *$ 4,561.79* | *$ 569.28* | *$ 375.67* | *$ 643.56* | *$ 441.04* | *$ 131.26* | *$ 104.53* | *$ 6,827.14* |
| **Ending February 28, 2026** | | $2,686,293.26 | $ 335,233.21 | $ 221,221.38 | $ 378,969.51 | $ 259,715.11 | $ 77,295.20 | $ 61,555.97 | $4,020,283.65 |
| *March 1, 2026 Interest* | *$ 10,808.02* | *$ 7,221.76* | *$ 901.23* | *$ 594.73* | *$ 1,018.81* | *$ 698.21* | *$ 207.80* | *$ 165.49* | *$ 10,808.02* |
| **Ending March 31, 2026** | | $2,693,515.02 | $ 336,134.45 | $ 221,816.11 | $ 379,988.32 | $ 260,413.32 | $ 77,503.00 | $ 61,721.46 | $4,031,091.67 |

| AMLIP Series 2 Account | Earnings | FUND | |
|---|---|---|---|
| | | 100 - General Operatin | TOTAL |
| **Ending June 30, 2025** | | $ 530,263.48 | $ 530,263.48 |
| *July 1, 2025 Gain* | *$ 1,870.69* | *$ 1,870.69* | *$ 1,870.69* |
| *No Transfer* | | *$ -* | $ - |
| **Ending July 31, 2025** | | $ 532,134.17 | *$ 532,134.17* |
| *August 1, 2025 Gain* | *$ 1,918.66* | *$ 1,918.66* | $ 1,918.66 |
| **Ending August 31, 2025** | | $ 534,052.83 | *$ 534,052.83* |
| *September 1, 2025 Gain* | *$ 1,966.60* | *$ 1,966.60* | $ 1,966.60 |
| **Ending September 30, 2025** | | $ 536,019.43 | *$ 536,019.43* |
| *October 1, 2025 Gain* | *$ 1,870.69* | *$ 1,870.69* | $ 1,870.69 |
| **Ending October 31, 2025** | | $ 537,890.12 | *$ 537,890.12* |
| *November 1, 2025 Gain* | *$ 1,583.05* | *$ 1,583.05* | $ 1,583.05 |
| **Ending November 31, 2025** | | $ 539,473.17 | *$ 539,473.17* |
| *December 1, 2025 Gain* | *$ 1,870.69* | *$ 1,870.69* | $ 1,870.69 |
| **Ending December 31, 2025** | | $ 541,343.86 | *$ 541,343.86* |
| *January 1, 2026 Gain* | *$ 1,583.06* | *$ 1,583.06* | $ 1,583.06 |
| *No Transfer* | | *$ -* | *$ -* |
| **Ending January 31, 2026** | | $ 542,926.92 | $ 542,926.92 |
| *February 1, 2026 Gain* | *$ 1,487.17* | *$ 1,487.17* | *$ 1,487.17* |
| **Ending February 28, 2026** | | $ 544,414.09 | $ 544,414.09 |
| *March 1, 2026 Gain* | *$ 1,439.67* | *$ 1,439.67* | *$ 1,439.67* |
| **Ending March 31, 2026** | | $ 545,853.76 | $ 545,853.76 |

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ALASKA MUNICIPAL LEAGUE INVESTMENT POOL

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***www.amlip.org***

# Quarterly Letter to Members
# March 2026

**The Fed is Standing Still – But the Ground is Shifting**
Publication produced by KeyBank Institutional Advisors

**Key Takeaways:**

- The Fed held rates steady at 3.50% to 3.75%, signaling continued patience but also an uncertain outlook
- Changes in the Statement point to a more balanced framework
- Fed Governor Miran dissented in favor of a 0.25% cut
- Inflation concerns remain, but upside growth is encouraging
- The dot-plot suggests a measured path forward, not an urgent easing cycle
- This is not yet a pivot, but the formation of one might be developing

**Policy Decision: Steady, But Not Static**
The fed funds rate was left unchanged at a target range of 3.50%-3.75%. The policy statement showed only modest adjustments. Chairman Jerome Powell struck a familiar tone: data-dependent, patient, and measured.

Importantly, the changes to the statement were subtle but telling. The Committee acknowledged a more gradual balanced set of risks, with a modestly reduced emphasis on upside inflation concerns and a growing recognition of potential softening in economic momentum. The statement also noted geopolitical developments, including tensions in the

Middle East, as a source of uncertainty. While the overall framework remains intact, these adjustments suggest a Fed that is beginning to shift from a predominantly inflation-focused stance toward a more two-sided risk assessment.

This does not yet constitute a policy pivot, but it does mark a meaningful evolution in how the Committee is framing the balance of risks. If sustained, this shift in tone lays the groundwork for a policy path that is increasingly sensitive to downside risks, not just inflation persistence.

**The Dot Plot: A Measured Path, not a Rush**
The updated dot plot reinforces a message of patience. While the distribution shows some dispersion, the center of gravity suggests a gradual and deliberate path, not an aggressive easing cycle.

A meaningful number of participants continue to signal limited cuts this year, with only a small cohort projecting a more pronounced easing path. The presence of lower-end dots highlights growing concern around downside risks – but these remain in the minority. The takeaway is clear; the Committee is open to easing but not yet convinced it is necessary.

**SEP: A More Resilient Economy, But Not Yet Mission Accomplished**
The March Summary of Economic Projections (SEP) delivered a subtle but important shift in the Fed's narrative: the economy is proving more resilient than previously expected, even as the path back to price stability remains incomplete. The Fed upgraded its real GDP outlook across all forecast years, signaling stronger underlying momentum:

**Table 1: Real GDP Projections**

| 2026 | | 2027 | | 2028 | | Longer Run | |
|---|---|---|---|---|---|---|---|
| December | March | December | March | December | March | December | March |
| 2.3% | 2.4% | 2.0% | 2.3% | 1.9% | 2.1% | 1.8% | 2.0% |

This broad-based upward revision – particularly the increase in the longer-run estimate – suggests policymakers see less structural drag and greater economic capacity than previously assumed. In short, the economy is not slowing as quickly as expected.

**Labor Market: Still Tight, Gradual Cooling**
The unemployment rate projections were largely steady, reinforcing the view that labor market rebalancing remains gradual:

**Table 2: Unemployment Rate Projections**

| 2026 | | 2027 | | 2028 | | Longer Run | |
|---|---|---|---|---|---|---|---|
| December | March | December | March | December | March | December | March |
| 4.4% | 4.4% | 4.2% | 4.3% | 4.2% | 4.2% | 4.2% | 4.2% |

Despite restrictive policy, the Fed continues to expect only modest softening in labor conditions, consistent with a soft-landing baseline rather than a recession scenario.

**Inflation: Progress, But Still Above Target Near-Term**
Personal Consumption Expenditures (PCE) Inflation projections reflect continued disinflation, but not a clean victory:

**Table 3: Inflation Projections**

| PCE Inflation | 2026 | | 2027 | | 2028 | |
|---|---|---|---|---|---|---|
| | December | March | December | March | December | March |
| Overall | 2.4% | 2.7% | 2.1% | 2.2% | 2.0% | 2.0% |
| Core | 2.5% | 2.7% | 2.1% | 2.2% | 2.0% | 2.0% |

The upward revision to 2026 inflation underscores a key tension: while inflation is trending lower, it is doing so more slowly than previously expected, keeping the Fed cautious.

**What It Means: Stronger Growth Complicates the Policy Path**
Taken together, the updated projections reinforce a critical message:

- Stronger growth reduces urgency for rate cuts
- Persistent inflation limits the Fed's flexibility
- A soft landing remains the base case, but not a guaranteed outcome

The combination of firmer growth and stickier inflation helps explain why the Committee remains hesitant to signal an aggressive easing cycle. If anything, the SEP suggests the Fed is becoming more confident in the economy's durability, but less confident that inflation will return to target quickly.

**Powell's Press Conference: Calm, Controlled, Intentional**
Chair Powell's messaging was consistent with the statement and projections. He emphasized continued data dependence, confidence that policy is appropriately restrictive, and a willingness to remain patient as conditions evolve. As Powell emphasized, "We are well positioned to wait for greater confidence before making any adjustments to our policy stance." Importantly, Powell avoided signaling urgency around rate cuts. At the same time, he did not push back against the idea that risks are becoming more balanced.

Chair Powell said he will serve as chairman until his successor is confirmed by the Senate. He also said he has no intention of leaving the Fed until the ongoing DOJ investigation is over. He stated that he has not yet decided as to whether he will complete his term as a Fed board member (which ends in 2028). This pushes back against the case for a dovish tilt premised on Kevin Warsh taking over as Chair in the near term.

On broader issues – including geopolitical developments and leadership uncertainty – Powell remained measured, reinforcing the Fed's commitment to its mandate while acknowledging an increasingly complex backdrop. In the words of Powell himself, "I want to emphasize, nobody knows, the economic effects could be smaller or much bigger. **We just don't know."**

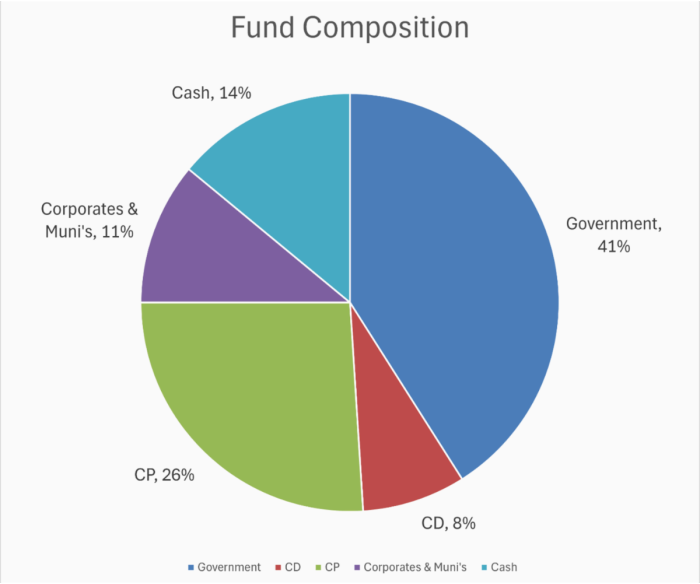
**What This Means for Investors**
For Investors, this meeting reinforces a critical shift that the Fed is moving from a one-sided inflation fight to a two-sided risk framework. This shift has meaningful implications:

- Front-end rates may remain anchored in the near term
- Volatility could increase as markets recalibrate around timing and magnitude of rate cuts
- Credit markets will continue to balance higher yields against widening risk considerations
- Portfolio positioning should remain disciplined, with a focus on liquidity, high credit quality and flexibility

Importantly, today's environment continues to reward incremental yield capture, particularly as spreads have widened relative to earlier in the year.

**The Bottom Line**
The Fed did not move rates, but their narrative is evolving. This is not yet a pivot or a signal of imminent easing. This is something more subtle and arguably more important; it's a shift in how the Fed sees the world. And when that changes, policy is never far behind.

## Series I Recap



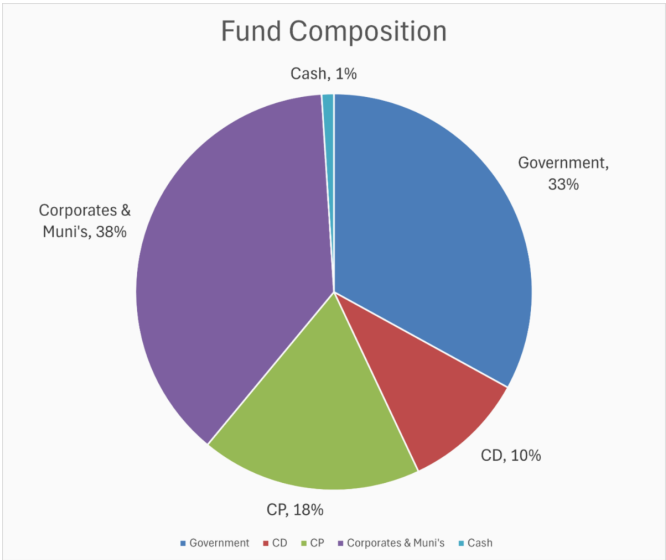

The month opened with a $861,205,394 share balance and closed with a balance of $852,247,083. The seven-day effective yield ended the month at 3.61%. The monthly seven-day average yield in March was 3.56%. Average maturity ended the month at 15 days.

As of March 31st, 2026, the Series I portfolio had 14% of its portfolio assets allocated to overnight investments/cash, corporate securities made up 11% of the assets, Commercial Paper represented 26%, CDs represented 8%, and Treasury & Agency represented 41%.

Data: KeyBank, NA

Series I Fact Sheet

## Series II Recap



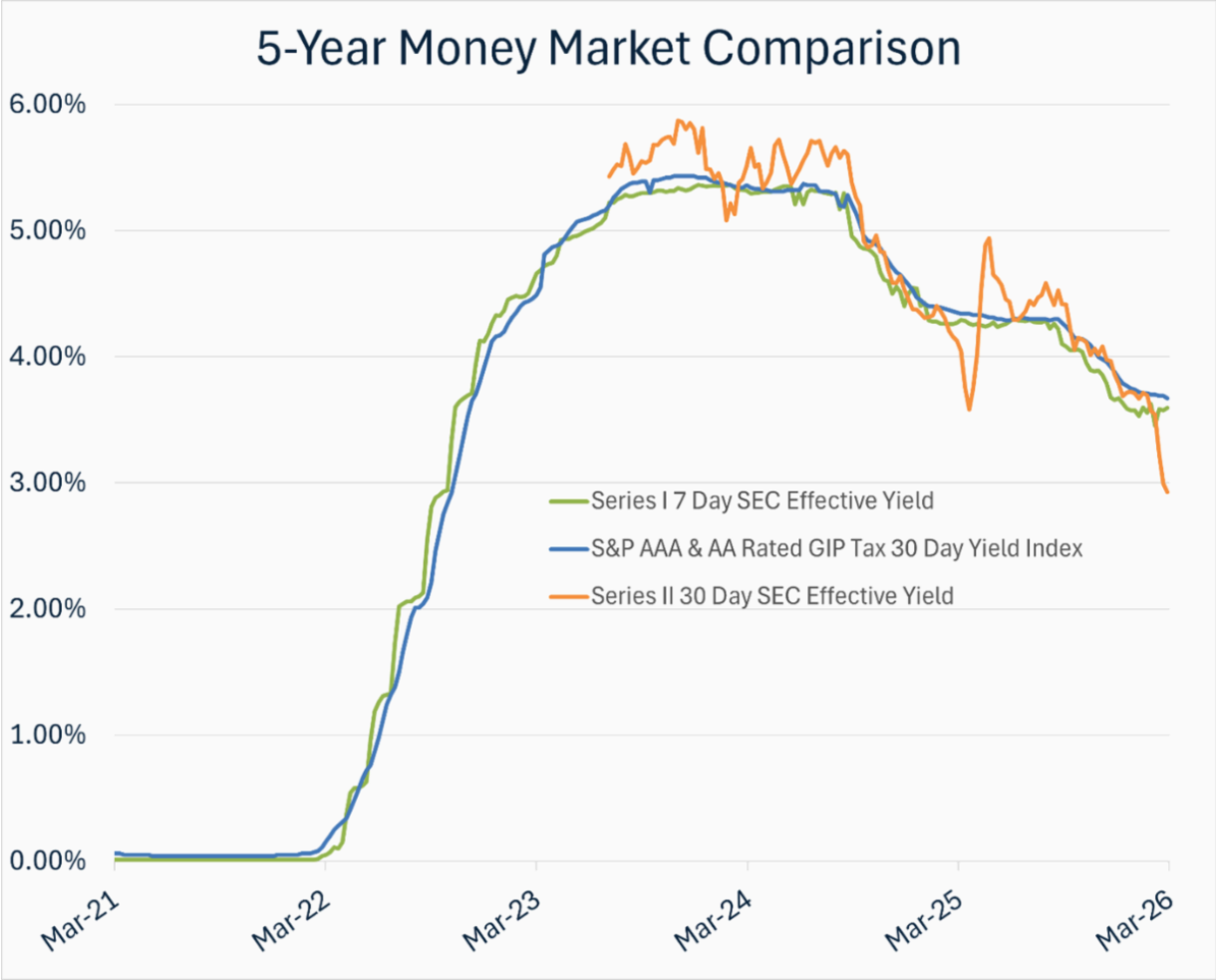

The month opened with a $117,791,314 share balance and closed with a balance of $118,080,596. The thirty-day SEC yield ended the month at 3.04%.

On March 31st, 2026, the Series II portfolio had 1% of its portfolio assets allocated to overnight investments/cash, corporate securities made up 38% of the assets, Commercial Paper represented 18%, CDs represented 10%, and Treasury & Agency represented 33%.

Data: KeyBank, NA



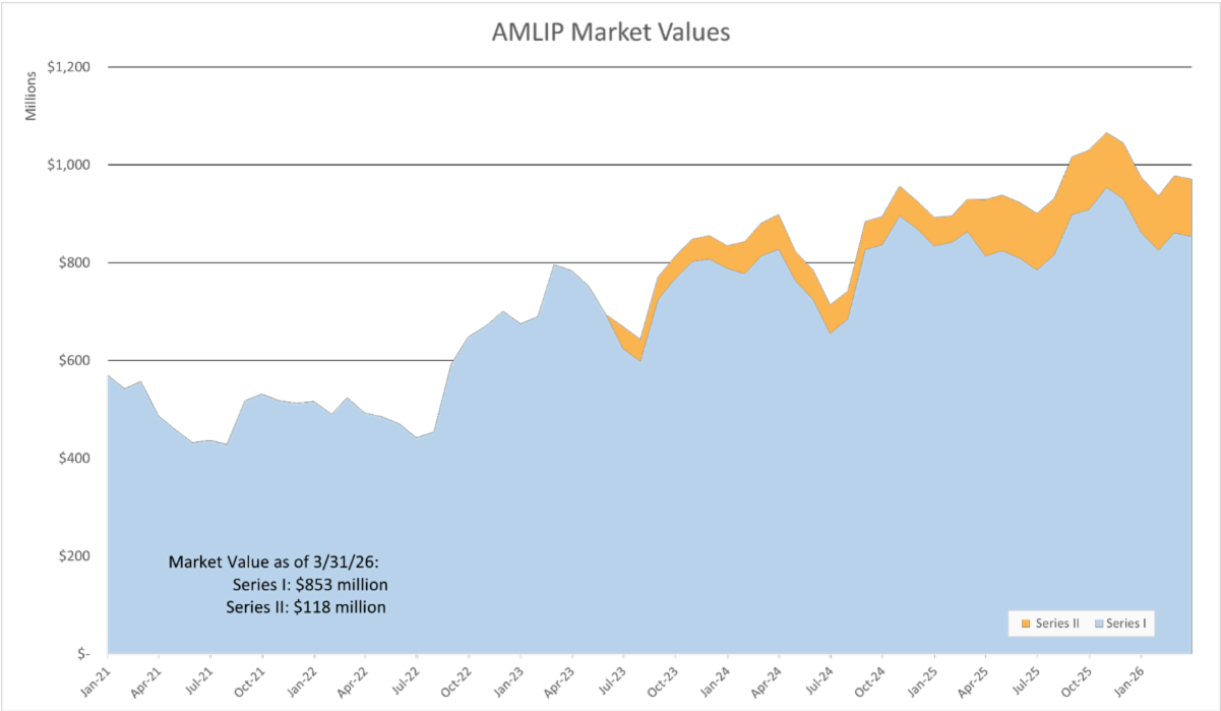
On March 31st, 2026, the S&P AAA & AA Rated GIP Tax 30 Day Yield Index was 3.67%, the Series I Pool's 7-day SEC effective rate was 3.61%, and the Series II Pool's 30-day SEC effective rate was 3.04%. All Pool rates are quoted net of fees and expenses.




Data: KeyBank, NA & S&P



## AMLIP Market Values




## WWW.AMLIP.ORG

## AMLIP Board Members

**Angie Flick - President**
City & Borough of Juneau

**Jody Tow - Vice President**
Petersburg Borough

**Cheyenne Heindel**
Matanuska-Susitna Borough

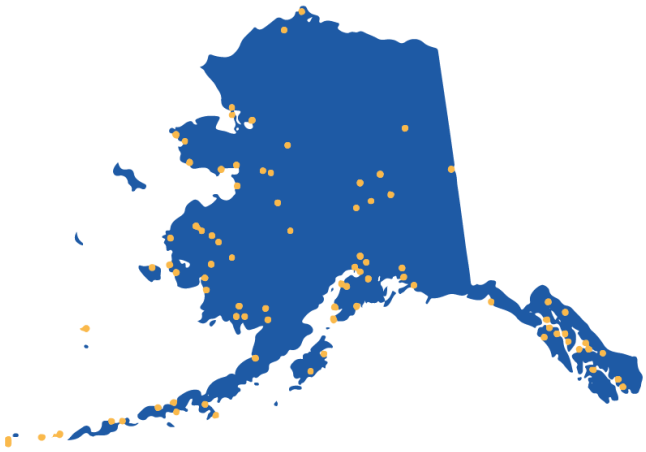
**Sheryl Glasen - Treasurer**
City of Cordova

**Philip Hulett**
Galena City School District

**Brennan Hickok**
APRA

**Kris Erchinger**
City of Whittier

**Nils Andreassen - Executive Director**
Alaska Municipal League



## AMLIP Membership

If any of your local school districts or municipal agencies are interested in enrolling, please reach out to **info@amlip.org**.

**92 Members Representing 236 Total Accounts**

Adak, City of
Akutan, City of
Alaska Association of Municipal Clerks
Alaska Govt Finance Officers Association
Alaska Municipal League
Alaska Municipal Management Association
Alaska Public Risk Alliance
Aleknagik, City of
Aleutians East Borough
Anderson, City of
Angoon, City of
Annette Island School District
Atka, City of
Atqasuk, City of
Barrow, City of
Bethel, City of
Brevig Mission, City of
Bristol Bay Borough
Chevak, City of
Chuathbaluk, City of
Cold Bay, City of
Cordova, City of
Delta Junction, City of
Denali Borough
Dillingham, City of
Eagle, City of
Eek, City of
Egegik, City of
Elim, City of
Fairbanks, City of
False Pass, City of
FAST Planning
Fort Yukon, City of
Galena, City of
Gustavus, City of
Haines, City and Borough
Homer, City of
Hoonah, City of
Huslia, City of
Juneau, City and Borough
Kachemak, City of
Kake City School District
Kenai Peninsula Borough
Kenai, City of
Ketchikan Gateway Borough
King Cove, City of
Kodiak Island Borough
Kodiak, City of
Kotzebue, City of
Koyuk, City of
Manakotak, City of
Marshall, City of
Matanuska-Susitna Borough
McGrath, City of
Mekoryuk, City of
Mekoryuk, Village of
New Stuyahok, City of
Nome, City of
North Pole, City of
Northwest Arctic Borough
Nulato, City of
Palmer, City of
Pelican City School District
Pelican, City of
Petersburg Borough
Petersburg School District
Pilot Station, City of
Platinum, City of
Pribilof School District
Quinhagak, City of
Sand Point, City of
Selawik, City of
Seldovia, City of
Seward, City of
Sitka, City and Borough
Soldotna, City of
St. Paul, City of
Tenakee Springs, City of
Toksook Bay
Unalakleet, City of
Unalaska, City of
Upper Kalskag, City of
Valdez, City of
Wasilla, City of
Whale Pass, City of
Whittier, City of
Wrangell School District
Wrangell, City and Borough
Yakutat, City and Borough

Fairbanks North Star Borough

Old Harbor, City of

## Contact us for information about enrolling a municipal agency or school district in AMPLIP:

**info@amlip.org**

**Account information:**

**Brian Crosby**
Vice President and Sr. Relationship Manager
216-689-5190
brian_crosby@keybank.com

**Kris Nedwick**
Vice President and Sr. Relationship Manager
907-564-0409
kris_nedwick@keybank.com

**Investment Related Questions:**

**Blake Phillips**
Director of Institutional Solutions
907-646-3505
blake@apcm.net

**Lindsey Cashman**
Client Relationship Manager
(907) 646-3532
lindsey@apcm.net

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# Regular Meeting

Tuesday, March 17, 2026 6:00 PM
MS/HS Library, 109 Charles W St, Petersburg, AK 99833

| | |
|---|---|
| Carey Case: | Present |
| Sarah Holmgrain: | Present |
| Katie Holmlund: | Present |
| Kari Petersen: | Present |
| Marc Taylor: | Absent |

Quorum was present

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

   | | |
   |---|---|
   | Carey Case: | Yea |
   | Sarah Holmgrain: | Yea |
   | Katie Holmlund: | Yea |
   | Kari Petersen: | Yea |
   | Marc Taylor: | Absent |

   **Voting Summary:** Yea: 4, Nay: 0, Absent: 1
5. **STUDENT PRESENTATION - Child Development**
   **Discussion:** Middle School teacher Jill Lenhard and several students presented on the child development class taught in the High School. The class was introduced this year and has been well received by the students.
6. **STUDENT REPRESENTATIVE REPORT**
   **Discussion:** Student Rep Brantuas reported about the full ASB board meeting, Basketball/Cheer/Pep band is wrapped up, a spirit club is being started.
7. **CORRESPONDENCE**
   **Discussion:** None
8. **COMMENTS FROM AUDIENCE UNRELATED TO AGENDA ITEMS**
   **Discussion:** None
9. **COMMENTS FROM AUDIENCE RELATED TO AGENDA ITEMS**
   **Discussion:** None
10. **COMMENTS FROM BOARD MEMBERS**
    **Discussion:** None

10.1. Informational: Superintendent Contract

FY2027-2029
**Discussion:** During the executive session, Superintendent Taylor received a favorable evaluation. After coming out of executive session, the Superintendent's contract was amended and extended until June 2029.

11. **CONSENT AGENDA**

**Action(s):**
Approve Consent Agenda. This motion, made by Sarah Holmgrain and seconded by Carey Case, Passed.

**Voting Detail:**

| | |
|---|---|
| Carey Case: | Yea |
| Sarah Holmgrain: | Yea |
| Katie Holmlund: | Yea |
| Kari Petersen: | Yea |
| Marc Taylor: | Absent |

**Voting Summary:** Yea: 4, Nay: 0, Absent: 1

11.1. FEB, 2026, Monthly accounting report, bills, payroll, and electronic fund transfers, Fundraised Student Activities Summary Report and P-Card statements in the amount of $1,071.999.91

11.2. FEB. 17, 2026, regular board meeting minutes

11.3. Personnel Action Report

12. **ADMINISTRATIVE REPORTS**

12.1. Superintendent's report — **Presenter:** Superintendent Taylor
**Discussion:** See attached

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

12.3. MS/HS Principal's Report — **Presenter:** Principal Brad King
**Discussion:** See attached

12.4. Director of Activities Report — **Presenter:** Jaime Cabral
**Discussion:** See attached

12.5. Director of Food Service Report
**Discussion:** See attached

12.6. Director of Technology Report
**Discussion:** See attached

13. **SCHOOL BOARD COMMITTEE REPORTS**
**Discussion:** No updates

14. **OLD BUSINESS**

14.1. Action: February AASB Policy Updates - second and final reading
**Discussion:** A public hearing was opened at 6:46pm and closed at 6:47pm. No one testified or commented.

15. **NEW BUSINESS**

15.1. Action: Review of Standard 4: Developmental Screeners and Standard 5: Assessments
**Discussion:** The board reviewed the PreK materials

and had no comment

15.2. Action: Spring Budget Revision

**Action(s):**
Approve the FY26 Spring Budget revision, as presented. This motion, made by Sarah Holmgrain and seconded by Katie Holmlund, Passed.

**Voting Detail:**

| | |
|---|---|
| Carey Case: | Yea |
| Sarah Holmgrain: | Yea |
| Katie Holmlund: | Yea |
| Kari Petersen: | Yea |
| Marc Taylor: | Absent |

**Voting Summary:** Yea: 4, Nay: 0, Absent: 1
**Discussion:** Director Baird presented the spring Budget revision and fielded questions from the board.

15.3. Action: FY26 Grants Update for Acceptance

**Action(s):**
Accept the grants update, as presented. This motion, made by Sarah Holmgrain and seconded by Carey Case, Passed.

**Voting Detail:**

| | |
|---|---|
| Carey Case: | Yea |
| Sarah Holmgrain: | Yea |
| Katie Holmlund: | Yea |
| Kari Petersen: | Yea |
| Marc Taylor: | Absent |

**Voting Summary:** Yea: 4, Nay: 0, Absent: 1
**Discussion:** FY 26 grants were updated and offered for acceptance.

15.4. Action: Resolution 2026-1 Support of HB 78

**Action(s):**
Approve resolution 2026-1, support of HB 78. This motion, made by Sarah Holmgrain and seconded by Carey Case, Passed.

**Voting Detail:**

| | |
|---|---|
| Carey Case: | Yea |
| Sarah Holmgrain: | Yea |
| Katie Holmlund: | Yea |
| Kari Petersen: | Yea |
| Marc Taylor: | Absent |

**Voting Summary:** Yea: 4, Nay: 0, Absent: 1
**Discussion:** House Bill 78 is being presented in the 25-26 State Legislature, and it is a bill relating to the restoration of a defined benefit retirement plan for Alaska educators. The board passed a resolution of support.

15.5. Informational: Social Studies Curriculum

**Discussion:** Principal King presented the Social Studies curriculum map.

15.6. Action: Letter to the Borough

**Action(s):**
Approve a Letter to the Borough regarding their role in crises that arise at the school. This motion, made by Kari Petersen and seconded by Sarah Holmgrain, Passed.

**Voting Detail:**

| | |
|---|---|
| Carey Case: | Yea |
| Sarah Holmgrain: | Yea |
| Katie Holmlund: | Yea |
| Kari Petersen: | Yea |
| Marc Taylor: | Absent |

**Voting Summary:** Yea: 4, Nay: 0, Absent: 1
**Discussion:** The Superintendent was tasked with writing a letter to the Borough to share the findings of the work session held on March 16th.

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

17. **UPCOMING DATES AND MEETING ANNOUNCEMENTS**

18. **FUTURE AGENDA ITEMS**

19. **OTHER NEW BUSINESS**

20. **ADJOURNMENT**
**Action(s):**
Adjourn. This motion, made by Sarah Holmgrain and seconded by Kari Petersen, Passed.

**Voting Detail:**

| | |
|---|---|
| Carey Case: | Yea |
| Sarah Holmgrain: | Yea |
| Katie Holmlund: | Yea |
| Kari Petersen: | Yea |
| Marc Taylor: | Absent |

**Voting Summary:** Yea: 4, Nay: 0, Absent: 1

_____
Board Secretary

_____
Board President

# Regular Meeting

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

| | |
|---|---|
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| Katie Holmlund: | Present |
| Kari Petersen: | Present |
| Marc Taylor: | Absent |

Quorum was present

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

   | | |
   |---|---|
   | Carey Case: | Yea |
   | Sarah Holmgrain: | Yea |
   | Katie Holmlund: | Yea |
   | Kari Petersen: | Yea |
   | Marc Taylor: | Absent |

   **Voting Summary:** Yea: 4, Nay: 0, Absent: 1
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   **Discussion:** None
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   **Discussion:** None
9. **COMMENTS FROM AUDIENCE RELATED TO AGENDA ITEMS**
   **Discussion:** None
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    **Discussion:** None

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FY2027-2029
**Discussion:** During the executive session, Superintendent Taylor received a favorable evaluation. After coming out of executive session, the Superintendent's contract was amended and extended until June 2029.

11. **CONSENT AGENDA**

**Action(s):**
Approve Consent Agenda. This motion, made by Sarah Holmgrain and seconded by Carey Case, Passed.

**Voting Detail:**

| | |
|---|---|
| Carey Case: | Yea |
| Sarah Holmgrain: | Yea |
| Katie Holmlund: | Yea |
| Kari Petersen: | Yea |
| Marc Taylor: | Absent |

**Voting Summary:** Yea: 4, Nay: 0, Absent: 1

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**Discussion:** See attached

12.5. Director of Food Service Report
**Discussion:** See attached

12.6. Director of Technology Report
**Discussion:** See attached

13. **SCHOOL BOARD COMMITTEE REPORTS**
**Discussion:** No updates

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**Discussion:** A public hearing was opened at 6:46pm and closed at 6:47pm. No one testified or commented.

15. **NEW BUSINESS**

15.1. Action: Review of Standard 4: Developmental Screeners and Standard 5: Assessments
**Discussion:** The board reviewed the PreK materials

and had no comment

15.2. Action: Spring Budget Revision

**Action(s):**
Approve the FY26 Spring Budget revision, as presented. This motion, made by Sarah Holmgrain and seconded by Katie Holmlund, Passed.

**Voting Detail:**

| | |
|---|---|
| Carey Case: | Yea |
| Sarah Holmgrain: | Yea |
| Katie Holmlund: | Yea |
| Kari Petersen: | Yea |
| Marc Taylor: | Absent |

**Voting Summary:** Yea: 4, Nay: 0, Absent: 1
**Discussion:** Director Baird presented the spring Budget revision and fielded questions from the board.

15.3. Action: FY26 Grants Update for Acceptance

**Action(s):**
Accept the grants update, as presented. This motion, made by Sarah Holmgrain and seconded by Carey Case, Passed.

**Voting Detail:**

| | |
|---|---|
| Carey Case: | Yea |
| Sarah Holmgrain: | Yea |
| Katie Holmlund: | Yea |
| Kari Petersen: | Yea |
| Marc Taylor: | Absent |

**Voting Summary:** Yea: 4, Nay: 0, Absent: 1
**Discussion:** FY 26 grants were updated and offered for acceptance.

15.4. Action: Resolution 2026-1 Support of HB 78

**Action(s):**
Approve resolution 2026-1, support of HB 78. This motion, made by Sarah Holmgrain and seconded by Carey Case, Passed.

**Voting Detail:**

| | |
|---|---|
| Carey Case: | Yea |
| Sarah Holmgrain: | Yea |
| Katie Holmlund: | Yea |
| Kari Petersen: | Yea |
| Marc Taylor: | Absent |

**Voting Summary:** Yea: 4, Nay: 0, Absent: 1
**Discussion:** House Bill 78 is being presented in the 25-26 State Legislature, and it is a bill relating to the restoration of a defined benefit retirement plan for Alaska educators. The board passed a resolution of support.

15.5. Informational: Social Studies Curriculum

**Discussion:** Principal King presented the Social Studies curriculum map.

15.6. Action: Letter to the Borough

**Action(s):**

Approve a Letter to the Borough regarding their role in crises that arise at the school. This motion, made by Kari Petersen and seconded by Sarah Holmgrain, Passed.

**Voting Detail:**

| | |
|---|---|
| Carey Case: | Yea |
| Sarah Holmgrain: | Yea |
| Katie Holmlund: | Yea |
| Kari Petersen: | Yea |
| Marc Taylor: | Absent |

**Voting Summary:** Yea: 4, Nay: 0, Absent: 1

**Discussion:** The Superintendent was tasked with writing a letter to the Borough to share the findings of the work session held on March 16th.

16. **ADDITIONAL COMMENTS FROM BOARD MEMBERS**

**Discussion:** None

17. **UPCOMING DATES AND MEETING ANNOUNCEMENTS**

18. **FUTURE AGENDA ITEMS**

19. **OTHER NEW BUSINESS**

20. **ADJOURNMENT**

**Action(s):**

Adjourn. This motion, made by Sarah Holmgrain and seconded by Kari Petersen, Passed.

**Voting Detail:**

| | |
|---|---|
| Carey Case: | Yea |
| Sarah Holmgrain: | Yea |
| Katie Holmlund: | Yea |
| Kari Petersen: | Yea |
| Marc Taylor: | Absent |

**Voting Summary:** Yea: 4, Nay: 0, Absent: 1

_____

Board Secretary

# Personnel Action Report for 2025-26

**March 17, 2026**

## EMPLOYMENT OF CERTIFIED PERSONNEL

## RESIGNATION/RETIREMENT CERTIFIED PERSONNEL

## EMPLOYMENT OF CLASSIFIED PERSONNEL

## RESIGNATION/RETIREMENT CLASSIFIED PERSONNEL

## Extra Duty Contracts

Kaia Dahl Thomassen
MS Volleyball Coach

**2025-2026 School Year**

| | |
|---|---|
| Teachers | 41.00 |
| Classified | 31.00 |
| Principals | 2.00 |
| District Administration/Exempt (Superintendant, Finance, Maintenance, Food Service, Board Admin, Special education, tech , athletics) | 8.00 |
| **Total Employees** | **82** |

**Superintendent Report**
**March 2026**

It is a busy time of year as we prepare to close out one school year while also planning ahead for the next. Spring is arriving and we've transitioned from our winter sports into our spring seasons. As always, the Petersburg community came out in full force to support and celebrate our PHS students during Homecoming against Wrangell.

Even through the lingering snow, students can already be seen carrying their track and baseball gear, hopeful that the snow will soon melt. Middle school volleyball players are preparing for their upcoming games, and both our middle and high school Native Youth Olympics teams have been practicing hard. At the elementary level, students continue making strong progress in reading fluency and comprehension thanks to the dedication and commitment of our staff.

**Roof Project**

By the time of the school board meeting, CBC should be fully demobilized and the roof project completed. The final vents have arrived and have been installed, and crews are currently finishing site cleanup.

**Petersburg Campus Security Upgrades**

Representatives from Sampson Electric were onsite March 10–11 and met with Aaron, Jon, and me to review the scope of work and walk through the facilities. We expect to receive a follow-up site visit report along with their proposed project schedule.

**Staffing**

We are currently in the process of hiring for several certificated positions. Principals have been reviewing applications and forming interview committees. At this time, we are advertising for three positions at the elementary level and three positions at the middle/high school level.

**Wellness**

Our second annual staff Cornhole Tournament will be held Friday, March 13. This was a well-received event last year, and we are looking forward to another afternoon of friendly competition and staff camaraderie.

**Legislative Advocacy**

There are a number of education-related bills under discussion during this legislative session. Education funding continues to be a major topic of conversation, and we are closely monitoring several bills that may impact our district.

Principal Conn and I will represent Petersburg in Juneau later this month during the Alaska Council of School Administrators Legislative Fly-In. We will meet with our Southeast representatives as well as legislators from across the state to advocate for the educational needs of our students and district.

I would also like to extend appreciation to Alice Cumps, Tim Shumway, and Tyler Thain for representing Petersburg at the NEA Legislative Fly-In last month and for their advocacy efforts on behalf of our schools.

HB 12, Free Breakfast and Lunch in Public Schools - Sponsors Dibert, Burke, Edgmon, Galvin, Himschoot

- Require the state to fund free breakfast and lunch for any public-school student who requests a meal.

HB 78 Retirement Systems - Sponsor House Finance
- Would create a pension for teachers hired after 2006 and for all new employees.

HB 152 Education Tax- Sponsors Galvin, Mina, Himschoot, Gray, Fields
- Establish a $150 head tax for all individuals who earn a wage or has self-employed net earnings in Alaska to fund public education.
- Add a 4% income tax on individuals with an income exceeding $150,000 as an individual or $300,000 as a couple filing jointly.

HB 187 School Nutrition/Meal: Prohibit Food Dyes - Sponsor Wielechowski

HB 231, Teacher Retention, Retirement - Sponsors Burke, Hall
- Add information on teacher and paraprofessional working conditions to DEED's annual report to the legislature based on exit interviews
- Increase state funding for the federal E-Rate program to one gigabit per second
- Require DEED to provide financial planning, and retirement training for teachers and paras and to support principal and superintendent mentoring programs
- Create an educator housing subsidy grant program
- Add international accrediting associations to be accepted by the department for teacher certificates
- Allow public employees to remain in PERS after becoming certified teachers
- Add recruitment and retention bonuses for teachers and paras between $5,000 and $15,000

HB 237 Mathematics Instruction - Sponsor Underwood

HB 240 Schools: Digital Harassment and Nonconsensual Digital - Sponsor Nelson

HB 248 Correspondence Study Program Assessment- Sponsor Galvin

**HB 261** ADM Average- Sponsor Story

HB 288 Local Contributions by School Districts - Sponsor Fields

HB 333 Technical Readiness and Career Training – Sponsor Bynum

HB 339 Personal Finance Program in Schools – Sponsor Costello

HB 358 Career and Technical Education Grants - Sponsor Elam
- Establish a statewide Career and Technical Education (CTE) Mobility Grant Program
- Provide grants to host districts for student participation costs, performance-based incentives, and facility/equipment modernization
- Require collaboration between the Department of Education and Labor to expand pre-apprenticeship and work-based learning opportunities for secondary students

HB 365 Scholarship Granting Organizations – Sponsor Bynum

HB 374 Base Student Allocation - Sponsor House Education
- Proposes to raise the BSA by $630, from $6,660 to $7,290

HJR 28, Support Kids Online Safety Act
- Urge the U.S. Congress and the President to pass the Kids Online Safety Act to strengthen protections for minors on social media and other online platforms.

HJR 39 Waive Visa Fees for Teachers - Sponsor Galvin
- Urge the federal government to waive the new $100,000 annual H-1B visa fee for educators hired in Alaska
- Seeks to help Alaska school districts address ongoing teacher shortages, particularly in rural areas
- Aims to prevent districts from facing the choice of paying millions in visa fees or losing approximately 500 international teachers currently working in Alaska schools

SB 20 CPR Curriculum - Sponsors Gray-Jackson, Claman, Tobin, Kawasaki

SB 23- Civics Education - Senators Stevens, Gray-Jackson, Tobin, Kaufman, Tilton, Claman, Stedman, Rauscher, Giessel, Cronk, Kawasaki, Wielechowski, Yundt

- Require the state to develop a comparative government and civics curriculum and assessment, including a 100-question test based on the U.S. naturalization exam
- Mandate students complete a civics course and pass a civics assessment or project-based assessment to graduate high school
- Create a seal of civic readiness for students who demonstrate high civic proficiency

SB 93 Early Education Programs - SponsorTobin

- Count students in approved district-wide early education programs as a **full ADM student instead of .5 ADM for funding purposes**
- Repeal Pre-K Program sunset clause
- Repeal limit on state funding for approved Pre-K programs

SB 198 PRS/TRS Retirement & Medical Eligibility – Sponsor Kaufman

SB 204 Sub Teaching; School Board Eligibility - Sponsor Cronk

SB 206 School Suicide Polices; Firearm Storage - SponsorTobin

SB 209 Grad Requirements & Proficiency Tools - Sponsor Bjorkman.

- Require social studies to be include in high school graduation requirements to include civics, the history of the United States, and state history
- Require DEED to adopt performance standards and tool in grades 8-12 for the subjects of economics, language arts, math, science and social studies.
- Require amend high school graduation requirements to 4 units of language arts, 4 units of social studies ( to include US history, State History, civics and economics)
- Applies to students graduating on or after January 1, 2030

SB 210 Indigenous Cultural Heritage Education - Sponsor Tobin

SB 228 Public Schools; Opioid Awareness Program - Sponsor Rauscher

SB 238, Library Materials Policies; Censorship - Sponsor Kawasaki

- Establish statewide policies protecting access to library materials in public and school libraries, prohibit censorship based on viewpoint, origin, race, gender sexuality, religion, or politics
- Create formal procedures for challenging library materials while requiring that materials remain available during review and limiting removal to narrow obscenity standards
- Provides affirmative legal defenses and a private right of action for librarians, students, parents authors, and publishers when government entities censor materials or discipline employees for refusing to censor

SB 247 - Generated Obscene Child Sex Abuse Material –Sponsor Kiehl

SB 267 – Public School Finance; Data Internet Website – Sponsor Bjorkman

Robyn Taylor, Superintendent
**Petersburg School District**
P.O. Box 289
Petersburg, AK 99833

PETERSBURG
ALASKA

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Imagine. Believe. Achieve.

The following represents the draft recommendation the Petersburg School District Facilities committee recommends the board of education approve for submission once the application process opens.

Petersburg Borough School District
FY 2028-2033 Six- Year Capital Improvement Plan

| District Priority | Primary Purpose | Project Title and Description | SOA Aid | Estimated Project Cost |
|---|---|---|---|---|
| 1 | C | **Petersburg High School/Middle School Entry and Security Renovation**<br>This project renovates approximately 2,400 square feet of the front office and administrative area at Petersburg High School/Middle School. The renovation is driven by the need to enhance entry security and provide ADA-compliant accessibility for students, staff, and visitors. The work included site preparation, slab infill, and minor demolition activities, including removal of walls, flooring, ceiling grid, and selected mechanical and electrical components. Interior improvements include new framing, doors, windows, casework, and partitions. The mechanical scope includes plumbing fixtures upgrades, HVAC diffusers, hydronic heating elements, and a range hood system. Electrical work includes updated lighting, power distribution, fire alarm modifications, telecom/data cabling, and integration of DDC controls. The project concludes with new flooring, ceiling finishes, and complete interior painting.<br>** Completed Summer 2025**<br>** Will ask for recalculation of DEED scoring** | X | $1,700,000 |
| 2 | C | **Petersburg Aquatic Center Sewer Line Repair**<br>This project addresses sanitary sewer failures at the Petersburg Aquatic Center, primarily affecting the family, women's, and men's locker rooms. Due to differential settlement beneath the slab, multiple pipe separations and blockages have occurred, causing sewage backups and foul odors. The work includes replacement of failed horizontal waste lines and reconnection of detached floor drains. Two repair approaches have been developed: tunneling beneath the slab to access and replace piping while minimizing facility disruption, or slab removal and interior demolition to access | X | $1,213,760 |

| | | | | |
|---|---|---|---|---|
| | | damaged systems from above. Repairs will restore drainage function and prevent future failures.<br>**Project should be substantially complete by time of submission** | | |
| 3 | C | **Petersburg Campus Security Upgrades**<br>The Petersburg Campus Security Upgrades project will enhance campus-wide safety and accessibility through comprehensive improvements to building entry points and interior security systems. The scope includes replacing exterior doors across the middle school, high school, and elementary buildings, integrating them into a new electronic access control system. Work includes installation of card readers, electrified door strikes, request-to-exit devices, lockdown alarms and intercom system upgrades. The main entry will be reconfigured with improved sightlines and protective barriers. Interior classroom doors and key student spaces will be upgraded for ADA accessibility, and all systems will be unified through centralized access management software.<br>**Work occurring Summer of 2026** | X | $1,500,000 |
| 4 | C | **Petersburg Gym Sewer Line Repair**<br>The project generally consisted of the removal and replacement of a failed sewer line located beneath the indoor concrete slab floor. The scope extended into adjoining rooms containing plumbing fixtures, where work was performed as necessary to complete the system replacement.<br>Approximately 200 linear feed of sanitary sewer piping was removed and replaced with new piping meeting current code requirements.<br>During the course of construction, care was taken to preserve existing wall and ceiling finishes. All disturbed finishes were restored to match original conditions to the greatest extent feasible. However, all floor finishes in affected areas required full replacement due to the extent of slab penetration and removal. Temporary protection and dust control measures were implemented throughout the work to minimize disruption to surrounding spaces.<br>** Projected was completed in 2023?** | | $501,316 |

**FY 2028 Total $4,715.06**

| District Priority | Primary Purpose | Project Title and Description | SOA Aid | Estimated Project Cost |
|---|---|---|---|---|
| 5 | C | **Petersburg District Wide Exterior and SubStructure** | | $1,772,860 |

| | | | | |
|---|---|---|---|---|
| | | **Repairs**<br><br>This project addresses exterior structural and foundation deficiencies identified through the district's facility condition survey across multiple school buildings, including the elementary school, middle/high school, vocational building, and district support structures. The work includes improvements to piling and foundation systems to strengthen beam connections, stabilize floor structures, and correct areas of settlement. Drainage improvements will also be implemented beneath select buildings to direct water away from foundations and improve under-building ventilation.<br><br>Additional work includes repair or replacement of deteriorated exterior structural components such as exposed beams, walkway canopies, siding, decks, and elevated walkway sections. Exterior access elements including stairs, railings, and ramps will be repaired or reconstructed to address code deficiencies and improve safety. These improvements will protect building structural systems, reduce moisture intrusion, and ensure safe and compliant access to district facilities. | | |
| | | | | |

| District Priority | Primary Purpose | Project Title and Description | SOA Aid | Estimated Project Cost |
|---|---|---|---|---|
| 6 | C | **Petersburg Campus HVAC and Electrical Upgrades**<br><br>This project addresses district-wide HVAC and electrical system deficiencies identified in the Petersburg School District Facility Condition Survey. The work will replace aging mechanical equipment, upgrade heating and ventilation systems, modernize building automation controls, and improve electrical systems that support HVAC operations and facility lighting.<br><br>Major improvements include replacement of end-of-life ventilation units and fans, upgrades to hydronic heating distribution systems and circulation pumps, conversion of pneumatic controls to modern direct digital controls (DDC) and associated electrical upgrades for building automation, lighting and system reliability. These upgrades will improve indoor air quality, energy efficiency and system reliability while extending the service life of district facilities and reducing long-term maintenance costs. | | **$10,174,953**<br><br>**HVAC**<br>Elementary<br>$827,477<br>MS/HS<br>$7,185,015<br>Vocational<br>$157,943<br><br>**Electrical**<br>Elementary<br>$353,712<br>MS/HS<br>$1,053,758<br>Vocational<br>$477,817<br>District<br>$119,231 |

| | | | | |
|---|---|---|---|---|
| | | | | |

| District Priority | Primary Purpose | Project Title and Description | SOA Aid | Estimated Project Cost |
|---|---|---|---|---|
| 7 | C | **Petersburg Roof Repair and Replacement- Vocational Building and District Office**<br><br>This project addresses roofing and canopy deficiencies identified through the district's facility condition survey across multiple district buildings, including the elementary school, vocational building, and district office.. The work focuses on structural improvements to pitched roofs and exterior canopies to address deterioration, structural loading concerns, and identified code deficiencies.<br><br>The scope includes replacement of deteriorated roof sheathing, structural trusses, and metal roofing systems where required. Roof assemblies will be upgraded to meet current snow load and seismic requirements, and improvements will be made to roof ventilation, soffits, and vapor barrier penetrations to protect the roof structure and insulation systems. Additional work includes repair and reinforcement of exterior canopy structures, including column repairs, improved framing connections, and structural tie-ins to adjacent buildings to prevent separation during wind or seismic events. Certain entrance canopies will be reconstructed with permanent foundations designed to meet current loading requirements.<br><br>These improvements will restore the structural integrity of district roofing and canopy systems, reduce the risk of moisture intrusion, and ensure the facilities meet current structural and life-safety requirements. | | **$3,258,958**<br><br>Elementary $41,014<br>MS/HS $34,992<br>Vocational $2,664,583<br>District $518,009 |
| | | | | |

**Elementary Report**
**Tuesday, March 17th**

1. Shout Outs!
2. What has happened?
    a. School Improvement Meeting
    b. CKLA Amplify Professional Development
    c. Job Postings: Elementary Teaching
        i. So far, 1 applicant for Gen. Ed (2nd/3rd Grade)
        ii. So far, 1 applicant for SPED
        iii. Mrs. Lenhard was an Internal Transfer to Library
        iv. Mrs .Midkiff was an Internal Transfer to Rdg. Interventionist
    d. Conference Attendance:
        i. PreK=100%,K-=100%, 1=100%, 2=93% (-1), 3=93%(-3), 4=83%(-5), and 5=90%(-4)
        ii. Total 200 out of 213 = 94%
3. 25-26 Enrollment
    a. PreK = 8, K = 29, 1 = 21, 2 = 44, 3 = 41, 4 = 30, 5 = 41
    b. Total = 214
4. 26-27 Projected PreK-5 Enrollment
    a. Projected PreK = 15
    b. Projected Kinders = 29
    c. Projected PreK-5 Enrollment = 207
5. Important Information to Know
    a. Hiring Season is upon us!
6. Focus
    a. ADM for Preschool
    b. Preschool Program Implementation
        i. Thank you for offering Feedback, Comments, and Concerns to our EEP Funding Goal: Screening and Assessment
    c. Legislators Conversations (State and National)
        i. Advocated and Told Personal Stories for:
            1. H1B Visa's
            2. Medicaid
            3. Nutrition
            4. Title Funds
            5. Mental Health
            6. Nursing
    d. School Improvement Data Collection
    e. Balancing Budget
    f. Migrant Events
    g. PLC's (Planning and Facilitating)
7. What is to come?
    a. Wrapping up FY26 Budget

b. Interviews for 2nd/3rd Grade Teachers
c. Alaska Legislative Fly-in
d. CLSD Grant Wrap-up

Our elementary schedule operates within a fixed number of daily minutes that are fully allocated to required instructional blocks, intervention services, student support routines, and operational procedures. Core literacy and math instruction occupy a significant portion of each day, alongside mandated intervention time, transitions, lunch/recess, and specials. There is virtually no unassigned instructional time remaining.

Under Alaska law, grades K–3 must meet annual and daily instructional hour requirements, while also carrying the most intensive foundational literacy and early intervention mandates. Although K–3 has the lowest annual hour requirement, these grades face the highest academic and documentation demands. Currently, elementary students attend the same daily hours as secondary students, despite differing structural requirements.

As a result, there is no dedicated time available within the existing schedule for targeted science or social studies instruction without reducing other required components of the day. This is not a matter of prioritization, but a structural time-capacity limitation within state requirements and existing mandates.

Proposed legislation, such as House Bill 237, would further reduce scheduling flexibility by increasing required math structures and intervention obligations, adding additional pressure to an already fully allocated schedule.

The elementary master schedule is operating at full capacity. Any addition of instructional mandates would require the removal or reduction of existing required components.

Principal's School Board Report
Mitkof Middle School/Petersburg High School
3/11/26

- The Social Studies curriculum is in final draft form. An electronic copy will be forwarded to the board.
- Finalizing orders for curriculum materials is underway. In only two areas are non-supplementary materials being purchased. This will be textbooks for 6th and 7th grade courses. The remainder of expenditures will be in teacher support materials and supplements.
- We are still attempting to interview and hire for open positions in the HS and MS. This process can create a need to rearrange some assignments between the schools for the instruction of certain classes. As a result, scheduling of classes for HS and MS is an ongoing process that will take a little while longer.

Student Counts: MMS = 121
PHS = 141

PETERSBURG School District

Department of Activities & Athletics
PO Box 289 Petersburg, AK 99833
877.526.7656

***PHS & MMS Activities & Athletics – Board Report - March – 2026***

**PHS Basketball, Cheer, Pep Band, Dance**
Students represented our community amazingly at the Region 5 Tournament. Our entire group along with Wrangell HS received the Sportsmanship Award for the Tournament. Great group of people to help all our games this season and thank you to the community for supporting our programs!

**PHS Baseball, Track & Field, MS Volleyball, and Native Youth Olympics have begun!**

**Golden Ticket**
Moving to a Golden Ticket system prior to every activity beginning in order to make sure each participant has their forms complete. It is working well so far to ensure that we have all proper forms completed prior to students participation in an activity.

**BigTeams**
BigTeams will be moving to Arbiter next school year for student activity forms and eligibility. We will have a better idea of what this looks like for MS and HS Activity Registration. We should have an idea of what the system will look like in the next few months. At Fall Registration, Lori and I will be around to get as many students registered for activities for the year on the system.

**Upcoming Home Events**

| | |
|---|---|
| April 10-11 | Home Native Youth Olympics Event Frida & Saturday |
| April 17-18 | MMS Stikine Volleyball Championship Tournament |

**March 2026- Food Service Board Report - Director Johnson McIntosh**

Food Service:

- SY 2025/2026 Full administrative All Programs
    - Administrative Review is over and all corrective actions have been completed
-

- Local Procurement
    - SY24 1.4% of food purchased was considered local
    - SY25 11.58% of food purchased was considered local

- Grants:
    - Culinary Arts Grant- collaboration between Culinary classes and food service- Culinary arts classes will get $3,500 to spend on supplies and goods to create recipes that can be utilized in the food service program
    - Farm to School Grant- For the teen Health fair we will have a station that will highlight Alaska Grown items for students to try. There will be the potential for take home recipe kits as well.

- After School Meals
    - Higher participation in secondary school this year

- Hydroponic systems in full bloom
    - 9 lbs of lettuce harvested March 16th

Wellness Team:

- Teen Health Fair May 8th 2026

Migrant Education

- 92 enrolled migrant students
- Parent Survey out now
- Spring Literacy underway for books from Singlee Alley
- Vonda is offering Tutoring

## Technology Department Board Report

**February 13 – March 11, 2026**

*Each click, tap, and swipe — make it count.*

## Technology Snapshot

**Cybersecurity:** No critical vulnerabilities identified in the latest CISA Cyber Hygiene scan

**Support Activity:** 92 technology support requests resolved during February 13th-March 11th

**Family Communication:** 83% staff active in ROOMS | 82% guardian activation | 89% monthly guardian engagement

## District Technology Dashboard

| Highlights | Operations | Planning & Improvements |
|---|---|---|
| **Cybersecurity Status** | **Technology Support** | **Security Camera Expansion** |
| The latest CISA Cyber Hygiene scan found **no critical vulnerabilities** or exposed high-risk services. | The Technology Department processed **92 support requests** during February, including classroom support, device troubleshooting, and network connectivity assistance. | Two additional **elementary school cameras** will be installed along **Dolphin Street** during spring break. |
| **School–Family Communication** | **Classroom Technology Support** | **Equipment Lifecycle Management** |
| The **ROOMS platform** continues to expand with strong staff and family engagement across the district. | Ongoing support includes the deployment of instructional software, the setup of classroom technology, and assistance with digital learning platforms used by staff and students. | The district will use Apple’s recycling program to recycle older equipment for free. |

| | | |
|---|---|---|
| **System Reliability** | **Student Information Systems** | **Freshman Device Evaluation** |
| Additional **UPS battery backup systems** are being installed to protect critical technology infrastructure. | The Technology staff worked with PowerSchool support to review the automated parent notification behavior. | The district is evaluating **Apple's new education device, the Neo**, for the upcoming freshman 1:1 program. Early testing indicates possible cost savings. |
| | **Cybersecurity Monitoring** | **Network Infrastructure Planning** |
| | Routine monitoring ensures district systems remain secure and aligned with recommended cybersecurity practices. | The district continues the **E-Rate bidding process** for internet services and internal network upgrades. |

## Overview

During this reporting period, the Technology Department continued to support district operations by maintaining reliable systems, assisting staff and students with instructional technology, strengthening cybersecurity protections, and coordinating with vendors.

## Cybersecurity

External cybersecurity monitoring continues to show a strong security posture for district systems. The most recent CISA Cyber Hygiene scan identified only a low-severity informational item and no critical vulnerabilities or exposed high-risk services.

## Classroom & Instructional Technology

Technology staff continues to support classroom technology across all schools, including instructional software deployment, device troubleshooting, classroom technology configuration, and assistance with digital learning platforms used by teachers and students.

The district is also evaluating **Apple's new education device, the Neo**, as a potential option for the upcoming freshman 1:1 program. Early testing indicates the device may provide modest cost savings while maintaining compatibility with the district's Apple ecosystem.

## Communication Systems

Use of the ROOMS messaging platform continues to grow and is becoming the district's primary tool for school-to-family communication. Current engagement indicators show strong staff adoption and consistent family participation. The district is aware of notification issues in the mobile app and is working with Apptegy support to resolve them and improve reliability.

## Daily Operations

The Technology Department processed **92 technology support requests during February**, including classroom assistance, device troubleshooting, network connectivity support, and account management.

## Upcoming Work

During spring break, the Technology Department will complete several infrastructure improvements, including installing two additional elementary school security cameras along Dolphin Street, expanding battery backup systems for critical equipment, and recycling older technology equipment through Apple's e-waste recycling program. The department is also coordinating with **Samson Electric** on the **Petersburg Campus Security Upgrades** project. Recent onsite meetings with the project team discussed network requirements and access control installations. District network documentation has been provided to support planning for each connection point and location, and the team is identifying action items that can be completed remotely as the project moves forward.

| Policy | Formally Adopt? | Summary of changes |
|---|---|---|
| BP 4115 | Yes | This update adds language to clarify that employees evaluating certificated personnel in the District must hold a Type B administrator certificate. |
| BP 4117.2/4217.1/4317.2 | Yes | ***Merge BP 4117.2 and BP 4217.2***<br><br>This update simplifies the process by which an employee resigns. It also merges the classified and certified resignation policies. |
| BP 4117.4 | Yes | This update codifies the requirement established by the Alaska Supreme Court that certified employees may call witnesses at a pre-termination hearing. |
| BP 4118 | Yes | This update clarifies what constitutes progressive discipline, and that reassignment is not necessarily disciplinary. |
| BP 4119.3/4219.3/4319.3 | Yes | This update requires that, as a best practice, job descriptions should be reviewed and updated annually. |
| BP 4119.12/4219.12/4319.12 | Yes | This update updates harassment language to fit best practices, including that it relates to all school district activities and facilities. |
| BP 4119.22/4219.22/4319.22 | Yes | This update simplifies the model dress code policy, and applies it to all personnel. |
| BP 4119.23/4219.23/4319.23 | Yes | This update clarifies best practices regarding the release of unauthorized District information. |
| BP 4119.25/4219.25/4319.25 | Yes | This update clarifies that the District may regulate political activity on school property at any time (not just during the instructional day) in accordance with law. |

**Grammatical changes only.**

BP 4117.6, BP 4119.11/4219.11/4319.11, E 4119.21, BP 4119.41/4219.41/4319.41, E 4119.42/4219.42/4319.42

# BP 4115 – CERTIFICATED PERSONNEL - EVALUATION/SUPERVISION

Note: AS 14.20.149 requires school districts to have a certificated employee evaluation system. The School Board is required to consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the system. The evaluation must be based on observation of the employee in the employee's work place. In addition, the law mandates a number of requirements for the system including the establishment of district performance standards, a minimum number of evaluations each year, the preparation and implementation of a plan of improvement, and opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the person being evaluated. Department of Education and Early Development regulations require a district's certificated employee evaluation system to evaluate a teacher or administrator's performance on applicable professional content standards as exemplary, proficient, basic, or unsatisfactory. In addition, overall performance must be evaluated with these same four ratings. No later than July 1, 2016, a district shall adopt for teachers and administrators standards for performance based on student learning data. 4 AAC 04.205. A district shall report to the department not later than September 15th of each year evaluation results as to tenured and non-tenured teachers, administrators and special service providers and performance levels, as prescribed in 4 AAC 19.055.The Educator Evaluation regulations are found at 4 AAC 19.010-19.099.

The School Board believes that evaluations can provide important information relevant to employment decisions, ~~can~~ help staff improve their professional skills, ~~can~~ improve the effectiveness of instruction, and raise student achievement levels. In accordance with the district's certificated employee evaluation system, the Superintendent or designee shall evaluate certificated personnel annually, including teachers, administrators, and special service providers. The evaluation system shall evaluate whether the certificated employee is exemplary, proficient, basic, or unsatisfactory on applicable content standards and in overall performance. The district's certificated employee evaluation system will incorporate those procedures and mandates required by law.

The district shall provide ~~annual~~ in-service training to all certificated employees subject to the evaluation system. The training will assure inter-rater reliability and address the evaluation procedures, the standards used by the district in evaluating performance, and other information that may be helpful to a thorough understanding of the evaluation system.

Individuals conducting an evaluation must hold a type B administrator certificate or be a site administrator under the supervision of a person with a type B certificate, be employed by the school district as an administrator, and complete training in the use of the district's evaluation system.

A certificated employee has a right to ~~timely~~ comment within 10 days on the evaluation and may not be retaliated against for doing so.

The certificated employee evaluation system will be periodically reviewed. The district will consider input from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators. The district will make a form, template, or checklist that the district uses in the evaluation of certificated employees available to the public, including posting the form, template, or checklist on the district's website.~~.~~ The posting will explain how the district has considered the input of these groups in the design of the evaluation system.

*(cf. 4116 - ~~Probationary/Permanent Status~~ Nontenured/Tenured)*

*(cf. 4117.4 - Dismissal)*
*(cf. 4117.6 - Nonretention)*
*(cf. 4315.1 - Competence in Evaluation of Teachers)*
*Legal Reference:*

*ALASKA STATUTES*

*14.20.149 Employee Evaluation*
*14.08.111 Duties*
*14.14.090 Duties of school boards*
*23.40.070 Declaration of policy (PERA)*

*ALASKA ADMINISTRATIVE CODE*

*4 AAC 19.010-4 AAC 19.099 Evaluation of professional employees*
*4 AAC 04.200 Professional content and performance standards*
*4 AAC 04.205 District performance standards*

*Revised ~~3/2017~~12/2025*
**9/92**

**AASB Policy Reference Manual**

## BP 4117.2/4217.1/4317.2 - ~~CERTIFICATED~~ ALL PERSONNEL – RESIGNATION

~~Note: The following sample policy sets forth two options regarding authority to accept resignations and should be revised as needed.~~

~~**OPTION 1**~~

The Superintendent or designee is authorized to accept the written resignation of any employee on behalf of the School Board, and the resignation shall become effective immediately upon acceptance by the Superintendent or designee. A resignation presented to and accepted by the Superintendent or designee may not be withdrawn by the employee.

~~**OPTION 2**~~

~~Resignations shall be submitted in writing and directed to the School Board in care of the Superintendent. The employee shall specify the requested date of resignation. The Board shall fix the effective date of resignation which may not be later than the close of the school year. The resignation does not become effective until it has been formally approved by the Board and may be withdrawn by the employee prior to Board action.~~

Note: The Alaska Professional Teaching Practices Commission recommends that districts adopt a policy which addresses the situation of a teacher's request to resign during the teacher's contract term, or abandoning the position without notice. The PTPC further recommends a policy that addresses what procedures the school district will follow when recruiting a teacher currently under contract with another district, including a teacher who has not obtained a written release from that district. The PTPC will implement possible sanctions against a teacher who unilaterally breaches his or her employment contract. The following language can be revised to reflect your district's needs.

A certificated staff member should provide notice as early as possible to the district when the staff member knows that he or she does not plan to return for the following school year. The district [~~OPTION: will OR~~ may] agree to release a certificated staff member who has signed a contract, provided notice is given to the district, in writing, post-marked ~~[OPTION: thirty calendar days prior to the staff member's first contract day of the school year OR~~ on or before June 30th].

If a request to release a certificated staff member from his or her contract is made ~~[OPTION: when fewer than thirty calendar days remain before the staff member's first contract day, or anytime thereafter OR~~ after June 30th], the district will consider filing a Professional Teaching Practices Commission (PTPC) complaint. When considering if the filing of a PTPC complaint is warranted, the district will weigh any mitigating circumstances including, but not limited to, factors impacting the staff member's family or health, factors related to the staff member's employment or working conditions, or unforeseen changes in the circumstances impacting the staff member's ability to continue employment with the district.

If a certificated staff member is currently under contract with the district and the district learns the staff member has contracted with another district without obtaining a written release, the district will consider a PTPC complaint against the staff member.

The district will not contract with a certificated staff member under contract with another district unless the staff member provides a written release from the current employer. If the district contracts with a certificated staff member who has not disclosed that he/she is under contract with another school district, the district reserves the right to terminate the contract for material misrepresentation and to file a PTPC complaint.

*Legal Reference:*

*ALASKA ADMINISTRATIVE CODE*

*4 AAC 18.010 Teachers' and administrators' contracts*
*20 AAC 10.020 Code of ethics and teaching standards*

*Revised ~~2/11~~12/2025*

**9/92**

**AASB Policy Reference Manual**

# ~~AR~~ BP 4117.4 - CERTIFICATED PERSONNEL – DISMISSAL

Note: AASB recommends that districts consult with legal counsel well before dismissal proceedings are to be instituted. The complexity of legal provisions pertaining to dismissal make such consultation imperative.

Employees shall not be deprived of their position during the school year except when cause for the dismissal can be shown. Employees shall be accorded their due process rights provided by law. Employees shall have the right to call witnesses in a pre-termination hearing held under the procedure set forth in AS 14.20.180.

*(cf. 4116 - ~~Probationary/Permanent Status~~ Nontenured/Tenured)*
*(cf. 4117.6 - Nonretention)*

*Legal References:*

*ALASKA STATUTES*

*14.20.140 Notification of nonretention*
*14.20.145 Automatic re-employment*
*14.20.170 Dismissal*
*14.20.175 Nonretention*
*14.20.180 Procedure and hearing upon notice of dismissal or nonretention*
*14.20.205 Judicial review*
*14.20.215 Definitions*

*ALASKA ADMINISTRATIVE CODE*

*4 AAC 18.010 Teachers' and administrators' contracts*

*Nichols v. Eckers, 504 P. 2d 1359 (Alaska 1973)*
*Kenai Peninsula Borough Bd of Education v. Brown, 691 P. 2d 1034 (Alaska 1984)*
*Stirling v. North Slope Borough School District*, Supreme Court No. S-18853 (Alaska 2025)

*Revised ~~9/97~~12/2025*
**9/92**

# BP 4117.6 - CERTIFICATED PERSONNEL - NONRETENTION

Note: AS 14.20.145 provide automatic reemployment rights to employees who do not receive notice of nonretention in accordance with AS 14.20.140. This sample policy should be reviewed in conjunction with the district's collective bargaining agreement, if any, to determine whether a notice date earlier than that required by law is specified.

The Superintendent or designee shall provide the School Board with his/her recommendations regarding the nonretention of certificated employees.

The School Board may decide not to rehire a nontenured employee at the end of his/her first, second or third year and give written notice of its decision to the employee at any time during the year. If the School Board does not give nontenured teachers written notice of nonretention by the last day of the school term, the employee shall be offered a contract for the following year.

Note: AS 14.20.175 mandates School Boards to provide by regulation or bylaw procedures by which nontenured teachers may request and receive an informal School Board hearing regarding nonretention.

Nonretention of nontenured teachers may be based on any cause deemed adequate by the Superintendent or designee or, if an informal School Board hearing is held, any cause deemed adequate by the School Board. The Superintendent or designee shall establish administrative regulations providing for an informal hearing before the School Board upon teacher request.

The nonretention of tenured teachers shall comply with the cause and procedural requirements specified in law, including notice of nonretention before May 15.

*(c.f. 4112.1 - Contracts)*
*(cf. 4117.4 - Dismissal)*
*(cf. 4116 - Nontenured/Tenured Status)*
*(cf. 4117.3 - Personnel Reduction)*

*Legal Reference:*

*ALASKA STATUTES*

*14.20.140 Notification of nonretention*
*14.20.145 Automatic re-employment*
*14.20.175 Nonretention*
*14.20.180 Procedure and hearing upon notice of dismissal or nonretention*
*14.20.210 Authority of school board or department to adopt bylaws*

*Revised ~~4/2014~~12/2025*
**9/92**

# BP 4118 - CERTIFICATED PERSONNEL - SUSPENSION/DISCIPLINARY ACTION

The School Board expects its employees to perform their duties in accordance with state law and School Board policy and administrative regulations.

*(cf. 4119.21/4219.21/4319.21 - Codes of Ethics)*
*(cf. 4117.4 - Dismissal)*
*(cf. 4117.6 - Nonretention)*

The Superintendent or designee may take disciplinary action, including: 1) verbal warning, 2) written warning, ~~reassignment~~3) letter of reprimand, 4) suspension ~~with or~~ without pay, and 5) dismissal, as he/she deems appropriate, and may deviate from the progressive order of disciplinary actions in light of the particular facts and circumstances involved.

Note: A teacher may be suspended pending an investigation to determine whether cause exists for dismissal. However, the teacher's regular compensation must be continued during the temporary suspension. AS 14.20.170.

The Superintendent or designee shall document all disciplinary actions thoroughly and accurately and shall ensure that such actions are taken in a consistent, nondiscriminatory manner. Certificated management and supervisory personnel who are not covered by a collective bargaining agreement are subject to the disciplinary procedures set forth in BP 4218, except for discipline involving dismissal or nonretention. The District will provide the statutory and policy rights afforded to all certificated staff for dismissal and nonretention actions.

*(cf. 4218 – Dismissal/Suspension/Disciplinary Action)*
*(cf. 4300 – Management Employee Definitions)*

*Legal Reference:*

*ALASKA STATUTES*

*14.20.030 Causes for revocation and suspension*
*14.20.170 Dismissal*
*14.20.175 Nonretention*
*14.20.180 Procedures upon notice of dismissal or nonretention*

*ALASKA ADMINISTRATIVE CODE*

*20 AAC 10.020 Code of ethics and teaching standards*

*Revised ~~3/2018~~12/2025*
**9/92**

## BP 4119.3/4219.3/4319.3 - ALL PERSONNEL - DUTIES OF PERSONNEL

Note: By requiring employers to reasonably accommodate persons with disabilities who are capable of performing the job, the Americans with Disabilities Act spotlights the need for complete, specific job descriptions. Job descriptions are expected to play an important part in implementing this federal law.

The School Board recognizes the importance of having adequate job descriptions for every district employee. Student safety, the district's fiscal stability, and the success of the educational program all depend on employees' fully understanding their responsibilities and duties.

The Superintendent or designee shall prepare and regularly update job descriptions for all positions. Job descriptions shall clearly specify all essential and peripheral/marginal functions and duties of the position, the degree of responsibility the position entails, the type and extent of training required, and the position of the person to whom the employee reports. As a best practice, job descriptions should be reviewed annually as part of the evaluation process.

All employees shall fulfill the duties and responsibilities set forth in their job descriptions and shall comply with School Board policies, administrative regulations, applicable employee agreements, and local, state and federal laws.

*(cf. 4030 - Nondiscrimination in Employment)*
*(cf. 4115~~/4215/4315~~ - Evaluation/Supervision)*
*(cf. 4215 - Evaluation/Supervision)*
*(cf. 4118/~~4218/4318~~ - Suspension/Disciplinary Action)*
*(cf 4218 - Dismissal/Suspension/Disciplinary Action)*

*Legal Reference:*

*AMERICANS WITH DISABILITIES ACT, P.L. 101-336*
*42 U.S.C. 12101 et seq.*

*Revised 12/2025*
**9/92**

# BP 4119.11/4219.11/4319.11 - ALL PERSONNEL - SEXUAL HARASSMENT

Note: The United States Supreme Court in Meritor Savings Bank, FSB v. Vinson et al., found that an employer could be held liable in a sexual harassment lawsuit. The bank's complaint procedure required the employee first to report the complaint to his/her supervisor who, in this case, was the accused party. We suggest that districts adopt a sexual harassment policy requiring the immediate supervisor of the offending employee and or personnel officer to receive the complaint.

The School Board is committed to the elimination of sexual harassment in district schools and activities. Sexual harassment is strictly prohibited and will not be tolerated. This policy prohibits sexual harassment of students or staff by other students, staff, School Board members or third parties. "Third parties" include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business.

*(cf. 4119.21/4219.21/4319.21 - Codes of Ethics)*

*(cf. 4030 - Nondiscrimination in Employment)*

*(cf. 4117.4 - Dismissal)*

*(cf. 9020 - Board Standards)*

*(cf. 9271 - Code of Ethics)*

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to the conduct is made either an explicit or implicit condition of employment, status or promotion.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee.
3. The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
4. Submission to, or rejection of, the conduct is the basis for any decision affecting benefits, services, honors, programs or other available activities.

An employee or School Board member who feels that he/she is being harassed should immediately report the incident to the immediate supervisor of the accused employee or the appropriate personnel department official, without fear of reprisal. All complaints about behavior that may violate this policy shall be promptly investigated. The personnel department shall be informed of all such complaints and will assist in the investigation and resolution of complaints. An employee making a complaint of sexual harassment shall not be required to resolve the complaint directly with the offending person.

Note: Ellison v. Brady provides directives to employers responding to sexual harassment claims in order to shield themselves from liability, including taking immediate and appropriate action to address the harassment which entails investigation and discipline calculated to reflect the severity of the conduct, stop the harassment, and deter others from acting in the same manner.

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the terms or conditions of employment or the work environment of the complainant. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the School Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Employees in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent or designee or School Board.

The Superintendent or designee shall ensure prompt and strict enforcement of School Board policy.

*(cf. 0410 – Nondiscrimination in District Programs and Activities)*
(*cf. 1312.3 - Public Complaints Concerning Discrimination*)
*(cf. 1312.1 - Complaints Concerning School Personnel)*

*Legal Reference:*
*Meritor Savings Bank, FSB v. Vinson et al.,*
*477 U.S. 57 (1986)*
*Ellison v. Brady, 924 F.2d 872 (9th Cir. 1991)*

*Revised ~~1/09~~12/2025*
**9/92**

# BP 4119.12/4219.12/4319.12 - ALL PERSONNEL - HARASSMENT

~~The School Board recognizes that harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform school work, and increased absenteeism or tardiness. The School Board shall not tolerate the harassment of any student by any other student or district employee. Any student or employee who is found guilty of harassment shall be subject to disciplinary action.~~ The School Board is dedicated to providing a safe environment. Harassment disrupts a student's ability to learn and a school's ability to educate. Personnel are expected to demonstrate positive character traits and values. Conduct and speech must be civil and respectful.

Personnel are prohibited from engaging in any form of harassment in any school-related setting, including but not limited to: school property, during school hours, on school buses, at bus stops, and at school-sponsored activities, events, or functions.

Harassment means and includes, but is not limited to, intimidation by threats of or ~~actual~~ physical violence; the creation ~~by whatever means~~ of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status, or disability.

*(cf. 5131.43 – Harassment, intimidation and bullying)*
*(cf. 4118 - Suspension/Disciplinary Action)*
*(cf. 4218 - Dismissal/Suspension/ Disciplinary Action)*
*(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)*
*(cf. 4119.21/4219.21/4319.21 – Codes of Ethics)*

To promote an environment free of harassment, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff inservice or student instruction and counseling. Principals shall discuss this policy with their employees and shall assure them that they need not endure any form of harassment.

The School Board encourages students or staff to immediately report incidences of harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of harassment in a way that ensures the privacy of all parties concerned. In no case shall the student or staff member be required to resolve the complaint directly with the offending person.

Notice of this policy will be circulated to all district schools and departments and incorporated in teacher and student handbooks.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*
*(cf. 1312.3 - Complaints Concerning Discrimination)*
*(cf. 4030 - Nondiscrimination in employment)*
*(cf. 5141.42 - Professional Boundaries ~~for~~ of staff ~~and~~ with students)*

*Legal References:*

*ALASKA STATUTES*

*AS 14.18.010 - 14.18.100 Prohibition Against Sex and Race Discrimination*

*ALASKA ADMINISTRATIVE CODE*

*4 AAC 06.500 - 4 AAC 06.600 Prohibition of Gender or Race Discrimination*

*TITLE VI, CIVIL RIGHTS ACT OF 1964*

*TITLE IX, EDUCATION AMENDMENTS OF 1972*
*INDIVIDUALS WITH DISABILITIES EDUCATION ACT*
*AMERICANS WITH DISABILITIES ACT*

*Revised ~~10/2021~~12/2025*

**9/92**

**AASB Policy Reference Manual**

## E 4119.21 - CERTIFICATED PERSONNEL - 20 AAC 10.020 CODE OF ETHICS AND TEACHING STANDARDS

(a) The following code of ethical and professional standards governs all members of the teaching profession. A violation of this section is grounds for discipline as provided in AS 14.20.030.

(b) In fulfilling obligations to students, an educator:

(1) repealed 10/25/2000;

(2) may not deliberately distort, suppress or deny access to curricular materials or educational information in order to promote the personal view, interest, or goal of the educator;

(3) shall make reasonable effort to protect students from conditions harmful to learning or to health and safety;

(4) may not engage in physical abuse of a student or sexual conduct with a student and shall report to the commission knowledge of such an act by an educator;

(5) may not expose a student to unnecessary embarrassment or disparagement;

(6) may not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;

(7) may not use professional relationships with students for private advantage or gain;

(8) shall keep in confidence information that has been obtained in the course of providing professional service, unless disclosure serves a compelling professional purpose or is required by law;

(9) shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

(c) In fulfilling obligations to the public, an educator

(1) repealed 10/25/2000;

(2) shall take reasonable precautions to distinguish between the educator's personal views and those of any educational institution or organization with which the educator is affiliated;

(3) shall cooperate in the statewide student assessment system established under 4 AAC 06.710-4 AAC 06.790 by safeguarding and maintaining the confidentiality of test materials and information;

(4) repealed 10/25/2000;

(5) may not use institutional privileges for private gain, to promote political candidates, or for partisan political activities;

(6) may not accept a gratuity, gift or favor that might influence or appear to influence professional judgment, and may not offer a gratuity, gift, or favor to obtain special advantage;

(7) may not knowingly withhold or misrepresent material information in communicating with the school board regarding a matter before the board for its decision; and

(8) may not use or allow the use of district resources for private purposes not related to the district programs and operation.

(d) In fulfilling obligations to the profession, an educator:

(1) may not, on the basis of race, color, creed, sex, age, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, and may not discriminate in employment practice, assignment, or personnel evaluation;

(2) shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;

(3) may not use coercive means or promise special treatment in order to influence professional decisions of colleagues;

(4) may not sexually harass a fellow employee;

(5) shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;

(6) shall provide, upon the request of the affected party, a written statement of specific reasons for recommendations that led to the denial of increments, significant changes in employment, or termination of employment;

(7) may not deliberately misrepresent the educator's or another's professional qualifications;

(8) repealed 10/25/2000;

(9) may not falsify a document, or make a misrepresentation on a matter related to licensure, employment, evaluation, test results or professional duties;

(10) may not intentionally make a false or malicious statement about a colleague's professional performance or conduct;

(11) may not intentionally file a false or malicious complaint with the commission;

(12) may not seek reprisal against any individual who has filed a complaint, provided testimony or given other assistance in support of a complaint filed with the commission;

(13) shall cooperate fully and honestly in investigations and hearings of the commission;

(14) repealed 10/25/2000;

(15) may not unlawfully breach a professional employment contract;

(16) shall conduct professional business through appropriate channels;

(17) may not assign tasks to unqualified personnel;

(18) may not continue in or seek professional employment while unfit due to

(A) use of drugs or alcohol that impairs the educator's competence or the safety of students or colleagues;

(B) physical or mental disability that impairs the educator's competence or the safety of students or colleagues;

(19) may not interfere with a colleague's exercise of political or citizenship rights and responsibilities.

*Revised ~~4/2014~~12/2025*

**9/92**

## BP 4119.22/4219.22/4319.22 - ~~CERTIFICATED~~ ALL PERSONNEL - DRESS AND GROOMING

Note: The following policy is **optional**. If the School Board wishes to expand the policy to proscribe or prohibit specific items of clothing, it is advisable to consult with legal counsel. In adopting such a policy, the district must ensure that its dress code is reasonable and reasonably enforced.

The School Board believes that since ~~teachers~~ staff serve as role models, they should maintain professional standards of dress and grooming. ~~Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.~~

The School Board encourages staff during school hours to wear clothing that demonstrates their high regard for education and presents an image consistent with their job responsibilities. Clothes should be appropriate for the teaching environment. ~~Clothes that may be appropriate for shop instructors or gym teachers may not be appropriate for classroom teachers.~~

*Legal Reference:*

*Breese v. Smith, 501 P.2d 195 (Alaska, 1979)*

*Revised ~~9/97~~12/2025*

**9/92**

## BP 4119.23/4219.23/4319.23 - ALL PERSONNEL - UNAUTHORIZED RELEASE OF CONFIDENTIAL INFORMATION

District employees shall maintain the confidentiality of all confidential records until such time as laws, state regulations and/or bylaws of this district permit disclosure. Information and records pertaining to executive sessions, negotiations and student records, including individual test results, are not subject to public disclosure.

*(cf. 1340 - Access to District Records)*

Any employee who ~~willfully~~ releases confidential district information without appropriate authorization ~~about students, staff, or any topic properly confined to an executive session~~ shall be subject to disciplinary action up to and including dismissal from district service. ~~Any action by an employee which inadvertently or carelessly results in release of confidential information shall be recorded, and the record shall be placed in the employee's personnel file.~~

~~Depending on the circumstances, t~~The Superintendent or designee may deny the employee further access to any privileged information and shall take any steps necessary to prevent any further unauthorized release of such information.

*(cf. 3580 - District Records)*

*(cf. 5125 - Student Records; Confidentiality)*

*(~~cf. 6146.3(AR) - Test Administration~~)*

*(cf. 9321 - Executive Sessions)*

*Legal References:*

*ALASKA STATUTES*

*14.03.115 Access to school records by parent, foster parent, or guardian*

*14.14.090 Additional duties*

*09.25.120-25.220 Public Records Act*

*23.40.235 Public Involvement in School District Negotiations*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.738 Standards-Based Test Results*

*4 AAC 06.765 Test Security; Consequences of Breach*

*UNITED STATES CODE, TITLE 20*

*1232g FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974*

*City of Kenai v. Kenai Peninsula Newspapers, Inc., 642 P.2d 1316 (Alaska 1982)*

*Revised ~~3/2017~~12/2025*

**9/92**

## BP 4119.25/4219.25/4319.25 - ALL PERSONNEL - POLITICAL ACTIVITIES OF EMPLOYEES

The School Board believes that district employees have an obligation to prevent the improper use of school time, materials or facilities for political or partisan purposes. The Superintendent or designee shall regulate political activities on school property ~~during the instructional day~~.

Employees are prohibited from engaging in any activity in the presence of students during performance of the employee's duties, where the activity is designed or intended to promote, further, or assert a position on any voting issue, board issue, or collective bargaining issue. This prohibition does not apply to classroom instruction that is part of the approved curriculum.

The Board respects the right of school employees to engage in political activities on their own time. When engaging in political activities, employees shall make it clear that they are acting as individuals and not as representatives of the district.

Nothing in the policy shall prevent the District or Board from disseminating factual information regarding school bond projects.

*(cf. 4119.21/4219.21/4319.21 - Codes of Ethics)*

*Legal References:*

*ALASKA STATUTES*

*14.03.090 Sectarian or denominational doctrines prohibited*
*14.20.095 Right to comment and criticize not to be restricted*
*14.20.370-.510 Professional Teaching Practices Act*

*ALASKA ADMINISTRATIVE CODE*

*4 AAC 06.135 Use of school funds in elections*
*20 AAC 10.010-10.900 Professional Teaching Practices Commission*

*Revised ~~3/2019~~12/2025*

**9/92**

# BP 4119.41/4219.41/4319.41 - ALL PERSONNEL - EMPLOYEES WITH INFECTIOUS DISEASE

The School Board desires to promote the health of district students and staff in order to reduce absenteeism and enhance employee and student performance. The Superintendent or designee shall develop strategies to prevent the outbreak or spread of infectious diseases at district schools.

*(cf. 4112.4/4212.4/4312.4 – Health Examinations)*

*(cf. 5113 - Absences and Excuses)*

An infectious disease is one that is caused by a microorganism and is potentially transmittable to another individual, whether through airborne transmission, bloodborne transmission, skin-to-skin contact, foodborne transmission, or other casual or noncasual means. A communicable infectious disease, such as influenza or chicken pox, is contagious and can be readily transmitted by infectious bacteria or viral organisms.

To the extent required by law, job applicants shall be required to provide evidence that they are free of tuberculosis or any other communicable infectious disease prior to beginning employment.

*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*

To prevent the outbreak or spread of infectious diseases, the Superintendent or designee may provide infection prevention supplies and information to employees, including information about recommended vaccinations. Employees also shall observe universal precautions to avoid contact with potentially infectious blood or other bodily fluids.

*(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)*

*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*

*(cf. 4131/4231/4331 - Staff Development)*

*(cf. 4231~~/4331~~ - Staff Development)*

Plans for addressing a communicable infectious disease outbreak, including, but not limited to, plans for addressing employee shortages during such an outbreak, shall be included in the district's emergency preparedness plan.

*(cf. 6114 - ~~Emergencies and Disaster Preparedness~~ Crisis Response Plan)*

*(cf. 5112.2 - Exclusions from Attendance)*

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.31 - Immunizations)*

The Superintendent or designee shall immediately report to the local health officer the presence or suspected presence of any communicable infectious disease.

**Nondiscrimination/Reasonable Accommodation**

The district shall not discriminate against any employee or job applicant who has an infectious disease and is a qualifying individual with a disability under the Americans with Disabilities Act, Section 504 of the Federal Rehabilitation Act, or Alaska's Nondiscrimination in Employment Act.

Upon request, any qualified person with a disability shall be provided reasonable accommodation to perform the essential duties of his/her position in accordance with the criteria and processes described by law.

*(cf. 4030 - Nondiscrimination in Employment)*

**Confidentiality**

The Board and the Superintendent or designee shall ensure that employee rights to confidentiality are strictly observed. The district shall disclose medical record information only to the extent required or permitted by law. The medical records of any employee with a disabling infectious disease shall be held in strict confidence.

*(cf. 4040 – ~~Use and Disclosure of Employee Medical Information~~ Health Insurance Portability and Accountability Act of 1996 (HIPAA Privacy Policy))*

*Legal References:*

*UNITED STATES CODE*

*Americans with Disabilities Act, 42 U.S.C. 12010, et seq.*

*Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, et seq.*

*CODE OF FEDERAL REGULATIONS, TITLE 17*

*17 C.F.R. 2500 Reportable diseases and conditions*

*17 C.F.R. 2508 Reporting of communicable diseases; duty of schools*

*ALASKA ADMINISTRATIVE CODE*

*4 AAC 06.140 AIDS in school personnel*

*4 AAC 06.150 Confidentiality of AIDS information*

*~~Adoption Date~~Revised: ~~3/2019~~12/2025*

**9/92**

**AASB Policy Reference Manual**

## E 4119.42/4219.42/4319.42 – ALL PERSONNEL - HEPATITIS B VACCINE DECLINATION

| |
|---|
| Note: The code of Regulations, requires the district to ensure that the following statement is signed by any employee who declines to accept the hepatitis B vaccination offered by the district. |

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to me.
Signature

Employee Name (Please print)

Date

~~*added 9/93*~~*Revised 12/2025*
**9/92**

**Assessment Social Media Posts**

The Creative Curriculum

At Stedman Eaglet Preschool, we use the Creative Curriculum to support the whole child, academically, socially, emotionally, and physically. Learning happens through play, exploration, and meaningful experiences that build a strong foundation for school success.

TeachingStrategies

Our preschool teacher uses Teaching Strategies GOLD to observe and document student learning during everyday classroom activities. This helps us understand each child's growth and adjust instruction to meet their individual needs. Families receive meaningful updates on progress throughout the year.

The Alaska Developmental Profile (ADP) is a state-required kindergarten assessment based on teacher observations that measures students' entry-level skills across five key areas of Alaska's Early Learning Guidelines. It helps ensure every child gets a strong start.

In grades K–5, students take short pre- and post-tests within each unit of learning. These assessments help teachers see what students already know, measure growth, and adjust instruction right away. This ensures learning meets students where they are and supports continued progress.

Our CKLA Knowledge and CKLA Skills assessments help teachers monitor reading, comprehension, and content knowledge. These tools support strong literacy development and help teachers tailor instruction to student needs. Reading growth matters, and we track it carefully!

Desmos Math assessments help teachers understand how students think about math, not just the final answer. Teachers use this information to guide instruction, support problem-solving, and build strong math skills for every learner.

Students in grades 1–5 take MAP Growth assessments in Reading, Math, and Language Usage. MAP Growth measures student progress over time and helps teachers personalize instruction. Families receive easy-to-understand reports that highlight growth and next steps in learning.

Students in grades 3–5 participate in the **AK STAR** assessment each spring in English Language Arts and Math. This statewide assessment provides a snapshot of how students are meeting Alaska's grade-level standards and helps ensure equity across schools statewide.

**Screener Social Media Posts**

**Preschool Screener: Ages & Stages (ASQ)**

The ASQ is a short, family-completed screener that helps us understand your child's development in communication, motor skills, problem-solving, and social growth.

It's not a test, it helps us support every Eaglet from the start.

**Universal Speech Language Screening**

All kindergarten students receive a Universal Speech-Language Screening to identify communication needs early and ensure timely support for academic and social success.

**Literacy Screener: mCLASS Reading (DIBELS)**

This screener measures foundational reading skills like letter naming, phonemic awareness, and fluency.

It helps us identify strengths and provide early reading support.

**Math Screener: mCLASS Math (Desmos)**

This screener helps us understand students' number sense and grade-level math skills.

The results guide instruction and support student growth.

PETERSBURG
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Petersburg School District

*Imagine. Believe. Achieve.*

# Stedman Elementary Assessments

At Stedman Elementary, we believe assessments are tools to support learning, celebrate growth, and guide instruction. Below is an overview of the key assessments your child may experience throughout their time with us.

## Stedman Eaglet Preschool Curriculum & Assessments

The Creative Curriculum **Creative Curriculum**

In preschool, teachers use the Creative Curriculum, a research-based approach that supports the whole child, socially, emotionally, physically, and academically.

TeachingStrategies **Teaching Strategies GOLD (TSG) Assessment**

Student progress is monitored using Teaching Strategies GOLD, an observational assessment system. Teachers collect evidence that helps us adjust instruction and measure growth across developmental and academic areas.

## Stedman Eagles Assessments

**Alaska Developmental Profile (ADP)**

The Alaska Developmental Profile (ADP) is a state-required assessment completed by kindergarten teachers using classroom observations. It measures students' entry-level skills across 13 goals within five domains of Alaska's Early Learning Guidelines: Physical Well-Being, Health, and Motor Development; Social and Emotional Development; Approaches to Learning; Cognition and General Knowledge; and Communication, Language, and Literacy.

**Curriculum-Based Pre- and Post-Tests**

In grades K–5, students take short pre-tests and post-tests within each instructional unit of the curriculum. These assessments are built into our core curriculum that includes:

- **CKLA Knowledge** (content and background knowledge)
- **CKLA Skills** (reading foundational skills and comprehension)
- **Desmos Math**

**Why these matter:**

- Help teachers see what students already know before a unit begins
- Show student growth at the end of each unit
- Allow teachers to immediately adjust instruction to better meet student needs

**MAP Growth (Measures of Academic Progress)** is a nationally-normed assessment that measures student growth over time. Students may take MAP Growth in, Reading, Math, and Language Usage.

How often is MAP Growth given at Stedman Elementary?

- Grades 1–2: Three times per year
  - 1st: Math
  - 2nd: Math and Reading
- Grades 3–5: Two times per year
  - 3rd-5th: Math, Reading, and Language Arts

**What MAP Growth tells us:**

- How much academic growth a student is making over time
- How a student's progress compares to national grade-level averages
- Areas of strength and areas for continued growth

# State of Alaska Standardized Test

All Stedman students in grades 3–5 participate in the Alaska System for Academic Readiness (AK STAR) once each year. English Language Arts and Mathematics is administered based on the state assessment window in the spring and aligns to the Alaska State standards.

AK STAR is a summative assessment, meaning it provides a snapshot of how well students are meeting grade-level standards. When results are viewed over multiple years, they help families and schools understand student progress and ensure equity across Alaska schools.

# Petersburg School District
# FY26 *Spring Revision*

**Robyn Taylor, Superintendent**

**Shannon Baird, Director of Finance**

**March 17, 2026**

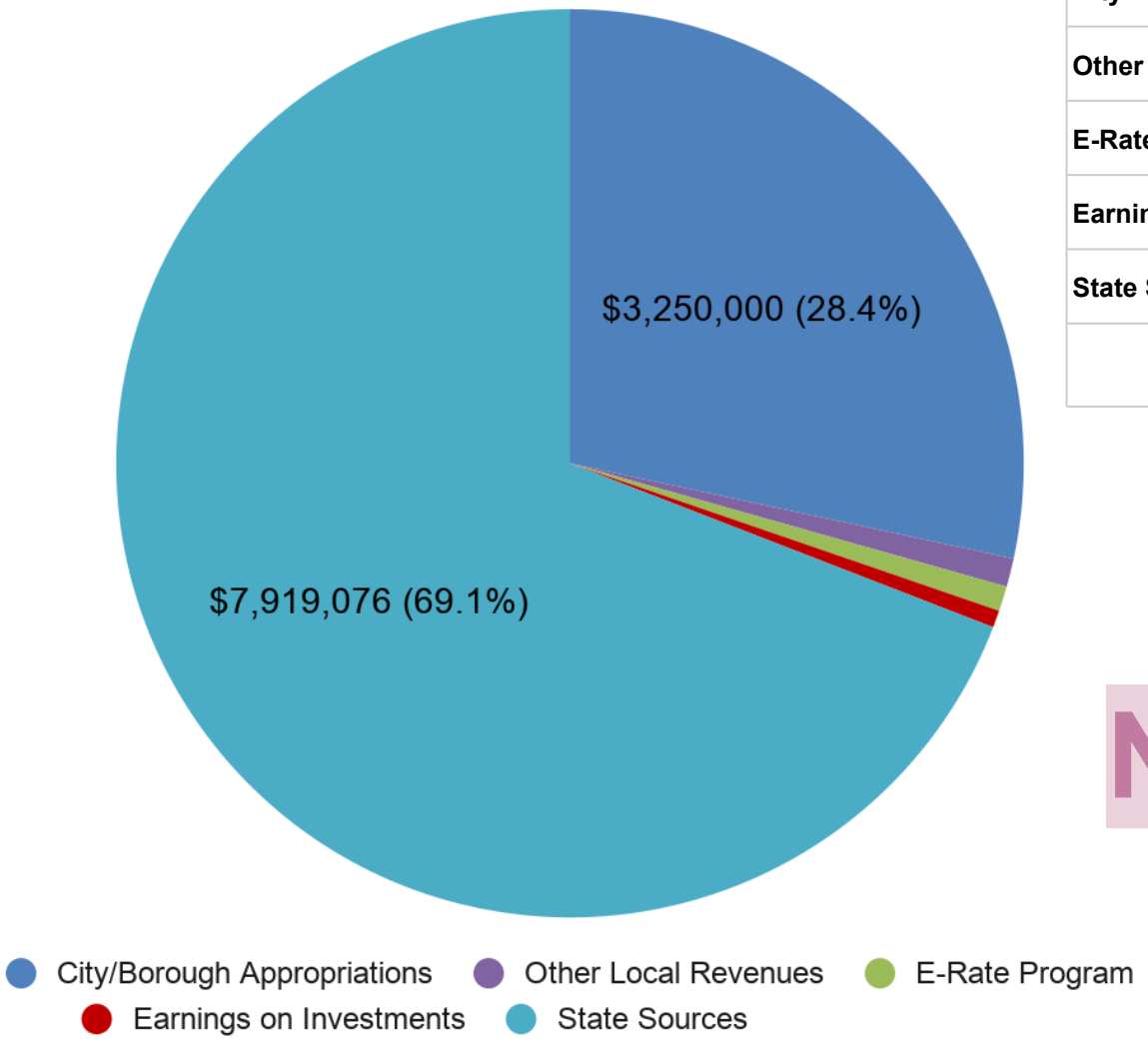
PETERSBURG SCHOOL DISTRICT
District Name

## FY26 Budget - Spring Revision

| | | | | | FY26 Winter Adopted Budget | FY26 Spring Proposed Changes | FY26 Spring Proposed Budget | |
|---|---|---|---|---|---|---|---|---|
| ***Beginning Fund Balance: July 1, 2025 - (Subject to 10% Limit per AS 14.17.505(a))**** | | | | $1,587,762 | $ 2,071,829 | $ - | $ 2,071,829 | |
| ***(Excluded from the 10% Limit)*** | | | | $435,000 | $ 470,891 | $ - | $ 470,891 | |
| ***Total Beginning Fund Balance*** | | | | $2,022,762 | $ 2,542,720 | $ - | $ 2,542,720 | |
| ***Revenue*** | | | | | | | | |
| 010 | City/Borough Appropriations | (1) | $3,250,000 | | $ 3,250,000 | $ - | $ 3,250,000 | |
| 030 | Earnings on Investments | (2) | 43,950 | | $ 70,050 | $ - | $ 70,050 | |
| 040 | Other Local Revenues | (3) | 116,350 | | $ 116,350 | $ - | $ 116,350 | |
| 041 | Tuition from Students | (4) | 0 | | $ - | $ - | $ - | |
| 042 | Tuition - Other Districts | (5) | 0 | | $ - | $ - | $ - | |
| 047 | E-Rate Program | (6) | 87,160 | | $ 101,450 | $ - | $ 101,450 | |
| 050 | State Sources | (7) | 7,027,261 | | $ 7,919,076 | $ - | $ 7,919,076 | |
| 100 | Federal Sources - Direct | (8) | 0 | | $ - | $ - | $ - | |
| 150 | Federal Sources - Through the State | (9) | 0 | | $ - | $ - | $ - | |
| 190 | Federal Sources - Other Agencies | (10) | 0 | | $ - | $ - | $ - | |
| 250 | Transfers From Other Funds | (11) | 0 | | $ - | $ - | $ - | |
| | ***Total Revenue*** | | | **$10,524,721** | **$ 11,456,925** | **$ -** | **$ 11,456,925** | |
| ***Expenditures*** | | | | | | | | |
| 100 | Instruction | (12) | $4,695,570 | | $ 4,709,356 | $ 261,922 | $ 4,971,278 | |
| 200 | Special Education Instruction | (13) | 1,686,245 | | $ 1,696,332 | $ 68,580 | $ 1,764,912 | |
| 220 | Special Education Support Services | (14) | 0 | | $ - | $ - | | |
| 300 | Support Services - Students | (15) | 338,040 | | $ 339,095 | $ 33,722 | $ 372,817 | |
| 350 | Support Services - Instruction | (16) | 908,899 | | $ 927,757 | $ 15,681 | $ 943,437 | |
| 400 | School Administration | (17) | 443,650 | | $ 443,650 | $ 8,583 | $ 452,233 | |
| 450 | School Administration Support Services | (18) | 342,438 | | $ 342,438 | $ 12,389 | $ 354,826 | |
| 510 | District Administration | (19) | 468,193 | | $ 469,027 | $ 26,714 | $ 495,741 | |
| 550 | District Administration Support Services | (20) | 380,425 | | $ 380,425 | $ (3,045) | $ 377,380 | |
| 600 | Operations and Maintenance of Plant | (21) | 1,409,600 | | $ 1,379,269 | $ 82,133 | $ 1,461,401 | |
| 700 | Student Activities | (22) | 531,495 | | $ 531,495 | $ 119,770 | $ 651,265 | |
| 780 | Community Services | (23) | 0 | | $ - | $ - | $ - | |
| 900 | Other Financing Uses | (24) | 0 | | $ - | $ 645,000 | $ 645,000 | |
| | ***Total Expenditures*** | | | **$11,204,553** | **$ 11,218,843** | **$ 1,271,450** | **$ 12,490,292** | $ 11,845,292 |
| ***Ending Fund Balance: June 30, 2026 (Subject to 10% Limit per AS 14.17.505(a))**** | | | | $907,930 | $ 2,300,803 | $ (1,271,450) | $ 1,029,353 | 8.69% |
| ***(Excluded from the 10% Limit)*** | | | | $435,000 | $ 480,000 | $ - | $ 480,000 | |
| ***Total Ending Fund Balance*** | | | | $1,342,930 | $ 2,780,803 | $ (1,271,450) | $ 1,509,353 | |

# Spring Budget Revision – Revenue

## Revenue by Source




| | | |
|---|---|---|
| City/Borough Appropriations | $3,250,000 | 28.37% |
| Other Local Revenues | $116,350 | 1.02% |
| E-Rate Program | $101,450 | 0.89% |
| Earnings on Investments | $70,050 | 0.61% |
| State Sources | $7,919,076 | 69.12% |
| TOTAL | $11,456,925 | |

No Change

PETERSBURG SCHOOL DISTRICT
District Name

## FY26 Budget - Spring Revision

| | | | | | FY26 Winter Adopted Budget | FY26 Spring Proposed Changes | FY26 Spring Proposed Budget | |
|---|---|---|---|---|---|---|---|---|
| ***Beginning Fund Balance: July 1, 2025 - (Subject to 10% Limit per AS 14.17.505(a))**** | | | | $1,587,762 | $ 2,071,829 | $ - | $ 2,071,829 | |
| ***(Excluded from the 10% Limit)*** | | | | $435,000 | $ 470,891 | $ - | $ 470,891 | |
| ***Total Beginning Fund Balance*** | | | | $2,022,762 | $ 2,542,720 | $ - | $ 2,542,720 | |
| ***Revenue*** | | | | | | | | |
| 010 | City/Borough Appropriations | (1) | $3,250,000 | | $ 3,250,000 | $ - | $ 3,250,000 | |
| 030 | Earnings on Investments | (2) | 43,950 | | $ 70,050 | $ - | $ 70,050 | |
| 040 | Other Local Revenues | (3) | 116,350 | | $ 116,350 | $ - | $ 116,350 | |
| 041 | Tuition from Students | (4) | 0 | | $ - | $ - | $ - | |
| 042 | Tuition - Other Districts | (5) | 0 | | $ - | $ - | $ - | |
| 047 | E-Rate Program | (6) | 87,160 | | $ 101,450 | $ - | $ 101,450 | |
| 050 | State Sources | (7) | 7,027,261 | | $ 7,919,076 | $ - | $ 7,919,076 | |
| 100 | Federal Sources - Direct | (8) | 0 | | $ - | $ - | $ - | |
| 150 | Federal Sources - Through the State | (9) | 0 | | $ - | $ - | $ - | |
| 190 | Federal Sources - Other Agencies | (10) | 0 | | $ - | $ - | $ - | |
| 250 | Transfers From Other Funds | (11) | 0 | | $ - | $ - | $ - | |
| | ***Total Revenue*** | | | **$10,524,721** | **$ 11,456,925** | **$ -** | **$ 11,456,925** | |
| ***Expenditures*** | | | | | | | | |
| 100 | Instruction | (12) | $4,695,570 | | $ 4,709,356 | $ 261,922 | $ 4,971,278 | |
| 200 | Special Education Instruction | (13) | 1,686,245 | | $ 1,696,332 | $ 68,580 | $ 1,764,912 | |
| 220 | Special Education Support Services | (14) | 0 | | $ - | $ - | | |
| 300 | Support Services - Students | (15) | 338,040 | | $ 339,095 | $ 33,722 | $ 372,817 | |
| 350 | Support Services - Instruction | (16) | 908,899 | | $ 927,757 | $ 15,681 | $ 943,437 | |
| 400 | School Administration | (17) | 443,650 | | $ 443,650 | $ 8,583 | $ 452,233 | |
| 450 | School Administration Support Services | (18) | 342,438 | | $ 342,438 | $ 12,389 | $ 354,826 | |
| 510 | District Administration | (19) | 468,193 | | $ 469,027 | $ 26,714 | $ 495,741 | |
| 550 | District Administration Support Services | (20) | 380,425 | | $ 380,425 | $ (3,045) | $ 377,380 | |
| 600 | Operations and Maintenance of Plant | (21) | 1,409,600 | | $ 1,379,269 | $ 82,133 | $ 1,461,401 | |
| 700 | Student Activities | (22) | 531,495 | | $ 531,495 | $ 119,770 | $ 651,265 | |
| 780 | Community Services | (23) | 0 | | $ - | $ - | $ - | |
| 900 | Other Financing Uses | (24) | 0 | | $ - | $ 645,000 | $ 645,000 | |
| | ***Total Expenditures*** | | | **$11,204,553** | **$ 11,218,843** | **$ 1,271,450** | **$ 12,490,292** | $ 11,845,292 |
| ***Ending Fund Balance: June 30, 2026 (Subject to 10% Limit per AS 14.17.505(a))**** | | | | $907,930 | $ 2,300,803 | $ (1,271,450) | $ 1,029,353 | 8.69% |
| ***(Excluded from the 10% Limit)*** | | | | $435,000 | $ 480,000 | $ - | $ 480,000 | |
| ***Total Ending Fund Balance*** | | | | $1,342,930 | $ 2,780,803 | $ (1,271,450) | $ 1,509,353 | |

# Spring Budget Revision – Expenditures

## Expenditures: Overall Increase by $1,271,450 to $12,490,292

**$269,375 in Salary Adjustments and Benefits**

- $2,500 each full-time employee
- $1,500 each part-time employee
- $1,500 each long-term Substitute

**$261,675 in One-Time Equipment, Tools, and Supplies**

- Classroom Furniture - $74,773
- Activities Equipment & Supplies - $54,865
- Musical Instruments - $35,368
- Teaching Tools & Supplies - 34,756
- Custodial & Maintenance Tools & Equipment - $61,913

# Spring Budget Revision – Expenditures

## Expenditures: Overall Increase by $1,271,450 to $12,490,292

**$70,400 in Student Travel - Activities**

- Prorated out among HS activities - approximately 36% increase

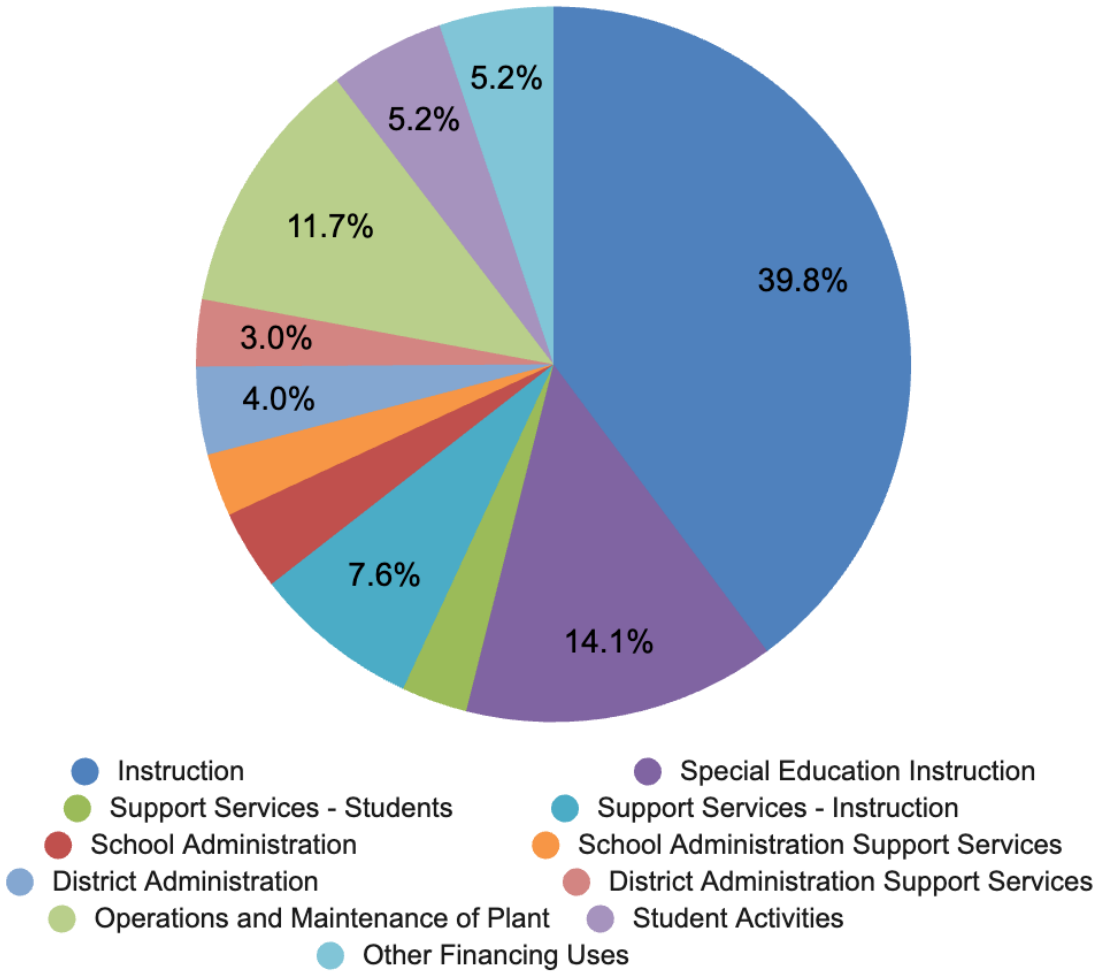
**$25,000 in Student Health Services**

**$645,000 in Transfers to Other Funds**

- $570,000 - Capital Projects Fund
- $15,000 - Carpet Replacement Fund
- $30,000 - Vehicle Replacement Fund
- $30,000 - CTE Equipment Replacement Fund

# Spring Budget Revision - Expenditures

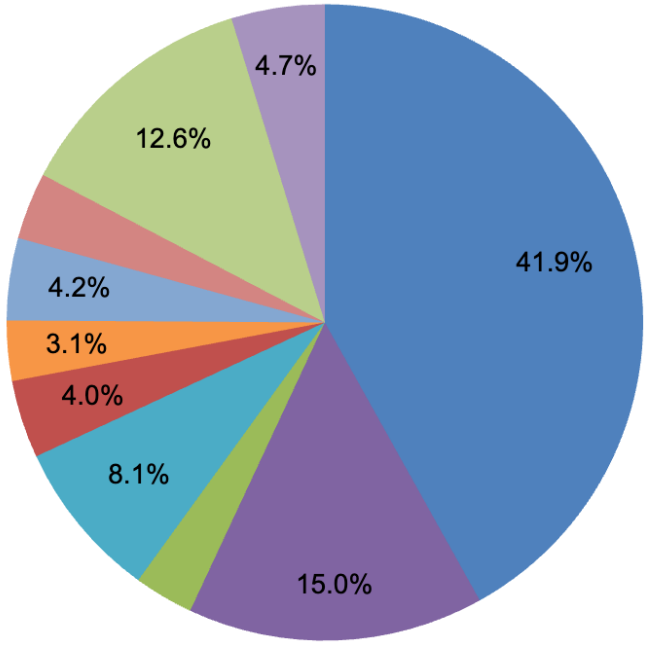
## Expenditures by Function Code



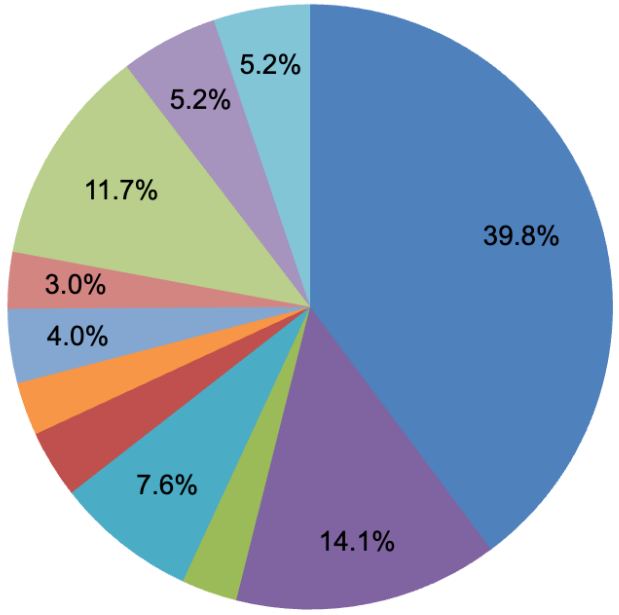

| | | |
|---|---|---|
| Instruction | $ 4,971,278 | 39.80% |
| Special Education Instruction | $ 1,764,912 | 14.13% |
| Support Services - Students | $ 372,817 | 2.98% |
| Support Services - Instruction | $ 943,437 | 7.55% |
| School Administration | $ 452,233 | 3.62% |
| School Administration Support Services | $ 354,826 | 2.84% |
| District Administration | $ 495,741 | 3.97% |
| District Administration Support Services | $ 377,380 | 3.02% |
| Operations and Maintenance of Plant | $ 1,461,401 | 11.70% |
| Student Activities | $ 651,265 | 5.21% |
| Other Financing Uses | $ 645,000 | 5.16% |
| TOTAL | $ 12,490,292 | |

# Expenditures by Function Code – Comparison

## FY26 Original

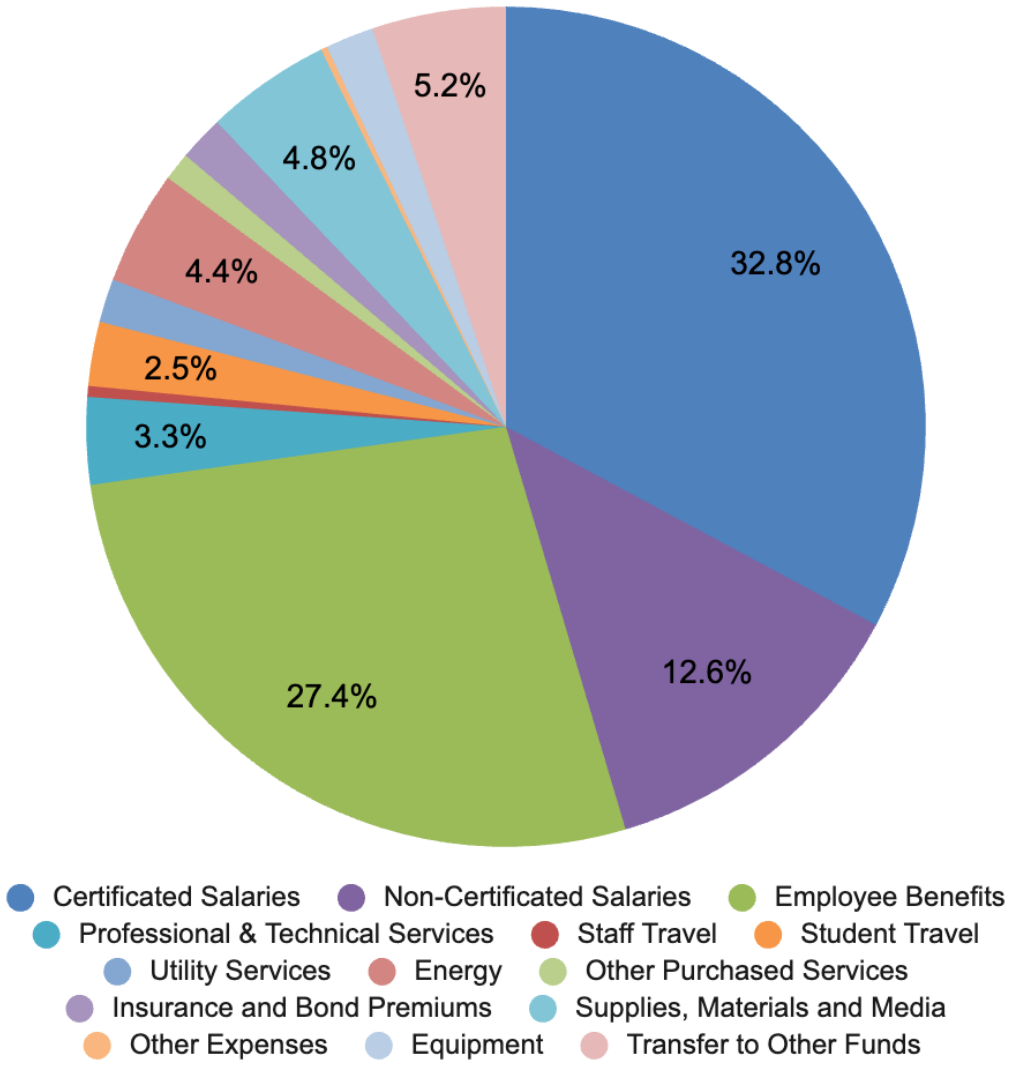



## FY26 Spring



# Spring Budget Revision - Expenditures

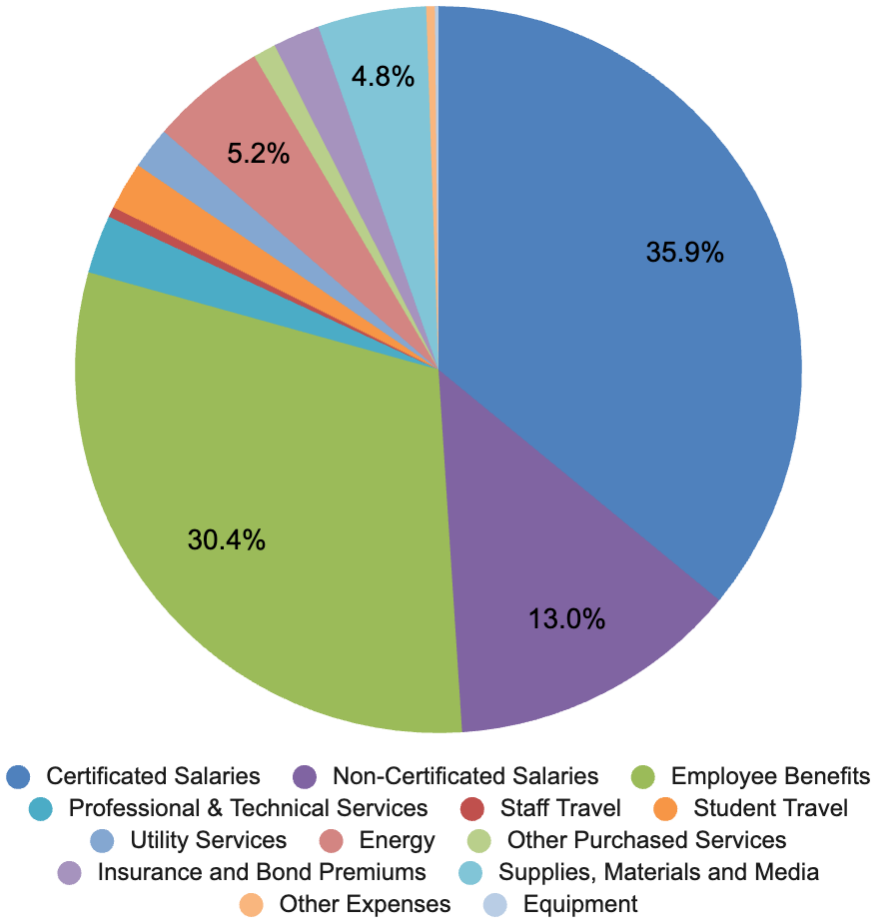
## Expenditures by Object Code



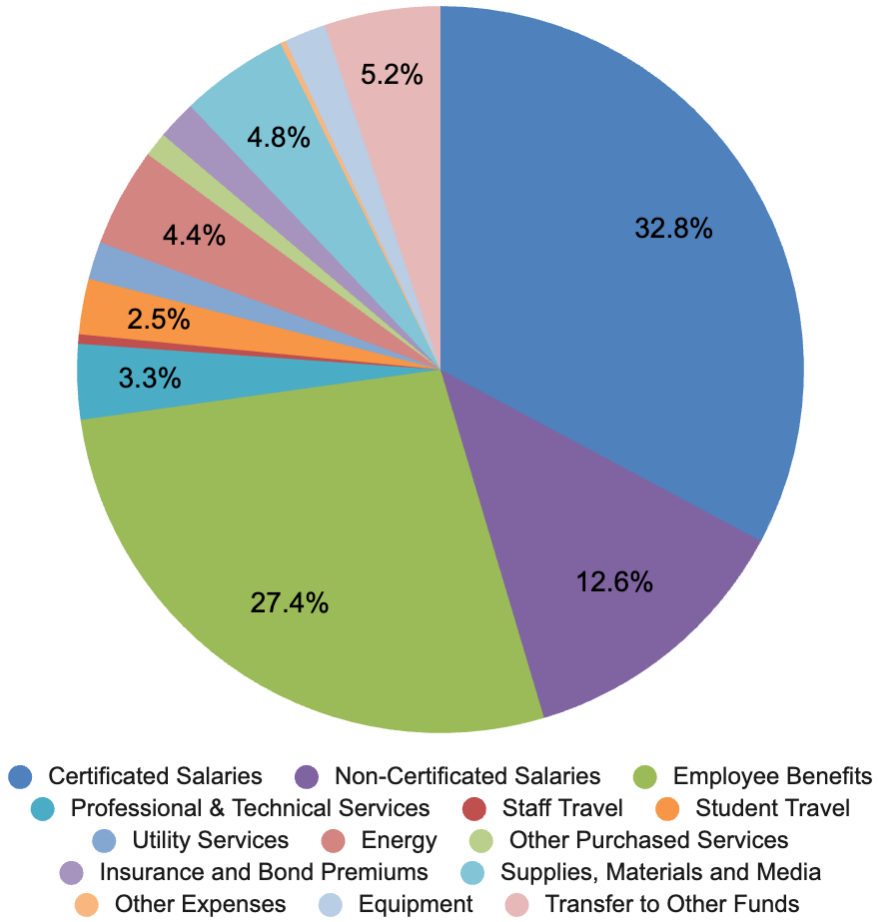

| | | |
|---|---|---|
| Certificated Salaries | $ 4,099,597 | 32.82% |
| Non-Certificated Salaries | $ 1,570,882 | 12.58% |
| Employee Benefits | $ 3,420,536 | 27.39% |
| Professional & Technical Services | $ 418,132 | 3.35% |
| Staff Travel | $ 52,400 | 0.42% |
| Student Travel | $ 308,600 | 2.47% |
| Utility Services | $ 208,640 | 1.67% |
| Energy | $ 549,269 | 4.40% |
| Other Purchased Services | $ 135,703 | 1.09% |
| Insurance and Bond Premiums | $ 216,688 | 1.73% |
| Supplies, Materials and Media | $ 602,125 | 4.82% |
| Other Expenses | $ 30,850 | 0.25% |
| Equipment | $ 231,870 | 1.86% |
| Transfer to Other Funds | $ 645,000 | 5.16% |
| TOTAL | $ 12,490,292 | |

# Expenditures by Object Code – Comparison

## FY26 Original




## FY26 Spring



PETERSBURG SCHOOL DISTRICT
District Name

## FY26 Budget - Spring Revision

| | | | | | FY26 Winter Adopted Budget | FY26 Spring Proposed Changes | FY26 Spring Proposed Budget | |
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| ***Total Beginning Fund Balance*** | | | | $2,022,762 | $ 2,542,720 | $ - | $ 2,542,720 | |
| ***Revenue*** | | | | | | | | |
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| 040 | Other Local Revenues | (3) | 116,350 | | $ 116,350 | $ - | $ 116,350 | |
| 041 | Tuition from Students | (4) | 0 | | $ - | $ - | $ - | |
| 042 | Tuition - Other Districts | (5) | 0 | | $ - | $ - | $ - | |
| 047 | E-Rate Program | (6) | 87,160 | | $ 101,450 | $ - | $ 101,450 | |
| 050 | State Sources | (7) | 7,027,261 | | $ 7,919,076 | $ - | $ 7,919,076 | |
| 100 | Federal Sources - Direct | (8) | 0 | | $ - | $ - | $ - | |
| 150 | Federal Sources - Through the State | (9) | 0 | | $ - | $ - | $ - | |
| 190 | Federal Sources - Other Agencies | (10) | 0 | | $ - | $ - | $ - | |
| 250 | Transfers From Other Funds | (11) | 0 | | $ - | $ - | $ - | |
| | ***Total Revenue*** | | | **$10,524,721** | **$ 11,456,925** | **$ -** | **$ 11,456,925** | |
| ***Expenditures*** | | | | | | | | |
| 100 | Instruction | (12) | $4,695,570 | | $ 4,709,356 | $ 261,922 | $ 4,971,278 | |
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| 220 | Special Education Support Services | (14) | 0 | | $ - | $ - | | |
| 300 | Support Services - Students | (15) | 338,040 | | $ 339,095 | $ 33,722 | $ 372,817 | |
| 350 | Support Services - Instruction | (16) | 908,899 | | $ 927,757 | $ 15,681 | $ 943,437 | |
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| 450 | School Administration Support Services | (18) | 342,438 | | $ 342,438 | $ 12,389 | $ 354,826 | |
| 510 | District Administration | (19) | 468,193 | | $ 469,027 | $ 26,714 | $ 495,741 | |
| 550 | District Administration Support Services | (20) | 380,425 | | $ 380,425 | $ (3,045) | $ 377,380 | |
| 600 | Operations and Maintenance of Plant | (21) | 1,409,600 | | $ 1,379,269 | $ 82,133 | $ 1,461,401 | |
| 700 | Student Activities | (22) | 531,495 | | $ 531,495 | $ 119,770 | $ 651,265 | |
| 780 | Community Services | (23) | 0 | | $ - | $ - | $ - | |
| 900 | Other Financing Uses | (24) | 0 | | $ - | $ 645,000 | $ 645,000 | |
| | ***Total Expenditures*** | | | **$11,204,553** | **$ 11,218,843** | **$ 1,271,450** | **$ 12,490,292** | $ 11,845,292 |
| ***Ending Fund Balance: June 30, 2026 (Subject to 10% Limit per AS 14.17.505(a))**** | | | | $907,930 | $ 2,300,803 | $ (1,271,450) | $ 1,029,353 | 8.69% |
| ***(Excluded from the 10% Limit)*** | | | | $435,000 | $ 480,000 | $ - | $ 480,000 | |
| ***Total Ending Fund Balance*** | | | | $1,342,930 | $ 2,780,803 | $ (1,271,450) | $ 1,509,353 | |

# Fund Balance Use

| Fiscal Year 2026 | Expenditures | Ending Fund Balance |
|---|---|---|
| FY26 Budget - Winter | $ 11,218,843 | $ 2,300,803 |
| Additional - Salaries & Benefits | $ 269,375 | $ (269,375) |
| Additional - Tools, Eqp, Furniture | $ 286,675 | $ (286,675) |
| Additional - Student Travel | $ 70,400 | $ (70,400) |
| Transfers to Capital Funds | | $ (645,000) |
| Possible Budget/Actual Variance | $ (150,000) | $ 150,000 |
| Other | | |
| **TOTAL ENDING** | **$ 11,695,292** | **$ 1,179,353** |
| 10% | $ 1,169,529 | |

# Allowable Ending Fund Balance

AS 14.17.505(a)**- Fund Balance in school operating fund is limited to 10% of expenditures - June 30, 2026**

| | | | | | |
|---|---|---|---|---|---|
| **$11,204,553** | **$** | **11,218,843** | **$** | **1,271,450** | **$ 12,490,292** | $ 11,845,292 |
| $907,930 | $ | 2,300,803 | $ | (1,271,450) | $ 1,029,353 | 8.69% |
| $435,000 | $ | 480,000 | $ | - | $ 480,000 | |
| $1,342,930 | $ | 2,780,803 | $ | (1,271,450) | $ 1,509,353 | |

PETERSBURG
SCHOOL DISTRICT

# Any Questions?

**Reach out to Shannon Baird, business@pcsd.us**

**or Robyn Taylor, supt@pcsd.us**

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

FY24 Budget - Spring Revision

Page 1

School District Name: [illegible]

FY2 Prior to School Year: [illegible]

Proj. Average Daily Membership: [illegible]

Proj. Kindergarten Weight: [illegible]

Proj. Intensive Weight: [illegible]

Add'l Intensive Factor Count: [illegible]

Prepared by: [illegible] Date: [illegible]

Phone Number: [illegible]

Approved by: [illegible] Date: [illegible]

Approval of Proj Basic Need Different From Prior Year Budget (Attachment 4 of Page 2)

Approved Date: [illegible]

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

Fill in Highlighted Sections Only

FY24 Budget - Spring Revision

| | | FY24 Original Budget | Spring Revision | Spring Revision Budget |
|---|---|---|---|---|
| **Assurance Fund Balance - July 1, 2023 (Subject to 15% cap/cut per AS 14.17.505(a))** | | $[illegible] | [illegible] | $[illegible] |
| **Projected Revenues** | | $[illegible] | [illegible] | $[illegible] |
| **Total Beginning Fund Balance** | | $[illegible] | [illegible] | $[illegible] |
| **Revenue** | | | | |
| 100 | Unrestricted Intermediate | [illegible] | [illegible] | [illegible] |
| 200 | Restricted Intermediate | [illegible] | [illegible] | [illegible] |
| 300 | Unrestricted Secondary | [illegible] | [illegible] | [illegible] |
| 400 | Restricted Secondary | [illegible] | [illegible] | [illegible] |
| 500 | Tuition from Students | [illegible] | [illegible] | [illegible] |
| 600 | Community Services | [illegible] | [illegible] | [illegible] |
| 700 | In-Kind Program | [illegible] | [illegible] | [illegible] |
| 800 | Miscellaneous | [illegible] | [illegible] | [illegible] |
| 900 | Transfers - Indirect Cost | [illegible] | [illegible] | [illegible] |
| 900 | Transfers Revenue - Prior Period Adj | [illegible] | [illegible] | [illegible] |
| 900 | Transfers Revenue - Other Districts | [illegible] | [illegible] | [illegible] |
| 900 | Transfers from Other Funds | [illegible] | [illegible] | [illegible] |
| | **Total Revenue** | [illegible] | [illegible] | [illegible] |
| **Expenditures** | | | | |
| 100 | Instruction | [illegible] | [illegible] | [illegible] |
| 200 | Student Support Activities | [illegible] | [illegible] | [illegible] |
| 300 | Student Activities - School Services | [illegible] | [illegible] | [illegible] |
| 400 | Student Activities - Community Services | [illegible] | [illegible] | [illegible] |
| 500 | Support Services - Generally | [illegible] | [illegible] | [illegible] |
| 600 | Maintenance | [illegible] | [illegible] | [illegible] |
| 700 | School Administration Support Services | [illegible] | [illegible] | [illegible] |
| 750 | District Administration | [illegible] | [illegible] | [illegible] |
| 800 | Central Support Services | [illegible] | [illegible] | [illegible] |
| 900 | Operations and Maintenance of Plant | [illegible] | [illegible] | [illegible] |
| 900 | Transfers | [illegible] | [illegible] | [illegible] |
| 900 | Unforeseen Expenses | [illegible] | [illegible] | [illegible] |
| 900 | Transfers to Other Funds | [illegible] | [illegible] | [illegible] |
| | **Total Expenditures** | [illegible] | [illegible] | [illegible] |
| **Ending Fund Balance - July 31, 2024 (Subject to 15% cap/cut per AS 14.17.505(a))** | | [illegible] | [illegible] | [illegible] |
| **Projected Expenditures** | | [illegible] | [illegible] | [illegible] |
| **Total Ending Fund Balance** | | [illegible] | [illegible] | [illegible] |

Percent of ending fund balance budget to FY24 cost: [illegible]%

Total district general fund balance calculation is: [illegible]

**Note regarding Fund Balance: **If it could go AS 14.17.505(a) is violated as of FY24 Revision****

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

Page 2

Fill in Highlighted Sections Only

FY24 Budget - Spring Revision

| | | FY24 Original Budget | Spring Revision | Spring Revision Budget |
|---|---|---|---|---|
| **100 Unrestricted Intermediate** | | | | |
| 101 | Unrestricted Intermediate | [illegible] | [illegible] | [illegible] |
| 102 | Unrestricted Intermediate | [illegible] | [illegible] | [illegible] |
| | Add'l Revenue to Explain any variance in values to the Amount Required | | | |
| | **Total 100 Unrestricted Intermediate** | [illegible] | [illegible] | [illegible] |
| **200 Restricted Intermediate** | | | | |
| 202 | Restricted Intermediate | [illegible] | [illegible] | [illegible] |
| | **Total 200 Restricted Intermediate** | [illegible] | [illegible] | [illegible] |
| **300 Unrestricted Secondary** | | | | |
| 301 | Office Fees Unrestricted Secondary | [illegible] | [illegible] | [illegible] |
| 302 | Unrestricted Secondary | [illegible] | [illegible] | [illegible] |
| 303 | Unrestricted Secondary | [illegible] | [illegible] | [illegible] |
| 304 | Unrestricted Secondary | [illegible] | [illegible] | [illegible] |
| 305 | Unrestricted Secondary | [illegible] | [illegible] | [illegible] |
| 306 | Unrestricted Secondary | [illegible] | [illegible] | [illegible] |
| 307 | Unrestricted Secondary | [illegible] | [illegible] | [illegible] |
| | **Total 300 Unrestricted Secondary** | [illegible] | [illegible] | [illegible] |
| **400 Restricted Secondary** | | | | |
| 401 | Restricted Secondary | [illegible] | [illegible] | [illegible] |
| | **Total 400 Restricted Secondary** | [illegible] | [illegible] | [illegible] |
| **500 Tuition from Students** | | | | |
| 501 | Tuition from Students | [illegible] | [illegible] | [illegible] |
| | **Total Tuition from Students** | [illegible] | [illegible] | [illegible] |
| **600 Community Services** | | | | |
| 601 | Community Services | [illegible] | [illegible] | [illegible] |
| | **Total Community Services** | [illegible] | [illegible] | [illegible] |
| **700 In-Kind Program** | | | | |
| 701 | In-Kind Program Revenue | [illegible] | [illegible] | [illegible] |
| | **Total In-Kind Revenue** | [illegible] | [illegible] | [illegible] |

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

Page 3

Fill in Highlighted Sections Only

FY24 Budget - Submit to Revision

| | | FY24 Original Budget | Spring Revision | Spring Revision Budget |
|---|---|---|---|---|
| **800 Misc Revenue** (Fill in Activities used by school or district) | | | | |
| 801 | Miscellaneous Revenue | [illegible] | [illegible] | [illegible] |
| 802 | Equipment Sales | [illegible] | [illegible] | [illegible] |
| 803 | Interest Earned | [illegible] | [illegible] | [illegible] |
| 804 | Rentals | [illegible] | [illegible] | [illegible] |
| 805 | Other Local Revenue - Identify | [illegible] | [illegible] | [illegible] |
| | **Total 800 Misc Revenue** | [illegible] | [illegible] | [illegible] |
| **900 Transfers Revenue - In Kind** | | | | |
| 701 | In-Kind from Schools (Local Only) | | | |
| 900 | Other Transfer Revenue - **Identify** | | | |
| | **Total Transfers Revenue - In Kind** | | | |
| **900 Transfers Revenue - Indirect** | | | | |
| | **Total Transfers Revenue - Indirect** | | | |
| **900 Transfers Revenue - Through the State of Alaska - Identify** | | | | |
| | **Total Transfers Revenue - Through the State** | | | |
| **900 Transfers Revenue - Other Agencies - Identify** | | | | |
| | **Total Transfers Revenue - Other Agencies** | | | |
| **900 Transfers from Other Funds - Identify** | | | | |
| | **Total Transfers from Other Funds** | | | |
| | **Total Projected Revenues** | [illegible] | [illegible] | [illegible] |

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

Page 4

Fill in Highlighted Sections Only

FY24 Budget - Submit to Revision

| | | FY24 Original Budget | Spring Revision | Spring Revision Budget |
|---|---|---|---|---|
| **100 Instruction** | | | | |
| 101 | Unrestricted Salaries | [illegible] | [illegible] | [illegible] |
| 102 | Unrestricted Salaries | [illegible] | [illegible] | [illegible] |
| | **Total Salaries** | [illegible] | [illegible] | [illegible] |
| | Employee Benefits | | | |
| 200 | Employee Benefits | [illegible] | [illegible] | [illegible] |
| 200 | Unrestricted Benefits | [illegible] | [illegible] | [illegible] |
| 200 | Transportation - Allocation | [illegible] | [illegible] | [illegible] |
| | **Total Employee Benefits** | [illegible] | [illegible] | [illegible] |
| | **Total Salaries & Employee Benefits** | [illegible] | [illegible] | [illegible] |
| | Non-Personal | | | |
| 300 | Professional and Tech Inst Services | [illegible] | [illegible] | [illegible] |
| 400 | Property Services - Instruct Services | [illegible] | [illegible] | [illegible] |
| 500 | Travel | [illegible] | [illegible] | [illegible] |
| 600 | Student Travel | [illegible] | [illegible] | [illegible] |
| 700 | Rentals - Leases | [illegible] | [illegible] | [illegible] |
| 800 | Utilities | [illegible] | [illegible] | [illegible] |
| 900 | Other Purchased Services | [illegible] | [illegible] | [illegible] |
| 900 | Insurance and Bad Debt Expense | [illegible] | [illegible] | [illegible] |
| 900 | Supplies, Materials and Minor E | [illegible] | [illegible] | [illegible] |
| 900 | Capital Outlay | [illegible] | [illegible] | [illegible] |
| 900 | Other Expenses - Identify | [illegible] | [illegible] | [illegible] |
| | [illegible] | [illegible] | [illegible] | [illegible] |
| | [illegible] | [illegible] | [illegible] | [illegible] |
| 900 | Transfers | [illegible] | [illegible] | [illegible] |
| | **Total Non-Personal** | [illegible] | [illegible] | [illegible] |
| | **Total Salaries, Benefits, Non-Personal** | [illegible] | [illegible] | [illegible] |

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

Page 5

Fill in Highlighted Sections Only

FY24 Budget - Submit to Revision

| | | FY24 Original Budget | Spring Revision | Spring Revision Budget |
|---|---|---|---|---|
| **200 Student Support Services** | | | | |
| | Salaries | | | |
| 201 | Unrestricted Salaries | [illegible] | [illegible] | [illegible] |
| 202 | Unrestricted Salaries | [illegible] | [illegible] | [illegible] |
| | **Total Salaries** | [illegible] | [illegible] | [illegible] |
| | Employee Benefits | | | |
| 200 | Employee Benefits | [illegible] | [illegible] | [illegible] |
| 200 | Unrestricted Benefits | [illegible] | [illegible] | [illegible] |
| 200 | Transportation - Allocation | [illegible] | [illegible] | [illegible] |
| | **Total Employee Benefits** | [illegible] | [illegible] | [illegible] |
| | **Total Salaries & Employee Benefits** | [illegible] | [illegible] | [illegible] |
| | Non-Personal | | | |
| 300 | Professional and Tech Inst Services | [illegible] | [illegible] | [illegible] |
| 400 | Property Services - Instruct Services | [illegible] | [illegible] | [illegible] |
| 500 | Travel | [illegible] | [illegible] | [illegible] |
| 600 | Student Travel | [illegible] | [illegible] | [illegible] |
| 700 | Rentals - Leases | [illegible] | [illegible] | [illegible] |
| 800 | Utilities | [illegible] | [illegible] | [illegible] |
| 900 | Other Purchased Services | [illegible] | [illegible] | [illegible] |
| 900 | Insurance and Bad Debt Expense | [illegible] | [illegible] | [illegible] |
| 900 | Supplies, Materials and Minor E | [illegible] | [illegible] | [illegible] |
| 900 | Capital Outlay | [illegible] | [illegible] | [illegible] |
| 900 | Other Expenses - Identify | [illegible] | [illegible] | [illegible] |
| | [illegible] | [illegible] | [illegible] | [illegible] |
| | [illegible] | [illegible] | [illegible] | [illegible] |
| 900 | Transfers | [illegible] | [illegible] | [illegible] |
| | **Total Non-Personal** | [illegible] | [illegible] | [illegible] |
| | **Total Salaries, Benefits, Non-Personal** | [illegible] | [illegible] | [illegible] |

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

Page 6

Fill in Highlighted Sections Only

FY24 Budget - Submit to Revision

| | | FY24 Original Budget | Spring Revision | Spring Revision Budget |
|---|---|---|---|---|
| **300 Student Activities - School Services** | | | | |
| | Salaries | | | |
| 301 | Unrestricted Salaries | [illegible] | [illegible] | [illegible] |
| 302 | Non-Certificated Salaries | [illegible] | [illegible] | [illegible] |
| | **Total Salaries** | [illegible] | [illegible] | [illegible] |
| | Employee Benefits | | | |
| 300 | Employee Benefits | [illegible] | [illegible] | [illegible] |
| 300 | Unrestricted Benefits | [illegible] | [illegible] | [illegible] |
| 300 | Transportation - Allocation | [illegible] | [illegible] | [illegible] |
| | **Total Employee Benefits** | [illegible] | [illegible] | [illegible] |
| | **Total Salaries & Employee Benefits** | [illegible] | [illegible] | [illegible] |
| | Non-Personal | | | |
| 300 | Professional and Tech Inst Services | [illegible] | [illegible] | [illegible] |
| 400 | Property Services - Instruct Services | [illegible] | [illegible] | [illegible] |
| 500 | Travel | [illegible] | [illegible] | [illegible] |
| 600 | Student Travel | [illegible] | [illegible] | [illegible] |
| 700 | Rentals - Leases | [illegible] | [illegible] | [illegible] |
| 800 | Utilities | [illegible] | [illegible] | [illegible] |
| 900 | Other Purchased Services | [illegible] | [illegible] | [illegible] |
| 900 | Insurance and Bad Debt Expense | [illegible] | [illegible] | [illegible] |
| 900 | Supplies, Materials and Minor E | [illegible] | [illegible] | [illegible] |
| 900 | Capital Outlay | [illegible] | [illegible] | [illegible] |
| 900 | Other Expenses - Identify | [illegible] | [illegible] | [illegible] |
| | [illegible] | [illegible] | [illegible] | [illegible] |
| | [illegible] | [illegible] | [illegible] | [illegible] |
| 900 | Transfers | [illegible] | [illegible] | [illegible] |
| | **Total Non-Personal** | [illegible] | [illegible] | [illegible] |
| | **Total Salaries, Benefits, Non-Personal** | [illegible] | [illegible] | [illegible] |

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

Page 7

Fill in Highlighted Sections Only

FY24 Budget - Submit to Revision

| | | FY24 Original Budget | Spring Revision | Spring Revision Budget |
|---|---|---|---|---|
| **400 Student Activities - Community Services** | | | | |
| | Salaries | | | |
| 401 | Unrestricted Salaries | [illegible] | [illegible] | [illegible] |
| 402 | Non-Certificated Salaries | [illegible] | [illegible] | [illegible] |
| | **Total Salaries** | [illegible] | [illegible] | [illegible] |
| | Employee Benefits | | | |
| 400 | Employee Benefits | [illegible] | [illegible] | [illegible] |
| 400 | Unrestricted Benefits | [illegible] | [illegible] | [illegible] |
| 400 | Transportation - Allocation | [illegible] | [illegible] | [illegible] |
| | **Total Employee Benefits** | [illegible] | [illegible] | [illegible] |
| | **Total Salaries & Employee Benefits** | [illegible] | [illegible] | [illegible] |
| | Non-Personal | | | |
| 300 | Professional and Tech Inst Services | [illegible] | [illegible] | [illegible] |
| 400 | Property Services - Instruct Services | [illegible] | [illegible] | [illegible] |
| 500 | Travel | [illegible] | [illegible] | [illegible] |
| 600 | Student Travel | [illegible] | [illegible] | [illegible] |
| 700 | Rentals - Leases | [illegible] | [illegible] | [illegible] |
| 800 | Utilities | [illegible] | [illegible] | [illegible] |
| 900 | Other Purchased Services | [illegible] | [illegible] | [illegible] |
| 900 | Insurance and Bad Debt Expense | [illegible] | [illegible] | [illegible] |
| 900 | Supplies, Materials and Minor E | [illegible] | [illegible] | [illegible] |
| 900 | Capital Outlay | [illegible] | [illegible] | [illegible] |
| 900 | Other Expenses - Identify | [illegible] | [illegible] | [illegible] |
| | [illegible] | [illegible] | [illegible] | [illegible] |
| | [illegible] | [illegible] | [illegible] | [illegible] |
| 900 | Transfers | [illegible] | [illegible] | [illegible] |
| | **Total Non-Personal** | [illegible] | [illegible] | [illegible] |
| | **Total Salaries, Benefits, Non-Personal** | [illegible] | [illegible] | [illegible] |

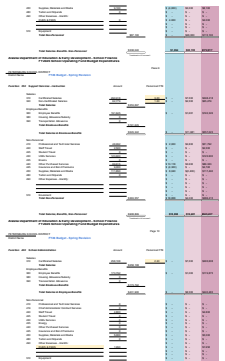
**Alaska Department of Education & Early Development - School Finance**
**FY2024 School Operating Fund Budget Expenditures**

Page 8

Fill in Highlighted Sections Only

FY24 Budget - Submit to Revision

| | | FY24 Original Budget | Spring Revision | Spring Revision Budget |
|---|---|---|---|---|
| **500 Support Services - Generally** | | | | |
| | Salaries | | | |
| 201 | Unrestricted Salaries | [illegible] | [illegible] | [illegible] |
| 202 | Non-Certificated Salaries | [illegible] | [illegible] | [illegible] |
| | **Total Salaries** | [illegible] | [illegible] | [illegible] |
| | Employee Benefits | | | |
| 500 | Employee Benefits | [illegible] | [illegible] | [illegible] |
| 500 | Unrestricted Benefits | [illegible] | [illegible] | [illegible] |
| 500 | Transportation - Allocation | [illegible] | [illegible] | [illegible] |
| | **Total Employee Benefits** | [illegible] | [illegible] | [illegible] |
| | **Total Salaries & Employee Benefits** | [illegible] | [illegible] | [illegible] |
| | Non-Personal | | | |
| 300 | Professional and Tech Inst Services | [illegible] | [illegible] | [illegible] |
| 400 | Property Services - Instruct Services | [illegible] | [illegible] | [illegible] |
| 500 | Travel | [illegible] | [illegible] | [illegible] |
| 600 | Student Travel | [illegible] | [illegible] | [illegible] |
| 700 | Rentals - Leases | [illegible] | [illegible] | [illegible] |
| 800 | Utilities | [illegible] | [illegible] | [illegible] |
| 900 | Other Purchased Services | [illegible] | [illegible] | [illegible] |
| 900 | Insurance and Bad Debt Expense | [illegible] | [illegible] | [illegible] |



Alaska Department of Education & Early Development - School Finance
FY Added Services Capital Budget Request Amendment

Page 2

Function: 200 - Student Services - Instruction

Amount

Personnel FTE

Salaries

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 100 | Full/Part-time Salaries | | | | | | |
| 300 | Non-Contributing Salaries | | | | | | |
| | Total Salaries | | | | | | |
| Employee Benefits | | | | | | | |
| 300 | Health Insurance Benefits | | | | | | |
| 400 | Annuity, Allowance Benefits | | | | | | |
| 500 | Personnel Taxes - Medicare | | | | | | |
| | Total Employee Benefits | | | | | | |
| | Total Salaries & Employee Benefits | | | | | | |

Non-Personal

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 200 | Professional and Tech Inst Services | | | | | | |
| 210 | Other Professional Services | | | | | | |
| 250 | Student Travel | | | | | | |
| 260 | Utility Services | | | | | | |
| 265 | Rentals | | | | | | |
| 270 | Office Purchased Services | | | | | | |
| 280 | Insurance and Bond Premiums | | | | | | |
| 290 | Supplies, Materials and Media | | | | | | |
| 300 | Tuition and Stipends | | | | | | |
| 400 | Other Expenses - Identify | | | | | | |
| | | | | | | | |
| | | | | | | | |
| 500 | Equipment | | | | | | |
| | Total Non-Personal | | | | | | |

Total Salaries, Benefits, Non-Personal

Alaska Department of Education & Early Development - School Finance
FY Added Services Capital Budget Request Amendment

Page 3

Function: 205 - School Administration

Amount

Personnel FTE

Salaries

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 100 | Full/Part-time Salaries | | | | | | |
| | Total Salaries | | | | | | |
| Employee Benefits | | | | | | | |
| 300 | Health Insurance Benefits | | | | | | |
| 400 | Annuity, Allowance Benefits | | | | | | |
| 500 | Personnel Taxes - Medicare | | | | | | |
| | Total Employee Benefits | | | | | | |
| | Total Salaries & Employee Benefits | | | | | | |

Non-Personal

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 200 | Professional and Tech Inst Services | | | | | | |
| 210 | Other Professional Services | | | | | | |
| 250 | Student Travel | | | | | | |
| 260 | Utility Services | | | | | | |
| 265 | Rentals | | | | | | |
| 270 | Office Purchased Services | | | | | | |
| 280 | Insurance and Bond Premiums | | | | | | |
| 290 | Supplies, Materials and Media | | | | | | |
| 300 | Tuition and Stipends | | | | | | |
| 400 | Other Expenses - Identify | | | | | | |
| | | | | | | | |
| | | | | | | | |
| 500 | Equipment | | | | | | |
| | Total Non-Personal | | | | | | |

Total Salaries, Benefits, Non-Personal

Alaska Department of Education & Early Development - School Finance
FY Added Services Capital Budget Request Amendment

Page 4

Function: 210 - School Administration Support Services

Amount

Personnel FTE

Salaries

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 100 | Full/Part-time Salaries | | | | | | |
| 300 | Non-Contributing Salaries | | | | | | |
| | Total Salaries | | | | | | |
| Employee Benefits | | | | | | | |
| 300 | Health Insurance Benefits | | | | | | |
| 400 | Annuity, Allowance Benefits | | | | | | |
| 500 | Personnel Taxes - Medicare | | | | | | |
| | Total Employee Benefits | | | | | | |
| | Total Salaries & Employee Benefits | | | | | | |

Non-Personal

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 200 | Professional and Tech Inst Services | | | | | | |
| 210 | Other Professional Services | | | | | | |
| 250 | Student Travel | | | | | | |
| 260 | Utility Services | | | | | | |
| 265 | Rentals | | | | | | |
| 270 | Office Purchased Services | | | | | | |
| 280 | Insurance and Bond Premiums | | | | | | |
| 290 | Supplies, Materials and Media | | | | | | |
| 300 | Tuition and Stipends | | | | | | |
| 400 | Other Expenses - Identify | | | | | | |
| | | | | | | | |
| | | | | | | | |
| 500 | Equipment | | | | | | |
| | Total Non-Personal | | | | | | |

Total Salaries, Benefits, Non-Personal

Alaska Department of Education & Early Development - School Finance
FY Added Services Capital Budget Request Amendment

Page 5

Function: 215 - District Administration

Amount

Personnel FTE

Salaries

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 100 | Full/Part-time Salaries | | | | | | |
| 300 | Non-Contributing Salaries | | | | | | |
| | Total Salaries | | | | | | |
| Employee Benefits | | | | | | | |
| 300 | Health Insurance Benefits | | | | | | |
| 400 | Annuity, Allowance Benefits | | | | | | |
| 500 | Personnel Taxes - Medicare | | | | | | |
| | Total Employee Benefits | | | | | | |
| | Total Salaries & Employee Benefits | | | | | | |

Non-Personal

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 200 | Professional and Tech Inst Services | | | | | | |
| 210 | Other Professional Services | | | | | | |
| 250 | Student Travel | | | | | | |
| 260 | Utility Services | | | | | | |
| 265 | Rentals | | | | | | |
| 270 | Office Purchased Services | | | | | | |
| 280 | Insurance and Bond Premiums | | | | | | |
| 290 | Supplies, Materials and Media | | | | | | |
| 300 | Tuition and Stipends | | | | | | |
| 400 | Other Expenses - Identify | | | | | | |
| | | | | | | | |
| | | | | | | | |
| 500 | Equipment | | | | | | |
| | Total Non-Personal | | | | | | |

Total Salaries, Benefits, Non-Personal

Alaska Department of Education & Early Development - School Finance
FY Added Services Capital Budget Request Amendment

Page 6

Function: 220 - Student Activities

Amount

Personnel FTE

Salaries

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 100 | Full/Part-time Salaries | | | | | | |
| 300 | Non-Contributing Salaries | | | | | | |
| | Total Salaries | | | | | | |
| Employee Benefits | | | | | | | |
| 300 | Health Insurance Benefits | | | | | | |
| 400 | Annuity, Allowance Benefits | | | | | | |
| 500 | Personnel Taxes - Medicare | | | | | | |
| | Total Employee Benefits | | | | | | |
| | Total Salaries & Employee Benefits | | | | | | |

Non-Personal

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 200 | Professional and Tech Inst Services | | | | | | |
| 210 | Other Professional Services | | | | | | |
| 250 | Student Travel | | | | | | |
| 260 | Utility Services | | | | | | |
| 265 | Rentals | | | | | | |
| 270 | Office Purchased Services | | | | | | |
| 280 | Insurance and Bond Premiums | | | | | | |
| 290 | Supplies, Materials and Media | | | | | | |
| 300 | Tuition and Stipends | | | | | | |
| 400 | Other Expenses - Identify | | | | | | |
| | | | | | | | |
| | | | | | | | |
| 500 | Equipment | | | | | | |
| | Total Non-Personal | | | | | | |

Total Salaries, Benefits, Non-Personal

Alaska Department of Education & Early Development - School Finance
FY Added Services Capital Budget Request Amendment

Page 7

Function: 230 - Student Guidance

Amount

Personnel FTE

Salaries

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 100 | Full/Part-time Salaries | | | | | | |
| 300 | Non-Contributing Salaries | | | | | | |
| | Total Salaries | | | | | | |
| Employee Benefits | | | | | | | |
| 300 | Health Insurance Benefits | | | | | | |
| 400 | Annuity, Allowance Benefits | | | | | | |
| 500 | Personnel Taxes - Medicare | | | | | | |
| | Total Employee Benefits | | | | | | |
| | Total Salaries & Employee Benefits | | | | | | |

Non-Personal

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 200 | Professional and Tech Inst Services | | | | | | |
| 210 | Other Professional Services | | | | | | |
| 250 | Student Travel | | | | | | |
| 260 | Utility Services | | | | | | |
| 265 | Rentals | | | | | | |
| 270 | Office Purchased Services | | | | | | |
| 280 | Insurance and Bond Premiums | | | | | | |
| 290 | Supplies, Materials and Media | | | | | | |
| 300 | Tuition and Stipends | | | | | | |
| 400 | Other Expenses - Identify | | | | | | |
| | | | | | | | |
| | | | | | | | |
| 500 | Equipment | | | | | | |
| | Total Non-Personal | | | | | | |

Total Salaries, Benefits, Non-Personal

Alaska Department of Education & Early Development - School Finance
FY Added Services Capital Budget Request Amendment

Page 8

Function: 240 - Guidance & Counseling Services

Amount

Personnel FTE

Salaries

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 100 | Full/Part-time Salaries | | | | | | |
| 300 | Non-Contributing Salaries | | | | | | |
| | Total Salaries | | | | | | |
| Employee Benefits | | | | | | | |
| 300 | Health Insurance Benefits | | | | | | |
| 400 | Annuity, Allowance Benefits | | | | | | |
| 500 | Personnel Taxes - Medicare | | | | | | |
| | Total Employee Benefits | | | | | | |
| | Total Salaries & Employee Benefits | | | | | | |

Non-Personal

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 200 | Professional and Tech Inst Services | | | | | | |
| 210 | Other Professional Services | | | | | | |
| 250 | Student Travel | | | | | | |
| 260 | Utility Services | | | | | | |
| 265 | Rentals | | | | | | |
| 270 | Office Purchased Services | | | | | | |
| 280 | Insurance and Bond Premiums | | | | | | |
| 290 | Supplies, Materials and Media | | | | | | |
| 300 | Tuition and Stipends | | | | | | |
| 400 | Other Expenses - Identify | | | | | | |
| | | | | | | | |
| | | | | | | | |
| 500 | Equipment | | | | | | |
| | Total Non-Personal | | | | | | |

Total Salaries, Benefits, Non-Personal

Alaska Department of Education & Early Development - School Finance
FY Added Services Capital Budget Request Amendment

Page 9

Function: 250 - Psychological Services

Amount

Personnel FTE

Salaries

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 100 | Full/Part-time Salaries | | | | | | |
| 300 | Non-Contributing Salaries | | | | | | |
| | Total Salaries | | | | | | |
| Employee Benefits | | | | | | | |
| 300 | Health Insurance Benefits | | | | | | |
| 400 | Annuity, Allowance Benefits | | | | | | |
| 500 | Personnel Taxes - Medicare | | | | | | |
| | Total Employee Benefits | | | | | | |
| | Total Salaries & Employee Benefits | | | | | | |

Non-Personal

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 200 | Professional and Tech Inst Services | | | | | | |
| 210 | Other Professional Services | | | | | | |
| 250 | Student Travel | | | | | | |
| 260 | Utility Services | | | | | | |
| 265 | Rentals | | | | | | |
| 270 | Office Purchased Services | | | | | | |
| 280 | Insurance and Bond Premiums | | | | | | |
| 290 | Supplies, Materials and Media | | | | | | |
| 300 | Tuition and Stipends | | | | | | |
| 400 | Other Expenses - Identify | | | | | | |
| | | | | | | | |
| | | | | | | | |
| 500 | Equipment | | | | | | |
| | Total Non-Personal | | | | | | |

Total Salaries, Benefits, Non-Personal

Item Assignment Amount

**Total Items Reviewed** 0

Reviewed Amount

**Total Salaries, Benefits, Other Personnel**

Reviewed Amount

**Alabama Department of Education & Early Idevelopment - Science Finance**
**FY Viable Options Organizing Fund Budget: Other Financing Uses**



Fund Number 0000 Unrestricted
Appropriation Title FY26 Budget - Spring Revision

**Function: 000 - Other Financing Uses** Amount

| Fund Acct No | Account Title (Object) | Amount | | | |
|---|---|---|---|---|---|
| 000 | Transfer to Other Funds | | | | |
| | 0000 Unrestricted Education Trust Fund | | A | $875,000 | $875,000 |
| | 0100 Education Trust Fund (ETF) | | B | $25,000 | $25,000 |
| | 0400 Public School Fund (PSF) | | C | $25,000 | $25,000 |
| | 0500 Alabama Trust Fund (ATF) - Rolando Powell Lease Revenue | | D | $50,000 | $50,000 |
| | 0600 Alabama Trust Fund (ATF) - Rolando Powell Royalties | | E | $0 | $0 |
| | Total Other Financing Uses | | | $975,000 | $975,000 |

Reviewed Amount

**Alabama Department of Education and Early Idevelopment - Science Finance**
**FY Viable Options Organizing Fund Budget: FSM/PSAT/ Curriculum Breakdown**



Fund Number 0000 Unrestricted
Appropriation Title FY26 Budget - Spring Revision

This detailed breakdown uses the historical actual numbers from FY25 (Oct 2024 - Sept 2025) to project the FY26 budget. The total amount of the FSM and PSAT/ curriculum line items would not change, the assumptions that I have made about the numbers for students to take the tests or to purchase the materials may change.

The assumptions that I have made are that 50% of the students who took the PSAT/ NMSQT in FY25 will take it again in FY26. The assumption that 75% of the students who took the PSAT/ NMSQT in FY25 will take the PSAT 8/9 in FY26. The assumption that 50% of the students who took the PSAT 8/9 in FY25 will take the PSAT 10 in FY26. The assumption that 50% of the students who took the PSAT 10 in FY25 will take the PSAT/ NMSQT in FY26. The assumption that 50% of the students who took the PSAT/ NMSQT in FY25 will take the PSAT/ NMSQT in FY26. The assumption that 50% of the students who took the PSAT/ NMSQT in FY25 will take the PSAT/ NMSQT in FY26. The assumption that 50% of the students who took the PSAT/ NMSQT in FY25 will take the PSAT/ NMSQT in FY26.

The assumption that I have made regarding the Ohio Fall Semester Test (OFSM) is that 50% of the students who took the OFSM in FY25 will take the OFSM in FY26.

The assumption that I have made regarding the Ohio Spring Semester Test (OSSM) is that 50% of the students who took the OSSM in FY25 will take the OSSM in FY26.

The assumption that I have made regarding the Ohio Fall Semester Test (OFSM) is that 50% of the students who took the OFSM in FY25 will take the OFSM in FY26.

The assumption that I have made regarding the Ohio Spring Semester Test (OSSM) is that 50% of the students who took the OSSM in FY25 will take the OSSM in FY26.

The assumption that I have made regarding the Ohio Fall Semester Test (OFSM) is that 50% of the students who took the OFSM in FY25 will take the OFSM in FY26.

The assumption that I have made regarding the Ohio Spring Semester Test (OSSM) is that 50% of the students who took the OSSM in FY25 will take the OSSM in FY26.

The assumption that I have made regarding the Ohio Fall Semester Test (OFSM) is that 50% of the students who took the OFSM in FY25 will take the OFSM in FY26.

The assumption that I have made regarding the Ohio Spring Semester Test (OSSM) is that 50% of the students who took the OSSM in FY25 will take the OSSM in FY26.

The assumption that I have made regarding the Ohio Fall Semester Test (OFSM) is that 50% of the students who took the OFSM in FY25 will take the OFSM in FY26.

The assumption that I have made regarding the Ohio Spring Semester Test (OSSM) is that 50% of the students who took the OSSM in FY25 will take the OSSM in FY26.

The assumption that I have made regarding the Ohio Fall Semester Test (OFSM) is that 50% of the students who took the OFSM in FY25 will take the OFSM in FY26.

The assumption that I have made regarding the Ohio Spring Semester Test (OSSM) is that 50% of the students who took the OSSM in FY25 will take the OSSM in FY26.

| | Title | Cards |
|---|---|---|
| **Total Re-Marshall Resources/Total_page 8** | **$Total_Title** | **$Total_Cards** |
| Function: 000 Re-MarshallExpenditures | $0.00 | $0.00 |
| Function: 000 Re-MarshallExpenditures | $0.00 | $0.00 |
| Function: 000 Re-MarshallExpenditures | $0.00 | $0.00 |
| Function: 000 Re-MarshallExpenditures | $0.00 | $0.00 |
| Function: 000 Re-MarshallExpenditures | $0.00 | $0.00 |
| Function: 000 Re-MarshallExpenditures | $0.00 | $0.00 |
| Function: 000 Re-MarshallExpenditures | $0.00 | $0.00 |
| Function: 000 Re-MarshallExpenditures | $0.00 | $0.00 |
| Function: 000 Re-MarshallExpenditures | $0.00 | $0.00 |
| Function: 000 Re-MarshallExpenditures | $0.00 | $0.00 |
| Function: 000 Re-MarshallExpenditures | $0.00 | $0.00 |
| **Total Re-Marshall Resources Benefits for Function:** | **$0.00** | **$0.00** |

Note: Title and PSAT/ Curriculum Flyer Descriptions and Fund Narrative should be included in the Ohio Fall and Ohio Spring as well as Curriculum Breakdown should be included in the Ohio Fall and Ohio Spring as well.

## Alaska Department of Education & Early Development - School Finance
## FY2026 School Operating Fund Budget Summary

PETERSBURG SCHOOL DISTRICT
District Name

**FY26 Budget - Spring Revision**

| | | | | FY26 Winter Adopted Budget | FY26 Spring Proposed Changes | FY26 Spring Proposed Budget | |
|---|---|---|---|---|---|---|---|
| ***Beginning Fund Balance: July 1, 2025 - (Subject to 10% Limit per AS 14.17.505(a))**** | | | $1,587,762 | $ 2,071,829 | $ - | $ 2,071,829 | |
| ***(Excluded from the 10% Limit)*** | | | $435,000 | $ 470,891 | $ - | $ 470,891 | |
| ***Total Beginning Fund Balance*** | | | $2,022,762 | $ 2,542,720 | $ - | $ 2,542,720 | |
| ***Revenue*** | | | | | | | |
| 010 | City/Borough Appropriations | (1) $3,250,000 | | $ 3,250,000 | $ - | $ 3,250,000 | |
| 030 | Earnings on Investments | (2) 43,950 | | $ 70,050 | $ - | $ 70,050 | |
| 040 | Other Local Revenues | (3) 116,350 | | $ 116,350 | $ - | $ 116,350 | |
| 041 | Tuition from Students | (4) 0 | | $ - | $ - | $ - | |
| 042 | Tuition - Other Districts | (5) 0 | | $ - | $ - | $ - | |
| 047 | E-Rate Program | (6) 87,160 | | $ 101,450 | $ - | $ 101,450 | |
| 050 | State Sources | (7) 7,027,261 | | $ 7,919,076 | $ - | $ 7,919,076 | |
| 100 | Federal Sources - Direct | (8) 0 | | $ - | $ - | $ - | |
| 150 | Federal Sources - Through the State | (9) 0 | | $ - | $ - | $ - | |
| 190 | Federal Sources - Other Agencies | (10) 0 | | $ - | $ - | $ - | |
| 250 | Transfers From Other Funds | (11) 0 | | $ - | $ - | $ - | |
| ***Total Revenue*** | | | **$10,524,721** | **$ 11,456,925** | **$ -** | **$ 11,456,925** | |
| ***Expenditures*** | | | | | | | |
| 100 | Instruction | (12) $4,695,570 | | $ 4,709,356 | $ 261,922 | $ 4,971,278 | |
| 200 | Special Education Instruction | (13) 1,686,245 | | $ 1,696,332 | $ 68,580 | $ 1,764,912 | |
| 220 | Special Education Support Services | (14) 0 | | $ - | $ - | | |
| 300 | Support Services - Students | (15) 338,040 | | $ 339,095 | $ 33,722 | $ 372,817 | |
| 350 | Support Services - Instruction | (16) 908,899 | | $ 927,757 | $ 15,681 | $ 943,437 | |
| 400 | School Administration | (17) 443,650 | | $ 443,650 | $ 8,583 | $ 452,233 | |
| 450 | School Administration Support Services | (18) 342,438 | | $ 342,438 | $ 12,389 | $ 354,826 | |
| 510 | District Administration | (19) 468,193 | | $ 469,027 | $ 26,714 | $ 495,741 | |
| 550 | District Administration Support Services | (20) 380,425 | | $ 380,425 | $ (3,045) | $ 377,380 | |
| 600 | Operations and Maintenance of Plant | (21) 1,409,600 | | $ 1,379,269 | $ 82,133 | $ 1,461,401 | |
| 700 | Student Activities | (22) 531,495 | | $ 531,495 | $ 119,770 | $ 651,265 | |
| 780 | Community Services | (23) 0 | | $ - | $ - | $ - | |
| 900 | Other Financing Uses | (24) 0 | | $ - | $ 645,000 | $ 645,000 | |
| ***Total Expenditures*** | | | **$11,204,553** | **$ 11,218,843** | **$ 1,271,450** | **$ 12,490,292** | $ 11,845,292 |
| ***Ending Fund Balance: June 30, 2026 (Subject to 10% Limit per AS 14.17.505(a))**** | | | $907,930 | $ 2,300,803 | $ (1,271,450) | $ 1,029,353 | 8.69% |
| ***(Excluded from the 10% Limit)*** | | | $435,000 | $ 480,000 | $ - | $ 480,000 | |
| ***Total Ending Fund Balance*** | | | $1,342,930 | $ 2,780,803 | $ (1,271,450) | $ 1,509,353 | |

** Must be greater than or equal to zero

***Note regarding Fund Balance -- 10% Limit per AS 14.17.505(a) is reinstated as of FY2026 financials**

# FY2026 Petersburg School District Grant Awards

## FEDERAL

| | |
|---|---|
| Title IA - Improving Basic Programs | $152,406.00 |
| Title IC - Migratory Education | $190,985.41 |
| ESEA Migratory Supplemental Travel | $4,366.82 |
| ESEA Migratory Book Award | $3,920.00 |
| Title VI-B - Special Education | $166,869.70 |
| Section 619 - Preschool Special Education | $1,744.00 |
| EMBRACE Travel - Supplemental Special Education | $4,289.42 |
| Career Technical Education - Carl Perkins (likely to receive $5,000 secondary award) | $27,000.00 |
| Safety & Wellbeing Conference Travel | $4,864.83 |
| CLSD - Comprehensive Literacy State Development (Cohort 2024) year one of a five year grant | $350,000.00 |
| Raising The Bar Alaska - Raising the Bar for Rural Alaskan Educators<br>Year three of a three year grant<br>This amount is the sub-award to PSD, but the main grant also pays for a large amount of travel and professional development for teaching staff. | $0 |
| Indian Education | $28,462.00 |
| SRSA- Small Rural School Achievement Program | $20,651.00 |
| SCALES -Supporting Community Agriculture and Local Education Systems - USDA Food Service Grant - Total Award of $149,928 over two and a quarter years. FY26 is the final year | $71,696.70 |
| Local Food for Local School Grant | $2,541.44 |
| Team Nutrition Culinary Arts Grant | $3,500.00 |
| Fresh Fruit and Vegetables Program (Q1 award, likely that we will receive an award for Q2-Q4) | $2,090.63 |
| Federal Food Service Grants - NSLP, CACFP, SFSP<br>Are awarded based on meals served (Total of $563,037.02 in FY25) | $ Unknown |

## STATE/LOCAL

| | |
|---|---|
| Suicide Prevention | $26,500.00 |
| Safety & Wellbeing Travel Grant | $4,864.83 |
| Hurst Wood Foundation - Special Education<br>Total Award of $166,500 to be spent over a few years, plus another $35,000 for staff PD | $173,965.78 |
| Petersburg Community Foundation - Garden Sprouts Grant | $5,000.00 |
| State Whole Kids - STEM Garden | $3,500.00 |
| STEM Garden Matching Grant - Petersburg Mental Health Services | $1,000.00 |
| ALASKA Garden Sprouts Micro Grant | $10,000.00 |
| MS/HS Roof Capital Grant GR-25-014 - 65% funding of Project ($2,777,384 over FY25 and FY26) | $2,371,575.21 |

Red/Pink denotes a NEW Grant in FY26
Purple denotes an new/update grant award since October Board approval

# PETERSBURG SCHOOL DISTRICT

## Board of Education

## RESOLUTION NO. 2026-1

A RESOLUTION OF THE BOARD OF EDUCATION OF THE PETERSBURG SCHOOL DISTRICT IN SUPPORT OF HOUSE BILL 78, RELATING TO THE RESTORATION OF A DEFINED BENEFIT RETIREMENT PLAN FOR ALASKA EDUCATORS

**WHEREAS,** the Petersburg School District is committed to providing every student with access to a stable, qualified, and experienced teaching workforce;

**WHEREAS,** Alaska is facing a severe and ongoing teacher recruitment and retention crisis, with school districts across the state reporting significant first-day-of-school vacancies that force districts to rely on long-term substitutes, emergency certifications, and out-of-state recruitment programs as stop-gap measures;

**WHEREAS,** Alaska is the only state in the nation that does not offer its public school teachers a defined benefit retirement plan, placing Alaska at a significant competitive disadvantage when recruiting and retaining educators compared to every other state in the country;

**WHEREAS,** since the elimination of Alaska's defined benefit pension system in 2006, the state's defined contribution plan has provided teachers with no guaranteed retirement income and has offered little structural incentive for educators to commit to long-term careers in Alaska's schools;

**WHEREAS,** research consistently demonstrates that defined benefit retirement plans are among the most effective tools available for long-term educator retention, particularly in rural, remote, and high-need school districts;

**WHEREAS,** House Bill 78, currently before the Alaska State Senate, would restore a defined benefit pension option for teachers and public employees covered by the Teachers' Retirement System (TRS) and the Public Employees' Retirement System (PERS), with retirement eligibility at age 60 or after 30 years of service, and would allow current employees to voluntarily opt into the new plan;

**WHEREAS,** HB 78 passed the Alaska House of Representatives on May 12, 2025, and is now under consideration by the Alaska State Senate;

**WHEREAS,** a fiscal note analysis prepared by the State of Alaska's actuary (David Kershner, Division of Retirement and Benefits, March 2025) found that the HB 78 pension sub-trusts are structured to begin with zero unfunded liability as of the plan's effective date, with assets transferred on an actuarially equivalent basis to fully fund all credited service at inception; and further found that the plan includes automatic financial safeguards — including adjustable member contribution rates and conditional cost-of-living adjustments — designed to protect the funded status of the trust without

requiring additional employer contributions beyond existing statutory caps; and that TRS employer contribution rates under HB 78 are projected to decrease slightly from current levels as a share of total payroll as the workforce stabilizes under higher retention assumptions, maintaining the existing 12.56% statutory employer contribution cap;

**WHEREAS,** the Petersburg School District's own vacancy data reflects the direct and ongoing harm that teacher shortages cause to students, families, and communities throughout our district; and

**NOW, THEREFORE, BE IT RESOLVED**

**BE IT RESOLVED** that the Board of Education of the Petersburg School District hereby formally declares its support for House Bill 78 and urges the Alaska State Senate to advance and pass HB 78 without delay; and

**BE IT FURTHER RESOLVED** that the Board of Education calls upon the Alaska State Legislature to recognize teacher recruitment and retention as a crisis of statewide urgency requiring structural, long-term solutions; and

**BE IT FURTHER RESOLVED** that the Board of Education directs the Superintendent to transmit a certified copy of this Resolution to the Governor of Alaska, the presiding officers of the Alaska State Senate and House of Representatives, the members of the Alaska Senate Labor and Commerce Committee, and each member of the Alaska State Legislature representing the Petersburg School District.

ADOPTED by the Board of Education of the Petersburg School District at a duly noticed public meeting held on _____, 2026.

AYES: _____ NAYS: _____ ABSTENTIONS: _____ ABSENT: _____

Board President Signature

Board President, Petersburg School District

Board Secretary / Clerk Signature

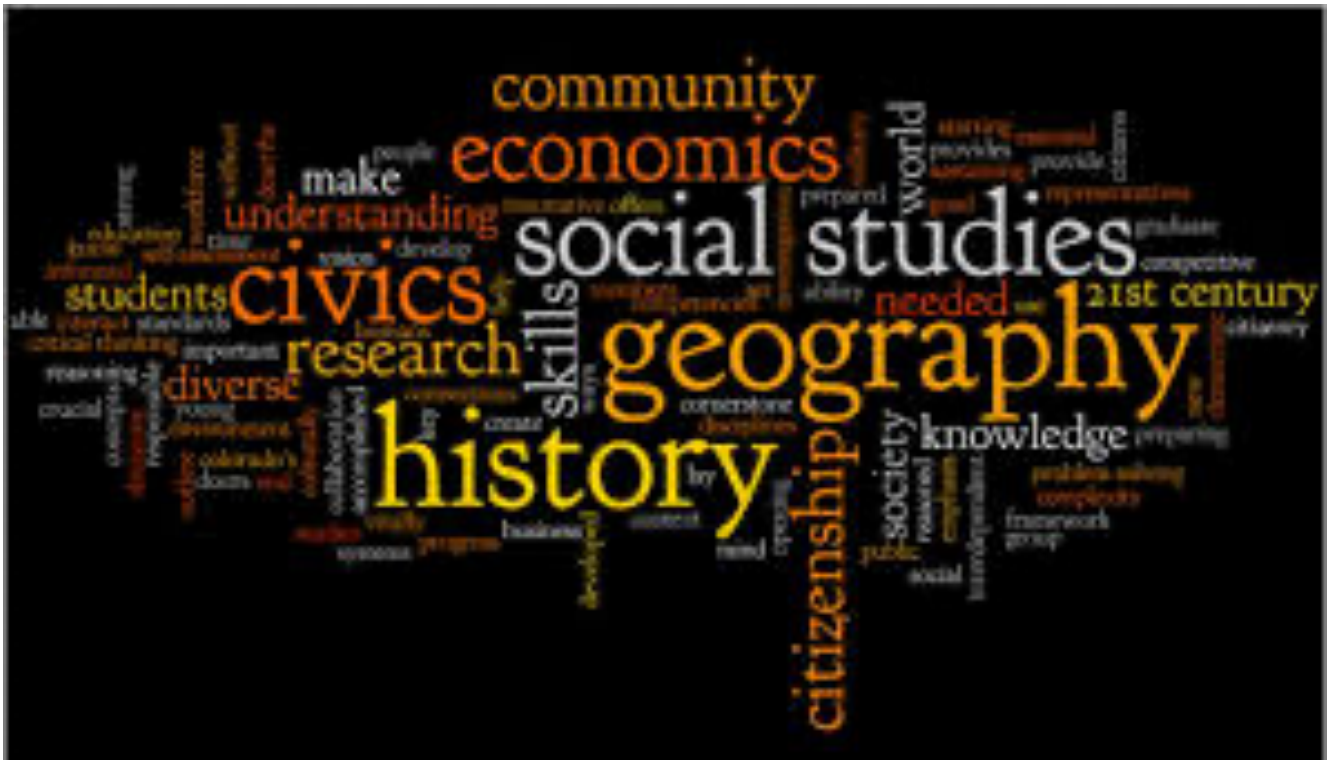
Secretary / Clerk, Petersburg School District

Superintendent Signature

Superintendent, Petersburg School District

*INSTRUCTIONS: Replace all instances of Petersburg with your district's official name. Complete the resolution number, meeting date, and vote count. Obtain required signatures. Transmit certified copies as directed in the resolution.*

# Petersburg School District
# K-12 Social Studies




March 2026

# Acknowledgements

The curriculum committee for K-12 Social Studies would like to thank the faculty and staff of the Petersburg School District for their support and feedback on the development of this doc ument. We would also like to express our gratitude to the School Board of the Petersburg District, the District Office staff, and the Superintendent for their support. We appreciate the collaboration with the Fairbanks North Star Borough School District curriculum department f or providing the template and additional support.

# Curriculum Committee

Heidi Cabral
Becky Martin
Jim Engell
Tim Shumway
Beau Ward
Katie Holmlund
Brad King

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# Elementary School: K-5

# Kindergarten

## Me and My World

**Grade Level Description:**
Kindergarten learners will understand that the world is made up of diverse groups and places, which can change over time. They will recognize how individuals, including themselves and their classmates, can contribute positively as group members and citizens. Learners will engage in decision-making related to wants and needs and explore the importance of rules and appropriate behavior through discussion and practice.

**Unit 1: Family, Friends, and Me**

| **Civics Standard(s):** | **Content Objectives:** | **Notes:** |
|---|---|---|
| SS.K.3.6.1 Identify rules for different settings.<br>SS.K.5.6.1 Participate in a discussion of how communities work to accomplish common tasks.<br>SS.K.2.7.1 Demonstrate respect for people in the school community. | Students will be able to identify and describe rules that are used in different settings. Students will analyze how individuals in a school or community work together to accomplish shared tasks, and demonstrate respectful behavior toward others during collaborative discussions. | **Literacy Connections:** |

| | | |
|---|---|---|
| SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.<br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. | **Suggested Activities:**<br>Rules Walk: Take a walk around the school and stop at places like the hallway, library, or playground. Discuss what rules are important in each place and why.<br><br>Team Task Challenge: Students work in groups to complete a task (e.g., building a block tower, sorting books, making a mural). Focus on taking turns, sharing ideas, and listening to one another. | |

| | | |
|---|---|---|
| **Civics Standard(s):**<br>SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions.<br>SS.K.4.7.1 Identify the student's own point of view on a topic.<br>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. | **Content Objectives:**<br>Students will evaluate ways to have productive conversations and collaborate with peers to make group decisions. Students will identify and explain their own point of view on a familiar topic or issue. | **Notes:**<br><br>**Literacy Connections:** |
| | **Suggested Activities:**<br>Collaboration Reflection Chart: After a group activity, students share what went well in their collaboration and what they could improve next time (with visual supports).<br><br>Opinion Drawing & Sharing: Students draw their favorite food, season, or activity and share their opinion with a partner or the class using a sentence like, “I like ___ because ___.” | |

<table>
<tr>
<td rowspan="2">Civics Standard(s):<br>S.K.1.8.1 Identify a problem that can be solved through sharing or compromise.<br>SS.K.2.8.1 Evaluate consequences of following or not following rules.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</td>
<td>Content Objectives:<br>Students will identify problems in social situations and propose solutions that involve sharing or compromise.<br>Students will evaluate the positive and negative consequences of following or not following rules in school and community settings.<br>With guidance, students will construct supporting questions that help explore and answer compelling social studies questions.</td>
<td rowspan="2">Notes:<br><br>Literacy Connections:</td>
</tr>
<tr>
<td>Suggested Activities:<br>What Should We Do?:Present illustrated cards with short social scenarios (e.g., Two students want the same seat). Have students discuss and act out different solutions.<br>T-Chart Activity: Make a class T-chart with “What Happens When We Follow Rules” vs. “What Happens When We Don’t.” Add drawings or sentence strips.</td>
</tr>
</table>

**Unit 2: Seasons and Holidays**

<table>
<tr><td rowspan="2">Civics Standard(s):<br>SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions.<br>S.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</td><td>Content Objectives:<br>Students will determine and apply strategies for having productive conversations and working together to make group decisions.</td><td rowspan="2">Notes:<br><br>Literacy Connections:</td></tr>
<tr><td>Suggested Activities:<br>See Unit 1.</td></tr>
<tr><td>History Standard(s):<br>SS.K.1.21.1 Demonstrate the importance of listening to others' points of view in the classroom and on the playground.<br>SS.K-2.4.2 Differentiate their own opinion from others.</td><td>Content Objectives:<br>Students will demonstrate the importance of listening to others' points of view in both classroom and playground settings by showing respect, asking questions, and responding appropriately during conversations.</td><td>Notes:<br><br>Literacy Connections:</td></tr>
</table>

<table>
<tr><td>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</td><td>Suggested Activities:<br>Classroom Listening Pledge-Create a simple class pledge with student input (e.g., "We listen, we ask, we respect"). Display it visibly and refer to it before group or recess time.</td><td></td></tr>
<tr><td rowspan="2">Civics Standard(s):<br>SS.K.2.7.1 Demonstrate respect for people in the school community.</td><td>Content Objectives:<br>See Unit 1.</td><td rowspan="2">Notes:<br><br>Literacy Connections:</td></tr>
<tr><td>Suggested Activities:</td></tr>
</table>

<table>
<tr>
<td rowspan="2">Geography Standard(s):<br>SS.K.3.16.1 Name environmental characteristics of the area surrounding the school.<br>SS.K.1.16.1 With support, describe seasonal weather patterns in the local community.</td>
<td>Content Objectives:<br>Students will identify and name environmental features (such as landforms, plants, and bodies of water) in the area surrounding the school. With support, students will describe seasonal weather patterns in their local community using observations and descriptive language.</td>
<td rowspan="2">Notes:<br><br>Literacy Connections:</td>
</tr>
<tr>
<td>Suggested Activities:<br>Map It: Using a basic aerial view of the school, guide students in drawing nearby features (e.g., “Here’s where the trees are,” “Here’s the parking lot”).<br>Daily Weather Chart: Each day, a student helper records the weather on a chart using words and symbols (e.g., sunny, cloudy, cold). Discuss patterns weekly.</td>
</tr>
<tr>
<td rowspan="2">History Standard(s):<br>SS.K.2.21.1 Describe an event from the student’s perspective.<br>SS.K.2.4.2 Differentiate their own opinion from others.<br>SS.K.2.4.3 Ask clarifying questions to better understand others’ opinions and perspectives.</td>
<td>Content Objectives:<br>Students will describe a personal event or experience from their own point of view, using details to express their thoughts and feelings.</td>
<td rowspan="2">Notes:<br><br>Literacy Connections:</td>
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<tr>
<td>Suggested Activities:<br>Story Retelling with a Twist: After reading a story, ask students to retell a similar story from their life and describe how their experience was the same or different from the character’s.</td>
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**Unit: Exploring My Town**

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<tr>
<td>Civics Standard(s):<br>SS.K.5.6.1 Participate in a discussion of how communities work to accomplish common tasks.<br>SS.K.2.7.1 Demonstrate respect for people in the school community.<br>SS. K.2.4.2 Differentiate their opinion from others.<br>SS.K.2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</td>
<td>Content Objectives:<br>Students will participate in guided discussions to explain how people in a community work together to complete common tasks and solve problems.<br><br>Suggested Activities:<br>Read: A story involving cooperation to complete a task the discuss: "Who worked together in the story?", "What problems did they solve as a team?"<br>Community Helpers Role-Play: Set up a dramatic play area with props for different community roles (e.g., doctor. Firefighter, teacher, grocery clerk). Students act out how these people work together and solve problems.</td>
<td>Notes:<br><br>Literacy Connections:</td>
</tr>
<tr>
<td>Economic Standard(s):<br>SS.K.1.11.1 With support, identify examples of goods and services.<br>SS.K.1.12.1 With support, explain the difference between needs and wants.<br>SS.K.2.12.1 Explain why people have to make choices between wants and needs.</td>
<td>Content Objectives:<br>With support, students will identify examples of goods and services in their community and daily lives.<br>With support, students will explain the difference between wants and needs by sorting or discussing examples from personal experiences.<br>Students will explain why people must make choices between needs and wants due to limited resources.</td>
<td>Notes:<br><br>Literacy Connections:</td>
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| SS.K.1.13.1 With Support, explain why people save and provide examples from personal experience or literature.<br>SS.K.2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br>SS.K.2.3.2 With support, classify statements as facts or opinions. | Students will explain the purpose of saving and identify examples of saving behavior from personal experiences or literature, with teacher guidance and support.<br><br>**Suggested Activities:**<br>Needs vs. Wants Bag: Show mystery items (toy, food, coat, candy) and discuss if they're a need or a want.<br>Wants and Needs Chart: Students draw or paste images in a T-chart labeled "Needs and Wants."<br>Piggy Bank Journal: Students draw and write about something they would save for and where they would keep their money. | |
| **Geography Standard(s):**<br>SS.K.3.16.1 Name environmental characteristics of the area surrounding the school.<br>SS.K.1.17.1 With support, participate in discussions about physical and cultural characteristics of the local community.<br>SS.K2.17.1 With support, explain that products come from both local and distant places. | **Content Objectives:**<br>Students will identify and name environmental features in the area surrounding the school. With support, students will participate in discussions about the physical and cultural characteristics of their local community.<br>With support, students will explain that products can come from both nearby and faraway places.<br>With support, students will discuss how and why goods are transported to their local community. | **Notes:**<br><br>**Literacy Connections:** |

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| SS.K.1.19.1 With support, discuss how and why goods travel to the local community.<br>SS.K.2.3.2 With support, classify statements as facts or opinions.<br>SS.K.2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers. | **Suggested Activities:**<br>All About Our Community Posters: Students bring or draw a picture of a place or event they've been to (e.g., parade, powwow, playground, store) and describe it to the class. Product Labels Investigation: Bring in food boxes, clothing tags, and toy labels. Read where items were made and mark them on a simple world or U.S. map. | |

**Unit: Mapping My Town**

<table>
<tr><td rowspan="2">Civics Standard(s):<br>SS.K.1.9.1 Identify symbols used at home and school.<br>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</td><td>Content Objectives:<br>Students will recognize and describe common symbols found in their home and school environments, such as flags, logos, or safety signs.</td><td rowspan="2">Notes:<br><br>Literacy Connections:</td></tr>
<tr><td>Suggested Activities:<br>Symbol Scavenger Hunt: Walk around the school and identify symbols like the school logo, restroom signs, exit signs, or recycling labels. Students can draw what they find. Create a Personal Symbol: Students design their own symbol that represents them or their family and explain its meaning to the class.</td></tr>
<tr><td>Economic Standard(s):<br>SS.K.2.11.1 Participate in discussions about goods and services in the local community.<br>SS.K.4.11.1 Participate in discussions about how people work to support their families.<br>SS.K.1.14.1 Describe goods that are produced in the local geographic region.<br>SS.K.1.15.1</td><td>Content Objectives:<br>Students will talk about different kinds of jobs and services in their community and how they help people.<br>Students will explore and discuss how family members earn a living and contribute to their households.<br>Students will learn about items that are made or grown in their local area and how they are used by the community.</td><td>Notes:<br><br>Literacy Connections:</td></tr>
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| Demonstrate how sharing and bartering are basic economic systems.<br>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. | **Content Objectives:**<br>Students will explore simple ways people exchange goods, like sharing and trading, through play-based or real-life examples.<br><br>**Suggested Activities:**<br>Community helper role play: students act out different professions.<br>Job sorting activity (Tree Map): use a variety of job images and have students sort into categories. | |
| **Geography Standard(s):**<br>SS.K.1.18.1 With support, create a map of the classroom.<br>SS.K.2.19.1 Identify different types of communities.<br>SS.K.3.19.1 With support, describe the physical environment of the local community.<br>SS.K.2.18.1 With support, name an important geographical feature of the local community and be able to identify it in a photograph and on a map.<br>S.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources. | **Content Objectives:**<br>Students will create a simple map of the classroom with teacher guidance, including key features and spatial awareness.<br>Students will describe elements of the local physical environment, such as landforms, bodies of water, and natural features, with support.<br>Students will identify and compare different types of communities, such as rural, urban, and suburban.<br>With guidance, students will recognize and name a significant geographic feature in their local community and locate it in images and on a map.<br><br>**Suggested Activities:**<br>Classroom Map Drawing: Students draw a simple map of the classroom with key items like desks, rug, door, and windows.<br>Treasure Hunt: Hide an object in the room and have students use their maps to describe or locate it.<br>Neighborhood Walk: Take a guided walk around the school or nearby area to observe and talk about | **Notes:**<br><br>**Literacy Connections:** |

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<tr><td></td><td>physical features (trees, hills, rivers, etc.).<br>Field Trip or Virtual Visit: Visit or virtually explore a local landmark or natural feature.</td><td></td></tr>
<tr><td rowspan="2">History Standard(s):<br>SS.K.3.23.1 Ask questions about local and school history.<br>SS.K-2.1.2<br>Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</td><td>Content Objectives:<br>Students will develop curiosity about the past by asking questions related to the history of their school and local community.</td><td rowspan="2">Notes:<br><br>Literacy Connections:</td></tr>
<tr><td>Suggested Activities:<br>Photo Time Travel: Show old and current photos of the school or town. Have students ask questions about the changes they notice.<br>Classroom Interview: Invite a long-time teacher, staff member, or local elder to visit. Before the visit, help students generate questions they want to ask about “what school was like back then.”</td></tr>
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**Unit: Alaska's Peoples and Traditions**

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<tr><td rowspan="2">Civics Standard(s):<br>SS.K.2.7.1 Demonstrate respect for people in the school community.</td><td>Content Objectives:<br>See Unit 1.</td><td rowspan="2">Notes:<br><br>Literacy Connections:</td></tr>
<tr><td>Suggested Activities:</td></tr>
<tr><td>Geography Standard(s):<br>SS.K.1.17.1 With support, participate in discussions about physical and cultural characteristics of the local community.<br>S.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.</td><td>Content Objectives:<br>Students will explore and talk about the unique places, people, and traditions that make their local community special, with teacher support.</td><td>Notes:<br><br>Literacy Connections:</td></tr>
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<tr><td>SS.K-2.3.2 With support, classify statements as facts or opinions.</td><td>Suggested Activities:<br>Community Collage: Students create a collage using pictures that show local landmarks, traditional clothing, foods, homes, and natural features. Use it as a discussion starter.<br>Local Traditions Show & Tell: Students bring in (or draw) something from home that reflects a family or community tradition, and explain its significance.</td><td></td></tr>
<tr><td rowspan="2">History Standard(s):<br>SS.K.3.23.1 Ask questions about local and school history. SS.K.1.25.1 Explore traditions of local cultural groups.<br>SS.K-2.1.2<br>Construct<br>supporting<br>questions to help answer compelling questions with guidance from adults and/or<br>peers.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</td><td>Content Objectives:<br>Students will develop curiosity about the past by asking thoughtful questions about their school and community history. Students will explore and learn about the customs, celebrations, and traditions of local cultural groups through shared stories and experiences.</td><td rowspan="2">Notes:<br><br>Literacy Connections:</td></tr>
<tr><td>Suggested Activities:<br>Classroom Time Capsule: Create a time capsule and have students ask, “What would someone in the future want to know about us?” Cultural Celebration Day: Highlight a local tradition (e.g., a dance, food, or holiday) and invite students to participate.<br>Art from Tradition: Create simple crafts inspired by local cultural practices (e.g., patterns, animals, or natural materials).</td></tr>
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**Unit: The United States and the World**

<table>
<tr><td rowspan="2">Civics Standard(s):<br>SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions.<br>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</td><td>Content Objectives:<br>Students will learn and practice ways to have respectful conversations, share ideas, and make group decisions together.</td><td rowspan="2">Notes:<br><br>Literacy Connections:</td></tr>
<tr><td>Suggested Activities:<br>Decision-Making Chart: Present a simple class decision (example; what color to use on a bulletin board, what to have for snack, choose two different books) and model how to share ideas, listen, and vote or come to consensus.</td></tr>
<tr><td rowspan="2">Geography Standard(s):<br>SS.K.2.18.1 With support, name an important geographical feature of the local community and be able to identify it in a photograph and on a map.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources.</td><td>Content Objectives:<br>Students will identify a significant local landform or geographic feature and locate it in both photos and on a simple map with guidance.</td><td rowspan="2">Notes:<br><br>Literacy Connections:</td></tr>
<tr><td>Suggested Activities:<br>Draw and Label: Students draw the feature and label it using a simple map or picture guide. Map Puzzle: Assemble a simple map of the local area highlighting the feature.</td></tr>
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<tr>
<td rowspan="2">History Standard(s):<br>SS.K.1.22.1 Identify different types of documents.<br>SS.K.3.22.1 With support, engage with historical sources.<br>SS.K.1.23.1 Demonstrate that a timeline represents a chronological sequence of events.<br>SS.K.2.23.1 Describe a past event.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</td>
<td>Content Objectives:<br>Students will recognize and name examples of historical documents, such as photographs, letters, newspapers, and maps.<br>Students will explore historical sources like photos, objects, or simple documents with teacher support to learn about the past. Students will begin to understand that events happen in order by exploring and creating simple visual timelines.<br>Students will talk about a past personal or community event using descriptive language and sequence.</td>
<td rowspan="2">Notes:<br><br>Literacy Connections:</td>
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<tr>
<td>Suggested Activities:<br>Classroom Poster: Create a “Types of Documents” poster with labeled visuals. Artifact Exploration Station: Display real or replica historical items (books, tools, toys) and discuss their use.<br>Daily Routine Timeline: Create a class timeline of daily events (e.g., morning meeting, lunch, recess).<br>Memory Share Circle: Students bring in a photo or drawing of a past event and share about it with the class.</td>
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<td>Civics Standard(s):<br>SS.K.4.7.1 Identify the student's own point of view on a topic.<br>SS.K-2.4.2 Differentiate their own opinion from others.</td>
<td>Content Objectives:<br>Students will express their own point of view on a familiar topic and explain their thinking using simple language and examples.</td>
<td>Notes:<br><br>Literacy Connections:</td>
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<tr><td></td><td>Suggested Activities:<br>Opinion Sharing Circle: Pose simple, age-appropriate questions like “What is your favorite school lunch?” or “Should we have more recess?” and have students share their opinion and why.<br>"I Think Because" Chart: Students complete sentence starters such as “I think ___ is best because ___,” with teacher modeling and support.<br>Think-Pair-Share</td><td></td></tr>
<tr><td rowspan="2">History Standard(s):<br>SS.K.2.21.1 Describe an event from the student’s own perspective.<br>SS.K.1.24.1 Explain how the student’s own actions may affect others.<br>SS.K.2.24.1 Describe a time when the student’s own actions affected others own actions may affect others.<br>SS.K.2.24.1 Describe a time when the student’s own actions affected others<br>SS.K-2.3.2 With support, classify statements as facts or opinions.<br>SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.</td><td>Content Objectives:<br>Students will describe a personal experience by sharing their thoughts, feelings, and actions during the event.<br>Students will begin to recognize that their actions can have positive or negative effects on others and explain how.<br>Students will reflect on a personal experience and describe how their behavior impacted someone else.</td><td rowspan="2">Notes:<br><br>Literacy Connections:</td></tr>
<tr><td>Suggested Activities:<br>Story Drawing: Students draw a picture of something that happened to them (e.g., birthday, field trip) and describe what they saw and felt.<br>Experience Journal: Use sentence starters like “One time I…” or “I felt…” to help students write about an event.<br>Classroom Scenarios: Present short stories or puppet skits and ask, “What did the character do?” and “How did that make the other person feel?”<br>Kindness Chain: Students name kind actions they’ve done and how it helped someone else; link these into a paper chain.</td></tr>
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| | Peer Interviews: In pairs, students ask and answer: "What is something you did that made someone else feel good?" | |

# First Grade

## My Place in the World

**Grade Level Description:**
Kindergarten learners will understand that the world is made up of diverse groups and places, which can change over time. They will recognize how individuals, including themselves and their classmates, can contribute positively as group members and citizens. Learners will engage in decision-making related to wants and needs and explore the importance of rules and appropriate behavior through discussion and practice.

**Unit 1: Where We Live and Learn**

| **Civics Standard(s):** | **Content Objectives:** | **Notes:** |
|---|---|---|
| SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.<br>SS.1.1.8.1 Summarize why rules may be needed to solve a problem.<br>SS.1.2.8.1 Describe the connection between rules and consequences, and why they're needed in a classroom or school. | Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.<br>Learners will analyze classroom situations to explain how specific rules can help solve problems.<br>Students will evaluate the relationship between classroom rules and consequences and justify why both are important for a safe learning space.<br>Learners will generate and propose ideas for how they can work together to create a positive and supportive classroom community. | **Literacy Connections:** |

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| SS.1.3.8.1 Identify ways that students can work together to improve the classroom environment over time.<br>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.<br>SS.K-2.4.1 Respectfully ask and answer questions.<br>SS.K-2.4.2 Differentiate their own opinion from others.<br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. | **Suggested Activities:**<br>What Rule Would Help?<br>Scenario Sort: Present illustrated problem cards and a set of rule cards. Students work in pairs or groups to match problems to helpful rules, then explain their reasoning.<br>If-Then-Rule & Consequence Chart: Students help build a classroom chart with teacher support.<br>Better Together Idea Web: On chart paper or digitally, create a classroom idea web. Start with the prompt: "How can we make our classroom better?" Students contribute ideas. | |
| **History Standard(s):**<br><br>SS.1.1.23.1 Create a personal timeline to show events in a sequential manner. SS.1.1.24.1 Describe cause-and- effect relationships based on an event in the classroom.<br>SS.1.2.24.1 Identify and explain likely reasons for an event in the classroom.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. | **Content Objectives:**<br>Students will learn and practice ways to have respectful conversations, share ideas, and make group decisions together. Students will organize and construct a personal timeline to illustrate significant life events in chronological order, demonstrating understanding of sequence and time progression. Learners will analyze classroom events to explain the relationship between actions and their outcomes, identifying clear cause-and-effect connections. Students will evaluate common classroom events to determine and justify reasonable explanations for why they occurred. | **Notes:**<br><br>**Literacy Connections:** |

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|---|---|---|
| SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.<br>SS.K-2.3.2 With support, classify statements as facts or opinions.<br>SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.<br>SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies. | **Suggested Activities:**<br><br>My Life in Order Timeline Project: Learners select 3–5 personal milestones (e.g., birth, first steps, first day of school). They illustrate and label each on a timeline using provided templates. Include dates or ages if known.<br>Teacher models with their own mini timeline.<br>**Assessment:** Successful completion of timeline order.<br><br>Teacher and students complete a Cause-and-Effect Graphic Organizer as a group **(Multi-Flow Map)**: One side- What happened (effect) Other side- What caused it (cause) Students must explain the link aloud.<br><br>Why Did That Happen? Class Discussion: Present short videos or photos of classroom situations (e.g., a knocked-over plant or missing supplies). Ask learners to brainstorm and share possible explanations ("Maybe someone was running," "Maybe it was an accident"). Support the use of "because" and "might have." | |

**Unit 2:** Goods, Services, and Trading in Alaska

<table>
<tr>
<td rowspan="2">Civics Standard(s):<br>SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</td>
<td>Content Objectives:<br>Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.</td>
<td rowspan="2">Notes:<br><br>Literacy Connections:</td>
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<tr>
<td>Suggested Activities:<br>See Unit 1.</td>
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<td>Economics Standard(s):<br><br>SS.1.1.11.1 With support, explain the difference between producers and consumers.<br>SS.1.2.11.1 Compare and contrast goods produced in the local community with those produced elsewhere. SS.1.1.12.1</td>
<td>Content Objectives:<br>Students will differentiate between producers and consumers by analyzing their roles in the exchange of goods and services.<br>Learners will compare and contrast locally produced goods with those from other regions, identifying similarities and differences in origin and purpose.<br>Students will interpret classroom or community scenarios to evaluate when goods are in high or low demand and explain why.</td>
<td>Notes:<br><br>Literacy Connections:</td>
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| Identify situations where goods are in high or low demand.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br>SS.K-2.3.2 With support, classify statements as facts or opinions. | **Suggested Activities:**<br>Producer or Consumer?: Mix-Pair-Share- Students each receive a card with a picture (e.g., farmer, shopper, baker, grocery store). Using Mix-Pair-Share, students walk the room, then pair up and ask, "Is your card a producer or a consumer? Why?".<br>Create a Venn diagram as a class or in pairs showing shared traits and differences between local and non-local goods.<br>Have students participate in a simple classroom market role-play where they experience what happens when demand for goods is high or low. | **Notes:**<br><br>**Literacy Connections:** |
| **Geography Standard(s):**<br>SS.1.2.17.1 Describe how the consumption of products connects people in the local community to nearby communities.<br>SS.1.2.19.1 Describe ways people in the local community use local environments to meet their daily needs. | **Content Objectives:**<br>Students will examine the flow of goods to explain how buying and using products links their community to others nearby.<br>Learners will analyze how people depend on their local environment—such as land, water, and weather—to meet basic needs like food, shelter, and clothing.<br>Students will identify and describe economic activities in their community, such as providing goods or services, and explain how they contribute to daily life. | **Notes:**<br><br>**Literacy Connections:** |

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| SS.1.3.19.1 Describe local economic activities.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. | **Suggested Activities:**<br><br>Where Did it Come From?: Local Goods Investigation. Bring in or show pictures of familiar items (e.g., bread, salmon, milk, clothing). For each item, guide students to consider: Is this made here or brought in? Who might we get it from?<br><br>Living From the Land, Local Needs Sort **(Tree Map)**: Show photos or real items related to Alaska (e.g., fish, furs, berries, driftwood, homes on stilts). Complete a class anchor chart with categories: Food, Shelter, Clothing, Tools with examples from the local environment.<br><br>Students draw or write about one local job, describing: What the worker does, if they sell a good or offer a service, and how that helps the community. | |
| **History Standard(s):**<br>SS.1.2.23.1 Illustrate how communities change over time.<br>SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling | **Content Objectives:**<br>Students will interpret historical and contemporary sources to construct visual representations of how their community has changed over time.<br>Learners will explore and describe cultural traditions, practices, and customs unique to Alaska Native communities through stories, artifacts, and community connections. | **Notes:**<br><br>**Literacy Connections:** |

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| questions with guidance from adults and/or peers.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives. | **Suggested Activities:**<br>Learners create a "Then and Now" drawing with two panels; one showing the past and one the present labeling and describing the differences. Present side-by-side images of the local community then (past photos, maps, traditions, buildings) and now (current ones).<br>Invite a local cultural bearer, Elder, or show authentic media (videos, photos, or artifacts) about Alaska Native traditions: dancing, subsistence hunting, blanket toss, storytelling, etc. | |

**Unit 3:** Goods, Services, and Trading in Alaska (Part II)

<table>
<tr>
<td rowspan="2">Civics Standard(s):<br>SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</td>
<td>Content Objectives:<br>Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.</td>
<td rowspan="2">Notes:<br><br>Literacy Connections:</td>
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<tr>
<td>Suggested Activities:<br>See Unit 1.</td>
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<tr>
<td>Economics Standard(s):<br>SS.1.4.11.1 Define income.<br>SS.1.3.11.1 Identify prices of products in a local market.<br>SS.1.1.13.1 Examine decisions that people make about spending and saving money.</td>
<td>Content Objectives:<br>Students will define income as money earned through work or services and analyze examples of how people receive income in the local community.<br>Learners will investigate local goods and identify their prices, using observations from real or simulated markets to compare values. Students will evaluate different financial choices and explain reasons why people might choose to save or spend money.<br>Students will explain how and why communities trade to obtain resources that are not locally available.</td>
<td>Notes:<br><br>Literacy Connections:</td>
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| SS.1.1.14.1 Explain that people need to trade for resources not found in their geographic region.<br>SS.1.2.14.1 Sort resources into categories based on location of origin.<br>SS.1.1.15.1 Identify different ways of acquiring what you need and want in Alaska.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br>SS.K-2.3.2 With support, classify statements as facts or opinions.<br>SS.K-2.3.3 With support, identify sources that can be used to support specific opinions. | **Suggested Activities:**<br><br>Students draw or label a person who earns income and describe what they do to earn it. Classroom Market Walk: Create a pretend market in the classroom with labeled price tags (e.g., apple $1, fish $3). Students visit each "booth" with play money and record prices on a market price sheet. Discuss: What's expensive? What's cheap? Why might that be? Spend or Save? Money Decision Sort: Provide cards showing different scenarios (e.g., "You want a toy" vs. "You need a winter coat"). Students sort the cards into "Spend Now" or "Save for Later" categories and justify their thinking in small groups. Trading for What We Need Simulation: Divide class into small "communities" with different resource cards (e.g., salmon, bananas, lumber, oranges). Some groups don't have what they need (e.g., no fruit). Students negotiate and trade with other "communities."<br>**Assessment**: Group reflection on why trading was necessary. | |

**Unit 4: Our Local Community**

<table>
<tr><td rowspan="2">Civics Standard(s):<br>SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</td><td>Content Objectives:<br>Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.</td><td rowspan="2">Notes:<br><br>Literacy Connections:</td></tr>
<tr><td>Suggested Activities:<br>See Unit 1.</td></tr>
<tr><td>Economics Standard(s):<br>SS.1.4.11.1 Define income.<br>SS.1.3.11.1 Identify prices of products in a local market.<br>SS.1.1.13.1 Examine decisions that people make about spending and saving money.</td><td>Content Objectives:<br>Students will define income as money earned through work or services and analyze examples of how people receive income in the local community.<br>Learners will investigate local goods and identify their prices, using observations from real or simulated markets to compare values. Students will evaluate different financial choices and explain reasons why people might choose to save or spend money.<br>Students will explain how and why communities trade to obtain resources that are not locally available.</td><td>Notes:<br><br>Literacy Connections:</td></tr>
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| SS.1.1.14.1 Explain that people need to trade for resources not found in their geographic region.<br>SS.1.2.14.1 Sort resources into categories based on location of origin.<br>SS.1.1.15.1 Identify different ways of acquiring what you need and want in Alaska.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br>SS.K-2.3.2 With support, classify statements as facts or opinions.<br>SS.K-2.3.3 With support, identify sources that can be used to support specific opinions. | **Suggested Activities:**<br><br>Students draw or label a person who earns income and describe what they do to earn it. Classroom Market Walk: Create a pretend market in the classroom with labeled price tags (e.g., apple $1, fish $3). Students visit each "booth" with play money and record prices on a market price sheet. Discuss: What's expensive? What's cheap? Why might that be? Spend or Save? Money Decision Sort: Provide cards showing different scenarios (e.g., "You want a toy" vs. "You need a winter coat"). Students sort the cards into "Spend Now" or "Save for Later" categories and justify their thinking in small groups. Trading for What We Need Simulation: Divide class into small "communities" with different resource cards (e.g., salmon, bananas, lumber, oranges). Some groups don't have what they need (e.g., no fruit). Students negotiate and trade with other "communities."<br>**Assessment**: Group reflection on why trading was necessary. | |
| **History Standard(s):**<br>SS.1.3.23.1 Ask questions about significant figures in local history. | **Content Objectives:**<br>Students will formulate relevant questions to guide learning about significant figures from local history and justify why these individuals are important to the community. | **Notes:**<br><br>**Literacy Connections:** |

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| SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. | **Suggested Activities:**<br>What Do You Wonder?: Show a Photo or Tell a Short Fact. Example: "This is Elizabeth Peratrovich. She helped pass a law to stop discrimination in Alaska."<br>Ask: "What do you wonder about her?"<br>Write "What do you wonder?" at the top of a chart or board. Students<br>Think-Pair-Share: Students share out and teacher records questions. As students share, write their questions on the board. Prompt with stems if needed. | |

**Unit 5: Our Local Community (Part II)**

| **Civics Standard(s):** | **Content Objectives:** | **Notes:**<br><br>**Literacy Connections:** |
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| SS.1.3.6.1 Explain the need for rules at home, at school, and in the community.<br>SS.1.5.6.1 With support, describe how communities divide responsibilities to achieve common goals.<br>SS.1.4.7.1 Compare the student's own point of view on a topic with a peer's point of view on the same topic. | Students will analyze the purpose of rules in different settings and evaluate how rules help maintain safety and fairness.<br>Students will examine how tasks are shared in their community and construct a simple plan showing how dividing responsibilities helps achieve goals.<br>Students will compare their own opinions with those of others and articulate similarities and differences respectfully. | |

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| SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br>SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.<br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. | **Suggested Activities:**<br>Rule Role-Play: In small groups, students act out scenarios with and without rules (e.g., crossing the street, sharing toys). Afterwards, they discuss how rules made the situation better or worse.<br>Community Task Sorting: Provide picture cards representing community jobs and tasks (e.g., firefighter, teacher, garbage collector). Students sort cards into groups that show how people share jobs to keep the community running.<br>Assessment: In pairs, students create a poster or drawing showing a community goal and how tasks are divided.<br>Opinion Circle: Present a simple, relatable question (e.g., “What is the best school lunch?” or “Should recess be longer?”). In a circle, students take turns sharing their views and then listen actively to a peer’s opinion. Students can also RallyRobin: alternate sharing opinions.<br>Assessment: Students write one way their opinion was similar or different. | |

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| **Geography Standard(s):**<br>SS.1.3.16.1 Identify cultural characteristics of the local community.<br>SS.1.1.17.1 Compare physical and cultural characteristics of the local community to another Alaskan community.<br>SS.1.2.19.1 Describe ways people in the local community use local environments to meet their daily needs. | **Content Objectives:**<br>Students will describe cultural characteristics such as traditions, language, foods, and celebrations that are unique to their local community.<br>Students will compare and contrast how two Alaskan communities are similar and different in terms of geography, culture, and daily life.<br>Students will explain how people in their community depend on local natural resources for food, shelter, transportation, and activities. | **Notes:**<br><br>**Literacy Connections:** |
| | **Suggested Activities:**<br>Culture in Our Community Collage:<br>Students bring in or draw pictures that represent aspects of their family or local community's culture (foods, festivals, clothing, stories, languages, etc.). The class builds a shared collage or cultural mural and discusses common themes and differences.<br>Comparing Alaska Venn Diagram (Double Bubble Map): Choose one other Alaskan community (e.g., Nome Juneau, or Anchorage). Use images or short videos to explore food, homes, clothing, and landscape. Students then complete a Venn diagram with teacher support as a class.<br>From the Land Sorting Activity (Tree Map): Students receive picture cards of items (e.g., fish, blueberries, wood, furs, boats). They sort into categories: Food, Shelter, Clothing, Transportation. Discuss as a class | |

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| | how these resources are gathered or used locally and how that connects to the natural environment. | |
| **History Standard(s):**<br>SS.1.2.23.1 Illustrate how communities change over time.<br>SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives. | **Content Objectives:**<br>Students will analyze how communities grow and change by exploring changes in buildings, transportation, technology, and traditions.<br>Students will identify and describe traditions, stories, practices, and celebrations unique to Alaska Native cultures and other local groups.<br><br>**Suggested Activities:**<br>Cultural Traditions Quilt: After reading about or discussing local customs (e.g., potlatches, subsistence hunting, Native languages), students draw one tradition in a square. Combine into a class quilt (paper or felt).<br>Assessment: Have students present their square to the class.<br>Consider inviting a local elder, culture bearer, or parent to share a family tradition or story.<br>Then and Now Picture Sort/Timeline Craft: Show historical vs. modern images of your local area (e.g., homes, boats, clothing, communication). Students sort the pictures into "Then" and "Now." Students then create a simple illustrated timeline (3–4 parts) showing how one aspect of the community has changed over time (e.g., schools or how food is gathered). | **Notes:**<br><br>**Literacy Connections:** |

**Unit 6:** Living the Alaska Way

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<tr>
<td rowspan="2">Civics Standard(s):<br>SS.1.1.9.1 Identify symbols used locally.<br>SS.1.2.9.1 Explain that government systems determine the rules of a society.<br>SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.<br><br>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.<br><br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.</td>
<td>Content Objectives:<br>Students will identify and interpret symbols in their local community (e.g., state flag, tribal symbols, signs) and explain their meanings.<br>Students will explain how local government leaders and systems create rules to keep communities organized and safe.</td>
<td rowspan="2">Notes:<br><br>Literacy Connections:</td>
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<td>Suggested Activities:<br>Local Symbol Scavenger Hunt- Show pictures of familiar symbols: Alaska state flag, tribal flags or logos, stop signs, fish & wildlife symbols, etc. Students complete a matching activity or go on a scavenger hunt (in school or via images).<br>Assessment: Students draw and explain their favorite symbol’s meaning and purpose.<br><br>Who Makes the Rules?: Sorting Game Create cards with real-life situations (e.g.,<br>"Someone litters in the park" or "You cross the street safely"). Students sort them by who makes the rule: school, family, government.<br>Follow up with discussion or drawings of community helpers (mayor, police officer, tribal council) and how they support rules.</td>
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<tr>
<td rowspan="2">Economics Standard(s):<br>SS.1.2.12.1 Explain how and why households make choices between needs and wants.<br>SS.1.2.13.1 With support, describe the difference between public and private providers of goods and services in the local community.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.<br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</td>
<td>Content Objectives:<br>Students will differentiate between needs and wants and analyze why families must make choices when resources are limited.<br>Students will identify examples of public and private goods and services in the community and compare how each meets community needs.</td>
<td rowspan="2">Notes:<br><br>Literacy Connections:</td>
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<td>Suggested Activities:<br><br>Family Budget Basket: Give each group a pretend "budget basket" with a set number of tokens (e.g., 10 coins). Present a mix of illustrated items (e.g., food, toys, clothes, video games, medicine). Students discuss and choose which items to "buy," justifying their choices and labeling each as a need or want.<br>Thumbs Up, Thumbs Out: Explain the terms “public” (provided for everyone, usually by the government like a library or fire station) and “private” (run by individuals or companies like a store or restaurant). Say a place or service aloud, one at a time (e.g., “post office,” “coffee shop,” “school,” “grocery store”). Students give: Thumbs up if it’s public. Thumbs out to the side if it’s private. Pause to quickly clarify or reinforce the reason after each one. For example: “Yes, the library is public because it’s free for everyone to use and paid for by taxes.”.</td>
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| **Geography Standard(s):**<br>SS.1.1.17.1 Compare physical and cultural characteristics of the local community to another Alaskan community.<br>SS.1.1.19.1 Identify people and goods that travel from the local community to another place.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br><br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.<br><br>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.<br><br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. | **Content Objectives:**<br>Students will compare and contrast the<br>landforms, weather, and cultural traditions of their community with those of another Alaskan community.<br>Students will identify and describe how<br>people, goods, and services move from their community to other parts of Alaska or beyond.<br><br>**Suggested Activities:**<br>Where Does It Go? Movement Map: Draw or display a simple Alaska map. Ask students to brainstorm goods or people that leave your community (e.g., fish, crafts, pilots, mail). Place pictures or labels on the map showing where they go (e.g., salmon from Valdez to Fairbanks).<br><br>Alaska Community Venn Diagram **(Double Bubble Map)**: Choose a second community. Show simple images or videos of the landscape, buildings, clothing, transportation, and seasonal activities from each place.<br>Students work in pairs or small groups to fill in a class Venn diagram, then share one similarity and one difference they noticed. | **Notes:**<br><br>**Literacy Connections:** |
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<td>History Standard(s):<br>SS.1.2.23.1 Illustrate how communities change over time.<br><br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br><br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</td>
<td>Content Objectives:<br><br>Students will identify ways their community has changed over time and illustrate those changes through images and descriptions.<br><br>Suggested Activities:<br><br>Then and Now Drawing Booklet: Show side-by-side images of your local community “then” (historical photos or drawings) and “now” (recent photos).<br>As a class, discuss what's changed (buildings, transportation, clothing, activities) and what has stayed the same.<br>Give each student a folded booklet or plain paper with 3 sections: Past, Present, Future. Students draw or label what their community looked like long ago, what it looks like today, and what they think it might look like in the<br>future. Scaffold: Use a sentence frame—“In the past, people used .” “Today, people use .”<br>“In the future, people might use .”</td>
<td>Notes:<br><br>Literacy Connections:</td>
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**Unit: Seasons and Traditions**

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<tr>
<td rowspan="2">Civics Standard(s):<br>SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.</td>
<td>Content Objectives:<br>Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.</td>
<td rowspan="2">Notes:<br><br>Literacy Connections:</td>
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<tr>
<td>Suggested Activities:<br>See Unit 1.</td>
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| **Geography Standard(s):**<br>SS.1.3.19.1 Describe local economic activities.<br>SS.1.1.16.1 Describe local weather and how it affects individuals and their activities.<br>SS.1.2.16.1 Identify human activities that affect the local environment.<br>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.<br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. | **Content Objectives:**<br>Students will identify and describe ways people in their community earn a living and contribute to the local economy through jobs, services, and production.<br>Students will describe local weather patterns and explain how daily activities, clothing, and transportation are influenced by weather conditions.<br>Students will identify and explain how everyday human actions—like littering, building, and transportation—can positively or negatively impact the local environment.<br><br>**Suggested Activities:**<br>Who Works Here? Community Job Web **(Circle Map)**: As a class, brainstorm jobs people have in your local community (e.g., fisherman, teacher, store clerk, soldier, airman, postal worker, pilot, hunter, car mechanic). Write or draw them on chart paper in a web around the title "Local Jobs" or "How People Help Our Community". Discuss what goods or services each job provides, and whether it involves natural resources, helping people, or selling something.<br>Weather & Me Journal Page: As a class, observe the day's weather. Students complete a drawing and sentence: "Today it is___. I will wear_. I can/can't do _____." Over several days or weeks, students begin to analyze patterns and how weather changes what they do. | **Notes:**<br><br>**Literacy Connections:** |
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<tr><td></td><td>What Helps? What Hurts? Chart: Use pictures or quick drawings. Sort them into two categories as a class: Helps the Environment / Harms the Environment.<br>Assessment: Students then draw one thing they do that helps the environment or write a sentence (with support): “I help the environment when I____.”</td><td></td></tr>
<tr><td rowspan="2">History Standard(s):<br>SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br>SS.K-2.4.3 Ask clarifying questions to better understand others’ opinions and perspectives.</td><td>Content Objectives:<br>Students will identify and describe examples of cultural traditions, language, stories, and seasonal practices that are unique to Alaska Native and other local cultural groups.</td><td rowspan="2">Notes:<br><br>Literacy Connections:</td></tr>
<tr><td>Suggested Activities:<br>Alaska Traditions Story Circle: Read a short traditional Alaska Native story or watch a short video clip of a local custom (e.g., drumming, dancing, subsistence fishing, potlatch, Native Youth Olympics). In a circle, invite students to share something they’ve seen, done, or learned about that connects to a local tradition.<br>Assessment: Students draw or write one tradition to share<br>Consider inviting a local elder, culture bearer, or parent to speak about a tradition.</td></tr>
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**Unit: Where We Live; Taking Care of the Land and Water**

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<tr>
<td rowspan="2">Civics Standard(s):<br>SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.<br>SS.K-2.4.1 Respectfully ask and answer questions.<br>SS.K-2.4.2 Differentiate their own opinion from others.<br>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</td>
<td>Content Objectives:<br>Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.</td>
<td rowspan="2">Notes:<br><br>Literacy Connections:</td>
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<tr>
<td>Suggested Activities:<br>See Unit 1.</td>
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**Geography Standard(s):**

SS.1.3.17.1 Describe types of natural disasters common to the local region.

SS.1.2.19.1 Describe ways people in the local community use local environments to meet their daily needs.

SS.1.2.16.1 Identify human activities that affect the local environment.

SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.

SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.

**Content Objectives:**

Students will identify and describe natural disasters that occur in their region (such as earthquakes, floods, wildfires, or volcanic eruptions) and explain how they affect people and the environment.

Students will describe how people use natural resources from their environment—such as water, plants, animals, and land—for food, shelter, clothing, and transportation.

Students will identify and discuss how everyday human actions—such as building, transportation, recreation, and waste disposal—positively or negatively impact the environment in their community.

**Suggested Activities:**

Disaster Detective Discussion: Show pictures or name several natural disasters (e.g., earthquake, wildfire, volcanic eruption, blizzard). For each one, ask: "Has this happened in Alaska?" "What happens when this occurs?" "How do people stay safe?" On the board or chart paper, sort disasters into "Common in Alaska" and "Not Common in Alaska".

**Assessment:** Students draw one natural disaster and write one way people respond to it.

Disaster Sound & Motion Match: Teach 3–4 local natural disasters (e.g., earthquake, wildfire, blizzard, volcanic eruption). For each one, assign: A motion (e.g., shaking hands for earthquake, fanning arms for wildfire, swirling arms for blizzard) and sound effect or word (e.g., "rumble!" "crackle!" "whoosh!"). Call

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**Literacy Connections:**

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| | out the name of a disaster. Students respond with the correct motion and sound. Then ask: Where might this happen in Alaska?,<br>How do people stay safe during this?.<br><br>From the Land Picture Match & Share: On the board list needs- food, shelter, clothing, transportation. Ask students to brainstorm or observe what resources from the environment are used to meet those needs in Alaska (e.g., salmon, berries, logs, animal skins, boats, sleds).<br>As a group, match each item to a need and discuss how the environment provides for people.<br>**Assessment:** Students draw a scene showing people using the land, water, or animals to meet a need.<br>Community Cause & Effect Match- On the board or a large chart, write a list of human actions on one side and a mix of effects on the other (out of order). Examples: People plant trees, People leave trash near the river, People ride bikes instead of driving, Cleaner air and less noise, Water becomes polluted, More shade and less erosion. As a class or in small groups, students match each action to its effect. Discuss: Which of these are helpful? Which might harm the environment? What could we do differently?<br>**Assessment:** Students choose one action and draw or write how it changes the environment. | |

**Unit: People and Places in Alaska's History**

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<tr>
<td rowspan="2">Civics Standard(s):<br>SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings.<br>SS.K-2.4.1 Respectfully ask and answer questions.<br>SS.K-2.4.2 Differentiate their own opinion from others.<br>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</td>
<td>Content Objectives:<br>Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.</td>
<td rowspan="2">Notes:<br><br>Literacy Connections:</td>
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<tr>
<td>Suggested Activities:<br>See Unit 1.</td>
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<td>Geography Standard(s):<br>SS.1.1.19.1 Identify people and goods that travel from the local community to another place.<br>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</td>
<td>Content Objectives:<br>Students will identify people and goods that leave their local community and explain where they go and how they travel.<br><br>Suggested Activities:<br>Where Does It Go? Movement Map: Draw or project a simple Alaska map (or a map of your region). Ask students-<br>“What goods do we make, grow, or catch here?”<br>“What jobs do people have that involve travel?”<br>Have students write ideas on sticky notes (e.g., fish, mail, nurse, pilot, arts and crafts, berries). Have them place them on the map starting from your town, then draw arrows or lines to show where they might go (e.g., Anchorage, Seattle, other villages). Label the type of transportation that may be used (plane, boat, truck, snowmachine).</td>
<td>Notes:<br><br>Literacy Connections:</td>
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<tr>
<td>History Standard(s):<br>SS.1.1.21.1 Describe an event from two different perspectives. SS.1.1.22.1 Review<br>various types of historical documents. SS.1.3.22.1 With<br>support, use historical sources to ask questions about events.<br>SS.1.1.23.1 Create a personal timeline to show events in a sequential manner.</td>
<td>Content Objectives:<br>Students will analyze a single event and describe how two different people may have experienced it.<br>Students will examine simple historical sources such as photos, maps, or artifacts and identify what they can learn from each.<br>Students will generate questions about past events based on images, stories, or objects shared.<br>Students will organize key events from their lives in sequence to understand the concept of time.</td>
<td>Notes:<br><br>Literacy Connections:</td>
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| SS.1.2.23.1 Illustrate how communities change over time.<br>SS.1.3.23.1 Ask questions about significant figures in local history.<br>SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures.<br>SS.K-2.4.2 Differentiate their own opinion from others.<br>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br>SS.K-2.3.1 With support, identify sources that address a specific topic.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. | Students will illustrate and describe how their community has changed (e.g., buildings, roads, traditions).<br>Students will ask and discuss questions about important people from their community's past.<br>Students will identify and share traditions and practices specific to Alaska Native and local cultures (e.g., storytelling, food, celebrations).<br><br>**Suggested Activities:**<br>Point of View Picture Sort: Describe a classroom scenario (e.g., two students want the same toy). Have students discuss how each person might feel and why. **Assessment:** Students then draw the event from both perspectives in a split-page sketch.<br>History Detective: Show students old local photos, simple maps, or tools. Ask- What do you notice?, What was this used for?, What questions do you have? Record responses in a group chart.<br>What Do You Wonder? After looking at a photo, story, or artifact, students turn and talk: "What do you wonder about this?"<br>Write down a few class questions to model inquiry.<br>My Life Timeline **(Flow Map)**: Fold a sheet into four squares- When I was a baby, When I was 3, Last year (kindergarten), This year.<br>**Assessment:** Students draw and label events, then share in small groups.<br>Then, Now, Future Chart: Create a class chart with three sections. Students draw or dictate something about the community in the past, now, and what they think it might be like in the future. | |

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| | Question the Hero: Choose a local figure and read or tell their story, then brainstorm questions students might ask that person.<br>Record them as a class. If possible, mail questions to individual.<br>Tradition Show & Tell (with pictures or stories): Ask students ahead of time (send a family note) to bring in or describe something from home that represents a tradition or cultural activity. Have students take turns showing or describing their item/picture/story and tell. | |

**Unit: America, Our Home, Our History**

| **Civics Standard(s):** | **Content Objectives:** | **Notes:**<br><br>**Literacy Connections:** |
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| SS.1.1.10.1 Identify some of the rights of American citizens and residents.<br>SS.1.3.7.1 Demonstrate active listening and positive interactions<br>with group members and at class meetings.<br>SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom | Students will demonstrate active listening skills and contribute respectfully during group discussions and class meetings.<br>Students will identify and discuss basic rights that all American citizens and residents share, such as the right to speak freely, go to school,<br>vote (as adults), and feel safe. | |

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| problem-solving.<br>SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues. | **Suggested Activities:**<br>Rights We All Have Circle Sort: Prepare a list or visual cards of different actions (some rights, some not)- Going to school, Having a safe place to live, Choosing what to say, Breaking the rules, Telling others they can't talk, Helping choose leaders (voting). Read each one aloud and have students give a thumbs up if it sounds like a right and thumbs down if it's not a right. Create a class chart titled: "Rights We All Have" and post the correct ones with pictures.<br>**Assessment:** Students draw one right they think is important and explain why. | |
| **History Standard(s):**<br>SS.1.1.21.1 Describe an event from two different perspectives.<br>SS.1.2.21.1 Compare the student's own account of an event to a peer's account of the same event.<br>SS.1.1.22.1 Review various types of historical documents.<br>SS.1.3.22.1 With | **Content Objectives:**<br>Students will analyze and compare different perspectives by describing the same event from their own and another person's point of view.<br>Students will examine primary sources (photos, objects, maps, and short texts) and generate questions about past events using evidence from those sources.<br>Students will sequence key personal life events and describe how they occurred over time. | **Notes:**<br><br>**Literacy Connections:** |

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| support, use historical sources to ask questions about events.<br>SS.1.1.23.1 Create a personal timeline to show events in a sequential manner.<br>SS.K-2.4.2 Differentiate their own opinion from others.<br>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br>SS.K-2.3.1 With support, identify sources that address a specific topic.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. | **Suggested Activities:**<br>Story Swap: After a shared experience (e.g., a fire drill, class game, or story), students draw or write what happened from their point of view. Pair students and have them share their versions of the same event. As a class, discuss- What was the same? What was different? Why might people see or remember it differently? Emphasize that different doesn't mean wrong, just different perspectives!<br>History Mystery Photos: Display 2–3 local or historical photographs (e.g., early Alaska village life, traditional tools, classrooms long ago). Record student observations and questions on chart paper using "I see / I think / I wonder" columns and discuss/compare.<br>Timeline Gallery Walk: Give each student a single sheet of paper. Have them draw and label 3–4 events from their life (e.g., "I was born," "I lost my first tooth," "I started school," "I learned to ride a bike"). They place their page on their desk or tape it to the wall.<br>Students walk around the room in pairs and view each other's timelines, noticing similarities and differences in life events and order. After everyone has done the Gallery Walk, discuss: "What is something you saw that is the same as your timeline?", "What is something you saw that is different?" | |

# Second Grade

## My Local Community

**Grade Level Description:**
In second grade, students explore community through the lens of social studies. Their Petersburg community will serve as a framework to introduce key domains: history, geography, civics, economics, and government. Students will investigate how people, places, geography, and historical events have shaped their local area, while also learning about local government and current issues.

**Unit 1: Our School, Our Place in Alaska**

| **Civics Standard(s):** | **Content Objectives:** | **Notes:** |
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| SS.2.3.6.1 Explain the need for and purposes of rules in various settings inside and outside of school.<br>SS.2.1.7.1 Apply civic virtues when participating in school settings.<br>SS.2.2.7.1 Define democratic principles of equality, fairness, and respect.<br>SS.2.1.8.1 Explain how people can work together to make decisions in the classroom. | Students will analyze and explain the reasons for rules in different settings and evaluate their role in creating order and safety.<br>Students will demonstrate civic virtues such as cooperation, responsibility, and respect during classroom and group activities.<br>Students will define and illustrate the concepts of equality, fairness, and respect in classroom and community contexts.<br>Students will describe and model ways groups make decisions and evaluate the outcomes of collective choices. | **Literacy Connections:** |

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| SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.<br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.<br>SS.K-2.4.2 Differentiate their own opinion from others.<br>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.<br>SS.K-2.4.1 Respectfully ask and answer questions. | **Suggested Activities:**<br>Rule Hunt and Sort: Brainstorm (Circle Map) rules found in school, home, and community. Provide pictures or scenarios (e.g., crossing guard, library, playground, grocery store).<br>Students sort (Tree map) the rules by setting and discuss: What is the rule for?, What would happen if it didn't exist?<br>Civic Virtue Charades: Teach vocabulary: respect, responsibility, kindness, patience. Students act out a civic virtue while the class guesses. Discuss: How did this behavior help others? or Where do we see this in real life? Fair or Not Scenario Sort (Tree Map): Read short real-life classroom scenarios. Students decide: Is this fair, equal, respectful? Sort them into categories and discuss how to make each situation more fair.<br>Vote for the Day"<br>Give students a classroom decision to make (e.g., book to read, brain break to try).<br>Introduce options and allow open discussion. Take a vote and reflect on the process: Was it fair? How did we listen to each other? Did<br>everyone have a voice? | |
| **Geography Standard(s):**<br>SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. | **Content Objectives:**<br>Students will analyze and describe how Alaska's land and cultures are different from other U.S. states, and compare these features to other places they've learned about. | **Notes:**<br><br>**Literacy Connections:** |

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| SS.K-2.3.1 With support, identify sources that address a specific topic. | **Suggested Activities:**<br>Alaska vs. the Lower 48 Comparison Chart or Venn Diagram (Double Bubble): As a class, brainstorm Alaska's features-glaciers, permafrost, caribou, tundra, Inupiaq or Tlingit cultures, subsistence fishing, Northern Lights, etc. compare to another U.S. region (e.g., Hawaii, Texas, or New York). Geography: forests vs. deserts vs. tundra. Culture-different foods, holidays, clothing. Record comparisons in a T-chart or Venn diagram.<br>**Assessment:** Have students draw or write about one way Alaska is special.<br>*Consider inviting students to share any family or community connections to Alaska Native traditions.<br>Think-Pair-Share with Talking Chips: Use structured discussion to help students process and verbalize Alaska's distinct features.<br>Think–Students individually reflect on: "What makes Alaska different from other places?"<br>Pair–Students turn and talk to a partner, using Talking Chips (each gets 2 chips; one chip = one turn to talk). *This ensures equal participation.* Share–Pairs share out one key idea with the class. Chart responses under Geography and<br>Culture headings. | |

**Unit 2: Weather, Nature, and How We Live**

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<tr>
<td rowspan="2">Civics Standard(s):<br>SS.2.1.7.1 Apply civic virtues when participating in school settings.</td>
<td>Content Objectives:<br>Students will demonstrate civic virtues such as cooperation, responsibility, and respect during classroom and group activities.</td>
<td rowspan="2">Notes:<br><br>Literacy Connections:</td>
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<td>Suggested Activities:<br>See Unit 1.</td>
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| **Geography Standard(s):**. | **Content Objectives:** | **Notes:** |
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| SS.2.1.16.1 Explain how weather, climate, and other environmental characteristics affect people's lives in the local region. SS.2.3.17.1 Analyze ways that a catastrophic disaster may affect people living in the local region. SS.2.2.19.1 Compare how different groups of people in the local community use local and distant environments to meet their daily needs.<br>*SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.*<br>*SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.*<br>*SS.K-2.3.1 With support, identify sources that address a specific topic.*<br>*SS.K-2.3.2 With support, classify statements as facts or opinions.*<br>*SS.K-2.1.2 Construct supporting questions to help answer compelling* | Students will describe how local weather and the environment affect what people wear, what they do for fun, and how they live.<br>Students will identify how natural disasters like earthquakes or wildfires can change people's lives and what people can do to stay safe.<br>Students will explain how people get what they need from places nearby and far away, and how that might be different for other groups of people.<br>**Suggested Activities:**<br>Quiz-Quiz-Trade: Students each get a card with a weather-related question (e.g., "What do people wear when it's cold in Alaska?" or "How does snow affect how we get to school?").<br>They quiz a partner, trade cards, and move on to another partner.<br><br>Emergency Preparedness: Create an emergency plan poster for a type of disaster common in Alaska. Include "What to do," "What to pack," and "How to stay safe.".<br><br>Near and Far Picture Sort (Tree Map): Use pictures or actual items (e.g., salmon, bananas, snow boots, oranges) and sort them into two groups: things that come from Alaska and things that come from other places. Discuss who uses what and why. | **Literacy Connections:** |

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| *questions with guidance from adults and/or peers.* | RallyCoach: Students pair up (or make pairs according to teacher preference). One solves a picture sort (e.g., local vs. distant resources), while the other coaches, then they switch roles. | |

**Unit 3: Map It Out!**

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| **Civics Standard(s):**<br>SS.2.1.7.1 Apply civic virtues when participating in school settings**.** | **Content Objectives:** | **Notes:**<br><br>**Literacy Connections:** |
| | **Suggested Activities:**<br>See Unit 1. | |
| **Geography Standard(s):**<br>SS.2.1.18.1 Construct maps, graphs, and other representations of locations in the local community. SS.2.2.18.1 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.<br>SS.2.3.18.1 Identify broad environmental and cultural characteristics of regions on a globe. | Content Objectives:<br>Students will construct and explain maps and graphs to represent and interpret important locations in their community.<br>Students will analyze and interpret visual representations to explain how people interact with and shape different places.<br>Students will differentiate between environmental and cultural characteristics of global regions using evidence from a globe. Students will evaluate how Alaska's unique geography and culture compare to other places, and justify what makes it distinct. | **Notes:**<br><br>**Literacy Connections:** |

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| SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places.<br>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.<br>SS.K-2.3.1 With support, identify sources that address a specific topic. | **Suggested Activities:**<br>My Community Map Book: Students create a mini book with- A map of their school, A neighborhood map (label key places: post office, park, etc.), A bar graph showing where classmates live or how they get to school, A photo + caption of an important place (can be drawn if photos unavailable).<br><br>Spin the Globe Discovery Challenge:<br>Students spin a globe or point to a region on a map. In small groups, they research or receive a card about that place's climate, land, animals, and culture. Each group presents the region using a drawing and 3 key facts.<br>**Assessment:** RallyCoach- In pairs, students take turns helping each other describe and label the region before sharing with the group.<br><br>Alaska vs. the Lower 48 Compare & Contrast Poster (Double Bubble Map): Discuss features of Alaska, compare another region (e.g.<br>Southwest U.S., or Florida). In groups, students create a side-by-side poster and label: Geography, weather, wildlife, culture. Include illustrations, labels, and captions. Use a Gallery Walk to view and compare/reflect on each other's posters. | |

**Unit 4: Money in My World**

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<td>Civics Standard(s):<br><br>SS.2.4.7.1 Defend the student's own point of view on a topic with many differing perspectives.<br>SS.2.1.7.1 Apply civic virtues when participating in school settings.<br>SS.K-2.4.1 Respectfully ask and answer questions.<br>SS.K-2.4.2 Differentiate their own opinion from others.<br>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</td>
<td>Content Objectives:<br><br>Students will formulate a personal opinion on a classroom topic and defend their perspective using reasons and examples, while respectfully considering different points of view.<br><br>Suggested Activities:<br><br>Opinion Corners: Pose a simple, open-ended question with multiple valid opinions. Label 3–4 corners of the room with possible answers or viewpoints. Students choose a corner and go there.<br><br>In corners, students discuss why they chose that answer.<br><br>StandUp–HandUp–PairUp: Partners then switch roles and listen to the other's point of view.</td>
<td>Notes:<br><br>Literacy Connections:</td>
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<td>Economics Standard(s):<br>SS.2.3.11.1 Compare the prices of locally produced and non-locally produced goods in local markets.<br>SS.2.4.11.1 Explain how and why people earn money.<br>SS.2.5.11.1 Describe examples of costs of production for local goods and services.</td>
<td>Content Objectives:<br>Students will compare and evaluate the prices of goods produced locally and elsewhere, identifying factors that may affect those prices. Students will explain how people provide goods or services in exchange for money and identify why earning money is important.<br><br>Students will identify the resources and materials needed to make local goods and describe the costs involved in producing them. Students will discuss how banks help people keep money safe, save for goals, and borrow for big purchases.</td>
<td>Notes:<br><br>Literacy Connections:</td>
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| SS.2.6.11.1 Participate in discussions about the role of banks in the local economy.<br>SS.2.1.13.1 Classify savings goals as short-term or long-term.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br>SS.K-2.3.2 With support, classify statements as facts or opinions.<br>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.<br>SS.K-2.3.1 With support, identify sources that address a specific topic. | **Suggested Activities:**<br>Price Tag Detectives (Tree Map): Show photos of real grocery items. Students sort into categories: local vs. non-local. Discuss: Which costs more? Why?<br>RallyRobin: Partners take turns listing reasons local goods might cost more or less.<br>Job Match: Display pictures of community helpers. Students match each to what they do and how they earn money.<br>**Assessment:** Students draw or write about what job they might want and why.<br>Build a Business- (Discussion) Present a pretend local business. Ask: What would they need to buy? Ingredients, tools, workers?<br>Students list or draw the input costs for one product.<br>Bank Role-Play: Set up a pretend bank: teller, customer, savings account, borrowing desk. Students role-play different banking tasks (e.g., depositing money, saving for a bike).<br>Timed-Pair-Share: Students describe to a partner one thing banks do.<br>Savings Sort- Provide images of savings goals. Students sort into two columns: short-term vs. long-term.<br>**Assessment:** Students write and draw something they are saving for, how much they need to save, and why they are saving for that item. | |

| **Geography Standard(s):**<br>SS.2.3.19.1 Explain the connections between the local physical environment and the economic activities found there.<br>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.<br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. | **Content Objectives:**<br>Students will analyze how the natural environment affects the types of work people do in their community and explain how people depend on local resources.<br><br>**Suggested Activities:**<br>Environment to Economy Match: Match a local physical feature (e.g., ocean, tundra, forest, river, mountain) to a matching economic activity (e.g., fishing, guiding, logging, farming, shipping). Introduce each feature and discuss: Why would people work near water? What jobs exist in forested areas? Give each student a card with either a feature or an economic activity.<br><br>Quiz-Quiz-Trade: Students quiz each other (e.g., "What job might go with this feature?"). Then they trade cards and move to a new partner. | **Notes:**<br><br>**Literacy Connections:** |
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**Unit 5: Then and Now: Our Changing Town**

| **Civics Standard(s):**<br>SS.2.3.8.1 Describe how people have tried to improve the local community over time. SS.2.1.9.1 Determine the meaning and importance of local and state symbols. | **Content Objectives:**<br>Students will analyze ways people have worked to improve their community and explain the impact over time.<br>Students will interpret the meanings of state and local symbols and evaluate why they are important. | **Notes:**<br><br>**Literacy Connections:** |
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| SS.K-2.4.1 Respectfully ask and answer questions.<br>SS.K-2.4.2 Differentiate their own opinion from others.<br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.<br>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. | **Suggested Activities:**<br>Then and Now Community Changemakers: Students view pictures or hear stories about local parks, roads, libraries, or cultural centers and learn who helped create or improve them. **Assessment:** Students write/draw one way they can help improve their community.<br>Symbol Search Scavenger Hunt- Students use a checklist to locate local and Alaska state symbols in the classroom, library, or around school (flag, flower, moose, etc.).<br><br>Quiz-Quiz-Trade: Students quiz each other on symbols and what they represent. | |
| **Economics Standard(s):**<br>SS.2.2.12.1 Identify the costs and benefits of personal decisions to the community, and vice versa.<br>SS.2.3.13.1 Describe local examples of capital goods and human capital.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. | **Content Objectives:**<br>Students will assess how personal choices can benefit or harm the community and vice versa. Students will identify and describe examples of capital goods and human capital in their town or region.<br>**Suggested Activities:**<br>Decision Dominoes: Read a short scenario (e.g., choosing to litter, planting a garden, recycling) and students discuss costs and benefits of that choice for themselves and the community.<br>People + Tools = Work: Students sort pictures into capital goods (tools, trucks, machines) vs. human capital (workers: fishermen, bakers, nurses). | **Notes:**<br><br>**Literacy Connections:** |

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| SS.K-2.5.1 Identify problems or issues as well as possible solutions, in classrooms, schools, and/or communities.<br>SS.K-2.3.1 With support, identify sources that address a specific topic. | | |
| **Geography Standard(s):**<br>SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region.<br>SS.2.3.16.1 Identify some cultural and environmental characteristics of the local community.<br>*SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.*<br>*SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities* | **Content Objectives:**<br>Students will examine how human activities influence the cultural and environmental features of their local area.<br>Students will recognize and describe cultural and environmental characteristics that define their local community.<br>**Suggested Activities:**<br>Our Town Culture & Environment Collage: Using magazines or printed images (find yourself or have students bring in several from home), students create a collage showing human activity (roads, homes, fishing, buildings) and natural features (rivers, forests, mountains), labeling examples of each.<br>Talk & Draw: Our Home: Students draw a quick scene of their town showing both natural features (mountains, rivers, snow) and cultural aspects (people fishing, wearing regalia, local buildings).<br>**Assessment:** Pair up or work in small groups to share their drawings and explain what each part represents. | **Notes:**<br>**Literacy Connections:** |

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| | Timed Pair Share: Each student gets 30 seconds to describe one part of their picture while their partner listens, then they switch. | |
| **History Standard(s):**<br>SS.2.1.21.1 Compare past and present perspectives on a situation, event, issue, or problem within the community.<br>SS.2.3.22.1 Use a variety of sources to generate questions about events in the history of the local community.<br>SS.2.2.23.1 Compare life in the local community in the past to life in the local community today.<br>SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups have shaped local historical events.<br>SS.2.1.24.1 Generate possible reasons for an event or development in the local community's past.<br>SS.2.2.24.1 Analyze likely reasons for an event or development in the local community's past and identify implausible options.<br>*SS.K-2.4.2 Differentiate their own opinion from others.* | **Content Objectives:**<br>Students will compare community perspectives from the past and present on a shared issue or event.<br>Students will generate questions using local historical sources and analyze how individuals and groups influenced events.<br><br>**Suggested Activities:**<br>Then & Now Photo Sort: Show students photos or drawings of a place in their community from the past (e.g., old schoolhouse, downtown, fishing dock) and a current photo.<br>Students compare and contrast (Double Bubble Map): What's changed? What's stayed the same? How do you think people felt about this place then vs. now? (Optional: Think-Pair-Share)<br>Local History Detective: Use short excerpts or teacher-read selections from local newspaper clippings, oral histories, or historical society materials (simplified). Students ask: Who was involved? Why is this important to our community? What questions do I have?<br>**Assessment:** Students create "detective notebooks" with 2–3 questions per source. | **Notes:**<br><br>**Literacy Connections:** |

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| *SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.*<br>*SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.*<br>*SS.K-2.2.1 Interact with a variety of primary and secondary sources.*<br>*SS.K-2.3.1 With support, identify sources that address a specific topic.*<br>*SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.*<br>*SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.*<br>*SS.K-2.3.2 With support, classify statements as facts or opinions.*<br>*SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.* | Past Problem, Modern Mind: Present a historical problem (e.g., "The community didn't have clean water" or "The ferry system changed"). Students brainstorm possible reasons the problem occurred, then evaluate which seem realistic or not. Use sentence frames like: "This seems like a real reason because…", "I don't think this would work because…"<br>Community Timeline Walk: Create a large wall timeline with key local events (based on your region's history: new school built, fish cannery opened, dog sled races began, etc.). Look at and discuss each event as a class.<br>**Assessment:** Each student selects one event to research, generate a question, and describe who was involved and why it mattered. | |

**Unit 6: How We Learn About the Past**

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<td>Civics Standard(s):<br><br>SS.2.4.7.1 Defend the student's own point of view on a topic with many differing perspectives.<br>SS.2.1.7.1 Apply civic virtues when participating in school settings.<br>SS.K-2.4.1 Respectfully ask and answer questions.<br>SS.K-2.4.2 Differentiate their own opinion from others.<br>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.</td>
<td>Content Objectives:<br><br>Students will formulate a personal opinion on a classroom topic and defend their perspective using reasons and examples, while respectfully considering different points of view.<br><br>Suggested Activities:<br><br>See Unit 1.</td>
<td>Notes:<br><br>Literacy Connections:</td>
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<td>Economics Standard(s):<br>SS.2.2.12.1 Identify the costs and benefits of personal decisions to the community, and vice versa.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.<br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.</td>
<td>Content Objectives:<br><br>Students will analyze how their personal choices affect others and evaluate how community decisions impact them in return.<br><br>Suggested Activities:<br>Decision Dominoes: Present 2–3 relatable personal decision scenarios- A student throws away a half-full water bottle. A student picks up someone else's trash.<br>A student shares school supplies with a classmate. As a class, identify the benefits and costs to: The student, their classmates, the school or community. Optional: Use Dominos to visually track</td>
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| | how one small action can ripple out to affect many others. | |
| **History Standard(s):**<br><br>SS.2.2.21.1 Evaluate different accounts of the same historical event in the local community.<br>SS.2.1.22.1<br>Differentiate between primary and secondary sources.<br>SS.2.2.22.1 Explain how historical sources can be used to study the local community's past. SS.2.1.23.1 Create and explain a chronological sequence of multiple events.<br>SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups have shaped local historical events.<br>SS.K-2.4.2 Differentiate their own opinion from others.<br>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. | **Content Objectives:**<br>Students will compare and evaluate multiple versions of a historical event, identifying different perspectives and the reasons behind them.<br>Students will distinguish between primary and secondary sources by examining their characteristics and explaining how each contributes to understanding the past.<br>Students will explain how different historical sources help us learn about people, places, and events in their local community.<br>Students will construct a timeline and explain the sequence of local or personal historical events.<br>Students will generate questions and describe how local figures and groups have influenced community change over time.<br><br>**Suggested Activities:**<br>Primary or Secondary?: Create a mini "source station" with real or replica sources. Primary: Photos, diary entries, oral histories, artifacts. Secondary: Children's biographies, news articles, textbooks. Students sort the sources and explain which kind each is and what we can learn from it. | |

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| SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br>SS.K-2.3.1 With support, identify sources that address a specific topic.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions. | Quiz-Quiz-Trade: Students quiz each other: "Is this a primary or secondary source?" and explain why before trading cards.<br>Two Sides of the Story: Share two different retellings (e.g., from a student and a community elder) of an event. Students compare the two accounts and discuss- How are they the same? What's different? Why might that be?<br>My Community Timeline Task (Flow Map): Students build a timeline of events that shaped their town or school (e.g., founding year, big storm, cultural celebration). Add pictures and short labels.<br>**Assessment:** Have students present to the class or in small groups.<br><br>Who Helped Shape Our Town?: Students choose or are assigned a community figure and generate 2–3 questions to ask or research.<br>**Assessment:** Students write or draw 3 ways this person shaped the local area. | |

**Unit 7: Subsistence and Living the Alaska Way**

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<td>Economics Standard(s):<br>SS.2.1.12.1 Define scarcity and explain how it affects decision- making.<br>SS.2.1.11.1 Describe the skills and knowledge required to produce certain goods and services.<br>SS.2.2.11.1 Describe the goods and services that people in the local community produce and those that are produced in other communities.<br>SS.2.2.13.1 Identify examples of the goods and services that local governments provide.<br>SS.2.1.15.1 Explore and be able to explain traditional economic practices of the local region.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br>SS.K-2.3.1 With support, identify sources that address a specific topic.<br>SS.K-2.3.2 With support, classify statements as facts or opinions.</td>
<td>Content Objectives:<br>Students will identify and describe examples of goods and services provided by local governments and explain their purpose.<br>Students will define and analyze the concept of scarcity and explain how it influences decisions about needs and wants.<br>Students will describe and evaluate the skills and knowledge required to produce specific goods and services in their community.<br>Students will compare goods and services produced locally with those produced elsewhere and explain why communities specialize.<br>Students will explore and explain traditional economic practices used in the local region, including bartering, subsistence activities, and sharing.<br><br>Suggested Activities:<br>Government Match-Up: Prepare cards with examples of local services (trash collection, fire station, road plowing, library, police, water treatment, schools). Students match them to government departments or sort by “goods” vs. “services.”<br>Quiz-Quiz-Trade: Students quiz each other on what service each picture provides and who provides it.<br>Scarcity Simulation: Set out limited classroom items (e.g., 3 scissors for 6 students, 4 pencils for 8). Have students</td>
<td>Notes:<br><br>Literacy Connections:</td>
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| SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.<br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.<br>SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies. | discuss how to decide who gets what and how it feels when things are limited. Discuss: How does scarcity affect our decisions?" StandUp classmates and explain how they made a choice during scarcity –HandUp–PairUp: Students pair with.<br><br>Skills Match-Up Career Sort: Show images of local jobs (e.g., fisher, teacher, baker, pilot, carver). Students match each job to a list of necessary skills or tools.<br><br>**Assessment:** Students write or discuss: Which job do you think takes the most training?<br><br>Where Is It Made? Sorting Chart: Students sort goods into "Made in our community" vs. "Made somewhere else." Use real items (milk, fish, fruit, clothes) or images. Discuss: "Why do we need goods from other places?"<br><br>Tradition Tracker: Share a story or short video about a traditional practice (e.g., berry picking, subsistence fishing, hunting, or trading handmade goods). **Assessment:** Students draw or write about one traditional practice and explain why it's important today.<br><br>RoundRobin: In small groups, each student names one traditional practice and how it supports a community. | |
| **Geography Standard(s):**<br>SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region. | **Content Objectives:**<br>Students will analyze the ways human actions influence the cultural and environmental characteristics of their local area.<br>Students will explain how and why people, goods, and ideas move into and out of their local community. | **Notes:**<br><br>**Literacy Connections:** |

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| SS.2.1.19.1 Explain why and how people, goods, and ideas move from place to place, including into and out of the local community.<br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.<br>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources. | **Suggested Activities:**<br>Our Impact Photo Sort & Talk: Show students photos of local human activities (construction, hunting, fishing, festivals, recycling, logging, pollution). Students sort into: Helps the environment, hurts the environment, changes our culture. Discuss: How does this activity affect the way people live here?<br><br>Travel Tracker Movement Map: Create a local-to-beyond movement map. Give students sticky notes or picture icons to map how things move: A truck carrying groceries, a plane carrying people to Anchorage, Internet messages, a boat taking salmon out of town.<br>Students explain the reasons behind each kind of movement. | |
| **History Standard(s):**<br>SS.2.1.25.1 Compare and contrast the customs, practices, and traditions of two Alaska cultural groups, one of which is a local group<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br>SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives. | **Content Objectives:**<br>Students will compare and contrast the customs and traditions of two Alaska Native cultural groups, identifying local connections.<br><br>**Suggested Activities:**<br>Tradition T-Chart Cultural Comparison (Double Bubble Map): Choose two Alaska cultural groups. Use visuals, books, or a short teacher-read passage. Students work in pairs or groups to compare: language, food, tools, homes, clothing, | |

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| | traditions. Can be completed using a simple T-Chart or Venn Diagram.<br>**Assessment:** RoundTable- Each group member adds one comparison detail aloud before passing the paper. | |

**Unit 8: Leaders and Laws**

| **Civics Standard(s):** | **Content Objectives:** | **Notes:** |
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| SS.2.1.6.1 Identify local and state leaders and describe their roles and responsibilities.<br>SS.2.2.6.1 Recognize that government leaders are elected through a voting process and participate as appropriate.<br>SS.2.3.6.1 Explain the need for and purposes of rules in various settings inside and outside of school.<br>SS.2.4.6.1 Explain what governments are and some of their functions.<br>SS.2.3.7.1 Practice different roles and responsibilities within a group and/or in the classroom.<br>*SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.* | Students will analyze the responsibilities of local and state leaders and explain how their decisions affect the community.<br>Students will evaluate the voting process and justify why it's important in choosing leaders. Students will explain the purpose of rules in different settings and reflect on how they promote fairness and safety.<br>Students will describe the basic functions of government and discuss how it serves the community.<br>Students will apply group roles during a class activity and demonstrate responsibility in collaboration. | **Literacy Connections:** |
| | **Suggested Activities:**<br>Vote for a Class Celebration: Students nominate 2–3 celebration ideas (e.g., extra recess, PJ day). Create ballots and hold a vote. Connect to real elections—Why do we vote? What makes it fair?<br><br>RallyRobin: Pairs or students name the benefits of voting. | |

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| *SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.*<br>*SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.*<br>*SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.*<br>*SS.K-2.4.1 Respectfully ask and answer questions.*<br>*SS.K-2.4.2 Differentiate their own opinion from others.*<br>*SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.* | Who's in Charge?: Create a sorting game with photos/names of real leaders (mayor, governor, president) and descriptions of their jobs. As a class, discuss and match.<br>**Assessment:** Write a "day in the life" story from a leader's point of view.<br><br>Mix-N-Match: Students walk around and find matching role/job cards.<br>Rules Matter Classroom Museum: In small groups, students create a poster showing what would happen with and without a specific rule (e.g., lining up, raising hands). Display around the room. Have students walk with their groups and compare to other groups.<br><br>Build-a-Government Graphic Organizer: Use a simple organizer to show- Who makes rules? Who enforces rules? How do they help us?<br>Discuss school, city, and state examples.<br><br>Team Challenge Roles: During a collaborative task (e.g., build a bridge with classroom materials), assign students different roles- leader, recorder, reporter, encourager. After allowing time for the activity, have students come back together as a class and discuss: How did each role help? | |
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<td>Geography Standard(s):<br>SS.2.1.19.1 Explain why and how people, goods, and ideas move from place to place, including into and out of the local community.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities. solutions, in classrooms, schools, and/or communities.</td>
<td>Content Objectives:<br>Students will analyze reasons why people, goods, and ideas move between places and explain how these movements impact their local community.<br><br>Suggested Activities:<br>Movement Match-Up: Introduce 3 categories of movement: people, goods, ideas. Show examples that travel into and out of the local community. Students match what is moving with how it moves (e.g., salmon → by boat; mail → by plane).<br>Class discussion: Why did this need to move? How does it help the community?<br><br>Fan-N-Pick: One student fans cards, another picks, a third answers, and the last praises or adds on. Rotate roles.</td>
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<td>History Standard(s):<br>SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups have shaped local historical events.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</td>
<td>Content Objectives:<br>Students will generate meaningful questions about influential individuals or groups from their community and explain how their actions shaped local history.<br><br>Suggested Activities:<br>As a class, read a story or short text about the person or group. In small groups, students generate 2–3 questions they would ask this person (e.g., "Why did you help start the town fair?" "How did your group protect the land?"). Assessment: Each student draws a poster of the person/group with: Their name, what</td>
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| | they did, a student-generated question, a sentence about their impact.<br><br>RoundRobin: Each student in a small group takes a turn sharing one question aloud. | |

**Unit 9: Leaders and Laws (Part II)**

| **Civics Standard(s):** | **Content Objectives:** | **Notes:** |
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| SS.2.5.6.1 Inspect how communities work together to fulfill roles of authority.<br>SS.2.2.8.1 Identify and explain how rules function in public settings.<br>SS.2.2.9.1 Describe the government systems in place in the students' local community.<br>SS.2.1.10.1 Describe the responsibility of participation in the democratic process and participate in a grade-appropriate way. | Students will analyze how community roles of authority are fulfilled through cooperation and shared responsibilities.<br>Students will explain the function of rules in public settings and their role in promoting safety and fairness.<br>Students will describe the basic structure of local government and summarize how it serves the community.<br>Students will participate in a class decision-making process and reflect on the importance of democratic participation. | **Literacy Connections:** |

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| SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.<br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.<br>SS.K-2.4.1 Respectfully ask and answer questions.<br>SS.K-2.4.2 Differentiate their own opinion from others.<br>SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.<br>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.<br>SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.<br>SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom problem-solving.<br>SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues. | **Suggested Activities:**<br>Build a Town Simulation: Students work in groups to design a simple town (paper map or blocks) and decide: Who will be the leaders? Who makes rules? Who enforces them? How will the town handle problems (e.g., lost dog, trash pickup)?<br>Think-Write-RoundRobin: Each group member contributes one solution for a shared problem.<br>Rules at the Library, Park, and Pool **(Tree Map and/or Double Bubble)**: Create a simple chart comparing rules at various public places.<br>Students explain how rules help and which rules they would add or change.<br>Classroom Voting Project: Class votes on a classroom privilege (extra recess, read-aloud choice, PJ day). Students campaign for options, cast ballots, and tally votes. After voting, discuss: Why is voting fair? What happens when we don't vote?<br>StandUp–HandUp–PairUp: Students share why they voted for their choice and how it might benefit the group. | |

**Unit 10: Our World, Our Neighbors**

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<td>Economics Standard(s):<br><br>SS.2.1.14.1 Explain why people in one country trade goods and services with people in other countries.<br>SS.2.2.14.1 Categorize and describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.<br>SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.<br>SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br>SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.</td>
<td>Content Objectives:<br><br>Students will explain the purpose of international trade and analyze how different countries depend on one another for goods and services.<br>Students will categorize imported and exported products and explain their origins and destinations.<br><br>Suggested Activities:<br>Product Passport (Tree Map): Collect everyday items or pictures of them like bananas, sneakers, salmon, iPads, mukluks, etc.<br>Students sort into: Made here, sold here, Made here, sold abroad, Made elsewhere, sold here. Add a world map with string or yarn showing where each product came from or went to.<br><br>RallyCoach: One student sorts, the other coaches and explains, then switch.<br><br>Around the World in One Bag: Create a “suitcase” with artifacts/images from another region including items or pictures such as clothing, buildings, food, landscapes.<br><br>Students examine and compare: How is this place’s land different? What cultural traditions do they have? What’s similar to or different from Alaska?</td>
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| **Geography Standard(s):**<br>SS.2.1.17.1 Describe changes in the physical and cultural characteristics of regions outside of Alaska.<br>SS.2.2.17.1 Describe how the consumption of products connects people in Alaska to people other places.<br>SS.2.3.1 With support, identify sources that address a specific topic.<br>SS.K-2.3.3 With support, classify statements as facts or opinions. | **Content Objectives:**<br>Students will describe how regions outside of Alaska differ and change over time in terms of physical and cultural characteristics.<br>Students will illustrate how people in Alaska are connected globally through the products they use.<br><br>**Suggested Activities:**<br>How Goods Travel Drawing **(Flow Map)**: Students pick a product (e.g., chocolate, fish, jeans) and draw its journey from where it started to how it arrived in Alaska (e.g., farm → truck → ship → store → home).<br>**Assessment:** Reflection Question Prompts-Exit Tickets or Writing Center. Why do we trade with other places? How does buying something made in another country connect us to that country? How might people in Japan or Mexico live differently from us in Alaska? | **Notes:**<br><br>**Literacy Connections:** |
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# Third Grade

## U.S. Cultures and Regions Alaska: Past, Present, and Future

**Grade Level Description:**

In third grade, students will explore Alaska's past, present, and future. Students will learn about the state's diverse cultures and regions through the study of its history, geography, civics, economics, and government. Learning will focus on Alaska's Indigenous cultures, understanding how people first came to Alaska, the U.S. purchase, and the journey to statehood. Students will analyze the historical and contemporary impact of natural resources on Alaska's people and economy

**Unit 1: Journeys to Alaska: Choices, Changes, and Communities**

| **Civics Standard(s):** | **Content Objectives:** | **Notes:**<br><br>**Literacy Connections:** |
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| SS.3.4.6.1: Describe how rules can create responsibilities.<br>SS.3.6.6.1: Describe ways in which people benefit from working together in families, households, and voluntary organizations.<br>SS.3.1.7.1: Describe how civic virtues can be applied in school settings. | Students will be able to describe how rules create responsibilities and explain why those responsibilities are important.<br>Students will be able to describe how people benefit from working together in families, at home and in groups that help the community.<br>Students will be able to describe how civic virtues, such as fairness and respect, can be applied in a school setting to foster a constructive and positive learning environment. | |

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| SS.3.3.7.1: Discuss the importance of having processes for making decisions as a group.<br><br>SS.3-5.1.2: Categorize questions according to the social studies disciplines.<br>SS.3-5.2.2: Determine whether a source is primary or secondary.<br>SS.3-5.1.1:<br>Construct compelling questions and explain the importance of the questions to self and others.<br>SS.3-5.4.2:<br>Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.<br>SS.3-5.5.1: Show<br>evidence of taking individual or group action to address one or more local, regional, or global problems or issues.<br>SS.3-5.5.2: Use<br>deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues. | Students will be able to discuss the benefits and importance of using a process when groups make decisions.<br><br>**Suggested Activities:**<br>"Teamwork Benefits!" **(Circle Map)**: This activity begins with an introduction to teamwork, followed by a fun brainstorming session to come up with different ways people cooperate. Students will then take a closer look at these group efforts to see all the good things that come from them. The activity wraps up with each student thinking about a time they worked well with others and sharing the positive results.<br>"The Virtues in Action!" **(Circle Map)**: This activity begins by introducing these key virtues, followed by a collaborative brainstorming session on their application in various school settings. Students then act as "virtue detectives," analyzing scenarios to determine how these positive habits can be effectively utilized. The activity concludes with individual reflection, where students select a virtue, outline how they will demonstrate it, and articulate its positive impact on fostering a constructive learning environment.<br>"Our Class Story Starter"**:** This activity begins with students collaboratively writing the beginning of a class story, facing a decision point about what happens next. This activity allows them to experience the difference between impulsive choices and using a deliberate process for group | |

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| | decision-making. By implementing a simple method for deciding, students learn how a structured approach helps ensure all voices are heard, fosters consensus, and results in a more satisfying and cohesive creative output. | |
| **Economic Standard(s):**<br>SS.3.2.12.1: With support, generate a list of factors that influence the way that people make a particular decision.<br>SS.3.2.11.1: Explain what it means for an individual and/or business to specialize and/or trade.<br>SS.3-5.1.3 Create supporting questions to help answer compelling questions. | **Content Objectives:**<br>Students will be able to list factors that influence how people make a specific decision.<br>Students will be able to explain how both people and businesses benefit when they specialize and trade.<br><br>**Suggested Activities:**<br>"What Game Should We Play?": This activity explores decision-making by having students consider how a group of friends decides which game to play during recess. Students will brainstorm various factors that might influence this choice, such as the number of players, available space, time, familiarity with rules, group preference, and even the weather. Through discussion, the class will identify how these different situational elements can shape a decision.<br>"Community Helpers & Their Trades": This activity helps students understand how people in our community, known as community helpers, excel at one specific job because they specialize. By drawing pictures students will explore examples like a baker who makes delicious bread or a farmer who grows fresh food. Then, | **Notes:**<br><br>**Literacy Connections:** |

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| | in groups students will discuss how these individuals trade their specialized goods or services (often using money) to acquire other necessities, such as clothing or healthcare. This demonstrates how specialization benefits everyone by ensuring a wide range of high-quality goods and services are available, making our community function smoothly. | |
| **Geography Standard(s):**<br>SS.3.1.20.2: Describe how the Alaska Native Population came to Alaska.<br>SS.3.2.18.1: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places in Alaska and their environmental characteristics.<br>SS.3.2.19.1: Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska.<br>SS.3.1.16.1: Discuss how culture influences the way people modify and adapt to their environments in Alaska.<br>SS.3-5.1.2:Categorize questions according to the social studies disciplines.<br>SS.3-5.3.3: Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling | **Content Objectives:**<br>Students will be able to describe the journey undertaken by the first Alaska Native people to arrive in Alaska.<br>Students will be able to explain how maps and images help us understand the connection between a place's location and its environment in Alaska.<br>Students will be able to explain how the movement of people in Alaska relates to the search for or use of natural resources.<br>Students will be able to discuss how Alaska Native cultures adapted to their environment to meet their needs.<br><br>**Suggested Activities:**<br>"Journey Story Starters": Let's become storytellers! After learning about the first Alaska Native people's journey and the challenges they faced, students will work together to write an exciting story about their trip to Alaska. The teacher will give the students a sentence starter, and then students will add ideas, making sure the story tells about the path they took and all the brave things they had to do to get here. | **Notes:**<br><br>**Literacy Connections:** |

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| question.<br>SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies.<br>SS.3-5.2.1:<br>Determine whether a source is primarily fact or opinion.<br>SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.<br>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. | It's like building a big, adventurous tale as a team!<br>"Our Alaska Environment Book": This hands-on activity empowers students to create their own "Alaska Environment Book" pages or mini-booklets. Each student or small group will select a specific Alaskan environment (e.g., mountains, coast, tundra) to focus on. Using a map to identify and color their chosen area, they will then research or draw pictures of the plants, animals, and landforms characteristic of that environment. The completed page or booklet will visually demonstrate how maps indicate location and how corresponding images or drawings illustrate the unique environmental features, thereby explaining the connection between a place and its natural surroundings.<br>"Resource Explorer Map": Get ready to be an explorer on a big map of Alaska! In small groups, students will be given a map and will look at where natural resources like gold, fish, oil, and trees can be found. Then, each student will get a little "person" to move around the map. Students will imagine that they are an early Alaskan, who needs to find a place to live where they can get something important, like fish to eat or trees for building. Each student will move their person to the right spot and tell why they chose to live there. This helps students see how people moved all over Alaska to be close to the natural things they needed! | |

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| | "Needs & Nature Match-Up": This activity helps students discover how Alaska Native people used nature to meet their basic needs like food, shelter, clothing, and transportation. The teacher will show students pictures of tools, homes, and clothes used by Alaska Native cultures and discuss what each item was for. Next the teacher will utilize the think-pair-share strategy by pairing students together to discuss what natural things from Alaska's environment (like animals, plants, or water) were used to make or use those items, showing how clever people were at adapting to their surroundings. Then each pair of students will share their findings with the class. | |
| **History Standard(s):**<br>SS.3.1.25.1: Explore the cultures of Alaska, including why and how indigenous and non-indigenous groups first came to Alaska.<br>SS.3.2.22.1: Gather information from multiple historical sources about major events in Alaska's history.<br>SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.<br>SS.3-5.1.3: Create supporting questions to help answer compelling questions.<br>SS.3-5.5.1: Show | **Content Objectives:**<br>Students will be able to identify different cultural groups that live in Alaska, and explain why the first indigenous and non-indigenous people first came to Alaska.<br>Students will be able to explain how information from different sources can help us learn about a major event in Alaska's history.<br><br>**Suggested Activities:**<br>"Then & Now: Who Came & Why": This activity helps students understand the different historical periods of migration to Alaska. Using two large charts labeled "Long, Long Ago (First Alaska Native People)" and "Later On (Non-Indigenous People)," the class will first discuss and place pictures representing the reasons why the very first | **Notes:**<br><br>**Literacy Connections:** |

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| evidence of taking individual or group action to address one or more local, regional, or global problems or issues.<br>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.<br>SS.3-5.2.2: Determine whether a source is primary or secondary.<br>SS.3-5.4.3: Critique the motives behind different perspectives. | Alaska Native people came (e.g., following mammoths for food). Subsequently, they will explore and illustrate the reasons why other groups, like explorers and miners, arrived later (e.g., for gold, furs, or exploration). The activity concludes with a comparative discussion, allowing students to clearly see how the motivations for migration differed between Indigenous and non-Indigenous groups over time. | |

**Unit 2: Journeys, Cultures, and Community Futures**

| **Civics Standard(s):** | **Content Objectives:** | **Notes:** |
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| SS.3.2.7.1: Recall core civic virtues that guide communities in Alaska.<br>SS.3.4.7.1: Identify the beliefs and values that underlie one's own point of view about civic issues in Alaska.<br>SS.3.3.8.1: Identify and participate in ways that people can influence the local community and organize solutions through action.<br>SS.3.2.6.1: List ways that people can participate in a democracy.<br>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others. | Students will be able to identify and describe instances where civic virtues influence community actions in Alaska.<br><br>Students will be able to discuss and identify how different beliefs and values can lead to different points of view about civic issues in Alaska.<br><br>Students will be able to identify and describe various methods by which individuals can effectively influence and actively participate in facilitating changes within their local community (e.g., through proposing ideas, volunteering, or providing assistance). | **Literacy Connections:** |

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| SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.<br>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.<br>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.<br>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.<br>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions. | Students will be able to identify and explain different ways people can participate in a democracy.<br><br>**Suggested Activities:**<br>"Virtue Detectives: Alaskan Community Edition": This activity transforms students into "Virtue Detectives" as they examine pictures or descriptions of real Alaskan community actions, such as a park clean-up or people helping after a flood. After reviewing what civic virtues are, students will identify which virtues (like responsibility or cooperation) are being shown in each scenario. Students will then describe exactly how these virtues are demonstrated through the community's actions, helping them understand how good habits make a positive difference in their towns and villages.<br><br>"Fish or Forest? An Alaskan Choice": In this activity, students will explore a common Alaskan civic issue: how to best use or protect natural resources. The class will be presented with a scenario, such as a debate about whether to allow more fishing in a river or protect the surrounding forest for animals.<br>Students will take on simple roles (e.g., a "fisherman" who values providing food, a "wildlife protector" who values animal habitats, a "tour guide" who values tourism). They will then discuss their different points of view, helping them identify how their assigned "beliefs" or "values" about the | |

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| | environment lead to different ideas for the community.<br>"Helping Hands": A Community Service Brainstorm": In this activity, students will explore how "lending a hand" or volunteering helps their community. The class will brainstorm specific ways they can help at home, at school, or in their neighborhood, such as picking up trash or reading to younger students. For each idea, students will describe how they would participate and discuss the positive changes these actions bring, reinforcing that providing assistance is a direct way to influence and improve their community.<br><br>"Our Classroom Voting Booth": This activity introduces students to the concept of voting as a key way to participate in a democracy. Students will experience a simple, low-stakes class decision by casting their own ballots in a mock voting booth. Through this hands-on process of voting, counting, and announcing results, students will learn how voting allows everyone to have a say and helps make collective decisions, thereby identifying and explaining how this method enables participation. | |
| **Economic Standard(s):**<br>SS.3.1.15.1: Analyze how various Alaska Native groups use and have used several natural resources to meet their needs. | **Content Objectives:**<br>Students will be able to describe how specific Alaska Native groups historically utilized natural resources to fulfill fundamental needs (such as food, | **Notes:**<br><br>**Literacy Connections:** |

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| SS.3.1.12.1: Examine various ways that people in Alaska have met their needs for food, clothing, shelter, and how they have changed over time.<br>SS.3.1.14.1: Explain how trade contributed to economic interdependence among Indigenous groups throughout Alaska's history.<br>SS.3-5.1.3 Create supporting questions to help answer compelling questions.<br>SS.3-5.1.3 Create supporting questions to help answer compelling questions.<br>SS.3-5.1.2 Categorize questions according to the social studies disciplines.<br>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.<br>SS.3-5.4.3 Critique the motives behind different perspectives. | shelter, and clothing), and how these methods have changed over time.<br>Students will be able to compare and contrast historical and contemporary approaches to fulfilling basic needs in Alaska.<br>Students will be able to describe how trade helped different Indigenous groups in Alaska<br><br>**Suggested Activities:**<br>"Expert Groups: Jigsaw on Needs & Groups": This activity employs the Jigsaw strategy to dive deeper into how different Alaska Native groups met their needs historically and how those methods changed. Students will first be part of a "Home Group." Then, students will move to an "Expert Group" focused on one fundamental need (Food, Shelter, or Clothing). In their Expert Group, they'll research how various Alaska Native groups (like the Tlingit, Yup'ik, or Athabascan) historically met that specific need using natural resources, and look for examples of how those methods changed over time. Finally, students will return to their Home Group to teach their peers what they learned, creating a complete picture of resource use and adaptation across different Alaska Native cultures.<br>"Needs Comparison Mat" **(RallyCoach & Double Bubble Map)**: This activity uses the RallyCoach strategy, | |

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| | where students work in pairs to compare and contrast specific items related to basic needs. Each pair will receive a "Comparison Mat" with categories like "Food Storage," "Warm Boots," or "Home Building." Partner A will describe a historical approach for one category, while Partner B listens and provides feedback. Then, Partner B will describe the contemporary approach for the same category, with Partner A listening and coaching. Together, they will discuss how the historical and contemporary methods are similar and different, reinforcing their understanding of how basic needs are met in Alaska, both in the past and present.<br>"Goods Exchange": This activity uses the Think-Pair-Share strategy to introduce students to the concept of historical trade among Alaska Native groups. Students will first think individually while looking at pictures of different Alaska Native groups and the unique natural resources they had (like a coastal group with seals or an inland group with furs). Then students will consider what resources their assigned group might need that another group has. Next, students will pair up with a partner to discuss what goods their groups would trade and why, explaining the benefits of such an exchange. Finally, pairs will share their trade ideas with the whole class, helping everyone understand how different groups had different resources and why they would want to trade. | |

| **Geography Standard(s):** | **Content Objectives:** | |
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| SS.3.2.16.1: Describe how the cultural and environmental characteristics of Alaska change over time.<br>SS.3.3.16.1: Describe how environmental and cultural characteristics influence population distribution in Alaska.<br>SS.3.1.17.1: Describe why environmental characteristics vary among different regions in Alaska.<br>SS.3.3.18.1: Use maps of different scales to describe the locations of cultural and environmental characteristics in Alaska.<br>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.<br>SS.3-5.1.3 Create supporting questions to help answer compelling questions.<br>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.3.2 Develop claims in response to compelling questions and identify | Students will be able to compare and contrast cultural and environmental characteristics of Alaska from different historical periods.<br><br>Students will be able to describe how specific environmental characteristics influence where people choose to live in Alaska.<br><br>Students will be able to explain how geographic factors (like mountains or coastlines) contribute to environmental differences across Alaska.<br><br>Students will be able to describe the location of cultural characteristics in Alaska using maps of appropriate scales.<br><br>**Suggested Activities:**<br>"**Quiz-Quiz-Trade**: Then & Now in Alaska": Each student receives a card with a question on one side (e.g., "What did Alaska Native people traditionally use to build shelters?") and an answer on the other ("Sod, driftwood, animal skins"). Students mix around the room, find a partner, and take turns quizzing each other. After both have asked and answered, they trade cards and find new partners. This promotes repetition and active engagement while exposing | **Notes:**<br><br>**Literacy Connections:** |

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| specific evidence that supports the claims.<br>SS.3-5.3.1: Cite evidence that supports a response to supporting or compelling questions.<br>SS.3-5.2.1: Determine whether a source is primary or secondary.<br>SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies. | students to various aspects of Alaskan change—such as housing, clothing, tools, transportation, and natural resource use.<br>"Environmental Features & Me (Drawing & Sharing)": This activity encourages students to visually and verbally describe the influence of environmental features on where people live. Each student or pair will choose one specific Alaskan environmental feature, such as a large river or a dense forest, and draw it along with a small settlement nearby. Below their drawing, students will write a sentence or two explaining how that environmental feature influences why people would choose to live there. Students will then share their drawings and explanations with the class, articulating their understanding of the relationship between environmental characteristics and human settlement.<br>"Alaska's Landform Relay Race": In this activity students will actively explore how various landforms (like mountains, rivers, and coastlines) create environmental differences across Alaska. Divided into small groups, each group will receive a set of cards, with each card featuring a specific Alaskan geographic factor (e.g.,"Tall Mountains," "Long Coastline," "Wide River Valley"). Each student in the group will take a turn: first, they will pick a card and describe the geographic factor, and then they | |

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| | will explain one specific environmental difference that geographic factor might cause in Alaska (e.g.,"Tall mountains can block clouds, making one side dry," or "A long coastline means more rain and milder winters"). This sequential sharing helps students articulate the direct links between geography and environment.<br>"Alaska Culture Map Walk": Students will rotate through stations that display regional maps of Alaska. Each map highlights an Indigenous cultural group such as the Tlingit in the Southeast, the Yup'ik in the Southwest, or the Inupiaq in the North Slope region. At each station, students record in a "Map Passport" the name of the cultural group, a key cultural trait (such as food, clothing, or housing), and at least one geographic feature nearby (like a mountain range, tundra, or coastline). This activity builds familiarity with both cultural distinctions and the spatial reasoning needed to interpret maps. | |
| **History Standard(s):**<br>SS.3.3.23.1: Generate questions about individuals and groups who have shaped Alaska History. | **Content Objectives:**<br>Students will be able to identify key individuals and groups who have played a significant role in Alaska's history and discuss why asking questions about them is important for understanding that history. Students will be able to explain how specific changes over time have impacted daily life in Alaska. | **Notes:**<br><br>**Literacy Connections:** |

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| SS.3.2.23.1: Explain how life in various eras of Alaska history compares to life today.<br>SS.3.2.24.1: Identify and gather relevant evidence in support of a claim about an event in Alaska history.<br>SS.3.1.23.1: Create timelines to show how events of Alaska history can be organized into time periods/eras.<br>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.<br>SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies.<br>SS.3-5.1.3: Create supporting questions to help answer compelling questions.<br>SS.3-5.1.4: Explain how supporting questions help answer compelling questions.<br>SS.3-5.3.2: Develop claims in response to compelling questions and identify specific | Students will be able to locate relevant evidence from provided sources to support a given historical claim about an Alaskan event.<br>Students will be able to create a simple timeline, organizing key historical events into appropriate time periods/eras in Alaska's history.<br><br>**Suggested Activities:**<br>"Who Shaped Alaska?": This activity uses the Think-Pair-Share strategy to help students identify important historical figures and groups in Alaska and begin discussing why they matter.<br>Students will first think individually while looking at pictures or reading very short biographies of key individuals (like Elizabeth Peratrovich or William Seward) or groups (like early Alaska Native peoples or gold miners). They will consider who these people/groups are and what big things they did. Next, they will pair up with a partner to discuss their observations and share initial thoughts on why these individuals or groups were significant.<br>Finally, pairs will share their insights with the whole class, introducing these history makers and briefly explaining their importance.<br>"Then and Now Sorting Game" **(Tree Map)**: Provide students with picture or text cards depicting various aspects of daily life—such as clothing, homes, transportation, and | |

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| evidence that supports the claims.<br>SS.3-5.4.1: Clearly communicate opinions and the underlying facts supporting them. | tools—from both historical and modern Alaska. In small groups, students sort the cards into three categories: "Then," "Now," and "Both."<br>After sorting, each group presents their reasoning to the class, sparking discussion on how certain elements of Alaskan life have stayed the same while others have evolved.<br>This hands-on activity builds foundational comparison skills in a fun and collaborative way.<br>Evidence Scavenger Hunt: Provide students with several short texts, pictures, or primary source excerpts related to a specific Alaskan historical event (for example, the Klondike Gold Rush or the arrival of the first Alaska Native groups). Give students a simple historical claim<br>such as, "The Gold Rush brought many new people to Alaska." Students work in pairs or small groups to find evidence in the sources that supports this claim. Have students highlight or underline the evidence and then share with the class.<br>"Our Class Alaska History Line": This activity engages students in a collaborative effort to create a large classroom timeline of Alaska's history. After an introduction to what timelines and historical eras are, students will receive individual event cards (e.g., "First people cross land bridge," "Alaska becomes a state"). As a class, they will work together to sequence these events chronologically along a long strip of paper. Once the events are in order, | |

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| | students will then organize them further by placing pre-made era labels, such as "Ancient Times" or "Russian Era," above the corresponding sections of the timeline. This hands-on process helps students collectively understand how historical events fit into broader time periods in Alaska's past. | |

**Unit 3: Alaska's Dynamic Landscape: Cultures, Economies, and Governance in Action**

| **Civics Standard(s):** | **Content Objectives:** | **Notes:** |
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| SS.3.4.8.1: Illustrate historical and contemporary means of changing society in Alaska.<br>SS.3.5.6.1: Explain the origins, functions, and structures of state and Tribal governments in Alaska.<br>SS.3.1.9.1: Explore and describe various government structures within Alaska.<br>SS.3.1.6.1: Describe the responsibilities and powers of local, Tribal, and state leaders across branches of government.<br>SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.3.3: Develop claims in response to compelling questions and identify | Students will be able to compare and contrast historical and contemporary means of changing society in Alaska.<br>Students will be able to explain the origins, identify the basic features, and describe the basic structure of Tribal and state governments in Alaska.<br>Students will be able to identify and describe different types of government structures found in Alaska (e.g., state, Tribal, local city/borough).<br>Students will be able to describe how leaders work together across government types to solve problems in their communities.<br>Students will be able to describe key responsibilities and identify basic powers held by leaders in local, Tribal, and State governments. | **Literacy Connections:** |

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| evidence that draws information from multiple perspectives and sources in response to a compelling question.<br>SS.3-5.5.3: Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.<br>SS.3-5.1.2: Categorize questions according to the social studies disciplines.<br>SS.3-5.2.2: Determine whether a source is primary or secondary.<br>Alaska's Governments SS.3-5.1.4: Explain how supporting questions help answer compelling questions.<br>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.<br>SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims. | community building a school long ago, or a group advocating for a new law in the past) and another showing a contemporary example (e.g., a modern climate change rally, or a food drive organized today). They will consider how people tried to make change in each example. Next, they will pair up with a partner to discuss the similarities and differences in the methods used. Finally, pairs will share their comparisons with the whole class, explaining how the means of changing society have evolved over time in Alaska.<br>Government Comparison Flipbook activity: Students will create a flipbook with two sections—one for state government and one for Tribal government. Under each flap, they will illustrate and describe who leads the government (e.g., governor vs. Tribal council or chief), what their responsibilities are (such as making laws, preserving culture, or delivering services), and who helps them govern (like legislators, elders, or judges). Students can also include a simple explanation of how each government began, such as Alaska gaining statehood in 1959 and the long-standing traditional governance of Alaska Native communities, reinforced by recognition through laws like the Alaska Native Claims Settlement Act (ANCSA).<br>Compare and Contrast Graphic Organizer **(Double Bubble Map or Tree Map)**: Using a Venn diagram or a three-column chart, students | |

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| | list the features of each government type. They can include who leads it, who it serves, how leaders are chosen, and what services it provides. As a class, students discuss which services overlap and what makes each structure unique. This helps students visually organize and deepen their understanding of governmental roles in Alaska.<br>Create a Government Leader Comic Strip: Students design a simple comic strip showing a leader performing one or two key duties—like a mayor fixing a playground or a Tribal council member protecting cultural sites. Comics help students visualize leaders' powers and responsibilities in a creative way. | |
| **Economic Standard(s):**<br>SS.3.4.13.1: Define and illustrate examples of capital goods and human capital.<br>SS.3.2.14.1: Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in Alaska.<br>SS.3.1.11.1: Define and provide examples of human capital, physical capital, and natural resources in Alaska.<br>SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.<br>SS.3-5.4.1: Clearly communicate opinions and the underlying facts supporting them. | **Content Objectives:**<br>Students will be able to explain in their own words what capital goods and human capital are.<br>Students will be able to explain how geography, natural resources, climate, and available workers helped in the exploitation of a specific resource in Alaska.<br>Students will be able to explain how natural resources, human capital, and physical capital work together in Alaska to produce goods or services.<br>**Suggested Activities:**<br>"Tools & Brains": This activity uses the Think-Pair-Share strategy to introduce and differentiate between capital goods and human capital. Students will first think individually about a simple job, like a baker. They'll consider: "What things does a | **Notes:**<br>**Literacy Connections:** |

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| SS.3-5.1.2: Categorize questions according to the social studies disciplines.<br>SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.3.3: Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.<br>SS.3-5.4.3: Critique the motives behind different perspectives<br>SS.3-5.3.1: Cite evidence that supports a response to supporting or compelling questions.<br>SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies. | baker use to do their job (like an oven or mixing bowls)?" (Capital Goods). And "What skills or knowledge does a baker need (like knowing recipes or how to mix dough)?" (Human Capital). Next, they will pair up with a partner to discuss their ideas for both "things" and "skills" for the baker. Finally, pairs will share their examples with the whole class, and together, the class will begin to define "capital goods" as the tools/things and "human capital" as the skills/knowledge.<br>"Resource Detective Booklet" activity: Each student selects a natural resource important to Alaska's history—such as gold, salmon, oil, or timber—and creates an illustrated booklet titled "Resource Detectives: How [Resource] Was Used in Alaska." The booklet is divided into simple sections that guide students in exploring how that resource was found and used. Students describe what the resource is, where it is located in Alaska, how geography and climate made it easier or harder to access, and what types of workers were involved in gathering or producing it. They can include drawings, maps, or diagrams to support their explanations. This activity helps students apply concepts of geography, labor, and natural resources to real-world situations in Alaska's past and present, while | |

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| | reinforcing literacy and organizational skills through writing and illustration.<br>"Alaska's Production Line": This activity uses the Think-Pair-Share strategy to help students understand how natural resources, human capital, and physical capital combine to produce goods or services in Alaska. Students will first think individually about a specific Alaskan industry or product, such as catching fish, building a log cabin, or making a piece of Alaska Native art. Students will consider what natural resources are used (like fish, trees, or clay), what human capital (skills and knowledge) the people need (like knowing how to fish, carpentry skills, or artistic talent), and what physical capital (tools, machines, or buildings) they use (like a fishing boat, saw, or carving tools). Next, they will pair up with a partner to discuss their ideas for each type of capital. Finally, pairs will share their explanations with the whole class, describing how all three types of capital work together in their chosen example. | |
| **Geography Standard(s):**<br>SS.3.1.20.1: Identify and explain the relationship between the resources found in Alaska and becoming a state.<br>SS.3.1.18.1: Make maps of Alaska and accurately represent its northern | **Content Objectives:**<br>Students will be able to explain why Alaska's natural resources were important to the United States.<br>Students will be able to accurately draw or place Alaska in its northern position relative to the contiguous United States on a blank map. | **Notes:**<br><br>**Literacy Connections:** |

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| position relative to the contiguous United States.<br>SS.3.1.19.1: Describe how cultural and environmental characteristics affect the distribution and movement of people. goods, and ideas within Alaska.<br>SS.3-5.1.2: Categorize questions according to the social studies disciplines.<br>SS.3-5.3.3: Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.<br>SS.3-5.4.4: Present opinions and explanations using a variety of print, oral, and digital technologies.<br>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.<br>SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.<br>SS.3-5.1.3: Create supporting questions to help answer compelling questions. | Students will be able to explain how cultural and environmental characteristics affect the movement of people, goods and ideas within Alaska.<br><br>**Suggested Activities:**<br>"Alaska's Treasure Chest": In this activity, students will actively explain the importance of various Alaskan natural resources to the United States. Divided into small groups, each group will receive a "treasure chest" (a box or bag) containing cards, with each card featuring a different Alaskan natural resource (e.g., "Gold," "Salmon," "Oil," "Trees"). Each student in the group will take a turn: first, they will pick a card from the treasure chest. Then, they will explain why that specific resource was important to the United States (e.g., "Gold was important because it made the country rich," or "Salmon was important because it provided food and could be sold"). This sequential sharing helps students articulate the value of different resources.<br>"Pin the State": In this activity students will actively practice accurately placing Alaska on a map. Divided into small groups, each group will have a large blank outline map of the contiguous United States. They will also have a cut-out shape of Alaska. Each student in the group will take a turn: first, they will try to | |

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| | accurately place the Alaska cut-out in its correct northern position relative to the rest of the U.S. on the blank map. The next student will then either confirm the placement or gently adjust it, explaining why they think it should be there (e.g., "It's above Washington and Canada"). This sequential practice helps reinforce the correct geographical relationship "Alaska's Travel Challenges & Choices": This activity uses the Think-Pair-Share strategy to help students understand how both environmental and cultural characteristics influence the movement of people in Alaska. Students will first think individually about different scenarios where people need to travel in Alaska (e.g., visiting family in another village, going to a historical trading post, getting supplies from a bigger town). They will consider: "How would the land (mountains, rivers, coastlines) make this journey easier or harder?" (environmental). And "How might the way people live or their traditions (like using dog sleds, having traditional trails, or where communities are located) affect how they travel?" (cultural). Next, they will pair up with a partner to discuss their ideas, explaining how these different factors influence movement. | |

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| | Finally, pairs will share their explanations with the whole class, describing how both the environment and culture shape how people move around Alaska. | |
| **History Standard(s):**<br>SS.3.3.22.1: Generate questions about multiple historical sources surrounding a single historical event or development in Alaska's history.<br>SS.3.1.24.1: Identify and describe probable causes and effects of events and developments in Alaska's history.<br>SS.3.2.21.1: Explain how the events of Alaska history contributed to the differing perspectives of Indigenous and non-Indigenous peoples.<br>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.<br>SS.3-5.2.2: Determine whether a source is primary or secondary.<br>SS.3-5.4.3: Critique the motives behind different perspectives.<br>SS.3-5.1.3: Create supporting questions to help answer compelling questions.<br>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.<br>SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims. | **Content Objectives:**<br>Students will be able to explain why it is important to ask questions when looking at different historical sources about the same event.<br>Students will be able to explain the cause-and-effect relationship between a historical event and its outcome in Alaska's history.<br>Students will be able to explain how a historical event led to different ways of thinking or feeling for Indigenous and non-Indigenous peoples in Alaska.<br><br>**Suggested Activities:**<br>"Two Sides of the Story": In this activity students will actively explore why asking questions is important when looking at multiple sources.<br>Divided into small groups, each group will receive two different simple historical sources about the same Alaskan event (e.g., for the Gold Rush, one source might be a diary entry from a miner, and another a newspaper clipping about the town's growth; for the 1964 earthquake, a photo of damage and a short quote from a survivor). Each student in the group will take a turn: first, they will identify one piece of information from one source. Then, they will pose a question that could be answered by the other source or a question that arises because the two sources are slightly different. | **Notes:**<br><br>**Literacy Connections:** |

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| SS.3-5.4.1: Clearly communicate opinions and the underlying facts supporting them.<br>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.<br>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims. | The group will discuss how asking these questions helps them get a fuller picture or notice different details.<br>"Earthquake Chain Reaction": In this activity students will actively explain cause-and-effect relationships related to a major Alaskan event, like the 1964 earthquake. Divided into small groups, each group will receive a set of cards.<br>Some cards will describe "causes" (e.g., "Two big pieces of Earth's crust rubbed together") and others will describe "effects" (e.g., "Buildings fell down," "Roads cracked," "Ocean waves got very big"). Each student in the group will take a turn: first, they will pick a "cause" card and then find a matching "effect" card. Then, they will explain how that cause led to that effect, articulating the relationship (e.g., "Because the Earth shook(cause), the buildings fell down (effect)"). This sequential sharing helps students articulate multiple cause-and-effect pairs.<br>"Event Reactions": In this activity students will actively explain how various historical events led to different ways of thinking or feeling for Indigenous and non-Indigenous peoples. Divided into small groups, each group will receive a set of "Event Cards" (e.g., "The arrival of Russian traders," "Alaska becomes a U.S. territory," "The building of the Alaska Pipeline"). For each event, they will also have simple picture prompts or keywords representing Indigenous and non-Indigenous reactions. Each student in the group will take a turn: first, they will pick an event card. Then, they will explain one way an Indigenous person might have thought or felt about | |

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| | that event, and one way a non-Indigenous person might have thought or felt, describing the differences. This sequential sharing helps students articulate contrasting perspectives. | |

**Unit 4:AlaskaThenandNow:ManyVoices, BigChanges,andtheStories**

| **Civics Standard(s):** | **Content Objectives:** | **Notes:** |
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| SS.3.3.6.1: Identify key documents on which local and state laws are based and where to find them.<br>SS.3.2.8.1: Describe how Alaska's laws are created at multiple organization levels.<br>SS.3.1.8.1: Describe procedures for making decisions at the local, Tribal, and state levels in Alaska, including the impact individuals can have.<br>SS.3.1.10.1: Describe and define the rights, roles, and responsibilities of residents of Alaska.<br>SS.3-5.1.2 Categorize questions according to the social studies disciplines.<br><br>SS.3-5.2.2 Determine whether a source is primary or secondary. | Students will be able to explain that local and state laws are written down in important documents, and that these documents can be found in specific places.<br>Students will be able to explain how laws are made at the different levels of government (state, local, and Tribal) in Alaska and describe the main steps involved in creating the laws for each.<br>Students will be able to identify ways individuals can influence or have an impact on decisions made at the local, Tribal, and state government levels.<br>Students will be able to describe key rights, roles, and responsibilities of residents of Alaska (e.g., following laws, helping the community, voting when they are older).<br>**Suggested Activities:**<br>"Law Hunt: Matching Documents to Places": In this interactive activity, students receive sets of cards—one set listing important legal documents (like the Alaska State Constitution, city ordinances, or Tribal | **Literacy Connections:** |

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| SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.<br>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.<br>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.<br>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them. | resolutions) and another set showing locations where these documents are stored (such as the State Capitol, City Hall, Tribal Council Office, or public library). Working in pairs or small groups, students match each document to its appropriate location. Afterward, Afterward, the class discusses why each law is written down and why it's important to know where it can be found, and organize their ideas into a concept map.<br>"Lawmaking Role-Play": In this Jigsaw activity, students are divided into three groups, with each group representing a different level of government in Alaska: state, local, or Tribal. Each group is tasked with creating a simple classroom law that reflects their assigned level—for example, the state group might create a rule about environmental responsibility, the local group a rule about playground safety, and the Tribal group a rule about honoring cultural events. Students walk through a simplified version of the legislative process, including proposing an idea, discussing it, voting, and final approval. Each group then presents its law to the class and explains the steps they followed, helping all students understand both the similarities and differences in how laws are made across different types of governments.<br>"Our Community Voice": This activity uses the Think-Pair-Share strategy to help students understand how individuals can speak up and influence decisions at different levels of government in Alaska. Students will first think individually about a simple problem or idea that affects people in Alaska (e.g., "Our town needs a new crosswalk," "Our Tribal community wants to build a | |

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| | new community garden," "The state is deciding about new rules for parks"). They will consider: "If I had this idea or problem, how could I, as a kid, tell the people in charge about it? Who would I tell?" Next, they will pair up with a partner to discuss their ideas, linking their actions to local, Tribal, or state leaders. Finally, pairs will share their suggestions with the whole class, explaining how individuals can use their voices to make an impact at different government levels.<br><br>"My Alaskan Citizen Role Call": In this activity students will first individually think about their daily lives in Alaska, considering what they are allowed to do or have (rights), the parts they play in their family, school, or neighborhood (roles), and their jobs or duties (responsibilities). Next, they will pair up with a partner to discuss their ideas for each category, sharing examples from their own experiences. Following this, in small groups, students will receive a set of "Citizen Cards" featuring specific rights (e.g., "Right to go to school"), roles (e.g., "Student"), or responsibilities (e.g., "Following safety rules"). Each student will take a turn to pick a card, describe what it means, and explain if it's a right, a role, or a responsibility of someone living in Alaska. This combined approach helps students build a collective understanding and actively describe the different aspects of being an Alaskan resident. | |
| **Economic Standard(s):**<br>SS.3.1.13.1: With | **Content Objectives:**<br>Students will be able to identify common reasons why people might borrow money. | **Notes:**<br><br>**Literacy Connections:** |

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| support, generate a list of scenarios that may include borrowing money.<br>SS.3.2.13.1: Define unemployment and explain why the number of unemployed individuals in a given area may increase or decrease.<br>SS.3.3.13.1: Explain the ways in which Alaska's government pays for the goods and services it provides.<br>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.<br>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them. | Students will be able to explain unemployment and identify common reasons why the number of unemployed individuals might decrease in an area (e.g., new businesses opening, existing businesses growing, people finding jobs) Students will be able to explain how Alaska's state government pays for the goods and services it provides (e.g., schools, roads, police, parks).<br>**Suggested Activities:**<br>"Borrowing Reasons Brainstorm" activity:<br>Working in small groups, they will list as many reasons as they can think of for why someone might need to borrow money. The teacher will provide guiding questions such as, "What if your family wanted to buy something expensive?" or "What could happen in an emergency?" Afterward, groups will share their lists with the class, and the teacher will help compile a master list on chart paper.<br>Cause-and-Effect Anchor Chart **(Multi-Flow Map)**: As a whole-class activity, students will help create a large anchor chart that visually displays the causes and effects related to unemployment. The teacher will guide students in brainstorming reasons why unemployment might decrease, such as a new business opening or a factory hiring more workers. These will be listed on one side of the chart. On the other side, students will describe the effects of these changes, like more people finding jobs or the economy improving. This visual helps solidify understanding of how economic events influence employment levels.<br>"Paying for Alaska" Sorting Game **(Tree Map)**: In this activity, students will participate in a sorting game | |

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| | where they are given picture and word cards representing various government services (like public schools, roads, police, and parks) and sources of revenue (such as oil money, taxes, and tourism fees). Working in small groups or as a class, students will sort the cards into two categories: "Goods and Services the Government Provides" and "How the Government Pays for Them." After sorting, the teacher will guide a discussion about how Alaska's government uses money from different sources to fund the things communities need. This activity helps students visually and conceptually connect services with their sources of funding. | |
| **Geography Standard(s):**<br>SS.3.2.17.1: Describe how the spatial patterns of economic activities in Alaska change over time because of interactions with nearby and distant places.<br>S.S.3.3.17.1: Describe how natural and human-made catastrophic events in Alaska affect people living outside Alaska (earthquake of 1964, Exxon Valdez oil spill, etc.)<br>S.S.3.3.19.1: Discuss the effects of catastrophic events on human settlements and migration in Alaska.<br>SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research. | **Content Objectives:**<br>Students will be able to describe spatial patterns and explain how interactions with nearby places (like other towns in Alaska or neighboring countries) have caused changes in where economic activities happen in Alaska.<br>Students will be able to describe how human-made and natural catastrophic events in Alaska affected people living outside Alaska.<br>Students will be able to describe how catastrophic events in Alaska's history affected where people lived or moved.<br><br>**Suggested Activities:**<br>"Trade Routes & New Jobs": In this activity students will actively explain how interactions with nearby places led to changes in where economic activities happen. Divided into small groups, each group will receive a simplified map of a region in Alaska (or a map | **Notes:**<br><br>**Literacy Connections:** |

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| SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.<br>SS.3-5.5.1: Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.<br>SS.3-5.5.2: Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.<br>SS.3-5.5.3: Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.<br>SS.3-5.1.1: Construct compelling questions and explain the importance of the questions to self and others.<br>SS.3-5.1.3: Create supporting questions to help answer compelling questions.<br>SS.3-5.3.3: Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. | showing Alaska and parts of Canada/Russia). The map will have a few key locations marked. Each student in the group will take a turn: first, they will identify an economic activity in one location (e.g., "There's a fur trading post here"). Then, they will suggest a nearby place that might have traded with it (e.g., "Maybe people from this village across the river traded furs here"). Finally, they will explain how that interaction (the trade) might have caused the trading post to grow or caused other new jobs to appear in that location. This sequential sharing helps students articulate how nearby interactions change economic patterns.<br>"Far-Away Feelings": In this activity, students will actively describe how people outside Alaska might have been affected by these events. Divided into small groups, each group will receive "Event Cards" (e.g., "1964 Alaska Earthquake," "Exxon Valdez Oil Spill"). They will also have "Impact Cards" with simple descriptions of effects on people outside Alaska (e.g., "People on the coast of California saw big waves," "Fishermen in other states worried about fish prices," "Scientists in other countries learned about earthquakes," "People everywhere heard the news and felt sad for Alaska"). Each student in the group will take a turn: first, they will pick an "Impact Card." Then, they will explain how that specific impact relates to the Alaskan event and affected people living outside | |

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| | Alaska. This sequential sharing helps students articulate various far-reaching consequences.<br>"Migration Story Cards": In this activity, students will actively describe how different catastrophic events might cause people to move or change their settlements. Divided into small groups, each group will receive a set of "Event Cards" (e.g., "A big earthquake shakes the ground," "A huge oil spill pollutes the fishing waters," "A volcanic eruption covers a village in ash," "A major flood washes homes away"). Each student in the group will take a turn: first, they will pick an "Event Card." Then, they will describe how that specific catastrophic event might have caused people to leave their homes or move to a new place, explaining the impact on where people lived. This sequential sharing helps to build a collective understanding of various reasons for migration due to disasters. | |
| **History Standard(s):**<br>SS.3.1.21.1: Reflect upon why individuals and groups in Alaska differ in their perspectives of events in the state's history.<br>SS.3.3.21.1: Describe how people's perspectives shaped the historical sources they created in Alaska.<br>SS.3.4.22.1: Describe the purpose of an Alaska historical document. | **Content Objectives:**<br>Students will be able to reflect on the importance of understanding multiple perspectives when learning about Alaska's history.<br>Students will be able to explain how a person's perspective (their feelings, experiences, or what was important to them) could influence the types of historical sources that people created in Alaska (e.g., diaries, photographs, drawings, stories), and what they put into those sources. | **Notes:**<br><br>**Literacy Connections:** |

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| SS.3.5.22.1: Identify the maker, date, and place of origin of sources about a historical topic.<br>SS.3-5.2.3: Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.2.1: Determine whether a source is primarily fact or opinion.<br>SS.3-5.2.2: Determine whether a source is primary or secondary.<br>SS.3-5.3.1: Cite evidence that supports a response to supporting or compelling questions.<br>SS.3-5.3.2: Develop claims in response to compelling questions and identify specific evidence that supports the claims.<br>SS.3-5.4.3: Critique the motives behind different perspectives. | Students will be able to describe the purpose of a specific Alaska historical document (e.g., a letter written to share news, a map to show a route, a photograph to capture a moment).<br>Students will be able to locate the maker, date, and place of origin for a given historical source.<br><br>**Suggested Activities:**<br>Alaska Artifact Mystery Box: The teacher will present a "mystery box" containing pictures or replicas of artifacts important to Alaska's history, such as a traditional fish trap, a gold nugget, an oil barrel, or a sled. Working in small groups, students will select one item and discuss what it might represent to different people throughout history—such as an Alaska Native family, a prospector, or a modern business owner. Each group will then share how their item could have a different meaning or use depending on the person. This activity helps students recognize that history is shaped by many perspectives, not just one.<br>History Museum Walk: Whose Story Are We Telling?: The teacher sets up a "museum walk" with stations that show simplified versions of different historical sources from Alaska—like photographs of villages, quotes from settlers, and traditional Alaska Native stories. Students walk through the stations in pairs, writing down whose perspective is shown and what is important to that person. At the end, the class discusses which voices were heard the most, | |

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| | which were missing, and why it matters to include many perspectives in history. This activity promotes empathy and critical reflection.<br><br>Alaska Document Detective **(Tree Map)**: In this activity, students become "document detectives" by examining simplified versions of historical documents from Alaska—such as a gold miner's letter, a black-and-white village photo, or a traditional Native story. Working in small groups, students complete a chart identifying who created the document, when and where it was made, and why it might have been created. After investigating, each group shares their findings and explains what they think the document's purpose was. This activity encourages critical thinking and helps students understand that people created these records to share information, preserve memories, or tell their stories.<br>"Historical Fact Finders": In this activity, students will actively locate and identify the maker, date, and place of origin for multiple historical sources. Divided into small groups, each group will receive a set of different historical source examples (e.g., a simple old map with a cartographer's name and date, a drawing with an artist's signature and year, a newspaper clipping with a publication date and city). Each student in the group will take a turn: first, they will pick a source | |

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| | card. Then, they will point to and state the maker, the date, and the place of origin for that source. This sequential sharing helps students practice finding these key details across various types of documents. | |

# Fourth Grade

## U.S. Cultures and Regions

**Grade Level Description:**

Fourth-grade students will build foundational knowledge in U.S. geography, including continents, oceans, and regional characteristics, while integrating Alaska Native perspectives. They will explore civic and financial responsibilities, examining how rules, decision-making, and economic choices impact communities. Through an inquiry-based approach, students will develop essential skills such as questioning, using disciplinary tools, analyzing sources, and communicating informed conclusions—preparing them for active, responsible citizenship and continued social studies learning.

**Unit 1: Foundations of American Governance & Regions**

| **Civics Standard(s):** | **Content Objectives:** | **Notes:** |
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| SS.4.2.6.1 Explain how democracies rely on responsible participation.<br>SS.4.3.6.1 Identify key civic documents at the local, state, and national levels, and<br>describe their central principles.<br>SS.4.4.6.1 Explain how groups of people make rules to create responsibilities.<br>SS.4.5.6.1 Describe the origins, functions, and structure of municipal and state governments in the United States.<br>SS.4.6.6.1 Describe ways in which people | Students will explain the fundamental ways in which democratic systems depend on the active and responsible participation of their citizens.<br>Students will identify and explain the core principles embedded within significant civic documents at the local, state, and national levels.<br>Students will explain the processes by which groups establish rules and the corresponding responsibilities that arise from these regulations.<br>Students will describe the historical origins, operational functions, and organizational | **Literacy Connections:** |

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| benefit from and are challenged by working together in workplaces.<br>SS.4.1.7.1 Demonstrate civic virtues in school settings.<br>SS.4.2.7.1 Determine core civic virtues and democratic principles that guide society in Alaska and the United States.<br>SS.4.3.7.1 With teacher guidance, create a process for group decision-making.<br>SS.4.1.9.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and other areas.<br>SS.4.1.10.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and in other areas.<br>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.<br>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.<br>SS.3-5.1.2 Categorize questions according to the social studies disciplines.<br>SS.3-5.2.2 Determine whether a source is primary or secondary.<br>SS.3-5.2.1 Determine whether a source is primarily fact or opinion. | structures of municipal and state governments within the United States.<br>Students will describe the advantages and disadvantages individuals encounter when collaborating in professional environments.<br>Students will exhibit and apply core civic virtues, such as respect, responsibility, and fairness, within their school community.<br>Students will identify the foundational civic virtues and democratic principles that guide societal norms in both Alaska and the broader United States.<br>With instructor guidance, students will develop and implement a systematic process for making collective decisions within a group context.<br>Students will investigate the Indigenous land ownership, inherent rights, and acknowledgement in Alaska and other geographical contexts.<br>Students will continue to examine the historical and contemporary issues surrounding Indigenous land ownership, rights, and acknowledgement, specifically focusing on cases in Alaska and comparing them to other regions.<br><br>**Suggested Activities:**<br>Students will engage in a **Think-Pair-Share** activity to brainstorm what active citizens do. Then, in small groups, they'll create and perform short skits demonstrating responsible citizen participation (e.g., voting, community service, following laws). | |

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| SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.<br>SS.3-5.1.4 Explain how supporting questions help answer compelling questions. | Provide students with simplified excerpts from local (e.g., school rules), state (e.g., Alaska state motto), and national (e.g., Preamble to the Constitution) civic documents. Students will work in **RoundRobin** teams to identify key principles and then use a **Bubble Map** to visually represent the core ideas of one document.<br>Set up stations around the classroom, each with information (simplified text, pictures) about municipal and state government functions and structures (e.g., mayor, city council, governor, state legislature). Students will participate in a "Gallery Walk" to learn about each station. Afterwards, they'll create a **Brace Map** to show the organizational structure of either their municipal or state government.<br>Students will engage in an **Inside-Outside Circle** to discuss their experiences working in groups (both positive and negative). Then, they'll use a **Double Bubble Map** to compare and contrast the advantages and disadvantages of collaborating in professional environments.<br>Provide scenario cards depicting various situations (e.g., a student finding a lost item, a student sharing supplies, a student disagreeing respectfully). Students in **Fan-N-Pick** teams will read the scenarios and identify which civic virtues (respect, | |

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| | responsibility, fairness) are being demonstrated or are needed. They'll<br>then create a **Circle Map** to brainstorm examples of civic virtues they can apply in their school community. | |
| **Geography Standard(s):**<br>SS.4.1.16.1 Explain how culture influences the way people modify and adapt to their environments in each region of the United States.<br>SS.4.2.16.1 Explain how the cultural and environmental characteristics of the United States change over time.<br>SS.4.3.16.1 Discuss how environmental and cultural characteristics influence population distribution in the United States.<br>SS.3.4.18.1 Use maps of different scales to identify and describe the locations of cultural and environmental characteristics in each region of the United States.<br>SS.4.1.19.1 Discuss how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas in and among the regions of the United States. | **Content Objectives:**<br>Students will explain how cultural practices influence human adaptation to and modification of diverse environments across the regions of the United States.<br>Students will explain how the cultural and environmental characteristics of the United States undergo transformation over time.<br>Students will discuss how environmental and cultural attributes impact population distribution throughout the United States.<br>Students will employ maps of varying scales to identify and describe the locations of cultural and environmental characteristics within each region of the United States.<br>Students will discuss how cultural and environmental characteristics influence the distribution and movement of people, goods, and ideas within and among the regions of the United States.<br>Students will discuss the relationship between human settlements and movements and the locations and utilization of various natural resources in the United States. | **Notes:**<br><br>**Literacy Connections:** |

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| SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.<br>SS.3-5.1.3 Create supporting questions to help answer compelling questions.<br>SS.4.2.19.1 Discuss how human settlements and movements relate to the locations and use of various natural resources in the United States.<br>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.<br>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.<br>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.<br>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.<br>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. | **Suggested Activities:**<br>How cultural (e.g., music styles, food traditions) and environmental (e.g., rivers for transport, mountains as barriers) characteristics influence the movement of people, goods, and ideas within and among US regions. Students will create a **Flow Map** to trace the journey of a specific good or idea, showing how Students will engage in a **Think-Pair-Share** activity to brainstorm different ways people live in various environments (e.g., desert, mountains, coast). Afterwards, the class will collectively create a **Tree Map** categorizing different cultural practices (e.g., housing, clothing, food) and how they adapt to or modify specific environments across US regions. Provide pairs of "Then and Now" images or short descriptions showing a specific US region or cultural characteristic (e.g., a historical farm vs. a modern agricultural community, or an old city street vs. a new one). Students will work in **RallyCoach** pairs to analyze the changes. They will then use a **Multi-Flow Map** to illustrate the causes and effects of cultural and environmental transformations over time in the US. Students will participate in an **Inside-Outside Circle** to discuss factors that might make people want to live in certain places (e.g., good weather, jobs, natural beauty) or avoid others. Following this, they'll create a **Double Bubble Map** comparing and contrasting how a specific environmental attribute (e.g., water availability) and a cultural attribute (e.g., historical settlement patterns) impact population distribution in different US regions. | |

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| | Provide various maps of the United States (physical, climate, population density, cultural regions, etc.). Students in **Numbered Heads Together** teams will analyze the maps to identify and describe cultural (e.g., major cities, language groups, specific industries) and environmental (e.g., mountain ranges, rivers, deserts) characteristics within each US region. They'll then use a **Circle Map** to brainstorm everything they know about a specific region based on the maps. Initiate a **Turn and Talk** about how things they use or ideas they hear about might have traveled from different parts of the US. Then, provide examples of cultural and environmental factors impacted its movement.<br>Divide students into **Jigsaw** groups, with each group becoming an expert on a different natural resource in a specific US region (e.g., timber in the Pacific Northwest, oil in Texas, farming in the Midwest). Groups will research how human settlements developed near these resources and how the resources are utilized. After sharing their expertise, the class will collectively create a **Brace Map** for a chosen region, showing the natural resources and their connection to local settlements and industries. | |
| **History Standard(s):**<br>SS.4.2.21.1 Explain how the events of U.S. history contributed to the differing perspectives of Indigenous and | **Content Objectives:**<br>Students will explain how historical events in the U.S. have contributed to the differing perspectives of Indigenous and non-Indigenous peoples across the United States, including various Alaska Native groups. | **Notes:**<br><br>**Literacy Connections:** |

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| non-Indigenous peoples across the United States, including Alaska Native groups.<br>SS.4.3.21.1 Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created.<br>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.<br>SS.3-5.2.2 Determine whether a source is primary or secondary.<br>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.<br>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims. | Students will describe how the perspectives of both Indigenous and non-Indigenous individuals influenced the historical sources they produced.<br><br>**Suggested Activities:**<br>Read a short, age-appropriate historical account of an interaction between Indigenous and non-Indigenous peoples in the U.S. (e.g., early settlement, a specific treaty event, or the gold rush in Alaska). After reading, students will do a **Think-Pair-Share** on how the event might have felt from different perspectives.<br>Then, using a **Double Bubble Map**, they will compare and contrast the likely feelings, motivations, and experiences of an Indigenous person and a non-Indigenous person involved in the event.<br>Provide pairs of contrasting historical sources (simplified excerpts) related to a US historical event involving Indigenous and non-Indigenous groups (e.g., a diary entry from a settler and a traditional story or oral history from an Indigenous perspective about the same time period). Students will work in **RallyCoach** pairs to analyze each source, identifying what information is presented and who created it.<br>They'll then use a **Flow Map** to show the "journey" of how a historical event might be recorded differently based on the perspective of the person creating the source. | |

**Unit 2: Federal Government&EconomicPrinciples**

| **Civics Standard(s):** | **Content Objectives:** | **Notes:** |
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| SS.4.1.6.1 Compare and contrast the responsibilities and powers of government officials and various levels and branches of the current federal government.<br>SS.4.4.7.1 Recognize the beliefs, experiences, perspectives, and values that underlie another person's point of view about a civic issue the United States, including the impact individuals can have<br>SS.4.2.8.1 Explain how laws are created at the federal level in the United States, including how change is brought forth by voting in government elections.<br>SS.3.4.8.1 Explain how policies are developed to address public problems.<br>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.<br>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.<br>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to | Students will analyze and differentiate the powers and responsibilities allocated to officials within the diverse levels and branches of the federal government.<br>Students will recognize and analyze the underlying beliefs, experiences, perspectives, and values that inform another individual's viewpoint on a civic issue.<br>Students will describe the established procedures for decision-making at the federal level in the United States, including how individual citizens can influence these processes.<br>Students will explain the legislative process for creating laws at the federal level in the United States, specifically noting the influence of electoral voting in initiating change.<br>Students will explain the methodologies used to formulate policies designed to address public problems.<br><br>**Suggested Activities:**<br>Introduce the three branches of the federal government (briefly: Executive, Legislative, Judicial) and give simple examples of their roles. Students will engage in a **Think-Pair-Share** about different types of rules they encounter (school, home, city). | **Literacy Connections:** |

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| take action about local and/or regional problems or issues.<br>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.<br>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions. | Afterwards, as a class, they'll create a **Tree Map** categorizing federal government powers and responsibilities, branching out to the Executive (President, Cabinet), Legislative (Congress), and Judicial (Courts) branches, with simple descriptions of each.<br>Present a simple, age-appropriate civic issue (e.g., Should the school cafeteria serve more healthy snacks? Should the park have a new playground?). Students will participate in an **Inside-Outside Circle** to discuss their initial opinions on the issue. Then, they'll be given two different viewpoints from fictional "citizens" about the issue. Using a **Double Bubble Map**, they will compare and contrast the underlying beliefs, experiences, and values that might lead to these differing viewpoints.<br>Provide simplified information or a short video explaining the basic steps of how a bill becomes a law at the federal level. Students will work in **RallyCoach** pairs to sequence the steps. Then, they will use a **Flow Map** to visually represent the legislative process, including key points where citizens' electoral votes (choosing representatives) can influence the process (e.g., electing people who support certain ideas).<br>Divide students into **Jigsaw** groups, with each group focusing on a different "public problem" (simplified for 4th graders, e.g., litter in the park, too much traffic, not enough clean water in a fictional town). Each group will research or brainstorm potential solutions and how those solutions might become policies. After sharing their "expertise," the class will collectively choose one public problem and create a | |

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| | **Multi-Flow Map** showing the problem in the center, and the various causes leading to it, and potential policy solutions (effects). | |
| **Economic Standard(s):**<br>SS.4.1.11.1 Compare examples of human capital, physical capital, and natural resources in various U.S. regions<br>SS.4.2.11.1 Provide examples, within and outside of Alaska, of individuals and businesses that specialize and trade.<br>SS.4.3.11.1 Explain the role of money in making exchange easier.<br>SS.4.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using Indigenous and non- Indigenous examples from across the United States.<br>SS.4.5.11.1 Determine how profits influence sellers in markets.<br>SS.4.1.12.1 Explain how scarcity and abundance require a person to determine the benefits and costs of a particular choice.<br>SS.4.2.12.1 Define positive and negative incentives.<br>SS.4.1.13.1 Explain that interest is the price of using someone else's money. | **Content Objectives:**<br>Students will compare examples of human capital (skills, knowledge), physical capital (tools, infrastructure), and natural resources across diverse U.S. regions.<br>Students will provide specific examples, both within and outside Alaska, of individuals and businesses that engage in specialization and trade.<br>Students will explain the fundamental role of money in facilitating economic exchange.<br>Students will explain the correlation between investment in human capital, increased productivity, and future income potential, utilizing both Indigenous and non-Indigenous examples from across the United States.<br>Students will determine how the prospect of profits influences the decisions of sellers within market economies.<br>Students will explain how the economic principles of scarcity and abundance necessitate an evaluation of the benefits and costs associated with a particular choice.<br>Students will define and distinguish between positive incentives (rewards) and negative incentives (penalties) as factors influencing economic behavior. | **Notes:**<br><br>**Literacy Connections:** |

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| SS.4.2.13.1 Determine the difference between inflation and deflation.<br>SS.4.3.13.1 Describe how people and businesses support federal government services through taxation.<br>SS.4.4.13.1 Explain the importance of improving capital goods and human capital over time.<br>SS.4.1.14.1 Explain how trade contributes to economic interdependence among regions of the United States.<br>SS.4.2.14.1 Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States.<br>SS.4.1.15.1 Explore the significance of various industries in Alaska.<br>SS.3-5.1.2 Categorize questions according to the social studies disciplines.<br>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.<br>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies. | Students will explain the concept of interest as the cost incurred for borrowing or utilizing another entity's financial resources.<br>Students will differentiate between inflation (a general increase in prices and fall in the purchasing value of money) and deflation (a general decrease in prices).<br>Students will describe how individuals and businesses contribute to the funding of federal government services through taxation.<br>Students will explain the importance of enhancing both capital goods (e.g., machinery, technology) and human capital (e.g., education, training) over time.<br>Students will explain how trade fosters economic interdependence among different regions of the United States.<br>Students will explain how geographical features, natural resources, climate, and available labor collectively contribute to the interconnected regional economies of the United States.<br>Students will explore the economic significance of various industries within Alaska.<br><br>**Suggested Activities:**<br>Students in "RoundRobin" teams will brainstorm examples of people or businesses that specialize in one thing (e.g., a baker, a fishing company, a car factory) and then trade their goods/services. Provide simple scenarios for Alaska (e.g., a fishing boat catching salmon that is then sent to other states) and other US regions (e.g., a farmer growing corn that is sold to a factory to make cereal). Teams will then create a **Flow Map** | |

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| SS.3-5.1.3 Create supporting questions to help answer compelling questions.<br><br>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.<br>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.<br>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.<br>SS.3-5.4.3 Critique the motives behind different perspectives | illustrating the process of specialization and trade for one example.<br>Divide students into **Jigsaw** groups. Each group becomes an expert on a different type of tax (e.g., income tax, sales tax - simplified). They will learn how these taxes are collected and what federal government services they help fund (e.g., roads, schools, national parks). After sharing their expertise, the class will collectively create a **Tree Map** showing "Federal Government Services" and the "Taxes" that fund them.<br>Use a **Think-Pair-Share** to discuss why having better tools (like a faster computer) or more knowledge (like learning to code) can help people do more work. Provide examples of improved capital goods (e.g., new machinery in a factory) and human capital (e.g., worker training programs). Students will then create a **Multi-Flow Map** illustrating how enhancing capital goods and human capital leads to increased productivity and economic growth.<br>Students in **Numbered Heads Together** teams will be given information about different US regions (including Alaska), focusing on their unique geographical features, natural resources, climate, and available labor. They will then discuss how these characteristics lead to specific industries and how regions depend on each other through trade. They'll create a **Brace Map** for a chosen region, breaking down its key features and how they connect to trade with other regions. | |

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| | Introduce one U.S. region (e.g., the Northeast or the Midwest) and its prominent geographical features, natural resources, climate, and common jobs. Students will **Think-Pair-Share** about how these elements might influence what people do for work or what goods are produced there. Then, as a class, create a **Tree Map** with the region name as the heading, and subheadings extending to "Geography," "Resources," "Climate," and "Labor," detailing how each contributes to the region's economy and its connections to other regions.<br>Provide **RallyCoach** pairs with information or images about key Alaskan industries (e.g., fishing, oil and gas, tourism, timber, mining). Each pair will learn about one industry. Then, they'll use a **Multi-Flow Map** to show the economic impact of that industry: the causes (natural resources, human capital, physical capital) and the effects (jobs, goods/services produced, money earned for Alaska).<br>Divide students into **Jigsaw** groups, with each group becoming an expert on a specific major industry in Alaska (e.g., fishing, oil, tourism, mining, military). Each group will research or be given information about their industry's<br>economic importance, the resources it uses, and the jobs it provides. After sharing their expertise with the class, the whole class will create a **Tree Map** with "Alaska's Economy" as the main topic, branching out to the different industries and listing their key economic contributions. | |

| **Geography Standard(s):** | **Content Objectives:** | **Notes:** |
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| SS.4.1.20.1 Identify how each region of Alaska has grown through various economic activities.<br>SS.4.1.20.2 Explain how the geographic resources of Alaska led to the state's economic development.<br>SS.3-5.1.2 Categorize questions according to the social studies disciplines.<br>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.<br>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies | Students will identify the specific economic activities that have contributed to the growth of each region within Alaska.<br>Students will explain how Alaska's unique geographic resources have been instrumental in the state's economic development.<br><br>**Suggested Activities:**<br>Divide students into **Jigsaw** expert groups, with each group focusing on a different region of Alaska (e.g., Southeast, Southcentral, Interior, Arctic, Southwest). Provide simplified information, maps, and images about the primary economic activities and the geographic features of their assigned region (e.g., fishing/tourism in Southeast, oil/gas/transportation in Southcentral, mining/tourism/subsistence in Interior, oil/gas/subsistence in Arctic, fishing/wildlife in Southwest). After becoming "experts," groups will teach their region to other groups. Finally, the class will collaboratively create a **Tree Map** with "Alaska's Regional Economies" as the main topic, branching out to each region and listing its key economic activities and the contributing geographic features/resources.<br>Present **RallyCoach** pairs with pictures or descriptions of Alaska's unique geographic resources (e.g., vast coastline, oil reserves, glaciers, mountains, long summer daylight, cold climate). Each pair will discuss how one specific resource has contributed to an economic activity in Alaska (e.g., coastline for fishing, oil for energy industry, glaciers for | **Literacy Connections:** |

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| | tourism). They will then use a **Multi-Flow Map** to show how that geographic resource (cause) has led to a particular economic development (effect).<br>Begin with a **Turn and Talk** about what products they think come from Alaska. Show a map of Alaska. Select a key Alaskan product (e.g., salmon, oil, an item made by an Alaska Native artist from local materials). Students will then, with guidance, use a **Flow Map** to trace the journey of this product from its natural resource origin in Alaska (linking to geographical features) through its processing or creation, to how it gets to other parts of Alaska or the world. This highlights howresources drive economic activity and trade. | |

**Unit 3: Historical Change & Social Movements**

<table>
<tr>
<td>Civics Standard(s):<br>SS.4.4.8.1 Illustrate historical and contemporary means of changing society in various regions of the United States.<br>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.<br>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</td>
<td>Content Objectives:<br>Students will illustrate both historical and contemporary methods employed to effect societal change across different regions of the United States.<br><br>Suggested Activities:<br>Introduce the idea that people work to make changes in society. Present a few simplified examples of historical and contemporary social changes in different U.S. regions (e.g., historical: women gaining the right to vote; contemporary: a community group cleaning up a park, a student-led initiative to recycle more at school). Students will engage in a Think-Pair-Share to brainstorm ways people bring about change. Then, as a class, choose one example and create a Flow Map illustrating the steps or actions taken to bring about that social change.</td>
<td>Notes:<br><br>Literacy Connections:</td>
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<td>History Standard(s):<br>SS.4.1.21.1 Recognize the multiple individual and group perspectives relating to important or major events in history.<br>SS.4.1.22.1 Use a variety of primary and secondary sources to summarize key events in history from cultural regions across the United States.</td>
<td>Content Objectives:<br>Students will recognize the diverse individual and group perspectives related to significant historical events across the United States.<br>Students will utilize a range of primary and secondary sources to summarize key historical events from various cultural regions throughout the United States.<br>Students will gather different types of historical sources and summarize how they are used to explain past events.</td>
<td>Notes:<br><br>Literacy Connections:</td>
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| SS.4.2.22.1 Gather different kinds of historical sources and summarize how they are used to explain events in the past.<br>SS.4.3.22.1 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history.<br>SS.4.4.22.1 Infer the intended audience of a historical source.<br>SS.4.5.22.1 Use information about the maker, date, and place of origin of a source to determine whether a source is useful for studying a particular historical topic.<br>SS.4.1.23.1 Use a<br>timeline or other representation of related events to compare developments that happened at the same time.<br>SS.4.2.23.1 Compare similarities and differences between a historic local cultural practice and a historic cultural practice from another region of the United States.<br>SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States.<br>SS.4.1.24.1 Describe and explain probable causes and effects of an event | Students will analyze the interrelationships between multiple historical sources pertaining to a single event or development in U.S. history.<br>Students will infer the intended audience for a given historical source.<br>Students will utilize information about a source's creator, date, and place of origin to assess its usefulness for studying a particular historical topic.<br>Students will use timelines or other chronological representations to compare simultaneous historical developments.<br>Students will compare and contrast a historical local cultural practice with a historical cultural practice from another region of the United States.<br>probable causes and effects of an event or development in the United States, including its effect on Alaska.<br>Students will gather evidence from multiple sources to substantiate a claim regarding how contributions from various cultural and ethnic groups have influenced the history of both Alaska and the United States.<br>Students will explain how national and global events have impacted Alaska, both historically and in the contemporary era.<br>**Suggested Activities:**<br>Present students with a simplified historical event from U.S. history (e.g., the building of the | |

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| or development in the United States, including its effect on Alaska.<br>SS.4.2.24.1 Gather evidence from multiple sources to support a claim about how contributions made by various cultural and ethnic groups have shaped the history of Alaska and the United States.<br>SS.4.1.25.1 Explain how national and global events impact Alaska, both in the past and present.<br>*SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.*<br>*SS.3-5.2.2 Determine whether a source is primary or secondary.*<br>*SS.3-5.4.3 Critique the motives behind different perspectives.*<br>*SS.3-5.2.1 Determine whether a source is primarily fact or opinion.*<br>*SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.*<br>*SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.*<br>*SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.* | Transcontinental Railroad, the Gold Rush). Provide short, age-appropriate primary or secondary source excerpts reflecting different perspectives (e.g., a railroad worker, a Native American whose land was impacted, a business owner). Students will **Think-Pair-Share** how different people might have felt about or experienced the event.<br>Then, using a **Double Bubble Map**, they'll compare and contrast two different perspectives, highlighting their beliefs, experiences, or values.<br>Present students with two short, simplified primary source excerpts about the same historical event (e.g., a short quote from a general and a short quote from a soldier about a battle; a newspaper headline and a diary entry about a new invention). Each source should clearly have a different creator and a likely different intended audience. Students will **Think-Pair-Share** what each source says and who they think wrote it. Then, using a **Double Bubble Map**, they'll compare and<br>contrast the two sources, focusing on the creator, what information they offer, and who their likely intended audience was.<br>Prepare cards with different historical questions or topics (e.g., "What was daily life like for kids during the Civil War?", "How did people travel across the country in the 1800s?"). Also, prepare cards with various historical sources (e.g., a picture of a schoolhouse, a train ticket, a map of the Oregon Trail, a speech from a politician). | |

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| *SS.3-5.1.4 Explain how supporting questions help answer compelling questions.*<br>*SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.*<br>*SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.* | Students will **Mix-Pair-Share** to find a partner. Each pair gets a historical question and a source card. They discuss: "Is this source useful for answering this question? Why or why not?" focusing on the creator, date, and place. The class can then collectively create a **Tree Map** with "Useful Sources" and "Less Useful Sources" for a specific topic, listing examples and their reasoning.<br>Provide **Numbered Heads Together** teams with cards depicting significant historical events across different U.S. regions (e.g., the California Gold Rush, construction of the Erie Canal, Alaska Purchase, building of a specific fort). Teams will work to place these events on a large class timeline, noting simultaneous developments. They can then use a **Flow Map** to trace the chronological sequence and connections of a few selected simultaneous events.<br>Divide students into **Jigsaw** groups, with each group becoming an expert on a significant U.S. national or global historical event (e.g., World War II, the Civil Rights Movement, the invention of the automobile). Their task is to research or be provided with simplified information about how that event specifically impacted Alaska, both historically and in contemporary times. After sharing their expertise, the class will collectively create a **Multi-Flow Map** for one event, showing its causes, the event itself, and its specific effects on Alaska. | |

**Unit 4: GlobalConnections&Environmental Impact**

| **Geography Standard(s):** | **Content Objectives:** | **Notes:** |
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| SS.4.1.17.1 Discuss why environmental characteristics vary among different world regions.<br>SS.4.2.17.1 Discuss how the spatial patterns of economic activities in parts of the world have changed over time because of interactions with nearby and distant places.<br>SS.4.3.17.1 Discuss how natural and human-made catastrophic events in one region of the world affect people living in other regions of the world.<br>SS.4.1.18.1 Construct maps and other graphic representations of the various regions around the world.<br>SS.4.2.18.1 Use maps, artwork, and other representations to examine relationships between the locations of places in the world and their environmental characteristics.<br>SS.4.3.19.1 Explain the effects of catastrophic environmental and technological events on human settlements and migration in and among the regions of the United States.<br>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or | Students will discuss the reasons for variations in environmental characteristics across different global regions.<br>Students will discuss how the geographic patterns of economic activities globally have changed over time, due to connections with both local and far-off places.<br>Students will discuss how natural and human-induced catastrophic events in one global region can impact populations in other regions.<br>Students will construct maps and other graphical representations depicting various regions around the world.<br>Students will utilize maps, artwork, and other visual representations to analyze the relationships between the geographical locations of places worldwide and their respective environmental characteristics.<br>Students will explain the impacts of catastrophic environmental and technological events on human settlements and migration patterns within and among the regions of the United States.<br>**Suggested Activities:**<br>Introduce several diverse global regions (e.g., desert, rainforest, arctic, temperate forest). Students will **Think-Pair-Share** what they imagine the environment is like in each place. As a class, using a large world map, they'll collaboratively create a **Circle Map** for a chosen region, with the region in the center and | **Literacy Connections:** |

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| research.<br>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.<br>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.<br>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.<br>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.<br>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.<br>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.<br>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.<br>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.<br>SS.3-5.1.3 Create supporting questions to help answer compelling questions. | information to include different environmental characteristics (temperature, rainfall, landforms, plants, animals), discussing the reasons for these variations (e.g., distance from equator, mountains).<br>Provide **RallyCoach** pairs with simplified historical and modern examples of global economic activities (e.g., spice trade routes vs. modern shipping of electronics; ancient silk road vs. today's global clothing industry). Pairs will analyze how the patterns of economic activity have changed and how connections between places (local and far-off) have influenced this. They'll then use a **Flow Map** to illustrate the evolution of a global economic activity over time, showing its transformation and new connections.<br>Students will participate in an **Inside-Outside Circle** to discuss a local natural disaster they might know about (e.g., a big snowstorm, a power outage) and its immediate effects. Then, introduce simplified examples of catastrophic events in other global regions (e.g., a major flood in one country, a volcanic eruption affecting air travel worldwide). The discussion will focus on how such events, even far away, can impact populations in other regions (e.g., affecting food supply, travel, goods). The class will then create a **Multi-Flow Map** for one global catastrophic event, showing its immediate local effects and then | |

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| SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. | its wider impacts on other regions.<br>Divide students into **Jigsaw** expert groups, with each group assigned a different major world region (e.g., Africa, Asia, Europe, South America, Antarctica, Oceania). Provide them with large blank paper, basic map outlines, and simple visual cues (artwork, photos of landmarks, animals, or people). Each group will "construct" a simplified map/graphical representation of their region, including key geographical features or symbols representing cultural aspects. After sharing their "regions," students will use a **Bubble Map** to describe the key characteristics of one of the presented world regions.<br>Begin with a **Turn and Talk** about how big events (like a powerful storm or a wildfire) might make people move or change where they live. Present age-appropriate examples of catastrophic environmental or technological events within the U.S. (e.g., a major hurricane, a large-scale oil spill). Discuss how these events impact human settlements and migration patterns within and between U.S. regions. Students will then use a **Brace Map** to break down one event, showing the event, its immediate impacts on settlements, and how it might cause people to move within or out of affected regions. | |

# Fifth Grade

## Foundations and History of the U.S.

**Grade Level Description:**

Fifth grade learners will deepen their understanding of the United States' place in the world by exploring geography, government, history, civics, and economics.

They will study continents and oceans using both relative and absolute location, gain new perspectives on the polar regions, and consider how geography shapes our global relationships. Students will examine the foundations of the U.S. government, including how it functions today and ways individuals can participate in civic life. They will also explore early U.S. history, focusing on European colonization, interactions with Indigenous peoples, and the development of democratic principles that continue to shape our nation. Additionally, learners will develop a foundational understanding of economics, including how money works and how economic systems connect with culture, society, and the environment. This broad overview prepares students for a more in-depth study of U.S. history in eighth grade.

**Unit 1: Unit: Foundations of American Government & Civic Life-Building a Community – Rules, Rights, and Responsibilities**

| **Civics Standard(s):** | **Content Objectives:** | **Notes:** |
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| SS.5.1.10.1 Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy. | Students will describe key rights and responsibilities of U.S. citizens and explain basic principles of American democracy, such as popular sovereignty, limited government, rule of law, and separation of powers, while identifying the roles citizens play in a democratic society. | **Literacy Connections:** |

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| SS.5.1.7.1 Apply civic virtues and democratic principles in school settings.<br>SS.5.1.8.1 Analyze and compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.<br>SS.5.2.6.1 Assess the importance of participation in democracy.<br>SS.5.2.7.1 Distinguish core civic virtues and democratic principles that guide government, society, and communities.<br>SS.5.2.8.1 Evaluate how rules and laws change society and how people change rules and laws.<br>SS.5.3.7.1 Use deliberative processes when making decisions or reaching judgments as a group.<br>SS.5.3.8.1 Research problems or issues and propose solutions using the appropriate public process.<br>SS.5.4.6.1 Explain how groups of people make rules to create responsibilities and protect freedoms.<br>SS.5.4.7.1 Examine the beliefs, experiences, perspectives, and values that underlie one's own and others' points of view about civic issues. | Students will demonstrate civic virtues, including respect, responsibility, and fairness, in school interactions and apply democratic principles like majority rule, minority rights, and the rule of law to decision-making within the school environment.<br>Students will analyze different procedures used for making decisions in various settings, such as th classroom, school, government, and society, and compare the strengths and weaknesses of these different decision-making procedures.<br>Students will be able to identify different ways citizens can participate in a democracy, including voting, expressing opinions, and volunteering, and explain why citizen participation is important for a healthy democracy, ensuring voices are heard, holding leaders accountable, and improving communities, while also providing examples of how such participation can lead to positive changes.<br>Students will identify core civic virtues, such as honesty, compassion, and courage, that are important for effective government and society, and explain core democratic principles, including justice, equality, and liberty, that guide government, society, and communities. Students will evaluate the impact of specific rules and laws on society and explain how individuals and groups can influence the creation and modification of rules and laws.<br>Students will participate in deliberative processes, discussing, listening to different perspectives, and | |

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| SS.5.4.8.1 Summarize the historical origins of relevant rules and laws, and the formal and informal factors that shape(d) public policy.<br>SS.5.6.6.1 Describe ways in which people benefit from and are challenged by working together through government.<br>SS.3-5.1.2 Categorize questions according to the social studies disciplines.<br>SS.3-5.2.2 Determine whether a source is<br>primary or secondary.<br>SS.3-5.2.3 Gather relevant information from multiple credible sources to address<br>compelling questions or research.<br>SS.3-5.3.3 Develop claims in response to<br>compelling questions and identify evidence that draws information<br>from multiple perspectives and sources in response to a compelling question.<br>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions. | evaluating information to make group decisions, and contribute to reaching judgments as a group through respectful discussion and consideration of various viewpoints.<br>Students will research a specific public problem or issue and propose potential solutions to the identified problem or issue, utilizing an appropriate public process, such as writing a letter to an official or presenting to a school board.<br>Students will be able to identify examples of rules that exist in various groups, including the classroom, school, community, and country, explain why rules are made by groups of people, to keep order, ensure fairness, and solve problems, and analyze how specific rules create responsibilities for individuals and/or help to protect the freedoms of group members.<br>Students will identify beliefs, experiences, perspectives, and values that influence their own point of view on a civic issue and recognize and consider the beliefs, experiences, perspectives, and values that influence others' points of view on civic issues.<br>Students will summarize the historical origins of selected rules and laws and identify and describe both formal, such as legislation and court decisions, and informal, such as public opinion and advocacy groups, factors that have<br>shaped public policy.<br>Students will describe ways people benefit from working together through the government and identify challenges people face when working together through the government. | |

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| | **Suggested Activities:**<br>Students use **Fan-N-Pick** cards to explore the relationship between rights and responsibilities in a democracy. Teams match rights (e.g., freedom of speech) with corresponding responsibilities (e.g., respecting others' opinions) and discuss their importance in a democratic society.<br>**Circle map**: brainstorm different civic virtues (e.g., "respect", "cooperation", "courage"), focusing on what the virtue looks like, sounds like, and feels like in a school setting.<br>Students create **Flow Maps** for different decision-making scenarios (classroom, school, government) to compare and contrast the steps involved, highlighting similarities and<br>differences in processes. For example, a classroom decision might have "Problem -> Discussion -> Vote, while a government decision might be "Problem -> Bill Introduced -> Debate -> Vote -> Signed into Law."<br>**Multi-Flow Map**: Cause and effects of responsible citizen participation. Brainstorm what leads to responsible participation, and brainstorm the results or implications of responsible participation.<br>**Bridge Map**: Create analogies to demonstrate understanding of responsible participation (ex., Voting is to democracy AS a steering wheel is to a car.)<br>**Flow Map**: Show the process of how a bill becomes a law.<br>**Turn & Talk**: "What if there were no rules/laws?" Students discuss hypothetical scenarios. | |

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| | Students work in small groups to propose revisions to existing classroom rules or suggest new ones. Using a **Multi-Flow Map**, each group identifies a classroom issue, its causes, and then proposes a rule as a solution with its anticipated positive effects. Groups then share their proposals in a **Round Robin** discussion.<br>The class collectively discusses and evaluates each proposal for fairness and feasibility, ultimately voting or reaching a **consensus** on which rule(s) to adopt.<br>Students will be presented with various scenarios where a rule is either present or absent (e.g., a chaotic playground without a "no running" rule, a fair game with clear rules). In small groups, they will briefly role-play the scenario with and without the rule, demonstrating the impact. Afterwards, they will participate in an **Inside-Outside Circl**e to share their observations and explain why the rules made a difference in their scenarios.<br>Thinking Map - **Multi-Flow Map**: Introduce a historical "problem" or situation that led to a specific rule or law (e.g., a community issue that led to a local ordinance, a conflict that led to a national law like the Emancipation Proclamation, or even school rules that came from past problems). After reading, pairs create a **Multi-Flow Map**. In the center, they write the historical "problem." On the left, they list the causes or historical events that led to the problem. On the right, they list the rule/law that was created as a result and its immediate effects. | |

**Unit 2: Early American History – Colonization to Republic - Shapinga Nation – Exploration, Settlement, and the Birth of a Government**

| **Civics Standard(s):** | **Content Objectives:** | **Notes:** |
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| SS.5.1.6.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy.<br>SS.5.1.9.1 Compare and contrast the three branches of national government along with their impact on Alaska.<br>SS.5.3.6.1 Identify and explain the importance of key national documents and determine their impact on governance.<br>SS.5.5.6.1 Investigate the origins, functions, and structure of the U.S. federal government.<br>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.<br>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.<br>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues. | Students will be able to identify and describe the main responsibilities and powers of key government officials within the Legislative (Congress), Executive (President), and Judicial (Supreme Court) branches of the early federal government, differentiate between the primary powers held by the early federal government and those reserved for state governments, and explain how the division of power among these branches and between federal and state governments was designed to function in the early days of American democracy.<br>Students will compare and contrast the roles and responsibilities of the legislative, executive, and judicial branches of the U.S. national government and describe specific examples of how each branch impacts the state of Alaska.<br>Students will be able to identify key early American national documents, including the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution (including the Bill of Rights), explain the main purpose or big idea of each document, and describe how these documents laid the foundation for or directly impacted the structure and functions of the early American government.<br>Students will describe the historical origins of the U.S. federal government, identify the primary functions of | **Literacy Connections:** |

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| | each branch, and explain its basic structure, including the three branches and their relationship. | |
| | **Suggested Activities:**<br>Draw a **Tree Map**: classify the 3 branches of government. Label the headings: Federal, State, Local (though "local" was less formalized in early democracy, you can discuss the idea of town/county governance). As a class, brainstorm responsibilities and powers that would have existed at each level in early America (e.g., Federal: national defense, coining money; State: education, regulating commerce within the state; Local: town meetings, maintaining roads).<br>For comparison, use a **Double Bubble Map** to compare two branches at a time (e.g., Legislative vs. Executive). Students can work in pairs to fill in similarities and differences.<br>In small groups, students create a short news report (could be a skit, poster presentation, or digital presentation) showcasing a specific instance where one or more national government branches impacted Alaska.<br>Create a **Brace Map** of pieces of different excerpts or simplified versions of important national documents. Take apart key components or famous phrases, and include brief explanations or visual symbols.<br>Create a **Multi-Flow map** of important documents. The document would be in the middle, students brainstorm causes why it was written and the effects of its creation.<br>We the People congressional hearings simulation (https://civiced.org/we-the-people/hearing s) | |

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| | Students will work in teams using a<br>**Mix-N-Match** Kagan structure to connect key terms, functions, and roles with the appropriate branch of government (Legislative, Executive, Judicial). Cards will have definitions, scenarios, and images related to each branch. | |
| **History Standard(s):**<br>SS.5.1.21.1 Summarize the perspectives of multiple individuals and/or groups when considering one or more major events in early U.S. history.<br>SS.5.1.22.1 Comparing and contrasting a variety of primary and secondary sources, analyze significant historical events in the United States.<br>SS.5.1.23.1 Create and use a chronological sequence of related events to compare developments that happened at the same time in early U.S. history.<br>SS.5.1.24.1 Analyze and explain probable causes and effects of events and developments in early American history.<br>SS.5.2.21.1 Analyze connections among historical context and people's perspectives in the American colonies.<br>SS.5.2.22.1 Gather and compare information provided by different historical sources about early American history. | **Content Objectives:**<br>Students will summarize the differing perspectives of at least two individuals or groups regarding a major event in early U.S. history and identify reasons why they held different viewpoints on the same historical event.<br>Students will compare and contrast information presented in primary and secondary sources about a significant historical event in the United States, then analyze that event using information from both types of sources.<br>Students will create a chronological sequence of related events from early U.S. history and use that sequence to compare developments that occurred concurrently.<br>Students will analyze a significant event or development in early American history to identify its probable causes and explain its probable effects.<br>Students will analyze how the historical context, including the time period, social norms, and prevailing beliefs, influenced people's perspectives in the American colonies and explain connections between specific historical circumstances and the viewpoints expressed by individuals or groups.<br>Students will gather information from different historical sources about a topic in early American history | **Notes:**<br><br>**Literacy Connections:** |

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| SS.5.2.23.1 Analyze life in early American time periods as it compares to life today.<br>SS.5.2.24.1 Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.<br>SS.5.3.21.1 Compare how people's perspectives shaped the historical sources they created, including the foundational documents of the United States.<br>SS.5.3.22.1 Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history.<br>SS.5.3.23.1 Generate questions about individuals and groups who shaped significant historical changes and continuities in early American history.<br>SS.5.3.24.1 Summarize the central claim in a secondary work of early American history.<br>SS.5.4.22.1 Using an early American historical source, infer the audience and purpose of the document.<br>SS.5.5.22.1 Use information about a historical source, including the maker, date, place of origin, intended audience, | and compare the information provided by these sources, noting similarities and differences.<br>Students will analyze aspects of daily life, such as housing, transportation, communication, education, and work, in an early American time period and compare and contrast these aspects with life today.<br>Students will gather relevant evidence from different historical sources about how individuals or groups influenced early American history and develop a clear claim about their impact, supported by evidence from multiple sources.<br>Students will compare how the perspectives of individuals influenced the content and purpose of different historical sources from early U.S. history and explain how the perspectives of their authors shaped the foundational documents of the United States, such as the Declaration of Independence and the U.S. Constitution.<br>Students will formulate questions about the content or context of multiple historical sources related to a U.S. historical event or development and identify the relationships between historical sources and the particular historical events or developments they address.<br>Students will generate questions about specific individuals or groups who contributed to significant historical changes in early American history and about those who contributed to historical continuities (things that stayed the same or evolved slowly). | |

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| and purpose, to judge the extent to which the source is useful for studying a particular historical topic.<br>*SS.3-5.2.1 Determine whether a source is primarily fact or opinion.*<br>*SS.3-5.2.2 Determine whether a source is primary or secondary.*<br>*SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.*<br>*SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions. SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.*<br>*SS.3-5.4.3 Critique the motives behind different perspectives.*<br>*SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.*<br>*SS.3-5.1.4 Explain how supporting questions help answer compelling questions.*<br>*SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.* | Students will identify the central claim or main argument presented in a secondary historical work, such as a textbook chapter or article, about early American history and summarize that central claim in their own words.<br>Students will infer the intended audience and the primary purpose of an early American historical source.<br>Students will identify key contextual information about a historical source, including its maker, date, place of origin, intended audience, and purpose, analyze primary and secondary historical sources by using this contextual information to understand them, and evaluate the reliability and relevance of each source for studying specific historical events or periods based on the identified information.<br>**Suggested Activities:**<br>Students create a **Flow Map** to sequence a historical event, adding speech bubbles to depict the diverse perspectives of individuals or groups involved (e.g., Boston Tea Party from a Son of Liberty, British merchant, and indigenous person's view).<br>Students physically arrange themselves to create a **Human Timeline** of early U.S. events. They then **Turn and Talk** about contemporary events and use a **Double Bubble Map** to compare and contrast their event with a contemporary one from a different domain.<br>Students work in pairs to research a significant early American historical event (e.g., the Boston Tea Party, | |

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| | the American Revolution). Using a **Multi-Flow Map** as a planning tool, they identify and categorize the causes and effects. They then create an accordion book with flaps, dedicating one section to causes and another to effects, labeling each with specific details and illustrations. During the process, they use RallyCoach to explain their thinking to their partner, and frequent **Turn and Talks** allow for peer feedback and discussion.<br>Students are assigned colonial perspectives (e.g., Loyalist, Patriot) for a historical dilemma. They **Turn and Talk** to brainstorm arguments, then develop and present their viewpoints in a structured debate, highlighting how historical context influences their perspective.<br>Pairs create a **Double Bubble Map** to compare and contrast a specific aspect of early American life with life today, sharing similarities and surprising differences in a **Turn and Talk**.<br>Students research an early American job, then use **RallyRobin** to share facts. They **Think-Pair-Share** to reflect on how these jobs have evolved or been replaced by modern professions.<br>Students **Turn and Talk** about how they would handle various "If I lived in early America..." scenarios (e.g., "If you needed new shoes," "If you wanted to send a message to a friend," "If you got sick"), contrasting with how they would handle the same situation today. | |

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| | Students work in pairs to compare two primary source excerpts related to a foundational document (e.g., excerpts from a Loyalist's letter and a Patriot's pamphlet about the Declaration of Independence). Each pair uses a **Double Bubble Map** to visually represent similarities and differences in the authors' perspectives, supporting details, and how their viewpoints influenced their writing. After completing their maps, partners **Turn and Talk** to discuss their findings, then share with another pair or the whole class.<br>Small groups create a **Circle Map** with a historical change in the center (e.g., the American Revolution, westward expansion), brainstorming individuals/groups who were causes or affected by it. They then **Turn and Talk** to generate "What if...?" or "How did...?" questions. | |

**Unit 3: Geography and Human-Environment Interaction-Where We Live – Landscapes, Resources, and Human Impact**

| **Geography Standard(s):** | **Content Objectives:** | **Notes:** |
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| SS.5.1.16.1 Analyze how culture influences the way people modified and adapted to their environments in the early American colonies.<br>SS.5.1.17.1 Explain why environmental characteristics vary among different regions in the United States. | Students will analyze how the cultural beliefs and practices of various groups in the early American colonies, such as European settlers and Native Americans, influenced their methods of modifying the environment, including farming techniques and resource use, and how these cultural characteristics also | **Literacy Connections:** |

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| SS.5.1.18.1 Create various types of maps and other graphic representations of each U.S. region.<br>SS.5.1.19.1 Explain how cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas in the early American colonies.<br>SS.5.2.16.1 Analyze how the cultural and environmental characteristics of the early American colonies changed over time.<br>SS.5.2.17.1 Explain how the spatial patterns of economic activities in the United States change over time because of interactions within the United States and between the United States and other countries.<br>SS.5.2.18.1 Use maps, satellite images, photographs, and other representations to analyze relationships between the locations of places and regions in the United States and their environmental characteristics.<br>SS.5.2.19.1 Explain how human settlements and movements related to the locations and use of various natural resources in the early America colonies. | influenced their adaptations to the diverse environments, affecting housing, clothing, and food production.<br>Students will explain why the climate, landforms, and natural resources differ significantly across various regions of the United States and identify the diverse environmental characteristics present in those different regions.<br>Students will create different types of maps, such as political, physical, and thematic, of various U.S. regions and develop other graphic representations, including charts, graphs, and diagrams, to display information about each U.S. region.<br>Students will explain how cultural characteristics, including religious beliefs, economic practices, and social structures, influenced where people settled and how they moved within the early American colonies, and how environmental characteristics, such as waterways, fertile land, and climate, influenced the distribution and movement of people, goods, and ideas in the early American colonies.<br>Students will analyze how the cultural characteristics, including traditions, social structures, and beliefs, of the early American colonies evolved from their founding through key periods, and how the environmental | |

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| SS.5.3.17.1 Explain how natural and human-made catastrophic events in one region of the United States affect people living in other regions.<br>SS.5.3.18.1 Use maps of different scales to examine the locations of cultural and environmental characteristics in the early American colonies.<br>SS.5.3.19.1 Analyze the effects of catastrophic environmental and political events on human settlements and migration in the early American colonies.<br>SS.5.3.16.1 Examine how environmental and cultural characteristics influenced population distribution in the early American colonies.<br>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.<br>SS.3-5.1.3 Create supporting questions to help answer compelling questions.<br>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims. | characteristics, such as land use, natural resources, and the impact of human settlement, changed over time.<br>Students will explain how the location and distribution of economic activities, including agriculture, manufacturing, and services, within the United States have changed over time, and describe how both internal interactions, such as transportation networks and technological advancements, and external interactions with other countries, like trade and globalization, have influenced these changes in spatial patterns.<br>Students will use maps, satellite images, and photographs to identify the locations of specific places and regions in the United States and analyze the relationships between the locations of these places/regions and their environmental characteristics, such as how mountains influence climate or how rivers affect settlement patterns, using various representations.<br>Students will explain how the establishment of human settlements in the early American colonies was related to the presence and use of natural resources, including timber, fish, furs, and arable land, and how the movement of people within and between early American colonies was influenced by the desire to access or utilize various natural resources. | |

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| SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.<br>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.<br>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.<br>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies. | Students will explain how a natural catastrophic event, such as a hurricane, earthquake, or wildfire, or a human-made catastrophic event, like an oil spill, industrial accident, or widespread infrastructure failure, in one U.S. region can impact people and resources in other U.S. regions.<br>Students will use maps of varying scales to identify the locations of different groups of people and their cultural characteristics, as well as the locations of natural surroundings and significant environmental characteristics, in the early American colonies, explain how the environment shaped were communities formed and how people lived, and examine how the locations of these cultural and environmental characteristics are depicted differently across maps of various scales.<br>Students will analyze how both catastrophic environmental events, such as severe weather, disease outbreaks, or resource depletion, and catastrophic political events, including conflicts with Native Americans, inter-colonial disputes, or major shifts in British policy, impacted human settlements and patterns of migration in the early American colonies.<br>Students will examine how both environmental characteristics, such as the availability of fertile land, access to water, climate, and natural resources, and cultural characteristics, including economic activities, social structures, religious freedom, and relationships with Native Americans, influenced where and how populations were distributed in the early American colonies. | |

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| | **Suggested Activities:**<br>Divide the class into "expert groups," each assigned a specific U.S. region (e.g., Northeast, Southwest, Pacific Northwest, Midwest, Southeast). Each group researches their region's unique environmental characteristics (climate, landforms, vegetation, water sources). They'll use a **Brace Map** to organize their findings, showing the region as the whole and its various environmental components as the parts. After becoming experts, students "**jigsaw**" into new mixed groups, with one expert from each region. Each expert then teaches their region's characteristics to their new group.<br>Pairs research a specific U.S. region, using a **Circle Map** to organize information on geography, climate, and landmarks. They then create a specialized map of their region and use a **Think-Pair-Share** to discuss their map creations and learning with another pair.<br>Small groups create a **Flow Map** to illustrate the movement of specific groups (e.g., Puritans, enslaved Africans) to and within early American colonies. The map highlights the cultural/environmental causes of migration and the effects of their settlement. Groups then **Think-Pair-Share** their maps with others, identifying similarities and differences in migration patterns.<br>Students will work in teams, each team receives a set of cards, with each card listing either a good (e.g., tobacco, furs, rum, timber) or an idea (e.g., religious freedom, self-government, new farming techniques). They also receive cards with various cultural or environmental characteristics (e.g., fertile land, cold | |

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| | climate, diverse population, coastal access). Teams will work collaboratively to sort the goods and ideas according to the characteristics they believe most influenced their distribution and movement.<br>Students create "character profiles" for specific early American colonies or groups (e.g., Puritan, Quaker, Jamestown settler, Native American tribe), focusing on cultural aspects and environmental interactions. These profiles are posted, and students rotate, using a **Bubble Map** to brainstorm descriptive words for cultural and environmental characteristics. A **Think-Pair-Share** follows each rotation to discuss observations and connections.<br>Analyzing how different colonial groups adapted and changed over time based on their environment and evolving cultures.<br>In **Think-Pair-Share** groups, students act as "detectives" using various types of maps (physical, topographic, climate) and satellite images of a specific U.S. state or region. They use a **Bubble Map** to describe observed environmental characteristics and then **Turn and Talk** about how these features influence human activities like city location or farming.<br>Imagining they are early colonists, students choose a natural resource and create a **Flow Map** detailing their journey, settlement location, and how they would use that resource. They then share their "story" with a partner or small group.<br>In pairs, students use a **Double Bubble Map** to compare "before and after" U.S. maps related to a catastrophic event (e.g., Dust Bowl), focusing on how changes in | |

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| | one region created impacts in others. A **Turn and Talk** follows to discuss indirect impacts.<br>Students work in small groups as "colonial town planners." Each group is assigned a specific environmental characteristic (e.g., "located on a wide, navigable river," "dense forests and rocky coastline," "vast, fertile plains"). Their task is to design an ideal early American settlement around this characteristic, considering how it would attract or deter different types of settlers and thus influence population distribution. They must also incorporate cultural elements (e.g., "our town will be founded on religious freedom," "our town will be a trading hub," "our town will focus on large-scale agriculture"). Groups will create a Collaborative Poster showcasing their town design, highlighting the environmental features and cultural values, and explicitly explaining how these elements would impact who would settle there and why (i.e., the population distribution). Each group will also create a **Circle Map** around the name of their fictional town, brainstorming all the environmental and cultural characteristics that define it and influence its potential population. Groups will then present their posters and **Circle Maps**, explaining their rationale. | |

**Unit 4: Economics & Global Connections-Resources, Choices, and Interdependence**

| **Economic Standard(s):** | **Content Objectives:** | **Notes:** |
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| SS.5.1.11.1 Compare and contrast past and current examples of human capital, physical capital, and natural resources and how they were/are used to produce goods and services.<br>SS.5.1.12.1 Analyze the benefits and costs of personal choices that any person in U.S. history may have considered in order to meet their needs and wants.<br>SS.5.1.13.1 Explain what interest rates are and how they work.<br>SS.5.1.14.1 Explain how trade leads to increasing economic interdependence among countries.<br>SS.5.1.15.1 Examine economic systems that have impacted Alaskans throughout the state's history.<br>SS.5.2.11.1 Summarize multiple reasons why individuals and businesses throughout U.S. history have specialized or traded.<br>SS.5.2.12.1 Identify positive and negative incentives that influence the decisions people make.<br>SS.5.2.13.1 Investigate ways that inflation, deflation, and | Students will identify examples of human capital, physical capital, and natural resources from both historical and current contexts, then compare and contrast how these resources were used in the past versus how they are used today to produce goods and services.<br>Students will analyze the potential benefits and costs, including trade-offs and consequences, of personal choices made by historical figures in the U.S. to meet their needs and wants.<br>Students will define what an interest rate is and explain how interest rates function in relation to borrowing and saving money.<br>Students will define economic interdependence and explain how international trade, the exchange of goods and services between countries, contributes to increasing economic interdependence among nations.<br>Students will identify and describe different economic systems that have played a significant role in Alaska's history, such as traditional/subsistence, market, command elements, traditional bartering, the fur trade, and the oil industry, and examine how these economic systems have impacted the lives and | **Literacy Connections:** |

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| unemployment have impacted the U.S. economy over time.<br>SS.5.2.14.1 Explain the effects of increasing economic interdependence on different groups within participating nations.<br>SS.5.3.11.1 Examine the differences between the current exchange system and the exchange system in place within the American colonies.<br>SS.5.3.13.1 Compare the British taxation policies in Colonial America to the current taxation practices in the United States.<br>SS.5.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using examples from throughout U.S. history.<br>SS.5.4.13.1 Describe ways that past and present peoples of the United States have utilized improved capital goods and human capital to increase productivity.<br>SS.5.5.11.1 Explain how profits influenced sellers in early American markets.<br>SS.5.6.11.1 Identify examples of external benefits and costs.<br>SS.5.7.11.1 Describe the role of other financial institutions in an economy. | livelihoods of Alaskans at different points in the state's history.<br>Students will summarize multiple reasons why individuals have specialized in specific tasks and why businesses have engaged in trade throughout U.S. history.<br>Students will identify incentives and negative incentives that can influence people's decisions and explain how these incentives can impact choices.<br>Students will define inflation, deflation, and unemployment, and investigate and describe at least one way each of these has impacted the U.S. economy at different points in history.<br>Students will explain both the positive and negative effects of increasing economic interdependence on different groups within participating nations, such as consumers, producers, and specific industries.<br>Students will examine and describe the key characteristics of the current exchange system and the exchange system in place during the American colonial period, and identify and explain at least two significant differences between these two systems.<br>Students will describe key British taxation policies implemented in Colonial America and current taxation practices in the United States, then compare and contrast them, noting similarities and differences.<br>Students will explain the concept of investment in human capital, describe the relationship between investment in human capital and increased productivity, | |

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| SS.3-5.1.2 Categorize questions according to the social studies disciplines.<br>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.<br>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.<br>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.<br>SS.3-5.1.3 Create supporting questions to help answer compelling questions.<br>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.<br>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.<br>SS.3-5.4.3 Critique the motives behind different perspectives | and connect increased productivity to higher future incomes, using examples from U.S. history.<br>Students will describe ways that people in the past utilized improved capital goods, such as tools and machinery, to increase productivity, and ways that people in the present utilize improved capital goods and human capital, including skills and knowledge, to increase productivity.<br>Students will define what profit means in an economic context and explain how the desire for profits motivated sellers and influenced their decisions in early American markets.<br>Students will identify examples of external benefits, which are positive effects on third parties not directly involved in a transaction, and external costs, which are negative effects on third parties not directly involved in a transaction.<br>Students will describe the general role of financial institutions, such as banks and credit unions, in an economy, and identify and explain the function of other financial institutions beyond just banks. | |
| SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. | **Suggested Activities:**<br>Students create a **Flow Map** to illustrate production steps in various historical eras or a **Multi-Flow Map** to analyze the cause-and-effect relationship between technological advancements and resource use. Discussions (e.g., "What was harder/easier in the past?") accompany the mapping.<br>To synthesize learning, students create a **Bridge Map** showing analogous relationships between historical and modern resources used to produce a good (e.g., "A | |

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| | hand loom is to a colonial tailor AS a sewing machine is to a modern clothing factory worker").<br>Pairs use **RallyCoach** to analyze loan offers with varying interest rates. They create a **Multi-Flow Map** showing the cause (interest rate) and effects (total cost, payments) and **Turn and Talk** to discuss the best offer, considering principal and interest.<br>Students are divided into "countries" with limited resources. They use a **Flow Map** to plan production and exports, then engage in negotiations and trades to acquire needed resources, demonstrating interdependence and specialization.<br>Students receive cards with Alaskan economic periods (e.g., fur trade, Gold Rush) and arrange themselves in a **Human Timeline**. They then **Think-Pair-Share** about their assigned period's impact on Alaskans.<br>Students act out scenarios representing inflation (e.g., "gallon of milk costs $10"), deflation (e.g., "house prices drop dramatically"), or unemployment (e.g., "many people lost their jobs"). After each charade, the class uses **Stand-Up, Hand-Up, Pair-Up** to **Turn and Talk** about the economic concept portrayed and its potential effects on people.<br>Students examine "Made In..." labels on items and **Mix-N-Match** to find partners with items from the same country. They **Turn and Talk** about reasons for production location. As a class, they create a **Tree Map** illustrating global product origins and economic interdependence.<br>Students create a **Double Bubble Map** to compare and contrast the "Current Exchange System" with the | |

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| | "Colonial Exchange System," focusing on their differences after individual work and a **Pair-Share**. In small teams, students create a **Tree Map** for "Human Capital," brainstorming examples from U.S. history and present day under branches like "Education," "Training," and "Experience." They then **Think-Pair-Share** on how human capital boosts productivity in specific historical industries. | |
| **Geography Standard(s):**<br>SS.5.1.20.1 Analyze how Alaska has been a strategic position for the United States.<br>SS.3-5.1.2 Categorize questions according to the social studies disciplines.<br>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.<br>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies. | **Content Objectives:**<br>Students will analyze ways Alaska's geographic location has provided strategic advantages for the United States throughout history and explain how Alaska's resources or geopolitical position have contributed to its strategic importance for the United States.<br><br>**Suggested Activities:**<br>Students are assigned roles as various stakeholders interested in Alaska's future strategic position (e.g., military general, oil executive, climate scientist). Each group uses a **Circle Map** to brainstorm "Alaska's Strategic Future" from their character's viewpoint. They then perform a short role-play illustrating their character's perspective on Alaska's ongoing strategic importance. After each role-play, the class engages in a **Think-Pair-Share** to discuss the highlighted aspects of Alaska's strategy. | |
| **History Standard(s):**<br>SS.5.1.25.1 Explore inequality throughout the history of Alaska and its connection to current issues. | **Content Objectives:**<br>Students will explore various forms of inequality (like those based on race, gender, or access to resources) throughout Alaska's history, and analyze their lasting impact on current Alaskan society. | |

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| SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.<br>SS.3-5.1.3 Create supporting questions to help answer compelling questions.<br>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues. | **Suggested Activities:**<br>Students rotate through stations featuring primary source excerpts or images representing different historical Alaskan groups and instances of inequality (e.g., Indigenous Alaskans, Russian settlers, Gold Rush prospectors, early American residents). They **Turn and Talk** with a partner at each station to observe and infer about the inequality presented. Afterward, in small groups, they use a **Circle Map** to brainstorm the meaning of "inequality," surrounding the term with examples and characteristics from their observations.<br>After learning about specific historical events or policies in Alaska that led to inequality (e.g., land displacement, unfair labor practices, limited access to resources), students work in pairs using the **RallyCoach** structure. They collaboratively create a **Multi-Flow Map** for a chosen event, illustrating the causes of the inequality on the left and its immediate and long-term effects on the right. They switch roles for a second event.<br>Students are introduced to a current social issue in Alaska (e.g., housing disparities, educational access). Individually, they consider how this issue connects to historical inequalities. They then use a **Double Bubble Map** to compare and contrast a historical instance of inequality with the current issue, identifying similarities and differences in their causes, impacts, and affected groups.<br>Following this, they participate in a **Timed Pair** | |

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| | **Share** to share their insights and connections from their maps with a partner. | |

# Middle School: 6-8

# Alaska Studies and Geography

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| **Grade(s):** 6<br>**Length:** Two semesters<br>**Credit:**<br>**Prerequisite(s):** None | **Course Overview:**<br>This 6th grade Alaska studies course invites students to explore the rich physical environment, diverse cultures, and economic landscape of Alaska. Students will learn about geographic concepts and how the region's geography influences ham habitation, historical conflicts, and migration patterns. The curriculum emphasizes the significance of Alaska's natural resources, examining their impact on the economy and the balance between subsistence and commercial practices. Emphasis will also be placed on land stewardship and sustainable resource management. Additional students will delve into the unique cultures of Alaska, including the contributions of Alaska Native Tribes and communities. Through interactive lessons and projects, students will develop a deeper understanding and appreciation for the complexities and uniqueness of Alaska and its inhabitants. |

| **Themes**<br>(Recommended Order) | |
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| **Semester 1** | **Semester 2** |
| • Physical Environment of Alaska<br>• Natural Resources & Subsistence | • The Peoples and Cultures of Alaska<br>• Communities throughout Alaska |

| Theme 1: Physical Environment | | | | |
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| **Unit** | **Topic** | **Anchor Standard** | **State Content Standard** | **Suggested Learning Connections** |
| Geography of Alaska | Our Location in the World | Geography Anchor Standard 18 Geographic Representations and Reasonings | SS.6.1.18.1 Define absolute and relative location using real-world examples.<br>SS.6.1.18.2 Draft and utilize a variety of maps to communicate information<br>SS.6.1.18.3 Construct and interpret latitudinal and longitudinal representations of absolute locations using X and Y axes | |
| | Geographic Regions of Alaska | Geography Anchor Standard 18 Geographic Representations and Reasonings | SS.6.1.18.4 Demonstrate an understanding of the defining characteristics and placement of the | |

| Theme 1: Physical Environment | | | | |
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| | | | physical regions of Alaska | |
| | Physical Features of Alaska | Geography Anchor Standard 20 Geography of Alaska | SS.6.1.20.1 Identify the characteristics of the local physical environment and its impact on inhabitants | |
| | Geohazards of Alaska | Geography Anchor Standard 16 Human environment Interaction: Place, Regions and Cultures | SS.6.1.16.1 Demonstrate an understanding of how humans impact their environment SS.6.1.16.2 Analyze the impact of natural disasters and human-induced hazards on human populations SS.6.1.16.3 Evaluate the human response to current and historical disasters, both human-made and natural. | |

| Theme 1: Physical Environment | | | | |
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| Alaska's First | Physical History of Alaska | Geography Anchor Standard 17<br>Global Interconnections: Changing Spatial Patterns | SS.6.1.17.1 Examine the causes of historical and continuing conflicts in Alaska<br>SS.6.1.17.2 Analyze how the geography of Alaska's regions influences the conflicts and alliances that arise during war.<br>SS.6.1.17.3 Evaluate the impact of war on Alaska's ecosystems, resources and landscapes, recognize the environmental changes caused by military activities. | |

| Theme 1: Physical Environment | | | | |
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| | | History Anchor Standard 23 Change, Continuity, and Context | | Understanding how conflict, and strategic geography has altered the landscape over time. |
| | Migration Patterns to and within Alaska | Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movement | SS.6.2.19.1 Investigate complex and diverse characteristics of human cultures across time and place, using multiple sources of information.<br>SS.6.2.22.1 Describe the characteristics of civilizations using real-world examples. | |
| | | History Anchor Standard 22 Historical Sources | | Examine multiple explanations for how people came to Alaska.<br>Investigate how the climate and physical features of Alaska influenced migration and settlement. |

| Theme 2: Natural Resources & Subsistence | | | | |
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| | **Topic** | **Anchor Standard** | **State Content Standard** | **Suggested Learning Connections** |
| Natural Resources & Alaska's Economy | Alaska's Resources | Geography Anchor Standard 18 Geographic Representations and Reasonings | SS.6.3.18.1 Create maps of Alaska that show how physical characteristics have influenced where and how humans have settled. | |
| | Historical Use of Natural Resources | Geography Anchor Standard 16 Human environment Interaction: Place, Regions and Cultures | SS.6.3.16.1 Evaluate how historical perspectives, ways of knowing, values, and current practices of Alaska Natives influence land, water, and resource uses.<br>SS.6.3.16.2 Explain how Alaska's geographic location and resources have affected the state and the world.<br>SS.6.3.16.3 Analyze and evaluate the impact of past management of Alaska's resources<br>SS.6.3.16.4 Formulate clear and focused questions about future resource use in Alaska. | |

| Theme 2: Natural Resources & Subsistence | | | | |
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| | | | SS.6.3.16.5 Collaborate to create a plan for future preservation or use of Alaska's resources.<br>SS.6.3.16.6 Evaluate how resource extraction in Alaska impacts government, economics, environment, and populations, identifying both positives and negatives.<br>SS.6.3.16.7 Evaluate changes that occur in the meaning, use distribution and importance of resources over time due to forces ofcooperation and conflict.<br>SS.6.3.16.8 Discuss how the resources of Alaska shaped the history of different regions. | |

| Theme 2: Natural Resources & Subsistence | | | | |
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| Land Stewardship | Subsistence & Commercial use of Natural Resource | Geography Anchor Standard 16 Human environment Interaction: Place, Regions and Cultures | | Understanding economics and geography through sport vs subsistence fishing |
| | | Civic Anchor Standard 10 Rights, Roles and Responsibilities of Citizens | | Rights and responsibilities of citizens toward natural resources and wildlife. |
| | | Economics Anchor Standard 11 Economic Systems, Models, and Markets | SS.6.3.11.1 Analyze the impact of subsistence, barter, sharing, and cash economies in the lives of Alaska's residents. | |
| | Alaska's Role in the National Economy | Economics Anchor Standards 13 The National Economy | SS.6.3.13.1 Analyze how Alaska's resources impact national supply and demand. | |
| | Your Financial Decisions | Economics Anchor Standard 12 Decision-Making and Personal Finance | | |

| Theme 3: The Peoples and Cultures of Alaska | | | | |
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| | **Topic** | **Anchor Standard** | **State Content Standard** | **Suggested Learning Connections** |
| Indigenous Cultures of Alaska | Movement | Geography Anchor Standard 19<br>Human Populations: Spatial Patterns and Movements | SS.6.2.19.1 Investigate complex and diverse characteristics of human cultures across time and place, using multiple sources of information.<br>SS.6.2.19.2 Describe the characteristics of civilizations using real-world examples | |
| | The First Alaskans | History Anchor Standard 22<br>Historical Sources and Evidence | SS.6.2.22.1 Examine multiple explanations for how people came to Alaska<br>SS.6.2.22.2 Investigate how the climate and physical features of Alaska influenced migration and settlement. | |

| Theme 3: The Peoples and Cultures of Alaska | | | | |
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| | Alaska Native Groups | History Anchor Standard 21 Perspectives | SS.6.2.21.1 Research Alaska Native Groups through examination of oral histories, primary sources and contributions over time.<br>SS.6.2.21.2 Explain the connection between culture and geography. | |
| | Human Environment Interactions | Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture | SS.6.2.16.1 Describe characteristics of historical and current human populations and determine how they vary by location. | |

| Theme 4: Perspectives of Alaska | | | | |
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| | **Topic** | **Anchor Standard** | **State Content Standard** | **Suggested Learning Connections** |
| "The Last Frontier" | Impact of Colonialism | History Anchor Standard 23<br>Change, Continuity, and Context | SS.6.2.23.1 Identify the factors that led to initial Russian and European Contact<br>SS.6.2.23.1 Evaluate the immediate and long-term effects of colonization on Alaska Native groups | |
| | | History Anchor 25<br>Alaskan History | | Understanding the cultural significance of 'contact' and historically crossing the United State's treatment of indigenous populations. |
| | | Geography Anchor Standard 18<br>Geographic Representations and Reasonings | | Understanding the importance of location and trade throughout the state.<br><br>Connecting colonization |

| Theme 4: Perspectives of Alaska | | | | |
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| | | | | to trade and economy. |
| | Continued immigration to Alaska | Economics Anchor Standard 14 The GlobalEconomy | SS.6.2.14.1 Identify historical and contemporary populations that have migrated to Alaska in the past 200 years.<br>SS.6.2.14.2 Examine the narratives, experiences, and impacts of various immigrant groups who have inhabited Alaska<br>SS.6.2.14.3 Engage in discussions of factors that could lead or hinder future immigration to Alaska. | |

| Theme 4: Perspectives of Alaska | | | | |
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| The Law and the Land | Government institutions | Civics Anchor Standard 6<br>Civic and Political Institutions and Systems | SS.6.4.6.1 Examine the major components and roles of local, Tribal and state governments. | |
| | | History Anchor Standard 21<br>Perspectives | | Perspectives regarding tribal, state, and federal entities throughout the state.<br><br>Perspectives of land 'ownership/stewardship'. |
| | | Geography Anchor Standard 20<br>Geography of Alaska | | Understanding strategic geographic/political regions throughout the state via maps and natural resources. |
| | Decision Making Processes | Civics Anchor Standard 8<br>Processes, Rules, and Laws | SS.6.4.8.1 Evaluate and compare procedures for making decisions at the Tribal, local, state | |

| Theme 4: Perspectives of Alaska | | | | |
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| | | | and national levels.<br>SS.6.4.8.2 Assess specific rules and laws(both actual and proposed) as means of addressing public concerns.<br>SS.6.4.8.3. Identify the interconnectivity of local, Tribal, and state processes, rules and laws. | |
| | Local, Tribal and State Governments | Civics Anchor Standard 9<br>Alaska's Governments | SS.6.4.9.1 Describe essential characteristics of Alaska's local, Tribal, and state governments and their roles both locally and statewide.<br>SS.6.4.9.2 Identify key components of political relationships between the federal government and | |

| Theme 4: Perspectives of Alaska | | | | |
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| | | | Alaska Native groups. | |
| | Your Rights and Responsibilities as a Citizen | Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens | SS.6.4.10.1 Describe the roles and responsibilities of people in the United States. | |
| Culture & Fairbanks | The Value of Participation | Civics Anchor Standard 7 Participation and Deliberation | SS.6.4.7.1 Describe the roles of political, civil, and economic organizations in shaping people's lives.<br>SS.6.4.7.2 Distinguish the powers and responsibilities of residents, citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. | Fairbanks place based project |

# **Seventh Grade** *Inquiry Standards*

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| **Anchor Standard 1** Develop Questions and Plan Inquiries | ● SS.6-8.1.1 Formulate clear and focused questions that require investigation about a variety of topics.<br>● SS.6-8.1.2 Use curiosity and interests to develop questions that explore disciplinary concepts.<br>● SS.6-8.1.3 Develop inquiries that address real-world problems.<br>● SS.6-8.1.4 Analyze complex issues from multiple perspectives. |
| **Anchor Standard 2** Evaluate Sources and Evidence | ● SS.6-8.2.1 Differentiate between reliable and unreliable sources.<br>● SS.6-8.2.2 Evaluate sources of information by examining origin, author, context, and content.<br>● SS.6-8.2.3 Determine between primary sources produced during the time period being studied and secondary sources written from multiple perspectives. |
| **Anchor Standard 3** Develop Claims | ● SS.6-8.3.1 Cite primary and secondary sources to support a well-constructed argument.<br>● SS.6-8.3.2 Formulate evidence-based claims that acknowledge multiple perspectives and counterarguments.<br>● SS.6-8.3.3 Utilize evidence to construct arguments that address historical events and societal changes. |
| **Anchor Standard 4** Communicate and Critique Conclusions | ● SS.6-8.4.1 Evaluate the significance of historical events by considering their impact on the development of societies and cultures.<br>● SS.6-8.4.2 Synthesize evidence to draw conclusions about cause-and-effect relationships, patterns, and trends.<br>● SS.6-8.4.3 Reflect on the connection of historical knowledge to contemporary challenges, fostering an understanding of how the past informs the present. |
| **Anchor Standard 5** Informed Civic Discourse and Engagement | ● SS.6-8.5.1 Express ideas clearly and concisely in both written and verbal forms.<br>● SS.6-8.5.2 Actively engage in discussions, asking clarifying questions and responding thoughtfully.<br>● SS.6-8.5.3 Articulate and defend viewpoints in respectful discussions.<br>● SS.6-8.5.4 Collaborate with others to find common ground and propose solutions to civic issues. |

# 7th Grade World Geography & Cultures

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| **Grade(s):** 7<br>**Length:** 2 Semesters<br>**Prerequisite(s):** None | **Course Overview:**<br>In this 7th grade course, students will study how geography, culture, and human innovation have influenced civilizations throughout history. It starts with the development of geography skills and explores early migrations, leading to an examination of the rise and fall of civilizations in Europe, Africa, Asia, the Middle East, and the Americas. Students analyze the impacts of religion, governance, trade, and environmental factors on social structures and global interactions. Students will also incorporate Alaska's geography and Native cultures, prompting comparisons between global trends and local experiences regarding adaptation, resource usage, and cultural resilience. Through inquiry based learning, map analysis, and the evaluation of primary and secondary sources, students enhance their critical thinking and civic literacy, linking ancient and regional histories to contemporary global challenges and interdependence. |

| **Themes** |
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| ● Geography Skills<br>● South/North America<br>● Europe<br>● Africa/ Middle East<br>● Asia/Oceania<br>● Globalization/Human Impacts |

| Theme 1: Geography Skills ~ 2 weeks | | | |
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| **Unit** | **Topic** | **Anchor Standard** | **Learning Outcomes**<br>*The student demonstrates an understanding of…* |
| Geography Skills | 5 Themes of Geography | **Geography Anchor Standard 16:** Human-Environment Interaction: Place, Regions, and Culture | Demonstrate an understanding of the defining characteristics and placement of global regions. |
| | | **Geography Anchor Standard 18:** Geographic Representations and Reasoning | Describe the geographical features, climate, natural resources, and ecosystems that define the physical attributes of different locations.<br><br>Construct and use mental maps and infographics to represent and analyze the cultural, religious, and environmental characteristics that make places both similar to and different from each other.<br><br>Construct and use different types of maps and graphs to represent and analyze religions. |
| | | **Geography Anchor Standard 19:** Human Population: Spatial Patterns and Movements | Describe the geographical features, climate, natural resources, and ecosystems that define the physical attributes of different locations.<br><br>Demonstrate an understanding of the interactions between the earth, sun, moon, tides, and seasons both locally and globally. |

| Theme 2: North/South America ~ 11 weeks | | | |
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| **Unit** | **Topic** | **Anchor Standard** | **Learning Outcomes**<br>*The student demonstrates an understanding of…* |
| North America | Features of Alaska | **Geography Anchor Standard 20:** Geography of Alaska | Identify the characteristics of the local physical environment and its impact on inhabitants. |
| | Physical History of Alaska | **Geography Anchor Standard 17:** Global Interconnections: Changing Spatial Patterns | Examine the causes of historical and continuing conflicts in Alaska.<br><br>Evaluate the impact of war on Alaska's ecosystems, resources and landscapes, recognize the environmental changes caused by military activities. |
| | Historical Settlement of Alaska and Americas | **Geography Anchor Standard 17:** Global Interconnections: Changing Spatial Patterns | Detect patterns in how Earth's physical features and biomes are distributed across its surface. |
| | | **Geography Anchor Standard 19:** Human Population: Spatial Patterns and Movements | Construct maps to represent the spread of people and ideas over time.<br><br>Investigate the arrangement and distribution of populations over time. |
| | | **Geography Anchor Standard 20:** Geography of Alaska | Identify the characteristics of the local physical environment and its impact on inhabitants. |
| | | **History Anchor Standard 22:** Historical Sources and Evidence | Contrast evolving archaeological findings about human migration. |
| | | **History Anchor Standard 23:** Change, Continuity, and Context | Explore the cultural and societal implications of cultural diffusion. |
| | | **History Anchor Standard 25:** Alaskan History | Evaluate theories of human migration as they relate to Alaska. |

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| | Historical Use of Natural Resources: Resources and | **Civics Anchor Standard 9:** Alaska's Governments | Trace Alaska's governments' changing influence on resource usage and industry. |
| | | **Economics Anchor Standard 11:** Economic Systems, Models, and Markets | Examine the impact of natural resources and their influence throughout society and culture, focusing on wealth distribution and social hierarchies. |
| | Industry--Old and New | **Economics Anchor Standard 15:** Alaska Economies: State, Local, and Tribal | Analyze the changing roles of different resources and industries in Alaska's history. |
| | | **Geography Anchor Standard 16:** Human environment Interaction: Place, Regions and Cultures | Evaluate how historical perspectives, ways of knowing, values, and current practices of Alaska Natives influence land, water, and resource uses.<br><br>Explain how Alaska's geographic location and resources have affected the state and the world.<br><br>Analyze and evaluate the impact of past management of Alaska's resources.<br><br>Formulate clear and focused questions about future resource use in Alaska.<br><br>Evaluate how resource extraction in Alaska impacts government, economics, environment, and populations, identifying both positives and negatives.<br><br>Evaluate changes that occur in the meaning, use distribution and importance of resources over time due to forces of cooperation and conflict. |
| | | **Geography Anchor Standard 17:** Global Interconnections: Changing Spatial Patterns | Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict. |

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| | Geohazards of Alaska | **Geography Anchor Standard 16:** Human environment Interaction: Place, Regions and Cultures | Demonstrate an understanding of how humans impact their environment.<br><br>Analyze the impact of natural disasters and human-induced hazards on human populations. |
| | | **Geography Anchor Standard 18:** Geographic Representations and Reasoning | Demonstrate an understanding of the formation of landforms, including erosion, deposition, glaciation, and tectonic and volcanic processes. |
| | | **Geography Anchor Standard 20:** Geography of Alaska | Identify the characteristics of the local physical environment and its impact on inhabitants. |
| | | **History Anchor Standard 25:** Alaskan History | Draw a conclusion about the effects of Alaskan Geohazards on the people of Alaska. |
| | United States Regions | **Economics Anchor Standard 13:** The National Economy | Evaluate the influence of connection and environment on regional economies and their contribution to the national economy. |
| | | **Geography Anchor Standard 16:** Human Environment Interaction: Place, Regions, and Culture | Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments. |
| South America | South America Geography & Economy: Latitude and Altitude: Amazon, Andes, Steppes | **Inquiry Anchor Standard 1:** Develop Questions and Plan Inquiries | Develop inquiries that address real-world problems. |
| | | **Inquiry Anchor Standard 3:** Develop Claims | Utilize evidence to construct arguments that address historical events and societal changes. |
| | | **Inquiry Anchor Standard 4:** Communicate and Critique Conclusions | Analyze geographical evidence to draw conclusions about geographical influences on human settlement and economies. |

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| | | **Economics Anchor Standard 11:** Economic Systems, Models, and Markets | Compare and contrast agricultural practices based on geography, economic development, and political systems. |
| | | **Geography Anchor Standard 16:** Human Environment Interaction: Place, Regions, and Culture | Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments. |
| | | **Geography Anchor Standard 17:** Global Interconnections: Changing Spatial Patterns | Detect patterns in how Earth's physical features and biomes are distributed across its surface. |
| | | **Geography Anchor Standard 18:** Geographic Representations and Reasonings | Construct and use mental maps, infographics to represent and analyze the cultural, religious and environmental characteristics that make places both similar to and different from each other. |
| | | **Geographic Anchor Standard 19:** Human Populations: Spatial Patterns and Movement | Describe the geographical features, climate, natural resources, and ecosystems that define the physical attributes of different locations.<br>Demonstrate an understanding of how humans impact their environment. |
| | South America: Diverging Countries Studies: Systems of Government, Economies, and Social Structures | **Civics Anchor Standard 6:** Civic and Political Institutions and Systems | Compare political systems from multiple countries. |
| | | **Civics Anchor Standard 10:** Rights, Roles, and Responsibilities of Citizens | Describe the roles of political, civil, and economic organizations in shaping people's lives. |
| | | **Economics Anchor Standard 11:** Economic Systems, Models, and Markets | Analyze the role of precious metals in shaping economic systems, trade networks, and market dynamics. |

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| | | | Examine the impact of natural resources and their influence throughout society and culture, focusing on wealth distribution and social hierarchies.<br><br>Compare and contrast agricultural practices based on technology, social structures, economic development, and political systems |
| | | **Economics Anchor Standard 13:**<br>The National Economy | Evaluate the role of international trade, production versus importation, and the impact of local events on the global economy. |
| | | **Economics Anchor Standard 14:**<br>The Global Economy | Analyze the relationships between countries and regions in the global economy. |
| | | **Geography Anchor Standard 18:** Geographic Representations and Reasonings | Construct and use mental maps, infographics to represent and analyze the cultural, religious and environmental characteristics that make places both similar to and different from each other. |
| | | **History Anchor Standard 21:**<br>Perspectives | Evaluate the social, economic, and cultural structures of civilizations and their impact on modern societies. |

## Theme 3: Europe ~ 7 weeks

| Unit | Topic | Anchor Standard | Learning Outcomes<br>*The student demonstrates an understanding of…* |
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| Europe | Tour: Physical Features and Landmarks of Europe | **Geography Anchor Standard 16**: Human Environment Interaction: Place, Regions, and culture | Discuss how people adapted to environments, recognizing the influence of geography on cultural practices, economies, and social structures. |

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| | | | Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments. |
| | | H**istory Anchor Standard 21:** Perspectives | Evaluate the social, economic, and cultural structures of civilizations and their impact on modern societies. |
| | | **History Anchor Standard 22:** Historical Sources and Evidence | Describe and cite historical roles of landmarks. |
| | Changing Borders of Europe: Geography and Conflict | **Inquiry Anchor Standard 1:** Develop Questions and Plan Inquiries | Formulate clear and focused questions that require investigation about a variety of topics.<br><br>Analyze complex issues from multiple perspectives. |
| | | **Inquiry Anchor Standard 2:** Evaluate Sources and Evidence | Evaluate the reliability of conflicting sources.<br><br>Select reliable evidence to support a conclusion. |
| | | **Geography Anchor Standard 16:** Human Environment Interaction: Place, Regions, and Culture | Analyze how the physical features of regions and their location influence the conflicts and alliances that arise during wars. |
| | | **Geography Anchor Standard 17:** Global Interconnections: Changing Spatial Patterns | Examine how human cooperation and conflict have influenced the division and control of the Earth's surface throughout human history. |
| | | **Geography Anchor Standard 18:** Geographic Representations and Reasoning | Construct and use mental maps and infographics to represent and analyze the cultural, religious, and environmental characteristics that make places both similar to and different from each other.<br><br>Construct and use different types of maps and graphs to represent and analyze |

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| | | **History Anchor Standard 21:** Perspectives | Analyze the economic, political, and societal motivations or justifications for warfare among civilizations. |
| | | **History Anchor Standard 22:** Historical Sources and Evidence | Judge the relative bias of historical sources and analyze sources of bias. |
| | | **History Anchor Standard 23:** Change, Continuity, and Context | Identify patterns of continuity and change over time in various aspects of human history.<br><br>Explore the cultural and societal implications of cultural diffusion. |
| | Tracing Nationalism in Europe | **Inquiry Anchor Standard 1:** Develop Questions and Plan Inquiries | Formulate clear and focused questions that require investigation about a variety of topics.<br><br>Analyze complex issues from multiple perspectives. |
| | | **Inquiry Anchor Standard 4:** Communicate and Critique Conclusions | Choose a side related to a contemporary nationalist controversy in Europe and defend the claim with evidence.<br><br>Critique claims from presenting groups. |
| | | **Civic Anchor Standard 6:** Civic and Political Institutions and Systems | Analyze the significance of various cultural groups, while distinguishing between fact, opinion and belief, to understand how these elements shape societal values and influence regional dynamics.<br><br>Explore how religion and culture shaped |

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| | | | family lineage and societal structures. |
| | | **Civics Anchor Standard 7:** Participation and Deliberation | Explore how religion, politics, race, and culture shaped family lineage and societal structures. |
| | | **Civics Anchor Standard 8:** Processes, Rules, and Laws | Recognize how the rules of the European Union affect nationalist groups. |
| | | **Economics Anchor Standard 12:** Decision-Making and Personal Finance | Examine the economic disruption or lack of it that would occur for a person in a new separated nationalist state in Europe. |
| | | **Geography Anchor Standard 17:** Global Interconnections: Changing Spatial Patterns | Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict. |

| Theme 4: Africa/Middle East ~ 5 weeks | | | |
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| **Unit** | **Topic** | **Anchor Standard** | **Learning Outcomes** *The student demonstrates an understanding of…* |
| Africa | Introduction to Africa: History--Empire Colonization, Decolonization | **History Anchor Standard 21:** Perspectives | Evaluate the social, economic, and cultural structures of civilizations and their impact on modern societies. |
| | | **History Anchor Standard 23:** Change, Continuity, and Context | Identify patterns of continuity and change over time in various aspects of human history. |

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| | | | Explore the cultural and societal implications of cultural diffusion. |
| | | **History Anchor Standard 24:** Historical Thinking | Understand and compare unique historical and geographical features of Africa. |
| | Diversity and Population | **Geography Anchor Standard 19:** Human Population: Spatial Patterns and Movements | Demonstrate an understanding of how humans impact their environment. |
| | | **History Anchor Standard 23:** Change, Continuity, and Context | Identify patterns of continuity and change over time in the diversity of human populations in Africa. |
| | | **History Anchor Standard 24:** Historical Thinking | Understand causes and effects of population changes in Africa and worldwide. |
| Middle East | Religion and Human Populations: History of Middle East | **Civic Anchor Standard 6:** Civic and Political Institutions and Systems | Analyze the significance of various cultural groups, while distinguishing between fact, opinion and belief, to understand how these elements shape societal values and influence regional dynamics.<br>Explore how religion and culture shaped family lineage and societal structures. |
| | | **Geography Anchor Standard 16:** Human Environment Interaction: Place, Regions, and Culture | Analyze how the physical features of regions and their location influence the conflicts and alliances that arise during wars.<br>Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments. |
| | | **History Anchor Standard 23:** Change, Continuity, and Context | Identify patterns of continuity and change over time in movements of people and borders in the Middle East. |

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| | Middle East: Roots of Conflict | **Civics Anchor Standard 8:** Processes, Rules, and Laws | Recognize the effects of international law and international norms on conflict and resolution of lasting conflicts. |
| | | **Geography Anchor Standard 17:** Global Interconnections: Changing Spatial Patterns | Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict.<br><br>Examine how human cooperation and conflict have influenced the division and control of the Earth's surface throughout human history. |
| | | **History Anchor Standard 21:** Perspectives | Analyze the economic, political, and societal motivations or justifications for warfare among civilizations. |

| Theme 5: Asia/Oceania ~ 3 weeks | | | |
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| **Unit** | **Topic** | **Anchor Standard** | **Learning Outcomes**<br>*The student demonstrates an understanding of…* |
| Asia | Asia and Oceania: Diverse Environments | **Economics Anchor Standard 11:** Economic Systems, Models, and Markets | Compare and contrast agricultural practices based on geography, economic development, and political systems. |
| | | **Geography Anchor Standard 16**: Human Environment Interaction: Place, Regions, and culture | Discuss how people adapted to environments, recognizing the influence of geography on cultural practices, economies, and social structures. |
| | | | Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments. |

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| | | **Geographic Anchor Standard 19:** Human Populations: Spatial Patterns and Movement | Describe the geographical features, climate, natural resources, and ecosystems that define the physical attributes of different locations.<br><br>Investigate the arrangement and distribution of populations over time. |
| | Rise of China: The 21st Century | **Civics Anchor Standard 6:** Civic and Political Institutions and Systems | Compare political systems from multiple countries. |
| | | **Economics Anchor Standard 14:** The Global Economy | Analyze the relationships between countries and regions in the global economy. |
| | | **Geography Anchor Standard 19:** Human Population: Spatial Patterns and Movements | Construct maps to represent the spread of people and ideas over time.<br><br>Investigate the arrangement and distribution of populations over time. |
| Oceania | Technology and Migration | **Geography Anchor Standard 16:** Human-Environment Interaction: Place, Regions, and Culture | Analyze how geographical features, climate, and natural resources influenced change throughout the world's oceans.<br><br>Discuss how people adapted to environments, recognizing the influence of geography on cultural practices, economies, and social structures.<br><br>Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments. |
| | | **Geography Anchor Standard 17:** Global Interconnections: Changing Spatial Patterns | Investigate the interconnectedness of ecosystems of the Earth. |

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| | | **Geography Anchor Standard 19:** Geographic Representations and Reasoning | Demonstrate an understanding of the interactions between the currents, seasons, and weather patterns.<br><br>Construct and use different types of maps and graphs to analyze historic paths throughout the region. |

| Theme 6: Globalization/Human Impacts ~ 5 weeks | | | |
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| **Unit** | **Topic** | **Anchor Standard** | **Learning Outcomes**<br>*The student demonstrates an understanding of…* |
| Globalization and Human Impacts | Contemporary Globalization's Impacts<br><br>Human Impact Debates | **Inquiry Anchor Standard 1:** Develop Questions and Plan Inquiries | Formulate clear and focused questions that require investigation about a variety of topics.<br><br>Analyze complex issues from multiple perspectives.<br><br>Develop inquiries that address real-world problems. |
| | | **Inquiry Anchor Standard 2:** Evaluate Sources and Evidence | Evaluate the reliability of conflicting sources.<br>Select reliable evidence to support a conclusion. |
| | | **Inquiry Anchor Standard 3:** Develop Claims | Utilize evidence to construct arguments that address controversial contemporary issues. |
| | | **Inquiry Anchor Standard 4:** Communicate and Critique Conclusions | Analyze evidence about a controversial contemporary issue.<br><br>Present a claim and supporting evidence for one side of a controversial issue in a professional and clear manner. |

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| | | **Inquiry Anchor**<br>**Standard 5:** Informed Civic Discourse and Engagement | Debate in an appropriate manner regarding a controversial contemporary issue. |
| | | | Listen actively to and adjust a counterargument to an opposing point of view on a controversial issue. |
| | | **Geography Anchor**<br>**Standard 16:** Human-Environment Interaction: Place, Regions, and Culture | Discuss how people adapted to environments, recognizing the influence of geography on cultural practices, economies, and social structures.<br><br>Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict. |
| | Comparing Living Standards Around the World | **Geography Anchor**<br>**Standard 17:** Global Interconnections: Changing Spatial Patterns | Investigate the interconnectedness of humans and economies on Earth. |

# U.S. History and Civics

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| **Grade(s): 8**<br>**Length: 2 Semester**<br>**Credit:**<br>**Prerequisite(s):**<br>**None** | **Course Overview:**<br><br>This year-long course will explore the foundations of U.S. history, starting from pre-colonization through settlement, the Revolutionary era, and the founding of our nation. We'll delve into westward expansion and reform movements, leading up to the Civil War, while addressing conflicts with Native American communities and the impact of African enslavement. Learners will engage in critical thinking as budding historians by honing research skills—formulating questions, assessing primary and secondary sources, and effectively using evidence. Each learner will undertake a collaborative research project that incorporates both types of sources. Additionally, learners will apply their understanding of key historical periods, significant themes, and turning points to examine the forces of change at the community, state, national, and global levels. |

| **Themes**<br>(Recommended Order) | |
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| **Semester 1** | **Semester 2** |
| • Theme 1: Geography and Early Civilizations of the Americas(10,000 BCE - 1492 CE)<br>• Theme 2: Age of Exploration, Exploitation, and Colonialism(1400s - 1750s)<br>• Theme 3: Establishment of European Colonies(1490 - 1750)<br>• Theme 4: American Revolution & the New Republic(1750 - 1814) | • Theme 5: Civic and Political Institutions of the U.S.<br>• Theme 6: Manifest Destiny & Indian Removal<br>• Theme 7: The Civil War and Reform Movements<br>• Theme 8: Reconstruction(1865 - 1877) |

## Theme 1: Geography and Early Civilizations of the Americas

Time Period: 1000 B.C.E. to 1492 C.E.

| Topic | Anchor Standard | State Content Standard | Learning Objectives |
|---|---|---|---|
| Early Human Migration | Geography Anchor Standard 19: Human populations: Spatial Patterns and Movements | SS.8.1.19.1 Investigate patterns of migration of early people as they settled across Alaska and North Central, and South America. | |
| | Geography Anchor Standard 16: Human environment interaction: Place, Region and Culture | SS 8.1.16.1 Analyze the push and pull factors that influenced early people to migrate | |
| | History Anchor Standard 23: Change, Continuity, and Context | SS.8.1.23.1 Explain the importance of artifacts and oral histories in understanding how prehistoric people lived. | |
| | History Anchor Standard 24 | SS.8.1.24.1 Describe the technical limitations of historians and archeologists studying the distant past. | |

## Theme 1: Cont..

| Topic | Anchor Standard | State Content Standard | Learning Objectives |
|---|---|---|---|
| Physical Geography of the Americas | Geography Anchor Standard 18: Geographic Representation and Reasoning | SS.8.1.18.1 Identify on a map the major physical features of North, Central, and South America.<br><br>SS.8.1.18.2 Research and locate on a map indigenous place names, landmarks, and sacred sites throughout North, Central, and South America | |
| Indigenous Cultural Groups of the Americas | Geography Anchor Standard 16: Human Environment Interaction: Place, Regions and Culture | SS.8.1.16.1 Investigate the interplay between indigenous cultures of the Americans and their environment.<br><br>SS.8.1.16.2 Identify the spiritual, cultural, and economic significance of geographic features in indigenous communities.<br><br>SS.8.1.16.3 Use the five themes of geography (location, place, movement, human-environment interaction and region) to describe a specific Sovereign Tribal Nation or Indigenous peoples group. | |

## Theme 1: Cont..

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| | Civics Anchor Standard 6 Civic and Political Institutions and Systems | SS.8.1.6.1 Investigate the unique ways that Indigenous peoples organize themselves and their societies. | |

## Theme 2: Age of Exploration, Exploitation, and Colonialism

Time Period: 1400s - 1750s

| Topic | Anchor Standard | State Content Standard | Learning Objectives |
|---|---|---|---|
| Gathering and Evaluating Sources | Inquiry Anchor Standard 2 Evaluate Sources and Evidence | SS.8.2.2.1 Identify primary and secondary sources related to European exploration and colonization, considering their reliability and potential bias.<br><br>SS.8.2.2.2 Analyze a variety of primary sources about Exploration routes, encounters and cultural exchanges. | |
| | History Anchor Standard 21 Perspectives | SS.8.2.21.1 Compare and contrast perspectives through primary and secondary source research. | |

| Theme 2: Cont… | | | |
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| | Economic Anchor Standard 11 Economic Systems, Models, and Markets | SS.8.2.11.1 Analyze how the exchange of goods contributed to the development of global trade. | |
| | History Anchor Standard 23 Change, Continuity, and Context | SS.8.2.23.2 Investigate the ways in which cultural diffusion occurred in cross-cultural interactions. | |
| Civic Participation | History Anchor Standard 24 Historical Thinking | SS.8.2.24.1 Investigate the impacts of European colonization on Indigenous populations | |
| | Historic Anchor Standard 23 Change, continuity, and Context | SS.8.2.23.3 Examine how power dynamics during this time period laid the groundwork for modern geopolitical relationships.<br><br>SS.8.2.23.4 Research the connections between the origins and outcomes of colonization in today's world. | |
| | Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement | SS.8.2.5.1 Reflect on lessons from history to engage in discussions about present-day issues related to cultural exchange, environment impact, and global cooperation. | |

## Theme 3: Establishment of European Colonies

Time Period: 1490 - 1750

| Topic | Anchor Standard | State Content Standard | Learning Objectives |
|---|---|---|---|
| Analyzing Primary Sources | Inquiry Anchor Standard 2: Evaluate Sources and Evidence | SS.8.3.2.1 Identify and analyze primary sources to understand the inquiry perspectives of different groups in colonial America | |
| | History Anchor Standard 21 Perspectives | SS.8.3.21.1 Compare and contrast primary sources to identify similarities and differences in the experiences of different groups in Colonial America | |
| Understanding Historical Context | History Anchor Standard 21 Perspectives | SS.8.3.21.2 Examine the reasons for European colonization in different regions of Colonial America | |
| | Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture | SS.8.3.16.1 Analyze the impact of geographical and environmental factors on the development of colonial economies, settlements, and trade networks. | |

## Theme 3: Establishment of European Colonies

Time Period: 1490 - 1750

| | | | |
|---|---|---|---|
| | History Anchor Standard 23: Change, Continuity, and Context | SS.8.3.23.1 Investigate the interactions and conflicts between people in Colonial America | |

## Theme 3: Cont..

| Topic | Anchor Standard | State Content Standard | Learning Objectives |
|---|---|---|---|
| Cause and Effect | Civics Anchor Standard 6 Civic and Political Institutions and Systems | SS.8.3.6.1 Identify the factors that led to the growth of representative government in colonial societies | |
| | Economic Anchorage Standard 11 Economic Systems, Models, and Markets | SS.8.3.11.1 Examine the economic systems of different colonial regions. | |
| | Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movements | SS.8.3.19.1 Evaluate the consequences of the Atlantic slave trade. | |

| Theme 3: Cont.. | | | |
|---|---|---|---|
| Civic Participation and Decision-Making | Inquiry Anchor Standard 3 Develop Claims | SS.8.3.3.1 Analyze the impact of events on colonial governance and social structures. | |
| | Civics Anchor Standard 7 Participation and Deliberation | SS.8.3.7.1 Investigate the impact of events on colonial governance and social structures | |
| | Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement | SS.8.3.5.1 Reflect on the lessons from Colonial America to engage in discussions about the importance of civic engagement, individual rights, and the balance of power in contemporary society | |

## Theme 4: American Revolution and the New Republic

Time Period: 1750 - 1814

| Topic | Anchor Standard | State Content Standard | Learning Objectives |
|---|---|---|---|
| Analyzing Historical Documents | Inquiry Anchor Standard 2 Evaluate Sources and Evidence | SS.8.4.2.1 Identify and analyze primary sources to gain insights into the thoughts and actions of key figures during the American Revolution.<br><br>SS.8.4.2.2 Examine secondary sources to understand differing interpretations of events and their significance. | |
| | History Anchor Standard 21 Perspectives | SS.8.4.21.1 Compare and contrast viewpoints from different historical periods to evaluate changing perspectives on the American Revolution and the early years of the New Republic. | |
| Understanding Historical Context | History Anchor Standard 21 Perspectives | SS.8.4.21.2 Investigate the economic, political, and social factors that contribute to tensions between American colonies and the British government leading up to the Revolution.<br><br>SS.8.4.21.3 Examine the principles of the Enlightenment and their influence on the ideas of liberty, equality, and individual rights during this period. | |

## Theme 4: American Revolution and the New Republic

Time Period: 1750 - 1814

| | | | |
|---|---|---|---|
| | History Anchor Standard 23 Change, Continuity, and Context | SS.8.4.23.1 Analyze the challenges faced by the newly independent United States. | |

## Theme 4: Cont…

| Topic | Anchor Standard | State Content Standard | Learning Objectives |
|---|---|---|---|
| Cause and Effect | History Anchor Standard 23 Change, Continuity, and Context | SS.8.4.23.2 Identify the key events of the American Revolution and their significance in the fight for independence. | |
| | Civics Anchor Standard 6 Civic and Political Institutions and Systems | SS.8.4.6.1 Examine the drafting and ratification of the U.S. Constitution and the Bill of Rights and their impact on shaping the structure of the federal government. | |
| | History Anchor Standard 24 Historical Thinking | SS.8.4.24.1 Evaluate the consequences of the American Revolution on various groups. | |

| Theme 4: Cont… | | | |
|---|---|---|---|
| Civic Participation and Decision-Making | Inquiry Anchor Standard 3 Develop Claims | SS.8.4.3.1 Analyze the contributions of individuals to the development of American democracy and the New Republic. | |
| | Civic Anchor Standard 7 | SS.8.4.7.1 Investigate the role of social movements and protests in shaping American society and politics. | |
| | Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement | SS.8.4.5.1 Reflect on the principles of democracy and civic responsibility that emerged from the American Revolution and the early years of the New Republic and their relevance to contemporary society. early years of the New Republic and their relevance to contemporary society. | |

## Theme 5: Civic and Political Institutions of the U.S.

| Topic | Anchor Standard | State Content Standard | Learning Objectives |
|---|---|---|---|
| Understanding Civic life and Government | Civics Anchor Standard 6 Civic and Political Institutions and Systems | SS.8.5.6.1 Define the fundamental principles of democracy, including popular sovereignty, rule of law, and individual rights.<br><br>SS.8.5.6.2 Identify and explain the three branches of the federal government(executive, legislative, judicial) and their roles in creating, implementing and interpreting laws.<br>SS.8.5.6.3 Analyze the role of state, local, and Tribal governments and their relationship to the federal government.<br><br>SS.8.5.6.4 Research and understand the role of state, local, and Tribal government structures and institutions in addressing community needs. | |
| Analyzing Political Institutions | Civics Anchor Standard 6 Civic and Political Institutions and Systems | SS.8.5.6.5 Investigate the role of political parties, including their influence on the electoral process and the shaping of public policy.<br><br>SS.8.5.6.6 Examine the structure and functions of the U.S. Congress in making laws and representing constituents.<br><br>SS.8.5.6.7 Analyze the role of the president in the executive branch, including their powers,responsibilities, and interactions with other branches of government. | |

| Theme 5: Civic and Political Institutions of the U.S. | | | |
|---|---|---|---|
| | | SS.8.5.6.8 Examine the structure and function of the judicial branch in interpreting the meaning of laws. | |
| Engaging in Civic PArticipation | Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens | SS.8.5.10.1 Explore the rights and responsibilities of people in a respective democracy.<br><br>SS.8.5.10.2 Analyze the significance of civic participation through activities such as voting, community service, and advocacy.<br><br>SS.8.5.10.3 Investigate the role of media and technology in shaping public opinion and facilitating civic engagement.<br><br>SS.8.5.10.4 Reflect on the responsibilities of active citizenship and the potential for individual and collective impact. | |
| Examining Democratic Processes | Civic Anchor Standard 8 Processes, Rules, and Laws | SS.8.5.8.1 Investigate the election process and its impact on representation.<br><br>SS.85.8.2 Evaluate the importance of compromise, negotiation, and the rule of law in the functioning of democratic institutions. | |

## Theme 5: Civic and Political Institutions of the U.S.

| | | | |
|---|---|---|---|
| | Civics Anchor Standard 7 Participation and Deliberation | SS.8.5.7.1. Analyze the role of interest groups and lobbyists in influencing policy decisions and the democratic process.<br><br>SS.8.5.7.2 Evaluate the impact of public policies on various groups within society. | |

## Theme 6: Manifest Destiny and Indian Removal

Time period: 1815 - 1860 CE

| Topic | Anchor Standard | State Content Standard | Learning Objectives |
|---|---|---|---|
| Analyzing Multiple Perspective | Inquiry Anchor Standard 2 Evaluate Sources and Evidence | SS.8.6.2.1 Examine Primary sources to understand the viewpoints on Manifest Destiny.<br><br>SS.8.6.2.2 Compare and contrast the perspectives on issues related to land ownership and sovereignty. | |
| | History Anchor Standard 21 Perspectives | SS.8.6.21.1 Evaluate how different groups viewed westward expansion and the policies of Indian Removal. | |

## Theme 6: Manifest Destiny and Indian Removal

Time period: 1815 - 1860 CE

| | | | |
|---|---|---|---|
| Understanding Historical Context | History Anchor Standard 23 Change, Continuity, and Context | SS.8.6.23.1 Investigate the economic, social, and political factors that contribute to the idea of Manifest Destiny and westward expansion.<br><br>SS.8.6.23.2 Analyze the impact of technological advancements on the ability to settle in and transport goods to the western frontier. | |
| | Civics Anchor Standard 8 Processes, Rules, and Laws | SS.8.6.8.1 Examine the conflicting interests between Native American Tribes and the U.S. government, as well as the legal and political frameworks that shaped Indian Removal policies. | |

## Theme 6: Cont…

| Topic | Anchor Standard | State Content Standard | Learning Objectives |
|---|---|---|---|
| Cause and Effect | Civics Anchor Standard 8 Processes, Rules, and Laws | SS.8.6.8.2 Identify key events and policies related to westward expansion. | |

| Theme 6: Cont… | | | |
|---|---|---|---|
| | History Anchor Standard 24 Historical Thinking | SS.8.6.24.1 Examine the historical and ongoing consequences of Indian Removal on Native American communities, their cultures, and their relationships with the U.S. government. | |
| | Geography Anchor Standard 16 Human Environment Interaction: Place, Regions and Culture | SS.8.6.16.1 Evaluate the impact of westward expansion on different regions and its contribution to the Civil war. | |
| Ethical Decision-Making | History Anchor Standard 21 Perspectives | SS.8.6.21.2 Investigate the historical and contemporary impacts of westward expansion on people and the environment.<br><br>SS.8.6.21.3 Investigate the role of individuals and groups in shaping responses to Indian Removal policies. | |
| | Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement | SS.8.6.5.1 Reflect on lessons from history to engage in discussions about the impact of history on modern society. | |

## Theme 7: The Civil War and Reform Movements

Time Period: 1837 CE - 1877 CE

| Topic | Anchor Standard | State Content Standard | Learning Objectives |
|---|---|---|---|
| Analyzing Primary and Secondary Sources | Inquiry Anchor Standards 2 Evaluate Sources and Evidence | SS.8.7.2.1 Identify and analyze primary sources to gain insights into experiences of individuals during this era<br><br>SS.8.7.2.2 Examine secondary sources to understand how interpretation of events differ. | |
| Analyzing Primary and Secondary Sources | History Anchor Standard 21 Perspective | SS.8.7.21.1 Analyze viewpoints from different time periods to evaluate changing perspectives. | |
| Understanding Historical Context | History Anchor Standard 21 Perspective | SS.8.7.21.2 Investigate the economic, political, and social factors that contribute to the sectional tension leading to succession and the outbreak of the Civil War. | |
| | History Anchor Standard 24 Historical Thinking | SS.8.7.23.1 Analyze the social and cultural factors that led to the rise of social and political reform movements. | |

## Theme 7: The Civil War and Reform Movements

Time Period: 1837 CE - 1877 CE

| | | | |
|---|---|---|---|
| | History Anchor Standard 23 Change, Continuity, and Context | SS.8.7.23.1 Analyze the social and cultural factors that led to the rise of social and political reform movements. | |

## Theme 7: Cont…

| Topic | Anchor Standard | State Content Standard | Learning Objectives |
|---|---|---|---|
| Cause & Effect | History Anchor Standard 22 Historical Sources and Evidence | SS.8.7.22.1 Identify the key events of the Civil War and their significance in shaping the outcome of the conflict and the nation. | |
| | History Anchor Standard 23 Change, Continuity, and Context | SS.8.7.23.2 Examine the social and political changes brought about by tge Emancipation Proclamation and the 13th, 14th and 15th Amendments.<br><br>SS.8.7.23.3 Evaluate the impact of reform movements on historical and contemporary societies. | |

## Theme 7: Cont…

| | | | |
|---|---|---|---|
| Civic Participation and Decision-Making | History Anchor Standard 23 Change, continuity, and Context | SS.8.7.23.4 Analyze the contributions of key individuals to the advancement of civil rights and social change.<br>SS.8.7.23.5 Investigate the role of social movements in shaping the political and cultural landscapes. . | |
| | Inquiry Anchor Standard 5 Informed Civic Discourse and Engagement | SS.8.7.5.1 Engage in collaborative discussions about the ongoing struggle for civil rights, equal justice, and the responsibilities of citizenship in a diverse society. | |

## Theme 8: Reconstruction

Time Period: 1865 - 1877

| **Topic** | **Anchor Standard** | **State Content Standard** | **Learning Objectives** |
|---|---|---|---|
| Analyzing Primary and Secondary Sources | History Anchor Standard 22 Historical Sources and Evidence | SS.8.8.22.1 Identify and analyze primary sources to gain insight into the experiences of African Americans during Reconstruction. | |

| Theme 8: Reconstruction<br>Time Period: 1865 - 1877 | | | |
|---|---|---|---|
| | Inquiry Anchor Standard 2 Evaluate Sources and Evidence | SS.8.8.2.1 Examine secondary sources to understand differing interpretations of the Reconstruction era. | |
| | History Anchor Standard 21 Perspectives | SS.8.8.21.1 Compare and contrast viewpoints from different historical perspectives to evaluate changing attitudes toward race, citizenship, and civil rights. | |
| Understanding Historical Context | History Anchor Standard 22 | SS.8.8.22.2 Investigate the social, economic, and political conditions that led to Reconstruction. | |
| | History Anchor Standard 21 | SS.8.8.21.1 Examine the lingering effects of slavery on the lives of newly freed African Americans.<br><br>SS.8.8.21.2 Analyze the resistance to change and the rise of white supremacist ideologies as significant challenges during Reconstruction. | |

| Theme 8: Reconstruction<br>Time Period: 1865 - 1877 | | | |
|---|---|---|---|
| Cause and Effect | Civics Anchor Standard 8 Processes, Rules, and Laws | SS.8.8.8.1 Identify the key policies and legislation of Reconstruction, including the 13th, 14th, and 15th Amendments, and assess their significance in advancing civil rights.<br><br>SS.8.8.8.2 Evaluate the establishment of white supremacist organizations and the enforcement of Jim Crow laws | |
| Ethical Decision-Making | History Anchor Standard 24 Historical Thinking | SS.8.8.24.1 Investigate the historical and contemporary impact of Reconstruction. | |
| | Civics Anchor Standard 7 Participation and Deliberation | SS.8.8.7.1 Reflect on lessons from history to engage in discussions about the ongoing struggle to promote social change in modern society. | |

# High School: 9-12

# World History

| Course Details: | Overview: |
|---|---|
| **Grade(s):** 9-10 | *World History* begins classical civilizations and follows world events up[ to the communist revolutions of the 20th century. |
| **Length:** Two semesters | |
| **Prerequisites:** *None* | |

## Unit 1: Ancient Greece—Geography, Leaders, and. Legacy Classical Civilizations (Ancient Mediterranean World)

| Lesson / Unit Focus | Teacher Learning Objective | AK Content Standard (9–12 World History) | Student Learning Intention | Hattie's Depth of Learning |
|---|---|---|---|---|
| Geography & City-States | Identify and locate key geographical features and city-states of Ancient Greece | **SS.WH.1.17.1** – Compare cultural and technological innovations of classical civilizations | We will learn how geography influenced life, trade, and independence in Ancient Greece | Surface: Identify locations<br>Deep: Analyze geographic impact<br>Transfer: Compare to other civilizations |
| Greek Law & Democracy | Analyze reforms of Draco, Solon, and Cleisthenes; evaluate democratic development | **SS.WH.1.21.1** – Analyze perspectives on political organization and governance | We will explore how laws and reforms shaped Athenian democracy | Surface: Identify reforms<br>Deep: Analyze democratic change |

| | | | | |
|---|---|---|---|---|
| | | | | Transfer: Compare to modern democracy |
| Leadership & Empire | Analyze leadership of Pericles and Alexander the Great | **SS.WH.1.23.1** – Analyze how leadership and ideas influence societal development | We will examine how leaders expanded Greek power and influence | Surface: Identify leaders<br>Deep: Evaluate leadership impact<br>Transfer: Long-term legacy |
| Conflict & Decline | Analyze major wars and Greece's decline using evidence | **SS.WH.1.24.1** – Explain causes and effects of political fragmentation | We will analyze how wars weakened Greek unity and power | Surface: Recall events<br>Deep: Cause & effect<br>Transfer: Lessons for later civilizations |

# Unit 2: Roman Republic and Empire
# Theme: Classical Civilizations and Transformation

| Lesson / Unit Focus | Teacher Learning Objective | AK Content Standard (9–12 World History) | Student Learning Intention | Hattie's Depth of Learning |
|---|---|---|---|---|
| Roman Government & Republic | Analyze political institutions and democratic features of the Republic | **SS.WH.1.21.1** – Analyze perspectives on governance and civic participation | We will evaluate how democratic the Roman Republic was | Surface: Identify institutions Deep: Evaluate democracy Transfer: Compare to modern systems |
| Expansion & Conflict | Explain causes and effects of the Punic Wars | **SS.WH.1.23.1** – Analyze how conflict and expansion shape civilizations | We will examine how wars expanded Rome's power | Surface: Recall events Deep: Analyze consequences Transfer: Imperial patterns |
| From Republic to Empire | Analyze collapse of the Republic and rise of Augustus | **SS.WH.1.24.1** – Explain political transformation and institutional change | We will analyze how Rome became an empire | Surface: Identify causes Deep: Cause & effect Transfer: Institutional change |
| Pax Romana & Christianity | Examine stability, belief systems, and reforms | **SS.WH.1.19.1** – Explain diffusion of ideas, beliefs, and institutions | We will explore how Christianity spread under Roman rule | Surface: Recall beliefs Deep: Analyze spread Transfer: Religious legacy |

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|---|---|---|---|---|
| Fall & Byzantium | Analyze fall of Rome and continuation in Byzantium | **SS.WH.1.24.1** – Explain continuity and transformation of civilizations | We will examine how Rome fell but its ideas survived | Surface: Identify causes Deep: Analyze continuity Transfer: Medieval influence |

# Unit 3: Creation, Expansion, and Rule: Islam and the Ottoman Empire

| Lesson / Unit Focus | Teacher Learning Objective | AK Content Standard (9–12 World History) | Student Learning Intention | Hattie's Depth of Learning |
|---|---|---|---|---|
| **Foundations of Islam** | Identify beliefs, Muhammad's life, and the Quran | SS.WH.1.21.1 – Analyze perspectives shaped by belief systems | We will learn the core beliefs of Islam | Surface: Identify beliefs Deep: Analyze meaning Transfer: Cultural understanding |
| **Expansion of Islam** | Analyze political, social, and economic causes of expansion | SS.WH.1.19.1 – Evaluate diffusion of ideas and beliefs over time | We will analyze how Islam spread rapidly | Surface: Recall factors Deep: Analyze causes Transfer: Regional impact |
| **Cultural & Political Impact** | Evaluate effects of Islamic expansion | SS.WH.1.23.1 – Analyze how ideas influence societies | We will examine Islam's cultural and political influence | Surface: Identify effects Deep: Evaluate impact Transfer: |

| | | | | |
|---|---|---|---|---|
| | | | | Long-term legacy |
| **Ottoman Empire** | Examine rise, governance, and legacy | SS.WH.1.24.1 – Explain political organization and empire building | We will investigate how the Ottomans built a stable empire | Surface: Identify strategies Deep: Analyze governance Transfer: Imperial comparison |

# Unit 4: Medieval Europe – From the Dark Ages to the Black Death

| Lesson /Unit Focus | Teacher Learning Objective | AK Content Standard (9–12 World History) | Student Learning Intention | Hattie's Depth of Learning |
|---|---|---|---|---|
| **Foundations of Medieval Europe** | Understand formation of Western Christendom | SS.WH.1.24.1 – Explain how the fall of Rome led to feudalism | We will understand how new societies formed after Rome | Surface: Recall changes Deep: Analyze formation Transfer: Civilization building |
| **Feudalism & Power** | Analyze feudalism and political organization | SS.WH.1.24.1 – Explain political and social order in medieval Europe | We will understand how feudalism worked | Surface: Identify roles Deep: Analyze relationships Transfer: Compare systems |
| **Christianity & Culture** | Understand expansion of Christian Europe | SS.WH.1.19.1 – Explain diffusion of ideas and beliefs | We will explore Christianity's influence | Surface: Recall spread Deep: Analyze influence Transfer: Cultural legacy |

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|---|---|---|---|---|
| **Black Death & Change** | Analyze demographic and economic transformation | SS.WH.1.19.1 – Explain impact of movement and interaction | We will examine how the plague reshaped Europe | Surface: Recall impacts Deep: Analyze consequences Transfer: Modern parallels |

# Unit 5: Post-Classical Europe (600–1450 CE)

| Lesson | Teacher Learning Objective | AK Content Standard (9–12 World History) | Student Learning Intention | Hattie's Depth of Learning |
|---|---|---|---|---|
| **1: The Dark Ages** | Analyze social, political, and economic characteristics of the Dark Ages; evaluate their impact and compare to other periods | SS.WH.1.24.1 – Explain how the fall of the Roman Empire led to the emergence of European feudalism | Today we will explore what made the Dark Ages unique, examine its effects, and compare it to other historical periods | Surface: Recall key features<br>Deep: Analyze causes and effects<br>Transfer: Compare to other periods |
| **2: Charlemagne & the Carolingian Empire** | Analyze the political and cultural impacts of Charlemagne's rule; evaluate his influence using primary and secondary sources | SS.WH.1.24.1 – Explain developments that shaped medieval European political systems following the fall of Rome | Today we will examine how Charlemagne shaped medieval Europe and assess his contributions to politics, culture, and education | Surface: Identify achievements<br>Deep: Analyze political and cultural influence<br>Transfer: Evaluate lasting effects |

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|---|---|---|---|---|
| **3: The Crusades** | Analyze causes and effects of the Crusades; evaluate impacts on Europe and the Middle East | SS.WH.1.19.1 – Explain how the transfer of goods and ideas along trade routes affected cultures in post-classical societies | Today we will explore why the Crusades happened and analyze how they changed Europe and the Middle East using evidence | Surface: Recall causes and events<br>Deep: Analyze impacts<br>Transfer: Compare regional effects |
| **4: The Black Death** | Analyze social, economic, and cultural impacts of the Black Death; evaluate long-term effects and draw modern parallels | SS.WH.1.19.1 – Explain how movement of people, goods, and ideas affected societies in the post-classical period | Today we will examine how the Black Death changed life in Europe and compare its effects to modern pandemics | Surface: Recall key impacts<br>Deep:<br>Analyze effects on society<br>Transfer:<br>Compare to modern pandemics |

# Unit 6: Renaissance and Reformation

| Lesson Topic | Learning Focus (We Will…) | Alaska Content Standard (9–12 World History) | Success Criteria (I Will Know I Am Successful When…) |
|---|---|---|---|
| **Introduction to the Renaissance** | Analyze the key characteristics and contributions of the Renaissance in art, science, and literature | SS.WH.2.23.1 – Explain how the ideas of the Renaissance and Reformation motivated exploration and conquest (Theme 2: The First Global Age, 1450–1750 CE) | I can describe changes in Renaissance art, science, and literature. I can give examples of artists, inventions, or writings. I can explain how Renaissance ideas differed from the Middle Ages. I can use historical vocabulary correctly. |
| **Leonardo da Vinci** | Analyze Leonardo's contributions to art, science, and technology; evaluate his interdisciplinary approach | SS.WH.2.23.1 – Explain how Renaissance ideas influenced society and future developments | I can identify Leonardo's contributions to art and science. I can explain how he used observation and experimentation. I can give modern examples of his influence. I can explain why he is called a "Renaissance man." |

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|---|---|---|---|
| **Protestant Reformation** | Analyze causes and effects; create a timeline | SS.WH.2.23.1 – Explain how ideas of the Reformation motivated changes in EuropeSS.WH.2.23.2 – Analyze political and economic impacts of European movements | I can identify causes of the Reformation. I can describe key events and figures. I can explain how it changed religion and society. I can organize events chronologically using a timeline. |
| **Martin Luther** | Analyze key events and theological disagreements; construct cause-and-effect timeline | SS.WH.2.23.1 & SS.WH.2.23.2 – Evaluate Reformation causes and effects on society and institutions | I can explain indulgences and Luther's opposition. I can describe the 95 Theses. I can explain cause-and-effect relationships. I can support explanations with historical evidence. |
| **Galileo** | Analyze conflict with the Church and its impact on science | SS.WH.2.23.1 – Explain how Renaissance ideas influenced society and sparked new scientific inquiry | I can explain Galileo's discoveries. I can describe Church beliefs that conflicted with him. I can explain why he was labeled a heretic. I can explain how this shows tension between science and religion. |

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|---|---|---|---|
| **Renaissance & Reformation Comparison** | Compare characteristics, cultural impacts, and significance | SS.WH.2.23.1 & SS.WH.2.23.2 – Compare continuity and change; assess diffusion of ideas | I can identify at least three similarities and differences. I can organize ideas in a Venn diagram or poster. I can explain how both movements changed Europe differently. I can summarize their cultural and historical significance. |

## Unit 7: Age of Exploration

| Lesson / Focus | Teacher Learning Objective | AK World History Content Standard | Student Learning Intention | Hattie's Depth of Learning |
|---|---|---|---|---|
| **European Exploration (Overview)** | Analyze political and economic impacts of European expeditions | SS.WH.2.23.2 – Analyze the political and economic impacts of European expeditions in the 15th and 16th centuries | I will analyze how European expeditions changed politics and economies worldwide | Surface: Identify impacts Deep: Analyze causes & effects Transfer: Global consequences |

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|---|---|---|---|---|
| **Rise of the Incas** | Analyze geographic, political, and economic factors behind empire building | SS.WH.1.23.1 – Analyze how leadership and ideas influence societal development | I will explain what helped the Incan Empire grow and create a timeline of key events | Surface: Recall factors<br>Deep: Analyze expansion<br>Transfer: Compare empires |
| **Aztecs: Moctezuma & Cortés** | Analyze cross-cultural interaction and conquest | SS.WH.2.23.2 – Analyze political and economic impacts of European expeditions | I will explain how Moctezuma and Cortés interacted and how this affected the Aztec Empire | Surface: Identify events<br>Deep: Analyze interaction<br>Transfer: Colonial patterns |
| **Portolá Expedition** | Analyze exploration and colonial impact in California | SS.WH.2.23.2 – Analyze political and economic impacts of European expeditions | I will explain the significance of the Portolá Expedition and create a timeline | Surface: Recall events<br>Deep: Analyze Outcomes<br>Transfer: Regional impact |

| | | | | |
|---|---|---|---|---|
| **Middle Passage** | Analyze experiences of enslaved Africans | SS.WH.2.19.1 – Assess the effects of the Atlantic slave trade | I will explain conditions of the Middle Passage and its impacts | Surface: Describe conditions<br>Deep: Analyze impacts<br>Transfer: Long-term consequences |

## Unit 8: Absolute Monarchies of Europe

| Lesson / Focus | Teacher Learning Objective | AK World History Content Standard | Student Learning Intention | Hattie's Depth of Learning |
|---|---|---|---|---|
| **Absolute Monarchs** | Analyze political, social, and economic effects of absolutism | SS.WH.2.23.2 – Analyze political and economic impacts of European developments | I will explain how absolute monarchs shaped Europe and influenced modern governments | Surface: Identify monarchs<br>Deep: Evaluate policies<br>Transfer: Modern governance |

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|---|---|---|---|---|
| **English Civil War** | Analyze causes, events, and consequences | SS.WH.2.23.2 – Analyze political impacts of European conflicts | I will explain why the English Civil War happened and its effects | Surface: Recall causes Deep: Analyze conflict Transfer: Limits on power |

## Unit 9: Revolutions

| Lesson / Focus | Teacher Learning Objective | AK World History Content Standard | Student Learning Intention | Hattie's Depth of Learning |
|---|---|---|---|---|
| **French Revolution** | Analyze causes of revolution | SS.WH.3.23.1 – Explain how political, social, and economic factors led to revolutions | I will explain the main causes of the French Revolution | Surface: Identify causes Deep: Analyze inequality & ideas Transfer: Revolutionary patterns |
| **Reign of Terror** | Analyze causes and consequences | SS.WH.3.23.1 – Explain revolutionary change over time | I will explain what led to the Reign of Terror and how it changed France | Surface: Recall events Deep: Analyze consequences Transfer: Power & fear |

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|---|---|---|---|---|
| **Napoleon** | Analyze rise and fall of leadership | SS.WH.3.23.1 – Explain how leadership shapes revolutions | I will create a timeline of Napoleon's rise and fall | Surface: Identify events<br>Deep: Analyze leadership<br>Transfer: European impact |
| **Industrial Revolution** | Analyze social, economic, and technological change | SS.WH.3.23.1 – Explain how industrialization transformed societies | I will analyze how industrialization changed society and daily life | Surface: Identify changes<br>Deep: Analyze impacts<br>Transfer: Modern economies |
| **Age of Imperialism** | Analyze motives and impacts of imperialism | SS.WH.3.23.1 – Explain causes and effects of imperial expansion | I will explain why imperialism occurred and its impacts | Surface: Identify motives<br>Deep: Analyze consequences<br>Transfer: Global inequality |
| **Sepoy Mutiny** | Analyze resistance to imperialism | SS.WH.3.23.1 – Explain responses to imperial rule | I will explain the causes and consequences of the Sepoy Mutiny | Surface: Recall events<br>Deep: Analyze resistance<br>Transfer: Colonial change |
| **Russian Revolution** | Analyze causes and global impact | SS.WH.3.23.1 – Explain revolutionary transformation | I will explain what led to the Russian Revolution and its global effects | Surface: Identify causes<br>Deep: Analyze ideology<br>Transfer: Global politics |

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|---|---|---|---|---|
| **Communist Revolution in China** | Analyze causes and outcomes | SS.WH.4.23.1 – Explain ideological conflict and political change | I will explain how the Communist Revolution changed China | Surface: Recall events<br>Deep: Analyze outcomes<br>Transfer: Cold War context |

# U. S. History

| Course Details: | Overview: |
|---|---|
| **Grade(s):** 10-11 | *US History* begins with the post-reconstruction era and ends with the Cold War. Learners explore the influences and challenges that have shaped our nation. This course emphasizes the role of democratic principles, civic responsibility, and involvement that have guided the United States. |
| **Length:** Two semesters | |
| **Prerequisites:** *World History* | |

**Historical**

GL.3 The learner will understand how historical events impact the modern era by applying historical inquiry skills in order to understand the forces of change and make informed decisions.

| Unit Essential Question | Content Objectives<br>The learner will: | AK State Standards |
|---|---|---|
| **US.1 The Industrial Era:**<br><br>How did immigration and urbanization transform American cities during the Industrial Era, and how did reformers and muckrakers respond to these social, economic, and political challenges? | • 1. Analyze how immigration and industrialization contributed to urban growth and social challenges.<br>2. Examine primary and secondary sources to evaluate the living and working conditions of immigrants and urban workers.<br>3. Evaluate the role of muckrakers, including Jacob Riis, in exposing social problems and influencing reform.<br>4. Assess the social, economic, and political factors behind child labor and labor unrest, including the Haymarket Riot and the Homestead and Pullman strikes.<br>5. Analyze the impact of immigration policies, such as the Chinese Exclusion Act, on American society.<br>6. Evaluate the actions and influence of industrialists, distinguishing between “captains of industry” and “robber barons.”<br>7. Compare reform movements and evaluate their effectiveness in addressing social inequities. | **SS.USH.3.11.1**<br>Examine the economic, social, and political impacts of industrialization in the 1870s. |

| Graduate-Level Competency: | | |
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| **Historical**<br>GL.3 continued… | | |
| **Unit Essential Question** | **Content Objectives**<br>**The learner will:** | **AK State Standards** |
| US.2 The Progressive Era<br><br>How did the Progressive Era address the social, political, and economic challenges caused by industrialization, immigration, and urbanization, and how effective were reformers in promoting lasting change? | • 1. Analyze the defining characteristics and goals of the Progressive Movement.<br>• 2. Examine primary and secondary sources to evaluate the living and working conditions of urban Americans and immigrant communities.<br>• 3. Evaluate the role of muckrakers, including Upton Sinclair and Jacob Riis, in exposing social problems and influencing reform.<br>• 4. Analyze child labor, labor unrest, and the responses of reformers to workplace abuses.<br>• 5. Compare the philosophies and actions of reformers, including civil rights leaders like W.E.B. DuBois and Booker T. Washington.<br>• 6. Evaluate social policies such as Prohibition and the 18th Amendment, assessing arguments for and against.<br>• 7. Assess the overall effectiveness of Progressive Era reforms in addressing social inequities and shaping American society. | **SS.USH.3.24.1**<br>Examine ways in which Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption. |

| Graduate-Level Competency: | | |
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| GL.3 continued… | | |
| **Unit Essential Question** | **Content Objectives**<br>**The learner will:** | **AK State Standards** |
| **US 3 Imperialism and American Empire**<br>How and why did the United States emerge as an imperial power at the turn of the 20th century, and what were the consequences of American expansion for both the U.S. and other nations? | 1. Critically analyze the political, economic, and social motivations behind U.S. imperial expansion.<br>2. Evaluate the arguments for and against imperialism, including perspectives of Imperialists (e.g., Albert Beveridge, Theodore Roosevelt) and Anti-Imperialists (e.g., William Jennings Bryan, Mark Twain).<br>3. Examine major events such as the Spanish-American War, the annexation of the Philippines and Hawaii, and the Open Door Policy in China.<br>4. Analyze the role of media, including yellow journalism, in shaping public opinion and foreign policy.<br>5. Assess the impact of imperialist policies on annexed territories and their people.<br>6. Use primary and secondary sources to develop evidence-based interpretations of America's emerging global role. | **SS.USH.3.17.1**<br>Analyze the factors that enabled the United States to become an imperial power. |

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| **US.4 World War 1 and America's Role**<br><br>Why did the United States enter World War I, and how did the war transform American society, politics, and foreign policy during and after the conflict? | 1. Identify and sequence key events and alliances that led to World War I, distinguishing between the Central Powers and the Allied Powers.<br>2. Analyze the political, economic, and social factors that influenced U.S. neutrality and the eventual decision to declare war in 1917.<br>3. Evaluate the impact of wartime policies such as the Sedition Act of 1918 on civil liberties.<br>4. Examine the geographic and strategic significance of major battles and technological innovations in shaping the war's outcomes.<br>5. Assess the political and social reasons for the U.S. Senate's rejection of the Treaty of Versailles and its implications for American foreign policy.<br>6. Use primary and secondary sources to construct evidence-based interpretations of U.S. involvement and domestic effects of World War I. | **SS.USH.3.24.1** Distinguish between the long-term causes and triggering events that led to the United States entering World War I.<br>**SS.USH.3.10.3** Evaluate wartime restrictions on civil liberties.<br>**SS.USH.4.24.1** Analyze the reasons for American isolationism and internationalism in the interwar period and their effects on international relations and foreign policy. |

| Graduate-Level Competency: | | |
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| GL.3 continued… | | |
| **Unit Essential Question** | **Content Objectives**<br>**The learner will:** | **AK State Standards** |
| **US.5 The 1920s: Conflict, Change, and Crisis**<br><br>How did social change, economic growth, and cultural conflict shape the United States during the 1920s—and what lessons can we learn from this decade of extremes? | 1. Analyze how social, economic, and political tensions during the 1920s reflected broader changes in American identity.<br>2. Evaluate the effects of fear and nationalism on civil liberties during the Red Scare.<br>3. Examine patterns of internal migration and their impact on urban and cultural life.<br>4. Assess the tension between science and religion in the Scopes Trial as a reflection of cultural divides.<br>5. Analyze the causes and effects of the Stock Market Crash and its role in ending the prosperity of the 1920s. | **SS.USH.4.21.1** Compare rival perspectives on economic, social, and religious conflicts in the 1920s.<br>**SS.USH.4.22.1** Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman.<br>**SS.USH.4.24.2** Explain the global context of the Great Depression |

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| | | and the reasons for the worldwide economic collapse.<br>**SS.USH.4.24.3** Analyze the conditions and policies that led to the Great Depression<br><br>. |

| Graduate-Level Competency: | | |
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| GL.3 continued… | | |
| **Unit Essential Question** | **Content Objectives**<br>**The learner will:** | **AK State Standards** |
| **US 6 The 1930s: The Great Depression**<br><br>How did the Great Depression shape American society, and how effective were the responses of FDR's New Deal in addressing economic, social, and racial inequalities? | 1. Explain the causes and economic impact of the Great Depression on American society, families, and communities.<br>2. Analyze the environmental, economic, and social effects of the Dust Bowl.<br>3. Evaluate the creation and impact of Social Security during the 1930s.<br>4. Examine key New Deal programs ("Alphabet Soup") and categorize them as Relief, Recovery, or Reform.<br>5. Critically assess the successes and failures of the New Deal in addressing economic challenges and its effects on marginalized groups. | SS.USH.4.24.4 Examine the impact of the Great Depression on the American family and on ethnic and racial minorities.<br><br>SS.USH.4.13.2 Analyze how the decline in production and spending affected Americans during the Great Depression.<br><br>SS.USH.4.24.5 Contrast the first and second New Deals and evaluate the successes and failures of the relief, recovery, and reform measures associated with each.<br><br>SS.USH.4.24.6 Assess the impact and legacy of New Deal relief, recovery, and reform programs on Black people, Indigenous people, and people of color. |

| **Graduate-Level Competency:** | | |
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| GL.3 continued… | | |
| **Unit Essential Question** | **Content Objectives**<br>**The learner will:** | **AK State Standards** |
| **US 7 World War II**<br><br>How did World War II transform the United States at home and abroad, and what do the nation's choices during the war reveal about the balance between security, power, and civil liberties? | 1. Explain how economic hardship, political instability, and propaganda enabled Hitler and the Nazi Party to rise to power and consolidate control in Germany.<br>2. Analyze the causes of the Japanese attack on Pearl Harbor and evaluate how the attack reshaped America's political, economic, and social involvement in World War II.<br>3. Evaluate the motivations behind Executive Order 9066 and assess how Japanese-American internment affected civil liberties, individuals, and communities during WWII. | **AK Standards**<br>SS.USH.4.24.7 Explain the historical developments and policies that resulted in the United |

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| | 4. Analyze how Americans on the home front contributed to the war effort, and explain how these contributions transformed U.S. society during and after WWII.<br>5. Explain the key military strategies and political decisions that led to the Allied victory in Europe and support their analysis with specific historical evidence.<br>6. Analyze the major battles, strategic decisions, and technological advancements that enabled the Allies to achieve victory in the Pacific.<br>7. Evaluate the political, military, and ethical factors behind the decision to drop the atomic bombs and assess their short- and long-term impacts on civilians and global relations. | States entering WWII.<br>SS.USH.4.24.8 Evaluate the decision to employ nuclear weapons against Japan and assess its long-term impacts.<br>SS.USH.4.23.1 Assess the social, political, and economic transformation of the United States during WWII.<br>SS.USH.4.10.1 Identify the conditions that gave rise to the internment of Japanese Americans people during the war and assess the implications for civil liberties.<br>SS.USH.4.10.2 Examine the |

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| | | suppression of civil liberties and human rights during times of conflict and war, past and present. |

| Graduate-Level Competency: | | |
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| GL.3 continued… | | |
| **Unit Essential Question** | **Content Objectives**<br>**The learner will:** | **AK State Standards** |
| **US 8 The Cold War**<br><br>How did Cold War ideology shape the United States' actions at home and abroad, and what were the consequences for American society and global conflict? | 1. Analyze how the development and use of the atomic bomb shaped early Cold War diplomatic and military strategies between the United States and the USSR, using evidence from primary and secondary sources.<br>2. Explain the major causes of the Korean War and analyze its political, military, and global effects within the broader context of the Cold War.<br>3. Evaluate the impact of McCarthyism on American society in the 1950s by analyzing primary and secondary sources, and compare the rhetorical strategies used by Senator McCarthy and Senator Margaret Chase Smith to construct a supported argument about its lasting influence on U.S. politics.<br>4. Analyze the political and military factors that led to the failure of the Bay of Pigs invasion and evaluate how the event reshaped U.S.–Cuba relations and Cold War tensions using evidence from historical documents.<br>5. Explain the key events and leadership decisions of the Cuban Missile Crisis, and evaluate how actions taken by Kennedy and Khrushchev influenced international relations and heightened Cold War brinkmanship.<br>6. Analyze the causes, key events, and outcomes of the Vietnam War, evaluating the political, social, and economic impacts on both the United States and Vietnam, and explain how Cold War ideology shaped U.S. involvement. | • SS.USH.5.21.1 Explain how political ideology shaped the postwar order and led to the Cold War.<br><br>• SS.USH.5.23.1 Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.<br><br>• SS.USH.5.10.1 Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United States.<br><br>• SS.USH.5.23.2 Analyze other economic and social impacts of the Cold War on the United States |

# Alaska History

| Course Details: | Overview: |
|---|---|
| **Grade(s):** 12<br>**Length:** One Semester<br>**Prerequisites:** | Alaska Studies is a semester-long course that explores Alaska's geography, peoples, history, and contemporary issues through a place-based and inquiry-driven approach. Students examine how Alaska's physical environment has shaped human settlement and cultural systems, analyze the impacts of Russian and American colonization, investigate the path to statehood and self-determination, and evaluate modern challenges related to resources, governance, and climate change. Throughout the course, students engage with primary sources, Alaska Native perspectives, and community knowledge, culminating in an inquiry-based research and oral history project that emphasizes ethical research and civic engagement. Alaska Native histories, perspectives, and impacts are intentionally integrated across all units, ensuring Indigenous voices are treated as central to Alaska's past and present rather than as a standalone topic. |

## Unit 1: Physical Geography of Alaska

| Unit Essential Questions | Content Objectives | AK Standards |
|---|---|---|
| • Where is Alaska located, and why does its location matter?<br>• What major landforms, regions, and climate zones define Alaska?<br>• How do physical geography and climate shape conditions for life in Alaska? | • Identify Alaska's absolute and relative location using maps and globes (latitude/longitude, hemispheres, proximity to Asia, Arctic, and Lower 48).<br>• Describe Alaska's major landforms, regions, and climate zones (mountain ranges, rivers, coastal plains, tundra, taiga).<br>• Analyze how environmental conditions create challenges and opportunities for human activity. | Geography AS 17 – Global Interconnections: SS.AKH.1.16.1<br><br>Geography AS 20 – Geography of Alaska: SS.AKH.1.20.2<br><br>Geography AS 16 – Human Environment Interaction: SS.AKH.1.16.2 |

**Possible Projects and Assessments:**

- Annotated physical maps of Alaska
- Student presentations of physical features
- Regional geography quiz
- Climate data interpretation task

## Unit 2: Alaska Native Societies & Systems (Time Immemorial - 1741 CE)

| Unit Essential Questions | Content Objectives | AK Standards |
|---|---|---|
| • How and when did people first arrive in Alaska?<br>• How have Alaska Native societies adapted to their specific environments?<br>• How did Alaska Native societies develop social, cultural, and political systems?<br>• How have Tribal identities demonstrated continuity and change over time? | • Compare scientific and Indigenous perspectives on the peopling of Alaska (land bridge theory, coastal migration, Alaska Native oral traditions).<br>• Use evidence to document the development and evolution of Alaska Native societies and cultures (housing, subsistence patterns, social organization, technology).<br>• Explain key characteristics of Alaska Native governance, economies, and belief systems prior to Western contact (clan systems, subsistence economies, spiritual relationships to land).<br>• Examine how Tribal affiliations and identities have changed and endured over time. | Geography AS 19 – Human Populations: SS.AKH.1.19.3<br><br>Geography AS 20 – Geography of Alaska: SS.AKH.1.20.1<br><br>Geography AS 16 – Human Environment Interaction: SS.AKH.1.16.4<br><br>History AS 23 – Change, Continuity, and Context: SS.AKH.1.23.1 |

**Possible Projects and Assessments:**

- Cultural traits chart
- Cultural region case study
- Oral history project (community interview or archived Alaska Native oral history analysis)
- Comparative source analysis (archaeological vs. Indigenous knowledge)

## Unit 3: Russian Colonial Period (1741–1867 CE)

| Unit Essential Questions | Content Objectives | AK Standards |
|---|---|---|
| • Why did Russia colonize Alaska, and how did it govern the region?<br>• How did Russian exploration, trade, religion, and disease affect Alaska Native communities?<br>• How did Indigenous peoples resist, adapt to, or accommodate Russian colonialism? | • Evaluate the role of significant individuals and institutions during the Russian colonial period (Vitus Bering, Russian-American Company, Orthodox Church).<br>• Analyze the social, political, cultural, and economic impacts of Russian contact on Alaska Native societies (fur trade, forced labor, population loss, cultural change).<br>• Examine the immediate and long-term effects of epidemics in Alaska.<br>• Compare Indigenous, Russian, and American understandings of land claims and stewardship. | History AS 25 – Alaskan History: SS.AKH.1.25.1<br><br>Geography AS 19 – Human Populations: SS.AKH.1.19.1<br><br>History AS 23 – Change, Continuity, and Context: SS.AKH.2.23.1<br><br>History AS 21 – Perspectives: SS.AKH.2.21.1<br><br>Civics AS 6 – Civic Institutions: SS.AKH.4.6.1 |

**Possible Projects and Assessments:**

- Russian-era primary source analysis
- Perspective comparison chart (Indigenous vs. colonial)
- Short analytical essay on colonial impacts

## Unit 4: American Colonial Period (1867–1912 CE)

| Unit Essential Questions | Content Objectives | AK Standards |
|---|---|---|
| • How did U.S. control change governance and daily life in Alaska?<br>• How did colonial policies reshape Alaska Native cultures and communities?<br>• Why did migration and economic development accelerate during this period? | • Analyze arguments for and against the Alaska Purchase.<br>• Explain how military rule, education policy, and federal governance shaped American Alaska.<br>• Evaluate how gold rushes influenced migration, settlement, and infrastructure.<br>• Analyze the causes and consequences of American colonization and its legacy for Alaska Native peoples, including early Alaska Native civil rights restrictions and resistance (segregation, denial of citizenship, early advocacy). | Geography AS 17 – Global Interconnections: SS.AKH.2.17.1<br><br>Civics AS 6 – Civic Institutions: SS.AKH.2.6.1<br><br>Geography AS 19 – Human Populations: SS.AKH.3.19.1<br><br>History AS 24 – Historical Thinking: SS.AKH.4.24.1; SS.AKH.4.24.2<br><br>History AS 23 – Change, Continuity, and Context: SS.AKH.4.23.1; SS.AKH.4.23.2 |

**Possible Projects and Assessments:**

- DBQ on the Alaska Purchase
- Gold Rush migration map project
- Essay on assimilation and colonial legacy

## Unit 5: Territorial Period (1912–1959 CE)

| Unit Essential Questions | Content Objectives | AK Standards |
|---|---|---|
| • What did territorial status mean for political power and civil rights in Alaska?<br>• How did World War II transform Alaska's strategic importance?<br>• How did resource development shape Alaska's economy and governance? | • Explain the structure and limitations of Alaska's territorial government.<br>• Analyze how World War II reshaped Alaska's population, infrastructure, and global importance.<br>• Compare Indigenous and Western understandings of resources and common ownership.<br>• Evaluate Alaska Native participation in territorial governance and statehood debates, including Alaska Native civil rights movements, voting rights, and segregation policies during the territorial period (Alaska Native Brotherhood/Sisterhood, Anti-Discrimination Act of 1945, Elizabeth Peratrovich). | Civics AS 6 – Civic Institutions: SS.AKH.2.6.1<br><br>Geography AS 16 – Human Environment Interaction: SS.AKH.3.16.1<br><br>History AS 23 – Change, Continuity, and Context: SS.AKH.3.23.1; SS.AKH.5.23.1<br><br>Civics AS 10 – Civic Participation: SS.AKH.5.10.1; SS.AKH.5.10.2<br><br>Economics AS 9 – Resource Distribution: SS.AKH.3.9.1 |

**Possible Projects and Assessments:**

- WWII in Alaska timeline or infographic
- Statehood debate or position paper
- Resource ownership case study

## Unit 6: Statehood & ANCSA Era (1959–1980s)

| Unit Essential Questions | Content Objectives | AK Standards |
|---|---|---|
| • How did statehood change governance and citizenship in Alaska?<br>• How were land claims resolved, and with what consequences?<br>• How did ANCSA reshape Alaska Native governance and economies? | • Explain the structure and significance of the Alaska Constitution.<br>• Analyze civil rights, voting rights, and political participation in post-statehood Alaska (expanded suffrage, continued advocacy, state-level reforms).<br>• Examine the legal context and long-term impacts of ANCSA on Tribal governments.<br>• Compare Tribal, state, and corporate governance systems created by ANCSA. | Civics AS 8 – Processes, Rules, and Laws: SS.AKH.5.8.1<br><br>Civics AS 6 – Civic Institutions: SS.AKH.5.6.1; SS.AKH.5.6.2<br><br>History AS 24 – Historical Thinking: SS.AKH.6.24.1<br><br>Civics AS 8 – Processes, Rules, and Laws: SS.AKH.2.8.1 |

**Possible Projects and Assessments:**

- Comparative constitution analysis
- Timeline of Land Claims advocacy and Native political organization
- ANCSA legal impact brief

## Unit 7: Contemporary Alaska (1980s–Present)

| Unit Essential Questions | Content Objectives | AK Standards |
|---|---|---|
| • How does Alaska's economy function today?<br>• How should Alaskans balance development, sustainability, and cultural values?<br>• How do global forces affect Alaska's future? | • Analyze Alaska's mixed economy, including resource extraction, tourism, and subsistence.<br>• Explain the causes and consequences of Alaska's boom-and-bust economy.<br>• Assess the creation and impact of the Permanent Fund and PFD (oil revenue, wealth distribution, debates over dividends).<br>• Compare sport, commercial, and subsistence perspectives on resource management.<br>• Evaluate Alaska's role in the global economy and Arctic system. | Geography AS 16 – Human Environment Interaction: SS.AKH.3.16.2<br><br>Economics AS 11 – Markets: SS.AKH.6.11.1; SS.AKH.6.11.2<br><br>Economics AS 8 – Government and Economy: SS.AKH.6.8.1; SS.AKH.6.13.1; SS.AKH.6.15.1; SS.AKH.6.17.1<br><br>History AS 21 – Perspectives: SS.AKH.6.21.1<br><br>Geography AS 19 – Human Populations: SS.AKH.4.19.1 |

**Possible Projects and Assessments:**

- Permanent Fund policy analysis
- Stakeholder position paper on resource management
- Global Alaska issue brief

## Unit 8: Inquiry, Research, and Oral History (Culminating Unit)

| Unit Essential Questions | Content Objectives | AK Standards |
|---|---|---|
| • How can inquiry help us better understand Alaska's past and present?<br>• Why are oral histories essential sources in Alaska History?<br>• How can individual stories deepen or challenge historical narratives? | • Develop compelling, researchable questions grounded in Alaska History standards.<br>• Collect, analyze, and interpret oral histories using ethical and culturally responsive research practices.<br>• Evaluate primary and secondary sources for perspective, reliability, and context.<br>• Synthesize evidence to construct and communicate historical interpretations. | Inquiry Anchor Standards 1–5: Questioning, Evidence, Interpretation, Communication, Action |

**Possible Projects and Assessments:**

- Oral history collection project
- Research paper, podcast, or digital exhibit
- Public presentation or community showcase

# American Government

| Course Details: | Overview: |
|---|---|
| **Grade(s):** 12<br>**Length:** One Semester<br>**Prerequisites:** US History | American Government is a semester-long course designed to prepare students for informed, active citizenship in the United States. Through the study of foundational principles, constitutional structures, civil liberties and rights, political institutions, and civic participation, students examine how government operates at the local, state, and national levels. The course emphasizes analysis of primary sources, discussion of contemporary issues, and application of civic knowledge to real-world problems, including those relevant to Alaska. |

## Unit 1: Foundations of American Government

| Unit Essential Questions | Content Objectives | AK Standards |
|---|---|---|
| • What ideas and experiences shaped the U.S. Constitution?<br>• Why did the founders choose a representative democracy over other forms of government?<br>• How did Enlightenment philosophy and colonial experience influence the structure of American government? | • Explain key Enlightenment philosophies and their influence on American political thought.<br>• Analyze colonial experiences that led to independence.<br>• Compare the strengths and weaknesses of the Articles of Confederation and the Constitution.<br>• Evaluate major compromises made at the Constitutional Convention. | Civics Anchor Standard 6 Civic and Political Institutions and Systems<br>SS.9-12.6.1<br>SS.9-12.6.2<br>SS.9-12.6.5 |

**Possible Projects and Assessments:**

- Primary source analysis: Thomas Hobbes, John Locke, Montesquieu, Rousseau
- Concept mapping: Enlightenment ideas, Declaration of Independence, Constitution
- Structured academic discussion
- Argumentative paragraph writing

## Unit 2: Principles of the Constitution

| Unit Essential Questions | Content Objectives | AK Standards |
|---|---|---|
| • How does the Constitution organize and distribute power within the national government?<br>• How do the separation of powers and checks and balances prevent abuse of authority?<br>• How does the Constitution allow for stability and change over time? | • Describe the structure and core principles of the U.S. Constitution.<br>• Analyze the roles of separation of powers and checks and balances.<br>• Explain how the amendment process allows constitutional change. | Civics Anchor Standard 6<br>Civic and Political Institutions and Systems<br>SS.9-12.6.3<br>SS.9-12.6.6<br>SS.9-12.6.7 |

**Possible Projects and Assessments:**

- Close reading of Articles I–III of the U.S. Constitution
- Checks and balances scenario analysis
- Quiz/test on constitutional principles (limited government, popular sovereignty, separation of powers, etc.)
- Performance Task: student-written constitutional amendment with justification

## Unit 3: Congress & The Legislative Process

| Unit Essential Questions | Content Objectives | AK Standards |
|---|---|---|
| • How does Congress represent the people in a representative democracy?<br>• Why is the legislative process intentionally complex and slow?<br>• How does Congress balance competing interests? | • Explain the structure, powers, and roles of the legislative branch.<br>• Describe the lawmaking process and the role of committees and leadership.<br>• Analyze how representation and compromise shape legislation.<br>• Compare the roles and responsibilities of the House of Representatives and the Senate.<br>• Analyze the role of Alaska's congressional delegation in representing state interests at the federal level (including committee assignments, sponsored legislation, and constituent services). | Civics Anchor Standard 7 Participation and Deliberation<br>SS.9-12.7.5<br><br>Civics Anchor Standard 8 Processes, Rules, and Laws<br>SS.9-12.8.1<br>SS.9-12.8.2<br>SS.9-12.8.4<br>SS.9-12.8.6 |

**Possible Projects and Assessments:**

- Congress simulation using a student-written bill
- Lawmaking flowchart practice using real congressional examples
- Written reflection: "Where does compromise most shape legislation?"

## Unit 4: The Presidency & The Executive Branch

| Unit Essential Questions | Content Objectives | AK Standards |
|---|---|---|
| • What formal and informal powers does the president possess?<br>• How has presidential power evolved over time?<br>• How does the executive branch influence policy? | • Identify the constitutional roles and powers of the president.<br>• Analyze limits on executive authority and the system of checks and balances.<br>• Analyze the relationship between the president and Congress in shaping legislation, appointments, and budget priorities.<br>• Explain the structure and function of the federal bureaucracy.<br>• Evaluate how executive actions influence domestic and foreign policy outcomes. | Civics Anchor Standard 7 Participation and Deliberation<br>SS.9-12.7.4<br><br>Civics Anchor Standard 8 Processes, Rules, and Laws<br>SS.9-12.8.2<br>SS.9-12.8.3<br>SS.9-12.8.6 |

**Possible Projects and Assessments:**

- Case studies of executive orders related to immigration, climate policy, or public health
- Quiz/Test on formal vs. informal executive powers
- Structured academic controversy: “Has presidential power expanded too far?”
- Written argument supported by constitutional evidence

## Unit 5: The Judicial Branch & The Rule of Law

| Unit Essential Questions | Content Objectives | AK Standards |
|---|---|---|
| • How do courts interpret and apply the Constitution?<br>• What role does the judiciary play in protecting individual rights?<br>• How do Supreme Court decisions influence public policy and society? | • Describe the structure of the federal court system.<br>• Analyze the process of presidential nomination and Senate confirmation of federal judges.<br>• Explain the principle of judicial review.<br>• Analyze how Supreme Court decisions interpret constitutional principles and affect policy.<br>• Evaluate the impact of judicial philosophy (e.g., originalism vs. activism) on Supreme Court decision-making.<br>• Analyze historical shifts in the power of the Supreme Court and evaluate the defining characteristics of major Court eras (Marshall Court, Warren Court, etc). | Civics Anchor Standard 6<br>Civic and Political Institutions and Systems<br>SS.9-12.6.8<br><br>Civics Anchor Standard 8<br>Processes, Rules, and Laws<br>SS.9-12.8.5<br>SS.9-12.8.7<br>SS.9-12.8.8 |

**Possible Projects and Assessments:**

- Mock Supreme Court oral arguments based on a First or Fourth Amendment issue
- Judicial philosophy comparison: originalism vs. activism
- Case studies of landmark cases
- Reflection: “How much should courts consider public opinion when interpreting the Constitution?”

## Unit 6: Federalism & the Distribution of Power

| Unit Essential Questions | Content Objectives | AK Standards |
|---|---|---|
| • How is power divided between national, state, Tribal, and local governments?<br>• How do conflicts between levels of government shape public policy?<br>• How does federalism affect Alaskans specifically?<br>• Why is federalism an essential feature of the American constitutional system? | • Explain federalism and the division of powers among national, state, Tribal, and local governments.<br>• Analyze how supremacy, reserved powers, and concurrent powers operate in practice.<br>• Evaluate real-world conflicts between levels of government.<br>• Compare models of federalism (e.g., dual, cooperative, and new federalism) and assess how the balance of power has shifted over time.<br>• Analyze the role of fiscal federalism, including grants-in-aid and mandates, in shaping state and local policy decisions. | Civics Anchor Standard 6 Civic and Political Institutions and Systems SS.9-12.6.4<br><br>Civics Anchor Standard 8 Processes, Rules, and Laws SS.9-12.8.2 |

**Possible Projects and Assessments:**

- Federalism case studies: Voting Rights Act of 1965
- Comparative analysis: U.S. Constitution vs. Alaska Constitution
- Structured discussion: “When should states challenge federal authority?”
- Applied writing task analyzing a federal and state conflict

## Unit 7: Civil Liberties, Civil Rights & Citizenship

| Unit Essential Questions | Content Objectives | AK Standards |
|---|---|---|
| • What rights are protected by the Bill of Rights?<br>• How have civil liberties and civil rights been expanded or denied over time?<br>• What does citizenship mean in the United States and in Alaska?<br>• How do tensions between liberty and security shape public debate?<br>• How have social movements influenced the expansion of rights in American history? | • Interpret the Bill of Rights and explain how it protects individual liberties.<br>• Explain how civil rights have evolved through legislation, court decisions, and civic action.<br>• Analyze historical and contemporary examples of inclusion and exclusion in U.S. citizenship.<br>• Examine the concept of dual and Tribal citizenship in Alaska.<br>• Evaluate how competing values (e.g., liberty vs. security, equality vs. freedom of expression) influence legal and political decisions.<br>• Analyze the role of social movements and civic activism in expanding or defending constitutional rights. | Civics Anchor Standard 6<br>Civic and Political Institutions and Systems<br>SS.9-12.6.9<br>SS.9-12.6.10<br><br>Civics Anchor Standard 7<br>Participation and Deliberation<br>SS.9-12.7.3<br><br>Civics Anchor Standard 10<br>Rights, Roles, and Responsibilities of Citizens<br>SS.9-12.10.1<br>SS.9-12.10.2<br>SS.9-12.10.7 |

**Possible Projects and Assessments:**

- Supreme Court case studies: Tinker v. Des Moines, Miranda v. Arizona, Brown v. Board of Education
- Case comparison graphic organizer: civil liberties vs. civil rights claims
- Structured discussion: “Should individual rights ever be limited in the interest of public safety or equality?”
- Reflective writing on rights, responsibilities, and citizenship

## Unit 8: Political Participation, Public Policy & Civic Action

| Unit Essential Questions | Content Objectives | AK Standards |
|---|---|---|
| • How do citizens influence government through participation?<br>• How do elections, political parties, and the media shape political behavior?<br>• How are public policies created, implemented, and evaluated?<br>• How can citizens take informed and effective civic action?<br>• What responsibilities accompany the rights of participation in a democracy?<br>• How does civic engagement at the local and state level impact communities in Alaska? | • Explain the role of elections, voting, and political parties in the U.S. system.<br>• Describe the American political spectrum.<br>• Explain voting processes and procedures.<br>• Analyze the influence of media, public opinion, and political socialization.<br>• Analyze how public policies are developed and evaluated for intended and unintended consequences.<br>• Evaluate the responsibilities of citizenship, including informed voting, civil discourse, and community involvement.<br>• Analyze the impact of local and state-level civic participation on public policy outcomes, particularly within Alaska.<br>• Develop and propose informed civic action to address a public issue. | Civics Anchor Standard 7 Participation and Deliberation<br>SS.9-12.7.1–7.9<br><br>Civics Anchor Standard 8 Processes, Rules, and Laws<br>SS.9-12.8.3<br><br>Civics Anchor Standard 9 Alaska's Governments<br>SS.9-12.9.1–9.9<br><br>Civics Anchor Standard 10 Rights, Roles, and Responsibilities of Citizens<br>SS.9-12.10.3<br>SS.9-12.10.4<br>SS.9-12.10.5 |

**Possible Projects and Assessments:**

- Media bias analysis using contrasting coverage of the same political event
- Political Typology quiz, reflection, and analysis
- Data analysis: voter turnout trends by age, race, and region (including Alaska)
- Policy case study: resource development, education funding, voting access in Alaska, etc.
- Civic Action Project: research, proposal, and presentation to an authentic audience

# Vietnam War Elective – Semester Breakdown (High School, Multi-Grade)

## Quarter 1: Foundations and Early U.S. Involvement

**Focus:** Understanding Vietnam's geography, history, colonial experience, and early U.S. involvement.

| Unit /Topic | Student Learning Intention (We Will…) | Success Criteria (I Can…) | Alaska Standard (Code + Text) |
|---|---|---|---|
| Geography & Demographics of Vietnam | We will analyze how Vietnam's physical and human geography influenced history and war. | I can explain how geography, climate, and population patterns affected political and military decisions. | **SS.WH.5.23.4** – *Use case studies to examine the creation, challenges, and conflicts related to nation building and national sovereignty.* |
| Ancient History & China | We will explore Vietnam's early history and relationship with China. | I can explain how Chinese rule influenced Vietnamese culture and resistance. | **SS.WH.5.23.1** – *Analyze the impacts of nationalist revolutionary leaders and movements on achieving independence.* |
| French Colonial Rule | We will investigate the impact of French imperialism in Vietnam. | I can describe French colonial policies and explain their effects on Vietnamese society. | **SS.WH.5.24.1** – *Analyze the causes and effects of decolonization after World War II.* |
| Roots of Nationalism & Communism | We will evaluate why nationalism and communism developed in Vietnam. | I can identify key leaders and explain why communism appealed to many Vietnamese. | **SS.WH.5.21.1** – *Analyze how the Cold War led to global conflict.* |
| Rise of the Vietminh | We will analyze how the Vietminh resisted colonial rule. | I can explain who the Vietminh were and describe their strategies. | **SS.WH.5.23.2** – *Examine patterns of resistance and revolution after World War II.* |

| | | | |
|---|---|---|---|
| Vietnam & Truman Doctrine | We will connect Vietnam to U.S. Cold War containment policy. | I can explain how the Truman Doctrine influenced U.S. actions in Vietnam. | **SS.USH.5.23.1** – *Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.* |
| First Indochina War | We will examine the conflict between France and Vietnamese nationalists. | I can summarize the causes, major events, and outcomes of the First Indochina War. | **SS.WH.5.24.2** – *Analyze the economic, political, and military power shifts that followed World War II.* |
| Dien Bien Phu | We will analyze why Dien Bien Phu was a turning point. | I can explain why the battle led to French withdrawal and increased U.S. involvement. | **SS.WH.5.24.1** – *Analyze the causes and effects of decolonization after World War II.* |
| Eisenhower's Policies | We will analyze U.S. policy toward Vietnam under Eisenhower. | I can describe Eisenhower's approach and evaluate its effectiveness. | **SS.USH.5.23.1** – *Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.* |
| Ngo Dinh Diem & Kennedy | We will evaluate U.S. support for South Vietnam. | I can describe Diem's leadership and explain Kennedy's Vietnam policies. | **SS.USH.5.21.1** – *Explain how political ideology shaped the postwar order and led to the Soviet–U.S. arms race.* |

## Quarter 2: Escalation, War, and Aftermath

**Focus: Understanding the escalation, key events, and consequences of the Vietnam War.**
**Depth of Learning: Deep → Transfer**

| Unit / Topic | Student Learning Intention (We Will…) | Success Criteria (I Can…) | Alaska Standard (Code + Text) |
|---|---|---|---|
| Gulf of Tonkin Resolution | We will analyze why U.S. involvement in Vietnam escalated. | I can explain the Gulf of Tonkin Incident and how it expanded presidential power. | **SS.USH.5.23.1** – *Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.* |
| Johnson's War Strategy | We will evaluate President Johnson's military strategy. | I can describe Johnson's policies and assess their impact on the war. | **SS.USH.5.23.2** – *Analyze other economic and social impacts of the Cold War on the United States.* |
| How the War Was Fought | We will examine military tactics and technology used in Vietnam. | I can explain how tactics like air power and chemical weapons affected civilians and the environment. | **SS.WH.6.14.2** – *Analyze the factors affecting climate change and global sustainability.* |
| 1968 & Anti-War Movement | We will explore the domestic response to the war. | I can explain why opposition to the war grew and identify major protests. | **SS.USH.6.6.2** – *Assess the impact of student movements and the counterculture on American politics and society.* |
| Tet Offensive | We will analyze the significance of the Tet Offensive. | I can explain how Tet shifted U.S. public opinion and policy. | **SS.USH.5.21.1** – *Explain how political ideology shaped the postwar order and led to the Soviet–U.S. arms race.* |

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|---|---|---|---|
| Nixon & Vietnamization | We will evaluate Nixon's plan to end U.S. involvement. | I can describe Vietnamization and analyze its successes and failures. | **SS.USH.5.23.1** – *Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.* |
| Cambodia & Silent Majority | We will analyze the regional and political consequences of U.S. actions. | I can explain the Cambodian campaign and the idea of the "Silent Majority." | **SS.USH.5.10.1** – *Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United States.* |
| Peace with Honor & Fall of Saigon | We will examine how the Vietnam War ended. | I can summarize the Paris Peace Accords and the Fall of Saigon. | **SS.WH.5.24.2** – *Analyze the economic, political, and military power shifts that followed World War II.* |
| Aftermath & Modern Vietnam | We will assess Vietnam's development after the war. | I can describe Vietnam today and evaluate post-war policies. | **SS.WH.6.14.1** – *Use case studies to assess the economic impacts of globalization on the regional, national, and international scales.* |
| Reconciliation & Human Rights | We will evaluate the long-term lessons of the war. | I can assess efforts toward reconciliation and human rights protections. | **SS.WH.6.10.1** – *Assess proposed solutions to past and ongoing human rights violations.* |

# Vietnam War Elective – Semester Breakdown (High School, Multi-Grade)

## Quarter 1: Foundations and Early U.S. Involvement

**Focus:** Understanding Vietnam's geography, history, colonial experience, and early U.S. involvement.
**Depth of Learning:** Surface to Deep (Hattie: Surface → Deep → Transfer)

| Unit / Topic | Student Learning Intention (We Will…) | Success Criteria (I Can…) | Hattie Focus |
|---|---|---|---|
| Geography, climate, topography, demographics of Indochina | We will analyze the physical and human geography of Vietnam and how it influenced history and war. | I can describe Vietnam's geography, climate, and demographics, and explain how they affected military and political decisions. | Surface: Knowledge/ Understanding |
| Ancient history and relationship with China | We will explore Vietnam's historical ties with China and their cultural and political impact. | I can explain Vietnam's early history and its cultural/political relationship with China. | Surface |
| Establishment of French Rule (Colonialism/Imperialism) | We will investigate how French colonization shaped Vietnam | I can describe French colonial policies and their effects on Vietnamese society. | Surface |

| | | | |
|---|---|---|---|
| | politically and economically. | | |
| Roots of Nationalism and Communism | We will evaluate the emergence of nationalist and communist movements in Vietnam. | I can identify key nationalist and communist leaders and explain their motivations. | Surface → Deep |
| Rise of Vietminh | We will analyze the Vietminh's role in resisting colonial rule. | I can explain who the Vietminh were and summarize their strategies. | Deep |
| Vietnam and the Truman Doctrine | We will connect Vietnam to U.S. Cold War policy. | I can explain how Vietnam fit into the Truman Doctrine and U.S. fears of communism. | Deep |
| First Indochina War | We will explore the conflict between French forces and Vietnamese nationalists. | I can summarize the causes, major events, and outcomes of the First Indochina War. | Deep |
| Dien Bien Phu & Start of American Involvement | We will understand the significance of Dien Bien Phu and U.S. entry. | I can explain why Dien Bien Phu was important and how it led to U.S. involvement. | Deep |
| Eisenhower's Policies | We will analyze U.S. policies toward Vietnam under Eisenhower. | I can describe Eisenhower's approach to Vietnam and evaluate its effectiveness. | Deep |

| | | | |
|---|---|---|---|
| Ngo Dinh Diem & Kennedy's Policies | We will evaluate U.S. support for South Vietnam. | I can describe Diem's leadership and Kennedy's Vietnam policies. | Deep |

## Quarter 2: Escalation, War, and Aftermath

**Focus: Understanding the escalation, key events, and consequences of the Vietnam War.**
**Depth of Learning: Deep → Transfer**

| Unit/Topic | Student Learning Intention (We Will…) | Success Criteria (I Can…) | Hattie Focus |
|---|---|---|---|
| Escalation / Gulf of Tonkin Resolution | We will analyze how and why U.S. involvement escalated. | I can explain the Gulf of Tonkin Incident and Resolution and its impact on U.S. policy. | Deep |
| Johnson's Policies & War Strategy | We will evaluate U.S. strategy and military involvement. | I can describe Johnson's policies and assess their impact on the war. | Deep |
| How the War Was Fought (Air Power, Agent Orange, "Take the Hill") | We will examine military tactics and their consequences. | I can describe key military strategies and their human/environmental costs. | Deep |
| 1968 and Anti-War Movement | We will explore the domestic impact of the war. | I can explain why opposition to the war grew in 1968 and identify major events. | Deep |
| Tet Offensive | We will analyze the Tet Offensive and its significance. | I can explain the Tet Offensive and how it influenced U.S. public opinion. | Deep → Transfer |
| Nixon's Contradictory Policies & Vietnamization | We will evaluate Nixon's approach to ending the war. | I can describe Vietnamization and analyze the contradictions in Nixon's policies. | Deep |

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|---|---|---|---|
| Cambodia & Silent Majority | We will examine the regional and political consequences of U.S. actions. | I can explain the Cambodian campaign and the “Silent Majority” concept. | Deep |
| Peace with Honor & Fall of Saigon | We will understand the end of the war and its consequences. | I can summarize the Paris Peace Accords and the Fall of Saigon. | Deep → Transfer |
| Aftermath of the War (Modern Vietnam, Communism, Capitalism, Reconciliation) | We will assess Vietnam’s post-war development and lessons learned. | I can describe Vietnam today and evaluate the successes/failures of post-war policies. | Transfer |

# Unit Overview: Geography and Human Landscape of Indochina

**Unit Focus:** How Vietnam's geography, climate, and demographics shaped historical developments and wartime strategy.

| Component | Description |
|---|---|
| **Learning Intention (We Will...)** | Analyze the physical and human geography of Vietnam and how it influenced history and war. |
| **Success Criteria (I Can...)** | Describe Vietnam’s geography, climate, and demographics, and explain how these factors affected military and political decisions. |
| **Key Knowledge (Surface Learning)** | Major landforms, climate zones, population distribution, ethnic groups, agricultural regions, and terrain challenges. |
| **Key Skills (Deep Learning)** | Explain cause-and-effect relationships between geography and strategy; interpret maps; evaluate how terrain influenced historical outcomes. |
| **Hattie’s Level of Learning** | Begins with *Surface* (recall geographic facts), moves to *Deep* (analyzing strategic implications), and aims for *Transfer* (applying insight to later units such as French colonialism or U.S. military strategy). |
| **Vocabulary** | monsoon, delta, highlands, demography, rural-urban divide, guerilla warfare, strategic advantage |
| **Primary Source Types Used** | Maps, photographs, population charts, climate data, soldier accounts referencing terrain |
| **Formative Checks** | Map labeling, quick-writes explaining terrain challenges, pair-share cause and effect reasoning |
| **Summative Assessment Option** | Write an analysis explaining how Vietnam's geography shaped a specific military or political strategy during the war. |

Global Conflicts Unit Overview and AK State SS Alignment

| Unit / Topic | Unit Focus | Aligned Alaska State Content Standards (Code + Text) |
|---|---|---|
| **Middle East Conflicts**(Israel–Palestine, Syrian Civil War, Iran Hostage Crisis) | Understand why the U.S. is actively involved in Middle Eastern geopolitics and how historical, political, religious, and economic factors shape ongoing conflict. | **SS.WH.5.21.1** – Analyze how the Cold War led to global conflict.**SS.WH.5.23.3** – Analyze the role of the United Nations in state-building and negotiation of conflicts after WWII.**SS.WH.5.23.4** – Use case studies to examine challenges related to nation building and national sovereignty.**SS.WH.6.10.1** – Assess proposed solutions to past and ongoing human rights violations.**SS.9-12.8.9** – Evaluate how U.S. founding principles and constitutional structures have influenced foreign policy over time.**SS.9-12.8.11** – Research multiple perspectives to assess how the U.S. conducts itself in international relations.**SS.9-12.8.12** – Evaluate the degree to which the United States affects and is affected by geopolitics and international economics. |
| **Conflicts on the African Continent**(Apartheid, conflict minerals, post-colonial conflict) | Examine how colonialism, resource exploitation, and human rights struggles contribute to conflict and instability in Africa. | **SS.WH.5.24.1** – Analyze the causes and effects of decolonization after WWII.**SS.WH.5.23.2** – Examine patterns of resistance and revolution after WWII.**SS.WH.6.14.1** – Use case studies to assess the economic impacts of globalization at regional and international scales.**SS.WH.6.10.1** – Assess proposed solutions to past and ongoing human rights violations.**SS.9-12.11.3** – Critique inequities in different economic systems.**SS.9-12.8.4** – Discuss methods used to change societies and protect civil and human rights. |

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|---|---|---|
| **Ukraine / Russia** | Analyze how historical invasions, Cold War legacies, nationalism, and modern geopolitics influence conflict between Ukraine and Russia. | **SS.WH.5.21.1** – Analyze how the Cold War led to global conflict.**SS.WH.5.24.2** – Analyze economic, political, and military power shifts following WWII.**SS.WH.5.23.4** – Use case studies to examine nation building and national sovereignty challenges.**SS.WH.6.14.1** – Assess economic impacts of globalization.**SS.9-12.7.6** – Use civic virtues to deliberate solutions to core conflicts in representative democracies.**SS.9-12.8.11** – Research how U.S. international relations affect domestic policy. |
| **North Korea** | Understand how authoritarianism, ideology, Cold War history, and nuclear tensions contribute to North Korea's isolation and global security concerns. | **SS.WH.5.21.1** – Analyze how the Cold War led to global conflict.**SS.WH.5.23.4** – Examine challenges related to national sovereignty.**SS.WH.6.10.1** – Assess responses to ongoing human rights violations.**SS.9-12.7.5** – Evaluate the effectiveness of political action in changing government systems.**SS.9-12.8.12** – Evaluate how geopolitics and international economics influence one another. |
| **Conflicts in Latin America** *(if time permits)* | Examine the role of Cold War ideology, U.S. foreign policy, revolutions, and economic interests in Latin American conflicts. | **SS.WH.5.21.1** – Analyze how the Cold War led to global conflict.**SS.WH.5.23.2** – Examine patterns of resistance and revolution after WWII.**SS.WH.6.14.1** – Assess the economic impacts of globalization.**SS.9-12.8.9** – Evaluate how U.S. foreign policy has been influenced by founding principles.**SS.9-12.8.11** – Research U.S. conduct in international relations and its domestic impact. |

Holocaust Studies Overview and AK SS Standard Alignment

| Unit / Topic | Alaska State Content Standard(s) (Code + Text) | Learning Intention (We Will…) | Success Criteria (I Can…) |
|---|---|---|---|
| **Pogroms & Historical Roots of Genocide** | **SS.WH.4.21.1** – Use case studies to identify the reach and causes of the rise of totalitarian regimes during the post-WWI period. **SS.WH.4.21.2** – Analyze primary and secondary sources to explain the significance of the Holocaust and other atrocities in WWII. | We will analyze historical patterns of antisemitism and violence to understand how genocide develops over time. | I can explain how pogroms and long-standing antisemitism contributed to later genocidal policies using historical evidence. |
| **Mein Kampf & Nazi Ideology** | **SS.WH.4.21.1** – Use case studies to identify causes of totalitarian regimes. **SS.WH.4.22.1** – Explain how perspectives of people in the present shape interpretations of the past. | We will examine Nazi ideology to understand how extremist beliefs justified persecution and violence. | I can identify core ideas in Nazi ideology and explain how they promoted exclusion and violence. |
| **Rise of Nazism** | **SS.WH.4.21.1** – Use case studies to identify the reach and causes of totalitarian regimes. | We will analyze economic, political, and social factors that enabled the Nazi rise to power. | I can explain how instability in post-WWI Germany helped the Nazis gain control. |
| **Hitler & Germany (1933–1935)** | **SS.WH.4.21.1** – Rise of totalitarian regimes. **SS.WH.4.23.1** – Analyze factors that contribute to the evolution of societies and civilizations. | We will study how Hitler consolidated power and transformed German society. | I can explain how laws, propaganda, and political violence helped Hitler establish a dictatorship. |
| **Hitler's Inner Circle** | **SS.WH.4.21.1** – Causes and structure of totalitarian regimes. | We will analyze how leadership networks enabled Nazi control and policy implementation. | I can describe the roles of key Nazi leaders and how they supported Hitler's goals. |

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| **Nuremberg Laws** | **SS.WH.4.21.2** – Analyze sources explaining the Holocaust and atrocities. **SS.WH.6.10.1** – Assess proposed solutions to past and ongoing human rights violations. | We will examine how legal systems can be used to deny human rights. | I can explain how the Nuremberg Laws stripped Jews of rights and laid groundwork for genocide. |
| **Wannsee Conference / Final Solution** | **SS.WH.4.21.2** – Analyze primary and secondary sources on the Holocaust. | We will analyze how genocide became state policy through bureaucratic planning. | I can explain how the Wannsee Conference formalized plans for mass murder. |
| **Ghettos** | **SS.WH.4.21.2** – Significance of Holocaust atrocities. | We will examine daily life and suffering under Nazi occupation. | I can describe conditions in ghettos and explain their role in Nazi policy. |
| **The Camps (Concentration & Death Camps)** | **SS.WH.4.21.2** – Analyze the Holocaust and war crimes. | We will study how the camp system functioned as a tool of genocide. | I can distinguish between different types of camps and explain their purposes. |
| **Warsaw Ghetto Uprising & Resistance** | **SS.WH.5.23.2** – Examine patterns of resistance and revolution after WWII. *(applied to wartime resistance)* | We will analyze acts of resistance to understand human agency during genocide. | I can explain why resistance occurred and evaluate its significance. |
| **World Response to the Holocaust** | **SS.WH.4.22.1** – Perspectives shape interpretations of the past. **SS.9-12.8.11** – Research multiple sources to assess how nations conduct international relations. | We will evaluate global responses to the Holocaust and refugee crises. | I can explain how different countries responded—and failed to respond—to Nazi genocide. |
| **Liberation of the Camps** | **SS.WH.4.21.2** – Holocaust and war crimes. | We will examine the impact of liberation on survivors and the world. | I can describe what liberators discovered and why it shocked the world. |

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| **Displaced Persons Camps** | **SS.WH.5.24.2** – Analyze economic, political, and military power shifts after WWII. | We will analyze postwar challenges faced by survivors. | I can explain why DPs could not return home and how camps shaped postwar Europe. |
| **Creation of Israel** | **SS.WH.5.23.4** – Use case studies to examine nation building and sovereignty.<br>**SS.WH.5.23.3** – Analyze the role of the United Nations in state-building. | We will examine how the Holocaust influenced postwar geopolitics and the creation of Israel. | I can explain how the Holocaust affected international support for Israeli statehood. |

# Appendices

Department of Education
and Early Development

# Alaska Social Studies Standards

Adopted December 2024

For additional information on Alaska's standards, write:
Standards, Department of Education & Early Development
PO Box 110500 Juneau, Alaska 99811-0500
Or call: (907) 465-2900; or visit our website: http://education.alaska.gov

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## Introduction

According to the National Council for the Social Studies,

*"The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world."*[1]

Social studies classrooms are the ideal locations to foster civic virtue, apply inquiry practices, consider current issues, engage in civil discourse, and build a civic identity and an awareness of international issues. They are laboratories of democracy where the diversity among learners embodies our democratic goals. In effective social studies classrooms, students are taught to cherish freedom and accept responsibility for preserving and extending it, finding their own best practices for free, independent thinking. These skills, habits, and qualities of character prepare students to accept responsibility for preserving and defending their liberties and empower them to think critically, reason, and solve problems.

The mission of social studies education in Alaska is to promote such skills, habits, and qualities of character in our students through the development of important content knowledge and disciplinary thinking skills. The Alaska Academic Standards for Social Studies guide student exploration of the relationships and interactions among individuals and groups at the local, state, national, and global levels through the disciplines of civics, economics, geography, and history, and the inquiry practices of questioning, investigating, using evidence, and communicating conclusions. The standards are designed to include a breadth of knowledge, not as isolated facts simply to be memorized, but as usable knowledge to be integrated into an understanding of the world.

Therefore, the Alaska Academic Standards for Social Studies are designed to provide Alaska students with the knowledge and skills required to become civically engaged, socially responsible, and culturally aware citizens.

## Vision for the Standards

The vision for Alaska's social studies standards is to use current evidence-based practices, research, and data to collaboratively promote and encourage an excellent education for all students that celebrates the diversity of peoples, cultures, perspectives, voices, and ideologies in Alaska while empowering students to be meaningfully engaged citizens.

[1] The National Council for the Social Studies, "National Curriculum Standards for Social Studies: Introduction," Accessed on November 8, 2023. https://www.socialstudies.org/standards/national-curriculum-standards-social-studies-introduction

The standards outline the key content, concepts, ideas, and understandings central to the Alaska context that honor and respect diverse perspectives and experiences, including Alaska Native and Indigenous ways of knowing and learning. They support the development of students' habits of mind and skills imperative for active civic participation and discourse through connections to their community, state, nation, and world.

The standards are rigorous and flexible in design to address the diversity of students' experiences. They integrate the Alaska context throughout, ensuring that knowledge, skills, and dispositions progress from kindergarten through 12th grade (K–12). They interweave components of the Alaska Cultural Standards to make sure that social studies learning is relevant, meaningful, and purposeful for all students in Alaska. They were developed by a diverse and experienced group of Alaskan educators, Tribal representatives, and other community partners guided by current evidence-based best practices in social studies education.

## Process for Creating the Draft Standards

### *Identifying Representatives for the Work*

In order to meet the vision of the standards revision work, the Alaska Department of Education and Early Development (DEED) identified the need for three workgroups of diverse education professionals and/or leaders to support the work: the Guiding Principles Workgroup (GPWG), Alaska History Workgroup (AHWG), and Educator Workgroup (EWG).

The GPWG was composed of approximately 9 individuals, including representatives from organizations such as the Alaska Municipal League, Institute of the North, and Alaska Association of School Boards, along with a superintendent and social studies curriculum coordinator. The function of the GPWG was to develop guiding principles for the standards revision process.

The AHWG was composed of 8 individuals, including educators, education leaders, and representatives of Alaska tribes. This included representation from the Sitka Tribe of Alaska, Goldbelt Heritage Foundation, and Alaska Native Heritage Center. The function of the AHWG was to develop guidance for the inclusion of state history, Tribal government, and Indigenous histories.

The EWG was composed of 18 educators in Alaska with a wide variety of experience in K–12 social studies education. The function of the EWG was to refine, revise, and develop appropriate standards to meet Alaska's current needs that align with current national standards and reflect the cultural perspectives of Alaska. When choosing writers, the selection committee considered statewide representation for public elementary, middle, and high school educators

across Alaska, particularly from different locales and district sizes. Due to natural attrition during the standards revision process, the EWG was composed of 13 main individuals. The demographics of the 13 team members were as follows:

**Regions:** 4 from Interior, 6 from Southcentral, 1 from Southwest, 2 from Southeast

**District Sizes:** Ranges from 3–100 schools in a district serving anywhere from 200–42,000 students

**Years of Experience in Education:** 2 with 0–5 years; 4 with 6–10 years; 4 with 11–15 years; 1 with 16–20 years; 2 with 20+ years

**Years of Experience in Teaching/Supporting Social Studies:** 4 with 1–5 years; 7 with 6–10 years; 2 with 16 + years

## *Developing the Draft Standards*

Prior to drafting the standards, the GPWG and AHWG convened virtually to craft guiding principles that would serve as a guide for the standards revision work. For this process, each group built their background knowledge on national and state trends, and state policies impacting the social studies standards in Alaska in order to review and identify strengths and gaps in the current Alaska social studies standards. They engaged in a visioning activity in which they brainstormed criteria for determining high-quality social studies standards and identified key knowledge, skills, and dispositions (KSDs) that all students need to master in Alaska.

Next, the groups reviewed current research/best practices, the national landscape of social studies, and various state standards in order to identify key components or "must haves" that could inform the social studies revision work in Alaska. The "must haves" were organized into themes and then written as draft action statements to guide the EWG's revision of the social studies standards. The EWG had the opportunity to review the preliminary action statements and provide feedback. The action statements, later referred to as guiding principles, underwent two rounds of review by the GPWG and AHWG. Notably, one of the AHWG members shared the guiding principles with the Sitka Tribe of Alaska's Education Committee for feedback.

Armed with the guiding principles, the EWG began the standards revision process by engaging in tasks similar to those of the GPWG and AHWG, including a review of current research/trends in social studies, visioning activity, identifying key KSDs, and identifying strengths and gaps in the current Alaska standards. Following this review, the EWG was divided into three grade-band groups (K–5, 6–8, 9–12) to revise the standards based on the guiding principles, which were grounded in research and best practices. The EWG worked asynchronously and synchronously within their grade-band groups on revising the standards both in person and virtually. During the process, the grade bands also reviewed standards across the groups to ensure vertical alignment of the standards.

Once an initial draft version of the standards was developed, the GPWG, AHWG, and reflective friends were invited to provide feedback on the standards. Reflective friends were identified by DEED and included educators from different school districts who were not part of the standards revision process, including Anchorage School District, Bering Strait School District, Bristol Bay Borough School District, Lower Kuskokwim School District, and Petersburg City School District.

After another round of revisions per the GPWG, AHWG, and reflective friends' feedback, a focus group was conducted with additional key community partners interested in the work. These key community partners included a superintendent, two state board members, and an Alaska House representative, along with staff representatives for an Alaska Senator, homeschool superintendent, Association of Alaska School Boards, and Alaska Christians United for Israel. Feedback from the GPWG, AHWG, reflective friends, and community partners was used to update and revise the standards to produce the current version.

## Guiding Principles

To assist in the development of the standards, the GPWG developed a series of overarching statements called guiding principles. The guiding principles are subdivided by content and structure. Content guiding principles focus on what students should be able to know and do as a result of studying a specific content area, while structure guiding principles focus on how the standards should be set up (e.g., learning progressions, grade bands).

### *Content Guiding Principles*

A. Standards should advocate cultural awareness and incorporate diverse cultures, multiple perspectives, and voices that include Indigenous ways of knowing and local Indigenous cultures.

B. Alaska Native culture, history, perspectives, values, and practices should be thoughtfully incorporated throughout the social studies standards and contextualized within a contemporary global indigeneity framework.

C. Standards should be grounded in inquiry-based learning opportunities that incorporate various experiential, real-word contexts for students (home, classroom, school, community) and utilize Indigenous ways of learning.

D. Content standards should employ historical and critical thinking skills, such as knowledge, contextualization, perspective, chronological thinking, synthesis, analysis, research, and interpretation to develop student agency in learning.

E. Standards should provide opportunities for cross-curricular connections, such as the relationships among science, technology, and society in global and historical contexts, which allow students to explore the development of diverse knowledge.

F. Standards should provide students with place-based content, including themes related to geographic location, human engagement with and impact on the environment, and a nexus of perspectives within a location, and historic and contemporary movement.

G. Civics content should incorporate different systems of government (local, state, federal, sovereign tribal) and an analysis of politics and procedures in order for students to become meaningfully engaged citizens in a representative democracy.

H. Standards should include an economic strand that presents diverse economic systems, including state, federal, sovereign tribal, and unique economies in Alaska, and that analyzes the ecological impact of these systems.

I. Economic standards should include opportunities to build on students' personal financial literacy and provide them the skills and knowledge necessary to make informed decisions relevant to their lives, communities, and economic systems.

## *Structure Guiding Principles*

A. Standards are presented with straightforward language that lacks ambiguity, and the structure of the document is easy to navigate.

B. Standards are developmentally appropriate; grade banded (K–2, 3–5, 6–8, 9–12); and progress students' knowledge, skills, and dispositions of each discipline from K–12.

C. Skills and content standards are arranged under disciplinary strands (history, civics/government, economics, geography), focusing on core concepts or big ideas in each discipline that help students understand and contextualize their community, region, state, nation, and world.

D. Skills and content standards are arranged under common themes across grade bands.

E. Standards incorporate and connect to the dimensions and indicators in the College, Career, and Civic Life Framework for Social Studies State Standards (C3 Framework) throughout K–12.

F. Standards are grounded in inquiry-based practices and use fundamental or enduring questions that allow students to think critically, demonstrate learning through critical perspectives, and synthesize information in new ways.

G. Standards within each grade band provide clear performance expectations or benchmarks to guide students' mastery of skills and content knowledge in multiple domains.

H. Standards ensure a focus on student agency through inquiry and authentic learning opportunities that honor students' intellectual capacity to foster skill development and comprehension that have real-world connections.

## Foundational Documents of the Alaska Social Studies Standards

Several documents served as a foundation for the Alaska Social Studies Standards. Among these was the C3 Framework, a national social studies framework published by the National Council for the Social Studies (NCSS) in 2013 that is aligned with the Common Core State Standards. The C3 Framework highlights an Inquiry Arc that is informed by inquiry skills and four major disciplines in social studies: civics, economics, geography, and history. A full copy of the C3 Framework can be accessed at http://www.socialstudies.org/C3.

Additional foundational documents that informed the standards include the following:

Center for Civic Education. (2014). National Standards for Civics and Government. Retrieved from http://www.civiced.org/standards

Council for Economic Education. (2010). Voluntary National Content Standards in Economics, 2nd Edition. Retrieved from https://www.councilforeconed.org/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf

Downs, R., & Heffron, S. (Eds.). Geography for Life: The National Geography Standards, Second Edition. (2012).

Geography Education National Implementation Project. Retrieved from https://www.nationalgeographic.org/standards/nationalgeography-standards/

National Center for History in the Schools. (1996). United States history content standards for grades 5–12. In National Standards for History. Los Angeles, CA: University of California, Los Angeles. Retrieved from https://phi.history.ucla.edu/nchs/united-states-history-content-standards/

Social Studies or Social Science standards and frameworks from the following states: Hawaii, Iowa, Kentucky, Louisiana, Maine, Massachusetts, Montana, Nebraska, New Mexico, Oregon, and Washington state

## Overview of the Standards

The standards outline the minimum standards that students in Alaska should learn in each grade band. The standards address a foundational framework of what is to be learned, but they do not address how learning experiences are to be designed or what resources should be used.

A standard represents a goal or outcome of an educational program; standards are vertically aligned, expected outcomes for all students. The standards do not dictate the design of a lesson plan or how units should be organized. The standards establish a statewide baseline of what students should know and be able to do at the conclusion of a grade band. The instructional program should emphasize the development of students' abilities to acquire and apply the

standards. The curriculum must ensure that appropriate accommodations are made for the diverse populations of students found within Alaska schools.

These standards are not a set of instructional or assessment tasks, but rather statements of what students should be able to master after instruction. Decisions on how best to help students meet these program goals are left to local school districts and teachers. The curriculum includes the vast array of instructional materials, readings, learning experiences and local mechanisms of assessment, including the full body of content knowledge to be covered, all of which are to be selected at the local level according to Alaska law.

## How to Read the Standards

There are three unique types of standards in the Alaska Social Studies Standards: anchor standards, inquiry standards, and content standards.

***Anchor Standards:*** Anchor standards provide lenses through which the essential skills and disciplinary knowledge of inquiry and action are practiced and applied. Anchor standards remain the same through all grades and courses and align closely with the dimensions of the C3 Framework. Adopted by NCSS, the C3 Framework is a framework for social studies education that is inquiry based. The C3 Framework notes that it uses the Inquiry Design Model, a distinctive approach to creating curriculum and instructional materials that honors teachers' knowledge and expertise, avoids over-prescription, and focuses on the main elements of the instructional design process.

### Table 1: Inquiry Anchor Standards

| | |
|---|---|
| **Anchor Standard 1** | Develop Questions and Plan Inquiries |
| **Anchor Standard 2** | Evaluate Sources and Evidence |
| **Anchor Standard 3** | Develop Claims |
| **Anchor Standard 4** | Communicate and Critique Conclusions |
| **Anchor Standard 5** | Informed Civic Discourse and Engagement |

### Table 2: Content Anchor Standards

| Civics | Economics | Geography | History |
|---|---|---|---|
| **Anchor Standard 6** Civic and Political Institutions and Systems | **Anchor Standard 11** Economic Systems, Models, and Markets | **Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture | **Anchor Standard 21** Perspectives |

| Civics | Economics | Geography | History |
|---|---|---|---|
| **Anchor Standard 7** Participation and Deliberation | **Anchor Standard 12** Decision-Making and Personal Finance | **Anchor Standard 17** Global Interconnections: Changing Spatial Patterns | **Anchor Standard 22** Historical Sources and Evidence |
| **Anchor Standard 8** Processes, Rules, and Laws | **Anchor Standard 13** The National Economy | **Anchor Standard 18** Geographic Representations and Reasoning | **Anchor Standard 23** Change, Continuity, and Context |
| **Anchor Standard 9** Alaska's Governments | **Anchor Standard 14** The Global Economy | **Anchor Standard 19** Human Populations: Spatial Patterns and Movement | **Anchor Standard 24** Historical Thinking |
| **Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens | **Anchor Standard 15** Alaska Economies: State, Local, and Tribal | **Anchor Standard 20** Geography of Alaska | **Anchor Standard 25** Alaskan History |

### Table 3: Anchor Standards Definitions

| Anchor Standard: Civics | Anchor Standard Definition |
|---|---|
| Civic and Political Institutions and Systems | Knowledge of law, politics, and government is essential to understanding the important institutions of society and the principles these institutions are intended to reflect. |
| Participation and Deliberation | Civics teaches the principles—such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers—that are meant to guide official institutions such as legislatures, courts, and government agencies. It also teaches the virtues—such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives—that citizens should use when they interact with each other on public matters. Principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. Learning these virtues and principles requires obtaining factual knowledge of written provisions found in important texts such as the founding documents of the United States. It also means coming to understand the diverse arguments that have been made about these documents and their meanings. Finally, students understand virtues and principles by applying and reflecting on them through actual civic engagement—their own and that of other people from the past and present. |

| Anchor Standard: Civics | Anchor Standard Definition |
|---|---|
| Processes, Rules, and Laws | Determining how groups of people make decisions, govern themselves, and address public problems is a key component of functioning in a democratic republic. People address problems at all scales, from a classroom to the agreements among nations. Public policies are among the tools that governments use to address public problems. |
| Alaska's Governments | Alaska's government influenced the history and culture of the citizens of Alaska. These standards promote understanding of the functions of local government, where applicable. |
| Rights, Roles, and Responsibilities of Citizens | Exemplifying the characteristics of productive citizenship includes adherence to and understanding of the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers. It also includes civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives, which citizens should use when they interact with each other on public matters. It means understanding the diverse arguments made about the underlying principles and founding documents and their meanings. |

| Anchor Standard: Economics | Anchor Standard Definition |
|---|---|
| Economic Systems, Models, and Markets | Economic systems include developing an understanding of how people voluntarily exchange goods and services when both parties expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. When buyers and sellers interact in well-functioning, competitive markets, prices are determined that reflect the relative scarcity of the goods and services in the market. The principles of markets apply to markets for goods and services, labor, credit, foreign exchange, and others. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not. |
| Decision-Making and Personal Finance | People make decisions about how to use scarce resources to maximize the well-being of individuals and society. Economic decision-making involves setting goals and identifying the resources available to achieve those goals. Alternative ways to use the resources are investigated in terms of their advantages and disadvantages. Because most choices involve a little more of one thing and a little less of something else, economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision-making. |

| Anchor Standard: Economics | Anchor Standard Definition |
|---|---|
| The National Economy | Changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standard of living. All markets working together influence economic growth and fluctuations in well-being. Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances. Policies changing the growth in the money supply and overall levels of spending in the economy are aimed at reducing inflationary or deflationary pressures, increasing employment or decreasing unemployment levels, and increasing economic growth over time. Policies designed to achieve alternative goals often have unintended effects on levels of inflation, employment, and growth. |
| The Global Economy | Economic globalization occurs with the cross-border movement of goods, services, technology, and information; and human, physical, and financial capital. Understanding why people specialize and trade and how that leads to increased economic interdependence are fundamental steps in understanding how the world economy functions. Although trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries. |
| Alaska Economies: State, Local, and Tribal | Alaska's economy is diverse, including a combination of metropolitan, rural, and Tribal economies. The state economy is primarily driven by the goods and services produced in the state, including oil production, fishing, federal and state (both civilian and military) expenditures, research and development, and tourism. These standards promote economic skills and reasoning, where applicable. |

| Anchor Standard: Geography | Anchor Standard Definition |
|---|---|
| Human Environment Interaction: Place, Regions, and Culture | Interconnections occur in both human and physical systems. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time. Human interactions and interconnections speed the diffusion of ideas and innovations, intensifying spatial integration and transforming regions. Global-scale issues and problems cannot be resolved without extensive collaboration among the world's peoples, nations, and economic organizations. |

| Anchor Standard: Geography | Anchor Standard Definition |
|---|---|
| Global Interconnections: Changing Spatial Patterns | Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time. Global-scale issues and problems cannot be resolved without extensive collaboration among the world's peoples, nations, and economic organizations. Asking and answering questions about global interconnections and spatial patterns are a necessary part of geographic reasoning. |
| Geographic Representations and Reasoning | Creating maps and using geospatial technologies require a process of answering geographic questions by gathering relevant information, organizing and analyzing the information, and using effective means to communicate the findings. Once a map or other representation is created, it prompts new questions concerning the locations, spaces, and patterns portrayed. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. |
| Human Populations: Spatial Patterns and Movement | The size, composition, distribution, and movement of human populations are fundamental and active features on Earth's surface. The causes and consequences of migration are influenced by cultural, economic, and environmental factors. Past, present, and future conditions on Earth's surface cannot be fully understood without asking and answering questions about the spatial patterns of the human population. |
| Geography of Alaska | The promotion of geographic knowledge and skills specific to Alaska is essential to understand the places and environments throughout Alaska. These standards promote investigative and problem-solving skills both inside and outside the classroom, where applicable. |

| Anchor Standard: History | Anchor Standard Definition |
|---|---|
| Perspectives | History is interpretive. Even if they are eyewitnesses, people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. Historical understanding requires recognizing this multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question rather than simply use those that are easiest to find. It also requires recognizing that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. |
| Historical Sources and Evidence | Historical inquiry is based on materials left from the past that can be studied and analyzed. Such materials, referred to as historical sources or primary sources, include written documents, but also objects, artistic works, oral accounts, landscapes that humans have modified, and even materials contained within the human body, such as DNA. These sources become evidence once they are selected to answer a historical question, a process that involves taking into account features of the source itself, such as its maker or date. The selection process also requires paying attention to the wider historical context in order to choose sources that are relevant and credible. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. |
| Change, Continuity, and Context | Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, thus bringing together political, economic, intellectual, social, cultural, and other factors. |
| Historical Thinking | Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence. |

| Anchor Standard: History | Anchor Standard Definition |
|---|---|
| Alaskan History | Alaskan history has been influenced by and influenced many factors throughout history. The focus of Alaskan history is on the study of the environment, Indigenous and immigrant residents, and institutions of Alaska, with specific study of the social, economic, and political history of Alaska, and educational institutions and laws that affect the people of Alaska. The Alaska history standards give perspective and meaning to the people, ideas, and events that shaped the state. These standards address clear Alaska connections in the history standards, where applicable. |

| Anchor Standard: Inquiry | Anchor Standard Definition |
|---|---|
| Develop Questions and Plan Inquiries | The development of enduring questions is essential to the study of each social studies discipline. Enduring questions are open-ended, compelling, and centered on significant unresolved issues. Enduring questions focus on real-world issues and concerns; these questions deal with curiosity about how things work, interpretations and applications of disciplinary concepts, and unresolved issues that require students to construct arguments in response. Compelling questions have no one answer. |
| Evaluate Sources and Evidence | Whether students are constructing opinions, explanations, or arguments, they will gather information from a variety of sources and evaluate the relevance of that information. In this section, students are asked to work with the sources that they gather and/or are provided for them. It is important for students to use online and print sources, and they need to be mindful that not all sources are relevant to their task. They also need to understand that there are general Common Core literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source. |
| Develop Claims | In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve more deeply into the available sources, they construct more sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted. |

| Anchor Standard: Inquiry | Anchor Standard Definition |
|---|---|
| Communicate and Critique Conclusions | A student's ability to communicate their own conclusions effectively and listen carefully to the conclusions of others can be considered a capstone of social studies disciplinary practices. Traditional products such as essays, reports, tables, diagrams, graphs, multimedia presentations, and discussions can be used to share conclusions with a variety of audiences. In a world of ever-expanding communication opportunities inside and outside their school walls, students should also be able to utilize newer media forms in order to share their conclusions and hear the voices of those whose conclusions may be different. |
| Informed Civic Discourse and Engagement | Civic discourse focuses on developing the skills regarding how to communicate with one another around the challenges of public issues in order to enhance both individual and group understanding. It also involves enabling effective decision-making aimed at finding consensus, compromise, or—in some cases—confronting social injustices through dissent.<br>Civic engagement involves working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values, and motivation to make that difference. |

***Inquiry Standards:*** The inquiry standards define key skills within social studies by grade bands (i.e., K–2, 3–5, 6–8, and 9–12). These standards are meant to be used in concert with the content standards throughout the course of study, whenever appropriate. Working both individually and collaboratively, students engage in inquiry about important issues in social studies classes. Students utilize the inquiry process to analyze foundational knowledge, develop questions, apply tools to engage in research, weigh evidence, develop and communicate conclusions, and take informed action. How these standards will be integrated into the curriculum is a collaborative decision made by the state, districts, and schools.

## *Sample 6th through 8th Grade Inquiry Standard*

| | |
|---|---|
| **Anchor Standard 1** Develop Questions and Plan Inquiries | • SS.6-8.1.1 Formulate clear and focused questions that require investigation about a variety of topics.<br>• SS.6-8.1.2 Use curiosity and interests to develop questions that explore disciplinary concepts.<br>• SS.6-8.1.3 Develop inquiries that address real-world problems.<br>• SS.6-8.1.4 Analyze complex issues from multiple perspectives. |

***Content Standards:*** Content standards define what students should know or be able to do in a specific grade or course. They emphasize the way each discipline provides foundational

knowledge and skills essential to inquiry and action. Content standards are grade specific in grades K–5 and course specific in grades 6–12.

## *Sample 4th Grade Content Standard*

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Geography Anchor Standard 18** Geographic Representations and Reasoning | SS.3-5.18.1 Construct maps and other graphic representations of both familiar and unfamiliar places. | By the end of 4: SS.4.1.18.1 Construct maps and other graphic representations of the various regions around the world. |

# Kindergarten through Grade 2 Standards

**The kindergarten through grade 2 standards are guided by the following grade-level themes:**

| Grade | Theme |
|---|---|
| **Kindergarten** | Me and My World |
| **First** | My Place in the World |
| **Second** | My Local Community |

## *Kindergarten through Grade 2 Inquiry Standards*

| | |
|---|---|
| **Anchor Standard 1** Develop Questions and Plan Inquiries | • SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.<br>• SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers. |
| **Anchor Standard 2** Evaluate Sources and Evidence | • SS.K-2.2.1 Interact with a variety of primary and secondary sources.<br>• SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.<br>• SS.K-2.2.3 Determine whether a source is primarily fact or opinion. |
| **Anchor Standard 3** Develop Claims | • SS.K-2.3.1 With support, identify sources that address a specific topic.<br>• SS.K-2.3.2 With support, classify statements as facts or opinions.<br>• SS.K-2.3.3 With support, identify sources that can be used to support specific opinions. |
| **Anchor Standard 4** Communicate and Critique Conclusions | • SS.K-2.4.1 Respectfully ask and answer questions.<br>• SS.K-2.4.2 Differentiate their own opinion from others.<br>• SS.K-2.4.3 Ask clarifying questions to better understand others' opinions and perspectives.<br>• SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies. |
| **Anchor Standard 5** Informed Civic Discourse and Engagement | • SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.<br>• SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom problem-solving.<br>• SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues. |

## *Kindergarten through Grade 2 Civics Standards*

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Civics Anchor Standard 6** Civic and Political Institutions and Systems | SS.K-2.6.1 Describe roles and responsibilities of people in authority. | By the end of K: SS.K.1.6.1 Identify leaders in the student's life and describe their roles. |
| | | By the end of 1: SS.1.1.6.1 Identify leaders in the student's local community and describe their roles and responsibilities. |
| | | By the end of 2: SS.2.1.6.1 Identify local and state leaders and describe their roles and responsibilities. |
| | SS.K-2.6.2 Explain how all people, not just official leaders, play important roles in a community. | By the end of K: SS.K.2.6.1 Explain and provide examples of important roles of society. |
| | | By the end of 1: SS.1.2.6.1 Compare roles and responsibilities of self and others at home, at school, and in the local community. |
| | | By the end of 2: SS.2.2.6.1 Recognize that government leaders are elected through a voting process and participate as appropriate. |
| | SS.K-2.6.3 Explain the need for and purposes of rules in various settings inside and outside of school. | By the end of K: SS.K.3.6.1 Identify rules for different settings. |
| | | By the end of 1: SS.1.3.6.1 Explain the need for rules at home, at school, and in the community. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Civics Anchor Standard 6** Civic and Political Institutions and Systems | SS.K-2.6.3 Explain the need for and purposes of rules in various settings inside and outside of school. | By the end of 2: SS.2.3.6.1 Explain the need for and purposes of rules in various settings inside and outside of school. |
| | SS.K-2.6.4 Explain what governments are and some of their functions. | By the end of K: [standard not addressed at this grade] |
| | | By the end of 1: [standard not addressed at this grade] |
| | | By the end of 2: SS.2.4.6.1 Explain what governments are and some of their functions. |
| | SS.K-2.6.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. | By the end of K: SS.K.5.6.1 Participate in a discussion of how communities work to accomplish common tasks. |
| | | By the end of 1: SS.1.5.6.1 With support, describe how communities divide responsibilities to achieve common goals. |
| | | By the end of 2: SS.2.5.6.1 Inspect how communities work together to fulfill roles of authority. |
| **Civics Anchor Standard 7** Participation and Deliberation | SS.K-2.7.1 Apply civic virtues when participating in school settings. | By the end of K: [standard not addressed at this grade] |
| | | By the end of 1: [standard not addressed at this grade] |
| | | By the end of 2: SS.2.1.7.1 Apply civic virtues when participating in school settings. |
| | SS.K-2.7.2 Describe democratic principles such as equality, fairness, and respect for authority and rules. | By the end of K: SS.K.2.7.1 Demonstrate respect for people in the school community. |
| | | By the end of 1: SS.1.2.7.1 Describe examples of equality and fairness. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Civics Anchor Standard 7** Participation and Deliberation | SS.K-2.7.2 Describe democratic principles such as equality, fairness, and respect for authority and rules. | By the end of 2: SS.2.2.7.1 Define democratic principles of equality, fairness, and respect. |
| | SS.K-2.7.3 Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. | By the end of K: SS.K.3.7.1 Determine ways that people can have productive conversations and work together to make decisions. |
| | | By the end of 1: SS.1.3.7.1 Demonstrate active listening and positive interactions with group members and at class meetings. |
| | | By the end of 2: SS.2.3.7.1 Practice different roles and responsibilities within a group and/or in the classroom. |
| | SS.K-2.7.4 Compare their own point of view with others' perspectives. | By the end of K: SS.K.4.7.1 Identify the student's own point of view on a topic. |
| | | By the end of 1: SS.1.4.7.1 Compare the student's own point of view on a topic with a peer's point of view on the same topic. |
| | | By the end of 2: SS.2.4.7.1 Defend the student's own point of view on a topic with many differing perspectives. |
| **Civics Anchor Standard 8** Processes, Rules, and Laws | SS.K-2.8.1 Explain how people can work together to make decisions in the classroom. | By the end of K: SS.K.1.8.1 Identify a problem that can be solved through sharing or compromise. |
| | | By the end of 1: SS.1.1.8.1 Summarize why rules may be needed to solve a problem. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Civics Anchor Standard 8** Processes, Rules, and Laws | SS.K-2.8.1 Explain how people can work together to make decisions in the classroom. | By the end of 2: SS.2.1.8.1 Explain how people can work together to make decisions in the classroom. |
| | SS.K-2.8.2 Identify and explain how rules function in public (classroom and school) settings. | By the end of K: SS.K.2.8.1 Evaluate consequences of following or not following rules. |
| | | By the end of 1: SS.1.2.8.1 Describe the connection between rules and consequences, and why they're needed in a classroom or school. |
| | | By the end of 2: SS.2.2.8.1 Identify and explain how rules function in public settings. |
| | SS.K-2.8.3 Describe how people have tried to improve their communities over time. | By the end of K: [standard not addressed at this grade] |
| | | By the end of 1: SS.1.3.8.1 Identify ways that students can work together to improve the classroom environment over time. |
| | | By the end of 2: SS.2.3.8.1 Describe how people have tried to improve the local community over time. |
| **Civics Anchor Standard 9** Alaska's Governments | SS.K-2.9.1 Describe local and state symbols. | By the end of K: SS.K.1.9.1 Identify symbols used at home and school. |
| | | By the end of 1: SS.1.1.9.1 Identify symbols used locally. |
| | | By the end of 2: SS.2.1.9.1 Determine the meaning and importance of local and state symbols. |
| | SS.K-2.9.2 Identify and explain the roles of Alaska's government systems. | By the end of K: [standard not addressed at this grade] |
| | | By the end of 1: SS.1.2.9.1 Explain that government systems determine the rules of a society. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Civics Anchor Standard 9** Alaska's Governments | SS.K-2.9.2 Identify and explain the roles of Alaska's government systems. | By the end of 2: SS.2.2.9.1 Describe the government systems in place in the students' local community. |
| **Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens | SS.K-2.10.1 Explain and participate in the rights and responsibilities of citizens. | By the end of K: [standard not addressed at this grade] |
| | | By the end of 1: SS.1.1.10.1 Identify some of the rights of American citizens and residents. |
| | | By the end of 2: SS.2.1.10.1 Describe the responsibility of participation in the democratic process and participate in a grade-appropriate way. |

## *Kindergarten through Grade 2 Economics Standards*

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Economics Anchor Standard 11** Economic Systems, Models, and Markets | SS.K-2.11.1 Describe the skills and knowledge required to produce certain goods and services. | By the end of K: SS.K.1.11.1 With support, identify examples of goods and services. |
| | | By the end of 1: SS.1.1.11.1 With support, explain the difference between producers and consumers. |
| | | By the end of 2: SS.2.1.11.1 Describe the skills and knowledge required to produce certain goods and services. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Economics Anchor Standard 11** Economic Systems, Models, and Markets | SS.K-2.11.2 Describe the goods and services that people in the local community produce and those that are produced in other communities. | By the end of K: SS.K.2.11.1 Participate in discussions about goods and services in the local community. |
| | | By the end of 1: SS.1.2.11.1 Compare and contrast goods produced in the local community with those produced elsewhere. |
| | | By the end of 2: SS.2.2.11.1 Describe the goods and services that people in the local community produce and those that are produced in other communities. |
| | SS.K-2.11.3 Identify prices of products in a local market. | By the end of K: [standard not addressed at this grade] |
| | | By the end of 1: SS.1.3.11.1 Identify prices of products in a local market. |
| | | By the end of 2: SS.2.3.11.1 Compare the prices of locally produced and non-locally produced goods in local markets. |
| | SS.K-2.11.4 Explain how people earn income. | By the end of K: SS.K.4.11.1 Participate in discussions about how people work to support their families. |
| | | By the end of 1: SS.1.4.11.1 Define income. |
| | | By the end of 2: SS.2.4.11.1 Explain how and why people earn money. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Economics Anchor Standard 11** Economic Systems, Models, and Markets | SS.K-2.11.5 Describe examples of costs of production. | By the end of K: [standard not addressed at this grade] |
| | | By the end of 1: [standard not addressed at this grade] |
| | | By the end of 2: SS.2.5.11.1 Describe examples of costs of production for local goods and services. |
| | SS.K-2.11.6 Describe the role of banks in an economy. | By the end of K: [standard not addressed at this grade] |
| | | By the end of 1: [standard not addressed at this grade] |
| | | By the end of 2: SS.2.6.11.1 Participate in discussions about the role of banks in the local economy. |
| **Economics Anchor Standard 12** Decision-Making and Personal Finance | SS.K-2.12.1 Explain how scarcity necessitates decision-making. | By the end of K: SS.K.1.12.1 With support, explain the difference between needs and wants. |
| | | By the end of 1: SS.1.1.12.1 Identify situations where goods are in high or low demand. |
| | | By the end of 2: SS.2.1.12.1 Define scarcity and explain how it affects decision-making. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Economics Anchor Standard 12** Decision-Making and Personal Finance | SS.K-2.12.2 Identify the benefits and costs of making various personal decisions. | By the end of K: SS.K.2.12.1 Explain why people have to make choices between needs and wants. |
| | | By the end of 1: SS.1.2.12.1 Explain how and why households make choices between needs and wants. |
| | | By the end of 2: SS.2.2.12.1 Identify the costs and benefits of personal decisions to the community, and vice versa. |
| **Economics Anchor Standard 13** The National Economy | SS.K-2.13.1 Explain why people save. | By the end of K: SS.K.1.13.1 With support, explain why people save and provide examples from personal experience or literature. |
| | | By the end of 1: SS.1.1.13.1 Examine decisions that people make about spending and saving money. |
| | | By the end of 2: SS.2.1.13.1 Classify savings goals as short-term or long-term. |
| | SS.K-2.13.2 Describe examples of the goods and services that governments provide. | By the end of K: [standard not addressed at this grade] |
| | | By the end of 1: SS.1.2.13.1 With support, describe the difference between public and private providers of goods and services in the local community. |
| | | By the end of 2: SS.2.2.13.1 Identify examples of the goods and services that local governments provide. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Economics Anchor Standard 13** The National Economy | SS.K-2.13.3 Describe examples of capital goods and human capital. | By the end of K: [standard not addressed at this grade] |
| | | By the end of 1: [standard not addressed at this grade] |
| | | By the end of 2: SS.2.3.13.1 Describe local examples of capital goods and human capital. |
| **Economics Anchor Standard 14** The Global Economy | SS.K-2.14.1 Describe why people in one country trade goods and services with people in other countries. | By the end of K: SS.K.1.14.1 Describe goods that are produced in the local geographic region. |
| | | By the end of 1: SS.1.1.14.1 Explain that people need to trade for resources not found in their geographic region. |
| | | By the end of 2: SS.2.1.14.1 Explain why people in one country trade goods and services with people in other countries. |
| | SS.K-2.14.2 Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad. | By the end of K: [standard not addressed at this grade] |
| | | By the end of 1: SS.1.2.14.1 Sort resources into categories based on location of origin. |
| | | By the end of 2: SS.2.2.14.1 Categorize and describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Economics Anchor Standard 15** Alaska Economies: State, Local, and Tribal | SS.K-2.15.1 Explain different economic systems used by groups of Alaskans locally across time. | By the end of K:<br>SS.K.1.15.1 Demonstrate how sharing and bartering are basic economic systems. |
| | | By the end of 1:<br>SS.1.1.15.1 Identify different ways of acquiring what you need and want in Alaska. |
| | | By the end of 2:<br>SS.2.1.15.1 Explore and be able to explain traditional economic practices of the local region. |

## *Kindergarten through Grade 2 Geography Standards*

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Geography Anchor Standard 16** Human-Environment Interaction: Place, Regions, and Culture | SS.K-2.16.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region. | By the end of K:<br>SS.K.1.16.1 With support, describe seasonal weather patterns in the local community. |
| | | By the end of 1:<br>SS.1.1.16.1 Describe local weather and how it affects individuals and their activities. |
| | | By the end of 2:<br>SS.2.1.16.1 Explain how weather, climate, and other environmental characteristics affect people's lives in the local region. |
| | SS.K-2.16.2 Describe how human activities affect the cultural and environmental characteristics of places or regions. | By the end of K:<br>[standard not addressed at this grade] |
| | | By the end of 1:<br>SS.1.2.16.1 Identify human activities that affect the local environment. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Geography Anchor Standard 16** Human-Environment Interaction: Place, Regions, and Culture | SS.K-2.16.2 Describe how human activities affect the cultural and environmental characteristics of places or regions. | By the end of 2:<br>SS.2.2.16.1 Describe how human activities affect the cultural and environmental characteristics of the local region. |
| | SS.K-2.16.3 Identify some cultural and environmental characteristics of specific places. | By the end of K:<br>SS.K.3.16.1 Name environmental characteristics of the area surrounding the school. |
| | | By the end of 1:<br>SS.1.3.16.1 Identify cultural characteristics of the local community. |
| | | By the end of 2:<br>SS.2.3.16.1 Identify some cultural and environmental characteristics of the local community. |
| **Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns | SS.K-2.17.1 Describe changes in the physical and cultural characteristics of various world regions. | By the end of K:<br>SS.K.1.17.1 With support, participate in discussions about physical and cultural characteristics of the local community. |
| | | By the end of 1:<br>SS.1.1.17.1 Compare physical and cultural characteristics of the local community to another Alaskan community. |
| | | By the end of 2:<br>SS.2.1.17.1 Describe changes in the physical and cultural characteristics of regions outside of Alaska. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns | SS.K-2.17.2 Explain how the consumption of products connects people to distant places. | By the end of K: SS.K.2.17.1 With support, explain that products come from both local and distant places. |
| | | By the end of 1: SS.1.2.17.1 Describe how the consumption of products connects people in the local community to nearby communities. |
| | | By the end of 2: SS.2.2.17.1 Describe how the consumption of products connects people in Alaska to other places. |
| | SS.K-2.17.3 Identify ways that a catastrophic disaster may affect people living in a place. | By the end of K: SS.K.3.17.1 Identify types of natural disasters. |
| | | By the end of 1: SS.1.3.17.1 Describe types of natural disasters common to the local region. |
| | | By the end of 2: SS.2.3.17.1 Analyze ways that a catastrophic disaster may affect people living in the local region. |
| **Geography Anchor Standard 18** Geographic Representations and Reasoning | SS.K-2.18.1 Construct maps, graphs, and other representations of familiar places. | By the end of K: SS.K.1.18.1 With support, create a map of the classroom. |
| | | By the end of 1: SS.1.1.18.1 Design a map of the school and include a key, symbols, and a compass rose. |
| | | By the end of 2: SS.2.1.18.1 Construct maps, graphs, and other representations of locations in the local community. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Geography Anchor Standard 18** Geographic Representations and Reasoning | SS.K-2.18.2 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. | By the end of K: SS.K.2.18.1 With support, name an important geographical feature of the local community and be able to identify it in a photograph and on a map. |
| | | By the end of 1: SS.1.2.18.1 Identify and name rivers, lakes, and mountains on a map of the local area. |
| | | By the end of 2: SS.2.2.18.1 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. |
| | SS.K-2.18.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. | By the end of K: [standard not addressed at this grade] |
| | | By the end of 1: SS.1.3.18.1 Use maps of the local community to identify cultural and environmental characteristics. |
| | | By the end of 2: SS.2.3.18.1 Identify broad environmental and cultural characteristics of regions on a globe. |
| **Geography Anchor Standard 19** Human Population: Spatial Patterns and Movements | SS.K-2.19.1 Explain why and how people, goods, and ideas move from place to place. | By the end of K: SS.K.1.19.1 With support, discuss how and why goods travel to the local community. |
| | | By the end of 1: SS.1.1.19.1 Identify people and goods that travel from the local community to another place. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Geography Anchor Standard 19** Human Population: Spatial Patterns and Movements | SS.K-2.19.1 Explain why and how people, goods, and ideas move from place to place. | By the end of 2: SS.2.1.19.1 Explain why and how people, goods, and ideas move from place to place, including into and out of the local community. |
| | SS.K-2.19.2 Compare how people in different types of communities use local and distant environments to meet their daily needs. | By the end of K: SS.K.2.19.1 Identify different types of communities. |
| | | By the end of 1: SS.1.2.19.1 Describe ways people in the local community use local environments to meet their daily needs. |
| | | By the end of 2: SS.2.2.19.1 Compare how different groups of people in the local community use local and distant environments to meet their daily needs. |
| | SS.K-2.19.3 Describe the connections between the physical environment of a place and the economic activities found there. | By the end of K: SS.K.3.19.1 With support, describe the physical environment of the local community. |
| | | By the end of 1: SS.1.3.19.1 Describe local economic activities. |
| | | By the end of 2: SS.2.3.19.1 Explain the connections between the local physical environment and the economic activities found there. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Geography Anchor Standard 20** Geography of Alaska | SS.K-2.20.1 Identify what makes Alaska geographically unique. | By the end of K: SS.K.1.20.1 Locate the local community on a map. |
| | | By the end of 1: SS.1.1.20.1 Locate Alaska on a map of the United States and on a globe. |
| | | By the end of 2: SS.2.1.20.1 Explain the geographical and cultural features that make Alaska distinct from other places. |

## *Kindergarten through Grade 2 History Standards*

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **History Anchor Standard 21** Perspectives | SS.K-2.21.1 Compare perspectives of people in the past to those of people in the present. | By the end of K: SS.K.1.21.1 Demonstrate the importance of listening to others' points of view in the classroom and on the playground. |
| | | By the end of 1: SS.1.1.21.1 Describe an event from two different perspectives. |
| | | By the end of 2: SS.2.1.21.1 Compare past and present perspectives on a situation, event, issue, or problem within the community. |
| | SS.K-2.21.2 Compare different accounts of the same historical event. | By the end of K: SS.K.2.21.1 Describe an event from the student's own perspective. |
| | | By the end of 1: SS.1.2.21.1 Compare the student's own account of an event to a peer's account of the same event. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **History Anchor Standard 21** Perspectives | SS.K-2.21.2 Compare different accounts of the same historical event. | By the end of 2: SS.2.2.21.1 Evaluate different accounts of the same historical event in the local community. |
| **History Anchor Standard 22** Historical Sources and Evidence | SS.K-2.22.1 Identify different kinds of historical sources. | By the end of K: SS.K.1.22.1 Identify different types of documents. |
| | | By the end of 1: SS.1.1.22.1 Review various types of historical documents. |
| | | By the end of 2: SS.2.1.22.1 Differentiate between primary and secondary sources. |
| | SS.K-2.22.2 Explain how historical sources can be used to study the past. | By the end of K: [standard not addressed at this grade] |
| | | By the end of 1: [standard not addressed at this grade] |
| | | By the end of 2: SS.2.2.22.1 Explain how historical sources can be used to study the local community's past. |
| | SS.K-2.22.3 Generate questions about a particular historical source as it relates to a particular historical event or development. | By the end of K: SS.K.3.22.1 With support, engage with historical sources. |
| | | By the end of 1: SS.1.3.22.1 With support, use historical sources to ask questions about events. |
| | | By the end of 2: SS.2.3.22.1 Use a variety of sources to generate questions about events in the history of the local community. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **History Anchor Standard 23** Change, Continuity, and Context | SS.K-2.23.1 Create a chronological sequence of multiple events. | By the end of K: SS.K.1.23.1 Demonstrate that a timeline represents a chronological sequence of events. |
| | | By the end of 1: SS.1.1.23.1 Create a personal timeline to show events in a sequential manner. |
| | | By the end of 2: SS.2.1.23.1 Create and explain a chronological sequence of multiple events. |
| | SS.K-2.23.2 Compare life in the past to life today. | By the end of K: SS.K.2.23.1 Describe a past event. |
| | | By the end of 1: SS.1.2.23.1 Illustrate how communities change over time. |
| | | By the end of 2: SS.2.2.23.1 Compare life in the local community in the past to life in the local community today. |
| | SS.K-2.23.3 Generate questions about individuals and groups who have shaped a significant historical change. | By the end of K: SS.K.3.23.1 Ask questions about local and school history. |
| | | By the end of 1: SS.1.3.23.1 Ask questions about significant figures in local history. |
| | | By the end of 2: SS.2.3.23.1 Generate questions about, and describe how, specific individuals and groups have shaped local historical events. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **History Anchor Standard 24** Historical Thinking | SS.K-2.24.1 Generate possible reasons for an event or development in the past. | By the end of K: SS.K.1.24.1 Explain how the student's own actions may affect others. |
| | | By the end of 1: SS.1.1.24.1 Describe cause-and-effect relationships based on an event in the classroom. |
| | | By the end of 2: SS.2.1.24.1 Generate possible reasons for an event or development in the local community's past. |
| | SS.K-2.24.2 Select which reasons might be more likely than others to explain a historical event or development. | By the end of K: SS.K.2.24.1 Describe a time when the student's own actions affected others. |
| | | By the end of 1: SS.1.2.24.1 Identify and explain likely reasons for an event in the classroom. |
| | | By the end of 2: SS.2.2.24.1 Analyze likely reasons for an event or development in the local community's past and identify implausible options. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **History Anchor Standard 25** Alaskan History | SS.K-2.25.1 Describe and compare the various cultures of Alaska. | By the end of K: SS.K.1.25.1 Explore traditions of local cultural groups. |
| | | By the end of 1: SS.1.1.25.1 Provide examples of customs, practices, and traditions unique to local Alaska cultures. |
| | | By the end of 2: SS.2.1.25.1 Compare and contrast the customs, practices, and traditions of two Alaska cultural groups, one of which is a local group. |

# Grade 3 through 5 Standards

**The grade 3 through grade 5 standards are guided by the following grade-level themes:**

| Grade | Theme |
|---|---|
| **Third** | Alaska's Past, Present, and Future |
| **Fourth** | U.S. Cultures and Regions |
| **Fifth** | Foundations and History of the U.S. |

## *Grade 3 through 5 Inquiry Standards*

| | |
|---|---|
| **Anchor Standard 1** Develop Questions and Plan Inquiries | • SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.<br>• SS.3-5.1.2 Categorize questions according to the social studies disciplines.<br>• SS.3-5.1.3 Create supporting questions to help answer compelling questions.<br>• SS.3-5.1.4 Explain how supporting questions help answer compelling questions. |
| **Anchor Standard 2** Evaluate Sources and Evidence | • SS.3-5.2.1 Determine whether a source is primarily fact or opinion.<br>• SS.3-5.2.2 Determine whether a source is primary or secondary.<br>• SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research. |
| **Anchor Standard 3** Develop Claims | • SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.<br>• SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.<br>• SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question. |
| **Anchor Standard 4** Communicate and Critique Conclusions | • SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.<br>• SS.3-5.4.2 Respectfully ask and answer questions about the opinions shared by others and the underlying facts supporting them.<br>• SS.3-5.4.3 Critique the motives behind different perspectives.<br>• SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies. |

| | |
|---|---|
| **Anchor Standard 5** Informed Civic Discourse and Engagement | • SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.<br>• SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.<br>• SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions. |

## *Grade 3 through 5 Civics Standards*

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Civics Anchor Standard 6** Civic and Political Institutions and Systems | SS.3-5.6.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. | By the end of 3:<br>SS.3.1.6.1 Describe the responsibilities and powers of local, Tribal, and state leaders across branches of government. |
| | | By the end of 4:<br>SS.4.1.6.1 Compare and contrast the responsibilities and powers of government officials and various levels and branches of the current federal government. |
| | | By the end of 5:<br>SS.5.1.6.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy. |
| | SS.3-5.6.2 Explain how a democracy relies on people's responsible participation and draw implications for how individuals participate in democracy. | By the end of 3:<br>SS.3.2.6.1 List ways that people participate in democracy. |
| | | By the end of 4:<br>SS.4.2.6.1 Explain how democracies rely on responsible participation. |
| | | By the end of 5:<br>SS.5.2.6.1 Assess the importance of participation in democracy. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Civics Anchor Standard 6** Civic and Political Institutions and Systems | SS.3-5.6.3 Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. | By the end of 3: SS.3.3.6.1 Identify key documents on which local and state laws are based and where to find them. |
| | | By the end of 4: SS.4.3.6.1 Identify key civic documents at the local, state, and national levels, and describe their central principles. |
| | | By the end of 5: SS.5.3.6.1 Identify and explain the importance of key national documents and determine their impact on governance. |
| | SS.3-5.6.4 Explain how groups of people make rules to create responsibilities and protect freedoms. | By the end of 3: SS.3.4.6.1 Describe how rules can create responsibilities. |
| | | By the end of 4: SS.4.4.6.1 Explain how groups of people make rules to create responsibilities. |
| | | By the end of 5: SS.5.4.6.1 Explain how groups of people make rules to create responsibilities and protect freedoms. |
| | SS.3-5.6.5 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. | By the end of 3: SS.3.5.6.1 Explain the origins, functions, and structure of state and Tribal governments in Alaska. |
| | | By the end of 4: SS.4.5.6.1 Describe the origins, functions, and structure of municipal and state governments in the United States. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Civics Anchor Standard 6** Civic and Political Institutions and Systems | SS.3-5.6.5 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. | By the end of 5: SS.5.5.6.1 Investigate the origins, functions, and structure of the U.S. federal government. |
| | SS.3-5.6.6 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. | By the end of 3: SS.3.6.6.1 Describe ways in which people benefit from working together in families, households, and voluntary organizations. |
| | | By the end of 4: SS.4.6.6.1 Describe ways in which people benefit from and are challenged by working together in workplaces. |
| | | By the end of 5: SS.5.6.6.1 Describe ways in which people benefit from and are challenged by working together through government. |
| **Civics Anchor Standard 7** Participation and Deliberation | SS.3-5.7.1 Apply civic virtues and democratic principles in school settings. | By the end of 3: SS.3.1.7.1 Describe how civic virtues can be applied in school settings. |
| | | By the end of 4: SS.4.1.7.1 Demonstrate civic virtues in school settings. |
| | | By the end of 5: SS.5.1.7.1 Apply civic virtues and democratic principles in school settings. |
| | SS.3-5.7.2 Identify core civic virtues and democratic principles that guide government, society, and communities. | By the end of 3: SS.3.2.7.1 Recall core civic virtues that guide communities in Alaska. |
| | | By the end of 4: SS.4.2.7.1 Determine core civic virtues and democratic principles that guide society in Alaska and the United States. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Civics Anchor Standard 7** Participation and Deliberation | SS.3-5.7.2 Identify core civic virtues and democratic principles that guide government, society, and communities. | By the end of 5: SS.5.2.7.1 Distinguish core civic virtues and democratic principles that guide government, society, and communities. |
| | SS.3-5.7.3 Use deliberative processes when making decisions or reaching judgments as a group. | By the end of 3: SS.3.3.7.1 Discuss the importance of having processes for making decisions as a group. |
| | | By the end of 4: SS.4.3.7.1 With teacher guidance, create a process for group decision-making. |
| | | By the end of 5: SS.5.3.7.1 Use deliberative processes when making decisions or reaching judgments as a group. |
| | SS.3-5.7.4 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. | By the end of 3: SS.3.4.7.1 Identify the beliefs and values that underlie one's own point of view about civic issues in Alaska. |
| | | By the end of 4: SS.4.4.7.1 Recognize the beliefs, experiences, perspectives, and values that underlie another person's point of view about a civic issue. |
| | | By the end of 5: SS.5.4.7.1 Examine the beliefs, experiences, perspectives, and values that underlie one's own and others' points of view about civic issues. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Civics Anchor Standard 8** Processes, Rules, and Laws | SS.3-5.8.1 Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. | By the end of 3: SS.3.1.8.1 Describe procedures for making decisions at the local, Tribal, and state levels in Alaska, including the impact individuals can have. |
| | | By the end of 4: SS.4.1.8.1 Describe procedures for making decisions at the federal level in the United States, including the impact individuals can have. |
| | | By the end of 5: SS.5.1.8.1 Analyze and compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. |
| | SS.3-5.8.2 Explain how rules and laws change society and how people change rules and laws. | By the end of 3: SS.3.2.8.1 Describe how Alaska's laws are created and changed at multiple organizational levels. |
| | | By the end of 4: SS.4.2.8.1 Explain how laws are created at the federal level in the United States, including how change is brought forth by voting in government elections. |
| | | By the end of 5: SS.5.2.8.1 Evaluate how rules and laws change society and how people change rules and laws. |
| | SS.3-5.8.3 Explain how policies are developed to address public problems. | By the end of 3: SS.3.3.8.1 Identify and participate in ways that people can influence the local community and organize solutions through action. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Civics Anchor Standard 8** Processes, Rules, and Laws | SS.3-5.8.3 Explain how policies are developed to address public problems. | By the end of 4: SS.3.4.8.1 Explain how policies are developed to address public problems. |
| | | By the end of 5: SS.5.3.8.1 Research problems or issues and propose solutions using the appropriate public process. |
| | SS.3-5.8.4 Illustrate historical and contemporary means of changing society. | By the end of 3: SS.3.4.8.1 Illustrate historical and contemporary means of changing society in Alaska. |
| | | By the end of 4: SS.4.4.8.1 Illustrate historical and contemporary means of changing society in various regions of the United States. |
| | | By the end of 5: SS.5.4.8.1 Summarize the historical origins of relevant rules and laws, and the formal and informal factors that shape(d) public policy. |
| **Civics Anchor Standard 9** Alaska's Governments | SS.3-5.9.1 Explain and analyze the roles of government systems that influence and impact Alaska. | By the end of 3: SS.3.1.9.1 Explore and describe various government structures within Alaska. |
| | | By the end of 4: SS.4.1.9.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and other areas. |
| | | By the end of 5: SS.5.1.9.1 Compare and contrast the three branches of national government along with their impact on Alaska. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens | SS.3-5.10.1 Explain, compare, and participate in various rights, roles, and responsibilities of citizens. | By the end of 3: SS.3.1.10.1 Describe and define the rights, roles, and responsibilities of residents of Alaska. |
| | | By the end of 4: SS.4.1.10.1 Examine Indigenous land ownership, rights, and acknowledgment in Alaska and in other areas. |
| | | By the end of 5: SS.5.1.10.1 Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy. |

## *Grade 3 through 5 Economics Standards*

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Economics Anchor Standard 11** Economic Systems, Models, and Markets | SS.3-5.11.1 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. | By the end of 3: SS.3.1.11.1 Define and provide examples of human capital, physical capital, and natural resources in Alaska. |
| | | By the end of 4: SS.4.1.11.1 Compare examples of human capital, physical capital, and natural resources in various U.S. regions. |
| | | By the end of 5: SS.5.1.11.1 Compare and contrast past and current examples of human capital, physical capital, and natural resources and how they were/are used to produce goods and services. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Economics Anchor Standard 11** Economic Systems, Models, and Markets | SS.3-5.11.2 Explain why individuals and businesses specialize and trade. | By the end of 3: SS.3.2.11.1 Explain what it means for an individual and/or business to specialize and/or trade. |
| | | By the end of 4: SS.4.2.11.1 Provide examples, within and outside of Alaska, of individuals and businesses that specialize and trade. |
| | | By the end of 5: SS.5.2.11.1 Summarize multiple reasons why individuals and businesses throughout U.S. history have specialized or traded. |
| | SS.3-5.11.3 Explain the role of money in making exchange easier. | By the end of 3: [standard not addressed at this grade] |
| | | By the end of 4: SS.4.3.11.1 Explain the role of money in making exchange easier. |
| | | By the end of 5: SS.5.3.11.1 Examine the differences between the current exchange system and the exchange system in place within the American colonies. |
| | SS.3-5.11.4 Explain the relationship between investment in human capital, productivity, and future incomes. | By the end of 3: [standard not addressed at this grade] |
| | | By the end of 4: SS.4.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using Indigenous and non-Indigenous examples from across the United States. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Economics Anchor Standard 11** Economic Systems, Models, and Markets | SS.3-5.11.4 Explain the relationship between investment in human capital, productivity, and future incomes. | By the end of 5: SS.5.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using examples from throughout U.S. history. |
| | SS.3-5.11.5 Explain how profits influence sellers in markets. | By the end of 3: [standard not addressed at this grade] |
| | | By the end of 4: SS.4.5.11.1 Determine how profits influence sellers in markets. |
| | | By the end of 5: SS.5.5.11.1 Explain how profits influenced sellers in early American markets. |
| | SS.3-5.11.6 Identify examples of external benefits and costs. | By the end of 3: [standard not addressed at this grade] |
| | | By the end of 4: [standard not addressed at this grade] |
| | | By the end of 5: SS.5.6.11.1 Identify examples of external benefits and costs. |
| | SS.3-5.11.7 Describe the role of other financial institutions in an economy. | By the end of 3: [standard not addressed at this grade] |
| | | By the end of 4: [standard not addressed at this grade] |
| | | By the end of 5: SS.5.7.11.1 Describe the role of other financial institutions in an economy. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Economics Anchor Standard 12** Decision-Making and Personal Finance | SS.3-5.12.1 Compare the benefits and costs of individual choices. | By the end of 3: SS.3.1.12.1 Examine various ways that people in Alaska have met their needs for food, clothing, and shelter, and how they have changed over time. |
| | | By the end of 4: SS.4.1.12.1 Explain how scarcity and abundance require a person to determine the benefits and costs of a particular choice. |
| | | By the end of 5: SS.5.1.12.1 Analyze the benefits and costs of personal choices that any person in U.S. history may have considered in order to meet their needs and wants. |
| | SS.3-5.12.2 Identify positive and negative incentives that influence the decisions people make. | By the end of 3: SS.3.2.12.1 With support, generate a list of factors that influence the way people make a particular decision. |
| | | By the end of 4: SS.4.2.12.1 Define positive and negative incentives. |
| | | By the end of 5: SS.5.2.12.1 Identify positive and negative incentives that influence the decisions people make. |
| **Economics Anchor Standard 13** The National Economy | SS.3-5.13.1 Explain what interest rates are. | By the end of 3: SS.3.1.13.1 With support, generate a list of scenarios that may include borrowing money. |
| | | By the end of 4: SS.4.1.13.1 Explain that interest is the price of using someone else's money. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Economics Anchor Standard 13** The National Economy | SS.3-5.13.1 Explain what interest rates are. | By the end of 5: SS.5.1.13.1 Explain what interest rates are and how they work. |
| | SS.3-5.13.2 Explain the meaning of inflation, deflation, and unemployment. | By the end of 3: SS.3.2.13.1 Define unemployment and explain why the number of unemployed individuals in a given area may increase or decrease. |
| | | By the end of 4: SS.4.2.13.1 Determine the difference between inflation and deflation. |
| | | By the end of 5: SS.5.2.13.1 Investigate ways that inflation, deflation, and unemployment have impacted the U.S. economy over time. |
| | SS.3-5.13.3 Explain the ways in which the government pays for the goods and services it provides. | By the end of 3: SS.3.3.13.1 Explain the ways in which Alaska's government pays for the goods and services it provides. |
| | | By the end of 4: SS.4.3.13.1 Describe how people and businesses support federal government services through taxation. |
| | | By the end of 5: SS.5.3.13.1 Compare the British taxation policies in Colonial America to the current taxation practices in the United States. |
| | SS.3-5.13.4 Describe ways that people can increase productivity by using improved capital goods and improving their human capital. | By the end of 3: SS.3.4.13.1 Define and illustrate examples of capital goods and human capital. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Economics Anchor Standard 13** The National Economy | SS.3-5.13.4 Describe ways that people can increase productivity by using improved capital goods and improving their human capital. | By the end of 4: SS.4.4.13.1 Explain the importance of improving capital goods and human capital over time. |
| | | By the end of 5: SS.5.4.13.1 Describe ways that past and present peoples of the United States have utilized improved capital goods and human capital to increase productivity. |
| **Economics Anchor Standard 14** The Global Economy | SS.3-5.14.1 Explain how trade leads to increasing economic interdependence among nations. | By the end of 3: SS.3.1.14.1 Explain how trade contributed to economic interdependence among Indigenous groups throughout Alaska's history. |
| | | By the end of 4: SS.4.1.14.1 Explain how trade contributes to economic interdependence among regions of the United States. |
| | | By the end of 5: SS.5.1.14.1 Explain how trade leads to increasing economic interdependence among countries. |
| | SS.3-5.14.2 Explain the effects of increasing economic interdependence on different groups within participating nations. | By the end of 3: SS.3.2.14.1 Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in Alaska. |
| | | By the end of 4: SS.4.2.14.1 Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Economics Anchor Standard 14** The Global Economy | SS.3-5.14.2 Explain the effects of increasing economic interdependence on different groups within participating nations. | By the end of 5: SS.5.2.14.1 Explain the effects of increasing economic interdependence on different groups within participating nations. |
| **Economics Anchor Standard 15** Alaska Economies: State, Local, and Tribal | SS.3-5.15.1 Explain different economic systems used by groups of Alaskans across the state and across time. | By the end of 3: SS.3.1.15.1 Analyze how various Alaska Native groups use and have used several natural resources to meet their needs. |
| | | By the end of 4: SS.4.1.15.1 Explore the significance of various industries in Alaska. |
| | | By the end of 5: SS.5.1.15.1 Examine economic systems that have impacted Alaskans throughout the state's history. |

## *Grade 3 through 5 Geography Standards*

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Geography Anchor Standard 16** Human-Environment Interaction: Place, Regions, and Culture | SS.3-5.16.1 Explain how culture influences the way people modify and adapt to their environments. | By the end of 3: SS.3.1.16.1 Discuss how culture influences the way people modify and adapt to their environments in Alaska. |
| | | By the end of 4: SS.4.1.16.1 Explain how culture influences the way people modify and adapt to their environments in each region of the United States. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Geography Anchor Standard 16** Human-Environment Interaction: Place, Regions, and Culture | SS.3-5.16.1 Explain how culture influences the way people modify and adapt to their environments. | By the end of 5:<br>SS.5.1.16.1 Analyze how culture influences the way people modified and adapted to their environments in the early American colonies. |
| | SS.3-5.16.2 Explain how the cultural and environmental characteristics of places change over time. | By the end of 3:<br>SS.3.2.16.1 Discuss how the cultural and environmental characteristics of Alaska change over time. |
| | | By the end of 4:<br>SS.4.2.16.1 Explain how the cultural and environmental characteristics of the United States change over time. |
| | | By the end of 5:<br>SS.5.2.16.1 Analyze how the cultural and environmental characteristics of the early American colonies changed over time. |
| | SS.3-5.16.3 Describe how environmental and cultural characteristics influence population distribution in specific places or regions. | By the end of 3:<br>SS.3.3.16.1 Describe how environmental and cultural characteristics influence population distribution in Alaska. |
| | | By the end of 4:<br>SS.4.3.16.1 Discuss how environmental and cultural characteristics influence population distribution in the United States. |
| | | By the end of 5:<br>SS.5.3.16.1 Examine how environmental and cultural characteristics influenced population distribution in the early American colonies. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns | SS.3-5.17.1 Explain why environmental characteristics vary among different world regions. | By the end of 3: SS.3.1.17.1 Describe why environmental characteristics vary among different regions in Alaska. |
| | | By the end of 4: SS.4.1.17.1 Discuss why environmental characteristics vary among different world regions. |
| | | By the end of 5: SS.5.1.17.1 Explain why environmental characteristics vary among different regions in the United States. |
| | SS.3-5.17.2 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. | By the end of 3: SS.3.2.17.1 Describe how the spatial patterns of economic activities in Alaska change over time because of interactions with nearby and distant places. |
| | | By the end of 4: SS.4.2.17.1 Discuss how the spatial patterns of economic activities in parts of the world have changed over time because of interactions with nearby and distant places. |
| | | By the end of 5: SS.5.2.17.1 Explain how the spatial patterns of economic activities in the United States change over time because of interactions within the United States and between the United States and other countries. |
| | SS.3-5.17.3 Explain how natural and human-made catastrophic events in one place affect people living in other places. | By the end of 3: SS.3.3.17.1 Describe how natural and human-made catastrophic events in Alaska affect people living outside Alaska (earthquake of 1964, Exxon Valdez oil spill, etc.). |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns | SS.3-5.17.3 Explain how natural and human-made catastrophic events in one place affect people living in other places. | By the end of 4: SS.4.3.17.1 Discuss how natural and human-made catastrophic events in one region of the world affect people living in other regions of the world. |
| | | By the end of 5: SS.5.3.17.1 Explain how natural and human-made catastrophic events in one region of the United States affect people living in other regions. |
| **Geography Anchor Standard 18** Geographic Representations and Reasoning | SS.3-5.18.1 Construct maps and other graphic representations of both familiar and unfamiliar places. | By the end of 3: SS.3.1.18.1 Make maps of Alaska and accurately represent its northern position relative to the contiguous United States. |
| | | By the end of 4: SS.4.1.18.1 Construct maps and other graphic representations of the various regions around the world. |
| | | By the end of 5: SS.5.1.18.1 Create various types of maps and other graphic representations of each U.S. region. |
| | SS.3-5.18.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. | By the end of 3: SS.3.2.18.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places in Alaska and their environmental characteristics. |
| | | By the end of 4: SS.4.2.18.1 Use maps, artwork, and other representations to examine relationships between the locations of places in the world and their environmental characteristics. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Geography Anchor Standard 18** Geographic Representations and Reasoning | SS.3-5.18.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. | By the end of 5: SS.5.2.18.1 Use maps, satellite images, photographs, and other representations to analyze relationships between the locations of places and regions in the United States and their environmental characteristics. |
| | SS.3-5.18.3 Use maps of different scales to describe the locations of cultural and environmental characteristics. | By the end of 3: SS.3.3.18.1 Use maps of different scales to describe the locations of cultural and environmental characteristics in Alaska. |
| | | By the end of 4: SS.3.4.18.1 Use maps of different scales to identify and describe the locations of cultural and environmental characteristics in each region of the United States. |
| | | By the end of 5: SS.5.3.18.1 Use maps of different scales to examine the locations of cultural and environmental characteristics in the early American colonies. |
| **Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movements | SS.3-5.19.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. | By the end of 3: SS.3.1.19.1 Describe how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas within Alaska. |
| | | By the end of 4: SS.4.1.19.1 Discuss how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas in and among the regions of the United States. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movements | SS.3-5.19.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. | By the end of 5: SS.5.1.19.1 Explain how cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas in the early American colonies. |
| | SS.3-5.19.2 Explain how human settlements and movements relate to the locations and use of various natural resources. | By the end of 3: SS.3.2.19.1 Describe how human settlements and movements relate to the locations and use of various natural resources in Alaska. |
| | | By the end of 4: SS.4.2.19.1 Discuss how human settlements and movements relate to the locations and use of various natural resources in the United States. |
| | | By the end of 5: SS.5.2.19.1 Explain how human settlements and movements related to the locations and use of various natural resources in the early American colonies. |
| | SS.3-5.19.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration. | By the end of 3: SS.3.3.19.1 Discuss the effects of catastrophic environmental and technological events on human settlements and migration in Alaska. |
| | | By the end of 4: SS.4.3.19.1 Explain the effects of catastrophic environmental and technological events on human settlements and migration in and among the regions of the United States. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movements | SS.3-5.19.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration. | By the end of 5:<br>SS.5.3.19.1 Analyze the effects of catastrophic environmental and political events on human settlements and migration in the early American colonies. |
| **Geography Anchor Standard 20** Geography of Alaska | SS.3-5.20.1 Describe connections within Alaska and between Alaska and other places. | By the end of 3:<br>• SS.3.1.20.1 Identify and explain the relationship between the resources found in Alaska and becoming a state.<br>• SS.3.1.20.2 Describe how the Alaska Native population came to Alaska. |
| | | By the end of 4:<br>• SS.4.1.20.1 Identify how each region of Alaska has grown through various economic activities.<br>• SS.4.1.20.2 Explain how the geographic resources of Alaska led to the state's economic development. |
| | | By the end of 5:<br>SS.5.1.20.1 Analyze how Alaska has been a strategic position for the United States. |

## *Grade 3 through 5 History Standards*

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **History Anchor Standard 21** Perspectives | SS.3-5.21.1 Explain why individuals and groups during the same historical period differed in their perspectives. | By the end of 3: SS.3.1.21.1 Reflect upon why individuals and groups in Alaska differ in their perspectives of events in the state's history. |
| | | By the end of 4: SS.4.1.21.1 Recognize the multiple individual and group perspectives relating to important or major events in history. |
| | | By the end of 5: SS.5.1.21.1 Summarize the perspectives of multiple individuals and/or groups when considering one or more major events in early U.S. history. |
| | SS.3-5.21.2 Explain connections among historical contexts and people's perspectives at the time. | By the end of 3: SS.3.2.21.1 Explain how the events of Alaska history contributed to the differing perspectives of Indigenous and non-Indigenous peoples. |
| | | By the end of 4: SS.4.2.21.1 Explain how the events of U.S. history contributed to the differing perspectives of Indigenous and non-Indigenous peoples across the United States, including Alaska Native groups. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **History Anchor Standard 21** Perspectives | SS.3-5.21.2 Explain connections among historical contexts and people's perspectives at the time. | By the end of 5: SS.5.2.21.1 Analyze connections among historical context and people's perspectives in the American colonies. |
| | SS.3-5.21.3 Describe how people's perspectives shaped the historical sources they created. | By the end of 3: SS.3.3.21.1 Describe how people's perspectives shaped the historical sources they created in Alaska. |
| | | By the end of 4: SS.4.3.21.1 Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created. |
| | | By the end of 5: SS.5.3.21.1 Compare how people's perspectives shaped the historical sources they created, including the foundational documents of the United States. |
| **History Anchor Standard 22** Historical Sources and Evidence | SS.3-5.22.1 Summarize how different kinds of historical sources are used to explain events in the past. | By the end of 3: SS.3.1.22.1 Use a variety of primary and secondary sources to explain significant historical events in Alaska. |
| | | By the end of 4: SS.4.1.22.1 Use a variety of primary and secondary sources to summarize key events in history from cultural regions across the United States. |
| | | By the end of 5: SS.5.1.22.1 Comparing and contrasting a variety of primary and secondary sources, analyze significant historical events in the United States. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **History Anchor Standard 22** Historical Sources and Evidence | SS.3-5.22.2 Compare information provided by different historical sources about the past. | By the end of 3: SS.3.2.22.1 Gather information from multiple historical sources about major events in Alaska's history. |
| | | By the end of 4: SS.4.2.22.1 Gather different kinds of historical sources and summarize how they are used to explain events in the past. |
| | | By the end of 5: SS.5.2.22.1 Gather and compare information provided by different historical sources about early American history. |
| | SS.3-5.22.3 Generate questions about multiple historical sources and their relationships to particular historical events and developments. | By the end of 3: SS.3.3.22.1 Generate questions about multiple historical sources surrounding a single historical event or development in Alaska's history. |
| | | By the end of 4: SS.4.3.22.1 Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history. |
| | | By the end of 5: SS.5.3.22.1 Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history. |
| | SS.3-5.22.4 Infer the intended audience and purpose of a historical source from information within the source itself. | By the end of 3: SS.3.4.22.1 Describe the purpose of an Alaska historical document. |
| | | By the end of 4: SS.4.4.22.1 Infer the intended audience of a historical source. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **History Anchor Standard 22** Historical Sources and Evidence | SS.3-5.22.4 Infer the intended audience and purpose of a historical source from information within the source itself. | By the end of 5: SS.5.4.22.1 Using an early American historical source, infer the audience and purpose of the document. |
| | SS.3-5.22.5 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic. | By the end of 3: SS.3.5.22.1 Identify the maker, date, and place of origin of sources about a historical topic. |
| | | By the end of 4: SS.4.5.22.1 Use information about the maker, date, and place of origin of a source to determine whether a source is useful for studying a particular historical topic. |
| | | By the end of 5: SS.5.5.22.1 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular historical topic. |
| **History Anchor Standard 23** Change, Continuity, and Context | SS.3-5.23.1 Create and use a chronological sequence of related events to compare developments that happened at the same time. | By the end of 3: SS.3.1.23.1 Create timelines to show how events of Alaska history can be organized into time periods/eras. |
| | | By the end of 4: SS.4.1.23.1 Use a timeline or other representation of related events to compare developments that happened at the same time. |
| | | By the end of 5: SS.5.1.23.1 Create and use a chronological sequence of related events to compare developments that happened at the same time in early U.S. history. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **History Anchor Standard 23** Change, Continuity, and Context | SS.3-5.23.2 Compare life in specific historical time periods to life today. | By the end of 3: SS.3.2.23.1 Explain how life in various eras of Alaska history compares to life today. |
| | | By the end of 4: SS.4.2.23.1 Compare similarities and differences between a historic local cultural practice and a historic cultural practice from another region of the United States. |
| | | By the end of 5: SS.5.2.23.1 Analyze life in early American time periods as it compares to life today. |
| | SS.3-5.23.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities. | By the end of 3: SS.3.3.23.1 Generate questions about individuals and groups who have shaped Alaska history. |
| | | By the end of 4: SS.4.3.23.1 Generate questions about individuals and groups who have shaped history across the United States. |
| | | By the end of 5: SS.5.3.23.1 Generate questions about individuals and groups who shaped significant historical changes and continuities in early American history. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **History Anchor Standard 24** Historical Thinking | SS.3-5.24.1 Explain probable causes and effects of events and developments. | By the end of 3: SS.3.1.24.1 Identify and describe probable causes and effects of events and developments in Alaska history. |
| | | By the end of 4: SS.4.1.24.1 Describe and explain probable causes and effects of an event or development in the United States, including its effect on Alaska. |
| | | By the end of 5: SS.5.1.24.1 Analyze and explain probable causes and effects of events and developments in early American history. |
| | SS.3-5.24.2 Use evidence to develop a claim about the past. | By the end of 3: SS.3.2.24.1 Identify and gather relevant evidence in support of a claim about an event in Alaska history. |
| | | By the end of 4: SS.4.2.24.1 Gather evidence from multiple sources to support a claim about how contributions made by various cultural and ethnic groups have shaped the history of Alaska and the United States. |
| | | By the end of 5: SS.5.2.24.1 Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history. |
| | SS.3-5.24.3 Summarize the central claim in a secondary work of history. | By the end of 3: [standard not addressed at this grade] |

| **Anchor Standard** *The student demonstrates an understanding of...* | **Grade-Band Standard** | **Leveled Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| **History Anchor Standard 24** Historical Thinking | SS.3-5.24.3 Summarize the central claim in a secondary work of history. | By the end of 4: [standard not addressed at this grade] |
| | | By the end of 5: SS.5.3.24.1 Summarize the central claim in a secondary work of early American history. |
| **History Anchor Standard 25** Alaskan History | SS.3-5.25.1 Explore Alaska's past and connect it to the present. | By the end of 3: SS.3.1.25.1 Explore the cultures of Alaska, including why and how Indigenous and non-Indigenous groups first came to Alaska. |
| | | By the end of 4: SS.4.1.25.1 Explain how national and global events impact Alaska, both in the past and present. |
| | | By the end of 5: SS.5.1.25.1 Explore inequality throughout the history of Alaska and its connection to current issues. |

# Grade 6 through 8 Standards

## *Grade 6 through 8 Inquiry Standards*

| | |
|---|---|
| **Anchor Standard 1** Develop Questions and Plan Inquiries | • SS.6-8.1.1 Formulate clear and focused questions that require investigation about a variety of topics.<br>• SS.6-8.1.2 Use curiosity and interests to develop questions that explore disciplinary concepts.<br>• SS.6-8.1.3 Develop inquiries that address real-world problems.<br>• SS.6-8.1.4 Analyze complex issues from multiple perspectives. |
| **Anchor Standard 2** Evaluate Sources and Evidence | • SS.6-8.2.1 Differentiate between reliable and unreliable sources.<br>• SS.6-8.2.2 Evaluate sources of information by examining origin, author, context, and content.<br>• SS.6-8.2.3 Determine between primary sources produced during the time period being studied and secondary sources written from multiple perspectives. |
| **Anchor Standard 3** Develop Claims | • SS.6-8.3.1 Cite primary and secondary sources to support a well-constructed argument.<br>• SS.6-8.3.2 Formulate evidence-based claims that acknowledge multiple perspectives and counterarguments.<br>• SS.6-8.3.3 Utilize evidence to construct arguments that address historical events and societal changes. |
| **Anchor Standard 4** Communicate and Critique Conclusions | • SS.6-8.4.1 Evaluate the significance of historical events by considering their impact on the development of societies and cultures.<br>• SS.6-8.4.2 Synthesize evidence to draw conclusions about cause-and-effect relationships, patterns, and trends.<br>• SS.6-8.4.3 Reflect on the connection of historical knowledge to contemporary challenges, fostering an understanding of how the past informs the present. |
| **Anchor Standard 5** Informed Civic Discourse and Engagement | • SS.6-8.5.1 Express ideas clearly and concisely in both written and verbal forms.<br>• SS.6-8.5.2 Actively engage in discussions, asking clarifying questions and responding thoughtfully.<br>• SS.6-8.5.3 Articulate and defend viewpoints in respectful discussions.<br>• SS.6-8.5.4 Collaborate with others to find common ground and propose solutions to civic issues. |

# Grade 6 Alaska Studies and Geography Standards

## Theme 1: Physical Environment

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Our Location in the World | **Geography Anchor Standard 18**<br>Geographic Representations and Reasoning | • SS.6.1.18.1 Define absolute and relative location using real-world examples.<br>• SS.6.1.18.2 Draft and utilize a variety of maps to communicate information.<br>• SS.6.1.18.3 Construct and interpret latitudinal and longitudinal representations of absolute locations using X and Y axes. |
| Geographic Regions of Alaska | **Geography Anchor Standard 18**<br>Geographic Representations and Reasoning | • SS.6.1.18.4 Demonstrate an understanding of the defining characteristics and placement of the physical regions of Alaska. |
| Physical Features of Alaska | **Geography Anchor Standard 20**<br>Geography of Alaska | • SS.6.1.20.1 Identify the characteristics of the local physical environment and its impact on inhabitants.<br>• SS.6.1.20.2 Demonstrate an understanding of the interactions between the earth, sun, moon, tides, and seasons both locally and globally. |
| Geohazards of Alaska | **Geography Anchor Standard 16**<br>Human Environment Interaction: Place, Regions, and Culture | • SS.6.1.16.1 Demonstrate an understanding of how humans impact their environment.<br>• SS.6.1.16.2 Analyze the impact of natural disasters and human-induced hazards on human populations.<br>• SS.6.1.16.3 Evaluate the human response to current and historical disasters, both human-made and natural. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Physical History of Alaska | **Geography Anchor Standard 17**<br>Global Interconnections: Changing Spatial Patterns | • SS.6.1.17.1 Examine the causes of historical and continuing conflicts in Alaska.<br>• SS.6.1.17.2 Analyze how the geography of Alaska's regions influences the conflicts and alliances that arise during war.<br>• SS.6.1.17.3 Evaluate the impact of war on Alaska's ecosystems, resources, and landscapes, recognizing the environmental changes caused by military activities. |
| Migration Patterns to and Within Alaska | **Geography Anchor Standard 19**<br>Human Populations: Spatial Patterns and Movements | • SS.6.1.19.1 Examine the distribution of human populations over time, including population density, migration trends, and urbanization. |

## *Theme 2: Peoples of Alaska*

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Movement | **Geography Anchor Standard 19**<br>Human Populations: Spatial Patterns and Movements | • SS.6.2.19.1 Investigate complex and diverse characteristics of human cultures across time and place, using multiple sources of information.<br>• SS.6.2.19.2 Describe the characteristics of civilizations using real-world examples. |
| The First Alaskans | **History Anchor Standard 22**<br>Historical Sources and Evidence | • SS.6.2.22.1 Examine multiple explanations for how people came to Alaska.<br>• SS.6.2.22.2 Investigate how the climate and physical features of Alaska influenced migration and settlement. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Alaska Native Groups | **History Anchor Standard 21**<br>Perspectives | • SS.6.2.21.1 Research Alaska Native groups through examination of oral histories, primary sources, and contributions over time.<br>• SS.6.2.21.2 Explain the connection between culture and geography. |
| Human Environment Interactions | **Geography Anchor Standard 16**<br>Human Environment Interaction: Place, Regions, and Culture | • SS.6.2.16.1 Describe characteristics of historical and current human populations and determine how they vary by location. |
| Impact of Colonialism | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.6.2.23.1 Identify the factors that led to initial Russian and European contact.<br>• SS.6.2.23.2 Evaluate the immediate and long-term effects of colonization on Alaska Native groups. |
| Continued Immigration to Alaska | **Economics Anchor Standard 14**<br>The Global Economy | • SS.6.2.14.1 Identify historical and contemporary populations that have migrated to Alaska in the past 200 years.<br>• SS.6.2.14.2 Examine the narratives, experiences, and impacts of various immigrant groups who have inhabited Alaska.<br>• SS.6.2.14.3 Engage in discussions of factors that could lead to future immigration to Alaska. |

## *Theme 3: Resources and Economics*

| Topic | **Anchor Standard** *The student demonstrates an understanding of...* | **Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| Alaska's Resources | **Geography Anchor Standard 18** Geographic Representations and Reasoning | • SS.6.3.18.1 Create maps of Alaska that show how physical characteristics have influenced where and how humans have settled. |
| Historical Use of Natural Resources | **Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture | • SS.6.3.16.1 Evaluate how historical perspectives, ways of knowing, values, and current practices of Alaska Natives influence land, water, and resource uses.<br>• SS.6.3.16.2 Explain how Alaska's geographic location and resources have affected the state and the world.<br>• SS.6.3.16.3 Analyze and evaluate the impact of past management of Alaska's resources.<br>• SS.6.3.16.4 Formulate clear and focused questions about future resource use in Alaska.<br>• SS.6.3.16.5 Collaborate to create a plan for future preservation or use of Alaska's resources.<br>• SS.6.3.16.6 Evaluate how resource extraction in Alaska impacts government, economics, environment, and populations, identifying both positives and negatives.<br>• SS.6.3.16.7 Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict.<br>• SS.6.3.16.8 Discuss how the resources of Alaska shaped the history of different regions. |
| Subsistence and Commercial Economics | **Economics Anchor Standard 11** Economic Systems, Models, and Markets | • SS.6.3.11.1 Analyze the impact of subsistence, barter, sharing, and cash economies in the lives of Alaska's residents. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Alaska's Role in the National Economy | **Economics Anchor Standard 13**<br>The National Economy | • SS.6.3.13.1 Analyze how Alaska's resources impact national supply and demand. |
| State, Local, and Tribal Economies | **Economics Anchor Standard 15**<br>Alaska Economies: State, Local, and Tribal | • SS.6.3.15.1 Explain how local, Tribal, and state government agencies work to sustain resources and promote economic development in Alaska. |

## *Theme 4: Community Awareness*

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Your Financial Decisions | **Economics Anchor Standard 12**<br>Decision-Making and Personal Finance | • SS.6.4.12.1 Investigate methods of personal finance.<br>• SS.6.4.12.2 Devise a plan for making informed financial decisions.<br>• SS.6.4.12.3 Define cost-benefit analysis, trade-offs, and opportunity costs.<br>• SS.6.4.12.4 Investigate how choices impact personal financial security. |
| Government Institutions | **Civics Anchor Standard 6**<br>Civic and Political Institutions and Systems | • SS.6.4.6.1 Examine the major components and roles of local, Tribal, and state governments. |
| Decision-Making Processes | **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.6.4.8.1 Evaluate and compare procedures for making decisions at the Tribal, local, state, and national levels.<br>• SS.6.4.8.2 Assess specific rules and laws (both actual and proposed) as means of addressing public concerns.<br>• SS.6.4.8.3 Identify the interconnectivity of local, Tribal, and state processes, rules, and laws. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Local, Tribal, and State Governments | **Civics Anchor Standard 9**<br>Alaska's Governments | • SS.6.4.9.1 Describe essential characteristics of Alaska's local, Tribal, and state governments and their roles both locally and statewide.<br>• SS.6.4.9.2 Identify key components of political relationships between the federal government and Alaska Native groups. |
| Your Rights and Responsibilities as a Citizen | **Civics Anchor Standard 10**<br>Rights, Roles, and Responsibilities of Citizens | • SS.6.4.10.1 Describe the roles and responsibilities of people in the United States. |
| The Value of Participation | **Civics Anchor Standard 7**<br>Participation and Deliberation | • SS.6.4.7.1 Describe the roles of political, civil, and economic organizations in shaping people's lives.<br>• SS.6.4.7.2 Distinguish the powers and responsibilities of residents, citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. |

## *Grade 7 World History and Geography Standards*

### *Theme 1: Human Beginnings to Early River Civilizations*

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Prehistory (formerly human environment interaction) | **History Anchor Standard 24**<br>Historical Thinking | • SS.7.1.24.1 Locate primary and secondary sources to investigate perspectives regarding prehistory. |
| | **History Anchor Standard 21**<br>Perspectives | • SS.7.1.21.1 Analyze multiple points of view to create a multifaceted interpretation of prehistory. |
| | **History Anchor Standard 22**<br>Historical Sources and Evidence | • SS.7.1.22.1 Analyze contradictory or conflicting sources and synthesize information to develop well-reasoned conclusions. |

| Topic | **Anchor Standard** *The student demonstrates an understanding of...* | **Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| Human Migration Theory | **Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture | • SS.7.1.16.1 Investigate how cultural diffusion occurs and causes complex societies to interact and spread from one region to another.<br>• SS.7.1.16.2 Analyze how geographical features, climate, and available resources influenced the development of distinct cultures and societies.<br>• SS.7.1.16.3 Discuss how people adapted to environments, recognizing the influence of geography on cultural practices, economies, and social structures. |
| Earth's Systems | **Geography Anchor Standard 18** Geographic Representations and Reasoning | • SS.7.1.18.1 Demonstrate an understanding of the interactions between the earth, sun, moon, tides, and seasons both locally and globally.<br>• SS.7.1.18.2 Describe the geographical features, climate, natural resources, and ecosystems that define the physical attributes of different locations.<br>• SS.7.1.18.3 Identify the components and characteristics of the earth's physical systems, and explain how they affect each other.<br>• SS.7.1.18.4 Demonstrate an understanding of the formation of landforms, including erosion, deposition, glaciation, and tectonic and volcanic processes. |
| Geographic Regions | **Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture | • SS.7.1.16.4 Demonstrate an understanding of the defining characteristics and placement of global regions. |
| Culture and Societies | **Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens | • SS.7.1.10.1 Describe the roles of political, civil, and economic organizations in shaping people's lives. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Agricultural Revolution and Technological Innovations | **Inquiry Anchor Standard 2**<br>Evaluate Sources and Evidence | • SS.7.1.2.1 Evaluate the impact of the Agricultural Revolution and early technological innovations using a variety of primary and secondary sources.<br>• SS.7.1.2.2 Compare and contrast hunter-gatherer societies and early farming societies. |

## *Theme 2: Ancient Civilizations and the Development of World Religions*

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Historical Significance | **History Anchor Standard 24**<br>Historical Thinking | • SS.7.2.24.1 Analyze the causes and effects of events and societal developments in the past.<br>• SS.7.2.24.2 Construct arguments utilizing new evidence that allows for new interpretations. |
| Evolution of Governance | **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.7.2.8.1 Assess how people address public problems through the use of rules and laws.<br>• SS.7.2.8.2 Compare and contrast modern rules and laws with historical systems. |
| World Religions | **Geography Anchor Standard 18**<br>Geographic Representations and Reasoning | • SS.7.2.18.1 Construct and use different types of maps and graphs to represent and analyze religions.<br>• SS.7.2.18.2 Construct and use mental maps and infographics to represent and analyze the cultural, religious, and environmental characteristics that make places both similar to and different from each other. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Rise and Fall of Civilizations | **Geography Anchor Standard 19**<br>Human Populations: Spatial Patterns and Movements | • SS.7.2.19.1 Construct maps to represent the spread of people and ideas over time.<br>• SS.7.2.19.2 Describe the characteristics of a civilization and connect that information to real-world examples.<br>• SS.7.2.19.3 Display knowledge of complex and diverse characteristics of cultures across time and place.<br>• SS.7.2.19.4 Investigate the arrangement and distribution of populations over time.<br>• SS.7.2.19.5 Demonstrate an understanding of how humans impact their environment.<br>• SS.7.2.19.6 Create and interpret timelines that clearly demonstrate key periods in the development of human societies. |

## *Theme 3: Post-Classical (Medieval and Mesoamerica)*

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Politics and Religion | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.7.3.23.1 Identify patterns of continuity and change over time in various aspects of human history. |
| | **History Anchor Standard 21**<br>Perspectives | • SS.7.3.21.1 Evaluate the social, economic, and cultural structures of civilizations and their impact on modern societies. |
| | **Civics Anchor Standard 7**<br>Participation and Deliberation | • SS.7.3.7.1 Explain the connection between politics and religion in complex early societies. |
| Human Systems | **Civics Anchor Standard 10**<br>Rights, Roles, and Responsibilities of Citizens | • SS.7.3.10.1 Identify rights and responsibilities of citizens and noncitizens within different forms of government. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Conflict and Wars | **Geography Anchor Standard 16**<br>Human Environment Interaction: Place, Regions, and Culture | • SS.7.3.16.1 Analyze how the physical features of regions and their location influence the conflicts and alliances that arise during wars.<br>• SS.7.3.16.2 Evaluate changes that occur in the meaning, use, distribution, and importance of resources over time due to forces of cooperation and conflict.<br>• SS.7.3.16.3 Analyze how geographical features, climate, and available resources influenced the historical development of cultures and societies and how they adapted to their environments.<br>• SS.7.3.16.4 Examine how human cooperation and conflict have influenced the division and control of the Earth's surface throughout human history. |

## *Theme 4: Globalization and Exploration*

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Conquest and Conquer | **Geography Anchor Standard 16**<br>Human Environment Interaction: Place, Regions, and Culture | • SS.7.4.16.1 Examine how human cooperation and conflict have influenced the division and control of the Earth's surface throughout human history.<br>• SS.7.4.16.2 Analyze the relationships between countries and regions in the global economy. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Conquest and Conquer | **Geography Anchor Standard 17**<br>Global Interconnections: Changing Spatial Patterns | • SS.7.4.17.1 Detect patterns in how Earth's physical features and biomes are distributed across its surface.<br>• SS.7.4.17.2 Investigate the characteristics and spatial distribution of ecosystems and biomes on Earth's surface.<br>• SS.7.4.17.3 Investigate the interconnectedness of ecosystems of the Earth. |
| | **Economics Anchor Standard 14**<br>The Global Economy | • SS.7.4.14.1 Evaluate the role of international trade, production versus importation, and the impact of local events on the global economy. |
| | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.7.4.23.1 Analyze the factors that contribute to the evolution of societies and civilizations. |
| Consequences | **History Anchor Standard 22**<br>Historical Sources and Evidence | • SS.7.4.22.1 Explain how the perspectives of people in the present shape interpretations of the past. |
| | **History Anchor Standard 24**<br>Historical Thinking | • SS.7.4.24.1 Develop skills in chronological reasoning and understanding cause-and-effect relationships in history. |
| | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.7.4.23.2 Explore the cultural and societal implications of cultural diffusion. |

# *Grade 8 U.S. History and Civics*

## *Theme 1: Geography and Early Civilizations of the Americas*

### Time Period: 10,000 BCE to 1492 CE

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Early Human Migration | **Geography Anchor Standard 19**<br>Human Populations: Spatial Patterns and Movements | • SS.8.1.19.1 Investigate patterns of migration of early people as they settled across Alaska and North, Central, and South America. |
| | **Geography Anchor Standard 16**<br>Human Environment Interaction: Place, Regions, and Culture | • SS.8.1.16.1 Analyze the push and pull factors that influenced early people to migrate. |
| | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.8.1.23.1 Explain the importance of artifacts and oral histories in understanding how prehistoric people lived. |
| | **History Anchor Standard 24**<br>Historical Thinking | • SS.8.1.24.1 Describe the technical limitations of historians and archeologists studying the distant past. |
| Physical Geography of the Americas | **Geography Anchor Standard 18**<br>Geographic Representations and Reasoning | • SS.8.1.18.1 Identify on a map the major physical features of North, Central, and South America.<br>• SS.8.1.18.2 Research and locate on a map Indigenous place names, landmarks, and sacred sites throughout North, Central, and South America. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Indigenous Cultural Groups of the Americas | **Geography Anchor Standard 16**<br>Human Environment Interaction: Place, Regions, and Culture | • SS.8.1.16.1 Investigate the interplay between Indigenous cultures of the Americas and their environment.<br>• SS.8.1.16.2 Identify the spiritual, cultural, and economic significance of geographic features in Indigenous communities.<br>• SS.8.1.16.3 Use the five themes of geography (location, place, movement, human-environmental interaction, and region) to describe a specific Sovereign Tribal Nation or Indigenous peoples group. |
| | **Civics Anchor Standard 6**<br>Civic and Political Institutions and Systems | • SS.8.1.6.1 Investigate the unique ways that Indigenous peoples organize themselves and their societies. |

## *Theme 2: Age of Exploration, Exploitation, and Colonialism*

### Time Period: 1400s–1750s

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Gathering and Evaluating Sources | **Inquiry Anchor Standard 2**<br>Evaluate Sources and Evidence | • SS.8.2.2.1 Identify primary and secondary sources related to European exploration and colonization, considering their reliability and potential bias.<br>• SS.8.2.2.2 Analyze a variety of primary sources about exploration routes, encounters, and cultural exchanges. |
| | **History Anchor Standard 21**<br>Perspectives | • SS.8.2.21.1 Compare and contrast perspectives through primary and secondary source research. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Exploration and Exploitation | **History Anchor Standard 21** Perspectives | • SS.8.2.21.2 Compare the economic, technological, and cultural factors that motivated exploration. |
| | **History Anchor Standard 23** Change, Continuity, and Context | • SS.8.2.23.1 Examine the impacts of encounters between explorers and Indigenous populations. |
| | **Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns | • SS.8.2.17.1 Evaluate the long-term impact of the Columbian Exchange. |
| Global Interconnections | **Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movements | • SS.8.2.19.1 Identify trade routes and networks that facilitated the exchange of goods, ideas, and cultures between continents. |
| | **Economic Anchor Standard 11** Economic Systems, Models, and Markets | • SS.8.2.11.1 Analyze how the exchange of goods contributed to the development of global trade. |
| | **History Anchor Standard 23** Change, Continuity, and Context | • SS.8.2.23.2 Investigate the ways in which cultural diffusion occurred in cross-cultural interactions. |
| Civic Participation | **History Anchor Standard 24** Historical Thinking | • SS.8.2.24.1 Investigate the impacts of European colonization on Indigenous populations. |
| | **History Anchor Standard 23** Change, Continuity, and Context | • SS.8.2.23.3 Examine how power dynamics during this time period laid the groundwork for modern geopolitical relationships.<br>• SS.8.2.23.4 Research the connections between the origins and outcomes of colonization in today's world. |
| | **Inquiry Anchor Standard 5** Informed Civic Discourse and Engagement | • SS.8.2.5.1 Reflect on lessons from history to engage in discussions about present-day issues related to cultural exchange, environmental impact, and global cooperation. |

## *Theme 3: Establishment of European Colonies*

### Time Period: 1490–1750

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Analyzing Primary Sources | **Inquiry Anchor Standard 2**<br>Evaluate Sources and Evidence | • SS.8.3.2.1 Identify and analyze primary sources to understand the unique perspectives of different groups in Colonial America. |
| | **History Anchor Standard 21**<br>Perspectives | • SS.8.3.21.1 Compare and contrast primary sources to identify similarities and differences in the experiences of different groups in Colonial America. |
| Understanding Historical Context | **History Anchor Standard 21**<br>Perspectives | • SS.8.3.21.2 Examine the reasons for European colonization in different regions of Colonial America. |
| | **Geography Anchor Standard 16**<br>Human Environment Interaction: Place, Regions, and Culture | • SS.8.3.16.1 Analyze the impact of geographical and environmental factors on the development of colonial economies, settlements, and trade networks. |
| | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.8.3.23.1 Investigate the interactions and conflicts between people in Colonial America. |
| Cause and Effect | **Civics Anchor Standard 6**<br>Civic and Political Institutions and Systems | • SS.8.3.6.1 Identify the factors that led to the growth of representative government in colonial societies. |
| | **Economic Anchor Standard 11**<br>Economic Systems, Models, and Markets | • SS.8.3.11.1 Examine the economic systems of different colonial regions. |
| | **Geography Anchor Standard 19**<br>Human Populations: Spatial Patterns and Movements | • SS.8.3.19.1 Evaluate the consequences of the Atlantic slave trade. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Civic Participation and Decision-Making | **Inquiry Anchor Standard 3**<br>Develop Claims | • SS.8.3.3.1 Analyze the contributions of key individuals to the development of colonial societies and ideas. |
| | **Civics Anchor Standard 7**<br>Participation and Deliberation | • SS.8.3.7.1 Investigate the impact of events on colonial governance and social structures. |
| | **Inquiry Anchor Standard 5**<br>Informed Civic Discourse and Engagement | • SS.8.3.5.1 Reflect on the lessons from Colonial America to engage in discussions about the importance of civic engagement, individual rights, and the balance of power in contemporary society. |

## *Theme 4: American Revolution and the New Republic*

### Time Period: 1750 CE–1814 CE

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Analyzing Historical Documents | **Inquiry Anchor Standard 2**<br>Evaluate Sources and Evidence | • SS.8.4.2.1 Identify and analyze primary sources to gain insights into the thoughts and actions of key figures during the American Revolution.<br>• SS.8.4.2.2 Examine secondary sources to understand differing interpretations of events and their significance. |
| | **History Anchor Standard 21**<br>Perspectives | • SS.8.4.21.1 Compare and contrast viewpoints from different historical periods to evaluate changing perspectives on the American Revolution and the early years of the New Republic. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Understanding Historical Context | **History Anchor Standard 21** Perspectives | • SS.8.4.21.2 Investigate the economic, political, and social factors that contributed to tensions between American colonies and the British government leading up to the Revolution.<br>• SS.8.4.21.3 Examine the principles of the Enlightenment and their influence on the ideas of liberty, equality, and individual rights during this period. |
| | **History Anchor Standard 23** Change, Continuity, and Context | • SS.8.4.23.1 Analyze the challenges faced by the newly independent United States. |
| Cause and Effect | **History Anchor Standard 23** Change, Continuity, and Context | • SS.8.4.23.2 Identify the key events of the American Revolution and their significance in the fight for independence. |
| | **Civics Anchor Standard 6** Civic and Political Institutions and Systems | • SS.8.4.6.1 Examine the drafting and ratification of the U.S. Constitution and the Bill of Rights and their impact on shaping the structure of the federal government. |
| | **History Anchor Standard 24** Historical Thinking | • SS.8.4.24.1 Evaluate the consequences of the American Revolution on various groups. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Civic Participation and Decision-Making | **Inquiry Anchor Standard 3**<br>Develop Claims | • SS.8.4.3.1 Analyze the contributions of individuals to the development of American democracy and the New Republic. |
| | **Civics Anchor Standard 7**<br>Participation and Deliberation | • SS.8.4.7.1 Investigate the role of social movements and protests in shaping American society and politics. |
| | **Inquiry Anchor Standard 5**<br>Informed Civic Discourse and Engagement | • SS.8.4.5.1 Reflect on the principles of democracy and civic responsibility that emerged from the American Revolution and the early years of the New Republic and their relevance to contemporary society. |

## *Theme 5: Civic and Political Institutions of the U.S.*

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Understanding Civic Life and Government | **Civics Anchor Standard 6**<br>Civic and Political Institutions and Systems | • SS.8.5.6.1 Define the fundamental principles of democracy, including popular sovereignty, rule of law, and individual rights.<br>• SS.8.5.6.2 Identify and explain the three branches of the federal government (executive, legislative, judicial) and their roles in creating, implementing, and interpreting laws.<br>• SS.8.5.6.3 Analyze the role of state, local, and Tribal governments and their relationship to the federal government.<br>• SS.8.5.6.4 Research and understand the role of state, local, and Tribal government structures and institutions in addressing community needs. |

| Topic | **Anchor Standard**<br>*The student demonstrates an understanding of...* | **Content Standard**<br>*Therefore, the student is able to...* |
|---|---|---|
| Analyzing Political Institutions | **Civics Anchor Standard 6**<br>Civic and Political Institutions and Systems | • SS.8.5.6.5 Investigate the role of political parties, including their influence on the electoral process and the shaping of public policy.<br>• SS.8.5.6.6 Examine the structure and functions of the U.S. Congress in making laws and representing constituents.<br>• SS.8.5.6.7 Analyze the role of the president in the executive branch, including their powers, responsibilities, and interactions with other branches of government.<br>• SS.8.5.6.8 Examine the structure and function of the judicial branch in interpreting the meaning of laws. |
| Engaging in Civic Participation | **Civics Anchor Standard 10**<br>Rights, Roles, and Responsibilities of Citizens | • SS.8.5.10.1 Explore the rights and responsibilities of people in a representative democracy.<br>• SS.8.5.10.2 Analyze the significance of civic participation through activities such as voting, community service, and advocacy.<br>• SS.8.5.10.3 Investigate the role of media and technology in shaping public opinion and facilitating civic engagement.<br>• SS.8.5.10.4 Reflect on the responsibilities of active citizenship and the potential for individual and collective impact. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Examining Democratic Processes | **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.8.5.8.1 Investigate the election process and its impact on representation.<br>• SS.8.5.8.2 Evaluate the importance of compromise, negotiation, and the rule of law in the functioning of democratic institutions. |
| | **Civics Anchor Standard 7**<br>Participation and Deliberation | • SS.8.5.7.1 Analyze the role of interest groups and lobbyists in influencing policy decisions and the democratic process.<br>• SS.8.5.7.2 Evaluate the impact of public policies on various groups within society. |

## *Theme 6: Manifest Destiny and Indian Removal*

### Time Period: 1815 CE–1860 CE

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Analyzing Multiple Perspectives | **Inquiry Anchor Standard 2**<br>Evaluate Sources and Evidence | • SS.8.6.2.1 Examine primary sources to understand the viewpoints on Manifest Destiny.<br>• SS.8.6.2.2 Compare and contrast the perspectives on issues related to land ownership and sovereignty. |
| | **History Anchor Standard 21**<br>Perspectives | • SS.8.6.21.1 Evaluate how different groups viewed westward expansion and the policies of Indian Removal. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Understanding Historical Context | **History Anchor Standard 23** Change, Continuity, and Context | • SS.8.6.23.1 Investigate the economic, social, and political factors that contributed to the idea of Manifest Destiny and westward expansion.<br>• SS.8.6.23.2 Analyze the impact of technological advancements on the ability to settle in and transport goods to the western frontier. |
| | **Civics Anchor Standard 8** Processes, Rules, and Laws | • SS.8.6.8.1 Examine the conflicting interests between Native American tribes and the U.S. government, as well as the legal and political frameworks that shaped Indian Removal policies. |
| Cause and Effect | **Civics Anchor Standard 8** Processes, Rules, and Laws | • SS.8.6.8.2 Identify key events and policies related to westward expansion. |
| | **History Anchor Standard 24** Historical Thinking | • SS.8.6.24.1 Examine the historical and ongoing consequences of Indian Removal on Native American communities, their cultures, and their relationships with the U.S. government. |
| | **Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture | • SS.8.6.16.1 Evaluate the impact of westward expansion on different regions and its contribution to the Civil War. |
| Ethical Decision-Making | **History Anchor Standard 21** Perspectives | • SS.8.6.21.2 Investigate the historical and contemporary impacts of westward expansion on people and the environment.<br>• SS.8.6.21.3 Investigate the role of individuals and groups in shaping responses to Indian Removal policies. |
| | **Inquiry Anchor Standard 5** Informed Civic Discourse and Engagement | • SS.8.6.5.1 Reflect on lessons from history to engage in discussions about the impact of history on modern society. |

## *Theme 7: The Civil War and Reform Movements*

### Time Period: 1837 CE–1877 CE

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Analyzing Primary and Secondary Sources | **Inquiry Anchor Standard 2**<br>Evaluate Sources and Evidence | • SS.8.7.2.1 Identify and analyze primary sources to gain insights into the experiences of individuals during this era.<br>• SS.8.7.2.2 Examine secondary sources to understand how interpretations of events differ. |
| Analyzing Primary and Secondary Sources | **History Anchor Standard 21**<br>Perspectives | • SS.8.7.21.1 Analyze viewpoints from different time periods to evaluate changing perspectives. |
| Understanding Historical Context | **History Anchor Standard 21**<br>Perspectives | • SS.8.7.21.2 Investigate the economic, political, and social factors that contributed to the sectional tensions leading to secession and the outbreak of the Civil War. |
| | **History Anchor Standard 24**<br>Historical Thinking | • SS.8.7.4.1 Examine slavery as a central issue in the Civil War, its role in regional economies, and the arguments for its abolition. |
| | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.8.7.23.1 Analyze the social and cultural factors that led to the rise of social and political reform movements. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Cause and Effect | **History Anchor Standard 22**<br>Historical Sources and Evidence | • SS.8.7.22.1 Identify the key events of the Civil War and their significance in shaping the outcome of the conflict and the nation. |
| | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.8.7.23.2 Examine the social and political changes brought about by the Emancipation Proclamation, and the 13th, 14th, and 15th Amendments.<br>• SS.8.7.23.3 Evaluate the impact of reform movements on historical and contemporary societies. |
| Civic Participation and Decision-Making | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.8.7.23.4 Analyze the contributions of key individuals to the advancement of civil rights and social change.<br>• SS.8.7.23.5 Investigate the role of social movements in shaping political and cultural landscapes. |
| | **Inquiry Anchor Standard 5**<br>Informed Civic Discourse and Engagement | • SS.8.7.5.1 Engage in collaborative discussions about the ongoing struggle for civil rights, equal justice, and the responsibilities of citizenship in a diverse society. |

## *Theme 8: Reconstruction*

### Time Period: 1865–1877

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Analyzing Primary and Secondary Sources | **History Anchor Standard 22**<br>Historical Sources and Evidence | • SS.8.8.22.1 Identify and analyze primary sources to gain insights into the experiences of African Americans during Reconstruction. |
| | **Inquiry Anchor Standard 2**<br>Evaluate Sources and Evidence | • SS.8.8.2.1 Examine secondary sources to understand differing interpretations of the Reconstruction era. |
| | **History Anchor Standard 21**<br>Perspectives | • SS.8.8.21.1 Compare and contrast viewpoints from different historical perspectives to evaluate changing attitudes toward race, citizenship, and civil rights. |
| Understanding Historical Context | **History Anchor Standard 22**<br>Historical Sources and Evidence | • SS.8.8.22.2 Investigate the social, economic, and political conditions that led to Reconstruction. |
| | **History Anchor Standard 21**<br>Perspectives | • SS.8.8.21.1 Examine the lingering effects of slavery on the lives of newly freed African Americans.<br>• SS.8.8.21.2 Analyze the resistance to change and the rise of white supremacist ideologies as significant challenges during Reconstruction. |
| Cause and Effect | **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.8.8.8.1 Identify the key policies and legislation of Reconstruction, including the 13th, 14th, and 15th Amendments, and assess their significance in advancing civil rights.<br>• SS.8.8.8.2 Evaluate the establishment of white supremacist organizations and the enforcement of Jim Crow laws. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Ethical Decision-Making | **History Anchor Standard 24**<br>Historical Thinking | • SS.8.8.24.1 Investigate the historical and contemporary impact of Reconstruction. |
| | **Civics Anchor Standard 7**<br>Participation and Deliberation | • SS.8.8.7.1 Reflect on lessons from history to engage in discussions about the ongoing struggle to promote social change in modern society. |

# Grade 9 through 12 Standards

## *Grade 9 through 12 Inquiry Standards*

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|---|---|
| **Anchor Standard 1** Develop Questions and Plan Inquiries | • SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines.<br>• SS.9-12.1.2 Construct supporting questions that address key ideas identified in compelling questions.<br>• SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question.<br>• SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field. |
| **Anchor Standard 2** Evaluate Sources and Evidence | • SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.<br>• SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source.<br>• SS.9-12.2.3 Evaluate the credibility of an expert.<br>• SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.<br>• SS.9-12.2.5 Recognize author or expert bias. |
| **Anchor Standard 3** Develop Claims | • SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives.<br>• SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence.<br>• SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence.<br>• SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives. |

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| **Anchor Standard 4** Communicate and Critique Conclusions | • SS.9-12.4.1 Tailor the argument to the audience.<br>• SS.9-12.4.2 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom in print, digital, and oral mediums.<br>• SS.9-12.4.3 Evaluate the credibility and relevance of arguments by critiquing their claims and evidence.<br>• SS.9-12.4.4 Critique the use of the reasoning, sequencing, and supporting details of explanations.<br>• SS.9-12.4.5 Revise ideas based on new knowledge and feedback.<br>• SS.9-12.4.6 Utilize storytelling to effectively communicate historical, social, cultural, and political ideas.<br>• SS.9-12.4.7 Share personal views with the intent of promoting mutual understanding and productive, nonhostile speech.<br>• SS.9-12.4.8 Listen to understand. |
| **Anchor Standard 5** Informed Civic Discourse and Engagement | • SS.9-12.5.1 Identify local, regional, and/or global problems by using varying perspectives and ways of knowing.<br>• SS.9-12.5.2 Honor and acknowledge varying perspectives when engaging in civil discourse about problems or issues by using logic, persuasion, evidence, information, and argumentation.<br>• SS.9-12.5.3 Examine the historical context of issues to explain the challenges and opportunities faced by those trying to address them.<br>• SS.9-12.5.4 Engage in public and reflective conversations about civic challenges and issues in order to extend understanding with varying perspectives.<br>• SS.9-12.5.5 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns.<br>• SS.9-12.5.6 Create and implement solutions to a local issue incorporating perspectives from local experts. |

## *Grade 9 through 12 Civics Standards*

| **Anchor Standard** *The student demonstrates an understanding of...* | **9-12 Content Standard** *Therefore, the student is able to...* |
|---|---|
| **Civics Anchor Standard 6** Civic and Political Institutions and Systems | • SS.9-12.6.1 Explain the philosophies, ideals, processes, and documents that the Constitution was based upon to create a representative democracy.<br>• SS.9-12.6.2 Compare and contrast various political philosophies and how they form various types of governments.<br>• SS.9-12.6.3 Analyze the U.S. Constitution and explain how it incorporates the principles of the rule of law, popular sovereignty, separation of powers, checks and balances, federalism, and limited government.<br>• SS.9-12.6.4 Distinguish the powers and responsibilities of local, state, Indigenous, Tribal, national, and international civic and political institutions.<br>• SS.9-12.6.5 Take a position based on evidence about the purpose, processes, strengths, and weaknesses of the structure of the U.S. government.<br>• SS.9-12.6.6 Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.<br>• SS.9-12.6.7 Formulate an informed opinion and engage in productive discourse on how we balance individual liberties and public good.<br>• SS.9-12.6.8 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and/or international levels.<br>• SS.9-12.6.9 Identify overlapping forms of citizenship and noncitizenship that people can hold in the United States.<br>• SS.9-12.6.10 Examine how the concept of citizenship has been used to expand or deny rights to various groups throughout U.S. history. |

| **Anchor Standard**<br>*The student demonstrates an understanding of...* | **9-12 Content Standard**<br>*Therefore, the student is able to...* |
|---|---|
| **Civics Anchor Standard 7**<br>Participation and Deliberation | • SS.9-12.7.1 Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates.<br>• SS.9-12.7.2 Use data and evidence to determine how bias in the media impacts political participation.<br>• SS.9-12.7.3 Use strategies to evaluate current event sources for bias and identify noncredible sources.<br>• SS.9-12.7.4 Evaluate the effects of political socialization on developing and maintaining political ideologies within the United States.<br>• SS.9-12.7.5 Evaluate the effectiveness of political action in changing government systems and policy.<br>• SS.9-12.7.6 Use civic virtues to deliberate on and discuss solutions to core conflicts in representative democracy.<br>• SS.9-12.7.7 Using data and evidence, examine influences on and barriers to voter participation and voter behavior.<br>• SS.9-12.7.8 Examine different electoral systems in the United States and explain how to register to vote.<br>• SS.9-12.7.9 Develop a position regarding the most effective electoral system at the local, Tribal, state, or national level based on evidence from multiple sources and perspectives. |

| **Anchor Standard**<br>*The student demonstrates an understanding of...* | **9-12 Content Standard**<br>*Therefore, the student is able to...* |
|---|---|
| **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.9-12.8.1 Evaluate procedures for making governmental decisions at the local, Tribal, state, national, and international levels in terms of the civic purposes achieved through the decision-making process.<br>• SS.9-12.8.2 Develop claims using evidence that explain how people use and challenge local, Tribal, state, national, and international laws to address a variety of public issues.<br>• SS.9-12.8.3 Evaluate public policies in terms of intended and unintended outcomes and related consequences.<br>• SS.9-12.8.4 Discuss the methods used to change societies, promote the common good, and protect civil and human rights.<br>• SS.9-12.8.5 Evaluate the impact the U.S. justice system has had over time on policy, society, economics, and individual rights.<br>• SS.9-12.8.6 Examine the role of the three branches of government concerning the creation, implementation, and interpretation of laws and policies.<br>• SS.9-12.8.7 Examine the role that the media has in government oversight as well as in the creation, implementation, and interpretation of laws and policies.<br>• SS.9-12.8.8 Explain the significance and impact of landmark Supreme Court cases.<br>• SS.9-12.8.9 Evaluate the way that the United States' founding principles and constitutional structures have influenced foreign policy over time.<br>• SS.9-12.8.10 Evaluate the way that the United States' founding principles and constitutional structures have influenced federal Indian policy and the relationship with Tribal governments over time.<br>• SS.9-12.8.11 Research multiple sources and perspectives to assess how the United States conducts itself in international and Tribal relations and how those relations affect U.S. domestic policy.<br>• SS.9-12.8.12 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics. |

| **Anchor Standard**<br>*The student demonstrates an understanding of...* | **9-12 Content Standard**<br>*Therefore, the student is able to...* |
|---|---|
| **Civics Anchor Standard 9**<br>Alaska's Governments | • SS.9-12.9.1 Explain how the Alaska constitution creates a system of government with three branches, limited powers, and federalism, and evaluate the unique features of Alaska's constitution.<br>• SS.9-12.9.2 Evaluate the efficacy of Alaska's government and political systems in meeting the needs of Alaska's diverse population.<br>• SS.9-12.9.3 Investigate avenues for informed action including at the local, Tribal, state, and national levels.<br>• SS.9-12.9.4 Take informed action to create and implement solutions to a local issue, incorporating perspectives from local experts.<br>• SS.9-12.9.5 Identify and evaluate the contributions of Alaskans who have played a role in promoting civic virtues and founding principles.<br>• SS.9-12.9.6 Evaluate the historic and ongoing impact of the Alaska Native Claims Settlement Act (ANCSA) on Alaskans and the governance of Alaska.<br>• SS.9-12.9.7 Evaluate the role of natural resources and resource development on the development of Alaska's government.<br>• SS.9-12.9.8 Express the unique challenges in governing Alaska due to its geography.<br>• SS.9-12.9.9 Compare and contrast the services provided by local, state, and Tribal governments. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **9-12 Content Standard** *Therefore, the student is able to...* |
|---|---|
| **Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens | • SS.9-12.10.1 Create a claim using multiple sources and perspectives analyzing the relationship between rights and responsibilities of members of a representative democracy.<br>• SS.9-12.10.2 Interpret founding documents and evaluate their impact on the rights and responsibilities of members of a representative democracy.<br>• SS.9-12.10.3 Plan and demonstrate ways in which engaged citizens can effect change in their tribe, community, state, nation, or world.<br>• SS.9-12.10.4 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, Tribal, national, and international levels.<br>• SS.9-12.10.5 Examine the intersection of personal views, civic virtues, and democratic principles and their impact on constitutional and human rights.<br>• SS.9-12.10.6 Apply elements of civic discourse in the classroom and in the broader community.<br>• SS.9-12.10.7 Recognize historic inequalities in the United States and Alaska and evaluate proposed solutions to correct them. |

## *Grade 9 through 12 Economics Standards*

| **Anchor Standard** *The student demonstrates an understanding of...* | **9-12 Standard** *Therefore, the student is able to...* |
|---|---|
| **Economics Anchor Standard 11** Economic Systems, Models, and Markets | • SS.9-12.11.1 Compare and contrast market, command, and traditional economies.<br>• SS.9-12.11.2 Explain the strengths and weaknesses of market, command, and traditional economies.<br>• SS.9-12.11.3 Critique inequities in different economic systems.<br>• SS.9-12.11.4 Explain the roles of buyers and sellers in product, labor, and financial markets.<br>• SS.9-12.11.5 Describe the role of competition in the determination of prices and wages in a market economy.<br>• SS.9-12.11.6 Describe the consequences of competition in specific markets.<br>• SS.9-12.11.7 Explain how externalities (both positive and negative) influence the market.<br>• SS.9-12.11.8 Compare and contrast private and public sector roles in a market economy.<br>• SS.9-12.11.9 Explain the various roles that governments play in the market.<br>• SS.9-12.11.10 Articulate the government's role in market economies when market inequities and/or inefficiencies occur, including historical actions.<br>• SS.9-12.11.11 Assess the possible consequences and impacts of government policies on the economy. |

| **Anchor Standard**<br>*The student demonstrates an understanding of...* | **9-12 Standard**<br>*Therefore, the student is able to...* |
|---|---|
| **Economics Anchor Standard 12**<br>Decision-Making and Personal Finance | • SS.9-12.12.1 Explain the various types of currency.<br>• SS.9-12.12.2 Examine the opportunities for earning income, including wages/salaries, commissions, benefits, asset development, and dividends.<br>• SS.9-12.12.3 Relate the way that intangible job benefits can affect a person's personal life, career choices, and income.<br>• SS.9-12.12.4 Identify different types of jobs, career sectors, business and nonprofit development opportunities, and other opportunities to personally contribute in the economic workforce.<br>• SS.9-12.12.5 Calculate tax contributions to local, state, and federal governments and describe the benefits that the taxes may provide to individual and societal structures.<br>• SS.9-12.12.6 Assess the economic advantages of saving in a personal account and other long- and short-term investment accounts.<br>• SS.9-12.12.7 Assess the effects of inflation on a personal finance portfolio, including the effects on income, spending, and saving.<br>• SS.9-12.12.8 Investigate ways that personal information is fraudulently obtained.<br>• SS.9-12.12.9 Prepare a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending.<br>• SS.9-12.12.10 Evaluate options for payment on credit cards and the consequences of each option.<br>• SS.9-12.12.11 Describe how a credit score impacts the ability to borrow money and at what rate.<br>• SS.9-12.12.12 Calculate the total cost of repaying a loan under various rates of interest and over different time periods.<br>• SS.9-12.12.13 Explain various types of insurance and the purpose of using insurance to protect financial interests. |

| **Anchor Standard**<br>*The student demonstrates an understanding of...* | **9-12 Standard**<br>*Therefore, the student is able to...* |
|---|---|
| **Economics Anchor Standard 13**<br>The National Economy | • SS.9-12.13.1 Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.<br>• SS.9-12.13.2 Use economic indicators to analyze the current and future state of the economy.<br>• SS.9-12.13.3 Evaluate how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions.<br>• SS.9-12.13.4 Explain how the relationship between capital investments and the means of production contribute to the size and development of national economies.<br>• SS.9-12.13.5 Use economic indicators and data to analyze the health of the U.S. economy in relation to other countries.<br>• SS.9-12.13.6 Evaluate how foreign and domestic issues have contributed to U.S. economic growth and contraction over time.<br>• SS.9-12.13.7 Examine the impact of government policies or regulations experienced by a variety of markets, including individuals, businesses, communities, and states. |
| **Economics Anchor Standard 14**<br>The Global Economy | • SS.9-12.14.1 Explain the role of specialization in the development of international trade and partnerships between countries.<br>• SS.9-12.14.2 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.<br>• SS.9-12.14.3 Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.<br>• SS.9-12.14.4 Develop claims about why a country might or might not participate in global trade.<br>• SS.9-12.14.5 Examine the short- and long-term effects of trade agreements on the participating nations.<br>• SS.9-12.14.6 Construct an evidence-based argument evaluating how global interdependence impacts individuals, institutions, and societies. |

| **Anchor Standard**<br>*The student demonstrates an understanding of...* | **9-12 Standard**<br>*Therefore, the student is able to...* |
|---|---|
| **Economics Anchor Standard 15**<br>Alaska Economies: State, Local, and Tribal | • SS.9-12.15.1 Explain the impact of common resource ownership and resource management on Alaska's economy.<br>• SS.9-12.15.2 Develop a claim for the management of the Permanent Fund using evidence to support its impact on Alaska's economy.<br>• SS.9-12.15.3 Explain the relationship between the Alaska Permanent Fund Corporation and the Permanent Fund Dividend.<br>• SS.9-12.15.4 Compare and contrast the state tax structures of Alaska with other states.<br>• SS.9-12.15.5 Evaluate the effects on local and state economies that would result in increases and decreases in state taxes on resource development.<br>• SS.9-12.15.6 Compare and contrast the varying points of view and opinions regarding global and federal factors in Alaska's resource management, such as increases in global supply.<br>• SS.9-12.15.7 Describe the economic differences between ANCSA regional and local village corporations and Tribal and local governments.<br>• SS.9-12.15.8 Construct an argument about the benefits and/or drawbacks of the profit-sharing structure of ANCSA regional corporations.<br>• SS.9-12.15.9 Evaluate the impact of Tribal, local, state, and federal governmental policies on the economic well-being of Alaska citizens. |

## *Grade 9 through 12 Geography Standards*

| **Anchor Standard** *The student demonstrates an understanding of...* | **9-12 Standard** *Therefore, the student is able to...* |
|---|---|
| **Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture | • SS.9-12.16.1 Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales.<br>• SS.9-12.16.2 Examine how differing cultural conceptions of the relationship between humans and the environment can influence and be impacted by political and economic decision-making.<br>• SS.9-12.16.3 Analyze relationships and interactions within and between human and physical systems.<br>• SS.9-12.16.4 Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.<br>• SS.9-12.16.5 Assess how human-imposed and natural borders have influenced cultural identity, resource management, and economic and political decision-making over time and across local-to-global scales.<br>• SS.9-12.16.6 Assess how social, economic, political, and environmental developments at the global, national, regional, and local levels affect the sustainability of modern and traditional cultures. |
| **Geography Anchor Standard 17** Global Interconnections: Changing Spatial Patterns | • SS.9-12.17.1 Evaluate how change in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.<br>• SS.9-12.17.2 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.<br>• SS.9-12.17.3 Examine the impact of global interconnections on the physical environment and culture on local, state, and national scales.<br>• SS.9-12.17.4 Evaluate the consequences of human-made and natural long- and short-term catastrophes on global trade, politics, and human migration. |
| **Geography Anchor Standard 18** Geographic Representations and Reasoning | • SS.9-12.18.1 Create maps to display and explain the spatial patterns of culture and environment.<br>• SS.9-12.18.2 Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and their political, cultural, and economic dynamics.<br>• SS.9-12.18.3 Apply geographic knowledge and geospatial skills to interpret the past and present to make informed decisions. |

| **Anchor Standard** *The student demonstrates an understanding of...* | **9-12 Standard** *Therefore, the student is able to...* |
|---|---|
| **Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movement | • SS.9-12.19.1 Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scales.<br>• SS.9-12.19.2 Evaluate the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, language, technologies, and diseases over time.<br>• SS.9-12.19.3 Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales. |
| **Geography Anchor Standard 20** Geography of Alaska | • SS.9-12.20.1 Compare and contrast geographic regions of Alaska.<br>• SS.9-12.20.2 Examine the reciprocal relationship between Alaska Native peoples and Alaska's environment.<br>• SS.9-12.20.3 Create maps to display and explain the spatial patterns of culture and environment in a student's community and region.<br>• SS.9-12.20.4 Compare and contrast cultural conceptions and spatial patterns between rural and urban areas of Alaska.<br>• SS.9-12.20.5 Examine how different conceptions of resources and resource management have influenced major political and economic decisions in Alaska.<br>• SS.9-12.20.6 Examine how national and international economic and political decisions impact Alaska's environment.<br>• SS.9-12.20.7 Assess how human-imposed and natural borders have influenced Alaska's cultural identities, resource development, and economic and political decision-making. |

## *Grade 9 through 12 Alaska History Standards*

**The grade 9–12 Alaska History standards are guided by the following time periods and timeframes:**

| Time Periods | Timeframe |
|---|---|
| **Alaska Before Western Contact** | Time Immemorial–1741 CE |
| **Russian Colonial Period** | 1741 CE–1867 CE |
| **American Colonial Period** | 1867 CE–1912 CE |
| **American Territorial Period** | 1912 CE–1959 CE |
| **Statehood** | 1959 CE–Present |

### *Theme 1: Alaska's Land and People*

| Topic | **Anchor Standard** *The student demonstrates an understanding of...* | **Content Standard** *Therefore, the student is able to...* |
|---|---|---|
| Significant Persons | **History Anchor Standard 25** Alaskan History | • SS.AKH.1.25.1 Evaluate the role of significant individuals across different eras of Alaska's history. |
| Epidemics and Society | **Geography Anchor Standard 19** Human Populations: Spatial Patterns and Movement | • SS.AKH.1.19.1 Examine the immediate and long-term impacts of epidemics throughout Alaska's history. |
| Alaska and the World | **Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture | • SS.AKH.1.16.1 Analyze the geopolitical importance of Alaska's strategic location in the circumpolar north. |
| Change and Sustainability | **Geography Anchor Standard 16** Human Environment Interaction: Place, Regions, and Culture | • SS.AKH.1.16.2 Assess how natural and human-made environmental changes affect the sustainability of contemporary and traditional practices. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Land and People | **Geography Anchor Standard 19**<br>Human Populations: Spatial Patterns and Movement | • SS.AKH.1.19.3 Understand and contextualize the various perspectives on the peopling of Alaska before contact with the West. |
| | **Geography Anchor Standard 16**<br>Human Environment Interaction: Place, Regions, and Culture | • SS.AKH.1.16.4 Use evidence to document and explain the development and evolution of Alaska Native societies and cultures. |
| | **Geography Anchor Standard 20**<br>Geography of Alaska | • SS.AKH.1.20.1 Explain the reciprocal relationships between Alaska's geography and the development of Alaska Native societies, including the role and importance of Alaska Native place names. |
| Tribal Conceptions | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.AKH.1.23.1 Examine how conceptions and definitions of Tribal affiliations have shifted over time. |

## *Theme 2: Land Claims Throughout Time*

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Claims and Stewardship | **History Anchor Standard 21**<br>Perspectives | • SS.AKH.2.21.1 Compare and contrast Indigenous, Russian, and American understandings of land claims and land stewardship. |
| Colonialism and Western Expansion | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.AKH.2.23.1 Analyze the social, political, cultural, and economic issues that emerged from the initial Russian and European contact in Alaska. |
| Federal Impact | **Civics Anchor Standard 6**<br>Civic and Political Institutions and Systems | • SS.AKH.2.6.1 Analyze the role of the federal government's claims to Alaska's lands for military use, resources, trade, and infrastructure over time. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Claims and Stewardship | **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.AKH.2.8.1 Analyze the legal contexts of Alaska's Land Claims Settlement Act and the long-term effects of it on Indigenous Tribal societies and governments. |
| Land and People | **Geography Anchor Standard 20**<br>Geography of Alaska | • SS.AKH.2.20.1 Assess the cultural-political development of Alaska's Indigenous societies as a means of thriving on the land and its resources. |
| Claims and Stewardship | **Geography Anchor Standard 17**<br>Global Interconnections: Changing Spatial Patterns | • SS.AKH.2.17.1 Cite and compare historical arguments about the purchase of Alaska from Indigenous, Russian, and American perspectives. |

## *Theme 3: Resource Stewardship Throughout Time*

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Conceptions of Resources | **Geography Anchor Standard 16**<br>Human Environment Interaction: Place, Regions, and Culture | • SS.AKH.3.16.1 Compare and contrast Indigenous and Western understandings of resources. |
| Federal Impact | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.AKH.3.23.1 Develop a claim using multiple sources and perspectives about the United States' goals in relation to resource extraction in Alaska. |
| Claims and Stewardship | **Civics Anchor Standard 9**<br>Alaska's Governments | • SS.AKH.3.9.1 Examine the economic, social, cultural, and political developments resulting from the common ownership of Alaska's oil and natural resources. |
| | **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.AKH.3.8.1 Explain the significance and impact of various Tribal, corporate, state, and federal policies on resource stewardship in Alaska. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Alaska and the World | **Geography Anchor Standard 17**<br>Global Interconnections: Changing Spatial Patterns | • SS.AKH.3.17.1 Develop a claim using evidence from multiple sources and perspectives about the relationship between Alaska's geopolitical importance and the exploitation of Alaska's resources. |
| Claims and Stewardship | **Geography Anchor Standard 16**<br>Human Environment Interaction: Place, Regions, and Culture | • SS.AKH.3.16.2 Analyze the environmental changes that have resulted from resource extraction from Alaska. |
| Land and People | **Geography Anchor Standard 19**<br>Human Populations: Spatial Patterns and Movement | • SS.AKH.3.19.1 Explain the relationship between modern migration events and the development of major industries in Alaska. |

## *Theme 4: The Myth of the Last Frontier*

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| "The Last Frontier" | **History Anchor Standard 21**<br>Perspectives | • SS.AKH.4.21.1 Develop a claim using multiple sources and perspectives explaining how specific policies or issues in Alaska are a result of the legacy of western expansion. |
| Colonialism and Western Expansion | **History Anchor Standard 24**<br>Historical Thinking | • SS.AKH.4.24.1 Compare and contrast the political and economic developments leading to the colonization of Alaska. |
| Colonial Decline | **History Anchor Standard 24**<br>Historical Thinking | • SS.AKH.4.24.2 Identify the causes of decline in colonial rule throughout Alaska's history. |
| Colonial Legacy | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.AKH.4.23.1 Analyze the social, political, cultural, and economic issues that emerged as a result of colonial rule in Alaska. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Colonial Assimilation | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.AKH.4.23.2 Develop a claim using a variety of sources and perspectives about how the intent and outcomes of colonial assimilationist policies have had an impact on Alaskan cultural identities. |
| Religion and Society | **Civics Anchor Standard 6**<br>Civic and Political Institutions and Systems | • SS.AKH.4.6.1 Identify the impacts of missionaries and missionary activity throughout Alaska's history. |
| Resistance and Reform | **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.AKH.4.8.1 Evaluate the efficacy of formal and informal colonial policies, their effects on Sovereign Tribal Nations' ability to self-govern, and Alaska Native resistance efforts to preserve Tribal sovereignty. |
| Climate Change | **Geography Anchor Standard 19**<br>Human Populations: Spatial Patterns and Movement | • SS.AKH.4.19.1 Assess the ongoing effects of changing climate on Alaska's landscapes and societies. |

## *Theme 5: Civics and Government*

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Statehood | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.AKH.5.23.1 Evaluate Alaskans' arguments for self-determination and full citizenship rights through the statehood movement. |
| Elections | **Civics Anchor Standard 10**<br>Rights, Roles, and Responsibilities of Citizens | • SS.AKH.5.10.1 Examine Alaska's electoral system and the responsibilities of individuals within the system. |
| Civic Responsibility | **Civics Anchor Standard 7**<br>Participation and Deliberation | • SS.AKH.5.7.1 Identify federal, state, Tribal, and local powers, and explore the student's personal role in their local community by taking informed action. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Civil Rights | **Civics Anchor Standard 10**<br>Rights, Roles, and Responsibilities of Citizens | • SS.AKH.5.10.2 Analyze how Alaskans have challenged the status quo from the colonial era through today to gain protection of their civil rights and build long-term survival of their communities. |
| Alaska Constitution | **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.AKH.5.8.1 Explain how the Alaska Constitution organizes government power, protects rights, and includes features unique to Alaska. |
| Tribal Sovereignty | **Civics Anchor Standard 6**<br>Civic and Political Institutions and Systems | • SS.AKH.5.6.1 Define sovereignty and explore how Tribal sovereignty has been defended over time by Indigenous communities to gain protection of Tribal rights and build long-term survival of Tribal affairs. |
| Federal Impact | **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.AKH.5.8.2 Explain the significance and impact of various court cases, legal documents, and laws on Alaska. |
| Tribal, State, and Federal Government | **Civics Anchor Standard 6**<br>Civic and Political Institutions and Systems | • SS.AKH.5.6.2 Compare and contrast Tribal constitutions, the Alaska State Constitution, the Federal Constitution, and Alaska Native corporations as created by ANCSA. |

## *Theme 6: Alaska's Economy*

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| ANCSA | **History Anchor Standard 24**<br>Historical Thinking | • SS.AKH.6.24.1 Describe the formation of ANCSA Corporations (Regional Corporations), the outcomes of resource sharing, and their impacts on Alaska's economy. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Resource Management | **History Anchor Standard 21**<br>Perspectives | • SS.AKH.6.21.1 Compare and contrast the perspectives of sport, commercial, and subsistence users on Tribal, state, and federal policies regarding fish and game management. |
| Resources and Statehood | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.AKH.6.23.1 Explain the significance of natural resources in major political developments throughout Alaska's history. |
| Permanent Fund | **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.AKH.6.8.1 Explain the creation of the Permanent Fund and Permanent Fund Dividend and how it continues to impact the state economically, politically, and socially. |
| Alaskan Industry | **Economics Anchor Standard 11**<br>Economic Systems, Models, and Markets | • SS.AKH.6.11.1 Identify Alaska's markets and industries and analyze their impact on Alaska's economy. |
| Alaska and the World | **Geography Anchor Standard 17**<br>Global Interconnections: Changing Spatial Patterns | • SS.AKH.6.17.1 Describe how Alaska's place in the circumpolar north has long-term implications on its economic role in the global development of industries, travel, and trade. |
| Natural Resource Development | **Economics Anchor Standard 15**<br>Alaska Economies: State, Local, and Tribal | • SS.AKH.6.15.1 Explain how elements of state, Tribal, and local economies have developed in response to Alaska's role as a resource developer. |
| Federal Role | **Economics Anchor Standard 13**<br>The National Economy | • SS.AKH.6.13.1 Analyze the role of the federal government in Alaska's economy and maintenance of Alaska's infrastructure. |
| Land | **Economics Anchor Standard 12**<br>Decision-Making and Personal Finance | • SS.AKH.6.12.1 Identify Tribal and Western concepts of land ownership and how acting upon those concepts contributes to changes in land use, stewardship, and control. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Markets | **Economics Anchor Standard 11**<br>Economic Systems, Models, and Markets | • SS.AKH.6.11.2 Examine the causes and consequences of Alaska's boom-and-bust economy. |

## *Grade 9 through 12 U.S. History Standards*

### *Theme 1: Manifest Destiny and Indian Removal*

### Time Period: 1815 CE–1860 CE

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Ethnic, Cultural, and Identity Studies | **Civics Anchor Standard 9**<br>Alaska Government | • SS.USH.1.9.1 Examine Indigenous political systems pre-contact and explain changes and adaptations due to colonialism and Western influence. |
| Federal Relations with Indigenous People | **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.USH.1.8.1 Explain the relationship that was developed between federal, state, and Tribal governments through treaties, court decisions, and land acquisition statutes. |
| Manifest Destiny | **History Anchor Standard 21**<br>Perspectives | • SS.USH.1.21.1 Evaluate the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war. |
| Federal Relations with Indigenous People | **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.USH.1.8.2 Evaluate the efficacy of formal U.S. policies of expansion, their effects on Sovereign Tribal Nations' ability to self-govern, and Indigenous resistance efforts to preserve Tribal sovereignty. |
| Effects of Manifest Destiny | **History Anchor Standard 21**<br>Perspectives | • SS.USH.1.21.2 Analyze why and how Indigenous peoples resisted U.S. territorial expansion. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Assimilation Experiences | **History Anchor Standard 24**<br>Historical Thinking | • SS.USH.1.24.1 Compare and contrast Indigenous and Hispanic peoples' experiences with assimilation and other immigrants' experiences as part of expansion across the territorial United States. |
| | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.USH.23.9.1 Read and interpret primary and secondary sources to examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language. |
| Early Industrialization | **Economics Anchor Standard 13**<br>The National Economy | • SS.USH.1.13.1 Analyze how economic growth and industrialization transformed daily life. |
| Changing Transportation | **Geography Anchor Standard 17**<br>Global Interconnections: Changing Spatial Patterns | • SS.USH.17.9.1 Explain how innovations in transportation, communication, and production reshaped American society. |
| The Market Revolution | **Economics Anchor Standard 11**<br>Economic Systems, Models, and Markets | • SS.USH.1.11.1 Identify the conditions that gave rise to the market revolution, and evaluate its impacts on labor conflicts and divisions over slavery. |
| Mexican-American War | **History Anchor Standard 24**<br>Historical Thinking | • SS.USH.1.24.2 Understand and contextualize different approaches to territorial expansion by the federal government. |
| Sectionalism | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.USH.1.23.2 Identify and explain the economic, social, and political differences between the North, South, and West. |
| Purchase of Alaska | **History Anchor Standard 25**<br>Alaskan History | • SS.USH.1.25.1 Explain the significance of the purchase of Alaska in relation to lingering ideas of Manifest Destiny. |

## *Theme 2: The Civil War and Reconstruction*

### Time Period: 1837 CE–1877 CE

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Slavery | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.USH.2.23.1 Identify the economic, social, and political conditions that led to the persistence of the institution of slavery in the American South as it was outlawed in other states and countries. |
| Cultural Identity | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.USH.2.23.2 Use evidence to explain the development of cultures and identities within groups facing discrimination and oppression. |
| Slavery | **History Anchor Standard 21**<br>Perspectives | • SS.USH.2.21.1 Explain ways in which enslaved people survived within and resisted their enslavement. |
| Social Reform Movements | **History Anchor Standard 24**<br>Historical Thinking | • SS.USH.2.24.1 Examine the outcomes of the religious and utopian movements that flourished around the Second Great Awakening.<br>• SS.USH.2.24.2 Examine the outcomes of 19th-century reform movements. |
| Social Activism | **Civics Anchor Standard 7**<br>Participation and Deliberation | • SS.USH.2.7.1 Investigate how identity groups and society address systemic inequity through individual actions; individual champions; social movements; and local community, national, and global advocacy. |
| Causes of the Civil War | **History Anchor Standard 21**<br>Perspectives | • SS.USH.2.21.2 Develop a claim using evidence from a variety of sources and perspectives about how conflicts over enslavement led the North and South to war. |
| Border States | **Geography Anchor Standard 16**<br>Human Environment Interaction: Place, Regions, and Culture | • SS.USH.2.16.1 Explain the role of border states and territories in the U.S. Civil War. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Emancipation Proclamation | **History Anchor Standard 22**<br>Historical Sources and Evidence | • SS.USH.2.22.1 Explain the effects of the Emancipation Proclamation and determine its contemporary purpose and current significance. |
| The Western Campaign | **History Anchor Standard 21**<br>Perspectives | • SS.USH.2.21.3 Explain the impact of the Western Campaign on Indigenous peoples. |
| End of the Civil War | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.USH.2.23.3 Analyze the major factors that determined the outcome of the Civil War. |
| Reconstruction | **Civics Anchor Standard 7**<br>Participation and Deliberation | • SS.USH.2.7.2 Use primary and secondary sources to contextualize and explain how the political, economic, and social position of Black people changed during Reconstruction. |
| Economic Struggles of Reconstruction | **Economics Anchor Standard 13**<br>The National Economy | • SS.USH.2.13.1 Explain how Union Army strategies, the end of slavery, and socioeconomic changes at the end of the Civil War led to an economic depression in the southeastern United States. |
| Oppression After the War | **History Anchor Standard 24**<br>Historical Thinking | • SS.USH.2.24.3 Describe how white supremacist groups in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions. |
| Changing Demographics | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.USH.2.23.4 Explain how the Civil War and Reconstruction created demographic shifts in the United States. |
| The Failure of Reconstruction | **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.USH.2.8.1 Explain the impact of significant legislation and judicial precedents in formally perpetuating legal oppression. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Modern Connections to the End of Slavery | **History Anchor Standard 21**<br>Perspectives | • SS.USH.2.21.4 Explore and demonstrate the contemporary and current significance of Juneteenth. |

## *Theme 3: Conflict at Home and Abroad*

### Time Period: 1877 CE–1920 CE

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Effects of Immigration | **Geography Anchor Standard 19**<br>Human Populations: Spatial Patterns and Movement | • SS.USH.3.19.1 Explain how massive immigration after 1870 led to new social patterns, conflicts, and ideas of national unity that developed amid growing cultural diversity. |
| Gilded Age | **Economics Anchor Standard 11**<br>Economic Systems, Models, and Markets | • SS.USH.3.11.1 Examine the economic, social, and political impacts of industrialization in the 1870s. |
| | **History Anchor Standard 21**<br>Perspectives | • SS.USH.3.21.1 Compare and contrast the perspectives of monopolists and labor unions about the best way to improve society. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Progressive Era | **History Anchor Standard 24**<br>Historical Thinking | • SS.USH.3.24.1 Examine ways in which Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption. |
| | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.USH.3.23.1 Evaluate major reform movements and reformers during the Progressive Era.<br>• SS.USH.3.23.2 Analyze the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries. |
| | **History Anchor Standard 21**<br>Perspectives | • SS.USH.3.21.2 Evaluate the inclusivity and exclusivity of Progressive Era reform movements. |
| | **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.USH.3.8.1 Analyze the governmental policies of the Progressive period, determine which problems they were designed to solve, and assess their long- and short-term effectiveness. |
| | **Civics Anchor Standard 10**<br>Rights, Roles, and Responsibilities of Citizens | • SS.USH.3.10.1 Analyze the strategies of Black people, Indigenous people, and people of color to achieve basic civil rights in the early 20th century.<br>• SS.USH.3.10.2 Analyze how ideologies of the progressive movement impacted Indigenous people in the United States. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Imperialism | **Geography Anchor Standard 17**<br>Global Interconnections: Changing Spatial Patterns | • SS.USH.3.17.1 Analyze the factors that enabled the United States to become an imperial power. |
| | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.USH.3.23.3 Evaluate the effects of U.S. foreign policy in Latin America, Asia, and the Pacific.<br>• SS.USH.3.23.4 Analyze the economic, social, and political impacts of imperialism on people at home and abroad. |
| | **History Anchor Standard 22**<br>Historical Sources and Evidence | • SS.USH.3.22.1 Examine ways in which art, journalism, and literature impacted imperialist and anti-imperialist movements. |
| World War I | **History Anchor Standard 24**<br>Historical Thinking | • SS.USH.3.24.1 Distinguish between the long-term causes and triggering events that led to the United States entering World War I. |
| Rights, Liberties, and Conflict | **Civics Anchor Standard 10**<br>Rights, Roles, and Responsibilities of Citizens | • SS.USH.3.10.3 Evaluate wartime restrictions on civil liberties. |

## *Theme 4: Emergence as a Global Power*

### Time Period: 1918 CE–1945 CE

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| American Isolationism After WWI | **History Anchor Standard 24**<br>Historical Thinking | • SS.USH.4.24.1 Analyze the reasons for American isolationism and internationalism in the interwar period and their effects on international relations and foreign policy. |
| Changing Technology | **Economics Anchor Standard 13**<br>The National Economy | • SS.USH.4.13.1 Assess how innovations in transportation, communication, and finance changed American society. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| The Roaring '20s | **History Anchor Standard 21**<br>Perspectives | • SS.USH.4.21.1 Compare rival perspectives on economic, social, and religious conflicts in the 1920s. |
| | **History Anchor Standard 22**<br>Historical Sources and Evidence | • SS.USH.4.22.1 Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman. |
| Causes of the Great Depression | **History Anchor Standard 24**<br>Historical Thinking | • SS.USH.4.24.2 Explain the global context of the Great Depression and the reasons for the worldwide economic collapse.<br>• SS.USH.4.24.3 Analyze the conditions and policies that led to the Great Depression. |
| Effects of the Great Depression | **History Anchor Standard 24**<br>Historical Thinking | • SS.USH.4.24.4 Examine the impact of the Great Depression on the American family and on ethnic and racial minorities. |
| | **Economics Anchor Standard 13**<br>The National Economy | • SS.USH.4.13.2 Analyze how the decline in production and spending affected Americans during the Great Depression. |
| The New Deal | **History Anchor Standard 24**<br>Historical Thinking | • SS.USH.4.24.5 Contrast the first and second New Deals and evaluate the successes and failures of the relief, recovery, and reform measures associated with each. |
| Franklin Delano Roosevelt's New Deal and the Changing Role of Government | **History Anchor Standard 24**<br>Historical Thinking | • SS.USH.4.24.6 Assess the impact and legacy of New Deal relief, recovery, and reform programs on Black people, Indigenous people, and people of color. |
| Causes of World War II (WWII) Involvement | **History Anchor Standard 24**<br>Historical Thinking | • SS.USH.4.24.7 Explain the historical developments and policies that resulted in the United States entering WWII. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Atomic Weapons | **History Anchor Standard 24**<br>Historical Thinking | • SS.USH.4.24.8 Evaluate the decision to employ nuclear weapons against Japan and assess its long-term impacts. |
| WWII Domestic Policies | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.USH.4.23.1 Assess the social, political, and economic transformation of the United States during WWII. |
| Rights, Liberties, and Conflict | **Civics Anchor Standard 10**<br>Rights, Roles, and Responsibilities of Citizens | • SS.USH.4.10.1 Identify the conditions that gave rise to the internment of Japanese Americans and the Unangax people during the war and assess the implications for civil liberties.<br>• SS.USH.4.10.2 Examine the suppression of civil liberties and human rights during times of conflict and war, past and present. |
| Holocaust Impacts in the U.S. | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.USH.4.23.2 Use primary sources and varying perspectives to analyze how the Holocaust shifted American perceptions and policies regarding civil liberties and human rights. |
| U.S. Role in WWII Turning Points | **History Anchor Standard 24**<br>Historical Thinking | • SS.USH.4.24.9 Analyze the role of the United States in the outcome of WWII in the European and the Pacific theaters. |
| The United Nations | **Civics Anchor Standard 6**<br>Civic and Political Institutions and Systems | • SS.USH.4.6.1 Explain the purposes and organization of the United Nations. |

## *Theme 5: Cold War*

### Time Period: 1945 CE–1991 CE

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Origin of the Cold War | **History Anchor Standard 21**<br>Perspectives | • SS.USH.5.21.1 Explain how political ideology shaped the postwar order and led to the Soviet-U.S. arms race. |
| Cold War Containment Abroad | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.USH.5.23.1 Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas. |
| Cold War Containment at Home | **Civics Anchor Standard 10**<br>Rights, Roles, and Responsibilities of Citizens | • SS.USH.5.10.1 Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United States. |
| Other Impacts of the Cold War | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.USH.5.23.2 Analyze other economic and social impacts of the Cold War on the United States. |

## *Theme 6: Modern Civil Rights Movements, Power Movements, and the Rise of Modern Politics*

### Time Period: 1954 CE–Present

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Civil Rights Legislation and Action | **Civics Anchor Standard 6**<br>Civic and Political Institutions and Systems | • SS.USH.6.6.1 Evaluate the effectiveness of civil rights organizations and actions in overcoming racial segregation. |
| Great Society Programs and Reforms | **Economics Anchor Standard 13**<br>The National Economy | • SS.USH.6.13.1 Evaluate the impact of Great Society-era policies in addressing economic, social, and environmental conditions. |
| Anti-War and Counterculture Movements | **Civics Anchor Standard 6**<br>Civic and Political Institutions and Systems | • SS.USH.6.6.2 Assess the impact of student movements and the counterculture on American politics and society. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| New Movements, New Voices | **Civics Anchor Standard 6**<br>Civic and Political Institutions and Systems | • SS.USH.6.6.3 Construct an argument using a variety of sources and perspectives explaining why efforts to expand civil rights were more successful at achieving change than in previous years or eras. |
| Conservative Movement Development | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.USH.6.23.1 Analyze the rise of modern conservatism in the United States. |
| Effects of Conservatism | **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.USH.6.8.1 Assess the social and political impact of conservatism in the United States. |
| Ethnic, Cultural, and Identity Studies | **History Anchor Standard 21**<br>Perspectives | • SS.USH.6.21.1 Investigate how identity groups and society address chronic inequity through individual actions; individual champions; social movements; and local community, national, and global advocacy. |

## *Theme 7: United States in the Global Age*

### Time Period: 1991 CE–Present

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Domestic Challenges | **Civics Anchor Standard 8**<br>Processes, Rules, and Laws | • SS.USH.7.8.1 Evaluate popular and government responses to emerging domestic challenges. |
| Global Challenges | **Geography Anchor Standard 17**<br>Global Interconnections: Changing Spatial Patterns | • SS.USH.7.17.1 Analyze U.S. responses to global challenges and crises. |
| Technology | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.USH.7.23.1 Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Challenges to Democracy | **Civics Anchor Standard 6**<br>Civic and Political Institutions and Systems | • SS.USH.7.6.1 Analyze the current state and health of U.S. democracy in a global context. |

## *Grade 9 through 12 World History Standards*

### *Theme 1: Post-Classical Societies and Trade Networks*

### Time Period: 600 CE—1450 CE

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| European Feudalism | **History Anchor Standard 24**<br>Historical Thinking | • SS.WH.1.24.1 Explain how the fall of the Roman Empire led to the emergence of European feudalism. |
| Feudal Hierarchies | **Economics Anchor Standard 12**<br>Decision-Making and Personal Finance | • SS.WH.1.12.1 Describe the distribution of resources among classes in the feudal hierarchies of European and Asian societies. |
| Trade Networks | **Economics Anchor Standard 14**<br>The Global Economy | • SS.WH.1.14.1 Describe how trade networks and the transfer of goods and ideas linked post-classical societies. |
| Characteristics of Mesoamerican Empires | **Geography Anchor Standard 17**<br>Global Interconnections: Changing Spatial Patterns | • SS.WH.1.17.1 Compare cultural and technological innovations of the Olmec, Mayan, Aztec, and Inca civilizations. |
| Characteristics of African Empires and Kingdoms | **Geography Anchor Standard 17**<br>Global Interconnections: Changing Spatial Patterns | • SS.WH.1.17.2 Analyze cultural diffusion and trade among African empires and kingdoms. |
| Spread of Culture and Ideas | **Geography Anchor Standard 19**<br>Human Populations: Spatial Patterns and Movement | • SS.WH.1.19.1 Explain how the transfer of goods and ideas along trade routes affected ideas and cultures of different people in post-classical societies. |

## *Theme 2: The First Global Age*

### Time Period: 1450 CE–1750 CE

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Causes of Exploration | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.WH.2.23.1 Explain how the ideas of the Renaissance and Reformation motivated exploration and conquest. |
| Effects of Global Exploration | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.WH.2.23.2 Analyze the political and economic impacts of European expeditions in the 15th and 16th centuries. |
| Atlantic Slave Trading | **Geography Anchor Standard 19**<br>Human Populations: Spatial Patterns and Movement | • SS.WH.2.19.1 Assess the effects of the Atlantic slave trade, including its economic, social, and political effects on the African communities of origin. |
| Columbian Exchange and Consequences | **Geography Anchor Standard 17**<br>Global Interconnections: Changing Spatial Patterns | • SS.WH.2.17.1 Evaluate the impact of the Columbian Exchange of food and other items between Europe and the Americas. |

## *Theme 3: An Age of Revolutions*

### Time Period: 1750 CE–1900 CE

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Causes of the Industrial Revolution | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.WH.3.23.1 Explain how social changes and technological innovations in Britain led to the rise and spread of the Industrial Revolution in the late 1700s. |
| Effects of the Industrial Revolution | **History Anchor Standard 24**<br>Historical Thinking | • SS.WH.3.24.1 Explain the positive and negative impacts of the Industrial Revolution in the Americas, Asia, and Africa. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Economic Motives of Imperialism | **Economics Anchor Standard 11**<br>Economic Systems, Models, and Markets | • SS.WH.3.11.1 Use primary and secondary sources to explain the economic motives of the British and Dutch empires in the conquest of India and Southeast Asia and the impacts on the people who lived there. |
| Causes of Imperialism | **History Anchor Standard 24**<br>Historical Thinking | • SS.WH.3.24.2 Construct an argument explaining the most important motives that drove European and Japanese imperialism. |
| Types of Imperialism | **History Anchor Standard 21**<br>Perspectives | • SS.WH.3.21.1 Cite and compare methods of imperialism during the late 1800s in Asia, Africa, and the Americas. |
| Effects of Imperialism | **Geography Anchor Standard 17**<br>Global Interconnections: Changing Spatial Patterns | • SS.WH.3.17.1 Use a variety of evidence, including quantitative data, to assess the impact of colonial rule in Asia, Africa, the Americas, and Australia/Oceania. |
| Scientific Revolution | **History Anchor Standard 24**<br>Historical Thinking | • SS.WH.3.24.3 Explain the impact of the Scientific Revolution on the rise of the Enlightenment. |
| Political Philosophies | **Civics Anchor Standard 6**<br>Civic and Political Institutions and Systems | • SS.WH.3.6.1 Explain how Enlightenment ideas influenced the political philosophies about who should govern and how. |
| Revolutions | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.WH.3.23.2 Compare the causes and consequences of political revolutions in the late 18th and early 19th centuries. |
| Social Reform Movements | **History Anchor Standard 24**<br>Historical Thinking | • SS.WH.3.24.4 Compare the motives and effects of social reform movements in the 19th century. |

## *Theme 4: Emergence of Modern Global Conflict*

### Time Period: 1900 CE–1945 CE

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Causes of the Great War | **History Anchor Standard 24**<br>Historical Thinking | • SS.WH.4.24.1 Explain the short- and long-term causes and consequences of World War I (WWI). |
| Interwar Economics | **Economics Anchor Standard 14**<br>The Global Economy | • SS.WH.4.14.1 Make evidence-based inferences concerning the economic effects of WWI on various geographic regions. |
| Post-WWI Period | **History Anchor Standard 21**<br>Perspectives | • SS.WH.4.21.1 Use case studies to identify the reach and causes of the rise of totalitarian regimes during the post-WWI period. |
| Holocaust and Genocide | **History Anchor Standard 21**<br>Perspectives | • SS.WH.4.21.2 Analyze primary and secondary sources to explain the significance of the Holocaust and other atrocities in WWII and subsequent war crime tribunals. |

## *Theme 5: Cold War Era*

### Time Period: 1945 CE–1991 CE

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Decolonization After WWII | **History Anchor Standard 24**<br>Historical Thinking | • SS.WH.5.24.1 Analyze the causes and effects of decolonization after WWII. |
| Aftermath of World War II | **History Anchor Standard 24**<br>Historical Thinking | • SS.WH.5.24.2 Analyze the economic, political, and military power shifts that followed WWII. |
| Action for Independence | **History Anchor Standard 23**<br>Change, Continuity, and Context | • SS.WH.5.23.1 Analyze the impacts of nationalist revolutionary leaders and movements on achieving independence. |

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Resistance and Revolution | **History Anchor Standard 23** Change, Continuity, and Context | • SS.WH.5.23.2 Examine patterns of resistance and revolution after WWII. |
| United Nations Influence | **History Anchor Standard 23** Change, Continuity, and Context | • SS.WH.5.23.3 Analyze the role of the United Nations in state-building and negotiation of conflicts after WWII. |
| National Sovereignty After Imperialism | **History Anchor Standard 23** Change, Continuity, and Context | • SS.WH.5.23.4 Use case studies to examine the creation, challenges, and conflicts related to nation building and national sovereignty. |
| Cold War Global Conflicts | **History Anchor Standard 21** Perspectives | • SS.WH.5.21.1 Analyze how the Cold War led to global conflict. |

## *Theme 6: Era of Globalization*

### Time Period: 1991 CE–Future

| Topic | Anchor Standard<br>*The student demonstrates an understanding of...* | Content Standard<br>*Therefore, the student is able to...* |
|---|---|---|
| Globalization | **Economics Anchor Standard 14** The Global Economy | • SS.WH.6.14.1 Use case studies to assess the economic impacts of globalization on the regional, national, and international scales. |
| Resources and Sustainability | **Economics Anchor Standard 14** The Global Economy | • SS.WH.6.14.2 Analyze the factors affecting climate change and global sustainability. |
| Global Human Rights | **Civics Anchor Standard 10** Rights, Roles, and Responsibilities of Citizens | • SS.WH.6.10.1 Assess proposed solutions to past and ongoing human rights violations. |

# Alaska Standards for Culturally Responsive Schools

*These guidelines are sponsored by:*

- Alaska Federation of Natives
- Alaska Rural Systemic Initiative
- Alaska Rural Challenge
- Center for Cross-Cultural Studies
- Alaska Native Knowledge Network
- Association of Native Educators of The Lower Kuskokwim
- Ciulistet Research Association
- Association of Interior Native Educators
- Alaska State Board of Education
- Alaska Native Teachers for Excellence/Anchorage
- Southeast Native Educators Association
- North Slope Iñupiaq Educators Association
- Association of Northwest Native Educators
- Alutiiq Native Educator Association
- Association of Unangan/Unangas Educators
- Alaska Native Education Student Association
- Alaska Native Education Council
- Alaska First Nations Research Network
- Consortium for Alaska Native Higher Education

## Preface

The following standards have been developed by Alaska Native educators to provide a way for schools and communities to examine the extent to which they are attending to the educational and cultural well being of the students in their care. These "cultural standards" are predicated on the belief that a firm grounding in the heritage language and culture indigenous to a particular place is a fundamental prerequisite for the development of culturally-healthy students and communities associated with that place, and thus is an essential ingredient for identifying the appropriate qualities and practices associated with culturally-responsive educators, curriculum and schools.

For several years, Alaska has been developing "content standards" to define what students should know and be able to do as they go through school. In addition, "performance standards" are being developed for teachers and administrators, and a set of "quality school standards" have been put forward by the Alaska Department of Education to serve as a basis for accrediting schools in Alaska. To the extent that these state standards are written for general use throughout Alaska, they don't always address some of the special

issues that are of critical importance to schools in rural Alaska, particularly those serving Alaska Native communities and students.

Through a series of regional and statewide meetings associated with the Alaska Rural Systemic Initiative (with funding provided by the National Science Foundation and the Annenberg Rural Challenge, and administrative support from the Alaska Federation of Natives in collaboration with the University of Alaska), Alaska Native educators have developed the following "Alaska Standards for Culturally-Responsive Schools" for consideration by educators serving Native students around the state. Though the emphasis is on rural schools serving Native communities, many of the standards are applicable to all students and communities because they focus curricular attention on in-depth study of the surrounding physical and cultural environment in which the school is situated, while recognizing the unique contribution that indigenous people can make to such study as long-term inhabitants who have accumulated extensive specialized knowledge related to that environment.

Standards have been drawn up in five areas, including those for students, educators, curriculum, schools, and communities. These "cultural standards" provide guidelines or touchstones against which schools and communities can examine what they are doing to attend to the cultural well-being of the young people they are responsible for nurturing to adulthood. The standards included here serve as a complement to, not as a replacement for, those adopted by the State of Alaska. While the state standards stipulate what students should know and be able to do, the cultural standards are oriented more toward providing guidance on how to get them there in such a way that they become responsible, capable and whole human beings in the process. The emphasis is on fostering a strong connection between what students experience in school and their lives out of school by providing opportunities for students to engage in in-depth experiential learning in real-world contexts. By shifting the focus in the curriculum from teaching/learning about cultural heritage as another subject to teaching/learning through the local culture as a foundation for all education, it is intended that all forms of knowledge, ways of knowing and world views be recognized as equally valid, adaptable and complementary to one another in mutually beneficial ways.

The cultural standards outlined in this document are not intended to be inclusive, exclusive or conclusive, and thus should be reviewed and adapted to fit local needs. Each school, community and related organization should consider which of these standards are appropriate and which are not, and when necessary, develop additional cultural standards to accommodate local circumstances. Terms should be interpreted to fit local conventions, especially with reference to meanings associated with the definition of Elder, tradition, spirituality, or anything relating to the use of the local language. Where differences of interpretation exist, they should be respected and accommodated to the maximum extent possible. The cultural standards are not intended to produce standardization, but rather to encourage schools to nurture and build upon the rich and varied cultural traditions that continue to be practiced in communities throughout Alaska.

Some of the multiple uses to which these cultural standards may be put are as follows:

1. They may be used as a basis for reviewing school or district-level goals, policies and practices with regard to the curriculum and pedagogy being implemented in each community or cultural area.
2. They may be used by a local community to examine the kind of home/family environment and parenting support systems that are provided for the upbringing of its children.
3. They may be used to devise locally appropriate ways to review student and teacher performance as it relates to nurturing and practicing culturally-healthy behavior, including serving as potential graduation requirements for students.
4. They may be used to strengthen the commitment to revitalizing the local language and culture and fostering the involvement of Elders as an educational resource.
5. They may be used to help teachers identify teaching practices that are adaptable to the cultural context in which they are teaching.
6. They may be used to guide the preparation and orientation of teachers in ways that help them attend to the cultural well-being of their students.
7. They may serve as criteria against which to evaluate educational programs intended to address the cultural needs of students.
8. They may be used to guide the formation of state-level policies and regulations and the allocation of resources in support of equal educational opportunities for all children in Alaska.

## Cultural Standards for Students

A. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.

Students who meet this cultural standard are able to:

1. assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations as a community member;
2. recount their own genealogy and family history;
3. acquire and pass on the traditions of their community through oral and written history;
4. practice their traditional responsibilities to the surrounding environment;
5. reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
6. live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.
7. determine the place of their cultural community in the regional, state, national and international political and economic systems;

B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Students who meet this cultural standard are able to:

1. acquire insights from other cultures without diminishing the integrity of their own;
2. make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
3. make appropriate choices regarding the long-term consequences of their actions;
4. identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

C. Culturally-knowledgeable students are able to actively participate in various cultural environments.

Students who meet this cultural standard are able to:

1. perform subsistence activities in ways that are appropriate to local cultural traditions;
2. make constructive contributions to the governance of their community and the well-being of their family;
3. attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;
4. enter into and function effectively in a variety of cultural settings.

D. Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

Students who meet this cultural standard are able to:

1. acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
2. participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
3. interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;
4. gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
5. identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems;
6. engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

E. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Students who meet this cultural standard are able to:

1. recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
2. understand the ecology and geography of the bioregion they inhabit;
3. demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
4. determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
5. recognize how and why cultures change over time;
6. anticipate the changes that occur when different cultural systems come in contact with one another;
7. determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;
8. identify and appreciate who they are and their place in the world.

## Cultural Standards for Educators

A. Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

Educators who meet this cultural standard:

1. recognize the validity and integrity of the traditional knowledge system;
2. utilize Elders' expertise in multiple ways in their teaching;
3. provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant;
4. provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills;
5. adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing;
6. continually involve themselves in learning about the local culture.

B. Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

Educators who meet this cultural standard:

1. regularly engage students in appropriate projects and experiential learning activities in the surrounding environment;
2. utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills;
3. provide integrated learning activities organized around themes of local significance and across subject areas;
4. are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught;
5. seek to ground all teaching in a constructive process built on a local cultural foundation.

C. Culturally-responsive educators participate in community events and activities in an appropriate and supportive way.

Educators who meet this cultural standard:

1. become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well being of that community;
2. exercise professional responsibilities in the context of local cultural traditions and expectations;
3. maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community.

D. Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

Educators who meet this cultural standard:

1. promote extensive community and parental interaction and involvement in their children's education;
2. involve Elders, parents and local leaders in all aspects of instructional planning and implementation;
3. seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and community;
4. seek to learn the local heritage language and promote its use in their teaching.

E. Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

Educators who meet this cultural standard:

1. recognize cultural differences as positive attributes around which to build appropriate educational experiences;

2. provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings;
3. reinforce the student's sense of cultural identity and place in the world;
4. acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities;
5. recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer.

## Cultural Standards for Curriculum

A. A culturally-responsive curriculum reinforces the integrity of the cultural knowledge that students bring with them.

A curriculum that meets this cultural standard:

1. recognizes that all knowledge is embedded in a larger system of cultural beliefs, values and practices, each with its own integrity and interconnectedness;
2. insures that students acquire not only the surface knowledge of their culture, but are also well grounded in the deeper aspects of the associated beliefs and practices;
3. incorporates contemporary adaptations along with the historical and traditional aspects of the local culture;
4. respects and validates knowledge that has been derived from a variety of cultural traditions;
5. provides opportunities for students to study all subjects starting from a base in the local knowledge system.

B. A culturally-responsive curriculum recognizes cultural knowledge as part of a living and constantly adapting system that is grounded in the past, but continues to grow through the present and into the future.

A curriculum that meets this cultural standard:

1. recognizes the contemporary validity of much of the traditional cultural knowledge, values and beliefs, and grounds students learning in the principles and practices associated with that knowledge;
2. provides students with an understanding of the dynamics of cultural systems as they change over time, and as they are impacted by external forces;
3. incorporates the in-depth study of unique elements of contemporary life in Native communities in Alaska, such as the Alaska Native Claims Settlement Act, subsistence, sovereignty and self-determination.

C. A culturally-responsive curriculum uses the local language and cultural knowledge as a foundation for the rest of the curriculum.

A curriculum that meets this cultural standard:

1. utilizes the local language as a base from which to learn the deeper meanings of the local cultural knowledge, values, beliefs and practices;
2. recognizes the depth of knowledge that is associated with the long inhabitation of a particular place and utilizes the study of "place" as a basis for the comparative analysis of contemporary social, political and economic systems;
3. incorporates language and cultural immersion experiences wherever in-depth cultural understanding is necessary;
4. views all community members as potential teachers and all events in the community as potential learning opportunities;
5. treats local cultural knowledge as a means to acquire the conventional curriculum content as outlined in state standards, as well as an end in itself;
6. makes appropriate use of modern tools and technology to help document and transmit traditional cultural knowledge;
7. is sensitive to traditional cultural protocol, including role of spirituality, as it relates to appropriate uses of local knowledge.

D. A culturally-responsive curriculum fosters a complementary relationship across knowledge derived from diverse knowledge systems.

A curriculum that meets this cultural standard:

1. draws parallels between knowledge derived from oral tradition and that derived from books;
2. engages students in the construction of new knowledge and understandings that contribute to an ever-expanding view of the world.

E. A culturally-responsive curriculum situates local knowledge and actions in a global context.

A curriculum that meets this cultural standard:

1. encourages students to consider the inter-relationship between their local circumstances and the global community;
2. conveys to students that every culture and community contributes to, at the same time that it receives from the global knowledge base;
3. prepares students to "think globally, act locally."

# Cultural Standards for Schools

A. A culturally-responsive school fosters the on-going participation of Elders in all aspects of the schooling process.

A school that meets this cultural standard:

1. maintains multiple avenues for Elders to interact formally and informally with students at all times;
2. provides opportunities for students to regularly engage in the documenting of Elders' cultural knowledge and produce appropriate print and multimedia materials that share this knowledge with others;
3. includes explicit statements regarding the cultural values that are fostered in the community and integrates those values in all aspects of the school program and operation;
4. utilizes educational models that are grounded in the traditional world view and ways of knowing associated with the cultural knowledge system reflected in the community.

B. A culturally-responsive school provides multiple avenues for students to access the learning that is offered, as well as multiple forms of assessment for students to demonstrate what they have learned.

A school that meets this cultural standard:

1. utilizes a broad range of culturally-appropriate performance standards to assess student knowledge and skills;
2. encourages and supports experientially oriented approaches to education that makes extensive use of community-based resources and expertise;
3. provides cultural and language immersion programs in which student acquire in-depth understanding of the culture of which they are members;
4. helps students develop the capacity to assess their own strengths and weaknesses and make appropriate decisions based on such a self-assessment.

C. A culturally-responsive school provides opportunities for students to learn in and/or about their heritage language.

A school that meets this cultural standard:

1. provides language immersion opportunities for students who wish to learn in their heritage language;
2. offers courses that acquaint all students with the heritage language of the local community;

3. makes available reading materials and courses through which students can acquire literacy in the heritage language;
4. provides opportunities for teachers to gain familiarity with the heritage language of the students they teach through summer immersion experiences.

D. A culturally-responsive school has a high level of involvement of professional staff who are of the same cultural background as the students with whom they are working.

A school that meets this cultural standard:

1. encourages and supports the professional development of local personnel to assume teaching and administrative roles in the school;
2. recruits and hires teachers whose background is similar to that of the students they will be teaching;
3. provides a cultural orientation camp and mentoring program for new teachers to learn about and adjust to the cultural expectations and practices of the community and school;
4. fosters and supports opportunities for teachers to participate in professional activities and associations that help them expand their repertoire of cultural knowledge and pedagogical skills.

E. A culturally-responsive school consists of facilities that are compatible with the community environment in which they are situated.

A school that meets this cultural standard:

1. provides a physical environment that is inviting and readily accessible for local people to enter and utilize;
2. makes use of facilities throughout the community to demonstrate that education is a community-wide process involving everyone as teachers;
3. utilizes local expertise, including students, to provide culturally-appropriate displays of arts, crafts and other forms of decoration and space design.

F. A culturally-responsive school fosters extensive on-going participation, communication and interaction between school and community personnel.

A school that meets this cultural standard:

1. holds regular formal and informal events bringing together students, parents, teachers and other school and community personnel to review, evaluate and plan the educational program that is being offered;
2. provides regular opportunities for local and regional board deliberations and decision-making on policy, program and personnel issues related to the school;

3. sponsors on-going activities and events in the school and community that celebrate and provide opportunities for students to put into practice and display their knowledge of local cultural traditions.

## Cultural Standards for Communities

A. A culturally-supportive community incorporates the practice of local cultural traditions in its everyday affairs.

A community that meets this cultural standard:

1. provides respected Elders with a place of honor in community functions;
2. models culturally-appropriate behavior in the day-to-day life of the community;
3. utilizes traditional child-rearing and parenting practices that reinforce a sense of identity and belonging;
4. organizes and encourages participation of members from all ages in regular community-wide, family-oriented events;
5. incorporates and reinforces traditional cultural values and beliefs in all formal and informal community functions.

B. A culturally-supportive community nurtures the use of the local heritage language.

A community that meets this cultural standard:

1. recognizes the role that language plays in conveying the deeper aspects of cultural knowledge and traditions;
2. sponsors local heritage language immersion opportunities for young children when they are at the critical age for language learning;
3. encourages the use of the local heritage language whenever possible in the everyday affairs of the community, including meetings, cultural events, print materials and broadcast media;
4. assists in the preparation of curriculum resource material in the local heritage language for use in the school;
5. provides simultaneous translation services for public meetings where persons unfamiliar with the local heritage language are participants.

C. A culturally-supportive community takes an active role in the education of all its members.

A community that meets this cultural standard:

1. encourages broad-based participation of parents in all aspects of their children's education, both in and out of school;

2. insures active participation by community members in reviewing all local, regional and state initiatives that have bearing on the education of their children;
3. encourages and supports members of the local community who wish to pursue further education to assume teaching and administrative roles in the school;
4. engages in subsistence activities, sponsors cultural camps and hosts community events that provide an opportunity for children to actively participate in and learn appropriate cultural values and behavior;
5. provides opportunities for all community members to acquire and practice the appropriate knowledge and skills associated with local cultural traditions.

D. A culturally-supportive community nurtures family responsibility, sense of belonging and cultural identity.

A community that meets this cultural standard:

1. fosters cross-generational sharing of parenting and child-rearing practices;
2. creates a supportive environment for youth to participate in local affairs and acquire the skills to be contributing members of the community;
3. adopts the adage, "It takes the whole village to raise a child."

E. A culturally-supportive community assists teachers in learning and utilizing local cultural traditions and practices.

A community that meets this cultural standard:

1. sponsors a cultural orientation camp and community mentoring program for new teachers to learn about and adjust to the cultural expectations and practices of the community;
2. encourages teachers to make use of facilities and expertise in the community to demonstrate that education is a community-wide process involving everyone as teachers;
3. sponsors regular community/school potlucks to celebrate the work of students and teachers and to promote on-going interaction and communication between teachers and parents;
4. attempts to articulate the cultural knowledge, values and beliefs that it wishes teachers to incorporate into the school curriculum;
5. establishes a program to insure the availability of Elders' expertise in all aspects of the educational program in the school.

F. A culturally-supportive community contributes to all aspects of curriculum design and implementation in the local school

A community that meets this cultural standard:

1. takes an active part in the development of the mission, goals and content of the local educational program;
2. promotes the active involvement of students with Elders in the documentation and preservation of traditional knowledge through a variety of print and multimedia formats;
3. facilitates teacher involvement in community activities and encourages the use of the local environment as a curricular resource;
4. promotes parental involvement in all aspects of their children's educational experience.

# Personnel Action Report for 2025-26

**April 23, 2026**

## EMPLOYMENT OF CERTIFIED PERSONNEL

Kerri Curtiss, Jolie Norman
Heidi Cabral, Kacey Hammer
Elem Summer School

Gus Pennington
MS/HS Summer School/Credit Recovery

Seth Johnson
Special Education Elementary

Rebecca Shatwell
MS/HS generalist

Amanda McAvoy
MS English Teacher

Rose Villazor
Elementary 2nd Grade

Diane Rodriguez
Elementary 3rd Grade

## RESIGNATION/RETIREMENT CERTIFIED PERSONNEL

## EMPLOYMENT OF CLASSIFIED PERSONNEL

Mari Marsh
Summer Food Service

Carol Larson
Summer Food Service

## RESIGNATION/RETIREMENT CLASSIFIED PERSONNEL

Juan Astorga
Maintenance Tech
Resigning as of June 5th

Karla Sosa
Custodian
Resigning as of June 5th

## Extra Duty Contracts

Keely Ware
Asst HS Track & Field

Tyler Thain
Asst HS wrestling (past)

Ioana Ward
Community Garden

Casey Gates
HS Track and Field Head

**2025-2026 School Year**

| | |
|---|---|
| Teachers | 41.00 |
| Classified | 31.00 |
| Principals | 2.00 |
| District Administration/Exempt (Superintendant, Finance, Maintenance, Food Service, Board Admin, Special education, tech , athletics) | 8.00 |
| **Total Employees** | **82** |

**Superintendent Report**
**April 2026**

**Hiring** We have filled 5 of our 6 vacant teaching positions.

| | |
|---|---|
| Elementary Teacher: | Rose Villazor |
| Elementary Teacher: | Diane Rodriguez |
| Elementary Special Education: | Seth Johnson |
| Secondary Credit Recovery/Math: | Rebecca Shatwell |
| Secondary ELA: | Amanda McAvoy |
| Secondary Health/PE: | XXXXXXXX |

**Legislative**

Principal Conn and I spent the last week of March in Juneau attending the Alaska Council of School Administrators' annual legislative fly-in. She did an outstanding job representing not only Petersburg School District, but also the Alaska Association of Elementary School Principals and ACSA. She presented to the joint Senate and House Education Committees on the realities and challenges facing elementary education, particularly related to the Alaska READS Act and preschool.

During the visit, we met with several legislators to advocate for the needs of public education.

As the legislative session draws to a close, I am cautiously optimistic that education will see some level of increased funding. The House has been focused on a one-time funding increase, while the Senate has placed more emphasis on major maintenance and capital improvements. Any additional support is beneficial; however, consistent and sustainable long-term funding is critical. Reliable annual funding would significantly improve our ability to plan, budget, and support student needs effectively.

**Superintendent Regulation Working Group**

I am a member of a superintendent working group collaborating with the Alaska Department of Education and Early Development (DEED) to streamline, update, and reduce administrative regulations in education. The group meets bi-weekly.

At our most recent meeting, we reviewed proposed changes to the basic competency exam requirements, including lowering Praxis reading and math score thresholds by one standard deviation, lowering writing by two standard deviations, and incorporating the Praxis Bridge option.

We also worked on revisions to 4 AAC 12.396 (Addition and Removal of Endorsements), including removing the required minor while maintaining credit requirements to provide greater flexibility in adding endorsements.

In addition, the group discussed preschool requirements (4 AAC 60.101 Applicability), including the potential removal of the requirement for "a group of five or more." The Alaska Kindergarten Developmental Profile was also reviewed.

Our upcoming meeting will focus on teacher certification regulations, including out-of-state reciprocity.

**Safety & Security**

Stedman Elementary School hosted local law enforcement and first responders for an Active Threat Training on April 15. I had the opportunity to observe two of the three practice scenarios and was impressed by the strong coordination and collaboration among the participating agencies.

Following each scenario, teams conducted debrief sessions to reflect on strengths and identify areas for improvement. These trainings play a critical role in maintaining preparedness and strengthening partnerships with our local emergency responders.

The Crisis Committee met on April 20 to outline the scope of work for FY27. Planned meeting dates and focus areas include:

- **September 9, 2026** – Bloodborne Pathogen Exposure Control Plan
- **October 21, 2026** – Threat Assessment and Intervention Plan
- **January 13, 2027** – Stakeholder review of current practices and recommendations for improvement
- **April 21, 2027** – Crisis Response Plan

**Capital Improvement**

*Roof Project*

Ed Taylor and Aaron Bueller conducted the final inspection of the PHS/MMS roof project, marking the transition to substantial completion. A few minor issues remain and have been communicated to the contractor. The most notable concern is a persistent leak in the art room.

The contractor plans to return with dye testing to better identify the source of the leak and ensure it is fully resolved.

*CIP Application*

I have been attending the Bond Reimbursement & Grant Review Committee (BRGR) meetings this year. The committee has been tasked with reviewing the CIP application and scoring framework, as concerns have been raised that the current system does not fully reflect the condition of Alaska's aging school facilities, differences in district resources, or the need to prioritize life-safety and structural issues.

The committee is considering several modifications to better align the application and scoring process with these priorities. Key areas under discussion include:

*Section 3 – Project Information (Question 3b: Weighted Average Age)*
The proposal would replace building age with the Facility Code Index (FCI) and restore the maximum points to 30. This change would provide a more accurate measure of a facility's condition rather than relying primarily on age.

*Section 3 – Project Information (New Question 3k: Funding Equalizer)*
The proposal would add a question to award points to districts that lack the financial resources to advance projects to more developed design stages prior to receiving state funding.

*Section 4 – Code Deficiency / Protection of Structure / Life Safety*
The proposal would increase the maximum points in this section to reflect the growing number of

projects addressing significant safety and structural deficiencies. This would allow projects with multiple critical issues to stand out and help ensure the most urgent needs are prioritized.

*Section 5 – Requirements for Space*
The proposal would expand data collection for major maintenance projects to include student enrollment (ADM), facility capacity, and allowable square footage—aligning these requirements with capital improvement projects. Given declining enrollment in many districts, this information will provide important context on how facilities are currently utilized.

*Sections 6 & 7 – Project Planning and Design / Cost Estimate*
The proposal would award maximum points for cost estimates developed at the 35% schematic design phase, rather than the current 65% requirement. This change would reduce upfront costs for districts while still allowing projects to remain competitive.

I will be attending the Capital Improvement six-year submission workshop in Anchorage on April 28–29.

**Elementary Report**
**Tuesday, April 21st**

1. Shout Outs!
2. What has happened?
    a. Wrapping up FY26 Budget
    b. Interviews for 2nd/3rd Grade Teachers
    c. Alaska Legislative Fly-in
3. 25-26 Enrollment
    a. PreK = 8, K = 29, 1 = 21, 2 = 45, 3 = 42, 4 = 31, 5 = 41
    b. Total = 217
4. 26-27 Projected PreK-5 Enrollment
    a. Projected PreK = 15
    b. Projected Kinders = 24
    c. Projected PreK-5 Enrollment = 207
5. Important Information to Know
    a.
6. Focus
    a. ADM for Preschool
    b. Preschool Program Implementation
        i. Thank you for offering Feedback, Comments, and Concerns to our EEP Funding Goal: Screening and Assessment
    c. Legislators Conversations (State and National)
        i. Advocated and Told Personal Stories for:
            1. H1B Visa's
            2. Medicaid
            3. Nutrition
            4. Title Funds
            5. Mental Health
            6. Nursing
    d. School Improvement Data Collection
    e. Balancing Budget
    f. Migrant Events
    g. PLC's (Planning and Facilitating)
7. What is to come?
    a. CLSD Grant Wrap-up
    b.

Principal's School Board Report
Mitkof Middle School/Petersburg High School
4/16/26

- We are in the home stretch for the year. Many events and activities are in the planning stages as graduation looms.
- I am meeting with students to discuss any academic concerns related to meeting graduation requirements.
- Rachel and I have been working on a draft schedule for the 2026-27 school year. As always, there will be adjustments, particularly to the HS schedule, as student needs/wants are considered and class size issues are discussed.
- The following new classes are being added and course descriptions will be available for the May board meeting.
    - Makerspace Engineering and Design (Elective) (Course description provided to the board.)
    - Business Math and Personal Finance (Math) (Course description at May board meeting.)
    - Practical Math with Real World Applications (Math) ) (Course description at May board meeting.)
    - AI with Integrity (Elective) (Course description at May board meeting.)
    - AI Applications (Elective) (Course description at May board meeting.)
    - Speech and Debate (Elective) (Course description at May board meeting.)
- The Social Studies instructional materials have begun to arrive ahead of the expected schedule. Teachers will have some time to begin preparing for next year.
- We are still attempting to interview and hire for an open position in the HS/MS. It is the PE/Health position that remains unfilled.

Student Counts: MMS = 119
PHS = 139

PETERSBURG School District

Department of Activities & Athletics
PO Box 289 Petersburg, AK 99833
877.526.7656

***PHS & MMS Activities & Athletics – Board Report - April – 2026***

**PHS Track & Field Underway**
First event @ KTN – April 24-25 – Working on return as the ferry cancelled its northbound run and may cause some transportation issues on getting everyone home on Sunday.

**PHS Baseball**
The weather has not played nice for us here in PSG and we are having to cancel our home games with Ketchikan due to the field not being in playable conditions. We are working on rescheduling or bringing in another team at a later date.

**NYO**
Native Youth Olympic Athletes competed in our home event on April 10-11 and it was a great event! Our HS NYO athletes returned from Anchorage at the Senior NYO events and results are soon to be released!

**MS Volleyball**
Just completed the 2026 Stikine Volleyball Championships and the teams will be heading to Wrangell to complete on April 22.

**MS Track & Field**
Begins April 20, 2026 – Home event on May 22-23!

**Golden Ticket**
Moving to a Golden Ticket system prior to every activity beginning in order to make sure each participant has their forms complete. It is working well so far to ensure that we have all proper forms completed prior to students participation in an activity.

**BigTeams**
BigTeams will be moving to Arbiter next school year for student activity forms and eligibility. We will have a better idea of what this looks like for MS and HS Activity Registration. We should have an idea of what the system will look like in the next few months. At Fall Registration, Lori and I will be around to get as many students registered for activities for the year on the system.

**Upcoming Home Events**
April 30 – May 1 – Baseball vs Hutchinson
May 8-9 – PHS Home Modified Track & Field Event
May 22-23 – MMS Home Modified Track and Field Event
Makeup/Rescheduled Home Baseball – TBD

SPED

Seth Johnson, a new special education teacher at the elementary school, visited town this weekend.
Assurances completed and sent to the state (Child Find focused)
Child Find. Thankful to our Infant Learning Programs for excellent communication and partnership
Itinerant contracts being signed for the 26/27 school year: OT, PT, SLP and Psychologist

DTC

WIDA complete
AKSTAR and AK Science in process 90% of students have completed the assessments.
Early MAP data is showing strong growth across all grade levels
Final SAT of the year May 2nd

**April 2026- Food Service Board Report - Director Johnson McIntosh**

Food Service:

- Teen Health Fair May 8th! Volunteers welcome for the Financial Literacy Fair or health topics.

- Summer Food Dates - June 15 to August 14

- Local Procurement
    - SY24 1.4% of food purchased was considered local
    - SY25 11.58% of food purchased was considered local

- Grants:
    - Local Foods for Schools- Beef from Delta Meats- 90/10
    - Culinary Arts Grant- collaboration between Culinary classes and food service- Culinary arts classes will get $3,500 to spend on supplies and goods to create recipes that can be utilized in the food service program
    - Farm to School Grant- For the teen Health fair we will have a station that will highlight Alaska Grown items for students to try. There will be the potential for take home recipe kits as well.

- After School Meals
    - Higher participation in secondary school this year

- Hydroponic systems in full bloom
    - Flowers were a huge bust for morale!
    - Kale is growing now!
    - 9 lbs of lettuce harvested March 16th

Wellness Team:

- Teen Health Fair May 8th 2026

Migrant Education

- 92 enrolled migrant students
- Vonda is offering Tutoring

# Technology Department Board Report

March 12 – April 14, 2026

Each click, tap, and swipe — make it count.

## Technology Overview

| | |
|---|---|
| **Cybersecurity** | No critical vulnerabilities identified in the latest CISA scan |
| **Support Activity** | Steady daily support across classrooms, devices, and network systems |
| **Family Communication** | Strong staff activation across the district \| 84% guardian activation \| 75% monthly engagement |

## District Technology Dashboard

| Highlights | Operations | Planning & Improvements |
|---|---|---|
| Cybersecurity: No critical vulnerabilities identified in the latest CISA Cyber Hygiene scan. | Ongoing daily support across classrooms, device troubleshooting, and network connectivity. | Security Camera Expansion: Two elementary cameras installed (east crosswalk and front entry). A third is pending conduit completion. |
| ROOMS platform continues to grow with strong staff and family engagement. | Continued support for instructional software, classroom setup, and digital learning tools. | Equipment Lifecycle: Apple's e-waste recycling program used to responsibly dispose of older devices — three pallets shipped over spring break. Researching compliant shipping options for used lithium-ion batteries. |
| System Reliability: UPS battery backup expansion planned for summer to protect critical infrastructure. | PowerSchool systems and communication tools continue to be supported and reviewed. | Freshman Device Evaluation: Ongoing evaluation of the Apple Neo device for the freshman 1:1 program. |
| | Routine cybersecurity monitoring keeps district systems stable and secure. | E-Rate selection finalized, and campus security project planning in progress |

### Cybersecurity & Digital Safety

The latest CISA Cyber Hygiene scan found no critical vulnerabilities or high-risk exposures.

Staff received guidance on the responsible use of AI tools like ChatGPT — specifically regarding privacy settings and avoiding the entry of student or sensitive data.

## Classroom & Instructional Technology

Technology staff continues to support staff and students through device troubleshooting, software deployment, and hands-on assistance with digital learning tools.

The district continues evaluating Apple's Neo education device for the freshman 1:1 program. Early testing indicates small cost savings and the successful running of all digital PSD learning applications.

Khan Academy/Khanmigo AI tool remains part of classroom instruction. Current usage highlights:

- Approximately 50% of students engaged
- Over 14,000 AI-supported learning interactions
- Strong usage at the upper elementary level

A staff feedback survey is underway to guide renewal decisions.

## Communication Systems

ROOMS within the Petersburg School App continues to grow as the district's primary school-to-family communication tool. Current engagement:

- Strong staff activation across the district
- 84% guardian activation with 75% monthly engagement
- 486 staff messages and 87 announcements sent across schools

There is a known issue with the notification badge display in the mobile app. Messages are delivered, but the badge count indicator sometimes shows an incorrect number. Technology staff connected with Apptegy support, and their engineering team is actively working on a fix.

## Device Repairs & Warranty Support

The district is working through some challenges with Apple device repairs in a remote location. Devices have to move through USPS before entering the FedEx network, which slows things down. In some cases, repair requests are canceled while devices are still in transit because lithium-ion batteries require ground-only hazmat shipping, which can exceed the 30-day repair window.

The Technology Director has been in contact with Apple Representatives and is working toward a process that better fits our island logistics.

## Network Infrastructure & Systems

**E-Rate Program**

The district completed the E-Rate procurement process for both internet services (Category 1) and internal network equipment (Category 2).

- Category 1 (Internet): GCI selected for Dedicated Internet Access. The district plans to proceed with a 5-year contract at 1 Gbps symmetrical service.
- Category 2 (Network Equipment): Concourse Tech Inc. selected for switching equipment as the most cost-effective solution.

## Print Services & Copy Systems

The district monitors usage of the Kyocera copy system to manage annual print volumes. Special thanks to Jakyle Williams for the maintenance, auditing, and reporting of our copy systems usage. As of early April:

- Black & White: 451,910 of 500,000 used (90.4%)

- Color: 265,125 of 350,000 used (75.8%)

Black & White is approaching its annual limit. Staff have been encouraged to shift to color printing where possible to balance usage across the system.

The High School office copier had a brief service interruption. A technician from Kelly Create responded, and the system is back online.

## Spring Break Work Completed

The Technology Department used spring break to knock out several infrastructure and maintenance projects:

- Installed two security cameras at the elementary school (east crosswalk and front entryway of the elementary school)
- Completed Apple e-waste recycling for older equipment
- Cleaned, updated, and verified classroom smartboards across buildings
- Updated network documentation to support infrastructure planning

The department also met with Samson Electric on-site and shared network documentation as part of the Petersburg Campus Security Upgrades project.

## Daily Tech Support

From March 12 to April 14, the Technology Department handled daily support across the district, including classroom assistance, device troubleshooting, network access, account management, and vendor coordination.

## What's Ahead

- Evaluate device options for the freshman 1:1 program
- Support improvements to ROOMS notification reliability
- Monitor the E-Rate process and future network upgrades
- Advance campus security infrastructure planning and deployment

---

The Technology Department stays focused on keeping systems reliable and secure, and supporting classroom instruction, while continuing to plan for Petersburg School District's long-term needs.

| ***Meeting Date:*** | | | ***Members Present:*** |
|---|---|---|---|
| ***Policies to be reviewed. A review does not indicate that changes are necessary*** | | | |
| ***Policy Number*** | ***Administrative Regulation*** | ***Administration Notation*** | ***Committee Suggested Changes*** |
| BP 4122 - CERTIFICATED PERSONNEL - STUDENT TEACHERS | | Adds language regarding Superintendent establishing criteria | |
| | AR 6141- Curriculum Development and Evaluation | As we are bringing PreSchool through the conditional approval process with the State DEED we need to add PreSchool Curriculum review into our cycle. | Model Policies, recommended |
| BP 4131/4231/4313 Certificated Staff Development | | Deleted "Certificated" to reflect ALL staff, Titling Update to include 4231 and 4313 | |
| BP 4132/4232/4332 All Personnel- Publication or Creation of Materials | | Titling update to inclue 4232 and 4332 | |
| BP4133/4233/4333 All Personnel- Travel Expenses | | Updated wording provides clearer guidelines on employee use of travel expenses. | Does need board approval |
| BP 4135/4235/4335 Soliciting and Selling ( All Personnel) | | No change | |
| BP 4136/4236/4336 NonSchool Employment (All Personnel) | | No change | |
| BP 4141/4241 Certificated and Classified Personnel- Negotiated Agreement | | No change | |
| BP 4143/4243 Negotiations/Consultation (Certificated/Classified Personnel) | | Updates language for the School Board holding executive sessions to review it's position and consult with representatives regarding negotiations. | |
| BP 4144/4244/4344 Complaints (All Personnel) | AR 4144/4244/4344 Complaints (Certificated/Classified Personnel) | Updates language to include that the complaint process applies to misapplication of policies, regulations, or rules of the district. | |
| BP 4151 Salary Guides Exempt Employees | | Minor wording updates | |
| BP 4154/4254/4354 All Personnel- Health and welfare Benefits | AR 4154/4254/4354 | *This is not a policy we currently have- Language indicates the district shall provide benefits for employees* | Do Not Adopt |
| BP 4156.2/4256.2/4356.2 All Personnel- Awards and Recognition | | *This is not a policy we currently have- Language indicates the district may issue service pins, certificates, plaques or other mementos.* | Do Not Adopt |
| BP 4156.3/4256.3/4356.3 All Personnel- Reimbursement, Uniforms and Allowances | | This is not a policy we currently have and is optional. If adopted, recommend option 1 | Do Not Adopt |
| BP 4157/4257/4357 All Personnel- Employee Safety | | Minor wording updates | |
| BP 4158/4255/4358 All Personnel- Employee Security | | Update requires that the superintendent or designee is made aware of all police reports made by personnel in the course of their duties. | |
| BP 4159/4259/4359 All Personnel- Employee Assistance Programs | | Updated language. Changing the word, "problems" to "issues" and add that the School Board recognizes the benefits of and supports a healthy workforce. | |
| BP 4161/4261/4361 All Personnel- Leaves of Absence | | Suggested language from AASB that defines justifiable reasons for absence. | |
| AR 4161/4261/4361 All Personnel - Emergency Covid 19 Sick and Family Leave | | *Remove* | |
| BP 4161.1 Certificated Personnel- Sick Leave | | *This is not a policy we currently have- recommend adoption with the sick leave bank optional wording.* | Recommend adoption as this aligns with state law. |
| BP 4161.2/4261.2/4361.2 All Personnel- Personal Leaves | | This is an optional policy we do not have. It spells out what personal leave could be used for. Policy committee should discuss. | |
| BP 4161.3 Certificated Personnel - Sabbatical | | This is not a policy we currently have. ATP Negotiated Agreement 14.12 addresses leave. ATP language provide leave at 5 years, AS 14.20.280 policy states 7 years. | Do not Adopt |

# APRIL WORK

## BP 4122 - CERTIFICATED PERSONNEL - STUDENT TEACHERS

Note: Effective August 1, 2015, a student teacher must be under the general supervision of a teacher who holds a valid teaching certificate, has at least one year of teaching experience in the district where the student teacher is serving, has at least three years total teaching experience, and meets or exceeds professional content and performance standards described in 4 AAC 04.200. Additional requirements for student teachers are stated in 4 AAC 30.020.

The School Board is legitimately interested in the quality of teacher training programs and encourages the use of student teachers in the district. Such use shall support the instructional needs of the district and may enable future teachers to fulfill state requirements, learn how to teach, and receive valuable feedback which can enhance their competence.

The Superintendent or designee may enter into agreements with accredited colleges and universities to allow student teachers to have supervised teaching experiences and/or observations within the district. The Superintendent or designee may collaborate with the program administrators of teacher preparation institutions to jointly develop, supervise and evaluate practical programs which provide training, support and evaluation for the student teacher.

The Superintendent or designee shall establish the criteria for host teacher participation in a teacher training program, such as including a minimum number of years of teaching experience and positive evaluations.

*Legal Reference:*

*ALASKA ADMINISTRATIVE CODE*

*4 AAC 30.020 Student teachers*

*4 AAC 04.200 Professional Content and Performance Standards*

*Revised ~~3/2016~~12/2025*

**9/92**

**AASB Policy Reference Manual**

## BP 4131/4231/4313 – ALL PERSONNEL - ~~CERTIFICATED~~ STAFF DEVELOPMENT

Note: Under state law, staff training is mandated in evaluative techniques, child abuse recognition and reporting, the needs of students with alcohol or drug abuse disabilities, sexual abuse and sexual assault awareness, dating violence and abuse, crisis response, crisis intervention and suicide awareness and prevention. School Districts must ensure that no less than 50 percent of the total certificated staff employed by the district receives all of the training not less than every two years and that all of the certificated staff employed by the district receives all of the training not less than every four years. AS 14.08.111(12); AS 14.14.090(11); AS 14.16.020(9). A school district shall provide suicide awareness and prevention training to each teacher, administrator, counselor and specialist who is employed by the school district to provide services to students. AS 14.30.362. Effective June 30, 2017, a school district shall establish a training program for employees relating to sexual abuse and sexual assault awareness and prevention and dating violence and abuse awareness and prevention. AS 14.30.355; AS 14.30.356. Additionally, effective June 30, 2017, a person is not eligible for a teacher certificate unless he or she has completed required training set forth in AS 14.20.020. AS 14.33.127 and 4 AAC 06.177 require that the School Board ensure that a sufficient number of school employees receive periodic training in an approved crisis intervention training program, to meet the needs of the student population. Crisis intervention programs must meet all legal requirements. The Department of Education and Early Development will maintain a list of approved crisis intervention training programs.

Under federal law, the Every Student Succeeds Act defines professional development to include sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused activities that are available to all school staff, including paraprofessionals. Professional development activities should be developed with educator input and regularly evaluated. Professional development activities must be evidence-based, if reasonably available. 20 U.S.C. §§ 6601-6614.

The School Board recognizes that a competent well-trained staff is essential to carrying out its goals. Staff development is a necessary, collaborative, continuous and systematic effort to improve district educational programs by involving all employees in activities that improve their skills and broaden their perceptions. Professional development provided to teachers, principals, and other instructional leaders should focus on improving teaching and student learning and achievement.

Professional development shall be developed with educator input and regularly evaluated. If reasonably available, staff development activities shall be evidence-based. Staff should receive training on professional boundaries in accordance with BP/AR 5141.42, *Professional Boundaries for staff and students*.

In order to respond directly to the needs of all our students, staff development activities may address such issues as teacher and staff qualifications, content areas, integrating technology into instruction, using data to improve student achievement, methodology, student privacy, parent, family, and community engagement, interpersonal relations between students and faculty, student learning, growth, development, student welfare and safety, assessments and accommodations, student identification and referral, and staff communication, problem solving and decision making. The Superintendent is responsible for ensuring that all training required by law is provided in a timely fashion to appropriate staff.

*(cf. 5131.6 - Alcohol and Other Drugs)*

*(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)*
*(cf. 5141.42 - Professional Boundaries ~~for~~ of staff ~~and~~ with students)*
*(cf. 5141.52 – Suicide Prevention)*
*(cf. 5142.3 – Restraint and Seclusion)*

The Superintendent or designee should provide staff with professional development that may include opportunities such as the following:

1. Release time and leaves of absence for travel and study.
2. Visits to other classrooms and other schools.
3. Conferences involving outside personnel from the district, county, state, region or nation.
4. Membership in committees drawing personnel from various sources.
5. Training classes and workshops offered by the district.
6. Further training in institutions of higher learning, including credit courses conducted in or near the district instead of on the college campus, whenever possible.
7. Access to professional literature on education issues.
8. Induction and mentoring programs.

*(cf. 4116 - Nontenured/Tenured Status)*

*Legal Reference:*

*UNITED STATES CODE*

*The Elementary and Secondary Education Act, 20 U.S.C. §§ 6601-6614, as amended by the Every Student Succeeds Act (P.L. 114-95)*

*ALASKA STATUTES*

*14.08.111 Duties (Regional School Boards)*
*14.14.090 Duties of school boards*
*14.16.020 Operation of state boarding schools*
*14.18.060 Discrimination in textbooks and instructional materials prohibited*
*14.20.020 Requirements for issuance of certificate; fingerprints*
*14.20.680 Required alcohol and drug related disabilities training*
*14.30.355 Sexual abuse and sexual assault awareness and prevention*
*14.30.356 Dating violence and abuse policy, training, awareness, prevention, and notices*
*14.30.362 Suicide awareness and prevention training*
*47.17.022 Training (child protection)*

*ALASKA ADMINISTRATIVE CODE*

*4 AAC 06.530 Guidance and counseling services*
*4 AAC 06.550 Review of instructional materials*
*4 AAC 12.397 Mandatory training requirements*
*4 AAC 19.060 Evaluation Training*
*4 AAC 52.260 Personnel Development*

*Revised ~~4/2022~~12/2025*

**AASB POLICY REFERENCE MANUAL**
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# BP 4132/4232/4332 - ALL PERSONNEL - PUBLICATION OR CREATION OF MATERIALS

The School Board recognizes the importance of creating a work environment that encourages employee innovation in creating and developing high-quality materials to improve student achievement and the efficiency of district operations.
*(cf. 4119.21/4219.21/4319.21 – Codes of Ethics)*
*(cf. 6162.6 - Use of Copyrighted Materials)*
The Superintendent or designee shall oversee the development of instructional materials, computer programs, and other copyrightable materials by employees, independent contractors, and consultants. An employee, independent contractor, or consultant shall notify the Superintendent or designee of his/her intent to publish or register a work developed in whole or in part within the scope of his/her employment.
Instructional materials, computer programs, and other copyrightable materials developed by an employee within the scope of his/her employment shall be the property of the district.
*(cf. 3523 – E-mail)*
*(cf. ~~4040 - Employee Use of District Information Technology~~ 4170/4210/4370 District Issued Portable Technology)*
*(cf. 6161.11 - Supplementary Instructional Materials)*
*(cf. 6163.1 – Library/Media Centers)*
If an employee has developed copyrightable material during both work and non-working hours, and the work was within the scope of his/her employment, the Superintendent or designee shall negotiate a contract with the employee to protect the district's right as to the ownership or partial ownership of the copyright.
*(cf. 3312 - Contracts)*
The Superintendent or designee shall ensure that any contract with an independent contractor or consultant contains a provision specifying the district's right to ownership of the copyright of any work produced by the contractor or consultant for the district.
The Superintendent or designee may secure copyrights in the name of the district for all copyrightable works developed by the district. All royalties or revenues from these copyrights shall be used for the benefit of the district.
*Legal Reference:*
*UNITED STATES CODE*
*17 U.S.C. 101-122 Subject matter and scope of copyright*
*17 U.S.C. 201 Copyright ownership and transfer*
~~*Adoption Date: 3/19*~~*Revised 12/2025*
**9/92**

**AASB Policy Reference Manual**

## BP 4133/4233/4333 – ALL PERSONNEL - TRAVEL EXPENSES

Note: The following optional policy delegates duties related to employee travel and reimbursement to the Superintendent or designee and may be revised to reflect district practice.

The School Board shall pay for ~~actual and necessary~~approved expenses, including travel, incurred by any employee performing authorized services for the district. ~~Expenses~~ Approved expenses shall be reimbursed ~~within limits established by the School Board~~according to district procedures.

The Superintendent or designee may approve employee requests to attend meetings in accordance with the ~~adopted~~ district budget.

~~The Superintendent or designee may authorize an advance of funds to cover necessary expenses.~~

The Superintendent or designee shall establish procedures for the submission and verification of expense claims.

~~The School Board may establish an allowance on either a mileage or monthly basis to reimburse designated employees for the use of their own vehicles in the performance of assigned duties.~~

Note: The following optional paragraph is offered for Boards that wish to closely monitor district expenses in this area.

All out-of-state travel must have Superintendent ~~School Board~~ approval. ~~Travel expenses not previously budgeted also must be approved on an individual basis by the School Board.~~

*(cf. 3300 - Expenditures/Expending Authority)*

*Revised 12/2025*

**9/92**

**AASB Policy Reference Manual**

## BP 4135/4235/4335 – ALL PERSONNEL - SOLICITING AND SELLING

Note: The following optional policy may be revised or deleted.

Employees shall not solicit district students or their families with the intent to sell general merchandise, books, equipment or services. Any classroom activity requiring students to bring money to school for any purpose must have the principal's approval.

*(cf. 1321 - Solicitation of Funds from and by Students)*

Staff shall not distribute promotional, political, controversial or other noninstructional materials unless approved by the Superintendent or designee.

*(cf. 1325 - Advertising and Promotion)*

Staff members shall not use their status as district employees to secure information such as names, addresses and telephone numbers for use in profit-making ventures.

Educational tours may be promoted on school premises only if they are sponsored by the district. Employees engaged in planning, organizing or leading tours as a private business shall make it clear that they do not represent the school or district. All activities related to such tours must be carried on outside of school hours and off school premises.

*Revised 12/2025*

**9/92**

**AASB Policy Reference Manual**

## BP 4136/4236/4336 – ALL PERSONNEL - NONSCHOOL EMPLOYMENT

The School Board recognizes that district employees may receive compensation for outside activities as long as these activities are not inconsistent, incompatible, in conflict with, or inimical to the employee's duties or to the duties, functions or responsibilities of the district. Outside paid activities are incompatible with district employment if they require time periods that interfere with the proper, efficient discharge of the employee's duties, if they entail compensation from an outside source for activities which are part of the employee's regular duties, or if they involve using for private gain the district's name, prestige, time, facilities, equipment or supplies.

*(cf. 1321 - Solicitation of Funds from and by Students)*
*(cf. 4119.21/4219.21/4319.21 - Codes of Ethics)*
*(cf. 4132/4232/4332 - Publication or Creation of Materials)*
*(cf. 4135 - Soliciting and Selling)*

*Revised 12/2025*
**9/92**

**AASB Policy Reference Manual**

## BP 4141/4241– CERTIFICATED AND CLASSIFIED PERSONNEL - NEGOTIATED AGREEMENT

Each agreement entered into by the School Board with a duly recognized employee organization shall constitute a commitment by the School Board to the provisions of the agreement for its duration.

The provisions of the employee agreement shall be binding on the School Board and on all employees covered by the agreement. Policies or regulations of the School Board which conflict with provisions of the negotiated employee agreement shall not be binding on those employees who are covered by the terms of such agreement.

*(cf. 4143/4243 - Negotiations/Consultation)*

*Legal Reference:*

*ALASKA STATUTES*

*23.40.070 - 23.40.260 - Public Employment Relations Act*

*Revised ~~9/97~~12/2025*

**9/92**

**AASB Policy Reference Manual**

## BP 4143/4243 – CERTIFICATED AND CLASSIFIED PERSONNEL -- NEGOTIATIONS/CONSULTATION

The School Board will strictly construe the scope of negotiations as provided by law and also meet and negotiate on such topics as are included within the scope of negotiations by the Labor Relations Board.

The School Board may hold executive sessions with its designated representative(s) prior to and/or during ~~consultations with representatives of employee organizations~~the collective bargaining process. The purpose of these executive sessions shall be to review the School Board's position and instruct and consult with its representative(s).

*(cf. 9321 - Executive Sessions)*

*Legal Reference:*

*ALASKA STATUTES*

*23.40.070 - 23.40.260 Public Employment Relations Act*

*23.40.070 Declaration of Policy*

*23.40.235 Public involvement in school district negotiations*

*44.62.310 Agency meetings public*

*Kenai Peninsula Borough School District v. Kenai Peninsula Education Assn., 572 P. 2d 416 (Alaska 1977)*

*Revised ~~9/97~~12/2025*

**9/92**

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## BP 4144/4244/4344 – ALL PERSONNEL - COMPLAINTS

Note: This optional policy and regulation may be used in connection with employee complaints alleging the misapplication of policies, regulations, rules and procedures which fall outside the scope of negotiated employee contract grievance procedures.

The School Board recognizes the need for providing employees with a process for addressing concerns regarding issues which are not subject to formal grievance procedures. This complaint process applies to misapplication of policies, regulations or rules of the district.

The Superintendent or designee shall establish complaint procedures which encourage the prompt submission of complaints and resolution of conflicts.

The School Board expects that employees and supervisors will make every effort to resolve employee complaints and disagreements informally before resorting to formal complaint procedures.

*(cf. 1312.3 - Complaints Concerning Discrimination)*
*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*
*(cf. 4141/4241 - Negotiated Agreement)*
*Legal Reference:*
*ALASKA STATUTES*
*23.40.270 Declaration of policy (PERA)*
*Revised ~~9/97~~12/2025*
**9/92**

**AASB Policy Reference Manual**

# AR 4144/4244/4344 – ALL PERSONNEL - COMPLAINTS

Note: The following sample regulation may be revised or deleted.

The following guidelines shall prescribe the manner in which complaints are handled:

1. A "complaint" shall be defined as an alleged misapplication of the district's policies, regulations, rules or procedures. Procedures for the resolution of employee complaints provide a route of appeal through administrative channels and to the School Board, if necessary. If the complaint is related to discrimination or harassment, the district's procedure for complaints concerning discrimination should be used.

*(cf. 1312.3 - Complaints Concerning Discrimination)*

2. So as not to interfere with school schedules, meetings related to a complaint shall be held before or after the complainant's regular working hours.
3. All matters related to a complaint shall be kept confidential. Only those individuals directly involved in resolving the complaint shall be informed of the complaint.
4. All documents, communications and records dealing with the complaint shall be placed in a district complaint file. No such material shall be placed in an employee's personnel file.
5. No reprisals shall be taken against any participant in a complaint procedure by reason of such participation.
6. Time limits specified in these procedures may be reduced or extended in any specific instance by written mutual agreement of the parties involved. If specified or adjusted time limits expire, the complaint may proceed to the next step.
7. Any complaint not taken to the next step within prescribed time limits shall be considered settled on the basis of the answer given at the preceding step.

**Informal Complaints**

Employees are encouraged to resolve complaints informally. Formal complaint procedures shall not be initiated unless informal efforts to resolve the complaint have been exhausted and the complainant has provided a written description of such efforts.

**Formal Complaint Procedure - Step 1**

If a complaint has not been satisfactorily resolved by informal procedures, the complainant may file a written complaint with the immediate supervisor or principal within 60 days of the act or event which is the subject of the complaint.

Within five working days of receiving the complaint, the immediate supervisor or principal shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint.

The immediate supervisor or principal shall present all concerned parties with a written answer to the complaint within ten working days after the meeting.

**Formal Complaint Procedure - Step 2**

If a complaint has not been satisfactorily resolved at Step 1, the complainant may file the written complaint with the Superintendent or designee within five working days of receiving the answer at Step 1. All information presented at Step 1 shall be included with the complaint, and the immediate supervisor or principal shall submit to the Superintendent or designee a report describing attempts to resolve the complaint at Step 1.

Within five working days of receiving the complaint, the Superintendent or designee shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint.

The Superintendent or designee shall present all concerned parties with a written answer to the complaint within ten working days after the meeting.

If a complaint has not been satisfactorily resolved at Step 2, the complainant may file a written appeal to the School Board within five working days of receiving the answer at Step 2. All information presented at Steps 1 and 2 shall be included with the appeal, and the Superintendent or designee shall submit to the School Board a report describing attempts to resolve the complaint at Step 2.

An appeal hearing shall be held at the next regularly scheduled School Board meeting which falls at least 12 days after the appeal is filed. This hearing shall be held in executive session if the complaint relates to matters properly addressed in executive session.

*(cf. 9321 - Executive Sessions)*

The School Board shall make its decision within 30 days of the hearing and shall mail its decision to all concerned parties. The School Board's decision shall be final.

*Revised 12/2025*

**9/92**

**AASB Policy Reference Manual**

# BP 4151/4251/4351 – ALL PERSONNEL - SALARY GUIDES - EXEMPT EMPLOYEES

Note: The Fair Labor Standards Act (FLSA) is a federal law that requires most employees in the United States to be paid at least the federal minimum wage for all hours worked, and overtime pay at time and one-half the regular rate of pay for all hours worked over 40 hours in a workweek. However, Section 13(a)(1) of the FLSA provides an exemption from both minimum wage and overtime pay for employees employed as bona fide executive, administrative, or professional employees. Sections 13(a)(1) and 13(a)(17) also exempt certain computer employees. To qualify for exemption, employees generally must meet certain tests regarding their job duties and be paid on a salary basis at not less than $~~455~~ 684 per week. These salary requirements do not apply to teachers. Exempt computer employees may be paid at least $~~455~~ 684 on a salary basis or on an hourly basis at a rate not less than $27.63 an hour. Job titles do not determine exempt status. In order for an exemption to apply, an employee's specific job duties and salary must meet all the requirements of the Department of Labor's regulations.

The School Board is committed to compliance with the salary basis requirements of the Fair Labor Standards Act. Improper deductions from the salaries of exempt employees are prohibited.
*(cf. ~~BP~~ 4253 Overtime Pay/Compensatory Time Off)*

**Salary Basis Requirement**

An exempt employee must meet certain tests regarding their job duties and be paid on a salary basis. Being paid on a "salary basis" means an employee regularly receives a predetermined amount of compensation each ~~pay period on a weekly, or less frequent, basis~~day. The predetermined amount cannot be reduced because of variations in the quality or quantity of the employee's work. Subject to exceptions listed below, an exempt employee must receive the full salary for any workweek in which the employee performs any work, regardless of the number of days or hours worked. Exempt employees do not need to be paid for any workweek in which they perform no work.

**Permissible Deductions**

Note: Under 2004 amendments to the federal regulations, employers can dock pay of exempt employees, without losing their exempt status, for disciplinary suspensions for one or more full days if employees break workplace conduct rules. To be able to take advantage of this provision, employers *must* adopt a written policy applicable to all employees that states that violating workplace conduct rules may result in a suspension.

Deductions from pay are permissible when an exempt employee: is absent from work for one or more full days for personal reasons other than sickness or disability; for absences of one or more full days due to sickness or disability if the deduction is made in accordance with a bona fide plan, policy or practice of providing compensation for salary lost due to illness; to offset amounts employees receive as jury or witness fees, or for military pay; or for unpaid disciplinary suspensions of one or more full days imposed in good faith for violations of district policies or procedures.

The district is not required to pay the full salary in the initial or terminal week of employment; for penalties imposed in good faith for infractions of safety rules of major significance, or for weeks in which an exempt employee takes unpaid leave under the Family and Medical Leave Act. In these circumstances, either partial day or full day deductions may be made.

**Complaint Procedure for Improper Deductions**

Note: Under the 2004 safe harbor provision, employers will not lose exempt status for employees as a result of improper deductions, so long as several steps are taken. First, your district must have a clearly communicated policy prohibiting improper pay deductions. Second, the policy must contain a complaint procedure. Third, if an employer makes an improper deduction, it must reimburse employees for the improper deduction and make a good faith commitment to comply in the future. Finally, if the employer "willfully" violates the policy by continuing to make improper deductions after a complaint, it will lose exempt status for all employees in the same job classification working for the same managers responsible for the improper deductions for the time period in which the improper deductions were made.

~~If you believe that~~Employees who believe an improper deduction has been made to ~~your~~ their salary ~~, you~~ should immediately report this information to ~~your~~ their direct supervisor, or to ~~[insert alternative complaint mechanism(s)]~~the human resources department.

Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, you will be promptly reimbursed for any improper deduction made.

*Legal Reference:*

*Fair Labor Standards Act, 29 U.S.C. § 201, et seq.*

~~*Added*~~ *Revised* ~~*12/04*~~*12/2025*

**9/92**

**AASB Policy Reference Manual**

## BP 4157/4257/4357 – ALL PERSONNEL - EMPLOYEE SAFETY

The School Board believes that safety is every employee's responsibility. The School Board expects all employees to use safe work practices and to report and correct any unsafe conditions which may occur. Supervisors shall constantly promote safety and correct any unsafe work practice through education, training and enforcement.

No employees shall be required to work under unsafe or hazardous conditions or to perform tasks which endanger their health, safety, or well-being. Working conditions and equipment shall be maintained in compliance with standards prescribed by federal, state, and local laws and regulations.

*(cf. 3514 - Environmental Safety)*
*(cf. 3514.1 - Hazardous Substances and Pesticides)*
*(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)*
*(cf. 4158/4258/4358 - Employee Security)*

*Revised 12/2025*
**9/92**

**AASB Policy Reference Manual**

# BP 4158/4258/4358 – ALL PERSONNEL - EMPLOYEE SECURITY

Note: Alaska school districts are required to adopt standards relating to when a teacher, teacher's assistant, or other person responsible for students is authorized to use reasonable and appropriate force to maintain classroom safety and discipline. Effective October 2014, the use of restraint and seclusion of students is strictly limited and in some situations prohibited by law. AS 14.33.125. Any use of restraint or seclusion by a district employee of a student must comply with all legal requirements. A teacher, teacher's assistant, principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. AS 14.33.130. This group is protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. AS 14.33.140, and the Every Student Succeeds Act.

An employee may use approved methods of physical restraint if a student's behavior poses an imminent danger of physical injury to the student or others and less restrictive interventions would be ineffective at stopping the imminent danger. Restraint must be limited to that necessary to address the emergency and must be immediately discontinued when the student no longer poses an imminent danger or when a less restrictive intervention is effective to stop the danger.

*(cf. 5144 - Discipline)*
*(cf. 5142.3 – Restraint and Seclusion)*

Note: A teacher, teacher's assistant, administrator, or other employee responsible for students who, during the course of employment, observes a student committing a crime must report the crime to local law enforcement. AS 14.33.130. The obligation to report to law enforcement resides with the staff member observing the crime. "Crime" means an offense for which a sentence of imprisonment is authorized; a crime is either a felony or a misdemeanor. AS 11.81.900.

Employees shall promptly report any ~~student attack,~~ assault or threat against them to the Superintendent or designee. The employee and the principal or other immediate supervisor ~~both~~ shall promptly report such instances to the appropriate local law enforcement agency, as appropriate. The Superintendent or designee shall be made aware of all police reports made by district personnel.

*(cf. 1410 – Interagency Cooperation for Student and Staff Safety)*
*Legal Reference:*

*ALASKA STATUTES*
*11.81.430 Justification, use of force, special relationships*
*11.81.900 Definitions*
*14.33.120-.140 School disciplinary and safety program*
*ALASKA ADMINISTRATIVE CODE*
*4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities*
*UNITED STATES CODE*
*Every Student Succeeds Act, P.L. 114-95*

*Revised ~~4/2022~~12/2025*
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## BP 4159/4259/4359 – ALL PERSONNEL - EMPLOYEE ASSISTANCE PROGRAMS

Note: The following **optional** policy may be revised or deleted as desired to reflect district philosophy, needs and resources.

The School Board supports the well-being of all employees and recognizes the benefit to the school system and students of a healthy workforce. The Board also recognizes that school district employees may have personal ~~problems~~ issues which can have detrimental effects upon job performance and student safety. Many personal ~~problems~~ issues are easier to resolve when they are addressed early, before they reach disabling proportions. The School Board encourages employees to seek help when such ~~problems~~ issues exist and to take advantage of the resources that are available to assist them.

Employees shall have confidential access to information about community resources that address personal problems. This information shall be available, on a voluntary basis, to all employees, spouses and dependents.

*(cf. 4020 - Drug and Alcohol-Free Workplace)*

Management and supervisory staff shall be knowledgeable about the district's employee assistance program. When there are indications of declining performance, attendance problems, or on-the-job behavioral problems, supervisors shall consult with the Superintendent or designee to explore the resolution of such problems.

Note: The federal Americans with Disabilities Act, Section 104 states that an employee who uses drugs or who is an alcoholic may be held to the same job performance standards as held for other employees, even if any unsatisfactory performance is related to the drug use or alcoholism. Section 104 also states that an employer cannot discriminate against an individual who has successfully completed a supervised drug rehabilitation program or an employee who is currently participating in a supervised rehabilitation program and no longer engaging in drug use. The following optional paragraph clarifies that although participation in the assistance program is risk-free, the district reserves the right to discipline in accordance with its existing policies and procedures.

Participation in the assistance program will not jeopardize the employee's employment or career advancement, nor will it protect the employee from disciplinary action for substandard job performance.

*(cf. 4115~~/4215/4315~~ - Evaluation/Supervision)*
*(cf. 4215 - Evaluation/Supervision)*
*(cf. 4315 - Evaluation/Supervision*
*(cf. 4118~~/4218~~ - Suspension/Disciplinary Action)*
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

*Revised 12/2025*
**9/92**

**AASB Policy Reference Manual**

## BP 4161/4261/4361 – ALL PERSONNEL - LEAVES

Note: This policy and our other sample leave policies are offered as models for districts. Districts should take into careful account their past practices and collective bargaining agreements when providing for leave privileges.

The School Board shall authorize employee absences as provided by law and School Board policy. The School Board recognizes the following justifiable reasons for absence:

1. Personal sickness or injury, pregnancy, jury duty, military service or emergencies beyond the employee's control.
2. Family illness, bereavement, religious observances and other personal reasons.
3. Situations stemming from occupational status such as attendance at meetings, conventions, inservice courses, seminars, etc.
4. Other situations for which leave is provided by law.

*(cf. 4161.4/4261.4/4361.4 - Family and Medical Leave)*

Note: The Alaska Family Leave Act became law September 16, 1992, and applies to employers that have employed 21 or more employees for each working day during any period of 20 consecutive workweeks in the preceding two calendar years. Family leave includes, at a minimum, "unpaid leave' for "serious" health conditions for a total of 18 weeks during any 12 month period, and unpaid leave for pregnancy and childbirth or adoption for a total of 18 work weeks within a 12 month period. Employees are entitled to apply accrued paid leave toward the unpaid leave time. Employers must allow employees to continue their existing health insurance coverage at the same level the employee had before going on leave. However, the employee may be required to pay the premium cost for the continuation of the insurance coverage. The Commissioner of Education may approve a labor contract that does not meet the family leave requirements if the district can show a lack of qualified, available substitutes to replace a teacher on leave or a lack of available housing for replacement teachers who do not live in the community.

*Legal Reference:*

*ALASKA STATUTES*

*14.14.107 Sick leave and sick leave transfer*
*14.20.147 Transfer or absorption of attendance area or federal agency school*
*23.10.500 - 23.10.550 Alaska Family Leave Act*

*ALASKA ADMINISTRATIVE CODE*

*4 AAC 09.020 Teachers entitled to pay*

*FAMILY AND MEDICAL LEAVE ACT, 29 U.S.C. 2601 et. seq.; 29 CFR Part 825, amend. 2008*

*NATIONAL DEFENSE AUTHORIZATION ACT for fiscal year 2008, Public Law 110-181, § 585(a)*

*Revised ~~3/2012~~12/2025*

**9/92**

## AR 4161/4261/4361 ALL PERSONNEL - EMERGENCY COVID-19 SICK AND FAMILY LEAVE

Note: The following AR implements the federal Families First Coronavirus Response Act, which is in effect from April 1, 202

As a result of the 2020 COVID-19 pandemic, employees may have additional rights to sick leave and family leave under the provisions below.¶

**I. Sick Leave for COVID-19 Qualifying Reasons**¶

Employees are entitled to additional paid sick leave if the employee is unable to work (or unable to telework) due to a need for leave because the employee:¶

1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;¶
2. has been advised by a health care provider to self-quarantine related to COVID-19;¶
3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;¶
4. is caring for an individual subject to an order described in (1) above, or self-quarantine as described in (2) above;¶
5. is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19; or¶
6. is experiencing any other substantially-similar condition as specified by the United States Department of Health and Human Services.¶

**Duration of COVID-19 Sick Leave**¶

A full-time employee is eligible for up to 80 hours of COVID-19 sick leave. A part-time employee is eligible for the number of hours of leave that the employee works on average over a two-week period.¶

**Calculation of Sick Leave Rate of Pay**¶

**For leave reasons (1), (2), or (3), above:** employees taking leave shall be paid at their regular rate of pay, up to $511 per day and $5,110 in the aggregate (over a 2-week period).¶

**For leave reasons (4), (5), or (6), above:** employees taking leave shall be paid at 2/3 their regular rate, up to $200 per day and $2,000 in the aggregate (over a 2-week period).¶

**Procedure for Requesting Leave**¶

Employees must notify their supervisor of the need and specific reason for leave under this policy. Employees should make the request for leave as soon as practically possible. Verbal notice will otherwise be accepted until written notice can be provided.¶

Employees are required to provide documentation to confirm the type of COVID-19 leave for which they are eligible.¶

**Interaction with Other Paid Leave**¶

The employee may use COVID-19 paid sick leave under this policy before using any other accrued sick leave, family leave, annual leave, or donated leave. COVID-19 sick leave does not carry over to 2021. COVID-19 sick leave cannot be cashed out.¶

All other policies and procedures for use of sick leave remain applicable, except as specifically modified by this AR and the federal Families First Coronavirus Response Act.¶

*(cf. 4161.1 – Sick Leave)*¶

*(cf. 4161.2 - Personal Leaves)*¶

**II. Family and Medical Leave Act Expansion to Care for Children due to COVID-19** ¶

The qualifying reasons for taking family and medical leave ("FMLA Leave") have been expanded to provide leave for employees unable to work because they must care for a child whose school or place of childcare is closed (or child care provider is unavailable) for reasons related to COVID-19. This is a new qualifying reason for taking leave under

the Family and Medical Leave Act. It is not an expansion of the total amount of leave availability under FMLA. Employees must have been employed for at least 30 days to be eligible for expanded FMLA leave.¶

*(cf. 4161.4/4261.1/4361.4 – Family and Medical Leave))*¶

**Duration of Expanded Childcare FMLA Leave**¶

Full-time employees are eligible for up to 12 weeks of leave at 40 hours a week, assuming the employees have FMLA Leave available. Part-time employees are eligible for leave for the number of hours they are normally scheduled to work over that period, again assuming leave is available. Employees are only entitled to 12 weeks of annual FMLA leave, regardless of the reason.¶

**Rate of Pay for Expanded Childcare FMLA Leave**¶

The first ten days of expanded childcare FMLA leave is unpaid. However, employees may take the COVID-19 paid sick leave during this time or substitute any accrued paid leave. Alternatively, the District may require that COVID-19 paid sick leave be used during the first 10 days of normally unpaid FMLA leave.¶

After the first ten days of expanded childcare FMLA leave, employees taking leave shall be paid at 2/3 their regular rate, up to $200 per day and $12,000 in the aggregate (over a 12-week period—two weeks of paid sick leave followed by up to 10 weeks of paid expanded family and medical leave under the Family and Medical Leave Act).

Note: The above provisions for paid leave under FMLA are only applicable when leave is taken because the employee must care for a child whose school or place of care is closed due to COVID-19 related reasons. FMLA has not been expanded to provide for paid leave for other qualifying reasons, such as personal illness of the employee or family member. ¶

**Procedure for Requesting Leave**¶

Employees must follow the existing procedures for taking and requesting family and medical leave. Employees are required to provide documentation to confirm eligibility for expanded childcare FMLA leave.¶

*(cf. 0400 - Personnel)*¶

*Legal Reference:*¶

Public Law No: 116-127 (03/18/2020)¶

*Added 4/2020*¶

**9/92** ¶

**AASB Policy Reference Manual**

# BP 4161.1 – CERTIFICATED PERSONNEL - SICK LEAVE

Every certificated employee ~~working five school days each week~~who works the majority of a contractual month is entitled to one and one-third days of sick leave for that ~~a~~ month. ~~Such leave for employees working less than five days per week shall be proportionately less.~~ Unused days of sick leave shall be accumulated from year to year without limitation.

The Superintendent or designee shall establish procedures for reporting and verifying such absences.

Teachers are subject to disciplinary action, up to and including termination, for misusing sick leave, including providing false information regarding the use of, or need for, sick leave.

Certificated employees may transfer accumulated sick leave between districts and the Department of Education and Early Development. Employees are responsible for initiating a transfer of sick leave credits within 90 days of commencing employment at the district.

*(cf. 4161.4/4261.4/4361.4 - Family and Medical Leave)*

**Sick Leave Bank**

| |
|---|
| Note: AS 14.14.105 provides that the School Board may establish a sick leave bank independently or jointly with ~~teachers~~certificated employees. The following optional language may be revised or deleted as appropriate. |

The School Board authorizes the establishment of a sick leave bank to provide ~~teachers~~ certificated employees sick leave benefits in unusual circumstances. ~~Teachers~~ Certificated employees may draw not more than twice the number of days of sick leave the teacher has accumulated before the first day of school in any school year, or 24 days, whichever is greater~~draw up to twice the number of days leave he/she has accumulated before the first day of school up to a maximum of 24 days~~. The School Board may grant additional leave in cases of severe illness or external hardship.

*Legal Reference:*

*ALASKA STATUTES*

*14.14.105 Sick leave bank*
*14.14.107 Sick leave and sick leave transfer*
*14.20.147 Transfer or absorption of attendance area or federal agency school*
*23.10.500 - 23.10.550 Alaska Family Leave Act*

*ALASKA ADMINISTRATIVE CODE*

*4 AAC 15.040 Sick leave*
*4 AAC 15.900 Definitions*

*FAMILY AND MEDICAL LEAVE ACT, 29 U.S.C. 2601 et. seq.; 29 CFR Part 825, amend. 2008*

*Revised ~~3/2012~~12/2025*

**9/92**

**AASB Policy Reference Manual**

# BP 4161.2/4261.2/4361.2 – ALL PERSONNEL - PERSONAL LEAVES

**Personal Necessity**

Note: 4 AAC 15.040 authorizes the School Board to limit the use of sick leave because of death, illness or welfare of a person in the teacher's immediate family. The following sample policy may be revised or deleted as appropriate.

~~Certificated employees may use no more than seven days of their accrued sick leave during each contract year for reasons of personal necessity.¶~~

Personal leave is generally subject to collective bargaining. In the absence of collectively bargained personal leave, the Superintendent may authorize for following reasons:~~Acceptable reasons for the use of personal necessity leave include:~~

1. Death of a member of the immediate family.
2. An accident involving the employee's property or the person or property of a member of the immediate family.
3. An illness of a member of the employee's immediate family.
4. Fire, flood, or other immediate danger to the home of the employee.
5. Required court appearance other than those court appearances for which the employee is obligated to be absent from duty and compensation is required by law.
6. Personal business of a serious nature which the employee cannot disregard.

Leave for personal necessity may be allowed for other reasons at the discretion of the Superintendent or designee. However, no such leave shall be granted for purposes of personal convenience, for the extension of a holiday or vacation period, or for matters which can be taken care of outside of working hours.

*(cf. 4161.4/4261.4/4361.4 - Family and Medical Leave)*

Note: Pursuant to 4 AAC 15.040, "immediate family" includes at least husband and wife, father and son or daughter, mother and son or daughter, and brother and sister.

*Legal Reference:*

*ALASKA STATUTES*

*23.10.500 - 23.10.550 Alaska Family Leave Act*

*ALASKA ADMINISTRATIVE CODE*

*4 AAC 09.020 Teachers entitled to pay*

*4 AAC 15.040 Sick leave*

*Revised ~~3/2012~~12/2025*

**9/92**

**AASB Policy Reference Manual**

# Petersburg High School

109 Charles W. St.
P. O. Box 289
Petersburg, Alaska 99833-0289

*Brad King*
*Principal*
*877-526-7656*


## Proposed Elective Course

Course Title: **Makerspace Engineering and Design**
Instructor: Dustin Crump
Course Category: Elective
Grade Level: 9-12

The course I would like to present would be called **Makerspace Engineering and Design**. In this course, students would design and build interactive systems using robotics, physical computing and user-centered design... reusing the framework of most computer science/design courses ( the INPUT > PROCESS > OUTPUT > FEEDBACK loop)

**Q1**: Students will be building interactive systems with our new Computer Science & LEGO AI Kits

**Q2**: Students will be designing systems and interfaces for users (layouts for websites on desktops, laptops, tablets/iPads and Smartphones/iPhones) using the design software Figma, resulting in them designing a new controller app for their LEGO system from Q1

**Q3**: Students would be using Arduinos (programmable microcontrollers) and TinkerCAD (a prototyping software that allows them to design physical models and program the microcontrollers to give them power. This quarter will end with them building and programing their own interactive device (such as a reaction timer, alarm system, light controller, game buzzer, or whatever they may come up with along the way)

**Q4**: Students will build a physical prototype of something of their choice using LEGO, Arduino/TinkerCAD (or a combo of both), then design a control interface (such as an app) for their prototype

After this class students will have:

- built a working interactive system
- designed user interfaces
- an understanding of how systems function
- connected digital and physical ideas

Presenting your custom designed proposal:

# Petersburg HS Band and Choir

of

## Petersburg, Alaska

Ms. Chelsea Corrao, Music Teacher

Your proposed trip is to:

## LOS ANGELES, CA

Including these trip highlights:

Catalina Island/San Pedro/Beaches

Museum of Motion Pictures/Paramount Studios

Griffith Observatory/Los Angeles Tour

Santa Monica/Pier Performance

Proposed trip date:

March 16 - 21, 2027


Presented by:

Melissa Mondello

Travel Designer

melissa.mondello@musictravel.com

MUSIC TRAVEL CONSULTANTS®

www.musictravel.com

# Petersburg HS Band and Choir

## Petersburg, AK

## March 16 - 21, 2027

### Tuesday, March 16 — Travel Day

**MTC Trip Account**

Eliminate stress and headaches from your school or music booster organization, and pass the liability to MTC. Your travelers may easily sign-up and pay for their children's trips online, directly to MTC, 24/7. No more dreaded collection phone calls about past due payments! Just watch the excitement when you announce your group's next trip. Save time, energy and trees, all with MTC Online!

**MTC App**

With our exclusive, free MTC App, you can provide the ultimate in convenience, fun and safety throughout your group's trip! Travelers may message their chaperone or group leader if needed, contribute photos to the group's trip feed (which may be edited by the group's director), and chaperones may locate travelers and take attendance using the MTC App. Give your group the best and safest trip ever with the MTC App!

**MTC Tour Director**

Some student travel companies send groups out alone, leaving you, the director or group leader, to figure out meals, rest stops, directions, timing and to manage coach drivers on the way to your destination(s). Those same companies, at best, may provide a person to meet you when you arrive. Music Travel Consultants provides every group with a personable, organized and experienced Tour Director, empowered to fix problems on the spot. She or he manages the trip's numerous moving parts, from confirmations, reconfirmations and deadlines, to changes, routings and more. He or she meets you at your departure point, and stays with you throughout the trip, by your side, until your group returns safely home. So, travel with MTC. Enjoy the trip with your students, and leave travel details to us!

**Gift Link**

Request safe and secure contributions to assist in covering the cost of your trip.

Gift Link allows you to efficiently contact family and friends that are invested in your educational journey. Our simple, automated process of sending an email describing your upcoming adventure allows your biggest supporters a quick and easy way to provide you with the gift of travel.

***Airfare Estimate Not Included**

Flights arranged by Petersburg High School.

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**Airline Check-in**

Present your Compliant Photo ID (age 18 & older), and receive your boarding pass. Then, immediately go with your chaperone through TSA Security Check to the departure gate. Once at the gate, you MAY have time for restrooms and/or food.

***Flights to Los Angeles**

*Flights arranged by Petersburg High School.

**Arrive in Los Angeles**

Wait at the Arrival Gate until all have deplaned. Then, walk as a group to Baggage Claim. Retrieve your bag, and notify your Chaperone if there is damage to it. You will be told where to take your bags.

Drenched by warm sunshine and edged by the blue Pacific to the west and the San Gabriel and Santa Ana mountains to the east, the "City of Angeles" looms as large and glamorous in person as it does in literature and film. As the most important metropolitan area on the west coast, it is home to industry, shipping, entertainment, education and more.

**Meet Your MTC Tour Director**

Your Music Travel Consultants Tour Director will meet the group at the airport in Los Angeles.

**Dinner at the Airport ($20)**

Funds ($20) will be added to your Jassby card towards the purchase of dinner in the airport. You may check your current available balance at any time by scanning the QR code on the back of the card. Purchases larger than your current available balance will be declined and may need to be split by the merchant, if possible.

**Load and Depart**

Load the motorocoach and depart for the hotel.

**Hotel Check-in**

Once you arrive at your hotel, unload the luggage from underneath your motorcoach. One person from each room may get the keys for your room from your Tour Director. After you have given your roommates their room keys, you may proceed to your room. Be sure to take your luggage and all of your personal items off the motorcoach.

**Curfew**

Time to be in your room. Please set your alarm for tomorrow morning.

**Lights Out!**

### Wednesday, March 17 — Academy Mus./Paramount

**Wake-up Call (suggested)**

Dress in clothing appropriate for today's activities and weather. If performing, remember to bring uniform/costume, instrument, and everything you'll need for the performance when you depart the hotel.

**Breakfast at the Hotel**

Breakfast will be provided at the hotel this morning.

### Board and Depart

Board the motorcoach and depart.

### Museum of Motion Pictures

The Academy Museum of Motion Pictures is a film museum opened in 2021 located in Los Angeles, California, United States. The first large-scale museum of its kind in the United States, the Academy houses more than 13 million objects from notable films, and is dedicated to the history, science, and cultural impact of the film industry.

### Lunch in the Area ($20)

Funds ($20) will be added to your Jassby card towards the purchase of lunch in the area. You may check your current available balance at any time by scanning the QR code on the back of the card. Purchases larger than your current available balance will be declined and may need to be split by the merchant, if possible.

### Paramount Studios Tour

Paramount's past and current achievements come together in this intimate, behind the scenes look at a true working studio. Step into the world of the industry's top talent, producers, and crew as they create today's award-winning television and feature films. On this 2-hour tour you'll discover Hollywood's first major movie studio led by an engaging Studio Page, visiting iconic locations like the Bronson Gate, New York Street Backlot, and the Prop Warehouse. Each step of the way, you will learn how Paramount's 110-year legacy influenced Hollywood and the world at large. The Paramount Studio Tour immerses you into where it all began. It won't take long to realize, Paramount is Hollywood.

### Board and Depart

Board the motorcoach and depart for the next destination.

### Dinner at Hard Rock Cafe

Hard Rock Cafe is a globally recognized chain of restaurants known for its vibrant atmosphere, which combines classic American cuisine with an extensive collection of music memorabilia. Since opening its first location in London in 1971, it has expanded worldwide, offering guests a unique dining experience surrounded by iconic rock and roll artifacts, from guitars to costumes. Each Hard Rock Cafe location celebrates local culture while maintaining the signature rock-themed decor and energetic vibe that have become synonymous with the brand.

### Broadway in Hollywood

A $75 budget per traveler has been included for a Broadway in Hollywood show, pending availability.

### Board and Depart

Board the motorcoach and depart for the hotel.

### Curfew

Time to be in your room. Please set your alarm for tomorrow morning.

### Lights Out!

## Thursday, March 18 — Catalina Island/Sub

### Wake-up Call (suggested)

Dress in clothing appropriate for today's activities and weather. If performing, remember to bring uniform/costume, instrument, and everything you'll need for the performance when you depart the hotel.

### Breakfast at the Hotel

Breakfast will be provided at the hotel this morning.

### Board and Depart

Board the motorcoach and depart.

### Early Ferry to Catalina Island

The Catalina Express continues to operate round-trip service to Catalina Island from our Long Beach, Dana Point and San Pedro terminal daily.

### Undersea Sub Expedition

Come face-to-face with Catalina's abundant marine life aboard Semi-Submersibles, as you cruise?five feet below the surface?in a spacious, climate-controlled cabin. Every passenger has their own seat and port hole and is free to roam about the cabin to enjoy other viewpoints.

Catalina's marine environment is?considered one of the healthiest in the world. You'll see an incredible array of undersea creatures, including?bright orange Garibaldi, spotted calico bass, urchins, rock fish, and bat rays, just to name a few. This is more than a tour; it's an undersea adventure.

### Lunch in the Area ($20)

Funds ($20) will be added to your Jassby card towards the purchase of lunch in the area. You may check your current available balance at any time by scanning the QR code on the back of the card. Purchases larger than your current available balance will be declined and may need to be split by the merchant, if possible.

### Free Time on Catalina Island

Santa Catalina, one of California's Channel Islands, lies southwest of Los Angeles. It's known for its wildlife, dive sites and Mt. Orizaba, its highest peak. The resort town of Two Harbors lies to the north. To the south, in the city of Avalon, palm trees and cabanas line Descanso Beach. Avalon's circular, art deco Catalina Casino is a cultural center with a movie theater, ballroom and museum.

Swimming is available at several public beaches nearby, including Middle Beach and Step Beach.

### Ferry Back to Los Angeles

### Dinner in the Area ($20)

Funds ($20) will be added to your Jassby card towards the purchase of dinner in the area. You may check your current available balance at any time by scanning the QR code on the back of the card. Purchases larger than your current available balance will be declined and may need to be split by the merchant, if possible.

### Board and Depart

Board the motorcoach and depart for the hotel.

### Curfew

Time to be in your room. Please set your alarm for tomorrow morning.

### Lights Out!

## Friday, March 19 — Perform/Santa Monica

### Wake-up Call (suggested)

Dress in clothing appropriate for today's activities and weather. If performing, remember to bring uniform/costume, instrument, and everything you'll need for the performance when you depart the hotel.

### Breakfast at the Hotel

Breakfast will be provided at the hotel this morning.

### Board and Depart

Board the motorcoach and depart.

### Santa Monica Pier

People from all over the world flock to this ocean resort to experience the spectacular coastline views. Its nine-acre pier dates back more than 100 years! As if restaurants and an amusement park aren't enough, Santa Monica Place offers three levels of shopping and is adjacent to the world-famous Third Street Promenade—a pedestrian-only, open-air entertainment plaza.

### *Pier Jams Performances

*The Petersburg Band and Choir will perform at the Santa Monica Pier today!

The Santa Monica Pier is pleased to welcome student music groups throughout the fall, winter and spring months as part of our Santa Monica Pier Junior Acoustic Music Series, or Pier JAMS. Concert or marching bands, string ensembles, orchestras, jazz bands, mariachis, dance troops and a cappella singing groups and traditional/cultural groups are invited to perform at the Pier.

### Lunch in the Area ($20)

Funds ($20) will be added to your Jassby card towards the purchase of lunch in the area. You may check your current available balance at any time by scanning the QR code on the back of the card. Purchases larger than your current available balance will be declined and may need to be split by the merchant, if possible.

### Board and Depart

Board the motorcoach and depart for the next destination.

### Manhattan Beach

Manhattan Beach, located in Los Angeles, California, is a picturesque coastal city renowned for its beautiful sandy beaches, scenic oceanfront, and vibrant downtown area. The beach offers a wide range of recreational activities, including surfing, volleyball, and biking along its iconic pier. Its charming atmosphere, upscale homes, and numerous dining and shopping options make it a popular destination for both locals and tourists seeking a quintessential Southern California experience.

### Freshen Up As Needed

Restrooms with showers and changing facilities are provided at Manhattan Beach.

### Board and Depart

Board the motorcoach and depart for the next destination.

### The Grove

Stroll through this high-end shopping mall featuring trendy retailers, restaurants & a theater amid a bustling promenade.

### Board and Depart

Board the motorcoach and depart for dinner at the Original Farmer's Market.

### Dinner @ Farmer's Market ($20)

Launched in 1934, Farmers Market became the central meeting place for Angelenos. Today, "Meet me at 3rd and Fairfax" is one of the most common phrases in southern California. According to the L.A. Times, Farmers Market is the #1 place in L.A. to spot celebrities! The market features nearly 100 shops and eateries and its 1941 clock tower is now a world-famous icon.

Funds ($20) will be added to your Jassby card towards the purchase of dinner at the Farmer's Market. You may check your current available balance at any time by scanning the QR code on the back of the card. Purchases larger than your current available balance will be declined and may need to be split by the merchant, if possible

### Board and Depart

Board the motorcoach and depart for the hotel.

### Curfew

Time to be in your room. Please set your alarm for tomorrow morning.

### Lights Out!

## Saturday, March 20 — Marine Mammals/San Pedro

### Wake-up Call (suggested)

Dress in clothing appropriate for today's activities and weather. If performing, remember to bring uniform/costume, instrument, and everything you'll need for the performance when you depart the hotel.

### Breakfast at the Hotel

Breakfast will be provided at the hotel this morning.

### Board and Depart

Board the motorcoach and depart for San Pedro.

### Marine Mammal Care Center

Students will learn about ocean conservation and wildlife rehabilitation while watching our seal and sea lion patients play, eat and sleep. It's the perfect opportunity to view wild animals up close while getting questions answered by our knowledgeable docents.

Inside our newly updated visitor center, you'll find engaging signs and interactive exhibits as well as a renovated gift store. Plus, each student can receive an activity guide that will help them make observations about our patients, such as looking for specific animal behaviors and comparing the traits of different species. Upon completion of the activity, students will receive special recognition for their achievement.

### Free Time Exploring the Area

Explore the area in chaperone groups. Some suggested sites include the Korean Friendship Bell, Point Fermin Park, Angel Gate Park, The Stairway to the Ocean, or Sunken City.

### Lunch in the Area ($20)

Funds ($20) will be added to your Jassby card towards the purchase of lunch in the area. You may check your current available balance at any time by scanning the QR code on the back of the card. Purchases larger than your current available balance will be declined and may need to be split by the merchant, if possible.

### Fort MacArthur Museum

Fort MacArthur is a former United States Army installation in San Pedro, Los Angeles, California. A small section remains in military use by the United States Air Force as a housing and administrative annex of Los Angeles Air Force Base. The fort is named after Lieutenant General Arthur MacArthur.

### Cabrillo Marine Aquarium

Cabrillo Marine Aquarium is a public aquarium in the San Pedro neighborhood of Los Angeles, California. The aquarium interprets both the physical processes of oceanography and marine biology of Southern California by use of displays and educational programs for the public.

### Cabrillo Beach

Walk along the gentle and quiet beach front and experience breathtaking views of the ocean sea, dotted with the silhouettes of wind surfers against the backdrop of massive container-laden cargo ships. Beyond, the familiar outline of Santa Catalina Island at its closest point to the Southern California shore. Mile-long Cabrillo Beach is popular for swimming, surfing, scuba diving and volleyball. Walk to the end of the fishing pier that parallels the breakwater, and ask the locals what's running. Picnic tables, a snack bar and a playground are available. As whale-watching season nears its end, grunion season begins. Twice a month, like clockwork, these silvery fish emerge from the water at Cabrillo Beach to lay their eggs in the sand under a full or new moon. During part of the season it's legal to catch them, but by hand only! It's fun as a spectator sport, too, watching crowds of people with flashlights trying to catch these slippery fish.

### Dinner in the Area ($20)

Funds ($20) will be added to your Jassby card towards the purchase of dinner in the area. You may check your current available balance at any time by scanning the QR code on the back of the card. Purchases larger than your current available balance will be declined and may need to be split by the merchant, if possible.

### Board and Depart

Board the motorcoach and depart for the hotel.

### Curfew

Time to be in your room. Please set your alarm for tomorrow morning.

### Lights Out!

## Sunday, March 21 — Return Travel Day

### Wake-up Call (suggested)

### Breakfast at the Hotel

Breakfast will be provided at the hotel this morning.

### Hotel Check-out

Check-out of your room by packing everything up and leaving your key card in your room. Then, load your luggage onto your motorcoach, and prepare for departure.

### Board and Depart

Board the motorcoach and depart for the airport.

### Airline Check-in

Present your Compliant Photo ID (age 18 & older), and receive your boarding pass. Then, immediately go with your chaperone through TSA Security Check to the departure gate. Once at the gate, you MAY have time for restrooms and/or food.

### *Flights to Alaska

Flights arranged by Petersburg High School.

### Welcome Home!

Welcome home after a memorable trip to Los Angeles and Catalina Island!

# TOUR CONDITIONS

## Petersburg HS Band and Choir

Petersburg, Alaska
to:

Los Angeles, CA

Catalina Island/San Pedro/Beaches
Museum of Motion Pictures/Paramount Studios
Griffith Observatory/Los Angeles Tour
University Clinics/Tour the Campus

**March 16 - 21, 2027**

## Trip Price per Person

2 Complimentary Trips Included. Airfare Not Included. An estimated budget for large instrumental is included and will be adjusted when pricing is known.

| Passengers | 45 | 30 | 35 | 40 |
|---|---|---|---|---|
| Quad | $1885 | $2339 | $2142 | $1997 |
| Triple | $1995 | $2449 | $2252 | $2106 |
| Twin | $2214 | $2668 | $2470 | $2325 |
| Single | $2870 | $3324 | $3127 | $2981 |

**IMPORTANT NOTE:** The above trip prices are based on hotel room occupancy and the total number of travelers and may vary depending on group size when prorated costs, such as motor coach, etc., are affected. Tour prices in this proposal are based on tariffs in effect as of January 11, 2026 and are subject to change. These trip prices were developed for individuals traveling with your group, as a group, on the trip described in this proposed itinerary.

## Inclusions

- Music Travel Consultants tour director throughout
- Roundtrip Motorcoach Transportation via chartered coaches
- Tolls, Taxes and Daily Maintenance Fees for Driver(s)
- (5) nights Hotel Accommodations per the itinerary
- (14) Meals included; they will be a variety of buffet, fast food, plated and/or pre-selected menus per the itinerary. For variety and convenience, money will occasionally be given in lieu of a pre-determined restaurant.
- All Sightseeing & Special Events per the Itinerary
- Entrance Fees where necessary
- Taxes and Gratuities - As required for all included features
- Gratuities to Driver(s) and Local Guide(s) as necessary
- Trip Departure Briefing (if applicable)
- Customized Tour Itinerary & Baggage Tags
- All Operations & Planning Charges

## Exclusions

Passport fees; baggage handling at airports & hotels; excess baggage charges; forwarding of baggage; items or services of a personal nature such as snacks, laundry, room service, telephone calls, pay TV, movies, cables, souvenirs or the like; gratuities to travel directors; any items or services not mentioned specifically in tour conditions.

## Payment Schedule

| Payment | Amount | Due Date |
|---|---|---|
| Non-refundable deposit | $180.00 | May 23, 2026 |
| Installment | $190.00 | June 23, 2026 |
| Installment | $190.00 | July 23, 2026 |
| Installment | $190.00 | August 23, 2026 |
| Installment | $190.00 | September 23, 2026 |
| Installment | $190.00 | October 23, 2026 |
| Installment | $190.00 | November 23, 2026 |
| Installment | $190.00 | December 23, 2026 |
| Installment | $190.00 | January 23, 2027 |
| Final Payment | Balance | February 23, 2027 |

## Cancellation Information

"Cancellation" is defined as any change made to the passenger list at least 60 days prior to trip departure day. Cancellation must be made under the traveler's account at MTC® Online by clicking on the "Cancel a Traveler" link on traveler's/ payer's welcome page dashboard OR by e-mail or written communication to MTC®. With the exception of non-refundable deposits/payments. if cancellation is received 60 days or more prior to trip departure day, money returned by suppliers is refundable. Cancellations received 60 days or fewer before, or on, trip departure day are non-refundable, unless a paying substitute traveler takes the place of the cancelled person. If the trip includes airfare, cancellation and/or substitution policies may vary, depending on the airline, date of ticketing and group contract. Please contact MTC® for additional information. Travelers desiring travel and cancellation insurance may find it from a provider of their choice.

## Tour Operator Responsibility

MTC® acts only as an agent in providing means of transportation or other services. All tickets are issued and all other services are offered or provided subject to any and all terms and conditions, under which such means of transportation or other services are offered or provided. The issuance and acceptance of such services shall be deemed to be consent to the further condition that MTC® shall not be or become liable or responsible in any way in connection with such means of transportation or in connection with other services, or for any loss, injury or damage to or in respect of any person or property howsoever caused or arising, even if such loss, injury or damage arises, in whole or in part, as a result of alleged negligent acts or omissions of Music Travel Consultants. The airlines, trains, motor coaches and ships concerned are not to be held responsible for any act, omission or event during the time passengers are not aboard the airline, train, motor coach or ship. MTC® reserves the right to alter the itinerary. Any extra charges arising from such change must be met by the passenger. MTC® reserves the right to cancel the tour or to remove any passenger from the tour; its sole liability in such instance being the refund of all monies paid to it for unused services. By acceptance of tour membership, Passenger agrees to the foregoing and also agrees that MTC® shall not become liable or responsible for loss, damage, injury or inconvenience to Passenger and to their possessions caused by or resulting from occurrences, negligent or otherwise, due to the malfunction or breakdown of machinery or equipment, strikes or labor disputes, acts of God, war or civil strife, acts of governments or civil authorities, disease, delays, fire, theft, weather, itinerary changes or cancellation of services or default by suppliers, even if such loss, injury or damage arises, in whole or in part, as a result of alleged negligent acts or omissions of Music Travel Consultants LLC.

# WHY CHOOSE MUSIC TRAVEL CONSULTANTS?

Founded in 1987 by music advocates, Music Travel Consultants specializes exclusively in student group travel arrangements for middle school, high school and collegiate bands, choirs, and orchestras. Now led by award-winning music teachers, we focus on meeting the needs and exceeding the expectations of students, teaching staff, parents and administrators in each group we serve. High quality trips and extraordinary personal service are the hallmarks upon which we've built our reputation. Our staff takes the time to understand your needs and concerns. MUSIC GROUP TRAVEL is OUR business. We know MUSIC . . . musicians, music educators, music directors and arts advocates comprise our staff. We know GROUPS . . . we've focused exclusively on group trips since day one. And we know TRAVEL . . . our staff has vast travel knowledge and travel experience in every popular music group destination around the globe. Our commitment is to give your group an educational and once in a lifetime travel experience.

Learn more about MTC here: www.musictravel.com/introduction

# THE TRIP ACCOUNT APP

A travel app for the finest performing ensembles in the world.

Music Travel Consultants introduces the Trip Account App, free to all travelers. Music directors, staff, chaperones and students can use this secure, information-packed, versatile app during their trip. The App features real-time trip schedule updates so everyone knows where to go and when to be there. The App also provides instantaneous group messaging because communication is key to a successful trip and invaluable in an emergency. Travelers can use the app to securely send messages and upload photos with access by only members of their group. The Trip Account App is full of music director tools which easily record contacts, create lists of all kinds and assigns chaperones. To stay organized, assistants, staff and boosters may be granted access at the director's discretion. The Trip Account App frees the director's time and provides staff, chaperones, students and all other travelers a convenient, easy and secure way to enjoy the trip and all it offers!

You can find out more about the Trip Account App at: www.musictravel.com/app

# DEDICATED TOUR DIRECTORS

One of the integral parts of a successful Music Travel Consultants trip is having dedicated and committed Tour Directors by your side throughout your journey. From a group's first steps out the door until they return safely home, if the unpredictable happens, rest assured that your MTC Tour Director will use extensive training and management skills to find a solution as quickly as possible. Want to know more about the importance of having a dedicated MTC Tour Director at your side on your next trip?

Learn more at: www.musictravel.com/mtc-tour-directors.html

# GIFT LINK

Safe and secure contributions to assist in covering the cost of your trip.

A trip to any destination can be expensive. Spending a few weeks overseas is an even larger financial investment. But don't forget these wise words: Travel is the only thing you can spend money on that will make you richer!

At Music Travel Consultants, we realize that you are investing family resources to send your students and sometimes yourself on your next trip. We work diligently to offer a safe and rewarding experience worthy of this financial sacrifice. To that end, we are proud to present Gift Link.

Gift Link allows you to efficiently contact family and friends that are invested in your musical journey. Be it a trip to Indianapolis for Grand Nationals, a tour of D.C. during the Cherry Blossom Festival or a multi-week tour the includes an international flight, the Eiffel Tower, Normandy and Disneyland Paris, this no fee personal fundraising option transfers 100% of your collected financial gifts directly into your trip account. Gift Link is a perfect suggestion for birthday or holidays. Our simple, automated process of sending an email describing your upcoming adventure allows your biggest supporters a quick and easy way to provide you with the gift of travel.

Find out more at www.musictravel.com/gift-link

# THE MTC FAMILY OF BRANDS

Since 1987, Music Travel Consultants, led by accomplished music educators, has become the first choice for student performance group travel by providing industry-leading, on-line services and customer-based support. Focused on creating custom trips that provide relevant, memorable and rewarding student travel experiences, Indianapolis-based MTC successfully partners with directors and administration, designing travel to destinations within the United States and around the globe. With more than 165 years combined travel expertise earned in over 68 countries, Music Travel Consultants anticipates group needs and delivers an amazing travel experience.

In today's world, nothing is more important that our children's education. To strengthen educational values, learning must be experienced in person. With over a century of in the classroom and out in the world tach experience, Educational Destinations is supremely equipped to connect student the world. The educational process will be enhanced by accomplished educators and a travel team by your side from the planning process to your return home. Our solutions reduce liability for both school and trip organizers while our curriculum allows the teacher to educate.

Musicians Abroad catapulted off an already amazing student experience provided by Ambassadors of Music, to one that fits the nature of today's international travel demands. Rather than offer the same itinerary to every state or regional group biannually, Musicians Abroad uses the power of MTC's extensive international travel knowledge to customize plans that fit each ensemble and their students. Two inaugural trips debuted in the summer of 2023 with several additional tours planned for upcoming years.

Designing tours for all types of school groups, Bennett Travel consistently offers the best quality at an affordable rate. Superb service and attention to detail has been their hallmark since 2008. The company, based in Michigan, was founded by Jeffrey Bennett after he completed a successful 30-year career as Director of Bands/Orchestras in North Branch, Kentwood, and Harbor Springs, Michigan. Since his retirement, he has been dedicating his knowledge, energy and expertise to organizing customized tours for school groups. Bennett Travel partnered with Music Travel Consultants in 2021.

# ASSOCIATIONS

We are pleased to be members of the following prestigious and respected travel associations in an ongoing effort to provide the absolute best student group travel service possible.

The MTC Family of Brands is proud to be a Disney Parks Recognized Youth Travel Planner. We were also selected to be a part of the Walt Disney World Resort/Disneyland Resort Youth Travel Planner Symposium.

We are pleased to be Disney Broadway's Preferred Travel Planner. Disney Theatrical Productions Limited (DTP), also known as Disney on Broadway, is the flagship stage play and musical production company of the Disney Theatrical Group, a subsidiary of The Walt Disney Studios, a major business unit of The Walt Disney Company.

The MTC Family of Brands is proud to be an official Universal Orlando Preferred Youth Travel Planner. Universal Orlando Resort™ is proud to partner with select vendors that provide superior service and quality products for the ultimate theme park and resort hotel experience.

Music Travel Consultants is pleased to be the Official Student Travel Partner of Music for All and Bands of America. Music for All is one of the largest and most influential national music education organizations in support of active music-making. Music for All is unique in that it combines programming at a national level with awareness campaigns, research and advocacy. Bands of America, the nation's leading presenter of music events for high school band students, champions a mission to create and provide "positively life-changing" experiences for students, teachers, parents and communities.

The MTC Family of Brands is proud to be Winter Guard International's Preferred Travel Partner. WGI Sport of the Arts is the world's premier organization producing indoor color guard, percussion and winds competitions. As a non-profit youth organization, WGI also serves as the governing body for the indoor color guard, percussion and winds activities. It is called the Sport of the Arts because it brings music to life through performance in a competitive format. Even with over 40 years of history, the sport continues to evolve and grow.

# MEMBERSHIPS

Providing students with educational and unforgettable experiences is an effort that goes beyond The MTC Family of Brands. We are surrounded by world-class programs and partners that support our vision and we support each other. Below are a portion of additional organizations with which we are proud partner.

INTRODUCING A NEW FEATURE OF TRIP ACCOUNT©

# GiftLink

## Safe and secure contributions to assist in covering the cost of your trip.

Gift Link allows travelers to efficiently contact family and friends that are invested in their travel journey. Our no fee personal fundraising option transfers 100% of collected financial gifts directly into your trip account, providing you with the gift of travel.

MUSIC TRAVEL CONSULTANTS®

Learn more at:
www.musictravel.com/gift-link

# LETTER OF INTENT

Music Travel Consultants
5348 Vermont Street, Suite 200
Indianapolis, IN 46224
Phone: 317.637.0837
www.musictravel.com

This Letter of Intent appoints Music Travel Consultants as the sole agent for all transportation, sleeping arrangements, food functions, entertainments activities, and tour arrangements in connection with the tour proposal for Petersburg High School Band and Choir, March 16 - March 21, 2027, to Los Angeles, CA dated March 23, 2026. All services outlined in that itinerary and tour conditions become part of this agreement.

Petersburg High School Band and Choir agrees to timely compliance with the payment schedule as outlined in the proposal, and further warrants that it will promote the trip to its membership so as to achieve the level of tour member participation specified in the tour proposal. It warrants that it understands that the tour pricing is based on the number of participants stated in the proposal, and it understands that the prices may change up or down with decreases or increases in the number of participants.

In the event that the proposed services cannot be provided due to cancellation or unavailability of said services, Music Travel Consultants reserves the right to make substitutions of features of equal value and similar quality, per its Tour Operator's Responsibility clause, printed below.

> Tour prices are based on a specifically proposed number of tour participants, in conjunction with tariffs in effect as of January 11, 2026, and they are subject to change. (See TOUR CONDITIONS page of proposal)
>
> Written cancellations by individual tour members are refundable under the criteria set-forth in the paragraph entitled CANCELLATION INFORMATION on the proposal's TOUR CONDITIONS page.

Music Travel Consultants is insured and abides by the standards of business conduct of National Tour Association (NTA) and Student & Youth Travel Association (SYTA). Personal life, injury, cancellation and property insurance is available to individual tour members through Music Travel Consultants at an additional charge.

Both copies of this Letter of Intent are to be signed and dated by both parties. One copy is to be retained by each. This Letter of Intent, along with attachments described above, consists of the total agreement between Music Travel Consultants and Petersburg High School Band and Choir.

FOR Music Travel Consultants:

_____ Date: _____

Position:

_____

FOR Petersburg High School Band and Choir:

_____ Date: _____

Position:

_____

MTC® acts only as an agent in providing means of transportation or other services. All tickets are issued and all other services are offered or provided subject to any and all terms and conditions under which such means of transportation or other services are offered or provided. The issuance and acceptance of such services shall be deemed to be consent to the further condition that MTC® shall not be or become liable or responsible in any way in connection with such means of transportation or in connection with other services, or for any loss, injury or damage to or in respect of any person or property howsoever caused or arising, even if such loss,injury or damage arises, in whole or in part, as a result of alleged negligent acts or omissions of Music Travel Consultants. The airlines, trains, motor coaches and ships concerned are not to be held responsible for any act, omission or event during the time passengers are not aboard the airline, train, motor coach or ship. MTC® reserves the right to alter the itinerary. Any extra charges arising from such change must be met by the Passenger. MTC® reserves the right to cancel the tour or to remove any Passenger from the tour; its sole liability in such instance being the refund of all monies paid to it for unused services. By acceptance of tour membership, Passenger agrees to the foregoing and also agrees that MTC® shall not become liable or responsible for loss, damage, injury or inconvenience to Passenger and to his/her possessions caused by or resulting from occurrences, negligent or otherwise, due to the malfunction or breakdown of machinery or equipment, strikes or labor disputes, acts of God, war or civil strife, acts of Governments or Civil Authorities, disease, delays, fire, theft, weather, itinerary changes or cancellation of services or default by suppliers, even if such loss, injury or damage arises, in whole or in part, as a result of alleged negligent acts or omissions of Music Travel Consultants LLC.

# Potential 2027 Out-of-State HS Band/Choir Travel
# Los Angeles, California

**Who:** Current high school band/choir students and future freshman band/choir students: Est. 40 kids total, two female chaperones, two male chaperones, and Mrs. Corrao
**What:** Pier Jams Performance, Marine Biology Adventure, Broadway in Hollywood
**Where:** Los Angeles, California, see attached itinerary packet
**When:** During spring break (March 16-21, 2027)
**Why:** Band and Choir students will be exposed to new experiences and perform on the Santa Monica Pier. It is important that our students experience new things to widen their view of the world. This trip will do just that, and it will have some fun sprinkled in there as well.
**How Much($)**: $1885 (not including flights).

**Possible Flights:**
Alaska Flight 65, 592, and 1355
Departs PSG 11:25am, Tuesday, March 16th
Arrives LAX 9:20pm, Tuesday, March 16th
Alaska Flight 597 and 64
Departs LAX 7:45pm, Sunday, March 21st
Arrives PSG 2:08pm, Monday, March 22nd

**Number Breakdown:**
*Flights:* ~$750 round trip (50,000 miles) (PSG-HNL-PSG) (Overnight in airport on return)
(I do not plan to fundraise for the flight amount, families can do that separately if need be.)

Everything else: *Hotel, Includes 12 Meals, Tickets for Events, Transportation, etc:*
Estimated $1885 a student
*Estimated price without plane tickets:* $82,940 (44, includes chaperones, mine is complimentary)

**Future Fundraisers:**
We have the annual seaweed fundraiser and Christmas Raffles. We will need to plan more fundraisers: Elks Dinners, 50/50 Raffles, Silent Auctions, Bake Sales, Apparel, etc. I've also thought about asking for sponsorships for specific events we are attending.
**This program also has a monthly payment plan that families may choose to use instead. $190 a month**

*SOARING INTO A NEW SCHOOL YEAR!*

# RAE C. STEDMAN ELEMENTARY STUDENT HANDBOOK 2026-2027

***Phone Number: 1(877)526-7656***
***Fax: 1(877)526-7656***
***Principal: Heather Conn***
***Email: hconn@pcsd.us***

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**OUR MISSION:**

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

## A message from the principal…

Welcome to Stedman Elementary School! We're excited to begin another year of learning and growing together. It's a privilege to welcome your children into a community built on connection, curiosity, and care.

At Stedman, relationships are the foundation of learning. When students feel known, valued, and supported, they build confidence and resilience. Guided by Visible Learning and the research of John Hattie, our teachers focus on making learning clear and meaningful, helping students understand what they are learning, why it matters, and how to know they are successful. Together, we strive to create a learning environment that truly makes an impact.

Our R.O.C.C. framework captures who we are as learners and as a community:

- Resilient (Haa Latseen): Persevere and keep trying.
- Open-minded: Stay curious, wonder, and ask questions.
- Confident: Take charge of learning and believe in yourself.
- Connected (Haa Shuká): Share ideas, listen, and learn together.

These values align beautifully with the core cultural teachings of the Tlingit, Haida, and Tsimshian peoples:
Haa Aaní: Protecting and honoring our land
Haa Latseení: Strength of body, mind, and spirit
Haa Shuká: Our ancestors and future generations
Wooch Yáx: Social and spiritual balance

By reading this handbook, you're already showing your commitment to your child's success. Research shows that when families and schools partner together, students thrive.

When we R.O.C.C., we balance life and learning, honoring our connections to one another and to this place we call home. I look forward to working alongside you this year as we help our students grow strong in both heart and mind.

Heather Conn

Principal, Stedman Elementary School

## 2026-2027 STEDMAN STAFF

| | |
|---|---|
| **Kindergarten:** Erin Willis | **Special Education Services PreK - K Grade:** |
| **Kindergarten:** Kacey Hammer | Rosal Concepcion |
| **1st Grade:** Hillary Mullen | **Special Education Services K - 2nd Grade:** |
| **First Grade:** Jolie Norman | Seth Johnson |
| **Second Grade:** Noelle Bell | **Special Education Services 3rd - 5th Grade:** |
| **Second Grade:** Rose Villazor | Heidi Cabral |
| **Third Grade:** | **Gym/Swim:** Tyler Thain |
| **Third Grade:** Becky Martin | **Swim Instructional Aide:**<br>Blaine Volk, Pam Speck, and Danya Davis |
| **Fourth Grade:** Alice Williams | **Music:** Chelsea Corrao |
| **Fourth Grade:** Trevor Wilson | **Paraprofessionals:** |
| **Fifth Grade:** Sharon Paulson | Christy Ware |
| **Fifth Grade:** Vanessa Miller | Rocky Peeler |
| **School Nurse:** | Marketa Ith |
| **Librarian/Media Specialist:** Jill Lenhard | Tanya Thynes |
| **Title 1 Interventionists:**<br>Kerri Curtiss and Mary Midkiff | Julie Sheldon |
| **Literacy Coach:** Lee Ann Jenkins | Audra Netro |
| **Migrant:** Heather Conn and Carlee McIntosh | Kylie Mattingly |
| **Counselor:** David Fonken | Ruth Litsheim |
| **Administrative Assistant:** Cena Worhatch | Rose Villazor |
| **CLSD Administrative Assistant:** | MacKenzie Larson |

**ACADEMIC INFORMATION & PERMANENT RECORDS:**

An active record of student progress is kept at school. These records are available for parents to review and are not shared with others unless a release is signed by the parent.

School records contain:

- Personal data: names of parents or legal guardians, date of birth, immunization records, birth certificate, home address and phone number.
- Previous grades and/or copies of report cards.
- Student's yearly attendance records.

**ADMISSIONS:**

Kindergarten students must be five years of age by September 1. There is a registration period for kindergarten students every spring. Families are welcome to come in and register before school officially begins in the fall. Further information about the registration process may be obtained by calling the elementary school office between August 11th, 2026 and June 4th, 2027. Hours of operation are 7:30-4:00, Monday - Friday.

To be eligible for the first grade, a student must be six years of age by September 1.

New students who are entering our school for the first time need to be enrolled by their parents or guardians, who will sign a confidential record release form and other specific permission forms (i.e. field trips, etc.). A copy of the student's BIRTH CERTIFICATE and IMMUNIZATION RECORDS will be needed as certain immunizations are required by Alaska State Law before a student may attend school. Parents are encouraged to enroll their children in school as soon as they arrive in Petersburg. Please call the school office if you have any questions.

**SCREENINGS:**

At Stedman Elementary, we use screening tools to better understand each student's development and academic progress. Screeners help us identify strengths, provide early support when needed, and ensure every student is set up for success. For more information please visit this link.

***Disclaimer:*** *Screening information will not be used for providing rewards or sanctions to individual children or to exclude children from enrollment or participation in program.*

**ASSESSMENT:**

At Stedman Elementary, assessments help teachers understand student learning and growth. Teachers use a variety of classroom, growth, and state assessments to guide instruction and support each student's needs. These tools help ensure students are learning important skills and making progress at every grade level. For more information please visit this link.

***Disclaimer:*** *Assessment information will not be used for providing rewards or sanctions to individual children or to exclude children from enrollment or participation in program.*

**ATTENDANCE AND ABSENCE REPORTING PROCEDURES:**

Regular and consistent attendance is necessary for a student's success in school. Makeup work does not replace all of the instruction and classroom activities that are essential to keeping up with the rest of the class. *Please see the attached attendance letter in Appendix D of the student handbook.*

1) The bell rings at 8:00 a.m. and students may enter the building at this time.

- School officially begins at 8:00 a.m. We ask that students arrive no sooner than 7:50.

- Please make every effort to have your children here by 8:00 am. When your child is tardy, they miss the most important part of the day and feel anxious or awkward coming in late and not knowing what to do because instructions have already been given. If your child will be tardy and needs a school lunch, let us know so s/he can be included in our lunch count.

Tardies and absences affect a child socially and academically. Other children notice that a child is not present to rely on as a friend and a collaborator on group projects. If a student's tardiness or attendance becomes disruptive to their education, a meeting will be scheduled with parents to make a plan so that attendance will not continue to negatively impact the child's education.

2) All absences are documented daily by staff and verified by the parent through a phone call or note. If we have not been notified by the time attendance is recorded in the office (9:00 am), we will call to verify the absence. This procedure ensures student safety and is a requirement of the Alaska Statute 14.30.010. (Compulsory Attendance Statute) . You are welcome to use our online Student Absence Form rather than calling in.

3) Our calendar has built-in leave time, if families decide to take leave outside this allotted time we will not provide missing work. Please use our Stedman Trip Slip 3 days prior to leaving for communication purposes. The link can be found here: https://www.pcsd.us/page/stedman-elementary-school

In accordance with the Every Student Succeeds Act (ESSA), the state of Alaska holds schools responsible for Chronic absences as a measurement of school quality and student success. Chronic absence, defined as missing 10 percent of school days within one academic year (17.2) for any reason, is a powerful early warning predictor of student performance. Attendance is marked by full or half days.
For more information regarding the Alaska State Compulsory Attendance Law (**Alaska Statute 14.30.010**) you may visit the Alaska Legal Resource Center online or contact the school for a copy of the statute.

**CELL PHONE USE:**

Cell phones need to stay at home. Cell phones are not to be used for any reason throughout the school day. Please call the office and we will get messages to your chidlren. These devices can be turned on and used once students leave the building at the end of the school day. We ask that all parents and visitors observe the same standard in order to minimize disruptions in the hallway and in classrooms. Cell phones will be taken from students and held in the office for parent pick-up if this standard is not followed. Staff cell phone use is to be restricted for school use only, such as group communication texts, school email, and apps that require cell phone technology.

**CHANGE OF ADDRESS OR PHONE:**

In order to maintain accurate records, it is important to inform the school of any changes in telephone or post office box numbers. In case of an emergency, the school needs current phone numbers where family members can be reached during school hours.

**COMMUNICATION:**

Family members play a major role in helping us efficiently manage the day to day activities at school. We want our school to be a safe and productive environment for learning. We ask that parents and/or guardians observe the following considerations:

- The School App by Apptegy is a secure messaging tool that lets families and school staff communicate directly, share updates, and ask questions in real time. It helps everyone stay informed and connected. Be ready to install this app and communicate with us!
- Safety issues require that all visitors must check into the school office before going to their child's classroom.
- Please call ahead to make an appointment with your child's teacher. Each teacher has a daily plan of instruction and activities. Unexpected visitors require the teacher to shift attention from the students, instructional time is lost, and the children become distracted. It would be much appreciated if you could call ahead to arrange a time to visit with your child's teacher.
- Please call ahead to make an appointment to talk with the principal. She may be away from the office attending meetings, greeting children in the hallway as they arrive or leave the school, or meeting with individual students. She may be elsewhere in the building working with the staff or observing in one of the classrooms. If you call ahead, she will be more than happy to schedule a time to meet with you.
- It is our goal to minimize disruption to the school and classroom routine as little as possible while maintaining the flow of communication between home and school.
- We appreciate it when you send absence notes, permission slips, and lunch money to school when it is due.

**STUDENT DISPOSITIONS:**

At Stedman, learning dispositions are a core part of who we are. Our staff, students, and community work together to uphold a shared vision of what it means to be a learner. Our motto, **ROCC**, stands for **Resilient, Open-Minded, Confident, and Connected**. When learners embody all four qualities, they find balance, both in life and in learning. *Please see the attached dispositions in Appendix A of the student handbook.*

**POSITIVE BEHAVIORAL SUPPORT:**

Throughout the year, our Eaglets and Eagles are taught specific expectations from a school-wide Positive Behavior Intervention Support System (PBIS). Staff members model and role-play in order to teach and reinforce expected behaviors. Students are recognized for making respectful, responsible, and safe choices that reflect the ROCC dispositions.

**DISCIPLINARY ACTIONS:**

Disciplinary actions are used to help students learn from mistakes and make better choices. Parent conferences may be required for additional support. Discipline procedures are attached and aligned with Alaska State Law as well as School Board Policy and Administrative Regulations. Continued unsafe, disrespectful, or irresponsible choices may result in loss of privileges. Tier 1 universal positive behavior supports are implemented in all classrooms in alignment with our Stedman Elementary Intervention and Support Strategies. *Please see the attached behavioral flow chart, discipline grid, in Appendix B and C of the student handbook.*

**BUS TRANSPORTATION/RULES:**

The bus drivers have the responsibility for the safety and conduct of all students riding the bus to and from school. Students are expected to obey the driver at ALL times. If students do not heed warnings from the bus driver, they may receive a bus misconduct citation.

**First Citation:**

- Conference with student and driver.
- Parents contacted.

**Second Citation:**

- Conference with student and driver.
- Parents contacted.
- Student may be denied bus privileges for 2-5 days.

**Third Citation:**

- Conference with student, driver, and parents.
- Student may be denied bus privileges for the remainder of the school year.

**DISMISSAL:**

**PreK** students will be dismissed at 11:15am Monday - Thursday and No School on Friday's.
**K-5** students will be dismissed at 3:00 pm Monday - Thursday and 1:30 pm on Fridays.
**Students should not arrive at school before 7:50 am unless they go directly to the cafeteria for breakfast. Students are not to remain at school after 3:00pm, unless in an after school club, as there is no supervision available**

**DRESS AND GROOMING:**

The dress code for all students shall meet school board requirements. The dress and grooming of students shall contribute to the health and safety of the individual, promote a positive educational environment and good school spirit, and is non-disruptive of the educational activities and processes of the school.

- Shoes or boots shall be worn. Heely wheel shoes are not allowed in the building or outside at our recess and clubs for safety reasons.
- Inside shoes must be worn while inside the school. This helps protect our carpets.
- Clothing that exposes the entire shoulder, strapless tops, spaghetti straps, or similar type clothing, may be worn only with a blouse or shirt. We have the two to three finger rule for tank tops, we don't want to see undergarments. All genders need to be treated equally.

- Clothing exposing the torso or the midriff, either front, back, or sides, shall not be worn. Underwear shall not be visible.
- Headwear can be worn in the main areas of the building. Each teacher has discretion in their classrooms. Sweatshirt hoods are to be removed at all times in the building which includes each classroom.
- Mini skirts, mini dresses, and short shorts are to be worn only with leggings or tights.
- Garments and/or jewelry which display or suggest sexual, vulgar, drug, gang, or alcohol-related wording or graphics, or which provoke or may tend to provoke violence or disruption in the school, shall not be worn.
- We ask that students dress for being out in the rain, snow, or sun.

**Educator Qualification**:

In compliance with federal requirements, parents may request information on the professional qualifications of their child's teachers to include whether the teacher

- has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived: and
- is teaching in the field of discipline of the certification of the teachers.

All of our current teachers meet these requirements. Additionally, any paraprofessional serving as a reading instructor has passed the State paraprofessional qualifying exam or taken the necessary classes and is trained in all our reading programs.

**EMERGENCY DRILLS:**

Periodic emergency drills are required by law and are an important safety precaution. We practice these drills and take the possibility of a fire, need for evacuation, or need for lock-down or lock-out at school very seriously. Students are taught the run, hide, or fight concepts for safety. The children quickly learn that everyone must look to the trusted adult in the room for instructions during emergency situations.

**EMERGENCY PROCEDURES and Emergency Commands:**

A.L.I.C.E. is a school safety program created in the year 2000 to offer additional options to students and staff in dealing with an armed intruder situation.

**A.L.I.C.E. is an acronym that stands for:**

**ALERT:** Get the word out that a threat exists.

**LOCKDOWN:** Secure a place to stay as much as possible as a starting point to buy time.

**INFORM:** Give constant, real-time information throughout the building using all available technology.

**COUNTER:** This is a last resort. Individuals are unable to escape. Countering may be as simple as creating a distraction to allow opportunities to escape.

**EVACUATE:** The goal is to move students out of the danger zone. It's important to be prepared to escape.

Traditionally, schools have used a procedure known as "lockdown" which essentially means locking the school building and classrooms and having students and teachers take shelter in their classroom. We believe that offering additional age-appropriate options will allow our students and teachers to be better

prepared if a crisis situation occurs. Providing a constant flow of information to everyone in the building can allow opportunities to safely evacuate the building. An important goal of the A.L.I.C.E. program is to evacuate as many people as possible to a safe place.

**FERPA NOTIFICATION FOR ELEMENTARY AND SECONDARY INSTITUTIONS (60 Fed. Reg. 59291, 59297)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the Petersburg City School District to amend the record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3) The right to consent to disclosures of personally identifiable information contained in the students education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company in whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office**
**U.S. Department of Education**
**400 Maryland Avenue, SW**
**Washington, DC 20202-4605**

**HEALTH SERVICES**

1) ILLNESS

If students become ill during the school day, they will be sent to the office for the nurse or secretary to determine what action should be taken. If necessary, the parent or guardian will be contacted for advice or information or to take the child home. At this time Stedman would like to continue to be a symptom free school. Students with fevers, diarrhea, and vomiting will be asked to stay home for 24 hours after the last incident. Other symptoms not welcomed at Stedman include extreme coughing or extreme running nose.

Please keep your children home if they have a temperature of 100.4 or higher, cough, sore throat, shortness of breath, chills, muscle pain, run or stuffy nose, headache, vomiting, diarrhea, loss of taste or smell, undiagnosed rash or skin condition, or taking antibiotics for the first 24 hours.

2) FIRST AID AND EMERGENCY CARE

A) A nurse will be on site Monday - Thursday 10:30-3:00, and Friday 9:30-1:30

B) The secretary and other staff may have First Aid and CPR training, but they are not nurses.

C) In case of a serious accident or injury, appropriate first aid and emergency care will be provided by the most accessible and qualified first aid care giver. Parents or guardians will be contacted as soon as possible. If deemed necessary, the Emergency Medical System (911) will be activated to provide additional assistance. (Please be sure that all emergency information on your child's school records is current and complete.)

3) MEDICATION

A) If it is necessary for your child to take any **prescription** or **over-the-counter** medication during the school day, you (**and your doctor for prescription medication**) must complete a medication form indicating what is to be administered to your child, when, why, the dosage and the duration. Medication is to be sent to the school in the original bottle or packaging.

**B) All medication must be stored in the office. Please deliver the medication directly to the office and do not send it to school in your child's backpack.**

C) It would be best to ask your doctor for dosages that do not require taking medicine during school hours. Most children's prescriptions can be given at home outside of school hours.

D) You can contact the school for a medication form.

4) COMMUNICABLE DISEASES

A) Examples: strep throat, chicken pox, lice, pink eye, scabies, ringworm, impetigo, covid, etc.

B) Students will be sent home if suspected of having a communicable disease and will be advised to remain out of school until a doctor's note is provided with a return date.

C) Please notify the school any time your child is kept home for suspected contagious conditions. This will help us observe other staff and students for signs and symptoms.

5) FEVER or DIARRHEA

If a child has a fever or diarrhea they need to stay home. If a child develops a fever or diarrhea while at school we will call his/her parent or guardian. Students must be fever and diarrhea free for 24 hours before returning to school.

6) VOMITING (due to illness):

Children may return to school 24 hours after the last vomiting incident.

7) LICE: **UPDATED based on 2020 Research from National Association of School Nurses**

A) Head lice infestation is a common concern worldwide, with both social and medical implications. In the United States it is estimated that 6-12 million head lice infestations occur in children 3-11 years of age each year. The infestations are most likely to occur in preschool and elementary age students and their household members, regardless of socioeconomic status or geographic region (Centers for Disease Control and Prevention [CDC], 2019, Who Is at Risk section, para. 1).

The cost of treatment in the United States has been estimated to be $500 million dollars per year (Cummings et al., 2018). A head lice infestation is not a communicable disease and no health risks have been associated with head lice (Pontius, 2014; CDC, 2015, para. 2; CDC, 2019, Do Head Lice Spread Disease section). Current research indicates that families are over- or incorrectly treating pediculosis, which may be a contributing factor in lice resistance (Cummings et al., 2018; Koch et al., 2016). Head lice infestation, including "no live lice" and "no nit" policies, causes unnecessary school absences for students and loss of parent workdays and family wages. Exclusion from school can adversely affect students emotionally, socially and academically (Devore et al., 2015; Pontius, 2014).

For more information please visit:

https://www.nasn.org/nasn-resources/professional-practice-documents/position-statements/ps-head-lice

B) Both the American Academy of Pediatrics (AAP) and the CDC advocate for the following practices to be **discontinued**:

- whole classroom screening
- exclusion for nits or live lice
- notification to others except for parents/guardians of students with head lice infestations (Devore et , 2015; CDC, 2015b, para. 3)

C) To prevent the spread of lice, we take many precautions at school. The students are taught about lice and not to share combs, brushes, hats, clothing, etc. We take special precautions with coats, earphones, carpeting, stuffed animals and anything that may contribute to the spreading of the lice.

D) YOU CAN HELP!

- Inspect your child's head on a regular basis looking for lice or nits. Checking after each bath/shower is the best way to remember – establish it as a routine. Make sure you check the first week of school so we don't start off the year spreading them.
- Notify any groups, neighbors, friends or playmates or anyone who has been in close contact with members of your family who have head lice. This could prevent the re-infestation in your own family and the other families.
- If you ever have questions, or would like assistance, please call the school and we would be happy to help in any way we can.

**HOMEWORK POLICY:**

The Stedman staff believes that the practicing of skills is an important part of the educational process. Therefore, skill practice will be assigned during the school year inside the school day. If families would like to establish a routine at home for nightly reading or math here is our recommendation:
**Grades K-3:** Recommended 20 minutes of reading a night
**Grades 4-5:** Recommended 30 minutes of reading a night with 20 minutes of math practice

**NOTE:** Here is a great article on homework to consider as a parent:
https://www.edutopia.org/article/whats-right-amount-homework/

The purpose of school work at this age is to cement new skills. The purpose of homework at this age is to practice skills already mastered and practice bringing things back and forth between home and school. We have specifically asked that no teacher provide homework to any student.

**LABELS AND LOCKS:**
It is not unusual for elementary students to have problems managing their personal belongings. To avoid lost lunch bags, swimsuits, hats, boots, coats, etc., we suggest labeling. If parents/guardians put the child's name and phone number on all items that could be misplaced at school they can be easily identified and returned to the owner.

There is a bike rack for students who ride their bikes to school. To be sure that the bike is safe, parents/guardians are encouraged to invest in a good lock that is large enough to lock the bike to the rack. It is also recommended that students wear bike helmets.

**LIBRARY:**
The Rae C. Stedman library provides an ever-expanding resource center containing a healthy collection of books and other media tools, which support the curriculum (i.e. computers with internet access, video tapes, books on tape). There are also a variety of fiction and non-fiction books designed to meet the needs of emerging and developing readers.

During library time, students in kindergarten, 1st, and 2nd grade will be able to check in and out books. Students in 3rd, 4th, and 5th grade will be learning research skills, online catalog, locating books using the Dewey Decimal system, internet navigation skills and safety, and book care. They also learn a variety of information literacy skills. The librarian and teachers coordinate as much as possible to link library lessons in grades 3-5 with grade level curriculum.

**Book Checkout looks like:**

**All grade levels will start with one book for checkout.**

**They may increase as individual students settle into the routine of returning books**

**Kindergarten:** 3 books (Starts with 1 and increases when they get the idea of returning.)
**1st:** 3 books (Starts with 1 and increases when they get the idea of returning.)
**2nd:** 3 books (Starts with 2 and increases when they get the idea of returning.)
**3rd:** 4 books (Starts with 3 and increases when they get the idea of returning.)
**4th:** 4 books

**5th:** 5 books

**LUNCH/BREAKFAST PROGRAM:**

Our award-winning hot lunch and breakfast program is served on full school days and early release days. Students bringing cold lunch will also eat in the lunchroom. BREAKFAST & LUNCH prices are FREE for ALL students. Menus are published in the weekly newsletter, in the newspaper and on the app, and all menus *exceed* state and federal nutritional guidelines.

The school district offers reduced lunch/breakfast prices based on family size and income. Free and reduced meal forms are available at the school office and on the school district website. Please keep filling them out, so we can continue to get FREE Breakfast and Lunch.

Students may leave the school during their scheduled lunchtime, but MUST have a written note from a parent. We encourage families to prepay meals.

**Breakfast** is being served in the cafeteria starting at 7:50 to 8:10 for ALL Grades. Breakfast is offered to everyone and is FREE of charge.

**Recess/Lunch Schedule M-F**

| | | | | |
|---|---|---|---|---|
| Kindergarten | 1120-1140 | Recess | 1100-1120 | Lunch |
| 1st Grade | 1050-1110 | Recess | 1110-1135 | Lunch |
| 2nd (Villazor) / 3rd (New) Grade | 1145-1205 | Recess | 1125-1145 | Lunch |
| 2nd (Bell) / 3rd (Martin) Grade | 1210-1230 | Recess | 1150-1210 | Lunch |
| 4th (Wilson) | 1155-1215 | Recess | 1215-1235 | Lunch |
| 4th (Williams) | 1240-100 | Recess | 1220-1240 | Lunch |
| 5th (Paulson) | 1245-105 | Recess | 1225-1245 | Lunch |
| 5th (Miller) | 1250-110 | Recess | 1230-1250 | Lunch |

**Parents are welcome to have lunch with their child.

To join your child for lunch, have your child sign you up in the morning or call the office to order that day's lunch.

**Lunchroom rules and courteous behavior:**

- Observe good dining room manners at the table.
- Put your trash in the garbage containers.
- Leave the table and surrounding area clean.
- Return trays to carts.
- Do not take food from the lunchroom.
- Do not crowd others in line in the lunchroom.
- Leave the lunchroom in an orderly fashion when dismissed.

**FAMILY ENGAGEMENT:**

There are many opportunities that Stedman Elementary can use your help with. We encourage parents to volunteer time to help both inside and outside the school building. We appreciate the support you give whether it is in the classroom during the regular school day, after school hours, or helping with special projects on the weekends. Please inquire at the Office in regard to:

- Volunteering in the Classroom

  Reach out to your child's teacher using the Petersburg School messaging system.
- Volunteering in the Building

  Reach out to the principal using the Petersburg School Messaging System or visit the Office to learn more about how you can help in our school.
- Preschool Family Visits

  All preschool families will be offered to partake in a family visit prior their 1st day.
- PreK-5 Family Conferences

  All preschool through 5th grade families will be invited to 2 annual conferences which include September and February.
- Schoolwide Title 1/Migrant Education Evenings

  There will be 6 annual events to look forward to:

| | |
|---|---|
| September | Annual Event |
| October | Math Night |
| November | Literacy Night |
| January | STEAM Night |
| February | Book Fair |
| May | Consolidation |

- Partners in Education (P.I.E.)

  We do have an active parent/teacher organization called "Partners in Education" (PIE) if you are interested in joining. Our Stedman Parents have the opportunity to engage in our Schools events and activities. P.I.E will be meeting the 1st Tuesday of every month @4:00pm in the Stedman Library.
- Perceptions of Stedman Survey

  Annually in February Stedman Elementary seeks input through the Perceptions of Stedman Survey. This survey is 1 of many opportunities for families to share their input with our staff. It is recommended for families to take time to fill this survey out in order to help provide guidance and opportunities for growth within the walls of Stedman Elementary.

**~~PARENT VOLUNTEERS:~~**

~~We do have an active parent/teacher organization called "Partners in Education" (PIE) if you are interested in joining.~~

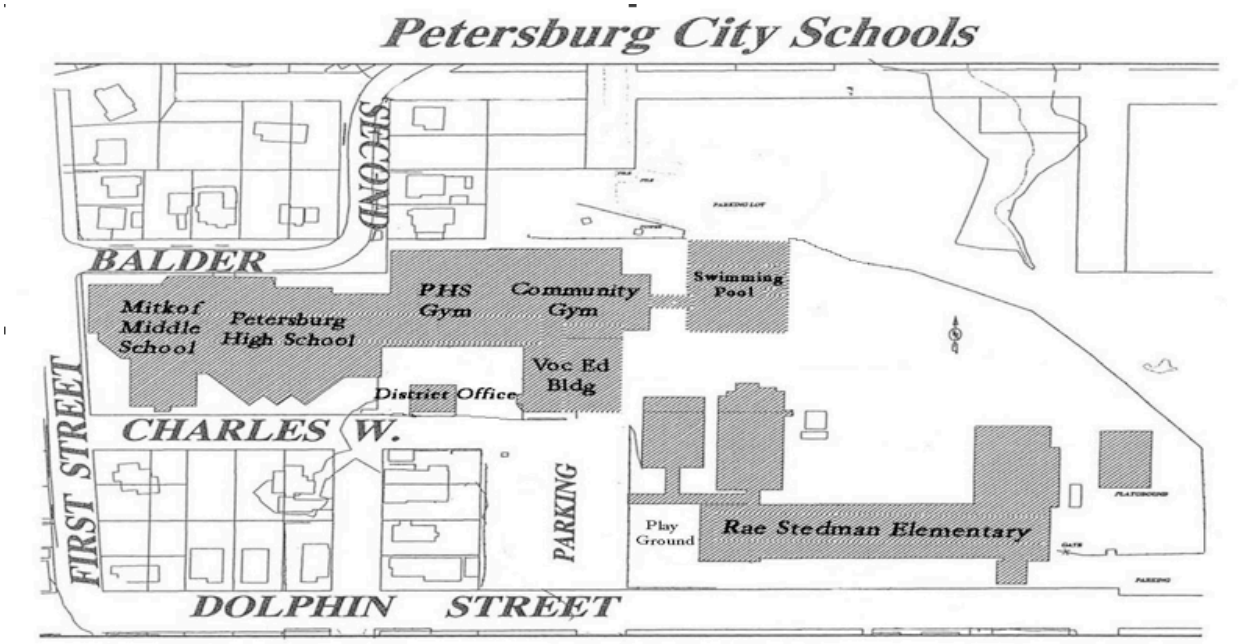
We welcome your support and involvement! We also recognize that you make valuable contributions to your child's success at school every day when you see that your child completes his or her homework, gets plenty of rest, and eats nutritious meals.

If you are interested in being a volunteer at the elementary school, please let us know.

**~~Volunteer Opportunities:~~**

- ~~Creative Writing Assistant: Helps students write, edit, and bind original books.~~
- ~~Community Resource Volunteer: On call for special presentations and demonstrations about jobs, special talents, hobbies, etc.~~
- ~~Library Volunteer: Assists the librarian with filing, shelving books, checking materials in and out, and working on cataloging on-line.~~
- ~~Classroom Volunteer: Works closely with teachers to coordinate class parties, help with field trips, and other special projects.~~
- ~~Computer Volunteer: Assists with technology projects.~~
- ~~Reading Volunteer: Listens to children read and helps children with book reports or other classroom reading activities.~~
- ~~Yearbook compilation~~
- ~~Fundraisers~~
- ~~Partners in Education (P.I.E.)~~

**~~PETERSBURG SCHOOL DISTRICT MAP~~**




**REPORT CARDS, PARENT CONFERENCES, and POWERSCHOOL:**

Report cards are given to families at the end of each trimester. Scheduled conferences are held at the end of September, then the end of the ~~first and~~ second trimesters. If needed, conferences can be arranged at other times during the year. ~~Call~~ Message your child's teacherto set up an additional conference or to request a progress report. "Introduction to My Child" conferences take place at the beginning of the school year in September. This is an opportunity for parents to exchange information about their child with the classroom teacher and for classroom teachers to share the 1st set of testing results with families.

Parents and students can also access current grades and attendance through the internet. The following PowerSchool website will allow you access to your information: **pcsd.powerschool.com/public**. For

security purposes, parents are assigned unique usernames and passwords for each individual student at Rae C. Stedman Elementary. To receive your ID and password, please contact the elementary office.

**SOCIAL MEDIA Opt-Out Policy:**

Rae C Stedman Elementary School follows an opt-out policy. Student work, photographs, video images, and/or recorded statements may be posted on District websites, social media pages, and other electronic media to highlight student achievements or showcase educational experiences.

Please complete the online opt-out form if you prefer to opt your student out. This will exclude your child and their work from being posted on the District's website (PCSD.US), Facebook, Instagram, and Twitter. Please note that only first names will be used in posts.

The opt-out form is available at the website address- https://www.pcsd.us/page/optout or scan the following QR Code with your phone-

**SNACK/CELEBRATION GUIDELINES and Gifts:**

The FFVP program will be served around 10:00 am Monday through Thursday. This will NOT fill up your child, as the purpose of this program is to introduce students to fresh fruit and vegetables. If your child needs more of a snack please have students bring in their own. Parents are asked not to bring in birthday treats on individual student birthdays, as there will be a monthly celebration in each classroom (focusing on healthy food choices and activities, in accordance with district Wellness Policy). Student birthdays will be recognized during morning announcements, as well as receiving a special certificate and gift from the principal (summer birthdays will be recognized during the school year). Gifts brought to the school for students will be kept at the office and students may pick them up after school to avoid disruption in the school day.

**SUPPORT PROGRAMS:**

Our school offers a variety of support programs to provide the most appropriate learning opportunities for all of our students. Students are identified for programs through careful evaluations administered by qualified personnel. Teams of parents, teachers, students, and appropriate professionals meet to determine which of the following programs might be prescribed to meet the particular needs of students:

- **Hearing and Speech:** Our speech therapist screens all kindergarten for speech articulation every fall. We provide hearing screenings throughout the year as specialists are available.

- **Special Education Program:** Students who qualify for special education services have academic, physical, and/or emotional needs that require specialized learning programs. The special education staff works closely with parents and classroom teachers to identify, test, and develop programs for these students. Our district also contracts occupational and physical therapy for students who require these services.

- **Title I and Migrant Education:** The Title I and Migrant Education programs have been consolidated. This helps provide instructional aides in our classrooms and support early literacy programs for all students.

- **ESL/ELL Program:** This program provides services in the regular classroom to students learning English as a second language. Services include translation (when available), English as a second language instruction, and assistance with regular academics.

- **Counseling Services:** Petersburg School District would like to introduce Mr. F., David Fonken came to us from Oregon and will be an instrumental part of our Stedman Team. All counseling services are determined on a needs basis.

- **Eagle Soar:** We are fortunate to have a full-time counselor, Mr. F, to teach from the Wayfinder Curriculum. Wayfinder focuses on helping young people build resilience, gain a sense of purpose, and understand their emotions in order to navigate life's challenges. This will be a weekly 20 minute lesson for All grades.

- **Sources of Strength:** The Petersburg School District and Petersburg Medical Center have partnered to bring the Sources of Strength program to local schools, promoting wellness, resilience, and strong connections. This collaboration supports students and families by encouraging healthy relationships, open conversations about mental health, and access to trusted resources, creating a supportive network for success both in and out of school.

- **After School Math Support:** Our paraprofessionals are trained in math interventions. This is for students who qualify as Tier 2 or 3 support for services. Please reach out to the office for additional information.

- **After School Reading Support:** Our paraprofessionals are trained in reading interventions. This is for students who qualify as Tier 2 or 3 support for services. Please reach out to the office for additional information.

**PHYSICAL EDUCATION:**

All students will spend August through December in the community gym as part of their physical education program. From January to the end of school all physical education will take place in the pool. The Physical Education program both in the gym and pool helps develop fundamental skills, water safety, physical fitness, game play, and sportsmanship.

Clothing needs for each student**:**

- Swimming suit and towel for swimming class.
- Inside shoes that will remain in the classroom throughout the year. (Outside shoes are removed when children enter their classroom).
- Indoor gym shoes for P.E. class (lace-up or Velcro; no slip-ons). These shoes can be the same ones used for "inside shoes" in the classroom.

Swim Locker Rooms:

Students are being held to a high standard for locker room usage and this includes keeping it clear of urine in order to keep the doors open. Here is our policy for this problem.

1st Citation: Whole class Group Conversation

2nd Citation: The gender group who has this issue will be pulled from swim for one day.

3rd Citation: The gender group who sat out will have a bathroom break halfway through their swim class for four days.

**TECHNOLOGY:**

Stedman Elementary is networked with the district office, the middle school, and the high school. Each classroom has supervised internet access, laptop computers and ipads. Students are taught basic computer skills, word processing skills, internet navigation skills, as well as online safety. Students have the opportunity to explore a variety of age-appropriate software programs and apps. Our technology program continues to grow, progress, and adapt as the student and staff needs change. The emphasis is shifting from "computer instruction" to "technology integration," as students enter school with more advanced computer skills.

**TEXTBOOKS AND SUPPLIES:**

All classroom textbooks and materials, and library materials are loaned to students free of charge. However, students are responsible for lost or damaged books and materials, and will be expected to pay for them. Students are urged to take good care of their books. Many of the consumable supplies are furnished by the school, but the students will be required to bring some personal supplies. The classroom teacher will indicate what personal materials will be necessary.

**TRANSFERRING TO A NEW SCHOOL:**

When a family is planning to move, we ask that parents or guardians notify the child's teacher and the principal as far in advance as possible so we can make the transfer to another school as smooth as possible. Library books and textbooks must be returned and outstanding meal balances paid before leaving so that school records can be forwarded.

Appendix A

PETERSBURG
School District

## Stedman Elementary Learners R.O.C.C

**Resilient**

I persevere.
I find ways to do my best.
I try again if something doesn't go right.

**Open-minded**

I am curious.
I wonder.
I ask questions.

**Confident**

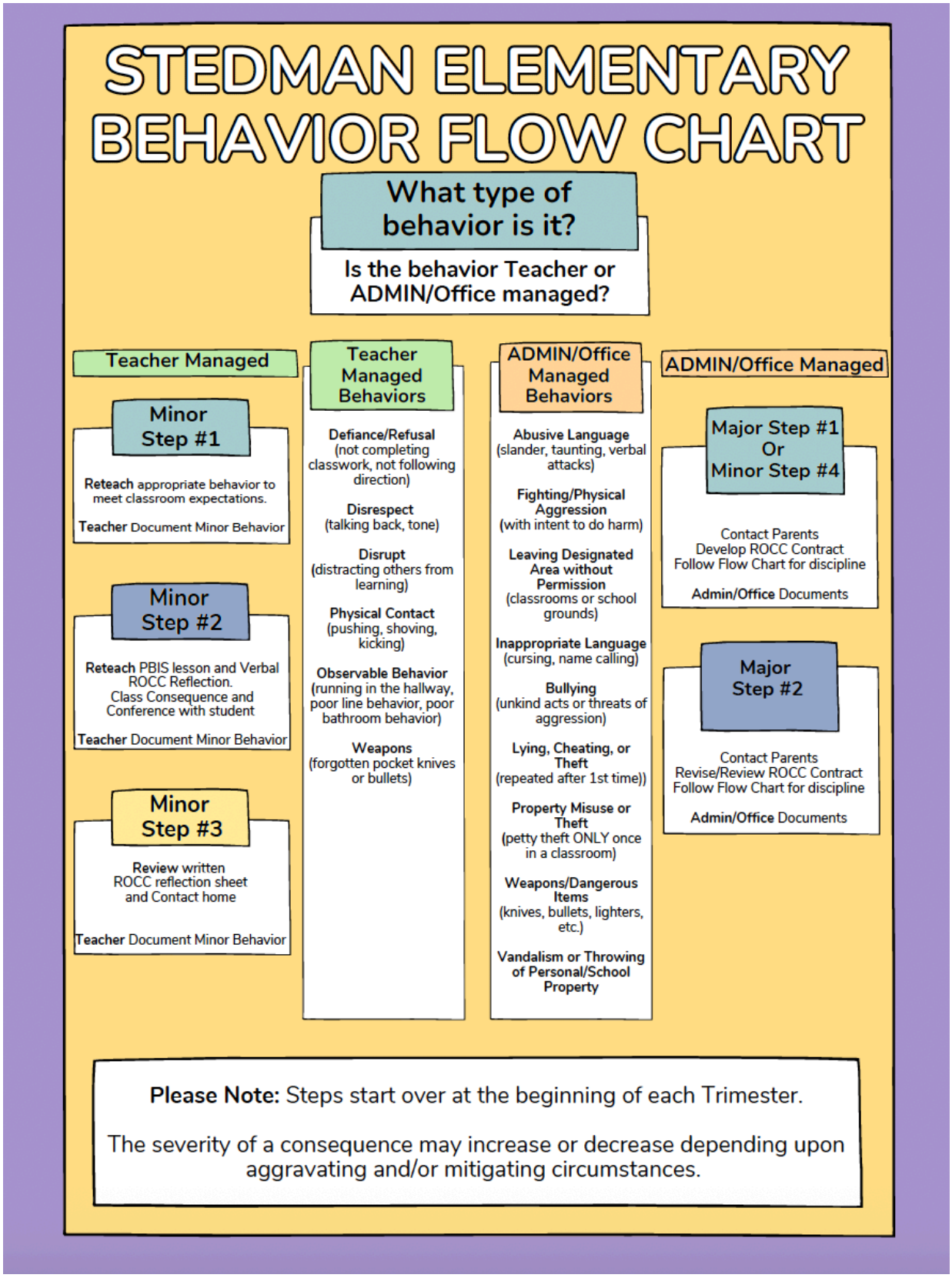
I am in charge of what I learn and do.
I try new things, even if they feel a little scary.
I can do things by myself.

**Connected**

I share my thoughts.
I listen to others.
I learn with others.

**When we ROCC,**
**we balance life and learning.**

Appendix B


STEDMAN ELEMENTARY BEHAVIOR FLOW CHART
What type of behavior is it?
Is the behavior Teacher or ADMIN/Office managed?
Teacher Managed
Minor Step #1
Reteach appropriate behavior to meet classroom expectations.
Teacher Document Minor Behavior
Minor Step #2
Reteach PBIS lesson and Verbal ROCC Reflection.
Class Consequence and Conference with student
Teacher Document Minor Behavior
Minor Step #3
Review written ROCC reflection sheet and Contact home
Teacher Document Minor Behavior
Teacher Managed Behaviors
Defiance/Refusal (not completing classwork, not following direction)
Disrespect (talking back, tone)
Disrupt (distracting others from learning)
Physical Contact (pushing, shoving, kicking)
Observable Behavior (running in the hallway, poor line behavior, poor bathroom behavior)
Weapons (forgotten pocket knives or bullets)
ADMIN/Office Managed Behaviors
Abusive Language (slander, taunting, verbal attacks)
Fighting/Physical Aggression (with intent to do harm)
Leaving Designated Area without Permission (classrooms or school grounds)
Inappropriate Language (cursing, name calling)
Bullying (unkind acts or threats of aggression)
Lying, Cheating, or Theft (repeated after 1st time))
Property Misuse or Theft (petty theft ONLY once in a classroom)
Weapons/Dangerous Items (knives, bullets, lighters, etc.)
Vandalism or Throwing of Personal/School Property
ADMIN/Office Managed
Major Step #1 Or Minor Step #4
Contact Parents
Develop ROCC Contract
Follow Flow Chart for discipline
Admin/Office Documents
Major Step #2
Contact Parents
Revise/Review ROCC Contract
Follow Flow Chart for discipline
Admin/Office Documents
Please Note: Steps start over at the beginning of each Trimester.
The severity of a consequence may increase or decrease depending upon aggravating and/or mitigating circumstances.

Appendix C

# STEDMAN ELEMENTARY DISCIPLINE GRID

When a student has progressed in the classroom behavior management plan to the "ADMIN/Office Management" phase, the Counselor and Principal will use the following framework as a guideline to navigating unwanted behavior. The severity of a consequence may increase or decrease depending upon aggravating and/or mitigating circumstances.

Bus incidents will be dealt with differently, see Stedman Discipline Grid.

| Problem Behavior | 1st Offense | 2nd Offense | 3rd Offense |
|---|---|---|---|
| Disrespect | Time out and written reflection in office | Half day in office. Work completed before returning. Lunch/Recess swap. | Full day ISS or OSS Individualize Behavior Plan |
| Class Disruption | Time out and written reflection in office | Half day in office. Work completed before returning. Lunch/Recess swap. | Full day ISS or OSS Individualize Behavior Plan |
| Defiance/Refusals | Time out and written reflection in office | Half day ISS. Work completed before returning. Lunch/Recess swap. | Full day ISS or OSS Individualize Behavior Plan |
| Inappropriate Language Toward Staff/Students | Time out and written reflection in office | Half day in ISS Work completed before returning. Lunch/Recess swap. | Full day ISS or OSS Individualize Behavior Plan |
| Physical Aggression Toward Staff/Students | Warning and written reflection OR other action at Counselor/Principal discretion. | OSS Time to be determined by Principal | OSS Time to be determined by Principal |
| Bullying | Time out and written reflection in office | Half day ISS Work completed before returning. Lunch/Recess swap. | Full day ISS or OSS Individualize Behavior Plan |
| Lying, Cheating, Theft | Time out and written reflection in office | Half day ISS Work completed before returning. Lunch/Recess swap. | Full day ISS or OSS Individualize Behavior Plan |
| Weapons, Dangerous items, Vandalism, Property Damage | Time out and written reflection in office | Half day ISS Work completed before returning. Lunch/Recess swap. | OSS Time to be determined by Principal |

**ISS = In School Suspension. OSS = Out of School Suspension.**
After 2 offenses managed via an ADMIN/Office Referal, admin and teacher will discuss and implement an Individualized Behavior Plan for Student. Also, at this time for the remainder of the current trimester, the student, will not have an opportunity to attend any Extended Learning Opportunities.
We want everyone to have fun and stay safe during extended learning opportunties, both inside and outside our building.
**Extended Learning opportunities may include:**
Guest Speakers, Substitutes, Pumpkin Patch, Caroling, Movies, Beachwalks, Muskeg Walks, Picnics, Town Walks, Petersburg Creek, Stikine River, etc.

Appendix D

**Stedman Elementary School**

**Home of the Stedman Eagles**

**Dear Families,**

We are looking forward to a great year, with students in classes and ready to learn every day.

We have learned that students who miss even a few days of school each month are at far greater risk of academic failure and dropout than students who attend regularly. We have set a goal that every student in our school attends regularly (has nine or fewer absences in a year).

Because attendance is so important, please send your child to school every day unless he or she has a contagious illness or is running a fever.

We have included a chart with this letter that will help you keep track of your student's absences. If your child is at risk of missing too much school, please feel free to contact me. We will also monitor each student's attendance across the year so we can work with families when the number of absences puts a student at risk.

We will be happy to work with you to help your student(s) attend regularly and have greater opportunities for success.

Sincerely,

*Heather Conn, Principal*

| Date | Date | Date | Date | Date | Date | Date | Date | Date | Absences 10+ |
|---|---|---|---|---|---|---|---|---|---|
| Absence 1 Reason | Absence 2 Reason | Absence 3 Reason | Absence 4 Reason | Absence 5 Reason | Absence 6 Reason | Absence 7 Reason | Absence 8 Reason | Absence 9 Reason | Note: Your child is at an increased risk for academic difficulties and school failure with each absence beyond this point |

Appendix E

Parents of Incoming Kindergarteners,

I am so excited to be on this journey with you! Kindergarten is such a wonderful experience and sometimes the 1st experience that children have in our school system. It is our goal to make this the BEST YEAR EVER for the kids and for parents!

Kindergarten will start on Wednesday, September 3rd, 2025. The hours for kindergarten are still being discussed as an administration at this time. The bus is an option in kindergarten, but we will need very clear communication between teachers, the office, and the bus drivers to make this happen.

Next school year will be approaching rapidly and we need your help in making this transition as smooth as possible. Our kindergarten teachers will be focusing on routine, consistency, and independence this upcoming year.  We need your help!

**What can I do to support them at school and at home to help themselves?**

**Support them in being independent with:**

- Carrying their own belongings
- Serving themselves at breakfast or lunch
- Zipping and unzipping their coats and pants
- Buttoning and unbuttoning their coats and pants
- Taking outside gear on and off

- Taking their shoes on and off
- Tying, Velcroing, or Slipping on their own shoes
- Getting dressed and undressed in everything they wear

While at school we would like to have you encourage these skills and allow kindergartners the space to put all their gear away on their own in their cubbies. This will allow them to transition independently into their classrooms. This doesn't mean you can't be present, just allow them the space to do this without help.

These types of life skills are skills we will work on every day in kindergarten. These are skills that help our kindergarteners to become independent and grow. We need your help in helping them become independent by allowing them the time and space to do it on their own. This may at times require much patience.

We look forward to partnering with you on this journey from kindergarten to adulthood.

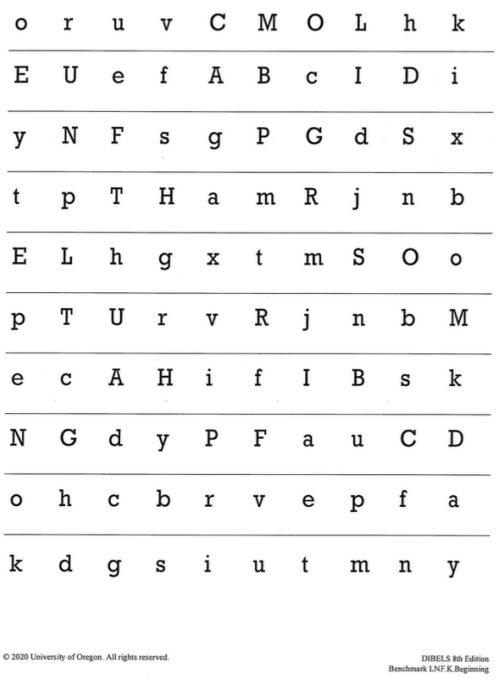
Academics is also another piece that is introduced in kindergarten. Building the foundational skills for reading, writing, and math is a very important part of kindergarten. There are a few laws and requirements in regards to how we proceed in academics. I have included a screener they are required to take, information about the screener, as well as an article about our reading curriculum. We use a sounds first approach, which means kindergarten students are introduced to a symbol and taught that a sound goes with that symbol. Children do not need to know letter names in order to read, so the idea is to teach them the sounds then letters at a later point. Please read the attached article for more information.

This is a BIG year and we look forward to walking beside you!

Sincerely,

Heather Conn

Here are the DIBELS assessments that will be done at the beginning of the school year for kindergarten. All three of these assessments will be completed in ONE MINUTE.



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| o | r | u | v | C | M | O | L | h | k |
| E | U | e | f | A | B | c | I | D | i |
| y | N | F | s | g | P | G | d | S | x |
| t | p | T | H | a | m | R | j | n | b |
| E | L | h | g | x | t | m | S | O | o |
| p | T | U | r | v | R | j | n | b | M |
| e | c | A | H | i | f | I | B | s | k |
| N | G | d | y | P | F | a | u | C | D |
| o | h | c | b | r | v | e | p | f | a |
| k | d | g | s | i | u | t | m | n | y |

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DIBELS 8th Edition
Benchmark LNF.K.Beginning

**Above Picture:** This is what is called the LETTER NAME FLUENCY (LNF). At the beginning of the kindergarten year it is said to be able to identify 25 + letters in ONE MINUTE to be proficient.

| | | |
|---|---|---|
| my<br>/m/ /I/ | year<br>/y/ /ear/ | the<br>/TH/ /u/ |
| new<br>/n/ /oo/ | an<br>/a/ /n/ | at<br>/a/ /t/ |
| mine<br>/m/ /I/ /n/ | wait<br>/w/ /A/ /t/ | made<br>/m/ /A/ /d/ |
| then<br>/TH/ /e/ /n/ | both<br>/b/ /O/ /th/ | chain<br>/ch/ /A/ /n/ |
| man<br>/m/ /a/ /n/ | store<br>/s/ /t/ /or/ | blue<br>/b/ /l/ /oo/ |
| ride<br>/r/ /I/ /d/ | board<br>/b/ /or/ /d/ | hill<br>/h/ /i/ /l/ |
| piece<br>/p/ /E/ /s/ | south<br>/s/ /ow/ /th/ | rich<br>/r/ /i/ /ch/ |
| safe<br>/s/ /A/ /f/ | good<br>/g/ /uu/ /d/ | half<br>/h/ /a/ /f/ |
| wrote<br>/r/ /O/ /t/ | week<br>/w/ /E/ /k/ | few<br>/f/ /y/ /oo/ |
| stay<br>/s/ /t/ /A/ | hole<br>/h/ /O/ /l/ | other<br>/u/ /TH/ /er/ |

**AbovePicture:** This is what is called the PHONEMIC SEGMENTATION FLUENCY (PSF). At the beginning of the kindergarten year it is said to be able to identify 5 sounds in ONE MINUTE to be proficient.

| | | | | |
|---|---|---|---|---|
| sep | rop | lan | tup | nen |
| het | dem | som | tig | nup |
| tum | nep | nop | lun | hon |
| lut | nem | san | dut | nin |
| dit | sem | rin | nam | fon |
| reg | yan | yed | tud | dib |
| fet | yit | fem | rud | seg |
| pom | pim | mem | dap | nud |
| teb | hib | sud | pid | gim |
| gid | seb | vad | mig | yom |
| wap | yad | lem | yun | reb |
| vom | wod | fub | mip | wum |
| yod | vut | wid | wem | kun |
| kom | pag | wim | dob | bim |
| vid | vun | yab | pob | vot |

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DIBELS 8th Edition
Benchmark NWF K Beginning

**Above Picture:** This is what is called the NONSENSE WORD FLUENCY (NWF). At the beginning of the kindergarten year it is said to be able to identify 9 sounds and blend three of them together in ONE MINUTE to be proficient.

.

| | | | | |
|---|---|---|---|---|
| by | and | but | has | are |
| a | in | of | there | have |
| it | no | more | we | is |
| help | hold | bring | two | top |
| put | late | face | front | young |
| light | left | white | got | speak |
| need | far | game | point | see |
| small | out | voice | street | big |
| free | like | line | sound | play |
| come | job | same | down | short |
| needs | some | once | man | did |
| turn | does | known | find | high |
| lot | my | four | both | field |
| who | call | few | start | cut |
| place | home | end | friend | book |
| done | get | soon | part | less |
| years | feel | most | life | much |

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DIBELS 8th Edition
Benchmark WRF K Beginning

**Above Picture:** This is what is called the WORD READING FLUENCY (WRF). At the beginning of the kindergarten year it is said to be able to identify 1 word in ONE MINUTE to be proficient.

**What is DIBELS? What does it mean to be proficient?**

# DIBELS Tips for Families

## Why DIBELS?

DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. DIBELS is a series of short, quick assessments that some schools use to determine if students may be struggling with reading and need additional help. Teachers use DIBELS to inform their reading instruction. In other words, DIBELS tells teachers if students are at risk in reading and the type of help they may need.

## What are Risk Categories?

Results of DIBELS subtests are categorized according to the risk, or likelihood, that students will meet end-of-year grade-level goals in reading. The categories were determined based on research in which DIBELS and end-of-year reading tests were administered to many students across the country.

**Blue - Negligible risk:** Students with negligible risk are on track for reading success and should continue to receive the instruction they are getting – sometimes called “Core Support.” We might call these students "Above Benchmark."

**Green - Minimal risk:** Students with minimal risk are on track for reading success and should continue receiving the instruction that they are getting – sometimes called “Core Support.” We might call these students "At Benchmark."

**Yellow - Some risk:** Students with some risk may be struggling with one or more components of reading. They need additional instruction, usually in a small group setting. Their progress should be monitored in the area in which they are struggling. In other words, these students need "Strategic Support."

**Red - At risk:** Students at risk are struggling with reading, either scoring well below the benchmark or struggling with more than one component of reading. They need extra instruction in a small group or one-on-one setting. Their progress should be monitored in the areas in which they are struggling. In other words, these students need "Intensive Support."

## What About Percentiles?

First, percentiles are not like grades. If your child's score is at the 40th percentile, that's not the same as getting 40% on an assignment at school. If your child's score is at the 40th percentile on DIBELS that means they scored as well as or better than 40% of students in the same grade at the same time of year. Scoring 40% on an assignment means your child got 40% of the points possible on that assignment. Most students who fall in the 40th percentile or above on DIBELS are in the minimal or negligible risk categories. That means with regular instruction in reading, they are likely to be a successful reader.

Sometimes percentiles can be confusing if your child is a very good reader – say in the 90th percentile for Oral Reading Fluency Words Correct – but has a much lower percentile in Accuracy – say the 43rd percentile. Many students have excellent accuracy (99-100%) so even if your child has very good accuracy, their percentile could look lower than you expect because most students are also very accurate. Rest assured, in second grade and beyond, if your student's accuracy is high – say above 96% – the percentile on accuracy is not cause for concern.

## Should I Be Worried if My Student is at Risk?

The best answer we can provide is maybe. If your child is at risk or at some risk based on their DIBELS scores, there is reason to be watchful. We recommend talking with your child's teacher.

Here are some things to ask about:

- The instruction your child is receiving.
- The intervention provided for students who struggle with reading.
- How they monitor students' progress in reading.
- How you can support your student's progress.

Partnering with the school is one of the best ways to ensure your student's success in reading.

## My Student Failed DIBELS! What Should I Do?

Don't panic! DIBELS is an indicator of risk, but it's not a test with a grade. Put another way, students cannot "fail" DIBELS. DIBELS gives teachers information, so they know how to proceed with instruction. It can be thought of as one indicator of reading health, just like taking your student's temperature is an indicator of their physical health. If your student is "at risk" or "at some risk" that tells you and the teacher that your student needs additional or more explicit reading instruction.

**Please read the article below in order to understand what our philosophy is and what we are recommending to parents of kindergarten students.**

# mCLASS DIBELS Letter Naming Fluency (LNF) and CKLA Kindergarten Instruction

Many students enter Kindergarten already knowing some letter names. Letter names are widely taught in homes and preschools, on educational television, and by educational toys and games. Knowing the letter names, however, is no guarantee that students have phonemic awareness (knowing the sounds the letters represent) that leads to accurate phoneme-to-grapheme mapping, a critical component of early reading instruction.

Letter Naming Fluency (LNF) is a standardized, individually administered test within mCLASS with DIBELS 8th edition used as an indicator of risk for reading difficulty rather than an instructional target. The ability to recognize and name letters in preschool and at the beginning of kindergarten is a strong predictor of later reading achievement (e.g., Badian, 1995; Walsh, Price, & Gillingham, 1988). Prior to formal education, some students have the benefit of being exposed to words, stories, and books. In those cases, caretakers often teach the alphabet and letter names, particularly those

associated with the child's name. Students who do not demonstrate this ability may be at risk for later reading difficulties; thus, performance on LNF is included within the DIBELS Composite Score in kindergarten and first grade.

However, studies have failed to show that teaching letter names to students enhances their reading ability (e.g., Ehri, 1983) and, in fact, have demonstrated that successful learning of letter-sound correspondences that lead to reading acquisition can occur without the knowledge of letter names (Bruck, Genesee, & Caravolas, 1997; Mann & Wimmer, 2002).

The LNF measure at the beginning of the year does not assume students have had previous letter-naming instruction, whether in Amplify Core Knowledge Language Arts (CKLA) or any other program. If students' DIBELS LNF and Composite Scores indicate that they are at-risk for reading difficulty, teachers should use data on the priority skills assessed by DIBELS to plan instruction for students, and should not plan to emphasize letter naming for the purpose of raising LNF scores. This prioritization of skills is in direct alignment with CKLA, which, particularly in kindergarten, focuses on the use of letter sounds over letter names. The DIBELS 8th Edition Composite Score takes into account performance on each measure and places a substantial weighting on the Nonsense Fluency score.

If students respond to the activities in Kindergarten CKLA units by calling the letters by names, instead of sounds, please gently redirect them; for example say, "That's the letter name. Can you tell me the sound we have been practicing?"

Note that while letter names are not utilized in the initial units of Kindergarten CKLA

instruction, they are introduced in Unit 6. By that unit, students have learned many letter sounds, and since letter names are no longer likely to interfere with decoding, letter names are introduced.

Please note that this is not to say that teachers should discourage parents from instructing their children at home. But in the classroom, LNF does not yield a high return on investment when providing targeted remediation for students that are already at risk.

# RAE. C. Stedman

# TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA, December 2015

## 2026-2027

Updated June ???, 2026

ALASKA DEPARTMENT OF
EDUCATION
& EARLY DEVELOPMENT

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## Contact Information

### School Information

**Name of School:** Stedman Elementary **Name of Principal:** Heather Conn

**Address** (Street, City, State, Zip)**:** 303 Dolphin Street, Petersburg, AK 99833

**Phone:** 1-877-526-7656 **Fax:** 1-877-526-7656 **Email:** hconn@pcsd.us

### District Information

**Name of District:** Petersburg School District **Name of Superintendent:** Robyn Taylor

**Address** (Street, City, State, Zip)**:** 201 Charles W. Street, Petersburg, Alaska 99833

**Phone:** 1-877-526-7656 ext.106 **Fax:** 1-877-536-7656 **Email:** supt@pcsd.us55

## Schoolwide Enactment Information

### Schoolwide Eligibility Information (for a new schoolwide plan)

| What is the school's current poverty rate? | Is the school's poverty rate above 40%? | If poverty rate is below 40%, does the school have an approved waiver on file with DEED? |
|---|---|---|
| 50.41% | ☒ Yes ☐ No | ☐ Yes ☐ No N/A |

### Schoolwide Plan Information

| New Plan? | Initial Effective Date | Revision Date |
|---|---|---|
| ☒ Yes ☐ No | 08/25/2026 | Spring 2027 |

## Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

**Name of Superintendent:** Robyn Taylor **Name of Principal:** Heather Conn

**Signature:** _____ **Signature:** _____

**Date:** 06/??/2026 **Date:** 06/??/2026

## Title I Schoolwide Program Overview

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

### Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students**. A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds**. A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

### Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

### Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- **Conducting a comprehensive needs assessment**. To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
    - The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The schoolwide plan may include one or more of these activities:
        - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
        - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
        - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
        - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
        - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
    - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
    - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

## Plan Development and Consultation

A. **Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)**

**Schoolwide Program Planning Team**

| Representation | Name of Team Member | Roles/Responsibilities |
|---|---|---|
| **Principal:** *(required)* | ☐ Heather Conn | Administration and oversight of schoolwide program |
| **Teachers:** *(required)* | ☐ Kerri Curtiss<br>☐ Mary Midkiff | Title I teacher input and MTSS/RTI planning team |
| **Paraprofessionals:** *(required)* | ☐ Marketa Ith | MTSS/RTI planning team with Title I input. |
| **Parents & Community:** *(required)* | ☐ Leann Johnston<br>☐ Cassandra Grant | Parents providing input, guidance, and feedback |
| **School Staff** *(required)* | ☐ Kerri Curtiss<br>☐ Mary Midkiff | Title I reading support and input |
| **Technical Assistance Providers:** *(as appropriate)* | ☐ N/A | N/A |
| **Administrators:** *(as appropriate)* | ☐ Shannon Baird | Director of Finance |
| ***Title Programs**: | ☐ Kerri Curtiss<br>☐ Mary Midkiff | Title I Teacher & Coordinator of K-5 Programming |
| ***CTE:** | ☐ Dave Owens | High School Vocational Education Teacher and Parent |
| ***Head Start:** | ☐ Brandi Heppe | Parent, Head Start Lead Teacher, Tribal Member |
| **Specialized Instructional Support:** *(as appropriate)* | ☐ Rosal Concepcion<br>☐ Heidi Cabral<br>☐ Seth Johnson | Special Education teachers and MTSS/RTI planning team. |
| **Tribes & Tribal Organizations:** *(as applicable)* | ☐ Jeanette Ness | ICWA/638 Program Director: Johnson O'Malley Representative |

| Representation | Name of Team Member | Roles/Responsibilities |
|---|---|---|
| | Carol Martinez | Petersburg Indian Association Council Member, Tribal Member |
| **Students:** *(if plan relates to secondary school)* | N/A | N/A |
| **Other:** *(as needed)* | N/A | N/A |

*Administrators of programs that are to be consolidated in the schoolwide plan.

## B. Describe the process used to develop the schoolwide plan.

Describe the process used to develop the schoolwide plan:

Stedman Elementary's schoolwide plan was developed using the previous year's data from AK Star, MAP Growth, and DIBELS test scores, as well as benchmark information, behavior needs, and attendance records. Monthly meetings were planned for the next school year. Our meetings have focused on establishing the plan, defining goals and conceptualizing actions and activities. We included celebrations of our progress and re-evaluated our goals. Information from the Perceptions of Stedman survey utilized to stay abreast of needs, and smaller, specific surveys and questionnaires were sent to families and staff.

## C. Use the following table to summarize the steps and activities of the planning process. Provide information about meeting dates and agenda items/topics as well as future meeting dates.

| Meeting Dates | Agenda Topics/Planning Steps | Participants at Meetings (check all that apply) |
|---|---|---|
| 10/3/25 | Recruitment During Scheduled Conferences<br>Annual Meeting<br>Agenda<br>Email Communication<br>Sign-in Sheet<br>Pictures<br>Meeting Notes | ☒ Planning Team ☒ All Staff ☒ Parents/Community |
| 11/11/25 | Veterans Day Breakfast<br>Flyer<br>Email #1<br>Pictures | ☒ Planning Team ☒ All Staff ☒ Parents/Community |
| 11/13/25 | Fall For Reading Literacy Event<br>Flyer<br>Email #1<br>Pictures<br>Sign-In Sheets for Dinner<br>Sign-In Sheets for Event | ☒ Planning Team ☒ All Staff ☒ Parents/Community |
| 1/22/26 | Stream Night<br>Flyer<br>Pictures<br>Sign-In Sheets | ☒ Planning Team ☒ All Staff ☒ Parents/Community |
| 2/16/26 and 2/17/26 | Book Fair Migrant Gift Certificates (Elementary School Students ONLY)<br>Purchases | ☒ Planning Team ☒ All Staff ☒ Parents/Community |
| 3/1/26 - 3/31/26 | Sing Lee Alley Bookstore Gift Certificate (Middle and High School Students ONLY)<br>Purchases | ☒ Planning Team ☒ All Staff ☒ Parents/Community |
| 4/16/26 | Math Night<br>Flyers<br>Sign-in Sheets<br>Pictures | ☒ Planning Team ☒ All Staff ☒ Parents/Community |
| 6/3/26 | Consolidation Vote Meeting | ☒ Planning Team ☐ All Staff ☒ Parents/Community |

| Meeting Dates | Agenda Topics/Planning Steps | Participants at Meetings (check all that apply) |
|---|---|---|
| | Agenda<br>Sign-in<br>Vote<br>Picture | |

D. **Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan development.**

Describe the process used to communicate with all members of the school & community who were not part of the planning team.

In April 2026, we reviewed the proposal for Schoolwide Title I service with teachers. Parents were included in the review and planning process during winter conferences and our consolidation meeting on June 2rd, 2026. Both of these opportunities were well advertised in our School App, bulletins, and social media. Invitations were extended to families to be on the planning committee, and to share ideas of how to best serve our students. Ideas that were submitted for next year: Similar literacy activities, science or math night, stream night, smoother transition planning from elementary to middle school, parent involvement in Partners in Education (P.I.E.) committee, family fun night (games and activities) bring your parent to PE day, family orientation, family/child centered events, and basic map/chart to families for reading skills.

Data collection was accomplished through use of AK Star test scores, MAP scores (Measures of Academic Progress), and DIBELS for the 2025-2026 school year. For the 2026-2027 school year data collection will be accomplished through the use of AK STAR, MAP (Measure of Academic Progress), and DIBELS.

## Comprehensive Needs Assessment

### A. Provide a brief description of the school, attendance area, and community.

Provide a brief description of the school, attendance area, and community.

There are approximately 217 students attending Stedman Elementary preschool through 5th grade. The culture of Petersburg centers around fishing with a harbor that is home port to approximately 600 commercial vessels. Petersburg has about 3,000 inhabitants. There is a strong Forest Service population and many of our families are employed by support services, including the hospital.

### B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community.

Documented meetings were held in September and December for regular education teachers, special education teachers, migrant education specialist and the ELL specialist. Cyndy Fry was contacted as the special education director and district test coordinator. Our parent liaison and migrant coordinator also sent out a google survey in the fall to gather the specific needs of students through families.

### C. Summarize the areas the school's current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

| Type of Data Analyzed | Area of Need | Priority | Describe needs determined from data in each area, as applicable (do not include solutions here) |
|---|---|---|---|
| State Summative Assessment and other district assessment data | Reading/language arts instruction for all students | High | AK Star Testing data shows that 57% of 3rd graders are below in 2025 spring scores.<br><br>MAP data shows the 41% of our 3rd graders scored below 50% percentile in proficiency in reading in the spring of 2025.<br><br>DIBELS data shows the 18% of our 3rd graders scored below proficient in reading in the spring of 2025. |
| | Mathematics instruction for all students | High | AK Star Testing data shows that 46% of 3rd graders are below proficient in 2025 spring scores.<br><br>MAP data shows the 28.5% of our 3rd graders scored below 50% percentile in proficiency in math in the spring of 2025. |

| Type of Data Analyzed | Area of Need | Priority | Describe needs determined from data in each area, as applicable (do not include solutions here) |
|---|---|---|---|
| | | | |
| | Science instruction for all students | Medium | Ak Star Testing data shows that 43% of our 5th graders scored below proficient in science in the spring of 2025. |
| | Other content area instruction for all students | Low | No specific data. |
| | Support for students with disabilities | High | Students with disabilities proficient or above on the 2024-2025 AK Star ELA based on grade:<br>3rd-5th 40% or fewer<br>Students with disabilities proficient or above on the 2024-2025 AK Star Math based on grade:<br>3rd -5th 40% or fewer<br>In the 2024-2025 school year there were 20% or fewer of students who are enrolled at Stedman Elementary who qualify as having a disability. |
| | Support for migrant students | High | Migrant students scored proficient or above on the 2024-2025 AK Star ELA based on grade.<br>3rd - 40 or fewer %, 4th - 20 or fewer %, 5th - 42.86%<br>Migrant students scored proficient or above on the 2024-2025 AK Star Math based on grade.<br>3rd - 60% or more %, 4th - 62.5%, 5th - 57.14%<br>For the 2024-2025 school year there were students identified under migrant status who were enrolled a total of 106 district wide out of 475 or 22% of students . |
| | Economically disadvantaged or low achieving students | High | Economically Disadvantaged students scored proficient or above on the 2024-2025 AK Star ELA based on grade.<br>3rd - 30%, 4th - 20 or fewer %, 5th - 38.46%<br>Economically Disadvantaged students scored proficient or above on the 2023-2024 AK Star Math based on grade.<br>3rd - 60%, 4th - 50%, 5th - 46.15 %<br>For the 2024-2025 school year there were 33 out of 98 of 3rd-5th grade students or 34% of students who were identified as economically disadvantaged assessed in Stedman Elementary . |

| Type of Data Analyzed | Area of Need | Priority | Describe needs determined from data in each area, as applicable (do not include solutions here) |
|---|---|---|---|
| ELP Assessment (Access 2.0) | Support for EL students to attain proficiency in English | Medium | For the 2024-2025 school year at Stedman Elementary, the total number of EL students taking the AK Star was 1.<br><br>The student scored in the AK STAR ELA assessment as "Needs Support".<br><br>The student scored in the AK STAR Math assessment as "Needs Support".<br><br>Total students considered EL within Stedman Elementary was 1 for the 2024-2025 school year. |
| Graduation & dropout rate | Ensure students will graduate from high school | N/A | N/A |
| Attendance & Chronic absenteeism rates | Ensure that students attend school and reduce chronic absenteeism | Medium | Our attendance rate for the 2024-2025 school year according to the Department of Education and Early Development at Stedman Elementary was at a rate of 91.3%.<br><br>For ALL of K-12 our attendance rate was 92.15%. |
| Demographic data | Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students | Medium | Power School demographic reports. |
| Curriculum | Core curriculum aligned vertically and with state standards | High | We have completed year three of our reading curriculum implementation and will be starting year four in the fall of 2026.<br><br>We have completed year one of our math curriculum implementation and will be starting year two in the fall of 2026. |
| Instruction | Effective instructional strategies and tiered interventions | High | We are in year three of working with Corwin Learning: Visible Learning (John Hattie) and the National Institute of Excellence Teachers (NIET) to establish effective instructional strategies for all tiers. This was a federal grant that the Alaska Council of School Administrators (ACSA) had applied for and received, but will end September 30th, 2026. We have received and implemented the Comprehensive Literacy State Development Grant (CLSD) and they will be moving the district in a similar direction in regard to NIET and Visible Learning. |
| Assessment | Use of formative and progress monitoring | High | Currently, we have the MAP assessment districtwide and the DIBELS State Literacy Screener for grades K-5 that we use for assessments. |

| Type of Data Analyzed | Area of Need | Priority | Describe needs determined from data in each area, as applicable (do not include solutions here) |
|---|---|---|---|
| | assessments to improve instruction | | We will be using the curriculum assessments this upcoming school year to drive instruction. |
| Supportive Learning Environment | Safe, orderly learning environment | High | Review of PBIS/MTSS/ROCC/RTI process |
| Family Engagement | Family & community engagement | Medium | Review of Title I and Migrant events as well as reviewing the Visiting/Volunteer/Tutoring log. |
| Professional Development (PD) needs assessment | PD to support curriculum, instruction & assessment | High | Teacher Evaluation tool – Frontline "My Learning Plan".<br>The National Institute for Excellence Teaching (NIET) is also reviewing our performance plan for all certified staff within the Petersburg School District. |
| Professional Development (PD) needs assessment | PD to support individual teacher skills | High | We are in year three of working with Corwin Learning: Visible Learning (John Hattie) and the National Institute of Excellence Teachers (NIET) to establish effective instructional strategies for all tiers. This was a federal grant that the Alaska Council of School Administrators (ACSA) had applied for and received, but will end September 30th, 2026. We have received and implemented the Comprehensive Literacy State Development Grant (CLSD) and they will be moving the district in a similar direction in regard to NIET and Visible Learning. |
| Professional Development (PD) needs assessment | PD or strategies for hiring qualified teachers | Medium | |
| Leadership | Recruiting, training & retaining qualified principals | Medium | |
| Other: | | | |
| Other: | | | |
| Other: | | | |

D. **As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.**

| Area of Need | Baseline Data | Measurable Goal/Target | Evaluation of Measure |
|---|---|---|---|
| Foundational reading skills proficiency at 3rd Grade. | DIBELS overall composite score proficiency level. | Targeted students meet DIBELS projected growth. | 3rd grade students meet projected growth in the Spring of 2027 on DIBELS measure. |
| Foundational reading skills proficiency at 2nd Grade. | DIBELS overall composite score proficiency level. | Targeted students meet DIBELS projected growth. | 2nd grade students meet projected growth in the Spring of 2027 on DIBELS measure. |
| Foundational reading skills proficiency at 1st Grade. | DIBELS overall composite score proficiency level. | Targeted students meet DIBELS projected growth. | 1st grade students meet projected growth in the Spring of 2027 on DIBELS measure. |
| Foundational reading skills proficiency at kindergarten. | DIBELS overall composite score proficiency level. | Targeted students meet DIBELS projected growth. | Kindergarten students meet projected growth in the Spring of 2027 on DIBELS measure. |

## Schoolwide Plan Strategies

### A. Describe the strategies that the school will be implementing to address the identified school needs.

Describe the strategies that the school will be implementing to address the identified school needs.

Continued training with the MAP tool through webinars, online training, and district trained staff.

Scheduling interventions in the school day for all tier levels into the schedule outside the academic blocks.

Increased focus for 3rd grade reading in order to improve readiness for AK STAR and ensure reading level is improving and moving towards proficiency.

Professional development for re-implementation of programs not being used, but voted on by the Petersburg School District Board.

Analyze and make a plan for improved attendance schoolwide.

Parental contact with those defined as chronic absenteeism.

### B. Describe the strategies that the school will use to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.

Describe the strategies that the school will use to provide opportunities for all children to meet the challenging State academic standards.

AK STAR, MAP, and DIBELS data reviewed to identify subgroups that are struggling.

Fall and Winter academic family events will enhance student learning, and provide enrichments as we take the opportunity to provide information to families to extend learning at home.

Fall = Literacy Educational Opportunity for Parents and Night for Families

Fall = Math/Science Night

Winter = STREAM Night

Winter = Book Fair and Book Gift Certificates (Local Bookstore)

### C. Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Describe how the school will strengthen the academic program, increase learning time, and provide a well-rounded education.

Family involvement enhances learning and creates a well-rounded child.

Focus on events that will provide enrichment in various areas: science, math, and reading.

Professional development for increasing students reading abilities.

Increased accessibility to reading specialists.

## D. Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.

Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.

Stedman Elementary will identify students who are struggling academically and provide increased reading instruction in smaller intervention groups.

Utilize MAP screening tool to target areas of weakness for at-risk students.

Use curricula that are scientifically proven to improve reading and math, such as: UFLI, SPIRE, SRA Math, and Cloud 9 math.

Professional development for increasing students reading and math instruction.

## Annual Evaluation & Review Process

A. **Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.**

Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.

Teachers and administrators will analyze AK STAR, MAP, and DIBELS data in order to compare student scores with their previous year's scores, and also compare grade level scores of previous year's students.

An end of the year meeting is scheduled to review and reflect on the accomplishments throughout the year and make necessary revisions to the plan.

Principal and staff will review Power School data for students who have had chronic absences.

B. **Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.**

Describe how the school will measure & report student process on the State's annual assessments & other indicators of student achievement.

Students will be measured both on a comparison of their previous score and against nationwide scores.

Subgroups can be isolated on AK STAR and MAP tests, and comparison made. Results are made public and sent out to all parents via email yearly.

C. **Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan.**

Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards.

AK STAR, MAP, and DIBELS scores will be compared with previous years, and we hope to see an increase in scores overall, as well as significant growth for at-risk students.

D. **Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program.**

Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan.

After the fall, winter, and spring testing, we will meet as a staff and review scores. Teachers will evaluate the extent of interventions and evaluate strategies. Adjustments will be planned for the next year.

By reviewing data from Power School, we will evaluate whether the strategies have improved attendance.

## Financial Requirements

A. **Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)**

| Check if used | Dollar Amount | Program funds used to implement components of the schoolwide plan (check all that apply) |
|---|---|---|
| ☐ | | Title I, Part A: Improving Basic Programs Operated by Local Education Agencies |
| ☒ | $50,126.12 | Title I, Part C: Education of Migratory Children** |
| ☒ | $36,506.00 | Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders |
| ☐ | | Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement |
| ☒ | $14,501.00 | Title IV, Part A: Student Support and Academic Enrichment Grants |
| ☐ | | Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education** |
| ☐ | | IDEA Part B** |
| ☐ | | Carl Perkins |
| ☐ | | State Funds |
| ☐ | | Local Funds |
| ☐ | | Other: |
| ☐ | | Other: |
| ☐ | | Other: |
| ☐ | | Other: |

**The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions.

**Commented [1]:** @business@pcsd.us

We will need new numbers placed here once we have state allocations.
_Assigned to business@pcsd.us_

**Commented [2R1]:** I already updated these

**Commented [3R1]:** I will just need the Title I C actual number for FY27 before moving forward with submitting this. That was what my statement meant. Does this make sense? THe other two numbers are FY 27 numbers correct?

**Commented [4R1]:** I edited(suggested edit) this amount to an estimated $50,126.12 for FY27, which you accepted on the 14th. What we list here is the portion of the Migrant Grant that is used school wide. That is a moving target as well do budget revisions and what not.
I don't think we'll be able to even have first draft of FY27 ESEA budget until late May. Are you wanting to to wait until then, so can you submit this estimate considering it's a constantly moving target.
Sorry if I'm missing something, I'm providing the same level of information that I did last year.

**Commented [5R1]:** Yes, so for that miscommunication. I do intend to wait. These documents will be uploaded into the GMS system when the time is right to submit this grant.

PETERSBURG
SCHOOL DISTRICT

# RAE C. Stedman Elementary SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

As authorized under ESEA, as amended

2026-2027

June ?, 2026

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## Overview

In support of strengthening student academic achievement, **Petersburg Borough School District** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. The policy establishes the district's expectations and objectives for meaningful parent and family involvement and describes how the district will implement a number of specific parent and family engagement activities.

The **Petersburg Borough School District** agrees to implement the following requirements as outlined in Section 1116 of the ESEA, as amended:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. [§1116(c)(3)]
- Update the school parent and family member policy periodically to meet the changing needs of parents and the school, distribute it to the parents and family members of participating children, and make the parental involvement policy available to the local community. [§1116(b)(1)]
- In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [§1116(e)(4)]
- If the schoolwide program plan under Section 1114(b)(2) of the ESEA, as amended, is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district. [§1116(c)(5)]
- The school district will be governed by the following definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:
    - Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
        - that parents play an integral role in assisting their child's learning;
        - that parents are encouraged to be actively involved in their child's education at school;
        - that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
        - the carrying out of other activities, such as those described in section 1116. [§8101(39)]

# Required Parent and Family Engagement Policy Components

## Joint Development

**Stedman Elementary** will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I, Part A programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

(Describe/List how parents and family members will be involved in the development of the school parent and family engagement policy and how parents will be involved in the planning, review, and improvement of parental involvement programs.

Review of Spring 2026 parental suggestions from the Peceptions of Stedman Survey

Introduction to My Child and Reads Act Conferences (September 2026): Make suggestions for adjustment 2026-2027 family engagement plan

Spring Conferences (February 2027): Make suggestions for 2027-2028 family engagement plan

Parent feedback and suggestions at Title 1/Migrant hosted events in 2027-2028

Principal's Weekly Bulletin and Social Media

## Annual Title I, Part A Meeting

**Stedman Elementary** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I, Part A program, the nature of the Title I, Part A program, the parents' requirements, the school parent and family policy, the schoolwide plan, and the school-parent compact.

(Describe/List when the school will hold the Annual Title I meeting to inform parents of the requirements of Title I and the school's participation as well as the parents' rights to be involved.

An annual Title 1 meeting will be held in the Fall 2026 and the Spring 2027.

## Communications

**Stedman Elementary** will take the following actions to provide parents of participating children the following:

- Timely information about Title I, Part A programs.
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parental involvement.
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- Information related to the school and parent and family member programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

| |
|---|
| (Describe/List how the parent and family engagement policy will be distributed to parents and family members and how the school is going to communicate with parents and family members including information about how the school will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.) |
| Principal's Weekly Bulletin and Social Media |
| School website updates |
| Student/Parent Handbook |
| Information bulletin board with current postings at the front entrance of school |

## School-Parent Compact

**Stedman Elementary** will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

(Describe/List the process the school will follow to jointly develop with parents a school-parent compact.) During the 2026-2027 school year, Stedman Elementary will implement the revised School-Parent-Student compact using the following timeline to compete review activities:

Provide principal/school team input into the district developed compact by November 1st, 2026

Present the revised compact to parents & obtain their feedback during Parent/Teacher Conferences February 2027

Submit the finalized content for Stedman's school-specific compact, jointly developed with parents, to the District by March 31st, 2027.

The District will publish Stedman's compact during the Spring Semester 2027

Stedman will distribute the revised compact to parents at Parent/Teacher conferences in February 2027 at which time additional feedback will be gathered for considerations for the 2026-2027 School-Parent-Student Compact.

## Reservation of Funds

The **Petersburg Borough School District** will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family engagement is spent. *(Only applicable to districts with an allocation of $500,000 or more.)*

- Funds reserved under this section by the district agency shall be used to carry out activities and strategies consistent with the district's parent and family engagement policy, including not less than 1 of the following:
  - (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
  - (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
  - (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
  - (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
  - (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

(Describe/List how the school will involve parents in the decision making about how the 1% reservation of Title I, Part A funds is spent.

Parent Representation at Title 1 Meetings 2026-2027

Parent Representation at Title 1 team meetings

Parent input survey/feedback opportunities

## Coordination

**Stedman Elementary** will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

(Describe/List how the school will coordinate and integrate parent and family engagement strategies with other relevant programs, organizations, businesses, and community partners to provide additional supports and resources to families.)

MOU: Office of children services, Tlingit and Haida Head Start, Petersburg Children's Center, Monster's Daycare Center, Kinderskog After School Care, Petersburg Medical Center, Johnson O'Malley Program, Petersburg Indian Association, United State Forest Service Agency, Salvation Army Food Bank, and Junior Achievement.

## Building Capacity of Parents and Family Members

**Stedman Elementary** will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following:

- Providing parents and family members with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Providing parents and family members materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Providing assistance to parents of participating children, as appropriate, in understanding such topics as the following:
    - The challenging State academic standards.
    - The State and local academic assessments.
    - The requirements of Title I, Part A.
    - How to monitor a child's progress.
    - How work with educators to improve the achievement of their children.

(Describe/List activities, such as workshops, conferences, classes, online resources, and any equipment or other materials that may be necessary to support parents and family member in helping their student's academic success.)

Explanation what it means to be a Title I School

All family nights have an academic focus that provide families strategies and resources to assist their student with academics

Ongoing information is provided for grade level learning targets, volunteer opportunities in the school, assessment schedules, and preparations to help students perform their best

Information regarding the benefits of attendance

## Building Capacity of School Staff

**Stedman Elementary** will, with the assistance of its parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

(Describe/List activities such as workshops, conferences, trainings, webinars, and online resources that will be used with school staff to build their capacity to work with parents as equal partners.)

Teachers will receive support from the Title I funded reading specialist and the Stedman Elementary Principal for instructional practices, communication with families, and the incorporation of parent/family volunteers in the educational setting

Professional learning opportunities to reinforce and share programs used in the school such as WayFinder, 123 Magic, Whole Brain Teaching, and Zones of Regulation, etc.

**Stedman Elementary** will provide other reasonable support for parental involvement activities under Section 1116 as parents may request.

(Describe/List actions the school will take to provide other reasonable support for parental involvement activities.)

Scheduling considerations that promote attendance at family events

Provision of resources parents might find useful for engaging in the academic and social emotional learning of their children

Transportation as needed

## Building Capacity for Engagement – Optional

**NOTE TO THE SCHOOL:** The school parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA, as amended:

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each Title I, Part A school–

- ☐ may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- ☐ may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- ☐ may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- ☐ may train parents to enhance the involvement of other parents;
- ☐ may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- ☐ may adopt and implement model approaches to improving parental involvement;
- ☐ may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and
- ☐ may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

(Describe how each discretionary items checked above will be implemented.)

## Adoption

This school parent and family member engagement policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs, as evidenced by parental representation in the Title I team.

Families Present for Adoption:

This policy was adopted by the **Petersburg Community** on **June ?, 2026** and will be in effect for the period of **2026-2027**. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **11/1/2026**.

*Printed Name of Principal:* Heather Conn

*Signature of Principal:* _____ *Date:* June ?, 2026

**Alaska Department of Education & Early Development - School Finance**
**FY2027 School Operating Fund Budget**
**Signature Page**

**FY27 Budget - 1st Draft**

School District Name: PETERSBURG SCHOOL DISTRICT

Proj. Brick & Mortar ADM: 446.75

Proj. Correspondence AD: 0

Proj. Intensive SPED Cou: 20

Proj. Total SPED Count (includes Intensive Count): 72

Prepared by: _____ _____
Signature/Title Date

Phone Number: _____

Approved by: _____ _____
Superintendent's Signature Date

Approval of City/Borough Official of Local Contribution designated on Page 3:

_____ _____
Official Signature/Title Date

## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Summary

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| | | | | |
|---|---|---|---|---|
| ***Beginning Fund Balance: July 1, 2026 - (Subject to 10% Limit per AS 14.17.505(a))**** | | | | $1,184,529 |
| ***(Excluded from the 10% Limit)*** | | | | $480,000 |
| ***Total Beginning Fund Balance*** | | | | $1,664,529 |
| ***Revenue*** | | | | |
| 010 | City/Borough Appropriations | (1) | $3,450,000 | |
| 030 | Earnings on Investments | (2) | 70,050 | |
| 040 | Other Local Revenues | (3) | 133,350 | |
| 041 | Tuition from Students | (4) | 0 | |
| 042 | Tuition - Other Districts | (5) | 0 | |
| 047 | E-Rate Program | (6) | 76,780 | |
| 050 | State Sources | (7) | 7,612,406 | |
| 100 | Federal Sources - Direct | (8) | 0 | |
| 150 | Federal Sources - Through the State | (9) | 0 | |
| 190 | Federal Sources - Other Agencies | (10) | 0 | |
| 250 | Transfers From Other Funds | (11) | 0 | |
| | ***Total Revenue*** | | | $11,342,587 |
| ***Expenditures*** | | | | |
| 100 | Instruction | (12) | $5,005,417 | |
| 200 | Special Education Instruction | (13) | 1,686,833 | |
| 220 | Special Education Support Services | (14) | 0 | |
| 300 | Support Services - Students | (15) | 365,883 | |
| 350 | Support Services - Instruction | (16) | 915,617 | |
| 400 | School Administration | (17) | 469,519 | |
| 450 | School Administration Support Services | (18) | 367,806 | |
| 510 | District Administration | (19) | 416,696 | |
| 550 | District Administration Support Services | (20) | 446,834 | |
| 600 | Operations and Maintenance of Plant | (21) | 1,435,306 | |
| 700 | Student Activities | (22) | 576,091 | |
| 780 | Community Services | (23) | 0 | |
| 900 | Other Financing Uses | (24) | 0 | |
| | ***Total Expenditures*** | | | $11,686,002 |
| ***Ending Fund Balance: June 30, 2027 (Subject to 10% Limit per AS 14.17.505(a))**** | | | | $841,114 |
| ***(Excluded from the 10% Limit)*** | | | | $480,000 |
| ***Total Ending Fund Balance*** | | | | $1,321,114 |

** Must be greater tha

***Note regarding Fund Balance -- 10% Limit per AS 14.17.505(a) is reinstated as of FY2026 financials**

# Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Revenues

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| | | Amount | |
|---|---|---|---|
| ***010 City/Borough Appropriations*** | | | |
| 011 | City/Borough Direct Appropriation | 3,450,000 | |
| 012 | City/Borough "In-Kind" | | |
| | **(detail descriptions & dollar amts required for in-kind or budget will be returned)** | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | ***Total City/Borough Appropriations*** | | $3,450,000 |
| | | | Transferred to (1) on page |
| ***030 Earnings on Investments*** | | | |
| 030 | Earnings on Investments | 70,050 | |
| | ***Total Earnings on Investments*** | | $70,050 |
| | | | Transferred to (2) on page |
| ***040 Other Local Revenues*** | | | |
| 040 | Other Local Revenues - Identify: | | |
| | **(provide detail descriptions & dollar amts for local revenues)** | | |
| 040 | LOCAL REVENUES | 55,000 | |
| 043 | STUDENT ACTIVITY FEES | 46,000 | |
| 043 | ACTIVITY GATE RECEIPTS | 5,500 | |
| 044 | STUDENT CLASS FEES | 10,000 | |
| 045 | STUDENT TECH FEES | 12,850 | |
| 046 | LOCAL RENTAL REVENUE | 4,000 | |
| | ***Total Other Local Revenues*** | | $133,350 |
| | | | Transferred to (3) on page |
| ***041 Tuition from Students*** | | | |
| 041 | Tuition from Students | 0 | |
| | ***Total Tuition from Students*** | | $0 |
| | | | Transferred to (4) on page |
| ***042 Tuition - Other Districts*** | | | |
| 042 | Tuition | 0 | |
| | ***Total Tuition - Other Districts*** | | $0 |
| | | | Transferred to (5) on page |
| ***047 E-Rate Program*** | | | |
| 047 | E-Rate Program Revenue | 76,780 | |

| | |
|---|---|
| ***Total E-Rate Program*** | $76,780 |
| | Transferred to (6) on page |

# Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Revenues

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| | | | |
|---|---|---|---|
| ***050 State Sources*** | (051 includes quality schools grants) | | |
| 051 | Foundation Program | 6,505,726 | |
| 051 | QUALITY SCHOOLS | 19,756 | |
| 055 | Supplemental Aid | 0 | |
| 056 | TRS On-Behalf Payments | 955,503 | |
| 057 | PERS On-Behalf Payments | 129,422 | |
| 059 | Tuition | 0 | |
| 090 | Other State Revenues - **Identify** | | |
| | AK PFD Education Raffle | 2,000 | |
| | ***Total State Sources*** | | $7,612,406 |
| | | | Transferred to (7) on page |
| ***100 Federal Sources - Direct*** | | | |
| 110 | Impact Aid (Public Law 874 (100%)) | | |
| 140 | Other Federal Revenue - **Identify** | | |
| | ***Total Federal Sources - Direct*** | | $0 |
| | | | Transferred to (8) on page |
| ***150 Federal Sources - Through the State of Alaska - Identify:*** | | | |
| | ***Total Federal Sources - Through the State*** | | $0 |
| | | | Transferred to (9) on page |
| ***190 Federal Sources - Other Agencies - Identify:*** | | | |
| | ***Total Federal Sources - Other Agencies*** | | $0 |
| | | | Transferred to (10) on pag |
| ***250 Transfers From Other Funds - Identify:*** | | | |
| | ***Total Transfers From Other Funds*** | | $0 |
| | | | Transferred to (11) on pag |

| | |
|---|---|
| **Total Projected Revenues** | $11,342,587 |

# Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 100 Instruction*** | Amount | |
|---|---|---|
| Salaries | | |
| 310 Certificated Salaries | 2,686,088 | |
| 320 Non-Certificated Salaries | 206,731 | |
| ***Total Salaries*** | | $2,892,819 |
| Employee Benefits | | |
| 360 Employee Benefits | 1,916,873 | |
| 380 Housing Allowance/Subsidy | 0 | |
| 390 Transportation Allowance | 0 | |
| ***Total Employee Benefits*** | | $1,916,873 |
| ***Total Salaries & Employee Benefits*** | | $4,809,692 |
| Non-Personnel | | |
| 410 Professional and Technical Services | 9,050 | |
| 419 Chief Administrator Contract Services | 0 | |
| 420 Staff Travel | 0 | |
| 425 Student Travel | 3,450 | |
| 430 Utility Services | 0 | |
| 435 Energy | 0 | |
| 440 Other Purchased Services | 0 | |
| 445 Insurance and Bond Premiums | 0 | |
| 450 Supplies, Materials and Media | 177,225 | |
| 480 Tuition and Stipends | 0 | |
| 490 Other Expenses - Identify: | | |
| VHS AND OTHER FEES | 6,000 | |
| | | |
| | | |
| 510 Equipment | 0 | |
| ***Total Non-Personnel*** | | $195,725 |
| ***Total Salaries, Benefits, Non-Personnel*** | | $5,005,417 |

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## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 200 Special Education Instruction*** | Amount | |
|---|---|---|
| Salaries | | |
| 310 Certificated Salaries | 410,661 | |
| 320 Non-Certificated Salaries | 523,256 | |
| ***Total Salaries*** | | $933,917 |
| Employee Benefits | | |
| 360 Employee Benefits | 653,856 | |
| 380 Housing Allowance/Subsidy | 0 | |
| 390 Transportation Allowance | 0 | |
| ***Total Employee Benefits*** | | $653,856 |
| ***Total Salaries & Employee Benefits*** | | $1,587,773 |
| Non-Personnel | | |
| 410 Professional and Technical Services | 86,000 | |
| 420 Staff Travel | 4,500 | |
| 425 Student Travel | 1,200 | |
| 430 Utility Services | 0 | |
| 435 Energy | 0 | |
| 440 Other Purchased Services | 360 | |
| 445 Insurance and Bond Premiums | 0 | |
| 450 Supplies, Materials and Media | 6,750 | |
| 480 Tuition and Stipends | 0 | |
| 490 Other Expenses - Identify: | | |
| DUES & FEES | 250 | |
| | | |
| | | |
| 510 Equipment | | |
| ***Total Non-Personnel*** | | $99,060 |
| ***Total Salaries, Benefits, Non-Personnel*** | | $1,686,833 |

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## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 220 Special Education Support Services - Students*** | Amount | |
|---|---|---|
| Salaries | | |
| 310 Certificated Salaries | 0 | |
| 320 Non-Certificated Salaries | 0 | |
| ***Total Salaries*** | | $0 |
| Employee Benefits | | |
| 360 Employee Benefits | 0 | |
| 380 Housing Allowance/Subsidy | 0 | |
| 390 Transportation Allowance | 0 | |
| ***Total Employee Benefits*** | | $0 |
| ***Total Salaries & Employee Benefits*** | | $0 |
| Non-Personnel | | |
| 410 Professional and Technical Services | 0 | |
| 419 Chief Administrator Contract Services | 0 | |
| 420 Staff Travel | 0 | |
| 425 Student Travel | 0 | |
| 430 Utility Services | 0 | |
| 435 Energy | 0 | |
| 440 Other Purchased Services | 0 | |
| 445 Insurance and Bond Premiums | 0 | |
| 450 Supplies, Materials and Media | 0 | |
| 480 Tuition and Stipends | 0 | |
| 490 Other Expenses - Identify: | | |
| _____ | 0 | |
| _____ | 0 | |
| _____ | 0 | |
| 510 Equipment | 0 | |
| ***Total Non-Personnel*** | | $0 |
| ***Total Salaries, Benefits, Non-Personnel*** | | $0 |

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## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 300 Support Services - Students*** | Amount | |
|---|---|---|
| Salaries | | |
| 310 Certificated Salaries | 182,838 | |
| 320 Non-Certificated Salaries | 5,545 | |
| ***Total Salaries*** | | $188,383 |
| Employee Benefits | | |
| 360 Employee Benefits | 99,700 | |
| 380 Housing Allowance/Subsidy | 0 | |
| 390 Transportation Allowance | 0 | |
| ***Total Employee Benefits*** | | $99,700 |
| ***Total Salaries & Employee Benefits*** | | $288,083 |
| Non-Personnel | | |
| 410 Professional and Technical Services | 70,000 | |
| 420 Staff Travel | 0 | |
| 425 Student Travel | 0 | |
| 430 Utility Services | 0 | |
| 435 Energy | 0 | |
| 440 Other Purchased Services | 0 | |
| 445 Insurance and Bond Premiums | 0 | |
| 450 Supplies, Materials and Media | 4,300 | |
| 480 Tuition and Stipends | 0 | |
| 490 Other Expenses - Identify: | | |
| DUES & FEES | 3,500 | |
| | | |
| | | |
| 510 Equipment | | |
| ***Total Non-Personnel*** | | $77,800 |
| ***Total Salaries, Benefits, Non-Personnel*** | | $365,883 |

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# Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 350 Support Services - Instruction*** | Amount | |
|---|---|---|
| Salaries | | |
| 310 Certificated Salaries | 308,945 | |
| 320 Non-Certificated Salaries | 64,110 | |
| ***Total Salaries*** | | $373,055 |
| Employee Benefits | | |
| 360 Employee Benefits | 212,355 | |
| 380 Housing Allowance/Subsidy | 0 | |
| 390 Transportation Allowance | 0 | |
| ***Total Employee Benefits*** | | $212,355 |
| ***Total Salaries & Employee Benefits*** | | $585,411 |
| Non-Personnel | | |
| 410 Professional and Technical Services | 51,956 | |
| 420 Staff Travel | 2,500 | |
| 425 Student Travel | 0 | |
| 430 Utility Services | 108,600 | |
| 435 Energy | 0 | |
| 440 Other Purchased Services | 68,250 | |
| 445 Insurance and Bond Premiums | 3,000 | |
| 450 Supplies, Materials and Media | 95,900 | |
| 480 Tuition and Stipends | 0 | |
| 490 Other Expenses - Identify: | | |
| _____ | | |
| _____ | | |
| _____ | | |
| 510 Equipment | | |
| ***Total Non-Personnel*** | | $330,206 |
| ***Total Salaries, Benefits, Non-Personnel*** | | $915,617 |

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## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 400 School Administration*** | Amount | |
|---|---|---|
| Salaries | | |
| 310 Certificated Salaries | 266,430 | |
| ***Total Salaries*** | | $266,430 |
| Employee Benefits | | |
| 360 Employee Benefits | 189,674 | |
| 380 Housing Allowance/Subsidy | 0 | |
| 390 Transportation Allowance | 0 | |
| ***Total Employee Benefits*** | | $189,674 |
| ***Total Salaries & Employee Benefits*** | | $456,104 |
| Non-Personnel | | |
| 410 Professional and Technical Services | 1,665 | |
| 419 Chief Administrator Contract Services | 0 | |
| 420 Staff Travel | 4,800 | |
| 425 Student Travel | 0 | |
| 430 Utility Services | 0 | |
| 435 Energy | 0 | |
| 440 Other Purchased Services | 0 | |
| 445 Insurance and Bond Premiums | 0 | |
| 450 Supplies, Materials and Media | 5,000 | |
| 480 Tuition and Stipends | 0 | |
| 490 Other Expenses - Identify: | | |
| DUES & FEES | 1,950 | |
| | | |
| | | |
| 510 Equipment | | |
| ***Total Non-Personnel*** | | $13,415 |
| ***Total Salaries, Benefits, Non-Personnel*** | | $469,519 |

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## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 450 School Administration Support Services*** | Amount | |
|---|---|---|
| Salaries | | |
| 320 Non-Certificated Salaries | 179,892 | |
| ***Total Salaries*** | | $179,892 |
| Employee Benefits | | |
| 360 Employee Benefits | 176,155 | |
| 380 Housing Allowance/Subsidy | 0 | |
| 390 Transportation Allowance | 0 | |
| ***Total Employee Benefits*** | | $176,155 |
| ***Total Salaries & Employee Benefits*** | | $356,046 |
| Non-Personnel | | |
| 410 Professional and Technical Services | 1,200 | |
| 420 Staff Travel | 2,400 | |
| 425 Student Travel | 0 | |
| 430 Utility Services | 6,860 | |
| 435 Energy | 0 | |
| 440 Other Purchased Services | 0 | |
| 445 Insurance and Bond Premiums | 0 | |
| 450 Supplies, Materials and Media | 1,300 | |
| 480 Tuition and Stipends | 0 | |
| 490 Other Expenses - Identify: | | |
| _____ | | |
| _____ | | |
| _____ | | |
| 510 Equipment | | |
| ***Total Non-Personnel*** | | $11,760 |
| ***Total Salaries, Benefits, Non-Personnel*** | | $367,806 |

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# Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 510 District Administration*** | | Amount | |
|---|---|---|---|
| Salaries | | | |
| 310 | Certificated Salaries | 161,620 | |
| 320 | Non-Certificated Salaries | 45,700 | |
| | ***Total Salaries*** | | $207,320 |
| Employee Benefits | | | |
| 360 | Employee Benefits | 122,532 | |
| 380 | Housing Allowance/Subsidy | 0 | |
| 390 | Transportation Allowance | 0 | |
| | ***Total Employee Benefits*** | | $122,532 |
| | ***Total Salaries & Employee Benefits*** | | $329,852 |
| Non-Personnel | | | |
| 410 | Professional and Technical Services | 34,665 | |
| 419 | Chief Administrator Contract Services | 0 | |
| 420 | Staff Travel | 13,000 | |
| 425 | Student Travel | 0 | |
| 430 | Utility Services | 1,549 | |
| 435 | Energy | 0 | |
| 440 | Other Purchased Services | 0 | |
| 445 | Insurance and Bond Premiums | 0 | |
| 450 | Supplies, Materials and Media | 12,250 | |
| 480 | Tuition and Stipends | 0 | |
| 490 | Other Expenses - Identify: | | |
| | DUES & FEES | 25,380 | |
| | | | |
| | | | |
| 510 | Equipment | | |
| | ***Total Non-Personnel*** | | $86,844 |
| | ***Total Salaries, Benefits, Non-Personnel*** | | $416,696 |

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## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 550 District Administration Support Services*** | Amount | |
|---|---|---|
| Salaries | | |
| 310 Certificated Salaries | 0 | |
| 320 Non-Certificated Salaries | 181,909 | |
| ***Total Salaries*** | | $181,909 |
| Employee Benefits | | |
| 360 Employee Benefits | 93,725 | |
| 380 Housing Allowance/Subsidy | 0 | |
| 390 Transportation Allowance | 0 | |
| ***Total Employee Benefits*** | | $93,725 |
| ***Total Salaries & Employee Benefits*** | | $275,634 |
| Non-Personnel | | |
| 410 Professional and Technical Services | 110,450 | |
| 420 Staff Travel | 5,200 | |
| 425 Student Travel | 0 | |
| 430 Utility Services | 0 | |
| 435 Energy | 0 | |
| 440 Other Purchased Services | 0 | |
| 445 Insurance and Bond Premiums | 89,100 | |
| 450 Supplies, Materials and Media | 950 | |
| 480 Tuition and Stipends | 0 | |
| 490 Other Expenses - Identify: | | |
| DUES & FEES | 7,500 | |
| | | |
| | | |
| 495 Indirect Costs | (42,000) | |
| 510 Equipment | 0 | |
| ***Total Non-Personnel*** | | $171,200 |
| ***Total Salaries, Benefits, Non-Personnel*** | | $446,834 |

Transferred to (20) on pag

## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 600 Operations and Maintenance of Plant*** | Amount | |
|---|---|---|
| Salaries | | |
| 310 Certificated Salaries | 0 | |
| 320 Non-Certificated Salaries | 314,922 | |
| ***Total Salaries*** | | $314,922 |
| Employee Benefits | | |
| 360 Employee Benefits | 199,954 | |
| 380 Housing Allowance/Subsidy | 0 | |
| 390 Transportation Allowance | 0 | |
| ***Total Employee Benefits*** | | $199,954 |
| ***Total Salaries & Employee Benefits*** | | $514,877 |
| Non-Personnel | | |
| 410 Professional and Technical Services | 14,838 | |
| 420 Staff Travel | 4,000 | |
| 425 Student Travel | 0 | |
| 430 Utility Services | 79,761 | |
| 435 Energy | 540,000 | |
| 440 Other Purchased Services | 48,200 | |
| 445 Insurance and Bond Premiums | 137,330 | |
| 450 Supplies, Materials and Media | 94,800 | |
| 480 Tuition and Stipends | 0 | |
| 490 Other Expenses - Identify: | | |
| DUES & FEES | 1,500 | |
| | | |
| | | |
| 510 Equipment | 0 | |
| ***Total Non-Personnel*** | | $920,429 |
| ***Total Salaries, Benefits, Non-Personnel*** | | $1,435,306 |

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## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 700 Student Activities*** | Amount | |
|---|---|---|
| Salaries | | |
| 310 Certificated Salaries | 119,012 | |
| 320 Non-Certificated Salaries | 72,980 | |
| ***Total Salaries*** | | $191,992 |
| Employee Benefits | | |
| 360 Employee Benefits | 75,197 | |
| 380 Housing Allowance/Subsidy | 0 | |
| 390 Transportation Allowance | 0 | |
| ***Total Employee Benefits*** | | $75,197 |
| ***Total Salaries & Employee Benefits*** | | $267,189 |
| Non-Personnel | | |
| 410 Professional and Technical Services | 0 | |
| 420 Staff Travel | 7,900 | |
| 425 Student Travel | 274,800 | |
| 430 Utility Services | 1,592 | |
| 435 Energy | 0 | |
| 440 Other Purchased Services | 0 | |
| 445 Insurance and Bond Premiums | 0 | |
| 450 Supplies, Materials and Media | 20,810 | |
| 480 Tuition and Stipends | 0 | |
| 490 Other Expenses - Identify: | | |
| DUES & FEES | 3,800 | |
| | | |
| | | |
| 510 Equipment | 0 | |
| ***Total Non-Personnel*** | | $308,902 |
| ***Total Salaries, Benefits, Non-Personnel*** | | $576,091 |

Transferred to (22) on pag

## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 780 Community Services*** | Amount | |
|---|---|---|
| Salaries | | |
| 310 Certificated Salaries | | |
| 320 Non-Certificated Salaries | | |
| ***Total Salaries*** | | $0 |
| Employee Benefits | | |
| 360 Employee Benefits | | |
| 380 Housing Allowance/Subsidy | | |
| 390 Transportation Allowance | | |
| ***Total Employee Benefits*** | | $0 |
| ***Total Salaries & Employee Benefits*** | | $0 |
| Non-Personnel | | |
| 410 Professional and Technical Services | | |
| 420 Staff Travel | | |
| 425 Student Travel | | |
| 430 Utility Services | | |
| 435 Energy | | |
| 440 Other Purchased Services | | |
| 445 Insurance and Bond Premiums | | |
| 450 Supplies, Materials and Media | | |
| 480 Tuition and Stipends | | |
| 490 Other Expenses - Identify: | | |
| _____ | | |
| _____ | | |
| _____ | | |
| 510 Equipment | | |
| ***Total Non-Personnel*** | | $0 |
| ***Total Salaries, Benefits, Non-Personnel*** | | $0 |

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## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Other Financing Uses

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

***Function 900 Other Financing Uses*** Amount

Transfers To:

550 Transfer to Other Funds

| | |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

Total Other Financing Uses $0

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## Alaska Department of Education and Early Development - School Finance
## FY2027 School Operating Fund Budget TRS/PERS Functional Breakdown

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

The department uses two required revenue object codes, 056 and 057, for the purpose of recording TRS and PERS on-behalf revenue. The full amount of the TRS and PERS on-behalf from all funds must be recorded in the op fund. The district is to calculate the functional break-out in order to allocate the related on-behalf expenditure.

The district is to use the following allocation method for breaking out the TRS by function.

1) To calculate the TRS on-behalf amount take the difference between the Board Recommended Rate and the Effec and multiply the difference by the total district wide TRS payroll from all funds. You will now have the total dollar a of the TRS on-behalf for all funds.
2) Divide the (total district wide TRS payroll by function from all funds) by the (total district wide TRS payroll from all f to derive a percentage of total district wide TRS payroll by function.
3) The total district wide TRS payroll by function percentage is multiplied by the total TRS on-behalf to come up with TRS on-behalf by function to be recorded in the operating fund.

The district is to use the same methodology for recording total PERS on-behalf. The TRS and PERS on-behalf alloc are to be recorded in the schedule below and also included in the employee benefits in each function. The total on-b employee benefits by function should reconcile to the total on-behalf revenues recorded from page 4.

***Note: TRS on-behalf rate for FY2027 is 21.46% and PERS on-behalf rate for FY2027 is 7.84***

| | TRS |
|---|---|
| **Total On-Behalf Revenue from page 4** | 955,503 |
| Function 100 On-Behalf Expenditures | 620,242 |
| Function 200 On-Behalf Expenditures | 108,971 |
| Function 220 On-Behalf Expenditures | 0 |
| Function 300 On-Behalf Expenditures | 44,207 |
| Function 350 On-Behalf Expenditures | 66,319 |
| Function 400 On-Behalf Expenditures | 56,918 |
| Function 450 On-Behalf Expenditures | 0 |
| Function 510 On-Behalf Expenditures | 34,336 |
| Function 550 On-Behalf Expenditures | 0 |
| Function 600 On-Behalf Expenditures | 0 |
| Function 700 On-Behalf Expenditures | 24,509 |
| Function 780 On-Behalf Expenditures | 0 |
| **Total On-Behalf Employee Benefits by Function** | 955,503 |

*Note: TRS and PERS on-behalf for Pupil Transportation and Food Service should be included in function 300 and TI PERS on-behalf for Construction & Facilities Acquisition should be included in function 600.*

ın or equal to zero

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Personnel FTE

| |
|---|
| 33.21 |
| 4.25 |

Personnel FTE

| |
|---|
| 5.10 |
| 16.07 |

| Personnel FTE |
| --- |
| 0.00 |
| 0.00 |

Personnel FTE

| |
|---|
| 2.00 |
| 0.05 |

| Personnel FTE |
| --- |
| 3.00 |
| 1.00 |

| Personnel FTE |
| --- |
| 2.20 |

| Personnel FTE |
| --- |
| 3.88 |

Personnel FTE

| |
|---|
| 1.00 |
| 0.50 |

| Personnel FTE |
|---|
| 0.00 |
| 2.16 |

| Personnel FTE |
| --- |
| 0.00 |
| 5.90 |

Personnel FTE

| |
|---|
| 0.55 |
| 0.00 |

Personnel FTE

ge 2

perating

ctive Rate
amount

funds)

the total

cations
behalf

%

| PERS |
|---|
| 129,422 |
| |
| 11,127 |
| 38,546 |
| 0 |
| 19,298 |
| 4,180 |
| 0 |
| 13,853 |
| 3,489 |
| 14,215 |
| 23,655 |
| 1,059 |
| 0 |
| |
| 129,422 |

*RS and*

DEED internal calcs

| | |
|---|---|
| Percent of ending fund balance Subject to 10% Limit | 7.20% |
| Total ending fund balance calculates to: | $1,321,114 |

## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Summary

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| | | | | |
|---|---|---|---|---|
| ***Beginning Fund Balance: July 1, 2026 - (Subject to 10% Limit per AS 14.17.505(a))**** | | | | $1,184,529 |
| ***(Excluded from the 10% Limit)*** | | | | $480,000 |
| ***Total Beginning Fund Balance*** | | | | $1,664,529 |
| ***Revenue*** | | | | |
| 010 | City/Borough Appropriations | (1) | $3,450,000 | |
| 030 | Earnings on Investments | (2) | 70,050 | |
| 040 | Other Local Revenues | (3) | 133,350 | |
| 041 | Tuition from Students | (4) | 0 | |
| 042 | Tuition - Other Districts | (5) | 0 | |
| 047 | E-Rate Program | (6) | 76,780 | |
| 050 | State Sources | (7) | 7,612,406 | |
| 100 | Federal Sources - Direct | (8) | 0 | |
| 150 | Federal Sources - Through the State | (9) | 0 | |
| 190 | Federal Sources - Other Agencies | (10) | 0 | |
| 250 | Transfers From Other Funds | (11) | 0 | |
| | ***Total Revenue*** | | | $11,342,587 |
| ***Expenditures*** | | | | |
| 100 | Instruction | (12) | $5,005,417 | |
| 200 | Special Education Instruction | (13) | 1,686,833 | |
| 220 | Special Education Support Services | (14) | 0 | |
| 300 | Support Services - Students | (15) | 365,883 | |
| 350 | Support Services - Instruction | (16) | 915,617 | |
| 400 | School Administration | (17) | 469,519 | |
| 450 | School Administration Support Services | (18) | 367,806 | |
| 510 | District Administration | (19) | 416,696 | |
| 550 | District Administration Support Services | (20) | 446,834 | |
| 600 | Operations and Maintenance of Plant | (21) | 1,435,306 | |
| 700 | Student Activities | (22) | 576,091 | |
| 780 | Community Services | (23) | 0 | |
| 900 | Other Financing Uses | (24) | 0 | |
| | ***Total Expenditures*** | | | $11,686,002 |
| ***Ending Fund Balance: June 30, 2027 (Subject to 10% Limit per AS 14.17.505(a))**** | | | | $841,114 |
| ***(Excluded from the 10% Limit)*** | | | | $480,000 |
| ***Total Ending Fund Balance*** | | | | $1,321,114 |

** Must be greater than or equal to zero

***Note regarding Fund Balance -- 10% Limit per AS 14.17.505(a) is reinstated as of FY2026 financials**

DEED internal calcs

| | |
|---|---|
| Percent of ending fund balance Subject to 10% Limit | 7.20% |
| Total ending fund balance calculates to: | $1,321,114 |

# Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Revenues

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***010 City/Borough Appropriations*** | | Amount | |
|---|---|---|---|
| 011 | City/Borough Direct Appropriation | 3,450,000 | |
| 012 | City/Borough "In-Kind" | | |
| | **(detail descriptions & dollar amts required for in-kind or budget will be returned)** | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | ***Total City/Borough Appropriations*** | | $3,450,000 |
| | | | Transferred to (1) on page 2 |
| ***030 Earnings on Investments*** | | | |
| 030 | Earnings on Investments | 70,050 | |
| | ***Total Earnings on Investments*** | | $70,050 |
| | | | Transferred to (2) on page 2 |
| ***040 Other Local Revenues*** | | | |
| 040 | Other Local Revenues - Identify: | | |
| | **(provide detail descriptions & dollar amts for local revenues)** | | |
| 040 | LOCAL REVENUES | 55,000 | |
| 043 | STUDENT ACTIVITY FEES | 46,000 | |
| 043 | ACTIVITY GATE RECEIPTS | 5,500 | |
| 044 | STUDENT CLASS FEES | 10,000 | |
| 045 | STUDENT TECH FEES | 12,850 | |
| 046 | LOCAL RENTAL REVENUE | 4,000 | |
| | ***Total Other Local Revenues*** | | $133,350 |
| | | | Transferred to (3) on page 2 |
| ***041 Tuition from Students*** | | | |
| 041 | Tuition from Students | 0 | |
| | ***Total Tuition from Students*** | | $0 |
| | | | Transferred to (4) on page 2 |
| ***042 Tuition - Other Districts*** | | | |
| 042 | Tuition | 0 | |
| | ***Total Tuition - Other Districts*** | | $0 |
| | | | Transferred to (5) on page 2 |
| ***047 E-Rate Program*** | | | |
| 047 | E-Rate Program Revenue | 76,780 | |
| | ***Total E-Rate Program*** | | $76,780 |
| | | | Transferred to (6) on page 2 |

## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Revenues



PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

***050 State Sources*** (051 includes quality schools grants)

| | | | |
|---|---|---|---|
| 051 | Foundation Program | 6,505,726 | |
| 051 | QUALITY SCHOOLS | 19,756 | |
| 055 | Supplemental Aid | 0 | |
| 056 | TRS On-Behalf Payments | 955,503 | |
| 057 | PERS On-Behalf Payments | 129,422 | |
| 059 | Tuition | 0 | |
| 090 | Other State Revenues - **Identify** | | |
| | AK PFD Education Raffle | 2,000 | |
| | | | |
| | ***Total State Sources*** | | $7,612,406 |

Transferred to (7) on page 2

***100 Federal Sources - Direct***

| | | | |
|---|---|---|---|
| 110 | Impact Aid (Public Law 874 (100%)) | | |
| 140 | Other Federal Revenue - **Identify** | | |
| | | | |
| | ***Total Federal Sources - Direct*** | | $0 |

Transferred to (8) on page 2

***150 Federal Sources - Through the State of Alaska - Identify:***

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | ***Total Federal Sources - Through the State*** | | $0 |

Transferred to (9) on page 2

***190 Federal Sources - Other Agencies - Identify:***

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | ***Total Federal Sources - Other Agencies*** | | $0 |

Transferred to (10) on page 2

***250 Transfers From Other Funds - Identify:***

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | ***Total Transfers From Other Funds*** | | $0 |

Transferred to (11) on page 2

| | | |
|---|---|---|
| | **Total Projected Revenues** | $11,342,587 |

## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures



PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 100 Instruction*** | | Amount | | Personnel FTE |
|---|---|---|---|---|
| Salaries | | | | |
| 310 | Certificated Salaries | 2,686,088 | | 33.21 |
| 320 | Non-Certificated Salaries | 206,731 | | 4.25 |
| | ***Total Salaries*** | | $2,892,819 | |
| Employee Benefits | | | | |
| 360 | Employee Benefits | 1,916,873 | | |
| 380 | Housing Allowance/Subsidy | 0 | | |
| 390 | Transportation Allowance | 0 | | |
| | ***Total Employee Benefits*** | | $1,916,873 | |
| | ***Total Salaries & Employee Benefits*** | | $4,809,692 | |
| Non-Personnel | | | | |
| 410 | Professional and Technical Services | 9,050 | | |
| 419 | Chief Administrator Contract Services | 0 | | |
| 420 | Staff Travel | 0 | | |
| 425 | Student Travel | 3,450 | | |
| 430 | Utility Services | 0 | | |
| 435 | Energy | 0 | | |
| 440 | Other Purchased Services | 0 | | |
| 445 | Insurance and Bond Premiums | 0 | | |
| 450 | Supplies, Materials and Media | 177,225 | | |
| 480 | Tuition and Stipends | 0 | | |
| 490 | Other Expenses - Identify: | | | |
| | VHS AND OTHER FEES | 6,000 | | |
| | | | | |
| | | | | |
| 510 | Equipment | 0 | | |
| | ***Total Non-Personnel*** | | $195,725 | |
| | ***Total Salaries, Benefits, Non-Personnel*** | | $5,005,417 | |

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## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures



PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 200 Special Education Instruction*** | Amount | | Personnel FTE |
|---|---|---|---|
| Salaries | | | |
| 310 Certificated Salaries | 410,661 | | 5.10 |
| 320 Non-Certificated Salaries | 523,256 | | 16.07 |
| ***Total Salaries*** | | $933,917 | |
| Employee Benefits | | | |
| 360 Employee Benefits | 653,856 | | |
| 380 Housing Allowance/Subsidy | 0 | | |
| 390 Transportation Allowance | 0 | | |
| ***Total Employee Benefits*** | | $653,856 | |
| ***Total Salaries & Employee Benefits*** | | $1,587,773 | |
| Non-Personnel | | | |
| 410 Professional and Technical Services | 86,000 | | |
| 420 Staff Travel | 4,500 | | |
| 425 Student Travel | 1,200 | | |
| 430 Utility Services | 0 | | |
| 435 Energy | 0 | | |
| 440 Other Purchased Services | 360 | | |
| 445 Insurance and Bond Premiums | 0 | | |
| 450 Supplies, Materials and Media | 6,750 | | |
| 480 Tuition and Stipends | 0 | | |
| 490 Other Expenses - Identify: | | | |
| DUES & FEES | 250 | | |
| | | | |
| | | | |
| 510 Equipment | | | |
| ***Total Non-Personnel*** | | $99,060 | |
| ***Total Salaries, Benefits, Non-Personnel*** | | $1,686,833 | |

Transferred to (13) on page 2

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 220 Special Education Support Services - Students*** | Amount | | Personnel FTE |
|---|---|---|---|
| Salaries | | | |
| 310 Certificated Salaries | 0 | | 0.00 |
| 320 Non-Certificated Salaries | 0 | | 0.00 |
| ***Total Salaries*** | | $0 | |
| Employee Benefits | | | |
| 360 Employee Benefits | 0 | | |
| 380 Housing Allowance/Subsidy | 0 | | |
| 390 Transportation Allowance | 0 | | |
| ***Total Employee Benefits*** | | $0 | |
| ***Total Salaries & Employee Benefits*** | | $0 | |
| Non-Personnel | | | |
| 410 Professional and Technical Services | 0 | | |
| 419 Chief Administrator Contract Services | 0 | | |
| 420 Staff Travel | 0 | | |
| 425 Student Travel | 0 | | |
| 430 Utility Services | 0 | | |
| 435 Energy | 0 | | |
| 440 Other Purchased Services | 0 | | |
| 445 Insurance and Bond Premiums | 0 | | |
| 450 Supplies, Materials and Media | 0 | | |
| 480 Tuition and Stipends | 0 | | |
| 490 Other Expenses - Identify: | | | |
| _____ | 0 | | |
| _____ | 0 | | |
| _____ | 0 | | |
| 510 Equipment | 0 | | |
| ***Total Non-Personnel*** | | $0 | |
| ***Total Salaries, Benefits, Non-Personnel*** | | $0 | |

Transferred to (14) on page 2

## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures



PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 300 Support Services - Students*** | Amount | | Personnel FTE |
|---|---|---|---|
| Salaries | | | |
| 310 Certificated Salaries | 182,838 | | 2.00 |
| 320 Non-Certificated Salaries | 5,545 | | 0.05 |
| ***Total Salaries*** | | $188,383 | |
| Employee Benefits | | | |
| 360 Employee Benefits | 99,700 | | |
| 380 Housing Allowance/Subsidy | 0 | | |
| 390 Transportation Allowance | 0 | | |
| ***Total Employee Benefits*** | | $99,700 | |
| ***Total Salaries & Employee Benefits*** | | $288,083 | |
| Non-Personnel | | | |
| 410 Professional and Technical Services | 70,000 | | |
| 420 Staff Travel | 0 | | |
| 425 Student Travel | 0 | | |
| 430 Utility Services | 0 | | |
| 435 Energy | 0 | | |
| 440 Other Purchased Services | 0 | | |
| 445 Insurance and Bond Premiums | 0 | | |
| 450 Supplies, Materials and Media | 4,300 | | |
| 480 Tuition and Stipends | 0 | | |
| 490 Other Expenses - Identify: | | | |
| DUES & FEES | 3,500 | | |
| | | | |
| | | | |
| 510 Equipment | | | |
| ***Total Non-Personnel*** | | $77,800 | |
| ***Total Salaries, Benefits, Non-Personnel*** | | $365,883 | |

Transferred to (15) on page 2

## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures



PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 350 Support Services - Instruction*** | Amount | | Personnel FTE |
|---|---|---|---|
| Salaries | | | |
| 310 Certificated Salaries | 308,945 | | 3.00 |
| 320 Non-Certificated Salaries | 64,110 | | 1.00 |
| ***Total Salaries*** | | $373,055 | |
| Employee Benefits | | | |
| 360 Employee Benefits | 212,355 | | |
| 380 Housing Allowance/Subsidy | 0 | | |
| 390 Transportation Allowance | 0 | | |
| ***Total Employee Benefits*** | | $212,355 | |
| ***Total Salaries & Employee Benefits*** | | $585,411 | |
| Non-Personnel | | | |
| 410 Professional and Technical Services | 51,956 | | |
| 420 Staff Travel | 2,500 | | |
| 425 Student Travel | 0 | | |
| 430 Utility Services | 108,600 | | |
| 435 Energy | 0 | | |
| 440 Other Purchased Services | 68,250 | | |
| 445 Insurance and Bond Premiums | 3,000 | | |
| 450 Supplies, Materials and Media | 95,900 | | |
| 480 Tuition and Stipends | 0 | | |
| 490 Other Expenses - Identify: | | | |
| | | | |
| | | | |
| | | | |
| 510 Equipment | | | |
| ***Total Non-Personnel*** | | $330,206 | |
| ***Total Salaries, Benefits, Non-Personnel*** | | $915,617 | |

Transferred to (16) on page 2

## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures



PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 400 School Administration*** | Amount | | Personnel FTE |
|---|---|---|---|
| Salaries | | | |
| 310 Certificated Salaries | 266,430 | | 2.20 |
| ***Total Salaries*** | | $266,430 | |
| Employee Benefits | | | |
| 360 Employee Benefits | 189,674 | | |
| 380 Housing Allowance/Subsidy | 0 | | |
| 390 Transportation Allowance | 0 | | |
| ***Total Employee Benefits*** | | $189,674 | |
| ***Total Salaries & Employee Benefits*** | | $456,104 | |
| Non-Personnel | | | |
| 410 Professional and Technical Services | 1,665 | | |
| 419 Chief Administrator Contract Services | 0 | | |
| 420 Staff Travel | 4,800 | | |
| 425 Student Travel | 0 | | |
| 430 Utility Services | 0 | | |
| 435 Energy | 0 | | |
| 440 Other Purchased Services | 0 | | |
| 445 Insurance and Bond Premiums | 0 | | |
| 450 Supplies, Materials and Media | 5,000 | | |
| 480 Tuition and Stipends | 0 | | |
| 490 Other Expenses - Identify: | | | |
| DUES & FEES | 1,950 | | |
| | | | |
| | | | |
| 510 Equipment | | | |
| ***Total Non-Personnel*** | | $13,415 | |
| ***Total Salaries, Benefits, Non-Personnel*** | | $469,519 | |

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## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures



PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 450 School Administration Support Services*** | Amount | | Personnel FTE |
|---|---|---|---|
| Salaries | | | |
| 320 Non-Certificated Salaries | 179,892 | | 3.88 |
| ***Total Salaries*** | | $179,892 | |
| Employee Benefits | | | |
| 360 Employee Benefits | 176,155 | | |
| 380 Housing Allowance/Subsidy | 0 | | |
| 390 Transportation Allowance | 0 | | |
| ***Total Employee Benefits*** | | $176,155 | |
| ***Total Salaries & Employee Benefits*** | | $356,046 | |
| Non-Personnel | | | |
| 410 Professional and Technical Services | 1,200 | | |
| 420 Staff Travel | 2,400 | | |
| 425 Student Travel | 0 | | |
| 430 Utility Services | 6,860 | | |
| 435 Energy | 0 | | |
| 440 Other Purchased Services | 0 | | |
| 445 Insurance and Bond Premiums | 0 | | |
| 450 Supplies, Materials and Media | 1,300 | | |
| 480 Tuition and Stipends | 0 | | |
| 490 Other Expenses - Identify: | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |
| 510 Equipment | | | |
| ***Total Non-Personnel*** | | $11,760 | |
| ***Total Salaries, Benefits, Non-Personnel*** | | $367,806 | |

Transferred to (18) on page 2

## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures



PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 510 District Administration*** | Amount | | Personnel FTE |
|---|---|---|---|
| Salaries | | | |
| 310 Certificated Salaries | 161,620 | | 1.00 |
| 320 Non-Certificated Salaries | 45,700 | | 0.50 |
| ***Total Salaries*** | | $207,320 | |
| Employee Benefits | | | |
| 360 Employee Benefits | 122,532 | | |
| 380 Housing Allowance/Subsidy | 0 | | |
| 390 Transportation Allowance | 0 | | |
| ***Total Employee Benefits*** | | $122,532 | |
| ***Total Salaries & Employee Benefits*** | | $329,852 | |
| Non-Personnel | | | |
| 410 Professional and Technical Services | 34,665 | | |
| 419 Chief Administrator Contract Services | 0 | | |
| 420 Staff Travel | 13,000 | | |
| 425 Student Travel | 0 | | |
| 430 Utility Services | 1,549 | | |
| 435 Energy | 0 | | |
| 440 Other Purchased Services | 0 | | |
| 445 Insurance and Bond Premiums | 0 | | |
| 450 Supplies, Materials and Media | 12,250 | | |
| 480 Tuition and Stipends | 0 | | |
| 490 Other Expenses - Identify: | | | |
| DUES & FEES | 25,380 | | |
| | | | |
| | | | |
| 510 Equipment | | | |
| ***Total Non-Personnel*** | | $86,844 | |
| ***Total Salaries, Benefits, Non-Personnel*** | | $416,696 | |

Transferred to (19) on page 2

## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Expenditures



PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 550 District Administration Support Services*** | Amount | | Personnel FTE |
|---|---|---|---|
| Salaries | | | |
| 310 Certificated Salaries | 0 | | 0.00 |
| 320 Non-Certificated Salaries | 181,909 | | 2.16 |
| ***Total Salaries*** | | $181,909 | |
| Employee Benefits | | | |
| 360 Employee Benefits | 93,725 | | |
| 380 Housing Allowance/Subsidy | 0 | | |
| 390 Transportation Allowance | 0 | | |
| ***Total Employee Benefits*** | | $93,725 | |
| ***Total Salaries & Employee Benefits*** | | $275,634 | |
| Non-Personnel | | | |
| 410 Professional and Technical Services | 110,450 | | |
| 420 Staff Travel | 5,200 | | |
| 425 Student Travel | 0 | | |
| 430 Utility Services | 0 | | |
| 435 Energy | 0 | | |
| 440 Other Purchased Services | 0 | | |
| 445 Insurance and Bond Premiums | 89,100 | | |
| 450 Supplies, Materials and Media | 950 | | |
| 480 Tuition and Stipends | 0 | | |
| 490 Other Expenses - Identify: | | | |
| DUES & FEES | 7,500 | | |
| | | | |
| | | | |
| 495 Indirect Costs | (42,000) | | |
| 510 Equipment | 0 | | |
| ***Total Non-Personnel*** | | $171,200 | |
| ***Total Salaries, Benefits, Non-Personnel*** | | $446,834 | |

Transferred to (20) on page 2

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 600 Operations and Maintenance of Plant*** | Amount | | Personnel FTE |
|---|---|---|---|
| Salaries | | | |
| 310 Certificated Salaries | 0 | | 0.00 |
| 320 Non-Certificated Salaries | 314,922 | | 5.90 |
| ***Total Salaries*** | | $314,922 | |
| Employee Benefits | | | |
| 360 Employee Benefits | 199,954 | | |
| 380 Housing Allowance/Subsidy | 0 | | |
| 390 Transportation Allowance | 0 | | |
| ***Total Employee Benefits*** | | $199,954 | |
| ***Total Salaries & Employee Benefits*** | | $514,877 | |
| Non-Personnel | | | |
| 410 Professional and Technical Services | 14,838 | | |
| 420 Staff Travel | 4,000 | | |
| 425 Student Travel | 0 | | |
| 430 Utility Services | 79,761 | | |
| 435 Energy | 540,000 | | |
| 440 Other Purchased Services | 48,200 | | |
| 445 Insurance and Bond Premiums | 137,330 | | |
| 450 Supplies, Materials and Media | 94,800 | | |
| 480 Tuition and Stipends | 0 | | |
| 490 Other Expenses - Identify: | | | |
| DUES & FEES | 1,500 | | |
| | | | |
| | | | |
| 510 Equipment | 0 | | |
| ***Total Non-Personnel*** | | $920,429 | |
| ***Total Salaries, Benefits, Non-Personnel*** | | $1,435,306 | |

Transferred to (21) on page 2

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 700 Student Activities*** | Amount | | Personnel FTE |
|---|---|---|---|
| Salaries | | | |
| 310 Certificated Salaries | 119,012 | | 0.55 |
| 320 Non-Certificated Salaries | 72,980 | | 0.00 |
| ***Total Salaries*** | | $191,992 | |
| Employee Benefits | | | |
| 360 Employee Benefits | 75,197 | | |
| 380 Housing Allowance/Subsidy | 0 | | |
| 390 Transportation Allowance | 0 | | |
| ***Total Employee Benefits*** | | $75,197 | |
| ***Total Salaries & Employee Benefits*** | | $267,189 | |
| Non-Personnel | | | |
| 410 Professional and Technical Services | 0 | | |
| 420 Staff Travel | 7,900 | | |
| 425 Student Travel | 274,800 | | |
| 430 Utility Services | 1,592 | | |
| 435 Energy | 0 | | |
| 440 Other Purchased Services | 0 | | |
| 445 Insurance and Bond Premiums | 0 | | |
| 450 Supplies, Materials and Media | 20,810 | | |
| 480 Tuition and Stipends | 0 | | |
| 490 Other Expenses - Identify: | | | |
| DUES & FEES | 3,800 | | |
| | | | |
| | | | |
| 510 Equipment | 0 | | |
| ***Total Non-Personnel*** | | $308,902 | |
| ***Total Salaries, Benefits, Non-Personnel*** | | $576,091 | |

Transferred to (22) on page 2

PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| ***Function 780 Community Services*** | Amount | Personnel FTE |
|---|---|---|
| Salaries | | |
| 310 Certificated Salaries | | |
| 320 Non-Certificated Salaries | | |
| ***Total Salaries*** | $0 | |
| Employee Benefits | | |
| 360 Employee Benefits | | |
| 380 Housing Allowance/Subsidy | | |
| 390 Transportation Allowance | | |
| ***Total Employee Benefits*** | $0 | |
| ***Total Salaries & Employee Benefits*** | $0 | |
| Non-Personnel | | |
| 410 Professional and Technical Services | | |
| 420 Staff Travel | | |
| 425 Student Travel | | |
| 430 Utility Services | | |
| 435 Energy | | |
| 440 Other Purchased Services | | |
| 445 Insurance and Bond Premiums | | |
| 450 Supplies, Materials and Media | | |
| 480 Tuition and Stipends | | |
| 490 Other Expenses - Identify: | | |
| | | |
| | | |
| | | |
| 510 Equipment | | |
| ***Total Non-Personnel*** | $0 | |
| ***Total Salaries, Benefits, Non-Personnel*** | $0 | |

Transferred to (23) on page 2

## Alaska Department of Education & Early Development - School Finance
## FY2027 School Operating Fund Budget Other Financing Uses



PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

***Function 900 Other Financing Uses*** Amount

Transfers To:

550 Transfer to Other Funds

| | |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

Total Other Financing Uses $0

Transferred to (24) on page 2

**Alaska Department of Education and Early Development - School Finance**
**FY2027 School Operating Fund Budget TRS/PERS Functional Breakdown**



PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

The department uses two required revenue object codes, 056 and 057, for the purpose of recording TRS and PERS on-behalf revenue. The full amount of the TRS and PERS on-behalf from all funds must be recorded in the operating fund. The district is to calculate the functional break-out in order to allocate the related on-behalf expenditure.

The district is to use the following allocation method for breaking out the TRS by function.
1) To calculate the TRS on-behalf amount take the difference between the Board Recommended Rate and the Effective Rate and multiply the difference by the total district wide TRS payroll from all funds. You will now have the total dollar amount of the TRS on-behalf for all funds.
2) Divide the (total district wide TRS payroll by function from all funds) by the (total district wide TRS payroll from all funds) to derive a percentage of total district wide TRS payroll by function.
3) The total district wide TRS payroll by function percentage is multiplied by the total TRS on-behalf to come up with the total TRS on-behalf by function to be recorded in the operating fund.

The district is to use the same methodology for recording total PERS on-behalf. The TRS and PERS on-behalf allocations are to be recorded in the schedule below and also included in the employee benefits in each function. The total on-behalf employee benefits by function should reconcile to the total on-behalf revenues recorded from page 4.

***Note: TRS on-behalf rate for FY2027 is 21.46% and PERS on-behalf rate for FY2027 is 7.84%***

| | TRS | PERS |
|---|---|---|
| **Total On-Behalf Revenue from page 4** | 955,503 | 129,422 |
| Function 100 On-Behalf Expenditures | 620,242 | 11,127 |
| Function 200 On-Behalf Expenditures | 108,971 | 38,546 |
| Function 220 On-Behalf Expenditures | 0 | 0 |
| Function 300 On-Behalf Expenditures | 44,207 | 19,298 |
| Function 350 On-Behalf Expenditures | 66,319 | 4,180 |
| Function 400 On-Behalf Expenditures | 56,918 | 0 |
| Function 450 On-Behalf Expenditures | 0 | 13,853 |
| Function 510 On-Behalf Expenditures | 34,336 | 3,489 |
| Function 550 On-Behalf Expenditures | 0 | 14,215 |
| Function 600 On-Behalf Expenditures | 0 | 23,655 |
| Function 700 On-Behalf Expenditures | 24,509 | 1,059 |
| Function 780 On-Behalf Expenditures | 0 | 0 |
| **Total On-Behalf Employee Benefits by Function** | 955,503 | 129,422 |

*Note: TRS and PERS on-behalf for Pupil Transportation and Food Service should be included in function 300 and TRS and PERS on-behalf for Construction & Facilities Acquisition should be included in function 600.*

**Alaska Department of Education & Early Development - School Finance**
**FY2027 School Operating Fund Budget**
**Signature Page**



**FY27 Budget - 1st Draft**

School District Name: PETERSBURG SCHOOL DISTRICT

Proj. Brick & Mortar ADM: 446.75

Proj. Correspondence ADM 0

Proj. Intensive SPED Count 20

Proj. Total SPED Count
(includes Intensive Count): 72

Prepared by: _____ _____
Signature/Title Date

Phone Number: _____

Approved by: _____ _____
Superintendent's Signature Date

Approval of City/Borough Official of Local Contribution designated on Page 3:

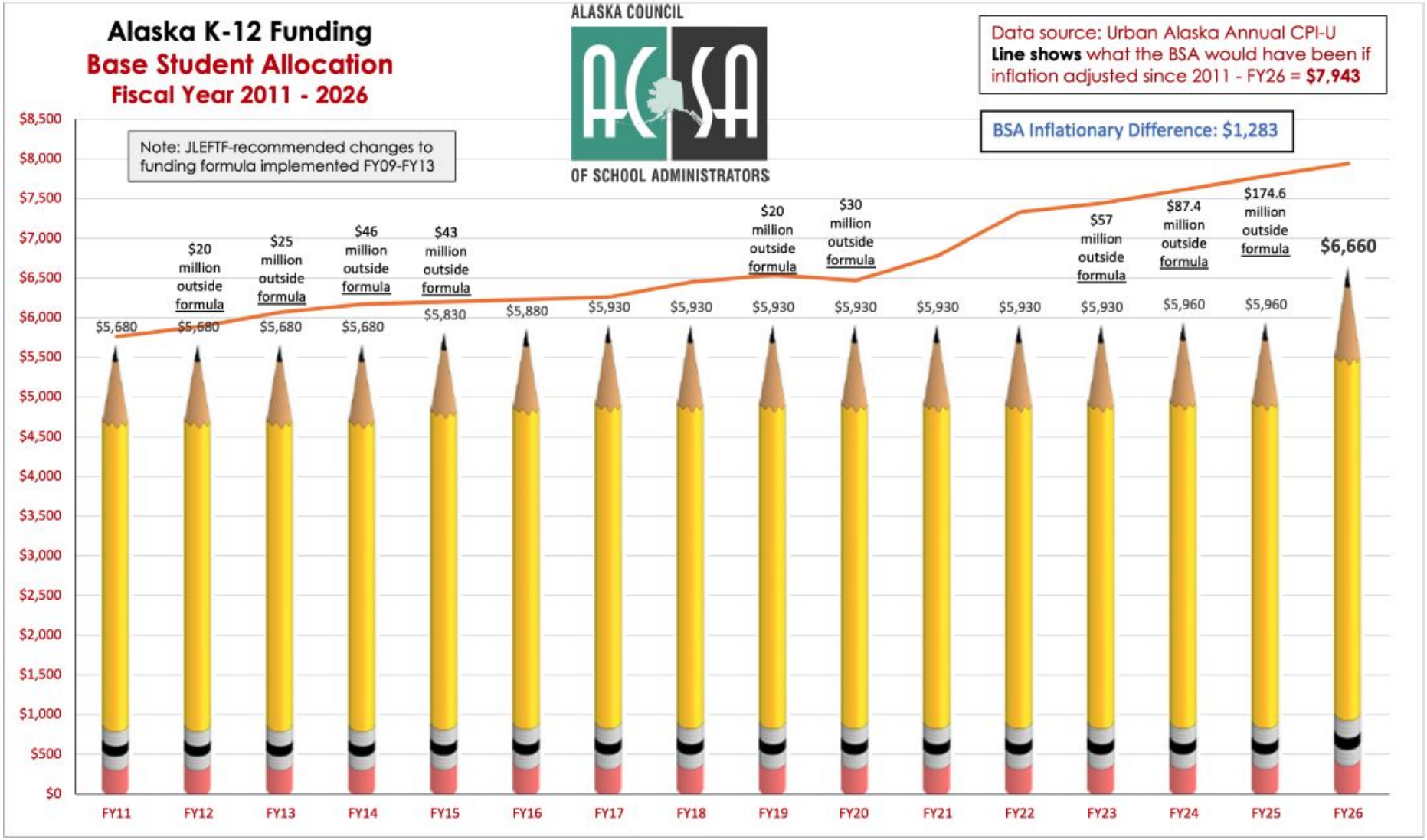
_____ _____
Official Signature/Title Date

# FY27 School Operating Budget - Draft
# Petersburg School District

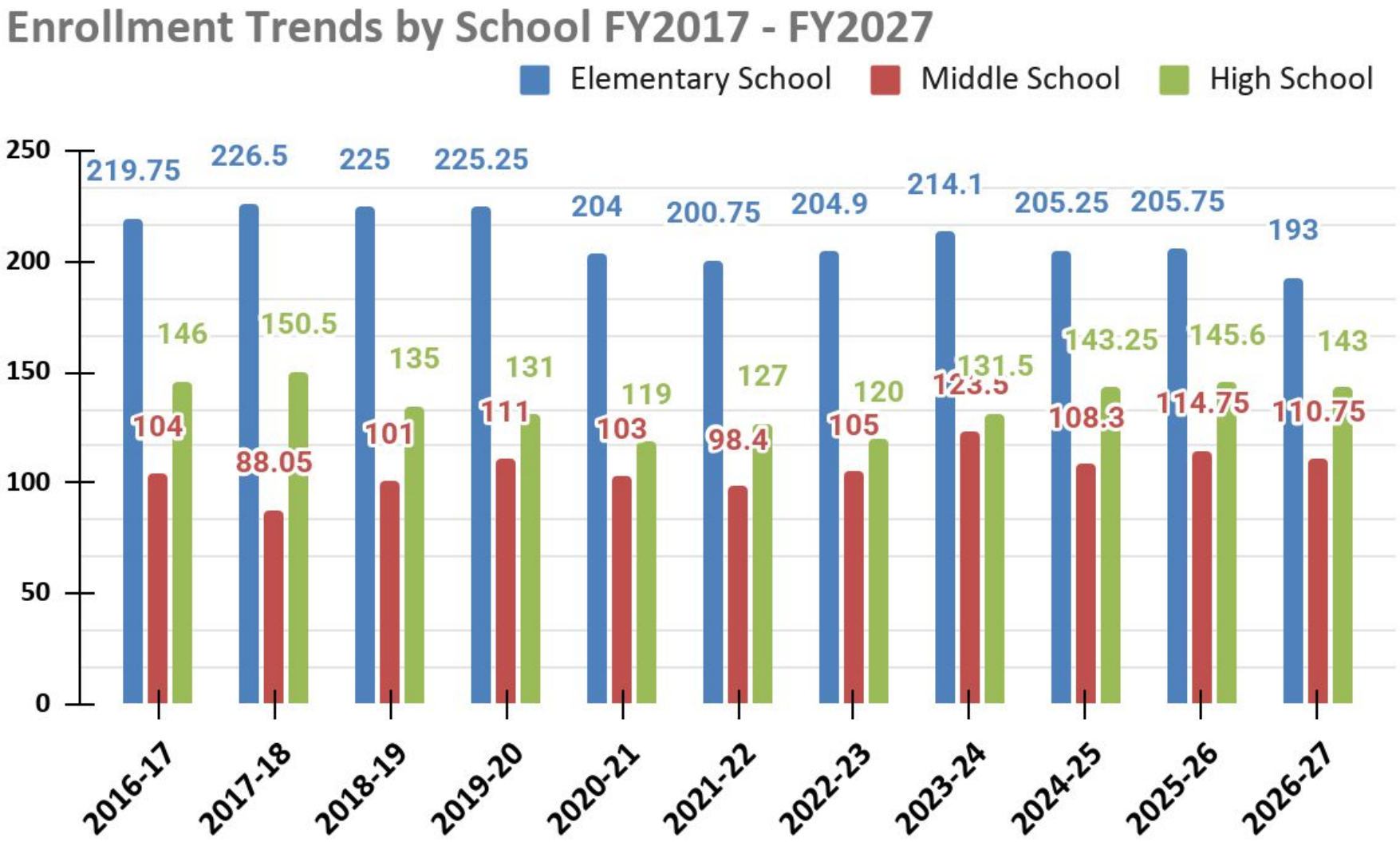
**Robyn Taylor, Superintendent**

**Shannon Baird, Director of Finance**

**April 23, 2026**


Alaska K-12 Funding
Base Student Allocation
Fiscal Year 2011 - 2026
ALASKA COUNCIL
OF SCHOOL ADMINISTRATORS
Data source: Urban Alaska Annual CPI-U
Line shows what the BSA would have been if inflation adjusted since 2011 - FY26 = $7,943
BSA Inflationary Difference: $1,283
Note: JLEFTF-recommended changes to funding formula implemented FY09-FY13
$8,500
$8,000
$7,500
$7,000
$6,500
$6,000
$5,500
$5,000
$4,500
$4,000
$3,500
$3,000
$2,500
$2,000
$1,500
$1,000
$500
$0
$20 million outside formula
$25 million outside formula
$46 million outside formula
$43 million outside formula
$20 million outside formula
$30 million outside formula
$57 million outside formula
$87.4 million outside formula
$174.6 million outside formula
$5,680
$5,680
$5,680
$5,680
$5,830
$5,880
$5,930
$5,930
$5,930
$5,930
$5,930
$5,930
$5,930
$5,960
$5,960
$6,660
FY11
FY12
FY13
FY14
FY15
FY16
FY17
FY18
FY19
FY20
FY21
FY22
FY23
FY24
FY25
FY26

# 10 Year Enrollment Trends



PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| | | | |
|---|---|---|---|
| ***Beginning Fund Balance: July 1, 2026 - (Subject to 10% Limit-per AS 14.17.505(a))**** | | | $1,184,529 |
| ***(Excluded from the 10% Limit)*** | | | $480,000 |
| ***Total Beginning Fund Balance*** | | | $1,664,529 |
| ***Revenue*** | | | |
| 010 City/Borough Appropriations | (1) | $3,450,000 | |
| 030 Earnings on Investments | (2) | 70,050 | |
| 040 Other Local Revenues | (3) | 133,350 | |
| 041 Tuition from Students | (4) | 0 | |
| 042 Tuition - Other Districts | (5) | 0 | |
| 047 E-Rate Program | (6) | 76,780 | |
| 050 State Sources | (7) | 7,612,406 | |
| 100 Federal Sources - Direct | (8) | 0 | |
| 150 Federal Sources - Through the State | (9) | 0 | |
| 190 Federal Sources - Other Agencies | (10) | 0 | |
| 250 Transfers From Other Funds | (11) | 0 | |
| ***Total Revenue*** | | | $11,342,587 |
| ***Expenditures*** | | | |
| 100 Instruction | (12) | $5,005,417 | |
| 200 Special Education Instruction | (13) | 1,686,833 | |
| 220 Special Education Support Services | (14) | 0 | |
| 300 Support Services - Students | (15) | 365,883 | |
| 350 Support Services - Instruction | (16) | 915,617 | |
| 400 School Administration | (17) | 469,519 | |
| 450 School Administration Support Services | (18) | 367,806 | |
| 510 District Administration | (19) | 416,696 | |
| 550 District Administration Support Services | (20) | 446,834 | |
| 600 Operations and Maintenance of Plant | (21) | 1,435,306 | |
| 700 Student Activities | (22) | 576,091 | |
| 780 Community Services | (23) | 0 | |
| 900 Other Financing Uses | (24) | 0 | |
| ***Total Expenditures*** | | | $11,686,002 |
| ***Ending Fund Balance: June 30, 2027 (Subject to 10% Limit per AS 14.17.505(a))**** | | | $841,114 |
| ***(Excluded from the 10% Limit)*** | | | $480,000 |
| ***Total Ending Fund Balance*** | | | $1,321,114 |

** Must be greater than or equal to zero

# FY27 Revenue Overview

## Revenue: Overall $11,342,587

### State Funding

- We are projecting 446.75 students, with 20 intensives
- The current BSA in statute is $6,660, which is $700 higher than in FY25

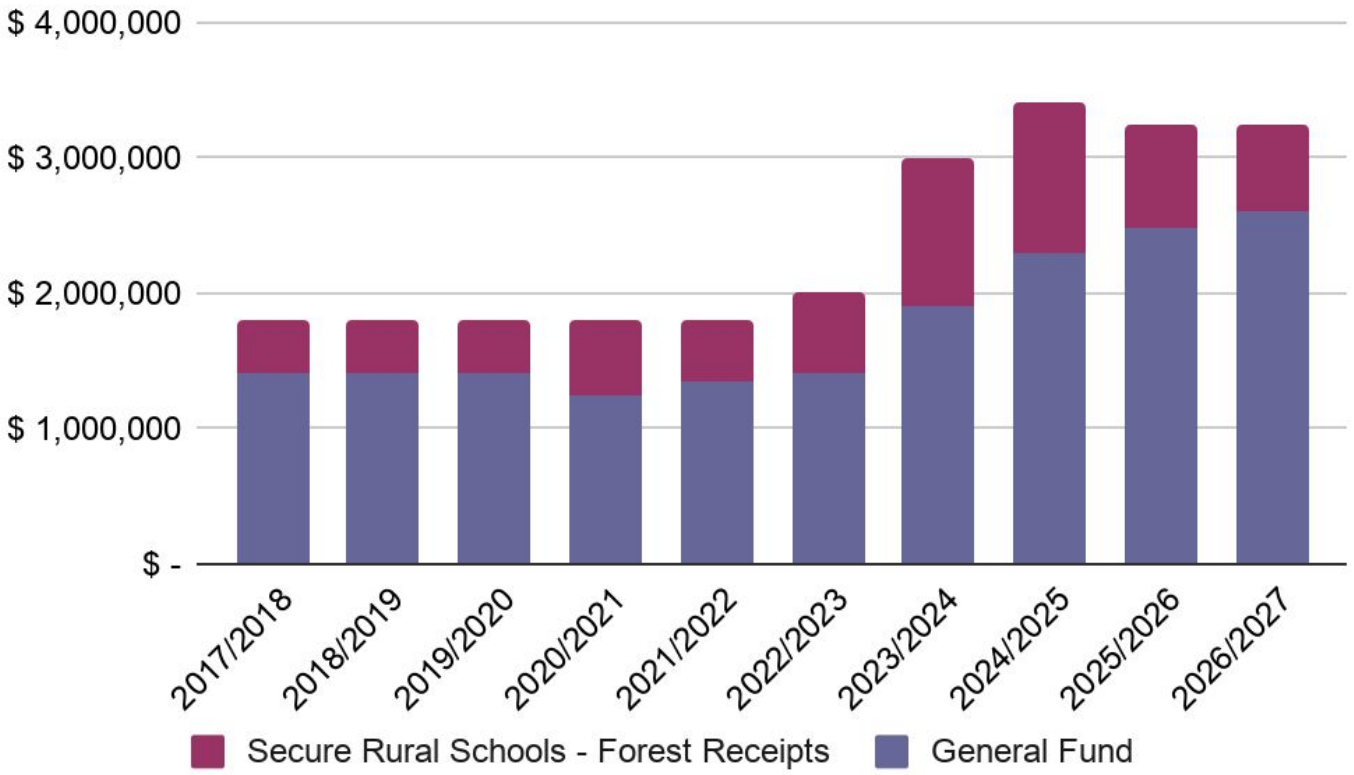
| FY27 State Foundation Funding | | |
|---|---|---|
| **BSA** | **State Foundation Funding** | **Change in BSA** |
| **$6,660** | $6,525,482 | $0 increase to BSA |
| **$6,960** | $6,895,913 | $300 increase to BSA |
| **$7,057** | $7,015,686 | $397 one-time |
| **$7,290** | $7,303,387 | $630 increase to BSA |
| **$7,943** | $8,109,692 | $1,283 increase to BSA |
| Student Count of 446.75, with an intensive count of 20 | | |
| *FY26 State Funding $7,021,201 for Reference* | | |

# FY27 Revenue Overview

## Revenue: Overall $11,342,587

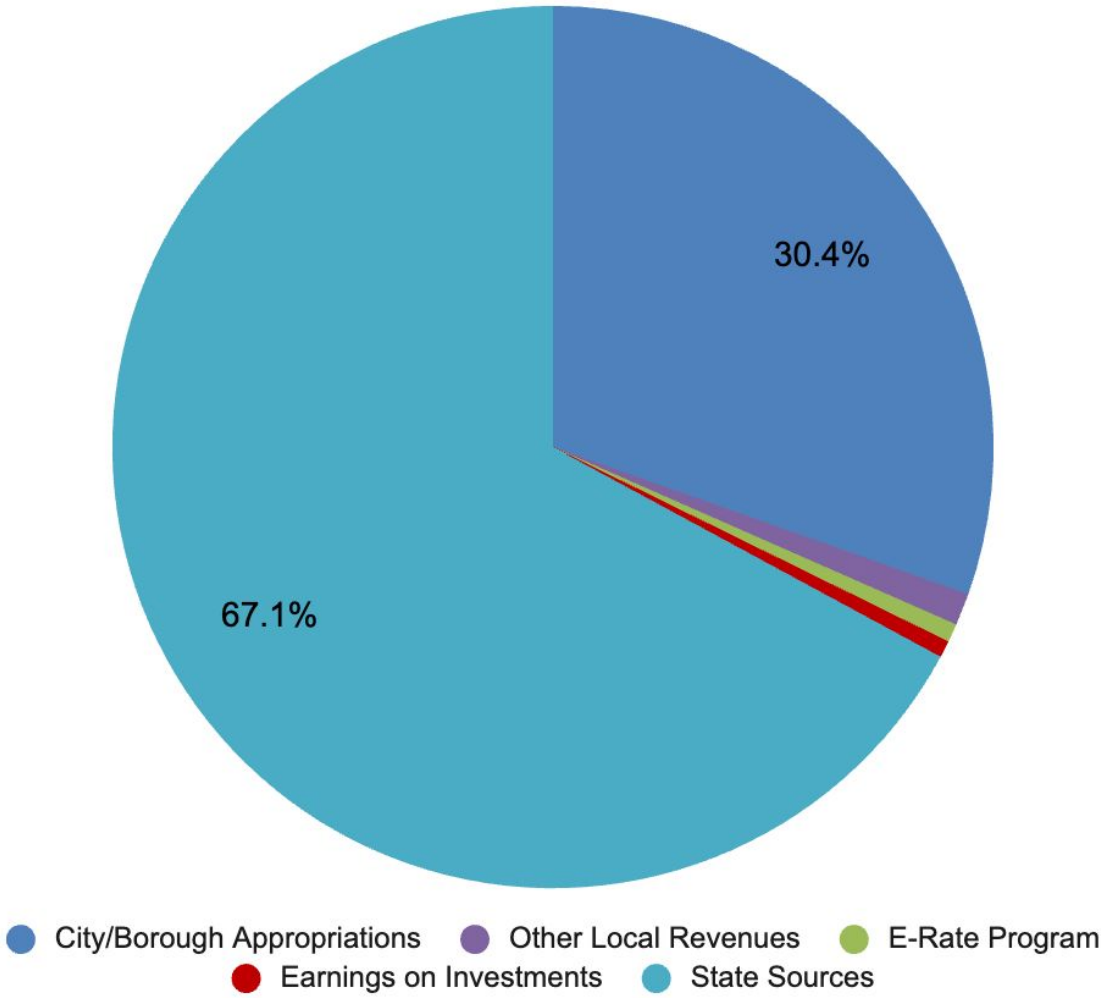
### Borough Funding

- In FY27 the max allowable local contribution will likely be between $3.6 and $3.7 Million
- $3.45 is built into PSD's 1st Draft vs. $3.25 is built into the Borough's 1st Draft Budget



# FY27 Revenue Overview

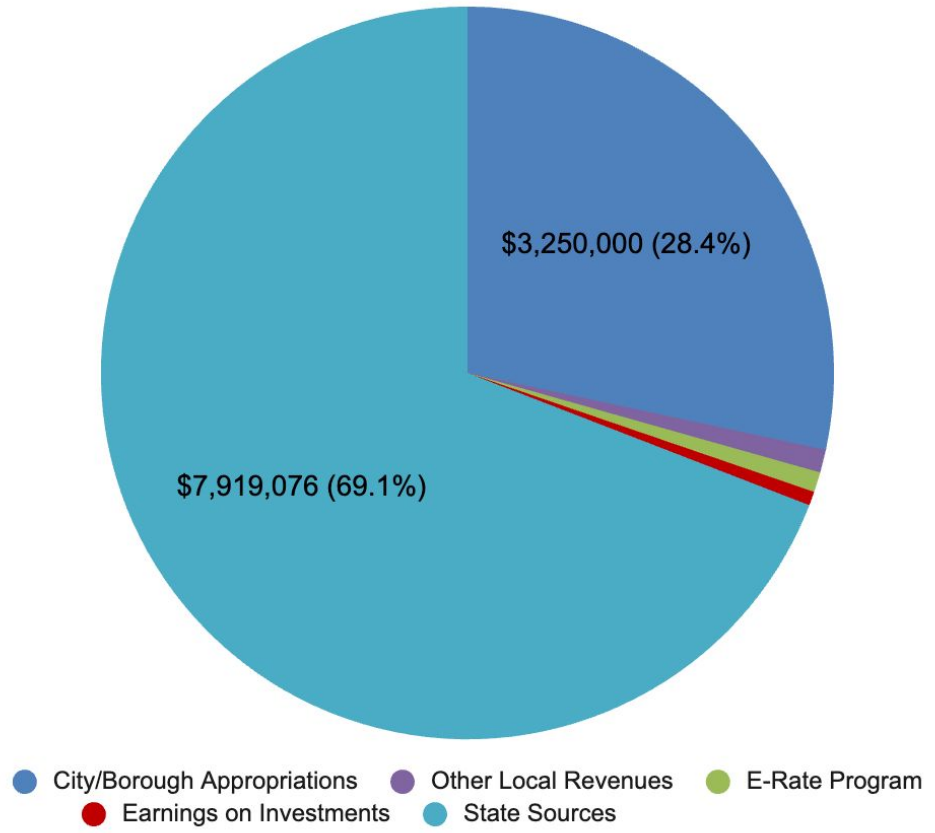
## Revenue by Source



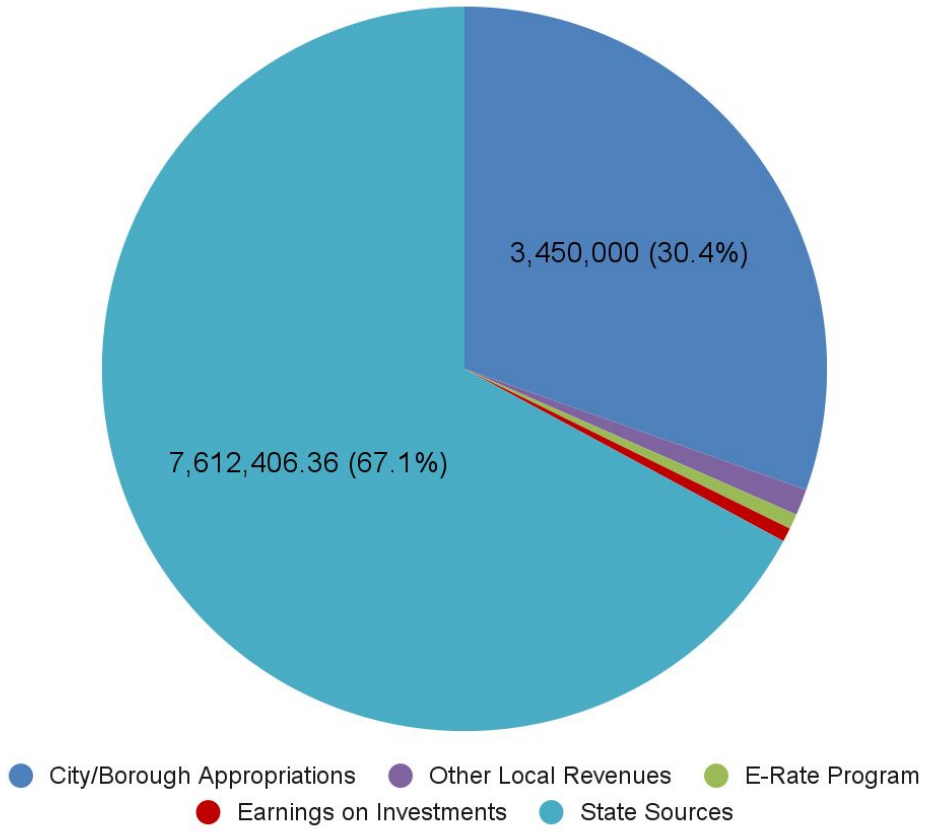

| | | |
|---|---|---|
| City/Borough Appropriations | $3,450,000 | 30.42% |
| Other Local Revenues | $133,350 | 1.18% |
| E-Rate Program | $76,780 | 0.68% |
| Earnings on Investments | $70,050 | 0.62% |
| State Sources | $7,612,406 | 67.11% |
| TOTAL | $11,342,587 | |

# FY27 Revenue Overview

## FY26 by Source




## FY27 by Source



PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| | | | |
|---|---|---|---|
| ***Beginning Fund Balance: July 1, 2026 - (Subject to 10% Limit-per AS 14.17.505(a))**** | | | $1,184,529 |
| ***(Excluded from the 10% Limit)*** | | | $480,000 |
| ***Total Beginning Fund Balance*** | | | $1,664,529 |
| ***Revenue*** | | | |
| 010 City/Borough Appropriations | (1) | $3,450,000 | |
| 030 Earnings on Investments | (2) | 70,050 | |
| 040 Other Local Revenues | (3) | 133,350 | |
| 041 Tuition from Students | (4) | 0 | |
| 042 Tuition - Other Districts | (5) | 0 | |
| 047 E-Rate Program | (6) | 76,780 | |
| 050 State Sources | (7) | 7,612,406 | |
| 100 Federal Sources - Direct | (8) | 0 | |
| 150 Federal Sources - Through the State | (9) | 0 | |
| 190 Federal Sources - Other Agencies | (10) | 0 | |
| 250 Transfers From Other Funds | (11) | 0 | |
| ***Total Revenue*** | | | $11,342,587 |
| ***Expenditures*** | | | |
| 100 Instruction | (12) | $5,005,417 | |
| 200 Special Education Instruction | (13) | 1,686,833 | |
| 220 Special Education Support Services | (14) | 0 | |
| 300 Support Services - Students | (15) | 365,883 | |
| 350 Support Services - Instruction | (16) | 915,617 | |
| 400 School Administration | (17) | 469,519 | |
| 450 School Administration Support Services | (18) | 367,806 | |
| 510 District Administration | (19) | 416,696 | |
| 550 District Administration Support Services | (20) | 446,834 | |
| 600 Operations and Maintenance of Plant | (21) | 1,435,306 | |
| 700 Student Activities | (22) | 576,091 | |
| 780 Community Services | (23) | 0 | |
| 900 Other Financing Uses | (24) | 0 | |
| ***Total Expenditures*** | | | $11,686,002 |
| ***Ending Fund Balance: June 30, 2027 (Subject to 10% Limit per AS 14.17.505(a))**** | | | $841,114 |
| ***(Excluded from the 10% Limit)*** | | | $480,000 |
| ***Total Ending Fund Balance*** | | | $1,321,114 |

** Must be greater than or equal to zero

# FY27 Expense Overview

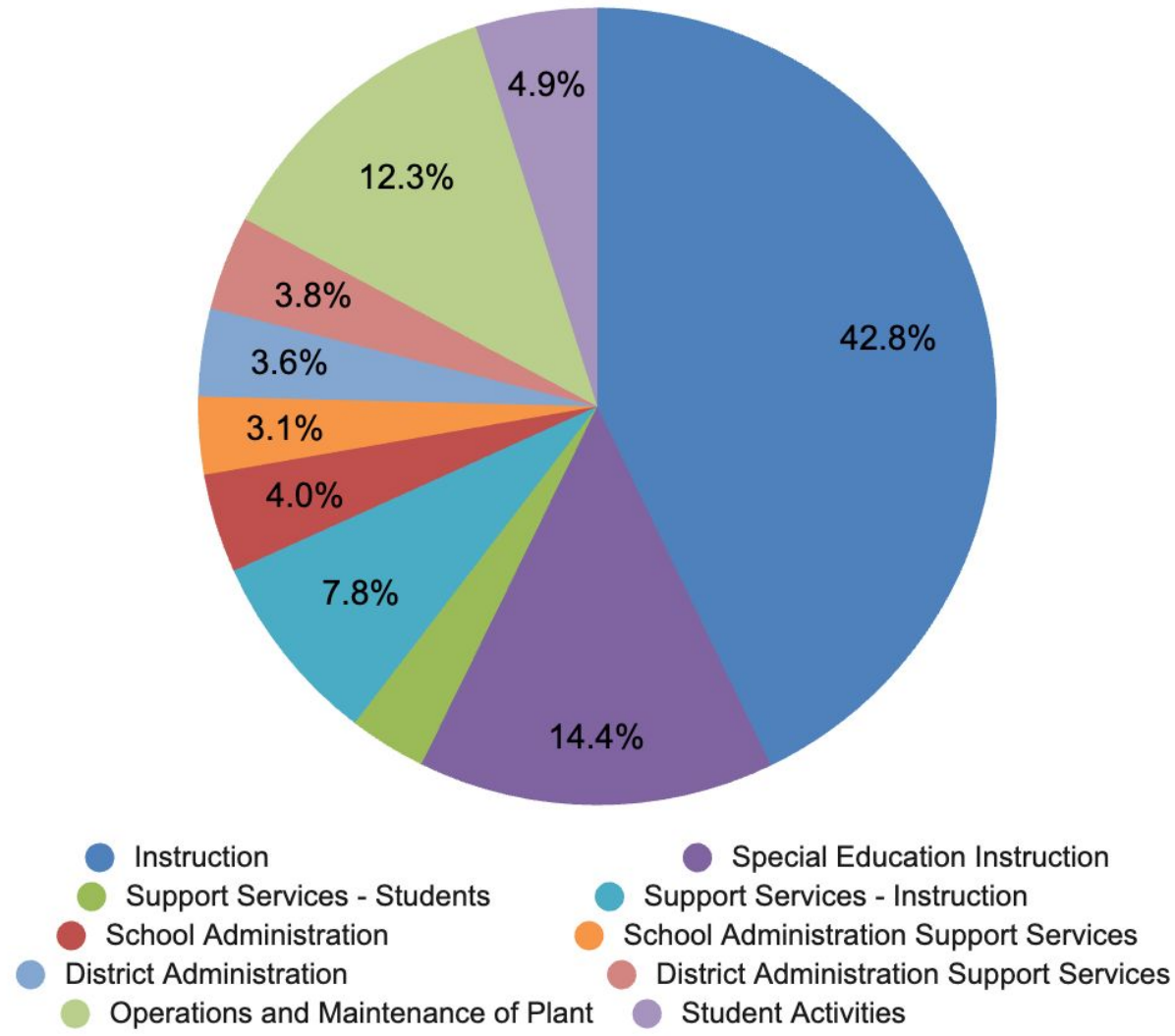
## Expenditure: Overall $11,686,002

- Health insurance premiums rates increasing by approximately 2.5%
- Property, Liability and Workers Comp insurance - budgeting 10% increase
- Heating Fuel Budgeted $310,000 (FY23-25 three year average $330,439)
- Curriculum Budgeted at $5,000 for samples
- Budgeting $70,000 for Nurse and Mental Health Services
    - FY27 AMHT Grant supporting $95,500 towards program
- Classified salaries are increasing 1.5% plus their step increases
- Certified salaries are increasing 3% plus any eligible step increases
- Average of 4.58% Salary Increase for Exempt Staff *No salary schedule steps*
- PERS/TRS On-Behalf rates increased to 7.84% and 21.46% respectively

# FY27 Budgeted Staff

- 44.21 FTE Certified Teachers - Includes Regular Instruction, Special Education, Librarians, Counselors, Preschool
  - 41.11 FTE General Fund
  - 2.0 FTE Special Revenue - ESEA Title I-A & CLSD
- 36.0 FTE Classified Staff- Includes Classroom Aides, Technology Assistant, Secretaries, Food Service, Maintenance/Custodial, and Finance Technician
  - 30.8 FTE General Fund
  - 5.2 FTE Special Revenue - Food Service & CLSD
- 10 FTE Exempts - Includes Superintendent, 2 Principals, SPED Director, Activities Director, Technology Director, Finance Director, District Admin Assistant, Maintenance Director and Food Service Director
  - 7.9 FTE General Fund
  - 2.1 FTE Special Revenue (Food Service, Indian Ed, Title VI-B and Title I-C)

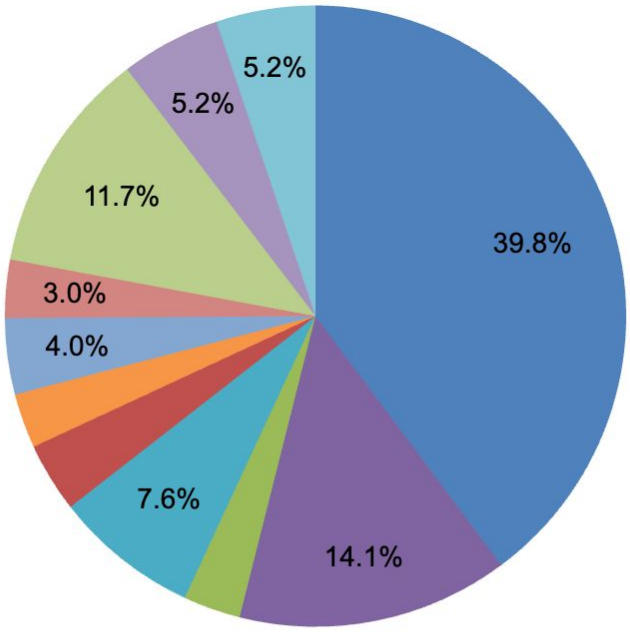
# Expenditures by Function Code



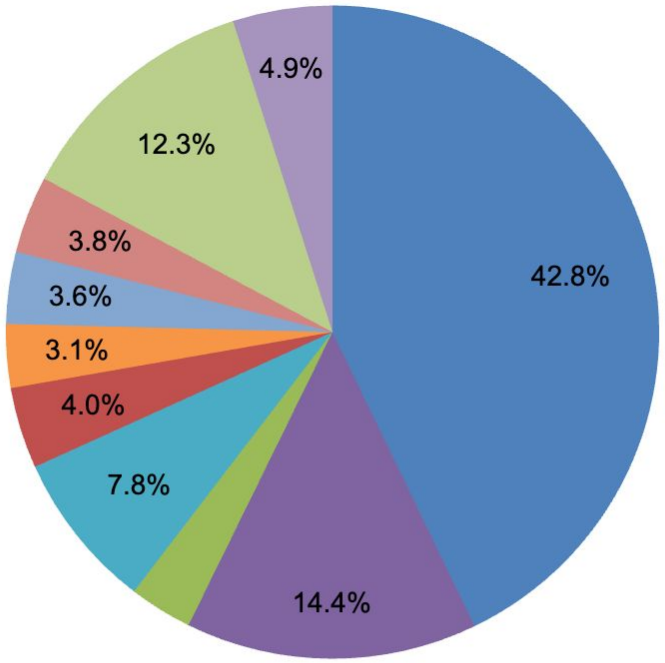

| | | |
|---|---|---|
| **Instruction** | **$ 5,005,417** | **42.83%** |
| **Special Education Instruction** | **$ 1,686,833** | **14.43%** |
| **Support Services - Students** | **$ 365,883** | **3.13%** |
| **Support Services - Instruction** | **$ 915,617** | **7.84%** |
| **School Administration** | **$ 469,519** | **4.02%** |
| **School Administration Support Services** | **$ 367,806** | **3.15%** |
| **District Administration** | **$ 416,696** | **3.57%** |
| **District Administration Support Services** | **$ 446,834** | **3.82%** |
| **Operations and Maintenance of Plant** | **$ 1,435,306** | **12.28%** |
| **Student Activities** | **$ 576,091** | **4.93%** |
| **Other Financing Uses** | **$ -** | **0.00%** |

# Expenditures by Function Code – Comparison

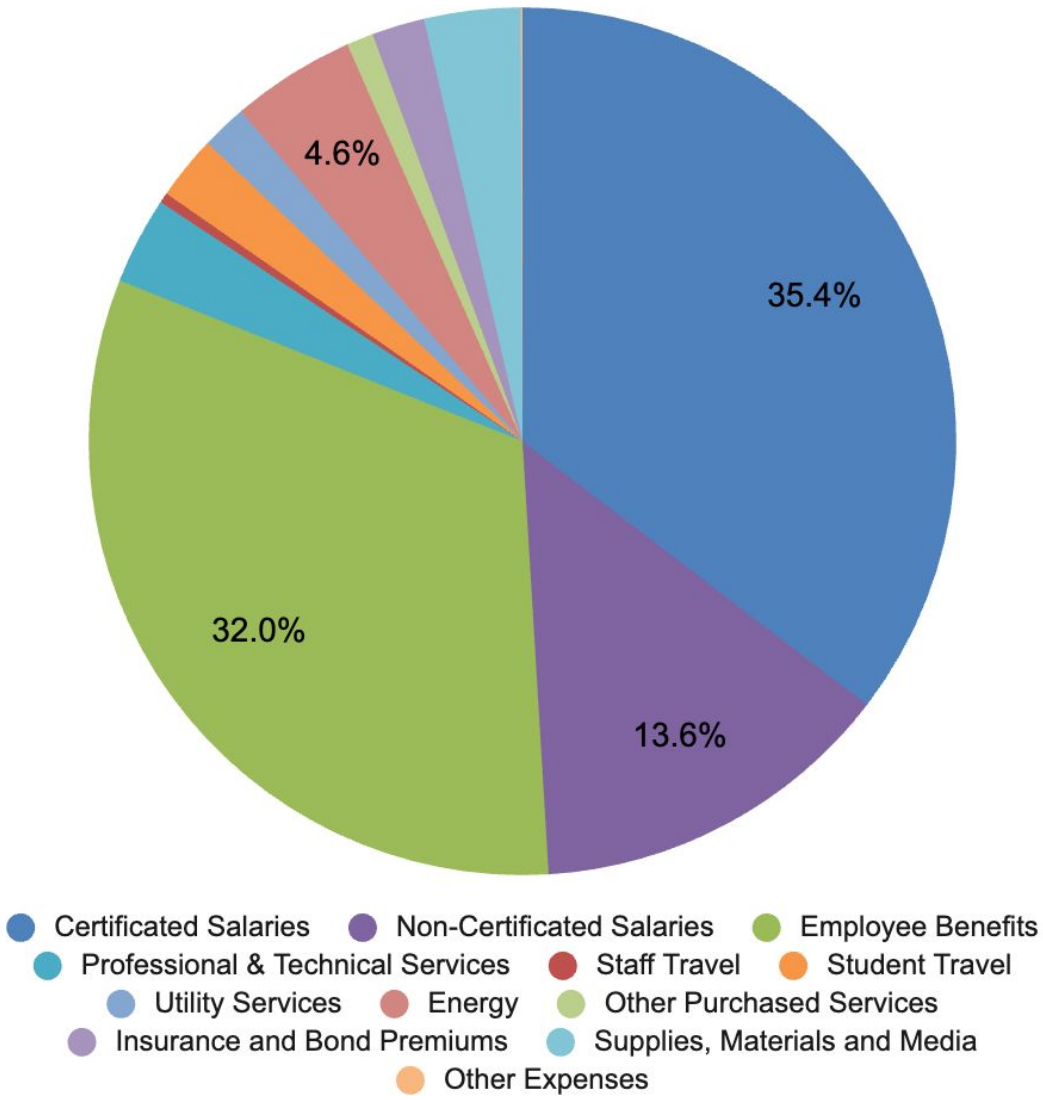
## FY26 by Function




## FY27 by Function



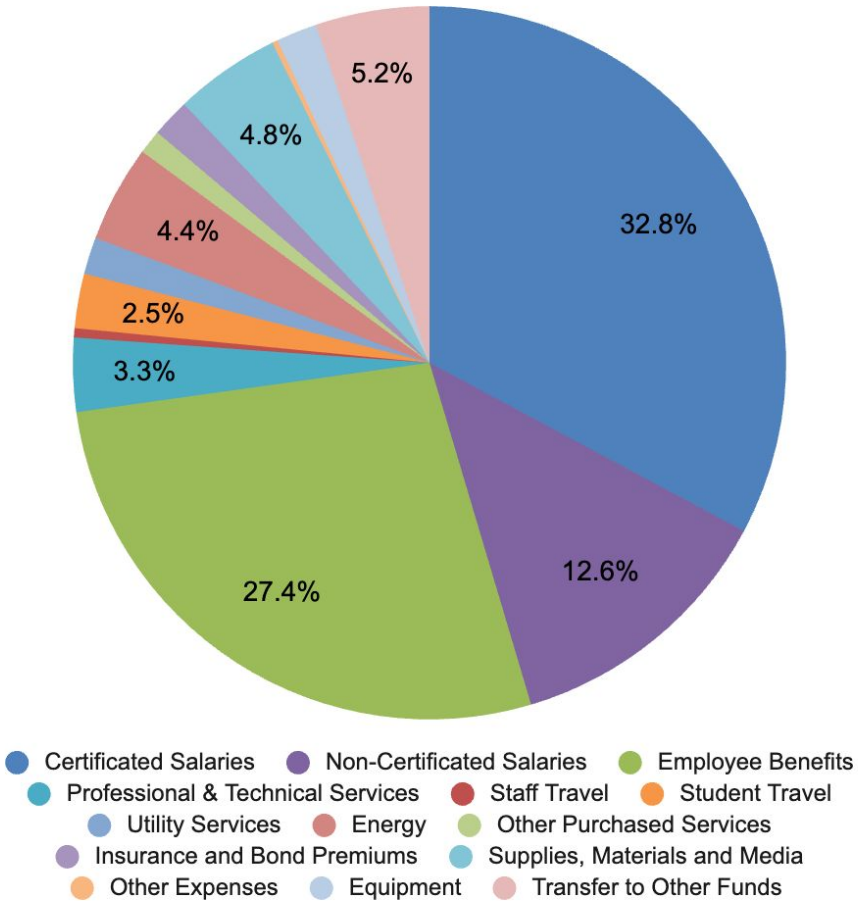
# Expenditures by Object Code



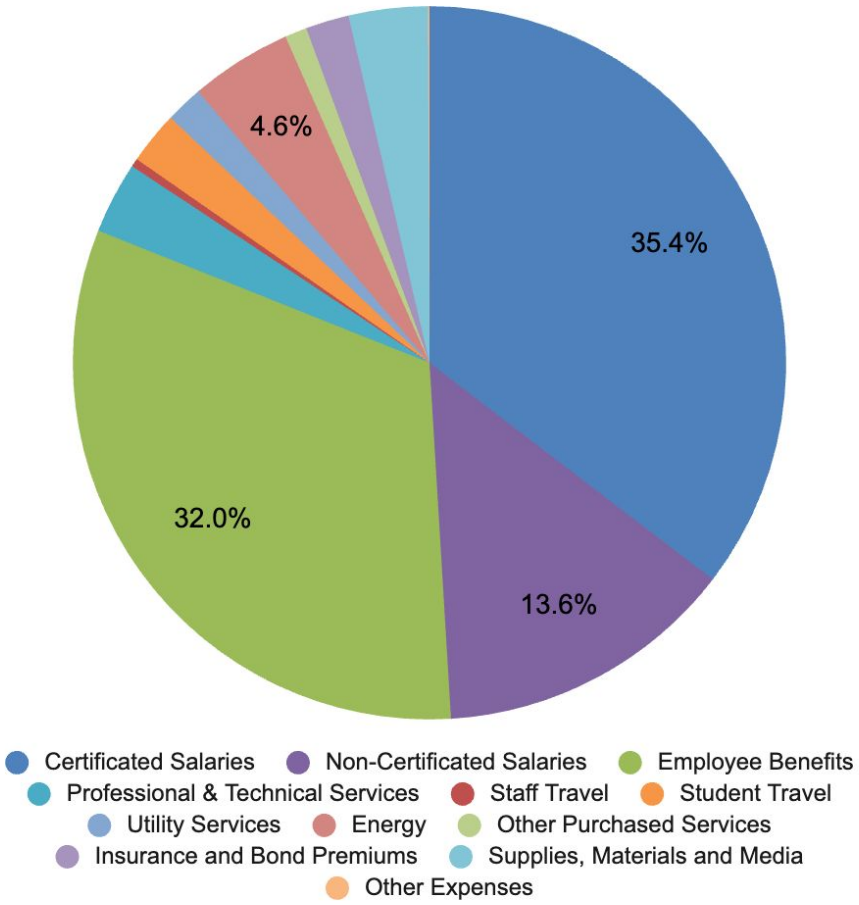

| | | |
|---|---|---|
| **Certificated Salaries** | **$ 4,135,594** | **35.39%** |
| **Non-Certificated Salaries** | **$ 1,595,045** | **13.65%** |
| **Employee Benefits** | **$ 3,740,022** | **32.00%** |
| **Professional & Technical Services** | **$ 379,824** | **3.25%** |
| **Staff Travel** | **$ 44,300** | **0.38%** |
| **Student Travel** | **$ 279,450** | **2.39%** |
| **Utility Services** | **$ 198,362** | **1.70%** |
| **Energy** | **$ 540,000** | **4.62%** |
| **Other Purchased Services** | **$ 116,810** | **1.00%** |
| **Insurance and Bond Premiums** | **$ 229,430** | **1.96%** |
| **Supplies, Materials and Media** | **$ 419,285** | **3.59%** |
| **Other Expenses** | **$ 7,880** | **0.07%** |
| **Equipment** | **$ -** | **0.00%** |

# Expenditures by Object Code – Comparison

## FY26 by Object




## FY27 by Object



PETERSBURG SCHOOL DISTRICT
District Name

**FY27 Budget - 1st Draft**

| | | | |
|---|---|---|---|
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| 040 Other Local Revenues | (3) | 133,350 | |
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| 050 State Sources | (7) | 7,612,406 | |
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| ***Expenditures*** | | | |
| 100 Instruction | (12) | $5,005,417 | |
| 200 Special Education Instruction | (13) | 1,686,833 | |
| 220 Special Education Support Services | (14) | 0 | |
| 300 Support Services - Students | (15) | 365,883 | |
| 350 Support Services - Instruction | (16) | 915,617 | |
| 400 School Administration | (17) | 469,519 | |
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| 600 Operations and Maintenance of Plant | (21) | 1,435,306 | |
| 700 Student Activities | (22) | 576,091 | |
| 780 Community Services | (23) | 0 | |
| 900 Other Financing Uses | (24) | 0 | |
| ***Total Expenditures*** | | | $11,686,002 |
| ***Ending Fund Balance: June 30, 2027 (Subject to 10% Limit per AS 14.17.505(a))**** | | | $841,114 |
| ***(Excluded from the 10% Limit)*** | | | $480,000 |
| ***Total Ending Fund Balance*** | | | $1,321,114 |

** Must be greater than or equal to zero

# FY27 Budget Deficit

## 1st Draft Working Budget

| | |
|---|---|
| Total Revenue | $11,342,587 |
| Total Expense | -$11,686,002 |
| Deficit | -$343,415 |

- Possible $200,000 less in Borough Funding
- Possible $490,204 more in State Funding *one-time funding in House Budget*
- Unknown Expense Variables  still outstanding

DEED internal calcs

| | |
|---|---|
| Percent of ending fund balance Subject to 10% Limit | 7.20% |
| Total ending fund balance calculates to: | $1,321,114 |

# Balancing Act - FY27 Budget Simulation

## Interaction

- 346 Pageviews (60 returns)
- Approx. 6 minutes - average time on site
- ***12 Submissions***

## Trends and Feedback

- Top Expense Decreases - School Admin, District Admin, Student Activities and Instruction *in rank order by % reduction*
- Top Revenue Increases - Fund Balance and Borough *in rank order by % reduction*
- 3 submissions only adjusted the revenue, 3 only adjusted expenditures, and 6 adjusted both

# Any Questions?

**Reach out to Shannon Baird, business@pcsd.us**

A fiscally responsible budget that supports board goals.

PETERSBURG
SCHOOL DISTRICT