

Board of Education Worksession

Friday, March 8, 2024 8:15 AM

District Office Boardroom, 744 Third Ave., Kotzebue, AK 99752

1.	8:15 a.m.	REPORTS	
2.	a)	Capital Projects	Presenter: Kathy Christy/Dena Strait, Capitol Projects Manager
3.	b)	Curriculum	Presenter: Tracy Bell, Director
4.	c)	Property Services	Presenter: Brandon Blackham, Director
5.	d)	Administrative Services	Presenter: Megan Williams, Director of Administrative Services
6.	e)	Alaska Technical Center	Presenter: Karl Kowalski, Director
7.	f)	Human Resources	Presenter: Jeff Alexander, Human Resources Director
8.	10:30 a.m.	Board Bylaws	Presenter: Amy Eakin, Director of Technology
9.	1:15 p.m.	Coalition of Education Equity	Presenter: Caroline Stone, Executive Director of CEE
10.	2:15 p.m.	DATA REVIEW	
11.	3:15 p.m.	ACTION ITEMS REVIEW	
12.		Advisory School Council Minutes	Presenter: Terri Walker, Superintendent
13.		Board Committee Meeting Reports	Presenter: Board Members

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: February 27, 2024

NUMBER: Work session VIII.

FR: Office of the Superintendent.

SUBJECT: a. Capital Projects Report

Capital Projects Managers, Dena Strait and Kathy Christy report on the following:

DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT (DEED): The Department of Education has finalized the Capital Project priority lists for FY 25 grants. The current rankings of NWABSD applications are as follows and Governor's budget does not include any of these projects.

Major Maintenance

Davis-Ramoth K-12 School Renewal is ranked #3 on the Major Maintenance list. The two projects ahead of it total \$4.3 million. The total project amount is \$9,596,772 including a local share of \$1,884,834. Costs incurred prior to grant approval are potentially reimbursable.

HVAC Controls Upgrade at 8 Sites is ranked #21 with \$49,911,150 ahead of it. Total project is \$9,838,153 with \$1,967,631 match requirement.

June Nelson Elementary School Partial Roof Replacement ranked #45 at \$1,860,808 with \$373,162 match.

Districtwide Fire System Repair and Replacement 6 sites ranked #54 at \$3,731,750 and participating share of \$746,350.

School Construction

Deering K-12 School Replacement School is ranked #5 on the school construction list. The four projects ahead of Deering total \$163.5 million.

AHFC TEACHER HOUSING:

Kivalina – Inspection and audits occurred in January. Project closeout is in progress.

Selawik – Inspection and audits occurred in January. Project closeout is in progress.

Buckland - Housing Alaskans: A Public-Private Partnership (HAPPP) may be able to provide additional funding for the Buckland teacher housing project. Last year the typical grant averaged about \$120,000. HAPPP has not yet received its 2024 grant budget.

DEED PROJECTS

KIVALINA REPLACEMENT SCHOOL

Construction: The District is working on the close out process with DEED.

Percent for Art: A Request for Proposals for additional art was advertised in February. Proposals will be shared with school community in March. Following the review of submissions the Committee may request additional information from the artists before developing a final selection. Artwork recommendations will be presented to the JMCC and the Board for concurrence and approval.

DEED will allow closeout of the grant prior to completion of artwork. The District is to hold the art funding in a dedicated account. It is anticipated the production of art work will be completed in FY 25.

Grant Closeout: Although construction is complete, project closeout is an extended process requiring several months. The design team has almost completed the project record documents. Once this is complete ASRC can submit the final pay request and complete closeout documents. There will be remaining funds in the project budget. DEED funding provides 80% of the project funds. The balance of local share of funding might be reallocated after the project is complete. The Borough attorney has agreed it may be possible to reallocate to other capital projects. The Kivalina project would need to be closed out before funds could be reallocated.

FY-19 BOROUGH LEGISLATIVE GRANT – The Borough is providing pass-through state funding for two District projects.

Kivalina Vehicle Garage

Garage is in use. Installation of heating system remains to be completed.

Buckland HVAC Upgrade

In January 2023 the Board approved the award contract for Phase I of the Buckland HVAC Upgrade Project in the amount of \$845,136 was issued to Sturgeon Electric. This phase replaced the existing electric controls in the building with direct digital controls for the air handling units and main pumps in the building. It also installed variable frequency drives on various pumps and motors. This work was completed in October 2023.

SELAWIK EMERGENCY FIRE ALARM SYSTEM

The fire alarm system was patched together this summer but this winter break it failed once and for all. There are no replacement parts for the old, outdated fire alarm panel and system. In January the Board approved emergency procurement for replacement of the fire alarm panel and system and the delegation of contracting authority to the Superintendent. DEED has approved a shortened 14 day bid period. The Administration is currently bidding the work with bid opening scheduled for March 8th, and also requesting funding from the Borough. The Administration will report the results of the bidding and the amount of the issued contract at the next regular Board meeting.

FUTURE CIP PROJECTS

DAVIS-RAMOTH K-12 SCHOOL RENEWAL – This project did not make the recommendation for the Governor's FY 25 budget.

DAVIS-RAMOTH K-12 SCHOOL EMERGENCY FIRE SYSTEM REPLACEMENT – This project is anticipated to be submitted for FY26 funding to emergency replacement costs.

DEERING K-12 SCHOOL REPLACEMENT SCHOOL – Construction of new school is dependent on funding and schedule of new DOT airport road. Given the cost and scoring of projects ahead of Deering it may be several years before this project is funded. Since the January meeting the project manager and design team have reviewed and confirmed the suitability of the project site approved by the Deering Community and used in the FY25 Deering Replacement School grant application.

Additional funding is needed to proceed with site planning to support coordination with Deering airport road and utility projects managed by other agencies. Funding for completing the project design to the schematic design level also requires more funding. It is estimated that an additional \$175,000 is needed to improve the scoring of the FY 25 DEED grant application. JMCC concurrence and Board approval for the increase in funding for continued planning and design for

the Deering Replacement School. The District will continue to work with Burkhart Croft Architects and their engineers.

Buckland HVAC Upgrade Phases II and III

In fall 2023 the Denali Commission awarded a grant in the amount of \$1,041,860 to the District for Buckland Energy/HVAC Phase II. This work will move forward in Summer 2024 when this federal funding award is finalized.

Phase II will cost approximately \$900,000 and will include replacement of baseboard and thermostats, ventilation controls, completion of DDC controls for the entire school, pipe insulation, more efficient pumps, flush and replacement of heating liquid throughout, fan replacement, and installation of ventilation hoods and dampers.

The final phase III, boiler and flue replacement, requires an additional \$380,000, assuming it is done at the same time as Phase II, to complete the full scope of work for the Buckland HVAC upgrade. Delaying the project will increase the costs. Funding for this work is not yet identified.

OTHER POTENTIAL MAJOR MAINTENANCE PROJECTS – Capital Project Manager will issue an RFP for term engineering services to move districtwide fire alarm and districtwide HVAC projects forward. This will increase their scores on the DEED CIP lists.

DEED CIP Grant Award Priorities – Documentation to support FY26 DEED applications needs to begin now in order to be completed for applications due September 1, 2024. Identification and prioritization of projects is needed to move this work forward. Potential projects identified in the FY 25 CIP is attached

KOTZEBUE PROFESSIONAL HOUSING

The District is participating in discussions with the City and Borough regarding funding that is available for development of housing units for professionals in Kotzebue.

MARCH 8 BOARD ACTION ITEMS

Memo 24- xxx Approval of Budget and Contract Award Deering Replacement School

Memo 24- xxx Award of contract for emergency replacement of Davis-Ramoth fire alarm system

**FY 25 SIX YEAR CIP AS RECOMMENDED BY
JOINT MAINTENANCE AND CONSTRUCTION COMMITTEE**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
1	D	Davis-Ramoth K-12 School Systems Renewal– Renewal of building systems that have reached the end of useful life and functionality to include HVAC, DDC, fire protection system, and code upgrades.	X	\$9,600,000
2	D	Districtwide Fire System Repair and Replacement – JNES, Noorvik, Buckland , Ambler and Shungnak require replacement. Parts are no longer available for repairs and the code has changed to require new systems with voice annunciation.	X	6,000,000
3	C	June Nelson Elementary School Roof Replacement- Replacement of failing roof, 20 years past its useful life. The school is experiencing frequent roof leaks that damage interior finishes and contribute to potential mold and structure damage and interfere with instruction.	X	3,500,000
4	B	Deering K-12 Replacement School – new school on new site to replace overcrowded and worn-out facility. The existing site is not large enough to accommodate an addition without removal of the playground and relocating teacher housing off-site. In addition, many building components are beyond their use expectancy.	X	\$43,600,000
Funded by Northwest Arctic Borough and Denali Commission Grant	C	Buckland HVAC Upgrade – District is utilizing Borough and Denali Commission funds to upgrade the outdated Buckland HVAC system and DDC controls and replace old boilers.	X	2,500,000
5	C	Districtwide DDC Controls – New DDC systems are needed throughout the District to maintain and control heat. This will reduce operating and maintenance costs while improving the interior environment for students and staff. DDC for Buckland, Selawik and Deering are included in their respective applications.	X	9,000,000
FY 2025 TOTAL				\$74,200,000

	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
		Projects not funded in FY 25 – It is anticipated resources will not be available to fund all requirements. They will take priority for FY 26.	X	Balance of FY 25 requests
6	C	Buckland K-12 School Exterior Envelope Renewal- replacement of roofing, doors and windows at the end of their useful life.	X	\$3,000,000
FY 2026 TOTAL				\$3,000,000 +

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
		Projects not funded in previous years – It is anticipated resources will not be available to fund all requested requirements. They will take priority for FY 27.	X	Balance of FY 26 requests
7	C	Noorvik K-12 School Roof Replacement - Replacement of roof which reached the end of its useful life in 2022.	<input checked="" type="checkbox"/>	\$3,500,000
FY 2027 TOTAL				\$3,500,000 +

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
		Projects not funded in previous years – It is anticipated resources will not be available to fund all requested requirements. They will take priority for FY 28.	X	Balance of FY 27 requests
8	C	Noorvik K12 School HVAC Controls – upgrade HVAC controls for Noorvik School which reached the end of their useful life in 2022.	<input checked="" type="checkbox"/>	\$1,500,000
FY 2028 TOTAL				\$1,500,000 +

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
		Projects not funded in previous years – It is anticipated resources will not be available to fund all requested requirements. They will take priority for FY 29.	X	Balance of FY 28 requests
9	C	June Nelson Elementary School Renewal- to replace building components at the end of useful life.	<input checked="" type="checkbox"/>	\$7,500,000
FY 2029 TOTAL				\$7,500,000 +

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
		Projects not funded in previous years – It is anticipated resources will not be available to fund all requested requirements. They will take priority for FY 30.	X	Balance of FY 29 requests
10	C	Kiana K-12 School Renewal – Renewal of Kiana K-12 School to replace building components at the end of useful life.	<input checked="" type="checkbox"/>	\$5,500,000

FY 2030 TOTAL \$5,500,000+

Adopted June 6, 2023, at a duly convened meeting of the Northwest Arctic Borough School District at which a quorum was present and voting. I hereby certify that the information presented is true and correct to the best of my knowledge.



 Superintendent

8/21/23

 Date

DocuSigned by:


 School Board President

8/22/2023

 Date

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-097

FR: Office of the Superintendent

SUBJECT: Approval of Budget and
Contract Award Deering
Replacement School

ABSTRACT:

Board approval is required to expend \$50,000.00 and higher.

ISSUE:

At issue is board approval to increase the budget for the planning and design of the Deering Replacement School and approval of the award of a contract to Burkhart Croft Architects in an amount not to exceed \$175,000.

BACKGROUND AND/OR PERTINENT INFORMATION:

Deering K-12 Replacement School is ranked #5 on DEED's School Construction list. The project total is \$46,255,576 with \$9,251,115 as local share. This project is not included in the Governor's budget, and it is not expected to be funded in FY 25. However, it is important that this project improve its ranking for FY 26 consideration.

There are two significant infrastructure projects in planning and design for the community of Deering. Alaska Department of Transportation (DOT) is seeking FY25 funding to build a new road between the airport and the community. Alaska Native Tribal Health Consortium is in the design phase for replacement and extension of the water and sewer systems within Deering.

Both of these projects impact the school project both physically as well as in timing of their construction. The selected site of the new school is off the yet to be built DOT road. The new school site will need utility services extended to it in order to serve the school. District Capital Projects Managers have been coordinating with these two projects for the last two years. We are now to the point that we need to confirm the selected site is a good site to build the 50-year school upon. The community approved this site last April. School site utilities, driveway access and overall site planning and design need to be completed to continue coordination with the DOT and ANTHC projects.

In addition, DEED does not pay for work off the school site such as utility extensions. Therefore, we need to design these extensions, in coordination with the ANTHC project, and then seek funding other than DEED funding to get them constructed.

Close coordination is required with both projects as the school requires road access and utilities. DOT's road project is planned to get FY25 funding, start construction in Fall 2025 and be completed in Fall 2027. The earliest ANTHC's water and sewer project would be under construction is 2025, but it will likely be 2026.

The District will continue to utilize the Burkhart Croft Architects and their engineers as the design team of record for the project. BCA was selected for this work under a competitive term contract procurement.

ALTERNATIVES:

1. Approve the allocation of \$175,000 to the Deering Replacement School Project and the delegation of authority to the Superintendent to contract with Burkhart Croft Architects, as presented.
2. Disapprove the allocation of \$175,000 to the Deering Replacement School Project and the delegation of authority to the Superintendent to contract with Burkhart Croft Architects, as presented.
3. Take no final action.

RECOMMENDATION:

The administration recommends the Board approve the allocation of \$175,000 to the Deering Replacement School Project and the delegation of authority to the Superintendent to contract with Burkhart Croft Architects, as presented.

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-098

FROM: Office of the Superintendent

SUBJECT: Award of Contract Davis-Ramoth School Fire Alarm Replacement and Delegation of Contracting Authority

ABSTRACT

Award of contract for emergency replacement of Davis-Ramoth fire alarm system.

ISSUE

At issue is approval of contract for the emergency replacement of the fire alarm system and any associated work as required by the State Fire Marshal at Selawik School and delegation of contracting authority to the Superintendent for this work.

BACKGROUND AND/OR PERTINENT INFORMATION

At the January meeting Board Memorandum 24-085 approved emergency procurement procedures for the replacement of the failed Selawik fire alarm system and delegation of contracting authority to the Superintendent. The District coordinated with the Department of Education and Early Development (DEED) and achieved approval for a shortened bid period.

RSA Engineering, Inc. prepared the technical specifications for the work. The District advertised the project for 14 days. The bid opening will occur March 8 at 11:00. The lowest responsive and responsible bidder will be announced following the bid opening. This information will be provided to the Board prior to the Board meeting. Although the Board has already approved the delegation of contracting authority to the Superintendent at the January meeting, because this is an unusual and unexpected situation the Superintendent wants to keep the Board fully informed and provide the opportunity for Board input regarding the award of contract.

The cost of panel replacement is anticipated to be between \$650,000 to \$700,000. The actual cost of the work will be determined at bid opening. The District does not have the funding available. However, the District is following all DEED procedures so that the costs will be eligible for reimbursement at some point in the future under a DEED major maintenance grant. District is actively seeking funding from the Borough and the contract will not be awarded until funding is secured.

An update of this memorandum, recommending the award to the lowest responsible, responsive bidder, will be provided prior to the March 8 Board meeting.

It is critical that the District be able to quickly procure, award and perform this fire alarm system replacement to remedy this safety issue at the school. To do so, the Superintendent requires a delegation of contracting authority to award the contract and approve changes to the contract once funding is identified.

ALTERNATIVES

1. Approve the award of contract to the lowest responsible, responsive bidder as identified

following bid opening and funding is secured, and approve delegation of authority to the Superintendent to award the contract for construction as presented;

2. Do not approve the award of contract to the lowest responsible, responsive bidder as identified following bid opening, and do not approve delegation of authority to the Superintendent to award the contract for construction, as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION

The administration recommends that the Board approve the award of contract to replace the Selawik fire alarm system to the lowest responsible, responsive bidder as identified following bid opening and funding availability; and to approve a delegation of contracting authority to the Superintendent, as presented.

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8,2024

NUMBER: 24-115

FROM: Office of the Superintendent

SUBJECT: Approval of Funding for
Engineering Services
Supporting FY 26 DEED
Applications

STRATEGIC PLAN/BOARD GOAL:

Support Student-Centered Learning Environments.

ABSTRACT:

The allocation of funding to provide engineering services to support preparation of FY 26 grant applications to the Department of Education and Early Development (DEED) requires approval of the Board.

ISSUE:

The Districtwide Fire System Repair and Replacement and Districtwide DDC Controls are critically needed projects that require additional engineering evaluation and reports to achieve higher ranking on the DEED Major Maintenance Grant list.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Districtwide Fire System Repair and Replacement at six sites was the District's second priority application but it only ranked 54th on the DEED FY 25 Major Maintenance list. The Districtwide DDC Control Upgrades at eight sites was the District's fifth priority and was ranked 21st. Both applications can benefit from additional engineer support. Without more detailed third party documentation these important projects can be anticipated to receive similar scores in the next grant cycle.

The applications will achieve higher scores if the applications include condition surveys and documentation of the specific needs at each site provided by professional engineers. An allocation of funding is required to acquire these services. The Joint Maintenance and Construction Committee discussed the need to improve the scores for these applications at its March 7 meeting. The JMCC recommended that the Regional School Board approve an allocation of \$75,000 for engineering services in support of these applications at the March 8 meeting.

ALTERNATIVES:

1. Approve the allocation of \$75,000 for engineering services in support of FY 26 DEED grant applications, as presented.
2. Do not approve the allocation of \$75,000 for engineering services in support of FY 26 DEED grant applications, as presented.

3. Take no action.

STRATEGIC PLAN/BOARD GOAL:

The administration recommends the Board approve the allocation of \$75,000 for engineering services in support of FY 26 DEED grant applications, as presented.

MEMORANDUM

TO: Superintendent

DATE: February 28

FR: Director of Curriculum and Instruction

SUBJECT: Department Report

Tracy Bell, Director of Curriculum and Instruction, reports on the following:

1) NWABSD Strategic Goal 2: Instructional Supports

Objective 1: Evaluation of Multi-Tiered Systems of Support (MTSS)

a) Multi-Tiered System of Support (MTSS)

- i) Department staff continue to develop a system compliant with the Alaska Reads Act (HB114), focusing on research-based strategies and materials, literacy screening, individualized improvement plans, intensive intervention services, and additional support to ensure all students receive structured and effective instruction in the five key areas of reading.

- (1) Curriculum Director meets with DEED monthly and on an ongoing basis to receive support and clarity on implementation requirements.

b) *Objective 2: Safe and Civil Schools Refresh*

i) Site and Instructional Support

- (1) Susan Isaacs and Curriculum Director began meeting and discussing FY25 Professional Development, onboarding outlines, and feedback for next year.

2) Instructional Support Staff

a) *Assistant Director of Curriculum and Instruction (Paulisa Scarlett, MBA)*

- a. Role: To assist the Director of Curriculum and Instruction with the operation of the Curriculum and Instruction Department in a manner that promotes the overall efficiency of the district.

i. Career Technical Education

1. Attended the Perkins V workshop and presented on grant project.
2. Internship 300 provides opportunities for on-the-job training. Messaging and opportunities for students in the villages needs to be improved.

b) *Staff Development Specialist-Iñupiaq Place-Based Science Curriculum (Zonda Martin)*

- a. Role: Develops, writes, and provides teacher support centered on the Iñupiaq Place-Based Science Curriculum.

i. Curriculum Development:

1. Continues to actively review and write Physical Science content to be embedded with Iñupiatun.
2. Presented to High School Science staff on Place-Based Science Curriculum Project status.
3. Identified members of committee; Denise Keys (BKC), Mhadelle Lughod (SHG), Bill Johnson (WLK)

c) *Staff Development Specialist (Kimberly Addington)*

- a. Ensures all instructional staff have the necessary skills, materials, and support for high-quality instruction. Assist the Director of Curriculum in successfully implementing a districtwide, culturally relevant curriculum.
 - i. Travel continues for the spring semester.
 - ii. Training
 - 1. Attended the RTI/MTSS Conference January 19-22.
 - 2. Attending the Alaska Science of Reading Symposium in April.
 - iii. MTSS Support
 - 1. Continues to support Principals & Teachers with Individual Reading Improvement Plans, Benchmarking/Progress Monitoring, and MTSS support.

- d) *Staff Development Specialist-Literacy (Kristen Woodie)*
 - a. Role: To provide additional support in the ongoing professional development and to Support early literacy. To assist staff members with district initiatives including improving teacher practice and academic coaching.
 - i. **Travel** will continue for the spring semester.
 - ii. **Training**
 - 1. Provided full-day training session during February Inservice for teachers and principals on mClass Assessment & Progress Monitoring.
 - 2. Attended the RTI/MTSS Conference January 19-22.
 - 3. Attending the Alaska Science of Reading Symposium in April.
 - iii. **Book Distribution**
 - 1. Book distributions are taking place during travel in the 4th quarter.
 - 2. Literacy Night events took place during 3rd quarter travel.

3) Programs

- a) **Preschool**
 - i) Districtwide Early Learning Program (PK) Grant
 - ii) NWABSD will Partner with AK Thread to participate in Learn and Grow's Quality Assurance Program.
- b) **Iñupiatun Language**
 - i) Language and Culture - Iñupiaq instructors work on a scope and sequence, grade-level assessments, and vocabulary development during their meeting times on Mondays.
 - ii) Professional Development – Instructors attended NWABSD's Iñupiaq Language Retreat facilitated by Roger Franklin.

4) Grants

- a) Perkins (CTE) received an additional \$21,138.53 in funding.
- b) Civics Engagement for Rural Alaskan Students (CERAS) 12 students and 2 chaperones will attend Close-Up in Washington D.C. Close-Up (Washington DC) 4/28 for 6 days and 5 nights.
- c) LIT Grant
- d) Comprehensive Literacy State Development (CLSD) Grant
- e) Submitted
 - (1) ANEP: *Ilisautri Project* (C3/EdRising)
 - (2) ANEP: *Iñupiatun Iljisaqta* (PK Immersion)

5) Adopted Curricular Programs and Platforms

- a) **Curriculum Review & Purchase Cycle**

Curriculum Area	Curriculum Review	Purchase Textbooks & Materials	Implementation
Inupiaq Physical Science, Biology, and Environmental Science	2020-2025	Spring 2022-25 (Development)	2023-2026
Math	2023-2024	Spring 2024	2024-2025
Social Studies/Health	2025-2026	Spring 2026	2026-2027
Science K-8, HS Physics & Chemistry	2025-2026	Spring 2026	2026-2027
English Language Arts 7-12	2029-2030	Spring 2029	2030-2031
English Language Arts K-6	2029-2030	Spring 2029	2030-2031

Supplemental resources are reviewed and purchased as needed.

b) Current Adoption

- i) Math Review/Adoption-Complete
- ii) Preschool Curricula-In review.

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: February 27th,2024

NUMBER: Work Session Items revision

FR: Office of the Superintendent

SUBJECT: a) Property Services Report

Property Services Director, Brandon Blackham reports on the following:

AMBLER Heating system through the school has multiple leaks, the glycol has become corrosive and is eating the copper. Ambler needs a complete overhaul by draining the entire school and flushing it out. New glycol will then need to be purchased and pumped into the system.

BUCKLAND Buckland property services are working on quotes for the two new duplexes, **with prices higher than last year so far just with lumber packages and shipping for two duplexes we are around \$500,000.00 this does not include electrical, or plumbing material costs.**

DEERING Deering froze up and our plumber had to redo several pipes and fix the day tank problem.

KIANA no report needs major repairs to the flooring through the school.

KIVALINA no report, other than water conservation

KOBUK Property services are working on a quote for a new generator.

KOTZEBUE JNES froze and the upper bathrooms by the gym have been unusable, they should be back in service this week.

NOATAK Noatak, sprinkler system burst and dumped 36,000 gallons of water on the ground, our plumber went up and made fixes to stop the leak. More repairs will be needed this summer.

NOORVIK Noorvik lost use of the automatic transfer switch, this switches power from normal to emergency power. Property services has parts on order. Needs major floor repairs through the school.

SELAWIK Work continues on the new duplex, with all the issues that came on the cold spell our plumber has had no time to finish up the duplex.

SHUNGNAK has a new generator installed and working, we still need to do some work on the exhaust and fuel to make it permanent.

MEMORANDUM

TO: NWABSD Board of Education

DATE: February 19th 2024

NUMBER: 24-100

FR: Office of the Superintendent

SUBJECT: Kobuk Generator

Funding: Capital improvements

ABSTRACT:

Board approval is required for expenditures that exceed \$50,000.

ISSUE:

At issue is board approval to award the Northwest Arctic Borough School District's purchase of a back up generator for the school and housing in Kobuk to NC Power Systems

BACKGROUND AND/OR PERTINENT INFORMATION:

Kobuk school has not had a back up generator since the new school was built and remodeled. This would give the school and part of the housing back up power during the power outages.

ALTERNATIVES:

1. Approve the administration's request to award the Back up generator for the school to NC Power Systems in the amount of \$53,330.00, With final shipping costs not to exceed \$10,000.00, (Final installation costs to be determined)
2. Disapprove the administration's request to award the Back up generator for the school to NC Power Systems in the amount of \$53,330.00, with final shipping costs not to exceed \$10,000.00, (Final installation costs to be determined)
3. Take no action

ADMINISTRATION'S RECOMMENDATION:

Administration recommends approval of the administration's request to award the Back up generator for the Kobuk school to NC Power Systems in the amount of \$53,330.00, with final shipping costs not to exceed \$10,000.00, (final installation costs to be determined)

02/15/2024

QUOTATION: 31314379

NORTHWEST ARCTIC BOROUGH

**Caterpillar C7.1 Packaged Generator Set, Standby Rated @ 175 Ekw,
120/208V Three Phase, 60HZ, 1800 RPM**

STANDARD CONSISTS:

ENGINE PACKAGE DESCRIPTION

**Diesel Engine 7.1L
Electrical System, 12 VDC
Std Air Cleaner (STDAIR)
Electronic Governor
Available with SCAQMD compliance**

EXHAUST SYSTEM

- Exhaust manifold; dry.

AIR INLET SYSTEM

**- Aftercooler core.
- Air cleaner- Non-Cannister, Disposable
- Turbocharger.**

FUEL SYSTEM

**- Primary fuel filter w/integral water
separator & secondary filter, spin on.
- Fuel priming pump.
- Engine fuel transfer pump.**

GENERATORS AND GENERATOR ATTACHMENTS

GENERATOR SET

**Complete system designed & built at ISO 9001:2000 certified facilities
Factory tested to design specifications at full load conditions
and all protective devices and control functions simulated and checked**

GENERATOR

**- IP23 Protection.
- Insulation Class H
- Terminal Box, IP22 RHS Facing, Bottom Cable Entry
- Cable connections located inside generator housing, RHS cable entry.
- Brushless self excited generator**



- Easy access to AVR and terminals
- Standard winding protection for non-harsh environments with relative humidity $\leq 95\%$
- Certifications, UL etc
- Available in 208V, 480V, 600V (3Phase)

GOVERNING SYSTEM

- Cat Electronic Governor (ADEM A4).

LUBE SYSTEM

- Oil cooler
- Oil filler and dipstick.
- Oil filter, spin on.
- Lubricating Oil, CK-4 (10W-30)
- Oil drain with valve.
- Shallow oil pan.
- Fumes disposal to front of radiator.

PROTECTION SYSTEM

Safety shutoffs for:

- High water temperature.
- Overspeed.
- Low oil pressure.

CONTROL PANEL

- GCCP 1.2 Control Panel (RHS Mounted) refer LEHE2017
- D350 AVR refer LEHE1923

BATTERY

- Battery tray and Cables

COOLING SYSTEM

- Coolant drain valve.
- Blower fan and fan drive with guards
- Thermostats and housing.
- Radiator, Package mounted.
- Radiator sight gauge
- Jacket water pump, gear driven, centrifugal
- Caterpillar Extended Life Coolant.

STARTING/CHARGING SYSTEM

- 12V electric starting motor.
- 12V, 45 amp charging alternator.

CIRCUIT BREAKERS

UL/CSA listed mainline breakers
Optional Second Breakers
100% Rated 3-pole with solid neutral
NEMA 1 steel enclosure

GENERAL

- Paint, Caterpillar White.
- Vibration damper.



- Lifting Eyes
 - Parts Book
- Wiring diagrams included

WITH THE FOLLOWING SPECIFIC OPTIONS:
EPA STATIONARY EMERGENCY
60HZ 208 VOLT (WYE)
Voltage Indicator 60 Hz, 208V
STANDBY POWER APPLICATION
Output available with varying load for duration of the interruption of the normal source power.
Average power output is 70 % if the standby power rating.
Typical operation is 200 hours per year, with the maximum expected usage of 500 hours per year.
60 Hz, 175 kW
D175GC
Genset Model: D175 GC 60Hz, 175ekW Standby
UL 2200 LISTED PACKAGE GEN SET
IBC SEISMIC CERT OF COMPLIANCE
ENGLISH INSTRUCTION LANGUAGE
ADEM A4 GOVERNOR
PERMANENT MAGNET GENERATOR
Permanent magnet generator provides improved source of excitation to alternators.
ALT SPACE HEATER
Anti-condensation heater. Installed in generator, shuts down on genset start
105C TEMP RISE OVER 40C AMB
ALT M2736L4 KR
GEN MTG & DUCT PLATE
Generator Mounting and Duct Plate
WIDE BASE
Skid Base
NFPA BUNDLE
The NFPA Bundle provides parts and/or functionality to assist the dealer in obtaining NFPA compliancy.
NFPA compliancy is an end application requirement and meeting this application requirement is the responsibility of the dealer and / or installer.
NFPA 110 application bundle selection will auto-select the following priced items:
Local Alarm Horn (PAA1).
Low Coolant Shutdown (WSS1).
Low Coolant Temperature Alarm (WCA1).
Low Fuel level alarm (FSS)
Battery Charger (BTC1028).
Depending on the local authority having jurisdiction (AHJ), the following options may be required in addition to the automatic selections:
Jacket Water Heater (WHH2)
Remote Annunciator (ANNR002)
0.8 Power Factor Test (STDTEST / TST0035)
GEN RUNNING & FAULT RELAY
PANEL MOUNTED AUDIBLE ALARM





20A GFCI (CONTROLS SIDE) 20A, 125V Tamper & Weather resistant GFCI Receptacle installed on controls side of package. Refer LEHE1085
NO EXTERNAL EMERGENCY STOP
WET BATTERY Wet batteries 1000 CCA batteries, 90 Amp/hr.
BATTERY CHARGER 10 AMP This 10 Amp battery charger offers accurate, automatic charging of lead-acid and nickel cadmium batteries. The output voltage automatically adjusts to changing input, load, battery and ambient conditions. This prevents battery over-charging and consequent loss of battery electrolyte. Ref: LEHE2022
JACKET WATER HEATER Coolant Heater,1000W, 110/120 Volt (VAC 120) for 60Hz & 240 Volt(VAC240) for 50 Hz AC auxiliary supply
CURRENT TRANSFORMER 800:5
COOLANT RESERVIOR
LOW COOLANT LEVEL SHUTDOWN
600A LSI 100% RATED BREAKER 3-PH: 208V
NO 2ND CIRCUIT BREAKER
SUSE DECALS & FILMS Suitable for Use as Service Equipment (SUSE) decal and ability to disconnect neutral bar.
NEUTRAL BAR 800A W/ DISCONNECT
AUXILIARY CONTACTS Shunt Trip & Auxiliary Contact
STANDARD RADIATOR
NO MUFFLER No Muffler included
PRODUCT LINK 4G LTE TELEMATICS Cat PL444 is a factory installed 4G LTE, Bluetooth capable Telematics hardware used with Cat Remote Asset Monitoring (RAM) to remotely monitor several genset parameters like fault codes, Alerts and notifications, remote start/stop, geofencing and more. ReferLEHE20360/61
REMOTE ANNUNCIATOR
STD TEST - PKG GEN SET 0.8 PF
PGS TEST REPORT @ 0.8 PF PGS Test Report @ 0.8 PF

DEALER SHIP LOOSE ITEMS:	
1	SILENCER
1	EXHAUST FLEX PIPE
1	CAT ATS-TRUONE CG CONTROLLER
1	OPEN TRANSITION
1	STANDARD - NO BYPASS
1	NEMA 3R 400A - 600A





1	600 AMPS
1	MECHANICAL LUGS - STANDARD
1	208 - 480V; 50/60Hz
1	THREE PHASE
1	SOLID NEUTRAL 260A - 600A
1	CONTACTOR
1	CGOL3XX32
1	TRUONE 3-#8-1/0 CABLES
1	2 NO and 2 NC
1	TRUONE HEATER/T-STAT - 208V

FOB TUKWILA, AK

\$ 53,330.00

Estimated lead time 20-22 weeks after order released.

Installation and onsite start up not included.

Thank you,

Rob Collins
 Engine Sales Representative
 907 786 7591 Office
 907 229 6831 Cell
 907 786 7567 Fax
rcollins@ncpowersystems.com



TERMS AND CONDITIONS:

1. The above quoted prices are subject to change without notice; price quoted is valid for 30 days.
2. The above quoted prices do not include state and local taxes, if applicable.
3. All orders to purchase or lease based on this quotation shall be subject to acceptance by N C Power Systems Co. All transactions shall be made on, and subject to N C Power Systems Co.'s standard terms, conditions and warranties, or modified documents reflecting mutually-agreeable terms.
4. Provides Caterpillar Warranty for parts and labor on Caterpillar products. All other manufacturer's warranties apply per their respective warranty statements.
5. N C Power Systems Co. will not be responsible for, or subject to, penalties attributed to force majeure.
6. This proposal represents N C Power Systems Co.'s best interpretation of the project requirements, which may vary from other's interpretation. If equipment or services are not described, they cannot be construed to be included in this scope of supply.





7. Inspection of goods received at the customer jobsite is the responsibility of the receiver. N C Power Systems will make no remedies for damage that is not noted at the time of the carrier offloading.



MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: **Worksession**

FR: Office of the Superintendent

SUBJECT: Administrative Service
Update

Administrative Services Department Update:

The Administrative Services team completed quarterly and 2023 calendar year end reporting in January for Capital Project reimbursements, Grant reimbursements, 941 reporting, sent 1099s to vendors, sent W-2s out to employees, and submitted the District's Impact Aid application.

The Food Service Review was completed in November of 2023 and closed March 4th, 2024. The District received a list of corrective actions to make before the review could be closed, which included re-training of staff members on meal counting procedures, and documentation of meal counting. Once the corrective actions were completed and approved, the review was closed. Please see attached report.

FY24 Financial Narrative Report for the period July 1, 2023 – January 31, 2024

The monthly financial narrative report is included in your packet with highlights for the period ending January 31, 2024. The financial narrative report was discussed during the Budget Committee meeting.



THE STATE
of **ALASKA**
GOVERNOR MIKE DUNLEAVY

**Department of Education
& Early Development**

FINANCE & SUPPORT SERVICES
Child Nutrition Programs
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.8709
Fax: 907.465.8910

March 4, 2024

Mrs. Terri Walker, Superintendent
Northwest Arctic Borough School District
PO Box 51
Kotzebue, AK 99752

RE: Administrative Review, Closing Letter

Dear Superintendent, Walker:

On November 15, 2023, with the exit on November 16, 2023 Child Nutrition Programs conducted an Administrative Review for the National School Lunch Program (NSLP) administered by Northwest Arctic Borough School District as required by 7 CFR 210.18. This review consisted of an Off-Site Assessment, On-Site Assessment, Nutrient Assessment and Validation, and Meal Compliance Assessment.

Corrective action was issued to the Northwest Arctic Borough School District, this letter is to inform you corrective action items have been received and approved; the Northwest Arctic Borough School District Administrative Review is closed.

At any time during the year after the Administrative Review has closed a follow-up review may be scheduled. We have the right to conduct follow-up reviews when certain criteria have occurred:

- Fiscal Action has been taken or was waived during the review
- When corrective action has been assessed in multiple areas
- When there has been an excessive amount of corrective action
- When the Risk Assessment reflects medium to high risk, or
- New staff have been hired

Please note other areas of concern can also warrant a follow-up at any time.

However, Professional Standards training will still be followed up on during the renewal period to assure all training hours are completed for all nutrition staff.

To help meet the training requirement for Professional Standard, nutrition staff can login to our ELearning module trainings at the following link: <http://education.alaska.gov/ELearning/>. If they don't have a login already for this training site they will need to request a "New Account" to get a login. Staff should have their own login so when they complete the course they can get a certificate of completion, which you can keep on file to track training hours.

Please remember the federal requirement is to periodically assess the implementation of the wellness policy within your district. These assessment reports should be maintained in accordance with the NSLP document retention schedule and should also be made available to the public. As always, please contact our office for any questions or guidance related to your Local Wellness Policy.

As a reminder proper procurement procedures should be followed per 2 CFR 200.320 when purchasing food and nutrition supplies when using school nutrition funds, this would include micro-purchasing, and small procurement.

For information on Procurement for Child Nutrition Programs and helpful resources go to: <https://education.alaska.gov/tls/cnp/procurement.html>.

If you should have any questions concerning this review or if we can be of further assistance, feel free to contact me at (840) 331-6935 or email me at swebber@cnresource.com.

Sincerely,



Sherri Webber
Program Reviewer (contracted)

CC: Mrs. Amber Colvin, Nutrition Services Supervisor
Tonia Parfitt, School Meals Program Coordinator
Gavin Northey, Program Manager

**Northwest Arctic Borough School District
Financial Narrative
For Month Ending January 31, 2024**

Included in the attached report are the reports for General Fund Revenue & Expenditures, Board Expenditures, and the Investment Account balance for month ending 1/31/2024.

The Board last received a report in December of 2023 with expenditures and revenue through December 31, 2023.

We are 58% through the fiscal year and have expended 48% of our general operating budget, and received 62% of our budgeted general fund revenue. 83% of our General Fund budget is expended and encumbered.

**Northwest Arctic Borough School District
General Fund Revenue
For Month Ending January 31, 2024**

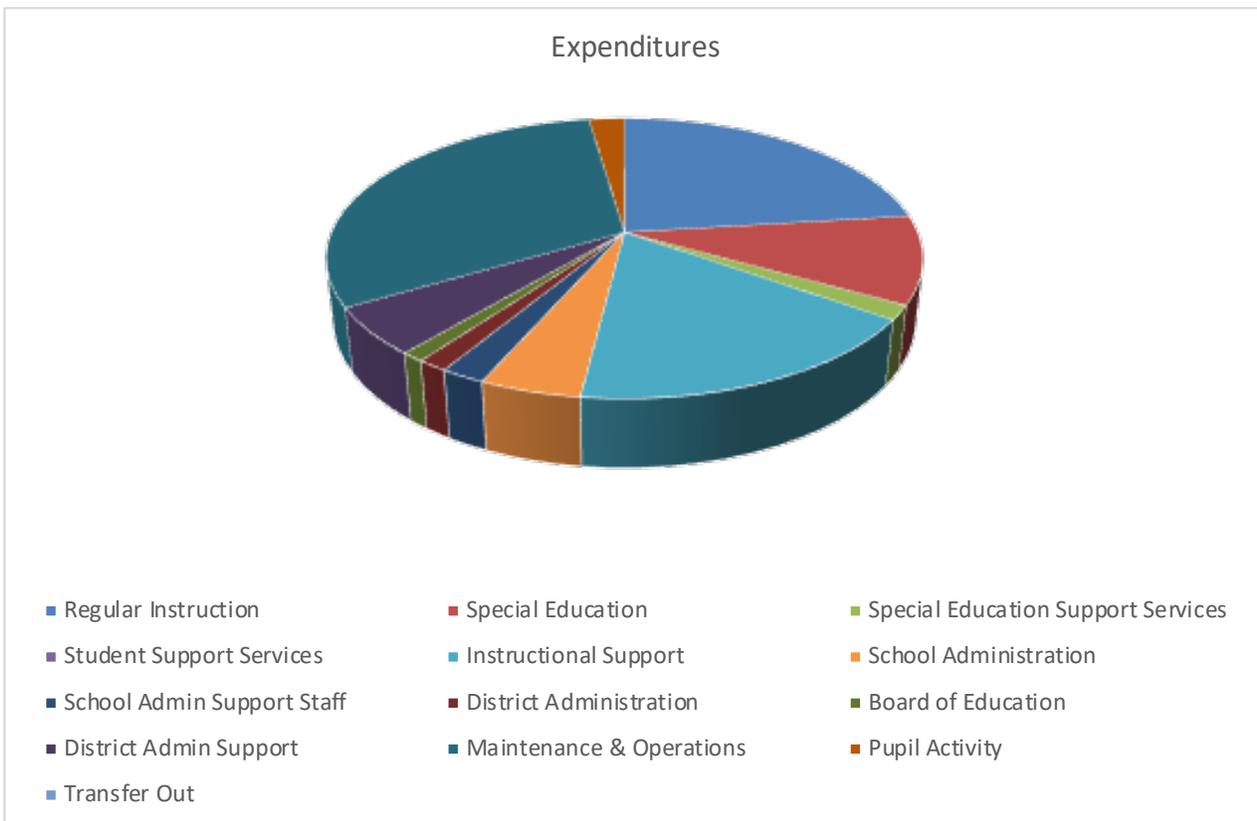
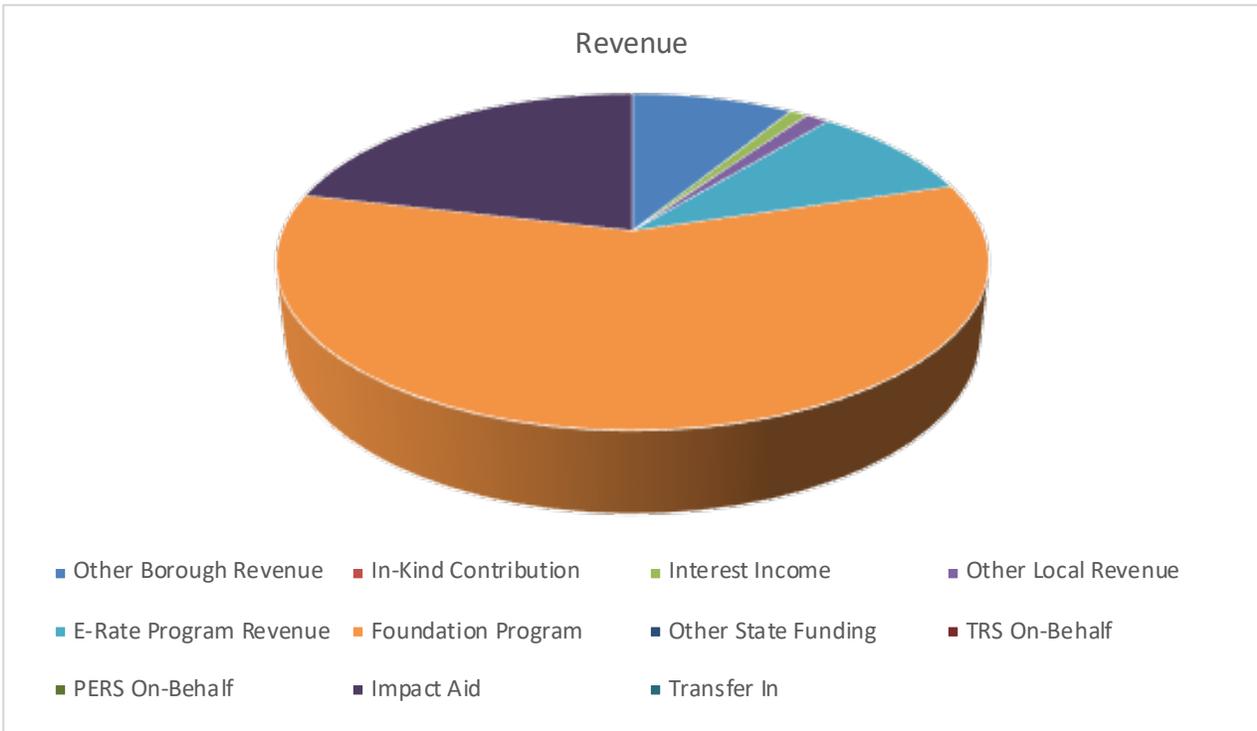
		Approved				
		<u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
Revenues By Object:						
011	Other Borough Revenue	6,645,111	3,322,556	-	(3,322,556)	50%
012	In-Kind Contribution	-	-	-	-	NA
030	Interest Income	600,000	364,728	-	(235,272)	61%
040	Other Local Revenue	725,000	479,640	-	(245,360)	66%
047	E-Rate Program Revenue	7,205,220	3,548,610	3,918,771	(7,575,381)	49%
051	Foundation Program	37,434,458	22,043,182	-	(15,391,276)	59%
090	Other State Funding	124,952	-	-	(124,952)	0%
056	TRS On-Behalf	1,955,492	-	-	(1,955,492)	0%
057	PERS On-Behalf	326,903	-	-	(326,903)	0%
111	Impact Aid	6,510,519	8,096,339	-	1,585,820	124%
250	Transfer In	-	-	-	-	NA
Revenue Totals		61,527,655	37,855,055	3,918,771	(23,672,600)	62%
		62% % Received to date				

Percentage of All Funds Total Budget Expended:	47.96%
Percentage of Year Passed:	58.33%
General Checking Account Ending Balance	\$9,790,665
Wells Fargo IILD Account	\$11,944,427
JNES Scholarship Account	\$4,147
Month End Cash In Bank Account	<u><u>\$21,739,239</u></u>

**Northwest Arctic Borough School District
General Fund Expenditures by Object & Function
For Month Ending January 31, 2024**

		<u>Approved</u>				
		<u>Budget</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
Expenditures By Object:						
310	Certificated Salaries	14,843,111	6,764,411	6,502,901	1,575,799	46%
320	Non-Certificated Salaries	9,428,729	4,422,150	2,759,303	2,247,276	47%
331	Leave Pay Out	196,654	37,107	-	159,547	19%
333	Board Stipends	87,750	51,750	-	36,000	59%
360	Employee Benefits	10,395,005	5,483,543	3,539,080	1,372,382	53%
367	TRS On-behalf	1,955,492	-	-	1,955,492	0%
368	PERS On-behalf	326,903	-	-	326,903	0%
	SUBTOTAL: Personnel	37,233,644	16,758,961	12,801,284	7,673,399	45%
410	Professional & Technical Services	3,942,267	1,386,168	2,373,469	182,629	35%
420	Staff Travel	452,250	210,070	22,727	219,453	46%
420	Board Travel	108,852	41,916	19,281	47,655	39%
425	Student Travel	1,144,775	489,745	17,230	637,800	43%
430	Utility Services	8,387,769	4,268,076	4,512,978	(393,286)	51%
435	Energy-includes electricity & fuel	4,928,070	3,934,653	823,620	169,797	80%
440	Other Purchased Services	4,460,051	2,265,154	2,140,098	54,799	51%
445	Property & Liability Insurance	1,305,616	1,306,397	-	(781)	100%
450	Supplies, Materials & Media	1,479,821	633,238	130,866	715,717	43%
480	Tuition	20,000	3,675	-	16,325	18%
490	Dues & Fees	134,719	97,699	23,033	13,986	73%
510	Inventoried Equipment	25,000	7,844	-	17,156	31%
495	Indirect Cost Recovery	(315,000)	(164,673)	-	(150,327)	52%
	SUBTOTAL: Non-Personnel	26,074,189	14,479,961	10,063,304	1,530,925	56%
550	Transfer Out	1,825,000	-	-	1,825,000	0%
Expense Totals		65,132,834	31,238,922	22,864,588	11,029,323	83%
		48% Expended to date				
		<u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
Expenditures by Function						
100	Regular Instruction	16,585,899	7,196,786	5,905,304	3,483,809	43%
200	Special Education	6,980,017	3,160,215	2,584,733	1,235,068	45%
220	Special Education Support Services	1,491,768	518,690	355,855	617,223	35%
300	Student Support Services	4,000	1,222	-	2,778	31%
350	Instructional Support	10,515,699	5,354,585	5,024,752	136,362	51%
400	School Administration	3,379,262	1,453,208	1,334,860	591,195	43%
450	School Admin Support Staff	1,329,141	636,461	477,288	215,392	48%
510	District Administration	797,755	434,940	213,469	149,346	55%
511	Board of Education	630,427	334,599	41,661	254,167	53%
550	District Admin Support	2,668,113	1,697,949	867,875	102,290	64%
600	Maintenance & Operations	17,165,708	9,730,067	5,842,478	1,593,162	57%
700	Pupil Activity	1,760,045	720,200	216,314	823,530	41%
900	Transfer Out	1,825,000	-	-	1,825,000	0%
Total Expenditures		65,132,834	31,238,922	22,864,588	11,029,323	83%

**Northwest Arctic Borough School District
General Fund Revenue & Expenditures by Function
For Month Ending January 31, 2024**



**Northwest Arctic Borough School District
Board Expenditures
For Month Ending January 31, 2024**

		Approved <u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Variance</u>	<u>% of Budget</u>
Expenditures by Object					
333	Board Stipends	87,750	51,750	36,000	59%
36?	Benefits	280,995	163,690	117,305	58%
410	Professional & Technical Services	108,150	51,801	56,349	48%
420	Travel	108,852	41,916	66,936	39%
450	Supplies	5,000	4,766	234	95%
490	Other Expenses (Dues & Fees)	39,680	20,675	19,005	52%
Total Expenditures		\$ 630,427.08	\$ 334,599.48	\$ 295,827.60	53%

1 Budget Summary

Board Stipends

					FY24 TOTAL
Stipend		Members	# of times	# of Days	
\$ 250.00	Regular In Person Meetings	11	5	2	\$ 27,500.00
\$ 250.00	Regular Teams Meetings	11	3	2	\$ 16,500.00
\$ 250.00	Kivalina open house/ regular meeting	11	1	1	\$ 2,750.00
\$ 250.00	Board Retreat combined with October mtg	10	1	3	\$ 7,500.00
\$ 250.00	AASB Annual Conference November 4-7	7	1	4	\$ 7,000.00
\$ 250.00	Policy committee all day meeting	5	1	1	\$ 1,250.00
\$ 250.00	4 special meetings (Incl other board misc)	11	4	1	\$ 11,000.00
\$ 250.00	Lobby at DC and Juneau	5	1	6	\$ 7,500.00
\$ 250.00	AASB 2 member regular mtgs	2	4	1	\$ 2,000.00
\$ 250.00	President-NWALT, CWT, ATC Qtrly	3	4	1	\$ 3,000.00
\$ 250.00	NWALT Summit	3	1	1	\$ 750.00
\$ 250.00	Lobbying w NWALT Juneau and DC	1	2	2	\$ 1,000.00
TOTAL					\$ 87,750.00

Benefits

\$ 27,000.00	Health Insurance	10			\$ 270,000.00
\$ 87,750.00	Other Benefits	13%			\$ 10,995.08
TOTAL					\$ 280,995.08

Professional & Technical Services

\$ 25,000.00	Misc. Serv and training, AASB Inservice				\$ 25,000.00
\$ 80,000.00	Lobbyists				\$ 80,000.00
\$ -	Strategic Planning				\$ -
\$ 450.00	AASB Registration	7	1	4	\$ 3,150.00
TOTAL					\$ 108,150.00

Travel & Perdiem

\$ 2,475.00	Regular meeting Airfare - 5 members	6	5	1	\$ 12,375.00
\$ 1,434.00	Regular meeting Hotel - \$239.00 a night	6	5	3	\$ 21,510.00
\$ 360.00	Regular meeting Perdiem-\$60.00	6	5	3	\$ 5,400.00
TOTAL					\$ 39,285.00

\$ 305.00	Annual AASB Airfare \$300.00	7	1	1	\$ 2,135.00
\$ 744.00	Annual AASB Village to OTZ	3	1	1	\$ 2,232.00
\$ 225.00	Annual AASB Hotel \$225.00	7	1	4	\$ 6,300.00
\$ 650.00	Annual AASB Car-actual costs				\$ 650.00
\$ 80.00	AASB Perdiem	7	1	4	\$ 2,240.00
					\$ 13,557.00

AASB Quarterly Trainings

\$ 330.00	AASB travel - Anchorage	11	2	1	\$ 7,260.00
\$ 2,740.00	Village to OTZ	5	2	1	\$ 5,480.00
\$ 250.00	AASB hotel @250.00	11	2	3	\$ 16,500.00
\$ 80.00	AASB Perdiem	11	2	3	\$ 5,280.00
\$ 337.00	ASSB Car rental			4	\$ 1,348.00
					\$ 35,868.00

\$ 750.00	1 National Conference-Travel	9			\$ 6,750.00
\$ 378.00	Village to OTZ	4			\$ 1,512.00
\$ 250.00	Hotel @250.00	9	1	4	\$ 9,000.00
\$ 80.00	Perdiem	9	1	4	\$ 2,880.00
					\$ 20,142.00

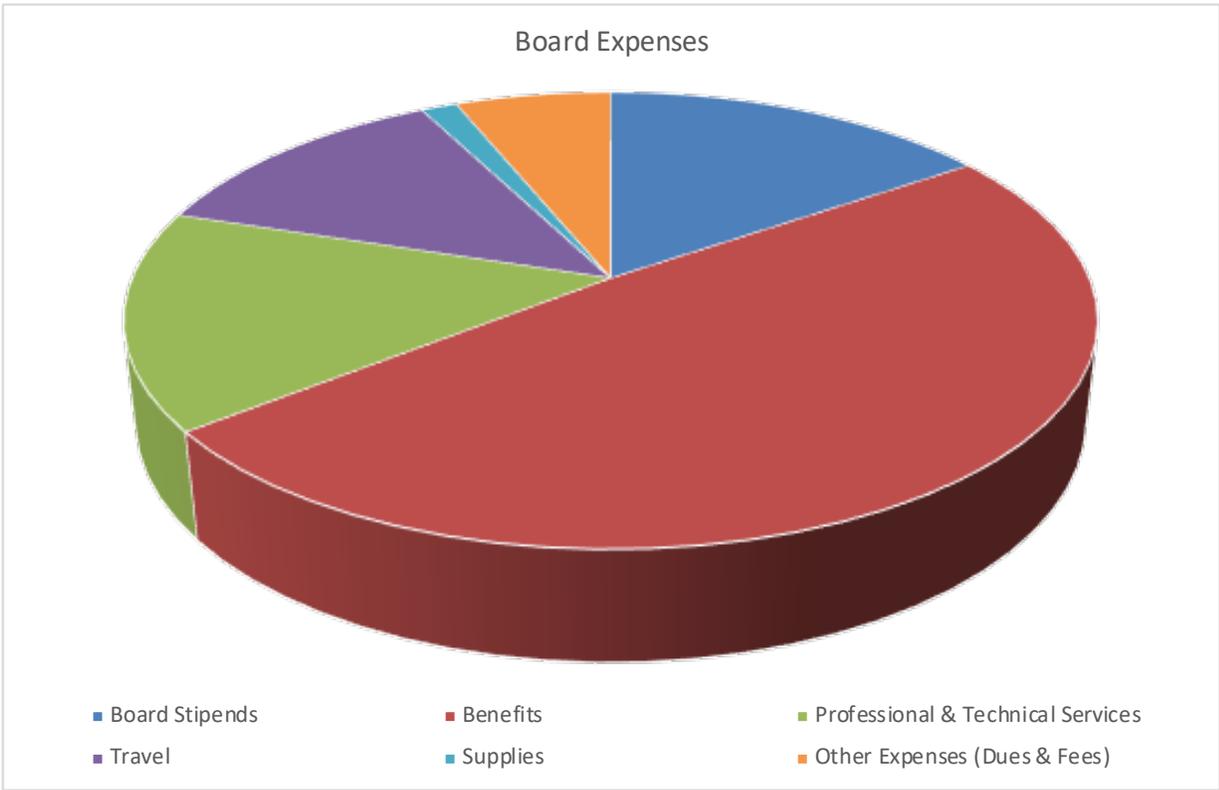
TOTAL \$ 108,852.00

Miscellaneous Exp

\$ 5,000.00	Supplies, media and freight for Board & Board meetings				\$ 5,000.00
\$ 39,680.00	CEE membership and AASB fees				\$ 39,680.00
\$ -	Joint ASC meeting supplies (Teams meeting)				\$ -
					TOTAL \$ 44,680.00

Grand Total \$ 630,427.08

**Northwest Arctic Borough School District
Board Expenditures
For Month Ending January 31, 2024**



**Northwest Arctic Borough School District
Investment Account Earnings
For Month Ending January 31, 2024**

	Fiscal Year	IILD GF Earnings	IILD CIP Earnings	Total Earnings	
1	FY19	\$ 112,675.74	\$ -	\$ 112,675.74	
2	FY20	\$ 134,699.78	\$ -	\$ 134,699.78	
3	FY21	\$ 1,694.94	\$ 2,564.11	\$ 4,259.05	
4	FY22	\$ 13,734.29	\$ 12,012.88	\$ 25,747.17	
5	FY23	\$ 316,919.38	\$ 17,754.50	\$ 334,673.88	
6	FY24	\$ 364,728.12	\$ -	\$ 364,728.12	Year to date
		\$ 944,452.25	\$ 32,331.49	\$ 976,783.74	

Deposit Activities

INST INSURED LIQ DEPOSIT SAVINGS A000MK6
 *As of January 31, 2024

Interest earned
 this period
 53,641.30

Transaction Date	Activity	Principal	Market Value (\$)	Interest Amount	Principal Balance
01/31/24	Interest Rate 5.2998000%			53,641.30	11,944,426.96
	Beginning Balance				11,890,785.66
	Ending Balance				11,944,426.96

MEMORANDUM

TO: NWABSD Board of Education Members

Date: March 7, 2023

FR: Office of the Superintendent

SUBJECT: Alaska Technical Center
& STAR of the NW

Karl Kowalski, Director of ATC/STAR, reports on the following:

Spring Partnerships

ATC has several new partnerships that have expanded our offerings for Spring semester. The Kotzebue IRA will be sponsoring two classes: Energy Analyst Training Mar 4-9 and Solar Photovoltaics Apr 8-12. The Alaska Ironworkers Union will be sponsoring several classes this Spring including a Safety week, Welding, and MSHA classes. NANA is sponsoring culinary arts and driver's education.

Alaska Job Center

The Kotzebue satellite office of the Alaska Job Center opened this week. A partnership with the Alaska Department of Labor and Workforce Development will have the center open 1-week per month through the spring on a trial basis. Upcoming dates for the rest of the Spring Semester are:

Week of February 26th

Week of March 25th

Week of April 22nd

Week of May 27th

Week of June 24th



GED Update

We have 46 students enrolled in the GED program. This includes students in Kotzebue, Kivalina, Ambler, Kiana, Noorvik, Selawik and Deering.

Kivalina trip report:

6 students joined the class and 4 completed GED ready tests. 3 students got a “green” light and can take one of the official tests. Connectivity is proving a challenge with the official tests. We are working with Pearson, the testing agency, and school district IT staff to configure a mobile testing laptop that can be taken to the village for testing purposes.

Completers:

Two Students have completed their GED.
Three have completed 3 out of 4 exams
Eight have completed 1 of 4 exams.

STAR of the Northwest Magnet School:

We are currently at an enrollment of 18 full-time students. Our enrollment has been as high as 33, however due to a variety of circumstances, students have enrolled and unenrolled.

Some Highlights:

- 5 students employed in the community.
- Students continue to receive regular physical and mental Healthcare
- Community service-shoveling for elders
- Students participated in Cross-Country, Volleyball, Wrestling, and Youth Leaders
- Four STAR students will be attending Close-up in April

23-24 ReadiSTAR schedule:

Kotzebue Exploratory	03/04 – 03/08
Ambler/Shungnak/Kobuk	03/18 – 03/29
Buckland/Deering	04/01 – 04/12
Selawik	04/15 – 04/26
Driver’s Testing	04/29- 05/10



Spring Schedule:

Short Course Schedule

Boiler and Furnace Repair	Jan 8 – 12
Entrepreneurship Training Borough CEDC	Jan 8 - 12
Toyo Stove Repair	Jan 15-19
Electrical Trades Level 1	Feb 5 – 11
Energy Analyst Training (Kotzebue IRA)	Mar 4-9
Electrical Controls Training ANTHC <i>(Part of the Rural Water/Wastewater series)</i>	Mar 25 – 29
NMS Security Intern Training	Apr 1 - 19
CDL Training	Apr 1 – 12 Kotzebue
HAZWOPER 8-Hour refresher	Apr 8
Solar Photovoltaics PV101 (Kotzebue IRA)	Apr 8- 12
CDL Practicum, Testing, Certification	Apr 15 - 26 Palmer
CLASS D Driver’s License	Apr 17-21
Heavy Equipment Operator	April 15- 26
Safety Week: OSHA 10/CPR First Aid/ Firewatch (AK Ironworkers)	Apr 15 – Apr 19
NW Regional Housing Summit	Apr 23-24
Heavy Equipment Practicum, Testing, Certification <i>Elders and Youth</i>	April 29 – May 17 <i>Apr 30- May 2</i>
	<i>May 7 – May 9</i>
	<i>-or-</i>
Small Engine Repair	May 6 – May 10
Welding Certification AWS D1.1 (AK Ironworkers)	May 6 – May 10
MSHA 16hr Part 46 New Miner (AK Ironworkers)	May 20 – May 24
MSHA 16hr Part 48B New Miner (AK Ironworkers)	
MSHA Refresher (AK Ironworkers)	
Girls Can Weld Camp	May 28- Jun 1
HAZWOPER 40 Hour	Jun 3 – Jun 7
State Board of Education	Jun 4 – Jun 6
Outboard Motor Repair and Troubleshooting	Jun 10 – Jun 14
ANSEP	Jun 12 - Jun 16
AK Humanities Forum	Jun 29 – Jul 2
Upward Bound T3 Energy Strand	Jul 11- Jul 14
AASB Regional Meeting	Jul 17- Jul 20

ATC Spring Schedule: Full Semester and HS Courses

2nd Semester ATC							
ATC Construction Trades (Keeter)	ATC Health Occupations (Panlilio)	ATC Process Technology (Green)	Defensive Driving (Kowalski/Keeter)	ATC Culinary (Alejandro Vargas)	CTE (Beck)	CTE (Tumaneng)	OPTIONS
Construction Trades Technology Certification	Health	CTE205B Intro to Process Tech II, Industrial Machinery & Processes		CTE109 Culinary Arts II	RDYSTAR100	RDYSTAR100	
	CTE104 Wilderness First Aid	Intro to Robotics			RDYSTAR100	RDYSTAR100	
	CTE101F Professionalism in Healthcare	CTE 307 Employability skills			English 11/12	RDYSTAR100	
CTE212 NCCER Core	CTE106 Certified Nursing Assistant	CTE209 Foundations Technology & Engineering (DRONES)		Culinary Arts	RDYSTAR100	VOC 104 Business Software II	
CTE204 Intro to Construction Trades		CTE220 Design & Fabrication I			RDYSTAR100	RDYSTAR100	
		VOC 107 Small Business Enterprise			CTE203 Arctic Resource Management II	RDYSTAR100	
			ATC5003 A Defensive Driving				

Drivers Education

The first Defensive Driver's Ed course ran January 3- February 16, eleven (11) students completed the classroom component and received their learner's permits. Over the course of the Spring they will continue practice driving and will be eligible to take the driving test after they've held their permit for 6 months.

The second session began Feb 19th and will run through April 12th with 11 students enrolled.
The third session will run April 15- May 24th.



MEMORANDUM

TO: NWABSD Board of Education

DATE: March 8, 2024

NUMBER: 24-099

FR: Office of the Superintendent

SUBJECT: Approval of Human Resources

ABSTRACT:

Each month various Human Resources actions occur which require Board action or cognizance.

ISSUE:

At issue is the approval of Human Resources actions.

BACKGROUND AND/OR PERTINENT INFORMATION:

On a monthly basis the administration recommends Board approval of new certified/classified hires, position reclassifications, and new or revised job descriptions. In addition, the administration informs the Board of resignations, transfers, and terminations throughout the district.

ALTERNATIVES:

1. Approve the Human Resources actions as presented;
2. Disapprove the Human Resources actions as presented;
3. Take no final action.

ADMINISTRATION RECOMMENDATION:

The administration recommends the Board approve the Human Resources actions as presented.

**Human Resources
March 2024**

I. The administration recommends approval of the following action items:

Certified new hires FY24

Classified new hires FY24

a) The Administration recommends approval of the following FY24 Certified New Hires:

LOCATION & DATE

NAME

POSITION

Ambler, Kobuk, Shungnak

02/05/24

Bridgette Burrus

Counselor

Kobuk

02/19/24

Kelli Tallman

Grade 3,4,5 Teacher

b) The administration recommends approval of the following FY24 Classified New Hires:

District Office

02/19/24

Clara Henry

Payroll Officer

II. The Administration report on the following non-action items:

a) The administration reports on the following Classified resignations:

LOCATION & DATE

NAME

POSITION

Deering

02/23/24

James Cleveland

Sped. Aide

**Addendum
Human Resources
March 2024**

I. The administration recommends approval of the following action items:

a) Certified new hires FY24

a) The administration recommends approval of the following FY24 Certified New Hires:

<u>LOCATION&DATE</u>	<u>NAME</u>	<u>POSITION</u>
<u>KMHS</u> 8/07/23	Cassius Brown	Asst. Principal

II. The administration report on the following non action items:

a) The administration reports on the following Certified transfer:

<u>LOCATION & DATE</u>	<u>NAME</u>	<u>POSITION</u>
<u>KMHS to NOATAK</u> 11/06/23	Joseph Chapman	Teacher 5 th /6 th



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Ambler · Buckland · Deering · Kiana · Kivalina · Kobuk · Kotzebue · Noatak · Noorvik · Selawik · Shungnak
PO Box 51 · Kotzebue, Alaska 99752 · Phone (907) 442-1800

NWABSD BOARD OF EDUCATION

Board Bylaw Worksession

Conducted via Teams and in the NWABSD Boardroom

Agenda

March 8, 2024

10:30 a.m.

1. Items for Board Bylaw Review:

a. BB 9250 Renumeration, Reimbursement, and Other Benefits

i. Honorarium verbiage and amount

ii. Compensation section

1. Consider changing per diem annually to National Per Diem rates at gsa.gov <https://www.defensetravel.dod.mil/pdcgi/pd-rates/opdrates5ap.cgi?country=ALASKA&date=03-01-24&military=YES&submit2=CALCULATE>

iii. Health and Welfare Benefits section review

Technology Director: Amy Eakin

MISSION: To provide a learning environment that inspires and challenges students and employees to excel.
VISION: To graduate all students with the knowledge, skills, and attitudes necessary for a successful future.

BB 9250 REMUNERATION, REIMBURSEMENT, AND OTHER BENEFITS

Note: A.S. 14.14.140 authorizes the School Board to compensate its members as provided by board resolution. The following optional bylaw may be revised or deleted to reflect district philosophy and needs.

The School Board recognizes the time and personal effort School Board members give to the district.

Compensation

Board members are entitled to an honorarium of \$250.00 per day the Board is conducting board approved District business. District business is defined as: regular meetings, special meetings, work sessions, budget hearings, NWABSD committee assignment, official assignments such as regular meetings of the Association of Alaska School Boards and National Association of School Boards appointments; and attendance at a convention, conference, workshop or similar gathering as allocation in the Board's budget allows.

Board members who are required to travel from their normal place of residence for District business shall be entitled to actual transportation, hotel expenses and per diem for meals. Per diem shall be ~~at the rate of sixty dollars for all travel within the boundaries of the School District and eighty dollars for all travel outside the boundaries of the School District determined annually per the Nationwide Per Diem rates website: www.gsa.gov.~~

Health and Welfare Benefits

Board members may participate in the health and welfare benefits program as provided for district employees.

The district shall pay the cost of all premiums required for Board members electing to participate in the district health and welfare benefits program.

Legal Reference:

ALASKA STATUTES

[14.14.140](#) *Restriction on employment*

Commented [AE1]: This section varies greatly from the AASB Model.

Commented [AE2R1]: Stipend

OPTION 1: The School Board views School Board service as a voluntary contribution to the community and does not approve compensation for School Board members under current circumstances.

OPTION 2: The School Board recognizes the time and personal effort School Board members give to the district. Each member of the School Board may receive a monthly or per meeting stipend as determined annually by School Board resolution.

Reimbursement of Expenses

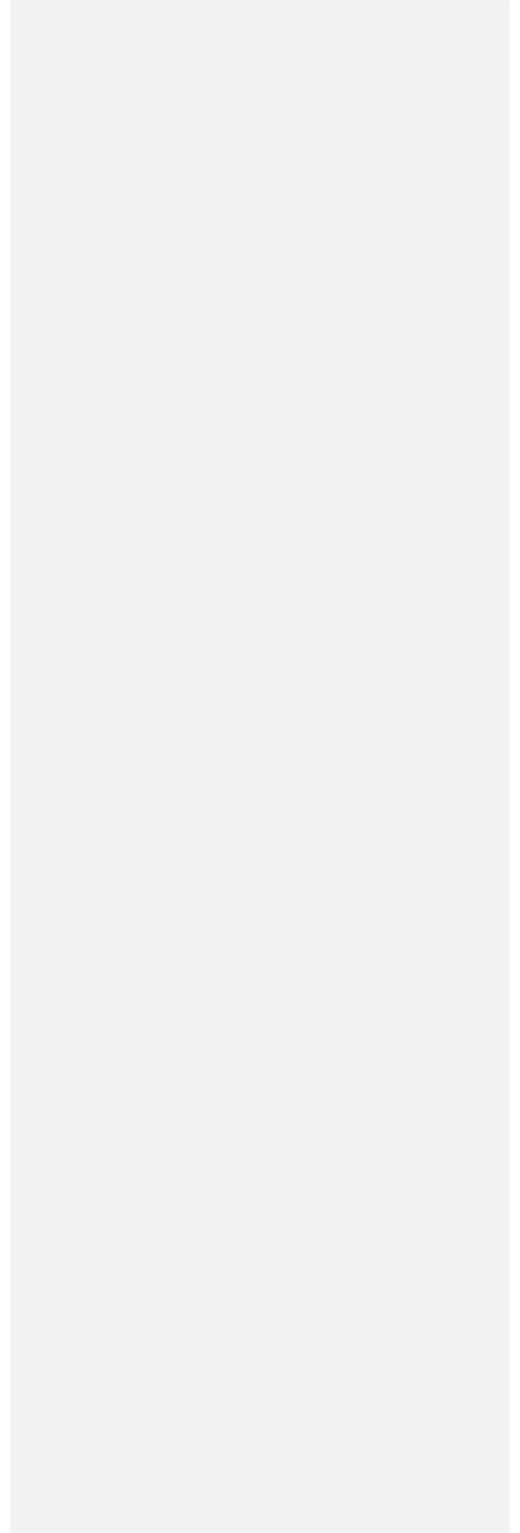
School Board members shall be reimbursed for expenses incurred in attending any meetings or in making any trips on official business of the school district when so authorized in advance by the School Board.
(cf. 9240 - School Board Development)

Adoption Date: May 23, 1995

Revised: July 26, 2011

Revised: April 27, 2021

Northwest Arctic Borough School District



March 8, 2024

Coalition for Education Equity



**COALITION FOR
EDUCATION EQUITY
OF ALASKA**

Exec. Director Intro:

Canadian by birth and educated in both Canada and South Africa.

- Born to immigrant parents that valued public education
- Registered architect
- Living in Alaska since 2002
- Volunteer with Great Alaska Schools since 2015
- Volunteer Civics for Citizenship teacher at Alaska Literacy Program



COALITION FOR
EDUCATION EQUITY
OF ALASKA

Our Mission

Coalition for Education Equity champions a quality, equitable and adequate public education for every Alaska child through:

- **Advocacy,**
- **Policy development and**
- **Legal action**

What is “adequate public education”?:

An education that provides a child / young adult with the tools necessary for pursuing any path they desire after public school.



COALITION FOR
EDUCATION EQUITY
OF ALASKA

We are a membership driven organization

Each CEE member organization has one seat/one vote on our Board of Directors

For school districts, this representative is the superintendent or other individual designated in writing by the superintendent

The Board of Directors sets the annual priorities, elects officers, approves the annual budget, and decides if and when any legal action will be taken

Input from member school districts and their school boards is critical to setting CEE priorities

CEE



COALITION FOR
EDUCATION EQUITY
OF ALASKA



Founded in 1996 as Citizens for the Educational Advancement of Alaska's Children (CEAAC)



Litigated Kasayulie and Moore lawsuits while also seeking change through legislative action



Became **Coalition for Education Equity** in 2015

About Us



COALITION FOR
EDUCATION EQUITY
OF ALASKA

CEE Priorities informed by Kasayulie & Moore

Stable, accessible, equitable funding of school construction and major maintenance

Statewide access to quality pre-elementary programs

Adequate investment in education

Monitor the capacity of school districts and DEED

Recruitment and retention of quality educators



**COALITION FOR
EDUCATION EQUITY
OF ALASKA**

Legal History

Kasayulie 1997

- State's school construction funding practices were inequitable, unconstitutional, and racially discriminatory, setting up rural schools construction funding mechanism
- Kasayulie Consent Decree and settlement agreement in 2011.
- Construction on Kivalina a direct result of this litigation.

Moore 2004

- Challenged the adequacy of the educational system under the Alaska Constitution's guarantee of "a system of public schools open to all children." and defined the legal components of the State's constitutional obligation.
- Positive rulings in 2009 and 2010 and the Moore Settlement in 2012.



	OVER THE NEXT YEAR	IN THE NEXT 3-5 YEARS
Legal watchdog/taking legal action to hold the state accountable to constitutional education responsibilities	66.67% 14	71.43% 15
Legislative advocacy and lobbying for member-directed education priorities	83.33% 15	66.67% 12
Raising public awareness about education issues	63.16% 12	78.95% 15
Motivating public activism on education issues	46.67% 7	80.0% 12
Participating in education policy development	56.25% 9	81.25% 13
Leading in education policy development	50.0% 5	70.0% 7

2022 Q: What function/role do you think is most critical for CEE to fill/play over the next year? Over the next 3 years?

33rd Legislature / 1st Session: Through coordinated advocacy and lobbying efforts, a BSA increase is still in play and is close to the finish line



COALITION FOR
EDUCATION EQUITY
OF ALASKA

2023/24 CEE Strategy

<u>Legal:</u>	<ul style="list-style-type: none">• Prepare and Potentially file a lawsuit against the State of Alaska for lack of funding required to provide an adequate K-12 public education to all Alaskan students.• Data collection is underway
<u>Communication/Activism:</u>	<ul style="list-style-type: none">• Communications plan associated with legal action.• Student focused success stories and what they want for future generations.• Coordinating with Grassroots groups to motivate and organize parents.
<u>Policy:</u>	<ul style="list-style-type: none">• Responses to READS ACT successes or needs for adjustment.
<u>Membership/allies:</u> (Aligning with corps & non-profits that share a mission for equity and education)	<ul style="list-style-type: none">• Regional Corps• NAACP• ACLU• Additional School Districts



PRIORITIES:	STRATEGIES:			
	Advocacy	Policy/Regulation	Legal	Other/Partnerships/Public Activism
Education Funding	<p>AK Legislature</p> <ul style="list-style-type: none"> - Push to get CSSB 140 passed the house. - Increase BSA to levels that catch up to inflation (increased costs + stagnant BSA = significant budget deficits. - Inflation-proofing BSA - “Downstream” effects of inadequate funding (salaries, capital improvements, teacher housing, cost increases, energy costs) <p>Federal delegation:</p> <ul style="list-style-type: none"> - Additional Pre-K funding 	Public dollars to public schools.	<p><i>Watch 3AN-23-04309CI Alexander et.al. vs. acting DEED commissioner: public dollars shall be limited to go to public institutions.</i></p> <p><i>Participate in/lead adequacy lawsuit</i></p>	<p>Digital Ads</p> <p>Social media/public awareness – rising costs in Alaska and impact on education funding; impact on ability to deliver a high-quality education across the state</p> <p><i>Solicit National Partner for the Lawsuit to ease financial burden.</i></p>



PRIORITIES:	STRATEGIES:			
	Advocacy	Policy/Regulation	Legal	Other/Partnerships/Public Activism
Teacher retention & recruitment <ul style="list-style-type: none"> - Defined Benefits - Teacher Housing 	AK Legislature <ul style="list-style-type: none"> - Support Defined Benefit legislation. SB 88 Sponsored by Sen Giessel. - Increased/improved teacher housing (investment from AHFC) - (Identify grant opportunities and assist SDs with applications) - Address as a sub-issue of funding and condition of facilities - Funding “grow-our-own” programs - J1 worker visas Federal <ul style="list-style-type: none"> - J1 worker visas 	Devise strategy for simplified grant application for building teacher housing (streamlined plans; reducing need for engineers in application process; prototype plans for climate regions. Work with Munis, Boroughs and State to minimize review cost and timeline)	<i>None at this time</i>	Social media/public awareness – counteracting negative perception of education & teachers caused by misinformation; positive campaign @ importance of supporting public education; awareness of teacher shortages; garner public support for increased funding & increased teacher pay.



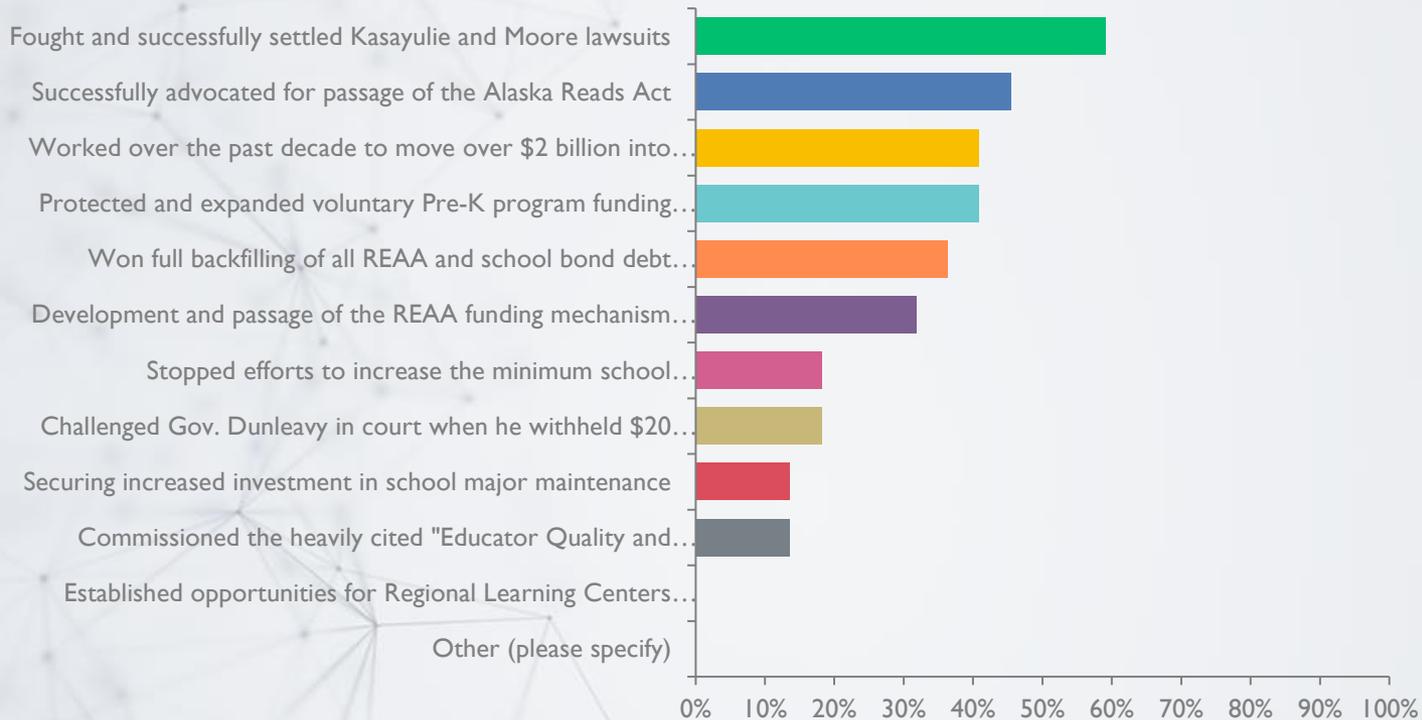
PRIORITIES:	STRATEGIES:			
	Advocacy	Policy/Regulation	Legal	Other/Partnerships/Public Activism
School construction & major maintenance	AK Legislature <ul style="list-style-type: none"> - Hold the line on REAA and School Bond Debt Reimbursement - Significant investment in major maintenance Federal delegation: <ul style="list-style-type: none"> - Funding for teacher housing or school facilities impacted/result of climate change (Fuel tanks moving; environmental hazards, etc.) 	Work with DEED to extend grant application validity for building and maintaining school facilities: decrease time commitment for small districts to complete these applications annually. <p>Review Formula to determine usable space compared to student enrollment.</p> <p>Ensure that the process in place is followed. Enquire if there an audit process.</p>	Watchdog to ensure compliance with Kasayulie Consent Decree; full funding of REAA fund.	Digital Ads Social media/public awareness campaign re: condition of schools & teacher housing situation across the state.



Potential Challenges:

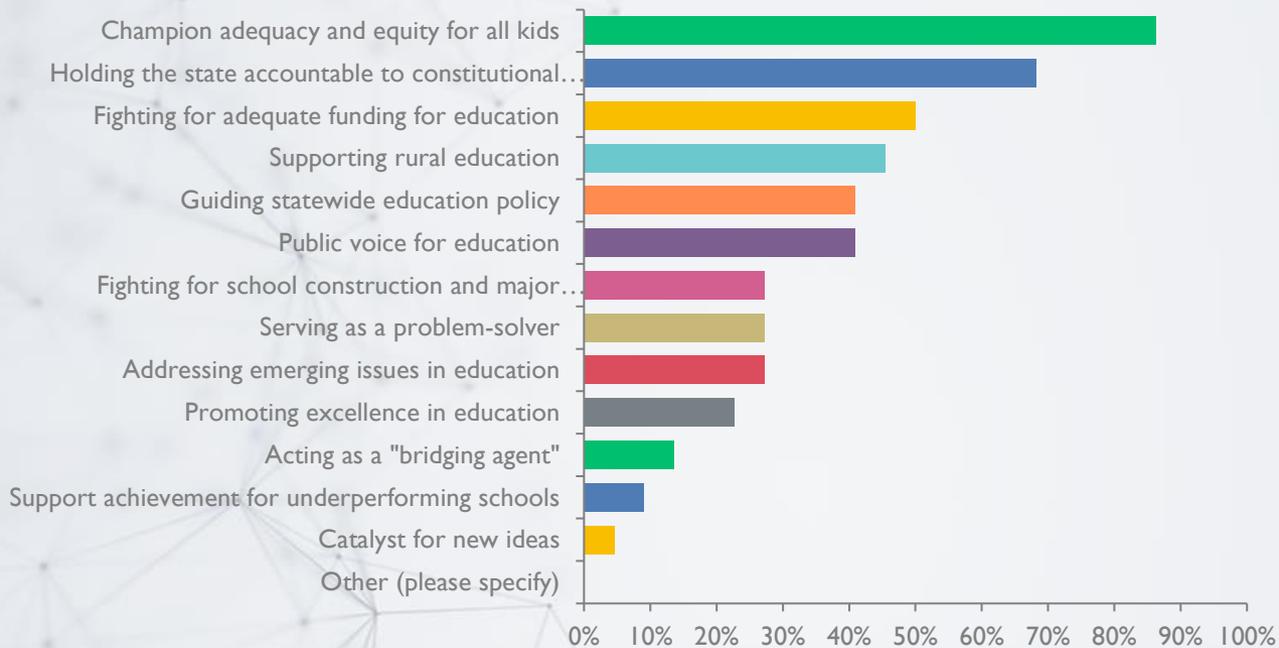
- **State fiscal instability** due to continued reliance on a volatile resource economy and lack of commitment to develop **a reliable fiscal plan, educator retention/recruitment**, the current administrations desire to **implement a voucher program**, inability to compromise, resource scarcity and infighting.
- Amplification of social media disinformation to incite **public distrust of public education**, such that it may be **starved of the funds needed to serve all students in an equitable manner**.
- A focus on accountability and outcomes does not wholistically consider children's inherent needs, as well as their needs to have well rounded education. Concern about **limited time for science, social studies, social-emotional growth, play, and project-based learning** in schools for the sake of focus on core skills that are easily "measured."
- Some **facilities are not safe, or healthy** for students and staff, and there is an **absence of funding to upgrade and maintain buildings and equipment**. Financial support for **increased cost of heating oil and electricity** are not adequate for normal operations. The safe movement of goods, students and staff is difficult without **vehicles in good condition**, which cannot be purchase because of **funding challenges**.
- **Teacher Recruitment and Retention**





2022 Q: What do you consider CEE's greatest accomplishment(s)





2022 Q: What do you believe is CEE's core purpose?

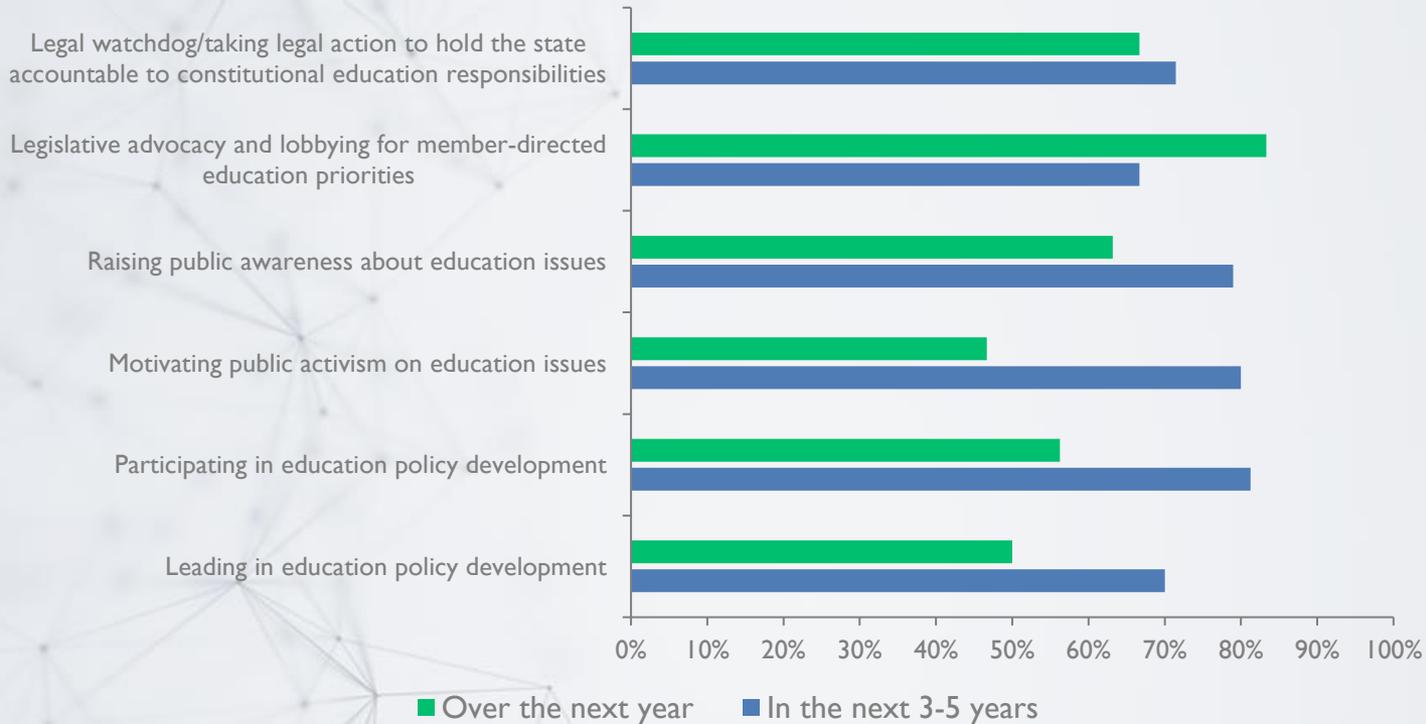




2022 Q: What are the most important ways CEE accomplishes its work?



COALITION FOR
EDUCATION EQUITY
OF ALASKA



2022 Q: What function/role do you think is most critical for CEE to fill/play over the next year? Over the next 3 years?



COALITION FOR
EDUCATION EQUITY
OF ALASKA

Additional priorities for CEE

- Teacher Housing grant research and application assistance.
- Monitor tribal compacting, broadband funding, and future green bank development for impacts on funding distribution, energy costs and operational budgets. Provide input and feedback to represent CEE member interests in broadband expansion.
- Repository for career & technical education program development grants.
- CEE to develop a communications plan that discredits the attacks on public education. Education equity includes protections for students to ensure welcoming and safe environments for all students, regardless of background or identities and protections for educators to teach about our history honestly, critically, and openly.
- AK Reads Act – Monitor success, costs and any adjustment requirements.
- Expand visibility. Social Media and Statewide communications plan



What makes CEE unique?

- Advocates for equity for all students and has an intentional focus on equity across the state along with its legal watchdog role.
- Non-partisan group focused on students, serving both as a government watchdog and public policy influencer.
- Although school districts are fighting for resources this coalition is specifically focused on ensuring equity for all students.
- Represents school districts state-wide, united in common causes.
- **Ability to utilize legal avenues to ensure the state and legislature carry out constitutional responsibilities regarding education.**
- As a member driven org, CEE understands the way that public education works in AK and thus it works with other organizations that support and advocate for our students.
- Provides a collective voice for districts, regardless of size or location.
- It is an informed and critical voice for rural school districts that has played a critically important role in public education.
- Support for neglected rural students and districts



COALITION FOR
EDUCATION EQUITY
OF ALASKA

None of us individually could take on these fights alone, but when we pool our resources and our voices, we can work together to ensure Alaska's public education system is robust and providing our children with the skills they need to succeed.

Our work is only possible because of our members. It is only through stable and healthy membership that our advocacy and legal activity can continue.



COALITION FOR
EDUCATION EQUITY
OF ALASKA

Thank you for your time!

Caroline Storm
Executive Director

caroline@ceequity.org

907-399-0582

www.ceequity.org



COALITION FOR
EDUCATION EQUITY
OF ALASKA

IN THE SUPERIOR COURT FOR THE STATE OF ALASKA

THIRD JUDICIAL DISTRICT AT ANCHORAGE

WILLIE AND SOPHIE KASAYULIE,)
et al.,)
)
Plaintiffs,)
)
v.)
)
STATE OF ALASKA,)
)
Defendant.)
_____) 3AN-97-3782 CI

CONSENT DECREE AND SETTLEMENT AGREEMENT

WHEREAS, a civil action has been brought alleging that the State of Alaska's method of funding capital projects for education is void under the Alaska Constitution and violates Title VI of the Civil Rights Act of 1964, and that the State breached trust obligations arising from the public school land trust; and

WHEREAS, the parties, in order to put an end to lengthy litigation, wish to resolve this matter by means of settlement;

NOW THEREFORE, the parties, through their attorneys, subject to the approval and order of this Court, hereby agree as follows:

1. Jurisdiction is vested in this Court by AS 22.10.020.
2. The plaintiffs in this matter are individual parents of students in rural Alaskan schools, six rural Alaskan Regional Educational Attendance Areas, and an educational advocacy organization, Citizens for the Educational Advancement of Alaska's Children.

3. The defendant is the State of Alaska.

4. The original complaint in this action was filed on May 20, 1997.

It alleged that, at the time this lawsuit was filed, many of the physical facilities within plaintiff school districts were in dire need of replacement and/or major maintenance, exhibiting widespread deterioration, physical dangers, structural deficiencies, inability to satisfy relevant code requirements, and a lack of sufficient instructional space.

5. The complaint further alleged that plaintiff school districts had neither taxable real property nor legal authority to raise capital funds through a local capital tax levy or bond issue. Plaintiffs asserted that most municipal school districts, which had bonding capacity sufficient to raise capital funds, had access to state funding for capital projects through the state's debt reimbursement program under AS 14.11.100. Plaintiffs further asserted that, by the time this lawsuit was filed, there existed widespread disparities between facilities in plaintiff school districts and those in districts with the ability to pass local bond issues to raise the necessary capital for facilities funding, major maintenance and renovation.

6. In a second amended complaint filed on May 20, 1998, the Plaintiffs added allegations regarding the public school land trust, including allegations that the inadequate funding of school district plaintiffs was a breach of the State's trust obligations.

7. In 1999, both parties filed Motions for Summary Judgment on both issues.

8. On September 1, 1999, Superior Court Judge John Reese held that the State's history and practice in funding construction of rural school facilities violated its obligations under the Education and Equal Protection Clauses of the Alaska Constitution, and Title VI of the Civil Rights Act.

9. On the same day, September 1, 1999, the Court also held that the State had breached its trust obligations under the state public schools land trust when it converted the trust from a land trust to a monetary trust without valuing the land. The Court held that an appraisal of the lands in question must be conducted before further proceedings on the State's breach. By the time of the Court's decision, the State and Plaintiffs had already begun a cooperative process for valuing public school trust lands.

10. On March 27, 2001, following a motion for reconsideration, the Court reaffirmed its rulings on the facilities issue, and, in the same order, rejected plaintiffs' 54(b) motion for partial final judgment on the facilities issues.

11. Because valuation of trust land had to be completed before the remedy phase of the case could proceed, the Court held the case in abeyance pending the completion of the valuation, and to date has not ordered any remedy on either the facilities issue or the trust issue. The Court did not issue a final judgment, so the State could not appeal the rulings to the Alaska Supreme Court.

12. The parties worked together in good-faith to cooperatively accomplish the valuation. Experts were hired, who analyzed land title issues and conducted initial studies on the valuation. It became clear, however, that the cost of the

proposed valuation process would be high, and the Court had ruled that under trust law, this cost would be paid out of trust money. Moreover, as the parties studied the preliminary data, it became clear that little or no benefits would be achieved from having a full appraisal. At the same time, the State had approved general obligation bonds for construction of multiple rural school facilities in plaintiff school districts.

13. In 2010, the Legislature, in response in part to the Court's order regarding perceived constitutional violations relating to the funding of rural school construction, passed SB 237, which established a formula under statute (AS 14.11.025 and AS 14.11.030) for money to be available each year for funding of school construction in Regional Educational Attendance Areas. The formula was based on a percentage of the debt funding to urban schools under AS 14.11.100(a). The legislation provided that the statutes would become effective in 2012. The adoption of these statutes paved the way for settlement of this case by establishing a systematic mechanism for identifying funding amounts for rural school construction.

14. The parties have reached agreement to settle and dismiss this case by providing for the funding, over a four-year period, of the five rural school construction projects that are ranked as the highest priority school construction projects on the Department of Education and Early Development's construction list. The parties recognize, however, that they cannot bind future legislatures, and that the Governor must retain discretion for the introduction and vetoing of legislation in future years. Accordingly, this settlement first provides that legislation will be introduced in the *current* session for two school projects, and, second, provides for an expectation that

legislation will be introduced in *future* legislative sessions for the funding of the three additional rural school projects described in this settlement. If the funding for the five schools does not occur as described in this agreement, the plaintiffs reserve the right to reopen this litigation.

15. The parties agree that the remedies provided in this Consent Decree are in the best interests of the affected students and districts, ~~and~~ provided that the school construction projects identified in this settlement are funded.

16. The parties agree that no benefit will be obtained by further litigation of the trust issue. It is in the public interest, however, to share and build on the valuation work already completed by experts on behalf of the parties.

17. In entering into this consent decree, neither party admits any wrongdoing or liability.

CONSENT DECREE

1. The State will include in the Governor's proposed capital appropriations budget bill for FY2013 the following two school construction projects:

(a) Emmonak K-12 school renovation/addition; appropriation to be effective July 1, 2012. (Amount of appropriation to be determined by DEED's November 2011 FY2013 Capital Improvement Project process; for reference, the cost of this project from DEED's November 2010 list was \$39,251,867).

(b) Kivalina K-12 school renovation/addition; appropriation to be effective July 1, 2012. (Amount of appropriation to be determined by the Department of Education and Early Development's November 2011 FY2013 Capital Improvement

Project process; for reference, the cost of this project from DEED's FY2012 list was \$14,724,714). However, if the Legislature declines to fund, or places contingencies on the Kivalina school project because of concerns about erosion or viability of the school site, the lack of funding or contingencies will have no effect on the settlement, and cannot be used by plaintiffs to reopen this litigation.

2. Subject to the Governor's discretion, the State will include in the Governor's proposed capital appropriations budget bill for FY2014 the following school construction project:

(a) Koliganek K-12 school replacement; appropriation to be effective July 1, 2013. (Amount of appropriation to be determined by DEED's November 2012 CIP process; cost of this project from DEED's November 2010 list was \$23,067,360).

3. Subject to the Governor's discretion, the State will include in the Governor's proposed capital appropriations budget bill for FY2015 the following two school construction projects:

(a) Nightmute K-12 school renovation/addition; appropriation to be effective July 1, 2014. (Amount of appropriation to be determined by DEED's November 2013 CIP process; cost of this project from DEED's November 2010 list was \$23,653,411).

(b) Kwethluk K-12 school replacement; appropriation to be effective July 1, 2015. (Amount of appropriation to be determined by DEED's November 2013 CIP process plus an inflation factor; cost of this project from DEED's November 2010 list was \$45,222,119).

4. If the projects described in this settlement are not funded by the Alaska Legislature within the time periods described, then plaintiffs retain the right to reopen this action and litigate whether the State has met the requirements of the law for funding school construction projects, with all parties preserving their rights and claims to the same extent as they exist at the time of this agreement. Notwithstanding the foregoing, the parties agree that this reopening provision shall not be triggered in the event that the Legislature does not fund, or otherwise places contingencies upon the funding of, the construction of the Kivalina school because of concerns about erosion or the viability of the Kivalina school site.

5. The parties acknowledge that the Court identified a need to remedy perceived constitutional violations through a funding mechanism to address the school construction requirements of those rural school districts that lack bonding or taxing capabilities. The parties agree that the funding mechanism currently set forth in AS 14.11.025 and AS 14.11.030 provides that remedy.

6. In addition to dismissal with prejudice of all claims related to public school land trust issues as set forth in paragraph 7, below, plaintiffs:

(a) Will provide the State with a copy of all valuation work done by their experts, and will cooperate with the State to present land valuation information to the Court; however, plaintiffs will not be obligated to actively participate in any further or future land valuation efforts undertaken by the State; and

(b) Will not oppose efforts by the State to complete the valuation of the public school trust lands; and

(c) Will not oppose the formal removal from public school trust status of any land received by the State after July 1, 1978, including 906(b) ANILCA lands and approximately 2,800 acres otherwise conveyed by the federal government.

7. The Department of Law will include in the judgment bill introduced in the FY2013 session an appropriation for payment of plaintiffs' full reasonable attorney's fees, not to exceed \$500,000. Plaintiffs will provide an accounting of fees no later than September 15, 2011, and will cooperate to ensure that the fees are compensable and were not previously paid under an earlier award by the Court.

8. The parties shall stipulate to dismissal with prejudice of all of the claims raised by plaintiffs in this matter, to be effective on the effective date of the legislation providing for appropriations for the school construction projects described in paragraph (1) of this Consent Decree. As described in paragraph (1)(b), however, the dismissal will become effective even in the event the legislature decides to not fund, or to place contingencies on, the Kivalina school project because of concerns about erosion or viability of the Kivalina school site. Notwithstanding this dismissal, the parties agree that the Court shall retain jurisdiction of this action until July 1, 2015, or until the appropriations provided for in this Consent Decree have been substantially adopted, but that no further action before the Court shall occur except pursuant to

(a) a motion to reopen under paragraph (4) of this Consent Decree; or

(b) a joint motion requesting permission of the Court for further

proceedings.

9. The parties agree to work together in good faith to fully implement this Consent Decree and Settlement Agreement.

Accepted for Plaintiffs:

_____ Date	_____ Willie Kasayulie Plaintiff
_____ Date	_____ Sophia Kasayulie Plaintiff
_____ Date	_____ Paul Mike Plaintiff
_____ Date	_____ Maryann Mike Plaintiff
_____ Date	_____ Arthur Heckman Plaintiff
_____ Date	_____ Ruth Heckman Plaintiff
_____ Date	_____ Rob Picou, Superintendent Bering Strait School District Plaintiff

Date

Karen Ladegard, Superintendent
Iditarod Area School District
Plaintiff

Date

Steve Pine, Superintendent
Kashunamiut School District
Plaintiff

Date

Gary Baldwin, Superintendent
Lower Kuskokwim School District
Plaintiff

Date

John Lamont, Superintendent
Lower Yukon School District
Plaintiff

Date

Howard Diamond, Superintendent
Yupiit Schools
Plaintiff

Date

Charles Wohlforth,
CEAAC Executive Director
Plaintiff

Accepted as to Form:

Date

Howard Trickey
Counsel for Plaintiffs

Accepted by Defendant State of Alaska:

Date

Mike Hanley, Commissioner
Alaska Department of Education and
Early Development
Defendant

Accepted as to Form:

Date

John J. Burns
Attorney General for the State of
Alaska

IN THE SUPERIOR COURT FOR THE STATE OF ALASKA
THIRD JUDICIAL DISTRICT AT ANCHORAGE

KRISTINE MOORE, et al.,)
)
 Plaintiffs,)
)
 vs.)
)
 STATE OF ALASKA,)
)
 Defendant.)

JDO
FEB 04 2009

Case No. 3AN-04-9756 CI

FINDINGS OF FACT, CONCLUSIONS OF LAW AND ORDER

This case involves the Education Clause of Alaska's Constitution, which provides, in relevant part, "[t]he legislature shall by general law establish and maintain a system of public schools open to all children of the State."¹ Following a trial held in late 2006, this Court issued a Decision and Order in June 2007 which set out four requirements for compliance with the Education Clause. There, this Court found that the Legislature, in conjunction with the State Department of Education and Early Development, was in compliance with three of the four requirements: (1) the State had adopted a constitutionally adequate set of educational standards for what children should be expected to learn; (2) the State had developed adequate assessments for determining whether children were actually learning the material included in the standards; and (3) the State had provided adequate funding so as to accord to schools the ability to provide instruction in the standards.²

On the fourth prong, however, adequacy of State oversight and accountability, this Court found that the State was deficient. While this Court recognized that the State

¹ Alaska Constitution, Article VII, Section 1.

² Decision and Order at 174-184, ¶¶ 5-30 (June 21, 2007).

could delegate its constitutional responsibilities under the Education Clause to local school districts, the State must exercise “adequate accountability and oversight ... so as to insure that the districts are fulfilling the State’s constitutional responsibility to ‘establish and maintain a system of public schools.’”³ The June 2007 Order specifically identified one chronically underperforming school district in which the State’s oversight efforts were constitutionally inadequate, and recognized that the State’s efforts might be constitutionally deficient in other underperforming districts as well.⁴ The Order then outlined two types of remedial measures the State would be required to take to establish compliance with its constitutional duty:

In order to achieve compliance with the Education Clause’s requirement to maintain a system of public schools, the State must do, at a minimum, two things. First, it must establish clear standards for school districts that are necessary for the district to retain full local control. These standards must focus on whether the school district is fulfilling the State’s constitutional obligation to provide an education to the children within the district. In short – the State must insure that each school district has a demonstrated plan to provide children a meaningful opportunity to achieve proficiency in the State’s performance standards, and meaningful exposure on the remaining content standards – and insure that the district’s plan is fully implemented and actually in use in the district’s classrooms. Second, the State must exercise considerably more oversight and provide considerably more assistance and direction to those schools that are identified as failing to meet the State’s constitutional obligation, in a concerted effort to remedy the situation.⁵

This Court’s June 2007 decision also held that students have a substantive due process right that precluded the State from relying on the High School Graduation Qualifying Exam (HSGQE) to deny a student a high school diploma in those chronically

³ *Id.* at 174.

⁴ *Id.* at 186-189.

⁵ *Id.* at 189.

underachieving school districts in which the State had not yet undertaken constitutionally adequate oversight and remedial efforts.⁶

This Court stayed enforcement of the June 2007 Order for one year so as to accord to the State the opportunity to establish compliance with its constitutional obligations. In so doing, this Court held that "it is the State, at this juncture, that should have the first opportunity to address how best to achieve these two requirements."⁷

Pursuant to the stipulation of all parties, by order dated October 6, 2008, all of the individual plaintiffs and NEA-Alaska, Inc. were dismissed with prejudice from the case. The remaining plaintiffs are the Yupiit School District, Bering Strait School District, Kuspuk School District, and the Citizens for the Educational Advancement of Alaska's Children, Inc. (CEACC).

In June and October 2008, an evidentiary hearing was held to assess the adequacy of the State's compliance efforts. The State presented the testimony of Les Morse, John Holst, Gary Whiteley, Roger Sampson, Eddy Jeans, Barbara Thompson, Larry LeDoux, and Dr. James Guthrie. Plaintiffs presented the testimony of Dr. John Davis, Dr. Linda-Darling Hammond, Dr. Norm Eck, and Diane George. Three additional witnesses testified by deposition and approximately 160 exhibits were admitted. Counsel for both parties submitted extensive proposed Findings of Fact and Conclusions of Law.

Having considered all of the evidence, together with the arguments of counsel, this Court now makes the following:

⁶ *Id.* at 193.

⁷ *Id.* at 190.

FINDINGS OF FACT

I. Findings Regarding the State's Process for Determining which Districts and Schools Require Intervention

1. As noted above, the June 2007 Order directed the State to "establish clear standards ... that are necessary for the district to retain full local control."⁸

2. The State determines which school districts require additional State oversight through a two-step process: first, a "desk audit," and second, an on-site "instructional audit."

3. The desk audit is an in-depth examination of a district's accountability data and assessment data to determine if student achievement is improving within that district even though the district has not demonstrated "adequate yearly progress" (AYP) as defined in 4 AAC 06.805.⁹ [Tr. 6/09/08 at 115-43; Exs. 2509, 2510] The Department's practice has been to conduct a desk audit of each district that is at Level 4 or higher, meaning that the district has not made AYP for four or more years. [Tr. 6/09/08 at 139]¹⁰

4. The State has adopted performance standards in four subjects: reading, writing, math and science. In addition, the State has developed content standards in the following areas: geography, government and citizenship, history, skills for a healthy life, arts, world languages, technology, employability, and library/information literacy.¹¹

⁸ Decision and Order at 189.

⁹ 4 AAC 06.840(j)(1). The district desk audit process was noted in this court's June 21, 2007 decision. [Decision and Order at 46]

¹⁰ 4 AAC 06.840(j) provides that desk audits may be conducted at any district that has been designated as Level 2 or higher.

¹¹ See generally Decision and Order at 13-17.

5. The desk audit does not evaluate whether a district is providing its students with any exposure to the content standards that are not included in the State's standardized testing. Stated differently, only the performance standards are evaluated in the desk audit. [See, e.g., tr. 6/10/08 at 132] The State did not present any evidence that it is undertaking any effort to insure that school districts are providing public school children with any instruction in the other content areas which the State identified as early as 2000 -- nine years ago -- as "what the students in our state should know and be able to do as a result of their public school experience."¹²

6. Based on the results of the desk audit, the Department determines for each district whether an instructional audit is warranted. [Tr. 6/9/08 at 130-134]

7. The instructional audit is defined by regulation as:

[A]n on-site review of the instructional policies, practices, and methodologies of the district or one or more schools within the district; an instructional audit may include a review of the district's or school's

(A) curriculum, including whether the curriculum is aligned with the state's standards and grade level expectations adopted in 4 AAC 04.140 and 4 AAC 04.150;

(B) assessment policy and practice;

(C) instruction;

(D) school learning environment;

(E) professional development policy and practices; and

(F) leadership.¹³

8. For an instructional audit, the Department sends a team of Alaskan educators (typically three people) to a district to visit two or three school sites that have been selected by the Department. [Tr. 6/9/08 at 155] At each school site, the team interviews

¹² Trial Ex. 388, Alaska Standards, February 2000, Department of Education and Early Development.

¹³ 4 AAC 06.840(j)(2).

administrators, teachers, and students. Each team uses the same audit tool that was developed with the assistance of the Alaska Comprehensive Center.¹⁴ The tool evaluates the site's compliance with each of the six domains listed in the above-quoted regulation, and also evaluates subparts for each domain.

9. The audit includes an assessment of student attendance. The audit does not evaluate the interface between the school and the local community. Local school board members and community members are not interviewed or involved in the audit.

10. The instructional audit evaluates whether the school's curriculum is aligned with the State's performance standards and whether that curriculum is actually in use in the district's classrooms. But, like the desk audit, the instructional audit does not include any analysis as to whether the school district has a demonstrated plan to provide its students with meaningful exposure to any of the content standards that are not included in the State's standardized testing.

11. The audit team makes findings about whether a school meets or does not meet each domain and its subparts. A summary sheet of the team's findings is provided to the district, but the summary does not contain any explanation for the auditors' determinations. The auditors also prepare a narrative explanation for their determinations for each subsection of each domain. [Exs. 2554-60] However, the Department has not provided these narratives to district leadership. Department personnel indicated the narratives have not been provided to the district personnel in an

¹⁴ The Alaska Comprehensive Center is a federally-funded center whose role is to assist the Department in building its capacity to, in turn, build the capacity of the school districts. [Tr. 6/9/08 at 146-47] All states have access to a comprehensive center, but some states are served together by regional comprehensive centers. [*Id.*]

effort to protect the confidentiality of the respondents and to encourage respondents to be candid in their answers to the auditors.¹⁵ The audit narratives were generally objective and professional, and they contained information that would be useful to a district that was trying to improve. The Department has indicated that its long-term goal is to train auditors to exclude all personally identifiable information so that the entire audit report can be provided to the district. [Tr. 10/7/08 at 90]

12. The Department is in the process of validating the instructional audit to assess whether it provides an accurate assessment of the quality of instruction within a school. [Tr. 6/9/08 at 148-151]

13. The Department has provided training to school district personnel at which it has explained the desk audit and instructional audit processes. [Ex. 2509]

14. During the 2006-2007 school year, the Department conducted instructional audits at five school districts: Lower Yukon, Northwest Arctic, Yukon Flats, Yukon Koyukok and Yupiit. [Exs. 2554 -2558] Prior to those audits, the Department had already begun to intervene at the Yupiit School District. [Tr. 6/11/08 at 79; tr. 10/6/08 at 143-44] After those audits were completed, the Department intervened in the other four districts. [Ex. 2508, tr. 6/9/08 at 161-162]

15. During the 2007-08 school year, the Department conducted desk audits of 11 additional districts. [Ex. 2508; Tr. 6/9/08 at 121] As a result of those desk audits, the Department conducted an instructional audit of the Southwest Region School District in January 2008. [Tr. 10/8/08 at 89] In 2007-2008, the Department also reviewed the

¹⁵ See, e.g., tr. 10/10/08 at 68, 125. For Southwest Region School District, a summary of the instructional audit narrative was provided to the district. [Tr. 10/7/08 at 89]

data of the five districts in which it had previously intervened and determined that it would continue to intervene in each of those districts. [Tr. 6/9/08 at 121]¹⁶

16. Although the Department initially planned to intervene in the Southwest Region School District after the instructional audit was completed, the Department elected not to do so after repeated consultations with that district's superintendent and based on the growth in student achievement demonstrated by the spring 2008 assessment data. [Tr. 10/8/08 at 89] A review of that district's data indicated that from 2007 to 2008, the number of students who tested as proficient increased from 43% to 47% in reading, from 31% to 35% in writing, and from 34% to 40% in mathematics. [Ex. 2489]

17. During the 2008-09 school year, the Department plans to conduct instructional audits in three school districts: Bering Strait, Lower Kuskokwim, and North Slope Borough. [Tr. 10/8/08 at 53; Ex. 2592]

18. No evidence has been presented to this Court that the State is intervening in districts in which it should not be intervening, or that the State should be intervening in other districts where it is not.

19. Beginning in the 2008-09 school year, the Department indicated that it plans to conduct school-level desk audits pursuant to 4 AAC 06.872.

20. The first step in the school-level audit is a data-driven test to identify schools that warrant additional analysis. The regulation defines such a school as one that:

- (1) did not make adequate yearly progress under 4 AAC 06.805;

¹⁶ In the 2008-09 school year, the Department has indicated that it plans to use the desk audit process to ensure that each audited district has a district improvement plan that matches the deficiencies in the district, as revealed by the data. [Tr. 6/9/08 at 137-138] Thus, even if the Department does not conduct an instructional audit, it plans to follow up on the desk audit.

(2) has fewer than 50 percent of its full-academic-year students score as proficient or higher on the mathematics, reading, or writing standards-based assessments; and

(3) has a school index point value under 4 AAC 33.540 of 85 or lower.¹⁷

If a school is identified as needing additional analysis, the regulation requires the Department to determine whether the school should be placed in a “program for improvement of instructional practices” – i.e. a school level intervention.¹⁸

20. As of the date of the October 2008 hearings, the State had not intervened in any school pursuant to this regulation. [Tr. 10/7/08 at 123] However, the Department had identified those schools that fell within the three criteria of the regulation, and was beginning to conduct follow up evaluations with those schools. [Ex. 2592]

II. SB 285 and Its Implementing Regulations

22. In the 2008 session, the Alaska State Legislature adopted SB 285.¹⁹ The letter of intent adopted with this legislation stated as follows:

It is the intent of the Legislature that the Department of Education and Early Development (DEED) provide state oversight of public education, and that state oversight promote local control of public education where local control has resulted in effective instructional practices.

¹⁷ 4 AAC 06.872(a). The “school index point value” – item (3) on this list – is a calculation that evaluates the year-over-year growth of individual students’ scores, and then weights the growth or lack of growth based on the proficiency level of the student and the change in proficiency level. See 4 AAC 33.540(5).

¹⁸ The regulation requires that the Department consult with the superintendent of the district in which the school is located, and lists five factors that the Department must consider before pursuing school-level intervention, including whether the school is in an intervention district or the district already has a comparable program of intervention in the school. 4 AAC 06.872(b). See also Ex. 2592.

¹⁹ Ch 70 SLA 08.

It is the intent of the Legislature that the DEED intervene in a school district when the department has evidence that intervention by the department can result in improvement in instructional practices in the school district, consistent with the accountability system established in AS 14.03.123, the secondary student competency examination in AS 14.03.075, and the decision of the Alaska Superior Court in *Moore v. State*, No. 3AN-04-9756 CI (Alaska Super. 2007).²⁰

23. SB 285 makes clear that in school districts in which the State has intervened, the Department has the authority to direct a district's supervisory personnel, such as the principals or the superintendent, and direct a district's use of state appropriations.²¹ However, the statute also provides that Department's authority in both these areas ceases when a district made two percent gains in student proficiency in reading, writing and math for three consecutive years.²²

24. The legislation requires that the Department notify the legislative committees with jurisdiction over education before it intervenes in a school district or redirects state appropriations.²³

25. In May 2008, the State School Board adopted regulations pursuant to SB 285. A draft version of the enabling regulations was provided to the Legislature when it was considering SB 285.

²⁰ 2008 Senate Journal, Alaska State Legislature, 2261-62.

²¹ AS 14.07.030(14) and (15).

²² AS 14.07.020(a)(16)(B). The enabling regulations make clear that other aspects of an intervention could continue after three consecutive years of two percent gains. 4 AAC 06.850(d); 4 AAC 06.872(g).

²³ AS 14.07.020(a)(17).

26. No evidence was presented that the State has redirected any district supervisory personnel or any school district appropriations, except that in the 2007-2008 school year, the State required the school districts in which it had intervened to pay for the cost of the district coaches.

III. HSGQE Remediation Plans

27. This Court's June 2007 decision held that because the State had failed to meet its constitutional oversight responsibilities, the State was violating the substantive due process rights of students by deny high school diplomas to students in chronically underperforming school districts who had failed the High School Graduation Qualifying Exam (HSGQE).²⁴

28. Following this Court's 2007 decision, the State Board adopted a regulation that requires all school districts to have a HSGQE remediation plan in place for all high school juniors and seniors who had not passed one or more section of the HSGQE.²⁵ For intervention districts, the regulation provides that the remediation plans must be reviewed and approved by the Commissioner and must "begin no later than the start of the second semester of the students' 11th grade year."²⁶ Remediation is defined as "additional instruction and study that targets the skills tested on the HSGQE."²⁷

²⁴ Decision and Order at 191-194.

²⁵ 4 AAC 06.759.

²⁶ 4 AAC 06.759(b)(1)(B).

²⁷ 4 AAC .06.759(f).

29. In December 2007, each of the intervention districts submitted remediation plans to the Department. [Exs. 2548-2552]

30. Of the five intervention districts, the Department has approved one remediation plan -- the plan submitted by the Yupiit School District. [Ex. 2548]

31. The interim Commissioner wrote to each of the four other intervention districts in December 2007 that the district's plan needed further information before Departmental approval would be forthcoming. [Exs. 2549-52] However, there is no indication in the record before this Court that the Department has done any additional follow up on the remediation plans since that time. [Tr. 10/7/08 at 88; *see also* ex. 436]

32. This Court has reviewed each of the remediation plans from the intervention districts. [Exs. 2548-2552] The plans do not appear to require that each student who has failed the exam who is in 11th or 12th grade has an individualized plan that focuses on the student's area(s) of deficiency in an effort to maximize that student's likelihood of passage of the exam. And the plans do not insure that each such student has an assigned professional to monitor that student's progress toward proficiency on the exam. Nor is there any evidence that the Department has taken steps to confirm that the districts actually have the plans in operation for each of these students.

33. The Department presented a detailed analysis of HSGQE results at the evidentiary hearing in June 2008. [Exs. 2514-2522] The analysis focused on how many students in the classes of 2006 and 2007 had passed all three sections of the exam by their senior year. [Tr. 6/10/08 at 39-41] The analysis showed that a substantial majority of students who stay in school are passing the exit exam, including

students in the intervention districts. However, the Department's analysis excluded all those students who had dropped out or transferred to another school before passing all three sections. Superintendents from intervention and plaintiff districts testified that those students who remain in school have the opportunity to learn the material tested on the HSGQE. [See, e.g., tr. 10/21/08 at 147-148] Yet a review of the Department's statistics demonstrates that numerous students throughout the state are unable to pass the exam even after five opportunities. According to the Department's statistics, and excluding all students who have dropped out before they passed the exam, in 2007 over 1,100 students statewide failed to pass the HSGQE exam after five opportunities, while 8,524 students passed. [Ex. 2514 at 8]

IV. Findings Regarding the Components of the District Level Interventions

A. The Northwest Lab Evaluation

34. An evaluation of the State's improvement process prepared by Timothy Speth of the Northwest Regional Educational Laboratory, in partnership with the Alaska Comprehensive Center, was admitted as an exhibit at the October 2008 evidentiary hearing. [Ex. 477]²⁸ The Lab is a federally-funded research institution with a reputation for performing quality research. Both former Commissioner Sampson and Dr. John Davis were on the Lab's Board for many years, and Commissioner LeDoux is currently on the Lab's Board. [Tr. 10/6/08 at 114; 10/8/08 at 71, 129] Dr. Darling-Hammond

²⁸ Although the report is entitled an evaluation of the "District Improvement Coaches Project," it also addressed other aspects of the district improvement process. [Ex. 477]

testified that “the labs in general, and this lab in particular, has a strong reputation for doing professional work.” [Tr. 10/9/08 at 88]

35. The Northwest Lab Evaluation Report was admitted as an exhibit without objection as a public record under Evidence Rule 803(8). However, the State has identified several shortcomings with the Report, and asserts this Court should not accord any weight to its conclusions. The State notes that the evaluation was based on hearsay – interviews and surveys of school district personnel, district coaches, and Department staff. [Ex. 477 at 3-4] The State also notes that the author did not analyze achievement data or observe instructional practices in the classroom. And the evaluation’s survey questions did not address whether the respondents had a bias for or against the Department.

36. This Court finds that the limitations in the Report identified by the State should go to the weight to be accorded to the Report and do not warrant the rejection of the Report in its entirety. [Cf. Evidence Rule 703]

B. The Intervention Process

37. The Department’s regulations specify that it is to “draft a district improvement plan” after consultation with each district in which it has conducted an instructional audit, unless the instructional audit results indicate that “the district has adequate instruction policies, practices, and methodologies.”²⁹ The regulation is silent as to what would be adequate in this circumstance, but as noted above, the Department elected not to intervene in Southwest Region.

²⁹ 4 AAC 06.850(c).

38. Although the instructional audit identified particular strengths and weaknesses in each school that was audited, the Department's interventions have not been tailored to respond to those strengths or weaknesses. [Tr. 10/7/08 at 140-141] Rather, the interventions have been essentially identical in each school district in which the Department has intervened. And the Department's interventions have all been district-wide, applying even to the higher-performing schools within each district. [Tr. 6/11/08 at 70; 10/10/08 at 72] Also, despite the regulation's specification that each district's improvement plan was to be developed by the Department "after consultation with the district,"³⁰ the Department did not seek any input from the districts in drafting the initial improvement plans. [See e.g., tr. 10/10/08 at 69-70] Carol Doyle of the Yukon-Koyukok School District testified "I really, really do not agree with the types of things that they're imposing on us ... I have all this year asked for in-classroom, down-to-earth practical strategies for teachers to use with kids to improve their instruction, and I have not gotten that at any point in time." [Doyle Depo. at 27]

39. In each district in which the Department has intervened, the intervention has consisted of the following same components:

- a. Use of two formative assessments – AIMSWeb and ACFA;
- b. Use of a "Response to Instruction" framework;
- c. Weekly school-level collaborative meetings with meeting logs submitted to the Department;
- d. Leadership training for principals and other district leadership; and
- e. Assignment of a district "coach."³¹

³⁰ *Id.*

³¹ See 4 AAC 06.850(c)(1); tr. 6/9/08 at 169-177.

40. The existing intervention regulations do not include a requirement that the district's curriculum be aligned to the state's standards.

41. Former Interim Commissioner Barbara Thompson acknowledged that "in terms of crafting the content of the plan, the Department didn't look to see whether, within a particular school or a particular district, there was some specific targeted resource that that school or district needed." [Tr. 10/7/08 at 141] And yet Les Morse from the Department testified that the school districts should be looking at all of the results of the audit as part of their improvement efforts. [Tr. 6/10/09 at 132-133]

42. The Northwest Regional Education Laboratory evaluation found that "coaches and superintendents were concerned that the improvement plans were virtually the same for all districts despite differing needs between districts." [Ex. 477 at 15]

43. The Department intends to require a similar uniform improvement plan for any district in which it intervenes, consistent with its intervention regulations.³²

The following Findings address each component of the improvement plans:

AIMSWeb and ACFA

44. All schools in each of the intervention districts have been required to use two computerized assessments – AIMSWeb and ACFA – to monitor student progress throughout the year.³³ These assessments are both "formative assessments," defined

³² See 4 AAC 06.850(e); 4 AAC 06.8729(c).

³³ The Department has not precluded the use of other assessments in the intervention districts, including the Anchorage item bank, assessments embedded within the district curriculum, and teacher-formulated assessments. [Tr. 6/9/08 at 169]

by regulation as “assessments that provide feedback for adjustment of ongoing teaching and learning in order to improve achievement of intended instructional outcomes.”³⁴

45. The required use of computerized assessments such as AIMSWeb in the intervention districts is aimed at helping teachers to understand the process of data-driven instruction. [Tr. 10/6/08 at 154-55] According to former Commissioner Sampson, one of the primary criteria for selecting these two particular formative assessments was that the Department can electronically monitor the districts’ use of these assessments from the Department’s offices in Juneau. [*Id.* at 160]

46. AIMSWeb is a one-minute probe of reading fluency and math computation skills.

47. Plaintiffs’ expert Linda Darling-Hammond³⁵ testified that AIMSWeb assessments are of limited value because they do not “give teachers information they would need to figure out where the student’s reading strategies break down, where they have strengths, and then how would you design an intervention.” [Tr. 10/9/08 at 24]

48. Dr. Darling-Hammond also explained that a fluency probe, such as AIMSWeb, is “not a particularly good indicator for non-native English speakers of their process of learning to read, because it just focuses on pronunciation,” and not on comprehension.

[Tr. 10/9/08 at 24-25]

³⁴ 4 AAC 06.872(c)(2).

³⁵ Dr. Darling-Hammond was qualified as an expert in areas of teacher training, certification and professional development; recruitment and retention of quality teachers; effective assessment and instructional practices; factors and programs known to improve academic achievement of low performing and disadvantaged students; effective school reform; and design and interpretation of education research. [Tr. 10/9/08 at 5]

49. The Northwest Lab evaluation reported that “while AIMSWeb can help identify students who need additional help, it was reported that staff need training in the next step, which is to develop and implement strategies aimed at helping these lower performing students.” [Ex. 477 at 7]

50. At the end of the 2007-2008 school year, the intervention districts which had seen a steady increase in their students' AIMSWeb scores during the course of the school year did not see a corresponding increase in SBA scores. [Tr. 10/10/08 at 124-125] Dr. Whiteley indicated this could occur if the curriculum was not aligned with the State's Grade Level Expectations (GLE's) or the curriculum was not being taught to students before spring testing. [Tr. 10/6/08 at 110-11]

51. The other formative assessment that the Department has required in the intervention districts is the Alaska Computerized Formative Assessments (ACFA). ACFA is a series of computerized questions similar to the questions tested on the State's Standards-Based Assessments, and directly tied to the State's GLE's. [Tr. 6/9/08 at 168]

52. There were substantial problems in the implementation of ACFA. For example, the Northwest Arctic Borough School District (NWABSD) district coach, John Holst, testified that “the implementation, the training was very weak.” [Tr. 6/11/08 at 37] The Northwest Lab evaluation echoes this testimony, reporting that, “[o]f all the trainings, respondents thought this one was the least useful.” [Ex. 477 at 7]

53. Dr. Norman Eck, superintendent of the NWABSD, testified that the State-contracted ACFA trainer who came to the district could not get the program to work, and

so she left without training anybody. [Tr. 10/10/08 at 88] Dr. Eck testified that it took a year and a half before the program was actually usable in that district. [Id. at 80]

54. Diane George of the Yupiit School District testified that consistent use of ACFA was hampered by technology infrastructure problems. And when the technology was working, the interface was not user-friendly for young children. [Tr. 10/21/08 at 36-37] Yupiit has recently requested that it be allowed to stop being required to use ACFA, and the Department has permitted it to do so. [Id. at 133]

55. The use of formative assessments is a strategy that is consistent with current best practices in education. However, formative assessments should be employed in conjunction with an aligned curriculum and effective teaching strategies so that the teachers are able to effectively use the information from the assessments to improve instruction to those students in need.

Response to Instruction

56. Intervention districts are also required to implement "Response to Instruction" (RTI), a framework that was originally developed as a pre-referral process for teachers to identify students who could be assisted by strategies other than a referral for special education services. [Tr. 10/6/08 at 103]

57. Under the RTI framework, teachers categorize students in one of three groups: "core" students, for whom the core curriculum provides sufficient instructional support, students who need "strategic" assistance, and "intensive" students who require the most significant interventions. [Tr. 10/10/08 at 98] The typical RTI model is like a pyramid, as it assumes that 70 to 80% of students will be "core" students (needing no

interventions outside the core curriculum), 15% to 20% will be “strategic” students, and 5% will be “intensive” ... “where they’ve got some real basic problem.” [*Id.*]

58. Dr. Eck, NWABSD’s superintendent, testified that in some schools in that district, the typical RTI pyramid is inverted. Rather than having the majority of students in the “core curriculum” portion of the pyramid, and only a small percentage in the intensive group, NWABSD currently has schools in which intensive students make up all or almost all of the student population. [*Id.* at 99]

59. Similarly, in the Yupiit School District, Diane George testified that the majority of students are “strategic” or “intensive.” [Tr. 6/11/08 at 121]

60. The inverted pyramid of students that exists in the underperforming districts has the effect of overwhelming teachers who cannot identify appropriate research-based teaching strategies to meet the needs of the large numbers of strategic and intensive students. [*Id.*]

61. Dr. Eck opined that the NWABSD “shouldn’t have moved into RTI so quickly in the first place. We should have been working with building professional learning communities. We should have been working on more of our training in our curriculum first. We have to have that first before you can move into RTI.” [Tr. 10/10/08 at 110]

62. Dr. Eck concluded that effective implementation of RTI requires “intensive professional development to implement research-based instructional strategies” to address the needs of students identified as “intensive” or “strategic.” [Tr. 10/10/08 at 183-184] However, the Department’s intervention has not provided professional development or technical assistance to address this need. [*Id.* at 182] John Holst

agreed that the RTI framework tells teachers what questions to ask, but does not provide a particular instructional or methodology to implement. [Tr. 6/11/08 at 119]

63. In an effort to more effectively implement RTI, NWABSD sent several of its instructional team leaders to a RTI seminar in California, and also assigned two of its master teachers to be RTI specialists. [Tr. 10/10/08 at 94-95] But Dr. Eck testified that still, "we don't have the bases in place" to successfully use RTI. [Id. at 96]

64. Diane George from Yupiit testified that RTI cannot be implemented without a trained staff, an integrated system of formative assessments, research-based alternatives to the core curriculum, and people trained and available to carry out the needed interventions. In her view, it is unrealistic to expect a classroom teacher to teach the core curriculum, do the additional formative assessments and also provide the variety of interventions needed -- particularly where, as in Yupiit, the majority of students are identified as strategic or intensive. [Tr. 10/21/08 at 120]

65. Carol Doyle, Director of Instruction for the Yukon-Koyukok School District, also testified about the need for access to research-based reading mastery programs and materials, particularly for strategic and intensive students. [Doyle Depo. at 677]

66. The Northwest Lab evaluation concluded that the State's training on RTI was insufficient:

Given the complexity of implementing RTI, respondents reported that there was not enough training (only two days) to fully implement it. Furthermore, it was reported by many respondents that the training was too philosophical and that teachers need specific strategies at each stage of the RTI process to help their students. [Ex. 477 at 7]

67. Dr. Darling-Hammond testified RTI “doesn’t teach itself” ... “It can help you get information about student performance. But then you need to have a lot of knowledge about what to do to help students move forward.” [Tr. 10/9/08 at 31] She added:

The usefulness of RTI depends on whether teachers are also being given the instructional support to know what kind of instructional interventions might be helpful to individual students, and to learn how to manage a classroom where they are individualizing their instruction and do not have all the students doing the same thing at the same time and in the same way. That requires a considerable set of skills. [Ex. 456 at 20]

68. The use of RTI is consistent with current best practices in education. However, RTI as implemented by the Department in the intervention districts does not identify appropriate instructional strategies for teachers to use for students identified as strategic or intensive.

Collaborative Meetings

69. An additional requirement of the intervention plans is that each school in the intervention districts must hold weekly one-hour “collaborative meetings” to discuss data on student performance.

70. The Department requires that logs of the collaborative meetings be kept by the teachers and principals, and provided to the central staff of the school district and the district improvement coach. [Tr. 6/9/08 at 26-27]

71. The Department provided training to principals on the protocols for holding the meetings as part of its leadership training. [Tr. 10/6/08 at 40] The purpose of the meetings is for teachers to collaborate and problem-solve on resources and strategies to use to improve achievement. However, the Department’s training did not include

training or support on specific resources and strategies that could be used. [Tr. 10/6/08 at 90]

72. Dr. Whiteley, who designed and conducted the training for the collaborative meetings, acknowledged that the inclusion of collaborative meetings as an intervention component requires an assumption that the teaching staff in the intervention district schools has a sufficient knowledge base so as to effectively devise teaching strategies on their own. [Tr. 10/6/08 at 112]

73. Dr. Darling-Hammond testified that while "it's a good idea to have collaborative meetings ... just having teachers sit down and talk to one another doesn't necessarily mean that you're going to have everything you need at the table to move forward." Teachers "need to have access to expertise. Those teachers do need to be able to call upon coaches, professional learning opportunities, and so on, to help them move forward." [Tr. 10/9/08 at 60]

74. In his expert report, Dr. Davis critiqued the collaborative meeting and RTI components of the interventions as inadequate because the interventions fail to also provide support and assistance on effective instructional methods. He stated that it is unreasonable to assume that simply requiring teachers to meet, review assessment results, discuss and complete logs will "change instructional practices and ultimately student achievement." He elaborates that, "[i]t is not enough to make people aware of how poorly they are doing no matter how precise. Once people know what is wrong, they must understand what must be done to improve." [Ex. 454 at 9]

75. Collaborative meetings have been required regardless of a school's size, including schools with just one or two teachers. [Tr. 6/10/08 at 27; tr. 10/6/08 at 42]

76. Dr. Eck testified that collaborative meetings "are essential" to identifying instructional strategies to improve achievement. [Tr. 10/10/08 at 113-114] But in his view, the Department had not provided sufficient professional development or technical assistance to make the meetings productive. [*Id.*]

77. Diane George testified that while teachers in the Yupiit School District are using the meetings to discuss student data, they have struggled with finding strategies to assist low performing students. [Tr. 10/21/08 at 54-55] The district has contracted with Gary Whiteley to provide additional training. [*Id.*]

78. The Northwest Lab evaluation found that the State did not provide sufficient training to effectively implement the collaborative meeting framework. "Given how varied the collaboration meetings were between and among schools in the districts, there is a need for additional training in how to facilitate and implement such meetings." [Ex. 477 at 8]

79. Collaborative meetings of teachers are an appropriate requirement of an intervention and consistent with current best practices in education. [See, e.g., tr. 10/20/08 at 70-71; tr. 10/9/08 at 109-10] However, the meetings could be considerably more effective in improving the delivery of instruction to students in the intervention districts through additional support and training. [See, e.g., ex. 2472]

Leadership Training

80. Another element of the intervention plans is leadership training provided to principals, other members of each district's leadership staff, and district coaches. [Tr. 10/6/08 at 18-19] Former Commissioner Sampson testified this element was included because "we felt like if you could get principals who were skilled at being instructional leaders and focusing the discussions effectively around student achievement, that we could impact a huge percentage of teachers in those schools." [*Id.* at 158]

81. Many witnesses testified about the importance of the role of the principal in school improvement. For example, Dr. Whiteley stated, "the power of any kind of school change lies with the principal." [Tr. 10/6/08 at 26] Similarly, Dr. Guthrie testified that "you will never get an effective school unless you've got an effective principal." [Tr. 10/20/08 at 69]

82. Dr. Whiteley provided the leadership training to the intervention districts in the fall of 2007. The training took place over four days, with one day spent on each of the following four topics: leadership and change, curriculum, instruction and assessment. [Tr. 10/6/08 at 14] He described the trainings as "general in nature" and not directed to any particular instructional strategy or other component of the intervention plans. [*Id.* at 90] Dr. Whiteley provided the training attendees with various resource materials which he had compiled, and explained that these materials were intended to allow the districts to "pick and choose" what they thought might be useful. [Tr. 10/6/08 at 30-32, 90; see also Exhibits Summary filed 12/9/08]

83. The curriculum component of the training focused on teaching principals how to conduct GLE walkthroughs, a process in which the principal briefly observes teachers and monitors “grade level expectations to see if they’re covered within the context of the curriculum that’s being instructed.” [Tr. 10/6/08 at 37]

84. Dr. Whiteley testified that GLE walkthroughs are not a substitute for developing an aligned curriculum. Rather, he characterized GLE walkthroughs as an “initial intervention.” [Tr. 10/6/08 at 92-93]

85. Leadership training for principals is consistent with current best practices in education. Dr. Darling-Hammond testified that the leadership training was “well intentioned,” but just “scratches the surface,” and “has not been intensive enough to really help people learn new skills and put them into action.” [Tr. 10/9/08 at 53] In the Northwest Labs report, participants in the leadership training rated the training as of high quality, useful and relevant to their work. [Ex. 477 at 6] But the participants criticized the training as lacking “specific practical, day-to-day examples for educators to use,” and as lacking follow through after the training. For example, one survey respondent reported there was “no one on the ground showing them how to do it.” [Id.]

District Coaches

86. The district coaches’ component of the interventions involves the Department (1) assigning a coach to each intervention district, and (2) providing the coaches with leadership training. [Ex. 454 at 9] In 2007-2008, the districts were required to pay the costs of the coaching from district funds. In 2008-2009, the Department intends to pay for the coaches. Former interim Commissioner Thompson testified that this change was

intended to make it clear to the coaches that they were working for and representing the Department, and not their assigned district. [Tr. 10/7/08 at 108]

87. Former Commissioner Roger Sampson testified that the purpose of the coaches was “to support the administration of the district [in] implementing the [improvement] plan with fidelity.” [Tr. 10/6/08 at 159]

88. The Northwest Evaluation report indicated that “the primary purpose of the coaches was to support and monitor the implementation of the improvement plan with an emphasis on student learning and building district and principal leadership capacity as instructional leaders.” [Ex. 477 at 1]

89. The Department initially selected each coach without input from the district. Diane George and Norm Eck testified that their district coaches did not have knowledge of or training in RTI, AIMSWeb or ACFA, apart from participating in the same State-provided training with personnel from their assigned districts. Dr. Davis testified that none of the coaches were experts in curriculum development. [Tr. 10/8/08 at 145]

90. The Northwest Lab Evaluation found that “the role of the coach was not understood among the coaches, superintendents, and principals.” [Ex. 477 at 13; see also tr. 10/6/08 at 48-49] Further, “[m]ost respondents to the Leadership Survey reported that the coaches were not very helpful in assisting the district/schools to implement the core components of the improvement plan.” [Ex. 477 at 14]

91. Testimony before this Court indicated that some coaches spent very few days in the course of the 2007-2008 school year at the school district, and the time that was spent was typically at the district offices, not in classrooms. [Cf. Ex. 2540 at 61733, tr.

6/11/08 at 40] Dr. Davis noted "there was nothing ... that required them or asked them to spend a great deal of time on instructional issues." [Tr. 10/8/08 at 146] A review of the time records for one district coach indicates that the coach spent many, many more hours in trainings and meetings with DEED officials than conferring with the district's leadership, and no time at any of the school sites. [Ex. 2591]

V. Findings Regarding the Adequacy of the State's Intervention Efforts

A. The State has failed to insure that each school district's curriculum is aligned to the State's standards.

92. The instructional audits conducted in the fall of 2006 demonstrated that the curriculum in use in most of the intervention districts is not aligned to the State's performance standards. In one school district, the instructional audit concluded that "the district curriculum contains many gaps and is not fully aligned with the state GLEs" and "[there] was no evidence of any procedures to oversee the implementation of the school's curriculum other than teacher lesson plans." [Ex. 2554 at 3] At another district, the auditors concluded "[t]here is no usable curriculum in place, and auditors found no evidence of procedures to monitor implementation of curriculum." [Ex. 2556 at 2] And at the school in a third district, the auditors found that "[t]here is no evidence that the school is implementing the district's philosophy and definition of curriculum." [Ex. 2557 at 2]

93. To its credit, the instructional audit of the Yupiit School District concluded that teachers in that district were providing instruction aligned with Alaska's Performance Standards. [Ex. 2558 at 3] But an auditor also described one school in that district as

"out of control" with "no evidence of any school-wide behavior standards for students or staff." [Tr.6/11/08 at 82; Ex. 2558 at 61561]

94. The State's interventions to date have not included any concerted effort to insure that the curriculum in each intervention district is aligned with the Grade Level Expectations (GLEs) for the State's performance standards.³⁶ As of October 2008, Assistant Commissioner Les Morse testified that he had just begun that past month to ask each intervention district about their curriculum, "just to figure out what curriculums they do use, if they use a packaged commercial product curriculum, or if they've developed things and augmented that." [Tr. 10/20/08 at 15] Mr. Morse indicated that the intervention districts are expected to show curriculum alignment by the fall of 2009, and added that the Department would be offering optional training on curriculum alignment to districts at statewide conferences during the 2008-09 school year to assist in that regard. [Id. at 32-33]

95. In explaining why curriculum alignment had not yet been addressed in the State's intervention plans, Mr. Morse indicated, "[t]he plan is a foundation plan. It doesn't have everything that has to happen in a district. The district is responsible for having a curriculum, seeing to it that it's aligned with the standards. There are other things not mentioned in [the intervention plans] that must be part of a program too. This isn't reflective of everything a district needs to do." [Tr. 6/10/08 at 132] Mr. Morse clearly recognized the importance of building the fundamental skills of reading, writing and math into what he described as "a rich, interesting curriculum that brings in the

³⁶ See 4 AAC 06.850(c); 4 AAC 06.872(c). While the instructional audit regulation does explicitly address curriculum, the intervention regulations do not explicitly address curriculum alignment.

values of local community.” [i.d. at 38] And he cautioned against being so data-driven in instruction that “you don’t think comprehensively about the curriculum and how you also embed these skills into a very rich and broad curriculum.” [i.d.]

96. The current Commissioner, Larry LeDoux, acknowledged that to date the Department has not provided assistance to the intervention districts and the communities served by the districts in developing curriculum with the input of the parents and elders. [Tr. 10/8/08 at 13] And yet he also acknowledged that if you don’t involve the community in the local schools, “they close their collective doors and they disengage from education.” [i.d. at 16]

B. *The State’s interventions have not included any attention to those content areas not covered by the State’s standardized testing.*

97. Eddy Jeans, the Department’s chief liaison with the Legislature, was unaware of any efforts being taken by the Department to ensure that students in intervention districts were receiving meaningful exposure to the content standards. [Tr. 10/7/08 at 32] Mr. Jeans also testified that, like the district-level interventions, the SB 285 school-level interventions are limited to reading, writing and math, “because that’s what we assess and that’s what we measure.” [i.d.]

98. Dr. Eck testified that “[i]n some of the schools, it’s simply reading, writing, math and some science, and sometimes little else.” [Tr. 10/10/08 at 117] He asserted that schools do not have time under the intervention plans to provide meaningful instruction and opportunities in the other content standards. [i.d.] “The emphasis is not on [a]

balanced curriculum, what we normally would consider for a well-rounded education.”
[*Id.* at 119] As a result, “our attendance rate is suffering dramatically.” [*Id.*]³⁷

99. Diane George likewise testified that the curriculum at the Yupiit schools has narrowed significantly: “A lot of things that draw kids to school are no longer offered,” and that, “for some students I think that has been a factor in dropping out.” [Tr. 10/21/08 at 179-181]

100. In addition to the risk of students becoming less engaged in school, Dr. Darling-Hammond identified another problem when the focus of instruction is narrowed to reading, writing and math: “you can end up getting scores up on certain kinds of narrow measures and actually depressing achievement later on because the curriculum is not allowing kids to develop the broader skills.” [Tr. 10/9/08 at 160-161]

C. The State’s interventions are limited in scope and have not addressed the specific strengths and weaknesses of each chronically underperforming district.

101. Dr. Darling-Hammond described the current intervention plan as “a skeleton,” which “would need to have the actual resources added to it that would allow people to meet the task that’s been put before them.” [Tr. 10/9/08 at 81]

102. In his expert report, John Davis opined that:

DEED’s improvement plan is based on helping identify what students do and do not know. That is an excellent and necessary first step. The failure of the plan is that it does not provide effective intervention or guidance to the administrative staff or instructional staff as [to] what must be changed. This is because DEED does not have the resources or professionals with the knowledge base, nor

³⁷ Several witnesses testified that school attendance is also negatively impacted by the State’s decision to disburse Permanent Fund Dividend checks during the middle of the school year instead of during school vacations periods. [See, e.g., tr. 10/10/08 at 119-120, 133; cf. tr. 6/11/08 at 13].

can it direct the necessary resources to place a professional team on site to help guide improvement.³⁸

Dr. Davis explained that his “criticism of the plan is it simply – it’s superficial, in terms that it’s topical. It doesn’t begin to scratch and dig down deeply into what we know about change -- the change process, school improvement process, about staff development process, and changing behaviors. So my criticism has been that it begins the process, but does not complete it.” [Tr. 10/10/08 at 35]

103. Similarly, while Dr. Eck supports the basic elements of the State’s plan, he testified that the plan is “cursory” ... “Doing the things the plan calls for just looks at indications. What we have to do is so much more in-depth.” [Tr. 10/10/08 at 179-180]

104. Dr. Whiteley described the plan components as a “boilerplate process,” as “initial intervention[s],” and as “somewhat minimalistic.” [Tr. 10/6/08 at 92-93, 107, 129] But he defended the uniformity in the plans because none of the intervention districts had a mechanism in place to analyze data and follow student performance. [*Id.* at 67]

105. Dr. Darling-Hammond testified that the State’s approach “has good ideas embedded in it,” but does not include “the intensive coaching and professional development that would be needed to go alongside these data tools” to be effective. [Tr.

10/9/08 at 29] Dr. Darling-Hammond persuasively testified that time alone (e.g. “staying the course”) will not be sufficient for the current interventions to lead to all students having a meaningful opportunity to become proficient. [Tr. 10/9/08 at 161]

106. The current interventions do not address efforts to improve student attendance. Nor do they address the related topic of enhancing the relationship between the school

³⁸ Ex. 454 at 7.

and the community so as to maximize the students' participation in their education. [Cf. tr. 6/9/08 at 182] In this regard, former interim Commissioner Thompson testified "before I left [the Department], we realized that we need to look at that community involvement, parent involvement piece. And many had said that that was something that was lacking from our interventions." [Tr. 10/7/08 at 118]

107. None of the witnesses who testified suggested that the fundamental elements of the State's interventions – formative assessments, improved leadership, and tailoring instruction to student need – are bad ideas or unrelated to school improvement. However, multiple witnesses persuasively testified that (1) the interventions as currently structured do not adequately target these elements, and (2) the elements in the State's plan are not sufficient, on their own, to ensure that students in the intervention districts have access to a constitutionally adequate education.

D. *The State's interventions accord inadequate consideration of pre-Kindergarten and other intensive early learning initiatives designed to address the unique educational challenges faced by students in Alaska's chronically underperforming schools districts.*

108. John Holst, called as a witness by the State, testified that "the majority of the students who come to school in all five of these districts are coming to school with deficits of one to two, in some cases three years in language development to the detriment of their being able to perform. And so they enter kindergarten well behind their counterparts in Anchorage or Sitka or Juneau or Kodiak, and so they are being asked to catch up." [Tr. 6/11/08 at 95-96]

109. Yupiit School District Assistant Superintendent Diane George testified that although kindergarteners in that district are often quite advanced in their gross and fine

motor skills, they are typically several years delayed in oral language development, and 75% lack emergent reading or writing skills. [Tr. 10/21/08 at 8-10] Similarly, Dr. Eck testified that students entering kindergarten in the NWABSD are far below average in math cognitive areas and emergent reading and writing skills. [Tr. 10/10/08 at 121] He believes that a high-quality pre-Kindergarten experience would be “very, very valuable” for students in Northwest Arctic. [*Id.*]³⁹

110. Other witnesses testified about the link between early literacy and later academic achievement. Former Commissioner Sampson commented that the research is “very definitive” that if a student is not reading at a proficient level by the third grade, the student’s chances of ever catching up are “very, very slim.” He added, “[i]n fact, it is a great indicator of our drop out rate.” [Tr. 10/6/08 at 172] Likewise, the State’s expert here, Dr. Guthrie, when consulting for State of New Hampshire, opined that “preschool appears to be a highly cost-effective way [to] increase student achievement,” a position he continued to espouse in these proceedings. [Tr. 10/20/08 at 88, *citing* Ex. 480 at 43]

111. Similarly, when asked what additional support DEED could provide in the intervention districts, John Holst responded:

I would look for ways of providing language development to children prior to the time that they're five years old and enter kindergarten. I think that would be the single most powerful thing that we could do to -- instead of just trying to get kids to grow -- I mean, if you have a child that's three years behind, for the next three years they're expected to grow three

³⁹ While Northwest Arctic does currently offer a two-and-a-half hour per day pre-school program for four year olds, the program does not meet the standards for high-quality pre-K, such as certified teachers, professional training and an “intentional learning” educational environment. [Tr. 10/10/08 at 121] Witnesses for both parties testified that the positive known effects of pre-K are linked to high quality pre-K programs. [See, e.g., tr., 10/9/08 at 44; tr. 10/20/08 at 91]

years in -- two years each year in order to catch up. And that's really what the goals of what we're doing with this plan really are.⁴⁰

112. In her report, Linda Darling-Hammond stated:

[P]articularly for low income students or students who are coming into school as non-Native English speakers, students who are coming from a different cultural context without the elements of language development that schools expect, preschool education has large, well-documented effects on later success.⁴¹

113. The State's interventions do not address the significant language development gap known to exist in the intervention districts, despite its well-documented connection to student achievement.

E. The State's interventions do not address teaching capacity due to high turnover, teacher inexperience and unique educational challenges in Alaska's chronically underperforming school districts.

114. Dr. Darling-Hammond's expert report noted that "[s]uccessful interventions require ensuring that sufficient instructional capacity and leadership exist to make decisions about and implement effective instruction in response to student monitoring and testing." [Ex. 456 at 2] "Learning these skills may well require "sustained opportunities for learning ... how to differentiate instruction." [Tr. 10/9/08 at 22]

115. Dr. Darling-Hammond also noted that "students who learn in different ways, students who have exceptional needs, who may be non-Native English speakers, and so on ... often require different instructional strategies that require specific skills." [Ex.

456 at 3] "To the extent that these areas of knowledge and skill are not fully developed for some or all teachers, investments in professional development will be needed to

⁴⁰ Tr. 6/11/08 at 95-96.

⁴¹ Ex. 456 at 9-10.

develop teachers' capacity to make sound decisions and implement successful instruction." [Ex. 456 at 3]

116. Dr. Eck testified that the NWABSD experiences an average of 20-22% turnover per year, with ten percent of the teaching staff each year being brand new to teaching. [Tr. 10/10/08 at 113] "To have 20, 25 percent turnover just destroys the integrity of what you're doing. You just lose so much again." [Id. at 184] Dr. Eck also testified that the current in-service schedule does not provide new teachers with nearly enough training. He particularly stressed the need for in-depth professional development on curriculum, stating that, "we really need a couple weeks of training before school starts, of all teachers." [Id.]

117. Diane George testified that the Yupiit School District experienced 40% teacher turnover at the end of the 2007-2008 school year. [Tr. 10/21/08 at 17-18] And like NWABSD, compounding the turnover problem is the fact that a sizable portion of the incoming teachers each year are new to the teaching profession. [Id. at 14-15] The new-to-district teachers are generally not prepared to teach English Language Learners (ELL's) and disadvantaged students in rural Alaska, creating a need for increased training in oral language development and strategies for working with ELL students. [Id. at 15-19] Dr. Whiteley testified that his response to the challenges in the Yupiit School District would include improved professional development. He also noted that "a lot of districts leave considerable money on the table [of] their title monies that are earmarked for professional development." [Tr. 10/6/08 at 130-31]

118. Carol Doyle testified that teachers in Yukon-Koyukuk cannot effectively implement the interventions without assistance and training in developing and implementing in-classroom instructional strategies. [Doyle Depo. at 67] She added that a longer school year to provide for additional professional development "would really impact their teaching in the classroom." [Id. at 68]

119. Former Commissioner Sampson acknowledged that the instructional audits showed a lack of effective instructional practices. [Tr. 10/6/08 at 185] He also acknowledged that the "best way" to address lack of effective instructional practices is through intensive, well-targeted professional development for teachers. [Id. at 186]

120. Dr. Guthrie recommended additional professional development as a consultant in New Hampshire:

Making changes in instruction as dramatic as those implied by new state curriculum standards almost always requires a substantial commitment of time and resources to ensure that teachers know and are able to teach the new content. At a minimum, if actual classroom instruction is to change, teachers should be provided two weeks full-time instruction, in-class coaching, and periodic follow-up training for two years.⁴²

121. The State's intervention plans assume that the existing staff in chronically underperforming district already possesses adequate instructional experience and knowledge to determine appropriate instructional strategies for all students. But the instructional audits of these districts demonstrate that is clearly not the case.

122. The State's current interventions have provided virtually no on-site assistance to the teachers and educators, or the school board in the intervention districts. The

⁴² See Plaintiffs' Supplemental Designation re: Ex. 480

current Commissioner, Larry LeDoux, recognized this shortcoming in the Department's current interventions to date, and testified:

I want to make the ... instructional audit teams to have more potential to provide ongoing assistance ... I want to go in with a team that, if they look at a district and say, you've got some superintendent problems here, then I will have somebody who can work with that superintendent on an ongoing basis. If the board has forgotten what governance is and is trying to run the schools through whatever, then I will bring someone from the school board association to come in and work with that board, all with the intentions of building capacity in the district. I can't do interventions where we fly in and give orders, then leave. I can't come in and say, here's the curriculum you are going to use, this will solve your problems, because I guarantee as soon as we get on that plane, it will all collapse behind it.⁴³

123. Dr. Eck testified that his district needs -- and the Department currently lacks the capacity to provide -- content specialists who can come in and model effective instructional strategies. Taking Kotzebue as an example, Dr. Eck explained,

[M]y second grade teachers are struggling there right now, for whatever reason, the makeup of that group of three [teachers]. I need somebody who can come in, who is a great practitioner in RTI, and can take over a classroom for a week and model it. We don't have a model in the state who can just come in to do that.⁴⁴

124. Carol Doyle echoed the need for experienced master teachers and specialists who could model instructional strategies in the Yukon-Koyukuk district. She explained that the district needs more mentor teachers "providing not only support but actually getting down to the nitty-gritty and hands-on type of stuff with the students." [Doyle Depo. at 69]

⁴³ Tr. 10/8/08 at 57-58.

⁴⁴ Tr. 10/10/08 at 183.

125. John Holst testified that bringing experts to the districts to implement the Response to Instruction framework would help accelerate academic growth in struggling districts. [Tr. 6/11/08 at 103]

126. Dr. Whiteley testified that "the next step in some districts would be a more invasive intervention, and I think it would be along the lines of curriculum materials" as well as increased professional development. [Tr. 10/6/08 at 129-130]

127. In his expert report, Dr. Davis faults the State's plan for failing to provide "availability of expertise on-site to monitor implementation, provide support and mentoring, and evaluate efforts. [Ex. 454 at 8]

128. Dr. Darling-Hammond explained: "for people to learn a new skill, they need consistent, readily available, at-the-elbow coaching for a period of time so that they can learn the skill, practice the skill, get feedback about how to improve." [Tr. 10/9/08 at 40]

129. Dr. Darling-Hammond also rejected the State's suggestion that providing this kind of support would cause districts to become "dependent" on the State. To the contrary, she testified that providing intensive content-specialists and other expert support builds district capacity. [*Id.* at 41-42]

130. The State's interventions have made no effort to address the turnover problems in the intervention districts or to address the need for the considerable additional professional development necessitated by those turnover problems.

131. According to Dr. Darling-Hammond's expert report, "successful interventions address concerns related to recruitment and retention of quality teachers." [Ex. 456 at 4] She added, teacher quality "is the strongest predictor of how students will perform."

And “schools with lower turnover are generally more successful because there is a knowledge base that gets built and gets shared inside the school ... and there’s stability and coherence that enables overall higher learning.” [Tr. 10/9/08 at 43]

132. John Davis explained that retention efforts are key to successful improvement efforts because meaningful capacity building is hindered by constant and significant turnover. [Tr. 10/8/08 at 156-157] This testimony is echoed by the Northwest Lab evaluation, which reported: “A concern stated in coaches and superintendents interviews was how school staff turnover might affect the implementation of the improvement plans. Questions were raised about how to train or re-train staff and build sustainability.” [Ex. 477 at 10]

VI. *Post-intervention Test Scores Provide No Assurance that the Interventions are Working*

133. Two rounds of SBA testing have occurred since the trial on the first phase of this case. The most recent round -- the 2007-2008 testing -- occurred nearly a year after this Court issued its order directing the State to provide “considerably more assistance and support” to chronically underperforming districts in a “concerted effort” to ensure that all students had a meaningful opportunity to achieve proficiency in the performance standards. The State’s interventions began in earnest in most of the intervention districts in the fall of 2007. However, a comparison of the 2007 and 2008 test results for the five intervention districts show virtually no positive improvement in proficiency and, in some cases, a decline in proficiency during that time.

134. At the close of the 2006-2007 school year, 70% of students in the Yupiit School District were below proficient in reading, 76% were below proficient in writing, and 73% were below proficient in math. The numbers for that district are even worse for the 2007-2008 school year, with 70% still below proficient in reading, 81% below proficient in writing, and 79% below proficient in math. [Exs. 2492, 2499]⁴⁵

135. At the close of the 2006-2007 school year, 43% of students in the Northwest Arctic Borough School District were below proficient in reading, 54% were below proficient in writing, and 50% were below proficient in math. The numbers were virtually unchanged for the 2007-2008 school year, with 43% still below proficient in reading, 54% below proficient in writing, and 48% below proficient in math. [Exs. 2488, 2496]

136. At the close of the 2006-2007 school year, 58% of students in the Lower Yukon School District were below proficient in reading, 69% were below proficient in writing, and 70% were below proficient in math. The numbers were virtually unchanged for the 2007-2008 school year, with 56% below proficient in reading, 67% below proficient in writing, and 68% below proficient in math. [Exs. 2487, 2495]

137. At the close of the 2006-2007 school year, 56% of students in the Yukon Flats School District were below proficient in reading, 68% were below proficient in writing, and 67% were below proficient in math. The numbers were slightly improved in reading, but worsened in math and writing for the 2007-2008 school year, with 52% below proficient in reading, but 73% below proficient in writing, and 69% below proficient in math. [Exs. 2490, 2497]

⁴⁵ And yet, as Les Morse correctly noted, Yupiit has demonstrated significant gains in student proficiency since 2005. In 2005, 77% of the students were below proficient in reading, 86% were below proficient in writing, and 91% below proficient in math. [Ex. 2492; tr. 6/10/08 at 13]

138. At the close of the 2006-2007 school year, 41% of students in Yukon-Koyukuk School District were below proficient in reading, 58% were below proficient in writing, and 52% were below proficient in math. The numbers for the 2007-2008 school year were slightly improved in reading, but virtually unchanged in writing and math, with 37% below proficient in reading, 57% below proficient in writing, and 54% below proficient in math. [Exs. 2491, 2498]

139. The State also presented evidence regarding several districts which were the subject of testimony during the first phase of the trial but in which the State had not intervened. Those districts, too, continue to have significant percentages of students failing to achieve proficiency.

140. At the close of the 2006-2007 school year, 44% of students in the Bering Strait School District were below proficient in reading, 57% were below proficient in writing, and 54% were below proficient in math. The numbers were virtually unchanged or worsened for the 2007-2008 school year, with 47% below proficient in reading, 56% below proficient in writing, and 57% below proficient in math. [Exs. 2485, 2493]

141. At the close of the 2006-2007 school year, 56% of students in the Kuspuks School District were below proficient in reading, 63% were below proficient in writing, and 63% were below proficient in math. The numbers were virtually unchanged or worsened for the 2007-2008 school year, with 56% below proficient in reading, 66% below proficient in writing, and 63% below proficient in math. [Exs. 2486, 2494]

142. Assistant Commissioner Les Morse acknowledged that scores in the intervention districts for the past two years are "essentially flat." [Tr. 6/10/08 at 82-83] Mr. Morse

testified that it would likely take “five to seven years” before one could see “measurable gains” occurring as a result of the existing interventions. [Tr. 6/10/08 at 22-23]

143. Several State witnesses opined that the success of the interventions might vary depending on the districts’ fidelity to the interventions. And yet the testimony of witnesses working with the districts to implement the interventions described hard work, commitment and dedication to improving student achievement by district personnel. [Tr. 6/11/08 at 4; tr. 10/6/08 at 85-86; tr.10/8/08 at 47]

144. Other testimony demonstrated that significantly greater achievement gains are achievable in far shorter times. For example, former Commissioner Roger Sampson testified that when he was superintendent of the Chugach School District, the district experienced gains of more than 5% per year for several years. [Tr. 10/6/08 at 183] Mr. Sampson testified that he expected comparable or greater gains from the interventions, at least in those “schools where they engaged and embraced the process.” [*Id.* at 183]

145. Dr. Darling-Hammond testified about research by the National Educational Goals Panel on states which have successfully narrowed the achievement gap. The Panel has studied several states, including North Carolina, Connecticut and New Jersey, “all of whom have had very steep increases in major closing of the [achievement] gap.” [Tr. 10/9/08 at 76]. The common themes in these states is that “they invested substantially in improving the quality of teacher preparation, raising the certification standards [and] providing extensive professional development. [*Id.*] Dr. Darling-Hammond added that in New Jersey, a “set of literacy trainings and coaches ... were available in the high-need districts. Then they also put in place ... high-quality

preschool, very carefully managed. And there was just -- this is just in the last few years, a stunning increase in student achievement for African-American and Hispanic students in New Jersey that had previously been underperforming for a very, very long time." [I/d.]

VII. The Department Needs to Assess and Improve its Own Capacity to Intervene Effectively

146. Many of the problems encountered by the Department in attempting to design and implement effective and adequate interventions appear to stem from limitations in the Department's own capacity to implement successful reforms.

147. John Holst explained that the Department has "become a compliance organization primarily and [is] not viewed in any other way other than compliance at this point, and they're doing very little, in my opinion, to overcome that with trying to develop relationships which would help them to be helpful to these five districts as well as others." [Tr. 6/11/08 at 110]

148. Linda Darling-Hammond explained that, just as districts need capacity, there needs to be capacity at the state level as well:

A more efficient state system operates when the state is able to fulfill its responsibilities well and doesn't leave that to every little local district to try to have to replicate or create because the state hasn't provided some of the foundation that's needed for the districts to be able to proceed efficiently. [Tr. 10/9/08 at 65]

149. Dr. Guthrie, the State's expert, agreed that "the capacity of the intervening body" is a critical component for a successful intervention. [Tr. 10/20/08 at 117]

150. Norm Eck testified that “we need a strengthened Department of Education. I believe in our Department of Education and I believe in the improvement program that we have going on. I support it, and I’m glad to be a part of it. But we can be successful only if we have a higher level of support.” [10/10/08 at 126]

151. John Davis also testified regarding the Department that “they don’t have the staffing, they don’t have the resources ... in order to do the kind of sustained in-service activity that going to be required in order to make the changes we need.” [Tr. 10/8/08 at 153] He added that districts are leery of working with the Department because of the belief that “the department does not have the expertise [at] this time.” [*Id.* at 157]

152. As stated by one of the district coaches, “how [an intervention] is accomplished may be as important as what is actually done.” [Ex. 2469A at 4] “At the very least, a sensitivity to how DEED decisions and actions impact improvement sites and districts has to become a priority.” [*Id.*]

153. At the time of the October 2008 hearing, the Department was attempting to add four technical assistants as well as a director of school improvement and two specialist teachers to provide on-site assistance at schools. [Tr. 10/8/08 at 14-20] But as of that date, the Department had been unable to find any qualified applicants to fill any of these

positions.

154. Although the record demonstrates some recent improvements, the Department’s imposition of the initial improvement plans, its manner of selection of coaches, and other actions were undertaken with insufficient input from the districts,

thereby negatively impacting the likelihood of prompt and significant improvement in student achievement.

155. The evidence indicated that the Department is currently undertaking some efforts to expand its capacity to provide assistance to the districts. But no evidence was presented that the Department has undertaken any effort to assess its capacity to determine what it would require to effectively assist districts and schools to provide students with a constitutionally adequate education. Yet Eddy Jeans, the Department's legislative liaison, testified that "the legislature gave us a very clear message that when we determine what additional resources we need, we are to come back to them and ask for them." [Tr. 10/7/08 at 46]

CONCLUSIONS OF LAW

1. This Court's June 2007 Decision and Order concluded that the Department was not fulfilling its constitutional oversight responsibility in chronically underperforming districts and schools, and ordered the Department to take adequate remedial measures to establish compliance. The State asks this Court to now find that the deficiencies identified in the June 2007 Order have been cured, and that this Court should accept "the State's system as compliant with the Education Clause"⁴⁶ But the Plaintiffs ask this Court to find that "the State's current intervention efforts fail to comply with the requirements of the Court's June 2007 Order and that the Department continues to be

⁴⁶ State's Proposed Findings of Fact and Conclusions of Law at 53, ¶ 22.

out of compliance with the oversight duties imposed by the Education Clause of the Alaska Constitution."⁴⁷

2. In an order issued near the outset of this case in June 2006, this Court held that under the Education Clause, it is the Court's responsibility "to determine a constitutional floor with respect to educational adequacy, and to determine if that constitutional floor is currently being met."⁴⁸

3. The District Plaintiffs remaining in this action now seek to have this Court expressly hold that the Education Clause establishes a fundamental right to education. But at this juncture, where the issue is the adequacy of the State's oversight of and assistance to chronically underperforming school districts, and no individual student plaintiffs are asserting that they are not being accorded their constitutional right to an education, this Court will instead maintain the "constitutional floor" analysis first set out in this case in June 2006 and determine whether the State's current efforts to comply with the Education Clause are adequate. Stated differently -- has the State now demonstrated that it is fulfilling its constitutional responsibility to "maintain a system of public schools?"⁴⁹

4. Because the State has been ordered to take remedial action to correct an ongoing constitutional breach, it bears the burden of proof on the issue of compliance.

⁴⁷ District Plaintiffs' Proposed Findings of Fact and Conclusions of Law at 54, ¶ 20.

⁴⁸ *Order re State's Motion to Establish Standard of Review* at 4, quoting *Campaign for Fiscal Equity, Inc. v. State of New York*, 86 N.Y. 2d 307, 315 (N.Y. 1995).

⁴⁹ Alaska Const. Article VII, § 1.

5. The first prong of the June 2007 Order addressed the State's obligation to establish "clear standards" for school districts to retain full local control.⁵⁰ Certainly, the Legislature has the authority to delegate its constitutional responsibility to maintain public schools to the Department of Education and Early Development as well as to local school districts.⁵¹ But for the reasons more fully articulated in this Court's June 2007 decision, when making a broad delegation to local school districts of the constitutional responsibility to maintain schools, the State "must establish clear standards" for those districts necessary to retain local control.⁵²

6. By clearly describing the boundaries that insure full local control, these standards correspondingly serve to define the threshold that activates the Department's constitutional duty to intervene and provide oversight and assistance to local officials. Clear standards should also reduce the risk of premature and untimely intervention by giving specific and reliable notice to all interested parties of the circumstances that would activate the State's duty to intervene and assist.

7. The State has developed comprehensive desk audit and instructional audit regulations to determine those districts and schools that necessitate State intervention. The District Plaintiffs in this action are not asserting that the State has improperly intervened in certain districts, or that the State should have intervened in other districts. The evidence at the compliance hearings did demonstrate several concerns with the audit process, such as restrictions on the distribution of the narrative audit summaries,

⁵⁰ Decision and Order at 189.

⁵¹ Decision and Order at 162-165, 173, ¶ 2.

⁵² Decision and Order at 189.

and the lack of clear standards for when an instructional audit will not result in an intervention. But on the current record, this Court agrees with the State with respect to this component of this Court's June 2007 Order, such that any constitutional questions arising from the details of implementing the audit regulations should be asserted by future challenge, and are not directly before this Court at this time. See *State v. Alaska Civil Liberties Union*, 159 P.3d 513, 514-515 (Alaska 2006).⁵³

8. For the same reasons, this Court finds that any constitutional questions arising from the implementation of school-level interventions are not now directly before this Court, as to date no such interventions have been undertaken and no party is before this Court at this time asserting a claim of unconstitutionality with respect to those potential school-level interventions.

9. The "clear standards" prong of this Court's June 2007 Decision and Order contains a separate component that is applicable to the intervention districts. The Order also emphasized the need for the State to "insure that each school district has a demonstrated plan to provide children a meaningful opportunity to achieve proficiency in the State's performance standards, and meaningful exposure on the remaining content standards, and insure that the district plan is fully implemented and actually in use in the district classrooms."⁵⁴

10. Although the Department has created a set of content standards, it has not provided clear guidance to school districts as to how much and what kind of exposure to

⁵³ Likewise, constitutional questions that might arise from SB 285's provisions concerning the potential redirection of appropriations and redirection of school district personnel are not properly before this Court at this time.

⁵⁴ Decision and Order at 189, ¶ 41.

those standards must be given in order to insure that students receive an education that is adequately broad in content, as well as adequately demanding in performance.

11. Without clear standards to guide them in attempting to meet the content standards, the underperforming districts focusing their efforts on meeting performance standards have no way of ensuring that their students have an adequate opportunity to obtain a well-rounded education, and not just an education that builds proficiency in a set of narrow, albeit critical, skills. Likewise, the Department has not articulated any standard that it will apply to determine whether and when its oversight duty requires it to give troubled districts assistance in assuring meaningful exposure to the content standards.

12. For the foregoing reasons, this Court finds that the State has not met its constitutional responsibility to “maintain a system of public schools” with respect to this component of the first prong of the June 2007 Order.

13. The second prong of the June 2007 Order focused on the State’s oversight responsibility of chronically underperforming districts, and required the State to provide “considerably more” “oversight,” “assistance” and “direction” in “a concerted effort to remedy the situation.”⁵⁵

14. Strong and persuasive evidence was presented at the compliance hearing demonstrating that, for a variety of reasons, the State’s current district-level interventions have fallen considerably short of complying with this oversight requirement in two basic respects: first, because the remedial measures included in the interventions have not been effectively implemented and have not adequately meet the

⁵⁵Decision and Order at 189.

needs they were meant to serve; and, second, because the interventions target an unjustifiably narrow range of problems, while ignoring many other educational problems that these local districts have not adequately addressed on their own.

15. The State's district-level intervention plans provide districts with measurement and assessment tools and some organizational assistance meant to enhance the districts' use of those tools. But the Department underestimated the complexity involved in implementing the use of tools like "Response to Instruction" and AIMSWeb in chronically underperforming districts. As a result, the State has not provided sufficient training and technical support to allow the tools to be effectively and efficiently implemented. Moreover, the State's intervention plans mistakenly assumed that the districts would have the expertise and experience to make appropriate use of the assessment tools after implementation, and as a result did not provide adequate follow up and on-site assistance.

16. The State did not adequately tailor its remedial efforts to the particular needs of the schools and districts in which they were implemented. To the contrary, the Department's only significant effort to assess particularized needs -- its instructional audits -- played no role in the Department's choice of the remedial measures included in its district interventions. Nor did the Department make any systematic effort to monitor and evaluate its intervention efforts so that its remedial measures could be adjusted, refined, and supplemented when information established the need for change.

17. Despite the June 2007 Order's specific mandate of a "concerted effort" to provide "considerably more" assistance in resolving the districts' problems, the State's own

witnesses described the Department's interventions as considerably less. Multiple witnesses described the current intervention components as "somewhat minimalistic," an "initial intervention," a "first step," or a "foundation" for other needed elements. But in chronically underperforming school districts, setting up an initial intervention, then waiting five to seven years as the Department proposes to assess the results is not sufficient to remedy the constitutional violations identified in the June 2007 Order.⁵⁶

18. The State has also failed to adequately address its constitutional responsibility to "insure that its educational standards are being implemented at the local level."⁵⁷ Instead, it appears that the State is just beginning to determine the extent to which a curriculum aligned to the State's performance standards is being taught in all the public schools in this state. The State asserts that its approach "to focus the first years of the intervention on changing the delivery of instruction" and then "dealing with the issue of curriculum was based on appropriate professional judgment."⁵⁸ But all public schools in this state should be teaching a curriculum that includes (yet certainly should not be limited to) materials aligned with the State's performance standards. The instructional audits of the chronically underperforming districts that the Department undertook in the fall of 2006 -- over two years ago -- clearly demonstrated that was not the case. In these circumstances, an incremental, minimalist initial approach, that is only now beginning to address curriculum, is constitutionally inadequate.

⁵⁶ See, *supra*, Findings at paragraph 141.

⁵⁷ Decision and Order at 186.

⁵⁸ State's Proposed Findings of Fact and Conclusions of Law at 17, ¶ 22.

19. Positive evidence concerning the interventions has been presented. For example, many of the technical and organizational problems that initially surfaced have been addressed and resolved, collaborative meetings appear to have been quite helpful at many schools, and additional training has been provided. [See, e.g., tr. 10/6/08 at 45-47] Pointing to this progress, the State's expert, Dr. Guthrie, urges that the best thing to do at this juncture is essentially nothing – to wait for several years in order to allow the current remedial measures an opportunity to work. The State echoes this position, urging the Court to conclude that the State is doing enough, that it will continue to assist chronically underperforming schools, and that this action should now be dismissed.

20. A “first step” or “initial intervention” or “somewhat minimalistic” approach may well be the best approach in some settings, as when the Department initiates timely steps to address incipient problems arising well before a district chronically fails. But here, the districts targeted for intervention are districts with chronically underperforming schools -- schools with lengthy histories of failing to overcome the achievement gap for generations of children -- and the Department was ordered to take concerted remedial action because it has violated its constitutional oversight duty by failing to meaningfully intervene before the problems became chronic.

21. The parties do not dispute that the intervention districts face significant hurdles in attempting to correct their students' underperformance, including geographic, cultural, environmental and cultural influences. But the evidence also establishes that there is an array of promising, research-backed remedial measures to address the educational needs of students in these districts which have not yet been successfully implemented.

Such measures could include efforts to build in-house expertise, to increase the level of available teaching capacity, to create meaningful incentives to promote the recruitment and retention of high quality teachers, to provide content specialists, on-site coaches and mentors, targeted educational resources, and more extensive professional development focused on the particularized needs of the intervention districts. They could also include pre-K, curriculum development and alignment, and resources directed at improving student attendance and the school's interface with the local community.

22. Although the State asserted in its closing argument that teaching capacity is a problem for local districts to address, teacher qualifications and training are controlled by the State through the certification process.⁵⁹ And the State did not demonstrate an insurmountable conflict between local control/local capacity on the one hand, and State assistance with targeted support on the other hand. The two are complementary, not mutually exclusive: "A more efficient state system operates when the state is able to fulfill its responsibilities well and doesn't leave that to every little local district to try to have to replicate or create because the state hasn't provided some of the foundation that's needed for the districts to be able to proceed effectively." [Tr. 10/9/08 at 65; Dr. Darling-Hammond] And, in any event, "local control does not supersede a child's right to learn."

[Tr. 10/8/08 at 185; Dr. John Davis]

23. To date, the State has categorically declined to consider an early-education component such as pre-K in its interventions. In ruling out this option, the State has relied on this Court's holding that the Education Clause does not require pre-K to be included as

⁵⁹ AS 14.20.020; 4 AAC 12.200 – 4 AAC 12.900.

an integral part of the system of public education that the Legislature must routinely provide throughout the state.⁶⁰ But that ruling was not intended to exempt pre-K from being considered and used as a case-specific measure to remedy a constitutional violation.

24. During the 2008 hearings the State occasionally referred to the problem of children being unprepared to begin school as stemming from problems within the community. These references echoed the report of the State's expert, Dr. Guthrie, who referred to "cultural and community misalignment."⁶¹ But to the extent local conditions create unique educational problems that impair a public school's ability to provide a constitutionally adequate education, then the school district and the Department have a constitutional duty to address the educational aspects of those problems that are amenable to educational solutions. And when a local district lacks the capability to resolve these educational problems on its own, the Department's oversight duty requires it to intervene and provide assistance to the local district in a concerted effort to remedy these problems. This Court finds persuasive the response of a New York court to a similar argument, which "rejects the argument that the state is excused from its constitutional obligations when public school students present with socio-economic deficits."⁶² Conditions within a community do not diminish the State's constitutional duty to "maintain a system of public schools open to all children of the State."

⁶⁰ Decision and Order at 177, ¶¶ 11, 12.

⁶¹ Ex. 2584 at 62406-07.

⁶² *Campaign For Fiscal Equity v. State*, 719 N.Y.S.2d 475, 516 (Sup. Ct. N.Y. 2001), *aff'd*, 769 N.Y.S.2d 106, 116 (N.Y. 2003).

25. In addition to addressing the Education Clause of Alaska's Constitution, this Court's June 2007 Order held that due process is violated if the State withheld high school diplomas from students in chronically underperforming districts who had not passed the HSGQE but were "not being accorded a meaningful opportunity to acquire proficiency in the very material that is tested on the exam,"⁶³ when the State had failed to provide adequate oversight and assistance to the district.

26. The State has now required the intervention districts to submit copies of their HSGQE remediation plans to the Department for review. But this Court's expectations were, and are, that in each chronically underperforming school district, the Department would immediately insure that an individualized remedial plan had been developed for each current 11th and 12th grader who has not yet passed the exam, including but not limited to appropriate formative assessments, and that each such student would have a designated professional at the school district (or Department, if necessary) with the responsibility of monitoring that student's remedial plan. In addition, the Department, through on-site visits and follow-up interviews, would insure that such a plan was actually in place for each of the students in chronically underperforming districts who had not yet passed the exam. To date, there is no indication that this has occurred in any of the intervention districts.

27. Based upon all of the evidence presented, this Court finds that the Department, through delegation from the Legislature, is not currently meeting the State's constitutional responsibility to "maintain a system of public schools open to all children of the State." The schools in the chronically underperforming school districts are not constitutionally

⁶³ Decision and Order at 193-194.

adequate; the Education Clause requires considerably more from the State in the way of oversight and assistance to those districts. And yet, while this Court has identified several shortcomings in the above Findings, it may well be that the requisite constitutional floor could be met without all of those deficiencies being fully rectified. Rather, it is the entirety of the deficiencies which together result in this Court's finding that the requisite constitutional floor has not been met at this time.

28. The Court further concludes, however, that the Department has made good faith efforts to achieve compliance with the June 2007 Order and the Education Clause and that the deficiencies in its efforts to date may well stem from uncertainty about the extent of the requirements in the June 2007 Order and the scope of the Department's oversight responsibilities. Moreover, the dedication to school improvement of the many educators in this process -- including the educators and other personnel within the Department and in the school districts -- is well evident and deserving of considerable respect. For these reasons, this Court will accord to the Department an additional opportunity to comply voluntarily with requirements of the Education Clause and this Court's orders, as further directed below.

ORDER

To establish compliance, ~~IT IS ORDERED~~ that the State shall proceed as follows:

- A. Prepare and file with this Court a draft of standards that address the State's constitutional responsibility to insure that chronically underperforming school

districts are providing students in those districts with meaningful exposure to the State's content standards.

B. Review, reconsider, and -- after consulting with the districts and giving due considerations to their views -- file with this Court revised district intervention plans that address and incorporate as appropriate remedial measures related to each of the problem areas identified in these Findings. [See Findings of Fact, Parts V, A-E and Part VII]

C. File with this Court a plan of action that addresses the concerns identified in these Findings with respect to the adequacy of the remediation plans in the intervention districts for the High School Graduation Qualifying Exam.

Given the Department's continuing non-compliance with its constitutional duty to date, the time that has already been lost in attempting to establish compliance, and the severe consequences to students in the intervention districts caused by continued non-compliance, time is of the essence at this point in the proceedings. Accordingly, the State shall file and serve the materials described above no later than sixty days from the date of distribution of this Order. The State is strongly encouraged to work closely with each of the intervention districts in preparing these materials. The District Plaintiffs are accorded ten days thereafter to file and serve any objections. Additional proceedings shall be scheduled thereafter as warranted.

IT IS SO ORDERED this 4th day of February, 2009.

Sharon Gleason
Sharon L. Gleason
Judge of the Superior Court

I certify that on 2-4-09 a copy
of the above was mailed to each of the following at
their address of record (list name if not an agency)
 CSED AG PD DA
[Signature]
Deputy Clerk / Secretary

[Signature]
AG
Bryner

IN THE SUPERIOR COURT FOR THE STATE OF ALASKA
THIRD JUDICIAL DISTRICT AT ANCHORAGE

KRISTINE MOORE, et al.,)
)
 Plaintiffs,)
)
vs.)
)
STATE OF ALASKA,)
)
 Defendant.)
_____) Case No. 3AN-04-9756 CI

SETTLEMENT AGREEMENT

The parties agree as follows:

PREAMBLE

1. The Plaintiffs remaining in this matter are three rural Alaskan Regional Educational Attendance Areas and Citizens for the Educational Advancement of Alaska’s Children (“CEAAC”), an educational advocacy organization. Additional plaintiffs, including a number of individuals and NEA-Alaska, have previously dismissed their claims. The Defendant is the State of Alaska.

2. The original complaint in this action was filed in 2004 alleging that the State was in violation of the Education and Due Process Clauses of the Alaska Constitution. The issues in the case were ultimately narrowed to whether the State was providing adequate support and assistance to underperforming schools.

3. A four-week trial was held before Anchorage Superior Court Judge Sharon Gleason in 2006, and, in June 2007, Judge Gleason issued a Decision and Order in this case.

4. The substance of Judge Gleason’s June 2007 Order concluded that the duty described by the Alaska Constitution’s Education Clause requires the State to address four components:

First, there must be rational educational standards that set out what it is that children should be expected to learn. These standards should meet or exceed a constitutional floor of an adequate knowledge base for children. Second, there must be an adequate method of assessing whether children

are actually learning what is set out in the standards. Third, there must be adequate funding so as to accord to schools the ability to provide instruction in the standards. And fourth, where, as here, the State has delegated the responsibility to educate children to local school districts, there must be adequate accountability and oversight by the State over these school districts so as to ensure that the districts are fulfilling the State's constitutional responsibility to "establish and maintain a system of public schools" as set forth in Article VII, § 1 of Alaska's Constitution.¹

5. The June 2007 Order also explained that the Education Clause included a right for children to have a meaningful opportunity to become proficient in reading, writing and math, and meaningful exposure to curriculum content areas that were not assessed by the State standards-based assessments.

6. In the June 2007 Order, the Superior Court held that plaintiffs had not proven that the state's system of funding schools was constitutionally inadequate. The Court also held that the State had met its constitutional obligations to adopt appropriate standards and assessments. However, under the fourth prong of the State's constitutional obligations, the Court held that the State was failing to provide sufficient support and oversight of schools with "chronically poor performance"

7. The Court held that merely providing funding without oversight and assistance in these schools would be "an impermissible 'legislative abdication' of the State's constitutional responsibility to maintain public schools in this state." The Court required the legislature to take best efforts to provide students with a "meaningful opportunity" to achieve the educational standards.

8. In addition, the Court held that use of the state HSGQE to deny high school diplomas to students who had not had an opportunity to learn the tested materials amounted to an unconstitutional deprivation of due process.

9. The Superior Court stayed its June 2007 Order for one year to allow the State the opportunity to remedy the constitutional violations the Court had identified.

10. In June and October 2008, the Court conducted evidentiary hearings on the State's efforts to remedy the constitutional violations.

11. In detailed findings of fact and conclusions of law issued in February 2009, the Court recognized that the State had made progress in providing a State System of

¹ *Moore v. State*, 2007 Order, p. 174.

Support to struggling schools, but held that the State had not remedied the constitutional violations, and was still failing to provide adequate support to and oversight of struggling schools and districts.

12. In March 2010, after reviewing additional submissions from the State, the Court again ruled that the State had not remedied its constitutional violations with regard to struggling schools and districts. Specifically regarding the nature of the State's obligations, the Court ruled:

In evaluating the State's responses at this time, this Court returns once again to the language of the Alaska Constitution, which places the responsibility "to maintain a system of public schools open to all children of the State" squarely upon the Legislature – not upon the Department of Education and Early Development and not upon local school districts. To date, the State has not demonstrated that the delegation of this responsibility to school districts that have been identified as chronically underperforming, but do not appear to have been accorded adequate assistance and oversight, will result in compliance with this constitutional responsibility.²

13. Subject to appropriation, the parties have reached agreement to settle and dismiss this case by providing for the creation of various educational initiatives intended to address educational underachievement in underperforming schools.

14. The parties agree that the remedies provided in this Settlement Agreement are in the best interests of the affected students and districts.

15. In entering into this Settlement Agreement, neither party admits any wrongdoing or liability.

SETTLEMENT AGREEMENT

1. **EDUCATIONAL INITIATIVES.** Subject to appropriation, the Plaintiffs and the Department of Education and Early Development (Department) agree through this settlement to create four programs addressing low achievement in struggling schools. These four programs, described in further detail below, are:

- a. Two-Year Kindergarten and Related Pre-Literacy Programs;
- b. Targeted Resources Grant Fund;
- c. Teacher Retention Grant Fund; and
- d. HSGQE Remediation Reimbursement Program.

² Order on Review of 2009 Submissions, *Moore v. State* at 15 (March 31, 2010).

2. CONSTITUTIONAL REMEDY AND DISMISSAL WITH PREJUDICE. The parties acknowledge that the Court identified a need to remedy perceived constitutional violations through increased oversight, support and assistance to struggling schools. The parties agree that the programs identified in Paragraph 1, and the existing State System of Support, address these issues. Accordingly, if the Legislature during its 2012 session funds the programs described in Paragraph 1, and the Department adopts regulations providing for the approval and funding of programs consistent with this Agreement, the Plaintiffs will dismiss this action with prejudice.

3. SETTLEMENT STRUCTURE AND FUNDING PLAN

a. Eligible Schools. Schools eligible to participate in settlement components 1(a), (b) and (d) are the forty schools in Alaska (but not including schools identified under 4 AAC 06.872 as serving a special population) with the lowest scores on the Modified School Growth Index for the previous three years. A school is eligible without regard to whether the school is located in a school district in which the department has intervened. A list of those schools eligible to apply for grant funds during the first year of implementation shall be attached as an Exhibit to this agreement, and shall serve as a template for identifying eligible schools in subsequent years. The Teacher Retention Grant Fund created in paragraph 1(c) is not restricted to the forty schools identified in this paragraph, but preference shall be given to those schools.

b. Implementation of Settlement Component 1(a). Eligible districts may implement a Two-Year Kindergarten and/or Related Pre-Literacy Program described in Paragraph 1(a) either (i) by enrolling four-year-old children in kindergarten classes taught by certificated teachers in eligible schools or (ii) through other pre-literacy programs for four-year-olds in the community served by the eligible school, as described in Paragraph 5, below.

c. Administrative Implementation of Settlement Components 1(b) – 1(d). The settlement components identified in Paragraphs 1(b), 1(c), and 1(d) and described in detail further herein shall be implemented administratively by the Department of Education and Early Development, with the assistance and input of the Moore Collaborative Committee, described in Paragraph 4, below.

d. Duration and Funding of Settlement Components.

i. Subject to appropriation, the four programs identified in Paragraph 1, above, shall be funded initially through a one-time appropriation of \$18 million, of which at least \$6 million shall be used for programs under Paragraph 1(a).

ii. Subject to the requirements of subparagraph (d)(i), the money from the appropriation will be available for allocation to each program as recommended by the

Moore Collaborative Committee described in Paragraph 4, below. The Department will adopt regulations providing for the approval of funding allocations recommended by the Committee.

iii. For Two-Year Kindergarten and Related Pre-Literacy Programs described herein, funding will be provided to eligible participating districts on an up to .75 adjusted ADM basis as if the students participating in the programs were included in the student count for the district.

iv. The parties intend that the programs described in Paragraph 1 shall be managed and appropriations allocated so that the funding is available for at least three years.

v. Any money appropriated for this settlement that has not been obligated to a school district on June 30, 2017, shall lapse. Nothing in this settlement creates an obligation for additional funding.

e. Legislation.

i. During the 2012 legislative session, the parties agree that they will support and promote enactment of appropriation legislation implementing this settlement. CEAAC agrees not to pursue any legislation or appropriation related to the issues in this agreement during the 2012 legislative session except as necessary to implement the terms of the settlement legislation.

ii. The parties do not intend this agreement to either affect the discretion of the legislature to enact comprehensive remedial programs through legislation or to affect the governor's right or discretion to set policy or to veto any legislation.

iii. This agreement does not affect the right of any party to support or oppose legislation in future sessions.

4. IMPLEMENTATION (MOORE COLLABORATIVE COMMITTEE)

a. Purpose.

i. The parties recognize that this Consent Decree cannot encompass all of the details required for implementation of the educational programs that are envisioned and intended by the parties.

ii. The parties further recognize the ongoing need to engage in meaningful collaboration in order to identify barriers to educational success, build local capacity, and implement effective educational programs and practices to address those barriers.

b. Duties and Objectives of the Moore Collaborative Committee.

i. The Moore Collaborative Committee (“Committee”) will be created to recommend and advise as to program design, grant documents, funding allocations and implementation of the programs created in Paragraph 1.

ii. Under regulations adopted by the Department, the Commissioner will provide funding to districts based on the recommendations of the Committee in accordance with state law, unless the Commissioner determines that the recommendations are contrary to the public interest.

iii. The Committee’s role is not limited to the items specifically mentioned in this document. Rather, the Committee is intended as a setting for broad collaboration on establishing and implementing effective programs, as encouraged by the Superior Court in its repeated findings about the need for meaningful collaboration between the Department and districts.

c. Committee Composition.

i. The Committee will have six members, with three appointed by the Commissioner and three by the Executive Director of CEAAC, with a seventh non-voting member as chair appointed by mutual agreement.

ii. The Committee shall meet at least once per year. Meetings will be by teleconference when practicable.

iii. If a meeting by teleconference is not practicable, CEAAC and the Department will pay travel costs and per diem for those Committee members attending meetings away from home, with the costs of the chair split between the parties.

d. Decisionmaking.

i. The Committee shall work through consensus wherever possible.

ii. In the event that a vote is needed,

(1) A quorum of the committee shall require at least two Department-appointed members and two CEAAC-appointed members.

(2) Decisions of the Committee shall require a majority vote of at least 4 committee members, as follows:

a. Where a majority vote of 4 committee members is required, two votes must be from Department-appointed members and two must be from CEAAC-appointed members.

- b. In the event that not all three Department-appointed Committee members or all three CEAAC-appointed Committee members are present, or if one member needs to recuse him/herself due to a conflict, the requirement set forth in subparagraph (d)(2)(a) may be relaxed.
- (3) In the event of a tie vote, decisions of the Committee will be elevated to the Commissioner and the CEAAC Executive Director.
 - (4) Should the Commissioner and Executive Director be unable to reach an agreement, the issue will be submitted in writing to a decision maker who is an educational expert chosen by mutual consent. That decision maker will choose the position in whole of one side (last best offer), and his or her decision will be final as to resolution of the Committee's position on that issue.

e. Dissolution of Committee. The Committee will dissolve after three years, or when the initial appropriation related to implementation of this agreement is fully expended, whichever comes later. The parties may by agreement continue the existence of the Committee for an additional three years.

5. TWO-YEAR KINDERGARTEN AND RELATED PRE-LITERACY PROGRAMS. The parties intend that the Two-Year Kindergarten and Related Pre-Literacy Programs identified in Paragraph 1(a) will be structured substantially as follows:

a. Uses/Program Design.

i. Overview. A school district with an eligible elementary school may apply to the Commissioner for a grant to provide either:

(1) Voluntary, school-based kindergarten for children at four years of age (referred to herein as "Two-Year Kindergarten"), either through a separate four-year old class or through inclusion of four-year old children into an existing kindergarten classroom. This program is not intended as an early entry to first grade, and children enrolled in the program will be expected to enroll in two years of kindergarten instruction taught by certificated teachers; or

(2) An academic pre-literacy instruction program for four year old children that meets the Program Requirements described in (a)(iii) of this Paragraph, including either a new program or an existing program.

ii. Program Requirements for Two-Year Kindergarten. A school that is approved to offer Two-Year Kindergarten will have flexibility for program design, including hours offered in school. However, the program established must be:

- (1) Standards-based;
- (2) A full-year program;
- (3) Designed and implemented to prepare students for school;
- (4) Designed and implemented to involve parents as part of the program, with staff duties to include parent engagement activities; and

(5) Staffed with teachers who are certificated by the Department, and who either are certified according to standards adopted by the National Association for the Education of Young Children (NAEYC), or hold a State of Alaska endorsement in Elementary Education or Early Childhood, except that programs with too few students for a separate four year-old classroom may incorporate students into a traditional kindergarten classroom using teaching assistants trained to a NAEYC standard for an aide or who hold an Early Childhood Associate II certificate under 4 AAC 12.390(b), or, if the program is unable to satisfy these requirements, may use a teaching assistant with an Early Childhood Associate I certificate for up to the first two years of the program.

iii. Program Requirements for Pre-Literacy Instruction Programs. As an alternative to establishing a two-year kindergarten program as described above, a District with a qualifying elementary school will have flexibility to identify and design a program of pre-literacy academic instruction in a community that is served by one of the schools identified in Paragraph 3(a). An approved program must be:

- (1) Standards-based;
- (2) A full-year program;
- (3) Designed and implemented to prepare students for school;
- (4) Designed and implemented to involve parents as part of the program, including through the inclusion of parent engagement activities in staff duties; and

(5) Staffed with teachers and/or other staff who can demonstrate high academic standards for instruction through means comparable to those described in paragraph 5(a).

iv. Program Effectiveness. Every district implementing either Two-Year Kindergarten or a Pre-literacy Instruction Program shall measure and report student improvement during the program, using pre- and post-assessments of age-appropriate skills relevant to academic success. Districts will track the overall success of students who participate in the programs and make necessary changes if students are not benefiting adequately.

b. Eligibility.

i. Initiation of Program in Qualifying Schools or Communities.

During the time period covered by the program, an approved Two-Year Kindergarten or other qualifying Pre-literacy Instruction Program identified in Paragraph 1(a) may be initiated in elementary schools eligible under Paragraph 3(a), or in the community served by the school, upon approval of a district's application by the Commissioner, except that no new program under Paragraph 1(a) may be initiated in the final year of funding availability under the appropriation identified in Paragraph 3(d).

ii. Duration of Program.

Once a Two-Year Kindergarten or Pre-literacy Instruction Program is established in a school or community, the school or community will remain eligible to continue the program as long as the program meets the attendance and parental commitment goals set out in subparagraph (b)(v), continues to meet the requirements of subparagraph (a)(ii) or (a)(iii), and as long as funding remains available from the appropriation in Paragraph 3(d).

iii. Community Support.

(1) School districts must show community support in an application to initiate either Two-Year Kindergarten or a Pre-literacy Instruction Program.

(a) The requisite community support for a Two-Year Kindergarten program may be demonstrated through means including, but not limited to, providing space for the class, passage of resolutions by the school board and other community or tribal organizations, donations or offers of volunteer help, and written statements of intent from parents of children who would attend.

(b) Community support for a Pre-Literacy Instruction Program may be demonstrated in any of the ways identified in paragraph 5(b)(iii)(1)(a), or through evidence showing community support for an existing program that meets the program requirements established in paragraph (5)(a)(iii).

(2) Districts unable to obtain community support for a Two-Year Kindergarten or Pre-literacy Instruction Program may apply for funding from the Targeted Resources Grant Fund under paragraph 1(b) to provide academics and school readiness in existing community pre-school programs.

iv. Commissioner's Discretion.

The Commissioner reserves discretion and flexibility in reviewing and approving applications to initiate programs under Paragraph 5 of this Agreement in communities that are split between a proposed program and another program, or when addressing other local issues.

v. Attendance.

(1) Each district applying for Two-Year Kindergarten or a Pre-Literacy Instruction Program must adopt an attendance policy recognizing the need for consistent attendance to make gains in school readiness.

(2) Before each new school year, incoming parents and other program participants must make statements of intent to use the relevant Two-Year Kindergarten or Pre-Literacy Instruction Program, including acknowledgement of the attendance policy. The Department can withdraw funding for programs that cannot show use and support.

(3) After any year when average attendance of four-year old children for whom funding has been provided for either a Two-Year Kindergarten or a Pre-Literacy Instruction Program falls below 85% as measured and averaged each semester, the Commissioner has the discretion to terminate the funding for the program for the following year; however, alternative measures will be designed for small programs where poor attendance by a few children would distort attendance averages.

(4) The Commissioner shall have discretion to consider extenuating circumstances that may have negatively impacted attendance.

(5) A school or community that loses funding due to low attendance may reapply for Two-Year Kindergarten or a Pre-Literacy Instruction Program after a one-year hiatus, if still an eligible school.

c. Funding.

i. As soon as practicable after the start of each school year, the Commissioner shall prepare a list of schools that have approved Two-Year Kindergarten or Pre-literacy Instruction Programs.

ii. In November of each year in which money remains from the appropriation described in Paragraph 3(d), an eligible district that serves four-year-old students in an approved Two-Year Kindergarten at an eligible school, or provides Pre-literacy Instruction Programs in a community served by an eligible school, shall forward to the Director of School Finance at the Department the student count for participants in the program.

(1) For students enrolled in the first year of a Two-Year Kindergarten program, the director will provide funding to the district from the appropriation described in Paragraph 3(d) as if the students were eligible for funding under the public school funding formula in AS 14.17.410 at .75 of a full-day student.

(2) For eligible students being served by a Pre-Literacy Instruction Program for four-year-old children, the director will provide funding as approved by the commissioner, up to the amount that would be generated for the district as if the students

were eligible for funding under the public school funding formula in AS 14.17.410 at .75 of a full-day student

iii. A Two-Year Kindergarten or Pre-Literacy Instruction Program, once started in a school or community, shall continue to be eligible for funding from the appropriation described in Paragraph 3(d) until the appropriation is depleted or lapses, if families use the program and the program meets program requirements, even if overall test scores for the school improve above the eligibility threshold to initiate a program.

iv. If additional schools become eligible for establishment of Two-Year Kindergarten or a Pre-Literacy Instruction Programs during the duration of the program created under Paragraph 1(a), a district may apply to implement such programs in those schools or the community served by those schools as set forth in Paragraph 5(b)(i) if funding remains available from the appropriation described in Paragraph 3(d).

v. Districts implementing Two-Year Kindergarten or a Pre-Literacy Instruction Program shall ensure that the program is provided space and administrative support from funding from a source other than the appropriation described in Paragraph 3(d).

d. Accountability. In addition to the requirements described above, districts shall be responsible for the measures listed under Paragraph 7, "Recipient District Accountability" for any program that receives funding under Paragraph 5 of this Agreement.

6. TARGETED RESOURCES GRANT FUND. It is the intent of the parties that the Targeted Resources Grant Fund identified in Paragraph 1(b) will be structured substantially as follows.

a. Program Description and Eligibility.

i. The fund is a Department-administered grant program to fund projects that are calculated and expected to increase student achievement in underperforming schools. The Committee will designate the maximum amount of money to be awarded in each grant cycle.

ii. The grants may be made available to schools eligible under Paragraph 3(a).

iii. Grants must be designed to address underachievement and should build capacity for districts to allow programs to be sustained beyond the availability of grant funding.

b. Program Design.

i. **Allowable Uses.** Subject to the requirements of this section, grants may

be used for any program that is calculated and expected to increase student achievement in underperforming schools.

(1) In addition to any other allowable use, grants can be used to implement, expand, or support pre-literacy programs, including improving academics in Head Start programs outside the school.

(2) Grants are not allowed for capital projects. However, funds could be used for capital purchases that are integral to the purpose of a grant project, such as equipment used in a culture camp.

(3) This grant fund is not for teacher housing or school buildings.

ii. **Research-Based Programs.** Programs funded by Targeted Resource Grants shall be research-based.

(1) As used here, “research-based” means that the basis of the proposed project has been tested by an independent education lab or equivalent expert authority, or that the project replicates a successful model already used in similar circumstances.

(2) A project must have a clear methodology capable of outcome measurement.

(3) The Department of Education and Early Development will assist districts with literature review and technical advice to review and analyze school improvement research and identify eligible programs, but will not recommend purchase of specific products.

iii. **Program Sustainability.** Grants should include a sustainability component and build district capacity where possible to allow successful programs to continue after grant funding expires.

iv. **Evaluation.** Ten percent of each grant awarded shall be allocated for universities or educational labs to evaluate grant effectiveness, with evaluators to be selected through competitive proposals. Research contracts will be awarded by the Department or by a grant recipient with departmental approval. Funds reserved under this section but ultimately not required for program evaluation may be allocated for grant purposes.

v. **Development of Pre-Written Grant Templates.**

(1) To reduce administrative burden, a number of grant templates for promising research-based initiatives will be prepared with text approved by the Moore Collaborative Committee. For prepared grant templates, local districts must still provide financial information, data showing current student achievement, and locally determined

goals for improvements in those measures, to be approved in grant review.

(2) Grant approval is not limited to grants based on the prepared templates. Innovative grants are also allowed and encouraged.

(3) Grant applications must address current need (status), the target population to be served by the grant program, the program's specific academic or achievement focus, and the measurable outcome goal(s) of the grant.

c. Administration.

i. Grant requests shall be reviewed and analyzed by contractors hired by the Department with approval of the Committee. The contractor may decline to recommend award of a grant if he or she determines that the grant does not meet the requirements established pursuant to this Agreement, or that the goals do not provide for sufficiently substantial improvement.

ii. Once grant requests have been reviewed, the contractor or the Department shall provide the Committee with a complete list of grants to be awarded.

iii. The Department shall administer the grants and disburse the funds.

iv. The Department or the contractor shall annually review grant expenditures, accountability, and match requirements, and shall forward to the Committee a list of all grants that have been discontinued for failure to comply with the requirements of this Agreement or with the grant terms.

v. In the event of a disagreement as to funding, administration or continuation of a grant, the affected district may appeal to the Committee for resolution of the disagreement.

vi. Procedural and programmatic details not addressed herein shall be resolved by the Committee.

d. Funding.

i. **Mechanism.** Initial funding for the Targeted Resources Grant Fund shall be accomplished through the one-time legislative appropriation described in Paragraph 3(d), above.

ii. **District Match.** Grants require a district cash match, which can come from any source otherwise authorized by law. The parties intend that the size of the match will be set on a sliding scale between 10 and 40 percent, to be attached as an exhibit to this Settlement Agreement.

iii. **Capacity/Sustainability.** Grants should build capacity for districts to allow programs to be sustained beyond the availability of grant funding.

iv. **Grant Sunset.** Grants shall have a sunset date with a maximum of four years. However, districts may reapply for a continuation grant before a grant expires to prevent a break in services. Demonstrated success will be a primary factor in considering approval of continuation grants. Nothing in this subparagraph implies that funding will be available other than through the appropriation provided for in Paragraph 3(d).

e. **Accountability.** All grants will include locally-determined measurable goals for improvement in student achievement, in academics, attendance, graduation rates, and/or assessments, all of which will be subject to approval during grant review. Grant projects that cannot meet improvement goals will be discontinued. In addition, districts will be responsible for the measures listed under Paragraph 7, "Recipient District Accountability."

7. **RECIPIENT DISTRICT ACCOUNTABILITY**

a. School boards of districts participating in either the Targeted Resources Grant Fund or Two-Year Kindergarten must adopt accountability policies consistent with the following:

i. **Minimum Benchmarks.** Districts participating in either the Two-Year Kindergarten or Pre-Literacy Instruction Programs must commit to locally-determined benchmarks for gains in underperforming schools, to be approved by the Commissioner. Districts must measure and report both fidelity of program implementation and student improvement. Districts may adopt measures of effectiveness other than the Standards Based Assessments if pre- and post-assessment measures are used.

ii. **Superintendent Accountability.** Each participating district must adopt policies addressing Superintendent accountability for meeting the locally-established benchmarks, and shall incorporate success in meeting those benchmarks as a measure in the superintendent's evaluation.

iii. **Intensive Reading Program.** Participating districts must adopt policies committing to the implementation of all elements of a scientifically-based intensive reading program in underperforming schools, as verified by the Department's coaches.

iv. **District Leaders' Presence in Schools.** Participating districts must assure in writing signed by the superintendent and president of the school board that district leaders regularly visit schools and classrooms to ensure that district-adopted curricula are being taught in each of the classrooms in all underperforming schools and that all elements of the intensive reading program are being implemented.

v. **Signature Requirement.** All of the signature requirements in this section may be satisfied by signatures on the district's grant application(s) provided that grant template(s) and/or application(s) include the specific language of the requirements

set forth in this section.

8. **TEACHER RETENTION GRANT FUND.** It is the intent of the parties that the Teacher Retention Grant Fund identified in Paragraph 1(c) will be structured substantially as follows.

a. Uses/Program.

i. Subject to the appropriation in Paragraph 3(d), the State will establish a competitive teacher retention grant program.

ii. The Teacher Retention Grant Fund is intended to address sources of teacher job dissatisfaction (other than salary), as found in research, particularly those recognized in the 1995 ISER study “Alaska Teacher Supply and Demand” including: inadequate administrative support; problems with student discipline; remoteness, i.e., expensive travel due to accessibility only by air or water; difficulty of finding good housing; requirement to teach several subjects across grade levels in small schools; and difficulty of learning how to teach in rural villages whose languages and cultures differ from that of the majority of teachers.

iii. The program will include model programs that are pre-approved in concept by the Committee and can be automatically approved when applications proposing such programs score high enough relative to other applications to qualify for funding. District grant applications may also propose innovative programs beyond those contained in the pre-approved models.

iv. Particular projects encouraged through grants include:

(1) Teacher professional development, including team-building and other non-academic activities designed to improve staff loyalty and morale;

(2) Summer culture camps to orient teachers to the community and culture in which they will be working and to develop an appreciation for the area;

(3) Adoption and enforcement of student attendance policies;

(4) Use of locally-hired community liaison workers to assist with family communication, language barriers, and discipline and attendance support from home, with funding to be used for stipends matched by volunteer time, not as full-time employment; and

(5) Improvements in teacher housing and quality of life, including structures, communications (fast internet), security, and recreation.

v. It is the intent of the parties that grants shall be allowed for construction and for non-educational uses, as well as used as seed money to access other funding sources.

vi. Notwithstanding that grants are not for teacher salaries, travel expenses and stipends supporting approved projects are allowed.

b. Grant Eligibility.

i. Grants shall be administered through an objective scoring system.

ii. **Simplified process.** It is the parties' intent that the grant application shall be as simple as possible for districts to prepare, so that, whenever possible, the district will only have to fill in data or check boxes. Districts will be able to choose between using prepared grant templates and preparing innovative grants. The text of the grant templates, and the scoring system itself, will be approved by the Moore Collaborative Committee.

iii. Scoring.

(1) A third-party expert contractor approved by the Committee will score the grants and recommend the funding priority.

(2) In the scoring of grant applications, increased points shall be awarded for:

- a. Severity of the teacher turnover problem, with preference given to schools with turnover of 25% or above;
- b. Low school performance on assessments, with preference given to the schools described in Paragraph 3(a);
- c. Proposals that address sources of Alaska teacher job dissatisfaction as found in research;
- d. Likelihood of meaningfully impacting teacher retention;
- e. Ability to leverage other funding sources (e.g. AHFC funds); and
- f. Size of local match.

iv. **Accountability.** In order to be eligible, the school board of any district applying for teacher retention grant funding must adopt the following policies.

(1) **Understanding of discipline expectations.** In light of the relationship between student discipline and teacher turnover, districts must assure in writing, signed by the superintendent and the president of the school board, that:

- a. Students and parents are aware of district-adopted discipline policies and the expectations contained in such policies, and

- b. Staff will support and comply with the adopted discipline policies.

(2) **School board understanding of and compliance with statutes regarding teacher oversight and dismissal.** In light of the relationship between a perceived lack of district support and teacher turnover:

- a. Districts will educate school boards about the boards' appropriate role in teacher oversight and interaction, and
- b. Boards shall expressly acknowledge in writing that they have reviewed state statutes governing teacher dismissal.

c. Funding.

i. Individual grant size and duration depends on programs proposed (for example, large, short-term grants for housing but smaller, longer-term grants for staff development).

ii. All grants awarded under this program shall be for a definite period of time and shall contain a sunset provision.

iii. All grants awarded under this program shall require a local match either in dollars or in contributed hours (for example, for culture camps or school-community liaisons). The size of the required match shall depend on the proposal. The purpose of the match requirement is to demonstrate the district's commitment and belief that the grant will improve teacher retention and student achievement, and to make the program sustainable after the grant period.

d. Administration.

i. Grant requests under this section shall be reviewed and scored by contractors hired by the Department with approval of the Committee. The contractor shall score the applications according to a scoring system determined by the committee and reflecting the factors above, and funding will go to the top-scoring grants so far as funding allocated by the committee allows. The contractor may decline to recommend award of a grant if he or she determines that the grant does not meet the requirements established pursuant to this Agreement, or that the goals do not provide for sufficiently substantial improvement.

ii. Once grant requests have been scored, the contractor or the Department shall provide the Committee with a complete list of grants to be awarded.

iii. The Department shall administer the grants and disburse the funds.

iv. The Department or a department contractor shall annually review grant expenditures, accountability, and match requirements, and shall forward to the

Committee a list of all grants that have been discontinued for failure to comply with the requirements of this Agreement or with the grant terms.

v. In the event of a disagreement as to funding, administration or continuation of a grant, the affected district may appeal to the Committee for resolution of the disagreement.

vi. Procedural and programmatic details not addressed herein shall be resolved by the Committee.

9. **HSGQE REMEDIATION REIMBURSEMENT PROGRAM.** Subject to appropriation, it is the intent of the parties that the HSGQE Remediation Reimbursement Program identified in Paragraph 1(d) will be structured substantially as follows:

a. Uses/Program.

i. **Purpose.** The HSGQE Remediation Reimbursement Program is intended to provide a mechanism to partially reimburse districts for the costs of providing high quality HSGQE remediation to qualifying students.

ii. **Types of Remediation.** Districts will have discretion to identify and implement appropriate remediation activities, and districts shall continue to refine remediation programs and discontinue programs that are not effective. Specific types of remediation activities eligible for reimbursement include sending students to remediation camps, providing tutoring outside of school hours, and providing other intensive remediation to students unable to pass the HSGQE during their junior year. Eligible remediation services can be provided either inside or outside of the district (or through a combination of both).

iii. **Timing.** HSGQE remediation that qualifies for reimbursement may begin in the spring semester of a student's junior year. However, reimbursement for each student is limited to \$3,000 total over the student's attendance in public school, without regard to when the student takes the HSGQE.

b. Funding.

i. The Department shall provide up to \$3,000 for each qualifying student based on documented costs. Districts shall absorb any remediation costs in excess of \$3,000.

ii. This funding shall come from the appropriation described in Paragraph 3(d) and shall continue until the appropriation is depleted or lapses, or until the Moore Collaborative Committee determines that no additional funds should be expended from the appropriation for this purpose. In the event that the Committee determines that no additional funds should be expended from the appropriation for HSGQE remediation

reimbursement under this section, the Committee shall notify all school districts of that decision, and would honor any reimbursement requests for work done prior to the date of the notice.

c. Eligibility.

i. Funding is available to reimburse remediation services provided to juniors or seniors who attended an eligible school under Paragraph 3(a) for at least one full school year during any of their four years of high school and who, by the mid-point of their junior year of high school, had not passed both portions of the HSGQE.

(1) A student remains eligible for reimbursement even if the student no longer attends an “eligible school.”

(2) For each year that the HSGQE remediation program is in place, DEED shall prepare and circulate to all Alaska school districts a list of the forty schools as to which student attendance over the prior four years will qualify an otherwise eligible student for HSGQE remediation grant funding under this provision.

(3) Identification of eligible students shall be a district responsibility; DEED has no obligation to track or identify for districts which students in the district may be eligible for HSGQE remediation reimbursement.

ii. HSGQE remediation reimbursement is only available for students with attendance records of 85% or higher for the previous school year. Excused absences will not be counted against the student, and an appeal process shall allow waivers of the attendance requirement in hardship circumstances. The attendance requirement is intended as an incentive for districts to intervene with truant students.

d. Implementation.

i. Required documentation for reimbursement shall consist of records showing per-student spending on the program. Subject to appropriation, reimbursement to the district will occur upon presentation of documentation to the Department, up to \$3,000 per student for the student’s lifetime. The reimbursement process is intended to be simple and will be approved by the Moore Collaborative Committee.

ii. Students who are not eligible for HSGQE remediation reimbursement may attend the remediation programs without affecting reimbursement for eligible students.

10. **NO DIMINUTION OF OTHER PROGRAMS.** The spending and programs created and described herein are intended to be additional to existing funding and programs. Nothing in this Settlement Agreement is intended to supplant, offset or otherwise diminish State funding and support for or commitment towards existing educational programs. Accordingly, in the event that significant diminution occurs,

CEAAC may withdraw from this agreement, as follows:

a. CEAAC shall retain the right to withdraw until ten business days after the Governor submits his vetoes to the FY 2013 budget, and will only exercise this right if the reduction in funding adversely affects the schools covered by this Agreement disproportionately to other schools, and occurred as a direct result of this settlement Agreement.

b. CEAAC may waive the right to withdraw from the Agreement prior to the deadline established herein. A waiver under this provision must be in writing, signed by CEAAC and its counsel, and submitted to the Department and its counsel.

11. **ATTORNEY'S FEES.** For purposes of this settlement, and in order to further the important educational initiatives established herein, the parties agree that each side shall bear its own fees and costs.

12. **STIPULATION FOR DISMISSAL.** The parties shall stipulate to dismissal with prejudice of all of the claims raised or that could have been raised by plaintiffs in this matter, to be effective on the effective date of the legislation providing for appropriations for the projects described in Paragraph 1 of this Settlement Agreement.

13. **GOOD FAITH IMPLEMENTATION.** The parties agree to work together in good faith to fully implement this Settlement Agreement. In the event that the parties find that modifications to the Agreement are necessary for logistical or other program reasons, the Agreement may be modified in writing by joint agreement of the commissioner and CEAAC.

14. **COUNTERPART SIGNATURES ACCEPTABLE.** This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same agreement. A facsimile copy of any signature shall be deemed fully enforceable as an original.

Accepted for Plaintiffs:

Date

Brad Allen, Superintendent
Kuspuk School District
Plaintiff

Date

Robert Picou, Superintendent
Bering Strait School District
Plaintiff

Date

Howard Diamond, Superintendent
Yupiit School District
Plaintiff

Date

Charles Wohlforth
CEAAC Executive Director
Plaintiff

Accepted as to Form:

Date

Howard S. Trickey, Esq.
Counsel for Plaintiffs

Accepted by Defendant State of Alaska:

1/19/2012
Date

Mike Hanley
Mike Hanley, Commissioner
Alaska Department of Education
and Early Development
Defendant

Accepted as to Form:

1/19/2012
Date

Richard Svobodny
Richard Svobodny, Esq.
Acting Attorney General
for the State of Alaska

IN THE SUPERIOR COURT FOR THE STATE OF ALASKA
THIRD JUDICIAL DISTRICT AT ANCHORAGE

KRISTINE MOORE, et al.)	
)	
Plaintiffs,)	
)	
vs.)	
)	
STATE OF ALASKA,)	
)	
Defendant.)	
) Case No. 3AN-04-9756 CI

**Modified Index Scores
3 Year Value
All Schools**

District Name	School ID	School Name	2011 Index	2010 Index	2009 Index	3 Yr Avg
Kuspuk	290020	Crow Village Sam School	75.29	88.94	47.88	70.70
Alaska Gateway	30070	Tetlin School	57.78	80.00	78.89	72.22
Northwest Arctic	370060	McQueen School	76.55	72.17	71.58	73.44
Yukon Flats	510010	Arctic Village School	76.48	79.62	64.67	73.59
Lower Yukon	320120	Pitkas Point School	78.10	93.33	50.00	73.81
Yukon-Koyukuk	520050	Kaltag School	64.09	76.53	83.75	74.79
Lower Kuskokwim	310030	Joann A. Alexie Memorial School	69.12	83.65	72.45	75.07
Lower Yukon	320150	Sheldon Point School	68.33	78.13	79.16	75.20
North Slope	360090	Meade River School	63.47	95.38	66.79	75.21
Yukon Flats	510040	Tsuk Taih School	81.67	65.56	78.89	75.37
Southwest Region	450120	Twin Hills School	79.00	64.29	83.33	75.54
Yupiiit	540010	Akiachak School	68.22	82.58	77.69	76.16
Yupiiit	540040	Tuluksak School	81.16	75.37	73.87	76.80
Bering Strait	70050	Diomedea School	72.64	78.00	81.25	77.30
Northwest Arctic	370210	Davis-Ramoth School	79.77	74.73	78.93	77.81
Lower Kuskokwim	310250	Nelson Island Area School	72.92	82.00	80.07	78.33

Lower Kuskokwim	310120	Chief Paul Memorial School	76.73	81.13	78.45	78.77
Lower Kuskokwim	310040	Nightmute School	81.57	82.55	72.53	78.88
Lower Kuskokwim	310130	Ayagina'ar Elitnaurvik	79.05	84.39	74.97	79.47
Northwest Arctic	370110	Shungnak School	71.92	86.55	80.15	79.54
Northwest Arctic	370070	Kobuk School	79.30	84.12	75.97	79.80
Lower Kuskokwim	310200	Lewis Angapak Memorial School	71.23	84.65	85.16	80.35
Yukon Flats	510070	Fort Yukon School	86.42	90.03	65.00	80.48
Lower Yukon	320110	Pilot Station School	81.53	81.82	78.56	80.63
Lower Kuskokwim	310080	Chaputnguak School	71.78	84.36	86.19	80.78
Yukon-Koyukuk	520030	Johnny Oldman School	89.52	84.13	69.38	81.01
Bering Strait	70010	Brevig Mission School	75.36	86.97	82.28	81.54
Kuspuk	290030	Johnnie John Sr. School	83.89	95.00	66.19	81.69
Lower Yukon	320050	Marshall School	79.68	93.14	72.77	81.86
North Slope	360050	Nuiqsut Trapper School	79.91	82.65	83.75	82.10
Bering Strait	70180	Gambell School	80.83	84.25	82.99	82.69
Lower Yukon	320080	Kotlik School	79.49	88.57	80.04	82.70
Lower Kuskokwim	310140	Ket'acik/Aapalluk Memorial School	79.37	89.19	79.79	82.78
Lower Kuskokwim	310090	Eek School	81.60	87.67	79.31	82.86
Lower Kuskokwim	310190	Ayaprun School	67.09	93.35	88.18	82.87
Southeast Island	440270	Naukati School	87.22	86.11	76.43	83.25
Bering Strait	70120	Tukurngailnguq School	74.01	89.82	85.96	83.26
Bering Strait	70150	Wales School	79.87	85.17	85.00	83.35
Bering Strait	70200	Hogarth Kingeekuk Sr. Memorial School	77.09	90.91	82.38	83.46
Lower Yukon	320140	Scammon Bay School	78.01	90.50	82.09	83.53

IN THE SUPERIOR COURT FOR THE STATE OF ALASKA
THIRD JUDICIAL DISTRICT AT ANCHORAGE

KRISTINE MOORE, et al.)	
)	
Plaintiffs,)	
)	
vs.)	
)	
STATE OF ALASKA,)	
)	
Defendant.)	
) Case No. 3AN-04-9756 CI

**Modified Value Table for Determination of
the Modified School Growth Index**

Previous Year Level	Current Year Level						
	FBP-	FBP+	BP-	BP+	Pro	Pro+	Adv
FBP-	60	90	120	150	180	205	230
FBP+	40	70	100	130	160	185	210
BP-	20	50	80	110	140	165	190
BP+	0	30	60	90	120	145	170
Pro	0	10	40	70	100	125	150
Pro+	0	0	20	50	80	105	130
Adv	0	0	0	30	60	85	110

IN THE SUPERIOR COURT FOR THE STATE OF ALASKA
THIRD JUDICIAL DISTRICT AT ANCHORAGE

KRISTINE MOORE, et al.)
)
 Plaintiffs,)
)
vs.)
)
STATE OF ALASKA,)
)
 Defendant.)
_____) Case No. 3AN-04-9756 CI

**Settlement Agreement
Targeted Resources Grant Fund
District Match Requirement**

District Size	Match Requirement
Under 300	10%
301-1000	20%
1001-3000	30%
Above 3000	40%

The Moore Settlement: A one-page summary

More information: CEAAC Executive Director Charles Wohlforth, 907-242-2151, director@ceaac.net

Who is CEAAC? Citizens for the Educational Advancement of Alaska’s Children (www.ceaac.net) is a non-profit corporation with 22 Alaska school districts as members.

The case In 2004, a variety of plaintiffs sued the State of Alaska in *Moore*, challenging the adequacy of the educational system under the Alaska Constitution’s guarantee of “a system of public schools open to all children.” In 2007, Judge Sharon Gleason for the first time defined the constitutional obligation and narrowed the case to the State’s failure to support and oversee chronically underperforming schools. CEAAC alone carried on the litigation through the “compliance phase,” achieving positive rulings in 2009 and 2010, until settling with the State on January 26, 2012.

Settlement structure The State pays \$18 million total for four programs over an anticipated three years. The money is allocated by the Moore Collaborative Committee, with three voting members appointed by the State and three by CEAAC. The committee designs most program details, creates simplified grant applications, and reviews outcomes. Grants are scored and evaluated by independent contractors. After the \$18 million is expended, the committee and the programs end unless extended by future action of the State.

Program	Purpose	Beneficiary
Two-year kindergarten and related programs	Standards-based instruction for four-year-olds to prepare them for school.	The 40 schools with the lowest performance and demonstrating community support for the program.
Targeted resource grants	Non-competitive grants to support proven educational strategies.	The 40 Alaska schools with the lowest performance.
Teacher retention grants	Competitive grants for initiatives or physical improvements to reduce teacher turn-over.	Any Alaska school with high teacher turn-over and low test scores, depending on proposals.
HSGQE Remediation Reimbursement	Remedial support for students who fail the graduation exam after attending an underperforming school, up to \$3000 per student.	Any Alaska school with a junior or senior failing the HSGQE who attends or previously attended high school at one of the 40 lowest schools.

Other obligations In exchange for settling, CEAAC and the State agreed to:

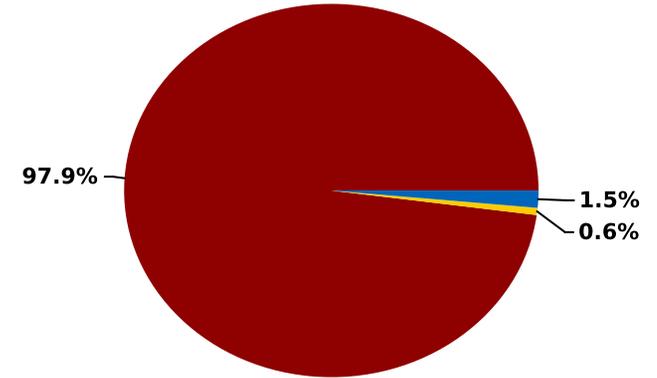
- Dismiss the litigation without recovering legal expenses;
- New accountability measures for school districts accessing settlement funds;
- New attendance requirements for students benefiting from settlement funds;
- The \$18 million appropriation in new education funds (without offsets) during the 2012 session;
- Refrain during the 2012 session from advocating for increases to the settlement.

Math: Math K-12

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

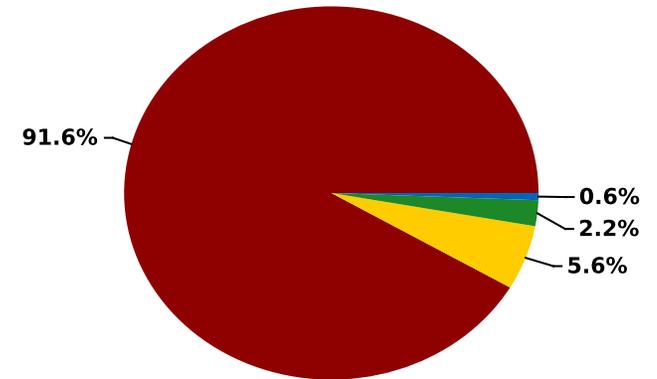
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	162	153	94.4%	3	1.9%	6	3.7%
6	136	135	99.3%	0	0.0%	1	0.7%
7	156	154	98.7%	0	0.0%	2	1.3%
8	132	132	100.0%	0	0.0%	0	0.0%
9	114	113	99.1%	1	0.9%	0	0.0%
10	110	106	96.4%	1	0.9%	3	2.7%
Total	810	793	97.9%	5	0.6%	12	1.5%



Projected to: **Alaska System of Academic Readiness (AK STAR)** taken in **spring**.

View Linking Study: <https://www.nwea.org/news-center/resources/alaska-linking-study/>

Grade	Student Count	Level 1: Needs Support		Level 2: Approaching		Level 3: Proficient		Level 4: Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	143	127	88.8%	12	8.4%	4	2.8%	0	0.0%
4	140	124	88.6%	9	6.4%	6	4.3%	1	0.7%
5	162	139	85.8%	10	6.2%	9	5.6%	4	2.5%
6	136	128	94.1%	6	4.4%	1	0.7%	1	0.7%
7	156	145	92.9%	9	5.8%	2	1.3%	0	0.0%
8	132	129	97.7%	3	2.3%	0	0.0%	0	0.0%
9	114	108	94.7%	6	5.3%	0	0.0%	0	0.0%
Total	983	900	91.6%	55	5.6%	22	2.2%	6	0.6%



Explanatory Notes

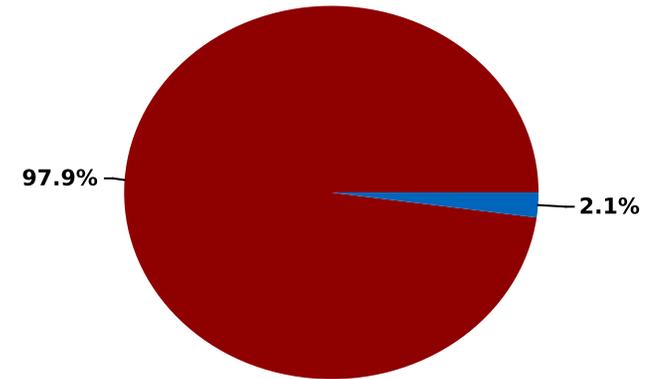
This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

Math: Math K-12

Projected to: **SAT** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/>

Grade	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
5	162	153	94.4%	9	5.6%
6	136	135	99.3%	1	0.7%
7	156	154	98.7%	2	1.3%
8	132	132	100.0%	0	0.0%
9	114	111	97.4%	3	2.6%
Total	700	685	97.9%	15	2.1%



Explanatory Notes

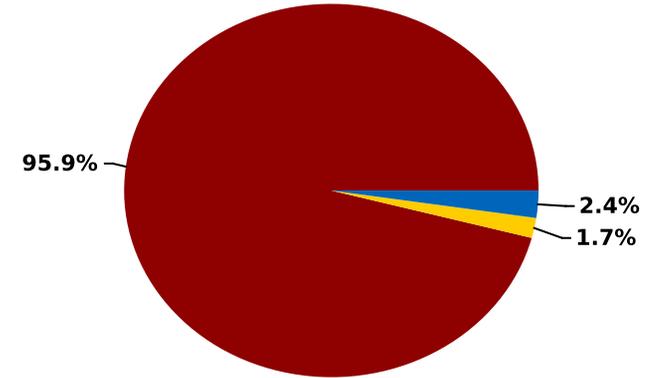
This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

Language Arts: Reading

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

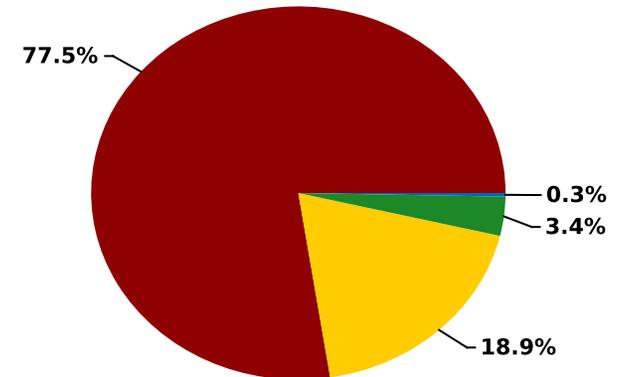
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	161	150	93.2%	5	3.1%	6	3.7%
6	137	134	97.8%	0	0.0%	3	2.2%
7	155	154	99.4%	0	0.0%	1	0.6%
8	129	124	96.1%	1	0.8%	4	3.1%
9	113	106	93.8%	4	3.5%	3	2.7%
10	112	106	94.6%	4	3.6%	2	1.8%
Total	807	774	95.9%	14	1.7%	19	2.4%



Projected to: **Alaska System of Academic Readiness (AK STAR)** taken in **spring**.

View Linking Study: <https://www.nwea.org/news-center/resources/alaska-linking-study/>

Grade	Student Count	Level 1: Needs Support		Level 2: Approaching		Level 3: Proficient		Level 4: Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	142	118	83.1%	23	16.2%	1	0.7%	0	0.0%
4	139	111	79.9%	25	18.0%	2	1.4%	1	0.7%
5	161	114	70.8%	33	20.5%	12	7.5%	2	1.2%
6	137	60	43.8%	72	52.6%	5	3.6%	0	0.0%
7	155	146	94.2%	8	5.2%	1	0.6%	0	0.0%
8	129	112	86.8%	12	9.3%	5	3.9%	0	0.0%
9	113	95	84.1%	11	9.7%	7	6.2%	0	0.0%
Total	976	756	77.5%	184	18.9%	33	3.4%	3	0.3%



Explanatory Notes

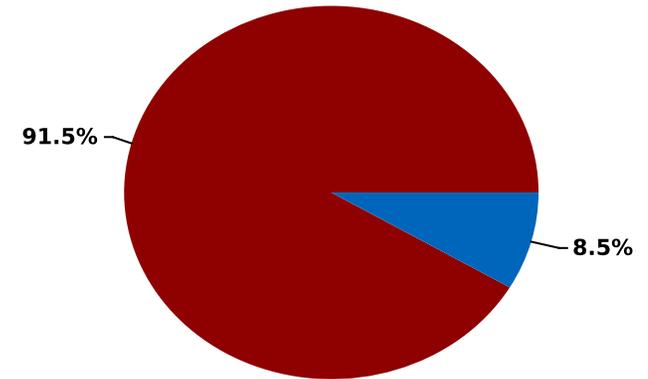
This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

Language Arts: Reading

Projected to: **SAT** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/>

Grade	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
5	161	144	89.4%	17	10.6%
6	137	129	94.2%	8	5.8%
7	155	149	96.1%	6	3.9%
8	129	115	89.1%	14	10.9%
9	113	99	87.6%	14	12.4%
Total	695	636	91.5%	59	8.5%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

Data Review: Online Alaska School Information System (OASIS) Data 2018-2023

Count (Foundation Summary)

School	2018	2019	2020	2021	2022	2023
Ambler	71	68.35	67	59.25	56.6	60.9
Buckland	175.3	165.6	172.4	182.6	187.8	195
Deering	33.75	48.25	48.8	48.65	51	51.15
Kiana	120	117.75	116	104.2	98.85	102.95
Kivalina	143.65	159	158.3	164.4	158.2	155.4
Kobuk	43.6	49.11	48	30.8	34	29.1
JNES	353.1	316	305.5	250.9	259.55	266.3
Noatak	161.1	115.1	144.7	146.75	158.2	152.6
Noorvik	190.1	200.75	198	198.57	200	196.7
Shungnak	56.9	64.6	70.4	75.3	82.25	67.2
KMHS	332	334	337.85	327.45	326.9	335
Selawik	245.2	248.7	265.26	224.2	243.8	257
Home School	42.15	64.6	22	48.5	32.5	23
Grand Total	1967.9	1951.8	1954.2	1861.6	1889.7	1892.3

Special Ed Total	293	302	298	261	239	238
Intensive Total	44	52	55	51	55	55

Middle of Year mClass Report

1. Overview

- a. NWABSD’s benchmarking schedule for the 2023-2024 school year is:
 - i. Fall: September 18th-September 29th
 - ii. Winter: December 4th-December 15th
 - iii. Spring April 22nd-May 3rd

- b. mCLASS is an all-in-one system for Science of Reading-based universal screening, dyslexia screening, and progress monitoring. DIBELS8 is part of the mClass assessment.
 - i. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) consists of a set of measures for assessing reading skills with six subtests: Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Word Reading Fluency (WRF), Oral Reading Fluency (ORF), and Maze.

Maze																										
Oral Reading Fluency (ORF)																										
Word Reading Fluency (WRF)																										
Nonsense Word Fluency (NWF)																										
Phonemic Segmentation Fluency (PSF)																										
Letter Naming Fluency (LNF)																										
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End			
Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade		

- c. Under HB114 [AK Reads Act] all school districts in Alaska must assess all K-3 students in the fall using the statewide screening tool [mClass]. They [District] should identify students with reading deficiencies, who must take winter and spring assessments. Students with sufficient reading skills are exempt from winter and spring assessments.
 - i. In practice, **all K-3 students** must have a composite score in the system by the end of the district’s selected testing window. A composite score is received when all available subtests have been administered.
 - 1. The following assessments are also required to ensure proper screening of our students...
 - a. Vocabulary is required for all 2-3rd graders.
 - b. Rapid Automatic Naming (RAN) needs to be administered to all Kindergarteners and First Grade Students.
 - c. Both Rapid Automatic Naming (RAN) and Spelling should be administered if a student scores below or well below benchmark.

Table 1.2 Administration Time in Minutes by Grade and Administration Type

Administration Type	K	1	2-3	4-8
Individual	4-6	5-7	4	2
Group	NA	NA	5	5

District-Wide Fidelity Report

Completion: DIBELS 8th Edition							
View		Population		Time		Measure	
Segment Results by: District Grade Divider: On		Grade: All Grades District: Northwest Arctic Borough Sd		School Year: 2023-2024 Period: All Periods As Of: 01/16/2024		Show Completion For: DIBELS 8th Edition	
Student Filters: Classed/Unclassed: Official Class Assigned							
Current as of 01/15/2024							
District		25%	50%	75%	Total Students	DIBELS 8th Edition	Not Complete
Northwest Arctic Borough Sd	23-24 BOY				865	83%	17%
	23-24 MOY				865	69%	31%
Northwest Arctic Borough Sd							
Grade K	23-24 BOY				131	90%	10%
	23-24 MOY				131	69%	31%
Grade 1	23-24 BOY				165	86%	14%
	23-24 MOY				165	73%	27%
Grade 2	23-24 BOY				124	81%	19%
	23-24 MOY				124	72%	28%
Grade 3	23-24 BOY				140	94%	6%
	23-24 MOY				140	82%	18%
Grade 4	23-24 BOY				153	82%	18%
	23-24 MOY				153	75%	25%
Grade 5	23-24 BOY				152	66%	34%
	23-24 MOY				152	43%	57%

69% of our students received MOY mClass benchmarking, falling short of the 90% goal. Staffing shortages in Noorvik, Buckland, and Noatak, along with student absences and system issues, impacted the administration of the test. Despite these challenges, the collected data offer valuable insights into academic progress.

District-Wide Benchmarking Report

Account	District	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
Northwest Arctic Borough Sd						Current as of 01/15/2024
Grade K						
Reference Data (Compare these results against a wider population)						
Northwest Arctic Borough Sd	23-24 BOY					118
	23-24 MOY					90
Grade 1						
Reference Data (Compare these results against a wider population)						
Northwest Arctic Borough Sd	23-24 BOY					142
	23-24 MOY					121
Grade 2						
Reference Data (Compare these results against a wider population)						
Northwest Arctic Borough Sd	23-24 BOY					102
	23-24 MOY					90
Grade 3						
Reference Data (Compare these results against a wider population)						
Northwest Arctic Borough Sd	23-24 BOY					132
	23-24 MOY					115
Grade 4						
Reference Data (Compare these results against a wider population)						
Northwest Arctic Borough Sd	23-24 BOY					125
	23-24 MOY					114
Grade 5						
Reference Data (Compare these results against a wider population)						
Northwest Arctic Borough Sd	23-24 BOY					102
	23-24 MOY					65

NWABSD Reads Act Plan

Students that have scored at benchmark or above benchmark

1. **Tier I (Core) 90 min/day all students.**
 1. Into Reading (60m)
 2. ECRI (30m)
 3. Writing (30m)
2. Are progress monitored once a month.

Students that have scored below benchmark.

1. Receive Tier I (Above) and II
 1. **Tier II (Differentiated Core) 20-25 min. 3 days a week, groups of 6+ students**
 1. ECRI pre-teach and reteach.
 2. Into Reading Foundational Skills
2. Are progress monitored once a month

Students that have scored “well below benchmark” are required to have an Individual Reading Improvement Plan (IRIP) developed within 30 days.

1. Tier III (Intensive Skill-Based Interventions); 30-35 min, 5 days a week, and small groups consisting of 2-3 students.
 1. NCIL Intensifications ECRI Intervention
 2. mClass Groups Recommended Interventions
1. We have 15 days to notify parents their students scoring “below proficient” or “well below proficient.”
2. Meet with guardians, develop plan, and implement IRIP within 30 days.
3. After obtaining a parent’s signature and approval of the IRIP, the intervention (10 weeks) plan begins.
4. Students receive Tier I, II, and III instruction.
5. Progress monitoring occurs every other week.
6. Every four weeks, teams are to review IRIPs and adjust the plan based on what students’ Progress monitoring data shows.

**UNADOPTED MINUTES
OF THE NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT**

Mission: "To provide a learning environment that inspires and challenges students and employees to excel."
Vision: "To graduate all students with the knowledge, skills, and attitudes necessary for a successful future."

President, Margaret Hansen, called the special meeting of the Northwest Arctic Borough School District Board of Education to order at 1:10 p.m. on Thursday, October 12, 2023.

Board Members present were:

Margaret Hansen
Tillie Ticket
Carol Schaeffer
Marie Greene
Ellen Coffin
Alice Adams
Shannon Melton
Joanne Harris
Cythina Fields

Board Members absent and excused were:

Millie Hawley, Lawrence Jones, Sr.

A quorum was present.

Observed.

Those present participated in the Pledge of Allegiance.

Staff/guests present: Terri Walker-Superintendent, Megan Williams-Director of Administrative Services, Tracy Bell-Director of Curriculum/Instruction, Joy Cogburn-Smith-Director of State/Federal Programs, Amy Eakin-Director of Technology, Stella Snyder-Borough Clerk, Shayne Schaeffer-Executive Assistant, Steve Wadleigh-Altman & Rogers and Alice Melton-Barr-newly elected Board Member.

Northwest Arctic Borough Deputy Clerk, Stella Snyder, swore in re-elected Board Members: Marie Greene and Carol Schaeffer and newly-elected Board Member: Alice Melton-Barr all of Kotzebue.

Congratulations to the elected Board Members were given.

President, Margaret Hansen, called for nominations for *President*.

Tillie Ticket nominated Margaret Hansen as President, seconded by Marie Greene. Margaret Hansen was unanimously voted in as President.

Margaret Hansen resumes the position as President.

President, Margaret Hansen called for nominations for *Vice-President*.

Marie Greene nominated Carol Schaeffer as Vice-President, seconded by Ellen Coffin. Carol Schaeffer was elected as Vice-President with a vote of 9 yes and 1 no response.

Board Member, Millie Hawley entered the meeting approximately 1:25 p.m.

President, Margaret Hansen, called for nominations for *Treasurer*.

Margaret Hansen nominated Marie Greene as Treasurer, seconded by Carol Schaeffer. Marie Greene was unanimously voted in as Treasurer.

CALL TO ORDER

ROLL CALL

MOMENT OF SILENCE

PLEDGE OF ALLEGIANCE

INTRODUCTION OF
STAFF/GUESTS

OATH OF OFFICE

REORGANIZATION OF
THE BOARD

President, Margaret Hansen, called for nominations for *Secretary*. Joanne Harris nominated Tillie Ticket as Secretary, seconded by Alice Melton-Barr. Tillie Ticket was unanimously voted in as Secretary.

President, Margaret Hansen, calls for nominations for *Parliamentarian*. Tillie Ticket nominated Millie Hawley, seconded by Alice Adams. Millie Hawley was unanimously voted in as Parliamentarian.

Board Members are requested to send their selection for Board Committee's to President Margaret Hansen.

The Board approves audited financial statements. The District is required by State law to have an annual audit performed by independent auditors. The annual financial audit is an independent and unbiased examination of the District's financial information. It is required that the FY23 Audited Financial Statements be sent to the Alaska Department of Education and Early Development by November 15 of each year and be approved by the Board. Altman, Rogers & Co. presented the FY23 financial statement information and auditor opinions to the Board. The FY23 Audited Financial Statements cover the operation of the Northwest Arctic Borough School District for the period July 1, 2022, through June 30, 2023. The administration recommended the Board approve the FY23 Audited Financial Statements as presented.

Alice Melton-Barr moved to table the approval of FY23 Audited Financial Statements as presented, seconded by Marie Greene.

Motion carried unanimously by voice vote.

Nominations for the Association of Alaska School Boards (AASB), Outstanding School Board of the Year requires formal Board action. Each year during the annual AASB General Membership meeting, an AASB Outstanding School Board of the Year Award is given. This award is designed to reflect the Board's involvement in Board Standards. In order to be eligible, a school board must be a member board in good standing of AASB and have formally adopted Board Standards. The school board should self-nominate for this award. Nominations must be received by October 13, 2023. The procedures for nominating a School Board are attached for the Board to review. The administration recommended the Board nominate Northwest Arctic Borough School District Board of Education for the AASB School Board of the Year Award as presented.

No final action was taken.

Various Human Resources actions occur which require Board action or cognizance. On a monthly basis the administration recommends Board approval of new certified/classified hires, position reclassifications, and the revision of job descriptions. In addition, the administration informs the Board of resignations, transfers and terminations throughout the district. The administration recommended the Board approve the FY24 certified new hires at Noatak, Noorvik and Selawik; and the FY24 classified new hires at Buckland, District Office and Shungnak as presented.

Margaret Hansen moved to approve the the FY24 certified new hires at Noatak, Noorvik and Selawik; and the FY24 classified new hires at Buckland, District Office and Shungnak as presented, seconded by Marie Greene.

Motion carried unanimously by voice vote.

APPROVAL OF FY23
AUDITED FINANCIAL
STATEMENTS

ACTION

NOMINATIOIN OF AASB
OUTSTANDING SCHOOL
BOARD OF THE YEAR

ACTION

APPROVAL OF HUMAN
RESOURCES

ACTION

Board approval is required for purchases that exceed \$50,000. Migrant student clothing orders are being finalized and purchased by site according to orders received from parents. The total purchase cost will not exceed \$120,000 as budgeted. These items were fully budgeted for and approved by the Alaska Department of Education as part of NWABSD's Migrant Title 1-C application. Funding from the Migrant Education Fund. The administration recommended Board approval of the purchase of migrant education student services clothing from Big Ray's The Alaskan Outfitters, in the amount not to exceed \$120,000 as presented.

APPROVAL OF
PURCHASE; BIG RAY'S,
THE ALASKAN
OUTFITTERS

Marie Greene moved to approve purchase of migrant education student services clothing from Big Ray's The Alaskan Outfitters, in the amount not to exceed \$120,000 as presented, seconded by Joanne Harris.

ACTION

Motion carried unanimously by voice vote.

Alice Melton-Barr moved that the Board go into an executive session to discuss matters, which by law, municipal charter, or ordinance are required to be confidential, seconded by Tillie Ticket.

EXECUTIVE SESSION

Motion passed unanimously by voice-vote. The Board went into executive session at 1:40 p.m.

DATE/TIME OF NEXT
BOARD MEETING

Executive Session ended and the meeting reconvened in open session at 3:10 p.m.

ADJOURNMENT

The next Special Board meeting of the NWABSD Board of Education will be held November 07, at 3:30 p.m. in Kotzebue, AK.

Tillie Ticket moved to adjourn the meeting, seconded by Ellen Coffin.

Motion passed with unanimous consent.

The meeting adjourned at 3:11 pm.

Tillie Ticket, Secretary

Shayne Schaeffer, Recording Secretary

**UNADOPTED MINUTES
OF THE NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT**

Mission: "To provide a learning environment that inspires and challenges students and employees to excel."
Vision: "To graduate all students with the knowledge, skills, and attitudes necessary for a successful future."

President Margaret Hansen called the special meeting of the Northwest Arctic Borough School District Board of Education to order at 3:30 p.m. on Tuesday, November 7, 2024.

Board Members present were:

Margaret Hansen
Tillie Ticket
Carol Schaeffer
Marie Greene
Alice Adams
Shannon Melton
Lawrence Jones
Joanne Harris

Board Members absent and excused were:

Millie Hawley
Alice Melton-Barr
Ellen Coffin

A quorum was present.

Observed.

Those present participated in the Pledge of Allegiance.

Staff/guests present: Terri Walker-Superintendent, Megan Williams-Director of Administrative Services, Tracy Bell-Director of Curriculum/Instruction, Perrian Windhausen Director of Student Services, Jeff Alexander Director of Human Resources, Joy Cogburn-Smith-Director of State/Federal Programs, Amy Eakin-Director of Technology, Gary Perkins Kotzebue High School Principal, Shayne Schaeffer-Executive Assistant, Michal Callfield Attorney for the School District.

Marie Greene moved that the Board go into an executive session to discuss matters, which by law, municipal charter, or ordinance are required to be confidential, seconded by Tillie Ticket.

Motion passed unanimously by voice-vote. The Board went into executive session at 1:40 p.m.

Executive Session ended and the meeting reconvened in open session at 4:28 p.m.

Board approval is required for purchases that exceed \$50,000. Follett Solutions will curate book selections per grade level for our students, books will be bundled by grade level and be shipped directly to sites for distribution. The total purchase cost will not exceed \$ 300,000 as budgeted. These items were fully budgeted for and approved as part of our Literacy Connections application under the Innovative Approaches to Literacy grant program. Funding: Federal LIT Grant Fund 353. The administration recommends board approval of the purchase of grade-level take-home books from Follett School Solutions, as presented.

CALL TO ORDER

ROLL CALL

MOMENT OF SILENCE

PLEDGE OF ALLEGIANCE

INTRODUCTION OF
STAFF/GUESTS

EXECUTIVE SESSION

APPROVAL OF
PURCHASE FOLLETT
SCHOOL SOLUTIONS

Marie Greene moved to approve purchase of Follett School Solutions, in the amount not to exceed \$300,000 as presented, seconded by Carol Schaeffer.

Motion carried unanimously by voice vote.

ACTION

Various Human Resources actions occur which require Board action or cognizance. On a monthly basis the administration recommends Board approval of new certified/classified hires, position reclassifications, and the revision of job descriptions. In addition, the administration informs the Board of resignations, transfers and terminations throughout the district. The administration recommended the Board approve the FY24 certified new hires at KMHS, and certified transfer from KMHS to Noatak as presented.

APPROVAL OF HUMAN RESOURCES

Tillie Ticket moved to approve the the FY24 certified new hires at KMHS, and Certified transfer form KMHS to Noatak as presented, seconded by Carol Schaeffer.

Motion carried unanimously by voice vote.

ACTION

The Board approves audited financial statements. The District is required by State law to have an annual audit performed by independent auditors. The annual financial audit is an independent and unbiased examination of the District's financial information. It is required that the FY23 Audited Financial Statements be sent to the Alaska Department of Education and Early Development by November 15 of each year and be approved by the Board. Altman, Rogers & Co. presented the FY23 financial statement information and auditor opinions to the Board. The FY23 Audited Financial Statements cover the operation of the Northwest Arctic Borough School District for the period July 1, 2022, through June 30, 2023. The administration recommended the Board approve the FY23 Audited Financial Statements as presented.

APPROVAL OF FY23 AUDITED FINANCIAL STATEMENTS

Marie Greene moved to table the approval of FY23 Audited Financial Statements as presented, seconded by Tillie Ticket.

ACTION

Motion carried unanimously by voice vote.

The next Special Board meeting of the NWABSD Board of Education will be held December 4, & 5, 2023, virtually.

DATE/TIME OF NEXT BOARD MEETING

Tillie Ticket moved to adjourn the meeting, seconded by Alice Adams.

Motion passed with unanimous consent.

ADJOURNMENT

The meeting adjourned at 4:33 pm.

Tillie Ticket, Secretary

Shayne Schaeffer, Recording Secretary

**UNADOPTED MINUTES
OF THE NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT**

Mission: "To provide a learning environment that inspires and challenges students and employees to excel."
Vision: "To graduate all students with the knowledge, skills, and attitudes necessary for a successful future."

President Margaret Hansen called the 425th regular Northwest Arctic Borough School District Board of Education meeting to order at 4:03 p.m. on Tuesday, December 5th, 2023, via Microsoft Teams.

Board Members present were:

Margaret Hansen
Carol Schaeffer
Tillie Ticket
Marie Greene
Alice Melton-Barr
Shannon Melton
Lawrence Jones
Joanne Harris
Alice Adams
Kaitlynn Piper, Student Representative

Board Member absent and excused was:
Millie Hawley

A quorum was present.

Observed.

Those present participated in the Pledge of Allegiance.

Staff present: Terri Walker-Superintendent; Kelly Carraway with Migrant Education; Perrian Windhausen, Director of Student Services; James Stewart, Principal of Kiana School; Shayne Schaeffer, Assistant to Superintendent; Tracy Bell-Director of Curriculum/Instruction; Jeff Alexander, Human Resources Director, Karl Kowalski-Director of ATC, Julie Shotwell Principal for Kobuk School, Jackie McManus Kobuk, Dena Strait Capitol Projects, Sarah Hutchinson Principal of Ambler School, Jeff Osborn Teacher for Ambler School, Heather Marron Alaska Communications, Lisa Miller and Shaun Carter Representing Boys & Girls Club,

Kiana School students gave an Inupiaq Dancing presentation. Deering School students presented a piano recital.

No public comment was given.

November 2023 Employee of the Month awardees that were recognized: Jackie McManus, PreK, Kindergarten, 1st Grade Teacher in Kobuk, Alaska. Jonathan Wolfe, Special Educational Aide, Noatak, Alaska. Jeff Osborn is a 5th and 6th grade teacher in Ambler, Alaska. Shaun Carter, Kotzebue Student, 2023, selected youth hero.

Superintendent Terri Walker presented her report. Board Member Marie Greene shared her appreciation for the continued focus on the attendance of our students and how critical it is for our students to succeed in our schools.

CALL TO ORDER

ROLL CALL

MOMENT OF SILENCE

PLEDGE OF ALLEGIANCE

INTRODUCTION OF
STAFF/GUESTS

SCHOOL PRESENTATION

PUBLIC COMMENTS

RECOGNITION AND AWARDS

SUPERINTENDENT'S REPORT

Marie Greene moved to approve the consent agenda as presented, with the exception of Memo 24-063, seconded by Alice Adams. Motion passed unanimously by roll call vote.

ADOPTION OF CONSENT AGENDA

Margaret Hansen, item for discussion is memorandum 24-063. What are the wishes of the board. Carol Schaeffer, I move that the board select Kaitlynn Piper to the Northwest Arctic Borough Board of Education as presented as our Student Representative. Joanne Harris seconded the motion. The motion was passed.

ACTION

Board approval of the District's Indian Policies and Procedures (IPP) as required each year per Impact Aid Regulations. Each year, the Northwest Arctic Borough School District submits the Impact Aid Application to the U.S. Department of Education. The annual application requires the submission of updated Indian Policies and Procedures. The IPP is revised and renewed after consultation with regional Tribal leaders and parents of impacted communities. The IPP meets the established federal requirements according to Section 7004 of the Impact Aid Law. The administration recommends the Board approve Indian Policies and Procedures as presented.

APPROVAL OF CURRENT INDIAN POLICIES AND PROCEDURES

Each month various Human Resources actions occur which require Board action or cognizance. On a monthly basis the administration recommends Board approval of new certified/classified hires, position reclassifications, and new or revised job descriptions. In addition, the administration informs the Board of resignations, transfers, and terminations throughout the district. The administration recommends the Board approve the Human Resources actions as presented. The administration recommended the Board approve the FY24 Certified new hires: Buckland, Noatak, Noorvik, Kiana. FY24 Classified New Hires: ATC, Buckland, Kiana, Kivalina, Noatak, Noorvik, JNES, KMHS. Classified. Certified Resignations: Noatak, Noorvik. Classified Resignations: Kivalina. Certified Transfers: Buckland. Classified Transfers: Kivalina.

APPROVAL OF HUMAN RESOURCES

The School Board shall establish and maintain a balanced budget. The FY24 District Operating Fund Budget was approved and adopted at the April 25th, 2023, Regular School Board meeting with expenditures in the amount of \$60,362,320. Revision #1 was approved at the June 6, 2023, meeting with expenditures in the amount \$63,531,405. The administration recommends the Board approve Revision #2 of the FY24 District Operating Fund Budget as presented.

APPROVAL OF FY24 DISTRICT OPERATING BUDGET REVISION # 2

Board approval is required for all contracts and agreements of \$ 50,000 or more. The district is in need of contracted business services for Food Service Management. A permanent position has been posted since May of 2022, and previously contracted with a person in New York for under \$50k a year, and this contract worked while virtual reviews were approved, however, our District needs someone closer to the region to do in person site reviews and that is on the same daily schedule as our staff to respond to their needs timely. Savory Solutions offers contracted business services for food service management at a reasonable daily rate and is located in Nome, AK, a short flight from our region. The district must employ or contract a Food Service Manager to comply with all of the requirements that the District's Food Service program brings (see attached list of duties). Contracted Business Services for Food Service costs include payment at a daily rate of \$475 and reimbursement for out-of-pocket travel expenses, for the work associated with managing the District's Food Service program. The MOA, which includes costs for travel, is not to exceed \$110,000. Funding Source: District Food Service Fund, supplemented by federal, grant, and general funds. The administration recommends that the Board approve the MOA for Contracted Business Services; Food Service with Savory Solutions not to exceed \$110,000 as presented.

APPROVAL OF CONTRACTED BUSINESS SERVICES; FOOD SERVICE

Superintendent's out-of-district travel require Board approval. The Superintendent is requesting the Board approve the Superintendent's out-of-district travel for 2024 and Personal Leave request: Principal's meeting Anchorage, January 25, 2024. Response to Intervention RTI Conference Anchorage, January 26-28, 2024, Northwest Arctic Leadership (NWALT) Juneau, February 29-30, 2024. ACSA Superintendent's Legislative Fly-in Juneau, February 3-5, 2024. AASB Legislative Fly-in Juneau, February 10-11, 2024. NWALT DC Lobbying Washington DC, March 27-29, 2024. Personal Leave December 18-29, 2023. The

APPROVAL OF SUPERINTENDENTS OUT OF DISTRICT TRAVEL AND PERSONAL LEAVE REQUEST

administration recommends the Board approve the Superintendent's request for out-of-district travel and Personal Leave request as presented.

Board approval is required for purchases that exceed \$50,000. Aligned Educational Resources provides decodable readers organized into a system aligned by decodability percentage and in coordination with our current adopted K-5 literacy program, *Into Reading*. Aligned Educational Resources materials also follows the Structured Literacy and Science of Reading approach needed to support early literacy and Alaska Reads Act implementation. Decodable readers are organized by literacy developmental level and are to serve as a resource, supplement, and intervention for sites. The total purchase cost will not exceed \$230,000 as budgeted. These items were budgeted for and approved as part of our AK CLSD Literacy grant application through the Alaska Department of Education & Early Development. Funding: State AK Literacy Grant Fund 305, ESSER III. The administration recommends the board approves the purchase supplemental decodable reader libraries for all sites to support students in grades K to grade 3 from Aligned Educational Resources for an amount not to exceed \$230,000 as presented.

APPROVAL OF PURCHASE;
ALIGNED EDUCATION
RESOURCES

Board approval is required for purchases that exceed \$50,000. Houghton Mifflin Harcourt provides coaching sessions to support the implementation, organization, and instructional decision making of our current adopted K-5 literacy program, *Into Reading*. Houghton Mifflin Harcourt's coaching sessions will center about supporting new teachers with fidelity to core implementation and supporting current teachers with materials, resources, and alignment to the Structured Literacy and Science of Reading approach needed to support early literacy and Alaska Reads Act implementation. The total purchase cost will not exceed \$100,000 as budgeted. These items were budgeted for and approved as part of our AK CLSD Literacy grant application through the Alaska Department of Education & Early Development. Funding: State AK Literacy Grant Fund 305. The administration recommends the board approves the purchase of purchase supplemental coaching services provided by Houghton Mifflin Harcourt for K-5 teachers not to exceed \$100,000 as presented.

APPROVAL OF PURCHASE;
HOUGHTON MIFFIN
HARCOURT

Selection of Student Representative to the NWABSD Board of Education shall be selected by vote at a Board meeting. According to AR 9110, the Board believes it is important to seek out and consider students' ideas, viewpoints, and reactions to the educational program. In order to provide student input and involvement, the Board shall appoint Student Representative(s) as deemed necessary. Student Representative(s) shall have the right to attend public meetings of the Board, be recognized at meetings, participate in discussing issues and shall receive all materials presented to Board members except those related to executive session. The administration recommends the Board select a Student Representative to the NWABSD Board of Education as presented.

SELECTION OF STUDENT
REPRESENTATIVE TO THE
NWABSD BOARD OF
EDUCATION

Board approval is required for School Board resignations. A School Board member who wishes to resign may do so by submitting his/her written resignation to the School Board. The Board shall declare the board member's seat vacant upon acceptance of the resignation. The Board may accept the resignation with a deferred effective date. The School Board may declare a regional school board seat vacant if the person elected resigns. *A letter of resignation dated, October 11, 2023, was received from Ellen Coffin of Noorvik resigning as a Board Member.* Ellen Coffin currently is in seat C, representing Kiana, Kivalina, Noatak and Noorvik, term ending 2025. A vacancy on the Board shall be filled within 30 days of the vacancy by Board appointment. When making an appointment to the Board, the Board desires to draw from the widest possible number of candidates. The Board shall: 1. Provide candidates with appropriate information regarding Board member responsibilities. 2. Announce names of candidates and accept public input either in writing or at a public meeting. 3. Interview the candidates at a public meeting. 4. Select the provisional appointee by majority vote at a public meeting. The person appointed shall hold office until the next regularly scheduled election for district Board members and shall be afforded all the powers and duties of a Board member upon appointment. The administration recommends that the Board accept the letter of resignation from Ellen Coffin who serves a NWABSD Board Member serving in Seat C, representing Kiana, Kivalina, Noatak and Noorvik and declare the seat vacant as presented.

ACCEPTANCE OF THE
RESIGNATION FROM A
SCHOOL BOARD MEMBER;
ELLEN COFFIN, NOORVIK

Marie Greene moved to enter executive session at 4:45 pm. Margaret Hansen seconded. Executive Session was held. At 6:14 pm Margaret resumed the regular meeting.

EXECUTIVE SESSION

Carol Schaeffer mentioned Lon Garrison sent out an email asking for a District Advocacy Representative from each district. If anybody is interested to fill that role, to contact Margaret?

BOARD COMMENTS

Carol Schaeffer, Happy Holidays everybody.

Margaret Hansen, wanted to thank all the school districts that presented and the longevity awards and employee recognition. Happy Holidays and thank you to Kaitlynn Piper.

Alice Melton-Barr, I would like to thank everybody that had called with their kind words and heartfelt condolences when we had several losses within our family.

Marie Greene, I just wanted to thank you for setting up Representative Baker joining us. I think that's important. Thank you very much I really appreciate that.

Carol Schaeffer, I am going to miss Ellen being on the board. She was a bright light.

The next regular Board meeting of the NWABSD Board of Education will be held on January 24, 2024, at 4:00 p.m.

DATE/TIME OF NEXT BOARD MEETING

Alice Melton-Barr moved to adjourn the meeting, seconded by Marie Greene.

ADJOURNMENT

Motion passed with unanimous consent. The meeting adjourned at 6:26 pm.

Tillie Ticket, Secretary

Shayne Schaeffer, Recording Secretary

**UNADOPTED MINUTES
OF THE NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT**

Mission: "To provide a learning environment that inspires and challenges students and employees to excel."
Vision: "To graduate all students with the knowledge, skills, and attitudes necessary for a successful future."

President Margaret Hansen called the Special Meeting of the Northwest Arctic Borough School District Board of Education to order at 8:40 a.m. on Monday, January 22, 2024.

Board Members present were:

Margaret Hansen
Tillie Ticket
Carol Schaeffer
Marie Greene
Alice Adams
Shannon Melton
Lawrence Jones Sr.
Joanne Harris
Alice Melton-Barr

Board Members absent and excused were:

Millie Hawley

A quorum was present.

Observed.

Staff/guests present: Terri Walker-Superintendent, Perrian Windhausen, Director of Student Services, Tracey Bell-Director of Curriculum and Instruction, Joy Cogburn-Smith-Director of State/Federal Programs, Amy Eakin-Director of Technology, Jeff Alexander – Human Resources Director, Brandon Blackham-Property Services, Shayne Schaeffer-Executive Assistant, Dave Herbert, Consultant with AASB.

Carol Schaeffer moved that the Board go into an executive session to discuss matters, which by law, municipal charter, or ordinance are required to be confidential, seconded by Tillie Ticket.

The motion passed unanimously by voice vote. The Board went into executive session at 8:42 a.m.

Executive Session ended, and the meeting reconvened in open session at 3:40 p.m.

Board member approval of Superintendent Evaluation summary is required. Board Policy 2123 Evaluation of the Superintendent states that the Board believes that an annual evaluation of the Superintendent's performance strengthens working relationships between the Superintendent and the Board. The evaluation process should clarify the Superintendent's role and give the Board and Superintendent an opportunity to jointly identify immediate priorities among the Superintendent's many responsibilities. Evaluations also should help the Board to monitor progress toward established goals and to set reasonable criteria for salary increases and/or contract extension. The Board shall meet with the Superintendent to discuss the evaluation, including commendations in areas of strength and recommendations for improving effectiveness. The Superintendent and Board members shall agree upon and sign an evaluation summary. Additional evaluations may be arranged at any time during the school year at the request of either the Board or the Superintendent.

CALL TO ORDER

ROLL CALL

MOMENT OF SILENCE

INTRODUCTION OF
STAFF/GUESTS

EXECUTIVE SESSION

APPROVAL OF
SUPERINTENDENT
EVALUATION

Margaret Hansen, item for discussion is memorandum 24-065. What are the wishes of the board? Carol Schaeffer, I motion to approve the annual superintendent evaluation summary as presented in the executive session. Marie Greene seconded the motion. The motion was passed with nine out of ten votes.

ACTION

The board shall employ or contract for a Superintendent. Board member approval of revisions to the Superintendent contract is required. The Superintendent is requesting a revision of the contract between NWABSD and Superintendent Terri Walker from July 01, 2024, to June 30, 2025. Approve the revisions to the Superintendent's contract as presented.

APPROVAL OF
SUPERINTENDENT
CONTRACT ADDENDUM

Margaret Hansen, item for discussion is memorandum 24-066. What are the wishes of the board? Marie Greene, I move to approve memorandum 24-066, the amended superintendent's contract career pathways pay scale for our superintendent's contract from July 1, 2024, to June 30, 2025. Joanne Harris seconded the motion. The motion was passed.

ACTION

Tillie Ticket moved to adjourn the meeting, seconded by Joanne Harris.

ADJOURNMENT

Motion passed with unanimous consent.

The meeting adjourned at 3:47 pm.

Tillie Ticket, Secretary

Shayne Schaeffer, Recording Secretary

**UNADOPTED MINUTES
OF THE NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT**

Mission: "To provide a learning environment that inspires and challenges students and employees to excel."
Vision: "To graduate all students with the knowledge, skills, and attitudes necessary for a successful future."

President Margaret Hansen called the 426th regular meeting of the Northwest Arctic Borough School District Board of Education to order at 4:02 p.m. on Wednesday, January 24th, 2024, In person.

Board Members present were:

Margaret Hansen
Carol Schaeffer
Tillie Ticket
Alice Melton-Barr
Shannon Melton
Lawrence Jones
Joanne Harris
Kaitlynn Piper, Student Representative

Board Member absent and excused was:

Alice Adams, Joanne Harris, Marie Greene, and Millie Hawley

Carol Schaeffer made a motion to excuse Millie Hawley, Marie Greene, Alice Adams, and Joanne Harris. Seconded by Tillie Ticket.

Motion Passed

A quorum was present.

Observed.

Those present participated in the Pledge of Allegiance.

Staff present: Terri Walker-Superintendent; Joy Cogburn-Smith, Director of State and Federal Programs; Jeff Alexander, Director of Human Resources; Tracy Bell, Director of Curriculum/Instruction; Shelbi Garrett, Teacher for the JNES; Shayne Schaeffer, assistant to the Superintendent; Dena Strait, Capitol Projects, Perrian Windhausen, Director of Student Services, Sarah Hutchinson, Principal for Ambler School, Kathy Christy, Capitol Projects,

Aletha Duchene, 3rd Grade Teacher for JNES. Sarah Hutchison, Ambler School Principal; Shelbi Garrett, Secondary Special Education Teacher for KMHS; Samuel Gavin, Bilingual Instructor for Deering School; Melissa Hadley, an around employee for Buckland School.

Selawik School students gave a video presentation. JNES School students gave a presentation on Microsoft Teams.

No public comment was given.

Superintendent Terri Walker presented her report. Board Member Marie Greene appreciated Superintendent Terri Walker for attending the Northwest Arctic Borough Budget Work session. I appreciate your efforts and helping us advocate for our priorities and needs.

No Executive Session is needed.

CALL TO ORDER

ROLL CALL

MOMENT OF SILENCE

PLEDGE OF ALLEGIANCE

INTRODUCTION OF
STAFF/GUESTS

RECOGNITION AND AWARDS

SCHOOL PRESENTATION

PUBLIC COMMENTS

SUPERINTENDENT'S REPORT

EXECUTIVE SESSION

President Margaret Hansen mentioned we need to make an amendment motion to fill the vacancy seat c to the Board of Education.

Carol Schaeffer Would like to pull memorandum 24-069.

Carol Schaeffer moved to approve the consent agenda as amended, with the exception of Memo 24-069, seconded by Tillie Ticket. Motion passed unanimously by roll call vote.

Board policy revisions require Board approval. The Superintendent/designee presents drafts or suggestions for board policy revisions when changes in law occur or when specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board. This is the first reading of the proposed revisions to BP 3290, Business and Non-Instructional Operations, Gifts, Grants, and Bequests. Updates are to ensure appropriate oversight; this update establishes that all donations greater than \$1,000 shall be brought before the Board. It also states that the Superintendent may apply for special revenue grants. The Board Policy Committee reviewed the proposed changes, recommends approval, and to open for public comments. The administration recommends the Board approve the first reading to the proposed revisions to BP 3290, Business and Non-Instructional Operations, Gifts, Grants, and Bequests as presented and open for public comments.

APPROVAL OF PROPOSED REVISIONS TO BP 3290, BUSINESS AND NON-INSTRUCTIONAL OPERATIONS, GIFTS, GRANTS, AND BEQUESTS; FIRST READING

The Superintendent/designee presents drafts or suggestions for board policy revisions when changes in law occur or when a specific need occurs. Policy revisions shall normally be given two readings prior to adoption by the Board. This is the first reading of the proposed BP 3305, Business and Non-Instructional Operations, Electronic Fund Transactions. This is a new Board Policy.

The Board Policy Committee reviewed the proposed changes, recommends approval, and is open for public comments. The administration recommends the Board approve the first reading of the proposed BP 3305, Business and Non-Instructional Operations, Electronic Fund Transactions as presented and open for public comments.

APPROVAL OF PROPOSED REVISIONS TO BP 3305, BUSINESS AND NON-OPERATIONS, ELECTRONIC FUND TRANSACTIONS; FIRST READING

Board policy revisions require Board approval. The Superintendent/designee presents drafts or suggestions for board policy revisions when changes in law occur or when specific need occurs. Policy revisions shall normally be given two readings prior to adoption by the Board. This is the first reading of the proposed revisions to BP 3311, Business and Non-Instructional Operations, Bids. This update includes a list of items that are exempt from normal purchasing procedures. Items on this list may be removed (and be subject to normal purchasing procedures) at a Board's discretion. The Board Policy Committee reviewed the proposed changes, recommends approval and to open for public comments. The administration recommends the Board approve the first reading of the proposed revisions to BP 3311, Business and Non-Instructional Operations, Bids as presented and open for public comments.

APPROVAL OF PROPOSED REVISIONS TO BP 3311, BUSINESS AND NON-INSTRUCTIONAL OPERATIONS, BIDS; FIRST READING

Board policy revisions require Board approval. The Superintendent/designee presents drafts or suggestions for board policy revisions when changes in law occur or when specific need occurs. Policy revisions shall normally be given two readings prior to adoption by the Board. This is the first reading of the proposed revisions to BP 3312, Business and Non-Instructional Operations, Contracts. This update includes a provision that states an agreement, or a contract may not be enforced by a district unless it was validly entered into under District policy. It also requires that the Superintendent or designee sign all contract entered by the district. The Board Policy Committee reviewed the proposed changes, recommends approval and to open for public comments. The administration recommends the Board approve the first reading of the proposed revisions to BP 3312, Business and Non-Instructional Operations, Contracts as presented and open for public comments.

APPROVAL OF PROPOSED REVISIONS TO BP 3312, BUSINESS AND NON-INSTRUCTIONAL OPERATIONS, CONTRACTS; FIRST READING

Board policy revisions require Board approval. The Superintendent/designee presents drafts or suggestions for board policy revisions when changes in law occur or when a specific need occurs. Policy revisions shall normally be given two readings prior to adoption by the Board. This is the first reading of the proposed revisions to BP 3315, Business and Non-Instructional Operations, Relations with Vendors. This update adds a conflict-of-interest provision for awards with federal funds. The Board Policy Committee reviewed the proposed changes, recommends approval and to open for public comments. The administration recommends the Board approve the first reading of the proposed revisions to BP 3315, Business and Non-Instructional Operations, Relations with Vendors as presented and open for public comments.

APPROVAL OF PROPOSED REVISIONS TO BP 3315, BUSINESS AND NON-INSTRUCTIONAL OPERATIONS, RELATIONS WITH VENDORS; FIRST READING

Board policy revisions require Board approval. The Superintendent or designee presents drafts or suggestions for board policy revisions when changes in law occur or when a specific need occurs. Policy revisions shall normally be given two readings prior to adoption by the Board. This is the second reading of the proposed revisions to BP 3550, Business and Non-Instructional Operations, Food Service. This update includes language to recognize various dietary guidelines that may apply to different districts. It also updated nutrition terminology. Finally, it updates language authorizing the use of independent contractors to perform food services. The Board Policy Committee reviewed the proposed changes and recommended approval. The administration recommends the Board approve the second reading to the proposed revisions to 3550, Business and Non-Instructional Operations, Food Service as presented.

APPROVAL OF PROPOSED REVISIONS TO 3550, BUSINESS AND NON-INSTRUCTIONAL OPERATIONS, FOOD SERVICE; SECOND READING

Board policy revisions require Board approval. The Superintendent or designee presents drafts or suggestions for board policy revisions when changes in law occur or when a specific need occurs. Policy revisions shall normally be given two readings prior to adoption by the Board. This is the second reading of the proposed revisions to BP 3554, Business and Non-Instructional Operations, Other Food Sales. This update makes the food sale policy inclusive of all District programs. The Board Policy Committee reviewed the proposed changes and recommended approval. The administration recommends the Board approve the second reading to the proposed revisions to BP 3554, Business and Non-Instructional Operations, Other Food Sales as presented.

APPROVAL OF PROPOSED REVISIONS TO 3554, BUSINESS AND NON-INSTRUCTIONAL OPERATIONS, OTHER FOOD SALES; SECOND READING

Each month, various Human Resources actions occur that require Board action or cognizance. On a monthly basis, the administration recommends Board approval of new certified/classified hires, position reclassifications, and new or revised job descriptions. In addition, the administration informs the Board of resignations, transfers, and terminations throughout the district. The administration recommends the Board approve the Human Resources actions as presented.

APPROVAL OF HUMAN RESOURCES

Board approval is required for contracts that exceed \$50,000. Elisabeth Nyang, MA CCC-SLP is a Speech/Language Pathologist who provides oversight, direct, and indirect services, mostly in the form of evaluations, for children 0-21 primarily located in villages. She is an experienced therapist who has a history of working effectively with staff and students in the special services program. She will provide direct service and consultations and oversee and conduct speech/language evaluations. This contract, partially supported by grants, will provide her the opportunity to assist the district in providing service, evaluation, and consultation services as required by law to special education students in the district. Her MOA, including travel, is for \$112,000. The administration recommends board approval of the MOA with Elisabeth Nyang, SLP in the amount not to exceed \$112,000 as presented.

APPROVAL OF FY25 MEMORANDUM OF AGREEMENT; NYANG, SLP

Board approval is required for contracts that exceed \$50,000. Autism Partnerships provides oversight and direct and indirect services for children across the district with extreme behaviors, including autism. The consultants have a history of working effectively with staff and students in the special services program. Autism Partnerships will provide services to students, their teachers, and parents, in the regular and special education programs with challenging behaviors. This contract will provide the opportunity to assist the district in providing services to improve educational advantages for students in the district. Autism Partnerships also consults with all staff, parents, community members and agencies. The MOA, which includes travel, is for \$67,000. The administration recommends board approval of the MOA with Autism Partnerships, in the amount not to exceed \$67,000 as presented.

APPROVAL OF FY25
MEMORANDUM OF
AGREEMENT; AUTISM
PARTNERSHIPS-SANDFORD
SLATER

Board approval is required for contracts that exceed \$50,000. Terese Kashi Ph.D., NCSP is a Nationally Certified School Psychologist who will provide special education direct service, consultation, supervision, and assessment services for children across the district. She is an experienced practitioner from Soldotna Alaska, who has experience working effectively with staff and students in special services programs within Alaska. She will provide direct service to students and consultations with teachers and parents in the regular and special education programs. She will conduct psychological and special education evaluations. This contract will provide her the opportunity to assist the district in providing service, evaluation, and consultation services as required by law to special education students in the district. She will also consult with all staff, parents, community members, and agencies. The contract which includes travel, is for an amount not to exceed \$78,500. The administration recommends the Board approve the FY-24 contract with Terese Kashi, Ph.D., for an amount not to exceed \$78,500.as presented.

APPROVAL OF FY25
CONTRACT; SCHOOL
PSYCHOLOGIST, TERESE
KASHI PH. D

Board approval is required for contracts that exceed \$50, 000.PCR Alaska provides oversight and direct and indirect services for children across the district with extreme behaviors, including autism. The consultants have a history of working effectively with staff and students in the special services program. Method Works will provide services to students, their teachers, and parents, in the regular and special education programs with challenging behaviors. This contract will provide the opportunity to assist the district in providing services as to improve educational advantages for students in the district. Method Works also consults with all staff, parents, and community members and agencies. The MOA, which includes travel, is for \$95,000. The administration recommends board approval of the MOA with Method Works, in the amount not to exceed \$95,000 as presented.

APPROVAL OF FY25
MEMORANDUM OF
AGREEMENT; METHOD
WORKS

Board approval is required for contracts that exceed \$50,000. Janelle Coop, MA CCC-SLP is a Speech/Language Pathologist who provides oversight, direct, and indirect services, mostly in the form of evaluations, for children 0-21 primarily located in villages. She is an experienced therapist who has a history of working effectively with staff and students in the special services program at NWABSD. She will provide direct service and consultations and oversee and conduct speech/language evaluations. This contract, partially supported by grants, will provide her the opportunity to assist the district in providing service, evaluation, and consultation services as required by law to special education students in the district. Her MOA, including travel, is for \$112,000. The administration recommends board approval of the MOA with Janelle Coop, SLP in the amount not to exceed \$ \$112,000. as presented.

APPROVAL OF FY25
MEMORANDUM OF
AGREEMENT; JANELLE
COOP, SLP

Board approval is required for contracts that exceed \$50,000. Kassie Bailey MA, Bespoke SLP is a Speech/Language Pathologist who provides oversight, direct, and indirect services, mostly in the form of evaluations, for children 0-21 primarily located in villages. She is an experienced therapist who has a history of working effectively with staff and students in the special services program. She will provide direct service and consultations and oversee and conduct speech/language evaluations. This contract, partially supported by grants, will provide her the opportunity to assist the district in providing service, evaluation, and consultation services as required by law to special education students in the district. Her MOA, including travel, is for \$56,000. The administration recommends board approval of the MOA with Kassie Bailey, Bespoke SLP in the amount not to exceed \$ \$56,000 as presented.

APPROVAL OF FY25
MEMORANDUM OF
AGREEMENT; KASSIE BAILEY

Board approval is required for new job descriptions. This is a request to approve a new job description. Hiring for this position will be dependent upon grant funds being awarded. Job Description: Counseling Intern would help student success. The Counseling Intern works with the principal (with guidance from the Assistant Director of Student Services or Counselor Coordinator) in carrying out the school's academic and behavioral programs. As a professional educator, the Counseling Intern understands and responds to the challenges presented by today's diverse student population. The Counseling Intern provides proactive leadership to engage all stakeholders in the delivery of programs and services to support the students' academic achievement and personal and social development. The Counseling Intern works cooperatively with the principals, students, and parents towards a positive school climate. The administration recommends board approval of the Job Description: Itinerant Counseling Intern as presented.

APPROVAL OF JOB
DESCRIPTION: ITINERANT
COUNSELING INTERN

Board approval is required to expend \$50,000 and higher. The NWABSD Property Services department requests 2 trucks to haul staff, students, and freight from the airport to the school. Purchase is covered from grants: 1 for Buckland school and 1 for Deering school in the amount of \$114,800, with an additional shipping to Buckland of \$14,472.07 and shipping to Deering of \$13,471.25. Total amount not to exceed with shipping \$142,743.32 for both trucks. The administration recommends board that the Board approve the purchase of two trucks for a total amount not to exceed \$142,743.32 as presented.

APPROVAL OF PURCHASE OF
TWO TRUCKS

Superintendent's out-of-district travel requires Board approval. The Superintendent's request for out-of-district travel request: Grow Your Own, February 2, 2024, at Anchorage. We're hoping you will be able to join us (again) for the UAF School of Education's second information exchange on "Grow Your Own" teacher initiatives, funded by the SILKAT* project. We're bringing together administrators, school board members, and other education partners from across the state, representing a range of experiences with GYO programs. The two main topics for the day will be 1) developing successful GYO programs, and 2) strategies for integrating culturally sustaining curriculum. We're excited to facilitate conversations across districts so that we can create a learning community and expand Alaska's ability to grow and hire Alaskan teachers. The UAF School of Education is here to support you in these efforts! Amy Vinlove, Dean UAF School of Education and the UAF SILKAT team. Visit Nome Immersion Program, February 21-22, 2024, at Nome. The administration recommends the Board approve the Superintendent's request for out-of-district travel as presented.

APPROVAL OF
SUPERINTENDENTS OUT OF
DISTRICT TRAVEL

Board approval is required for all contracts and agreements of \$ 50,000 or more. The district has contracted with Project Resources (Kathy Christy) for many years and received notice from Kathy that she was getting ready to retire, which prompted the district to advertise a request for proposals in November of 2023 to request capital project management services. The district received one proposal from DD Strait Consulting, LLC (Dena Strait). Dena has been working with Kathy Christy and the District on projects since the summer of 2022 and is familiar with the district's capital project needs. DD Strait Consulting's proposal (attached) outlines her billable hourly rate as well as the billable hourly rates for her two employees. The current contract that the district has with DD Strait Consulting, LLC. is for \$49,800. Dena nor I see a need to increase that contract dollar amount at this time, and with the approval of the board, the services outlined in the original contract will be amended to include all Capital Project Management Services for the District for the remainder of FY24. Funding Source: Capital Project Budget(s) The Administration recommends that the Board approve the Memorandum of Agreement (MOA) between NWABSD and DD Strait Consulting, LLC to award a contract for capital project management services.

APPROVAL OF CONTRACT
FOR CAPITAL PROJECT
MANAGEMENT SERVICES

Board policy allows for waiver of competitive bids for contracts over \$50,000.00 in the event of an emergency. The district applied to the Department of Education and Early Development for FY25 funding for renovation and system replacements for the Selawik School. This project is ranked #3 on DEED's Major Maintenance priority list. However, the fire alarm panel, scheduled to be replaced as part of the renovation project, failed in late December 2023, and is no longer manufactured; thus, it cannot be repaired, but rather requires immediate replacement. An emergency condition exists, and it is in the best interest of the district to replace the fire alarm panel as soon as possible. Board Policy 3310.1 provides for the waiver of procurement procedures in the case of emergencies. To ensure protection of students and property and to comply with State Fire Code requirements the district has hired two full-time, temporary staff to perform Fire Watch duties until the panel can be replaced. RSA Engineering, Inc. is available to assist the district with design, building permits and as required to perform this emergency replacement of essential fire alarm system components. RSA is familiar with the school and the district fire alarm standards. RSA completed the facility condition survey for the Selawik Renovation Project and was the engineer for the Kivalina Replacement School. The district is working closely with the Department of Education and Early Development (DEED) to procure the project in a manner that expenses will be eligible for future reimbursement. Reimbursement is dependent on a successful and funded grant application to DEED as is typical of all grant applications for DEED funding. It may be a number of years before reimbursement is received, however. If the full renovation project, currently #3 on DEED's list, is funded, the fire alarm panel replacement would be eligible for reimbursement as part of this project as long as DEED's procurement and other requirements are followed. The anticipated cost of panel replacement is anticipated between \$250,000 to \$700,000 depending on condition of detection devices. It is critical that the district be able to quickly procure, award and perform this fire alarm panel replacement to remedy this safety issue at the school. To do so, the Superintendent requires a delegation of contracting authority to award the contract and approve changes to the contract. The administration recommends that the Board approve the emergency procurement to replace the fire alarm panel and to approve a delegation of authority to the Superintendent to award the construction contract as presented.

WAIVER OF PROCUREMENT
PROCEDURES FOR
EMERGENCY DAVIS-RAMOTH
SCHOOL FIRE ALARM
REPLACEMENT

The annual State funding requests are to be submitted to the Legislature by mid-February. Anticipating limited funding the State funding the Administration recommends requesting funding for the district's highest priority major maintenance projects having the greatest impact on our operational needs. 1. Selawik School Emergency Fire Alarm Replacement. 2. Districtwide Fire Systems Replacement. 3. Districtwide HVAC Controls Upgrade. Approval of the resolution in support of these projects is requested. The administration recommends the Board adopts Resolution 24-002, in Support of 2025 Legislative Capital Requests as presented.

ADOPTION OF RESOLUTION 24-002; SUPPORT OF LEGISLATIVE REQUESTS

Board approval is required for purchases exceeding \$50,000. The Federal Communications Commission (FCC) adopted the E-Rate Modernization order in July 2014 to assist school districts in providing internet. A five-year funding cycle for Category 2 for hardware that supports the Internet began in 2021 and runs through 2025. From October through December 2023, the NWABSD went through the Request for Proposal (RFP) process for Category 2 items to supplement the regional Meraki infrastructure. The improved infrastructure allows more devices to connect to the internet simultaneously and have a higher-quality network connection. As a result of the RFP process that included a bidding matrix that weighed the cost, compatibility, technical ability, past performance, and manufacturer experience, Intelligence was awarded the bid by the NWABSD. From this process, the district submits the request for funding to USAC so the Federal Government can commit to paying 85% of the needed hardware cost to continue upgrading our Districtwide Infrastructure. USAC provides funding to improve the infrastructure of all schools in our region through Category 2 proportionate to the student count at each school. Category 2 funding is the partner to USAC's E-Rate funding that supports the internet for our District. The district anticipates an E-Rate discount for this equipment such that the total district cost will not exceed \$37,987.50. Funds will come from the available Technology Capital Improvement Project fund balance. The district anticipates receiving the Funding Commitment Decision Letter (FCDL) from USAC later this spring. The purchase of this equipment is contingent on-Board approval and the USAC funding award. The administration recommends the Board approve the purchase of network infrastructure equipment for the amount not to exceed \$253,250.00 with district obligation not to exceed \$37,987.50 contingent on E-Rate funding as presented.

PURCHASE AWARD; E-RATE

Carol Schaeffer, Happy Holidays everybody.

BOARD COMMENTS

Margaret Hansen, wanted to thank all the school districts that presented and the longevity awards and employee recognition. Happy Holidays and thank you to Kaitlynn Piper.

Alice Melton-Barr, I would like to thank everybody that had called with their kind words and heartfelt condolences when we had several losses within our family.

Marie Greene, I just wanted to thank you for setting up Representative Baker joining us. I think that's important. Thank you very much I really appreciate that.

Carol Schaeffer, I am going to miss Ellen being on the board. She was a bright light.

The next regular Board meeting of the NWABSD Board of Education will be held on January 24, 2024, at 4:00 p.m.

DATE/TIME OF NEXT BOARD MEETING

Alice Melton-Barr moved to adjourn the meeting, seconded by Marie Greene.

ADJOURNMENT

Motion passed with unanimous consent. The meeting adjourned at 6:26 pm.

Tillie Ticket, Secretary

Shayne Schaeffer, Recording Secretary

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-069

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to BP 3311
Bids; First Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed revisions to BP 3311 Bids and open for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the first reading of the proposed revisions to BP 3311 Bids within the Business and Non-Instructional Operations series.

This update includes a list of items that are exempt from normal purchasing procedures. Items on this list may be removed (and be subject to normal purchasing procedures) at a Board's discretion.

The Board Policy Committee reviewed the proposed changes, recommends approval and to open for public comments.

ALTERNATIVES:

1. Approve the first reading of the proposed revisions to BP 3311 Bids as presented and open for public comments;
2. Do not approve the first reading of the proposed revisions to BP 3311 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading of the proposed revisions to BP 3311 Bids as presented and open for public comments.

BP 3311 BIDS

All purchase orders with an estimated cost of \$50,000 or more shall be competitively bid using formal bidding procedures and a recommendation as to the award shall be brought to the Board for their approval.

All purchase orders with an estimated cost of \$10,000 but less than \$50,000 shall require written price quotes from ~~an adequate number of~~ two (2) or more qualified sources. If the lowest price quote is not selected the reasons shall be given in writing and forwarded to the purchasing office.

Each purchase order shall encompass all costs associated with the item to determine if written price quotes or formal bid procedures are required. Segmented purchases will be combined to determine when Board approval is required.

With the exception of Board approval purchases under the following circumstances are exempt from the provisions of this policy:

1. in an emergency;
2. available from one source;
3. purchased from other governmental agencies.

The Superintendent or designee shall establish procedures to implement these requirements. Prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with OMB's procurement procedures.

Performance bonds may be required for all contracts, or when the quantity of the amount of money is in excess of \$50,000.

Under no condition shall bids be accepted after the advertised bid ~~opening~~ closing time, regardless of whether the bids are actually opened at that time.

Purchases Made Under Federal OMB Funding Awards

All bids under Federal awards must be made in accordance with the standards set forth in 2 CFR 200.320. One of the following five methods of procurement shall be used for each purchase under a federal award:

1. Micro-purchases: Less than \$3,000 (\$2,000 for purchases subject to the Davis-Bacon Act)
 - a. No competitive quotes required
 - b. Purchases should be spread among qualified suppliers

2. Small Purchases: Between \$3,000 and \$150,000
 - a. Rate quotes must be obtained from two (2) or more qualified sources
 - b. Quotes can be obtained from suppliers or from public websites
3. Sealed bids: Purchases more than \$150,000
 - a. Two or more qualified bidders are required
 - b. Bids must be publicly advertised and solicited from adequate suppliers
 - c. Lowest bidder for the fixed price contract with specific requirements shall be awarded the contract
4. Competitive Proposals: Purchases more than \$150,000
 - a. A written policy must be adopted for conducting technical evaluations of reviewing proposals and selecting the recipient
5. Sole Source: Purchases of any amount that meet one of the following four requirements
 - a. Good/service is only available from a single source
 - b. Only one source can provide the good/service in the time frame required
 - c. Written pre-approval from the Federal awarding agency
 - d. Competition is deemed inadequate, after solicitation attempts through one of the other methods

To ensure that good value is received for funds expended, specifications shall be carefully designed and shall describe in detail the quality, delivery and service required.

Minority Bidding

When procuring contracts under federal awards set forth in [2 CFR 200.320](#), the District must take affirmative steps to utilize minority businesses, women's business enterprises, and labor surplus area firms when possible. Affirmative steps must include:

1. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and

6. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.

Exemptions

The following items are exempted from formal purchasing procedures:

- A. Instructional materials for which purchasing guidelines have been established by School Board Policy in BP 6161.1(a); or
- B. In-service presenters, speakers, or curriculum, instruction, or staff development experts selected for particular and unique expertise; or
- C. Professional or consultant services such as medical, legal, negotiation, technical, or educational, not including architectural/engineering design services; or
- D. Professional or consultant services (such as property and casualty insurance) purchased jointly with Local, State, or Federal agencies; or
- E. Public services, utilities or energy-related expenses, site licenses, upgrades, maintenance contracts, and specialized services, software, or equipment where no competition exists (single source) or the District has established a need for standardization of equipment, supplies, or services; or
- F. Emergency supplies or supplies and equipment that augment previously purchased items of a similar nature whereby the District would incur substantial costs to switch products or product lines; or
- G. Purchases involving replacement of equipment where similar equipment is being traded in; or
- H. Purchases involving items regulated by Fair Trade Statutes; or
- I. Purchases made through cooperative purchasing agreements, existing Federal/State or inter-district contracts including GSA pricing; or when cooperatively bidding with other public agencies; or
- J. Contracts or purchases when time is of the essence for reasons of health or safety, or to comply with legal requirements in a timely manner.
- K. Proprietary (sole-source) items or services or items that are only available from a single source.

When applicable, prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with Uniform Guidance OMB's procurement procedures.

(cf. 9270 - Conflict of Interest)

(cf. 4030 - Nondiscrimination in Employment)

(e. 3310 – Purchasing Procedures, Procurement)

Legal Reference:

ALASKA STATUTES

[14.14.060](#) *Relationship between borough school district and borough*

[14.14.060](#) (h) *Procurement of supplies and equipment*

[14.14.065](#) *Relationship between city school district and city*

[14.03.085](#) *Procurement preference for recycled Alaska products*

[29.71.050](#) *Procurement preferences for recycled Alaska products*

[35.15](#) *Construction Procedures*

[36.15.020](#) *Use of local agricultural and fisheries products required in purchases with -state money*

ALASKA ADMINISTRATIVE CODE

[4 AAC 27.085](#) *Competitive pupil transportation proposals*

[4 AAC 31.080](#) *Construction and acquisition of public school facilities*

CODE OF FEDERAL REGULATIONS

[2 C.F.R. 200.317-326](#), *Procurement Standards*

[FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT v. BOWERS](#), 851 P.2d 56 (Alaska 1992)

~~Revised: June 09, 2015~~

~~January 30, 2018~~

~~November 15, 2019~~

Adopted: February 25, 1994

Revised: June 09, 2015

Revised: January 30, 2018

Revised: November 15, 2019

Revised:

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-088

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to BP 3290
Gifts, Grants, and
Bequests; Second
Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the second reading of the proposed revisions to BP 3290 Gifts, Grants, and Bequests.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the second reading of the proposed revisions to BP 3290, Business and Non-Instructional Operations, Gifts, Grants, and Bequests within the Business and Non-Instructional Operations series of Board Policy.

Updates are to ensure appropriate oversight; this update establishes that all donations greater than \$1,000 shall be brought before the Board. It also states that the Superintendent may apply for special revenue grants.

The Board Policy Committee reviewed the proposed changes and recommends approval.

ALTERNATIVES:

1. Approve the second reading of the proposed revisions to BP 3290 Gifts, Grants, and Bequests as presented;
2. Do not approve the second reading of the proposed revisions to BP 3290 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the second reading of the proposed revisions to BP 3290 Gifts, Grants, and Bequests as presented.

BP 3290 GIFTS, GRANTS and BEQUESTS

The School Board greatly appreciates the support of community members and may accept suitable donations on behalf of the district. All donations greater than \$1,000 shall be brought before the Board. The Superintendent or designee may apply for special revenue grants.

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To be acceptable, a gift, grant, or bequest must be reviewed by a Superintendent designated committee and must satisfy the following criteria:

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1. Evaluate any new program(s) which the Board would be unable to continue when the donated funds are exhausted.
2. Not entail unreasonable undesirable or hidden costs, such as additional staff workload.
3. Place no restrictions on the school program.
4. Not be inappropriate or harmful to the best education of students.
5. Not imply endorsement of any person, business or product.
6. Not conflict with any provision of the Board policy or public law.
7. Have a purpose consistent with those of the district.

Deleted: Not begin a program

Deleted: unwilling

The Board discourages any gifts which may directly or indirectly impair its commitment to providing equal educational opportunities for all district students. Use of a gift shall not be impaired by restrictions or conditions imposed by the donor. The Board will try to follow the donor's wishes insofar as they do not conflict with district philosophy or operations.

Upon acceptance by the School Board, all gifts, grants and bequests shall become school district property. At the Superintendent or designee's discretion, a gift may be used at a particular school.

(cf. 3430 - Investing)

(cf. 3440 - Inventories)

Adopted: February 25, 1994

Revised:

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-089

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to BP 3305
Electronic Fund
Transactions; Second
Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the second reading of the proposed BP 3305 Electronic Fund Transactions.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when law changes occur or specific need occurs. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the second reading of the proposed BP 3305 Electronic Fund Transactions within the Business and Non-Instructional Operations series of Board Policy.

This is a new Board Policy.

The Board Policy Committee reviewed the proposed changes and recommends approval.

ALTERNATIVES:

1. Approve the second reading of the proposed BP 3305 Electronic Fund Transactions as presented;
2. Do not approve the second reading of the proposed BP 3305 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the second reading of the proposed BP3305 Electronic Fund Transactions as presented.

Model Policy

BP 3305 ELECTRONIC FUND TRANSACTIONS

Note: The following optional policy is for use by districts utilizing an automated clearing house or "ACH." ACH is a national and governmental organization that has authority to process electronic payments, including, but not limited to, the national automated clearing house association and the federal reserve system. Some federally mandated transactions require that public funds be disbursed through electronic payment, debit, or credit transfer using an ACH.

The [Northwest Arctic Borough](#) School District, through resolution of the School Board, shall be a party to an Automated Clearing House (ACH) arrangement. The Superintendent or designee, shall be responsible for the district's ACH agreements, including payment approval, accounting, reporting, and generally for overseeing compliance with the ACH policy. ~~All ACH invoices are to be approved prior to payment.~~

Internal Accounting

The Superintendent or designee, shall be responsible for development and maintenance of appropriate accounting controls to monitor the use of ACH transactions.

(cf. BP 3110 - Transfer of Funds)

(cf. BP 3300 - Expenditures/Expending Authority)

Added 1/09

9/92

AASB Policy Reference Manual

Commented [MW1]: We don't pay ACH invoices, we have vendors that are either set up to receive payment via ACH or not. I think having an electronic funds policy is important, but I think this needs a little work

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-090

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to BP 3312
Contracts/Memoranda of
Agreements; Second
Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the second reading of the proposed revisions to BP 3312 Contracts/Memoranda of Agreements.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the second reading of the proposed revisions to BP 3312 Contracts/Memoranda of Agreements within the Business and Non-Instructional Operations series of Board Policy.

This update includes a provision that states an agreement, or a contract may not be enforced by a district unless it was validly entered into under District policy. It also requires that the Superintendent or designee sign all Contracts/Memoranda of Agreements entered into by the District.

The Board Policy Committee reviewed the proposed changes and recommends approval.

ALTERNATIVES:

1. Approve the second reading of the proposed revisions to BP 3312 Contracts/Memoranda of Agreements as presented;
2. Do not approve the second reading of the proposed revisions to BP 3312 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the second reading of the proposed revisions to BP 3312 Contracts/Memoranda of Agreements as presented.

BP 3312 CONTRACTS/MEMORANDA OF AGREEMENTS

The Superintendent, or his/her designated certifying officer(s), shall be empowered to enter into and execute a Memorandum and Contractual Agreements (MOA).

MOA's in amounts of \$50,000 or less shall be authorized by the Superintendent, or his/her designee. All agreements over \$50,000 and/or where implied liability cannot be determined will be brought to the Board for prior approval.

To determine if Board approval is needed for a specific project, all associated costs, not limited to fees and reimbursable expenses, must be included in the MOA'S.

Contracts for services under the following provisions are exempt from this policy:

1. in an emergency (health-life, safety);

MOA's that have been exempted from this policy will be reported to the Board at the next regular Board Meeting.

(cf. 3300 - Expenditures/Expending Authority)

Contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. Contracts, where appropriate, shall be submitted to the legal advisor of the district for review and approval.

A contract for professional and technical services or other purchased services or any amendment to a professional and technical services or other purchased services contract may not be enforced against the District unless its terms have been approved in accordance with Board Policy and Administrative Regulations and unless the contract or amendment(s) to the contract has been verified in writing that there are sufficient funds for the term of the contract.

All contracts, leases, and agreements shall be signed by the Superintendent or designee. The District shall execute all contracts, leases, and agreements.

The district shall not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, creed, sex, religion, ancestry, national origin, age or nonjob-related handicap or disability, either in employment practices or in the provision of benefits of services to students or employees.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Legal Reference:

ALASKA STATUTES

[14.08.101](#) Powers

ALASKA ADMINISTRATIVE CODE

[4 AAC 27.085](#) Competitive pupil transportation proposals

[4 AAC 27.100](#) Contractor's duties

[4 AAC 31.065](#) Selection of designers and construction managers

[4 AAC 31.080](#) Construction and acquisition of public school facilities

CODE OF FEDERAL REGULATIONS

[2 C.F.R. 200.317-326](#), Procurement Standards

~~Revised: June 09, 2015~~

~~March 30, 2018~~

Adopted: February 25, 1994

Revised: June 09, 2015

Revised: March 30, 2018

Revised:

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-091

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to BP 3315
Relations with Vendors;
Second Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the second reading of the proposed revisions to BP 3315 Relations with Vendors.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the second reading of the proposed revisions to BP 3315 Relations with Vendors.

This update adds a conflict-of-interest provision for awards with federal funds.

The Board Policy Committee reviewed the proposed changes and recommends approval.

ALTERNATIVES:

1. Approve the second reading of the proposed revisions to BP 3315 Relations with Vendors as presented;
2. Do not approve the second reading of the proposed revisions to BP 3315 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the second reading of the proposed revisions to BP 3315 Relations with Vendors as presented.

BP 3315 RELATIONS WITH VENDORS

Note: *The following optional policy should be revised as needed to reflect district philosophy and needs and is intended to avoid situations wherein a conflict of interest exists or appears to exist. [A.S. 11.56.100-11.56.130](#) defines the felony offense of receiving a bribe and the misdemeanor offense of receiving unlawful gratuities. Receiving a bribe includes soliciting or receiving a benefit with the intention or understanding that a public servant's decisions or actions will be influenced. Receiving unlawful gratuities includes soliciting a benefit of any value or accepting any benefit having a value of \$50 or more for performing an official act not entitled to any special or additional compensation.*

No district employee or Board member shall accept personal gifts, commissions or expense-paid trips from individuals or companies selling equipment, materials or services required in the operation of district programs. Gifts include any gift purchased specifically for an employee which is not generally offered to other buyers.

This policy does not prohibit employees from accepting promotional or advertising items such as calendars, desk pads, notebooks and other office gadgets which are offered by business concerns free to all as part of their public relations programs.

District employees who work for or serve as consultants for potential vendors shall not participate in evaluating any equipment, materials or services of that vendor or its competitors.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 9270 - Conflict of Interest)

This policy does not prohibit the Board from accepting materials and/or services which are of use and benefit to the district.

No employee, officer, or agent of the District may participate in the selection, award, or administration of a contract supported by federal funds if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm consideration for a contract. The employees, officers, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

Universal Service Program/E-Rate Vendors

Note: *The following language should be adopted by those districts receiving E-rate discounts. Effective 2011, the FCC amended its E-rate program rules and adopted*

gift restrictions for schools and districts participating in E-rate. The receipt of gifts by applicants from service providers and potential providers is a competitive bidding violation. The gift prohibitions are always applicable, not just during the bidding process. Relevant school district personnel may not solicit or receive any gift or other thing of value from a service provider participating in or seeking to participate in the E-rate program. There are limited exceptions, including when the value of the item is worth \$20 or less, so long as items do not exceed \$50 per year per employee from any one service provider.

The District takes advantage of federal technology funding through the universal service program known as E-rate. E-rate participants may not, at any time, solicit or accept gifts or other things of value from an existing or potential E-rate service provider. Nominal gifts and refreshments may be allowed as authorized by the Superintendent or designee.

E-rate gift prohibitions apply to the School Board and to employees, consultants or contractors involved in the District's E-rate Program who: prepare, approve, sign, or submit E-rate applications, technology plans or other E-rate forms; prepare bids, communicate, or work with E-rate service providers, E-rate consultants, or the Universal Service Administrative Company; and those responsible for monitoring compliance with the E-rate program.

Charitable donations by service providers in support of the schools are permitted. These contributions may not be directly or indirectly related to E-rate procurement activities or decisions.

The Superintendent or designee shall develop guidelines to implement this policy in compliance with E-rate program rules.

(cf. 3290 - Gifts, Grants and Bequests)

Legal Reference:

CODE OF FEDERAL REGULATIONS

[47 C.F.R. Part 54](#), subpart f, *Universal Service Support for Schools and Libraries*

ALASKA STATUTES

[11.56.100-56.130](#) *Bribery and related offenses*

Revised: June 05, 2012

Adopted: February 25, 1994

Revised: June 05, 2012

Revised:

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-092

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to BP 3541.1
School-related Trips; First
Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed revisions to BP 3541.1 School-related Trips and open for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the first reading of the proposed revisions to BP 3541.1 School-related Trips within the Business and Non-Instructional Operations series.

This update raises the recommended amount of private insurance for persons transporting students to \$1,000,000. It also revises the school related trip section to ensure that trips in school vans are covered by policy.

The Board Policy Committee reviewed the proposed changes, recommends approval and to open for public comments.

ALTERNATIVES:

1. Approve the first reading of the proposed revisions to BP 3541.1 School-related Trips as presented and open for public comments;
2. Do not approve the first reading of the proposed revisions to BP 3541.1 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading of the proposed revisions to BP 3541.1 School-related Trips as presented and open for public comments.

BP 3541.1 SCHOOL-RELATED TRIPS

Trips by School Vehicles

Note: Federal safety regulations enacted in 2000 govern the number of students that may be transported in vans. These regulations are applicable to the purchase or lease of new vans by Alaska school districts. After 1 September 2000, new vehicles designed by the manufacturer to carry 11 or more persons (rated capacity if equipped with full seating) that are used for transporting students to or from school or school-related activities are required to meet all Federal Motor Vehicle Safety Standards for school buses. As a result, passenger vans are limited to transporting a total of ten passengers, including the driver, unless the passenger van or suburban meets the Federal Motor Vehicle Safety Standards applicable to school buses. The large majority of passenger vans do not meet and comply with Federal school bus safety standards. Although used vans are not covered under the federal regulations, for risk management purposes, districts may want to require the new van standards for the purchase of used vans.

The Board may approve transportation for field trips and school-sponsored activities. The Superintendent or designee shall regulate the use of the district transportation, including vans, for approved school-related activities. Student councils, parent-teacher associations, and any other organizations requesting transportation shall be fully responsible for the costs of the trip. To the extent that funding has been approved by the Board, such costs may be charged to the district.

Transportation by Private Automobile

Note: The following option and exhibit are provided for districts that allow transportation by private vehicles.

The Superintendent or designee may authorize the transportation of students by private automobile for approved field trips and activities when the vehicle is driven by an adult registered with the district for such purposes. Drivers shall be issued safety instructions and emergency information. All student passengers shall provide permission slips signed by their parents/guardians.

Drivers shall be required to possess a valid driver's license and liability insurance of at least \$100,000 per occurrence.

Note: AASB strongly recommends that districts require at least \$100,000 minimum liability. If desired, however, the district may change the above specification to read "liability insurance in amounts required by law."

Owners, drivers and passengers shall be informed that the registered owner and his/her insurance company are responsible for any accidents which may occur. District

personnel who frequently transport students in their private vehicles are urged to carry liability insurance of ~~\$300,000~~\$1,000,000 or more per occurrence.

A seat belt must be provided for each passenger. Trucks and pickups may not transport more persons than can safely sit in the passenger compartment.

Owners furnishing private vehicles shall not accept reimbursement from passengers in excess of the cost of operating the vehicle. Reimbursement for the use of private transportation may be made from district funds.

Transportation by other private means (boat, ATV, off-road vehicles, snow machines)

Note: AASB strongly recommends that districts require at least \$100,000 minimum liability. If desired, however, the district may change the above specification to read "liability insurance in amounts required by law."

The Superintendent or designee may authorize the transportation of students by other private means for approved field trips and activities when an adult registered with the district for such purposes operates the vehicle. Operators shall be issued safety instructions and emergency information. Operators must abide by the specific vehicle safety ratings such as passenger capacity, maximum speed and required safety equipment (helmets, life jackets, etc.)

All student passengers shall provide permission slips signed by their parents/guardians. Operators shall be required to possess a valid driver's license and strongly urged to carry liability insurance of at least \$100,000 per occurrence.

(cf. 6153 - School-sponsored Trips)

Adopted: February 25, 1994

Revised:

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-093

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to BP 4222
Classified Personnel -
Teacher
Aides/Paraprofessionals;
First Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed revisions to BP 4222 Classified Personnel - Teacher Aides/Paraprofessionals and open for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the first reading of the proposed revisions to BP 4222 Classified Personnel - Teacher Aides/Paraprofessionals within the Personnel series.

This update revises various board policies and administrative regulations to reference and incorporate BP 5141.42, Professional Boundaries for staff and students. The changes cross-reference BP 5141.42 and, where appropriate, state that applicable training required by BP 5141.42 shall be provided.

The Board Policy Committee reviewed the proposed changes, recommends approval and to open for public comments.

ALTERNATIVES:

1. Approve the first reading of the proposed revisions to BP 4222 Classified Personnel - Teacher Aides/Paraprofessionals as presented and open for public comments;
2. Do not approve the first reading of the proposed revisions to BP 4222 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading of the proposed revisions to BP 4222 Classified Personnel - Teacher Aides/Paraprofessionals as presented and open for public comments.

BP 4222 CLASSIFIED PERSONNEL - TEACHER AIDES/PARAPROFESSIONALS

Note: Under the Every Student Succeeds Act, NCLB's requirement establishing minimum professional standards for paraprofessionals have been repealed. Now, paraprofessionals in Title 1 supported programs must meet licensure or certification requirements as adopted by the State of Alaska.

The School Board favors the use of paid and volunteer teacher aides/paraprofessionals and considers them to be members of a professional team dedicated to the best interests of students. By relieving teachers of duties that do not require professional training, noncertificated persons allow teachers to dedicate their skills, knowledge and efforts primarily to teaching. Paraprofessionals also can help teachers to provide individualized student instruction and an enriched educational program.

(cf. 1240 - Volunteer Assistance)

The district shall use paraprofessionals in those classes where they will provide the greatest benefit to students, taking into consideration such factors as large class size, student age group and teacher workload.

The Superintendent or designee shall ensure that all paraprofessionals have appropriate training and supervision, including the training set forth in BP/AR 5141.42, Professional Boundaries for staff and students.

(cf. 5141.42 - Professional Boundaries for staff and students)

Note: Special Education aides must serve under the supervision of qualified personnel and receive training in accordance with 4 AAC 52.250.

Paraprofessionals are expected to employ high ethical standards as they work with students, and to respect school rules, district policies and administrative regulations.

The Board recognizes the need for qualified teaching staff and encourages paraprofessionals to seek opportunities leading to a teaching credential. The district shall support these efforts to the extent possible, particularly as they relate to obtaining bilingual or special education credentials.

The Superintendent or his/her designee and/or the staff development committee shall develop an appropriate professional development program for paraprofessionals.

Paraprofessionals Working in Title I Programs

Note: Under 4 AAC 04.220, paraprofessionals working in programs supported with Title I funds who do not meet the higher education requirements must: 1) take and pass the ParaPro Assessment by achieving a score of at least 459; and, 2) show, through

observations and interviews conducted by qualified district personnel, mastery of all entry level requirements of the instructional content/assisting practice content standard set out in the *Alaska State Paraprofessional Performance Standards*.

Paraprofessionals working in a program supported with Title I funds must have a high school diploma or its recognized equivalent and must meet at least one of the following requirements: (1) completed at least two years of study, or 48 semester hours or equivalent, at an accredited institution of higher education; (2) obtained an Associate's or higher degree at an accredited institution; or (3) demonstrated, through formal assessment, the instructional content/assisting practice standards required by the State of Alaska.

Exceptions to the above requirements may be made for paraprofessionals who act as translators, who have instructional-support duties that consist solely of parent involvement activities, or who have only non-instructional duties.

Note: Non-instructional duties include providing computer technical support, personal care duties, and clerical duties. 4 AAC 04.220(e).

Legal Reference:

ALASKA ADMINISTRATIVE CODE

[4 AAC 04.220 Paraprofessional standards](#)

[4 AAC 05.080 School curriculum and personnel](#)

[4 AAC 52.250 Special education aides](#)

[4 AAC 52.255 Interpreters](#)

UNITED STATES CODE

Elementary and Secondary Education Act, [20 U.S.C. § 6311](#), as amended by the Every Student Succeeds Act, ([P.L. 114-95](#) (December 10, 2015))

Revised: August 30, 2016

Adopted: June 09, 2004

Revised: August 30, 2016

Revised:

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-094

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to BP 5124.1
Family Engagement; First
Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of BP 5124.1 Family Engagement and open it for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the first reading of BP 5124.1 Family Engagement within the Students series.

This new board policy addresses family engagement and the efforts districts should take to coordinate with parents. The policy is broad-based and may be edited based on specific district needs.

The Board Policy Committee reviewed the proposed changes, recommends approval and to open for public comments.

ALTERNATIVES:

1. Approve the first reading of BP 5124.1 Family Engagement as presented and open it for public comments;
2. Do not approve the first reading of BP 5124.1 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading of BP 5124.1 Family Engagement as presented and open it for public comments.

Note: This is not a required policy and may be updated at the discretion of the Board.

The Board recognizes families provide early and ongoing education to their children, and a strong collaboration between families and schools will ensure students continue to receive the supports they need to thrive and be prepared in school and beyond. The board also believes that partnerships with parents, guardians, and families are an important part of the educational program. Current research indicates a home to school partnership and greater involvement on the part of parents and families in the education of their children generally result in higher achievement scores, improved student behavior and reduced absenteeism. All parents, guardians, family members and foster caregivers have clear and active roles to contribute to the education of their children or foster children. All students can be successful when schools and families partner in children's education.

The District is committed to promoting family engagement as an integral part of the educational experience. Through family engagement we will strive to:

1. Establish a welcoming and inclusive environment that actively encourages family involvement in their child's education.
2. Foster effective communication and collaboration between families, schools, and the community to support student success.
3. Provide resources, training, and opportunities for families to enhance their capacity to support their child's learning and well-being.
4. Provide resources, training, and opportunities for school staff to enhance their capacity to engage in meaningful partnerships with families.
5. Recognize and respect the diverse cultures, backgrounds, and perspectives of all families in our district.

By implementing this Family Engagement Policy, the District aims to strengthen the partnership between parents, guardians, families, schools, and the community, ultimately enhancing student achievement and fostering a supportive educational environment.

In addition, building administrators/designees of schools receiving Title I funds will jointly develop with and distribute to parents of children participating in Title I programs a written parent and family involvement policy and guidelines that increases family interest in partnership and involvement. The requirements of the policy and guidelines are consistent with Federal and State law.

(cf. 6171 – Title I Programs)

Approved:

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-095

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to BP 5131.9
Academic Honesty; First
Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed revisions to BP 5131.9 Academic Honesty, and open for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the first reading of the proposed revisions to BP 5131.9 Academic Honesty within the Students series.

This update is a substantial revision to the model academic honesty policy, incorporating modern best practices and addressing the use of artificial intelligence programs.

The Board Policy Committee reviewed the proposed changes, recommends approval, and to open for public comments.

ALTERNATIVES:

1. Approve the first reading of the proposed revisions to BP 5131.9 Academic Honesty as presented and open it for public comments;
2. Do not approve the first reading of the proposed revisions to BP 5131.9 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading of the proposed revisions to BP 5131.9 Academic Honesty as presented and open it for public comments.

BP 5131.9 ACADEMIC HONESTY

~~The School Board believes that personal integrity is basic to all solid achievement. Students will reach their full potential only by being honest with themselves and with others.~~

Academic honesty and personal integrity are foundational components of a student's education in both the process of learning, and individual character development.

~~The Board expects that students will be truthful in all academic endeavors, and likewise, experience the requisite honor of proving their capabilities to themselves and the world. students to respect the educational purpose underlying all school activities. All students need to prove to themselves that they can do successful work as a result of their own efforts.~~

The Board expects that students will not cheat, lie ~~or~~, plagiarize , or commit other acts of academic dishonesty. Students found to have committed an act of academic dishonesty shall be subject to district and school sanctions.

The Board recognizes that the advancement and availability of artificial intelligence/generative technology (AI/GT), means the learning community is very likely to utilize this new technology. Such use must meet the requirements of academic honesty and yet allow for its application as a new tool for instruction, critical thinking, exploration, and development of original thought and material. It is expected and required that use of AI/GT will be appropriately referenced and noted.-

~~Each school shall provide an environment that encourages honesty. Students must know that their teachers will not ignore or condone cheating and that anyone discovered cheating will be penalized.~~

(cf. 5144 - Discipline)

Adopted: April 28, 2004

Revised:

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-096

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to BP 6112
School Day; First Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed revisions to BP 6112 School Day and open it for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the first reading of the proposed revisions to BP 6112 School Day within the Instruction series.

This update includes a new provision that requires a kindergarten day in session to include at least two hours of instruction.

The Board Policy Committee reviewed the proposed changes, recommends approval, and to open it for public comments.

ALTERNATIVES:

1. Approve the first reading of the proposed revisions to BP 6112 School Day as presented and open it for public comments;
2. Do not approve the first reading of the proposed revisions to BP 6112 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading of the proposed revisions to BP 6112 School Day as presented and open it for public comments.

BP 6112 SCHOOL DAY

Note: Pursuant to AS 14.03.040, the school board may approve Saturday as a day in session. The following sample policy may be revised or deleted to reflect district philosophy and needs.

The School Board shall fix the length of the school day subject to the provisions of law.

The school day shall be arranged and scheduled by the administration so as to offer the greatest return educationally for the time spent, within the limitations of school facilities and requirements of state law and regulations.

A school that offers kindergarten shall provide a kindergarten day in session that consists of at least two hours of instructional time. A kindergarten student who attends school for less than four hours per day, exclusive of intermissions, will be counted for funding purposes under 4 AAC 09.040, *Counting of correspondence students and part-time public school students.*

Legal Reference:

ALASKA STATUTES

[14.03.40](#) Day in session

ALASKA REGULATIONS

[4 AAC 05.100](#) Kindergarten day in session

[4 AAC 09.040](#) Counting of correspondence students and part-time public school students

Adopted: April 28, 2004

Revised:

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-097

FR: Office of the Superintendent

SUBJECT: Approval of Budget and
Contract Award Deering
Replacement School

ABSTRACT:

Board approval is required to expend \$50,000.00 and higher.

ISSUE:

At issue is board approval to increase the budget for the planning and design of the Deering Replacement School and approval of the award of a contract to Burkhart Croft Architects in an amount not to exceed \$175,000.

BACKGROUND AND/OR PERTINENT INFORMATION:

Deering K-12 Replacement School is ranked #5 on DEED's School Construction list. The project total is \$46,255,576 with \$9,251,115 as local share. This project is not included in the Governor's budget, and it is not expected to be funded in FY 25. However, it is important that this project improve its ranking for FY 26 consideration.

There are two significant infrastructure projects in planning and design for the community of Deering. Alaska Department of Transportation (DOT) is seeking FY25 funding to build a new road between the airport and the community. Alaska Native Tribal Health Consortium is in the design phase for replacement and extension of the water and sewer systems within Deering.

Both of these projects impact the school project both physically as well as in timing of their construction. The selected site of the new school is off the yet to be built DOT road. The new school site will need utility services extended to it in order to serve the school. District Capital Projects Managers have been coordinating with these two projects for the last two years. We are now to the point that we need to confirm the selected site is a good site to build the 50-year school upon. The community approved this site last April. School site utilities, driveway access and overall site planning and design need to be completed to continue coordination with the DOT and ANTHC projects.

In addition, DEED does not pay for work off the school site such as utility extensions. Therefore, we need to design these extensions, in coordination with the ANTHC project, and then seek funding other than DEED funding to get them constructed.

Close coordination is required with both projects as the school requires road access and utilities. DOT's road project is planned to get FY25 funding, start construction in Fall 2025 and be completed in Fall 2027. The earliest ANTHC's water and sewer project would be under construction is 2025, but it will likely be 2026.

The District will continue to utilize the Burkhart Croft Architects and their engineers as the design team of record for the project. BCA was selected for this work under a competitive term contract procurement.

ALTERNATIVES:

1. Approve the allocation of \$175,000 to the Deering Replacement School Project and the delegation of authority to the Superintendent to contract with Burkhart Croft Architects, as presented.
2. Disapprove the allocation of \$175,000 to the Deering Replacement School Project and the delegation of authority to the Superintendent to contract with Burkhart Croft Architects, as presented.
3. Take no final action.

RECOMMENDATION:

The administration recommends the Board approve the allocation of \$175,000 to the Deering Replacement School Project and the delegation of authority to the Superintendent to contract with Burkhart Croft Architects, as presented.

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-098

FROM: Office of the Superintendent

SUBJECT: Award of Contract Davis-
Ramoith School Fire Alarm
Replacement and
Delegation of Contracting
Authority

ABSTRACT

Award of contract for emergency replacement of Davis-Ramoith fire alarm system.

ISSUE

At issue is approval of contract for the emergency replacement of the fire alarm system and any associated work as required by the State Fire Marshal at Selawik School and delegation of contracting authority to the Superintendent for this work.

BACKGROUND AND/OR PERTINENT INFORMATION

At the January meeting Board Memorandum 24-085 approved emergency procurement procedures for the replacement of the failed Selawik fire alarm system and delegation of contracting authority to the Superintendent. The District coordinated with the Department of Education and Early Development (DEED) and achieved approval for a shortened bid period.

RSA Engineering, Inc. prepared the technical specifications for the work. The District advertised the project for 14 days. The bid opening occurred March 8 at 11:00am. Three bids were received. Sturgeon Electric Company, Inc. is the apparent low bidder at \$213,000. Sturgeon Electric has performed well as the current contractor on the Buckland HVAC/Energy Upgrade project.

Bids Received:

Sturgeon Electric	\$215,000.00
Wolverine Supply	\$270,000.00
B&B Electric	\$299,195.00

Although the Board has already approved the delegation of contracting authority to the Superintendent at the January meeting, because this is an unusual and unexpected situation the Superintendent wants to keep the Board fully informed and provide the opportunity for Board input regarding the award of contract.

The Northwest Arctic Borough is considering a commitment of providing \$750,000 for the replacement of the fire alarm system. It is recommended that a project budget of \$350,000 be allocated to this project to cover the total project costs including design, overhead and contingency.

It is critical that the District quickly perform the fire alarm system replacement to remedy this safety issue at the school. To do so, the Superintendent requires a delegation of authority to approve changes to the construction contract.

ALTERNATIVES

1. Approve the award of contract to Sturgeon Electric Company, LLC, and approve delegation of change order authority to the Superintendent, as presented;
2. Do not approve the award of contract to Sturgeon Electric Company, LLC and do not approve delegation of change order authority to the Superintendent, as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION

The administration recommends that the Board approve the award of contract to replace the Selawik fire alarm system to Sturgeon Electric Company, LLC; and to approve a delegation of change order authority to the Superintendent, as presented.

MEMORANDUM

TO: NWABSD Board of Education

DATE: March 8, 2024

NUMBER: 24-099

FR: Office of the Superintendent

SUBJECT: Approval of Human Resources

ABSTRACT:

Each month various Human Resources actions occur which require Board action or cognizance.

ISSUE:

At issue is the approval of Human Resources actions.

BACKGROUND AND/OR PERTINENT INFORMATION:

On a monthly basis the administration recommends Board approval of new certified/classified hires, position reclassifications, and new or revised job descriptions. In addition, the administration informs the Board of resignations, transfers, and terminations throughout the district.

ALTERNATIVES:

1. Approve the Human Resources actions as presented;
2. Disapprove the Human Resources actions as presented;
3. Take no final action.

ADMINISTRATION RECOMMENDATION:

The administration recommends the Board approve the Human Resources actions as presented.

**Human Resources
March 2024**

I. The administration recommends approval of the following action items:

Certified new hires FY24

Classified new hires FY24

a) The Administration recommends approval of the following FY24 Certified New Hires:

LOCATION & DATE

NAME

POSITION

Ambler, Kobuk, Shungnak

02/05/24

Bridgette Burrus

Counselor

Kobuk

02/19/24

Kelli Tallman

Grade 3,4,5 Teacher

b) The administration recommends approval of the following FY24 Classified New Hires:

District Office

02/19/24

Clara Henry

Payroll Officer

II. The Administration report on the following non-action items:

a) The administration reports on the following Classified resignations:

LOCATION & DATE

NAME

POSITION

Deering

02/23/24

James Cleveland

Sped. Aide

**Addendum
Human Resources
March 2024**

I. The administration recommends approval of the following action items:

a) Certified new hires FY24

a) The administration recommends approval of the following FY24 Certified New Hires:

<u>LOCATION&DATE</u>	<u>NAME</u>	<u>POSITION</u>
<u>KMHS</u> 8/07/23	Cassius Brown	Asst. Principal

II. The administration report on the following non action items:

a) The administration reports on the following Certified transfer:

<u>LOCATION & DATE</u>	<u>NAME</u>	<u>POSITION</u>
<u>KMHS to NOATAK</u> 11/06/23	Joseph Chapman	Teacher 5 th /6 th

MEMORANDUM

TO: NWABSD Board of Education

DATE: February 19th 2024

NUMBER: 24-100

FR: Office of the Superintendent

SUBJECT: Kobuk Generator

Funding: Capital improvements

ABSTRACT:

Board approval is required for expenditures that exceed \$50,000.

ISSUE:

At issue is board approval to award the Northwest Arctic Borough School District's purchase of a back up generator for the school and housing in Kobuk to NC Power Systems

BACKGROUND AND/OR PERTINENT INFORMATION:

Kobuk school has not had a back up generator since the new school was built and remodeled. This would give the school and part of the housing back up power during the power outages.

ALTERNATIVES:

1. Approve the administration's request to award the Back up generator for the school to NC Power Systems in the amount of \$53,330.00, With final shipping costs not to exceed \$10,000.00, (Final installation costs to be determined)
2. Disapprove the administration's request to award the Back up generator for the school to NC Power Systems in the amount of \$53,330.00, with final shipping costs not to exceed \$10,000.00, (Final installation costs to be determined)
3. Take no action

ADMINISTRATION'S RECOMMENDATION:

Administration recommends approval of the administration's request to award the Back up generator for the Kobuk school to NC Power Systems in the amount of \$53,330.00, with final shipping costs not to exceed \$10,000.00, (final installation costs to be determined)

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: February 29, 2024

NUMBER: 24-101

FM: Office of the Superintendent

SUBJECT: Approval of FY-24
Contract; J & H Consulting

STRATEGIC PLAN/BOARD GOAL:

Support student-centered learning environments.

ABSTRACT:

Contracts exceeding \$50,000 requires Board approval.

ISSUE:

At issue is the approval of the FY-24 lobbyist contract with J & H Consulting in the amount not to exceed \$75,000.

BACKGROUND AND/OR PERTINENT INFORMATION:

The NWABSD has contracted with J & H Consulting, Reggie Joule and Christine Hess, to assist administration with NWABSD lobbying and legislative priorities during the legislative session. Critical issues to be addressed include adequate funding for possible construction, coordination of the legislative fly-ins and the legislative priorities of the NWABSD. Administration believes it is crucial that the school district maintain a presence with Juneau year-round to assist our representatives and lobbyists with district issues.

The contracted amount for services and related expenses is a total not to exceed \$75,000. Contract to begin January 1, 2024 – December 31, 2024.

ALTERNATIVES:

1. Approve the FY-24 lobbyist contract J & H Consulting in the amount not to exceed \$75,000.00 as presented;
2. Disapprove the FY-24 lobbyist contract with J & H Consulting as presented;
3. Take no action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the FY-24 lobbyist contact with J & H Consulting in the amount not to exceed \$75,000.00 as presented.

MEMORANDUM

TO: NWABSD Board of Education Members

DATE: March 8, 2024

NUMBER: 24-102

FR: Office of the Superintendent

SUBJECT: Approval of Purchase
Cargo Vehicle

STRATEGIC PLAN/BOARD Strategy:

Instructional Support

ABSTRACT:

Board approval is required for purchases that exceed \$50,000.

ISSUE:

At issue is the Board's approval of the purchase of a District Office Cargo Vehicle for an amount not to exceed \$80,000

BACKGROUND AND/OR PERTINENT INFORMATION:

The administration is requesting the purchase of a new cargo vehicle for use at the district office in Kotzebue.

It will be used to transport materials and supplies to and from the airport for delivery to the villages.

Awaiting quotes for actual costs. The estimated amount will be similar to other vehicles recently purchased, not to exceed \$80,000 (includes freight costs)

Funding: ESSER III Fund 252

ALTERNATIVES:

1. Approval of purchase of District Office Cargo Vehicle for an amount of \$80,000 as presented.
2. Disapproval of purchase of District Office Cargo Vehicle for an amount of \$80,000 as presented.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends board approval of the purchase of a District Office Cargo Vehicle purchase for an amount of \$80,000 as presented.

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-103

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to BB 9322
Agenda/Meeting Materials;
First Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed revisions to BB 9322 Agenda/Meeting Materials and open it for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the first reading of the proposed revisions to BB 9322 Agenda/Meeting Materials within the Bylaws of the Board series.

This update adds a reference to State Statute, defines a timeline for board and public access to meeting materials, and adds a section for Board member preparation.

The Board Policy Committee reviewed the proposed changes, recommends approval, and to open it for public comments.

ALTERNATIVES:

1. Approve the first reading of the proposed revisions to BB 9322 Agenda/Meeting Materials as presented and open it for public comments;
2. Do not approve the first reading of the proposed revisions to BP 9322 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading of the proposed revisions to BB 9322 Agenda/Meeting Materials as presented and open it for public comments.

BB 9322 AGENDA/MEETING MATERIALS

Construction of Agenda

The Superintendent, at the direction of the President of the Board, shall prepare all agendas for meetings of the Board. ~~The agenda shall be distributed to board members at least ten (10) days prior to regular meetings and, if practical, one (1) week prior to special meetings.~~

(cf. 9121 - President)

All agendas shall include the meeting time and place and a description of each business item to be transacted or discussed. All agendas shall be posted for public review prior to the meeting.

(cf. 9320 - Meetings)

Note: A.S. 29.20.020 requires governing bodies provide a reasonable opportunity for the public to be heard.

Any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and submitted to the Superintendent with supporting documents and information, if any, at least ten working days before the scheduled meeting date.

When constructing the agenda, the Board president and Superintendent will decide whether a request is within the subject matter jurisdiction of the Board and whether the agenda item is appropriate for discussion in open or executive session.

The Board shall also give members of the public the opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. An agenda item for such input shall be included on Board agendas. The Board shall not take action on such matters at that meeting.

(cf. 9012 - Communications To and From the School Board)

(cf. 9323 - Meeting Conduct)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

(cf. 1312 - 1312.3 - Complaints Concerning Schools)

School Board Member Preparation

A copy of the agenda shall be forwarded to each Board member at least ten (10) business days before each regular meeting date. All meeting materials will be publicly available at least five (5) business days prior to the meeting.

When special meetings are called, the Superintendent and President shall make every effort to get the agenda and support materials to School Board members one (1) week prior to special meetings or as soon as possible.

School Board members shall review all meeting materials before each meeting. Individual members may confer directly with the Superintendent or designee to obtain specific information on agenda items.

(cf. 9200 - School Board Members)

Legal Reference:

ALASKA STATUTES

29.20.020 Meetings public

Adoption Date: May 23, 1995

Revised:

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-104

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to BP 1100
Communication with the
Public; First Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed revisions to BP 1100 Communication with the Public and open it for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the first reading of the proposed revisions to BP 1100 Communication with the Public within the Community Relations series.

This update adds the Alaska Statute and a report card to the public statement in the references and updates inclusivity verbiage.

The Board Policy Committee reviewed the proposed changes, recommends approval, and to open it for public comments.

ALTERNATIVES:

1. Approve the first reading of the proposed revisions to BP 1100 Communication with the Public as presented and open it for public comments;
2. Do not approve the first reading of the proposed revisions to BP 1100 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading of the proposed revisions to BP 1100 Communication with the Public as presented and open it for public comments.

BP 1100 COMMUNICATION WITH THE PUBLIC

~~**Note:** AS 14.03.120 requires every public school to prepare an annual report card on the school's performance and the performance of its students. The report must include: 1) information on accreditation; 2) results on non-referenced achievement tests; 3) results of state standards-based assessments in reading, writing, and mathematics; 4) a description of student, parent, community, and business involvement in student learning; 5) a description of the school's attendance, retention, drop out, and graduation rates; 6) the annual percentage of enrollment change. The report must be presented in a public meeting of parents, students, and community members. Comments from this public meeting must be submitted, along with the report, to the School Board.~~

The School Board appreciates the importance of community involvement and therefore shall strive to keep the community informed of developments within the school system in timely and understandable ways.

The Superintendent or designee shall use the most appropriate means of communication to keep the public aware of the goals, programs, achievements and needs of our schools. Members of the community shall have opportunities to become involved in the schools and to express their interests and concerns.

The district shall seek to communicate in ways that accommodate the needs of all members of the public, ~~including the visually or hearing impaired, those who do not understand English, and those who do not read.~~ including those with disabilities and those who are non-English speakers.

(cf. 0420 - School-Based Management/School Advisory Boards)

(cf. 1000 - Concepts & Roles)

(cf. 1340 - Access to District Records)

(cf. 5145.6 - Notifications Required by Law)

(cf. 9320 - Board Meetings)

(cf. 0510 - School District Report Card)

Legal Reference:

ALASKA STATUTES

[14.03.120](#) Education Planning

ALASKA ADMINISTRATIVE CODE

4 AAC 06.895 Report card to the public

Adopted: June 09, 2004

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-105

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to BP 1325
Advertising and
Promotion; First Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed revisions to BP 1325 Advertising and Promotion and open it for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the first reading of the proposed revisions to BP 1325 Advertising and Promotion within the Community Relations series.

This update adds a closed forum clarification.

The Board Policy Committee reviewed the proposed changes, recommends approval, and to open it for public comments.

ALTERNATIVES:

1. Approve the first reading of the proposed revisions to BP 1325 Advertising and Promotion as presented and open it for public comments;
2. Do not approve the first reading of the proposed revisions to BP 1325 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading of the proposed revisions to BP 1325 Advertising and Promotion as presented and open it for public comments.

BP 1325 ADVERTISING AND PROMOTION

Public Information

The School Board desires to cooperate in publicizing community services, special events and public meetings of interest to students and parents/guardians. The Superintendent or designee may approve the publicity of public events or distribution of promotional materials which extend cultural, recreational, artistic or educational opportunities to the community and which do not promote any particular commercial interest or religious belief.

(cf. 0100 - Purpose)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 5145.2 - Freedom of Speech/Expression: Publications Code)

(cf. 6145.5 - Student Organizations and Equal Access)

(cf. 6162.8 - Research)

Paid Advertisements

Note: The school district may determine whether or not it will accept paid advertising in school-sponsored publications, and if so, under what conditions.

Advertising copy may be solicited to the extent that this process furthers the educational well-being of the students involved and does not interfere with school-community relations.

The district shall not accept advertising copy which:

1. Is obscene, libelous, or slanderous, or which incites students to commit unlawful acts, violate school rules, or disrupt the school's orderly operation.
2. Attacks or denigrates any group on account of sex, race, color, religion, ancestry, national origin, handicap or disadvantage.
3. Promotes the use or sale of materials or services which are illegal or inconsistent with school objectives. Ads for tobacco, intoxicants, and x-rated movies or products shall not be used.
4. Announces the meetings of non-curricular student-initiated groups, unless an open forum has been established for such groups pursuant to federal law.

The district will not unlawfully discriminate against advertisers who meet the requirements of Board policy and administrative regulations and procedures.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Adopted: June 09, 2004

Revised:

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-106

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to BP 3270 Sale
and Disposal of Books,
Equipment, and Supplies;
First Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed revisions to BP 3270 Sale and Disposal of Books, Equipment, and Supplies and open for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the first reading of the proposed revisions to BP 3270 Sale and Disposal of Books, Equipment, and Supplies within the Business and Non-Instructional Operations series.

This update moves a majority of the previously passed BP 3270 to an Administrative Regulation and aligns the updates with the Association of Alaska School Boards Model policy. This update also provides the Superintendent greater discretion to dispose of used District property, in an amount up to \$5,000 and the addition of "federal" law. Finally, this update provides that surplus equipment purchased with a federal fund in the amount of \$5,000 or greater must be disposed of in accordance with federal Uniform Administrative Requirements. The title of the policy is also being updated from Sale and Disposal of Books, Equipment, and Supplies (Personal Property) to Sale and Disposal of Books, Equipment, and Supplies.

The Board Policy Committee reviewed the proposed changes, recommends approval and to open it for public comments.

ALTERNATIVES:

1. Approve the first reading of the proposed revisions to BP 3270 Sale and Disposal of Books, Equipment, and Supplies as presented and open it for public comments;
2. Do not approve the first reading of the proposed revisions to BP 3270 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading of the proposed revisions to BP 3270 Sale and Disposal of Books, Equipment, and Supplies as presented and open it for public comments.

BP 3270 SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (Personal Property)

Note: Borough and city districts should check city and borough ordinances for requirements, if any, regarding sale of equipment.

~~The District shall obtain a fair market value for surplus or obsolete books, equipment and supplies, or student group projects, and to include revenue from these sources in the budget. Disposal of any school property shall be accomplished only with the approval of:~~

~~the Superintendent for an item with a value of up to \$10,000 or;~~

~~the Board for an item with a value over \$10,000.~~

~~The School Board recognizes that the district may own property which is unusable, obsolete, or no longer needed by the district and that the disposal of such property may be in the best interests of the district. Sale of surplus, obsolete supplies, student group projects, and equipment with a value of \$2,500 or more will be by public auction or sealed bid. If the Superintendent determines that the property is worth no more than \$2,500, the property may be sold at a private sale without advertising. Inoperable items remaining after a sale may be disposed of properly.~~

~~The Superintendent or designee shall identify to the School Board all inventoried property not needed by the district, together with the estimated value and recommended disposition. With School Board approval, the Student group projects, under this section, shall be defined as those in which the materials were purchased by the District.~~

~~The Superintendent or designee shall arrange for the sale or disposal of district personal property in accordance with sState and federal law.~~

Federally Funded Purchases

~~Surplus equipment \$5000 or greater, purchased with Federal Funds must comply with Uniform Administrative Requirements - 2 CFR 200.313.~~

~~Disposal of items with an estimated value of less than \$5,000 will be left to the discretion of the Superintendent or designee.~~

~~Individual student projects, which are sold under a program offered by the school, shall be sold at prices established in conjunction with the program sponsor and the local administrator. Funds received under this program shall be returned to the School Student Activity Fund minus the cost of materials purchased by the District.~~

Surplus Property Disposal

~~It shall be the policy of the District to allow the local administrator, with approval of the Advisory School Board and the Superintendent, to dispose of broken, obsolete, outdated or unusable materials and equipment. In such cases, the local administrator shall verify that the items in question no longer have monetary or educational value to the District before being destroyed or released to the public. Books not sold will be offered to the public free of charge. In the case of equipment, procedures shall be followed so that the item is removed from the District inventory.~~

~~(cf. 3440- Inventories)~~

~~*Revised: January 18, 2022*~~

Adopted: February 25, 1994

~~*Revised: January 18, 2022*~~

~~Revised:~~

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-107

FR: Office of the Superintendent

SUBJECT: Approval of Proposed BP
3590 Electronic
Signatures; First Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed BP 3590 Electronic Signatures and open for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the first reading of the proposed BP 3590 Electronic Signatures to be within the Business and Non-Instructional Operations series.

This new policy establishes guidelines for how to utilize and accept electronic signatures in business, noninstructional, and instructional settings.

The Board Policy Committee reviewed the new policy, recommends approval and to open it for public comments.

ALTERNATIVES:

1. Approve the first reading of the proposed BP 3590 Electronic Signatures as presented and open it for public comments;
2. Do not approve the first reading of the proposed BP 3590 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading of the proposed BP 3590 Electronic Signatures as presented and open it for public comments.

BP 3590_District Use of Electronic Signatures

When not practical or possible to have an approved individual physically sign a document, and not otherwise prohibited by applicable law, the Board authorizes the use of electronic signatures. Electronic signatures may satisfy the requirement of a written signature when transacting business with and/or for the District and/or with parents/guardians when the authenticity and reliability of such electronic signature(s) meets the provisions of this policy. In such instances, the electronic signature shall have the full force and effect of a manual signature.

The Superintendent or designee will identify methods that are secure and practical, and in compliance with State and Federal law and the District's procedures. An "electronic signature" is defined as an electronic sound, symbol, or process attached to or logically associated with a record, and executed or adopted by a person with the intent to sign the record.

In order to qualify for acceptance of an electronic signature the following additional requirements are applicable:

1. The electronic signature identifies the individual signing the document by his or her name and title;
2. The identity of the individual signing the document with an electronic signature is capable of being validated through the use of an audit trail;
3. The electronic signature, as well as the documents to which it is affixed, cannot be altered once the electronic signature is affixed. If the document needs to be altered, a new electronic signature must be obtained; and,
4. The electronic signature conforms to all other provisions of this policy.

The District shall maintain District electronically signed records in a manner consistent with the District's document retention policies yet also capable of accurate and complete reproduction of the electronic records and signatures in their original form. Such retention should include a process whereby the District can verify the attribution of a signature to a specific individual, detect changes or errors in the information contained in the record submitted electronically and protect and prevent access and/or manipulation or access/use by an unauthorized person.

~~The District shall maintain a hardcopy of the actual signature of any District employee authorized to provide an electronic signature in connection with school board business.~~

Abuse of the electronic signature protocols by any District employee serves as grounds for disciplinary action up to and including termination.

Parent/Student Use of Electronic Signatures

With regard to documentation received by the District with an electronic signature from a parent/legal guardian, so long as the following provisions are met, the District may receive and accept such electronic signature as an original document:

1. Such communication with signature, on its face, appears to be authentic and unique to the person using such signature;
2. The District is unaware of any specific reason to believe that the signature has been forged;

3. The District is unaware of any specific reason to believe the document has been altered subsequent to the electronic signature; and
4. The signature is capable of verification.

The District's Superintendent or designee may, at their discretion, request that an original of the electronic communication, signed manually by hand, be forwarded to the District in a timely manner.

District personnel may periodically audit the authenticity of such signature via a security procedure including such acts as making follow-up inquiry to the individual/entity who has submitted an electronic signature.

Should it be discovered that a student has falsified a parent's electronic signature on an official District document, the student may be subjected to discipline and the District Administration is authorized, at their discretion, to thereafter only accept manual signatures associated with any submitted school document.

(cf. BP 3523 Electronic E-mail)

(cf. BP 6161.4 – Internet)

(cf. BP 3580 – District Records)

Legal Reference:

ALASKA STATUTES

09.80.010 - .195 Alaska Uniform Electronic Transactions Act

Adopted:

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-108

FR: Office of the Superintendent

SUBJECT: Approval of Proposed BP
5141.43 Uniform
Investigations; First
Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed BP 5141.43 Uniform Investigations and open for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the first reading of the proposed BP 5141.43 Uniform Investigations to be within the Students series.

This new policy establishes a model investigative policy for professional boundaries violations. It does not supersede current investigatory procedures but provides best practices when conducting investigations under various existing policies.

The Board Policy Committee reviewed the new policy, recommends approval and to open it for public comments.

ALTERNATIVES:

1. Approve the first reading of the proposed BP 5141.43 Uniform Investigations as presented and open it for public comments;
2. Do not approve the first reading of the proposed BP 5141.43 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading of the proposed BP 5141.43 Uniform Investigations as presented and open it for public comments.

The purpose of this policy is to provide guidance and procedures for conducting fair, thorough, and consistent investigations within the District. This policy is designed to ensure the safety, well-being, and rights of all students, staff, and stakeholders involved in the investigative process. It aims to foster a safe and inclusive learning environment where concerns and allegations are taken seriously, investigated promptly, and resolved appropriately.

By implementing the Administrative Regulation associated with this uniform investigation policy, the district is committed to maintaining a safe, respectful, and inclusive learning environment for all. Through fair and thorough investigations, we strive to address concerns, promote accountability, and protect the rights and well-being of our students and staff.

(cf. 5141.42 – Professional Boundaries of Staff with Students
(cf. 1312 – Public Complaints Concerning the Schools
(cf. 1312.3 – Public Complaints Concerning Discrimination
(cf. 4118 – Certificated Personnel – Suspension/Disciplinary Action
(cf. 4119.11 – All Personnel – Sexual Harassment
(cf. 4144/4244/4344 – Complaints

This policy is designed to supplement and reinforce the mandatory reporting requirements of AS 47.17, the reporting requirements of AS 14.33.210, and the concepts of Professional Boundaries of Staff with Students. This policy is not designed to replace or impact investigations conducted by the Professional Teaching Practices Commission pursuant to AS 14.20.

The associated Administrative Regulation has been developed to assist school administrators when it is necessary to investigate complaints or allegations of misconduct against school staff, including volunteers. These investigations are referred to as administrative investigations.

Legal Reference:

ALASKA STATUTES

AS 14.20 *Teacher and School Personnel*
AS 40.25 *Public Record Disclosure*
AS 47.17 *Child Protection*
AS 14.33.210 *Reporting of Incidents of Harassment, Intimidation, or Bullying*

ALASKA ADMINISTRATIVE CODE

4 AAC 12.210 *Reporting Instances of Prohibited Sexual Conduct*
4 AAC 12.220 *Failure to Report Instances of Prohibited Sexual Conduct*
20 AAC 10.020(b)(4)(A) *Code of Ethics and Teaching Standards*
20 AAC 10.020(b)(4)(B) *Code of Ethics and Teaching Standards*

Adopted:

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-109

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to BP 6020
Parent Involvement; First
Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed revisions to BP 6020 Parent Involvement and open for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the first reading of the proposed revisions to BP 6020 Parent Involvement within the Instruction series.

AASB developed and distributed BP 6020 Parent Involvement to member school districts in 2016 in response to AS 14.03.016, *A parent's right to direct the education of a parent's child*. AS 14.03.016 requires school districts to have policies promoting the involvement of parents in schools. Among other provisions it sets forth parental notification requirements for any activity, class, or program that includes content involving human reproduction or sexual matters.

The model policy was vetted by legal counsel and is a complete response to the provisions of AS 14.03.016. Adopting the model policy BP 6020 will help guide district operations appropriately and will help ensure your board policies align with state law.

The Board Policy Committee reviewed the proposed changes, recommends approval and to open it for public comments.

ALTERNATIVES:

1. Approve the first reading of the proposed revisions to BP 6020 Parent Involvement as presented and open it for public comments;
2. Do not approve the first reading of the proposed revisions to BP 6020 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading of the proposed revisions to BP 6020 Parent Involvement as presented and open it for public comments.

BP 6020 PARENT INVOLVEMENT

Note: The following policy implements AS 14.03.016 which requires school districts to have policies promoting the involvement of parents in the education program. For those districts receiving Title I funds, a policy on parental involvement is also mandatory. (See BP/AR 6171)

The School Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. The district shall include parent/guardian involvement strategies as a component of instructional planning.

In exercising their roles in the education of their students, parents/guardians have the following specific rights:

- A. The right to object to and withdraw their student from a standards-based assessment or test required by the State of Alaska.
- B. The right to object to and withdraw their student from an activity, class or program.
- C. The right to be notified at least two weeks before any activity, class, or program is provided to their student that includes content involving human reproduction or sexual matters, except this right does not extend to training provided to students on awareness and prevention of sexual abuse, sexual assault, and dating violence and abuse.
- D. The right to withdraw their student from an activity, class, program, or standards-based assessment or test required by the State of Alaska for a religious holiday, as defined by the parent/guardian.
- E. The right to review the content of an activity, class, performance standard or program.

In exercising the rights above, parents/guardians must object each time the parent/guardian wishes to withdraw their student from an activity, class, program, or standards-based assessment or test required by the State of Alaska. Categorical objections and withdrawals from all activities, classes, programs, or assessments are not permitted.

Students will not be penalized when withdrawn by parents/guardians from an activity, class, program, or standards-based assessment or test. Absences based on parent objection and withdrawal will be excused and, as appropriate, alternative work assigned.

(cf. 5141.41 - Sexual Abuse, Sexual Assault and Dating Violence and Prevention)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6142.2 - AIDS Instruction)

(cf. 6162.5 - Standardized Testing)

Teachers and parents/guardians can better understand and meet student needs if they work together. All of our schools have a duty to communicate frequently with the home and to help parents/guardians develop skills and family management techniques which support classroom learning. Administrators and teachers shall keep parents/guardians well informed about school expectations and tell them when and how they can assist their children in support of classroom learning activities. The Board encourages staff training in effective communication with the home.

The Board encourages parents/guardians to serve as volunteers in the schools and to attend student performances and school meetings.

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visits to the Schools)

(cf. 5124 - Reporting to Parents)

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

(cf. 6171 - Title 1 Programs)

Legal Reference:

ALASKA STATUTES

14.03.016 A parent's right to direct the education of the parent's child

14.30.361 Sex education, human reproductive education, and human sexuality education

14.30.355 Sexual abuse and sexual assault awareness and prevention

14.30.356 Dating violence and abuse policy, training, awareness, prevention, and notices

Adopted: April 28, 2004

Revised:

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-110

FR: Office of the Superintendent

SUBJECT: Approval of Proposed BP
6147 Alaska Reads Act
Intervention Program; First
Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed BP 6147 Alaska Reads Act Intervention Program and open for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the first reading of the proposed BP 6147 Alaska Reads Act Intervention Program to be within the Students series.

This new policy implements the reading intervention plans required by the new Alaska Reads Act. It addresses what must be included in the intervention program, individual reading plans, notification requirements, and progression goals.

The Board Policy Committee reviewed the new policy, recommends approval and to open it for public comments.

ALTERNATIVES:

1. Approve the first reading of the proposed BP 6147 Alaska Reads Act Intervention Program as presented and open it for public comments;
2. Do not approve the first reading of the proposed BP 6147 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading of the proposed BP 6147 Alaska Reads Act Intervention Program as presented and open it for public comments.

Note: The purpose of this policy is to implement the intervention programs set forth in the Alaska Reads Act, HB 114.

The Superintendent shall coordinate the establishment of a District-wide reading intervention program in accordance with AS 14.30.765. The services provided under this program must, to the extent practicable:

1. Be provided by a district reading teacher, or paraprofessional under the supervision of a reading teacher, to all students in grades kindergarten through three who are determined to have a reading deficiency based on the statewide screening tool provided by the Department.
2. Provide explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension, as necessary.
3. Use evidence-based reading intervention methods that have shown proven results in accelerating student reading achievement within a single school year.
4. Include instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error correction and feedback.
5. Incorporate daily targeted small group reading instruction based on student needs, either in person or online.
6. Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.
7. Be implemented during regular school hours through any available method, including in person or through online delivery by teachers or specialty reading coaches.
8. Be implemented outside of regular school hours, as directed in the student's individual reading improvement plan, for a student who scores at the lowest achievement level on the statewide screening tool.
9. Be reviewed based on a department-approved response to intervention or multi-tiered system support models, addressing additional support and services needed to remedy identified needs.
10. Support reading intervention at home by parents or guardians by offering a list of adult literacy resources and organizations, providing opportunities for parent or guardian participation in training workshops, and encouraging regular parent or guardian-guided home reading activities.

Individual Reading Improvement Plans

The District shall provide each student in grades kindergarten through three who is determined to have a reading deficiency based on the statewide screening tool an individual reading improvement plan. This plan must be in accordance with the provisions set forth in AS 14.30.765(b).

Notice Requirements

If at any time during the school year a student in grades kindergarten through three demonstrates a reading deficiency, a District representative shall notify the student's parent or guardian. This notification must be not later than fifteen (15) days after

identification of the reading deficiency and include the information described in AS 14.30.765(c).

Progression

Students identified with a reading deficiency shall progress through grades as set forth under AS 14.30.765(d) – (m).

Legal Reference:

ALASKA STATUTES

AS 14.30.760 *Statewide screening and support*

AS 14.30.765 *Reading intervention services and strategies; progression*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.400 *Statewide literacy screening and support*

4 AAC 06.405 *Reading intervention services and strategies*

4 AAC 06.410 *Individual reading improvement plan*

4 AAC 06.415 *Student Progression*

4 AAC 06.490 *Definitions*

Approved:

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-111

FR: Office of the Superintendent

SUBJECT: Approval of Proposed BP
6148 Early Education
Programs; First Reading

STRATEGIC PLAN/BOARD GOAL:

Track 1: Operational Improvements
Initiative: Optimize Business Practices

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed BP 6148 Early Education Programs and open for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when the law changes or specific needs occur. Policy revisions shall normally be given two readings prior to adoption by the Board.

This is the first reading of the proposed BP 6148 Early Education Programs to be within the Students series.

This new policy implements the early education grant program under the Alaska Reads Act. It sets forth the compliance requirements for a district that opts for an early education grant under the Alaska Reads Act.

The Board Policy Committee reviewed the new policy, recommends approval and to open it for public comments.

ALTERNATIVES:

1. Approve the first reading of the proposed BP 6148 Early Education Programs as presented and open it for public comments;
2. Do not approve the first reading of the proposed BP 6148 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading of the proposed BP 6148 Early Education Programs as presented and open it for public comments.

Note: The purpose of this policy is to implement early education programs established by the Alaska Reads Act, HB 114. Early education programs are voluntary, and grant funds can be used to either develop a Pre-K program or improve upon an existing program.

The Superintendent, in consideration of appropriate District need, may seek a grant for an early education program under AS 14.03.410 and 4 AAC 60.200. Before applying for a grant, the District shall, to avoid duplicate programs and facilitate resource sharing to improve early education within the district, consult with each local and tribal head start program within the district's boundaries. The Superintendent must ensure that the District has the resources and intent to create an early education program.

The District-wide early education program must:

1. Adopt an evidence-based program of learning.
2. Have a certificated teacher in charge of the program.
3. Implement the guidelines for an early education program described in the department's *State of Alaska Early Learning Guidelines* under 4 AAC 60.170.
4. Have a minimum day in session of two (2) hours per day, five (5) days per week.
5. Accommodate the early education needs of district children and their families, regardless of socioeconomic circumstances.

The District shall provide an annual ADM assurances report regarding its early education program in a format prescribed by the Department of Education and Early Development.

During the grant period, a school district that receives a grant award under 4 AAC 60.200 must demonstrate progress towards meeting or exceeding the standards for a high quality early education program under AS 14.07.165(a)(5) and 4 AAC 60.190 by complying with the department's grant reporting requirements and submitting a year-end report to the department.

The District's early education program must also comply with the requirements under 4 AAC 60.205.

Legal References:

ALASKA STATUTES

AS 14.03.410 *Early education programs; grants*

ALASKA ADMINISTRATIVE CODE

4 AAC 60.190 *High quality early education program standards*

4 AAC 60.195 *District accountability; revocation of approval of district-wide early education program*

4 AAC 60.20 *District-wide early education program grants; applications; duration; award determinations*

4 AAC 60.205 *District-wide early education program grant recipient obligations*

4 AAC 60.210 *Criteria for inclusion of district-wide early education program students within a district's ADM*

4 AAC 60.990 *Definitions*

Adopted:

MEMORANDUM

TO: NWABSD Board of Education Members

DATE: February 29, 2024

NUMBER: 24-112

FR: Office of the Superintendent

SUBJECT: Approval of Job Descriptions-
Iñupiaq Iñisautri

STRATEGIC PLAN/BOARD GOAL:

NWABSD Strategic Goal 2: Instructional Supports

ABSTRACT:

Each month various Curriculum Department actions occur which require Board action or cognizance.

ISSUE:

At issue is the approval of *Iñupiaq Iñisautri* job title and description changes.

BACKGROUND AND/OR PERTINENT INFORMATION:

On a monthly basis the administration recommends Board approval of new certified/classified hires, position reclassifications, and new or revised job descriptions. In addition, the administration informs the Board of resignations, transfers, and terminations throughout the district.

The Human Resources action item for Board approval of the job description for *Iñupiaq* Language Instructor and Classroom Interventionist.

ALTERNATIVES:

1. Approve the *Iñupiaq Iñisautri* job title and description action as presented.
2. Disapprove the *Iñupiaq Iñisautri* job title and description action as presented.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the *Iñupiaq Iñisautri* job description action as presented.



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

HUMAN RESOURCES DEPARTMENT

P.O. BOX 51 • KOTZEBUE, AK 99752 • (907) 442-3472 x242 • FAX (907) 442-2172

JOB DESCRIPTION

TITLE: Iñupiaq Iḷisautri

FSLA STATUS: Non-Exempt

QUALIFICATIONS:

1. High School Diploma or GED.

REPORTS TO: Principal

JOB GOAL: To facilitate the acquisition of language skills among students, create a positive and engaging learning environment, develop lesson plans, implement effective teaching strategies, and foster communication, cultural understanding, and language fluency.

PERFORMANCE RESPONSIBILITIES:

1. Develops lesson plans for delivery of Inupiaq Language instruction to students.
2. Integrates cultural activities into language instruction to enhance students' understanding and appreciation of the language.
3. Devises special strategies for reinforcing material or skill based on a sympathetic understanding of individual students, their needs, interests, and abilities.
4. Operates and cares for equipment used in the classroom for instructional purposes.
5. Helps students master equipment or instructional materials.
6. Distributes and collects workbooks, papers, and other materials for instruction.
7. Guides independent study, enrichment work and remedial work.
8. Supervises students at all times while students are assigned to Iñupiaq class.
9. Delivers engaging and interactive language lessons using a variety of teaching methods and materials.
10. Fosters a supportive and inclusive learning environment that encourages student participation and collaboration.
11. Administers assessments to measure student progress and analyze results to identify areas for intervention.
12. Checks and records student attendance.
13. Collaborates with parents, other teachers, supervisor, and other staff to address student needs.
14. Utilizes technology and multimedia resources throughout classroom lessons.
15. Maintains high level of ethical behavior and confidentiality of information about students.
16. Participates in in-service training programs, as assigned.
17. Other duties as assigned by your supervisors.

Please note this job description is not intended to cover or contain all activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time or notice.

TERMS OF EMPLOYMENT: Salary and work year to be determined by the NWABSD Board Policy (Full-time, 7.0 hours per day, 193 days per school year).

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board Policy.

AN AFFIRMATIVE ACTION-EQUAL OPPORTUNITY EMPLOYER APPLICATIONS FROM MINORITIES ARE ENCOURAGED

MEMORANDUM

TO: NWABSD Board of Education Members

DATE: February 28, 2024

NUMBER: 24-113

FR: Office of the Superintendent

SUBJECT: Approval of Purchase-
Math Materials

STRATEGIC PLAN/BOARD GOAL:

NWABSD Strategic Goal 2: Instructional Supports

ABSTRACT:

Board approval is required for purchases that exceed \$50,000.

ISSUE:

At issue is the Board's approval of math adoption expenses from publishers Carnegie, Innovative Concepts, Inc, Mind Education, and McGraw-Hill to adopt math program materials and textbooks. Total purchase not to exceed \$975,000.

BACKGROUND AND/OR PERTINENT INFORMATION:

Committee's Recommendations for Adoption

Publisher	Program	Grade Levels
Carnegie	<i>Clear Math</i> <i>6-year student online subscription bundle.</i>	K-5
Carnegie	MATHia Adventure (Supplement) <i>6-year student online subscription bundle</i>	K-5
Innovative Concepts, Inc.	TouchMath (Intervention) <i>3-year print & digital subscription bundle.</i>	PK-8
Mind Education	ST Math (Supplemental)	K-5
McGraw-Hill	<i>Reveal Math Algebra 1, Algebra 2, Geometry, and Integrated Math</i> <i>6-year student online subscription bundle.</i>	6-12

6-year bundles cover student consumables and online licenses through the 2030-2031 school year

These items were budgeted for and approved as part of our ESSER spending provided by the U.S. Department of Education.

Funding: ESSER III Fund 252

ALTERNATIVES:

1. Approval of math adoption expenses from publishers Carnegie, Innovative Concepts, Inc, Mind Education, and McGraw-Hill to adopt math program materials and textbooks. Total purchase not to exceed \$975,000.
2. Disapproval of math adoption expenses from publishers Carnegie, Innovative Concepts, Inc, Mind Education, and McGraw-Hill to adopt math program materials and textbooks. Total purchase not to exceed \$975,000.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the board approves math adoption expenses from publishers Carnegie, Innovative Concepts, Inc, Mind Education, and McGraw-Hill to adopt math program materials and textbooks. Total purchase is not to exceed \$975,000.

After careful review and analysis, the middle/high school curriculum review team strongly recommends the adoption of McGraw-Hill's Reveal Math learning program for 6-12 implementation across our district. This program has been identified as the most suitable solution to meet the diverse needs of our students within the NWABSD.

In considering the adoption of the proposed McGraw Hill – Reveal Math materials, the board should consider several key features that align with our educational goals and instructional strategies.

1. **Scope & Sequences:** The provided scope and sequences offer a structured framework that ensures comprehensive coverage of mathematical concepts, fostering a coherent learning progression for students.
2. **Suggested Pacing:** The suggested pacing guides provide educators with a roadmap for effectively managing instructional time and ensuring adequate coverage of content throughout the academic year.
3. **Assessment Tools:** The array of assessment tools, including diagnostic, formative, and summative assessments, empowers teachers to effectively monitor student progress, identify areas of strength and weakness, and adjust instruction accordingly.
4. **Interactive Presentations:** Interactive presentations engage students in active learning experiences, promoting deeper understanding and retention of mathematical concepts through dynamic, multimedia resources.
5. **Print Interactive Student Edition:** The print interactive student edition offers students a tangible resource that complements digital learning experiences, catering to diverse learning preferences and needs.
6. **Differentiation Activities:** Differentiation activities provide opportunities for personalized learning, allowing educators to tailor instruction to individual student needs and abilities.
7. **CCSS Standard Alignment:** Alignment with Common Core State Standards ensures that instructional materials are grounded in rigorous academic expectations, facilitating consistency and coherence across classrooms.
8. **Technology-Based Tools:** Integration of technology-based tools such as LearnSmart, ALEKS, Web Sketchpad Activities, and Desmos enhances the learning experience by providing adaptive instruction, visualization support, and interactive problem-solving tools.
 - a. **LearnSmart:** Adaptive learning technology compiles student data and offers tailored resources to support mastery of mathematical concepts.
 - b. **ALEKS:** Integrated instructionally actionable data enables targeted instruction for individual students, groups, or the entire classroom.
 - c. **Web Sketchpad:** Visualization software fosters problem-solving skills and aids in conceptual understanding.
 - d. **Desmos:** Digital graphing calculator enhances mathematical exploration and analysis.
9. **Instructional Model:** The provided instructional model offers a structured framework for lesson delivery, encompassing key elements such as warm-ups, exploration, examples, reflection, and assessment, promoting a balanced approach to teaching and learning.
10. **Assessment Options:** A variety of assessment options, including diagnostic, formative, and summative assessments, cater to diverse assessment needs and provide comprehensive insight into student learning and achievement.

In summary, the adoption of McGraw Hill – Reveal Math materials offers a comprehensive and well-rounded instructional package that aligns with our educational objectives, supports teacher effectiveness, and enhances student learning experiences in mathematics.

MEMORANDUM

TO: NWABSD Board of Education Members

DATE: February 29, 2024

NUMBER: 24-114

FR: Office of the Superintendent

SUBJECT: Approval of Job Descriptions-
Student Interventionist

STRATEGIC PLAN/BOARD GOAL:

NWABSD Strategic Goal 2: Instructional Supports

ABSTRACT:

Each month various Curriculum Department actions occur which require Board action or cognizance.

ISSUE:

At issue is the approval of *Student Interventionist* job title and description changes.

BACKGROUND AND/OR PERTINENT INFORMATION:

On a monthly basis the administration recommends Board approval of new certified/classified hires, position reclassifications, and new or revised job descriptions. In addition, the administration informs the Board of resignations, transfers, and terminations throughout the district.

The Human Resources action item for Board approval of the job description for Iñupiaq Language Instructor and Classroom Interventionist.

ALTERNATIVES:

1. Approve the *Student Interventionist* job title and description action as presented.
2. Disapprove the *Student Interventionist* job title and description action as presented.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the *Student Interventionist* job description action as presented.



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

HUMAN RESOURCES DEPARTMENT

P.O. BOX 51 • KOTZEBUE, AK 99752 • (907) 442-3472 x242 • FAX (907) 442-2172

JOB DESCRIPTION

TITLE: Student Interventionist

FSLA STATUS: Non-Exempt

QUALIFICATIONS:

1. High School Diploma or GED.
2. AA degree or higher, forty-eight (48) semester credits of college level coursework, OR successful completion of the requires assessments (HELP, ParaPro Assessment, etc.) The minimum qualifications for this position set forth in Every Student Succeed Act (ESSA)
3. Ability to learn with a minimum of assistance.

REPORTS TO: Principal and Classroom Teacher

JOB GOAL: Collaborate closely with student, classroom teachers, and site instructional staff on a regular basis to provide educational support ensuring alignment with District's educational programs and fidelity to adopted curricular materials to promote student engagement and success.

PERFORMANCE RESPONSIBILITIES:

1. Complete all District mandatory and required trainings for the position.
2. Supervise students to maintain a safe and productive environment.
3. Foster a supportive and inclusive learning environment that encourages student participation and cooperation.
4. Collaborate with the classroom teacher to support or adjust lesson plans focused on instructional goals.
5. Assist with administering assessments to track student progress, under the direction of the teacher.
6. Maintain accurate records of student attendance.
7. Collaborate effectively with the teacher and other staff to address students' individual needs and support their academic success.
8. Support the integration of technology and multimedia resources into classroom instruction.
9. Maintain confidentiality regarding student information, ensuring compliance with the Family Educational Rights and Privacy Act (FERPA).
10. Participate in relevant in-service training programs to enhance skills and knowledge related to supporting instruction.
11. Understanding and applying professional standards of conduct, ethical behavior, and continuous improvement.
12. Providing opportunities that support students' intellectual, social, and personal development.
13. Applying effective instructional elements to support teaching and learning activities.
14. Motivating and assisting students to build self-esteem, develop interpersonal skills, and strengthen abilities for success.
15. Understanding roles and responsibilities in assessment, diagnosis, and evaluation.
16. Adhering to communication protocols with colleagues, community members, and parents.
17. Implementing district guidelines for student and staff safety, health, and wellbeing.
18. Utilizing technology to assist and enhance teaching and learning.
19. Fulfill any other duties assigned by the principal or designee to contribute to the success of the educational program.

Please note this job description is not intended to cover or contain all activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time or notice.

TERMS OF EMPLOYMENT: Salary and work year to be established by the NWABSD Board of Education. (Full-time, 7.0 hours per day, 193 days per school year).

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board Policy.

AN AFFIRMATIVE ACTION-EQUAL OPPORTUNITY EMPLOYER.
APPLICATIONS FROM MINORITIES ARE ENCOURAGED.

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8,2024

NUMBER: 24-115

FROM: Office of the Superintendent

SUBJECT: Approval of Funding for
Engineering Services
Supporting FY 26 DEED
Applications and
Delegation of Contracting
Authority

STRATEGIC PLAN/BOARD GOAL:

Support Student-Centered Learning Environments.

ABSTRACT:

The allocation of funding to provide engineering services to support preparation of FY 26 grant applications to the Department of Education and Early Development (DEED) and approval of contracts over \$50,000 require approval of the Board.

ISSUE:

The Districtwide Fire System Repair and Replacement and Districtwide DDC Controls are critically needed projects that require additional engineering evaluation and reports to achieve higher ranking on the DEED Major Maintenance Grant list.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Districtwide Fire System Repair and Replacement at six sites was the District's second priority application but it only ranked 54th on the DEED FY 25 Major Maintenance list. The Districtwide DDC Control Upgrades at eight sites was the District's fifth priority and was ranked 21st. Both applications can benefit from additional engineer support. Without more detailed third party documentation these important projects can be anticipated to receive similar scores in the next grant cycle.

The applications will achieve higher scores if the applications include condition surveys and documentation of the specific needs at each site provided by professional engineers. An allocation of funding is required to acquire these services. The Joint Maintenance and Construction Committee discussed the need to improve the scores for these applications at its March 7 meeting. The JMCC recommended that the Regional School Board approve an allocation of \$75,000 for engineering services in support of these applications at the March 8 meeting.

With the approval of funding the District will advertise for a term contract for engineering services. So that engineering work in support of DEED applications can begin promptly a delegation of authority to the Superintendent to award a contract is recommended.

ALTERNATIVES:

1. Approve the allocation of \$75,000 for engineering services in support of FY 26 DEED grant applications and the delegation of contracting authority to the Superintendent, as presented.
2. Do not approve the allocation of \$75,000 for engineering services in support of FY 26 DEED grant applications and the delegation of contracting authority to the Superintendent, as presented.
3. Take no action.

STRATEGIC PLAN/BOARD GOAL:

The administration recommends the Board approve the allocation of \$75,000 for engineering services in support of FY 26 DEED grant applications and the delegation of contracting authority to the Superintendent, as presented.



DEERING SCHOOL

PO BOX 36009 • Deering, Alaska 99736 • (907) 363-2121

Advisory School Council
Agenda
January 9, 2024, 7pm

I. Call meeting to order: **Called to order by Kevin at 7:06 pm**

II. Roll Call

<u> </u> <input checked="" type="checkbox"/> Delores Iyatunguk	Term: Seat A 2025
<u> </u>	Term: Seat B 2025
<u> </u>	Term: Seat C 2026
<u> </u> <input checked="" type="checkbox"/> Denise Iyatunguk	Term: Seat D 2023
<u> </u> <input checked="" type="checkbox"/> Kevin Moto	Term: Seat E 2025

III. Moment of Silence:

IV. Approval of Agenda: **moved by Delores, seconded by Denise, approved**

V. Swearing in of new board members/restructuring of officers:

- Gloria Carter – Seat B – **Gloria was sworn in**
- Sophie Hadley – Seat C – **Sophie not in attendance (will ask if she wants to serve) – Spoke with Sophie after the meeting. She does not want to serve.**
- **Reorganization was tabled until the fifth seat is filled**

VI. Introduction of Guests/Staff members: **none**

VII. Approval of Minutes: November 7, 2023 **Delores moved, gloria seconded – motion carried**

VIII. Public Comments: **- none**

IX. Report of Councils:

- **Junior Class – 7 juniors this year – approximately \$9,000 raised so far for senior trip, fund raising in progress around Valentines Day**

NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

MISSION: To provide a learning environment that inspires and challenges students and employees to excel
VISION: To graduate all students with the knowledge, skills, and attitudes necessary for a successful future



- Yearbook – Life Touch pictures were wonderful, the photographer took extra time to make sure each picture was good. – working on the yearbook layout
- Battle of the Books – practice Tuesday, Wednesday, and Thursday until after the battles
- Basketball – MS and HS not enough students have shown up for practice to have a team – 4 middle school students, 1 or 2 high school students

X. Correspondence: Board Policy highlights pertaining to Volunteers

XI. Principal's report:

a. Student Activities Account:

- Purchased replacement parts for the weight equipment – getting lots of student use
- Pending deposit - \$1,135.00

b. Inupiaq Days Activities:

- ~~January – Hopefully we can ice-fish as soon as the ice is safe –~~
too late in year for ice fishing
- Sam will work on Shee fishing trip for this winter/spring

c. Staff update:

- Tim Caraway was unable to return due to health issues.
- Kelly Caraway stayed in their home community to care for Tim.
- LTS Jessica Gipson

d. Enrollment: Currently – 53 students enrolled (1/6/24)

- Two students moved but we have not received transfer requests
- One student transferred in
- 87.1% attendance rate (District average 87.71%)

XII. Items for Advisory School Council Consideration

a. Old Business: Discussion of ordering treadmill for student and staff use – discussed possibly having one donated from the clinic – older clinic treadmill has been moved to the school

b. New Business:

XIII. Public Comments –

XIV. ASC Comments – Discussion about school calendar – We need to go back to the old calendar, start earlier in August and get out in early May. Bird hunting will keep students out of school in the spring. Will compose a letter to the board for the next ASC meeting.

Calendar – suggest Deering reduces spring break to two days and get out three days earlier – Go back to two days at Thanksgiving so we can get out a day earlier.

In-service meetings – could the district not save money by not taking everyone to Kotzebue for the meetings?

The ASC would like an update on the progress toward a new school building.

The kids are enjoying playing Eskimo games organized by the Inupiaq teacher, Samuel Gavin

XV. Next ASC meeting: February 6 at 7:00 pm.

XVI. Upcoming Events:

- Navigator Club – meets on Saturdays this year – January 6 and 20, by appointment or come and go (Other tutoring times are available before and after school hours.)
- Battle of the Books – Ms. Darci’s room – Tuesdays, Wednesdays, and Thursdays after school
- Co-ed basketball – practice began November 29. First League Week January 12 and 13 (eligibility check – January 8)
- Semester ends – January 12
- Basketball – Kotz JV here this weekend
- January 19-20 Basketball to Kivalina
- February 1-3 Selawik Valley Tournament –
- February 9-10 Buckland at Deering
- February 15-17 BASH Tournament at Buckland
- February 29-March 2 1A NWA Conference Tournament at Kotzebue

XVII. Adjourn: Delores moved, Gloria seconded, adjourned at 7:52 pm

BP 8321 The Advisory School Council may not hold executive sessions.



DEERING SCHOOL

PO BOX 36009 • Deering, Alaska 99736 • (907) 363-2121

Advisory School Council Agenda February 6, 2024, 7pm

I. Call meeting to order: **Called to order by Kevin at 7:08**

II. Roll Call

<u>X</u>	Delores Iyatunguk	Term: Seat A 2025
<u>X</u>	Gloria Carter	Term: Seat B 2025
<u> </u>		Term: Seat C 2026
<u>X</u>	Denise Iyatunguk	Term: Seat D 2026
<u>X</u>	Kevin Moto	Term: Seat E 2025

III. Moment of Silence:

IV. Approval of Agenda: **Gloria moved, Denise seconded. Approved**

V. Introduction of Guests/Staff members: **no guests**

VI. Approval of Minutes: January 9, 2024 **Denise moved, Gloria seconded, approved**

VII. Public Comments: **no public comments**

VIII. Report of Councils:

- Junior Class – **will hold a raffle during Carry the Cure concert on Friday, hosting a talent show/lip sync contest for fundraising on Valentines Day. Advisor is keeping names of juniors who do and do not participate in fund raising.**
- Yearbook – **nothing additional to report**
- Battle of the Books – **younger students postponed due to weather, Jazzelle placed first and will be going to state**
 - Both 3/4 teams tied for second Team 1-Scarlett, Clara, Brooklyn and Rhianne**
 - Team 2-robort, Kam and Christopher**
-

NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

MISSION: To provide a learning environment that inspires and challenges students and employees to excel
VISION: To graduate all students with the knowledge, skills, and attitudes necessary for a successful future



- Spelling Bee – Deering spelling bee winners – Jazzelle Moto (5th – 8th grade), Christopher Moto (3/4 grade), Warren Thomas (2nd grade), Darold Gavin (1st grade)

IX. Correspondence: **none**

X. Principal's report:

- a. Student Activities Account: **The school submitted orders to replenish the concession stand**
- b. Inupiaq Days Activities:
 - Sam will work on Inupiaq activities – **Caribou cutting on Wednesday, Inupiaq games day on Valentines**
 - **Shee fishing trip for this winter/spring – Sam and others will work on scheduling/planning a shee fishing trip soon – first or second week of March or maybe after spring break – weather permitting**
 - **Possibly set up a potluck for the students and community – people not too willing to donate these days.**
- c. Staff update:
 - **LTS Jessica Gipson**
- d. Enrollment: Currently – 52 students enrolled (2/2/24)
 - **87.0% attendance rate**
 - **Attendance Incentive – class competitions – class with highest attendance percentage each week will receive a “party” – ice cream, pizza, popcorn and movie, etc.**

XI. Items for Advisory School Council Consideration

- a. Old Business: **letter to the school board about the school calendar, letter read and discussed, Delores moved to approve and send the letter, Gloria seconded, approved**
- b. New Business:
 - **NANA proposal to send each school an ice cream machine, discussion about electrical issues in the concession stand, no room to put any more machines and consistent blowing of breakers in the concession stand.**
 - **New slushie machine is not functioning properly – look into warranty from company**

XII. Public Comments – **none**

XIII. ASC Comments –

- a. The building was too cold for students during the recent cold snap. The mechanical issues with the fuel pump need to be taken care of. Replacing the pump could have alleviated the recent school freeze-up and kept the pipes from freezing. The school kitchen is still not operational due to frozen pipes.
- b. When it is too cold for students, it is too cold for staff also. Are there alternatives for classified staff when the building is cold?
- c. The electrical system will not support space heaters to keep the classrooms warm when we have cold weather. Breakers keep blowing and the heaters do not continue to run.
- d. The toilet in the girls' room does not flush well. The handle has to be held down until the flush finishes and then it takes a long time to refill. The little girls often do not fully flush the toilet. It's gross.
- e. When will we get an update on the new school?

XIV. Next ASC meeting: March 5 at 7:00 pm.

XV. Upcoming Events:

- Navigator Club – meets on Saturdays this year – February 3 and 10, by appointment or come and go (Other tutoring times are available before and after school hours.)
- Tier 3 Reading instruction – as scheduled by Ms. Houser and Ms. Shane – teachers work directly with families to schedule
- Battle of the Books – Ms. Darci's room – Competitions have been rescheduled due to weather
- Native Youth Olympics – March 18 - first practice, District competition - April 12 and 13, State competition - April 25 – 27
- Spring Break – March 11 – 15
- Carry the Cure Concert – February 9 at 7:00 pm

XVI. Adjourn:

BP 8321 The Advisory School Council may not hold executive sessions.

Dear School Board Members,

February 6, 2024

This letter is a recommendation from the ASC of the Deering community. We are writing this letter to you, the Regional School Board, because we want what is best for all the students in Deering and we feel that our concern is pertinent.

Currently, the approved calendar for the 2024-25 school year has students returning to school on August 202, enjoying Spring Break from March 17 through 21, and getting out of school May 23. We are requesting the opportunity to modify this schedule for the Deering community. We propose reducing Spring Break by three days and Thanksgiving Break by one day. This would allow us to dismiss school four days earlier, on May 14. In our research, we found that the Yupiit School District received permission for the commissioner of education to modify their school calendar due to subsistence activities. We are not requested a reduction in days, just a restructuring of days.

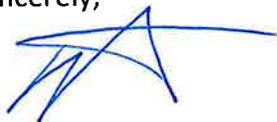
We, the Deering ASC, believe this decision is in the best interest of our students and our community for a two very important reasons. First and foremost, birding season in Deering begins most often in early to mid-May. The harvest of waterfowl in early spring is a very important part of our subsistence ways. We depend on this harvest for our spring meats and store up waterfowl for the entire year.

Secondly, we understand how important our students' education is and do not want them missing school. However, when the waterfowl come in, our community needs the young people helping with the harvest. Many of them will miss school.

As you know, the ASC meets monthly and regional board member Shannon Melton is our representative. Our next ASC meeting is scheduled for March 5, 2024 during which time we would be happy to answer any follow-up question you have on this issue. Our principal, Mrs. Noe, is also a good point of contact. She can speak to any further information you might want from us.

We, the Deering ASC, appreciate the work of the Regional School Board. Please know that we understand you have a lot of decisions to make and hope you will consider our recommendation about Deering's school calendar.

Sincerely,



Kevin Moto, President Deering ASC

Feb 7, 2024

12:10pm

Present: Jeannette, Victoria, Ely, Delores

Absent excused: Naomi.

Guest: Jeneil Stewart

Approval of Agenda – Agenda approved

Public Comments – the ASC received an anonymous letter about school vaping. This year especially vaping has been an issue. In the beginning of the year James Stewart asked the district office for vape detectors. That request was turned down and he was told there will be vape monitors. We still have not received those.

Approval of Jan 10, 2024 minutes – was tabled for next meeting.

Report from councils

-Ely had no city meetings. The next NANA meeting will be about dividends.

-Delores – There are high cases of Hep C and Syphilis.

Principal report

-Ratify Facility use permit for the KTC – Jeannette motion, Ely second

- Sports: Neither the HS Boys and Girls team will have an eligible team for 2 weeks due to grades.

Some students are already preparing for NYO during their time spent in Iñupaiq.

School hoodies have been ordered.

Middle school basketball uniforms have not been ordered yet.

School attendance has gone up a bit.

Motion to okay partnership with BEASST – will write the details so that the ASC members could have what will happen in writing.

Awards assembly for 1st semester has a student with 100% attendance. Skylar Morris.

ASC comments – Delores brought up that there could be better communication to inform members about upcoming meetings. Next meeting is March 6 at 12:00pm

Delores – motion to adjourn.

Jeannette – seconded

Meeting ended 12:52pm



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Ambler · Buckland · Deering · Kiana · Klivalina · Kobuk · Kotzebue · Noatak · Noorvik · Selawik · Shungnak
PO Box 51 · Kotzebue, Alaska 99752 · Phone (907) 442-1800

ADVISORY SCHOOL COUNCIL (ASC)

Shungnak AGENDA

February 2, 2024,

At 12:00pm

2023-2024

1. Roll Call: Poll Vote/ Genevieve Nooris (p), Maynard Woods (p) Lizzie Commack (p) Nellie Griest (p) Fred Sun (a)
2. Moment of Silence:
3. Introduction of Guests:
4. Approval of minutes: Geneviene Norris
5. Public Comments:
6. Correspondence:
7. Report for Councils:
8. Principal Reports: Seniors Graduation Date
9. Items for Advisory School Council Consideration:
 - a. Board Policy:
 - b. Old Business:
 - c. New Business: Seniors Graduation Date
10. Public Comments:
11. Time and Place of Next Meeting:
12. Adjournment:

Time and place of next meeting;

BP 8321

The Advisory School Council may not hold executive sessions.

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VISION: To graduate all students with the knowledge, skills, and attitudes necessary for a successful future.



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ADVISORY SCHOOL COUNCIL (ASC)

Shungnak AGENDA

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1. Roll Call: Genevieve Nooris (p), Maynard Woods (p) Lizzie Commack (p) Nellie Griest (p) Fred Sun (a)
2. Moment of Silence:
3. Introduction of Guests:
4. Approval of minutes: Geneviene Norris
5. Public Comments:
6. Correspondence:
7. Report for Councils:
8. Principal Reports: FYI

On February 2nd, 2024, principal called ASC board members to do a poll vote. Principal asked each ASC member for a poll vote for the graduation date. ASC members chose May 18th, 2024, Saturday, 1:00 PM to have the senior graduation.

Franklin: Principal shared the four potential graduates at that time and Dennis Michael Cleveland, Trent Asher Bar, Jenettet Rose Custer, Kierra Celine Johnson. Principal also stated to each board member that the students were attending school turning in their work and also meeting with their parents.

Principal discussed with the board over the poll vote of the post secondary current choices that each student is hoping to go into. Jeanette Custer will be seeking Job Corps, Kiara Johnson will be seeking Job Corps, Dennis Cleveland, and Trent Barr is undecided.

Parents have been asked to continue to talk with their kids and to help to make sure they stay on graduate trend. And also continue to see what post secondary color real estate would like to take. We will be meeting weekly or monthly on continuing to make sure our four seniors are on course to graduate.

Genevieve- stated that the students need to continue coming to school on time period we need to give them lots of support, parents side need to understand what their job is and then how to help the school daily. Also we need to make sure that those kids need to understand the end points of graduating but also finding a job in the village or out of the village. And Education is a valuable tool when it comes to having their own families over time. I vote for the date, 18, 2024 at 1:00pm.

Nellie- I am glad that we have four potential graduates and they are turning in their work and trying to finish out their senior year. We need to give them support and then we will be talking to the tribes we will be talking to the parents we will be talking to the elders as well. When people see our kids they need to give them a pat on the back to keep talking to him tell him to finish strong because there are lies will be changing very soon. I am so excited to see that we have four more graduates this year

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and I think the teachers think this school. Hopefully they will find out work and to continue their careers. I vote for the date, 18, 2024 at 1:00pm.

Lizzie Commack- glad that we have four seniors trying to graduate on time. When I see them I will make sure they do their best in school, and will let parents know as well. The village must behind them like we do with all students. They are we students. I vote for the date, 18, 2024 at 1:00pm.

Maynard Woods- How exciting and can't wait to see them walk across that stage in their school colors. Let's make this happen for them four and give them a change in there dailu world. Maynard Woods

9. Items for Advisory School Council Consideration:

- a. Board Policy:
- b. Old Business:
- c. New Business: Seniors Gradution Date

10. Public Comments:

11. Time and Place of Next Meeting: Our next will be TBA, hopefully March 7, 2024

12. Adjournment:

Time and place of next meeting;

BP 8321

The Advisory School Council may not hold executive sessions.

Lizzie Commack



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March 6, 2024

NOORVIK ADVISORY SCHOOL COUNCIL MEETING MINUTES OF MARCH 24, 2023

I. Meeting called to order by the chair at 6:05 PM.

II. Roll Call:

Seat A Wilbur Howarth	Absent
Seat B Mike Zibell	Present
Seat C Ellen Coffin	Present
Seat D Elsie Sampson	Present
Seat E Vacant	
Seat F Kaden Ticket	Present
Seat G Nellie Ballot	Present

III. Approval of Agenda

Order of changed via motion, reversing items A and B (Ellen C, Kaden T)
Agenda reviewed and approved.

IV. Meeting minutes from Feb 16, 2023 meeting reviewed, approved via motion (Ellen C, Nellie B)

Council requested principal send out minutes earlier to give members time to review.

V. Council Reports

a. M. Zibell reported on question of staying on council while principal. Spoke w/ Scott L—no reason to resign; encouraged to keep seat.

b. Principal reported on progress of principal candidate interviews for 23/24 school year.

VI. School Update/Principal Report/Assistant Principal Report

a. Leslie Zibell reported on work she has done/is doing:

-cafeteria tables ordered

-JOM money directly for the good of our kids; first act was hiring a local expert to work on sewing projects (Grace Commack). They are currently making atiklut for 8th grade promotion ceremony.

-SIG grant for \$25,000 for next year; paperwork and meetings in progress; ideas and planning for the coming school year; using community and culture to boost academics.

-Ellen Coffin comment: the school situation is 180 degrees from the beginning of the year; behavior is much better.

- Nellie Ballot comment: Students in Noorvik were going down; now it seems like it's going back up.

- Elsie Sampson: Concerned we have a teacher with no control over his class.

b. Student Activities Acct

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-Handout of current amount in sub-accounts

-Question was asked about the status of Classes of 2020-22 accounts

Also, the council is still requesting information of the specific state law or board policy that restricts the ASC and class advisors (and students, parents) in deciding how to spend the money which students did all the work to raise. ASCs were promised information on the law/BP that covers this restriction. Example: not allowing purchase of computers for students going to college or the purchase of letterman's jackets. Council recommended that the ASC and class advisors be the adults who approve class purchases. Motion: (Kaden T; Mike Z)

-Ellen Coffin: Planning to do fund-raising for new middle-school basketball uniforms, and possibly, middle-school travel funds for next year. Council supports her efforts.

-Inupiaq day plans-fishing trip-where to get gas money. Announcements on VHF.

c. Counseling for Students

-Noorvik and Kiana share a counselor.

-Elsie Sampson comment: Observed that students are in need. It is unclear what the current counselor does since she is not observed greeting or meeting w/ students. More counseling is needed. Even Maniilaq counselors don't want to be involved w/ the school. Maniilaq Behavioral Health will be more involved in our schools for counseling next year.

-Ellen Coffin commented that we always say we are here for our kids, but are we really, if we aren't giving them the counseling they need? Maniilaq Behavioral Health is not effective.

-Principal comment that the school counselors are not trained for mental health counseling; they are class schedulers, advisors dealing w/ academics.

-Nellie Ballot suggested a parenting element be added to the curriculum.

-Elsie: parenting must start at home.

d. Graduation; Thomas Brown memorial

-Elsie: we would like to recognize Thomas in some way because he would have graduated this spring.

-Ideas: get a picture enlarged and framed (his mother might have one already). Make a slideshow to be shown w/ the graduates' slideshows. Something for the family to take away. Community potluck for graduates. Share thoughts w/ staff and get input.

e. Community Event

-Weather caused cancellation on March 6

-New date decided on is April 18-Potluck for all community.

Entertainment ideas: singing, slideshow

Suggestion: a large sheet for elders, others to write ideas on what the community can contribute to next school year.

f. MS Phone policy

-Principal has banned all middle school phone possession during school hours. Parents have been supportive, and it has made a positive difference in discipline

incidents. ASCouncil supports the current policy and that of an all-student phone use ban in the fall.

g. Carry the Cure

-The consensus is that they did an excellent job of communicating w/ students and the community. ASC would like them to come back and stay longer.

h. Selma Newlin Tournament

-Scheduled, paperwork completed for week of April 3. Trooper will be here Thurs-Sat.

-Nellie: concerned about attitudes. We've seen some bad attitudes from our players and don't want that to go on.

-Mike: have elders open tourney w/ a talk about attitudes and language.

i. ASC survey for Brett S.

1. Coach hire dates: council moved to support option 2 (MZ, EC) passed

2. Tournament hosting location

Council moved to support option 2 with the following addendum:

Since there are only two sites (Kotzebue and Noorvik) that have a facility large enough to host (seating capacity and full-sized floor), option 2 should include the option that smaller sites host at a large site on their turn in the rotation.

There is precedent in the state for this system

VII. Council Member Comments

VIII. Next meeting: April 20, 6pm

IX. Meeting adjourned 8:25pm (EC, MZ)



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March 6, 2024

NOORVIK ADVISORY SCHOOL COUNCIL APRIL 27M 2023 MEETING MINUTES

- I. Call to Order: 6:30 PM by Chair Elsie Sampson
- II. Pledge of Allegiance
- III. Moment of Silence
- IV. Roll Call:
 - Wilbur Howarth Present
 - Mike Zibell Present
 - Ellen Coffin Absent
 - Elsie Sampson Present
 - Kaden Ticket Arrived 6:37
 - Nellie Ballot Present
- V. Approval of Agenda: approved-Motion W. Howarth; Second M. Zibell
- VI. Approval of Minutes: Approved; Motion K.Ticket; Second N.Ballot
- VII. Public Comments:
 - A. Jeff Robinson presented two pieces of baleen which students cleaned and carved for a class project (Inupiaq Studies). Abe Field and Jade Ballot were leaders in the project. Engravings were scenes/symbols of their lives/subsistence and memorials to Thomas Brown. Baleen will be hung in the school. Chair suggested presenting them during graduation.
- VIII. Correspondence: None
- IX. Reports from Council:
 - Nellie Ballot: Elders will have an Inupiaq Day on May 2 to algaqsruq students about spring conditions and dangers. Elders wish to do some summer projects with students to keep them occupied and out of trouble.
 - Wilbur Howarth: Tell students about the dangers of creeks beginning to run.
- X. School Update: Principal/Asst principal report
 - A. SIG Grant update
 1. Three goals: Increase attendance, use local culture to strengthen school culture, increase reading growth.
 2. Community review forms passed out
 3. Rebranding (New bear mascot discussed)
Motion to adopt M.Zibell; second W. Howarth, new mascot approved
Principal will follow up w/ Brett S.
 - B. Principal reported on the discussion that leftover student-raised money be rolled into the general fund of a site's student activity account two years after a class has graduated. Principal suggested that a policy should be made/passed so that it is in writing and that the ASC be involved in decisions about the use of these leftover funds.

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Council comments: Nellie-boys basketball uniforms need appropriate sizes. Elsie-don't forget the need for scholarships. Wilbur-because of Covid, two years is too short.

A motion was made (M. Zibell), seconded (N. Ballot), and passed reading:

The Noorvik Advisory School Council proposes to the Northwest Arctic Borough School Board that the use of student-raised funds left over after that class has graduated be determined by the local ASC understanding that such monies may only be used for students and school purposes.

C. Inupiaq Days report

Elders came earlier in the semester to speak to students

Sledding trip: whole school

Six elders, 4 (quorum) ASC members participated

Good parental turnout

"We have a good team of ASC, elders, and school staff."

Potluck was a success. Lots of people, lots of food brought in, people visited, v good atmosphere.

Fishing trip planned for the upcoming week.

Next year's plan is to make such activities and days a part of the normal school year.

Nellie B: Elders will be willing to be involved in these activities.

Wilbur H: Under ice nets in the fall; maybe for 4-5th grades.

Bring in fish; teach students how to cook them.

Principal: Requirement of teachers to take students out for cultural activities.

Elsie S: We need to focus on language. Inupiaq classes need to improve.

Mike Z: Iisaqkativut has been invited to hold their next meeting in Noorvik school so that students have exposure to what they are doing.

Nellie B: Home conversations are needed; the students will pick it up.

Leslie Z: We are trying to reduce class sizes; the Inupiaq classes are too large.

Mike Z: Maybe students can record elders telling stories, giving advice in Inupiaq and use class time and the teacher to transcribe.

D. End of School Activities

1. Retirement party for two employees who have said they are retiring.

2. Remaining events

May 3: PreK/K graduation

May 4: High School graduation

May 8: 8th grade promotion

May 8: Retirement party

May 9: End of year awards/last day of school

4. Summer Gym Use

Emma Johnson/Alice Field

Wilbur asked if there's money to pay Emma. We will ask permission to use remaining Classified EDC money for that.

Council discussed and approved asking that if be opened for kids as well as adults.

E. Staffing Update for next year

Graduation: (13, plus 2 that graduated early, 1 trying to finish by the end of summer school.) Thomas Brown memorial

XI. Council Advice/ Ideas for Next School Year

Wilbur H: Why do Kotzebue middle school teams get to play w/ village teams?

Discussed ideas for site-funded middle school sports.

Nellie B: How about the softball we used to have? Can it be restarted?

Contact B. Swanson about funding. Can a wellness committee take it on?

XII. Council Member Comments

Nellie B: Anxious about this summer. We need to be doing things for our children: Norwegian, softball, gym. Keep them occupied, safe.

Wilbur: Good meeting! This is good. Leslie made some additions to the SIG posters from our discussion.

Kaden T: It's good to see the council coming together for kids.

Elsie S: I'm always energized after our meetings. We discuss solutions rather than problems. Thankful for each one of you. Thank the staff for helping us with our children this school year. Recommend graduation be in April. Kids are done by this time. Maybe May 10, based on next year's schedule. Council agreed.

XIII. Next Meeting: Tentatively August 24

XIV. Adjournment: 8:52 M-Wilbur H/ second K. Ticket

NOTE: These minutes have not been approved by the Noorvik ASC.



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March 6, 2024

NOORVIK ADVISORY SCHOOL COUNCIL OCTOBER 23, 2023 MEETING MINUTES

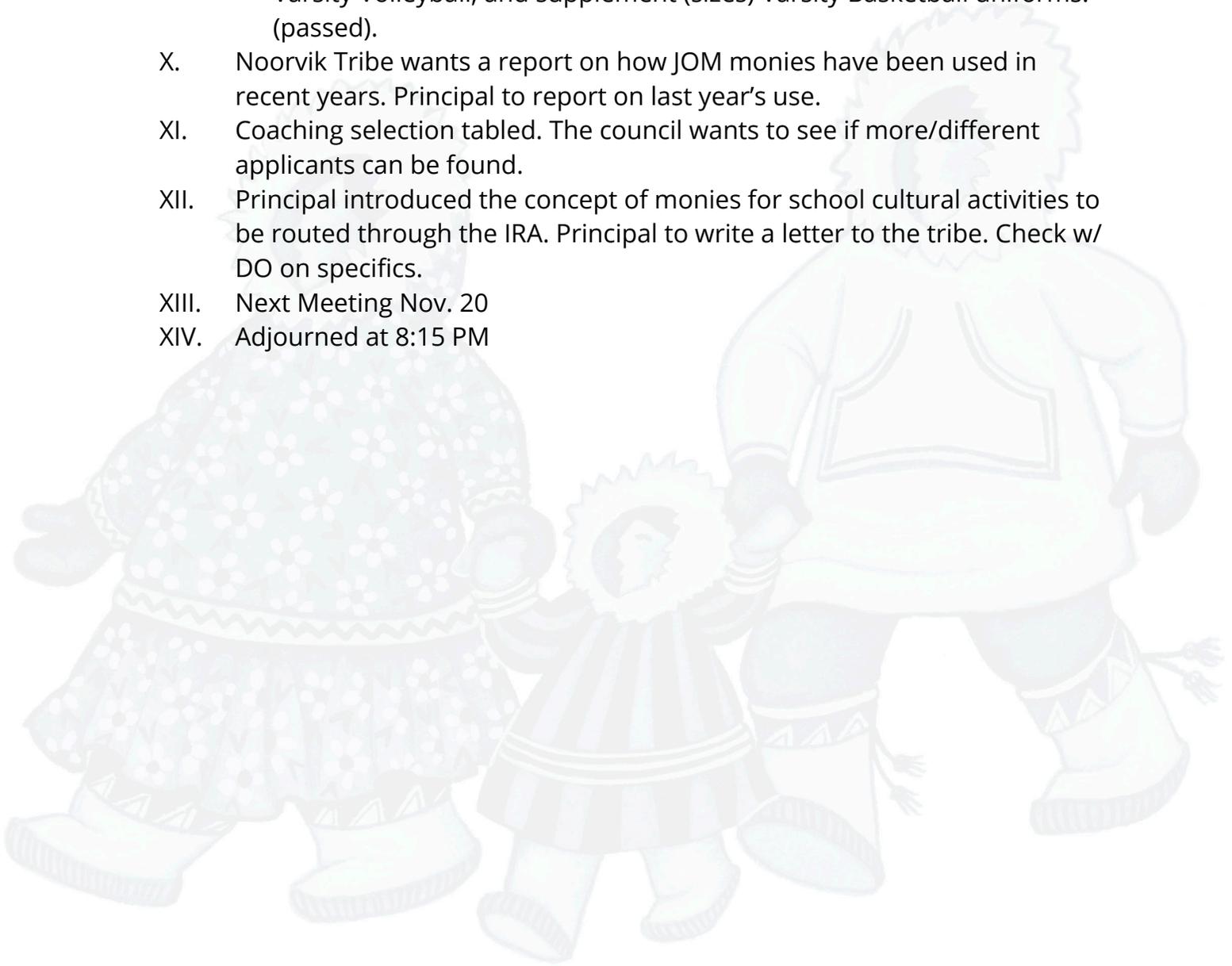
- I. Call to Order: 6:07 PM
- II. Swearing in of newly elected/re-elected members
Elsie Sampson Seat D
Jessica Snyder Seat E
Kaden Ticket Seat F
- III. Approval of April Meeting Minutes (passed)
With comment to follow-up on Inupiaq Days and Elders' school visit on Oct.31
- IV. Ellen Coffin resigned Seat C (accepted)
- V. Public Comments:
 - A. Eric Howarth suggested a Job Shadow program for students at the Public Works and other employers. Council thought that to be worth pursuing.
- VI. Staffing Update
Math-Hired Donald Weber
English-Gael Moto to fill in for 3 weeks
H1B nearing approval to travel
- VII. School Operations:
 - A. Day to day with filling empty positions. Local "long-termers" doing well.
 - B. Cultural Activities: Net check w/ Carl Foster, Jr and fish processing, caribou processing and cooking w/ students. Elders' visit 10/31.
- VIII. SIG Goal Progress Report
 - A. Attendance rate competes with the lowest in the district.
 - B. MAP results: Scores are low, but there is significant growth.
 - C. Cultural Activities have been fewer than planned due to having to cover daily for empty teaching positions. The hope is that when staff comes, cultural activities will be more possible (largely because principals won't need to plan, teach, and grade multiple classes).
- IX. Student Activities

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- A. Motions to use student activities monies to purchase MS Basketball, Varsity Volleyball, and supplement (sizes) Varsity Basketball uniforms. (passed).
- X. Noorvik Tribe wants a report on how JOM monies have been used in recent years. Principal to report on last year's use.
- XI. Coaching selection tabled. The council wants to see if more/different applicants can be found.
- XII. Principal introduced the concept of monies for school cultural activities to be routed through the IRA. Principal to write a letter to the tribe. Check w/ DO on specifics.
- XIII. Next Meeting Nov. 20
- XIV. Adjourned at 8:15 PM





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March 6, 2024

NOORVIK ADVISORY SCHOOL COUNCIL NOVEMBER 20, 2023 MEETING MINUTES

- I. Call to Order 6:14PM
- II. October Minutes approved with question on local entities helping to pay for school activities.
- III. Senior Class trip proposal:
Miami/KeyWest
Council discussed, passed a motion of support for the proposal.
- IV. Memorandum of Agreement
 - a. Discussed partnership between the Tribe and the Elders' Council. Plan to be presented to the Tribe at their meeting on 11/21.
 - b. \$16,125 for Noorvik for cultural activities in and/or with the school
- V. Coaching Candidates
Council chose Stan Harvey as HS Boys' Coach, Nita Tebbits for HS Girls, Arthur Ballot, Jr for MS Boys, and Jessica Snyder for MS Girls.
- VI. Public Comments: none
- VII. Next Meeting: TBD
- VIII. Adjourned 8:36 PM.

NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

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**AASB Special Board Meeting
Report
For
March 8, 2024 NWABSD Board
Meeting**

The AASB held a special virtual board meeting February 15, 2024 to appoint two board of directors for the two vacant seats. Five letters of interest were received and interviewed by the Board of Directors Vacancy Committee appointed by President Bellamy.

The five applicants were Amber Frommherz of the Juneau School District, Frieda Nageak of the North Slope Borough School District, Darlene Trigg of the Nome Public Schools Board of Education, Hannah Bengtson of the Copper River School District, and Julia Phelan of the Delta Greely School District.

The committee Chair Pete Hoepfner presented their report and recommended Julia Phelan of the Delta Greely School District and Darlene Trigg of Nome Public Schools to the AASB Board of Directors until the next Election in November, 2024.

After the board discussion, the AASB board of directors adopted the committee recommendation. Attached is an updated list of the AASB board of directors.

The next regular AASB board of directors meeting will be held in Anchorage Hilton Hotel April 19-20, 2024 during the Spring Boardmanship Academy. And again, the July 18-21 AASB board meeting will be held in Kotzebue.

Quyanaq and thank you for your support. It is a privilege to represent our district at the Association of Alaska School Boards.

Association of Alaska School Boards
Board of Directors
March 6, 2024

Anchorage	Margo Bellamy, President
Delta/Greely	Dana Mock, President-Elect
North Slope	Robyn Burke, Secretary/Treasurer
Northwest Arctic	Marie Greene, Past President
Bristol Bay	Mike Swain
Kenai	Penny Vadla
Bering Strait	Annie Weyiouanna
Cordova	Pete Hoepfner
Fairbanks	Tim Doran
Anchorage	Andy Holleman
Lower Kuskokwim	Clarence Daniel
Southwest Region	Wassillie "Wally" Gust
Fairbanks	Chrya Sanderson
Delta Greely	Julia Phelan
Nome	Darlene Trigg