

NWABSD Regular Board Meeting

Friday, March 8, 2024 4:00 PM

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

1.	<u>CALL TO ORDER</u>	Presenter: Margaret Hansen, President
2.	<u>ROLL CALL</u>	Presenter: Margaret Hansen, President
3.	<u>MOMENT OF SILENCE</u>	Presenter: Margaret Hansen, President
4.	<u>PLEDGE OF ALLEGIANCE</u>	Presenter: Margaret Hansen, President
5.	<u>INTRODUCTION OF GUESTS/STAFF</u>	Presenter: Margaret Hansen, President
6.	<u>PUBLIC COMMENTS</u>	Presenter: Margaret Hansen, President
7.	<u>TEACHER PERSPECTIVE ON STUDENT LEARNING</u>	Presenter: Terri Walker, Superintendent
8.	<u>RECOGNITION AND AWARDS</u>	Presenter: Terri Walker, Superintendent
9.	<u>SUPERINTENDENT'S REPORT</u>	Presenter: Terri Walker, Superintendent
10.	<u>BOARD REPORT</u>	Presenter: Board Members
11.	<u>ADOPTION OF CONSENT AGENDA</u>	
12.	<u>EXECUTIVE SESSION</u>	
13.	<u>COMMUNICATIONS AND ITEMS INTRODUCED BY BOARD MEMBERS</u>	
14.	<u>DATE, TIME, AND LOCATION OF NEXT MEEETING</u>	
15.	<u>ADJOURNMENT</u>	

**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.

APPROVAL OF FY23
AUDITED FINANCIAL
STATEMENTS

Alice Melton-Barr moved to table the approval of FY23 Audited Financial Statements as presented, seconded by Marie Greene.

ACTION

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.

NOMINATION OF AASB
OUTSTANDING SCHOOL
BOARD OF THE YEAR

No final action was taken.

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 Noatak, Noorvik and Selawik; and the FY24 classified new hires at Buckland, District Office and Shungnak as presented.

APPROVAL OF HUMAN
RESOURCES

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.

ACTION

Motion carried unanimously by voice vote.

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.

Motion carried unanimously by voice vote.

ACTION

The next Special Board meeting of the NWABSD Board of Education will be held December 4, & 5, 2023, virtually.

Tillie Ticket moved to adjourn the meeting, seconded by Alice Adams.

DATE/TIME OF NEXT BOARD MEETING

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 has 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 has 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.

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.

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.

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.

ADOPTION OF CONSENT AGENDA

APPROVAL OF PROPOSED REVISIONS TO BP 3290, BUSINESS AND NON-INSTRUCTIONAL OPERATIONS, GIFTS, GRANTS, AND BEQUESTS; FIRST READING

APPROVAL OF PROPOSED REVISIONS TO BP 3305, BUSINESS AND NON-OPERATIONS, ELECTRONIC FUND TRANSACTIONS; FIRST READING

APPROVAL OF PROPOSED REVISIONS TO BP 3311, BUSINESS AND NON-INSTRUCTIONAL OPERATIONS, BIDS; FIRST READING

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

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 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

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
<u>Ambler, Kobuk, Shungnak</u>		
<u>02/05/24</u>	<u>Bridgette Burrus</u>	<u>Counselor</u>
<u>Kobuk</u>		
<u>02/19/24</u>	<u>Kelli Tallman</u>	<u>Grade 3,4,5 Teacher</u>

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
<u>Deering</u>		
<u>02/23/24</u>	<u>James Cleveland</u>	<u>Sped. Aide</u>

**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.

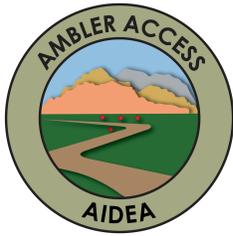
With the approval of funding the District will advertise for a term contract for engineering services. So that engineering work in support of DEED applications can begin promptly a delegation of authority to the Superintendent to award a contract is recommended.

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.



Ambler Access Project Workforce Development Plan

Pre-Development Phase

Status: INITIAL DRAFT

August 2023

Revision number	Date
V1	8-18-2023
V2	8-21-2023
V3	2-7-2024
V4	2-16-2024

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DRAFT

1 SCOPE

This plan describes the workforce development strategy and tactics for the Ambler Access Project (AAP) or Ambler Road. This workforce development plan is intended to provide guidance and recommendations to prepare for the future workforce needed to support road construction, road operations, and the mining industry. It includes recommendations for recruiting, training, and education to enable a qualified workforce for potential road construction and operations once the road is ready to be constructed and operated. The purpose or objective of workforce development is to facilitate and enable qualified applicants for the road and related mining industry.

2 FUTURE WORKFORCE NEEDS AND CONSIDERATIONS

Due to the remote location and Arctic environment, AAP anticipates the need for a year-round workforce during construction but a seasonal workforce for the preconstruction and exploration phases for mining companies. The bulk of the workforce will be needed during the construction phase. The challenge will be to have a sufficiently trained workforce when an investment decision is made.

2.1 Considerations for Hiring, Recruiting, and Training Success

The following are considerations for regional hiring, recruiting, and training:

- **State of Alaska hiring statute:** AAP will comply with the Alaska Hire statute (AS 36.10.150). AAP must navigate the complexities of promoting local employment while adhering to the U.S. Constitution's Privileges and Immunities Clause and the Alaska Constitution's Equal Rights Opportunities and Protection Clause. This involves balancing the state's desire to prioritize local hiring with the need to avoid discrimination against nonresidents and to treat similarly situated individuals equally. Hiring strategies will focus on lawful ways to stimulate local employment without contravening constitutional mandates.
- **Alaska Native land ownership:** When working on Alaska Native land, it's important to follow any land agreements with the owners and collaborate closely with the local communities for mutually beneficial outcomes. This includes workforce development, recruiting, and hiring.
- **Contractor hire:** AIDEA intends to hire contractors to perform road construction and long term road operations. AIDEA will follow the Request for Proposals (RFP) and a structured procurement process for hiring contractors. Contractors will be advised on land agreements and this workforce development plan.
- **HUB Zone/Zone of Underemployment:** This project, located in a Zone of Underemployment, will not only adhere to the essential guidelines of AS 36.10.150 but will also specifically focus on one of its key points: the promotion of employment opportunities for underemployed individuals. By aligning with AS 36.10.150, the project is committed to actively seeking and providing employment to those who

are currently underutilized in the workforce, thereby addressing a critical aspect of this statute.

2.2 Future Positions Identified

The following potential positions are anticipated for the AAP and related mining activity (** indicates high demand positions for road construction and operations):

- Commercial Drivers**
- Bear Guards**
- Diamond Drill Helpers
- Diamond Drillers
- Emergency Medical Technicians
- Helicopter Coordinators
- Helicopter Mechanics
- Helicopter Pilots
- Pad Builders**
- Administrative Assistants**
- Assistant Camp Managers
- Camp Maintenance Workers**
- Camp Cooks
- Camp Housekeepers
- Core Cutters
- Core Shack Coordinator
- Plumbers
- Drill Coordinators
- Electricians
- Environmental Coordinators
- Environmental Technicians
- Equipment Operators**
- Geologists - Core Logging
- Geologists – Mapping
- Geotechnicians
- Mechanics (Heavy Equipment and Small Engine)**
- Utility Operators**
- Heavy Equipment Operators**
- HR Manager
- Accounting Staff/Bookkeepers**
- Fire Fighters
- Project Managers
- Safety Coordinators
- Soil Samplers
- Surveyors

2.3 Labor Shortages and Occupations in Highest Demand

The Infrastructure Investment and Jobs Act (IIJA) is anticipated to significantly increase the demand for jobs that can be obtained with a maximum of two years of postsecondary education or training, an apprenticeship, or through moderate to long-term on-the-job training. Below is a list of the top 10 occupations anticipated to be in highest demand.

1. Maintenance and repair workers, general
2. Operating engineers and other construction equipment operators
3. Heavy and tractor-trailer truck drivers
4. Carpenters
5. Electricians
6. Installation, maintenance, and repair workers, all other
7. Plumbers, pipefitters, and steamfitters
8. Mobile heavy equipment mechanics, except engines
9. Welders, cutters, solderers, and brazers
10. Bus and truck mechanics and diesel engine specialists

These positions correlate with the highest demand positions for the road construction and operations. Therefore, preparing for future workforce needs early will be imperative due to the increased demand for skilled labor brought about by the IJJA. It will also be the focus for training and development (Section 3).

2.4 Challenges to Recruitment and Training Success

The following are anticipated challenges to regional recruitment:

- **Follow through on the application process:** Applicants who express interest during the outreach and recruiting process do not always complete the application even with support during the application window.
- **Pre-employment drug screening:** Several applicants will make it to the job offer phase of the process and despite direct questions and warnings during the interview process either drop out of the process just before the drug test, fail to show up for the drug test, or fail it.
- **Driver's license:** Most positions require employees to operate motor vehicles, but many potential employees living in the regional villages do not have driver's licenses despite the availability of off-highway licenses availability.
- **Shallow Available Workforce Pool:** When recruiting for positions, some individuals are hired for more than one position in their community (i.e. the post office worker is also the tribal liaison). It will be important in the future to target new individuals and develop an expanded bench of workers for positions rather than competing for the same individuals as other companies.
- **Lead time for recruitment:** Successfully recruiting a qualified candidate for a position often requires a considerable amount of time and effort. Significant lead time is necessary to advertise positions and encourage regional applicants. Therefore, it is crucial to factor in these extended periods for recruitment when planning for staffing.

3 TRAINING AND DEVELOPMENT

3.1 Vocational Training

Alaska has many technical and vocational training institutions covering all manner of trades. An extensive list of those facilities and organizations can be found in Appendix B. The following sections discuss in detail the facilities that are particularly relevant to the types of jobs AAP and mining companies will expect to require over the next few years. The locations of these key facilities are shown below in Figure 1.

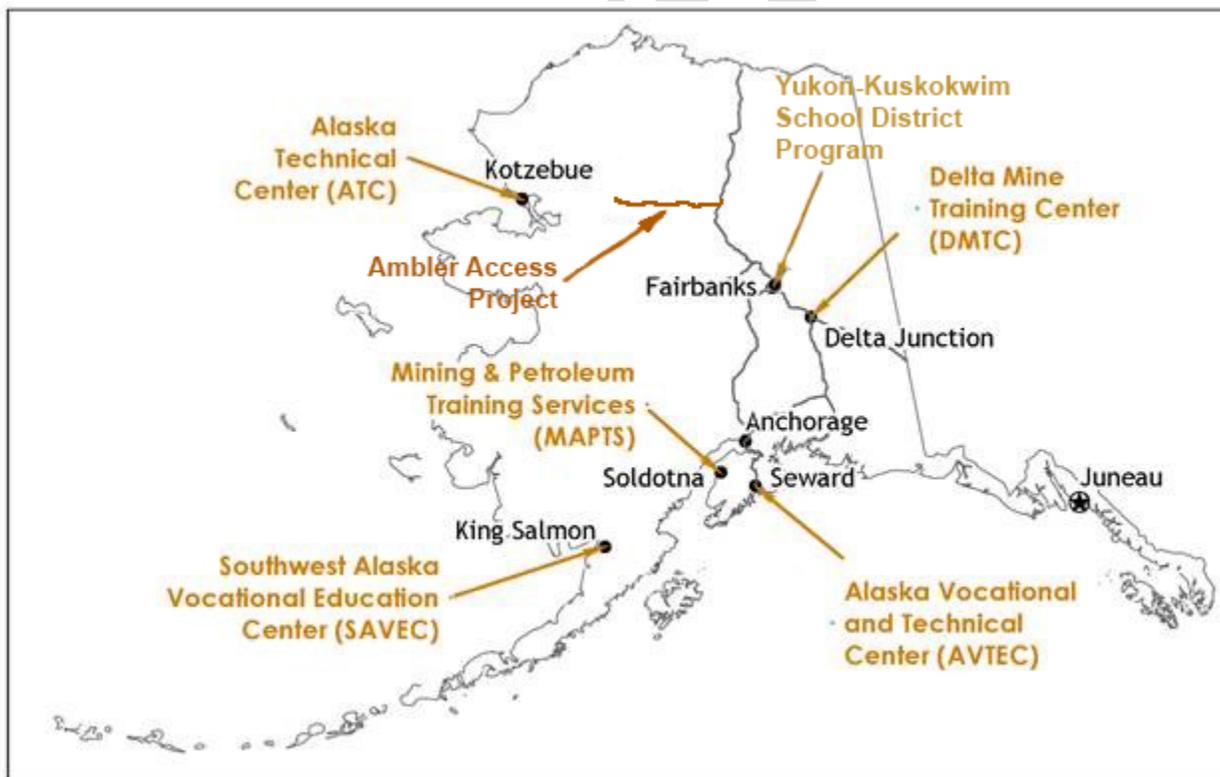


Figure 1: Key Alaska Vocational Training Centers

3.1.1 Alaska Technical Center (ATC)

ATC in Kotzebue advertises vocational training in the following areas:

- Process Technology
- Construction Trades Technology
- Culinary Arts
- Health Care Occupations such as Certified Nurse's Aide (CNA) and Personal Care Attendants (PCA).

The ATC has also provided training for Commercial Drivers Licensing, Heavy Equipment Operator, regular Class D Driver's Education, DOT Flagger, and HAZWOPER training.

Starting in 2024, AAP will post job openings at the ATC. Human Resources and/or operations management will conduct in-person interviews at the ATC for students enrolled in relevant programs.

3.1.2 YKSD/Career & Technical Education

The Yukon-Koyukuk School District Career & Technical Education (CTE) is an education program that provides technical knowledge and skills based training to prepare students for future careers in four career pathways:

- Construction • Education • Service Careers • STEM – Computer Science

The Construction Career Pathway program is designed to help students develop the technical qualifications and life skills needed to begin a career in the construction industry or the ability to meet the requirements for an apprenticeship program. Occupations for this pathway include:

- Carpenter
- Laborer
- Welder
- Painter
- Ironworker
- Truck Driver
- Pipefitter
- Surveyor
- Maintenance Person
- Plumber
- Roustabout
- Electrician
- Heavy Equipment Operator
- Crane Operator
- Sheet Metal Worker
- Millwright
- Roofer
- Construction Manager

AAP will establish contacts with CTE's leadership to ensure they are aware of the job opportunities available on the project and work closely with them to determine partnership opportunities.

3.1.3 Mining and Petroleum Training Service (MAPTS)

MAPTS is based in Soldotna, Alaska, and is affiliated with the University of Alaska. Their current focus is on safety training and certification for the oil drilling and mining industries. MAPTS purchased and operates the formerly private Delta Mine Training Center (DMTC) in Delta Junction, Alaska. This facility provides operator and safety training for both surface and underground mining operations.

The MAPTS's programs include safety, general workplace skills, and hands-on learning. Their integrated camp provides the advantage that students live and study on campus without the opportunity to go into town where they can be tempted by alcohol or drugs.

Costs for their two-week surface operator's course are approximately \$10,000 but MAPTS's director advises that offsetting funding is often available.

3.1.4 Alaska Vocational Technical Center (AVTEC)

AVTEC is the vocational education branch of the State of Alaska Department of Labor and Workforce Development. Their campus is in Seward, Alaska. AVTEC offers mining-related programs such as Business and Office Technology, Construction Technology, Culinary Arts, Diesel/Heavy Equipment Technologies, Industrial Electricity, Industrial Welding, Information Technology, and Plumbing & Heating.

AAP will establish contacts with AVTEC's leadership to ensure they are aware of the job opportunities available on the project.

3.1.5 Southwest Alaska Vocational and Education Center (SAVEC)

Located in King Salmon, Alaska, SAVEC offers a variety of industry-related courses including OSHA 10-hr Construction Safety, HAZWOPER, and Alaska Driver's Education Preparation. Other mining-related courses include Construction Technology, Welding Technology, and Heavy Equipment Operations.

While SAVEC is too far from the region to rely on directly, they appear to have programs that are beneficial to present and future AAP needs. AAP will coordinate with ATC and SAVEC to see if there is an opportunity to use the already-developed curriculum.

3.2 Job Shadowing/On-the-Job

The mining companies will typically provide job shadow opportunities for early-career local residents to work alongside a mentor in a job classification that interests them. Participants are usually recent or soon-to-be high school graduates from the local villages 18 years of age or older.

4 K-12 MINERALS INDUSTRY EDUCATION OPPORTUNITIES

Alaska's natural resource industries have established several K-12 programs to teach youth about those industries and the job opportunities available in those fields. The programs most relevant to the current and future work for AAP include Alaska Resource Education, GeoFORCE Alaska, ANSEP, Alaska EXCEL, and Junior Achievement of Alaska.

4.1 GeoFORCE Alaska

GeoFORCE Alaska (geoforce.alaska.edu) is an outreach program at the University of Alaska Fairbanks for rural high school students from the North Slope, Northwest Arctic, and Interior. Students are recruited in 8th or 9th grade and travel around Alaska and throughout the country to learn about geology and career paths in the geosciences.

GeoFORCE Alaska is a four-year program. Each summer, the cohort of students reunites to attend a two-week Academy in a different region of the United States. (GeoFORCE Alaska, 2021)

4.2 Alaska Resource Education (ARE)

ARE (www.akresource.org) is a state and privately-funded educational nonprofit organization whose mission is to educate students about Alaska's resources by providing educational opportunities to students and teachers and distributing primary education curriculum that meets Alaska State Science Standards. ARE also hosts several youth programs and camps in support of its mission. Some of these programs are focused on cultivating STEM interest in girls by introducing them to female professionals in STEM fields.

AAP will support ARE through:

- Introducing regional schools to the program
- Encouraging staff to participate as guest speakers

4.3 Alaska EXCEL

Alaska EXCEL provides educational opportunities to students starting in the 7th grade and can continue until the summer following high school graduation. The program focuses on careers relevant to their regions and participants may explore jobs in health care, construction, heavy equipment operation, aviation, culinary arts, maritime, and more. Foundational sessions focus on life skills, such as leadership and healthy living, all the while working on employability skills.

AAP will support communication with local village schools to be aware of the program and encourage participation. If there is local interest, we will review opportunities to sponsor high school students who wish to participate in the 12-day specialty camps to receive certifications in high-need areas, such as driver education, carpentry, and heavy equipment operators.

AAP will monitor local interest and determine if future support is appropriate.

4.4 Alaska Native Science and Engineering Program

The Alaska Native Science and Engineering Program (ANSEP) located in Anchorage, Alaska is a multi-stage initiative designed to prepare and support Alaska Native students from elementary through graduate school to succeed in science, technology, engineering, and math (STEM) careers.

Based at the University of Alaska, ANSEP prepares and supports Alaska Native students to succeed in engineering and science careers. ANSEP offers intensive academic support, exposure to industry, and the opportunity to participate in a learning community incorporating Alaska Native cultural identity. ANSEP provides comprehensive programming for its precollege, undergraduate, and graduate components aimed at empowering and exciting youth around engineering and science, promoting success in educational and career paths, and connecting local communities to science, technology, engineering, and math (STEM) resources. In addition to supporting individual students, the ANSEP model is also designed to effect systemic change to improve the

climate for Alaska Natives in the Alaska kindergarten through 12th grade (K–12) educational system, the University of Alaska, and Alaska's STEM industries.

AAP will support communication with local village schools to be aware of the program and encourage participation. AAP will monitor local interest and determine if future support is appropriate.

4.5 Junior Achievement of Alaska

Junior Achievement (JA) of Alaska is dedicated to giving young people across the state the knowledge and skills they need to own their economic success, plan for their futures, and make smart academic and economic choices. JA's programs primarily focus on work readiness, entrepreneurship, and financial literacy. AAP will monitor local interest and determine if future support is appropriate.

5 RECRUITMENT

5.1 Contractor Recommendations

Once the Ambler Road is ready to be constructed, contractors will be encouraged to support this Workforce Development Plan with recruiting efforts for positions.

Once the construction phase begins, this general schedule is encouraged for recruitment. Dates are general recommendations to encourage an early start for positions that have been traditionally harder to fill.

Period	Activity
Nov – January	<ul style="list-style-type: none"> Post for technical positions and recruit at: <ul style="list-style-type: none"> – AMA and Round Up conventions – Alaska Universities – Local schools – Association of General Contractors (AGC) – Community buildings/tribal offices
February	<ul style="list-style-type: none"> Start posting seasonal positions
Late Feb – Early March	<ul style="list-style-type: none"> Shortlist candidates for interview UAF and UAA job fairs
Year-round	<ul style="list-style-type: none"> Village recruiting visits to assist with the application process and in-person interviews Interview applicants remotely (phone, online)

5.2 Job Posting Guidance

A hiring strategy is contemplated for each type of position that considers job description, timing of need, pre-requisites, availability of local applicants, and current job market parameters. Once the strategy for each position is determined, the Human Resources Manager creates a job posting and advertises through:

- AIDEA and AAP web pages

- Facebook and social media
- Arctic Sounder
- Postings forwarded to NANA and Doyon for local posting
- Village store bulletin boards
- Postings are announced on KOTZ Radio Kotzebue (<http://kotz.org/>)
- Alaska Technical Center
- Tribal Offices
- Various online job posting platforms for technical positions such as:
 - Glass Door
 - Handshake (Univ of Alaska)
 - Infomine
 - LinkedIn
 - Monster
 - SME

5.3 Application Process

The AAP and Support Contractor application process consists of:

- Online application (preferred, but written applications can be accommodated by exception)
- NANA and Doyon staff are available to assist with the application process
- If there are no COVID-19 restrictions in place, AAP or contractor staff will make in-person site visits to the local villages to assist with the application process.

5.4 Selection Process

5.4.1 Interviews

A short list of qualified applicants is created based on information provided in the application such as skills, experience, education, driver's license, shareholder status, residence, etc.

The Human Resources department then schedules phone or in-person interviews with the short list of candidates. The interviews are conducted by the Human Resources Manager and/or the hiring manager(s).

5.4.2 Professional References

AAP solicits professional references from direct hire candidates before advancing the candidate to the job offer stage. Work references are preferred but personal references will also be considered.

AAP or contractor staff will contact references to assess the candidates:

- Work ethic
- Safety attitude
- Personality
- Reliability
- Strength
- Areas needing improvement

If positive references are received, preferred candidates from the interview process are presented with a job offer contingent on a background check and pre-employment drug screening.

5.4.3 Background Checks

A criminal background check is completed by a third-party service provider who checks the candidate's criminal history. If a criminal background is noted by the service provider, the Human Resources Manager, hiring manager, and Vice President, Operations will review the history and determine if AAP will proceed to the next step. The group considers the following when evaluating a criminal background:

- Nature of the offense: Was the crime against another person, against property, financial, or statutory?
- Severity of the offense: Was the crime violent or involve weapons? Was it a fistfight or a sexual assault?
- History of offences: How recent was the crime? Is there a pattern of criminal activity?
- Above all, does the individual's history give the reviewing team concern for the safety of camp personnel or Ambler Metal's assets and reputation?

Candidates have the opportunity to explain and/or dispute charges and convictions before a final determination.

5.4.4 Pre-employment Drug Screen

Candidates will take a pre-employment drug screen that is administered by a qualified testing facility.

The urinalysis screens for a variety of substances as defined by the State of Alaska Drug & Alcohol Policy, including marijuana, but excluding alcohol.

Failure to show up for a test and failure of the test are common reasons for candidates being denied a final offer with AAP or its contractors.

6 HIRING STRATEGY

AAP must comply with the Alaska Hire statute (AS 36.10.150). AAP must navigate the complexities of promoting local employment while adhering to the U.S. Constitution's Privileges and Immunities Clause and the Alaska Constitution's Equal Rights Opportunities and Protection Clause. This involves balancing the state's desire to prioritize local hiring with the need to avoid discrimination against nonresidents and to treat similarly situated

individuals equally. Hiring strategies will focus on lawful ways to stimulate local employment without contravening constitutional mandates.

For example, AAP plans to invest in vocational training programs specifically tailored to the jobs listed in section 2.2. See Section 3 for training and development. Vocational training programs will provide Alaskan residents in the local area with the necessary skills and certifications to compete effectively for jobs in these sectors. By focusing on skill development rather than direct hiring preferences, the AAP can enable a more skilled workforce, potentially leading to higher employment rates among residents without contravening constitutional mandates.

7 FUTURE REVISIONS

This Workforce Development Plan will be developed through an iterative process with the AAP Workforce Development Working Group that meets quarterly. AAP operational leadership will maintain a copy and work with contractors regarding the recommendations in the plan.

As the AAP advances, this Workforce Development Plan will be modified to include a more robust Construction and Operations section.

8 REPORTING

A review of the workforce development progress and status will be done quarterly in preparation for workforce development working group meetings. Once the AAP begins the construction phase, ongoing updates for recruiting and hiring will be done monthly as part of the invoicing and monthly reporting practice with contractors.

APPENDIX A JOB REQUIREMENT MATRIX

Typical seasonal positions hired for the Exploration, Operations, and Environmental Departments are shown below in

A.1 Exploration Department Season Jobs

Position	# Hired ¹	# On site	# Offsite	Supervisory Role?	MS Office	Organizational	Communications	Basic Math Skills	Prev. Exp. Req'd	Remote Field Work	Driver License ²	Trades Certification	Minimum Education ³	Respirator Clearance	Physical Demands	Comments
Core Cutter	4	2	N	N	N	Y	N	Y	N	N	N	NA	N	Y	<ul style="list-style-type: none"> Lifting <ul style="list-style-type: none"> – 50 lb occasionally – 30 lb frequently – 10 lb constantly Long-duration standing 	<ul style="list-style-type: none"> Success in regional villages. We typically hire a lead role. Could progress to Geotech position, although employees tend to stay in the Core Cutter role.
Core Logger	5			N	Y	Y	Y	Y	Y	N	N	N	GEO	N	<ul style="list-style-type: none"> Transporting 35 pounds frequently Ability to occasionally traverse steep, uneven terrain Also requires the ability to learn site-specific software. 	<ul style="list-style-type: none"> Availability of candidates is volatile based on industry activity occasionally requiring contracted personnel. Also challenged by the short seasonal nature of our project. Recruitment should start in November before field season with first offers made by February.
Core Shack Coordinator	1	.5		Y	Y	Y	Y	Y	Y	N	N	N	GEO		<ul style="list-style-type: none"> Transporting 35 pounds frequently Ability to occasionally traverse steep, uneven terrain Also requires the ability to learn site-specific software. 	<ul style="list-style-type: none"> Experience logging on site preferred.
Drilling Coordinator	2	1	1	N	Y	Y	Y	Y	Y	Y	N	N	GEO	N	<ul style="list-style-type: none"> Ability to frequently traverse steep and uneven terrain Ability to transport 35 pounds frequently 	<ul style="list-style-type: none"> We have had reasonable success in filling these positions with Alaska-based geologists. Suggest moving the offer period to March each year. Suggest we take a hard look at this position to determine if it requires a degreed individual.
Geologist – Mapping	3	2	0	N	Y	Y	Y	Y	Y	Y	N	N	GEO	N	<ul style="list-style-type: none"> Ability to frequently traverse steep and uneven terrain Ability to transport 35-50 pounds frequently 	Availability is volatile based on industry activity. Move up hire dates
Geotechnician			0	N	Y	Y	Y	Y	N	N	N	N	HS	N	<ul style="list-style-type: none"> Lifting <ul style="list-style-type: none"> – 50 lb occasionally – 30 lb frequently – 10 lb constantly Long-duration standing 	<ul style="list-style-type: none"> Lead role also hired Typically successful sourcing position in the region. No change to recruitment strategy recommended.
Soil Samplers	6	4	0	N	N	N	N	N	N	x	N	N	HS	N	<ul style="list-style-type: none"> Ability to frequently traverse steep and uneven terrain Ability to transport 35-50 pounds frequently 	Likely hired for a partial season.

¹ Typical hiring levels which are subject to change depending on annual program needs.

² Driver's License required for individuals driving vehicles or equipment on the road system. Alaska Off-road Driver's License is acceptable. Some positions within a job classification may not require it. Y = Required, P = Preferred, N = Not required

³ Education: NA = Not applicable, HS = High School Diploma or GED preferred, JM = Journeyman Certification, GEO = College degree in geology or approved equivalent. [Previous work experience may be considered in lieu of education on a case-by-case basis], PS = Post Secondary Education appropriate for the position.

A.2 Operations Department Seasonal Jobs

Position	# Hired ⁴	# On site	# Offsite	Supervisory Role?	MS Office	Organizational	Communications	Basic Math Skills	Prev. Exp. Req'd	Remote Field Work	Driver License ⁵	Trades Certification	Minimum Education ⁶	Respirator Clearance	Physical Demands	Comments
Administrative Assistant	4	2	2	N	Y	Y	Y	Y	N	N	N	P	HS	N	<ul style="list-style-type: none"> Ability to perform light work, exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly 	
Assistant Camp Manager	2	1	1	Y		Y	Y	Y	Y		Y	P	HS	N	<ul style="list-style-type: none"> Lifting <ul style="list-style-type: none"> 30-50 lb occasionally 10 lb frequently 	Y
Camp Maintenance Worker	4	2	0	N	N	Y	Y	Y	N	Y	P	N	NA		<ul style="list-style-type: none"> Lifting <ul style="list-style-type: none"> 50 lb occasionally 30 lb frequently 10 lb constantly 	<ul style="list-style-type: none"> Typically, successful sourcing position in the region. No change to recruitment strategy recommended.
Electrician	1	0.5	0.5	N	N	N	N	N	Y	N	N	Y	JM	N	<ul style="list-style-type: none"> Must be able to see color to discern color-coded wiring Prolonged periods of standing, kneeling, bending, and climbing ladders or scaffolding Must be physically capable of pulling wires and cables through conduits Ability to perform heavy work, exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects. 	<ul style="list-style-type: none"> There are some qualified NANA shareholders. Are apprenticeships feasible?
Equipment Operator	4	2	0	N	N	N	Y	N	Y	Y	P	P	NA	N	<ul style="list-style-type: none"> Lifting <ul style="list-style-type: none"> 50 lb occasionally 30 lb frequently 10 lb constantly 	<ul style="list-style-type: none"> Lots of operators in the region. Few have driver's licenses.
Mechanics	3	2	0	N	N	Y	Y	Y	Y	Y	P	P	?	Y	<ul style="list-style-type: none"> Lifting <ul style="list-style-type: none"> 50 lb occasionally 30 lb frequently 10 lb constantly 	
Housekeepers	4	2	2	N	N	N	Y	N	N	N	N	N	NA	N	<ul style="list-style-type: none"> Ability to read and interpret labels, instruction manuals, and Safety Data Sheets as well as to record daily notes and shared logs Ability to frequently lift, push, and pull required load (usually about 30 lbs). Ability to stand and walk for prolonged periods. 	<ul style="list-style-type: none"> Have hired a lead in the past. That person does need supervisory experience and training.

⁴ Typical hiring levels which are subject to change depending on annual program needs.

⁵ Driver's License required for individuals driving vehicles or equipment on the road system. Alaska Off-road Driver's License is acceptable. Some positions within a job classification may not require it. Y = Required, P = Preferred, N = Not required

⁶ Education: NA = Not applicable, HS = High School Diploma or GED preferred, JM = Journeyman Certification, GEO = College degree in geology or approved equivalent. [Previous work experience may be considered in lieu of education on a case-by-case basis], PS = Post Secondary Education appropriate for the position.

Position	# Hired ⁴	# On site	# Offsite	Supervisory Role?	MS Office	Organizational	Communications	Basic Math Skills	Prev. Exp. Req' d	Remote Field Work	Driver License ⁵	Trades Certification	Minimum Education ⁶	Respirator Clearance	Physical Demands	Comments
Light Vehicle Mechanic	?		0	N	N	N	Y	N	Y	Y	P	P	?	Y	<ul style="list-style-type: none"> • Lifting <ul style="list-style-type: none"> - 50 lb occasionally - 30 lb frequently - 10 lb constantly 	
Safety Coordinator	2	1	1	N	Y	Y	Y	Y	Y	Y	Y	P	PS	Y		

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A.3 Environmental Department Seasonal Jobs

Position	# Hired ⁷	# On site	# Offsite	Supervisory Role?	MS Office	Organizational	Communications	Basic Math Skills	Prev. Exp. Req ^d	Remote Field Work	Driver License ⁸	Trades Certification	Minimum Education ⁹	Respirator Clearance	Physical Demands	Comments
Environmental Coordinator	1	0.5	0.5	N	Y	Y	Y	Y	Y	Y			BS Biology, Nat. Resources, Environmental Sciences	N	<ul style="list-style-type: none"> Lifting <ul style="list-style-type: none"> – 50 lb occasionally – 30 lb frequently – 10 lb constantly Ability to occasionally traverse steep, uneven terrain 	
Environmental Technician	1	0.5	0.5	N	Y	Y	Y	Y	Y	Y		HS		N	<ul style="list-style-type: none"> Lifting <ul style="list-style-type: none"> – 50 lb occasionally – 30 lb frequently – 10 lb constantly Ability to occasionally traverse steep, uneven terrain 	

⁷ Typical hiring levels which are subject to change depending on annual program needs.

⁸ Driver's License required for individuals driving vehicles or equipment on the road system. Alaska Off-road Driver's License is acceptable. Some positions within a job classification may not require it. Y = Required, P = Preferred, N = Not required

⁹ Education: NA = Not applicable, HS = High School Diploma or GED preferred, JM = Journeyman Certification, GEO = College degree in geology or approved equivalent. [Previous work experience may be considered in lieu of education on a case-by-case basis], PS = Post Secondary Education appropriate for the position.

APPENDIX B RELEVANT EDUCATIONAL INSTITUTIONS

B.1 Alaska Vocational and Technical Institutions and Training Centers

The following is a list of technical and vocational institutes in Alaska offering educational opportunities relevant to current and future work at the UKMP.

ALASKA CAREER COLLEGE

Accounting Technology • Computer Technology
• Human Resources

Anchorage, Alaska

Telephone: 907-563-7575 or 800-770-7575

Email: admissions@alaskacareercollege.edu

www.alaskacareercollege.edu

ALASKA CONSTRUCTION ACADEMIES

Building Maintenance/Repairer • Carpenter •
Construction Driver • Electrician • Operating
Engineer • Pipeline Construction • Plumber and
Pipefitter • Rural Apprenticeship • Surveyor •
Welder

Anchorage, Alaska

Telephone: 907-770-1826

Email: info@alaksaca.org

www.alaskaca.org

Academies are located throughout the state.
Check the website for more information.

ALASKA JOB CORPS CENTER – PALMER

Carpentry • Culinary/Cooking • Electrician (pre-
apprenticeship) • Facilities Maintenance •
GED/High School Diploma • Heavy Equipment •
IT Technician • Office Assistants •
Water/Wastewater Operator

Anchorage, Alaska

Telephone: 907-861-8800 or 800-733-5627

Email: admissions@alaskajobcorps.com

www.alaskajobcorps.com

ALASKA PROCESS INDUSTRY CAREERS CONSORTIUM (APICC)

Mining Career Information Resources

Anchorage, Alaska

Telephone: 907-770-5250

<http://www.apicc.org>

ALASKA TECHNICAL CENTER (ATC)

Accounting Clerk • Administrative Assistant •
Core Driller • Mine Maintenance

Kotzebue, Alaska

Telephone: 907-442-3733 (main) or 800-478-3733

www.nwarctic.org/atc

ALASKA VOCATIONAL TECHNICAL CENTER (AVTEC)

Cooking/Baking • Welding • Diesel/Heavy
Equipment Technologies • Accounting Specialist
• Administrative Assistant • Facilities
Maintenance Construction • Industrial Electrician
(pre-apprenticeship) • Information Technology
(IT) • Plumbing and Heating Technician (pre-
apprenticeship) • Power Plant Operator

Seward, Alaska

Telephone: 907-224-3322 (admissions)

or 800-478-5389

Email: admissions@avtec.edu

<http://avtec.labor.state.ak.us>

ALASKA WORKS PARTNERSHIP INC.

Can help you connect with training and
apprenticeship opportunities in construction.

Anchorage Office

Anchorage, Alaska

Telephone: 907-569-4711 or 1-866-297-9566

www.akwp.org

Fairbanks Office

Fairbanks, Alaska

Telephone: 907-457-2597

Helmets To Hardhats Program

Telephone: 907-790-8883 or 866-993-8181

Pipeline Training Program

Telephone: 907-457-2597

CENTER FOR EMPLOYMENT EDUCATION

Hazardous Materials Certifications • Construction
Trades • Mine Safety Courses • OSHA
Certifications

Anchorage, Alaska

Telephone: 907-279-8451

Email: cee@acsalaska.net

www.cee-ak.com

**DELTA CAREER ADVANCEMENT CENTER
PARTNERS FOR PROGRESS IN DELTA, INC.**

Construction Trades • Heavy Equipment
Operation • Mine Safety Courses • OSHA
Certifications • Welding

Delta Junction, Alaska
Telephone: 907-895-4605
Email: sce@wildak.net
www.partnersforprogressindelta.org

**ENVIRONMENTAL MANAGEMENT
INCORPORATED**

Hazardous Waste (HAZWOPER) • Certifications •
OSHA Certifications

Anchorage, Alaska
Telephone: 907-272-8852 or 800-458-2580
Email: training@emi-alaska.com
www.emi-alaska.com

**NEW FRONTIER VOCATIONAL TECHNICAL
CENTER**

Accounting Clerk • Administrative Assistant •
Microsoft Office Training

Soldotna, Alaska
Telephone: 907-262-9055
Email: nfvtc@aecak.org
www.nfvtc.org

NORTHERN INDUSTRIAL TRAINING

Hazardous Materials Certifications • Heavy
Equipment • Mine Safety Training Programs •
OSHA Certifications • Pipefitting • Welding

Palmer, Alaska
Telephone: 907-357-6400 or 888-367-6482
Email: info@nitalaska.com
www.nitalaska.com

NORTHWEST TECHNICAL SERVICES

Recruiting firm providing job resources in the
engineering, aviation, and maritime fields.

Anchorage, Alaska
Telephone: 907-562-1633
Email: nwtstraining@ak.net
www.nwts-ak.com

**SOUTHEAST ALASKA REGIONAL
RESOURCE CENTER AND THE LEARNING
CONNECTION**

Job shadowing for high school students.

Juneau, Alaska
Telephone: 907-586-6806
Email: info@serrc.org
www.serrc.org

B.2 Colleges and Universities

ALASKA PACIFIC UNIVERSITY

Bachelor's Degrees • Master's Degrees • Accounting • Business Administration • Communications • Environmental Sciences • Information Technology

Anchorage, Alaska

Telephone: 907-564-8248 or 800-252-7528

Email: admissions@alaskapacific.edu

www.alaskapacific.edu

CHARTER COLLEGE

Bachelor's Degrees • Accounting • Business Administration • Construction Management • Information Technology • Medical Assistant • Welding

Anchorage, Alaska

Telephone: 907-277-1000

contact@chartercollege.edu

www.chartercollege.edu

UNIVERSITY OF ALASKA

The following programs, degrees, and certifications relevant to current and future positions at the UKMP are available at various University of Alaska campuses. Please check the course catalog of each campus to determine what programs are specifically available at that campus.

Associate's Degrees • Bachelor's Degrees • Master's Degrees • Accounting • Architectural and Engineering Technology • Automotive and Diesel Technology • Business Administration • Chemistry • Civil Engineering • Communications • Construction Management • Construction Technology • Culinary Arts • Electrical Engineering • Environmental Sciences • Fire and Emergency Services Technology • Geology • Geomatics • Heavy Duty Transportation and Equipment • Industrial Safety • Information Technology • Logistics • Mechanical Engineering • Mechanical Technology • Occupational Health and Safety • Paramedical Technology • Process Technology • Welding

University of Alaska, Anchorage (UAA)

Anchorage, Alaska

Telephone: 907-786-1800

Email: enroll@uaa.alaska.edu

www.uaa.alaska.edu

University of Alaska Fairbanks (UAF)

Fairbanks, Alaska

Telephone: 907-474-7211

Email: admissions@uaf.edu www.uaf.edu

University of Alaska Southeast (UAS)

Juneau, Alaska

Telephone: 907-796-6000 or 877-465-4827

Email: uas.info@uas.alaska.edu

www.uas.alaska.edu

Kenai River Campus, Kenai Peninsula College/UAA

Soldotna, Alaska

Telephone: 907-262-0330

Email: iyinfo@kpc.alaska.edu

www.kpc.alaska.edu

B.3 Two-Year College and University Programs

UNIVERSITY OF ALASKA

Many programs, degrees, and certifications relevant to UKMP are available at various University of Alaska campuses. Please check the course catalog of each campus to determine what programs are available at that campus.

Bristol Bay Campus/UAF

Dillingham, Alaska
907-842-5109
Email: bbcinfo@uaf.edu www.uaf.edu/bbc

Chukchi Campus/UAF

Kotzebue, Alaska
Telephone: 1-800-478-3402
Email: admissions@uaf.edu
www.uaf.edu/chukchi

Interior-Aleutians Campus/UAF

Fairbanks, Alaska
Telephone: 907-474-5439 (main) or 888-474-5207
Email: uaf-iacinfo@alaska.edu www.uaf.edu/iac

Kachemak Bay Campus, Kenai Peninsula College/UAA

Homer, Alaska
Telephone: 907-235-7743 or 877-262-0330
Email: iykbc1@kpc.alaska.edu
www.kpc.alaska.edu/KBC

Ketchikan Campus/UAS

Ketchikan, Alaska
Telephone: 907-228-4508 (main) or 888-550-6177
Email: ketch.info@uas.alaska.edu
www.ketch.alaska.edu

Kodiak College/ UAA

Kodiak, Alaska
Telephone: 907-486-4161 (main) or 800-486-7660
www.koc.alaska.edu

Kuskokwim Campus/UAF

Bethel, Alaska
Telephone: 907-543-4500 (main) or 800-478-5822
www.bethel.uaf.edu

Matanuska-Susitna College/UAA

Palmer, Alaska
Telephone: 907-745-9774 (main) or 907-745-9746 (admissions)
Email: info@matsu.alaska.edu
www.matsu.alaska.edu

MINING AND PETROLEUM TRAINING SERVICE (MAPTS – UAA)

Soldotna, Alaska

Telephone: 907-262-2788 (Soldotna) |
907-786-6413 (Anchorage)
Email: mapts@alaska.net
www.alaska.net/~mapts
MAPTS Classes are given at the following locations:

Kenai/Soldotna

Kenai River Campus - 162 College Road

Anchorage

University Center - 3901 Old Seward Highway

Juneau

UAS Tech Center - 1415 Harbor Highway

Nome

110 Front Street - Old Federal Building, Suite 112

Fairbanks

DEC Classes at Pioneer Park, Blue Room
MSHA Classes at UAF CTC Building:

Nome, Alaska

Telephone: 907-443-2201 (main) or 800-478-2202
Email: nwc.info@alaska.edu
www.nwc.uaf.edu

Sitka Campus/UAS

Sitka, Alaska
Telephone: 907-747-7700 (main) or 800-478-6653
Email: student.info@uas.alaska.edu
www.uas.alaska.edu/sitka

UAF Community and Technical College

Fairbanks, Alaska
Telephone: 907-455-2800
www.tvc.uaf.edu

ILISAGVIK COLLEGE

Carpentry • CDL Test Preparation • Chemistry •
Construction • Electrical • First Aid • HAZWOPER
• Human Resources • Information Technology •
Microsoft Office Training • Plumbing • Welding

Barrow, Alaska
Telephone: 907-852-3333 or 800-478-7337
www.ilisagvik.cc

**PRINCE WILLIAM SOUND COMMUNITY
COLLEGE**

Business Administration • Fisheries Technology •
Millwright • Oil Spill Response • Safety
Management
Valdez, Alaska

Telephone: 907-834-1600 (main) or 800-478-8800
Email: StudentServices@pwsc.edu
www.pwsc.edu

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B.4 Apprenticeship Programs in Alaska

ALASKA JOINT ELECTRICAL APPRENTICESHIP & TRAINING TRUST

Anchorage, Alaska
Telephone: 907-337-9508
Email: office@ajeatt.org
www.ajeatt.org

KORNFEIND TRAINING CENTER

Fairbanks, Alaska
Telephone: 907-479-4449 or 800-479-4495

ALASKA OPERATING ENGINEERS APPRENTICESHIP TRAINING

Palmer, Alaska
Telephone: 907-746-3117
Email: training@aoeett.org
www.aoeett.org

Fairbanks, Alaska Office

Telephone - 907-456-5421

Juneau Office

Telephone: 800-478-9551 (toll-free)

ALASKA TEAMSTER-EMPLOYER SERVICE TRAINING TRUST

Anchorage, Alaska
Telephone: 907-278-3674 (Apprenticeship Info)
Email: atestt@acsalaska.net
www.akteamsterstraining.com

ANCHORAGE PLUMBERS AND STEAMFITTERS LOCAL 367

Joint Apprenticeship Training Committee

Anchorage, Alaska
Telephone: 907-562-2810
Email: billings@ualocal367.org
www.ualocal367.org

ASSOCIATED BUILDERS AND CONTRACTORS, INC.

Anchorage, Alaska
Telephone: 907-565-5600
Email: info@abcalaska.org www.abcalaska.org

CARPENTERS JOINT LOCAL 2247

Apprenticeship Training Committee
Juneau, Alaska
Telephone: 907-586-3675
www.ubcalaska.org/2247_Southeast_Ak.html

FAIRBANKS PLUMBERS & STEAMFITTERS LOCAL 375

Apprenticeship Training Committee
Fairbanks, Alaska
Telephone: 907-456-5989
Email: jatc@ualocal375.org www.ualocal375.org

FAIRBANKS SHEET METAL WORKERS INTERNATIONAL ASSOCIATION LOCAL 23

Fairbanks, Alaska
Contact: Apprenticeship Coordinator
Telephone: 907-452-3864
http://local23jatc.org

INTERNATIONAL ASSOCIATION OF HEAT & FROST INSULATORS, ASBESTOS WORKERS UNION LOCAL 97

Anchorage, Alaska
Telephone: 272-8224

INTERNATIONAL BROTHERHOOD OF ELECTRICAL WORKERS (IBEW) LOCAL 1547

Juneau Apprenticeship Training Committee

Juneau, Alaska

Telephone: 907-586-3050
Email: vvanfleet@ibew1547.org
www.ibew1547.org

Ketchikan, Alaska

Telephone: 907-225-4020
www.ibew1547.org

IRONWORKERS LOCAL 541

Anchorage, Alaska
Contact: Apprenticeship Coordinator
Telephone: 907-563-4767

JUNEAU PLUMBERS AND PIPEFITTERS LOCAL 262

Juneau, Alaska
Telephone: 907-586-2874
www.aatca.org/Plumbers_Juneau.html

LABORERS' INTERNATIONAL UNION LOCAL 942

Alaska Laborers Apprenticeship Training School

Anchorage, Alaska
Telephone: 907-345-3853

Fairbanks Training School

Telephone: 907-452-3146
Fax: 907-452-6285
Juneau Training School
Telephone: 907-586-2860

**MARINE EXCHANGE OF ALASKA
MARITIME**

Pride and Education Program

Juneau, Alaska
Telephone: 907-463 2607
Email: training@mxak.org
www.mxak.org

**NORTHERN ALASKA CARPENTERS LOCAL
1243**

Fairbanks Carpenters Training Center

Fairbanks, Alaska
Telephone: 907-452-4626

**PAINTERS AND ALLIED TRADES ALASKA
APPRENTICESHIP TRAINING
COORDINATORS ASSOCIATION**

Anchorage, Alaska
Telephone: 907-562-8843
Email: dhansen@local1959.org www.aatca.org

DRIVERS UNION LOCAL 2520

Apprenticeship Training Program

Anchorage, Alaska
Contact: Apprenticeship Coordinator
Telephone: 907-272-7576
www.local2520.org

PLASTERERS' AND CEMENT MASONS

Anchorage Alaska

Telephone: 907-223-0838

**ROOFERS AND WATERPROOFERS LOCAL
190**

**Joint Apprenticeship Training Committee
Apprenticeship Coordinator**

Anchorage, Alaska
Telephone: 907-272-4311
Email: local190union@alaska.net
www.aatca.org/Roofers.html

SEAFARERS INTERNATIONAL UNION

Anchorage, Alaska
Telephone: 907-561-4988

**SHEET METAL WORKERS INTERNATIONAL
ASSOCIATION LOCAL 23**

Joint Apprenticeship Training Committee

Contact: Apprenticeship Coordinator
Telephone: 907-277-5367
http://local23jatc.org

SOUTHERN ALASKA CARPENTERS

Local's 1281, 2247, & 1501

Joint Apprenticeship Training Committee
Anchorage, Alaska
Contact: Apprenticeship Coordinator
Telephone: 907-344-1541 or 1-888-825-1541
www.sactcapprentice.org

U.S. DEPARTMENT OF LABOR

Bureau of Apprenticeship Training

Anchorage, Alaska
Telephone: 907-271-5035

APPENDIX C FUTURE PHASE JOBS

C.1 Construction Phase Job Types

The following types of jobs will be required during the construction phase of the project. Most will be filled by contractors while some will be direct hire positions with Ambler Metals.

- Accountants
- Administrative Assistants
- Airport Maintenance
- Avalanche Technicians
- Blasters
- Bus Drivers
- Camp Facility Maintenance
- Camp Manager
- Chefs
- Concrete & Rebar Laborers
- Concrete Batch Plant Operators
- Construction Laborers
- Construction QA/QC Technicians
- Construction Safety Personnel
- Contract Administrators
- Crane Operators
- Diamond Driller
- Dishwashers
- Drillers (Air track & production)
- Electricians
- Engineers (Civil, Piping, Electrical, Mining, Structural)
- Environmental Technicians
- Excavator Operators
- Fiber Optic Technicians
- Forklift Operators
- Front End Loader Operators
- Geotechnical Engineers
- Grader Operators
- Heavy Equipment Mechanics
- Housekeepers
- Instrumentation Technicians
- Iron Workers
- IT Personnel
- Light Vehicle Mechanics
- Millwrights
- Network Administrators
- Nurses
- Paramedics / EMTs
- Payroll Clerks
- Pipefitters
- Plow Truck Operators
- Plumbers
- Power Plant Operators
- Project Managers
- Rock Crusher / Screen Operators
- Surveyors
- Tracked Dozer Operators
- Truck Driver
- Water Truck Drivers
- Welder

C.2 Operations Phase Job Types

The following types of jobs will be required during the operations phase of the project. Most will be direct hires to Ambler Metals while some will be contracted positions.

- Accountants
- Administrative Assistants
- Airport Maintenance
- Assayers
- Avalanche Technicians
- Blasters
- Bus Drivers
- Camp Facility Maintenance
- Camp Manager
- Chefs
- Concentrate Filter Operators
- Concentrate Truck Drivers
- Construction Laborers
- Contract Administrators
- Crane Operators
- Crusher Operators
- Diamond Driller
- Dishwashers
- Drillers (Air track & production)
- Electricians
- Environmental Engineers
- Environmental Technicians
- Excavator Operators
- Flotation Circuit Operators
- Forklift Operators
- Front End Loader Operators
- Geologists – Core Logging
- Geologists – Exploration
- Geologists – Mine Production
- Geotechnical Engineers
- Geotechnical Engineers
- Grade Control Technicians
- Grader Operators
- Grinding Circuit Operators
- Haul Truck Driver
- Heavy Equipment Mechanics
- Housekeepers
- Human Resources Administrators
- Instrumentation Technicians
- Iron Workers
- IT Personnel
- Light Vehicle Mechanics
- Maintenance Managers
- Maintenance Planners
- Metallurgists
- Millwrights
- Mine Dispatchers
- Mine Safety Personnel
- Mining Engineers
- Network Administrators
- Nurses
- Paramedics / EMTs
- Payroll Clerks
- Pipefitters
- Pit Shovel Operators
- Plow Truck Operators
- Potable Water Treatment Plant Operators
- Power Plant Operators
- Process Water Treatment Plant Operators
- Supervisors (all areas)
- Surveyors
- Tracked Dozer Operators
- Trainers (Mine & Process Plant)
- UAV Pilots
- Wastewater Treatment Plant Operators
- Water Truck Drivers
- Welders

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Maniilaq Boardroom and Zoom (Sympact)

09:00 AM – 10:45 AM

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Attendance

Community Wellness Taskforce (CWT)			Organizations
Nelda Swan	Elder	Absent	Regional Elders Council (REC)
Margaret Hansen, Primary	NWABSD	Present	Maniilaq
Bree Swanson, Primary	Maniilaq	Present	Northwest Arctic Borough (NWAB)
Verna Tunu Westlake, Primary	Teck	Present	Northwest Arctic Borough School District (NWABSD)
Hans Aqqik Nelson, Primary	NWAB	Present	NANA
Elizabeth Niiqsik Ferguson, Primary	NANA	Present	Teck
Roberta Moto, Alternate	Maniilaq	Present	
Tracey Schaeffer, Alternate	NWABSD	Absent	
Hilda Haas	NANA/REC	Present	
Tanya Ballot, Selawik Tribe	Selawik	Absent	
Rachel Tunu Dekker, Facilitator	Sympact	Present	

Action Items - Selawik Pilot Project

Action	Responsible	Due Date
● Create meeting invitations for Selawik meetings for entire Taskforce	Rachel	ASAP
● Prepare agenda and materials for Selawik meeting 3	Rachel	By Feb 21
● Share link to Selawik presentation 2 with Taskforce	Rachel	After meeting
● Create and share PDF of Selawik presentation 2 with Taskforce	Rachel	After meeting

Action Items - Administrative

Action	Responsible	Due Date
● Pay own \$5,000 fundraising contributions (via Maniilaq).	All organizations	ASAP
● Check spelling of suggested Taskforce Iñupiaq names.	Hilda	By session 30
● Confirm final review and approval of youth member vacancy letter.	All	After session

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● Inquire if the Borough would fund the inclusion of their youth representative on the Taskforce.	Hans	By next session
● Provide an update on the School District's funding contribution.	Margaret	Next session
● Finalize and distribute updated Taskforce letterhead template.	Rachel	ASAP
● Create formal funding request letter for Borough.	Bree	ASAP
● Submit funding request letter to Borough on behalf of Taskforce (and CC Verna, Rachel).	Bree	ASAP
● Assist Margaret with accessing Taskforce Google Drive	Rachel	ASAP
● Inventory all Taskforce documents for potential review	Sympact	By next session
● Design Taskforce graphic information flier for public distribution	Sympact	TBA
● Research funding opportunities	Sympact	By next meeting/ ASAP
● Finalize Taskforce coordinator JD final drafts	Verna, Margaret	Feb 2
● Send folder with draft coordinator position notes to Margret & Verna	Rachel	After meeting
● Send PDF versions of job descriptions to Margaret	Rachel	After meeting
● Move budgeting discussion to #2 spot on future agendas	Rachel	By next meeting
● Provide funding request letter to Terry Walker	Margaret	By next meeting
● Find an alternative member.	Verna. Hans	ASAP
● Review previous session notes.	All	Before next session
● FWD funding link to Bree (https://alaskacf.org/funds/strengthening-organizations/)	Rachel	After meeting
● FWD Funding link for review to grant writer/fundraiser staff (https://alaskacf.org/funds/strengthening-organizations/)	Bree	After meeting
● Arrange to present to Regional Elders Council on March 6	Verna	After meeting
● Discuss inclusion of NWALT at a future date	All	Future session
● Follow up funding contribution requests as needed	Verna	As needed

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Record of Decisions

Decision	Cost	Due Date
• Next Selawik Meeting is Feb 21, 10am	N/A	Feb 21
• Next Taskforce Session is Feb 23	N/A	Feb 23
• Hans to co-host the next session (30)	N/A	Feb 23

Google Drive and Other Links

File	Type	URL
Session 29 Agenda, January 26, 2024	PDF	CWT 29 AGENDA Work Session January 26, 2024
Collaboration Values & Iñupiat Ijitusiat	Slides	230613_General Copy_Our Collaboration Values.pptx
Selawik Actor Map	Slides	240124_EXAMPLE_System Participants Map/Actor Map
Selawik Meeting #2 Presentation (Schedule)	Slides	240123_Selawik Presentation.pptx
Youth CWT Member Draft	Folder	Youth CWT Member
CWT Coordinator Draft	Folder	CWT Coordinator
Strengthening Organizations Fund- Grant Application	Website	Strengthening Organizations Fund - The Alaska Community Foundation
Draft Taskforce Budget(s)	Folder	5. Budget

[CWT 29 AGENDA Work Session January 26, 2024](#)

Welcome and Recording Permission

Verna: Welcome and thank you Margaret, Bree, Hans, Elizabeth, Roberta and Hilda for being here today. Tracey isn't able to attend today.

Opening Prayer

Bree: Dear Heavenly Father, we come to you today, Lord, with heavy hearts, Lord. We ask for you to wrap your arms and your love all around the community of Noorvik, Lord. Lift up the families that have been affected. The whole community has been affected, Lord. It's just a huge tragedy for our region, Lord, and we just ask for mercy on all of our communities, Lord, and hopefully at the end the glory will be for you, Lord, and we ask for you to comfort those that are hurting, Lord, and help us with understanding on situations we don't understand, Lord. We thank you for that. We ask for you to watch over all of us as we do this work, Lord. Having a compassionate heart is what you want from us, Lord, and sometimes that's really heavy on us, Lord, and we ask for you to take that burden from us. We ask for you to continue to watch over those that are affected by the cold weather. Keep them

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safe and their pipes and their sewer running, Lord, and all of the other things that are going on, Lord, we just ask for your hand at this moment. We ask for you to lead us in this world, Lord. We just are thankful for all that you do for us. We love you so much, and we praise you and give you all the glory in Jesus' precious name. Amen.

Verna: Thank you. Do you want to share with Rachel about what happened in Noorvik?

[Link to news story on the tragedy.](#)

Bree: Wednesday morning around 6 a.m. there was a house fire in Noorvik. A mom, her three children, and her niece and her nephew that lived with her all perished. None of them made it out alive. The aunt that was fostering the family, there were actually three siblings that she was fostering. She had three of her own children, and then she had three. There's an older brother. He was sleeping out that night, and so he survived, but his younger brother and his younger sister perished in the fire. I don't know his name, but keep him in prayer. I can't imagine what he's going through, being in the foster system already. The mom was Sarah Patterson, and the children, I don't know what their names are. A lot of people in our community are related. So her mom and Maggie Sampson are sisters. Maggie Sampson's youngest niece; the Mulluk family. She was pretty active on the tribe. So, it's a huge loss for the community, and I think it's just such a tragedy we can't even understand what they're going through. We do have lots of support on the ground for the community. Our therapists happen to be in the community. And we sent two other therapists out. So we have three therapists on the ground in Noorvik. They've been there since Monday, and they'll stay until next week. I think they'll leave on Monday, and then two more will arrive on Monday. And we'll do a community healing circle on Tuesday. And we have two therapists at the school working with the kiddos because there's five school-aged children that passed, so that's affecting all of those kids. The one thing I love about our region is we can come together in times like this. And so I know that there's just a lot of support and things right now. It will be in a week or two when everybody goes back to their own lives and things that we really need to uplift this family, because that's when I think it will really hit.

Aniqsaaq - Breathing Exercise

Rachel: Breathe in, hold it for four, breathe out for four, hold it for four, breathe in for four. You make a block [square]. I think that one was meant for if you're feeling anxious. It gives you some control, or a sense of control, over your breath and calms you down.



Collaboration Values



Bree: The value that I resonate with the most; “We are here for each other and we can be strong for each other”. I think especially in the news that we had this week, that's just such a value that you're feeling down, others can lift you up.

Summary notes, Agenda, Announcements

Verna: You should have received the December 1st notes. Please take time to review them. [No new items to add to the agenda].

Taskforce Membership Contributions Update

Verna: In the last couple of meetings we've been talking about our contributions. Teck and Maniilaq have made their 2023 \$5,000 commitments. For Teck, we budgeted for the same amount for 2024; a \$5,000 commitment. My budget has been approved, so I'll make that contribution this year. For 2023, we had Hans report at the last meeting, from the last session notes, that he was going to follow up on that. He and Liz should have received a letter from Bree specific to their organizations. Liz had some great ideas on how she could approach funding. Rather than go to the funding source that contributes to all requests from outside of the organization. She thought that maybe, since she and NANA are part of this Taskforce, it could be from a separate budget. *[Niiqsik [Liz] joins the meeting].*

Hans: I don't have any updates as far as those contributions. I've been so overwhelmed and busy, probably within the last 48 hours. And so I haven't worked on any submissions. I'll be honest, if we can get a letter in the mail or whatever that looks like, is it a hand delivery to the mayor? I think we can accomplish that today. If it's just a letter that I provide to the mayor. I suspect that at this point, we'd be able to confirm that contribution and be sure that it will come through at some point.

Verna: Thank you Hans. We did talk about that last session, and if you recall, we looked at the letter. Do you need help with that? Do you need myself, or Bree to help take the steps to get it to where it needs to go? I know you're

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really busy so we can do whatever you think we need to do to help you in that area. The same goes for anybody else that needs the support.

Hans: I did get the letter.

Rachel: On our end, we had designed a new draft layout with the brand and everything. I think it needs a little bit of tweaking but I'll send that as well so that when you send something it's on the new Taskforce layout with the actual logo rather than the old one. It'll look more official, so hopefully today and if not today then Monday, I will get that. It just needs a few tweaks before we can use it.

Verna: The purpose of these \$5K contributions is separate from the Taskforce administrative type work. It spells it out in the request that these funds are going to go towards our community work.

Bree: Right, and the money that we're using for travel is different.

Verna: This is the year that we're really going to have to get focused and have as a priority, our funding. We need to seek grant funding. It's on the agenda, we'll talk more in detail about that later but things are going really awesome. We've had two [Selawik] meetings, we'll talk more about that later, two introductory and onboarding meetings with Selawik. They're brief one hour sessions and we're making progress with that. We want to be able to not break the continuum with that due to a lack of funding. I think it's really important. So, what can I do to help you, Hans?

Hans: I think it's just a matter of just submitting it, which I've not done at this point. But now's a good time to submit while things are happening with the ongoing circumstances.

Niiqsik: I just wanted to ask Hans, if it was easier for you if Verna or somebody just sent the letter directly to Ellen, CC'd you, and said "you know, we chatted with Hans and we know his plate is full right now, just want to make sure that the Mayor receives this."? Just kind of one less thing off your plate for right now.

Hans: That would be helpful. I think that was the issue last time, because I know it's a general letter. Basically what that means is we just get it to his [Mayor's] inbox. And so sending it to Ellen, from any of you on this Taskforce, would be helpful because of the nature of my involvement here on the Borough level. To try to intertwine some of those financial needs and requests. It makes more sense for this letter to be generated from anyone on this Taskforce.

Verna: We're happy to do that, which is one reason why we have dubbed Bree as the person making the request because she represents the organization in wellness, and it makes sense for it to come from her, and for her to sign it on behalf of the Taskforce. Every organization is different. This is separate work from our regular jobs, so we're happy to do whatever we need to ensure that keeps moving. So, we will do that. What's Ellen's last name?

Hans: That's Ellen's Coffin, she's the assistant to the mayor.

Margaret: If we could get one to Terry Walker as well. I'm surprised nothing came through for FY 23. Last spring, we had that conversation. So yes, putting it in writing would probably be best. Thank you.

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Bree: Just so everybody knows. As everybody is saying they're behind, I'm a bit behind too. I know that I owe a balance statement to this group, and I'll work on it. But I also did submit to open a new speed code so it's specific to the Community Taskforce, so that the money's in the account it's not in contact with anything else. I did that. I need to get a basic statement.

Rachel: My understanding is, sorry, Elizabeth, can I ask, are both these letters separate from the \$5,000 commitments, or is one of them a commitment letter?

Verna: We're talking about the same funding request. One letter. This is each Taskforce member's organization's commitment. So, Hans, and to me, and to Niiqsik.

Bree: I can resend that letter with a little spiel, put a little email and say, "Hey, this is a formal request to your organization for \$5,000" for the Borough, and for the school district, correct? Okay.

Verna: Yes, and then make sure you CC at least myself and Rachel. I don't know if anybody else wants to be in it, or if we include the whole Taskforce. That letter does have all our names listed as member representatives.

Niiqsik: I just wanted to give a quick update that I submitted that letter and our request. We have an internal form that we have to fill out, and I submitted that a couple of months ago up the chain and included Bree and Verna's information about the request so if anybody on our side from NANA had questions about it, they'd reach out to you. So, I'm guessing they haven't?

Bree: Not that I've seen.

Niiqsik: Okay, so I sent another email this morning just to our VP, ran it all the way up and asked if her team received it and what the status is. And so, I hope to have a little more insight about that. And I'm sorry for joining late today. I actually have to leave early as well; I'm down here in Juneau, and there's quite a bit going on. My morning has completely filled up with meetings, and I just want to apologize ahead of time about having to slip out early sometime this morning.

Upcoming Taskforce Sessions

Verna: Yes, thank you, Niiqsik, for the update. We understand everyone is busy. Before you leave, I wanted to share that we had our second meeting with the Selawik team for the pilot program and had a productive discussion yesterday. Only a few could attend, but it was still valuable. We've also selected the date and time for our next meeting, which will be on February 21 at 10 AM.

Rachel: We started sending out CWT work session invitations for the year but got locked out because we were sending out too many invitations. It looked like spam. You should have received a batch of invitations, and another batch will be sent soon.

Verna: So the reason we did that. Rachel and I talked this week about how our schedules are filling up for the year already, and we need Rachel. So, between my rotation and hers, we selected the Fridays of every month. That's what you saw, or will see in your email inbox. It's an invitation for our work sessions every month. We need to send another one for February 21 at 10am for one hour with the Selawik team.

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Margaret: Thank you. I've put it on my new annual calendar book. On the 21st I am on the Northwest Iñupiaq Housing Authority board, so that starts at nine and ends at noon. Paul and I are leaving with our junior dog musher to Wasilla for the junior Iditarod. So I won't be able to make the 21st, but keep us informed. I'd like to join when I can. And I will call in the 23rd though, from Wasilla, for our next meeting

Bree: I won't be here for February 21st. I have a board retreat in Phoenix, the 19th through the 23rd. But Roberta, are you available at that time? Feb 21 - 23.

Verna: 21st is with Selawik.

Bree: And the 23rd is our committee meeting. I actually won't be able to make either of those days. They're actually both travel days.

Roberta: I'm looking at my calendar, and I should be available.

Verna: Yes, so I think it's going to be okay. I'm hoping to be here for our March meeting on Friday and then go to Kiana for the annual meeting.

Hilda: On February 21 and 22, we are in Kotzebue for **Mumiqsaa** retreat, so I probably won't be available on the 23rd either, in February. Okay, but March for sure.

Verna: The whole idea of getting the invitations out early is so that the work sessions can be on your calendars. You can go ahead and click accept, which I would rather you did; and then, if something comes up, it's okay to cancel, just let us know. At least the sessions will be on your calendar for the year.

We'll hear back from Margaret, the school district and Hans, the Borough and NANA as soon as possible. If I'm included in these, I can follow up at any time rather than wait to hear from somebody, if that's what you would prefer. I don't mind doing that. But, you know, we always try to defer to each Taskforce member to work with their own organization, because you know best how things go in the organization.

Alternate Members

Verna: I mentioned we just hired two new people for the four positions we have, and it's not yet determined who could potentially be my alternate.

Hans: That's another deliverable for me. We've had some new folks come on board. It's just a matter of providing information to any of the newer individuals here at the Borough, and I think I have a couple in mind. It's just a matter of whether they're able, willing, and available. So, I think by the end of this meeting, I'll have better information for you all. I feel like I'm behind, so I apologize.

Verna: The draft session notes are detailed. They've gotten a lot shorter than they used to be, but there's enough detail in there to keep everybody updated on where our discussions lead. So, I encourage everybody to look through those, especially before a meeting. Thank you.



Elder Member Travel Logistics

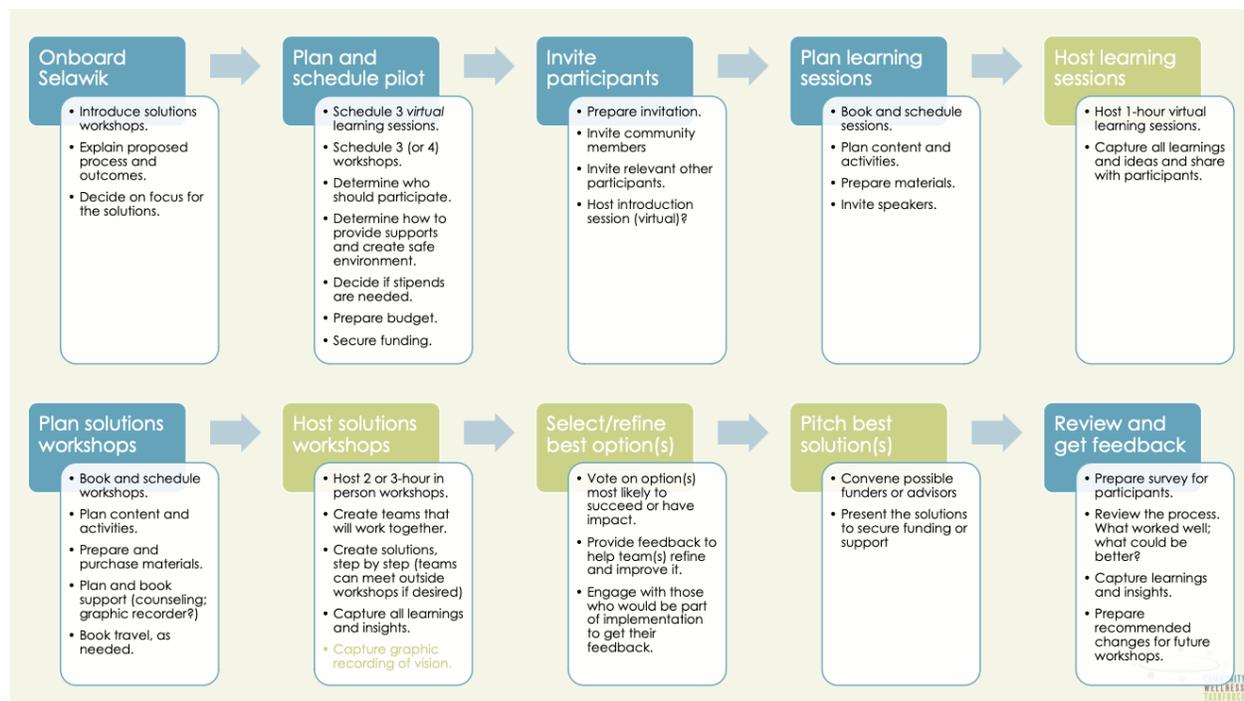
Verna: Regarding logistics and Nelda's travel, we had determined in the meeting before the last one that Bree was going to be the next organization to cover Nelda's hotel, travel, meals, and incidentals. When you were gone, we were sitting in a meeting wondering who's next, and then someone else had volunteered, but right now it's Maniilaq. However, she opted for a virtual meeting this time. She hasn't logged on yet, and she has the option to do that as well. She will let us know if she is able to travel and come in person. Her stipend is coming from a separate fund, and Bree deals with that separately.

Verna: Our next sessions will be February 23, March 22 and April 19.

Hans: I'll be happy to volunteer to run the agenda for February 23. I think it's my turn anyway.

Discussion: Selawik Pilot

Rachel: We had our first meeting with the Selawik team on November 6th, 2023. Our second meeting was Jan 24, 2024.



Access slides at [240123_Selawik Presentation.pptx](#)

Rachel: We had an initial session where we introduced both our group and the work we'd been doing. There was time to discuss and ask questions, which was helpful. Following that, we set another date to meet earlier this week [January 24], so we connected again with Selawik. Not everybody was there, but we had a really good discussion. We did a quick recap of what had been discussed before to ensure that everybody had the information and that there was time for questions.

Insert Selawik actor map here.



The next thing we did was the actor map. The actor map places the challenge the community is working on at the center, identifying all organizations, individuals, and entities connected to it so we can use it to start to think about who to invite to the workshops we're planning. This was just a preliminary discussion since not everyone was there, but we have a good sense of some key organizations from that discussion and some key people, including our own group Maniilaq as an organization. The local community members, the behavioral health assistants and aides in the community, school counselors, staff, Elders, teachers, parents, youth leaders, and church leaders. On the right, a the city of Selawik, the Native Village of Selawik, the culture camps they organize annually, there's a youth council, which we noted but wasn't as active as it had been. Tanya's team is looking at encouraging them and bringing more youth into that to revitalize it a bit. There's the wellness coalition itself. In terms of community organizations, we talked about this consortium of churches that aren't so much working on prevention but are there in terms of response if something happens in the communities. Summer Bible schools had a clear connection for everyone there. Then as Verna mentioned, OPT In Kiana, does Selawik have a local equivalent? I don't think there was an equivalent, but we thought there might be an opportunity to make a connection there if need be.

This is just to show that we started the work in the same way as the Taskforce did. We started the work of mapping out who this topic, particularly suicide prevention is what they wanted to focus on, is connected to, who is working on this, who might want to participate, and who has insights to share on this challenge. That's the first step. The idea is that in our next session, we will continue this. From this big list of connected individuals and organizations, we'll select individuals to send an invitation to participate with us in workshops. You can imagine this list probably has 100 people in some way, shape, or form, but we will need to select only, let's say, between five and ten people to invite because we can't have a workshop with 100 people. We need a smaller group. This will help us narrow down who the best people would be to invite. And that's where we left things.

Verna: It's really exciting that the work has actually started. The team consists of Lorraine Ballot, wellness coordinator; Andy Lee, counselor; Sonya Pirtle, youth advocate; Spencer Pungalik, youth advocate; Marcus Norman, youth advocate; Cheryl Ramoth, administrative assistant to Tribe; and Jill Maynard is their grant writer. They have an awesome team. One of the things that Andy and Jill both shared is that they're excited now that they can see the actual work starting with building the aftermath. They both alluded to Selawik's Wellness Coalition that was funded by a five-year SAMHSA grant that's about to expire. They want to ensure that what they built in that coalition is sustainable, and the work we're doing now will definitely contribute to that sustainability. It was good to hear that they're starting to connect the dots and think of what needs to happen next. As it was for Tanya, Andy and Jill are pretty excited about what this work can do for their community and their existing coalition.

Margaret: When you talk about the Youth Council, is that the student council or a separate community youth council?

Bree: A separate community youth council.

Verna: It's the tribe's local youth council, the people Tanya put into her local team. This is her local team, her staff.

Rachel: And it's actually great that Jill is a grant writer, because, once we get to the stage of wanting to raise funds for this, she'll be very aware of what we're doing and how to phrase it. So that's actually really great.

Verna: Yes, and she's tapped into the resources.



Bree: She's helped Kivalina as well.

Verna: I'm excited that we got this going. Were there any other questions or comments on this particular topic?

Rachel: When we last met, we had sort of a draft schedule that started in November. And we said we'll update the schedule, we'll move it over by two months, I'll just share very quickly what it looks like when we move it over. And this is still not to say that this is the exact schedule we'll work with, but it gives us a sense of roughly what we might be looking at.

Verna: Yes, please share those two slides that you shared the other day with Selawik because the entire Taskforce hasn't been part of these side meetings to get going.

A presentation slide with a blue vertical bar on the left side. The title "What does the taskforce propose?" is in a large, bold, blue font. Below the title is a bulleted list of four points. At the bottom right of the slide is a small version of the Community Wellness Taskforce logo.

What does the taskforce propose?

- Wellness and unwellness are often very **complex topics**.
- There are usually **no easy answers** to solve this challenges.
- The taskforce has **no ready-made solutions**.
- We bring a **process and tools** to create solutions together.

[Access slides at 240123_Selawik Presentation.pptx](#)

Rachel: This is the deck we just had a very brief recap for them. We said this is what the Taskforce is proposing to you as a community, the idea that these are complex topics, no easy answers, all the things we've all talked about as a group. Bullet three is we are not coming to this community saying here's the solution, here's what you're going to need to do. We are coming to the community and we have some tools and some processes which can bring us all together and help us to create solutions. That's an important thing for them to know so that they don't think that we have the answers for them, but we can help collectively figure out what some of those answers might be.



What are solutions workshops?

- There is a structured process that groups and communities around the world use to tackle complex challenges: **Social innovation**.
- Often these challenges are deeply rooted. And that means solutions need to **go the root of the challenge** too.
- **The taskforce is proposing that we:**
 - Gather people with personal experience or work expertise.
 - Spend **~3 sessions learning** about the challenge together.
 - Spend **~3 workshops understanding** the root of the challenge AND **creating possible solutions** together. Any idea is welcome.
 - Work together to **refine** the solutions with the most potential.



Access slides at [240123_Selawik Presentation.pptx](#)

And then this is the focus, the blue part. What we are proposing to do together is to bring people together, having these three learning sessions that we've all talked about. And then after three learning sessions to understand the challenge, then we do the workshops where we come up with solutions. And after the workshops, we'll figure out together out of all the ideas that come up, which are the ones that are most viable or most likely to have success. And those we can then refine and hopefully get some funding to start to implement.

Sample schedule

- We would design the actual schedule together, based on what works for the Selawik team and community.

January	February	March	April	May	June
Onboard Selawik	Invite participants	Host learning sessions (3)	Host solutions workshops (3)		Pitch solutions
Plan and schedule pilot with Selawik	Plan learning sessions		Plan solutions workshops		Select and refine best options



Access slides at [240123_Selawik Presentation.pptx](#)

So that's the lead-up and then the schedule; we're going to probably use at least the rest of the month, if not starting into next month, to onboard the group there and start to sort of plan, and refine this schedule. Roughly, say in January, in February, or in March for the hosting learning sessions, but potentially put some dates to it and that work for the community and that we can work around as well. I think it is possible for us to do it in six months, but it may be more likely that we stretch it out a little bit because I know schedules get complicated fairly quickly.

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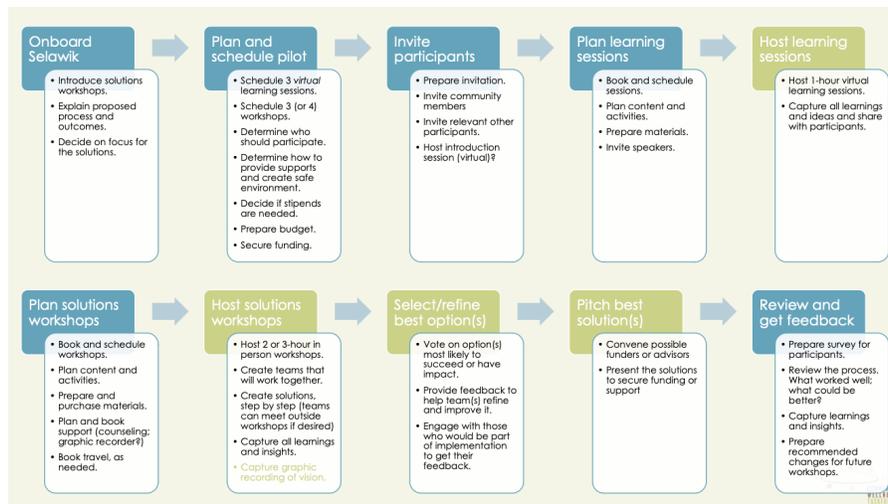
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Hopefully if we kick this off the way we have been, we can do all of this in this calendar year, which would be an amazing leap forward from all the planning and discussing that we've done. We need to refine this with them.



Access slides at [240123_Selawik Presentation.pptx](#)

We didn't spend a lot of time on the last slide with them, but I think you've all seen this before as well. It just has a little bit more detail on what each of the items on the schedule contains. Everything that's listed here in terms of onboarding, planning, is on this slide in more detail; and what are the steps underneath that. I'm sure we'll come back to this more often as we plan in more detail, but that's what we've left them with. Just an overview of what we're hoping to do and the things we need to plan together.

Verna: Since we've done some preliminary introductions and actually now have our mukluks on the ground and running, we need to include the entire Taskforce in the invitation to the Selawik meeting so that they can be aware of everything and we won't necessarily have to report the details that we're doing now and everyone will be informed. I just wanted to point out one of the really good things about Tanya's team is it's a big team, big enough that somebody will always be there, even if the entire team is not. So that will help with the momentum and keep her team motivated and involved.



My Drive > Community Wellness Ta... ▾



✕ 1 selected ⋮

Folders

↑ Name ▾ ⋮

1. CWT Sessions ⋮	2. Outreach ⋮	3. Selawik Pilot ⋮
4. Fundraising ⋮	5. Budget ⋮	6. PCCARES learning... ⋮
7. Logo & Templates ⋮	8. Administration ⋮	Regional Elders Cou... ⋮

[Access folders at Community Wellness Taskforce](#)

Rachel: You may have seen this when you've been on the drive; there's a number of folders that we all use. And one of them is called 3. Selawik Pilot. In that, we have a folder for each of the meetings. You can always click into that to see all the things we shared with them. There's actually a recording of the first meeting if you want to look at that. The second meeting has the slides that I just shared with you, the activity that I showed you. This is our own example from what we did as a Taskforce, on the right. I'll attach it as a PDF as well following this meeting so that that might be easiest for people to access, just a quick PDF to take a look at. But you can find all of this information here.

Margaret: Okay, it'd be good to print too so I can have it up here on my wall. And yes, that'd be awesome.
[Margaret requested help to access Google drive]

Rachel: The thing that usually happens is that your Google, like your browser, is connected to a Google account, not your work account. That's why people sometimes have trouble accessing. But we can easily add whatever account it is that Google wants you to use, we can add that to the accepted email addresses in our drive. That's probably the easiest solution.

Verna: Rachel will include the entire Taskforce for the next invitation for February 21 at 10 am with the Selawik team. We encourage everybody to attend and we can support Selawik and what they're doing in their work.

Document Review

Rachel: At the December 1st session, we talked about all the various documents that we had and Hans suggested it's worth doing a little bit of a review of our documents to make sure that they still say the things in our discussions as we've evolved and what we're doing and that we're all on the same page about that. We could also make the document review something we take offline. We don't need to all do it together, perhaps if a few people want to take on a document or we can do it on our end. I'll be gone for a few weeks, so it won't be until next month. If we're okay with that and if it's not the most urgent thing on the agenda, we can do it that way. That way we don't take up agenda or meeting time to review documents together. We can just track changes in the document. We [Sympact?] can create an inventory of all the documents to see which ones we actually want to

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review or not. That's something that's very quick, make a list of the documents and then a column review yes/no. Then if it's a yes, then we can assign between us who would review it. And if a person is reviewing, track changes is the easiest way because then everybody can see what their suggestions are.

Verna: For clarity, the documents that need reviewing, we need to determine what those are, put those in a separate folder that we can access separately? Is it going to make the changes on the original location of the document?

Rachel: No, it wouldn't. Maybe what is the easiest way is before the next meeting on our end, we'll create an inventory of all the documents and make a recommendation as to whether or not it needs to be reviewed. And maybe that's what we will discuss in the next meeting. Does it need to be reviewed, yes or no? And then we can include the link to the document so it's easy to find. And then if it does need reviewing and a person says, I'll review this one, all they need to do is click the link and track their changes. So we can set all of that up and then next time we discuss whether it's needed or not.

Hans: The reason I mentioned it, things are evolving within this Taskforce. And it's keeping our documents, not only up to date, it's keeping them refreshed. Rachel, as you noted, we're keeping a good inventory of what those documents are so that when we do come forward to any board, council or commission, whatever it may be, whatever financial ask, we want to ensure that we've got good working documents that are speaking to the up to date things that are ongoing. There's also wordsmithing that should happen. As we work towards that work session to start examining documents, we're ensuring that our terminology, our phrasing of things that are happening is speaking to what we're trying to accomplish. I want to make sure we have good objectives. When we do go to these boards or councils, they know immediately that's what they want to do. Rather than trying to take too much time to explain, our documents have good objectives so they know immediately what we're trying to accomplish. We know as a group, we understand, but how do we tell that story to other individuals? When we start gaining some more of that financial support and securing those, our documents are going to speak to what financial support is coming in.

Verna: We appreciate your insight and your expertise in that area. It's also prompting us to provide an update to all the boards and councils of what the Taskforce is doing. We could maybe put that on our Q2 tasks? We can come back to that later.

Rachel: This is prompting me to think about something else. We have our letter, maybe a one-page flier or something that doesn't really need to change much, but it goes with the letter. The letter asks something specific, then the one or two pager that is a bit more designed has an overview of the Taskforce so that it doesn't need to go written out in a letter. And that can just always, you know, be accompanying any letters that we send. The letter can be specific.

All agreed that it's a great idea and that Rachel will do a great job! 😊

Rachel: That's something I can do collaboratively with Conor; however, both of us are traveling for a chunk, like a few weeks and into the next month. It'll be likely to be closer towards the end of the next meeting. But yes, we can put that on the list.



Taskforce Budget, Fundraising, and Grant Writing

Verna: A priority this year is the Taskforce budget and fundraising. We need to hire a coordinator to do all of this work behind the scenes as we go into the communities; we're all busy and have full-time jobs. I'm grateful to my organization who has allowed me to do whatever it is that we need to do to get this work started and sustainable. But yes, a coordinator's help would definitely keep things moving. We need grant funding so we don't have to just rely on the organization's \$5,000 contributions, which can be depleted quickly when we start getting into community work.

Our fundraising target: how many dollars and whom to approach for support. That is going to be very specific and a lengthy discussion. We can start it now. As far as a target, we would have to look at a budget and what the needs are. I'm a former grant writer, I'm on the Taskforce so I'm willing to work with one of our Taskforce organizations who has a grant writer that can do pro bono work on our behalf.

Hans: The Alaska Community Foundation (ACF) [below] is something I've applied for on behalf of the Northwest Arctic Borough fire department, strengthening organizations really speak to this group, this Taskforce. However, obviously, it should come through a nonprofit. It's called strengthening organizations and the ACCF is a straightforward grant. It's a fill-in document. I think a lot of the documents we've established up to this point, we can start to start filling in the blanks for this. The key is, is who's going to apply on behalf of our Taskforce? There's a deadline but you can see it's up to \$10,000. That's what we're trying to do, build this Taskforce into something bigger. This one would really speak to that.



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Strengthening Organizations Fund

Grant Application Open: January 15, 2024 - February 29, 2024

Strengthening Organizations will accept applications for Spring & Fall

Winter Cycle: January 15 – February 29, 2024
Fall Cycle: October 1 – November 15, 2024

Eligible nonprofit organizations can apply for grants to build the capacity of their organizations. Eligibility is limited to 501(c)3 nonprofits or equivalent organizations in Alaska. Comparable organizations may include tribes, churches, local government agencies, and programs. Organizations must have their federal designation as a 501(c)3 nonprofit, or equivalent, for a year or more.

Grant awards will support nonprofit staff and board of directors in their efforts to access tools, develop practical skills, and cultivate support systems needed to effectively achieve the organization's mission in the areas of leadership development, organizational development, program development, collaboration, and community engagement, and evaluation of effectiveness. **For eligible activities for funding, please review the provided grant guidelines.**

Grant requests may be for up to \$10,000.

For additional information, please review the following documents. If you have any questions after reading the guidelines, FAQ, or how to apply online, please get in touch with an ACF Program staff member at grants@alaskacf.org or call 907-334-6700.

A draft review of your application is strongly encouraged. Please email The Alaska Community Foundation at least two (2) weeks before the deadline at grants@alaskacf.org requesting a review. If your organization would like a draft review of your application, complete and save it, but do not submit it.

Here is a list of past grantees with a short description of their projects:

[Grantee History 2017- 2022](#)

Please review the [Grant Application Guidelines and Helpful hints below for more information.](#)

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Click this [link](#) or copy and paste the link below to access ACF's online grants management system:

<https://www.grantinterface.com/Home/Logon?urlkey=alaska>

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Verna: In previous discussions, we've established that Maniilaq is our fiduciary sponsor as the health arm of our region and this Taskforce.

Bree: I can ask Anthony because we already have a couple of these grants, so I don't know if Maniilaq can apply for another one for this but I can certainly ask him.

Verna: And this could be something potentially that Jill could apply directly for Selawik.

Bree: Yes, that's actually perfect.

Group discussion summary: Rachel did a quick search regarding Maniilaq awards from ACF which showed zero on the list and not names. Bree suggested checking 2017-2018. Yes; 2017-2022. Sounds like a great opportunity.

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Rachel offered that Sympact offline could spend 20 minutes doing some googling and seeing if there are funding opportunities and if anything stands out we can bring it to the next meeting. Because clearly there are some great things and if there's deadlines, we would need to get on this right away; ACF is due February 29; there may be some other ones with urgent deadlines to think about.

Verna: Can those of you in CWT that have grant writers in your organizations ask the same thing? To do a quick search for some potential pockets of funding for our group?

Bree requested the ACF link be forwarded to her to share with her team.

Verna: This is a good time to discuss target funding, otherwise it would be pointless to request funding without a budget. We have the Taskforce, we know our mission, we know what we want to do. But we need to see an outline of the Taskforce funding needs. We also have our community pilot funding needs; we have two budgets we need funding for. The CWT and our communities work.

Access draft Taskforce Budget(s) in the folder : [5. Budget](#)

Verna: We need funds as soon as possible because things are rolling now and we don't want to have a gap or stop due to lack of funds to implement the work. As you recall, these are the budgets that we put together based on conversations we've had - the Taskforce specific needs would be the domain items; that's pretty well established Teck is paying for that and for the email account. We need funds for communications, brochures, a one pager, and printing, web design. These are some Taskforce items including Elder and youth stipends.

Rachel: There's a lot of zeros because we never had a chance to discuss some of these items on the coordinator position; we haven't settled on a number, there's a lot of things that we still will need to update this document.

Verna: We need to establish the coordinators' position roles and responsibilities. We talked in the past about full time vs. part time. We can't come up with a figure until we have that discussion in detail. As I mentioned, we're getting really busy here now with our pilot community. We really need a coordinator. I'll do my best as much as possible, for as long as possible.

Bree: Do we anticipate the coordinator to be a contracted coordinator? If not a contracted person, then you have to consider who's going to cover workman's comp and all of those things.

Discussion:

1. Contracted person, consider flat rate of \$60,000-\$75,000 for example
2. \$75,000 on the upper end [of the budget forecast] especially if they're going to have to cover their own benefits and other items.
3. Develop a scope of work.

Rachel: We have drafts of all these items, at some point we need to decide to have some smaller groups working on them and come back to the committee with something that is near final. We have it, we review it regularly, but we haven't gotten to the point of finalizing it. There's a lot of things we have (including that job description, the youth member invitation, fundraising letters) that are all drafts, but they haven't finalized any of them. So it might be helpful for a few people to just push that over the line and then bring it back to the Taskforce.

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Margaret and Verna volunteered to meet separately and review the coordinator's job description. Meeting scheduled for Feb 2, 2024 at 2pm. All CWT members are invited if they so choose. Verna to send invitation. Rachel to send the link to description, The cost associated with position needs to be determined.

Margaret: Regarding fundraising, if we wanted to get the word out about our Taskforce and what it does, we might consider a raffle for something like a four-wheeler. If we start and do it within a three-month period, that would probably be long enough to sell. The high school basketball teams raised money doing that, they did a good job.

Bree: The boys and the girls teams, we did a cash fundraiser. We asked the Lion's Club to utilize their gaming permit and we sold 1000 tickets for \$20 a piece, so a \$20,000 intake and we paid out \$12,000, we made \$8000. It was very simple. People want to win money. We did a grand prize, the first ticket drawn out won \$10,000, then \$1000 and two \$500, it was very successful.

Verna: The thing with the raffle and that kind type of fundraising is somebody has to commit to doing it. There's a lot of coordinating and outreach and being all over the map, whether it's in person or online. And that's what we need our coordinator for.

Discussion: A gambling license is needed; Bree sits on the Lion's Club board;

Verna: Going forward, we definitely need our budget and fundraising as number two on the agenda; we'll keep Selawik number one.

Closing Comments

Margaret: It's been a tough week. We had our board meetings, Monday through Wednesday. Then we heard about the tragic news, it's been hard trying to sleep. We have to pull together. I'm glad Terry sent out a charter with counselors and some staff to help the community in our school, so they're out there, we're contributing as much food as we can to help the community as a whole. The Northwest Arctic Leadership Team is going to Juneau next week. I'll definitely let folks know about what we're doing with our community wellness Taskforce, and what we're looking for funding, in case somebody might mention, my community is doing this or getting funding from there. I'll try to keep that in mind as we go through the offices and talk to legislators.

With education, right now without any increase in BSA and the governor cutting, whatever the legislature works so hard to present, we're looking at a \$14 million cut next year. That's how bad it's getting. We have to not only pay for teachers and keep our schools running, operation and maintenance has been a big issue, and the legislature tried to fund \$100 million of that and the governor vetoed \$60 million so a lot of our school projects did not get funded. Now we have DDC controls in Selawik school that cannot be replaced or the fire panels. We're having to hire watchmen to walk through the building so many times a day because of the fire with the fire marshal review. And so we're having to come up with another \$600,000 out of our own general fund budget to cover those and when they look at the school funding all over the state, the commissioner sent out a report that shows how much fund balances. Last fall we had to fix Noatak's water and sewer issue with the school that cost another \$330,000 so it's getting tougher and tougher. I know the superintendent did budget for the community wellness out of her budget. So we should be able to cover those expenses but we're going to have to really lobby and get help as much as we need to call into those talking sessions. We met with Baker two or three times right after he got appointed,

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and he still continues to not vote for the joint session, so they can override the vetoes. Senate Bill 140 was an internet broadband bill, and the House put in all these extras in there. So, BSA of \$300 was in there, we need \$1,413 per student BSA to catch up from 2017 to 2023 right now it's \$5,690 per student so you can see the disparity there. I'm sorry, that's all school district stuff I've been bombarded with all that so...

Verna: Margaret if you don't mind, for Rachel's benefit, NWALT is the Northwest Arctic Leadership Team, it's existed for quite some time. The members are the presidents and CEOs of NANA, the Borough, the school district and Maniilaq. Is there a reason why Teck isn't included in that or Red Dog.

Margaret: I think they wanted the regional organizations initially from what I understand the leaders, many, many years ago, had that discussion and helped form that. We also thought about NIHA, you know, these other regional organizations.

Bree: Margaret, maybe that can be a discussion to have that you haven't had in a long time. But, you know, and we can open up because the more people we have the better the stronger that lobbying is.

Verna: We, as a Taskforce, are the five leading entities in the region. Red Dog, is an economic engine in the region. The Borough was created because of Red Dog, it didn't exist before that. In order to receive the funds the region needed the borough entity, a governing body to receive funds through. And so that was how all of that got started. I just think it would be a stronger group if you included somebody like Teck. I'm not the president or CEO, they might say no, we don't want to do that; I'm just asking the question. Thank you for that.

Hans: Appreciate all the information, Margaret and it's good to know that there's some ongoing efforts concerning anything ever related to fire there and so I can tell that's important. There are items that I want to be able to move on in terms of our Taskforce. I get excited being able to present information to other bodies, other councils commissions, with the exception of the Borough, because I work in the fire and so the nature of us being a government office, it really makes it hard for me to implement some of these to do's that we have on our Taskforce. I just wanted to offer to breathe, as well as to the school district, Margaret, if at all there's opportunity that I think it'd be beneficial for us as a Taskforce to have any one of us, other than yourself because you work within that organization and we're trying to make that sales pitch per se, and presenting good information and what we're trying to do because it's meaningful. Use me if needed as a resource to present to those councils or commissions. I enjoy talking with our people and presenting this and I think I could tell the story well enough, being with you all and having these deep discussions to help them understand what we're trying to do and what we're trying to accomplish. Bree and Margaret, that if there's an opportunity that you want me to present before your boards. I'm happy to do so. It's hard for me to do so here in the government office and present this to the assembly, as well as the mayor. And I appreciate being able to come together as well, and I should be able to join you folks. February 2, concerning the job description I've got printed, I'll look it over, and it should have some notes for that meeting and I'm looking forward to the invite and that's all I have so thank you.

Hilda: Thank you. I always enjoy listening to all of you and watching you. You all have made a great effort in helping out communities to sell it. It sounds like it's working out really well, and I always have a good conversation with Sandy Kowalski, my supervisor. I'm sure Niiqsiq does the same. I appreciate you always inviting me to this.

A couple of announcements; the week of February 14, there will be a NANA board meeting in Fairbanks for the whole week. That's our second time going to Fairbanks to have these meetings. March 5, Iñupiaq language

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commission will be meeting at Kotzebue from 8:30 to 5:00. Terry will be giving her presentation, partnering with Aqqaluk Trust and some of the efforts we're working on in the language Inupiaaraqta and also mumiqsusaa. This is a new thing that we started a couple months ago. We're finding there's not many of us, like me, that are fluent in Iñupiaq anymore. We're trying to bring in those who are interested in the group, learning. Of course they have to be fluent in Iñupiaq, understand it, and some of it reading and writing, and there are a lot of them who are good readers and writers but do not understand what they're writing. So if they could just learn the Iñupiaq, they will really be a great asset for our people in the future to be interpreting and translating in meetings. On March 6 is the Regional Elders Council meeting, Verna, I have you on the agenda, whether you join in person or teleconference. We're sending an invite soon. We work around Larry's Westlake, REC president's schedule, and Angeline Newlin, president for ILC and John Lincoln, NANA president. Everybody's always invited is Hilda.has@NANA.com. I appreciate you all and the hard work you're doing for the communities in our region.

Verna: Thank you, Hilda, for joining us, we always appreciate your insight and knowledge and information that you share with us and everything that you talked about is connected as with Margaret and Hans. Everything that we're doing in this Taskforce is connected to what everybody else is doing outside of it so I appreciate that. I want to mention quickly, yesterday, my manager Wayne Hall made a presentation to the Maniilaq board on the mine life extension, Anaraaq and Aktigiruk Exploration Project, AAEP. There's a lot of people that are not familiar with AAEP. We've been talking about it at least since 2015. Our current pit, Aqqaluk, will be mined out in 2031. That's only 7 years. We're all accustomed to having Red Dog benefits and so I would like to talk to my manager about maybe making a presentation to the Regional Elder's Council on March 6, I'll follow up with you. Thank you again for participating today. We appreciate you.

Bree: I'm grateful to be back meeting with you guys. I'm sorry I'll miss next week's meeting, but as usual, this work is really really important. And so I love to be part of this Taskforce. So, thank you everyone.

Rachel: A big thank you from me and you'll see a few more emails coming in from us with invitations for the next session of meetings as soon as we are allowed to send them again.

Verna: Everyone at this table is very valuable and that's the piece that Rachel brings. I believe that she also has her heart in our work area so thank you very much for that. I know it's a challenge for all of us to be here on a regular basis. I'm grateful that we're able to work these based on my schedule, I appreciate that. Despite the fact that we might have some of us and not all of us meeting, we need to keep going. Thank you all for joining us, stay safe, healthy and whole.

Bree: Closing prayer, inaudible.

Adjournment