

Board Committee Meetings and Worksession

Tuesday, June 4, 2024 9:00 AM

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

1.	9:00 a.m. Budget Committee Meeting	Presenter: Megan Williams, Director of Administrative Services
2.	10:45 a.m. Lobbying Committee	Presenter: Christina Hess, Reggie Joule, John Walsh, Lobbyist
3.	1:15 p.m. Board Policy	Presenter: Amy Eakin, Director of Technology
4.	3:00 p.m. Inupiaq Language Presentation	Presenter: Tracy Bell & Team
5.	4:00 p.m. Data Review	Presenter: Tracy Bell, Director
6.	5:00 p.m. Joint Maintenance/Construction Committee	Presenter: Marie Greene - Chair



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

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

NWABSD BOARD OF EDUCATION

Budget Committee Meeting

Conducted via Teleconference

Call 1-833-682-3239, enter code: 135-702-398#

Agenda

June 4, 2024

9:00 a.m.

- I. FY24 Financial Report as of April 30, 2024
- II. Action Items with Budget impact:
 - 24-151 Approval of payment to University of Alaska Anchorage for 2024-2025 ANSEP
 - 24-152 Approval of contract 2024-2025 Karen McCain
 - 24-153 Approval of purchase Pre-K Creative Curriculum
 - 24-154 Approval of Drake Construction, Inc.
 - 24-156 Approval of MOA with Northern Industrial Training
 - 24-157 Approval of FY25 contract with Capital Projects Manager
 - 24-160 Approval of Budget Revision #3
 - 24-161 Approval of Contract Award for Medical Third-Party Administrator
- III. Future Business:
 - FY24 Audited Financial Statement
 - FY25 General Operating Budget Revision #1

Committee Members: Marie Greene (Chair), Alice Adams, Margaret Hansen, Joanne Harris
Director of administrative Service: Megan Williams

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.

**Northwest Arctic Borough School District
Financial Narrative
For Month Ending April 30, 2024**

Included in the attached report are the reports for General Fund Revenue & Expenditures, Board Expenditures, and the Investment Account balance for month ending 4/30/2024.

The Board last received a report in April of 2024 with expenditures and revenue through March 31, 2024.

We are approximately 83% through the fiscal year and have expended 72% of our general operating budget, and received 93% of our budgeted general fund revenue. 90% of our General Fund budget is expended and encumbered.

On 4/25/2024, \$3 million was transferred from the District's general checking account to the Investment account with Wells Fargo to earn more interest. Funds will be transferred in/out of the investment account when determined it is needed.

The JNES Scholarship account balance is incorrect and Wells Fargo is working on correcting the postings to that account.

**Northwest Arctic Borough School District
General Fund Revenue
For Month Ending April 30, 2024**

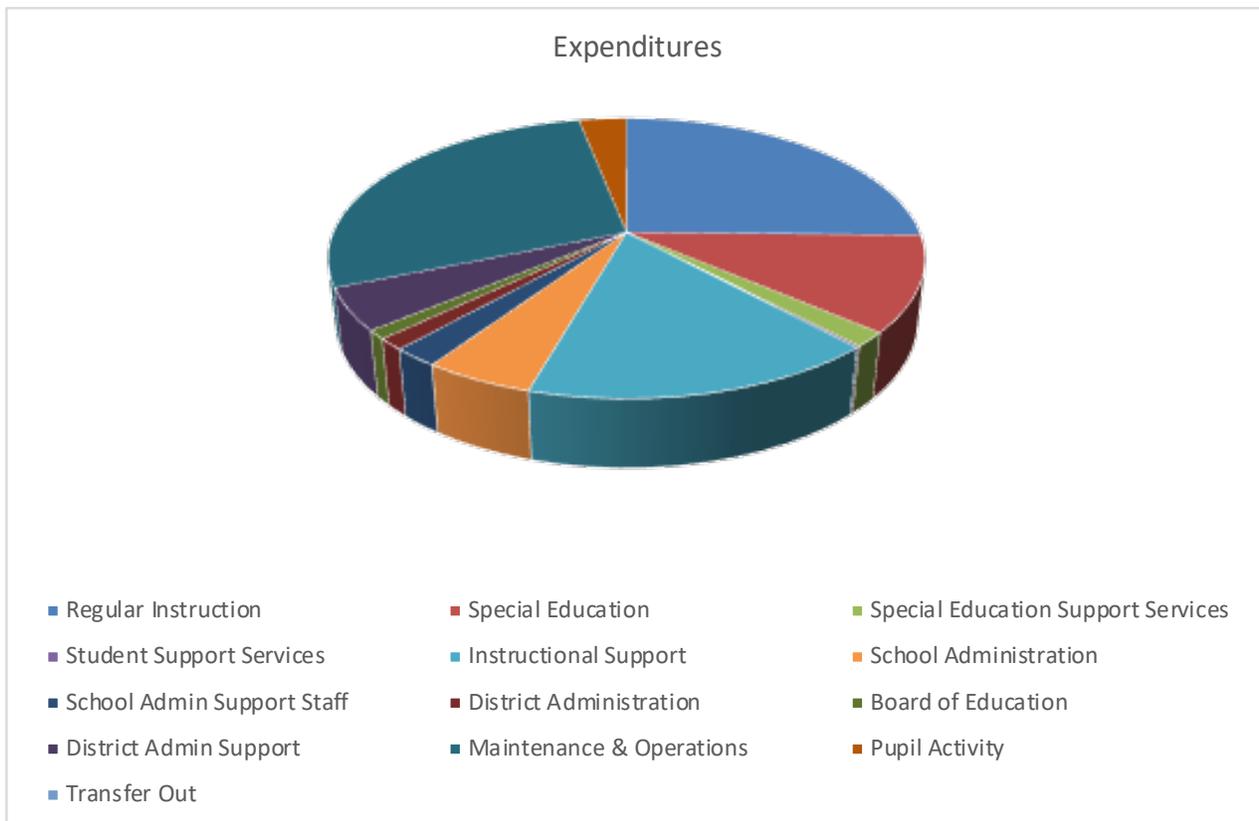
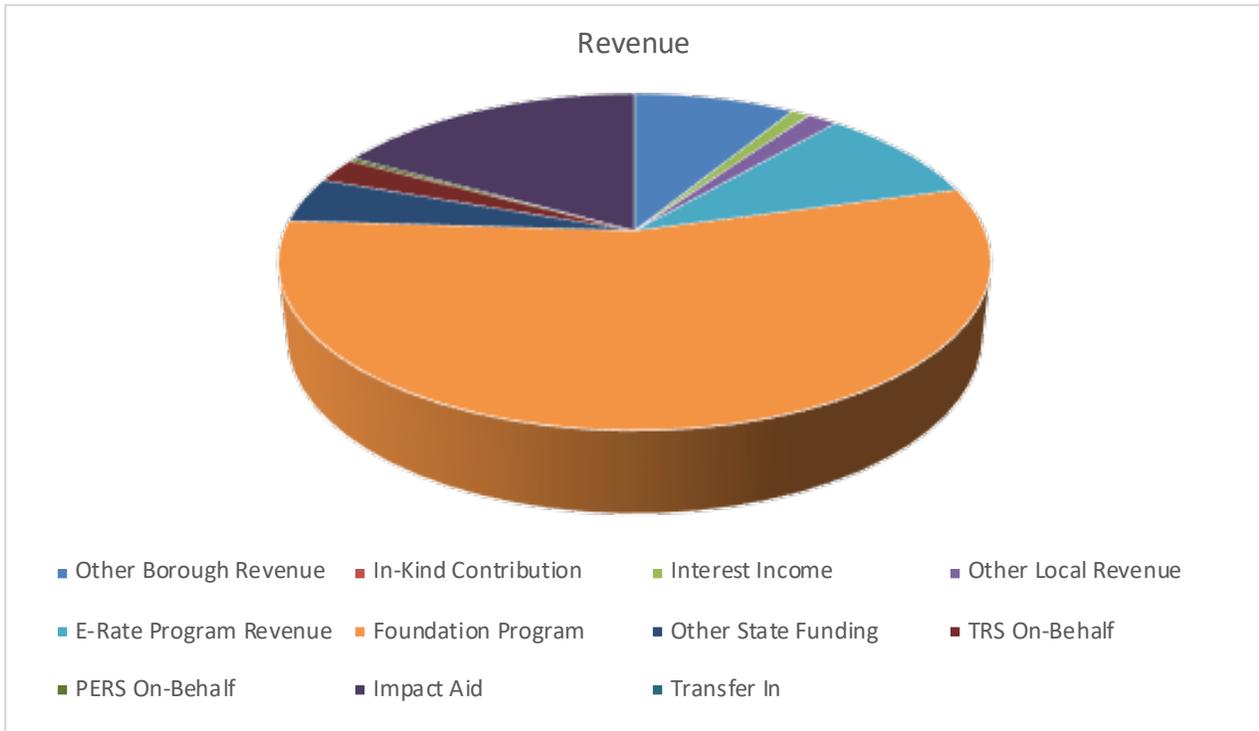
		Approved				
		<u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
Revenues By Object:						
011	Other Borough Revenue	6,645,111	4,983,833	-	1,661,278	75%
012	In-Kind Contribution	-	-	-	-	NA
030	Interest Income	600,000	568,845	-	31,155	95%
040	Other Local Revenue	725,000	934,371	-	(209,371)	129%
047	E-Rate Program Revenue	7,205,220	5,349,915	2,117,466	(262,161)	74%
051	Foundation Program	37,434,458	31,462,922	-	5,971,536	84%
090	Other State Funding	124,952	2,492,370	-	(2,367,418)	1995%
056	TRS On-Behalf	1,955,492	1,349,184	-	606,308	69%
057	PERS On-Behalf	326,903	212,132	-	114,771	65%
111	Impact Aid	6,510,519	9,647,867	-	(3,137,348)	148%
250	Transfer In	-	-	-	-	NA
Revenue Totals		61,527,655	57,001,440	2,117,466	2,408,749	93%
		93% % Received to date				

Percentage of All Funds Total Budget Expended:	72.20%	
Percentage of Year Passed:	83.33%	
General Checking Account Ending Balance	\$8,630,548	
Wells Fargo IILD Account	\$15,104,150	
JNES Scholarship Account	\$51,921	This balance looks odd, checking into it with the Bank.
Month End Cash In Bank Account	<u><u>\$23,786,618</u></u>	

Northwest Arctic Borough School District
General Fund Expenditures by Object & Function
For Month Ending April 30, 2024

		<u>Approved</u>				
		<u>Budget</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
Expenditures By Object:						
310	Certificated Salaries	14,843,111	10,318,722	3,010,681	1,513,708	70%
320	Non-Certificated Salaries	9,458,729	6,642,671	882,998	1,933,061	70%
331	Leave Pay Out	196,654	55,578	98,044	43,032	28%
333	Board Stipends	87,750	64,750	250	22,750	74%
360	Employee Benefits	10,395,005	8,373,745	2,223,077	(201,817)	81%
367	TRS On-behalf	1,955,492	1,349,184	-	606,308	69%
368	PERS On-behalf	326,903	212,132	-	114,771	65%
	SUBTOTAL: Personnel	37,263,644	27,016,782	6,215,050	4,031,812	73%
410	Professional & Technical Services	3,887,267	2,092,301	735,613	1,059,352	54%
420	Staff Travel	452,250	295,386	13,921	142,944	65%
420	Board Travel	108,852	71,516	12,001	25,336	66%
425	Student Travel	1,144,775	1,005,676	15,894	123,205	88%
430	Utility Services	8,387,769	6,216,081	2,686,002	(514,314)	74%
435	Energy-includes electricity & fuel	4,928,070	4,951,677	631,945	(655,551)	100%
440	Other Purchased Services	4,460,051	3,364,001	1,067,977	28,074	75%
445	Property & Liability Insurance	1,305,616	1,306,397	-	(781)	100%
450	Supplies, Materials & Media	1,504,821	822,288	100,088	582,445	55%
480	Tuition	20,000	6,945	-	13,055	35%
490	Dues & Fees	134,719	105,121	23,033	6,564	78%
510	Inventoried Equipment	25,000	42,843	-	(17,843)	171%
495	Indirect Cost Recovery	(315,000)	(270,307)	-	(44,693)	86%
	SUBTOTAL: Non-Personnel	26,044,189	20,009,924	5,286,473	747,793	77%
550	Transfer Out	1,825,000	-	-	1,825,000	0%
Expense Totals		65,132,834	47,026,706	11,501,523	6,604,605	90%
		72% Expended to date				
		<u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
Expenditures by Function						
100	Regular Instruction	16,585,899	11,906,078	3,750,389	929,432	72%
200	Special Education	6,980,017	5,163,802	733,488	1,082,726	74%
220	Special Education Support Services	1,491,768	793,907	130,919	566,942	53%
300	Student Support Services	4,000	86,727	-	(82,727)	2168%
350	Instructional Support	10,515,699	7,646,620	2,902,662	(33,583)	73%
400	School Administration	3,379,262	2,372,585	628,557	378,120	70%
450	School Admin Support Staff	1,329,141	1,008,873	101,659	218,609	76%
510	District Administration	797,755	613,307	107,338	77,111	77%
511	Board of Education	630,427	474,641	47,774	108,012	75%
550	District Admin Support	2,668,113	2,271,759	354,522	41,833	85%
600	Maintenance & Operations	17,165,708	13,240,322	2,668,727	1,256,659	77%
700	Pupil Activity	1,760,045	1,448,086	75,488	236,471	82%
900	Transfer Out	1,825,000	-	-	1,825,000	0%
Total Expenditures		65,132,834	47,026,706	11,501,523	6,604,605	90%

**Northwest Arctic Borough School District
General Fund Revenue & Expenditures by Function
For Month Ending April 30, 2024**



**Northwest Arctic Borough School District
Board Expenditures
For Month Ending April 30, 2024**

		Approved <u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Variance</u>	<u>% of Budget</u>
Expenditures by Object					
333	Board Stipends	87,750	64,750	23,000	74%
36?	Benefits	280,995	232,852	48,143	83%
410	Professional & Technical Services	108,150	78,952	29,198	73%
420	Travel	108,852	71,516	37,336	66%
450	Supplies	5,000	5,896	(896)	118%
490	Other Expenses (Dues & Fees)	39,680	20,675	19,005	52%
Total Expenditures		\$ 630,427.08	\$ 474,640.82	\$ 155,786.26	75%

Board Stipends

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

Benefits

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

Professional & Technical Services

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

Travel & Perdiem

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

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

AASB Quarterly Trainings

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

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

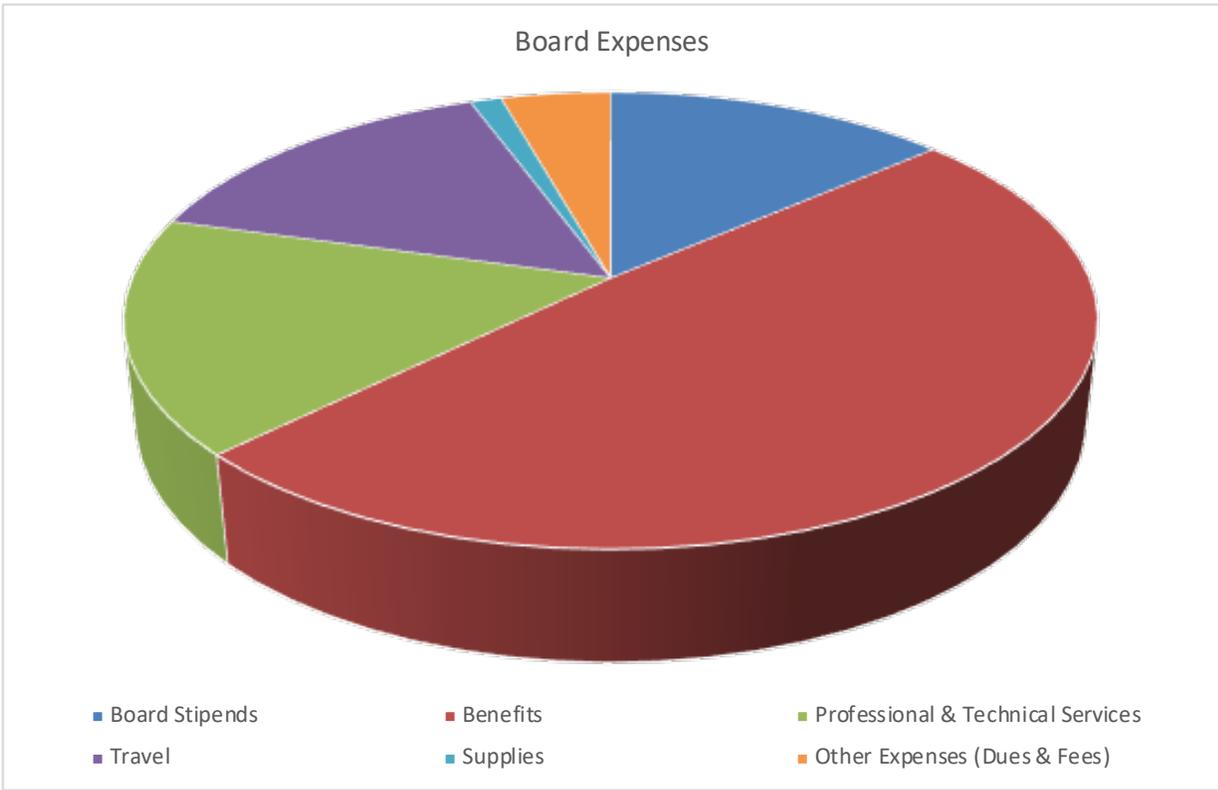
TOTAL \$ 108,852.00

Miscellaneous Exp

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

Grand Total \$ 630,427.08

**Northwest Arctic Borough School District
Board Expenditures
For Month Ending April 30, 2024**



**Northwest Arctic Borough School District
Investment Account Earnings
For Month Ending April 30, 2024**

	Fiscal Year	IILD GF Earnings	IILD CIP Earnings	Total Earnings	
1	FY19	\$ 112,675.74	\$ -	\$ 112,675.74	
2	FY20	\$ 134,699.78	\$ -	\$ 134,699.78	
3	FY21	\$ 1,694.94	\$ 2,564.11	\$ 4,259.05	
4	FY22	\$ 13,734.29	\$ 12,012.88	\$ 25,747.17	
5	FY23	\$ 316,919.38	\$ 17,754.50	\$ 334,673.88	
6	FY24	\$ 524,450.79	\$ -	\$ 524,450.79	Year to date
		\$ 1,104,174.92	\$ 32,331.49	\$ 1,136,506.41	

NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Account Number: 1BC42815

Daily Account Activity

Your investment transactions during this statement period.

Cash Activity USD

Transaction / Trade Date	Settlement / Eff. Date	Activity	Description	Debit Amount / Disbursements	Credit Amount / Receipts
04/25/24	04/25/24	ACH/DDA Transaction	DESIGNATED DDA		3,000,000.00

Deposit Activities

INST INSURED LIQ DEPOSIT SAVINGS A000MK6

*As of April 30, 2024

**Interest earned
this period**

109,323.05

Transaction Date	Activity	Principal	Market Value (\$)	Interest Amount	Principal Balance
	Beginning Balance				11,994,826.58
04/01/24	Interest Rate 5.2998000%			54,110.73	11,994,826.58
04/01/24	Reinvest	54,110.73	54,110.73		12,048,937.31
04/25/24	Purchase	3,000,000.00	3,000,000.00		15,048,937.31
04/30/24	Interest Rate 5.2998000%			55,212.32	15,048,937.31
04/30/24	Reinvest	55,212.32	55,212.32		15,104,149.63
	Ending Balance				15,104,149.63

MEMORANDUM

TO: NWABSD Board of Education
Member

DATE: June 5, 2024

Number: 24-151

FR: Office of the Superintendent

SUBJECT: Approval of payment to the
University of Alaska Anchorage
for 2024-2025 ANSEP

ABSTRACT:

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

ISSUE:

At issue is the Board's approval for the payment of services to the University of Alaska Anchorage for the ANSEP Middle School Academy (\$160,000), Acceleration Academy (\$65,000), and STEM Ready (\$30,000) in the amount not to exceed \$250,000 for the 2024-2025 school year.

BACKGROUND AND/OR PERTINENT INFORMATION:

Each school year, middle school students across the district participate in the Middle School Academy through the University of Alaska Anchorage's Alaska Native Science and Engineering Program (ANSEP). The cost includes salaries, benefits, services, airfare, and supplies, totaling \$160,000 for 54 students.

Acceleration Academy up to 20 students; Acceleration Academy (Full-Time) is a full school day opportunity during the academic year. Students in grades 9 through 12 take free University courses and earn three years of college credits towards any degree by high school graduation. The cost includes tuition and fees for up to 20 students for \$65,000.

ANSEP STEM Ready Academy our fifth-grade students with engagement in hands-on Science, Technology, Engineering, and Mathematics (STEM) career exploration projects. These sessions are school district-specific. The cost includes salaries, benefits, services, and supplies for up to 30 students for \$30,000.

Funding: Native Youth in Action (NYIA) Fund 354

ALTERNATIVES:

1. Approval of payment to the University of Alaska Anchorage for ANSEP Services, for a total of \$250,000, as presented.
2. Disapproval of payment to the University of Alaska Anchorage for ANSEP Services for a total of \$250,000 as presented.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends board approval of payment to University of Alaska Anchorage for Middle School Academy costs for a total of \$250,000

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: June 5, 2024

NUMBER: 24-152

FR: Office of the Superintendent

SUBJECT: Approval of Contact
2024-2025 Karen McCain

ABSTRACT:

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

ISSUE:

At issue is the Board's approval of the 2024-2025 Memorandum of Agreement (MOA) with Karen McCain of McCain Services for a total amount not to exceed \$136,154.00

BACKGROUND AND/OR PERTINENT INFORMATION:

Karen McCain of McCain Services serves as Project Evaluator for select Federal and State Grants. In addition to finding grant opportunities and assisting the district in writing grant proposals, her duties include evaluating existing projects, overseeing data collection, and completing all required performance reports. Karen McCain's involvement in the district's educational grant projects ensures NWABSD's grant projects are effectively managed, maximizing funding utilization and guaranteeing compliance with all federal and state requirements.

This MOA, which includes travel, is for a total of \$136,154.00 for the *entire* 2024-2025 school year. This MOA would only need an addendum if NWABSD is awarded any additional new grants next school year.

Funding for MOA	
General Grant Writing (general fund) Used when working on new grant applications only	\$15,000.00
Literacy Connection (LIT) Federal Grant FY24/25 (\$766,591) 7/01/2024 to 6/30/2025	\$41,500.00
Native Youth in Action (NYIA) Federal Grant FY24/25 (\$458,584) 7/01/2024 to 6/30/2025	\$22,278.00
Our Youth Our Future (OYOF) Federal Grant FY24/25 (\$972,211) 7/01/2024 to 6/30/2025	\$38,726.00
Alaska Early Education Program Grant (EEP Grant) (\$496,971) 7/01/2024 to 6/30/2025 (fund # pending)	\$18,650.00
Total	\$136,154.00

The grants Karen McCain assists the district in managing for the FY25 school year total \$2,694,357. Her outside evaluator costs for those grants equals 4.5%

ALTERNATIVES:

1. Approve the 2024-2025 Memorandum of Agreement (MOA) with Karen McCain of McCain Services for the amount not to exceed \$136,154.00 as presented;
2. Disapprove the 2024-2025 MOA for McCain Services for the amount not to exceed \$136,154.00 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends board approval of the MOA with McCain Services for a total amount not to exceed \$136,154.00 as presented.

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: June 4, 2024

NUMBER: 24-153

FR: Office of the Superintendent

SUBJECT: Approval of Purchase
Pre-K Creative Curriculum

ABSTRACT:

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

ISSUE:

At issue is the Board's approval of the purchase of the Pre-K Creative Curriculum Program for \$129,664.50

BACKGROUND AND/OR PERTINENT INFORMATION:

The Creative Curriculum for Pre-K was developed in partnership with educators nationwide. It was specially designed for the year before kindergarten and builds an infrastructure for whole-child development. The complete curriculum honors the way children learn best—through play. It provides explicit Science of Reading and math instruction and supports teachers with digital tools that save them time.

Total Cost of \$129,664.50

Funds: Department of Early Learning and Development (DEED) Early Learning Grant Fund 285

ALTERNATIVES:

1. Approve the purchase of the Pre-K Creative Curriculum for the amount of \$129,664.50 as presented.
2. Disapprove the purchases of the Pre-K Creative Curriculum for the amount of \$129,664.50 as presented.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends board approval of the purchase of the Pre-K Creative Curriculum for an amount of \$129,664.50 as presented

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: June 5, 2024

NUMBER: 24-154

FR: Office of the Superintendent

SUBJECT: Drake Construction Inc.

ABSTRACT:

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

ISSUE:

At issue is the Buckland teacher housing duplex builds and the delivery of the building materials from Anchorage to Buckland for the new duplex buildings.

BACKGROUND AND/OR PERTINENT INFORMATION:

Drake Marine Aggregate and AML bot bid on the project, with Drake winning with \$232,000.00. The backup is attached.

They are the only two barge companies that take the building materials to Buckland.

FUNDING SOURCE: AHFC Grant Funds

ALTERNATIVES:

1. Approve the administration request to pay Drake Construction Inc. an amount not to exceed \$232,000.00 to perform the move from Anchorage to Buckland for the new duplex buildings.
2. Disapprove the administrations request to pay Drake Construction Inc. an amount not to exceed \$232,000.00 to perform the move from Anchorage to Buckland for the new duplex buildings.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends board approval of the administration request to pay Drake Construction Inc. To perform the move from Anchorage to Buckland for the new duplex buildings not to exceed \$232,000.00.

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: June

NUMBER: 24-156

FR: Office of the Superintendent

SUBJECT: Approval of MOA with
Northern Industrial
Training

ABSTRACT:

The administration requests School Board approval to enter into a contract with Northern Industrial Training (NIT) in the amount of \$479,070 to provide training in Heavy Equipment Operator (CET) training, and Commercial Driver's License (CDL) training, and Heavy Equipment Mechanic Training.

ISSUE:

At issue is the approval of a Memorandum of Agreement (MOA) with Northern Industrial Training (NIT). All MOAs that exceed \$50,000 require Board approval.

BACKGROUND AND/OR PERTINENT INFORMATION:

This MOA will use Technical Vocational Education Program (TVEP) funds and State Training and Employment Program (STEP) funds pending award from the State. ATC is partnering with Northern Industrial Training of Palmer to provide CDL, Heavy Equipment Operator, and Heavy Equipment Mechanic training services in Kotzebue and the NIT facility in Palmer. This model provides the most economical delivery of this type of certification and training and includes classroom and hands-on training, testing and certification. Training will be paid for through grant funding and student tuition.

Heavy Equipment Operator	Aug 26 – Sep 27 2024
CDL Training	Sep 30 – Oct 25 2024
Heavy Equipment Mechanic	TBD
CDL Training	Mar 31 – Apr 25 2025
Heavy Equipment Operator	Apr 28 – May 30 2025

Funding: Grant, Tuition, & ATC General funds

ALTERNATIVES:

1. Approve the MOA with Northern Industrial Training in the amount not to exceed \$479,070 as presented;
2. Disapprove the MOA with Northern Industrial Training as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the Memorandum of Agreement with Northern Industrial Training in the amount not to exceed \$479,070 as presented.

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: May 15, 2024

NUMBER: 24-157

FM: Office of the Superintendent

SUBJECT: Approval FY25 Contract;
DD Strait Consulting, LLC

ABSTRACT

Contracts over \$50,000 require the approval of the Board.

ISSUE

Renewal of the time and materials contract for DD Strait Consulting, LLC, in an amount not to exceed \$115,000 to cover the cost of project management services for FY 2025.

BACKGROUND AND/OR PERTINENT INFORMATION:

Capital projects and their management are part of the capital budget, they are not part of the operating budget. Costs are reimbursed to the district when grants are awarded for capital improvements.

Starting in May 2022 Dena Strait, through DD Strait Consulting, LLC, (DDSC) has supported the District's capital projects under the mentorship of long-time Capital Projects Manager Kathy Christy as she phased into retirement. At this time, DDSC is responsible for any new projects or efforts as they arise, and Ms. Christy is closing out projects she has managed.

Funding for DDSC FY24 project management efforts was approved through two board actions and funding for the position for that fiscal year is complete.

In early 2024 DD Strait Consulting, LLC was selected as the replacement capital projects manager following a competitive request for proposal process. That contract may be renewed up to four additional years and the position must be advertised every five years.

Scope of Work for the position includes grant applications to various entities, management of any funded projects, and additional duties as requested.

The total contract is not to exceed \$115,000 and will cover all services in FY25. The amount includes both direct costs and reimbursable costs, such as travel and printing of grant applications. As a contractor instead of a district employee, DDSC does not receive District benefits.

Budgets for anticipated FY25 expenditures include:

Budgets for anticipated Project Management efforts		Reimbursed by Grant if awarded?	
Selawik & Noorvik Fire Alarm Project Management	\$15,000	yes	
Davis-Ramoth K-12 School Renovation	\$20,000		
Buckland Phase II Project management	\$15,000	yes	
Buckland Boiler Replacement grant applications	\$5,000	yes	
Districtwide DDC Project Management	\$20,000	yes	
Districtwide Fire Alarm grant applications & Design team management	\$15,000	yes	
Deering – Managing design team, DEED FY26 grant application and early FY27 grant work	\$15,000	yes	
General Assistance as requested by the District, attendance at Board meetings, etc.	\$10,000	No, but from capital budget	
	\$115,000		

ALTERNATIVES:

1. Approve renewal of FY25 contract to DD Strait Consulting, LLC for capital project management services not to exceed \$115,000 as presented.
2. Do not approve renewal of FY25 contract to DD Strait Consulting, LLC for capital project management services not to exceed \$115,000 as presented.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve renewal of capital projects management contract for FY25 to DD Strait Consulting, LLC in an amount not to exceed \$115,000 as presented.

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: June 5, 2024

NUMBER: 24-161

FR: Office of the Superintendent

SUBJECT: Approval of contract
award for Medical Third-
Party Administrator

ABSTRACT:

Board approval is required for all contracts and agreements of \$ 50,000 or more.

ISSUE:

At issue is the approval of contract award for a health insurance plan third-party administrator of the District's medical plan.

BACKGROUND AND/OR PERTINENT INFORMATION:

The District put out a request for proposals (RPF) for a Health Insurance Plan Third-Party Administrator (TPA) to solicit bids to consider alternative providers who can offer enhanced services, cost-effectiveness, and innovative solutions that align with the evolving needs of our District. Meritain has administered the District's Medical plan for many years, since 2009, and the current plan year contract is set to expire 11/30/2024.

The District intends to award a three (3) year contract with two (2) separate one (1) year options to renew at the discretion of the District. The term for the initial contract will begin December 1, 2024 and end November 30, 2027.

The District's Medical TPA review committee reviewed three proposals and recommends awarding the contract to Premera Blue Cross. Premera's proposal offers a larger list of providers in-network at a lower estimated administrative cost to the District. Premera is an established Medical plan third-party administrator with the staffing to manage NWABSD's medical plan, and their proposal also included an implementation plan if NWABSD is to award them the contract.

ALTERNATIVES:

1. Approve the contract award for Medical Third-Party Administrator to Premera Blue Cross;
2. Disapprove the contract award for Medical Third-Party Administrator to Premera Blue Cross;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATIONS:

The Administration recommends that the Board approve the contract award for Medical Third-Party Administrator to Premera Blue Cross.

A photograph of a classroom where several students are raising their hands. In the foreground, the back of a young girl with dark hair in pigtails, wearing a red shirt, is visible. The background shows a chalkboard with some faint writing and other students' hands raised. The image is overlaid with a semi-transparent dark grey rectangle containing red text. The overall design includes green geometric shapes on the left and right sides.

J&H Consulting

**End of Session
Legislative
Update
May 2024**

OPERATING BUDGET:

- ▶ The foundation formula, pupil transportation, school bond debt reimbursement, PCE, community assistance, and retirement funds are fully funded. Since the final budget is balanced no draw on savings.
- ▶ There is approximately \$3 billion in the Constitutional Budget Reserve (CBR) for the next Legislature to address any revenue shortfalls next year
- ▶ **Full funding for foundation formula and pupil transportation.**
- ▶ **\$174.7 million in funding outside the BSA, an equivalent to a \$680 increase to the BSA and \$7.3 million in additional funding for school districts, to be distributed according to the pupil transportation formula.**
- **\$8.9 million - \$180 for each student in K-3, plus an additional \$100 for K-3 students in Title I schools, not to exceed \$5.2 million total.**
- **\$11.9 million to satisfy FY22 Federal Maintenance of Equity Requirement**
- **\$5 million for ANSEP**

- **\$50,000 for the Alaska Autism Resource Center**
- **\$500,000 for the Alaska Resource Education Grant**
- **\$600,000 for Coding in Minecraft**
- **\$750,000 for Career & Technical Education Initiatives**
- **\$1.5 million for Teacher Recruitment Retention Certification and Apprenticeship Development**
- **\$500,000 to provide round-trip airfare allowing Mt. Edgecumbe High School students to travel home for the winter break and then return to school**
- **\$500,000 for Hunter Education**
- **\$75,000 for the Alaska Reads Act Advisory Panel**
- **\$3,633,950 for boarding stipends to school districts, an increase of \$1.5 million**
- **\$25.4 million for Broadband Assistance Grants (BAG)**
- **\$30 million for professional housing**

CAPITAL BUDGET:

Over 75 percent of the capital budget is federal funding. The budget exceeds \$4 billion with federal funding included. The budget includes the first major funding for school construction and maintenance in eleven years and a wide variety of discretionary school projects.

- \$62,761,729 mil. for the Major Maintenance Grant Fund, enough to fund through project 26 on the list!
- \$26,978,028 mil. for the REAA and Small Municipal School District School Fund

Construction:

- \$3.98 million – Newtok K-12 School relocation/replacement;
- \$5.3 million– Minto K-12 School renovation/addition;
- \$21.6 million – Nelson Island School replacement.

**Alaska Department of Education and Early Development
FY2025 Capital Improvement Projects
Major Maintenance Grant Fund**

Final List

Jan 12 Rank	Dec 13 Rank	Nov 3 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
1	1	1	Craig City	Craig Elementary and Middle School Rehabilitation, Supplemental	\$13,400,176	\$13,400,176	\$8,415,126	\$4,985,050	\$997,010	\$3,988,040	\$3,988,040
2	2	2	Yukon-Koyukuk	Allakaket K-12 School Copper Pipe Replacement	\$287,892	\$287,892	\$0	\$287,892	\$5,758	\$282,134	\$4,270,174
3	3	3	Northwest Arctic Borough	Davis-Ramoth K-12 School Renovation	\$9,596,772	\$9,424,172	\$0	\$9,424,172	\$1,884,834	\$7,539,338	\$11,809,512
4	4	4	Denali Borough	Tri-Valley School Partial Roof Replacement	\$2,263,988	\$2,249,219	\$0	\$2,249,219	\$449,844	\$1,799,375	\$13,608,887
5	5	5	Anchorage	Piarnigan Elementary School Roof Replacement	\$2,991,230	\$2,991,230	\$0	\$2,991,230	\$1,046,930	\$1,944,300	\$15,553,187
6	6	6	Anchorage	Birchwood Elementary School Roof Replacement	\$3,008,175	\$3,008,175	\$0	\$3,008,175	\$1,052,861	\$1,955,314	\$17,508,501
7	7	7	Kenai Peninsula Borough	Homer High School Partial Roof Replacement	\$3,280,189	\$3,280,189	\$0	\$3,280,189	\$1,148,066	\$2,132,123	\$19,640,624
8	8	8	Anchorage	Northwood Elementary School Roof Replacement	\$1,495,296	\$1,495,296	\$0	\$1,495,296	\$523,354	\$971,942	\$20,612,566
9	9	9	Kuspuq	Johnnie John Sr. K-12 School Major Maintenance, Crooked Creek	\$2,009,216	\$1,989,549	\$0	\$1,989,549	\$39,791	\$1,949,758	\$22,562,324
10	10	10	Aleutians East Borough	Sand Point K-12 School Major Maintenance, Supplemental	\$6,811,429	\$6,811,396	\$2,968,577	\$3,842,819	\$1,344,987	\$2,497,832	\$25,060,156
11	11	11	Lower Kuskokwim	Bethel Campus Fire Pump House and Fire Protection Upgrades, Supplemental	\$3,441,629	\$3,441,629	\$2,982,088	\$459,541	\$9,191	\$450,350	\$25,510,506
12	12	12	Petersburg Borough	Petersburg High/Middle School Roof Replacement	\$4,306,542	\$4,272,898	\$0	\$4,272,898	\$1,495,514	\$2,777,384	\$28,287,890
13	13	13	Anchorage	Bayshore Elementary School Boiler Replacement	\$1,143,580	\$1,143,580	\$0	\$1,143,580	\$400,253	\$743,327	\$29,031,217
14	14	14	Nome City	Nome Beltz Jr/Sr High School Generator and Electrical Replacement	\$1,318,010	\$2,142,123	\$0	\$2,142,123	\$642,637	\$1,499,486	\$30,530,703
15	15	15	Lower Kuskokwim	Akula Eittrauvik K-12 School Renovation, Kasigluk-Akula	\$6,355,832	\$5,775,602	\$0	\$5,775,602	\$115,512	\$5,660,090	\$36,190,793
16	16	16	Wrangell Borough	Wrangell Schools Renovations, 3 Sites	\$10,000,000	\$9,968,009	\$0	\$9,968,009	\$3,488,803	\$6,479,206	\$42,669,999
17	17	17	Anchorage	Government Hill Elementary School Roof Replacement	\$2,635,154	\$2,635,154	\$0	\$2,635,154	\$922,304	\$1,712,850	\$44,382,849
18	18	18	Nome City	Nome Beltz Jr/Sr High School Roof Replacement, Supplemental	\$6,026,434	\$6,026,434	\$2,233,488	\$3,792,946	\$1,137,884	\$2,655,062	\$47,037,911
19	19	19	Lower Yukon	Hooper Bay K-12 School Exterior Repairs	\$2,296,607	\$2,296,607	\$0	\$2,296,607	\$45,932	\$2,250,675	\$49,288,586
20	20	20	Yupit	Mechanical System Improvements, 3 Schools	\$635,269	\$635,269	\$0	\$635,269	\$12,705	\$622,564	\$49,911,150
21	21	21	Northwest Arctic Borough	HVAC Controls Upgrade, 8 Sites	\$9,838,153	\$9,838,153	\$0	\$9,838,153	\$1,967,631	\$7,870,522	\$57,761,672
22	22	22	Nenana City	Nenana School Flooring and Asbestos Abatement	\$548,871	\$548,871	\$0	\$548,871	\$27,444	\$521,427	\$58,303,099
23	23	23	Kuspuq	Jack Egnaty Sr. K-12 School Roof Replacement, Sleetmute	\$1,608,442	\$1,608,442	\$0	\$1,608,442	\$32,169	\$1,576,273	\$59,879,372
24	24	24	Kake City	Exterior Upgrades - Main School Facilities	\$351,797	\$351,797	\$0	\$351,797	\$70,359	\$281,438	\$60,160,810
25	25	25	Ketchikan Borough	Ketchikan High School Security Upgrades	\$485,609	\$485,609	\$0	\$485,609	\$169,963	\$315,646	\$80,476,456
26	26	26	Anchorage	Homestead Elementary School Roof Replacement	\$3,515,805	\$3,515,805	\$0	\$3,515,805	\$1,230,532	\$2,285,273	\$62,761,729

DISCRETIONARY CAPITAL BUDGET:

- \$260,000 – Klatt Elementary School wall seismic improvements: design;
- \$50,000 each – Mears Middle, Klatt and Oceanview Elementary School supplies and equipment;
- \$310,837 – Safe Pedestrian Crossing to Service High School and Trailside Elementary School;
- \$2.8 million – Mt. Edgecumbe main girls dorm roof replacement and dorm window replacement
- \$227,425 – Healy area and school pedestrian path (TAP Award, 2023);
- \$150,000 – Dimond Alumni Special Projects Inc., install scoreboard at Bartlett High School
- \$600,000 – Abbot Road Safe Routes to Schools improvements
- \$50,000 – Airport Heights Elementary School walkway connector
- \$500,000 – Bettye Davis East Anchorage High School, stadium safety upgrades and drainage mitigation
- \$400,000 – Safe pedestrian crossings for O’Malley Elementary School
- \$200,000 – Sitka High School shop dust collector
- \$302,498 – Tsuk Taih School water tank roof and water tank replacement, Yukon Flats School District

BILLS:

▶ **Broadband bill law passed and signed into law**

▶ **HB 230** – Teachers: Out-of-State Experience; Retired

- Allows a retired Alaska teacher with a lifetime teacher certification issued under HB 230 to substitute teach for up to 165 consecutive days.
- Removes the limit on the number of years of out-of-state school experience that may be substituted for in-state experience for the purpose of determining a teacher's salary.
- A district or DEED may pay an incentive payment of \$5,000 to teachers employed by the district or the department who have a current national board certification.
- A district or DEED shall reimburse teachers employed by the district or the department who is pursuing an initial national board certification or renewal of a national board certification for the costs of course materials, registration, and testing. Costs shall be reimbursed on an ongoing basis

▶ **HB 202** – Bill requires schools to stock overdose reversal drugs. In the last day compromise language was added to stabilize correspondence education programs after a court ruling struck down parts of state law governing the spending of financial allotments distributed through the program. The new language directs Alaska's Board of Education and Early Development to write temporary regulations to stabilize the program and includes a requirement that the Department of Education and Early Development monitor spending for the first time in a decade.

BILLS:

- ▶ [HB 148](#) – The bill started as just the Alaska Performance Scholarship program. Added to the bill was the Alaska Technical and Vocational Education Program (TVEP) funding bill and the extension of the education tax credit. The bill amends the qualification criteria for an Alaska Performance Scholarship applicant by adding career and technical education (CTE) to the academic curriculum considered for a scholarship and creates career clusters where CTE credits can be substituted for core classes. For the postsecondary level, this bill raises the award amounts for all three levels to keep up with inflation and removes the requirement for a college entrance exam. Additionally, the eligibility period for receiving the scholarship is extended from six to eight years.

- ▶ **TVEP:** The legislation **permanently** eliminates the sunset date, changes some funding allocations for grant distributions and adds additional grantees under AS 23.15.835(d) for the Alaska Technical and Vocational Education Program (TVEP). The state unemployment tax paid by employers and workers to fund training was increased from .16% to .25% which offsets the addition of new grantees.
- ▶ **Tax Credit:** Last, the bill expands the education tax credit to include donations made to nonprofit resource centers that support academic achievement in grades 9 through 12 for curricula and competition in various subject areas. The new provisions take effect July 1, 2024. This bill also increases the credit limit from \$1 million to \$3 million annually per taxpayer. The bill extends the sunset provisions to January 1, 2029.
- ▶ Only 5 education bills passed.



**Quyanaqqak and Taikuu
Working together to advance
the priorities of the NWABSD**



End of Session Bills Update:

The 2nd regular session of the 33rd Alaska Legislature adjourned *sine die*. In the last few days more than 40 bills were passed. Many of those bills were “logrolled,” a process of adding the content of one or more bills to a related bill by amendment. Some of these additions may have broken the single subject rule and other bills were passed after the midnight deadline. The legalities of these maneuvers will be resolved over the next few months. At the end of the day, many good bills passed. Among them were bills that addressed energy issues, extended Senior Benefits, extended education tax credits and the TVEP program, provided a twelve-month supply of birth control, provided mental health services for youth, increased broadband for rural schools, created a more accessible food stamp process, facilitated community solar, and supported the seafood industry, to name a few.

Education Bills:

HB 230 – Teachers: Out-of-State Experience; Retired

- Allows a retired Alaska teacher with a lifetime teacher certification issued under HB 230 to substitute teach for up to 165 consecutive days.
- Removes the limit on the number of years of out-of-state school experience that may be substituted for in-state experience for the purpose of determining a teacher's salary.
- A district or DEED may pay an incentive payment of \$5,000 to teachers employed by the district or the department who have a current national board certification.
- A district or DEED shall reimburse teachers employed by the district or the department who is pursuing an initial national board certification or renewal of a national board certification for the costs of course materials, registration, and testing. Costs shall be reimbursed on an ongoing basis.

HB 202 – Bill requires schools to stock overdose reversal drugs. In the last day of session, compromise language was added to stabilize correspondence education programs after a court ruling struck down parts of state law governing the spending of financial allotments distributed through the program. The new language directs Alaska’s Board of Education and Early Development to write temporary regulations to stabilize the program and includes a requirement that the Department of Education and Early Development provide regular reports on spending, demographics, academic performance, and curricula.

HB 26 – Adds four Alaska Native languages to the state’s official language tally and renamed the council that advocates for their survival and revitalization.

[SB 22](#) – Establishes June 19th as an official state holiday to recognize the day slavery ended.

[HB 148](#) – The bill started as just the Alaska Performance Scholarship program. Added to the bill was the Alaska Technical and Vocational Education Program (TVEP) funding bill and the extension of the education tax credit. The bill amends the qualification criteria for an Alaska Performance Scholarship applicant by adding career and technical education (CTE) to the academic curriculum considered for a scholarship and creates career clusters where CTE credits can be substituted for core classes. For the postsecondary level, this bill raises the award amounts for all three levels to keep up with inflation and removes the requirement for a college entrance exam. Additionally, the eligibility period for receiving the scholarship is extended from six to eight years.

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Last, the bill expands the education tax credit to include donations made to nonprofit resource centers that support academic achievement in grades 9 through 12 for curricula and competition in various subject areas. The new provisions take effect July 1, 2024. This bill also increases the credit limit from \$1 million to \$3 million annually per taxpayer. The bill extends the sunset provisions to January 1, 2029.

Fish and Game and Boat Bills:

[SCR 10](#) – creates a task force to address the challenges currently being faced by the seafood industry. The task force will identify which elements of the crisis that may be solved through governmental policy and provide possible solutions.

[HB 272](#) –The bill authorizes the Alaska Board of Game to establish annual big game hunting seasons in areas specifically for Alaskans with physical disabilities.

[HB 295](#) – Individuals or organizations will now be allowed to purchase salmon from a state hatchery for stocking a lake in Alaska. The bill does not include the sale of eggs. The Alaska Department of Fish and Game will issue the required permits.

[HB 19](#) – This bill removes the requirement for commercial fishing vessels with US Coast Guard (USCG) documentation and a license issued under Title 16 to register under AS 05.25.055. It also exempts from numbering and registration commercial fishing vessels that are licensed under AS 16.05.490 or 16.05.530. (Passed after midnight).

[HB 345](#) – Requires safety ladders in all harbor projects that receive money from the state’s harbor facility grant fund.

[SB 93](#) – The Alaska fishermen’s fund reimburses licensed fishermen and boat owners for their out-of-pocket medical costs if they have been injured or have a qualified illness while fishing offshore or doing fishing-related work onshore. The fund maximum pay-out was increased to \$15,000 and added viral illness to the list of eligible illnesses.

Business Bills:

[HB 273](#) – This bill grants the Alaska Housing Finance Corporation (AHFC) board of directors the opportunity to adjust its loan-to-value ratios, to allow homebuyers to purchase a home using a smaller down payment. It also establishes a subsidiary to function as a Green Bank to leverage federal funds and other opportunities to advance sustainable energy development projects in the state.

[SB 154](#) – Provides that a company that employs a graduate or participant in “a United States Department of Defense SkillBridge or United States Army career skills program” can get a bidder preference of up to \$5,000 when competing for a state contract. The bill also creates a “military and veteran help desk” under the Alaska Department of Military and Veterans Affairs. The help desk will serve as a central clearinghouse for questions that members of the military and their families have about Alaska and state services.

[SB 127](#) – This bill requires vehicle rental platforms such as Turo to collect and remit the existing rental car tax to the state. While Alaska taxes all rental vehicles, current law does not provide a structure for sharing platforms such as Turo to comply. This bill will require Turo and other similar platforms to collect the tax on their app and remit the tax to the state.

[HB 233](#) – This legislation requires auto manufacturers to pay their Alaska dealers fairly for warranty work by Alaska mechanics.

[SB189](#) – The bill extends the Commission on Aging. In the last days of session the childcare tax credit proposal was amended into the bill. The tax credit increases the maximum education/childcare tax credit to \$3 million a year for eligible taxpayers. This encourages private business taxpayers to contribute to their employees' childcare expenses, and it will expand the number of families that can participate in the childcare assistance program.

[SB 118](#) – Creates a long-term mining development plan for “critical and essential minerals” important to high-tech and defense manufacturing. The bill directs the Alaska Department of Natural Resources to identify strategies to increase industry exploration for and state production and development of critical and essential minerals in the next three, five, and ten years.

[SB 179](#) – Originally proposed in HB347/SB242, this legislation requires standards for municipal property assessment and was added to another bill relating to property assessment. The bill it was added to, among other things, prohibits the taxation of property transfers. Communities currently taxing property transfers are grandfathered in. The bill also did the following:

- Expanded the Agriculture Land and Structures mandatory exemption, which will affect governments that collect property tax.
- Added the Assessors bill, which includes requirements for Level 3 certification for assessors, meetings with the public, and more.
- Removes the 2.65 floor for optional economic development exemptions.

[SB 67](#) – This bill prohibits the use of PFAS-containing foam with a delayed effective date for the oil and gas industry.

[HB 189](#) – Allows employees over age 18 to serve alcohol (Passed after midnight).

[HB 203](#) – Allows private employers to use electronic payroll system (Passed after midnight).

[SB 147](#) – Updated the Alaska Worker’s Compensation program. An amendment rolled into the bill also extended the senior benefits program by ten years. This program provides monthly payments to elderly low-income Alaskans.

Health Care Bills:

[HB 344](#) – Authorizes the Alaska Department of Health to apply for a section 1115 Medicaid waiver to explore demonstration projects focused on addressing health-related needs and support services for Alaska Medicaid recipients. Pursuing a waiver will enable the Department to employ evidence-based, Alaska-specific strategies to improve health outcomes and lower the cost of Medicaid to the state treasury. The bill was amended in the last days to add HB 196, which should ease the backlog with food stamps by switching to an easier assets calculation system. Broad based categorical eligibility makes households with incomes less than twice the federal poverty line eligible for the program. Previously, the threshold was 30% more than the poverty line in Alaska. The bill also removes a component called the asset test, which kept people with more than \$4,000 in savings from accessing food assistance.

It also added HB 343 into the bill, which expands school-based services to include all children who are Medicaid eligible and repeals the requirements that the child must be disabled and have an Individualized Education Program (IEP) to qualify. This will allow for Medicaid to pay for School Based Services provided in schools to eligible children with or without an IEP.

[HB 228](#) – This bill establishes a psychedelics task force to make regulatory recommendations should the federal government legalize psychedelic medicines.

[HB 17](#) – This bill allows up to twelve months of prescription contraceptives. This insurance law change is especially important for women in rural Alaska with limited access to pharmacies.

[HB 237](#) – Allows nurses with lapsed state licenses to be granted temporary permits valid for up to six months.

[SB 74](#) – Bill requires the state join a nationwide physical therapy licensing compact. [All but five states](#) have either enacted the compact or are considering legislation that would have them join it.

[HB 226](#) – Extends state regulatory oversight and adds guidelines for Pharmacy Benefit Managers, or PBMs. This is a priority bill for the Alaska pharmacists’ association, who say the PBMs are squeezing out independent pharmacies with pricing policies.

[SB 91](#)– Extends current approval of telehealth consultation with out-of-state physicians to the care teams they work with. This covers a gap in existing law that aids Alaskans needing critical care consultations, allowing them to consult out-of-state specialists via telehealth without having to leave Alaska.

Crime and Victims Bills:

[SB 151](#)—This bill establishes the Murdered Missing Indigenous Persons (MMIP) Review Commission. This nine-member Commission brings individuals with diverse backgrounds and expertise together to review unresolved MMIP cases from around the state. This Commission will submit a report to the legislature every three years with their recommendations and findings. Along with the Commission's report, DPS must conduct a one-time needs assessment to determine how to increase protective and investigative resources for identifying and reporting MMIP cases. This Act also requests DPS to collaborate with the Commission on public outreach purposes and lastly, requires DPS to submit a missing persons report to the National Missing and Unidentified Persons System database. Provisions of this bill directs DPS to employ at least two permanent MMIP Investigators who would solely investigate MMIP cases and requires cultural training to be incorporated into police officer training.

[HB 66](#) is a comprehensive crime package. The crime bill takes the following steps:

- It increases the penalty for distributing fentanyl or methamphetamine that directly results in death. It will increase the crime from manslaughter to second degree murder.
- It makes the records of individuals who were convicted of minor marijuana offenses confidential, so long as they were 21 or older at the time of the offense. ([HB 28](#) by Rep. Stanley Wright)
- It closes a gap between our criminal justice system and our behavioral health system when a person is incompetent to stand trial and should be committed to the Alaska Psychiatric Institute. ([SB 53](#) by Sen. Claman)
- It ensures that out-of-state sex offenders who move to Alaska must register in Alaska ([SB 65](#) by the governor)
- It changes the term "child pornography" to "child sexual abuse material." ([HB 265](#) by Rep. Sarah Vance)
- It strengthens the restitution statute to better protect victims of crime. ([HB 286](#) by Rep. Julie Coulombe)
- Establishes the crime of assault in the presence of a child as a class A misdemeanor ([HB 11](#) by Rep. Andy Josephson)
- The bill allows police officers to summarize crime-victim statements in grand-jury proceedings. ([SB 65](#) by the governor)
- The bill directs the state to examine why minority groups are overrepresented in state prisons and make recommendations to reduce the number of people who commit crimes after being released from prison.
- A bipartisan compromise made it a Class B felony to induce someone into sex trafficking by withholding drugs or a passport.

Energy Bills:

[HB 50](#) – The Governor's bill establishing a regulatory framework for carbon storage on state land passed, is expected to be signed into law, and was part of the adjournment package. Several other energy bills were added to HB50 (see below).

[RCA Regulate Cook Inlet Gas Storage – HB50](#): Enables the RCA to regulate and allow cost recovery for private storage of Cook Inlet gas and will help mitigate seasonal demand pressure.

[Cook Inlet Reserve-Based Lending – HB50](#): This bill allows AIDEA and AEA to issue reserve-based loans to Cook Inlet producers. This provision intends to assist Bluecrest access the capital needed to construct a new platform.

[Integration Transmission Systems – HB307](#): This bill was a Governor priority and was also part of the adjournment package. It creates a unified transmission system and reduces the added charges that can result from long-distance power transfers and restructures the way the regional utilities interact. It covers the four electric co-ops that run from the Kenai Peninsula to Fairbanks.

[Resolution Against NPR-A Proposed Rules – HJR20](#): Requests BLM to engage in more consultations with impacted organizations and withdraw proposed regulations that the local community and government opposed.

Last, hundreds of bills that did not pass have now died because this is the end of the second session. Below is a list of some of the larger bills that didn't make it across the finish line, some dying on the very last day in the very last moments of the session:

- Public employee retirement pensions
- Marijuana tax reduction (SB89/HB119)
- Elections - HB129 Voter Registration
- Cook Inlet royalty relief (House supported, Senate didn't)
- Permanent K-12 formula funding increase or education reform. A one-year fix to the correspondence school issue was added to HB 202 which passed, and one-time funding was added to the Base Student Allocation.
- Cook Inlet jack-up rig tax credits (HB387)
- Cook Inlet seismic free data (HB257)

There was no movement on fiscal policy or any long-range revenue planning.

This concludes this year's session. The budgets and all bills must still be signed or otherwise allowed to become law by Governor Dunleavy, and he has the ability to veto bills or reduce budget items by line-item veto. We will notify you if the budget changes and if a special session is called. Enjoy the summer and be safe. See you in January 2025, if not before.

Chris and Reggie
J&H Consulting



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

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

NWABSD BOARD OF EDUCATION

Board Policy Committee Meeting

Conducted via Teams and in the NWABSD Boardroom

Agenda

June 4, 2024

1. Roll Call
2. Items for 2nd Reading (Public Comment has been sought via the [District Website](#))
 - a. **None at this time**
3. Items for 1st Reading:
 - a. **BB-9250 Bylaws of the Board – Renumeration, Reimbursement, and Other Benefits**
 - i. Board request to review
 - ii. Update Board per diem annually per <https://www.defensetravel.dod.mil/pdcgi/pd-rates/opdrates5ap.cgi?country=ALASKA&date=04-01-24&military=YES&submit2=CALCULATE>
4. Items for Board Bylaw Review:
 - a. **BB-9200 - Bylaws of the Board - Board Members**
 - i. Update 1 per AASB - This bylaw adds further clarity to how complaints brought to the board should be addressed and requires board approval for legal opinions.
 1. The complaint process clarified with AASB and the verbiage has been updated to reflect when a board member should go to the Superintendent
 - ii. Update 2 per AASB - This bylaw has been revised to clarify that no board members should abstain from a vote absent a compelling reason to do so.
5. Other Items Being Worked On:
 - a. **BP-3554 - Other Food Sales**
 - i. Administrative Services to relay information to Principals
 1. Check with the State on pre-orders versus the immediate sale of foods
 2. Allow pre-orders as long as good are not delivered during hours stated in the BP
 - ii. Review along with BP 5040
 - b. **BP-5040 – Student Nutrition and Physical Activity**
 - i. The Board recommended allowing the use of food as a reward.

Committee Members: Carol Schaeffer (Chairperson), Marie Greene, Millie Hawley, Alice Melton Barr

Technology Director: Amy Eakin

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

- ii. Administrative Services is researching the US Code and State Regulations.
- iii. AR-5040 – To be reviewed by an advisory group through the Curriculum Department
- c. **BP 4133/4233/4333 All Personnel – Travel Expenses**
 - i. This update includes verbiage from the former duplicate travel policy - BP 3540.
 - ii. In addition, the Board requests to review student/staff per diem amounts and proportional meals.
 - 1. Review is ongoing

6. New Items for Committee Review:

- a. **BP 3515.6 Use of School Safety Video Surveillance Monitoring Systems**
 - i. This update adds FERPA language and revises subpoena language to follow applicable laws. Subpoenas are not required in every situation, as previously stated.
- b. **BP 3540 Transportation**
 - i. NWABSD has BP 3540 labeled as TRAVEL, not Transportation.
 - ii. This update aligns BP3540 with the AASB Transportation policy and moves staff travel verbiage to the appropriate BP 4133.
- c. **BP 3541.2 Transportation for Children with Disabilities**
 - i. This update includes additional inclusive language and updated references.
- d. **BP 4112.10 Employment of Retired Teachers - *NEW***
 - i. The NWABSD does not currently have this policy adopted. It was added by AASB in 2020.
 - ii. This BP is required for Districts who hire retired teachers

7. Questions

BB 9200 BOARD MEMBERS

Limits of Board Members Authority

The School Board has broad but clearly limited powers. The exercise of its authority is restricted to the functions required or permitted by law, and then only when it acts in a legally constituted meeting. Board members have authority only in regularly called meetings of the Board, or when delegated specific tasks by Board action. Individual Board members shall submit requests for research or administrative studies to the entire Board for consideration.

The Board is the unit of authority. An individual Board member is a part of the governing body which represents and acts for the community as a whole. Apart from the normal function as part of the unit, the Board member has no individual authority. No individual member of the Board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools; nor, as an individual, command the services of any school employee. Individually, the Board member may not commit the district to any policy, act or expenditure.

School visits by Board members are encouraged. Principals should receive a courtesy call in advance of a visit. Board members, as with all visitors, must check in with the school office. Board members who visit schools of their own volition have no more authority than any other citizen. Board members have authority only in regularly called meetings of the Board, or when delegated specific tasks by Board action.

(cf. 1250 - Visits to the Schools)

Note: The following is an optional process for Board members to make information requests.

Board Member Requests for Information

Board members should make informed decisions on matters before them for a vote. The Superintendent or designee is responsible for providing the Board with relevant materials to inform the Board on those matters on which it is to act. If Board members desire further information, a request for information shall be directed to the Superintendent, pursuant to the following guidelines:

1. Requests for simple facts. Any Board member may make a request for simple facts to the Superintendent who will forward the request to the appropriate staff member. All responses to requests for simple facts will be provided to the requesting Board member and copied to the Board President.

2. Requests for reports, research, administrative studies, detailed information, or for information relating to a problem or a potential problem in the District. Some information requests require significant administrative time and explanation to provide the requested response. Individual Board members shall submit such requests to the full

Board for consideration. Upon [concurrence of the other board members/majority request of the Board], the request shall then be forwarded to the Superintendent for response.

3. [Complaints regarding personnel. Board members may have their own concerns and complaints regarding District personnel. Informal concerns should be privately communicated to the Superintendent. Formal complaints should be in writing and follow the District complaint policies. Board members may notify the Superintendent that they have filed a formal complaint.]

Commented [AE1]: Clarify when to follow this versus the complaint process

Commented [AE2R1]: Clarified based on AASB feedback

4. When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy. Such information will be conveyed to the Superintendent.

5. Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. Legal counsel is responsible to the Board.

Commented [AE3]: This is new from AASB.

(cf. 6162.8 - Research)

(cf. 9322 - Agenda/Meeting Materials)

~~The Board is the unit of authority. An individual Board member is a part of the governing body which represents and acts for the community as a whole. Apart from the normal function as part of the unit, the Board member has no individual authority. No individual member of the Board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools; nor, as an individual, command the services of any school employee. Individually, the Board member may not commit the district to any policy, act or expenditure.~~

No members of the Board shall be asked to perform any routine or clerical duties which may be assigned to an employee, nor shall any Board member become an employee of his/her district while serving on the Board.

A Board member should resign from the Board before seeking to secure district employment. In no event shall a final decision for hire be made prior to receiving the Board member's resignation.

(cf. 9250 - Remuneration, Reimbursement and other Benefits)

(cf. 9270 - Conflict of Interest)

Commented [AE4]: This is not in the AASB Model BB 9200.

~~Board members who visit schools of their own volition have no more authority than any other citizen. Board members have authority only in regularly called meetings of the Board, or when delegated specific tasks by Board action.~~

(cf. 1250 – Visits to the Schools)

Obligations of Members

Members of the Board must ~~endeavor~~ ~~make strong efforts~~ ~~make strong efforts~~ to attend all meetings, study all materials presented with the agenda prior to attending the meeting, participate in the discussion of any items which come before the Board, and vote on all motions and resolutions, abstaining only for compelling reasons. If no compelling reason requires abstention, members of the Board shall not abstain.

If a Board Member knows they will be unable to attend scheduled meetings, worksession, or committee assignments they must notify the Board President or the Superintendent's Office of this intended absence. If a Board Member notifies the Superintendent's Office with a request for an excused absence, this information will be communicated to the Board President for his/her decision and action.

Commented [AE5]: This is not in the Model AASB policy.

The Board member should not ~~place subordinate the education of children and youth to any~~ partisan principle, group interest, or the member's own personal interest above the education of children and youth.

The Board member should be prepared and willing to devote a sufficient amount of time to the study of the problems of education in the district, the state, and the nation in order to interpret them to the people of the district.

(cf. 9230 - Meetings)

Legal Reference:

ALASKA STATUTES

14.14.140 *Restrictions on employment*

Adoption Date: May 23, 1995

Revision Date: June 6, 2023

Revision Date:

Northwest Arctic Borough School District

BP 3515.6 USE OF SCHOOL SAFETY VIDEO SURVEILLANCE MONITORING SYSTEMS

The School Board authorizes the use of video surveillance equipment on school district property, school vehicles, and school contracted vehicles to ensure health, welfare, and safety of all staff, students, and visitors to district property and/or passenger in district contracted or authorized vehicles and to deter inappropriate behavior. Cameras will also be utilized to safeguard district facilities and equipment, as well as equipment owned by staff or students.

In dealing with surveillance of students and employees, the Board recognizes both its obligation to provide appropriate levels of supervision in the interest of safety and the fact that students and employees have privacy rights that are reduced^s but not eliminated while under the supervision of the school. Thus, video surveillance, like other forms of supervision, must be carried out in a way that respects privacy rights.

The Superintendent or designee is responsible for determining whether video recordings are educational records as defined by the Family Educational Rights and Privacy Act (FERPA)), 20 U.S.C. § 1232g and 34 CFR Part 99.

School safety video recordings which are not education records may be disclosed as provided in the Alaska Public Records Act, [AS § 40.25.110 – 40.25.125](#).

Use

Video surveillance cameras may be used to monitor and/or record in locations authorized by the ~~School Site Administrator or the officials of the school district~~^{Superintendent or designee}. Public notification signs must be prominently displayed, indicating the use of video surveillance. The district shall also notify staff and students through student/parent and staff handbooks that security cameras are in place within district property.

Camera Placement

The security camera system will be installed in public areas only. These areas include school buses, grounds, athletic areas such as the gymnasium and weight room, exterior entrances or exits to school buildings and large gathering spaces such as classroom corridors, cafeteria, lobby, and main entrances. ~~Classrooms, restrooms, changing rooms, private offices, nurse's offices, and locker rooms~~ are excluded from surveillance camera use. Security camera usage is prohibited in any space where ~~this~~^{there is} a reasonable expectation for privacy.

Commented [AE1]: Not in model policy, was added to NWABSD after clarification/discussion was had.

Commented [AE2]: not in model BP

Security

Only a designated employee or agent of the school district will install surveillance cameras. Only designated school officials shall have access to the camera equipment

and operations system. For the purposes of this policy, school officials are the Superintendent or his/her expressly authorized designees. Only these school officials shall handle the camera or copies of the video segments. Video copies shall be stored in a secure area. Video copies may never be sold, publicly viewed or distributed in any other fashion except as approved for by this policy and/or relevant to legislation. Law enforcement personnel may review camera recordings, when available, to investigate criminal conduct through a subpoena in accordance with applicable law.

Commented [AE3]: Use "expressly authorized designee" instead of "school officials"

Commented [AE4]: not in model bp

Commented [AE5R4]: Not all requests require a subpoena.

Viewing of Video Recordings

Video monitors used to view video recordings should not be located in a position that enables public viewing. Video recordings may only be viewed by school site administrators, school official, or school staff members with direct involvement with the recorded contents of the specific video recording or employees or agents responsible for the technical operation of the system (for technical purposes only). Parents may submit a written request to view video recordings that pertain only to their children in relation to a disciplinary issue, but the viewing may be approved only if it does not violate the privacy of other students (see next paragraph).

Use of Video Recordings for Disciplinary Action

Video recordings may be used as a basis for student or employee disciplinary action. Video surveillance recordings involving students are considered to be educational records under FERPA. Therefore, consent must be given in order to disclose information contained on video recordings obtained through video surveillance, except to the extent that FERPA authorizes disclosure without consent. Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, give rise to a concern for the safety of a third party or where protected from disclosure by law. All viewing requests must be submitted in writing.

Retention of Video Recordings

A copy of a video recording shall be made when an incident results in a long-term suspension, a student injury, or there is a prospect of a legal claim against the district. The copy of the video recording shall be sent to the Superintendent or designee to be kept in a secure location. If a recording is used in the making of a decision about a student or employee, the recording must be kept for a minimum of one year, unless earlier erasure is authorized by or on behalf of the individual or the relevant appeals periods have been expired.

Video recordings shall be maintained for no more than 30 days and then erased unless they are being retained as indicated in the preceding paragraph or at the request of the school site administrator. The district shall comply with all applicable state and federal laws related to record maintenance and retention.

Review

Each school site administrator is responsible for the proper implementation and control of the video surveillance system. The Superintendent of Schools or designee shall develop regulations governing the use of video recordings in accordance with applicable law and board policy.

Commented [AE6]: ASK AASB: What should the regulations entail? Is there a model AR?

Commented [AE7R6]: Reached out to AASB. Found Valdez is the only District with an AR.

(cf. 1340 – Access to District Records)

(cf. 3515 – School Safety and Security)

(cf. 3580 – District Records)

(cf. 5125 – Student Records)

Legal References:

UNITED STATES CODE

[20 U.S.C. 1232g](#)

UNITED STATES CODE OF FEDERAL REGULATIONS

[34 CFR Part 99](#)

ALASKA STATUTES

[40.21.070](#) Records Management for Local Records

[40.25.110-250](#) Public Records Act

ALASKA ADMINISTRATIVE CODE

[2 AAC 96.100-370](#) Public Information

~~Revised 10/2021~~

~~Revised: June 6, 2023~~

**AASB POLICY REFERENCE MANUAL
9/92**

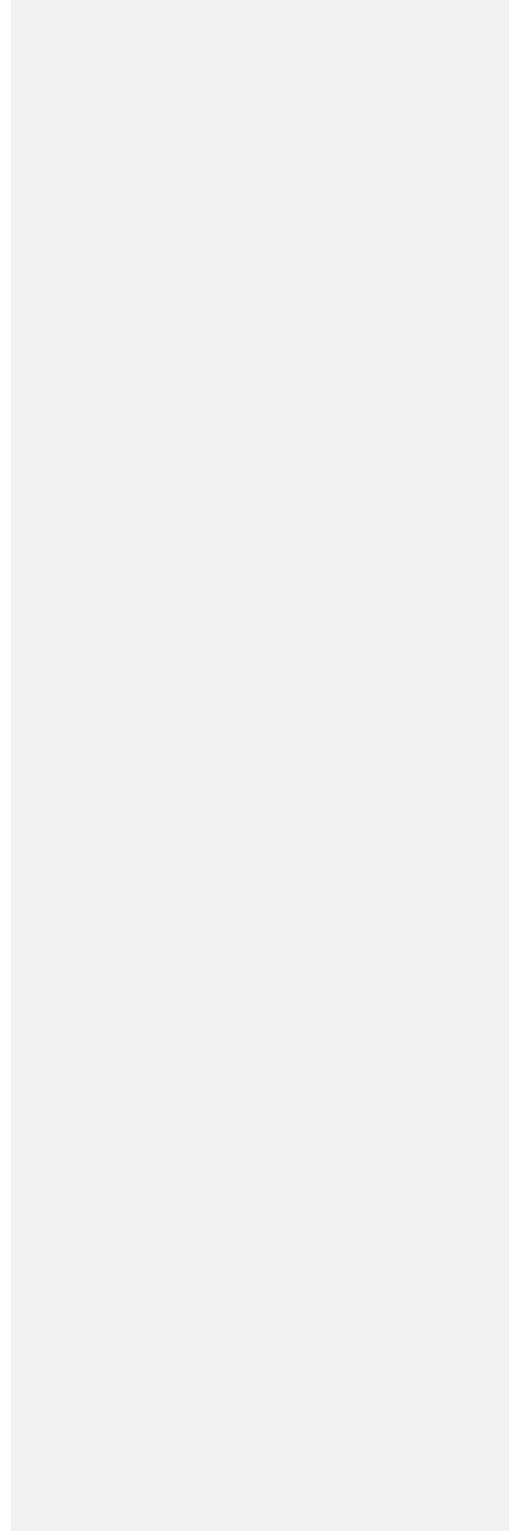
Adopted: June 6, 2023

~~Revised October 2021~~

~~Revised: June 6, 2023~~

~~Revised:~~

Northwest Arctic Borough School District



BP 3540 ~~TRAVEL~~TRANSPORTATION

~~Employees shall be reimbursed for travel expenses incurred while away from their station overnight on approved District business. Travel status shall be approved in advance by the Superintendent or his/her designee.~~

~~Per diem shall be paid as determined by the Superintendent, prior to travel, except as listed;~~

~~per diem shall not be paid to any employee who does not attend workshops, sessions, classes, etc. for which leave is intended;~~

~~any District employee or board member(s) who does not attend session, for which leave is intended, will not be allowed to attend future workshops for the District;~~

~~per diem and travel shall not be paid to employees or board members attending District approved workshops or meetings, who arrive at meetings in a state of intoxication. Employees in this case will be asked to leave immediately;~~

Adopted: February 25, 1994

The School Board desires to provide transportation for eligible students in accordance with state and federal law.

The goals of the transportation service are:

1. to provide maximum safety for students between home and school and on school-sponsored trips.
2. to promote desirable student behavior and respect for traffic safety.
3. to provide assistance and/or transportation for ~~handicapped~~ qualifying students with disabilities.

(cf. 3312 - Contracts)

(cf. 3541.5 - Alternative Transportation Arrangements)

Note: Secondary students who do not have daily access to school by being transported a reasonable distance must be offered a boarding program pursuant to 4 AAC 09.050.

When necessary, the Board shall make available a boarding program for secondary students whose transportation needs make daily access to school impractical and who are not participating in an alternative educational program.

(cf. 6182 - Secondary Boarding Program)

Commented [AE1]: This BP is wholly made up by NWABSD. The model BP for 3540 is on Transportation of students....we don't have that.

Commented [AE2R1]: staff travel verbiage moved to the appropriate BP 4133

(cf. 5112.6 – Education For Homeless Children and Children in Foster Care)

Legal Reference:

ALASKA STATUTES

14.09.010 Transportation of pupils

14.09.030 School buses

14.30.347 Transportation of exception children

ALASKA ADMINISTRATIVE CODE

4 AAC 09.050 Secondary Boarding Programs

4 AAC 27.006-990 Transportation

Adopted:

Northwest Arctic Borough School District

BP 3541.2 TRANSPORTATION FOR SPECIAL EDUCATION STUDENTS

Note: Children with disabilities must be transported with other non-disabled children if the district provides transportation to other students in the district. Separate transportation for an exceptional child is authorized only when it is in the best interest of that child due to the nature of the physical or mental disability. AS 14.30.347.

The School Board recognizes its responsibility to provide transportation services which give handicapped students access to appropriate education programs and services. The district shall provide transportation for students with disabilities ~~for exceptional students~~ in accordance with needs specified in their Individualized Education Program (IEP).

In selecting the most appropriate mode of transportation, IEP teams shall consider the student's unique safety and health needs, the availability of equipment, existing transportation schedules, and the extent to which transportation arrangements may help the student develop independent mobility skills.

Whenever possible, children with disabilities shall be transported with students without disabilities.

(cf. 3540 - Transportation)

(cf. 3541.5 - Alternative Transportation Arrangements)

(cf. 6172 - Special Education)

Legal Reference:

ALASKA STATUTES

[14.30.278](#) *Individualized education program*

[14.30.347](#) *Transportation of exceptional children*

ALASKA ADMINISTRATIVE CODE

~~[4 AAC 27.020](#) *Establishment of special education routes*~~

~~[4 AAC 27.045](#) *General provisions for regular and other conveyance routes, route extensions and in lieu of agreements*~~

[4 AAC 52.730](#) *State aid for transportation*

~~[4 AAC 27.021](#) *Establishment of special education routes*~~

Adopted: February 25, 1994

Revised:

Northwest Arctic Borough School District

BP 4112.10 EMPLOYMENT OF RETIRED TEACHERS

Note: Effective November 8, 2018, [AS 14.20.136](#) authorizes schools districts to hire retired teachers in cases of teacher shortages. Retired teachers hired under this statutory provision may elect to continue receiving TRS benefit payments during the period of reemployment. A contract for reemployment of a retired teacher hired under [AS 14.20.136](#) may not be for more than 12 consecutive months. If the teacher retired under the defined benefit retirement system, the teacher must be retired for at least 60 days if 62 years of age or older, or at least six months if under 62 years of age, before reemployment. In addition, if the teacher is reemployed by the same district that employed the teacher upon retirement, the teacher must certify that there was no prearranged agreement with the school district to hire the teacher after retirement.

Prior to the hire of retired teachers under this statute, the school board must adopt a policy that permits the employment of retired teachers who are qualified to teach in those disciplines or specialties in which a shortage of teachers exists. The policy must describe the circumstances that constitute the shortage.

This optional policy may be utilized by districts desiring to hire retired teachers in cases of teacher shortages, as authorized by [AS 14.20.136](#).

It is the policy of the Board that teacher vacancies be filled in a timely manner by qualified personnel. The District administration is authorized to employ retired teachers in accordance with [AS 14.20.136](#) in cases of teacher shortages, and to notify the Administrator of the Teachers' Retirement System that it is hiring retired teachers pursuant to that statutory provision.

The hiring of retired teachers is authorized in those disciplines or specialties in which a shortage of teachers exists despite active recruitment efforts. A shortage is deemed to exist for those open positions that the administration has been unable to fill with qualified candidates, despite recruitment, public advertising for at least 10 business days, interviews, and the offering of positions to qualified candidates, if any.

(cf. 4111 Recruitment and Selection)

Legal Reference

ALASKA STATUTES

[14.20.136](#) *Employment of member of teachers' retirement system*

[14.25.043](#) *Reemployment of retired members*

[14.20.165](#) *Restoration of tenure rights*

Adopted:

AASB Policy Reference Manual

**February 25-March, Iñupiaq Instructor Retreat,
Kotzebue, Alaska
(ATC)**

Guiding Philosophy

Let Us Move Forward and Strengthen the Iñupiaq Language and Way of Life of Our Ancestors for Our Future Generations.

Vision

United to Speak Iñupiaq Fluently at All Levels of the Community with Iñupiaq as Our First Language. To Achieve and Keep Our Cultural Identity and Realize Our Human and Community Potential for All Generations to Come.

Bulletin Points:

- Goal is to train Iñupiaq Instructors more into immersion methods of teaching Iñupiaq (using Iñupiaq only, no English), and help the instructors see the big picture idea of immersion education.
- A new element will be to include the Iñupiaq Instructors to support each other and offer help with Iñupiaq Literacy and understanding, along with classroom management and modeling the immersion teaching style.
- Outcome will ensure a positive team effort with the Iñupiaq Instructors so they will continue to build rapport with their community language and cultural activities.
- The Iñupiaq Instructors wants to keep continue collaborating with their villages like this, to advance the skills of Iñupiaq language by hosting more trainings at their site's different times of the year.
- Unite our school district, communities, and stakeholders to help support the Iñupiaq language and culture.

Atautchikun Iñuunialiptigun

(Pre-K) Iñupiatun Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Spring (April) Benchmark
(Pre-K)	Kisitlaruq tallimanun	Kisitlaruq Quliḡmun
	Taitlaḡaa ilalliñ	Taitlaḡaa ilalliñ
	Iiisimalugu Iñupiaqsisḡat Iñupiaqsisiga	Iiisimalugu Iñupiaqsisḡat Iñupiaqsisiga
	Ilisimaḡaa suli ilisaqsritlarug miñuutirik	Ilisimaḡaa suli ilisaqsritlarug miñuutirik
	Taitllaruq suli ilisanarug tallimanik sugutchich aglagviḡmi e.g. aglaun sallisik minuutit	Taitllaruq suli ilisanarug tallimanik sugutchich aglagviḡmi e.g. aglaun sallisik minuutit
	ilisimaruq timim suligñi (niaq, tui, sitquq)	ilisimaruq timim suligñi (niaq, tui, sitquq)
	Uqatlasnlugusnli Kanḡitlasnlvḡn Qanuq itpitch? Alappaanḡvichḡ Sunḡaaqtaaḡ Miññutinḡigigaa	Uqatlasnlugusnli Kanḡitlasnlvḡn Qanuq itpitch? Alappaanḡvichḡ Sunḡaaqtaaḡ Miññutinḡigigaa
	Iiisaqsritlaruq atchagaatnik aglak nipilu	Iiisaqsritlaruq atchagaatnik aglak nipilu
	Kanḡissiraatlaruq apiqsrutmiklu tilirunilu	Kanḡissiraatlaruq apiqsrutmiklu tilirunilu
	ilisamaruq atuuraranik	ilisamaruq atuuraranik
Pinasrunik ilisamaruq anḡutit	Pinasrunik ilisamaruq anḡutit	

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.

(Pre-K) Iñupiatun Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Winter (December) Benchmark
(Pre-K)	Count to 5	Kisitlaruq tallimanun
	Inupiaq Pledge	Taitlaġaa ilalliñ
	Know their Inupiaq name/my name is.	Iiisimalugu Iñupiaqsisġat Iñupiaqsisiga
	Know and identify primary colors.	Iiisimaġaa suli ilisaqsritlarug miñuutiniġ
	Know and identify 5 simple school supplies: e.g. pencil, scissors, pen, etc.	Taitllaruq suli ilisanarug tallimanik sugutchich aglagviñmi e.g. aglaun sallisik minuutit
	Know and identify exterior body parts such as head, hand, fingers, toes.	ilisimaruq timim suligñi (niaq, tui, sitquq)
	Begin to verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is green.	Uqatlasnlugusnli Kañiqitlasnlvgn Qanuq itpitch? Alappaanuvichñ Sunaaqtaaġ Miññutinnagigigaa
	Recognize the alphabet: letter and the sound.	Iiisaqsritlaruq atchagaatniġ aglak nipilu
	Understanding simple directions and instructions.	Kañissiiraatlaruq apiqsrutmiklu tilirunilu
	Learn to recite cultural songs.	ilisamaruq atuuruaraniġ
	Identify 3 animals	Pinasruniġ ilisamaruq anġutit

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.

(Pre-K) Iñupiatun Assessment Benchmarks		
Grade Level	Spring (April) Benchmark	Spring (April) Benchmark
(Pre-K)	Count to 10	Kisitlaruq Qulinmun
	Inupiaq Pledge	Taitlaġaa ilalliñ
	Know their Inupiaq name/my name is.	Iiisimalugu Iñupiaqsisġat Iñupiaqsisiga
	Know and identify primary colors.	Iiisimaġaa suli ilisaqsritlarug miñuutiniġ
	Know and identify 5 simple school supplies: e.g. pencil, scissors, pen, etc.	Taitllaruq suli ilisanarug tallimanik sugutchich aglagviñmi e.g. aglaun sallisik minuutit
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	Begin to verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is green.	Uqatlasnlugusnli Kañiqitlasnlvgn Qanuq itpitch? AlappaanuvichN Sunaaqtaaġ Miññutinnagigigaa
	Recognize the alphabet: letter and the sound.	Iiisaqsritlaruq atchagaatniġ aglak nipilu
	Understanding simple directions and instructions.	Kañissiiraatlaruq apiqsrutmiklu tilirunilu
	Learn to recite cultural songs.	ilisamaruq atuuruaraniġ
	Identify 3 animals	Pinasruniġ ilisamaruq anġutit

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.

(K) Iñupiatun Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Winter (December) Benchmark
(Kindergarten)	Count to 5	Kisitlaruq tallimanun
	Inupiaq Pledge	Taitlaġaa ilalliñ
	Know their Inupiaq name/my name is.	Iiisimalugu Iñupiaqsisġat Iñupiaqsisiga
	Know and identify primary colors.	Iiisimaġaa suli ilisaqsritlarug miñuutiniġ
	Know and identify 5 simple school supplies: e.g. pencil, scissors, pen, etc.	Taitllaruq suli ilisanarug tallimanik sugutġich aglagviñmi e.g. aglaun sallisik minuutit
	Know and identify exterior body parts such as head, hand, fingers, toes.	iiisimaruq timim suligñi (niaq, tui, sitquq)
	Begin to verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is green.	Uqatlasnlugusnli Kanġiqitlasnlvgn Qanuq itpitch? Alappaañuvichñ Sunaaqtaaq Miññutinnaġigigaa
	Recognize the alphabet: letter and the sound.	Iiisaqsritlaruq atġagaatniġ aglak nipilu
	Understanding simple directions and instructions.	Kañissiiraatlaruq apiqsrutmiklu tilirunilu
	Learn to recite cultural songs.	ilisamaruq atuuruaraniġ
Identify 3 animals	Pinasrunik ilisamaruq añġutit	

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.

(K) Iñupiatun Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Spring (April) Benchmark
(Kindergarten)	Count to 5	Count to 10.
	Inupiaq Pledge	Inupiaq Pledge
	Know their Inupiaq name/my name is.	Know how to introduce themselves using their Inupiaq name.
	Know and identify primary colors.	Know and identify primary colors and 5 additional colors.
	Know and identify 5 simple school supplies: e.g. pencil, scissors, pen, etc.	Know and identify 10 simple school supplies: e.g. pencil, scissors, ruler, eraser, crayons etc.
	Know and identify exterior body parts such as head, hand, fingers, toes.	Know and identify additional exterior body parts such as elbow, neck, stomach.
	Begin to verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is green.	Verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is blue.
	Recognize the alphabet: letter and the sound.	Recognize the alphabet: letter and the sound.
	Understanding simple directions and instructions.	Understanding directions and instructions.
	Learn to recite cultural songs.	Learn to recite cultural songs.
Identify 3 animals	Identify 5 animals and 5 items on each animal	

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.

(Kindergarten) Iñupiatun Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Spring (April) Benchmark
(Kindergarten)	Kisitlaruq tallimanun	Kisitlaruq Qulinmun
	Taitlaġaa ilalliñ	Taitlaġaa ilalliñ
	Iiisimalugu Iñupiaqsisnat Iñupiaqsisiga	Iiisimalugu Iñupiaqsisnat Iñupiaqsisiga
	Ilisimaġaa suli ilisaqsritlarug miñuutitik	Ilisimaġaa suli ilisaqsritlarug miñuutitik
	Taitllaruq suli ilisanarug tallimanik sugutchich aglagviñmi e.g. aglaun sallisik minuutit	Taitllaruq suli ilisanarug tallimanik sugutchich aglagviñmi e.g. aglaun sallisik minuutit
	ilisimaruq timim suligñi (niaq, tui, sitquq)	ilisimaruq timim suligñi (niaq, tui, sitquq)
	Uqatlasnlugusnli Kanjigitlasnlvgn Qanuq itpitch? AlappaanuvichN Sunaaqtaaq Miññutinnagigigaa	Uqatlasnlugusnli Kanjigitlasnlvgn Qanuq itpitch? AlappaanuvichN Sunaaqtaaq Miññutinnagigigaa
	Ilisaqsritlaruq atchagaatnik aglak nipilu	Ilisaqsritlaruq atchagaatnik aglak nipilu
	Kanjissiraatlaruq apiqsrutmiklu tilirunilu	Kanjissiraatlaruq apiqsrutmiklu tilirunilu
	ilisamaruq atuuruaranik	ilisamaruq atuuruaranik
Pinasrunik ilisamaruq anġutit	Pinasrunik ilisamaruq anġutit	

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.

(Kindergarten) Iñupiatun Assessment Benchmarks		
Grade Level	Spring (April) Benchmark	Spring (April) Benchmark
(Kindergarten)	Count to 10	Kisitlaruq Qulinmun
	Inupiaq Pledge	Taitlaḡaa ilalliñ
	Know their Inupiaq name/my name is.	Iiisimalugu Iñupiaqsisḡat Iñupiaqsisiga
	Know and identify primary colors.	Iiisimaḡaa suli ilisaqsritlarug miñuutiniḡ
	Know and identify 5 simple school supplies: e.g. pencil, scissors, pen, etc.	Taitllaruq suli ilisanarug tallimanik sugutichich aglagvinḡmi e.g. aglaun sallisik minuutit
	Know and identify exterior body parts such as head, hand, fingers, toes.	ilisimaruq timim suligñi (niaq, tui, sitquq)
	Begin to verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is green.	Uqatlasnlugusnli Kanjiqtlasnlvgn Qanuq itpitch? AlappaanjvichN Sunaaqtaaq Miññutinnaḡigigaa
	Recognize the alphabet: letter and the sound.	Iiisaqsritlaruq atchagaatnik aglak nipilu
	Understanding simple directions and instructions.	Kaḡissiiraatlaruq apiqsrutmiklu tilirunilu
	Learn to recite cultural songs.	ilisamaruq atuuraranik
Identify 3 animals	Pinasrunik ilisamaruq anḡutit	

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.

(1 st) Iñupiatun Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Winter (December) Benchmark
(1 st)	Count to 10	Kisitlaruq Qulinmun
	Inupiaq Pledge	Taitlaġaa ilalliñ
	Alphabet	<i>Atchagat</i>
	Recognize and trace their name.	ilisagilvgu suli tasikaugun atiga
	Write their name on board.	Aglaglugich atqaich aglagviqaviñmun
	Know and identify primary colors.	Ilisimagaa suli ilisagaa miññutiñnik
	Know and identify 5 simple school supplies: e.g. pencil, scissors, pen, etc.	Tallimanik taitgarug suli ilisamarug sugautat agagviñmi
	Know and identify exterior body parts such as head, hand, fingers, toes.	Ilisamarug aasiin ilisaqsn timimsulingi, niaqun, argaich
	Begin to verbalize and understand simple one sentence questions and statements: e.g. How's are you today? How is the weather? My favorite color is green.	Uqatlasnlugusnli Kanjiqtlasnlvgn Qanuq itpitch? Alappaanuvichñ Sunaaqtaaq Miññutinnaġigigaa
	Recognize the alphabet: letter and the sound.	Ilisaglugu atchagat aglatgutlu nipilu
	Understanding simple directions and instructions.	Kanjisiiraatlaruq apiqsrutmiklu tilirunilu
	Learn to recite cultural songs.	Ilisaglugu atuutit iñupaitun
	Identify 3 animals and 3 items on each animal.	Ilisaqsnmanq piņasunik pisukti suli piņasunik sulingi
	Cultural Activities	Iñuuniatiqput
Learn Inupiat Values (4) 1. Knowledge of Language 2. Respect for Nature 3. Hunter Success 4. Respect for Others	Ilitchi sissamanik Iñupiat Ilitqvsiat 1. Ilisimatiq uqapiatigmik 2. Kamaksritiq Nutim Iñiqtanik 3. Anunialgutiq 4. Kamaakkutitiq	

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.

(1 st) Iñupiatun Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Spring (April) Benchmark
(1 st)	Count to 10	Count to 20
	Inupiaq Pledge	Inupiaq Pledge
	Alphabet	Alphabet
	Recognize and trace their name.	Recognize and trace their name.
	Write their name on board.	Know how to introduce themselves
	Know and identify primary colors.	Know and identify primary colors and 5 additional colors.
	Know and identify 5 simple school supplies: e.g. pencil, scissors, pen, etc.	Know and identify 10 simple school supplies: e.g. pencil, scissors, ruler, eraser, crayons etc.
	Know and identify exterior body parts such as head, hand, fingers, toes.	Know and identify additional exterior body parts such as elbow, neck, stomach.
	Begin to verbalize and understand simple one sentence questions and statements: e.g. How's are you today? How is the weather? My favorite color is red.	Verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is red.
	Recognize the alphabet: letter and the sound.	Recognize the alphabet: letter and the sound.
	Understanding simple directions and instructions.	Understanding directions and instructions.
	Learn to recite cultural songs.	Learn to recite cultural songs.
	Identify 3 animals and 3 items on each animal.	Identify 5 animals and 5 items on each animal
	Cultural Activities	Cultural Activities
Learn Inupiat Values (4) 5. Knowledge of Language 6. Respect for Nature 7. Hunter Success 8. Respect for Others	Learn Inupiat Values (4) 1. Knowledge of Language 2. Respect for Nature 3. Hunter Success 4. Respect for Others 5. Knowledge of Language/	

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.

(1 st) Iñupiatun Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Spring (April) Benchmark
(1 st)	Kisitlaruq Qulinmun	Kisitlarut Iñviññaġmun
	Taitlaġaa ilalliñ	Taitlaġaa ilalliñ
	<i>Atchagat</i>	<i>Atchagat</i>
	ilisagilvġu sulġ tasikaugun atġa	ilisagilvġu sulġ tasikaugun atġa
	Aġlaglugich atqaiġh aġlagviqaviñmun	Aġlagugich atqaiġh aġlaqaviñmun
	Ilisimagaa sulġ ilisagaa miññutiñnik	Aġlaglugich atqaiġh aġlagviqaviñmun
	Tallimanik taitġarug sulġ ilisamaruq suġautat aġaġviñmi	Ilisimagaa sulġ ilisagaa miññutiñnik
	Ilisamaruq aasiin ilisaqsn timimsulingi, niaqun, argaiġh	Tallimanik taitġarug sulġ ilisamaruq suġautat aġaġviñmi
	Uqatlasnlugusnli Kañiqitlasnlvġn Qanuq itpitch? Alappaanġvichiñ Suñaaqtaaġ Miññutinnaġigigaa	Ilisamaruq aasiin ilisaqsn timimsulingi, niaqun, argaiġh
	Ilisaġlugu atchagat aġlatgutlu nipilu	Uqatlasnlugusnli Kañiqitlasnlvġn Qanuq itpitch? Alappaanġvichiñ Suñaaqtaaġ Miññutinnaġigigaa
	Kañjissiraatlaruq apiqsrutmiklu tilirunilu	Ilisaġlugu atchagat aġlatgutlu nipilu
	Ilisaġlugu atuutit iñupaitun	Kañjissiraatlaruq apiqsrutmiklu tilirunilu
	Ilisaqsnmanq piñasunik pisukti sulġ piñasunik sulingġ	Ilisaġlugu atuutit iñupaitun
	Iñuuniatiqput	Ilisaqsnmanq piñasunik pisukti sulġ piñasunik sulingġ
Ilitġi sissamanik Iñupiat Ilitqvsiat 5. Ilisimatiq uqapiatiġmik 6. Kamaksritiq Nutim Iñiqtanik 7. Anunialġutiġ 8. Kamaakkutitiġ	Ilitġi sissamanik Iñupiat Ilitqvsiat 1. Ilisimatiq Iiagiitiġmik 2. Kamaksritiq Nutim Iñiqtanik 3. Anunialġutiġ 4. Kamaakkutitiġ 5. Ilisimatiq uqapiatiġmik	

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.

(1 st) Iñupiatun Assessment Benchmarks		
Grade Level	Spring (April) Benchmark	Spring (April) Benchmark
(1 st)	Count to 20	Kisitlarut Iñviññagmun
	Inupiaq Pledge	Taitlaḡaa ilalliñ
	Alphabet	<i>Atchagat</i>
	Recognize and trace their name.	ilisagilvgu suli tasikaugun atiga
	Write their name on the board	Aglagugich atqich aglaqaviḡmun
	Know how to introduce themselves	Aglaglugich atqaich aglagviqaviḡmun
	Know and identify primary colors and 5 additional colors.	Ilisimagaa suli ilisagaa miññutiḡnik
	Know and identify 10 simple school supplies: e.g. pencil, scissors, ruler, eraser, crayons etc.	Tallimanik taitḡarug suli ilisamaruq suḡautat agagviḡmi
	Know and identify additional exterior body parts such as elbow, neck, stomach.	Ilisamaruq aasiin ilisaqsn timimsulingi, niaqun, argaich
	Verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is red.	Uqatlasnlugusnli Karjiqtlasnlvgn Qanuq itpitch? Alappaanuvichḡ Sunjaaqtaaq Miññutinnaḡigigaa
	Recognize the alphabet: letter and the sound.	Ilisaglugu atchagat aglatgutlu nipilu
	Understanding simple directions and instructions.	Karjssiiraatlaruq apiqsrutmiklu tilirunilu
	Learn to recite cultural songs.	Ilisaglugu atuutit iñupaitun
	Identify 5 animals and 5 items on each animal.	Ilisaqsnmanq piḡasunik pisukti suli piḡasunik sulingi
	Cultural Activities	Iñuuniatiqput
Learn Inupiat Values (5) 9. Knowledge of Language 10. Respect for Nature 11. Hunter Success 12. Respect for Others 13. Knowledge of Language	Ilitchi sissamanik Iñupiat Ilitqvsiat 9. Ilisimatiq uqapiatiḡmik 10. Kamaksritiq Nutim Iñiqtanik 11. Anjunialgutiq 12. Kamaakkutitig 13.	

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.



(2nd) Iñupiatun Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Winter (December) Benchmark
(2nd)	Count to 20	Kisitlarut iñuiñaq qulitnun aglaan
	Inupiaq Pledge	Taitlaġaa ilalliñ
	Reading short sentences	Agliqitlarut naitchaunik agliqitrat
	Song My Country Tis of Thee/Alaska Flag Song	Ilisimalugu Uvaņa Nunaga atuutaa
	Month of the Year	Ilisimalugich Tatqich
	Recognize and trace their name.	ilisagilvgu suli tasikaugun atiga
	Write their name on the board	Aglagugich atqich aglaqaviņmun
	Know and identify primary colors and 5 additional colors.	Ilisimagaa suli ilisagaa miññutiņnik
	Know and identify 5 simple school supplies: e.g. pencil, scissors, ruler, eraser, crayons etc.	Ilisimalugich suli ilisaqsrilugich qulinun agalaan sakiqnaitchaunik sugutchich aglagviņmi (aglaun, sallisisk, uuktuun, aglaiyaun, miñuutit)
	Know and identify exterior body parts such as head, hand, fingers, toes.	Ilisimarug aasiin ilisaqsn timimsulingi, niaqun, argaich
	Begin to verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is red.	Taiyuglugu suli kanjiqsilugu apiqsruutinik suli (Qanuq itpich uvluvak? Qiqisriavich? Miñuutigaa kaviqsaag
	Recognize the alphabet: letter and the sound.	Ilisaglugu atchagat aglatgutlu nipilu
	Understanding simple directions and instructions.	Kanjissiraatlarug apiqsrutmiklu tilirunilu
	Learn to recite cultural songs.	Ilisaglugu atuutit iñupaitun
	Identify 2 mammals and 2 items on each animal.	Ilisaqsrilugich malġuņnik suli malġuņnik aņņunik
Cultural Activities	Iñuuniatiqput	
Learn Inupiat Values (4) 14. Knowledge of Language 15. Respect for Nature 16. Hunter Success 17. Respect for Others	Ilitchi sissamanik Iñupiat Ilitqvsiat 14. Ilisimatiq uqapiatiġmik 15. Kamaksritiq Nutim Iñiqtanik 16. Aņunialgutiq 17. Kamaakkutitig	

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Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.



(2 nd)Inupiaq Language Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Spring (May) Benchmark
2 nd Grade	<ul style="list-style-type: none"> • Count to 20 • Inupiaq Pledge • Reading level books • Song My Country Tis of Thee/Alaska Flag Song • Month of the Year • Recognize and trace their name. • Write their name on board. • Know and identify primary colors. • Know and identify 5 simple school supplies: e.g. pencil, scissors, pen, etc. • Know and identify exterior body parts such as head, hand, fingers, toes. • Begin to verbalize and understand simple one sentence questions and statements: e.g. How's are you today? How is the weather? My favorite color is red. • Recognize the alphabet: letter and the sound. • Understanding simple directions and instructions. • Learn to recite cultural songs. • Identify 2 mammals and 2 animal. • Cultural Activities • Learn Iñupiat Values (4) <ol style="list-style-type: none"> 18. Knowledge of Language 19. Respect for Nature 20. Hunter Success 21. Respect for Others 	<ul style="list-style-type: none"> • Count to 30. • Inupiaq Pledge • Reading level books • Song My Country Tis of Thee/Alaska Flag Song • Month of the Year • Recognize and trace their name. • Write their name on the board. • Know how to introduce themselves using their Inupiaq name. • Know and identify primary colors and 5 additional colors. • Know and identify 10 simple school supplies: e.g. pencil, scissors, ruler, eraser, crayons etc. • Know and identify additional exterior body parts such as elbow, neck, stomach. • Verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is red. • Recognize the alphabet: letter and the sound. • Understanding directions and instructions. • Learn to recite cultural songs. • Identify 2 mammals and 2 animal. • Cultural Activities • Learn Iñupiat Values (5) <ol style="list-style-type: none"> 1. Knowledge of family tree 2. Respect for Nature 3. Avoid Conflict 4. Respect for Others 5. Knowledge of Language

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.



(3 rd) Inupiaq Language Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Winter (December) Benchmark
(3 rd)	Count to 30	Kisitlarut iñuiñamun
	Inupiaq Pledge	Taitlaġaa ilalliñ
	Reading short sentences	Aġliqitlarut naitchaunik aġliqitrat
	Song My Country Tis of Thee/Alaska Flag Song	Ilisimalugu Uvaņa Nunaga atuutaa
	Month of the Year	Ilisimalugich Tatqich
	Recognize and trace their name.	ilisagilvgu suli tasikaugun atiga
	Write their name on the board	Aġlagugich atqich aġlaqaviņmun
	Know and identify primary colors and 5 additional colors.	Ilisimagaa suli ilisagaa miññutiņnik
	Know and identify 5 simple school supplies: e.g. pencil, scissors, ruler, eraser, crayons etc.	Ilismalugich suli ilisaqsrilugich qulinun agalaan sakiqnaitchaunik suġutchich aġlagviņmi (aġlaun, sallisisk, uuktuun, aġlaiyaun, miñuutit)
	Know and identify exterior body parts such as head, hand, fingers, toes.	Ilisimarug aasiin ilisaqsn timimsulingi, niaqun, argaich
	Begin to verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is red.	Taiyuglugu suli kaņjiiqsilugu apiqsruutinik suli (Qanuq itpich uvluvak? Qiqisriavich? Miñuutiga kaviqsaag
	Recognize the alphabet: letter and the sound.	Ilisaġlugu atchagat aġlatgutlu nipilu
	Understanding simple directions and instructions.	Kaņjissiraatlarug apiqsrutmiklu tilirunilu
	Learn to recite cultural songs.	Ilisaġlugu atuutit iñupaitun
	Identify 2 mammals and 2 items on each animal.	Ilisaqsrilugich malġuņnik suli malġuņnik aņņunik
Cultural Activities	Iñuuniatiqput	
Learn Inupiat Values (4) 22. Knowledge of Language 23. Respect for Nature 24. Hunter Success 25. Respect for Others 26. Knowledge of Family Tree	Ilitchi sissamanik Iñupiat Ilitqvsiat 18. Ilisimatiq uqapiatiġmik 19. Kamaksritiq Nutim Iñiqtanik 20. Aņunialġutiq 21. Kamaakkutiq	

		22. Ilisimatiq ilagiitigmik
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Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.



(3 rd) Inupiaq Language Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Spring (May) Benchmark
3 rd	<ul style="list-style-type: none"> • Count to 20 • Inupiaq Pledge • Reading level books • Song My Country Tis of Thee/Alaska Flag Song • Month of the Year • Recognize and trace their name. • Write their name on board. • Know and identify primary colors. • Know and identify 5 simple school supplies: e.g. pencil, scissors, pen, etc. • Know and identify exterior body parts such as head, hand, fingers, toes. • Begin to verbalize and understand simple one sentence questions and statements: e.g. How's are you today? How is the weather? My favorite color is red. • Recognize the alphabet: letter and the sound. • Understanding simple directions and instructions. • Learn to recite cultural songs. • Identify 2 mammals and 2 animal. • Cultural Activities • Learn Iñupiat Values (4) 27. Knowledge of Language 28. Respect for Nature 29. Hunter Success 30. Respect for Others 	<ul style="list-style-type: none"> • Count to 30. • Inupiaq Pledge • Reading level books • Song My Country Tis of Thee/Alaska Flag Song • Month of the Year • Recognize and trace their name. • Write their name on the board. • Know how to introduce themselves using their Inupiaq name. • Know and identify primary colors and 5 additional colors. • Know and identify 10 simple school supplies: e.g. pencil, scissors, ruler, eraser, crayons etc. • Know and identify additional exterior body parts such as elbow, neck, stomach. • Verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is red. • Recognize the alphabet: letter and the sound. • Understanding directions and instructions. • Learn to recite cultural songs. • Identify 2 mammals and 2 animal. • Cultural Activities • Learn Iñupiat Values (5) 6. Knowledge of family tree 7. Respect for Nature 8. Avoid Conflict 9. Respect for Others 10. Knowledge of Language

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.

(3 rd) Inupiaq Language Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Spring (April) Benchmark
(3 rd)	Kisitlarut iñuiñaq qulitnun aglaan	Kisitlarut iñuiñaamun
	Taitlagaa ilalliñ	Taitlagaa ilalliñ
	Agliqitlarut naitchaunik agliqitrat	Agliqitlarut naitchaunik agliqitrat
	Ilisimalugu Uvaŋa Nunaga atuutaa	Ilisimalugu Uvaŋa Nunaga atuutaa
	Ilisimalugich Tatqich	Ilisimalugich Tatqich
	ilisagilvgu sulit tasikaugun atiga	ilisagilvgu sulit tasikaugun atiga
	Aglagugich atqich aglaqavimun	Aglagugich atqich aglaqavimun
	Ilisimagaa sulit ilisagaa miññutiŋnik	Ilisimagaa sulit ilisagaa miññutiŋnik
	Ilismalugich sulit ilisaqsrilugich qulinun agalaan sakiqnaitchaunik sugutichich aglavimmi (aglaun, sallisisk, uuktuun, aglaiyaun, miñuutit)	Ilismalugich sulit ilisaqsrilugich qulinun agalaan sakiqnaitchaunik sugutichich aglavimmi (aglaun, sallisisk, uuktuun, aglaiyaun, miñuutit)
	Ilisimaruq aasiin ilisaqsn timimsulingi, niaqun, argaich	Ilisimaruq aasiin ilisaqsn timimsulingi, niaqun, argaich
	Taiyuglugu sulit kanjiqsilugu apiqsruutitik sulit (Qanuq itpich uvluvak? Qiqisriavich? Miñuutiga kaviqsaag	Taiyuglugu sulit kanjiqsilugu apiqsruutitik sulit (Qanuq itpich uvluvak? Qiqisriavich? Miñuutiga kaviqsaag
	Ilisaġlugu atchagat aglatgutlu nipilu	Ilisaġlugu atchagat aglatgutlu nipilu
	Kaŋjisiiraatlaruq apiqsrutmiklu tilirunilu	Kaŋjisiiraatlaruq apiqsrutmiklu tilirunilu
	Ilisaġlugu atuutit iñupaitun	Ilisaġlugu atuutit iñupaitun
	Ilisaqsrilugich malġuŋnik sulit malġuŋnik aŋuŋunik	Ilisaqsrilugich malġuŋnik sulit malġuŋnik aŋuŋunik
Iñuuniatiqput	Iñuuniatiqput	
Ilitchi sissamanik Iñupiat Ilitqvsiat 23. Ilisimatiq uqapiatiġmik 24. Kamaksritiq Nutim Iñiqtanik 25. Aŋunialgutiq 26. Kamaakkutitig	Ilitchi sissamanik Iñupiat Ilitqvsiat 1. Ilisimatiq uqapiatiġmik 2. Kamaksritiq Nutim Iñiqtanik 3. Aŋunialgutiq 4. Kamaakkutitig 5. Ilisimatiq ilaġiitiġmik	

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.



(3 rd) Inupiaq Language Assessment Benchmarks		
Grade Level	Spring (April) Benchmark	Spring (April) Benchmark
(3rd)	Count to 30	Kisitlarut iñuiñamun
	Inupiaq Pledge	Taitlaġaa ilalliñ
	Reading short sentences	Aġliqitlarut naitchaunik aġliqitrat
	Song My Country Tis of Thee/Alaska Flag Song	Ilisimalugu Uvaņa Nunaga atuutaa
	Month of the Year	Ilisimalugich Tatqich
	Recognize and trace their name.	ilisagilvgu suli tasikaugun atiga
	Write their name on the board	Aġlagugich atqich aġlaqaviņmun
	Know and identify primary colors and 5 additional colors.	Ilisimagaa suli ilisagaa miññutiņnik
	Know and identify 5 simple school supplies: e.g. pencil, scissors, ruler, eraser, crayons etc.	Ilismalugich suli ilisaqsrilugich qulinun agalaan sakiqnaitchaunik suġutchich aġlagviņmi (aġlaun, sallisisk, uuktuun, aġlaiyaun, miñuutit)
	Know and identify exterior body parts such as head, hand, fingers, toes.	Ilisimarug aasiin ilisaqsn timimsulingi, niaqun, argaich
	Begin to verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is red.	Taiyuglugu suli kanjiiqsilugu apiqsruutinik suli (Qanuq itpich uvluvak? Qiqisriavich? Miñuutiga kaviqsaag
	Recognize the alphabet: letter and the sound.	Ilisaglugu atchagat aġlatgutlu nipilu
	Understanding simple directions and instructions.	Kanjissiraatlarug apiqsrutmiklu tilirunilu
	Learn to recite cultural songs.	Ilisaglugu atuutit iñupaitun
	Identify 2 mammals and 2 items on each animal.	Ilisaqsrilugich malġuņnik suli malġuņnik aņņunik
Cultural Activities	Iñuuniatiqput	
Learn Inupiat Values (4) 31. Knowledge of Language 32. Respect for Nature 33. Hunter Success 34. Respect for Others 35. Knowledge of Family Tree	Ilitchi sissamanik Iñupiat Ilitqvsiat 27. Ilisimatiq uqapiatiġmik 28. Kamaksritiq Nutim Iñiqtanik 29. Aņunialġutiq 30. Kamaakkutiq	

		31. Ilisimatiq ilagiitigmik
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Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.



(4 th) Inupiaq Language Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Winter (December) Benchmark
	Count to 20	Kisitlarut iñuifaaq qulitnun aglaan
(4 th)	Inupiaq Pledge	Taitlaġaa ilalliñ
	Reading short sentences	Agliqitlarut naitchaunik agliqitrat
	Weather Phrases	Silam aglakqitrrat
	Phrases and Syllables	Aglakqitrrat suli taisaġniq
	Reading level books	Taiguat surraġaqtat
	Song My Country Tis of Thee/Alaska Flag Song	Ilisimalugu Uvaġa Nunaga atuutaa
	Month of the Year	Ilisimalugich Tatqich
	Recognize and trace their name.	ilisagilvgu suli tasikaugun atiga
	Write their name on the board	Aglagugich atqich aglaqavimun
	Know and identify primary colors and 5 additional colors.	Ilisimagaa suli ilisagaa miññutiġnik
	Know and identify 5 simple school supplies: e.g. pencil, scissors, ruler, eraser, crayons etc.	Ilismalugich suli ilisaqsrilugich qulinun agalaan sakiqnaitchaunik suġutchich aglagviġmi (aglaun, sallisisk, uuktuun, aglaiyaun, miñuutit)
	Know and identify exterior body parts such as head, hand, fingers, toes.	Ilisimaruq aasiin ilisaqsn timimsulingi, niaqun, argaich
	Begin to verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is red.	Taiyuglugu suli kanjiqsilugu apiqsruutinik suli (Qanuq itpich uvluvak? Qiqisriavich? Miñuutigaa kaviqsaag
	Recognize the alphabet: letter and the sound.	Ilisaġlugu atchagat aglatgutlu nipilu
	Understanding simple directions and instructions.	Kaġjissiraatlaruq apiqsrutmiklu tilirunilu
	Learn to recite cultural songs.	Ilisaġlugu atuutit iñupaitun
	Identify 2 mammals and 2 items on each animal.	Ilisaqsrilugich malġuġnik suli malġuġnik aġġunuk
	Cultural Activities	Iñuuniatiqput
	Learn Inupiat Values (4) 36. Knowledge of Language 37. Respect for Nature	Ilitchi sissamanik Iñupiat Ilitqvsiat 32. Ilisimatiq uqapiatigmik

	<p>38. Hunter Success 39. Respect for Others</p>	<p>33. Kamaksritiq Nutim Iñiqtanik 34. Anunialgutiq 35. Kamaakkutitiq</p>
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Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.



(4 th) Inupiaq Language Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Winter (December) Benchmark
	Count to 20	Kisitlarut iñuiñaq qulitnun aglaan
	Inupiaq Pledge	Taitlaġaa ilalliñ
	Reading short sentences	Agliqitlarut naitchaunik agliqitrat
	Weather Phrases	Silam aglakqitrrat
	Phrases and Syllables	Aglakqitrrat suli taisaġniq
	Reading level books	Taiguat surraġaqtaut
	Song My Country Tis of Thee/Alaska Flag Song	Ilisimalugu Uvaņa Nunaga atuutaa
	Month of the Year	Ilisimalugich Tatqich
	Recognize and trace their name.	ilisagilvgu suli tasikaugun atiga
	Write their name on the board	Aglagugich atqich aglaqaviņmun
(4 th)	Know and identify primary colors and 5 additional colors.	Ilisimagaa suli ilisagaa miññutiņnik
	Know and identify 5 simple school supplies: e.g. pencil, scissors, ruler, eraser, crayons etc.	Ilismalugich suli ilisaqsrilugich qulinun agalaan sakiqnaitchaunik suġutchich aglagviņmi (aglaun, sallisisk, uuktuun, aglaiyaun, miñuutit)
	Know and identify exterior body parts such as head, hand, fingers, toes.	Ilisimaruq aasiin ilisaqsn timimsulingi, niaqun, argaich
	Begin to verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is red.	Taiyuglugu suli kanjiqsilugu apiqsruutinik suli (Qanuq itpich uvluvak? Qiqisriavich? Miñuutigaa kaviqsaag
	Recognize the alphabet: letter and the sound.	Ilisaglugu atchagat aglatgutlu nipilu
	Understanding simple directions and instructions.	Kaņissiiraatlaruq apiqsrutmiklu tilirunilu
	Learn to recite cultural songs.	Ilisaglugu atuutit iņupaitun
	Identify 2 mammals and 2 items on each animal.	Ilisaqsrilugich malġuņnik suli malġuņnik aņņunik
	Cultural Activities	Iņuuniatiqput
	Learn Inupiat Values (4)	Ilitchi sissamanik Iņupiat Ilitqvsiat
	40. Knowledge of Language	36. Ilisimatiq uqapiatiġmik

	41. Respect for Nature 42. Hunter Success 43. Respect for Others	37. Kamaksritiq Nutim Iñiqtanik 38. Anunialgutiq 39. Kamaakkutitiq
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Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.



(4th) Inupiaq Language Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Spring (May) Benchmark
4 th Grade	<ul style="list-style-type: none"> • Count to 20 • Phases and Syllables • Inupiaq Pledge • Weather Phrases • Reading level books • Song My Country Tis of Thee/Alaska Flag Song • Month of the Year • Recognize and trace their name. • Write their name on board. • Know and identify primary colors. • Know and identify 5 simple school supplies: e.g. pencil, scissors, pen, etc. • Know and identify exterior body parts such as head, hand, fingers, toes. Inupiaq names • Begin to verbalize and understand simple one sentence questions and statements: e.g. How's are you today? How is the weather? My favorite color is red. • Recognize the alphabet: letter and the sound. • Understanding simple directions and instructions. • Learn to recite cultural songs. • Identify 2 mammals and 2 animals. • Cultural Activities • Learn Iñupiat Values (4) <ul style="list-style-type: none"> 44. Knowledge of Language 45. Respect for Nature 46. Hunter Success 47. Respect for Others 	<ul style="list-style-type: none"> • Count to 30. • Inupiaq Pledge • Weather Phrases • Reading level books • Song My Country Tis of Thee/Alaska Flag Song • Month of the Year • Recognize and trace their name. • Write their name on the board. • Know how to introduce themselves using their Inupiaq name. • Know and identify primary colors and 5 additional colors. • Know and identify 10 simple school supplies: e.g. pencil, scissors, ruler, eraser, crayons etc. • Know and identify additional exterior body parts such as elbow, neck, stomach. Inupiaq names • Verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is red. • Recognize the alphabet: letter and the sound. • Understanding directions and instructions. • Learn to recite cultural songs. • Identify 2 mammals and 2 animals. • Cultural Activities • Learn Iñupiat Values (5) <ul style="list-style-type: none"> 11. Knowledge of family tree 12. Respect for Nature 13. Avoid Conflict 14. Respect for Others 15. Knowledge of Language

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.



(4 th) Inupiaq Language Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Spring (April) Benchmark
	Kisitlarut iñuiñaq qulitnun aglaan	Kisitlaruq Iñviññaq Qulit
	Taitlaḡaa ilalliñ	Taitlaḡaa ilalliñ
	Agliqitlarut naitchaunik agliqitrat	Agliqitlarut naitchaunik agliqitrat
	Silam aglakqitrrat	Silam aglakqitrrat
	Aglakqitrrat sulit taisaḡniq	Aglakqitrrat sulit taisaḡniq
	Taiguat surraḡaqtaut	Taiguat surraḡaqtaut
	Ilisimalugu Uvaḡa Nunaga atuutaa	Ilisimalugu Uvaḡa Nunaga atuutaa
	Ilisimalugich Tatqich	Ilisimalugich Tatqich
	ilisagilvugu sulit tasikaugun atiga	ilisagilvugu sulit tasikaugun atiga
	Aglagugich atqich aglaqavimun	Aglagugich atqich aglaqavimun
	Ilisimagaa sulit ilisagaa miññutiḡnik	Ilisimagaa sulit ilisagaa miññutiḡnik
(4 th)	Ilismalugich sulit ilisaqsrilugich qulinun agalaan sakiqnaitchaunik suḡutichich aglavimmi (aglaun, sallisisk, uuktuun, aglaiyaun, miñuutit)	Ilismalugich sulit ilisaqsrilugich qulinun agalaan sakiqnaitchaunik suḡutichich aglavimmi (aglaun, sallisisk, uuktuun, aglaiyaun, miñuutit)
	Ilisimaruq aasiin ilisaqsn timimsulingi, niaqun, argaich	Ilisimaruq aasiin ilisaqsn timimsulingi, niaqun, argaich
	Taiyuglugu sulit kanjiqsilugu apiqsruutiniq sulit (Qanuq itpich uvluvak? Qiqisriavich? Miñuutiga kaviqsaag)	Taiyuglugu sulit kanjiqsilugu apiqsruutiniq sulit (Qanuq itpich uvluvak? Qiqisriavich? Miñuutiga kaviqsaag)
	Ilisaḡlugu atchagat aglatgutlu nipilu	Ilisaḡlugu atchagat aglatgutlu nipilu
	Kanjiisiraatlaruq apiqsrutmiklu tilirunilu	Kanjiisiraatlaruq apiqsrutmiklu tilirunilu
	Ilisaḡlugu atuutit iñupaitun	Ilisaḡlugu atuutit iñupaitun
	Ilisaqsrilugich malḡuḡnik sulit malḡuḡnik anḡunik	Ilisaqsrilugich malḡuḡnik sulit malḡuḡnik anḡunik
	Iñuuniatiqput	Iñuuniatiqput
	Ilitchi sissamanik Iñupiat Ilitqvsiat 40. Ilisimatiq uqapiatiḡmik 41. Kamaksritiq Nutim Iñiqtanik 42. Anjunialgutiq 43. Kamaakkutitig	Ilitchi sissamanik Iñupiat Ilitqvsiat 44. Ilisimatiq uqapiatiḡmik 45. Kamaksritiq Nutim Iñiqtanik 46. Anjunialgutiq 47. Kamaakkutitig

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.

(4 th) Inupiaq Language Assessment Benchmarks		
Grade Level	Spring (April) Benchmark	Spring (April) Benchmark
	Count to 30	Kisitlaruq Iñviññaq Qulit
	Inupiaq Pledge	Taitlaġaa ilalliñ
	Reading short sentences	Aqliqitlarut naitchaunik agliqitrat
	Weather Phrases	Silam aglakqitrat
	Phrases and Syllables	Aglakqitrat suli taisaġniq
	Reading level books	Taiguat surraġaqtaut
	Song My Country Tis of Thee/Alaska Flag Song	Ilisimalugu Uvaġa Nunaga atuutaa
	Month of the Year	Ilisimalugich Tatqich
	Recognize and trace their name.	ilisagilvġu suli tasikaugun atiga
	Write their name on the board	Aglagugich atqich aglaqaviġmun
(4 th)	Know and identify primary colors and 5 additional colors.	Ilisimagaa suli ilisagaa miññutiġnik
	Know and identify 5 simple school supplies: e.g. pencil, scissors, ruler, eraser, crayons etc.	Ilisimalugich suli ilisaqsrilugich qulinun agalaan sakiqnaitchaunik suġutchich aglagviġmi (aglaun, sallisisk, uuktuun, aglaiyaun, miñuutit)
	Know and identify exterior body parts such as head, hand, fingers, toes.	Ilisimaruq aasiin ilisaqsn timimsulingi, niaqun, argaich
	Begin to verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is red.	Taiyuglugu suli kanjiqsilugu apiqsruutinik suli (Qanuq itpich uvluvak? Qiqisriavich? Miñuutigava kaviqsaag
	Recognize the alphabet: letter and the sound.	Ilisaglugu atchagat aglatgutlu nipilu
	Understanding simple directions and instructions.	Kanjiisiiraatlaruq apiqsrutmiklu tilirunilu
	Learn to recite cultural songs.	Ilisaglugu atuutit iñupaitun

	Identify 2 mammals and 2 items on each animal.	Ilisaqsrilugich malguṅnik suli malguṅnik aṅṅunik
	Cultural Activities	Iṅuuniatiqput
	Learn Inupiat Values (4) 48. Knowledge of Language 49. Respect for Nature 50. Hunter Success 51. Respect for Others	Ilitchi sissamanik Iṅupiat Ilitqvsiat 48. Ilisimatiq uqapiatigmik 49. Kamaksritiq Nutim Iṅiqtanik 50. Aṅunialgutiq 51. Kamaakkutitig

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.

(5th) Inupiaq Language Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Winter (December) Benchmark
	Count to 40	Kisitlarut iṅuiṅaṅ qulitnun ??
	Inupiaq Pledge	Taitlaḡaa ilalliṅ
	Reading short sentences	Aḡliqitlarut naitchaunik aḡliqitrat
	Weather Phrases	Silam aḡlakqitrrat
	Phrases and Syllables	Aḡlakqitrrat suli taisaḡniq
	Reading level books	Taiguat surraḡaqtat
	Song My Country Tis of Thee/Alaska Flag Song	Ilisimalugu Uvaṅa Nunaga atuutaa
	Month of the Year	Ilisimalugich Tatqich
	Recognize and trace their name.	ilisagilvgu suli tasikaugun atiga
	Write their name on the board	Aḡlagugich atqich aḡlaqaviṅmun
(5 th)	Know and identify primary colors and 5 additional colors.	Ilisimagaa suli ilisagaa miṅṅutiṅnik
	Know and identify 5 simple school supplies: e.g. pencil, scissors, ruler, eraser, crayons etc.	Ilisimalugich suli ilisaqsrilugich qulinun agalaan sakiqnaitchaunik sugutchich aḡlagviṅmi (aḡlaun,

	sallisisk, uuktuun, aglaiyaun, miñuutit)
Know and identify exterior body parts such as head, hand, fingers, toes.	Ilisimaruq aasiin ilisaqsn timimsulingi, niaqun, argaich
Verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is black.	Taiyuglugu sulii kanjiqsilugu apiqsruutinik sulii (Qanuq itpich uvluvak? Qiqisriavich? Miñuutilautaga qigñiqtaaqaq taaqtaaqaq
Recognize the alphabet: letter and the sound.	Ilisaqlugu atchagat aglatgutlu nipilu
Understanding simple directions and instructions.	Kaḡissiiiraatlaruq apiqsrutmiklu tilirunilu
Learn to recite cultural songs.	Ilisaqlugu atuutit iñupaitun
Identify 3 mammals and 3 items on each animal.	Ilisaqsrilugich piñasrunik sulii piñasrunik aḡḡunuk
Cultural Activities	Iñuuniatiqput
Learn Inupiat Values (5) 52. Knowledge of Language 53. Respect for Nature 54. Hunter Success 55. Respect for Others 56. Family Roles	Ilitchi sissamanik Iñupiat Ilitqvsiat 52. Ilisimatiq uqapiatigmiḡ 53. Kamaksritiq Nutim Iñiqtanik 54. Aḡunialgutiq 55. Kamaakkutitig 56. Kiḡuniḡmi Suragatlasiniatiq

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

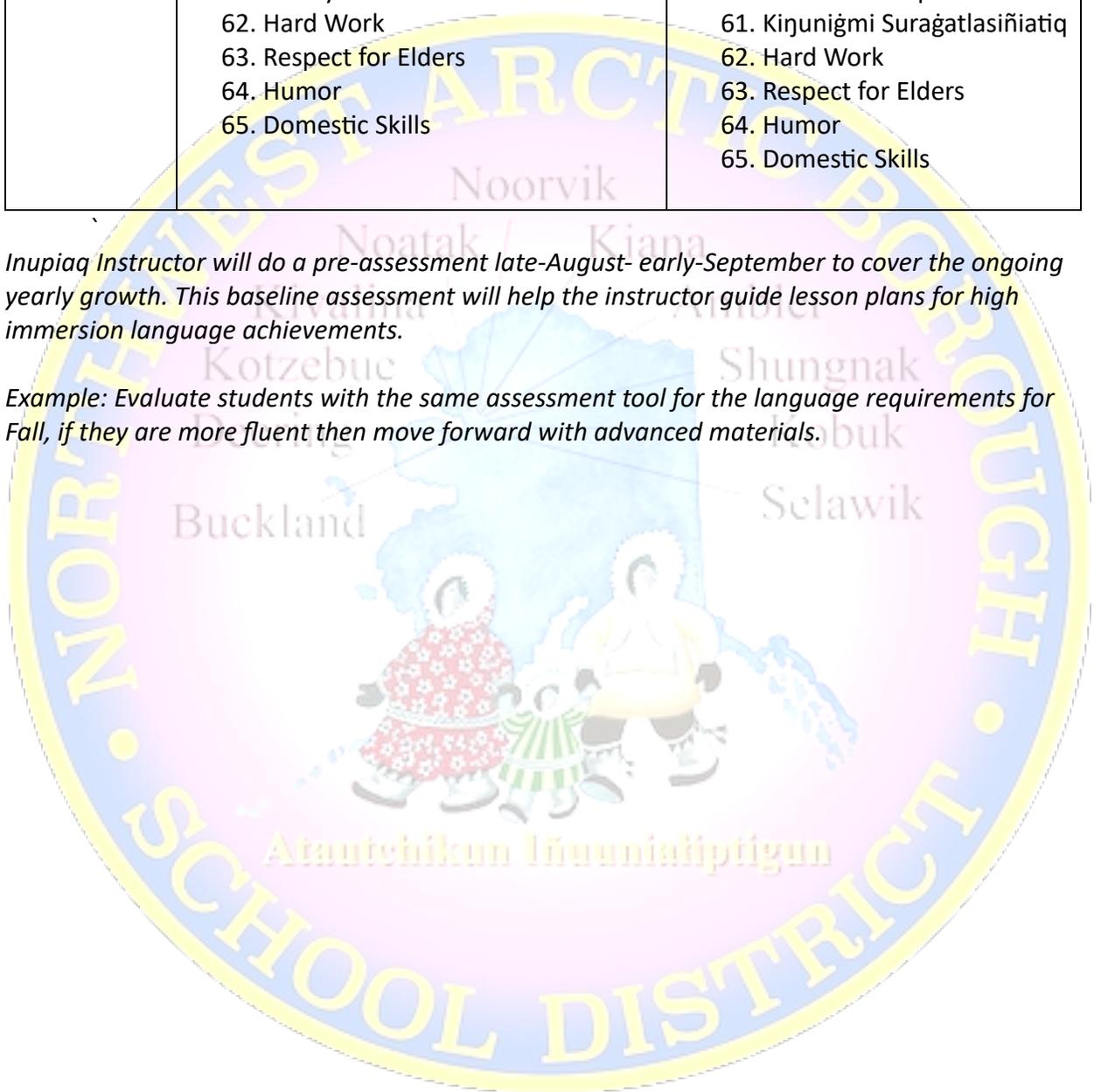
Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.

(5th) Inupiaq Language Assessment Benchmarks		
Grade Level	Spring (April) Benchmark	Spring (April) Benchmark
	Count to 50	Kisitlarut malgukipiaq qulitnun aglann
(5 th)	Inupiaq Pledge	Taitlaḡaa ilalliñ
	Reading short sentences	Agliqitlarut naitchaunik agliqitrat
	Weather Phrases	Silam aglakqitrrat
	Phrases and Syllables	Aglakqitrrat suli taisaḡniq
	Reading level books	Taiguat surraḡaqtaut
	Song My Country Tis of Thee/Alaska Flag Song	Ilisimalugu Uvaḡa Nunaga atuutaa
	Month of the Year	Ilisimalugich Tatqich
	Recognize and trace their name.	ilisagilvḡu suli tasikaugun atiga
	Write their name on the board	Aglagugich atqich aglaqavimun
	Know and identify primary colors and 5 additional colors.	Ilisimagaa suli ilisagaa miññutiḡnik
	Know and identify 5 simple school supplies: e.g. pencil, scissors, ruler, eraser, crayons etc.	Ilisimalugich suli ilisaqsrilugich qulinun agalaan sakiqnaitchaunik suḡutchich aglagviḡmi (aglaun, sallisisk, uuktuun, aglaiyaun, miñuutit)
	Know and identify exterior body parts such as head, hand, fingers, toes.	Ilisimaruq aasiin ilisaqsn timimsulingi, niaqun, argaich
	Verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is black.	Taiyuglugu suli kanjiqsilugu apiqsruutinik suli (Qanuq itpich uvluvak? Qiqisriavich? Miñuutilautaḡa qigñiqtaaḡ taaqtaaḡ
	Recognize the alphabet: letter and the sound.	Ilisaglugu atchagat aglatgutlu nipilu
	Understanding simple directions and instructions.	Kanjissiraatlaruq apiqsrutmiklu tilirunilu
	Learn to recite cultural songs.	Ilisaglugu atuutit iñupaitun
Identify 3 mammals and 3 items on each animal.	Ilisaqsrilugich piñasrunik suli piñasrunik aḡḡunik	
Cultural Activities	Iñuuniatiquḡ	

	<p>Learn Inupiat Values (5)</p> <ul style="list-style-type: none"> 57. Knowledge of Language 58. Respect for Nature 59. Hunter Success 60. Respect for Others 61. Family Roles 62. Hard Work 63. Respect for Elders 64. Humor 65. Domestic Skills 	<p>Ilitchi sissamanik Iñupiat Ilitqvsiat</p> <ul style="list-style-type: none"> 57. Ilisimatiq uqapiatigmik 58. Kamaksritiq Nutim Iñiqtanik 59. Anunialgutiq 60. Kamaakkutitig 61. Kinunigmi Suragatlasiniatiq 62. Hard Work 63. Respect for Elders 64. Humor 65. Domestic Skills
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Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.



(5th) Inupiaq Language Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Spring (April) Benchmark
	Kisitlarut iñuiñaq qulitnun ??	Kisitlarut malgukipiaq qulitnun aglann
(5 th)	Taitlaḡaa ilalliñ	Taitlaḡaa ilalliñ
	Agliqitlarut naitchaunik agliqitrat	Agliqitlarut naitchaunik agliqitrat
	Silam aglakqitrrat	Silam aglakqitrrat
	Aglakqitrrat sulī taisaḡniq	Aglakqitrrat sulī taisaḡniq
	Taiguat surraḡaqtaut	Taiguat surraḡaqtaut
	Ilisimalugu Uvaḡa Nunaga atuutaa	Ilisimalugu Uvaḡa Nunaga atuutaa
	Ilisimalugich Tatqich	Ilisimalugich Tatqich
	ilisagilvgu sulī tasikaugun atīḡa	ilisagilvgu sulī tasikaugun atīḡa
	Aglagugich atqich aglaqavimūn	Aglagugich atqich aglaqavimūn
	Ilisimagaa sulī ilisagaa miññutiḡnik	Ilisimagaa sulī ilisagaa miññutiḡnik
	Ilismalugich sulī ilisaqsrilugich qulinun agalaan sakiqnaitchaunik suḡutichich aglavimūmi (aglaun, sallisisk, uuktuun, aglaiyaun, miñuutit)	Ilismalugich sulī ilisaqsrilugich qulinun agalaan sakiqnaitchaunik suḡutichich aglavimūmi (aglaun, sallisisk, uuktuun, aglaiyaun, miñuutit)
	Ilisimaruq aasiin ilisaqsn timimsulingi, niaqun, argaich	Ilisimaruq aasiin ilisaqsn timimsulingi, niaqun, argaich
	Taiyuglugu sulī kanjiqsilugu apiqsruutinik sulī (Qanuq itpich uvluvak? Qiqisriavich? Miñuutilautaga qigñiqtaaḡ taaqtaaḡ	Taiyuglugu sulī kanjiqsilugu apiqsruutinik sulī (Qanuq itpich uvluvak? Qiqisriavich? Miñuutilautaga qigñiqtaaḡ taaqtaaḡ
	Ilisaḡlugu atchagat aglatgutlu nipilu	Ilisaḡlugu atchagat aglatgutlu nipilu
	Kaḡjissiraatlaruq apiqsrutmiklu tilirunilu	Kaḡjissiraatlaruq apiqsrutmiklu tilirunilu
	Ilisaḡlugu atuutit iñupaitun	Ilisaḡlugu atuutit iñupaitun
	Ilisaqsrilugich piñasrunik sulī piñasrunik aḡḡunik	Ilisaqsrilugich piñasrunik sulī piñasrunik aḡḡunik
	Iñuuniatiqput	Iñuuniatiqput
	Ilitchi sissamanik Iñupiat Ilitqvsiat 66. Ilisimatiq uqapiatiḡmik 67. Kamaksritiq Nutim Iñiqtanik 68. Aḡunialgutiq 69. Kamaakkutititq 70. Kiḡunigmi Suragatlasiniatiq	Ilitchi sissamanik Iñupiat Ilitqvsiat 71. Ilisimatiq uqapiatiḡmik 72. Kamaksritiq Nutim Iñiqtanik 73. Aḡunialgutiq 74. Kamaakkutititq 75. Kiḡunigmi Suragatlasiniatiq 76. Hard Work 77. Respect for Elders 78. Humor 79. Domestic Skills

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.



(5th) Inupiaq Language Assessment Benchmarks

Grade Level	Winter (December) Benchmark	Spring (May) Benchmark
5 th Grade	<ul style="list-style-type: none"> • Count to 40 • Phases and Syllables • Inupiaq Pledge • Weather Phrases • Reading level books • Song My Country Tis of Thee/Alaska Flag Song • Month of the Year • Recognize and trace their name. • Write their name on board. • Know and identify primary colors. • Know and identify 5 simple school supplies: e.g. pencil, scissors, pen, etc. • Know and identify exterior body parts such as head, hand, fingers, toes. • Inupiaq names • Begin to verbalize and understand simple one sentence questions and statements: e.g. How's are you today? How is the weather? My favorite color is red. • Recognize the alphabet: letter and the sound. • Understanding simple directions and instructions. • Learn to recite cultural songs. • Identify 3 mammals and 3-animals. • Cultural Activities • Learn Iñupiat Values (4) <ol style="list-style-type: none"> 1. Knowledge of family tree 2. Knowledge of Language 3. Respect for Nature 4. Hunter Success 5. Respect for Others 6. Hard Work 7. Respect for Elders 8. Domestic Skills 	<ul style="list-style-type: none"> • Count to 50. • Inupiaq Pledge • Weather Phrases • Reading level books • Song My Country Tis of Thee/Alaska Flag Song • Month of the Year • Recognize and trace their name. • Write their name on the board. • Know how to introduce themselves using their Inupiaq name. • Know and identify primary colors and 5 additional colors. • Know and identify 10 simple school supplies: e.g. pencil, scissors, ruler, eraser, crayons etc. • Know and identify additional exterior body parts such as elbow, neck, stomach. Inupiaq names • Verbalize and understand simple one sentence questions and statements: e.g. How are you today? Are you cold? My favorite color is red. • Recognize the alphabet: letter and the sound. • Understanding directions and instructions. • Learn to recite cultural songs. • Identify 3 mammals and 3 animals. • Cultural Activities • Learn Iñupiat Values (8) <ol style="list-style-type: none"> 16. Knowledge of family tree 17. Respect for Nature 18. Avoid Conflict 19. Respect for Others 20. Knowledge of Language 21. Hard work 22. Respect for Elders 23. Domestic Skills

Inupiaq Instructor will do a pre-assessment late-August- early-September to cover the ongoing yearly growth. This baseline assessment will help the instructor guide lesson plans for high immersion language achievements.

Example: Evaluate students with the same assessment tool for the language requirements for Fall, if they are more fluent then move forward with advanced materials.



Middle of Year mClass Report

1. Overview

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

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

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

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

Table 1.2 Administration Time in Minutes by Grade and Administration Type

Administration Type	K	1	2-3	4-8
Individual	4-6	5-7	4	2
Group	NA	NA	5	5

NWABSD Reads Act Plan

Students that have scored at benchmark or above benchmark.

1. **Tier I (Core) 90 min/day all students.**
 1. Into Reading (60m)
 2. ECRI (30m)
 3. Writing (30m)
2. Are progress monitored once a month.

Students that have scored below benchmark.

1. Receive Tier I (Above) and II
 1. **Tier II (Differentiated Core) 20-25 min. 3 days a week, groups of 6+ students**
 1. ECRI pre-teach and reteach.
 2. Into Reading Foundational Skills
2. Are progress monitored once a month.

Students that have scored “well below benchmark” are required to have an Individual Reading Improvement Plan (IRIP) developed within 30 days.

1. Tier III (Intensive Skill-Based Interventions); 30-35 min, 5 days a week, and small groups consisting of 2-3 students.
 1. NCIL Intensifications ECRI Intervention
 2. mClass Groups Recommended Interventions
1. We have 15 days to notify parents their students scoring “below proficient” or “well below proficient.”
2. Meet with guardians, develop plan, and implement IRIP within 30 days.
3. After obtaining a parent’s signature and approval of the IRIP, the intervention (10 weeks) plan begins.
4. Students receive Tier I, II, and III instruction.
5. Progress monitoring occurs every other week.
6. Every four weeks, teams are to review IRIPs and adjust the plan based on what students’ Progress monitoring data shows.

Resources

mClass Benchmarking Assessment Types			
<u>LNF</u>	Letter Naming Fluency	<i>The student is presented with a sheet of letters and asked to name the letters</i>	K-1
<u>PSF</u>	Phonemic Segmentation Fluency	<i>Student is asked to say the appropriate sound of the letter. This assessment is timed, and proficiency is determined based on the number of sounds correctly said in one minute.</i>	K-1
<u>NWF-CLS</u>	Nonsense Word Fluency/Correct Letter Sounds	<i>The student is allowed 1 minute to produce as many letter-sounds as they can, and the final score is the number of letter-sounds produced correctly in one minute.</i>	K-3
NWF-WRC	Nonsense Word Fluency/Words Read Correctly	<i>Students are given 1 minute to read or sound out as many nonsense words as they can. The final scores the number of nonsense words read or recoded correctly as a whole word within 1 minute.</i>	K-3
<u>WRF</u>	Word Reading Fluency	<i>Students are given 1 minute to read as many words (sight words) as they can. The final scores the number of words read or recoded correctly as a whole word within 1 minute.</i>	K-3
ORF-Accu	Oral Reading Fluency-Accuracy		1-6
<u>ORF</u>	Oral Reading Fluency-Words Correct in a Minute		
Vocabulary	Vocabulary	<i>This assessment is comprised of different multiple-choice tasks to determine the student's level of knowledge of grade-level words, whether the student has strategies for making meaning of words encountered in text, and whether the student is applying this knowledge to making meaning from text.</i>	1-6
Spelling		<i>This assessment measures the spelling grade-level words. An audio prompt of the target word is provided, and the student uses letter tiles to spell the word.</i>	K-3
RAN		<i>This assessment measures how quickly students can name numeric symbols.</i>	K-3
MAZE		<i>Students read a grade-level passage in which some words are replaced by a multiple-choice box that includes the original word and two distractors. The student reads the passage silently and applies vocabulary and word knowledge to select the word in each box that best fits the meaning of the sentence.</i>	2-6

Phonemic Awareness

Phonemic Awareness is the ability to identify and manipulate individual sounds (phonemes) in spoken words. It involves recognizing and understanding the sound structure of language, which is crucial for developing reading and spelling skills.

Here are examples of phonemic awareness skills that students should ideally acquire at different grade levels:

Kindergarten (K):

- Recognize and produce rhyming words (e.g., cat, hat).
- Identify and isolate the initial sounds in words (e.g., recognizing that "dog" starts with /d/).

Grade 1:

- Blend individual sounds together to form words (e.g., blending /c/, /a/, /t/ to make "cat").
- Segment words into individual sounds (e.g., breaking down "frog" into /f/, /r/, /o/, /g/).

Grade 2:

- Manipulate sounds within words by adding, deleting, or substituting phonemes (e.g., changing "bat" to "pat" by substituting /b/ with /p/).
- Recognize common sound patterns and word families (e.g., recognizing that words like "cat," "hat," and "bat" share a common ending sound).

Grade 3:

- Identify and work with more complex sound patterns, such as digraphs (e.g., recognizing that "sh" in "ship" represents a single sound).
- Apply phonemic awareness skills to spelling and decoding more advanced words.

Phonics

Phonics involves connecting the sounds of spoken language (phonemes) to the corresponding letters or letter combinations (graphemes). It focuses on the relationship between sounds and written symbols, helping students decode and read words.

Here are examples of phonics skills that students should ideally acquire at different grade levels:

Kindergarten (K):

- Recognize and name uppercase and lowercase letters.
- Associate sounds with specific letters (e.g., knowing that the letter "m" represents the /m/ sound).
- Begin to blend sounds together to read simple, one-syllable words.

Grade 1:

- Decode and read words with common vowel patterns (e.g., recognizing the silent "e" in words like "bike").
- Understand and apply basic phonics rules, such as the use of consonant blends (e.g., "bl" in "blend").
- Read simple, high-frequency words by sight.

Grade 2:

- Decode and read multisyllabic words.
- Identify and apply more complex vowel patterns (e.g., vowel digraphs like "ea" in "beach").
- Use knowledge of prefixes and suffixes to decode and understand words.

Grade 3:

- Apply advanced phonics rules, such as understanding diphthongs (e.g., "oi" in "coin").
- Decode and read words with more irregular spelling patterns.
- Use phonics skills to improve spelling and decode unfamiliar words.

Fluency

Fluency in reading refers to the ability to read with accuracy, speed, and expression. It involves smoothly connecting words in a way that allows for comprehension and understanding of the text.

Here are examples of fluency expectations for students at different grade levels:

Kindergarten (K):

- Demonstrate the ability to track print from left to right and top to bottom.
- Read simple, repetitive books with a steady pace and appropriate expression.
- Use basic sight words and phonics skills to read short sentences aloud.

Example Kindergarten Passage (Approximate)

Title: The Happy Kite
Tim has a happy kite.
It is red, blue, and green.
Tim goes to the park.
Tim runs with the kite.
The wind blows.
Up, up, up goes the kite!
Tim is happy.
His kite is in the sky.
It dances in the breeze.
Look at Tim's happy kite!

Sentences are short and simple, with repetitive words and patterns. The goal is for the kindergarten student to read the passage with increasing speed, accuracy, and expression. Teachers may encourage students to read the passage multiple times, gradually building fluency and confidence. The use of repetitive phrases and familiar words helps support early readers as they work on developing their fluency skills.

Grade 1:

- Read simple texts with increased speed and accuracy.
- Use appropriate intonation and expression while reading.
- Begin to incorporate punctuation cues into reading, pausing at periods and adjusting tone for questions.

Example First Grade Passage (Approximate)

Title: The Colorful Kite
Tim has a colorful kite.
It is red, blue, and green.
He takes it to the park.
Tim runs with the kite.
The wind blows.
The kite goes up, up, up!
Tim is happy.
His kite is in the sky.
It dances in the breeze.
Look at Tim's colorful kite!

Note that sentences are slightly longer than the kindergarten example, and there is a bit more variety in vocabulary. First-grade students can work on reading this passage with increased fluency, paying attention to expression, pacing, and accuracy. Teachers may encourage repeated readings and provide feedback to help students improve their fluency skills.

Grade 2:

- Read with improved accuracy and increased speed, tackling longer and more complex texts.
- Demonstrate the ability to decode unfamiliar words using phonics skills.
- Read with appropriate prosody, varying pitch, tone, and pace for different types of text.

Example Second Grade Passage (Approximate)

Title: The Whirling Rainbow Kite

Tim proudly owns a whirling rainbow kite.

Its vibrant hues include shades of red, blue, and green.

Excitedly, he heads to the park.

Tim races with his magnificent kite.

A gentle breeze begins to blow.

The kite soars higher and higher, gracefully dancing in the air.

Tim wears a big grin.

His spectacular kite decorates the sky, swaying with the whims of the breeze.

Observe Tim's whirling rainbow kite!

Longer sentences, more descriptive language, and a slightly more complex vocabulary, making it suitable for second-grade students working on fluency. The challenge is to maintain a smooth and expressive reading pace while grasping the nuances of the extended sentences. Repeated readings and teacher guidance can help students enhance their fluency skills with this passage.

Grade 3:

- Read grade-level texts with a higher degree of fluency, demonstrating automatic word recognition.
- Adjust reading rate based on the type of text and purpose (e.g., reading slowly for comprehension or more quickly for fluency).
- Read aloud with expression, conveying the meaning and emotions of the text.

Example Third Grade Passage (Approximate)

Title: The Joyful Adventure of Tim's Spectacular Kite

Tim enthusiastically owns a spectacular kite adorned with vibrant shades of red, blue, and green. Today, he ventures to the park with his eye-catching creation.

With boundless energy, Tim sprints across the grass, gripping the kite's string firmly. As a gentle breeze starts to blow, the kite gracefully ascends, soaring higher and higher into the sky.

Tim's face lights up with joy. His magnificent kite, like a skilled dancer, elegantly maneuvers through the air, responding to the subtle shifts in the breeze.

A broad smile stays on Tim's face as he marvels at his extraordinary kite, proudly dominating the sky with its lively dance.

Witness the awe-inspiring adventure of Tim and his spectacular kite!

This version introduces more complex vocabulary, longer sentences, and a richer description to align with a third-grade reading level.

Grade 4:

- Reading Speed and Accuracy: A fourth-grade student should be able to read grade-level texts at an appropriate speed with a high level of accuracy, minimizing errors in decoding.

- Expression and Prosody: They should read with expression and prosody, adjusting their tone, pitch, and pacing to match the meaning and emotions of the text.
- Phrasing and Chunking: Fluent readers in fourth grade can read in meaningful phrases and chunks, avoiding a word-by-word reading approach.
- Punctuation Awareness: They should be able to use punctuation cues to guide their reading, pausing appropriately at the end of sentences and adjusting tone for questions.

Example Fourth Grade Passage (Approximate)

Title: Tim's Thrilling Kite Expedition

Tim proudly possesses a remarkable kite adorned with a brilliant array of red, blue, and green hues. Today, he embarks on a journey to the park, eager to explore the capabilities of his captivating creation.

With a burst of enthusiasm, Tim races across the open field, clutching the kite's string with determination. A gentle breeze begins to weave through the air, prompting the majestic ascent of the kite, which gracefully climbs to new heights.

A radiant smile graces Tim's face, reflecting the sheer joy of witnessing his extraordinary kite in action. Like a seasoned performer, the kite dances and glides through the sky, responding with finesse to the subtle shifts in the wind.

Tim marvels at the aerial spectacle, appreciating the intricate dance of his kite against the backdrop of the boundless sky. The experience leaves an indelible mark on Tim's memory, a testament to the thrill of conquering the skies with his magnificent creation.

Witness the awe-inspiring expedition of Tim and his thrilling kite!

Sophisticated vocabulary, complex sentence structures, and a deeper exploration of emotions and experiences to align with a fourth grade reading level. The passage aims to challenge and engage fourth-grade students while providing opportunities to enhance their fluency skills.

Grade 5:

- Reading Longer and More Complex Texts: A fifth-grade student should be able to handle longer and more complex texts with increased fluency, maintaining accuracy and speed.
- Fluent Decoding: They can decode multisyllabic words and unfamiliar vocabulary with greater ease, demonstrating advanced phonics and decoding skills.
- Expression of Tone and Emotion: Fluent fifth-grade readers should express the tone and emotion of the text effectively, enhancing comprehension and engagement.
- Adjusting Reading Rate: They can adjust their reading rate based on the type of text and purpose, reading slowly for comprehension and more quickly for fluency.

Example Fifth Grade Passage (Approximate)

Title: The Aerial Mastery of Tim's Kaleidoscopic Kite

Tim possesses an extraordinary kite adorned with a vibrant palette of red, blue, and green hues. Today, he embarks on an expedition to the park, driven by the desire to unveil the full potential of his mesmerizing creation.

With unwavering determination, Tim accelerates across the expansive field, firmly gripping the kite's tether. A subtle breeze orchestrates the majestic ascent of the kite, elevating it gracefully to new altitudes.

A radiant smile illuminates Tim's face, mirroring the sheer delight of witnessing his kite's aerial prowess. Like a skilled performer, the kite executes a choreography in the sky, responding with finesse to the nuanced currents of the wind.

Tim, captivated by the spectacle, appreciates the intricate dance of his kite against the vast canvas of the sky. This moment becomes a testament to the exhilarating experience of conquering the heavens with his magnificent creation.

Witness the breathtaking aerial mastery of Tim and his kaleidoscopic kite!

This version incorporates more advanced vocabulary, sophisticated sentence structures, and a deeper exploration of emotions and experiences to align with a fifth-grade reading level. The passage aims to engage and challenge fifth-grade students while providing opportunities to further develop their fluency skills.

Vocabulary

Vocabulary is a critical component in the development of reading skills because it supports both word recognition and language comprehension. A robust vocabulary contributes to fluent decoding and a deeper understanding of written language, ultimately fostering proficient reading comprehension.

Kindergarten:

- Vocabulary Skills:
 - Develop a foundational vocabulary by identifying and using common sight words.
 - Participate in conversations and activities that contribute to word acquisition.
- Language Development:
 - Begin to understand and respond to simple instructions.
 - Explore basic word meanings in stories and engage in vocabulary-rich interactions.

Grade 1:

- Vocabulary Skills:
 - Expand sight word recognition and demonstrate basic phonetic awareness.
 - Use a growing vocabulary in both spoken and written language.
- Language Development:
 - Follow more complex instructions and express ideas more clearly.
 - Use context clues to comprehend the meanings of words in sentences.

Grade 2:

- Vocabulary Skills:
 - Read high-frequency words fluently and decode multisyllabic words.
 - Actively explore and incorporate new words into vocabulary.
- Language Development:
 - Understand and use context to derive meaning from words.
 - Discuss and comprehend the meanings of words encountered in reading and discussions.

Grade 3:

- Vocabulary Skills:
 - Read grade-level texts with fluency and expression, expanding vocabulary.
 - Recognize and understand words with prefixes, suffixes, and root words.
- Language Development:
 - Grasp figurative language and interpret meanings in various contexts.
 - Explain the meanings of words encountered in reading with greater depth.

Grade 4:

- Vocabulary Skills:
 - Expand vocabulary through exposure to diverse texts.
 - Analyze and understand words with more complex word structures.
- Language Development:
 - Use context to determine the meaning of multiple-meaning words.
 - Demonstrate an enhanced understanding of word relationships.

Grade 5:

- Vocabulary Skills:
 - Read and comprehend grade-level texts independently, further enriching vocabulary.
 - Use context to decipher meanings of complex words.
- Language Development:
 - Identify and understand figurative language, including idioms.
 - Utilize a broad vocabulary to express ideas clearly in both written and spoken forms.

Comprehension

Kindergarten (K):

- **Comprehension Skills:**
 - Begin to understand and respond to basic instructions in various contexts.
 - Engage in simple stories and activities to develop foundational comprehension skills.
- **Language Development:**
 - Participate in vocabulary-rich conversations to support overall language comprehension.
 - Use basic language skills to express thoughts and ideas.

Grade 1:

- **Comprehension Skills:**
 - Follow more complex instructions and comprehend basic written and spoken information.
 - Develop basic comprehension skills through discussions and activities.
- **Language Development:**
 - Express ideas more clearly using an expanding vocabulary.
 - Engage in conversations that contribute to language comprehension.

Grade 2:

- **Comprehension Skills:**
 - Read and comprehend grade-level texts with an increasing level of complexity.
 - Use context clues to enhance understanding of written and spoken content.
- **Language Development:**
 - Discuss and comprehend the meanings of words encountered in reading and discussions.
 - Develop language skills to support deeper comprehension.

Grade 3:

- **Comprehension Skills:**
 - Demonstrate improved comprehension of narratives and informational texts.
 - Apply strategies to understand and interpret the meaning of words in context.
- **Language Development:**
 - Grasp figurative language and use it to enhance comprehension.
 - Engage in discussions that require a more nuanced understanding of language.

Grade 4:

- **Comprehension Skills:**
 - Read and comprehend grade-level texts independently.
 - Utilize comprehension strategies to analyze and interpret information effectively.
- **Language Development:**
 - Use context to determine the meaning of words and phrases.
 - Develop language skills that contribute to a deeper understanding of text.

Grade 5:

- **Comprehension Skills:**
 - Read and comprehend more complex texts across various genres.
 - Apply advanced comprehension strategies to extract meaning from written and spoken language.
- **Language Development:**
 - Identify and understand figurative language, contributing to overall comprehension.
 - Utilize a broad vocabulary to express ideas clearly and enhance comprehension.

Completion: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: District Grade Divider: On	Grade: 6 Grades District: Northwest Arctic Borough Sd	School Year: 2023-2024 Period: 23-24 EOY As Of: 05/20/2024	Show Completion For: DIBELS 8th Edition

Student Filters: Classed/Unclassed: Official Class Assigned

Current as of 05/18/2024							
District		25%	50%	75%	Total Students	DIBELS 8th Edition	Not Complete
Northwest Arctic Borough Sd	23-24 EOY				840	94%	6%
Northwest Arctic Borough Sd							
Grade K	23-24 EOY				129	92%	8%
Grade 1	23-24 EOY				159	91%	9%
Grade 2	23-24 EOY				124	91%	9%
Grade 3	23-24 EOY				134	96%	4%
Grade 4	23-24 EOY				149	97%	3%
Grade 5	23-24 EOY				145	94%	6%

Correlation

View

Segment Results by: District
Grade Divider: On
Display Data As: Head Count

Population

Show Students Enrolled: Now
Grade: 6 Grades
District: Northwest Arctic Borough Sd

1 Measure 1

Assessment: DIBELS 8th Edition
Measure: Composite Score
School Year: 2023-2024
Period: 23-24 BOY

2 Measure 2

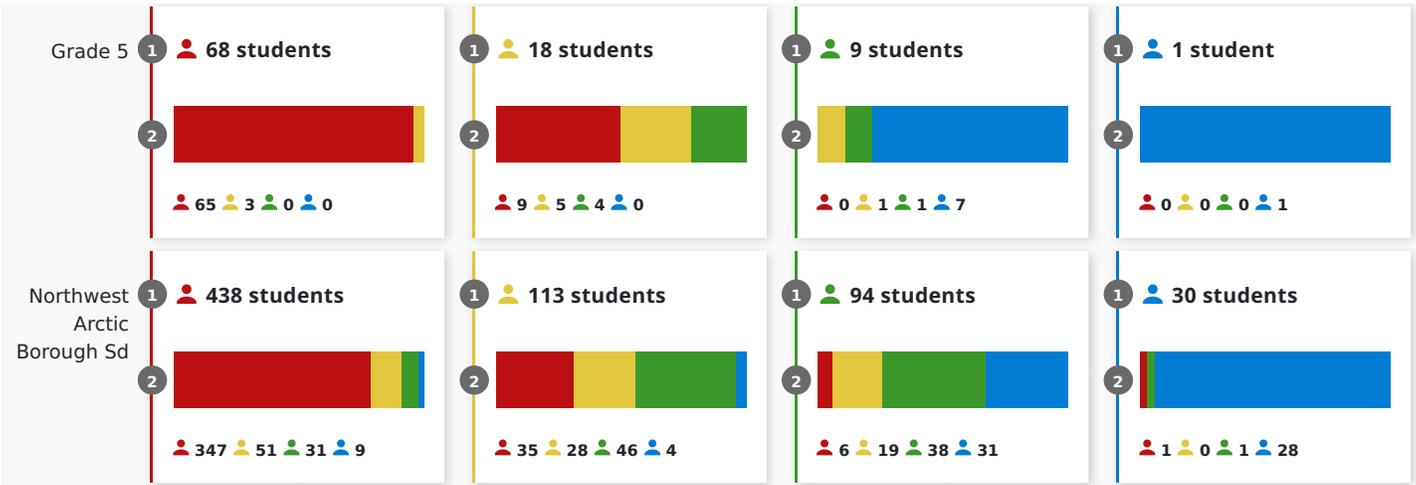
Assessment: DIBELS 8th Edition
Measure: Composite Score
School Year: 2023-2024
Period: 23-24 EOY

675 students with results in measures 1 & 2



Northwest Arctic Borough Sd





**JOINT MAINTENANCE/CONSTRUCTION
COMMITTEE MEETING**

**Tuesday, June 4, 2024
5:00 p.m.**

Join via Teams
Call 1-833-682-3239 or 907-308-3192 & enter code: 850 399 375#

AGENDA

A. CALL TO ORDER

B. MOMENT OF SILENCE

C. ROLL CALL

Introduction of Staff & Guests

D. AGENDA APPROVAL

E. ADOPTION OF March 7, 2024 MINUTES

F. DISCUSSION ITEMS:

Capital Projects Report
FY26 6-Year CIP list prioritization and approval

G. ACTION ITEMS

Concurrence with FY26 6-Year CIP list
Concurrence with Approval of Selection of Artwork for Kisimgiugtuq School

H. CLOSING COMMENTS

I. ADJOURNMENT

Co-Chairs: Marie Greene-NWABSD Board of Education & Elmer Armstrong-NWAB Assembly
Committee Members: Gladys Jones-NANA Board of Director, Gloria Carter-NANA Board of Director, Tille Ticket-NWABSD Board of Education, Shannon Melton- NWABSD Board of Education, Margaret Hansen-NWABSD Board of Education, Austin Swan Sr.-NWAB Assembly Member, Delores Barr-NWAB Assembly, Craig McConnell-NWAB Assembly, and Tommy Ballot, Sr. -NANA Board of Director.

**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."

Co-Chair, Marie Greene. called the Joint Construction/Maintenance Committee Meeting to order at 5:01 p.m. on March 7th, 2024, in Kotzebue, AK Via Microsoft Teams.

Observed.

Committee Members present were:

Margaret Hansen, NWABSD Board of Education President
Marie Greene, NWABSD Board of Education Co-Chair
Tillie Ticket, NWABSD Board of Education Member
Austin Swan Sr. NWAB Board Member
Deloris Barr. NWAB Board Member
Shannon Melton, NWABSD Board of Education Member
Gary Hadley, NANA Board Member
Tommy Ballot, NANA Board Member
Myra Wesley, NANA Board Member
Gary Hadley, NANA Board Member
Derek Haviland Lie, NWAB Board Member

Committee Members absent and excused were:

Elmer Armstrong, NWAB Board Member
Craig McConnell, NWAB Board Member

Staff/Guests present at the meeting were: Terri Walker-NWABSD Superintendent, Amy Eakin-NWABSD Director of Technology, Megan Williams, Director of Administrative Services, Brandon Blackham-NWABSD Property Services, Shayne Schaeffer-Executive Assistant to School Board and Superintendent, Dena Strait- NWABSD Capital Projects, Kathy Christy - NWABSD Capital Projects Director, Mickey Jorgensen, Capitol Projects and Regional Operations Manager NANA Regional,

Margaret Hansen has moved to approve the agenda as presented, seconded by Derek Haviland-Lie. Motion passed unanimously by voice vote.

Margaret Hansen has moved to approve December 4, 2023, minutes, seconded by Tillie Ticket. Motion passed unanimously.

Dena Strait presented her Capital Projects Report.

Dena Strait, Department of Education and Early Development finalized their rankings they have two lists. The first one that we have the most projects on is major maintenance. We have the data from the Selawik Project it made it as number 3, that's roughly 9.6-million-dollar project and 1.8 of that is local shared. That project # 3 did not get on the Governor's List. We also have the HVAC controls upgrade project that covers 8 sites, that will not be funded this year. JNES roof replacement is number 45. Basically, the rest of these will not be funded. There is district wide fire system repair, that's 6 sites and that's at number 54. The school construction list, Deering is now number 5, Deering is a few years out from being funded.

CALL TO ORDER

MOMENT OF SILENCE

ROLL CALL

INTRODUCTION OF STAFF/GUESTS

AGENDA APPROVAL

ADOPTION OF DECEMBER 4, 2023 MINUTES

CAPITAL PROJECTS REPORT

DEED CIP PROJECTS

Kathy Christy, in the case of Kivalina, there were two housing units that we had inspected and are doing cost certifications and are very close to closing those projects. The Selawik project I believe (Brandon can confirm) they have a little bit more work to do on Selawik so it's not quite ready to be closed out. We were contacted by housing Alaskans a public private partnership HAPP, last year they were able to fund what they call "Gap funding" and provide additional funding for projects for AHFC Housing that exceeded the amount of the grant. We are in contact with them, I just sent in a spread sheet requesting funds for both Selawik and Buckland teacher housing. Their grants last year averaged about 120k, that would be a great help if we were successful with that.

- **Margaret Hansen:** is that per project, 120k for Buckland 120k for Selawik?
- **Kathy Christy:** That's what they did last year, they funded 5 different projects. We would be lucky to get 240k.

Kathy Christy, moving forward with Kivalina. We're in the process of closing the Department of Education Grant, the construction has been completed with SKW. They will be back this summer to do warranty work which will not be an additional cost to the district, so we can close out the project. Department of Education is going to allow us to set aside the percent for art money, we haven't fully met our obligation yet at Kivalina, they will allow us to close out that project and reserve that amount. We are looking very closely at Kivalina making sure everything is complete before we close out the grant. We are under the total project budget, that money on the state side could potentially be reallocated to other projects, there is also the local match that we can request the borough to reallocate the bond funds they sold in support of Kivalina to other capital project needs. The percent for art I did put out a request for proposals that was due the end of February and I received six proposals and will have forwarded that to Dolly Hawley who is heading up the art selection committee in Kivalina, the final decision will need to be approved by the school board.

- **Margaret Hansen:** What other Capital projects were you thinking?
- **Kathy Christy:** We have several that are not funded, we have boilers that need to be replaced at Buckland, it could potentially be worked as a start on that project.
- **Brandon Blackham:** the heating system still needs to be done in Kivalina for the bus barn garage.

Dena Strait, the Buckland HVAC energy upgrade project has really been broken down to at least two phases right now. The first phase was done last summer and completed in the fall. There still is payment left to the contractor for the operations and maintenance manuals. We were holding off on that so that they can do phase two which should happen this summer and they can just do one set of operations and maintenance manuals. Phase one which is funded under the FY19 funding with the Borough funding is basically going to use all of that funding. On the Selawik fire alarm system we did apply for a larger project to DEED last summer and that was mainly a system repair and replacement project, a lot of mechanical and electrical systems and not architectural. Part of that project was replacing the fire alarm and fire sprinkler systems, the fire alarm system died over the winter break, and we have been in the process to get it replaced separately outside of that larger project. We've worked closely with the Department of Education and to do it per their standards so that later in the future we can apply for reimbursement from DEED that does depend on a successful grant application and funding, per DEED'S requirements we have that option in the future.

- **Marie Greene:** Any updates on this particular item?

- **Dena Strait:** We are opening bids tomorrow; we had a lot of interests on our pre bid that we held. There were 12-14 bidders. We issued our last addendum last week and we are getting bids tomorrow morning at 11:00.
- **Margaret Hansen:** Where did we get Denali commission funding from?
- **Dena Strait:** Phase two for Buckland we got a grant awarded last summer and it took all fall to get that process going. We just got that signed today. That will fund phase two work which will be this summer in Buckland.
- **Margaret Hansen:** Do we need additional money were we going to ask for more from Denali now that we found out the actual cost?
- **Dena Strait:** I did ask them for and additional existing funding, they said no to any additional existing funding. They have another grant that's due April 12th, but they don't announce it until June, so it will be too late to get that work into this year's construction. We will most likely go into phase three which will be summer of 2025.

Dena Strait, as far as future CIP projects like I said earlier Selawik is number three. If it's not funded, we will either reuse our score cause it's pretty high and the two projects in front of us will be funded this year. Or we can add some more to the project and score even better. The fire replacement depending on whether the larger project gets funded or not you can submit that separately. If the larger project gets funded, it will just be reimbursed as part of that project.

Deering is number five, there is 163 million dollars in front of us, there is roughly 5 million that will get funded this year. Pretty much you must be in the number one position to be funded. Basically, you need to be in that number one position, it's a process, and it takes time. The way for us to move forward is to progress the design, there is two aspects of the design that really need to be pushed forward. The first one is the site design, a couple of years ago when we put the application in, we worked with NANA, and they gave us a ten-acre site just outside of town. We haven't laid out the buildings, the utilities, laid out the tank farm, or all of that infrastructure. Laying that all out how we want the building set on the site that allows us to coordinate with DOT on the road since our site is right off that road. And it will also allow us to coordinate with DOWL engineers who are working for ANTHC on water and sewer upgrade. We need to progress the site far enough along so that we can coordinate with them, and part of that is you have to design the building to a certain level to be able to know what size of the tank farm we need, what size pipes do we need, what level of electricity, etc. We need to progress the design so we can coordinate with those other projects. It will help us get points with the DEED system.

- **Margaret Hansen:** Is it possible for you to meet with electric daisy she's the general manager there, she may be willing to write grants through the tribe.
- **Dena Strait:** That's a good point, we have these two infrastructure projects, you've got the city water and sewer and then you have DOT's Road. DEED will only pay for the infrastructure school that is on our lot.

Dena Strait, we will be putting in more applications to DEED this summer, to get the contracts in place and start doing the designs the estimates all the information that DEED wants we really need to start that now. We included last six years what we're hoping to get from the committee is some guidance on what are the priorities and what do you think you want to submit on to DEED this coming summer.

- **Margaret Hansen:** The Kotzebue professional housing, I know it was on our list prior, were working with the Borough now and meeting with them tomorrow to talk about professional housing using the AHFC 5 million dollar grant they came up with. I think the Borough has a plan to offer to us to utilize their property across the street for one duplex for teacher housing and one for VPSO housing. We think we can utilize three million of that the other two million is for affordable housing which I don't

think we could qualify for. We're going to apply for the three-million-dollar grant. The affordable money has a deadline of September 2025. The city is taking the lead once they say ok, we think this project will be good for our community then we will bring it back for approval. What are you recommending for this next round?

- **Dena Strait:** For the FY26 the district fire wide system fire replacement those are life safety systems and when they go down the district has to go into what's called "fire watch" there are two people in Selawik right now that walk around and make sure there isn't something starting on fire.
- **Margaret Hansen:** whose requirement is that?
- **Dena Strait:** that's the state of Alaska fire marshals. That's a life safety system. The district wide controls HVAC upgrades, that's a huge expense. It really controls how much energy you are using within your school. If you don't have an operational system, then it's not operating as efficiently as it can, and it cost the district quite a bit more money. Those two are very high priority. We are working on other grants for them. We will know before the DEED deadline if any of those were successful. Thank you for bringing up the professional housing, in December we talked about putting in an RFP for professional, mechanical, and electrical services, a term contract. And getting engineering firms onboard so that they can go out and do a code and condition survey and then from that it becomes a cost estimate. That's really the next phase for those two projects, because again DEED wants to see a report with an engineer stamp on it, and DEED wants to see a professional cost estimate and we don't have those yet. We need to solicit the engineering firms, get proposals from them. That would be the process if you want me to do so.
- **Kathy Christy:** what we attached here is last year's priorities for the Department of education, right now with the exception of the Buckland HVAC, these projects won't receive any significant amount of funding. The recommendation would likely be moving these projects from FY25 into FY26 unless there is anything else that has occurred that we are not aware of. These would be the priority projects that we would look at to resubmit grant applications.
- **Terri Walker:** Does it matter what order they are in?
- **Kathy Christy:** As they reduce down, you lose three points per project.
- **Dena Strait:** You don't need them in exact order right now, it would be helpful for us to know, For instance, a year ago ATC was higher on the priority list and now it's dropped off. We don't want to put time and resources on projects that are not a priority. It would be helpful for us to know what your priorities are so we can them ready in June.
- **Terri Walker:** Safety is the first priority, that brings up the Selawik Fire Panel. Looking at number one here the Selawik renewal building systems, that is a bigger project to adjust the fire panel. It's an energy savings, were losing thousands of dollars by not upgrading our DDC controls. And we've got the other fire panels, there is a chance they will quit working on us the ones that are outdated. I am throwing out things that need to take into consideration. What is your recommendation as to how you would number these. Do you have a recommendation?
- **Tillie Ticket:** Along the lines with Terri, I was thinking the same thing when I saw the Selawik Renewal and the fire alarm system, can it be combined into one to make the scores higher? Or do we need to do them separate?
- **Dena Strait,** we can definitely talk with Kathy, the Selawik project, there is actually a lot more work for what we applied for, because the larger projects don't score better

with DEED especially on the major maintenance list. I'd have to look into the communities and see if there is some strategy there.

- **Kathy Christy:** One of the reason's Selawik scored so high was because of the poor condition of its fire alarm system, so if we move that out that's a catch 22 if you move it out of the project it's probably more likely to get reimbursed for fixing the fire alarm system. It's likely to move the rest of the Selawik project at a lower score.
- **Dena Strait:** The June Nelson roof replacement, I realize it needs to be done but it's probably not going to score well until the work is done, and then it's reimbursed. But right now, I don't think the district has the money to do it.
- **Kathy Christy:** Investing into some engineering reports on those other school's I think would really strengthen that application and move it further up the list.
- **Dena Strait:** I think having all the engineers go out and visit all the sites, that's probably \$6,000 a day probably will have to send Mechanical and Electrical and then a report. Just off the top of my head probably \$75k would get you a code and condition survey and an estimate. But I will reiterate what Kathy said, I think we put in eight applications last summer, and the ones with the most paper scored the best.
- **Marie Greene:** So we're in an agreement that safety comes first. The recommendation that we heard from our team here is having the FY25 use those. Is there a need to change or swap or combine projects? What is the risk there, prioritizing on how they rank them?
- **Margaret Hansen:** Selawik 9.6 million increased the HVAC and DDC Fire protection system, I don't understand the question.
- **Terri Walker:** What if we put Selawik's HVAC with the other HVAC, and the Selawik's fire protection with the district wide fire protection system and then have all the district wide fire protection systems number one with Selawik in there? Tillie am I on target with what you were saying earlier?
- **Tillie Ticket:** Yes, that was my point.
- **Kathy Christy:** I think if you go back and look at the HVAC was ranked number twenty-one, and the fire alarm system was ranked fifty-four. Taking those out of Selawik and those other projects will probably frankly doom Selawik and it wouldn't achieve much for the HVAC and the district wide fire alarm points either.
- **Dena Strait:** I think I would leave Selawik alone, because the two in front of it are going to get funded. I don't think I would combine the fire system with the DDC project, I think I would keep those separate. Just because there is economy in the engineering and the bidding and the actual construction. There is some nice separation, of keeping them separate. DEED likes those smaller projects on major maintenance, they don't want to put a big fifteen-million-dollar project at the top, because they don't want to fund that fifteen million and that puts everything behind it more years out.
- **Margaret Hansen:** What would seventy-five thousand that we could spend on engineering reports, where would that get us?
- **Dena Strait:** It would get us either one or the other, it would get the DDC basically coding condition surveys on all the sites and then a cost estimate of what it would take to do that project. And at least get part of the way to that other project. We do one or the other. And there would probably be some left over to do work on that.

CLOSING COMMENTS

ADJOURNMENT

UNADOPTED

- **Margaret Hansen:** We would score higher.
- **Dena Strait:** Yes, cause its life safety. But we basically had no information to write that grant. They want to see that signature of that professional engineer on the report.
- **Margaret Hansen:** The higher we score the work that we do, like the AHFC Housing it works for us.
- **Terri Walker:** That's for the HVAC the seventy-five thousand you're talking about?
- **Dena Strait:** That would get you very far along, the HVAC or the fire alarm system.
- **Terri Walker:** For me what I am hearing, 1 & 2 stay the same, 3 moves down and then depending on, I am not sure. It seems like Deering replacement school is really waiting on quite a bit of other things to happen, the road, the evacuation road, and other things. I am not sure whether we would keep that in the same spot, but maybe the DDC maybe moves up to number 3.
- **Margaret Hansen:** Kathy said we would lose some points remember.
- **Dena Strait:** The further down the list you go, I think it starts at 30 for number 1 and then it goes down 3 points from there. I think moving the DDC system or Deering up to this 3 or 4 spot. Then Buckland all of that is going to be taken care of.
- **Kathy Christy:** I think the ones that are important, is the ones we want to invest money into doing additional engineering and planning. And that will help us also determine how strong the different applications are based on the results we get from the engineers site visits. It's easy to move the priorities around. It's harder to come up with the supporting documentation.
- **Dena Strait:** What happens in the summer is that everyone is trying to put in these applications, and there are only two primary cost estimating firms, and there is only so many estimating firms. And so, everything gets crunched down until August 28th. If we can get a jump on it with the results and know where we were at and then in June, we will know this is what we found, this one looks strong. I think that's a good approach.
- **Brandon Blackham:** Let's take Noatak, probably one of the most expensive schools probably one of our least expensive to fix on DDC, so if you're saying we go smaller they want to fund the smaller projects get them done off the top. If we take Noatak, instantly cost us 300k, would they fund that and then that's off our books and now Noatak is fixed again and move to the next. ATC, its back end probably another \$200 – 300 thousand. You can knock off ATC you can knock off Noatak. Kobuk is back end, that's a newer school needs computer upgrade. And that's another one. If we did it right, we can knock out three or four projects. Kathy am I totally off?
- **Kathy Christy:** It's also not a guarantee again if we close out Kivalina, as quickly as we can. That frees up that local bond money which potentially we can request the Borough to fund the type of projects you are talking about. And then we can go back to local money and request reimbursement from the state.
- **Dena Strait:** I can see what you're thinking, I think some things to consider though are there are basically 100, 115, 110, 120, something like that projects on the major maintenance list each year, and so if you start breaking it down like one school at a time, all your schools are going to be somewhere in that 115, 120, mix. I can maybe think about not doing six schools at a time maybe doing three, but there are economies of scale, it costs money to the district for us to solicit it, to get the engineers work and their doing one school at a time isn't efficient. You could break it

down a little more, but it could also delay. My experience with DEED is they kind of like to, unless you have an over population of students, they kind like to fund you and then move onto the next one. So, I would be a little bit concerned if we do a project on major maintenance that they might push us down the list a little bit. I don't think we should do one project at a time.

- **Brandon Blackham:** I agree, you can get three at one shot. Kotzebue, Noorvik, Selawik, those are big schools big DDC systems.
- **Marie Greene:** Listening to you two and others, we can set some boundaries now until the next meeting and then we can revisit all that with additional information.
- **Dena Strait:** The June meeting we put it into priority, cause then as are filling out the application we have to say what priority it is, and then we get it signed the final if there are any last-minute changes. Cause we will get the cost estimates this summer so in early June, you put it in order with guesses of the estimate and then over the summer we get the estimates and then in August we will put the final numbers in there and get it signed to submit.
- **Marie Greene:** How do we want to rank these? Have 1 and 2 stay the same? Moving down the June Nelson Elementary school replacement, and bump the next two up? What's the thought there?
- **Dena Strait:** I think if you leave Deering at 4 and move district DDC up to 3, and if you break down the fire system in half and do Brandon's highest priorities, and then you put 75k towards engineering we could make progress on both the fire system and the DDC.
- **Margaret Hansen:** We would have to have a separate motion on the 75k?
- **Kathy Christy:** In the allocation of the funds would actually be the board, and a recommendation of the joint maintenance committee to look at that but would actually be a board action.
- **Margaret Hansen:** We do have a work session meeting on the budget.
- **Terri Walker:** What I hear Kathy say is JMCC makes a recommendation to the full board to put in a memo for the next meeting.
- **Marie Greene:** Just to let the other members know tomorrow we have a work session and that's where we report it to the board. And if we seem to think that there is support there we will need to know how to move forward. I hope the committee understands what we're thinking here and again the intent is what we just heard from Kathy is that April may be a little late to get it added to the agenda tomorrow afternoon. Is that what you were thinking Margaret?
- **Margaret Hansen:** Yes, madam chair.
- **Marie Greene:** Do we want to make a motion to recommend to the full board?
- **Margaret Hansen:** Yes, madam chair, because if we know we are closer to getting projects funded and saving a lot of money for the safety of our schools and children.
- **Kathy Christy:** Looking at a memo to approve an allocation of 75K to support development of department of education FY26 Capital Projects request.

- **Margaret Hansen:** The Joint maintenance construction committee to allocate 75K to be approved CIP request for FY26 for engineering services.
- **Marie Greene:** Alright you heard the motion, is there a second to this motion? The intent to this motion is so we can save some time if we have the support of our full board tomorrow. We're authorizing our superintendent to work with Dena, Kathy and Brandon. Is there a second to the motion?
- **Tillie Ticket:** I will second.
- **Marie Greene:** The motion has been made and seconded, any discussion any concerns any thoughts on this motion? Like we heard earlier we get more of this type of work done, that helps us. Builds is up higher on the ranking, the priority list. And showing that we are serious on the needs of our district and the focus on safety and the wear and tear of all our equipment, the experience we had in Selawik, they hired two workers to do the 24 HR coverage since the fire alarm system is down. This is something I feel we need to get done. Any further discussion on the motion. I think with this we should do a rollcall.

Marie Greene has made a motion for the Joint Maintenance Construction Committee to allocate 75K to approve the CIP request for FY26 for engineering services. Tillie Ticket seconded the motion. Motion passed unanimously by voice vote.

Marie Greene, we have the action item G concurrence with budget and contract award for Deering replacement school.

Dena Strait, The Deering school work is a very similar conversation to the one we just had, with trying to move up the rank with the DEED scoring. This project is on the school construction list, basically new construction. We're number five, number one is a five-million-dollar project and is in process and so that one is in the governor's budget so it will likely get funded. Number two is a project that will partially get funded it's not in the governor's budget. Then it goes into three and four which are eighty to one-hundred million projects. So, we looked at the points, were very close to the one whose just in front of us, we can jump in front of them. It's highly unlikely we can catch the next one because they're getting a lot of points because they have unhoused students, that will get you a ton of points. We do want to continue making progress and moving forward, like I said earlier there are these two infrastructure projects and have been helpful coordinating this and in order to continue that coordination we just need to advance the design. It really is just a matter of advancing the site design and the schematic design.

- **Marie Greene:** Just to let the committee members know on this committee we had a budget committee earlier that was listed and the budget committee had the same memo in front of us and all memo's come before the budget committee usually when there is a dollar amount attached with the ask to the board, the budget committee recommended due pass with this same item Memorandum 24-097, the ask here is 175K for the Deering replacement school project. Having a motion to concur with the budget and contract award for Deering replacement school is in order, what is the wish of the committee.
- **Margaret Hansen:** Madam chair, I concur with the budget committee of the Northwest Arctic Borough School District for memorandum 24-097 Approval of Budget and Contract Award for Deering Replacement School, approve the allocation of 175K to the Deering replacement school project and the delegation of authority to the superintended to contract architects as presented.

Margaret Hansen has made a motion to approve Memorandum 24-097, approval the allocation of 175K to the Deering replacement school project and delegation of authority to the

superintendent to contract architects as presented. Seconded by Derek Haviland-Lie. Motion passed unanimously by voice vote.

Margaret Hansen, we have the award of contract Davis Ramoth fire alarm replacement delegation Memorandum 24-098.

Margaret Hansen moved to approve moving forward with the concurrence of the budget committee with the Northwest Arctic Borough School District board of education to approve the award of contract for construction as presented. Tillie Ticket seconded. Motion passed unanimously by voice vote.

Closing Comments:

Tillie Ticket, thank you to all the hard work Kathy and Dena to our projects for our schools to get done. Your work is not going unnoticed.

Myra Wesley Thank you everybody.

Austin Swan Sr. Glad to see projects are being taken care of and am excited to see the school for Deering and I hope it's done as soon as possible.

Deloris Barr: I too wanted to show my appreciation for all the work that is going into capital projects, it is a lot of detail. Thank you.

Margaret Hansen: thank you all for your understanding, I really appreciate the Borough I attended the meeting to support Selawik. We thank the borough for stepping up and helping us. We have good staff that pushes us and gives us information that helps us.

Kathy Christy: Nothing more to add, looking forward to our next meeting.

Dena Strait: Thank you for having me. Thank you.

Terri Walker: Thank you everyone online for joining us, it is nice to see committee members attending and supporting our school district. Thank you, Kathy, and Dena.

Marie Greene: Thanking NANA and the Borough for really taking the time to join us, this means a lot to us. With these actions and recommendations, we will be presenting tomorrow it's because of your support. We really thank you NANA and the Borough. Thank you, Derek, for stepping up and making sure the borough has representation, thank you Kathy, Dena, and Brandon.

Derek Haviland Lie has made a motioned to adjourn, Tillie Ticket has seconded.

Meeting adjourned at 6:29 P.M.

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: June 4, 2024

NUMBER: Work session

FR: Office of the Superintendent.

SUBJECT: Capital Projects Report

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

DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT (DEED): The Alaska Legislature has passed their FY25 capital budget which includes funding for two NWABSD projects. Governor Dunleavy has until June 15th to veto any budget items.

Major Maintenance

Davis-Ramoth K-12 School Renewal is ranked #3 on the Major Maintenance list. The total project amount is \$9,596,772 including a local share of \$1,884,834. Costs incurred prior to grant approval are potentially reimbursable including the replacement of the fire alarm. This project is very likely to be funded.

HVAC Controls Upgrade at 8 Sites is ranked #21 with \$49,911,150 ahead of it. Total project is \$9,838,153 with \$1,967,631 match requirement. This project is currently within the FY25 capital budget but near the end of the projects to be funded, so any changes by Governor Dunleavy may remove that funding.

AHFC TEACHER HOUSING: Kathy to update.

Kivalina – Project closeout documentation submitted to AHFC.

Selawik – Inspection completed and submitted to AHFC. Cost certification has been requested.

Buckland – The Maintenance Department is in the process of ordering materials. Materials will be delivered by barge in July. Housing Alaskans: A Public-Private Partnership (HAPPP) may be able to provide additional funding for the Buckland teacher housing project. Last year the typical grant averaged about \$120,000. HAPPP has not yet received its 2024 grant budget.

DEED PROJECTS

KIVALINA REPLACEMENT SCHOOL

Construction: Construction contract has been completed. ASRC will return in July for warranty work which includes a few exterior items that could not be corrected over the winter.

Percent for Art: A Request for Proposals for additional art was advertised in February. Five proposals were received. If all five proposals were to be awarded there would still be a balance of art funding remaining. A public meeting to review art was to be held following the school dedication which unfortunately had to be canceled due to a death in the community. A virtual meeting will be scheduled to determine support for award of all proposals. Artwork recommendations will be presented to the JMCC and the Board at the June meetings for concurrence and approval.

DEED will allow closeout of the grant prior to completion of artwork. The District is to hold the art funding in a dedicated account. It is anticipated the production of artwork will be completed in FY 25. It is recommended that Kathy Christy continue to support the art component of this project.

Grant Closeout: Although construction is complete, project closeout is an extended process requiring several months. The majority of the documentation required by DEED has been submitted, but a few are still in progress. This includes the final project accounting.

There will be remaining funds in the project budget. DEED funding provides 80% of the project funds. The balance of local share of funding might be reallocated after the project is complete. The Borough attorney has agreed it may be possible to reallocate to other capital projects. The Kivalina project would need to be closed out before funds could be reallocated. It is anticipated project closeout, with the exception of art, will be completed by the end of June.

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

Kivalina Vehicle Garage

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

Buckland HVAC Upgrade

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

In fall 2023, the Denali Commission awarded a grant in the amount of \$1,041,860 to the District for additional HVAC work at Buckland, now known as Phase II. This work will begin as soon as school is out in May and continue into the Fall. Work includes replacement of baseboard and thermostats, ventilation controls, completion of DDC controls for the entire school, pipe insulation, more efficient pumps, flush and replacement of heating liquid throughout, fan replacement, and installation of ventilation hoods and dampers.

District has a grant application for Buckland Boiler Replacement, the final phase for this effort, which includes boiler flue and boiler replacement, into the Denali Commission. The application was submitted in mid-April and awards are to be announced in June. Dependent on that potential award and Board direction, an application may also be submitted to DEED before September 1st.

SELAWIK EMERGENCY FIRE ALARM SYSTEM

The fire alarm system has been down since its failure over the winter break. There are no replacement parts for the old, outdated fire alarm system. The Board has approved procurement for replacement of the fire alarm panel and system and the delegation of contracting authority to the Superintendent. Noorvik Fire Alarm replacement has been added to the solicitation, but award is dependent on available funding. DEED procurement requirements are being utilized to secure potential future reimbursement. The Administration is currently bidding the work with bid opening scheduled for June 11th. The Administration will report the results of the bidding and the amount of the issued contract at the next regular Board meeting. If the \$9.6M Selawik project is awarded with DEED FY25 funds, those funds would reimburse for the Selawik portion of this work.

FUTURE CIP PROJECTS

DAVIS-RAMOTH K-12 SCHOOL RENEWAL – This project will likely be funded with FY25 capital funds. Once funded, design will be advanced and then the project bid to start work in Summer 2025. If not funded, it is assumed an FY26 DEED application will be submitted, dependent on Board direction.

DISTRICTWIDE HVAC CONTROLS UPGRADE, 8 SITES – If funded this summer with FY25 funds, the project will move forward with design and then bid to start work in Summer 2025. If not funded, submission of an FY26 DEED grant application is anticipated, dependent on Board direction. Schools included are: Ambler, Noorvik, Kiana, Kobuk, June Nelson Elementary, KMHS, Noatak, and Shungnak.

DISTRICTWIDE FIRE SYSTEM REPAIR AND REPLACEMENT – This project is anticipated to be submitted for FY26 funding dependent on Board direction on the FY26 6-Year CIP list. Once funded, it will reimburse the District for funds spent replacing Noorvik’s fire alarm if included in pending Summer 2024 work. Schools included are; Ambler, Noorvik, Buckland, June Nelson Elementary, KMHS, and Shungnak. Funding for design efforts , anticipated to help improve the DEED application scores, was approved in March 2024. Capital Projects Manager has secured design fees and is moving design forward.

DEERING K-12 SCHOOL REPLACEMENT SCHOOL – Construction of new school is dependent on funding and schedule of new DOT airport road. Given the cost and scoring of projects ahead of Deering it may be several years before this project is funded. Since the March meeting, the project manager, along with the Superintendent, met with the ASC in Deering in early April. In mid-May, the project manager and project architect traveled to Deering and met again with the ASC. ASC members provided direction on both site and floor plan design that will be incorporated into DEED grant application documents to be submitted this summer. Funding for the Design Team’s work was approved at the March 2024 board meetings.

Buckland Boiler Replacement – This project is seeking funding and will move forward when it is funded. It is the last phase for the HVAC upgrades at Buckland School. An FY26 DEED application may be submitted dependent on Board direction.

OTHER POTENTIAL MAJOR MAINTENANCE PROJECTS – Project efforts other than those noted above are dependent on Board direction on the FY26 6-year CIP list.

DEED FY26 CIP Grant Award Priorities – Documentation to support FY26 DEED applications has begun in preparation for submitting applications prior to September 1, 2024. Final identification and prioritization of projects is also needed to support these applications.

A DRAFT FY26 6-year CIP list has been provided to JMCC as an action item for prioritization and recommendations to Board.

KOTZEBUE PROFESSIONAL HOUSING

The District participated in discussions with the City and Borough regarding funding through Alaska Housing Finance Corporation. Ultimately, it was determined teacher housing was not an eligible project and District did not pursue the matter further.

JUNE 5 BOARD ACTION ITEMS

Memo 24-157 Approval of FY26 contract for Capital Projects Manager
Memo 24-158 Prioritization and Approval of FY26 6-Year CIP list
Memo 24-159 Selection of Art for Kisimigiutqu School

ACTION ITEM

TO: Joint Maintenance and Construction
Committee Members

DATE: June 4, 2024

Number 24-158

FROM: Office of the Superintendent

SUBJECT: Concurrence with
Preliminary FY-26 Six-
Year Capital
Improvement Plan

ABSTRACT

Department of Education and Early Development (DEED) School Construction Grant applications for FY 2026 are due September 1, 2024. Board approval of the Capital Improvement Plan (CIP) priorities is a requirement of the application process.

ISSUE

At issue is JMCC concurrence with the preliminary projects for the Six-Year Capital Improvement Plan for FY 2026.

BACKGROUND AND/OR PERTINENT INFORMATION

Department of Education and Early Development (DEED) School Construction Grant applications for FY 2026 are due September 1, 2024, and Board approval of the Capital Improvement Plan (CIP) priorities is a requirement of the application process. The Six-Year CIP is used to prioritize projects and establish the order of construction for District capital improvement projects. The School Board annually updates the Six-Year CIP. The District submits grant applications for the projects identified for the first year of the plan.

The Regional School Board and the Joint Maintenance and Construction Committee approval of the proposed Six-Year CIP is needed in June so that applications for the prioritized projects can be prepared over the summer. The JMCC's recommendations will be presented to the Board at their June meeting for their input and recommended priorities. Attached is a preliminary FY 2026 – FY 2031 CIP that includes a description of the proposed projects. Cost estimates of the FY 26 projects will be refined during the development of the application.

ALTERNATIVES:

1. Concur with the Preliminary FY 2026 Six-Year Capital Improvement Plan, as presented.
2. Revise the Preliminary FY 2026 Six-Year Capital Improvement Plan.
3. Take no action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends concurrence with the FY26 Six-Year Capital Improvement Plan.

ATTACHMENTS

Attachment A: Proposed FY 2026 Six-Year CIP

FY 26 SIX YEAR CIP AS RECOMMENDED BY
JOINT MAINTENANCE AND CONSTRUCTION COMMITTEE

* Gray shading indicates potential FY25 funding by DEED

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
1	D	Davis-Ramoth K-12 School Systems Renewal– Renewal of building systems that have reached the end of useful life and functionality to include HVAC, DDC, fire protection system, and code upgrades.	X	\$9,600,000
2	D	Districtwide Fire System Repair and Replacement – JNES, KMHS, Noorvik, Buckland, Ambler and Shungnak require replacement. Parts are no longer available for repairs and the code has changed to require new systems with voice annunciation.	X	6,000,000
3	B	Deering K-12 Replacement School – new school on new site to replace overcrowded and worn-out facility. The existing site is not large enough to accommodate an addition without removal of the playground and relocating teacher housing off-site. In addition, many building components are beyond their use expectancy.	X	\$47,000,000
4	C	Districtwide DDC Controls – New DDC systems are needed at Ambler, Noorvik, Kiana, Kobuk, JNES, KMHS, Noatak and Shungnak to maintain and control heat. This will reduce operating and maintenance costs while improving the interior environment for students and staff. DDC for Buckland, Selawik and Deering are included in their respective applications.	X	9,000,000
5	C	Buckland Boiler Replacement– Replacement of Boilers and flues is the final phase of the Buckland HVAC Upgrade. District is utilizing Borough and Denali Commission funds to upgrade the outdated Buckland HVAC system and DDC controls in Phases I & II.	X	575,000

**FY 2026 TOTAL
\$72,175,000**

	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
		Projects not funded in FY 26 – It is anticipated resources will not be available to fund all requirements. They will take priority for FY 27.	X	Balance of FY 26 requests

	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
6	C	Buckland K-12 School Exterior Envelope Renewal- replacement of roofing, doors and windows at the end of their useful life.	X	\$3,000,000
7	C	June Nelson Elementary School Roof Replacement- Replacement of failing roof, 20 years past its useful life. The school is experiencing frequent roof leaks that damage interior finishes and contribute to potential mold and structure damage and interfere with instruction.	X	3,500,000

**FY 2027 TOTAL
\$6,500,000 +**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
		Projects not funded in previous years – It is anticipated resources will not be available to fund all requested requirements. They will take priority for FY 28.	X	Balance of FY 27 requests
8	C	Noorvik K-12 School Roof Replacement - Replacement of roof which reached the end of its useful life in 2022.	<input checked="" type="checkbox"/>	\$3,500,000

**FY 2028 TOTAL
\$3,500,000 +**

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

**FY 2029 TOTAL
\$7,500,000 +**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
		Projects not funded in previous years – It is anticipated resources will not be available to fund all requested requirements. They will take priority for FY 30.	X	Balance of FY 29 requests
10	C	Noorvik School Renewal – Renewal of Aqqulak Noorvik School to replace building components at the end of useful life.	<input checked="" type="checkbox"/>	\$8,000,000

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost

**FY 2030 TOTAL
\$8,000,000 +**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
		Projects not funded in previous years – It is anticipated resources will not be available to fund all requested requirements. They will take priority for FY 31.	X	Balance of FY 30 requests
11	C	Kiana K-12 School Renewal – Renewal of Kiana K-12 School to replace building components at the end of useful life.	<input checked="" type="checkbox"/>	\$5,500,000

**FY 2031 TOTAL
\$5,500,000+**

Adopted June 5, 2024, at a duly convened meeting of the Northwest Arctic Borough School District at which a quorum was present and voting. I hereby certify that the information presented is true and correct to the best of my knowledge.

Superintendent

Date

School Board President

Date

MEMORANDUM

TO: NWABSD Board of Education
Maintenance Committee

DATE: June 5, 2024

NUMBER: 24-159

FROM: Office of the Superintendent

SUBJECT: Updated Approval
of Selection of Artwork for
Kisimgiugtuq School

ABSTRACT

This Memorandum updates the Selection of Art for school projects which requires Regional School Board approval as one artist withdrew their proposal.

ISSUE

At issue is the approval of five proposals for artwork for the Kisimgiugtuq School.

BACKGROUND AND/OR PERTINENT INFORMATION

State Statutes require that a percentage of construction funds for State funded be allocated for artwork for the facility. The total art budget for the Kivalina project is \$263,000. In 2020, at the recommendation of the Community of Kivalina the Board approved the selection of Kevin G. Smith Photography to provide a large photographic display in the commons and an additional mural was contracted for the gym. These works have been completed and a balance of \$128,000 remains.

Dollie Hawley is serving as the community coordinate for the selection of art in Kivalina. In coordination with her a request for proposals for art work was advertised in February. A total of five proposals were submitted by four artists. Photos of the proposals were posted for community review. The artists submitted samples of public artwork they have produced and proposed working with community and students in the final design of the artwork. Several proposed having students involved in the production.

A community meeting was to be held following the school dedication May 9. Unfortunately, this had to be cancelled. However, the general consensus of the community is to select all five proposals and have the District's project manager, Kathy Christy, coordinate the management of the art contracts in cooperation with the Kivalina community art coordinator and the school principal.

Robin Summers Murphy withdrew her proposal for the elementary wing due to scheduling conflicts. Clayton Conners was asked to create additional panels to his proposal for the elementary wing. This change adds \$3,000 to the original estimate of \$116,000. An additional selection metal works by Jeffery Dean will use the balance funding. This will be used coordination of the art projects and effort to obtain or have students create traditional objects such as a kayak and hunting and gathering tools.

Approval of the following updated list artists will allow the production of the artwork to be scheduled and included in the fall school calendar.

1. Clayton Conner – Proposal 1 mural for secondary commons area \$20,000 estimate
2. Clayton Conner – Proposal 2 mural of elementary wing \$43,000 estimate
3. Nancy-Haule Johnson – 1 ft by 2 ft tiles decorated with local plants and flowers beside the door of each classroom. \$12,000 estimate
4. Kevin Smith - Large aerial photo of the village of Kivalina for the north wall of the Commons/Dining Not to exceed \$39,600
5. Jeffery Dean – Not to exceed balance of funding – approximately \$13,000

ALTERNATIVES

1. Approve the selection of all five proposals for art for the Kisimigiugtuq School and authorize the superintendent to enter into art contracts with the selected artists not to exceed the total art budget balance of \$128,000.
2. Do not concur with the selection of specific art proposals for the Kisimigiugtuq School
3. Do not approve the selection of any of the proposals for art for the Kisimigiugtuq School and do not authorize the superintendent to enter into art contracts with any of the proposed artists.

ADMINISTRATION'S RECOMMENDATION

The administration recommends the approval of the selection of all five proposals for art for the Kisimigiugtuq School and authorize the superintendent to enter into art contracts with the selected artists not to exceed the total art budget balance of \$128,000.

ATTACHMENTS: Examples of the Artists' work.

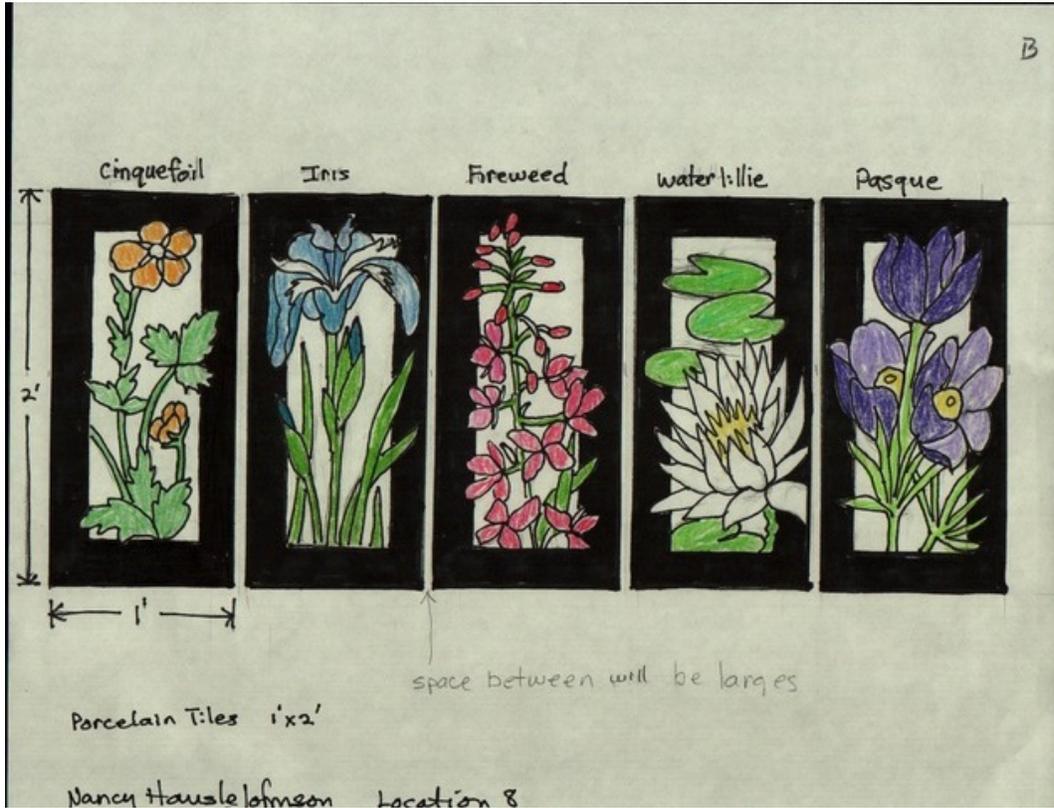
Clayton Conner #1 This is a concept – students to select the specific subject



Clayton Conner #2 Example of a student selected mural for Huslia School. Students to identify the subjects. Four pla



#3 Nancy Haule Johnson Students to select the plants and flowers



4 Kevin Smith large aerial of entire village of Kivalina (not the photo shown in this example).



5 Jeffery Dean - Example Approximately 4 ft x 5 ft

