

## NWABSD Board of Education Committee Meeting

Monday, November 18, 2024 8:15 AM

Microsoft Teams, 744 Third Ave., Kotzebue, AK 99752

1.	<b>8:15 Lobbying Committee</b>	<b>Presenter:</b> Christina Hess, Reggie Joule, John Walsh, Lobbyist
2.	<b>9:15 Legislative Priorities</b>	<b>Presenter:</b> Margaret Hansen, Board President
3.	<b>10:00 Curriculum Committee</b>	<b>Presenter:</b> Tracy Bell, Director
4.	<b>11:00 Budget Committee</b>	<b>Presenter:</b> Natalie Dickey, Business Manager
5.	<b>1:00 Board Policy</b>	<b>Presenter:</b> Amy Eakin, Director of Technology
6.	<b>2:30 Student Activities</b>	<b>Presenter:</b> Robert Sheldon II, Student Activities Coordinator
7.	<b>WORK SESSION</b> <b>3:30 Language &amp; Culture Overview - Strategic Plan Objective #1</b>	<b>Presenter:</b> Tracy Bell, Director
8.	<b>COMMITTEE MEETINGS</b> <b>5:00 Joint Maintenance/Construction Committee</b>	<b>Presenter:</b> Kathy Christy/Dena Strait, Capital Projects Manager



## Legislative Update:

Below are the election results at this time along with preliminary organizations for both the House and the Senate:

### Senate:

<b>A: Stedman (R)</b>	<b>B: Kiehl (D)</b>	<b>C: Stevens (R)</b>	<b>D: Bjorkman (R)</b>	<b>E: Giessel (R)</b>
<b>F: Kaufman (R)</b>	<b>G: Gray-Jackson (D)</b>	<b>H: Claman (D)</b>	<b>I: Tobin (D)</b>	<b>J: Dunbar (D)</b>
<b>K: Wielechowski (D)</b>	<b>L: Merrick (R)</b>	<b>M: Hughes (R)</b>	<b>N: Yundt (R)</b>	<b>O: Shower (R)</b>
<b>P: Kawasaki (D)</b>	<b>Q: Myers (R)</b>	<b>R: Cronk (R)</b>	<b>S: Hoffman (D)</b>	<b>T: Olson (D)</b>

The Senate Bipartisan Coalition leadership structure for the upcoming legislature is as follows:

- Senate President – Sen Gary Stevens, R-Kodiak
- Majority Leader – Sen. Cathy Giessel, R-Anchorage
- Rules Chair – Sen. Bill Wielechowski, D-Anchorage
- Finance Chair (Operating) – Sen. Lyman Hoffman, D-Bethel
- Finance Chair (Capital) – Sen. Bert Stedman, R-Sitka
- Finance Chair (Bills) – Sen. Donny Olson, D-Golovin
- Majority Whip – Sen. Kelly Merrick, R- Eagle River
- Legislative Budget & Audit Chair – Sen. Elvi Gray-Jackson, D-Anchorage

Full membership of the coalition and final committee assignments will be finalized at a later date.

**House:**

The Alaska House Majority Coalition’s key leadership positions include Bryce Edgmon (I-Dillingham) as Speaker, Louise Stutes (R-Kodiak) as Rules Chair, and Chuck Kopp (R-Anchorage) as Majority Leader. House Coalition legislative priorities include:

1. Balanced budgets that honor the Percent of Market Value (POMV) spending cap.
2. Stable public education funding to reduce class sizes and improve outcomes.
3. Retirement reform to fill critical public safety, resource permitting, and other positions.
4. Energy development to drive investment, create jobs, and lower costs.

House

1: <b>Bynam (R)</b>	2: <b>Himschoot (NON)</b>	3: <b>Story(D)</b>	4: <b>Hannan (D)</b>	5: <b>Stutes (R)</b>
6: <b>Vance (R)</b>	7: <b>Ruffridge (R)</b>	8: <b>Elam (R)</b>	9: <b>Holland (NON)</b>	10: <b>Kopp (R)</b>
11: <b>Coulombe (R)</b>	12: <b>Schrage (NON)</b>	13: <b>Josephson (D)</b>	14: <b>Galvin (NON)</b>	15: <b>Costello (R)</b>
16: <b>Hall (D)</b>	17: <b>Fields (D)</b>	18: <b>Groh (D)</b>	19: <b>Mina (D)</b>	20: <b>Gray (D)</b>
21: <b>Mears (D)</b>	22: <b>Eischeid (D) Flip</b>	23: <b>Allard (R)</b>	24: <b>Saddler (R)</b>	25: <b>D. Johnson (R)</b>
26: <b>Tilton (R)</b>	27: <b>Underwood (R)</b>	28: <b>Moore (R)</b>	29: <b>Rauscher (R)</b>	30: <b>McCabe (R)</b>
31: <b>Dibert (D)</b>	32: <b>Stapp (R)</b>	33: <b>Prax (R)</b>	34: <b>Tomaszewski (R)</b>	35: <b>Carrick (D)</b>
36: <b>Schwanke (R)</b>	37: <b>Edgmon (UND)</b>	38: <b>Nellie Unangik (D)</b>	39: <b>Foster (D)</b>	40: <b>Burke (D)</b>

Statewide

President: <b>Trump</b>	Ballot Measure 1 (minimum +): <i>leaning</i> yes
Congress: <b>leaning Begich</b>	Ballot Measure 2 (RCV repeal): Repeal

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 CURRICULUM COMMITTEE MEETING

Conducted via Teleconference  
Call 1-833-682-3239, Enter code: 621 059 930#

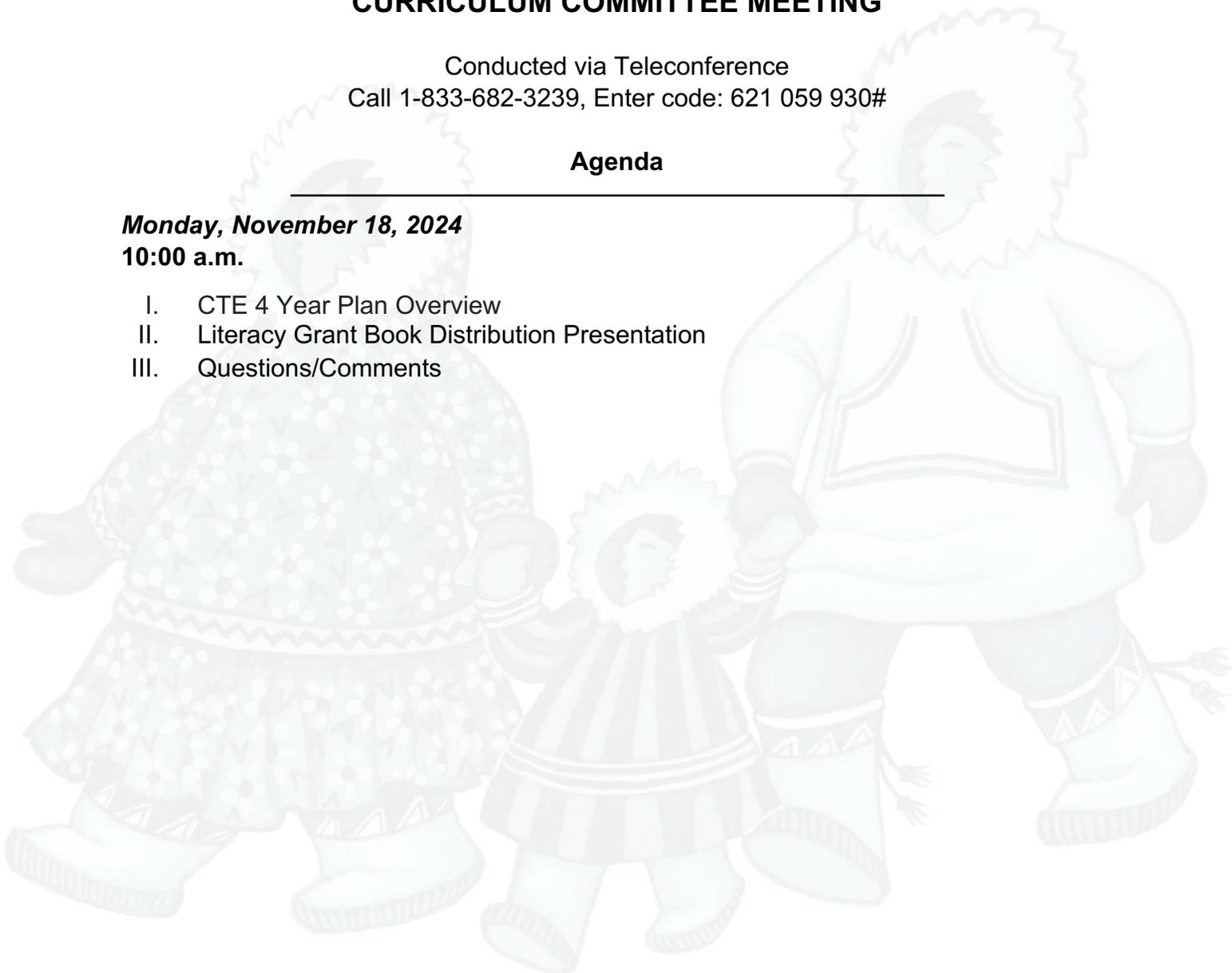
### Agenda

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**Monday, November 18, 2024**

**10:00 a.m.**

- I. CTE 4 Year Plan Overview
- II. Literacy Grant Book Distribution Presentation
- III. Questions/Comments



**Committee Members:** Alice Melton-Barr, Carol Schaeffer

**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.

## Alaska Perkins V Combined Form:

*Comprehensive Local Needs Assessment*

&

*Four-Year Plan and Local Application*

Career and Technical Education Programs  
*Form 05-24-016*



**For those NEW to Perkins/Career and Technical Education:**

1. Read the [CLNA Workbook Guidance](#) (Form 05-20-036a)
2. Read the [Four-Year Plan & Local Application Guidance](#) (Form 05-24-016b)
3. Review your district’s old Comprehensive Local Needs Assessment (CLNA) and Four-Year Plan & Local Application (DEED Program Manager can help you find these in GMS)
4. Connect with your DEED CTE Program Manager, review the process, ask questions.
5. Review [Appendix A](#), [Appendix B](#), and [Appendix C](#) of this document
6. Review the [CLNA to Four-Year Plan to Budget Tags](#) Sample
7. Review ‘How to Use This Form’ - page three of this document
8. Complete the [CLNA and Four-Year Plan & Local Application Combined Form](#) (Form 05-24-016 - Jumps to page four of this document)

**For those Already Familiar with Perkins/Career and Technical Education:**

1. Review [CLNA to Four-Year Plan to Budget Tags Sample](#) (New!)
2. Review old Comprehensive Local Needs Assessment (CLNA) and Four-Year Plan & Local Application Documents (can be found in GMS)
3. Review ‘How to Use This Form’ – page three of this document
4. Complete the [CLNA and Four-Year Plan & Local Application Combined Form](#) (Form 05-24-016 - Jumps to page four of this document)

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## How to Use This Form:

This combined form is designed to help districts track the direct connection between CLNA Needs/Goals for each Part A-E, the plan for those Needs/Goals in the Four-Year Plan & Local Application, and annual budget items in GMS that will be tagged to those Needs/Goals. Districts must ensure that they understand both the Parts A-E that run through all three components of this process, ([Appendix B](#)) and the 6 steps of the process itself ([Appendix C](#)) before filling out this form. Please refer to the documents linked in the Table of Contents section, as well as the appendices in this document, and contact your DEED Program Manager if you have questions prior to completing this form.

1. **WHITE** box contains a brief description of the Part to be completed. There are five (5) Parts to the form. Each Part contains Five (5) questions. This description is just a reminder. Review provided guidance to ensure full understanding of the requirements of each Part before continuing.
2. **BLUE** section - Comprehensive Local Needs Assessment (CLNA). Review/update every two years. There is a **pop-up box** link here – this box contains the Perkins V requirements for the CLNA for this Part. **Question #1** - Needs must be listed if the district intends to have expenditures for this Part in the future. Needs follow FOCUS format. **Question #2** - for each Need there must be a Goal. Goals should follow SMART goal format.
3. **GREEN** section - Four-Year Plan & Local Application for this Part. Review/update every four years. The **pop-up box** link contains the Perkins V requirements for the Application for this Part. **Question #3** - the longest narrative portion of this form – describe the district’s program for this part and how it meets the Perkins V requirements. **Question #4** – Action steps directly tied to Needs/Goals from the CLNA for this part, if needed.
4. **YELLOW** section - future GMS entries for this Part. **Question #5** - is a general list of budget items that may be requested in GMS to address the Needs/Goals from the CLNA for this Part. Remember that all budget items must be tagged to one of the Parts A-E that directly links a Need/Goal from the CLNA to the budget expenditure.

1. White (Brief description of the Part)

2. Blue (CLNA Questions #1, #2)

3. Green (Four-Year Plan Questions #3, #4)

4. Yellow (Budget Question #5)

Part D: Recruitment, Retention, Training of CTE Educators


<p><b>PART D – Recruitment, Retention, Training of CTE Educators</b></p> <p>This part of the Four-Year Plan and Local Application refers specifically to recruiting, retaining, and professional development of CTE professionals, including teachers, administrators, and career counselors. All professional development funded with Perkins must be directly tied to courses approved by DEED, or the CTE functions of a person’s job. Examples of training for Perkins programs are:</p> <ul style="list-style-type: none"> <li>• CTE content – Technical training in a field of study that allows the instructor to keep current with changes to the field and develop new skill sets.</li> <li>• CTE pedagogical - Training in classroom skills (such as management and lesson development) that make the CTE instructor a more effective teacher.</li> <li>• Cross-curricular integration – Training in combining instruction from core academic areas (e.g. English, Math) with CTE instruction.</li> <li>• October PDC and February DEED Perkins Workshops</li> </ul>
<p><b>Two-Year CLNA</b> Requirements <a href="#">Part D, CLNA</a></p> <p>1. District FOCUS Need(s) identified for Part A (if applicable):</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>2. District SMART Goal(s) identified for Part A (if applicable):</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Four Year Plan &amp; Local Application</b> Requirements <a href="#">Part D, 4 Year Plan</a></p> <p>3. Describe how the district is currently addressing this requirement (<i>must answer – should be a narrative describing your program and how it meets Part D requirements specifically</i>):</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>4. Describe district’s intended action steps over the next 4 years to address needs/goals identified by CLNA results (if needed):</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>GMS Budget – Items to be Tagged to Part D</b></p> <p>5. <i>Note, briefly</i> items that may potentially be tagged to Part D over the next 4 years (only if there are Needs/Goals for Part D identified above):</p> <ul style="list-style-type: none"> <li>•</li> </ul>

## Combined Form 05-24-016:

### Comprehensive Local Needs Assessment and Four-Year Plan & Local Application

District:	Northwest Arctic Borough School District
CLNA Last Approved Date:	
Four-Year Plan & Local Application Last Approved Date:	

### Part A: Student Performance

 <p><b>PART A – Student Performance</b></p>	<p>Part A of the Perkins V Program refers specifically to how students in Perkins CTE classes meet the required Perkins V Core Performance Indicators (<a href="#">Four Year Plan and Application Guidance</a> page 5), and whether the district is planning to expend Perkins funds to specifically address any indicators that are not met. For example, if the Math Indicator is not met, a district might spend Perkins funds on collaborative time for Math and Construction/Welding teachers to plan together.</p>
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### Two-Year CLNA - Requirements [Part A CLNA](#)

1. District **FOCUS Need(s)** Identified for Part A (if applicable):
  - a. *Enhance postsecondary readiness and placement by increasing the number of students earning postsecondary credentials.*
  - b. *Increasing exposure, opportunities, and participation in non-traditional fields for male students.*
2. District **SMART Goal(s)** Identified for Part A (if applicable):
  - *By the end of the 2025-2026 school year, increase male student participation in non-traditional fields by 10% through the development of a new business CTE pathway and alignment of dual enrollment and job-embedded internships, in partnership with local colleges and businesses for existing CTE pathways.*
  - *By the end of the 2025-2026 school year, increase the number of students earning postsecondary credentials by 10% through expanding dual enrollment programs, targeted career counseling, and partnerships with local colleges and industries.*

### Four Year Plan & Local Application -Requirements [Part A Four Year Plan](#)

3. Describe how the district is currently addressing this requirement (**must answer – should be a narrative describing your program and how it meets Part A requirements specifically**):
  - a. *The district is currently addressing the postsecondary readiness and credential requirement through dual enrollment partnerships with the Alaska Technical Center, University of Alaska Fairbanks-Chukchi, and the ANSEP Acceleration Academy. We also have infrastructure and institutional knowledge related to internship opportunities and job-embedded skills learning. Additionally, our CTE program, Readistar, focuses on developing CTE skills, with potential opportunities for students to tour local organizations such as NANA (Business), Maniilaq (Health), job shadowing in schools (Education), NMS (Culinary), and the Elder Food Program (Agriculture).*

4. Describe district's intended action steps over the next four years to address needs/goals identified by CLNA results above (required if Need/Goal(s) are stated above):

**Enhancing Postsecondary Readiness and Placement:**

- **Expand Dual Enrollment Opportunities:** Directly supports the goal of increasing the number of students earning postsecondary credentials by providing them with more access to college credits and credentials through dual enrollment.
- **Enhance Internship and Job-Embedded Learning:** Offers practical, hands-on experiences that prepare students for postsecondary success and help them transition smoothly into high-demand career fields.
- **Increase Career Counseling and Support:** Helps students make informed decisions about their postsecondary pathways and ensures they are equipped with the necessary skills and guidance to earn credentials.
- **Monitor and Evaluate Progress:** Ensures that the district can track student success and make adjustments to improve the rate of students earning postsecondary credentials.

**Increasing Exposure and Participation in Non-Traditional Fields for Male Students:**

- **Enhance Internship and Job-Embedded Learning:** By targeting partnerships with businesses in traditionally underrepresented fields (e.g., NANA, Maniilaq), this action step increases exposure and opportunities for male students in non-traditional careers.

**GMS Budget – Items to be tagged to Part A**

5. General list of items that may potentially be tagged to Part A over the next four years (only if there are Needs/Goals for Part A identified above):

- **Dual Enrollment Expansion**
  - Tuition
  - Instructor and Program Coordination Fees
  
- **Internship and Job-Embedded Learning**
  - Student Transportation
  - Staff time or a designated coordinator to develop partnerships
  - Stipends for Internship Support (Meals, Uniforms, etc.)
  
- **Monitoring and Evaluation**
  - Data Tracking System
  - Assessment System (Workkeys)
  - Support for Monitoring

## Part B: Program Quality



### PART B – Program Quality

Part B of the Perkins V Program refers specifically to the ability of the Perkins funded program to be sufficient to meet all of the requirements of Perkins and deliver a quality program that meets the intent of the law and serves all students. Each Perkins program must be of sufficient size, scope and quality (SSQ) ([Four Year Plan and Application Guidance](#) page 6-7) to qualify for funding. SSQ means that the Perkins funded program is sufficient to meet all of the requirements of Perkins and deliver a quality program that meets the intent of the law and serves all students.

### Two-Year CLNA - Requirements [Part B CLNA](#)

1. District [FOCUS](#) Need(s) Identified for Part B (if applicable):
  - **Realign CTE pathways** to ensure they meet industry standards and student needs.
  - **Expand access to work-based learning opportunities** for all students across the district.
  - **Develop and implement systematic instruction of soft skills** for students in grades 6-12.
  - **Provide additional support for Career and Technical Education Programs (CTEPs)** to increase student participation in state and national Career and Technical Student Organizations (CTSOs).
2. District [SMART](#) Goal(s) Identified for Part B (if applicable):
  - a. *By the end of the 2027-2028 school year, realign all district Career and Technical Education (CTE) pathways to ensure they meet updated industry standards and student demand, with at least 60% of CTE students completing pathways that lead to postsecondary credentials.*
  - b. *By the end of the 2027-2028 school year, increase access to work-based learning opportunities, such as internships and job shadowing, for 100% of CTE students in grades 9-12, ensuring that all students participate in at least one work-based learning experience before graduation.*

### Four Year Plan & Local Application - Requirements [Part B Four Year Plan](#)

3. Describe how the district is currently addressing this requirement (**must answer – should be a narrative describing your program and how it meets Part B requirements specifically**):
  - a. **Realigning CTE Pathways:** We have begun reviewing and updating our CTE pathways to align with industry standards, ensuring that they meet both workforce needs and student interests. Partnerships with local businesses and organizations help ensure that the pathways are relevant and connected to real-world career opportunities.
  - b. **Increasing Work-Based Learning Opportunities:** The district is actively fostering partnerships with local businesses and organizations, such as NANA (Business), Maniilaq (Health), and NMS (Culinary), to provide job shadowing, internships, and work-based learning experiences for students. We are building on the existing infrastructure to formalize and expand these opportunities districtwide, ensuring more students can engage in meaningful, hands-on learning.

4. Describe district's intended action steps over the next four years to address needs/goals identified by CLNA results (required if Need/Goal(s) are stated above):

**Focus 1: Realign CTE Pathways to Meet Industry Standards and Student Needs**

- Collaborate with industry partners to ensure CTE curricula are aligned with current industry standards and certifications.
- Update and revise existing pathways in high-demand sectors such as Education, Business, Health, Culinary, and Agriculture.
- Provide professional development for CTE teachers to support curriculum updates and industry integration.
- Implement the revised CTE pathways across all district schools, ensuring they reflect workforce trends and postsecondary opportunities.
- Monitor and evaluate student outcomes in realigned pathways to ensure effectiveness and relevancy.

**Focus 2: Expand Access to Work-Based Learning Opportunities for All Students**

- Build and strengthen partnerships with local businesses, organizations, and postsecondary institutions to increase internship and job shadowing opportunities.
- Create formal agreements with businesses to offer structured, meaningful work-based learning experiences for students.
- Develop districtwide work-based learning initiatives that include opportunities for internships, job shadowing, apprenticeships, and hands-on learning experiences.
- Ensure work-based learning opportunities are accessible to all CTE students in grades 6-12, with a goal of 100% participation.
- Provide transportation and logistical support to facilitate student participation in internships and job shadowing.
- Regularly assess the effectiveness of work-based learning programs and adjust offerings to meet evolving industry demands.

**Focus 3: Develop and Implement Systematic Instruction of Soft Skills for Students in Grades 6-12**

- Identify key soft skills needed across various industries.
- Research and purchase a districtwide curriculum for teaching soft skills in both CTE and non-CTE courses.
- Integrate soft skills instruction into existing academic and CTE courses for students in grades 6-12.
- Provide professional development for teachers on embedding soft skills into their instruction outside of CTE courses.
- Collaborate with local businesses and organizations to ensure that the soft skills being taught align with real-world job expectations.
- Continuously evaluate the effectiveness of soft skills instruction through student feedback, teacher evaluations, and industry partner input.

**Focus 4: Provide Additional Support for Career and Technical Education Programs (CTEPs) to Increase Student Participation in CTSOs**

- Promote student involvement in state and national Career and Technical Student Organizations (CTSOs) through awareness campaigns, teacher support, and peer mentoring.
- Secure funding and resources to cover travel, registration fees, and other expenses for students attending state and national CTSO events.
- Work with CTE teachers to incorporate CTSO participation into the CTE curriculum as a means of reinforcing industry-specific skills and leadership development.
- Provide additional support for students preparing for CTSO competitions, including mentorship, coaching, and access to materials and resources.
- Establish regional CTSO events or competitions to encourage student engagement and leadership.
- Monitor participation rates in CTSOs and aim for 80% student participation by the end of the four-year period.

## **GMS Budget – Items to be tagged to Part B**

5. Note briefly Items that may potentially be tagged to Part B over the next four years (only if there are Needs/Goals for Part B identified above):

### **Expand Access to Work-Based Learning Opportunities**

- 1. Partnership Coordinator**
- 2. Student Transportation**
- 3. Job shadowing program materials.**
- 4. Work-Based Learning Program Development:**
  - Program development costs, including resources for tracking student participation and learning outcomes.
  - Career exploration software to support work-based learning activities.

### **Support for CTEPs to Increase CTSO Participation**

- 1. CTSOs Participation Costs:**
  - Registration fees for state and national CTSO competitions and events.
  - Travel, lodging, and meal costs for students and chaperones attending CTSO events.
  - CTSO competition materials (e.g., equipment, presentation materials, uniforms).
- 2. Student Support and Preparation:**
  - Stipends for CTSO mentors or coaches to help students prepare for state and national competitions.
  - Funding for practice materials, tools, and resources necessary for CTSO participation.
- 3. Districtwide CTSO Events:**
  - Funds for hosting districtwide competitions or events that encourage CTSO participation.
  - Awards, trophies, or recognition materials to celebrate student achievements in CTSOs.
- 4. Promotional Materials:**
  - Budget for marketing and promoting CTSO participation (e.g., flyers, banners, website updates).

## Part C: CTE Programs of Study (CTEPS)



### PART C – CTE Programs of Study (CTEPS)

Part C of the Perkins V Program is the ‘nuts and bolts’ of CTE Programs of Study ([CTEPS](#)). Perkins funds can only be used on approved courses and CTEPS, and districts must maintain at least one (1) CTEPS to qualify for Perkins ([Four Year Plan and Application Guidance](#) page 9-11). A key principle of Perkins V is that CTE courses are both academically rigorous and provide industry-aligned engagement for students. CTE courses must incorporate a variety of standards into each course offered, including state academic content standards, cultural and employability standards, and industry recognized standards. Alignment to post-secondary programs for further training if desired is necessary for a CTEPS to provide a clear pathway to a career for students.

### Two-Year CLNA - Requirements [Part C CLNA](#)

1. District [FOCUS Need\(s\)](#) Identified for Part A (if applicable):
  - Update and align existing CTEPs to meet current regional employability needs, ensuring that students are equipped with the skills and knowledge required for in-demand careers in the local job market.
  - Refine comprehensive scope and sequences for each course within existing CTEPs, ensuring a standards-aligned curriculum.
2. District [SMART Goal\(s\)](#) Identified for Part A (if applicable):
  - a. By the end of the 2027-2028 school year, update and align 100% of existing CTEPs to meet current regional employability needs and refine the scope and sequences for all CTEP courses to ensure a fully standards-aligned curriculum that equips students with the skills and knowledge required for high-demand careers and postsecondary success.

### Four Year Plan & Local Application - Requirements [Part C Four Year Plan](#)

3. Describe how the district is currently addressing this requirement (**must answer – should be a narrative describing your program and how it meets Part C requirements specifically**): Include description of at least one complete CTEPS.

Currently, we are addressing employability and postsecondary readiness through the following Career and Technical Education Programs (CTEPs): Health Science, Aviation Science, Agricultural and Natural Resources, Architecture and Construction, and Education. These programs provide students with industry-aligned skills and knowledge in high-demand career fields. However, to better meet current regional employability needs, there is a need to further update and refine the curriculum, scope, and sequences to ensure these programs fully align with industry standards and postsecondary success pathways.

6. Describe district's intended action steps over the next four years to address needs/goals identified by CLNA results (required if Need/Goal(s) are stated above):

**Update and Align Existing CTEPs to Meet Regional Employability Needs:**

**Year 1:**

- Conduct a regional job market analysis to identify high-demand careers and the skills needed for local employment opportunities.
- Collaborate with industry partners, employers, and workforce development organizations to assess current CTEP alignment with these needs.
- Begin updating the curriculum for Health Science and Aviation Science CTEPs to align with the latest regional job market demands.

**Year 2:**

- Continue updating curriculum for Agricultural and Natural Resources, Architecture and Construction, and Education CTEPs.
- Host regular meetings with industry stakeholders to ensure ongoing alignment between CTEP curriculum and regional workforce needs.
- Pilot new curriculum changes in select schools and collect feedback from students, teachers, and employers.

**Year 3:**

- Finalize curriculum updates for all CTEPs, ensuring they fully address local employability needs.
- Provide professional development for CTE teachers to ensure they are equipped to deliver the updated, industry-aligned content.
- Expand partnerships with local employers to offer more work-based learning opportunities, such as internships and apprenticeships, integrated into CTEPs.

**Year 4:**

- Monitor and evaluate the effectiveness of the updated CTEPs, tracking student employability, postsecondary enrollment, and certification attainment.
- Refine the curriculum as needed based on feedback and changing industry trends.
- Fully implement the aligned CTEPs across all schools and ensure students are gaining the necessary skills for high-demand careers.

**Refine Comprehensive Scope and Sequences for Each CTEP Course:**

**Year 1:**

- Conduct a curriculum audit to review the current scope and sequence of all CTEP courses, identifying areas that need alignment with state and industry standards.
- Begin developing refined scope and sequences for Health Science and Aviation Science courses to ensure they align with standards for postsecondary success and industry certification.

**Year 2:**

- Continue refining the scope and sequence for Agricultural and Natural Resources, Architecture and Construction, and Education CTEPs.
- Ensure that all courses include a focus on academic rigor, soft skills development, and technical skills that align with both postsecondary education and employability.

**Year 3:**

- Finalize scope and sequences for all CTEP courses and begin implementation.
- Provide teachers with training and resources to deliver the refined curriculum effectively.
- Establish regular review cycles to keep scope and sequences updated with evolving industry standards.

**Year 4:**

- Evaluate student outcomes based on the refined scope and sequence, tracking progress in meeting industry certification requirements and postsecondary readiness.
- Make further adjustments as needed to ensure that the curriculum remains aligned with both regional job market needs and state/national education standards.

**GMS Budget – Items to be Tagged to Part C**

7. Note briefly Items that may potentially be tagged to Part C over the next four years (only if there are Needs/Goals for Part C identified above):

**Curriculum Development and Alignment:**

- Funding for curriculum specialists or consultants to update and align CTEP curricula.
- Purchase of updated instructional materials and industry-aligned resources.

**Facilitator/Strategic Planner:**

- Hire or contract a facilitator/strategic planner to help organize and guide the CTE realignment process, industry partnerships, and professional development efforts.
- Provide ongoing support to coordinate work among educators, industry partners, and stakeholders.

**Teacher Professional Development:**

- Workshops and certification programs to train CTE teachers on updated curricula and industry standards.
- Travel and accommodation for teachers attending professional development conferences.

## Part D: Recruitment, Retention, Training of CTE Educators



### PART D – Recruitment, Retention, Training of CTE Educators

This part of the Four-Year Plan and Local Application refers specifically to recruiting, retaining, and professional development of CTE professionals, including teachers, administrators, and career counselors ([Four Year Plan and Application Guidance](#) page 11). All professional development funded with Perkins must be directly tied to courses approved by DEED, or the CTE functions of a person's job. For example the CTE Coordinator could attend the DEED February workshop, a CTE teacher could attend training to be able to administer welding certifications, a career counselor could attend a conference on creating CTE pathways and work-study opportunities.

### Two-Year CLNA - Requirements [Part D CLNA](#)

1. District [FOCUS](#) Need(s) Identified for Part A (if applicable):
  - a. Equitable Access to Professional Development for CTE Teachers
  - b. Leadership Development for Current CTE Teachers
  - c. Professional Development for Prospective CTE Teachers
  - d. System Development for Community Leaders as CTE Program Enrichment
2. District [SMART](#) Goal(s) Identified for Part A (if applicable):
  - a. By the end of the 2027-2028 school year, ensure that 100% of CTE teachers have equitable access to at least two professional development opportunities annually, aligned with Perkins-approved courses or their specific job functions, to enhance their instructional practices and industry-relevant certifications.

### Four Year Plan & Local Application - Requirements [Part D Four Year Plan](#)

3. Describe how the district is currently addressing this requirement (**must answer – should be a narrative describing your program and how it meets Part D requirements specifically**):

In coordination with District Human Resources, highly qualified CTE teachers will be recruited and hired. CTE teachers will receive training allowing them to be current with industry standards and requirements. NWABSD's CTE professional development is part of the district larger overall professional development plan. Any CTE teachers that require specialized training in a specific field are provided those opportunities for training as needed. CTE along with other classroom teachers receive classroom management and other pedagogical strategies during the district-wide August in-service. Ongoing job imbedded professional development is also provided throughout the school year during each school's additional collaborative time.
4. Describe district's intended action steps over the next four years to address needs/goals identified by CLNA results (required if Need/Goal(s) are stated above):
  1. **Sustainable CTE Instructor Training:**
    - **Year 1:**

- Begin developing a structured, sustainable training model for all teachers who teach CTE courses, ensuring alignment with district goals and industry standards.
- Identify and appoint experienced CTE lead teachers who will mentor and support fellow CTE instructors throughout the school year, ensuring consistent instructional practices and curriculum implementation.
- **Years 2-4:**
  - Expand the training model by offering ongoing, targeted professional development sessions throughout the year, focusing on industry-specific certifications, instructional strategies, and curriculum alignment.
  - Continue utilizing CTE lead teachers to guide and support the professional growth of all CTE instructors through peer coaching, regular feedback, and collaborative planning sessions.

## 2. Targeted Professional Development through Perkins Funding:

- **Year 1:**
  - Utilize Perkins funding to prioritize and provide CTE teachers with access to relevant professional development opportunities, including industry-specific training, certification programs, and instructional workshops.
  - Focus on sending teachers to key CTE conferences and regional training events that directly align with the district's strategic goals and the needs identified in the CLNA.
- **Years 2-4:**
  - Continue using Perkins funding to ensure CTE teachers can attend professional development opportunities, particularly those aligned with emerging industry trends and workforce needs.
  - Regularly assess the effectiveness of these opportunities by gathering feedback from teachers and reviewing student outcomes to guide future training investments.
  - Align professional development offerings with the district's strategic plan, ensuring teachers remain well-equipped to deliver high-quality, industry-relevant instruction.

## GMS Budget – Items to be Tagged to Part D

5. Note briefly Items that may potentially be tagged to Part D over the next four years (only if there are Needs/Goals for Part D identified above):
- **CTE Lead Teacher Stipends:** Compensation for experienced CTE teachers who will mentor and support others throughout the school year.
  - **Workshops and Training Sessions:** Funds for organizing in-district professional development sessions led by industry professionals or curriculum experts.
  - **Training Materials and Resources:** Purchase or development of instructional resources and materials needed for ongoing CTE instructor training.
  - **Conference Registration Fees:** Costs for CTE teachers to attend industry-specific conferences, certification programs, and workshops.

- **Travel and Lodging:** Transportation, lodging, and meal expenses for teachers attending out-of-district or national professional development opportunities.
- **Industry Certification Programs:** Fees for CTE teachers to complete industry certifications, ensuring alignment with regional workforce needs (e.g., welding, aviation, health sciences).
- **Consultant and Trainer Fees:** Budget for hiring external trainers or consultants to provide specialized training in high-demand fields.
- **Online Training Platforms:** Subscriptions or licenses for online platforms offering industry-relevant courses and certifications for CTE teachers.

## Part E: Equity and Access



### Part E – Equity and Access

This part of the Four-Year Plan & Local Application refers specifically to how the district provides both an organized system of career and academic guidance ([Four Year Plan and Application Guidance](#) page 11-14) to all students, including current industry information, as well as additional supports to remove barriers and promote equity of participation and success for members of the nine categories of [Special Populations](#).

### Two-Year CLNA - Requirements [Part E CLNA](#)

1. District [FOCUS Need\(s\)](#) Identified for Part E (if applicable):
  - Expand Career Technical Education (CTE) Course Availability
  - Increase Access to Dual Enrollment Opportunities
  - Enhance Access to Internships

2. District [SMART Goal\(s\)](#) Identified for Part E (if applicable):

By the end of the 2027-2028 school year, increase access to dual enrollment, Career Technical Education (CTE) courses, and internships for students in villages by 20%, ensuring that at least 75% of village high school students are participating in one or more of these opportunities to enhance their postsecondary readiness and career skills.

### Four Year Plan & Local Application - Requirements [Part E Four Year Plan](#)

3. Describe how the district is currently addressing this requirement (**must answer – should be a narrative describing your program and how it meets Part E requirements specifically**):

The Northwest Arctic Borough School District (NWABSD) collaborates with industry partners through the advisory committee and the Alaska Technical Center planning committee to align district goals with regional and state priorities. Program information and regional career opportunities are shared with students annually during a local job fair. Additionally, counselors provide guidance during annual meetings with students to develop and update their Personal Learning and Career Plans (PLCP).

NWABSD is committed to providing equitable access to programs and implementing strategies to help students overcome barriers to participation. A challenge remains in offering all programs at every school site due to staffing limitations. However, the district addresses this through the use of two-week RediStar sessions, especially in smaller schools without on-site CTE teachers. When possible, on-site presentations at each school ensure that students have equal access to CTE programs and opportunities.

The PLCP program begins in Grade 6 and continues through Grade 12, supported by site administrators and counselors. This program enables students to explore academic and career interests, set structured goals, and take advantage of district and state-level opportunities. Tools such as the Alaska Career Information System (AKCIS), standardized test score tracking, and transcript reviews foster meaningful dialogue between students, counselors, and parents. The PLCP process culminates in activities such as postsecondary planning, graduation checks, personal portfolio creation, and scholarship applications.

NWABSD provides equal access to all students, including full coverage of Tech Prep fees and district-paid enrollment for dual credit courses aligned with students' career or educational goals. Additional services for special populations are provided through appropriate student placement and individualized education plans (IEPs). Principals and counselors actively promote all courses, with course information available on the district website to ensure that all students have equal access to educational opportunities.

4. Describe district's intended action steps over the next four years to address needs/goals identified by CLNA results (required if Need/Goal(s) are stated above):

1. Address the challenge of offering all CTE programs at every school site due to staffing limitations.

• **Action Steps:**

- Continue utilizing the two-week RediStar sessions to provide CTE opportunities in smaller schools without on-site CTE teachers.
- Recruit additional qualified CTE teachers to expand program offerings across all school sites.
- Explore virtual CTE course delivery methods to ensure equitable access to specialized programs in remote or understaffed areas.

2. Enhance collaboration with industry partners to align CTE programs with regional and state workforce needs.

- **Action Steps:**

- Strengthen collaboration with the Alaska Technical Center and regional industries through advisory committees to ensure curriculum alignment with current job market demands.
- Increase participation of industry leaders in school presentations, job fairs, and student mentorship programs to expose students to career pathways in high-demand fields.

3. Expand access to dual enrollment and internships to better prepare students for postsecondary success.

- **Action Steps:**

- Partner with local colleges and businesses to expand dual enrollment opportunities, ensuring that students in villages have access to college credits while still in high school.
- Work with industry partners to increase internship placements, particularly for students in remote areas, by leveraging virtual internships and work-based learning programs.
- Ensure that all Tech Prep fees and other dual credit costs continue to be fully covered by the district to remove financial barriers for students.

4. Enhance the effectiveness of the Personal Learning and Career Plan (PLCP) program for students in Grades 6-12.

- **Action Steps:**

- Provide ongoing professional development for counselors and site administrators on the use of the Alaska Career Information System (AKCIS) and other tools to guide students in their academic and career planning.
- Introduce more structured career exploration activities, such as job shadowing and regional career fairs, that are integrated into the PLCP process.
- Regularly update PLCPs to reflect students' evolving interests and goals, with a focus on postsecondary planning, portfolio development, and scholarship applications.

5. Provide additional services and support for special populations to ensure equitable access to CTE programs and opportunities.

- **Action Steps:**

- Continue to provide appropriate student placement and services through Individualized Education Plans (IEPs) for students with special needs.
- Ensure that any necessary accommodations or supports are available for special populations to participate fully in CTE courses, dual enrollment, and work-based learning.

**GMS Budget – Items to be Tagged to Part E**

5. Note briefly Items that may potentially be tagged to Part E over the next four years (only if there are Needs/Goals for Part E identified above):

**ReadiStar Session Implementation:** Funding for materials, supplies, and travel costs for ReadiStar instructors to visit smaller schools.

**CTE Teacher Recruitment:**

- Recruitment efforts, including marketing and advertising, for hiring additional CTE teachers.
- Relocation assistance or signing bonuses to attract qualified CTE teachers to remote areas.

**Virtual Course Delivery:**

- Software or platform licenses for virtual CTE courses.
- Professional development for teachers on delivering virtual CTE instruction.

**Advisory Committee and Industry Partnership Meetings:**

- Costs associated with organizing and hosting advisory committee meetings, including travel, accommodations, and stipends for industry representatives.
- Materials and resources for industry presentations and mentorship programs in schools.

**Job Fair and Career Event Coordination:**

- Budget for organizing student job fairs, including marketing, transportation, and event materials.

**Career Exploration Events:**

- Budget for hosting regional career fairs, including venue costs, transportation for students, and materials for presentations.
- Travel costs for students attending job shadowing opportunities.

**Support for Special Populations:**

- Costs for individualized supports, including instructional aides, assistive technology, and other resources required for students with special needs to fully participate in CTE programs.
- Travel and support services for special populations attending career exploration and work-based learning opportunities.

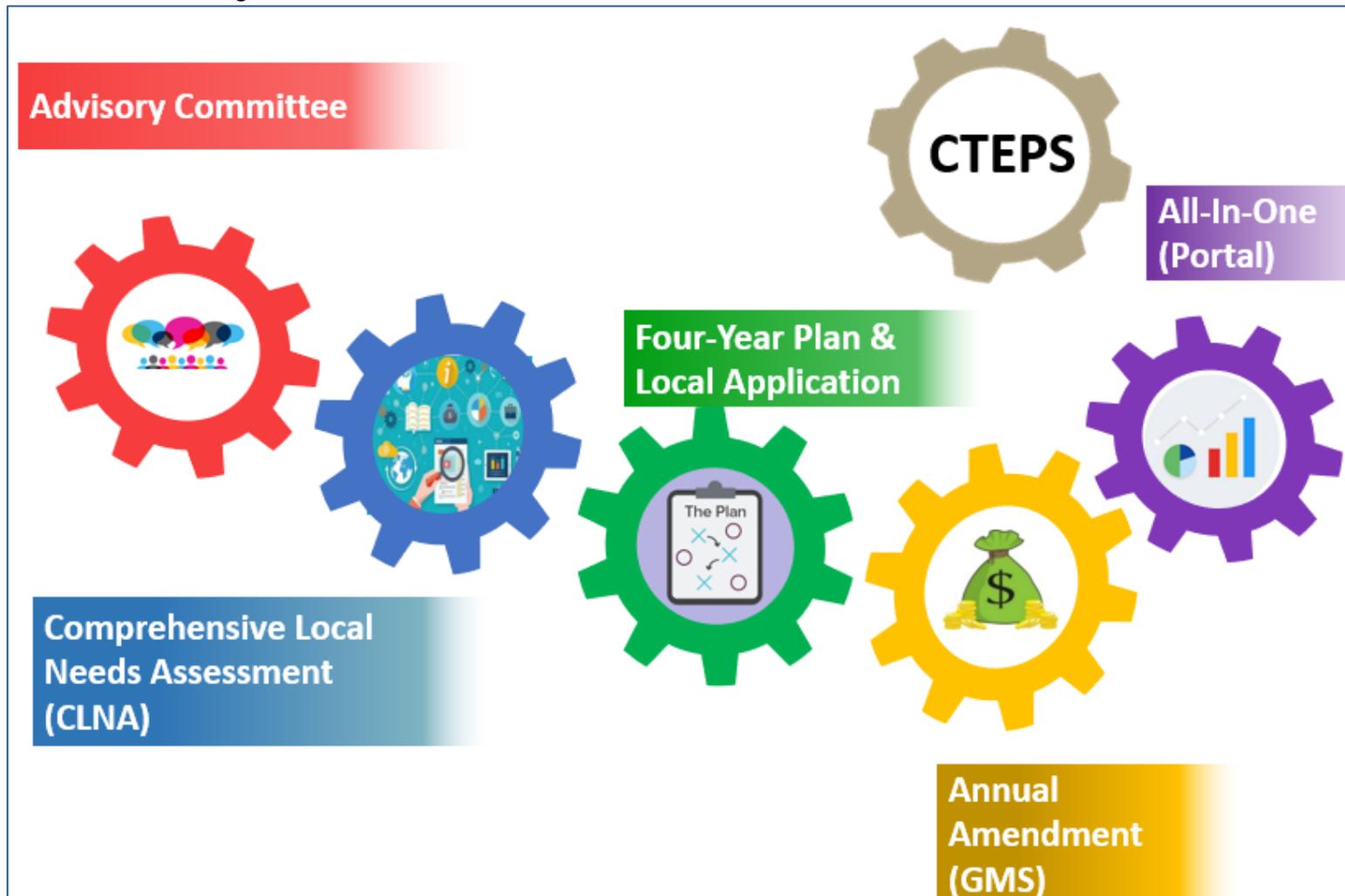
## Appendix A: Perkins V Working Platforms and Content

- [DEED/CTE Forms Page](#)
  - [Comprehensive Local Needs Assessment Workbook and Guidance](#) (Form 05-20-036a)
  - [Four-Year Plan & Local Application Guidance](#) (Form 05-24-016b)
  - [Course Description and Standards Crosswalk Form](#) (Form 05-20-038)
  - [CTE Program of Study \(CTEPS\) Template](#) (Form 05-20-035)
  - [CLNA and Four-Year Plan & Local Application Combined Form](#) (Form 05-24-016)
- [AK Grants Management System](#) (GMS –password and assigned roles required)
  - Annual Update
  - Annual Budgets
  - Advisory Committee Minutes
  - Upload CLNA and Four-Year Plans (as needed)
- [DEED/CTE Portal](#) (Portal - username/password required)
  - Secondary Courses and CTEPS Approval
  - All-In-One
    - [All-In-One Reporting Form](#)
    - Student data upload by district
  - Secure Access to district data
- [DEED CTE Webpage](#)
  - [Parts A-E Definitions](#) (overview of what is contained in each Part, or element, of Perkins)
  - [Advisory Committee Minutes Template](#) (use this document to accurately hold and document your Advisory Committee meeting)
  - [Data Over Time Analysis Template](#) (use this document to analyze and provide data information to your Advisory Committee)
  - [CLNA to Four-Year Plan to Budget Tags Sample](#) (this document is a sample response/exemplar to Part E of the new combined document)
  - [Perkins Timeline Checklist](#) (use this document to make sure you don't miss any Perkins required activities or deadlines)

## Appendix B: Perkins V Program Overview

The requirements for a Perkins V program in Alaska all work together. Think of them as part of a continuous improvement cycle. These six steps, represented by the gears in the graphic, are also broken down into five Parts A through E that help to define how a

district might think about needs, goals, plans and expenditures over time. The goal of a Perkins V program is to provide high quality, ongoing Career and Technical Education pathways for all students that are connected to local and regional industry and or in-demand, high-paying careers. The graphic on the next page illustrates how the Parts A-E connect the CLNA, Four-Year Plan & Local Application, and the budgets in GMS.



# 5 Parts of Perkins V Career and Technical Education

## Processes of Perkins V in Alaska



**PART A – Student Performance**



**PART B – Program Quality**



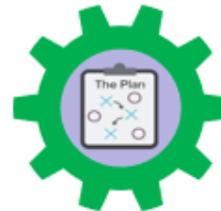
**PART C – CTE Programs of Study (CTEPS)**



**PART D – Recruitment, Retention, Training of CTE Educators**



**Part E – Equity and Access**



**CLNA – Comprehensive Local Needs Assessment** – For EACH of the 5 Parts:

- assess CTE Program data appropriate for that Part.
- Include **NEED(s)** statements **IF** needs are found that will require Perkins expenditures.
- Include **GOAL(s)** statements **IF** needs are found that will require Perkins expenditures.

**Four-Year Plan & Local Application** – For EACH of the 5 Parts:

- Describe how the current CTE program meets the requirements of that Part.

For Parts A-E - **IF** there are Needs/Goals:

- Include an **ACTION PLAN** to meet each Need/Goal.
- Briefly describe expenditures necessary to meet each Need/Goal.

**GMS Annual Update/Budget** – For Each expenditure:

- **TAG** each budget item to the **CLNA** (if the Need for that budget item is in Part E, Tag to Part E. Every budget item must have a direct link to a CLNA Need/Goal.



# Perkins V Organized by Parts: A-E



## PART A – Student Achievement

- Robust data review
  - Special Populations
  - District Wide
  - School Wide
  - Race / Gender
  - Attendance
  - Other local sources
  - Anecdotal
- Core performance indicators
  - 1S1/1S2: Graduation Rate
  - 2S1: Reading/Language Arts
  - 2S2: Mathematics
  - 2S3: Science
  - 3S1: Post-secondary placement
  - 4S1: Non-Traditional program concentration
  - 5S1: Recognized Post Secondary Credential
  - 5S2: Postsecondary Credit (optional)
  - 5S3: Work-Based Learning (Optional)



## PART B – Program Quality

- Overall Program
  - description and number/variety/alignment of CTEPS and courses
  - sustainability (instructors, facilities, equipment, funding, etc.)
  - community support
  - student attendance
  - CTSOs in place
- Labor Market Alignment
  - Industry support/involvement
  - Program leads to local/regional employment
  - Work-Based Learning opportunities



## PART C – CTE Programs of Study (CTEPS)

- Standards (industry and academic) embedded into courses and taught with fidelity
- Post-secondary alignment and partnerships
- Dual-Credit opportunities
- Recognized Postsecondary Credential (RPC) opportunities (Certifications)



## PART D – Recruitment, Retention, Training of CTE Educators

- Recruitment planning
- Sustainability planning given turnover
- Professional development planning
  - CTE teachers
  - CTE Administrators
  - CTE Counselors
- PLCs or cross-curricular planning (i.e. Math and Construction teachers plan some curriculum together)

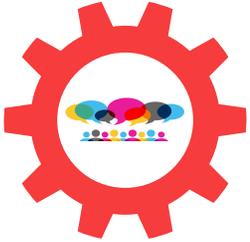


## Part E – Equity and Access

- Organized career & academic guidance system including:
- PLCP for each student
- Communicate to Students:
  - in-demand careers
  - courses and CTEPS
  - dual credit
  - work based learning
  - CTSOs
  - Postsecondary opportunities
- Special Populations (extra strategies for these students to participate equitably)
  - disabled
  - low-income
  - NTO students
  - single parents
  - out-of-work
  - English learners
  - homeless
  - Foster
  - Active duty military families

## Appendix C: 6 Steps for Perkins V Programs

### Step 1: Advisory Committee



Districts must create and maintain an Advisory Committee and update membership information annually in GMS. Membership in all categories listed in the law is required. One person may fulfill more than one role, and/or a district may have more than one person serving in a single role. If a district is unable to find a member to fulfill a required role, the district must keep records of the efforts made to fill the role each year. Perkins V requires, at a minimum, the following participants be engaged in the CLNA, Four-Year Plan & Local Application development, and continued consultation.

#### Required Members:

- Students/Parents
- CTE Teacher
- District Administrator/Principal
- Postsecondary Teacher/Administrator
- Career guidance and advisory professionals
- Specialized instructional teachers/paraprofessionals
- State board or local workforce development (Rotary, Chamber of Commerce, Dept of Labor offices, etc.)
- Local or regional business/industry representatives
- Representatives serving **special populations**, which include [§3(48)]:
  - o Individuals with disabilities
  - o Individuals from economically disadvantaged families
  - o Individuals preparing for non-traditional fields
  - o Single parents, including single pregnant women
  - o Out-of-workforce individuals
  - o English learners
  - o Homeless individuals (as described in §725 of McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
  - o Youth who are in or have aged out of the foster care system
  - o Youth with a parent who is an active-duty member of the armed forces (as defined in 10 U.S.C. 101(a)(4) and (10 U.S.C. 101(d)(1))
- Regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in §1432 of ESEA)
- Indian Tribes and Tribal organization representatives, where applicable

#### Required Meeting/Annual Membership Update:

- Annual Membership list updated in GMS every year
- One meeting per year, minimum (Spring is recommended) must include:
  - Date, attendance, minutes (to be uploaded into GMS annually) [recommended: [Advisory Committee Minutes Template](#)]
  - Data Review (See *Step 6: Annual All-In-One for Data Guidelines*) [recommended: [Multi-Year Template for Data Review](#)]
  - Education for members about Perkins V and the district program
  - Opportunity for committee member input

## Step 2: CLNA – Comprehensive Local Needs Assessment



A Comprehensive Local Needs Assessment (CLNA) must be completed every 2 years. The purpose of the CLNA is to review the Perkins V program elements (divided into five Parts A-E) and determine if there are any needs. The Parts are designed to help the CLNA be completed in ‘bite sized’ chunks. The Parts also function as ‘tags’ – every budget item in Perkins V must be tagged to a need from the CLNA. The CLNA should be conducted by a group of people over the school year. While the CLNA process at the district should include a variety of data, outreach, and discussion to properly assess the Perkins V program, districts only turn in CLNA Results to DEED. The results should be written in the form of [FOCUS](#) need and [SMART](#) goal statements that drive the rest of the process. The needs and goals will be checked against the Four-Year Plan & Local Application, and each budget item for alignment. Districts are advised to spend some time on the CLNA as the basis and focal point of all the work to follow, ensuring needs and goals that will reflect all Perkins V spending for the next 2 years, shape all action steps in the Four-Year Plan & Local Application, and align directly with all budget items.

### Parts A-E of the CLNA:

- Student Performance
- CTE program quality (including Size, Scope, and Quality; and Labor Market Alignment)
- Implementation of full Programs of Study (CTEPS)
- Recruitment, retention, and training of high-quality CTE staff
- Equity and access to high-quality CTE programs for all students (includes nine sub-populations to be considered)

### Suggested Stakeholders to Consult:

- Required stakeholders, plus...
- Data staff
- Business and community partners
- Local workforce development and economic development boards
- Former students

### Suggested Strategies for Consultation:

- Work groups
- Focus groups
- Individual interviews
- Surveys

- Study circles

**CLNA Resources:**

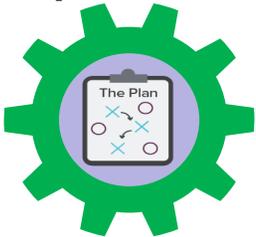
- CLNA Process Guidance – Optional [CLNA Workbook](#) (Form 05-20-036a)
- Exemplar – CLNA to Four-Year Plan to Budget items [CLNA to Budget Tag Sample](#)
- Must use FOCUS Needs statements – statements that adhere to the elements of the FOCUS prompt.



- Must use SMART Goal statements – statements that adhere to the elements of the SMART prompt.



### Step 3: Four-Year Plan & Local Application



The Four-Year Plan & Local Application is the district’s application for Perkins V funds. It follows the same five Parts A-E as the CLNA. The Four-Year Plan & Local Application has 3 questions for each Part and should be written so that the description section fully describes the Perkins plan as it is currently operating and outline the action steps so that a new CTE Coordinator could use this document to understand what is currently happening, and what steps need to be taken in the future.

**Requirements of the Four-Year Plan & Local Application:**

- For Each [Part A-E](#)

- Question #3 - Describe how the district is currently addressing this requirement (*must answer*):
  - This is where you put narrative – describe challenges and successes if you wish, describe your program so that a parent or someone outside of your district would understand what your district is providing for Career and Technical Education related to the Part in question. Describe specifically how your program as it is currently provided meets the requirements of Perkins V listed in the form (pop-up box) for each Part.
- Question #4 - Describe district’s intended action steps over the next four years to address needs/goals identified by CLNA results above (*if needed*):
  - IF your district intends to spend Perkins funds in a particular Part (for example Part B) there should be at least one Need/Goal in the CLNA section for Part B. If there is, you would use that Need/Goal from the CLNA section and write a list of action steps to be taken to meet that need/goal. Steps should be measurable, whenever possible, so that an item can be ‘completed’ and removed from the list in the future. There will be some exceptions to this rule, for example consumable supplies like welding metal and gasses, which will be an ongoing need for a welding course.

**Four-Year Plan & Local Application Resources:**

- [Four-Year Plan & Local Application Guidance](#) (Form 05-20-037a)

**Step 4: CTE Courses and Career and Technical Education Program of Study (CTEPS)**

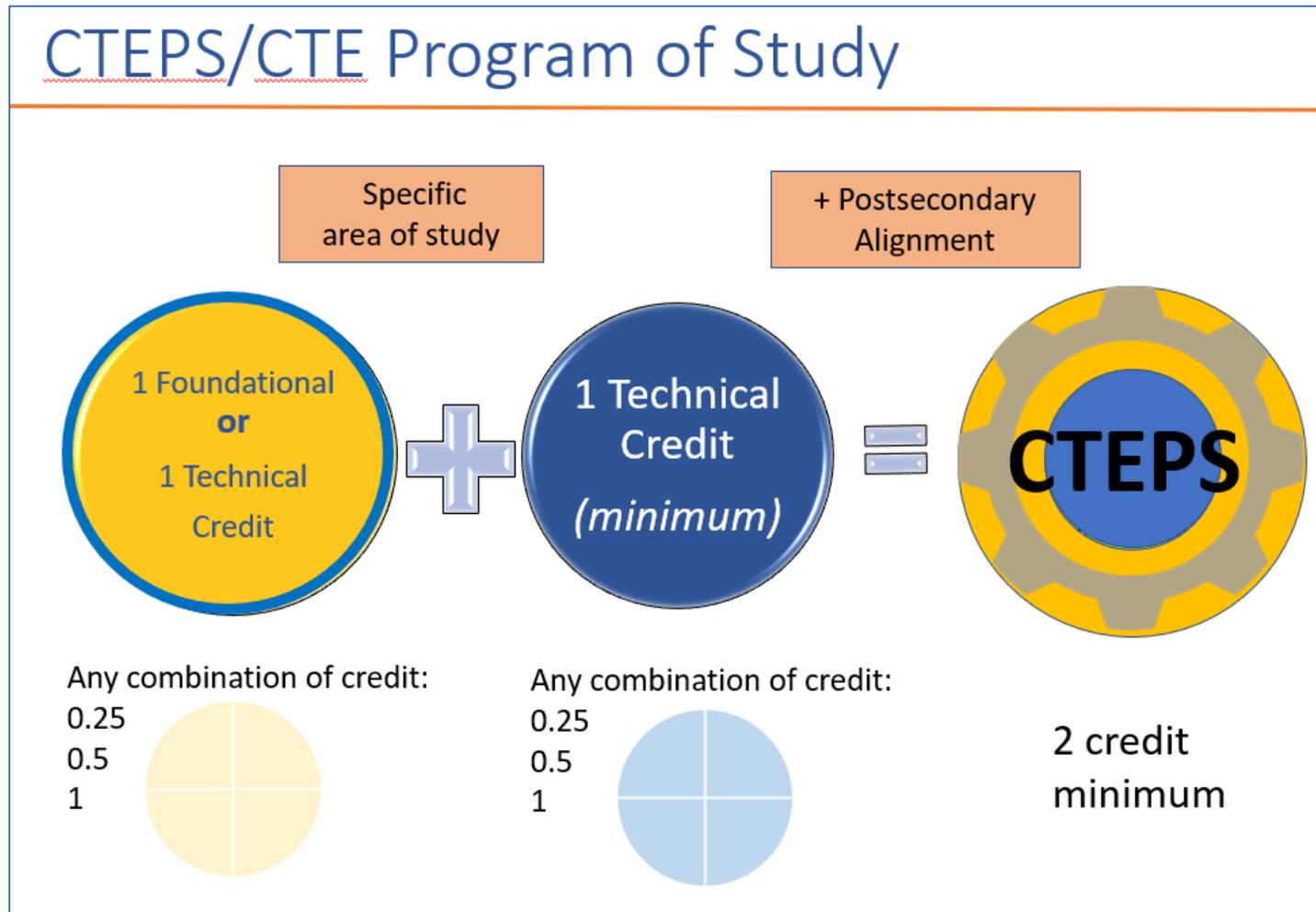


Perkins V programs are all built on the idea that students will be able to take Career and Technical Education Programs of Study – sequences of courses that are grouped together by [16 National Career Clusters and Pathways](#). Programs of Study, or CTEPS, may start with foundational courses like Employability Skills or Career Exploration, and work up to more technical skills. Each district must maintain one complete CTEPS within a single career cluster to qualify for Perkins V funding. Perkins V funds may only be spent on courses approved by DEED. Course approval requires course alignment with state standards on the [Course Description and Standards Crosswalk](#).

**Requirements of a CTEPS:**

- Incorporate challenging State academic [standards](#): English/LA, Math, Science, Employability Skills, Cultural
- Incorporate nationally recognized CTE technical standards (i.e., ProStart, NCCER, FAA, US Coast Guard, AWS Welding, etc.)
- Attain a Recognized Postsecondary Credential (RPC) whenever possible. ETT certification and FAA drone flying license are two examples.

- Complete at least two credits in a single occupation specific CTEPS. One of these credits may be foundational – i.e., life skills or exploratory, but the other must be in technical content, for example Welding I and Welding II, if each are .5 credit courses.
- Ability of a student during a typical high school tenure to complete an entire CTEPS, in the order of progression (for example Welding I leading to Welding II, and so on) and without duplicating courses.
- Includes alignment to a postsecondary entity (i.e., dual credit, an agreement with a technical school that a student completing the CTEPS could enter the program without the need for technical remediation, etc.)
- See Diagram – Next page



### Courses and CTEPS Forms/Resources:

- [Course Description and Standards Crosswalk](#) (Form 05-20-038 - Upload to DEED Portal as needed)

Form #05-24-016

Alaska Department of Education & Early Development

- [CTE Program of Study \(CTEPS\) Template](#) (Form 05-20-035)
- [CTEPS Course to Career Cluster diagram/16 Career Clusters List](#)
- [Alaska Standards Link](#)
- [2018 ACTE Quality CTE Program of Study Framework](#)

## Step 5: Annual Amendment (GMS)



The annual amendment in the [Grants Management System \(GMS\)](#) is NOT the application. It is simply the place where we approve the annual budgets, make sure all budget items are linked to needs/goals in the CLNA, ensure that federal assurances are met, and ask about any updates to the district's Advisory Committee or Four-Year Plan & Local Application. Advisory Committee minutes are uploaded into GMS every year, CLNA Results and Four-Year Plan & Local Application documents are uploaded into GMS as needed. All these documents and past budgets are available to anyone from the district with the proper authorization in GMS. Question #5 on the form above for each Part – list items that will likely be tagged to (Part B, for example) over the next four years – general description. These notes are more for the person filling out the CLNA/Application to make the connection between the need in the CLNA and what kinds of expenditures will likely be placed in budgets to fulfill this need. DEED program managers will review every budget item tag in GMS for direct alignment to the CLNA.

### GMS Annual Amendment Requirements:

- Assurances Page – required federal assurances
- Budget
  - All budget items must be tagged to a Part of the CLNA (Parts A-E) where the need for this budget item is listed
  - All budget items must have a narrative that includes which approved Perkins Career and Technical Education course the item is for and enough detail that the DEED Program Manager can determine if the item is approvable
- Related Documents Page
  - Advisory Committee minutes, uploaded annually
  - CLNA Results, and Four-Year Plan & Local Application documents, uploaded as needed
- Update page – this page contains information we ask for annually
  - Advisory Committee member list
  - Perkins V program data distribution – Like the Report Card, program data must be available to the public, we check this every year
  - Four-Year Plan & Local Application updates – if you had a significant change in your Application due to unforeseen circumstances, note it here
- **Dates to Remember:**
  - June 30<sup>th</sup> – Substantially Approvable (GMS Update must have Advisory Committee minutes, budget, Federal Assurances completed)

- September 30<sup>th</sup> – Reallocation (GMS Update must be completely approved by this date to qualify for these additional funds)

## Step 6: All-In-One Annual Data Collection and Portal



The [All-In-One](#) Annual Student Data Collection form is a requirement for Perkins V secondary districts. Due every year on June 15<sup>th</sup>, we ask you to download an Excel spreadsheet from the [DEED/CTE Portal](#), (password required) fill it out and upload it back to the Portal (you CANNOT email it to us, it has personally identifiable student information in it). We collect data on Perkins V Program Participants, and group them into Concentrators – those students who are graduating in the current year, and who have taken two or more Perkins approved courses in the same CTEPS. Districts should review the courses and groupings annually to see if it lines up with CLNA needs and should share it however possible (following FERPA guidelines) with the Advisory Committee annually. DEED generates the data using the student level information and posts it back to the Portal calculated for your use annually.

### Perkins V Core Performance Indicators:

- 1S1: Four-Year Graduation Rate
- 1S2: Extended-Year Graduation Rate (5 years in Alaska)
- 2S1: Academic Proficiency in Reading/Language Arts
- 2S2: Academic Proficiency in Mathematics
- 2S3: Academic Proficiency in Science
- 3S1: Secondary Post-Program Placement
- 4S1: Non-Traditional Program Concentration
- 5S1: Recognized Postsecondary Credential
- 5S2: CTE Program Quality Indicator – Postsecondary Credit (Collecting, not reporting to Feds)
- 5S3: CTE Program Quality Indicator – Work Based Learning (Collecting, not reporting to Feds)

### Subpopulation Groups for disaggregation:

- Gender
- Race and ethnicity (African American, Alaska Native/American Indian, Asian/Pacific Islander, Caucasian, Hispanic, Two or More Races)
- Migrant status
- Individuals with disabilities
- Individuals from economically disadvantaged families including low-income youth and adults
- Individuals preparing for non-traditional fields (NTO)
- Single parents including single pregnant women
- Out of work individuals
- English learners
- Homeless individuals

- Youth who are in or who have aged out of the foster care system
- Youth with a parent who is an active-duty member of the armed forces

# BOOK DISTRIBUTIONS AND FAMILY LITERACY EVENTS

By: Jacob Ray



## VILLAGES/SITES THAT I HAVE VISITED



- Buckland
- Deering
- Shungnak
- Selawik
- KMHS
- Noorvik
- Ambler
- Kivalina
- Kiana
- Noatak



## VILLAGES/SITES I NEED TO VISIT



- JNES
- Kobuk



BOOKS FOR  
DISTRIBUTION  
SEMESTER ONE OF  
FY 25

# 24/25 FIRST BOOK DISTRIBUTION LIST



**Pre-K** *We're Going on a Bear Hunt*  
By: Michael Rosen  
"We're going on a bear hunt.  
We're going to catch a big one.  
What a beautiful day!  
We're not scared.  
Ready for some fun? Come along!"

**K** *After the Fall*  
By: Dan Santat  
"Inspiring and unforgettable, this epilogue to the beloved classic nursery rhyme will encourage even the most afraid to overcome their fears, learn to get back up—and reach new heights."

**1st** *Let Liberty Rise*  
By: Chana Stiefel  
"Chana Stiefel's charming narrative and Chuck Glienik's playful illustrations highlight an inspiring story about the unstoppable spirit of America -- and what we can accomplish when everyone works together!"

**2nd** *The Stranger*  
By: Chris Van Allsburg  
"Chris Van Allsburg again explores that fine line between reality and fantasy. His evocative full-color artwork catches every nuance of the mysterious stranger as he blows on a leaf until it slowly turns from green to golden red. Here is a new perspective on the changing seasons."

**3rd** *Charlotte's Web*  
By: E.B. White  
"Wilbur was lovingly raised by a girl named Fern. But now he's a barn pig. He's bored and lonely -- until he meets Charlotte, the beautiful grey spider who also lives in the barn. Charlotte thinks of a wonderful way to save Wilbur from a pig's unhappy fate. Her clever plan will delight you."

**4th** *Tales of the Ancient World*  
By: Stefan Milosavljević  
"What links shipwrecks, Egyptian treasure, and fossilized Viking poop? They're all things that have been discovered by archaeologists! Pick up your shovel and dig into the world of archaeology in this gripping book of adventures from Youtuber Stefan Milosavljević."

**5th** *The Noisy Paint Box*  
By: Barb Rosenstock  
"In this exuberant celebration of creativity, Barb Rosenstock and Mary Grandpre tell the fascinating story of Vasily Kandinsky, one of the very first painters of abstract art. Throughout his life, Kandinsky experienced colors as sounds, and sounds as colors--and bold, groundbreaking works burst forth from his noisy paint box."

**6th** *Aliens*  
By: Joalda Morancy  
"Join space expert Joalda Morancy on an out-of-this-world adventure in search of aliens. Get ready to enscross the universe to meet robots on Mars, fly through the clouds of Venus, and dive into underground oceans on icy moons."

**7th** *Breaker Boys*  
By: Michael Burgen  
"Little boys, some as young as 6, spent their long days, not playing or studying, but sorting coal in dusty, loud, and dangerous conditions. Many of these breaker boys worked 10 hours a day, six days a week--all for as little as 45 cents a day. Child labor was common in the United States in the 19th century. It took the compelling photographs of Lewis Hine and others to bring the harsh working conditions to light."

**8th** *Little Women*  
By: Louisa May Alcott  
"Little Women was originally published in two volumes in 1868 and 1869. It follows the lives of the four March sisters--Meg, Jo, Beth, and Amy--from childhood to womanhood and is loosely based on the author and her three sisters."

**9th** *The Odyssey*  
Adapted by: Gillian Cross  
Odysseus faces storm and shipwreck, a terrifying man-eating Cyclops, the alluring but deadly Sirens, and the fury of the sea-god Poseidon as he makes his ten-year journey home from the Trojan War. While Odysseus struggles to make it home, his wife, Penelope, fights a different kind of battle as her palace is invaded by forceful, greedy men who tell her that Odysseus is dead and she must choose a new husband."

**10th** *Neurocomic*  
By: Dr. Matteo Farinella and Dr. Hana Roš  
"Neuroscientists Dr. Matteo Farinella and Dr. Hana Roš unravel the mysteries of the human brain in this groundbreaking graphic novel that provides a unique insight into the most complex thing in the universe."

**11th** *The Road*  
By: Cormac McCarthy  
"A father and his son walk alone through burned America. Nothing moves in the ravaged landscape save the ash on the wind; it is cold enough to crack stones, and when the snow falls it is grey. The sky is dark. Their destination is the coast, although they don't know what awaits them there. They have nothing, just a pasta to defend themselves against the swine bands that stalk the road, the clothes they are wearing, a cart of scavenged food--and each other."

**12th** *The Trials of Phillis Wheatley*  
By: Henry Louis Gates  
"The slave Phillis Wheatley literally wrote her way to freedom when, in 1773, she became the first person of African descent to publish a book of poems in the English language. In *The Trials of Phillis Wheatley*, Henry Louis Gates, Jr. brilliantly conveys the pivotal roles that Wheatley and Jefferson have played in shaping the black literary tradition."

# FAMILY LITERACY EVENT: BUCKLAND

- 114 People in Attendance



# FAMILY LITERACY EVENT: DEERING

- 54 People in Attendance



# FAMILY LITERACY EVENT: SHUNGNAK

- 30 People in Attendance



# FAMILY LITERACY EVENT: SELAWIK

- 49 People in Attendance



# FAMILY LITERACY EVENT: NOORVIK

- 67 People in Attendance



# FAMILY LITERACY EVENT: AMBLER

- 21 People in Attendance



# FAMILY LITERACY DAY: KIVALINA

- 65 People in Attendance



# FAMILY LITERACY EVENT: KIANA

- 14 People in Attendance



## STUDENT/PARENT SURVEYS

- In-Class Surveys -1,023 total surveys
  - A way to get an idea of what students are wanting
- Family Literacy Event Student Surveys- 45 surveys
  - A way to understand what genre students are interested in
- Family Literacy Event Parent Surveys- 110 surveys
  - A way to understand how parents are seeing their student's reading habits



# 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: 621 059 930#

### Agenda

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**November 18, 2024**

**10:30 a.m.**

- I. FY25 Financial Report as of October 31, 2024
- II. FY26 Budget Development Schedule
- III. Action Items with Budget impact:
  - Approval of MOA Increase – JLM, LLC
  - Approval of DocuSign 3-Year Agreement Purchase
  - Approval of FY-25 Contract; J & H Consulting
- IV. Future Business:
  - FY26 Preliminary Budget

**Administrative Services Business Manager: Natalie Dickey**

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

## FY26 Budget Development Schedule

---

<u>Date</u>	<u>Budget Process</u>
November	Directors/Departments are given their budget workbooks to use to develop their budgets for the next year
Early to Mid-December	Final Student Count is Verified by DEED from October 2024 Count.
Mid-December	Funding for FY25 school year is verified by DEED. Will inform NWAB of any changes.
January 1, 2025	Budgets due back from Directors/Departments
By February 1, 2025	Superintendent and Administration project personnel and fixed costs for FY26 and develop a preliminary budget.
February, 2025	Administration reviews, discusses, adjusts preliminary budget before Board presentation.
March, 2025	FY26 Operating Budget is presented to the School Board and adjusted at budget work session
March, 2025	Joint Session with Northwest Arctic Borough School District and Northwest Arctic Borough
April, 2025	FY26 Proposed Operating Budget is presented to the School board at the Regular School Board Meeting; as per Board Policy BP3000, the Board must adopt the annual budget by May 1 <sup>st</sup>
By May 1, 2025	Submit Adopted FY26 District Operating Budget to the Northwest Arctic Borough Mayor and Assembly
By July 15, 2025	Submit Adopted FY26 District Operating Budget to the State of Alaska Department of Education and Early Development

THIS SCHEDULE WILL CHANGE BASED ON THE APPROVED BOARD MEETING SCHEDULE AND DISTRICT NEEDS.

**Serving the Villages of**

**Ambler • Buckland • Deering • Kiana • Kivalina • Kobuk • Kotzebue • Noatak • Noorvik • Selawik • Shungnak**

**Northwest Arctic Borough School District**  
**Financial Narrative**  
**For Month Ending September 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 9/30/2024. The Board last received a report September 23, 2024 with expenditures and revenue through August 31, 2024.

We are approximately 25% through the fiscal year and have expended 20% of our general operating budget, and received 19% of our budgeted general fund revenue. 78% of our General Fund budget is expended and encumbered. As reported in the last meeting, the months of October and November will see a significant increase in expenditures.

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

		Approved				
		<u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
<b>Revenues By Object:</b>						
011	Other Borough Revenue	8,068,263	-	-	8,068,263	0%
012	In-Kind Contribution	-	-	-	-	NA
030	Interest Income	770,000	210,771	-	559,229	27%
040	Other Local Revenue	2,100,000	268,777	-	1,831,223	13%
047	E-Rate Program Revenue	7,205,220	3,133,800	14,987,592	(10,916,172)	43%
051	Foundation Program	38,250,938	9,453,972	-	28,796,966	25%
090	Other State Funding	4,800,549	-	-	4,800,549	0%
056	TRS On-Behalf	2,505,160	-	-	2,505,160	0%
057	PERS On-Behalf	447,788	-	-	447,788	0%
111	Impact Aid	3,476,274	-	-	3,476,274	0%
250		-	-	-	-	NA
<b>Revenue Totals</b>		67,624,192	13,067,320	14,987,592	39,569,280	19%
			19% % Received to date			

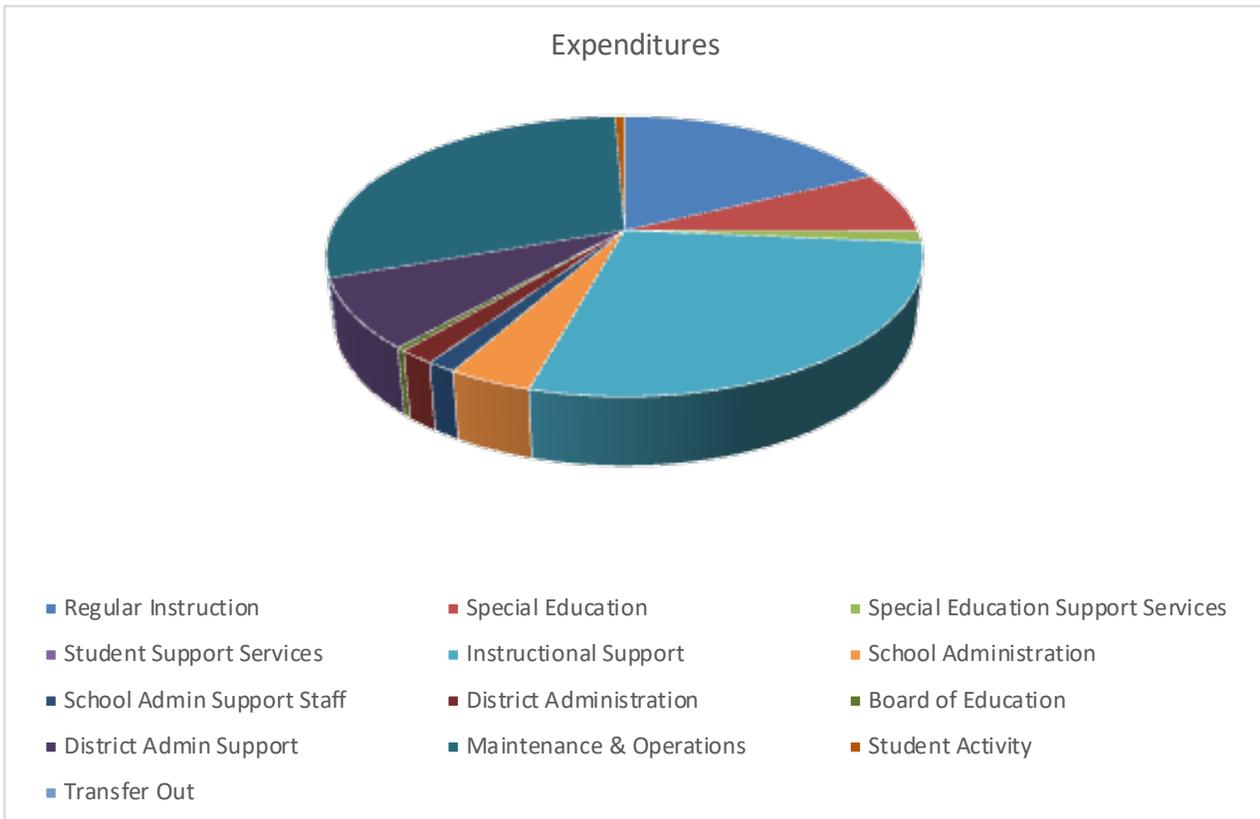
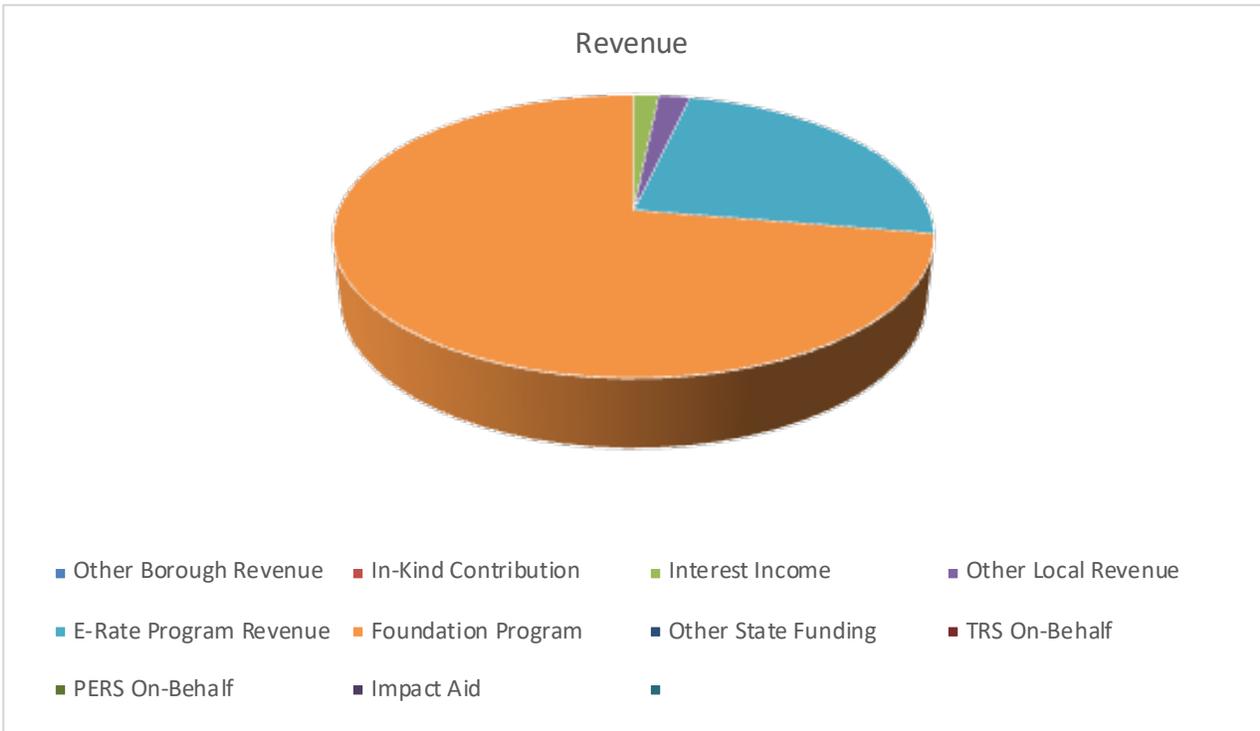
<b>Percentage of All Funds Total Budget Expended:</b>	19.84%
Percentage of Year Passed:	25.00%
General Checking Account Ending Balance	\$4,947,949.62
Wells Fargo IILD Account	\$15,440,084.56
JNES Scholarship Account	\$4,186.77
Month End Cash In Bank Account	<u><u>\$20,392,221</u></u>

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

		<u>Approved</u>				
		<u>Budget</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
<b>Expenditures By Object:</b>						
310	Certificated Salaries	15,429,407	2,593,973	10,866,280	1,969,154	17%
320	Non-Certificated Salaries	9,335,698	1,407,362	5,441,846	2,486,490	15%
331	Leave Pay Out	285,000	2,941	-	282,059	1%
333	Stipends	99,750	49,500	-	50,250	50%
360	Employee Benefits	12,645,809	1,806,511	1,307,963	9,531,336	14%
367	TRS On-behalf	2,505,160	-	-	2,505,160	0%
368	PERS On-behalf	447,788	-	-	447,788	0%
	<b>SUBTOTAL: Personnel</b>	<b>40,748,612</b>	<b>5,860,287</b>	<b>17,616,089</b>	<b>17,272,236</b>	<b>14%</b>
410	Professional & Technical Services	4,842,647	523,838	1,502,771	2,816,038	11%
420	Staff Travel	424,000	57,063	17,615	349,322	13%
420	Board Travel	108,852	3,843	14,808	90,201	4%
425	Student Travel	1,144,775	54,400	40,738	1,049,637	5%
430	Utility Services	8,410,727	3,562,453	16,934,093	(12,085,819)	42%
435	Energy-includes electricity & fuel	4,323,719	2,119,580	1,502,395	701,744	49%
440	Other Purchased Services	4,470,556	31,286	3,359,053	1,080,217	1%
445	Property & Liability Insurance	1,350,000	1,396,451	-	(46,451)	103%
450	Supplies, Materials & Media	1,754,263	408,054	267,316	1,078,893	23%
480	Tuition	40,000	-	15,509	24,491	0%
490	Dues & Fees	87,680	24,541	41,358	21,782	28%
510	Inventoried Equipment	55,000	-	-	55,000	0%
495	Indirect Cost Recovery	(250,000)	(48,134)	-	(248,211)	19%
	<b>SUBTOTAL: Non-Personnel</b>	<b>26,762,219</b>	<b>8,133,375</b>	<b>23,695,655</b>	<b>(5,113,157)</b>	<b>30%</b>
550	Transfer Out	3,005,214	-	-	3,005,214	0%
<b>Expense Totals</b>		<b>70,516,044</b>	<b>13,993,662</b>	<b>41,311,744</b>	<b>15,164,293</b>	<b>78%</b>
		20% Expended to date				
		<u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
<b>Expenditures by Function</b>						
100	Regular Instruction	17,977,977	2,508,622	8,019,279	7,450,077	14%
200	Special Education	8,627,583	1,002,128	3,338,327	4,287,128	12%
220	Special Education Support Services	1,260,998	178,395	705,924	376,679	14%
300	Student Support Services	297,660	5,688	1,059	290,913	2%
350	Instructional Support	10,303,824	3,905,475	17,766,885	(11,368,536)	38%
400	School Administration	3,334,747	536,307	1,825,566	972,874	16%
450	School Admin Support Staff	1,459,652	189,430	520,018	750,205	13%
510	District Administration	1,245,159	232,795	548,120	464,245	19%
511	Board of Education	642,793	58,944	62,936	520,913	9%
550	District Admin Support	3,122,143	1,126,199	1,198,338	797,606	36%
600	Maintenance & Operations	17,424,106	4,162,474	6,991,964	6,269,669	24%
700	Student Activity	1,814,189	87,208	333,329	1,393,652	5%
900	Transfer Out	3,005,214	-	-	3,005,214	0%
<b>Total Expenditures</b>		<b>70,516,044</b>	<b>13,993,662</b>	<b>41,311,744</b>	<b>15,210,638</b>	<b>78%</b>

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

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

		Approved <u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Variance</u>	<u>% of Budget</u>
<b>Expenditures by Object</b>					
333	Stipends	87,750	17,500	70,250	20%
36?	Benefits	290,511	2,150	288,361	1%
410	Professional & Technical Services	111,000	19,046	91,954	17%
420	Travel	108,852	3,843	105,009	4%
450	Supplies	5,000	30	4,970	1%
490	Other Expenses (Dues & Fees)	39,680	16,375	23,305	41%
<b>Total Expenditures</b>		<b>\$ 642,793</b>	<b>\$ 58,944</b>	<b>\$ 583,849</b>	<b>9%</b>

**Board Budget Summary**

**Board Stipends**

		Members	# of times	# of Days	FY25 TOTAL
\$ 250	NWALT Meeting - July 1, 2024	1	1	1	\$ 250
\$ 250	AASB Board Meeting in OTZ	1	1	3	\$ 750
\$ 250	Executive Committee Meeting	4	1	1	\$ 1,000
\$ 250	August Region Meeting	2	1	1	\$ 500
\$ 250	August 26 Board Meeting	11	1	1	\$ 2,750
\$ 250	August 27 Board Meeting	11	1	1	\$ 2,750
\$ 250	September 23 Board Meeting	11	1	1	\$ 2,750
\$ 250	September 24 Board Meeting	11	1	1	\$ 2,750
\$ 250	September QUAD Meeting	7	1	2	\$ 3,500
<b>TOTAL</b>					<b>\$ 17,500</b>

**Benefits**

	Health Insurance				\$ -
\$ 2,150	Other Benefits				\$ 2,150
<b>TOTAL</b>					<b>\$ 2,150</b>

**Professional & Technical Services**

\$ 11,666	Lobbyists				\$ 11,666
\$ 7,380	AASB Annual Meeting Services				\$ 7,380
<b>TOTAL</b>					<b>\$ 19,046</b>

**Travel & Perdiem**

\$ 2,308	Airfare/Hotel/Car				\$ 2,308
\$ 1,535	Per-Diem				\$ 1,535
<b>TOTAL</b>					<b>\$ 3,843</b>

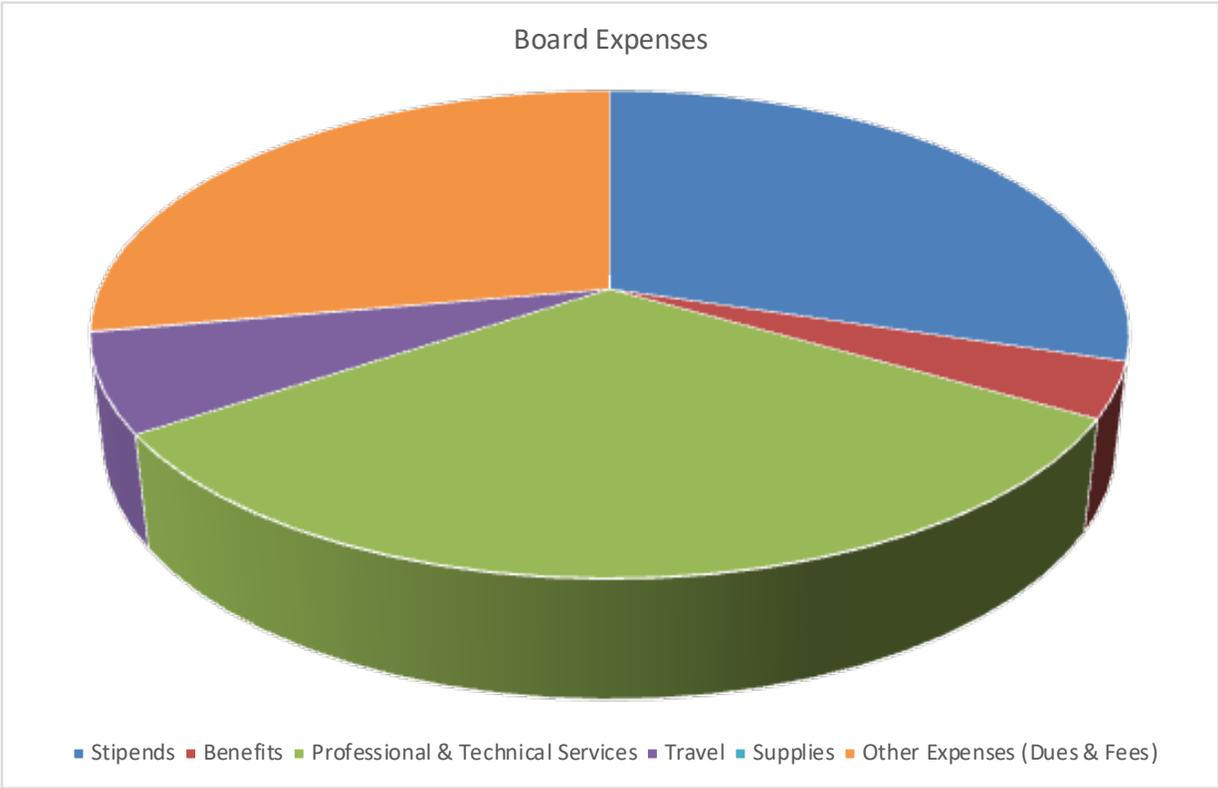
**Miscellaneous Exp**

\$ 30	Supplies, media and freight for Board & Board meetings				\$ 30.00
\$ 13,700	CEE membership and AASB fees				\$ 13,700.00
\$ 2,675	National School Board Association				\$ 2,675.00
<b>TOTAL</b>					<b>\$ 16,405</b>

**Grand Total \$ 58,944**

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

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

	<b>Fiscal Year</b>	<b>IILD GF Earnings</b>	<b>IILD CIP Earnings</b>	<b>Total Earnings</b>	
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	\$ 692,319.01	\$ -	\$ 692,319.01	
7	FY25	\$ 201,565.56	\$ -	\$ 201,565.56	<b>Year to date</b>
		<b>\$ 1,473,608.70</b>	<b>\$ 32,331.49</b>	<b>\$ 1,505,940.19</b>	

## MEMORANDUM

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**TO:** NWABSD Board of Education  
Members

**DATE:** November 18, 2024

**NUMBER:** 25-027

**FR:** Office of the Superintendent

**SUBJECT:** Approval of MOA  
Addendum – JLM, LLC

**ABSTRACT:**

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

**ISSUE:**

At issue is the Board's Approval to amend the Memorandum of Agreement (MOA) with Jenny Martens of JLM, LLC for a total amount not to exceed \$75,000.00.

**BACKGROUND AND/OR PERTINENT INFORMATION:**

Jenny Martens of JLM, LLC provides professional school business services for the Northwest Arctic Borough School District business office. The original MOA was generated for the amount of \$35,000.00. The amended MOA, which entails additional business office services during the transition and training of the previous Director of Administrative Services to the current Assistant Director of Administrative Services/Administrative Services Business Manager team, will be increased by \$33,000.00 for the remainder of FY25, for a total not to exceed \$75,000.00.

**ALTERNATIVES:**

1. Approve the amendment to Memorandum of Agreement (MOA) with Jenny Martens of JLM, LLC for the amount not to exceed \$75,000.00 as presented;
2. Disapprove the amendment MOA for JLM, LLC as presented;
3. Take no final action.

**ADMINISTRATION'S RECOMMENDATION:**

The administration recommends board approval of the MOA with JLM, LLC for a total amount not to exceed \$75,000.00 as presented.

**NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT**

**ADDENDUM TO  
MEMORANDUM OF AGREEMENT**

MOA # 225-002

Between

Contractor Name: JENNY MARTENS

Address: PO BOX 2163

PETERSBURG, AK 99833

and

**Northwest Arctic Borough School District**

The above referenced Memorandum of Agreement is hereby amended as follows:  
MOA Addendum:

	<u>Amount</u>
Account #: <u>100.099.550.000.410</u>	<u>\$ 68,000.00</u>
Account #: <u>100.099.220.000.410</u>	<u>\$ 5,000.00</u>
Account #: <u>292.099.220.000.410</u>	<u>\$ 2,000.00</u>
Account #: _____	<u>\$ _____</u>
Account #: _____	<u>\$ _____</u>
<b>NEW MOA Total:</b>	<u>\$ 75,000.00</u>

Budget Authority Approval: \_\_\_\_\_

Budget Authority Approval: \_\_\_\_\_

**Contractor Agrees:** n/a  
\_\_\_\_\_  
\_\_\_\_\_

**District Agrees:** n/a  
\_\_\_\_\_  
\_\_\_\_\_

Date of Board Approval (if applicable): November 19, 2024

Agreed to by:

\_\_\_\_\_  
Contractor, (Sign and Return to Program Contact Person) \_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent- Authorized Signature, NWABSD \_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Administrative Services, NWABSD \_\_\_\_\_  
Date

## **Instructions for Completing MOA Form**

1. You should have all of the information needed before completing and submitting the MOA. Please review the two-page MOA and if you have questions, contact Brad Eisel at 907-442-1822 or [beisel@nwarctic.org](mailto:beisel@nwarctic.org).
2. If you are not the budget authority (BA) for this MOA, please get the BA's approval as shown by their signature on page 1, prior to submitting for approvals.
3. In the "Contractor Agrees To" section, please be as detailed as possible in describing the services to be provided by the Contractor, such as number of training days, type of service, etc.
4. In the "District Agrees To" section, list in detail what the District is to provide the Contractor for their services, such as reimbursement of air travel, lodging, ground transportation, per diem, miscellaneous costs (i.e. copies and faxes), and cost of services, such as daily rate, flat fee, etc. Do not enter Payment terms in this section.
5. In the "Payment Terms" section, detail the instructions for the payment(s) to the Contractor (i.e. to be paid in 4 installments as work is performed and invoice is provided, or one payment at the completion of services when invoice is presented).
6. The MOA Control # is filled in on page 1 and on page 2 Section B, after MOA has all required approvals.
7. Remember to give yourself plenty of time to complete the MOA form and get the necessary approvals and signatures prior to having the services performed by the Contractor.
8. This contract may be terminated by either party with a 30-day written notice.

Northwest Arctic Borough School District

P. O. Box 51 Kotzebue, AK 99752

MEMORANDUM OF AGREEMENT (MOA)

MOA's for more than \$50,000 must be approved by the School Board prior to start of Contract
In a fiscal year MOA's to the same Contractor totaling more than \$50,000 must be approved by the School Board prior to start of Contract
Remember to follow federal procurement regulations when using federal funds to support the MOA

TAB BETWEEN FIELDS

Contractor: JLM, LLC (Jenny Martens) MOA Control #:
Name of Company Contact Brad Eisel for #

Address: P.O. Box 2163 Petersburg AK 99833
Street or POB City State Zip + four

907 650-7026 - jlmllcservices@gmail.com
Area Code Phone # Fax # E-mail Address

Federal ID #: Or Soc. Sec. #: 574-28-0401 Alaska Business License #:
Enter without Dashes Enter without Dashes

7/1/2024 6/30/2025 W-9 Attached W-9 Submitted Previously
Start Date (mmddyy) End Date (mmddyy) Verify with Brad Eisel

Contractor Agrees To: May 25, 2024: Provide professional school business services as per proposal dated
May 25, 2024 and additional services as agreed upon.
November 18, 2024: (update) To assist Business Office with FY24 Per Pupil Expenditure
Report and support Administrative Services Business Manager with answers to questions
for day-to-day business office questions.

W-9 Attachment

If additional space is needed, indicate here See attachment

District Contact Person: Terri Walker Phone #: (907)442-1802 Ext
Email Address: twalker@nwarctic.org Fax #:

District Agrees To: Pay contractor for requested services billed at \$110 per hour.

If additional space is needed, indicate here See attachment

Payment Terms: Payment to be made for invoiced services.

If additional space is needed, indicate here See attachment

Table with 2 columns: Enter Account Code as: and Amount. Rows include Account #: 100.099.550.000.410 (\$ 68,000.00), Account #: (blank) (\$), and Total: (\$ 68,000.00)

MOA Not to Exceed: \$68,000.00 Budget Authority Approval:

## Additional Conditions/Provisions

### **A - GENERAL INFORMATION**

1. All associated costs, not limited to fees and reimbursables, must be included in the MOA. All MOA's for more than \$50,000 require prior School Board approval before Contractor provides any service. (BP 3312)
2. The account to be charged must be determined and approved by the individual with budget authority prior to submission of the MOA to Brad Eisel. It is important to verify funds are available before submitting.
3. Prior to the starting date of the contracted services and/or activities, the Contractor and NWABSD must sign the MOA. The Contractor is not to be given a notice to proceed unless all the appropriate parties have approved and signed the MOA.
4. The District Contact Person will be responsible for obtaining the Contractor's signature and submitting the original MOA to Brad Eisel along with a W-9 for tax purposes.
5. The District Contact Person must approve for payment all Contractor invoices and verify receipts and backup documentation prior to submission for payment to the Accounting Department.
6. The Contractor must pay all expenses, and submit receipts for reimbursement, (airline receipt, hotel receipt, other travel related expenses). Mileage tickets are not eligible for reimbursement.
7. MOA's cannot be used for employee contracts or work agreements.
8. Any NWABSD employee who authorizes services prior to the required approvals may be subject to disciplinary action up to and including termination. (BP 4118, 4218)

### **B - CONTRACTOR RESPONSIBILITIES**

1. Check the MOA for contents and completeness. If the terms are agreeable, sign the agreement and return to the individual named as the Contact Person.
2. In accordance with the payment terms set forth on page 1, the Contractor shall submit a detailed invoice with the dates the services were provided and the appropriate documentation (copies of itineraries, airline tickets, hotel bills, ground transportation, etc.) to the District Contact Person for approval of payment. This **MOA Control #:** must be on the invoice.
3. As a condition of performance, the Contractor must pay all federal, state, and local taxes incurred by the Contractor.
4. A W-9 must be on file with the NWABSD or submitted with this MOA.
5. The Contractor must provide proof of any liability insurance coverage required on page 1 of this MOA.
6. To the extent allowed by law, the Contractor shall indemnify, defend, and hold the NWABSD harmless from any liability resulting from or arising out of the acts of the Contractor in the performance of this MOA.
7. This contract may be terminated by either party with a 30-day written notice.

I HEREBY ACCEPT THIS MOA AND THE CONDITIONS/PROVISIONS CONTAINED HEREIN.

**Any changes in the terms of this MOA must be on an ADDENDUM FORM prior to any services being performed. The ADDENDUM FORM must be approved by all parties.**

Deborah Walker

Asst. Director of Administrative Services – Fiscal  
Approval

Asst. Director's Signature

Date (mm/dd/yy)

Terri Walker

Superintendent – Authorized Signer NWABSD

Superintendent's Signature

Date (mm/dd/yy)

Jenny Martens

Contractor – JLM LLC.

Contractor's Signature

Date (mm/dd/yy)

## MEMORANDUM

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**TO:** NWABSD Board of Education  
Members

**DATE:** November 19, 2024

**NUMBER:** 25-035

**FR:** Office of the Superintendent

**SUBJECT:** Approval of DocuSign 3-  
Year Agreement  
Purchase

**STRATEGIC PLAN/BOARD GOAL:**

Track 1: Operational Improvements  
*Initiative: Optimize Business Practices*

**ABSTRACT:**

Board approval is required for purchases exceeding \$50,000.

**ISSUE:**

At issue is the purchase of the DocuSign 3-Year Agreement in the amount of \$149,938.00 to provide electronic agreements and signing as presented.

**BACKGROUND AND/OR PERTINENT INFORMATION:**

The NWABSD sought an electronic document signing program when the COVID-19 pandemic impacted in-person paper contract signing. The onboarding of DocuSign has continued and is currently used by schools and the following departments: Administrative Services, Technology, State & Federal Programs, Human Resources, Assistant Superintendent, and Student Services.

The 3-year agreement will allow the District to continue the DocuSign program with costs locked in and funding secured for the next three years through September 30, 2027.

Funding is available and budgeted in the FY25 Technology General Funds – Software .475.

**ALTERNATIVES:**

1. Purchase the DocuSign 3-Year Agreement in the amount of \$149,938.00 to provide electronic agreements and signatures as presented;
2. Do not purchase the DocuSign 3-Year Agreement as presented;
3. Take no final action.

**ADMINISTRATION'S RECOMMENDATION:**

The administration recommends that the Board purchase the DocuSign 3-Year Agreement for \$149,938.00 to provide electronic agreements and signatures as presented.



DocuSign, Inc.  
221 Main Street, Suite 1550  
San Francisco, CA 94105

**Offer Valid Through:** Sep 30, 2024

**Prepared By:** Jennifer Drouillard

**Quote Number:** Q-01600940

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## ORDER FORM

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### Address Information

**Bill To:**

Northwest Arctic Borough School District  
744 3rd Ave,  
Kotzebue, AK, 99752  
United States

**Ship To:**

Northwest Arctic Borough School District  
P.O. BOX 51,  
Kotzebue, AK, 99752-0051  
United States

**Billing Contact Name:**

Accounts Payable

**Billing Email Address:**

accountspayable@nwarctic.org

**Billing Phone:**

+1.907.442.3472

**Shipping Contact Name:**

Amy Eakin

**Shipping Email Address:**

aeakin@nwarctic.org

**Shipping Phone:**

(907) 442-1830

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### Order Details

**Order Start Date:** Oct 1, 2024

**Order End Date:** Sep 30, 2027

**Billing Frequency:** Annual

**Payment Method:** Check

**Payment Terms:** Net 30

**Currency:** USD

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### Products

Product Name	Subscription No.	Start Date	End Date	Quantity	Net Price
eSignature Enterprise Pro Edition - Envelope Subs.	SUB-1533738-1	Oct 1, 2024	Sep 30, 2027	30,000	\$120,900.00
Multi-Channel Delivery	SUB-1533738-1	Oct 1, 2024	Sep 30, 2027	5,000	\$2,000.00
Enterprise Premier Support - eSign	SUB-1533738-1	Oct 1, 2024	Sep 30, 2027	1	\$27,038.00

**Grand Total: \$149,938.00**

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### Annualized Total

Year 1 Total: \$49,979.33

Year 2 Total: \$49,979.33

Year 3 Total: \$49,979.33

The annualized totals above are displayed for general guidance only and may differ from the total amounts displayed on an invoice. Please refer to the Order Details and Products sections above for complete and accurate totals.

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### **Product Details**

eSignature Envelope Allowance: 30,000

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### **Overage/Usage Fees**

eSignature Enterprise Pro Edition - Envelope Subs. (Per Transaction): \$8.80  
Multi-Channel Delivery: \$0.50

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### **Order Special Terms**

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### **Terms & Conditions**

This Order Form is governed by the terms Master Services Agreement available online at: <https://www.docusign.com/legal/terms-and-conditions/msa/pub-sec> and the applicable Service Schedule(s) and Attachments for the Docusign Services described herein available online at <https://www.docusign.com/legal/terms-and-conditions/msa-service-schedules>.

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### **Billing Information**

Prices shown above do not include any sales, use, value added (VAT), goods and services (GST), and/or any other similar taxes, duties, levies and or charges of any nature that might be imposed or required to be collected (collectively "taxes") by Docusign. Any such taxes are the responsibility of the Customer and will appear on the final invoice(s), as applicable. Taxes are calculated based on the ship-to location listed on your order form.

Invoice(s) for this order will be emailed automatically from [invoicing@erp.docusign.com](mailto:invoicing@erp.docusign.com).

Please make sure this email address is on an approved setting or safe senders list, so notifications do not go to a junk folder or get caught in a spam filter.

**For U.S. Customers**

Is the contracting entity exempt from sales tax?

Please select Yes or No:

If yes, please send the required tax exemption documents immediately to

[taxexempt@docusign.com](mailto:taxexempt@docusign.com).

**For Non U.S. Customers**

Verify that the VAT, GST, TIN, or similar tax identification number below is correct, or provide the correct number to your Docusign contact. If the VAT, GST, or TIN identification number is not populated below, it will be assumed that you are not a VAT/GST registered taxpayer.

VAT, GST, TIN or similar tax identification number:

**For other tax exemption requests, please email the applicable tax exemption documentation to [taxexempt@docusign.com](mailto:taxexempt@docusign.com).**

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**Purchase Order Information**

Is a Purchase Order ("PO") required for the purchase or payment of the products on this Order Form?

Please select:      Yes              No

By marking "No", Customer agrees to process payment for any invoices issued pursuant to this Order Form without a PO Number.

If yes, please complete the following information, and attach your PO (if available), and the invoice will be issued referencing such PO Number:

PO Number:

Please attach PO Attachment here:

If "Yes" is marked, but a PO Number is not provided or a PO document is not attached, then Customer agrees to provide the PO information or PO document to Docusign at its earliest convenience by sending to [POSubmission@docusign.com](mailto:POSubmission@docusign.com) referencing this Quote Number, but agrees to still process payment per the agreed upon terms.

If Customer has attached a PO (or other document) to this Order Form, Customer acknowledges and agrees that any additional or conflicting terms appearing in such PO (or any other document) are invalid.

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**By signing this Agreement, I certify that I am authorized to sign on behalf of the Customer and agree to the Terms and Conditions of this Order Form and any documents incorporated herein.**

**Customer**

Signature:

Name:

Job Title:

Date:

**DocuSign,  
Inc.**

Signature:

Name:

Job Title:

Date:

## MEMORANDUM

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**TO:** NWABSD Board of Education  
Members

**DATE:** November 15, 2024

**NUMBER:** 25-039

**FM:** Office of the Superintendent

**SUBJECT:** Approval of FY-25  
Contract; J & H Consulting

**STRATEGIC PLAN/BOARD GOAL:**

Support student-centered learning environments.

**ABSTRACT:**

Contracts exceeding \$50,000 requires Board approval.

**ISSUE:**

At issue is the approval of the FY-25 lobbyist contract with J & H Consulting in the amount not to exceed \$75,000.

**BACKGROUND AND/OR PERTINENT INFORMATION:**

The NWABSD has contracted with J & H Consulting, Reggie Joule and Christine Hess, to assist administration with NWABSD lobbying and legislative priorities during the legislative session. Critical issues to be addressed include adequate funding for possible construction, coordination of the legislative fly-ins and the legislative priorities of the NWABSD. Administration believes it is crucial that the school district maintain a presence with Juneau year-round to assist our representatives and lobbyists with district issues.

The contracted amount for services and related expenses is a total not to exceed \$75,000. Contract to begin January 1, 2025 – December 31, 2025.

**ALTERNATIVES:**

1. Approve the FY-25 lobbyist contract J & H Consulting in the amount not to exceed \$75,000.00 as presented;
2. Disapprove the FY-25 lobbyist contract with J & H Consulting as presented;
3. Take no action.

**ADMINISTRATION'S RECOMMENDATION:**

The administration recommends the Board approve the FY-25 lobbyist contact with J & H Consulting in the amount not to exceed \$75,000.00 as presented.

## **Instructions for Completing MOA Form**

1. You should have all of the information needed before completing and submitting the MOA. Please review the two-page MOA and if you have questions, contact Brad Eisel at 907-442-1822 or [beisel@nwarctic.org](mailto:beisel@nwarctic.org).
2. If you are not the budget authority (BA) for this MOA, please get the BA's approval as shown by their signature on page 1, prior to submitting for approvals.
3. In the "Contractor Agrees To" section, please be as detailed as possible in describing the services to be provided by the Contractor, such as number of training days, type of service, etc.
4. In the "District Agrees To" section, list in detail what the District is to provide the Contractor for their services, such as reimbursement of air travel, lodging, ground transportation, per diem, miscellaneous costs (i.e. copies and faxes), and cost of services, such as daily rate, flat fee, etc. Do not enter Payment terms in this section.
5. In the "Payment Terms" section, detail the instructions for the payment(s) to the Contractor (i.e. to be paid in 4 installments as work is performed and invoice is provided, or one payment at the completion of services when invoice is presented).
6. The MOA Control # is filled in on page 1 and on page 2 Section B, after MOA has all required approvals.
7. Remember to give yourself plenty of time to complete the MOA form and get the necessary approvals and signatures prior to having the services performed by the Contractor.
8. This contract may be terminated by either party with a 30-day written notice.

Northwest Arctic Borough School District

P. O. Box 51 Kotzebue, AK 99752

MEMORANDUM OF AGREEMENT (MOA)

MOA's for more than \$50,000 must be approved by the School Board prior to start of Contract
In a fiscal year MOA's to the same Contractor totaling more than \$50,000 must be approved by the School Board prior to start of Contract
Remember to follow federal procurement regulations when using federal funds to support the MOA

TAB BETWEEN FIELDS

Contractor: J&H Consulting LLC. MOA Control #:
Name of Company Contact Brad Eisel for #

Address: PO BOX 23293 JUNEAU AK 99802
Street or POB City State Zip + four

907 350-5057 -
Area Code Phone # Fax # E-mail Address

Federal ID #: Or Soc. Sec. #: Alaska Business License #:
Enter without Dashes Enter without Dashes

01/01/2024 12/31/2025 W-9 Attached W-9 Submitted Previously
Start Date (mmddyy) End Date (mmddyy) Verify with Brad Eisel

Contractor Agrees To: SEE ATTACHED STATEMENT

If additional space is needed, indicate here See attachment

District Contact Person: Terri Walker Phone #: 907-442-1802 Ext
Email Address: twalker@nwarctic.org Fax #: (907)442-2246

District Agrees To: Provide information as requested in order for the contractor to perform his services as
District Lobbyist and Consultant.

If additional space is needed, indicate here See attachment

Payment Terms: Payable upon completed work and submission of invoice(s).
Pay reimbursement as appropriate for any travel relevant to District needs as requested by the
Superintendent.

If additional space is needed, indicate here See attachment

Table with 2 columns: Account Code and Amount. Total: \$ 75,000.00

MOA Not to Exceed: \$ 75,000.00 Budget Authority Approval:

## Additional Conditions/Provisions

### **A - GENERAL INFORMATION**

1. All associated costs, not limited to fees and reimbursables, must be included in the MOA. All MOA's for more than \$50,000 require prior School Board approval before Contractor provides any service. (BP 3312)
2. The account to be charged must be determined and approved by the individual with budget authority prior to submission of the MOA to Brad Eisel. It is important to verify funds are available before submitting.
3. Prior to the starting date of the contracted services and/or activities, the Contractor and NWABSD must sign the MOA. The Contractor is not to be given a notice to proceed unless all the appropriate parties have approved and signed the MOA.
4. The District Contact Person will be responsible for obtaining the Contractor's signature and submitting the original MOA to Brad Eisel along with a W-9 for tax purposes.
5. The District Contact Person must approve for payment all Contractor invoices and verify receipts and backup documentation prior to submission for payment to the Accounting Department.
6. The Contractor must pay all expenses, and submit receipts for reimbursement, (airline receipt, hotel receipt, other travel related expenses). Mileage tickets are not eligible for reimbursement.
7. MOA's cannot be used for employee contracts or work agreements.
8. Any NWABSD employee who authorizes services prior to the required approvals may be subject to disciplinary action up to and including termination. (BP 4118, 4218)

### **B - CONTRACTOR RESPONSIBILITIES**

1. Check the MOA for contents and completeness. If the terms are agreeable, sign the agreement and return to the individual named as the Contact Person.
2. In accordance with the payment terms set forth on page 1, the Contractor shall submit a detailed invoice with the dates the services were provided and the appropriate documentation (copies of itineraries, airline tickets, hotel bills, ground transportation, etc.) to the District Contact Person for approval of payment. This **MOA Control #:** must be on the invoice.
3. As a condition of performance, the Contractor must pay all federal, state, and local taxes incurred by the Contractor.
4. A W-9 must be on file with the NWABSD or submitted with this MOA.
5. The Contractor must provide proof of any liability insurance coverage required on page 1 of this MOA.
6. To the extent allowed by law, the Contractor shall indemnify, defend, and hold the NWABSD harmless from any liability resulting from or arising out of the acts of the Contractor in the performance of this MOA.
7. This contract may be terminated by either party with a 30-day written notice.

I HEREBY ACCEPT THIS MOA AND THE CONDITIONS/PROVISIONS CONTAINED HEREIN.

**Any changes in the terms of this MOA must be on an ADDENDUM FORM prior to any services being performed. The ADDENDUM FORM must be approved by all parties.**

Natalie Dickey

Business Office Manager of Administrative Services Fiscal  
Approval

Business Office Manager's Signature

Date (mm/dd/yy)

Terri Walker

Superintendent –Authorized Signer NWABSD

Superintendent's Signature

Date (mm/dd/yy)

Contractor

Contractor's Signature

Date (mm/dd/yy)

**PROPOSAL FOR  
NORTHWEST ARCTIC SCHOOL DISTRICT AND BOARD  
LOBBYING SERVICES  
Legislative Session 2025**

**J&H Consulting, LLC  
P.O. Box 23293  
Juneau, AK 99802  
and  
P.O. Box 673  
Kotzebue, AK 99752**

**Contact: Reggie Joule (907) 350-5057**

Greetings,

First, we would like to thank the Northwest Arctic Borough School District, all of the Board members, administration and Superintendent Walker for the opportunity to work with you the last seven years, it has been a pleasure. In fact, J&H Consulting is very proud that the NWABSD was one of our first clients. Our firm's objective is to work with our clients as partners in achieving your goals and objectives. We work with our clients in telling their unique story in such a way that targeted organizations want to assist our clients in reaching their goals. Luckily, the Northwest Arctic Borough School District (NWABSD) has a great story to tell with the district and Board successfully using innovative approaches for education delivery. For those of you that don't know us very well, the J&H principals are Christine Hess and Reggie Joule. Christine is an attorney, real estate developer, and lobbyist with extensive experience in state and local government. Reggie Joule served eight terms in the Alaska state legislature representing District 40, and one term as Mayor of the Northwest Arctic Borough. John Walsh has been lobbying many years and has roots in rural Alaska. The firm continues to maintain a wide network of relationships in the state capital and executive branch that provides access to timely information. J&H is one of the few lobbying firms that has lobbying experience on three levels: from within the legislature, from within a local government, and on behalf of private clients. This experience helps J&H effectively advance our clients' priorities.

We appreciate you taking the time to review our proposal.

Best Regards,

*Reggie Joule and Christine Hess*

Reggie Joule and Christine Hess, Partners  
J&H Consulting LLC

J&H uses a variety of methods and approaches to effectively lobby for our clients. First and foremost, we have established a large network within the legislature, the governor's office, and executive branch agencies, many of whom we have worked with for over twenty years. The J&H team has a reputation for working across party lines and meeting and respecting both the minority and majority caucuses, regardless of how political winds shift. We are known for finding common ground and building bridges between diverse groups and political positions to find commonsense solutions to problems. This work history brings the J&H team significant good will in Juneau. We have a history of working quietly behind the scenes to get results. We respect and pay attention to people at all levels of the political process, including the most junior staffers and even building staff, and we often gain unexpected access to information from this network. We utilize our network to help advance our clients' priorities.

J&H also believes that an important part of lobbying is effective messaging. Working with our clients, we analyze the client's history, priorities, and achievements, and then develop a clear message. We develop printed materials supporting the message and use these materials as tools during visits to the Capitol, leaving them in legislative offices to reinforce our face-to-face communications.

During session, J&H arranges client visits with legislators and the administration both in and out of the Capitol building. With our office location less than a block from the Capitol, informal sidewalk and coffee shop meetings have always enhanced our effectiveness. We work with our clients to reemphasize the developed message, maintain focus on client priorities, and to repeat the message as often as possible to decision makers. Throughout the session we maintain frequent contact with key legislators, the administration and our clients. We monitor all bills and budget items important to our clients.

J&H Consulting approaches the session in three quarters. For the upcoming year and legislative session, J&H Consulting proposes the following approach and strategy to accomplish its priorities:

Phase One - Preliminary Start, December 15<sup>th</sup> to January 30<sup>th</sup>. During phase one of the legislative session, J&H will work with the school district to accomplish the following:

- Establish priorities and goals, and meet with the NWABSD to ensure that we have a firm understanding of your needs;
- Establish a written and oral communication schedule with the NWABSD for the legislative session;
- Determine if there are any partners to work with in achieving the NWABSD's priorities like NWALT, conduct outreach, set up meetings to advance the client's interest;
- Develop a strategy to advance awareness of the NWABSD's accomplishments, priorities, and funding needs;
- Review all bills, including the operating and capital budgets, and flag bills to monitor and review with the school NWABSD. Determine whether bill amendments are needed, or legislation needs to be introduced and draft any needed language. Find sponsors to advance legislation or needed changes;

- Schedule an initial round of legislative and administrative visits to advance the NWABSD's priorities;
- Notify the school district of any meetings it should attend or chances to testify or provide written comments as appropriate, and assist with any written material as requested;
- Work with the representatives from the school district and board on advancing the NWABSD's priorities;
- Ensure the NWABSD's capital projects are included in the legislative budget database or are on DEED's capital construction and maintenance lists;
- Advocate on all levels for the NWABSDs outlined priorities;
- Attend relevant meetings and report to the NWABSD;
- Provide written and oral updates to client, maintaining a close working relationship with the NWABSD;
- When needed, engage in outreach and communication with the administration, state agencies, or other entities;
- Touch bases with legislative leadership on the strategy and plans for the legislative session; and
- Seek alliances with other organizations with similar priorities and perform outreach.

Phase Two - Middle Zone, February 1<sup>st</sup> to March 1<sup>st</sup>: This period is the monitoring period, when it is necessary to ensure that any legislation, including budgets, are making steady progress through the committee process. If any legislation is being held up, J&H will work to resolve problems and move the legislation forward. Adjustments to strategy may occur as needed and in consultation with the NWABSD. If a first round of visits did not occur by January 30<sup>th</sup>, it is essential that legislative and administrative visits take place at this point. If visits did take place, a second round of visits may occur to follow up on questions and to meet with a different group of legislators. During this phase, J&H will continue performing the tasks outlined above and also perform the following:

- Monitor all targeted bills and budget items and notify NWABSD of any progress;
- Bring any newly relevant introduced legislation to the NWABSD's attention. Propose, draft and find sponsors for any needed amendments;
- Attend relevant meetings and report to NWABSD. Provide written and oral updates to NWABSD;
- Schedule needed meetings with legislators or administration officials to keep priority legislation moving through the process, with a focus on committee members that are hearing or will hear priority legislation;
- Notify the NWABSD of any meetings it should attend or chances to testify or provide written comments as appropriate, and assist with any written material as requested;
- Revise legislative strategy as needed with client;
- Advocate for the NWABSD's priorities on all levels;
- Touch basis with legislative leadership on the strategy and plans for the legislative session;
- Continue to build relationships and alliances with legislators, the administration, and other organizations; and
- Provide written and oral updates to the client and maintain a close working relationship with the NWABSD.

End Game, March 1<sup>st</sup> to End of Session: This final phase of session requires a daily physical presence in the Capitol and active monitoring of all legislation and budgets, as legislation can change quickly and with little notice, especially after the 24-hour rule goes into effect. J&H will actively keep in contact with the NWABSD and any legislator carrying legislation or a capital or operating item that is a client priority, as well as checking in frequently with the leadership offices on the end game strategy. Any last-minute strategy adjustments will be made in consultation with the NWABSD. A final round of legislative visits may be arranged with a select group of key legislators or the administration as needed to get legislation passed. Contact with the NWABSD will be significantly increased during this period. All of the work outlined above will continue on an accelerated schedule. All work performed under the scope of work will be conducted with frequent client consultation. After session concludes, J&H Consulting will provide a final written presentation and an in-person presentation summarizing the legislative session. J&H would perform the same services for any special sessions.

Toward the end of session, planning for a legislative trip should begin. If the NWABSD wants J&H Consulting can work with other local organizations to arrange a legislative and administrative visit to the region.

**Capital Budget Strategy:**

With the exception of last year, capital budgets recently have been small and comprised mainly of projects that are federally funded, requiring only a state match. It is important to recognize this factor when planning strategies. It will be important to provide legislators with a detailed and persuasive explanation of any proposed capital projects, and how it will benefit the NWABSD and State over the long term. Working with the NWABSD, we would develop a strong argument for any proposed capital project and how it will positively benefit both the economy of the area and of the State of Alaska as a whole. Next, working with the NWABSD, we would neatly package the information in a pamphlet or brochure that can be left with legislators and other staff. The same information will be used to input any projects into the capital legislative database, as projects must be in this database in order to be funded. Next, J&H Consulting will work with the NWABSD to inform key legislators and legislative leadership about the importance of funding the project. We would advocate funding the project through either the capital budget or any general obligation bond legislation. The last bond package was in 2012, and there has been discussion on advancing a bond package over the last several years. J&H Consulting will push for a bond package or a larger capital budget as a way to stimulate the economy and create jobs as Alaska bounces back from the pandemic. Another possibility of funding for any capital projects could be through federal legislation with funding coming either directly from the State of Alaska or the federal government. J&H Consulting has been tracking the proposed federal legislation proposed by President Biden to spend trillions on infrastructure. J&H Consulting will be ready to seek funding from this potential source as well. This strategy would be for any capital items that aren't included on DEED's school construction and maintenance lists that determine the order of funding for certain school projects. Advocacy for any DEED listed school construction or maintenance projects for the NWABSD will include advocating for enough funding that some of the school districts projects are included in the funding which happened last year for 2 of NWABSD projects!

**Fee Proposal:** We would propose a fee of \$70,000.00 for the year and direct reimbursement for airfare and hotel for any trips to Washington, D.C., Anchorage or Kotzebue for a legislative tour with a not to exceed amount of \$5,000.00. J&H Consulting will be fully responsible for paying our subcontractor, John Walsh.

**Conclusion:**

J&H is one of the few lobbying firms with experience on three levels: from within the state legislature as an elected official and chief of staff; from a local government perspective as a mayor, attorney, and government affairs director; and as a lobbying firm lobbying for the interests of private clients. Reggie has a total of 20 years of experience in advocacy or lobbying work on behalf of his constituents and clients. Christine has a total of 17 years of advocacy or lobbying work on behalf of constituents and clients, and a number of years of experience as an attorney advocating for the education community. John brings more years of experience and roots in rural Alaska. Many of our combined years of advocacy have been focused on the Northwest Arctic region. J&H Consulting is a small firm with a strong commitment to working with our clients to achieve their priorities. J&H Consulting thanks the NWABSD and Board for the opportunity to submit this proposal. We have really enjoyed working with the NWABSD and Board over the years.

Best regards,

*Christine Hess, John Walsh and Reggie Joule*



# 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

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**November 18, 2024**

1. Roll Call
2. Items for 2<sup>nd</sup> Reading (Public Comment has been sought via the [District Website](#))
  - i. None at this time; the item that was meant to go to 2<sup>nd</sup> reading got sent back to 1<sup>st</sup> reading due to an update
3. Items for 1<sup>st</sup> Reading:
  - a. **BP 4133/4233/4333 All Personnel – Travel Expenses**
    - i. This policy is going back to 1<sup>st</sup> reading with an additional update to add out-of-district travel to require Superintendent approval to be aligned to current practice.
    - ii. This update includes verbiage from the former duplicate travel policy - BP 3540 and removes reference to Board Members.
  - b. **BP-5123 Promotion-Acceleration-Retention**
    - i. This update revises the policy to reflect the student retention procedures required by the Alaska Reads Act.
  - c. **BB-9400 Board Self-Evaluation**
    - i. This update is based on the Board's consideration of self-evaluating every other year.
4. Items for Board Bylaw Review:
  - a. None at this time
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.
    - ii. Administrative Services is researching the US Code and State Regulations.

**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.

- iii. AR-5040 – To be reviewed by an advisory group through the Curriculum Department

**c. 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.

6. New Items for Committee Review:

**a. BP 1250 Volunteer Assistance**

- i. This update modifies BP 1250 to clarify that background checks should be completed for all volunteers, regardless of the number of hours worked. It also clarifies that school visitors do not need to obtain a background check.

**ii. AR 1250 Volunteer Assistance – NEW**

- 1. **\*\*New Administrative Regulation\*\*** This new model AR addresses the expectations, roles, and responsibilities principals, the district, and volunteers have when utilizing volunteer assistance. This regulation is not exhaustive, and all the parties may have more or fewer roles.

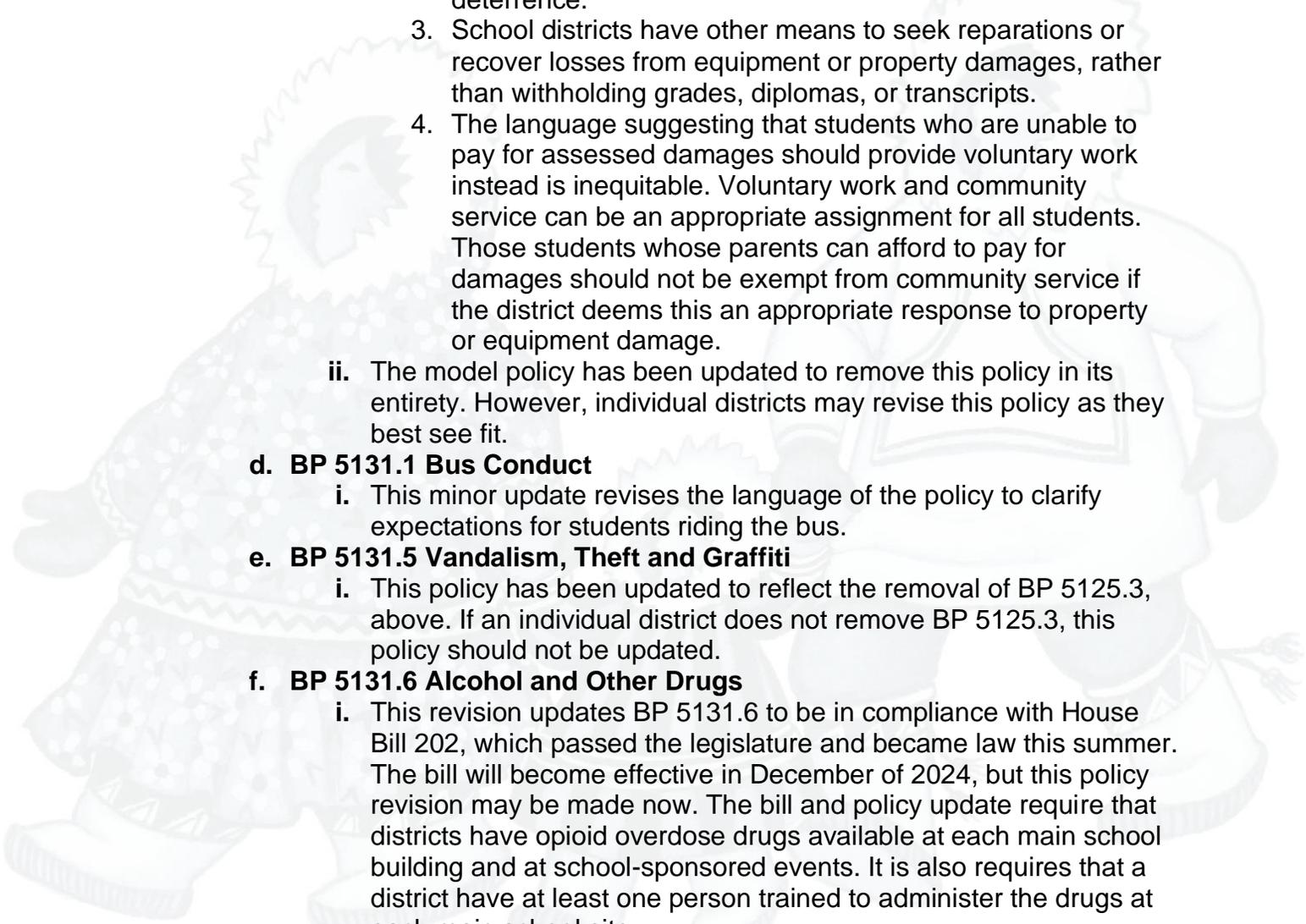
**b. BP 5121 Grades/Evaluation of Student Achievement**

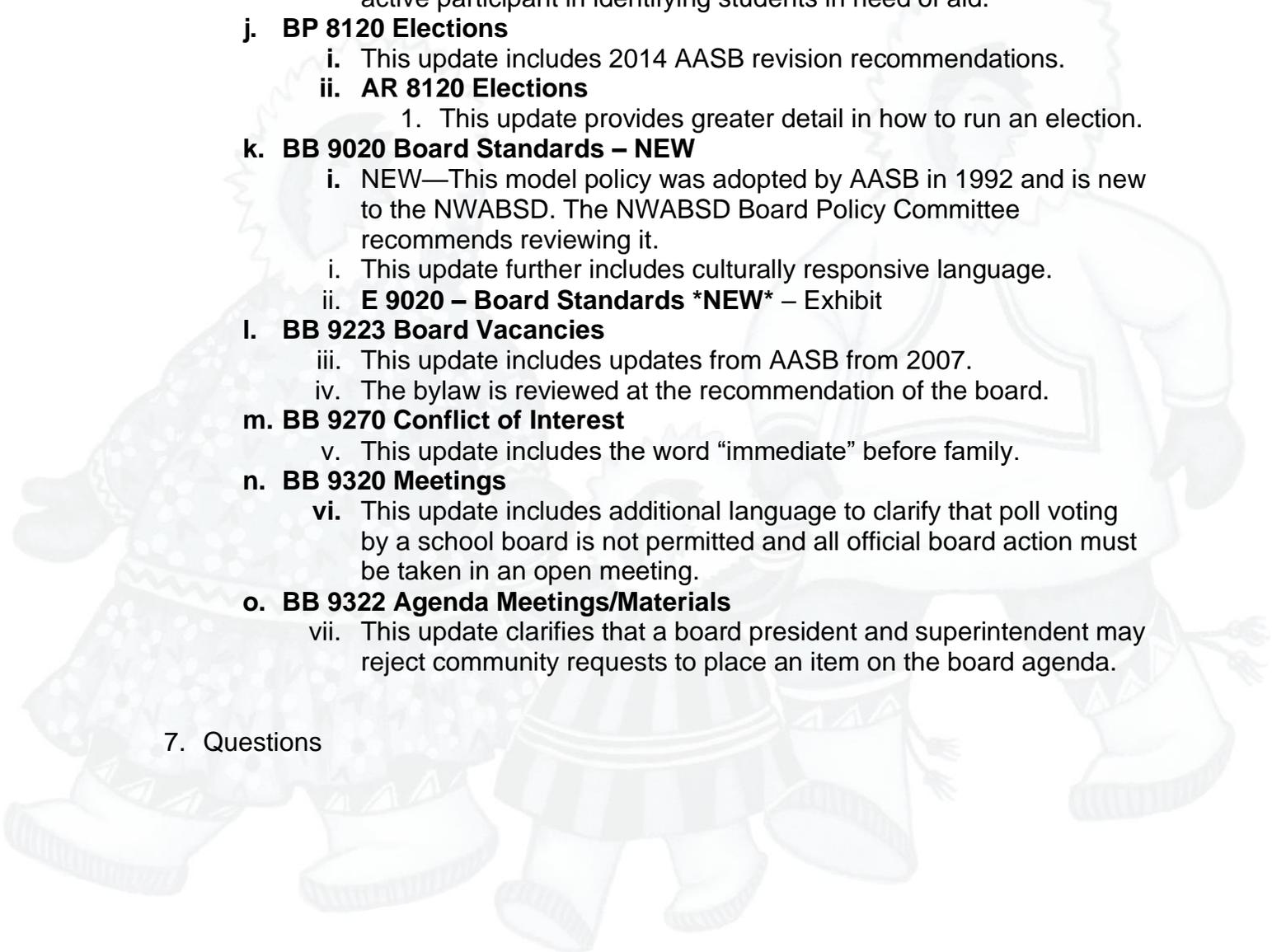
- i. This policy update reflects AASB's determination that automatically assigning failing grades to students for truancy is not in best practice. This is because:
  - 1. If a student has earned a grade by demonstrating mastery of the content, they should be able to keep the grade they have earned.
  - 2. Some districts maintain policies where multiple tardies result in unexcused absences and the result of this could mean that multiple tardies result in a failing grade.

- ii. The final paragraph of the policy, which has not been removed, provides accountability for student learning and grades.

**c. \*REMOVE\* BP 5124.3 Withholding Grades, Diplomas, or Transcripts**

- i. As with BP 5121, AASB believes this policy, which permits the withholding of grades, transcripts, and diplomas if a student is indebted to a district for lost or damaged items, does not reflect best practice. AASB recommends removing and archiving this policy in its entirety for the following reasons:
  - 1. Withholding grades, diplomas, or transcripts can have significant long-term consequences for students and their post-secondary employment or education opportunities, and in turn, for their families and communities.

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2. Students earn their grades and diplomas by demonstrating mastery of the content. If a student has earned their grades or diploma, they should not be withheld as a punishment or deterrence.
  3. School districts have other means to seek reparations or recover losses from equipment or property damages, rather than withholding grades, diplomas, or transcripts.
  4. The language suggesting that students who are unable to pay for assessed damages should provide voluntary work instead is inequitable. Voluntary work and community service can be an appropriate assignment for all students. Those students whose parents can afford to pay for damages should not be exempt from community service if the district deems this an appropriate response to property or equipment damage.
    - ii. The model policy has been updated to remove this policy in its entirety. However, individual districts may revise this policy as they best see fit.
- d. BP 5131.1 Bus Conduct**
- i. This minor update revises the language of the policy to clarify expectations for students riding the bus.
- e. BP 5131.5 Vandalism, Theft and Graffiti**
- i. This policy has been updated to reflect the removal of BP 5125.3, above. If an individual district does not remove BP 5125.3, this policy should not be updated.
- f. BP 5131.6 Alcohol and Other Drugs**
- i. This revision updates BP 5131.6 to be in compliance with House Bill 202, which passed the legislature and became law this summer. The bill will become effective in December of 2024, but this policy revision may be made now. The bill and policy update require that districts have opioid overdose drugs available at each main school building and at school-sponsored events. It also requires that a district have at least one person trained to administer the drugs at each main school site.
- g. BP 5141.3 Health Examinations**
- i. This minor update revises language regarding health examinations for students and clarifies that districts may require health examinations for student participation in extracurricular activities.
- h. BP 5141.31 Immunizations**
- i. This update clarifies that under state law, personal or philosophical opposition to vaccinations is not sufficient to receive an exemption from the state's mandatory vaccination requirements for students. The only exemptions permitted are for medical or religious reasons. The update also provides that students who are considered homeless under the McKinney-Vento Homeless Assistance Act may be provisionally admitted to school even without a vaccination record.

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- i. **BP 5141.51 At-Risk Youths**
    - i. This minor update updates the model policy on At-Risk Youths to utilize best practice language and clarify districts should be an active participant in identifying students in need of aid.
  - j. **BP 8120 Elections**
    - i. This update includes 2014 AASB revision recommendations.
    - ii. **AR 8120 Elections**
      - 1. This update provides greater detail in how to run an election.
  - k. **BB 9020 Board Standards – NEW**
    - i. NEW—This model policy was adopted by AASB in 1992 and is new to the NWABSD. The NWABSD Board Policy Committee recommends reviewing it.
    - i. This update further includes culturally responsive language.
    - ii. **E 9020 – Board Standards \*NEW\*** – Exhibit
  - l. **BB 9223 Board Vacancies**
    - iii. This update includes updates from AASB from 2007.
    - iv. The bylaw is reviewed at the recommendation of the board.
  - m. **BB 9270 Conflict of Interest**
    - v. This update includes the word “immediate” before family.
  - n. **BB 9320 Meetings**
    - vi. This update includes additional language to clarify that poll voting by a school board is not permitted and all official board action must be taken in an open meeting.
  - o. **BB 9322 Agenda Meetings/Materials**
    - vii. This update clarifies that a board president and superintendent may reject community requests to place an item on the board agenda.

## 7. Questions

## BP 4133/4233/4333 ALL PERSONNEL - TRAVEL EXPENSES

Note: The following optional policy delegates duties related to employee travel and reimbursement to the Superintendent or designee and may be revised to reflect district practice.

The School Board shall pay for actual and necessary expenses, including travel, incurred by any employee performing authorized services for the district. Expenses shall be reimbursed within limits established by the Board.

The Superintendent or designee may approve employee requests to attend meetings in accordance with the adopted budget.

All out-of-~~stated~~district travel for employees must have Superintendent or designee approval. All out-of-district~~state~~ travel for the Superintendent must have Board ~~President or designee~~ approval. All unexpected out-of-district Superintendent travel may be approved by the Board President with notification to the full board. Travel expenses not previously budgeted must be approved on an individual basis by the Board.

The Superintendent or designee may authorize an advance of funds to cover necessary expenses. The Superintendent or designee shall establish procedures for the submission and verification of expense claims.

The Board may establish an allowance on either a mileage or monthly basis to reimburse designated employees for the use of their own vehicles in the performance of assigned duties.

*(cf. 3300 - Expenditures/Expending Authority)*

### Per Diem

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 a 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.

*Revised: November 15, 2019*

**Adopted: June 09, 2004**

*Revised: November 15, 2019*

*Revised:*

**Northwest Arctic Borough School District**

## **BP 5123 PROMOTION/ACCELERATION/RETENTION**

The School Board desires to see students progress with their peers through the school system's-district's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

### **Promotion**

Students shall progress through the school system's-district's grade levels by demonstrating growth in learning the required basic skills.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits.

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.5 - Differential Requirements for Individuals with Exceptional Needs)*

### **Acceleration**

Acceleration is possible when high academic achievement is evident. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

### **Retention**

The School Board recognizes that research indicates that very few children benefit from being retained during the elementary and middle grades. The Superintendent or designee shall promote alternatives to retention among certificated staff.

Note: Strategies for reducing retention rates may include reading intervention programs, tutorial programs, and the use of ungraded schools, combination classes, year-round education, and developmentally appropriate primary curriculum designed to meet the needs of children at their own developmental stage.

Note: The following paragraph requires the use of a student intervention team when retention is recommended.

When a teacher believes that retention is necessary to meet a student's needs, he/she shall ask the principal to establish a student intervention team to consider the child's academic, social and emotional performance. The student's parent/guardian shall be invited to participate on the student intervention team.

Retention may be considered when the student has not acquired appropriate and necessary skills and knowledge. Alternatives to retention shall be considered.

Under the Alaska Reads Act, a student retained due to a reading deficiency must be provided the process set forth in BP 6147 and AS 14.30.765(d) – (m).

*(cf. 5121 - Assessment/Evaluation of Student Achievement)*

*(cf. 6141 - Curriculum Development and Evaluation)*

~~*(cf. 6164.5 – Intervention/Assistance Teams)*~~

*(cf. 6147 – Alaska Reads Act Intervention Programs)*

*Legal Reference:*

*ALASKA STATUTES*

*AS 14.30.760 Statewide screening and support*

*AS 14.30.765 Reading intervention services and strategies; progression*

*ALASKA ADMINISTRATIVE CODE*

*4 AAC 06.400 Statewide literacy screening and support*

*4 AAC 06.405 Reading intervention services and strategies*

*4 AAC 06.410 Individual reading improvement plan*

*4 AAC 06.415 Student Progression*

*4 AAC 06.490 Definitions*

*Adopted: July 25, 2006*

*Revised:*

**Northwest Arctic Borough School District**

## BB 9400 BOARD SELF-EVALUATION

Effective ~~and~~, efficient, and ethical School Board operations are an integral part of creating a successful educational program. In order to measure progress towards ~~its~~ Board standards and its stated goals and objectives, biennially (every other year) the Board will ~~annually~~ schedule a time and place at which all its members may participate in a formal self-evaluation.

The Board shall be evaluated as a whole and not as individuals. The evaluation will focus on the internal operations and performance of the Board. The Board members shall develop goals and objectives against which the Board will be evaluated. A self-evaluation instrument will be based on these goals and objectives and not on goals set for the district.

Each Board member will complete the self-evaluation instrument independently. The ensuing evaluation will be based on the resulting composite picture of Board strengths and weaknesses. The Board will discuss the tabulated results as a group.

The evaluation process should include the establishment of strategies for improving Board performance. Revised priorities and new goals will be set for the following year's evaluation.

Note: Language below is optional. Some School Boards invite public input to help assess School Board achievements believing that expectations developed and shared by both the School Board and community contribute to better communication and a successful school program.

The Board may invite the Superintendent or others to participate in the evaluation and suggest specific criteria to measure Board success as a governing body.

The Board recognizes that adequate opportunities for Board member orientation and inservice are an essential component of conducting meaningful self-evaluation. The evaluation process shall include suggestions for continued Board member development.

*(cf. 9240 - Board Development)*

*(cf. 9230 - Orientation)*

*(cf. 9240 - School Board Development)*

*Adoption Date: May 23, 1995*

*Revised:*

**Northwest Arctic Borough School District**

## BP 1250 VOLUNTEER ASSISTANCE

~~The wealth of experience available in the community is a resource that should be used in appropriate ways to enrich the educational program and strengthen our schools' relationships with homes, businesses, public agencies and private institutions. By their presence, volunteers also can make school environments safer and more closely supervised.~~ The School Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students.

The Superintendent or designee may authorize the use of volunteers. The Superintendent or designee shall establish regulations to protect the safety of both students and volunteers. ~~Including background check for crimes involving moral turpitude.~~

Note: The following optional paragraph is offered for districts that wish to provide students the greatest possible protection, and should be revised or deleted based on the district's needs and ability to implement this policy.

All persons who wish to volunteer service with or around students must undergo a background check.

Like employees and students, volunteers shall act in accordance with district policies and regulations.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 1260 - Visits to the school)*

*(cf. 5141.42 – Professional Boundaries of Staff with Students)*

*(cf. 4112.5 / 4212.5 / 4312.5 – All Personnel Security Check)*

*(cf. AR 4112.5 Security Check)*

*Legal Reference:*

### ALASKA STATUTES

[20AAC 10035](#) - Regulation defining crimes of moral turpitude

*Adopted: June 09, 2004*

*Revised:*

**Northwest Arctic Borough School District**

## **AR 1250 VOLUNTEER ASSISTANCE**

Note: This AR addresses some of the details associated with the use of volunteers.

This regulation provides the procedures for approving members of the public to serve as volunteers, including chaperones.

### **Responsibilities of Principals:**

1. Coordinate the use of school volunteers.
2. Confirm that the school volunteer has completed the volunteer packet.
3. Require updated volunteer packets are received on the schedule set by the District.
4. Keep and maintain a register of volunteer activity at the school.
5. Inform volunteers of school rules and routines, answer questions, and provide volunteer support as appropriate.
6. When required to ensure the safety of students and the smooth operation of the educational program, principals may decline the services of any volunteer.
7. Determine which volunteers are required to complete mandatory reporting training and inform volunteers how to receive the training.

### **Responsibilities of the District**

1. Develop a volunteer packet for individuals to use to apply as a volunteer.
2. Facilitate the volunteer approval process.
3. Verify the identity of the volunteer with a photo id.
4. Maintain the volunteer packet materials in the volunteer's file.
5. Review the background check and make an individualized determination about the volunteer in accordance with BP 4112.5 / 4212.5 / 4312.5.
6. Keep and maintain an approved volunteer list, with the dates that the background check was completed, in order for school principals to verify the eligibility status of volunteers.
7. Notify the volunteer of their eligibility status.
8. Notify volunteers when background checks need renewal.
9. Inform volunteers that they are subject to the District's policies and regulations where applicable.

### **Responsibilities of Volunteers**

1. Complete the volunteer packet.
2. Obtain and pay for a background check.
3. Submit to the background check every two years.
4. Self-report any convictions that occur in the intervening time between background checks.
5. Recognize that they are neither employees nor an independent contractor and serve at the discretion of the District.

### **Mandatory Reporting Training**

Volunteers who interact with children for more than four hours per work are required to complete mandatory reporting training. This direction will be provided by the school principal.

Note: Pursuant to AS 47.17.020(a)(9), “volunteers who interact with children in a public or private school for more than four hours a week” must report child abuse and child neglect. AS 47.17.020(a) requires school districts to provide training to such volunteers on the recognition and reporting of child abuse and neglect.

*Adopted:*

**Northwest Arctic Borough School District**

## BP 5121 GRADES/EVALUATION OF STUDENT ACHIEVEMENT

The School Board believes that students and parents/guardians have the right to receive course grades that represent an accurate evaluation of the student's achievement. Teachers shall evaluate a student's work in relation to standards which apply to all students at his/her grade level, not in relation to the work of other students in one particular class.

Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives as demonstrated through classroom participation, homework and tests. The student's behavior and effort shall be reported in separate evaluations, not in his/her academic grade.

*(cf. 5113 - Absences and Excuses)*

*(cf. 5123 - Promotion/Acceleration/Retention)*

*(cf. 5124 - Communication with Parents/Guardians)*

*(cf. 5125.3 - Challenging Student Records)*

*(cf. 6154 - Homework/Make-up Work)*

Note: The following optional paragraph requires performance or skill-based evaluations rather than letter grades for children in the early elementary grades and may be revised as desired to reflect district philosophy and needs.

In order to promote self-esteem and experiences of success, students in kindergarten through second grade shall receive narrative performance or skill-based evaluations rather than letter grades.

The Superintendent or designee shall establish and regularly evaluate a uniform grading system. Principals shall ensure that student grades conform to this system.

### **Unexcused Absences**

Note: The following optional policy authorizes teachers to modify grades for students who have excessive unexcused absences and may be revised or deleted as desired. While the use of academic penalties for truancy is probably permissible, districts must bear in mind that academic penalties are a severe form of sanction with the potential for permanent harm. In adopting such a policy, several precautions should be followed. First, the school policy must be applied fairly and consistently among students; there should be no question about arbitrary or capricious enforcement. Second, the severity of the academic penalty should correspond to the gravity of the offense. Third, students should be warned ahead of time of all requirements and consequences pertaining to the use of academic penalties. Finally, students should be accorded due process before penalties are consummated, including an opportunity for the student to explain his or her conduct.

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement which his/her missed, the teacher may lower the student's grade for nonperformance. Teachers shall inform students about the class grading system at the beginning of the semester.

*~~Revised: March 29, 2006~~*

*Adopted: April 28, 2004*

*Revised: March 29, 2006*

*Revised:*

**Northwest Arctic Borough School District**

## ~~BP 5125.3 WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS~~

~~**Note:** The following optional policy is intended as a means to obtain reparation for damages or losses to district property.~~

~~When school property has been willfully damaged or not returned upon demand, the Superintendent or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that is due.~~

~~This notice shall include a statement that the district may withhold grades, progress reports, diploma or transcripts from the student and parent/guardian until reparation is made, except that records will be released to another school district to which the student has transferred.~~

~~(cf. 5131.5 – Vandalism, Theft and Graffiti)~~

~~(cf. 6161.2 – Damaged or Lost Instructional Materials)~~

~~Upon notification that grades, progress reports, diploma, and/or transcript will be withheld, the student, parents or guardian may request an opportunity to meet with the appropriate school official to receive an explanation of the evidence of property damage and to provide their own evidence disputing the cause of the property damage and/or the amount of damage. This meeting must be requested within five (5) school days of the student/parents' receipt of the notice, or the right to a meeting is waived.~~

~~If the student and parent/guardian are unable to pay for the damages or return the property, the Superintendent or designee shall provide a program of voluntary work for the student. When this voluntary work is completed, the student's grades, progress reports, diploma or transcripts shall be released. Alternatively, at the Superintendent's discretion, the district may release grades, progress reports, diploma, or transcript if the student and parent/guardian are unable to pay reparations due to severe financial hardship.~~

~~**Note:** School districts may bring a civil action against one or both parents of a student who knowingly or intentionally destroys district property. Parents are liable for damages in an amount not to exceed \$15,000 and are also responsible for the court costs incurred by the district in bringing the action. If the parents have insurance that covers the damages claimed by a school district, and the policy limit is in excess of \$15,000, the district can recover up to \$25,000, or the policy limits, whichever amount is lower.~~

~~Nothing in this policy is intended to prevent inspection of a student's records by his or her parents or guardians, or by the student if 18 or older.~~

~~Legal Reference:~~

ALASKA STATUTES

~~09.65.255~~ ~~Liability for acts of minors~~

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

~~14.30.710~~ ~~Required records upon transfer~~

UNITED STATES CODE

~~20 USC 1232g~~, ~~Family Educational Rights & Privacy Act~~

CODE OF FEDERAL REGULATIONS

~~34 C.F.R. 99.10~~, ~~Parent inspection of education records~~

*Revised: August 31, 2010*

*Adopted: April 28, 2004*

**Northwest Arctic Borough School District**

## **BP 5131.1 BUS CONDUCT**

~~Bus transportation is a privilege extended only to students who display good conduct while preparing to ride, riding or leaving the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation.~~

Positive, civil, and respectful behavior contributes to the safety and well-being of school bus passengers, drivers, and others. While preparing to ride, riding, or leaving the bus, students are required to observe school behavioral rules, bus safety regulations, and standards of conduct that provide for their safety and welfare, and the safety and welfare of others. Serious and/or repeated disciplinary problems on the bus may result in a student having their riding privileges suspended.

The Superintendent or designee shall inform parents/guardians and students ~~regarding~~ of regulations related to bus conduct, bus driver authority, and the suspension of riding privileges.

*(cf. 3540 et seq. - Transportation)*

*Adopted: April 28, 2004*

*Revised:*

**Northwest Arctic Borough School District**

## **BP 5131.5 VANDALISM, THEFT AND GRAFFITI**

The School Board considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging or theft of any district-owned real or personal property, including the writing of graffiti.

*(cf. 3515.4 - Recovery for Property Loss or Damage)*

Any district student who commits an act of vandalism shall be subject to disciplinary action, reparation for damages, and may be reported to law enforcement. ~~If reparation of damages is not made, the district also may withhold the student's grades, diploma and/or transcripts.~~

~~*(cf. 5125.3 - Withholding Grades, Diploma or Transcripts)*~~

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*Legal Reference:*

### ALASKA STATUTES

[09.65.255](#) *Liability for acts of minors*

[14.33.130](#) *Enforcement of approved program [school disciplinary & safety program]; additional safety obligations*

~~*Revised: April 05, 2010*~~

*Adopted: April 28, 2004*

~~*Revised: April 05, 2010*~~

~~*Revised:*~~

**Northwest Arctic Borough School District**

## BP 5131.6 ALCOHOL AND OTHER DRUGS

Note: Districts must have in place written standards to address the needs of students for whom mental health or substance abuse may be a contributing factor to noncompliance with the school disciplinary and safety program. [AS 14.33.120\(a\)\(6\)](#). In addition, districts receiving funds for prevention programs pursuant to the Drug-Free Schools and Community Act of 1986, as amended by the Every Student Succeeds of 2015 Act, are required to have a policy on drug abuse prevention instruction and procedures for eliminating the sale or use of alcohol and other drugs. ESSA also requires that those districts inform and involve parents in violence and drug prevention efforts. Districts must make reasonable efforts to inform parents of the content of safe and drug-free school programs and activities other than classroom instruction. If a parent objects in writing, the district must withdraw the student from the program or activity. [AS 14.30.360](#) encourages districts to provide K-12 health education, including alcohol and drug abuse education. The following sample policy may be revised as appropriate.

Note: Despite the passage of [AS 17.38](#), effective February of 2015, which authorizes the use of marijuana under certain conditions, all use, possession and distribution of marijuana by those under 21 is illegal. In addition, as a recipient of federal funds, the district is obligated to maintain a drug-free workplace consistent with federal law, which prohibits the manufacture, distribution, possession and sale of marijuana for all individuals, regardless of age. For purposes of the district's policy and legal obligation, marijuana is prohibited.

*(cf. E 4020 – Drug and Alcohol – Free Workplace Notice to Employees)*

Because the use of alcohol and other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences, the School Board intends to keep district schools free of alcohol and prohibited drugs.

Alcohol, marijuana, and other controlled substances are prohibited for use or possession by students. The School Board desires that every effort be made to reduce the chances that our students will begin or continue the use of alcohol and other drugs. The Superintendent or designee shall develop a comprehensive prevention program that includes instruction, intervention, recovering student support, and enforcement/discipline. The Superintendent or designee shall clearly communicate to students, staff and parents/guardians all School Board policies, regulations, procedures and school rules related to this prevention program. Special efforts shall be made to ensure that these materials are understood by parents/guardians and students of limited literacy or limited English proficiency.

Note: Drug use by students is not limited to illegal drugs and can also include abuse of prescription drugs and over-the-counter medications. There is also a growing problem of youth using what are commonly referred to as designer or synthetic drugs. Designer or synthetic drugs come in various forms and may be a chemical compound, a plant-based substance, or a combination. Common names for these drugs include bath salts, K2, spice, salvia, and synthetic marijuana. These drugs have serious and dangerous effects. Synthetic marijuana is an illegal substance in Alaska. [AS 11.71.040-050](#), [11.71.160](#). The following optional language prohibits the possession, use, or distribution of “prohibited drugs,” which includes all dangerous substances that pose a risk to district students.

Specifically, the Board prohibits the actual or attempted sale, distribution, use, or possession by a student of alcohol, prohibited drugs or inhalants, drug paraphernalia, substances that are designed to look or act like prohibited drugs or alcohol, or substances purported to be prohibited drugs or alcohol. Prohibited drugs are defined as:

1. Drugs that are illegal if possessed by those under 21, under any local, state, or federal law; or any drug that can be legally obtained but which has been obtained through illegal means.
2. Alternatives to illegal drugs such as designer or synthetic drugs, whether or not prohibited by law, which are purported to, designed to, or which do impair, restrict, or alter normal cognitive function when absorbed, ingested, injected, or inhaled.
3. Prescription drugs that are not legally obtained or prescribed, are not being used for the prescribed purpose, are being used in excess of the prescribed amount, are being used by other than the person to whom prescribed, or are being sold, traded or distributed.

Recognizing that keeping schools free of alcohol and other drugs is a concern common to the district and community, the School Board supports cooperation among schools, parents/guardians, law enforcement and other appropriate community organizations involved in preventing alcohol and drug abuse.

*(cf. 1410 Interagency Cooperation for Student & Staff Safety)*

Note: Districts are required to establish a citizen advisory committee in order to receive [Public Law 99-570](#) funds. Additionally, [AS 14.33.110](#) requires that the school disciplinary and safety program maintain community standards of school behavior that are developed by members of each school, including students, parents, teachers, school administrators, and other responsible persons.

To obtain the widest possible input and support for district policies and programs, the School Board shall appoint a districtwide school-community advisory committee to make recommendations related to the prevention of alcohol and other drug abuse. The committee should make its recommendations based on input from students, parents,

teachers, school administrators, and community members. The School Board also encourages the use of site-level advisory groups in this area.

*(cf. 1220 - Citizen Advisory Committees)*

### **Opioid Overdose Protection**

In accordance with AS 14.30.145, the Superintendent shall ensure that:

- 1) A person trained to administer an opioid overdose drug is on site when the main school building of each school in the school district is open to students or staff, including periods when the school building is open before and after school hours and during weekend activities; and during each school-sponsored event conducted on school grounds.
- 2) The main school building of each school in the school district has at least two doses of an opioid overdose drug available on site; and
- 3) At least one dose of an opioid overdose drug is available during a school-sponsored event conducted on school grounds.

Per AS 14.30.145, a school district, school, or individual is not liable for civil damages for an injury to another individual resulting from a failure to possess or maintain an opioid overdose drug as required by the statute.

### **Instruction**

The district shall provide preventative instruction which helps students avoid the use of alcohol, marijuana, or other drugs and teaches students how to influence their peers to avoid and/or discontinue the use of alcohol or drugs. Instruction shall be designed to answer students' questions related to alcohol and drugs.

The instructional programs will help students obtain and use current and accurate information, develop and maintain a positive self-concept, take positive actions to cope with stress, and use appropriate social and personal skills to resist involvement with alcohol and drugs.

The curriculum will be K-12, comprehensive and sequential in nature and suited to meet the needs of students at their respective grade levels. All instruction and related materials shall stress the concept that alcohol and prohibited drugs can be dangerous and should never be used when such use is illegal.

The School Board encourages staff to display attitudes and behaviors which make them positive role models for students with regard to alcohol, marijuana and other drugs. Staff should help students see themselves as responsible partners in efforts to maintain a safe, constructive school climate.

The School Board recognizes that children exposed to alcohol or other drugs prior to birth may have disabilities requiring special attention and modifications in the regular education program. The Superintendent or designee shall provide appropriate staff training in the needs of such students as required by law.

Note: [AS 14.20.680](#) requires training for teachers, administrators, counselors and specialists on the needs of students with alcohol or drug-related disabilities, including medical and psychological characteristics, family issues, and specific educational needs.

*(cf. 6142.2 - AIDS Instruction)*

*(cf. 6143 - Courses of Study)*

*(cf. 6159 - Individualized Education Program)*

### **Intervention**

The School Board recognizes that there are students on our campuses who use alcohol and other drugs and can benefit from intervention. The School Board supports intervention programs that include the involvement of students, parents/guardians and community agencies/organizations.

School personnel should be trained to identify symptoms which may indicate use of alcohol and other drugs. The Superintendent or designee shall identify responsibilities of staff in working with, intervening, and reporting students suspected of alcohol and other drug use.

Students and parents/guardians shall be informed about the signs of alcohol and other drug use and about appropriate agencies offering counseling.

### **Nonpunitive Self-Referral**

The School Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who self-disclose past use of alcohol or other drugs in order to seek help to quit using shall not be punished or disciplined for such past use. State and local extra-curricular activities eligibility rules may apply further conditions related to the admission of drug or alcohol use.

### **Enforcement/Discipline**

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and prohibited drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. Students possessing, selling and/or using alcohol,

marijuana or other drugs or related paraphernalia shall be subject to disciplinary procedures which may result in suspension or expulsion.

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

School authorities may search students and school properties, such as student lockers, for the possession of alcohol, marijuana and other drugs as long as such searches are conducted in accordance with law.

*(cf. 5145.12 - Search and Seizure)*

*Legal Reference:*

ALASKA STATUTES

[04.16.080](#) *Sales or consumption at school events*

[14.20.680](#) *Required alcohol and drug related disabilities training*

[14.30.145](#) *Opioid overdose drugs*

[14.30.360](#) *Curriculum (Health and Safety Education)*

[14.33.110-140](#) *Required school disciplinary and safety program*

[17.38.010-900](#) *The regulation of marijuana*

[47.37.045](#) *Community action against substance abuse grant fund*

UNITED STATES CODE

*Elementary and Secondary Education Act of 1965, [20 U.S.C. §§ 7116, 7163](#), as amended by the Every Student Succeeds of 2015 Act [P.L. 114-95 P.L. 107-110](#),*

*Adopted: April 28, 2004*

*Revised: November 17, 2015*

*Revised: August 30, 2023*

*Revised:*

**Northwest Arctic Borough School District**

## BP 5141.3 HEALTH EXAMINATIONS

**Note:** Effective June 30, 2016, districts are no longer required by state law to provide for or require each child to have a physical examination and a vision and hearing screening examination upon entry into school and at regular intervals as determined by the school board. While districts are no longer required to provide for and require physical examinations of every child attending school, the Department of Health ~~and Social Services~~ may require the district to conduct physical examinations it considers necessary and may reimburse the district for examinations. The following optional policy may be revised or deleted as needed.

~~**Note:** If a school district will be using federal money to perform exams or screenings on students, the district must annually notify parents of the exam or screening, except for hearing, vision, or scoliosis screenings. The following language implements federal law.~~

The School Board recognizes the importance of and encourages periodic comprehensive physical health examinations, especially upon entry into school at the beginning of the school year. In order to identify barriers to learning, and determine whether treatment or special adaptations of the school program may be necessary, the School Board shall may require vision and hearing screening examinations upon entry into school or as soon as practical, and at regular intervals, as necessary. All personnel employed to examine students shall exercise proper care of each student being examined and shall ensure that the examination results are kept confidential.

**Note:** If a school district will be using federal money to perform exams or screenings on students, the district must annually notify parents of the exam or screening, except for hearing, vision, or scoliosis screenings. The following language implements federal law.

The district will annually notify parents of physical exams or screenings of students, except for routine vision, hearing, or scoliosis screenings.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity.

(cf. 6145.2 – Interscholastic Competition)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.22 - Infectious Diseases)

Legal Reference:

ALASKA STATUTES

[14.30.065](#) *Supervision*

[14.30.070](#) *Physical examination required*

[14.30.127](#) *Vision and hearing screening examinations*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.055](#) *Immunizations required*

UNITED STATES CODE

[42 U.S.C. §§ 12101](#) *et seq. (2014)*

[20 U.S.C. §§ 1232G](#) (2013)

[20 U.S.C. §§ 1232h](#) (2002)

[29 U.S.C. § 794\(a\)](#) (2002)

CODE OF FEDERAL REGULATIONS

[34 C.F.R pt.99](#) (2011)

*Revised: August 30, 2016*

*Adopted: April 28, 2004*

*Revised: August 30, 2016*

*Revised:*

**Northwest Arctic Borough School District**

## BP 5141.31 IMMUNIZATIONS

**Note:** *Effective July 1, 2009, school children must be immunized against varicella. ~~one additional immunization will be required for school children: varicella.~~*

Prior to first entry into school, a child must be fully immunized as required by law against diphtheria, pertussis, tetanus, polio, measles, rubella, mumps, hepatitis A, ~~and hepatitis B, and varicella.~~ Children over the age of 12 shall not be required to be immunized against rubella (4 AAC 06.055); ~~and beginning July 1, 2009 a child must be fully immunized as required by law against varicella (4 AAC 06.055).~~

Any student who does not show evidence of required immunization or who does not present a letter or affidavit from the parent/guardian or physician, physician's assistant, or advanced nurse practitioner stating reasons for exemption based on medical reasons or ~~personal religious~~ beliefs, as set forth in 4 AAC 06.055(b), shall be excluded from school until such time as the immunization is obtained or affidavit of exemption has been filed with the school. Exemptions must renewed annually. Personal or philosophical objections to immunizations are not permitted per 4 AAC 06.055.

The Superintendent or designee shall exclude those students who fail to meet immunization requirements as required by law.

### Provisional Admission

Where regular weekly medical services are not available, the Superintendent or designee may grant provisional admission to students in exceptional circumstances for up to 90 days.

Homeless students, under the definition of the McKinney-Vento Homeless Assistance Act, who do not have a record of required immunizations may be provisionally enrolled for up to 30 days if a parent or legal guardian attests in writing that they have received the required immunizations.

*(cf. 5112.2 - Exclusion)*

*(cf. 5112.6 Education for Homeless Children and Children in Foster Care)*

**Note:** *Pursuant to 4 AAC 06.055 immunizations must be provided by state or federal health services if otherwise unavailable in the district or if unaffordable.*

Provisional admissions shall be reported to the Department of Health and Social Services. The Superintendent or designee shall inform parents/guardians of available immunization services and state or federal assistance.

*Legal Reference:*

ALASKA STATUTES

[14.30.065](#) Supervision

[14.30.125](#) Immunization

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.055](#) Immunizations required

~~Revised: January 27, 2009~~

Adopted: April 28, 2004

Revised: January 27, 2009

Revised:

**Northwest Arctic Borough School District**

## BP 5141.51 AT-RISK YOUTHS

The School Board recognizes that personal, social, economic, and health circumstances of children and families may contribute to students' risk of school failure. believes that, in order to benefit from a learning environment, students must be as free as possible from the dilemma imposed by personal and societal problems. Danger signs for the various at-risk categories must be taken seriously. District personnel must be concerned for the personal development of students, as well as their academic development. District assessments and evaluations shall be used to identify students performing well below grade-level or at risk of failing to meet district standards.

The Superintendent or designee shall investigate and recommend programs that which will address the needs of at-risk youths. At-risk youths include, but are not limited to, those students who abuse drugs or alcohol, are suicidal engage in self-harm or express suicidal ideations, exhibit have serious attendance problems, drop out of school, are abused or neglected, disadvantaged children are experiencing homelessness, or are pregnant or parenting minors.

Program planning should examine, but is not limited, to the following:

1. Classroom learning experiences and the integration of primary prevention programs into the classroom.
2. Staff professional development requirements.
3. District liability.
4. Community resources.
5. Crisis response/intervention teams.
6. Peer counseling.
7. Parent/guardian education.
8. Student Study Teams.
9. Kindergarten through 12 counseling and guidance curriculum.
10. Attendance and policy procedures.
11. Student discipline.
12. Alternative programs.

*(cf. 5131.6 - Drugs, Alcohol and Tobacco)*

*(cf. 5141.4 - Child Abuse and Neglect)*

*(cf. 5141.52 - Suicide Prevention)*

*(c.f. 5141.41 - Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 5147 - Dropout Prevention Program)*

(cf. 5148 - Child Care)

~~Revised: June 2017~~

Adopted: April 28, 2004

Revised: June 2017

Revised:

**Northwest Arctic Borough School District**

## BP 8120 ELECTIONS

Note: Pursuant to AS 14.08.115 and AS 14.12.035, the school board prescribes the manner of selecting advisory boards. Effective 2014, regional educational attendance areas ("REAA's") may request that advisory school board elections be conducted by the Division of Elections ("Division"). If a request is made, the election will be held on the first Tuesday in October. AS 14.08.071(e). In such a case, the role of the Division is limited and REAA's retain most of the obligations for conducting the election. In addition, the Division will only conduct advisory school board elections in those communities where the Division is already scheduled to conduct an in-person election for the regional school board. The following policy provides optional language for REAA's desiring to have the Division conduct advisory school board elections. That language incorporates the requirements of 6 AAC 27.180, Advisory school board elections.

All qualified and interested individuals are encouraged to serve the district and its students by seeking election to the advisory school council. The district shall be responsible for conducting advisory school council elections for the respective attendance areas.

~~Second class cities within the district shall be responsible for conducting all phases of Advisory School Council elections for their respective attendance areas. The city council of each second class city shall certify and forward the election results to the School Board. The 40% election requirement of AS 29.28.040 does not apply to the Advisory School Council Elections.~~

The Superintendent or designee shall make the necessary procedures, forms and staff assignments for the conduct of elections ~~for those portions of the district not organized into second class cities.~~

### Qualifications for Candidates and Voters

An individual is eligible to seek election to the advisory school council if the person meets the voter qualifications set forth below, and has never been convicted of a crime requiring registration on any sexual offender list, or a crime against children.

An individual ~~must qualify with respect to~~ the following ~~elements before he/she may~~ qualifications is eligible to vote in an Advisory School Council election:

- ~~The voter or candidate must be~~ is a United States citizen;-
- ~~The voter or candidate must be at least~~ is 18 years of age ~~on the date of the election or older~~;-
- ~~2.3.~~ Is a registered voter in the State of Alaska;
- ~~The voter or candidate must be~~ has been a resident of the ~~municipality or~~ school attendance area for at least 30 days before the date of the election; and

3-5. \_\_\_\_\_ is not disqualified from voting due to: a) conviction of a felony involving moral turpitude, assuming voting rights have not been restored; or b) a court finding of incompetency, unless the disability no longer exists.-

Note: The following language should be utilized if the School Board has determined that student members are permitted to serve on advisory school councils.

A district student is eligible for appointment as a Student Advisory School Council Member without meeting the above qualifications.

An individual must qualify with respect to the following elements before he/she may be a candidate for an Advisory School Council seat:

1. The candidate must be qualified to vote in the Advisory School Council Election.
2. The candidate must not have been convicted of any sex-related crime.

Note: The following options may be selected based on district philosophy and needs.

School board members may hold concurrent membership on both the School Board and local Advisory School Council.

Note: The following optional language may be used by regional educational attendance areas that desire to have advisory school board elections conducted by the Division of Elections. The written request must be made by the Superintendent to the Division of Elections at least 150 days before the election date. The request needs to include a list of communities where the advisory school board elections are to be conducted and the name and contact number for each site administrator or designee. The list can only include those communities where the Division is already scheduled to conduct a simultaneous in-person Regional School Board election. In addition, the request must include the district's agreement to do the following: 1) be responsible for all advertising and public notices for the election; 2) printing the advisory school board ballots on colored paper and delivering them to the polling sites; 3) retrieving the voted ballots from the Division representative when the polls close; 4) tallying the ballots and notifying the public of election results; and 5) certifying the election and notifying the candidates of certification. Finally, the Superintendent can request a separate list of voters registered in the precinct for use during the advisory school board election. AS 14.08.071; 6 AAC 27.180.

## **Election Procedures**

The Superintendent may make a timely request that the Division of Elections conduct the advisory school council elections at the same time as the Regional School Board election, occurring annually on the first Tuesday in October. The advisory school council and regional school board elections shall be conducted separately. The Superintendent shall oversee the district's obligations for the advisory school council elections, including

advertising, printing and delivering of ballots, tallying of ballots, and certification of the advisory school council elections.

*Legal Reference:*

ALASKA STATUTES

[14.08.071 Elections, advisory votes](#)

[14.08.115 Advisory school boards in REAA](#)

[14.12.035 Advisory school boards in borough school districts](#)

ALASKA ADMINISTRATIVE CODE

[6 AAC 27.180 Advisory school board elections](#)

~~*Revised: October 29, 2002*~~

*Adopted: March 28, 1995*

*Revised: October 29, 2002*

*Revised:*

**Northwest Arctic Borough School District**

## AR 8120 ELECTIONS

Note: The following sample regulation based on material from the Alaska Gateway School District may be revised or deleted to reflect district practice.

### Election Procedures

1. Notice of election shall be posted by August 31<sup>st</sup> or no later than 20 business days prior to the election and will note the vacancies for each Advisory School Council in the district.
2. A petition for each candidate signed by ten qualified voters will be required to be on file at the office of the Superintendent or designee by September 15<sup>th</sup> prior to the election. Petitions shall be available when election notices are posted. If the petition is received after the deadline, the candidate's name will not be considered. However, an individual may seek election on a write-in basis.

### Ballots

1. Sample Ballots: Sample ballots will be made available three working days after the close of the date for receipt of nominating petitions. They shall be printed on colored paper and clearly marked, SAMPLE BALLOT.
2. Official Ballots: Official or regular ballots shall be prepared on white paper and be available prior to election day.
3. Absentee Ballots: Absentee ballots will be available three days after the closing date for the receipt of petitions. These may be requested from the district office or from the individual schools.
4. Question Ballots: If a ballot is questioned by the election committee, i.e. one or more members of the committee have reason to believe the voter is not qualified, the ballot shall be sealed in a plain inner envelope, then sealed in an outer envelope, upon which pertinent data concerning the voter shall be affixed.

### Appointment of Election Committees

The Superintendent or designee shall be responsible for appointing election committees and shall designate the election committee chairperson. The election committee shall be selected at least three weeks prior to the election whenever possible. In no instance shall this committee be less than two members nor shall it be composed of candidates in the election or their spouses, or parents, or children.

Each Advisory School Council Election Committee shall have a chairperson. This person is responsible to see that all materials are on hand prior to the election and that proper election procedures are followed throughout the election. They are in charge of the voter registration list. In addition, the Election Committee chairperson shall:

1. Be sure sufficient numbers of ballots are on hand.
2. Be sure they have ballot boxes and keys are on hand.
3. Be sure the polling place is available and set up on that date.
4. Gather all supplies-- pencils, tally sheets, registration sheets, envelopes, forms, etc.
5. Make certain election judges will be in attendance.
6. Review all relevant materials.
7. Determine ballot box is empty prior to casting of first ballot.
8. Instruct fellow judges regarding the signing of the voter registration list, etc.
9. Keep all polls open from 8:00 a.m. to 8:00 p.m.
10. Be in charge of counting ballots with other judges.
11. See that all judges sign a statement of the ballot count (signifying they agree with the tally).
12. See that the ballot box is locked and placed in the custody of the principal or principal teacher.

### **Polling Time and Places**

Time and Place - all Advisory School Council elections will be held the first Tuesday in October. The polls will be open from 8:00 a.m. to 8:00 p.m. and will coincide with or be in close proximity to the polling place for general elections.

Ballot Boxes - each school will have a clearly marked ballot box with a lid for the election.

Booth - a private voting booth will be available at each polling place.

### **Procedure for Voting**

Each voter, upon presenting themselves at the polls, shall have their name checked against the voter registration list. If their name appears on the list, they shall be given an official ballot and may proceed to vote. If their name does not appear on the list, but the committee has knowledge that they are qualified voters, they shall be given an official ballot and may proceed to vote. If one or more members of the committee has doubts concerning a voter's qualifications, the person shall be given an official ballot and may vote but the ballot shall be placed in a question ballot envelope. The necessary information shall then be affixed to the envelope and the envelope inserted in the ballot box. The validity of question ballots shall be determined at the time election results are certified.

### **Counting of Ballots**

All unused official ballots shall be destroyed immediately when the polls close. After the polls close, no person may at any time handle the ballots at the same time he or she is holding a pen, pencil, or other writing instrument. After tallying the ballots, the ballots including question ballots and other election materials shall be put in the labeled envelopes provided and returned to the ballot box which shall then be closed. The unofficial results may be posted. The ballot box shall be turned over to the principal who locks it in a secure location until results are certified. The committee may then post the unofficial results.

### **Background Check**

Winning vote getters must be submitted for a background check before being certified as a winning candidate. If the winning vote getter does not pass the background check, the second highest winning vote getter will be notified and submitted for a background check.

### **Certification of the Election**

The principal and election committee shall rule on any question ballots, count absentee ballots, and send unofficial results to the District.

The results will be certified by the Superintendent or designee following background checks.

Certified ASC results will be approved at the next regularly scheduled School Board meeting.

Commented [AE1]: approved or just presented??

### **Write-in Candidates**

A write-in candidate may be elected provided that the individual is a qualified Advisory School Council voter.

If a write-in candidate receives the largest number of votes, the individual shall be immediately contacted by the Principal concerning acceptance of the position. If the individual declines, the second highest vote getter shall be contacted.

### **Tie Vote**

In the event a tie occurs with the two highest vote getters receiving an equal number of votes, a recount of the ballots, according to the procedure below, shall be made.

In the event a recount confirms the tie, a run-off election shall be held within 10 days between the two candidates.

### **Recount Procedure**

If necessary, a recount committee of three citizens who are acceptable to all the candidates and who have not been candidates themselves in the election shall be appointed by the Superintendent or designee.

A recount shall take place in the District Office following a 24-hour posting of such a recount and notification to all affected candidates, with representation present from all candidates if they desire.

The results of any recount shall be certified at the next regularly scheduled School Board meeting.

### **Recount by Candidate's Request**

Following certification by the District, requests for a recount must be made within 10 days by candidate's request. Such a request shall be accompanied by a check or money order for \$100 to pay for the expenses of said recount. This request for a recount shall be made to the Superintendent or designee. The procedure shall be as outlined above.

### **Qualifications of Advisory School Council Members**

An Advisory School Council member must have the same qualifications as required to become a municipal voter in the District. At the time of declaration of candidacy for the Advisory School Council, the candidate must be a resident of the community where the school is located and indicate the seat for which he/she is a candidate.

A person serving on the School Board may be elected to the Advisory School Council of his/her community.

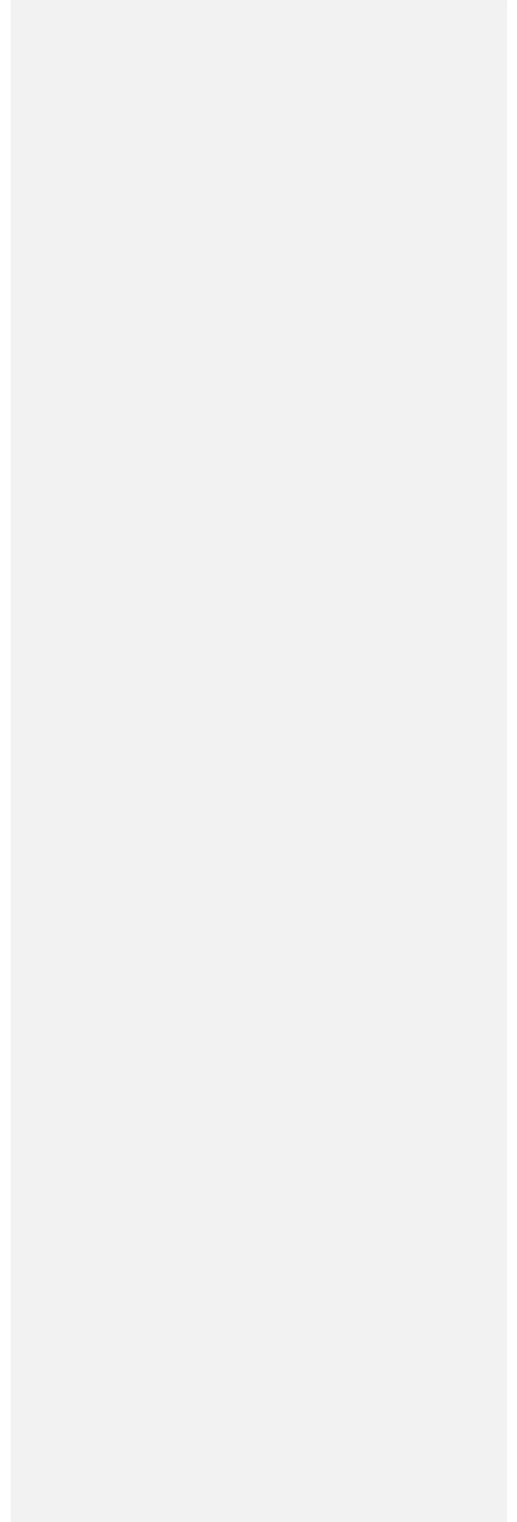
*Revised: October 29, 2002*

*Adopted: March 28, 1995*

Revised: October 29, 2002

Revised:

**Northwest Arctic Borough School District**



## BB 9020 BOARD STANDARDS

The School Board believes that it should hold itself to high standards of the Iñupiat Iitqusiat, performance, accountability and conduct in order to meet the public trust that has bestowed by the public election of each member.

Therefore, the School Board has adopted the Board Standards established by the Association of Alaska School Boards, which provide a framework for effective school governance and keep the School Board's focus on cultural responsiveness and student achievement.

Regular efforts will be made to orient new board members to the board standards, provide on-going board development opportunities to assist all board members in meeting those standards, and assess board performance to measure the School Board's effectiveness in meeting them.

*(cf. 9000 - Role of School Board and Members)*

*(cf. 9230 - Orientation)*

*(cf. 9240 - School Board Development)*

*(cf. 9400 - School Board Self-Evaluation)*

*Added 9/99*

**9/92 Adopted:**

**Northwest Arctic Borough School District**

**AASB Policy Reference Manual**

## **E 9020 BOARD STANDARDS**

The Board Standards developed by the Association of Alaska School Boards and listed below have been adopted by the [Northwest Arctic Borough School District](#) School Board as a standard of performance that this school board will constantly strive to meet.

### **VISION**

*The Board Creates A Shared Vision To Enhance Student Achievement*

- 1.1 Board develops a dynamic shared vision for education that reflects student needs and community priorities.
- 1.2 Board keeps the district and community focused on educating students.
- 1.3 Board demonstrates its strong commitment to vision by using the shared vision to guide decision making.

### **STRUCTURE**

*The Board Provides A Structure That Supports The Vision*

- 2.1 Board establishes a management system that results in effective decision making processes and enables all the people to help the district achieve its vision and make the best use of its resources.
- 2.2 Board ensures that long and short term plans are developed and annually revised through a process involving extensive participation, information gathering, research, and reflection.
- 2.3 Board sets high instructional standards based on the best available information about the knowledge and skills students will need in the future.
- 2.4 Board acts to ensure vision and structure comply with legal requirements.
- 2.5 Board encourages and supports innovative approaches to teaching, learning, and the continuous renewal of education.

### **ACCOUNTABILITY**

*The Board Measures District Performance Toward Accomplishing the Vision And Reports the Results To The Public.*

3.1 Board receives regular reports on student progress and needs based on a variety of assessments to evaluate the quality and equity of the educational program.

3.2 Board evaluates the superintendent's ~~and board~~ performance annually and reports ~~the result a statement~~ to the public. The statement may include a possible contract extension, a change in salary, and goals.

3.3 Board evaluates the board performance biennially (every two years) and reports a statement to the public. The statement may include the resulting goals.

3.4~~3~~ Board ensures long and short term plans are evaluated and revised with the needs of students in mind.

3.5~~4~~ Board uses an understandable format to periodically report district performance to the public.

## **ADVOCACY**

### *The Board Champions The Vision*

4.1 Board leads in celebrating the achievements of students and accomplishments of others who contribute to education.

4.2 Board advocates for children and families and establishes strong relationships with parents and other mentors to help support students.

4.3 Board establishes partnerships with individuals, groups, and organizations to promote educational opportunities for all students.

4.4 Board promotes school board service as a meaningful way to make long term contributions to the local community and society.

4.5 The board is proactive in identifying and addressing issues that affect the education of students.

## **CONDUCT & ETHICS**

### *The Board And Its Individual Members Conduct District Business In A Fair, Respectful, And Responsible Manner*

5.1 Board and its individual members act in a manner that reflect the Iñupiat Iitqusiat

5.2 Board and its individual members act in a manner that reflects service to the community on behalf of students.

5.32 Board demonstrates a commitment to continually improving teamwork, problem solving, and decision making skills through a conscious program of board development.

5.43 Expenditures for board activities are clearly identified in the budget, related to the district vision, and open to public scrutiny.

**Adopted:**

**Northwest Arctic Borough School District**

## BB 9223 BOARD VACANCIES

Note: The following provisions apply to school boards pursuant to AS 14.08.045. Item 1 below could apply to a write-in candidate whose qualifications were not verified prior to election or to a district employee who fails to resign her/her employment after election.

The School Board may declare a regional school board seat vacant if the person elected:

1. fails to qualify for Board membership within 30 days of certification of the election,
2. refuses to take office,
3. resigns,
4. is convicted of a felony involving moral turpitude or a violation of the oath of office while serving as a School Board member,
5. no longer resides within the boundaries which he/she was elected to represent and a two-thirds vote of the Board declares the seat vacant.

*(cf. 9220 - School Board Election)*

Note: The following is provided for borough and city school boards and may be revised as appropriate.

The school board shall declare a vacancy on the Board for any actions which disqualify a member from service in accordance with state laws and local ordinances.

**Note:** A.S. 14.14.080 allows a school board to declare a board vacancy when a member fails to attend three consecutive regular board meetings without being excused by the Board President.

Three consecutive unexcused absences from regular board meetings shall be sufficient cause for the Board to declare a Board vacancy.

*(cf. 9121 - President)*

*cf. 9320 - Meetings)*

### Appointment to the Board

Note: The following optional bylaws may be deleted or revised as desired.

A vacancy on the Board shall be filled within 30 days of the vacancy by Board appointment. When making an appointment to the Board, the Board desires to draw from the widest possible number of candidates.

The Board shall:

1. Advertise the vacancy in suitable local media.
2. Solicit applications or nominations of any legally qualified citizen interested in serving on the School Board.
- ~~1.3.~~ Provide candidates with appropriate information regarding Board member responsibilities.
- ~~2.4.~~ Announce names of candidates and accept public input either in writing or at a public meeting.
- ~~3.5.~~ Interview the candidates at a public meeting.
- ~~4.6.~~ Select the provisional appointee by majority vote at a public meeting.

The person appointed shall hold office until the next regularly scheduled election for district Board members and shall be afforded all the powers and duties of a Board member upon appointment.

*Legal Reference:*

ALASKA STATUTES

[14.08.041](#) *Regional school boards*

[14.08.045](#) *Vacancies*

[14.08.081](#) *Recall*

[14.12.070](#) *Vacancies*

[14.14.080](#) *Declaring a school board vacancy*

[29.26.240 - 29.26.360](#) *Recall*

*Adoption Date: May 23, 1995*

**Northwest Arctic Borough School District**

## BB 9270 CONFLICT OF INTEREST

**Note:** [Alaska Statute 29.20.010](#) requires each municipality to adopt a conflict of interest code. [Alaska Statute 39.50.145](#) authorizes a municipality to exempt municipal officers from state conflict of interest financial reporting requirements. Accordingly, districts should consult local law to determine if additional conflict of interest requirements must be addressed. The following sample bylaw should be revised as appropriate to reflect district philosophy and needs.

In order to instill public confidence in public office and provide public accountability, School Board members shall disclose and avoid conflicts of interest involving any matter pending before the School Board. A conflict of interest exists when a member has a personal or financial interest on a matter coming before the Board that could render the member unable to devote complete loyalty and singleness of purpose to the public interest. School Board members owe the public a duty to act in the best interests of the district.

**Decision making.** The Board recognizes that when no conflict of interest requires abstention and/or recusal, its members must vote on issues before the Board. If a board member or their **immediate** family member may benefit personally or financially from a Board decision, that board member must provide full disclosure of the conflict or potential conflict of interest to the Board. The Board, without that member's participation, will then approve or disapprove of the member's deliberations and voting on the issue. If the Board determines a conflict of interest prohibits participation, the member shall recuse themselves and abstain from deliberations and voting.

**Appearance of impropriety.** When a situation may create the appearance of impropriety, even where state and federal laws do not require any action, the board member shall fully disclose the circumstances. The Board, without that member's participation, will then approve or disapprove of the member's deliberations and voting.

Board members who have an actual or potential conflict of interest requiring disclosure shall not seek to influence the decisions of staff or other board members on the underlying matter, or on the member's participation in the matter.

**Other duties.** School Board members are expected to avoid conflicts of interest in their other duties. This includes:

- a. **Confidential information.** School Board members shall not disclose or use confidential information acquired during the performance of official duties as a means to further their own personal or financial interests or the interests of a family member.
- b. **Gifts.** School Board members shall not accept a gift or economic benefit that would tend to improperly influence a reasonable person or where board members know or should know the gift is offered for the purpose of influencing or rewarding official action.

- c. **Business dealings with staff.** School Board members shall not engage in financial transactions for private business purposes with district staff whom board members directly or indirectly supervise.
- d. **Compensation for services.** School Board members shall not receive any compensation for services rendered to the district from any source, except compensation for serving on the School Board and reimbursement of expenses incurred as a board member, as allowed by policy and law.

**Other legal obligations.** School Board members shall comply with state and federal laws pertaining to conflicts of interest. Nothing in this policy restricts or affects board members' duties to comply with those laws.

*(cf. 3115 - Relations with Vendors)*

*(cf. 4112.8 - Employment of Relatives)*

*(cf. 2300 - Conflict of Interest Code: Designated Personnel)*

*Legal Reference:*

ALASKA STATUTES

[14.08.131](#) *Disqualification from voting for conflict of interest*

[14.14.140](#) *Restriction on employment*

[11.56.100 - 11.56.130](#) *Bribery and related offenses*

[29.20.010](#) *Conflict of interest*

ADMINISTRATIVE CODE

[4 AAC 18.031](#) *Employment of members of immediate families of school board members*

[4 AAC 18.900](#) *Definitions*

*Adopted: May 23, 1995*

*Revised: August 30, 2016*

*Revised: June 6, 2023*

**Northwest Arctic Borough School District**

## BB 9320 MEETINGS

Note: Alaska's Open Meetings Act A.S. 44.62.310-.312 requires meetings of the Board to be open to the public except as allowed by law and requires reasonable public notice of such meetings. 1994 revisions to the Act are reflected in this sample policy.

Meetings of the Board are conducted for the purpose of accomplishing district business. A meeting of the Board shall consist of any gathering of the members of the Board when more than three members of the Board, or a majority of the members, whichever is less, are present and collectively consider a matter upon which the Board is empowered to act. As a matter of district policy and state law, meetings ordinarily shall be open to the public. The Board may meet in closed sessions only to discuss certain matters as permitted or required by Alaska's Open Meetings Act. All business of the Board must be conducted at a duly convened meeting of the Board. Poll voting between meetings is not allowed. All meetings of the School Board shall be open to the public, except for executive sessions authorized in accordance with law.

*(cf. 9321 - Executive Sessions)*

Reasonable public notice shall be given for all meetings of the Board in accordance with law and district practice, and shall be posted at all regular district and school sites before the meeting. The Superintendent or designee shall provide reasonable public notice of open meetings of the Board. Such notice shall include the date, time and place of the meeting, and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. shall be provided to the local news media and posted at district and school sites before the meeting. Public Meetings may not be held in a private home or private business.

*(cf. 9012 - Communications To and From the Board)*

*(cf. 9322 - Agenda/Meeting Materials)*

*(cf. 9323 - Meeting Conduct)*

### Regular Meetings

The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with the annual calendar of regular Board meetings and shall be notified of any changes to the calendar.

Regular meetings shall be held on the last Tuesday of every month, unless otherwise determined by the Board. The meetings will convene at the appointed time, providing a quorum is present. Notice of regular meetings shall be posted at least five (5) days prior to the meeting.

**Commented [AE1]:** Model state: The Board shall hold \_\_\_ regular meetings each month. Unless changed by the Board, regular meetings shall be held at \_\_\_ p.m. at \_\_\_\_\_.

### **Continued Meetings**

The Board, by official action, may recess a regular or special meeting and designate a future date for the purpose of continuing the consideration of one (1) or more topics, provided that:

the total number of days for the session, including all those added after recess, shall not exceed the statutory limitations of fifteen (15) days for a regular meeting and five (5) days for a special meeting;

public notification shall be made of the recess;

any absent members of the Board shall be notified of the recess.

### **Special Meetings**

Special meetings of the Board may be called by the presiding officer or a majority of the Board members.

Except in cases of an emergency, notice of special meetings shall be ~~delivered provided~~ at least 24 hours before the meeting. ~~to all Board members, the Superintendent, and to the local media. This notice shall specify the date, time, place and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Such notice shall be given to all Board members, the superintendent and to the local news media.~~ This notice also shall be posted at district and school sites at least 24 hours before the meeting. ~~This notice shall specify the date, time and place of the meeting.~~

Notice of special meeting shall include a statement of the purpose of the meeting. No business may be transacted at this special meeting, other than that which is specifically stated in the notice of the meeting.

### **Emergency Special Meetings**

The Board president or designee shall give notice of an emergency special meeting to the local media by telephone before the meeting. If telephone services are not functioning, the notice requirement is waived. In that event, As soon after the meeting as possible/practicable, the Board shall notify the local media that the meeting was held and shall describe the purpose of the meeting and any action taken by the Board.

### **~~Board Action Between Meetings~~**

~~When, in the opinion of the Superintendent, circumstances arise of such an urgent nature as to require Board action prior to the regular or special meetings, and the President of the Board, or in the President's unavailability, the Vice-President, concurs with this opinion, a poll vote by phone may be taken of Board members. In taking such a poll, the following conditions shall apply:~~

1. ~~There shall be twenty-four (24) hours advance public notice of the poll vote given by public radio, unless the urgent matter prevents a twenty-four (24) hour delay of the vote. In such an event, at least three (3) hours advance notice shall be given by public radio;~~
2. ~~The public notice will state the question being voted upon. In addition, the notice will advise the public of their right to be present at the time and place when the poll vote is being conducted by the Board's Recording Secretary;~~
3. ~~The poll vote will be conducted by the Board's Recording Secretary in the Boardroom at the District Office. As many Board members as possible will be placed on a conference call that will be broadcast via speaker phone into the Boardroom. Board members who are not on the conference call shall be called individually and that phone call shall also be broadcast by speaker phone into the Boardroom;~~
4. ~~The Board shall confirm the results of the poll vote by a vote taken at the next regular or special meeting.~~

#### **Teleconferencing/Video-Conferencing**

Recognizing the inherent responsibility and statutory duties of Board members, the Board strongly encourages Board members to attend and participate at meetings of the Board. Though great importance is given to the physical presence of Board members at meetings, the attendance and participation of members by teleconference is authorized whenever physical presence is not practicable. All votes at a meeting of members attending by teleconference shall be taken by roll call.

The Board also authorizes the use of teleconferences for Board meetings when receiving public comment or testimony, and during Board deliberations.

Whenever possible, meeting agendas and supporting materials shall be available at all teleconference facilities used for the Board meeting.

~~The Board may use teleconferences/and or video-conferences, if available, for Board meetings when receiving public comment or testimony and during Board deliberations. Agendas and supporting materials shall be available at conference locations.~~

#### *Legal Reference:*

##### ALASKA STATUTES

[14.08.091](#) *Administration*

[14.14.070](#) *Organization of school board*

[14.14.080](#) *Declaring a school board vacancy*

[29.20.020](#) *Meetings public*

[44.62.310](#) Agency meetings public

[44.62.312](#) State policy regarding meetings

~~Revised: March 27, 2007~~

Adoption Date: May 23, 1995

Revised: March 27, 2007

Revised:

**Northwest Arctic Borough School District**

## BB 9322 AGENDA/MEETING MATERIALS

### Construction of Agenda

The Superintendent, at the direction of the President of the Board, shall prepare all agendas for meetings of the Board.

*(cf. 9121 - President)*

All agendas shall include the meeting time and place and a description of each business item to be transacted or discussed. All agendas shall be posted for public review prior to the meeting.

*(cf. 9320 - Meetings)*

**Note:** [A.S. 29.20.020](#) requires governing bodies provide a reasonable opportunity for the public to be heard.

Any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and submitted to the Superintendent with supporting documents and information, if any, at least ten working days before the scheduled meeting date.

When constructing the agenda, the Board president and Superintendent will decide whether a request is within the subject matter jurisdiction of the Board and whether the agenda item is appropriate for discussion in open or executive session. The Board president and Superintendent have the discretion to carefully consider and decide whether to include public requests on the agenda.

The Board shall also give members of the public the opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. An agenda item for such input shall be included on Board agendas. The Board shall not take action on such matters at that meeting.

*(cf. 9012 - Communications To and From the School Board)*

*(cf. 9323 - Meeting Conduct)*

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

*(cf. 1312 - 1312.3 - Complaints Concerning Schools)*

### School Board Member Preparation

**Commented [AE1]:** AASB verbiage: The Board president and Superintendent may reject a public request for a matter to be added to the agenda for any reason.

A copy of the agenda shall be forwarded to each Board member at least ten (10) business days before each regular meeting date. All meeting materials will be publicly available at least five (5) business days prior to the meeting.

When special meetings are called, the Superintendent and President shall make every effort to get the agenda and support materials to School Board members one (1) week prior to special meetings or as soon as possible.

School Board members shall review all meeting materials before each meeting. Individual members may confer directly with the Superintendent or designee to obtain specific information on agenda items.

*(cf. 9200 - School Board Members)*

*Legal Reference:*

ALASKA STATUTES

[29.20.020](#) Meetings public

*Adoption Date: May 23, 1995*

*Revised: April 30, 2024*

*Revised:*

**Northwest Arctic Borough School District**



# 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 Student Activities Committee Meeting Conducted via Microsoft Teams & Teleconference Agenda

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**November 18, 2024  
2:30 A.M.**

- I. ASAA Cross-Country State Championships
  - a. <https://www.athletic.net/CrossCountry/meet/248507/info>
  
- II. Division II Girls Volleyball Results
  - a. <https://www.maxpreps.com/ak/kotzebue/kotzebue-huskies/volleyball/schedule/?admin=1>
  
- III. Division III Mix 6 Volleyball Results
  - a. <https://www.maxpreps.com/ak/volleyball/24-25/conference/mix-6-northwest/?leagueid=d68f24d6-d1b1-4fd5-bd88-38ab3a86aec>

**NWABSD R1 ASAA Mix 6 Tourney Schedule @ Selawik  
Thursday, November 21**

3:00pm-Game 1: #1 Buckland vs #8 Upriver

4:30pm-Game 2: #4 Selawik vs #5 Deering

6:00pm- Game 3 #3 Noorvik vs #6 Kivalina

7:30pm- Game 4 #2 Noatak vs #7 Kiana

**Friday, November 22**

10:00am-Game 5: L1 vs L2

11:30am-Game 6: L3 vs L4

Lunch Break

2:30pm-Game 7: W1 vs W2

**Committee Members:** Joanne Harris, Shannon Melton, Tillie Ticket  
**Student Activities Coordinator:** Robert Sheldon II

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.

4:00pm-Game 8: W3 vs W4  
6:30 pm- Game 9: L8 vs W5  
8:00pm-Game 10: L7 vs W6

Saturday, November 23

10:am-Game 11: W7 vs W8  
11:30 am- Game 12: W9 vs W10

Lunch break

2:30pm-Game13: L11 vs W12

4:00 pm- Game 14: W11 vs W13(Championship)

6:30pm-Game 15: L14 vs W14 (If first loss)

Awards follow (Top 2 qualifiers, All tourney, Academic,  
Sportsmanship)

IV. Top Dog Wrestling Results October 25/26

- a. <https://www.trackwrestling.com/opentournaments/MainFrame.jsp?newSession=false&TIM=1730941011866&pageName=%2Fopentournaments%2FPrintTeamScores.jsp&twSessionId=ojeqiygrqr>

V. Mountain City Wrestling Tournament (November 1/2)

- a. <https://www.trackwrestling.com/opentournaments/MainFrame.jsp?newSession=false&TIM=1730939308960&pageName=%2Fopentournaments%2FPrintTeamScores.jsp&twSessionId=ojeqiygrqr>

VI. Dudley Homelvig Tournament (November 8-9)

- a. <https://www.trackwrestling.com/opentournaments/MainFrame.jsp?newSession=false&TIM=1731955556156&pageName=%2Fopentournaments%2FPrintTeamScores.jsp&twSessionId=qoqailavqy>

VII. Lancer Smith Tournament (November 15-16)

- a. <https://www.trackwrestling.com/predefinedtournaments/MainFrame.jsp?newSession=false&TIM=1731955310829&pageName=%2Fpredefinedtournaments%2FPrintTeamScores.jsp&twSessionId=qoqailavqy>

- b. <https://www.trackwrestling.com/predefinedtournaments/MainFrame.jsp?newSession=false&TIM=1731955430239&pageName=%2Fpredefinedtournaments%2FPrintTeamScores.jsp&twSessionId=qoqailavgy>

VIII. NFHS Console

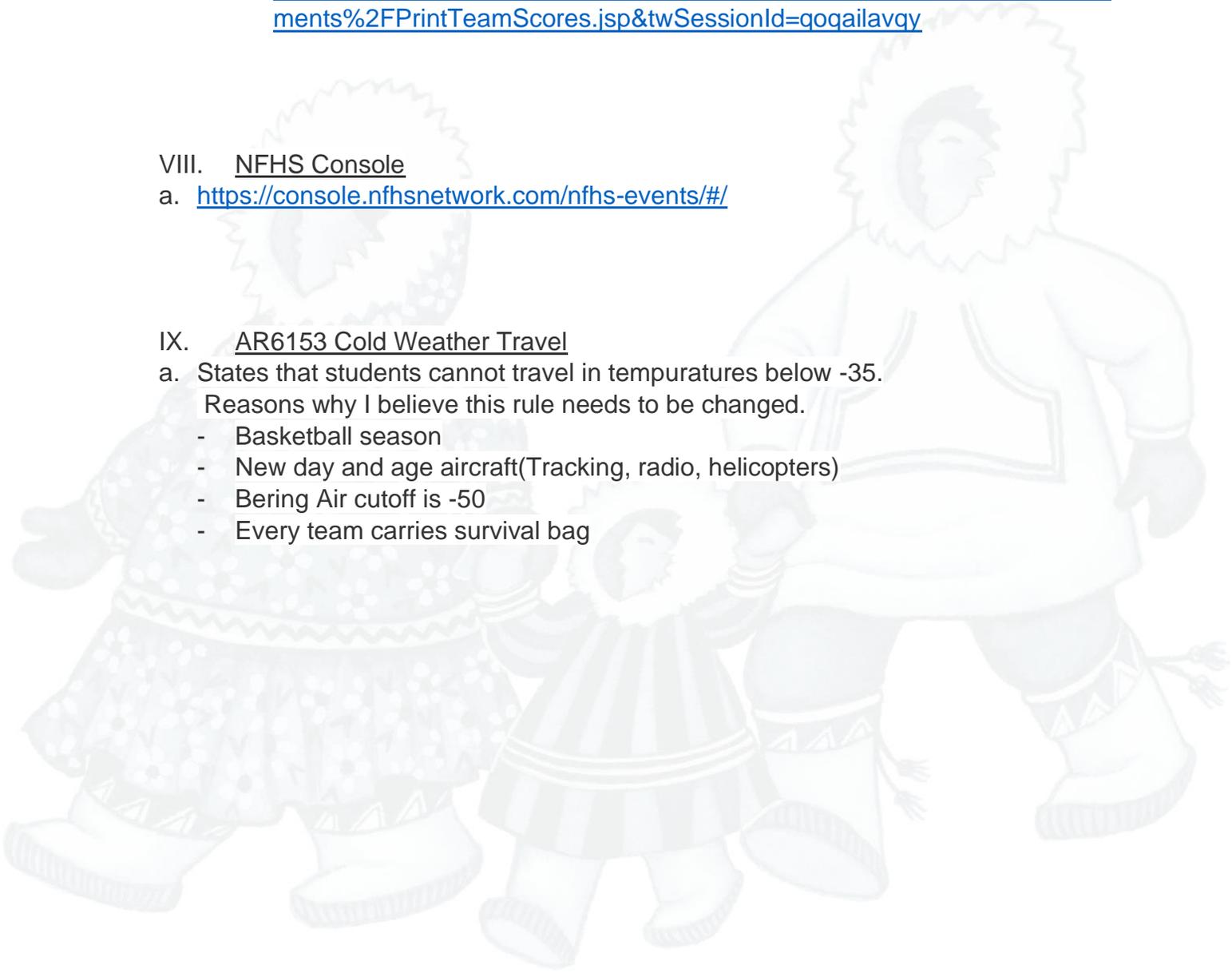
- a. <https://console.nfhsnetwork.com/nfhs-events/#/>

IX. AR6153 Cold Weather Travel

- a. States that students cannot travel in temperatures below -35.

Reasons why I believe this rule needs to be changed.

- Basketball season
- New day and age aircraft(Tracking, radio, helicopters)
- Bering Air cutoff is -50
- Every team carries survival bag





# Strategic Plan Overview: Language and Culture

# Atautchikun Iñuuniałiptigun

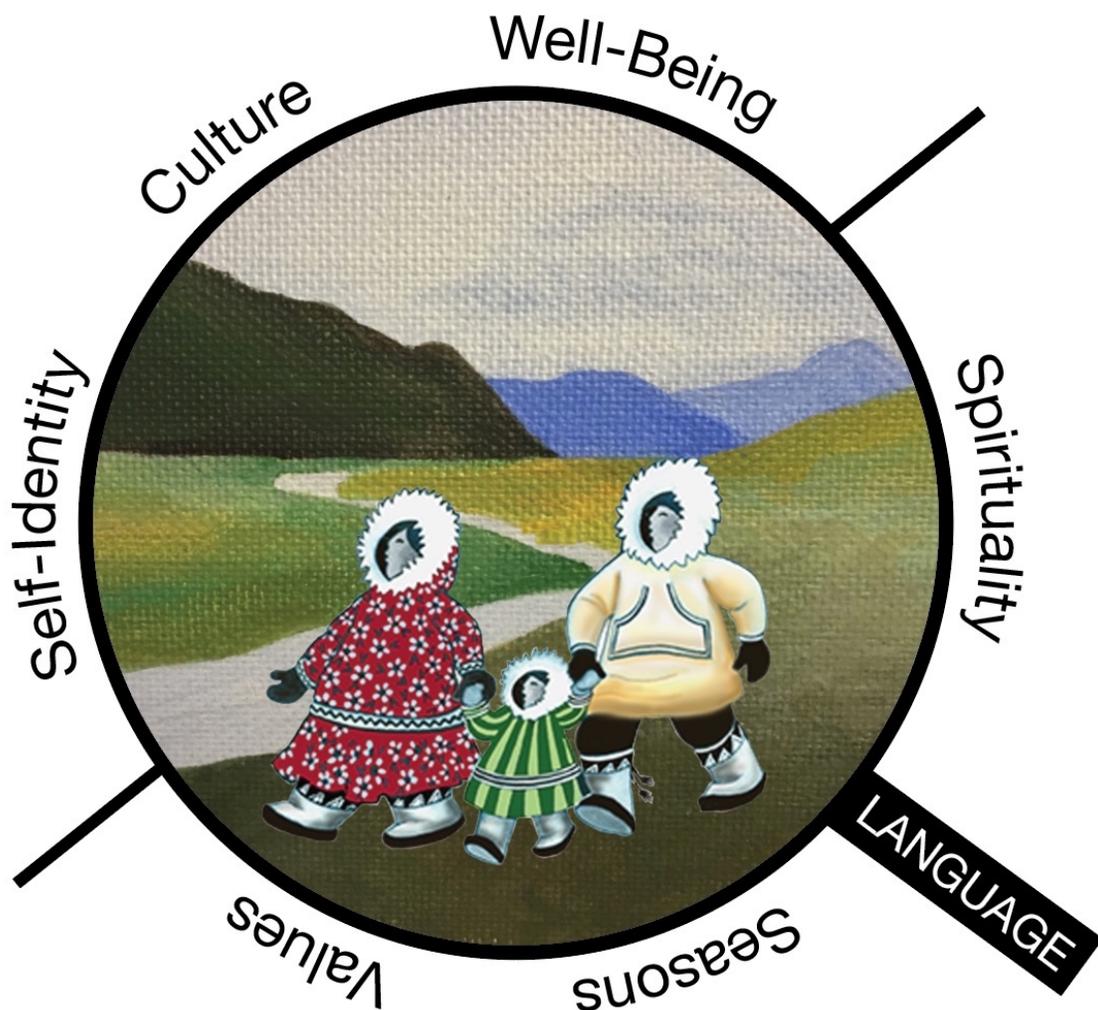
*Through Our Way Of Life, Together As One*



Like a handle holds the drum so that the beats can be experienced, language is the beat of the Iñupiaq culture.

Through language, we gain a deeper understanding and appreciation of the rich culture around us.

Students, staff, and community are encouraged to help develop the unique sense of place that is the Northwest Arctic Borough School District.





# NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

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<b>Goal 1: School and Culture</b>				
<b>Objective 1: Community School Connections</b>				
<b>NWABSD will work with each site to establish a Tribal/Community Partnership Plan to provide relevant learning opportunities and support. Schools will support the plan with improvement data and ongoing adjustments for continuous improvement.</b>				
<b>Objective Lead: Superintendent</b>				
<b>Strategies and Actions</b>	<b>Key Indicators/Metric</b>	<b>Completion Date/Timeline</b>	<b>Progress</b>	<b>Budget (Time &amp; Money)</b>
1.1.1 Partner with stake holders to strengthen Immersion Inupiaq curriculum through language and culture programs that include goals and actions.	Schools will support the plan with improvement data and ongoing adjustments for continuous improvement. Sign agreements with stakeholders that include goals and actions.	Submit data every quarter Beginning 2 <sup>nd</sup> semester January 2024	75%	
1.1.2 Connect Curriculum with Cultural Ways and Science Knowledge in a local setting.	1. Documentation of partnerships between the school and community. 2. Knowledge bearers in the classroom	Quarter 1,2,3,4	50%	
1.1.3 Inform all stake holders about the progress of school/community connections	Provide progress report.	Bi-annually in October and March	Feedback and surveys	
<b>Objective 2: Immersion School Program</b>				
<b>NWABSD will begin an immersion school program starting with PreK level and moving to Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade progressively throughout the next five years.</b>				
<b>Objective Lead: Superintendent</b>				
<b>Strategies and Actions</b>	<b>Key Indicators/Metric</b>	<b>Completion Date/Timeline</b>	<b>Progress</b>	<b>Budget (Time &amp; Money)</b>
1.2.1 Assist Iñupiaq Instructors to obtain their certification through the state of Alaska	1. Determine NWABSD Eligibility for Alternative Certification Options 2. Create a Customized Roadmap 3. Identify Coursework and Professional Development. 4. Develop Field Experience and Mentorship plans. 5. Support for Certification Exams (if applicable) 6. Develop ongoing support, onboarding, and checkpoints for teacher progress. 7. Identify local partnerships to support local context and culturally responsive professional development. 8. Align our system with UA system for cosponsored courses and alternative path consisting of CEUs (budget item).	System Developed: Spring 2025	0%	Unknown
1.2.2 Train our Iñupiaq Instructors fluently into immersion methods of teaching Iñupiaq	1. Identify the path for obtaining fluency a. Develop a roadmap for fluency progression. b. Identify screener/assessment for each level.	System Developed: Spring 2025	2%	Unknown
1.2.3 Provide ongoing professional development for the Iñupiaq Instructors.	1. Identify the path for obtaining fluency 2. Create a roadmap for support. 3. Build sustainability plan for professional development.	Ongoing	15%	Unknown
<b>Objective 3: Cultural Science Curriculum</b>				
<b>NWABSD will create a cultural place-based science curriculum using the traditional Native Ways of Knowing and Learning.</b>				



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Objective Lead: Superintendent				
Strategies and Actions	Key Indicators/Metric	Completion Date	Progress	Budget (Time & Money)
1.3.1 Develop lessons and activities that align with local traditions and practices utilizing natural resources to make the science curriculum more relevant and relatable for all students.	<ol style="list-style-type: none"> <li>1. Completion of a curriculum map that identifies specific points in the science curriculum where local traditions can be incorporated, with consultation from Elders or cultural leaders.</li> <li>2. A minimum of 3 hands-on, project-based activities per semester that engage students with the natural environment (e.g., water quality testing of local rivers, plant identification, or studying local wildlife migration patterns).</li> <li>3. At least 2 community-based science projects per year that involve students working alongside community members (e.g., collaborative projects with hunters, gatherers, or local environmental experts).</li> </ol>	In Progress	<ol style="list-style-type: none"> <li>1. 100%</li> <li>2. 75%</li> <li>3. 25%</li> </ol>	
1.3.2 Incorporate the Iñupiaq language into the curriculum, promoting language preservation and encouraging students to learn and communicate these concepts in their native tongue.	<ol style="list-style-type: none"> <li>1. Develop and use vocabulary lists, with both English and Iñupiaq terms, for key science concepts.</li> <li>2. Work with local Iñupiaq language experts or Elders to integrate traditional stories, phrases, or terminology into science lessons, ensuring students hear and practice Iñupiaq in a real-world context.</li> </ol>	In Progress	<ol style="list-style-type: none"> <li>1. 50%</li> <li>2. 50%</li> </ol>	
1.3.3 Design hands-on, experiential learning opportunities that connect students with the local environment and traditional practices.	<ol style="list-style-type: none"> <li>1. Collaborate with local experts, such as hunters, gatherers, or Elders, to guide students in traditional practices while integrating relevant scientific principles like ecology or sustainability.</li> <li>2. Plan field trips or outdoor lessons where students can observe and interact with the local environment.</li> </ol>	In Progress	<ol style="list-style-type: none"> <li>1. 50%</li> <li>2. 50%</li> </ol>	
1.3.4 Establish community partnerships with local organizations and tribal councils to support the development and implementation of the curriculum and ensure ongoing cultural relevance.	<ol style="list-style-type: none"> <li>1. Form a network with local organizations, tribal councils, and community leaders to regularly consult on curriculum development, ensuring cultural relevance and alignment with community values and traditions.</li> <li>2. Meet with Iñupiaq Ilisautri and science teachers twice a year to co-develop and review curriculum, ensuring the integration of traditional knowledge, practices, and cultural relevance.</li> </ol>	In Progress	10%	
1.3.5 Involve local elders as educators and mentors, recognizing their invaluable role in passing down traditional knowledge.	<ol style="list-style-type: none"> <li>1. Present the curriculum to the Elders' Council twice a year for feedback and to strengthen local partnerships, ensuring accuracy.</li> </ol>	In Progress	10%	



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<p>1.3.6 Empower students to explore and share their own traditional knowledge within the curriculum, creating a learning environment where both the teacher and students contribute to the learning.</p>	<ol style="list-style-type: none"> <li>1. Organize an annual "Local Science Showcase" where students present projects that reflect their learning on local traditions, natural resources, and scientific principles, with community members invited to participate.</li> <li>2. Create opportunities for students to share personal or family stories that connect with the lesson topics, integrating traditional knowledge into classroom discussions and allowing students to take an active role in contributing to curriculum development.</li> </ol>	<p>In Progress</p>	<p>10%</p>	
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# Culturally-Affirming Curricula: Nuna Ilissaman

- **What do students learn about in Physical Science?**
- **How does Nuna Ilissaman enrich physical science education?**
  - **Developed with Cultural Context**
  - **Adaptable for Communities and Subsistence Activities**
  - **Field Activities**

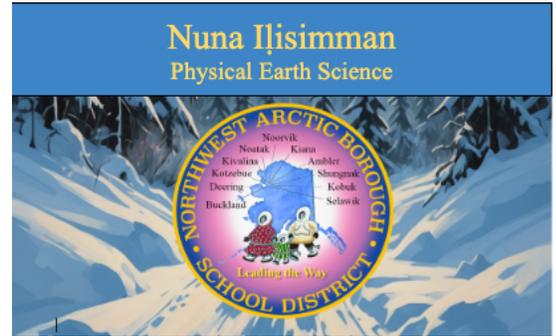
## Nuna Iļisimman / Physical Earth Science

### Purpose:

To develop a Physical Earth Science curriculum that is culturally and regionally relevant to the Northwest Arctic Borough School District students.

### Rationale:

Recognizing that students do not always see the importance of their school courses, the Northwest Arctic Borough School District has intentionally developed a science course relevant to our communities and world. By incorporating traditional Iñupiaq knowledge that has been passed down through generations with Western science, it is hoped this course will give students a depth of understanding for living in and solving problems in the world around us. This course strives to take the most relevant parts of Physical and Earth Science and relate them to our region and state, making us better-informed citizens.



### 2024-2025 progress:

#### June:

- Iñupiaq teachers met in Kotzebue for one week.
  - Page-by-page material review of language, activities, and cultural applications.
  - Development of 20 cultural activities that apply to science.
    - These are being reworked, and the science is being added to them.
    - See the attached examples.

#### August:

- Science teacher training
  - Scope and Sequence
  - Safety
  - Working with Iñupiaq teachers for culture and language.
  - Course in Canvas ready for day one and how to use CANVAS
  - How do we use the developed course materials and teach them?

#### September to November:

- Monday collaborative meetings with science teachers:
  - How are things working?
  - How is the pacing?
  - Are you working with the Iñupiaq teachers?
  - What do we need to change in the course?

#### November 18-21: Professional Development in Kotzebue

Iñupiaq teachers and Science teachers

##### Meeting Goals:

- Collaborative between Iñupiaq teachers and Science teachers.
  1. Set a monthly site collaborative schedule between the Iñupiaq teachers and Science teachers.
  2. Identify Community Knowledge Bearers.
  3. Identify local resources and places to study.
  4. Make a list of activities to incorporate into the course.
    - Write a template.
    - Determine the unit.
    - List materials/supplies needed
  5. Develop a monthly schedule.
- Course Content Review and Update
  1. Review Unit Preparation Checklist
  2. Update on content creation and ideas for the course.
  3. Review unit lessons and objectives.
  4. Go over the CANVAS course and issues with CANVAS.
- Resourcing labs/activities to include in the course
  1. Write templates for these labs.
  2. Determine which unit they fit.
  3. List materials/supplies needed.

**Looking forward:** In the late spring, we will meet again for professional development. We will review the spring content and plan for the future.

#### Items being created for the course:

- Unit Lessons: Read and learn textbooks, lesson plans, assignments, labs, activities, community discussions, and teacher guides.
- Canvas: all materials are loaded and ready for teacher and student use.
- Iñupiaq/English Science Dictionary
- Elder Videos: We are reviewing the videos on file and pulling parts of them to use in lessons.
- Community Projects: we will begin developing community-based projects for the course.
- A monthly schedule, done by all sites on the same day each month:

##### Example:

- 1<sup>st</sup> Tuesday: Let's Talk Tuesday / community knowledge bearer shares with students
- 2<sup>nd</sup> Tuesday: What's the weather? / All sites record weather data and share them to develop skills in observation, data collecting, graphing, etc.
- 3<sup>rd</sup> Tuesday: What did you say? / Working with the Iñupiaq teachers to better pronounce the words we have learned in class.
- 4<sup>th</sup> Tuesday: Nature Tuesday / District-wide Nature journaling with a monthly theme. Students observe and record different aspects of the changing seasons and ecosystems.

<b>Ukiaksraaq</b> Early Fall	<b>Ukiaksraaq</b> Fall	<b>Ukiuq</b> Winter	<b>Upingaksraaq</b> Early Spring	<b>Upingaksraaq</b> Spring	<b>Auraq</b> Summer
<ul style="list-style-type: none"> <li>• Hunting &amp; Food Gathering (Berry Picking)</li> <li>• Cultural Skills</li> <li>• Traditional Plants/Medicine</li> <li>• Knowledge of Family Tree</li> <li>• Weather &amp; Geography</li> <li>• Caribou Collaring</li> </ul>	<ul style="list-style-type: none"> <li>• Hunting &amp; Food Gathering (Preservation)</li> <li>• Cultural Skills</li> <li>• Traditional Plants/Medicine</li> <li>• Weather / Geography</li> <li>• Ice Fishing</li> <li>• Net Setting</li> <li>• Winter Survival</li> <li>• Mud shark Traps</li> </ul>	<ul style="list-style-type: none"> <li>• Hunting &amp; Food Gathering</li> <li>• Cultural Skills</li> <li>• Traditional Plants/Medicine</li> <li>• Weather, Geography &amp; Survival</li> <li>• Winter Survival</li> <li>• Trapping</li> <li>• Ice Fishing</li> <li>• Net Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Hunting &amp; Food Gathering</li> <li>• Cultural Skills</li> <li>• Traditional Plants/Medicine</li> <li>• Weather / Geography</li> <li>• Medicine</li> <li>• Environment</li> <li>• Animals</li> <li>• Winter Survival</li> <li>• Trapping</li> <li>• Ice Fishing</li> <li>• Net Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Hunting &amp; Food Gathering</li> <li>• Cultural Skills</li> <li>• Traditional Plants/Medicine</li> <li>• Weather / Geography</li> <li>• Medicine</li> <li>• Environment</li> <li>• Animals</li> <li>• Winter Survival</li> <li>• Ice Fishing</li> <li>• Net Setting</li> <li>• Winter Survival</li> <li>• Overland Survival Trip (High School)</li> </ul>	<ul style="list-style-type: none"> <li>• Hunting &amp; Food Gathering (Berry Picking)</li> <li>• Cultural Skills</li> <li>• Traditional Plants/Medicine</li> <li>• Weather / Geography</li> <li>• Medicine</li> <li>• Environment</li> <li>• Animals</li> <li>• Summer Culture Camp</li> </ul>

All Inupiaq Values will be integrated into the themes.

**Inupiaq Values:** *Knowledge of Family Tree, Love of Children, Avoid Conflict, Knowledge of Language, Cooperation, Family Roles, Sharing, Hard Work, Humor, Humility, Respect for Elders, Spirituality, Respect for Others, Respect for Nature, Domestic Skills, Responsibility to Tribe, Hunter Success.*

**Iñupiaq Season:**

Ukiaksraq: Fall  
September

**Lab / Activity: Eskimo Potato****Guiding Information / Lesson Overview****Iñupiaq words:**

Digging: Paksrak  
Eskimo Potato: Masu (C) or Masru (K)  
Mouse Cache: Nivit  
Digging tool called siktaq or masunniun is used to unearth the roots.

*Hedysarum alpinum* is a species of flowering plant in the legume family known by the common name alpine sweet vetch. It is called masu or masru in the Iñupiaq language. It has a circumpolar distribution, occurring throughout the northern latitudes of the Northern Hemisphere.

**We will be learning the time and the place to dig for this Eskimo Potato also known as Masru or Masu.**

This plant generally grows in the boreal and northern temperate climates. It occurs in tundra and taiga habitat types, in floodplains, grasslands, and dry forests. It is well adapted to calcareous or limey soils. It is usually not a dominant species, but it is considered dominant in several river deltas and plains in Alaska. It is a pioneer species on floodplains that have been recently scoured by water and ice. It grows with willows and birches along waterways and in forests dominated by spruces. It grows on grasslands with grass species.

Native Alaskan peoples used and still use the plant for food, particularly the fleshy roots. The roots are said to taste like young carrots. The Iñupiaq people call the plant wild potato and obtain dietary fiber from the roots. They locate stores of roots that have been cached by mice. The roots may be eaten raw or prepared in several ways, including boiling, roasting, and frying in grease. They are stored in seal oil. They are sweeter when stored in seal oil. The seeds should not be eaten raw, or in large quantity. (1)

**Learning Objectives:**

After completing the lessons in this unit, students will be able to:

1. Know where to find the Masu/Masru.
2. Know what season to harvest these plants.
3. Understand the biomes and soil types of these plants live in.
4. Understand the nutritional value of these plants.

**Teacher Background:**

Plan and do this activity with your bilingual instructor. This is an excellent activity to involve elders and community members. They can show you how to find a mouse cache, how to collect the plants, clean, and prepare the food.

**Materials:**

- Shovel
- Pick Axe
- Gloves
- Bucket or Burlap Sack
- Hand Sanitizer
- Photos of the plant
- A real plant that has been harvested to show the students what it looks like

**Time Frame:**

Part of three class periods.  
Day 1, introduce and discuss the plant.  
Day 2, harvest the plants.  
Day 3, prepare the plants for eating.

**Other words to remember:**

Boreal, Tundra, Taiga, Floodplains, Grasslands, River Delta, Pioneer Species, Mouse Cache, etc.

**Academic Standards:**

- **Iñupiat Ijlitqusiak: Responsibility to Tribe, Hard Work**
- **Alaska Cultural Standards:**
  - **C.1:** Culturally knowledgeable students actively participate in various cultural environments. Students who meet this cultural standard can perform subsistence activities in ways that are appropriate to local cultural traditions.
- **Science Standards for Alaska:**
  - **HS-ESS3-1.** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

**Lesson Developed by: Dolly Custer, Jennifer Greene, Denny Hadley  
June 27, 2024**

**Directions****Task:**

Today you will learn about the Eskimo Potato, Masu/Masru. We will talk about where they live, their nutritional value, how to harvest them, and how to prepare them for eating.

**Directions:****Day 1**

- Introduce and discuss the plant.
- Where it lives.
- Soil types found in.
- Nutritional Values
- Cultural connections.
- Mice caching it.

**Day 2**

- How we will harvest the plants.
- Demonstrate safety while harvesting.
- How to use a shovel or pick ax
- How to clean and carry the harvest.
- Respecting the mice by leaving food for them.

**Day 3**

- Prepare the plants for eating.
- Prepare for storing.
- Safety when eating.

**Works Cited:**

1. [https://en.wikipedia.org/wiki/Hedysarum\\_alpinum](https://en.wikipedia.org/wiki/Hedysarum_alpinum)
2. <https://www.arlis.org/docs/vol1/A/29819325.pdf>



İnupiaq Season	Auraq: Summer July/August		Ukiakraaq: Early Fall August / September					Ukiakraaq: Fall October	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit #	Unit 1		Unit 2		Unit 3			Unit 4	
Unit and Topics	<b>Introduction to Physical Earth Science</b> Scientific Processes, Indigenous Science Knowledge, Measuring and Organizing Scientific Data		<b>Describing our Earth</b> The Spheres of our Earth, The Physical and Chemical Properties of the Earth's Spheres, Ecosystems		<b>Earth Systems of Matter</b> Matter, Atoms, Elements and the Periodic Table, Compounds, Molecules, Solutions, Acids and Bases, Elements of our region			<b>Water and the Atmosphere</b> Water, Water Cycle, Atmosphere	<b>Science Skills Review</b>
Unit Learning Objectives	<ul style="list-style-type: none"> <li>Describe how Indigenous Science Knowledge and Western Science are compatible in their study of the world.</li> <li>Identify how our community studies the world.</li> <li>Determine how scientists take measurements and record data</li> <li>Students will explore the relationship between mass, volume, and density.</li> <li>Students will demonstrate practical skills in measuring mass, volume, and density.</li> </ul>		<ul style="list-style-type: none"> <li>Describe what an Earth system is.</li> <li>Describe the properties and features of the Earth's four main spheres.</li> <li>Describe the shape of the Earth and the forces that shape it.</li> <li>Describe how maps and models help communicate information about the Earth and its systems.</li> <li>Describe spheres and systems where we live.</li> </ul>		<ul style="list-style-type: none"> <li>Distinguish the different properties of matter and how matter is classified.</li> <li>Explain the fundamentals of atomic theory.</li> <li>Describe the features and organization of the periodic table of elements.</li> <li>Identify common elements in our natural surroundings</li> <li>Describe how compounds and molecules are held together.</li> <li>Distinguish between mixtures, solvents, &amp; solutes.</li> <li>Describe the properties of acids and bases.</li> </ul>			<ul style="list-style-type: none"> <li>Describe the distribution of Earth's water resources.</li> <li>Describe the movement of water.</li> <li>Identify the layers and different features of the atmosphere.</li> <li>Describe what happens during a change of state.</li> </ul>	<b>End of Term Wrap-Up and Science Skills Review</b>
Cultural Connections	<ul style="list-style-type: none"> <li><b>Elder discussions:</b> <ul style="list-style-type: none"> <li>How traditional knowledge and science helped them survive.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li><b>Elder discussions:</b> <ul style="list-style-type: none"> <li>Ways we describe the Earth.</li> <li>Ways we were able to navigate.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li><b>Elder Discussion: TBD</b></li> </ul>			<ul style="list-style-type: none"> <li><b>Elder Discussion: TBD</b></li> </ul>	
Physical & Earth Science Connections	<ul style="list-style-type: none"> <li>Intro. To Science</li> <li>What is Scientific Inquiry?</li> <li>Motion</li> <li>Forces</li> <li>View of the Earth</li> </ul>		<ul style="list-style-type: none"> <li>Motion</li> <li>Forces</li> <li>Spheres of the Earth</li> <li>Shape of the Earth</li> <li>Mapping and Models of the Earth</li> </ul>		<ul style="list-style-type: none"> <li>What is Matter</li> <li>States of Matter</li> <li>Atoms</li> <li>The Periodic Table</li> </ul>			<ul style="list-style-type: none"> <li>The Structure of Matter</li> <li>The Earth's Atmosphere</li> </ul>	

Iñupiaq Season	Ukiaskraq: Fall October/November						Ukiq: Winter November/December		
Week	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Unit #	Unit 5		Unit 6		Unit 7		Unit 8		
<b>Unit and Topics</b>	<b>Water and the Atmosphere</b> Water, Water Cycle, Atmosphere	<b>Weather and Climate</b> Weather, Air Pressure, Meteorology, Climate		<b>Earth's Oceans</b> The Ocean Floor, Ocean Dynamics, Ocean Water, Ocean Life, Regional Ocean Conditions		<b>Earth's Landscapes</b> Weathering, Erosion, and Deposition, Glaciation and How Glaciers Work, Local Geological Features		<b>Our Moving Earth</b> Plate Tectonics & Boundaries, Earthquakes, Volcanos	<b>Science Skills Review</b>
<b>Unit Learning Objectives</b>		<ul style="list-style-type: none"> <li>Explain the difference between weather and climate.</li> <li>Describe and use gas laws and their impact on weather.</li> <li>Explain the influence of air masses on our weather patterns.</li> <li>Explain what causes the seasons.</li> <li><b>Describe how our region's climate and seasons differ from other parts of our planet.</b></li> </ul>		<ul style="list-style-type: none"> <li>Describe the ocean floor.</li> <li>Identify the sources of salt in our ocean</li> <li>Describe factors that affect the density of ocean water.</li> <li>Describe how ocean currents develop and how they affect climate.</li> <li>Identify local ocean conditions.</li> </ul>		<ul style="list-style-type: none"> <li>Describe how physical weathering affects rocks.</li> <li>Explain the process of erosion.</li> <li>Recognize the geological impact of glaciation.</li> <li>Describe the formation of geological features in our environment.</li> <li><b>Identify geological features in our local environment.</b></li> </ul>		<ul style="list-style-type: none"> <li>Describe how the Earth's interior is structured.</li> <li>Objectives are continued in Week 19</li> </ul>	<b>End of Term Wrap-Up and Science Skills Review</b>
<b>Cultural Connections</b>		<ul style="list-style-type: none"> <li><b>Elder Discussion:</b> <ul style="list-style-type: none"> <li>How have you seen climate change? What impact is it having?</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li><b>Elder Discussion:</b> <ul style="list-style-type: none"> <li>How did you know it would be safe to travel on the ocean?</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li><b>Elder Discussion:</b> <ul style="list-style-type: none"> <li>When you see cut-banks and tundra slump, how does that impact your subsistence activities?</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li><b>Elder Discussion:</b> TBD</li> </ul>	
<b>Physical &amp; Earth Science Connections</b>	The Water Cycle Atmospheric Water Running Water Ground Water	The Atmosphere Heat and Temperature Heating the Atmosphere		The Ocean Floor Ocean Floor Features Seafloor Sediments Resources From the Seafloor The Composition of Seawater		Sculpting the Earth's Surface Weathering and Erosion Glaciers Deserts Landscapes Shaped by Wind and Water		Earth's Interior & Plate Tectonics Earthquakes & Volcanoes	

Iñupiaq Season	Ukiq: Winter January/February							Upingaksraaq: Early Spring March	
Week	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27
Unit #	Unit 8	Unit 9		Unit 10		Unit 11		Unit 12	
<b>Unit and Topics</b>	<b>Our Moving Earth</b> Continued....	<b>Rocks and Minerals</b> Rocks, Minerals, the Rock Cycle, Classes of Rocks, Minerals of our Region		<b>Our Solar System and the Universe</b> Solar System Formation, the Sun & Stars, Deep Space, Formation of the Universe, Our Regional View of the Stars		<b>Earth Systems of Energy</b> Waves, Sound and Light, Electricity and Magnetism, Aurora Borealis		<b>Heat and Temperature</b> Laws of Thermodynamics Energy Transfer and Temperature	<b>Science Skills Review</b>
<b>Unit Learning Objectives</b>	<ul style="list-style-type: none"> <li>Identify Earth's geological features near plate boundaries.</li> <li>Describe the causes of earthquakes and volcanic eruptions</li> </ul>	<ul style="list-style-type: none"> <li>Describe the materials that form and make up rocks.</li> <li>Distinguish the different classifications of rocks.</li> <li><b>Identify the minerals found in our region.</b></li> <li><b>Elder Discussion: TBD</b></li> </ul>		<ul style="list-style-type: none"> <li>Explain where we are in the universe and what its shape and size are in comparison.</li> <li>Recognize the objects that make up the solar system.</li> <li>Describe the latest theories on the universe's size, shape, and formation.</li> <li>Describe how astronomers find planets and know the differences between the different types.</li> <li>Explain how we identify what a star is made of.</li> </ul>		<ul style="list-style-type: none"> <li>Describe the characteristics of waves, how they are generated, and the different types of waves.</li> <li>Determine how sound is generated, and the visible light spectrum.</li> <li>Distinguish between electrical charges, currents, and circuits.</li> <li><b>Describe how the Aurora Borealis is created and why we can view it.</b></li> <li>Explain how energy from space impacts energy on Earth.</li> <li>Explain how Kepler's Law, Newton's Law, and Law of Gravity impact Earth.</li> </ul>		<ul style="list-style-type: none"> <li>Determine how temperature and energy are related.</li> <li>Describe how energy is transferred and the methods of energy transfer.</li> <li>Identify the Thermodynamic Laws.</li> </ul>	<b>End of Term Wrap-Up and Science Skills Review</b>
<b>Cultural Connections</b>				<ul style="list-style-type: none"> <li><b>Elder Discussion:</b> <ul style="list-style-type: none"> <li>Identify our region's perspective of the stars.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li><b>Elder Discussion:</b> Tell us stories you heard about the Northern Lights.</li> </ul>		<ul style="list-style-type: none"> <li><b>Elder Discussion: TBD</b></li> </ul>	
<b>Physical &amp; Earth Science Connections</b>		Rocks and Minerals Minerals and Matter The Rock Cycle Types of Rocks		Origin of Astronomy Early Astronomy and the works of Copernicus, Kepler, Galileo, and Newton Movement of the Earth The Earth, Moon, and Sun Inner and Outer Planets Properties of Stars The Universe		Waves / Sound and light / Electricity / Magnetism		Work and Energy Heat and Temp.	Sound and Light

İñupiaq Season	Upingaksraaq: Early Spring March/April					Upingaksraaq: Spring April/May/June			
Week	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Unit #	Unit 12	Unit 13			Unit 14		Unit 15		
<b>Unit and Topics</b>	<b>Heat and Temperature</b>  Continued	<b>Earth's Resources</b> Ecosystems, Natural Resources, Fossil Fuels, Renewable/Non-Renewable Resources, Regional Sources of Energy, <b>Alaska and NW Arctic Resources</b>			<b>Humans and Their Impact</b> Carbon Cycle, Anthropogenic Impact, Greenhouse Effect, Pollution, <b>Alaska / NW Arctic Environmental Issues and the Human Impact on Alaska's Natural Resources</b>		<b>Earth's History and Age</b> Geologic Time/History, Fossils		<b>End of Year Wrap-Up</b>
<b>Unit Learning Objectives</b>	<ul style="list-style-type: none"> <li>Continued....</li> <li>Describe how energy transfer and methods.</li> <li>Identify the Thermodynamic Laws.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what makes up an ecosystem and how it maintains stability.</li> <li>Identify our Earth's natural resources.</li> <li>Describe what fossil fuels are, and identify the types of fossil fuels.</li> <li>Distinguish the differences between renewable and nonrenewable resources.</li> <li><b>Identify examples of renewable energy sources in our region.</b></li> <li><b>Identify jobs in energy in our region and state.</b></li> </ul>			<ul style="list-style-type: none"> <li>Describe the carbon cycle and how human activity has impacted the cycle.</li> <li>Explain what anthropogenic impact means and what its effect is on our planet.</li> <li>Describe the Greenhouse Effect and how human activity has impacted its process.</li> <li>Identify the various forms of pollution and methods of mitigation.</li> <li><b>Describe how human activity has impacted Alaska's environment.</b></li> </ul>		<ul style="list-style-type: none"> <li>Explain, analyze, and interpret geologic time scales and the difference between geologic and human time scales.</li> <li>Discuss how life has evolved and changed along the geologic timeline.</li> <li>What can fossils tell us about Earth's history?</li> </ul>		<b>End of Term Wrap-Up and Science Skills Review</b>
<b>Cultural Connections</b>		<ul style="list-style-type: none"> <li><b>Elder Discussion:</b> Do you think mining in our region impacts the subsistence lifestyle?</li> </ul>			<ul style="list-style-type: none"> <li><b>Elder Discussion:</b> Identify negative/positive benefits our communities have received from human activities.</li> </ul>		<ul style="list-style-type: none"> <li><b>Elder Discussion:</b> Tell us about historical artifacts in our region.</li> </ul>		
<b>Physical &amp; Earth Science Connections</b>	Heat and Temperature	Using Natural Resources Conservation of Energy Energy and Mineral Resources Alternative Energy Water, Air, and Land Resources			Petroleum and Gas Formation Types of Energy Resources Energy Conversion What is an Ecosystem The Carbon Cycle Energy and Resources Alternative Energy Sources Water, Air, and Land Resources Protecting Our Resources		Radioactive Dating Geologic Time Earth's Eras		

**TEACHER NAME: SAMPLE LESSON PLAN**

Course Name: <b>Nuna Iļisimman</b>		WEEK OF: <b>August 20-22, 2024</b>		Period: <b>1 and 3</b>	
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
<b>AK State Standard(s) met this week:</b>					
<ul style="list-style-type: none"> <li>• <b>AK Cultural Standards for Curriculum:</b> A1, B1, C1, C3, C7</li> <li>• <b>AK State Standards:</b> HS-ETS1-1 Analyze complex problems</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Iñupiat Iļitqusiati:</b> <i>Iñuuniaqatiunik Ikayuutiłiq - Responsibility to Tribe, Iļisimaliq Iļagiiłgmik - Knowledge of Family Tree, Savaqatigiiyujłq – Cooperation, Kamakkutiłiq - Respect for Others</i></li> </ul>		
<b>Learning Objectives: "I Can"</b>					
	<ul style="list-style-type: none"> <li>• Define Physical Earth Science</li> <li>• Describe how using traditional Iñupiaq knowledge will contribute to a better understanding of Physical Earth Science.</li> <li>• I can state the procedures my teacher has in place to begin class each day.</li> </ul>	<ul style="list-style-type: none"> <li>• I can introduce myself using traditional Inupiaq methods.</li> <li>• Demonstrate language and cultural skills using Iñupiaq introductions.</li> <li>• Define Earth Science.</li> <li>• Define Physical Science.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how curiosity about the world around us impacts and guides scientific inquiry.</li> <li>• Describe some of the different ways people seek knowledge and make sense of the world around us.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate cultural skills by sharing survival skills learned from elders.</li> <li>• Tell why we study lab safety.</li> <li>• Explain why we study lab safety symbols.</li> </ul>	
<b>Instructional Strategies &amp; Student Activities:</b> <i>list in order</i> what you will be doing in class with your students.					
<b>Clarification:</b> What can we expect to see happening in your classroom? Are you transitioning to multiple activities during class?					
<b>Read and Learn Lesson Number</b>	<b>1.1</b>	<b>1.1, 1.2</b>	<b>1.2</b>	<b>1.2, 1.3</b>	
	<p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• Welcome and Introduction</li> <li>• What this class is and how it is different from others.</li> <li>• What is traditional knowledge and how will it be used in our class. (language, seasons, values, etc.)</li> </ul> <p><b>Watch Video:</b></p> <ul style="list-style-type: none"> <li>• Discuss, and answer questions about language and the video.</li> </ul> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• What is the Iñupiat Iļitqusiati?</li> <li>• Discuss, Knowledge of Family and why it is important to know this information, tie back to Iñupiat Iļitqusiati.</li> </ul> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• Classroom Procedures/Champs</li> </ul>	<p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• Welcome and Review what we discussed yesterday.</li> <li>• Ask if they have thought about what traditional knowledge is.</li> </ul> <p><b>Finish</b> any part of the lesson that was not covered yesterday.</p> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• How elders passed down information and this is key to surviving winters here.</li> <li>• Since this is day two, assign the elder discussion as a homework assignment. This information will be shared in 2 days.</li> </ul> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• Introductions and why we will use them.</li> </ul> <p><b>Activity:</b> Share your Knowledge of Family</p> <ul style="list-style-type: none"> <li>• Practice Traditional Introductions</li> </ul> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• Earth and Physical Science, Studying Earth's Processes and Spheres</li> </ul>	<p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• Welcome and Review what we discussed yesterday.</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Traditional Introductions</li> </ul> <p><b>Finish</b> any part of the lesson that was not covered yesterday.</p> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• How curiosity impacts and guides Science inquiry.</li> <li>• Describe different ways people seek knowledge.</li> <li>• What is Indigenous Knowledge?</li> <li>• How did Iñupiaq use their knowledge to investigate phenomena.</li> </ul> <p><b>Watch Video:</b></p> <ul style="list-style-type: none"> <li>• How an Igloo Keeps You Warm</li> </ul> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• How have Iñupiaq knowledge assisted with scientific studies.</li> </ul> <p><b>Read &amp; write</b> about:</p> <ul style="list-style-type: none"> <li>• Sharing Traditional Knowledge and Whale Science.</li> </ul>	<p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• Welcome and Review what we discussed yesterday.</li> </ul> <p><b>Finish</b> any part of the lesson that was not covered yesterday.</p> <p><b>In-Class Activity:</b></p> <ul style="list-style-type: none"> <li>• Sharing traditional survival information.</li> <li>• Share this information with your elbow partner.</li> </ul> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• Begin discussing why we study lab safety.</li> </ul> <p><b>Watch Video:</b></p> <ul style="list-style-type: none"> <li>• Safety Video: Lab Rules</li> </ul> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• Safety Rules</li> <li>• Go over each rule and discuss what it means.</li> <li>• Show the location of safety equipment in the classroom.</li> </ul>	
<b>Assignments / Classwork / Homework.</b> If you assign work for a grade, promptly grade it. This gives value to the assignment.					
	<ul style="list-style-type: none"> <li>• Aakalukput aimmaviņani video pt 1</li> <li>• Aakalukput aimmaviņani video pt 2</li> <li>• Knowledge of Family Tree take home worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Elder discussion homework assignment / enter answer into Canvas.</li> <li>• Traditional Introductions worksheet.</li> <li>• Spheres of the Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Video &amp; Quiz: How an Igloo Keeps You Warm</li> <li>• Reading: Sharing Traditional Knowledge and Whale Science.</li> </ul>	<ul style="list-style-type: none"> <li>• Safety Video: Lab Rules</li> </ul>	
<b>Assessments (Daily Check-in):</b> what will you use as an assessment for learning today? How will you know they learned it? Success Criteria?					
	Formative assessment built into video, participation in discussion.	Spheres of the Earth Canvas Entry	Exit ticket: write on a paper and hand it to me when they leave, answer this: Have you ever needed to build a snow shelter? Could you safely build one?	Sharing information with elbow partner.	
<b>Resources/Materials used this week:</b> what you will be using during your class. Community resource, textbook pages, internet links, etc.					
If you are showing a video that is not part of the district-approved curriculum, it must have prior principal approval, this includes YouTube videos. Approval forms are at the end of this document.					
Read and Learn in Canvas, Canvas Assignments, Community Knowledge Bearers, Science Videos embedded in the course, Iñupiaq Instructor, Internet Link					

# Iñupiaq Language Program



Professional development to establish a clear plan for addressing language and cultural needs.



Strengthen relationships with local communities and Elders by documenting traditional knowledge and incorporating it into the curriculum.



Staff development will align components of the curriculum (i.e. Uqayusralikun, Uqapiaqta, PK Language Program, Seasonal Calendar, etc).

# Professional Development: Building Capacity for Expansion



STRENGTHENING IÑUPIAQ  
LANGUAGE INSTRUCTION



DEVELOPING AN ASSESSMENT  
AND LEARNING PATHWAY FOR  
FLUENCY PROFICIENCY

# PK Immersion

## Goals:

1. Preparing for Immersion Expansion
2. Developing an Assessment and Learning Pathway for Fluency Proficiency
3. Elders supporting Iñupiaq immersion ilisautrit with language.



(Pre-K) Iñupiatun Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Spring (April) Benchmark
(Pre-K)	Count to 5	Count to 7.
	Know their Inupiaq name/my name is.	Know how to introduce themselves using their Inupiaq name.
	Can recite some of the alphabet (achagat) A, CH, G, Ġ, H	Can recite some of the alphabet (achagat) A, CH, G, Ġ, H, i, L Ł Ł Ł
	Know 2 school supplies: pencil or scissors, or a chair	Know 3 school supplies: book or a ruler or tape or paper
	Know atleast 2 body parts: head, hand, fingers, toes.	Know atleast 3 exterior body parts: head, hand, fingers, shoulders, knees
	Know simple directions and instructions such as: Sit down, stand up and Line up	Know simple directions and instructions such as : Sit down, Stand up, Line up and You all Listen
	Know 1 land animal and 1 sea mammal: caribou, seal	Identify 2 land and 1 sea mammal : caribou, bear, bearded seal

*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) Inupiatun Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Spring (April) Benchmark
(Kindergarten)	Count up to 10	Count to 10.
		Begin to say the Inupiaq Pledge and the song
	Know their Inupiaq name/my name is.	Know how to introduce themselves using their Inupiaq name.
	Identify atleast 5 primary colors	
	Identify 5 simple school supplies: pencil, scissors, pen, chair, clock.	Identify 5 simple school supplies: pencil, scissors, ruler, eraser, crayons.
	Identify atleast 2 exterior body parts head, hand, fingers, toes.	Identify body parts elbow, neck, stomach.
	Respond to questions: How are you? Are you cold? What is the weather like today?	Respond to questions: How are you? What is the weather like today?
	Identify 5 letter sounds in the Achagat.	Identify 7 letter sounds in the Achagat.
	Responds to commands : “Stand up” “Sit down” “push your chair in” “line up”	Responds to commands: “Time to Go”, “time to clean up” , “go get your pencil and paper”
Introduce 1 land animals and 1 sea mammal: musk ox, beluga	Identify 2 land animals and 1 sea mammal: wolf, fox, whale	

*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 <sup>st</sup> ) Iñupiatun Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Spring (April) Benchmark
(1 <sup>st</sup> )	Count to 10	Count to 15
	Inupiaq Pledge and song	Inupiaq Pledge and song
	Recognize most of the Alphabet	Know and Identify most of the Alphabet
	Recognize and trace their name.	Recognize and trace their name.
	Practice introducing themselves	Know how to introduce themselves
	Identify primary colors	Know and identify primary colors
	Identify 5 simple school supplies: pencil, scissors, pen, desk	Know and identify 10 simple school supplies: e.g. pencil, scissors, ruler, eraser, crayons etc.
	Identify exterior body parts such as head, shoulders, 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? 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.
	Introducing simple directions and instructions.	Understanding directions and instructions.
	Identify 2 land animals and 1 sea mammal: caribou, moose, seal	Identify 3 animals and 1 sea mammal:wolf, bear and walrus

*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 <sup>nd</sup> )Inupiaq Language Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Spring (May) Benchmark
2 <sup>nd</sup> Grade	<ul style="list-style-type: none"> <li>• Count to 20</li> <li>• Months of the Year</li> <li>• Days of the Week</li> <li>• Write their name</li> <li>• Know and identify primary colors: Red, Orange, Yellow, Blue, Brown</li> <li>• Know atleast 5 school supplies: chair, table, clock, book,paper, tape, glue</li> <li>• Know atleast 3 exterior body parts such as head, hand, fingers, toes</li> <li>• Begin to verbalize and understand one sentence questions: How are you today? How is the weather?</li> <li>• Recognize the alphabet: letter and the sounds</li> <li>• Identify 2 mammals and 2 animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Count to 30</li> <li>• Months of the Year</li> <li>• Days of the Week</li> <li>• Write their name</li> <li>• Know how to introduce themselves using their Inupiaq name.</li> <li>• Know and identify primary colors and 5 additional colors:Black, Purple, Pink, White and Green</li> <li>• Know and identify 3 additional school supplies: glue, tape and crayons</li> <li>• Know and identify additional exterior body parts such as elbow, neck, stomach, legs and arms.</li> <li>• Verbalize and understand one sentence questions: How are you today? Where are you going?</li> <li>• Recognize the alphabet: letter and the sounds</li> <li>• Learn to recite cultural songs.</li> <li>• Identify 2 mammals and 2 animal.</li> </ul>

*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 <sup>rd</sup> ) Inupiaq Language Assessment Benchmarks		
Grade Level	Winter (December) Benchmark	Spring (May) Benchmark
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Count to 35</li> <li>• Months of the Year</li> <li>• Days of the Week</li> <li>• Know and identify primary colors: Red, Orange, Yellow, Blue, Brown</li> <li>• Know and identify 5 school supplies: chair, table, clock, tape, book, glue</li> <li>• Know and identify exterior body parts such as head, hand, fingers toes, legs, arms, back, front, left and right.</li> <li>• Begin to verbalize and understand one sentence questions: How are you today? How is the weather?</li> <li>• Recognize the alphabet: letter and the sounds.</li> <li>• Identify 3 mammals and 3 animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Count to 40.</li> <li>• Months of the Year</li> <li>• Days of the Week</li> <li>• Know how to introduce themselves using their Inupiaq name.</li> <li>• Know and identify primary colors and 5 additional colors: Black, Purple, Pink, White and Green</li> <li>• Know and identify school supplies: crayons, book and computer</li> <li>• Know and identify additional exterior body parts such as elbow, neck, stomach, names of the fingers, singular and plural forms also.</li> <li>• Verbalize and understand one sentence questions: How are you today? Are you cold?</li> <li>• Recognize the alphabet: letter and the sounds.</li> <li>• Identify 3 mammals and 3 animals.</li> </ul>

*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.*

**JOINT MAINTENANCE/CONSTRUCTION  
COMMITTEE MEETING**

**Monday, November 18, 2024  
5:00 p.m.**

Join via Teams  
Call 1-833-682-3239 or 907-308-3192 & enter  
code:315 118 165#

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**AGENDA**

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**A. CALL TO ORDER**

**B. MOMENT OF SILENCE**

**C. ROLL CALL**

Introduction of Staff & Guests

**D. AGENDA APPROVAL**

**E. ADOPTION OF August 26, 2024, MINUTES**

**F. DISCUSSION ITEMS:**

Capital Projects Report  
FY25 6-year CIP list  
Design Team Term RFP  
Engineering Term RFP

**G. ACTION ITEMS**

Concurrence with acceptance of FY25 DEED funding for Davis-Ramoth K-12 School  
Renovation

Concurrence with acceptance of FY25 DEED funding for HVAC Controls Upgrade, 8 sites

**H. CLOSING COMMENTS**

**I. ADJOURNMENT**

**Co-Chairs:** Marie Greene-NWABSD Board of Education & Elmer Armstrong-NWAB Assembly  
**Committee Members:** Gary Hadley-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 9:22 a.m. on August 27<sup>th</sup>, 2024, in Kotzebue, AK.

Observed.

Committee Members present were:

Marie Greene, NWABSD Board of Education  
Margaret Hansen, NWABSD Board of Education  
Tillie Ticket, NWABSD Board of Education  
Elmer Armstrong, NWAB Board Member  
Craig McConnell, NWAB Board Member  
Gladys Jones, NANA Board Member  
Gloria Carter, NANA Board Member

Committee Members absent and excused were: Shannon Melton NWABSD, Austin Swan Sr. NWAB, Deloris Barr NWAB, Tommy Ballot NANA

Staff/Guests present at the meeting were: Terri Walker-NWABSD Superintendent; Jeff Alexander, Assistant Superintendent; Perrian Windhausen, Director of Student Services; Kathryn Self, Director of Human Resources; Natalie Dickey, Business Office Manager; Shayne Schaeffer; Executive Assistant to the Superintendent; Dena Strait- NWABSD Capital Projects, Kathy Christy - NWABSD Capital Projects Director, Carol Schaeffer, NWABSD Vice-President Board of Education

Marie Greene: Yesterday we asked Dena which action items need to take care of at this point, and so my recommendation chairman is to focus on those four action items, if we can just take care of those action items at this time that would benefit everyone including the assembly members in Kivalina right now. That would be my recommendation Mr. Chairman at this time.

Elmer Armstrong Jr. Yes I think we can do that, take care of those four action items.

Marie Greene, Dena for the record can you please say which action items we need to take care of at this time.

Dena Strait, actually there is five of the six that we need to take care of.

Dena Strait, the first thing I wanted to talk with you about is the approval of the Capital 6 year CIP List, you saw this in June and put everything in the priority orders that you have. And then we used that this summer to put together our Capital Projects applications. At the end of June, two of them that were on the list at the beginning of June were weren't funding so they were removed. Davis-Ramoth foundation was awarded money, as was the district wide HVAC project. Those two projects were removed from the six year CIP list, and then everything has been moved up accordingly. The first page of the six year CIP shows district priorities one, two, three, and those are the ones we have prepared applications to go into, we need the six year CIP approved by the board and signed and mailed by September 1<sup>st</sup>, in order to actually be eligible for those applications. The first one is the district wide fire alarms systems and sprinkler system also being replaced at Shungnak, the second one is Deering K-12 Replacement School, the third one is the Buckland Boiler replacement, weve completed two of those phases and this is the third phase which were going to replace boilers. And the remainder of the items on the CIP list are for future projects.

Department of Education and Early Development (DEED) School Construction Grant applications for FY 2026 are due September 2, 2024. Board approval of the Capital Improvement Plan (CIP) priorities is a requirement of the application process. Department of Education and Early Development (DEED) School Construction Grant applications for FY 2026 are due by 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 approved the preliminary Six-Year CIP in June so that applications for the prioritized projects could be prepared over the summer. The JMCC's recommendations were presented to the Board and approved at their June meeting. Since the June meetings, two projects received funding, Davis- Ramoth K-12 School Renovation and HVAC Controls Upgrades, 8 sites. Therefore, these were removed from the 6-year CIP list and the priority numbering was modified accordingly. Board approval of the final list is now required for it to be submitted to the Department of Education and Early Development by 9-1-24. Attached is a proposed Final FY 2026 – FY 2031 CIP that includes a description of the proposed projects, and their anticipated costs. This document was presented to the JMCC at their August 26, 2024 meeting for their concurrence. The administration recommends approval of the Final FY26 Six-Year Capital Improvement Plan.

- Margaret Hansen has made a motion to move to concur with the Final FY-26 year Capital improvement plan as submitted, Seconded by Marie Greene, to concur with the amended FY26 six year CIP final list. The board concurs, No objections.

CALL TO ORDER

MOMENT OF SILENCE

ROLL CALL

INTRODUCTION OF STAFF/GUESTS

AGENDA APPROVAL

CONCURRENCE WITH FY26 SIX-YEAR CIP LIST

ACTION ITEMS 25-010

Dena Strait, the second item is approving the design award for the Davis-Ramoth for Burkhart Croft Architects, we got a DEED grant for the renovation of that project, we need to get that design going so we can go into construction next spring. This project is funded by DEED, were still in the process of signing that grant.

CONCURRENCE WITH APPROVAL OF CONTRACT AWARD TO BURKHART CROFT ARCHITECTS FOR DAVIS-RAMOTH K-12 SCHOOL RENOVATIONS DESIGN AND PLANNING

ACTION ITEM 25-011

Board approval is required to expend \$50,000.00 and higher. Davis-Ramoth K-12 School Renovation was approved within the state FY25 budget at the end of June. The pending grant award is for a total of \$9,424,172 with \$7,539,339 from the state and \$1,884,834 of local match. While the grant is not yet signed, the district can move forward with planning and design and still be reimbursed for work completed. It is anticipated that the grant agreement will be finalized no later than September. In 2020 the District advertised for competitive proposals for a term contract to provide districtwide design services. Burkhart Croft Architects (BCA) was the highest ranked proposer. Term contracts are renewable for a total of five years. Since that time and through a previous term contract, they have provided various design documents to support grant applications to the Department of Education and Early Development (DEED) for the Davis-Ramoth School Renewal. It is recommended that BCA continue providing design services for this project. In anticipation of the project bidding in the spring of 2025, the Administration recommends allocating \$650,000 to the design budget now to continue design efforts in preparation for the construction phase. This expense is reimbursable through the grant. It is recommended that the Superintendent be delegated authority to contract with Burkhart Croft Architects for further development of the Davis-Ramoth K-12 School Renovation project within the project budget. BCA has performed well, has a good understanding of the project, and has successfully designed other rural schools for the State. The administration recommends the Board approve the \$650,000 design budget for the Davis- Ramoth K-12 School Renovation Project and the delegation of authority to the Superintendent to contract with Burkhart Croft Architects, within this budget.

- Marie Greene: I will make a motion to concur with the approval of contract award of Burkhart Croft Architects, Seconded by Tillie Ticket. No objections.

Dena Strait, Concurrence with the acceptance with the Denali Commission Grant Award last spring. We applied for just over one million dollars from them, they awarded it last fall everything got signed this spring and its to complete phase II of the buckland HVAC project.

CONCURRENCE WITH ACCEPTANCE OF DENALI COMMISSION FUNDING FOR BUCKLAND HVAC

ACTION 24-016

Board approval is required for expenditures over \$50,000.00 and to increase project budgets. In January 2023, the Board approved the award of contract to Sturgeon Electric for Phase I of the Buckland HVAC/Energy Upgrade Project. It was recognized at that time that additional funding was required to complete the project. The Board approved a delegation of authority to the Superintendent to seek additional funding to be added to the project. In April of 2023, the District applied for federal funding from the Denali Commission. In July of 2023 the Denali Commission awarded \$1,041,860 for the project. No additional matching funds were required for this grant, as they accepted prior expenditures for Phase I, from both the Borough and the District, to act as the match for the new Denal Commission grant. At question is Board approval to support utilization of the Denali Commission grant for Phase II work, not to exceed \$1,041,860. Several contracts will be required for this work including to Sturgeon Electric, RSA Engineering, EHS Environmental Services and for Project Management Services by Dena Strait. Utilization of these grant funds will get all Phase II work completed by early 2025. It is recommended that the Board approve a delegation of contracting authority to the Superintendent in an amount not to exceed \$1,401,860. The administration recommends the Board approve acceptance of the Denali Commission grant for the Buckland HVAC/Energy Upgrades Phase II project and approve delegation of authority to the Superintendent to manage contracts up to an additional \$1,041,860 in project funding.

- Margaret Hansen, I make a motion to approve acceptance of the Denali Commission grant funding and delegation authority to the Superintendent and an amount not to exceed one million, forty-one thousand, eight hundred sixty dollars. Seconded by Gladys Jones. No objections.

Dena Strait, Concurrence with approval of Borough funding for Selawik and Noorvik the replacement of the fire alarm systems. The borough is voting on weather they will approved that money today or tomorrow, and if they do approve it we need to be able to use it so what were asking for is concurrence with acceptance of that funding.

PHASE II CONCURRENCE WITH ACCEPTANCE OF NWAB FUNDING FOR SELAWIK & NOORVIK FIRE ALARM REPLACEMENT

- **Elmer Armstrong Jr.:** We will be voting on that shortly, I believe it will pass right.
- **Craig McConnell:** Yesterday in our worksession we had received a duypass recommendation, we will do that official approval today. It's a good project, it took a lot of work and time but it's a good project now for both Noorvik and Selawik. The other positive about it is that the Selawik portion can be used as a match towards their ten million dollar capital project. We think it will pass.
- **Elmer Armstrong Jr.:** So how should we move forward on this even though we haven't decided on it yet.

Award of funding from the Borough for replacement of Davis-Ramoth and Noorvik fire alarm systems requires Board Approval. At the January meeting Board Memorandum 24-085 approved emergency procurement procedures for the replacement of the failed Selawik fire alarm system and delegation of contracting authority to the Superintendent. It was intended funding would be from the Northwest Arctic Borough. Since that time, Noorvik has been added to the project due to ongoing issues with that system. The District has been working with the Borough to secure project funding for several months. In their upcoming August 27-28,2024 meeting, the Assembly will vote on approval of an award of \$860,000 to replace the fire alarm systems in both Selawik and Noorvik. This amount is the project budget to cover construction, design, project management and contingency for both schools. The Borough's funding for the Selawik portion, will count toward the required match for the Davis- Ramoth Renovation project which was awarded FY25 funding through Department of Education and Early Development (DEED). The Noorvik portion of the Borough funding could be used as match if the Districtwide Fire System project is awarded DEED funding in the future. District Administration needs board approval to accept the funding from the Borough and to allocate it as appropriate to accomplish the upgrade of the fire alarms. Because of the emergency nature of this work, the project was designed and a bid solicited. The award of contract is addressed in a separate board memo. With approval of the contract award Selawik's work would occur in December of this year. Noorvik's work

ACTION 25-017

would begin in early January and be completed by the end of that month. The Administration is most appreciative of the Borough's assistance with this critical work. The administration recommends that the Board approve the acceptance of the award of funding from the NW Arctic Borough for replacement of Selawik and Noorvik fire alarm systems and delegation of authority to the Superintendent to establish the project budgets as presented.

Margaret Hansen, I concur pending the approval of the award of funding with the Northwest Arctic Borough, for replacement of Selawik and Noorvik Fire Alarm system and delegation of authority to the Superintendent to establish the project budgets as presented. No objections.

Dena Strait, this is for the award of replacement of the fire alarms system for Selawik and Noorvik to Sturgeon Electric, we bid that in June, they've been determined as a responsive bidder the amounts of the bid are about in about the middle of that memo. Basically if the Borough approves the funding and the school board approves the acceptance of that funding then we will be able to award the construction contract.

- **Craig McConnell:** Just to let everybody know, Sturgeon was the only responsive bidder. The product they are proposing is a non-proprietary fire alarm system which means any certified technician can service or make repairs or reprogram the system, which is exactly what we want. The other bidder proposed a proprietary system which means only the manufacturer designee can make program changes to the system. Which is very difficult.

Contracts over \$50,000.00 require Board Approval. At the January meeting Board Memorandum 24-085 approved emergency procurement procedures for the replacement of the failed Selawik fire alarm system and delegation of contracting authority to the Superintendent. Following this the District made its initial request for funding assistance to the Borough. Since this time, Noorvik's fire alarm system was also in distress, and replacement of this system was added to the project. The project was bid in June. Two bids were submitted by the bid submission deadline on June 11, 2024. The low bidder was ultimately determined to be non-responsive as their bid did not satisfy the solicitation requirements. Sturgeon Electric was determined the only responsive bidder. Bid amounts are \$352,896 for Selawik, \$406,642 for Noorvik for a total of \$759,538. District has been working with the Borough to secure project funding for several months. The Assembly is expected to approve the award of up to \$860,000 to the District for this work. The Borough funding amount will provide a project budget to cover construction, design, project management and contingency. The Borough's funding for Selawik will count toward the required match for the Davis-Ramoth Renovation grant which was awarded FY25 funding through Department of Education and Early Development (DEED). The Noorvik portion of the Borough funding could be used as match if the Districtwide Fire System project is awarded DEED funding in the future. District Administration needs board approval to award the contract to Sturgeon, The award of contract is contingent on Assembly approval of funding. It is critical that the District be able to award and perform this fire alarm system replacement to remedy this safety issue at Selawik and perilous issue at Noorvik. If the contract is awarded in September, work in Selawik would occur in December of this year. Noorvik's work would begin in early January and be completed by the end of that month. To move forward the Superintendent requires approval to award the contract and the delegation of contracting authority to approve changes within the available construction budget, once funding is approved by the Borough Assembly. The administration recommends that the Board approve the award of contract to replace the Selawik and Noorvik fire alarm system replacements to Sturgeon Electric Company, LLC following Assembly approval of the funding and to approve a delegation of contracting authority within the project budget to the Superintendent, as presented.

**Margaret Hansen:** I concur with the award of contract with Sturgeon Electric Company LLC, when funding is secured and approved delegation of contracting authority to the Superintendent as presented; No objections.

**Dena Strait:** AHFC has filed their grant opportunity for professional housing in Rural Alaska, this year the awards are seven hundred thousand. Internally the administration determined that the greatest teacher housing need was in Noatak, to replace housing that's currently in the former elementary school. The desire is to build two duplexes, the match that we did ask the Borough if they needed housing in Noatak as well and they said they did not, and so if we go with both duplexes it will be about eight hundred thousand match. If we only did one it would be four hundred thousand. Each duplex requires a separate application.

- **Craig McConnell:** Can you repeat the match amount for each duplex.
- **Dena Strait:** AHFC will fund up to seven hundred thousand, and based on past cost to build teacher housing and the barging or there lack of shipping conditions and to Noatak, we determined that it's basically 1.1 Million for each duplex. We would need four hundred thousand match per duplex, if you build both that eight hundred thousand match.
- **Craig McConnell:** 1.1 Million for a duplex. Can you tell me what the square footage is of each duplex?
- **Kathy Christy:** I am not sure at the top of my head the exact square footage, it's the same basic duplex that they built in Kivalina and the other school districts. Were not changing the design. The cost is higher for the shipping.
- **Craig McConnell:** In the case of Selawik, the duplex was built smaller? At which reduced cost. Has that been considered for Noatak since all the materials have to be flown in? The size of those units, there big units, they don't have to be that big we can get by with cheaper. Can that be considered, to reduce the costs and thus reduce the match?
- **Dena Strait:** What we did was look at the final cost for building Selawik which was right around five hundred fifty thousand, and Brandon said we should basically double that due to no barging into Noatak, and so that's how we came up with the number. Also this probably won't be built the earliest 2025 if it goes into 2026 your paying two well almost three to four years of escalation because Selawik started in 2022. So between not being able to ship materials in and

CONCURRENCE WITH APPROVAL OF AWARD OF CONTRACT TO STURGEON ELECTRIC FOR SELAWIK & NOORVIK FIRE ALARM REPLACEMENT

ACTION 25-018

PROPOSED

several years of escalation that's how we came up with the 1.1, basically we would be using selawik's floor plans it sounds like those are the smaller units anyway.

- **Craig McConnell:** If we get this grant, when will it be available to spend?
- **Dena Strait/Kathy Christy:** They will announce in November, it takes until February to approve. But once they have selected the recipients of the grants you can start spending money. Also we wouldn't be obligated to spend the whole match if the cost comes in lower then we projected we only have to come up with 15% of the total project costs. AHFC wont provide anymore money then seven hundred thousand per unit.
- **Craig McConnell:** I don't belive it will cost double, if money comes available in February you can buy the material next spring, barge it to Kotzebue on the summer barge and then you can hold it over in Kotzebue for the winter. I don't know what your construction schedule is but if it's the following summer you could hold it over, that way your avoiding that extra year of price increase.
- **Kathy Christy:** Once we get it to Kotzebue we could fly it to start.
- **Craig McConnell:** We did that one year with Kiana, barged everything in and by the time the barge comes it's middle of July takes another couple weeks to get it to the village. So essentially you lose a good part of the summer, what we did was staged everything in Kotzebue and the next spring we flew it out there and built. That way you get the full summer for construction and you wont have to spend extra with the price increase weighing that extra year. Just an idea, but double I don't think it's going to cost double. That's my own opinion.
- **Margaret Hansen:** We have that CAP funding, would we be able to apply again for this project? That's a possibility to right.
- **Elmer Armstrong Jr.:** Any other topics on this? Hearing none whats the recommendation from the committee?

**Margaret Hansen:** Mr. Chair I move that we concure with the Resolution to apply for AHFC funding for the two duplexes for Noatak Ak, teacher housing as presented. No objections.

**Dena Strait:** The only other thing, is passing the minutes from June.

**Elmer Armstrong Jr.:** June 2024 meeting minutes are on the floor for approval. Motion made by Margaret Hansen, seconded by Marie Greene. Discussion? Hearing none, ill call for the question. Meeting minutes were passed any objections from the committee? No Objections.

**Marie Greene:** I think this is important to share this with the committee, yesterday during our discussions I think it was during the budget committee meeting, we had talked about getting a list of all the actions that were taking that require a match so that we can get a better idea of what the total match requirements would be going forward, should they be approved, that was one of the concerns that we had because that is going to start beign a major challenge for us.

- **Margaret Hansen:** We had the discussion about bondebt that weve spent to date, and the amount remaining. We wanted to present that to you in your new packet here at the end of it dena prepared a break down of what a match amounts could be coming up for future projects. We are going to submit that to Dickie and the Assembly so that we can figure out a plan moving forward, which projects can actually get funded under that current bondebt amount left and when would we have to go after a new bond and the vote of the people. If you could keep that in mind Elmer to make sure it gets on a future agenda for the assembly for discussion however your assembly wishes to deal with it. Were available to meet with you on that.
- **Elmer Armstrong Jr.:** Okay we could probably add that onto our next meeting.
- **Craig McConnell:** If I remember correctly I think there is seven million dollars remaining available bondebt, whatever the number were real close to the one hundrend million that was approved by residence. It would be good to start making everybody aware of whats upcoming so were prepared when the funding becomes available and we can match it. So yes.
- **Margaret Hansen:** Also keep in the back of your mind what we think about 1.4 million will be left over at Kivalina, were not sure we sent the closing documents, however long it will take them to complete that final paperwork.
- **Kathy Christy:** Yes, were waiting on one final piece of information to meet all our close out requirements we will work that process with the Department of Ed. And that will require a release of the boroughs share of the locals share for Kivalina. It would require approval of the assembly to realocate it to another project or you can put it back into the unallocated.
- **Craig McConnell:** There is 1.5 million remaining from the Kivalina project? Can that be moved to other projects?

CLOSING COMMENTS

- **Kathy Christy:** Yes with the assembly approval.

**Elmer Armstrong Jr:** Any other discussion?

**Marie Greene:** Thank you for the comments Mr. Chairman, and thank you so much for taking the time to allow us to have this committee meeting.

Marie Greene, I will make a motion to adjourn if there is no further business? Seconded by Margaret Hansen. Adjourn at 9:50 A.M.

ADJOURNMENT

UNADOPTED

## MEMORANDUM

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**TO:** NWABSD Board of Education  
Members

**DATE:** November 18, 2024

**NUMBER:** Worksession VIII.

**FR:** Office of the Superintendent.

**SUBJECT:** a. Capital Projects Report

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

**DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT (DEED):** The Alaska Legislature and Governor Dunleavy passed their FY25 capital budget which includes funding for two NWABSD projects.

### **Major Maintenance**

Davis-Ramoth K-12 School Renewal total project amount is \$9,424,172, including a local share of \$1,884,834. Approval from the Board is requested for approval of accepting the \$7,539,338 DEED funding to move the project forward for construction in 2025. This project is primarily a mechanical and electrical upgrades project that can be bid at 100% construction documents. DEED's procurement requirements do not allow alternative procurements such as design-build and others that involve selection committees when projects are bid at 100% documentation.

HVAC Controls Upgrade, 8 Sites with a total project cost of \$9,838,153, including a local share of \$1,967,631, was also approved and is pending award. Preliminary design efforts are underway and will continue into the fall for an anticipated 2025 start to construction. Board approval for accepting this DEED funding is also requested. Given the technical and limited Scope of Work for this project, it will likely be bid from 100% documents, thus not requiring a selection committee.

### **FY26 Initial Priority Rankings:**

DEED has published their project rankings for both the Construction and Major Maintenance grants with NWABSD results below.

Construction List: Deering is ranked #3 on the list with roughly \$14M worth of projects in front of it. District lobbying for a total of \$20M - \$25M for this list could get funding to continue design and begin site work.

Major Maintenance List: Districtwide Fire System Replacement, 6 sites is ranked #3 and will likely get funded. Project total is \$6,612,840 and local match is \$1,322,568. Buckland Boiler Replacement is #31 and most likely will not be funded.

### **AHFC TEACHER HOUSING:**

**Kivalina** – Project closeout documentation submitted to AHFC. Closeout is pending

**Selawik** – Inspections are completed and submitted to AHFC. Cost certification is complete, and closeout is pending

**Buckland** – The Property Services Department has completed framing and mechanical and electrical rough-in has started. Project is to be complete summer 2025. Project includes two, two-bedroom duplexes for a total of four units. One unit is funded by the Borough and will be theirs to rent.

**Noatak** - AHFC SFY25 grant applications for two, two-bedroom duplexes were submitted at the end of October. Award announcements are typically announced in January. If awarded, a minimum match of \$260,000 is needed. In August the Board approved up to \$800,000 in District funding for the match. Actual match needed will depend on final project costs.

## **DEED PROJECTS**

### **KIVALINA REPLACEMENT SCHOOL**

**Construction:** Construction contract has been completed. Punchlist items were corrected this summer.

There are two warranty issues to be resolved. There is a water leak issue in the area above the library/resource room. The roofing subcontractor had a representative on site and questioned if the problem was a siding rather than a roofing issue. SKW is sending one of their staff to Kivalina to investigate this further.

There is an ongoing issue with the UV disinfection unit of the wastewater treatment system. The supplier, the District and the design engineer are working together to resolve the issue. An effective Teams meeting was held the end of October and additional replacement parts are being sent. DEC is being kept informed.

**Grant Closeout:** The update of the preventative maintenance program by SERRC is the final milestone needed for closeout. SEERC staff are aware of the need to close the project and are nearing completion.

**Percent for Art:** The last two works of art are in production and should be completed by the end of the year. As the funds are encumbered, the grant can be closed out before the art is complete. The District is to hold the art funding in a dedicated account. Kathy Christy continues to support the art component of this project.

**FY-19 BOROUGH LEGISLATIVE GRANT –** The Borough provided pass-through state funding for two District projects as noted below. The grant is now closed.

#### **Kivalina Vehicle Garage**

Garage is in use and the heating system has been installed and is functional.

#### **Buckland HVAC Upgrade**

Phase I, which was funded with this grant, is complete. Phase II, funded by the Denali Commission is almost done as well and will be complete by the end of the year.

## **SELAWIK & NOORVIK EMERGENCY FIRE ALARM SYSTEM**

A contract for construction has been awarded to Sturgeon Electric for the replacement of the fire alarm systems in Selawik and Noorvik. This was approved by the Board in August. Selawik is scheduled to be replaced in January and Noorvik will be replaced in February or March. The project is funded by the Borough as accepted by the Board in August. All work will be completed in FY25. The Selawik portion of the Borough funds can count toward the required local match for the Davis-Ramoth DEED project. The Noorvik Borough funding can act as a match for the FY26 Districtwide Fire System Replacement, 6 sites which is #3 on DEED's current list which is likely to be funded during the pending legislative session.

## **FUTURE CIP PROJECTS**

**DEERING K-12 SCHOOL REPLACEMENT SCHOOL –** Construction of new school is dependent on funding, the schedule of new DOT airport road, and installation of a new sewer system for the community. Capital Project Manager will continue discussion with the entities responsible for these improvements to stay abreast of their funding and timing, creating synergistic opportunities for the school project. CIP Manager and Project Architect are presenting an update to ASC on December

3<sup>rd</sup>. We will plan activities and design advancement for the FY27 application cycle to be submitted in Summer 2025.

**DISTRICTWIDE FIRE SYSTEM REPAIR AND REPLACEMENT** – This project was submitted for FY26 DEED funding and is now ranked #3 on the list. Funding will be determined in the pending legislative session but is highly likely. Schools included are Ambler, Buckland, June Nelson Elementary, KMHS, and Shungnak. Noorvik is being replaced in early 2025, but the Borough funding for that replacement can count as the local match. If the project is not funded in FY26, we will reapply in FY27 pending Board approval.

**Buckland Boiler Replacement** – This project was submitted to DEED for FY26 CIP funding and is ranked #31 and will likely not be funded. Design is complete, but CIP Managers will analyze the awarded points in anticipation of reapplying for FY27 per pending Board direction.

**OTHER POTENTIAL MAJOR MAINTENANCE PROJECTS** – Project efforts other than those noted above are dependent on Board direction on the FY27 6-year CIP list.

**DEED FY26 CIP Grant Award Priorities** – Design and documentation efforts to support FY27 DEED applications is needed in preparation of the next grant cycle. The final FY26 6-year CIP list is included as a reminder of the Board's direction for the list. Notes have been added for FY27's list. In January 2025, an updated FY27 list will be provided to the Board for review, discussion and direction so that CIP Manager can begin the process of securing application support materials.

#### **NOVEMBER 18 BOARD ACTION ITEMS**

Memo 25 - 037 Concurrence with acceptance of FY25 DEED funding for Davis-Ramoth K-12 School Renovation

Memo 25 -038 Concurrence with acceptance of FY25 DEED funding for HVAC Controls Upgrade, 8 sites

#### **OTHER FUTURE CIP EFFORTS**

**Design Team Term contract** – The District utilizes term contracts for the design teams who work on our capital projects. The current selected design team is led by Burkhart Croft, it includes architects and various types of engineers, and was awarded in October 2020. As a three year term, with up to two additional optional years of renewal, the current contract will expire in 2025. Given that CIP applications are due in September, CIP Manager recommends soliciting for the next term contractor(s), in early 2025. The new term contractor would thus be available for awarded work in preparation for FY27 DEED CIP application cycle. A selection committee is needed for this effort and CIP Manager requests that 1-2 JMCC or Board members be recommended for review and selection of the new term contractor(s). This effort will occur in February 2025.

**Engineering Team Term Contract** – Currently, District contracts engineering services through our term Design Team term contract with Burkhart Croft Architects. CIP Manager recommends issuing a Request for Proposals for engineering design services to secure engineering term contractor(s) separately. Many of the current capital needs are engineering oriented and do not require architectural design services. By having a separate engineering service term contract, it provides options to contract with different term contractors dependent on the specific needs of each project. A selection committee is needed for this effort and CIP Manager requests that 1-2 JMCC or Board members be recommended for review and selection of the new term contractor(s). This will occur in February 2025.

#### **SUMMARY OF REQUIRED AND PENDING CAPITAL PROJECTS MATCHES**

**Required Current Matches:**

1. Davis Ramoth- \$1,884,834, potential match is Borough \$405,000 for Selawik Fire Alarm replacement and part or all of roughly \$1 M local match when Kivalina is closed out.
2. DW HVAC - \$1,967,631. Potential match sources are Peltola Congressional Delegated grant if awarded and part or all of roughly \$1 M local match when Kivalina is closed out.
3. Buckland Teacher Housing (already approved): \$750,000

Total Current matches above: **\$4,602,465**

**Future potential Matches:**

1. Noatak Teacher duplexes: \$260,000 to \$800,000
2. Potential Future Deering \$11,374,428 (20% match)
3. Potential Future Districtwide playground updates and repairs = \$2,500,000 (this is project total amount, not match, we have not yet applied for any grants)

Potential Pending Matches: **\$14,674,428**

**NORTHWEST ARCTIC BOROUGH School District  
FY 2026 – 2031 Six-Year Capital Improvement Plan**

**Red notes are for FY27.**

**FY 26 SIX YEAR CIP AS APPROVED BY  
THE REGIONAL BOARD OF EDUCATION**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
1	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	\$5,700,000
		Ranked #3 for FY26, likely funded		
2	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	\$57,000,000
		Ranked #3 for FY26, recommend lobbying for partial funding		
3	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
		Ranked #31 for FY26, <u>UN</u> likely to be funded		

**FY 2026 TOTAL  
\$63,275,000**

These (#4 and #5) are the projects intended to be submitted for FY27. Further recommendations will be presented in January for Board ranking and preliminary approval.

	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
4	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
5	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	X	3,500,000

**NORTHWEST ARCTIC BOROUGH School District  
FY 2026 – 2031 Six-Year Capital Improvement Plan**

	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
		mold and structure damage and interfere with instruction.		

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

**Any projects below here may be moved up per Board direction to be solicited in January.**

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.	<b>X</b>	Balance of FY 27 requests
6	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.	<b>X</b>	Balance of FY 28 requests
7	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.	<b>X</b>	Balance of FY 29 requests
8	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

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

**NORTHWEST ARCTIC BOROUGH School District  
 FY 2026 – 2031 Six-Year Capital Improvement Plan**

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
9	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 August 27, 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.

*D. Wal*  
 Superintendent

8-27-24  
 Date

*Margaret Hausen*  
 School Board President

8-27-24  
 Date

## ACTION ITEM

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**TO:** NWABSD Board of Education  
Members

**DATE:** Nov 18, 2024

**NUMBER** 25-037

**FROM:** Office of the Superintendent

**SUBJECT:** Approval of acceptance of  
DEED FY 25 Funding  
Davis-Ramoth K-12  
School Renovation

### **ABSTRACT**

Acceptance of award of funding from the State of Alaska Department of Education and Early Development for Davis-Ramoth K-12 School Renovation by the School Board is required.

### **ISSUE**

At issue is acceptance of funding for the renovation of Davis-Ramoth School and delegation of contracting authority to the Superintendent for this work.

### **BACKGROUND AND/OR PERTINENT INFORMATION**

In Summer 2023, Capital Projects Managers submitted an FY25 application for funding to the state for this project. In June 2024, this project was included in the state fiscal budget. Project total is \$9,424,172, State share is \$7,539,338 and required local match is \$1,884,834. A budget that matches the grant agreement is attached.

The project Scope of Work is primarily focused on the replacement or upgrade of mechanical and electrical systems including new building controls, new cabinet and unit heaters, ventilation refurbishment, replacing the shop dust collector, replacing the hot water generator and fire pumps, replacing the generator and associated support items, replacing exterior lighting, replacing electrical receptacles to meet code and new fire pumps and monitoring connections to various ventilation components. Architectural work includes providing a door to close off access from the gym to the rest of the school during night activities, replacing window cranks and exterior door replacement, code upgrades for under sink plumbing, replacement of damaged siding at select locations, repair to boardwalks and guardrails and resurfacing the structural piles. Construction work will bid summer 2025 and begin in the fall or early 2026.

District has five years to complete the project and three years to provide the matching amount. The participating share for any district may be satisfied by money from federal, local, or other sources, or with locally contributed labor, material, or equipment. Potential match sources known to date include \$405,000 in Borough funding for fire alarm replacement, and some portion of the roughly \$1M in local funds currently dedicated to Kivalina School Replacement once that project is closed and with Board approval. District Administration needs Board approval for accepting the funding from DEED.

### **ALTERNATIVES**

1. Approve the award of funding from the Department of Education and Early Development for Davis-Ramoth K-12 School Renovation and delegation of authority to the Superintendent to establish the project budgets, as presented.
2. Do not approve acceptance of the award of funding from the Department of Education and Early Development for Davis-Ramoth K-12 School Renovation and delegation of authority to the Superintendent to establish the project budget, as presented.

3. Take no final action.

**ADMINISTRATION'S RECOMMENDATION**

The administration recommends that the Board approve the acceptance of the award of funding from the Department of Education and Early Development for Davis-Ramoth K-12 School Renovation and delegation of authority to the Superintendent to establish the project budgets, as presented.

**ATTACHMENT**

Davis Ramoth Renovation Budget

**Davis-Ramoth K-12 School Renovation**

Admin (District)	\$459,639.00
Site Investigation	\$0.00
Design	\$612,852.00
Construction	\$7,660,649.00
FFE	\$154,787.00
Technology	\$0.00
Art	\$0.00
Contingency	\$383,032.00
Construction Mng Consult	\$153,213.00
	<hr/>
	\$9,424,172.00

FY25 DEED grant	\$7,539,338.00	
Local share total	\$1,884,834.00	
Borough Contribution Memo 25-017		\$405,000.00
District Reserve Fund June 2, 2020		\$75,000.00

## ACTION ITEM

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**TO:** NWABSD Board of Education  
Members

**DATE:** Nov 18, 2024

**NUMBER** 25-038

**FROM:** Office of the Superintendent

**SUBJECT:** Approval of acceptance of  
DEED FY 25 Funding  
HVAC Controls Upgrades,  
8 Sites

### **ABSTRACT**

Acceptance of award of funding from the State of Alaska Department of Education and Early Development for HVAC Controls Upgrades, 8 sites by the School Board is required.

### **ISSUE**

At issue is acceptance of funding for the replacement of the Heating, Ventilation and Air Conditioning (HVAC) controls at eight District schools, and delegation of contracting authority to the Superintendent for this work.

### **BACKGROUND AND/OR PERTINENT INFORMATION**

In Summer 2023, Capital Projects Managers submitted an FY25 application for funding to the state for this project. In June 2024, this project was included in the state fiscal budget. Project total is \$9,838,153, State share is \$7,870,522 and required local match is \$1,967,631. A budget that matches the grant agreement is below. A budget that matches the grant agreement is attached.

The project Scope of Work provides a Direct Digital Control (DDC) system to control the HVAC equipment in eight district schools. Schools to receive the DDC systems include: Amber, Kiana, June Nelson Elementary, Kotzebue Middle/High School, Noatak, Noorvik, and Shungnak. A new graphics-compatible front-end computer will be provided in Kobuk, but it does not receive a new DDC system. Noatak will get the DDC system and three new variable frequency drives (VFD), for air handler fans. Essentially, all upgrades will increase system energy efficiency and provide system control which currently doesn't exist in most cases. Construction work will bid summer 2025 and begin in the fall or early 2026.

District has five years to complete the project and three years to provide the matching amount. The participating share for any district may be satisfied by money from federal, local, or other sources, or with locally contributed labor, material, or equipment. A potential match source is a Congressional Delegated Spending grant through Representative Peltola's office which we applied for in March, which is still working its way through Congress. In addition, some portion of the roughly \$1.1M in local funds currently dedicated to Kivalina School Replacement could be reallocated toward this match once that project is closed and with Board approval. District Administration needs Board approval for accepting the funding from DEED.

### **ALTERNATIVES**

1. Approve the award of funding from the Department of Education and Early Development for HVAC Controls Upgrade, 8 Sites and delegation of authority to the Superintendent to establish the project budgets, as presented.
2. Do not approve acceptance of the award of funding from the Department of Education and Early Development for HVAC Controls Upgrade, 8 Sites and delegation of authority to the

Superintendent to establish the project budget, as presented.

3. Take no final action.

**ADMINISTRATION'S RECOMMENDATION**

The administration recommends that the Board approve the acceptance of the award of funding from the Department of Education and Early Development for HVAC Controls Upgrade, 8 Sites and delegation of authority to the Superintendent to establish the project budgets, as presented.

**ATTACHMENT**

HVAC Controls Upgrades, 8 Sites Budget

**HVAC Controls Upgrades, 8 Sites**

Admin (District)	\$84,812.00
Site Investigation	\$0.00
Design	\$678,493.00
Construction	\$8,481,167.00
FFE	\$0.00
Technology	\$0.00
Art	\$0.00
Contingency	\$424,058.00
Construction Mng Consult	\$169,623.00
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	\$9,838,153.00

Pending FY25 DEED grant	\$7,870,522.00
Local share total requirement	\$1,967,631.00
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	\$9,838,153.00