

Board Committee Meetings and Worksession

Monday, June 2, 2025 10:00 AM

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

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| 1. | 8:30 a.m. | Board Policy Committee | Presenter: Amy Eakin,
Director of
Technology |
| 2. | 10:00 a.m. | Curriculum Committee <ul style="list-style-type: none">• Adoption of Place-Based Science | Presenter: Tracy
Bell, Director of
Curriculum |
| 3. | 11:00 a.m. | Strategic Plan Updated | Presenter: Terri
Walker,
Superintendent |
| 4. | 1:00 p.m. | Budget Committee | Presenter: Natalie
Dickey, Director of
Administrative
Services |
| 5. | 3:15 p.m. | Clean Energy Award to Borough | |
| 6. | 3:45 p.m. | <ul style="list-style-type: none">• Board agenda guideline review• FY26 Board meeting calendar dates | Presenter: Margaret
Hansen, Board
President |



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

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

NWABSD BOARD OF EDUCATION

Board Policy Committee Meeting

Conducted via Teams and in the NWABSD Boardroom

Agenda

June 2, 2025

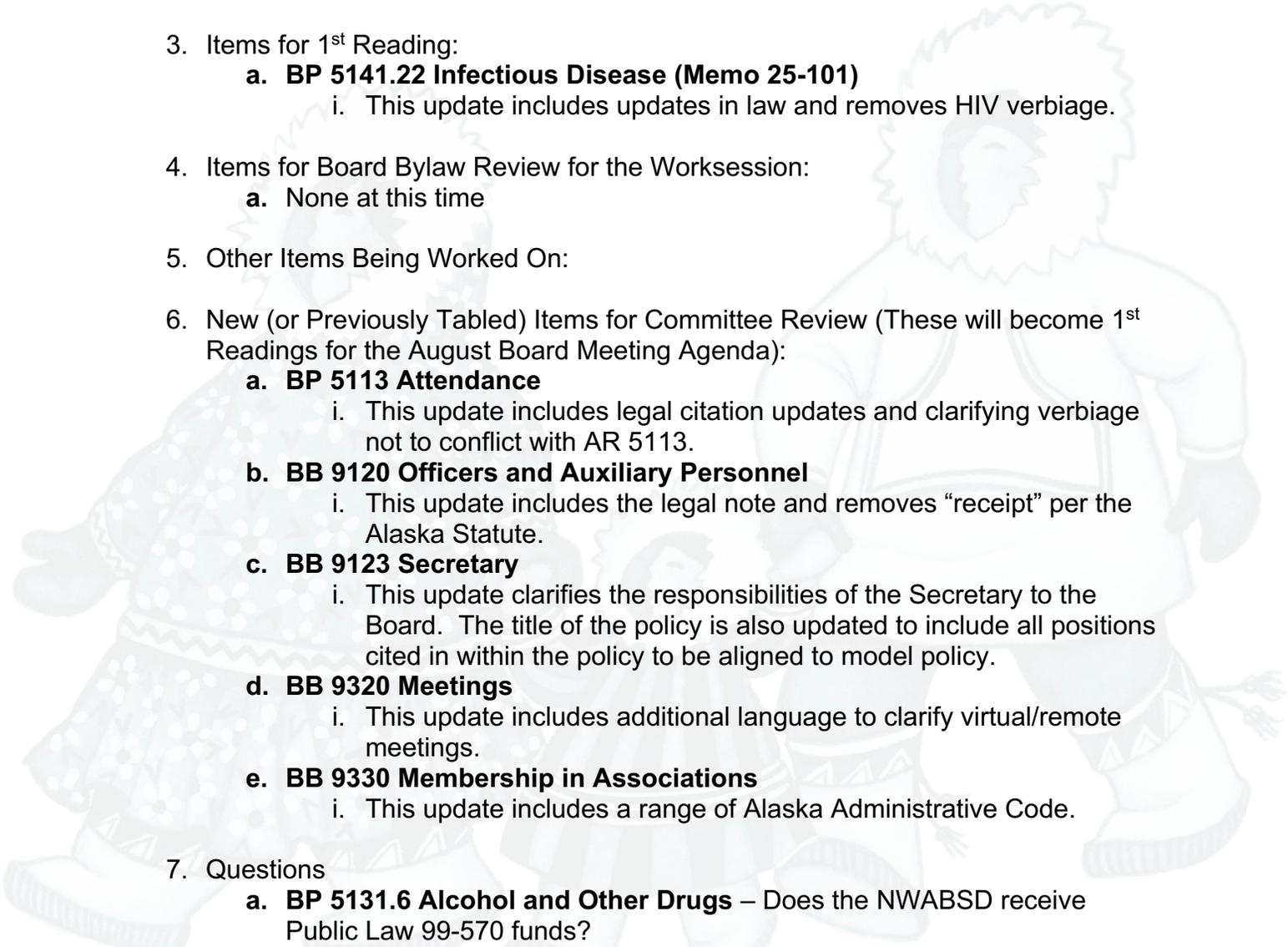
1. Roll Call
2. Items for 2nd Reading (Public Comment has been sought via the [District Website](#))
 - a. **BP 1250 Volunteer Assistance (Memo 25-131)**
 - i. This update modifies BP 1250 to clarify that background checks should be completed for all volunteers, regardless of the number of hours worked. It also clarifies that school visitors do not need to obtain a background check.
 - ii. NOTE: BP 1250 Volunteer Assistance – AASB combined the language in the first paragraph. The additional background check language was from the NWABSD.
 - b. **BP 4151 Salary Guides - Exempt Employees **NEW** (Memo 25-132)**
 - i. NWABSD does not currently have this BP.
 - ii. This BP adds clarity on exempt employees.
 - c. **BP 4313.1 Load Scheduling Hours of Employment (Memo 25-133)**
 - i. This update includes Fair Labor Standards Act language and citations for exempt employees.
 - d. **BP 5040 – Student Nutrition and Physical Activity (Memo 25-134)**
 - i. This update includes the removal of food as a reward language as well as updates to physical activity requirements.
 - e. **BP 5148 Childcare **NEW** (Memo 25-135)**
 - i. This policy is not currently adopted and is recommended by administration to support childcare in the region.
 - f. **BP 6115 Ceremonies and Observances (Memo 25-136)**
 - i. This update includes the inclusion of local observances and the daily pledge of allegiance requirement.
 - g. **BP 6142.4 Community Service (Memo 25-137)**
 - i. This update includes cultural language supporting volunteer work as a part of curriculum.
 - h. **BP 6143 Courses of Study (Memo 25-138)**
 - i. This update includes culturally responsive language as well as multiple tracks post-graduation.
 - i. **BP 6146.4 Reciprocity on Graduation Requirements (Memo 25-139)**
 - i. This update includes a legal note for explanation and clarification of credit requirements.
 - j. **BP 6153 School-Sponsored Trips (Memo 25-140)**

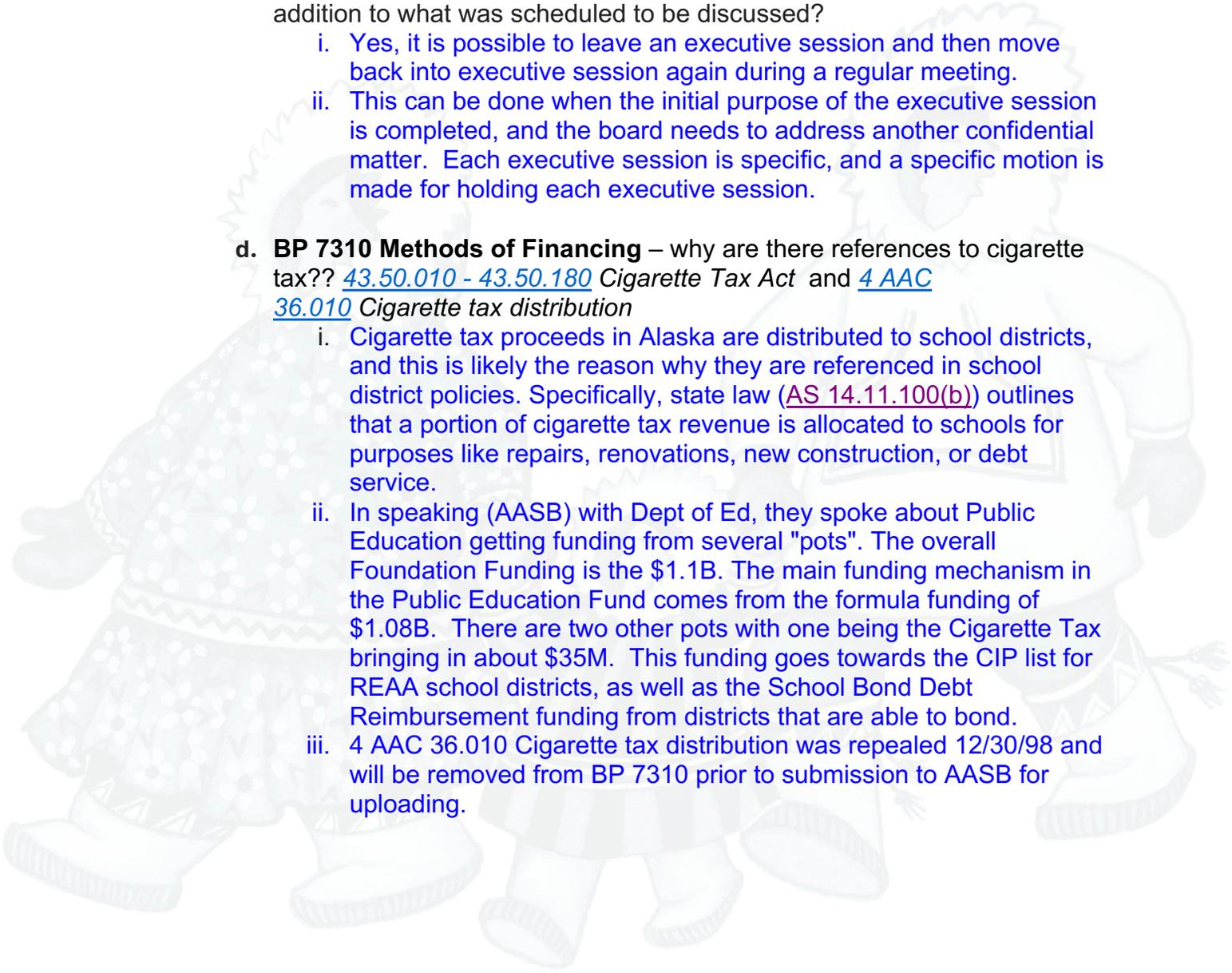
Committee Members: Carol Schaeffer (Chairperson), Jeanne Gerhardt-Cyrus, Marie Greene, Millie Hawley, Alice Melton Barr

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.

- i. This update moves procedural verbiage to the Administrative Regulation.
 - ii. Temperature ratings were reviewed and not removed.
- k. BP 6161.2 Damaged or Lost Instructional Materials (Memo 25-141)**
 - i. This update adds language to address damaged or lost equipment along with damaged or lost instructional materials. It has also been updated to reflect the removal of BP 5125.3.
- l. BP 6179 Childcare and Development Programs **NEW** (Memo 25-142)**
 - i. This policy has not been previously reviewed for adoption by the NWABSD and supports childcare programs within the region.
- m. BP 7000 Concept and Roles (Memo 25-143)**
 - i. This update includes the update of the Department of Education name and an additional statute cited.
- n. BP 7310 Methods of Financing (Memo 25-144)**
 - i. This update includes language around construction/major maintenance and local contributions.
- o. BP 8000 Concepts and Roles (Memo 25-145)**
 - i. This update includes 2021 AASB revision recommendations including law updates and role clarifications.
- p. BP 8320 Meetings (Memo 25-146)**
 - i. This update includes language about executive sessions as recommended by AASB in 2009.
- q. BB 9122 Vice President (Memo 25-147)**
 - i. This update includes the removal of a law citation and a clarification of duties.
- r. BB 9200 Board Members (Memo 25-148)**
 - 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
- s. BB 9210 Qualifications **NEW** (Memo 25-149)**
 - i. This policy clarifies the qualifications for a Board member. It was adopted by AASB in 2007.
- t. BB 9220 Elections (Memo 25-150)**
 - i. This update includes clarified verbiage around staff elected to the Board, additional policy citations, and updated notes.
- u. BB 9230 Orientation (Memo 25-151)**
 - i. This update includes a reference to Board Standards.
- v. BB 9240 Board Development (Memo 25-152)**
 - i. This update includes a reference to Board Standards.
- w. BB 9321 Executive Sessions (Memo 25-153)**

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- i. This update includes additional language for reasons to enter executive session, how that may occur, and updated legal citations
 3. Items for 1st Reading:
 - a. **BP 5141.22 Infectious Disease (Memo 25-101)**
 - i. This update includes updates in law and removes HIV verbiage.
 4. Items for Board Bylaw Review for the Worksession:
 - a. None at this time
 5. Other Items Being Worked On:
 6. New (or Previously Tabled) Items for Committee Review (These will become 1st Readings for the August Board Meeting Agenda):
 - a. **BP 5113 Attendance**
 - i. This update includes legal citation updates and clarifying verbiage not to conflict with AR 5113.
 - b. **BB 9120 Officers and Auxiliary Personnel**
 - i. This update includes the legal note and removes “receipt” per the Alaska Statute.
 - c. **BB 9123 Secretary**
 - i. This update clarifies the responsibilities of the Secretary to the Board. The title of the policy is also updated to include all positions cited in within the policy to be aligned to model policy.
 - d. **BB 9320 Meetings**
 - i. This update includes additional language to clarify virtual/remote meetings.
 - e. **BB 9330 Membership in Associations**
 - i. This update includes a range of Alaska Administrative Code.
 7. Questions
 - a. **BP 5131.6 Alcohol and Other Drugs** – Does the NWABSD receive Public Law 99-570 funds?
 - i. Checking
 - b. **BB 9321 Executive Sessions** – is it ok to just read all four of the reasons before going into executive session or do you have to only read the specific reason and then only discuss that one thing during executive session? The idea is to read all of the reasons to go into executive session so that the Board has the ability to discuss other things that may come up
 - i. **No. An Executive session is specific; only one issue at a time.**
 - ii. **In Alaska, it is not permitted to read all four reasons for an executive session and then discuss any topic during the session. You must specify the specific reason for the executive session in the motion and only discuss that particular item. The purpose is to ensure transparency and to prevent the executive session from being used to circumvent the Open Meetings Act.**

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- c. **BB 9321 Executive Sessions** - Can you go out of executive session and then go back in after reading another statement if something came up in addition to what was scheduled to be discussed?
- i. Yes, it is possible to leave an executive session and then move back into executive session again during a regular meeting.
 - ii. This can be done when the initial purpose of the executive session is completed, and the board needs to address another confidential matter. Each executive session is specific, and a specific motion is made for holding each executive session.
- d. **BP 7310 Methods of Financing** – why are there references to cigarette tax?? [43.50.010 - 43.50.180 Cigarette Tax Act](#) and [4 AAC 36.010 Cigarette tax distribution](#)
- i. Cigarette tax proceeds in Alaska are distributed to school districts, and this is likely the reason why they are referenced in school district policies. Specifically, state law ([AS 14.11.100\(b\)](#)) outlines that a portion of cigarette tax revenue is allocated to schools for purposes like repairs, renovations, new construction, or debt service.
 - ii. In speaking (AASB) with Dept of Ed, they spoke about Public Education getting funding from several "pots". The overall Foundation Funding is the \$1.1B. The main funding mechanism in the Public Education Fund comes from the formula funding of \$1.08B. There are two other pots with one being the Cigarette Tax bringing in about \$35M. This funding goes towards the CIP list for REAA school districts, as well as the School Bond Debt Reimbursement funding from districts that are able to bond.
 - iii. 4 AAC 36.010 Cigarette tax distribution was repealed 12/30/98 and will be removed from BP 7310 prior to submission to AASB for uploading.

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 recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. 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 that includes crimes involving moral turpitude.

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

BP 4151 SALARY GUIDES - EXEMPT EMPLOYEES

Note: The Fair Labor Standards Act (FLSA) is a federal law that requires most employees in the United States to be paid at least the federal minimum wage for all hours worked, and overtime pay at time and one-half the regular rate of pay for all hours worked over 40 hours in a workweek. However, Section 13(a)(1) of the FLSA provides an exemption from both minimum wage and overtime pay for employees employed as bona fide executive, administrative, or professional employees. Sections 13(a)(1) and 13(a)(17) also exempt certain computer employees. To qualify for exemption, employees generally must meet certain tests regarding their job duties and be paid on a salary basis at not less than \$455 per week. These salary requirements do not apply to teachers. Exempt computer employees may be paid at least \$455 on a salary basis or on an hourly basis at a rate not less than \$27.63 an hour. Job titles do not determine exempt status. In order for an exemption to apply, an employee's specific job duties and salary must meet all the requirements of the Department of Labor's regulations.

The School Board is committed to compliance with the salary basis requirements of the Fair Labor Standards Act. Improper deductions from the salaries of exempt employees are prohibited.

(cf. BP 4253 Overtime Pay/Compensatory Time Off)

Salary Basis Requirement

An exempt employee must meet certain tests regarding their job duties and be paid on a salary basis. Being paid on a "salary basis" means an employee regularly receives a predetermined amount of compensation each pay period on a weekly, or less frequent, basis. The predetermined amount cannot be reduced because of variations in the quality or quantity of the employee's work. Subject to exceptions listed below, an exempt employee must receive the full salary for any workweek in which the employee performs any work, regardless of the number of days or hours worked. Exempt employees do not need to be paid for any workweek in which they perform no work.

Permissible Deductions

Note: Under 2004 amendments to the federal regulations, employers can dock pay of exempt employees, without losing their exempt status, for disciplinary suspensions for one or more full days if employees break workplace conduct rules. To be able to take advantage of this provision, employers *must* adopt a written policy applicable to all employees that states that violating workplace conduct rules may result in a suspension.

Deductions from pay are permissible when an exempt employee: is absent from work for one or more full days for personal reasons other than sickness or disability; for absences of one or more full days due to sickness or disability if the deduction is made

in accordance with a bona fide plan, policy or practice of providing compensation for salary lost due to illness; to offset amounts employees receive as jury or witness fees, or for military pay; or for unpaid disciplinary suspensions of one or more full days imposed in good faith for violations of district policies or procedures.

The district is not required to pay the full salary in the initial or terminal week of employment; for penalties imposed in good faith for infractions of safety rules of major significance, or for weeks in which an exempt employee takes unpaid leave under the Family and Medical Leave Act. In these circumstances, either partial day or full day deductions may be made.

Complaint Procedure for Improper Deductions

Note: Under the 2004 safe harbor provision, employers will not lose exempt status for employees as a result of improper deductions, so long as several steps are taken. First, your district must have a clearly communicated policy prohibiting improper pay deductions. Second, the policy must contain a complaint procedure. Third, if an employer makes an improper deduction, it must reimburse employees for the improper deduction and make a good faith commitment to comply in the future. Finally, if the employer "willfully" violates the policy by continuing to make improper deductions after a complaint, it will lose exempt status for all employees in the same job classification working for the same managers responsible for the improper deductions for the time period in which the improper deductions were made.

If you believe that an improper deduction has been made to your salary, you should immediately report this information to your direct supervisor, or to ~~insert alternative complaint mechanism(s)~~the Director of Administrative Services.

Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, you will be promptly reimbursed for any improper deduction made.

Legal Reference:

Fair Labor Standards Act, [29 U.S.C. § 201](#), et seq.

Adopted:

Northwest Arctic Borough School District

BP 4313.1 MANAGEMENT AND SUPERVISORY PERSONNEL - LOAD/SCHEDULING/HOURS OF EMPLOYMENT

The School Board designates, in accordance with law, salaried positions which are exempt from overtime. Persons holding these positions work whatever hours are necessary in order to fulfill their assignments. Their positions are set apart from other positions by virtue of the duties, flexibility of hours, salary, benefit structure and authority which they entail.

Exempt designations are governed by the rules of the Fair Labor Standards Act, 29 U.S.C. 201-216 and 29 C.F.R. Part 541. Where an employee has been determined to be exempt, their exempt status should be listed on their contract.

Employees in exempt positions shall not be subject to salary deductions for absences of less than a day.

Legal Reference:

UNITED STATES CODE

Fair Labor Standards Act [29 U.S.C. 201-216](#)

CODE OF FEDERAL REGULATIONS

Department of Labor Relations [29 C.F.R. Parts 511-800](#)

Adopted: June 09, 2004

Revised:

Northwest Arctic Borough School District

BP 5040 STUDENT NUTRITION AND PHYSICAL ACTIVITY

Note: -This policy was developed by the State of Alaska Obesity Prevention and Control Program and the Alaska Department of Education & Early Development Child Nutrition Program and meets all federal requirements for Local School Wellness Policies. It is intended to provide a framework for developing a wellness policy. The policy adopted by your School Board must be developed with the involvement of the identified advisory group discussed in Section A.

The School Board recognizes that schools are in a position to promote healthy lifestyle choices by students that can affect their lifelong wellness. Therefore, the School ~~District~~District will provide environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating, physical, and subsistence activity.

The School Board understands that:

- (a) Teaching about food and nutrition should support students in both the local community and other community contexts.
- (b) Traditional knowledge of food and harvesting teaches values and skills to all Alaskan students.
- (c) Food nutrition should link students positively to their cultures and ways of life in Alaska or countries of origin.
- (d) Tribal governments and tribal members have extensive indigenous nutrition, scientific, resource management, and legal knowledge about harvesting foods.
- (e) Offering subsistence and local food harvesting opportunities contributes to nutritional health, but also supports cultural identity, improved physical and mental health, and deepens students understanding of an ecosystem.
- (f) Familiar and cultural foods can create cultural safety and contribute to a positive learning environment.

Schools will provide nutrition promotion and education, physical education, and other school-based activities to foster lifelong habits of healthy eating and physical activity, and will establish linkages between nutrition education, school meals, and local food programs.

(cf. 1020 – Youth Services)

A. Planning and Periodic Review by Stakeholders

The school ~~district~~District and when appropriate individual schools within the ~~district~~District will create or work with an existing advisory group that will assist in developing, implementing, monitoring, reviewing and, as necessary, revising school nutrition and physical activity goals.

The school ~~district~~District will permit and encourage the participation of students, parents, food service personnel, School Board members, school administrators, school health professionals, physical education teachers, local SNAP-Ed coordinators and other interested community members in the advisory group. The ~~district~~District will promote opportunities to participate in the advisory group at least once a year through parent and stakeholder communication, which may include newsletters, public announcements, web-postings, parent communication, etc.

The school ~~district~~District will provide the advisory group with appropriate information and clear guidelines to assist in the development and/or revision of relevant policies and nutrition and physical activity goals. Goals will be based on available scientific evidence for improving school nutrition and physical activity programs. Goals and progress toward achievement will be presented to the School Board on an annual basis.

School ~~district~~Districts will add ~~in~~ a pathway during planning to submit a local foods nutritional plan and an opportunity to determine how donated local foods can meet with occupational health and safety regulations.

(cf. 1000 – Concepts and Roles)

B. Nutrition

All foods available in ~~district~~District schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. ([7 C.F.R. Parts 210](#) and [220](#)) To the extent practicable, all schools in the ~~district~~District will participate in available federal school meal programs.

All other foods and beverages made available on school campus (including, but not limited to vending, franchise vendors, concessions, a la carte, student stores, classroom parties, fundraising, and foods and beverages that are not for sale) during the school day, between the hours of 12:00 AM and 30 minutes after the conclusion of the instructional day, shall meet nutritional requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School. For the purpose of this policy, the school

campus is defined as all property under the jurisdiction of the school ~~district~~District that is accessible to students.

Schools will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.

Traditional cultural foods may be exempted from ~~the~~ nutritional requirements when offered free of charge and for educational purposes. Traditional cultural foods offered for sale or as a part of the school breakfast or lunch program must meet nutritional requirements.

~~Foods and beverages will not be offered as a reward for students' performance or behavior.~~

Schools will provide free potable water (water that is safe and satisfactory for drinking and cooking) in the place where meals are served and elsewhere throughout the school buildings.

When practicable, Alaska farm and fish products will be utilized in meals and snacks.

Schools will encourage all students to participate in federal school meal programs and protect the identity of students who eat free and reduced priced meals.

Schools will encourage all students to eat healthy and nutritious meals within the school dining environment and will, to the extent practicable, involve students in menu planning.

To the extent practicable, schools will schedule lunch as close to the middle of the school day as possible. Schools are encouraged to provide opportunities for mid-morning or mid-afternoon healthy snack breaks.

Schools will limit food and beverage marketing on campus to the promotion of foods and beverages that meet the National School Lunch Act, Nutritional Guidelines for All Foods Sold in Schools.

Schools will work to provide age-appropriate nutrition education as part of the health and physical education curricula that respects and integrates the cultural practices of students. Schools will provide opportunities for students to practice nutrition and harvesting skills both inside and outside the school setting. The ~~District~~District will seek to provide evidence-based nutrition education curricula and intergenerational knowledge on local foods that fosters lifelong healthy eating behaviors integrated into comprehensive school health education.

To the extent practicable:

(a) Students in grades pre-K-12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors.

(b) Classroom nutrition education shall be reinforced in the school dining room or cafeteria setting as well as in the classroom, with coordination among the nutrition service staff, administrators, local advisory group, and teachers.

(c) Students shall receive consistent nutrition messages from schools and the ~~district~~District. This includes in classrooms, on field trips, cafeterias, outreach programs and other school-based activities.

(d) Nutrition education ~~shall~~should be taught by a certified/licensed health education teacher, and should include input and guest instruction by a locally endorsed Elder or culture bearer.

(e) Schools will strive to establish or support opportunities to learn about local plants, harvesting, hunting and gardening to provide students with experiences in planting, harvesting, preparing, serving and tasting healthy, nutritious and Alaskan foods.

(cf. 0210 – Goals for Student Learning)

(cf. 3550 – Food Service)

(cf. 3551 – Food Service Operations)

(cf. 3552 – Regular Lunch Program)

(cf. 3553 – Free and Reduced Price Meals)

(cf. 3554 – Other Food Sales)

C. Mandatory Physical Activity

Pursuant to [AS 14.30.360](#), a ~~district~~District shall establish guidelines for schools in the ~~district~~District to provide opportunities during each full school day for students in grades kindergarten through 8 for a minimum of 90 percent of the daily amount of physical activity recommended for children and adolescents in the physical activity guides by the Centers for Disease Control and Prevention. The time provided for physical activity may involve physical education classes and unstructured physical activity, such as recess. The ~~district~~District shall adopt guidelines that allow students to be excused from physical activity due to medical and health and safety reasons, such as inclement weather.

Note: Section D: Physical Activity and Section E: Physical Education are optional policies that provide physical education and physical activity goals that meet the requirements of state and federal law. The District's policies may differ from Sections D and E provided the policies meet the requirements of AS 14.30.360, as described in Section C: Mandatory Physical Activity Guidelines. While federal law does not require the language in Section C: Physical Education and Section D: Physical Activity. The following optional policy language provides additional physical education and physical activity goals.

D. ~~Optional~~ Physical Education

Physical education will be closely coordinated with the overall school health program, especially health education, so that students thoroughly understand the benefits of being physically active and master the self-management skills needed to stay active for a lifetime.

To the extent practicable, all schools will provide daily physical education opportunities for all students. All elementary students will be provided at least the National Association for Sport and Physical Education (NASPE) recommendation of 150 minutes (determined by ~~district~~District capacity) of physical education per week, for the entire school year.

Middle and high school students shall be provided at least the National Association for Sport and Physical Education (NASPE) recommendation of 225 minutes (determined by ~~district~~District capacity) of physical education per week, for the entire school year.

All elementary and middle-school students will be required to participate in physical education for all years of enrollment ~~in~~ through middle school. All high school students shall be required to participate in physical education for one full year. Physical education shall be exclusive of health education and shall be available for all four years of high school. Each ~~district~~District/school will adopt a physical education curriculum that aligns with the Alaska State Standards for Physical Education for grades K-12, with grade level benchmarks. The curriculum shall be reviewed in accordance with the regular curriculum review and adoption schedule of the ~~District~~District.

E. Physical Activity

All students in grades kindergarten through eight will be provided with at least 54 minutes each day of physical activity. Elementary and middle school students will be provided with at least 45 minutes each day of physical activity, not including time spent in physical education. This time may be accumulated throughout the school day and may include physical education, recess and classroom based~~before/after school sponsored~~ activities. Whenever possible, all students shall be given opportunities for physical activity through a range of programs

including, but not limited to, intramurals, interscholastic athletics and physical activity clubs. Elementary students will be provided at least 20 minutes each day of structured, active recess. Classroom based physical activity is encouraged and counts toward the ~~45~~54 minute requirement as long as it does not replace recess.

When practicable, recess shall be scheduled before lunch periods and take place outdoors.

Indoor and outdoor facilities shall be available so that physical activity is safe and not dependent on the weather. Physical activity equipment shall be age-appropriate, inviting, and available in sufficient quantities for all students to be active. Equipment shall be inspected regularly (at least weekly) for safety and replaced when needed.

Using physical activity as punishment, or withholding physical activity/physical education time as a means of discipline, is prohibited.

The ~~district~~District/school will promote strategies/events designed to generate interest in and support active transport to school (walking school busses, 'bicycle trains.' Walk/Bike to School Day, Safe Routes to School Programs).

Schools are encouraged to negotiate mutually acceptable and fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.

(cf. 1330 – Community use of school facilities)

F. Communication with Parents

The ~~district~~District/school will regularly, at least annually, inform and update the public, including students, parents, and the community, about the content, implementation of, and progress towards goals in this policy. Parents will be actively notified through email or other notification processes and provided access to this policy and all subsequent reports and updates.

The ~~district~~District must make available to the public the wellness policy, including any updates to and about the wellness policy, at least annually. The ~~district~~District must also make available the 3~~-~~year assessment described in Section G, including progress toward meeting the goals of the policy.

The ~~district~~District/school will support the efforts of parents to provide a healthy diet and daily physical activity for their children. Schools will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutrition standards. The ~~district~~District will provide parents & the public with information on healthy foods that meet the requirements of the

National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School, and ideas for policy compliant foods for vending, concessions, a la carte, student stores, classroom parties and fundraising activities.

The districtDistrict/school will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support the efforts of parents to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information through a website, social media platform, newsletter, or other take-home materials, special events, or physical education homework.

(cf. 6020 – Parent Involvement)

G. Monitoring, Compliance and Evaluation

The sSuperintendent or designee will ensure compliance with established districtDistrict- wide nutrition and physical activity wellness policies and administrative regulations. Administrative regulations may be developed to ensure that information will be gathered to assist the School Board and districtDistrict in evaluating implementation of these policies and to ensure that necessary documentation is maintained in preparation for the triennial administrative review conducted by Child Nutrition Programs, Department of Education & Early Development.

The Superintendent or designee will designate one or more persons to be responsible for ensuring that each school within the districtDistrict complies with this policy, and that school activities, including fundraisers and celebrations, are consistent with districtDistrict nutrition and physical activity goals.

The School Board will receive an annual summary report on districtDistrict-wide compliance with the established nutrition and physical activity policies, and the progress made in attaining the districtDistrict nutrition and physical activity goals, based on input from the schools within the districtDistrict. The report will also be distributed to advisory councils, parent/teacher organizations, school principals, and school health services personnel, and will be made available to the public.

The districtDistrict must conduct an assessment of wellness policy every 3 years, at a minimum.

The assessment must determine:

- compliance with the wellness policy,
- how the wellness policy compares to model wellness policies, and
- progress made in attaining the goals of the wellness policy.

The policy must be updated as appropriate.

Legal Reference:

UNITED STATES CODE

Richard B. Russell National School Lunch Act, [42 U.S.C. 1751-1769j](#)

Child Nutrition Act of 1996, [42 U.S.C. 1771-1793](#)

CODE OF FEDERAL REGULATIONS

[7 C.F.R. Parts 210](#) and [220](#), National School Lunch Program and Breakfast Program

FEDERAL REGISTER

Nutrition Standards for All Foods Sold in Schools (“Smart Snacks in School”), Vol. 78, No. 125, Part II, Department of Agriculture (2013)

ALASKA STATUTES

[AS 14.30.360](#) Health education curriculum; physical activity guidelines

~~Revised: September 29, 2015~~

~~May 01, 2018~~

~~August 25, 2020~~

ADOPTED: MAY 03, 2006

Revised: September 29, 2015

Revised: May 01, 2018

Revised: August 25, 2020

Revised:

Northwest Arctic Borough School District

BP 5148 CHILDCARE

Note: This optional policy addresses community needs for childcare and may be revised or deleted as needed.

The School Board recognizes that childcare and supervision are a necessity for many working families. The School Board is deeply concerned about our community's need for childcare.

As part of our efforts to ensure the well-being of the community's children, the District shall work cooperatively with public and private agencies to provide childcare alternatives to the community. Besides serving community needs, the School Board anticipates that these alternatives will generate increased parental involvement and support for the schools.

The Superintendent or designee shall identify locations both at operating and future facilities where daycare programs might be placed without adverse impact on the district instructional program.

(cf. 0430 - Community School Program)

(cf. 1020 - Youth Services)

(cf. 1330 - Use of School Facilities)

(cf. 3280 - Sale, Lease, Rental of District-owned Real Property)

Adopted:

Northwest Arctic Borough School District

BP 6115 CEREMONIES AND OBSERVANCES

Patriotic Exercises

Note: By state law, the Pledge of Allegiance must be recited each day. AS 14.03.130. A person/student is permitted to recite the salute to the flag or to maintain a respectful silence.

The School Board encourages activities that instill pride in our country, state, borough, town or village. The Pledge of Allegiance shall be recited ~~or patriotic exercises conducted on a regular basis as determined by the School Board each day~~. The School Board encourages students and staff to recite the Pledge of Allegiance in their indigenous language.

The district respects the legal right of individuals not to participate in the salute to the flag for personal reasons. An individual not participating in the salute to the flag must maintain a respectful silence.

The School Board recognizes the potential importance and relevance of local ceremonies in addition to the Pledge of Allegiance. With School Board approval, and provided that such ceremonies do not contravene state or federal law, the School Board encourages such local ceremonies as a way of celebrating and recognizing place and local culture as an important part of the educational day.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6141.6 - Multicultural Education)

Special Days and Events

District schools shall commemorate special days and events in accordance with law. Schools are encouraged to recognize days and events of local significance.

District schools shall be closed in observance of Labor Day, Thanksgiving Day and the day after, Christmas Day, New Year's Day, Memorial Day, and the Fourth of July.

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday.

Furthermore, the Board specifically recognizes the cultural and civic importance of the following people or events and encourages school leaders and students to incorporate celebrations or recognition within the school's activities and curriculum. These people or events for the Northwest Arctic Borough School District to recognize are Dr. Della Keats Day, Indigenous People's Day, and Veteran's Day.

(cf. 6111 - School Calendar)

Legal Reference:

ALASKA STATUTES

[14.03.050](#) School holidays

[14.03.130](#) Display of flag and pledge of allegiance

[41.15.900](#) Observance of Arbor Day

U.S. SUPREME COURT

[West Virginia State Board of Education, et al . v. Burnette, et al](#) 319 U.S. 624 (1943)

Banks v. Board of Public Instruction, 314 F. Supp. 285

Hanover v. Northrup, 325 F. Supp. 170

Adopted: April 28, 2004

Revised:

Northwest Arctic Borough School District

BP 6142.4 COMMUNITY SERVICE

Note: The following optional policy recognizes volunteer work experience as part of the curriculum.

The School Board desires that all students develop a sense of social responsibility and encourages opportunities for students to perform volunteer duties in the community. The School Board believes that through volunteer service, students may gain a better understanding of local culture. These experiences enable students to reinforce cultural values that support community wellbeing. The School Board also ~~The Board~~ believes that volunteer service can help students gain self-esteem, reinforce skills, discover career options and learn the value of volunteer work. Community service ~~motivates~~ can motivate students to learn by relating the curriculum to the needs of the community at large and reinforcing community cultural values.

The Superintendent or designee may develop with staff, parents/guardians, and community organizations a community service course ~~which~~ that reinforces the student's educational curriculum and provides opportunities for student volunteers to meet community needs and understand the community cultural impacts. - The Superintendent or designee may authorize community service credit ~~which~~ that may be applied towards high school graduation.

Parents/guardians of student volunteers shall receive information about the community service program and its benefits for both the community and the student.

(cf. 1240 - Volunteers)

Adopted: April 28, 2004

Revised:

Northwest Arctic Borough School District

BP 6143 COURSES OF STUDY

All Schools

The School Board recognizes that a student's cultural and personal identity are integral in engaging a student in effective and productive learning. The School Board supports and encourages the development of courses of study that provide an opportunity to combine place-based and culturally relevant learning while meeting the necessary state and district standards. All students must have relevant and engaging coursework that prepares them to be productive citizens and provides them with skills and opportunity for post-secondary college or career choices. The courses of study beginning in primary school through high school are recognized as a continuum, each building upon the former. Courses of study may be developed as "tracks" that take into account student interests such as Career and Technical Education (CTE) or college readiness.

Elementary Schools

The School Board shall adopt a course of study for elementary grades aligned with state performance and content standards, and which sufficiently prepares district students for the required high school course of study. The elementary course of study should include culturally responsive, place-based instruction and materials that align with the Alaska Standards for Culturally Responsive Schools and incorporate strategies and frameworks for student-centered learning.

Secondary Schools

The School Board shall adopt courses of study designed to meet student needs and to ~~conform with~~ satisfy district and state graduation requirements ~~and~~. Courses will also be adopted that meet the requirements for admission to post-secondary programs, whether Career Technical Education or college, postsecondary schools. Courses of study shall be integrated where appropriate and provide students the opportunity to attain skills ~~appropriate~~ for entry-level employment upon graduation from high school. Secondary school courses of study should include culturally responsive, place-based instruction and materials that align with the Alaska Standards for Culturally Responsive Schools and incorporate strategies and frameworks for student-centered learning.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6184 - Virtual/Online Courses)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

[05.080](#) School Curriculum and ~~P~~ersonnel

[4 AAC 06.075](#) High ~~S~~chool ~~G~~raduation ~~R~~requirements

Adopted: April 28, 2004

Revised:

Northwest Arctic Borough School District

BP 6146.4 RECIPROCITY ON GRADUATION REQUIREMENTS

Note: 4 AAC 06.075 authorizes the District to exempt transfer students with at least 13 units of credit from graduation credit requirements. The following sample policy may be revised or deleted to reflect district philosophy and needs.

Credit Requirements

The Superintendent or designee may exempt students transferring into the District from meeting district ~~graduation credit~~ requirements for graduation upon verification of equivalent credits received elsewhere.

(cf. 5118 - Transfers; Withdrawals)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.075](#) *High school graduation requirements*

Adopted: April 28, 2004

Revised:

Northwest Arctic Borough School District

BP 6153 SCHOOL-SPONSORED TRIPS

Note: The following optional policy may be revised or deleted to reflect district philosophy and needs.

The School Board recognizes that school-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The School Board believes that careful planning can greatly enhance the value and safety of such trips.

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 6145 - Extracurricular Activities)

The Superintendent or designee must approve all trips involving out-of-district travel.

Principals shall ensure that a plan is developed whichthat provides for the safety of students and their proper supervision by certificated and/or classified staff on in-district school-sponsored trips and certificated staff on out-of-district school-sponsored trips. In certain circumstances, the Superintendent or Designee may waive this requirement. Other school employees and parents/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings.

(cf. 3541 - Transportation: School-Related Trips)

In advance of a studenty trip, teachers shall determine educational objectives which relate directly to the curriculum. Principals shall ensure that teachers develop plans whichthat provide for the best use of students' learning time while on the trip. Teachers also shall provide appropriate instruction before and after the trip.

Approval Procedures

1. All travel within the District must be approved by the Principal.
2. All travel which takes the student outside of the District or State must be approved by the Principal, and the Superintendent.
3. All out of District travel plans must be on file with the Superintendent's office before travel takes place.
4. The Principal must approve, without exception, all chaperones for travel initiated at a school site.
5. The Superintendent, or his/her designee, must approve all chaperones for travel initiated by the District Office.
6. One week prior to the date the student travel is to occur, the trip sponsor must submit to the Principal a travel plan for approval. Upon approval of the plan, the Principal shall send the plan to the Superintendent.

7. ~~An approved Student Travel/Eligibility Form must be on file in the Principal's Office before a student is permitted to travel.~~

Commented [AE1]: Moved to the AR

Cold Weather Travel Procedures

The following procedures were developed to avoid unnecessary risk to students and staff during winter travel.

1. Student travel will not be allowed in temperatures below -35° F and/or adverse weather conditions as determined by principal/coach/Superintendent or Superintendent's designee.
2. Staff travel is not required at temperatures below -35° F.
3. Traveling out of district ~~—provided students;~~ Students may travel provided they are in Kotzebue when the temperature drops below the allowable level for travel and the commercial jet arrives ~~(Alaska Airlines or Frontier) students may travel.~~

Legal Reference:

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.520](#) *Recreational and athletic activities*

Revised: June 03, 2008

Adopted: April 28, 2004

Revised: June 03, 2008

Northwest Arctic Borough School District

BP 6161.2 DAMAGED OR LOST INSTRUCTIONAL MATERIALS AND EQUIPMENT

Note: The following sample policy may be revised or deleted to reflect District philosophy and needs

The School Board recognizes that instructional materials are an expensive District resource. The Superintendent or designee may establish procedures in accordance with law to protect instructional materials from damage or loss.

Instructional materials and equipment provided for use by students and staff remain the property of the District. Students and staff are responsible for maintaining and returning ~~borrowed~~ materials in good condition, with no more wear and tear than usually results from normal use.

When materials and equipment are lost or so damaged that they are no longer usable, the student or staff shall be responsible for reparation (compensation) equal to the current replacement cost of the materials. When materials are damaged but still usable, the Superintendent or designee shall determine a lesser charge.

If it can be demonstrated to the Superintendent or designee's satisfaction that the student or staff has taken all reasonable precautions to safeguard instructional materials and equipment issued to him/her/them, the Superintendent or designee may excuse the student/parent/guardian/staff from payment of reparation (compensation).

~~If reparation is not excused and not paid by the student or parent/ guardian, the district may initiate due process procedures to withhold from the student his/her grades, diploma and transcripts.~~

~~(cf. 5125.2 Withholding Grades, Diploma or Transcripts)~~

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 3515.4 Recovery for Property Loss or Damage)

Adopted: April 28, 2004

Revised:

Northwest Arctic Borough School District

BP 6179 CHILDCARE AND DEVELOPMENT PROGRAMS

Note: The following optional policy may be revised or deleted to reflect District philosophy and needs.

The School Board wishes to provide a safe environment with competent, caring supervision for children whose parents/guardians are working, in training, seeking jobs, incapacitated, or in need of respite. Besides attempting to help children develop intellectually, socially, emotionally and physically, District childcare and preschool programs should strengthen families by enhancing parenting skills and reducing the strain on parents.

The Superintendent or designee shall ensure that District childcare and preschool programs comply with requirements of law.

A District must submit annual assurances to the Department indicating that the District has adopted written policies that ensure compliance with the programmatic requirements of [4 AAC 60.170](#), the pre-elementary education regulation. The assurances must be signed by the Superintendent or for the District.

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

(cf. 5148 - Child Care)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

[4 AAC 60.010-4 AAC 60.180](#) *Pre-elementary (early childhood) school*

Adopted:

Northwest Arctic Borough School District

BP 7000 CONCEPTS AND ROLES

Note: Pursuant to 14.11.020, borough assemblies or city councils and regional school boards may by resolution request responsibility from the State Department of Education and Early Development for the planning, design, and construction of school facilities funded by state grant funds. AS 35.15.080 provides for the assumption of responsibilities for state public works projects subject to AS 35.15.010. Pursuant to 14.14.060 and 14.14.065, borough assemblies and city councils may agree to a division of duties with the school board related to the design, maintenance, and construction of facilities. Assemblies and councils must consider the recommendations of the school board. The following sample language should be revised or deleted to reflect District responsibilities and needs.

Since school construction is costly, and buildings become a permanent part of the community to be used by large numbers of people, the School Board and the ~~district~~District administration must take great care to ensure that the facilities fully support the intended educational and community programs, will be appropriately maintained, may be altered conveniently and inexpensively to meet future educational and community needs, provide a healthful environment, and fit harmoniously and attractively into the community.

(cf. 1330 - Use of School Facilities)

Role of the School Board

The School Board:

1. Recommends to the borough assembly, city council, or Department of Education and Early Development what buildings shall be built, when and where.
2. Approves design criteria for school facilities.
3. Seeks adequate financing for school facilities.
4. Approves the selection of artists for art works in new facilities, if required or desired.
5. Awards contracts to responsible bidders in the best interests of the ~~district~~District.

Role of the Superintendent or Designee

The Superintendent or designee:

1. Directs the planning of all educational features of new buildings or alterations of old buildings.
2. Maintains overall responsibility for the preparation of the educational specifications and capital improvement plans for school facilities.
3. Acts as authorized agent of the ~~district~~District in all official governmental interactions related to school facilities.
4. Recommends artists for art-work in new facilities.

5. Oversees the preparation of bids, award of contracts and, in collaboration with the architect, the construction.

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

Legal Reference:

ALASKA STATUTES

[14.07.020](#) Duties of the department

[14.08.101](#) Powers (regional school board)

[14.11.011](#) Grant applications

[14.14.060](#) Relationship between borough school ~~district~~District and borough

[14.14.065](#) Relationship between city school ~~district~~District and city

[35.15.010 - 35.15.120](#) Construction procedures

[35.27.020](#) Art requirements for public buildings and facilities

ALASKA ADMINISTRATIVE CODE

[4 AAC 31.010 - 4 AAC 31.090](#) School facility planning and construction

[4 AAC 31.900](#) Definitions

Adopted: May 23, 1995

Revised:

Northwest Arctic Borough School District

BP 7310 METHODS OF FINANCING

Growth, safety considerations and educational program changes may require the construction of new facilities and the reconstruction of existing facilities. The purchase of school sites and the construction of buildings may be financed by any legally provided means which the Deistrict is qualified to employ, including state-financed assistance.

Note: 4 AAC 31.060 requires districts using state aid granted under AS 14.11.020 to comply with all pertinent laws and regulations related to the construction of a public school facility.

The Superintendent or designee shall determine the anticipated share of the school district's participation in the cost of any proposed school construction or major maintenance project, and shall evaluate available means of making the local contribution required by law. These alternatives may include the sale of capital bonds, the use of available federal funds or funds from other sources and, where applicable, locally contributed labor, material or equipment.

Legal Reference:

ALASKA STATUTES

[14.11.005 - 14.11.135](#) *Construction, rehabilitation, and improvement of school and education-related facilities.*

[43.50.010 - 43.50.180](#) *Cigarette Tax Act*

ALASKA ADMINISTRATIVE CODE

[4 AAC 31.010 - 4 AAC 31.090](#) *School facility planning and construction*

[4 AAC 36.010](#) *Cigarette tax distribution*

[4 AAC 57.200 - 4 AAC 57.300](#) *Library construction grants*

Adopted: May 23, 1995

Revised:

Northwest Arctic Borough School District

BP 8000 CONCEPTS AND ROLES

Note: AS 14.08.115 requires regional school boards to establish an advisory school board in each community with more than 50 permanent residents. Pursuant to AS 14.12.035, borough school districts may establish advisory school boards. The following sample policy is based on material from the Alaska Gateway School Districts may be revised or deleted to reflect district philosophy and needs.

The Advisory School Council functions under the direction of the School Board. School Board policy and actions shall prevail and be followed. The Advisory School Council's function is advisory except in those areas that have been specified by School Board.

(cf. 8200 - Powers and Duties)

(cf. 9310 - Policy Manual)

The Advisory School Council shall seek to learn the will of the people of the community and to represent their interests ~~by communicating issues and concerns of the community to the school principal and in actions taken by the Advisory School Board~~ Council.

The Advisory School Council shall develop an effective working relationship with the school personnel, particularly the principal Site Administrator or designee.

The administration and the Advisory School Council are expected to work together cooperatively for the betterment of the local school. This relationship should ideally be modeled on the relationship between the School Board and Superintendent or designee, i.e., the Site Administrator shall be the executive officer of the Advisory School Council and administrative head of all the parts of the school.

Role of the School Board

The School Board shall:

1. Establish Advisory School Councils where required by law and as deemed to be in the best interests of the District ~~in each community~~.
2. Determine the membership and method of selection of Advisory School Councils.
3. Determine the powers and duties of Advisory School Councils.
4. Require that Advisory School Councils support the mission and goals of the District by communicating feedback to the regional board, including recommended responses and actions.

3.

Role of the Superintendent or Designee

The Superintendent or designee shall:

1. Supervise the conduct of elections of Advisory School Council members.
- 4.2. Oversee the operation of elections of Advisory School Councils and report to the School Board, regarding the relationship between Advisory School Councils and the schools.
- 2.3. Solicit and receive recommendations from the Advisory School Council.

Legal Reference:

ALASKA STATUTES

14.08.115 Advisory Sschool Bboards in REAA

14.12.035 Advisory Sschool Bboards in Borough Sschool Districts

ALASKA ADMINISTRATIVE CODE

4 AAC 05.010 - 4 AAC 05.090 Local education

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

Adopted: March 28, 1995

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

Revised:

Northwest Arctic Borough School District

BP 8320 MEETINGS

Note: Advisory School Councils are subject to open meeting laws.

All meetings of the Advisory School Council shall comply with the open meeting laws. The Advisory School Council shall provide public notice of its meetings and allow for public participation at its meetings.

The Advisory School Councils may not hold executive sessions.

The Superintendent or designee shall establish regulations to ensure compliance with law.

(cf. 1340 - Access to District Records)

(cf. 9320 - Meetings)

Legal Reference:

ALASKA STATUTES

[29.20.020](#) *Meetings public*

[44.62.310](#) *Agency meetings public*

[44.62.312](#) *State policy regarding meetings*

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

Adopted: March 28, 1995

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

~~*Revised:*~~

Northwest Arctic Borough School District

BB 9122 VICE PRESIDENT

Note: The following sample bylaw may be revised as needed. AS 14.14.070 requires the School Board to elect, at a minimum, a president, a clerk/secretary, and, if necessary, a treasurer. There is no language prohibiting the election of a vice president.

The duties of the vice president shall be to:

1. Serve as presiding officer in the absence of the President.
2. Certify or attest to actions taken by the School Board when required.
3. Maintain such other records or reports as required by law.
4. ~~Sign the minutes of the School Board meetings following their approval.~~
5. Sign documents as directed by the School Board on behalf of the district, and sign all other items which require the signature of the vice president.

Commented [AE1]: Move to secretary

In the absence of the President, the Vice-President shall discharge all the duties of the President.

(cf. 9120 - Officers and Auxiliary Personnel)

Legal Reference:

ALASKA STATUTES

[14.14.070](#) Organization of school board

~~[14.14.020](#) Bond required~~

Adoption Date: May 23, 1995

Revised:

Northwest Arctic Borough School District

BB 9200 BOARD MEMBERS

Limits of Board Members Authority

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

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

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

(cf. 1250 - Visits to the Schools)

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

Board Member Requests for Information

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

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

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

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

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

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

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

(cf. 6162.8 - Research)

(cf. 9322 - Agenda/Meeting Materials)

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

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

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

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

(cf. 9270 - Conflict of Interest)

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

Commented [AE1]: This is not in the AASB Model BB 9200.

~~(cf. 1250 – Visits to the Schools)~~

Obligations of Members

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

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

Commented [AE2]: This is not in the Model AASB policy.

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

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

~~(cf. 9230 - Meetings)~~

Legal Reference:

ALASKA STATUTES

[14.14.140](#) *Restrictions on employment*

Adoption Date: May 23, 1995

Revision Date: June 6, 2023

Revision Date:

Northwest Arctic Borough School District

BB 9210 QUALIFICATIONS

Note: Under [AS 14.08.041](#) (governing regional school boards) and [AS 14.12.080](#) (municipal school boards), individuals are eligible to run for school board if they meet local voter qualifications. Local voter qualifications are set forth at [AS 29.26.050](#). To be a qualified local voter, the individual must also meet the requirements to vote in the State of Alaska as defined in the [Alaska Constitution, Article V](#), and [AS 15.05.010](#). The following policy sets forth the qualifications to be a voter in a state and local election, thus qualifying an individual to seek a seat on the school board.

All qualified and interested individuals are encouraged to serve the district and its students by seeking election to the School Board.

(cf. 9220 - School Board Elections)

An individual with the following qualifications is eligible to be a member of the School Board:

1. is a citizen of the United States;
2. is 18 years of age or older;
3. is a registered voter in the State of Alaska;
4. has been a resident of the school district for 30 days immediately preceding the election (or appointment); and
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.

(cf. 9200 - School Board Members)

(cf. 9223 - Filling Vacancies)

Note: The following language should be utilized by those school boards that have student board members.

A district student is eligible for appointment as an advisory Student School Board Member without meeting the above qualifications.

(cf. 9110 - School Board Membership, incl. Student School Board Members)

Legal Reference:

ALASKA STATUTES

[14.08.041](#) *Regional school boards*

[14.12.080](#) *Qualification of members*

[15.05.010](#) *Voter Qualification*

[29.26.050](#) *Voter Qualification*

ALASKA CONSTITUTION

[art. 5, sec. 1](#), *Qualified Voters*

[art. 5, sec. 2](#), *Disqualifications*

Adopted:

Northwest Arctic Borough School District

BB 9220 SCHOOL BOARD ELECTIONS

School Board members shall be elected for a three-year term in accordance with procedures established by ordinance for municipal elections or by state regulations for regional educational attendance areas.

Any person eligible to be a voter in the district is eligible for School Board membership. ~~However, a~~ district employee may seek election to the School Board but must resign his/her position with the district if elected. ~~electd to the Board must resign his/her position with the Board in order to qualify for Board membership.~~

(cf. 9110 – Board Membership)

~~**Note:** If subject to the provisions of A.S. 39.50.020, elected municipal officers, including school board members are required to file financial disclosure statements upon filing for office and annually after election.~~

Note: The following optional language is intended to avoid situations which may be viewed as a conflict of interest.

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

(cf. 9210 - Qualifications)

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

(cf. 9270 - Conflict of Interest)

Note: The following options should be revised or deleted as appropriate in light of applicable municipal ordinances or state regulations. AS 29.26.060 requires runoff elections for school boards unless otherwise provided by municipal ordinance. AS 14.08.071 authorizes regional school boards, by resolution, to request of the Lieutenant Governor that runoff elections not be held.

Whenever it is impossible to determine which of two or more candidates has been elected to the School Board, a runoff election shall be held in accordance with law.

Note: If subject to the provisions of AS 39.50.020, elected municipal officers, including school board members, are required to file financial disclosure statements upon filing for office and annually after election.

Legal Reference:

ALASKA STATUTES

[14.08.041](#) *Regional school boards*

[14.08.051](#) *School board sections*

[14.08.061](#) *Term of office*

[14.08.071](#) *Elections*

[14.08.081](#) *Recall*

[14.12.050](#) *School board terms*

[14.12.080](#) *Qualification of members*

[14.12.110](#) *Single body as assembly and school board*

[14.14.140](#) *Restrictions on employment*

[29.20.300](#) *School boards*

[29.26.060](#) *Runoff elections*

[39.50.020](#) *Report of financial and business interests*

Adoption Date: May 23, 1995

Revised:

Northwest Arctic Borough School District

BB 9230 ORIENTATION

The School Board ~~encourages~~invites all School Board candidates to attend public School Board meetings during the period of their candidacy so that insofar as possible, new members will be prepared to discuss and cast informed votes on matters before the School Board from the time ~~that~~ they are sworn into office.

The Superintendent or designee shall cooperate impartially with all candidates in providing them with information about ~~district~~District activities and school programs.

The School Board and the Superintendent or designee shall help each newly elected member to understand the School Board's commitment to board standards, ~~district~~District operations, and the School Board's functions, policies and procedures as soon after election as possible. Incoming members are encouraged to read the School Board's policies and informational materials on the function of the School Board and the school ~~system~~District, to visit school facilities, and to meet with the Superintendent or designee and School Board president, as needed to become oriented to School Board service.

The incoming member may attend, at ~~district~~District expense, workshops for newly elected members, including such workshops conducted by the Association of Alaska School Boards.

(cf. 9020 - Board Standards)

(cf. 9240 - Board Development-)

Legal Reference:

ALASKA STATUTES

14.14.160 *Cooperation and support of certain association functions*

Adoption Date: May 23, 1995

Revised:

Northwest Arctic Borough School ~~District~~District

BB 9240 BOARD DEVELOPMENT

Note: AS 14.14.160 authorizes cooperation with AASB in its training activities and in encouraging and fostering cooperation among school boards.

The public entrusts the School Board with the governance of its schools. The School Board recognizes that in order to live up to that public trust they must strive to meet the board standards they have adopted for themselves. School Board members, like teachers and administrators, need in-service training to assist them in meeting those standards. - As part of their job, School Board Members need to participate in professional development activities that help them understand their responsibilities, stay abreast of new developments in education, and learn new ways to cope effectively with the problems they confront.

School Board members are strongly encouraged to attend at least one or more School Board development activities each year.

School Board members shall report on the development activities they attend at a regular School Board meeting as soon as possible after the School Board member's return.

Funds for School Board development and related travel shall be budgeted annually. Such activities may include state, regional, and national workshops, conferences, conventions, such as those offered by the Association of Alaska School Boards.

(cf. 9020 - Board Standards)

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

Legal Reference:

ALASKA STATUTES

14.14.160 *Cooperation and support of certain association functions*

Adoption Date: May 23, 1995

Revised:

Northwest Arctic Borough School District

BB 9321 EXECUTIVE SESSIONS

Note: AS 44.62.312 sets forth a strong state policy favoring open meetings and the narrow construction of the exceptions to the public meeting law. The following bylaw reflects the legislature's revisions to AS 44.62.310, relating to executive sessions of the School Board.

Prior to entering an executive session, the School Board first shall meet in open session. At this open meeting, the School Board shall enter an executive session only after a majority of the School Board votes to accept a motion to enter the executive session. The motion shall clearly and with specificity describe the subject of the proposed executive session without defeating the purpose of addressing the subject in private. Unless stated in the motion for executive session, or auxiliary to the main question, no other subject may be discussed in that executive session.

The Board may hold executive sessions of the Board in order to discuss: The only subjects that the School Board may discuss in an executive session of the School Board are:

1. matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the ~~government unit,~~ School District,
2. subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion, ~~or~~
- ~~3.~~ 3.4. matters which by law, municipal charter, or ordinance are required to be confidential, or
- ~~3.4.~~ matters involving consideration of government records that by law are not subject to public disclosure.-

~~In order to hold an executive session, the Board shall meet in open session and obtain a majority vote of the Board authorizing the executive session to discuss a particular matter determined by the Board to be exempt from open meeting.~~

(cf. 1340 - Access to District Records)

~~No decisions~~ The School Board may be made not take action in an executive session, except to give direction to an attorney or labor negotiator regarding the handling of a specific legal matter or pending labor negotiations. All other action of the School Board. Any formal action must be made in an open meeting.

(cf. 1120 - School Board Meetings)

Legal Reference:

ALASKA STATUTES

44.62.310-312 Alaska's Open Meetings Act

~~44.62.310~~ ~~Agency meetings public~~

~~44.62.312~~ ~~State policy regarding meetings~~

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BP 5141.22 INFECTIOUS DISEASES

The School Board recognizes its dual responsibility to protect the health of students from risks posed by infectious diseases and to uphold the right of students to a free and appropriate education. The ~~d~~District requires all staff to routinely observe universal precautions to prevent exposure to bloodborne pathogens and prevent the spread of all infectious disease.

(cf. 4119.43 - Universal Precautions)

(cf. 4119.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 5141.23 - Infectious Disease Prevention)

The admission of a student with an infectious disease identified by state health officials shall be determined by the Superintendent or designee according to standard health procedures. The Superintendent or designee shall consult with the student's parent/guardian and, as required, with the student's physician and/or the local health ~~department~~organization.

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.3 - Health Examinations)

Students with Bloodborne Pathogen Infections

Note: Under 4 AAC 06.060, a student diagnosed with AIDS or HIV does not have a condition that 'will cause the attendance of the child to be inimical to the welfare of other pupils,' as required for the suspension or removal of a student due to a medical condition under AS 14.30.045. A student's removal because of AIDS or HIV is only allowed if the student has uncoverable oozing lesions or other symptoms, or displays behavior, such as biting, which in the opinion of a team, substantially increases the risk of transmission to other pupils. That team must be made up of the student's physician, public health personnel, the parent/guardian, and school personnel associated with the child's placement.~~Of the 250,000 cases of Acquired Immune Deficiency Syndrome (AIDS) reported to the Centers for Disease Control as of January 1993, there were no reported cases of HIV transmission in school or day care settings. However, school districts are required to enact Exposure Control Plans and Universal Precautions for the prevention of contact with potentially infectious body fluids which may contain pathogens such as the hepatitis B virus (HBV) and the human immunodeficiency virus (HIV). The following section addresses the placement of students with HIV infection and AIDS (Acquired Immune Deficiency Syndrome). AIDS is a handicap pursuant to Section 504 of the Rehabilitation Act (29 U.S.C.794),~~

~~and a student with AIDS cannot be excluded from regular class without evidence that the student poses a risk of transmission of the HIV virus to classmates or teachers.~~

~~Whether HIV infection or AIDS is a handicap under the Education for All Handicapped Children Act (EAHCA) (20 U.S.C. 1400 et seq.) must be decided on a case-by-case basis. If AIDS adversely affects a child's educational performance, the child is treated as handicapped and entitled to an individualized education plan (IEP) under the EAHCA. (Doe v. Belleville Public School District)~~

~~We recommend that a review panel, including one or more physicians, help in determining the placement of these children on a case-by-case basis.~~

~~The following identifies the Superintendent or designee as the person to be contacted with the information that a student has HIV infection and/or AIDS. All staff should know who in the district serves in this capacity.~~

The Board recognizes that HIV and hepatitis B virus are bloodborne pathogens and not casually transmitted. Students with bloodborne pathogens are entitled to the rights and services accorded to other students. The sole presence of bloodborne pathogens is not sufficient reason to exclude students from attending school.

Parents/guardians are encouraged to inform the Superintendent or designee if their child has HIV infection and/or AIDS so that any such child will have access to appropriate district programs and services. The Superintendent or designee shall convene a review panel to make recommendations regarding appropriate programs and services for the student.

Students with bloodborne pathogens are entitled to the rights and services accorded to other students. The sole presence of bloodborne pathogens is not sufficient reason to exclude students from attending school. Parents/guardians of students whose educational performance is adversely affected by an infectious disease are encouraged to inform the Superintendent or designee so that any such child will have access to appropriate district programs and services. The Superintendent or designee shall convene a review panel to make recommendations regarding appropriate programs and services for the student.

The Superintendent or designee shall ensure that all of the student's rights to confidentiality are strictly observed in accordance with law.

The Superintendent or designee shall request that parents/guardians sign a release form to provide confidential medical information and records to the review panel.

Legal Reference:

ALASKA STATUTES

[14.30.045](#) *Grounds for suspension or denial of admission*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.060](#) *Suspension or denial of admission*

[4 AAC 06.150](#) *Confidentiality of AIDS information*

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

[20 United States Code, 1232g](#)

NONDISCRIMINATION UNDER REHABILITATION ACT OF 1973

[20 United States Code, 794](#)

UNITED STATES CODE

Education For All Handicapped Children [20 United States Code, 1400 et seq.](#)

Federal Family Educational Rights And Privacy Act [20 United States Code, 1232g](#)

Nondiscrimination Under Rehabilitation Act Of 1973 [20 United States Code, 794](#)

U.S. SUPREME COURT

~~Doe v. Belleville Public School District, 672 F. Supp. 342~~

~~Thomas v. Atascadero Unified School District, 662 F. Supp. 376~~

~~Phipps v. Saddleback Valley Unified School District (1988), 204 Cal. App. 3d 1110~~

Adopted: April 28, 2004

Revised:

Northwest Arctic Borough School District

BP 5113 ATTENDANCE ABSENCES AND EXCUSES

The School Board believes that regular attendance plays a key role in the success a student achieves in school. The School Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 7 to 16 are obligated to send their children to public school except as allowed by law. The School Board shall abide by all state attendance laws and may use any legal means to correct the problems of excessive absence or truancy.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5112.2 - Exclusions from Attendance)

~~Regular attendance at school has been identified as a primary indicator of success in school. Students are encouraged to get to school every day on time, attend all classes, and actively participate in all classes in which they are enrolled.~~

Compulsory Education

~~Each parent or person having charge of a child within the compulsory attendance age shall be responsible for such child's regular, punctual, and active attendance at school as required under provisions of the law. Students share this responsibility. The administration shall enforce Alaska Statutes pertaining to compulsory education.~~

~~Regular and punctual attendance as well as active participation is essential to the successful learning process of students; excessive absenteeism disrupts and hinders that process, not only for the absent student, but for his/her classmates as well.~~

~~The Board believes that patterns of good attendance are set by students in their early school years and are dependent in large part on the attitude of parents. In all schools there will be firm, fair, and well-publicized rules of student attendance and close cooperation with parents on attendance problems.~~

~~The following procedures are established to prevent and reduce truancy. The superintendent shall take necessary action to correct the problems of excessive absence or truancy. If it reasonably appears, upon investigation, that a person has violated the compulsory education laws, the board or designee shall file a complaint with local law enforcement.~~

Daily Attendance Reporting Education

~~School principals are responsible for an adequate and comprehensive system of attendance reporting, with each teacher held responsible for accurate reporting of daily attendance in his/her classroom.~~

Each school site shall make every effort to notify the parents/guardians of their child's absence the first hour of the school day and to verify why the student is absent.

Attendance Policy

Students experiencing difficulty with attendance shall be counseled in an attempt to alleviate the problem. The district, the school, the parents/guardians, and the students shall work together to develop an appropriate plan for improving school attendance.

Excused Absences

The Superintendent or designee may excuse student absences for health reasons, family emergencies or other reasons the Superintendent or designee determines constitute good cause.

Note: The School Board, may allow students to be absent for religious exercises or instruction. The following optional language may be revised or deleted as needed.

Student absence for religious instruction or participation in religious exercises away from school property may be excused.

No student excused for religious holiday shall be denied the opportunity to make up a test given on the religious holiday or denied an award or eligibility to compete for an award.

(cf. 6154 - Homework/Makeup Work)

Unexcused Absences/Truancy

The School Board is committed to keeping students in school. Truancy is defined as the absence of a student from class without the knowledge or prior consent of the parent/guardian. The Superintendent or designee shall implement all steps appropriate to reduce student absences and to ensure that all children residing within the district are receiving appropriate educational services as required by law.

(cf. 5147 - Dropout Prevention)

(cf. 6164.5 - Student Study Teams)

(cf. 6176 - Weekend/Saturday Classes)

Note: The following optional paragraph is for use by districts that authorize teachers to assign failing grades for excessive unexcused absences as provided in BP 5121.

A student's grades may be affected by excessive unexcused absences in accordance with School Board policy.

(cf. 5121 - Grades/Evaluation of Student Achievement)

The Superintendent or designee shall report to the School Board any apparent violations of compulsory attendance laws. The School Board shall investigate such reports and any public complaints of violations of state compulsory attendance laws.

The following are considered to be acceptable absences:

- ~~1. Illness, medical, dental, and vision appointments substantiated by a statement from a parent/guardian, and/or medical practitioner. The principal may ask a parent/guardian to provide medical evidence from a physician or medical practitioner for excessive absences.~~
- ~~2. Death in the student's immediate family necessitating an absence. Immediate family is defined as legal guardians, birth or adoptive: grandparents, parents, and siblings.~~
- ~~3. Other special circumstances approved by the principal.~~

~~When students who have been absent return to school and have not had that absence excused in advance, the student/parent must present a satisfactory explanation verifying the reason for the absence. One of the following methods will be used to verify students' absences.~~

- ~~1. Written notes from parent/guardian.~~
- ~~2. Conversation, in person or by telephone, between the school and the student's parent/guardian.~~
- ~~3. Any other reasonable method that establishes the fact that the student was actually absent for the reason stated. The school shall retain or make a written record of the reasons for the absence.~~

Return to School

~~Students will have the right to make up schoolwork after returning to school. The teacher will determine the time required to complete assignments. It will be the responsibility of the student and parent/guardian, in conjunction with the classroom teacher, to ensure that the student completes any schoolwork missed while absent from school.~~

~~Satisfactory attendance at school is essential to learning, and regular attendance is key to academic success.~~

~~High School students (grades 9-12) absent more than sixteen (16) times from each semester course in which they are enrolled may be considered for alternate placement. The principal will make the determination of placement. This decision will take into~~

consideration input from the parent/guardian, student and teachers. The principal's decision shall be final.

Elementary students (grades K-5) and middle school students (grades 6-8) absent more than sixteen (16) times per semester may be assessed for additional interventions prior to being considered for retention.

Tardiness

Middle and high school students are considered tardy through the 10th minute of the class period. After the 10th minute, the student is considered absent from that period. Elementary students are considered tardy through the 30th minute of the day. After the 30th minute, the student is considered absent for one half day. If the student is tardy, he/she should report directly to the office to secure an admit slip.

Habitual tardiness is a constant disruption to the class as a whole. Therefore, in Middle and High School, to attempt to alleviate this behavior, each five (5) tardies will be considered an absence.

Appeals Procedures

If a parent or student wishes to appeal a decision made pursuant to this policy, such an appeal must be initiated in writing within fifteen (15) school days of the date of the decision or the date of the letter of notification to the principal who will, in turn, notify the Superintendent. The letter requesting an appeal must include specific reasons that the request should be considered. If an appeal is not filed within the timeline provided, the student/parent/guardian shall be deemed to have waived the right to an appeal and a hearing. The Superintendent shall render a written decision within five (5) school days of the close of the hearing. A parent/guardian may appeal the Superintendent's decision by requesting in writing that the school board review the decision within five (5) days of the Superintendent decision. The Board will hear the appeal in executive session at the next scheduled board meeting.

Legal References:

Alaska Statutes

14.03.070 School age

14.17.500 Student count estimates

14.17.160 Student counting periods

A.S. 14.30.010 When Compulsory Attendance

A.S. 14.30.020 Violations

[A.S. 14.30.030 Prevention and reduction of truancy](#)

[ALASKA ADMINISTRATIVE CODE](#)

[4 AAC 09.005-4 AAC 09.105 State aid](#)

~~[Revised: January 24, 2012](#)~~

Adopted: July 25, 2006

[Revised: January 24, 2012](#)

[Revised:](#)

Northwest Arctic Borough School District

BB 9120 OFFICERS AND DUTIES

Note: Pursuant to A.S. 14.08.091 and A.S. 14.14.070, the School Board must meet within seven days of the certification of election results in order to elect one of its members as president, one as clerk, and if necessary, one as treasurer.

At its organizational meeting, held within seven (7) days ~~after receipt~~ of the certification of the results of the election, the Board shall elect officers in the following order: President, Vice-President, Secretary and Treasurer. Before taking office, each new member shall sign the oath of office.

(cf. 9121 — School Board President)

(cf. 9122 - Vice President/Clerk)

(cf. 9123 - Secretary/Treasurer)

Legal Reference:

ALASKA STATUTES

[14.08.091](#) Administration

[14.12.110](#) Single body as assembly and school board

[14.14.070](#) Organization of school board

[29.20.300](#) School boards

Adoption Date: May 23, 1995

Revised:

Northwest Arctic Borough School District

BB 9123 CLERK/SECRETARY AND TREASURER

Note: A.S. 14.14.070 requires the election of a clerk, and further states the School Board may appoint one of its members as board treasurer.

The Secretary shall ensure that an accurate record of the proceedings of the Board is kept, and that a copy of the record is distributed to each member, the Superintendent and others requesting it.

The Board delegates to the Superintendent's office the performance of all ministerial duties of the Secretary.

The Clerk/Secretary to the School Board, shall have the following duties:

1. Prepare and maintain the School Board minutes.
2. Sign the minutes of the School Board meetings following their approval.
3. Maintain School Board records and documents.
4. Submit to School Board the correspondence addressed to it.
5. Manage purchase orders and process check requests.
6. Other duties as assigned by the School Board.

Commented [AE1]: Model policy has this as a Vice-chair responsibility.

If a treasurer is elected, he or she may have any of the above duties, as more specifically assigned by the School Board.

(cf. 3300 - Expenditures/Expending Authority)

(cf. 3530 - Risk Management)

(cf. 9120 - Officers and Auxiliary Personnel)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9324 – School Board Minutes)

Legal Reference:

ALASKA STATUTES

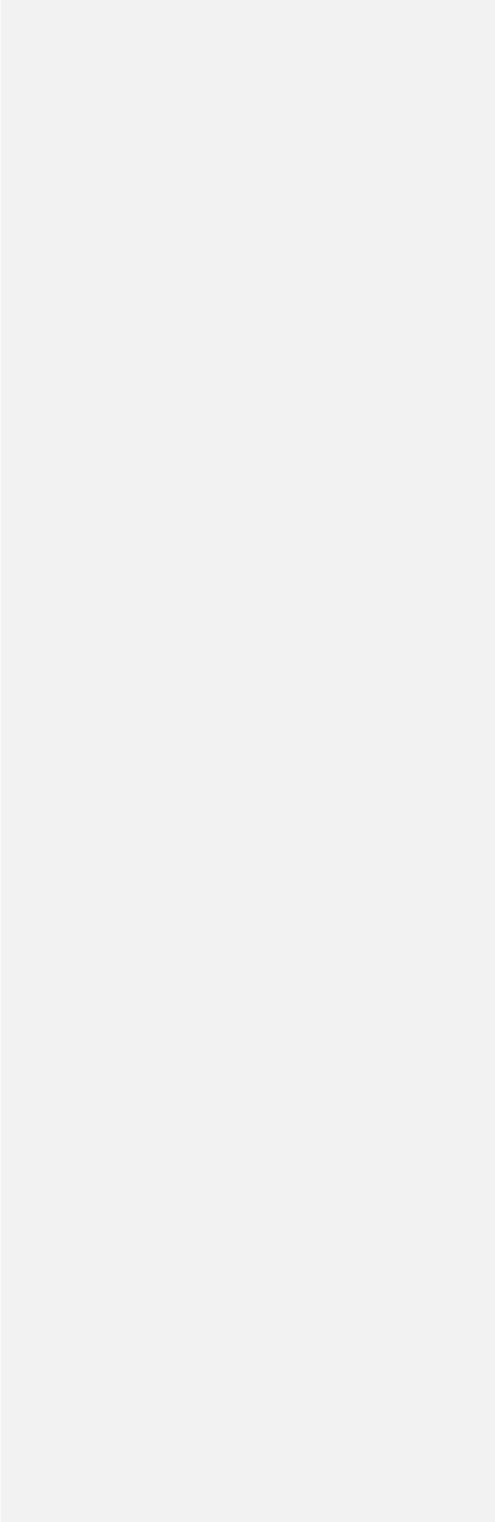
14.08.091 Administration

14.14.070 Organization of school board

Adoption Date: May 23, 1995

Revised:

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.

(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. 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. 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.

[All members shall attend in-person for regular, non-primarily teleconference meetings.](#)

Special Meetings

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

Except in case of an emergency, notice of special meetings shall be provided at least 24 hours before the meeting. 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. 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 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.

Teleconferences

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.

VERSION 1: Teleconference Attendance:

1. The Board President shall attend all meetings in person alongside the Superintendent or designee if practicable
2. No other board members will be in person when the meeting has been scheduled to be primarily through teleconference.
 - a. Board members may attend teleconference meetings at their local school when prior arrangements have been made. No more than two (2) board members may attend in one location.

VERSION 2: Teleconference Attendance:

1. No board members will be in person when the meeting has been scheduled to be primarily through teleconference.
2. Board members may attend teleconference meetings at their local school when prior arrangements have been made. No two (2) board members may attend in one location.

VERSION 3: Teleconference Attendance:

1. The Board President shall attend all meetings in person alongside the Superintendent or designee if practicable.
2. Board members may attend teleconference meetings at their local school or board room when prior arrangements have been made.

a. —

Teleconference executive sessions:

1. To promote the highest degree of confidentiality during executive session, such Board members must annually sign an affidavit that the only people, if any, that will be present in the room during an executive session are authorized to be there.
2. At the beginning of every teleconference executive session, each member shall verbally affirm that the only people in the room with them are authorized to be there.

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*

Adoption Date: May 23, 1995

Revised: March 27, 2007

Revised: April 29, 2025

Northwest Arctic Borough School District

BB 9330 MEMBERSHIP IN ASSOCIATIONS

Membership in recognized associations such as Association of Alaska School Boards will be maintained by the schools for several reasons, including:

1. The inservice education benefits ~~to~~ our staff and School Board which comes s from participation in meetings, conferences, clinics and conventions.
2. Access to the communication media of such associations, such as newsletters, periodicals and advisory services.
3. Representation in actions affecting education in general and the school ~~district~~District in particular.

The School Board in maintaining such membership in no way abdicates its authority over the responsibility for the schools of the ~~district~~District as outlined in state law and Board policy.

The Superintendent or designee is directed to budget funds for such memberships, and for paying the costs of adequate participation of School Board, administration and staff in the activities of such associations s to achieve the purposes listed above.

Legal Reference:

ALASKA STATUTES

[14.07.058](#) *Alaska School Activities Association*

[14.14.150](#) *Association of Alaska School Boards the representative agency of board members*

ALASKA ADMINISTRATIVE CODE

[4 AAC 66.010-66.0604 AAC 66.010](#) *Regional resource centers*

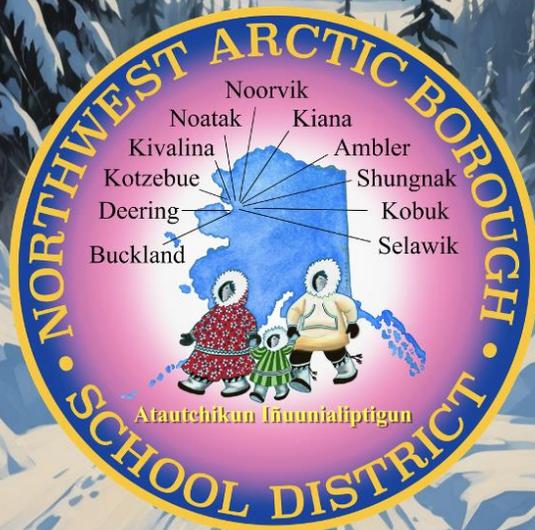
Adoption Date: May 23, 1995

Revised:

Northwest Arctic Borough School District

Nuna Iļisimman

Physical Earth Science



Physical Earth Science Curriculum Update

June 2025

Vision and Narrative



- Design a Physical Earth Science curriculum that is culturally and placed based while still achieving state science standards.
- This curriculum should deepen students understanding of the knowledge that has been passed through generations, and how that knowledge makes science relevant to their world and community.
- This curriculum will replace the textbooks that are currently in use across the district.
- House the curriculum on Canvas in an online format.

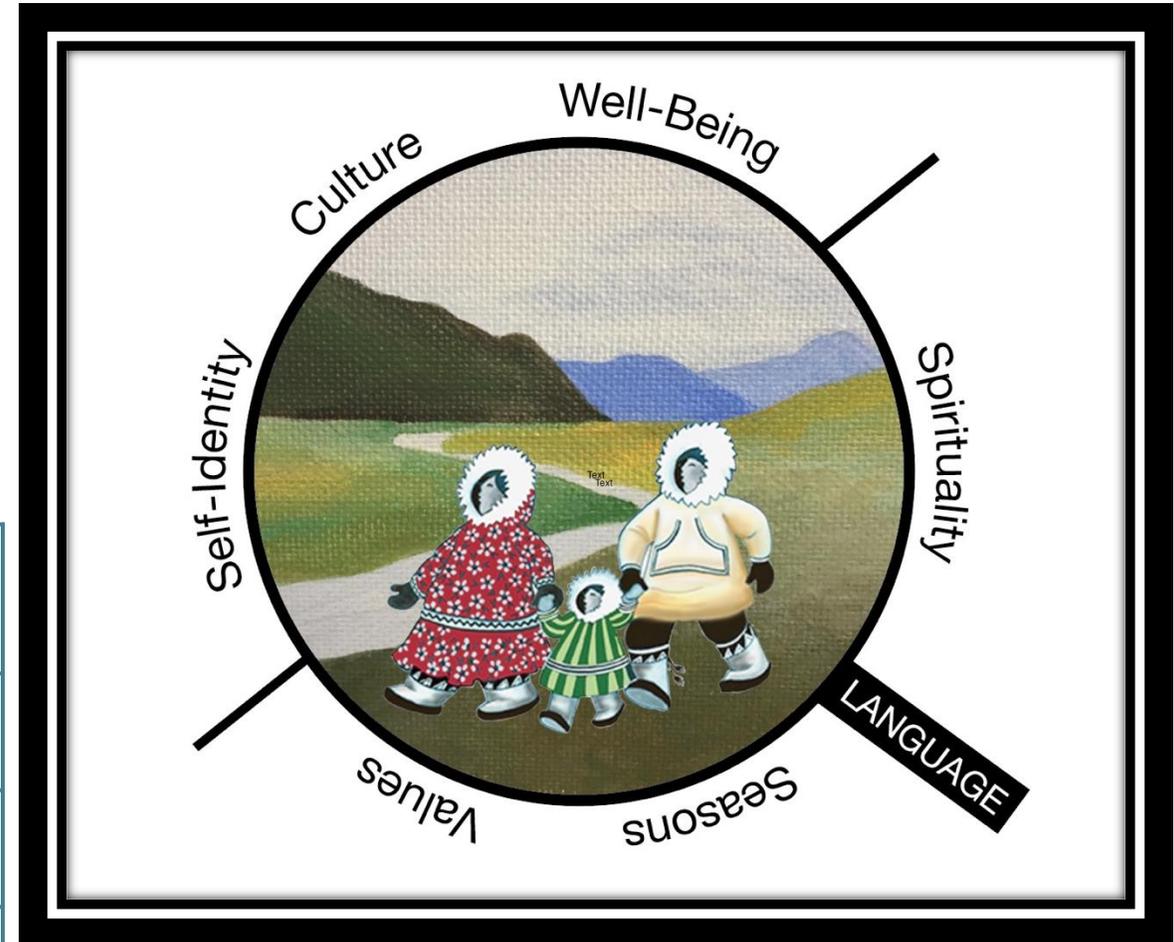
Incorporating Local Cultural Traditions

Traditional Seasons

- Auraq: Summer June/July/August
- Ukiaksraaq: Early Fall August/September
- Ukiaksraq: Fall October/November
- Ukiuq: Winter December/January/February
- Upingaksraaq: Early Spring March/April
- Upingaksraq: Spring April/May/June

Iñupiat Iłitqusiat

Iłisimałiq Iłagiiłigmił Knowledge of Family Tree	Anayuqaağıiłch Savaaksrağııch Family Roles	Kağıqsimauraałiq Irrutłhikun Spirituality	Quvianniutikun Tıpsisaagıłiq Humor
Piıpałsriłiq Iłiıłgaanik Love for Children	Aatłhuqtuutıłq Avatmun Sharing	Kamałsriłiq Utuqqanaanik Respect for Elders	Kamałsriłiq Nutim Iłiıqtanik Respect for Nature
Savaqatıııyujıq Cooperation	Savvaqtuııq Hard Work	Kamałkutıııq Respect for Others	Atłhıksuałiq Humility
Iłisimałiq Uqapiatııgmik Knowledge of Language	Iınuuniaqatiunik Ikaıuutıııq Responsibility to Tribe	Paaqsaaqatautaiłiq Avoid Conflict	Kııunııgmı Suragatlasıııııq Domestic Skills
		Anunıalgułiq Hunter Success	



Northwest Arctic Borough School District
Cultural Values Drum

Language is the anchor point for all the other values.

DEPT. OF EDUCATION AND
EARLY DEVELOPMENT



SCIENCE STANDARDS FOR ALASKA

- Science and technology have been essential to the people for Alaska in its past, its present, and will be increasingly important in the future.
- Providing a firm foundation in science education for all students in Alaska is a bright opportunity and essential challenge.
- The State's science standards provide the foundation for defining what students should know and be able to do in terms of scientific knowledge and skills

Why Physical Earth Science

- In the initial vision discussions, it was mentioned that most of our cultural programs are in elementary and middle school.
- By the time students are in high school, they do not see relevance in what they are learning.
- In other words
 - How will they ever use it?
 - How does it apply to their life, etc?
- Science is the perfect course to infuse cultural and place-based knowledge.
- Emphasizing that people have been using science skills in the Northwest Arctic long before it was called science.

Naming the Course

Physical Earth Science

- The official name of the course on transcripts and with DEED.
- Students need this course to satisfy Alaska Performance Scholarship requirements.
- Students who transfer between Anchorage/Fairbanks and NWABSD schools will receive credit toward graduation. Most school districts require a physical science course to graduate.

Nuna Iļisimman

- Our local name for the course
- The Iñupiaq words mean to study or learn about the Earth.
- Agreed on by the Language Committee, the Iñupiaq teachers, and administration.

Writing Approach

- The course is Physical Earth Science.
- The lessons are written from an Earth Science perspective.
- Appropriate physical science content is immersed into the lesson.
- This is a change from how this course is traditionally taught.
 - Physical and Earth Science are usually taught as separate parts.
 - This course integrates them together.
- Because this is a change in tradition, we will have to carefully train our teachers to understand we are still meeting standards with this new approach.

Initial Project Development

- Research Indigenous ways of learning.
- Research to see if complete cultural and place-based science curriculums have been developed any where else.
- Review resources available from the school district.
 - Videos
 - Photos
 - Educational curriculum that can be incorporated
- Begin developing a scope and sequence that aligns with seasons.
- Set the course up so that teachers new to the region have the cultural information imbedded in the course.

Development Guide

ASK YOURSELF

- What do I want the learners to know or be able to do at the end of the unit, day, lesson, week, or lab? (Objective)
- How will they show me they are progressing or have mastered the knowledge or skill? (Assessment)
- How can I assist them in getting there? (Materials and Activities)
- Ask how I can use these to better student understanding:

ENGAGE **EXPLORE** **EXPLAIN** **EXTEND** **EVALUATE**

Learning Objectives:

- Develop learning objectives for each lesson.

Course content

- The Earth Science focus, with a connection to Physical Science, was effectively integrated into the lesson.
- How does this relate to our region or community?
- Tie all lessons into our region and Alaska as much as possible.
- Create a reference section; avoid plagiarism. Give credit where credit is due.
- Give credit for images – free images are best.

Culture and relevance to our region and Alaska are the key parts of this course.

- What discussions could students have with local knowledge bearers?
- Always tie the lesson back to local, regional, or state knowledge.

Key Terms: Identify key terms for units/lessons.

- Identify English key terms.
- Identify Iñupiaq key terms.
- Each lesson must include Iñupiaq words.
- Share the words with Iñupiaq speakers to be sure the correct word is used as it relates to science.

Dictionary: Add these words and their definition to a dictionary.

Assessments: Develop and embed different types of assessments into lessons.

- Formative examples:
 - Classwork/homework assignments, quick writing, In-class discussions
- Summative examples:
 - Tests, Projects, Essays / Reports

Activities/Labs: Develop labs and activities for the unit.

- Cultural Connection/activity
- Identify the Iñupiaq Season and develop activities related to the season whenever possible.
- Teacher guide / Student guide
- Identify safety reviews for labs and activities.
- Identify materials needed for labs and activities

Standards

- Identify standards for each unit
 - Alaska Science Standards
 - Iñupiat Ijlitqusiak

Multimedia Link examples:

- Video interviews with community members.
- Other relevant videos.
- Embed the video link in Canvas Studio and add a quiz to the video.

Thinking Skills

- Develop higher-order thinking skills through the lessons and activities.
- See examples from Bloom's taxonomy in teacher resources.

Maps:

- USGS / Need a contour map for each village
- Print and laminate copies for each site

Forms:

- Safety
- Visitor
- Lesson Plan

Teacher Resources

- Make pages
 - Graphic Organizers
 - Whole Class Choral Reading
 - Academic Conversation Starters
 - Academic sentence frames
 - Using Kinesthetic Activities for Classroom Instruction
 - Building Background Knowledge
 - Activating Prior Knowledge means both eliciting from students what they already know and building initial knowledge that they need in order to access upcoming content.

<https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Thinking-and-metacognition/Activating-prior-knowledge>

Photo credits:

- Get photo releases

Why do we need a Scope and Sequence?

The terms *scope* and *sequence* describe what you teach and when you teach it.

When educators follow a solid scope and sequence, no assumptions are made about what students do or do not know, or what they can or cannot learn.

Instead, all students are taught according to a clear and intentional plan in which skills are taught systematically and cumulatively.

Developing a Scope and Sequence

Cultural Research

- Review Alaska Cultural Standards for Educators and Students.
- Research regional cultural expectations.
- Develop an understanding of what it means to infuse place and culture into a curriculum.

Academic Research

- Research current materials and curriculum.
- Review state science standards in both Physical and Earth Science.
- Understand what is expected for middle school students and then build a curriculum that builds on that prior knowledge.
- How can we rearrange a traditional curriculum scope and sequence into one that fits our cultural calendar as well?

Scope and Sequence

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

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 and Topics	Surface Processes: Water Water Cycle, Atmosphere	Earth's Oceans The Ocean Floor, Ocean Dynamics Ocean Water, Ocean Life, Regional Ocean Conditions		Weather and Climate Weather, Air Pressure, Meteorology, Climate		Earth's Landscapes and Movement Weathering, Erosion, and Deposition, Glaciation and How Glaciers Work, Local Geological Features Plate Tectonics & Boundaries, Earthquakes, Volcanoes			Science Skills Review
Unit Learning Objectives		<ul style="list-style-type: none"> Describe the ocean floor. Identify the sources of salt in our ocean Describe factors that affect the density of ocean water. Describe how ocean currents develop and how they affect climate. Identify local ocean conditions. 		<ul style="list-style-type: none"> Explain the difference between weather and climate. Describe and use gas laws and their impact on weather. Explain the influence of air masses on our weather patterns. Explain what causes the seasons. Describe how our region's climate and seasons differ from other parts of our planet. 		<ul style="list-style-type: none"> Describe how physical weathering affects rocks. Explain the process of erosion. Recognize the geological impact of glaciation. Describe the formation of geological features in our environment. Identify geological features in our local environment. 		<ul style="list-style-type: none"> Describe how the Earth's interior is structured. Objectives are continued in Week 19 	End of Term Wrap-Up and Science Skills Review
Cultural Connections		<ul style="list-style-type: none"> Elder Discussion: How did you know it would be safe to travel on the ocean 		<ul style="list-style-type: none"> • ? Elder Discussion: How have you seen climate change? What impact is it having? 		<ul style="list-style-type: none"> Elder Discussion: When you see cut banks and tundra slumps, how does that impact your subsistence activities? 		<ul style="list-style-type: none"> Elder Discussion: TBD 	
Physical & Earth Science Connections	The Water Cycle Atmospheric Water Running Water Ground Water	The Ocean Floor Ocean Floor Features Seafloor Sediments Resources From the Seafloor The Composition of Seawater		The Atmosphere Heat and Temperature Heating the Atmosphere		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 7	Unit 8		Unit 9		Unit 10				
Unit and Topics	Earth's Landscapes and Movement Continued....	Rocks and Minerals Rocks, Minerals, the Rock Cycle, Classes of Rocks, Minerals of our Region		Our Solar System and the Universe Solar System Formation, the Sun & Stars, Deep Space, Formation of the Universe, Our Regional View of the Stars		Earth Systems of Energy Waves, Sound and Light, Electricity and Magnetism, Aurora Borealis Laws of Thermodynamics Energy Transfer and Temperature			Science Skills Review	
Unit Learning Objectives	<ul style="list-style-type: none"> Identify Earth's geological features near plate boundaries. Describe the causes of earthquakes and volcanic eruptions 	<ul style="list-style-type: none"> Describe the materials that form and make up rocks. Distinguish the different classifications of rocks. Identify the minerals found in our region. Elder Discussion: TBD 		<ul style="list-style-type: none"> Explain where we are in the universe and what its shape and size are in comparison. Recognize the objects that make up the solar system. Describe the latest theories on the universe's size, shape, and formation. Describe how astronomers find planets and know the differences between the different types. Explain how we identify what a star is made of. 		<ul style="list-style-type: none"> Describe the characteristics of waves, how they are generated, and the different types of waves. Determine how sound is generated, Describe the electromagnetic spectrum and the visible light spectrum. Distinguish between electrical charges, currents, and circuits. Describe how the Aurora Borealis is created and why we can view it. Explain how energy from space impacts energy on Earth. Explain how Kepler's Law, Newton's Law, and the Law of Gravity impact Earth. 			<ul style="list-style-type: none"> Determine how temperature and energy are related to each other. Describe methods of energy transfer.. Identify the Thermodynamic Laws. 	End of Term Wrap-Up and Science Skills Review
Cultural Connections				<ul style="list-style-type: none"> Elder Discussion: <ul style="list-style-type: none"> Identify our region's perspective of the stars. 		<ul style="list-style-type: none"> Elder Discussion: Tell us stories you heard about the Northern Lights. 			<ul style="list-style-type: none"> Elder Discussion: TBD 	
Physical & Earth Science Connections	Forces that shape the Earth	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

Iñupiaq Season	Upingaksraaq: Early Spring <u>March/April</u>					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 10	Unit 11			Unit 12		Unit 13		
Units and Topics	Earth Systems of Energy Continued	Earth's Resources Ecosystems, Natural Resources, Fossil Fuels, Renewable/Non-Renewable Resources, Regional Sources of Energy, Alaska and NW Arctic Resources			Humans and Their Impact Carbon Cycle, Anthropogenic Impact, Greenhouse Effect, Pollution, Alaska / NW Arctic Environmental Issues, and the Human Impact on Alaska's Natural Resources		Earth's History and Age Geologic Time/History, Fossils		End of Year Wrap-Up
Unit Learning Objectives	<ul style="list-style-type: none"> Continued.... Describe methods of energy transfer.. Identify the Thermodynamic Laws. 	<ul style="list-style-type: none"> Describe what makes up an ecosystem and how it maintains stability. Identify our Earth's natural resources. Describe what fossil fuels are and identify the types of fossil fuels. Distinguish the differences between renewable and nonrenewable resources. Identify examples of renewable energy sources in our region. Identify job opportunities in the energy sector in our region and state. 			<ul style="list-style-type: none"> Describe the carbon cycle and how human activity has impacted the cycle. Explain what anthropogenic impact means and what its effect is on our planet. Describe the Greenhouse Effect and how human activity has impacted the process. Identify the various forms of pollution and methods of mitigation. Describe how human activity has impacted Alaska's environment. 		<ul style="list-style-type: none"> Explain, analyze, and interpret geologic time scales and the difference between geologic and human time scales. Discuss how life has evolved and changed along the geologic timeline. What can fossils tell us about Earth's history? 		End of Term Wrap-Up and Science Skills Review
Cultural Connections		<ul style="list-style-type: none"> Elder Discussion: Do you think mining in our region impacts the subsistence lifestyle? 			<ul style="list-style-type: none"> Elder Discussion: Identify negative/positive benefits our communities have received from human activities. 		<ul style="list-style-type: none"> Elder Discussion: Tell us about historical artifacts in our region. 		
Physical & Earth Science Connections	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		

CANVAS

- The CANVAS course is arranged by modules.
- Teachers have access to all modules.
- Students have access only to published items.
- This allows for teacher resources to not be available to students.

Teacher View

☰ ▶ Educator Resources	🔒 ▼ + ⋮
☰ ▶ Student Resources	✅ ▼ + ⋮
☰ ▶ READ and LEARN: the reading for each unit. May be used as the presentation by the teacher.	✅ ▼ + ⋮
☰ ▶ Unit 1 Introduction to Physical Earth Science: Scientific Processes, Indigenous Science Knowledge, Measuring and Organizing Scientific Data	✅ ▼ + ⋮
☰ ▶ Unit 2: Describing Our Earth:	✅ ▼ + ⋮
☰ ▶ Unit 3: Earth's Systems of Matter and Energy	✅ ▼ + ⋮
☰ ▶ Unit 4 Water and the Atmosphere	✅ ▼ + ⋮
☰ ▼ Unit 5: Weather and Climate	🔒 ▼ + ⋮

Student View

The student view has a the same layout, but it only shows items that are published for them to complete.

- [Home](#)
- [Modules](#)
- [Grades](#)
- [Lucid \(Whiteboard\)](#)
- [Credentials](#)

▼ Student Resources

How to navigate this course.

-  [How to find lessons in this course.](#)
-  [What is Read and Learn?](#)

How To Use Canvas

-  [How to: Use a Module](#)
-  [How to submit a text entry](#)
1 pts
-  [How to upload an assignment](#)
1 pts

Dictionary/Glossary: this will update as new words are added

-  [Iñupiaq/English Science Dictionary.pdf](#)
-  [Physical Earth Science Glossary.pdf](#)

▼ Unit 1 Introduction to Physical Earth Science: Scientific Processes, Indigenous Science Knowledge, Measuring and Organizing Scientific Data

How to navigate this course.

-  [How to find lessons in this course.](#)
-  [What is Read and Learn?](#)

Unit 1 Lesson 1 WHY STUDY PHYSICAL EARTH SCIENCE? Learning Objectives: 1. Define Physical Earth Science. 2. Describe how using traditional Iñupiaq knowledge will contribute to a better understanding of Physical Earth Science

-  [Unit 1 Lesson 1 Read & Learn](#)

-  [1.1 Aakalukput aimmaviñani pt1](#)
Aug 28, 2024 10 pts

Educator Resources

☰ ▼ Educator Resources

☰ 📄 Educator Resources Homepage

☰ 📎 2024.8.27 Lesson Plan Template and Sample.doc

☰ 📎 Unit Preperation Checklist.pdf

☰ 📎 Building Background Knowledge.pdf

☰ 📎 Academic Sentence Frames & Starters.pdf

☰ 📄 Cultural Standards for Educators

☰ 📄 Sample Questions for interviewing Elders and community members

☰ 📎 Science Standards for Alaska: High School Physical Science.pdf

☰ 📎 Science Standards for Alaska: High School Earth and Space.pdf

☰ 📎 Special Education Modifications.pdf

☰ 📎 Vocabulary Activities Guide.pdf

Unit Modules

- Contain 5-10 lessons
- Have a Knowledge Bearer Discussion in the first or second lesson.
- Are divided into lessons made of:
 - Lesson Objectives
 - Read and Learn
 - Assignments
 - Activities
 - Quizzes

Unit 1 Lesson 5 SCIENTIFIC PROBLEM SOLVING Learning Objectives: 1.Describe why observation and inferring skills are important science skills. 2. Explain how a hypothesis guides the scientific process. 3. What are variables? 4. What is data		✓
Unit 1 Lesson 5 Read & Learn		✓
1.5 Look at those tracks!	0 pts	✓
1.5 MythBusters Variables	0 pts	✓
1.5 Identify Variables	0 pts	✓
1.5 Qualitative / Quantitative	0 pts	✓
Unit 1 Lesson 6 SCIENTIFIC METHOD REVIEW Learning Objectives: 1.Elaborate on the steps of the scientific method. 2.Describe the difference between Facts, Scientific Theories, and Scientific Laws. 3. Explain how a hypothesis guides the scientific process. 4. What are variables? 5. What is data?		✓
Unit 1 Lesson 6 Read & Learn		✓
1.6 Walking in Rain Readings	0 pts	✓
1.6 Variable Review	0 pts	✓
Unit 1 Lesson 7 SCIENCE AND MEASUREMENTS Learning Objectives: 1. Analyze two articles demonstrating the scientific method. 2.Explain why mathematics and measurements are important in data collection during a scientific investigation. 3. Distinguish the different units of measurement and calculate conversions between the units. 4.Demonstrate methods of measuring and converting units of length.		✓
Unit 1 Lesson 7 Read & Learn		✓
1.7 Read: The Case of BeriBeri	0 pts	✓
1.7 Answer Key: The Strange Case of Beriberi		⊘
1.7 Read: Penicillin Discovery	0 pts	✓
1.7 Measuring Length Lab	Oct 31, 2024 29 pts	✓

Lessons Include:

- Vocabulary in Inupiaq and English
- Objectives
- Knowledge Bearer Discussion
- Science Content
- Examples that tie the lesson back to the region or state.
- Assignments
- Videos
- Activities

Unit 1 Lesson 8 METRIC CONVERSIONS Learning Objectives: 1.Explain the use of derived units in science research. 2.Demonstrate methods of measuring and converting units of volume, mass, temperature, density, and area.



 Unit 1 Lesson 8 Read & Learn



 1.8 Lab: Measuring A/T/V/M/D
0 pts



Unit 1 Lesson 9 PRACTICING SCIENCE SKILLS Learning Objectives: 1.Students will review metric conversions. 2.Students will perform quantitative and qualitative observations. 3.Students will practice metric measurement skills. 4.Students will practice graphing skills using this data.



 Unit 1 Lesson 9 Read & Learn



 1.9 Skills Rvw Measure Matter
0 pts



 1.9 Metric Scavenger Hunt
0 pts



 1.9 Trees Outdoor Activity
0 pts



Unit 1 Lesson 10 PRECISION IN SCIENCE Learning Objectives: 1.Define accuracy and precision, and differentiate between the two terms. a.Apply the concepts of accuracy and precision to a given situation 2.Tell why significant figures are important for accuracy and precision. 3.What is Scientific Notation and how is it used? a.Determine how scientists handle very large and very small numbers.



 Unit 1 Lesson 10 Read & Learn



 1.10 Read NASA Mars Orbiter
0 pts



 1.10 Real Accuracy/Precision
0 pts



 1.10 Write Significant Figures
0 pts



 1.10 Practice Sci. Notation
0 pts



 1.10 Quiz Identify SI Units
0 pts



Read and Learn

- What is it?
 - This is the content that we are teaching our students.
 - It is set up in a textbook format so that students may follow the sequence easily.
 - The font is a larger font making it easier for students to read.
- How is it used?
 - Teachers may put this onto their smart board and use it like a PowerPoint.
 - Teaching the content of the lesson.
 - Assignments and activities are embedded in the lesson as it is taught rather than waiting until the end of the reading. This allows students to see where it fits in with the content being taught.
 - The lessons are intended to be taught by the teacher with discussions as they go along.

Unit 6 Lesson 1: Why Study the Ocean?

As we study the Earth's systems, it will be impossible to understand the interactions of these systems without understanding the oceans. Earth's systems are interconnected and interact through matter and energy. In the previous unit, we studied how the Earth's atmosphere and ocean interact through the water cycle and its processes. These large bodies of water regulate weather and climate, provide oxygen, and help feed much of our population. Because of their impact on all aspects of life on Earth, it is essential to develop a better understanding of the Earth's Oceans.

The Inupiaq word **Tagluq** means 1) Salt and 2) Ocean. This is the perfect word to describe the salty waters of the ocean.



Learning Objectives

1. Describe why the study of the ocean is important to life on our planet.
2. Identify the main features of the Earth's five oceans.
3. Describe methods of mapping the ocean floor.

Vocabulary

- Bathymetry
- Fathom
- Microwave
- Oceanography
- Phytoplankton
- Ring of Fire
- SONAR
- Tagluq
- Topography
- World Ocean

6.1 ASSIGNMENT: Knowledge Bearer Discussion - Oceans

Students: take notes and enter into Canvas 5 things you learned today.

Teachers' Notes:

- Invite a local knowledge bearer to discuss the ocean's impact on them and the community. If you are not near the ocean, discuss the river and how the ocean impacts it.
- Use some of the following sample questions to help guide your discussion. Give them to your guests in advance so they have time to think about answers and other items they can share with your students.

- ❖ What specific ocean activities were most important to your family? (e.g., fishing, swimming, boating, exploring, etc.)
- ❖ What are some of the most vivid childhood memories or stories about the ocean?
- ❖ Did the ocean significantly influence your family's traditions or celebrations?
- ❖ How did the ocean influence your family's lifestyle or way of life? (e.g., diet, work, recreation)
- ❖ What lessons or insights will you pass on about the ocean to your children or future generations?
- ❖ How do you see the ocean impacted by climate change or other environmental concerns?
- ❖ If you could share one piece of advice about the ocean with others, what would it be?

The atmosphere, which controls the weather and climate, is intimately connected to the oceans. The ocean is the primary driver of weather and climate and can give clues to global phenomena such as El Niño. Most of the rain that falls on land comes from the tropical ocean.

Phytoplankton are microscopic plant-like organisms that live in oceans, lakes, and rivers. There are a billion billion billion phytoplankton in the world's oceans—more than there are stars in the sky.

Phytoplankton are hugely diverse, with likely 100 thousand different species. They produce almost half the oxygen you inhale and play a vital role in the carbon cycle.

The oceans are also responsible for absorbing 50% of the carbon dioxide humans have released into the atmosphere by burning fossil fuels for energy. (1)

This photo shows Alaska and the Bering Sea on April 25, 1998. Bright aqua and green colors paint the ocean off the coast of Alaska and out into the Bering Sea, indicating a bloom of phytoplankton (algae). Further away from the bloom, the color of the ocean water is a deep sapphire color. The bright aquamarine color is caused by the vast numbers of coccolithophores, a type of phytoplankton that removes carbon from the water. (2)

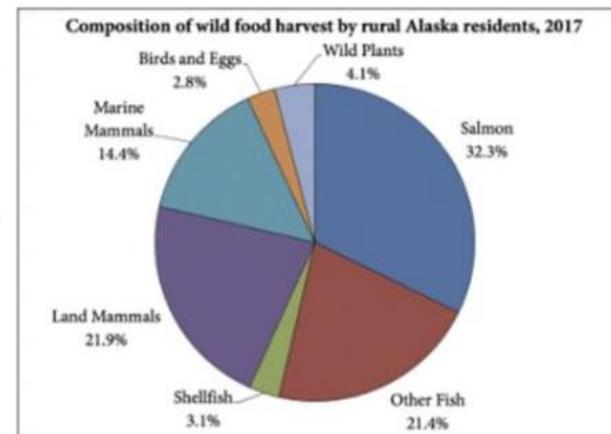


<https://www.fisheries.noaa.gov/feature-story/spring-and-fall-phytoplankton-blooms-eastern-bering-sea-during-1995-2011>

Figure 3: Phytoplankton blooms in the Bering Sea, April, 1998.

The ocean is a source of food for people around the world. In Alaska, the primary source of local food is harvesting wild foods. Subsistence harvests of wild foods contribute to food security, culture, and economic stability among the various user groups. Alaska's rural residents each harvest an average of 295 pounds of wild foods yearly, with wild foods from the ocean contributing over 70%. (3)

In Alaska, the ocean both provides and threatens, making it essential to understand its formation, location, features, motions, shorelines, biomes, and human impacts.



<https://www.alaskafoodsystems.com/pages/wild-foods>

Figure 4: Alaska wild food harvest statistics. Notice how much food comes from a water source.

Unit 6: The Earth's Oceans

Unit 6 - Lesson 1

This particular study, cited by the WWF, was led by Iñupiaq hunters from the Native Village of Kotzebue along with scientists at the University of Alaska Fairbanks. It found that over the past 17 years, the hunting season for bearded seals, shrank by one day each year. Bobby Schaeffer is one of the local elders who co-authored the study. To read this article in full, go to:



Bobby Schaeffer
<https://www.arcticwwf.org/the-circle/stories/retreating-sea-ice-threatens-indigenous-way-of-life/>

<https://www.arcticwwf.org/the-circle/stories/retreating-sea-ice-threatens-indigenous-way-of-life/>

The Iñupiaq word **UGRUK** means **Bearded Seal**.

The Bering and Chukchi Seas, known for their large populations of whales and other marine life, are thought to be particularly sensitive to global climate change because these seas are places where steep temperature, salinity, and nutrient gradients in the ocean meet equally steep temperature gradients in the atmosphere. This directly impacts the economy in Alaska because the Bering Sea is home to some of the world's most productive fisheries. Just watch the TV series *Deadliest Catch*.

Assignment 4.1.9: Video Sea-Ice Breaker

Let's watch a timelapse video of the U.S. Coast Guard Cutter *Healy* breaking through the ice floe in the Arctic.



This video was shot during the [The Hidden Ocean 2016: Chukchi Borderlands](#) expedition.



<https://www.noaa.gov/education/olp/hiddenocean2016/>

The video is posted in CANVAS and is 1 minute 32 seconds.

Unit 6: The Earth's Oceans

Unit 6 - Lesson 1

4.1 Activity: ELBOW TALK

With your elbow partner, discuss five things that directly impact you, your family, or your community from our ocean.

Be prepared to share with the class.



<https://openclipart.org/image/800px/227549>

Teacher Training

- Vision and goals in teaching a course like this.
- Indigenous knowledge and ways of learning.
- Materials and lesson planning.
- How to teach this course.
- How to use the CANVAS course.
- Wednesday Wonders
- Working with your local bilingual teacher.
- Knowledge bearers in the classroom.
- ETC.....

Lesson planning makes better teachers.

Northwest Arctic Borough School District WEEKLY LESSON PLANS

TEACHER NAME: **SAMPLE LESSON PLAN**

Course Name: Nuna Ijisimman		WEEK OF: August 20-22, 2024		Period: 1 and 3			
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			
AK State Standard(s) met this week:							
<ul style="list-style-type: none"> AK Cultural Standards for Curriculum: A1, B1, C1, C3, C7 AK State Standards: HS-ETS1-1 Analyze complex problems 		<ul style="list-style-type: none"> Iñupiat Ijitqusiatic: Injuuniaqatiunik Ikayuutliq - Responsibility to Tribe, Ijisimatiq Ilaqitqimik - Knowledge of Family Tree, Savaqatigiuyujq - Cooperation, Kamakkutliq - Respect for Others 					
Learning Objectives: "I Can"							
<ul style="list-style-type: none"> Define Physical Earth Science Describe how using traditional Iñupiaq knowledge will contribute to a better understanding of Physical Earth Science. I can state the procedures my teacher has in place to begin class each day. 		<ul style="list-style-type: none"> I can introduce myself using traditional Inupiaq methods. Demonstrate language and cultural skills using Iñupiaq introductions. Define Earth Science. Define Physical Science. 		<ul style="list-style-type: none"> Explain how curiosity about the world around us impacts and guides scientific inquiry. Describe some of the different ways people seek knowledge and make sense of the world around us. 			
Instructional Strategies & Student Activities: <i>list in order what you will be doing in class with your students.</i>							
Clarification: What can we expect to see happening in your classroom? Are you transitioning to multiple activities during class?							
Read and Learn Lesson Number							
1.1		1.1, 1.2		1.2, 1.3			
<p>Discuss:</p> <ul style="list-style-type: none"> Welcome and Introduction What this class is and how it is different from others. What is traditional knowledge and how will it be used in our class. (language, seasons, values, etc.) <p>Watch Video:</p> <ul style="list-style-type: none"> Discuss, and answer questions about language and the video. <p>Discuss:</p> <ul style="list-style-type: none"> What is the Iñupiat Ijitqusiatic? Discuss, Knowledge of Family and why it is important to know this information, tie back to Iñupiat Ijitqusiatic. <p>Discuss:</p> <ul style="list-style-type: none"> Classroom Procedures/Champs 		<p>Discuss:</p> <ul style="list-style-type: none"> Welcome and Review what we discussed yesterday. Ask if they have thought about what traditional knowledge is. <p>Finish any part of the lesson that was not covered yesterday.</p> <p>Discuss:</p> <ul style="list-style-type: none"> How elders passed down information and this is key to surviving winters here. Since this is day two, assign the elder discussion as a homework assignment. This information will be shared in 2 days. <p>Discuss:</p> <ul style="list-style-type: none"> Introductions and why we will use them. <p>Activity: Share your Knowledge of Family</p> <ul style="list-style-type: none"> Practice Traditional Introductions <p>Discuss:</p> <ul style="list-style-type: none"> Earth and Physical Science, Studying Earth's Processes and Spheres 		<p>Discuss:</p> <ul style="list-style-type: none"> Welcome and Review what we discussed yesterday. <p>Practice:</p> <ul style="list-style-type: none"> Traditional Introductions <p>Finish any part of the lesson that was not covered yesterday.</p> <p>Discuss:</p> <ul style="list-style-type: none"> How curiosity impacts and guides Science inquiry. Describe different ways people seek knowledge. What is Indigenous Knowledge? How did Iñupiaq use their knowledge to investigate phenomena. <p>Watch Video:</p> <ul style="list-style-type: none"> How an Igloo Keeps You Warm <p>Discuss:</p> <ul style="list-style-type: none"> How has Iñupiaq knowledge assisted with scientific studies. <p>Read & write about:</p> <ul style="list-style-type: none"> Sharing Traditional Knowledge and Whale Science. 		<p>Discuss:</p> <ul style="list-style-type: none"> Welcome and Review what we discussed yesterday. <p>Finish any part of the lesson that was not covered yesterday.</p> <p>In-Class Activity:</p> <ul style="list-style-type: none"> Sharing traditional survival Information. With your elbow partner, share this information. <p>Discuss:</p> <ul style="list-style-type: none"> Begin discussing why we study lab safety. <p>Watch Video:</p> <ul style="list-style-type: none"> Safety Video: Lab Rules <p>Discuss:</p> <ul style="list-style-type: none"> Safety Rules Go over each rule and discuss what it means. Show the location of safety equipment in the classroom. 	
Assignments / Classwork / Homework. If you assign work for a grade, promptly grade it. This gives value to the assignment.							
<ul style="list-style-type: none"> Aakalukput aimmaviniqani video pt 1 Aakalukput aimmaviniqani video pt 2 Knowledge of Family Tree take home worksheet. 		<ul style="list-style-type: none"> Elder discussion homework assignment / enter answer into Canvas. Traditional Introductions worksheet. Spheres of the Earth 		<ul style="list-style-type: none"> Video & Quiz: How an Igloo Keeps You Warm Reading: Sharing Traditional Knowledge and Whale Science. 			
Assessments (Daily Check-in): 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?			
Resources/Materials used this week: 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							

How to write a lesson plan that shares the required information and is still meets your organizational needs as a classroom teacher.

Wednesday Wonders



A

A Collaborative Time Shared by all Sites

Wednesday Wonders

Every Wednesday, as part of Nuna Iļisimman, studying the Earth, schools will participate in a common, district-wide activity.

Let's Talk Wednesday

- **1st Wednesday:**
 - **Knowledge Bearer Discussion**
 - Use the Questions list from Educator Resources on Canvas
 - Get all background checks completed ASAP after they accept the role
- **3rd Wednesday:**
 - **Language Skills**
 - Review words from the lessons with the Iñupiaq teachers.
 - Iñupiaq Vocabulary Kahoot
 - Multi-school competitions- Is there a site that you can meet and compete with?
 - Class Periods:
 - Noatak: 3rd & 5th (Iñupiaq Studies 4th)
 - Kiana: 5th
 - Kotzebue: 1st, 4th, & 6th
 - Shungnak: 5th Period (Iñupiaq Studies 4th)
 - Deering: 6th

Data Share Wednesday:

- **2nd and 4th Wednesday:**
 - **Data Collection**
 - Precipitation (Average weekly)
 - Add observation notes unique to each area
 - Temperature
 - Wind speed
 - Cloud coverage
 - Humidity
 - Air quality (Particulates and smog testing kit)
 - Data can be entered into a common site so students can see what is happening around the region.
 - Past Weather Data:
 - <https://www.timeanddate.com/weather/usa/noatak/historic>
 - FAA Cameras
 - <https://weathercams.faa.gov/map/-163.99046,66.99182,-161.9525,67.76195/cameraSite/168/details/camera>

Collaborating with Bilingual Teachers

- Teachers were asked to present cultural activities that will work in a science classroom.
- These were taken back to the office and are being put into a usable science format taking their knowledge of culture and subsistence and infusing it with science concepts.
- These will be activities that the science teacher and the bilingual teacher can do together with their students.
- We received 30 activity ideas.
- They will be divided for use between the Physical Earth Science Class and in the Biology class.

Iñupiaq Season: Ukiaksraq: Fall September	Lab / Activity: Eskimo Potato
Guiding Information / Lesson Overview	
<p>Iñupiaq words: Digging: Paksrak Eskimo Potato: Masu (C) or Masru (K) Mouse Cache: Nivit Digging tool called siklaq or masunniun is used to unearth the roots.</p> <p><i>Hedysarum alpinum</i> 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.</p> <p>We will be learning the time and the place to dig for this Eskimo Potato also known as Masru or Masu.</p> <p>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.</p> <p>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)</p> <p>Learning Objectives: After completing the lessons in this unit, students will be able to:</p> <ol style="list-style-type: none"> 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. <p>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.</p> <p>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</p> <p>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.</p> <p>Other words to remember: Boreal, Tundra, Taiga, Floodplains, Grasslands, River Delta, Pioneer Species, Mouse Cache, etc.</p> <p>Academic Standards: § Iñupiat Iñitqusiat: 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.</p> <p>Lesson Developed by: Dolly Custer, Jennifer Greene, Denny Hadley June 27, 2024</p>	<p>Directions</p> <p>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.</p> <p>Directions: Day 1 § Introduce and discuss the plant. § Where it lives. § Soil types found in. § Nutritional Values § Cultural connections. § Mice caching it.</p> <p>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.</p> <p>Day 3 § Prepare the plants for eating. § Prepare for storing. § Safety when eating.</p> <p>Works Cited: 1. https://en.wikipedia.org/wiki/Hedysarum_alpinum 2. https://www.arlis.org/docs/vol1/A/29819325.pdf</p>  

Iñupiaq Season: Upingaksraq: Spring April/May/June	Lab / Activity: Iłhuagñiq Smelt Fish								
Guiding Information / Lesson Overview									
<p>Iñupiaq words: Iłhuagñiq: Smelt Qaaq-saq: To seine</p> <p><i>Osmeridae</i> <i>Osmerus mordax dentex</i> Rainbow smelt <i>Hypomesus olidus</i> Pond Smelt <i>Mallotus villosus</i>mełts Capelin <i>(Osmeridae)</i> is a species of fish in the ?????????? family. It is commonly known by the common name smelt. It is called Iłhuagñiq in the Iñupiaq language. Smelt are found primarily?????????</p> <p>We will be learning the time, ways, and places to harvest Iłhuagñiq.</p> <p>Part of learning how and when to harvest smelt is by observing the river. Rivers are impacted by things such as: seasons, temperature, water type, tide, rainfall. These impact the various types of fish that live and move through our waters. Various species has different needs.</p> <p>In this case, we are studying smelt. Smelt are important to the Iñupiaq people of the Northwest Arctic for many reasons????????????????</p> <p>Harvesting Iłhuagñiq /Smelt is a skill that has been passed down from elders. Smelt migrate through our rivers after the ice breaks up from the freezing winter.</p> <p>Learning Objectives: After completing the lessons in this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Know where to find the Iłhuagñiq 2. Know what season to harvest these fish 3. Understand the biomes and water types that these fish live in. 4. Understand the nutritional value of these fish. <p>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 harvest and prepare the fish.</p> <p>Materials:</p> <table border="1"> <tr> <td><input type="checkbox"/> Seine Net</td> <td><input type="checkbox"/> Throw Net</td> <td><input type="checkbox"/> Dip Net</td> <td><input type="checkbox"/> Fishing Rod</td> </tr> <tr> <td><input type="checkbox"/> Bucket</td> <td><input type="checkbox"/> Hand Sanitizer</td> <td><input type="checkbox"/> Photo of Iłhuagñiq Smelt</td> <td></td> </tr> </table> <p>Time Frame: Part of three class periods. Day 1, Introduce and Discuss Day 2, Harvest Day 3, Preparation for storage and eating.</p> <p>Vocabulary: Circumpolar, River Delta, etc. Anadromous: which means it lives part of its life in the ocean and part of its life in fresh water.</p> <p>Academic Standards: § 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.</p>	<input type="checkbox"/> Seine Net	<input type="checkbox"/> Throw Net	<input type="checkbox"/> Dip Net	<input type="checkbox"/> Fishing Rod	<input type="checkbox"/> Bucket	<input type="checkbox"/> Hand Sanitizer	<input type="checkbox"/> Photo of Iłhuagñiq Smelt		<p>Directions</p> <p>Task: Today you will learn about the Iłhuagñiq / Smelt Fish We will talk about where they live, their nutritional value, how to harvest them, and how to prepare them for eating.</p> <p>Directions: Day 1 § Introduce and discuss Iłhuagñiq. ○ Where it lives. ○ Water type it is found in. ○ Nutritional Values ○ Cultural connections. ○ What eat Iłhuagñiq.</p> <p>Day 2 § How we will harvest the Iłhuagñiq Smelt ○ Demonstrate safety while harvesting. ○ How to use the different types of nets ○ How to clean and carry the harvest. ○ Respecting nature and where the fish live.</p> <p>Day 3 § Prepare the plants for eating. ○ Prepare for storing. ○ Safety when eating.</p> <p>Works Cited: 1. https://en.wikipedia.org/wiki/Hedysarum_alpinum</p> <p>The American Heritage Dictionary defines smelt as "Any of various small silvery marine and freshwater.</p> 
<input type="checkbox"/> Seine Net	<input type="checkbox"/> Throw Net	<input type="checkbox"/> Dip Net	<input type="checkbox"/> Fishing Rod						
<input type="checkbox"/> Bucket	<input type="checkbox"/> Hand Sanitizer	<input type="checkbox"/> Photo of Iłhuagñiq Smelt							

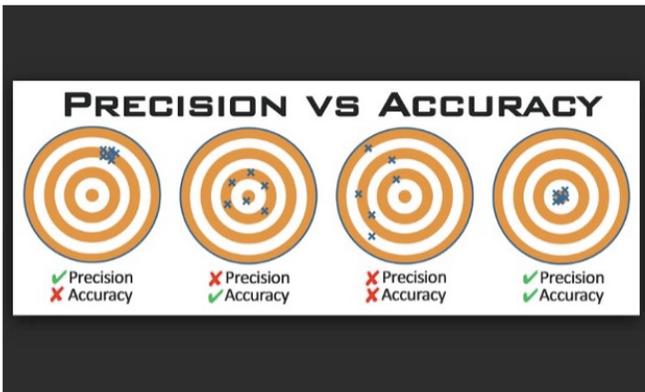
1.10 Real World Accuracy & Precision

Accuracy and Precision: Real-World Applications

Accuracy and precision apply to where you live and work. The following assignment asks you to think about accuracy and precision and how they relate to the various scenarios below about hunters going to the tundra to work their trap lines.

Type the answers for the two questions for each scenario in the text box.

Be sure to number your answers to match the question numbers.



Assignment and Activity Samples

2.1 Assignment: Spheres in Kiana

Look at this photo of the beach in Kiana.

- Which of the four major spheres do you see in this image?
- Describe what you see in each sphere.
- Write your answer in the Canvas textbox.



<https://www.flickr.com/photos/sfoanos/50035449741>

Scenario 1: The hunter checks the weather forecast the night before his trip so that he knows the weather app states that it will be between -10 and -20 degrees (°) Fahrenheit at noon the next day. The actual temperature at noon is -15° F.

1. How does this situation illustrate differences between precision and accuracy?
2. What would be more important in this situation: accuracy, precision, or both?

Scenario 2: When the hunter's Global Positioning System (GPS) indicates that he is at the location of the trap, he goes to check the trap. However, he can't see the trap. The GPS unit that belongs to him is not working. After an extensive search, the hunter finds the trap 50 feet away from the location he thought it was.

1. How does this situation illustrate differences between precision and accuracy?
2. What would be more important in this situation: accuracy, precision, or both?

Scenario 3: While returning to camp, they stop and check the nets they put under the ice. They were able to catch fish that he estimates weighs around 13 pounds. His fellow hunters estimate the weight is 16 pounds. They happen to have a portable scale with them and find the actual weight is 16 pounds.

1. How does this situation illustrate differences between precision and accuracy?
2. What would be more important in this situation: accuracy, precision, or both?

2.3 Lab-Falling for Gravity

2.3 Assignment: Lab-Falling for Gravity

Unit 2 Lesson 3 Falling For Gravity.pdf

In this activity, you will calculate the acceleration of gravity using simple materials provided by your teacher.

Your teacher will print out the worksheet for you to write on.

Be sure to turn it in when the lab is complete.

Unit 2 - Lesson 3
Activity: Falling for Gravity "G" that's interesting

Modified from: <https://www.explorelearning.com/topics/falling-gravity>

TEACHERS, PRINT THIS OUT FOR YOUR STUDENTS

General Procedure:
Your teacher will divide you into small groups, and once you are in groups, you will need to:

1. set the experiment up
 2. conduct the experiment
 3. analyze the data gathered.
- Tools and Materials:**
- Two-meter measuring tape or two-meter sticks
 - Masking tape
 - Marker pen
 - Small, cheap, rugged flashlight
 - Towel, carpeting, or other soft material for the dropped flashlight to land on.
 - Digital camera with video capability (the HD camera on the phone should work fine).
 - Tripod for your camera/phone, or a safe location to place it for filming.
 - Computer with a program that lets you play videos frame by frame (not shown).
 - You can scroll through your video on your computer or phone frame by frame.
 - Pencil and paper to record data (not shown).

Set up your experiment:

1. Locate a wall with a non-reflective surface. This activity will not work in front of a whiteboard or window.
2. Tape the two-meter measuring tape to a flat wall. Position the measuring tape so the 0 cm mark is at the top, and the remainder hangs straight down. (If using meter sticks, tape and stack the two sticks together to make a total length of two meters.)
3. Directly below your measuring tape, place a towel, carpeting, or other material that will soften the impact of dropping the flashlight on the floor.
4. To make the measurements more visible, add extra marks on pieces of masking tape and stick them next to the measuring tape every 5 or 10 centimeters.
5. Set your camera or phone up directly across from the wall assembly at about the 1-meter height!

Conduct your experiment and collect your data

1. Have one partner stand next to the measuring tape.
2. Turn on the flashlight and point it upwards. Make sure your flashlight is in a non-blinking setting.
3. Place the light as close to the 0 cm mark as possible and against the measuring tape.



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Unit 2 - Lesson 3
Acceleration is how fast the rate or speed of something changes. In other words, change in velocity over time. The standard unit of measurement for acceleration is meters per second squared.

Time in seconds	Distance in meters
0.03	0.05
0.06	0.02
0.09	0.04
0.12	0.07
0.15	0.11
0.18	0.16
0.21	0.23
0.24	0.31
0.27	0.40
0.30	0.51

Let's look at the sample data table to learn how to calculate these:

- Acceleration = (change in velocity) / (change in time)
- Acceleration = $(V_{\text{final}} - V_{\text{initial}}) / \text{time}$ to make this change
- Here's an example using our data (see the table above):
 - V_{initial} is the flashlight's velocity just before it's dropped, or 0 m/s
 - V_{final} is the velocity of the light at the end of the drop.
 - In our case, at time 0.297 to 0.33 s (time = 0.033 s), the distance traveled is from 0.4 m to 0.51 m (distance = 0.11 m)
 - To determine acceleration, you first need to know the velocity.
 - Velocity is the speed of an object in a given direction.
 - $V = \text{distance} / \text{time}$
 - So, $V_{\text{final}} = 0.11 \text{ m} / 0.033 \text{ s} = 3.33 \text{ m/s}$
 - The time it takes to make that change is 0.033 s
 - Acceleration = $(3.33 \text{ m/s} - 0 \text{ m/s}) / 0.033 \text{ s} = 10 \text{ m/s}^2$

****Use your own data to calculate the acceleration of the flashlight you drop.

What is your answer? Show your calculations:

4. If possible, use only one finger to hold the flashlight still until the time of release.
5. Have someone else film the drop with a digital camera (in HD at 30 frames per second).
 - a. This is the standard video setting on your phone.
6. Check your video to make sure you got the shot.
7. Digital video is easy to erase and reshoot.
8. Retake if you didn't get a clear view of your flashlight's light falling straight down.

Record your data:
Time Data: Since your camera records 30 frames per second, each frame represents only 1/30 of a second or about 0.033 seconds. That means each frame will add an additional 0.033 seconds.

Distance Data: Looking at your video recording, find the frame just before your flashlight drops. (Note that frame-by-frame players usually let you move forward or backward via arrow keys. The frame you're now at is time 0s and distance 0m.) You can manually move frame-by-frame if you need to.

Now, step by step, record the distance in meters dropped and the corresponding time of the flashlight's fall. Watch the screen closely. Notice that the flashlight doesn't fall much during the first few steps.
If your flashlight leaves a streak of light, only record the location at the bottom of the streak (the streak is a 1/30th of a second record of the light's fall).

Step	Time in Seconds	Distance in Meters	Step	Time in Seconds	Distance in Meters
0	0	0	6		
1			7		
2			8		
3			9		
4			10		
5			11		

Analyzing your data:

How will you use these numbers?
We will calculate velocity and acceleration due to gravity from the data gathered.

Velocity is the speed of an object in a given direction.
• The formula for velocity is: $v = d / t$ or velocity = distance/time

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Assessment

In the form of quizzes, exams, and informal assessment.

4.1 Calculating Sonar Depth

Due No due date Points 4 Questions 4 Time Limit None

Instructions

4.1 Assignment: Quiz Calculating Sonar Depth

Sound moves at a faster speed in water (1500 meters/sec) than in air (about 340 meters/sec) because the mechanical properties of water differ from air. Temperature also affects the speed of sound (e.g. sound travels faster in warm water than in cold water) and is very influential in some parts of the ocean. (10)

So, depth can be calculated from the speed of sound waves in water, about 1500 meters/second, and the time required for the energy pulse to reach the floor and return using this equation:

$$\text{depth} = \frac{1}{2} \times (\text{two-way travel time}) \times (\text{speed of sound in water})$$

If a wave took 6 seconds, the problem would be set up this way.

$$(.5 \times 6 \text{ seconds}) \times 1500 \text{ m} = 3 \times 1500 \text{ m} = 4500 \text{ meters}$$

(multiply by .5 because of two-way travel time down and back)

Question:

What would the depth be for the following data points?

Put your answers into canvas.

Calculate the depth for each data point.

1. 3.2 seconds
2. 5.5 seconds
3. 7.2 seconds
4. 6.4 seconds

Videos

Short videos relating to the topic being discussed are periodically included in lessons. These videos are 5 minutes or less and include questions to answer as they watch.

Sample topics:

- Elders sharing about medicinal plants.
- The science of igloos.
- Investigating phenomena.
- What is a Fjord?
- Mariana Trench
- and more

1.4 Assignment - Video Quiz - Sargiq/Stinkweed is Medicinal

Traditional ways of knowledge and problem-solving have helped the Iñupiaq in many ways.

- Knowing how to build a shelter.
- Understanding migration patterns of animals.
- Predicting what weather to expect as the seasons pass.

These and many other skills were important in the daily life of the Iñupiaq ancestors.

One thing necessary for survival was medicine.

- They had to figure out what plants could or could not be used to treat an illness.

Watch this video to learn more about the medicinal uses of Sargiq/Stinkweed, as described by one of

our elders, and why they are so important.

STINKWEED
SARGIQ / SARGIĠRUAQ

The video and quiz are embedded in the Canvas course below.

Assignment-Video Quiz - Sargiq/Stinkweed is Medicinal



Pilot Sites FY25

- 5 sites
 - Deering – did not complete the pilot
 - Kiana – completed pilot
 - KMHS – did not complete the pilot due to teacher turnover (3 different teachers).
 - Noatak – completed pilot
 - Shungnak – completed pilot
- All sites met periodically during Monday collaborative time.
- All teachers met in person for one week of training and professional development, along with the bilingual teacher from their site.
- Four of the teachers will not be teaching next year.
- Feedback received from two sites is on the next slide.

Teacher Feedback:

How was the presentation order in the read and learn?

- The lesson order was ok.
- It worked for me.
- The teachers made adjustments when we met as a group.

Were the cultural activities appropriate for this grade level?

- Yes, cultural activities are age-appropriate.

Could you see community members sharing information if we incorporated this into additional units?

- Absolutely
- Yes

Did the depth of knowledge in the units covered meet the rigor you expect?

- If yes, how? I believe so. They were, for the most part, thought-provoking and can easily be adjusted in the classroom to be more or less rigorous based on our students' needs!
- If not, how can it be improved? No responses.

Was the reading level appropriate?

- Yes, it was appropriate.
- I modified it for some of our lower students.

Did you put the read-and-learn from Canvas onto your board and use it like a PowerPoint presentation?

- Yes, it made it convenient.

Did having the assignments preloaded into Canvas make preparation and grading easier?

- Yes

Quality of videos?

- They were good. The students wished there were more of them.

Video Quizzes? Were they an effective way to determine if a video had been watched?

- They were!

What did your students have to say about the lessons?

- Good
- Most students loved that they could pick out people and places around here and that it was relatable.

Can a student do the course independently?

- Yes, but the course is designed to encourage dialogue between the teacher and students.
- If a teacher fails to teach the lessons, the students do not understand all parts of it.
- The assignments are intended to
 - Cover concepts from the lessons
 - To interact with each other or their community

Science Rotation

FY25	PHYSICAL SCIENCE
FY26	BIOLOGY
FY27	PHYSICAL SCIENCE
FY28	BIOLOGY
FY29	PHYSICAL SCIENCE

Chemistry, Environmental Science, and Physics could also be put on the schedule as a site needs them.

Science Course Rotation, what is it?

- Course are placed on a rotation schedule so that teachers who teach multiple subjects have less preps and can spend more time developing quality lessons.
- This rotation has been in place for several years and should be emphasized by counselors and principals.
- With a consistent course rotation, students who move from school to school are able to take the same core classes.
- Students who fail have two opportunities to take the class in high school and then could take it in summer school for credit recovery.

Timeline

FY 25

- Pilot the course at 5 sites
- PD with pilot site and bilingual teachers
- Continue to write curriculum, format, enter into CANVAS

Summer 2025

- Work on remaining units and get ready for final versions to enter CANVAS in the fall.

Fall 2025

- Finish, revise, check for accessibility, formatting, etc.
- Place final versions into CANVAS
- Send for printing – each site should have at least five printed copies.
 - One for the teacher.
 - The rest are for those students who have difficulty with online reading.
- BEGIN THE OUTLINE AND TIMELINE FOR BIOLOGY CURRICULUM DEVELOPMENT.

Spring 2026

- March:
 - Present final product to school board.
 - PD science teachers. Bring them to Kotzebue.
 - Final order for all lab materials.

Fall 2026

- Back to school in-service:
 - 1 day to review the plan for teaching.
 - New teacher in-service – 1/2-day training on how to teach the course
- Needs to be an in-person training.
- Send all teachers home with a copy of the curriculum.

Curriculum Adoption

Curriculum Adoption Process

The curriculum review and adoption process, guided by Board Policy BP 6141 and 4 AAC 05.080, ensures our educational programs align with district goals, state standards, and the diverse needs of our students. This systematic approach involves continuous evaluation and collaborative input from various stakeholders, ensuring adherence to policies that mandate comprehensive curriculum development, evaluation, and alignment with legal requirements.

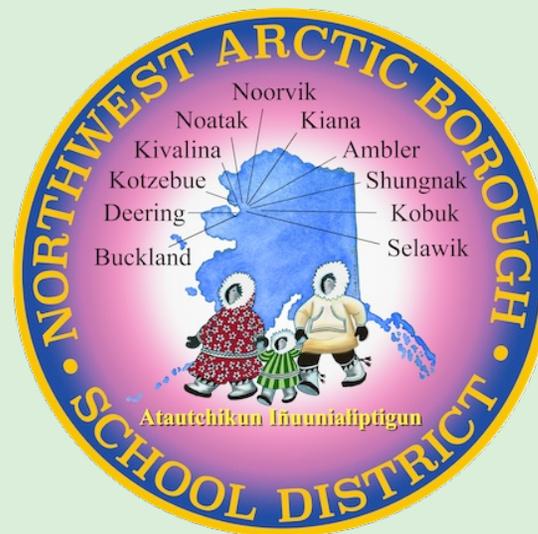
To effectively manage this process, we have established a Content Area Review & Program Purchase Cycle. This cycle outlines the schedule for reviewing and updating each content area, ensuring timely procurement of textbooks and materials, and facilitating seamless implementation of the revised curriculum.

Content Area Review & Program Purchase Cycle

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

Supplemental resources are review and purchased as needed.

NWABSD STRATEGIC PLAN JANUARY 2023 – JUNE 2027



Adopted by the Board XX/XX/20XX

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DISTRICT LEADERSHIP

Superintendent

Terri Walker

School Board

Margaret Hansen, President
 Carol Schaeffer, Vice President
 Marie Greene, Treasurer
 Tillie M. Ticket, Secretary
 Millie Hawley, Parliamentarian

Shannon Melton, Member
 Lawrence Jones, Sr., Member
 Alice Melton-Barr, Member
 Alice Adams, Member
 Joanne Harris, Member
 Nellie Ballot, Member

FOUNDATION STATEMENTS

Mission - To provide a learning environment that inspires and challenges students and employees to excel.

Mission Descriptors

We do this through:

- Traditional Learning – cultural and Language
- Succeeding through challenges
- Setting up for success
- Walking along with students
- Preparing students to plan for their futures
- Understanding each has different dreams

Vision - To graduate all students with the knowledge, skills, and attitudes necessary for a successful future.

Vision Descriptors

<i>Needed Skills</i>	<i>Needed Knowledge</i>	<i>Needed Attitudes</i>
<ul style="list-style-type: none"> • Construction • Mechanics • Teamwork • Cooperation • Basic Work Skills • Communication • Ready to work – Interview • Sled Building 	<ul style="list-style-type: none"> • Basic Knowledge • Computers - Technical Readiness • Knowledge of Careers • Consequences 	<ul style="list-style-type: none"> • Responsibility for Communities • Respect for Homelands • Respect for Others • Work Ethic • Accountability • Aspiring

CORE VALUES

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Respect • Hard Work • Cooperation | <ul style="list-style-type: none"> • Perseverance • Ability to Adapt • Belief in yourself | <ul style="list-style-type: none"> • Learning • Resilience • Accountability |
|---|--|--|



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CONTENTS

Goal 1: School and Culture
Objective 1: Community School Connections NWABSD will work with each site to establish a Tribal/Community Partnership Plan to provide relevant learning opportunities and support.
Objective 2: Immersion School Program NWABSD will begin an immersion school program starting with PreK level and moving to Kindergarten, 1 st , and 2 nd grade progressively throughout the next five years.
Objective 3: Cultural Science Curriculum NWABSD will create a cultural place-based science curriculum using the traditional Native Ways of Knowing and Learning.
Goal 2: Operational Improvement
Objective 1: Optimize Business Operations The NWABSD will evaluate, scope, and create an implementation plan for integrations to streamline and maximize operating software. Completion will support initiatives like the implementation of a 5-year budget forecast.
Objective 2: Standard Operating Procedure Documentation The NWABSD will establish written processes to support all processes within the district to support efficiency and succession planning.
Goal 3: Instructional Support
Objective 1: Evaluation of MTSS (Multi-Tiered System of Supports)/Safe and Civil Reset NWABSD staff will evaluate the systems of MTSS and Safe and Civil operationalized within schools with current strategies supported with data (literacy) use. The implementation of the strategy will be supported with increased instructional support implemented through strengthening relationships to support instructional teams.
Objective 2: Safe & Civil Refresh NWABSD staff will evaluate the systems of PBIS/Safe & Civil Schools operationalized within schools with current strategies for structured learning environments. The implementation of the strategy will be supported with increased instructional support implemented through strengthening professional development delivery to support instructional teams.
Goal 4: Wellness
Objective 1: Sustainable Counseling Program NWABSD staff will develop the program with an implementation plan leading to an operationalized program to include documentation of counseling services at all sites.
Objective 2: Trauma-Informed Teaching Practices (TITP) NWABSD will implement TITP practices through a train-the-trainer program, including ongoing reinforcement and implementation in the classroom.
Goal 5: Growing Our Own
Objective 1: Vocational Track Mapping NWABSD staff will align curriculum to support the growth of students throughout their education to be prepared for employable roles within the region.
Objective 2: Regional Workforce Development NWABSD will develop a plan for ATC to grow alignment between offerings and regional workforce needs.
Goal 6: Board Development
Objective 1: Improve New Board Member Orientation NWABSD Regional School Board will improve new board member orientation to support board efficacy and improve onboarding and communications.
Objective 2: Executive Committee Planning NWABSD Regional School Board executive committee will meet quarterly to plan for regional strategies and partnerships.
Objective 3: Improve Board comprehension of student data (especially as it relates to the Alaska Reads Act) NWABSD Regional School Board will monitor and review all assessment data and results.



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Goal 1: School and Culture				
Objective 1: Community School Connections				
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.				
Objective Lead: Superintendent				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
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 nd 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	30%	
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	
Objective 2: Immersion School Program				
NWABSD will begin an immersion school program starting with PreK level and moving to Kindergarten, 1st, and 2nd grade progressively throughout the next five years.				
Objective Lead: Superintendent				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
1.2.1 Assist Iñupiaq Instructors to obtain their certification through the state of Alaska	1. Determine NWABSD Eligibility for Alternative Certification Options 2. Identify Coursework and Professional Development. 3. Develop ongoing support, onboarding, and checkpoints for teacher progress. 4. Identify local partnerships to support local context and culturally responsive professional development. 5. Align our system with UA system for cosponsored courses and alternative path consisting of CEUs (budget item).	System Developed: Spring 2025	50%	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	50%	Unknown
1.2.3 Provide ongoing professional development for the Iñupiaq Instructors.	1. Build a plan and timeline for professional development.	Ongoing	75%	Unknown
Objective 3: Cultural Science Curriculum				
NWABSD will create a cultural place-based science curriculum using the traditional Native Ways of Knowing and Learning.				
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	1. Completion of a curriculum map that identifies specific points in the science curriculum where local traditions can be	In Progress	50%	



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<p>the science curriculum more relevant and relatable for all students.</p>	<p>incorporated, with consultation from Elders or cultural leaders.</p> <ol style="list-style-type: none"> 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). 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). 			
<p>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.</p>	<ol style="list-style-type: none"> Develop and use vocabulary lists, with both English and Iñupiaq terms, for key science concepts. 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. 	In Progress	100%	
<p>1.3.3 Design hands-on, experiential learning opportunities that connect students with the local environment and traditional practices.</p>	<ol style="list-style-type: none"> 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. Plan field trips or outdoor lessons where students can observe and interact with the local environment. 	In Progress	100%	
<p>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.</p>	<ol style="list-style-type: none"> 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. 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. 	In Progress	100%	
<p>1.3.5 Involve local elders as educators and mentors, recognizing their invaluable role in passing down traditional knowledge.</p>	<ol style="list-style-type: none"> Present the curriculum to the Elders' Council twice a year for feedback and to strengthen local partnerships, ensuring accuracy. 	In Progress	10%	
<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"> Organize an annual "Local Science Showcase" where students present projects that reflect their learning on local traditions, natural resources, and scientific principles, 	In Progress	50%	



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	<p>with community members invited to participate.</p> <p>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.</p>			
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Goal 2: Operational Improvement				
Objective 1: Optimize Business Operations				
The NWABSD will evaluate, scope, and create an implementation plan for integrations to streamline and maximize operating software. Completion will support initiatives like the implementation of a 5-year budget forecast.				
Objective Lead: Director of Administrative Services				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
2.1.1 Optimize Purchasing system with E-Procurement integration with vendors in Accounting Software (IVisions)	NWABSD secretaries and administrators will be able to purchase supplies from specific vendor websites through the District's accounting software. This will make purchasing from these vendors much easier and will encumber purchases.	October 2022 until complete, estimated timeline 3 months.	COMPLETE – February 2023	
2.1.2 Integrate Human Resources system (Frontline Central) with Accounting Software (IVisions)	NWABSD staff information will flow from Human Resources system to accounting software to	June 2027 due to staff turnover and training expectations	20%	
2.1.3 Streamline Adjusting and Budget journal entries with electronic workflow	NWABSD budget authorities will be able to submit budget transfers and re-code expenses electronically in the District's accounting software instead of on paper.	July 2026	5%	
2.1.4 Optimize Employee Reimbursement system utilizing accounting software instead of DocuSign forms	Employees will be able to submit for reimbursement of purchases through IVisions. Meeting with accounting software needed to review options already purchased and review anticipated need.	July 2026	Partial setup in IVisions complete previously, not sure what date. Need to complete setup, train staff, and add to process manual	\$4932 to IVisions and an estimated 3 working days – One for setup, one for documenting process and training with staff, one for contingency
2.1.5 Evaluating Staff and Student travel processes and procedures	Policy and procedure for staff travel are being updated. Internal processes and paperwork for the business office are being reviewed.	September 2025	50%	
Objective 2: Standard Operating Procedure Documentation				
The NWABSD will establish written processes to support all processes within the district to support efficiency and succession planning.				
Objective Lead: Director of Administrative Services				
Strategies and Actions	Key Indicators/metric	Completion Date/Timeline	Progress	Budget (Time & Money)
2.2.1 Establish where District processes are to be compiled and outlined	NWABSD Staff members will have clearly defined processes for School District Procedures. These processes will be accessible to all staff and all staff will receive notification about where to find the District's processes and procedures upon being hired.	June 2027		TBD. This project may have a heavy lift at first, but once implemented the District's Processes will only need to be reviewed annually and adjusted based on need



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Goal 3: Instructional Support				
Objective 1: Evaluation of MTSS (Multi-Tiered System of Supports)/Safe and Civil Reset				
NWABSD staff will evaluate the systems of MTSS and Safe and Civil operationalized within schools with current strategies supported with data (literacy) use. The implementation of the strategy will be supported with increased instructional support through support to instructional teams.				
Objective Lead: Director of Curriculum				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
Identify and implement a district-wide reporting system to document student intervention plans and team meetings.	<input type="checkbox"/> Build and test MTSS monitoring dashboard.	June 2025	20%	Not to exceed \$10,000
	<input type="checkbox"/> 100% of instructional staff are trained to use the new dashboard.	October 2025	50%	
	<input type="checkbox"/> 90% of student intervention meetings and plans documented.	May 2026	0%	
Build a schedule for principals, teachers, intervention teams, and district leaders to meet regularly (quarterly) to review student data, intervention effectiveness, and next steps.	<input type="checkbox"/> 100% of schools with active student intervention teams.	May 2027	50%	N/A
	<input type="checkbox"/> Scheduled Districtwide professional development reviewing quarterly data.			
	<input type="checkbox"/> 100% of students at Tier III have Individual Reading Improvement Plans that include a regular review of their student data and intervention adjustments.			
	<input type="checkbox"/> 10% reduction of students in Tier III.			
Implement the parent communication plan that includes regular updates on intervention plans and progress through meetings, progress reports, and online platforms.	<input type="checkbox"/> 100% of Tier II/Tier III K-3 parents are updated every four weeks on their students' progress.	May 2026	50%	N/A (LIT GRANT)
	<input type="checkbox"/> Annual workshops are scheduled to guide parents in supporting student growth outside of school.			
Objective 2: Positive Behavior Intervention Supports				
NWABSD will assess and refine the current Positive Behavior Intervention Supports (PBIS) systems, specifically those from Safe & Civil Schools.				
Objective Lead: Director of Curriculum				
Strategies and Actions	Key Indicators/Metrics	Completion Date/Timeline	Progress	Budget (Time & Money)
Annual review and improvement of a school-wide Positive Behavior Intervention System to promote consistent positive behavior.	<input type="checkbox"/> 100% of all staff have reviewed schoolwide plans by August 30 th of each school year.	August 2025	30%	
	<input type="checkbox"/> 100% of schools have a written school-wide plan accessible to all students, staff, and parents.			
	<input type="checkbox"/> 100% of all staff have completed a second review and refinement of schoolwide plans by December 10 th of each school year.			
Annual review and improvement of a class wide Positive Behavior Intervention Plans to promote consistent positive behavior.	<input type="checkbox"/> 100% of all staff have reviewed class wide plans with Site Administrator by August 20 th of each school year.	August 2025		
	<input type="checkbox"/> 100% of classrooms have a written class-wide plan accessible to all students, staff, and parents.			



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Goal 4: Wellness				
Objective 1: Sustainable Counseling Program				
NWABSD staff will develop the program with an implementation plan leading to an operationalized program to include documentation of counseling services at all sites.				
Objective Lead: Director of Student Services				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
4.1.1 Obtain Grant to receive full funding -Our Youth Positive Vision for Future by 2027	Obtain a grant for to support the training and practice of school counseling in NWABSD	January 2023	100% Completed	Grant for Jan 23-24 to Jan 27-28 Grant total for 5 years=
4.1.2 Define all potential partnerships for counseling programs	March 2024: Maniilaq and Compassionate Counseling partnerships Sept. 2024: Initiated Behavior Health cooperation/meetings to facilitate counseling services. Release of information for shared programming. June 2025: 2025: Compassionate counseling MOA for fy 26 completed and paid for through counselor grant. Laptops purchased with grant monies for Maniilaq Partnership/Behavioral Health in Schools. Currently ~45 students being served via dual school/Maniilaq partnership.	January 2027	75% complete	
4.1.3 Establish harm-to-self follow-up protocols, training and tracking data/procedures	Harm to Self or Others protocol or others established and yearly training with principals and counselors. To be completed yearly: 22-23 = yes completed 23-24= yes completed 24-25= yes, completed 25-26 26-27	June 2027	60% complete	June 2027
4.1.4 Obtain funding for continuation of Programming after funding -Our Youth Positive Vision for Future no longer available.	Grant or general fundings. Sept. 2024: Initiated conversation with Grants regarding timing on potential new grants:	June 2025	50% complete	2027-28 (see funding options)



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	<p>Spring 2025: Initial discussions on what use of general funds for counseling services could be worked into site funding. Possible funding options:</p> <ul style="list-style-type: none"> • Could include counselors as part of the student teacher ratio. • Or Counselor vs. Assistant principal at larger sites. • Or could use Title I and/or IV grant funds and/or Mig. ed funds can be used too. <p>OYOF grand continues for 2.5 more years. No changes have been announced.</p> <p>Spring 2026 Spring 2027</p>			
<p>Objective 2: Trauma-Informed Teaching Practices (TITP)</p>				
<p>NWABSD will implement TITP practices through a train-the-trainer program, including ongoing reinforcement and implementation in the classroom.</p>				
<p>Objective Lead: Director of Student Services</p>				
Strategies and Actions	Key Indicators/Metrics	Completion Date/Timeline	Progress	Budget (Time & Money)
<p>4.2.1 Train-the-trainer for Trauma Informed Practices</p>	<p>Obtain Train -the-trainer certification.</p>	<p>Completed Trainer #1 May 2023 Trainer #2 Dec. 2023</p>	<p>100% completed</p>	<p>ESER funds used to train the trainer</p>
<p>4.2.2 Inservice training ongoing yearly through length of this strategic plan</p>	<p>Training completed as evidenced by sign in sheet during beginning of the year in-service and monthly office hours on TEAMS</p>	<p>Aug. 2023 completed all staff Aug. 2024 Completed all staff training during in-service. Aug. 2025 Staff training completed in Aug. Of this school year Aug.2026 Aug. 2027</p>	<p>60%</p>	<p>No cost as we have inhouse trainers</p>
<p>4.2.3 Trauma informed professional Development and supports to be made available to all staff on a yearly basis. Obtain grant funds for yearly presenters on trauma informed teaching practices and/or resiliency and restorative practice PD</p>	<p>FY 23: FY 24: March 2024 Weekly Trauma informed and Resilience Focused Office hours initiated for teachers Sept. Office hours continue, and Trauma Informed in-service planned for Oct. 2024 FY 25 Oct. 2024 District-wide professional development with Trauma informed specialist: Linda Chamberline June 2025: Empower U programming used about 60% of sites for social stories/Social emotional supports/social/emotional skills, problem solving and de-escalation techniques. Developing trauma informed classroom management training for fy 26. FY 26</p>	<p>2024 Grant funds used for Inservice Professional Development. 2025: Empower U being</p>	<p>60%</p>	<p>No cost as we have inhouse trainers Grants: to be determined.</p>



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Goal 5: Growing Our Own				
Objective 1: High School and Post Secondary Vocational Track Mapping NWABSD staff will align curriculum to support the growth of students throughout their education to be prepared for employable roles within the region.				
Objective Lead: Director of the Alaska Technical Center and Director of Curriculum and Instruction				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
5.1.1 Develop overarching plan for complete alignment	Have a timeline and review cycle. FY25- Completed Perkins 4 Year Plan	August 2025	100%	
5.1.2 Design procedure and template for pillar alignment.	Implement pillar template	March 2025	50%	
5.1.3 Assess current CTE Alignments	Organize and identify current CTE courses and Career Technical Education Pathways. Identify deficiencies in pathways and course offerings.	August 2025	30%	
5.1.4 Identify best practices for CTE alignment for NWABSD students.	Review national CTE curricula standards and alignments Compare and examine other CTE institutions pathways with NWABSD pathways	December 2025	30%	
5.1.5 Develop aligned pillars for High School and Adults	<input type="checkbox"/> Education <input type="checkbox"/> Culinary Arts <input type="checkbox"/> Construction Trades <input type="checkbox"/> Certified Nursing Assistant (CNA) <input type="checkbox"/> Business <input type="checkbox"/> Process Technology	December 2027	0%	
Objective 2: Regional Workforce Development NWABSD will develop a plan for ATC to grow alignment between offerings and regional workforce needs.				
Objective Lead: Director of the Alaska Technical Center				
Strategies and Actions	Key Indicators/Metrics	Completion Date/Timeline	Progress	Budget (Time & Money)
5.2.1 Identify regional workforce needs	Complete a Comprehensive Needs Assessment for Regional Workforce Development	May 2025	30%	
5.2.2 Map Regional workforce needs assessments	Identify common industry trainings Identify skillsets alignment	September 2025	10%	
5.2.3 Draft regional workforce map	Develop training schedule5	April 2026	10%	
5.2.4 Validate regional workforce map with employers	Regional workforce feedback and revisions	December 2027	0%	



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Goal 6: Board Development				
Objective 1: Improve New Board Member Orientation				
NWABSD Regional School Board will improve new board member orientation to support board efficacy and improve onboarding and communications.				
Objective Lead: Regional School Board Secretary				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
6.1.1 Attend the new boardsmanship annual AASB training or attend monthly webinar series	All first-term board members attend the Boardsmanship annual AASB training or attend the monthly webinar series	annual Conf. – by Nov. 2025 Minimum of 6 Webinars by Nov 2025	0%	
6.1.2 Develop a Board handbook with pertinent information (calendar, policies, guidelines, strategic plan, budget, etc)	Handbook completed, printed and posted online.	Oct. Retreat 2025	0%	
6.1.3				
Objective 2: Executive Committee Planning				
NWABSD Regional School Board executive committee will meet quarterly to plan for regional strategies and partnerships.				
Objective Lead: President of the Regional School Board				
Strategies and Actions	Key Indicators/Metrics	Completion Date/Timeline	Progress	Budget (Time & Money)
6.2.1 create an organizational committee to promote ideas.	Identify 3-5 outside agencies to strategize with to develop ideas.		0%	
6.2.2 work with outside organizations to assist with incentivizing reading at home.	Each committee will identify 3-5 strategies.		0%	
6.2.3 work with outside organizations to assist with incentivizing attendance and enrollment.	Each committee will identify 3-5 strategies.		0%	
Objective 3: Improve Board comprehension of student data (especially as it relates to the Alaska Reads Act)				
NWABSD Regional School Board will monitor and review all assessment data and results.				
Objective Lead: Regional School Board Treasurer				
6.3.1 Review student data 3 times a year-Annual AK-star assessment review and growth assessments after completed	Schedule on the Board agenda guidelines	October, February, and June meetings.	75%	
6.3.2 Annually review curriculum materials at all grades three times a year	Schedule on the Board agenda guidelines.	September, November, January	0%	
6.3.3				



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NWABSD BOARD OF EDUCATION

Budget Committee Meeting

Conducted via Teleconference

Call 1-833-682-3239, enter code: 293-369-031#

Agenda

June 2, 2025

10:00 am

- I. FY25 Financial Report as of April 30, 2025 (pg. 2-8)
- II. Action Items with Budget impact:
 - 25-154 Approval of Refrigerated Solutions (pg. 9)
 - 25-155 Approval of RESCON Alaska Spill Response Remediation (pg. 10-17)
 - 25-156 Approval of Frontier Fire Protection (pg. 18-19)
 - 25-157 Approval of Northwest Electric (pg. 20)
 - 25-158 Approval of Repair and Replace Lift Station Tank Noatak (pg. 21-24)
 - 25-159 Approval of Door Systems of Alaska, Inc (pg. 25)
 - 25-164 Approval of FY25 General Fund Operating Budget Revision #3 (pg. 26-28)
 - 25-165 Approval of Northern Industrial Training (pg. 29-35)
 - 25-166 Approval of Contract 2025-2026 Alaska Humanities Forum (pg. 36-41)
- III. Future Business:
 - FY25 Audited Financial Statement
 - FY26 General Operating Budget Revision #1

Committee Members: Marie Greene (Chair), Alice Adams, Margaret Hansen, Joanne Harris
Director of Administrative Service: 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
Financial Narrative
For Month Ending April 30, 2025**

Included in the attached report are the reports for General Fund Revenue & Expenditures, Board Expenditures, and the Investment Account balance for month ending 4/30/2025. The Board last received a report April 28, 2025 with expenditures and revenue through March 31, 2025.

For the purposes of this report, we are approximately 75% through the fiscal year and have expended 69% of our general operating budget, as well as received 82% of our budgeted general fund revenue. 83% of our General Fund budget is expended and encumbered.

**Northwest Arctic Borough School District
General Fund Revenue
For Month Ending April 30, 2025**

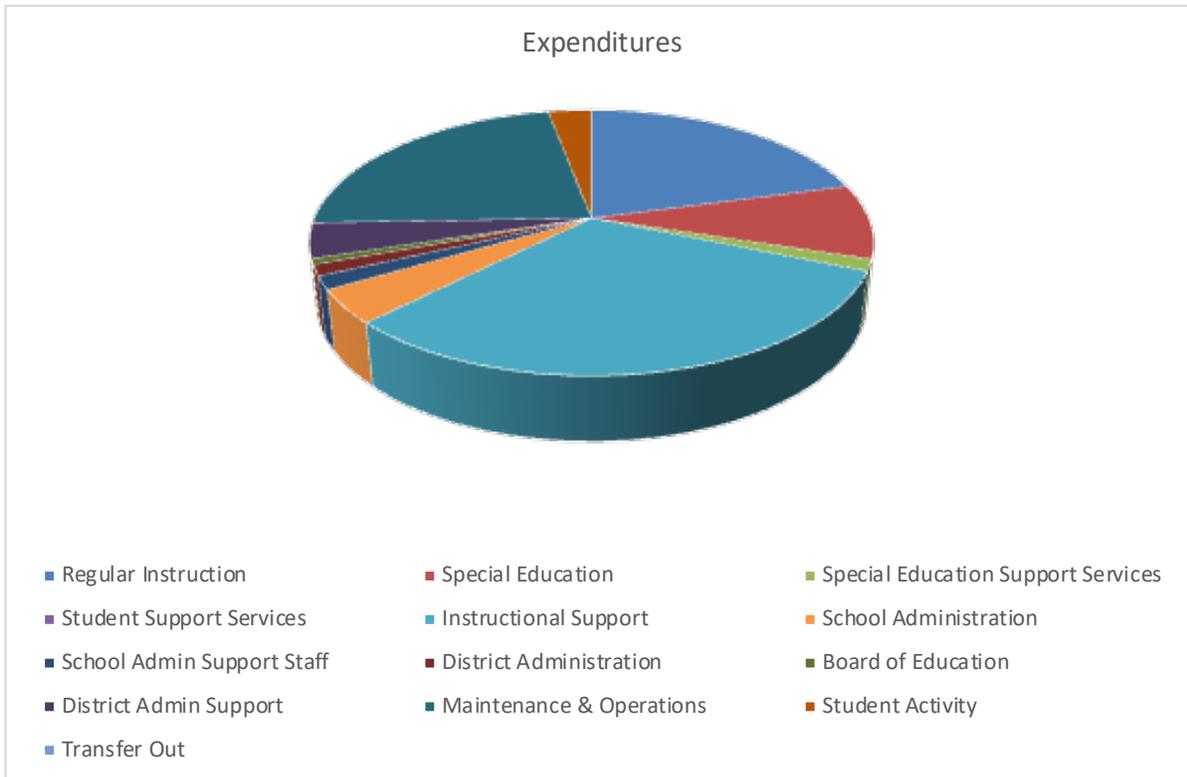
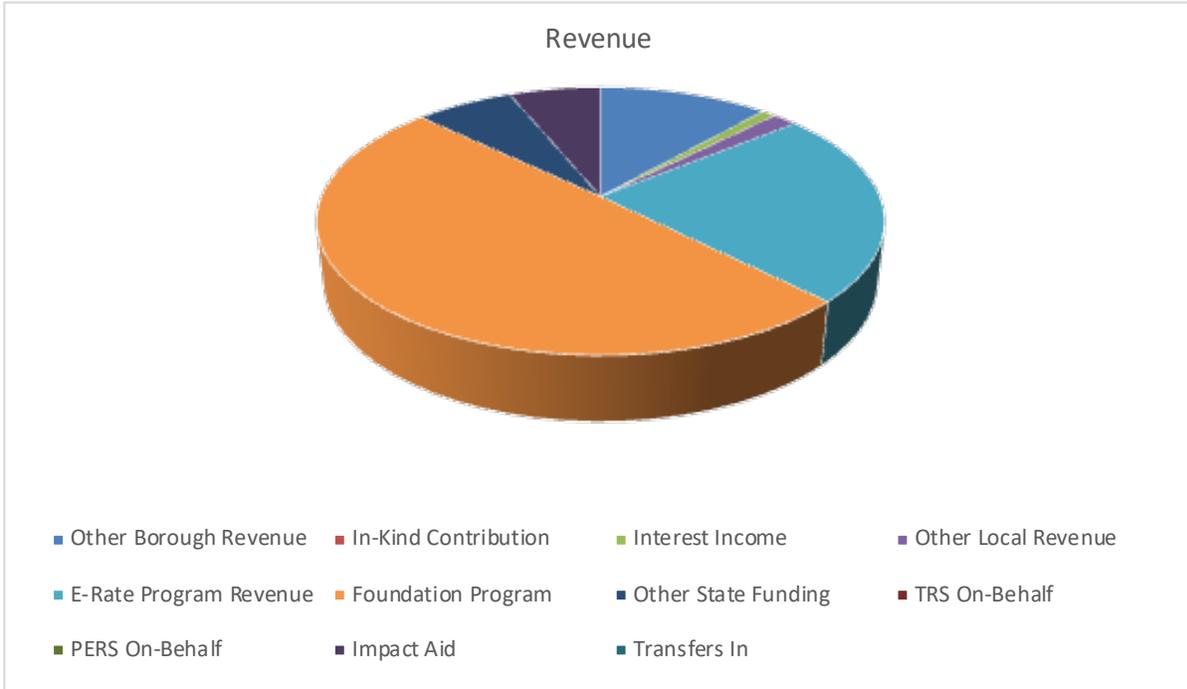
		Approved				
		<u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
Revenues By Object:						
011	Other Borough Revenue	8,068,263	7,230,554	-	837,709	90%
012	In-Kind Contribution	-	-	-	-	NA
030	Interest Income	770,000	602,055	-	167,945	78%
040	Other Local Revenue	2,100,000	1,056,911	-	1,043,089	50%
047	E-Rate Program Revenue	19,452,945	14,632,150	3,387,831	1,432,965	75%
051	Foundation Program	36,379,653	31,096,832	-	5,282,821	85%
090	Other State Funding	4,796,196	4,171,138	-	625,058	87%
056	TRS On-Behalf	2,505,160	-	-	2,505,160	0%
057	PERS On-Behalf	447,788	-	-	447,788	0%
111	Impact Aid	3,441,882	3,910,858	-	(468,976)	114%
250	Transfers In	(1,500,000)	-	-	(1,500,000)	0%
Revenue Totals		76,461,887	62,700,498	3,387,831	10,373,559	82%
			82% % Received to date			

Percentage of All Funds Total Budget Expended:	69.63%
Percentage of Year Passed:	75.00%
General Checking Account Ending Balance	\$9,412,333.75
Wells Fargo IILD Account	\$15,840,573.97
JNES Scholarship Account	\$4,186.77
Month End Cash In Bank Account	<u><u>\$25,257,094</u></u>

**Northwest Arctic Borough School District
General Fund Expenditures by Object & Function
For Month Ending April 30, 2025**

		<u>Approved</u>				
		<u>Budget</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
Expenditures By Object:						
310	Certificated Salaries	15,562,577	11,473,349	3,517,415	571,812	74%
320	Non-Certificated Salaries	8,442,740	6,537,227	922,383	983,131	77%
331	Leave Pay Out	300,000	87,293	877	211,831	29%
333	Stipends	99,750	99,000	250	500	99%
360	Employee Benefits	12,659,639	8,792,646	681,481	3,185,512	69%
367	TRS On-behalf	2,505,160	-	-	2,505,160	0%
368	PERS On-behalf	447,788	-	-	447,788	0%
	SUBTOTAL: Personnel	40,017,654	26,989,515	5,122,405	7,905,734	67%
410	Professional & Technical Services	4,910,547	2,495,313	1,294,909	1,120,325	51%
420	Staff Travel	435,000	245,621	955	188,424	56%
420	Board Travel	83,852	54,644	360	28,848	65%
425	Student Travel	1,193,775	1,178,333	54,929	(39,487)	99%
430	Utility Services	21,696,384	16,715,957	3,835,726	1,144,701	77%
435	Energy-includes electricity & fuel	4,323,719	4,181,125	497,018	(354,424)	97%
440	Other Purchased Services	4,469,056	3,319,975	1,112,977	36,105	74%
445	Property & Liability Insurance	1,396,452	1,397,451	-	(999)	100%
450	Supplies, Materials & Media	1,755,858	1,448,174	184,360	123,324	82%
480	Tuition	40,000	28,739	1,620	9,641	72%
490	Dues & Fees	79,280	77,695	7,036	(5,451)	98%
510	Inventoried Equipment	55,000	26,776	-	55,000	49%
495	Indirect Cost Recovery	(250,000)	(219,838)	-	(248,211)	88%
	SUBTOTAL: Non-Personnel	40,188,923	30,949,965	6,989,889	2,057,795	77%
550	Transfer Out	3,005,214	-	-	3,005,214	0%
Expense Totals		83,211,790	57,939,480	12,112,294	12,968,743	84%
		70% Expended to date				
		<u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
Expenditures by Function						
100	Regular Instruction	18,045,307	12,060,039	2,676,652	3,308,616	67%
200	Special Education	8,627,583	5,265,355	695,670	2,666,559	61%
220	Special Education Support Services	1,260,998	792,292	273,240	195,466	63%
300	Student Support Services	297,660	5,688	-	291,973	2%
350	Instructional Support	23,650,260	18,059,659	4,048,850	1,541,751	76%
400	School Administration	3,334,747	2,375,652	670,621	288,473	71%
450	School Admin Support Staff	1,459,652	926,616	104,327	428,709	63%
510	District Administration	1,258,159	768,418	155,451	334,291	61%
511	Board of Education	642,793	405,846	10,105	226,841	63%
550	District Admin Support	3,143,276	2,470,194	333,916	339,165	79%
600	Maintenance & Operations	17,414,241	13,092,219	3,040,481	1,281,541	75%
700	Student Activity	1,914,189	1,717,611	102,980	93,598	90%
900	Transfer Out	3,005,214	-	-	3,005,214	0%
Total Expenditures		84,054,078	57,939,590	12,112,294	14,002,195	83%

**Northwest Arctic Borough School District
General Fund Revenue & Expenditures by Function
For Month Ending April 30, 2025**



**Northwest Arctic Borough School District
Board Expenditures
For Month Ending April 30, 2025**

		Approved <u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Variance</u>	<u>% of Budget</u>
Expenditures by Object					
333	Stipends	87,750	67,000	20,750	76%
36?	Benefits	290,511	232,881	57,630	80%
410	Professional & Technical Services	109,000	73,048	35,952	67%
420	Travel	83,852	54,644	29,208	65%
425	Student Travel	25,000	14,002	10,998	56%
450	Supplies	6,000	5,952	48	99%
490	Other Expenses (Dues & Fees)	40,680	47,063	(6,383)	116%
Total Expenditures		\$ 642,793	\$ 494,589	\$ 148,204	77%

Board Budget Summary

Board Stipends

					FY25 TOTAL
Stipend		Members	# of times	# of Days	
\$ 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	Monthly Board Meeting		11	8	2 \$ 44,000
\$ 250	September QUAD Meeting		7	1	2 \$ 3,500
\$ 250	October Retreat		10	1	2 \$ 5,000
\$ 250	Fall Boardsmanship Training		7	1	4 \$ 7,000
\$ 250	Budget Worksession		10	1	2 \$ 5,000
TOTAL					\$ 67,000

Benefits

\$ 2,250	Health Insurance	10	10	1	\$ 225,000
\$ 7,881	Other Benefits				\$ 7,881
TOTAL					\$ 232,881

Professional & Technical Services

\$ 11,666	Lobbyists				\$ 59,704
\$ 7,380	AASB Annual Meeting Services				\$ 7,380
\$ 580	AASB Registration		7		\$ 4,080
\$ 440	Winterboardsmanship		1		\$ 440
\$ 1,444	Dave Hebert - AASB				\$ 1,444
TOTAL					\$ 73,048

Travel & Perdiem

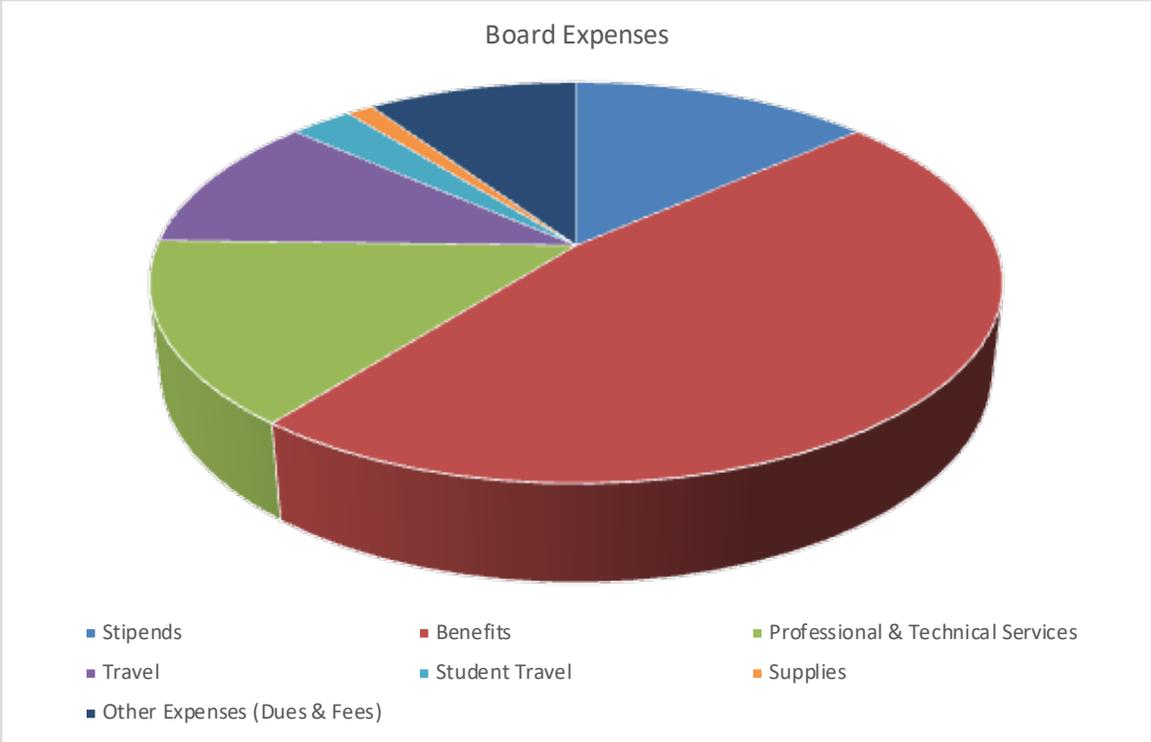
\$ 2,308	Airfare/Hotel/Car				\$ 46,991
\$ 7,654	Per-Diem				\$ 7,654
TOTAL					\$ 54,644

Miscellaneous Exp

\$ 1,956	Supplies, media and freight for Board & Board meetings				\$ 1,955.76
\$ 3,996	MacBook Air				\$ 3,996.00
\$ 13,700	CEE membership and AASB fees				\$ 13,700.00
\$ 2,675	National School Board Association				\$ 2,675.00
\$ 5,000	Maniilaq Community Wellness Donation				\$ 5,000.00
\$ 25,688	2025 AASB annual membership dues				\$ 25,687.67
TOTAL					\$ 53,014

Grand Total \$ 494,590

**Northwest Arctic Borough School District
Board Expenditures
For Month Ending April 30, 2025**



**Northwest Arctic Borough School District
Investment Account Earnings
For Month Ending April 30, 2025**

	Fiscal Year	IILD GF Earnings	IILD CIP Earnings	Total Earnings	
1	FY19	\$ 112,675.74	\$ -	\$ 112,675.74	
2	FY20	\$ 134,699.78	\$ -	\$ 134,699.78	
3	FY21	\$ 1,694.94	\$ 2,564.11	\$ 4,259.05	
4	FY22	\$ 13,734.29	\$ 12,012.88	\$ 25,747.17	
5	FY23	\$ 316,919.38	\$ 17,754.50	\$ 334,673.88	
6	FY24	\$ 692,319.01	\$ -	\$ 692,319.01	
7	FY25	\$ 602,054.97	\$ -	\$ 602,054.97	Year to date
		\$ 1,874,098.11	\$ 32,331.49	\$ 1,906,429.60	

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: June 2, 2025

NUMBER: 25-154

FR: Office of the Superintendent

SUBJECT: Approval of
Refrigerated Solutions

ABSTRACT:

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

ISSUE:

At issue is board approval of the administration's request to pay \$80,000 to Refrigerated Solutions to service and repair the NWABSD's commercial refrigeration equipment in FY25/26.

BACKGROUND AND/OR PERTINENT INFORMATION:

The NWABSD Property Services department uses Refrigerated Solutions to service and repair our commercial refrigeration equipment. The property services department is requesting authorization to pay Refrigerated Solutions an amount not to exceed \$80,000 to service and repair our refrigeration equipment in FY25/26.

FUNDING SOURCE:

General Fund: Budgeted for FY26

ALTERNATIVES:

1. Approve the administration's request to pay Refrigerated Solutions an amount not to exceed \$80,000 to service and repair NWABSD refrigeration equipment in FY25/26.
2. Disapprove the administration's request to pay Refrigerated Solutions an amount not to exceed \$80,000 to service and repair NWABSD refrigeration equipment in FY25/26.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends board approval of the administration's request to pay Refrigerated Solutions an amount not to exceed \$80,000 to service and repair NWABSD refrigeration equipment in FY25/26.

MEMORANDUM

TO: NWABSD Board of Education

DATE: June 2, 2025

NUMBER: 25-155

FR: Office of the Superintendent

SUBJECT: Approval of RESCON

ABSTRACT:

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

ISSUE:

At issue is board approval for RESCON for the heating fuel spill clean-up for Noorvik, Kivalina and Kotzebue for a cost not to exceed \$95,000.00 for the school year 25/26

BACKGROUND AND/OR PERTINENT INFORMATION:

In the 2021, 2023 2025 the district had fuel spills in Kivalina on the old teacher housing campus, in Noorvik behind the teacher housing 6-plex on the hill (which are not closed out) and in Kotzebue the fuel tank used for the bus barn developed a leak in April 2025. RESCON was and still is being used to mitigate the spill issues in Kivalina and Noorvik and currently addressing the spill issue in Kotzebue and monitoring the dispose of the spilled heating fuel. They have been working directly with the ADEC on the three spills. We also need to retain their services in the event of any spills we would need immediate support with.

FUNDING SOURCE:

General Fund: budgeted for FY26

ALTERNATIVES:

1. Approve the administration's request to pay RESCON for their continued efforts at each site as per attached not to exceed \$95,000.00 for the school year 25/26.
2. Disapprove the administration's request to pay RESCON for their continued efforts at each site, as per attached not to exceed \$95,000.00 for the school year 25/26.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The Administration recommends Board approval to continue with RESCON to continue and finish the fuel spill clean-up at each site as per attached not to exceed \$95,000.00 for the school year 25/26.



May 21, 2025

Mark Moore
Director of Property Services
Northwest Arctic Borough School District
PO Box 57
Kotzebue, AK 99752

Re: Kotzebue Spill Response – Scope of Services and Rate of Charges

Dear Mr. Moore,

Rescon Alaska LLC (Rescon) has developed this Scope of Services and Rate of Charges on behalf of the Northwest Arctic Borough School District (NWABSD) to detail environmental activities to be performed in response to the heating oil spill in Kotzebue, Alaska.

Scope of Services:

Task 1 - Remedial Action Plan

Rescon will develop a Spill Response Plan to detail remedial soil excavation efforts to remove the impacted soil. The plan will outline the remedial strategy for excavating the soil and include discussion of the approach for hauling excavated materials to the NWABSD designated landfarm area. The plan will also include the methodologies for field screening and analytical soil sample collection and the construction of the landfarm.

Rescon will draft the plan to conform to Alaska Department of Environmental Conservation (ADEC) requirements listed in Title 18 Alaska Administrative Code, Chapter 75 Oil and Hazardous Substances Pollution Control, for soil characterization and waste management. Rescon will interface closely with the ADEC Project Manager and NWABSD representatives to enable a timely approval of the selected remedial strategy and ensure the necessary logistical preparations for a successful project execution

Task 2.1 – Remedial Excavation

Upon approval of the Spill Response Plan, Rescon will mobilize two field scientists/operators to the site. This Scope of Services (and the attached Rate of Charges) assumes that the NWABSD will provide the heavy equipment to conduct the work. If additional equipment is needed, Rescon will secure the rental equipment through local providers at additional cost to NWABSD. Upon arrival at the site, the field team will commence a remedial excavation of the impacted soil. The field team will initially excavate test pits around the spill area to quantify the volume of impacted soil prior to initiating the main removal activity. After establishing an estimated area and volume

of contaminated soils that can reasonably be removed, the field team will commence excavation and hauling of contaminated soils to the landfarm treatment area.

The field scientist will use a photoionization detector (PID) and visual/olfactory observations to guide the removal activities. If field screening results indicate that all accessible soils exceeding ADEC criteria were removed, the field team will collect additional screenings and analytical samples from the excavation in accordance with the ADEC Field Sampling Guidance. The analytical samples will be submitted for the following analyses, as required for Arctic Diesel in Appendix F of the Field Sampling Guidance:

- Gasoline range organics (GRO) by Alaska (AK) Method 101,
- Diesel range organics (DRO) by AK Method 102,
- Volatile organic compounds (VOCs) by EPA Method 8260, and
- Polycyclic aromatic hydrocarbons (PAHs) at 25% of the total number of samples by EPA Method 8270.

Task 2.2 – Landfarm Construction

Rescon proposes to construct a landfarm treatment cell at the property location identified by NWABSD contingent on ADEC plan approval. Using this approach, the excavated soil will be transferred to the designated landfarm area and spread in a loose one-foot lift. Following the construction of the cell, the landfarm would require weekly tilling by NWABSD staff or contractors throughout the summer season.

At the completion of the summer, two Rescon environmental scientists would return to the site to collect post-treatment samples from the landfarm.

Note: The costs for the post-treatment sample collection is not included in the attached Rate of Charges.

If the end of summer post-treatment samples indicate that petroleum contamination still remains in the landfarm soil, the landfarm cell would be covered with a weighted liner and the tilling treatment would need to resume the following summer. Under that scenario, the Rescon scientists would return again at the end of the summer season to sample the landfarm. This process would need to repeat until the post-treatment samples confirm that the remedial objectives have been met.

If the post-treatment samples indicate that the tilling was effective in remediating the contaminated soil, the NWABSD would be able to deconstruct the landfarm and the soil would be available for conditional reuse. Following the removal of the landfarm, the Rescon scientists would have to return once more to sample the underlying soil to ensure that it was not negatively impacted by the landfarmed soil.

Task 3 – Reporting

Following completion of the initial response activities Rescon will develop a Spill Response Report for the site to detail the field activities and observations, a discussion of the analytical data results and an analysis of the site conditions. The report will quantify the amount of impacted material

Rescon requires a signed authorization of this Scope of Services. Upon receipt of authorization, Rescon will begin developing the remedial approach for the selected strategy for ADEC approval.

Project Authorization:

Rescon Alaska requires authorization in spaces provided at the end of this letter.

Please feel free to contact me with questions or concerns.

Respectfully Submitted,

Zack Kirk
Project Manager
Rescon Alaska, LLC

Authorized and Accepted by:

Name: Mark A Moore

Signature: 

Title: Director of Property Services

Date: 5/22/2025

Attachments:

Attachment A – General Terms and Conditions

Attachment B – Rate of Charges

ATTACHMENT A

RESCON ALASKA, LLC
GENERAL TERMS AND CONDITIONS

The following Terms and Conditions govern the work to be performed by Rescon Alaska, LLC ("Consultant") for the client ("Client") identified in the accompanying proposal. By accepting the proposal or authorizing any portion of the work to be performed by the Consultant (the "Agreement"), client shall accept these Terms and Conditions, as if they had been set forth in full in the proposal.

1. **Performance:** Consultant shall perform the services set forth in the Agreement in a manner consistent with the level of care and skill ordinarily exercised by members of Consultant's profession currently practicing in similar locations and under similar conditions. Client acknowledges that Consultant has made no expressed or implied representations, guarantees or certifications regarding the results to be achieved upon the completion of the services set forth in the Agreement.
2. **Payment:** All invoices submitted by Consultant shall be immediately due and shall be payable within fifteen (15) days after their receipt by Client. Any invoice not paid by that time shall be subject to interest at a rate not exceeding one-and-one-half percent (1.5%) per month. Client shall notify Consultant in writing objecting to any charges that it does not believe are accurate or appropriate, within fifteen (15) days after receiving the invoice containing such charges. Any remaining charges that are not in dispute shall be considered valid, due and owing to Consultant. If any invoice becomes more than thirty (30) days past due, Consultant reserves the right to terminate any contract underlying to or relating to the invoice without incurring any liability to the Client. Client agrees to pay for all of Consultant's services, expenses and fees (including fees from Consultant's vendors at a rate of cost plus fifteen percent) up to and including the termination date. Client also agrees to pay for all costs associated with collecting the amounts due under the invoice, including, without limitation, attorney fees.
3. **Changes:** The Agreement may not be changed or altered except by further written agreement between the parties. The parties acknowledge that changes in the condition of property, in the information that is known with respect to the property, the scope of work requested by client or to the applicable law may occur after the Agreement was executed by the parties but before the completion of the services by Consultant under that Agreement. If these or any other changes occur, the Agreement shall be amended to provide for additional Consultant compensation commensurate with the nature and scope of the change(s).
4. **Client Cooperation:** Client agrees to fully cooperate with Consultant in the performance of its obligations hereunder. In addition to providing or securing access to the property, Client shall provide Consultant with all information in its possession or under its control that is relevant or material to Consultant's scope of work, including but not limited to reports, maps, data, site plans, communications with regulating authorities, material safety data sheets, hazard communication plans, due care plans, surveys, previous environmental reports, or any other documents that evidence the existing condition or proposed use of the property ("Client Information"). Consultant shall not be responsible or held liable for any inaccurate or incomplete information provided by Client, or for any information withheld by Client. Consultant shall not be responsible or liable for any incorrect or erroneous statements made by any governmental entity or third party upon which Consultant relies in the performance of the services hereunder. Client further agrees, upon request of Consultant, to disclose or have marked by an appropriate entity the location of all underground utilities or improvements. Client shall indemnify Consultant pursuant to paragraph 12 hereunder from any loss resulting from damage to underground utilities.
5. **Confidentiality:** Consultant shall retain as confidential all information and data furnished to it by Client. Consultant shall not disclose any confidential Client information to any third party except as directed by Client, ordered pursuant to court order or required by law.
6. **File Retention:** Consultant shall maintain client files, including copies of any reports, for a period not to exceed three (3) years after completion of the services pursuant to the Agreement. Unless otherwise requested by Client, Consultant may destroy any files after three (3) years. In the event that Client desires to have its files returned to it at that time, it shall so notify Consultant in writing and Client shall bear all costs and expenses that Consultant may incur in closing and transferring those files to Client. Consultant may retain one copy of any report for its files.
7. **Final Product:** Client acknowledges that any report prepared hereunder reflects the condition of the property to the extent information is known or reasonably ascertainable to Consultant at the time the report is issued. Any material change in use or condition of the property after the report is completed shall immediately terminate any findings or conclusions of the report that are contrary to the use or condition of the property as of the date the report was completed. Any information that Client becomes aware of after the report is completed, but which was not provided to Consultant prior to the issuance of the report, that would materially alter the findings or conclusions contained therein shall be immediately made known to

Consultant. Consultant shall have the opportunity to revise the report to include or take account of the newly provided information. Consultant may charge Client on a time and materials basis for reviewing and analyzing the newly provided information, and for all costs associated with revising the report. Such additional compensation shall be based upon Consultant's then current published rates for time and materials.

8. **Right of Entry:** Client shall obtain or grant Consultant, including its personnel and contractors, lawful access to all property as may be necessary for Consultant to complete its obligations under the Agreement. Such access shall include the right to perform and complete all acts, investigations, assessments, studies, evaluations, delineations or other actions required under the Agreement.
9. **Delays or Increased Costs:** Consultant shall use commercially reasonable efforts in performing its obligations under the Agreement in a timely manner. Consultant shall not be held responsible for any delays or increased costs caused by or attributable to: a) the failure by Client (including its employees, contractors or agents) to provide Consultant with Client Information; b) the failure by Client to provide or arrange for Consultant's access to the property or to any other documents, material, information or contractors; c) the failure of Client to secure the cooperation of any necessary third party; d) any act of God, labor trouble, fire, act of governmental authority, inclement weather or other force majeure condition; e) the discovery of unanticipated site conditions (including, but not limited to hazardous substances); or f) any other reason that is beyond Consultant's ability to control. In the event Consultant, for any reason listed herein, is unable to complete its obligations under the Agreement, it shall be given a reasonable amount of time to complete those obligations once the underlying condition is remedied. In the event one or more condition listed herein necessitates a change in the scope of work under the Agreement, Consultant shall be entitled to additional compensation for any additional efforts that may be required, based upon a time and materials basis. Such additional compensation shall be based upon Consultant's then current published rates for time and materials.
10. **Termination:** This Agreement may be terminated by either party upon fifteen (15) days written notice. In the event this Agreement is terminated by Client, Consultant shall be entitled to payment in full for all activities completed as of the date termination becomes effective. Any payment to which Consultant is entitled shall be calculated on a time and materials basis, based upon Consultant's then current published rates for time and materials.
11. **Indemnification:** Client shall indemnify, protect and hold harmless Consultant, its owners, agents, officers, directors, employees, subcontractors and agents from and against any and all liability, claims, demands, losses, damages, expenses, fines, levies and costs, including actual attorneys fees, whether direct, indirect or consequential, arising out of, related to or otherwise resulting from Consultant's performance under the Agreement. All claims brought against Consultant, relating to the Agreement or otherwise, whether based upon contract, tort, statute or otherwise, must be brought within one (1) year from the completion of the services under the Agreement or they shall be forever barred.
12. **Insurance and Limits of Liability:** Consultant shall procure and maintain, at its own expense, during the term of the Agreement, such insurance as may be required by law. Consultant's liability for any claimed damages arising out of or related to any services provided under the Agreement shall be limited to the amounts, limits, exclusions and conditions of the insurance maintained by Consultant. In no event shall Consultant be liable for any claims based upon contract or tort for any loss of business opportunity, profits or any special, incidental, consequential or punitive damages.
13. **Lien:** In order to secure payment of the amounts for which it has contracted hereunder, including amounts that it may have advanced in furtherance of its obligations under the Agreement between Consultant and Client, Consultant hereby notifies Client that it intends to utilize any rights that it may have under Alaska Statutes. Client hereby authorizes Consultant to execute and record on its behalf any and all documents (including any applicable lien waivers or releases) necessary or desirable to comply with the law.
14. **Compliance with Laws:** With respect to the services provided to Client hereunder, Consultant shall comply with all applicable federal, state and local laws, ordinances, rules and regulations duly promulgated. Client represents that it possesses all necessary permits, licenses and permissions for the continuation of Consultant's activities at the property.

2025 Kotzebue Spill Response

Northwest Arctic Borough School District
Kotzebue, Alaska

Task 1 - Labor Costs:						
	Project Manager	Associate Scientist	Drafter	Admin	Totals	
Hourly Rate	\$130.00	\$105.00	\$85.00	\$40.00		
Project Management / ADEC Coordination / Meeting Support	8	6	0	2	\$1,750	
Planning Document Preparation	8	30	4	0	\$4,530	
Labor Total					\$6,280	
TASK 1 - LUMP SUM COST						\$6,280

Task 2A - Lump Sum Costs:						
Task 2A - Labor	Project Manager	Associate Scientist	Sampler / Operator	Laborer	Admin	Totals
Hourly Rate	\$130.00	\$105.00	\$95.00	\$90.00	\$40.00	
Project Management	12	12	0	0	2	\$2,900
Mobilization / Demobilization	2	10	10	4	0	\$2,620
Labor Total					\$5,520	
Task 2A - Expenses						
Item	QTY	Units	Rate	Markup (%)	Total	
Roundtrip Airfare (ANC to OTZ)	3	Each	\$250	1.05	\$788	
Freight Shipping	1000	LBS	\$1.25	1.05	\$1,313	
6 mil reinforced cover liner (approx 3,000 sqft)	4	Each	\$580	1.05	\$2,436	
Other miscellaneous consumables (landfarm maint. sand bags, fencing, etc.)	1	Each	\$400	1.05	\$420	
Expenses Total					\$4,958	
Task 2A Lump Sum Costs Total						\$10,478

Task 2B - Time and Materials* Costs:						
Task 2B - Expenses and Labor						
Item	QTY	Units	Rate	Markup (%)	Total	
Lodging (Assumes 3 nights)	6	Each	\$290	1.05	\$1,827	
Vehicle rental	4	Day	\$240	1.05	\$1,008	
Photionization Detector (PID)	4	Day	\$90	1.05	\$378	
One Cubic Yard Supersacks	0	Each	\$55	1.05	\$0	
Midsized Excavator	0	Day	\$0	1.05	\$0	
Front End Loader	0	Day	\$0	1.05	\$0	
Skidsteer with forks	0	Day	\$0	1.05	\$0	
Fuel	0	Gallons	\$3.75	1.05	\$0	
Time and Materials Day Rates - Includes: Labor, Per Diem (meals only, \$97/day per person) 4 days for 2 PAX	8	Days	\$1,400	1.00	\$11,200	
<i>*Note: T&M Day Rate will be charged based on actual number of days required to perform remedial excavation, hauling, and confirmation sampling. Assume 4 days will be required.</i>						
Expenses and Labor Cost Total					\$14,413	
Task 2B - Laboratory Expenses						
Laboratory Analysis	QTY	Units	Rate	Markup (%)	Total	
14 - Day Turn Around Time						
Analytical Samples (10** Soil + Trip Blanks for GRO/VOC analysis)						
GRO by Alaska Method AK101	11	EA	\$80.00	1.05	\$924	
DRO/RRO by Alaska Methods AK 102/103	10	EA	\$90.00	1.05	\$945	
VOCs by EPA Method 8260	11	EA	\$175.00	1.05	\$2,021	
PAHs by EPA Method 8270	10	EA	\$180.00	1.05	\$1,890	
<i>**Note: Assumes: 3 soil characterization samples, 4 sidewall samples and 1 floor sample from excavation, plus 1 landfarm baseline sample, for a total of 9, plus 1 field duplicate. Additional sample collection will be charged at the rates shown.</i>						
Laboratory Analysis Total					\$5,780	
Task 2B T&M Costs Total						\$20,193
TASK 2 - COST						\$30,669

Task 4 - Labor Costs:						
	Project Manager	Associate Scientist	Drafter	Data Review	Admin	Totals
Hourly Rate	\$130.00	\$105.00	\$95.00	\$100.00	\$40.00	
Project Management / ADEC Coordination / Meeting Support	2	4	0	0	0	\$680
Report Preparation	4	36	6	12	2	\$6,150
Labor Subtotal					\$6,830	
TASK 3 - LUMP SUM COST						\$6,830

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: June 2, 2025

NUMBER: **25-156**

FR: Office of the Superintendent

SUBJECT: Approval of Frontier Fire
Protection

ABSTRACT:

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

ISSUE:

At issue is board approval of the administration's request to pay Frontier Fire Protection an amount not to exceed \$110,000.00 to inspect, certify and make repairs to district fire protection equipment in FY25/26 school year.

BACKGROUND AND/OR PERTINENT INFORMATION:

Alaska law mandates that public schools have their fire protection equipment inspected and certified by a licensed and bonded company each year. Frontier Fire Protection has performed the inspections and service work on our fire alarm systems, sprinkler systems, handheld fire extinguishers, and range hood extinguisher systems for the past 23 years. The inspections are performed during the summer months when school is out of session. Frequently during the inspection process mechanical deficiencies are identified and noted on the inspection forms. Once the inspections are completed the list of equipment deficiencies is forwarded to the property services director and the State Fire Marshal. Upon receiving the list of deficiencies, the Fire Marshall issues a directive to the school district to make corrections by a specified date. The administration is requesting the school board's authorization to contract with Frontier Fire Protection for an amount not to exceed \$110,000 to perform all inspections and make repairs on fire safety equipment at sites needing service work in FY25/26 school year.

FUNDING SOURCE:

General Fund: Budgeted for FY26

ALTERNATIVES:

1. Approve the administration's request to pay Frontier Fire Protection an amount not to exceed \$110,000.00 to perform inspections and make repairs on fire safety equipment at NWABSD sites in FY25/26 school year.
2. Disapprove the administration's request to pay Frontier Fire Protection an amount not to exceed \$110,000.00 to perform inspections and make repairs on fire safety equipment at NWABSD sites in FY25/26 school year.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends board approval of the administration's request to pay Frontier Fire Protection an amount not to exceed \$110,000.00 to perform inspections and make repairs on fire safety equipment at NWABSD sites in FY25/26 school year.

Friday, May 23, 2025 at 05:30:48 Alaska Daylight Time

Subject: MOA

Date: Thursday, May 22, 2025 at 6:54:50 PM Alaska Daylight Time

From: Brian

To: Mark Moore

[You don't often get email from brian@frontierfire-ak.com. Learn why this is important at <https://aka.ms/LearnAboutSenderIdentification>]

[EXTERNAL EMAIL - CAUTION]: Do not open unexpected attachments or links.

Mark

The projected amount needed for the 2025/2026 MOA to cover the annual inspections and current items for repairs this summer would be approximately \$110,000 this would cover the installation of the dry sprinkler valve at the elementary school, repair pipe at tech center fire pump, troubleshooting the tech center dorm jockey pump and fire pump controllers, with a buffer for emergency calls

If you have further questions please call

Thank you

Brian Grandorff

Frontier Fire Protection

907-632-4696

Sent from my iPhone

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: June 2, 2025

NUMBER: 25-157

FR: Office of the Superintendent

SUBJECT: Northwest Electric, Inc.

ABSTRACT:

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

ISSUE:

At issue is board approval of the administration's request to pay not to exceed \$55,000.00

BACKGROUND AND/OR PERTINENT INFORMATION:

The NWABSD Property Services Department is requesting the opportunity to hire Northwest Electric for emergency call outs. In the event the district at one of its facilities or teacher housing units experiences a catastrophic electrical failure. We would like the option to call Northwest Electric to help resolve any such situations.

General Funds: Budgeted for FY26

ALTERNATIVES:

1. Approve the administration's request to not to exceed \$55,000.00 to Northwest Electric to aid the District with emergency electrical issues.
2. Disapprove the administration's request to not exceed \$55,000.00 to Northwest Electric to aid the District with emergency electrical issues.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends board approval of the administration's request not to exceed \$55,000.00 to Northwest Electric to aid the District with Emergency electrical issues.

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: June 2, 2025

NUMBER: 25-158

FR: Office of the Superintendent

SUBJECT: Approval to Repair and
Replace the Lift station
Tank.

ABSTRACT:

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

ISSUE:

At issue is the Noatak teacher housing lift station.

BACKGROUND AND/OR PERTINENT INFORMATION:

Drake construction a couple years back did a temporary repair to the existing lift station to get it functional. Since that time the lift station has moved again do to ground heaving. The existing tank is twenty-four inches (24") diameter tank. The correct tank size should be thirty-six inches (36"). The thirty-six inch (36") tank will allow at least ten inches (10") of arctic pipe inside the tank giving it enough room to move around due to frost heaving. Currently, the existing tank with where the pump is located, allows the arctic pipe to fit flush with the inside edge of the existing tank. Very little movement creates a situation where the arctic pipe slips out of the tank opening with very little movement, which is currently the situation. With the cooperation of the Native Village of Noatak and the use of their heavy equipment, the Northwest Arctic Borough School District intends to do this project in house, using our own and local operators and Noatak heavy equipment.

With the cost of the new tank, arctic pipe and shipping and the repair to Noatak heavy equipment for use on this project and in house and local labor, the cost of this project should not exceed \$219,000.00. The arctic pipe is to replace the damaged arctic pipe going from the lift station to the road due to frost heaving. This is a project that needs to be completed before the start of the school year so Teacher Housing can have a proper operating sewage system.

Funding Source: unfunded

ALTERNATIVES:

1. Approve the administration's request to pay "in house construction team" an amount not to exceed \$219,000.00 to perform the necessary fix and installation of a new lift station tank for the Noatak teacher housing lift station.
2. Disapprove the administration's request to pay "in house construction team", an amount not to exceed \$219,000.00 to perform the necessary fix and installation of a new lift station tank for the teacher housing lift station.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends board approval of the administration's request to pay for the in-house construction not to exceed \$219,000.00 to perform the repairs and new lift station tank and arctic pipe replacement needed to fix the lift station for teacher housing.

AMAQ Excavating, Inc.

Licensed • Bonded • Insured

• General Excavation • Demolition • Sewer • Water • Snow Removal

Cell: (907) 529-7222

Email: amaq@mtaonline.net

Work Proposal/Date:

PROPOSAL SUBMITTED TO: NWABSD

WORK TO BE PERFORMED AT:

NAME: Mark Moore	ADDRESS: Noatak
ADDRESS:	CITY, STATE:
CITY, STATE:	DATE OF PLANS:
PHONE NO:	ARCHITECT: Mark moore

THIS PROPOSAL SHALL BE INCORPORATED BY REFERENCE, OR ATTACHED TO AND MADE PART OF THE CONTRACT DOCUMENTS. ANY CHANGES FROM THE ABOVE SPECIFICATIONS WILL BE EXECUTED ONLY UPON WRITTEN ORDERS, AND WILL BECOME AN EXTRA CHARGE OVER AND ABOVE THE ESTIMATE.

EXCLUSIONS: Any unreasonable deviation from plans, SWPPP or monitoring, obstructed access, unlocated buried utilities, any work not specifically called out in the plans, landscaping or topsoil, and retainage. Over ex due to unsuitable soils, Survey, thawing, hauling during weight restrictions, lift stations or raised bed septic. Copper water services, engineering, Wells, any electrical work or pump setting

We hereby propose to furnish the materials and perform the labor necessary for completion of: R&R existing lift station vault with owner supplied new vault, excavate and relevel or replace arctic pipe from lift station to road edge (school haul road) work limit on inlet side up to 20 feet from vault. All materials owner supplied.

PERMITS:

All material is guaranteed to be as specified, and the above work to be performed in accordance with the drawing and specifications submitted for the above work and completed in a substantial workmanlike manner for the sum of:

Dollars --- \$175000.

With payments to be as follows:

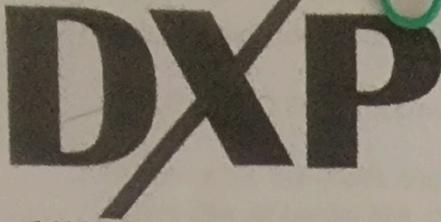
Note: Any alterations or deviations from the above specifications involving extra costs will be executed only upon written order, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents, or delays beyond our control.

THIS PROPOSAL MAY BE WITHDRAWN BY AMAQ EXCAVATING, INC. IF NOT ACCEPTED WITHIN 30 DAYS.

Acceptance of Proposal

The above prices, specifications, and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payments will be made as outlined above.

Respectfully Submitted, _____.



ALASKA PUMP & SUPPLY, INC

8400 SANDLEWOOD PL • ANCHORAGE, ALASKA 99507 • PHONE: (907)563-3424 • FAX: (907)562-5449

May 9, 2025

ATTN: Troy Humphreys - NW Arctic

QUOTE: AKP25-0272

Project: Noatak lift station

Email: thumphreys@nwarctic.org

We are pleased to provide pricing for the following equipment:

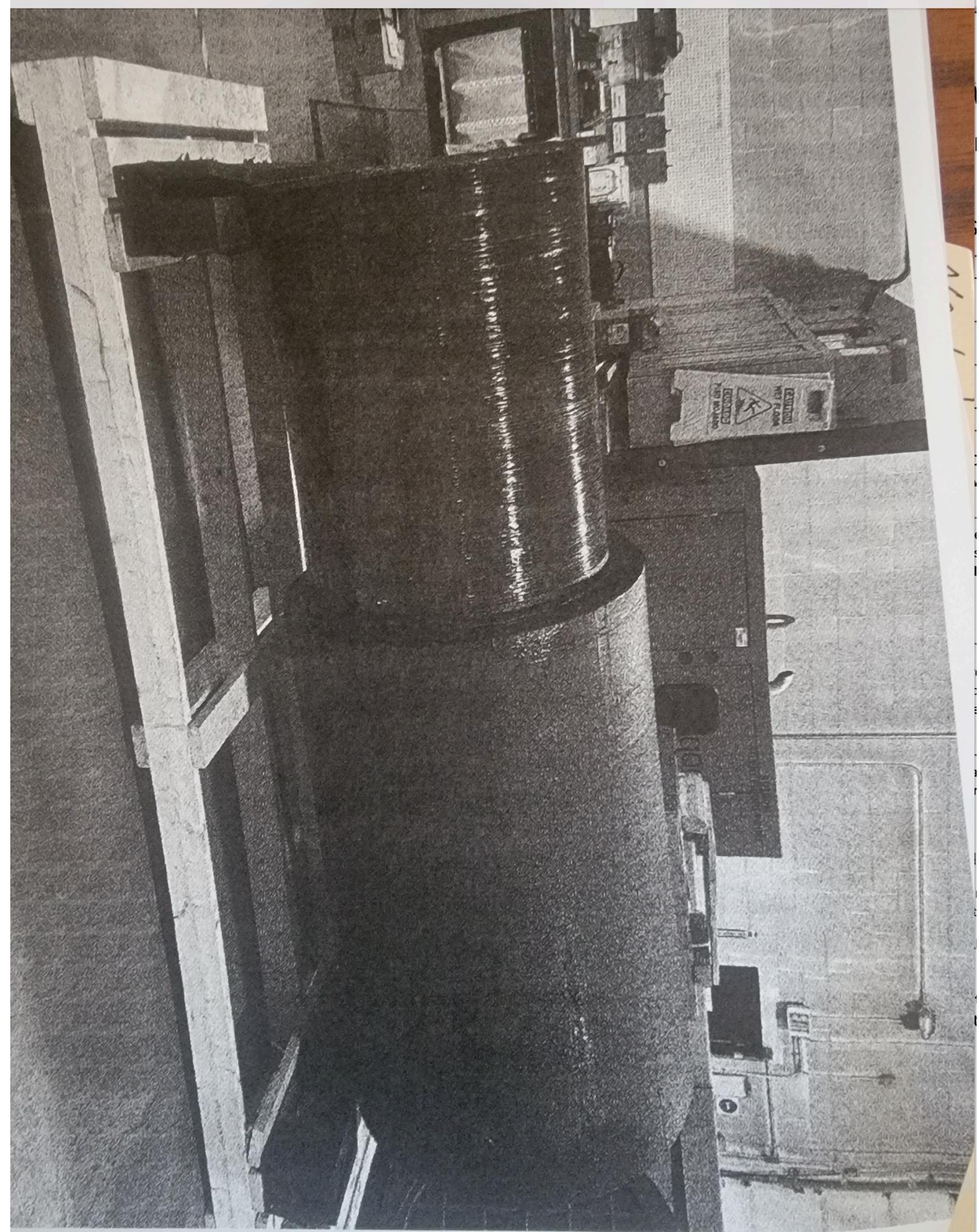
Qty	Description	Each	Total
1	<p>LIBERTY PUMPS Preamsembled Duplex Explosion Proof</p> <p>(2) XLSG202M-5 Stainless Impeller Explosion Proof pumps, 2 HP, 230VAC, 1 phase, capacities of 50 GPM, heads to 108' TDH, 50' power cord (2) K001641 Capacitor kit</p> <p>(1) ISD24HS2=3-5 NEMA 4X intrinsically safe duplex alternating control panel, seal fail, aux. contacts, and integral audio/ visual high level alarm</p> <p>(1) 36" dia. X 120" H fiberglass basin with Fiberglass anti-floatation flange with 2" side discharge. 2" Female Threaded PVC discharge coupling.</p> <p>(1) 36" Blank Fiberglass Cover</p> <p>(2) Guide rail assembly, including GR20NS guide rail, 1-1/4" stainless steel rails, s/s lifting chain, etc.</p> <p>(1) 4" Unmounted Inlet Hub Miscellaneous hardware and plumbing, including PVC ball valves, PVC check valves, float bracket, PVC discharge pipe etc.</p> <p>(2) 2" Electrical couplings</p> <p>**Insulation: top 6' of basin to shall have 4" of insulation and polyurea coating. Foam plug under lid.**</p>	\$ 36,378.00	\$ 36,378.00
1	<p>**ESTIMATED SHIPPING & HANDLING**</p> <p>FOB: ALASKA PUMP (ANCHORAGE, AK) Standard ocean transit</p>	\$ 1,733.00	\$ 1,733.00

Please reference AKP25-0272 when placing order.

Total: \$38,111.00

This quotation is the sole property of Alaska Pump & Supply, Inc. It is issued to you for your confidential use only. In consideration of this quote, the issued party agrees that this quotation shall not be reproduced or copied or disposed of directly or indirectly, or used for the purpose other than that for which it has been supplied for without written permission. Alaska Pump & Supply, Inc. reserves the right to refuse to sell all or part of this quotation. Quote is valid for 30 days unless noted.

Alaska Pump & Supply, Inc. Terms and Conditions Apply



MEMORANDUM

TO: NWABSD Board of Education

DATE: June 2, 2025

NUMBER: 25-159

FR: Office of the Superintendent

SUBJECT: Door Systems of Alaska

ABSTRACT:

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

ISSUE:

At issue is board approval of Door Systems of Alaska to fix our overhead doors as needed, for a cost not to exceed \$50,000.00 for school year 25/26

BACKGROUND AND/OR PERTINENT INFORMATION

We have overhead doors through out the District on storage buildings and garages. We currently have no one on staff qualified and trained to do this kind of work. Door systems of Alaska has been servicing and repairing the Districts overhead door systems for a few years now. They keep our doors on track and functioning properly.

Funding Source: General Funds, budgeted for FY26

ALTERNATIVES:

1. Approve the administration's request to pay Door Systems of Alaska, not to exceed \$50,000, for their continued efforts at each site as needed
2. Disapprove the administration's request to pay Door Systems of Alaska, not to exceed \$50,000, for their continued efforts at each site, as needed.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The Administration recommends Board approval to continue with Door Systems of Alaska, not to exceed \$50,000, to continue to handle our overhead door issues.

MEMORANDUM

TO: NWABSD Board of Education Members

DATE: June 2, 2025

FR: Office of the Superintendent

NUMBER: 25-164

SUBJECT: Approval of FY25
Budget Revision 3

ABSTRACT:

The School Board shall establish and maintain a balanced budget.

ISSUE:

At issue is the approval of the FY25 District Operating Fund Budget Revision #3

BACKGROUND AND/OR PERTINENT INFORMATION:

- **Original Budget:**
 - Approved at the April 30, 2024, Regular School Board meeting
 - Revenue: \$63,879,260
 - Expenditures: \$66,535,595

- **Revision #1:**
 - Approved at the August 27, 2024, Regular School Board meeting
 - Revenue: \$67,624,192
 - Expenditures: \$67,510,831

- **Revision #2:**
 - Approved at the January 21, 2025, Regular School Board meeting
 - Revenues: \$79,634,230
 - Expenditures: \$80,953,218
 - Transfer In (Other Funds): \$1,500,000
 - Transfers Out (Other Funds): \$3,005,214 (no change)

- **Revision #3 (Presented for Review):**
 - **Revenues:** \$79,634,230 (no change)
 - **Expenditures:** \$80,953,218 (no change)
 - **Transfer In (Other Funds):** \$1,500,000 (no change)
 - **Transfers Out (Other Funds):** \$3,005,214 (no change)

Adjustments in Revision #3:

This revision DOES NOT include a change to budgeted revenue or budgeted expenditures.

The adjustment in personnel expenditures of approximately \$2.4 million is due to vacancies and projected salaries and benefits for FY25. This revision reallocates those unencumbered funds to reflect the change of budgeted to actual salaries and benefits district-wide, as well as non-personnel increases of approximately \$850,000 to the budget for actual heating fuel expenses, copier maintenance expenses, and property & liability insurance.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve Revision #3 of the FY25 District Operating Fund Budget as presented.

ALTERNATIVES:

1. Approve Revision #3 of the FY25 District Operating Fund Budget as presented;
2. Disapprove Revision #3 of the FY25 District Operating Fund Budget as presented;
3. Take no action.

**Northwest Arctic Borough School District
FY25 Budget**

	FY25	FY25	Changes
	<u>Current Budget</u>	<u>Budget REVISION #3</u>	
<u>REVENUE</u>			
Other Local Revenue	\$2,100,000	\$2,100,000	\$0
Earnings on Investments	\$770,000	\$770,000	\$0
Donations/Contributions	\$0	\$0	\$0
Borough Appropriation	\$8,068,263	\$8,068,263	\$0
E-rate Program	\$19,452,945	\$19,452,945	\$0
State Foundation	\$41,069,924	\$41,069,924	\$0
Quality Schools	\$105,925	\$105,925	\$0
TRS On-behalf	\$2,505,160	\$2,505,160	\$0
PERS On-behalf	\$447,788	\$447,788	\$0
Revenue - Other State Sources	\$1,649,524	\$1,649,524	\$0
Impact Aid Program	\$3,441,882	\$3,441,882	\$0
TOTAL REVENUES	\$79,611,411	\$79,611,411	\$0
<u>TRANSFERS IN</u>			
CIP Reserved Local Share	\$1,500,000	\$1,500,000	\$0
TOTAL TRANSFERS IN	\$1,500,000	\$1,500,000	\$0
<u>EXPENSES</u>			
Certificated Salaries	\$15,544,407	\$15,356,694	(\$187,713)
Non-Certificated Salaries	\$9,312,698	\$8,606,866	(\$705,832)
Leave Pay Out	\$285,000	\$324,109	\$39,109
Stipends	\$87,750	\$107,750	\$20,000
Employee Benefits	\$12,662,084	\$12,624,334	(\$37,750)
TRS On-behalf	\$2,505,160	\$2,505,160	\$0
PERS On-behalf	\$447,788	\$447,788	\$0
SUBTOTAL: Personnel	\$40,844,887	\$39,972,701	(\$872,186)
Professional & Technical Services	\$4,840,647	\$4,840,647	\$0
Staff Travel	\$428,000	\$428,000	\$0
Board Travel	\$83,852	\$83,852	\$0
Student Travel	\$1,169,775	\$1,169,775	\$0
Utility Services	\$21,696,384	\$21,696,384	\$0
Energy-includes electricity & fuel	\$4,323,719	\$5,141,043	\$817,324
Other Purchased Services	\$4,470,556	\$4,523,541	\$52,985
Property & Liability Insurance	\$1,396,452	\$1,397,452	\$1,000
Supplies, Materials & Media	\$1,765,266	\$1,766,143	\$877
Tuition	\$40,000	\$40,000	\$0
Dues & Fees	\$88,680	\$88,680	\$0
Inventoried Equipment	\$55,000	\$55,000	\$0
Indirect Cost Recovery	(\$250,000)	(\$250,000)	\$0
SUBTOTAL: Non-Personnel	\$40,108,331	\$40,980,517	\$872,186
TOTAL EXPENSES	\$80,953,218	\$80,953,218	\$0
<u>TRANSFERS OUT</u>			
Food Service Fund	\$1,200,000	\$1,200,000	\$0
ATC	\$1,105,214	\$1,105,214	\$0
Star of the Northwest - Magnet School	\$100,000	\$100,000	\$0
Teacher Housing Fund	\$450,000	\$450,000	\$0
Special Revenue Fund	\$150,000	\$150,000	\$0
TOTAL TRANSFERS OUT	\$3,005,214	\$3,005,214	\$0
INCREASE (DECREASE)-UNRESERVED FB	(\$2,847,021)	(\$2,847,021)	\$0
FY24 Fund Balance	\$10,927,573	\$10,927,573	
Decrease in Fund Balance	\$2,847,021	\$2,847,021	
Estimated Prepaid & Inventory for FY25	\$2,800,000	\$2,800,000	
Projected FY25 Fund Balance	\$5,280,552	\$5,280,552	

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: June 3, 2025,

NUMBER: 25-165

FR: Office of the Superintendent

SUBJECT: Approval of MOA with
Northern Industrial
Training

ABSTRACT:

The administration requests School Board approval to enter into a contract with Northern Industrial Training (NIT) in the amount of \$639,175 to provide training in Heavy Equipment Operator (CET) training, Commercial Driver's License (CDL) training, Heavy Equipment Mechanic training, and Microsoft Office 365 training.

ISSUE:

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

BACKGROUND AND/OR PERTINENT INFORMATION:

This Memorandum of Agreement (MOA) will utilize Technical Vocational Education Program (TVEP) funds. ATC is partnering with Northern Industrial Training of Palmer to provide CDL, Heavy Equipment Operator, Heavy Equipment Mechanic, and Microsoft Office 365 training services in Kotzebue and the NIT facility in Palmer. This model offers the most economical delivery of this type of certification and training, encompassing both classroom and hands-on instruction, as well as testing and certification. Training will be paid for through grant funding and student tuition.

Heavy Equipment Operator	Sept 22 – Oct 24, 2025
CDL Training	Oct 27 – Nov 21, 2025
Microsoft Office 365 (AM and PM classes)	Nov 10 – Nov 14, 2025
Heavy Equipment Mechanic	Dec 1 – Jan 23, 2026
CDL Training	Feb 2 – Feb 27, 2026
Heavy Equipment Operator	Apr 20 – May 22, 2026

Funding: Grant, Tuition, & ATC General funds

ALTERNATIVES:

1. Approve the MOA with Northern Industrial Training in the amount not to exceed \$639,175 as presented;
2. Disapprove the MOA with Northern Industrial Training as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the Memorandum of Agreement with Northern Industrial Training in the amount not to exceed \$639,175 as presented.



TRAINING ESTIMATE

FROM:

Northern Industrial Training, LLC
 1740 N. Terrilou Court
 Palmer AK 99645
 P: (907) 357-6400
 F: (907) 357-6430
www.nitalaska.com

TO:

Joseph Groves
 ATC
 843 4th St.
 Kotzebue, AK 99752
 907-442-1501
jgroves@nwarctic.org

JOB DESCRIPTION

NIT will conduct Heavy Equipment Training in partnership with ATC. NIT will provide training on site training at ATC Kotzebue for two weeks followed by three week onsite trainings at NIT Palmer. NIT will coordinate with contractor to provide physicals. Students traveling to Palmer will travel in one group. Kotzebue training will start on September 22, 2025 and Palmer training will start on October 6th, 2025. Estimate is built for 5 - 8 participants.

RATES	UNIT PRICE	QUANTITY	AMOUNT
Phase I (Kotzebue) 9/22/25 – 10/3/25			
5 Week CET - Flat Rate (5 to 8 Students)	\$ 100,000.00	1	\$ 100,000.00
Instructor Travel Days	\$ 650.00	2	\$ 1,300.00
Instructor Down Days	\$ 650.00	2	\$ 1,300.00
Instructor Airfare (At Cost + 10%)	\$ 750.00	1	\$ 750.00
Instructor Meals, Lodging, and Transportation (Provided By Client)	\$ -		\$ -
Additional Per Diem	\$ 40.00	14	\$ 560.00
Materials estimate (Per Person)	\$ 40.00	8	\$ 320.00
Airport Parking (At Cost)	\$ 25.00	14	\$ 350.00
A/V Equipment (Flat Rate)	\$ 100.00	1	\$ 100.00
NOTE: If no meals provided full per diem with be charged			
Phase II (Palmer) 10/6/25 – 10/24/25			
Medical Contractor Day Rate	\$ 1,250.00	1	\$ 1,250.00
Physical	\$ 125.00	8	\$ 1,000.00
Student Meals & Lodging - Palmer (\$200 x 20 days = \$4000)	\$ 4,000.00	8	\$ 32,000.00
Student Daily Transportation (\$30 x 15 days = \$450)	\$ 450.00	8	\$ 3,600.00
Student To/From Airport Transportation (Flat Rate)	\$ 2,400.00	1	\$ 2,400.00
NOTE: No minimum for onsite training			
NOTE: Class Schedule in Kotz is 8AM-5PM			
NOTE: Class Schedule in Palmer is M-F 10HR/DAY			
NOTE: Unscheduled Down Day/No Travel/Bad Weather \$1100/Day			
TOTAL ESTIMATED JOB COST			\$ 144,930.00

Students that withdraw or are removed from the program for violation of NIT policies are not eligible for any refund for tuition.

Once reviewed in its entirety, a signature by the requestor signifies agreement with all details described within this document.

 Mary Hass
 PREPARED BY

 February 5, 2025
 DATE

 ACCEPTED BY

 DATE

 ACCOUNTS PAYABLE NAME & EMAIL

 PO NUMBER (if required)



TRAINING ESTIMATE

FROM:
 Northern Industrial Training, LLC
 1740 N. Terrilou Court
 Palmer AK 99645
 P: (907) 357-6400
 F: (907) 357-6430
www.nitalaska.com

TO:
 Joseph Groves
 ATC
 843 4th St.
 Kotzebue, AK 99752
 907-442-1501
[Joseph Groves <jgroves@nwarctic.org>](mailto:jgroves@nwarctic.org)

JOB DESCRIPTION

NIT will Conduct CDL training in partnership with ATC. NIT will provide on site training at ATC Kotzebue for 5 days followed by 15 days of CDL Driving training and Road Exams at NIT Palmer. NIT will coordinate with contractor to provide DOT Medical cards and Drug tests. Training will start in Kotzebue on Oct 27th, 2025 and students will travel in one group to Palmer for training starting on November 3rd, 2025.

RATES	UNIT PRICE	QUANTITY	AMOUNT
Phase I (Kotzebue) 10/27/25 – 10/31/25			
4 Week CDL - Flat Rate (Up to 6 Students)	\$ 75,000.00	1	\$ 75,000.00
Instructor Travel Days	\$ 650.00	2	\$ 1,300.00
Instructor Down Days	\$ 650.00	0	\$ -
Instructor Airfare (At Cost + 10%)	\$ 750.00	1	\$ 750.00
Instructor Meals, Lodging, and Transportation (Provided By Client)	\$ -	0	\$ -
Additional Per Diem	\$ 40.00	6	\$ 240.00
Materials estimate (Per Person)	\$ 40.00	6	\$ 240.00
Admin CDL Fee (Flat Rate)	\$ 250.00	1	\$ 250.00
Permit Fee	\$ 15.00	6	\$ 90.00
CDL License Fee	\$ 120.00	6	\$ 720.00
Airport Parking (At Cost)	\$ 20.00	6	\$ 120.00
A/V Equipment (Flat Rate)	\$ 100.00	1	\$ 100.00
Medical Contractor Flight (At Cost)	\$ 750.00	2	\$ 1,500.00
Medical Contractor Hotel (At Cost)	\$ 250.00	2	\$ 500.00
Medical Contractor Per Diem	\$ 65.00	3	\$ 195.00
Medical Contractor Day Rate	\$ 1,250.00	2	\$ 2,500.00
Medical Contractor Travel Day	\$ 900.00	2	\$ 1,800.00
Medical Contractor Airport Parking (At Cost)	\$ 20.00	3	\$ 60.00
Student Medical Cards	\$ 150.00	6	\$ 900.00
Drug Test	\$ 100.00	6	\$ 600.00
NOTE: If no meals provided full per diem will be charged			
Phase II (Palmer) 11/3/25 – 11/21/25			
Student Lodging & Meals (\$200 x 20 = 4000.00)	\$ 4,000.00	6	\$ 24,000.00
Student Daily Transportation (\$30 x 15 = \$450)	\$ 450.00	6	\$ 2,700.00
Transportation from To/From Airport	\$ 2,400.00	1	\$ 2,400.00
NOTE: 3 Students Per Truck			
NOTE: Class Schedule in Kotz is M - F 8AM-5PM			
NOTE: Class Schedule in Palmer is M-F 10HR/DAY			
NOTE: Unscheduled Down Day/No Travel/Bad Weather \$1100/Day			
TOTAL ESTIMATED JOB COST			\$ 115,965.00

Students that withdraw or are removed from the program for violation of NIT policies are not eligible for any refund for tuition.

Once reviewed in its entirety, a signature by the requestor signifies agreement with all details described within this document.

<p align="center">_____ Mary Hass PREPARED BY</p> <p align="center">_____ ACCEPTED BY</p> <p align="center">_____ ACCOUNTS PAYABLE NAME & EMAIL</p>	<p align="center">February 5, 2025 DATE</p> <p align="center">_____ DATE</p> <p align="center">_____ PO NUMBER (if required)</p>
---	---



TRAINING ESTIMATE

FROM:

Northern Industrial Training, LLC
 1740 N. Terrilou Court
 Palmer AK 99645
 P: (907) 357-6400
 F: (907) 357-6430
www.nitalaska.com

TO: Joseph Groves

ATC
 843 4th St.
 Kotzebue, AK 99752
 907-442-1501
[Joseph Groves <jgroves@nwarctic.org>](mailto:jgroves@nwarctic.org)

JOB DESCRIPTION

NIT will conduct Microsoft Office 365 Training in Kotzebue starting on November 10, 2025.

Courses:	Dates of Training:	Location:	Student Count:
Office 365	Nov 10-14 8 AM - 5PM	Kotzebue	12
Excel Training	Nov 10-14 6PM - 9 PM	Kotzebue	12

RATES	UNIT PRICE	QUANTITY	AMOUNT
Extended Instructor Day Rate	\$ 1,850.00	5	\$ 9,250.00
Instructor Travel Day	\$ 650.00	2	\$ 1,300.00
MS Office Materials (Per Student)	\$ 100.00	12	\$ 1,200.00
Excel Course Materials - Per Student	\$ 100.00	12	\$ 1,200.00
Airfare (At Cost + 10%)	\$ 500.00	1	\$ 500.00
Instructor Meals, Lodging, and Transportation (Provided By Client)	\$ -		\$ -
Additional Per Diem	\$ 40.00	7	\$ 280.00
Airport Parking (Cost)	\$ 25.00	7	\$ 175.00
A/V Equipment (Flat Rate)	\$ 100.00	1	\$ 100.00
NOTE: If no meals provided full per diem with be charged			
NOTE: Down Day/Weather No Training \$1100			
NOTE: Payment in Excess of 45 days will be charged 1.5%			
TOTAL ESTIMATED JOB COST			\$ 14,005.00

NOTE: 3% Charge for Credit Card Payment
 NOTE: Payment in full is due upon scheduling and non-refundable.

If client cancels course(s) with less than 21 days' notice, client agrees to pay 50% of the contracted price

 Mary Hass
 PREPARED BY

 May 19, 2025
 DATE

 ACCEPTED BY

 DATE

 ACCOUNTS PAYABLE NAME & EMAIL

 PO NUMBER (if required)



TRAINING ESTIMATE

FROM:
 Northern Industrial Training, LLC
 1740 N. Terrilou Court
 Palmer AK 99645
 P: (907) 357-6400
 F: (907) 357-6430
www.nitalaska.com

TO:
 Joseph Groves
 ATC
 843 4th St.
 Kotzebue, AK 99752
 907-442-1501
[Joseph Groves <jgroves@nwarctic.org>](mailto:jgroves@nwarctic.org)

JOB DESCRIPTION			
NIT will conduct Excelerated Heavy Duty Mechanics Training in Kotzebue and Palmer per schedule below.			
Courses Trained:	Dates of Training:	Location	Student Count:
Heavy Duty Mchanics	6 Weeks	Kotz & Palmer	6 Students
Phase I Kotzebue			
Week - 1 Monday thru Saturday 12/1 – 12/6			
Week - 2 Monday thru Friday 12/8 – 12/12			
Week - 3 Monday thru Friday 12/15 – 12/19			
Phase II Palmer			
Week - 4 Monday thru Saturday 1/5 – 1/11			
Week - 5 Monday thru Friday 1/12 – 1/16			
Week - 6 Monday thru Friday (1/2 day last day) 1/19 – 1/23			

	UNIT PRICE	QUANTITY	AMOUNT
Kotzebue 12/1/25 - 12/19/25			
Heavy Duty Mechanics Program	\$ 68,000.00	1	\$ 68,000.00
Instructor Travel Days	\$ 650.00	1	\$ 650.00
Instructor Down Days	\$ 650.00	3	\$ 1,950.00
Instructor Airfare (At Cost + 10%)	\$ 500.00	1	\$ 500.00
Instructor Meals, Lodging, and Transportation (Provided By Client)	\$ -	0	\$ -
Additional Per Diem	\$ 40.00	20	\$ 800.00
Materials estimate (Per Person)	\$ 100.00	6	\$ 600.00
Airport Parking (At Cost)	\$ 25.00	20	\$ 500.00
A/V Equipment (Flat Rate)	\$ 100.00	1	\$ 100.00
NOTE: If no meals provided full perdiem with be charged			
Palmer 1/5/26 - 1/23/26			
Student Meals & Lodging - Palmer (\$200 x 20 days = \$4000)	\$ 4,000.00	6	\$ 24,000.00
Student Daily Transportation (\$30 x 16 days = \$480)	\$ 480.00	6	\$ 2,880.00
Student To/From Airport Transportation (Flat Rate)	\$ 2,400.00	1	\$ 2,400.00
Shop Materials (Flat Rate)	\$ 1,000.00	1	\$ 1,000.00
NOTE: Does Not include Tools			
NOTE: This class is designed for 6 students, additional students can be added with additional tuition			
NOTE: Down Day No Training/Travel \$1100			
TOTAL ESTIMATED JOB COST			\$ 103,380.00

Students that withdraw or are removed from the program for violation of NIT policies are not eligible for any refund for tuition.

Once reviewed in its entirety, a signature by the requestor signifies agreement with all details described within this document.

 Mary Hass
 PREPARED BY

February 5, 2025
 DATE

 ACCEPTED BY

 DATE

 ACCOUNTS PAYABLE NAME & EMAIL

 PO NUMBER (if required)



TRAINING ESTIMATE

FROM:
 Northern Industrial Training, LLC
 1740 N. Terrilou Court
 Palmer AK 99645
 P: (907) 357-6400
 F: (907) 357-6430
www.nitalaska.com

TO:
 Joseph Groves
 ATC
 843 4th St.
 Kotzebue, AK 99752
 907-442-1501
[Joseph Groves <jgroves@nwarctic.org>](mailto:Jgroves@nwarctic.org)

JOB DESCRIPTION

NIT will Conduct CDL training in partnership with ATC. NIT will provide on site training at ATC Kotzebue for 5 days followed by 15 days of CDL Driving training and Road Exams at NIT Palmer. NIT will coordinate with contractor to provide DOT Medical cards and Drug tests. Training will start in Kotzebue on Feb 2, 2026 and students will travel in one group to Palmer for training starting on Feb 9, 2026.

RATES	UNIT PRICE	QUANTITY	AMOUNT
Phase I (Kotzebue) 2/2/26 – 2/6/26			
4 Week CDL - Flat Rate (Up to 6 Students)	\$ 75,000.00	1	\$ 75,000.00
Instructor Travel Days	\$ 650.00	2	\$ 1,300.00
Instructor Down Days	\$ 650.00	0	\$ -
Instructor Airfare (At Cost + 10%)	\$ 750.00	1	\$ 750.00
Instructor Meals, Lodging, and Transportation (Provided By Client)	\$ -	0	\$ -
Additional Per Diem	\$ 40.00	6	\$ 240.00
Materials estimate (Per Person)	\$ 40.00	6	\$ 240.00
Admin CDL Fee (Flat Rate)	\$ 250.00	1	\$ 250.00
Permit Fee	\$ 15.00	6	\$ 90.00
CDL License Fee	\$ 120.00	6	\$ 720.00
Airport Parking (At Cost)	\$ 20.00	6	\$ 120.00
A/V Equipment (Flat Rate)	\$ 100.00	1	\$ 100.00
Medical Contractor Flight (At Cost)	\$ 750.00	2	\$ 1,500.00
Medical Contractor Hotel (At Cost)	\$ 250.00	2	\$ 500.00
Medical Contractor Per Diem	\$ 65.00	3	\$ 195.00
Medical Contractor Day Rate	\$ 1,250.00	2	\$ 2,500.00
Medical Contractor Travel Day	\$ 900.00	2	\$ 1,800.00
Medical Contractor Airport Parking (At Cost)	\$ 20.00	3	\$ 60.00
Student Medical Cards	\$ 150.00	6	\$ 900.00
Drug Test	\$ 100.00	6	\$ 600.00
NOTE: If no meals provided full per diem with be charged			
Phase II (Palmer) 2/9/26 – 2/27/26			
Student Lodging & Meals (\$200 x 20 = 4000.00)	\$ 4,000.00	6	\$ 24,000.00
Student Daily Transportation (\$30 x 15 = \$450)	\$ 450.00	6	\$ 2,700.00
Transportation from To/From Airport	\$ 2,400.00	1	\$ 2,400.00
NOTE: 3 Students Per Truck			
NOTE: Class Schedule in Kotz is M - F 8AM-5PM			
NOTE: Class Schedule in Palmer is M-F 10HR/DAY			
NOTE: Unscheduled Down Day/No Travel/Bad Weather \$1100/Day			
TOTAL ESTIMATED JOB COST			\$ 115,965.00

Students that withdraw or are removed from the program for violation of NIT policies are not eligible for any refund for tuition.

Once reviewed in its entirety, a signature by the requestor signifies agreement with all details described within this document.

_____ Mary Hass PREPARED BY	_____ February 5, 2025 DATE
_____ ACCEPTED BY	_____ DATE
_____ ACCOUNTS PAYABLE NAME & EMAIL	_____ PO NUMBER (if required)



TRAINING ESTIMATE

FROM:
 Northern Industrial Training, LLC
 1740 N. Terrilou Court
 Palmer AK 99645
 P: (907) 357-6400
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TO:
 Joseph Groves
 ATC
 843 4th St.
 Kotzebue, AK 99752
 907-442-1501
[Joseph Groves <jgroves@nwarctic.org>](mailto:jgroves@nwarctic.org)

JOB DESCRIPTION

NIT will conduct Heavy Equipment Training in partnership with ATC. NIT will provide training on site training at ATC Kotzebue for two weeks followed by three week onsite trainings at NIT Palmer. NIT will coordinate with contractor to provide physicals. Students traveling to Palmer will travel in one group. Kotzebue training will start on April 20, 2026, and Palmer training will start on May 2, 2026. Estimate is built for 5 - 8 participants.

RATES	UNIT PRICE	QUANTITY	AMOUNT
Phase I (Kotzebue) 4/20/26 - 5/1/26			
5 Week CET - Flat Rate (5 to 8 Students)	\$ 100,000.00	1	\$ 100,000.00
Instructor Travel Days	\$ 650.00	2	\$ 1,300.00
Instructor Down Days	\$ 650.00	2	\$ 1,300.00
Instructor Airfare (At Cost + 10%)	\$ 750.00	1	\$ 750.00
Instructor Meals, Lodging, and Transportation (Provided By Client)	\$ -		\$ -
Additional Per Diem	\$ 40.00	14	\$ 560.00
Materials estimate (Per Person)	\$ 40.00	8	\$ 320.00
Airport Parking (At Cost)	\$ 25.00	14	\$ 350.00
A/V Equipment (Flat Rate)	\$ 100.00	1	\$ 100.00
NOTE: If no meals provided full per diem with be charged			
Phase II (Palmer) 5/2/26 - 5/22/26			
Medical Contractor Day Rate	\$ 1,250.00	1	\$ 1,250.00
Physical	\$ 125.00	8	\$ 1,000.00
Student Meals & Lodging - Palmer (\$200 x 20 days = \$4000)	\$ 4,000.00	8	\$ 32,000.00
Student Daily Transportation (\$30 x 15 days = \$450)	\$ 450.00	8	\$ 3,600.00
Student To/From Airport Transportation (Flat Rate)	\$ 2,400.00	1	\$ 2,400.00
NOTE: No minimum for onsite training			
NOTE: Class Schedule in Kotz is 8AM-5PM			
NOTE: Class Schedule in Palmer is M-F 10HR/DAY			
NOTE: Unscheduled Down Day/No Travel/Bad Weather \$1100/Day			
TOTAL ESTIMATED JOB COST			\$ 144,930.00

Students that withdraw or are removed from the program for violation of NIT policies are not eligible for any refund for tuition.

Once reviewed in its entirety, a signature by the requestor signifies agreement with all details described within this document.

 Mary Hass
 PREPARED BY

 February 5, 2025
 DATE

 ACCEPTED BY

 DATE

 ACCOUNTS PAYABLE NAME & EMAIL

 PO NUMBER (if required)

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: June 3, 2025

NUMBER: 25-166

FR: Office of the Superintendent

SUBJECT: Approval of Contact
2025-2026 Alaska Humanities Forum

ABSTRACT:

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

ISSUE:

At issue is the Board's approval of the 2025-2026 Memorandum of Agreement (MOA) with the Alaska Humanities Forum for a cost not to exceed \$657,762

BACKGROUND AND/OR PERTINENT INFORMATION:

Alaska Humanities Forum (AKHF) will facilitate and oversee major components of the New Alaska Native Education Ilisautri Project, including managing the cultural Immersion (Culture Camp/Orientation) for new teachers, 2 gatherings in Kotzebue for C3 educators each year of the grant, and Partnership Meetings. This includes arranging and paying for travel costs associated with these activities. The total cost of these services, including partial salary/benefits for the AKHF C3 Program Director, Manager, and Coordinator, is \$657,762 for the 2025-2026 grant year (08/01/2025 to 07/31/2026)

Detailed Budget Included

Fully funding by grant fund 365 ANE C3 Ilisautri Project

ALTERNATIVES:

1. Approve the 2025-2026 Memorandum of Agreement (MOA) with Alaska Humanities Forum for the amount not to exceed \$657,762 as presented;
2. Disapprove the 2025-2026 Memorandum of Agreement (MOA) with Alaska Humanities Forum for the amount not to exceed \$657,762 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends board approval of the Memorandum of Agreement (MOA) with Alaska Humanities Forum for the amount not to exceed \$657,762 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.
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: ALASKA HUMANITIES FORUM MOA Control #: _____
Name of Company Contact Brad Eisel for #

Address: 421 WEST 1ST AVENUE SUITE 200 ANCHORAGE AK 99501
Street or POB City State Zip + four

(907) 770-8420
Area Code Phone # Fax # E-mail Address

Federal ID #: _____ Or Soc. Sec. #: _____ Alaska Business License #: 974062
Enter without Dashes Enter without Dashes

08/01/2025 07/30/2026 W-9 Attached W-9 Submitted Previously
Start Date (mmdyy) End Date (mmdyy) Verify with Brad Eisel

Contractor Agrees To: Along with the attached Memorandum of Understanding (MOU), the contractor will consult with Superintendent Terri Walker regarding staffing should any changes occur during the project period to carry out grant activities. If needed the contractor will also provide a list of any qualified applicants for consideration for any open positions. Any non-consumable supplies will revert to the school district at the end of the project period.
If additional space is needed, indicate here **See attachment**

District Contact Person: Joy Cogburn-Smith Phone #: 907-442-1814 Ext _____
Email Address: jcogburn@nwarctic.org Fax #: (907)

District Agrees To: In addition to the attached Memorandum of Understanding (MOU) the district will pay for all billed services in a timely manner
If additional space is needed, indicate here **See attachment**

Payment Terms: The consultant will submit service and expenses invoices to the district at least once a month for the amount of work, supplies or travel that has taken place within the specified timeframe.
If additional space is needed, indicate here **See attachment**

Enter Account Code as:	<u>XXX.XXX.XXX.XXX.410</u>	<u>Amount</u>
Account #:	<u>364.099.350.000.410</u>	<u>\$ 657,762</u>
	Total:	<u>\$657,762.00</u>

MOA Not to Exceed: \$657,762 Budget Authority Approval: _____

Approved September 2024 Board Meeting

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

Administrative Services – Fiscal Approval

Director's Signature

Date (mm/dd/yy)

Terri Walker

Superintendent –Authorized Signer NWABSD

Superintendent's Signature

Date (mm/dd/yy)

Kameron Perez-Verdia

Contractor

Contractor's Signature

Date (mm/dd/yy)

Memorandum of Understanding (MOU)

Between

The Northwest Arctic Borough School District (NWABSD)

and the Alaska Humanities Forum (AKHF)

This Memorandum of Understanding (MOU) is made and entered into by and between The Northwest Arctic Borough School District (NWABSD), herein referred to as "Lead Fiscal Entity," and the Alaska Humanities Forum (AKHF), herein referred to as "Partner Organization."

Article 1: Purpose

The purpose of this MOU is to establish a formal partnership between NWABSD and AKHF for the implementation of the Ilisautri Project (IL), aimed at increasing Alaska Native student achievement and engagement in Northwest Arctic (NWA) by decreasing educator turnover, improving school cultural responsiveness, and building strong school-community relationships through three core programs.

Article 2: Background

Ilisautri, meaning "teacher" or "to teach" in Iñupiaq, represents a collaboration that leverages the strengths of both organizations to benefit the students and educators of NWA. The project will implement the following core programs:

Creating Cultural Competence (C3) Model: Implemented by AKHF, this program aims to increase the cultural competence of educators in their first through fifth years with NWABSD. Activities include direct mentorship, coursework, and participation in a local culture camp.

EdRising Program: NWABSD facilitates this program for high school students. Through intra-curricular activities and expanded program offerings, it aims to cultivate a cohort of future educators from the local community.

Education Program at the Alaska Technical Center: Developed by NWABSD, this program targets adults, especially paraprofessionals, supporting their pursuit of teacher certification through a cohort model involving virtual coursework, mentorship, and in-person gatherings.

Article 3: Roles and Responsibilities

3.1 NWABSD (Lead Fiscal Entity) Responsibilities:

Serve as the primary financial overseer for the Ilisautri Project.
Implement the EdRising and Education Program at the Alaska Technical Center.
Provide necessary support and resources to facilitate the programs under this MOU.
Coordinate with AKHF to ensure program objectives are met.

3.2 AKHF Responsibilities:

Implement the C3 model to enhance cultural competence among NWABSD educators.
Collaborate with NWABSD in planning, execution, and evaluation of the C3 model.
Provide expertise and resources for the successful execution of cultural competence training.

Article 4: Financial Arrangements

The NWABSD, acting as the Lead Fiscal Entity, will manage all financial transactions and disbursements related to the Ilisautri Project. Both parties agree to comply with all financial reporting requirements and ensure transparency and accountability in the use of funds.

Article 5: Term and Termination

This MOU shall be effective, beginning with the date of the last signature hereon, and if the grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

Article 6: Amendments

This MOU may be amended or modified only by a written agreement signed by both parties.

Article 7: Signatures

This MOU is executed as of the latest date of signature below and indicates the agreement of both NWABSD and AKHF to the terms outlined herein.

For the Northwest Arctic Borough
School District

Name: Mrs. Terri Walker
Title: Superintendent of Schools
Date: 2/8/2024

Signature:

DocuSigned by:

E75EE113972A4A0...

For the Alaska Humanities Forum

Name: Kameron Perez-Verdia
Title: President & CEO
Date: 2/8/2024

Signature:

DocuSigned by:

6475279B301342F...

July 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



October 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NWABSD Board of Education 2025-2026 School Board Meetings & Events

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

BOARD MEETINGS

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

EVENTS

BOARD MEETINGS

AUGUST 25-26

SEPTEMBER 29-30

OCTOBER 27-28

NOVEMBER 24-25

DECEMBER 29-30

JANUARY 26-27

FEBRUARY 23-24

MARCH 30-31

APRIL 27-28

MAY 25-26

JUNE 29-30

JULY

- 18-20, 2025 Summer Board of Directors Meeting — Anchorage

SEPTEMBER

- 20-21, 2025 Fall Boards Manship Academy, Marriott Downtown Anchorage

OCTOBER 7, 2025

- 7, 2025 ELECTION DAY. Polls open 8am to 8pm.

NOVEMBER

- 13-16, 2025 AASB's Annual Conference & Youth Leadership Institute — Anchorage
- 17, 2025 AASB Board of Directors Meeting — Anchorage

JANUARY

- 23-25, 2026 MTSS/RTI Conference Dates: January
- 30-31, 2026 NSBA Equity Symposium & Advocacy Institute

FEBRUARY

- 1-2 2026 (cont.) NSBA Equity Symposium & Advocacy Institute
- 7-10, 2026 Leadership Academy & Legislative Fly-In and Youth Advocacy Institute — Elizabeth Petrovitch Hall, Juneau

APRIL

- 10-12, 2026 NSBA Annual Conference — San Antonio, TX
- 18-20, 2026 Springboards Manship Academy — Hilton Anchorage