ADOPTED MINUTES

Bering Strait School District Board Of Education

214th Regular Session

Wednesday, November 8, 2017 – Anchorage, Alaska

I. CALL TO ORDER:

Madam Chair Aurora Johnson called the 214th Regular Meeting of the Bering Strait School District Board of Education to order at 09:01 AM on Wednesday, November 8, 2017.

II. ROLL CALL AND ESTABLISHMENT OF A QUORUM:

Present were: Madam Chair Johnson, Aaron Iworrigan, Jane Kava, Jeanette Iya, Sherman Richard, Annie Weyiouanna, Silas Paniptchuk, Robert Dickens, Annabelle Cunningham, and Robert Tokeinna Jr. Irene Navarro attended telephonically. A quorum was established.

III. OATH OF OFFICE TO NEWLY ELECTED MEMBERS:

Robert Tokeinna Jr., Annabelle Cunningham, Robert Dickens, Jeanette Iya, and Aaron Iworrigan were sworn in as School Board Members.

A. Election of Officers

Nominations were opened for Chair of School Board. Irene Navarro nominated Aurora Johnson. Aurora Johnson accepted the nomination for Chair. Robert Tokeinna Jr. nominated Sherman Richard. Sherman Richard accepted the nomination for Chair. A vote was initiated and stood, 6 votes for Aurora Johnson and 5 votes for Sherman Richard. Aurora Johnson was elected Chair. Aaron Iworrigan was nominated for 1st Vice-Chair by Annie Weyiouanna and ran unopposed, therefore was elected as 1st Vice-Chair. Annabelle Cunningham nominated Silas Paniptchuk for 2nd Vice-Chair who declined the nomination. Sherman Richard was nominated for 2nd Vice-Chair by Robert Tokeinna and ran unopposed, therefore was elected as 2nd Vice-Chair. Jeanette Iya nominated Jane Kava for Secretary. Aurora Johnson nominated Irene Navarro for Secretary. A vote was initiated and Jane Kava was elected Secretary. Aurora Johnson nominated Annabelle Cunningham and ran unopposed, therefore was elected as Treasurer. Sherman Richard nominated Annie Weyiouanna as Parliamentarian and ran unopposed, therefore was elected. The following Board members were elected:

Chair: Aurora Johnson
1st Vice Chair: Aaron Iworrigan
2nd Vice Chair: Sherman Richard
Secretary: Jane Kava
Treasurer: Annabelle Cunningham
Parliamentarian: Annie Weyiouanna

B. Appointment of Standing Committees

Appointment of committees will be arranged by the Board Chair.

C. Introductions

District School Board Members

Each Board Member present at the 214th Regular Session Meeting introduced themselves and stated the communities they represent.

Superintendent and District Staff

Madam Chair Johnson introduced Superintendent Dr. Robert Bolen who introduced D.O. staff present: John Weemes – Coordinator of Program Support, Perry Corsetti – Director of Human Resources, Gary Eckenweiler – Director of Facilities and Maintenance, Mark Vink – Business Manager, Carolyn Heflin – Director of Curriculum and Instruction, Marty Towarak – Administrative Assistant, Jack Kingsford – Superintendent Intern, & Jeannie Sleeper – Legal Counsel.

IV. INVOCATION/MOMENT OF SILENCE:

Dr. Bolen led the Moment of Silence.

V. MISSION STATEMENT:

The District Mission Statement was read aloud.

VI. ADOPTION OF AGENDA:

Annabelle Cunningham requested that the minutes from the Special Meeting held on October 2, 2017 be added to the agenda under VII. Consent Action B.

- **MOTION:**

Aaron Iworrigan made a motion to approve the agenda with adding Consent Action B: Special Meeting Minutes from October 2, 2017. Seconded by Robert Tokeninna Jr. Motion carried.

VII. CONSENT ACTION – 213TH REGULAR MEETING MINUTES:

- **MOTION:**

Sherman Richard made a motion to approve the 213th Regular Session Minutes. Seconded by Annie Weyiouanna. Motion carried.

- **MOTION:**

Jeanette Iya made a motion to approve the Special Meeting Minutes from October 2, 2017. Seconded by Annie Weyiouanna. Motion carried.

- **BREAK:**

The Board recessed for a break at 9:31 AM.

- **BREAK ENDS:**

The Board reconvened at 9:42 AM.

VIII. ACTION ITEMS

- **ACTION ITEM A:**

FY17 Audit Report & Approval

Mark Vink – Business Manager, presented to the Board.

The auditor representative from Altman, Rogers & Co. handed out their report.

There was discussion about pension deferrals, grant start dates, student efficiency, special needs, financial tracking through business conversion, special revenue funds, GASB 75 definition, and state regulations.

- **MOTION:**

Sherman Richard made a motion to approve the FY17 Audit Report as presented. Seconded by Robert Tokeinna Jr. Motion carried.

- **ACTION ITEM B:**

Impact Aid Policies & Procedures

Mark Vink – Business Manager, presented to the Board.

Bering Strait School District
For the 2017-2018 School Year

It is the intent of the Bering Strait School District that all Indian children of school age have equal access to all programs, services and activities offered within the school district. To this end, the Bering Strait School District will consult with local tribal officials and parents of Indian Children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, activities. These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

ATTESTATIONS

The Bering Strait School district attests that it has established Indian Policies and Procedures (IPPs) as required by section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY2019 Impact Aid application.

INDIAN POLICIES AND PROCEDURES

POLICY 1: The LEA will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. [34CFR222.94(a)(1)]

Each of the Bering Strait School District's fifteen locations shall have an Advisory Education Committee (AEC) to review the programs of the District and advise the District on the use of funding. Each local AEC may have up to five elected Officials who reside in that village.

School administration and staff are to maintain a close working relationship with the village AEC. The AEC's shall schedule monthly meetings that will be posted at least a week in advance. These postings will be in the school as well as other heavily viewed common areas in each village. Because such a high percentage of the population of each village is Alaskan native, AEC's are considered representative of native interests. Local tribal officials and parents are also in the best position to comment on the participation of Alaskan Native students on an equal basis in the programs offered.

A District Administrator will, as soon as reasonably possible after such information becomes available, but not later than one week in advance of any meeting, will send to each AEC, copies of evaluations of educational programs and plans for any changes to educational programs of the District.

Parents of Indian children, tribal officials and the public will be given notice of any and all meetings related to equal participation or the content of the educational program by including information about meeting times and locations. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted Board meeting.

POLICY 2: The Bering Strait School District will provide an opportunity for the Tribe and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and how the District may help those children realize the benefits of the educational programs and activities. [34CFR222.94(a)(2)]

The Indian Education Committee (Parent Advisory Committee) of the Bering Strait School District will meet annually for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. The meeting agendas are posted and all meetings are open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration.

A school board representative is a non-voting member of the Indian Education Committee (Parent Advisory Committee). This representation allows for the discussion of the needs of the students and ideas to brought forward to both the Indian Education Committee as well as the School Board.

At each of the quarterly school board meetings, a section of time is set aside for communications from the public. This is a time to offer comments and suggestions regarding programming for Indian students. In addition, a public hearing is scheduled in the spring which is specifically devoted to addressing questions regarding federal programs. Based upon suggestions, preferred methods of communication as well as ways to maximize participation from tribal officials as well as parents of Indian children will be seriously considered.

The District and Indian Education Committee representatives will schedule meetings village AEC's to discuss ongoing programming goals. At this time, tribal members and parents of Indian children are invited to discuss ongoing programming goals and seek additional input.

POLICY 3: The Bering Strait School district will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)]

(i)Share relevant information related to Indian children's participation in the LEA's education program and activities with tribes and parents of Indian Children; and

(ii)Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

The Bering Strait School District will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

A. The Bering Strait School District will monitor Indian student participation in academic and co-curricular activities.

B. School district officials will review school data to assess the extent of Indian children's participation in the District's education programs on an equal basis.

C. The Bering Strait School District will share its assessment district funding, Indian student participation, related academic achievements and other related data . This date will be shared with parents of Indian children and tribal officials by posting in common areas in villages and shared with village AEC's.

D. Parents of Indian children, tribal officials and other interested parties may express their views on participation through direct communication with the school district, at any school board meeting or to the Indian Education Committee (Parent Advisory Committee) or AEC meeting.

POLICY 4: The Bering Strait School district will modify the IPP's if necessary, based upon the results of any assessment or input described in this document [34CRF222.94(a)(4)]

The Bering Strait School District will establish an ad hoc committee of Indian parents and Tribal officials ("the Indian/Parent Committee') to annually review the components of the Indian Policies and Procedures to ensure that they meet federal regulatory and statutory requirements.

The Indian/Parent Committee shall serve as a task force to review the meaningfulness of Indian input, to review the extent of opportunity for Indian input and to review the District's response to Indian commentary. The Committee will review the effectiveness of the District's methods of gathering input of Indian parents and Tribal members; calculate the number of Indian suggestions which were actually implemented; permit Indian parents and Tribal officials to suggest more effective ways of communicating their views. If necessary, the Indian/Parent Committee shall make recommendations to the Board to modify its policies and procedures.

The Bering Strait School District will hold a Board meeting to modify policies and procedures if the Indian/Parent committee indicates such a modification is necessary.

The Bering Strait School District will notify parents of Indian children, tribal officials and the general public of any changes to the Indian Policies and Procedures by posting in a common village area and providing a revised copy to each AEC.

POLICY 5: The Bering Strait School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children and disseminate the responses to the tribe and parents of Indian children prior to submission of the IPPs by the LEA. [34CRF222.94(a)(5)]

The Bering Strait School District will at least annually respond in writing to comments and recommendations made by the Indian Education committee, tribal officials, local AEC's, or parents of Indian children, and disseminate the responses to all parties by posting in common village areas prior to submission of the IPPs by the District.

POLICY 6: The Bering Strait School District will provide a copy of the IPPs annually to the affected tribe or tribes. [34CFR222.94(a)(6)]

The Bering Strait School district will annually provide a copy of the current Indian Policies and Procedures to each AEC and post a copy of the current IPPs in a common village area.

Board Approval Date _____

- **MOTION:**

Robert Tokeinna made a motion to approve the Indian Education Policies and Procedures as presented. Seconded by Annie Weyiouanna. Motion carried.

There was discussion regarding an AEC training and Impact Aid governing board.

- **ACTION ITEM C:**

Approval of Purchasing Procedures

Mark Vink – Business Manager, presented to the Board.

The Office of Management and Budget has revised purchasing procedures for entities that receive Federal awards.

Our auditors have recommended changes to our procedures to comply with the new purchasing procedures.

BP 3310 PURCHASING PROCEDURES

The School Board desires to ensure that maximum value is received for money spent by the district and that records are kept in accordance with law. The Superintendent or designee may issue and sign purchase orders.

The district shall purchase equipment, supplies and services on a competitive bidding basis when required by law and whenever it appears to be in best interest of the district to do so.

Micro-purchases are purchases that do not exceed $3,000. When practical, the district should distribute micro-purchases equitably among qualified suppliers. No competitive quotes are required if management determines that the price is reasonable.

Small purchases are over $3,000 but under $50,000 and price quotes are to be obtained from an adequate number of sources.

Bids are to be solicited for purchases over $50,000. Should a purchase exceed $50,000 and the purchase be within the budgeted amount for the expenditure, the Superintendent or designee may approve the purchase.

Action needed: To approve the revised purchasing procedures to meet the Office of Management and Budget guidelines.

There was discussion regarding ratifications and Board Policy revisions.

- **MOTION:**

Annie Weyiouanna made a motion to approve the revised purchasing procedures to meet the Office of Management and Budget guidelines. Seconded by Sherman Richard. Robert Tokeinna questioned. Motion carried.

- **BREAK:**

The Board recessed for a break at 10:48 AM.

- **BREAK ENDS:**

The Board reconvened at 11:00 AM.

- **ACTION ITEM D:**

Personnel Action

Perry Corsetti – Director of Human Resources, presented to the Board.

BERING STRAIT SCHOOL DISTRICT

Personnel Action Items

November 8, 2017

Classified Employees for Permanent Status

Superintendent Bolen recommends the following Classified employees for permanent status:

SITE:	*NAME:*	*POSITION:*
Brevig Mission	Randy Bruns	Educational Aide
Brevig Mission	Susie Olanna	Special Education Aide
Gambell	Dustin Iworrigan	Special Education Aide
Unalakleet	Charice Johnson	Secretary

MOTION REQUESTED: Motion to appoint aforementioned staff to permanent status as Classified Employees for the Bering Strait School District.

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- **MOTION:**

Robert Tokeinna Jr. made a motion to appoint aforementioned staff to permanent status as Classified Employees for the Bering Strait School District. Seconded by Jeanette Iya. Aaron Iworrigan Abstained. Motion carried.

Classified Employees for Probationary Status

Superintendent Bolen recommends the following Classified employees for probationary status:

SITE:	*NAME:*	*POSITION:*
Golovin	Justin Fagerstrom	Educational Aide CTE
Koyuk	Elias Akaran	Custodian
NACTEC	Maria Veronica Verbridge	Educational Aide
St. Michael	Malorie Tom	Cook I

MOTION REQUESTED: Motion to appoint aforementioned staff to probationary status as Classified Employees for the Bering Strait School District.

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- **MOTION:**

Robert Tokeinna Jr. made a motion to appoint aforementioned staff to probationary status as Classified Employees for the Bering Strait School District. Seconded by Richard Sherman. Motion carried.

There was discussion regarding NACTEC payroll.

Certified Long-term Substitutes Recommended for Hire

Superintendent Bolen recommends employment for the following individual as professional staff members in the Bering Strait School District for the 2017-2018 school year.

SITE:	*NAME:*	*POSITION:*
Unalakleet	Karen Krejci	Teacher

MOTION REQUESTED: Motion to hire aforementioned staff for the 2017-2018 school year in the Bering Strait School District.

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- **MOTION:**

Sherman Richard made a to hire aforementioned staff for the 2017-2018 school year in the Bering Strait School District. Seconded by Robert Tokeinna Jr. as well as Annie Weyiouanna. Motion carried.

- **ACTION ITEM E:**

Shishmaref School Renovation/Addition

Gary Eckenweiler – Director of Maintenance and Facilities, presented to the Board.

Bering Strait School District
Board of Education Resolution 11-08-17-01
Shishmaref K-12 School Renovation/ Addition
Construction Methodology

Notice to the State of Alaska that Bering Strait School District requests authorization to use the CM/GC-BV alternative construction methodology for the Shishmaref K-12 School Renovation/ Addition Project DEED Grant # GR-18-002

Whereas, There is a great need for an addition to the K-12 school in Shishmaref and

Whereas The State of Alaska Department of Education and Early Development (DEED) is funding this addition utilizing the Regional Education Attendance Area School construction fund and

Whereas, Alternative construction methods are allowed under 4AAC31.080 and DEED's Project Delivery Handbook and

Whereas, Bering Strait School District has successfully used the Construction Manager/General Contractor- Best Value (CM/GC-BV) construction methodology on school projects in Teller, Brevig Mission, St. Michael and Savoonga, White Mountain, Little Diomede and Shaktoolik and

Whereas, A project delivery analysis has been completed and is documented with DEED, dated Nov 1, 2017 and

Whereas, the project delivery analysis indicates using CM/CG-BV project delivery method offers the greatest opportunity for project success and

Whereas, the AK DEED has concurred with that analysis and has provided stipulated approval and

Now therefore be it resolved: That Bering Strait School District supports the CM/GC-Best Value construction methodology for the construction of the Shishmaref K-12 School Renovation/ Addition.

Dated this eighth day of November, Two Thousand and Seventeen

_____	**_____**
Aurora Johnson	**Robert Bolen**
Board President	**Superintendent**

There was discussion regarding community input, State funding decisions, largest growth size in SHH school, community input, SHH relocation plans, and SHH School remodel history.

- **MOTION:**

Sherman Richard made a motion that supports the CM/GC-Best Value construction methodology for the construction of the Shishmaref K-12 School Renovation/ Addition Project DEED Grant # GR-18-002. Seconded by Annie Weyiouanna and Silas Paniptchuk. Robert Tokeinna Jr. questioned. Motion carried.

- **ACTION ITEM F:**

GEAR UP Grant Approval

Carolyn Heflin – Director of Curriculum and Instruction, presented to the Board.

BSSD applied for the GEAR UP Grant last May and received notice in September that we will receive the grant. The purpose of the GEAR UP Grant is to provide STEM readiness and post-secondary success for our students.

Each year's GEAR UP Grant budget may change due to district needs and grant objectives. This year's budget would cover items such as the science curriculum review, the purchase of new science curriculum for grades K-12 and the payment for our middle school students to attend ANSEP.

ACTION NEEDED:

Administration recommends that the Governing Board approve the acceptance of the GEAR UP Grant in the amount of $301, 292.00 per year for a total of seven years.

There was discussion if the grant was a State-run grant or Federal-run, total of grant, grant application details, more ANSEP information, grant details, teacher availability, BSSD ANSEP student tracking, ANSEP student follow-up, ANSEP selection process, and Science Curriculum standards.

❖ **MOTION:**

Annie Weyiouanna made a motion to approve the acceptance of the GEAR UP Grant in the amount of $301,292.00 per year for a total of seven years. Seconded by Jeanette Iya. Robert Tokeinna Jr. questioned. Motion carried.

IX. REPORT ITEMS

❖ **REPORT ITEM A:**

BSSD Attorney Report

Jeannie Sleeper – District Attorney, presented to the Board.

There was discussion about teacher negotiations.

Due to the timing of the meeting, Report Item E was moved up in the agenda.

❖ **REPORT ITEM E:**

Maintenance & Facilities Update

Gary Eckenweiler – Director of Maintenance and Facilities, presented to the Board.

This report will highlight the BSSD's Maintenance/Facilities Department from September 2017 – November 2017.

Teacher Housing - Golovin & Wales

BSSD has two new teacher-housing duplexes under construction – one in Wales and one in Golovin. Both of these projects are receiving funding through Alaska Housing Finance Corporations (AHFC)/ Rasmuson Foundation Teacher, Health Profession Housing grant. This AHFC program is funding $510,000 of the $782,000 project budget in Wales and $480,000 of the $727,000 project budget in Golovin. The remainders of these budgets $272,000 and $247,000 respectively are funded through BSSD Capitol Improvement budget. BSSD altered and improved the design work on these duplexes over past projects. The most notable change is the added energy efficiency measures taken in design. Both have a more efficient exterior surface to living square footage ratio and a greater insulation envelope, such as double walls. Also both duplexes will have solar panels to assist in providing electricity and to monitor for potential future BSSD projects. The construction is well underway on both these projects and both will be finished by the end of the year.

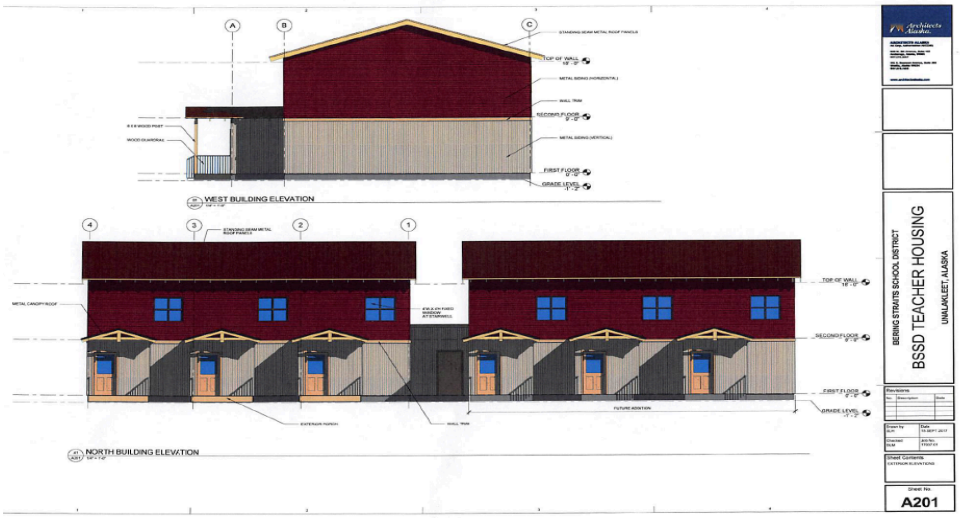
Key Resources:

Rudy Rudisel	Architect
Congdon Construction General	Contractor
Melin Mechanical	Plumbing Contractor
Sherman's	Wales earthwork
Golovin City	Golovin earth-work
Eco-Land Nome	Survey work
Level Best Nome	Building mover

Local Hires: Shawn Konnaseak, Gary Amarok, Jordan Teesateskie

Teacher-Housing Maintenance and Replacement

The quality of BSSD teacher housing is constantly improving. A summer push from our Maintenance staff goes into keeping these units up. Each year we replace 20+ doors 20+ windows, install thousands of sq. ft. of flooring, replace and repair a handful of roofs, replace dozens of appliances and beds, etc. We have a number of housing units 50+ years old; most of the older units are from the BIA days. Currently we've been able to replace older housing at a rate of about 4 units per year. BSSD owns approximately 73% of it's 150 teacher housing units with the remaining 27% being leased at an average rate of $975/mo. We know, in the long run owning rather than renting saves the District and newer houses are far better insulated than older houses. Continual efforts to replace older housing will benefit the District on many different levels, with teacher recruitment and retention at the top of the list. Two new upcoming projects intended to replace some higher priced rentals are a 3-plex in Unalakleet and Shaktoolik. We solicited an architect from Architects Alaska to design these town-house style 3-plexes. BSSD will seek financial assistance from AHFC/Rasmuson Foundation for construction. Our department has also been looking into other methods of energy efficient construction. Specifically, structural engineered panels, which are very energy efficient and have a relatively low labor cost.



new 3-plex design, shown 2, 3-plexes side by side

Schools

Shishmaref K-12 School Renovation/Addition

The State of Alaska, DEED has funded the FY18 Shishmaref K-12 School renovation/addition. As you are aware, the Shishmaref School is crowded, over 200% capacity. For comparison, our other two BSSD crowded schools, Stebbins and Brevig Mission, are at 100% capacity. This 12,400 sq ft addition will add 11 new classrooms, currently the school has 10 classrooms, and also added will be a much-needed MPR/lunchroom.

The project budget is set at $16,514,294; the State grant amount is $16,184,008, BSSD's share is $330,286. As you know this project was the DEED's #1 school construction priority. It was becoming clear that with the State finances in the shape they are in, that if this project did not receive funding this year it probably wouldn't happen for quite a while. There are a lot of dedicated BSSD staff who deserve credit for making this project funding a

reality. Past superintendent Davis, Kerry Jarrell and board member Melvin (Dumma) Otton. These three were involved in the Moore vs. State of AK lawsuit in 2007, which settled a discrepancy in rural school funding and created the REAA school construction fund. The BSSD School Board of Directors in 2013 for invested early on in A&E design work. BSSD Maintenance and Facilities Department past and present, Bob Dickens, Rick Ried, Frank Johnson and Dr. Bolen have contributed greatly to the successes we've seen. LA Commack, whose grant applications have brought his project to the State's #1 priority. Also thank you to BSSD's lobbyist John Walsh and DEED's Tim Mearig for making this project a priority. Lastly our legislative reps, Senator Olson and Representative Foster for keeping the REAA fund in tact. Go Northern Lights!

Playgrounds

Two playground projects were finished this past quarter in Shaktoolik and Stebbins. Silas Paniptchuk initiated these projects during the facilities meeting last April when he pointed out their village has been without a playground for a number of years. The community of Shaktoolik quickly came on board with Stebbins right behind, with the Assistant Principal Betty Hall providing support in Stebbins. Both of these projects were multi-entity funded and completed with 100% local hire.

New community playground, Shaktoolik

Funding and donations:

NSEDC	both projects
City of SKK	equipment use
SKK native corp.	surface gravel
SKK IRA	money donation
BSSD	labor pay both projects, equipment freight
City of Stebbins	money donation

Playground Labor:

SKK- Eugene Asicksik, Michael Kulakhon, Tyson Asicksik, WBB- Kelsey Dan, John Evan Lawrence Martin, Anthony Tonuchuk

White Mountain School vehicle garage/maintenance shop

The White Mountain School's garage was recently completed. We're close to our goal of having school garages at all sites with only Elim, Golovin and Unalakleet remaining. The White Mountain project was built with local hire and the BSSD boilerman and electrician. White Mountain carpenters: Donald Ione, Gerry Ashenfelter and CJ Iyatunguk.

New White Mountain vehicle garage/ maintenance shop

Diomede School Foundation

We experienced a serious life safety concern this fall when part of the new Diomede Elementary School's foundation failed. Four of the main diagonal supports broke under tension and a few of the main vertical supports shifted. Immediate action was taken, the original engineering firm was brought on board and a plan was developed to make the school safe. The structural engineer and Roger Thompson, Level Best from Nome constructed solid temporary supports, which will remain in place until a permanent fix can be made. Thank you to Sony Mashiana for pulling together some quick, difficult logistics.

Diomede school temporary bracing along side foundation supports

There was discussion regarding teacher housing architectual designs, renewable energy ideas, double wall definition, apartment design details, UNK funding options, portable houses in SHH, DIO teacher housing, climate concerns, and custodial trainer.

- **LUNCH:**

  The Board recessed for lunch at 12:31 PM

- **LUNCH ENDS:**

  The Board reconvened from lunch at 1:00 PM

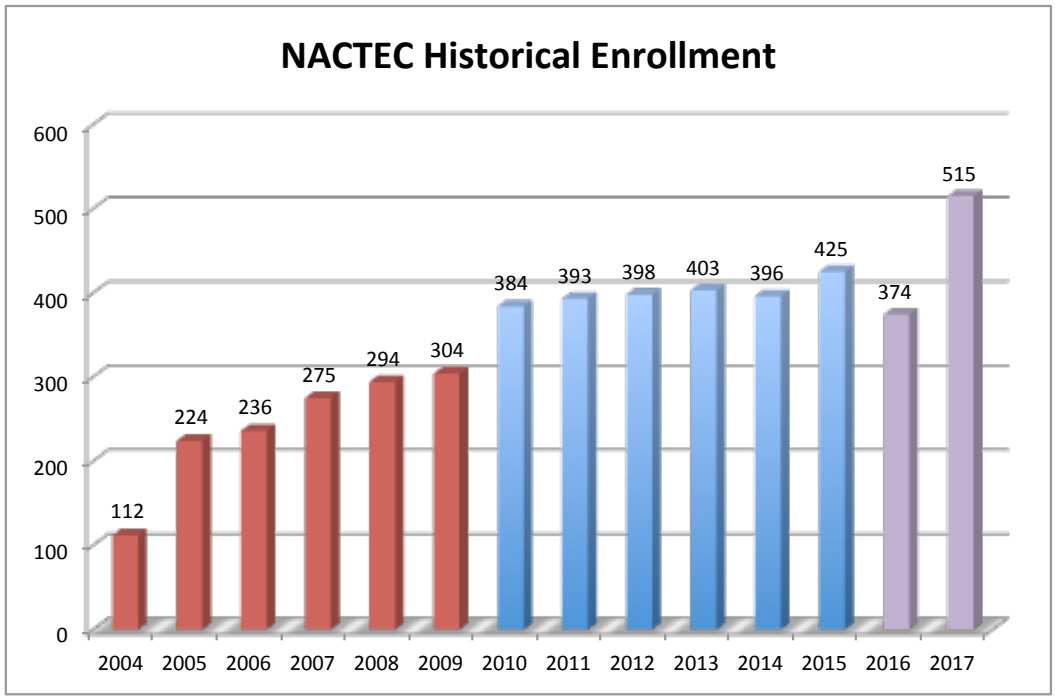
❖ **REPORT ITEM B:**

NACTEC Report

Doug Walrath – NACTEC Director, presented to the Board.

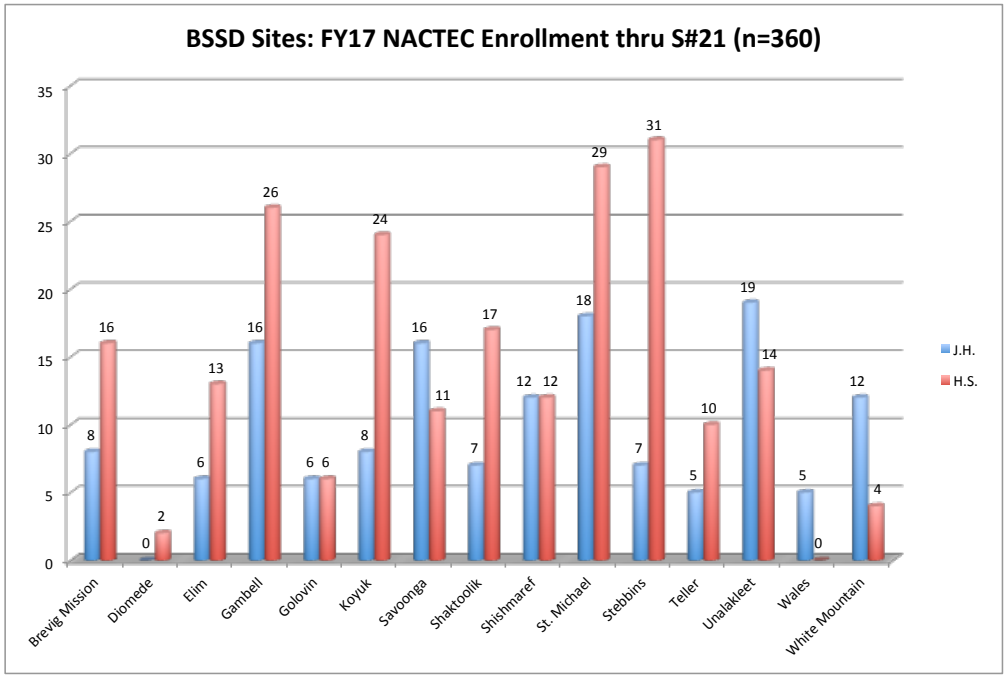
FY17 YEAR IN REVIEW

FY17 set a record with a new all-time high student enrollment. **Chart #1** depicts the growth from FY04-FY09 start-up years (red) when annual enrollment averaged 241 trainees/year. The next six years (blue) experienced a dramatic increase, with 66% enrollment growth averaging 400 trainees/year between FY10-FY15. High school multi-week residential programs grew (up from **78%** capacity in FY16) to 92% capacity (**23.9 trainees**) in FY17, while Jr. High residential programs grew (up from **92%** capacity in FY16) to 95% capacity (**24.6 trainees**) in FY17.



Graph 1. Annual Student Enrollment Since NACTEC Inception

The 2017-18 school year represents NACTEC's 15th year of delivering high school student training programs. Participation across all 15 BSSD sites remains consistent, in light of the challenges air transportation and bad weather oftentimes present. 360 of the 515 trainees served in FY17 (70%) were BSSD students. ***Graph 2*** displays the breakdown in attendance by site with the red bar representing High School students and the blue bar representing Junior High students.



Graph 2. BSSD FY17 Site-level Enrollment in Jr. High and H.S. Programs

PROGRAM HIGHLIGHTS

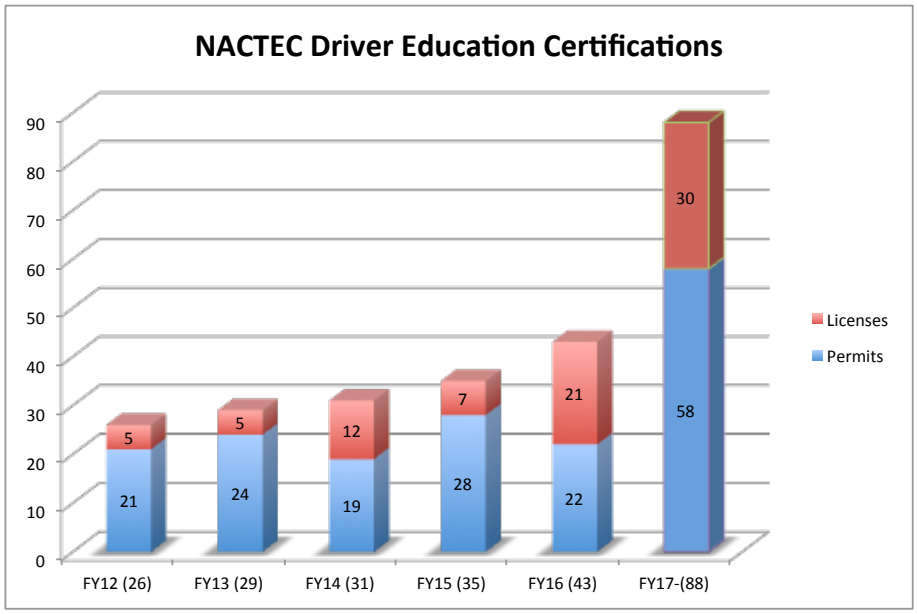
Driver Education – FY17 was a record year with the number of State of Alaska certifications (instructional permits, provisional, and Class D licenses) doubling from a previous all time high of 43 in FY16 to 88 in FY17. See **Graph #3**. The hiring of a full-time instructor was instrumental with these gains.

Current efforts in FY18 are geared toward getting 8th grade students their State of Alaska I.D. during 8th grade Career Exploration courses, so that bulk permitting can occur at the end of the school year, for 14-year-old students, to attain their instructional permit during May, 2018 Freshmen Transition Camp programs. This will increase students behind the wheel drive time, so important to their success, during high school training programs.

NACTEC has also been working closely with Kendra Nichols-Takak in Kawerak, Inc's., *Education, Employment, and Training* division to deliver adult behind the wheel driver education training during breaks in between residential programs. 88% of adult trainees who have attempted road tests (14 of 16) have successfully completed training, earning their Class D driver's license. The opportunity to deliver adult training, approved and coordinated through the region's adult training partners (Nome Eskimo Community, Kawerak, Inc. and UAF-Northwest Campus), permits reporting outcomes helpful for NACTEC's continuation as a Regional Training Center. The driver education training has been very well received, as reported recently on October 20th:

"Dear Kendra,
I would like to thank you and Kawerak for all that you do for the Norton Sound. I am extremely grateful for my new driver's license. For someone who has little to no access to a vehicle, I am thankful for the Adult Driver's Education Course in Nome. I also enjoyed the driving instructors. They were kind, patient and informative. Without the course it would have been a long time to receive my driver's license and without the license it is less appealing to employer's."

- Adult Driver Education Trainee



Graph 3. Driver Education Certifications Attained in FY12 – FY17 Through NACTEC

AVTEC Transitions – Year two of a three-year program supported by industry partner, Saltchuk, was delivered in April, 2017. Fifteen students in grades 11 & 12 from NPS and BSSD participated in this Nome and Seward-based program. *Three students from the 2016 program who continued on to AVTEC all successfully completed their programs.* Two students from 2017 are currently on AVTEC's waiting list for Welding and Heavy Equipment/Diesel programs. New to the 2017 program was the addition of an industry partner field experience in Anchorage, exposing students to NAC jobs statewide (See Picture 1).

Picture 1. AVTEC Transition Program Students Visit NAC Worksite in Anchorage

Allied Health – Efforts are underway to highlight 12 past BSSD graduates, and former NACTEC students who have completed either: *Introduction to Health Field, Emergency Trauma Training (ETT), Certified Nursing Assistant (CNA),* or *Pre-Session/ETT* training who have continued on to work for Norton Sound Health Corporation as Community Health Aides, CNA's or Registered Nurse, in the form of a 2018 calendar to celebrate NACTEC's 15 years of training.

LEGISLATIVE

Budget: Representative Foster's leadership role as House Finance Co-Chair can't be understated as to regional importance. Noting Unrestricted General Fund cuts of $400,000 to NACTEC's budget in 2015 & 2016, one of Rep. Foster's priorities was restoring a portion of the recent funding cuts. Under Rep. Foster's leadership 38% of the funds cut ($150,000) were restored through Alaska Construction Academy funding in FY18. Additionally Rep. Foster fought to keep funding in place for Nome Youth Facility, so important to keep N.W. Alaska youth in region. As a result (2) former BSSD students, enrolled through NPS at Nome Youth Facility, were served at NACTEC in FY17. *Should your path cross with Rep. Foster, please express appreciation as without his efforts, funding NACTEC would look quite different*.

FY18 legislative priorities include efforts to re-authorize Education Tax Credits legislation that will otherwise sunset on Dec. 31, 2018. *Industry partner tax credit support, represents 25% - 33% of NACTEC's annual funding for the past 7-9 years.*

ADVISORY BOARD

NACTEC will be hosting the annual Advisory Board meeting on December 11th and 12th. Invitations have been extended to representatives from each of the villages to participate, as well as each of NACTEC's business partners in the Bering Strait region.

- **REPORT ITEM C:**
  Lobbyist Report
  John Walsh – Legislative Liaison, presented to the Board.

  There was discussion regarding legislative interests, community and region consensus, legislative threat, and regional cooperation.

- **REPORT ITEM D:**
  AASB Climate Survey
  Claudia Plesa–AASB Community Engagement Educator and Coordinator, presented to the Board.

- **REPORT ITEM F:**
  Election Results – Board & AEC
  Perry Corsetti – Director of Human Resources, presented to the Board.

  There was discussion regarding the length of Mr. Iworrigan's seat, AEC chairman listed, AEC vacancies, Board site visits, written complaints, and school report cards.

- **REPORT ITEM G:**
  1st Quarter Financial Report
  Mark Vink – Business Manager, presented to the Board.

BERING STRAIT SCHOOL DISTRICT

General (School Operating) Fund Budget
For the three months ended September 30, 2017

REVENUES	FY2018 BUDGET	FY2018 ACTUAL	PERCENT of TOTAL
Foundation revenue	36,589,630	9,303,912	25%
Federal Impact Aid	14,500,000	15,341,074	106%
TRS/PERS on behalf	4,055,000	1,013,750	25%
Rental Income	1,600,000	287,185	18%
Investment earnings	550,000	139,454	25%
Federal SLC (Internet subsidy)	6,190,000	1,547,500	25%
Other state and local revenue	350,000	114,448	33%
Medicaid and other	300,000	17,210	6%
Total revenues	64,134,630	27,764,533	43%
EXPENDITURES			
	12,803,349	2,085,998	16%
Teachers salaries			
Classified salaries	7,275,55	1,196,78	16%
Principal & managerial salaries	3,186,59	680,765	21%
Substitute salaries	474,81	56,770	12%
Employee benefits	12,559,90	2,152,863	17%
Sub-total personnel	36,300,209	6,173,181	17%
Audit services	85,000	0	0%
Communications	7,156,952	111,613	2%
Equipment	305,878	65,742	21%
Equipment- maintenance	240,000	54,782	23%
Insurance	850,000	785,808	92%
Legal services	40,000	5,972	15%
Other professional services	361,000	98,180	27%
Other purchased services	340,263	184,809	54%
Rentals	40,500	6,375	16%
Stipends	120,000	22,600	19%
Supplies - instruction	1,600,807	253,259	16%
Supplies - maintenance	600,000	87,952	15%
Travel	2,396,720	366,346	15%
Utilities - electricity	2,300,000	237,112	10%
Utilities - heating fuel	2,000,000	505,580	25%
Water/sewer/other utilities	900,000	87,223	10%
Other expenses	272,809	56,986	21%
Subtotal non-personnel	19,609,929	2,930,339	15%
Transfer to other funds	8,150,000	0	0%
Total transfers	8,150,000	0	0%
Total expenditures	64,060,138	9,103,520	14%
Excess/(deficiency) of revenues over expenditures	74,492	18,661,013	

BERING STRAIT SCHOOL
DISTRICT
QUARTERLY FINANCIAL STATEMENTS
FOR THE THREE MONTHS ENDED SEPTEMBER 30, 2017

REVENUES AND EXPENDITURES - ALL FUNDS

REVENUES		
STATE FOUNDATION	$	9,303,912
FEDERAL IMPACT AID		15,341,074
TRS/PERS ON BEHALF		1,013,750
CAPITAL PROJECTS		11,381
SPECIAL REVENUE FUNDS		403,465
RENTAL INCOME		287,185
INTEREST INCOME		139,454
FEDERAL SLC SUBSIDY		1,547,500
TRAVEL DEPARTMENT REVENUE		252,381
LOCAL and OTHER REVENUES		131,658
TOTAL REVENUES		28,431,760
EXPENDITURES		
SALARIES		4,691,446
FRINGE BENEFITS		1,372,000
PROFESSIONAL SERVICES		113,416
COMMUNICATIONS		114,283
INSURANCE		785,808
TRAVEL & STIPENDS		405,247
UTILITIES		856,447
RENTALS & OTHER SERVICES		561,649
TEACHING SUPPLIES		314,962
MAINTENANCE SUPPLIES		94,119
FOOD SERVICE SUPPLIES		700,581
EQUIPMENT		122,881
BUILDINGS & IMPROVEMENTS		563,524
OTHER EXPENSES		67,300
TOTAL EXPENDITURES		10,763,66
EXCESS OF REVENUES OVER EXPENDITURES	$	17,668,097

BERING STRAIT SCHOOL DISTRICT
QUARTERLY FINANCIAL STATEMENTS
September 30, 2017

BALANCE SHEET - ALL FUNDS

ASSETS	
CASH & INVESTMENTS	$ 43,546,258
ACCOUNTS RECEIVABLE	160,961
INVENTORY	1,754,973
OTHER ASSETS	4,835,156
TOTAL ASSETS	$ 50,297,348
LIABILITIES AND FUND BALANCE	
ACCOUNTS PAYABLE	$ 140,277
ACCRUED PAYROLL AND LIABILITIES	2,243,511
FUND BALANCE	47,913,560
TOTAL LIABILITIES AND FUND BALANCE	$ 50,297,348

BERING STRAIT SCHOOL DISTRICT
INVESTMENT ANALYSIS REPORT
30-Sep-17

INTEREST INCOME EARNED AS OF 09/30/17	$ 139,454.14
DAILY AVERAGE FOR 91 DAYS	$ 1,532.46

CURRENT INVESTMENTS

MATURITY DATE	DOCUMENT	INTEREST RATE	PRINCIPAL
OPEN	Wells Money Market	Variable	6,590,199.52
3/31/19	US Treasury Bill	Variable	1,296,646.00
6/15/19	US Treasury Bill	Variable	990,350.00
3/31/20	US Treasury Bill	Variable	1,484,115.00
9/15/20	US Treasury Bill	Variable	3,277,197.00
1/31/22	US Treasury Bill	Variable	985,040.00
3/31/22	US Treasury Bill	Variable	1,242,925.00
11/15/22	US Treasury Bill	Variable	492,225.00
8/15/21	US Treasury Bill	Variable	911,493.00
8/15/23	US Treasury Bill	Variable	733,432.70
8/15/24	US Treasury Bill	Variable	583,107.50
8/31/24	US Treasury Bill	Variable	2,185,372.75
2/15/25	US Treasury Bill	Variable	986,330.00
11/15/26	US Treasury Bill	Variable	511,607.25
3/31/24	US Treasury Bill	Variable	500,135.00
2/15/27	US Treasury Bill	Variable	745,462.50
8/15/27	US Treasury Bill	Variable	893,880.00
9/29/20	FMLMC Bond	Variable	497,865.00
4/1/26	FHLMC Bond	Variable	66,163.68
12/1/30	FNMA Bond	Variable	365,539.73
5/1/31	FNMA Bond	Variable	454,111.88
5/1/38	FNMA Bond	Variable	21,754.03
4/24/25	Fed Farm Credit	Variable	1,000,000.00
Various	Corporate obligations	Variable	9,177,094.40
	TOTAL INVESTMENTS		35,992,046.94
	CASH BALANCE		7,554,210.82
	TOTAL CASH AND INVESTMENTS		$ 43,546,257.76

BERING STRAIT SCHOOL DISTRICT
CORPORATE OBLIGATION DETAIL
30-Sep-17

CURRENT INVESTMENTS

MATURITY DATE	DOCUMENT	INTEREST RATE	PRINCIPAL
5/5/21	American Express Credit	Variable	424,379.50
2/1/26	Anheuser-Bush	Variable	413,804.00
10/1/25	Applied Materials	Variable	267,105.00
1/11/23	Bank of America	Variable	435,391.25
8/16/23	Bank of NY	Variable	366,937.50
5/15/18	Berkshire Hathaway	Variable	204,734.00
1/31/20	Capital One	Variable	301,590.00
1/15/23	Comcast Corp	Variable	304,632.00
7/15/18	Commonwealth Edison	Variable	260,130.00
4/1/23	Discovery Comm	Variable	431,732.90
12/15/21	General Mills	Variable	512,985.00
3/1/22	Gilead Sciences	Variable	295,668.00
9/10/18	John Deere Capital	Variable	207,774.00
2/1/24	JP Morgan	Variable	396,900.00
3/1/18	McDonalds	Variable	253,890.00
4/10/24	Metlife	Variable	261,357.50
6/1/19	Microsoft	Variable	260,750.00
7/28/21	Morgan Stanley	Variable	332,769.00
4/1/21	Nbcuniversal media	Variable	322,848.00
4/1/23	Newell Rubbermaid	Variable	262,650.00
5/25/24	Prudential	Variable	364,084.00
6/12/25	Reynolds American	Variable	267,960.00
8/15/18	Southern Cal Edison	Variable	361,826.50
9/25/19	Toronto-Dominion Bank	Variable	251,662.50
1/17/19	Toyota Motor Co.	Variable	301,524.00
3/15/22	Unitedhealth Group	Variable	383,475.00
5/15/23	Waste management	Variable	296,535.00
9/9/24	Wells Fargo	Variable	431,999.75
	TOTAL CORPORATE OBLIGATIONS		$ 9,177,094.40

There was discussion regarding fund transfers and investments.

❖ **REPORT ITEM H:**

Cultural Programs, Art & CTE Report

John Weemes – Coordinator of Vocational Programs, presented to the Board.

Growing Our Own Teachers

We have continued to sustain and expand programs and activities with the objective of transitioning students and staff into and then completing teacher preparation programs to achieve the goal of dramatically increasing the number of regional residents that hold Type A teacher certifications.

Margaret A. Cargill Foundation – SILKAT Partnership

We are implementing the work plan of our MACF Partnership intended to increase the number of local residents entering and completing teacher preparation programs. We

currently have a cohort of BSSD paraprofessionals supported by funding from the UAF-SOE partner grant. We have over forty BSSD paraprofessionals being supported by BSSD's partner funding and are in the process of recruiting an expanded formal cohort for BSSD ongoing financial support. We are supporting numerous BSSD students in dual credit college courses and offering targeted education preparation courses by our staff through distance delivery. Teaching artist residencies are offered to each site for cultural knowledge transmission and for the inspiration of students to explore the possibilities of becoming a certificated Bilingual/Bicultural teacher.

Future Educators of Alaska (Educators Rising – Alaska)

For many years, BSSD has participated in programs offered through the University of Alaska-Fairbanks - School of Education - K-12 Outreach Program known as "Future Teachers of Alaska" then as "Future Educators of Alaska". Going forward, this program will be merging with a national organization known as "Educators Rising". The continuing purpose of our Future Educators of Alaska Program is to increase the available workforce of educators committed to Alaska by inviting and supporting Alaskan students in the exploration of education as a potential career. We have a scheduled monthly Google Hangout with site clubs on each second Thursday at 3:45. Almost all school sites have indicated a desire to participate this year and we will build on the momentum of the past years participation along with connecting this program with SILKAT and other initiatives that support our student to teacher pipeline.

Bilingual and Bicultural Programs

Heritage Language Instruction

The support and expansion of Heritage Language instruction is a priority and our continuing focus is the integration of Heritage Language components across the instructional day. We will continue to develop/gather resources and explore methodological approaches and practices in teaching heritage language and literacy to both speakers and non-speakers. Partnerships and collaborations that are committed to these processes are essential for the success of this endeavor. We work closely with Culture Bearers and Tribes in our communities and region. Kawerak Inc., UAF's Alaska Native Language Center, Northwest Campus, K-12 Outreach (Educators Rising Alaska), Inuit Circumpolar Council-Alaska and others are working together to develop, customize and implement programs in our schools that expand opportunities for Heritage Language acquisition and ongoing development.

Professional Development

We continue to emphasize collaborative professional development opportunities for site instructors to gather together and learn from each other. Several specific opportunities such as Google Drive training and Power School training as well as culturally appropriate classroom structure and practice are integral components **B.R.E.A.L.** (**B**icultural education-**R**esource development-**E**ducation outreach-**A**dvocacy strategies-**L**eadership capacity) gatherings of our Bicultural and Bilingual staff and will continue to be an ongoing priority.

Curriculum Resources and Documentation

Numerous instructional resources, historical and recent, have been shared with staff. The gathering of information from sites and from the work done during professional development opportunities is ongoing. This expands the depth of documentation and honors the regional contribution of communities. An example is the current development of a Skin Sewing Resource Guide by pulling together components (lesson plans, student

writings, photographs, Elder interviews, etc.) from around the region in a living document that will continually be expanded.

Materials Support

The Curriculum and Instruction Department has addressed the need for an adequate supply of resources for meaningful instruction to occur. One support in place is the processing of site cultural materials requests through district level funding allocations and assisting site based instructors in identifying sources for materials and expediting material deliver to sites.

Career and Technical Education Programs

Fabrication Laboratories

BSSD has been able, through partnership and collaboration, to move forward with piloting "Fab Lab" structures. Currently we have a developing program in place at Unalakleet Schools and Stebbins School. The programs include specialized training in Dillingham for the use of industry standard software and visiting one of the premier Fab Lab programs in the state in Sitka. We have acquired the basic equipment needed to expose our students to these learning opportunities. This equipment includes computers that run Windows software for design and machining of projects. Fabrication equipment includes vinyl cutters for sticker making, t-shirt appliques and other graphic products. A laser engraver/cutter to profile and engrave wood, leather, acrylic and etch into metal in order to create plaques picture frames for awards and memorabilia. A CNC router for projects such as BSSD inspired blank starter masks for student storytelling and creating other wood objects for use or sale most notably reproductions of Fender style electric guitars by Stebbins School students. A 3-D Printer for prototyping objects designed by students such as toggling harpoon heads being designed by Unalakleet students. Perhaps most significantly, students have exposure and the opportunity for basic mastery of the industry standard design software Rhino CAD and manufacturing software Rhino CAM.

Instructional Resources and Support

Our CTE Facilitator works individually with sites to address needs in facilities, staff and supplies. Also, the CTE Facilitator, if requested, offers on site collaborative support for site-specific CTE programming.

Unmanned Aerial Systems (a.k.a. UAV or drone)

We continue to utilize Unmanned Aerial Systems in stand-alone instructional activities that address numerous focus industries in Alaska and beyond. Systemic inclusion of Unmanned Aerial Systems for the support and enhancement of all curricular and extracurricular programs as a lever for 21st century skill acquisition for all learners is an overarching goal of the Unmanned Aerial Systems Program in the Bering Strait School District. Recently we entered into dialogue with ASD to explore the possibility of utilizing their structures and curricula to develop a BSSD UAS FAA (Part 107) commercial drone pilot license strand as a STEM initiative.

Focus Industry (maritime-construction-mining-gas/oil-education-logistics)

The Alaska Department of Labor and Workforce Development has identified several focus industries that represent the highest need/growth areas. We continue to analyze these trends and offer experiences in these areas for students. Aligning our current capacities with focus industries such as emphasizing aluminum fabrication and outboard repair (welding and small engines) for the marine industry is an ongoing effort. Activities that

draw on multiple skills required to meet industry needs are offered to school sites such as Maker Spaces and Fab Labs for the integration of design and build capacity to solve real world problems through collaboration and the application of 21st Century tools and knowledge.

EXAMPLE NARRATIVE- "During Oct 6th-8th, a group of CTE instructors attended an aluminum welding and fabrication training in Savoonga. The school and community worked together and came up with the concept to design and create a ferry/barge system to aid in the crossing of a river on there way to hunting camp. Friday evening after arriving, participants were fortunate enough to meet with a few local folks that had interest in the project. We were able to see photos of the water crossing location and discussed scaling up our original design. After working late into the night crunching numbers and discussing options we felt comfortable with our new design. (A pontoon structure that measures 14' long by 8' wide) Saturday morning started with a general aluminum-welding introduction with plenty of practice. After lunch, we jumped right in and started fabrication finally wrapping up for the night around 10:30. Sunday morning was spent reinforcing and lining things up so that the students could finish the project using what we did as an example."

Media Services Programs

The beginning of the school year is always a very busy and exciting time of year for BSSD Media Services. New books, videos and audiobooks that arrived over the summer are cataloged and processed. We ordered Battle of the Book library books last spring so that they were ready to send to all the schools in August. The Migrant Education free books are once again Battle of the Books titles. Most of them arrived over the summer. All of our Battle books are at the schools and in the hands of children and coaches. Everyone is enthusiastic about Battle of the Books this year. Last year we had 400 students participating in the district competitions. We hope that even more students participate this year.

We continually update and expand our Media Services Website. Here are just a few items that we have either added or updated:

- This year we added a weekly blog that is updated with new posts every Friday. This will replace the monthly newsletters. Now information and media tips will be timelier. The other reason we switched to the blog is that everyone can easily access previous posts and search for relevant topics that were previously discussed. Readers can also add comments to posts for a more interactive experience.
- We uploaded our entire audiobook collection into a Google Drive folder. The files are only available to staff when they are logged into their BSSD Google account. The audiobooks are easy to download directly from the media website. Now teachers will have instant access to our CD collection without waiting wait for the mail. This will also help us out so that our discs are not damaged or lost.
- The Battle of the Books pages are continuously updated as new information and resources become available. The Coaches Closet page has a Google document that coaches can instantly access to ask questions or share information. Every age group has a section with resources for students and coaches.
- We have been creating video tutorials on accessing and using Destiny Discover, our library system. We will be adding a tutorial series for students and staff about creating book trailers. This new section should be published in November. Four

videos have already been created. Videos on other topics will be created at the request of BSSD staff.

- We are creating links across the departments so that everyone has more than one access point for finding information and resources across the district. Our home page has the Student Activities Calendar for a quick view of upcoming student events. We also have links to the student broadcasting website, CTE as well as Art. We will be adding more as the school year progresses.

- We are collaborating with the CRESEL grant project by adding web pages about the Connected and Respected curriculum. We will continue to add resources so that staff members have quick access to materials, information as well as video tutorials.
- We added an index as well as instant access to literature resources that can be downloaded within the webpage when teachers are logged into their Google accounts. We also added a section where teachers can order media kits and create their own custom kits. The form is instantly sent to us so that we can get the requested items sent to the school quicker.

At the district library we are also improving and expanding books and materials for teachers and students. We have added several new media kits including ECE Board Books, Graphic Novels with how-two resources, and Learning Through Music. We are hoping to add Maker Space kits across the grade levels, coding, and augmented reality kits with a 360° Theta camera to document school and village events.

We are expanding our eBook and digital audiobook collection. We have added the following eBook series and collections:

- Marzano and Teacher reference eBooks
- Alaska eBooks on a variety of nonfiction topics
- Series novels: Bone, Diary of a Wimpy Kid, Judy Blume collection
- "Who Was/Is" biography series for intermediate grade levels.

The best part about expanding our ebook collections is that students can access books across the district that can be downloaded and read anywhere. We can also expand our series collections without taking up precious space on library shelves.

Provided on site support to Wales, Diomede, Teller and Shishmaref this fall for the following activities:

- Workshops and trainings for staff and library clerks
- Workshops for students covering information standards, research, and how-to sections for accessing media
- Updating library collections
- Processing and cataloging new books
- Battle of the Books question/answer forums
- Assist with digital graphic design projects, and any other media requests

Media Center

We are in the process of updating and revitalizing the district media center. Media has drastically changed in the last twenty-five years. Our media centers need to adapt to this changing world. Our students are learning in new, exciting ways using digital media. We need to capitalize on the research and technology that is available so that our students have the best advantage to be successful locally as well as globally. We are working on the following projects:

Media Kits

New kits are being planned that cater towards STEAM topics. These new kits will be more interactive with items that children can explore with instead of book-only kits. We will be adding interactive science kits along with plans for mobile Maker Space kits. We are working towards providing teachers with kits on demand where they can ask for a collection of books and materials that are put together for their individual needs. We are looking at this model for literature and our Alaska collection. For example, a teacher can request a kit composed of grade-level literature. We will pull titles from our Battle of the Books Collection, Novel sets, and Alaska books to create a personalized kit.

Non-Fiction and Alaska collection expansion (ELA Standards Shifts)

We are revitalizing our libraries by updating and expanding our nonfiction and Alaska collections. This multi-year project will focus on adding ELA curriculum related titles mentioned in the Additional Resources sections of the literacy texts.

Archiving and Digitizing Regionally Important Resources

We digitized our collection of literacy resources for teachers. Teachers will now be able to access these resources online through Google/Destiny rather than having to wait for them to arrive in the mail. We are in the process of archiving and digitizing our Strait Talk materials. Soon everyone district-wide will be able to access previous editions of Strait Talk through Google/Destiny. We have an amazing collection of regional items stored, and not easily accessible to anyone. We are working on digitizing these materials so that staff, students and community members can have access to them.

eLearning access

We have expanded our eLearning and reference materials through the use of World Book Online, which spans K-12 and early college level. World Book provides easy access to primary source research materials, worldwide current events, and expanded access to WorldBook eBooks for k-12. These eBooks can be used district wide without checkout restrictions. eBooks and digital audiobooks purchased this school year are focused on Battle of the Books selections.

Media Services informational/instructional PD resources

We have greatly improved media access through Follett Destiny Library system that includes not only interactive access to all of our media content, but also direct access to our eBooks and digital audiobooks.

Heritage Museum

We are working towards creating a heritage museum with all of our archival materials with easy access through touch tables. This is a multi-year project. We have four touch tables in schools so that students and teachers can use them for collaborative learning projects while we build the heritage museum. People are encouraged to stop by and explore the capabilities. We would like to have this multi-media tool for all of our libraries so that students can work collaboratively and also explore their region.

Arts and Arts Integration Programs

Itinerant Art Site Visits

Our itinerant arts integration facilitator has traveled to Wales, Stebbins, Teller, and St. Michael so far this year to design and deliver cross-curricular arts experiences for students and teachers.

Site Art Liaisons

We continues to work with liaisons from each of our schools who help their staff to integrate arts into their classroom, host after-school art clubs and community art nights, submit artwork for the Art in the Airport program and other local and state art shows, help support teaching artist residencies, and provide resources like the Project Articulate kits to their colleagues. The group meets via Google Hangout on a monthly basis.

Administrator's Arts Academy

Seven BSSD administrators- Ginger Crockett (KTS), Roxanne Meniguin (WAA), Jack Kingsford (ELI), Marc Jong (SKK), Mary Huntington (KKA), John Juvinall (WBB), and Rob Taylor (GAM) along with John Weemes and Robin Child gathered in Juneau for three days of leadership development activities intended to encourage and support the integration of arts and culture into Alaskan schools. Elders Marie Olson and Ernestine Hayes addressed the 60+ participants about their views on Culturally Responsive Education and how each person could play a role in positive change for all Alaskan students. Lt. Governor Byron Mallott spoke to and visited with the participants about his views on education and our children's future while joining us at a reception at The Canvas- a community arts center- to talk about the importance of the arts in education and share his support for the work our principals are doing to increase arts experiences for our students!

SILKAT (Sustaining Indigenous Learning and Knowledge through Arts and Teaching)

17 educators from 5 BSSD sites are currently enrolled in the UAF class Arts & Place-based teaching Strategies- a professional development course designed by BSSD teachers for BSSD teachers. The course is offered to classified teachers working towards certification as well as certified teachers seeking continuing education opportunities. The course is designed to boost confidence and competence in integrating arts, place-based, and culturally relevant curriculum.

An exciting part of the SILKAT project is the funding to support local and regional artists to deliver cultural art teaching residencies in each community! We hope that many schools will participate in exciting this opportunity.

Artists-in-Schools: This year, Koyuk, Elim, Golovin, Savoonga, Shaktoolik, Stebbins, and Diomede have the opportunity to take place in the Artist-in-Schools program. This program, supported by the State of Alaska and the National Endowment for the Arts with additional funding from the Rasmuson Foundation and BSSD, brings high quality arts experiences and training for teachers, students, and the greater community in a variety of mediums. The first AIS residency is scheduled for November 7-22nd in Golovin, with visiting cultural artist Moe Wassilie!

Arts Working Weekend- October 27-29th

During this workshop, 16 SPED teachers and Art Liaisons from around the District gathered to work with teaching artist MK MacNoughton of Juneau. The four main goals of the workshop were for teachers to:

- Learn strategies for integrating the arts into classroom instruction and curriculum for all students with particular attention given to students with disabilities
- Develop an increased awareness of the impact of the arts on student performance, motivation and attendance for all students with particular attention given to students with disabilities
- Develop own creative and critical potential in the arts as a source of self-expression, problem solving, motivation, and critical thinking
- Increase confidence of self as artist and as a teacher of the arts for all students with particular attention to students with disabilities

Content Integration
Our Arts integration Facilitator has developed numerous resources for site support. The BSSD Arts Page documents many of the facilitated or site based arts experiences for students and communities. The alignment of artful activities with our core programs is an ongoing focus and numerous instructional resources have been made available to schools.

Teaching Artists
A teaching artist residency for all schools is a goal that will be met through the continuation of the ASCA-Artist in Schools program and through other residencies developed for sites individually through our MACF – SILKAT Partnership. These residencies are intended to function not only as an access point for students but also as professional development for all instructional staff and as a tool for community engagement.

Site Arts Liaisons
The support for arts integration into core content instruction and the facilitation of teaching artists residencies are primary functions of the site based Arts Liaison Program. Also, support for K-12 activities such as the ARTiculate Kits and the BSSD Visual Arts Curriculum are ongoing.

Distance Delivery
In collaboration with the Alaska State Council on the Arts and "New Visions" partner districts, we are able to offer instruction through our VTC system and other digital meeting tools. The initial offering of a visual arts course in Painting was extremely well received by staff and students. All staff and student have access to Music First, which is an online portal for music instruction, collaboration and creation/sharing.

There was discussion regarding CTE shops, Growing Our Own Teachers, NSEDC Funding, and art in airports.

❖ **REPORT ITEM I:**
Superintendent's Report
Dr. Robert Bolen – Superintendent, presented to the Board.

Good Afternoon School Board Members and Listening Audience

Curriculum Update
We are in our 4th year of National Geographic Cengage work and second year of our Eureka and Big Ideas Math work. In addition, we have our new HS ELA program Springboard under way this year.

Although are results are not necessarily where we want them on PEAKS testing this first year, we are seeing big improvements from our students in their aimswebPlus monitoring. The new aimswebPlus platform allows for us to drill deeper into scores and provide more meaningful interventions for our students. This past October inservice focused primarily on ensuring teachers and administrators are focusing on the right portions of the curriculum and that all the vital components for students learning are being covered.

Teacher Shortage
Perry and I have been participating on a committee created by UAF to look at the factors related to the ever-increasing teacher shortage in Alaska. The committee is made up of members of the UAF staff, 3 Superintendents, 2

HR Directors, the Department of Education certification office, members of the Coalition for Equity, and others around Alaska interested in improving teacher turnover. The committee is developing research questions that can help explain what the contributing factors might be, as well as what other states or countries might be doing to address the issue. Northwest Education Research is leading the research effort.

SILKAT

BSSD is working with UAF to support our teachers with instructional materials and professional development in the areas of math and science through the SILKAT grant. 8 certified teachers have been presenting units created through partnerships with UAF to improve learning within our schools. Staff that lead and participate in these units of improved instruction can receive 3 credits professional development. We anticipate that this learning will benefit all of our teachers should they choose to participate in teaching the units.

CHAMPS

The CHAMPS efforts are continuing around the district with all fifteen- school sites working hard to improve the learning environment for students and teachers. Karl Schleich continues to meet monthly with CHAMPS Liaisons to focus on student engagement, time on task, and reducing behaviors incidents in our schools. Trainings for the teams occur by VTC on a monthly basis. Liaisons conduct short classroom observations and provide colleagues with non-judgmental, non-evaluative feedback using the Basic 5 Observation form. These observations focus on student engagement, and other indicators of effective classroom management and instruction. Liaisons also facilitate "data-dialogs" in which the data collected across the District and at their site is reviewed. The review of this data supports teacher reflection and consideration of the management and instructional decisions they make. Finally, liaisons are also members of their school's PM-Foundations Teams that are designed to systematically collect, and analyze behavior data at the school level, prioritize the needs of the school and develop and implement plans to address those priorities.

Summary of data:

There have been over 500 separate classroom observations providing feedback to teachers that they otherwise would not likely receive. BSSD continues to improve in collecting data that shows students are more engaged in the classroom. Additionally, the observation data indicates that teachers are increasingly paying attention to praise-worthy student behavior, a strategy that research supports as a "best practice." The collection and review of behavior data can lead to an increased consciousness of classroom practices. One effect of the data collection is the reinforcement of existing effective practices within the school district.

Plus More-Foundations Teams

We are continuing our work with our Plus-More Foundation Teams in the district. These teams are designed to identify students that may be falling through the cracks in our schools. Foundations Teams are developing the capacities to collect and analyze behavior data. Typically, behavior data includes attendance data, office referral data, suspension data, survey data (students, parents and staff), and observational data. Based on the data, schools prioritize the areas of focus for improvement within the school, develop plans designed to address their school's priorities, and solicit support of the staff and community to implement these plans. Our focus
this year is creating a sustainable RtI process that supports struggling students and

provide professional development to colleagues in the area of school climate, common area management and supervision, safety, and bullying.

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Truancy

This year we have revamped our truancy efforts across the district. We all know the impact student attendance has on student learning. Students not in attendance fall behind and create not only a learning gap for themselves but also for the rest of the class. When students are absent, teachers must spend additional time helping these students catch up and cover missed material. At the same time, this takes the teacher away from the rest of the class and creates a learning gap for the students that are in attendance everyday. High absences are being examined across the district and the Plus-More Teams are working to address the needs of students on an individual basis. In addition, Amber Cunningham is running weekly reports for every school, creating parent letters for schools to send to parents, and working with the State Attorney's office in Nome to hold families accountable for students not attending school. It is our responsibility as educators that students have every opportunity to be in school and learn.

AASB Leadership Academy

We have 4 students and 2 chaperones attending the AASB Youth Leadership Institute this week in Anchorage. This is the first time in about 4 years that we have had students participating. This should be a great learning experience as students will participate in leadership activities as well as sit along with the Board. Students attending are Charlie Ningealook (SHH), Vadim Yenan (SVA), Miriam Kulowiyi (SVA), and Alison Homekingkeo (KKA). All students completed an essay that was judged by a committee on why Leadership is important to them.

Brevig Mission School

Brevig Mission, Alaska

May 9, 2017

To: Bering Strait School Board

From: Brevig Mission School AEC

RESOLUTION: REQUEST FOR EXPANDED FACILITIES AND STAFF

WHEREAS the student population of Brevig Mission School is currently 153 students and is projected to reach 175 students by FY 2021; and

WHEREAS Brevig Mission School has only 9 full size classrooms; and

WHEREAS Brevig Mission School currently has 13 certified teachers; and

WHEREAS Brevig Mission School's current teacher housing is at capacity; and

WHEREAS the seating capacity of our school gym is 168 people; and

WHEREAS the 2015 US census estimate for Brevig Mission is 442 people; and

WHEREAS the the number of Brevig Mission School cooks and janitors has not increased since the late 1980s;

THEREFORE, let it be resolved that the Brevig Mission AEC requests the addition of classrooms, teaching staff, and teacher housing sufficient to maintain quality education for our growing population; a gym with sufficient seating to accommodate parents and community members as they gather together to support our students; and an increase in kitchen and janitorial staff sufficient to maintain student needs; and

THEREFORE, let it be resolved that the Brevig Mission AEC calls on the Bering Strait School Board to support, plan for and allocate the resources necessary to increase the facilities and staff at Brevig Mission School, as outlined above, so that the growing population of students in Brevig Mission can receive the support and opportunities they deserve.

Sara Scetot, President

Michael Olanna, Member

Frieda Southall, Member

Rence Olanna, Member

Arlene Day, Member

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There was discussion regarding principal evaluations, tribal court options, truancy, District Report cards, District test scores, teacher standards, teacher improvement plan follow-ups, progress monitoring, past monitoring tests, standardized testing, and communication problems.

XI. AEC MINUTES:

The AEC minutes were read.

XII. PUBLIC COMMENTS:

Silas Paniptchuk, Aurora Johnson, Irene Navarro, Sherman Richard, Jeanette Iya, Robert Tokeinna, Jeff Erickson, Jeannie Sleeper, Annabelle Cunningham, and Annie Weyiouanna made some comments.

XIII. DATE, TIME, & PLACE OF NEXT MEETING:

The next meeting to be held will be on February 8, 2018 in Stebbins, AK.

XIV. ADJOURNMENT:

MOTION:

Annie Weyiouanna made a motion to adjourn at 4:02 PM. Seconded by Sherman Richard. Motion carried.