



**North Slope Borough School District Board of Education  
Archie K. Brower Conference Room, Central Office  
Utqiagvik, AK**

**Unapproved Minutes  
Regular Meeting  
October 13, 2022  
1:00 p.m.**

**CALL TO ORDER AND MOMENT OF SILENCE:** Robyn Burke, Board President, called the Board of Education Regular Meeting to order at 1:00 p.m. at the Archie K. Brower Conference room and over ZOOM Video Communications in Central Office in Utqiagvik, Alaska.

**WORDS OF WISDOM:** Elsie Itta, in Utqiagvik, Alaska provided words of wisdom to the Board of Education.

**FLAG SALUTE:** The Pledge of Allegiance was led by the Board of Education.

**ROLL CALL:**

Nora Jane Burns – Present  
Madeline Hickman – Present  
Frieda Nageak – Present  
Qaiyaan Harcharek – Present

Charles Brower – Present  
Robyn Burke- Present  
Nancy Rock – Present  
Student Representative: Magdelina Stringer – Present

**APPROVAL OF AGENDA:** Frieda Nageak MOVED to APPROVE the agenda. Nancy Rock SECONDED the motion.

Frieda Nageak MOVED to AMEND the agenda to move Item G, Recognition of Visitors, after Item E. Approval of Agenda. Nora Jane Burns SECONDED the motion. Question called for UNANIMOUS CONSENT. No objections. The motion carried UNANIMOUSLY.

Question called for UNANIMOUS CONSENT on the main motion. No objections. The motion carried UNANIMOUSLY.

**RECOGNITION OF VISITORS:** The Barrow High School Student Council, District staff and community members were recognized as present.

**APPROVAL OF CONSENT AGENDA:** Nancy Rock MOVED to APPROVE the Consent Agenda. Frieda Nageak SECONDED the motion. Question called for UNANIMOUS CONSENT. No objections. The motion carried UNANIMOUSLY.

**HIGHLIGHTED SCHOOL REPORT, AĻAK SCHOOL** is presented by Principal Stanley Bolling. The report consisted of: student enrollment, new staff, distance learning classes for 7<sup>th</sup> grade, SAC elections, student activities. Martin Okpeaha-Oktollik, K-3<sup>rd</sup> Grade, Alfred Aveoganna, 4<sup>th</sup>-8<sup>th</sup> grade, Raquel Ahmaogak-Nayakik and Alex Panik in Grades 9<sup>th</sup>-12<sup>th</sup> grade were recognized as the distinguished students in their grade levels. Jane Sielak, Classified Employee, and Kathy Bodfish, Certified Employee, were recognized as the distinguished staff at AĻak School. Tiana Bodfish was recognized as the distinguished volunteer at AĻak School.

Board discussion regarded congratulations for students participation in sports and for the distinguished students, staff, and volunteer; limited charter services for student travel; and staff retention.

**PUBLIC COMMENTS:** No public comments were received by the Board of Education.

**MONTHLY FINANCIAL REPORT, JULY 2022** is presented by Dennis Niedermeyer, Interim Director of Finance. Under BP 3460, Periodic Financial Reports, the Superintendent or designee shall keep the Board informed about the district's financial condition. The following report reflects the financial activity of the North Slope Borough School District for the period ending July 31, 2022. The information was generated from the district's financial system. The report reflects the standard reporting information currently available from the Tyler Infinite Visions system. The report includes: general fund function summary; general fund with object detail; general fund balance sheet including cash and investment; all fund summary of expenditures; and all fund summary of revenues. The business office continues to work with Tyler Technology on developing reporting that is user friendly and reflect the information elements contain in the prior monthly reports you have received. These reports are information only and required no school board action either for approval or acceptance as they are a matter of public information. A copy of this report will be transmitted to the North Slope Borough as they have indicated they are interested in receiving them. This report includes the annual financial report as of June 30, 2022, prepared October 8, 2022 on the historical general fund function summary and historical general fund with object detail on revenues, expenditures, and transfers.

Board discussion regarded improving the format of the report.

**PURCHASES OVER 10K** is presented by Reginald Santos, Director of Information Technology. This agenda item meets the following Board policies: Board Policy 3300, Expenditures/Expending Authority; Board Policy 3310, Purchasing Procedures; Board Policy 3311, Bids; and Board Policy 3312, Contracts. The software renewals are licensing agreements as listed below: BorderLAN Network Security (Fortinet Firewall); Fortinet FortiGate enables organizations to build high-performance, ultra-scalable, and security-driven networks. To ensure malware doesn't slip into our network via encrypted traffic, high-performance, reliable inspection must be ensured. This will be paid under the Information Technology supplies/materials/media account code 100.200.355.000.450 with an account balance of \$41,381.81. BorderLAN Network Security (Fortinet Firewall), in the amount of \$38,023.48, for a term ending December 23, 2023. There are no grant funds associated with the funding of the attached contracts. For compliance with BP 3311, BorderLAN, the reseller of Fortinet products, is a member of NCPA. NCPA (National Cooperative Purchasing Alliance) is a leading national government purchasing cooperative working to reduce the cost of goods and services by leveraging the purchasing power of public agencies in all 50 states. NCPA utilizes state-of-the-art procurement resources and solutions, resulting in cooperative purchasing contracts that ensure all public agencies receive products and services of the highest quality at the lowest prices.

Board discussion regarded other anticipated software renewals and other organizations served by Fortinet Firewall.

**RESOLUTION 23-02, AUTHORIZATION OF INDIVIDUAL FOR THE SCHWAB INVESTMENT ACCOUNT #6711-3310** is presented by Dennis Niedermeyer, Interim Director of Finance. This meets Strategic Plan Goals 4.0 Financial & Operational Stewardship, and 4.2 Financial Stewardship. The Board of Education's current policy, BP 3430, Management of District Assets/Accounts and Investing/Investment authorized only the Chief Financial Officer as the Investment Office. As such the School District does not currently have any authorized individuals on the School District's Schwab

One Account. The Board of Education is reviewing Board Policy 3430 in a second reading at this October 13, 2022 Regular Meeting, changing the delegation of authority to the Superintendent or his/her designee to conduct transactions, manage the District's investments program, and operate the investment program consistent with the policy. Resolution 23-02 identifies the authorized individuals to operate and manage the Schwab One Account #6711-3310 as required. These individuals are listed as: David Vadiveloo, Chief School Administrator/Superintendent, and Lila Peterson, Director of Finance/Chief Financial Officer.

#### RESOLUTION 23-02

#### A RESOLUTION OF THE NORTH SLOPE BOROUGH SCHOOL DISTRICT AUTHORIZATION OF INDIVIDUAL FOR THE DISTRICT'S SCHWAB ACCOUNT # 6711-3310

WHEREAS, the North Slope Borough School District (School District) maintains a Schwab One Account in the name of the School District; and,

WHEREAS, the current authorized individuals are no longer employed by the School District; and,

WHEREAS, the School District Board of Education wishes to delegate authorization to the Superintendent/Chief School Administrator and the Director of Finance/Chief Financial Officer as the authorized individuals for the School District's Schwab One Account # 6711-3310.

NOW THEREFORE BE IT RESOLVED that the School District Board of Education hereby appoints and delegates all authority to the following authorized representative for the North Slope Borough School district's Schwab One Account # 6711-3310:

David Vadiveloo, Chief School Administrator/Superintendent

Lila Peterson, Director of Finance/Chief Financial Officer

PASSED, APPROVED, AND ADOPTED BY THE NORTH SLOPE BOROUGH SCHOOL DISTRICT BOARD OF EDUCATION this 13<sup>th</sup> day of October 2022.

Frieda Nageak MOVED that the NSBSD Board of Education ADOPT Resolution 23-02, a Resolution of the North Slope Borough School District Authorization of Individual for the District's Schwab Account #6711-3310. Nancy Rock SECONDED the motion. Question called for UNANIMOUS CONSENT. No objections. The motion carried UNANIMOUSLY.

**OVER AGE STUDENT ENROLLMENT** is presented by Caitlin Santos, Director of Curriculum & Instruction. This meets Strategic Plan Goals 1.0 Student Success, and 1.5 Multiple Pathways. According to Alaska Statute 14.03.080, Right to Attend School, a person over school age may be admitted to the public school in the school district in which the person is a resident at the discretion of the governing body of the school district. A person over school age may be charged tuition by the governing body of the school district. Two over age students, who were both previous students of an NSBSD school, are requesting enrollment to complete graduation requirements and receive a diploma. These students will participate via in-school and remote instruction. Previous graduation cohorts are 2021 and 2022, therefore, the current graduation requirements apply to both students (identified as S1 and S2) as: S1- completed 6 credits towards graduation; and S2- completed 10 credits towards graduation.

Board discussion regarded the State of Alaska's over age limit of attending school at 20 years old or more.

Nancy Rock MOVED that the NSBSD Board of Education APPROVE the enrollment for two over age students, identified as S1 and S2, to complete graduation requirements via in-school and remote instruction only.

**BOARD POLICY UPDATE - SECOND READING OF: BP 3430, MANAGEMENT OF DISTRICT ASSETS/ACCOUNTS; BP 3544.1, DISTRICT-OWNED VEHICLES; BP 4112.4, HEALTH EXAMINATIONS; BP 6142.1, FAMILY LIFE/SEX EDUCATION; AND BP 6142.2, AIDS INSTRUCTION** is presented by Chelsie Overby, Board Secretary, and read by Board members Robyn Burke and Frieda Nageak. Board Bylaw 9311, Board Policies:...Prior to adoption, policies shall normally be given two readings by the Board. At its second reading, the policy may be adopted by a majority vote of all members of the Board. Board Bylaw 9313, Administrative Regulations: The Superintendent or designee shall develop administrative regulations when required by law or Board policy, or when, in his/her judgement, Board endorsement of district procedures is desired. The Board approved the revisions recommended by the Association of Alaska School Boards and district administration through the first reading held during the September 8, 2022 Regular Meeting. These policies have incorporated the revisions for a clean version of the policy for its second reading and upon Board approval, its adoption. Board Policy 3430, Management of District Assets/Accounts revision is consistent with the Board's intent that the primary purpose of such investments is the preservation of capital. Board Policy 3544.1, District-Owned Vehicles will be brought to the Board in November for further revision to be reflective of current practice. Board Policy 4112.4, Health Examinations revision eliminates the provision previously under state law that required employees to undergo physical examinations every three years as a condition of employment. A school board may still opt to require physical examinations, but they are no longer required under the state regulation 4 AAC 06.050. Board Policy 6142.1, Family Life/Sex Education revisions are to meet Alaska State Statutes. Board Policy 6142.2, Aids Instruction, revisions are to meet Alaska State Statutes.

#### BP 3430 MANAGEMENT OF DISTRICT ASSETS/ACCOUNTS

##### SCOPE

This investment policy applies to the activities of the NORTH SLOPE BOROUGH SCHOOL DISTRICT with regard to investing the short-term financial assets of the District. All investments shall be in compliance with this policy unless otherwise specifically authorized by the Board.

##### OBJECTIVES

The District's primary investment objective is preservation of principle in the process of managing the short-term investment portfolio to provide for financial stability. It is the objective of this policy to assist in accomplishing the following:

Maximize earnings on District funds invested in high-quality, low risk securities with the overall prudent management of funds to maximize overall earnings at acceptable levels of overall risk.

Investment of funds in securities with return of principal in a time frame consistent with the anticipated funding needs of the District, thereby reducing the risk of loss of principal due to market changes or untimely security sales.

Ensure necessary liquidity of District funds for cash flow purposes.

##### DELEGATION OF AUTHORITY

The Superintendent or his/her designee shall conduct transactions, manage the District's investments program, and operate the investment program consistent with this policy.

The Chief School Administrator and Director of Finance, in conjunction with the School Board, shall review this policy at least annually to ensure its consistency with the objectives of income, growth and safety, and changes in applicable laws and financial trends. Any proposed amendments to the Investment Policy will be first presented to the Finance Committee and require approval by the Board of Education.

#### PRUDENT INVESTMENT APPROACH

Investments shall be made exercising the judgement and care under the circumstances then prevailing that a prudent investor of ordinary professional prudence, discretion, and intelligence exercises in managing investments with consideration for the investment objectives and the probable safety of the capital as well as the probable investment returns.

#### ETHICS AND CONFLICTS OF INTEREST

Employees involved in the investment process shall refrain from personal business activity that could conflict with execution of the investment program or which could impair their ability to make impartial investment decisions.

#### REPORTS

The Superintendent or his/her designee will routinely monitor market conditions, the portfolio contents, the relative value of competing instruments and actual investments returns. Performance review of investments shall be conducted on a quarterly basis.

Performance Review. The review of each investment will address.

Actual income and cash generated by the investment.

Rate of Return

#### G. INSTRUMENTS

District short-term funds may be invested in the following categories:

United States government obligations

Direct obligations of an agency or instrumentality of the United States of America, and obligations on which the timely payment of principal and interest is fully guaranteed by any such agency or instrumentality.

Repurchase agreements secured by obligations of the United States government, or an agency or instrumentality of the United States government.

Negotiable certificates of deposit issued by a bank receiving the highest short term credit rating from two Nationally Recognized Statistical Rating Organizations.

Shares of a money market mutual fund or other collective investments fund registered under the Federal Investment Company Act of 1940, whose shares are registered under the Federal Securities Act of 1933.

The maximum maturity of any single security shall not exceed five years. The weighted average maturity of the portfolio shall not exceed 2.5 years. The average weighted quality of the portfolio must be at least AA/AA2.

#### I. CONCENTRATION LIMITS

The following limitations shall be observed in the investment of funds:

Instrument Category Maximum, Maximum per Single Issuer

U.S. Government obligations 100% 100%  
Repurchase Agreements 100% 100%  
U.S. Agency obligations 100% 50%  
Bank Certificates of Deposit 50% 10%  
Money Market Mutual Funds 100% 100%  
cf. 3400 - Management of District Assets/Accounts  
cf. 3450 - Money in School Buildings

Legal Reference:

ALASKA STATUTES

14.14.060 Relationship between borough school district and borough

14.17.505 Fund balance in school operating fund

ALASKA ADMINISTRATIVE CODE

4 AAC 06.120 Accounting and audit manuals, charts of accounts, code descriptions

4 AAC 06.121 Annual financial reporting requirements

4 AAC 09.130 School district audit

4 AAC 09.160 Fund balance

Adopted: 09/10

Revised: 10/20

Revised: \_\_/22

BP 3544.1 DISTRICT-OWNED VEHICLES

The Board recognizes the importance of having district-owned vehicles for the conduct of district business; however, district vehicles will be used for official business only. Personal use will not be permitted, unless exceptions are specifically made by the Board or by the Superintendent. Transportation to and from work shall be the responsibility of the individual employee.

District vehicles shall be defined as any mode of transportation purchased with District funds and is registered, insured, and/or maintained by the district.

Adopted 6/01

Revised \_\_/22

BP 4112.4/4212.4/4312.4 HEALTH EXAMINATIONS

Note: Alaska Statute 14.30.075, enacted in 2016, provides that school districts may require physical examinations of teachers as a condition of employment. Districts are not required to pay the cost of teacher physical exams and this does not affect the coverage of any health insurance benefits the district provides to teachers.

Employees may be required to pass a physical and/or psychological examination any time such an examination appears necessary to preserve the health and welfare of district students and employees, or to furnish medical proof of physical or mental ability to perform satisfactorily the assigned duties of an individual's position, or as a condition of employment.

(cf. 4119.41 - Employees with Infectious Disease)

Legal Reference:

## ALASKA STATUTES

14.30.075 Physical examinations for teachers

## ALASKA ADMINISTRATIVE CODE

4 AAC 18.010 Teachers' and administrators' contracts

Adopted 6/01

Revised 09/18

Revised \_\_\_/22

### BP 6142.1 FAMILY LIFE/SEX EDUCATION

Note: For districts receiving federal funds, section 7906 of the Every Student Succeeds Act sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds not be used to (1) develop or distribute materials or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials to minors on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age appropriate and includes the health benefits of abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities.

The School Board believes that a wholesome, well-planned sequence of instruction about family life and human sexuality is essential to the general education of all students. Lack of information or pervasive misinformation can cause low self-esteem, increased risk for sexually transmitted disease, unintended pregnancy or sterility, and school dropout. The district curriculum shall help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality.

(cf. 5141.41 Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.2 – AIDS Instruction)

The family life/sex education program shall encourage students to be abstinent and to conceptualize sexual behavior in the ethical and moral context of marriage. The program shall be age-appropriate and shall address a full range of topics, including parenting and birth control, and shall emphasize that abstinence from sex is the only totally effective protection against unwanted pregnancy and sexually transmitted diseases.

The Superintendent or designee will inform district curriculum specialists, those who teach sex education, school nurses, and other appropriate school staff of federal funding restrictions regarding the distribution of contraceptives and the development and distribution of materials that may promote or encourage sexual activities. Teachers who provide instruction in family life/sex education shall have professional preparation, either in preservice or in-service, in the subject area.

(cf. 5141.42 Professional Boundaries of staff with students)

Classes or programs in sex education, human reproduction education, or human sexuality education may only be instructed by a certified staff member employed by or contracted with the District or by an individual approved by the School Board who is supervised by certificated staff members of the District.

Before curriculum, literature, or materials related to sex education, human reproduction education, or human sexuality education may be used in a class or program or distributed in a school, the items must be approved by the School Board and available for parents to review.

The Superintendent or designee shall ensure that family life/sex education materials and instruction are continuously evaluated in light of information received from students, parents/guardians, and teachers, including information about what students did or did not learn, whether the program was workable for the teachers, and how it can be improved.

The Superintendent or designee may appoint a Family Life/Sex Education Advisory Committee representing a divergence of viewpoints to participate in planning, implementing and evaluating the district's family life/sex education program.

(cf. 1220 - Advisory Committees)

Parents/guardians shall be notified in writing at least two weeks before students are offered any instruction in which human reproductive organs and their functions, processes, or diseases are described, illustrated, or discussed. This notification shall inform parents/guardians that they may review instructional materials to be used in family life/sex education instruction, review the credentials of any presenter who is not a certified teacher of the district, and that they may request in writing that their child not attend the class. At the parent/guardian's request, any student may be excused from any part of family life/sex education instruction.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

Per AR 1312.2, Individual Students may be excused from using challenged materials after the parent/guardian has presented a request in writing. The teacher will then assign the student alternate materials of equal merit.

Legal Reference:

#### ALASKA STATUTES

14.03.016 A parent's right to direct the education of the parent's child

14.30.360 Health education curriculum; physical education guidelines

14.30.361 Sexual education, human reproductive education, and human sexuality education

14.30.355 Sexual abuse and sexual assault awareness and prevention

14.30.356 Dating violence and abuse policy training, awareness, prevention, and notices

#### UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. § 7906, as amended by the Every Student Succeeds Act (P.L. 114-95 December 10, 2015)

Adopted 6/02

Revised 8/03

Revised \_\_/22

#### BP 6142.2 AIDS INSTRUCTION

Note: For districts receiving federal funds, section 7906 of the Every Student Succeeds Act sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds not be used to (1) develop or distribute materials or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials to minors on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age



appropriate and includes the health benefits of abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities.

The School Board recognizes that Acquired Immunodeficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV) pose a public health risk. An effective weapon against the spread of this deadly disease is public education.

The district's health education program will include factual information about the transmission of AIDS and HIV. Students will be informed of voluntary behaviors that can result in infection and will be encouraged to prevent infection by making wise decisions in their daily lives. Instruction shall emphasize that abstinence is the only totally effective protection against AIDS through sexual transmission.

Instruction must be appropriate to the age and grade level of the students receiving it. The School Board particularly desires that students receive proper AIDS education before they reach the age when they may adopt behaviors which put them at risk of contracting AIDS.

Parents/guardians and community members should have input into the selection and/or development of instructional materials to be used in AIDS instruction. The curriculum shall be updated regularly.

(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)

(cf. 6141 - Curriculum Development and Design)

(cf. 6142.1 - Family Life/Sex Education)

Sufficient classroom time should be provided to fully cover essential knowledge appropriate for each grade level and allow students time to ask questions and discuss issues raised by the information presented.

In cooperation with local health agencies, as appropriate, the Superintendent or designee shall provide a program of orientation and information about the AIDS instructional program for parents/guardians and interested members of the community. This program shall include the opportunity to examine all instructional materials. Staff providing the instruction shall receive training in accordance with BP/AR 5141.42, Professional Boundaries of Staff with Students. Before students receive AIDS instruction, parents/guardians shall be notified, in writing, at least two weeks before any instruction, description, illustration, or discussion on human reproduction or sexual matters, including human reproductive organs and their functions, processes, or diseases. In addition, this notification shall inform parents/guardians that they may review the instructional materials and review the credentials of any presenter who is not a certified teacher of the district and request in writing that their child does not attend the class.

At the parent/guardian's request, any student may be excused from any part of family life/sex education instruction.

Per AR 1312.2, Individual Students may be excused from using challenged materials after the parent/guardian has presented a request in writing. The teacher will then assign the student alternate materials of equal merit.

(cf. 1220 – Advisory Committees)

(cf. 1312.2 - Complaints Concerning Instructional Material)

(cf. 5141.23 - Infectious Disease Prevention)

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

(cf. 6142.1 - Family Life/Sex Education)

Legal Reference:

ALASKA STATUTES

14.03.016 A Parent's right to direct the education of the parent's child

14.30.360 Health education curriculum; physical education guidelines

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. § 7906 as amended by the Every Student Succeeds Act (P.L. 114-95 December 10, 2015)

Adopted 6/02

Revised 8/03

Revised /22

Nancy Rock MOVED that the NSBSD Board of education APPROVE the SECOND READING and FINAL READING of Board Policy 3430, Management of District Assets/Accounts; Board Policy 4112.4, Health Examinations; and Board 6142.1, Family Life/Sex Education; and Board Policy 6142.2, Aids Instruction, as described in this memo SB23-056 and attachments. Frieda Nageak SECONDED the motion. Question called for UNANIMOUS CONSENT. No objections. The motion carried UNANIMOUSLY.

**BOARD POLICY UPDATE - FIRST READING OF: BOARD POLICY 1312.2, PUBLIC COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS; BOARD POLICY 5137, POSITIVE SCHOOL CLIMATE; BOARD POLICY 5141.41, CHILD ABUSE PREVENTION; BOARD POLICY 5147, DROPOUT PREVENTION; AND BOARD POLICY 6141.3, MULTICULTURAL EDUCATION** is presented by Board Secretary Chelsie Overby and read by Board members Robyn Burke and Frieda Nageak and Chief School Administrator David Vadiveloo. Board Bylaw 9311, Board Policies:...Prior to adoption, policies shall normally be given two readings by the Board. At its second reading, the policy may be adopted by a majority vote of all members of the Board. Board Bylaw 9313, Administrative Regulations: The Superintendent or designee shall develop administrative regulations when required by law or Board policy, or when, in his/her judgement, Board endorsement of district procedures is desired. These revisions are recommended by the Association of Alaska School Boards. Board Policy 1312.2, Public Complaints Concerning Instructional Material, revision reflects that instructional materials should be free from cultural biases or perspectives that promote discrimination or disparity. This ensures instructional materials should be culturally responsive and support students' cultural identity and knowledge and clarifies the complaint process regarding instructional material. Board Policy 5137, Positive School Climate, revision identifies the role of a positive school climate in student success, requiring staff maintain such a climate, and identifying cultural responsiveness, social and emotional supports, and trauma informed practices, among others, as critical components of a positive school climate. Additional language includes encouraging annual review of school climate and supporting professional development. Board Policy 5141.41, Child Abuse Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention, revision establishes a training program for students on education relating to: sexual abuse and sexual assault awareness and prevention for students in kindergarten through grade 12; and dating violence and abuse in grades seven through 12. Additional language is provided for parent notices of such information. Board Policy 5147, Dropout Prevention, revision ensures the district will analyze dropout data to identify and correct any disproportionality and to prevent dropout of students who have experienced trauma utilizing trauma-informed and evidence-based approaches. Board Policy 6141.3, Multicultural Culturally Responsive Education, revision recognizes Alaska's indigenous peoples and benefit of culturally responsive education for improvement of student outcomes. Additionally, it directs the Superintendent to develop guidance on how to best serve the student population while considering cultural needs, including language instruction and access to cultural content.

## BP 1312.2 PUBLIC COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS

The School Board takes great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students, their parents/guardians, or other district residents. The School Board shall strive to adopt instructional materials that refrain from cultural biases or perspectives that promote discrimination or socioeconomic disparity based on race, ethnicity, religious or cultural beliefs, disability, familial status, sexual identification or sexual orientation. The School Board will strive, when possible, to incorporate culturally responsive materials and materials that support students' cultural identity and local knowledge.

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

*(cf. 6161.11 - Supplementary Instructional Materials)*

The Superintendent or designee shall establish procedures which will permit ~~proper~~ the equitable and transparent consideration of any complaints against the use of any instructional materials, including textbooks, supplementary textbooks, library books, and other instructional materials and equipment.

*(cf. 1312.3 - Public Complaints Concerning Discrimination)*

The School Board ~~believes expects~~ and trusts the Superintendent and staff are well qualified to consider complaints concerning instructional materials. ~~Complainants are advised to consider and accept t~~The Superintendent or designee's decision as is the final response from the district administration. However, if the complainant finds the decision of the Superintendent or designee unsatisfactory, he/she may request that the matter be placed on the agenda of a regular School Board meeting. The request shall be made in writing and addressed to the President of the Board of Education as well as the Superintendent or designee.

The administration or School Board's decision in any such case will be based on educational suitability and will not be influenced by a desire to suppress information or deny students access to ideas with which the administration or School Board disagrees.

*(cf. 6144 - Controversial Issues)*

Adopted 6/01

Reviewed 7/02

Revised: \_\_/22

## BP 5137 POSITIVE SCHOOL CLIMATE

Research indicates that student achievement is often higher in schools with a positive climate. The School Board expects that all school staff will contribute to a positive and welcoming climate in each school. This encourages staff to have positive interactions and relationships with students. A positive school climate includes a safe, culturally responsive, supportive, and, well-managed classrooms and school environment. Teachers and staff should consistently acknowledge all students and fairly address students' behavior.

School Climate refers to the social and environmental factors that contribute to students' experience of, and attitude towards, their school. School climate is related to how well students feel connected with others at their school and how comfortable the school setting is for them as a student and for their family. The Board recognizes that students experiencing a positive school climate are more likely to achieve success both academically and socially. The District should implement practices that support a positive school environment. These may include: appropriate expectations that are implemented in a nondiscriminatory manner, social and emotional supports, trauma informed practices, culturally responsive education and supports, community and family relationship supports, a positive peer climate, caring adult relationships, a school safety program, and opportunities for student involvement.

~~The School Board desires to provide orderly and caring learning environments in which all students feel comfortable, share the responsibility for maintaining a positive school climate, and take pride in their school and their achievements.~~

The Superintendent or designee may implement and support strength-based activities such as Social Emotional Learning (SEL) efforts, youth leadership initiatives, family involvement in schools, and community service projects.

~~The district shall encourage attitudes and behaviors that promote mutual respect and harmonious relations. The schools shall promote nonviolent conflict resolution techniques and provide students opportunities to voice their concerns about school policies and practices. The Superintendent or designee may initiate student courts, campus beautification projects, buddy systems, vandalism prevention campaigns, and other programs in which students may identify and solve problems that affect their school.~~

All members of the school community, including staff, students, administrators, school board members and visitors, are expected to serve as role models by demonstrating positive attitudes, cultural sensitivity, and respect to students and staff members. Staff shall use effective classroom management strategies to foster positive social interactions among students, and encourage and recognize activities that foster a positive school climate.

The Superintendent or designee will administer the School Climate and Connectedness Survey on a regular basis, share results with the school board, staff, students and the community, and commit to improving school climate connectedness ratings.

*(cf. 6141.3 - Multicultural Education)*

*(cf. 6142.4 – Community Service)*

~~The schools shall not tolerate any form of harassment, intimidation, or bullying that would interfere with there being a positive school climate. comments or gestures which are vulgar or obscene or which denigrate others on account of sex, race, color, religion, ancestry, national origin, handicap or disadvantage. Students, staff, administrators and school board members who engage in these acts shall be subject to appropriate disciplinary procedures. for bullying other students or for using insults, slurs, or fighting words that may disrupt school activities.~~

*(cf. 5030 – School Discipline and Safety)*

*(cf. 5131.4 – Campus Disturbances)*

*(cf. 5131.43 – Harassment, Intimidation and Bullying)*

*(cf. 5144 - Discipline)*

~~The curriculum and counseling programs shall foster positive racial and ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias, and show them how to deal with discriminatory behavior in appropriate ways. The Board encourages the use of cooperative learning strategies in the classroom in order to foster positive social interactions among students.~~

~~School staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.~~

*(cf. 6142.5 – Volunteer Service)*

Legal Reference:

ALASKA STATUTES

AS 14.33.200 Harassment, intimidation and bullying policy

Adopted 6/01  
Revised: \_\_/22

BP 5141.41 ~~CHILD ABUSE~~ SEXUAL ABUSE, SEXUAL ASSAULT AND DATING VIOLENCE  
AWARENESS AND PREVENTION

Note: Effective June 30, 2017, school districts must establish a training program for students and provide parent notices relating to sexual abuse and sexual assault awareness and prevention for students in kindergarten through grade 12. AS 14.30.355. By the same date, school districts shall establish a training program for students and provide parent notices relating to dating violence and abuse in grades seven through 12. AS 14.30.356.

Every child has the right to live free of physical and emotional abuse, including neglect, sexual assault, and dating violence. The School Board recognizes that such abuse has severe consequences for the child, sometimes resulting in the child's own violent behavior or in ~~drug addiction~~ substance abuse. The district shall provide a comprehensive program of health and safety that educates students regarding the recognition and avoidance of sexual abuse and dating violence and includes parents in prevention and intervention services. Schools are in a position to promote the prevention of child abuse and its recurrence, and to reduce the general vulnerability of children.

A. Sexual Abuse and Sexual Assault Awareness and Prevention

1. The district will provide age-appropriate information to students in grades kindergarten through twelve to teach students the difference between appropriate and inappropriate conduct in situations where sexual abuse could occur, and to identify actions students may take to prevent and report sexual abuse or sexual assault.
2. Students will be informed of referral and resource information, including the availability of student counseling and educational support.
3. The Superintendent will implement various methods for increasing teacher, student, and parent awareness of issues regarding sexual abuse of children.

B. Dating Violence and Abuse Awareness and Prevention

1. The district will provide age-appropriate information to students in grades seven through twelve to teach students the characteristics of healthy and respectful relationships, the warning signs of dating violence and abusive behavior, and measures to prevent, report, and stop violence and abuse.
2. Students will be educated about youth violence prevention that reinforces nonviolent solutions to problems so as to recognize and avoid the threat or use of physical, sexual, verbal, emotional, or psychological abuse to control the person's dating partner.
3. Students will be informed of community and district resources available to victims of dating violence and abuse.

C. Voluntary Participation

A student may be excused from participation in the district's awareness and prevention programs described above upon written request of a parent or guardian, or of the student if 18 years or older, or legally emancipated.

D. Child Abuse and Neglect

Age appropriate and culturally appropriate child abuse prevention curriculum shall be a component of the district's health and safety instruction. This curriculum shall explain students' rights to live free of abuse,

~~inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.~~

The Superintendent or designee shall provide coordinated training for teachers who will use the child abuse prevention curriculum, including instruction in the physical and behavioral indicators of abuse, crisis counseling techniques, community resources, rights and responsibilities to report abuse or neglect, and care for a child's needs after a report is made.

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

*(cf. 4131 – Staff Development)*

Note: Educators may be invited to serve on a multidisciplinary child protection team, if determined appropriate by a consensus of the team. AS 47.14.300

~~The Superintendent or designee shall seek to incorporate community resources into the schools' child abuse prevention programs. To the extent feasible, the Superintendent or designee shall also use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.~~

*(cf. 1020 - Youth Services)*

*(cf. 6142.1 - Family Life/Sex Education Instruction)*

Legal Reference:

ALASKA STATUTES

14.30.355 Sexual Abuse and sexual assault awareness and prevention

14.30.356 Dating violence and abuse policy, training, awareness, prevention, and notices

14.30.360 Curriculum (Health and Safety Education)

47.14.300 Multidisciplinary child protection teams

Adopted 6/01

Revised: \_\_/22

## BP 5147 DROPOUT PREVENTION

The School Board is deeply concerned about the many students who leave school without graduating. The Board particularly desires to provide a learning environment conducive to keeping in school those "high-risk" students who are susceptible to frequent absenteeism, truancy, or tardiness, or who have the potential to drop out because of pregnancy or marriage, financial needs, dislike of school, classes, or teachers, lack of basic skills, disciplinary problems, low self-esteem, emotional or physical problems, or feelings of alienation.

The Board sees every student as a valuable individual to be carefully nurtured and equipped to become a productive citizen.

The Board will review data to understand if there is a disproportional dropout rate of students by race, gender, and economic status. The Board will take action to address and resolve any disproportionality.

The Board recognizes that children who have experienced trauma drop out of school at a significantly higher rate than those who have not experienced trauma. The symptoms of traumatic stress can impact on educational success due to risk factors such as learning challenges, low academic achievement, emotional disturbance, disengagement, and/or truancy. To support the needs of students experiencing trauma, and the needs of all students who may be at risk of dropping out, the District will provide universal and selected evidence-based approaches to create safe, trauma informed, and culturally safe climates and

practices. The District will work to identify those students with increased risk for not completing high school in order to provide additional supports, which may include referrals for external services available to support the student or the student's family

Because children all differ, variations of pace, topic and activity are needed to challenge and interest them. Besides seeking continual improvement in the quality and relevancy of our educational programs, the Board encourages the use of appropriate evidence-based dropout prevention strategies at all age and grade levels.

The Board directs the Superintendent to implement this policy with parental and community involvement.

~~(cf. 5030 – School Discipline and Safety)~~

~~(cf. 5113 - Absences and Excuses)~~

~~(cf. 5131.6 – Drugs, Alcohol and Tobacco Other Drugs)~~

~~(cf. 5141.51 - At-Risk Youths)~~

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

Adopted 6/01

Revised: \_\_/22

#### BP 6141.3-MULTICULTURAL-CULTURALLY RESPONSIVE EDUCATION

Note: A.S. 14.20.020 requires multicultural training for issuance of teaching certificates. A.S. 14.20.035 gives preference in hiring persons with training or experience in cultures represented in the student population.

The School Board recognizes that America has always been a multicultural society composed of diverse peoples who came here from all parts of the globe and are indigenous to these lands. Many regions of Alaska are still predominantly composed of Alaska's indigenous peoples. Public schools are the most common shared experience for most Americans and Alaskans, and it is most appropriate that schools the job of the schools to accurately reflect and respond to the needs and the contributions of all ethnic groups, to the common culture which comprise the student body and staff.

The School Board recognizes that a culturally responsive education that is effectively implemented through culturally proficient instruction can provide the maximum opportunity for students to attain academic and social success. Culturally responsive teaching practices can assist educators in bridging differences in language, heritage, ethnicity, socio-economic status, trauma history and ability.

School staff and Students must learn to respect and work cooperatively with persons of all backgrounds. Culturally proficient and responsive instruction will promote student recognition of should help students realize the value of individual differences as well as the human dignity and worth of common to all people.

The Superintendent or designee shall develop guidance on how to best serve the needs of the student population. The cultural needs of students are an important consideration in policies on curriculum and materials, onboarding and orientation, school climate, language instruction, and access to cultural content.

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

~~(cf. 5137 - Positive School Climate)~~

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

~~(cf. 6174 - Bilingual-Bicultural Education)~~

Legal References

ALASKA STATUTES

14.20.020 Requirements for issuance of certificate  
14.20.035 Evaluation of training and experience

Adopted 6/02  
Revised: \_\_/22

Board discussion regarded the date of revisions of policies older than 10 years; compliance of policies; and importance of the School Climate Connectedness Survey.

Frieda Nageak MOVED that the NSBSD Board of Education APPROVE the FIRST READING of: Board Policy 1312.2, Public Complaints Concerning Instructional Materials; Board Policy 5137, Positive School Climate; Board Policy 5141.41, Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention; Board Policy 5147, Dropout Prevention; and Board Policy 6141.3, Culturally Responsive Education as described in this memo SB23-057 and attachments. Nora Jane Burns SECONDED the motion. Question called for UNANIMOUS CONSENT. No objections. The motion carried UNANIMOUSLY.

**INFORMATIONAL, SCHOOL ADVISORY COUNCIL MEETING HIGHLIGHTS** is presented by Board Secretary Chelsie Overby. This agenda item meets Strategic Plan goals 2.0, Community Engagement and 2.3, SAC. The following includes the highlights of each schools School Advisory Council meetings for the: Ałak School in Wainwright, AK; Meade River School in Atkasuk, AK; Barrow School Advisory in Utqiagvik, AK; and Kali School in Point Lay, AK. For the August 24, 2022 and September 8, 2022 Ałak School SAC meeting is the following: 1. Plant manager report consisted of: bus route change; food shortage, increased food storage from new connex freezer, and SY23 frozen and dry goods on backhaul for the barge; emergency generator not ready for service; and a fully functional pool and need of lifeguards. The SAC requested an update on Ałak School's renovation schedule. 2. Counselor report consisted of: 11 seniors on track to graduate in Spring of 2023; teacher shortage; and 11 students in the On-the-Job training program. SAC members recommended the counselor spend time with Middle and High School students due to the emotional changes they are undergoing. 3. Principal report consisted of: picture day; student enrollment; challenges of student activities such as a lack of a cross country coach and unable to receive physicals for students to participate in sports; preparation for Cultural In-Service; need of internal school cameras to reduce bullying and vandalism activity; students out of school for subsistence hunting; The SAC recommended researching different brands of cameras, review of teacher protocols, and installation of mirrors. The SAC President will draft a letter to the Board of Education recommending these purchases for school safety. Ałak School SAC discussed the following: unified school calendar change due to teacher shortage and use of the Distance Elevate K-12 learning platform for schools being utilized for one ELA class and three more being necessary; SAC Election procedures; SAC member resignations of Edna Ahmaogak and Linda Agnasagga and necessary procedures for appointment; and Staff concerns following complaint procedures. The SAC recommended the school create a newsletter as another form of communication with the community and training program for plant managers to improve operations within the school. For the September 6, 2022 SAC Meeting for Meade River meeting is the following: 1. Plant Manager report consisted of: summer projects such as maintaining teacher housing, flooring, and general maintenance, water heater replacement and pump installation; Gym usage for camps and organizations over the summer; Success of the culture camp; Pool condition and readiness needing lifeguards; and poor condition of the outside school playground. 2. Principal report consisted of: Student enrollment; high attendance rate and incentives such as back-to-school spaghetti feed and raffle, parent/student contact, flexible pathways to return to school, and home visits; staff shortage and vacancies; school-wide morning assemblies for the pledge of allegiance, announcements,



and student recognitions; 8th grade students utilizing 9th grade classrooms due to middle school class size; Culture camp activities; and Sports activities. The Meade River School SAC discussed the following: Elections; hiring process; student behavior on school grounds after school hours. The SAC recommended the school shut the Wi-Fi off at 10:30PM to reduce loitering on school grounds and enforce curfew. For the September 6, 2022 SAC meeting for the Barrow SAC is the following: Kiita Learning Community's report consisted of: Student Council activities and legislative meetings with the house representatives in Juneau; Summer credit recovery; Thirteen graduates from Kiita; Student attendance increase; Increase in student testing in math and English; Student enrollment; Staffing shortage; Need for cameras due to rise in vandalism and attempted arson; The SAC suggested additional funding sources from the City clerk for the funding surrounding a junior council. Barrow High School's report consisted of: student enrollment; Additional class subject offerings with increase in students; Staffing and split FTE's. Eben Hopson Middle School's report consisted of: Student enrollment; Positive school climate; Community engagement in after school activities/events; and Student activities. The SAC discussion regarded: Providing food for teachers and paraprofessionals; Calendar discussion and timeline; On-the-Job training; and invited the student councils to attend the SAC meetings. For the Kali School September 8, 2022 SAC meeting is the following: 1. Principal report consisted of: Student enrollment; Staffing; Added duty contracts; Distance Elevate learning for 7-12 math and science classes; MAP and AIMSweb testing; Elections; Sports athletics schedule; Student council elections in early September; school incident report and conflict resolution and anti-bullying training for students. The Kali School SAC discussed the following: Sports athletics schedule; Board policy updates for BP 0410, 4030, and 5145.3; Three students attending Alaska Excel September 8-13; teacher housing; Bus route change; Increasing night recreation supervision; Student activities; the SAC suggested writing a letter to the Native Village of Point Lay for support regarding additional night recreation supervision.

Board discussion regarded necessity of distance learning due to staff shortage and its challenges.

Board members requested to be informed of School Advisory Council meetings.

**INFORMATIONAL, ENROLLMENT & ATTENDANCE** is presented by Caitlin Santos, Director of Curriculum & Instruction. This agenda item meets Strategic Plan goal 1.2 Attendance. The report includes: current student count from K3-12 by each school site and attendance percentage for September 2022; and in comparison, the School Year 21-22 K3-12 Student Count. Students are counted as present during red school status. Beginning in the 22/23 school year, the method for calculating the attendance was changed to provide more accurate data. Previously, middle and high school students were considered present if they only attended one class period. The new formulate takes into consideration how many periods students are attending. C&I continues to remind administrators and staff of the importance of submitting daily attendance for accurate reporting. Nunamiut School, one hundred four students at sixty-five point sixty-four percent attendance; Tikigaq School, two hundred sixty-seven students at sixty-nine point forty percent attendance; Nuiqsut Trapper School, one hundred sixty-three students at sixty-six point thirty-seven percent; Kali School, eighty-four students at eighty-two point sixty-six percent attendance; Alak School, one hundred sixty-seven students at sixty-five point fifty percent attendance; Harold Kaveolook School, sixty-seven students at seventy-eight point sixty percent attendance; Meade River School, eighty-two students at sixty-nine point thirty-eight percent attendance; Barrow High School, two hundred eighty-eight students at sixty-nine point ninety percent attendance; Eben Hopson Middle School, two hundred forty-five students at sixty-eight point zero-three percent attendance; Fred Ipalook Elementary School, five hundred thirty-three students at eighty-two point forty-five percent attendance; and Kiita Learning Community, forty-eight students at seventy-six point fifty-four percent attendance. The total student count for K3-12 is two thousand forty-eight at seventy-two-point twenty-two percent attendance. The School Year 2021-2022 Student Count is as follows: Nunamiut School, eighty-nine

students; Tikigaq school, two hundred sixty-five students; Nuiqsut Trapper School, one hundred forty-nine students; Kali School, one hundred one students; Alak School, one hundred seventy-six students; Harold Kaveolook School, seventy-five students; Meade River School, seventy-seven students; Barrow High School, two hundred ninety-eight students; Eben Hopson Middle School, two hundred seventy-three students; Fred Ipalook Elementary School, five hundred fifty-five students; and Kiita Learning Community, twenty-eight students. Total Student Count for School Year 21-22 is two thousand eighty-six.

Board discussion regarded an incentives plan to promote and improve attendance in collaboration with each village's organizations and further discuss options in SAC meetings and/or in-services.

**PUBLIC COMMENTS:** Public comment was received by the Board of Education from two people, Heidi Ahsoak and Joseph Akpik. Mrs. Ahsoak's comment regarded dress code regulations in terms of its implementation and requested further review of the policy by the Board and School Advisory Councils. Mr. Akpik's comment regarded the importance of a positive school/student relation that requires improved communication in relation to the dress code regulations by each site.

**SCHOOL BOARD COMMENTS:** Board comments regarded: professional development sessions from the Association of Alaska School Board's (AASB) Fall Boardsmanship Academy, Nunaaqqiurat Tumitchianit committee meetings, and National Indian Education Association Annual Tradeshow and Convention; lack of activities for students in villages and continued review of policies.

Board members requested sharing the Roles and Responsibilities for School Board Members and Superintendents received from AASB with Board members and School Advisory Council members.

**SCHEDULING OF NEXT MEETING:** October 18, 2022 AASB Professional Development Work Session in Utqiagvik, AK at the Archie K. Brower Conference Room / ZOOM Video Communications; November 16, 2022 Work Session in Utqiagvik, AK at the Archie K. Brower Conference Room / ZOOM Video Communications; and November 17, 2022 Regular Meeting in Utqiagvik, AK at the Archie K. Brower Conference Room / ZOOM Video Communications.

**ADJOURNED AT 4:42 P.M.** Nora Jane Burns MOVED to ADJOURN. The meeting stands adjourned.

Respectfully submitted for the August 16, 2023 Regular Meeting:

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Chelsie Overby, Board Secretary

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Robyn Burke, Board President

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Frieda Nageak, Board Clerk