Denali Borough School District
P.O. Box 280 • Healy, Alaska 99743 • (907) 683-2278 • FAX (907) 683-2514

**Thursday, September 17, 2026**
**REGULAR SCHOOL BOARD MEETING WORK SESSION AT 6PM; REGULAR SB MEETING AT 7PM**
**Cantwell School**

I. Regular Session - Opening Items

A. Call to Order
B. Pledge of Allegiance
C. Roll Call

II. Adoption of Agenda and Approval of Consent Agenda
A. Adoption of Agenda
B. Consent Agenda

III. Greeting and Reading
A. Board Greeting and Reading

Quote: "You don't have to want to. You just have to do it."

IV. Public Comments on Agenda Items
A. Public Comments on Agenda Items

V. Presentations
A. Cantwell Student Presentation
Video Student Presentation

VI. Comments from Denali Borough Mayor
A. Mayor's Report

VII. Administration Reports
A. School Reports: Anderson, Tri-Valley & Denali PEAK
B. Director of Learning & Instruction Report
C. Technology Director's Report

VIII. Reports and Correspondence
A. Committee Reports
B. Business Manager Report
FY27 September Business Manager Report
C. Cantwell School Report
D. Superintendent Report

IX. New Business
A. Review 2026-2027 Annual Board Goals
B. Board Member/Student travel to November AASB Annual Conference
C. AASB Call for Resolutions
1. 2026 Resolution Process and Timeline
2026 Resolution Process and Timeline Document Link
2. 2027 Draft #2 Where We Stand
2027 Draft #2 Where We Stand Document Link
D. Out of State Travel for TVS students with Staff
Tri-Valley Staff provided information about the trip they are requesting permission to take with students in 2027.

Pursuant to the Open Meetings Act the Board reserves the right, upon passage of a motion in open session, to discuss any matter in executive session which meets one or more of the following criteria: (1) matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the public entity; (2) subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential; (4) matters involving consideration of government records that by law are not subject to public disclosure. The motion shall identify the subject to be discussed without undermining the confidentiality of the executive session.

Mission Statement

*Working together to nurture, empower and inspire today's student to positively shape tomorrow's world.*

E. Certificated Hire
F. Executive Session: Personnel Matter
1. Long Term Leave
Long Term Leave

X. Public Comments on Non-Agenda Items
XI. Comments from Board and Superintendent
XII. Adjourn

# Denali Borough School District

**Minutes of the Regular Meeting of the**
**Denali Borough School District Board of Education**
**Tri-Valley School and Virtual Zoom Meeting**
**August 20, 2026**

1. ***Call to Order***
   President Dawn Adams called the meeting to order the Denali Borough School District Board of Education meeting at 7:01 p.m.

2. ***Pledge of Allegiance***
   Board Member Kristen Randall led the audience in the Pledge of Allegiance.

3. ***Recording of Members Present***
   Roll call was as follows, with a quorum present:

   Members Present:

   | | |
   |---|---|
   | Tami Ohlund (virtual) | Dawn Adams |
   | Jenna Hamm (virtual) | Katie Griebe |
   | Kristen Randall | Lauren Bruns |
   | Forest Shreeve | |

   Also Present:
   Superintendent Bill Burr and Board Secretary Teena Calkin. There was 1 person in the audience, but no one signed up for public comment. There was no one online.

4. ***Adoption of Agenda and Approval of Consent Agenda***
   Kristen Randall moved to adopt the agenda and consent agenda as presented. Katie Griebe seconded the motion. President Randall asked if there were any amendments to the agenda. There were none.

   The agenda and consent agenda were adopted with no objections heard, the motion was passed by a unanimous show of hands.

5. ***Board Greetings and Reading***
   Board members greeted each other and shared positive thoughts. Dawn Adams read a quote, and the Board responded.

Call to Order

Pledge of Allegiance

Recording of Members Present

Adoption of Agenda and Approval of Consent Agenda

Greetings & Reading

**6.** ***Public Comments on Agenda Items***
There was no public comment on agenda items.

**7.** ***Student Presentation***
There was no student presentation as school was not in session.

**8.** ***Denali Borough Mayor's Report***
Mayor Noel provided his May written report for the Board's review.

**9.** ***School Reports***
The Anderson, Denali PEAK, and Cantwell School reports were received.

**10.** ***Director of Learning & Instruction Report***
None for this meeting.

**11.** ***Maintenance Report***
A written report was received.

**12.** ***Committee Reports***

Board Committee Reports
None as there were no meetings over the summer.

**13.** ***Business Manager's Report***
A written report was received. Business Manager Jeremy Stanfield virtually discussed the written report.

**14.** ***Tri-Valley School Report***
A written report was received and Principal Tobe Gurley provided a verbal update to his written report.

**15.** ***Superintendent Report***
A written report was received. Superintendent Burr discussed the written report.

**16.** ***Old Business***

**Board Policies - Second and Final Reading**

Board Policies - BP 4119.11 - Sexual Harassment; BP 4119.12 - Harassment; BP 4119.21 - Code of Ethics; BP 4119.22 - Dress and Grooming; BP 4119.23 - Unauthorized Release of Confidential Information; BP 4119.25 - Political Activities of Employees; BP 4119.3 - Duties of Personnel; BP 4119.41 - Employees with infectious Disease; BP

4119.42 - Exposure Control Plan for Bloodborne Pathogens; 4119.43 - Universal Precautions; BP 4122 - Student Teachers; BP 4123 - Teacher Aides/Paraprofessionals; BP 4131 - Staff Development; BP 4132 - Publication or Creation of Materials; BP 4133 - Travel Expenses; BP 4135 - Soliciting and Selling; BP 4136 - Non-School Employment; BP 4137 - Coaches; BP 4141 - Negotiations and Negotiated Agreement. BP 4141.6 - Concerted Activity/Work Stoppage; BP 4143 - Negotiated Agreement; BP 4144 - Complaints; BP 4151 - Salary Guides; BP 4152 - Employee Pay; BP 4153 - Overtime Pay/Compensatory Time Off; BP 4154 - Health and Welfare Benefits; BP 4154.1 - Classified Benefits; BP 4157 - Employee Safety; BP 4158 - Employee Security; BP 4159 - Employee Assistance Programs; BP 4161 - Leaves; BP 4161.1 - Classified and Hourly Exempt Sick Leave; BP 4161.2 - Classified and Hourly Exempt Personal Leave; BP 4161.3 - Emergency Leave; BP 4161.4 - Family and Medical Leave; BP 4161.6 - Administrative Leave; BP 4161.7 - Civic Leave; BP 4162 - Holidays, Vacation, and Annual Leave; BP 4163 - Classified and Hourly Exempt Vacation Days; BP 4170 - Summer Work Hours.

Board Member Katie Griebe moved to accept the second and final reading of the 40 policies presented and move them into the updated policy manual. Kristen Randall seconded the motion. A roll call vote was taken and the motion passed unanimously.

**17.** ***New Business***

**A.** **Certified New Hire -**

Member Lauren Bruns moved to offer the listed contract to Dominic Nyaaba for the Preschool Director/Teacher position for the Denali Borough School District. Katie Griebe seconded the motion. A roll call vote was taken and the motion passed unanimously.

**18.** ***Public Comments on Non-Agenda Items***

There were no public comments on non-agenda items and no one in the audience or online requesting to comment.

**19.** ***Comments from Board and Superintendent***

The Board Members and Superintendent Burr gave their final statements.

**20.** ***Adjourn***

President Adams declared with there being no further business, the meeting was adjourned. The meeting ended at 8:06 p.m.

Adjourn

Vice-President, Kristen Randall Date

President, Dawn Adams Date

Minutes prepared by Teena Calkin

# Denali Borough School District

**Minutes of the Special Meeting of the**
**Denali Borough School District Board of Education**
**Virtual**
**August 27, 2026**

1. ***Call to Order***

President Dawn Adams called to order the Denali Borough School District Board of Education meeting at 7:01 p.m.

Call to Order

2. ***Pledge of Allegiance***

Board Member Tami Ohlund led the Board in the pledge of allegiance.

Pledge of Allegiance

3. ***Recording of Members Present***

Roll call was as follows, with a quorum present:

Members Present:

| | |
|---|---|
| Tami Ohlund | Dawn Adams |
| Jenna Hamm | Katie Griebe |
| Kristen Randall (Absent/Exc.) | Lauren Bruns |
| Forest Shreeve | |

Also Present:
Superintendent Bill Burr and Board Secretary Teena Calkin.

Recording of Members Present

4. ***Adoption of Agenda and Approval of Consent Agenda***

Member Katie Griebe moved to adopt the agenda and consent agenda as presented. Member Jenna Hamm seconded the motion. The motion was adopted by a unanimous roll call vote.

Adoption of Agenda and Approval of Consent Agenda

5. ***New Business***

**A.** ***2026-2032 Capital Improvement Plan***

Member Jenna Hamm moved to accept the 2026-2032 Capital Improvement Plan as presented. Member Lauren Bruns seconded the motion. A roll call vote was conducted and was unanimous among all members present.

**B** ***Adjourn***

President Adams declared with there being no further business, the meeting was adjourned. The meeting ended at 7:10 p.m.

Adjourn

Vice-President, Kristen Randall Date

President, Dawn Adams Date

Minutes prepared by Teena Calkin

# DENALI BOROUGH

P.O. Box 480 • Healy, Alaska 99743
Phone: (907) 683-1330 • Fax: (907) 683-1340
Email: dbgov@denaliborough.com
Website: www.denaliborough.org


***Chris Noel, Mayor***

**September 2026 Report**

**This report primarily speaks to non-agenda items; agenda items will be addressed during the Assembly Meeting.**

**Items of Interest**

- **Borough Elections**- Candidate packets are now available in the borough office for the borough municipal election, to be held November 3rd. The following seats are open this year: Mayor, Assembly Seat A - District 1, E – District 3, and G – District 5, and School Board Seat B – District 2, F – District 4, and G – District 5. More information, including candidate packets and a voting district map are available at denaliborough.org/election.
- **Polychrome Bridge Ribbon Cutting**- Denali National Park and Preserve hosted a ribbon cutting ceremony for the Polychrome Bridge project, and I was thrilled to be on the second fully loaded bus to cross the newly constructed bridge. Thanks to our bus drivers, Nancy Russell and Jen Reifler for taking the group safely across the new bridge. Congratulations to all of the partners including Granite Construction, Jacobs Engineering, KWH Constructors, Western Federal Highway's, the National Park Service Regional Office, and the team at Denali National Park- what an incredible accomplishment. The Park road will fully reopen to bus traffic in 2027.
    - Come celebrate the completion of the Polychrome Bridge project with cake and community, September 10th at the Denali Visitor Center.
- **Alaska Defense Forum-** The fourth Annual Alaska Defense Forum brought together military, government, and industry partners to collaborate and discuss Alaska's ongoing role in the national defense space. I was a first-time attendee and appreciated the opportunity to reconnect with Clear SFS Commander Lt Col. Williams, we talked about our efforts to increase the tour of duty opportunities at Clear, and what it will take to bring accompanied service members into our community. There was discussion, broadly, about data centers and the ongoing need for energy to power installations into the future. We learned about Intergovernmental Service Agreements, and the opportunity the play for local governments or Tribes to partner directly with installations to provide essential services.

**Emergency Planning**

- **Bear Creek Fire Road Repair Project-** Culverts are completed in the June Creek subdivision, and Hawks Enterprises is actively laying down geotextile fabric and placing screened roadbed material. They are willing to work directly with homeowners who wish to have work done on private property.
- **Brush Drop Off-** Thanks to our partnership with the Division of Forestry and Fire Protection, brush drop is still available at the transfer station and landfill. Stay tuned for updates about opening the McKinley Village DNR gravel pit for drop off.
- **Cantwell Fire and EMS Meeting-** On September 1st, Cantwell VFD hosted a public meeting to discuss current levels of service and recruit volunteers. We heard about the ongoing challenge, particularly for volunteers to staff an ambulance for calls that can last over 10 hours- it's just not practical for a volunteer to cover this responsibility. I have a follow up meeting scheduled with Interior Region EMS Council, and with the Mat-Su Borough. Appreciation to our local fire Chiefs Morin and Scoles who attended and provided input, advice, and options moving forward. It is clear that "what got us here won't get us there," and like the summer medic program at Tri-Valley Volunteer Fire Department, some sort of paid medic presence is needed to lift the burden from volunteers.

**Community Development**

- **Fall Flu Vaccine Clinic -** We will be working in partnership with Public Health Nurses to offer a flu vaccine clinic again this fall. The clinic is scheduled for 3-6 pm on Thursday, October 22nd at the Tri-Valley Community Center in Healy. Vaccines will be offered free of charge. The Public Health Nurses have also changed the way they will be handling registration, and we anticipate wait times will be much shorter this year.
- **Housing Needs Assessment -** The Denali Borough's draft Housing Needs Assessment is now available for public review on housing needs assessment webpage. This report looks at current and future housing needs across the Borough and will help guide local housing decisions going forward. The MHP team will be making a site visit in late September to meet with borough staff and community partners to discuss the report and its implementation. The MHP team will make a presentation to the Borough Assembly and Planning Commission at the joint work session scheduled for September 23rd. We are collecting public comment on the report through September 30th.
- **Comprehensive Economic Development Strategy (CEDS) -** Over the past two months, the Agnew::Beck team has been seeking feedback from industry leaders, CEDS committee members, and potential partners on the SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and recommended Strategic Direction (Goals, Objectives, and Strategies) for borough economy. We plan to release the draft CEDS for public comment on October 1st.
- **Antler Ridge -** Work on the new trail at Antler Ridge is anticipated to start this week. The half-mile Forest Loop trail will offer an ADA-accessible and new family friendly option at Antler Ridge. Please watch out for crews removing brush and trees in preparation for trail construction next summer.
- **Healy Area Shooting Range CORC Work Session -** The CORC will hold a work session at 7pm on October 13th with community members who may be interested in starting a non-profit to establish and manage a Healy Area Shooting Range.

**Land Planning**

- **Quota Appraisal-**Following a citizen land sale petition, the borough received an appraisal back on eight ~5 acre lots proposed for residential sale. The appraisal, and accompanying best interest finding will be included on the agenda of the Joint Planning Commission/Assembly work session on September 23rd. The appraisal indicated an average per lot value of $11,900, slightly higher for those with rough access, and slightly lower for those without constructed access.

**Solid Waste**

- **Water Leak at the Landfill Shop –** On September 6th, operators discovered a water leak in the upstairs bathroom at the landfill shop. The bathroom and laundry facility sit over top the landfill office, with our scale infrastructure, Toyo stove, and office furniture. Unfortunately, the scale computer was directly impacted, and we closed the landfill on September 8th. We will work with our insurer to file an appropriate claim. We are working with a local contractor, Yanert Valley LLC, to open the walls and will perform a complete assessment once the wet material is removed.

**Denali Borough School District**

- **Alaska Association of Student Government Conference (AASG) -** We are working closely with the Tri-Valley School as they prepare to host the AASG Conference September 25-27th. The conference will bring together over 300 students from across the state to debate resolutions, address issues, and initiate change in our school and local communities. The borough will support the school in showing off Healy, and the greater Denali Borough to students from across Alaska.
- **The Big Check –** The Denali Borough hosted Superintendent Burr and school district office staff for our annual lunch and presentation of "The Big Check," an oversize edition of the full budgeted local contribution towards our district of $3,265,846. This represents our communities strong ongoing support for our brick and mortar school, and the Denali PEAK homeschool program.

**Staffing**

- The application period for Emergency Manager closed and we are in the process of reviewing applications.

**Wishing all a pleasant fall and smooth preparations for the winter season,**

- Chris

# Anderson School

Anderson, AK 99744
907-582-2700
Principal: Terri Schuetz/email: terrischuetz@dbsd.org
Secretary: Tara Mozee/email: taramozee@dbsd.org

September 17, 2026 Board Report

**Instruction and Learning:**

We are off to a fantastic start this school year! We are excited about the energy, enthusiasm, and commitment we are already seeing from both our students and staff.

This year, school-wide, we will be placing a strong focus on Math. Math is an area in which we have experienced some challenges in the past, and we are ready to approach those challenges with purpose and determination. We are bringing together our minds, ideas, strengths, and energy to strengthen math instruction and learning across our school.

Our goal is simple but important: we want every student to leave Anderson with the foundational math skills they need to be successful in future learning and in the many endeavors they will pursue beyond the classroom**.**

**HS/MS Students:**
-We have a new teacher in this room. The students are learning him and at the same time, he is learning them. They are off to a great start.

**Elementary Students:**
-Anderson Elementary students are starting the year off learning about bear habitats. They have had the opportunity to explore the habitat and behaviors of the bears while borrowing Wildlife and Fishing Game exhibits. They are excited about the start.

Ms. Beth has intentionally brought in groups for math as a means of teaching students the skills they need while also being able to focus on the current grade level curriculum.

**School Operations:**
-Kyle continues to learn about the glycol system at the school to ensure that the heat stays working.
-We are waiting on our dust collector which will ensure proper operations of our other equipment.

**Anderson Happenings:**
-Sept 1, Elementary students went to Fairbanks
-Sept 2, Ice cream social/Back to School Night
-Sept 16, Hay Ride
-Sept 25-27 AASG

Mission Statement
Working together to nurture, empower, and inspire today's student to positively shape tomorrow's world

**Expected Student Enrollment:**

| P-K | Kg | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (3) | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 3 | 1 | 0 | 0 | 1 | 2 | 12(15) |

# State & Federal Grants

1. **ESEA Consolidated Grant:**
   The ESEA grant has been returned for revisions from DEED. After carryover has been completed, the Grant can be reviewed and submitted.

2. **Title II**:
   These funds will be used to send staff to conferences to sharpen the skill sets of all. This money has not yet been allocated to us.

3. **Title VI Indian Education Grant:**
   This $4,000 grant has been approved. The parent committee meeting and meeting with the tribe will be scheduled so we can move forward with using these funds.

4. **Early Learning Grant:**
   No updates to report.

5. **School Improvement Grant:**
   The school improvement grant has been returned for revisions.

# Denali Borough School District

Denali PEAK Correspondence/Homeschool Program

Board Report

## Recognitions:

1. We are happy to welcome Susan Lilly to Denali PEAK. She brings a background in education and accounting, and we are excited she has chosen to join our team!
2. All PEAK staff, we are deeply grateful for the many ways they go above and beyond each day. The care and professionalism they bring to their work not only keep things running smoothly but also create the welcoming, supportive environment that makes Denali PEAK such a special place for families. There have been some changes to our program that have really helped our families and staff, and though we are learning the new processes, they seem to be smoothing out well.

## Meetings/Professional Learning:

1. Staff Meeting September 24, 2026
2. Admin Meetings: alternating weeks on Tuesday
3. Leadership Team Meetings: alternating weeks on Tuesday
4. Literature Unit: ISland of the Blue Dolphins begins September 21 (each week Monday & Wednesday)

## Events:

1. Continuing enrollment

## School Operations:

1. Developing a social media plan for advertising, meeting with consultants, and incorporating one of the secretaries to take on that role.
2. Creating a homeschool classroom environment which mimics what many families use in their homes.

Student enrollment by grade level:

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 52 | 72 | 56 | 56 | 71 | 78 | 69 | 78 | 79 | 78 | 80 | 75 | 94 | **967** |

This number reflects current ILPs held and ILP appointments scheduled through **9/10/26**

*Preschool Scholarships ($200 each), **29** preschoolers*

25% enrolled= 0

50% enrolled= 9

75% enrolled= 8

100% enrolled= 921

**Mission Statement**

*Working together to nurture, empower, and inspire today's student to positively shape tomorrow's world.*

# Tri-Valley School

Healy, AK 99743
Phone: (907)683-2267 Fax: (907)683-2632
Principal- Tobe Gurley /email: tobegurley@dbsd.org
Secretary- Sarah Walker /email: sarahwalker@dbsd.org

## TVS Principal's Report for September 2026

**Instruction and Learning:**
We are currently engaged with our seasonal district testing (MAP test). This test gives us the opportunity to assess where our students are in their progress compared to their peers across the nation.

**Professional Learning:**
On September 21st, we will have a professional development day for our entire staff. Teachers will be focused on giving feedback to students to help strengthen student engaged learning and assessment. Our paraprofessionals will have training that is tailored for their roles serving students with special needs.

**School Operations:**
We continue to ask that people not use the softball field this fall to allow the grass time to recover.
Our system that regulates the temperature of the building is still not totally calibrated. Our maintenance team is working with Siemens (the contractor for the system) to address the issue.
I am working with our maintenance department to identify issues and address them as they occur.

**Student Activities:**
Thank you to everyone who helped us host our annual Tri-Valley Kick-off soccer tournament. We cannot do it without parents who are willing to help. Our soccer season will conclude in early October at the state tournament.
Middle School Cross Country is still in session for a few weeks, and Middle School Basketball is just getting started.
For a complete schedule of games and meets, please refer to the calendar on the Tri-Valley website.
We will be hosting the Alaska Association of Student Governments (ASSG) Fall conference September 25th-27th. This is an event that brings in students from all across the state to debate and discuss issues that are important to them, as well as fine tune their skills in parliamentary processes. This will be a big lift, so if you are interested in helping, please contact Ms. Weitzel.

**Full Time Student enrollment by grade level as of 9-14-26:**

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7 | 7 | 12 | 4 | 11 | 10 | 12 | 8 | 12 | 10 | 5 | 11 | 12 | 121 |

**HOME OF THE TRI-VALLEY VIKING WARRIORS**

*Working together to nurture, empower, and inspire today's student to positively shape tomorrow's world*

**Denali Borough School District**
**Director of Learning and Instruction**
**May 26 – September 14, 2026**

***Instructional Support and Instructional Coaching***

- May 26 and May 27, worked with Jamie Wollman for two-days on curriculum materials to strengthen face-to-face instruction in her secondary multi-grade classroom, helping to identify and connect her with access to appropriate resources, and make decisions about content across multiple grades in multiple subjects. Includes analyzing assessment data for literacy skills, alignment of content standards and courses, alternative materials for specific courses, open source curriculum materials, and considerations for multi-grade supports. Since the beginning of the 2026-2027 school year, met with Jamie weekly in her classroom, in Cantwell, to discuss questions about curriculum materials, literacy instruction, and student needs. On-going communication between meetings for instructional and curriculum support.
- June 2, August 24: Met with Kaely Ross and Tom Mendoza (*LMB)* and discussed observations about student progress, debrief of teacher learning including analyzing progression of students and pacing of instructional strategies, reflections on the length of the coaching support and what would be next steps if we could continue the support, and data of student progress. Worked with Tom for quotes on renewing coaching through the winter semester to further Rachel Nicole's and Maria Cordova's confidence with utilizing *LMB* strategies, assessing growth and progress of students, and designing lesson plans. Renewed our contract with *LMB*.
    - August 28: Kaely Ross, Maria Cordova, and Rachel Nicole met to kick-off coaching for the new year including determining coaching sessions and assessment dates.
- June 1, met with Tobe and Dan to discuss how our current evaluation system metrics and ratings need to be revised for individual dimension performance levels and the overall final ratings determined from the individual dimension ratings. Met with *Classroom Mosaic* to give direction to them to reprogram this component of our online evaluation system. One is in relation to their interpretation of the document I provided to them when they designed the online platform for us and the other change is in relation to the number of dimensions between our old framework (the Charlotte Danielson framework) and our new framework (the University of Washington Center for Educational Leadership 5D+).
- June 4, the administration team including Terri Schuetz, Jamie Wollman, Tobe Gurley, Dan Polta, and I met to review data and discuss DBSD priorities for 2026-2027. The 2026-2027 priorities were identified as follows:

  *As guided by the DBSD Strategic Plan, DBSD identified these priority areas as key leverage points to improve student learning and achievement.*

  *Community Engagement and Partnership –If we increase our engagement with our community, then parents, families, and community members will be supportive and actively engaged partners in improving student learning. If parents, families, and community members are actively engaged partners in improving student learning,*

*then they will support student engagement with learning at school, at home, and in the community. If student engagement improves, then student learning and achievement will increase across multiple dimensions.*

*Attendance – If we improve student and staff attendance, then more students will be present and engaged in learning with their classroom teachers. If students are present and engaged with their classroom teachers, then they will participate in more high-quality instruction. If students participate in more high-quality instruction led by their classroom teachers, then student learning and achievement will increase across multiple dimensions.*

*Positive School Climate and Culture – If we create a positive school climate, then we will develop a positive school culture of strong interpersonal relationships. If we develop a culture of strong interpersonal relationships, then people will develop trust and be willing to engage in the ongoing process of developing our skills to navigate personal differences. If we improve our skills to navigate personal differences, we will improve our ability to work together to reflect on and improve our teaching practices under Denali Learning. If we improve our ability to work together under Denali Learning, then our students' sense of belonging, learning, and achievement will increase across multiple dimensions.*

*High Quality Instruction – If we reflect on the impact of our instruction on student achievement, then we will find multiple access points for each of us to enter our own improvement process. If we engage in our own improvement process within Denali Learning, then we will provide ourselves avenues for the shared work that is the catalyst for collaborative professionalism. If we demonstrate collaborative professionalism, then student learning and achievement will increase across multiple dimensions.*

- July 21 and July 23, helped Bill Burr and Teena Calkin with interviews for teaching position.
- Worked with Mark Moran to share with him the *EL Education* English Language Arts curriculum materials for middle school, *Odell High School Literacy* curriculum materials, and the *iCEV* program for his careers exploration course. In follow-up conversations, continued support will be needed to help him learn how to use the English Language Arts curriculum materials. Also, made sure that Mark knew where to find and access the I.E.Ps for students in his courses.
- Identified a program to donate text sets not in use to students in Africa. Working with Mark Martin's middle school Crew to sort the texts and analyze appropriate texts to send to Africa.
- August 24, met with Terri Schuetz, in Anderson, to review the course schedule she designed for the secondary teacher and identify materials for both the substitute teacher and new teacher, Joseph Kaiser.
- Worked with a teacher to revise grading for a course to include self-assessment of workforce employability skills, peer feedback, and to support students to regularly gather evidence of their own progress toward meeting their course goals.

- Worked with a teacher to discuss the value of additional diagnostic literacy assessments and how data from these assessments can help with instructional decisions versus *NWEA MAP* growth assessment data.
- Rachel Nicole and I discussed how to support students who transition from 3rd grade to 4th grade and no longer have the support of their Individual Reading Improvement Plans (IRIPs) and whether their IRIPs should be extended through 4th and 5th grade. Most of these students have Individual Education Plans through special education (I.E.Ps), but their I.E.Ps. do not identify the same type of support. We noticed that many students receiving Title 1 support, in middle grades, have I.E.Ps. We decided that even though the 4th and 5th grade students who need mores support already have I.E.Ps, we will try to provide them with additional support through Title 1 to match the level of intensity of intervention, to actually close gaps in reading deficits, that was identified by their IRIPs.
- Worked with *Imagine Learning* to identify certified teaching services as an option for advanced math courses for secondary students in Anderson.
- Worked with a teacher to discuss the specific interventions that should be provided for students during Tier 2 intervention times including explicit instruction utilizing *Lindamood Bell* Seeing Stars, not using the time for mathematics instruction, and not placing students on programs on devices. We talked about the importance of teacher explicit and direct instruction and immediate corrective feedback that can only be delivered by a teacher.
- Worked with secondary special education aide to understand I.E.P. goals and supporting materials for instruction for those goals.
- Helped assess middle school students using *DIBELS* comprehension maze, vocabulary assessment, and oral reading fluency measures.
- Worked with K-2 teachers, individually, to review assessment data for placing students in cycles within the *EL Education* ELA Skillsblock and/or for small group instruction during Tier 1 instruction. Reviewed the new Skillsblock assessment teacher guides, and researched online, to help teachers understand how to use the new assessments and how to analyze the data that comes from these assessments.
- September 4, met with Tobe Gurley, Stephanie Stickle, and Mark Moran to discuss how to support Mark in the new careers exploration course utilizing the *iCEV* program to allow students to independently explore careers they are interested in.
- September 10, met with Joseph Kaiser, in Anderson, to share with him curriculum materials and programs that can support him in learning how to teach secondary students across multiple subjects. On-going work of trying to help him gain access to online curriculum components and materials.
- September 11, worked with grade 3-5 teachers and aides, at Tri-Valley, to review *i-Ready* mathematics diagnostic data for Tier 2 intervention groups.
- Supporting teachers with strategies for how to design replacements for lost learning for students who are already submitting planned absence forms with excessive absences (1-2 months).
- Reached out to Hannah Ragland, MSLC & Education Program Manager for Denali National Park and Preserve, to collaborate with her on how she and her team can support DBSD teachers in deeper science teaching through partnership with Denali National Park.

***Curriculum***

- In June, reordered consumable materials, after inventorying and working with teachers and principals to identify needs for next year; evaluated use of intervention materials; determined estimated enrollment number for licenses to some programs; and sought input of usage of supplementary online programs. Submitted 15 different requests for quotes to be submitted for purchasing and renewing these supports. Submitted purchase order for purchasing K-8 *EL Education* ELA materials.
- May 28, removed previously adopted curriculum materials and organized them for storage outside of Tri-Valley school's attic. This included pulling old textbooks, outgoing K-5 English Language Arts materials, and recently adopted programs that we must hold onto for 6 years out of the attic and classrooms and organizing them by adoption years.
- In June, requested that Chris Basille add the two new courses added to the DBSD Course Guide to the course master in Skyward. These courses were: Personal Finance and STEM Exploration: Design and Fabrication.
- In August, received and distributed curriculum materials and consumables to classrooms including the new K-5 *EL Education* English Language Arts materials and *EL Education* Skillsblock materials. Realized that the decodables for Skillsblock were not part of the purchase, in June, and worked with *Open Up* to find a reasonable shipping rate to get decodables for this year. Renewed online license for *Carnegie* Mathematics for middle school for one-year through this year's adoption cycle. Ordered text sets for *Odell High School Literacy* for Mark Moran, Jamie Wollman, and Joseph Kaiser.
- Since the beginning of the new school year, worked with teachers to support them with access to *95% Group* comprehension programs online, *95% Group* Core Phonics program materials, sharing anchor texts for modules within the *EL Education* ELA curriculum, locating *Amplify* Physical Science kit materials for middle school, additional mathematics fluency practice books, intervention materials for mathematics intervention groups, access to *iCEV*, upgrades to *Carnegie* online platform, and *Words Their Way* word study workbooks.
- Continuous work with the technology team to ensure that teachers have access to programs that they need to support instruction.
- Created curriculum committee application form to determine teachers who have strong expertise, interest, and commitment to identifying mathematics curriculum materials. Shared with teachers on September 14 to determine interest in helping with materials adoption.

***Strategic Plan***

- June 9, provided summary of accomplishments and goals not met for Strategy 1 of the current strategic plan to Dan Polta.
- On-going work with Anna Switzer to design the beginning of the year in-service, which she was on-site for and to work together to provide feedback on expedition design during the summer for Donna, Lori, and Beth and from the beginning of the year in-service. We met on the following dates for 1.5 - 2 hours: June 2, June 4, July 6, August 5, August 10, August 13, August 14, September 2, and September 9. Anna was on-site for the beginning of the year in-service and the new teacher in-services, August 17-21. On August 17, Anna and I met with Bill Burr so that she could meet him while here in

person and to clarify what to communicate about strategic planning and the future of Denali Learning.
- September 4, Bill Burr and I met with Sean Dusek and Steve Atwater, from A.C.S.A. to learn about their work to support strategic planning. I prepared data we've used to monitor our progress and goals to share with Sean and Steve. I've answered on-going questions in support of helping them prepare to facilitate strategic planning.

***Instructional Leadership Team (ILT)***

- Collected artifacts of expedition design from the beginning of the year in-service for review by the Instructional Leadership Team.
- Organized the Instructional Leadership Team for the 2026-2027 school year. Kaitlyn Weitzeil, Paula Newton, Alexa Calkin, Mark Martin, Katie Stainbrook, Dani Talerico, Beth Norman (asynchronously), Tobe Gurley, and Bill Burr will serve on the ILT this year. The ILT will meet on the second Thursday of the month, from 2:30 – 4:00 p.m. with the first meeting set for October 8.

***In-Service / Professional Development***

- In June, developed Professional Learning Calendar and Professional Learning Focuses based on recommendations from the Instructional Leadership Team, DBSD Priorities identified by administration, and strategic plan goals. Shared the Professional Learning Focuses with administrators for discussion and feedback.
- On July 8, provided written feedback to Donna Gurley and Lori Stafford on their summer expedition design work. Met with Donna and Lori, on July 21, to discuss the written feedback specific to the standards-target-assessment alignment template, lesson plan alignment to grade-level standards, and how to organize content learning within the framework of an expedition design. On July 17, provided written feedback to Beth Norman on her summer expedition design work and talked on the phone with Beth several times about the progress of her expedition design work.
- Planned and facilitated parts of the New Teacher In-Service and the Beginning of the Year In-Service for certified teachers with Anna Switzer. During the New Teacher In-Service, we provided an overview of Denali Learning including Expedition Design, Use of Learning Targets, Student Engaged Assessment Practices, Student-Led Conferences, Celebrations of Learning, and CREW. The Beginning of the Year In-Service focused on areas of Expedition Design that were identified as areas of focus by the ILT at the end of the last school year. This including designing for Kick-Off Experiences, Experts, Fieldwork, and Authentic Audience. It also included core structures of this design work that need to be revisited for remembrance including the 4 T's (topics, texts, tasks, targets) as a design structure, product planners, the expedition planner, standards-targets-assessments template, and schematic of connecting elements of an expedition.
- Designed the September 21 in-service to continue expedition design work but specifically focus on how to design instructional support scaffolds for students to produce high quality work including explicit criteria, critique and feedback protocols, and what makes feedback effective (or not).

# DBSD Tech Board Report

## Executive Summary

The Technology Department has executed critical updates to our network infrastructure and endpoint security protocols at Tri-Valley. These enhancements have significantly stabilized daily operations, enhanced classroom instruction, and ensured seamless digital testing environments. Additionally, we are entering a required E-Rate bidding cycle to secure competitive internet services for the upcoming contract period.

## Key Infrastructure & Classroom Enhancements

- Core Network Replacement: To resolve recurring connection drops and performance bottlenecks caused by aging hardware, we replaced our central core router and upgraded all facility access points.
- Wi-Fi 7 Deployment: The new access points utilize tri-band Wi-Fi 7 technology. This dramatically increases wireless capacity and coverage, seamlessly supporting the high volume of concurrent student and staff devices.
- We completed the installation of six new Newline Smartboards across designated instructional spaces to replace aging interactive displays. The legacy units were experiencing frequent technical glitches, performance degradation, and persistent connectivity issues that disrupted lessons. This upgrade modernizes our classroom display infrastructure, restoring reliable uptime and supporting interactive, technology-driven instruction.

## System Hardening & Testing Operations

- Removal of Admin-on-Demand: To strengthen overall cybersecurity, student access to "Admin-on-Demand" privileges was revoked across school-issued devices.
- Device Hardening: Preventing unauthorized software installations and removals eliminates registry and configuration conflicts that previously disrupted learning applications.
- Streamlined Testing: As a direct result of these security measures, standardized testing sessions ran markedly smoother this year, experiencing zero device-level software interference or technical delays.

## E-Rate Category 1 Procurement Cycle

This fiscal year marks an active E-Rate Bidding Cycle for Category 1 services (Internet Access and Data Transmission). Because our current contract with Matanuska Telephone Association (MTA) is expiring at the end of this year, we will be posting Requests for Proposals (RFPs) to solicit competitive bids from qualified Internet Service Providers (ISPs). Our goal is to secure high-speed, reliable fiber-optic internet infrastructure while maximizing federal E-Rate discounts to keep local expenditures as low as possible.

Denali Borough School District
P.O. Box 280 • Healy, Alaska 99743 • (907) 683-2278 • FAX (907) 683-2514

# Finance Committee Report
# 3 September 2026

Committee Members Present: Dawn Adams, Forest Shreeve, and Bill Burr.
Absent: Kristen Randall (Chair)

The Committee held its first meeting of the 2026-27 school year.

FY26 End-of-Year Report and Financial Audit

- Superintendent Burr provided information on the progress of finalizing the FY26 and the upcoming audit.

FY27 Budget Projections

- The Committee received a verbal update on the FY26 monthly financials and overall budget projection.
- Alaska school districts received positive news of the one-time funding that was awarded to every district on August 30 since the price of oil has continued to be above a threshold price. This will include $629,930 additional funds to the Denali Borough School District. If oil continues to stay high through the end of December the energy payout will also be provided (December 31st cut off).
- The district staff continues to work on filling existing teacher vacancies and following through on new teacher US visa applications and processes.

**FISCAL YEAR 2026-2027 OPERATING BUDGET**

**as of Aug 31st, 2026**

| | Original Budget | Current Budget | Forecast Adjustment | Projected Year-End | Jul 2026 | Aug 2026 | YTD Actuals | % Received / Used | Variance to Original | Variance to Current |
|---|---|---|---|---|---|---|---|---|---|---|
| | Budget | Calculated | Input | Calculated | Actuals | Actuals | | Current Budget | Forecast | Forecast |
| **Fund Balance, Beginning of year** | $900,000.00 | **$900,000.00** | | **$900,000.00** | | | $900,000.00 | 100.0% | - | - |
| **Revenues** | | | | | | | | | | |
| Local Sources | $3,489,494.00 | $3,489,494.00 | | $3,489,494.00 | $31,382.25 | $18,544.39 | $49,926.64 | 1.4% | - | - |
| State Sources | $8,833,360.00 | $8,833,360.00 | $770,697.00 | $9,604,057.00 | $713,687.88 | $739,745.74 | $1,453,433.62 | 16.5% | $770,697.00 | $770,697.00 |
| Federal Sources - direct | - | - | | - | - | - | - | - | - | - |
| Special Revenue-Grants | $344,536.00 | $344,536.00 | $252,280.00 | $596,816.00 | $55,840.46 | ($55,840.46) | - | - | $252,280.00 | $252,280.00 |
| Transportation Grant | $350,421.50 | $350,421.50 | | $350,421.50 | - | - | - | - | - | - |
| **Total Revenues** | **$13,017,811.50** | **$13,017,811.50** | **$1,022,977.00** | **$14,040,788.50** | **$800,910.59** | **$702,449.67** | $1,503,360.26 | 11.5% | $1,022,977.00 | $1,022,977.00 |
| **Expenditures** | | | | | | | | | | |
| Instructions | $3,622,731.15 | $3,622,731.15 | ($194,220.15) | $3,428,511.00 | $41,686.95 | $229,884.71 | $271,571.66 | 7.5% | ($194,220.15) | ($194,220.15) |
| Correspondence | $2,274,135.00 | $2,274,135.00 | $126,030.00 | $2,400,165.00 | $56,064.20 | $86,944.19 | $143,008.39 | 6.3% | $126,030.00 | $126,030.00 |
| Special Education-Instruct | $948,557.00 | $948,557.00 | $176,154.00 | $1,124,711.00 | $7,846.35 | $35,054.59 | $42,900.94 | 4.5% | $176,154.00 | $176,154.00 |
| Sped Support Services-Students | $352,673.00 | $352,673.00 | ($16,564.00) | $336,109.00 | $15,444.03 | $16,344.03 | $31,788.06 | 9.0% | ($16,564.00) | ($16,564.00) |
| Guidance Services | $150,384.00 | $150,384.00 | ($16,784.00) | $133,600.00 | - | $9,856.61 | $9,856.61 | 6.6% | ($16,784.00) | ($16,784.00) |
| Health Services | $149,236.00 | $149,236.00 | ($15,636.00) | $133,600.00 | - | $12,056.98 | $12,056.98 | 8.1% | ($15,636.00) | ($15,636.00) |
| Support Services-Instruct | $1,256,250.00 | $1,256,250.00 | $31,644.00 | $1,287,894.00 | $148,369.80 | $93,828.97 | $242,198.77 | 19.3% | $31,644.00 | $31,644.00 |
| Library Services | $40,778.00 | $40,778.00 | | $40,778.00 | - | - | - | - | - | - |
| School Administration | $676,560.00 | $676,560.00 | $9,561.00 | $686,121.00 | $54,473.92 | $56,273.92 | $110,747.84 | 16.4% | $9,561.00 | $9,561.00 |
| School Admin Support Services | $144,190.24 | $144,190.24 | ($10,514.24) | $133,676.00 | - | $4,623.27 | $4,623.27 | 3.2% | ($10,514.24) | ($10,514.24) |
| District Administration | $622,387.00 | $622,387.00 | ($20,729.00) | $601,658.00 | $55,597.20 | $38,970.64 | $94,567.84 | 15.2% | ($20,729.00) | ($20,729.00) |
| District Admin Support Services | $597,513.00 | $597,513.00 | $22,085.00 | $619,598.00 | $211,366.01 | $27,510.15 | $238,876.16 | 40.0% | $22,085.00 | $22,085.00 |
| Operations and Maintenance | $1,752,595.40 | $1,752,595.40 | $104,407.60 | $1,857,003.00 | $223,021.46 | $85,041.64 | $308,063.10 | 17.6% | $104,407.60 | $104,407.60 |
| Student Activities | $302,649.00 | $302,649.00 | $6,647.00 | $309,296.00 | $309.43 | $9,123.58 | $9,433.01 | 3.1% | $6,647.00 | $6,647.00 |
| Special Fund - Grants | $344,536.00 | $344,536.00 | $247,455.00 | $591,991.00 | $117.58 | $3,307.62 | $3,425.20 | 1.0% | $247,455.00 | $247,455.00 |
| Transportation Services | $535,679.00 | $535,679.00 | | $535,679.00 | - | - | - | - | - | - |
| **Total Expenditures** | **$13,770,853.79** | **$13,770,853.79** | **$449,536.21** | **$14,220,390.00** | **$814,296.93** | **$708,820.90** | $1,523,117.83 | 11.1% | $449,536.21 | $449,536.21 |
| **Excess (Deficiency) of Revenues over Expenditures** | **($753,042.29)** | **($753,042.29)** | **$573,440.79** | **($179,601.50)** | **($13,386.34)** | **($6,371.23)** | ($19,757.57) | 2.6% | $573,440.79 | $573,440.79 |
| **Other financing sources: Encumbered Healthcare Expenses** | $1,000,000.00 | $1,000,000.00 | | $1,000,000.00 | - | - | - | - | - | - |
| **Net Change in Fund Balance** | **$246,957.71** | **$246,957.71** | **$573,440.79** | **$820,398.50** | **($13,386.34)** | **($6,371.23)** | ($19,757.57) | (8.0%) | $573,440.79 | $573,440.79 |
| **Fund Balance, End of year** | **$1,146,957.71** | **$1,146,957.71** | **$573,440.79** | **$1,720,398.50** | | | **$880,242.43** | 76.7% | $573,440.79 | **$573,440.79** |

# Grant Summary — FY27 Consolidated Trial Balance

*Grant balances are considered committed for their authorized purposes; no separate encumbrance report is maintained.*

| Fund | Grant / Fund Description | Grant Budget | YTD Expenses | Remaining |
|---|---|---|---|---|
| 236 | Early Learning - Preschool | $219,780.00 | $117.58 | $219,662.42 |
| 239 | Safety and Well-Being Grant | $8,000.00 | - | $8,000.00 |
| 270 | Title IA - Basic | $49,943.00 | $1,857.62 | $48,085.38 |
| 271 | School Improvement | $32,500.00 | - | $32,500.00 |
| 272 | Title II-A Professional Development | $21,797.87 | - | $21,797.87 |
| 284 | Title VI-B Special Education | $231,154.00 | - | $231,154.00 |
| 285 | Carl Perkins - CTE | $22,000.00 | - | $22,000.00 |
| 296 | Preschool Disabled (Section 619) | $4,340.00 | - | $4,340.00 |
| 297 | Indian Education - Federal Direct | $4,000.00 | - | $4,000.00 |
| 350 | SRSA | $16,341.00 | $1,450.00 | $14,891.00 |
| **TOTAL** | | **$609,855.87** | **$3,425.20** | **$606,430.67** |

| Bank Account Description | Current Balances | Fund Description | Fund Balances |
|---|---|---|---|
| FNBA Operating Account | $ 1,000,000.00 | Operating Fund | $ 1,458,925.23 |
| FNBA Business Interest Sweep Account | $ 2,948,969.29 | Transportation Fund | $ 367,349.86 |
| KeyBank- AMLIP Investment Account | $ 2,020,091.08 | Capital Projects Fund | $ 1,642,161.58 |
| FNBA Gaming Account | $ - | Student Allotments-Reserved (Carryover-6/30/26) | $ 777,201.57 |
| FNBA Payroll Account (Clearing Account) | $ - | Student Allotments-Reserved (Current Year-Unspent) | $ 1,723,422.13 |
| **Total Balances as of August 31, 2026** | **$ 5,969,060.37** | **Total of all Funds as of August 31, 2026** | **$ 5,969,060.37** |

# FY27 BOARD REPORT — COMPACT SUMMARY

*as of Aug 31st, 2026*

| | ANNUAL BUDGET & FORECAST | | | | YEAR-TO-DATE | | BOARD VARIANCE | | |
|---|---|---|---|---|---|---|---|---|---|
| **Category** | **Original Budget** | **Current Budget** | **Forecast Adjustment** | **Projected Year-End** | **YTD Actuals** | **% of Current** | **Variance to Original** | **Variance to Current** | **Management Comment** |
| Fund Balance, Beginning of year | $900,000.00 | $900,000.00 | - | $900,000.00 | $900,000.00 | 100.0% | - | - | |
| **Revenues** | | | | | | | | | |
| Local Sources | $3,489,494.00 | $3,489,494.00 | - | $3,489,494.00 | $49,926.64 | 1.4% | - | - | |
| State Sources | $8,833,360.00 | $8,833,360.00 | $770,697.00 | $9,604,057.00 | $1,453,433.62 | 16.5% | $770,697.00 | $770,697.00 | |
| Federal Sources - direct | - | - | - | - | - | - | - | - | |
| Special Revenue-Grants | $344,536.00 | $344,536.00 | $252,280.00 | $596,816.00 | - | - | $252,280.00 | $252,280.00 | |
| Transportation Grant | $350,421.50 | $350,421.50 | - | $350,421.50 | - | - | - | - | |
| **Total Revenues** | **$13,017,811.50** | **$13,017,811.50** | **$1,022,977.00** | **$14,040,788.50** | **$1,503,360.26** | **11.5%** | **$1,022,977.00** | **$1,022,977.00** | |
| | | | | | | | | | |
| **Expenditures** | | | | | | | | | |
| Instructions | $3,622,731.15 | $3,622,731.15 | ($194,220.15) | $3,428,511.00 | $271,571.66 | 7.5% | ($194,220.15) | ($194,220.15) | |
| Correspondence | $2,274,135.00 | $2,274,135.00 | $126,030.00 | $2,400,165.00 | $143,008.39 | 6.3% | $126,030.00 | $126,030.00 | Increase PEAK allotment provision from 70% to 75% |
| Special Education-Instruct | $948,557.00 | $948,557.00 | $176,154.00 | $1,124,711.00 | $42,900.94 | 4.5% | $176,154.00 | $176,154.00 | |
| Sped Support Services-Students | $352,673.00 | $352,673.00 | ($16,564.00) | $336,109.00 | $31,788.06 | 9.0% | ($16,564.00) | ($16,564.00) | |
| Guidance Services | $150,384.00 | $150,384.00 | ($16,784.00) | $133,600.00 | $9,856.61 | 6.6% | ($16,784.00) | ($16,784.00) | |
| Health Services | $149,236.00 | $149,236.00 | ($15,636.00) | $133,600.00 | $12,056.98 | 8.1% | ($15,636.00) | ($15,636.00) | |
| Support Services-Instruct | $1,256,250.00 | $1,256,250.00 | $31,644.00 | $1,287,894.00 | $242,198.77 | 19.3% | $31,644.00 | $31,644.00 | |
| Library Services | $40,778.00 | $40,778.00 | - | $40,778.00 | - | - | - | - | |
| School Administration | $676,560.00 | $676,560.00 | $9,561.00 | $686,121.00 | $110,747.84 | 16.4% | $9,561.00 | $9,561.00 | |
| School Admin Support Services | $144,190.24 | $144,190.24 | ($10,514.24) | $133,676.00 | $4,623.27 | 3.2% | ($10,514.24) | ($10,514.24) | |
| District Administration | $622,387.00 | $622,387.00 | ($20,729.00) | $601,658.00 | $94,567.84 | 15.2% | ($20,729.00) | ($20,729.00) | |
| District Admin Support Services | $597,513.00 | $597,513.00 | $22,085.00 | $619,598.00 | $238,876.16 | 40.0% | $22,085.00 | $22,085.00 | |
| Operations and Maintenance | $1,752,595.40 | $1,752,595.40 | $104,407.60 | $1,857,003.00 | $308,063.10 | 17.6% | $104,407.60 | $104,407.60 | Sprinkler upgrades at B&M needed for insurance. Van Re-purchase |
| Student Activities | $302,649.00 | $302,649.00 | $6,647.00 | $309,296.00 | $9,433.01 | 3.1% | $6,647.00 | $6,647.00 | |
| Special Fund - Grants | $344,536.00 | $344,536.00 | $247,455.00 | $591,991.00 | $3,425.20 | 1.0% | $247,455.00 | $247,455.00 | Early Learning Grant extension awarded. School Improvement missing from budget |
| Transportation Services | $535,679.00 | $535,679.00 | - | $535,679.00 | - | - | - | - | |
| **Total Expenditures** | **$13,770,853.79** | **$13,770,853.79** | **$449,536.21** | **$14,220,390.00** | **$1,523,117.83** | **11.1%** | **$449,536.21** | **$449,536.21** | |
| **Excess (Deficiency) of Revenues over Expenditures** | **($753,042.29)** | **($753,042.29)** | **$573,440.79** | **($179,601.50)** | **($19,757.57)** | **2.6%** | **$573,440.79** | **$573,440.79** | |
| Other financing sources: Encumbered Healthcare Expens | $1,000,000.00 | $1,000,000.00 | - | $1,000,000.00 | - | - | - | - | |
| **Net Change in Fund Balance** | **$246,957.71** | **$246,957.71** | **$573,440.79** | **$820,398.50** | **($19,757.57)** | **(8.0%)** | **$573,440.79** | **$573,440.79** | |
| **Fund Balance, End of year** | **$1,146,957.71** | **$1,146,957.71** | **$573,440.79** | **$1,720,398.50** | **$880,242.43** | **76.7%** | **$573,440.79** | **$573,440.79** | |

*Board Summary is output-only. Enter all budget revisions and forecast adjustments on FY27 Board P&L.*

Denali Borough School District

**Cantwell School**
**September 2026 School Board Report**

## Recognitions

To Ethan Johnson of Behavioral Health Copper River Native Association for sharing his time with our students. He will be coming in once a week to present social emotional lessons to help students.

## Meetings/Professional Development

Cantwell and Anderson participated in Autism Awareness presented by Robert Sinclair, Education Specialist, Special Education Service Agency (SESA). The Professional Development was an introduction presentation to review elements of autism.

## Events

Students participated in the Sobriety Walk, a community event on September 4th. Students participated by making posters and joining in the walk with the community.

## Current Enrollment

| Pre-k | K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (1) | 1 | 1 | 3 | 1 | 1 | 1 | 2 | | 1 | | 1 | | | **12 (+1)** |

# Superintendent's Report
# Denali Borough School District
# Thursday, September 17th, 2026 - Cantwell

***Appreciations/Congratulations***

I want to give a shout out to all of the members of the Denali Borough District that made the start of the 2026-2027 school year a success! Tri-Valley started with Mr. Frisbie leading the charge, as Mr. Gurley dealt the first case of new school year illness, with almost no impact to the calm and efficient start to the school year. All four of our schools have adjusted to staffing losses and with the help of all of the people involved we have kept education for our students moving forward. This would not have been possible without the help of some of the members of the DBSD educational community.

*Thank you for supporting DBSD! -*

**Sandi Trombower** - Filled the temporary vacancy at Anderson School
**Emma Blom** - Working with the Tri-Valley Special Services program
**Katelyn MacIver** - Teaching in Special Services program
**Katie Stone** - Supporting the DBSD Pre-K Grant program

I also want to recognize the district staff that attended the start of the year in-service days to get the 2026-2027 school year off to a great start. Especially to Karen Martin, who with help from Anna Switzer, established the continued Denali Learning process that will show some exciting "expeditions" for our students and staff this year! I am really looking forward to seeing our teacher and students' educational imagination!

***Finances***

We have received official word on the legislative one-time BSA funding ($630,000) that became official on August 31st after state oil prices remained high. We also were notified that the energy fund grant money will also arrive this month ($140,000) to be a stop gap for the increase of energy costs for school districts. Denali Borough School District spent far more on energy than it will receive this year but the reimbursement will offset the overrun of energy costs that occurred in 2025-2026. Currently with the additional $700,000 added to the 2026-2027 budget we tentatively have erased the anticipated deficit predicted for this year!
The DBSD audit will take place the first week of October and the Business Department is deep in preparation to provide advance documents for the remote audit. The ability to

have a remote audit is not only a savings to the district but also a sign that the DBSD Business Department is considered “high trust and low risk” which deserves recognition!

***Facilities***

Curtis has been working on officially closing out the summer CIP projects and submitting documentation to the state for final reimbursement. This includes both the funded projects (Electrical and Septic Upgrades at Tri-Valley)

The possibility of funding generators at Anderson and Cantwell is still active and with Alaska crude prices currently north of $100 a barrel the possibility that prices will remain at an $80 average is still a real possibility. (Decision - December 31, 2026)

***Strategic Planning***

The district is continuing the process with Alaska Council of School Administrators (ACSA) with a simple wide-reach survey going out this week with three initial questions. This is an early opportunity to see what the DBSD Educational Community wants to see as a focus in the new plan. Encourage everyone to participate in the survey!! Karen Martin has been added to the development team and has been essential in providing ACSA with longevity information over years of EL/Denali Learning through previous Strategic Plans. This project will continue through the 2026-2027 school year, with the development of the plan to take place in stages over the winter of 2026 and the spring of 2027 for board acceptance with roll-out to start the 2027-2028 school year.

During 2026-2027 we will continue to use and update the current DBSD Strategic Plan and Denali Learning.

***Legislative***

No new legislation has been passed/veto overridden since the last meeting

***State Assessment Results***

Alaska Department of Education and Early Development has released the Spring 2026 AKSTAR and Alaska Science Assessment (ASA) results broken down by district and individual schools. Note that not all of the results can be seen due to low numbers in some schools/groups. Results can be found at: AKSTAR and ASA - Student reports will be sent by schools to parents this month.

***Personnel***

We are hoping that both our Pre-K instructor and our TVS Special Services teacher will arrive in the first week of October. One is just waiting on final paperwork and the other we hope will have a final visa appointment later this month. Teena has been working on travel and meeting with AERRC to provide appointments and necessary documents in Anchorage before flying to Fairbanks and on to Healy!

**Introducing New Staff:**
Joseph Kaiser - Anderson Secondary Teacher
Samantha Frazer - Cantwell School Long Term Sub Pre-K/Teacher's Assistant

# Denali Borough School District Board of Education Adopted Annual Goals and Priorities for the 2026-2027 School Year

Goals for the Board shall be:

1. Provide a high-quality instructional program, using data and evidence when making decisions by reviewing student performance data and evidence three times a year.

2. Use the DBSD Strategic Plan to inform financial and governance decisions and review progress on the strategic plan twice per year.

3. Ensure comprehensive new board member orientation and training including the Strategic Plan and instructional model, Denali Learning, and to continue board development through AASB trainings and conferences, a board retreat, and by each board member serving on at least one committee.

4. Ensure community engagement opportunities with board members exist at all sites by holding board meetings at each school site, individual board members making themselves available to members of the community, and investigating additional ways for community members to interact with members of the board.

( Previous; 26-27 priorities not finalized)

Priorities of the District Shall be:

1. To increase the positive school culture at all sites and see that reflected in the peer climate and caring adult indicators in the School Climate and Connectedness Survey.
2. To ensure students engage in Denali Learning, experience High Quality Instruction, and for this to be reflected in quantitative and qualitative measurements of student achievement.
3. To improve engagement between the schools and stakeholders to increase student engagement and learning as reflected in quantitative and qualitative measurements of student achievement.
4. To improve student attendance and reduce the rate of chronic absenteeism by 50% compared to 2024-2025.

# Call for Resolutions - Response due by Oct. 7, 2026

AASB is soliciting resolutions, resolution amendments and comments from local school boards for consideration at the 2026 Annual Conference on Nov. 5 - 8 at the Egan Convention Center in Anchorage. These resolutions guide our association for the coming year. They also guide our advocacy and positions during the upcoming legislative session.

We encourage each school board to carefully review the resolutions packet. It is essential that our resolutions adequately address the issues facing school boards and public education across Alaska. As you review the materials, please consider the challenges and opportunities within your district—as well as those that may affect other districts statewide.

**The following reference documents may be viewed online or downloaded:**

- 2027 Draft #2 Where We Stand (pdf)
- 2027 Draft #2 Where We Stand (Word)
- 2026 Table of Sunsetting Resolutions/Proposed Sunsetting Resolutions
- AASB 2026 Resolution Process and Timeline
- AASB Resolution Submission Form

At their July 2026 meeting, the AASB Board of Directors reviewed the current resolutions scheduled to sunset and considered proposed revisions to existing resolutions and newly proposed resolutions. The Board's recommendations are noted in the *Where We Stand* Draft #2 document for consideration by the membership.

AASB resolutions provide the authority needed for the Association to respond when approached by the Legislature or other parties. We encourage member districts to review existing resolutions and consider potential amendments or new proposals, as well as identify important topics that may not yet be addressed in the current resolutions.

To comment on or suggest changes to the resolutions, AASB requests that your board schedule time to discuss the resolutions at a regular meeting and vote by official board action. We require all submissions of comments, new resolutions, or amended resolutions be submitted by **October 7, 2026**. To submit a comment, new resolution, or amendment, click the button below:

**Submit Resolutions**

A complete set of all resolutions, including those proposed by districts, will be compiled and sent to member districts by October 17, 2026. If you have any

questions regarding the resolutions, please email Katie Oliver at koliver@aasb.org or call 907-463-1660.

Thank you for your board's continued commitment to supporting Alaska's students! We look forward to receiving your comments, amendments, and resolutions.

Dear Members of the Denali Borough School Board:

I respectfully request approval for out-of-state travel for Tri-Valley School students in grades 11–12 from April 8–20 as part of *America's Journey*, a year-long learning intensive. This interdisciplinary experience integrates American History, Government, Civics, Geography, English Language Arts, Physics, Drama, and Anatomy while examining how the United States has defined liberty, freedom, democracy, citizenship, and belonging across time.

The expedition will include visits to Washington, DC; Harpers Ferry; Gettysburg; Monticello; Hershey, Pennsylvania; and New York City. These locations will allow students to extend their classroom learning through primary sources, historical sites, fieldwork, discussion, and direct observation.

The journey will take students to Washington, DC; Harpers Ferry; Gettysburg; Monticello; Hershey Park, Pennsylvania, for Physics Day; and New York City, where they will visit an anatomy museum and attend a Broadway performance of Hamilton. Together, these destinations will extend classroom learning through primary sources, historic sites, scientific investigation, biological study, dramatic interpretation, fieldwork, discussion, and direct observation, allowing students to make meaningful connections across the expedition's many disciplines.

The journey reflects the expedition's central belief that history is an ongoing conversation shaped by evidence, memory, power, place, and perspective. Students will investigate whose voices have been represented or excluded and how Americans have worked to expand the meanings of liberty and freedom. By engaging with historic places, original documents, scientific experiences, and artistic interpretation, students will develop a deeper understanding of the connections among history, government, science, the arts, and civic identity.

I am confident that this travel experience will provide significant educational benefits for our students and will strengthen their ability to analyze primary sources, connect ideas across disciplines, and understand American history through authentic fieldwork. Thank you for considering this request.

Respectfully,

Daryl Frisbie

# America’s Journey

**Tri-Valley:** Grades 11–12

**Length:** Year long

**Core disciplines:** American History, Government, Civics, Geography, ELA

*America’s Journey* is a year-long Expeditionary Learning expedition in which TVS students investigate how the United States has defined liberty, freedom, democracy, citizenship, and belonging across time. Through close reading, primary-source analysis, fieldwork, case studies, and historical research, TVS students examine both celebrated and overlooked stories connected to Washington, DC; Harpers Ferry; Gettysburg; Monticello; and New York City.

This expedition is designed for TVS students who discover history and government through original source documents. The Declaration of Independence and Constitution are foundational texts that students will return to repeatedly throughout the year. Understanding the Founding Fathers—their ideals, contradictions, historical context, and the world they inhabited—is essential to this journey. TVS students will grapple with how these founding documents of the “great experiment” have been interpreted, challenged, and expanded across American history.

The expedition emphasizes that history is not simply a collection of dates and famous individuals. It is an ongoing conversation shaped by evidence, memory, power, place, and perspective. Our students will ask whose voices are represented, whose voices have been excluded, and how Americans have worked to expand the meanings of liberty and freedom.

### Standards Alignment

Common Core State Standards for English Language Arts and social-studies literacy practices, including:

- **W.11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.11-12.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- **W.11-12.7:** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate.
- **W.11-12.8:** Gather relevant information from multiple authoritative print and digital sources, assess the strengths and limitations of each source, and integrate information while avoiding plagiarism.
- **W.11-12.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **RI.11-12.6:** Determine an author's point of view or purpose and analyze how rhetoric advances that point of view or purpose.
- **RI.11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats.
- **SL.11-12.1:** Initiate and participate effectively in collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **SL.11-12.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **RH.6-8.2:** Determine the central ideas of a primary or secondary source.
- **RH.11-12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **RH.11-12.6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- **RH.11-12.9:** Integrate information from diverse sources into a coherent understanding of an idea or event, noting discrepancies among sources.

  **WHST.11-12.1:** Write arguments focused on discipline-specific content.

## Immersion Activity

# "Celebrating America's Journey"

Transform the classroom into an "American Heritage Celebration." Create an inspiring, patriotic atmosphere that honors the nation's founding ideals, remarkable achievements, and the courage of Americans throughout history.

Display:

- The Declaration of Independence in full
- The United States Constitution in full
- The Bill of Rights
- The Gettysburg Address with images of the battlefield
- Photographs of the monuments in Washington, DC

- Images of Monticello and Jefferson's writings on liberty
- The Statue of Liberty and Ellis Island
- Historic photographs of Harpers Ferry
- Maps showing the five expedition sites students will visit
- Inspiring American speeches and quotations
- Images of American innovation, achievement, and perseverance

Play patriotic music as students enter?

Students participate in a gallery walk, recording their observations and responding to:

What makes you proud to study American history?

What freedoms and opportunities has America provided?

What courage did Americans show in building this nation?

After the gallery walk. Show a slideshow of the five historic sites students will visit at the end of the year. Build excitement about walking where the Founders walked, standing on the Gettysburg battlefield, visiting Jefferson's Monticello, and experiencing the nation's capital.

Frame the expedition question:

# How have Americans worked to build a nation founded on liberty, equality, and opportunity for all?

## Guiding Questions

1. What did the Founding Fathers establish in the Declaration of Independence and Constitution, and how have Americans interpreted and challenged those founding principles?
2. How do Americans define liberty, freedom, republic, democracy, equality, and citizenship?
3. How have people challenged laws, institutions, and traditions that denied their liberty or freedom?
4. Whose stories are told—and whose stories are untold—in America's monuments, museums, and landmarks?
5. How do geography and place shape the movement of people, ideas, conflict, and power?

6. How should Americans remember difficult histories and respond to unfinished promises?

## Long-Term Learning Targets

### Content Knowledge

I can:

1. Explain how the Declaration of Independence and Constitution established American founding principles, and how major events and movements have challenged, interpreted, and expanded those principles.
2. Analyze how slavery, the Civil War, Reconstruction, immigration, and civil-rights movements influenced the meaning of liberty and freedom.
3. Locate and interpret the geographic significance of Washington, DC; Harpers Ferry; Gettysburg; Monticello; and New York City.
4. Explain how monuments, museums, memorials, and historic sites shape public memory.
5. Analyze contradictions between American ideals and the lived experiences.

### Reading and Analysis

I can:

1. Cite specific evidence from primary and secondary sources to support an interpretation.
2. Identify an author's purpose, audience, perspective, assumptions, and use of evidence.
3. Compare how multiple sources represent the same historical event or issue.
4. Evaluate whether evidence is relevant, credible, sufficient, and consistent with other sources.
5. Analyze how literary and informational texts develop themes such as liberty, freedom, identity, justice, courage, and belonging.

### Writing and Communication

I can:

1. Write an evidence-based argument that includes a claim, logical reasoning, relevant evidence, and a response to an opposing perspective.
2. Write informative texts that organize historical information clearly and accurately.

3. Revise my writing for clarity, precision, organization, evidence, style, and audience.
4. Present historical findings through effective speaking.
5. Participate in respectful discussions by listening carefully, asking questions, building on others' ideas, and disagreeing with evidence and care.

### Research and Inquiry

I can:

1. Develop focused research questions that can be answered through investigation.
2. Gather, organize, cite, and synthesize information from multiple reliable sources.
3. Use field notes, interviews, maps, photographs, artifacts, and archival sources as evidence.
4. Distinguish between fact, interpretation, inference, and opinion.
5. Revise my thinking when new evidence challenges my original assumptions.

### Character

I can:

1. Collaborate responsibly and contribute to the success of my class.
2. Approach difficult histories with courage, empathy, humility, and intellectual honesty.
3. Consider historical events from multiple perspectives without excusing injustice.
4. Produce high quality work for an authentic audience.

## Promises, Places, and Public Memory

**Focus sites:** Local community; Washington, DC preparation

### Essential focus

- What is a nation?
- How do places tell stories?
- What do American founding documents promise?
- How should we evaluate historical sources?

### Key activities

- Local monument and investigation

- Introduction to primary-source analysis
- Mapping the expedition sites
- Deep, sustained close reading of the Declaration of Independence and Constitution
- Seminar on “What makes a democracy?” “What makes a republic?”
- Draft of “What America Promises” analytical paragraph

## Democracy on Display

**Focus site:** Washington, DC

### Essential focus

- How do democratic institutions work?
- What stories do national monuments tell?
- Whose contributions are visible in Washington, DC?
- How do citizens influence government?

### Key activities

- Continued deep study of the Constitution and Bill of Rights in full, plus analysis of key amendments (13th, 14th, 15th, 19th) as they connect to the evolution of American democracy.
- Analysis of the Capitol, White House, Supreme Court, National Archives, National Museum of African American History and Culture, National Museum of the American Indian, and major memorials

## Freedom, Resistance, and Civil War

**Focus sites:** Harpers Ferry and Gettysburg

### Essential focus

- How did slavery shape American history?
- Why did people resist slavery?
- How did the Civil War change the nation?
- How should the nation remember war and sacrifice?

### Key activities

- Study of slavery, abolition, resistance, and sectional conflict
- John Brown source set
- Underground Railroad mapping
- Comparative analysis of Frederick Douglass, Harriet Tubman, John Brown, and enslaved people's narratives
- Civil War cause-and-effect investigation
- Close reading of the Gettysburg Address
- Socratic seminar on whether John Brown was a hero, terrorist, freedom fighter, or something more complex
- Gettysburg Address annotation

## Ideals, Contradictions, and Movement

**Focus sites:** Monticello and New York City

### Essential focus

- Can a person advance democratic ideals while denying freedom to others?
- How do people move in search of opportunity?
- What is the American Dream, and who has access to it?
- How do cities transform national identity?

### Key activities

- Jefferson's writings compared with the history of enslaved people at Monticello
- Study of Sally Hemings, Elizabeth Hemings, and other enslaved families connected to Monticello
- Analysis of the Declaration of Independence alongside records of slavery
- Immigration and migration case studies
- Ellis Island and the Statue of Liberty

- Oral-history or family migration project
- Seminar: “Is the American Dream an ideal, a promise, a myth, or a work in progress?”
- Contradictions essay

## Anchor Texts

### Historical fiction

The Killer Angels by Michael Shaara

### Memoir

*Narrative of the Life of Frederick Douglass* by Frederick Douglass

## Historical Documents

### Founding and democratic institutions

Students will study the Declaration of Independence and the Constitution in their entirety, returning to specific passages as they investigate how these founding documents have been interpreted across different historical moments.

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Federalist No. 10 or selected excerpts
- Anti-Federalist writings
- Thomas Jefferson’s writings on liberty
- Abigail Adams’s “Remember the Ladies” letter
- George Washington’s Farewell Address
- James Madison’s notes from the Constitutional Convention
- Patrick Henry’s “Give Me Liberty or Give Me Death” speech
- Thomas Paine’s Common Sense (excerpts)
- Benjamin Franklin’s speech at the Constitutional Convention
- The Virginia and Kentucky Resolutions

- Marbury v. Madison excerpts
- Alexander Hamilton's Federalist writings on executive power

### Slavery and abolition

- Frederick Douglass's "What to the Slave Is the Fourth of July?"
- Sojourner Truth's "Ain't I a Woman?"
- Harriet Tubman accounts and biographical records
- John Brown's declaration and trial testimony
- Fugitive Slave Act excerpts
- Dred Scott v. Sandford excerpts
- Abraham Lincoln's debates with Stephen Douglas
- William Lloyd Garrison's writings from The Liberator
- The Compromise of 1850 documents
- Kansas-Nebraska Act excerpts
- Bleeding Kansas newspaper accounts from multiple perspectives
- Charles Sumner's "The Crime Against Kansas" speech
- Roger Taney's full Dred Scott decision
- Benjamin Curtis's dissent in Dred Scott
- Auction records and bills of sale

### Civil War and Reconstruction

- Abraham Lincoln's Gettysburg Address
- Lincoln's Second Inaugural Address
- Emancipation Proclamation
- General Orders No. 3
- Reconstruction Amendments
- Black Codes and selected testimony from Reconstruction-era hearings
- Letters from soldiers and civilians
- Battlefield maps and casualty records

- South Carolina's Declaration of Secession
- Alexander Stephens's "Cornerstone Speech"
- Jefferson Davis's inaugural addresses
- Confederate Constitution excerpts
- Union and Confederate soldiers' letters and diaries (multiple examples)
- Clara Barton's Civil War writings
- Walt Whitman's hospital journals
- Robert Gould Shaw's letters
- Susie King Taylor's memoir excerpts
- William Tecumseh Sherman's correspondence and Special Field Orders No. 15
- Andrew Johnson's veto messages
- Thaddeus Stevens's speeches on Reconstruction
- Testimony from Freedmen's Bureau records
- Ku Klux Klan Act of 1871
- Slaughterhouse Cases excerpts
- United States v. Cruikshank excerpts
- The Compromise of 1877 documents

## Civil rights and citizenship

- Plessy v. Ferguson and Brown v. Board of Education excerpts
- Martin Luther King Jr.'s "Letter from Birmingham Jail"
- Civil Rights Act excerpts
- Ida B. Wells's anti-lynching pamphlets and editorials
- W.E.B. Du Bois's "The Souls of Black Folk" excerpts
- Booker T. Washington's Atlanta Compromise speech
- Du Bois's response to Washington
- Marcus Garvey's speeches
- Thurgood Marshall's oral arguments in Brown v. Board

### Immigration and American identity

- Emma Lazarus, “The New Colossus”
- Immigration photographs and oral histories
- Immigration Act of 1924
- Contemporary immigration policy documents and debates

### Jefferson, Monticello, and the Enslaved Community

- Jefferson’s Notes on the State of Virginia (excerpts on slavery and race)
- Jefferson’s correspondence with Benjamin Banneker
- Jefferson’s Farm Book and financial records
- Memoirs of Madison Hemings (1873 interview)
- Memoirs of Israel Jefferson
- Isaac Jefferson’s oral history
- Archaeological reports from Monticello enslaved quarters
- Advertisements for runaway enslaved people from Monticello
- Manumission records
- Sally Hemings family genealogical research

### Women’s Rights and Suffrage

- Seneca Falls Declaration of Sentiments
- Elizabeth Cady Stanton’s speeches and writings
- Susan B. Anthony’s “On Women’s Right to Vote” speech
- Ida B. Wells’s writings on suffrage and racial justice
- 19th Amendment debates and ratification documents

# Case Studies

## Case Study 1: Washington, DC — Democracy on Display

### Driving question

How does Washington, DC represent American democracy, and whose stories are missing or newly being included?

### Key content and skills

Students investigate:

- The structure and purpose of the federal government
- Founding ideals and constitutional limits
- The role of monuments and memorials
- The relationship between public memory and political power
- Black history, Indigenous sovereignty, women's citizenship, military service, immigration, and civil rights
- Monument design, audience, symbolism, and language
- Comparison of official narratives and community histories

Students practice:

- Close reading
- Monument and image analysis
- Perspective comparison
- Research and synthesis
- Civic discussion
- Argument writing

### Texts and resources

- Constitution and Bill of Rights
- Declaration of Independence
- Federalist Papers (selected numbers relevant to structure of government, representation, and checks and balances)
- Anti-Federalist writings (to provide contrasting perspectives on the Constitution)

- “What to the Slave Is the Fourth of July?”
- Selected speeches by Frederick Douglass, Martin Luther King Jr., and Fannie Lou Hamer
- National Archives documents
- Smithsonian museum materials
- National Museum of African American History and Culture resources
- National Museum of the American Indian resources
- Memorial photographs and inscriptions

### Fieldwork components

Students:

- Conduct a monument audit
- Compare two memorials that represent different groups or historical periods
- Visit a federal institution
- Ask: “What does this site expect visitors to feel, believe, or remember?”

### Assessment

- Exit reflection: “What makes a national story democratic?”

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## Case Study 2: Harpers Ferry — Resistance and the Road to Civil War

### Driving question

How did slavery and resistance at Harpers Ferry expose the nation’s conflict over freedom?

### Key content and skills

Students investigate:

- The institution of slavery
- Abolitionism and resistance
- John Brown’s raid

- Black resistance and abolitionist organizing
- The relationship between individual action and historical change
- The geography of Harpers Ferry
- The causes and consequences of sectional conflict
- The limits of judging historical actors using only modern categories

Students practice:

- Corroborating conflicting accounts
- Evaluating motive and context
- Distinguishing explanation from justification
- Constructing historical arguments
- Conducting respectful discussions about violence and resistance

### Texts and resources

- John Brown's writings and trial testimony
- Frederick Douglass's accounts of John Brown
- Newspaper reports from different regions
- Slave narratives
- Fugitive Slave Act excerpts
- Maps of Harpers Ferry and transportation routes
- Accounts from African American communities affected by slavery and resistance

### Fieldwork components

Students:

- Map the physical geography of Harpers Ferry
- Investigate why the location mattered strategically
- Examine how the town interprets John Brown
- Compare historical markers and museum narratives
- Analyze the relationship between geography, industry, transportation, and military action

- Write a field-based response to: “What can a place reveal that a textbook cannot?”

### Assessment

- Position paper addressing the complexity of John Brown’s legacy

## Case Study 3: Gettysburg — War, Union, and Memory

### Driving question

How has Gettysburg shaped the way Americans understand the Civil War, sacrifice, equality, and national unity?

### Key content and skills

Students investigate:

- Causes and major consequences of the Civil War
- The Battle of Gettysburg
- The Gettysburg Address
- Emancipation and the changing purpose of the war
- Civilian experiences
- Black soldiers and United States Colored Troops
- Battlefield preservation
- The politics of commemoration and reconciliation

Students practice:

- Rhetorical analysis
- Writing concise, evidence-based explanations

### Texts and resources

- Gettysburg Address
- Lincoln’s Second Inaugural Address
- Emancipation Proclamation

- Soldier letters and diaries
- Battlefield maps
- Gettysburg National Military Park materials

### Fieldwork components

Students:

- Follow a battlefield route
- Analyze terrain and strategic decisions
- Visit Soldiers' National Cemetery
- Compare battlefield interpretation signs
- Study the relationship between sacrifice and national purpose

### Assessment:

Historical explanation: "Why Gettysburg still matters"

## Case Study: Monticello — Ideals and Contradictions

### Driving question

How should Americans understand the contradiction between Jefferson's ideals of liberty and the realities of slavery at Monticello?

### Key content and skills

Students investigate:

- The Declaration of Independence
- Enlightenment ideas
- Jefferson's political philosophy
- Enslaved labor and family life at Monticello
- Sally Hemings and the Hemings family
- The relationship between individual beliefs and systems of power

- Historical interpretation and ethical memory

Students practice:

- Comparing words and lived realities
- Evaluating evidence about historical people

### Texts and resources

- Declaration of Independence
- Jefferson's letters and political writings
- Monticello records
- Hemings family histories
- Archaeological and material-culture evidence
- Enslaved people's narratives
- Monticello interpretive materials
- Historians' competing interpretations

### Fieldwork components

Students:

- Compare the main house with enslaved workers' quarters
- Analyze how the site presents Jefferson and the enslaved community
- Examine artifacts, architecture, and landscape
- Record evidence of wealth, labor, hierarchy, and resistance
- Revise their definition of liberty

### Assessment

Personal reflection on historical responsibility

## Case Study: New York City — Immigration and the American Dream

## Driving question

How have immigrants shaped New York City and expanded or challenged the meaning of the American Dream?

## Key content and skills

Students investigate:

- Ellis Island and federal immigration policy
- The Statue of Liberty
- Urban labor and housing
- Cultural exchange and neighborhood formation
- Contemporary immigration debates

Students practice:

- Comparing public ideals with lived experiences

## Texts and resources

- Ellis Island passenger records
- Immigrant letters and diaries
- Contemporary immigrant narratives
- Naturalization documents
- Census and migration data

## Fieldwork components

Students:

- Visit Ellis Island
- Analyze the Statue of Liberty as a national symbol
- Document language, architecture, foodways, and cultural institutions

## Assessment

Argument: “What makes a city belong to everyone?”

**America's Journey is most powerful when our students leave the expedition with more than historical knowledge. They should understand that the "great experiment" is an unfinished project, that public memory requires evidence and responsibility, and that their own questions and actions can contribute to the nation's continuing journey.**

Denali Borough School District
P.O. Box 280 • Healy, Alaska 99743 • (907) 683-2278 • FAX (907) 683-2514

Memo to: Denali Borough School District School Board Members

From: Bill Burr, Superintendent

Date: September 17, 2026

Subject: 2026/2027 Certificated New Hire Contract

The administration has one certificated contract ready for School Board consideration.

Superintendent Bill Burr is requesting School Board action to approve 2026/2027 certified contracts to:

| Name | Salary Placement | Position | Location |
|---|---|---|---|
| Kaiser, Joseph | A/0 | Multi-Grade Secondary | Anderson |