



Denali Borough School District

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

Thursday, October 15, 2026

**WORK SESSION & REGULAR SCHOOL BOARD MEETING WORK SESSION AT 6PM; REGULAR SB
MEETING AT 7PM
Tri-Valley School**

- I. Work Session
 - 2027-2032 Strategic Planning Session
 - A. Work Session - Strategic Planning for 2027-2032
- II. Regular Session - Opening Items
 - A. Call to Order
 - B. Pledge of Allegiance
 - C. Roll Call
- III. Adoption of Agenda and Approval of Consent Agenda
 - A. Adoption of Agenda
 - B. Consent Agenda
 - Board Minutes September 17, 2026
 - Resignations - Jessica Hampton and Jamie Wollman
- IV. Greeting and Reading
 - A. Board Greeting and Reading
 - "How we behave together, keeps us together." Dan Polta
- V. Public Comments on Agenda Items
 - A. Public Comments on Agenda Items
- VI. Presentations
 - A. Tri-Valley Student Presentation
 - AASOG State Conference Presentation
- VII. Comments from Denali Borough Mayor
 - A. Mayor's Report
- VIII. Administration Reports
 - A. School Reports
 - B. Director of Learning & Instruction Report
 - C. Federal and State Programs Report
 - D. Maintenance Report
- IX. Reports and Correspondence
 - A. Committee Reports
 - Legislative Committee Report
 - Finance Committee Report
 - Policy Committee Report
 - B. Business Manager Report
 - C. Tri-Valley School Report
 - D. Superintendent Report
- X. Old Business
 - TVS staff and students out of state travel request.
 - A. **TVS - out of state travel for students and staff in 2027.
 - Presentation by Daryl Frisbie

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.

- XI. New Business
 - A. Policies - First Reading
 - BP 3100 - Budget
 - BP 5000 - Concepts and Roles (no change/format fixes)
 - BP 5021 - Non-Custodial Parents (used AASB version)
 - BP 5030 - School Discipline and Safety (minor word changes)
 - BP 5040 - Student Nutrition and Physical Activity (many additions)
 - BP 5111 - Admission (no changes)
 - BP 5121.1 - High School Course Credit (no changes)
 - BP 6161.4 - Internet (no changes/further review)
 - BP 6174 - English Language Learners (typos corrected)
 - BP 6174.1 - Education of Native/Indian Children (typos corrected)
 - BP 6175 - Migrant Children Program (New Policy)
 - BP 6178 - Career and Technical Education (no change)
 - BP 6178.1 - Internships (no change)
 - BP 6181 - Charter Schools (no change)
 - BP 9320 - Meetings (no current changes)
 - B. AK Presidential Physical Fitness Award
 - C. DBSD Resolution 26-01
 - D. DBSD Resolution 26-02
 - E. DBSD Resolution 26-03
 - Legislative Priorities for the First Session of the 35th Legislature of the State of Alaska
 - F. Hunter's Safety Grant Award
 - G. Staff Out of State Professional Development Travel
- XII. Public Comments on Non-Agenda Items
 - School Board Candidate Letters
- XIII. Comments from Board and Superintendent
- XIV. Adjourn



October 15, 2026

Denali Borough School District Strategic Plan Initial Survey Report

Stakeholder Perspectives and Potential Areas of Focus

Prepared for the Denali Borough School District Board of Education

This survey was designed for a broad overview of how stakeholders feel about the district with an opportunity to provide comments to inform next steps in the process. This report summarizes survey findings, identifies possible emerging themes, and presents potential areas of focus for the Board's consideration as it develops the district's strategic plan. Personally identifiable information has been redacted.

In summary, 35 people responded to describe the overall performance of the Denali Borough School District and schools with an average scale score of 2.94 out of 4. Please note that in Question 2 and Question 3 raw responses, personally identifiable information has been redacted. In question 2, What is Denali Borough School District doing well and what should we improve, 31 people responded overall. In question 3, What are the most important things our district should focus on in the future, 31 people responded overall.

Next steps in this process will be to develop a comprehensive survey to gather information from more Denali Borough School District stakeholders to provide focus for the board as well as the upcoming Strategic Plan Team convening in December of 2026.

Prepared by

Sean Dusek and Dr. Steve Atwater
Alaska Council of School Administrators

Presented

October 15, 2026

Denali Borough School District Strategic Plan

Possible recurring themes for “what we are doing well?”

1. **Instruction.** The responses indicate an overall satisfaction with the instruction the students receive. The Denali Learning model was cited three (3) times as positive. There was also mention of music and outdoor experiences as a positive part of the students’ experience.
2. **Quality of Staff and Professional Development.** More than half of the “what we are doing well” responses included mention of the good teaching and the good teaching support (professional development).
3. **School Climate.** Several of the responses directly or indirectly noted the positive school culture and learning environment as

Possible recurring themes for “what we should improve.”

1. **Technology.** Four (4) respondents indicated a desire to curb or limit the use of technology in the classroom. They propose less screen time for the students. One respondent stated that AI should be removed entirely from the classroom
2. **Communication.** While communication was noted as a positive, it was also included as an area of improvement.
3. **Other Areas.** Improving student attendance, improving response to poor student behavior, more support for paraprofessionals and limiting the amount of student travel were all included once as areas of improvement.

There could be at least 2 areas of focus to consider from the initial survey:

Teaching and Learning – Address the issue of an increasing dependence on technology as part of instruction. What is the right balance of screen time vs. no-screen time? Also, AI and its role in instruction needs to be addressed although doing so could likely be met through policy committee activity.

Communications – expand district and school communication to stakeholders to become more comprehensive to move beyond a dependence on Board level communications.

Denali Borough School District

Question #2 What are we doing well and what should we improve?

1. Providing a nurturing environment where children are safe and well cared for. Figure out why so many local kids are being homeschooled instead enrolled in brick and mortar so our schools don't have to close. Otherwise the strategic plan should start contingency planning for how Tri-Valley will implement budget cuts, combine classes, etc. Or potentially look at other options like cost savings by cutting iPad use in elementary and cutting it staff to realize savings, etc

2. Kids do high quality work

3. The cross-class engagement is highly beneficial and should be leveraged more. The use of outdoor space during the school day is highly beneficial and should be further leveraged. Communication is still a huge gap, and just focusing on this to engage with parents and community in more productive ways will likely yield quick results. More creativity in the way the classroom engages with the natural environment will increase the value proposition of in-class instruction. An enormous area of risk is the engagement of AI in the classroom. This is hugely damaging to children, and it should be removed entirely. It is not a productive part of adult society, and there is no reason to experiment with this dangerous technology on our children. The use of screens in the classroom signifies laziness in instruction. The classes with less screentime are far more productive, demonstrably so.

4. The iPads should not be in the elementary schools- they are not helpful and are distracting to learning. The teachers are wonderful. Cell phones should not be allowed in the classroom.

5. Listening to issues from staff, students, and parents in ALL schools needs to be taken more seriously. The tri-valley vs Anderson and Cantwell rivalry needs to be formally addressed. Updates from the school board is generally good.

6. I think we are doing well at providing students an opportunity to gain a good education with talented and knowledgeable staff. Also, asking the students to perform at a level of excellence as they are encouraged to produce high quality work is another strength our district has. I think we can improve on communication.

7. It is evident that teachers and staff keep students at the center of everything they do. Communication with families happens through a variety of methods. Schools reach out to the community at key moments.

8. You're doing great at fostering a school-wide learning environment. Kids are encouraged to work hard and try new things. I'd point to the Denali Learning Model as a successful program.

9. Doing Well: Professional development [REDACTED] is great. It is timely and useful in my day to day work. We are often given time to implement the work in our classrooms. YAY! Improve:

10. I think our students have high achievement and they are learning skills that will help them in life. I think our staff cares about the students and each other. I think most people in our district work hard to keep students at the center of decisions. I think the students feel that care in their day to day and their families. [REDACTED]

[REDACTED]

[REDACTED] And speaking of the staff is given plenty of opportunities to improve their practice! I have learned so much from the various conferences I have attended. I feel so appreciative of having the chance to be in work sessions with Ron Berger, John Hattie, [REDACTED] and more!

The chance to put more tools in my toolbox is so very valuable! It's hard for me to think about improvements because out of the places I have worked this has been the best!

11. [REDACTED]

12. doing well: technology, teachers, paras, materials, improve: communication that is collegial and supportive between admin, certified, classified, sites, students, parents...

13. Keeping students at the center! Providing learning opportunities through internships.

14. The district needs to be louder than the schools themselves. Meaning, more information, communication and actions needs to be coming from the DO and not only during Board Meetings.

15. The district is good at listening to feedback and implementing when appropriate and feasible.

16. Doing Well * We have built a culture of high expectations in our classwork. In the considerable amount of time required to fully implement powerful change, we have moved the practice toward a higher level of professionalism and quality of work throughout the staff, despite turnover. As everyone who comes here to teach has shared, we stand for a high level of professional practice because our students deserve that. We seek to improve, progress, and continue to strive to give our students the best education — not the open-the-book, read-and-do-the-lesson-to-them approach. We are educators. We know our students. We can make the education powerful and connected to local realities. We can bring the students into the learning and help them begin to take charge of their education and drive it forward. We need to stay with the long-term focus on best teaching practices found in our Denali Learning model. * Deep work for students that is developing learners who are thinkers, capable of accomplishing any task put in front of them — not just canned, memorized responses. * We have made great gains in our efforts to meet the personalized needs of our learners, despite a decent amount of staff turnover. Improvement — Attendance: As mentioned above, it is incredibly hard to teach and guide students when they are not here. With over 40% of students chronically absent (and that's not counting school-sanctioned sports absences), even the best efforts and learning experiences go right past them and have minimal effect at best.

17. What we are doing well: Producing well-rounded young adults- not just book-smart. Our kids have strong character, care for their community, and help others. Improve: Traveling is important to help produce the well-rounded kids I describe above. However, the amount of travel for sports tournaments at the high school level is excessive. Can we somehow find a happy medium?

18. I think our district does a really great job of creating a culture of acceptance and connection between staff members. We all push each other to be successful while being supportive and understanding. I think we could improve in how we support paraprofessionals and making sure they have schedules, training, and tools that are reasonable and consistent.

19. In most cases, the environment of the schools is great. I think that collaboration is good in some spots.

20. Great community atmosphere.

21. The curriculum is excellent. AI should be removed from the school. And communication continues to be very spotty.

22. The Denali learning model is strong. Students are confident in producing high quality work and are proud to show what they have done during Celebrations of Learning. Academically, they are very successful for the most part. Staff professional development activities are a huge strength.

23. The teaching staff is wonderful, [REDACTED].

24. Doing well - In-service, leadership team is supportive, tech team is proactive, district team is responsive, [REDACTED]! For improvement - building maintenance (paint, wall fixture, lightings, etc.)

25. Best at Music education. Almost every student can read music and play at least one instrument by high school. Worst at core curriculum classes, especially Math. The biggest mistake this district ever made was switching to Everyday Math.

26. The school lunch program is something that I believe is going well. PIE nights offer an opportunity for parents to engage with the Administration. The Administration needs to improve dealing with students that consistently disrupt the classroom learning environment. It's so bad that several families have elected to homeschool their children. Why is it that bad behavior continues to be allowed to disrupt the classroom? Instead, the admin gives chance after chance to allow students to "behave." I would like to see an implementation of 3 strikes, and you're out.

27. Doing well - teacher training, student expectation and experiences.

28. My daughter absolutely loves the school and so do I. I have no complaints!

29. Doing well-- social and emotional well being of students and staff, welcoming and supportive learning environment, place-based learning opportunities, earning college credits during high school, facility maintenance and getting ahead of large-scale construction and equipment needs. Should improve-- engaging, place-based learning integrated into every class, at every grade level, not just the classes that are easier to integrate it; deemphasize sports and reemphasize academic learning and achievement; never miss more than Friday classes for any sports trip.

30. We are doing well on students understanding the need for an education and the building upon each other of theories, concepts, and ideas.

31. Overall, Tri-Valley is on a good track. The staff genuinely cares about the students. The district should continue to work on creating more opportunities for parents to be involved.

Denali Borough School District

September 2026, Survey Question 3: What are the most important things our district should focus on in the future? Please provide 2 to 3 areas of focus.

Based on the actual responses received, it appears there is an emphasis on engaging, high-quality teaching; stronger connections with families and between schools; and learning that prepares students for life.

Possible recurring themes

1. **Sustain strong teaching and strengthen student support.**
Continue developing Denali Learning through rigorous, relevant instruction and ongoing staff training. Improving attendance was also mentioned several times.
2. **Improve communication and collaboration.**
Make communication with families consistent across grades and make it easier to access, and useful to parents who cannot regularly visit school. Specifically, improve the website and provide information beyond student-led conferences. There also appears to be suggestions for stronger relationships, shared practices, and joint activities across Anderson, Tri-Valley, Cantwell, and PEAK.
3. **Connect learning to practical skills, local experiences, and future opportunities.**
Prepare students for adulthood through financial literacy, workforce readiness, problem-solving, and lifelong health skills. Expand hands-on projects, outdoor learning, and connections to local natural and cultural history. It was mentioned more than once students should have more access to advanced and college courses as well as to music, art, libraries, sports, and other programs.
4. **Reassess screen time and classroom technology.**
Several responses want less screen use and more direct interaction, physical activity, and hands-on learning. There were some specific requests to remove iPads and/or Artificial Intelligence.

Overall, there could be at least 2 areas of focus to consider from the initial survey:

Teaching and Learning – Strengthen Denali learning through intentional staff support for improved student learning and increase student engagement. Include rigorous academic and practical learning experiences to meet individual student needs and increase student engagement for improved attendance.

Family and Community Engagement – increase effective communications between schools, families and the community to provide parents information they need to support students outside of school and increase local opportunities for students in the community that also strengthens Denali Learning concepts.

Denali Borough School District

Question #3 What are the most important things our district should focus on in the future?
Please provide 2 to 3 areas of focus.

1. The amount of screen time at school - I think a lot of parents with kids in school and those who have chosen to pull kids out for homeschool feel like there is too much screen time with iPads as learning devices/teacher substitutes and TV/screen time being used to numb kids minds and calm them during snack/break etc. Parent communication with consistency across grades – how do parents not always in school receive notifications, student lead conferences are great for

student initiative, but don't always give an accurate picture of what is going on at school. I do appreciate the Rei-Valley School open house that was started last year and continued this year.

2. Get rid of AI in the classroom. Reduce the use of unnecessary screens. Engage with the natural environment we are blessed with in the district to inform instruction.
3. Keeping Cantwell and Anderson open. Removing iPads from the classroom.
4. Communication Attentiveness Ability to implement healthy and positive change.
5. Increasing enrollment somehow Continued positive staff development and staff relationships.
6. Practical skills, personal finance, teaching about staying out of debt, school to work programs, hands-on learning.
7. Attendance and engagement- working with families Continuous community involvement-partnership Collaboration across schools- shared practices
8. With small class sizes, work on spreading the students out so they're not always with the same handful of kids.
9. Attendance, Training for new staff (certified and non-certified), Maintenance and Custodial staff (do we have enough? bathrooms not working or clean, lack of subs...) and the school could use a "facelift" (paint, carpet, furniture, ...) Having a school to be proud of helps student morale...
10. I think staying student centered is always the focus. A quality education and feeling the support of a community of staff that cares. Communicating with students, staff, families, and the community. I wouldn't mind if y'all could figure out how to even out the temps in the school, its either crazy cold or crazy hot and rarely a normal temp.
11. Child performance Less screens School to parent communication
12. Get back to the 'I can' way of thinking where we problem solve and come up with solutions, not just 'I can't' or 'no'.
13. Communication. I know that there were glitches in the platform that teachers would use to communicate but email can be challenging.
14. -Unifying the 3 schools and their staff. - Opportunities for growth from the students. – Offer college courses for extra curricular activities.
15. Inclusion of all parents, including working parents who aren't always at the physical schools all the time. Consider more activities and projects that include all four major schools Anderson, Tri-Valley, Cantwell, and PEAK working together. More comradery between the entire district.
16. * Powerful instructional methods. The students deserve the highest quality learning experiences and educators. With extreme effort, most of these powerful methods have already been curated into the model we have developed in Denali Learning. These are not a curriculum. They are the best practices of teaching, student-centered focus, student empowerment, and high quality work. It would be a significant hit to the education of our community's children to discard this platform. * Continued efforts at community engagement, bringing in the stakeholders and helping them see and understand the powerful work going on. * Improving Attendance. The best teaching in the world has a hard time affecting the students who are not present. As this is a national problem, it is clear that it is an uphill battle. With that said, our numbers are notably higher than the national and even many state numbers. It deserves a concerted effort.

17. 1. Continuing with Denali Learning- the high level of instruction it encourages makes learning far more relevant for students. It also allows instructors to be creative and adaptable to student needs. 2. Securing more funding so that we can provide more opportunities for students at our smaller schools, like a full-time counselor and music teacher. Sharing is great, but everyone gets less time with them when they are split between three sites.
18. I think we should continue to focus on the EL model and creating engaging expeditions for students. I also think we should continue to encourage and support school programs like the school lunch program, the music program, the library program, the art program, and sports. I think we should continue the amazing inservices and staff professional development that is provided by [REDACTED].
19. Standards
20. Can't add anything more [REDACTED].
21. AI is a danger and needs to be immediately removed until further research can be done. The screen time in the classrooms is causing learning challenges. Kids need more time outdoors and using their hands in classrooms.
22. Continued professional development for staff to have a shared vision of the Denali Learning model, partnership with the park and other local opportunities to provide place based learning, and a strong intervention and sped program to support students who are below grade level in reading, writing, or math skills.
23. Preparing students for life as an adult(how to budget, contributions to a retirement account early in adulthood, etc. Expand opportunities for advanced/college courses
24. Curriculum review (this is our strength now) Training for staff and parents (this is ongoing)
Cultural celebrations
25. Core areas of Math, Science, and Language Arts. As for Social Studies, Geography has been basically non-existent for decades. We can do so much better!
26. 1. Hard line on disruptive behavior. 2. Intuitive website layout. It's incredibly hard to find anything on the current website.
27. Continue Denali learning, continue the connections between classroom learning and the world outside their classroom.
28. Teaching important life skills such as taxes and banking for example. Teaching kids to have grit.
29. skills for lifelong mental and physical health and well being; personal financial management and workforce readiness; natural and cultural history education of the place where we live
30. Improving the educational level of Sped HS graduates Making all schools feel inclusive and heard Better SEL teaching and emphasis-Counselor trained better
31. 1. Continue Denali Learning's focus on creating well-rounded students through rigorous work and meaningful experiences. It is working. 2. Communication with parents and the broader community.



Denali Borough School District

Minutes of the Regular Meeting of the Denali Borough School District Board of Education Cantwell School and Virtual Zoom Meeting September 17, 2026

1. *Call to Order*

Vice President Kristen Randall called the meeting to order for the Denali Borough School District Board of Education meeting at 7:08 p.m.

2. *Pledge of Allegiance*

Board Member Forest Shreeve 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 (excused)

Jenna Hamm

Kristen Randall

Forest Shreeve

Dawn Adams (excused)

Katie Griebel (virtual)

Lauren Bruns

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 one person online but they did not sign up to comment.

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

Jenna Hamm moved to adopt the agenda and consent agenda as presented. Lauren Bruns seconded the motion. Katie Griebel moved to amend the agenda to remove 9E and Lauren Bruns seconded that motion.

A point of order was called and Vice President Randall pointed out two motions on the floor. Jenna Hamm withdrew her original motion and Lauren Bruns withdrew her second leaving the amended motion on the floor. A roll call vote was done and the amended motion failed 3 to 2.

Jenna Hamm again moved to adopt the agenda and consent agenda as presented. Lauren Bruns seconded that motion. In a roll call vote, the motion passed unanimously and the agenda and consent agenda were adopted.

Call to Order

Pledge of Allegiance

Recording of
Members Present

Adoption of Agenda
and Approval of
Consent Agenda

Mission Statement

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

5. *Board Greetings and Reading*

Board members greeted each other and shared positive thoughts. Forest Shreeve read a quote, and the Board responded.

6. *Public Comments on Agenda Items*

There was no public comment on agenda items.

7. *Student Presentation*

Cantwell shared a video of a student learning to play piano.

8. *Denali Borough Mayor's Report*

Mayor Noel provided his September written report for the Board's review.

9. *School Reports*

The Anderson, Denali PEAK, and Tri-Valley School reports were received.

10. *Director of Learning & Instruction Report*

None for this meeting.

11. *Technology Director Report*

A comprehensive report was received.

12. *Committee Reports*

Board Committee Reports

There was no Legislative Committee Meeting so no report. There was a Policy committee report and a Finance committee report provided.

13. *Business Manager's Report*

A written report was received. Business Manager Jeremy Stanfield virtually discussed the written report.

14. *Cantwell School Report*

A written report was received.

15. *Superintendent Report*

A written report was received. Superintendent Burr discussed the written report.

16. *Old Business*

None

17. New Business

A. Review of 2026-2027 Annual Board Goals

Member Lauren Bruns moved to approve/accept the 2026-2027 Annual Board Goals and Priorities as presented. Member Jenna Hamm seconded the motion. The passed by a unanimous roll call vote.

B. Board Member/Student travel to November AASB Annual Conference

Member Forest Shreeve moved to approve the travel of Denali Borough School District members in addition to student representatives and school board candidates to the AASB Fall Board and Youth Leadership Conference. Member Lauren Bruns seconded the motion. The motion passed by a unanimous roll call vote.

C. AASB Call for Resolutions.

The Board discussed the 2026 - 2027 Draft resolutions.

D. Out of State Travel for TVS students with Staff

Member Katie Griebe moved to tentatively approve the travel of TVS students with staff out of state. Member Lauren Bruns seconded the motion. The motion passed with a unanimous roll call vote. Board members did express a desire to hear more about the details of the trip from the sponsoring teacher.

E. Certificated Hire

Member Lauren Bruns moved to accept the certificated contract for Joseph Kaiser. Member Jenna Hamm seconded the motion. The motion passed by a unanimous roll call vote after a brief discussion.

18. Executive Session

Member Jenna Hamm moved to enter into Executive Session to address a personnel matter that is not subject to the Open Meetings Act. Lauren Bruns seconded the motion and it was passed by a unanimous raise of hands vote. The Board entered into Executive Session at 8:32pm.

Member Jenna Hamm moved to exit Executive Session and Member Lauren Bruns seconded the motion and it was passed by a unanimous raise of hands vote. The Board exited the Executive Session at 8:45pm.

Member Katie Griebe moved to approve long term leave without pay for a staff member. Lauren Bruns seconded the motion and the motion passed with a unanimous roll call vote.

DENALI BOROUGH

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Chris Noel, Mayor

October 2026 Report

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

Items of Interest

- **State of Alaska elections**– Information about the State of Alaska Election, including registration information, candidate and proposition information is available at elections.alaska.gov. The application deadline is October 24th to vote absentee by mail.
- **Borough Elections**- Early in-person voting for the Denali Borough regular election will begin October 19th at the Denali Borough Office. By borough code, all registered voters will be sent a mail ballot to the address on file. To vote by mail in the Denali Borough, the ballot must be postmarked by 8 pm on election day, November 3rd, and arrive before the Canvass Committee meeting.
- **Community Solar** – Golden Valley Electric Association completed the Interconnection Study of a 1 Megawatt community solar array co-located at the Denali Borough landfill site. The study confirmed that the array is technically feasible, with minor changes needed at the Nenana substation. Of note, during peak solar production, the array would provide power for the entire load of the substation, including the City of Anderson and Nenana, and export power back on to the Intertie. The total interconnection cost is still modeled at \$235,000. Our next step is to further refine the Financial Model to incorporate different capital stack scenarios. This will allow the borough and the public to further identify project tradeoffs depending on the amount directly invested by the borough.

Emergency Planning

- **Bear Creek Fire Road Repair Project**- On October 8th, we completed a final drive through of the Bear Creek road repair project. I'm very pleased with the work, and know that residents in the June Creek subdivision are as well. Dozens of privately owned but undeveloped parcels are now more accessible, enabling landowners to better accommodate the construction traffic needed to build housing. This fall was particularly wet, and residents in the June Creek subdivision observed higher than typical levels of runoff, the road and ditch repairs kept the road dry and accessible throughout the wet period.
- **Brush Drop Off**- A big thank-you to McKinley Volunteer Fire Department who burned piles collected in McKinley Village and Cantwell. The sites will open again once the snow melts.

- **American Red Cross-** American Red Cross Staff Bill Morrow and Alana Wilson and volunteer Pete Pinney stopped by to connect and meet Emergency Manager Nathaniel Grimes. After more than 25 years with the American Red Cross, Bill Morrow is retiring. Bill has been an active contributor on the Denali Local Emergency Planning Committee for over 10 years and has helped us respond to numerous disasters over the years. Wishing him well in retirement!

Community Development

- **Fall Flu Vaccine Clinic** - We are working with public health nurses to offer a flu vaccine clinic from **3-6 pm on October 22nd** at the Tri-Valley Community Center in Healy. Vaccines will be offered **free of charge**. High dose vaccine (for adults 65 and older) and flu mist (nasal spray for ages 2 to 49) will be available in addition to the standard flu vaccine. The clinic is walk-in with no pre-registration required.
- **Rural Health Transformation Program** - Another grant cycle for applications is open through October 28th with \$75 million available. The Denali Borough is working with partners on applications to put forward including proposed upgrades of EMS equipment, telecommunications, and training for local volunteer fire departments, as well as a proposal to conduct a feasibility study for transitioning EMS departments from volunteer to paid staffing models. The RHTP grants do not require a match contribution.
- **Comprehensive Economic Development Strategy (CEDS)** - The draft CEDS is now available for public review and comment. Public comments will be collected through October 31st. Agnew::Beck staff will be working with the CEDS committee on reviewing public comments and revising the draft report in November and December. The revised CEDS will be brought to the Planning Commission in January and the Assembly in February.
- **Statewide Transportation Improvement Plan** - The draft 2027-2030 STIP is available for public comment and review through October 29. Projects of interest in the Denali Borough include:
 - Parks Highway Milepost 262-276 Rehabilitation (including repairs to Bear Creek Bridge) - planning and design stage funding
 - Parks Highway Milepost 234-238 Reconstruction and Railroad Realignment -planning and design stage funding
 - Parks Highway Nenana River Moody Bridge Replacement (MP 242.8)- planning and design stage funding
 - Healy Area Separated Pathway funding - increased construction funding for these projects since costs have increased since initial estimates
- **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. The public is welcome and encouraged to attend.

Land Planning

- **Addressing Update-** I attended a meeting between City Dispatch and our GIS contractor. To incorporate our address data into the Fairbanks North Star Borough's, we'll need to modify our fire and EMS service area map to match their system. We shared the changes needed with the Fire Chiefs, and they plan to follow up with City Dispatch.

Solid Waste

- **Water Leak at the Landfill Shop** – In the last month, we had contractors out to mitigate the immediate water damage that occurred due to a broken plastic sink supply line. We held a meeting with Alaska Public Risk Alliance staff to discuss an insurance claim. Our deductible is \$5,000, and due to the extent of the damage we plan to file a claim to assist with the repair work. We've accepted a quote for the repair and anticipate accomplishing the repair work in October.
- **Transfer Station Hauling**- We had some challenges with Alaska Waste and had to modify our open schedule at both the Cantwell and Healy transfer stations. We
- **Scrap Metal**- C and R Pipe, the metal recycling contractor based in Fairbanks, was able to haul four loads of material while we had a rented excavator on-site. The excavator served a few purposes- covering for the loader while it was down for repairs, and it was also used to strip overburden on the gravel source outside of the landfill fence, exposing the gravel for winter cover.

Denali Borough School District

- **Housing meeting** – I attended a stakeholder meeting between the Minnesota Housing Partnership, Denali Borough School District, and Denali Borough to discuss the Final Report and next steps. We identified an annual reoccurring need for 1-2 units to assist with teacher recruitment and retention. We discussed use of school district property, and the concept of borough or district staff managing a rental unit. We also talked about other housing strategies identified in the Final Report. The Minnesota Housing Partnership engagement extends for 1 additional year, and they have committed to assisting with implementing strategies from the plan.
- **Tri-Valley School paving**- Following an initial discussion with Superintendent Burr and District staff, I reached out to our DOT partners to help estimate the cost of paving the Tri-Valley School parking lots including the student lot, middle school/library lot, and the two circle drop off areas. They came up with an estimate of around \$560,000. We'll continue discussions with the District to assess project feasibility. DOT is on track to build the Healy area and School separated pathways next summer, and a local asphalt plant will reduce the cost of asphalt projects. In addition, paving the parking lots would allow the pathway radiating out from the school to seamlessly tie into the parking lot and sidewalks.

Staffing

- Please help me welcome our new Emergency Manager, Nathaniel "Nate" Grimes. Nate currently serves as Fire Chief for the City of Anderson, and has background in law enforcement, Emergency Medical Services, and Public Health. He is also a veteran, serving for over 15 years in the Alaska Air National Guard. We are excited to have him on board.
- I am also pleased to welcome Monica Magari to the role of Rural Health Project Coordinator. The temporary position was funded through the Rural Health Transformation Program and we had multiple well qualified applicants for this position. Monica joins us with experience in nonprofit management, grant management, and project implementation. We look forward to working with Monica to continue to target this transformational \$272 million annual opportunity to strengthen healthcare across the borough.

Stay safe as we move into the wintery mix of October,

- Chris



Denali Borough School District

Denali PEAK Correspondence/Homeschool Program October Board Report

Recognitions:

Congratulations to all of the students who participated in state cross country championships. We applaud their efforts! We look forward to the variety shows at Tri-Valley throughout the month and the many students sharing their incredible talents. We know that they will do great work! We appreciate the efforts of our Denali PEAK staff during the busy enrollment time. They have worked hard to support our families and help them have a successful start to the school year.

Meetings/Professional Learning:

1. Admin Meetings: alternating weeks on Tuesday
2. Director Meetings: alternating weeks on Tuesday
3. Leadership Team Meetings: alternating weeks on Tuesday
4. English Language Learner Coordinators meeting: Oct 15, 2026
5. Staff Meeting: October 22, 2026

Events:

1. End of Quarter 1 work due: Oct. 23, 2026
2. The Graduation Planning Committee begins meeting in October.
3. School Improvement Plan meetings are on the 3rd Tuesday of each month.
4. Literature Circle: Weekly Monday and Wednesday
5. ACPE's annual ACAC Training: Tuesdays and Thursdays for the month of October.
6. State admin meetings are on the 4th Thursday of each month.

School Operations:

Student enrollment by grade level:

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
52	75	59	59	75	77	75	92	82	86	87	79	100	998

Mission Statement

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

This number reflects current ILPs held and ILP appointments scheduled through September 30.

Preschool Scholarships (\$200 each), preschoolers 34

981 at 100%

7 at 75% (all DBSD students)

10 at 50% (all DBSD students)

Mission Statement

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



Anderson School

Anderson, AK 99744

907-582-2700

Principal: Terri Schuetz/email: terrischuetz@dbsd.org

Secretary: Tara Mozee/email: taramozee@dbsd.org

October 15, 2026 Board Report

Instruction and Learning:

Instruction and learning has started a bit rough, but everyone is on board and we are working hard together to make sure every student feels successful and knows that somebody cares.

HS students are hard, strong, workers who take ownership of their education. They collaborate and work together to accomplish the hard stuff. They are currently reading *The Warmth of Other Suns*. This will lead to a culminating project for each student.

MS students are learning the ropes of being on the big side of the school. They are studying the Alaskan Culture and how they have changed their habitat and the reasons on why. They are also reading the book, *A Long Walk to Water*.

Our elementary students are actively engaged in learning through centers across all subject areas. This has allowed the students to receive individualized instruction when needed while ensuring that each child is challenged daily and encouraged to grow academically. Most recently, students completed an exciting, hands-on unit on bears. They explored different bear habitats, created their own animal scat, and had the opportunity to touch and feel different types of animal fur and examine paw prints from various bears.

Professional Learning:

We are eagerly anticipating the start of our collaborative work with Cantwell. Across the board, our staff are actively engaging in professional learning opportunities. In addition to completing state-mandated training, staff members are pursuing individual interests and areas of curiosity to continue growing as educators and better meet the needs of our students. Ms. Beth applied for and was awarded the Hunters Education Grant, which will allow her to work with Anderson students while also extending this opportunity to staff and students at both Tri-Valley and Cantwell. This grant provides an exciting opportunity for our schools to work together while teaching students important skills in leadership, cooperation, and personal safety. Mr. Kaiser is working diligently toward earning his teaching credential while continuing to strengthen his instructional techniques. His goal is to ensure that every student feels welcomed, supported, and excited about learning. These ongoing efforts reflect our commitment to professional growth, collaboration, and creating meaningful learning experiences for every student.

School Operations:

Kyle has been working diligently with the maintenance department to fix our generator issue. Currently the heat is being turned on at night and turned off in the morning to ensure that the school does not become too warm and not comfortable for the students and teachers alike.

Student Activity:

- October 25-27, HS students attended AASG
- October 7, Clear Fire Dept. came to discuss fire safety with the students
- October 15, HS has a career fair in Fairbanks
- October 21 is student led conferences
- October 28 is ACT Exam
- New HS student starting on Monday, October 12

Student Enrollment:

P-K	Kg	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
(4)	1		1	1		1	1	3	1	0		1	2	12(16)

State & Federal Grants

1. ESEA Consolidated Grant:

The ESEA grant has been DEED Program Manager Approved. We are waiting on final approval. Jeremy has worked hard to ensure that every dollar of the FY26 grant was spent and categorized correctly.

2. Title II:

We had a successful FY26 with using the money to send employees to conferences that can be immediately used in the classroom. We will be doing the same for FY27.

3. Title VI Indian Education Grant:

This \$4,000 grant has been approved. The next step is to hold village meetings with the Tribe of Cantwell.

4. Early Learning Grant:

No updates to report. Authorized Representative Approved for now. We are waiting for DEED Program Manager Approval.

5. School Improvement Grant:

This grant has been returned for revisions.



Denali Borough School District

Cantwell School October 2026 School Board Report

Recognitions

To Ethan Johnson of Behavioral Health Copper River Native Association for sharing his time with our students. He has started his work with students presenting social emotional lessons to help students.

Meetings/Professional Development

Staff is busy completing annual training and will start making plans for students to improve test scores. Staff received Medication Administration Training from Nurse Sam Kimmel.

Events

10/2 staff hosted an Ice Cream Social
10/6 The Denali Education Team from Denali National Park and Preserve came to the school.
10/15 Rural Energy Alaska Program will be coming to the school.
10/21 Student Conferences
10/30 Halloween Carnival

Current Enrollment

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

Mission Statement

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Maintenance Director's Report October 15, 2026

Tri-Valley Sewer System Replacement:

- This project is in the final stage and waiting on two remaining documents before sending it off to DEED for reimbursement of funds.

New DEED project:

- Working on an engineering RFP for the three-school electrical upgrade. This will soon be published.

Transportation:

- The two new Ford Transit vans were picked up on October 5th and are waiting on permanent plates to be put into service.

Anderson School:

- The shop dust collection system has been repaired.
- We are having problems with the pneumatic air control system for the heating system that was installed in 1976. We are slowly getting a handle on the problems but have not been able to find a contractor that works on this type of system.
- A new custodian was hired for the school for this year.
- All fire systems have had their 5 and 10 year upgrades this year.
- All broken windows have been replaced.
- After talking to the City of Anderson, it is looking like the sewer system project for the city will start summer of 2027.

Cantwell School:

- We are working on the generator system. Last week the auto transfer switch went out; we are looking for a contractor to come out to see if it needs to be replaced.
- In the heating system, we replaced all the boiler zone valves. They were over 40-years-old.
- All fire systems have had their 5 and 10 year upgrades completed.

Tri-Valley School:

- The coal boiler needs a new exhaust system. It will need to be retro-fitted if we cannot find parts for the system we have. It is currently running on a small blower motor but we do not know how long it will last. We are looking into other options.
- All fire systems have had their 5 and 10 year upgrades completed.
- Applications for a new custodian are coming in with interviews to follow.

Mission Statement

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Denali Borough School District

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

Legislative Committee Meeting

Thursday, October 8, 2026, 5-6pm

In attendance, in-person: Jenna Hamm, Chair; Kristen Randall, Board Vice President; Bill Burr, Superintendent

Absent: Lauren Bruns

The first legislative committee meeting of the new school year was held at the District Office. On the agenda were the following topics for discussion:

1. 2027 Legislative Fly-in
2. Committee Procedures
3. Board Legislative Priorities

Legislative Fly-in

Regarding the legislative fly-in in February 2027, the committee agreed that the board should support inviting a student to participate in the concurrent Youth Leadership Institute (YLI) and join board members for legislative advocacy. After discussion, the committee realized that it was not aware of the process of recruiting students for the February Legislative Fly-in and YLI, nor the Association for Alaska School Boards' (AASB) Annual Meeting and concurrent YLI in November, nor for the student representative(s) who join the board during the school year.

The committee discussed the need to clarify in board policy, and subsequent administrative regulations, the process for inviting student(s) to these important leadership and learning opportunities. Jenna offered to reach out to Kay Hockin and Kaitlyn Weitzel, the current student government advisors at Anderson and Tri-Valley Schools, to learn more about how they have been involved in past years in these selection processes. Jenna was also going to review board policies for any insights. The committee's recommendation is that the board document these selection processes in board policy and the Superintendent, in administrative regulation(s).

Committee Procedures

The committee also clarified a change to committee procedures in that the committee chair draft the meeting report and share with the Superintendent and other committee members for review.

Legislative Priorities

The last agenda item was to review the board-approved legislative priorities from last year and to draft a revision for the upcoming legislative session. The Committee discussed revisiting these draft priorities at the committee's December meeting. By December, the election results for Governor and legislators should be finalized and some bills may be pre-filed, both of which could inform the board's priorities for the legislature.

Mission Statement

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to positively shape tomorrow's world*



Denali Borough School District

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Finance Committee Report 3 October 2026

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

Meeting began at 6:00 pm.

FY26 Financial Audit

- Superintendent Burr provided information on FY26 ongoing audit which is likely to be completed this upcoming week. No significant findings have been shared thus far.

FY27 Budget

- The committee received a verbal update on the FY27 monthly financials and overall budget projection which is positive given the one-time funding released by the state.
- The committee discussed the new format for the monthly budget report to the Board. The Business Manager designed it to streamline the preparation of the report and provide opportunities to highlight (in color) the information that needs Board attention. Page 1 of the report has more specific revenue transactions and operating expense highlights and, at least initially, that page will be part of the executive content and visible to the Board and Administration only in BoardBook. Page 2 will provide the monthly Profit and Loss (P&L) updates with the addition of a forecast management column.
- The committee discussed the past budget formulation process and points where the board is involved. In the November and/or December Finance Committee meeting, a set of initial budget assumptions can be discussed in preparation for presenting the assumptions to the full board at the December School Board meeting. January and February School Board meetings will provide two readings of the budget to the board with approval as early as the February meeting but with a potential third reading in March still possible. Either the December or January meetings will include a work session or presentation during the meeting to educate the board on the budget formulation process. A new state law requires school board members to have budget training and the Superintendent is deciding how best to deliver that in this budget cycle.
- Superintendent Burr is working with the Borough Housing Planning Group and sees future opportunities to develop dedicated teacher housing options within the borough.

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Committee Procedures

- The committee chair will develop the agenda with the Superintendent but, generally, Finance Committee meetings follow a set of standard agenda items. Included in that standard agenda will be 'Next meeting topics' to populate the subsequent meeting agenda. At the start of each meeting, one of the meeting members will be responsible for taking meeting notes, providing those notes to the Chair for review, then forwarding the final committee meeting report to the Executive Administration Assistant to include in the full Board meeting packet.

Meeting ended at 6:39 pm. No additional attendees joined the meeting.



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

Policy Committee Report October 7, 2026

Committee Members Present: Katie Griebe, Tami Ohlund and Bill Burr

Absent: Lauren Bruns

Policies discussed and recommended for a broad discussion of the Board:

BP 5040 - Changes include multiple formatting changes, adopting some suggested language from the AASB policy, and simple word smithing.

BP 5111 - No changes.

This month we reviewed BP 5040 and BP 5111. A majority of the meeting was spent on discussion on BP 5040 - Student Nutrition. This policy included an update from AASB, and new statute language. We attempted a new process and Mr. Burr provided us with the policy with the proposed changes highlighted in blue. The formatting will be improved next time, but overall this was a very effective way to review the current and proposed language concurrently.

We got into a lengthy discussion while reviewing the policy about what language was created and established by AASB vs what is now/has been statute. This policy also included a lot of language pertinent to the USDA and national lunch program and we discussed whether or not that would affect our lunch program since it is a vastly different model. Overall, we had a healthy discussion about what we currently do and offer, vs what the changes suggested would/do required of us and how that looks moving forward. We also discussed the statute behind this policy and formatting. BP 5111 was a simple straight forward policy that did not necessitate changes.

Policies discussed and recommended for a broad discussion of the Board:

- BP 9320 – Meetings – The Committee discussed the possibility of amending this policy to include language guiding the rotation of meetings between the three school sites. After discussion the Committee recommends amending the policy and including language that would rotate the board meeting similar to the rotation of the Borough Assembly, with a meeting at Cantwell, then Tri-Valley, then Anderson, then Tri-Valley, and so on. Concurrently to this amendment is an amendment to BP 3100 – Budget, changing language there requiring a meeting about the budget at each school site, to presenting the budget at at least three board meetings prior to approval.

Below is a recap from September's Policy Meeting - we did not get to these policies for further discussion.

Mission Statement

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

Policies discussed and to be reviewed again at the next Policy Committee meeting:

- BP 6161.4 – Internet – This policy had some questions regarding current practices and the federal requirements for this policy. The administration will gather this information for the Committee's next meeting.

Policies with recommended changes:

- BP 6175 – Migrant Children Program – NEW POLICY – Recommend adopting model language for this required policy from AASB.

Policies discussed with some possible small changes or formatting edits, that do not change intent of the policy:

- BP 5121.1 – High School Course Credit – The Committee discussed the possibility of amending this policy to increase the amount of high school credit awarded for student enrolled in college credit bearing courses. The Committee felt that the current translation of credit is appropriate and does not recommend a change to this policy.
- BP 6174 – English Language Learners – Correct typo's
- BP 6174.1 – Education of Native/Indian Children – Correct typo's and included updated legal reference from the AASB model policy.
- BP 6178 – Career and Technical Education – No change
- BP 6178.1 – Internships – No change
- BP 6181 – Charter Schools – No change

FY27 Monthly Highlights

Reporting month

Sep-26

Monthly highlights

Topic	Board and District Notes	Follow-up
Revenue Change	One-Time State Funding (HB 263) of \$629,930 and FY27 Energy Relief Payment of \$140,767	
Audit	Financial Audit Oct 5-9.	
Oasis Count	When the count is complete, we will update the budget and have a budget revision for Board review	

Grant status	Grant	Award / Budget	Expenditures	Remaining
	285 – Carl Perkins	\$22,000	\$26	\$21,974
	239 – Safety and Well Being	\$8,000	-	\$8,000
	270 – Title I-A	\$43,959	\$5,096	\$38,863
	272 – Title II-A	\$22,286	-	\$22,286
	284 – Title VI-B	\$233,712	\$23,255	\$210,457
	236 – Early Learning-Preschool	\$219,780	\$16,443	\$203,337
	271 – School Improvement	\$32,500	\$2,425	\$30,075
	350 – Small Rural School Achievement	\$5,747	\$9,850	(\$4,103)
	297 – Indian Education	\$4,000	-	\$4,000
	296 – Section 619	\$4,723	-	\$4,723
TOTAL		\$596,708	\$57,095	\$539,613

Cash & Investments	Sep 30, 2026	Fund balances	Sep 30, 2026
Account	Balance	Fund Description	Fund Balances
FNBA Operating	\$1,000,000.00	Operating Fund	\$2,827,551.82
FNBA Business Interest Sweep	\$4,037,490.52	Transportation Fund	\$432,343.44
KeyBank AMLIP Investment	\$2,026,203.07	Capital Projects Fund	\$1,609,112.02
FNBA Gaming		Student Allotments-Reserved (Carryover-6/30/26)	\$773,513.59
FNBA Payroll		Student Allotments-Reserved (Current Year-Unspent)	\$1,421,172.72
Total cash & investments	\$7,063,693.59	Total of all Funds	\$7,063,693.59

Function variances – Forecast vs current budget		
Function	Forecast	Variance
Revenues		
Local Sources	(\$9,468)	Maximum allowable local contribution is \$9,468 below the current budget.
State Sources	\$762,578	One-time state funding \$629,930 + energy relief \$140,767; other updates (\$8,119).
Federal Sources - direct	-	
Special Revenue-Grants	\$252,172	Grant awards updated; matching revenue and expense increase \$252,172.
Transportation Grant	(\$8,788)	Projected ADM at \$2,197 per student lowers revenue \$8,788.
Expenditures		
Instructions	(\$179,274)	On behalf re-classification. Removed open position (TVS Lunch Aide)
Correspondence	\$81,451	PEAK Allotment Increase
Special Education-Instruct	(\$6,989)	On behalf
Sped Support Services-Students	(\$16,564)	Staffing/benefit/on-behalf forecast is \$16,564 lower; operating unchanged.
Student Support Services	\$32,377	TRS on-behalf
Guidance Services	(\$32,103)	TRS on-behalf
Health Services	(\$15,636)	TRS on-behalf
Support Services-Instruct	\$31,644	Personnel/PERS on-behalf are \$31,644 higher; operating unchanged.
Library Services	(\$334)	
School Administration	(\$9,561)	Personnel (\$8,521) and operating (\$1,040); net decrease \$9,561.
School Admin Support Services	(\$10,514)	Personnel/PERS on-behalf are \$10,514 lower; operating unchanged.
District Administration	(\$36,947)	On behalf
District Admin Support Services	\$22,085	Personnel/on-behalf +\$32,546, operating (\$10,462); net +\$22,085.
Operations and Maintenance	\$104,407	Vehicle Purchase
Student Activities	\$6,647	
Special Fund - Grants	\$252,172	Grant awards updated; matching revenue and expense increase \$252,172.
Transportation Services	\$0	

FY27 MONTHLY BOARD P&L

as of September 30, 2026

Description	Original Budget Budget	Current Budget Budget	Forecast	Jul 2026 Actuals	Aug 2026 Actuals	Sep 2026 Actuals	YTD Actuals	% Received / Used Current Budget	Forecast Variance vs Current Budget
Fund Balance, Beginning of year	\$900,000.00	\$900,000.00	\$900,000.00				\$900,000.00		-
Revenues									
Local Sources	\$3,489,494.44	\$3,489,494.00	\$3,480,026.00	\$31,382.25	\$18,544.39	\$1,168,484.79	\$1,218,411.43	34.9%	(\$9,468.00)
State Sources	\$8,833,361.70	\$8,833,360.00	\$9,595,937.53	\$713,687.88	\$739,745.74	\$886,400.91	\$2,339,834.53	26.5%	\$762,577.53
Federal Sources - direct	-	-	-	-	-	-	-	-	-
Special Revenue-Grants	\$344,536.00	\$344,536.00	\$596,707.54	\$55,840.46	(\$55,840.46)	-	-	-	\$252,171.54
Transportation Grant	\$350,421.50	\$350,421.50	\$341,633.50	-	-	\$112,779.00	\$112,779.00	32.2%	(\$8,788.00)
Total Revenues	\$13,017,813.64	\$13,017,811.50	\$14,014,304.57	\$800,910.59	\$702,449.67	\$2,167,664.70	\$3,671,024.96	28.2%	\$996,493.07
Expenditures									
Instructions	\$3,622,731.15	\$3,622,731.15	\$3,443,457.53	\$41,686.95	\$229,884.71	\$277,904.77	\$549,476.43	15.2%	(\$179,273.62)
Correspondence	\$2,274,135.00	\$2,274,135.00	\$2,355,586.47	\$56,064.20	\$86,944.19	\$349,298.02	\$492,306.41	21.6%	\$81,451.47
Special Education-Instruct	\$948,557.00	\$948,557.00	\$941,568.32	\$7,846.35	\$35,054.59	\$68,941.14	\$111,842.08	11.8%	(\$6,988.68)
Sped Support Services-Students	\$352,673.00	\$352,673.00	\$336,109.26	\$15,444.03	\$16,344.03	\$15,317.61	\$47,105.67	13.4%	(\$16,563.74)
Student Support Services	-	-	\$32,376.91	-	-	-	-	-	\$32,376.91
Guidance Services	\$150,384.00	\$150,384.00	\$118,280.93	-	\$9,856.61	\$9,856.61	\$19,713.22	13.1%	(\$32,103.07)
Health Services	\$149,236.00	\$149,236.00	\$133,599.56	-	\$12,056.98	\$12,506.38	\$24,563.36	16.5%	(\$15,636.44)
Support Services-Instruct	\$1,256,250.00	\$1,256,250.00	\$1,287,893.59	\$148,369.80	\$93,828.97	\$117,663.75	\$359,862.52	28.6%	\$31,643.59
Library Services	\$40,778.00	\$40,778.00	\$40,444.36	-	-	\$3,508.06	\$3,508.06	8.6%	(\$333.64)
School Administration	\$676,560.00	\$676,560.00	\$666,998.74	\$54,473.92	\$56,273.92	\$54,727.36	\$165,475.20	24.5%	(\$9,561.26)
School Admin Support Services	\$144,190.24	\$144,190.24	\$133,676.48	-	\$4,623.27	\$11,149.80	\$15,773.07	10.9%	(\$10,513.76)
District Administration	\$622,387.00	\$622,387.00	\$585,439.54	\$55,597.20	\$38,970.64	\$52,367.54	\$146,935.38	23.6%	(\$36,947.46)
District Admin Support Services	\$597,513.00	\$597,513.00	\$619,597.50	\$211,366.01	\$27,510.15	\$33,671.41	\$272,547.57	45.6%	\$22,084.50
Operations and Maintenance	\$1,752,595.40	\$1,752,595.40	\$1,857,002.54	\$223,021.46	\$85,041.64	\$171,253.00	\$479,316.10	27.3%	\$104,407.14
Student Activities	\$302,649.00	\$302,649.00	\$309,296.01	\$309.43	\$9,123.58	\$9,074.35	\$18,507.36	6.1%	\$6,647.01
Special Fund - Grants	\$344,536.00	\$344,536.00	\$596,707.54	\$117.58	\$3,307.62	\$53,669.72	\$57,094.92	16.6%	\$252,171.54
Transportation Services	\$535,679.00	\$535,679.00	\$535,679.28	-	-	\$47,785.42	\$47,785.42	8.9%	\$0.28
Total Expenditures	\$13,770,853.79	\$13,770,853.79	\$13,993,714.58	\$814,296.93	\$708,820.90	\$1,288,694.94	\$2,811,812.77	20.4%	\$222,860.79
Excess (Deficiency) of Revenues over Expenditures	(\$753,040.15)	(\$753,042.29)	\$20,589.99	(\$13,386.34)	(\$6,371.23)	\$878,969.76	\$859,212.19	114.1%	\$773,632.28
Other financing sources: Encumbered Healthcare	\$1,000,000.00	\$1,000,000.00	\$1,000,000.00				-	-	-
Net Change in Fund Balance	\$246,959.85	\$246,957.71	\$1,020,589.99	(\$13,386.34)	(\$6,371.23)	\$878,969.76	\$859,212.19	347.9%	\$773,632.28
Fund Balance, End of year	\$1,146,959.85	\$1,146,957.71	\$1,920,589.99				\$1,759,212.19	153.4%	\$773,632.28



Tri-Valley School

Healy, AK 99743

Phone: (907)683-2267 Fax: (907)683-2632

Principal- Tobe Gurley /email: tobegurley@dbbsd.org

Secretary- Sarah Walker /email: sarahwalker@dbbsd.org

TVS Principal's Report for October 2026

Instruction and Learning:

Middle School Physical Education continues a semester long expedition around "Form and Strength".

Mrs. Weitzel's Physical Science class engaged in field work in the Park helping scientists document the return of plant life after last summer's fire in the Riley Creek area.

The Fire Department from Clear visited with students in K-5 last week and taught them fire safety.

Professional Learning:

Teachers have been learning how to better prepare students to be AI ready. This looks very different depending on the grade level of the students and the subject area of the class. Teachers were given concrete examples of how AI use could be incorporated into assignments in the high school. For more information, plan to attend the next PIE Night at Tri-Valley, on October 20th at 6pm.

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 continues to work 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 Middle School Basketball Tournament.

Soccer season has now ended and our team represented us well at the final tournament in Wasilla.

Middle School Basketball is still under way, as well as Varsity Volleyball. Hockey season is just starting up.

Thank you to everyone who helped make the Fall ASSG Conference at TVS such a success!

Full Time Student enrollment by grade level as of 10-12-26:

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
7	5	12	4	12	10	13	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

Superintendent's Report
Denali Borough School District
Thursday, October 15th, 2026 - Tri-Valley

Appreciations/Congratulations

I want to give a shout out to all of the people involved in the professional development in the Denali Borough School District including Monday's District-wide inservice at the Tri-Valley School: Thank you to Samantha, Rich, Karen, Tobe, and all the staff that were involved in presenting and learning! The focus on instruction for our students in changing times makes our district a great place for our students to learn state-wide.

We also received feedback from the housing that our soccer team stayed at from the cleaners "*Fabulous guests I would have not believed there was a bus load of boys had I not seen them.*" Credit goes to both the girls and boys on the team as well as to the coaches and chaperone that made DBSD proud!

Finances

We continue to look at the finances of the district after last week's audit by Altman, Rogers & Co. We are anticipating a clean audit and recognition should be given to the entire business department for all of the hard work in gathering the materials during the "pre-audit" that allowed the auditors to do a remote audit. The state mandated audit for school districts involves finding and verifying an extensive list of financial transactions through the business office (including HR/Personnel). We are expecting a preliminary report as soon as next week for a district check then a final report to the school board for a November approval.

We are in the middle of the count period and the principals are giving count numbers during these 4 weeks. Currently the biggest changes have been at PEAK that is currently at a higher student count than anticipated and in collaboration with the district admin we are looking at teacher/student ratios after the count period ends.

Facilities

Two of the DBSD Maintenance staff attended the AASB's Maintenance Employees Conference in Anchorage last week and to expand their understanding of what is coming from the state in changes from the CIP and AK Department of Education and Early Development. They also brought back the two new vehicles that were purchased by the district and have been busy preparing them for use in winter. There

was a power outage in Cantwell that has shown that we have a transfer switch issue but the maintenance team is working on finding a solution that will keep Cantwell School running!

As winter approaches the team is also preparing materials and supplies for our buildings as well as working out plans for snow removal and cold weather facility management. *Reminder:* We will know if the third CIP project is approved after the end of the calendar year.

Strategic Planning

We will have a work session prior to the Regular School Board Meeting on October 15th with Sean Dusek and Dr. Steve Atwater presenting from ACSA on the preliminary results of the three question survey that was sent out in September. They are in the process of developing a more in-depth survey to focus on the direction of the upcoming Strategic Planning process. The new survey will be developed and released in October and will have an update in November. Teena is working on finding a location for the December timeline for action steps with the DBSD Focus team, currently we have one response to the district's RFP.

Legislative

No new state legislation has been registered since the last meeting but the state school board is meeting next week with some possible changes to Teacher Certification.

Personnel

Our special education teacher for Tri-Valley will hopefully have arrived by the time of this meeting and be ready to take over the position!!! We are looking to give her some orientation and Alaska based support when she arrives and have also applied for an AERRC SPED introduction to Alaska course that is being offered.

Ms. Anderson is temporarily filling the Pre-K position after Ms. Stone wraps up her time next week (Thank You, Cori!). In related news, our incoming Pre-K teacher has received his visa and informed us that we received an embassy waiver for an interview later this month which is the last expected step before arrival. Teena has been working with AERRC to schedule meetings necessary when he arrives as well as preparing housing, clothing, and travel arrangements. Many people have donated to help out our new staff!!! Thank you for all of the support for our new teachers!

Special thank you to: Katie Stone (Pre-K), Emma Blom (Cantwell/TVS Sped), and Katie Maciver (TVS Sped) for supporting our DBSD Students!

BUDGET

The School Board shall establish and maintain a balanced budget. The Board shall adopt an annual budget, which is compatible with district mission, goals, and objectives.

The district budget shall be prepared annually from the best possible estimates of revenues and expenditures. The Superintendent or designee shall determine the manner in which the budget shall be prepared and shall schedule the budget adoption process in accordance with legal time requirements. The budget shall be presented at a minimum of three Board meetings prior to budget approval and adoption. ~~A public hearing shall be held prior to the adoption of the budget in each school community.~~

(cf. 1220 - Citizen Advisory Committees)
(cf. 0200 - Goals for the School District)
(cf. 3460 - Financial Reports and Accountability)

*Legal Reference:*ALASKA STATUTES

14.07.030 Powers of state department
14.07.170 Additional powers and duties of state board
14.12.020 Support, management and control
14.14.060 Relationship between borough school district and borough
14.14.065 Relationship between city school district and city
14.17.010 - 14.17.250 Public school foundation program

ALASKA ADMINISTRATIVE CODE

4 AAC 09.005 - 4 AAC 09.105 State Aid
4 AAC 09.110 - 4 AAC 09.160 School Operating Fund

Adopted – April 15, 2004
Revised – May 20, 2004
Revised – March 14, 2013
Revised - February 17, 2019
Reviewed – May 19, 2022
Reviewed -November 21, 2024
Revised -

CONCEPTS AND ROLES

The focus of the school system is on the student. It is incumbent upon the School Board, district and school administration and teachers to provide for the physical and intellectual welfare of the students in their charge. The school district shall work closely with parents/guardians and the community in order to achieve a harmony of interests.

Students must be recognized and understood as individuals, each with his/her own unique abilities, social and economic background, ambitions and educational needs. The programs and services of the district must be designed and executed with this concept in mind if the fullest development of each student is to be achieved.

Students are expected to accept personal responsibility for making maximum use of those educational opportunities afforded by applying themselves diligently to learning both in the classroom and in other school-sponsored settings. It is also expected that, as a result of the total school experience, students will come to appreciate the values of self-discipline, responsibility, and respect for others, their country and its governmental processes.

District programs and activities shall be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, sexual orientation, gender identity, physical or mental disability, or any other unlawful consideration.

Role of School Board

1. Establishes policies to provide the best attainable program of education for the district's students.
2. Authorizes the establishment of special classes, programs, or other facilities for students who are in need of special education in keeping with all legal provisions.
3. Provides for the physical and mental well-being of students.
4. Determines policies regarding student behavior and attendance within the limits of the law.
5. Determines the boundaries of school attendance within the district.

Role of Superintendent or Designee

1. Administers all schools and classes established by the Board.
2. Directs the instruction, guidance and discipline of all students.

3. Assign students to alternative programs or grades in order to improve their education, reduce the expense of maintaining schools, or relieve geographic or demographic conditions.
4. Enforces compliance with compulsory attendance laws.
5. Has immediate authority for the closing of schools in case of emergencies involving the health and safety of students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination)

Adopted – April 15, 2004
Revised – October 21, 2004
Revised - May 19, 2016
Revised – January 21, 2021
Revised – August 17, 2023
[Reviewed -](#)

NON-CUSTODIAL PARENTS

Both ~~n~~Natural, ~~or~~ adoptive parents or ~~legal guardians~~ of any student may access their child's student records, participate in school activities, visit the student at school and pick up the student after school. These rights shall be respected even if legal custody is vested in only one named parent, unless a court order restricts the right of the non-custodial parent. Parents/guardians may be asked to provide evidence of any completed or pending legal action, which curtails the non-custodial parent's rights. School staff shall always abide by the most recent court order on the matter.

Upon request, the district shall provide non-custodial parents with school announcements and notices that are sent to the custodial parent.

(cf. 5125 Student Records)

(cf. 5142 Student Safety)

(cf. 6159 Individualized Education Program)

(cf. 6159.1 Procedural Safeguards and Complaints for Special Education)

*Legal Reference*ALASKA STATUTE

25.20.130 Access to records of the child

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT, 20 U.S.C. 1232g

Adopted – April 15, 2004

Revised – October 21, 2004

Revised – May 19, 2016

Revised – January 21, 2021

Reviewed – August 17, 2023

Revised -

Student

SCHOOL DISCIPLINE AND SAFETY

BP 5030

The School Board believes that all students have the right to a public education in a safe and positive environment that fosters the maximum opportunity for learning. The School Board seeks to ensure that students, regardless of ethnicity, race, disability, religious or cultural preference, gender identity, sexual orientation or socioeconomic background, do not disproportionately experience suspension, expulsion or other disciplinary actions. An effective school discipline and safety program is necessary to ensure a safe and conducive learning environment. The School Board shall adopt, and the Superintendent or designee shall implement and maintain, an effective, trauma-informed and culturally responsive school discipline and safety program. The discipline and safety program should reflect community and cultural values resulting in standards of school behavior and safety that are developed with the collaboration of students, parents, guardians, teachers, elders, school administrators, and advisory School Boards in each community.

Providing young people with knowledge and skills to settle disputes peacefully is a critical component of an effective disciplinary and safety program. Students who possess skills in negotiation, mediation, and consensus decision making are able to explore peaceful solutions to conflict and to resolve these conflicts in a nonviolent manner. The district will work to build students self-regulation skills, incorporating preventative and restorative practices to minimize the need for discipline and maximize instructional time for every student. The district will also establish these practices and seek to address or reduce disproportionate treatment or use of punitive school discipline based on racial or economic disparities.

The Superintendent or designee shall implement and maintain a conflict resolution strategy for district students. The strategy will provide conflict resolution education and resources to students to learn skills in the nonviolent resolution and mediation of conflicts. Restorative or corrective practices place relationship building with students and families at the center. These can include conferences with students and their parents/guardians; use of student study teams or other intervention-related teams; enrollment in a program teaching social/emotional behavior, intensive and intentional relationship building with students and family, participation in a restorative justice program or restorative circles; and positive behavior support approaches.

The district recognizes that a key component of its school disciplinary and safety program involves appropriate staff response when student behavior impacts on the safety of that student or others. The district prohibits the use of physical restraint and seclusion except in emergency situations as outlined in law and policy. The Superintendent or designee shall provide professional development or supports as necessary to assist staff to offer consistent classroom management skills, model skills for students, and implement effective relationship building and disciplinary techniques, eliminating unconscious bias. This includes establishing collaborative relationships with parents/guardians.

Not less than once every three years, the district's discipline and safety program shall be reviewed and revised if appropriate. The review process shall make available the opportunity for collaborative input by students, parents, guardians, staff, and advisory school boards in each

community. Policies reflecting standards of student behavior, including those identifying prohibited student conduct and penalties, should be reviewed to determine consistency with community standards, including the basic requirements for respect and honesty.

The district will submit annual reports to the Department of Education and Early Development, as required by law. These reports will permit assessment of the district's School Discipline and Safety program.

When appropriate The School Board will review ~~annually~~ disciplinary action data to understand conduct and discipline of a specific disaggregated groups of students. The School Board and district administrators will periodically review research on effective practices to proactively create trauma informed environments and culturally responsive discipline practices. Results of the review will be used to determine how to incorporate new practices and strategies into district policies and practices.

The School Board desires to give all administrators, teachers, and other employees the authority, knowledge and skills they need to effectively implement the discipline and safety program of the district. Personnel should adhere to lines of primary responsibility and district adopted protocols so that appropriate decision-making may take place at various levels in accordance with School Board policy and administrative regulations. In fulfilling duties and responsibilities in student discipline and safety, all employees shall comply with School Board policies, administrative regulations, and local, state, and federal laws.

The School Board further desires to give all students no matter their ethnicity, race, gender or gender identification, sexual orientation or socioeconomic status, the opportunity to learn in an environment in which they feel safe. Should any school be identified as persistently dangerous under state law, students attending that school will be provided the opportunity to transfer to the parent's choice of one of two or more safe schools within the district. Informed parental choice will be facilitated by timely notice of the meaning of the persistently dangerous designation and the intervention steps the district plans to utilize to make the school safe. Additionally, any student who is the victim of a violent criminal offense that occurred on the grounds of the student's school will be provided the opportunity to transfer, consistent with state law.

(cf. 1230 – Citizen Advisory Committees)
(cf. 1410 - Interagency Cooperation for Student and Staff Safety)
(cf. 4158 –Employee Security)
(cf. 5131 – Conduct)
(cf. 5131.1 – Bus Conduct)
(cf. 5131.4 – Campus Disturbances)
(cf. 5131.41 – Violent and Aggressive Conduct)
(cf. 5131.42 – Threats of Violence)
(cf. 5131.43 – Harassment, Intimidation and Bullying)
(cf. 5131.5 – Vandalism, Threats, and Graffiti)
(cf. 5131.6 – Alcohol and Other Drugs)
(cf. 5131.62 – Tobacco)
(cf. 5131.63 – Performance Enhancing Drugs)
(cf. 5131.7 – Weapons & Dangerous Instruments)
(cf. 5131.9 – Academic Honesty)

(cf. 5132 – Dress and Grooming)
 (cf. 5136 – Gangs)
 (cf. 5137 – Positive School Climate)
 (cf. 5141.51- At-Risk Youth)
 (cf. 5142.2 – School Safety Patrol)
 (cf. 5142.3 – Restraint and Seclusion)
 (cf. 5144 – Discipline)
 (cf. 5144.1 – Suspension and Expulsion)
 (cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))
 (cf. 5145.11 – Questioning and Apprehension)
 (cf. 5145.12 – Search and Seizure)
 (cf. 5145.5 – Nondiscrimination)
 (cf. 5145.5 – Harassment)
 (cf. 5145.7 – Sexual Harassment)
 (cf. 5147 – Dropout prevention)
 (cf. 6159- Individualized Education Program)
 (cf. 6164.2 – Guidance and Counseling Services)
 (cf. 6164.4 – Child Find)
 (cf. 6164.5 – Student Study Teams)
 (cf. 6172 – Special Education)
 (cf. 5142.3 – Restraint and Seclusion)
 (cf. 9310 – Policy Manual)
 (cf. 9311 – School Board Policies)
 (cf. 9313 – Administrative Regulations)
 (cf. 2110 – Organization Chart/Lines of Responsibility)
 (cf. 4158 – Employee Security)
 (cf. 5144 – Discipline)
 (cf. 4119.21 -- Code of Ethics)
 (cf. 4119.3 – Duties of Personnel)

Legal Reference:

UNITED STATES CODE

20 U.S.C. §§ 1400, et seq. Individuals with Disabilities Education Act
 Every Student Succeeds Act, PL 114-95 (2015)

ALASKA STATUTES

11.81.430 Justification, use of force, special relationships
 11.81.900 Definitions
 14.03.078 Report
 14.03.160 Suspension or expulsion of students for possessing weapons
 14.30.045 Grounds for suspension or denial of admission
 14.30.180-.350 Education for Exceptional Children
 14.33.120-.140 School disciplinary and safety program
 14.33.210 Reporting of incidents of harassment, intimidation or bullying

ALASKA ADMINISTRATIVE CODE

4 AAC 06.060 Suspension or denial of admission
 4 AAC 06.172 Reporting of school disciplinary and safety programs
 4 AAC 06.175 Reporting restraint and seclusion incidents.
 4 AAC 06.200-.270 Safe schools
 4 AAC 06.250 Reporting
 4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities
 4 AAC 52.010-.990 Education for exceptional children

20 AAC 10.020 Code of ethics and teaching standards

Adopted – April 15, 2004

Revised – October 21, 2004

Revised – June 14, 2007

Revised August 21, 2008

Revised – May 19, 2016

Revised – January 21, 2021

Reviewed – October 19, 2023

[Revised -](#)

Student

STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040

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

The School Board understands that:

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

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

A. Planning and Periodic Review by Stakeholders

The school district and when appropriate individual schools within the district will create or work with an existing advisory group that may assist in developing, implementing, monitoring, reviewing and, as necessary, revising school nutrition and physical activity goals. The school district will permit and encourage the participation of students, parents, food service personnel, School Board members, school administrators, school health professionals, physical education teachers, local SNAP-Ed coordinators and other interested community members in the advisory group. The district will promote opportunities to participate in the advisory group ~~at least once a year~~ through parent and stakeholder communication, which may include newsletters, public announcements, web-postings, parent communication, etc.

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

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

B. Nutrition

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

All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. (7 C.F.R. Parts 210 and 220) To the extent practicable, all schools in the district will participate in available federal school meal programs. Effective January 1, 2028, as part of its breakfast and lunch program, the District may not serve a food or beverage that contains any of the following color additives certified by the United States Food and Drug Administration under 21 U.S.C. 379e:

1. red dye 3 (U.S. Chemical Abstracts Service no. 16423-68-0);
2. red dye 40 (U.S. Chemical Abstracts Service no. 25956-17-6);
3. yellow dye 5 (U.S. Chemical Abstracts Service no. 1934-21-0);
4. yellow dye 6 (U.S. Chemical Abstracts Service no. 2783-94-0);
5. blue dye 1 (U.S. Chemical Abstracts Service no. 3844-45-9);
6. blue dye 2 (U.S. Chemical Abstracts Service no. 860-22-0); or
7. green dye 3 (U.S. Chemical Abstracts Service no. 2353-45-9).

All other foods and beverages made available on school campus (including, but not limited to vending, franchise vendors, concessions, a la carte, student stores, classroom parties, fundraising, and foods and beverages that are not for sale) during the school day, between the hours of 12:00 AM and 30 minutes after the conclusion of the instructional day.

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

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

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

Schools will provide free potable water in the place where meals are served and elsewhere throughout the school buildings.

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

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

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

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

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

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

To the extent practicable:

- (a) Students in grades pre-K-12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors.
- (b) Classroom nutrition education shall be reinforced in the school dining room or cafeteria setting as well as in the classroom, with coordination among the nutrition service staff, administrators, local advisory group, and teachers.
- (c) Students shall receive consistent nutrition messages from schools and the district. This includes in classrooms, on field trips, cafeterias, outreach programs and other school-based activities.
- (d) Nutrition education shall be taught by a certified/licensed health education teacher, and should include input and guest instruction by a locally endorsed expert, Elder or culture bearer.
- (e) Schools will strive to establish or support opportunities to learn about local plants, harvesting, hunting and gardening to provide students with experiences in planting, harvesting, preparing, serving and tasting healthy, nutritious and Alaskan foods.

C. Mandatory Physical Activity

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

D. Physical Activity

All students in grades kindergarten through eight will be provided the opportunity of at least 54 minutes each day of physical activity. This time may be accumulated throughout the school day and may include physical education, recess and classroom-based activities. Whenever possible, all students shall be given opportunities for physical activity through a range of programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs. Elementary students will be provided at least 20 minutes each day of structured, active recess. Classroom based physical activity is encouraged and counts toward the 54-minute requirement as long as it does not replace recess.

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

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

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

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

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

E. Physical Education

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

To the extent practicable, all schools will provide daily physical education opportunities for all students. All elementary students will be provided at least:

Option 1: the National Association for Sport and Physical Education (NASPE) recommendation of 150 minutes of physical education per week, for the entire school year.

Option 2: _____ minutes (determined by district capacity) of physical education per week, for the entire school year.

Middle and high school students shall be provided at least:

Option 1: the National Association for Sport and Physical Education (NASPE) recommendation of 225 minutes of physical education per week, for the entire school year.

Option 2: _____ minutes (determined by district capacity) of physical education per week, for the entire school year.

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

F. Communication with Parents

The district/school will support the efforts of parents to provide a healthy diet and daily physical activity for their children. Schools will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutrition standards. The district will provide parents & the public with information on healthy foods that meet the requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School, and ideas for policy compliant foods for vending, concessions, a la carte, student stores, classroom parties and fundraising activities.

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

G. Monitoring, Compliance and Evaluation

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

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

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

The district must conduct an assessment of wellness policy every 3 years, at a minimum. The assessment must determine: compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy. The policy must be updated as appropriate.

(cf. 1020 – Youth Services)
(cf. 1000 – Concepts and Roles)
(cf. 0210 – Goals for Student Learning)
(cf. 3550 – Food Service)
(cf. 3551 – Food Service Operations)
(cf. 3552 – Regular Lunch Program)
(cf. 3553 – Free and Reduced Price Meals)
(cf. 3554 – Other Food Sales)
(cf. 1330 – Community use of school facilities)
(cf. 6020 – Parent Involvement)

Legal Reference:

UNITED STATES CODE

Richard B. Russell National School Lunch Act, 42 U.S.C. 1751-1769j
Child Nutrition Act of 1996, 42 U.S.C. 1771-1793

CODE OF FEDERAL REGULATIONS

7 C.F.R. Parts 210 and 220, National School Lunch Program and Breakfast Program

FEDERAL REGISTER

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

ALASKA STATUTES

AS 14.30.360 Health education curriculum; physical activity guidelines

Adopted – March 14, 2013
Revised – December 18, 2014
Revised – April 18, 2017
Revised – January 21, 2021
Revised – August 17, 2023
[Revised -](#)

Students

ADMISSION

BP 5111

The School Board believes that all children should have the opportunity to receive a free appropriate public education. Staff shall encourage parents/guardians to enroll all school-aged children in school.

The School Board reserves the right to verify the residency or anticipated residency of any student and the validity of any affidavit of guardianship. These admission policies are not intended to be a barrier to the enrollment and retention of homeless children and youth.

The Superintendent or designee shall verify compliance with all entrance requirements established by law or School Board policy.

A child five years of age on or before September 1 may be admitted to kindergarten. The School Board authorizes the admission of students under school age who exhibit the ability to perform satisfactorily, including advancement through the curriculum or grade level by the following year. The Superintendent or designee is delegated authority to make early-entrance determinations. Students under school age who were previously enrolled in public school shall be admitted to school at the grade level determined by the Superintendent or designee.

(cf. 5112.6 - Education for Homeless Children and Youths)

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5116 - School Attendance Boundaries)

(cf. 5117 - Interdistrict Attendance)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

Legal Reference:

ALASKA STATUTES

14.30.010 When attendance compulsory

14.03.020 School year

14.03.070 School age

14.03.080 Right to attend school

14.30.045 Grounds for suspension or denial of admission

ALASKA ADMINISTRATIVE CODE

4 AAC 06.055 Immunizations required

UNITED STATES CODE

42 U.S.C. 11432 - 11433 McKinney-Vento Homeless Assistance Act

Adopted – April 15, 2004

Revised – October 21, 2004

Revised - December 2004

Revised – September 12, 2007

Revised – February 21, 2008

Revised – June 16, 2016

Revised – January 21, 2021

Revised August 17, 2023

Reviewed -

HIGH SCHOOL COURSE CREDIT

Grades 9-12

High school credits will be granted at the rate of one-half (0.5) credit per semester for each regularly scheduled course passed by the student.

When a course meets for at least half of the time a regularly scheduled course, a one-quarter (0.25) credit may be earned.

No other amount of credit shall be awarded except for college/university courses.

College/University Courses

High school credits will also be granted for post-secondary courses taken through regionally accredited postsecondary institutions. Superintendent approval, or designee, in writing on a case-by-case basis is required in order for post-secondary credits to be counted for non-elective courses.

Post-secondary credits will be converted on the following basis:

- Post-secondary Credit = High School Credit
 - 1 = .10
 - 2 = .25
 - 3 = .50
 - 4 = .65
 - 5 = .80
 - 6 = 1.00

Adopted May 19, 2016

Reviewed – February 18, 2021

Reviewed – November 17, 2023

Reviewed -

Internet

BP 6161.4(a)

The District shall provide Internet access in order to expand educational opportunities beyond the classroom.

The Board recognizes the educational and communication opportunities that use of the Internet and other computer networks can provide students and staff. The Board intends that these technological resources provided by the district be used in a safe, responsible, and professional manner in support of the instructional program and for the advancement of student learning. The Board has established the Internet acceptable use policy to ensure appropriate use of this resource.

Authority

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district technology and the Internet, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities. This includes the following:

Instructions

1. The electronic information available to students and staff does not imply endorsement of the content by the district, nor does the district guarantee the accuracy of the information received on the Internet. The district shall not be responsible for any information that may be lost, damaged, or unavailable when using the network or for any information that is retrieved via the Internet.
2. The school district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet.
3. The use of the Internet and similar communication networks by students and staff is a privilege -- not a right. Failure to follow established rules can lead to appropriate disciplinary action as well as the loss of access to the Internet or other networks through school accounts. Legal action may be taken where/when appropriate.
4. School computers are the property of the School District. At no time does the district relinquish its exclusive control of computers provided for the convenience of the students and staff. Computers shall not be used to disseminate sexually explicit, vulgar, indecent, offensive, or lewd communications. Nor may computers be used for harassment or bullying.
5. The School District reserves the right to inspect and review files and data on district computers, and to monitor the online behavior of minors when using district computers or networks. Such inspection and monitoring is for the purpose of ensuring compliance with laws and appropriate use of technology as specified in this and

other policies. Monitoring may be conducted by school authorities when they deem it necessary, without notice, without student consent, and without a search warrant.

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are (1) obscene, (2) child pornography, or (3) harmful or inappropriate to minors as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for adults only for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator.

Internet Safety

To reinforce these measures, the Superintendent or designee shall implement measures to address the following:

1. Restricting student access to harmful or inappropriate matter on the Internet.
2. Ensuring student safety and security of students and student information when using electronic communications;
3. Ensuring that students do not engage in unauthorized access, including "hacking," and other unlawful activities; and
4. Limiting unauthorized disclosure, use, and dissemination of personal identification information.

Use Guidelines

Internet access is limited to only those acceptable uses as detailed in this policy. Internet users may not engage in unacceptable uses.

1. School officials must apply the same criterion of educational suitability used for other educational resources when providing access to Internet informational resources. The district will not allow school access for on-line games, or any other areas determined to be non-education related during class.
2. Students and staff have the right to examine a broad range of opinions and ideas in the educational process, including the right to locate, use, and exchange information and ideas via all information formats including interactive electronic media and the Internet.

3. Users are responsible for the ethical and educational use of their own computer accounts. These accounts are to be used only by the authorized owner of the account for the authorized purpose. Users shall not intentionally seek information on, obtain copies of, or modify files, other data or passwords belonging to other users. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
4. Users have the responsibility to respect the privacy of other Internet users. The illegal installation of copyrighted software for use on district computers is prohibited.
5. Users are expected to display proper “netiquette” (network etiquette) at all times.
6. Staff members shall supervise students while students are using district Internet access to ensure that the students abide by these procedures.
7. Students and staff are expected to act in a responsible, ethical, and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Specifically, the following uses are prohibited:
 - a. Use of the network to facilitate illegal activity.
 - b. Use of the network for commercial or for-profit purposes.
 - c. Use of the network for non-work or non-school related work during class.
 - d. Use of the network for product advertisement or political lobbying.
 - e. Use of the network for hate mail, discriminatory remarks, offensive or inflammatory communication, harassment, or bullying.
 - f. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
 - g. Use of the network to access obscene or pornographic material.
 - h. Use of inappropriate language or profanity on the network.
 - i. Use of the network to transmit material likely to be offensive or objectionable to recipients.
 - j. Use of the network for hacking or intentionally obtaining, accessing, or modifying files, passwords, and data belonging to other users.

- k. Impersonation of another user, anonymity, and pseudonyms.
 - l. Use of network facilities for fraudulent copying, communications, or modification of materials in violation of copyright laws.
 - m. Loading or use of unauthorized games, programs, files, or other electronic media.
 - n. Use of the network to disrupt the work of other users.
 - o. Destruction, modification, or abuse of network hardware and software.
 - p. Quoting personal communications in a public forum without the original author's prior consent.
 - q. Invading the privacy of individuals, this includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature.
 - r. Using or accessing any free Internet-based email service, when using the district computer network, unless authorized for a specific activity.
 - s. Student use of district computers to access social networking sites for non-educational uses, during class is prohibited.
8. Loss of access and other disciplinary actions shall be consequences for inappropriate use. When appropriate, law enforcement agencies may be involved.

Education

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, at a minimum, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Student use of district computers to access social networking sites is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access.

Policy Review

The district, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the

safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.

(cf. 6161.5 - Web Sites/Pages)

(cf. 6184 - Virtual/Online Courses)

(cf. 5131.43 Harassment, Intimidation and Bullying)

Legal Reference:

(cf. 5131.43 Harassment, Intimidation and Bullying)

ALASKA STATUTES

14.03.127 Funding for Internet Services

11.61.120 Harassment in the second degree

ALASKA ADMINISTRATIVE CODE

4 AAC 33.600-690 Funding for the Improvement of Internet Speed at Public Schools

UNITED STATES CODE

15 U.S.C. 6501-6505 Children's Online Privacy Protection Act

20 U.S.C. 6751-6777, Enhancing Education through Technology Act, Title II, Part D

47 U.S.C. § 254, Children's Internet Protection Act, as amended by the Broadband Data Improvement Act (P.L. 110-385)

CODE OF FEDERAL REGULATIONS

47 C.F.R. § 54.520, as updated by the Federal Communications Commission Order and Report 11-125 (2011)

Revised December 2004

Revised - September 13, 2007

Revised 6/20/13 Revised 3/2015

Revised October 19, 2017

Revised January 16, 2020

Revised- December 16, 2021

[Reviewed -](#)

ENGLISH LANGUAGE LEARNERS**English Language Learners Program and Plan of Service**

In accordance with the School Board's mission to provide a quality educational program to all students, students who are English language learners (ELL). ELL students will be identified, assessed and provided appropriate services, which may include bilingual/bicultural or English as a second language instruction. In addition, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they can meet the same challenging academic standards that all students are expected to meet.

The district shall submit an annual plan of service if eight or more ELL students are enrolled in a single school. The plan of service shall provide:

1. A statement of the district's educational goals and instructional methodology;
2. The district's plan of identification of all students who are or who may be ELL students, including the use of a state-approved assessment for identification of English language proficiency;
3. The district's procedure for assessing the educational progress of ELL students;
4. The district's program of services and instructional model for ELL students;
5. An identification of instructional staff and educational resources;
6. The district's process for monitoring the academic progress of former ELL students for two years after they are no longer identified as ELL students;
7. The district's program evaluation that addresses the effectiveness of the program in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification and;
8. Parent and community involvement.

The Superintendent or designee shall implement and supervise an ELL program that ensures appropriate ELL instruction and complies with federal and state laws and regulations. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the district.

Students in limited-English proficiency programs shall receive instruction in the core curriculum through their primary language when possible and appropriate in order to sustain academic progress. Academic instruction provided in English shall, whenever necessary, be specially designed and presented to facilitate complete understanding of the total academic content. Students shall also receive instruction which promotes positive self-concepts and cross-cultural understanding.

Students who are taught core academic subjects in non-English-speaking classes shall spend as much time as possible in classrooms with students who speak fluent English.

The ELL program shall be designed to provide instruction that meets each student's individual needs, based on assessment of English proficiency in listening, speaking, reading and writing.

Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards. Students participating in ELL programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the School Board.

Identification and Placement

The Superintendent or designee shall maintain procedures which provide for the careful identification, assessment and placement of students of limited English proficiency in accordance with state regulations and the district's service plan. On an annual basis, the district shall administer a state-approved assessment for identification of English language proficiency to all students who may have limited English proficiency, but who have not already been identified as ELL students.

An individual student's participation in the bilingual/bicultural program is voluntary on the part of the parent/guardian.

Standardized Assessment

Students identified as limited English proficient shall participate, either with or without an accommodation, in statewide student assessments. The Superintendent or designee shall appoint a team that includes, if practicable, a teacher with experience in teaching students with limited English proficiency to determine the necessary accommodations for students with limited English proficiency. "Accommodations" include a change in the manner in which a test included in the statewide student assessment system is given to a student, and that does not alter what is measured by the assessment. The team will document the accommodation decision.

Students of limited English proficiency shall be reassigned as fluent-English proficient when they have acquired the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English. A student will remain eligible for services until obtaining assessment scores as established by law. The Superintendent or designee shall provide subsequent monitoring and support of reassigned students.

The School Board recognizes the need to involve parents/guardians and community members in the development, evaluation and improvement of district programs. The Superintendent or designee shall inform and involve parents/guardians and community members as required by law.

The district shall notify parents of students qualifying for ELL programs regarding the instructional program and parental options, as required by law. The notice should state the reasons for identifying the student as an English language learner, including the student's

level of proficiency and how the district determined that level. The student's overall academic achievement should also be included in the notice. The notice must describe the ELL program's instructional methods and explain specific exit requirements and how the student will transition from the program. Finally, the notice shall advise parents of their right to remove the child from the program, to choose an alternative program if available, and to obtain assistance in choosing a program. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.

Program Evaluation

The Superintendent or designee shall establish procedures for the annual evaluation of bilingual-bicultural education programs in conformance with state and federal regulations.

When evaluating the adequacy of bilingual-bicultural education, the School Board shall consider data, which indicates the effectiveness of the programs in teaching English to students and in contributing to their academic achievement.

(*cf.* 6141.3 - Multicultural Education)
(*cf.* 0410 - Nondiscrimination in District Programs and Activities)
(*cf.* 1220 - Citizens Advisory Committees)

Legal Reference:

ALASKA STATUTES

14.30.400 Bilingual-bicultural education

ALASKA ADMINISTRATIVE CODE

4 AAC 06.775 Assessment of a student with limited English proficiency
4 AAC 34.010-4 AAC 34.090 Bilingual-bicultural education

UNITED STATES CODE

20 U.S.C. §§ 1702-03, Denial of Educational Opportunity Prohibited
20 U.S.C. § 6811, *et. seq.*, English Language Acquisition, Language Enhancement, and Academic Achievement Act, as amended by the Every Student Succeeds Act (P.L. 114-95 (December 10, 2015))

Castenda v. Pickard 648 F.2d 989 (5th Cir. 1981) Teresa P. et al v. Berkeley Unified School District et al, 724 F.Supp. 698 (N.D. Cal. 1989)

Revised- March, 2016

Revised- November 16, 2017

Revised- December 16, 2021

[Reviewed -](#)

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN

BP 6174.1

Community and Parental Involvement

The School Board recognizes that all parents and community members, including IRA and Traditional Councils, have a special interest in the education programs and cocurricular programs provided their children. To provide an opportunity for them to be meaningfully involved in the development, implementation, and evaluation of each school's educational and cocurricular program, all interested parties will mutually enter into Indian Policies and Procedures (IPP's), which are incorporated into and adopted as the policy of the School Board. In addition, the following procedures will be used:

1. At a meeting of a School Board Advisory Committee called for that specific purpose, the principal will present a detailed description of that school's education program including curriculum (course description, scope and sequence) and program evaluation procedures as well as the co-curricular program provided. At least two weeks prior to that meeting public notice will be given through newspapers, public posting, and radio announcements, where appropriate, stating the agenda and purpose of the meeting. To further ensure community involvement a written invitation will be sent to the IRA and/or Traditional Council.
2. During the planning and development of local education programs all parents and community members including IRA and Traditional Councils, will be actively consulted in the following manner:
 - a. At each Advisory Committee meeting where program applications for financial assistance are reviewed all members of the public will be given an opportunity to present their views.
 - b. All members of the public will have an opportunity to present their overall views on the educational program and its operation.
 - c. All members of the public will have an opportunity to make recommendations concerning the needs of their children.
 - d. All members of the public will be given the opportunity to comment on the way in which they can assist their children in realizing the benefits to be derived from the educational program.

Nondiscrimination

The School District certifies that all children participate in the school program on an equal basis regardless of age, gender, sexual orientation, race, age, creed, color, national origin, or ethnic background and shall not be excluded from participation in, be denied the benefits of, or be

otherwise subjected to discrimination under any education program or activity of the district consistent with Title IX of the Education amendments of 1972 and Title VI of the Civil Rights Act of 1964.

Educational Program

The primary purpose of the educational program is to provide experiences by which individuals will learn within the context of their needs as well as the broader needs for which the district shares a responsibility. Under this assumption, the school is viewed as a link between the individual and learning resources and experiences available to meet both short- and long-range needs. To encourage the strongest and most viable linkage, the School Board recommends:

1. A program which is individualized to the maximum extent and which provides as many options as possible within educational goals statement previously made.
2. An organization plan by grade level or function which considers local expectations and efficiency of operation rather than an arbitrary pattern of organization. Individualization of program for students and optimum staff utilization demands an organizational plan based upon statement performance, skill grouping, and activity grouping rather than a rigid grouping by age, sex, or other non-educational basis.
3. A staff utilization procedure which establishes specific personnel needs based upon the program's requirements. All persons directly or indirectly effect the school operation. Certificated, classified and resource personnel, as well as students in certain circumstances, are considered in developing procedures for staff utilization.
4. A guidance and individual program planning effort which assures the widest choice of alternatives to individual students over their period of formal education. Emphasis will be upon bringing the student in direct contact with those educational experiences and resources which best meet short- or long-range needs.
5. An assessment program which uses both subjective and objective measures in determining student performance and the effectiveness of the school program in achieving learning objectives. This program is an integral part of the guidance function and requires both the involvement and understanding of students and parents in its development.
6. A wide range of learning materials and techniques which will meet the needs of students and of those responsible for instructional or learning activities. Special consideration must be given to unique cultural and language requirements. Audio and video materials, as well as printed materials are particularly important to the concepts- of individualization and maximum learning options.
7. A program for bringing students, schools and communities together in various educational, cultural, and recreational activities. The Alaska High School Activities Association (AHSAA) is recognized as the authority for all high school interscholastic

activities. The district accepts as binding all AHSAA rules and regulations for membership and competition. All activities will be made available to students on a nondiscriminatory basis.

8. Maximum use of community resources as an integral part of the curriculum. Budgetary and administrative procedures should promote this utilization with standards established at the district and community level.
9. A continuous program of curriculum development at the community and district level. In this way the program will remain dynamic from both a content and organizational standpoint. Innovative or pilot efforts should be encouraged within whatever constraints must be applied to afford protection of students from potentially harmful experimentation.
10. That in those areas which may be viewed as controversial, instructional procedures will be confined to a body of factual information with acceptance or interpretation left to the student. Religion is recognized as an important historic element but specific religion responsibility rests with the home and church. The Advisory Committee and parents should play a major role in determining how controversial issues will be handled BEFORE SPECIFIC CONTROVERSIES OR ISSUES ARISE. Areas often found as the source of controversy are sex education, alcohol, and drug education.
11. Special programs, such as Title 1, Migrant Education, and Indian Education be designed, implemented and evaluated with input from parents and teachers of involved students. Specific activities may include but are not limited to:
 - a. Notifying each child's parents and teachers in a timely manner that the child has been selected to participate in the program.
 - b. Informing parents and teachers of specific objective of the program.
 - c. Establishment of parent-teacher conferences.
 - d. Providing materials, suggestions and training to enable parents to promote education at home.
 - e. Providing timely information concerning the program's plans and evaluations.
 - f. Soliciting parents and teacher suggestions in planning and operating the program.
 - g. Facilitating volunteer or paid participation by parents in school activities.
 - h. Establishing parent advisory committees.

(cf. 6020 - Parent Involvement)

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

Legal Reference:

*UNITED STATES CODE, TITLE 20
236-244 Financial Assistance to Local Educational Agencies (PL 81-874)*

Revised - June 20, 2013

Revised – December 16, 2021

[Reviewed -](#)

Instruction

MIGRANT CHILDREN PROGRAM

BP 6175

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Parent/Guardian Involvement in the Migrant Education Program

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Legal Reference:

Elementary and Secondary Education Act, [20 U.S.C. § 6391](#), et seq., as amended by the Every Student Succeeds Act, [P.L. 114-95](#)

[34 C.F.R. §200.40 - 200.45.](#)

AASB Revised 4/2022

[Adopted -](#)

VOCATIONAL EDUCATION

The School Board affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.

The Board recognizes that vocational education is best presented in a well-articulated sequence of courses, with instruction first given in broad clusters of skills basic to similar occupations. A comprehensive vocational education includes research into various employment options, vocational counseling, establishment of career goals, and the development of job skills, good work attitudes and job-hunting strategies.

Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board especially desires that the district's vocational education program be updated regularly to reflect current vocational practices, changes in technology and labor market conditions.

Equal opportunities shall be provided to all students in recruitment, enrollment, and placement activities, without regard to gender or disability.

The Superintendent shall appoint a vocational education advisory committee as required by law to assist the district with planning and evaluating vocational education programs. The committee shall include teachers and students representing each program area and employers and employees of the region served by the programs.

(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6164.2 - Guidance and Counseling Services) (cf. 3440 - Inventories)

Legal Reference:

ALASKA STATUTES
14.18.030 Discrimination in counseling and guidance services prohibited
14.35.010-14.35.030 Career and technical education

ALASKA ADMINISTRATIVE CODE

4 AAC 51.200-4 AAC 51.390 Secondary career and technical educational programs
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Public Law 98-524, 204

Adopted – April 15, 2004

Revised – May 20, 2004

Revised—September 13, 2007

Revised - November 16, 2017

Revised – December 16, 2021

Reviewed -

INTERNSHIPS

The School Board believes that internship programs can provide students with valuable learning opportunities and instruction in the skills, attitudes and understandings they need in order to be successfully employed. A proper balance between work experience and academic instruction should be maintained.

Students in internship programs shall receive related classroom instruction or counseling. These internships can provide students with educational experiences not available at school.

(cf. 6164.2 - Guidance and Counseling Services)

Legal Reference:

ALASKA STATUTES

23.30.237 High school students in work-study programs as employees of the state

Adopted – April 15, 2004

Revised – May 20, 2004

Revised - November 16, 2017

Revised – December 16, 2021

Reviewed -

CHARTER SCHOOLS

BP 6181(a)

Charter schools are schools established under AS 14.03.250 that operate within the public-school district. Charter schools are established upon the approval by the School Board and the State Board of Education of an application for a charter school. Charter schools shall operate under a written contract between the charter school and the School Board.

Establishment of Charter Schools

The School Board shall give appropriate consideration to any charter school petition, in light of its overall effect on the district's children and the proposed school's ability to function effectively and meet its goals. The School Board desires to support innovations which improve student learning and views charter schools as an opportunity to implement school-level reform. In accordance with law, the proposed charter must include descriptions of the vision, mission and goals of the charter school, the governance structure which will be used, the educational outcomes to be attained by students, and the method by which progress in meeting these outcomes will be measured.

Applications for a charter school to operate during the next school year shall be submitted to the School Board no later than October 1st of the current school year. A charter school shall begin operation as agreed with the School Board, but no later than October 1st of the year approved for opening.

Charter schools shall comply with the following general requirements:

1. The charter school shall establish an Academic Policy Committee that will function according to the terms of law.
2. The charter school Academic Policy Committee shall report directly to the School Board or a subcommittee of the School Board unless mutually agreed otherwise.
3. The charter school shall operate in compliance with state and federal law, and with School District policies unless mutually agreed otherwise.
4. The charter school shall comply with the requirements of the district accounting system.
5. The charter school shall comply with the requirements of the district purchasing system.
6. The charter school shall be designed to advance basic skills areas (mathematics, science, language arts, and social studies) appropriate to the age of students included in the program. The charter school disciplinary program shall enforce Alaska statutes, state and federal regulations, and district policies with respect to drugs, alcohol, weapons, tobacco, harassment, and violence.

7. The charter school shall participate in the district's report card process as required by Alaska statute.
8. The charter school shall participate in all tests and assessments required by either the State Department of Education and Early Development or the District unless the contract specifies otherwise.
9. The charter school shall not promote religious ideologies or philosophies.
10. The charter school shall operate in compliance with negotiated agreements established between employee groups and the School Board.
11. A charter school operating as a correspondence program or a residential program shall comply with all requirements of Alaska statute and regulation.

School Board Review of Charter School Application and Appeals

No later than 60 days after submission of a charter school application, the School Board will issue a written decision approving or rejecting the charter school. The written decision will include all relevant findings of fact and conclusions of law.

If the School Board approves an application, it shall forward the application to the State Board of Education for review and approval. If the School Board denies an application for a charter school, the applicant may appeal the denial to the Commissioner of Education and Early Development within 60 days of the School Board's denial. A decision of the Commissioner upholding the denial may be appealed by the charter school applicant within 30 days to the State Board of Education. If the Commissioner approves the application, her/she shall forward it to the State Board of Education for review and approval.

Review of the Charter School

Once approved by both the School Board and the State Board of Education, the charter school will be subject to an annual review of its operations and finances by the School Board. Annually, the charter school will submit a written report and make a presentation to the School Board and the public. This report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the School Board. If academic performance targets for student achievement are not reached by the identified timelines specified in the contract, the Academic Policy Committee must submit a Plan for Improvement, outlining activities for remediation, a process for monitoring the progress of the Plan, and a process for reporting progress of the Plan to the School Board.

If there is evidence of a breach of contract, the School Board shall have a right to investigate and meet with the charter school to discuss possible remedies, including termination of the charter school contract.

The Department of Education and Early Development may audit the charter school's program and may take any action necessary to ensure compliance with federal and state law, including the withholding of funding.

Organization and Operation of a Charter School

A charter school operates as a school in the school district except that a charter school:

- is exempt from the school district's textbook, program, curriculum, and scheduling requirements.
- is exempt from AS 14.14.130(c) which states "If the district employs a chief school administrator, the administrator shall select, appoint, and otherwise control all school district employees who serve under the chief school administrator subject to the approval of the school board."
- operates under the charter school's annual program budget as set out in the contract between the School Board and the charter school.
- shall designate a contact person for all communications between the charter school and the district administration.

A charter school must participate in all student assessments required by the Department of Education and Early Development.

Operation of a Charter School

A charter school shall:

- keep financial records of the charter school;
- oversee the operation of the charter school to ensure that the terms of the contract are being met;
- meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
- meet with the Academic Policy Committee at least once each year to monitor progress in achieving the committee's policies and goals.

Amendment of Charter

A charter school may apply to the School Board for an amendment to its charter during the term of its contract. If the School Board approves the amendment, an amended contract must be executed to conform to the amended charter. The School Board must forward an amended charter and amended contract to the Department of Education and Early Development. A charter

school may make minor changes to its program without review by the Department, if they are approved by the district. A change of program that involves the addition of an elementary or secondary program must be approved by the School Board and the State Board of Education and Early Development.

Definitions

“Employees” of charter schools are considered employees of the district with all rights guaranteed by their respective collective bargaining agreements unless specifically waived by mutual agreement between the appropriate bargaining unit and School Board.

“Principal” means a person selected by the Academic Policy Committee to select, appoint, or otherwise supervise employees of the charter school. This person is not required to possess an Alaska Type B Administrative Certificate, but if a type B is not possessed, the individual may not conduct certificated employee evaluations. The school district assumes no responsibility for employing this person after the termination of the charter school contract unless the person is also employed as a teacher.

“Annual program budget” means the funding generated by students enrolled in the charter school as set forth in *AS 14.03.260*.

(cf. 3540 - Transportation)

Legal Reference: Alaska Statutes

14.03.250-14.03.280 Charter Schools

AS 14.16.100 Application for residential school

Alaska Administrative Code

4 AAC 33.110-119 Charter Schools

4 AAC 33.405 - .490 Correspondence Study Programs

4 AAC 33.090 District-operated statewide and district-wide residential schools

Adopted – April 15, 2004

Revised – May 20, 2004

Revised September 13, 2007

Revised January 21, 2010

Revised - December 14, 2017

Revised – February 15, 2018

Reviewed – December 16, 2021

[Reviewed -](#)

MEETINGS

Meetings of the Board are conducted for the purpose of accomplishing district business. A meeting of the Board shall consist of any gathering of the members of the Board when more than three members of the Board, or a majority of the members, whichever is less, are present and collectively consider a matter upon which the Board is empowered to act. As a matter of district policy and state law, meetings ordinarily shall be open to the public. The Board may meet in closed sessions only to discuss certain matters as permitted or required by Alaska's Open Meetings Act.

Reasonable public notice shall be given for all meetings of the Board in accordance with law and district practice, and shall be posted at district, school sites, post office and government offices before the meeting. Such notice shall include the date, time and place of the meeting and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Public meetings may not be held in a private home or private business.

Regular Meetings

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

The Board shall hold 1 regular meeting each month. Unless changed by the Board, regular meetings shall be held at 7 p.m. at designated site. Notice of regular meetings shall be posted at least five (5) days prior to the meeting.

Starting January 2025, meetings of the Board shall rotate between school sites as follows: Healy, Cantwell, Healy, Anderson, Healy, Cantwell, Healy, etc. In the event the Board does not meet or meets only virtually, the next in-person meeting shall be the same school site that would have followed the most recent in-person meeting.

Special Meetings

The presiding officer or a majority of the Board members may call special meetings of the Board.

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

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

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

EMERGENCY SPECIAL MEETINGS

Teleconferences/Video Conference

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

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

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

(cf. 9321 Executive Sessions)
(cf. 9012 - Communications To and From the Board)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323 - Conduct of Meetings)

Legal Reference:
ALASKA STATUTES
14.08.091 Administration
14.14.070 Organization of School Board
14.14.080 Declaring a School Board vacancy
29.20.020 Meetings public
44.62.310 Agency meetings public
44.62.312 State policy regarding meetings

Adopted – April 15, 2004
Revised – October 21, 2004
Revised – August 18, 2005
Revised—September 13, 2007
Revised - April 19, 2018
Reviewed – January 20, 2022
Revised - October 17, 2024

| *Reviewed -*

FY 2027 AK Presidential Physical Fitness Testing Education Award

Applications Due Sept.30, 2026

The Alaska Presidential Physical Fitness Testing Education Award is an Education Award to Alaska School Districts to provide Presidential Physical Fitness Testing (APPFT). By completing this application your district agrees to implement the APPFT in your schools. This funding opportunity may be renewed for up to five years based on participation and completion of required activities.

This award is designed to support districts and schools to implement an APPFT program that will provide students with clear, age-appropriate benchmarks that encourage them to build strength, endurance, and healthy habits while striving for personal improvement. Districts will use the standards found here to assess students' progress at least twice per year.

Each district will receive up to \$50,000 for the coordination of APPFT activities and an additional \$5,000 per school participating. Districts/schools may use funding for the provision of testing, such as professional development for staff to administer the test, planning the testing events across the district, advertising events, purchasing equipment, certificates/awards, and motivational items and activities. Funding may also be used for supporting growth of skills and fitness throughout the year in school and community sponsored activities that align with APPFT goals. Districts are encouraged to use funding to achieve better health aligned with their local community activities and practices.

Each district will designate one staff member as the APPFT Coordinator to manage and support the program. They will also be responsible for collecting and reporting all APPFT data. Data collections may include documenting outcomes, activities/events, and aggregate scores and growth in the two testing periods. Each district's APPFT coordinator or designated staff will participate in monthly communities of practice to share information about activities and receive professional development on topics related to improving students' health in alignment with the goals.

The first year (2026-2027) will be used to refine the APPFT with district input to make it successful in Alaska's different settings.

District Information

School District Name: Denali Borough School District

Grant Contact: Bill Burr

Phone: 907-683-2278

Email: billburr@dbbsd.org

Identified Needs

Describe the **APPFT-related needs** the district has identified for a successful implementation of APPFT.

Students have limited access to fitness goals in the rural school day even with the implementation of PE and required movement time. With small numbers (even at Tri-Valley) and a level of activities that can accommodate some student needs, the extended winter and wind in the Denali Borough area can make outdoor activities much more difficult resulting in less health choices for our DBSD students. One of the major areas of need is the amount of Professional Development available to staff specific to physical health outside of recess, athletics, physical education classes (if available), and classroom movement time or Denali Learning Exploration field trips and activities.

Creating a sharable and standardized physical fitness plan across the district that can encourage challenges, physical movement, and appropriate health training will have lifelong effects on the DBSD student population and can lead to future improvements in adult health. Proper training and PD is needed to make sure that students and staff have the skills to teach our students safely and successfully while also challenging our students to reach full potential and understand fitness and physical health at a high level.

APPFT Proposal

District/School Strategies Implementation

Please check which ones you will be implementing.

Strategies	
1.	☒ Provide professional development to staff that will be administering the testing and implementing strategies to support student growth in skills being tested.
2.	☐ Participate in Communities of Practice
3.	☒ Plan testing events across the district and advertise the events. (required)
4.	☒ Purchase certificates and awards
5.	☒ Provide each participating school with funding to purchase equipment. Funding examples for schools would be timing devices, measuring tools, markers (cones, tape, or chalk), pull up bars, audio sources for the 20-meter beep test, and floor mats. Supporting activities to build student growth in strength, endurance and health. (required)

Uses of Funds

Describe how the district will use the APPFT education award to **Implement Presidential Physical Fitness Testing in their schools** and implement the strategies selected above.

The first step is to establish professional development for each of our four schools and create a process to assess the outcome goals of the district. Using the APPFT standards under the grant the Denali Borough Schools will create a flexible, but standardized evaluation of success that includes implementation and celebrations. The need to roll-out a program safely is an important aspect of the APPFT grant and will be created after a thorough review and completion of the professional development for our school contacts. Each of our schools are substantially different and have geographic, school population, and location-based opportunities that will need to be enacted by staff to meet student needs. The challenges set forth in the plan for evaluating the APPFT will additionally include celebration activities and participation awards for the schools and the students. Having APPFT related "Hall of Fame", significant achievement, or competitive school cohorts will also add longevity to the program beyond the current grant year.

Challenges will be advertised and (when applicable) developed to include local and district entries including opportunities in our remote correspondence locations where the desire and need might exceed our three local schools. The excitement built about the program will be used to advertise and promote the APPFT grant and the district's fitness plan so that students are aware and enthused about the program. Posters, digital outreach, school, community, and student connection will require effort and planning but will need to have impact in success. Equipment needed to develop not only the students' capacities for health and fitness but also to establish the standards that we will use to recognize progress and evaluate standards in the program. Equipment to register and accurately measure growth will be essential to the program.

Estimated Numbers/Costs for APPFT Education Award

Alaska APPFT Estimated Use of Funds	District Response
Estimated number of schools participating (required)	4
Estimated number of students who will be tested and supported in your district	300
Estimated cost equipment purchases	35000
Estimated cost supply purchases	7500
Estimated cost of activities	10000
Estimated cost of travel for the APPFT Coordinator to schools	3500

Guidance

For additional guidance on allowable uses of funds, contact the DEED Program Manager, Sharon Fishel (Sharon.Fishel@alaska.gov) or Pat Sidmore (Pat.Sidmore@alaska.gov).

Allowable Expenses

- Support for activities specifically designed to boost student's health and physical activity in order to improve performance on fitness tests.
- Personnel expenses for the provision of an APPFT Coordinator, including salary and benefits.
- Equipment for testing and supporting APPFT administration e.g. measuring devices, testing equipment, and curriculum items to support growth in strength, endurance, and healthy habits between testing periods.
- Supplies to facilitate the APPFT e.g. awards, recognition boards etc.

Unallowable Expenses

Funding Policies and Limitations

Federal rules do not allow funds to be used for certain expenses.

Unallowable or restricted costs include, but are not limited to:

- Pre-award costs;
- Meeting matching requirements for any other federal funds or local entities;
- Services, equipment, or supports that are the legal responsibility of another party under federal, State, or tribal law, such as vocational rehabilitation or education services;
- Supplanting existing State, local, tribal, or private funding of infrastructure or services, such as staff

salaries. RHTP funds may support new activities or the expansion of existing programs or staff roles but may not replace existing state funding or pay for work or costs that are already funded through another source. Only the portion of time or activity that is new or expanded under the RHTP project may be supported;

- To supplant funding for in process or planned construction projects or directing funding towards new construction builds.
- Meals, unless in limited circumstances such as:
 - Subjects and patients under study
 - Where specifically approved as part of the project or program activity, such as in programs providing children's services or produce prescription programs
 - As part of a per diem or subsistence allowance provided in conjunction with allowable travel;

Grant Timeline

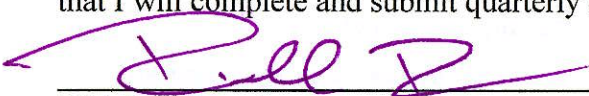
YR 1 grant period Aug. 20, 2026, through June 30, 2027, with a one-year extension.

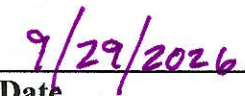
Quarterly reporting

Report	Reporting Period Start Date	Reporting Period End Date	Due Date
Quarterly Report # 1	August 1, 2026	October 30, 2026	November 29, 2026
Quarterly Report # 2	October 31, 2026	January 30, 2027	March 1, 2027
Quarterly Report # 3	January 31, 2027	April 30, 2027	May 30, 2027
	May 1, 2027	June 30, 2027	August 30, 2027

Assurances

By my signature below, I agree, upon the approval of the project application by the Alaska Department of Education & Early Development (DEED), to accept and perform the requirements as contained in the dated APPT Assurance & Certification Packet submitted through the APPFT application in the Grants Management System (GMS). I certify that the Alaska APPFT Education Award will be used solely for the items listed above. I agree that I will complete and submit quarterly and a final report to DEED by the deadline.


District Signature


Date

Email the completed form to Sharon Fishel (Sharon.Fishel@alaska.gov).



Denali Borough School District

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

Resolution 26-01

Recognition of Dawn Adams

WHEREAS Dawn Adams served as a member of the Denali Borough School Board for nine years beginning in November of 2017, supporting the students in the Borough; and

WHEREAS Dawn is a valued member of the Denali Borough community and whose children attended Tri-Valley School; and

WHEREAS Dawn advocated for public education on a state-wide level by participating with the Alaska Association of School Boards (AASB) at conferences and workshops, reaching the Master level of Boardsmanship

WHEREAS Dawn served as President of the Board since November 2024, Vice-President prior to that and was a valued member of the various committees, helping to ensure of the consistent updating of the Board for each committee she served on; and

WHEREAS Dawn always put the interests of students first in any and all decisions she made as a board member and supported the education of all the students in the District regardless of their school of attendance or her election district; and

WHEREAS Dawn decided not to seek re-election to the DBSD School Board and instead to focus her time on her family and retirement.

Mission Statement

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

NOW THEREFORE BE IT RESOLVED, the Denali Borough School District recognizes and appreciates Dawn Adams' years of service to the students of the Denali Borough School District and wishes her all the happiness and fulfillment as a private citizen that she so rightly deserves.

Kristen Randell,
DBSD Board Vice-President
Denali Borough School District

Katie Griebel,
DBSD Board Member
Denali Borough School District

Date

Date

The foregoing Resolution was PASSED, APPROVED, and ADOPTED by the Denali Borough School District Board of Education on this 15th day of October 2026.



Denali Borough School District

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

Resolution 26-02

Recognition of Jenna Hamm

WHEREAS Jenna Hamm served as a member of the Denali Borough School Board for twelve years beginning in November of 2014, supporting the students in the Borough; and

WHEREAS Jenna is a valued member of the Denali Borough community and whose children attend Tri-Valley School; and

WHEREAS Jenna advocated for public education on a state-wide level by participating with the Alaska Association of School Boards (AASB) at conferences and workshops, reaching the Master level of Boardsmanship

WHEREAS Jenna served as President of the Board, Vice-President and is the current Board Secretary and a valued chair and member of the various committees, helping to ensure of the consistent updating of the Board for each committee she served on; and

WHEREAS Jenna always put the interests of students first in any and all decisions she made as a board member and supported the education of all the students in the District regardless of their school of attendance or her election district; and

WHEREAS Jenna decided not to seek re-election to the DBSD School Board and instead to focus her time on her family and business.

Mission Statement

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

NOW THEREFORE BE IT RESOLVED, the Denali Borough School District recognizes and appreciates Jenna Hamm' years of service to the students of the Denali Borough School District and wishes her all the happiness and fulfillment as a private citizen that she so rightly deserves.

Dawn Adams,
DBSD Board President
Denali Borough School District

Kristen Randall,
DBSD Vice President
Denali Borough School District

Date

Date

The foregoing Resolution was PASSED, APPROVED, and ADOPTED by the Denali Borough School District Board of Education on this 15th day of October 2026.



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

Resolution 26-03

A Resolution by the Denali Borough School District Establishing District's Legislative Priorities for the First Session of the 35th Legislature of the State of Alaska

WHEREAS, providing an adequate, appropriate, and equitable education for all children in Alaska regardless of where they live is a constitutional requirement;

WHEREAS, Alaskans deserve the provision of essential public services including public safety, education, and health services and the State requires additional, reliable streams of revenue to provide these services;

WHEREAS, well-funded schools promote student achievement, lead to higher individual lifetime earnings, and promote healthy choices in life;

WHEREAS, investments in education pay dividends in other areas such as increases to economic development, reduced costs for public safety and public health care, and build strong Alaskan communities;

WHEREAS, funding from the State of Alaska that predictably keeps pace with inflation would allow districts to proactively plan and allocate resources to maximize student learning;

WHEREAS, retaining and recruiting high quality teachers is becoming harder and harder in Alaska and the nation,

WHEREAS, the most effective delivery of education is accomplished at the local level;

WHEREAS, the current education funding formula appropriately balances many considerations of varying costs and efficiencies across our state;

WHEREAS, significant issues relating to the unfunded liability within the state managed PERS/TRS retirement programs were resolved through a 2008 agreement wherein all participants agreed to a 22% employer contribution cap for PERS and 12.56% for TRS;

WHEREAS, capital projects for facilities owned, operated, and maintained by Alaska's municipalities and school districts relieve the State of ongoing costs associated with these essential community improvements.

NOW, THEREFORE, BE IT RESOLVED, the board of directors of the Denali Borough School District thank the Legislature for acting in the second session of the 34th Legislature for the Energy Fund

Mission Statement

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

Grant made available to districts to offset increasing fuel and energy costs, for one-time education funding in addition to the Base Student Allocation, and for the legislature's support for the Major School Maintenance Grant Fund.

AND FURTHER BE IT RESOLVED, the Denali Borough School District respectfully requests the Alaska State Legislature to favorably consider:

- Increasing the Base Student Allocation (BSA) to compensate for lost purchasing power and to inflation proof the BSA,
- Increasing the per pupil transportation award to cover the full cost of pupil transportation services and to inflation proof this calculation,
- Fully funding the requirements to implement the supports and interventions in the Alaska Reads Act,
- Increasing efforts to recruit and retain teachers in Alaska, such as returning teachers and other employees to a defined benefit retirement system,
- Maintaining the current minimum school funding size of 10 students in the foundation formula,
- Increase the FTE factor of a pre-school students in the foundation formula to 1.0 FTE from the current 0.5 FTE, count three year-old preschool students in this calculation, and remove the minimum cohort size for public pre-school,
- Providing forward funding to public education,
- Supporting a new broad-based revenue for the State, in order to de-couple education funding from the price of oil,
- Opposing any cost shifts from the state to school districts or municipalities including any attempts to increase the employer contributions for the PERS/TRS retirement systems,
- Supporting the current local control of school districts,
- Opposing the imposition of any unfunded mandates from the State to the school districts, and
- Providing adequate funding for both the Major School Maintenance Grant Fund and the Grants to Municipalities.

Board President
Denali Borough School District

Board Secretary
Denali Borough School District

Date

Date

The foregoing Resolution was PASSED, APPROVED and ADOPTED by the Denali Borough School District Board of Education this _____ day of _____, 202_.



Hunter Safety Education in Alaska Schools
Competitive Grant Beginning
October 17, 2026
COVER PAGE
Application Due Date: 9/18/2026 – 5:00pm

Division of Innovation and
Education Excellence
P.O. Box 110500
801 West 10th Street, Suite 200
Juneau, Alaska 99811-0500
Phone: (907) 465-8704
Email:
Sheila.box@alaska.gov

School District:	Denali Borough SD
Grant Contact: Name/Email	Beth Norman/bethnorman@dbbsd.org
Fiscal Contact: Name/Email	Jeremy Stanfield/jeremystanfield@dbbsd.org
Amount of Funding Requested:	\$29,823.00
Superintendent Signature:	

By signing I certify that:

1. This application is consistent with the intent of the Request for Applications.
2. This grant will provide equitable access to program resources for participants.
3. I am authorized to legally bind the grantee to the conditions and responses of this application.

1. Program Actions: Provide a concise (no more than one page) narrative that includes:

- A clear description of the hunter education program(s) and/or NASP archery programs that *currently exist* in your district.
- How many adults you expect to train, and how many students you expect to certify during the grant, demonstrating how the grant will expand your program.
- Actions/purchases that this proposal will fund to provide or expand hunter education or archery in the district.
- Any external funds or resources to be leveraged for the advancement of the proposal.
- A clear statement of whether your proposal will use Alaska Department of Fish & Game programs and materials, and the date you contacted them (see contact information below) regarding scheduling activities.

2. Timeline/Sustainability Plan: Provide a concise (no more than one page) narrative that includes:

- A timeline of implementation for the nine-month grant period.
- Identification of those responsible for timely implementation.
- How capacity will be enhanced to sustainably serve students during the 2026-2027 school year and beyond.

3. Budget Document: (Attachment - [Budget/Narrative Form #05-07-071](#))

- Budget items are reasonable/allowed
- Narrative description is detailed, complete and understandable

Proposed Actions for Hunter Education Grant

Denali Borough School District proposes to expand access to high-quality hunter education for students, families, and community members while promoting safe, ethical, and responsible participation in hunting. Grant funds will support a coordinated program delivered through the district's three schools. The project will combine classroom instruction, hands-on learning, qualified volunteer instructors, and outreach to participants who may have limited access to hunter education. The program will emphasize the knowledge and skills needed to complete hunter education requirements, participate safely in outdoor activities, and contribute to wildlife conservation. Instruction will address firearm and archery safety, wildlife identification and conservation, applicable hunting laws and regulations, ethical decision-making, personal preparedness, and respect for private property and public lands.

The district currently has 9 NASP/BAI certified instructors and supported active archery programs at two of the three schools. 50 students in grades 3-12 received archery instruction during the school day and participated in state tournaments. They learned the basics of archery safety, the history of archery, and how to accurately shoot a bow. This year they will continue to hone their skills and learn how to perform basic maintenance such as adjusting draw weights, adding a new nock point, and repairing arrows. The hunter education grant would allow for expanding the shooting from basic archery targets to 3D targets.

This grant would allow staff at the third school in the district to become NASP/BAI certified and expand the archery program to their 7 eligible students. Grant funds would allow for hunter education certification instructor certification of up to 12 staff members and hunter education certification of up to 60 students between the three schools. Funds would be used for course fees, travel, stipends, safety supplies including safety goggles and ear protection, and incentive rewards for students such as game bags, survival kits, and gun locks.

The district will evaluate the project through enrollment and completion records, participant surveys, instructor feedback, and documentation of hands-on training activities. Evaluation results will help identify participation barriers, improve course content and delivery, and guide future endeavors. Measures of success will include increased enrollment, successful course completion, improved participant knowledge and confidence, expanded instructor capacity, and stronger connections among students, families, educators, and the conservation community.

Resources and materials from the Alaska Department of Fish & Game will be used as the basis for this program. Ginamarie Smith was contacted via email on September 18, 2026. She has already provided guidance on the process to obtain targets, the training enrollment process, and suggestions on items which may be useful to purchase to help make the program successful.

Hunter Education Program Timeline & Sustainability Plan

Timeline

Phase 1: Program Development (Months 1-3)

- Collaborate with ADF&G
- Obtain training materials
- Order supplies
- Recruit and train instructors.

Phase 2: Program Implementation (Months 3-8)

- Deliver classroom and field-based instruction.
- Conduct firearm and archery safety demonstrations.
- Provide wildlife identification and conservation activities.
- Administer knowledge and skills assessments.

Phase 3: Evaluation and Improvement (Months 8-9)

- Collect participant feedback.
- Analyze assessment results and completion rates.
- Identify opportunities for expanded outreach and partnerships.

Sustainability Plan

Goal 1: Maintain High-Quality Hunter Safety Education

Actions:

- Conduct annual materials reviews.
- Provide continuing education for instructors.

Measure of Success:

- Consistent participant completion and certification rates.
- Positive safety knowledge assessment outcomes.

Goal 2: Promote Wildlife Conservation and Ethical Hunting

Actions:

- Integrate conservation principles into all training modules.
- Partner with Denali National Park Educators
- Encourage responsible harvesting practices and habitat stewardship.

Measure of Success:

- Increased participant understanding of conservation concepts.
- Ongoing engagement in conservation activities.

Goal 3: Foster Responsible Land Use

Actions:

- Emphasize respect for private property and public lands.
- Educate participants on access regulations and Leave No Trace principles.

Measure of Success:

- Improved awareness of land stewardship responsibilities.

Goal 4: Ensure Long-Term Program Viability

Actions:

- Pursue grants, sponsorships, and community partnerships.
- Recruit and retain volunteer instructors.
- Maintain accessible training opportunities for new hunters.

Measure of Success:

- Stable funding and instructor participation.
- Sustainable annual enrollment and program growth.

Program Budget

Grant Recipient: _____

Grant Number: _____

Grant Title: DBSD Hunter Education

Revision Number: _____

UNIFORM CHART of ACCOUNTS		Account Title	Budget Amount		
			Initial/Current Budget	Revisions (+ or -)	Approved Budget
Required	Optional				
310		CERTIFICATED SALARIES	0.00	0.00	0.00
	314	Director/Coordinator/Manager		0.00	
	315	Teacher		0.00	
	316	Extra Duty Pay		0.00	
	317	Certificated Substitutes		0.00	
	318	Specialists		0.00	
320		NON-CERTIFICATED SALARIES	0.00	0.00	0.00
	321	Director/Coordinator/Manager		0.00	
	323	Aides		0.00	
	324	Support Staff		0.00	
	329	Substitutes/Temporaries		0.00	
360		EMPLOYEE BENEFITS		0.00	
390		TRANSPORTATION COSTS		0.00	
410		PROFESSIONAL & TECHNICAL		0.00	
420		STAFF TRAVEL		9,973.00	
425		STUDENT TRAVEL		0.00	
430		UTILITY SERVICES		0.00	
440		OTHER PURCHASED SERVICES		0.00	
450		SUPPLIES/MATERIALS/MEDIA	0.00	2,050.00	0.00
	451	Teaching Supplies		2,050.00	
	454	Office Supplies		0.00	
	457	Small Tools & Equipment		0.00	
	471	Textbooks		0.00	
490		OTHER EXPENSES (Dues & Fees)		0.00	
		UNALLOCATED** -->		0.00	
Subtotal Direct Costs			0.00	12,023.00	0.00
Indirect Rate			0.00%		0.00%
Indirect Amount			0.00	0.00	0.00
480		TUITION & STIPENDS		6,000.00	
510		EQUIPMENT (no indirect charges)		11,800.00	
540		OTHER CAPITAL OUTLAY EXPENSES		0.00	
TOTAL			0.00	29,823.00	0.00

**** UNALLOCATED FUNDS MAY NOT BE ENCUMBERED OR SPENT. A BUDGET REVISION IS REQUIRED.**
A narrative explanation is required for ALL budget revisions.

DISTRICT APPROVAL: Denali Borough School District

NAME & TITLE: Pill Auer Superintendent SIGNATURE: [Signature]

DATE: 9/19/2026 TELEPHONE NUMBER: 907-803-0003

Narrative Description of Program Budget

(A narrative justification must accompany EACH request for a budget revision)

Grant Recipient: _____

Grant Number: _____

Grant Title: DBSD Hunter Education

Revision Number: _____

Chart of Accounts Number <i>Required</i>	Account Title	Budget Amount TOTAL	Narrative Description Please include a COMPLETE description of each line item. Budget revisions must include a justification for each change including the impact on the program originally approved.
310	CERTIFICATED SALARIES	-	
320	NON-CERTIFICATED SALARIES	-	
360	EMPLOYEE BENEFITS	-	
390	TRANSPORTATION COSTS	-	
410	PROFESSIONAL & TECHNICAL	-	
420	STAFF TRAVEL	9,973.00	Mileage (250 miles RT x 12 staff); Hotel (2 nights at \$300 average for 12 staff) for attending Hunter Education Instructor Training in Fairbanks
425	STUDENT TRAVEL	-	
430	UTILITY SERVICES	-	
440	OTHER PURCHASED SERVICES	-	
450	SUPPLIES/MATERIALS/MEDIA	2,050.00	Game bags (10 packs of 4 bags @ \$30 ea - \$300); Survival kits (40 kits @ \$36 ea - \$1440); Trigger locks (pack of 30 @ \$141); Cable gun locks (pack of 40 @ \$150)
490	OTHER EXPENSES (Dues & Fees)	-	
480	TUITION & STIPENDS	6,000.00	Training stipend for staff (\$200 X 12 staff - \$2400); Staff stipend for completing CEU requirements (\$200 x 12 staff - \$2400); Tuition for students (\$20 x 60 students - \$1200)
510	Equipment	11,800.00	Eye/Ear Protection kits (\$20 ea X 30 - \$600); 3D archery targets (3 sets @ \$2460/set - \$7380); 3D archery target stands (3 sets @ \$220/set - \$660); NASP archery target inserts (10 @ \$65 ea - \$650); Rinehart NASP archery targets (\$245 ea - \$2,450)
540	Other Capital Outlay Expenses	-	

Copy and attach additional pages as needed.

A Letter to the Denali Borough Community

Mike Green | Candidate for Denali Borough School Board, District Two, Seat B

Dear Members of the School Board and Denali Borough Community,

I am honored to be a candidate for District Two, Seat B, on the Denali Borough School Board. I had hoped to address you in person or virtually this evening. However, I am currently in New York supporting my ill mother. Family comes first, and I appreciate your understanding.

As a husband, father of two boys, local business owner, and active community member, I care deeply about our schools' present and future. Like so many families throughout the borough, I want our children to receive a high-quality education that prepares them not only for academic success but also for the opportunities and challenges they will encounter throughout life.

I am self-employed as an Executive Leadership Coach, Keynote Speaker, and Facilitator of leadership courses, working with clients in Alaska and the lower 48. I previously held a secondary education teaching certification in New York State and taught 10th-grade history. I have also served as an International Outward Bound Instructor and am the author of a leadership book (two editions) titled *"Wandermust, A Hero's Journey To Seven Truths."*

For more than two decades, I have coached leaders and organizations worldwide, including coaching senior executives and their leadership teams to build sustainable, high-performing organizational cultures. This work has taught me that effective leadership is not about having all the answers. It is about listening deeply, asking the thoughtful hard questions, building trust, holding ourselves accountable, and bringing people together around a shared purpose.

I believe these experiences and principles are directly relevant to the responsibilities of serving on our School Board.

My interest in serving is grounded in three principles:

- 1. Students Deserve the Best.** Every student in our borough deserves access to a safe, high-quality education and meaningful opportunities to learn, grow, and reach their full potential.
- 2. Teachers and Staff Deserve Support.** Our educators and school personnel deserve the respect, resources, and classroom support they need to thrive and help our students succeed.
- 3. Our Community Deserves Integrity.** Our community deserves transparent leadership, thoughtful decision-making, responsible stewardship of taxpayer dollars, and a School Board that listens respectfully to different perspectives.

Our district faces important decisions in the coming years involving funding, educational opportunities, facilities maintenance, and the long-term sustainability of our schools. These decisions will affect students, families, employees, and communities throughout the borough.

I recognize that some decisions will be difficult and that reasonable people may disagree. I believe those disagreements deserve respectful conversations, careful consideration of the facts, and a willingness to work together in our students' best interests.

I do not claim to have all the answers. I offer my experience as an educator, parent, business owner, and leadership professional, along with a commitment to listen, learn, ask difficult questions, and make decisions with integrity.

Open Minded. Level Headed. Students First.

Thank you for the opportunity to share why I am interested in serving and for your continued commitment to the students and families of the Denali Borough.

Sincerely,

Mike Green

A handwritten signature in black ink, appearing to read 'Mike Green', with a stylized flourish at the end.

Candidate for Denali Borough School Board
District Two, Seat B

(no subject)

Teena Calkin <teenacalkin@dbbsd.org>
Draft

Mon, Oct 12, 2026 at 2:10 PM



Matthew Best

Oct 6, 2026, 12:53 PM (6 days ago)

to me

Hi Teena,

Thanks so much. Here's what I put out originally, but I will take feedback on length and relevance as you see fit!

~~

Hello Neighbors and Denali Borough Community Members,

My name is Matthew Best, and I am announcing my candidacy for Denali Borough School Board as the representative for District 2 (Seat B). My family and I live in the McKinley Village area and we have two children currently attending Tri-Valley. We are local business owners with deep, generational ties to the community.

A position on the School Board is a responsibility to provide the best possible outcomes for the next generation. While our community represents great diversity of thought, I will strive to focus on our shared values to advance mutually beneficial initiatives. I recognize that each student is unique and will support strategies that uplift individual learning styles and pace. Our natural environment provides abundant opportunities to learn creatively in this truly special place. I will work to strengthen the many connections our students can make in our communities and to our awesome backyard.

Having worked in many high-functioning, board-level positions in my career, I am confident my experience will bring valuable insight to this role. I look forward to ensuring the district's policies reflect our communities' shared values, and engaging with the new Superintendent and current Board Members to help shape the best experience for our district's students.

I welcome questions from anyone who would like to get to know me better, and of course I respect constructive feedback!