ADOPTED MINUTES
Bering Strait School District Board Of Education
217th Regular Session
Thursday, September 27, 2018 – Unalakleet, Alaska

I. CALL TO ORDER:
Madam Chair Aurora Johnson called the 217th Regular Meeting of the Bering Strait School District Board of Education to order at 9:01 AM on Thursday, September 27, 2018.

II. ROLL CALL AND ESTABLISHMENT OF A QUORUM:
Present were: Madam Chair Johnson, Aaron Iworrigan, Annabelle Cunningham, Annie Weyiouanna, Silas Paniptchuk, Irene Navarro, Jeanette Iya, Jane Kava, Robert Tokeinna Jr. Unexcused was Sherman Richard. A quorum was established.

III. INTRODUCTIONS:
District School Board Members
Each Board Member present at the 217th Regular Session Meeting introduced themselves and stated the communities they represent.

Superintendent and District Staff
Madam Chair Johnson introduced Superintendent Dr. Robert Bolen who introduced D.O. staff present: Mark Vink – Business Manager, Carolyn Heflin – Director of Curriculum & Instruction, Gary Eckenweiler – Director of Maintenance and Facilities, Perry Corsetti – Director of Human Resources, Tammy Dodd – Coordinator of Federal Programs, Kristen Mashiana – Coordinator of Assessments, John Weemes – Coordinator of Technology & Program Support and Marty Towarak – Administrative Assistant.

Principal of Unalakleet School
Dr. Bolen introduced the Principal of the Unalakleet School – Bob Burkhart. Bob Burkhart presented to the Board.

AEC Representative
Bob Burkhart introduced Kathy Commack as the AEC Representative. Kathy Commack presented to the Board.

Student Representative
Bob Burkhart introduced Duncan Ivanoff as the Student Representative. Duncan Ivanoff presented to the Board.

Student Recognitions
There were no Student Recognitions at the time.

IV. INVOCATION/MOMENT OF SILENCE:
Heidi Ivanoff led the Invocation.

V. MISSION STATEMENT:
The District Mission Statement was read aloud.

VI. ADOPTION OF AGENDA:
MOTION:
Silas Paniptchuk made a motion to approve the agenda as presented. Seconded by Jane Kava. Motion carried.

VII. CONSENT ACTION – 216TH REGULAR MEETING MINUTES:
Irene Navarro requested that she may be added to the roll call via telephonically, that her name be added to the opposition of FY19 Classified Staffing proposal, and that low enrollment be the reason why the LRE position in Golovin remained the same.

MOTION:
Robert Tokeinna Jr. made a motion to approve the 216th Regular Session Minutes from April 25, 2018 in Shishmaref, AK with noted changes. Seconded by Irene Navarro. Motion carried.

VIII. ACTION ITEMS

ACTION ITEM A:
FY19 Personnel Action
Perry Corsetti – Director of Human Resources, presented to the Board.

Classified Employees for Permanent Status
Superintendent Bolen recommends the following Classified employees for permanent status:

<table>
<thead>
<tr>
<th>SITE</th>
<th>NAME</th>
<th>POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brevig Mission</td>
<td>Margaret Kirkland-LaBar</td>
<td>Special Education Aide</td>
</tr>
<tr>
<td>Diomede</td>
<td>Kevin Ozenna</td>
<td>Custodian</td>
</tr>
<tr>
<td>Diomede</td>
<td>Anthony Ozenna, Sr.</td>
<td>Maintenance/Custodian</td>
</tr>
<tr>
<td>Diomede</td>
<td>Stephanie Michaud</td>
<td>Head Cook</td>
</tr>
<tr>
<td>Shishmaref</td>
<td>Debra Hersrud</td>
<td>Special Education Aide</td>
</tr>
<tr>
<td>Shishmaref</td>
<td>Raymond Weyiouanna</td>
<td>Cook</td>
</tr>
<tr>
<td>St. Michael</td>
<td>Richard Elachik</td>
<td>Custodian</td>
</tr>
<tr>
<td>St. Michael</td>
<td>Camillas Lockwood, Sr.</td>
<td>Custodian</td>
</tr>
<tr>
<td>Stebbins</td>
<td>Greta Willie</td>
<td>Special Education Aide</td>
</tr>
<tr>
<td>Unalakleet</td>
<td>Angela Dick</td>
<td>Educational Aide</td>
</tr>
<tr>
<td>District Office</td>
<td>Caleb Hagen</td>
<td>Itinerant Trade Helper</td>
</tr>
</tbody>
</table>

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

MOTION:
Irene Navarro made a motion to appoint aforementioned staff to permanent status as Classified Employees for the Bering Strait School District. Seconded by Robert Tokeninna Jr. and Jeanette Iya. Motion carried.
Superintendent Bolen recommends the following Classified employees for probationary status:

**SITE:**
- Elim
- Elim
- Elim
- Golovin
- Golovin
- Koyuk
- Savoonga
- Savoonga
- Shaktoolik
- Stebbins
- Stebbins
- Teller
- Unalakleet

**NAME:**
- Louise Murray
- Sandra Paul
- Shane Saccheus
- Robert Moses, Jr.
- Cheyenne Nayokpuk
- Stephanie Anasogak
- Tiffany Imminkan
- Kara Miklahook
- Sheri Nakarak
- Cody Murphy
- Keasha Steve
- Casey Tingook
- Kaitlin Ivanoff

**POSITION:**
- Head Cook
- Special Education Aide
- Educational Aide - CTE
- Educational Aide
- Cook
- Cook
- Educational Aide
- Bilingual/Bicultural Aide
- Community Ed Coordinator
- Custodian
- Educational Aide
- Bus Driver
- Educational Aide

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

**MOTION:**
Jeanette Iya made a motion to appoint aforementioned staff to probationary status as Classified Employees for the Bering Strait School District. Seconded by Annie Weyiouanna. Motion carried.

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Superintendent Bolen recommends employment for the following individuals as professional staff members in the Bering Strait School District for the 2018-2019 school year.

**SITE:**
- Brevig Mission
- Brevig Mission
- Diomede
- Diomede
- Gambell
- Gambell
- Gambell
- Savoonga
- Savoonga
- Savoonga
- Savoonga
- Shishmaref
- Shishmaref
- Shishmaref

**NAME:**
- Kathy Freeman
- Michael Huhndorf
- Michael Gadbois
- Curt Hagegeorge
- Mary Rose Cenidoza
- Jayson Guerrero
- Rose Ann Viray
- Mark Biberg
- Lisa Kelley
- Borislav Nikoltchev
- Stefka Nikoltcheva
- Sean Mikels
- Richard Andrews
- Margo Cavoli

**POSITION:**
- Teacher
- Teacher
- Principal
- Teacher
- Teacher
- Teacher
- Teacher
- Teacher
- Teacher
- Teacher
- Assistant Principal
- Teacher
- Teacher
MOTION REQUESTED: Motion to hire aforementioned staff for the 2018-2019 school year in the Bering Strait School District.

There was discussion regarding teachers that have departed the District and their contract and the teacher vacancies.


Certified Long-term Substitutes Recommended for Hire

Superintendent Bolen recommends employment for the following individuals as professional staff members in the Bering Strait School District for the school year.

<table>
<thead>
<tr>
<th>SITE</th>
<th>NAME</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Shishmaref</td>
<td>Patricia McKenzie</td>
<td>Long-term Substitute Teacher</td>
</tr>
<tr>
<td>St. Michael</td>
<td>Steven Gillaspie</td>
<td>Long-term Substitute Teacher</td>
</tr>
</tbody>
</table>

MOTION REQUESTED: Motion to hire aforementioned staff for the 2018-2019 school year in the Bering Strait School District.

❖ MOTION: Annie Weyiouanna made a motion to hire aforementioned staff for the 2018-2019 school year in the Bering Strait School District. Seconded by Robert Tokeinna Jr. Motion carried.
ACTION ITEM B:

Impact Aid Policies & Procedures

Mark Vink – Business Manager, presented to the Board.

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

ATTESTATIONS

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

INDIAN POLICIES AND PROCEDURES

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

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

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

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

Parents of Indian children, tribal officials and the public will be given notice of any and all meetings related to equal participation or the content of the educational program by including information about meeting times and locations. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted Board meeting.
POLICY 2: The Bering Strait School District will provide an opportunity for the Tribe and parents of Indian children to provide their views on the District’s educational program and activities, including recommendations on the needs of their children and how the District may help those children realize the benefits of the educational programs and activities. [34CFR222.94(a)(2)]

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

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

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

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

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

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

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

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

A. The Bering Strait School District will monitor Indian student participation in academic and co-curricular activities.
B. School district officials will review school data to assess the extent of Indian children’s participation in the District’s education programs on an equal basis.

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

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

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

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

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

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

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

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

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

POLICY 6: The Bering Strait School District will provide a copy of the IPPs annually to the affected tribe or tribes. [34CFR222.94(a)(6)]
The Bering Strait School district will annually provide a copy of the current Indian Policies and Procedures to each AEC and post a copy of the current IPPs in a common village area.

Board Approval Date  ________________________________

There was discussion regarding AEC notices of meetings.

**MOTION:**
Aaron Iworrigan made a motion to approve the Impact Aid Policies & Procedures as presented. Seconded by Annie Weyiouanna. Motion carried.

**ACTION ITEM C:**
**Impact Aid Authorization**
Mark Vink – Business Manager, presented to the Board.

Impact Aid was enacted in 1950 under the Truman administration. This law provides federal funding to school districts that service areas in which property taxes are not collected due to federal impact.

To receive Impact Aid funds the Bering Strait School District must submit an Application for School Assistance in Federally Impacted Areas. The Application must bear the signature of the individual the Board of Education has officially authorized as their representative and thus certifies that all data, statements and assurances included in the application are, to the best of his knowledge, true, complete and correct.

It is recommended and traditional for the highest administrative official in the district to be authorized to sign the Impact Aid application.

ACTION NEEDED: A motion to authorize Superintendent Bolen of the Bering Strait School District, as the authorized signatory on the FY2019 Application for School Assistance in Federally Impacted Areas.

**MOTION:**
Annabelle Cunningham made a motion to authorize Superintendent Bolen of the Bering Strait School District, as the authorized signatory on the FY19 Application for School Assistance in Federally Impacted Areas. Seconded by Irene Navarro. Motion carried.

There was discussion regarding the amount of funds to be received.

**ACTION ITEM D:**
**Approval of Summer Purchases**
Mark Vink – Business Manager, presented to the Board.

There were three large purchases that were done and were within the budget amounts approved.

The first was our dry foods (non-freeze) order. We had two bids, Quality foods in the amount of $831,241 and Food Service of America for $825,913. This bid was awarded to Quality Foods due to scoring higher with their customer service and ease of working with this vendor.
The second purchase was our food service freeze order. Food Service of America bid $465,688, Quality Foods bid $543,580, and Alaskan Pantry bid $542,942. The bid was awarded to Food Service of America.

The third purchase was the annual renewal of our state required insurance for property, vehicles, and workman’s compensation. The amount of $833,490.85 was paid to Hub International/APEI for the 18/19 year. We have an agreement to stay with APEI for three year in order to receive a premium reduction.

ACTION REQUESTED: A motion to approve the dry foods order to Quality Foods, the freeze order to Food Service of America, and the insurance to Hub International.

There was discussion regarding route of dry foods and frozen goods, and different vendors to use.

MOTION:
Robert Dickens made a motion to approve the dry foods order to Quality Foods, the freeze order to Food Service of America, and the insurance to Hub International. Seconded by Jeanette Iya. Motion carried.

ACTION ITEM E:
Federal Grants
Tammy Dodd – Coordinator of Federal Grants, presented to the Board.

FY19 ESEA Consolidated Grant

Background Information

Section 14302 of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds ACT (ESSA), permits a district to obtain specific Federal program funds through a single consolidated plan rather than through separate funding applications or plans. The purpose of a consolidated plan is to increase student achievement through coordination, planning and service delivery across the programs, as well as to integrate Federal program services with those offered by local districts and schools.

The consolidated format will guide us in aligning our supplementary programs with our regular education programs to better serve our students with all the money that is available to us as a school district. To obtain the most out of the consolidated program, funds from Title IIA and Title IVA have been REAPED into Title 1A.

Individual programs will be presented to you for your information and discussion. After all of the programs have been presented and discussed we will ask for one motion to approve the consolidated plan.

Action Needed:
A motion to approve the FY19 ESEA Consolidated Plan for the Bering Strait School District. For Title I, Part A in the amount of $(1,955,781) which includes $(267,780) from IIA and $(162,413) from IVA. For Title IC in the amount of $(386,951). For Title IIIA in the amount of $(51,281).

Title I, Part A
Focus
The Bering Strait School District receives Title I, Part A funds to provide supplemental instruction for students who are economically disadvantaged. The district provides service to students demonstrating academic need in the areas of reading, math, and language arts.

Summary of Current Program
Title I, Part A, supports all 15 sites with the following.
- Supplemental materials and implementation of Cengage/National Geographic, Eureka Math and Big Ideas Math
- 2 Class Size Reduced Teachers (Savoonga and Stebbins)
- 7 ECE certified teachers
- 2 certified counselors
- Stipends and materials for the Parent Liaison program at each site
- Stipends and materials for the Foundations Team at each site
- PD events throughout the year (RtI conference, ECE conference, etc.)
- 13 Highly Qualified Paraprofessionals
- On-site Professional Development and support from the Curriculum Team
- Smart Boards, computers and iPads at various sites

Title I, Part A, program specifically focuses on the development and improvement of reading, writing and math skills for students. The components of this proposal directly support the Mission of BSSD. All of the BSSD schools receive Title I support and have developed school improvement plans through the site STEPP Process. This school improvement plan allows each school to use Title I resources to best meet the specific needs of their site.

Budget for FY ’19
The State Department of Education has indicated that our funding level will be slightly higher than the FY ’18 allocation, which was ($1,555,842). In accordance, we have submitted a project in the amount of ($1,955,781). This is the combined amount for Title IA, IIA, and IVA.

Consolidated Plan
Approval of the NCLB Title I, Part A, will be requested as part of this consolidated plan.

Title I, Part C
Focus
Title I, Part C (Migrant Education), is a supplemental program especially designed to meet the needs of migrant children who (at times) are educationally deprived due to a lack of continuity in their educational services. Under this program, federal dollars are provided through the Alaska Department of Education to provide additional support in the areas of reading, writing and math to the certified Migrant students who are most in need.

BSSD is able to consolidate the migrant funds to school-wide uses due to the fact that our migrant students and non-migrant students perform at the same level on state assessments, graduation and attendance. A meeting must be held each year with the
migrant parents to vote on the consolidation of funds.

**Diomede and Wales do not have a migrant program.**

**Summary of Current Program**

The Migrant Education program continues to provide the following.

- 13 Highly Qualified Paraprofessionals/Recruiters responsible for recruiting and certifying migrant students
- 1 Records Manager
- Supplemental supplies for migrant students - including backpacks and supplies for all migrant students
- 2 Book Distributions to migrant students
- travel to attend the national migrant conference
- 1 school counselor in Shishmaref
- travel for middle school students to attend ANSEP
- travel for the CCR trips (college and career ready)

**Budget for FY 19**

The State Department of Education has indicated that our funding level will be quite a bit higher than the FY ’18 allocation, which was ($254,422). In accordance, we have submitted a project in the amount of $386,951.

**Consolidated Plan**

Approval of the ESEA Title I, Part C, will be requested as part of this consolidated plan.

**Title III-A**

**Focus**

The Bering Strait School District receives Title III-A funds to provide professional development opportunities to the staff in the areas of English Language Acquisition.

**Summary of Current Program**

Title III-A provides funds for the following.

- Professional Development in the areas of Limited English Proficiency, (LEP) 1 day training in Nome
- Supplemental materials for ELL lessons in Cengage, Eureka Math and Big Ideas Math curriculums

Teachers gain knowledge concerning mastery of benchmarks and standardized test growth for all students, both LEP and non-LEP and how to address the LEP population in the classroom.

**Budget for FY ’19**

The State Department of Education has indicated that our funding level will be slightly higher than the FY ’18, which was ($44,137). In accordance, we have submitted a project in the amount of $51,281.

**Consolidated Plan**

Approval of the ESEA Title III-A will be requested as part of this consolidated plan.
There was discussion regarding number of students to be applied for, uses of Title funds, villages in Migrant programs, reductions of classes, ANSEP and college fair attendees.

**MOTION:**
Annie Weyiouanna made a motion to approve the FY19 ESEA Consolidated Plan for the Bering Strait School District. For Title I, Part A in the amount of ($1,955,781) which includes ($267,780) from IIA and ($162,413) from IVA. For Title IC in the amount of ($386,951). For Title IIIA in the amount of ($51,281). Seconded by Silas Paniptchuk. Motion carried.

**ACTION ITEM F:**
ECE/Preschool Grant
Tammy Dodd – Coordinator of Federal Grants, presented to the Board.

The goal of the Alaska Pre-Elementary grant is to provide bridged funding for those schools that have been implementing pre-elementary programs with Moore Funding. The funds will promote school readiness and positive outcomes for participating children and to inform the longer-term implementation of universally accessible, affordable, mixed delivery, high-quality early care and education.

The Alaska Pre-Elementary Grant was intended for the FY18 school year as a bridge year to assist the schools/districts that lost funding due to the Moore Grant expiring, but it has been extended for FY19. There are 6 basic goals attached with obtaining the grant. Those goals are 1) promote school readiness, 2) Identify and provide support for Alaska’s children who are most in need, 3) Community/family engagement, 4) Support the use of valid assessments, 5) Support the transition of pre-elementary children to kindergarten, 6) Professional development for pre-elementary teachers.

The Alaska Pre-Elementary grant will provide funding for the salaries, materials and professional development for the ECE teachers at the previously designated Moore sites. (Shaktoolik, Stebbins, Savoonga, Gambell, Brevig Mission)

The amount of the grant for FY19 is equivalent to the amount granted in FY18; $350,000.

**ACTION NEEDED:**
Administration recommends that the Governing Board approve the acceptance of the Alaska Pre-Elementary grant in the amount of $350,000.

There was discussion regarding if this is for kindergarten or ECE and grant goals audit.

**MOTION:**
Jeanette Iya made a motion to approve the acceptance of the Alaska Pre-Elementary grant in the amount of $350,000. Seconded by Irene Navarro. Motion carried.

**ACTION ITEM G:**
Indian Education FY19 Application
Tammy Dodd – Coordinator of Federal Grants, presented to the Board.
The Bering Strait School district will provide an opportunity for the Tribe and parents of Indian children to provide their views on the District’s educational program and activities, including recommendations on the needs of their children and how the District may help those children realize the benefits of the educational programs and activities. [34CFR222.94(a)(2)]

**Grant Objectives:**

1. Increase school readiness  
2. Increase knowledge of cultural identity and awareness  
3. Culturally-responsive academic enrichment  
4. Cultural enrichment

**Indian Education Grant supports all 15 sites with the following:**

*15 paraprofessionals in the classroom  
*Contract with ANSEP  
*Travel and activities for BREAL  
*1 ECE teacher  
*Supplemental cultural materials for classrooms

Budget for FY19:  
The federal government has indicated that our funding level will be slightly lower that the FY18 allocation of $728,213. We have submitted a proposal in the amount of $663,872.

**ACTION NEEDED:**

A motion to approve the FY19 Indian Education Grant Application for the Bering Strait School District in the amount of $663,872.

There was discussion regarding Grant changes, determined amount of funds, definition of BREAL, and Grant participants.

**MOTION:**

Silas Paniptchuk made a motion to approve the FY19 Indian Education Grant Application for the Bering Strait School District in the amount of $663,872. Seconded by Robert Tokeinna Jr. and Annabelle Cunningham. Motion carried.

**ACTION ITEM H:**

**BSSD Housing Lease**

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

The Bering Strait School District has renewed three teacher housing leases and expired one, they are with associated rate include as follows:

**Renewals/ Amendments**

1. SHH  
   SHH Native Corp. Lots (2,3),(4,5)  
   West Subdivision Amendment to Lease. 55 years $400 (+200)

**Expired**

1. GLV  
   GLV Native Corp. converted portable  
   (-1,376)
ACTION NEEDED:
A motion to approve the 2 BSSD Teacher Housing lease changes, amended adjustments and 1 lease expiration.

MOTION:
Robert Dickens made a motion to approve the 2 BSSD teacher housing lease changes, amended adjustments and 1 lease expiration. Seconded by Jeanette Iya. Motion carried.

There was discussion regarding leasing list changes, and SVA trash hauling fees.

ACTION ITEM I:
ANE Grant Approval
Carolyn Heflin – Director of Curriculum & Instruction, presented to the Board.

I am pleased to report that we received confirmation from Senator Murkowski’s office that BSSD has been awarded an ANE Grant in the amount of $695,249 each year for the next three years. The Strengthening Indigenous Learning and Academics (SILA) Grant lasts three years beginning September 17, 2018. The SILA Grant will fund the following:

• Stipends for school level instructional team members, such as each school’s Plus More Foundations Team members, for their time used outside of their daily contract day to help school improvement efforts.
• Stipends for staff who model teaching demonstrations, which are used as coaching films to be placed on The Teaching Channel.
• Travel for instructional leaders to attend conferences such as the annual Alaska RtI Conference.
• Payment to local cultural teachers in our communities to share their knowledge and expertise with our teachers and students.
• SWIVL systems for recording classroom teacher and cultural teacher lessons. https://www.youtube.com/watch?v=QwebkHu8B3U

ACTION NEEDED:
Administration recommends that the Governing Board approve the acceptance of the ANE Grant in the total amount of $2,085,747.

There was discussion regarding distributions of funds.

MOTION:
Aaron Iworrigan made a motion to approve the acceptance of the ANE Grant in the total amount of $2,085,747. Seconded by Annie Weyiouanna. Motion carried.

ACTION ITEM I:
Grading Policy
Carolyn Heflin – Director of Curriculum & Instruction, presented to the Board.

BSSD’s current grading policy BP 5121 states that “Since grades reflect a student’s academic learning while in the classroom, attendance, behavior and homework should not be included in a student’s academic grade.”
During the 2017-2018 school year, the issue of grading homework arose at several schools
by staff and parents. To better understand school staff and parents opinions of homework,
I sent out a survey to each group referenced above.

**Homework Survey Results:**
Based on the survey completed by 135 BSSD staff, 56.7% of the staff felt that
homework assignments should be graded.
Based on the survey completed by 111 BSSD parents, 66% of the parents felt that
homework assignments should be graded.
Based on these homework survey results, it is recommend to the governing board that
the word “homework” be deleted from Grading Policy BP5121. Using the homework
survey information provided by staff and parents, the Curriculum and Instruction
Department will work on an AR to set some guidelines regarding the grading of
homework.

**ACTION NEEDED:**
Administration recommends that the Governing Board approve the revised version of
Grading Policy BP5121.

**BP 5121**

**A. GRADES/EVALUATION OF STUDENT ACADEMIC PERFORMANCE**

The School Board recognizes that the assessment of student learning is one of
the most important elements of an effective instructional program.

**Learning Indicators for Academic Performance GRADES 4-12**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>GPA Calculations for Grades 9-12</th>
</tr>
</thead>
</table>
| A (90-100%) | Assessments indicate a high understanding of essential standards. All learning goals are fully and consistently met. | A+ 97% 4 points  
A 93% 4 points  
A- 90% 4 points |
| B (80-89%) | Assessments indicate a solid understanding of essential standards. Most learning goals are fully and consistently met. | B+ 87% 3.7 points  
B 83% 3.3 points  
B- 80% 3.0 points |
| C (70-79%) | Assessments indicate a satisfactory understanding of essential standards. Some learning goals are fully and consistently met. | C+ 77% 2.7 points  
C 73% 2.3 points  
C- 70% 2.0 points |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
</table>
| D     | 60-69%     | Assessments indicate weak understanding of essential standards. Few learning goals are fully and consistently met. | D+ 67% 1.7 points  
D 63% 1.3 points  
D- 60% 1.0 point |
| F     | 40-59%     | Assessments indicate no understanding of essential standards. None of the learning goals are fully and consistently met. | 0 points |
| I     |            | Student has yet to demonstrate a satisfactory understanding of essential standards. | 0 points |

**Learning Indicators for Achievement GRADES K-3**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>90%-100%</td>
<td>Assessments indicate an <strong>outstanding</strong> understanding of essential standards. All learning goals are fully and consistently met.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>80%-90%</td>
<td>Assessments indicate a <strong>satisfactory</strong> understanding of essential standards. Most learning goals are fully and consistently met.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>60%-79%</td>
<td>Assessments indicate weak understanding of essential standards that <strong>needs improvement</strong>. Few learning goals are fully and consistently met.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>59%-40%</td>
<td>Assessments indicate <strong>unsatisfactory</strong> understanding of essential standards. None of the learning goals are fully and consistently met.</td>
</tr>
</tbody>
</table>

Since grades reflect a student’s academic learning while in the classroom, attendance, and behavior and homework should not be included in a student’s academic grade.
Classroom participation can be included in a student’s academic grade as long as the teacher’s classroom participation rubric is approved by school administration and the student is aware of the participation rubric.

Due to mathematical distortions, students are to receive no lower than a 40% F as an individual or cumulative grade.

Students that receive an Incomplete for a grade have four weeks to make up the grade before it converts automatically to a failing grade.

BSSD POLICY MANUAL
Recommended Revision to Board: September 27, 2018

There was discussion which organization initiated this policy.

- **MOTION:**
  Robert Tokeinna Jr. made a motion to approve the revised version of Grading Policy BP5121. Seconded by Robert Dickens. Motion carried.

- **BREAK:**
  The Board recessed for Break at 10:27 AM.

- **BREAK ENDS:**
  The Board reconvened from Break at 10:38 AM.

**IX. REPORT ITEMS**

- **REPORT ITEM A:**
  Assessment Update
  Kristen Mashiana – Coordinator of Assessment, presented to the Board.

  Welcome to another new school year! We are already getting into full swing as we anticipate a really great year.

  The individual student reports from the PEAKS test from last spring have been sent out to all parents, along with information that will help folks understand what the reports mean.
  We are excited to finally have two years’ worth of data that we can compare and use to help us drive instruction more efficiently for our students.

  Starting off a new year always brings with it a great deal of organization and preparation for things to come. We are in the process of identifying which new Kindergarten students will be screened with the W-APT, in order to determine whether they qualify to be given EL (English Learner) status or not.

  Each site has a designated Site Test Coordinator who is responsible for managing all things involved in testing throughout the year at their respective schools. These duties often require them to work beyond their regular contract hours, so each of them has signed an Added Duty Contract for this position.
Within the first month of school Kindergarten teachers use their observations of their new students to complete the Alaska Developmental Profile, which targets a variety of skills/behaviors that incoming Kindergarten students are expected to demonstrate, and this information is uploaded into the State website before November 1st. This assessment is completed at the beginning of every year.

The State Assessment Calendar for FY19 is as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2018-2019 Assessment Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade Level</td>
</tr>
<tr>
<td>Alaska Developmental Profile</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sept. 17-November 1, 2019</td>
</tr>
<tr>
<td>Alternate Assessment (DLM)</td>
<td>March 18-May 3, 2019</td>
</tr>
<tr>
<td></td>
<td>March 18-May 3, 2019</td>
</tr>
<tr>
<td></td>
<td>March 18-May 3, 2019</td>
</tr>
<tr>
<td></td>
<td>March 18-May 3, 2019</td>
</tr>
<tr>
<td>English Language Proficiency Assessment (WIDA ACCESS)</td>
<td>Feb. 1-March 29, 2019</td>
</tr>
<tr>
<td></td>
<td>Feb. 1-March 29, 2019</td>
</tr>
<tr>
<td></td>
<td>Feb. 1-March 29, 2019</td>
</tr>
<tr>
<td></td>
<td>Feb. 1-March 29, 2019</td>
</tr>
<tr>
<td>Performance Evaluation for Alaska’s Schools (PEAKS)</td>
<td>March 25-April 26, 2019</td>
</tr>
<tr>
<td></td>
<td>March 25-April 26, 2019</td>
</tr>
<tr>
<td></td>
<td>March 25-April 26, 2019</td>
</tr>
<tr>
<td></td>
<td>March 25-April 26, 2019</td>
</tr>
<tr>
<td>Performance Evaluation for Alaska’s Schools (PEAKS)</td>
<td>April 1-12, 2019</td>
</tr>
<tr>
<td>English Language Arts and Mathematics - Computer Based</td>
<td>April 1-12, 2019</td>
</tr>
<tr>
<td></td>
<td>April 1-12, 2019</td>
</tr>
<tr>
<td></td>
<td>April 1-12, 2019</td>
</tr>
<tr>
<td>Performance Evaluation for Alaska’s Schools (PEAKS)</td>
<td>April 1-12, 2019</td>
</tr>
<tr>
<td>English Language Arts and Mathematics - Paper Based</td>
<td>April 1-12, 2019</td>
</tr>
<tr>
<td></td>
<td>April 1-12, 2019</td>
</tr>
<tr>
<td></td>
<td>April 1-12, 2019</td>
</tr>
<tr>
<td>Alaska Science Assessment - Computer Based</td>
<td>March 25-April 26, 2019</td>
</tr>
<tr>
<td></td>
<td>March 25-April 26, 2019</td>
</tr>
<tr>
<td></td>
<td>March 25-April 26, 2019</td>
</tr>
<tr>
<td>Alaska Science Assessment - Paper Based</td>
<td>April 1-12, 2019</td>
</tr>
<tr>
<td></td>
<td>April 1-12, 2019</td>
</tr>
<tr>
<td></td>
<td>April 1-12, 2019</td>
</tr>
<tr>
<td>National Assessment of Academic Progress (NAEP)</td>
<td>Jan. 28-March 8, 2019</td>
</tr>
<tr>
<td></td>
<td>Jan. 28-March 8, 2019</td>
</tr>
<tr>
<td></td>
<td>Jan. 28-March 8, 2019</td>
</tr>
</tbody>
</table>

As in years past, we will set District-specific testing windows within the allowable State testing windows for both the WIDA ACCESS for ELLs, and for the PEAKS and Alaska Science Testing, which will leave plenty of room for unexpected absences and make-up tests.

For FY18 the scores necessary to exit EL status were lowered a bit in response to the raising of the standards on the test, however, for the second year in a row we did not have any students score high enough to exit the program. Because the growth of our EL students is going to be focused on more closely as the State gets the new accountability system in place, this data will be important for us to delve into in order to provide the best possible instruction for our students.

The PEAKS and Alaska Science Assessment results were received in August and all parents have been sent a copy of their student(s)’ individual score report. The following documents show our results as a district for ELA, Math & Science as compared to the statewide results.
## Achievement Level Summary

<table>
<thead>
<tr>
<th>Group</th>
<th># Tested</th>
<th>% in Each Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Far Below Proficient</td>
</tr>
<tr>
<td>District</td>
<td>920</td>
<td>75.5</td>
</tr>
<tr>
<td>State</td>
<td>63,140</td>
<td>30.0</td>
</tr>
</tbody>
</table>

## Achievement Level Summary | By Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Group</th>
<th># Tested</th>
<th>% in Each Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Far Below Proficient</td>
<td>Below Proficient</td>
</tr>
<tr>
<td>3</td>
<td>District</td>
<td>146</td>
<td>78.1</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>9,624</td>
<td>32.5</td>
</tr>
<tr>
<td>4</td>
<td>District</td>
<td>146</td>
<td>75.3</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>9,576</td>
<td>20.3</td>
</tr>
<tr>
<td>5</td>
<td>District</td>
<td>132</td>
<td>75.8</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>9,429</td>
<td>25.6</td>
</tr>
<tr>
<td>6</td>
<td>District</td>
<td>132</td>
<td>79.8</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>9,096</td>
<td>28.1</td>
</tr>
<tr>
<td>7</td>
<td>District</td>
<td>134</td>
<td>72.4</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>8,797</td>
<td>28.9</td>
</tr>
<tr>
<td>8</td>
<td>District</td>
<td>124</td>
<td>68.8</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>8,454</td>
<td>27.2</td>
</tr>
<tr>
<td>9</td>
<td>District</td>
<td>106</td>
<td>81.4</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>8,164</td>
<td>42.3</td>
</tr>
</tbody>
</table>
# District Summary Report

## Achievement Level Summary

<table>
<thead>
<tr>
<th>Group</th>
<th># Tested</th>
<th>% in Each Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>919</td>
<td>62.1 6.2 3.8 0.4</td>
</tr>
<tr>
<td>State</td>
<td>63,062</td>
<td>17.0 0.1 3.1 9.0</td>
</tr>
</tbody>
</table>

## Achievement Level Summary | By Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Group</th>
<th># Tested</th>
<th>% in Each Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>District</td>
<td>146</td>
<td>22.2 3.8 47.5 20.3</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>9,621</td>
<td>22.0 3.8 47.5 20.3</td>
</tr>
<tr>
<td>4</td>
<td>District</td>
<td>146</td>
<td>23.9 3.8 47.5 20.3</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>9,585</td>
<td>23.9 3.8 47.5 20.3</td>
</tr>
<tr>
<td>5</td>
<td>District</td>
<td>132</td>
<td>24.1 3.8 47.5 20.3</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>9,425</td>
<td>24.1 3.8 47.5 20.3</td>
</tr>
<tr>
<td>6</td>
<td>District</td>
<td>131</td>
<td>25.0 3.8 47.5 20.3</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>9,081</td>
<td>25.0 3.8 47.5 20.3</td>
</tr>
<tr>
<td>7</td>
<td>District</td>
<td>134</td>
<td>25.7 3.8 47.5 20.3</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>8,779</td>
<td>25.7 3.8 47.5 20.3</td>
</tr>
<tr>
<td>8</td>
<td>District</td>
<td>124</td>
<td>26.4 3.8 47.5 20.3</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>8,459</td>
<td>26.4 3.8 47.5 20.3</td>
</tr>
<tr>
<td>9</td>
<td>District</td>
<td>106</td>
<td>27.7 3.8 47.5 20.3</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>8,112</td>
<td>27.7 3.8 47.5 20.3</td>
</tr>
</tbody>
</table>
The PEAKS and Alaska Science results have been released to the public and can be accessed on the Dept. of Education’s website at: https://education.alaska.gov/assessments/results/results2018 as well as the results for all other state mandated testing for 2018.

There are also a number of resources available to parents and educators to help them understand the Individual Student Reports. These resources can be found on the Dept. of Education website at: https://education.alaska.gov/assessments/peaks.
This year BSSD will also be having some sites involved in the NAEP test, which is the National Assessment Evaluation of Progress. This is the largest nationally representative and continuing assessment of what America’s students know and can do in various subject areas. Every two years, we are informed which sites and which grades will be participating. The projected schedule for NAEP testing in BSSD is as follows:

<table>
<thead>
<tr>
<th>District Name</th>
<th>School Name</th>
<th>Sampled Grade</th>
<th>Assessment Subject</th>
<th>School Number</th>
<th>Scheduled Assessment Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bering Strait School District</td>
<td>Anguinaq School</td>
<td>4</td>
<td>Mathematics and Reading</td>
<td>70040</td>
<td>February 7, 2019</td>
</tr>
<tr>
<td>Bering Strait School District</td>
<td>Anthony A. Andrews School</td>
<td>8</td>
<td>Mathematics and Reading</td>
<td>70080</td>
<td>February 13, 2019</td>
</tr>
<tr>
<td>Bering Strait School District</td>
<td>Gambell School</td>
<td>4</td>
<td>Mathematics and Reading</td>
<td>70180</td>
<td>January 31, 2019</td>
</tr>
<tr>
<td>Bering Strait School District</td>
<td>Gambell School</td>
<td>8</td>
<td>Mathematics and Reading</td>
<td>70180</td>
<td>January 31, 2019</td>
</tr>
<tr>
<td>Bering Strait School District</td>
<td>James C. Isabell School</td>
<td>8</td>
<td>Mathematics and Reading</td>
<td>70130</td>
<td>March 5, 2019</td>
</tr>
<tr>
<td>Bering Strait School District</td>
<td>Koyuk-Mahmiut School</td>
<td>8</td>
<td>Mathematics and Reading</td>
<td>70070</td>
<td>March 7, 2019</td>
</tr>
<tr>
<td>Bering Strait School District</td>
<td>Martin L. Olson School</td>
<td>8</td>
<td>Mathematics and Reading</td>
<td>70060</td>
<td>January 30, 2019</td>
</tr>
<tr>
<td>Bering Strait School District</td>
<td>Shishmaref School</td>
<td>4</td>
<td>Mathematics and Reading</td>
<td>70110</td>
<td>January 30, 2019</td>
</tr>
<tr>
<td>Bering Strait School District</td>
<td>Tukumngaligaq School</td>
<td>4</td>
<td>Mathematics and Reading</td>
<td>70120</td>
<td>January 29, 2019</td>
</tr>
<tr>
<td>Bering Strait School District</td>
<td>Unalakleet School</td>
<td>4</td>
<td>Mathematics and Reading</td>
<td>70260</td>
<td>March 6, 2019</td>
</tr>
<tr>
<td>Bering Strait School District</td>
<td>White Mountain School</td>
<td>8</td>
<td>Mathematics and Reading</td>
<td>70160</td>
<td>February 14, 2019</td>
</tr>
</tbody>
</table>

Please don’t hesitate to contact me if you have any further question.

Thank you!
Kristen Mashiana
Coordinator of Assessment

There was discussion regarding BSSD’s use of the PEAKS test, and in-house testing.

❖ REPORT ITEM B:
GEAR UP Grant
Tammy Dodd – Coordinator of Federal Grants, presented to the Board.

In 2017, BSSD was awarded the GEAR UP grant along with partners LKSD and ASDN. This federal grant is for seven years and follows a cohort of students through graduation. The grant is intended to give more students the opportunities to graduate high school and then continue their education after high school.

Before leaving for the summer, all schools celebrated the students that are part of the cohort with certificates, lanyards and knowledge of the grant for those participating in the activities. Parents were invited as well to this celebration.

The first year of the grant was geared toward getting the Professional Development and materials ready to implement Project Lead the Way at three of our sites. One teacher from Savoonga, Gambell, and Stebbins along with two District Office staff spent two weeks of their summer at an intensive Professional Development in order to implement the courses we will offer at those sites during the second semester. Students in 6th, 7th and 8th grades at the three sites will start the courses in January. The two courses we will offer will be Design and Model and Automatics and Robotics.
REPORT ITEM C:

4th Quarter Financial Report

Mark Vink – Business Manager, presented to the Board.
### General (School Operating) Fund Budget
For the Year ended June 30, 2018

#### 24 BERING STRAIT SCHOOL DISTRICT

<table>
<thead>
<tr>
<th>REVENUES</th>
<th>FY2018 BUDGET</th>
<th>FY2018 ACTUAL</th>
<th>PERCENT of TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation revenue</td>
<td>27,355,603</td>
<td>27,161,959</td>
<td>99%</td>
</tr>
<tr>
<td>Federal Impact Aid</td>
<td>25,379,467</td>
<td>31,364,021</td>
<td>124%</td>
</tr>
<tr>
<td>TRS/PERS on behalf</td>
<td>4,055,000</td>
<td>2,905,018</td>
<td>72%</td>
</tr>
<tr>
<td>Rental Income</td>
<td>1,500,000</td>
<td>1,539,392</td>
<td>103%</td>
</tr>
<tr>
<td>Investment earnings</td>
<td>550,000</td>
<td>(381,748)</td>
<td>-69%</td>
</tr>
<tr>
<td>Federal SLC (Internet subsidy)</td>
<td>5,200,000</td>
<td>5,371,707</td>
<td>103%</td>
</tr>
<tr>
<td>Other state and local revenue</td>
<td>300,000</td>
<td>254,306</td>
<td>85%</td>
</tr>
<tr>
<td>Medicaid and other</td>
<td>250,000</td>
<td>278,442</td>
<td>111%</td>
</tr>
</tbody>
</table>

Total revenues 64,590,070 68,493,097 106%

#### EXPENDITURES

<table>
<thead>
<tr>
<th>EXPENDITURES</th>
<th>FY2018 BUDGET</th>
<th>FY2018 ACTUAL</th>
<th>PERCENT of TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers salaries</td>
<td>12,803,349</td>
<td>13,122,249</td>
<td>102%</td>
</tr>
<tr>
<td>Classified salaries</td>
<td>7,237,008</td>
<td>6,909,079</td>
<td>95%</td>
</tr>
<tr>
<td>Principal &amp; managerial salaries</td>
<td>3,631,532</td>
<td>3,622,985</td>
<td>100%</td>
</tr>
<tr>
<td>Substitute salaries</td>
<td>474,810</td>
<td>502,144</td>
<td>106%</td>
</tr>
<tr>
<td>Employee benefits</td>
<td>13,384,451</td>
<td>13,921,455</td>
<td>104%</td>
</tr>
</tbody>
</table>

Sub-total personnel 37,531,150 38,077,912 101%

Audit services          82,000       65,818       80%
Communications          6,045,814    6,050,146    100%
Equipment               305,878      355,380      116%
Equipment- maintenance  275,000      317,040      115%
Insurance               750,000      819,989      109%
Legal services          60,000        42,867       71%
Other professional services 390,000   338,824   87%
Other purchased services 625,000     775,287      124%
Rentals                42,000        26,900        64%
Stipends               132,000       105,642       80%
Supplies - instruction  950,000      1,201,525    126%
Supplies - maintenance  750,000      841,587      112%
Travel                 2,400,000    2,180,641    91%
Utilities - electricity 2,300,000    1,925,318    84%
Utilities - heating fuel 1,750,000   1,145,930   65%
Water/sewer/other utilities 900,000  878,571     98%
Other expenses          254,613       345,175      136%

Subtotal non-personnel 18,012,305 17,416,640 97%

Transfer to other funds 8,950,000 1,274,982 14%

Total transfers 8,950,000 1,274,982 14%

Total transfers 8,950,000 1,274,982 14%

Total expenditures 64,493,455 56,769,534 88%

Excess/(deficiency) of revenues over expenditures 96,615 11,723,563
BERING STRAIT SCHOOL DISTRICT  
QUARTERLY FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2018  

REVENUES AND EXPENDITURES - ALL FUNDS

<table>
<thead>
<tr>
<th>REVENUES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE FOUNDATION</td>
<td>$27,161,959</td>
</tr>
<tr>
<td>FEDERAL IMPACT AID</td>
<td>31,364,021</td>
</tr>
<tr>
<td>TRS/PERS ON BEHALF</td>
<td>2,905,018</td>
</tr>
<tr>
<td>CAPITAL PROJECTS</td>
<td>905,281</td>
</tr>
<tr>
<td>SPECIAL REVENUE FUNDS</td>
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| EXCESS OF REVENUES OVER EXPENDITURES | $11,444,815 |

968
BERING STRAIT SCHOOL DISTRICT  
QUARTERLY FINANCIAL STATEMENTS  
March 31, 2018

BALANCE SHEET - ALL FUNDS

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<th>LIABILITIES AND FUND BALANCE</th>
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<td><strong>TOTAL LIABILITIES AND FUND BALANCE</strong></td>
<td><strong>$44,418,761</strong></td>
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BERING STRAIT SCHOOL DISTRICT
INVESTMENT ANALYSIS REPORT
30-Jun-18

INTEREST INCOME EARNED AS OF 06/30/18

$ (381,749.25)

DAILY AVERAGE FOR 365 DAYS

$ (1,045.89)

CURRENT INVESTMENTS

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TOTAL INVESTMENTS $ 35,477,207.49

CASH BALANCE 2,751,669.00

TOTAL CASH AND INVESTMENTS $ 38,228,876.49
There was discussion regarding Impact Aid monies.

**REPORT ITEM D:**

**Teacher Salaries**

Mark Vink – Business Manager, presented to the Board.

I was asked at the last board meeting to compare our salaries to be paid to the amount proposed in the FY 19 budget.

Per our certified salary schedule, we have base salaries of $15,450,676.

We also have paid stipends which last year was around $670,000.

We also will have personal days cashed in which last year was around $300,000.

This would bring our total salaries amount to $16,420,676.

The amount that was budgeted was $16,813,181.

The salary difference currently is $392,505.
There are still open positions as well as teachers who have earned credits still have time to turn in transcripts and receive a salary increase for the year.

There was discussion regarding the Teacher Contract agreement and teacher contract days.

- **REPORT ITEM E:**
  - **First Day Teacher Vacancies Report**
  - Perry Corsetti – Director of Personnel, presented to the Board.

  The State Board of Education has requested to know on an annual basis the number of teaching positions that are not filled with an individual possessing a valid Alaska teaching certificate at the start of the school year. This information is necessary to quantify the teacher shortage in Alaska.

  The Bering Strait School District started the school year on August 28, 2018 with 4 certified teacher and 3 counselor vacancies district-wide. The vacancies were as follows:

  - Counselor Brevig Mission/Teller
  - Counselor Gambell
  - Counselor Savoonga
  - Science 7-12 Wales
  - ECE Teacher St. Michael
  - SPED K-12 Savoonga
  - MS Generalist Savoonga

  Additionally, we were required to include on this report any teacher who is not yet certified but whose application is in process. At the time of this report we had 8 teachers whose certification was in process.

  There was discussion regarding number of uncertified teachers, deadline to certify, and Counselor assignments.

- **REPORT ITEM F:**
  - **Cultural Programs Report**
  - Mary Huntington – Coordinator of Cultural Programs, presented to the Board.

  *Waqaa! Paglagivsi.* I am very excited and thankful to the School Board for creating this position in the district office to pull together cultural programs for deeper integration and implementation. I have been working in this position for one month and am continuing to get familiar with the details of the district initiatives, partnerships, resources and staffing distributions in relation to this position. I hope to make it out to every site as soon as reasonably possible to get familiar with the resources, instructional practices and needs at each site. From initial conversations, it is clear that the variance from site to site is tremendous in each of these areas.

  In May, I attended the **Alaska Native Language Revitalization Institute** at the University of Alaska Fairbanks campus. It was a powerful institute, giving guidance and direction and a network of advocates throughout the state in bringing back our Native Languages. I am very excited to take on this challenge! I shared these goals...
and modeled some teaching methods for the Bilingual/Bicultural teachers who were able to attend the B.REAL training May 5th and with BSSD and Kaverak Head Start teachers as their Keynote Speaker for the Pre-Service on August 20th. Between writing and delivering this report, I hope to meet with retired Locally Recognized Expert John Sinnok to establish the foundation for designing Inupiaq Language instruction geared toward creating Second Language Inupiaq speakers. The first target audience would be local teachers (bilingual/bicultural, certified, and paras) who are responsible for teaching independent classes.

At the **New Teacher In-Service** in August, I offered training optional mini-training sessions (2 hours) for those teachers whose schedules were not already locked into core content training. We beaded felt name tags, designed to go in the pockets of the name tags used for district in-services. While the intention was to write our actual names with marker, the teachers beaded their names onto almost every single finished product. While sewing, we talked about the significance of names (particularly Native names), relationships, non-verbal communication, the grammatical structure of the “village English” students use (where it comes from, its impact on student learning), and how to approach establishing a presence in the community. With funerals taking place in three villages within a week of the in-service, we took some time to discuss funerals in particular.

In the office, I organized the printed **curriculum materials** by type and year of development. The digital materials are extensive. So far, I have a sense of the resources we have and where to find them. I plan to organize them digitally so any teacher can quickly find the lesson or resource they need with a simple search, beginning with the Bilingual/Bicultural Curriculum adopted by the school board in May 1992. For some resources, it is clear when they were developed, in which dialect (where applicable) and who was involved. With others, some details are not clear. There are hints of extensive language resources, with pieces in the district office. I am hoping to find more complete sets in the bilingual classrooms of our schools.

I met with about half of the **bilingual/bicultural teachers** during the week of in-service. Many had not yet started work and we had no formal agenda. Based on our time together, more time is needed for bilingual/bicultural teachers to meet together for training and sharing ideas. We will soon begin meeting during Wednesday early outs. I am currently working on the details that would allow the participants to get college credit. These trainings will be related to teaching: grading, lesson plans, student engagement, response rates, using PowerSchool, using Team Drive, incorporating language.

I attended the **Kingikmiut Dance Festival** in Wales, re-establishing connections with cultural leaders in the region. It was an excellent orientation, back into traditional courtesies and instructional practices. I was very pleased to see many of our students were in attendance with their community dance groups from Wales, Diomede, Shishmaref, Teller and Gambell. I intend to capitalize on this cultural leadership in these students and am contemplating how to pursue it.

Regarding the **cultural initiatives**, I am getting familiar and involved with Sustaining Indigenous and Local Knowledge, Arts and Teaching (SILKAT) and Culturally Responsive Embedded Social Emotional Learning (CRESEL.) I added a Cultural Resources folder to the Instructional Support for in the Curriculum & Instruction Team Drive with Alaska Cultural Standards resources. **Quyaana** for your time, your welcome, your support and your direction.
There was discussion regarding State-wide progress of Alaska Native Languages and meeting with Bi-lingual teachers, Bi-lingual curricula, progress tracking, LRE overseer, integrating more hours for LRE’s, and culturally sensitive demonstrations.

**REPORT ITEM G:**
**BSSD Facility/ Maintenance Report**

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

This report will highlight the BSSD's Maintenance/Facilities Department's projects from May 2018-Sept 2018.

**Shishmaref School Renovation/Addition**

Ground has been broken on the Shishmaref Renovation/Addition with construction of the buildings foundation is taking place as we speak. This much-needed project is moving along at a quick pace. Since my last board-report a contractor was brought on board, design has taken a different direction and the project budget has been altered to better fit the project. Through BSSD procurement procedures we selected ASRC SKW-Eskimos as the project contractor (Bid amount of $15,645,000) Not only did they provide the best bid package they are a company we have had great success with. SKW-Eskimos built the St. Michael School, Diomede School Renovation, Unalakleet school renovation and Shaktoolik school renovation/addition. Following contractor selection and team meetings with the architects, contractors and BSSD it was determined the team had to accomplish 2 tasks, first bring the construction contractor GMP bid amount down significantly and second to solicit more funds for the construction portion of the project. We were able to accomplish those 2 tasks; the contractor GMP was lowered to $13,743,572, down $1,901,428 from the bid amount, also BSSD directed $999,872 more towards construction. This increase was done through a project budget amendment and a $500,000 increase in the states share and a proportional increase in BSSD's share of $10,000 totaling BSSD's share to $350,102. We are grateful for the support we continue to receive from the State Dept. of Ed.

**Brevig Mission K-12 School Addition**

At the request of the community of Brevig Mission and the BSSD Board of Directors we have begun the processes needed to begin design of the addition and obtaining funding through the state REAA school construction fund. This multi-year process has many factors that will come into play. Our commitment to making this happen is one factor, controlled by us but there are factors, such as the health of the state's budget, which is out of our hands. By starting now, the pieces will begin to fall in-place and we will make sure this needed project takes place as soon as possible.
Alaska Housing Finance Corporation Teacher Housing Grants

The Wales and Golovin teacher-housing duplexes are complete and all four units are now home to BSSD teachers. The contractors, Congdon Construction, did an awesome job, their quality and craftsmanship is noticeable throughout the buildings. Following construction we had an independent firm perform a Building Energy Efficiency Standards (BEES) inspection. This BEES inspector looks at all aspects of the construction quality and tests the buildings efficiencies. Both of these duplexes received a 6 star out of 6 star rating making them BSSD's most efficient two buildings. We are very proud of these duplexes; they will serve BSSD well for decades. Both projects should closeout under the set budgets of $727,000 for Golovin and $782,000 for Wales. Once again thank you to AHFC and the Rasmuson Foundation for supporting rural Alaskan education.
Elim School Vehicle garage

BSSD has a very large fleet of school vehicles ranging from trucks, snowmachines and ATV’s. Our goal is to have a heated school garage at every site to house these vehicles and to provide a place to perform the needed maintenance. We are getting close to our goal with Golovin, Diomede and Unalakleet remaining. This summer we are in-house constructing a 24’x32’ heated garage in Elim. This building has a heated concrete floor and structural engineered panels for the walls and ceiling. All of our carpenters on this job are from Elim. Once finished the cost should be very close to $100,000.
Unalakleet Teacher-Housing 3-Plex

The Teacher-Housing 3-Plex is under construction. In looking at our housing and staff across the district we have a lot of two and three bedroom units and a lot of single teachers. In thinking about this we decided on a design change and came up with the compact townhouse concept. Basically this 3-plex is made up of three small 1-bedroom homes, each being 2 story, 900sq ft units. Using the townhouse concept each home consists of a bottom floor with a bedroom and bathroom and a top floor having a kitchen and living room. We contracted Architects Alaska for the architecture and engineering. The construction work is being done in-house using our itinerant crew and 4 temporary carpenters. The temporary carpenters are framing and sheeting, once they're completed our BSSD tradesmen will take over. By using the in-house construction model our total project cost should end significantly lower than our other most recent projects. We hope to have these units occupied by August of 2019.
Over the summer all sites got a clean up and the schools gym floors were re-finished with the exception of Savoonga and Shishmaref. Sam Otten did a wonderful job visiting all sites. He was also instrumental in learning new ways of cleaning schools. We hired a cleaning consultant, Darren Hargraves, from the Anchorage for custodial training where Sam accompanied him to 8 sites, WBB, UNK, SMK, SKK, KKA, ELI, GLV and WMO. Folk’s onsite were excited to learn new ways of cleaning using new tools. As you know we have a huge list of cleaning supplies, which includes multiple hard-surface cleaning products, along with several toilet cleaners. Along with excellent, well-received training with our custodians, Mr. Hargreaves is also consulting us on how to consolidate our cleaning products. We will keep you informed as we switch to new ways of cleaning with new products. We will start with 4-5 sites first and then expand the program.

In 2013 our department began using “School Dude” a computer program we use to request, assign and track work-orders. Overall this program has worked well for us, it has given our department a fairly clear way of following work-orders. Another feature we like is the fact that all of our work-order activity is securely stored and easily retrieved. The program though, is only as good as the data that gets entered and the program users diligence in logging in. The struggles we have is getting folks to use the program as designed. Not logging in and entering work-orders or logging in to check assigned work or closing work-orders causes things to be missed and creates frustrations. We were fortunate to have Mr. Hargraves, Anchorage school districts facility director, here this summer training BSSD’s custodians; while here he looked at how we operate our School Dude program and then gave us some direction on how to use it better. One of item of operation he suggested changing, is to have the School Dude program be the only method of requesting, assigning and tracking work-orders. His other suggestion was to change the way we take a work-order from work request to completed work. We are in the process of implementing these changes and are looking forward positive results. Our new methods will take some of the burden off the principal's plate and give our maintenance workers a clearer picture of their work assignments. This new way of operation will use a single person at each site, which work-orders will run through.

Here is a snapshot of maintenance work and work requests from May 18 – Sept
18 Total of 849 work orders
67 works in progress
1130 closed work orders
845 of the closed work orders are preventative maintenance
3 with parts on order
3 needing more information
13 waiting funding
Our site personnel have completed most of the preventative maintenance work orders. The other 285 non-preventive work orders are completed roughly half by our site staff and half by our itinerant professionals.

Below is an abbreviated list of our major happenings over the summer:
- UNK, A new 3-plex is under construction
- ELI, A new vehicle garage is being built
- WAA, Fire suppression system went out, we are working with Yukon Fire to resolve the issues
- KTS, Renovation of the trailer apartments, replaced the heating form forced
air to hydronic - DIO, Sprinkler system was damaged by a kid pulling one of the outside sprinkler pipes, Yukon Fire is contracted to make the repair - GAM, A fuel leak was discovered in one of the shared fuel header lines. Clean up and repair is taking place, with the Savoonga’s Native Village heading up the clean up. We are working with a welding company out of Anchorage to repair the damaged section. - LED conversions, we are in the process of converting 6000 school lamps and 2 more gyms to LED. - Cold weather preparations are underway in regards to readiness of ATV’s snow-machines and other vehicles. - District Wide, Continual preventative maintenance tasks took place throughout the summer along with many housing repairs, renovations and improvements.
There was discussion regarding local hire in Shishmaref and work order system, School Dude, and the SVA snow-fence.

**REPORT ITEM H:**
**Special Education & 504 Report**
Jessica Towarak – Coordinator of Special Education, presented to the Board.

Currently, there are approximately 185 students receiving Special Education services. We have 21 Special Education teachers and 1 itinerant Special Educator located throughout our 15 school sites.

We have approximately 18 students under Section 504 and have a site liaison at each of our 15 sites to help facilitate this process.

District Office Special Education staff are: myself, Jessie Towarak as the Coordinator of Special Education and 504; Jessica Marks as Special Education Program Facilitator and Itinerant Special Education teacher for Diomede; Melanie Sagoonick as Administrative Assistant, and Peggy Munten as School Psychologist. We contract out three itinerant Therapists for Occupational, Speech/Language, and Physical therapy services provided throughout the year.

This year, we are going into year two with the Norton Sound Hearing Project, which is a three- year grant funded by Patient Centered Outcomes Research Institute (PCORI). The goal of this research project is to learn about and improve childhood hearing loss in the community by looking at stakeholder and community feedback and working to improve the process of school hearing screenings as a part of Child Find. The team working on this project is traveling to each school site to conduct hearing screenings for all students in ECE-12th grade with parent permission.

Report respectfully submitted by,
Jessie Towarak
Bering Strait School District
Coordinator of Special Education

There was discussion regarding the Hearing Project.

**REPORT ITEM I:**
**Superintendent’s Report**
Dr. Bolen – Superintendent, presented to the Board.
Good Afternoon School Board Members and Listening Audience

New Year
It is with great excitement that we being this school year. I would like to thank the staff and community of Unalakleet for hosting our Board Meeting. This year is off to a great start. The district office staff was back to work around August 1 and the Principals and New Teachers started the week of August 6th. We welcomed our 69 new teachers and 10 new Administrators to Unalakleet for 3 days of professional development, personnel matters, and induction into rural Alaska BSSD style. We had some movement within our ranks in these numbers, as 2 certified teachers were promoted into our Administrative ranks, and 2 Administrators transferred to new sites. Returning teachers returned to site August 13th.

This year we continued to offer the August inservice through teleconferencing, video-conferencing, and Google Hangouts. Although this is not the preferred method of providing quality professional development, the district was able to save some money and continue to be able to allow teachers to stay at home and not sleep on the floors of the Unalakleet School, attend only the sessions that pertained to them, work in their classrooms when sessions were not going on, and include all certified as well as classified staff, and more. All in all, it was a very successful endeavor and provided a district cost savings of over $50,000. The District Office staff delivered quality professional development for the many programs we provide our students. Once again, we have stressed the importance to all of developing meaningful relationships with students and communities. I would like to thank all of our District Staff for their hard work all week and the weeks leading up to inservice to make this successful.

Grants for 2018-2019
BSSD is awaiting confirmation of receipt on two grants: The iLAST grant and the MACP grant re-application (12/1). Both are three year grants.

The new iLAST grant would do the following:
- provide funding for the new cultural coordinator position
- provide funding for 3 bilingual/bicultural gatherings a year
- provide funding for early literacy initiatives
- provide funding for STEM kits

BSSD’s Margaret A. Cargill reapplication grant would do the following:
- provide funding to BSSD’s Educators Rising (formerly FEA) after school clubs to help students explore the teaching profession
- provide funding for dual high school/college college courses for our high school students
- provide funding for classified staff in university courses receiving a college degree in education and becoming a certified teacher in BSSD
- provide funding for the infusion of regional and local cultural teaching artists residencies in our schools
- NEW: provide funding for 10 paraprofessionals, beginning summer 2019, in taking full time college courses while still receiving BSSD pay and work benefits with an additional stipend for taking classes in the summer

The CRESEL Grant, in conjunction with AASB, will be adding its second Cohort of schools, Elim, Gambell, Stebbins, and Shaktoolik. In addition, all schools not in the grant will still
receive materials and support from the district office for implementing a parallel program.
In cooperation with First Alaska, second wave schools recently held community meetings to
get input from the communities. The results will be shared at a joint meeting in Nome in the
coming weeks.

**PlusMore Foundation Implementation**
The district is continuing to refine our Response to Intervention (RtI) PlusMore
Foundation work on providing quality instruction to every student - every day. Response
to Intervention (RtI), our district’s instructional model. The district office’s Plus More
Foundations Team has been laying the groundwork for 4 years on the implementation of
our new core curricula. For the 2018-2019 school year, we have revised the school
PlusMore team make-up to better focus on each schools individual and unique ways.
School Administrators can now develop their own teams based on the schools specific
needs and assign duties as necessary, without dictation from the district office. Teams will
continue to look at data (ELA, MA, AIMSweb, CHAMPS) to make informed decisions to
improve student achievement.

**Curriculum and Instruction**
The curriculum and instruction team held new teacher inservice August 8-10 here in
Unalakleet and an all staff electronic inservice on August 17,20, 21, 24 and 24. One of the
main themes of the electronic inservices was helping teachers learn more about identifying
student learning targets prior to instruction. This is a Marzano teacher evaluation element
and also based on Hatties’ research on teacher clarity. Upon the start of school, 12 separate
site support visits have occurred by the first 17 days of school. The Curriculum and
Instruction department has also been working on correlating aimswebPlus data with
PEAKS data from last school year and shared that information during an all staff inservice
early out held September 12.

**Fine and Performing Arts**
Robin Child continues her itinerant rotation in arts instruction, and works with the 15 art
liaisons in each school to increase arts integration and support teachers with place and
culturally relevant resources. The communities of St. Michael, Unalakleet, White Mountain,
Brevig Mission, Wales, Shishmaref, Gambell and Diomede will be participating in the
Artists-in-Schools program, bringing visiting teaching artists for two-week residencies to
teach new art techniques and mediums. Distance Delivery of arts and music continues to be
explored and developed. Our full-time K-12 Art educator team includes Nic Sweet in
Shishmaref, Aaron Freeman in Savoonga, Sally Grimsrud in Gambell and Matt Power
(music) in Unalakleet.

**Career and Technical Education**
-Fabrication Laboratory (FabLab)

This is our fourth year of deploying and supporting this program. We continue to
expand “Maker Space” or “FabLab” technologies to our school sites. Following our
successful STEM/FabLab pilot program in Unalakleet, St. Michael and Stebbins have
invested in equipment and are administering classes this semester. Shishmaref has
joined the ranks following last year’s successful Fabrication Laboratory (FabLab) pilot
with the addition of a CNC router to enhance student design projects and five additional
sites are developing this program. STEM labs or FabLabs use computer design
technology (vinyl cutters, laser engravers, 3D printers and CNC routers) to teach current
and future manufacturing processes through a business model. We are in the process of
deploying two additional FabLabs this year.

-Woods, Metals, and Small Engine Courses
With positive feedback and support we are continuing to expand our Woods, Metals and Small Engines programs across the district. We are in the process of transferring wood and metal shop consumable supplies to our school sites

-Unmanned Aerial Systems
Shaktoolik is offering an elective course in Unmanned Aerial Systems and we will work together to ensure success and collaboratively develop a plan for supporting other sites in offering this course.

-Aluminum Boat Building
Stebbins and Shaktoolik are planning on building a small aluminum boat designed locally by students with community input.

**Technology**

The AllWorx digital phone system upgrade is completed in Elim. Savoonga and Koyuk school sites are to be completed this fall.

We partnered with our Facilities and Maintenance Department to provide internet services to temporary instructional spaces during the Shishmaref School construction project.

Bering Strait School District no longer offers the “Employee Computer Purchase” program.

We contribute to the curricular project “Lead the Way” as EdTech/Tech Ed support for the “Design and Modeling” and “Automation and Robotics” courses.

**ANSEP**

Fulfilling previous Board Action, our middle school students will once again be offered the opportunity to attend ANSEP—the Alaska Native Science and Engineering Program in Anchorage, Alaska. This will be our 3rd year with students from BSSD attending the 2 week sessions together for our own week. This is an academic and residential program that emphasizes increasing students’ mathematics and science knowledge while introducing them to college life. BSSD has secured the 2-week period, February 25 - March 9 to attend. Students will stay in the ANSEP dorms and program center in Anchorage, Alaska. We will focus on 6th grade students, and 7th grade students who were on the waiting list last year and were not able to attend. Additional openings for 7th and 8th grade students, as space is available. We anticipate taking 48 — 54 students from around the district.

**CHAMPS Coaches**

The district will be continuing our efforts started last year with CHAMPS Coaches observing and working with teachers to improve classroom management, reduce discipline behaviors, and provide a positive learning environment in all classrooms. We will continue our Foundations work to include common areas in schools. Teams of administrators, certified teachers, and classified staff will work together to create school-wide procedures that are sometimes missed. In addition, these teams will work on providing positive opportunities for students that struggle or are being unsuccessful in
Board Elections

With the upcoming elections, we have four seats open. According to the Alaskan Election Website, Jane Kava and Irene Navarro have all filed to run again. All 4 seats have new or opposing candidates except for Jane on SLI. Good luck to everyone.

Once again, we are focusing creating positive meaningful relationships with students and communities. The hard work of education happens in the classroom where the teacher and the support staff touch the heart of the child.

Thank you for all of the Board’s support in the district’s initiatives to create a meaningful educational experience for all our students. We are excited about all of our new teachers, our returning teachers, paraprofessionals, and members of our leadership team. We are certain that this will be a great year in the Bering Strait School District.

X. AEC MINUTES:
The AEC minutes were read.

XI. PUBLIC COMMENTS:
Dean Ivanoff and Chris Masters made public comments.

Dr. Bolen recognized Aurora Johnson for her service on the Board of Education for the Bering Strait School District.

XII. DATE, TIME, & PLACE OF NEXT MEETING:
The next meeting to be held will be on November 7, 2018 in Anchorage, AK.

XIII. ADJOURNMENT:

MOTION:
Annie Weyiouanna made a motion to adjourn at 12:15 PM. Seconded by Robert Tokeinna Jr. Motion carried.