



Trilateral Meeting

North Slope Borough School District, Board of Education, Iḷisaḡvik College Board of Trustees,
Iḷupiat Community of the Arctic Slope Board of Directors
Thursday March 13th, 2025, 1:00 P.M.
Dr. Albert Hall Conference Room

NSBSD Board of Education		Iḷisaḡvik College Board of Trustees		Iḷupiat Community of the Arctic Slope Board of Directors	
President: John Hopson Jr.		Chairperson:		President: Nicole Wojciechowski	
Esther Evikana	Kristine Hilderbrand	Alicia Solomon	Kristen Morry	Arnold Brower	Henry Nashookpuk
Frieda Moore	Nancy Rock	Cilia Attungowruk	Jeremy Kasak	Carla SimsKayotuk	Lilly Frankson
Frieda Nageak	Nora Jane Burns	Doreen Leavitt	Patricia Lloyd	Charles Hugo	Megan Edwardson
		Harlee Harvey	Roxanne Brower	Cilia Attungowruk	Raymond Aguvluk Jr.
		Heather Dingman	Kristine Hilderbrand	Doreen Leavitt	Robert Omnik
		Edna Ahmaogak	John Hopson Jr.	George Edwardson	Vernon Bennett

1. Qullig Lighting

- The opening ceremony includes acknowledgment of our ancestors and our land.

2. Call to Order and Roll Call

3. Welcome and Introductions (5 minutes each)

- Iḷisaḡvik College Chairperson, Iḷisaḡvik College Board of Trustees
- John Hopson Jr., President, North Slope Borough School District Board of Education
- Nicole Wojciechowski, President, Iḷupiat Community of the Arctic Slope Board of Directors

4. Opening Comments and Sharing of Initiatives (Institutional Updates and Current Issues) (10 minutes each)

- Justina Wilhelm, President, Iḷisaḡvik College
- David Vadiveloo, Superintendent, North Slope Borough School District
- Morrie Lemen, Executive Director, Iḷupiat Community of the Arctic Slope
 - o Qargi Academy & Education Committee Presentation (10 minutes)

5. Review of Joint Meeting Minutes – April 21, 2022

6. Student Voice – Supports We Need to Succeed

- Iḷisaḡvik College Student Government Representative(s)
- North Slope Borough School Districtwide Government President
- Iḷupiat Community of the Arctic Slope

7. Joint Resolution and Memorandum of Agreement Review

8. Reading and Approval of Joint Resolution for Collaborative Work

9. Closing Comments

10. Potluck and Aḡḡi and Iḷammiuḡniq (Enjoy each other's company)



**ILISAġVIK COLLEGE BOARD OF
TRUSTEES AND NORTH SLOPE
BOROUGH SCHOOL DISTRICT BOARD
OF EDUCATION
JOINT RESOLUTION 2024-01**

WHEREAS, the Board of Education of the North Slope Borough School District and the Board of Trustees of Ilisaġvik College met to discuss issues of common concern in their annual joint Board meeting; and

WHEREAS, the two Boards continue to collaborate on strengthening the foundations for educational excellence and career pathways on the North Slope; and

WHEREAS, the boards reaffirmed their commitment to the current Memorandum of Understanding between the two institutions; and

WHEREAS, our common understanding is that we have a shared commitment to provide to our children and young adults, culturally grounded educational opportunities driven by high expectations of students, staff and faculty; and

WHEREAS, we draw upon the strength of our Elders, the force of our culture and have faith in the resilience of our collective North Slope communities; and

WHEREAS, individual and community wellness is pivotal to educational success; and

WHEREAS, our students and young adults have expressed a need for a holistic approach in providing support to them to increase their success while nurturing their identities; and

WHEREAS, we have heard their voices and are committing our Boards to take action and honor their thoughts, concerns and ambitions along with their ideas for moving forward.

NOW THEREFORE BE IT RESOLVED THAT, the boards commit individually and together, to direct their administrations to work collaboratively to achieve the following:

- A commitment to ensuring student wellness and mental health is a priority in all considerations of student growth
- K-14 Life Skills and Career Readiness Programs including job shadowing, internships and transition plans from high school to college or career pathways
- Student representation on both boards and on collaborative committees
- Share resources to amplify communications about educational opportunities and successes on the North Slope
- Ways to increase board to board, administration to administration and student

government to student government relations

- Partnerships with other organizations to support student wellbeing and success
- Identify, support and encourage opportunities for community connections for students, staff and faculty
- Collaborating to ensure professional development and onboarding for staff and faculty consistently reinforces and reflects Iñupiaq values and knowledge, and awareness of our region and its needs

ADOPTED at duly called meeting of the Board of Trustees of Iñisagvik College and the North Slope Borough School District Board held on, **March 5, 2024** by a unanimous vote.

Iñisagvik College Board of Trustees

ATTEST:



Debby Edwardson, Chairperson
Iñisagvik College



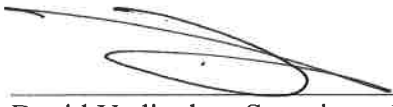
Justina Wilhelm, President
Iñisagvik College

NSBSD Board of Education

ATTEST:



President, Robyn Burke
North Slope Borough School District



David Vadiveloo, Superintendent
North Slope Borough School District

Memorandum of Agreement

Between Iñisaġvik College
and
North Slope Borough School District

PURPOSE

This Memorandum of Agreement (MOA) describes the terms and conditions under which Iñisaġvik College (IC) and the North Slope Borough School District (NSBSD) agree to cooperate in the following endeavors: (1) courses offered for both high school and college credit; (2) sharing of facilities and instructors; (3) sharing testing resources; (4) shared calendar and schedule; (5) tuition waivers for NSBSD certified and paraprofessionals.

EFFECTIVE

March 5th, 2024

TERMINATION AND AMENDMENT

Once signed, this agreement shall continue indefinitely or until one party requests termination of said agreement through either the College President or the NSBSD Superintendent. Both parties shall review the agreement annually to determine necessary changes. The IC Office of Academic Affairs and NSBSD Department of Curriculum and Instruction shall negotiate operational implementation of the agreement on an as needed basis.

COMMUNICATION

Unless specifically stated in this MOA or authorized by either the IC President (or designee) or NSBSD Superintendent (or designee); points of contact shall be between designees of the Offices of the Dean of Academic Affairs and NSBSD Department of Curriculum and Instruction NSBSD C&I).

DEFINITIONS

The following terms and phrases are defined for the purposes of this agreement:

Dual credit means a college course taken by a high school student for which the student is Dual- enrolled and earns college and high school credit. Dual credit courses meet the standards for instruction and curriculum that are required in a college course offered by a fully accredited institution.

A **classroom** means any securable space that is assigned as a room that can be used, recognizing the room will be used by the school when it is not being used by the college to include a minimum of two electrical outlets; one phone jack; minimum seating for up to ten adults; instructor seating; and presentation tools that may include, but are not limited to a whiteboard, chalk board, video conferencing equipment, pull down scroll maps and pull down projector screens. It will need to be site specific, with classrooms assigned on a site-by-site basis.

SCOPE AND TERMS

Internal Dual Credit

Internal Dual Credit denotes two types of course work: (1) delivered by NSBSD instructional staff during the regular school day and (2) delivered in village schools during the regular school day with NSBSD staff facilitating on site, but with IC staff identified as the instructor of record. For the first type of course work, NSBSD instructional staff is designated as Iḷisaġvik Affiliate Instructor and as such, has no expectation for compensation. For the second type of course work, the IC staff member will teach largely via distance, collaborating with his/her NSBSD counterpart and conduct periodic on-site visits. The NSBSD instructional staff facilitating the course has no expectation for compensation.

The NSBSD C&I, the Administrator of the Qatqiññiagvik Learning Center (NSBSD QLC) and IC Department of Academic Affairs will meet regularly, and based on student interest and need, identify courses designated "Internal Dual Credit" on a semester basis.

External Dual Credit

External Dual Credit denotes course work delivered by Iḷisaġvik instructional staff, to include NSBSD personnel in adjunct faculty capacity. Such course work is delivered outside of the NSBSD contract workday. All External Dual Credit course work must be pre-approved for transfer by both parties.

Eligibility/Academic Courses

To be eligible for Internal or External Dual Credit academic courses, high school students must meet the following criteria:

- Have a junior or senior standing
- Have a minimum cumulative grade point average (GPA) of 2.0
- Meet course specific prerequisites as outlined in IC Catalog

With written approval from the designated North Slope Borough School District official, and Iḷisaġvik College officials sophomore or freshman students may enroll for courses with Iḷisaġvik College. Upon the request of the school district, the Dean of Academic Affairs may permit students to enroll in courses at the sub 100 level. Qualified high school students are allowed to enroll in courses not available to them through the North Slope Borough School District.

Any exceptions to eligibility criteria outlined above must be in writing and with mutual agreement by both parties.

Eligibility/Vocational/CTE Courses

To be eligible for Internal or External Dual Credit vocational courses, students must be enrolled in grades 9-12. Students who successfully complete the class and pass the NCCER assessment, will receive appropriate college credit. Students who fail to meet these criteria will receive high school credit only.

Application Process

Internal and External Dual Credit applicants must:

- meet the above eligibility criteria
- complete a dual credit application
- submit an official high school transcript
- have written permission from the designated NSBSD official

Upon acceptance by the Dean of Academic Affairs, the student will be admitted provisionally. By signing the dual credit application, the student and parent or guardian give the College permission to release the student's academic record to the North Slope Borough School District.

While attending Iḷisaġvik College, the student will be expected to adhere to all policies of the College.

Tuition and Expenses

Tuition for courses designated "Internal Dual Credit," conducted or facilitated by NSBSD staff during the NSBSD contractual day, will be waived. Any other fees will be mutually agreed upon on a per course basis. Tuition, registration fee, applicable course fees, and cost of materials for courses designated "External Dual Credit" will be equally absorbed by both parties.

Total costs incurred for all dual credit instruction will be shared equally by both parties (course and/ or supplies fees not to exceed \$500 per student per course w/exception of HEO 104 @\$750 course fee). Iḷisaġvik College will inform NSBSD of the number of "External Dual Credit" students with associated cost no later than College's official drop date (three weeks after the start of the semester). NSBSD teachers hired as adjunct professors to teach offerings outside of the NSBSD contractual day will be paid by IC.

Tuition Waivers for NSBSD Employees

Tuition waivers are available for certified teachers and/or paraprofessionals for the NSBSD. Tuition waivers are for tuition only. Registration fees, lab fees, lab kits, art supplies, textbooks and other special costs are the responsibility of the student. Following the end of each semester, the NSBSD will be invoiced for the tuition charges not otherwise covered. Eligible students are encouraged to apply for all available financial options to reduce the burden the NSBSD is responsible for.

Facilities

The NSBSD C&I and NSBSD QLC will work with village principals to make every effort to provide instructional space in each village for use by IC faculty and administrative staff, as needed. The NSBSD will provide appropriate access to each village school. The IC Office of Academic Affairs will be responsible for any issued building and classroom keys loan and copy to IC employees conducting business in a school. NSBSD (person responsible at the direction of the site principal) will maintain access to the rooms used by IC as college classrooms, perform routine upkeep, maintain security of all IC equipment and in the villages provide transportation to IC staff from airports to schools as needed. All materials needed for classroom instruction should be requested within 72 hours prior to the start of training or course delivery.

NSBSD QLC will coordinate with principals the use of village school shops on an as needed and prescheduled basis for IC vocational and technical offerings.

NSBSD (person responsible at the direction of the site principal) will provide key access and authorization for IC faculty to use gymnasium, weight rooms and pool facilities with advance notice for appropriate trainings when trainings do not conflict with scheduled NSBSD activities in Barrow and the villages. Such access will be coordinated with the principal and plant manager in each school, using the Facilities Use Form as necessary and subject to local site and NSBSD Operating Procedures.

Swimming Pool availability for events, such as life lifeguard training and swim classes, is subject to NSBSD M&O approval.

The IC Office of Academic Affairs will make its facilities in Barrow open to NSBSD use, availability permitting, in accordance with the NSBSD's annual scheduling needs.

Shared Calendar

The IC Office of Academic Affairs will keep the NSBSD C&I and NSBSD QLC informed of the availability of full-time instructors; adjunct instructors; IC facilities; fall, spring and summer course schedules; interim additions to schedule; college assessment and recruiting schedules; and IC events in all North Slope villages. The NSBSD C&I and NSBSD QLC will be responsible for keeping the IC Office of Academic Affairs informed of the availability of NSBSD teachers and staff qualified as adjunct instructors; availability of facilities; special events; class schedules; sports schedules; state mandated testing schedules; teacher in-service dates, and graduation commencement ceremonies.

The NSBSD C&I and NSBSD QLC is responsible for disseminating IC calendar information to the appropriate parties at each NSBSD school. The IC Office of Academic Affairs will disseminate NSBSD academic calendar information to the appropriate parties at IC.

Student Services and Adult Education

Principals will facilitate scheduled meetings between IC recruiting staff and high school juniors and seniors. Meetings between IC recruiting staff and NSBSD students will include regularly scheduled recruiting, assessment and career counseling events. IC's Student Services Department will work with the principals to determine the most appropriate times to conduct recruitment and placement activities.

IC operates an Adult Education Division to provide instruction and support for residents interested in earning their General Education Diploma (GED). The NSBSD will allow for classroom space for residents interested in pursuing their GED and other Adult Education activities when under the auspices of Iñsaġvik College. The point of contact for referrals is the IC Dean of Students.

Alaska Career Information System (AKCIS)

The NSBSD C&I or NSBSD QLC will provide access to the AKCIS accounts for graduating seniors. IC advisors and counseling staff will encourage students to continue developing their professional portfolios and thereby support entry into the workforce. The NSBSD C&I will identify teachers in each village school who will proctor tests and other assessment tools for IC.

Ilisaurriqta program

The NSBSD C&I, NSBSD QLC and IC Office of Academic Affairs will meet regularly and make every effort to facilitate and enhance pathways for students seeking teacher certification, including developing articulation agreements, where necessary, with relevant partners.

This Memorandum constitutes the entire Memorandum between Ilisaġvik College and the North Slope Borough School District as to the matters stated herein.



Justina Wilhelm
President
Ilisaġvik College



David Vadiveloo
Superintendent
North Slope Borough School District

3/4/2024

Date

3/6/24

Date

State-Tribal Education Compacting Update

Background

- In 2013, **Washington State created a framework for the first state-tribal education compacts in the nation** ([E2SHB 1134](#)), enhancing tribal autonomy in public education. Today, there are 8 compact schools operating in Washington, 6 of which are also Bureau of Indian Education (BIE) tribally controlled schools.
- Since 1983, **Alaska tribes have been restricted from utilizing federal funds for education** due to the “Stevens Rider” ([25 U.S.C. 292b](#)), making the state-tribal compacting framework critical for fostering tribal involvement and self-determination in Alaska’s single system of public education.
- In 2017, the concept of [Tribal compacting in education in Alaska](#) originated during Commissioner Michael Johnson’s tenure **as part of the state’s *Education Challenge***, which identified five key priorities for improving educational outcomes. Tribal compacting specifically advances the goal to **"Inspire Tribal and Community Ownership of Educational Excellence"** by leveraging government-to-government partnerships that reflect the unique needs of Alaska Native students and communities.
- **What is a compact?** A compact is a government-to-government agreement that delegates authority and resources to tribes, empowering them to govern services—such as education—based on their community’s specific needs and priorities.
- Tribal education compacting builds on Alaska’s legacy of tribal governance through **ICWA and Native health compacting**, but requires a tailored framework that adheres to the requirements of the **Every Student Succeeds Act (ESSA)**.
- In 2022, the [Alaska Legislature passed SB 34](#), authorizing negotiations with up to five tribes to recommend a framework for state-tribal compact demonstration schools.
- From April-October 2023, five tribes—**Tlingit & Haida (T&H)**, **Knik Tribal Council (KTC)**, **Ketchikan Indian Community (KIC)**, **Inupiat Community of the Arctic Slope (ICAS)**, and **King Island Native Community**—negotiated with the Department of Education and Early Development (DEED). These efforts culminated in the [State Tribal Education Compacting \(STEC\) report](#), presented to the Legislature in 2024.

HB 59 / SB 66 : STATE-TRIBAL EDUCATION COMPACTS

- The bill was introduced at the beginning of the 2025 legislative session by Gov. Dunleavy, and proposes a **multi-year demonstration project** for the creation and operation of **five Tribally Compacted Public Schools (TCPS)**.
- Through a **government-to-government relationship**, DEED and each of the five tribes will **negotiate** an education service compact agreement, which will include an educational framework based on the required provisions in the bill and recommendations from the SB 34 – State Tribal Education Compacting (STEC) report.
- **Under tribal jurisdiction**, these Tribally Compacted Public Schools will:
 - Be considered as a **Local Education Agencies (LEAs)** under state law, increasing eligibility for tribes to receive state and federal grant funds.

Request for Support: State-Tribal Education Compacts

- Operate under **tribal governing bodies**, reflecting the principles of self-determination and sovereignty.
- Develop **tribal prioritizations for teacher requirements** in collaboration with DEED, ensuring culturally responsive educators provide an education tailored to community needs and knowledge.
- Receive state education funding based on the **Base Student Allocation (BSA)**, following Regional Education Attendance Area (REAA) allocation requirements.

Key Highlights

- **Sovereignty in Education:** Tribes will have authority to design and implement schools grounded in their language, culture, values, and ways of knowing, ensuring education reflects community priorities and local control over education while advancing the goals of Alaska's Education Challenge.
- **Language and Culture as Foundations:** TCPS can prioritize Indigenous languages as a medium of instruction, supporting the goals of the federal Native American Languages Act and statewide language revitalization efforts set by the Council for Alaska Native Languages.
- **Strength-Based Delivery:** Tribes will have the opportunity to utilize Alaska's Standards for Culturally Responsive Schools and the Alaska Native Language Reading Standards and Assessments to shape and improve education delivery systems and foster student success.
- **Family and Community Engagement:** TCPS will embed local control by elevating family and community voices in governance, design, and implementation, creating culturally grounded, community-driven systems that address engagement gaps often present in traditional LEAs.
- **Values-Based Success:** Tribes will shape success by aligning evaluation frameworks and teacher requirements with their cultural values and community priorities, ensuring educational systems are responsive to tribal needs and goals.
- **Innovation and Collaboration:** TCPS will serve as models for innovative pedagogy and community-centered learning, with the flexibility to operate multiple sites within tribal jurisdictions and collaborate with local districts to share resources and services.
- **Equitable Funding:** Tribally compacted schools will receive state funding on par with all Alaska public schools, ensuring equity and sustainability.
- **Holistic Impact:** By aligning education systems with tribally centered structures, services and support, TCPS will advance community well-being, workforce development, and cultural preservation, fostering long-term benefits for Alaska Native communities.