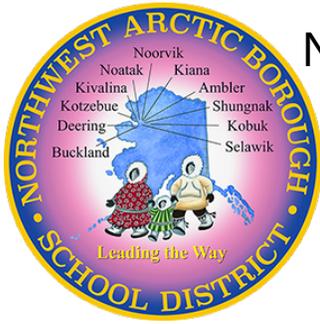


NWABSD Board Retreat

Friday, October 13, 2023 8:30 AM

District Office Boardroom, 744 Third Ave., Kotzebue, AK 99752

1.	8:30 AM Opening and Board Comments	Presenter: Margaret Hansen
2.	9:15 AM Strategic Plan Update	Presenter: Administration & Board Members
3.	10:45 AM Fall Inservice Presentation & Professional Development Update	Presenter: Tracy Bell, Director of Curriculum
4.	1:00 PM AK Reads Act	Presenter: Tracy Bell, Director of Curriculum
5.	2:15 PM Budget & Investments Overview	Presenter: Megan Williams, Director of Administrative Services
6.	3:45 PM Board Budget Discussion	Presenter: Margaret Hansen
7.	4:15 PM Wrap-Up & Board Comments	Presenter: Margaret Hansen



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Ambler · Buckland · Deering · Kiana · Kivalina · Kobuk · Kotzebue · Noatak · Noorvik · Selawik · Shungnak
 PO Box 51 · Kotzebue, Alaska 99752 · Phone (907) 442-1800

2022-2027 Strategic Plan

MISSION:

To provide a learning environment that inspires and challenges students and employees to excel.

Mission Descriptors

We do this through:

- Traditional Learning – cultural and Language
- Succeeding through challenges
- Setting up for success
- Walking along with students
- Preparing students to plan for their futures
- Understanding each has different dreams

VISION:

To graduate all students with the **knowledge, skills, and attitudes** necessary for a successful future.

Vision Descriptors

<i>Needed Skills</i>	<i>Needed Knowledge</i>	<i>Needed Attitudes</i>
<ul style="list-style-type: none"> • Construction • Mechanics • Teamwork • Cooperation • Basic Work Skills • Communication • Ready to work – Interview • Sled Building 	<ul style="list-style-type: none"> • Basic Knowledge • Computers - Technical Readiness • Knowledge of Careers • Consequences 	<ul style="list-style-type: none"> • Responsibility for Communities • Respect for Homelands • Respect for Others • Work Ethic • Accountability • Aspiring

CORE VALUES:

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Respect • Hard Work • Cooperation | <ul style="list-style-type: none"> • Perseverance • Ability to Adapt • Belief in yourself | <ul style="list-style-type: none"> • Learning • Resilience • Accountability |
|---|--|--|

MISSION: To provide a learning environment that inspires and challenges students and employees to excel
 VISION: To graduate all students with the knowledge, skills, and attitudes necessary for a successful future

2022-2027 Strategy:

School and Culture:

- **Community- School Connectedness (one of the state-identified pillars)** – Each site has a Tribal/Community Partnership Plan to provide relevant learning opportunities and support. Schools will support the plan with improvement data and ongoing adjustments for continuous improvement.

Operational Improvement:

- **Maximizing Operating Software** – Evaluate, scope, and create an implementation plan for integrations to streamline and maximize operating software. Completion will support initiatives like the implementation of a 5-year budget forecast.
- **Process Documentation** – Process created to support all processes within the district to support efficiency and succession planning.

Instructional Support:

- **Evaluation of MTSS (Multi-Tiered System of Supports)/ Safe and Civil Reset** – MTSS and Safe and Civil operationalized within schools with current strategies supported with data (literacy) use. The implementation of the strategy will be supported with increased instructional support implemented through strengthening relationships to support instructional teams.
- **Trauma-Informed Teaching Practices (TITP)** – Implement TITP practices through a train-the-trainer program, including ongoing reinforcement and implementation in the classroom.

Wellness:

- **Sustainable Counseling Program** – Develop the program with an implementation plan leading to an operationalized program to include documentation of counseling services at all sites.

Growing Our Own:

- **Vocational Track Mapping** – Align curriculum to support the growth of students throughout their education to be prepared for employable roles within the region.
- **Regional Workforce Development** – Develop a plan for ATC to grow alignment between offerings and regional workforce needs.

Board Development

- **Standard Operating Procedures for Board** – Define standard operating procedures to support board efficacy and improve onboarding and communications.
- **Definition of Board Role** – Define the board role and align it around the products of the board to support efficacy and board scope.

Strategic Plan Update

October 13, 2023

Track: Operational Improvements

- Current Inputs/Support
 - Implementation of Frontline Central in progress
 - Electronic Adjusting Journal Entry (AJE) & Budget Journal Entry (BJE) process identified, implementation TBD
- Future Inputs/Support
 - Process documentation needs inputs from administration
 - Other operating software improvements identified

Track: Instructional Support

- **Current Inputs/Support**

- Literacy Staff Development travels quarterly to each village to provide literacy support, distribute books, and support parent engagement nights.
- PK-12 Staff Development travels once-per-semester to provide curriculum and technology support.
- Instructional and SPED Paraprofessionals received ECRI training to increase literacy support.

- **Future Inputs/Support**

- Develop office hours schedule to provide timely, remote support to instructional staff.
- Establish Professional Learning Communities to increase collaboration amongst all staff.
- Provide timely, curricular program specific professional development.
- Develop coaching and specific professional development to Instructional Paraprofessionals.

Track: Wellness

- Current Inputs/Support
 - Certified Trauma & Resilience Trainer Training has been completed and first training started during the Fall.
 - Six School Counselors/Deans hired. Two of the Deans have applied to a University for School Counselor programs.
- Future Inputs/Support
 - All instructional staff have started the Certified process in Trauma informed teaching practices & Resilience
 - Reimbursement for classes offered through the Counseling Grant for Deans working toward School Counseling Degree.

Track: Grow Our Own

- **Current Inputs/Support**

- Offered ED193 Teaching for Alaska's Future last period of day to align for paraprofessional participation.
- Promoted free education course offerings from UAF region-wide
- Continue to gather regional workforce needs for training and career development
- Submitting competitive Carl Perkins grant to support grow your own initiative and refinement of career pathways districtwide.
- In contact with Jerry Covey and Barb Adams on apprenticeship model of grow your own
- Met with NANA to discuss culinary and welding workforce needs

- **Future Inputs/Support**

- Gather and compare teacher pathways from other higher ed institutions
- Prepare survey of paraprofessional needs/interests in and/or barriers to acquiring teacher certifications

Track: School and Culture

- Current Inputs/Support

- Took salary and divided into 11 sites to pay for site culture bearers.
- Hired a facilitator to oversee the activities of this track.
- Rough draft of list of activities done at sites

- Future Inputs/Support

Reach out to local tribes for support in the facilitation of our culture bearers
Complete list of cultural activities and relate to the science curriculum.

Track: Board Improvement

- Current Inputs/Support
 - None currently
- Future Inputs/Support
 - Needed process coming from role definition
 - Terri role review and feedback
 - Role review and feedback

Fall Inservice Sessions

August 3&4; New Principals Inservice

- ⇒ NMS
- ⇒ Technology
- ⇒ Maintenance
- ⇒ Kronos, iVisions, School Accounts
- ⇒ Student Services
- ⇒ Canvas/Principal Portal
- ⇒ Human Resources

August 7-11; Principals Inservice

- ⇒ ASC with Lon Garrison
- ⇒ Modifying Behavior with Phil Tafs
- ⇒ Professional Boundaries Training with Don Austin
- ⇒ Human Resources
- ⇒ JDO Presentation and Q&A with Michael Caulfield
- ⇒ CPR Training for Principals and Village Secretaries
- ⇒ Safe and Civil Refresh and Walkthroughs with Terri Walker
- ⇒ Technology Presentation
- ⇒ Family Engagement with Lori Grassgreen and Lisa Worl
- ⇒ Student Services
- ⇒ Maintenance
- ⇒ Business Office
- ⇒ Curriculum Department
- ⇒ Inservice Overview
- ⇒ Grant Planning
- ⇒ Principal Q&A and Support

August 7-11; Secretary Inservice

- ⇒ ASC with Lon Garrison
- ⇒ Payroll, Kronos with the Business Office Staff
- ⇒ Student Services with Robin Gage
- ⇒ Food Service with Holly Lazaraus
- ⇒ iVisions with the Business Office Staff
- ⇒ General Office Procedures, Expectations, Copiers, Phones, Tardy Slips with the Business Office Staff
- ⇒ Board Policies and Public Notices with Jazmine Camp
- ⇒ Human Resources with KMHS Library

August 10&11; New Teacher Inservice

- ⇒ Enhanced Core Reading Instruction with Shelby Skaanes
- ⇒ Microsoft 365 Overview with Conor McCoy
- ⇒ Curriculum Overview with Kim Addington
- ⇒ Powerschool with Robin Gage
- ⇒ Paperwork Support with Human Resources
- ⇒ Technology Playground with Conor McCoy
- ⇒ Teacher Webpages, Email Signatures, CyberDuck with Conor McCoy and Kim Addington
- ⇒ Curriculum Work Session (Teacher Clarity) with Kristen Woodie

⇒ Canvas and Curriculum Integration with Conor McCoy

August 14-17; Instructional Staff Inservice

School Site Meetings

Ilisaqativut Intensive

Safety Trainings (ALICE, CPR)

Safe and Civil Schools with Susan Isaacs

ECRI Intensive Session for Paraprofessionals and SPED Paraprofessionals

Differentiated Safe and Civil Sessions

Science of Reading with Lexie Domaradzki and Shelby Skaanes

Leading the Science of Reading with Lexie Domaradzki and Shelby Skaanes

Structured Literacy with Lexie Domaradzki and Shelby Skaanes

Supporting the Science of Reading with Lexie Domaradzki and Shelby Skaanes

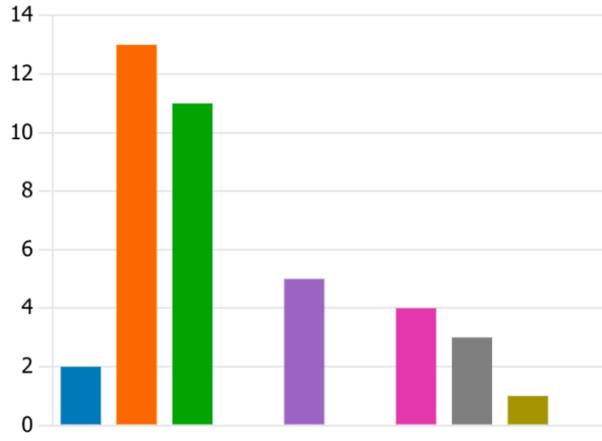
Trauma Informed Practices with Tracey Schaeffer

Counselors and Caseload Meetings

Fall Inservice Feedback Results

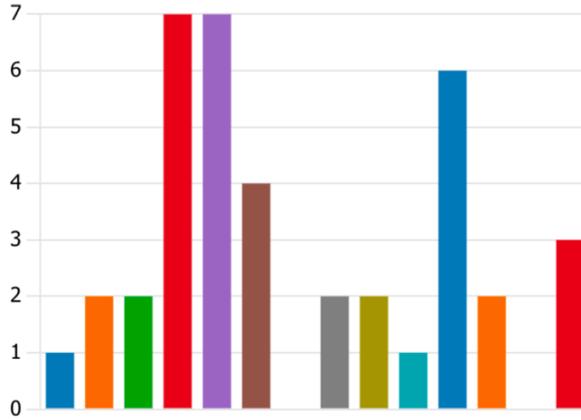
Choose your role

Administrator	2
Certified Elementary	13
Certified Middle/High School	11
Certified Counselor	0
Certified Special ED	5
Classified Classroom Aide	0
Classified Sped Aide	4
District Office	3
Secretaries	1
Other	0



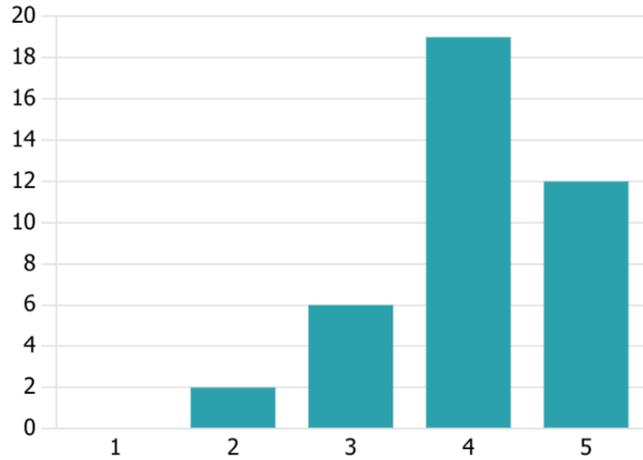
Site

Ambler	1
Buckland	2
Deering	2
JNES	7
KMHS	7
Kiana	4
Kivalina	0
Kobuk	2
Noatak	2
Noorvik	1
Selawik	6
Shungnak	2
ATC	0
District office	3



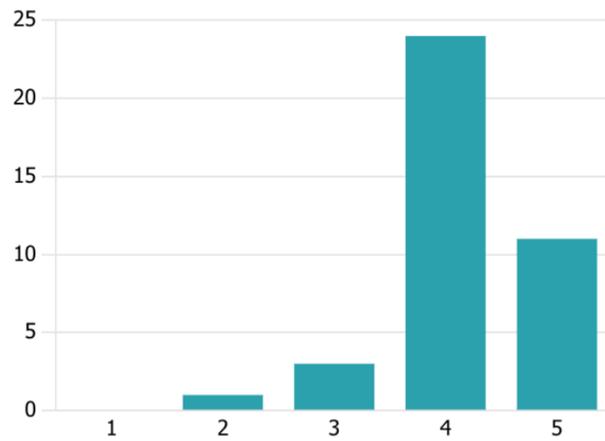
Session topics were appropriate (1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree)

4.05
Average Rating



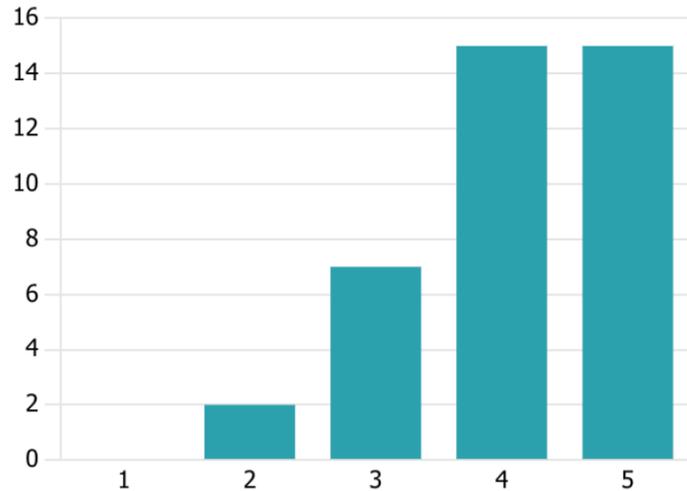
Presenters were well prepared (1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree)

4.15
Average Rating



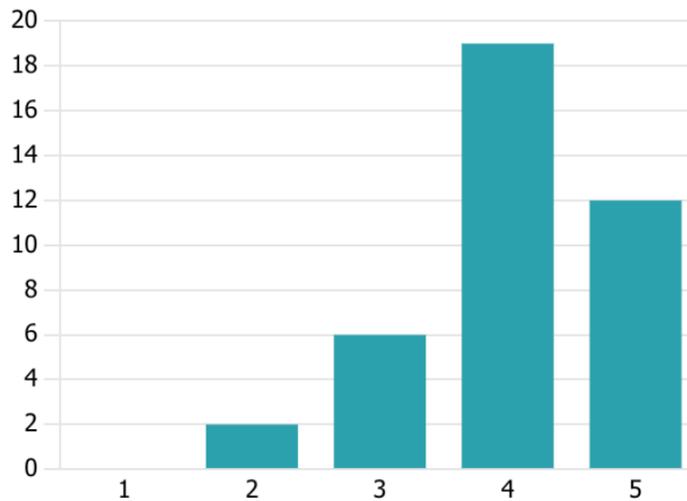
Onsite sessions organized by my principal were relevant to my needs (1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree)

4.10
Average Rating



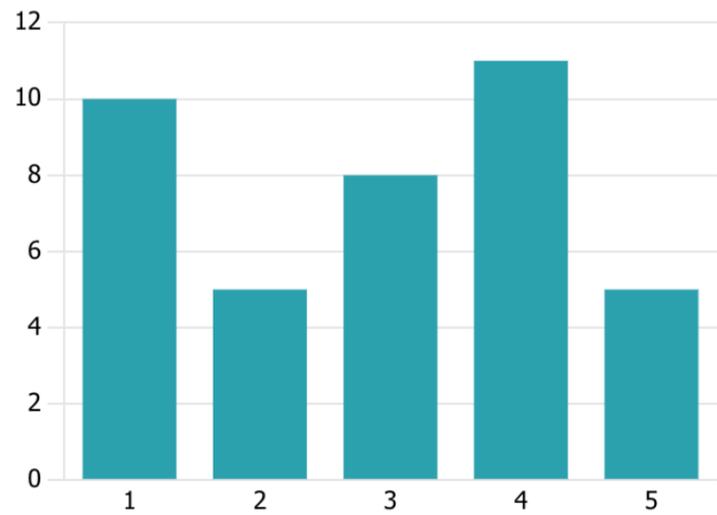
Session topics were appropriate (1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree)

4.05
Average Rating



The amount of time for me to prepare was sufficient for me to feel ready to start the school year (1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 -Agree, 5 - Strongly Agree)

2.90
Average Rating



Fall Inservice Responses

Most valuable elements of Fall Inservice
ECRI
CHAMPS, Lexi
Being back in-person
I appreciated getting to know the New Principals in our inservice. Creating those bonds has helped as I moved into the school. year.
Having the day on Monday to work in my classroom.
It was helpful to have informational sheets to read along with what we were being taught
Classroom management, Susan Isaacs
rule "Come to school on time, every day, unless I am severely ill."
Access to Tech Support
Discussions made by Miss Susan
SAFE AND CIVIL, CHAMPS
Seeing other classified sped aides from other villages and share of their experiences with students.
The opportunity to get together as a district staff.
CHAMPS refresh with Susan Isaacs
Spending time either with onsite stuff or with our grade level teams!
Safe and Civil with Susan was awesome!
Science of reading
Champs the lady was awesome- It was good to collaborate with other teachers of the same grade levels too
Being able to meet with colleagues
There were none
having everyone participate.
The most valuable part of the inservice was the Diebels training.
Susan Isaacs is always a great speaker and her presentation was exceptionally relevant to all participants.
Learning about the curriculum.
It was so informative
Learning ecri
Getting students engage methods.
Science of Reading info, Trauma-Informed Teaching, vCPR
Susan Issac
Science of Reading
Safe and Civil
I am a new teacher with this district. It was nice to see all of the training relevant to classroom. Everyone was very kind and helpful. This made for a nice impression.

In person, face to face and on campus. The teacher's nutrition needs were considered, also, on campus.
CPR Training
ECRI information and practice

Least valuable elements of Fall Inservice
None
The extra time having to spend in Kotzebue. I enjoy having time outside of the school.
Not knowing when to get to the airport till it was too late for a ride
Very little time to work on classroom; hard to find all the curriculum and prepare
Everything else
Going to Kotzebue
N/a
None
None
Presentation on CHAMPS - instructor was not sensitive to the fact she was presenting to grade 6-12 teachers and was dismissive when reminded of that
I found one of the least valuable elements to have been the talk on the AK Reads Act and the draft. I felt like it left me more confused and the presenter that stepped in wasn't well prepared to answer questions (not entirely their fault as is the nature of the beast).
none
they were all great
I felt like I went over a lot of the same things multiple times
more training
All information was valuable that the presenters presented to better prepare me for school year.
None
Learning about CHAMPS.
everything was good
Class management
Squeezing in mandatory training (have to do it, but it is every year)
Reading
Being in-person
Trauma informed schools
Training for several days in a row makes it hard to remember what you were taught when there is so much swirling around in your mind.
N/A
One day of classroom preparation

none

Recommendations for next year or additional comments.

None

Time to collaborate with grade level team

I feel like, as a new principal, I needed to sit down one-on-one with people to walk me through the different programs I would be using (ie. Kronos, PowerSchool, Canvas, etc.). I am having to do a lot of that learning on my own and having a virtual training is just not the same.

Make it an option to travel to Kotzebue for Inservice. Teachers can travel and go to training in Kotzebue or they can stay and work onsite. Book out the Nulagvik for teachers traveling to inservice. Also make accommodations for pets. Give teachers 3 days in the classroom prior to the start of school. We learned some valuable things there, but did not have time to apply them in the classroom.

Thank you for taking the time and energy to put all of this together, it is appreciated.

More time to develop lesson plans with teaching strategies.

There was 00 value in having in-service in Kotzebue. The certified employee turnover is so high that I did not visit with people I had seen online or heard about. They were simply gone. The sessions would have to be "over-the-top" great to overcome the negativity of traveling and having to sleep in an uncomfortable place. The best air mattress in the world is not as good as sleeping in a bed in a village. The district might want to consider an in-person in-service once every three years at most. I think it is possible the in-person inservice was done for the people who live in Kotzebue, whether they were Kotzebue school employees or district office employees. Those people got to sleep in their beds! What a luxury!!! Totally unfair to let them sleep in their beds while requiring village employees to sleep on air mattresses in a school, and deal with questionable shower facilities.

Stay on site rather than travel.

N/a

Skill-based classroom activities

None

More help with Kronos, Canvas, PowerSchool and things we use in our district and less on national speakers.

The sound system (and poor acoustics of the gym) made for difficulty hearing many of the speakers.

I would have liked more time to go over the AK Reads act or prep with other grade level teachers across the district.

Include power school for next year seminar

It would be great to have more time for collaboration/ grade level cohort throughout the year?

In-Service at our own sites. Let's just do this every other year or so

Take into consideration the amount of new teachers and focus on district information.

hands on training for all staff

I would recommend that maybe you could add an additional day to give each presenter a little more time.

I really enjoyed how this year's inservice was presented. I feel that our teachers would have been set up for better success if they had at least three more days to work with their sites specifically.

Our teachers did not have the log-in tools necessary to access the curriculum and they did not have time to collaborate with their teaching peers. In the smaller schools, the elementary teachers could have used collaboration time with specific objectives, and the same for the middle/high school teachers. The larger schools needed time to do so with their teaching groups.

Our new site principals really needed more instruction on what topics to cover with their staff and how much time they had to do so.

Inservice, the many parts of it, were well planned and executed. Thank you staff for working so hard behind the scenes to make this happen.

Special Education trainings

More question/answer along with vision aides.

More movement in the middle of long sessions

Why not have someone come in and talk about insurance or retirement. Even for teachers who have in the district for years have questions.

Based on the presentations and the topics that were discussed, this would be easier if done over zoom, or even in an email, given that not many questions could be answered anyway. This year, it did not seem necessary in any way for everyone to stay at district. Not to mention, it was incredibly uncomfortable, since even basic accommodations were not even met, like a shower.

Session should have been helpful, but it put me to sleep because it was disjointed and she was monotone

This was my first year in this districts Fall Inservice. I was impressed with the people who work for the district.

N/A

Hold multiple days of classroom preparation - no classroom orders??

Additonal practice time, perhaps pairing us up to practice so we are ready for the actual students.



2023-2024 Professional Development Update

Culture, Student Learning, Safety

Fall 2023 Inservice

1. Safety

- Safety for all
- Addressing essential safety protocols
- Ensuring a safe learning environment.

2. Trauma-Informed Practices

- Understanding and Implementing
- Supporting staff and students dealing with adversity
- Equipping with insights and strategies for resilience

3. Safe and Civil Schools STOIC Framework with Susan Isaacs

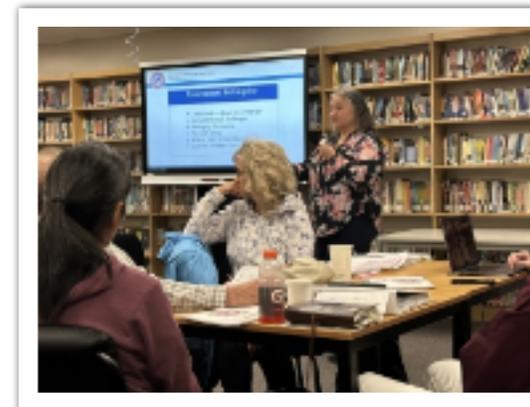
- Promoting positive behavior and responsibility
- Maximizing learning and student engagement

4. Science of Reading with Lexi Domaradzki and Shelby Skaanes

- Evidence-based structured literacy approach
- Understanding how the brain learns to read and reading development
- Equipping educators for improved learning outcomes.

5. Ilisqaqituvut

- Modeling collective learning and language immersion
- Empowering heritage, cultural identity, and language
- Committed to language revitalization initiatives



Continuing Professional Development

Safety

- State required Mandatory Trainings
- Site Emergency procedures and drills
- CPI verbal de-escalation
- CPR training
- Trauma-Informed Professional Development

Student Learning

- ECRI Support & Train the Trainers
- Understanding Student Data
- Staff Development Visits
- Susan Issacs site visits
- Curricular Program Based Trainings
- Professional Learning Communities Support

Culture

- Iñupiaq Instructor collaboration and curriculum development.
- Indigenous Awareness course

Moving Forward

Safety

- Situational awareness
- Scenarios & drills
- Emergency Response Teams

Student Learning

- Professional Learning Communities
- Data Teams
- Course structures
- Success Criteria & Learning Intentions
- Paraprofessional Training and Support
- Differentiated Professional Development
- Mentoring and coaching

Culture

- Iñupiaq Instructor collaboration and curriculum development.
- Culturally Responsive Teaching Practices
- Cultural Immersion

2

SEPTEMBER

Administer K-3 Literacy Screeners

AK READS ACT

All K-3 students assessed in early literacy skills using DEED approved screeners, including dyslexia screeners for any students well-below benchmark

ARI

Provide support to teachers/leaders on calibrating mClass and additional diagnostic assessments for student-specific areas of concern and train-the-trainer for mClass

4

END-OCTOBER

Implement IRIPs & Monitor Progress

AK READS ACT

- Implement IRIPs
- Ongoing: Progress monitoring students
- Ongoing: Provide additional reading instruction before/after school for well-below benchmark students
- Ongoing: Provide parents with a monthly progress monitoring update

ARI

- Launch High-Impact Tutoring Model targeting students with identified reading deficiencies
- Provide PD opportunities for teachers, paraprofessionals, and leaders:
 - Implementation of targeted reading instruction
 - Monitoring student progress
 - Analyzing data/adjusting interventions
- Provide support in communicating effectively with parents/guardians

6

APRIL-MAY

Assessments, Screeners & Grade Progression Meetings

AK READS ACT

- Administer literacy screeners, analyze data and review progress
- Administer state assessments
- Conduct grade progression meetings
- Develop Summer Reading Plans for eligible students

ARI

- Support teachers/staff
 - Analyze data & conduct effective parent meetings
 - Develop summer reading plans

1

AUGUST

Implement K-3 MTSS Plans AK READS ACT

K-3 MTSS Plans include:

- Universal Instruction (Tier I)
- Targeted Intervention (Tier II)
- Intensive Intervention (Tier III)
- PD & Strategies: Support students' reading development at home with resources and/or training for parents/guardians

ARI

Collaborate with districts to ensure a comprehensive plan is implemented and aligns with AK Reads Act requirements & the Science of Reading (SoR)

1

3

MID-OCTOBER

Develop IRIPs & Conduct Parent Meetings

AK READS ACT

- Schools will develop Individual Reading Improvement Plans (IRIPs) for all students below and far below benchmark
 - Outside-of-school tutoring for students below and well-below benchmark
- Notify parents/guardians of a student's reading deficiency & conduct parent meetings to review/revise IRIPs

ARI

- Provide support:
 - Interpreting literacy screener and diagnostic data
 - Developing targeted interventions and IRIPs (with parent/guardians)
 - Conducting effective parent meetings

3

5

DEC-JANUARY

Screeners & Parent Meetings

AK READS ACT

- Administer literacy screeners, analyze data, review progress
- Notify parents of continued reading deficiency
 - Revise IRIPs
- Develop an IRIP for students newly identified with reading deficits as indicated on screener

ARI

- Continued support with calibration of mClass, data analysis, and implementation of effective interventions
- Provide support in effective parent meetings

5

7

JUNE-JULY

Summer Reading Plans

AK READS ACT

- Students advancing to 4th grade on a grade progression waiver must complete 20 hours of individual reading intervention
- Students below proficient in K-3 may participate in Summer School

ARI

- Provide individual tutoring to students on a summer reading plan for any student below proficient
- Support staff & parents in implementing summer reading plans

7

Subject: Confirmation - AK READS District Intervention Plan
Date: Friday, September 1, 2023 at 2:08:26 PM Alaska Daylight Time
From: Smartsheet Forms
To: Tracy Bell

You don't often get email from forms@app.smartsheet.com. [Learn why this is important](#)

[EXTERNAL EMAIL - CAUTION]: Do not open unexpected attachments or links.

Thank you for submitting your entry. A copy is included below for your records.

AK READS District Intervention Plan

DISTRICT NAME: Northwest Arctic Borough School District

DISTRICT ADDRESS: PO Box 51, Kotzebue AK 99752

DISTRICT PHONE NUMBER: 907-442-1800

SCHOOL YEAR: 2023-2024

SUPERINTENDENT NAME: Terri Walker

CHECK HERE IF CHANGES HAVE OCCURRED FROM PREVIOUS YEAR SUBMISSION OF DISTRICT INTERVENTION PLAN OR THIS IS A NEW PLAN



HOW MANY ELEMENTARY SCHOOLS IN SCHOOL DISTRICT: 12

THE NAME OF EACH ELEMENTARY SCHOOL: Ambler School, Buckland School, Deering School, June Nelson Elementary School, Kiana School, Kisimġiuqtuq School, Kobuk School, Napaaqtugmiut School, Aqqaluk Noorvik School, Davis-Ramoth Memorial School, Shungnak School, NWABSD Homeschool

DOES THIS DISTRICT INTERVENTION PLAN INCLUDE EACH SCHOOL IN YOUR DISTRICT? Yes

IF NOT- NAME THE SCHOOLS THIS DISTRICT INTERVENTION PLAN INCLUDES:

DISTRICT REPRESENTATIVE ACCOUNTABLE FOR PLAN: Tracy Bell

TITLE OF REPRESENTATIVE: Director of Curriculum and Instruction

EMAIL OF REPRESENTATIVE: tbell@nwarctic.org

PHONE NUMBER OF REPRESENTATIVE: 907-442-1838

Name of Core Program: Into Reading (HMH)

Year Published: 2020

Duration: 90-99 minutes

Do not have an adopted Core Program (Check):

Check here if 1st grade is different than Kindergarten:

Check here if 2nd grade is different than 1st Grade:

Check here if 3rd grade is different than 2nd Grade:

Please enter any clarifying comments needed for Tier I: Universal Instruction:

1. Into Reading (HMH) is the adopted core reading program for K-6 at NWABSD. Within the 90-99m time frame, Tier 1 focuses will be structured daily around the following components; K-1; ECRI (30m) Into Reading Phonological Awareness (10m), Phonics (15m), Spelling (10m), Vocabulary (15m), Shared Reading (15m) 2-3; Phonics/Morphology (20m), Spelling (10m), Guided/Shared Reading (30m), Vocabulary (20m) 4-5; Phonics/Morphology (20m), Spelling (10m), Guided/Shared Reading (30m), Vocabulary (20m)

Using the model that if 80% of students need a skill, it is considered a Tier I focus, teachers will differentiate and scaffold grade-level instruction accordingly.

2. Writing is a separate 30m block. NWABSD has adopted Step Up to Writing and Handwriting without Tears as our writing and handwriting programs.

3. Students also receive 30m of Iñupiaq Language Instruction provided by a Certified Iñupiaq Instructor. This connects students to their culture and is in alignment with NWABSD School Board priorities.

4. Enhanced Core Reading Instruction (<https://ctlmarketplace.uoregon.edu/product/enhanced-core-reading-instruction>) instruction is a board adopted supplement to core instruction for all students in grades K-2.

ECRI Research:

Research on Enhanced Core Reading Instruction was reviewed by the National Center on Intensive Intervention (NCII). The research received a rating of "convincing evidence" in the areas of participants, research design, fidelity of implementation, targeted outcome measures and broad outcome measures.

Rigorous evaluations have demonstrated statistically significant and substantive impacts on the reading achievement of at-risk readers in first grade (Fien et al., 2014; Smith et al., 2016).

Enhanced Core Reading Instruction has a positive effect on Tier 1 teachers' quality of explicit instruction and the accuracy of group practice opportunities (Nelson-Walker et al., 2013).

Enhanced Core Reading Instruction closes the gap for at-risk readers. First-grade, Tier 2 students receiving Enhanced Core Reading Instruction had statistically-significant,

accelerated growth for Tier-2, first-grade Enhanced Core Reading Instruction students on measures of word reading, reading comprehension and a comprehensive measure of reading achievement, compared to Tier 2 students who received un-enhanced core instruction (Baker, Smolkowski, Chaparro, Smith & Fien, 2015).

The research version of the program was the focus of a study reviewed by the National Center on Intensive Intervention (NCII). NCII rated the study as having "convincing evidence" regarding participants, research design, fidelity of implementation, targeted outcome measures and broad outcome measures.

Smith, J. L. M., Nelson, N. J., Smolkowski, K., Baker, S. K., Fien, H. & Kosty, D. (2016). Examining the efficacy of a multitiered intervention for at-risk readers in grade 1. *Elementary School Journal*, 116(4), 549-573. doi:10.1086/686249

Baker, S. K., Smolkowski, K., Chaparro, E. A., Smith, J. L. M. & Fien, H. (2015). Using regression discontinuity to test the impact of a tier 2 reading intervention in first grade. *Journal of Research on Educational Effectiveness*, 8(2), 218-244. doi: 10.1080/19345747.2014.909548

Fien, H., Smith, J., Smolkowski, K., Baker, S. K., Nelson, N. J., & Chaparro, E. (2014). An examination of the efficacy of a multi-tiered intervention on early reading outcomes for first grade students at risk for reading difficulties. *Journal of Learning Disabilities*, Advanced online publication. doi: 10.1177/0022219414521664

Nelson-Walker, N. J., Fien, H., Kosty, D. B., Smolkowski, K., Smith, J. L. M., & Baker, S. K. (2013). Evaluating the effects of a systematic intervention on first grade teachers' explicit reading instruction. *Learning Disabilities Quarterly*, 36(4), 215-230. doi: 10.1177/0731948712472186

5. Principals and Data Leads will be provided support on NWABSD's MTSS Procedures, Embrace Documentation, and scheduling formats. This support will be

Names of Intervention program(s):

ECRI Tier I (Preteach & Reteach) Into Reading Tier II Skill Based Interventions

Frequency:

3 days a week

Group Size:

4 to 5, 5 to 6, 6+ students

Duration:

20-24 minutes

Check here if 1st grade is different than



Kindergarten:

Check here if 2nd grade is different than 1st grade:



Check here if 3rd grade is different than 2nd grade:



Please enter any clarifying comments needed for Tier II:

Targeted Intervention:

1. Into Reading (HMH) is the adopted core reading program for K-6 at NWABSD. Within the 90-99m time frame, Tier 1 focuses will be structured daily around the following components; K-1; ECRI (30m) Into Reading Phonological Awareness (10m), Phonics (15m), Spelling (10m), Vocabulary (15m), Shared Reading (15m)
2-3; Phonics/Morphology (20m), Spelling (10m), Guided/Shared Reading (30m), Vocabulary (20m)
4-5; Phonics/Morphology (20m), Spelling (10m), Guided/Shared Reading (30m), Vocabulary (20m)

Using the model that if 80% of students need a skill, it is considered a Tier I focus, teachers will differentiate and scaffold grade-level instruction accordingly.

2. Writing is a separate 30m block. NWABSD has adopted Step Up to Writing and Handwriting without Tears as our writing and handwriting programs.

3. Students also receive 30m of Iñupiaq Language Instruction provided by a Certified Iñupiaq Instructor. This connects students to their culture and is in alignment with NWABSD School Board priorities.

4. Enhanced Core Reading Instruction
(<https://ctlmarketplace.uoregon.edu/product/enhanced-core-reading-instruction>) instruction is a board adopted supplement to core instruction for all students in grades K-2.

ECRI Research:

Research on Enhanced Core Reading Instruction was reviewed by the National Center on Intensive Intervention (NCII). The research received a rating of "convincing evidence" in the areas of participants, research design, fidelity of implementation, targeted outcome measures and broad outcome measures.

Rigorous evaluations have demonstrated statistically significant and substantive impacts on the reading achievement of at-risk readers in first grade (Fien et al., 2014; Smith et al., 2016).

Enhanced Core Reading Instruction has a positive effect on Tier 1 teachers' quality of explicit instruction and the accuracy of group practice opportunities (Nelson-Walker et al., 2013).

Enhanced Core Reading Instruction closes the gap for at-risk readers. First-grade, Tier 2 students receiving Enhanced Core Reading Instruction had statistically-significant, accelerated growth for Tier-2, first-grade Enhanced Core Reading Instruction students on measures of word reading, reading comprehension and a comprehensive measure of reading achievement, compared to Tier 2 students who received un-enhanced core instruction (Baker, Smolkowski, Chaparro, Smith & Fien, 2015).

The research version of the program was the focus of a study reviewed by the National Center on Intensive Intervention (NCII). NCII rated the study as having "convincing evidence" regarding participants, research design, fidelity of implementation, targeted outcome measures and broad outcome measures.

Smith, J. L. M., Nelson, N. J., Smolkowski, K., Baker, S. K., Fien, H. & Kosty, D. (2016). Examining the efficacy of a multitiered intervention for at-risk readers in grade 1. *Elementary School Journal*, 116(4), 549-573. doi:10.1086/686249

Baker, S. K., Smolkowski, K., Chaparro, E. A., Smith, J. L. M. & Fien, H. (2015). Using regression discontinuity to test the impact of a tier 2 reading intervention in first grade. *Journal of Research on Educational Effectiveness*, 8(2), 218-244. doi: 10.1080/19345747.2014.909548

Fien, H., Smith, J., Smolkowski, K., Baker, S. K., Nelson, N. J., & Chaparro, E. (2014). An examination of the efficacy of a multi-tiered intervention on early reading outcomes for first grade students at risk for reading difficulties. *Journal of Learning Disabilities*, Advanced online publication. doi: 10.1177/0022219414521664

Nelson-Walker, N. J., Fien, H., Kosty, D. B., Smolkowski, K., Smith, J. L. M., & Baker, S. K. (2013). Evaluating the effects of a systematic intervention on first grade teachers' explicit reading instruction. *Learning Disabilities Quarterly*, 36(4), 215-230. doi: 10.1177/0731948712472186

5. Principals and Data Leads will be provided support on NWABSD's MTSS Procedures, Embrace Documentation, and scheduling formats. This support will be

Names of Intervention program(s):

Enhanced Core Reading Instruction (ECRI) Intensifications, mClass Skill Based Interventions

Frequency:

5 days a week

Group Size:

2 to 3, 3 to 4

Duration:

30-34 minutes

Check here if 1st grade is different than Kindergarten:



Check here if 2nd grade is different than 1st grade:



Check here if 3rd grade is different than 2nd grade:



Please enter any clarifying comments needed for Tier III: Intensive Instruction:

1. Tier III (intensive support) will target 5% of both the highest achieving students and foundationally low students (specific, skill based needs) in each grade-level. ***NWABSD Tiers will not be focused on delivery methods, instead its focused on the skills kids need in the most efficient delivery method to account for staff shortages, professional development levels, and absenteeism.

2. Teachers will be provided support to utilize mClass Intervention platform to provide differentiated, skill-specific instructional support to students performing with in Tier III range.

3. "The Tier 1 Foundational Skills Enhancement materials provide classroom teachers with the same 150 ready-to-use daily foundational skills lessons. Teachers may use these lessons with their whole class or in small group... teachers increase the likelihood of success for their students." ECRI 2022 NWABSD will focus the Tier I Foundational Skills Enhancements to reteach to Tier III students.

<https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/asset/intensification-student-workbook.pdf>

<https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/asset/intensification-teacher-guide.pdf>

<https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/asset/intensification-teacher-flip-charts.pdf>

Note: Heggerty Phonological Awareness or Bridge the Gap (K-5) is being considered as a intervention and supplement to provide a deeper dive of phonological awareness skills and change in delivery structure.

"NWABSD Wordplay" This program will satisfy the additional 30m required of Tier III instruction for outside the school day. Sites will determine the scheduling format of this program (before school, after school, etc) in collaboration with the Curriculum Department. A consideration of materials for this program is the mClass Boost Digital Reading Platform and/or Aligned Reading Leveled Reading for decoding practice. This program will be managed collaboratively between a Certified K-3 Reading Teacher and Instructional Paraprofessional.

Name of District Adopted Literacy Screener:

mCLASS with DIBELS 8th Edition

List district diagnostic tools used:

Into Reading Diagnostic Assessment, CORE Phonics Inventory

Schedule of Progress Monitoring:

2 weeks

Frequency of Decisions per Tier:

4 weeks

Schedule of Progress Monitoring:

2 weeks

Frequency of Decisions per Tier:

4 weeks

Reading-Related Professional Development:

4 full days

Choose the Types of Professional Development:

Reading Instruction, Assessment Literacy, Intervention Strategies, Science of Reading

Stakeholder Engagement:

AK Reads Act specific mailing and radio campaign will provide quarterly support materials to all households in the NWAB region to provide proactive, just in time materials in the mail with relevant resources to access support.

AK Read Act forum will be hosted for each NWABSD stakeholder group focused on NWABSD's Read Act Plan. This will happen at the start of the new school year. Stakeholder events include: NWABSD New Teacher Inservice, Principal Inservice, All Staff

**Home Supports
for Early Literacy
Development
Plan:**

Inservice, NWABSD Board Meeting, Site ASC meetings, and Open Houses.

1. Parent engagement facebook posts have been scheduled throughout the summer to support parents with simple literacy support tips for at-home.
2. Schools will host a back-to-school open house to establish school-home connections. Parents will receive "Today a Reader, Tomorrow a Leader" as a resource.
3. NWABSD LIT Staff Development will travel to each site once per quarter to facilitate parent-engagement activities and literacy distribution activities. Parents will be provided with "Just In Time" information clear instruction on grade-level skills needed for their children and literacy development tips for at-home as well as resources available.

**Parent
Notification Letter** 
Template:

**Student
Individual
Reading Plan** 
Template:

**Waiver for
Literacy Screener** 
(If applicable):

File Attachments

 **FY24_IRIP_StudentTemplate.pdf** (522k)

 **FY24_IRIP_ParentNotification.docx** (1225k)



K-3 MTSS District Reading Intervention Plan Rubric



DISTRICT Tracy Bell Director of Curriculum & Instruction tbell@nwarctic.org		Complete and Consistent Implementation 5	Partial or Inconsistent Implementation 3	Little or No Implementation 1	Not Evident of Implementation 0
Tier I: Universal Instruction					
Notes: Need clarification on the guided/shared reading listed as one of the components of their HMH Into Reading program. Also ECRI is designed for small group instruction, NWABSD has ECRI scheduled inside the Tier I Literacy Block. Will they use in small groups or whole class? Need clarification for next year submission- is it primarily the instructional strategies alongside HMH?	a.	The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the five components of reading and oral language. Comprehensive instructional materials are evidence-based, do not include three-cueing instructional practices designed to ensure all grade-level content standards.	The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the five components of reading and oral language. Some of the instructional materials are evidence-based, do not include three-cueing instructional practices and designed to teach most grade-level content standards.	The district has a core program adopted which does not teach all components of reading and oral language. Some of the instructional materials may include three-cueing instructional practices and does not cover the scope of grade-level content standards; supplementation is required.	The district does not have an adopted core program. Some of the instructional materials may include three cueing instructional practices. The instructional material does not cover the scope of the grade-level content standards, supplementation is required.
	b.	All grades have sufficient time for reading instruction and reading time is protected.	Instructional time for reading may be adequate and is generally protected.	Instructional time for reading is not always protected and may be insufficient.	Instructional time for reading is not protected nor sufficient.
	c.	Additional time is provided for multi-tiered system of support	Additional time is provided for multi-tiered support based on	Some additional time is provided for multi-tiered	No evidence of a multitiered system of support exists.

		based on assessed need at all grade levels	assessed need in most grade levels	support without regard to assessed need at some grade levels.	
Tier II: Targeted Intervention					
	a.	Intervention materials, based on proven results, are selected to provide a multi-tiered system of support based on identified skill needs.	Intervention materials are available for a multi-tiered system of support but are not clearly based on identified skill needs.	An assortment of intervention materials has been selected but have little or no connection to skill needs.	No intervention materials have been selected.
Recommend increasing time to 30-45 minutes to meet best practice. Clarify school schedule to ensure time is available due to dual languages being taught.	b.	The Tier 2 Intervention Programs provide explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines evidence-based as results from high-quality studies determining the intervention to have positive effects. A desirable effect size is generally considered to be .4 or greater.	All Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Some Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Tier 2 interventions are not evidence based in content areas and grade levels where they are available.
	c.	Tier 2 interventions supplement Tier 1.	Tier 2 interventions sometimes supplement Tier 1 and sometimes replace Tier 1 instruction	Tier 2 interventions replace Tier 1	Tier 2 interventions are not evident in the K-3 MTSS Plan.
Tier III: Intensive Intervention					
	a.	The Tier 3 Intervention Programs provide explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines evidence-based as results from high-quality studies determining the intervention to have positive	All Tier 3 interventions are evidence based in content areas and grade levels where they are available.	Some Tier 3 interventions are evidence based in content areas and grade levels where they are available.	Tier 3 interventions are not evidence based in content areas and grade levels where they are available

		effects. A desirable effect size is generally considered to be .4 or greater.			
Recommend increasing time to 40+ minutes to meet best practice. Clarify school schedule to ensure time is available due to dual languages being taught.	b.	Tier 3 interventions are more intensive than Tier 2 interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.	Tier 3 interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	Tier 3 interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than Tier 2 interventions.	Tier 3 interventions are not evident in the K-3 MTSS Plan.
	c.	Tier 3 interventions supplement Tier 1 and 2.	Tier 3 interventions sometimes supplement Tier 1 and sometimes replace Tier 2 intervention.	Tier 3 interventions replace Tier 1 or 2.	Tier 3 interventions are not evident in the K-3 MTSS Plan.

Universal Screening Process

	a.	The district has a coherent and clear assessment system, including an approved screener (mClass or approved screener by waiver), progress monitoring, diagnostic, and outcome measures.	The district has an approved screener (mClass or approved screener by waiver) and progress monitoring.	The district has an approved screener (mClass or approved screener by waiver) and is establishing a progress monitoring schedule.	The district does not have an approved screener (mClass or approved screener by waiver).
	b.	There is evidence that diagnostic assessment is consistently used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient	There is some evidence that diagnostic assessment is used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient; however, use of diagnostic assessment is inconsistent.	Current diagnostic assessments do not identify specific reading skill deficits.	No evidence of diagnostic assessment usage.

Professional Development

Recommend adding culturally relevant teaching practices for the 24/25 school year.	a.	Professional development includes reading instruction, support aligned with the core reading program, assessment to improve instructional practice, data based decision making, and delivery of interventions.	Some forms of professional development are available, but most are not consistent to ensure continuous improvement in reading instruction, or support aligned with the core reading program, assessment, to improve instructional practice, data based decision making, and delivery of interventions.	The school does not have a well-defined, professional development plan to support continuous improvement of reading instruction.	Professional development plan is not evident.
	b.	Professional development plan identifies the expected number of days/hours for professional development throughout the school year.	Professional development plan identifies the general number of days for professional development throughout the school year.	Professional development plan identifies an estimate of the number of days for professional development throughout the school year.	Professional development plan is not evident.

Public Communication

Need to add in specific dates. Need to add information about how you will communicate your K-3 MTSS plan, Tier II & III, IRIPs.	a.	All of the following conditions are met: (1) public meeting dates with a description of the school’s essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	Two of the following conditions are met: (1) public meeting dates with a description of the school’s essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	One of the following conditions are met: (1) public meeting dates with a description of the school’s essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	There is no evidence of public communication or meetings.
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Home Supports

		Specific resources are described which are parent-friendly for home use. The plan for parent training is specifically outlined with dates.	Resources are described which are parent-friendly for home use. A plan for parent training is evident.	Some parent-friendly resources are described. No evidence of plans for parent training.	Parent-friendly resources and training plans are not evident.
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Scoring:

0 = K-3 MTSS District Intervention Plan is not accepted. Submit revision with changes within 15 days

1= Conditional Acceptance. Changes in this domain must be addressed for next school year submission

3= Acceptance. Minor changes are encouraged for next school year submission

5= Accepted as final form.

Recommendations: (At least 2)

1. Clarify guided/shared reading instruction as this method is tied to language based instruction and not evidence based instruction.
2. ECRI as a supplemental instruction program should not be scheduled inside the Tier I core instruction time. Will need clarification.
3. Look at Tier II & III times for next school year.
4. Recommend adding culturally relevant teaching practices for the 24/25 school year.

1st DEED Review: 9/12/23

- IRIP document reviewed - in file, DEED Template
- Parent Notification document reviewed - in file

2nd DEED Review: 9-21-23

- IRIP document reviewed- in file, DEED template
- Parent Notification document reviewed- in file (meeting date is within the first 15 days after the state benchmark window closes)



Alaska Reads Act

2

SEPTEMBER

Administer K-3 Literacy Screeners

AK READS ACT

All K-3 students assessed in early literacy skills using DEED approved screeners, including dyslexia screeners for any students well-below benchmark

ARI

Provide support to teachers/leaders on calibrating mClass and additional diagnostic assessments for student-specific areas of concern and train-the-trainer for mClass

4

END-OCTOBER

Implement IRIPs & Monitor Progress

AK READS ACT

- Implement IRIPs
- Ongoing: Progress monitoring students
- Ongoing: Provide additional reading instruction before/after school for well-below benchmark students
- Ongoing: Provide parents with a monthly progress monitoring update

ARI

- Launch High-Impact Tutoring Model targeting students with identified reading deficiencies
- Provide PD opportunities for teachers, paraprofessionals, and leaders:
 - Implementation of targeted reading instruction
 - Monitoring student progress
 - Analyzing data/adjusting interventions
- Provide support in communicating effectively with parents/guardians

6

APRIL-MAY

Assessments, Screeners & Grade Progression Meetings

AK READS ACT

- Administer literacy screeners, analyze data and review progress
- Administer state assessments
- Conduct grade progression meetings
- Develop Summer Reading Plans for eligible students

ARI

- Support teachers/staff
 - Analyze data & conduct effective parent meetings
 - Develop summer reading plans

1

AUGUST

Implement K-3 MTSS Plans AK READS ACT

K-3 MTSS Plans include:

- Universal Instruction (Tier I)
- Targeted Intervention (Tier II)
- Intensive Intervention (Tier III)
- PD & Strategies: Support students' reading development at home with resources and/or training for parents/guardians

ARI

Collaborate with districts to ensure a comprehensive plan is implemented and aligns with AK Reads Act requirements & the Science of Reading (SoR)

1

3

MID-OCTOBER

Develop IRIPs & Conduct Parent Meetings

AK READS ACT

- Schools will develop Individual Reading Improvement Plans (IRIPs) for all students below and far below benchmark
 - Outside-of-school tutoring for students below and well-below benchmark
- Notify parents/guardians of a student's reading deficiency & conduct parent meetings to review/revise IRIPs

ARI

- Provide support:
 - Interpreting literacy screener and diagnostic data
 - Developing targeted interventions and IRIPs (with parent/guardians)
 - Conducting effective parent meetings

3

5

DEC-JANUARY

Screeners & Parent Meetings

AK READS ACT

- Administer literacy screeners, analyze data, review progress
- Notify parents of continued reading deficiency
 - Revise IRIPs
- Develop an IRIP for students newly identified with reading deficits as indicated on screener

ARI

- Continued support with calibration of mClass, data analysis, and implementation of effective interventions
- Provide support in effective parent meetings

5

7

JUNE-JULY

Summer Reading Plans

AK READS ACT

- Students advancing to 4th grade on a grade progression waiver must complete 20 hours of individual reading intervention
- Students below proficient in K-3 may participate in Summer School

ARI

- Provide individual tutoring to students on a summer reading plan for any student below proficient
- Support staff & parents in implementing summer reading plans

7



District Reading Intervention

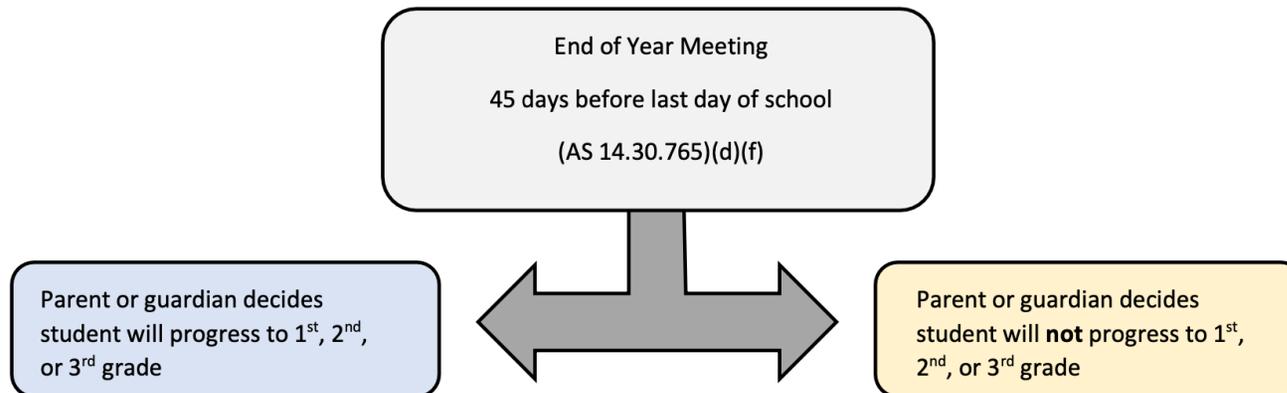
Flowchart for Decision-Making Process: Grade Progression



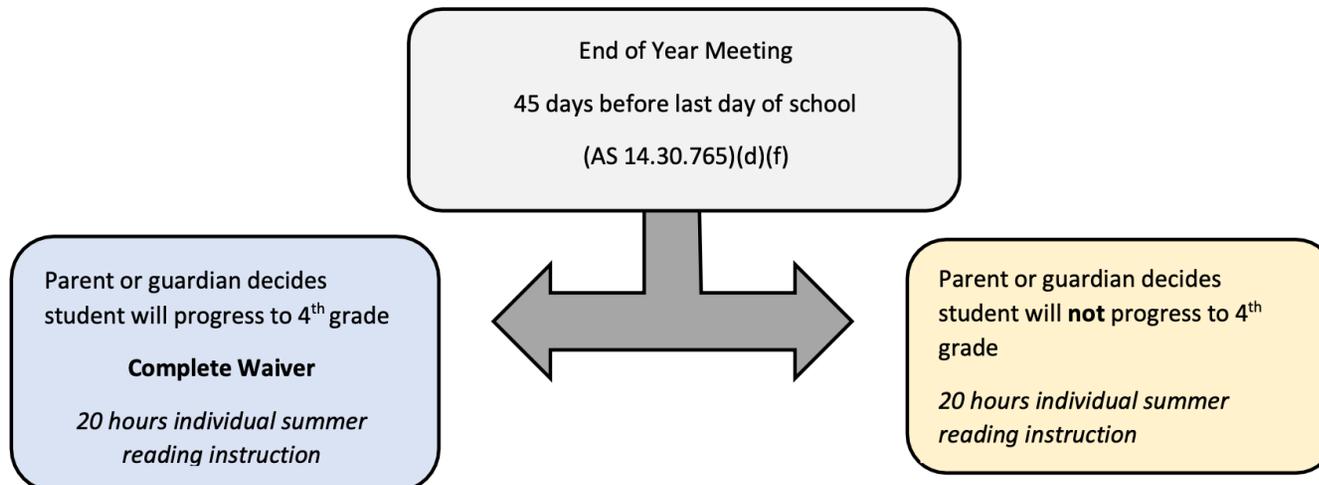
Students with identified reading deficiency

With Parent Participation

STUDENTS ENTERING 1ST, 2ND, AND 3RD GRADE



STUDENTS ENTERING 4TH GRADE



HB114 MTSS Plan

Benchmarking (Universal Screening) of all K-3 Students

2nd and 3rd graders receive vocabulary.

With a *Well Below Benchmark* Composite score...

-> RAN – Kindergarteners

-> Spelling – 1st, 2nd, and 3rd graders

Tier I (Core) 90 min/day all students.

Into Reading (60m)

ECRI (30m)

Writing (30m)

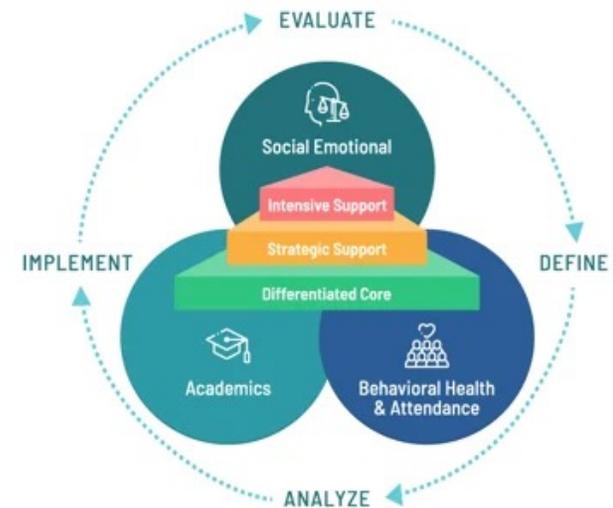
Tier II (Differentiated Core) 20-25 min. 3 days a week, groups of 6+ students

ECRI pre-teach and reteach.

Into Reading Foundational Skills

Tier III (Intensive Skill-Based Interventions); 30-35 min, 5 days a week, and small groups consisting of 2-3 students.

- NCIL Intensifications ECRI Intervention
- mClass Groups Recommended Interventions





K-3 MTSS District Reading Intervention Plan Rubric



DISTRICT Tracy Bell Director of Curriculum & Instruction tbell@nwarctic.org		Complete and Consistent Implementation 5	Partial or Inconsistent Implementation 3	Little or No Implementation 1	Not Evident of Implementation 0
Tier I: Universal Instruction					
Notes: Need clarification on the guided/shared reading listed as one of the components of their HMH Into Reading program. Also ECRI is designed for small group instruction, NWABSD has ECRI scheduled inside the Tier I Literacy Block. Will they use in small groups or whole class? Need clarification for next year submission- is it primarily the instructional strategies alongside HMH?	a.	The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the five components of reading and oral language. Comprehensive instructional materials are evidence-based, do not include three-cueing instructional practices designed to ensure all grade-level content standards.	The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the five components of reading and oral language. Some of the instructional materials are evidence-based, do not include three-cueing instructional practices and designed to teach most grade-level content standards.	The district has a core program adopted which does not teach all components of reading and oral language. Some of the instructional materials may include three-cueing instructional practices and does not cover the scope of grade-level content standards; supplementation is required.	The district does not have an adopted core program. Some of the instructional materials may include three cueing instructional practices. The instructional material does not cover the scope of the grade-level content standards, supplementation is required.
	b.	All grades have sufficient time for reading instruction and reading time is protected.	Instructional time for reading may be adequate and is generally protected.	Instructional time for reading is not always protected and may be insufficient.	Instructional time for reading is not protected nor sufficient.
	c.	Additional time is provided for multi-tiered system of support	Additional time is provided for multi-tiered support based on	Some additional time is provided for multi-tiered	No evidence of a multitiered system of support exists.

		based on assessed need at all grade levels	assessed need in most grade levels	support without regard to assessed need at some grade levels.	
Tier II: Targeted Intervention					
	a.	Intervention materials, based on proven results, are selected to provide a multi-tiered system of support based on identified skill needs.	Intervention materials are available for a multi-tiered system of support but are not clearly based on identified skill needs.	An assortment of intervention materials has been selected but have little or no connection to skill needs.	No intervention materials have been selected.
Recommend increasing time to 30-45 minutes to meet best practice. Clarify school schedule to ensure time is available due to dual languages being taught.	b.	The Tier 2 Intervention Programs provide explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines evidence-based as results from high-quality studies determining the intervention to have positive effects. A desirable effect size is generally considered to be .4 or greater.	All Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Some Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Tier 2 interventions are not evidence based in content areas and grade levels where they are available.
	c.	Tier 2 interventions supplement Tier 1.	Tier 2 interventions sometimes supplement Tier 1 and sometimes replace Tier 1 instruction	Tier 2 interventions replace Tier 1	Tier 2 interventions are not evident in the K-3 MTSS Plan.
Tier III: Intensive Intervention					
	a.	The Tier 3 Intervention Programs provide explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines evidence-based as results from high-quality studies determining the intervention to have positive	All Tier 3 interventions are evidence based in content areas and grade levels where they are available.	Some Tier 3 interventions are evidence based in content areas and grade levels where they are available.	Tier 3 interventions are not evidence based in content areas and grade levels where they are available

		effects. A desirable effect size is generally considered to be .4 or greater.			
Recommend increasing time to 40+ minutes to meet best practice. Clarify school schedule to ensure time is available due to dual languages being taught.	b.	Tier 3 interventions are more intensive than Tier 2 interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.	Tier 3 interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	Tier 3 interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than Tier 2 interventions.	Tier 3 interventions are not evident in the K-3 MTSS Plan.
	c.	Tier 3 interventions supplement Tier 1 and 2.	Tier 3 interventions sometimes supplement Tier 1 and sometimes replace Tier 2 intervention.	Tier 3 interventions replace Tier 1 or 2.	Tier 3 interventions are not evident in the K-3 MTSS Plan.

Universal Screening Process

	a.	The district has a coherent and clear assessment system, including an approved screener (mClass or approved screener by waiver), progress monitoring, diagnostic, and outcome measures.	The district has an approved screener (mClass or approved screener by waiver) and progress monitoring.	The district has an approved screener (mClass or approved screener by waiver) and is establishing a progress monitoring schedule.	The district does not have an approved screener (mClass or approved screener by waiver).
	b.	There is evidence that diagnostic assessment is consistently used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient	There is some evidence that diagnostic assessment is used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient; however, use of diagnostic assessment is inconsistent.	Current diagnostic assessments do not identify specific reading skill deficits.	No evidence of diagnostic assessment usage.

Professional Development

Recommend adding culturally relevant teaching practices for the 24/25 school year.	a.	Professional development includes reading instruction, support aligned with the core reading program, assessment to improve instructional practice, data based decision making, and delivery of interventions.	Some forms of professional development are available, but most are not consistent to ensure continuous improvement in reading instruction, or support aligned with the core reading program, assessment, to improve instructional practice, data based decision making, and delivery of interventions.	The school does not have a well-defined, professional development plan to support continuous improvement of reading instruction.	Professional development plan is not evident.
	b.	Professional development plan identifies the expected number of days/hours for professional development throughout the school year.	Professional development plan identifies the general number of days for professional development throughout the school year.	Professional development plan identifies an estimate of the number of days for professional development throughout the school year.	Professional development plan is not evident.

Public Communication

Need to add in specific dates. Need to add information about how you will communicate your K-3 MTSS plan, Tier II & III, IRIPs.	a.	All of the following conditions are met: (1) public meeting dates with a description of the school’s essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	Two of the following conditions are met: (1) public meeting dates with a description of the school’s essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	One of the following conditions are met: (1) public meeting dates with a description of the school’s essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	There is no evidence of public communication or meetings.
---	----	--	--	--	---

Home Supports

		Specific resources are described which are parent-friendly for home use. The plan for parent training is specifically outlined with dates.	Resources are described which are parent-friendly for home use. A plan for parent training is evident.	Some parent-friendly resources are described. No evidence of plans for parent training.	Parent-friendly resources and training plans are not evident.
--	--	--	--	---	---

Scoring:

0 = K-3 MTSS District Intervention Plan is not accepted. Submit revision with changes within 15 days

1= Conditional Acceptance. Changes in this domain must be addressed for next school year submission

3= Acceptance. Minor changes are encouraged for next school year submission

5= Accepted as final form.

Recommendations: (At least 2)

1. Clarify guided/shared reading instruction as this method is tied to language based instruction and not evidence based instruction.
2. ECRI as a supplemental instruction program should not be scheduled inside the Tier I core instruction time. Will need clarification.
3. Look at Tier II & III times for next school year.
4. Recommend adding culturally relevant teaching practices for the 24/25 school year.

1st DEED Review: 9/12/23

- IRIP document reviewed - in file, DEED Template
- Parent Notification document reviewed - in file

2nd DEED Review: 9-21-23

- IRIP document reviewed- in file, DEED template
- Parent Notification document reviewed- in file (meeting date is within the first 15 days after the state benchmark window closes)

HB114 MTSS Plan- In Action

Students that have scored at benchmark or above benchmark

1. Receive Tier I instruction according to the plan below.
2. Are progress monitored once a month.

Students that have scored below benchmark.

1. Receive Tier I and II (see below) instruction according to the plan.
2. Are progress monitored once a month

Students that have scored “well below benchmark” are required to have an Individual Reading Improvement Plan (IRIP) developed within 30 days.

1. We have 15 days to notify parents their students scoring “below proficient” or “well below proficient.”
2. Meet with guardians, develop plan, and implement IRIP within 30 days.
3. After obtaining a parent’s signature and approval of the IRIP, the intervention (10 weeks) plan begins.
4. Students receive Tier I, II, and III instruction.
5. Progress monitoring occurs every other week.
6. Every four weeks, teams are to review IRIPs and adjust the plan based on what students’ Progress monitoring data shows.

mClass Benchmarking

LNF	Letter Naming Fluency	<i>The student is presented with a sheet of letters and asked to name the letters</i>	K-1
PSF	Phonemic Segmentation Fluency	<i>Student is asked to say the appropriate sound of the letter. This assessment is timed, and proficiency is determined based on the number of sounds correctly said in one minute.</i>	K-1
NWF-CLS	Nonsense Word Fluency/Correct Letter Sounds	<i>The student is allowed 1 minute to produce as many letter-sounds as they can, and the final score is the number of letter-sounds produced correctly in one minute.</i>	K-3
NWF-WRC	Nonsense Word Fluency/Words Read Correctly	<i>Students are given 1 minute to read or sound out as many nonsense words as they can. The final scores the number of nonsense words read or recoded correctly as a whole word within 1 minute.</i>	K-3
WRF	Word Reading Fluency	<i>Students are given 1 minute to read as many words (sight words) as they can. The final scores the number of words read or recoded correctly as a whole word within 1 minute.</i>	K-3
ORF-Accu	Oral Reading Fluency-Accuracy		1-6
ORF	Oral Reading Fluency-Words Correct in a Minute		
Vocabulary	Vocabulary	<i>This assessment is comprised of different multiple-choice tasks to determine the student's level of knowledge of grade-level words, whether the student has strategies for making meaning of words encountered in text, and whether the student is applying this knowledge to making meaning from text.</i>	1-6
Spelling		<i>This assessment measures the spelling grade-level words. An audio prompt of the target word is provided and the student uses letter tiles to spell the word.</i>	K-3
RAN		<i>This assessment measures how quickly students can name numeric symbols.</i>	K-3
MAZE		<i>Students read a grade-level passage in which some words are replaced by a multiple-choice box that includes the original word and two distractors. The student reads the passage silently and applies vocabulary and word knowledge to select the word in each box that best fits the meaning of the sentence.</i>	2-6

Comparing Measures: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: District Grade Divider: On	Show Students Enrolled: Now Grade: 4 Grades District: Northwest Arctic Borough Sd	School Year: 2023-2024 Period: 23-24 BOY	Measure: All Measures Level Filter: All Levels

Northwest Arctic Borough Sd

Current as of 10/12/2023

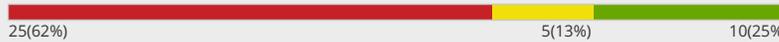
Northwest Arctic Borough Sd

Grade K

Measures	20%	40%	60%	80%	Total Students
Composite Score					114
Letter Names (LNF)					114
Phonemic Awareness (PSF)					114
Letter Sounds (NWF-CLS)					114
Decoding (NWF-WRC)					114
Word Reading (WRF)					114
Vocabulary					13
RAN					35
Risk Indicator					35

Grade 1

Measures	20%	40%	60%	80%	Total Students
Composite Score					138
Letter Names (LNF)					138
Phonemic Awareness (PSF)					138
Letter Sounds (NWF-CLS)					138
Decoding (NWF-WRC)					138
Word Reading (WRF)					138

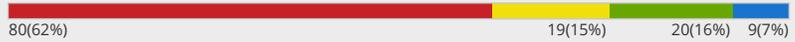
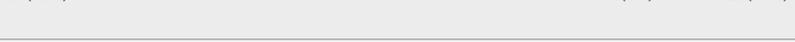
Reading Accuracy (ORF-Accu)	23-24 BOY		138
Reading Fluency (ORF)	23-24 BOY		138
Vocabulary	23-24 BOY		18
Spelling	23-24 BOY		40
RAN	23-24 BOY		9
Risk Indicator	23-24 BOY		40

Grade 2

Measures		20%	40%	60%	80%	Total Students
Composite Score	23-24 BOY		103			
Letter Sounds (NWF-CLS)	23-24 BOY		103			
Decoding (NWF-WRC)	23-24 BOY		103			
Word Reading (WRF)	23-24 BOY		103			
Reading Accuracy (ORF-Accu)	23-24 BOY		103			
Reading Fluency (ORF)	23-24 BOY		103			
Reading Comprehension (Maze)	23-24 BOY		103			
Vocabulary	23-24 BOY		79			
Spelling	23-24 BOY		78			
RAN	23-24 BOY		47			
Risk Indicator	23-24 BOY		78			

Grade 3

Measures		20%	40%	60%	80%	Total Students
----------	--	-----	-----	-----	-----	----------------

Composite Score	23-24 BOY  128
Letter Sounds (NWF-CLS)	23-24 BOY  128
Decoding (NWF-WRC)	23-24 BOY  128
Word Reading (WRF)	23-24 BOY  128
Reading Accuracy (ORF-Accu)	23-24 BOY  128
Reading Fluency (ORF)	23-24 BOY  128
Reading Comprehension (Maze)	23-24 BOY  128
Vocabulary	23-24 BOY  118
Spelling	23-24 BOY  76
RAN	23-24 BOY  14
Risk Indicator	23-24 BOY  76

HB114 MTSS Plan- Next Steps

School Data/MTSS Lead Teacher EDC

- In coordination with the site administrator, will facilitate site data team meetings with various stakeholders.
- Attend scheduled meetings with Curriculum Department to collaborate on mClass data.
- Proficiency within the mClass assessment system with knowledge of creating reports and analyzing data for the MTSS process.
- The ability to assist colleagues with creating and implementing Individual Reading Improvement Plans.
- Detail-oriented and maintain accurate records.
- Strong familiarity with Alaska State educational standards and district-approved curricula.

School	Positions Available	School	Positions Available
Ambler	1	JNES	2
Buckland	1	KMHS	1
Deering	1	Noatak	1
Kiana	1	Noorvik	2
Kobuk	1	Selawik	2
McQueen/Kivalina	1	Shungnak	1

HB114 MTSS Plan- Next Steps

Site Intervention Tutor EDC

- ⇒ Work collaboratively with the Curriculum Department to develop and implement literacy intervention activities tailored to the specific needs to students outside of typical school hours.
- ⇒ Collaborate with site classroom administrators and teachers on literacy intervention activities and student needs and progress.
- ⇒ Use assessment data to make informed adjustments to instructional strategies and materials to address individual learning needs.
- ⇒ Foster a supportive and inclusive learning environment that encourages children develop an appreciation for reading and writing.
- ⇒ Provide one-on-one or small group tutoring to help students improve their literacy skills.
- ⇒ Offer guidance and emotional support to address potential barriers to learning, such as motivation or self-esteem issues.

School	Positions Available	School	Positions Available
Ambler	3	JNES	4
Buckland	3	KMHS	2
Deering	2	Noatak	3
Kiana	3	Noorvik	4
Kobuk	1	Selawik	4
McQueen/Kivalina	3	Shungnak	3

Northwest Arctic Borough School District

FISCAL YEAR 2024 BUDGET & INVESTMENT ACCOUNTS OVERVIEW

October 13, 2023

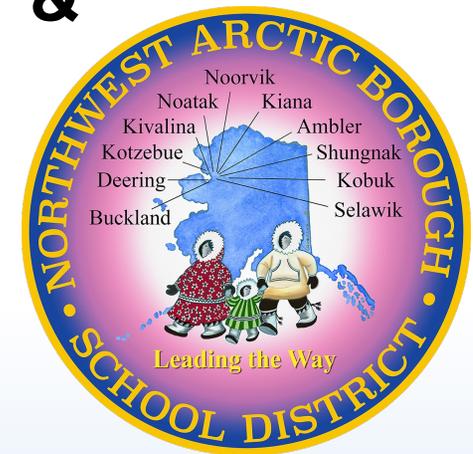


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- I. Budget Purpose, Preparation, and Drivers
- II. Student Enrollment, Fund Balance History & FY24 CIP Fund Balances
- III. FY24 General Operating Budget
 - School Site Budgets
 - Special Revenue Fund Budgets
 - District Wide Program Budgets
- IV. District Investment Account

Budget Purpose & Preparation



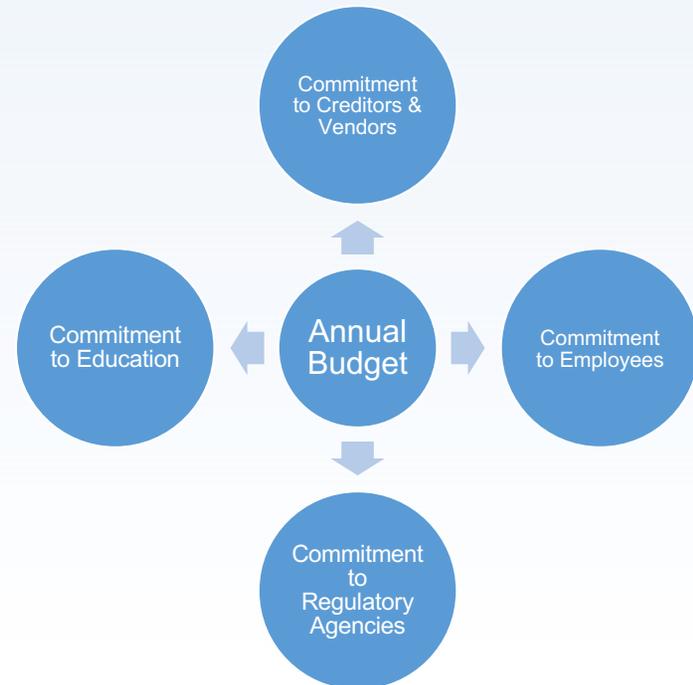
Budget Purpose

The purpose of a budget is to create a spending plan to organize, track, and improve the District's operations.

Financial Forecasting in a budget is the process of predicting future revenues and expenditures. This forecast is the basis for business decisions and involves financial planning for the following:

- Personnel
- Facilities
- Supplies
- Other – Professional & Technical Services, Student & Staff Travel, Dues & fees

The Annual Operating Budget evolves, and changes as accurate information is received.



Budget Preparation

The objective or goal of the district's budget process is to develop a budget that is “a long-term perspective and not simply an exercise in balancing revenues and expenditures one year at a time” (*National Advisory Council on State and Local Budgeting*).

The strategic plan is the guiding document for time and resource allocation. In addition to its directives, the following objectives are also prioritized:

- Evidence-based budget recommendations (data-driven, realistic, and feasible)
- Transparent, timely and objective budget system
- Participation and awareness from district stakeholders

BUDGET PREP PROCESS

November-December - Administrative Services begin preparing budget worksheets for forecasting;

January - April (Budget needs approval by **May 1**):

- 1) Administration/Dept Heads work together to develop budget proposal;
- 2) Administrative Team develops district-wide budget for Superintendent Review;
- 3) The Board reviews the budget proposal and makes necessary adjustments at the Budget Worksession;
- 4) School Board holds public hearing to review proposed budget;
- 5) Board votes on budget proposal at regular April meeting;
- 6) Budget Revisions are made throughout the year when accurate information is received.

Budget Drivers

What drives our District's General Operating Fund Budget?

- 1. Instruction:** The largest portion of a school district's budget is typically allocated to instructional costs, including teacher salaries, classroom materials, textbooks, and educational technology.
- 2. Personnel Costs:** This category encompasses salaries and benefits for all district employees, including teachers, administrators, support staff, and maintenance personnel.
- 3. Special Education:** Funding for special education services, including special education teachers, therapists, and accommodations for students with disabilities.
- 4. Transportation:** Costs related to operating and maintaining a bus fleet, providing transportation services to students, and fuel expenses.
- 5. Operations and Maintenance:** This includes expenses for maintaining and repairing school buildings and facilities, utilities, and custodial services.
- 6. Student Services:** Student support services like counselors, nurses, psychologists, and social workers fall under this category.
- 7. Administrative Costs:** Funding for district-level administrative functions, including salaries for superintendents, principals, and administrative staff.
- 8. Curriculum and Instructional Support:** Expenses related to curriculum development, instructional materials, technology infrastructure, and teacher training.
- 9. Athletics and Extracurricular Activities:** Costs for sports programs, clubs, and extracurricular activities.
- 10. Pension and Retirement Contributions:** Contributions to employee retirement plans, which can be a significant budgetary consideration.
- 11. Insurance:** Costs for providing health insurance and other employee benefits.
- 12. Contingency and Reserves:** Budgets often include a reserve or contingency fund for unexpected expenses or emergencies.
- 13. Legal and Compliance:** Expenses related to legal services and compliance with state and federal regulations.
- 14. Professional Development:** Funding for teacher and staff training and development programs.

Student Enrollment, Fund Balance History & FY24 Unserved CIP Fund Balances

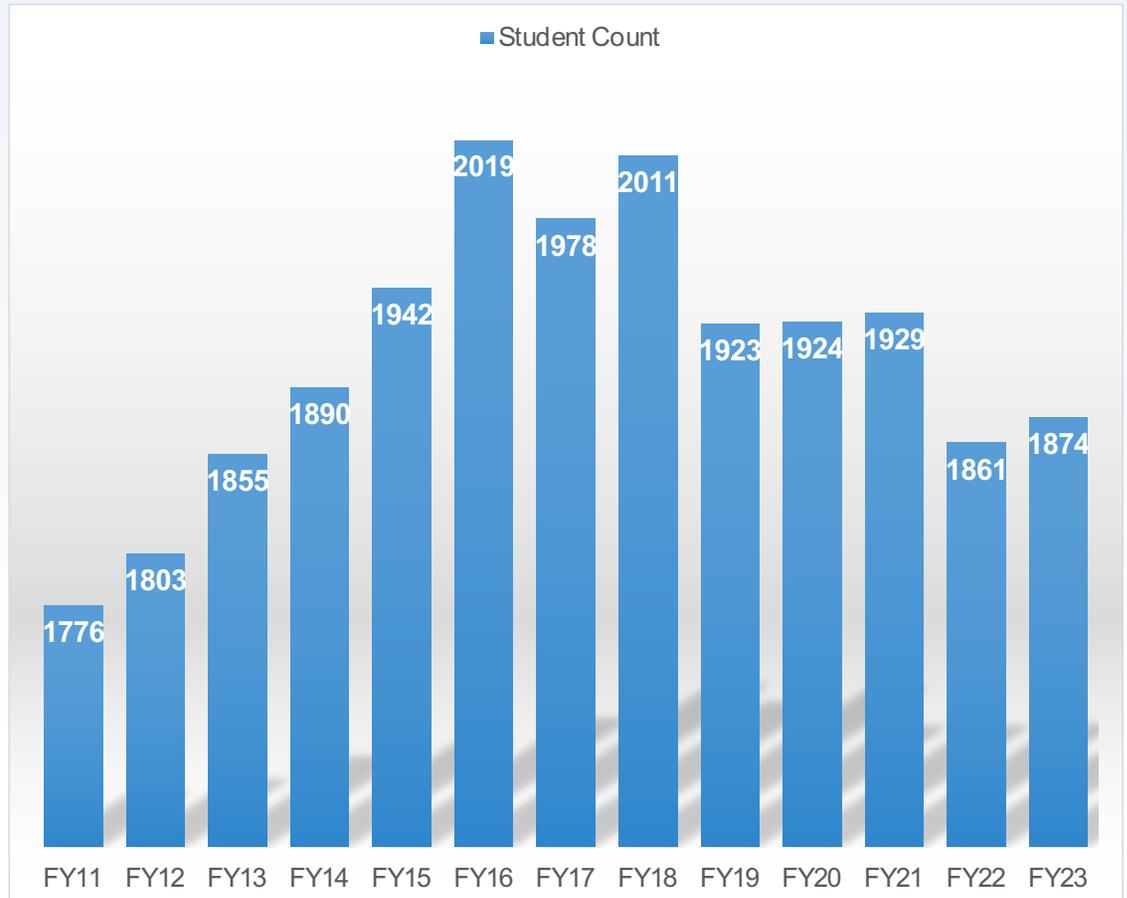


State Funded Student Enrollment

Note:

Basic Need per Student is $\$5,930 \times 1874 = \$11,112,820$. The remainder of the State Foundation Funding is built in with other cost factors such as Special Needs (20%), District Correspondence Students, CTE (1.5%) & Other Cost Factors that equate to the approximately \$37 million in foundation revenues.

This count includes Pre-K Students, the District's funding does not.



The **FY24** Budget was built off of a projection of 1880

Operating Fund Balance FY17 through FY22

	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>
Total Fund Balance	\$12,566,160	\$8,871,044	\$14,979,795	\$13,899,827	\$9,930,390	\$7,541,586
Inventory	\$739,615	\$871,478	\$1,311,574	\$861,383	\$765,422	\$718,140
Prepaid Items	\$20,207	\$18,978	\$953,202	\$1,177,235	\$25,034	\$1,117,856
Impact Aid received	\$9,127,574	\$5,754,438	\$10,445,660	\$6,858,607	\$1,243,036	\$993,894
Total Unreserved	<u>\$2,678,764</u>	<u>\$2,226,150</u>	<u>\$2,269,359</u>	<u>\$5,002,602</u>	<u>\$8,687,354</u>	<u>\$4,711,696</u>

FY23 Fund Balance will be available after Financial Audit

FY24 Unreserved CIP Fund Balances

FY24 SUMMARY OF FUND BALANCES IN SPECIAL REVENUE FUNDS			
		FY23 Fund Balance	NOTES
500	District Technology	1,134,481.00	Balance is from General Fund transfers and is allowed to be transfer back
501	Impact Aid Capital	53,386.00	Restricted; can support CIP project (not AHFC)
502	Local Funded Maintenance	704,578.00	Balance is from General Fund transfers and is allowed to be transferred back; desire is to leave, but may not be able to
510	CIP Reserved Local Share	227,679.00	Reserved for future CIP Local Share
544	Deering K-12 Project	30,159.00	Board Approved allocation of \$125,000 in FY21
551	ATC Family Housing	17,452.00	ATC Family Housing Project- reserved for project
552	NW Magnet School (expansion)	673,518.00	Balance is from General Fund; use part to cover any expenses over revenue in the Magnet School Fund 225; rest to transfer to GF
556	Selawik Renovation	(29,681.00)	Will transfer funds in to cover expenditures until funding source found
557	JNES Gym Roof Replacement	(637,799.00)	Invoiced to Borough
		2,173,773.00	

FY24 General Operating Budget



FY24 General Fund Budget

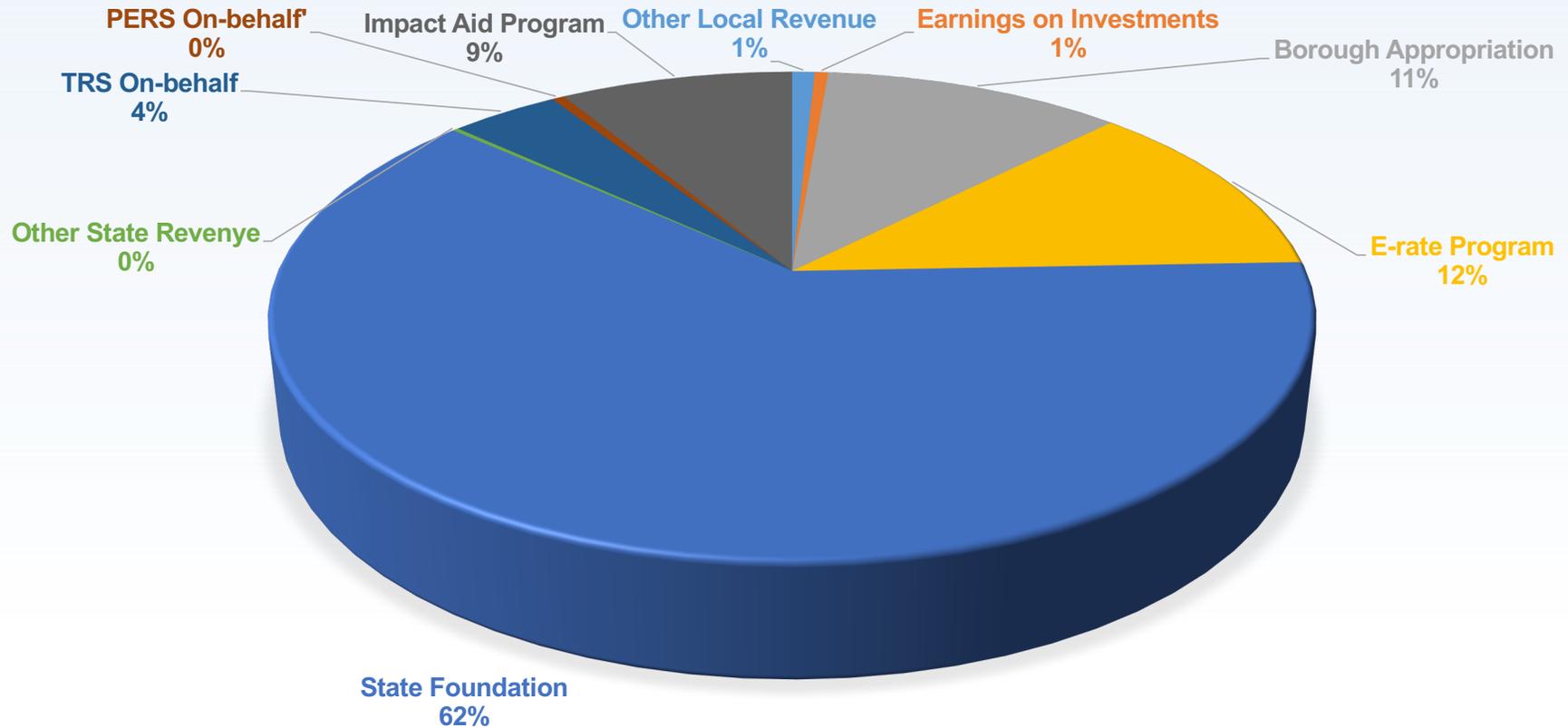
REVENUE	
Other Local Revenue	\$500,000
Earnings on Investments	\$300,000
Borough Appropriation	\$6,654,111
E-Rate Program	\$7,205,220
State Foundation	\$37,434,458
Other State Revenue	\$124,952
TRS On-Behalf	\$2,417,663
PERS On-Behalf	\$278,505
Impact Aid Program	\$5,178,376
TOTAL:	\$60,093,285

EXPENDITURES	
Salaries & Benefits	\$38,924,262
Professional & Technical Services	\$3,369,006
Travel	\$1,626,554
Utilities	\$12,915,839
Other Purchased Services	\$4,416,906
Property & Liability Insurance	\$1,000,159
Supplies, Materials & Media	\$1,415,185
Tuition, Dues & Fees & Equipment	\$178,494
Indirect Cost Recovery	(\$315,000)
TOTAL:	\$63,531,405

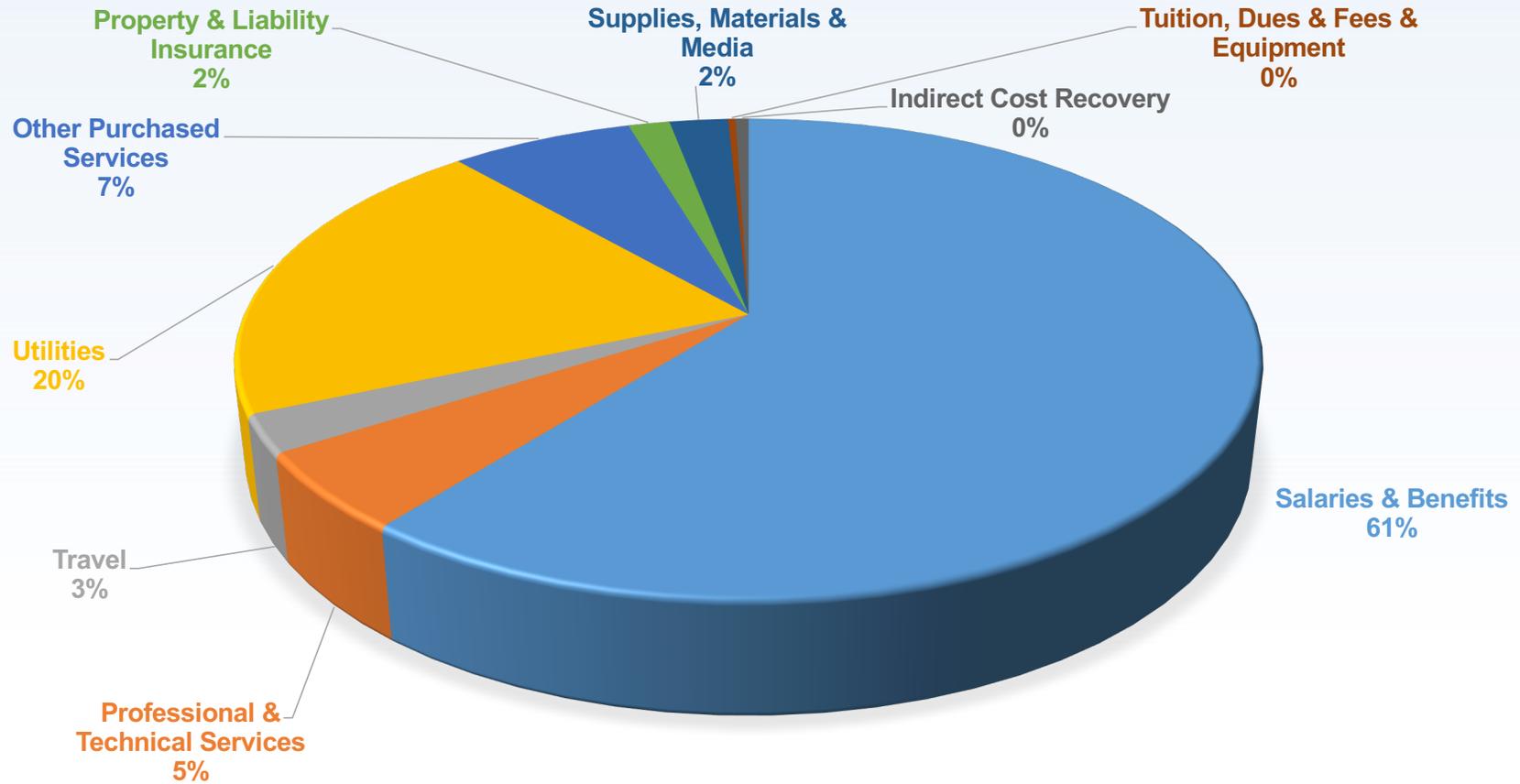
TRANSFERS OUT	
Teacher Housing Fund	\$450,000
Special Rev Fund-transportation	\$150,000
TOTAL:	\$600,000

EXPENSE OVER REVENUE	
Deficit – Use of Fund Balance	\$4,038,121

FY24 General Fund Revenue by Source



FY24 General Fund Expenditures

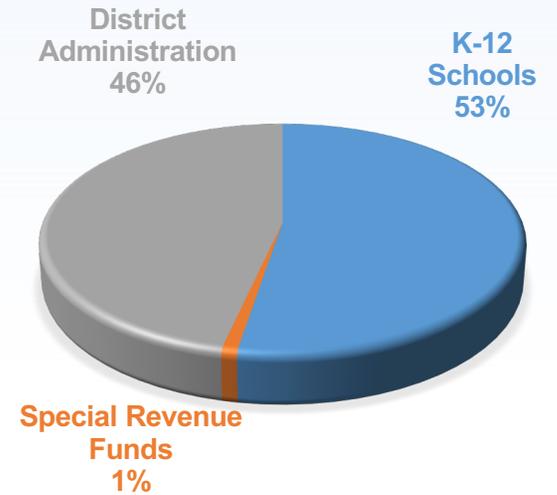


FY24 Expenditures by Site & District Wide

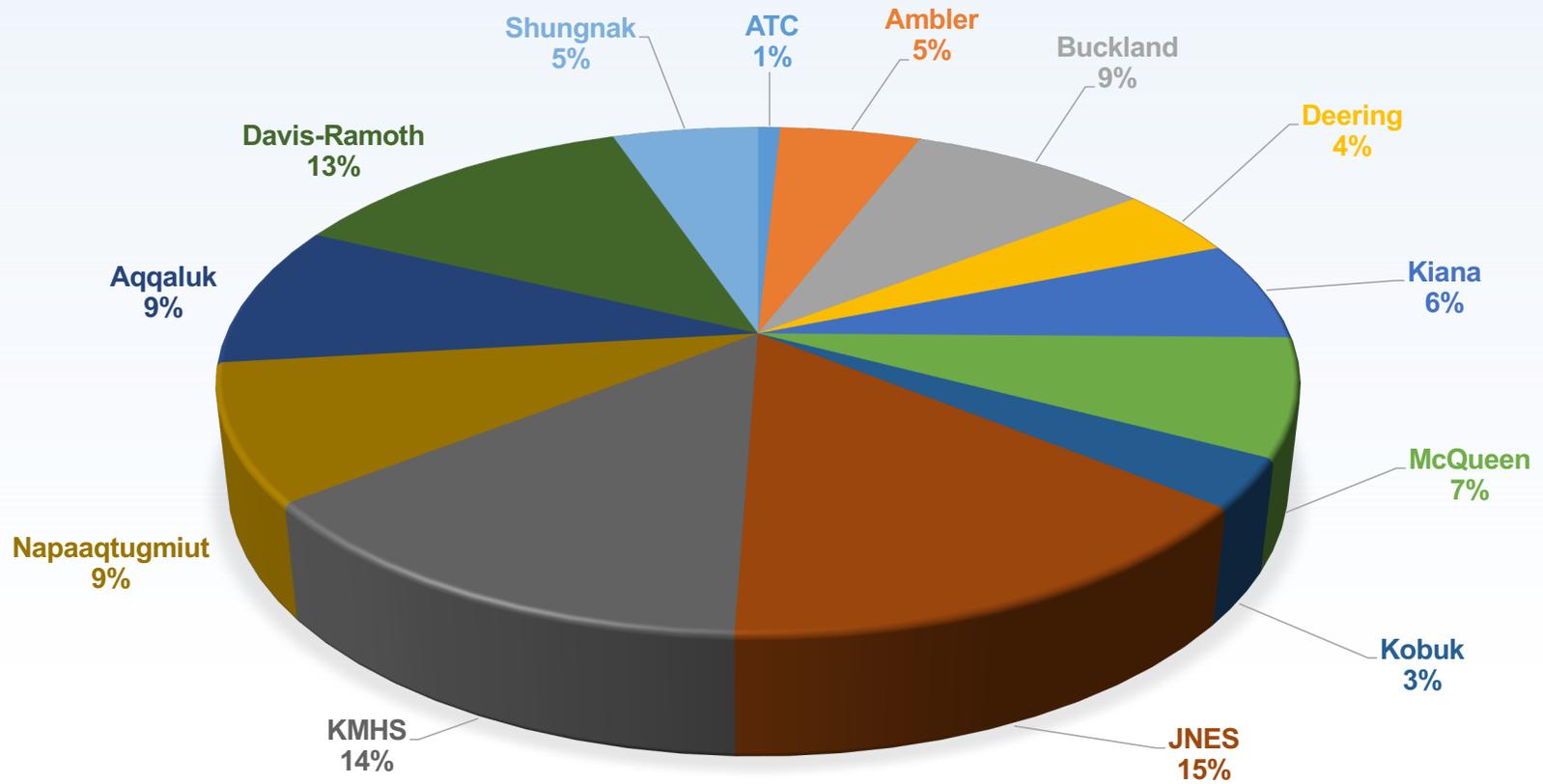
Schools	YTD Enrollment	
Alaska Technical Center- GF Utilities	\$267,000	
Ambler	\$1,697,909	59
Buckland	\$2,922,167	195
Deering	\$1,489,036	53
Kiana	\$2,146,685	101
Kivalina	\$2,535,442	159
Kobuk	\$1,056,645	30
JNES	\$4,957,409	262
KMHS	\$4,673,698	365
Noatak	\$2,945,169	155
Noorvik	\$3,049,016	200
Selawik	\$4,259,320	256
Shungnak	\$1,756,869	70
TOTAL:	\$33,756,365	1905

District Wide Programs	
Board of Education	\$577,041
Superintendent's Office	\$782,558
Student Services	\$1,917,692
Curriculum & Instruction	\$758,530
Dist. Wide Instructors & Supplies	\$3,173,550
Student Activities	\$1,397,872
Administrative Services	\$1,652,992
Human Resources	\$783,552
Technology	\$1,300,738
Technology - Internet	\$7,715,979
Property Maintenance	\$5,450,631
Borough Rent	\$4,263,906
TOTAL:	\$29,775,041

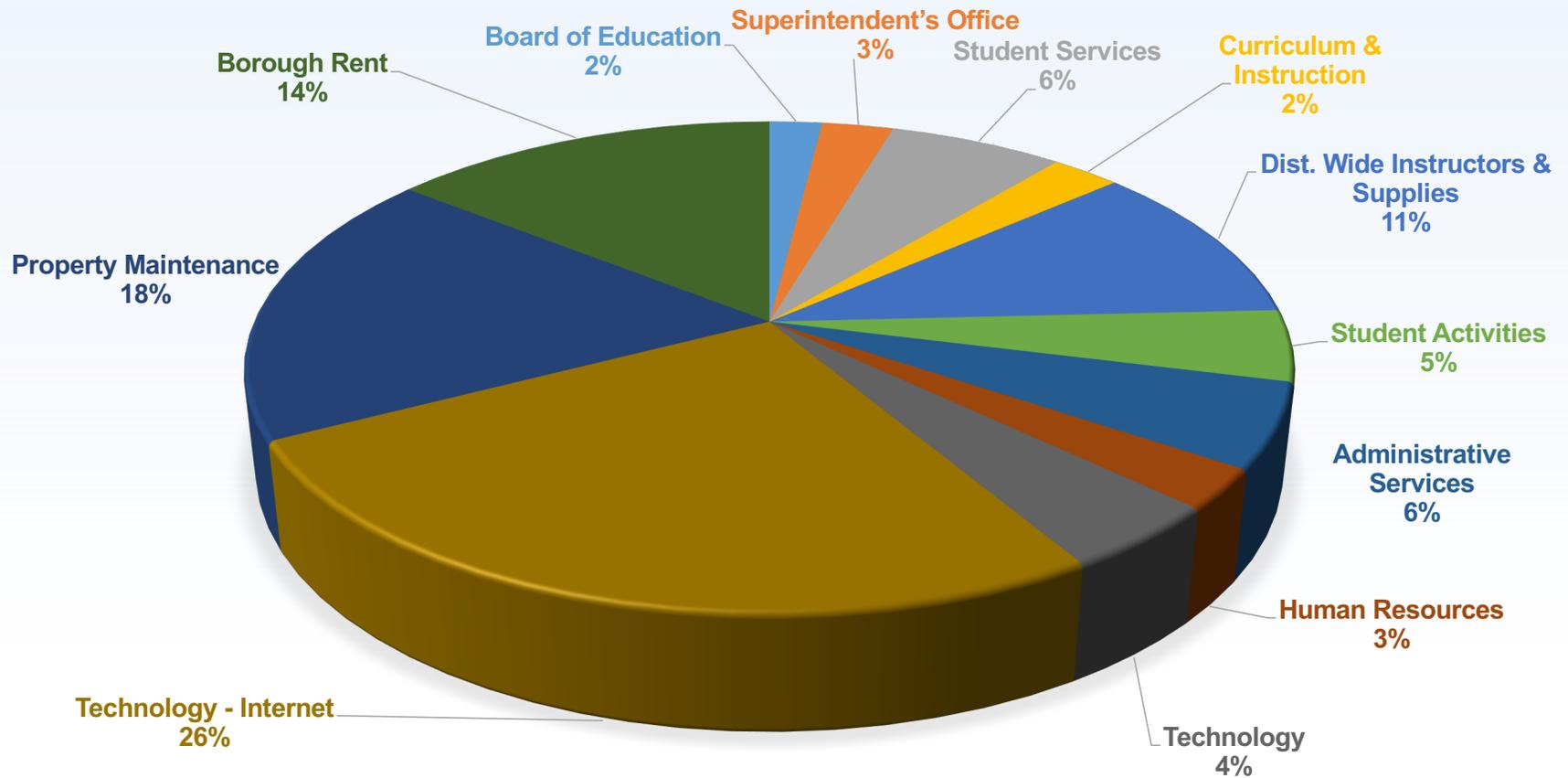
Special Revenue Funds	
Special Rev Fund- Transportation	\$150,000
Teacher Housing Fund	\$450,000
TOTAL:	\$600,000



FY24 School Site Budgets



FY24 District Wide Programs Budgets



District Investment Account



NWABSD Investments

NWABSD currently has one investment account with cash from General fund balance.

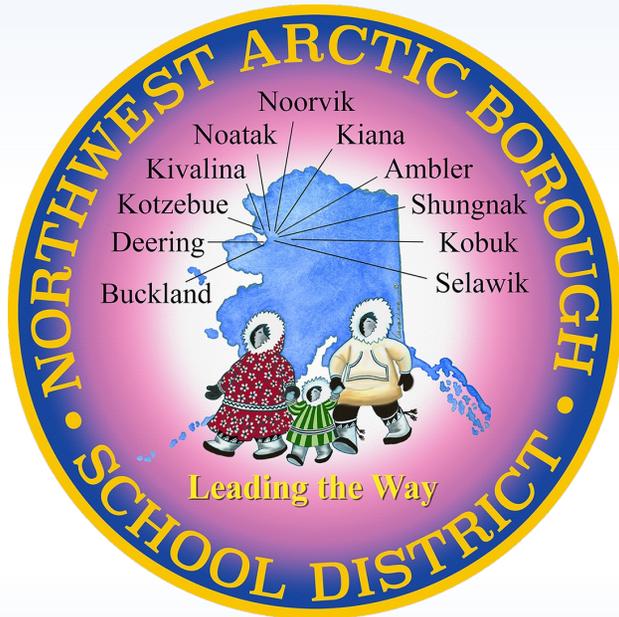
In 2018 the District invested \$10 million in General operating funds into AMLIP, which was moved to Wells Fargo in December of 2020 to generate a higher yielding rate of return on investment. The District has earned approximately \$733,000 on this investment.

	Fiscal Year	IILD GF Earnings	IILD CIP Earnings	Total Earnings	
1	FY19	\$ 112,675.74	\$ -	\$ 112,675.74	
2	FY20	\$ 134,699.78	\$ -	\$ 134,699.78	
3	FY21	\$ 1,694.94	\$ 2,564.11	\$ 4,259.05	
4	FY22	\$ 13,734.29	\$ 12,012.88	\$ 25,747.17	
5	FY23	\$ 316,919.38	\$ 17,754.50	\$ 334,673.88	
6	FY24	\$ 153,307.21	\$ -	\$ 153,307.21	Year to date
		\$ 733,031.34	\$ 32,331.49	\$ 765,362.83	

In October of 2020 the District had invested \$20 million in Capital Improvement funds with Wells Fargo. The account has earned approximately \$32,000 on this investment and the District had to transfer the whole balance of this investment back into the General bank account to spend on the Kivalina Project construction costs. *Any earnings on investment from these funds must be used towards future Capital Improvement projects.*

Note: I have reached out to Wells Fargo about other investment options

Questions/Discussion.....



Board Budget Summary

FY 24

Board Stipends

	Stipend	mtg Days				
4 Regular meetings in person	\$ 250.00	11	4	2	\$ 22,000.00	5 regular meetings 27,500
4 Regular meetings via Teams	\$ 250.00	11	4	2	\$ 22,000.00	3 virtual 16,500
Kivalina open house/ regular meeting	\$ 250.00					11 members 2750
Board Retreat combined with October meeting	\$ 250.00	9		3	\$ 6,750.00	10 members 7,500
AASB Annual Conference November 4-7	\$ 250.00	10		4	\$ 10,000.00	9 members 9000
Policy committee all day meeting	\$250.00					5members 1250
<u>4 special meetings (Incl other board misc trng)</u>	\$ 250.00	11	4	1	\$ 11,000.00	11 members 22,000
<u>Lobby at DC and Juneau</u>	\$ 250.00	5	6			5membersx6days 7500
AASB 2 member regular mtgs	\$ 250.00	2	4		\$ 2,000.00	1 member 2,000
President-NWALT, CWT, ATC Qtrly	\$ 250.00	3	4		\$ 3,000.00	1 member 3,000.00
NWALT Summit	\$ 250.00	3				1 member 750
Lobbying w NWALT Juneau and DC	\$ 250.00	1	2	2	\$ 1,000.00	1 member 1,000
TOTAL					\$ 77,750.00	100,750

Benefits

Health Insurance	\$ 27,000.00	10			\$ 270,000.00	270,000.00
Other Benefits	\$ 79,000.00	13%			\$ 9,899.00	10693
TOTAL					\$ 279,899.00	280,693.00

Professional & Technical Services

Misc. Serv and training, AASB Inservice					\$ 25,000.00	25,000
Lobbyists					\$ 89,500.00	89500
Strategic Planning					\$ 11,000.00	
TOTAL					\$ 125,500.00	114,500

Travel & Perdiem

Regular meeting Airfare - 5 members	\$ 2,241.00		4		\$ 9,044.00	6 board x5 mtgs 2475 12375
Regualr meeting Hotel - \$239.00 a night	\$ 1,195.00		4	3	\$ 14,240.00	6 board x5 mtgs 1434 21,510
Regular meeting Perdiem-\$60.00	\$ 80.00	5	4	3	\$ 4,800.00	6 memx60 x 5 mtgs 5400
					\$ 28,084.00	39285

Annual AASB Airfare \$300.00	\$ 300.00	9			\$ 2,400.00	8 members 305 r/t 2440
Annual AASB Village to OTZ					\$ 1,216.00	5 board 2097
Annual AASB Hotel \$225.00	\$ 225.00	9		4	\$ 8,100.00	8 members 7200
Annual AASB Car-actual costs					\$ 637.00	650
AASB Perdiem	\$ 80.00	9		4	\$ 3,440.00	8 members 2,560
					\$ 15,793.00	14947

AASB Quarterly Trainings

AASB travel	\$ 330.00	11		1	\$ 3,630.00	11 membersx2 7260
Village to OTZ					\$ 2,241.00	5 membersx2 4950
AASB hotel @250.00	\$ 250.00	11	1	3	\$ 8,250.00	2 trngsx3 nights 16500
AASB Perdiem	\$ 80.00	11	1	2	\$ 1,760.00	2 trngsx3 nights 2640
AASB Car rental						\$337 x 4 1,348
					\$ 15,881.00	32698
1 National Conference-Travel	\$ 1,000.00	11			\$ 11,000.00	750 r/t 11 membe 8250
Village to OTZ					\$ 2,231.00	6 member 2475
Hotel @250.00	\$ 250.00	11		3	\$ 8,250.00	4 nights 11,000
Perdiem	\$ 80.00	11		3	\$ 2,640.00	4 nights 3520
					\$ 24,121.00	25245

Miscellaneous Exp

Supplies, media and frt for Board & Board meeting	\$ 7,229.07				\$ 7,229.07	5000
CEACC membership and aasb fees	\$ 38,500.00				\$ 38,500.00	38500
Joint ASC meeting supplies (Teams meeting)	\$ 5,000.00				\$ 5,000.00	
TOTAL					\$ 50,729.07	43500

Grand Total

FY24 Budget

Balance

651,618