

NWABSD Board of Education Committee Meeting

Thursday, March 7, 2024 9:00 PM

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

1.	9:00 a.m. -Student Activities	Presenter: Brett Slaathaug, Student Activities Coordinator
2.	9:45 a.m. Budget Committee Meeting	Presenter: Megan Williams, Director of Administrative Services
3.	10:45 a.m. -Lobbying Committee	Presenter: Christina Hess, Reggie Joule, John Walsh, Lobbyist
4.	11:45 a.m. Curriculum Committee	Presenter: Tracy Bell, Director
5.	1:15 p.m. Indian Education	Presenter: Joy Cogburn-Smith, Director of State and Federal Programs
6.	1:45 p.m. Educator's Rising	Presenter: Tracy Bell, Clayton Gindt
7.	2:45 p.m. Strategic Plan	Presenter: Terri Walker, Superintendent
8.	5:00 p.m. -Joint Maintenance/Construction Committee	Presenter: Kathy Christy/Dena Strait, Capitol Projects Manager



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

NWABSD BOARD OF EDUCATION Student Activities Committee Meeting Conducted via Microsoft Teams & Teleconference Agenda

**March 7th, 2024
8:15 A.M.**

I. Alaska Schools Activities Association Update

II. Battle of the Books

K Division:

1. JNES
2. Deering

1st Division:

- 1st - JNES
- 2nd - Shungnak
- 3rd - Deering

2nd Division:

1. JNES #1
2. JNES #2
3. Shungnak

3/4 Division:

1. Shungnak
2. Deering
3. JNES

5/6 Division:

1. JNES
2. Deering #1 & #2
3. Shungnak

7/8 Division:

1. Deering
2. Shungnak
3. Kotzebue

HS Division:

No Teams

III. Spelling Bee

District Results

- 1st Place: Jazzelle Moto of Deering (39 correct words)
2nd Place: Emery Johnson (38 correct words)
3rd Place: Adam Gomez (34 correct words)

Mar 20

Alaska State Spelling Bee Live @ ANC: Performing Arts Center

IV. MS Tournaments - Feb 23/24

Boys @ WTK: OTZ, ORV, BKC, WLK, WTK, KVL, PHO

Girls @ WLK: OTZ, ORV, BKC, WLK, WTK, PHO

Coed @ SHG: KVL, SHG, ABL, IAN

Committee Members: Ellen Coffin, Joanne Harris, Shannon Melton, Lawrence Jones Sr., Tillie Ticket
Student Activities Coordinator: Brett Slaathaug

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.

V. 1A Basketball

a. NWA Conference Tournament @ Kotzebue: Feb 29-Mar 2

2024 1A Northwest Arctic Conference Tournament		
Thur, February 29th - Session 1 (Quarterfinals)		
9:00 AM	G1: #4	v. #5
10:30 AM	G1: #4	v. #5
12:00 PM	G2: #3	v. #6
1:30 PM	G2: #3	v. #6
Thur, February 29th - Session 2 (Semifinals)		
4:00 PM	G3: #1	v. W1:
5:30 PM	G3: #1	v. W1:
7:00 PM	G4: #2	v. W2:
8:30 PM	G4: #2	v. W2:
Fri, March 1st - Session 3 (Consolation 1st Rd)		
9:00 AM	G5: L2:	v. L3:
10:30 AM	G5: L2:	v. L3:
12:00 PM	G6: L1:	v. L4:
1:30 PM	G6: L1:	v. L4:
Fri, March 1st - Session 4 (Championships)		
6:00 PM	G7: W3:	v. W4:
7:30 PM	G7: W3:	v. W4:
Sat, March 2nd - Session 5 (Consolation Semifinals)		
9:00 AM	G8: W5:	v. W6:
10:30 AM	G8: W5:	v. W6:
Sat, March 2nd - Session 6 (True Second)		
6:00 PM	G9: L7:	v. W8:
7:30 PM	G9: L7:	v. W8:
9:00 PM	Awards Ceremony	
9:30 PM	Senior Recognition	

b. State Tournament @ ANC: Alaska Arena: Mar 13-16

VI. 3A Basketball

a. Western Conference Tournament @ Barrow: Mar 7-9

- Schedule to be announced by Monday, Mar 4th.

b. State Tournament @ ANC: Alaska Arena: Mar 20-23

VII. Native Youth Olympics

https://www.nwarctic.org/activities/native_youth_olympics

Mar 18 (Mon) 1st Available Practice

April 12/13 District NYO Meet @ Kotzebue

April 25-27 State NYO Meet @ Anchorage

VIII. Other



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NWABSD BOARD OF EDUCATION

Budget Committee Meeting

Conducted via Teleconference

Call 1-833-682-3239, enter code: 471-167-458#

Agenda

March 7, 2024

9:30 a.m.

- I. FY24 Financial Report as of January 31, 2024
- II. Capital Improvement Fund Balances
- III. Food Service Program Cost Review
- IV. FY24 Audit Schedule (no attachment)
 - Preliminary Audit – June 10-14, 2024
 - Final Audit – September 9-13, 2024
- V. Action Items with Budget impact:
 - 24-097 Approval of Budget, and Contract Award Deering Replacement School
 - 24-098 Award of Contract Davis-Ramoth School Fire Alarm Replacement and Delegation of Contracting Authority
 - 24-100 Approval of Kobuk Generator
 - 24-101 Approval of J&H Consulting MOA
 - 24-102 Approval of Student Services Vehicle
- VI. Future Business:
 - Adoption of FY25 Budget

Committee Members: Marie Greene (Chair), Alice Adams, Margaret Hansen, Joanne Harris
Director of administrative Service: Megan Williams

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.

**Northwest Arctic Borough School District
Financial Narrative
For Month Ending January 31, 2024**

Included in the attached report are the reports for General Fund Revenue & Expenditures, Board Expenditures, and the Investment Account balance for month ending 1/31/2024.

The Board last received a report in December of 2023 with expenditures and revenue through December 31, 2023.

We are 58% through the fiscal year and have expended 48% of our general operating budget, and received 62% of our budgeted general fund revenue. 83% of our General Fund budget is expended and encumbered.

**Northwest Arctic Borough School District
General Fund Revenue
For Month Ending January 31, 2024**

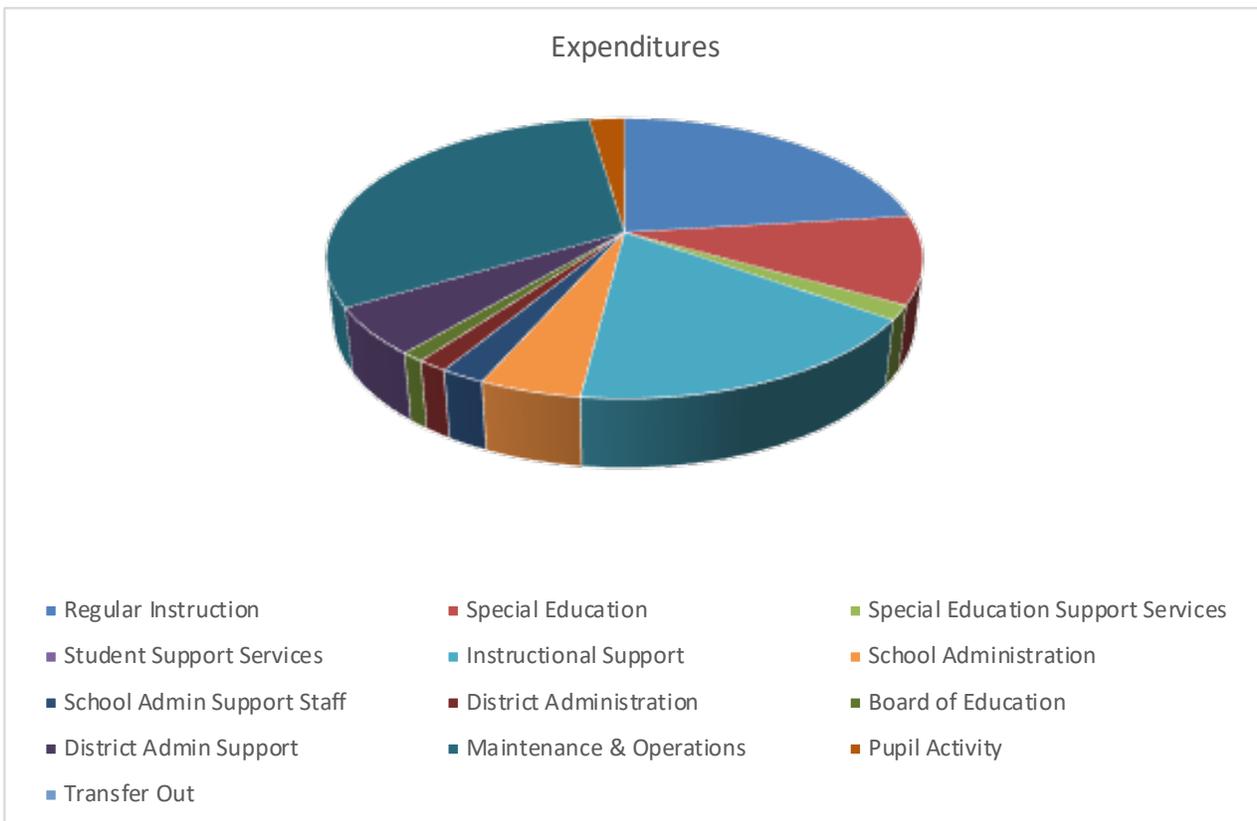
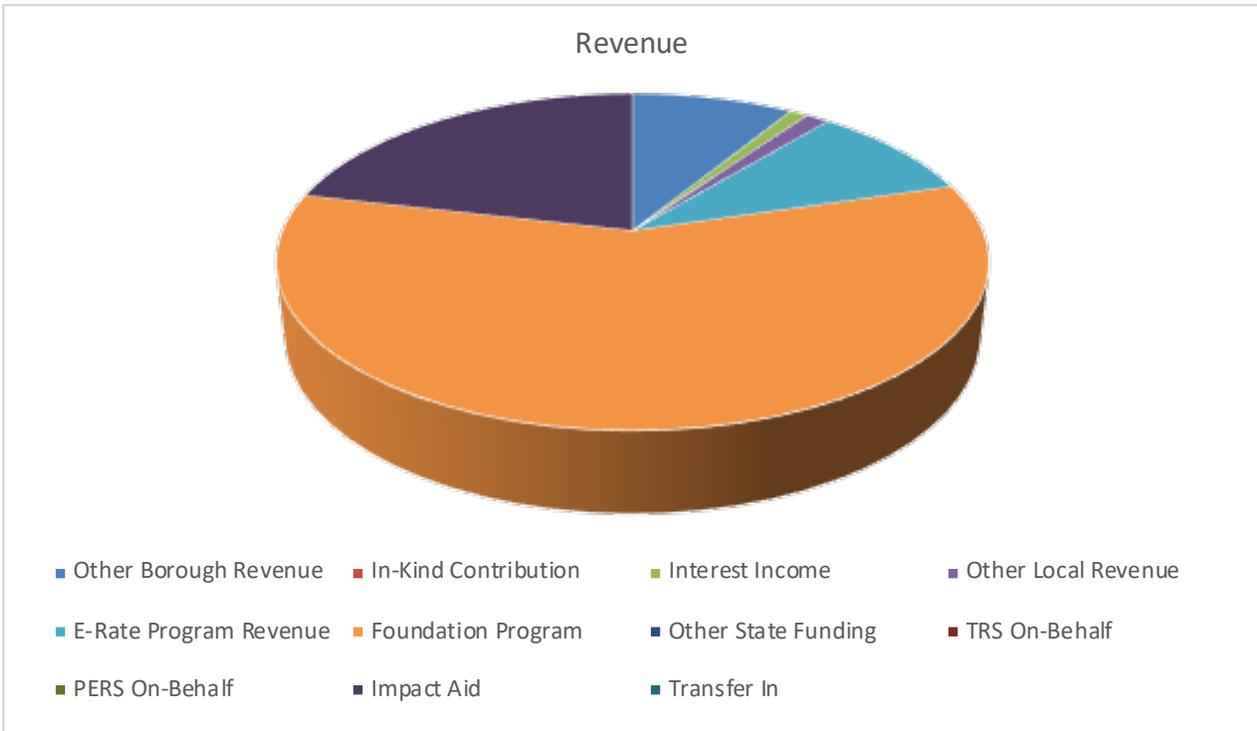
		Approved				
		<u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
Revenues By Object:						
011	Other Borough Revenue	6,645,111	3,322,556	-	(3,322,556)	50%
012	In-Kind Contribution	-	-	-	-	NA
030	Interest Income	600,000	364,728	-	(235,272)	61%
040	Other Local Revenue	725,000	479,640	-	(245,360)	66%
047	E-Rate Program Revenue	7,205,220	3,548,610	3,918,771	(7,575,381)	49%
051	Foundation Program	37,434,458	22,043,182	-	(15,391,276)	59%
090	Other State Funding	124,952	-	-	(124,952)	0%
056	TRS On-Behalf	1,955,492	-	-	(1,955,492)	0%
057	PERS On-Behalf	326,903	-	-	(326,903)	0%
111	Impact Aid	6,510,519	8,096,339	-	1,585,820	124%
250	Transfer In	-	-	-	-	NA
Revenue Totals		61,527,655	37,855,055	3,918,771	(23,672,600)	62%
		62% % Received to date				

Percentage of All Funds Total Budget Expended:	47.96%
Percentage of Year Passed:	58.33%
General Checking Account Ending Balance	\$9,790,665
Wells Fargo IILD Account	\$11,944,427
JNES Scholarship Account	\$4,147
Month End Cash In Bank Account	<u><u>\$21,739,239</u></u>

**Northwest Arctic Borough School District
General Fund Expenditures by Object & Function
For Month Ending January 31, 2024**

		<u>Approved</u>				
		<u>Budget</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
Expenditures By Object:						
310	Certificated Salaries	14,843,111	6,764,411	6,502,901	1,575,799	46%
320	Non-Certificated Salaries	9,428,729	4,422,150	2,759,303	2,247,276	47%
331	Leave Pay Out	196,654	37,107	-	159,547	19%
333	Board Stipends	87,750	51,750	-	36,000	59%
360	Employee Benefits	10,395,005	5,483,543	3,539,080	1,372,382	53%
367	TRS On-behalf	1,955,492	-	-	1,955,492	0%
368	PERS On-behalf	326,903	-	-	326,903	0%
	SUBTOTAL: Personnel	37,233,644	16,758,961	12,801,284	7,673,399	45%
410	Professional & Technical Services	3,942,267	1,386,168	2,373,469	182,629	35%
420	Staff Travel	452,250	210,070	22,727	219,453	46%
420	Board Travel	108,852	41,916	19,281	47,655	39%
425	Student Travel	1,144,775	489,745	17,230	637,800	43%
430	Utility Services	8,387,769	4,268,076	4,512,978	(393,286)	51%
435	Energy-includes electricity & fuel	4,928,070	3,934,653	823,620	169,797	80%
440	Other Purchased Services	4,460,051	2,265,154	2,140,098	54,799	51%
445	Property & Liability Insurance	1,305,616	1,306,397	-	(781)	100%
450	Supplies, Materials & Media	1,479,821	633,238	130,866	715,717	43%
480	Tuition	20,000	3,675	-	16,325	18%
490	Dues & Fees	134,719	97,699	23,033	13,986	73%
510	Inventoried Equipment	25,000	7,844	-	17,156	31%
495	Indirect Cost Recovery	(315,000)	(164,673)	-	(150,327)	52%
	SUBTOTAL: Non-Personnel	26,074,189	14,479,961	10,063,304	1,530,925	56%
550	Transfer Out	1,825,000	-	-	1,825,000	0%
Expense Totals		65,132,834	31,238,922	22,864,588	11,029,323	83%
		48% Expended to date				
		<u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
Expenditures by Function						
100	Regular Instruction	16,585,899	7,196,786	5,905,304	3,483,809	43%
200	Special Education	6,980,017	3,160,215	2,584,733	1,235,068	45%
220	Special Education Support Services	1,491,768	518,690	355,855	617,223	35%
300	Student Support Services	4,000	1,222	-	2,778	31%
350	Instructional Support	10,515,699	5,354,585	5,024,752	136,362	51%
400	School Administration	3,379,262	1,453,208	1,334,860	591,195	43%
450	School Admin Support Staff	1,329,141	636,461	477,288	215,392	48%
510	District Administration	797,755	434,940	213,469	149,346	55%
511	Board of Education	630,427	334,599	41,661	254,167	53%
550	District Admin Support	2,668,113	1,697,949	867,875	102,290	64%
600	Maintenance & Operations	17,165,708	9,730,067	5,842,478	1,593,162	57%
700	Pupil Activity	1,760,045	720,200	216,314	823,530	41%
900	Transfer Out	1,825,000	-	-	1,825,000	0%
Total Expenditures		65,132,834	31,238,922	22,864,588	11,029,323	83%

**Northwest Arctic Borough School District
General Fund Revenue & Expenditures by Function
For Month Ending January 31, 2024**



**Northwest Arctic Borough School District
Board Expenditures
For Month Ending January 31, 2024**

		Approved <u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Variance</u>	<u>% of Budget</u>
Expenditures by Object					
333	Board Stipends	87,750	51,750	36,000	59%
36?	Benefits	280,995	163,690	117,305	58%
410	Professional & Technical Services	108,150	51,801	56,349	48%
420	Travel	108,852	41,916	66,936	39%
450	Supplies	5,000	4,766	234	95%
490	Other Expenses (Dues & Fees)	39,680	20,675	19,005	52%
Total Expenditures		\$ 630,427.08	\$ 334,599.48	\$ 295,827.60	53%

1 Budget Summary

<u>Board Stipends</u>		FY24			
<u>Stipend</u>	<u>Members</u>	<u># of times</u>	<u># of Days</u>	<u>TOTAL</u>	
\$ 250.00	Regular In Person Meetings	11	5	2	\$ 27,500.00
\$ 250.00	Regular Teams Meetings	11	3	2	\$ 16,500.00
\$ 250.00	Kivalina open house/ regular meeting	11	1	1	\$ 2,750.00
\$ 250.00	Board Retreat combined with October mtg	10	1	3	\$ 7,500.00
\$ 250.00	AASB Annual Conference November 4-7	7	1	4	\$ 7,000.00
\$ 250.00	Policy committee all day meeting	5	1	1	\$ 1,250.00
\$ 250.00	4 special meetings (Incl other board misc)	11	4	1	\$ 11,000.00
\$ 250.00	Lobby at DC and Juneau	5	1	6	\$ 7,500.00
\$ 250.00	AASB 2 member regular mtgs	2	4	1	\$ 2,000.00
\$ 250.00	President-NWALT, CWT, ATC Qtrly	3	4	1	\$ 3,000.00
\$ 250.00	NWALT Summit	3	1	1	\$ 750.00
\$ 250.00	Lobbying w NWALT Juneau and DC	1	2	2	\$ 1,000.00
TOTAL					\$ 87,750.00
<u>Benefits</u>					
\$ 27,000.00	Health Insurance	10			\$ 270,000.00
\$ 87,750.00	Other Benefits	13%			\$ 10,995.08
TOTAL					\$ 280,995.08
<u>Professional & Technical Services</u>					
\$ 25,000.00	Misc. Serv and training, AASB Inservice				\$ 25,000.00
\$ 80,000.00	Lobbyists				\$ 80,000.00
\$ -	Strategic Planning				\$ -
\$ 450.00	AASB Registration	7	1	4	\$ 3,150.00
TOTAL					\$ 108,150.00
<u>Travel & Perdiem</u>					
\$ 2,475.00	Regular meeting Airfare - 5 members	6	5	1	\$ 12,375.00
\$ 1,434.00	Regular meeting Hotel - \$239.00 a night	6	5	3	\$ 21,510.00
\$ 360.00	Regular meeting Perdiem-\$60.00	6	5	3	\$ 5,400.00
TOTAL					\$ 39,285.00

\$ 305.00	Annual AASB Airfare \$300.00	7	1	1	\$ 2,135.00
\$ 744.00	Annual AASB Village to OTZ	3	1	1	\$ 2,232.00
\$ 225.00	Annual AASB Hotel \$225.00	7	1	4	\$ 6,300.00
\$ 650.00	Annual AASB Car-actual costs				\$ 650.00
\$ 80.00	AASB Perdiem	7	1	4	\$ 2,240.00
					\$ 13,557.00

AASB Quarterly Trainings

\$ 330.00	AASB travel - Anchorage	11	2	1	\$ 7,260.00
\$ 2,740.00	Village to OTZ	5	2	1	\$ 5,480.00
\$ 250.00	AASB hotel @250.00	11	2	3	\$ 16,500.00
\$ 80.00	AASB Perdiem	11	2	3	\$ 5,280.00
\$ 337.00	ASSB Car rental			4	\$ 1,348.00
					\$ 35,868.00

\$ 750.00	1 National Conference-Travel	9			\$ 6,750.00
\$ 378.00	Village to OTZ	4			\$ 1,512.00
\$ 250.00	Hotel @250.00	9	1	4	\$ 9,000.00
\$ 80.00	Perdiem	9	1	4	\$ 2,880.00
					\$ 20,142.00

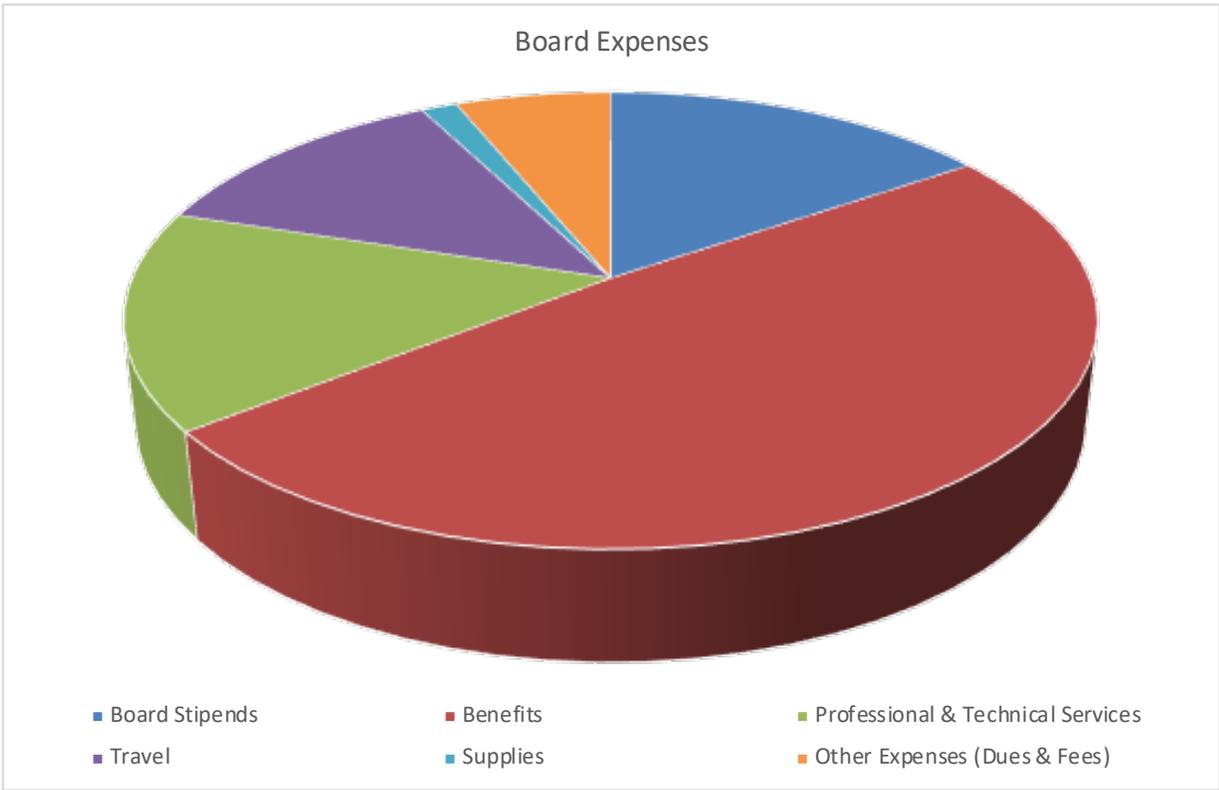
TOTAL \$ 108,852.00

Miscellaneous Exp

\$ 5,000.00	Supplies, media and freight for Board & Board meetings				\$ 5,000.00
\$ 39,680.00	CEE membership and AASB fees				\$ 39,680.00
\$ -	Joint ASC meeting supplies (Teams meeting)				\$ -
					TOTAL \$ 44,680.00

Grand Total \$ 630,427.08

**Northwest Arctic Borough School District
Board Expenditures
For Month Ending January 31, 2024**



**Northwest Arctic Borough School District
Investment Account Earnings
For Month Ending January 31, 2024**

	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	\$ 364,728.12	\$ -	\$ 364,728.12	Year to date
		\$ 944,452.25	\$ 32,331.49	\$ 976,783.74	

Deposit Activities

INST INSURED LIQ DEPOSIT SAVINGS A000MK6
 *As of January 31, 2024

Interest earned
 this period
 53,641.30

Transaction Date	Activity	Principal	Market Value (\$)	Interest Amount	Principal Balance
01/31/24	Interest Rate 5.2998000%			53,641.30	11,944,426.96
	Beginning Balance				11,890,785.66
	Ending Balance				11,944,426.96

FY24 SUMMARY OF FUND BALANCES IN SPECIAL REVENUE FUNDS

	FY23 Fund Balance	NOTES	Expenditures & Transfers-Out FY24	Revenue FY24	Transfers-In FY24	Designated or Non-Spendable or Inventory FY24	Remaining Available Balance for FY24 or FY25	Note
500 District Technology	1,134,480.84	Balance is from General Fund transfers and is allowed to be transfer back	-	-	-	52,000.00	\$ 1,082,480.84	Balance that can be used
501 Impact Aid Capital	53,384.72	Restricted; can support CIP project (not AHFC)	-	-	-	-	\$ 53,384.72	Balance that can be used
502 Local Funded Maintenance	704,577.83	Balance is from General Fund transfers and is allowed to be transferred back; desire is to leave, but may not be able to be	397,317.47	-	-	205,153.71	\$ 102,106.65	Balance that can be used
503 Teacher Housing Cap project	-	Balance is from CIP local share transfer and is allowed to be transfer back	-	-	-	-	\$ -	
510 CIP Reserved Local Share	227,678.72	Reserved for future CIP Local Share	-	-	-	227,678.72	\$ -	
512 BKC Teacher Housing #1	-	AHFC BKC Teacher Housing Project- reserved for project	2,386.25	-	250,297.00	-	\$ 247,910.75	
513 BKC Teacher Housing #2	-	AHFC BKC Teacher Housing Project- reserved for project	345.00	-	125,148.50	-	\$ 124,803.50	
514 WLK Teacher Housing FY22	-	AHFC WLK Teacher Housing Project- reserved for project	117,857.18	120,512.21	-	-	\$ 2,655.03	
517 KVL Teacher Housing FY20	-	AHFC KVL Teacher Housing Project- reserved for project	-	-	-	-	\$ -	
518 KVL Teacher Housing FY21	-	AHFC KVL Teacher Housing Project- reserved for project	-	-	-	-	\$ -	
522 KVL Bus Barn	-	Restricted for Kivalina Bus Barn	33,000.00	-	-	-	\$ (33,000.00)	ASRC Change Order, over budget
531 Deering Exterior	-	Restricted for DRG Exterior Project	25,679.08	-	49,500.00	-	\$ 23,820.92	
544 Deering K-12 Project	30,158.88	Board Approved allocation of \$125,000 in FY21	30,388.03	-	-	-	\$ (229.15)	Over budget
546 Shungnak Phase II	234,033.24	Restricted for equipment in Shungnak, technically deferred revenue	-	-	-	234,033.24	\$ -	
548 Kivalina School Project	2,348,009.43	Restricted for Kivalina School Project, technically deferred revenue	148,249.53	-	-	2,199,759.90	\$ -	
549 Buckland HVAC	-	Restricted for Buckland HVAC - Revenue from NWAB	761,798.25	761,798.25	-	-	\$ -	reimbursed by Borough
550 KVL Teacher Housing Project	-	KVL Teacher Housing Project- reserved for project	117,798.00	-	-	-	\$ (117,798.00)	ASRC Change Order
551 ATC Family Housing	17,451.75	ATC Family Housing Project- reserved for project	-	-	-	17,451.75	\$ -	
552 NW Magnet School (expansio	673,518.35	Balance is from General Fund; use part to cover any expenses over revenue in the Magnet School Fund 225; rest to transfer to GF	-	-	-	-	\$ 673,518.35	Balance that can be used
553 Magnet School Dormitory	-	Balance is from General Fund and can be transferred back to General Fund	-	-	-	-	\$ -	
555 CIP Management Services	-	Fund for CIP Management - Will transfer in to at FY End	7,886.93	-	7,886.93	-	\$ -	
556 Selawik Renovation	(29,681.33)	Will transfer funds in to cover expenditures until funding source found	34,698.60	-	-	-	\$ (64,379.93)	Leave Negative Balance
557 JNES Gym Roof Replacement	(637,799.13)		176.81	-	-	-	\$ (637,975.94)	Billed to Borough
	4,755,813.30		1,677,581.13	882,310.46	432,832.43	2,936,077.32	\$ 1,457,297.74	

NMS & NWABSD Food Service cost out

	NMS Cost	Estimated NWABSD Cost	Notes
Food	\$ 696,549.00	\$2,448,872.63	Vendors quoted food and supplies combined. Some items were quoted with bypass freight, but freight for freeze and fresh fruit/vegetables were not quoted with freight, so not included in amount.
Supplies	\$ 79,907.00		
Postage & Freight	\$ 459,064.00	\$ 505,000.00	VERY Rough estimate
Salaries & Benefits	\$ 782,207.00	\$ 1,748,782.00	Same # of staff as NMS @ District's pay & benefit rates
Facility Rent/Utilities	\$ 151,043.00	\$ -	NMS rents a warehouse and housing for their management staff. Not sure where District would keep inventory in Kotz.
Equipment Depreciation	\$ 22,726.00	\$ -	N/A
Travel	\$ 28,229.00	\$ 80,000.00	Estimate with site visits for manager(s) to review and train staff
Vehicle Costs	\$ 14,306.00	\$ -	N/A
Other	\$ 15,969.00	\$ -	N/A
TOTAL	\$ 2,250,000.00	\$ 4,782,654.63	

Projected NWABSD cost over NMS	\$ 2,532,654.63
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NWABSD Contract \$\$: \$ 3,600,000.00
FY23 Payment to NMS \$ 2,286,324.43

NWABSD requested a quote for food and supplies to be shipped to sites from US Foods. The company sent a quote and included freight for the dry goods and supplies, however, would not quote with shipping of perishable items. It would cost the District an additional \$2.5 million to run the food service program themselves with the same types of meals served and the same number of staffing

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: February 26, 2024

NUMBER: 24-097

FR: Office of the Superintendent

SUBJECT: Approval of Budget and
Contract Award Deering
Replacement School

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve a contract for site development and Schematic Design to Burkhart Croft Architects in an amount not to exceed \$175,000.

ABSTRACT:

Board approval is required to expend \$50,000.00 and higher.

ISSUE:

At issue is board approval increase the budget for the planning and design of the Deering Replacement School and approval the award a contract to Burkhart Croft Architects in an amount not to exceed \$175,000.

BACKGROUND AND/OR PERTINENT INFORMATION:

Deering K-12 Replacement School is ranked #5 on DEED's School Construction list. The project total is \$46,255,576 with \$9,251,115 as local share. This project is not included in the Governor's budget, and it is not expected to be funded in FY 25. However, it is important that this project improve its rating for FY 26 consideration.

There are two significant infrastructure projects in planning and design for the community of Deering. Alaska Department of Transportation (DOT) is seeking FY25 funding to build a new road between the airport and the community. Alaska Native Tribal Health Consortium is in the design phase for replacement and extension of the water and sewer systems within Deering.

Both of these projects impact the school project both physically as well as in timing of their construction. The selected site of the new school is off the yet to be built DOT road. The new school site will need utility services extended to it in order to serve the school. District Capital Projects Managers have been coordinating with these two projects for the last two years. We are now to the point that we need to confirm the selected site is a good site to build the 50-year school upon. The community approved this site last April. School site utilities, driveway access and overall site planning and design need to be completed to continue coordination with the DOT and ANTHC projects.

In addition, DEED does not pay for work off the school site such as utility extensions. Therefore, we need to design these extensions, in coordination with the ANTHC project, and then seek funding other than DEED funding to get them constructed.

Close coordination is required with both projects as the school requires road access and utilities. DOT's road project is planned to get FY25 funding, start construction in Fall 2025 and be completed in Fall 2027. The earliest ANTHC's water and sewer project would be under construction is 2025, but it will likely be 2026.

ALTERNATIVES:

1. Approve the allocation of \$175,000 to the Deering Replacement School Project and the delegation of authority to the Superintendent to contact with Burkhart Croft Architects, as presented.
2. Disapprove the allocation of \$175,000 to the Deering Replacement School Project and the delegation of authority to the Superintendent to contact with Burkhart Croft Architects, as presented.
3. Take no final action.

RECOMMENDATION:

The administration recommends the Board approve the allocation of \$175,000 to the Deering Replacement School Project and the delegation of authority to the Superintendent to contact with Burkhart Croft Architects, as presented.

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-098

FROM: Office of the Superintendent

SUBJECT: Award of Contract Davis-
Ramoith School Fire Alarm
Replacement and
Delegation of Contracting
Authority

ABSTRACT

Award of contract for emergency replacement of Davis-Ramoith fire alarm system.

ISSUE

At issue is approval of contract for the emergency replacement of the fire alarm system and any associated work as required by the State Fire Marshal at Selawik School and delegation of contracting authority to the Superintendent for this work.

BACKGROUND AND/OR PERTINENT INFORMATION

At the January meeting Board Memorandum 24-085 approved emergency procurement procedures for the replacement of the failed Selawik fire alarm system and delegation of contracting authority to the Superintendent. The District coordinated with the Department of Education and Early Development (DEED) and achieved approval for a shortened bid period.

RSA Engineering, Inc. prepared the technical specifications for the work. The District advertised the project for 14 days. The bid opening will occur March 8 at 11:00. The lowest responsive and responsible bidder will be announced following the bid opening. This information will be provided to the Board prior to the Board meeting. Although the Board has already approved the delegation of contracting authority to the Superintendent at the January meeting, because this is an unusual and unexpected situation the Superintendent wants to keep the Board fully informed and provide the opportunity for Board input regarding the award of contract.

The cost of panel replacement is anticipated to be between \$650,000 to \$700,000. The actual cost of the work will be determined at bid opening. The District does not have the funding available. However, the District is following all DEED procedures so that the costs will be eligible for reimbursement at some point in the future under a DEED major maintenance grant. District is actively seeking funding from the Borough and the contract will not be awarded until funding is secured.

An update of this memorandum, recommending the award to the lowest responsible, responsive bidder, will be provided prior to the March 8 Board meeting.

It is critical that the District be able to quickly procure, award and perform this fire alarm system replacement to remedy this safety issue at the school. To do so, the Superintendent requires a delegation of contracting authority to award the contract and approve changes to the contract once funding is identified.

ALTERNATIVES

1. Approve the award of contract to the lowest responsible, responsive bidder as identified

following bid opening and funding is secured, and approve delegation of authority to the Superintendent to award the contract for construction as presented;

2. Do not approve the award of contract to the lowest responsible, responsive bidder as identified following bid opening, and do not approve delegation of authority to the Superintendent to award the contract for construction, as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION

The administration recommends that the Board approve the award of contract to replace the Selawik fire alarm system to the lowest responsible, responsive bidder as identified following bid opening and funding availability; and to approve a delegation of contracting authority to the Superintendent, as presented.

MEMORANDUM

TO: NWABSD Board of Education

DATE: February 19th, 2024

NUMBER: 24-100

FR: Office of the Superintendent

SUBJECT: Kobuk Generator

Funding: Capital improvements

ABSTRACT:

Board approval is required for expenditures that exceed \$50,000.

ISSUE:

At issue is board approval to award the Northwest Arctic Borough School District's purchase of a back up generator for the school and housing in Kobuk to NC Power Systems

BACKGROUND AND/OR PERTINENT INFORMATION:

Kobuk school has not had a back up generator since the new school was built and remodeled. This would give the school and part of the housing back up power during the power outages.

ALTERNATIVES:

1. Approve the administration's request to award the Back up generator for the school to NC Power Systems in the amount of \$53,330.00, With final shipping costs not to exceed \$10,000.00, (Final installation costs to be determined)
2. Disapprove the administration's request to award the Back up generator for the school to NC Power Systems in the amount of \$53,330.00, with final shipping costs not to exceed \$10,000.00, (Final installation costs to be determined)
3. Take no action

ADMINISTRATION'S RECOMMENDATION:

Administration recommends approval of the administration's request to award the Back up generator for the Kobuk school to NC Power Systems in the amount of \$53,330.00, with final shipping costs not to exceed \$10,000.00, (final installation costs to be determined)

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: February 29, 2024

NUMBER: 24-101

FM: Office of the Superintendent

SUBJECT: Approval of FY-24
Contract; J & H Consulting

STRATEGIC PLAN/BOARD GOAL:

Support student-centered learning environments.

ABSTRACT:

Contracts exceeding \$50,000 requires Board approval.

ISSUE:

At issue is the approval of the FY-24 lobbyist contract with J & H Consulting in the amount not to exceed \$75,000.

BACKGROUND AND/OR PERTINENT INFORMATION:

The NWABSD has contracted with J & H Consulting, Reggie Joule and Christine Hess, to assist administration with NWABSD lobbying and legislative priorities during the legislative session. Critical issues to be addressed include adequate funding for possible construction, coordination of the legislative fly-ins and the legislative priorities of the NWABSD. Administration believes it is crucial that the school district maintain a presence with Juneau year-round to assist our representatives and lobbyists with district issues.

The contracted amount for services and related expenses is a total not to exceed \$75,000. Contract to begin January 1, 2024 – December 31, 2024.

ALTERNATIVES:

1. Approve the FY-24 lobbyist contract J & H Consulting in the amount not to exceed \$75,000.00 as presented;
2. Disapprove the FY-24 lobbyist contract with J & H Consulting as presented;
3. Take no action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the FY-24 lobbyist contact with J & H Consulting in the amount not to exceed \$75,000.00 as presented.

MEMORANDUM

TO: NWABSD Board of Education Members

DATE: March 8, 2024

NUMBER: 24-102

FR: Office of the Superintendent

SUBJECT: Approval of Purchase
Cargo Vehicle

STRATEGIC PLAN/BOARD Strategy:

Instructional Support

ABSTRACT:

Board approval is required for purchases that exceed \$50,000.

ISSUE:

At issue is the Board's approval of the purchase of a District Office Cargo Vehicle for an amount not to exceed \$80,000

BACKGROUND AND/OR PERTINENT INFORMATION:

The administration is requesting the purchase of a new cargo vehicle for use at the district office in Kotzebue.

It will be used to transport materials and supplies to and from the airport for delivery to the villages.

Awaiting quotes for actual costs. The estimated amount will be similar to other vehicles recently purchased, not to exceed \$80,000 (includes freight costs)

Funding: ESSER III Fund 252

ALTERNATIVES:

1. Approval of purchase of District Office Cargo Vehicle for an amount of \$80,000 as presented.
2. Disapproval of purchase of District Office Cargo Vehicle for an amount of \$80,000 as presented.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends board approval of the purchase of a District Office Cargo Vehicle purchase for an amount of \$80,000 as presented.

J&H Consulting and JM Walsh and Company
Update to the NWAB School Board
March 2024

Legislative Visits:

NWABSD Superintendent Teri Walker, Megan Williams and two principals, Cherita Willams and



Gary Perkins, met with Reps. Mina, Baker, Tomaszewski, Prax, Story, Himschoot, and Cronk and Sens. Olson, Hoffman and Stedman. These meetings focused on the increased costs of school operations and the impact of reductions in services for students. The team also addressed the many capital infrastructure needs.

NWABSD Superintendent Teri Walker, and board members Margaret Hansen, Tillie Ticket and Marie Green met with Reps. Sumner, Wright, Stapp, Cronk, Schrage, Baker and

McCormick. On the Senate side, the team met with Sens. Tobin, Kiehl, Hoffman, Olson, and Bishop. During these meetings, the team focused on the legislative priorities with specific focus on the needs for an increased BSA, capital infrastructure needs, the impact of inflation and rising costs on the budget and anticipated impacts without any increased funding. The prepared hand-outs were left at each office. The group was well received. The group also had dinner one evening with the youth leaders to support and inspire them.

Youth Leaders met with Reps. Baker, McCormick, Armstrong, Mina, Diebert and Sens. Dunbar Olson, Hoffman and Stedman. They had the opportunity to be introduced on the House Floor as well. As the students became more comfortable with the process their advocacy for their needs improved and they become more out-spoken. It was a great learning opportunity for them. Youth leaders included Alice Gregg, Keegan Pungalik, Zevadiah Dexter, Shaun Patterson. Andie Zink and Jay Panillo chaperoned the students.

Update on SB 140: The three main issues are the amount of a BSA increase, whether charter schools should be decided by the State Board of Education or at the local level, and whether to fund \$58 million in teacher bonuses for 3 years.

Update on the BAGS grant: HB 193 is the companion bill to SB 140. The bill is identical to the original version of Senator Hoffman's Senate Bill 140, which increases internet speed from 25 to 100 megabytes. HB 193 is in House Rules and is being posed to move quickly in case SB 140 fails to move.

Update on legislative process: Subcommittees reviewing department budgets. Bills moving in committees.

Chris, Reggie and John





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

NWABSD BOARD OF EDUCATION CURRICULUM COMMITTEE MEETING

Conducted via Teleconference
Call 1-833-682-3239, Enter code: 374 437 247#

Agenda

March 7, 2024

11:00 a.m.

- I. NWABSD Strategic Goal 2: Instructional Supports
 - Program Adoption Update and Materials Approval
 - Job Description Approval

- II. Questions/Comments

Committee Members: Alice Melton-Barr, Carol Schaeffer

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.

MEMORANDUM

TO: NWABSD Board of Education Members

DATE: February 28, 2024

NUMBER: 24-113

FR: Office of the Superintendent

SUBJECT: Approval of Purchase-
Math Materials

STRATEGIC PLAN/BOARD GOAL:

NWABSD Strategic Goal 2: Instructional Supports

ABSTRACT:

Board approval is required for purchases that exceed \$50,000.

ISSUE:

At issue is the Board's approval of math adoption expenses from publishers Carnegie, Innovative Concepts, Inc, Mind Education, and McGraw-Hill to adopt math program materials and textbooks. Total purchase not to exceed \$975,000.

BACKGROUND AND/OR PERTINENT INFORMATION:

Committee's Recommendations for Adoption

Publisher	Program	Grade Levels
Carnegie	<i>Clear Math</i> <i>6-year student online subscription bundle.</i>	K-5
Carnegie	MATHia Adventure (Supplement) <i>6-year student online subscription bundle</i>	K-5
Innovative Concepts, Inc.	TouchMath (Intervention) <i>3-year print & digital subscription bundle.</i>	PK-8
Mind Education	ST Math (Supplemental)	K-5
McGraw-Hill	<i>Reveal Math Algebra 1, Algebra 2, Geometry, and Integrated Math</i> <i>6-year student online subscription bundle.</i>	6-12

6-year bundles cover student consumables and online licenses through the 2030-2031 school year

These items were budgeted for and approved as part of our ESSER spending provided by the U.S. Department of Education.

Funding: ESSER III Fund 252

ALTERNATIVES:

1. Approval of math adoption expenses from publishers Carnegie, Innovative Concepts, Inc, Mind Education, and McGraw-Hill to adopt math program materials and textbooks. Total purchase not to exceed \$975,000.
2. Disapproval of math adoption expenses from publishers Carnegie, Innovative Concepts, Inc, Mind Education, and McGraw-Hill to adopt math program materials and textbooks. Total purchase not to exceed \$975,000.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the board approves math adoption expenses from publishers Carnegie, Innovative Concepts, Inc, Mind Education, and McGraw-Hill to adopt math program materials and textbooks. Total purchase is not to exceed \$975,000.

After careful review and analysis, the elementary team strongly recommends the adoption of the Clear Math K-5 Carnegie Learning program for implementation across our district. This comprehensive program has been identified as the most suitable solution to meet the diverse needs of our students within the NWABSD.

Rationale:

The Clear Math K-5 Carnegie Learning program offers a wealth of resources and instructional strategies designed to enhance student learning and teacher effectiveness. Key features that make this program stand out include:

1. **Clear and User-Friendly Resources:** The teacher and student resources are thoughtfully structured, providing clear learning objectives, standards alignment, and comprehensive lesson plans. They are designed to accommodate various teaching modalities, including whole group, small group, and individual instruction.
2. **Diverse Instructional Approaches:** The program incorporates a variety of instructional approaches such as lectures, hands-on activities, application exercises, skill-building tasks, critical thinking challenges, and self-reflection opportunities. This ensures engagement and promotes deeper understanding among students.
3. **Embedded Interventions and Differentiation:** The program includes built-in interventions tailored to students' needs, allowing for easy review, evaluation, and differentiation. Reteaching activities are provided at varying levels of difficulty (below, on, and challenge) to accommodate diverse learners.
4. **Comprehensive Scope and Sequence:** With approximately 120-140 days of lessons spread across five modules, the program offers ample time for pre-teaching, reteaching, and assessment. Each lesson is meticulously structured, addressing specific standards and indicating the percentage of standard coverage.
5. **Accessible Online Resources:** The online platform complements the print materials, providing digital copies of teacher manuals, assessments, lesson activities, and interactive tools. The platform also offers valuable insights through reports, enabling teachers to identify and address students' specific needs effectively.
6. **Student-Centered Approach:** The student materials feature clear learning objectives, engaging activities, and diverse ways to demonstrate understanding. Games, family letters, and verbal processing opportunities enhance conceptual development and foster a positive learning environment.
7. **Interventions, Challenges, and Assessments:** The program includes targeted interventions based on student data, challenge problems to promote higher-order thinking, and comprehensive assessments designed to measure student success accurately.

In summary, the Clear Math K-5 Carnegie Learning program offers a robust and adaptable framework that aligns with our district's educational goals and values. Its emphasis on clarity, differentiation, and student engagement makes it a highly effective tool for promoting mathematical proficiency among our K-5 students.

Grades K-5

Welcome to an exclusive preview of ClearMath Elementary!

Play together. Think together. Learn together.

Powered by play

Re-imagine the math classroom as a place where meaningful play taps into young learners' curiosity and ignites a love of mathematics. Engaging lessons, centers, game-based online learning, and instructional supports encourage investigations and discoveries that develop inventive and persistent thinkers.



//CODiE//
MATHia Adventure 2023 SIIA CODiE WINNER

Results rooted in research

Nurture children into high-achieving, creative math thinkers with a research-backed approach focused on how learning occurs. Intentionally developed lessons strengthen executive functions and allow students to transfer new knowledge outside of a single concept, giving them a deep understanding of math and how it appears in the world around them.

More math moments

With creative problem-solving and mental math routines, and imaginative MATHia Adventure digital games, mathematical thinking is intentionally interwoven throughout the day to make meaningful learning happen anytime—not just when it's scheduled.

Tools tailored to teachers

Straightforward supports are designed with educators in mind, so all teachers can implement with ease, and more importantly, teach with confidence. Lessons and center activities allow teachers to engage students with new concepts, supported by point-of-use facilitation notes, digital tools, and ongoing assessment opportunities.



View the ClearMath Elementary overview video:
www.carnegielearning.com/cm-es-video ▶

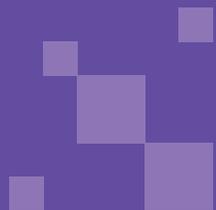
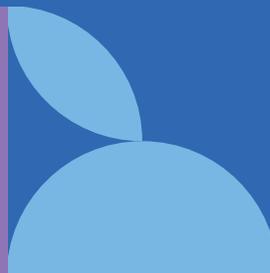


CLEARMath®

CARNEGIE
LEARNING

ClearMath Elementary

Play together. Think together. Learn together.



K-5 Core Math Solution

Program Overview

Powered by play

Re-imagine the math classroom as a place where meaningful play taps into young learners' curiosity and ignites a joy of learning. Engaging lessons, centers, game-based online learning, and instructional supports encourage investigations and discoveries that develop inventive and persistent thinkers.



What is ClearMath Elementary?

ClearMath Elementary is a comprehensive core solution that leverages—and fosters—students' natural interest in learning. It balances the development of conceptual understanding, procedural fluency, and productive habits of mind in children.

Students develop math confidence through hands-on lessons, collaboration, games, centers, and the game-based software MATHia® Adventure. As they explore, talk about math, and learn from each other, young learners have the freedom to focus on the journey of mathematics, rather than just the solution.

A suite of implementation notes, embedded supports, and assessments empower teachers to facilitate high-quality instruction for a community of diverse learners.



Tools tailored to teachers

ClearMath Elementary offers instructional supports designed with teachers in mind, ensuring they can implement with ease, and more importantly, teach with confidence.

A structured series of lessons allow teachers to engage students with new concepts, supported by point-of-use facilitation notes, planning and pacing resources, and recommendations for re-engagement.

Lesson Structure and Pacing Guide	
Activate 10 minutes	
Math Talks How Many Dots Do You See? Students view dot arrangements and develop strategies to count them.	  Dot Quantity Cards 1-12  How Many Dots Do You See?
Explore 1 20 minutes	
Guided Inquiry What Image Do You See? Students create dot arrangements using stair-step cards and describe them using equations.	  Stair-Step Cards  How Many Ways Can You See It?
Explore 2 15 minutes	
Collaborative Problem Solving How Many Ways Can You See It? Students write different equations to represent an image of dots.	  Stair-Step Cards  How Many Ways Can You See It?
Reflect 15 minutes	
Think-Pair-Share Reflect and Summarize Students reflect on strategies for writing equations to help determine a sum.	  Reflect and Summarize
Assignment	How Do You See It? Students write addition and subtraction equations based on given images.

Results rooted in research

ClearMath Elementary nurtures children into high-achieving, creative math thinkers with a research-backed approach focused on how learning occurs.

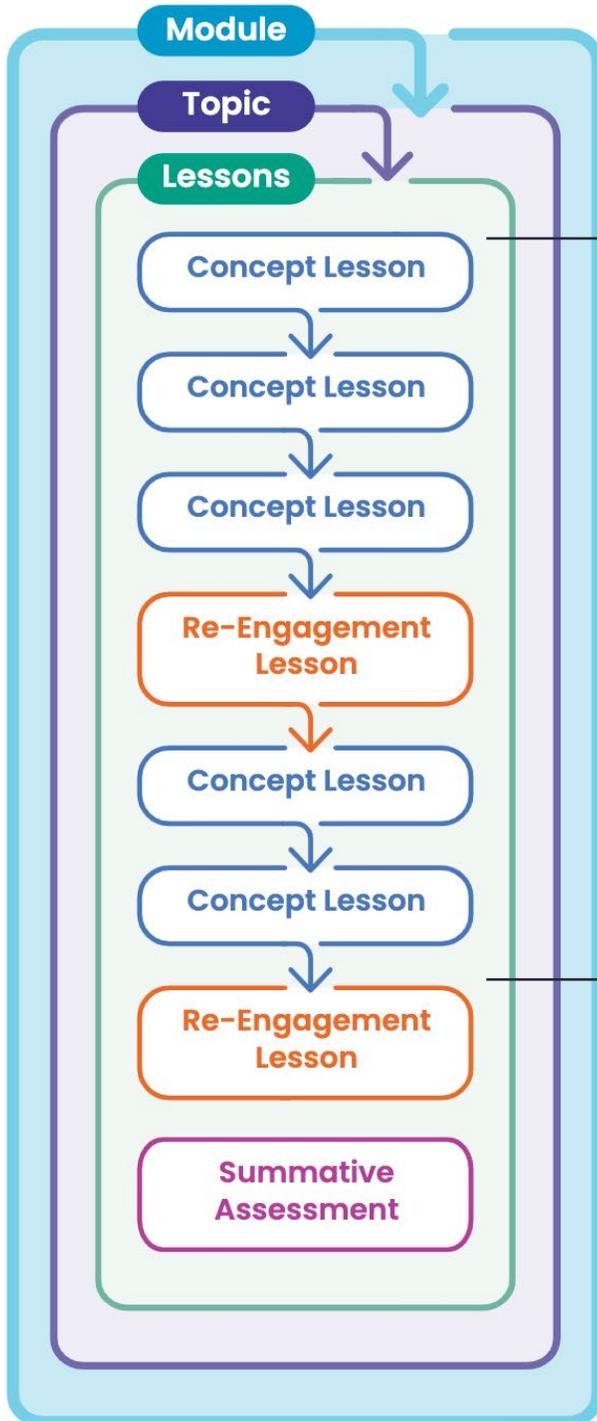
Intentionally developed lessons strengthen executive functioning skills and allow students to transfer new knowledge outside of a single concept, giving them a deep understanding of math and how it appears in the world around them.



A re-imagined approach

ClearMath Elementary's instructional model combines practical instruction with "minds-on" practice and meaningful play to develop conceptual understanding that lasts.

Students learn new concepts and skills over a series of lessons and then pause to reflect on their learning.



In **Concept Lessons**, students engage in new learning. They explore math with their teacher via hands-on and game-based activities to develop conceptual understanding and see how it appears in everyday life. Teachers have the opportunity to collect data to plan for upcoming Re-Engagement lessons.

Power of the Pause

Ensure students are keeping up, not catching up.

Re-Engagement Lessons use ready-made Explore Centers, including MATHia Adventure, in order to allow students to pause to clarify, solidify, or stretch their learning. Center recommendations are based on assessment data and aligned with each lesson's goals.

More math moments

With creative problem-solving, daily mental math routines, and imaginative MATHia Adventure digital games, mathematical thinking is intentionally interwoven throughout the day to make meaningful learning happen anytime—not just when it’s scheduled.

Daily Math Routines

Headline Stories include an open-ended problem that promotes creative problem-solving and deductive reasoning.

Mental Math routines are highly focused exercises that build mastery and skill fluency in critical arithmetic foundations.



MATHia Adventure

Inspired by how children see the world, MATHia Adventure unites play and pedagogy like no other digital learning solution.

Students play in a supportive digital environment where they’re having fun—not worrying about making mistakes. Instead, feedback and game-based incentives motivate them to stretch their math skills.

As students explore new worlds in Zorbit’s Math Adventure and Mathstoria, teachers get real-time data insights in the Clear Learning Center to inform their next instructional steps.



Assessment that guides instruction

Understanding how students learn and grow is an essential component of any classroom—that's why ClearMath Elementary incorporates assessment as a regular part of the instructional cycle.

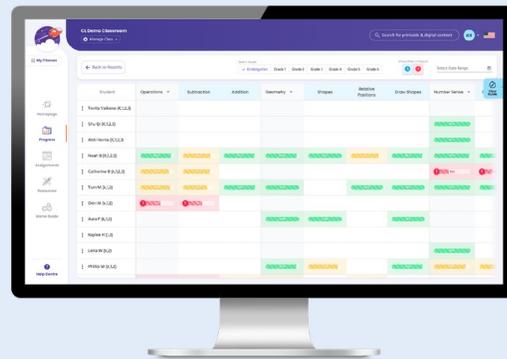
ClearMath Elementary delivers a variety of assessments, supported through two-way communication between observation and student self-assessment, situated before, during, and after the learning experiences. Teachers can flexibly monitor student progress when and how it's best for their classroom to drive real-time adjustments, next steps, insights, and measurements.

Teacher Data Collection

MATHia Adventure Reports: Online reports that highlight student progress and offer suggestions for areas of additional support.

Planning to Re-Engage: An assessment tool to record daily student self-reflection scores and observations.

Planning for Centers: Use scores from reflect activities and observations to place students in the explore center that best supports their learning goals.



Planning to Re-Engage	Planning for Centers
Green Student demonstrates a complete and correct understanding.	SCORES DETERMINE how many square sticky notes it takes to cover a large object. Stretch 4 THEN Clarify OR Practice and Review
Yellow Student demonstrates a partial understanding.	Solidify 2-3 Play a game where you create a polygon based on the number of tiles rolled on a number cube. THEN Stretch OR Practice and Review
Red Student cannot yet demonstrate an understanding or demonstrates significant misunderstandings.	Clarify 0-1 Describe arrays using precision terminology for arrays, including rows and columns. THEN Solidify OR Practice and Review



Student Self-Reflection

My Just Right Problem: Three related problems that allow student choice and help build confidence.

Mindset Reflection: Encourage students to reflect on learning goals and celebrate progress.

ClearMath Elementary components

Teacher Resources

Teacher Implementation Guide (TIG)

Available in print and digitally

The TIG provides easy-to-implement resources for planning and point-of-use facilitation.

- Module and Topic Overviews
- Lesson Resources
 - Step-by-step guidance to support facilitation and deepen understanding
 - Embedded Supports
 - Questions to support discourse
 - Differentiation strategies
 - Common misconceptions
 - Developing mathematical language
 - Multilingual learner support
 - Teacher stories

Clear Learning Center

Digital access to resources for planning and implementation support.

- Interactive digital instructional materials
- MATHia Adventure
- Class and student-level reports
- Facilitation notes for Daily Math Routines
- Additional lesson resources

Assessments

Available digitally (Grades 3–5) and PDF (all grades)

A suite of asset-based assessments used to support each student at their individual learning level.

- Progress monitoring
- Readiness
- Formative
- Summative

Manipulative Kits

Grade-level kits include manipulatives to support learning.

Professional Learning

Videos to support game-based learning and easy access to our team of professional learning facilitators ensure that you never feel alone on your implementation journey.

Student Resources

Student Resource Book (SRB)

Available in print and digitally

Student Resource Books are an all-in-one tool for learning and self-reflection.

- Topic Introductions
- Concept and Re-Engagement Lessons
- Assignments

MATHia Adventure

A game-based learning software to use during Explore Centers and free play.

- Zorbit's Math Adventure (K–3)
- MATHstoria (4–5)

Student Practice Book

Available in print and digitally

Student Practice Books reinforce each lesson's concepts and support learning at home.

- Lesson practice pages
- Family guides for each topic

Videos

How-to videos assist students and caregivers in playing games and utilizing manipulatives and tools.



Explore the full print and digital solution here:



www.carnegielearning.com/cmcl ▶

We're all in on math education

Carnegie Learning provides K–12 core and supplemental math solutions and out-of-this-world professional learning programs built to seamlessly work together so students are able to think, learn, and do their best.



How do we know that every student is a math person?

We've got 25 years of experience as the leading provider of research-based math solutions—proven to deliver up to 2x performance improvement on standardized tests—and a team of cognitive and computer scientists who are dedicated to tirelessly finding new and better ways to support teachers and students.

That's how we know every student is a math person.



Continue your exploration here:

www.carnegielearning.com/math ▶



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LEARNING**

WWY224921 08/23

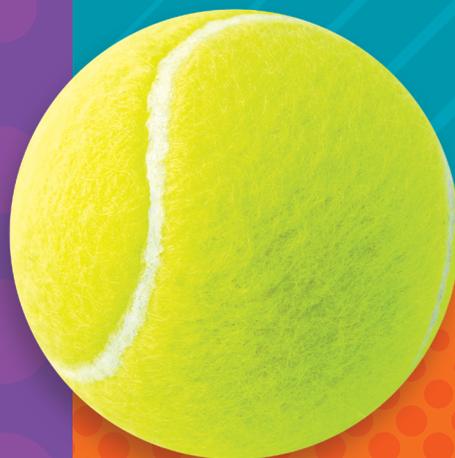
After careful review and analysis, the middle/high school curriculum review team strongly recommends the adoption of McGraw-Hill's Reveal Math learning program for 6-12 implementation across our district. This program has been identified as the most suitable solution to meet the diverse needs of our students within the NWABSD.

In considering the adoption of the proposed McGraw Hill – Reveal Math materials, the board should consider several key features that align with our educational goals and instructional strategies.

1. **Scope & Sequences:** The provided scope and sequences offer a structured framework that ensures comprehensive coverage of mathematical concepts, fostering a coherent learning progression for students.
2. **Suggested Pacing:** The suggested pacing guides provide educators with a roadmap for effectively managing instructional time and ensuring adequate coverage of content throughout the academic year.
3. **Assessment Tools:** The array of assessment tools, including diagnostic, formative, and summative assessments, empowers teachers to effectively monitor student progress, identify areas of strength and weakness, and adjust instruction accordingly.
4. **Interactive Presentations:** Interactive presentations engage students in active learning experiences, promoting deeper understanding and retention of mathematical concepts through dynamic, multimedia resources.
5. **Print Interactive Student Edition:** The print interactive student edition offers students a tangible resource that complements digital learning experiences, catering to diverse learning preferences and needs.
6. **Differentiation Activities:** Differentiation activities provide opportunities for personalized learning, allowing educators to tailor instruction to individual student needs and abilities.
7. **CCSS Standard Alignment:** Alignment with Common Core State Standards ensures that instructional materials are grounded in rigorous academic expectations, facilitating consistency and coherence across classrooms.
8. **Technology-Based Tools:** Integration of technology-based tools such as LearnSmart, ALEKS, Web Sketchpad Activities, and Desmos enhances the learning experience by providing adaptive instruction, visualization support, and interactive problem-solving tools.
 - a. **LearnSmart:** Adaptive learning technology compiles student data and offers tailored resources to support mastery of mathematical concepts.
 - b. **ALEKS:** Integrated instructionally actionable data enables targeted instruction for individual students, groups, or the entire classroom.
 - c. **Web Sketchpad:** Visualization software fosters problem-solving skills and aids in conceptual understanding.
 - d. **Desmos:** Digital graphing calculator enhances mathematical exploration and analysis.
9. **Instructional Model:** The provided instructional model offers a structured framework for lesson delivery, encompassing key elements such as warm-ups, exploration, examples, reflection, and assessment, promoting a balanced approach to teaching and learning.
10. **Assessment Options:** A variety of assessment options, including diagnostic, formative, and summative assessments, cater to diverse assessment needs and provide comprehensive insight into student learning and achievement.

Mc
Graw
Hill

Program Overview
Grades 9–12



Reveal MATH™

Algebra 1 • Geometry • Algebra 2

Reveal the Full Potential
in Every Student

revealmath.com/9-12



Reveal the Power and Possibility of Math!

Reveal Math™ includes a wealth of print and digital resources that lead to mastery of the standards.





Every classroom is unique, and each student is different in terms of knowledge level and learning style. Teachers need a set of tools as diverse as their students.

Reveal Math meets this need by providing students the positive mindset, confidence, and skills to achieve mastery of math standards while giving teachers an effective, flexible way to assess understanding and adapt instruction for every learner. Informed by the latest research on how students learn best, *Reveal Math* ensures students don't just meet the standards—they master them!

Reveal curiosity with mathematical exploration and discovery that deepens conceptual understanding.

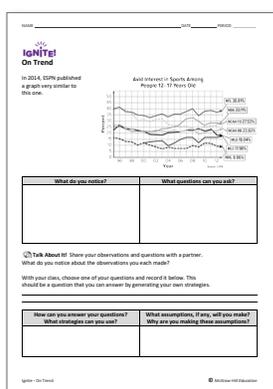
Reveal understanding with insightful instructional resources to more effectively differentiate and promote a positive student mindset.

Reveal possibilities with purposeful technology that creates an active classroom experience.

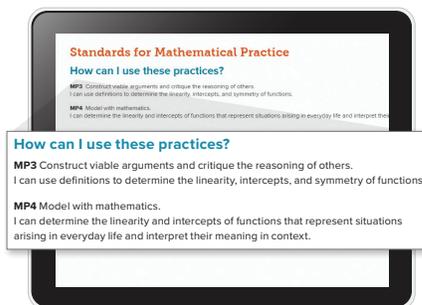
The Science of Learning Meets the Art of Teaching

The evolving field of educational research drove the approach of *Reveal Math*. Our team was inspired by esteemed publications such as *Principles to Actions* (NCTM), *Mathematical Mindsets* (Jo Boaler), and *Making Sense of Math* (Cathy Seeley), as well as learning models including Bloom’s Taxonomy and Webb’s Depth of Knowledge Guide. This solid foundation of academic research and direct feedback from hundreds of educators just like you ensures that *Reveal Math* represents the cutting-edge of best practices in mathematics instruction.

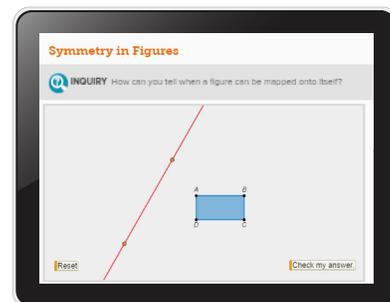
Research-Based Best Practices



Spark Students to Ask “Why?”
Ignite! Activities are designed to spark student curiosity and motivate them to ask questions, solve complex problems, and develop a can-do approach to mathematics.



Build Students’ Confidence in Their Abilities
Learning targets in the form of “**I Can**” statements appear at the beginning of each lesson to communicate the lesson objective in student-friendly language.



Nurture Curiosity with Rich Tasks
Online **Explore** activities begin with an open-ended question and require deep conceptual thinking from the learner. At the end of the **Explore** activity, students apply their learning in order to answer the **Inquiry Question**. The focus is on student exploration and reasoning, not just getting the right answer.

The expert advisor team behind *Reveal Math* includes thought leaders at the forefront of mathematics education.



Cathy L. Seeley, Ed.D.
Author, Educator, and NCTM President 2004–2006



Raj Shah, Ph.D.
Founder of Math Plus Academy, a STEM enrichment program

Reveal Math
teaches students
how to think—
not *what to think!*

 **Talk About It!**

What values of x might be easiest to use when graphing a linear equation when the x -coefficient is a whole number? Justify your argument.

 **Talk About It!**

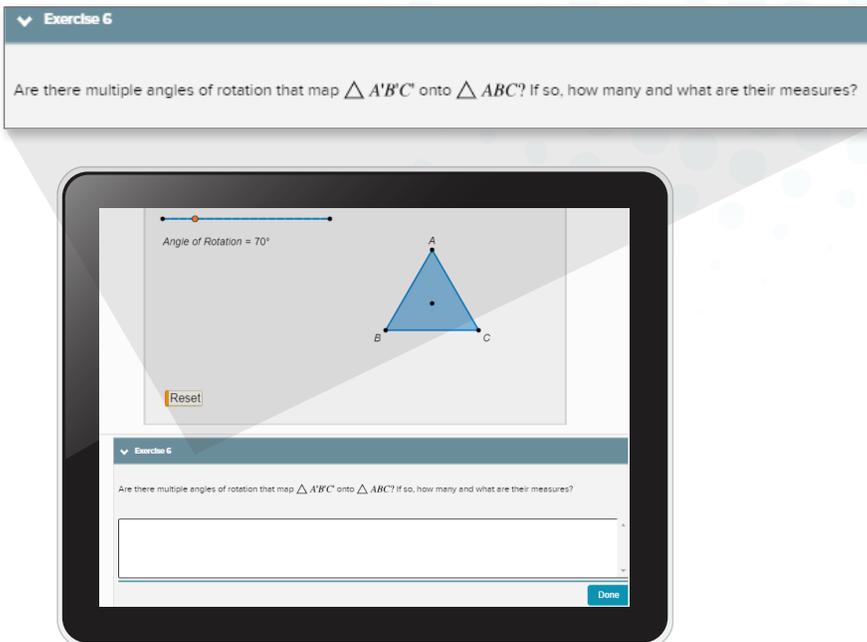
Why is the slope for vertical lines always undefined? Justify your argument.

 **Talk About It!**

What do you notice about the symmetry, extrema, and end behavior of the function?

 **Talk About It!**

How is the value of a in an absolute value function related to slope? Explain.



Improve Communication
While Deepening Comprehension

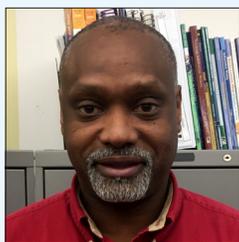
Talk About It! prompts build mathematical discourse skills as students learn to clarify their thinking and defend their rationale.

Teach the Value of Perseverance

Problems with multiple solution paths encourage **productive struggle** and challenge student thinking.



Cheryl R. Tobey, M.Ed.
Mathematics Program Director
at Maine Mathematics and
Science Alliance (MMSA)



Nevels Nevels, Ph.D.
PK–12 Mathematics
Curriculum Coordinator for
Hazelwood School District



Dinah Zike, M.Ed.
President of Dinah.com in
San Antonio, Texas, and
Dinah Zike Academy



Walter Secada, Ph.D.
Professor of Teaching
and Learning at the
University of Miami

What If Math Class Were the Most Exciting Class of the Day? It Can Be!

Reveal Math supports both low-tech and high-tech classrooms.

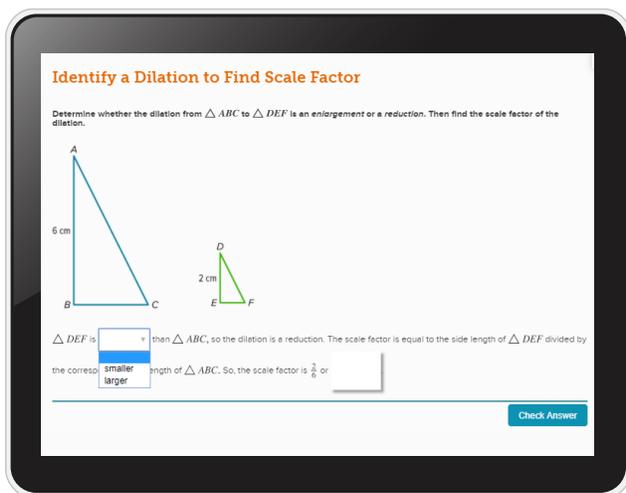
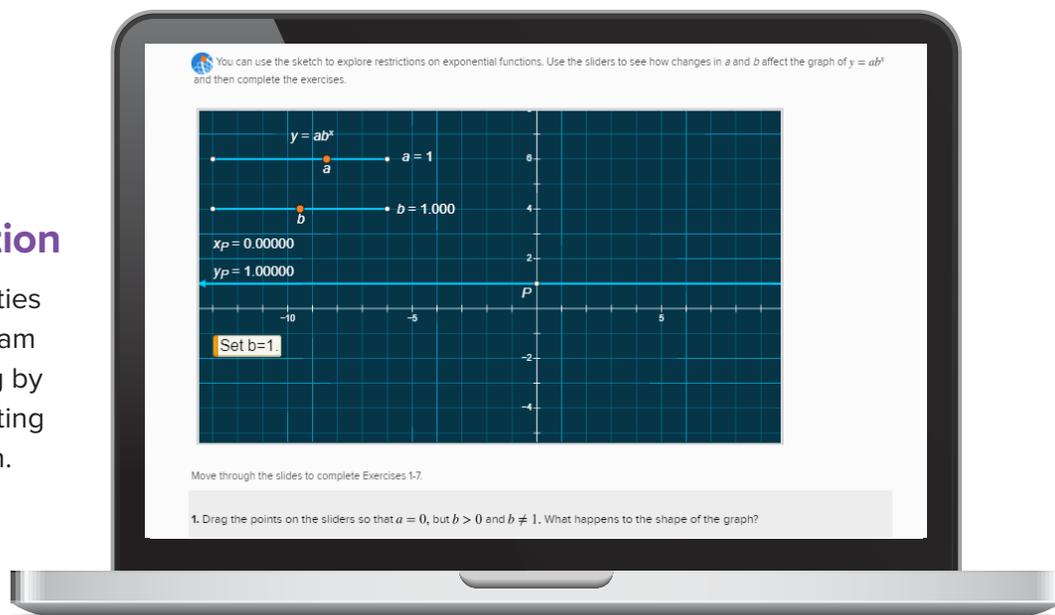
The blended print and digital instructional model captures the best of both modalities and brings them together in a seamless experience that makes math meaningful for your students.



Web Sketchpad®

Visualize Math Concepts in Action

Web Sketchpad® activities included with the program enhance understanding by dynamically demonstrating math concepts in action.



Prepare Students for Computer-Based Testing

Technology-enhanced items provide students the valuable practice they need to master computer-based assessments. These items include:

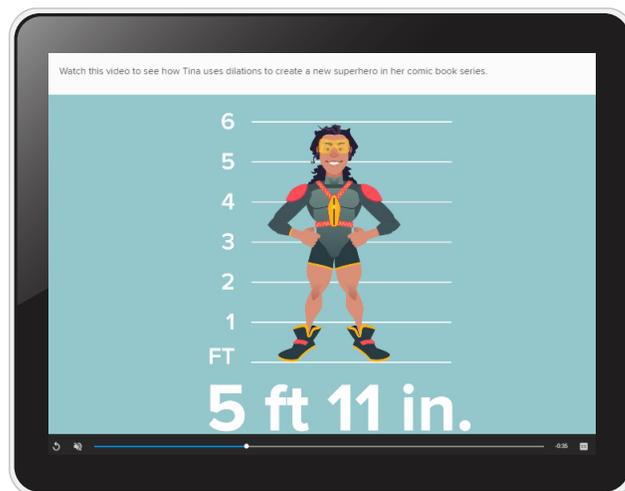
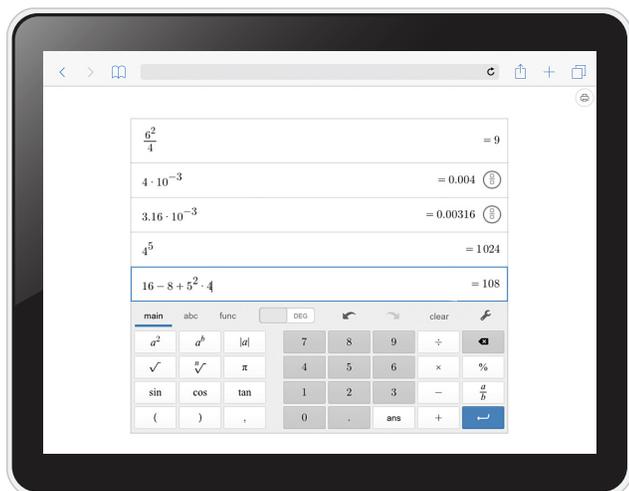
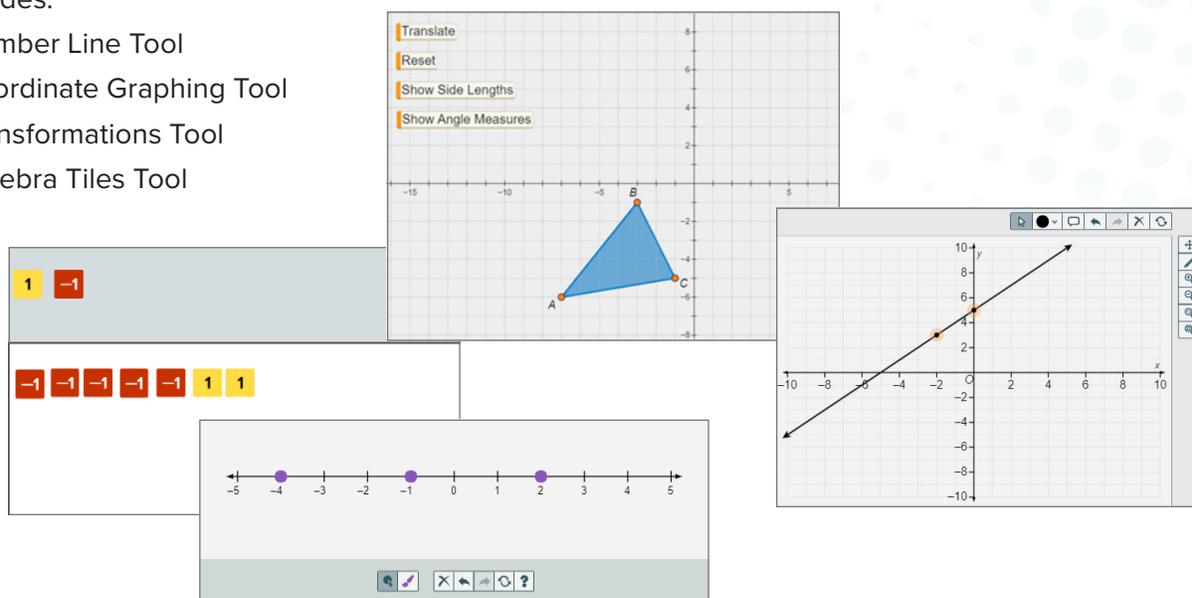
- Drag-and-drop
- Equation editor problems
- Multiselect
- Open response

Utilize Digital Tools for Problem-Solving

Embedded within lessons, this convenient collection of **eTools** builds a bridge from conceptual understanding to procedural fluency.

It includes:

- Number Line Tool
- Coordinate Graphing Tool
- Transformations Tool
- Algebra Tiles Tool



Explore, Model, and Apply Math

The best-in-class **Desmos scientific calculator**, easily accessible in *Reveal Math*, allows students to utilize the same resource that appears on many common standardized tests.

Motivate with Truly Enjoyable Technology

Designed with student engagement in mind, the digital resources in *Reveal Math* include **animations, videos, and interactive problems** to enhance context and learning.

Drive Learning With Student-Centered Instructional Tools

In *Reveal Math*, the Teacher Edition centers around opportunities to promote mathematical discourse, collaboration, and a positive student mindset.

Develop Habits of Mind With Standards for Mathematical Practices Tips

These strategies illustrate ways teachers can integrate the practices in their classroom in a practical and meaningful way.

Encourage Student Discourse

Questions for Mathematical Discourse provide point-of-use discussion prompts that teachers can use to facilitate classroom discussion.

Identify Student Misconceptions

Common Error tips help teachers identify where students may be making mistakes.

Integrate Technology in a Way That Makes Sense

User-friendly tips in the Teacher Edition suggest when and how to integrate technology purposefully.

Example 4 Identify Absolute Value Functions from Graphs

Teaching the Mathematical Practices

1 Explain Correspondences In these examples, students will analyze a graph, see how it compares to the graph of the parent function, and then write the function represented by the graph.

Questions for Mathematical Discourse

A1 What translation is shown on the graph? **a horizontal shift of 1 to the right**

O1 Does this indicate that the number should go inside the absolute value symbols or outside? **inside**

B1 A classmate argues that the function should be $f(x) = |x + 1|$ since the shift is in the positive direction. Explain why this is incorrect. **Sample answer: Translations are written in the form $f(x) = |x - h| + k$, so $f(x) = |x + 1|$ would be $f(x) = |x - (-1)|$ which would be a horizontal shift to the left.**

Common Error

Some students may write the equation using a plus sign instead of a minus sign. Remind them that once they determine how many units and in what direction the graph is translated, they need to *subtract* that number from x .

Example 5 Identify Absolute Value Functions from Graphs (Multiple Translations)

Questions for Mathematical Discourse

A1 How do you know that this graph represents a function with more than one transformation? **Sample answer: The vertex is not on an axis.**

O1 How many transformations are there, and what type are they? **Sample answer: 2; a horizontal translation of 2 units to the left and a vertical translation of 5 units down**

B1 What are the coordinates of the vertex? **$(-2, -5)$**
How does identifying the coordinates help you solve the problem? **Sample answer: I can use the x -coordinate for h and the y -coordinate for k in the equation $g(x) = |x - h| + k$.**

Learn Dilations of Absolute Value Functions

Objective
Students will identify the effect on the graph of an absolute value function by replacing $f(x)$ with $af(x)$ or $f(ax)$.

Teaching the Mathematical Practices

7 Use Structure Students will learn how the structure of a function indicates how the graph of the function will be related to the graph of the parent function.

Interactive Presentation

Example 4. Identify Absolute Value Functions from Graphs

TAP
Students tap on the graph to see the parent function.

CHECK
Complete the Check exercise online to determine if students are ready to move on.

Lesson 4.7 • Absolute Value Functions 269

Online Professional Learning Support: Ready When You Are

Reveal Math features a digital library of self-paced professional learning videos and modules, including:

Program Implementation Support

The **Quick Start eLearning Module** explains program basics.

Plan, Teach, and Assess eLearning Modules provide deep-dives of the program instructional model and resources.

Digital Platform Support

The **Technical Support Resource Library** provides step-by-step instructions for the digital tools.

Mindset Matters

Reward Effort, Not Talent

When adults praise students for their hard work toward a solution, rather than praising them for being smart or talented, it supports students' development of a growth mindset. Reward actions like hard work, determination, and perseverance instead of traits like inherent skill or talent.

How Can I Apply It?

Have students complete the Performance Task for the module. Allow students a forum to discuss their process or strategy that they used and give them positive feedback on their diligence in completing the task.

Fuel Growth by Encouraging a Positive Mindset

Mindset Matters tips at the beginning of each module provide strategies for encouraging a growth mindset and productive approaches to problem-solving.

3 REFLECT AND PRACTICE

1 CONCEPTUAL UNDERSTANDING 2 FLUENCY 3 APPLICATION

Practice and Homework

Suggested Assignments

Use the table below to select appropriate exercises.

DOK	Topic	Exercises
1, 2	exercises that mirror the examples	1-37
2	exercises that use a variety of skills from this lesson	38-44
2	exercises that extend concepts learned in this lesson to new contexts	45-48
3	exercises that emphasize higher-order and critical thinking skills	49-53

ASSESS AND DIFFERENTIATE

Use the data from the Checks to determine whether to provide resources for extension, remediation, or intervention.

IF students score 90% or above on the Checks, THEN assign:

- Practice, Exercises 1-47 odd, 49-53
- Extension: Parametric Equations
- ALEKS: Absolute Value Functions

IF students score 66–89% on the Checks, THEN assign:

- Practice, Exercises 1-53 odd
- Remediation: Absolute Value and Distance
- Watch the Personal Tutors again.
- Extra Examples 1-15
- ALEKS: Plotting and Comparing Signed Numbers

IF students score 65% or below on the Checks, THEN assign:

- Practice, Exercises 1-37 odd
- Math Triumphs
- ALEKS: Plotting and Comparing Signed Numbers

Answers

- The graph of $g(x)$ is a reflection of the parent function across the x -axis and a vertical stretch.
- The graph of $g(x)$ is a reflection of the parent function across the x -axis and translated 2 units down.
- The graph of $g(x)$ is a reflection of the parent function across the y -axis and a horizontal stretch.
- The graph of $g(x)$ is a reflection of the parent function across the x -axis and translated 7 units right and 3 units up.
- The graph of $g(x)$ is a reflection of the parent function across the y -axis and a horizontal compression.

Practice

Describe the translation in $g(x)$ as it relates to the graph of the parent function.

- $g(x) = |x - 5|$
The graph of $g(x)$ is the parent function translated 5 units right.
- $g(x) = |x + 4|$
The graph of $g(x)$ is the parent function translated 4 units left.
- $g(x) = |x - 2| + 7$
The graph of $g(x)$ is the parent function translated 2 units right and 7 units down.
- $g(x) = |x + 3| - 2$
The graph of $g(x)$ is the parent function translated 3 units left and 2 units down.
- $g(x) = |x + 1|$
The graph of $g(x)$ is the parent function translated 1 unit left.
- $g(x) = |x - 8|$
The graph of $g(x)$ is the parent function translated 8 units right.

Use the graph of the function to write its equation.

- $f(x) = |x + 2|$
- $h(x) = |x + 5| - 2$
- $g(x) = |x - 3|$

Describe the dilation in $g(x)$ as it relates to the graph of the parent function.

- $g(x) = \frac{1}{2}|x|$
The graph of $g(x)$ is a vertical compression of the parent function.
- $g(x) = 3|x|$
The graph of $g(x)$ is a vertical stretch of the parent function.
- $g(x) = \frac{1}{4}|x|$
The graph of $g(x)$ is a horizontal compression of the parent function.
- $g(x) = 5|x|$
The graph of $g(x)$ is a horizontal stretch of the parent function.

Describe the reflection in $g(x)$ as it relates to the graph of the parent function.

- $g(x) = -3|x|$
- $g(x) = -|x - 2|$
- $g(x) = |x - 4|$
- $g(x) = -|x + 3|$
- $g(x) = |1 - 2x|$
- $g(x) = -\frac{1}{2}|x|$

Use TITIC: Graph each function. State the domain and range.

- $g(x) = |x + 2| + 3$
- $g(x) = |2x - 2| + 1$
- $g(x) = |2x - 1|$
- $g(x) = |x - 1| + 2$
- $g(x) = |x + 2| - 3$
- $g(x) = -\frac{1}{2}|x + 6| - 1$
- $g(x) = -2|x - 8| + 1$

34. **RECREATION** The function $y = \frac{1}{2}|x - 8| - 3$ models a car's distance in miles from a parking lot after x minutes. Graph the function. After how many minutes will the car reach the parking lot?

35. **STATE YOUR ASSUMPTION** A track coach set up an agility drill for members of the track team. According to the coach, 21.7 seconds is the largest time to complete the agility drill. If the time differs from the desired 21.7 seconds by more than $\frac{1}{4}$ of the track coach may require members of the track team to change their training. Write an equation that can be used to find the fastest and slowest times members of the track team can complete the agility drill so that their training does not have to change. If $x = 3.2$, what can you assume about the range of times the coach wants the members of the track team to complete the agility drill? Solve your equation for $x = 3.2$ and use the results to justify your assumption. $x = 8 - 21.7$. The range of times that the value of $3.2(2) - 6.4$. The solutions to the equation in 24.9 and 18.5, which has a range of $24.9 - 18.5 = 6.4$.

36. **SCUBA DIVING** The function $y = 2|x - 12| - 18$ models a scuba diver's altitude in feet compared to sea level after x minutes. Graph the function. How far below sea level is the scuba diver at the deepest point in their dive? 36 feet below sea level.

37. **MANUFACTURING** A manufacturing company produces boxes of cereal. A small box of cereal must have 12 ounces. If the amount of cereal in a small box differs from the desired 12 ounces by more than $\frac{1}{4}$ ounce, the box cannot be shipped for selling. Write an equation that can be used to find the highest and lowest amounts of cereal in a small box. $x = 8 - 12$.

Address Student Needs Based on Their Depth of Knowledge (DOK) DOK charts in the Teacher Edition recommend which exercises to assign to students based on their needs.

Provide In-the-Moment Differentiation An Assess and Differentiate feature at the end of each lesson provides suggestions to reach every learner.

Ongoing Pedagogy Support

- Classroom Videos** model lessons from a real classroom.
- Math Misconception Videos** address common misconceptions and strategies to help students overcome them.

- Content and Pedagogy Videos** provide tips for teaching difficult math concepts.
- Interviews with Experts** examine the “why” behind the math and best practices.
- Content Progression Resources** show the progression of math concepts from elementary through high school math.



Reveal Math Meets You Where You Are and Goes Where You're Growing

Lesson Model

Launch

WARM UP

The **Warm Up** covers the prerequisite skills needed for the lesson.

Teachers can also project the “**What Vocabulary Will You Learn?**” and “**Today’s Standards**” slides to review what topics will be covered in the lesson with their class.

Warm Up

Warm Up

Does each situation describe a *translation*, a *reflection*, a *rotation*, or a *dilation*?

1. using a screwdriver to attach a screw
2. using a sewing machine to sew a seam
3. the image of a mountain on the surface of a lake
4. architectural models
5. the movement of cars down a highway

Launch the Lesson

Launch the Lesson

Formation flying involves two or more aircrafts traveling together in a tight formation led by a flight leader. It is performed in air shows. In formation flying, aircrafts maintain the same position as the right or left. The path of each plane can be described as a function that is a transformation of the leader's path.



-  INDIVIDUAL ACTIVITY
-  GROUP ACTIVITY
-  CLASS ACTIVITY

Explore and Develop

EXPLORE

Students complete rich tasks in online **Explore** activities while working in collaborative groups, allowing them to share ideas and approaches with their peers.

Study Tips and **Watch Out!** tips in the print Interactive Student Edition help focus student attention.

Explore

The image shows a tablet displaying an interactive activity titled "Transforming Linear Functions" with an inquiry question: "How does performing an operation on a linear function change its graph?". Below the question are three coordinate planes showing transformations: $f(x) = k$, $f(x-h)$, and $f(x)$. To the right is a printed worksheet for Lesson 4.4, "Transformations of Linear Functions". The worksheet includes a "Study Tip" about the identity function, a "Watch Out!" section about vertical translations, and a "Learn" section about horizontal translations. It also features two small graphs illustrating these transformations.

Teachers can project the digital features, or students can access them on their own devices.

The abundant print and digital resources within *Reveal Math* intersect in a meaningful way to heighten the learning experience. Interactive print and digital tools increase student engagement while simultaneously deepening comprehension. The *Reveal Math* classroom is an active classroom experience that brings math to life!

Reflect and Practice

LEARN

In the **Learn** portion of the lesson, students' understanding is formalized through guided instruction.

Teachers can use the aligned print and digital content to create the most effective instructional pathway for their students.

EXAMPLES & CHECK

Students work through one or more **Examples** tied to the key concepts, followed by a quick **Check** (formative assessment) to measure their understanding.

Examples and **Checks** can be completed in the print **Interactive Student Edition** or online. When **Checks** are completed online, performance data is instantly captured for the teacher.

EXIT TICKET

The **Exit Ticket** provides a quick formative assessment opportunity that encourages students to reflect on their learning.

Write About It! prompts provide an opportunity for students to integrate writing skills in the math classroom.

PRACTICE

Students complete the **Practice** either online or in their print **Interactive Student Edition** to apply what they've learned and build procedural fluency.

When the **Practice** is completed online, performance data is instantly captured for the teacher.

Learn

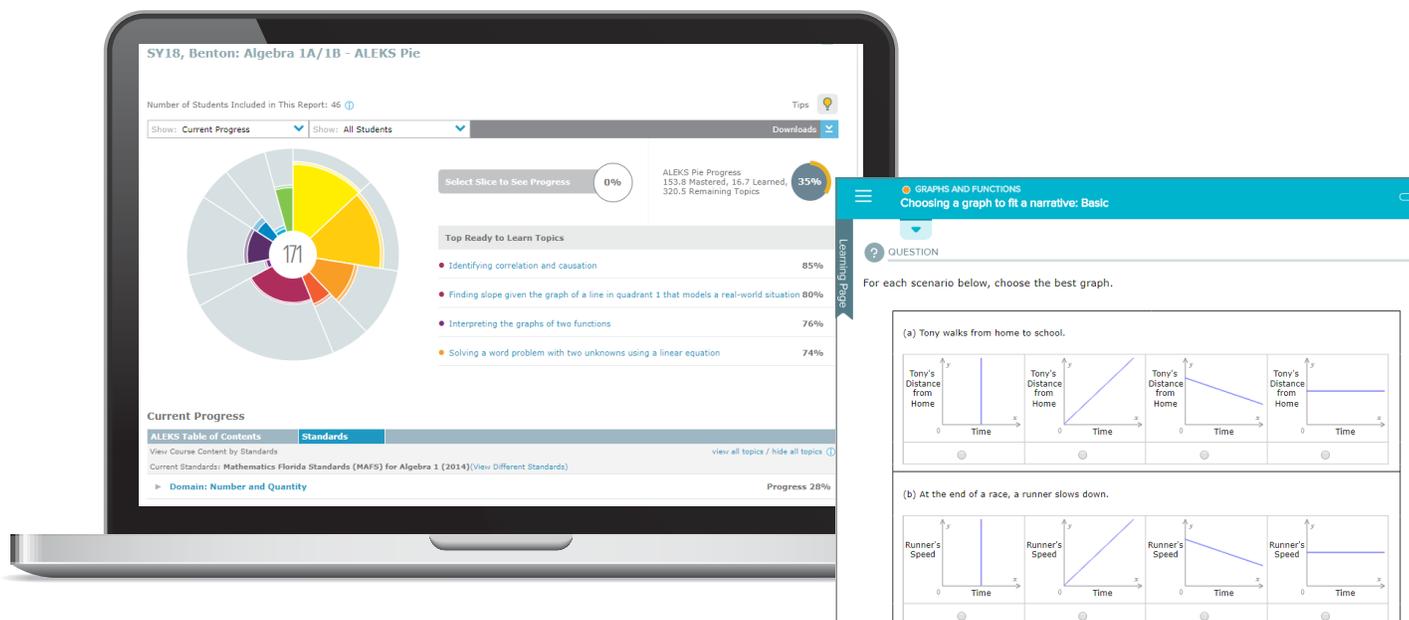
Examples & Check

Exit Ticket

Practice

Support Every Student

Reveal Math empowers teachers with the tools they need to provide in-the-moment differentiation and deliver insightful instruction that reaches every learner.



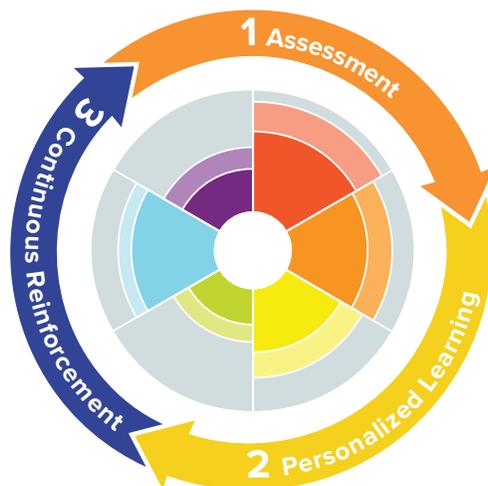
ALEKS®

Reveal the Power of Personalized Learning

ALEKS® is an online math solution for Grades 6–12 that uses adaptive technology to identify and provide instruction on the topics each student is most ready to learn. Through a continuous cycle of assessment, learning, and reinforcement, *ALEKS* develops a personalized learning path for each student to ensure measurable success.

Benefits of Using *ALEKS*:

- Provide standards-based instruction
- Focus on appropriate topics to prevent boredom or frustration
- Offer bilingual courses in English and Spanish
- Easily differentiate with remediation, on-level, and enrichment opportunities
- Pie reports allow you to see which students know the concepts in each module's topic and adjust instruction as appropriate
- Access dynamic data at the student, class, school, and district level to inform classroom instruction



Build Language Skills in the Math Classroom

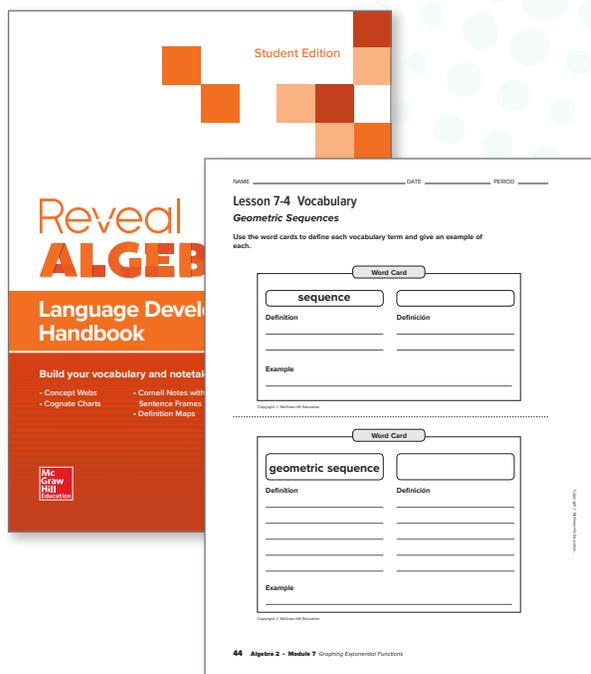
The **Language Development Handbooks** empower teachers to meet the language needs of all learners.

The **Language Development Handbook Student Edition** includes:

- Word Cards.
- Vocabulary Squares.
- Three-Column Charts (with English/Spanish cognates).
- Definition Maps.
- Concept Webs.
- Cornell Notes.

The **Language Development Handbook Teacher Edition** includes:

- English Learner Instructional Strategies.
- English Language Development Leveled Activities.
- Multicultural Teacher Tips.



Resources for Spanish Speakers

- Spanish Interactive Student Edition for Algebra 1, Geometry, and Algebra 2
- Language Development Handbook for Algebra 1, Geometry, and Algebra 2 (*Teacher and Student Editions*)
- Spanish Personal Tutors
- Multilingual eGlossary
- *ALEKS* Bilingual Courses in Spanish

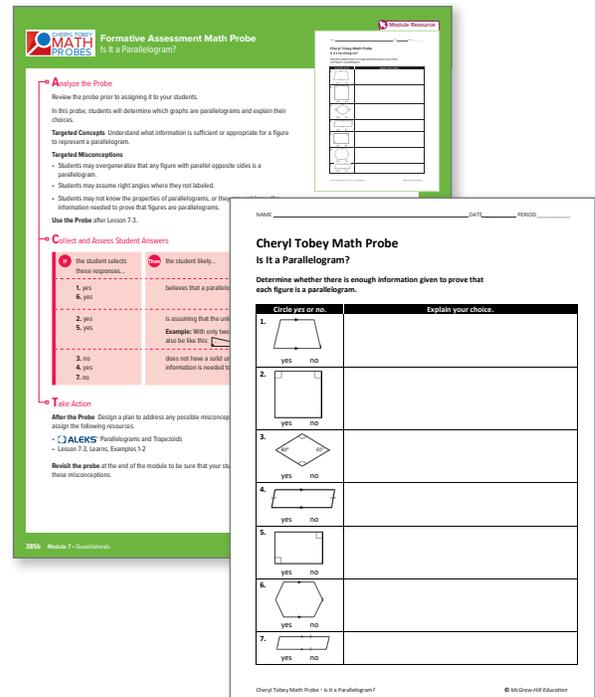
Assessment

With *Reveal Math*, students apply their deep, authentic learning to a variety of assessments in order to demonstrate that they can explain both the *what* and the *why* of mathematics—not just the *how*.

Teach Students that Mistakes are an Opportunity for Growth

Each module features a **Cheryl Tobey Formative Assessment Math Probe**—exclusive to McGraw-Hill Education!

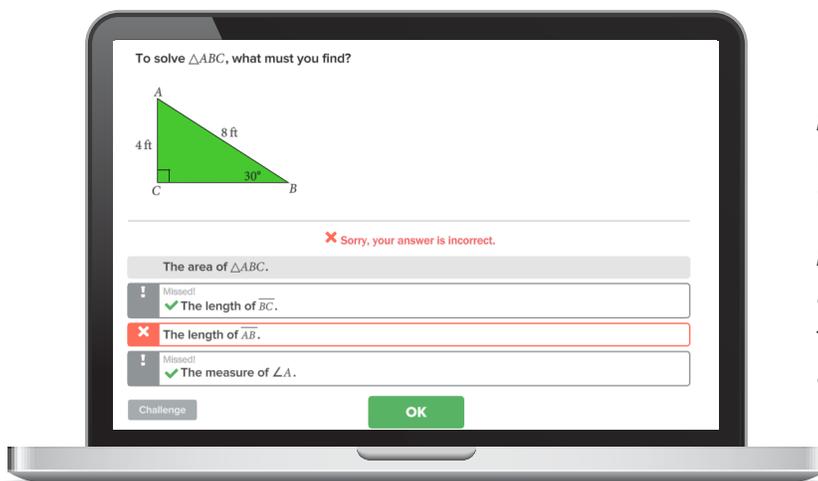
Students complete an activity that is designed to target common misconceptions about a particular mathematical concept. Teacher resources include support for diagnosing and correcting these misconceptions.

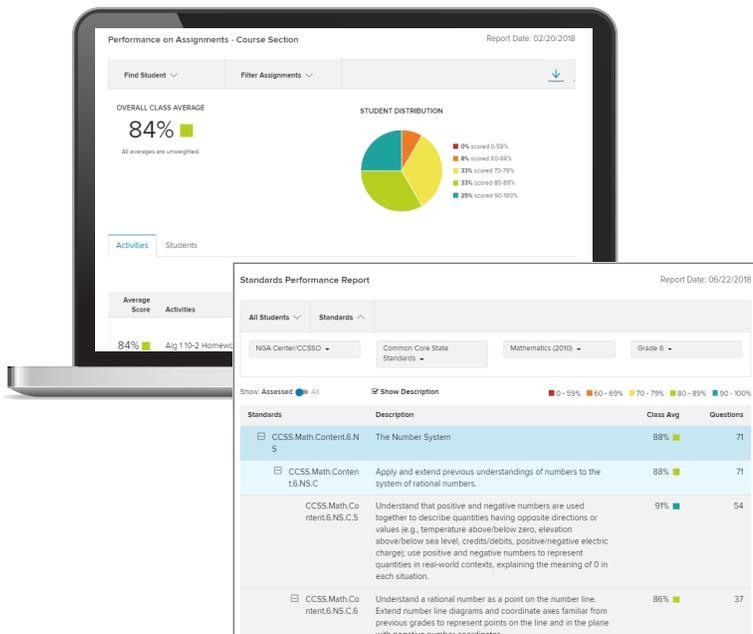


Ensure Topic Mastery

LearnSmart®, included with *Reveal Math*, provides students with access to an online, interactive study tool.

LearnSmart assesses a student's proficiency and knowledge within a specific course, tracks which topics have been mastered, and identifies areas that need more study.





Drive Instruction with Actionable Data

By drawing on performance data from student assessments and activities, the *Reveal Math* reports and recommendations provide teachers and administrators with the information they need to monitor and adjust instruction on a daily basis.

Activity Report

- Overall class or student average score
- Overall class or student progress over time
- Performance by activity type (e.g., homework, quiz, exam)
- Average score per activity

Standards Report

Class and individual average score per standard, skill, or objective.

Recommendations Report

Suggested resources that can be assigned to any student in that group based on their performance.

Administrator Report

Activity, standards, progress, and usage reports.

Assessment Options

Diagnostic Assessment

- Diagnostic and Placement Test, with Scoring Guide
- Module Pretests

Formative Assessment

- Cheryl Tobey Formative Assessment Math Probes
- Checks
- Exit Tickets
- Put It All Together

Summative Assessment

- Leveled Module Tests
- Module Review
- Module Vocabulary Tests
- End of Course Test
- Performance Tasks
- *LearnSmart*

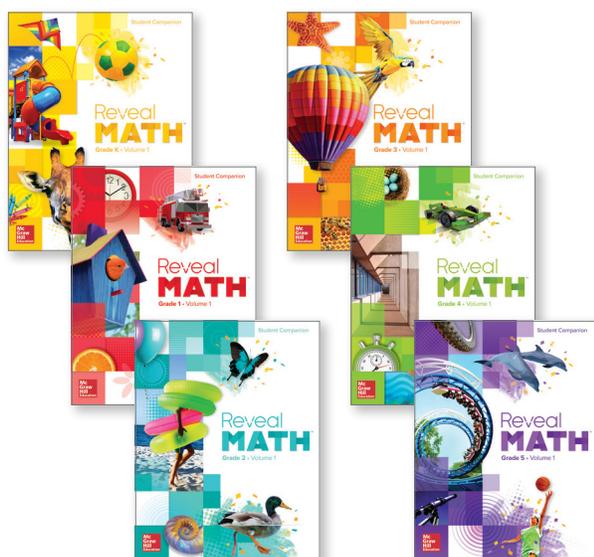
PLUS—Build your own assessments with access to question banks featuring technology-enhanced items.

The K–12 Solution for Today’s Mathematics Classroom

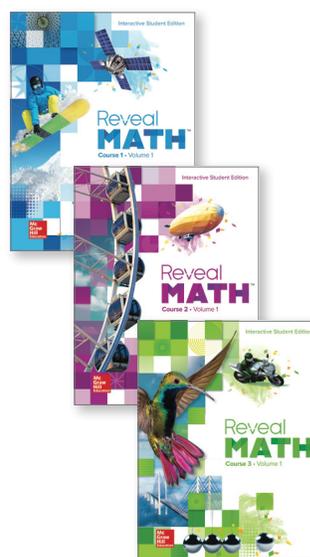
Reveal Math is a coherent, vertically aligned K–12 core math solution that empowers educators to uncover the mathematician in every student through powerful explorations, rich mathematical discourse, and timely individualized learning opportunities.

COMING SOON!

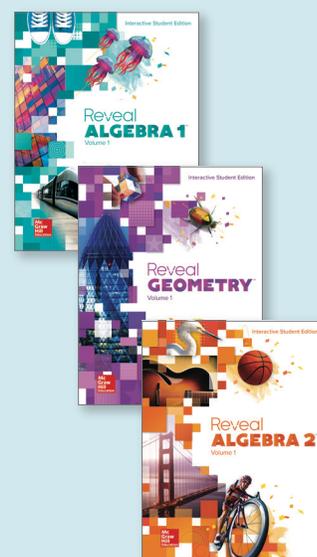
K–5



6–8



9–12



Learn more about *Reveal Math*

Visit revealmath.com/9-12 to sample online and access a trial of the digital resources, or contact your sales representative at mheducation.com/contact to request a presentation.

**Mc
Graw
Hill**

SB.1024331

MEMORANDUM

TO: NWABSD Board of Education Members

DATE: February 29, 2024

NUMBER:

FR: Office of the Superintendent

SUBJECT: Approval of Job Descriptions-
Classroom Interventionist & Iñupiaq Language Instructor

STRATEGIC PLAN/BOARD GOAL:

NWABSD Strategic Goal 2: Instructional Supports

ABSTRACT:

Each month various Human Resources actions occur which require Board action or cognizance.

ISSUE:

At issue is the approval of Human Resources actions.

BACKGROUND AND/OR PERTINENT INFORMATION:

On a monthly basis the administration recommends Board approval of new certified/classified hires, position reclassifications, and new or revised job descriptions. In addition, the administration informs the Board of resignations, transfers, and terminations throughout the district.

The Human Resources action item for Board approval of the job description for Iñupiaq Language Instructor and Classroom Interventionist.

ALTERNATIVES:

1. Approve the Human Resources actions as presented.
2. Disapprove the Human Resources actions as presented.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the Human Resources actions as presented.



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

HUMAN RESOURCES DEPARTMENT

P.O. BOX 51 • KOTZEBUE, AK 99752 • (907) 442-3472 x242 • FAX (907) 442-2172

JOB DESCRIPTION

TITLE: Classroom Interventionist

FSLA STATUS: Non-Exempt

QUALIFICATIONS:

1. High School Diploma or GED.
2. AA degree or higher, forty-eight (48) semester credits of college level coursework, OR successful completion of the requires assessments (HELP, ParaPro Assessment, etc.) The minimum qualifications for this position set forth in Every Student Succeed Act (ESSA)
3. Ability to learn with a minimum of assistance.

REPORTS TO: Principal and Classroom Teacher

JOB GOAL: Collaborate closely with student, classroom teachers, and site instructional staff on a regular basis to provide educational support ensuring alignment with District's educational programs and fidelity to adopted curricular materials to promote student engagement and success.

PERFORMANCE RESPONSIBILITIES:

1. Complete all District mandatory and required trainings for the position.
2. Supervise students to maintain a safe and productive environment.
3. Foster a supportive and inclusive learning environment that encourages student participation and cooperation.
4. Collaborate with the classroom teacher to support or adjust lesson plans focused on instructional goals.
5. Assist with administering assessments to track student progress, under the direction of the teacher.
6. Maintain accurate records of student attendance.
7. Collaborate effectively with the teacher and other staff to address students' individual needs and support their academic success.
8. Support the integration of technology and multimedia resources into classroom instruction.
9. Maintain confidentiality regarding student information, ensuring compliance with the Family Educational Rights and Privacy Act (FERPA).
10. Participate in relevant in-service training programs to enhance skills and knowledge related to supporting instruction.
11. Understanding and applying professional standards of conduct, ethical behavior, and continuous improvement.
12. Providing opportunities that support students' intellectual, social, and personal development.
13. Applying effective instructional elements to support teaching and learning activities.
14. Motivating and assisting students to build self-esteem, develop interpersonal skills, and strengthen abilities for success.
15. Understanding roles and responsibilities in assessment, diagnosis, and evaluation.
16. Adhering to communication protocols with colleagues, community members, and parents.
17. Implementing district guidelines for student and staff safety, health, and wellbeing.
18. Utilizing technology to assist and enhance teaching and learning.
19. Fulfill any other duties assigned by the principal or designee to contribute to the success of the educational program.

Please note this job description is not intended to cover or contain all activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time or notice.

TERMS OF EMPLOYMENT: Salary and work year to be established by the NWABSD Board of Education.

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board Policy.

AN AFFIRMATIVE ACTION-EQUAL OPPORTUNITY EMPLOYER.
APPLICATIONS FROM MINORITIES ARE ENCOURAGED.



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

HUMAN RESOURCES DEPARTMENT

P.O. BOX 51 • KOTZEBUE, AK 99752 • (907) 442-3472 x242 • FAX (907) 442-2172

JOB DESCRIPTION

TITLE: Iñupiaq Instructor

FSLA STATUS: Non-Exempt

QUALIFICATIONS:

1. High School Diploma or GED.

REPORTS TO: Principal

JOB GOAL: To facilitate the acquisition of language skills among students, create a positive and engaging learning environment, develop lesson plans, implement effective teaching strategies, and foster communication, cultural understanding, and language fluency.

PERFORMANCE RESPONSIBILITIES:

1. Develops lesson plans for delivery of Inupiaq Language instruction to students.
2. Integrates cultural activities into language instruction to enhance students' understanding and appreciation of the language.
3. Devises special strategies for reinforcing material or skill based on a sympathetic understanding of individual students, their needs, interests, and abilities.
4. Operates and cares for equipment used in the classroom for instructional purposes.
5. Helps students master equipment or instructional materials.
6. Distributes and collects workbooks, papers, and other materials for instruction.
7. Guides independent study, enrichment work and remedial work.
8. Supervises students at all times while students are assigned to Iñupiaq class.
9. Delivers engaging and interactive language lessons using a variety of teaching methods and materials.
10. Fosters a supportive and inclusive learning environment that encourages student participation and collaboration.
11. Administers assessments to measure student progress and analyze results to identify areas for intervention.
12. Checks and records student attendance.
13. Collaborates with parents, other teachers, supervisor, and other staff to address student needs.
14. Utilizes technology and multimedia resources throughout classroom lessons.
15. Maintains high level of ethical behavior and confidentiality of information about students.
16. Participates in in-service training programs, as assigned.
17. Other duties as assigned by your supervisors.

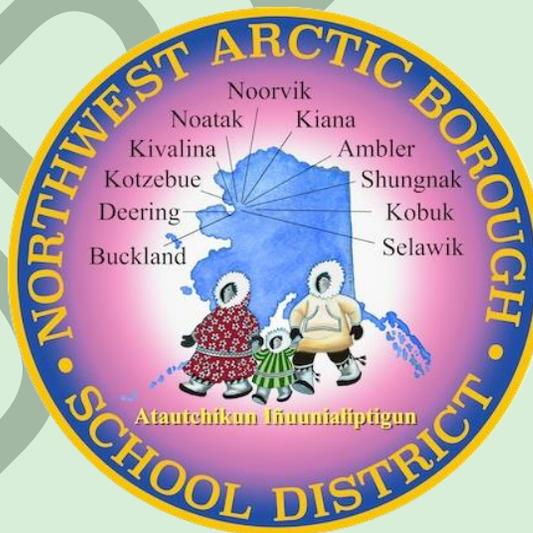
Please note this job description is not intended to cover or contain all activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time or notice.

TERMS OF EMPLOYMENT: 7.0 hours per day, 190 days per school year
Range 1 / Step 1, \$226.71 per day

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board Policy.

**AN AFFIRMATIVE ACTION-EQUAL OPPORTUNITY EMPLOYER APPLICATIONS FROM MINORITIES
ARE ENCOURAGED**

NWABSD STRATEGIC PLAN JANUARY 2023 – JUNE 2027



Adopted by the Board XX/XX/20XX

Ambler · Buckland · Deering · Kiana · Kivalina · Kobuk · Kotzebue · Noatak · Noorvik · Selawik · Shungnak



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DISTRICT LEADERSHIP

Superintendent

Terri Walker

School Board

Margaret Hansen, President
 Carol Schaeffer, Vice President
 Marie Greene, Treasurer
 Tillie M. Ticket, Secretary
 Millie Hawley, Parliamentarian

Shannon Melton, Member
 Lawrence Jones, Sr., Member
 Alice Melton-Barr, Member
 Alice Adams, Member
 Joanne Harris, Member
 Nellie Ballot, Member

FOUNDATION STATEMENTS

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 |
|---|--|--|



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CONTENTS

Goal 1: School and Culture
Objective 1: Community School Connections NWABSD will work with each site to establish a Tribal/Community Partnership Plan to provide relevant learning opportunities and support.
Objective 2: Immersion School Program NWABSD will begin an immersion school program starting with PreK level and moving to Kindergarten, 1 st , and 2 nd grade progressively throughout the next five years.
Objective 3: Cultural Science Curriculum NWABSD will create a cultural place-based science curriculum using the traditional Native Ways of Knowing and Learning.
Goal 2: Operational Improvement
Objective 1: Optimize Business Operations The NWABSD will 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.
Objective 2: Standard Operating Procedure Documentation The NWABSD will establish written processes to support all processes within the district to support efficiency and succession planning.
Goal 3: Instructional Support
Objective 1: Evaluation of MTSS (Multi-Tiered System of Supports)/Safe and Civil Reset NWABSD staff will evaluate the systems of 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.
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Objective 1: Standard Operating Procedures for Board NWABSD Regional School Board will Define standard operating procedures to support board efficacy and improve onboarding and communications.
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Goal 1: School and Culture				
Objective 1: Community School Connections				
NWABSD will work with each site to establish 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.				
Objective Lead: Superintendent				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
1.1.1 Partner with stake holders to strengthen Immersion Inupiaq curriculum through language and culture programs that include goals and actions.	Schools will support the plan with improvement data and ongoing adjustments for continuous improvement. Sign agreements with stake holders that include goals and actions.	Submit data every quarter Beginning 2 nd semester January 2024	75%	
1.1.2 Connect Curriculum with Cultural Ways and Science Knowledge in a local setting.	1. Documentation of partnerships between the school and community. 2. Knowledge bearers in the classroom	Quarter 1,2,3,4	10%	
1.1.3 Inform all stake holders about the progress of school/community connections	Provide progress report.	Bi-annually in October and March	Feedback and surveys	
Objective 2: Immersion School Program				
NWABSD will begin an immersion school program starting with PreK level and moving to Kindergarten, 1 st , and 2 nd grade progressively throughout the next five years.				
Objective Lead: Superintendent				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
1.2.1 Assist Iñupiaq Instructors to obtain their certification through the state of Alaska			0%	
1.2.2 Train our Iñupiaq Instructors fluently into immersion methods of teaching Iñupiaq			2%	
1.2.3 Provide ongoing professional development for the Iñupiaq Instructors.			75%	
Objective 3: Cultural Science Curriculum				
NWABSD will create a cultural place-based science curriculum using the traditional Native Ways of Knowing and Learning.				
Objective Lead: Superintendent				
Strategies and Actions	Key Indicators/Metric	Completion Date	Progress	Budget (Time & Money)
1.3.1 Develop lessons and activities that align with local traditions and practices utilizing natural resources to make the science curriculum more relevant and relatable for all students.			10%	
1.3.2 Incorporate the Iñupiaq language into the curriculum, promoting language preservation and encouraging students to learn and communicate these concepts in their native tongue.			10%	
1.3.3 Design hands-on, experiential learning opportunities that connect students with the local environment and traditional practices.			10%	
1.3.4 Establish community partnerships with local organizations and tribal councils to support the development and implementation of the curriculum and ensure ongoing cultural relevance.			10%	



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1.3.5 Involve local elders as educators and mentors, recognizing their invaluable role in passing down traditional knowledge.			10%	
1.3.6 Empower students to explore and share their own traditional knowledge within the curriculum, creating a learning environment where both the teacher and students contribute to the learning.			10%	

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Goal 2: Operational Improvement				
Objective 1: Optimize Business Operations				
The NWABSD will 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.				
Objective Lead: Director of Administrative Services				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
2.1.1 Optimize Purchasing system with E-Procurement integration with vendors in Accounting Software (IVisions)	NWABSD secretaries and administrators will be able to purchase supplies from specific vendor websites through the District's accounting software. This will make purchasing from these vendors much easier and will encumber purchases.	October 2022 until complete, estimated timeline 3 months.	COMPLETE – February 2023	
2.1.2 Integrate Human Resources system (Frontline Central) with Accounting Software (IVisions)	NWABSD staff information will flow from Human Resources system to accounting software to	January 2023 until complete, estimated timeline is 6 months without staff turnover		
2.1.3 Streamline Adjusting and Budget journal entries with electronic workflow	NWABSD budget authorities will be able to submit budget transfers and re-code expenses electronically in the District's accounting software instead of on paper.			
2.1.4 Optimize Employee Reimbursement system utilizing accounting software instead of DocuSign forms	Employees will be able to submit for reimbursement of purchases through IVisions		Partial setup in IVisions complete previously, not sure what date. Need to complete setup, train staff, and add to process manual	\$4932 to IVisions and an estimated 3 working days – One for setup, one for documenting process and training with staff, one for contingency
2.1.4 Evaluating Staff and Student travel processes and procedures				
Objective 2: Standard Operating Procedure Documentation				
The NWABSD will establish written processes to support all processes within the district to support efficiency and succession planning.				
Objective Lead: Director of Administrative Services				
Strategies and Actions	Key Indicators/metric	Completion Date/Timeline	Progress	Budget (Time & Money)
2.2.1 Establish where District processes are to be compiled and outlined	NWABSD Staff members will have clearly defined processes for School District Procedures. These processes will be accessible to all staff and all staff will receive notification about where to find the District's processes and procedures upon being hired.			TBD. This project may have a heavy lift at first, but once implemented the District's Processes will only need to be reviewed and adjusted based on need



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Goal 3: Instructional Support

Objective 1: Evaluation of MTSS (Multi-Tiered System of Supports)/Safe and Civil Reset
 NWABSD staff will evaluate the systems of 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.

Objective Lead: Director of Curriculum

Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
<p>3.1.1 Assessed districtwide MTSS “fit and feasibility.”</p>	<ol style="list-style-type: none"> 1. Evaluate the alignment between MTSS principles and the organization's goals and needs. 2. Assess Resources <ol style="list-style-type: none"> a. Personnel b. Time c. Funding 3. Conduct a review of existing systems, documentation, resources, and practices to determine compatibility with MTSS frameworks. <ol style="list-style-type: none"> a. Develop a system for resolving gaps/unclear areas. b. Develop a system to monitor fidelity of integrated academic and behavioral practices. c. Develop a system for potential challenges or barriers to MTSS adoption and engage Instructional Leadership Team to develop strategies to address them. d. Develop feedback. 4. Evaluate current systems for equity and access... <ol style="list-style-type: none"> a. Scheduling <ol style="list-style-type: none"> i. What do students need? ii. Program offering. b. State Requirements (Standards) <ol style="list-style-type: none"> i. GL Matriculation ii. Aligned Resources iii. Recommended Pacing & Alignment to AK STAR <p>Analyze relevant research and best practices to inform decision-making and ensure a thorough understanding of MTSS requirements and benefits.</p>	<p>Spring 2024</p>		<p>Unknown currently.</p>
<p>3.1.2 Build an infrastructure that will support effective and efficient service delivery of MTSS Framework.</p>	<ol style="list-style-type: none"> 1. Identify MTSS Team (Site & District) Compositions for each Tier. 2. Develop professional learning and collaboration goals. 3. Develop MTSS Handbook/Guide <ol style="list-style-type: none"> a. District b. Site c. Classroom 4. Determine needs based on grade-level and building level goals. 5. Develop a clearly defined MTSS framework that outlines the tiers of support, adopted programs and resources. <p>Identify benchmark, progress monitoring, diagnostic schedules and outcome measures for literacy, math, and behavior.</p>	<p>Summer 2024</p>		<p>Unknown currently.</p>



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<p>3.1.3 Establish a system for collecting and analyzing student data to identify areas of need, including academic, behavioral, and attendance data.</p>	<ol style="list-style-type: none"> 1. Literacy <ol style="list-style-type: none"> a. Screening b. Placement Assessment c. Progress Monitoring d. Risk Assessment e. Diagnostic Tool 2. Math <ol style="list-style-type: none"> a. Screening b. Placement Assessment c. Progress Monitoring d. Risk Assessment e. Diagnostic Evaluation- SPED 3. Attendance <ol style="list-style-type: none"> a. Risk Assessment b. Diagnostic Tools c. Progress Monitoring 4. Behavioral <ol style="list-style-type: none"> a. Screening b. Risk Assessment (FBA) c. Progress Monitoring d. Diagnostic Evaluation- SPED 	<p>Spring/Summer 2024</p>		<p>Unknown currently.</p>
<p>3.1.4 Initiate the implementation of MTSS (Multi-Tiered Systems of Support) by aligning resources, organizing teams, and establishing clear communication channels to ensure readiness for systems change.</p>	<ol style="list-style-type: none"> 1. Train core MTSS (data) teams and stakeholders. 2. Develop continuum of MTSS coaching and professional learning supports. 3. Establish problem-solving protocols for use with teams at each Tier. <p>Arrange necessary professional development for teams and stakeholders to build capacity.</p>	<p>Fall 2024</p>		<p>Unknown currently.</p>
<p>Objective 2: Safe & Civil Refresh NWABSD staff will evaluate the systems of PBIS/Safe & Civil Schools operationalized within schools with current strategies for structured learning environments. The implementation of the strategy will be supported with increased instructional support implemented through strengthening professional development delivery to support instructional teams.</p>				
<p>Objective Lead: Director of Curriculum</p>				
<p>Strategies and Actions</p>	<p>Key Indicators/Metrics</p>	<p>Completion Date/Timeline</p>	<p>Progress</p>	<p>Budget (Time & Money)</p>
<p>3.2.1 Implement a tiered system of supports to address the behavioral needs of all students. Clarify Safe & Civil universal interventions for all students to targeted interventions for at-risk students and individualized supports for students with intensive needs.</p>	<ol style="list-style-type: none"> 1. Develop a multi-tiered framework that includes universal (Tier 1), targeted (Tier 2), and intensive (Tier 3) interventions. 2. Identify evidence-based strategies and interventions at each tier that align with the school's behavior expectations and address common behavioral challenges. 3. Establish a system for screening and progress monitoring to identify students in need of additional support and track their progress over time. <p>Research AK PBIS: Contact Sharon Fischel, schedule initial information meeting.</p>	<p>Summer 2024</p>		<p>Unknown currently.</p>
<p>3.2.2 Collect and analyze data to identify areas of priority for implementation of</p>	<ol style="list-style-type: none"> 1. Establish a data collection system that is efficient, reliable, and aligned with the school's goals and priorities. 	<p>Winter 2024/2025</p>		<p>Unknown currently.</p>



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<p>PBIS, assess the impact on student behavior, and make data-informed decisions for continuous improvement.</p>	<ol style="list-style-type: none"> 2. Identify relevant data sources, such as office discipline referrals, attendance records, and student surveys. 3. Regularly review and analyze data to identify trends, patterns, and areas for improvement related to student behavior and PBIS implementation. <p>Engage stakeholders in data review meetings and decision-making processes to promote transparency and collaboration.</p>			
<p>3.2.3 Implement S&C Foundations Team</p>	<p>Develop a Comprehensive Understanding of S&C Foundations:</p> <ol style="list-style-type: none"> 1. Develop District Foundations Team: Organize regular work sessions to review the components of the Foundations program. <p>Ensure principals have access to a comprehensive library of resources, including manuals, guides, case studies, and best practices related to the Foundations program.</p>	<p>Fall 2024</p>		<p>Unknown currently.</p>
<p>3.2.4 Develop effective PBIS/Safe & Civil Schools onboarding and training practices.</p>	<ol style="list-style-type: none"> 1. Create a comprehensive training module that introduces principals, teachers, and counselors to the key concepts, principles, and strategies of Safe & Civil Schools and NWABSD PBIS. 2. Plan for delivery of training module through in-person workshops, webinars, or online learning platforms to ensure consistent understanding. 			<p>Unknown currently.</p>

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Goal 4: Wellness				
Objective 1: Sustainable Counseling Program				
NWABSD staff will develop the program with an implementation plan leading to an operationalized program to include documentation of counseling services at all sites.				
Objective Lead: Director of Student Services				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
4.1.1 Obtain Grant to receive full funding -Our Youth Positive Vision for Future by 2027	Obtain a grant for to support the training and practice of school counseling in NWABSD	January 2023	100% Completed	Grant for Jan 23-24 to Jan 27-28 Grant total for 5 years=
4.1.2 Define all potential partnerships for counseling programs	March 2024: Maniilaq and Compassionate Counseling partnerships	January 2027	50% complete	
4.1.3 Establish harm-to-self follow-up protocols, training and tracking data/procedures	Harm to Self Protocol established and yearly training with principals and counselors. To be completed yearly: 23-24= yes 24-25 25-26 26-27	June 2027	20% complete	June 2027
4.1.4 Obtain funding for continuation of Programming after funding -Our Youth Positive Vision for Future no longer available.	Grant or general fundings.	Jan. 2027	0% complete	2027-28
Objective 2: Trauma-Informed Teaching Practices (TITP)				
NWABSD will implement TITP practices through a train-the-trainer program, including ongoing reinforcement and implementation in the classroom.				
Objective Lead: Director of Student Services				
Strategies and Actions	Key Indicators/Metrics	Completion Date/Timeline	Progress	Budget (Time & Money)
4.2.1 Train-the-trainer for Trauma Informed Practices	Obtain Train -the-trainer certification.	Completed Trainer #1 May 2023 Trainer #2 Dec. 2023	100% completed	ESER funds used to train the trainer
4.2.2 Inservice training ongoing yearly through length of this strategic plan	Training completed as evidenced by sign in sheet during beginning of the year in serves.	Aug. 2023 completed all staff Aug. 2024 Aug. 2025 Aug.2026 Aug. 2027	20%	No cost as we have inhouse trainers
4.2.3 Trauma informed professional Development and supports to be made available to all staff. Obtain grant funds for yearly presenters on trauma informed teaching practices and/or resiliency and restorative practice PD	March 2024: Weekly Trauma informed and Resilience Focused Office hours initiated for teachers	March: No grants obtained for trauma informed at this time.	10%	No cost as we have inhouse trainers Grants: to be determined.



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Goal 5: Growing Our Own				
Objective 1: Vocational Track Mapping				
NWABSD staff will align curriculum to support the growth of students throughout their education to be prepared for employable roles within the region.				
Objective Lead: Director of the Alaska Technical Center				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
5.1.1 Assess current CTE Alignments	Review and analyze current K-14 CTE pathways Identify gaps in pathway alignment	August 2024	25%	
5.1.2 Investigate external best practices for 9-14 CTE alignment	Review national CTE curricula standards and alignments Compare and examine other CTE institutions pathways and compare the NWABSD	December 2024	10%	
5.1.3 Develop overarching plan for complete alignment.	Establish timeline and review cycle	August 2024	10%	
5.1.4 Design process for individual pillar alignment	Determine and align first Pillar (Education)	May 2024	50%	
Objective 2: Regional Workforce Development				
NWABSD will develop a plan for ATC to grow alignment between offerings and regional workforce needs.				
Objective Lead: Director of the Alaska Technical Center				
Strategies and Actions	Key Indicators/Metrics	Completion Date/Timeline	Progress	Budget (Time & Money)
5.2.1 Identify regional workforce needs	Gather employer workforce and training needs	May 2024	20%	
5.2.2 Map Regional workforce needs assessments	Categorize and identify common industry trainings and skillsets alignment	August 2024	10%	
5.2.3 Draft regional workforce map	Develop training options and	December 2024	10%	
5.2.4 Validate regional workforce map with employers	Regional workforce feedback and revisions	February 2024	0%	



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Goal 6: Board Development				
Objective 1: Standard Operating Procedures for Board				
NWABSD Regional School Board will Define standard operating procedures to support board efficacy and improve onboarding and communications.				
Objective Lead: President of the Regional School Board				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
6.1.1				
6.1.2				
6.1.3				
Objective 2: Definition of Board Role				
NWABSD Regional School Board will define the board role and align it around the products of the board to support efficacy and board scope.				
Objective Lead: President of the Regional School Board				
Strategies and Actions	Key Indicators/Metrics	Completion Date/Timeline	Progress	Budget (Time & Money)
6.2.1				
6.2.2				
6.2.3				
6.2.4				

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*Northwest Arctic Borough School District
Northwest Arctic Borough
NANA Regional Corporation*

**JOINT MAINTENANCE/CONSTRUCTION
COMMITTEE MEETING**

**Thursday, March 7, 2024
5:00 p.m.**

Join via Teams
Call 1-833-682-3239 or 907-308-3192 & enter code: 850 399 375#

AGENDA

A. CALL TO ORDER

B. MOMENT OF SILENCE

C. ROLL CALL

Introduction of Staff & Guests

D. AGENDA APPROVAL

E. ADOPTION OF DEC 4, 2023, MINUTES

F. DISCUSSION ITEMS:

Capital Projects Report

Selawik Fire Alarm Replacement Emergency Contract

Preliminary Discussion of Update of FY 26 DEED Capital Improvement Program

G. ACTION ITEMS

Concurrence with Budget and Contract Award Deering Replacement School

H. CLOSING COMMENTS

I. ADJOURNMENT

Co-Chairs: Marie Greene-NWABSD Board of Education & Austin Swan Sr.-NWAB Assembly

Committee Members: Elmer Armstrong Jr.-NWAB Assembly, Gloria Carter-NANA Board of Director, Margaret Hansen-NWABSD Board of Education, Joanne Harris-NWABSD Board of Education, Millie Hawley-NWABSD Board of Education, Crystal Johnson-NANA Board of Director, Reid Magdanz-NWAB Assembly, Walter Sampson-NWAB Assembly, , and Myra Wesley-NANA Board of Director

**UNADOPTED MINUTES
OF THE NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT**

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."

Co-Chair, Marie Greene, called the Joint Construction/Maintenance Committee Meeting to order at 5:00 p.m. on December 4th, 2023, in Kotzebue, AK Via Microsoft Teams.

Observed.

Committee Members present were:

Margaret Hansen, NWABSD Board of Education President
Marie Greene, NWABSD Board of Education Co-Chair
Tillie Ticket, NWABSD Board of Education Member
Shannon Melton, NWABSD Board of Education Member
Myra Wesley, NANA Board Member
Gary Hadley, NANA Board Member
Elmer Armstrong, NWAB Board Member

Committee Members absent and excused were:

Gladys Jones, NANA Board Member
Austin Swan Sr., NWAB Assembly Member
Hannah Loon, NWAB Assembly Co-Chair

Staff/Guests present at the meeting were: Terri Walker-NWABSD Superintendent, Kathy Christy-NWABSD Capital Projects Manager, Dena Strait-NWABSD Capital Projects, Brandon Blackham-NWABSD Property Services Director, Jeff Alexander, Human Resources Director; Amy Eakin-NWABSD Director of Technology, Mickey Jorgensen, Capitol Projects and Regional Operations Manager, Shayne Schaeffer-Executive Assistant to School Board and Superintendent.

Marie Greene has moved to approve the agenda as presented, seconded by Tillie Ticket. Motion passed unanimously by voice vote.

Kathy Christy presented her Capital Projects Report.

Dena Strait presented the Buckland HVAC report.

- **Margaret Hansen:** We need the funding by when.
- **Dena Strait:** By February of next year, part of that money is covering some new boilers, and those have a long lead item, so if we had the money secured by February, we can get those out there and installed before the heating season.
- **Margaret Hansen:** How did the Denali Commission arrive at the 1-million-dollar grant?
- **Dena Strait:** We gave them a budget of what was outstanding. We did put a contingency in there, but we didn't put enough contingency because the contractor's pricing came back higher.
- **Margaret Hansen:** Would we be able to resubmit to Denali, to see if they have additional funding?
- **Dena Strait:** We should be able to ask if that's an option.
- **Margaret Hansen:** The situation with the Village Improvement Commission and the fund of Buckland HVAC is not on the list for Buckland, and they only have those community meetings maybe a couple of times a year. We really can't submit that application. And I think there is only 2 million dollars left to spend in the VIF for this year until maybe spring/summer when they receive monies from Teck.
- **Kathy Chrity:** We concurred with the VIF and confirmed that it was 2 million for the rest of the year. The deadline is the 15th of December.

CALL TO ORDER

MOMENT OF SILENCE

ROLL CALL

INTRODUCTION OF STAFF/GUESTS

AGENDA APPROVAL

CAPITAL PROJECTS REPORT

BUCKLAND HVAC

- **Marie Greene:** You are correct about the remaining monies with VIF, it's up to the community to submit applications. As Margaret commented it has to be on their community priority list. Looking at the FY22 VIF report for Buckland, they do have school improvements listed; it is up to the community as to what applications they want to submit.
 - **Margaret Hansen:** The best thing to do is to go back to Denali and say we got some final numbers. Are you willing, or do you have additional funding you can apply to this project so we can move forward this spring?
 - **Dena:** We do plan on moving forward with the funding that we do have, and if they have the additional money, we can do all of it in one shot.
- Discussion regarding the following:
 - HVAC Controls Upgrade at eight sites
 - June Nelson roof replacement project
 - District Wide Fire System includes fire alarms and one sprinkler system at six sites.
 - Selawik School Project to possibly get funded.
 - School Construction List:
 - Deering Project, which is at number five.
 - AHFC Teacher Housing Project:
 - Wrapped up the two Kivalina Teacher housing projects and were waiting on Audits and Inspections to close those out.
 - Selawik is close to completion and wants to coordinate the inspection and audit.
 - Buckland, we finally got the grant agreements for the joint project with the Borough and the separate district duplex; we just got that signed.
 - Kivalina, the construction is completed, and the punch list items have been corrected, we are working on the process of close out and waiting on the guidelines for the artwork.
 - Kivalina's vehicle garage is funded through an old state grant passed through the borough, and we need to complete the heating system installation before it's closed out.
- **Myra Wesley:** I was curious about the timeline for finishing off the monies on the remaining art.
 - **Kathy Christy:** In the past, the department allowed us to close out the grant if the money for the art is restricted in another account. Because it takes a while to select the artist and for the artist to produce it.
 - **Myra Wesley:** Can we hire someone locally from Kivalina to purchase?
 - **Kathy Christy:** Generally, the art money is supposed to go towards producing the art.
 - **Myra Wesley:** Can we designate somebody with the district to oversee purchases with local artists?
 - **Kathy Christy:** In the past, we have had the students look through the artifacts in the display cases and let them make that determination. The Anchorage Museum wants to work with us.
 - **Myra Wesley:** Is the teacher housing being turned over to the IRA in Kivalina?
 - **Kathy Christy:** We transported the usable buildings to the new school site.
 - **Marie Greene:** When you say buildings, you don't want, what's the next step?
 - **Kathy Christy:** All school buildings are owned by the borough.
 - **Marie Greene:** Has the borough been informed; it sounds like the village of Kivalina is interested.
 - **Terri Walker:** The borough lawyer and our lawyer have been working together to draft the documents for turnover.
 - **Elmer Armstrong:** At our last meeting, we discussed transferring the

- responsibilities, and the condition of the buildings was questionable.
- **Marie Greene:** It would be good to have some closure on this and get it taken care of; there might be some interest in the village. That's the point I wanted to make.
 - **Margaret Hansen:** We know the borough bond debt; they have 7 million dollars left. We look at the Selawik project, which is probably going to move a lot quicker. The match would be 1 million, 884 thousand, 834 dollars.
 - **Kathy Christy:** We would have to go to the Borough to see if they can use some of their bond authorization as they did with Kivalina. We are also potentially looking at other grants we can use for the match, and we spent some money on planning, but those were really small percentages.
- The Selawik Davis Ramoth project will be funded, were anticipating that once we get the grant agreement that will probably happen next July or August. The design team to finish up the documents, bid it for construction and the hope would be we can start construction in spring of 2025.
 - In the Deering replacement school, there's quite a bit of infrastructure work going on right now. DOT is putting in a new road from the community to the airport, and our current site is right off that road so we will need that road in place, so we have access to our site. ANTHC is also working on upgrading the community's water and sewer systems. As well as work on the Water treatment system and the potential power upgrades. We're coordinating with those entities so that we have a road water and sewer and power to the site. There is not enough money with the DEED grant to put in all the infrastructure.
 - As we look forward to putting in DEED Applications for FY26, those will go in next summer. To move some of the projects up the list, we do need to get additional engineering condition reports, or cost estimates to support those grant applications and move them up higher on the list for funding. That's all I have for the future CIP projects report.
- **Marie Greene:** Any comments or questions?
 - **Margaret Hansen:** The ATC family housing, what was the final number of needs? 11 million?
 - **Dena Strait:** We put in an application to Senator Murkowski and Representative Peltola's offices last March, at that point it was an 8 million for construction, given the way that pricing is going you are probably accurate to being closer to a 11-million-dollar project although we haven't updated on that project recently.
 - **Margaret Hansen:** We know that the borough has 7 million dollars left in bond debt. The Selawik project is likely to progress faster, requiring a match of \$1,884,834. So where would we plan on getting that money?
 - **Kathy Christy:** We would have to go to the Borough to see if they can use some of their bond authorization as they did with Kivalina. We are also potentially looking at other grants we can use for the match, and we spent some money on planning, but those were really small percentages.
 - **Margaret Hansen:** That would bring the total borough bond debt 7 million down to about 5 million, and Deering if we got that moved up.
 - **Dena Strait:** 9.3 is the match.
 - **Margaret Hansen:** Kathy, can you work with us on writing up a request to the borough, Elmer we are wanting to have a joint meeting with the assembly, we haven't had one for a couple years. This should probably be on the agenda to

discuss with the borough on what we are going to do to make sure Kivalina school is ready when the time comes that it comes up as the major new construction. We will need 9.3 million as a match to the DEED project.

- **Kathy Christy:** Also keep in mind that it's got 4 other large projects ahead of it on that list, but we have got some time to work on that.
- **Margaret Hansen:** If we can have that Kathy at our January meeting, Marie if that's okay, if there is any objection if that's possible.
- **Marie Greene:** Any objections from the Committee members to having this on the schedule?
- **Terri Walker:** Can I get some clarification on what it is we are having on the agenda for January, will it be another JMCC meeting again, and you are looking to have?
- **Margaret Hansen:** An update from our Capital projects on the bond debt. So that we can easily explain that to our future joint meeting with the assembly and our district board to discuss how we are going to cover the match for Deering's new school.
- **Terri Walker:** We need to look at the process for how that can be increased, and how much we want it increased and then to talk to the borough about how to move forward with that request?
- **Margaret Hansen:** Yes, because we will have to go back to the vote of the people once we reach that 100 million ceiling of bond debt the voters approved. Kathy that's my understanding, the borough would have to either find the money to help us or go out for another vote.
- **Kathy Christy:** There is also a possibility of keeping an eye out for potential grants. For example, if ANTHC had, I am not sure if this is even possible were going to need sewer connections, if some of that was funding through ANTHC that would be counted towards our match.
- **Margaret Hansen:** Marie, my reasoning is, it's going to take several months to prepare the boroughs election process to next October, it may take a couple votes to the next year, but they can also have a special election anytime if they so choose.
- **Kathy Christy:** If I can add, if we are looking at potentially 1999, they passed a 100-million-dollar match with the goal of upgrading all those schools. And now Kivalina is the last school, so we have essentially completed that mission. But enough time has passed the schools that were on the first done are now at the point that they need renewal, and may we look at something bigger and broader than just Deering because it's part of that. We know we have the issues with the HVAC Controls and the Fire alarms, and if we're going to voters for bonding maybe we look at a long-term authorization that could fund school needs.
- **Margaret Hansen:** Yes, that would be great to include all that thank you.
- **Marie Greene:** We have got to keep in mind, the life of the red dog mine. I know meetings have been held regarding that, and it will be the decision of the Assembly for the Mayor to recommend whatever he will be supporting. There are also some challenges out there if we are wanting to encourage a long-term bond.
- **Kathy Christy:** May I also suggest, initiating those ideas in January were probably not going to be in position to put together a comprehensive recommendation. Maybe start a process so that we will get to that point, but I think it will take several months.
- **Margaret Hansen:** If we could just start with this Deering one and tell them that we will probably need to start initiating that discussion, and maybe their legal can also work with us.
- **Kathy Christy:** There are also formulas that are pretty reliable on the amount you need to reinvest in your buildings for renewal and replacement and we can use something like to anticipate what the other schools are going to need over the next 15 years.
- **Marie Greene:** Any further discussion?

- Village improvement fund deadline, due in 11 days, something we can consider in the future.

- Closing comments:
 - Marie Greene: We need to get the minutes of the committee meeting; we had one on June 5th. And I didn't check to see if we had any other committee meetings after that. An updated list of committee members.
 - Myra Wesley: Happy Holidays

Meeting adjourned at 6:09 pm.

CLOSING COMMENTS

ADJOURNMENT

UNADOPTED

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: February 27, 2024

NUMBER: Work session VIII.

FR: Office of the Superintendent.

SUBJECT: a. Capital Projects Report

Capital Projects Managers, Dena Strait and Kathy Christy report on the following:

DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT (DEED): The Department of Education has finalized the Capital Project priority lists for FY 25 grants. The current rankings of NWABSD applications are as follows and Governor's budget does not include any of these projects.

Major Maintenance

Davis-Ramoth K-12 School Renewal is ranked #3 on the Major Maintenance list. The two projects ahead of it total \$4.3 million. The total project amount is \$9,596,772 including a local share of \$1,884,834. Costs incurred prior to grant approval are potentially reimbursable.

HVAC Controls Upgrade at 8 Sites is ranked #21 with \$49,911,150 ahead of it. Total project is \$9,838,153 with \$1,967,631 match requirement.

June Nelson Elementary School Partial Roof Replacement ranked #45 at \$1,860,808 with \$373,162 match.

Districtwide Fire System Repair and Replacement 6 sites ranked #54 at \$3,731,750 and participating share of \$746,350.

School Construction

Deering K-12 School Replacement School is ranked #5 on the school construction list. The four projects ahead of Deering total \$163.5 million.

AHFC TEACHER HOUSING:

Kivalina – Inspection and audits occurred in January. Project closeout is in progress.

Selawik – Inspection and audits occurred in January. Project closeout is in progress.

Buckland - Housing Alaskans: A Public-Private Partnership (HAPPP) may be able to provide additional funding for the Buckland teacher housing project. Last year the typical grant averaged about \$120,000. HAPPP has not yet received its 2024 grant budget.

DEED PROJECTS

KIVALINA REPLACEMENT SCHOOL

Construction: The District is working on the close out process with DEED.

Percent for Art: A Request for Proposals for additional art was advertised in February. Proposals will be shared with school community in March. Following the review of submissions the Committee may request additional information from the artists before developing a final selection. Artwork recommendations will be presented to the JMCC and the Board for concurrence and approval.

DEED will allow closeout of the grant prior to completion of artwork. The District is to hold the art funding in a dedicated account. It is anticipated the production of art work will be completed in FY 25.

Grant Closeout: Although construction is complete, project closeout is an extended process requiring several months. The design team has almost completed the project record documents. Once this is complete ASRC can submit the final pay request and complete closeout documents. There will be remaining funds in the project budget. DEED funding provides 80% of the project funds. The balance of local share of funding might be reallocated after the project is complete. The Borough attorney has agreed it may be possible to reallocate to other capital projects. The Kivalina project would need to be closed out before funds could be reallocated.

FY-19 BOROUGH LEGISLATIVE GRANT – The Borough is providing pass-through state funding for two District projects.

Kivalina Vehicle Garage

Garage is in use. Installation of heating system remains to be completed.

Buckland HVAC Upgrade

In January 2023 the Board approved the award contract for Phase I of the Buckland HVAC Upgrade Project in the amount of \$845,136 was issued to Sturgeon Electric. This phase replaced the existing electric controls in the building with direct digital controls for the air handling units and main pumps in the building. It also installed variable frequency drives on various pumps and motors. This work was completed in October 2023.

SELAWIK EMERGENCY FIRE ALARM SYSTEM

The fire alarm system was patched together this summer but this winter break it failed once and for all. There are no replacement parts for the old, outdated fire alarm panel and system. In January the Board approved emergency procurement for replacement of the fire alarm panel and system and the delegation of contracting authority to the Superintendent. DEED has approved a shortened 14 day bid period. The Administration is currently bidding the work with bid opening scheduled for March 8th, and also requesting funding from the Borough. The Administration will report the results of the bidding and the amount of the issued contract at the next regular Board meeting.

FUTURE CIP PROJECTS

DAVIS-RAMOTH K-12 SCHOOL RENEWAL – This project did not make the recommendation for the Governor's FY 25 budget.

DAVIS-RAMOTH K-12 SCHOOL EMERGENCY FIRE SYSTEM REPLACEMENT – This project is anticipated to be submitted for FY26 funding to emergency replacement costs.

DEERING K-12 SCHOOL REPLACEMENT SCHOOL – Construction of new school is dependent on funding and schedule of new DOT airport road. Given the cost and scoring of projects ahead of Deering it may be several years before this project is funded. Since the January meeting the project manager and design team have reviewed and confirmed the suitability of the project site approved by the Deering Community and used in the FY25 Deering Replacement School grant application.

Additional funding is needed to proceed with site planning to support coordination with Deering airport road and utility projects managed by other agencies. Funding for completing the project design to the schematic design level also requires more funding. It is estimated that an additional \$175,000 is needed to improve the scoring of the FY 25 DEED grant application. JMCC concurrence and Board approval for the increase in funding for continued planning and design for

the Deering Replacement School. The District will continue to work with Burkhart Croft Architects and their engineers.

Buckland HVAC Upgrade Phases II and III

In fall 2023 the Denali Commission awarded a grant in the amount of \$1,041,860 to the District for Buckland Energy/HVAC Phase II. This work will move forward in Summer 2024 when this federal funding award is finalized.

Phase II will cost approximately \$900,000 and will include replacement of baseboard and thermostats, ventilation controls, completion of DDC controls for the entire school, pipe insulation, more efficient pumps, flush and replacement of heating liquid throughout, fan replacement, and installation of ventilation hoods and dampers.

The final phase III, boiler and flue replacement, requires an additional \$380,000, assuming it is done at the same time as Phase II, to complete the full scope of work for the Buckland HVAC upgrade. Delaying the project will increase the costs. Funding for this work is not yet identified.

OTHER POTENTIAL MAJOR MAINTENANCE PROJECTS – Capital Project Manager will issue an RFP for term engineering services to move districtwide fire alarm and districtwide HVAC projects forward. This will increase their scores on the DEED CIP lists.

DEED CIP Grant Award Priorities – Documentation to support FY26 DEED applications needs to begin now in order to be completed for applications due September 1, 2024. Identification and prioritization of projects is needed to move this work forward. Potential projects identified in the FY 25 CIP is attached

KOTZEBUE PROFESSIONAL HOUSING

The District is participating in discussions with the City and Borough regarding funding that is available for development of housing units for professionals in Kotzebue.

MARCH 8 BOARD ACTION ITEMS

Memo 24- xxx Approval of Budget and Contract Award Deering Replacement School

Memo 24- xxx Award of contract for emergency replacement of Davis-Ramoth fire alarm system

**FY 25 SIX YEAR CIP AS RECOMMENDED BY
JOINT MAINTENANCE AND CONSTRUCTION COMMITTEE**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
1	D	Davis-Ramoth K-12 School Systems Renewal– Renewal of building systems that have reached the end of useful life and functionality to include HVAC, DDC, fire protection system, and code upgrades.	X	\$9,600,000
2	D	Districtwide Fire System Repair and Replacement – JNES, Noorvik, Buckland , Ambler and Shungnak require replacement. Parts are no longer available for repairs and the code has changed to require new systems with voice annunciation.	X	6,000,000
3	C	June Nelson Elementary School Roof Replacement- Replacement of failing roof, 20 years past its useful life. The school is experiencing frequent roof leaks that damage interior finishes and contribute to potential mold and structure damage and interfere with instruction.	X	3,500,000
4	B	Deering K-12 Replacement School – new school on new site to replace overcrowded and worn-out facility. The existing site is not large enough to accommodate an addition without removal of the playground and relocating teacher housing off-site. In addition, many building components are beyond their use expectancy.	X	\$43,600,000
Funded by Northwest Arctic Borough and Denali Commission Grant	C	Buckland HVAC Upgrade – District is utilizing Borough and Denali Commission funds to upgrade the outdated Buckland HVAC system and DDC controls and replace old boilers.	X	2,500,000
5	C	Districtwide DDC Controls – New DDC systems are needed throughout the District to maintain and control heat. This will reduce operating and maintenance costs while improving the interior environment for students and staff. DDC for Buckland, Selawik and Deering are included in their respective applications.	X	9,000,000
FY 2025 TOTAL				\$74,200,000

	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
		Projects not funded in FY 25 – It is anticipated resources will not be available to fund all requirements. They will take priority for FY 26.	X	Balance of FY 25 requests
6	C	Buckland K-12 School Exterior Envelope Renewal- replacement of roofing, doors and windows at the end of their useful life.	X	\$3,000,000
FY 2026 TOTAL				\$3,000,000 +

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
		Projects not funded in previous years – It is anticipated resources will not be available to fund all requested requirements. They will take priority for FY 27.	X	Balance of FY 26 requests
7	C	Noorvik K-12 School Roof Replacement - Replacement of roof which reached the end of its useful life in 2022.	<input checked="" type="checkbox"/>	\$3,500,000
FY 2027 TOTAL				\$3,500,000 +

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
		Projects not funded in previous years – It is anticipated resources will not be available to fund all requested requirements. They will take priority for FY 28.	X	Balance of FY 27 requests
8	C	Noorvik K12 School HVAC Controls – upgrade HVAC controls for Noorvik School which reached the end of their useful life in 2022.	<input checked="" type="checkbox"/>	\$1,500,000
FY 2028 TOTAL				\$1,500,000 +

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
		Projects not funded in previous years – It is anticipated resources will not be available to fund all requested requirements. They will take priority for FY 29.	X	Balance of FY 28 requests
9	C	June Nelson Elementary School Renewal- to replace building components at the end of useful life.	<input checked="" type="checkbox"/>	\$7,500,000
FY 2029 TOTAL				\$7,500,000 +

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
		Projects not funded in previous years – It is anticipated resources will not be available to fund all requested requirements. They will take priority for FY 30.	X	Balance of FY 29 requests
10	C	Kiana K-12 School Renewal – Renewal of Kiana K-12 School to replace building components at the end of useful life.	<input checked="" type="checkbox"/>	\$5,500,000

FY 2030 TOTAL \$5,500,000+

Adopted June 6, 2023, at a duly convened meeting of the Northwest Arctic Borough School District at which a quorum was present and voting. I hereby certify that the information presented is true and correct to the best of my knowledge.



 Superintendent

8/21/23

 Date

DocuSigned by:


 School Board President

8/22/2023

 Date

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-097

FR: Office of the Superintendent

SUBJECT: Approval of Budget and
Contract Award Deering
Replacement School

ABSTRACT:

Board approval is required to expend \$50,000.00 and higher.

ISSUE:

At issue is board approval to increase the budget for the planning and design of the Deering Replacement School and approval of the award of a contract to Burkhart Croft Architects in an amount not to exceed \$175,000.

BACKGROUND AND/OR PERTINENT INFORMATION:

Deering K-12 Replacement School is ranked #5 on DEED's School Construction list. The project total is \$46,255,576 with \$9,251,115 as local share. This project is not included in the Governor's budget, and it is not expected to be funded in FY 25. However, it is important that this project improve its ranking for FY 26 consideration.

There are two significant infrastructure projects in planning and design for the community of Deering. Alaska Department of Transportation (DOT) is seeking FY25 funding to build a new road between the airport and the community. Alaska Native Tribal Health Consortium is in the design phase for replacement and extension of the water and sewer systems within Deering.

Both of these projects impact the school project both physically as well as in timing of their construction. The selected site of the new school is off the yet to be built DOT road. The new school site will need utility services extended to it in order to serve the school. District Capital Projects Managers have been coordinating with these two projects for the last two years. We are now to the point that we need to confirm the selected site is a good site to build the 50-year school upon. The community approved this site last April. School site utilities, driveway access and overall site planning and design need to be completed to continue coordination with the DOT and ANTHC projects.

In addition, DEED does not pay for work off the school site such as utility extensions. Therefore, we need to design these extensions, in coordination with the ANTHC project, and then seek funding other than DEED funding to get them constructed.

Close coordination is required with both projects as the school requires road access and utilities. DOT's road project is planned to get FY25 funding, start construction in Fall 2025 and be completed in Fall 2027. The earliest ANTHC's water and sewer project would be under construction is 2025, but it will likely be 2026.

The District will continue to utilize the Burkhart Croft Architects and their engineers as the design team of record for the project. BCA was selected for this work under a competitive term contract procurement.

ALTERNATIVES:

1. Approve the allocation of \$175,000 to the Deering Replacement School Project and the delegation of authority to the Superintendent to contract with Burkhart Croft Architects, as presented.
2. Disapprove the allocation of \$175,000 to the Deering Replacement School Project and the delegation of authority to the Superintendent to contract with Burkhart Croft Architects, as presented.
3. Take no final action.

RECOMMENDATION:

The administration recommends the Board approve the allocation of \$175,000 to the Deering Replacement School Project and the delegation of authority to the Superintendent to contract with Burkhart Croft Architects, as presented.

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: March 8, 2024

NUMBER: 24-098

FROM: Office of the Superintendent

SUBJECT: Award of Contract Davis-
Ramoith School Fire Alarm
Replacement and
Delegation of Contracting
Authority

ABSTRACT

Award of contract for emergency replacement of Davis-Ramoith fire alarm system.

ISSUE

At issue is approval of contract for the emergency replacement of the fire alarm system and any associated work as required by the State Fire Marshal at Selawik School and delegation of contracting authority to the Superintendent for this work.

BACKGROUND AND/OR PERTINENT INFORMATION

At the January meeting Board Memorandum 24-085 approved emergency procurement procedures for the replacement of the failed Selawik fire alarm system and delegation of contracting authority to the Superintendent. The District coordinated with the Department of Education and Early Development (DEED) and achieved approval for a shortened bid period.

RSA Engineering, Inc. prepared the technical specifications for the work. The District advertised the project for 14 days. The bid opening will occur March 8 at 11:00. The lowest responsive and responsible bidder will be announced following the bid opening. This information will be provided to the Board prior to the Board meeting. Although the Board has already approved the delegation of contracting authority to the Superintendent at the January meeting, because this is an unusual and unexpected situation the Superintendent wants to keep the Board fully informed and provide the opportunity for Board input regarding the award of contract.

The cost of panel replacement is anticipated to be between \$650,000 to \$700,000. The actual cost of the work will be determined at bid opening. The District does not have the funding available. However, the District is following all DEED procedures so that the costs will be eligible for reimbursement at some point in the future under a DEED major maintenance grant. District is actively seeking funding from the Borough and the contract will not be awarded until funding is secured.

An update of this memorandum, recommending the award to the lowest responsible, responsive bidder, will be provided prior to the March 8 Board meeting.

It is critical that the District be able to quickly procure, award and perform this fire alarm system replacement to remedy this safety issue at the school. To do so, the Superintendent requires a delegation of contracting authority to award the contract and approve changes to the contract once funding is identified.

ALTERNATIVES

1. Approve the award of contract to the lowest responsible, responsive bidder as identified

following bid opening and funding is secured, and approve delegation of authority to the Superintendent to award the contract for construction as presented;

2. Do not approve the award of contract to the lowest responsible, responsive bidder as identified following bid opening, and do not approve delegation of authority to the Superintendent to award the contract for construction, as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION

The administration recommends that the Board approve the award of contract to replace the Selawik fire alarm system to the lowest responsible, responsive bidder as identified following bid opening and funding availability; and to approve a delegation of contracting authority to the Superintendent, as presented.