

# NWABSD Board of Education Committee Meeting/Worksession

Monday, September 23, 2024 1:00 PM

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

1. 1:00 P.M. Budget

**Presenter:** Natalie Dickey, Business Manager

2. 2:30 P.M. Board Policy

**Presenter:** Amy Eakin, Director of Technology

3. 3:00 P.M. Board Bylaws

**Presenter:** Amy Eakin, Director of Technology

4. 4:00 P.M. Strategic Plan Updates

**Presenter:** Terri Walker, Superintendent



# 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

### Budget Committee Meeting

Conducted via Teleconference

Call 1-833-682-3239, enter code:504 417 946 #

### Agenda

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**September 23, 2024**

**1:00 p.m.**

- I. FY25 Financial Narrative Report as of August 31, 2024
- II. FY26 DRAFT Budget Development Schedule
- III. Action Items with Budget impact:
  - 25-008 Approval of Contract - 2024-2025 Alaska Humanities Forum
  - 25-009 Approval of Purchase - Big Ray's The Alaskan Outfitters
  - 25-024 Approval of Purchase - HMH Into Reading Materials
  - 25-027 Approval of MOA Addendum – JLM, LLC
- IV. Future Business:
  - FY24 Financial Statements and Audit Report

**Committee Members: Margaret Hansen, Joanne Harris, Marie Greene (Chair), Alice Adams**  
**Administrative Services Business Manager: Natalie Dickey**

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 August 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 8/31/2024. The Board last received a report August 26, 2024 with expenditures and revenue through July 31, 2024.**

**We are approximately 17% through the fiscal year and have expended 11% of our general operating budget, and received 7% of our budgeted general fund revenue. 80% of our General Fund budget is expended and encumbered. The months of October and November will see a significant increase in expenditures.**

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

		Approved				
		<u>Budgeted</u>	<u>Year to Date Rev</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
<b>Revenues By Object:</b>						
011	Other Borough Revenue	8,068,263	-	-	8,068,263	0%
012	In-Kind Contribution	-	-	-	-	NA
030	Interest Income	770,000	71,542	-	698,458	9%
040	Other Local revenue	2,100,000	91,081	-	2,008,919	4%
047	E-Rate Program Revenue	7,205,220	1,603,728	16,517,664	(10,916,172)	22%
051	Foundation Program	38,250,938	3,151,324	-	35,099,614	8%
090	Other State Funding	4,800,549	-	-	4,800,549	0%
056	TRS On-Behalf	2,505,160	-	-	2,505,160	0%
057	PERS On-Behalf	447,788	-	-	447,788	0%
111	Impact Aid	3,476,274	-	-	3,476,274	0%
250		-	-	-	-	NA
<b>Revenue Totals</b>		67,624,192	4,917,675	16,517,664	46,188,853	7%
			7% % Received to date			

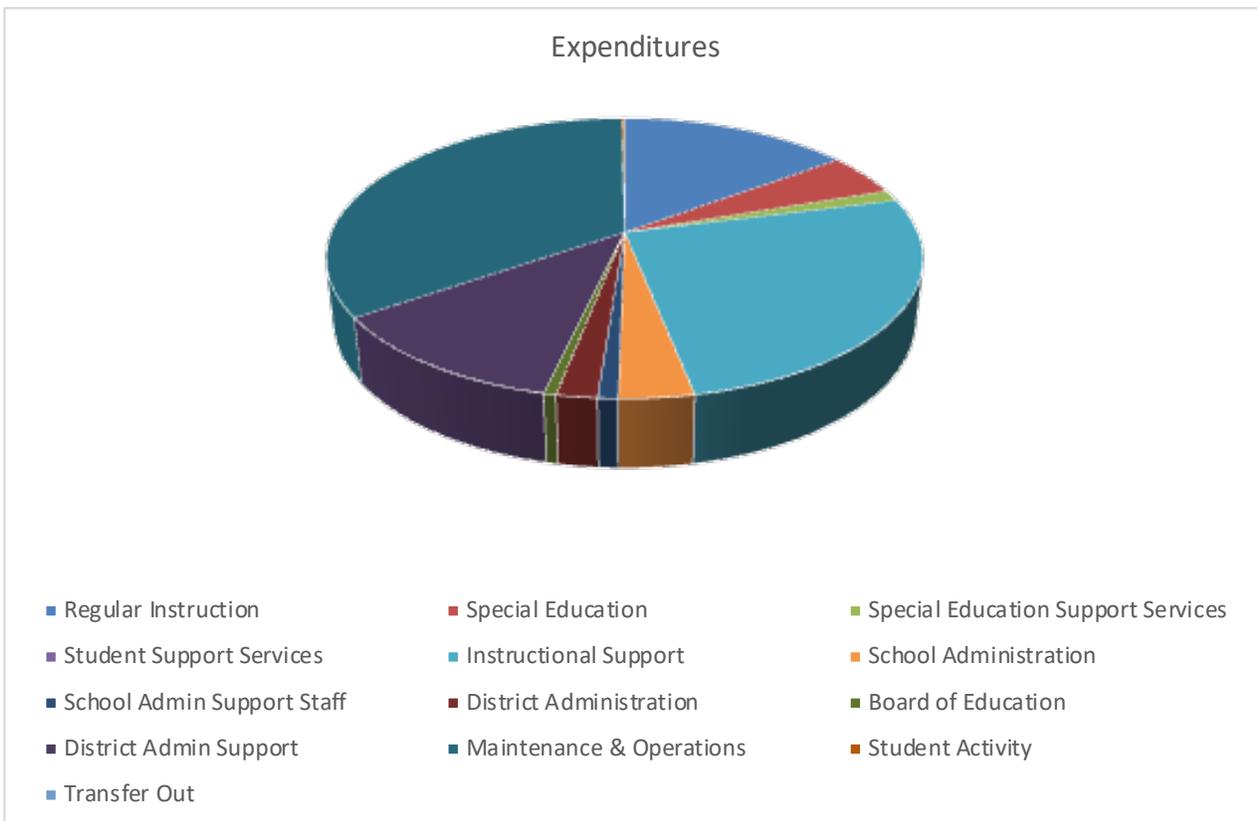
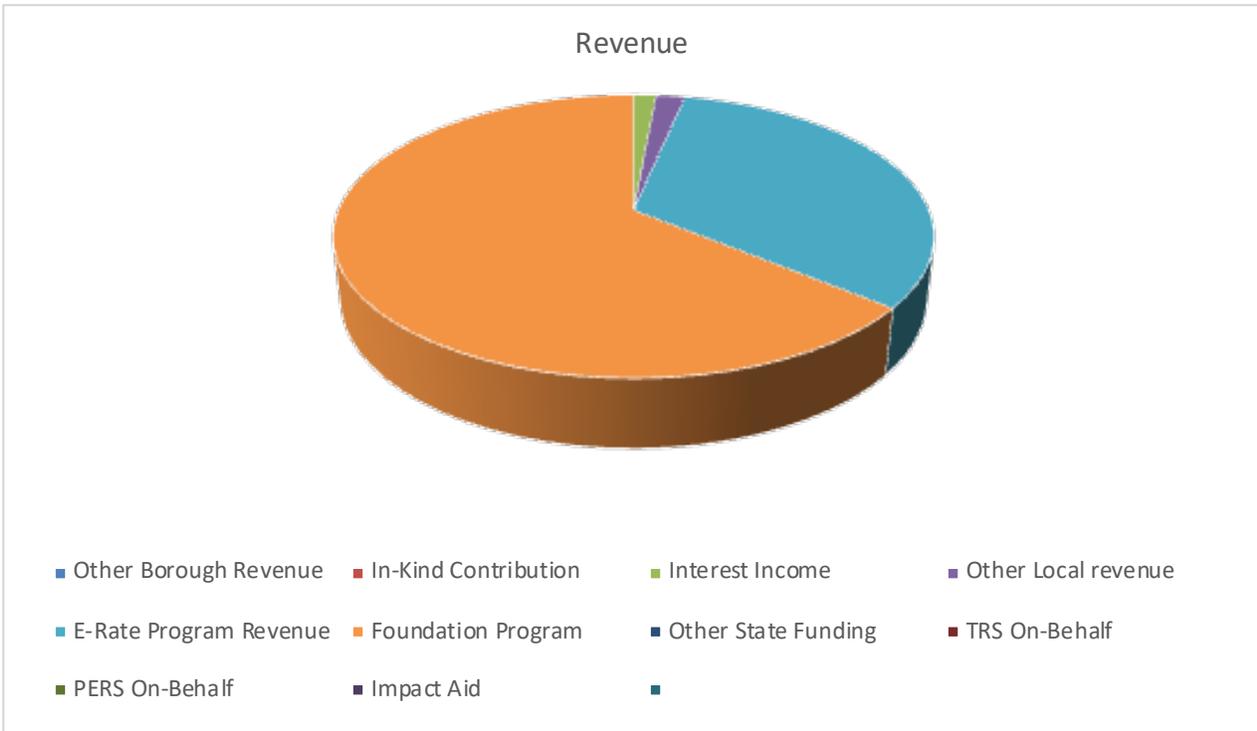
<b>Percentage of All Funds Total Budget Expended:</b>	11.31%
Percentage of Year Passed:	16.67%
General Checking Account Ending Balance	\$8,231,636
Wells Fargo IILD Account	\$15,375,672
JNES Scholarship Account	\$4,186.77
Month End Cash In Bank Account	<u><u>\$23,611,495</u></u>

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

		<u>Approved</u>				
		<u>Budget</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
<b>Expenditures By Object:</b>						
310	Certificated Salaries	15,429,407	1,344,450	13,454,663	630,294	9%
320	Non-Certificated Salaries	9,335,698	682,816	6,242,013	2,410,869	7%
331	Leave Pay Out	285,000	2,941	-	282,059	1%
333	Stipends	99,750	39,500	-	60,250	40%
360	Employee Benefits	12,645,809	850,933	2,185,869	9,609,006	7%
367	TRS On-behalf	2,505,160	-	-	2,505,160	0%
368	PERS On-behalf	447,788	-	-	447,788	0%
	<b>SUBTOTAL: Personnel</b>	<b>40,748,612</b>	<b>2,920,640</b>	<b>21,882,545</b>	<b>15,945,427</b>	<b>7%</b>
410	Professional & Technical Services	4,842,647	303,154	1,229,200	3,310,294	6%
420	Staff Travel	424,000	25,182	15,737	383,080	6%
420	Board Travel	108,852	572	7,326	100,954	1%
425	Student Travel	1,144,775	-	1,873	1,142,902	0%
430	Utility Services	8,410,727	1,815,247	18,702,819	(12,107,339)	22%
435	Energy-includes electricity & fuel	4,323,719	1,242,083	1,784,866	1,296,770	29%
440	Other Purchased Services	4,470,556	28,054	4,281,906	160,596	1%
445	Property & Liability Insurance	1,350,000	1,396,451	-	(46,451)	103%
450	Supplies, Materials & Media	1,754,263	228,631	197,566	1,328,065	13%
480	Tuition	40,000	-	-	40,000	0%
490	Dues & Fees	87,680	20,568	40,075	27,037	23%
510	Inventoried Equipment	55,000	-	-	55,000	0%
495	Indirect Cost Recovery	(250,000)	(1,789)	-	(248,211)	1%
	<b>SUBTOTAL: Non-Personnel</b>	<b>26,762,219</b>	<b>5,058,153</b>	<b>26,261,368</b>	<b>(4,557,302)</b>	<b>19%</b>
550	Transfer Out	3,005,214	-	-	3,005,214	0%
<b>Expense Totals</b>		<b>70,516,044</b>	<b>7,978,793</b>	<b>48,143,913</b>	<b>14,393,338</b>	<b>80%</b>
		11% Expended to date				
		<u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Encumbrance</u>	<u>Variance</u>	<u>% of Budget</u>
<b>Expenditures by Function</b>						
100	Regular Instruction	17,977,977	1,188,386	10,083,053	6,706,538	7%
200	Special Education	8,627,583	388,212	4,200,111	4,039,261	4%
220	Special Education Support Services	1,260,998	102,053	778,563	380,382	8%
300	Student Support Services	297,660	-	3,077	294,583	0%
350	Instructional Support	10,303,824	2,060,013	19,465,675	(11,221,865)	20%
400	School Administration	3,334,747	272,756	2,280,873	781,117	8%
450	School Admin Support Staff	1,459,652	73,259	640,032	746,361	5%
510	District Administration	1,245,159	149,171	630,044	465,944	12%
511	Board of Education	642,793	44,377	57,160	541,256	7%
550	District Admin Support	3,122,143	940,638	1,441,180	740,326	30%
600	Maintenance & Operations	17,424,106	2,744,185	8,427,973	6,251,948	16%
700	Student Activity	1,814,189	15,744	136,172	1,662,273	1%
900	Transfer Out	3,005,214	-	-	3,005,214	0%
<b>Total Expenditures</b>		<b>70,516,044</b>	<b>7,978,793</b>	<b>48,143,913</b>	<b>14,393,338</b>	<b>80%</b>

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

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

		Approved			
<b>Expenditures by Object</b>		<u>Budgeted</u>	<u>Year to Date Exp</u>	<u>Variance</u>	<u>% of Budget</u>
333	Stipends	87,750	7,500	80,250	9%
36?	Benefits	290,511	854	289,657	0%
410	Professional & Technical Services	111,000	19,046	91,954	17%
420	Travel	108,852	572	108,280	1%
450	Supplies	5,000	30	4,970	1%
490	Other Expenses (Dues & Fees)	39,680	16,375	23,305	41%
<b>Total Expenditures</b>		<b>\$ 642,793.08</b>	<b>\$ 44,376.71</b>	<b>\$ 598,416.37</b>	<b>7%</b>

**Board Budget Summary**

**Board Stipends**

					FY24
Stipend		Members	# of times	# of Days	TOTAL
\$ 250.00	NWALT Meeting - July 1, 2024	1	1	1	\$ 250.00
\$ 250.00	AASB Board Meeting in OTZ	1	1	3	\$ 750.00
\$ 250.00	Executive Committee Meeting	4	1	1	\$ 1,000.00
\$ 250.00	August 26 Board Meeting	11	1	1	\$ 2,750.00
\$ 250.00	August 27 Board Meeting	11	1	1	\$ 2,750.00
<b>TOTAL</b>					<b>\$ 7,500.00</b>

**Benefits**

	Health Insurance				\$ -
\$ 854.00	Other Benefits				\$ 854.00
<b>TOTAL</b>					<b>\$ 854.00</b>

**Professional & Technical Services**

\$ 11,666.00	Lobbyists				\$ 11,666.00
\$ 7,380.00	AASB Annual Meeting Services				\$ 7,380.00
<b>TOTAL</b>					<b>\$ 19,046.00</b>

**Travel & Perdiem**

\$ 572.00	Regular meeting Airfare	1	1	1	\$ 572.00
\$ 1,434.00	Regular meeting Hotel - \$239.00 a night	0	0	3	\$ -
\$ 360.00	Regular meeting Perdiem-\$60.00	0	0	3	\$ -
<b>TOTAL</b>					<b>\$ 572.00</b>

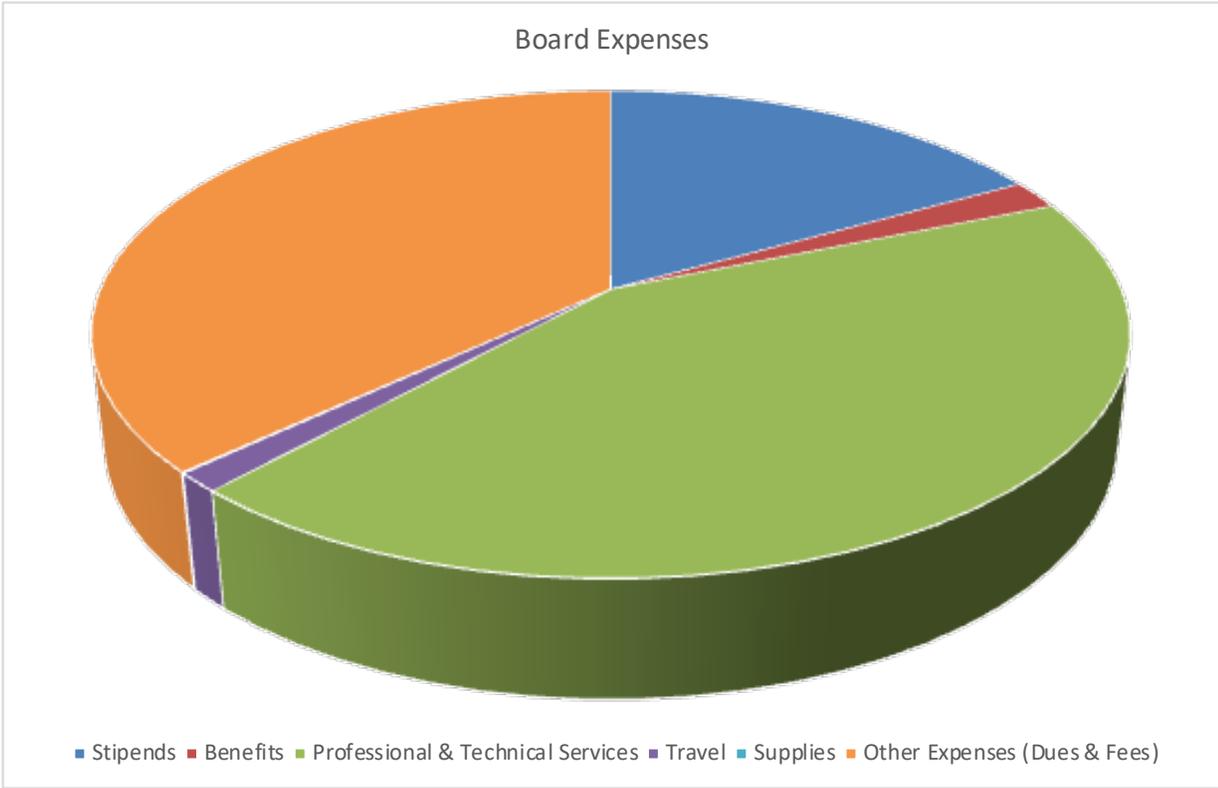
**Miscellaneous Exp**

\$ 30.00	Supplies, media and freight for Board & Board meetings				\$ 30.00
\$ 13,700.00	CEE membership and AASB fees				\$ 13,700.00
\$ 2,675.00	National School Board Association				\$ 2,675.00
<b>TOTAL</b>					<b>\$ 16,405.00</b>

**Grand Total \$ 44,377.00**

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

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

	<b>Fiscal Year</b>	<b>IILD GF Earnings</b>	<b>IILD CIP Earnings</b>	<b>Total Earnings</b>	
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	\$ 692,319.01	\$ -	\$ 692,319.01	
7	FY25	\$ 140,204.05	\$ -	\$ 140,204.05	<b>Year to date</b>
		<b>\$ 1,412,247.19</b>	<b>\$ 32,331.49</b>	<b>\$ 1,444,578.68</b>	



# Northwest Arctic Borough School District

## FY26 Budget Development Schedule

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<u>Date</u>	<u>Budget Process</u>
November	Directors/Departments are given their budget workbooks to use to develop their budgets for the next year
Early to Mid-December	Final Student Count is Verified by DEED from October 2024 Count.
Mid-December	Funding for FY25 school year is verified by DEED. Will inform NWAB of any changes.
January 1, 2025	Budgets due back from Directors/Departments
By February 1, 2025	Superintendent and Administration project personnel and fixed costs for FY26 and develop a preliminary budget.
February, 2025	Administration reviews, discusses, adjusts preliminary budget before Board presentation.
March, 2025	FY26 Operating Budget is presented to the School Board and adjusted at budget work session
March, 2025	Joint Session with Northwest Arctic Borough School District and Northwest Arctic Borough
April, 2025	FY26 Proposed Operating Budget is presented to the School board at the Regular School Board Meeting; as per Board Policy BP3000, the Board must adopt the annual budget by May 1 <sup>st</sup>
By May 1, 2025	Submit Adopted FY26 District Operating Budget to the Northwest Arctic Borough Mayor and Assembly
By July 15, 2025	Submit Adopted FY26 District Operating Budget to the State of Alaska Department of Education and Early Development

THIS SCHEDULE WILL CHANGE BASED ON THE APPROVED BOARD MEETING SCHEDULE AND DISTRICT NEEDS.

**Serving the Villages of**

**Ambler • Buckland • Deering • Kiana • Kivalina • Kobuk • Kotzebue • Noatak • Noorvik • Selawik • Shungnak**

## MEMORANDUM

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**TO:** NWABSD Board of Education  
Members

**DATE:** September 24, 2024

**NUMBER:** 25-008

**FR:** Office of the Superintendent

**SUBJECT:** Approval of Contact  
2024-2025 Alaska Humanities Forum

### **ABSTRACT:**

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

### **ISSUE:**

At issue is the Board's approval of the 2024-2025 Memorandum of Agreement (MOA) with the Alaska Humanities Forum for a cost not to exceed \$537,035.50

### **BACKGROUND AND/OR PERTINENT INFORMATION:**

Alaska Humanities Forum (AKHF) will facilitate and oversee major components of the New Alaska Native Education Ilisautri Project, including managing the cultural Immersion (Culture Camp/Orientation) for new teachers, 2 gatherings in Kotzebue for C3 educators each year of the grant, and Partnership Meetings. This includes arranging and paying for travel costs associated with these activities. The total cost of these services, including partial salary/benefits for the AKHF C3 Program Director, Manager, and Coordinator, is \$537,035.50 for the 2024-2025 grant year (08/01/2024 to 07/31/2025)

Detailed Budget Included

Fully funding by grant fund 365 ANE C3 Ilisautri Project

### **ALTERNATIVES:**

1. Approve the 2024-2025 Memorandum of Agreement (MOA) with Alaska Humanities Forum for the amount not to exceed \$537,035.50 as presented;
2. Disapprove the 2024-2025 Memorandum of Agreement (MOA) with Alaska Humanities Forum for the amount not to exceed \$537,035.50 as presented;
3. Take no final action.

### **ADMINISTRATION'S RECOMMENDATION:**

The administration recommends board approval of the Memorandum of Agreement (MOA) with Alaska Humanities Forum for the amount not to exceed \$537,035.50 as presented;

# Northwest Arctic Borough School District

P. O. Box 51 Kotzebue, AK 99752

## MEMORANDUM OF AGREEMENT (MOA)

MOA's for more than \$50,000 must be approved by the School Board prior to start of Contract  
In a fiscal year MOA's to the same Contractor totaling more than \$50,000 must be approved by the School Board prior to start of Contract  
Remember to follow federal procurement regulations when using federal funds to support the MOA

### TAB BETWEEN FIELDS

Contractor: ALASKA HUMANITIES FORUM MOA Control #: \_\_\_\_\_  
Name of Company Contact Brad Eisel for #

Address: 421 WEST 1ST AVENUE SUITE 200 ANCHORAGE AK 99501  
Street or POB City State Zip + four

(907) 770-8420 \_\_\_\_\_  
Area Code Phone # Fax # E-mail Address

Federal ID #: \_\_\_\_\_ Or Soc. Sec. #: \_\_\_\_\_ Alaska Business License #: 974062  
Enter without Dashes Enter without Dashes

07/01/2024 06/30/2025  W-9 Attached  W-9 Submitted Previously  
Start Date (mmddyy) End Date (mmddyy) Verify with Brad Eisel

Contractor Agrees To: Along with the attached Memorandum of Understanding (MOU), the contractor will consult with Superintendent Terri Walker regarding the hiring of the Program Coordinator and Program Manager to carry out grant activities. The contractor will also provide a list of any qualified applicants for consideration for these positions. Any non-consumable supplies will revert to the school district at the end of the project period.

**If additional space is needed, indicate here**  **See attachment**

District Contact Person: Joy Cogburn-Smith Phone #: 907-442-1814 Ext \_\_\_\_\_  
Email Address: jcogburn@nwarctic.org Fax #: (907)

District Agrees To: In addition to the attached Memorandum of Understanding (MOU) the district will pay for all billed services in a timely manner

**If additional space is needed, indicate here**  **See attachment**

Payment Terms: The consultant will submit service and expenses invoices to the district at least once a month for the amount of work, supplies or travel that has taken place within the specified timeframe.

**If additional space is needed, indicate here**  **See attachment**

Enter Account Code as:	<u>XXX.XXX.XXX.XXX.410</u>	<u>Amount</u>
Account #:	<u>364.099.350.225.410</u>	<u>\$ 537,035.50</u>
	<b>Total:</b>	<u>\$537,035.50</u>

MOA Not to Exceed: \$537,035.50 Budget Authority Approval: \_\_\_\_\_

**Additional Conditions/Provisions**

**A - GENERAL INFORMATION**

1. All associated costs, not limited to fees and reimbursables, must be included in the MOA. All MOA's for more than \$50,000 require prior School Board approval before Contractor provides any service. (BP 3312)
2. The account to be charged must be determined and approved by the individual with budget authority prior to submission of the MOA to Brad Eisel. It is important to verify funds are available before submitting.
3. Prior to the starting date of the contracted services and/or activities, the Contractor and NWABSD must sign the MOA. The Contractor is not to be given a notice to proceed unless all the appropriate parties have approved and signed the MOA.
4. The District Contact Person will be responsible for obtaining the Contractor's signature and submitting the original MOA to Brad Eisel along with a W-9 for tax purposes.
5. The District Contact Person must approve for payment all Contractor invoices and verify receipts and backup documentation prior to submission for payment to the Accounting Department.
6. The Contractor must pay all expenses, and submit receipts for reimbursement, (airline receipt, hotel receipt, other travel related expenses). Mileage tickets are not eligible for reimbursement.
7. MOA's cannot be used for employee contracts or work agreements.
8. Any NWABSD employee who authorizes services prior to the required approvals may be subject to disciplinary action up to and including termination. (BP 4118, 4218)

**B - CONTRACTOR RESPONSIBILITIES**

1. Check the MOA for contents and completeness. If the terms are agreeable, sign the agreement and return to the individual named as the Contact Person.
2. In accordance with the payment terms set forth on page 1, the Contractor shall submit a detailed invoice with the dates the services were provided and the appropriate documentation (copies of itineraries, airline tickets, hotel bills, ground transportation, etc.) to the District Contact Person for approval of payment. This **MOA Control #:** must be on the invoice.
3. As a condition of performance, the Contractor must pay all federal, state, and local taxes incurred by the Contractor.
4. A W-9 must be on file with the NWABSD or submitted with this MOA.
5. The Contractor must provide proof of any liability insurance coverage required on page 1 of this MOA.
6. To the extent allowed by law, the Contractor shall indemnify, defend, and hold the NWABSD harmless from any liability resulting from or arising out of the acts of the Contractor in the performance of this MOA.
7. This contract may be terminated by either party with a 30-day written notice.

I HEREBY ACCEPT THIS MOA AND THE CONDITIONS/PROVISIONS CONTAINED HEREIN.  
**Any changes in the terms of this MOA must be on an ADDENDUM FORM prior to any services being performed. The ADDENDUM FORM must be approved by all parties.**

Deborah Walker

Administrative Services – Fiscal Approval

\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date (mm/dd/yy)

Terri Walker

Superintendent –Authorized Signer NWABSD

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date (mm/dd/yy)

Kameron Perez-Verdia

Contractor

\_\_\_\_\_  
Contractor's Signature

\_\_\_\_\_  
Date (mm/dd/yy)

## Memorandum of Understanding (MOU)

Between

The Northwest Arctic Borough School District (NWABSD)

and the Alaska Humanities Forum (AKHF)

This Memorandum of Understanding (MOU) is made and entered into by and between The Northwest Arctic Borough School District (NWABSD), herein referred to as "Lead Fiscal Entity," and the Alaska Humanities Forum (AKHF), herein referred to as "Partner Organization."

### **Article 1: Purpose**

The purpose of this MOU is to establish a formal partnership between NWABSD and AKHF for the implementation of the Ilisautri Project (IL), aimed at increasing Alaska Native student achievement and engagement in Northwest Arctic (NWA) by decreasing educator turnover, improving school cultural responsiveness, and building strong school-community relationships through three core programs.

### **Article 2: Background**

Ilisautri, meaning "teacher" or "to teach" in Iñupiaq, represents a collaboration that leverages the strengths of both organizations to benefit the students and educators of NWA. The project will implement the following core programs:

**Creating Cultural Competence (C3) Model:** Implemented by AKHF, this program aims to increase the cultural competence of educators in their first through fifth years with NWABSD. Activities include direct mentorship, coursework, and participation in a local culture camp.

**EdRising Program:** NWABSD facilitates this program for high school students. Through intra-curricular activities and expanded program offerings, it aims to cultivate a cohort of future educators from the local community.

**Education Program at the Alaska Technical Center:** Developed by NWABSD, this program targets adults, especially paraprofessionals, supporting their pursuit of teacher certification through a cohort model involving virtual coursework, mentorship, and in-person gatherings.

### Article 3: Roles and Responsibilities

#### 3.1 NWABSD (Lead Fiscal Entity) Responsibilities:

Serve as the primary financial overseer for the Ilisautri Project.  
Implement the EdRising and Education Program at the Alaska Technical Center.  
Provide necessary support and resources to facilitate the programs under this MOU.  
Coordinate with AKHF to ensure program objectives are met.

#### 3.2 AKHF Responsibilities:

Implement the C3 model to enhance cultural competence among NWABSD educators.  
Collaborate with NWABSD in planning, execution, and evaluation of the C3 model.  
Provide expertise and resources for the successful execution of cultural competence training.

### Article 4: Financial Arrangements

The NWABSD, acting as the Lead Fiscal Entity, will manage all financial transactions and disbursements related to the Ilisautri Project. Both parties agree to comply with all financial reporting requirements and ensure transparency and accountability in the use of funds.

### Article 5: Term and Termination

This MOU shall be effective, beginning with the date of the last signature hereon, and if the grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

### Article 6: Amendments

This MOU may be amended or modified only by a written agreement signed by both parties.

### Article 7: Signatures

This MOU is executed as of the latest date of signature below and indicates the agreement of both NWABSD and AKHF to the terms outlined herein.

For the Northwest Arctic Borough  
School District

Name: Mrs. Terri Walker  
Title: Superintendent of Schools  
Date: 2/8/2024

Signature:

DocuSigned by:  
  
E75EE113972A4A0...

For the Alaska Humanities Forum

Name: Kameron Perez-Verdia  
Title: President & CEO  
Date: 2/8/2024

Signature:

DocuSigned by:  
  
6475279B301342F...

ALASKA  
HUMANITIES  
FORUM

**C3 Program Coordinator  
Job Description**

**The Alaska Humanities Forum**

The Alaska Humanities Forum (the Forum) is dedicated to connecting Alaskans and strengthening communities across the state. Using the humanities - literature and storytelling, history, art, music, philosophy, our shared cultural heritage - we create the space for Alaskans to share their stories, ideas, and perspectives so that they may better understand themselves, one another, and the human experience. Since 1974, the Forum has represented and served Alaska as one of 56 state and territorial councils supported by the National Endowment for the Humanities (NEH) and as a member of the Federation of State Humanities Councils.

The Forum's work falls into three main categories:

1. We utilize cultural immersion, reflective learning, and place-based exploration to better prepare and connect educators and youth in rural and urban communities across Alaska.
2. Our leadership programs build capacity across industries and sectors to grow a statewide network of thoughtful, engaged, ethical, and courageous leaders for Alaska.
3. The Forum leads, hosts, and funds public events, programs, and community discussions. We empower Alaskans as co-creators in our state's history, narrative, and future.

**Cross-Cultural Programs**

The Forum leads programming for adults and youth that supports participants in building resilient cultural identities and reflecting on how those identities show up in their personal and professional lives. One of these programs, C3 (Creating Cultural Competence), works with educators new to the Northwest Arctic Region to guide them through a cultural induction program that includes a cultural immersion experience, supportive gatherings during the school year, a graduate-level university course, and community mentorship.

**Position Summary**

The C3 Program Coordinator will help plan and implement the Forum's portion of the *Ilisautri* Project, a partnership with the Northwest Arctic Borough School District. They will be responsible for helping to facilitate gatherings and meetings, ensuring regular communication and coordinating travel arrangements for participating educators, scheduling and facilitating monthly partner meetings, being the main point of contact for liaising with the partners, and supporting the development of new education and cross-cultural programs at the Forum. This position will

report to the C3 Program Manager.

## **Essential Job Functions**

### *Management & Communications*

- Co-plan Midyear Gatherings, Orientations, Debriefs and other gatherings
- In coordination with the C3 Program Manager, develop strong relationship with partner culture camps
- Plan and participate in partner meetings via teleconference and occasionally in-person in region

### *Relationship Management*

- Cultivate strong relationships with program partners, participants, community advisory group members, and Culture Bearers
- Cultivate strong relationships of collaboration with Forum staff

### *Learning Development and Facilitation*

- Co-plan and co-facilitate gatherings and meetings following Forum-approved methodologies for gathering
- Ensure program events follow the Forum's preferred methodologies for gathering, such as The Art of Hosting, World Cafe and other models of convening and dialogue
- Contribute to Forum team of facilitators by facilitating C3 Program and Forum internal convenings as opportunities arise

### *Program Design, Development, and Continuous Improvement*

- Co-develop new program components to help deepen teacher connections within and across regions
- Regularly collect program feedback (including but not limited to participant surveys) and liaise with Project Evaluator
- Support writing new program grants through partner engagement, research and information coordination
- Contribute to Cross-Cultural Programs Team work broadly, deepening alignment between youth and adult programming
- Additional duties as assigned

### *Program Coordination*

- Coordinate with program evaluators, partner organization staff, partner school districts, and culture camp staff to schedule gatherings and partner meetings
- Host monthly partner meetings
- Coordinate with program partners to book educator travel and accommodation for

gatherings

- Prepare for and effectively manage daily, weekly and monthly duties within project timeline
- Perform data collection, project evaluation and reporting functions, including logging participant information and activities
- Participate in weekly Forum staff meetings and team meetings
- Travel to summer culture camp in Northwest Arctic Region and act as Forum staff representative, as opportunities arise

Other duties as assigned.

### **Qualifications and Experience**

Candidates for the position should have an interest in education in rural Alaska and ideally, experience as a student in rural Alaska. Experience as an educator and/or student in the Northwest Arctic Region is preferred. Candidates should have demonstrated interest in improving experiences of Alaska Native students in schools. Candidates must have the ability to lift 35 lbs, the ability to lead and participate in video conferences for up to four consecutive hours, and the ability to work at a remote campsite without access to running water for up to five consecutive days. Applicants must be able to pass state and federal background checks.

### **Knowledge, Skills and Abilities**

- Curiosity and motivation to dig into complex questions about culture, education and institutions
- Ability to navigate the ambiguity of starting a new program
- Capacity to work independently
- Self-directed initiative, problem solver
- Strong listening and inquiry skills
- Resourcefulness and creativity
- Capacity to work well both collaboratively and independently
- Ability to lead and participate in videoconferences for up to four consecutive hours

### **Conditions of Employment**

The C3 Program Coordinator position is an exempt, full-time position with a regular weekday work schedule of 40 hours per week, 8:30 a.m. to 5:00 p.m., with 30 minutes for lunch. This position will include some weekends and some offsite travel. The yearly salary range for this position is \$50,000-60,000. Benefits include medical and dental, nine paid holidays per year, nine earned paid time off hours each pay period, and a 403(b) retirement plan (after six months). The position is based at the Alaska Humanities Forum offices in Anchorage, with occasional overnight travel.

## **Equal Opportunity Statement**

At the Alaska Humanities Forum, we are committed to providing an environment of mutual respect where equal employment opportunities are available to all applicants and employees without regard to race, color, religion, sex, pregnancy (including childbirth, lactation and related medical conditions), national origin, age, physical and mental disability, marital status, sexual orientation, gender identity, gender expression, genetic information (including characteristics and testing), military and veteran status, and any other characteristic protected by applicable law. We believe that diversity and inclusion among our employees is critical to our success, and we seek to recruit, develop and retain the most talented people from a diverse candidate pool.

ALASKA  
HUMANITIES  
FORUM

**C3 Program Manager  
Job Description**

**The Alaska Humanities Forum**

The Alaska Humanities Forum (the Forum) is dedicated to connecting Alaskans and strengthening communities across the state. Using the humanities - literature and storytelling, history, art, music, philosophy, our shared cultural heritage - we create the space for Alaskans to share their stories, ideas, and perspectives so that they may better understand themselves, one another, and the human experience. Since 1974, the Forum has represented and served Alaska as one of 56 state and territorial councils supported by the National Endowment for the Humanities (NEH) and as a member of the Federation of State Humanities Councils.

The Forum's work falls into three main categories:

1. We utilize cultural immersion, reflective learning, and place-based exploration to better prepare and connect educators and youth in rural and urban communities across Alaska. 2. Our leadership programs build capacity across industries and sectors to grow a statewide network of thoughtful, engaged, ethical, and courageous leaders for Alaska. 3. The Forum leads, hosts, and funds public events, programs, and community discussions. We empower Alaskans as co-creators in our state's history, narrative, and future.

**Cross-Cultural Programs**

The Forum leads programming for adults and youth that supports participants in building resilient cultural identities and reflecting on how those identities show up in their personal and professional lives. One of these programs, C3 (Creating Cultural Competence), works with educators new to the Northwest Arctic Region to guide them through a cultural induction program that includes a cultural immersion experience, supportive gatherings during the school year, a graduate-level university course, and community mentorship.

**Position Summary**

The C3 Program Manager will manage the Forum's portion of the *Ilisautri* Project, a partnership with the Northwest Arctic Borough School District, and supervise the C3 Program Coordinator. The Manager will also support the development of new education and cross-cultural programs at the Forum. This position will report to the Director of C3 Programs.

**Essential Job Functions**

*Program Management*

- Cultivate strong relationships with program partners, participants, community advisory group members, and Culture Bearers

- Manage program budget, including drafting budget narratives and amendments
- Ensure program works to meet goals outlined in grant and draft performance reports
- Draft and manage contracts

#### *Management & Supervision*

- Supervise C3 Program Coordinator
- Conduct weekly one-on-ones with all direct reports and provide regular performance reviews and feedback
- Coordinate weekly team meetings
- Review and approve timesheets, leave requests, overtime requests, as well as expenditure and reimbursement requests
- Lead program hiring efforts and assume responsibility for developing staffing schedules for programming

#### *Cross-Regional Program Leadership*

- Present at statewide education conferences, including the annual Alaska Superintendents Association conference

#### *Learning Development and Facilitation*

- Co-plan with program partners and facilitate gatherings for *Ilisautri* educator participants, both virtual and in-person
- Ensure program events follow the Forum's preferred methodologies for gathering, such as The Art of Hosting, World Cafe and other models of convening and dialogue
- Contribute to Forum team of facilitators by facilitating C3 Program and Forum internal convenings as opportunities arise

#### *Program Design, Development, and Continuous Improvement*

- Co-develop new program components to help deepen teacher connections within and across regions
- Collaborate with Director of C3 Programs, Vice President of Programs and other program managers to develop new programming in response to need, funding opportunities, and Forum capacity
- Identify opportunities to streamline programs for greater efficiency and sustainability ● Support efforts to seek funding for new and existing initiatives by offering insight into Alaska's educational landscape
- Support writing new program grants through partner engagement, research and information coordination
- Contribute to Cross-Cultural Programs Team work broadly, deepening alignment between youth and adult programming

#### *Program Coordination*

- Coordinate with program evaluators, partner organization staff, partner school districts, and

culture camp staff to schedule gatherings and partner meetings

- Host monthly partner meetings
- Coordinate with program partners to book educator travel and accommodation for gatherings
- Prepare for and effectively manage daily, weekly and monthly duties within project timeline
- Perform data collection, project evaluation and reporting functions, including logging participant information and activities
- Participate in weekly Forum staff meetings and team meetings
- Travel to summer culture camp in Northwest Arctic Region and act as Forum staff representative, as opportunities arise

Other duties as assigned.

### **Qualifications and Experience**

Candidates for the position should have a bachelor's degree, with a background in education in rural Alaska. Experience as an educator and/or student in the Northwest Arctic Region is preferred, as is two years minimum experience designing and delivering programming for educators. Candidates should have demonstrated performance in managing projects with school districts and Alaska Native organizations, the ability to lift 35 lbs, the ability to lead and participate in video conferences for up to four consecutive hours, and the ability to work at a remote campsite without access to running water for up to five consecutive days. Applicants must be able to pass state and federal background checks.

### **Knowledge, Skills and Abilities**

- Demonstrated experience successfully planning and managing a project that takes place in remote Alaska
- Awareness and understanding of education in rural Alaska
- Curiosity and motivation to dig into complex questions about culture, education and institutions
- Ability to navigate the ambiguity of starting a new program
- Capacity to work independently
- Self-directed initiative, problem solver
- Strong listening and inquiry skills
- Resourcefulness and creativity
- Capacity to work well both collaboratively and independently
- Ability to lead and participate in videoconferences for up to four consecutive hours

### **Conditions of Employment**

The C3 Program Manager position is an exempt, full-time position with a regular weekday work schedule of 40 hours per week, 8:30 a.m. to 5:00 p.m., with 30 minutes for lunch. This position will include some weekends and some offsite travel. The yearly salary range for this position is \$60,000-65,000. Benefits include medical and dental, nine paid holidays per year, nine earned paid

time off hours each pay period, and a 403(b) retirement plan (after six months). The position is based at the Alaska Humanities Forum offices in Anchorage, with occasional overnight travel.

### **Equal Opportunity Statement**

At the Alaska Humanities Forum, we are committed to providing an environment of mutual respect where equal employment opportunities are available to all applicants and employees without regard to race, color, religion, sex, pregnancy (including childbirth, lactation and related medical conditions), national origin, age, physical and mental disability, marital status, sexual orientation, gender identity, gender expression, genetic information (including characteristics and testing), military and veteran status, and any other characteristic protected by applicable law. We believe that diversity and inclusion among our employees is critical to our success, and we seek to recruit, develop and retain the most talented people from a diverse candidate pool.

## MEMORANDUM

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**TO:** NWABSD Board of Education Members

**DATE:** September 24, 2024

**NUMBER:** 25-019

**FR:** Office of the Superintendent

**SUBJECT:** Approval of Purchase  
Big Ray's The Alaskan Outfitters

**STRATEGIC PLAN/BOARD GOAL:**

Goal 3: Family Support and Engagement

**ABSTRACT:**

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

**ISSUE:**

At issue is the Board's approval of the purchases of migrant education student services winter clothing from Big Ray's Anchorage for an amount not to exceed \$105,000

**BACKGROUND AND/OR PERTINENT INFORMATION:**

Migrant student clothing orders are being finalized and purchased by site according to orders received from parents. The total purchase cost will not exceed \$105,000 as budgeted.

These items were fully budgeted for and approved by the Alaska Department of Education as part of NWABSD's Migrant Title 1-C application.

Funding: Migrant Education Fund 263

**ALTERNATIVES:**

1. Approval of the purchase of migrant education student services clothing from Big Ray's The Alaskan Outfitters for an amount not to exceed the budgeted amount of \$105,000 as presented.
2. Disapproval of the purchase of migrant education student services clothing from Big Ray's The Alaskan Outfitters for an amount not to exceed the budgeted amount of \$105,000 as presented.
3. Take no final action.

**ADMINISTRATION'S RECOMMENDATION:**

The administration recommends board approval of the purchase of migrant education student services clothing from Big Ray's The Alaskan Outfitters for an amount not to exceed the budgeted amount of \$105,000 as presented.

## MEMORANDUM

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**TO:** NWABSD Board of Education  
Members

**DATE:** September 3, 2024

**NUMBER:** 25-024

**FR:** Office of the Superintendent

**SUBJECT:** Approval of Purchase-  
*HMH Into Reading 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 AK CLSD grant expenses from Houghton Mifflin Harcourt to provide decodable readers and sound-spelling cards to support beginning readers in grades K-3 not to exceed \$120,000.

**BACKGROUND AND/OR PERTINENT INFORMATION:**

Houghton Mifflin Harcourt is the publisher of our core English Language Arts program, *Into Reading*. The Start Right Readers, sound-spelling cards, and grade-level decodable practice materials will equip teachers to implement the program with fidelity, maximizing small-group time for differentiated support. These resources align with the Structured Literacy and Science of Reading approaches essential for early literacy and the support the goals of the Alaska Reads Act. The total purchase cost for these materials is budgeted not to exceed \$120,000.

Funding: State AK Literacy Grant Fund 305

**ALTERNATIVES:**

1. Approval of purchase additional core literacy materials provided by Houghton Mifflin Harcourt for K-3 classrooms not to exceed \$120,000.
2. Disapproval of purchase additional core literacy materials provided by Houghton Mifflin Harcourt for K-3 classrooms not to exceed \$120,000.

Take no final action

**ADMINISTRATION'S RECOMMENDATION:**

The administration recommends the board approves the purchase additional core literacy materials provided by Houghton Mifflin Harcourt for K-3 classrooms not to exceed \$120,000.



# Houghton Mifflin Harcourt

Proposal #009131861

Prepared For

## Northwest Arctic Borough SD

Attention:

Tracy Bell

[tbell@nwarctic.org](mailto:tbell@nwarctic.org)

For the Purchase of:

## Into Reading Version 2 K-2

HMH order to be processed through NWTD.

Prepared By

Debra White

[debbie.white@hnhco.com](mailto:debbie.white@hnhco.com)

**Please submit this proposal with your purchase order.**

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hnhco.com/common/terms-conditions>

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Tracy Bell  
[tbell@nwarctic.org](mailto:tbell@nwarctic.org)

Send **Orders** to:  
[orders@hnhco.com](mailto:orders@hnhco.com)  
FAX: 800-269-5232

**HMH Confidential and Proprietary**

# Proposal for Northwest Arctic Borough SD

ISBN	Title	Price	Quantity	Value of All Materials
<b>Grade K</b>				
<b>A la Carte Items Available for Purchase</b>				
<b>Teacher Materials</b>				
1742471	9780358056287 Into Reading Instructional Card Kit Grade K	\$76.65	25	\$1,916.25
1738477	9780358019831 Into Reading Start Right Reader Set of 6 Grade K	\$170.10	155	\$26,365.50
<b>Total for A la Carte Items Available for Purchase</b>				

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**Total for Grade K** **\$28,281.75**

<b>Grade 1</b>				
<b>A la Carte Items Available for Purchase</b>				
<b>Teacher Materials</b>				
1742472	9780358056294 Into Reading Instructional Card Kit Grade 1	\$76.65	25	\$1,916.25
1738478	9780358019848 Into Reading Start Right Reader Set of 6 Grade 1	\$272.20	155	\$42,191.00
<b>Total for A la Carte Items Available for Purchase</b>				

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**Total for Grade 1** **\$44,107.25**

<b>Grade 2</b>				
<b>A la Carte Items Available for Purchase</b>				
<b>Teacher Materials</b>				
1742513	9780358056300 Into Reading Instructional Card Kit Grade 2	\$76.65	25	\$1,916.25
1738479	9780358019855 Into Reading Start Right Reader Set of 6 Grade 2	\$181.45	155	\$28,124.75
<b>Total for A la Carte Items Available for Purchase</b>				

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**Total for Grade 2** **\$30,041.00**

<b>Total Savings:</b>	<b>\$0.00</b>
<b>Subtotal Purchase Amount:</b>	<b>\$102,430.00</b>
<b>Total Cost of Proposal (PO Amount):</b>	<b>\$102,430.00 + Shipping (Not Included)</b>
	<b>**Please add proper sales tax to your order**</b>

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Tracy Bell  
 tbell@nwarctic.org

Send **Orders** to:  
 orders@hnhco.com  
 FAX: 800-269-5232

**Total Cost of Proposal (PO Amount): \$102,430.00**

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development

Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

**Ship to:**

Northwest Arctic Borough SD

Kotzebue, AK 99752-0051

**Sold to:**

Northwest Arctic Borough SD

Kotzebue, AK 99752-0051

- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Shipping Point.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

**Date of Proposal: 8/20/2024****Proposal Expiration Date: 10/4/2024**

**Houghton Mifflin Harcourt**

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Tracy Bell  
tbell@nwarctic.org

Send **Orders** to:  
orders@hnhco.com  
FAX: 800-269-5232

**HMH Confidential and Proprietary**

## MEMORANDUM

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**TO:** NWABSD Board of Education  
Members

**DATE:** August 30, 2024

**NUMBER:** 25-027

**FR:** Office of the Superintendent

**SUBJECT:** Approval of MOA  
Addendum – JLM, LLC

**ABSTRACT:**

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

**ISSUE:**

At issue is the Board's Approval to amend the Memorandum of Agreement (MOA) with Jenny Martens of JLM, LLC for a total amount not to exceed \$75,000.00.

**BACKGROUND AND/OR PERTINENT INFORMATION:**

Jenny Martens of JLM, LLC provides professional school business services for the Northwest Arctic Borough School District business office. The original MOA was generated for the amount of \$35,000.00. The amended MOA, which entails additional business office services during the transition and training of the previous Director of Administrative Services to the current Assistant Director of Administrative Services/Administrative Services Business Manager team, will be increased by \$40,000.00 for the remainder of FY25, for a total not to exceed \$75,000.00.

**ALTERNATIVES:**

1. Approve the amendment to Memorandum of Agreement (MOA) with Jenny Martens of JLM, LLC for the amount not to exceed \$75,000.00 as presented;
2. Disapprove the amendment MOA for JLM, LLC as presented;
3. Take no final action.

**ADMINISTRATION'S RECOMMENDATION:**

The administration recommends board approval of the MOA with JLM, LLC for a total amount not to exceed \$75,000.00 as presented.



# 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

### Board Policy Committee Meeting

Conducted via Teams and in the NWABSD Boardroom

### Agenda

**September 23, 2024**

1. Roll Call
2. Items for 2<sup>nd</sup> Reading (Public Comment has been sought via the [District Website](#))
  - a. **BP 3515.6 Use of School Safety Video Surveillance Monitoring Systems**
    - i. This update adds FERPA language and revises subpoena language to follow applicable laws. Subpoenas are not required in every situation, as previously stated.
  - b. **BP 3540 Transportation**
    - i. NWABSD has BP 3540 labeled as TRAVEL, not Transportation.
    - ii. This update aligns BP3540 with the AASB Transportation policy and moves staff travel verbiage to the appropriate BP 4133.
  - c. **BP 3541.2 Transportation for Children with Disabilities**
    - i. This update includes additional inclusive language and updated references.
3. Items for 1<sup>st</sup> Reading:
  - a. **BP 4133/4233/4333 All Personnel – Travel Expenses**
    - i. This update includes verbiage from the former duplicate travel policy - BP 3540 and removes reference to Board Members.
4. Items for Board Bylaw Review:
  - a. **None at this time.**
5. Other Items Being Worked On:
  - a. **BP-3554 - Other Food Sales**
    - i. Administrative Services to relay information to Principals
      1. Check with the State on pre-orders versus the immediate sale of foods
      2. Allow pre-orders as long as good are not delivered during hours stated in the BP
    - ii. Review along with BP 5040
  - b. **BP-5040 – Student Nutrition and Physical Activity**
    - i. The Board recommended allowing the use of food as a reward.

**Committee Members: Carol Schaeffer (Chairperson), Marie Greene, Millie Hawley, Alice Melton Barr**

**Technology Director: Amy Eakin**

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.

- ii. Administrative Services is researching the US Code and State Regulations.
- iii. AR-5040 – To be reviewed by an advisory group through the Curriculum Department

**c. BB-9200 - Bylaws of the Board - Board Members**

- i. Update 1 per AASB - This bylaw adds further clarity to how complaints brought to the board should be addressed and requires board approval for legal opinions.
  - 1. The complaint process clarified with AASB and the verbiage has been updated to reflect when a board member should go to the Superintendent
- ii. Update 2 per AASB - This bylaw has been revised to clarify that no board members should abstain from a vote absent a compelling reason to do so.

6. New Items for Committee Review:

**a. BP-5123 Promotion-Acceleration-Retention**

- i. This update revises the policy to reflect the student retention procedures required by the Alaska Reads Act.

7. Questions

**a. Q:** Where is it written that day trip's do not receive per diem?

- i. A: [https://www.nwarctic.org/our\\_district/district\\_handbooks/administrative\\_policy\\_procedures\\_manual](https://www.nwarctic.org/our_district/district_handbooks/administrative_policy_procedures_manual)

1. Section 5 – **Administrative Services** on pg 46

- a. *Per diem. A per diem allowance for travel applies when an employee is away from home overnight. If an employee is traveling with a group of students and the housing site provides meals or if the employee's site is paying meals; then this will be in lieu of per diem. Employees traveling to school sites will be charged for meals incurred at the school. Employees will not be charged for staying in the school overnight.*

## **BP 3515.6 USE OF SCHOOL SAFETY VIDEO SURVEILLANCE MONITORING SYSTEMS**

The School Board authorizes the use of video surveillance equipment on school district property, school vehicles, and school contracted vehicles to ensure health, welfare, and safety of all staff, students, and visitors to district property and/or passenger in district contracted or authorized vehicles and to deter inappropriate behavior. Cameras will also be utilized to safeguard district facilities and equipment, as well as equipment owned by staff or students.

In dealing with surveillance of students and employees, the Board recognizes both its obligation to provide appropriate levels of supervision in the interest of safety and the fact that students and employees have privacy rights that are reduced~~s~~ but not eliminated while under the supervision of the school. Thus, video surveillance, like other forms of supervision, must be carried out in a way that respects privacy rights.

The Superintendent or designee is responsible for determining whether video recordings are educational records as defined by the Family Educational Rights and Privacy Act (FERPA) ), 20 U.S.C. § 1232g and 34 CFR Part 99.

School safety video recordings which are not education records may be disclosed as provided in the Alaska Public Records Act, [AS § 40.25.110 – 40.25.125](#).

### **Use**

Video surveillance cameras may be used to monitor and/or record in locations authorized by the ~~School Site Administrator or the officials of the school district~~Superintendent or designee. Public notification signs must be prominently displayed, indicating the use of video surveillance. The district shall also notify staff and students through student/parent and staff handbooks that security cameras are in place within district property.

### **Camera Placement**

The security camera system will be installed in public areas only. These areas include school buses, grounds, athletic areas such as the gymnasium and weight room, exterior entrances or exits to school buildings and large gathering spaces such as classroom corridors, cafeteria, lobby, and main entrances. Classrooms, restrooms, changing rooms, private offices, nurse's offices, and locker rooms are excluded from surveillance camera use. Security camera usage is prohibited in any space where ~~this~~there is a reasonable expectation for privacy.

### **Security**

Only a designated employee or agent of the school district will install surveillance cameras. Only designated school officials shall have access to the camera equipment and operations system. For the purposes of this policy, school officials are the

Superintendent or his/her expressly authorized designees. Only these school officials shall handle the camera or copies of the video segments. Video copies shall be stored in a secure area. Video copies may never be sold, publicly viewed or distributed in any other fashion except as approved for by this policy and/or relevant to legislation. Law enforcement personnel may review camera recordings, when available, to investigate criminal conduct ~~through a subpoena~~ in accordance with applicable law.

### **Viewing of Video Recordings**

Video monitors used to view video recordings should not be located in a position that enables public viewing. Video recordings may only be viewed by school site administrators, school official, or school staff members with direct involvement with the recorded contents of the specific video recording or employees or agents responsible for the technical operation of the system (for technical purposes only). Parents may submit a written request to view video recordings that pertain only to their children in relation to a disciplinary issue, but the viewing may be approved only if it does not violate the privacy of other students (see next paragraph).

### **Use of Video Recordings for Disciplinary Action**

Video recordings may be used as a basis for student or employee disciplinary action. Video surveillance recordings involving students are considered to be educational records under FERPA. Therefore, consent must be given in order to disclose information contained on video recordings obtained through video surveillance, except to the extent that FERPA authorizes disclosure without consent. Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, give rise to a concern for the safety of a third party or where protected from disclosure by law. All viewing requests must be submitted in writing.

### **Retention of Video Recordings**

A copy of a video recording shall be made when an incident results in a long-term suspension, a student injury, or there is a prospect of a legal claim against the district. The copy of the video recording shall be sent to the Superintendent or designee to be kept in a secure location. If a recording is used in the making of a decision about a student or employee, the recording must be kept for a minimum of one year, unless earlier erasure is authorized by or on behalf of the individual or the relevant appeals periods have been expired.

Video recordings shall be maintained for no more than 30 days and then erased unless they are being retained as indicated in the preceding paragraph or at the request of the school site administrator. The district shall comply with all applicable state and federal laws related to record maintenance and retention.

### **Review**

Each school site administrator is responsible for the proper implementation and control of the video surveillance system. The Superintendent of Schools or designee shall develop regulations governing the use of video recordings in accordance with applicable law and board policy.

(cf. 1340 – Access to District Records)

(cf. 3515 – School Safety and Security)

(cf. 3580 – District Records)

(cf. 5125 – Student Records)

*Legal References:*

UNITED STATES CODE

[20 U.S.C. 1232g](#)

UNITED STATES CODE OF FEDERAL REGULATIONS

[34 CFR Part 99](#)

ALASKA STATUTES

[40.21.070](#) *Records Management for Local Records*

[40.25.110-250](#) *Public Records Act*

ALASKA ADMINISTRATIVE CODE

[2 AAC 96.100-370](#) *Public Information*

~~*Revised 10/2021*~~

~~*Revised: June 6, 2023*~~

**AASB POLICY REFERENCE MANUAL  
9/92**

Adopted: June 6, 2023

~~*Revised 10/2021*~~

~~*Revised: June 6, 2023*~~

**Northwest Arctic Borough School District**

## **BP 3540 ~~TRAVEL~~TRANSPORTATION**

~~Employees shall be reimbursed for travel expenses incurred while away from their station overnight on approved District business. Travel status shall be approved in advance by the Superintendent or his/her designee.~~

~~Per diem shall be paid as determined by the Superintendent, prior to travel, except as listed;~~

~~per diem shall not be paid to any employee who does not attend workshops, sessions, classes, etc. for which leave is intended;~~

~~any District employee or board member(s) who does not attend session, for which leave is intended, will not be allowed to attend future workshops for the District;~~

~~per diem and travel shall not be paid to employees or board members attending District approved workshops or meetings, who arrive at meetings in a state of intoxication. Employees in this case will be asked to leave immediately.~~

~~Adopted: February 25, 1994~~

The School Board desires to provide transportation for eligible students in accordance with state and federal law.

The goals of the transportation service are:

1. to provide maximum safety for students between home and school and on school-sponsored trips.
2. to promote desirable student behavior and respect for traffic safety.
3. to provide assistance and/or transportation for ~~handicapped~~ qualifying students with disabilities.

(cf. 3312 - Contracts)

(cf. 3541.5 - Alternative Transportation Arrangements)

Note: Secondary students who do not have daily access to school by being transported a reasonable distance must be offered a boarding program pursuant to 4 AAC 09.050.

When necessary, the Board shall make available a boarding program for secondary students whose transportation needs make daily access to school impractical and who are not participating in an alternative educational program.

(cf. 6182 - Secondary Boarding Program)

(cf. 5112.6 – Education For Homeless Children and Children in Foster Care)

Legal Reference:

ALASKA STATUTES

14.09.010 Transportation of pupils

14.09.030 School buses

14.30.347 Transportation of exception children

ALASKA ADMINISTRATIVE CODE

4 AAC 09.050 Secondary Boarding Programs

4 AAC 27.006-990 Transportation

Adopted: February 25, 1994

Revised:

**Northwest Arctic Borough School District**

## **BP 3541.2 TRANSPORTATION FOR SPECIAL EDUCATION STUDENTS CHILDREN WITH DISABILITIES**

Note: Children with disabilities must be transported with other non-disabled children if the district provides transportation to other students in the district. Separate transportation for an exceptional child is authorized only when it is in the best interest of that child due to the nature of the physical or mental disability. AS 14.30.347.

The School Board recognizes its responsibility to provide transportation services which give handicapped students access to appropriate education programs and services. The district shall provide transportation for students with disabilities ~~for exceptional students~~ in accordance with needs specified in their Individualized Education Program (IEP).

In selecting the most appropriate mode of transportation, IEP teams shall consider the student's unique safety and health needs, the availability of equipment, existing transportation schedules, and the extent to which transportation arrangements may help the student develop independent mobility skills.

Whenever possible, children with disabilities shall be transported with students without disabilities.

*(cf. 3540 - Transportation)*

*(cf. 3541.5 - Alternative Transportation Arrangements)*

*(cf. 6172 - Special Education)*

*Legal Reference:*

### ALASKA STATUTES

[14.30.278](#) *Individualized education program*

[14.30.347](#) *Transportation of exceptional children*

### ALASKA ADMINISTRATIVE CODE

[4 AAC 27.020](#) *Establishment of special education routes*

[4 AAC 27.045](#) *General provisions for regular and other conveyance routes, route extensions and in-lieu-of agreements*

[4 AAC 52.730](#) *State aid for transportation*

[4 AAC 27.021](#) *Establishment of special education routes*

*Adopted: February 25, 1994*

*Revised:*

**Northwest Arctic Borough School District**

## BP 4133/4233/4333 ALL PERSONNEL - TRAVEL EXPENSES

Note: The following optional policy delegates duties related to employee travel and reimbursement to the Superintendent or designee and may be revised to reflect district practice.

The School Board shall pay for actual and necessary expenses, including travel, incurred by any employee performing authorized services for the district. Expenses shall be reimbursed within limits established by the Board.

The Superintendent or designee may approve employee requests to attend meetings in accordance with the adopted budget.

All out-of-state travel for employees must have Superintendent or designee approval. All out-of-state travel for the Superintendent must have Board President or designee approval. Travel expenses not previously budgeted must be approved on an individual basis by the Board.

The Superintendent or designee may authorize an advance of funds to cover necessary expenses. The Superintendent or designee shall establish procedures for the submission and verification of expense claims.

The Board may establish an allowance on either a mileage or monthly basis to reimburse designated employees for the use of their own vehicles in the performance of assigned duties.

*(cf. 3300 - Expenditures/Expending Authority)*

### Per Diem

Per diem shall be paid as determined by the Superintendent, prior to travel, except as listed;

per diem shall not be paid to any employee who does not attend workshops, sessions, classes, etc. for which leave is intended;

any District employee ~~or board member(s)~~ who does not attend a session, for which leave is intended, will not be allowed to attend future workshops for the District;

Per diem and travel shall not be paid to employees ~~or board members~~ attending District approved workshops or meetings, who arrive at meetings in a state of intoxication. Employees in this case will be asked to leave immediately.

*Revised: November 15, 2019*

**Adopted: June 09, 2004**

*Revised: November 15, 2019*

*Revised:*

**Northwest Arctic Borough School District**

## **BP 5123 PROMOTION/ACCELERATION/RETENTION**

The School Board desires to see students progress with their peers through the school system's-district's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

### **Promotion**

Students shall progress through the school system's-district's grade levels by demonstrating growth in learning the required basic skills.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits.

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.5 - Differential Requirements for Individuals with Exceptional Needs)*

### **Acceleration**

Acceleration is possible when high academic achievement is evident. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

### **Retention**

The School Board recognizes that research indicates that very few children benefit from being retained during the elementary and middle grades. The Superintendent or designee shall promote alternatives to retention among certificated staff.

Note: Strategies for reducing retention rates may include reading intervention programs, tutorial programs, and the use of ungraded schools, combination classes, year-round education, and developmentally appropriate primary curriculum designed to meet the needs of children at their own developmental stage.

Note: The following paragraph requires the use of a student intervention team when retention is recommended.

When a teacher believes that retention is necessary to meet a student's needs, he/she shall ask the principal to establish a student intervention team to consider the child's academic, social and emotional performance. The student's parent/guardian shall be invited to participate on the student intervention team.

Retention may be considered when the student has not acquired appropriate and necessary skills and knowledge. Alternatives to retention shall be considered.

Under the Alaska Reads Act, a student retained due to a reading deficiency must be provided the process set forth in BP 6147 and AS 14.30.765(d) – (m).

*(cf. 5121 - Assessment/Evaluation of Student Achievement)*

*(cf. 6141 - Curriculum Development and Evaluation)*

~~*(cf. 6164.5 – Intervention/Assistance Teams)*~~

*(cf. 6147 – Alaska Reads Act Intervention Programs)*

*Legal Reference:*

*ALASKA STATUTES*

*AS 14.30.760 Statewide screening and support*

*AS 14.30.765 Reading intervention services and strategies; progression*

*ALASKA ADMINISTRATIVE CODE*

*4 AAC 06.400 Statewide literacy screening and support*

*4 AAC 06.405 Reading intervention services and strategies*

*4 AAC 06.410 Individual reading improvement plan*

*4 AAC 06.415 Student Progression*

*4 AAC 06.490 Definitions*

*Adopted: July 25, 2006*

*Revised:*

**Northwest Arctic Borough School District**



# 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

### Board Bylaw Worksession

Conducted via Teams and in the NWABSD Boardroom

### Agenda

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**September 23, 2024**

1. Items for Board Bylaw Review:

**a. BB 9400 – Board Self-Evaluation**

- i. This is a recommended review based on the Board consideration of self-evaluating every other year.
- ii. Red-lined items are differences between the Model Policy and the currently adopted policy

**b. BB 9020 – Board Standards - \*NEW\***

- i. NEW—This model policy was adopted by AASB in 1992 and is new to the NWABSD. The NWABSD Board Policy Committee recommends reviewing it.
- ii. **E 9020 – Board Standards - \*NEW\*** – Exhibit

**Technology Director: Amy Eakin**

**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.

## BB 9400 BOARD SELF-EVALUATION

Effective ~~and~~, efficient, and ethical School Board operations are an integral part of creating a successful educational program. In order to measure progress towards ~~its~~ Board standards and its stated goals and objectives, the Board will annually schedule a time and place at which all its members may participate in a formal self-evaluation.

The Board shall be evaluated as a whole and not as individuals. The evaluation will focus on the internal operations and performance of the Board. The Board members shall develop goals and objectives against which the Board will be evaluated. A self-evaluation instrument will be based on these goals and objectives and not on goals set for the district.

Each Board member will complete the self-evaluation instrument independently. The ensuing evaluation will be based on the resulting composite picture of Board strengths and weaknesses. The Board will discuss the tabulated results as a group.

The evaluation process should include the establishment of strategies for improving Board performance. Revised priorities and new goals will be set for the following year's evaluation.

Note: Language below is optional. Some School Boards invite public input to help assess School Board achievements believing that expectations developed and shared by both the School Board and community contribute to better communication and a successful school program.

The Board may invite the Superintendent or others to participate in the evaluation and suggest specific criteria to measure Board success as a governing body.

The Board recognizes that adequate opportunities for Board member orientation and inservice are an essential component of conducting meaningful self-evaluation. The evaluation process shall include suggestions for continued Board member development.

*(cf. 9240 - Board Development)*

*(cf. 9230 - Orientation)*

*(cf. 9240 - School Board Development)*

*Adoption Date: May 23, 1995*

**Northwest Arctic Borough School District**

# **Model Policy**

## **BB 9020 BOARD STANDARDS**

The School Board believes that it should hold itself to high standards of performance, accountability and conduct in order to meet the public trust that has bestowed by the public election of each member.

Therefore, the School Board has adopted the Board Standards established by the Association of Alaska School Boards, which provide a framework for effective school governance and keep the School Board's focus on student achievement.

Regular efforts will be made to orient new board members to the board standards, provide on-going board development opportunities to assist all board members in meeting those standards, and assess board performance to measure the School Board's effectiveness in meeting them.

*(cf. 9000 - Role of School Board and Members)*

*(cf. 9230 - Orientation)*

*(cf. 9240 - School Board Development)*

*(cf. 9400 - School Board Self-Evaluation)*

*Added 9/99*

**9/92**

**Adopted:**

**Northwest Arctic Borough School District**

**AASB Policy Reference Manual**

# **Model Policy**

## **E 9020 BOARD STANDARDS**

The Board Standards developed by the Association of Alaska School Boards and listed below have been adopted by the [Northwest Arctic Borough School District](#) School Board as a standard of performance that this school board will constantly strive to meet.

### **VISION**

*The Board Creates A Shared Vision To Enhance Student Achievement*

- 1.1 Board develops a dynamic shared vision for education that reflects student needs and community priorities.
- 1.2 Board keeps the district and community focused on educating students.
- 1.3 Board demonstrates its strong commitment to vision by using the shared vision to guide decision making.

### **STRUCTURE**

*The Board Provides A Structure That Supports The Vision*

- 2.1 Board establishes a management system that results in effective decision making processes and enables all the people to help the district achieve its vision and make the best use of its resources.
- 2.2 Board ensures that long and short term plans are developed and annually revised through a process involving extensive participation, information gathering, research, and reflection.
- 2.3 Board sets high instructional standards based on the best available information about the knowledge and skills students will need in the future.
- 2.4 Board acts to ensure vision and structure comply with legal requirements.
- 2.5 Board encourages and supports innovative approaches to teaching, learning, and the continuous renewal of education.

### **ACCOUNTABILITY**

*The Board Measures District Performance Toward Accomplishing the Vision And Reports the Results To The Public.*

3.1 Board receives regular reports on student progress and needs based on a variety of assessments to evaluate the quality and equity of the educational program.

3.2 Board evaluates the superintendent ~~and board~~ performance annually and reports the result to the public.

3.3 Board evaluates the board performance annually and reports the result to the public.

3.~~4~~3 Board ensures long and short term plans are evaluated and revised with the needs of students in mind.

3.~~5~~4 Board uses an understandable format to periodically report district performance to the public.

## **ADVOCACY**

### *The Board Champions The Vision*

4.1 Board leads in celebrating the achievements of students and accomplishments of others who contribute to education.

4.2 Board advocates for children and families and establishes strong relationships with parents and other mentors to help support students.

4.3 Board establishes partnerships with individuals, groups, and organizations to promote educational opportunities for all students.

4.4 Board promotes school board service as a meaningful way to make long term contributions to the local community and society.

4.5 The board is proactive in identifying and addressing issues that affect the education of students.

## **CONDUCT & ETHICS**

### *The Board And Its Individual Members Conduct District Business In A Fair, Respectful, And Responsible Manner*

5.1 Board and its individual members act in a manner that reflects service to the community on behalf of students.

5.2 Board demonstrates a commitment to continually improving teamwork, problem solving, and decision making skills through a conscious program of board development.

5.3 Expenditures for board activities are clearly identified in the budget, related to the district vision, and open to public scrutiny.

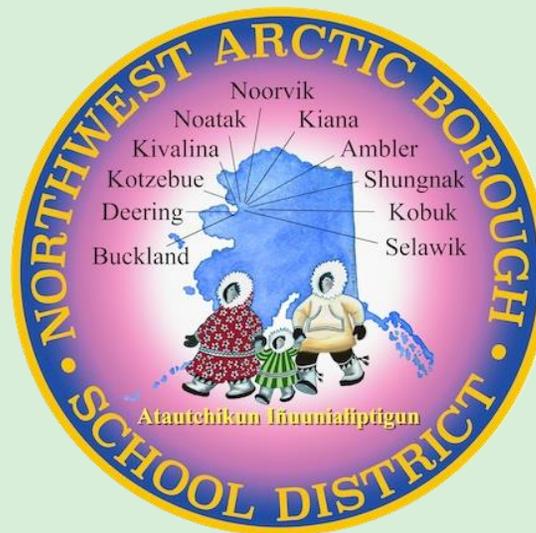
9/92

Adopted:

Northwest Arctic Borough School District

AASB Policy Reference Manual

# 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



# NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

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

## CORE VALUES

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



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<b>Goal 1: School and Culture</b>
<b>Objective 1: Community School Connections</b> NWABSD will work with each site to establish a Tribal/Community Partnership Plan to provide relevant learning opportunities and support.
<b>Objective 2: Immersion School Program</b> NWABSD will begin an immersion school program starting with PreK level and moving to Kindergarten, 1 <sup>st</sup> , and 2 <sup>nd</sup> grade progressively throughout the next five years.
<b>Objective 3: Cultural Science Curriculum</b> NWABSD will create a cultural place-based science curriculum using the traditional Native Ways of Knowing and Learning.
<b>Goal 2: Operational Improvement</b>
<b>Objective 1: Optimize Business Operations</b> 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.
<b>Objective 2: Standard Operating Procedure Documentation</b> The NWABSD will establish written processes to support all processes within the district to support efficiency and succession planning.
<b>Goal 3: Instructional Support</b>
<b>Objective 1: Evaluation of MTSS (Multi-Tiered System of Supports)/Safe and Civil Reset</b> 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.
<b>Objective 2: Safe &amp; Civil Refresh</b> 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.
<b>Goal 4: Wellness</b>
<b>Objective 1: Sustainable Counseling Program</b> NWABSD staff will develop the program with an implementation plan leading to an operationalized program to include documentation of counseling services at all sites.
<b>Objective 2: Trauma-Informed Teaching Practices (TITP)</b> NWABSD will implement TITP practices through a train-the-trainer program, including ongoing reinforcement and implementation in the classroom.
<b>Goal 5: Growing Our Own</b>
<b>Objective 1: Vocational Track Mapping</b> NWABSD staff will align curriculum to support the growth of students throughout their education to be prepared for employable roles within the region.
<b>Objective 2: Regional Workforce Development</b> NWABSD will develop a plan for ATC to grow alignment between offerings and regional workforce needs.
<b>Goal 6: Board Development</b>
<b>Objective 1: Improve New Board Member Orientation</b> NWABSD Regional School Board will improve new board member orientation to support board efficacy and improve onboarding and communications.
<b>Objective 2: Executive Committee Planning</b> NWABSD Regional School Board executive committee will meet quarterly to plan for regional strategies and partnerships.
<b>Objective 3: Improve Board comprehension of student data (especially as it relates to the Alaska Reads Act)</b> NWABSD Regional School Board will monitor and review all assessment data and results.



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<b>Goal 1: School and Culture</b>				
<b>Objective 1: Community School Connections</b>				
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.				
<b>Objective Lead: Superintendent</b>				
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 stakeholders that include goals and actions.	Submit data every quarter Beginning 2 <sup>nd</sup> 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	
<b>Objective 2: Immersion School Program</b>				
NWABSD will begin an immersion school program starting with PreK level and moving to Kindergarten, 1 <sup>st</sup> , and 2 <sup>nd</sup> grade progressively throughout the next five years.				
<b>Objective Lead: Superintendent</b>				
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	1. Determine NWABSD Eligibility for Alternative Certification Options 2. Create a Customized Roadmap 3. Identify Coursework and Professional Development. 4. Develop Field Experience and Mentorship plans. 5. Support for Certification Exams (if applicable) 6. Develop ongoing support, onboarding, and checkpoints for teacher progress. 7. Identify local partnerships to support local context and culturally responsive professional development. 8. Align our system with UA system for cosponsored courses and alternative path consisting of CEUs (budget item).	System Developed: Spring 2025	0%	Unknown
1.2.2 Train our Iñupiaq Instructors fluently into immersion methods of teaching Iñupiaq	1. Identify the path for obtaining fluency a. Develop a roadmap for fluency progression. b. Identify screener/assessment for each level.	System Developed: Spring 2025	2%	Unknown
1.2.3 Provide ongoing professional development for the Iñupiaq Instructors.	1. Identify the path for obtaining fluency 2. Create a roadmap for support. 3. Build sustainability plan for professional development.	Ongoing	15%	Unknown
<b>Objective 3: Cultural Science Curriculum</b>				



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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.	<ol style="list-style-type: none"> <li>1. Completion of a curriculum map that identifies specific points in the science curriculum where local traditions can be incorporated, with consultation from Elders or cultural leaders.</li> <li>2. A minimum of 3 hands-on, project-based activities per semester that engage students with the natural environment (e.g., water quality testing of local rivers, plant identification, or studying local wildlife migration patterns).</li> <li>3. At least 2 community-based science projects per year that involve students working alongside community members (e.g., collaborative projects with hunters, gatherers, or local environmental experts).</li> </ol>	In Progress	15%	
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.	<ol style="list-style-type: none"> <li>1. Develop and use vocabulary lists, with both English and Iñupiaq terms, for key science concepts.</li> <li>2. Work with local Iñupiaq language experts or Elders to integrate traditional stories, phrases, or terminology into science lessons, ensuring students hear and practice Iñupiaq in a real-world context.</li> </ol>	In Progress	15%	
1.3.3 Design hands-on, experiential learning opportunities that connect students with the local environment and traditional practices.	<ol style="list-style-type: none"> <li>1. Collaborate with local experts, such as hunters, gatherers, or Elders, to guide students in traditional practices while integrating relevant scientific principles like ecology or sustainability.</li> <li>2. Plan field trips or outdoor lessons where students can observe and interact with the local environment.</li> </ol>	In Progress	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.	<ol style="list-style-type: none"> <li>1. Form a network with local organizations, tribal councils, and community leaders to regularly consult on curriculum development, ensuring cultural relevance and alignment with community values and traditions.</li> <li>2. Meet with Iñupiaq Ilisautri and science teachers twice a year to co-develop and review curriculum, ensuring the integration of traditional knowledge, practices, and cultural relevance.</li> </ol>	In Progress	10%	



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<p>1.3.5 Involve local elders as educators and mentors, recognizing their invaluable role in passing down traditional knowledge.</p>	<ol style="list-style-type: none"> <li>1. Present the curriculum to the Elders' Council twice a year for feedback and to strengthen local partnerships, ensuring accuracy.</li> </ol>	<p>In Progress</p>	<p>10%</p>	
<p>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.</p>	<ol style="list-style-type: none"> <li>1. Organize an annual "Local Science Showcase" where students present projects that reflect their learning on local traditions, natural resources, and scientific principles, with community members invited to participate.</li> <li>2. Create opportunities for students to share personal or family stories that connect with the lesson topics, integrating traditional knowledge into classroom discussions and allowing students to take an active role in contributing to curriculum development.</li> </ol>	<p>In Progress</p>	<p>10%</p>	



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<b>Goal 2: Operational Improvement</b>				
<b>Objective 1: Optimize Business Operations</b>				
<b>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.</b>				
<b>Objective Lead: Director of Administrative Services</b>				
<b>Strategies and Actions</b>	<b>Key Indicators/Metric</b>	<b>Completion Date/Timeline</b>	<b>Progress</b>	<b>Budget (Time &amp; Money)</b>
<b>2.1.1</b> 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	
<b>2.1.2</b> 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		
<b>2.1.3</b> 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.			
<b>2.1.4</b> 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
<b>2.1.5</b> Evaluating Staff and Student travel processes and procedures				
<b>Objective 2: Standard Operating Procedure Documentation</b>				
<b>The NWABSD will establish written processes to support all processes within the district to support efficiency and succession planning.</b>				
<b>Objective Lead: Director of Administrative Services</b>				
<b>Strategies and Actions</b>	<b>Key Indicators/metric</b>	<b>Completion Date/Timeline</b>	<b>Progress</b>	<b>Budget (Time &amp; Money)</b>
<b>2.2.1</b> 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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<b>Goal 3: Instructional Support</b>				
<b>Objective 1: Evaluation of MTSS (Multi-Tiered System of Supports)/Safe and Civil Reset</b>				
<b>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.</b>				
<b>Objective Lead: Director of Curriculum</b>				
<b>Strategies and Actions</b>	<b>Key Indicators/Metric</b>	<b>Completion Date/Timeline</b>	<b>Progress</b>	<b>Budget (Time &amp; Money)</b>
<b>3.1.1</b> Assess districtwide MTSS “fit and feasibility.”	<ol style="list-style-type: none"> <li>1. Evaluate the alignment between MTSS principles and the organization's goals and needs.</li> <li>2. Assess Resources               <ol style="list-style-type: none"> <li>a. Personnel</li> <li>b. Time</li> <li>c. Funding</li> </ol> </li> <li>3. Conduct a review of existing systems, documentation, resources, and practices to determine compatibility with MTSS frameworks.               <ol style="list-style-type: none"> <li>a. Develop a system for resolving gaps/unclear areas.</li> <li>b. Develop a system to monitor fidelity of integrated academic and behavioral practices.</li> <li>c. Develop a system for potential challenges or barriers to MTSS adoption and engage Instructional Leadership Team to develop strategies to address them.</li> <li>d. Develop feedback.</li> </ol> </li> <li>4. Evaluate current systems for equity and access...               <ol style="list-style-type: none"> <li>a. Scheduling                   <ol style="list-style-type: none"> <li>i. What do students need?</li> <li>ii. Program offering.</li> </ol> </li> <li>b. State Requirements (Standards)                   <ol style="list-style-type: none"> <li>i. GL Matriculation</li> <li>ii. Aligned Resources</li> <li>iii. Recommended Pacing &amp; Alignment to AK STAR</li> </ol> </li> </ol> </li> </ol> <p>Analyze relevant research and best practices to inform decision-making and ensure a thorough understanding of MTSS requirements and benefits.</p>	Spring 2024	75% <ol style="list-style-type: none"> <li>1. Complete</li> <li>2. In Progress</li> <li>3. Complete</li> <li>4. Complete</li> <li>5. Complete</li> </ol>	N/A
<b>3.1.2</b> Build an infrastructure that will support effective and efficient service delivery of MTSS Framework.	<ol style="list-style-type: none"> <li>1. Identify MTSS Team (Site &amp; District) Compositions for each Tier.</li> <li>2. Develop professional learning and collaboration goals.</li> <li>3. Develop MTSS Handbook/Guide               <ol style="list-style-type: none"> <li>a. District</li> <li>b. Site</li> <li>c. Classroom</li> </ol> </li> <li>4. Determine needs based on grade-level and building level goals.</li> <li>5. <i>Develop a clearly defined MTSS framework that outlines the tiers of support, adopted programs and resources.</i></li> </ol> <p>Identify benchmark, progress monitoring, diagnostic schedules and outcome measures for literacy, math, and behavior.</p>	Summer 2024	50% <ol style="list-style-type: none"> <li>1. In Progress</li> <li>2. Complete</li> <li>3. A- Complete B- In Progress C- In Progress</li> <li>4. Ongoing</li> <li>5. In Progress</li> </ol>	N/A



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<p><b>3.1.3</b> 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"> <li>1. Literacy           <ol style="list-style-type: none"> <li>a. Screening</li> <li>b. Placement Assessment</li> <li>c. Progress Monitoring</li> <li>d. Risk Assessment</li> <li>e. Diagnostic Tool</li> </ol> </li> <li>2. Math           <ol style="list-style-type: none"> <li>a. Screening</li> <li>b. Placement Assessment</li> <li>c. Progress Monitoring</li> <li>d. Risk Assessment</li> <li>e. Diagnostic Evaluation- SPED</li> </ol> </li> <li>3. Attendance           <ol style="list-style-type: none"> <li>a. Risk Assessment</li> <li>b. Diagnostic Tools</li> <li>c. Progress Monitoring</li> </ol> </li> <li>4. Behavioral           <ol style="list-style-type: none"> <li>a. Screening</li> <li>b. Risk Assessment (FBA)</li> <li>c. Progress Monitoring</li> <li>d. Diagnostic Evaluation- SPED</li> </ol> </li> </ol>	<p>Spring/Summer 2024</p>	<p>10%</p> <ol style="list-style-type: none"> <li>1. A- Complete B- In Progress C- Complete D- Complete E- In Progress</li> <li>2. A- In Progress B- In Progress C- In Progress D- In Progress E- In Progress</li> <li>3. A- In Progress B- In Progress C- In Progress D- In Progress E- In Progress</li> <li>4. A- In Progress B- In Progress C- In Progress D- In Progress E- In Progress</li> </ol>	<p>N/A</p>
<p><b>3.1.4</b> 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"> <li>1. Train core MTSS (data) teams and stakeholders.</li> <li>2. Develop continuum of MTSS coaching and professional learning supports.</li> <li>3. Establish problem-solving protocols for use with teams at each Tier.</li> </ol> <p>Arrange necessary professional development for teams and stakeholders to build capacity.</p>	<p>Fall 2024</p>	<ol style="list-style-type: none"> <li>1. In Progress</li> <li>2. In Progress</li> <li>3. In Progress</li> <li>4. In Progress</li> </ol>	<p>Data Leads &amp; Tutors: \$175,000  Title I Funds</p>
<p><b>Objective 2: Safe &amp; Civil Refresh</b>  <b>NWABSD staff will evaluate the systems of PBIS/Safe &amp; 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.</b></p>				
<p><b>Objective Lead: Director of Curriculum</b></p>				
<p><b>Strategies and Actions</b></p>	<p><b>Key Indicators/Metrics</b></p>	<p><b>Completion Date/Timeline</b></p>	<p><b>Progress</b></p>	<p><b>Budget (Time &amp; Money)</b></p>
<p><b>3.2.1</b> Implement a tiered system of supports to address the behavioral needs of all students. Clarify Safe &amp; 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"> <li>1. Develop a multi-tiered framework that includes universal (Tier 1), targeted (Tier 2), and intensive (Tier 3) interventions.</li> <li>2. Identify evidence-based strategies and interventions at each tier that align with the school's behavior expectations and address common behavioral challenges.</li> <li>3. Establish a system for screening and progress monitoring to identify students in need of additional support and track their progress over time.</li> </ol>	<p>Summer 2024</p>	<p>75%</p> <ol style="list-style-type: none"> <li>1. Complete</li> <li>2. Complete</li> <li>3. In Progress</li> </ol>	<p>N/A</p>



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	Research AK PBIS: Contact Sharon Fischel, schedule initial information meeting.			
<b>3.2.2</b> Collect and analyze data to identify areas of priority for implementation of PBIS, assess the impact on student behavior, and make data-informed decisions for continuous improvement.	<ol style="list-style-type: none"> <li>1. Establish a data collection system that is efficient, reliable, and aligned with the school's goals and priorities.</li> <li>2. Identify relevant data sources, such as office discipline referrals, attendance records, and student surveys.</li> <li>3. Regularly review and analyze data to identify trends, patterns, and areas for improvement related to student behavior and PBIS implementation.</li> </ol> <p>Engage stakeholders in data review meetings and decision-making processes to promote transparency and collaboration.</p>	Winter 2024/2025	In Progress	Unknown currently.
<b>3.2.3</b> Implement S&C Foundations Team	<p>Develop a Comprehensive Understanding of S&amp;C Foundations:</p> <ol style="list-style-type: none"> <li>1. Develop District Foundations Team: Organize regular work sessions to review the components of the Foundations program.</li> </ol> <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>	Fall 2024	<ol style="list-style-type: none"> <li>1. In Progress</li> <li>2. Complete</li> </ol>	Unknown currently.
<b>3.2.4</b> Develop effective PBIS/Safe & Civil Schools onboarding and training practices.	<ol style="list-style-type: none"> <li>1. Create a comprehensive training module that introduces principals, teachers, and counselors to the key concepts, principles, and strategies of Safe &amp; Civil Schools and NWABSD PBIS.</li> <li>2. Plan for delivery of training module through in-person workshops, webinars, or online learning platforms to ensure consistent understanding.</li> </ol>	<p><del>Spring 2024</del></p> <p>Winter 2024</p>	In Progress	



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<b>Goal 4: Wellness</b>				
<b>Objective 1: Sustainable Counseling Program</b>				
NWABSD staff will develop the program with an implementation plan leading to an operationalized program to include documentation of counseling services at all sites.				
<b>Objective Lead: Director of Student Services</b>				
<b>Strategies and Actions</b>	<b>Key Indicators/Metric</b>	<b>Completion Date/Timeline</b>	<b>Progress</b>	<b>Budget (Time &amp; Money)</b>
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 Sept. 2024: Initiated Behavior Health cooperation/meetings to facilitate counseling services. Release of information for shared programming.	January 2027	50% complete	
4.1.3 Establish harm-to-self follow-up protocols, training and tracking data/procedures	Harm to Self or Others protocol or others established and yearly training with principals and counselors. To be completed yearly: 23-24= yes 24-25= completed 25-26= Training Completed 26-27	June 2027	40% 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. Sept. 2024: Initiated conversation with Grants regarding timing on potential new grants: Spring 2025 or 2026	Jan. 2027	10% complete	2027-28
<b>Objective 2: Trauma-Informed Teaching Practices (TITP)</b>				
NWABSD will implement TITP practices through a train-the-trainer program, including ongoing reinforcement and implementation in the classroom.				
<b>Objective Lead: Director of Student Services</b>				
<b>Strategies and Actions</b>	<b>Key Indicators/Metrics</b>	<b>Completion Date/Timeline</b>	<b>Progress</b>	<b>Budget (Time &amp; Money)</b>
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 Completed all staff training during in-service. Aug. 2025 Aug.2026 Aug. 2027	40%	No cost as we have inhouse trainers



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<p><b>4.2.3</b> 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</p>	<p>March 2024:          Weekly Trauma informed and Resilience Focused Office hours initiated for teachers          Sept. Office hours continue and Trauma Informed in-service planned for Oct. 2024</p>	<p>March: No grants obtained for trauma informed at this time.</p>	<p>20%</p>	<p>No cost as we have inhouse trainers          Grants: to be determined.</p>
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<b>Goal 5: Growing Our Own</b>				
<b>Objective 1: Vocational Track Mapping</b>				
NWABSD staff will align curriculum to support the growth of students throughout their education to be prepared for employable roles within the region.				
<b>Objective Lead: Director of the Alaska Technical Center</b>				
<b>Strategies and Actions</b>	<b>Key Indicators/Metric</b>	<b>Completion Date/Timeline</b>	<b>Progress</b>	<b>Budget (Time &amp; Money)</b>
5.1.1 Assess current CTE Alignments	Review and analyze current K-14 CTE pathways Identify gaps in pathway alignment	August 2025	30%	
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 2025	10%	
5.1.3 Develop overarching plan for complete alignment.	Establish timeline and review cycle	August 2025	10%	
5.1.4 Design process for individual pillar alignment	Determine and align first Pillar (Education)	May 2025	50%	
<b>Objective 2: Regional Workforce Development</b>				
NWABSD will develop a plan for ATC to grow alignment between offerings and regional workforce needs.				
<b>Objective Lead: Director of the Alaska Technical Center</b>				
<b>Strategies and Actions</b>	<b>Key Indicators/Metrics</b>	<b>Completion Date/Timeline</b>	<b>Progress</b>	<b>Budget (Time &amp; Money)</b>
5.2.1 Identify regional workforce needs	Gather employer workforce and training needs	May 2025	20%	
5.2.2 Map Regional workforce needs assessments	Categorize and identify common industry trainings and skillsets alignment	August 2025	10%	
5.2.3 Draft regional workforce map	Develop training options and	December 2025	10%	
5.2.4 Validate regional workforce map with employers	Regional workforce feedback and revisions	February 2025	0%	



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<b>Goal 6: Board Development</b>				
<b>Objective 1: Improve New Board Member Orientation</b>				
<b>NWABSD Regional School Board will improve new board member orientation to support board efficacy and improve onboarding and communications.</b>				
<b>Objective Lead: Regional School Board Secretary</b>				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
6.1.1				
6.1.2				
6.1.3				
<b>Objective 2: Executive Committee Planning</b>				
<b>NWABSD Regional School Board executive committee will meet quarterly to plan for regional strategies and partnerships.</b>				
<b>Objective Lead: President of the Regional School Board</b>				
Strategies and Actions	Key Indicators/Metrics	Completion Date/Timeline	Progress	Budget (Time & Money)
6.2.1				
6.2.2				
6.2.3				
<b>Objective 3: Improve Board comprehension of student data (especially as it relates to the Alaska Reads Act)</b>				
<b>NWABSD Regional School Board will monitor and review all assessment data and results.</b>				
<b>Objective Lead: Regional School Board Treasurer</b>				