

NWABSD Board Retreat

Tuesday, October 28, 2025 8:00 AM

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

1.	8:00 AM OPENING AND BOARD COMMENTS	Presenter: Margaret Hansen, Board President
2.	8:15 AM BOARD ORIENTATION	Presenter: Katie Oliver, AASB
3.	10:00 AM BREAK	Presenter: 15 minutes
4.	10:15 AM SCHOOL CLIMATE & CONNECTEDNESS SURVEY RESULTS	Presenter: Kami Moore, SCCS Presenter
5.	12:00 PM LUNCH	Presenter: on your own
6.	1:30 PM NWABSD PROGRAMS OVERVIEW	Presenter: Director Presentation
7.	3:30 PM BREAK	Presenter: 15 minutes
8.	3:45 PM STRATEGIC PLAN OVERVIEW	Presenter: Administration & Board Members
9.	4:15 PM WRAP-UP & BOARD COMMENTS	Presenter: Margaret Hansen, Board President



Northwest Arctic Borough School District

October 28, 2025

Provided by the Association of Alaska School Boards
Katie Oliver, Associate Executive Director

October 28, 2025

Our Agreements

Adapted from the First Alaskans Institute

- In every chair, a leader.
- Speak to be Understood, Listen to Understand.
- We are responsible for our experience.
- Take care of yourself; take care of each other.
- Value our time together.

Today's Topics

- The Big Picture: What is Good Governance
- Board Roles and Responsibilities
- Exploring your Board Bylaws
- Board & Superintendent Relationship
- Tips for Effective Meetings

Northwest Arctic Borough School District

Atautchikun Iñuunialiptigun (Through Our Way of Life Together as One)

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.

Core Values:

Respect | Perseverance | Learning | Hard Work | Ability to Adapt |
Resilience | Cooperation | Belief in yourself | Accountability

Eight Characteristics of An Effective School Board

1. Effective school boards **commit to a vision** of high expectations for student achievement and quality instruction and define clear goals toward that vision.
2. Effective school boards have **strong shared beliefs and values** about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Effective school boards are accountability driven, spending less time on operational issues and more time **focused on policies** to improve student achievement.
4. Effective school boards **align and sustain resources** to meet district goals.
5. Effective boards are data savvy; they **embrace and monitor data**, even when the information is negative, and use it to drive continuous improvement.
6. Effective school boards have a **collaborative relationship** with the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
7. Effective school boards lead as a **united team with the superintendent**, each from their respective roles, with strong collaboration and mutual trust.
8. Effective school boards take part in **team development and training** to build shared knowledge, values and commitments for their improvement efforts.

Dervarics, Chuck & O'Brien, Eileen. [*Eight Characteristics of Effective School Boards*](#). Center for Public Education, National School Boards Association, 2019.

School Board Standards (BB 9020, E 9020)

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

Vision

The Board creates a shared vision to enhance student achievement.

- Encourage community involvement in strategic planning, especially the development of a vision and mission statement.
- Make decisions based on your mission statement and strategic plan focus areas.
- Share your vision with the community.
- Read vision and mission statement at each Board meeting.

Structure

The Board provides a structure that supports the vision.

- Follow District strategic plan.
- Establish goals and priorities for the District.
- Review and evaluate policies.
- Request reports about the curriculum.
- Link the budget to Student Achievement.
- Support staff recruitment.
- Maintain facilities.
- Assist Advisory School Boards.

Accountability

The Board measures district performance toward accomplishing the vision and reports the results to the public.

- Annually conduct:
 - Superintendent evaluation
 - Board self-evaluation
- Ensure staff evaluations are performed.
- Request the evaluation of programs.
- Review the results of student assessments.
- Request timely financial reports and audits.

Advocacy

The Board champions the vision.

- Recognize staff achievements.
- Recognize student achievements.
- Promote parent involvement.
- Develop business partnerships.
- Be a student advocate.
- Participate in grassroots lobbying.
- Meet with parents and community members.

Conduct-Ethics

The Board conducts its business of the district in a fair, respectful and responsible manner.

- Understand your role in the District.
- Respect the roles of others.
- Provide a New Board Member orientation.
- Use meetings effectively.
- Follow State law and District policies.
- Conduct business in an ethical manner.
- Work toward developing a healthy leadership team.

Key Roles of the School Board

Community Liaison

Adopts a vision, mission, and district goals through the **Strategic Plan** and reports out on the status of them.



Hires and evaluates a superintendent.



Adopts and approves **policies** for governance of the district.



Reviews then approves the **annual budget** and ensures necessary funding for the district's strategic plan.



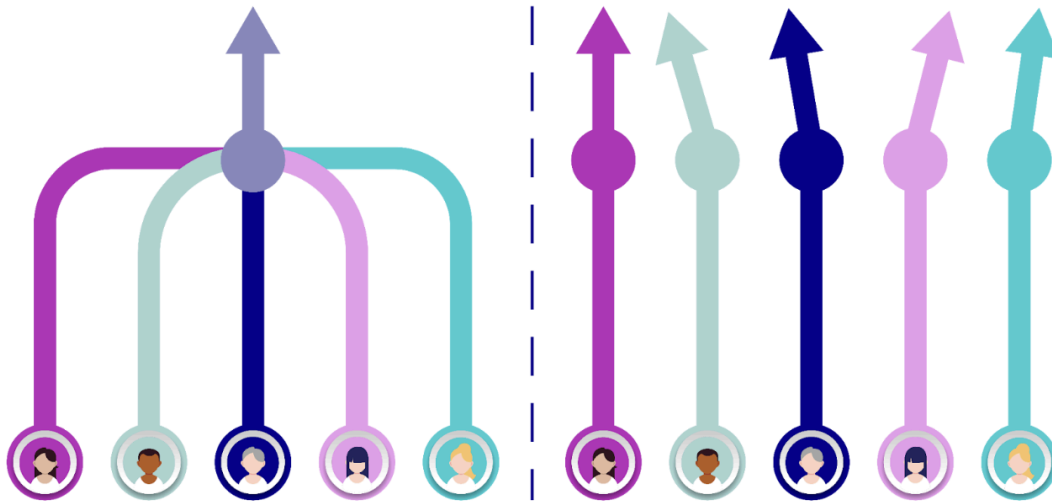
Approves recommended **curriculum** based on standards, goals, and policies.

What Makes a Productive School Board?

A. Unified leadership with common vision and goals.

OR

B. Collection of individuals each with their own vision and priorities.



“Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision”

–*Eight Characteristics of Effective School Board, Center for Public Education*

The Governance Game: How our Board Works

This exploration of Board Bylaws is designed to help strengthen your shared understanding of how the School Board operates.

Board bylaws describe the structure and expectations that keep our governance work transparent, ethical, and effective. They outline how we communicate with one another, how meetings are conducted, and how decisions are made.

[NWABSD Online Policy Manual](#)

Questions & Scenarios

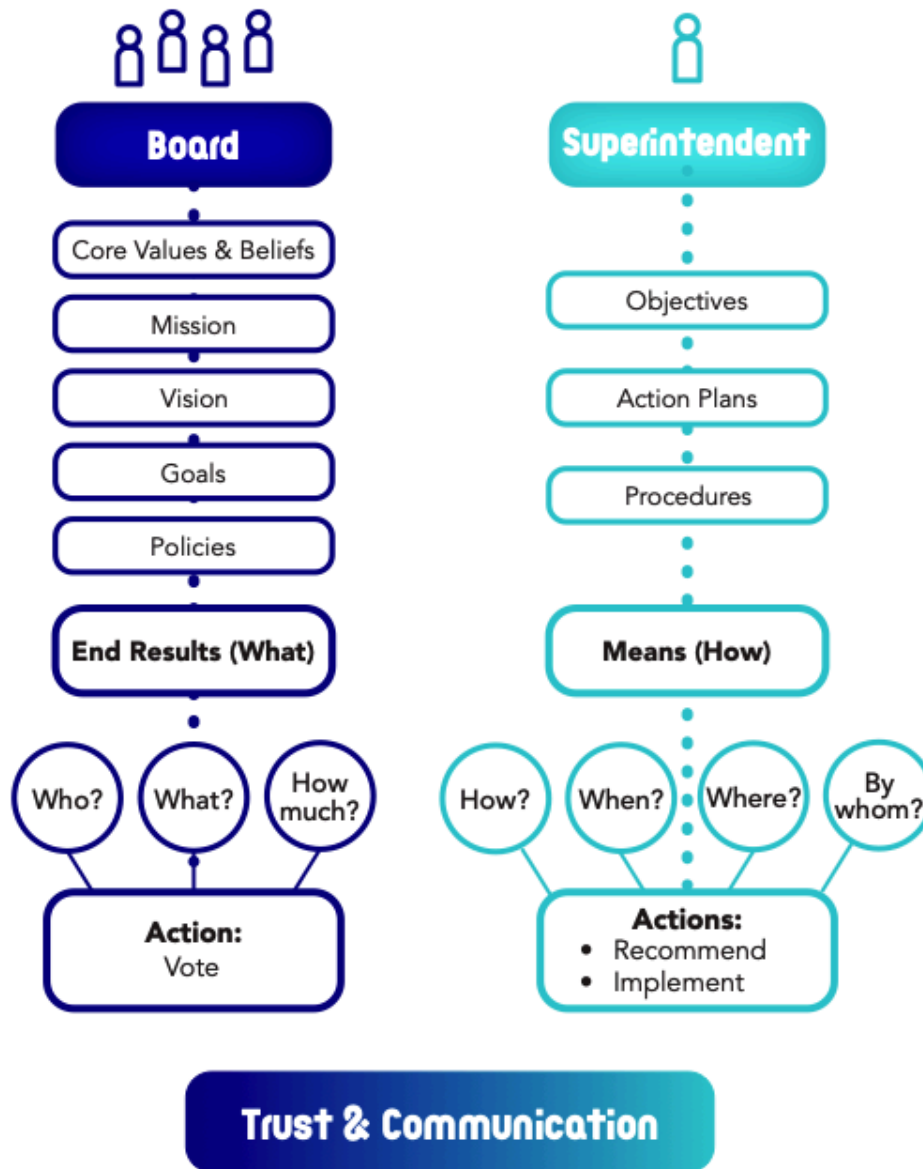
#	Question/Scenario	Response + <i>why is this important?</i>	Bylaws Hint
1.	How many board members make a quorum, and what happens if that number is lost at a meeting?		BB 9323
2.	Who is responsible for preparing the meeting agendas?		BB 9322
3.	Scenario: A community member approaches a Board member with a complaint about the school. The member listens respectfully, and then redirects the person to the Principal/Site Administrator. → <i>What do our bylaws say?</i>		BB 9012
4.	What are the expectations for Board members when visiting schools in their official capacity?		BB 9200

5.	How much notice must be given for a regular meeting and for a special meeting?		BB 9320
6.	Scenario: After a difficult vote, a Board member posts on Facebook opposing and criticizing the majority decision of the Board. → <i>What do our bylaws say?</i>		BB 9010 & BB 9012
7.	What are the duties of the Board President during meetings?		BB 9121
8.	What should a Board member do if they or an immediate family member have a financial interest on an agenda item?		BB 9270
9.	Scenario: During a vote, a board member abstains but doesn't say why. → <i>What do our Bylaws say?</i>		BB 9323
10.	How should a Board member communicate if they are going to miss an upcoming meeting or worksession?		BB 9200

11.	Who is responsible for making committee appointments?		BB 9121
12.	Scenario: During public comment at a meeting, a speaker starts criticizing and making accusations against a district employee by name. → <i>What do our Bylaws say?</i>		BB 9323
13.	What is the board culture and expectations around participating in board professional development?		BB 9240
14.	What should a Board member do if they want detailed data or a special report prepared by staff?		BB 9012
15.	Scenario: During an action item discussion at a meeting Board members disagree with one another, but listen and speak respectfully to each other and the Superintendent, and keep on focus on what's best for students.		E 9020

Leading Together for Student Success: The Board & Superintendent

Board/Superintendent Roles



“Effective boards lead as a united team, with the superintendent, each from their respective roles, with strong collaboration and mutual trust.”

–Eight Characteristics of Effective School Board, Center for Public Education

What the Board should expect from the Superintendent:

1. Treat board members fairly and equitably; use consistent style and methods while working with the board.
2. Generate dependable information; distribute all information to all board members.
3. Be accessible to board members on a reasonable schedule.
4. Give honest, thoughtful, and well-reasoned opinions and reactions to issues.
5. Present policy options for consideration by the board.
6. Foster collaboration within the board to achieve District Goals.
7. Use direct communication skills that show your commitment to working with your board.
8. Listen carefully to the views and opinions of board members.
9. Work toward trust with all board members.
10. No surprises; keep the board informed of major operational issues.
11. Avoid public criticism of the board or board members.
12. Be cordial to all members of the board.
13. Be open to new and innovative ideas; bring new ideas to the board.
14. Be politically sensitive to statements and reactions.
15. Be visible in the community and pursue a strong community relations agenda.
16. Discuss and clearly define the expectations of board members and the leadership team.
17. Exhibit a genuine interest and make decisions based on student welfare and outcomes.
18. Help the board grow into a cohesive group.
19. Support and encourage board members to participate in professional development opportunities.
20. Create structures to report and update on the progress of the district strategic plan, initiatives and school improvement.

What the Superintendent should expect from the Board:

1. Be open to new ideas.
2. Be advocates in the community; engage with families and community members about the district.
3. Be well prepared for meetings; read materials that are provided beforehand.
4. Request information on issues before board meetings.
5. Allow the superintendent to do the job for which they were hired.
6. Avoid surprises; provide information on community concerns; report rumors in a timely manner.
7. Operate as a team.
8. Be concerned with education for all students in the district.
9. Help others understand and use the district's process for resolving complaints.
10. Invest time in developing understanding for Board roles and responsibilities and the work of the Board.
11. Publicly support the superintendent and the board, especially after a decision.
12. Leave the superintendent out of the politics of the board.
13. Base decisions on verified information and a full understanding of the facts.
14. Address concerns about the superintendent directly and respectfully; avoid talking behind their back.
15. Do not go around the superintendent; do not try to be an administrator.
16. Work to develop a basic understanding of parliamentary procedures and school law.
17. Promote unity within the board.
18. Contribute facts and information to policy-making.
19. Do not ask the superintendent to mediate between and among board members.
20. Call the superintendent first on issues.

Tips for Effective Meetings

1. Know your Meetings (BB 9320)
 - a. Regular Meetings
 - b. Special Meetings
 - c. Emergency Special Meetings
 - d. Worksession

2. The Agenda is your Map
 - a. Connect agenda items to district goals and/or Board policy.
 - b. Use of Consent Agenda can expedite items that are routine in nature and/or have been discussed previously

3. Welcome and define public comment

4. Understand the Role of the Chair
 - a. Serves as the spokesperson for the board
 - b. Calls meeting to order & establishes quorum
 - c. Recognizes others to speak
 - d. Ensures equity among all board members

5. Use Parliamentary Procedures (Robert's Rules of Order)

6. Meeting Minutes
 - a. AASB recommends use of Action Minutes - a record of the actions taken by the board, not a record of what is said aloud.



Thank you!

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ARTICLE 9 BYLAWS OF THE BOARD (Series 9000)

Northwest Arctic Borough School District

BB 9000 ROLE OF BOARD AND MEMBERS (POWERS, PURPOSES, DUTIES)

Powers and Duties

Note: Pursuant to AS 14.08.021, regional school boards are delegated authority to operate public schools subject to laws and regulations applicable to regional school boards and other school districts.

The School Board's primary goal is to provide each student with an education of the highest quality in keeping with their capacity to learn. This goal shall be the basic factor motivating the School Board's execution of its powers and duties.

(cf. 0200 - Goals for the School District)

The School Board is responsible for the general control and direction of education in the school district and is empowered to carry on and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. This broad authority shall be exercised in accordance with the State and Federal Constitutions, laws and regulations. The School Board may execute any powers delegated by law to it or to the district which it governs, and shall discharge any duty imposed by law upon it or upon the district which it governs.

(cf. 9200 - School Board Members)

Governance Functions

The School Board shall consider and approve or disapprove matters submitted to it by the Superintendent or designee and the public and is committed to establishing policies to govern School District activities. The School Board shall prescribe bylaws for its own governance with law or with the rules prescribed by the State Board of Education.

(cf. 9300 - Governance)

Executive Functions

The Superintendent or designee shall serve as the chief executive officer of the School Board. The School Board delegates to the Superintendent or designee the authority to carry out School Board decisions and to make and carry out any decisions which it delegates. The Superintendent or designee shall be fully responsible for the proper use of this authority. The School Board retains ultimate responsibility for the performance of any powers or duties delegated.

(cf. 2210 - Administrative Leeway in Absence of Policy)

Judicial Functions

The School Board believes that positive personnel and public relations rely upon the ability to hear and resolve of grievances, complaints and criticisms. The School Board, convened, shall serve as a body of appeal for grievances, complaints and criticisms in accordance with School Board policies and negotiated employee agreements.

(cf. 1312 - Complaints Concerning the Schools)

(cf. 4144 - Grievances/Complaints)

Legal Reference:

ALASKA STATUTES

14.08.021 Authority (regional school boards)

14.08.041 Regional school boards

14.08.101 Powers (regional school boards)

14.08.111 Duties (regional school boards)

14.14.060 Relationship between borough school district and borough

14.14.065 Relationship between city school district and city

14.14.130 Chief school administrator

29.35.160 Education (military reservations)

Adoption Date: May 23, 1995

Revised: April 28, 2025

Northwest Arctic Borough School District

BB 9010 PUBLIC STATEMENTS

Before voting on any issue, all Board members shall be encouraged to present whatever evidence they may feel important to the matter at hand. The Board shall fully consider the implications and relevancy of all information so presented. All opinions, reactions and positions shall be openly discussed, so that each member may understand all aspects of the issue before the Board makes its decision. Any Board member who may wish to criticize or oppose any specific Board action should do so during the Board meeting.

Once a Board decision has been reached, all Board members shall abide by that decision until it is amended or rescinded by subsequent Board action. When Board members express their opinions outside of the Board meeting, it is their responsibility to respect the democratic nature of Board decision-making and always identify personal viewpoints as such.

Public statements in the name of the School Board shall be issued by the Board president or, if appropriate, by the Superintendent or designee at the direction of the Board president.

(cf. 9011 - Disclosure of Confidential Information)

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9011 DISCLOSURE OF CONFIDENTIAL INFORMATION

Confidential information which is produced for or which comes out during executive sessions of the Board shall not be divulged or released unless a majority of the Board agree to release the information, subject to applicable laws regarding executive sessions and confidential records. This bylaw is not intended to cause the withholding of information about the purpose of executive sessions of the Board.

(cf. 1340 - Access to District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Records)

(cf. 5125 - Student Records)

Information from executive session shall be released by the president or chairman of the meeting in which the executive session is held.

Any Board member who releases confidential information contrary to the provisions of this bylaw may be publicly censured by a majority vote of the Board.

(cf. 4119.23 - Unauthorized Release of Confidential Information)

(cf. 9321 - Executive Sessions)

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9012 COMMUNICATIONS TO AND FROM THE BOARD

The Board recognizes that appropriate communication procedures must be adhered to when communicating among Board members, and between Board members, district administration, and members of the public. Public communication by the Board should reflect positively on the district and serve the community by keeping it informed about the goals, programs, and achievements of the district and its schools.

Staff members, parents, and community members should submit questions or communications to the School Board through the Superintendent. Board members' questions or communications to staff or about programs will be channeled through the Superintendent's office. If contacted individually, Board members will refer the person to the appropriate channel of authority, except in unusual situations. Board members will not take private action that might compromise the Board or administration.

Board Member Use of Electronic Communications

Electronic communications are an efficient and convenient way to communicate and can expedite the exchange of information. Board members shall exercise caution so as to ensure that these communications are not used to discuss, deliberate, or take action on Board business outside of a properly scheduled meeting. To ensure compliance with the Open Meetings Act, electronic communications by and between members shall not be used to conduct Board business but shall be limited to:

1. Disseminating information; and
2. Messages not involving deliberation, debate, or decision-making.

Board members may properly use electronic communications to provide:

1. Agenda item suggestions;
2. Reminders regarding meeting times, dates, and places;
3. Board meeting agenda or public record information concerning agenda items; or
4. Responses to questions posed by the community, administrators, or school staff, subject to the requirements of this policy.

Board members shall make every effort to ensure that their electronic communications conform to Board Bylaw 9010, Public Statements. Unless authorized to speak on behalf of the full Board, a Board member should clarify that the member is speaking as an individual member, and not as an official Board or district spokesperson.

A Board member sending an electronic communication concerning the district shall copy the Superintendent or designee, who shall store the message consistent with the district's practice of record retention.

Board members shall abide by the district's acceptable use policy when using district-issued devices or technology resources, including district Internet access on a personal device. There is no expectation of privacy for any Board Member messages sent or received by e-mail or other electronic communication, and these communications may be subject to public disclosure. Board members should keep public and personal communication totally separate.

Board Member Use of Social Media

Social media can be a positive tool for fostering community engagement with the district but this form of communication carries unique responsibilities. Board members desiring to utilize social media to communicate on matters of the district must adhere to the rules above. In addition, Board members must be cognizant to:

1. Keep public and personal social media accounts totally separate;
2. Post only content that the district has already released to the public;
3. Clarify that the posting is not an official record of Board meetings or Board business;
4. Conduct yourself online in a manner that reflects well on the district and on you as a publicly elected official;
5. Do not post anonymously about school business;
6. Immediately report harassing or defamatory communications to the Superintendent if they involve the district, its employees, or students;
7. Retain a copy of your posts and what others post on your account if required by the district's records retention procedures; and
8. Immediately report to the district any potential security breach.

Board members should not use social media as a vehicle for communicating with each other outside of properly noticed meetings.

(cf. 3523 - E-Mail)

(cf. 9010 - Public Statements)

(cf. 9320 - Meetings)

(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

ALASKA STATUTES

40.25.110 - .220 - Alaska's Public Records Act

44.62.310 - .312 - Alaska's Open Meetings Act

Revised: January 31, 2006

January 30, 2018

Adoption Date: May 25, 2005

Northwest Arctic Borough School District

BB 9020 BOARD STANDARDS

The School Board believes that it should hold itself to high standards of the Iñupiat Iḷitqusiāt, performance, accountability and conduct in order to meet the public trust that has been 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 provides a framework for effective school governance and keeps the School Board's focus on cultural responsiveness and 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)

Adopted: April 29, 2025

Northwest Arctic Borough School District

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's performance annually and reports a statement to the public. The statement may include a possible contract extension, a change in salary, and goals.
- 3.3 Board evaluates the board performance biennially (every two years) and reports a statement to the public. The statement may include the resulting goals.
- 3.4 Board ensures long and short term plans are evaluated and revised with the needs of students in mind.
- 3.5 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 the Inupiat Inuit values:

- | | |
|-----------------------------|-----------------------|
| a. Knowledge of Family Tree | j. Humor |
| b. Love for Children | k. Humility |
| c. Avoid Conflict | l. Respect for Elders |
| d. Knowledge of Language | m. Spirituality |
| e. Cooperation | n. Respect for Others |
| f. Family Roles | o. Respect for Nature |
| g. Sharing | p. Domestic Skills |
| h. Hard Work | q. Hunter Success |
| i. Responsibility to Tribe | |

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

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

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

Adopted: November 19, 2024

BB 9110 BOARD MEMBERSHIP

Regular Members

The School Board shall consist of 11 members elected or appointed in accordance with law.

(cf. 9220 - Board Elections)

(cf. 9223 - Board Vacancies)

Student Board Members

The Board believes it is important to seek out and consider students' ideas, viewpoints, and reactions to the educational program. In order to provide student input and involvement, the Board shall appoint student Board members as deemed necessary.

Student Board members shall have the right to attend public meetings of the Board, be recognized at meetings, participate in discussing issues and shall receive all materials presented to Board members except those related to executive sessions.

The Board of Education will develop procedures in conjunction with the Districtwide Student Council for the selection of up to two (2) student representatives and one (1) alternate student representative to the Board of Education. These representatives shall be advisory non-voting members to the Board.

(cf. 1220 – Citizen committees)

Legal Reference:

ALASKA STATUTES

14.08.091 Administration

14.12.030 School boards

14.12.040 Transition from five to seven member board

14.12.110 Single body as assembly and school board

14.14.070 Organization of school board

14.14.120 Inoperative district

14.14.250 - 14.14.310 Involvement of young people in government

29.20.300 School boards

Revised: March 07, 2017

Revised: June 7, 2022

Adoption Date: May 23, 1995

AR 9110 BOARD MEMBERSHIP

Selection of Student Representative to the Board

Each year, the following procedure will be followed for selection of up to two (2) student representatives and one (1) alternate student representative to the Board:

1. The district shall advertise for applicants for up to two (2) student representatives and one (1) alternate student representative to the Board no later than March 1.
2. The interested student representatives and alternate student representative to the Board shall be eligible to attend high school during the school year applying for and have a minimum GPA of 3.0, good attendance, leadership potential; and participation in school and community affairs.
3. Interested students shall submit an application, a letter of interest, and two (2) references, which must be received by the Superintendent no later than March 31 or the date announced by the Superintendent.
4. The Board shall interview all applicants at the Board meeting following the submission of applications, asking the same questions of all applicants.
5. Up to two (2) student representatives and one (1) alternate student representative to the Board will be selected by vote at the Board meeting.
6. When a student representative is not available to attend the Board Meeting, the alternate student representative will attend in their absence.

Role of the Student Representative While Serving on the Board

The student representative and alternate will serve from August through May of the school year following the year of his/her selection. The student representative or alternate will be considered in attendance when away from the school site to attend to Board matters.

The student representatives or alternate will meet with the Board as necessary for work sessions, will be seated with the Board at regular meetings and can speak as a Board member on agenda items. He/she will not attend executive sessions, unless requested by the Board.

The student representatives or alternate will receive a copy of the agenda in advance of meetings and packets of information pertaining to Board items where student opinion is desired. The Board will instruct the student representatives or alternate on Board policies and procedures.

At the Board's desire, an independent course of study may be developed for the student representatives and alternate that includes all of the activities and responsibilities mentioned above plus other additional activities as appropriate.

Responsibilities of the Student Representative

The student representatives or alternate to the Board will regularly call all school liaisons prior to Board meetings to receive student input and will schedule regular audio/video conferences with the entire student council. After each Board meeting, the student representative will send copies of Board minutes to the school liaisons.

On occasion, the Board may request that the student representatives or alternate report back to the Board on a specific item. Such reports will be in writing and can be an agenda item, if the Board so desires. If student opinion is sought, a record of the vote by the district student council will be included in the report.

The student representatives or alternate shall maintain good attendance, behavior and scholarship while serving on the Board. Failure to comply with all the student representative responsibilities may lead to dismissal by the Board.

Student Liaison

Each school will establish a student council and select one (1) student representative and one (1) alternate student representative to serve as a liaison between that school and the student representative to the Board. Each school will establish criteria for selection of a liaison that will include, but not be limited to: scholarship (minimum of 3.0 GPA); good attendance; leadership potential; and participation in school and community affairs.

Adoption Date: March 07, 2017

Revised: February 08, 2018

Revised: February 28, 2024

Northwest Arctic Borough School District

E 9110 APPLICATION STUDENT REPRESENTATIVE TO THE NWABSD BOARD OF EDUCATION



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

Application

Student Representative

to the NWABSD Board of Education

Name: _____ Grade: _____

School: _____ GPA: _____

Attach a letter of interest explaining why you wish to serve as the Student Representative.

Criteria:

The interested student representative to the Board shall be eligible to attend high school during the school year applying for and have a minimum GPA of 3.0, good attendance, leadership potential, and participation in school and community affairs.

c.f. BB 9110 and AR 9110

Letters of Recommendation

Each applicant must submit with this application two (2) letters of recommendation for the position. One letter should be from a school administrator/teacher and one from a local community member.

Student Statement of Commitment

I confirm that I would like to participate as a Student Representative to the NWABSD Board of Education. I agree to make a commitment to fully participate in the process.

Applicant's signature: _____

Date _____

Parents' statement of consent and support

I support my child participating as a Student Representative to the NWABSD Board of Education and he/she has my permission to participate in all associated activities.

Parent/guardian signature: _____

Date _____

Note: The NWABSD Board of Education will interview applicants. Up to two (2) student representatives and one alternate student representative will be selected by vote of the Board at a

Board meeting.

Adoption Date: March 07, 2017

Revised: February 8, 2018

Revised: February 28, 2024

Northwest Arctic Borough School District

BB 9120 OFFICERS AND DUTIES

At its organizational meeting, held within seven (7) days after receipt of the certification of the results of the election, the Board shall elect officers in the following order: President, Vice-President, Secretary and Treasurer. Before taking office, each new member shall sign the oath of office.

(cf. 9121 - Board President)

(cf. 9122 - Vice President/Clerk)

(cf. 9123 - Secretary/Treasurer)

Legal Reference:

ALASKA STATUTES

14.08.091 Administration

14.12.110 Single body as assembly and school board

14.14.070 Organization of school board

29.20.300 School boards

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9121 PRESIDENT

The Board president shall preside at all School Board meetings. He/she shall:

1. Call the meeting to order at the appointed time;
2. Announce the business to come before the Board in its proper order;
3. Enforce the Board's policies relating to the order of business and the conduct of meetings;
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference;
5. Explain what the effect of a motion would be if it is not clear to every member;
6. Restrict discussion to the question when a motion is before the Board;
7. Rule on parliamentary procedure;
8. Put motions to a vote, and state clearly the results of the vote.

The president shall have the same right as other members to offer resolutions, participate in discussions, vote, and to initiate or second motions upon relinquishment of the chair.

The president shall also perform other duties as directed by the Board, and state laws, regulations and the Board, including the duty to:

1. Sign all instruments, acts, and orders necessary to carry out state requirements and the will of the Board;
2. Consult with the Superintendent or designee on the preparation of the Board's agendas;
3. Appoint and disband all committees, subject to Board approval;
4. Call such meetings of the Board as he/she may deem necessary, giving notice as prescribed by law;
5. Excuse board member absences from regular board meetings.

(cf. 9223 - Board Vacancies)

6. Confer with the Superintendent or designee on crucial matters which may occur between Board meetings;
7. Be responsible for the orderly conduct of all Board meetings.
8. Share informational mail with other Board members.
9. Counsel Board members regarding behavior that potentially erodes public confidence in the Board as a whole.
10. Authorize individual Board member travel.

President Pro-Tem

In the absence of the President and Vice President, the President, will in advance, designate a board member to act as President pro-tem.

(cf. 9120 - Officers and Auxiliary Personnel)

(cf. 9320 - Meetings)

(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

ALASKA STATUTES

14.14.070 Organization of school board

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9122 VICE PRESIDENT

Note: The following sample bylaw may be revised as needed. AS 14.14.070 requires the School Board to elect, at a minimum, a president, a clerk/secretary, and, if necessary, a treasurer. There is no language prohibiting the election of a vice president.

The duties of the vice president shall be to:

1. Serve as presiding officer in the absence of the President.
2. Certify or attest to actions taken by the School Board when required.
3. Sign documents as directed by the School Board on behalf of the School District and sign all other items which require the signature of the vice president.

(cf. 9120 - Officers and Auxiliary Personnel)

Legal Reference:

ALASKA STATUTES

14.14.070 Organization of school board

Adoption Date: May 23, 1995

Revised: June 03, 2025

Northwest Arctic Borough School District

BB 9123 SECRETARY

The Secretary shall ensure that an accurate record of the proceedings of the Board is kept, and that a copy of the record is distributed to each member, the Superintendent and others requesting it.

The Board delegates to the Superintendent's office the performance of all ministerial duties of the Secretary.

(cf. 9324 - Board Minutes)

Legal Reference:

ALASKA STATUTES

14.08.091 Administration

14.14.070 Organization of school board

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9124 TREASURER

The Treasurer shall ensure that all fiscal documents are properly executed and signed, shall review disbursement, and shall ensure preparation of a summary of disbursement for information to the Board at periodic intervals.

The Treasurer shall obtain a surety bond as required by AS 14.14.020. The Board delegates to the Superintendent's office the performance of all ministerial duties of the Treasurer.

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9125 ATTORNEY

The School Board may use the services of private attorneys to meet the needs of the district. The Board-appointed legal counsel shall render legal advice to the Superintendent or designee and the Board and perform other administrative duties as assigned by the Board and Superintendent or designee.

The Superintendent or designee may confer with the district's legal counsel at his/her discretion.

(cf. 9200 - Members Limits of Authority)

(cf. 9321 - Executive Sessions)

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9130 BOARD COMMITTEES

The School Board may establish committees of the Board as deemed necessary. The membership of these committees is limited to less than a majority of the whole Board. The Board shall establish written charges for Board committees. When its charges or duties have been completed, the committee shall be dissolved.

The president may be a member of any committee. The Superintendent or designee may serve as an advisor to any committee at the discretion of the Board.

Committees may actively seek input and participation by parents/guardians, staff, community and students, and may consult with local public boards and agencies.

Committees shall act in an advisory capacity, making recommendations to the Board. No committee action shall be binding on the full Board. The Board as a whole shall have the final consideration in all matters.

Committee meetings are subject to the state open meetings act.

(cf. 1220 - Citizen committees)

(cf. 9330 - Meetings)

(cf. 9321 - Executive Sessions)

Legal Reference:

ALASKA STATUTES

29.20.020 Meeting public

44.62.310 Agency meetings public

44.62.312 State policy regarding meetings

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9140 BOARD REPRESENTATIVES

The President, subject to Board ratification, may appoint any of its members to serve on advisory committees or as its representative to other public agencies or organizations when the Board deems such appointments desirable, contingent on acceptance of the appointment by the member.

(cf. 1020 - Youth Services)

(cf. 9110 - Board Membership)

(cf. 9250 – Renumeration, Reimbursement, and Other Benefits)

Adoption Date: May 23, 1995

Revised: February 23, 2021

Northwest Arctic Borough School District

BB 9200 BOARD MEMBERS

Limits of Board Member Authority

The School Board has broad but clearly limited powers. The exercise of its authority is restricted to the functions required or permitted by law, and then only when it acts in a legally constituted meeting. Board members have authority only in regularly called meetings of the Board, or when delegated specific tasks by Board action.

The Board is the unit of authority. An individual Board member is a part of the governing body which represents and acts for the community as a whole. Apart from the normal function as part of the unit, the Board member has no individual authority. No individual member of the Board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools; nor, as an individual, command the services of any school employee. Individually, the Board member may not commit the School District to any policy, act or expenditure. School visits by Board members are encouraged. Site Administrators should receive a courtesy call in advance of a visit. Board members, as with all visitors, must check in with the school office. Board members who visit schools of their own volition have no more authority than any other citizen. Board members have authority only in regularly called meetings of the Board, or when delegated specific tasks by Board action.

(cf. 1250 - Visits to the Schools)

Note: The following is an optional process for Board members to make information requests.
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Board Member Requests for Information

Board members should make informed decisions on matters before them for a vote. The Superintendent or designee is responsible for providing the Board with relevant materials to inform the Board on those matters on which it is to act. If Board members desire further information, a request for information shall be directed to the Superintendent, pursuant to the following guidelines:

1. Requests for simple facts. Any Board member may make a request for simple facts to the Superintendent, who will forward the request to the appropriate staff member. All responses to requests for simple facts will be provided to the requesting Board member and copied to the Board President.
2. Requests for reports, research, administrative studies, detailed information, or for information relating to a problem or a potential problem in the District. Some information requests require significant administrative time and explanation to provide the requested response. Individual Board members shall submit such requests to the full Board for consideration. Upon concurrence of the other board members/majority request of the Board, the request shall then be forwarded to the Superintendent for response.
3. Complaints regarding personnel. Board members may have their own concerns and complaints regarding District personnel. Informal concerns should be privately communicated to the Superintendent. Formal complaints should be in writing and follow the District's complaint policies. Board members may notify the Superintendent that they have filed a formal complaint.
4. When Board members receive complaints or requests for action from staff, students, or members of the public, the Board members will direct the staff, students, and members of the public to the appropriate complaint policy. Such information will be conveyed to the Superintendent.
5. Requests for legal advice or opinions by a Board member that will incur a cost for the District must be approved by a majority vote of the Board before the request is made to legal counsel. Legal counsel is responsible to the Board.

(cf. 6162.8 - Research)

(cf. 9322 - Agenda/Meeting Materials)

No members of the Board shall be asked to perform any routine or clerical duties which may be assigned to an employee, nor shall any Board member become an employee of the District while serving on the Board.

A Board member should resign from the Board before seeking to secure District employment. In no event shall a final decision for hire be made prior to receiving the Board member's resignation.

(cf. 9250 - Remuneration, Reimbursement and other Benefits)

(cf. 9270 - Conflict of Interest)

Obligations of Members

Members of the Board must make strong efforts to attend all meetings, study all materials presented with the agenda prior to attending the meeting, participate in the discussion of any items which come before the Board, and vote on all motions and resolutions, abstaining only for compelling reasons. If no compelling reason requires abstention, members of the Board shall not abstain.

If a Board Member knows they will be unable to attend scheduled meetings, worksessions, or committee assignments, they must notify the Board President and the Superintendent's Office of this intended absence.

The Board member should not place partisan principle, group interest, or the member's own personal interest above the education of children and youth.

The Board member should be prepared and willing to devote a sufficient amount of time to the study of the problems of education in the District, the state, and the nation in order to interpret them to the people of the District.

(cf. 9230 - Meetings)

Legal Reference:

ALASKA STATUTES

14.14.140 Restrictions on employment

Adoption Date: May 23, 1995

Revision Date: June 06, 2023

Revision Date: June 03, 2025

Northwest Arctic Borough School District

BB 9210 QUALIFICATIONS

Note: Under AS 14.08.041 (governing regional school boards) and AS 14.12.080 (municipal school boards), individuals are eligible to run for school board if they meet local voter qualifications. Local voter qualifications are set forth at AS 29.26.050. To be a qualified local voter, the individual must also meet the requirements to vote in the State of Alaska as defined in the Alaska Constitution, Article V, and AS 15.05.010. The following policy sets forth the qualifications to be a voter in a state and local election, thus qualifying an individual to seek a seat on the school board.

All qualified and interested individuals are encouraged to serve the School District and its students by seeking election to the School Board.

(cf. 9220 - School Board Elections)

An individual with the following qualifications is eligible to be a member of the School Board:

1. is a citizen of the United States;
2. is 18 years of age or older;
3. is a registered voter in the State of Alaska;
4. has been a resident of the School District for 30 days immediately preceding the election (or appointment); and
5. is not disqualified from voting due to:
 - a. conviction of a felony involving moral turpitude, assuming voting rights have not been restored; or
 - b. a court finding of incompetency, unless the disability no longer exists.

(cf. 9200 - School Board Members)

(cf. 9223 - Filling Vacancies)

Note: The following language should be utilized by those school boards that have student board members.

A District student is eligible for appointment as an advisory Student School Board Member without meeting the above qualifications.

(cf. 9110 - School Board Membership, incl. Student School Board Members)

Legal Reference:

ALASKA STATUTES

14.08.041 *Regional school boards*

14.12.080 *Qualification of members*

15.05.010 *Voter Qualification*

29.26.050 *Voter Qualification*

ALASKA CONSTITUTION

art. 5, sec. 1, *Qualified Voters*

art. 5, sec. 2, Disqualifications

Adopted: June 03, 2025

Northwest Arctic Borough School District

BB 9220 SCHOOL BOARD ELECTIONS

School Board members shall be elected for a three-year term in accordance with procedures established by ordinance for municipal elections or by state regulations for regional educational attendance areas.

Any person eligible to be a voter in the School District is eligible for School Board membership. A District employee may seek election to the School Board but must resign their position with the District if elected.

Note: The following optional language is intended to avoid situations which may be viewed as a conflict of interest.

A School Board member should resign from the School Board before seeking to secure District employment. In no event shall a final decision for hire be made prior to receiving the School Board member's resignation.

(cf. 9210 - Qualifications)

(cf. 9250 - Remuneration, Reimbursement and other Benefits)

(cf. 9270 - Conflict of Interest)

Note: The following options should be revised or deleted as appropriate in light of applicable municipal ordinances or state regulations. AS 29.26.060 requires runoff elections for school boards unless otherwise provided by municipal ordinance. AS 14.08.071 authorizes regional school boards, by resolution, to request of the Lieutenant Governor that runoff elections not be held.

Whenever it is impossible to determine which of two or more candidates has been elected to the School Board, a runoff election shall be held in accordance with law.

Note: If subject to the provisions of AS 39.50.020, elected municipal officers, including school board members, are required to file financial disclosure statements upon filing for office and annually after election.

Legal Reference:

ALASKA STATUTES

14.08.041 *Regional school boards*

14.08.051 *School board sections*

14.08.061 *Term of office*

14.08.071 *Elections*

14.08.081 *Recall*

14.12.050 *School board terms*

14.12.080 *Qualification of members*

14.12.110 *Single body as assembly and school board*

14.14.140 *Restrictions on employment*

29.20.300 School boards

29.26.060 Runoff elections

39.50.020 Report of financial and business interests

Adoption: May 23, 1995

Revised: June 03, 2025

Northwest Arctic Borough School District

BB 9222 RESIGNATION

A School Board member who wishes to resign may do so by submitting his/her written resignation to the School Board.

The Board shall declare the board member's seat vacant upon acceptance of the resignation. The Board may accept the resignation with a deferred effective date.

(cf. 9223 - Board Vacancies)

Legal Reference:

ALASKA STATUTES

14.08.045 Vacancies

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9223 BOARD VACANCIES

Note: The following provisions apply to school boards pursuant to AS 14.08.045. Item 1 below could apply to a write-in candidate whose qualifications were not verified prior to election or to a district employee who fails to resign their employment after election.

The School Board may declare a regional school board seat vacant if the person elected:

1. fails to qualify for Board membership within 30 days of certification of the election,
2. refuses to take office,
3. resigns,
4. is convicted of a felony involving moral turpitude or a violation of the oath of office while serving as a School Board member,
5. no longer resides within the boundaries which he/she was elected to represent and a two-thirds vote of the Board declares the seat vacant.

(cf. 9220 - School Board Election)

Note: The following is provided for borough and city school boards and may be revised as appropriate.

The school board shall declare a vacancy on the Board for any actions which disqualify a member from service in accordance with state laws and local ordinances.

Note: *A.S. 14.14.080 allows a school board to declare a board vacancy when a member fails to attend three consecutive regular board meetings without being excused by the Board President.*

Three consecutive unexcused absences from regular board meetings shall be sufficient cause for the Board to declare a Board vacancy.

(cf. 9121 - President)

(cf. 9320 - Meetings)

Appointment to the Board

Note: The following optional bylaws may be deleted or revised as desired.

A vacancy on the Board shall be filled within 30 days of the vacancy by Board appointment. When making an appointment to the Board, the Board desires to draw from the widest possible number of candidates.

The Board shall:

1. Advertise the vacancy in suitable local media.
2. Solicit applications or nominations of any legally qualified citizen interested in serving on the School Board.
3. Provide candidates with appropriate information regarding Board member responsibilities.
4. Announce names of candidates and accept public input either in writing or at a public meeting.
5. Interview the candidates at a public meeting.
6. Select the provisional appointee by majority vote at a public meeting.

The person appointed shall hold office until the next regularly scheduled election for district Board

members and shall be afforded all the powers and duties of a Board member upon appointment.

Legal Reference:

ALASKA STATUTES

14.08.041 *Regional school boards*

14.08.045 *Vacancies*

14.08.081 *Recall*

14.12.070 *Vacancies*

14.14.080 *Declaring a school board vacancy*

29.26.240 - 29.26.360 *Recall*

Adoption: May 23, 1995

Revised: April 29, 2025

Northwest Arctic Borough School District

BB 9224 OATH OR AFFIRMATION

Before taking office, all School Board members shall take and sign the oath or affirmation required by law.

Legal Reference:

ALASKA STATUTES

14.08.091 Administration

14.12.090 Oath

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

E 9224 OATH OR AFFIRMATION

School Board members, before taking office and sign the following oath of affirmation:

"I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of Alaska and that I will honestly, faithfully, and impartially discharge my duties as a School Board member to the best of my ability."

Legal Reference:

AS 14.12.090

Adopted: April 28, 2025

Northwest Arctic Borough School District

BB 9230 ORIENTATION

The School Board invites all School Board candidates to attend public School Board meetings during the period of their candidacy so that, insofar as possible, new members will be prepared to discuss and cast informed votes on matters before the School Board from the time they are sworn into office.

The Superintendent or designee shall cooperate impartially with all candidates in providing them with information about School District activities and school programs.

The School Board and the Superintendent or designee shall help each newly elected member to understand the School Board's commitment to Board standards, District operations, and the School Board's functions, policies and procedures as soon after election as possible. Incoming members are encouraged to read the School Board's policies and informational materials on the function of the School Board and the school District, to visit school facilities, and to meet with the Superintendent or designee and School Board president, as needed, to become oriented to School Board service.

The incoming member may attend, at District expense, workshops for newly elected members, including such workshops conducted by the Association of Alaska School Boards.

(cf. 9020 - Board Standards)

(cf. 9240 - Board Development)

Legal Reference:

ALASKA STATUTES

14.14.160 *Cooperation and support of certain association functions*

Adoption Date: May 23, 1995

Revised: June 03, 2025

Northwest Arctic Borough School District

BB 9240 BOARD DEVELOPMENT

Note: AS 14.14.160 authorizes cooperation with AASB in its training activities and in encouraging and fostering cooperation among school boards.

The public entrusts the School Board with the governance of its schools. The School Board recognizes that in order to live up to that public trust, they must strive to meet the Board standards they have adopted for themselves. School Board members, like teachers and administrators, need in-service training to assist them in meeting those standards. As part of their job, School Board members need to participate in professional development activities that help them understand their responsibilities, stay abreast of new developments in education, and learn new ways to cope effectively with the problems they confront.

School Board members are strongly encouraged to attend at least one or more School Board development activities each year.

School Board members shall report on the development activities they attend at a regular School Board meeting as soon as possible after the School Board member's return.

Funds for School Board development and related travel shall be budgeted annually. Such activities may include state, regional, and national workshops, conferences, conventions, such as those offered by the Association of Alaska School Boards.

(cf. 9020 - Board Standards)

(cf. 9250 - Remuneration, Reimbursement, and Other Benefits)

Legal Reference:

ALASKA STATUTES

14.14.160 *Cooperation and support of certain association functions*

Adoption Date: May 23, 1995

Revised: June 03, 2025

Northwest Arctic Borough School District

BB 9250 REMUNERATION, REIMBURSEMENT, AND OTHER BENEFITS

Note: A.S. 14.14.140 authorizes the School Board to compensate its members as provided by board resolution. The following optional bylaw may be revised or deleted to reflect district philosophy and needs.

The School Board recognizes the time and personal effort School Board members give to the district.

Compensation

Board members are entitled to an honorarium of \$250.00 per day the Board is conducting board approved District business. District business is defined as: regular meetings, special meetings, work sessions, budget hearings, NWABSD committee assignment, official assignments such as regular meetings of the Association of Alaska School Boards and National Association of School Boards appointments; and attendance at a convention, conference, workshop or similar gathering as allocation in the Board's budget allows.

Board members who are required to travel from their normal place of residence for District business shall be entitled to actual transportation, hotel expenses and per diem for meals. Per diem shall be determined annually per the Nationwide Per Diem rates website: www.gsa.gov.

Health and Welfare Benefits

Board members may participate in the health and welfare benefits program as provided for district employees.

The district shall pay the cost of all premiums required for Board members electing to participate in the district health and welfare benefits program.

Legal Reference:

ALASKA STATUTES

14.14.140 Restriction on employment

Adoption Date: May 23, 1995

Revised: July 26, 2011

Revised: April 27, 2021

Revised: August 27, 2024

Northwest Arctic Borough School District

BB 9260 LEGAL PROTECTION

Note: For all districts, Sections 8551-8558 of the Every Student Succeeds Act are designed to provide teachers, principals and other school professionals, including board members, the tools they need to undertake reasonable actions to maintain order, discipline and an appropriate educational environment. Section 8556 limits the liability of a school employee or official for acts or omissions when he/she is acting within the scope of employment or district responsibilities and his/her actions were in conformity with federal, state and local laws in an effort to control, discipline, expel or suspend, or maintain order or control in the classroom or school.

Limitations on liability do not apply when the officer or employee: (1) acted with willful or criminal misconduct, gross negligence, recklessness or a conscious or flagrant indifference to the harmed student's right to safety; (2) caused harm by operating a motor vehicle; (3) violated a federal or state civil right law (e.g., sexual harassment, discrimination, IDEA claims); (4) was convicted of a sexual offense, crime of violence or act of terrorism; or (5) was under the influence of alcohol or drugs.

If a civil action is brought against the employee or officer, and the laws' conditions are satisfied, Sections 8556 and 8557 limit the amount of the employee's/officer's liability to a formula based on the percentage of responsibility for the harm, and also limits punitive damages.

The School Board shall provide insurance necessary to protect Board members, officers, and employees from any judgment resulting from suits brought against them alleging their liability while acting within the scope of their employment and/or under the direction of the Board. The insurance shall cover claims in such matters as civil rights actions, negligence, or other act resulting in accidental injury to any person or property damage in or out of the school buildings

(cf. 3530 - Risk Management)

Legal Reference:

ALASKA STATUTES

14.12.115 Indemnification

Every Student Succeeds Act, §§ 8551-8558 (P.L. 114-95)

Adoption Date: May 23, 1995

Revised: March 7, 2023

Northwest Arctic Borough School District

BB 9270 CONFLICT OF INTEREST

Note: *Alaska Statute 29.20.010* requires each municipality to adopt a conflict of interest code. *Alaska Statute 39.50.145* authorizes a municipality to exempt municipal officers from state conflict of interest financial reporting requirements. Accordingly, districts should consult local law to determine if additional conflict of interest requirements must be addressed. The following sample bylaw should be revised as appropriate to reflect district philosophy and needs.

In order to instill public confidence in public office and provide public accountability, School Board members shall disclose and avoid conflicts of interest involving any matter pending before the School Board. A conflict of interest exists when a member has a personal or financial interest on a matter coming before the Board that could render the member unable to devote complete loyalty and singleness of purpose to the public interest. School Board members owe the public a duty to act in the best interests of the district.

Decision making. The Board recognizes that when no conflict of interest requires abstention and/or recusal, its members must vote on issues before the Board. If a board member or their immediate family member (husband/wife, father, mother, son, daughter, brother, or sister) may benefit personally or financially from a Board decision, that board member must provide full disclosure of the conflict or potential conflict of interest to the Board. The Board, without that member's participation, will then approve or disapprove of the member's deliberations and voting on the issue. If the Board determines a conflict of interest prohibits participation, the member shall recuse themselves and abstain from deliberations and voting.

Appearance of impropriety. When a situation may create the appearance of impropriety, even where state and federal laws do not require any action, the board member shall fully disclose the circumstances. The Board, without that member's participation, will then approve or disapprove of the member's deliberations and voting.

Board members who have an actual or potential conflict of interest requiring disclosure shall not seek to influence the decisions of staff or other board members on the underlying matter, or on the member's participation in the matter.

Other duties. School Board members are expected to avoid conflicts of interest in their other duties. This includes:

- a. **Confidential information.** School Board members shall not disclose or use confidential information acquired during the performance of official duties as a means to further their own personal or financial interests or the interests of a family member.
- b. **Gifts.** School Board members shall not accept a gift or economic benefit that would tend to improperly influence a reasonable person or where board members know or should know the gift is offered for the purpose of influencing or rewarding official action.
- c. **Business dealings with staff.** School Board members shall not engage in financial transactions for private business purposes with district staff whom board members directly or indirectly supervise.
- d. **Compensation for services.** School Board members shall not receive any compensation for services rendered to the district from any source, except compensation for serving on the School Board and reimbursement of expenses incurred as a board member, as allowed by policy and law.

Other legal obligations. School Board members shall comply with state and federal laws pertaining to conflicts of interest. Nothing in this policy restricts or affects board members' duties to comply with those laws.

(cf. 3115 - Relations with Vendors)

(cf. 4112.8 - Employment of Relatives)

(cf. 2300 - Conflict of Interest Code: Designated Personnel)

Legal Reference:

ALASKA STATUTES

14.08.131 Disqualification from voting for conflict of interest

14.14.140 Restriction on employment

11.56.100 - 11.56.130 Bribery and related offenses

29.20.010 Conflict of interest

ADMINISTRATIVE CODE

4 AAC 18.031 Employment of members of immediate families of school board members

4 AAC 18.900 Definitions

Adopted: May 23, 1995

Revised: August 30, 2016

Revised: June 6, 2023

Revised: April 29, 2025

Northwest Arctic Borough School District

BB 9271 CODE OF ETHICS

This code of ethics expresses the personal ideals which the School Board believes should guide each school Board member's activities.

In all actions as a school Board member, the member's first commitment is to the well-being of our youth. His/her primary responsibility is to every student in the district.

Board members also have other major commitments to:

- The Community. Each Board member is responsible to all residents of the district and not solely to those who elected him/her; nor solely to any organization to which he/she may belong, or which may have supported his/her election.
- Individuals. Each Board member has a direct concern for every individual in the community. As an integral part of his/her duties, he/she represents the authority and responsibility of government. This authority must be exercised with as much care and concern for the least influential as for the most influential member of the community.
- Employees. The Board member's actions may affect the capability of district employees to practice their trade or profession and should encourage their increasing competence and professional growth.
- Laws, Policies. Each Board member must be aware of, and comply with, the constitutions of State and Nation, the Alaska Education Statutes, other laws pertaining to public education, and the established policies of the district.
- Decision making. Each Board member is obliged by law to participate in decisions pertaining to education in the district. As an elected representative of the people, the Board member can neither relinquish nor delegate this responsibility to any other individual or group.
- Individual Feelings and Philosophy. Every individual Board member has something to contribute to society.

Understanding and acting upon the foregoing premises, each Board member shall:

- Consider his/her position on the Board as a public trust and not use it for private advantage or personal gain.
- Be constantly aware that he/she has no legal authority except when acting as a member of the Board. Board members shall present their concerns and concepts through the process of Board debate. If in the minority of any decision, they shall abide by and support the majority decision. When in the majority, they shall respect divergent opinions.
- Encourage ideas and opinions from the residents of the district and endeavor to incorporate community views into the deliberations and decisions of the Board.
- Devote sufficient time, thought, and study to proposed actions so as to be able to base decisions upon all available facts and vote in accordance with honest convictions, unswayed by partisan bias of any kind.
- Remember that the basic functions of the Board are to establish the policies by which district schools are administered and to select the Superintendent and staff who will implement those policies.
- Promote and participate actively in a concerted program of timely exchange of information with all district residents, parents, employees and students.

- Recognize that the deliberations of the Board in executive session may be released or discussed in public only with Board approval.

- Make use of opportunities to enlarge his/her potential as a Board member through participation in educational conferences, workshops and training sessions made available by local, state and national agencies.

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9300 GOVERNANCE

The formulation and adoption of written Board policies shall constitute the basic method by which the Board shall govern the school district. This right shall be retained solely by the Board. The study and evaluation of reports concerning the execution of its policies shall constitute the basic method by which the Board shall exercise its accountability for the governance of the schools.

(cf. 0500 - Review and Evaluation)

The School Board has the power of establishing its own procedures within the parameters of law. All actions of the Board shall be taken only in official Board meetings according to these bylaws and the statutes of the state.

(cf. 9310 - Policy Manual)

Legal Reference:

ALASKA STATUTES

14.08.021 Authority (regional school boards)

14.08.041 Regional school boards

14.08.101 Powers (regional school boards)

14.12.010 Districts of state public school system

14.12.020 Support, management and control

14.12.035 Advisory School Councils in borough school districts

14.14.100 Bylaws and administrative rules

29.35.160 Education (borough school district)

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9310 POLICY MANUAL

In governing the district, the School Board has pledged to consider the will and needs of the community. The district's policy manual is developed, distributed and maintained for the purpose of communicating to interested parties the policies, regulations and bylaws within which our schools will operate.

The School Board desires that the community and district employees have access to the policy manual. The School Board welcomes suggestions from the public regarding its adopted policies and regulations. A public copy of the manual shall be maintained in the district central office. Districts publishing policies online shall provide access to policies at each school and at the district office. Districts with no online access will maintain a policy manual at each school site so that it may be examined by students, staff and other interested parties during normal business hours.

(cf. 1340 - Access to District Records)

The Superintendent or designee shall provide access to copies of the district policy manual to School Board members, central office administrators, principals, recognized employee organizations, and other key district personnel.

As necessary, the district shall develop or revise policies and regulations in order to reflect new legislation and changing community views. The Superintendent or designee shall maintain procedures for distributing to all authorized manual holders copies of new or revised policies, bylaws and regulations after adoption. The Superintendent or designee shall annually arrange to have all district policy manuals monitored to ensure that they are up to date and complete.

(cf. 9311 - School Board Policies)

(cf. 9312 - School Board Bylaws)

(cf. 9313 - Administrative Regulations)

Legal Reference:

ALASKA STATUTES

14.14.100 Bylaws and administrative rules

Revised: January 29, 2013

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9311 BOARD POLICIES

The School Board recognizes that its most important function is to establish policies which communicate its direction for the management and control of the schools. Policies are written statements adopted by the Board which communicate the guidelines and limits within which the Superintendent or designee and staff may take discretionary action.

(cf. 2210 - Administrative Leeway in Absence of Board Policy)

The Board encourages members of the community to contribute information and opinions for the Board's consideration and propose revisions to policy.

The adoption of policy shall conform with Board bylaws governing agenda, meetings, and voting. Only those written statements adopted and recorded in the minutes shall constitute official Board policy.

Prior to adoption, policies shall normally be given two readings by the Board. At its second reading, the policy may be adopted by a majority vote of all members of the Board. The Board may waive the second reading or may require additional readings.

In addition to presenting drafts or suggestions for new policy and policy revisions when changes in law occur or when a specific need arises, the Superintendent or designee, shall maintain procedures for the continuous orderly review of existing policies at a time allocated for this purpose on the agenda of regular Board meetings. When policies are amended, the Superintendent or designee shall review corresponding administrative regulations to ensure that they conform to the intent of the revised policy.

When drafting or revising Board policies which affect other governmental agencies or areas of common interest, the Superintendent or designee shall seek input from these agencies and shall express the Board's desire to cooperate with them in addressing matters of mutual concern.

(cf. 1020 - Youth Services)

Legal Reference:

ALASKA STATUTES

14.14.100 Bylaws and administrative rules

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9312 BOARD BYLAWS

The School Board shall adopt Board bylaws to govern the internal operations of the Board. When the need for a new bylaw or modification of an existing bylaw is recognized, the Superintendent or designee shall draft a new or modified bylaw for consideration by the Board.

Bylaws may be adopted and amended by a majority vote of all members of the Board at a regular Board meeting in the same manner as Board policies.

(cf. 9311 - Board Policies)

Legal Reference:

ALASKA STATUTES

14.14.100 Bylaws and administrative rules

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9313 ADMINISTRATIVE REGULATIONS

The implementation of policies is an administrative task to be performed by the Superintendent or designee who shall be held responsible for the effective administration and supervision of the entire school system.

The Superintendent or designee shall develop administrative regulations when required by law or Board policy or when, in his/her judgment, Board endorsement of district procedures is desired.

Administrative regulations shall be consistent with Board policies, education-related laws, negotiated employee contracts, and rules and regulations of the State Board of Education. The Board may review administrative regulations and require the revision of any regulations which it finds inconsistent with Board policy.

Administrative regulations shall be included in the district's policy manual. District and site level procedures will be maintained in appropriate district and/or site locations and readily available to school personnel.

Legal Reference:

ALASKA STATUTES

14.14.100 Bylaws and administrative

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9314 SUSPENSION OF POLICIES, BYLAWS, ADMINISTRATIVE REGULATIONS

Policies, bylaws and administrative regulations may be suspended for a specific purpose and limited time by majority vote of the Regional Board.

Superintendent or Designee's Authority

The Superintendent or designee may suspend all or part of any policy, bylaw or administrative regulation when it conflicts with state or federal law or regulations. The Superintendent or designee shall report the suspension to the Board. Suspension shall be valid until the policy, bylaw or administrative regulation is rescinded, amended or reaffirmed.

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9320 MEETINGS

Note: Alaska's Open Meetings Act A.S. 44.62.310-.312 requires meetings of the Board to be open to the public except as allowed by law and requires reasonable public notice of such meetings. 1994 revisions to the Act are reflected in this sample policy.

Meetings of the Board are conducted for the purpose of accomplishing district business. A meeting of the Board shall consist of any gathering of the members of the Board when more than three members of the Board, or a majority of the members, whichever is less, are present and collectively consider a matter upon which the Board is empowered to act. As a matter of district policy and state law, meetings ordinarily shall be open to the public. The Board may meet in closed sessions only to discuss certain matters as permitted or required by Alaska's Open Meetings Act. All business of the Board must be conducted at a duly convened meeting of the Board. Poll voting between meetings is not allowed.

(cf. 9321 - Executive Sessions)

Reasonable public notice shall be given for all meetings of the Board in accordance with law and district practice, and shall be posted at all regular district and school sites before the meeting. Such notice shall include the date, time and place of the meeting, and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Public Meetings may not be held in a private home or private business.

(cf. 9012 - Communications To and From the Board)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

Regular Meetings

The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with the annual calendar of regular Board meetings and shall be notified of any changes to the calendar.

Regular meetings shall be held on the last Tuesday of every month, unless otherwise determined by the Board. The meetings will convene at the appointed time, providing a quorum is present. Notice of regular meetings shall be posted at least five (5) days prior to the meeting.

Special Meetings

Special meetings of the Board may be called by the presiding officer or a majority of the Board members.

Except in case of an emergency, notice of special meetings shall be provided at least 24 hours before the meeting. This notice shall specify the date, time, place and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Such notice shall be given to all Board members, the superintendent and to the local news media. This notice also shall be posted at district and school sites at least 24 hours before the meeting. Notice of special meeting shall include a statement of the purpose of the meeting. No business may be transacted at this special meeting, other than that which is specifically stated in the notice of the meeting.

Emergency Special Meetings

The Board president or designee shall give notice of an emergency special meeting to the local media by telephone before the meeting. If telephone services are not functioning, the notice

requirement is waived. In that event, as soon after the meeting as practicable, the Board shall notify the local media that the meeting was held and shall describe the purpose of the meeting and any action taken by the Board.

Teleconferences

Recognizing the inherent responsibility and statutory duties of Board members, the Board strongly encourages Board members to attend and participate at meetings of the Board. Though great importance is given to the physical presence of Board members at meetings, the attendance and participation of members by teleconference is authorized whenever physical presence is not practicable. All votes at a meeting of members attending by teleconference shall be taken by roll call.

The Board also authorizes the use of teleconferences for Board meetings when receiving public comment or testimony, and during Board deliberations.

Whenever possible, meeting agendas and supporting materials shall be available at all teleconference facilities used for the Board meeting.

Legal Reference:

ALASKA STATUTES

14.08.091 Administration

14.14.070 Organization of school board

14.14.080 Declaring a school board vacancy

29.20.020 Meetings public

44.62.310 Agency meetings public

44.62.312 State policy regarding meetings

Adoption Date: May 23, 1995

Revised: March 27, 2007

Revised: April 29, 2025

Northwest Arctic Borough School District

BB 9321 EXECUTIVE SESSIONS

Note: AS 44.62.312 sets forth a strong state policy favoring open meetings and the narrow construction of the exceptions to the public meeting law. The following bylaw reflects the legislature's revisions to AS 44.62.310, relating to executive sessions of the School Board.

Prior to entering an executive session, the School Board first shall meet in open session. At this open meeting, the School Board shall enter an executive session only after a majority of the School Board votes to accept a motion to enter the executive session. The motion shall clearly and with specificity describe the subject of the proposed executive session without defeating the purpose of addressing the subject in private. Unless stated in the motion for executive session, or auxiliary to the main question, no other subject may be discussed in that executive session.

The only subjects that the School Board may discuss in an executive session of the School Board are:

1. Matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the School District,
2. Subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion,
3. Matters which by law, municipal charter, or ordinance are required to be confidential, or
4. Matters involving consideration of government records that by law are not subject to public disclosure.

(cf. 1340 - Access to District Records)

The School Board may not take action in an executive session, except to give direction to an attorney or labor negotiator regarding the handling of a specific legal matter or pending labor negotiations. All other action of the School Board must be made in an open meeting.

(cf. 1120 - School Board Meetings)

Legal Reference:

ALASKA STATUTES

44.62.310-312 Alaska's Open Meetings Act

Adoption Date: May 23, 1995

Revised: June 03, 2025

Northwest Arctic Borough School District

BB 9322 AGENDA/MEETING MATERIALS

Construction of Agenda

The Superintendent, at the direction of the President of the Board, shall prepare all agendas for meetings of the Board.

(cf. 9121 - President)

All agendas shall include the meeting time and place and a description of each business item to be transacted or discussed. All agendas shall be posted for public review prior to the meeting.

(cf. 9320 - Meetings)

Note: A.S. 29.20.020 requires governing bodies provide a reasonable opportunity for the public to be heard.

Any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and submitted to the Superintendent with supporting documents and information, if any, at least ten working days before the scheduled meeting date.

When constructing the agenda, the Board president and Superintendent will decide whether a request is within the subject matter jurisdiction of the Board and whether the agenda item is appropriate for discussion in open or executive session.

The Board shall also give members of the public the opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. An agenda item for such input shall be included on Board agendas. The Board shall not take action on such matters at that meeting.

(cf. 9012 - Communications To and From the School Board)

(cf. 9323 - Meeting Conduct)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

(cf. 1312 - 1312.3 - Complaints Concerning Schools)

School Board Member Preparation

A copy of the agenda shall be forwarded to each Board member at least ten (10) business days before each regular meeting date. All meeting materials will be publicly available at least five (5) business days prior to the meeting.

When special meetings are called, the Superintendent and President shall make every effort to get the agenda and support materials to School Board members one (1) week prior to special meetings or as soon as possible.

School Board members shall review all meeting materials before each meeting. Individual members may confer directly with the Superintendent or designee to obtain specific information on agenda items.

(cf. 9200 - School Board Members)

Legal Reference:

ALASKA STATUTES

29.20.020 Meetings public

Adoption: May 23, 1995

Revised: April 29, 2025

Northwest Arctic Borough School District

BB 9323 MEETING CONDUCT

The School Board desires to conduct its meetings effectively and efficiently. All Board meetings shall begin on time and shall be guided by an agenda prepared and delivered in advance to all Board members and other designated persons.

Parliamentary Procedure

Board meetings shall be conducted by the president in a manner consistent with adopted Board bylaws and generally accepted parliamentary procedures.

Quorum

Seven (7) members of the Board constitutes a quorum which may legally call the meeting to order. A quorum of six (6) members is required to continue a meeting and conduct business after it has been called to order. However, a smaller number may adjourn from day-to-day for a period not to exceed ten (10) days.

Abstentions

In order to ensure that the public may know the vote of each person entitled to vote, all voting shall be conducted by roll call or show of hands. The names of each member voting shall be recorded in the minutes, with an indication of which members voted yes, no, or abstained.

If a member abstains, a reason must be given. The only acceptable reasons for abstaining are:

1. inadequate knowledge of the item being voted on;
2. conflict of interest as defined in BB 9270.

Public Participation

Because the Board has a responsibility to conduct district business in an orderly and efficient way, the following procedures shall regulate public presentations to the Board.

1. The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each agenda item.
2. At a time so designated on the agenda, members of the public also may bring before the Board matters that are not listed on the agenda of a regular meeting. The Board may refer such a matter to the Superintendent or designee or take it under advisement. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board.
3. A person wishing to be heard by the Board shall first be recognized by the president. He/she shall then identify himself/herself and proceed to comment as briefly as the subject permits.
4. Individual speakers will be allowed 3 minutes to address the Board, 5 minutes will be allowed for groups or organizations.
5. With Board consent, the president may modify the time allowed for public presentation or may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.
6. No oral presentation shall include charges or complaints against any employee of the Board, including the Superintendent, regardless of whether or not the employee is identified by name or by another reference which tends to identify. Charges or complaints against employees must be submitted to the Board under the provisions of Board policy and administrative regulations related to such complaints.

(cf. 1312.I - Complaints Concerning School Personnel)

(cf. 9312 - Executive Sessions)

7. No disturbance or willful interruption of any Board meeting shall be permitted. Persistence, by an individual or group, shall be grounds for the chair to terminate the privilege of addressing the meeting. The Board may remove disruptive individuals and order the room cleared if necessary.

Legal Reference:

ALASKA STATUTES

29.20.020 Meetings public

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9324 BOARD MINUTES

The Board secretary or designee shall keep minutes and record all official Board actions.

(cf. 9123 - Secretary/Treasurer)

Official Board minutes and the master copy of the policy manual shall be stored in a fire-proof location at the District office.

Copies of the minutes of each regular or special meeting shall be distributed to all Board members with the agenda for the next regular meeting, and will be available for public review at the district office and each school site.

(cf. 1340 - Access to District Records)

Recording of Votes

Motions or resolutions shall be recorded as having passed or failed. Individual votes shall be recorded unless the action was unanimous. All Board resolutions shall be numbered consecutively from the beginning of each fiscal year.

Recording Devices

A video or audio tape recording may be made at any open Board meeting. The presiding officer shall announce that a recording is being made at the beginning of the meeting, and the recorder shall be placed in plain view of all persons present, insofar as possible.

Legal Reference:

ALASKA STATUTES

14.14.090 Additional duties

Adoption Date: May 23, 1995

Northwest Arctic Borough School District

BB 9330 MEMBERSHIP IN ASSOCIATIONS

Membership in recognized associations such as Association of Alaska School Boards will be maintained by the schools for several reasons, including:

1. The inservice education benefits our staff and School Board which comes from participation in meetings, conferences, clinics and conventions.
2. Access to the communication media of such associations, such as newsletters, periodicals and advisory services.
3. Representation in actions affecting education in general and the School District in particular.

The School Board in maintaining such membership in no way abdicates its authority over the responsibility for the schools of the District as outlined in state law and Board policy.

The Superintendent or designee is directed to budget funds for such memberships, and for paying the costs of adequate participation of School Board, administration and staff in the activities of such associations to achieve the purposes listed above.

Legal Reference:

ALASKA STATUTES

14.07.058 Alaska School Activities Association

14.14.150 Association of Alaska School Boards the representative agency of board members

ALASKA ADMINISTRATIVE CODE

4 AAC 66.010-66.060 Regional resource centers

Adoption Date: May 23, 1995

Revised: April 28, 2025

Northwest Arctic Borough School District

BB 9400 BOARD SELF-EVALUATION

Effective, efficient, and ethical School Board operations are an integral part of creating a successful educational program. In order to measure progress towards Board standards and its stated goals and objectives, biennially (every other year) the Board will 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

Revised: January 22, 2025

Northwest Arctic Borough School District

QUICK START INSTRUCTIONS

Instructions on the use of your online school board policies are located at the Help page, accessible by clicking the icon in the upper right corner .

Northwest Arctic Borough School District

Station 1: School Safety & Peer Climate (6-12)



QUESTION
I feel safe traveling to and from school. **90%** responded favorably

QUESTION
I feel safe at school. **82%** responded favorably

QUESTION
Students in this school treat each other with respect. **63%** responded favorably

QUESTION
Students at this school get into fights with other students **52%** responded favorably

QUESTION
Students at this school threaten or bully other students **49%** responded favorably

QUESTION
Students at this school often spread hurtful rumors or lies about each other online (such as Snapchat, Instagram, Facebook, etc.) **44%** responded favorably

QUESTION
Students at this school are often teased or picked on. **32%** responded favorably

Station 1: Disaggregated Data School Safety and Peer Climate (6-12)



Topic

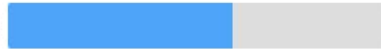
Percent Favorable

Compared to

Participating Alaska Distri...

School Safety and Peer Climate

59%

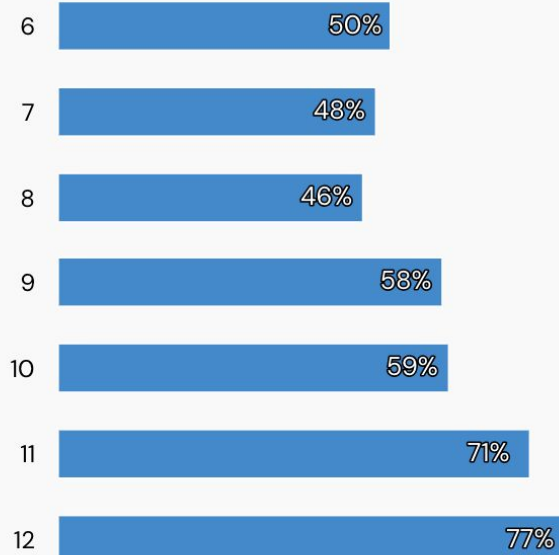


0

What grades do you usually get?



By Grade level:



Family difficulty meeting basic needs:



Station 2: School Safety (3-5)



QUESTION

> I feel safe in my classroom

93% i

responded favorably



QUESTION

> I feel safe at school.

88% i

responded favorably



QUESTION

> I feel safe at recess

85% i

responded favorably



QUESTION

> Most students at this school get along with each other

74% i

responded favorably



QUESTION

> I feel safe in the hallways and bathrooms of the school

73% i

responded favorably



QUESTION

> Students at my school are often teased, picked on, made fun of, or called names

36% i

responded favorably



Station 2: Disaggregated Data School Safety (3-5)



Topic

Percent Favorable

Compared to

Participating Alaska Distri...

School Safety (Grades 3-5)

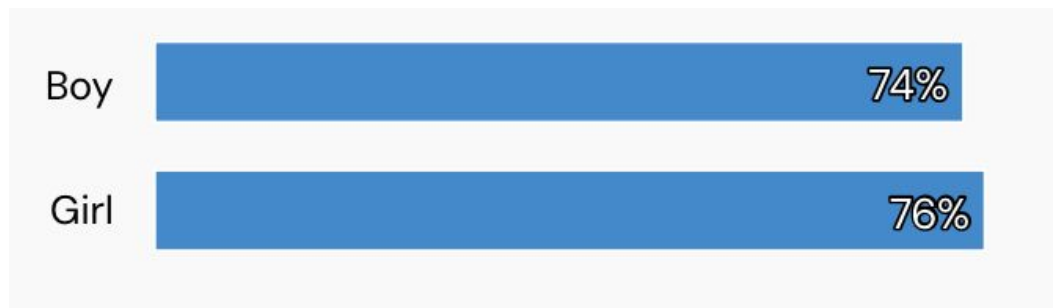


-1

By Grade Level:



By Gender:



By Race/Ethnicity



Station 3: Family Survey – school/family partnership



QUESTION

> This school is a welcoming place for families like mine.

93% i

responded favorably

QUESTION

> There is someone at the school I can talk to if I have an issue.

90% i

responded favorably

QUESTION

> This school involves parents/ families in most school events or activities.

90% i

responded favorably

QUESTION

> This school works in partnership with families to support each child's learning needs.

87% i

responded favorably

QUESTION

> This school involves families in making important decisions (school policies, school safety, school climate, etc).

79% i

responded favorably

QUESTION

> The school regularly shares ideas with me on what I can do at home to support my child's learning.

77% i

responded favorably

QUESTION

> The school asks me how to help my child do well in school.

71% i

responded favorably

QUESTION

> This school only contacts me about my child when there is a problem.

40% i

responded favorably

QUESTION







> The school does a good job communicating to families.

78% i









responded favorably

Station 3: Staff Survey – school/staff capacity

School Capacity

QUESTION	85% 
> This school involves families in making important decisions (school policies, school safety, school climate, etc.)	responded favorably
QUESTION	73% 
> This school provides training opportunities for staff on how to effectively partner with families.	responded favorably
QUESTION	89% 
> School leadership communicates to staff that partnering with families is a priority.	responded favorably
QUESTION	87% 
> School leadership provides the support and resources to facilitate family/school partnership.	responded favorably
QUESTION	98% 
> The school is a welcoming place for families.	responded favorably
QUESTION	99% 
> This school involves parents/families in most school events or activities.	responded favorably

Staff Capacity

QUESTION	90% 	
> I know specific skills and strategies I can use to partner with families at my school.	responded favorably	
QUESTION	77% 	
> I often provide opportunities for families to give input on decisions (about monthly or more)	responded favorably	
QUESTION	80% 	
> I often share ideas with families on what they can do at home to support their child's learning (about monthly or more)	responded favorably	
QUESTION	83% 	
> I often implement strategies that are specifically intended to help build positive relationships with my students' families (about monthly or more)	responded favorably	



**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

NWABSD 2025 SCCS



Tuesday October 28, 2025

Your AASB SCCS Support Team



Kami Moore - *School Climate Manager*

Alicia Duncan - *Data & Evaluation Coordinator*

Lauren Havens - *CFL Deputy Director*



Meeting Objectives

What is School Climate and Why Measure it

Survey Updates in 2025

Data Highlights

Data Walk

Making Meaning from Data: Tips



School Climate and Connectedness

What is School Climate?



School climate is a broad, multifaceted concept that involves many aspects of the student's educational experience.

A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting—from Pre-K/Elementary School to higher education.

-National Center on Safe Supportive Learning Environments

What is School Connectedness?



School connectedness is a feeling that students, staff, and parents belong, are cared for, and are accepted by others in the school environment [CDC, APA].

It is about relationships



Why Does it Matter?

A positive school climate and high connectedness have a profound impact:



Data helps boards...

- Incorporate stakeholder input
- Understand progress toward your stated goals and vision
- Make informed decisions based on objective measures aligned with core values

What do you as board members want to know from?

- From Students?
- From Staff?
- From Families?



School Climate & Connectedness Survey

History and Overview

AASB developed the survey partnership with American Institutes for Research (AIR) & AK school districts.

- **Survey Package:** Student (3-5 & 6-12), Staff & Family Survey
- **Results:** Online interactive survey platform (Panorama Education)
- **Support:** Technical assistance before, during, and after survey administration
- **Continuous Quality Improvement:** Gather feedback from districts/schools and look at current research from the field.

Student Grade 3–5 Survey Topics



Grade 3-5
Caring for Others
School Safety
Social and Emotional Learning

Student Grade 6–12 Survey Topics



Grades 6-12	
School Safety and Peer Climate	High Expectations
Connectedness/Belonging	Caring Adults
Student Involvement	Respectful Climate
Social and Emotional Learning	Cultural Connectedness
Family and Community Involvement	

Staff Survey Topics



Staff	
Staff to Student Relationships	District Leadership
Staff to Staff Relationships	Cultural Connectedness
Student Involvement	Trauma Engaged Schools
School Capacity - Family/School Partnership	Staff Capacity - Family/School Partnership
School Leadership and Involvement	

Family Survey Topics



Family

Cultural Connectedness

School Safety

Student Support at Home

School/Family Partnership



Survey Updates 2025

Why?

Responding to feedback — We received feedback from districts, school staff, students, and families that the surveys were too long. To shorten the survey, we worked with districts to identify and prioritize the key topics that schools were most concerned about and those that are most linked to student outcomes like attendance, academic success, and engagement.

Survey Validity — We worked with American Institutes for Research (AIR) to analyze how survey items were performing and made changes to make the survey tool more aligned with best practices.

The School Climate & Connectedness Survey underwent significant revisions in 2025!

What are the Key Changes?



Updated Scales for Clearer Insights: We have moved from a five-point scale to a four-point scale, removing the neutral option. This change allows for a more accurate picture of school climate by clearly identifying favorable and unfavorable responses.

Reduced Overlap: We've removed the two student risk behavior scales (drugs and alcohol, delinquent behaviors) from the 6th-12th grade and staff surveys, as tools like YRBS and other data sources schools have access to already cover this.





Shortened Survey: We've shortened surveys across all groups, prioritizing the most actionable and relevant content. The family survey, for example, is now nearly half as long—making it easier for more families to participate.

Streamlined and Combined: Some survey topics have been combined based on the analysis with AIR. For example, Peer Climate is now included within School Safety, and Community Support is part of Community Involvement.



Grade 3-5 Safety Scale



Improved Safety Scale: The student 3-5 survey safety scale now includes additional questions on students' feelings of safety as they move throughout the school.

- **I feel safe at school**
- **I feel safe in the hallways and bathrooms of the school**
- **I feel safe in my classroom**
- **I feel safe at recess**
- **Most students at this school get along with each other**
- **Students at my school are often teased, picked on, made fun of, or called names**



What's the Impact?

Survey results for 2025 cannot be directly compared to past years' data. Trend data and comparisons have been removed from Panorama when viewing 2025 surveys. However, past data remains accessible, and districts can still use it to inform ongoing efforts.

More information about how to use your 2025 results can be found [here](#).

The following topics still show some comparisons to 2024 (but use with caution!)

- SEL - Question Level
- Staff Trauma-Engaged Schools - Question Level (some)



How are results scored?

QUESTION



There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.

78% ⓘ

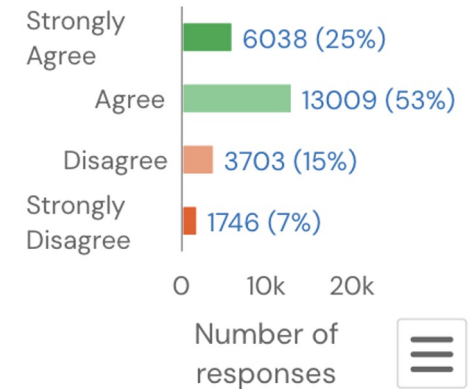
responded favorably



Results are scored in "Percent Favorable"

When a question is scored as "78% favorable," this means that 78% of respondents selected a **favorable answer choice**.

Answer distribution



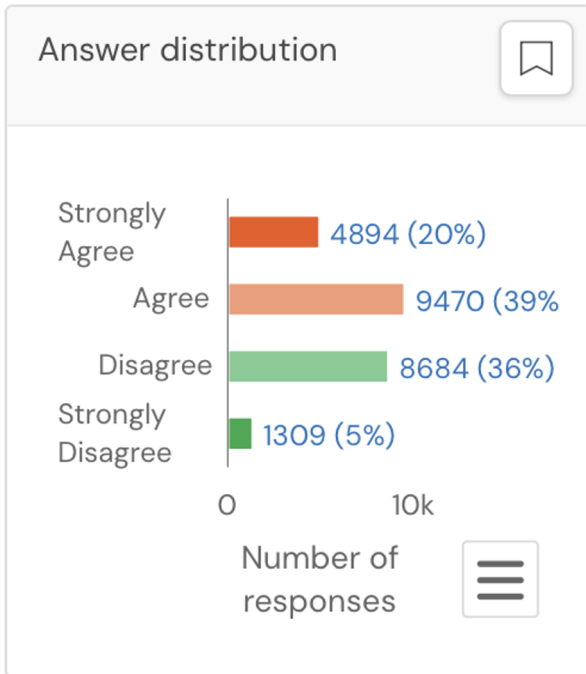
What does the scoring mean on “negatively” scored items?



QUESTION

✓ Students at this school are often teased or picked on.

41% ⁱ
responded favorably



A "high" score = students feel more favorable about a specific topic

A "low" score = they don't feel as positively about it



2024 Family Survey

What feedback did family members have for their school?

Survey Context

To protect the confidentiality of individuals, a minimum of 6 responses must be received to create an aggregate report. If there are fewer than 6 responses in a school, the school's data is not displayed in these reports (but included in district and statewide figures).

[Show More](#)

2024 Family Survey

280 responses | [show breakdown](#)

[Save as PDF](#)

Topic	Percent Favorable	Compared to Participating Alaska Districts	Change since 2023 School Climate & Connectedness Survey
Student Support at Home	82%	-3	+3
Family/school partnership - family capacity	78%	+3	+1
School Safety	78%	-6	+1
Cultural Connectedness	73%	-2	+2
Family/school partnership - school capacity	72%	+2	+4 Greatest increase



2025 Family Survey

What feedback did family members have for their school?

Survey Context

To protect the confidentiality of individuals, a minimum of 6 responses must be received to create an aggregate report. If there are fewer than 6 responses in a school, the school's data is not displayed in these reports (but included in district and statewide figures).

[Show More](#)

Family Survey

199 responses | [show breakdown](#)

[Save as PDF](#)

Topic	Percent Favorable	Compared to Participating Alaska Districts
School Safety Question	91%	
Student Support at Home	90%	
Cultural Connectedness	84%	-7
School/family partnership	78%	-4

- Middle
- K/PK -12
- High School
- Rural Schools
- Participating Alaska Districts**



Why doesn't my school have results?

To protect the confidentiality of individuals, a **minimum of 6 responses** must be received to create an aggregate report.

If there are fewer than 6 responses in a school, the school's data is not displayed in these reports (but included in district and statewide figures).

The screenshot displays the '2025 Grade 3-5 Student Survey' results page. The 'Survey Context' section contains the following text: 'To protect the confidentiality of individuals, a minimum of 6 responses must be received to create an aggregate report. If there are fewer than 6 responses in a school, the school's data is not displayed in these reports (but included in district and statewide figures). Check out these resources as you dig into results: [How to Read your Report and About Alaska's School Climate and Connectedness Survey](#). Show Less'. The survey title is '2025 Grade 3-5 Student Survey' and the question is 'What feedback did students have for their school?'. The report shows 'Grade 3-5 Student Survey' with '13,042 responses | show breakdown' and a 'Save as PDF' button.

[See guides in the reports](#) for more explanation about how responses are counted for SCCS.



**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

NWABSD Data Highlights



2025 SCCS



NWABSD Participation

2025 Response Rates

- Students
 - Grade 3-5 **68.9%** - 281/408
 - Grade 6-12 **66.9%** - 648/968
- Staff **71.4%** - 167/234
- Family **20.4%** - 199/975

Insight #1: Students in 3rd grade had more favorable views of school climate across all topics.

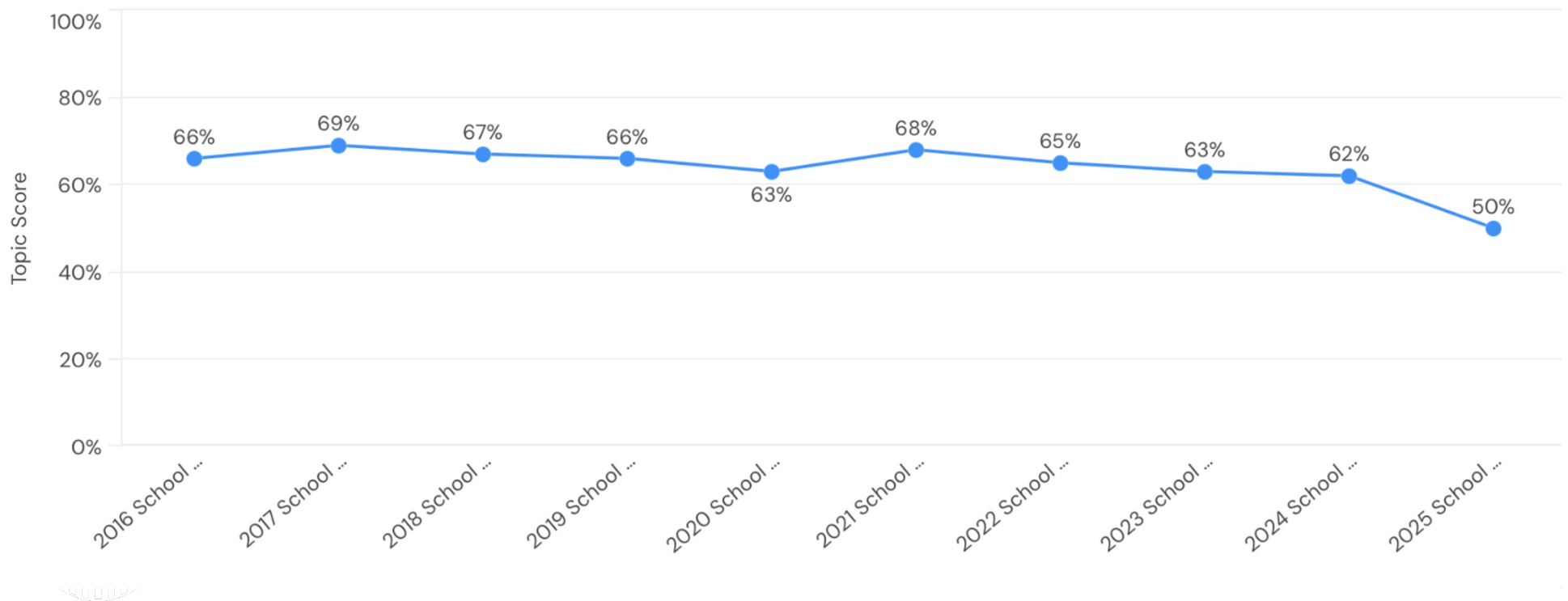


2025 School Climate &
Connectedness Survey 2025
Grade 3-5 Student Survey

Group Name	Group Size	Caring for Others (Grades 3-5)	School Safety (Grades 3-5)	Social and Emotional Learning (Grades 3-5)
All respondents	281	85%	75%	50%
What grade are you in?				
3	82	+5	+8	+4
4	68	+2	-3	0
5	127	-4	-4	-3



Insight #2: SEL for grades 3-5 has been trending down



Insight #3: Students in grade 10–12 had more favorable views of safety and respectful climate while students in grades 7–9 had less favorable views.



2025 School Climate & Connectedness Survey 2025
Grade 6–12 Student Survey

Group Name	Group Size	Caring Adults	Connectedness/Belonging	Cultural Connectedness	Family and Community Involvement	High Expectations	Respectful Climate	School Safety and Peer Climate	Social and Emotional Learning (Grades 6–12)	Student Involvement
All respondents	648	79%	70%	82%	88%	86%	77%	59%	77%	78%
What grade are you in?										
6	134	+1	+8	+4	+1	+2	+6	-1	+1	+6
7	117	+1	+1	-1	+1	+3	-4	-7	-3	0
8	108	0	+2	+2	-1	-3	-2	0	+4	+3
9	102	-2	-10	0	0	+1	-4	-2	-4	-4
10	82	+2	-5	-4	-4	-2	0	+6	+1	-1
11	59	0	+2	0	+1	0	+6	+5	+4	-3
12	43	+3	+3	-3	-4	-1	+4	+7	-2	-7



Insight #4: Staff have favorable views of district leadership.



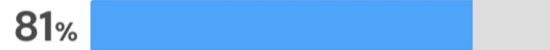
Topic

↕ Percent Favorable [?]

Compared to [?]

Participating Alaska Districts [?]

District Leadership



+14

QUESTION

> District leadership supports efforts to improve school climate.

81% ⁱ
responded
favorably



QUESTION

> District leadership is open/available to feedback and input from staff at my school.

80% ⁱ
responded
favorably



Accessing Your SCCS Results



[NWABSD Public Link](#)

Results

Browse survey results for:



Participating Alaska Districts



Northwest Arctic Borough School District



12 Schools

Ambler School

Aqqaluk High/Noorvik Elementary

Buckland School

Davis-Ramoth School

Deering School

June Nelson Elementary School

Kiana School

Kobuk School

Kotzebue Middle/High School

McQueen School

Napaaqtugmiut School

Shungnak School



AFEC



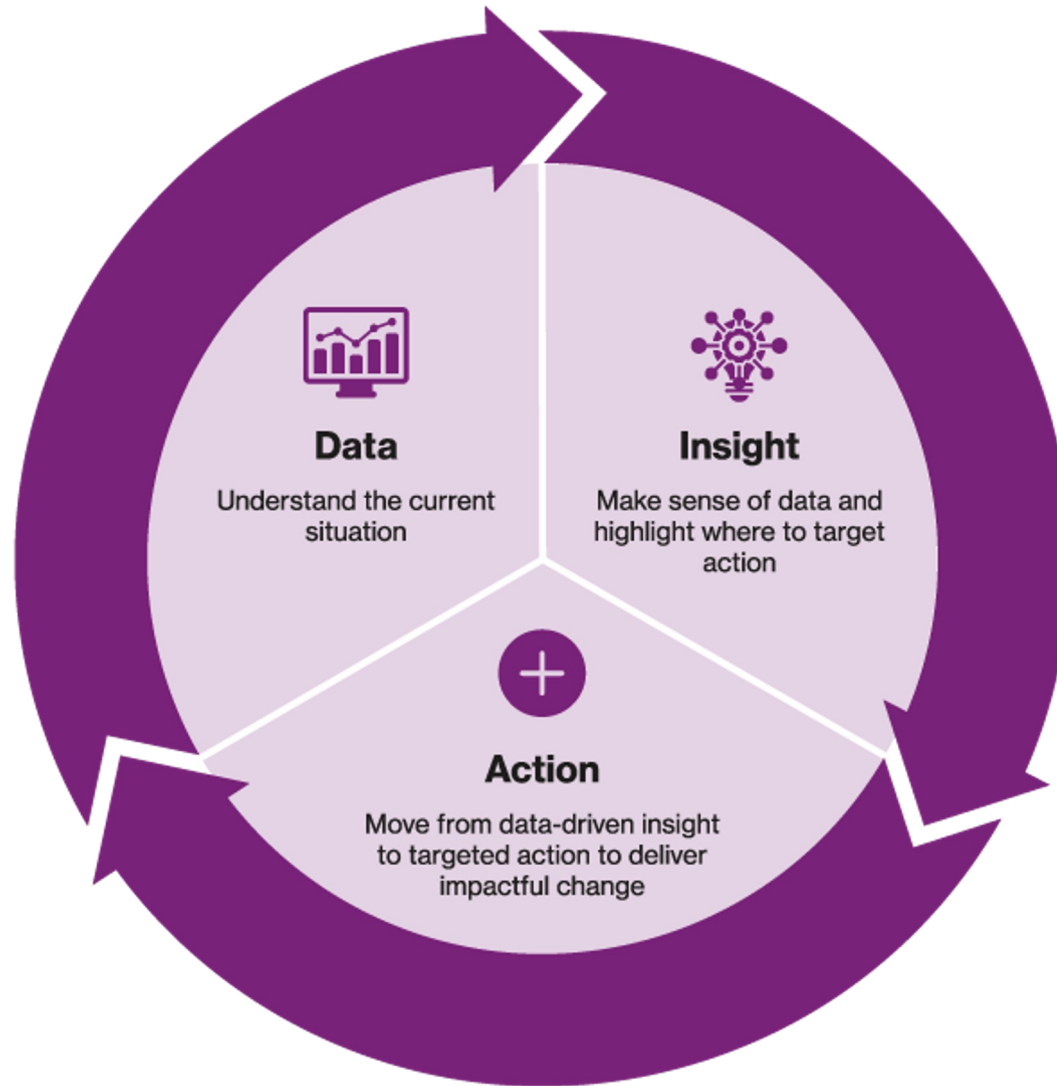
PANORAMA
EDUCATION

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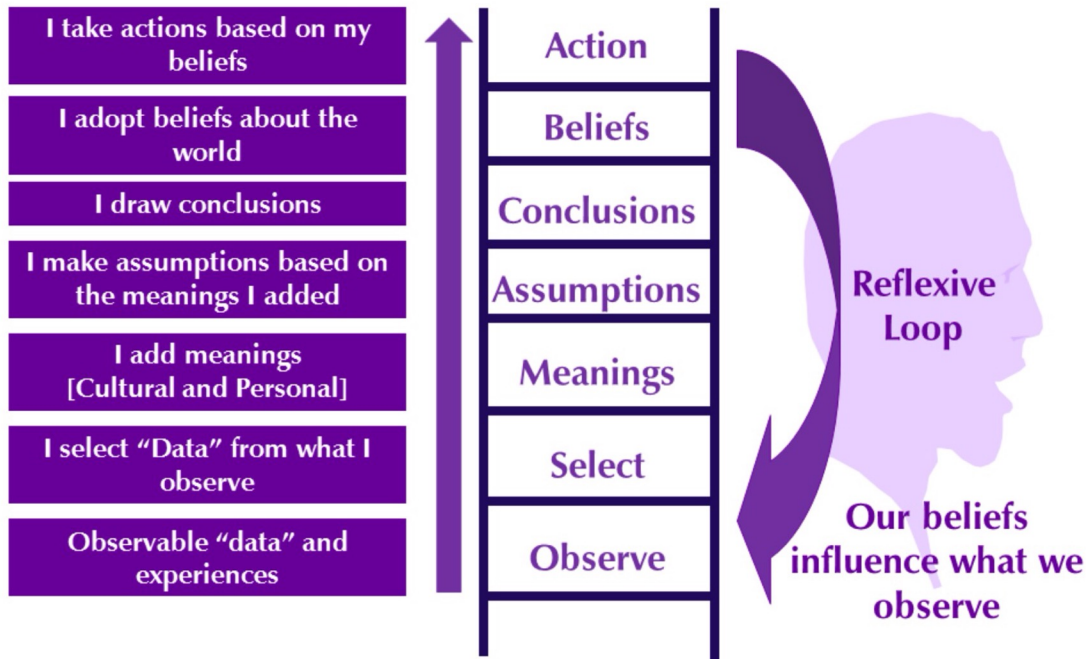
Making Meaning From Your Data





Staying Low on The Ladder of Inference

The Ladder of Inference



Key language shifts:

- I notice...
- I wonder...

Data Walk –

- Purpose of Data Walk is to practice using the Data to Action process
- NWABSD District Data
- 3 stations, at each station:
 - WHAT - what do you observe looking at the data - write down the obvious!
 - WONDER - what questions does the data prompt for you?
- Stay low on the ladder of inference!
- We'll come back together to discuss as a group

Share out – Staff Survey – school/staff capacity



NOTICE:

Notes

WONDER:

Notes

Share out – Family Survey – school/staff capacity



NOTICE:

Notes

WONDER:

Notes

Share out – School Safety (3–5)



NOTICE:

Notes

WONDER:

Notes

Share out – School Safety & Peer Climate (6–12)



NOTICE:

Notes

WONDER:

Notes

Next Steps



Guiding Questions to consider:

- What will help us to be most effective?
- What activities or resources can we use?
- Who are the champions or leads for this work?
- How will we communicate the importance of this work?
- What can we begin working on right away?

Action steps might include:

- Gathering more information to answer your wonderings
- Bringing in staff, students, or family members to help inform your next steps
- Researching best practices for improving school climate or addressing specific topics within school climate
- Testing strategies with a small group of students or staff to see how they might be implemented schoolwide
- Hosting a community conversation, sharing out information in media, presenting at a staff or board meeting, or posting information to your school website to communicate your findings and next steps
- Coming back together as a team to review results and plan next steps



QUESTIONS?

Contact the SCCS Team
sccs@aasb.org



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Iñuunialiptigun (Through Our Way of Life Together as One)

NWABSD School Board Retreat

October 28-29, 2025



Atautchikun Iñuunialiptigun
Terri Walker, Superintendent



NWABSD Programs Overview

Foundational Statements

Strategic Plan

Organizational Chart

Program Responsibilities

Superintendent's Office

Director & Principals

Department Overviews



NWABSD Programs Overview Foundational Statements

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

Aautchikun Iñuunialiptigun (Through Our Way of Life Together as One)

Strategic Plan

Goal 1: School and Culture

Objective 1: Community School Connections

NWABSD will work with each site to establish a Tribal/Community Partnership Plan to provide relevant learning opportunities and support.

Objective 2: Immersion School Program

NWABSD will begin an immersion school program starting with PreK level and moving to Kindergarten, 1st, and 2nd grade progressively throughout the next five years.

Objective 3: Cultural Science Curriculum

NWABSD will create a cultural place-based science curriculum using the traditional Native Ways of Knowing and Learning.

Goal 2: Operational Improvement

Objective 1: Optimize Business Operations

The NWABSD will evaluate, scope, and create an implementation plan for integrations to streamline and maximize operating software. Completion will support initiatives like the implementation of a 5-year budget forecast.

Objective 2: Standard Operating Procedure Documentation

The NWABSD will establish written processes to support all processes within the district to support efficiency and succession planning.

Goal 3: Instructional Support

Objective 1: Evaluation of MTSS (Multi-Tiered System of Supports)/Safe and Civil Reset

NWABSD staff will evaluate the systems of MTSS and Safe and Civil operationalized within schools with current strategies supported with data (literacy) use. The implementation of the strategy will be supported with increased instructional support implemented through strengthening relationships to support instructional teams.

Objective 2: Safe & Civil Refresh

NWABSD staff will evaluate the systems of PBIS/Safe & Civil Schools operationalized within schools with current strategies for structured learning environments. The implementation of the strategy will be supported with increased instructional support implemented through strengthening professional development delivery to support instructional teams.

Goal 4: Wellness

Objective 1: Sustainable Counseling Program

NWABSD staff will develop the program with an implementation plan leading to an operationalized program to include documentation of counseling services at all sites.

Objective 2: Trauma-Informed Teaching Practices (TITP)

NWABSD will implement TITP practices through a train-the-trainer program, including ongoing reinforcement and implementation in the classroom.

Goal 5: Growing Our Own

Objective 1: Vocational Track Mapping

NWABSD staff will align curriculum to support the growth of students throughout their education to be prepared for employable roles within the region.

Objective 2: Regional Workforce Development

NWABSD will develop a plan for ATC to grow alignment between offerings and regional workforce needs.

Goal 6: Board Development

Objective 1: Improve New Board Member Orientation

NWABSD Regional School Board will improve new board member orientation to support board efficacy and improve onboarding and communications.

Objective 2: Executive Committee Planning

NWABSD Regional School Board executive committee will meet quarterly to plan for regional strategies and partnerships.

Objective 3: Improve Board comprehension of student data (especially as it relates to the Alaska Reads Act)

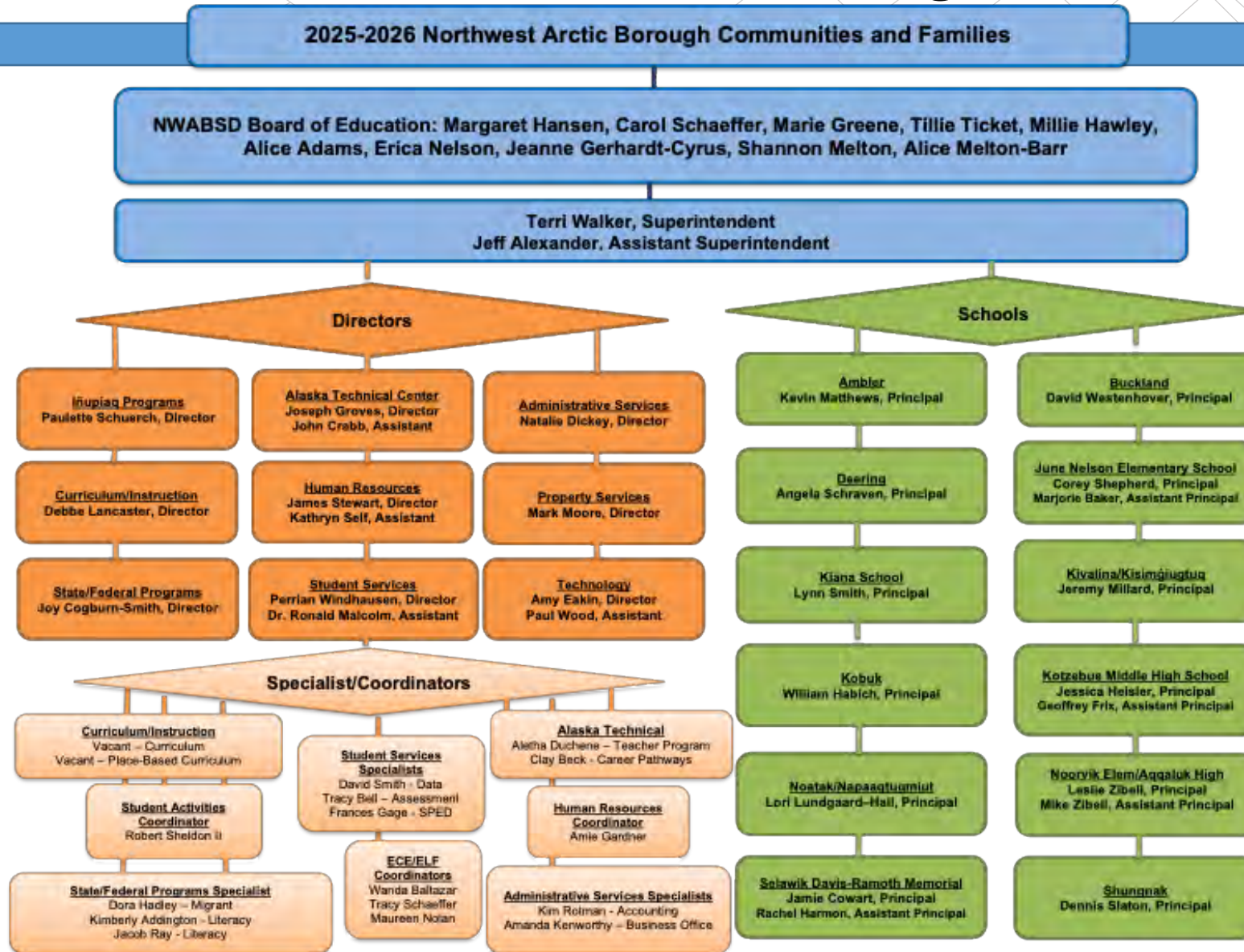
NWABSD Regional School Board will monitor and review all assessment data and results.



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Iñuunialiptigun (Through Our Way of Life Together as One)

Organizational Chart





NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Aautchikun Iñuunialiptigun (Through Our Way of Life Together as One)

Program Responsibilities

Terri Walker, Superintendent
Executive Assistant: Kristen Walker
 NWABSD Board of Education, Ifupiaq Program, Curriculum/Instruction, Student Services, State/Federal Programs, Technology, Human Resources, Administrative Services, Property Services, Alaska Technical Center, Principals, Strategic Plan, and Capital Projects
Capital Projects Consultant: Dena Strait

Jeff Alexander, Assistant Superintendent
 Student Activities, Inter-Agency Program Collaboration, Communications, Site Improvement Plans, District Improvement Plan, Child Abuse Reporting, Safety, Student Suspensions, Sex/Gender Equity Contact, Title IX Coordinator, Student Accident Reports; *Site Liaison: KMHS, Kivalina*
Student Activities Coordinator: Robert Sheldon II

Debbe Lancaster
Director of Curriculum and Instruction
 PreK-12 Curriculum & Instruction, Professional Development, Graduate Follow-up, Post-Secondary Collaboration, Inservice Evaluations, Classroom Schedules, Tech Prep, Chukchi Campus – UAF, Dual Credit, VTC Course Schedule, Career Exploratory 6-8 Education, Career, Awareness K-5 Education, School and Industry Workforce Development, Partnerships, Multi-tiered Support Systems (MTSS), Progress Monitoring, Curriculum Development, LIT Grant, Homeschool
Curriculum Specialist: Vacant
Place-Based Specialist: Vacant
Site Liaison – Buckland, Deering

Paulette Schuerch
Director of Ifupiaq Programs
 Ifupiaq Immersion Program, Ifupiaq Curriculum and Instruction, Ifupiaq Language Assessment Tool, Place-based Curriculum Development, Ifupiaq Program Professional Development, Elder, Tribe, Community Collaboration, Cultural Events Schedule, TIIP Grant Management, Coordinate with State Agencies and Tribal Governments

James Stewart
Director of Human Resources
Assistant Director: Kathryn Self
 Health Insurance, Worker's Comp., PERS/TRS, Position Vacancies, Recruiting, NAE/NAESPA, Disciplinary Actions, Grievances, Negotiations, Extra-Duty Contracts, Certification, Highly Qualified Staffing, Maintenance, Unemployment Claims, Student Accidents, Teacher Housing, Staff Evaluations, Mandatory Training, Drug/Alcohol Testing
HR Technician: Michelle Gallahorn
HR Officer: Della Shuster
HR Coordinator: Amie Gardner
Site Liaison: Noatak, Selawik (Stewart)
Site Liaison: JNES (Self)

Joy Cogburn-Smith
Director of State & Federal Programs
Administrative Assistant: Loretta Kittrell
 ESSA Grant Funding: Application, reports and compliance issues, Site Improvement Plan development support, Indian Education Grant, Migrant Education recruiting activities, Grant Budget development and revisions, Supervision of grant fund applications, activities and records, Summer School Programs, PAC/Tribal consultation
Program/Development Specialist: Dora Hadley
Literacy Specialist: Jacob Ray
Literacy Specialist: Kimberly Addington

Natalie Dickey
Director of Administrative Services
 Budget Coordination
 General Fund and Grant Accounting
 Federal, State & Local Financial Reporting
 Administrative Technology, Cash Management
 Internal Audit, District Insurance, Asset Management
 Payroll & Employee Benefits
 Timekeeping, Purchasing
 Accounts Payable & Receivable
 Food Service
Accounts Payable/Receivable: Lois Booth
Purchasing Agent: Brad Eisel
Payroll Officer: Leah Tate
Business Office Specialist: Amanda Kenworthy
Accounts Payable: Vacant
NMS Food Service: Linda McDermott
Accounting Specialist: Kim Rotman
Assistant Payroll Officer: Andrea Bailey
Food Service Management: Amber Colvin

Joseph Groves
Director of Alaska Technical Center
Assistant Director: John Crabb
Secretary: Lindsay Greene
 Industry Liaison
 Star of the Northwest Magnet School, General Education Development (GED)
 Statewide Adult Vocational Training: business, management, marketing and related support service; construction trades; health professions and related programs, mechanics and repair technologies; and transportation and materials moving
Registrar: Lucy Nelson
Health Occupations Instructor: Cynthia Lincoln
Career Pathways: Clay Beck
Culinary Arts Instructor: Alejandro Vargas
Construction Trades Instructor: Vacant
Adult Education Instructor: China Kantner

Mark Moore
Director of Property Services
Office Manager: Kiki Kenworthy
Secretary: Vacant
 School Facility Maintenance/Repair, Teacher Housing, Maintenance/Repair, Deferred Maintenance/Repair, Fuel, Inventory/Purchase, Custodial Supply Inventory/Purchase, Maintenance Supply, Inventory/Supply, Vehicles, Federal & State Inspection/Compliance, Summer Site Supervision, Computerized Maintenance Program, Security, and Utilities
Plumber: Troy Humphreys
Carpenter/Painter: Donovan Watkins
HVAC Specialist: Vernon Nelson
Maintenance Kotzebue: Trestin Tate
Security: Willie Green
Journeyman Electrician: Vacant
Mechanic: Vacant
NMS Custodial: Chris Moschella

Amy Eakin
Director of Technology
Assistant Director: Paul Wood
 Pre-K-12 Instructional Technology, Technology Staff Development Technology Plan & Policies, eRate, Inter-agency Technology Collaboration, Technology Grant Funds, Digital Citizenship Computer Installation/Maintenance Resource Technology Leaders, Network, Telecommunications, Video Teleconference (VTC) Technology Purchases, Board Policy
IT Support Technician: Ken Hong
IT Support Technician: John Miner
IT Support Technician: Hunter Lonewolf
Site Liaison – Kiana, Noorvik

Perrian Windhausen
Director of Student Services & Special Education
Assistant Director: Dr. Ronald Malcolm
Secretary: Byrd Carter
 Pre-K-12 Special Education, Immunizations, Itinerant SPED Services, Extended School Year Services, Child Find, 504 Plans, Counseling/Counselors, Youth Leaders, Attendance, Assessment Testing, Student Data/Records/Stats, Assessment Staff Development, Graduate Transcripts, Report Card to the Public, Limited English Proficiency, Gifted/Talented, Work Keys Assessment, Student Information Services (PowerSchool), Student Data/Records/Stats, Alaska Career Info System Administration, Student Online Portfolio
ECE/ELF Coordinator: Wanda Baltazar
Itinerant SpEd: Angela Eisel
SpEd Coordinator: Francis Gage
Data Specialist Coord: Tracy Bell
Itinerant SpEd: Amiee Webb
ELF Program Associate: Maureen Nolan
OT/ELF Coordinator: Tracey Schaeffer
Registrar/Data Specialist: David Smith
Site Liaison – Ambler, Kobuk, Shungnak



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Inuunialiptigun (Through Our Way of Life Together as One)

Superintendent





Terri Walker, Aviññaq
Superintendent



Jeff Alexander
Assistant Superintendent



Kristen Walker, Aullaqsruaq
Assistant to the Superintendent
and Secretary to the Board



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Iñuunialiptigun (Through Our Way of Life Together as One)

Directors



Natalie Dickey
Administrative Services



Joseph Groves
Alaska Technical Center



Debbe Lancaster
Curriculum



James Stewart
Human Resources



Paulette Schuerch
Inupiaq Programs



Mark Moore
Maintenance



Joy Cogburn
State & Federal Programs



Perrian Windhausen
Student Services



Amy Eakin
Technology



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Autaichikun Inuunialiptigun (Through Our Way of Life Together as One)

Principals



Kevin Matthews
Ambler



David Westenhov
Buckland



Angela Schraven
Deering



Sable Marandi
Homeschool



Lynn Smith
Kiana



Corey Shepherd
June Nelson Elementary



Jeremy Millard
Kivalina



William Habich
Kobuk



Jessica Heisler
Kotzebue
Middle High



Lori Lundgaard-Hall
Noatak



Leslie Zibell
Noorvik



Jamie Cowart
Selawik



Dennis Slaton
Shungnak



Superintendent

- Communications with Board
- Departmental Programs
- Fiscal Responsibility
- Advocacy
- Strategic Plan

Assistant Superintendent

- Student Activities
- PK-12 Schools
- Principals
- Safety
- Policy
- Public Relations



Kristen Walker Aullaqsruaq
Executive Assistant to the Superintendent,
Secretary to the Board of Education

- Handle routine office tasks.
- Gather, organize, create, and upload board materials for monthly Board meetings into board books.
- Maintain accurate minutes of all Board meetings
- Post required notices of Board meetings in a timely manner
- Publish all legal notices related to Board and district business
- Update the Board Policy manual annually
- Gather data and keep records for reports and other necessary documents
- Prepare requisitions for office supplies and maintain accurate property inventory
- Prepare travel arrangements and itineraries for the Superintendent and Board members
- Compose correspondence and prepare reports and documents as needed



Robert Sheldon II
Activities Coordinator



Student Activities

Athletic & Academic Activities:

1. Cross Country
2. 3A Volleyball
3. 1A M6 Volleyball
4. 1A Wrestling
5. 3A Wrestling
6. 1A Basketball
7. 3A Basketball
8. Native Youth Olympics
9. Student Government
10. Battle of the Books
11. Spelling Bee
12. Music

Responsible for:

- Activities Budgets
- Activities Mitigation Plans
- Extra Duty Contract Support
- Activities Website
- Alaska School Activities Association (ASAA) Eligibility Support
- National Federation of State High School (NFHS) Coaching Certification
- NFHS Network Streaming
- ASAA: Region 1 Board
- Survival Bags
- Senior Trips Travel Support
- Weekly Items:
 - ✓ Flight Arrangement
 - ✓ NMS Food Service
 - ✓ NMS Custodial
 - ✓ Open Freight Leg Notification





NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Inuunialiptigun (Through Our Way of Life Together as One)

Alaska Technical Center



To Provide A Learning Environment That Inspires and Challenges Students and Employees to Excel



ATC and STAR Magnet School Staff

ADMINISTRATION

Joe Groves, Director ATC & STAR of the NW Magnet School
John Crab, Assistant Director ATC & STAR of the NW Magnet School

FACULTY AND STAFF

Lucy Nelson, Registrar
Clay Beck, Career Pathways Specialist
Aletha Duchane, Education Program

ADULT EDUCATION

China Kantner, Instructor

CULINARY ARTS

Chef Alejandro Vargas

CONSTRUCTION TRADES

Vacant

HEALTH OCCUPATIONS

Cindy Lincoln

CAREER & TECHNICAL EDUCATION/READISTAR

Marc Tumaneng, Instructor

DORMITORY

Dawn Crabb, Dorm Parent STAR
Mary Ticket, Dorm Attendant ATC
Karl Williams, Dorm Attendant STAR
Marlene Centino, Dorm Attendant STAR
Peter Lie, Dorm Attendant STAR



Alaska Technical Center

The *only* post-secondary institute aligned with a public school district within the state of Alaska.

High School

- ✓ High school juniors and seniors complete college credits and/or industry certifications before graduating.

Adult Education

- ✓ Adults work towards certifications and college credits that lead to high-paying, in-demand jobs in as little as 10 weeks.

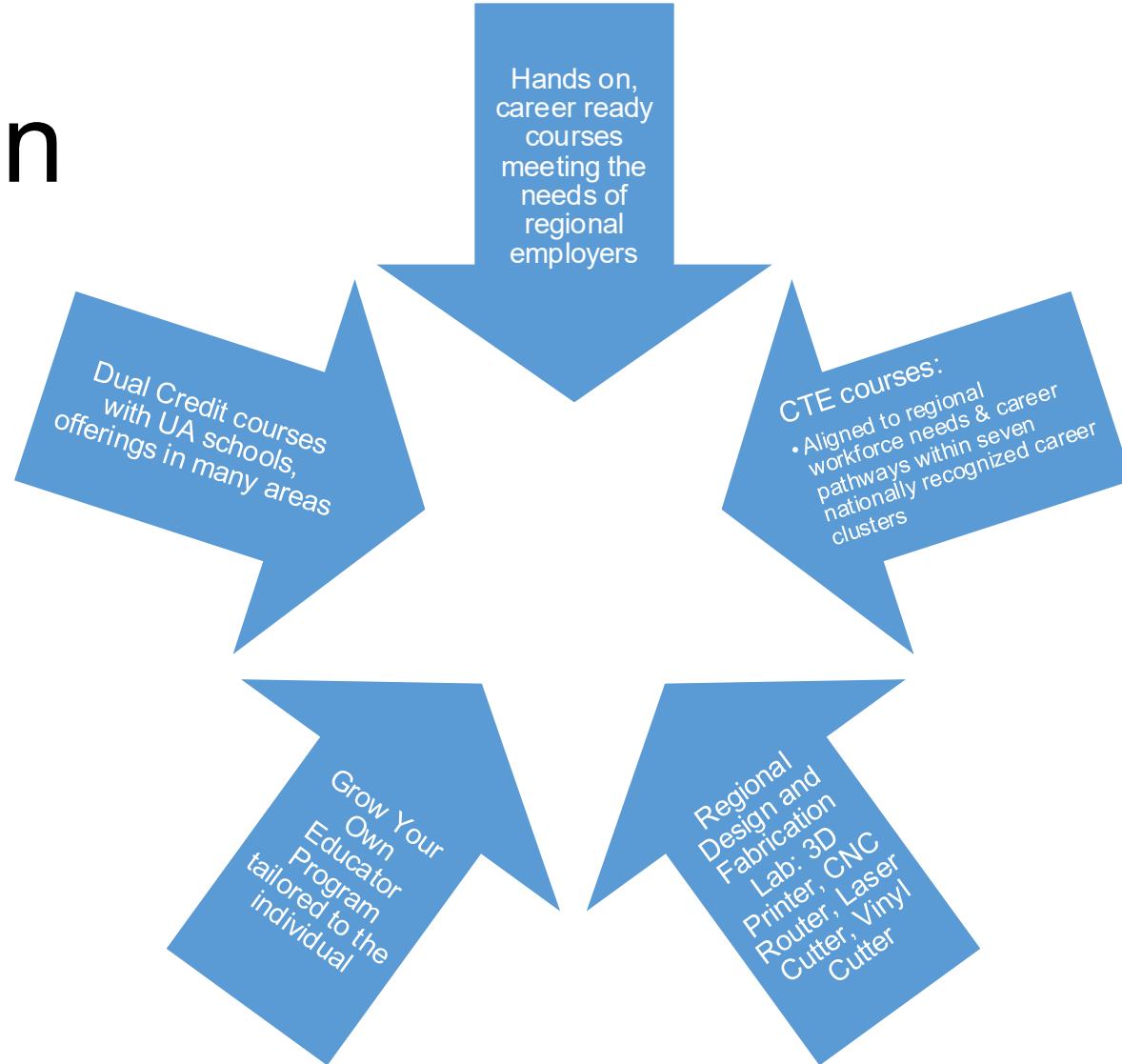
GED Program

- ✓ The GED program serves the high demands of all 11 villages





The ATC can provide:





Star of the Northwest Magnet School

A Statewide residential boarding school that offers:

- ★ **LIFE SKILLS**
Enhances life skills that assist young adults in the transition to post-secondary opportunities
- ★ **CAREER AND TECHNICAL EDUCATION**
Utilizes career and technical education to provide unique experiences for students to be work ready
- ★ **ENRICHMENT OPPORTUNITIES**
Career related experiences to prepare the student for the employment opportunities of the region
- ★ **DUAL CREDIT**
Dual credit opportunities through University of Alaska on the Chukchi campus
- ★ **RESIDENTIAL FACILITY**
A 40-bed dormitory allowing students to learn life and social skills with students from across the State



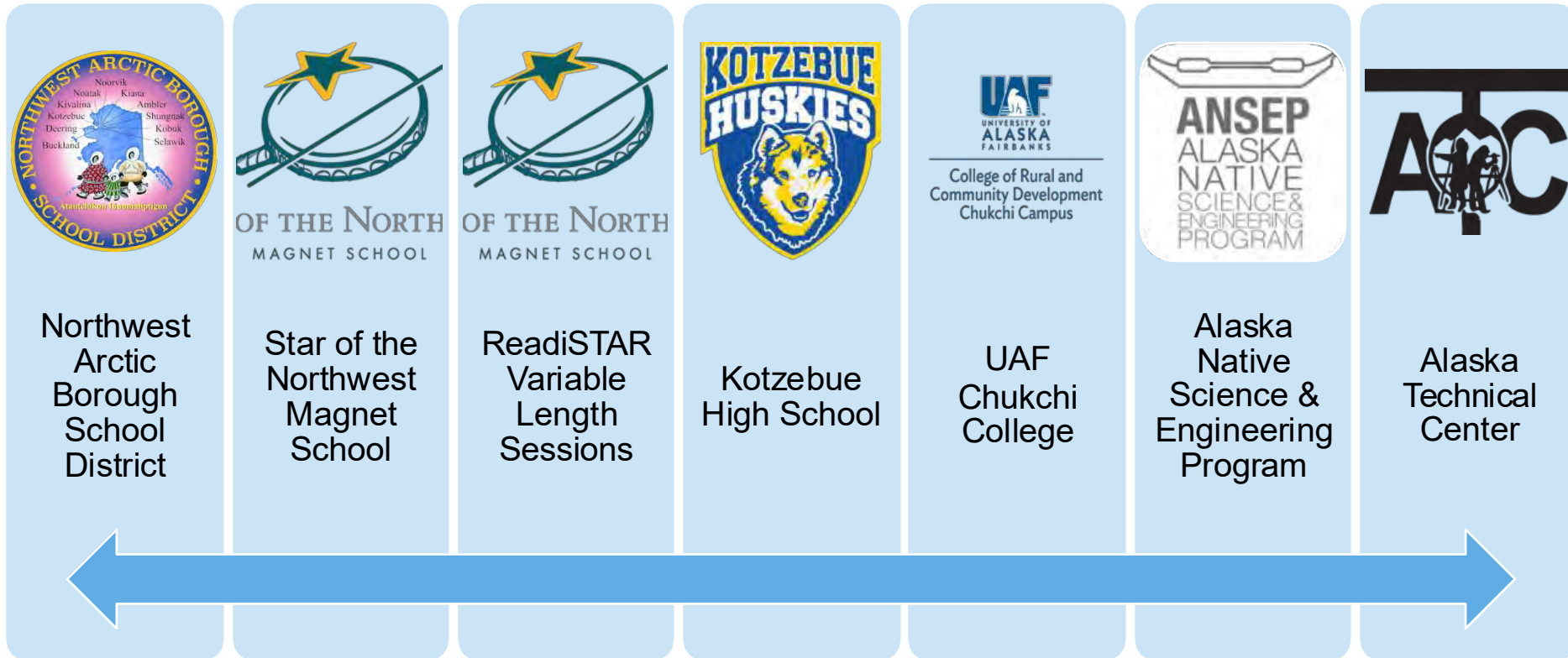
ReadiSTAR 2025-26 FALL SCHEDULE



September 8-17, 2025	ORV/IAN RS1
September 22-Oct 1, 2025	WLK RS1
October 6-15, 2025	BKC RS1
October 22-31 2025	KVL/WTK RS1
November 3-14 2025	DRG RS1
November 18-25, 2025	OTZ RS1
December 2-11, 2025	ABL/SHG/OBU RS1
December 15-19	No Readistar Finals/Grades



Educational Partnerships

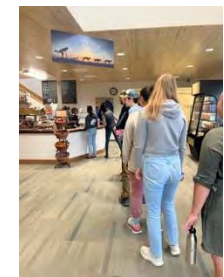




Small Business Enterprise



- Built By Construction Trades Spring 2023
- Opened August 2023
- Baked Good By Culinary Arts
- Study for Small Business Enterprise
- Employment for students and community





NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Iñuunialiptigun (Through Our Way of Life Together as One)



ATC and STAR





NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Inuunialiptigun (Through Our Way of Life Together as One)



ATC and STAR





NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Aatachikun Iñuunialiptigun (Through Our Way of Life Together as One)

Administrative Services





NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Iñuunialiptigun (Through Our Way of Life Together as One)

Meet the Team



Natalie Dickey
Director



Amanda Kenworthy
Staff Dev. Specialist -
Business Office



Kim Rotman
Staff Dev. Specialist -
Accounting



Brad Eisel
Purchasing Agent



Amber Colvin
MOA - Food Service



Deborah Walker
MOA - CIP and AR



Leah Tate
Payroll Officer



open
Asst Payroll Officer



Clara Henry
MOA - Payroll



Lois Booth
AP/AR Clerk



Andrea Bailey
AP/AR Clerk



Katelyn Atoruk
Accounting Technician



Department Responsibilities

- ✓ General Ledger & Cash Management
- ✓ General & Grant Accounting
- ✓ Payroll & Employee Benefits
- ✓ Accounts Payable & Receivable
- ✓ Purchasing
- ✓ Food Service
- ✓ District Insurance



Cash Management

- ✓ Bank account reconciliation and maintenance
- ✓ Investment portfolios
- ✓ Cash deposit accounts (ie. JNES scholarship)
- ✓ General fund & Payroll checking accounts
- ✓ Student activities reconciliations
- ✓ Food service & other collections
- ✓ Dual Control Process → Internal Control Compliance
 - ▶ Two individuals must approve a new account, removal, or change.





Federal, State, & Local Financial Reporting

- ✓ Submit Fiscal Operating Budgets to State Department Education Early Development (DEED)
- ✓ Single Audit for Federal & State Reporting
- ✓ Audit for Retirement Plan
- ✓ Reports for various agencies
 - ▶ i.e.: Northwest Arctic Borough, National Education Association, Affordable Care Act Reporting, Internal Revenue Service, Alaska Public Entity Insurance, Public, Other



Administrative Technology

- ✓ Tyler Technology Infinite Visions Software
- ✓ Kronos Timeclock Systems





Employee Benefits

- ✓ State Public Employee Retirement System
- ✓ Teacher Retirement System
- ✓ Workmen's Compensation
- ✓ Unemployment
- ✓ Federal Income Tax Reporting
- ✓ Federal Insurance Contributions Act
- ✓ Long Term Disability
- ✓ Health Insurance & Affordable Care Act Reporting





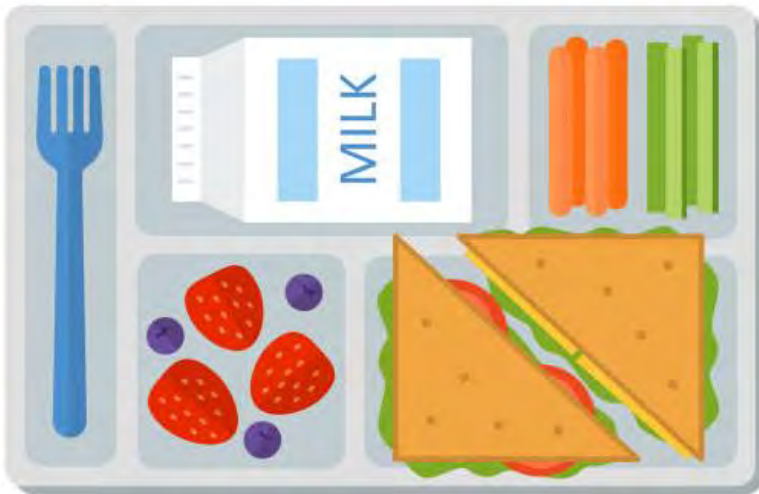
Internal Audit

- ✓ Preparation and fair presentation of the financial statements
- ✓ Accounts Payable/Receivable process
- ✓ Payroll reporting
- ✓ Retirement and grant programs
 - ▶ i.e., food service or other grants





Food Service



- ✓ Preparation National School Lunch Program (NSLP)
- ✓ School Breakfast Program (SBP)
- ✓ Fresh Fruit & Vegetable Program (FFVP)
- ✓ USDA Foods Program



Annual Timeline

July-Beginning of New Fiscal Year, Budget for DEED Report Due, Year End Adjustments	January-W2 Processing, 1099 Processing, ACA Reporting, Quarterly Reports Due, IRS Tax Due-PCori
August-In-service Training, School Begins, Rent Begins, Audit Prep, Year End Adjustments	February-Begin New Budget Prep
September-IRS Taxes Due, ESC Tax Report Due, Audit Field Work, Retirement Audit, Food Sv Audit	March-On-going Budget Prep, IRS Taxes Due, ESC Tax Report Due, Student Count Due
October-Audit Completion ready for State/Feds, Quarterly Reports Due, Board Audit Update at Retreat, Student Count Due	April-On-going Budget Prep, On-going Insurance Renewal Prep, Quarterly Reports Due, Begin NMS Contract Renewal Review & Negotiation
November-Work, Work, Work	May-On-going Budget Prep, Budget Committee Forecast Discussion, On-going Insurance Renewal Prep, Principal Closeout
December-IRS Taxes Due, ESC Tax Report Due, Impact Aid Applications Due, Indirect Rate Proposal Due	June-Budget Work Session, Budget Due to the Board for Approval, IRS Taxes Due, ESC Tax Report Due



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Iñuunialiptigun (Through Our Way of Life Together as One)

Curriculum





Curriculum Staff



Debbe Lancaster
MEd, DC
Director



Vacant
Curriculum Staff
Development Specialist



Vacant
Place-Based Staff
Development Specialist



Purpose

Purpose: Support district-wide instructional excellence through aligned curriculum, professional learning, and data-driven support.

Key Focus Areas: Academics, Professional Development, Pre-K, Career & Technical Education (CTE), and Support Systems.

Every student receives high-quality, culturally responsive instruction rooted in research-based practices.



Academics

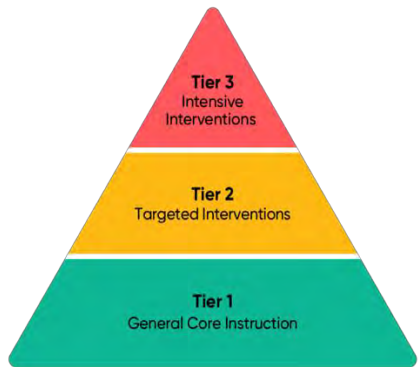
- **MTSS Framework:** Strengthening Tier I instruction, identifying students in need of intervention, and ensuring data-driven instructional decisions.
- **IRIP:** Supporting timely completion of K–3 Individualized Reading Improvement Plans in alignment with the Alaska Reads Act.
- **Assessment Review:** Analyzing NWEA, mClass and other district test data to identify growth areas and celebrate gains.
- **Goal:** Build strong literacy and numeracy foundations through consistent, evidence-based practice. Simplify instruction and keep the clutter out of the classrooms.

MTSS = *Multitiered Support System*

IRIP = *Individual Reading Improvement Plan*



Professional Development



Focus Areas:

- Data based MTSS Implementation & NIEP Coaching
- Focused and Explicit Instruction
- Cultural Learning & Place-Based Integration
- The Big 5 of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension in all content areas and grade levels
- Safe & Civil Schools: Building positive learning environments

Delivery: District Inservice days, site-based coaching, departmental updates





Pre-Kindergarten

- Standardization: Establishing consistent Pre-K instructional practices district-wide.
- Ages & Stages: All Pre-K teachers rostered in developmental screening systems.
- TS Gold: Aligning observations and assessments for early learning growth.
- Goal: Unified early learning framework ensuring kindergarten readiness and equitable access.





Career & Technical Education (CTE):

- Aligned with the National Career Clusters Framework
- Expanding Programs of Study and Personal Learning & Career Plans (PLCPs)
- Growing internship opportunities and partnerships for workforce readiness



Natural Resource Systems / Power, Structural and Technical Systems

- Arctic Resource Management I
- Arctic Resources Management II
- Power Technology I
- Power Technology II
- Employability Skills



Design and Pre-Construction

- Mechanical Drawing I
- Mechanical Drawing II
- Introduction to Construction Trades Technology
- Employability Skills



Administrative Support

- Introduction to Business Skills
- Introduction to Business Occupations
- Employability Skills



Teaching/Training

- Child Development
- Introduction to Education I
- Introduction to Education II
- Employability Skills



Therapeutic Services

- Introduction to Health Careers
- Professional Skills in the Workplace
- Medical Terminology
- Emergency Trauma Technician and Wilderness First Aid and Safety



Manufacturing Production and Process Development

- Principles of Industrial Technology
- Introduction to Process Technology
- Power Technology I and II
- Employability Skills



Departmental Support:

- Coordinating resource distribution and instructional materials
- Individual principal meetings for tailored school support
- Extended assistance for MTSS, lesson planning, and site-based needs.



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Inuunialiptigun (Through Our Way of Life Together as One)

Human Resources





Human Resources Staff



James Stewart

Director of Human Resources



Kathryn Self

Assistant Director of Human Resources



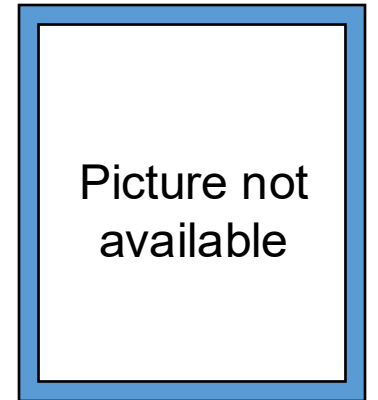
Amie Gardner

Human Resource Coordinator



Michelle Gallahorn

Human Resource Officer



Delia Shuster

Assistant HR Officer

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



Department Responsibilities

Recruitment and Retention

Job Descriptions

Teacher Housing

State Reporting

New Applications, Orientation

Performance Review

Staff concerns



Recruitment

Identify need

Post job

Filter applicants

Interview potential employees

Check backgrounds and references

Offer job

Success!



Retention

Smooth onboarding

Proper training

Evaluations

Salaries

Benefits

Facilities

Connection to the community



Employee's with Visa's

J1 Visa (outside agency sponsored teachers)

Is a cultural exchange Visa. Three years can add two more.

Can return home for two years then apply for a H1B Visa.

H1B Visa (School District sponsored teachers)

Is a work Visa. Three years, can add three more, can apply for a green card and work towards naturalization and citizenship.



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Inuunialiptigun (Through Our Way of Life Together as One)

Inupiaq Programs





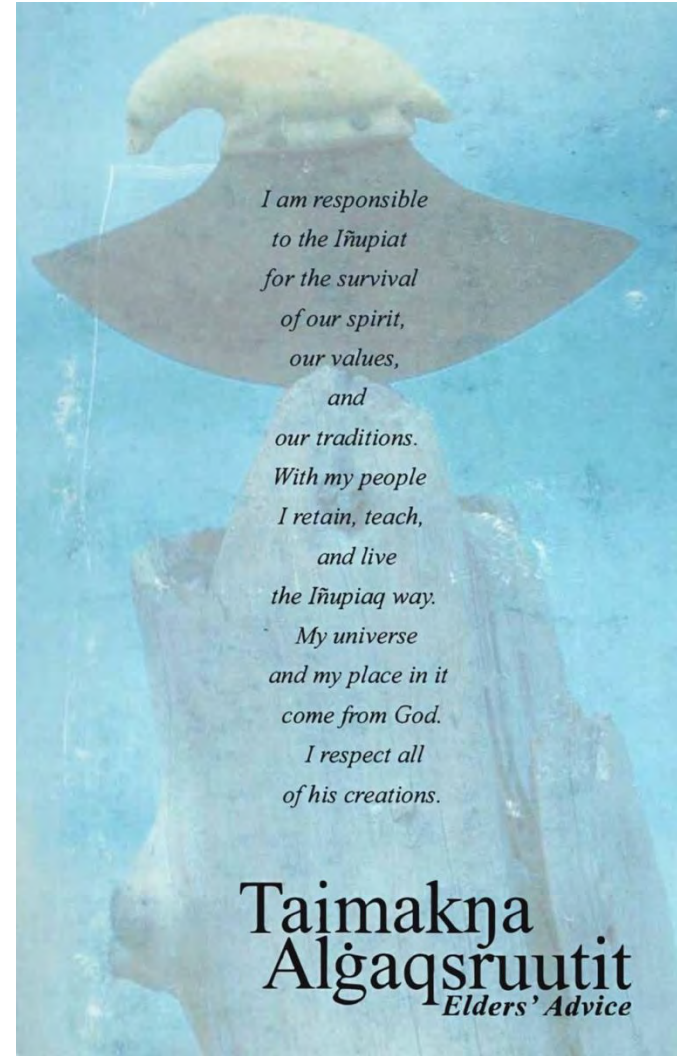
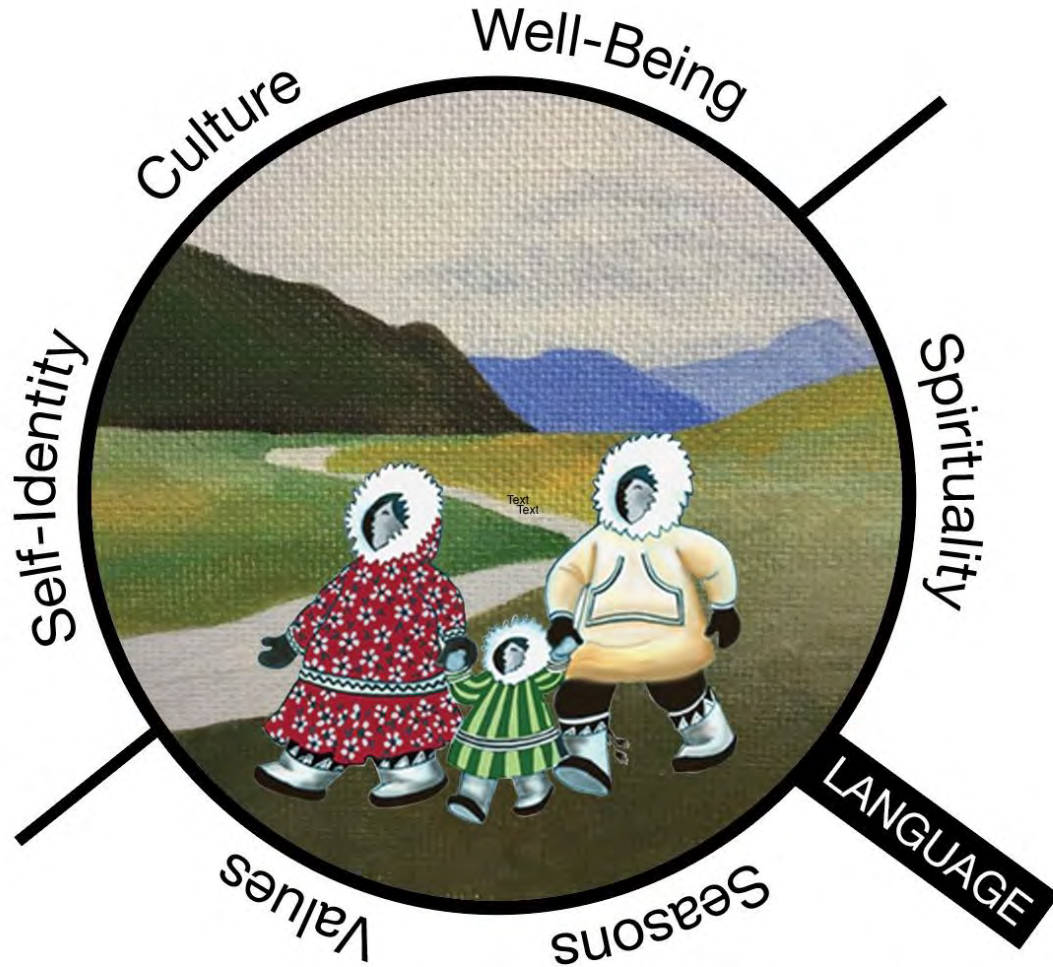
Anigayuk
Paulette Schuerch
Inupiaq Programs Director

Site	Community	Ilitautri	English Name
Ambler	Ivisaapaat	Nigruaḡruk	Nellie Cleveland
Buckland	Kangiq	Ikaaḡ	Denny Hadley
Deering	Ipnatchiaḡ	Kumak	Samuel Gavin
Kiana	Katyaaḡ	Naḷḷauraḡ	Amber Barr
Kivalina	Siñḡaqmiut	Aimmiu	Genevieve Swan
Kobuk	Laugviik	Iyaḡak	Luke Jackson
Kotzebue	Qikiḡtagruk	Anausuk	Helen Allen
Kotzebue	Qikiḡtagruk	Paisaḡ	Charity Smith
Kotzebue	Qikiḡtagruk	Mamañiñ	Winona Ballot
Kotzebue	Qikiḡtagruk	Sigvaun	Sidney Sherman
Noatak	Nautaaḡ	Saumik	Amelia Johnsen
Noorvik	Nuurvik	Taluḡnaḡtauḡ	Elsie Sampson
Selawik	Akuligaḡ	Kakiñiḡ	Amelia Ballot
Selawik	Akuligaḡ	Pakik	Carrie Skin
Shungnak	Isignaḡ	Qakiḡsinauraḡ	Dolly Custer



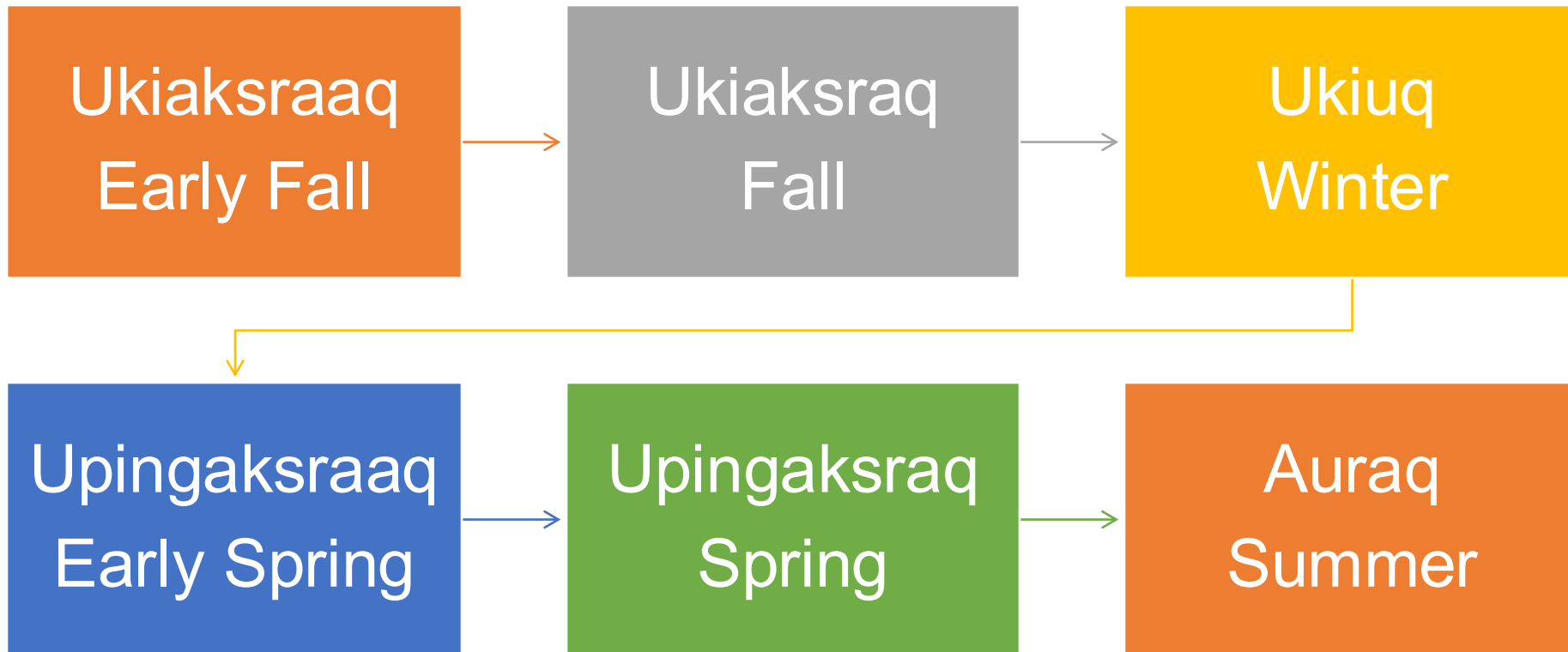
NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Iñuunialiptigun (Through Our Way of Life Together as One)





Inupiaq Language Curriculum Seasonal Themes





NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Iñuunialiptigun (Through Our Way of Life Together as One)

Seasonal Themes

Inupiaq Language and Culture Curriculum

Seasonal Themes

1st Draft

Ukiaksraaq Early Fall	Ukiaksraq Fall	Ukiuq Winter	Upingaksraaq Early Spring	Upingaksraq Spring	Auraq Summer
<ul style="list-style-type: none"> • Hunting & Food Gathering (Berry Picking) • Songs • Cultural Skills • Storytelling • Beading • Traditional Plants/Medicine • Knowledge of Family Tree • Weather & Geography • Tanning • Sewing (Machine/Skin) • Traditional Healing • Celebration & Games • Caribou Collaring 	<ul style="list-style-type: none"> • Hunting & Food Gathering (Preservation) • Songs • Cultural Skills • Storytelling • Beading • Traditional Plants/Medicine • Knowledge of Family Tree • Weather, Geography • Tanning • Sewing (Machine/Skin) • Traditional Healing • Celebration & Games • Ice Fishing • Net Setting • Winter Survival • Mudshark Traps 	<ul style="list-style-type: none"> • Hunting & Food Gathering • Songs • Cultural Skills • Storytelling • Beading • Traditional Plants/Medicine • Knowledge of Family Tree • Weather, Geography & Survival • Tanning • Sewing (Machine/Skin) • Celebration & Games • Winter Survival • Trapping • Ice Fishing • Net Setting 	<ul style="list-style-type: none"> • Hunting & Food Gathering • Songs • Cultural Skills • Storytelling • Beading • Traditional Plants/Medicine • Knowledge of Family Tree • Weather, Geography • Tanning • Sewing (Machine/Skin) • Medicine • Environment • Games • Animals • Winter Survival • Trapping • Ice Fishing • Net Setting 	<ul style="list-style-type: none"> • Hunting & Food Gathering • Songs • Cultural Skills • Storytelling • Beading • Traditional Plants/Medicine • Knowledge of Family Tree • Weather, Geography • Tanning • Sewing (Machine/Skin) • Medicine • Environment • Games • Animals • Winter Survival • Ice Fishing • Net Setting • Winter Survival • Overland Survival Trip (High School) 	<ul style="list-style-type: none"> • Hunting & Food Gathering (Berry Picking) • Songs • Cultural Skills • Storytelling • Beading • Traditional Plants/Medicine • Knowledge of Family Tree • Weather, Geography • Tanning • Sewing (Machine/Skin) • Medicine • Environment • Games • Animals • Summer Culture Camp



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Iñuunialiptigun (Through Our Way of Life Together as One)

Iñunaiḷiq

	Inuunialiq			
	PreK-2nd grade Observation with guided practice	3rd - 5th grade Observation with guided practice	6th - 8th grade Independent practice with supervision	9th - 12 grade Teaching others with supervision
Fish	Identify types of local fish, their parts, and tools used to gather and prepare Scale and wash, hang to dry	Identify types of local fish in the region and tools used to gather and prepare Know when, where, and how to catch Catch, process, prepare, preserve,	Know when, where, and how to catch Catch, process, prepare, preserve, share	Know when, where, and how to catch Catch, process, prepare, preserve, share
Plants and Berries	Identify edible plants/berries, their parts and tools used to gather Know when, where, and how to pick. Pick and share	Identify edible, non-edible plants/berries, their parts and tools used to gather and prepare Know when, where, and how to pick. Pick. Prepare. share	Identify edible, non-edible and medicinal plants/berries, their parts, and tools used to gather and prepare. Know when, where, and how to pick. pick. prepare. preserve. share	Identify edible, non-edible and medicinal plants/berries, their parts, and tools used to gather and prepare. Know when, where, and how to pick. pick. prepare. preserve. share
Birds and animals	Identify the bird/animal, their parts, and tools used to harvest Assist with preparation and preservation of birds and animals.	Identify the bird/animal, their parts and tools used to harvest. Assist with preparation and preservation of birds and animals.	Identify the bird/animal, their parts and tools used to harvest. Catch, process, prepare, preserve, share Know the uses of the whole bird/animal	Identify the bird/animal, their parts and tools used to harvest. Catch, process, prepare, preserve, share Know the uses of the whole
Safety	Know basic survival skills. Observe and identify seasonal weather conditions.	Know local place names. Know basic survival skills. Observe and identify seasonal weather conditions. Know local dangerous areas and conditions.	Know local and regional place names. Observe and identify seasonal weather conditions. Know local and regional dangerous areas and conditions. Know Survival skills for all conditions; Know the survival gear to prepare and pack.	Know local and regional place names. Observe and identify seasonal weather conditions. Know local and regional dangerous areas and conditions. Know Survival skills for all conditions. Know the survival gear to prepare and pack.
Lifeskills:	Roles and responsibilities of family members to the family and tribe.	Roles and responsibilities of family members to the family and tribe.	Roles and responsibilities of family members to the family and tribe. (community involvement)	Roles and responsibilities of family members to the family and tribe. (Ikayugnaqsikman - when help is needed) (community involvement)
Inupiaq Values	Learn to live and practice the Inupiaq Values.		Learn to live and practice the Inupiaq Values. Be aware of other cultural values.	
Self-identity	Knowledge (deep) of family tree, Knowledge of your origin (where you are from/land place). Knowledge of your tribe. Knowledge of tribal/family styles, Namesake awareness, awareness of your feelings/emotions.			
Festivities	Celebrate and share through community gatherings with song, dance, games, potluck, and stories.			
Inupiaq Language	PreK/K-Be able to speak core words relating to the lesson. 1st/2nd - Be able to speak, read and write simple sentence structure.	Be able to speak, read and write fluently.		



- Weekly meetings with Ilisautriit
 - Fluency and Vocabulary building
 - Lesson plans structure
 - UAF College Course
- Intensive trainings annually
 - Ilisaqativut
 - Fall In-service
 - Mid-year



- Immersion Pilot Program – FY26 and FY27
 - Kotzebue and Ambler
 - Pre-K
- Immersion Pilot Program – FY27 and FY28
 - Kotzebue and Ambler
 - Pre – K
 - Kindergarten



Goal 1 To increase NWABSD’s Students’ knowledge, skills and extent of the Inupiaq language and promote Inupiaq fluency in reading, speech and writing.

Goal 2 To increase Inupiaq language and cultural activities within High School Physical Science and Biology courses.

Goal 3 Annually provide Professional Development for 100% of the pilot science instructors centered around the implementation of the newly developed courses.

Goal 4 To provide opportunities for stakeholders to be actively involved in the development of the NWABSD curriculum and cultural activities by utilizing the local community in writing and developing incorporation of Iłitqusiat (wisdom and values of the Iñupiat people).



Committees

- High Level Committee – Senior management, Knowledge Bearers, Elders, leaders
 - Framework,
 - scope and sequence of curriculum
- Development of the curriculum – teachers, knowledge bearers
 - Create lessons



Present Focus as a New Director

- Review of Policies and NWABSD Resources
- Inventory – All Iñupiaq materials (books & teacher guides) (art)
- Connecting
 - Community Visits
 - Tribal, Municipal, and Elders Council
 - Community meeting (open)



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Inuunialiptigun (Through Our Way of Life Together as One)

Property Services





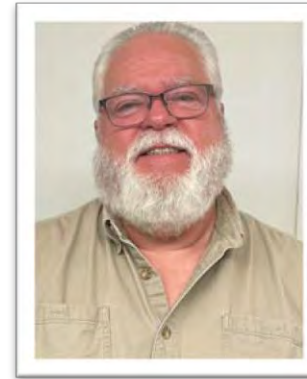
Kotzebue Property Services Staff



Mark Moore
Director



Kiki Kenworthy
Office Manager



George Cowart
Preventative
Maintenance Manager



Troy Humphreys
Plumber



Donovan Watkins
Carpenter/Painter



Vernon Nelson
Mechanical Controls



Quinn Iten
Temp Electrician



Trestin Tate
Kotzebue BPO



Department Organization

Kotzebue Crew Size:

- ✓ 1-Director
- ✓ 0-Electrician
- ✓ 1-Plumber
- ✓ 0-Mechanic
- ✓ 1-Carpenter
- ✓ 1-Office Manager
- ✓ 1-Preventative Maintenance Manager
- ✓ 1- Mechanical Controls Technician

Site Maintenance

Building Plant Operator (BPO):

- ✓ Each site has one Building Plant Operator (BPO) except for Kivalina which has two.
- ✓ Hired by the Director of Property Services and Supervised by the site Principal.

Site Custodians:

- ✓ The number varies per site based on school size
- ✓ Hired and supervised by NANA Management Services



Responsible for maintaining & operating:

- 13 Schools → 810,824 square feet
- 2 → 40-bed Dormitories
- 13 Fuel Farms
 - ✓ 911,000-gallon total capacity
- 12 Back-up generators
- 119 Housing Units
- 60 Air Handling Units
- 84 Boilers
- 46 Toyotomi Heaters



AMBLER



BUCKLAND



DEERING



KIANA



KIVALINA



KOBUK



**JUNE NELSON
ELEMENTARY**



**KOTZEBUE
MIDDLE/HIGH**



NOATAK



NOORVIK



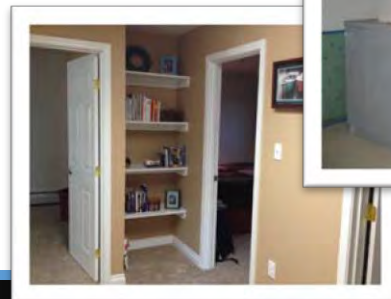
SELAWIK



SHUNGNAC



**ALASKA
TECHNICAL
CENTER**





Inspections

State Fire Marshall

- ✓ The Director of Property Service travels with the Fire Marshall and conducts an inspection accompanied by the site principal.
- ✓ A copy of the inspection report is given to the site principal.

Coast Guard

- ✓ Yearly, the inspections are conducted on the fuel oil fill lines leading from the river to the tank farm.
- ✓ The Property Service department receives the report and is responsible for correcting any deficiencies.

Fire Alarm Inspections

- ✓ Fire alarm inspection and repairs are conducted each year by a contractor.

Fire Sprinkler System Inspections

- ✓ Annual inspection are performed by a contractor.
- ✓ Currently all sites have sprinkler systems except for Kivalina.

Fire Extinguisher Inspection

- ✓ Inspections are performed annually by a contractor for all handheld extinguishers and kitchen hood suppression systems.

State Health & Safety (AK. State Environmental Conservation Office)

- ✓ Annual inspection for each site.
- ✓ The inspection covers kitchen use and building safety.





Facility Security



All schools are outfitted with video surveillance systems that are triggered by motion.

Vehicle Use

District Motor Pool

- ✓ 13 Four wheelers
- ✓ 35 Mini-vans, Pickups, SUVs, and Passenger vans
- ✓ 9 Snow machines
- ✓ 2 School Buses

Vehicle Assignment

- ✓ In Kotzebue vehicles are assigned by the Property Service department and Assistant Superintendent on a first come and need basis.





Capital Projects

- **Teacher Housing**
 - Buckland – two duplexes, one single unit
 - Noatak – two duplexes
 - Buckland, Noatak, Kivalina Renovations

- **Upgrades**
 - HVAC Controls Upgrades
 - Ambler, Kiana, June Nelson, KMHS, Noatak, Noorvik, Shungnak, Kobuk
 - District-Wide Fire Systems Replacement
 - Ambler, Buckland, June Nelson, KMHS, Noorvik, Shungnak.
 - Davis-Ramoth K-12 School Renovation

- **New School Construction**
 - Deering Replacement School



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Iñuunialiptigun (Through Our Way of Life Together as One)

State & Federal Programs





State & Federal Programs Staff



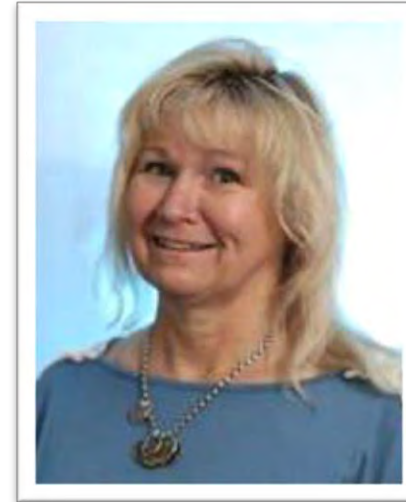
Joy Cogburn-Smith
Director



Loretta Kittrell
Migrant Education
Coordinator
Administrative Assistant



Dora Hadley
Program & Staff
Development
Specialist



Kim Addington
Literacy Staff
Development



Jacob Ray
Literacy Staff
Development



Department Responsibilities

- Grants
 - ✓ Applications
 - ✓ Reporting
 - ✓ Compliance
 - ✓ Budget Development
 - ✓ Purchasing
- Supervision of Grant Activities
- School Improvement Plan Development Support and Monitoring
- Migrant Education Recruiting Activities
- Migrant Programs
- PAC/Tribal Consultation for Grant Development Requirements
- ANSEP Planning and Organization
- Oversee LIT grant activities and personnel, including library book refresh, book distributions and family engagement nights.



Grant Budget			
Totals for FY26 \$13,868,139.07	Title Grants/State Pass-Through	20%	\$ 2,833,206.96
	Federal Direct Grants	50%	\$ 6,955,681.82
	Sch Improvement Grant Title 1 (1003)	4%	\$ 504,800.00
	ATC	19%	\$ 2,620,479.29
	Other	7%	\$ 953,971.00

Grant Name	Category	amount
Title I Basic	Title Grants/State Pass-Through	\$1,750,032.52
Title I-C Migrant	Title Grants/State Pass-Through	\$976,705.44
Carl Perkins	Title Grants/State Pass-Through	\$106,469.00
Rural & Low Income School Program	Federal Direct Grants	\$17,374.23
Title VI Indian Education	Federal Direct Grants	\$636,830.00
Johnson O'Malley	Federal Direct Grants	\$266,956.42
School Improvement Grant (SIG)	Sch Improvement Grant Title 1 (1003)	\$504,800.00
CLSD Literacy Grant	Other State of AK Education DEED	\$350,000.00
Early Learning	Other State of AK Education DEED	\$496,971.00
Quality School	Other State of AK Education DEED	\$107,000.00
Native Youth in Action-ANSEP	Federal Direct Grants	\$908,261.16
Our Youth – Positive Vision for the Future (OYVF)	Federal Direct Grants	\$766,383.99
Literacy Connections	Federal Direct Grants	\$1,031,732.69
Alaska Native ED Ilisautri Project-C3	Federal Direct Grants	\$2,027,209.27
The Ifiupiatun Ilisaqta Project (TIIP)	Federal Direct Grants	\$801,034.06
Preparing Our Youth (POY)	Federal Direct Grants	\$499,900.00
Alaska Technical Vocational Education Program (TVEP)	ATC State of AK, Dept of Labor	\$2,290,800.00
Alaska Construction Academy (ACA)	ATC State of AK, Dept of Labor	\$148,879.00
Alaska Adult Education (AAE/GED)	ATC State of AK, Dept of Labor	\$138,683.09
Maniilaq AAE/GED	ATC Sub-grant	\$42,117.20
		\$13,868,139.07





NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Inuunialiptigun (Through Our Way of Life Together as One)

Student Services





Student Services Personnel

Administration

- Perrian Windhausen: Student Services Director
- Dr. Malcolm : Student Services Assistant Director
- Byrd Carter: Student Services Secretary

Data and Assessment

- Tracy Bell and David R. Smith

Special Education

- Frances Gage: Special Education Compliance Coordinator
- Itinerant Special Education
 - Angela Eisel
 - Tracey Hyatt
 - Aimee Webb

Counselors/Social Worker

Six Counselors

Infant Learning Program (ELF)

- Tracey Schaeffer,
- Wanda (Nauyaq) Baltazar
- Maureen Nolan

Youth Leader Coordinator

- Cheyenne Ticket-Foote



Data and Assessment



- State Assessment Testing and MAPs Progress Monitoring
- Student Information Services (PowerSchool)
- Student Data/Records/Transcripts
- Immunizations & Attendance Records
- Report Card to the Public
- Online Alaska School Information System (OASIS)
 - ✓ October Count
 - ✓ Summer OASIS
- Supports Grant Reporting
- Supports training & collection for academic progress



Special Education

- Identify children with disabilities impacting their education.
- Funded by Special Education Grant and General Fund that is supported by specialized funding in foundation formula
- Includes: Special Education Specialists: Physical Therapist, Occupational Therapist, Speech Pathologist, Behavior Specialist, Vision Specialist, School Psychologists, Autism Specialist



Special Education NWABSD

- Cognitive Impairments = 14
- Hearing Impaired = 6
- Speech/Language Impairments = 28
- Visual Impairments = 4
- Emotional Disturbance = 5
- Orthopedic Impediments = ~
- Other Health Impaired = 26
- Specific Learning Disabilities = 117
- Deaf-Blindness = ~
- Multiple Disabilities = 8

- Autism = 8
- Traumatic Brain Injury ~
- Developmental Delays = 38

Total = 247

~Less than 5 Children ages 3-21 statewide who fall into the Deaf-Blindness category.

* Results cannot be published without releasing personally identifiable information.



School Counselors

- Academics: Scheduling and Advisement
- Career: Post Graduation Pathway
- Social/Emotional:
 - ✓ How to deal with someone you don't like /social skills
 - ✓ Identifying feeling and skills that lead to greater function at school
 - ✓ Counseling

Counselors, Intern Counselors, Social Worker:

Alvin Altares: Kiana/Noorvik
Michelle Jones: Buckland/Deering/Kivalina
Clay Moose: KMHS and Kivalina
Richard Williams: Selawik
Shirley Dukes: District-wide/Noatak/JNES
Cathy Snider: Ambler, Kobuk, Shungnak
Janeil Stewart: JNES Classroom presentations



Dr. Ronald Malcolm
Assistant Director of Student Services

Other Services: Maniilaq Behavioral Health and Compassionate Counseling



Early Learning and Families

Infant Learning Program

Early Learning and Families (ELF) is the Northwest Arctic Region's infant learning program that serves children birth to 3 years old.



- Screen and identify children with developmental delays
- Assist families in meeting goals for their children with delays
 - ✓ As determined by state and federal requirements
 - ✓ Funded by Health/Social Services Grant and Medicaid.



Youth Leaders

Cheyenne Ticket-Foote: Coordinator

The Northwest Arctic Borough School District Youth Leaders:

- Funding provided by Red Dog Mine/Teck Alaska, through June 2028.
- There are 68 Youth Leaders from around the region.





NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Atautchikun Iñuunialiptigun (Through Our Way of Life Together as One)

Technology





Technology Team



Paul Wood
Assistant Director

Network Administrator
Senior Technician
Manager of Field
Technicians
District Voice
Data Network



**Kwang "Ken"
Hong**
*Computer Field
Technician*

ATC
JNES
Noorvik
Kiana
Selawik



Hunter Lonewolf
*Computer Field
Technician*

Shungnak
Kobuk
Ambler
Deering
Buckland



John Miner
*Computer Field
Technician*

KMHS
Kivalina
Noatak



Technology Hardware

- 250 Interactive Ultra-HD SMARTBoards in ALL Classrooms
- 250 Apple TV for wirelessly connecting to SMARTBoards
- 1:1 Student Devices
 - ✓ 689 iPads → PK-2nd Grade
 - ✓ 335 iPads with Keyboards → 3-4th Grade
 - ✓ 1140 13" MacBook Airs 5-12th Grade
 - ✓ 20 13" MacBook Airs – ATC Adult Students
- 247 iPads for all instructional staff → Aides, Teachers, Principals
- 565 Laptops for all teachers, principals, and various positions
- Software and Infrastructure Support



Internet Capacity, Cost, and Funding Over Time

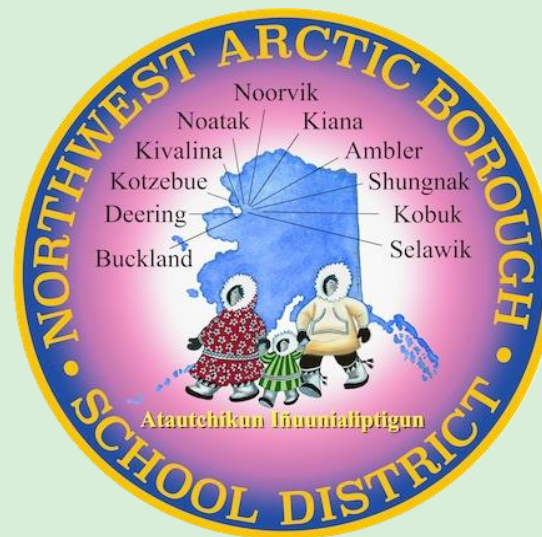
Location	2014-15	2015-16	2016-17	2017-18*	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	DIFFERENCE FROM FY25 to FY26
Ambler	7/3 → 10/4	15/5	15/5	15/4	15/4	15/4	25/4	25/4	25/4	25/10	50/10	100/40	Increase Quality of Service and Increase Upload/Download Speed
Buckland	7/3 → 10/4	15/5	15/5	20	20	20	25	25	25	25	100	100	Increase Quality of Service
Deering	7/3 → 10/4	15/5	15/5	15/4	10/4	10/4	25/4	25/4	25/4	25/10	50/10	100	Increase Quality of Service and Increase Upload/Download Speed
Kiana	7/3 → 10/4	15/5	15/5	15	15	15	25	25	25	25	100	100	Increase Quality of Service
Kivalina	7/3 → 10/4	15/5	15/5	15/4	15/4	15/4	25/4	25/4	25/4	25/10	100	100	Increase Quality of Service
Kobuk	7/3 → 10/4	15/5	15/5	15/4	10/4	10/4	25/4	25/4	25/4	25/10	50/10	100/40	Increase Quality of Service and Increase Upload/Download Speed
Noatak	7/3 → 10/4	15/5	15/5	20	20	20	25	25	25	25	100	100	Increase Quality of Service
Noorvik	7/3 → 10/4	15/5	15/5	20	20	20	25	25	25	25	100	100	Increase Quality of Service
Selawik	7/3 → 10/4	15/5	15/5	25	25	25	25	25	25	25	100	100	Increase Quality of Service
Shungnak	7/3 → 10/4	15/5	15/5	15/4	15/4	15/4	25/4	25/4	25/4	25/10	50/10	100/40	Increase Quality of Service and Increase Upload/Download Speed
District Office	5	15/5	15/5	20	60	80	80	100	100	100	100	100	Increase Quality of Service
KMHS	5 → 10	15/5	15/5	10	10	10	25	25	25	25	100	100	Increase Quality of Service
JNES	NA	NA	NA	10	10	10	25	25	25	25	100	100	Increase Quality of Service
ATC	3	15/5	15/5	5	10	10	10	10	25	25	50	100	Increase Quality of Service and Increase Upload/Download Speed
STAR Dorm	NA	NA	NA	NA	5	5	5	5	5	5	5	5	Increase Quality of Service
Total Cost	\$5,099,210.05	\$5,166,180.00	\$5,163,480.00	\$6,303,870.00	\$5,930,532.00	\$5,930,532.00	\$7,623,192.00	\$8,104,272.00	\$8,285,448.00	\$8,005,800.00	\$21,614,383.55	\$12,899,400.00	(\$8,714,983.55)
Total E-Rate Eligible Cost	\$5,099,210.05	\$5,166,180.00	\$5,163,480.00	\$6,303,870.00	\$5,930,532.00	\$5,930,532.00	\$7,623,192.00	\$8,104,272.00	\$8,285,448.00	\$8,005,800.00	\$21,614,383.55	\$12,899,400.00	(\$8,714,983.55)
E-Rate Revenue	\$4,034,271.60	\$4,649,582.00	\$4,647,132.00	\$5,673,482.82	\$5,337,478.80	\$5,337,478.80	\$6,860,872.80	\$7,293,844.80	\$7,456,903.20	\$7,205,220.00	\$19,452,945.20	\$11,609,460.00	(\$7,843,485.20)
BAG Revenue	\$408,014.89	\$56,846.00	\$58,130.00	\$44,024.00	NA	NA	\$169,266.80	\$169,266.00	\$187,384.00	\$266,285.33	\$1,649,523.76	\$821,180.40	(\$826,343.36)
District General Funds Cost	\$656,923.56	\$459,772.00	\$458,218.00	\$586,363.18	\$593,053.20	\$593,053.20	\$593,052.40	\$641,161.20	\$641,160.80	\$534,294.67	\$511,914.59	\$468,759.60	(\$43,154.99)



Technology Refresh Plan

	Aug–Dec 2023	Jan-Jul 2024	Aug–Dec 2024	Jan-Jul 2025	Aug–Dec 2025	Jan-Jul 2026	Aug–Dec 2026	Jan-Jul 2027	Aug–Dec 2027
5-12 Laptops	6-12 Refresh 2020 (Intel); 5-8 Refresh 2023 (M1)		5-8 & 6-12 Fleets Merged			Refresh Intel MBA (450)			Refresh 5-12 Fleet/Cases 2028
SMARTBoards	Purchased 2014/2015; Warranty expired 6/30/20		5 Annually		5 Annually		5 Annually		5 Annually
Principal Laptop, Secretary/DO iMacs	Secretary and DO iMac Refresh 2023	Principal Refresh/Deploy Pro/Screen 2024							Refresh Fleet 2030
PK-4 iPads	Refresh Fleet 2021	Prepare for App Refresh	Refresh Apps			Refresh Fleet; Prepare for App Refresh	Refresh Apps		
Staff iPads	Fleet Purchased 8/2020					Refresh PK-4 Teacher Fleet			
Staff Laptops	Refresh Fleet 2021 (M1/Intel)								Refresh Fleet 2028
Computer Labs	ATC – partial update (5yr.)			ATC full update					ATC full update 2030
Network Infrastructure (Switches, Wireless)	402 Rack Replacement; Split OTZ Circuits Switches		C2 Install Wifi-6 APs in schools IAN, ORV, BKC, DRG; KVL Switch	C2 Install Wifi-6 APs in WLK, SHG, ABL, WTK; ATC, OTZ Switches	C2 Install Wifi-6 OBU, ATC Dorm, ORV; Apple Upgrade Caching Servers – IAN, ABL, SHG, DRG, OTZ, ORV, OBU, ATC, KVL, WLK	C2 Install Wifi-6 KMHS, BKC, IAN; Apple Upgrade Caching Servers – BKC, WTK	BKC L3 Switch		
Meraki Refresh	3yr. License Renewal 2023						License Renewal 9/29/2026		
Mitel Phone System	Partial Phone Refresh 2023			Research Phone Refresh/Migration			Migrate to Upgraded Phone System		
VTC	RUS Award 2020; Complete install of RUS awarded Infrastructure		Update Polycom Camera Software						Deploy Refreshed Teams MPBs
Servers	Refresh SHG	Refresh WLK	Research Village Virtualization Servers	Purchase Pilot Servers; Plan Refresh	MS-A2 Servers – KVL, ATC, OBU, DRG (pilot)			DO Server Refresh 2027	
Windows Infrastructure	Windows 2019 Server Upgrade 2023								Windows Server Upgrade 2030

NWABSD STRATEGIC PLAN JANUARY 2023 – JUNE 2027



Adopted by the Board XX/XX/20XX

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DISTRICT LEADERSHIP

Superintendent: Terri Walker:

FY 2023 School Board members: Margaret Hansen, President; Carol Schaeffer, Vice President; Marie Greene, Treasurer; Tillie Ticket, Secretary; Millie Hawley, Parliamentarian; Joanne Harris, Member; Shannon Melton, Member; Alice Melton-Barr, Member; Alice Adams, Member; Nellie Ballot, Member; Lawrence Jones, Sr., Member

Current School Board members: Margaret Hansen, President; Carol Schaeffer, Vice President; Marie Greene, Treasurer; Tillie Ticket, Secretary; Millie Hawley, Parliamentarian; Joanne Harris, Member; Shannon Melton, Member; Alice Melton-Barr, Member; Alice Adams, Member; Jeanne Gerhardt-Cyrus, Member; Vacant, Member

FOUNDATION STATEMENTS

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

Mission Descriptors

We do this through:

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

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

Vision Descriptors

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

CORE VALUES

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

CONTENTS

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



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Goal 1: School and Culture				
Objective 1: Community School Connections				
NWABSD will work with each site to establish a Tribal/Community Partnership Plan to provide relevant learning opportunities and support. Schools will support the plan with improvement data and ongoing adjustments for continuous improvement.				
Objective Lead: Superintendent				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
1.1.1 Partner with stake holders to strengthen 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 nd semester January 2024	75%	
1.1.2 Connect Curriculum with Cultural Ways and Science Knowledge in a local setting.	1. Documentation of partnerships between the school and community. 2. Knowledge bearers in the classroom	Quarter 1,2,3,4	30%	
1.1.3 Inform all stake holders about the progress of school/community connections	Provide progress report.	Bi-annually in October and March	Feedback and surveys	
Objective 2: Immersion School Program				
NWABSD will begin an immersion school program starting with PreK level and moving to Kindergarten, 1st, and 2nd grade progressively throughout the next five years.				
Objective Lead: Superintendent				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
1.2.1 Assist Iñupiaq Instructors to obtain their certification through the state of Alaska	1. Determine NWABSD Eligibility for Alternative Certification Options 2. Identify Coursework and Professional Development. 3. Develop ongoing support, onboarding, and checkpoints for teacher progress. 4. Identify local partnerships to support local context and culturally responsive professional development. 5. Align our system with UA system for cosponsored courses and alternative path consisting of CEUs (budget item).	System Developed: Spring 2025	50%	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	50%	Unknown
1.2.3 Provide ongoing professional development for the Iñupiaq Instructors.	1. Build a plan and timeline for professional development.	Ongoing	75%	Unknown
Objective 3: Cultural Science Curriculum				
NWABSD will create a cultural place-based science curriculum using the traditional Native Ways of Knowing and Learning.				
Objective Lead: Superintendent				
Strategies and Actions	Key Indicators/Metric	Completion Date	Progress	Budget (Time & Money)
1.3.1 Develop lessons and activities that align with local traditions and practices utilizing natural resources to make the science curriculum more relevant and relatable for all students.	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. 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,	In Progress	50%	



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	<p>plant identification, or studying local wildlife migration patterns).</p> <p>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).</p>			
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.	<p>1. Develop and use vocabulary lists, with both English and Iñupiaq terms, for key science concepts.</p> <p>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.</p>	In Progress	100%	
1.3.3 Design hands-on, experiential learning opportunities that connect students with the local environment and traditional practices.	<p>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.</p> <p>2. Plan field trips or outdoor lessons where students can observe and interact with the local environment.</p>	In Progress	100%	
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.	<p>1. Form a network with local organizations, tribal councils, and community leaders to regularly consult curriculum development, ensuring cultural relevance and alignment with community values and traditions.</p> <p>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.</p>	In Progress	100%	
1.3.5 Involve local elders as educators and mentors, recognizing their invaluable role in passing down traditional knowledge.	<p>1. Present the curriculum to the Elders' Council twice a year for feedback and to strengthen local partnerships, ensuring accuracy.</p>	In Progress	10%	
1.3.6 Empower students to explore and share their own traditional knowledge within the curriculum, creating a learning environment where both the teacher and students contribute to the learning.	<p>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.</p> <p>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.</p>	In Progress	50%	



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Goal 2: Operational Improvement				
Objective 1: Optimize Business Operations				
The NWABSD will evaluate, scope, and create an implementation plan for integrations to streamline and maximize operating software. Completion will support initiatives like the implementation of a 5-year budget forecast.				
Objective Lead: Director of Administrative Services				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
2.1.1 Optimize Purchasing system with E-Procurement integration with vendors in Accounting Software (iVisions)	NWABSD secretaries and administrators will be able to purchase supplies from specific vendor websites through the District's accounting software. This will make purchasing from these vendors much easier and will encumber purchases.	October 2022 until complete, estimated timeline 3 months.	COMPLETE – February 2023	
2.1.2 Integrate Human Resources system (Frontline Central) with Accounting Software (iVisions)	NWABSD staff information will flow from Human Resources system to accounting software to	June 2027 due to staff turnover and training expectations	20%; HR & BO are coordinating to update and integrate Frontline Central with iVisions in FY26	
2.1.3 Streamline Adjusting and Budget journal entries with electronic workflow	NWABSD budget authorities will be able to submit budget transfers and re-code expenses electronically in the District's accounting software instead of on paper.	July 2026	5%; At this time, all journal entries are being completed on paper and submitted to the Business Office. Requires meeting with iVisions to determine ability of software to meet this need.	
2.1.4 Optimize Employee Reimbursement system utilizing accounting software instead of DocuSign forms	Employees will be able to submit for reimbursement of purchases through iVisions.	July 2026	Partial setup completed previously; Meeting with iVisions needed to review options already purchased & plan for training	\$4932 to iVisions and an estimated 3 working days – One for setup, one for documenting process and training with staff, one for contingency
2.1.5 Evaluating Staff and Student travel processes and procedures	Update of policies and procedures for staff travel. Review travel internal processes and paperwork for the business office.	September 2025 - projected	75%; BP 433/4233/4333, as well as Student Travel in Handbook, reviewed and updated. Digitizing TR process has not been successful in past, may consider the purchase of a separate program or additional personnel to manage.	
Objective 2: Standard Operating Procedure Documentation				
The NWABSD will establish written processes to support all processes within the district to support efficiency and succession planning.				
Objective Lead: Director of Administrative Services				
Strategies and Actions	Key Indicators/metric	Completion Date/Timeline	Progress	Budget (Time & Money)
2.2.1 Establish where District processes are to be compiled and outlined	NWABSD Staff members will have clearly defined processes	June 2027	40% At this time, District processes are found on the	TBD. This project may have a heavy lift at first, but once implemented the



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	<p>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.</p>		<p>District website, the Code of Conduct, and within each Department. Need to review the expectation of this strategy.</p>	<p>District's Processes will only need to be reviewed annually and adjusted based on need</p>
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Goal 3: Instructional Support				
Objective 1: Evaluation of MTSS (Multi-Tiered System of Supports)/Safe and Civil Reset				
NWABSD staff will evaluate the systems of MTSS and Safe and Civil operationalized within schools with current strategies supported with data (literacy) use. The implementation of the strategy will be supported with increased instructional support through support to instructional teams.				
Objective Lead: Director of Curriculum				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
Identify and implement a district-wide reporting system to document student intervention plans and team meetings.	<input type="checkbox"/> Build and test MTSS monitoring dashboard. Aug. 2025: PowerSchool MTSS development initiated.	June 2025	20%: Aug 2025	Not to exceed \$10,000
	<input type="checkbox"/> 100% of instructional staff are trained to use the new dashboard. Aug. 2025 development of in-service trainings (during collaborative meetings) on new platform(PowerSchool)	October 2025	10%. Aug. 2025	
	<input type="checkbox"/> 90% of student intervention meetings and plans documented.	May 2026	10% Aug 2025	
Build a schedule for principals, teachers, intervention teams, and district leaders to meet regularly (quarterly) to review student data, intervention effectiveness, and next steps.	<input type="checkbox"/> 100% of schools with active student intervention teams: Aug. 2025 initiated bi-monthly intervention team meeting during Monday collaborative meeting time..	May 2027	50% Aug. 2025	N/A
	<input type="checkbox"/> Scheduled Districtwide professional development reviewing quarterly data.			
	<input type="checkbox"/> 100% of students at Tier III have Individual Reading Improvement Plans that include a regular review of their student data and intervention adjustments.			
	<input type="checkbox"/> 10% reduction of students in Tier III.			
Implement the parent communication plan that includes regular updates on intervention plans and progress through meetings, progress reports, and online platforms.	<input type="checkbox"/> 100% of Tier II/Tier III K-3 parents update every four weeks on their students' progress.	May 2026	50% Aug 2025	N/A (LIT GRANT)
	<input type="checkbox"/> Annual workshops are scheduled to guide parents in supporting student growth outside of school.			
Objective 2: Positive Behavior Intervention Supports				
NWABSD will assess and refine the current Positive Behavior Intervention Supports (PBIS) systems, specifically those from Safe & Civil Schools.				
Objective Lead: Director of Curriculum				
Strategies and Actions	Key Indicators/Metrics	Completion Date/Timeline	Progress	Budget (Time & Money)
Annual review and improvement of a school-wide Positive Behavior Intervention System to promote consistent positive behavior.	<input type="checkbox"/> 100% of all staff have reviewed schoolwide plans by August 30 th of each school year.	August 2025	30% Aug 2025	
	<input type="checkbox"/> 100% of schools have a written school-wide plan accessible to all students, staff, and parents.			
	<input type="checkbox"/> 100% of all staff have completed a second review and refinement of schoolwide plans by December 10 th of each school year.			



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Annual review and improvement of a class wide Positive Behavior Intervention Plans to promote consistent positive behavior.	<input type="checkbox"/> 100% of all staff have reviewed class wide plans with Site Administrator by August 20 th of each school year. <input type="checkbox"/> 100% of classrooms have a written class-wide plan accessible to all students, staff, and parents.	August 2025	10% Aug 2025	
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Goal 4: Wellness

Objective 1: Sustainable Counseling Program
 NWABSD staff will develop the program with an implementation plan leading to an operationalized program to include documentation of counseling services at all sites.

Objective Lead: Director of Student Services

Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
4.1.1 Obtain Grant to receive full funding -Our Youth Positive Vision for Future by 2027	Obtain a grant for to support the training and practice of school counseling in NWABSD	January 2023	100% Completed	Grant for Jan 23-24 to Jan 27-28 Grant total for 5 years=
4.1.2 Define all potential partnerships for counseling programs	March 2024: Maniilaq and Compassionate Counseling partnerships Sept. 2024: Initiated Behavior Health cooperation/meetings to facilitate counseling services. Release of information for shared programming. June 2025: 2025: Compassionate counseling MOA for fy 26 completed and paid for through counselor grant. Laptops purchased with grant monies for Maniilaq Partnership/Behavioral Health in Schools. Currently ~45 students being served via dual school/Maniilaq partnership. August 2025: fy26 school year start up beginning with Maniilaq continuation or care with current students. Monthly care meetings set up with school district liaisons and staff.	January 2027	75% complete 80%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: 22-23 = yes completed 23-24= yes completed 24-25= yes, completed 25-26= yes completed in-service (principals and counselors) 26-27	June 2027	60% complete 80%: (25-26 school year)	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: Initial discussions on what use of general funds for counseling services could be worked into site funding. Possible funding options: <ul style="list-style-type: none"> • Could include counselors as part of the student teacher ratio. 	June 2027	8/14/25 50% complete	2027-28 (see funding options)



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	<ul style="list-style-type: none"> • Or Counselor vs. Assistant principal at larger sites. • Or could use Title I and/or IV grant funds and/or Mig. ed funds can be used too. <p>OYOF grand continues for 2.5 more years. No changes have been announced.</p> <p>Spring 2026 Spring 2027</p>			
Objective 2: Trauma-Informed Teaching Practices (TITP) NWABSD will implement TITP practices through a train-the-trainer program, including ongoing reinforcement and implementation in the classroom.				
Objective Lead: Director of Student Services				
Strategies and Actions	Key Indicators/Metrics	Completion Date/Timeline	Progress	Budget (Time & Money)
4.2.1 Train-the-trainer for Trauma Informed Practices	Obtain Train -the-trainer certification.	Completed Trainer #1 May 2023 Trainer #2 Dec. 2023	100% completed	ESER funds used to train the trainer
4.2.2 Inservice training ongoing yearly through length of this strategic plan	Training completed as evidenced by sign in sheet during beginning of the year in-service and monthly office hours on TEAMS	Aug. 2023 completed all staff Aug. 2024 Completed all staff training during in-service. Aug. 2025 Staff training completed in Aug. 14,2025 Aug.2026 Aug. 2027	60%	No cost as we have inhouse trainers
4.2.3 Trauma informed professional Development and supports to be made available to all staff on a yearly basis. Obtain grant funds for yearly presenters on trauma informed teaching practices and/or resiliency and restorative practice PD	FY 23: FY 24: 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 FY 25 Oct. 2024 District-wide professional development with Trauma informed specialist: Linda Chamberline June 2025: Empower U programming used about 60% of sites for social stories/Social emotional supports/social/emotional skills, problem solving and de-escalation techniques. Developing trauma informed classroom management training for fy 26. FY 26 see above FY 27	2024 Grant funds used for Inservice Professional Development. 2025: Empower U being implemented in school, resiliency lesson.	60%	No cost as we have inhouse trainers Grants: to be determined.



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Goal 5: Growing Our Own

Objective 1: High School and Post Secondary Vocational Track Mapping
 NWABSD staff will align curriculum to support the growth of students throughout their education to be prepared for employable roles within the region.

Objective Lead: Director of the Alaska Technical Center and Director of Curriculum and Instruction

Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
5.1.1 Develop overarching plan for complete alignment	Have a timeline and review cycle. FY25- Completed Perkins 4 Year Plan	August 2025	100%	
5.1.2 Design procedure and template for pillar alignment.	Implement pillar template	March 2025	50%	
5.1.3 Assess current CTE Alignments	Organize and identify current CTE courses and Career Technical Education Pathways. Identify deficiencies in pathways and course offerings.	August 2025	30%	
5.1.4 Identify best practices for CTE alignment for NWABSD students.	Review national CTE curricula standards and alignments Compare and examine other CTE institutions pathways with NWABSD pathways	December 2025	30%	
5.1.5 Develop aligned pillars for High School and Adults	<input type="checkbox"/> Education <input type="checkbox"/> Culinary Arts <input type="checkbox"/> Construction Trades <input type="checkbox"/> Certified Nursing Assistant (CNA) <input type="checkbox"/> Business <input type="checkbox"/> Process Technology	December 2027	0%	

Objective 2: Regional Workforce Development
 NWABSD will develop a plan for ATC to grow alignment between offerings and regional workforce needs.

Objective Lead: Director of the Alaska Technical Center

Strategies and Actions	Key Indicators/Metrics	Completion Date/Timeline	Progress	Budget (Time & Money)
5.2.1 Identify regional workforce needs	Complete a Comprehensive Needs Assessment for Regional Workforce Development	Survey sent Out to Stakeholders and Data being collected August 2025	75%	
5.2.2 Map Regional workforce needs assessments	Identify common industry trainings Identify skillsets alignment	October 2025	25%	
5.2.3 Draft regional workforce map	Develop training schedule	April 2026	10%	
5.2.4 Validate regional workforce map with employers	Regional workforce feedback and revisions	December 2027	0%	
5.2.5 Develop a consortium to focus on a condensed training and workforce development scholarship application for the whole region	Region wide scholarship application	May 2026	5%	



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

Goal 6: Board Development				
Objective 1: Improve New Board Member Orientation				
NWABSD Regional School Board will improve new board member orientation to support board efficacy and improve onboarding and communications.				
Objective Lead: Regional School Board Secretary				
Strategies and Actions	Key Indicators/Metric	Completion Date/Timeline	Progress	Budget (Time & Money)
6.1.1 Attend the new boardsmanship annual AASB training and attend monthly webinar series	All first-term board members attend the Boardsmanship annual AASB training or attend the monthly webinar series	annual Conf. – by Nov. 2025 Minimum of 6 Webinars by Nov 2025	0%	\$5,0000
6.1.2 Develop a Board handbook with pertinent information (calendar, policies, guidelines, strategic plan, budget, etc)	Scheduled ADHOC committee meeting Handbook completed, printed and posted online.	Oct. Retreat 2025	0%	\$1,000
6.1.3 Improve succession plan outreach for attracting new board members				
Objective 2: Executive Committee Planning				
NWABSD Regional School Board executive committee will meet quarterly to plan for regional strategies and partnerships.				
Objective Lead: President of the Regional School Board				
Strategies and Actions	Key Indicators/Metrics	Completion Date/Timeline	Progress	Budget (Time & Money)
6.2.1 create an organizational committee to promote ideas.	Identify 3-5 outside agencies to strategize with to develop ideas.		0%	
6.2.2 work with outside organizations to assist with incentivizing reading at home.	Each committee will identify 3-5 strategies.		0%	
6.2.3 work with outside organizations to assist with incentivizing attendance and enrollment.	Each committee will identify 3-5 strategies.		0%	
Objective 3: Improve Board comprehension of student data (especially as it relates to the Alaska Reads Act)				
NWABSD Regional School Board will monitor and review all assessment data and results.				
Objective Lead: Regional School Board Treasurer				
6.3.1 Review student data 3 times a year-Annual AK-star assessment review and growth assessments after completed	Schedule on the Board agenda guidelines	October, February, and June meetings.	75%	
6.3.2 Annually review curriculum materials at all grades three times a year	Schedule on the Board agenda guidelines.	September, November, January	0%	
6.3.3				

School Board Handbook Outline

I. Introduction & Overview

- Table of Contents
- Core Values
- Vision Statement
- Mission Statement
- Policy Overview - 9000 Series
 - Roles and Responsibilities
 - Board and Superintendent Relations
 - Board Operations
 - Board Communications
 - Complaint Policy
 - Self-Evaluation Process
- Strategic Plan

II. Board Structure & Governance

- Meetings – Board Books
 - Board Documents
 - Board Documents Access
 - ASC Meetings
 - Committees
 - Agenda Guidelines
 - Annual Calendar

III. Community Engagement & Public Relations

- Classroom Visits
- Public Appearances
- Community Engagement
- Website Overview

IV. Benefits & Human Resources

- Retirement
- Social Security
- Health Insurance
- Employee Benefits
- Required Paperwork
- Human Resources & Business Office
- Payroll Scale

V. Finance & Budget

- Fund Balance Overview
- Borough Bond Debt
- Audit Timeline, Overview, and Approval
- State

- Borough
- Budget Timelines
- Contracts
- Board Budget: Planning and Approval
- Budget Development and Management
- Financial Management

VI. Board Representation & Advocacy

- Committees
- Advocacy
- AASB Board Representation
- Trainings and Conferences - Professional Development
 - NSB
 - NCAI
 - AASB

VII. Curriculum, Assessment & Professional Development

- Curriculum and Assessment
- Guidelines and Deadlines
- Student Handbook
- Student Matters

VIII. District Organization

- Organizational Chart
- District Organization

IX. Technology & Maintenance

- Maintenance Calendar
- Technology Refresh Calendar
- Curriculum Calendar
- Technology & Maintenance

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