

## MEMORANDUM

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**TO:** NWABSD Board of Education Members

**DATE:** November 19, 2024

**NUMBER:** 25-040

**FR:** Office of the Superintendent

**SUBJECT:** Approval of  
Superintendent's Out-of-  
District Travel

### **ABSTRACT:**

Superintendent's out-of-district travel requires Board approval.

### **ISSUE:**

At issue is to approve the Superintendent's request for out-of-district travel as presented.

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

Request for Out-of-District Travel by the Superintendent

Upcoming Travel Dates:

- December 13-14, 2024: AASB Winter Academy, Anchorage
- January 24-26, 2025: RTI/MTSS Conference, Anchorage
- February 6-8, 2025: AASB Legislative Fly-in, Juneau
- March 6-8, 2025: National Superintendent's Conference, New Orleans
- March 29-April 2, 2025: Superintendent's Legislative Fly-in, Juneau
- Dates to be Determined: NWALT Lobbying, Juneau/DC

### **ALTERNATIVES:**

1. Approve the Superintendent's request for out-of-district travel as presented;
2. Do not approve the Superintendent's request for out-of-district travel as presented;
3. Take no final action.

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

The administration recommends the Board approve the Superintendent's request for out-of-district travel as presented.

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**ATTENDANCE:**

The district attendance rate is at 83% with Deering and Kobuk leading with 91%.

**Attendance Committee:**

No updates from the committee

**ENROLLMENT:**

As of November 11, the K-12's current enrollment is 1847, an increase of 1 student since September's report.

PreK – 12<sup>th</sup> grade enrollment is 1961, an increase of 1 student since September's report.

SCHOOL	PK3	PK4	KG	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	TOTAL
ABL	0	7	4	6	6	3	5	5	4	4	8	2	1	2	4	61
BKC	2	12	18	14	20	16	17	17	16	16	20	17	14	13	20	232
DRG	1	6	2	2	5	5	2	9	0	4	4	3	4	3	6	56
IAN	1	5	3	9	9	7	4	5	8	10	5	4	9	5	6	90
KVL	0	2	5	10	7	8	8	19	15	11	13	13	13	12	15	151
OBU	0	3	3	3	4	0	7	2	4	4	3	5	3	0	1	42
KMHS	0	0	0	0	0	0	0	0	47	47	46	48	27	43	39	297
HSCH	0	0	1	2	2	0	2	1	2	2	3	4	9	5	7	40
JNES	5	40	48	44	49	47	30	44	0	0	0	0	0	0	0	307
WTK	0	5	19	13	15	11	5	12	9	7	9	15	15	8	19	162
ORV	1	10	13	9	17	13	24	18	19	19	15	10	15	9	13	205
WLK	0	10	18	11	19	18	16	18	17	25	12	22	18	21	23	248
SHG	1	3	4	5	8	4	5	5	7	7	3	5	3	3	7	70

GRADE_LEVEL	# STUDENTS
-2	11
-1	103
0	138
1	128
2	161
3	132
4	125
5	155
6	148
7	156
8	141
9	148
10	131
11	124

**Travel:**

October 8-12 – National Indian Education Conference  
 Native Language summit

At Wednesday's Native Language Summit, the event opened with a local tribe's welcoming song and dance, honoring their language and cultural traditions. Attendees were encouraged to acknowledge the healing process in their personal journeys and to embrace mistakes as part of learning. Key takeaways were crafting an elevator pitch, building partnerships with local tribes to sustain efforts, and starting with a clear vision. Language is highlighted as the cornerstone of cultural preservation and a right, not a privilege. The Blackfoot greeting language project, *ukkii*, demonstrates how language connects people to the land and breathes life into culture. Active involvement in learning is essential: "Tell me, and I may forget; show me, and I may not remember; involve me, and I will remember.

**Educator's Day**

The Braiding Funding panel emphasized the importance of prioritizing community needs, as demonstrated by the American Language Development Institute, which focuses on understanding challenges and successes at the local level. Philanthropy was identified as critical to storytelling and awareness-building, with actionable steps urging collective effort rather than waiting for funding. We have begun these efforts to build partnerships with tribes and other organizations. Workforce development, curriculum creation, and online learning platforms are important for language revitalization, alongside breaking barriers rooted in historical trauma.

Throughout the day, discussions emphasized the importance of the ties between language, land, and identity, with initiatives like Native language teacher certification programs, two-year degree pathways, and cultural and language content integration into education. The Native American Resource Center and the Office of Economic Development support growing Native language programs and grants from organizations like the Institute of Museum and Library Services provide funding.

Technological tools like language learning apps and economic development frameworks tied to cultural knowledge were also explored. The Pratt Experiment session underscored relationship-building as key to securing funding, focusing on leasing school spaces through Section 105(I) and

271 grants. Leveraging resources like 477 funds for workforce training and economic development through language and culture were discussed.

#### Conference sessions Thursday – Saturday

Tribal Governed Teacher Certification – the focus was on empowering local leaders to recognize students' strengths and supporting tribal sovereignty in teacher preparation. Highlights included initiatives like the State Tribal Education Compact Schools (STEC) and a bill advocating tribally-operated teacher prep programs. Emphasizing cultural values, speakers noted that every child is gifted in their own way, and nations have the right to certify teachers by their standards.

Resetting the Aim of Indian Education – discussions centered on the persistent lack of academic progress since the boarding school era and the need to redefine educational goals. Communities were asked what they want their children to learn, how to measure success and their 15-year vision. The session called for integrating curriculum with culture and developing indigenous accreditation models to replace Westernized systems, with Nakona University cited as an example.

Curriculum Development rooted in Language and Culture – upcoming discussions in Washington, D.C., on regulatory changes. Language was celebrated as a vital connection to identity and a source of healing, described as "our medicine" that nourishes the soul.

Utilizing NEA Community Advocacy and Partnership Engagement (CAPE), the focus was on leveraging NEA's CAPE grant to support educational initiatives. Key topics included the six major federal policy periods for Native Americans and the Transformational Indigenous Praxis Model, which outlines its definition, key components, implementation strategies, and goals. Additionally, the discussion emphasized the importance of creating partnerships to provide traditional meals for teachers, fostering cultural integration and support.

The *Balanced Assessment Systems* session focused on redefining how students are assessed, emphasizing the need for evaluations that measure the whole child. The purpose of assessments was divided into two categories: assessments *for* learning (to guide progress) and *of* learning (to evaluate outcomes). We talked about the impact assessments can have—either encouraging or discouraging students. They suggested a book to read called *Pedagogy of the Oppressed*, which highlights the importance of equity in education.

The session introduced a balanced assessment framework, including strategies to help students behind grade level improve. Attendees were encouraged to view assessments as tools for empowerment, integrating components that consider the broader needs of students.

Overall, I thoroughly enjoyed being in the presence of Native American Leaders whose focus is on the education and welfare of Native American students.

October 17-19 – AFN Theme: Our Children, Our Future, Our Future Ancestors which celebrates the importance of nurturing and guiding our children as they are the future inheritors of traditions, values, and legacy. It highlights the role of each individual in shaping the future through their influence on the younger generation. We are responsible for transferring our knowledge to the next generation. One Education resolution passed on the floor. It called for priority funding for public education to ensure timely, reliable, and predictable funding for Alaska schools, educators, and students.

#### November 8-10 – AASB Annual Conference

I worked with the board on resolutions.

Site visits to Selawik, Ambler, Shungnak, and Kobuk – Met with high school students about their plans for the future and talked about the importance of our values. Met with staff for a meet and greet and to answer questions. Attended either an ASC meeting or Community meet and greet to present the strategic plan and how the district made ends meet this year fiscally. I also answered questions they had. I visited all classrooms and had multiple conversations with the principals. In Selawik, at the ASC meeting, Dena Strait and Joanne Burkhart Croft attended to discuss the state grant and what was going to get fixed up or replaced. Overall, everyone appreciated my visit.

Superintendent's upcoming out-of-district travel request

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|--------------------------|--------------------------------------|-------------|
| - December 13/14, 2024   | AASB Winter Academy                  | Anchorage   |
| - January 24-26, 2025    | RTI/MTSS Conference                  | Anchorage   |
| - February 6-8, 2025     | AASB Legislative Fly-in              | Juneau      |
| - March 6-8, 2025        | National Superintendent's Conference | New Orleans |
| - March 29-April 2, 2025 | Superintendent's legislative Fly-in  | Juneau      |
| - Dates to be determined | NWALT lobbying                       | Juneau/DC   |

Terri Walker, Superintendent