

## MEMORANDUM

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**TO:** NWABSD Board of Education  
Members

**DATE:** February 25, 2024

**NUMBER:**

**FR:** Office of the Superintendent

**SUBJECT:** Superintendent's Report

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### **ATTENDANCE:**

The district attendance rate as of 1/31/25 is 80.95%.

Categories	Percent Attendance
Regular Attendance	95%-100%
At-Risk Attendance	90%-94.9%
Chronic Absence	80%-89.9%
Severe Chronic Absence	80% and below

8/20/24 - 1/31/25

Ambler School	82.57%
Buckland School	86.90%
Deering School	89.51%
Kiana School	78.02%
Kisimigiugtuq School	63.45%
Kobuk School	90.68%
June Nelson Elementary	83.49%
Kotzebue Middle/High School	81.40%
Napaaqtugmiut School	80.76%
Aqqaluk High/Noorvik Elementary	81.62%
Davis-Ramoth School	77.90%
Shungnak School	80.81%
NWABSD Home School	100.00%
District	80.95%

### **Attendance Committee:**

District Attendance Committee Data and Initiatives

We are ready to launch our first initiative to increase attendance at schools. Here is the announcement.

The Superintendent and the District Attendance Committee are excited to announce the launch of our new Attendance Incentive program! 🎉 This program is designed to encourage regular attendance and reward our dedicated students **and their families**.

👤 For the next 10 weeks, **beginning** the week of February 17<sup>th</sup>, we will be giving away **10 gallons of gas or stove oil** at each school site!! 🛢️

Every student who maintains a 90% attendance rate during those two weeks will have their name entered into a drawing for the prize. 🏆

There will be one winner from each site every two weeks!! 🙌

All students who maintain a daily attendance rate of 90% or higher beginning February 17th will be entered into a drawing for a 15-gallon fuel tank 🛢️ at the end of the year!

Remember, **everyday** counts! ✅

Drawings start March 3rd, and will be followed by drawings on March 14th, April 4th, April 21st, and May 5th. 📅

### **ENROLLMENT:**

As of February 17, 2025, the K-12's current enrollment is 1817, a decrease of 10 students since November's report.

PreK – 12<sup>th</sup> grade enrollment is 1929, a decrease of 11 students since January's report.

SCHOOL	PK3	PK4	KG	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	TOTAL
ABL	0	8	4	6	6	3	5	4	4	4	9	3	2	2	2	62
BKC	2	11	18	13	19	16	15	17	15	16	20	16	14	13	17	222
DRG	1	6	2	2	5	5	3	8	0	4	4	1	5	2	6	54
IAN	1	5	2	10	8	7	4	5	8	10	5	4	11	5	5	90
KVL	0	2	5	10	8	8	8	19	14	12	13	13	12	13	13	150
OBU	0	3	3	2	3	0	6	2	4	4	2	4	4	0	2	39
KMHS	0	0	0	0	0	0	0	0	48	46	49	52	28	42	35	300
HSCH	0	0	1	1	1	0	0	2	2	1	3	1	10	5	2	29
JNES	6	36	48	44	48	48	34	41	0	0	0	0	0	0	0	305
WTK	0	6	19	11	15	9	5	12	10	7	9	17	15	6	18	159
ORV	1	10	13	10	17	13	25	19	19	19	14	11	15	10	8	204
WLK	1	9	17	11	20	19	16	17	18	25	12	22	16	23	21	247
SHG	1	3	4	5	8	4	5	4	7	6	3	4	3	4	7	68

### January/February 2025

RTI Conference in Anchorage was one of the best conferences this year. Here are some highlights of the sessions I attended.

Friday – Recruitment and Retention - Onboarding new employees involves four key areas: resources, rules, roles, and relationships. A structured onboarding checklist should address when the process starts, its duration, the role of HR and direct managers, goal setting, feedback collection, and check-in points at 30, 60, and 90 days. To promote retention, new hires should clearly understand the organization's beliefs, their strengths, roles, team members, and potential career growth. Currently, only 36% of new employees are engaged in their workplace, emphasizing the need for improved strategies. Enhancing employee well-being and engagement includes developing their strengths, implementing family-friendly policies, fostering workplace friendships, and supporting financial education, healthy habits, and community involvement. Educational leaders can further boost engagement by being intentional managers, having meaningful conversations, and setting clear guidelines and expectations. Prioritizing these elements creates a more supportive and productive work environment.

Saturday – Every student deserves a great teacher, not by chance, but by design. Creating a strong learning environment requires intentionality, focusing on student engagement, belonging, and collaboration. Schools must define what success looks like and measure implementation through thoughtful design. Students should be invited to actively participate in their learning, as

engagement drives achievement. A sense of belonging is crucial—students must feel valued, respected, and supported both academically and personally. The lingering effects of COVID-19 have contributed to a crisis in belonging, impacting motivation, academic success, and mental health, with many students feeling disconnected from school. To transform school culture, educators must foster a shared community built on values, traditions, and collaborative learning. Prioritizing culture first, learning second, and achievement third ensures that students take ownership of their learning, understand their impact, and share responsibility for success. By identifying key focus areas and doing them well, schools can create meaningful and lasting improvements in student engagement.

Sunday – Building a sense of belonging in our schools. (CULTURE AND CLIMATE)  
Building a sense of belonging in schools is essential for student success, engagement, and well-being. One way to reinforce this is to reflect on our "why" and place it where we can see it daily. This serves as a constant reminder of our purpose in fostering a supportive school culture.

Schools are the foundation for our students' futures, and intentional efforts must be made to create an inclusive and welcoming environment. A powerful question to ask within schools is, "How do you promote belonging in your school/classes?" This reflection can help drive initiatives that create more inclusive spaces. Belonging is not a luxury; it is a necessity that affects students' academic performance, attendance, and mental health.

Creating a sense of belonging means ensuring every student feels seen, valued, and heard. This can be achieved through small yet powerful actions, such as greeting students warmly as they enter the school, making them feel invited and present in their learning environment. By prioritizing a culture where every student's contributions matter, schools can bridge gaps and improve overall student engagement.

Visual reminders and affirmations can further reinforce a culture of belonging. Posters, murals, and water bottle stickers with messages like "You are beautiful," "You are loved," "You are needed," and "You matter" create a positive atmosphere. Schools can also highlight influential figures like Della Kleats, June Nelson, and Robert Sampson, allowing students to decide who they want to celebrate on their school walls. These visual elements serve as daily affirmations that each student has a place and purpose in the school community.

Ultimately, fostering belonging requires collective effort from educators, leaders, and students alike. Schools must be intentional about designing spaces where every student feels safe, supported, and empowered to contribute. By prioritizing culture, engagement, and positive relationships, schools can transform into thriving learning communities where students feel connected and motivated to succeed.

Placed Based Education: Place-Based Education (PBE) is a teaching approach that uses a student's local community and environment as the foundation for learning, emphasizing real-world experiences and connections to where students live. By integrating real life and culture with academic content, PBE gives learning a clear purpose and fosters deeper engagement. This method enhances schools, promotes environmental stewardship, and supports community development. It increases student engagement, encourages critical thinking, and creates meaningful opportunities for collaboration across grades and disciplines. PBE also fosters community partnerships, develops environmental consciousness, and aligns with many school districts' mission and vision statements. Ultimately, it provides students with a sense of ownership and purpose in their education by making learning relevant and impactful.

Site visit to Deering – Scheduled a community meeting. Attended either an ASC meeting or Community meet and greet to answer questions. I visited all classrooms and had multiple conversations with the principal.

Terri Walker, Superintendent