

Highlighted Department, Student Services – Lori Roth

Strategic goal 1: Student success

Pedagogy Domains: Culturally Responsive Instruction, Family & Community Collaboration High Expectations, Student Social & Emotional Well-Being

District-wide Student Council

Nunamiut School, Jamal Hart	Kiita Learning Community, open seat
Alak School, open seat	Nuiqsut Trapper, Austin Bennett
Barrow High School, Jayden Lampe	Tikiġaq School, Nasuayaaq Milligrock Margie Dirks, alternate
Kali School, open seat	Harold Kaveolook, Jaylee Kaleak
Meade River, RileiAnne Kingik Francis Itta, alternate	Ad-Hoc, Magdalena Stringer

For the October 26 District-wide In-service:

- Austin Bennett did a wonderful acknowledgement in Inupiaq and English. He provided the history, purpose, and future goals of the council. He also introduced the members from each site. Staff were putting comments in the chat expressing their thanks to all the representatives and telling Austin what a great job he did.
- The Student Services Office reached out to the Department of Education to provide NSBSD’s initial training. We are excited that all sites will be part of the SW-PBIS technical assistance grant for the 23-24 school year. All sites will establish leadership, attend monthly training as a district, and attend individual or cohort monthly coaching sessions. The district-wide student council attended the initial training with our staff and were very excited to hear NSBSD working to establish a positive school climate.
- Sharon Fishel & Micki Dunn (DEED), provided SW-PBIS Tier 1 training to all NSBSD classified & Certified Staff. The presentation summarized the empirical research on the effects of Tier 1 PBIS for all learners and additionally, highlighted the framework and components required to implement PBIS with fidelity.
- Pat Sidmore (DEED), provided Adverse Childhood Experiences (ACES) training to NSBSD staff, that focused on helping our staff understand that stress has real impacts on the body and the brain, as well as how we can act with compassion and caring toward our students, deconstructing trauma, teaching resilience, and unpacking the biophysical science behind traumas effects on the brain.
- Robbin provided SW-PBIS TIER II training on Check-In/Check-out (CICO), which focused on check-in/check-out is a PBIS Tier II intervention strategy used by educators for struggling students, with the purpose of building a student's confidence in their ability to succeed by increasing positive behaviors.

Alaska Safe Children’s Act:

- All sites have the paper curriculum to teach guidance lessons in grades pre-K through grade 5. In 2021, the Student Services Office purchased the on-line program based on site request for grades pre-K through grade 8. The Anti-bullying and Child Protection Units are part of that subscription and meet the requirements for the Alaska Safe Children’s Act. For the 23-24 school year, all sites will have access to the on-line Second Step curriculum. School counselors/social workers have been asked to work with their principals and schedule guidance lessons in the classrooms.

- Grade 9: requirements met through the Board approved Health curriculum
- Grade 10 & 11: State of Alaska approved on-line modules for 4thR. Modules can be accessed at <https://akclassroom.inquisiqms.com/Default.aspx>.

Strategic goal 2: Community engagement

Pedagogy domains: Family & Community Collaboration

Migrant Education

Student Services continues to recruit for a part-time Migrant Ed Program Manager. In the meantime, your school-based recruiter will be reaching out if you completed the survey in the enrollment packet. The criteria for the migrant education program includes subsistence activities of fishing or berry picking for 8 days and 7 nights (cumulative) . Please reach out to Sharene at 907-852-9686 if you have any questions.

To learn more please go to: <https://education.alaska.gov/esea/titlei-c>

Fred Ipalook Elementary,	Lynette Hepa, Nova Gueco	Tikiġaq School,	Dana Hank
Eben Hopson Middle School,	Carolina Tenbroeck, Diedre Kaleak	Central Office Annex,	Sharene Ahmaogak, Lori Roth
Meade River School,	Amanda Brower		

McKinney-Vento (Homeless)

Each site has a staff member selected to be the Homeless Liaison. The Homeless Liaison monitors all students and identifies students who may be homeless. The following are examples of students who may be identified:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason. Commonly called doubling-up.
- Children and youth living in motels, hotels, or camping grounds due to the lack of alternative adequate accommodations.
- Children and youth living in emergency or transitional shelters, abandoned in hospitals; or are awaiting foster care placement.
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Unaccompanied youths or runaways. Children in this situation can be described as couch surfers, chronically spending a few nights at one friend's home then moving on to another.

To learn more please go to: <https://education.alaska.gov/esea/titlex-c/homelessdefinitionandexamples>

Fred Ipalook, Lynette Hepa & Nova Gueco	Kiita Learning Community, Jen Brower
Hopson Middle School,	Aġak School, Elsie Ahmaogak
Barrow High School, Laura Webb	Tikiġaq School, Cathy Williams
Kali School, Cindy Granatir	Nunamiut School,
Harold Kaveolook, Carey Halnier	Nuiqsut Trapper, Carol Melchert
Meade River, Patti Lloyd	District Liaison, Lori Roth & Cecilia Miller

The Student Services Office arranged for the annual required training for our homeless liaisons, school counselors /school social workers, principals, and other classified staff during the October 26 district-wide in-service. Unfortunately, the presentation was canceled by the presenter. It will be rescheduled.

School Improvement Sites for 2023-2024:

School	Designation	Target Group	School Improvement Plan / Stakeholder Group	Funding Amount
Ałak School	Targeted School Support	Economically Disadvantaged	Yes	\$25,000.00
Fred Ipalook Elementary School	Targeted School Support	Alaska Native/ American Indian, Economically Disadvantaged	Yes	\$25,000.00
Kiita Learning Community	Comprehensive School Support	Graduation Rate	Yes	\$25,000.00
Nuiqsut Trapper School	Comprehensive School Support	All student groups	Yes	\$50,000.00
Tikiġaq School	Targeted School Support	Special Education	Yes	\$25,000.00

All sites receiving school improvement funds from the State completed the Empowerment process. This process included forming a stakeholder group and gathering data to support a needs assessment. Based on the needs assessment, a 3-year school improvement plan was developed. As part of the process, the schools will complete quarterly reports to determine possible revisions/ new interventions based on student and community feedback.

Strategic goal 3: Staff success

Pedagogy domain: Staff Support & Professional Development

For the October 26 District-wide In-service the Student Services office reached out to the Department of Education to provide training. We are excited to be part of their SW-PBIS technical assistance grant for the 23-24 school year. All sites will establish a leadership training partnership with DEED for presentation on school climate.

Kali School: Second Step training

All Kali School staff attended a training provided by Second Step. All certificated staff have access to the on-line Second Step lessons.

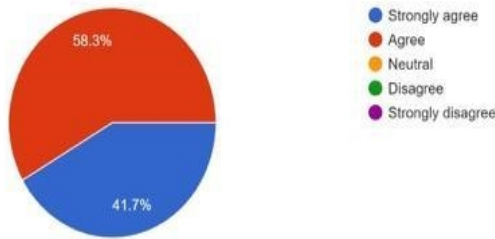
Staff Wellness Program: The following data was provided by Renee VanNorman, WellEducator. Renee provides weekly "field Trips" for all staff. She provided a 45-minute all staff wellness support presentation during our October 25 district-wide in-service.

Attendance and recording views are as follows:

- Introductory Session 1 (9/18) = 4 live attendees
- Introductory Session 2 (9/21) = 8 live attendees/19 recording views
- Cognitive Dimension 1 (9/25) = 0 attendees
- Cognitive Dimension 2 (9.28) = 3 attendees/Recording views to be assessed
- Environmental Dimension 1 (10/2) = 1 live attendee/Recording views TBD
- Environmental Dimension 1 (10/19) = 0 live attendees
- Environmental Dimension 2 (10/23) = 0 live attendees
- District-wide Inservice (10/25) = 48 live attendees

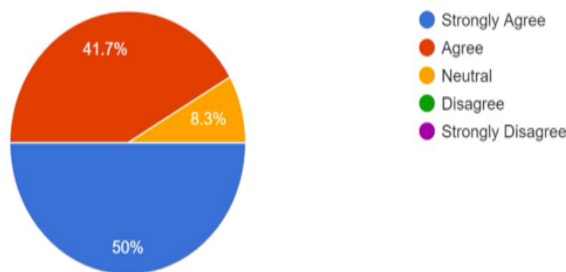
Overall, I found the mindful exercises helpful.

12 responses



Overall, I found the Intention Setting time useful.

12 responses



Professional Development: The Student Services Office established a goal of doing weekly remote support and one (1) on-site visitation to each site per semester. The Student Services Office is doing on-site visitations to support school counselors and special education teachers. Lori was on site in Nuiqsut Trapper October 2-5 and Tikigaq School October 16-20. Robbin was at Alak School October 2-4 and Meade River School October 17-18. Additional trips to Nunamiut School and Harold Kaveolook School are being scheduled. Secondary Transition training was offered to all Secondary SPED staff. It was provided by the Southeast Regional Resource Center and the Department of Education.

NSBSD currently has 3 staff trained in Crisis Prevention Intervention (CPI): Verbal de-escalation as trainers. Robbin Perkins-Askew, MJ Geiser, and Lori Roth attended the Verbal de-escalation training in Anchorage the first week of November. The training updated our certificates to the new format which is based on trauma informed practices, culturally responsive instruction, and social emotional learning (SEL).

20-23 trainings include:

- Kiita Learning Community
- Principals
- Barrow classified staff
- Additional sites are being scheduled.

Highly Qualified SPED Paraprofessionals

The Student Services Office is proud to announce Charis Dion, a special education paraprofessional, has achieved highly qualified status.

Walden Field Experience

The Student Services Office is excited that we are supporting Joel Griffis from Hopson Middle School as he attends Walden University to earn his school counselor certification. Joel will be working with the current school counselor to do his field experience hours.

Highlighted Department, Qatqiññaġvik / Career & Technical Education - MJ Geiser

Strategic goal 1: Student success

Pedagogy Domains: Culturally Responsive Instruction, Family & Community Collaboration

Strategic goal 2: Community engagement

Pedagogy Domains: Culturally Responsive Instruction, Family & Community Collaboration

October was an exciting month for Qatqiññaġvik and CTE. We had both an Introduction to Construction session and a Culinary session October 9th through 20th. Students in grades 9 – 11 from Wainwright, Nuiqsut, Atqasuk, Point Hope, and Utqiagvik attended.

We continue to be thankful to our Ilisagvik College partner who provides dual credit opportunities to our students. The Introduction to Construction course was the second time they offered it for our students this semester. In this session, we had six students earn their NCCER – Core. Once the hard work was done, students were able to get some hands-on welding experience.



Iļisaġvik advised us that we have 54 students registered for dual credit classes this semester. 34 of the students are registered for CTE courses including the Introduction to Construction and multiple IT courses. The remaining 20 students are taking academic courses.

Our culinary class was taught by Chef Ka'ainoa Ravey. We had twelve students participate in the session where students earned their Alaska Food Handlers Card, participated in a culinary competition, and assisted in a celebratory dinner for members of the community.

As they were learning how to safely prepare, handle, and store food, they were also designing a food truck menu, learning to make pastas and breads, cutting techniques, and so much more. As they learned together, they formed teams for the competition, each finding their specialty. The competition judges were greatly pleased with the presentations as well as the delightful tastes they experienced. Likewise, the community guests for the dinner were delighted by the tastes they experienced that evening.







All of the students appreciated
and were
excited to experience the
blessings bestowed
on our whaling crews.

They also had a great time with
drumming and dancing!



Students also had a
great time learning to
make stuffed seals with
Susan Hope!

The last weekend of October we sent a group of six students to Alaska EXCEL to participate in EXCEL 12 with drivers education and a CTE session for aviation. Students overnighed at Qatqiññaġvik on their way to the program and will again stay on the 9th as they make their way back to their home villages of Nuiqsut, Wainwright, and Point Lay. The sixth student resides in Anaktuvuk Pass and traveled through Fairbanks.

We also provided CTE classes in Kaktovik October 20 – November 3 by CTE Manager, Kent Mingneau. He instructed 20 students grades 6 - 12 on NCCER Welding using simulators. In addition to instruction, Kent is also completing inventories of the school shops. Having an inventory will assist us in standardizing the shops so to provide equitable instruction to our students.

Strategic goal 3: Staff success

Pedagogy domain: Staff Support & Professional Development

The District Inservice on October 25th provided the second opportunity for all of our CTE teachers as well as our art, band, PE, and health teachers to meet and collaborate. We discussed classroom management in the non-traditional classroom setting, turning negatives into positives, as well as the supports they need to better serve their students. We also had an opportunity for our counselors, CTE teachers, and all OJT instructors to be trained in the AKCIS database.

Department Reports

Student Activities - Steve Zanazzo

Strategic goal 1: Student success

Pedagogy Domains: Family & Community Collaboration High Expectations, Student Social & Emotional Well-Being

Barrow Volleyball won the Regional Championship in Nome beating Nome 3 sets to 1. They then competed at the ASAA State Championship placing 5th going 1-2 on the weekend. With only 2 seniors in the program, the future looks bright for Whaler Volleyball!

The 7-team Mixed Six Volleyball Regional tournament takes place at Meade River on November 17-18. The winner of the double elimination tournament will represent the North Slope at the ASAA State Tournament in Palmer on Nov 30 - Dec 2.

Barrow Wrestling has begun and they have competed in 3 tournaments so far with season. The Bob Harcharek was cancelled in early November and rescheduled for December 1-2. BHS will host 4 schools in both boys and girls weight classes.

Lego Robotics will be hosted again in Utqiagvik in the month December with most of the schools attending.

Basketball season is almost here with the official practices beginning on November 29th.

Curriculum & Instruction - Caitlin Santos

Strategic goal 1: Student success

Pedagogy Domains: Culturally Responsive Instruction, Family & Community Collaboration High Expectations, Student Social & Emotional Well-Being

- Alaska State Science results were distributed this month, board report included. The AKStar results are further delayed and will not be ready until Christmas time.
- Beginning of the Year NWEA MAP and mClass data has been uploaded into EdHub and teachers are beginning to log intervention plans for students.

- Alaska Developmental Profile scores have been submitted to the state for all Kindergarten and new-to-school first graders.
- All new-to-country students identified through the Parent Home Language Survey have been assessed as per our English Language Learner policies.
- An updated Pre-excused Absence form has been distributed to buildings. The new form includes more detail for make-up work to ensure that students and parents understand the topics and content that will be covered during the absence.
- All school sites have been allocated funded hours for After School Tutoring. Buildings are in process of beginning tutoring.

Strategic goal 2: Community engagement

Pedagogy Domains: Culturally Responsive Instruction, Family & Community Collaboration

- As per the Alaska Reads Act, students in grades 1-3 who are reading well below benchmark had notes sent home, and parent contacts have been made.
- Two radio shows were recorded explaining the Alaska Reads Act to parents, and pointing them towards support for at-home reading.
- C&I Coordinator of Secondary Clay Moose will be traveling to Point Lay in early November to assist with community engagement events and to provide coaching to the secondary staff on instructional strategies.

Strategic goal 3: Staff success

Pedagogy domain: Staff Support & Professional Development

- District-wide Inservice on October 25th: C&I provided multiple sessions on instructional strategies.
- Staff continued site visits in support of classroom instruction, and library services. Sites visited include Kaktovik, Nuiqsut, Atqasuk, Ipalook Elementary, Hopson Middle School, Barrow High School, and Point Lay.
- The 20 day count took place during October. The student enrollment during this period is crucial to our state funding. As such, we have been working with sites to ensure that all students enrolled have proper paperwork, and are in attendance. For students not in attendance, building staff are working to make contact with families to determine if students have transferred to another school, or to put a plan in place for student re-entry with minimal barriers.
- C&I staff have been busy creating a Resource Repository with short videos and instructional sheets on a wide variety of topics ECE- High School.
- Director Santos and Instructional Specialist [Kathleen Fisher](#) attended the National Indian Education conference in Albuquerque NM. The conference provided networking opportunities, and insights into best practices across the nation. Highlights included sessions on teacher training and immersion. Director Santos and Director Judkins presented a session on the importance of culturally responsive instruction and relevant materials. The session yielded good questions and an opportunity to expand our conversations with other like-situated districts.

Iñupiat Education - Tennessee Judkins

Strategic goal 1: Student success

Pedagogy Domains: Culturally Responsive Instruction, Family & Community Collaboration

Uqautiluga Iñupiatun

We have had great success with the reopening of the Iñupiaq Language Immersion classroom and are getting ready to start planning and preparing for opening a Kindergarten classroom at Ipalook in addition to hopefully a classroom in one of the villages. What we have been working on is engaging with community because they play a vital role in the success of opening a program and we cannot do it without local parents, families, and community members. We will need a minimum of two teachers and one para per classroom who are interested and willing to instruct solely in Iñupiatun. In addition to this, we have been working with the previously developed immersion curriculum and mapping out each year as well as trying to focus on building Iñupiaq language scripts to supplement the curriculum. We are fully understanding and committed to supporting our local community in their interests in becoming certified teachers as well as teachers who can teach immersion classrooms – this is a three-pronged approach as we will need to continue to support local teacher certification programs, language fluency programs, and the opening of immersion classrooms in the communities who put their hand up to support this initiative.

Iñupiaq Language Program

The Iñupiaq Language Instructional Specialist, Atuqtuaq Justice, continues to work with Martha Stackhouse on teaching sixth period conversational Iñupiaq. They agreed to have the students do a final project as part of the course and decided for it to be a family presentation project done in Google Slides. They created a template of the presentation for each of the students and shared it with them – this allows them to see progress on the teacher's side and provide support where needed. They went over the assignment with the students and gave them time during class to work on it. It is due on November 27th at which point students will present their project for the rest of the students. This is part of the unified sixth period class that we are offering at the high school level and piloting how distance education works in a cohort model.

In alignment with the Iñupiaq Language Program Scope & Sequence, the Iñupiaq language teachers have been working with their students to prepare them for the Knowledge of Language competition. Every student enrolled in an Iñupiaq language class is supposed to participate. We weren't sure how well this would work over zoom but we began doing it this month and it is going well. We do this as a group every Friday.

We continue to work on enhancing the Iñupiaq Language Program by creating materials and resources – like textbooks, supplemental learning materials, etc. – that are in alignment with the Iñupiaq Language Program Scope & Sequence. Through this, we are able to continuously collect data that will showcase student's language progression, set language goals each year, and work on achieving those goals. As we continue to work through putting these mechanisms in place, we will include this in our administrative reports to the Board.

Strategic goal 2: Community engagement

Pedagogy Domains: Culturally Responsive Instruction, Family & Community Collaboration

Community Partnerships

In collaboration with the superintendent's office, we continue to work closely with Iḷisagvik College and the University of Alaska Fairbanks to articulate the Iḷisaurriḡuqta program. We are working to support our first cohort in the spring semester and are working on communication with interested community members and staff members to do transcript analyses and get them on track for progressing in the program. We are extremely excited and thankful for our partnerships with the post-secondary institutions to assist us in fostering a program that will meet the needs of our local community who are interested in becoming teachers.

We have also been partnering with Arctic Education Foundation, Arctic Slope Community Foundation, and ICAS, on a number of different projects and initiatives that will continue to enhance Iñupiaq Education and support our NSBSD Pedagogy Implementation plan. This includes supporting the Iḷisaurriḡuqta

program, working out a plan for the Master-Apprentice program, and focusing on enhancing tribal education through partnership on tribal-state compacting.

Strategic goal 3: Staff success

Pedagogy domain: Staff Support & Professional Development

October District-wide Inservice

The Iñupiaq Education Department continues to collaborate with the instructional team on streamlining and enhancing district inservices. We provided a specific track for all of the ilisaurrit on Iñupiaq language instruction, data, and curriculum. We also offered sessions on understanding culture-based units and what implementation should look like in collaboration with Harlee Harvey who helped provide real-life experience with unit implementation. Our plan is to continue focusing on culturally responsive instruction when planning for the January inservice.

Project Mapkuq/Chalk Management

Instructional Specialist Kelsey Gordon completed the Project Mapkuq unit review in Chalk, in collaboration with our curriculum contractor, Pat Partnow, and it is now complete. We continue to work to support the needs of sites and individual teachers in regards to understanding the Iñupiaq Learning Framework, culture-based units and implementation, and the technicalities of Chalk. In addition to this, we continue analyzing the areas where there are holes in grade level maps or content area maps, so that we can work on developing units that will be accessible by teachers to enhance the options of local, place-based curriculum. This includes the input of our Iñupiaq Values units in an accessible map that will be useful for teachers at all grade levels. We continue to collaborate with Curriculum and Instruction to enhance and streamline processes and access of materials and resources for teachers.

Human Resources - Greg Culbert

Strategic goal 1: Student success

Pedagogy Domains: Culturally Responsive Instruction, Family & Community Collaboration

Eben Hopson Middle School has welcomed Principal Kevin Younger to the North Slope this month that had previously been temporarily supported by Assistant Superintendent Tracy Mulvenon. In addition, several new full-time staff, temporary and long-term substitute teachers are commencing work this month. While resignations of teachers have been received, new hires are being identified and recruited. We are confident that student service will not be interrupted.

Strategic goal 2: Community engagement

Pedagogy Domain: Family & Community Collaboration

Several staff from our department volunteered to help out at the Rotary Carnival in setting up, operating several events, and cleaning. This was a great opportunity to interact with the community and staff. It is nice to see traditions continue.

Strategic goal 3: Staff success:

Pedagogy Domain: Staff Support & Professional Development

Teacher certification is delayed due to the State currently up to ten weeks behind in processing applications for teachers new to the profession, new to the State, or requiring re-certification.

For Career Technical Education programs, administration is collaborating with Iłisaġvik College to offer training placement for their CTE programs.

With vacancies of key positions in the Maintenance and Operations department, on-the-job training for students will be sought after for applicable positions.

Strategic goal 4: Financial and operational stewardship

Pedagogy Domain: Financial & Operational Stewardship

With consideration of a highly competitive job marketplace, administration is reviewing the structure of contracts and agreements to ensure compensation of employees (wages and benefits) are adjusted in range to match the duties assigned and are not working outside of their classification. Human Resources is currently completing a PERS/TRS audit where two findings from 1993 (misapplication of probationary period) and 2015 (no election of standard or alternate option) are outstanding.

Information Technology - Reginald Santos**Strategic goal 3: Staff success**

IT Staff continues on deploying upgraded Teacher laptops throughout the district. Some of the Interactive Panels from last years RUS Grant are now being used by some teachers, and more of them still being assembled and deployed throughout the district. Staff are so excited and grateful for the new and modern tools they can now use in the classroom.

Pedagogy domain: Staff Support & Professional Development

Myself and one staff member, Jeff Angeles, traveled to Point Hope to respond to the reports of Network and Phone issues in Tikigaq School. With the help of GCI Managed Network Services team and NSBSD team, we managed to isolate the issue from a couple of malfunctioning network equipment. We managed to bypass the equipment and replace the other with a new one. We have made test calls to various locations including test calls to 911 emergency services to ensure Schools can contact them properly in case of emergency. Test calls were all successful and call quality has been restored to optimal performance. We also took care of other requests such as hardwiring their brand-new large format printer, and delivering the new laptops to the teachers of Tikigaq School.

IT still need to fix the Bell and Intercom Systems, unfortunately, more investigation is needed to find the root cause of the issue. We will need support from the device manufacturer and third-party support to help us bring the system back to its working state.

Maintenance & Operations - Steve Cropsey**Strategic goal 4: Financial and operational stewardship****Pedagogy Domain: Financial & Operational Stewardship****AHERA**

The last AHERA Inspection / Report. was done by SERRC (SouthEast Regional Resource Center) in 2018. Then the COVID disaster hit and like many other school districts in Alaska inspections were not done within the Federally required every 3-year time frame. The District contracted with SERRC to perform the required inspection and Mr. Christopher Giron arrived on site Nov. 6 to perform the required Inspection / Report. Results will soon be published but it appears there were no particularly alarming changes. An alarming change for instance is if a previously encapsulated or non-friable asbestos containing material becomes friable and releases asbestos particles into the air thereby causing a potential for inhalation by school site users.

ALAK SCHOOL

Has a serious heating and ventilating problem which was described by teachers, students and administrators. We have been able to secure the services of Alaska Air Balancing (AAB) to work on balancing the system. AAB will also prepare a repair report which will lead to a Repair and Replace Contract to fix the system. CIPM has agreed to pay for the AAB contract and the repair contract out of existing project funding for Alak School. It is so late in the school year that the results probably won't be significantly realized until next school year.

MEADE RIVER SCHOOL Existing



The existing playground is over 20 years old. The City Of Atqasuk through Mayor Whiteman has provided \$140,000 that in conjunction with CIP funding from the Borough will be used to construct a new Playground. A landscape architect, Elise Huggins, specializing in designing playgrounds has been retained to work with the community to design a playground according to the Atqasuk Community's desires and budget constraints. With the help of the Borough CIPM Dept. this project is on a fast track to be built in the early summer 2024. The Architect and the District's Temporary CIP Coordinator attended a Community/ SAC meeting on Friday Nov 10 to elicit community input for the play apparatus desired and the design of supportive elements to the playground. This is an example of an excellent collaborative project development.

M&O GENERAL OPERATIONS

The M&O department has filled two critical positions. One is a budgeted permanent contracted position the other is a temporary position.

The permanent position is critical to protecting the students and staff of the NSBSD the position is titled Emergency Operations Coordinator. Mr. Cunningham is working immediately on all sites' Emergency Evacuation Plans and expects to have them ready for Principal and SAC presentations, review and comments by Dec. 1, 2023.

The second position is temporary and titled CIP Coordinator. This addition of a person dedicated to moving CIP projects along has had an immediate effect on three projects. The playground design in ATQ, the bleacher project and the heating and ventilation issue at Alak School.

M&O ROUTINE OPERATIONS

The Department is catching up on Preventative Maint (PM) and Work Orders (WO).

Prior to the DEED Audit last spring there were literally thousands of PM and WOs that had either not been responded to or not closed out. The M&O Coordinator dedicated her time for about 3 months to get projects closed out or deleted because they were unable to complete. Unable to complete would be, for example, a monthly PM for a period of time from a year ago.

WORK ORDERS RECEIVED IN OCTOBER 2023:

SITE	Non-PM	PM	Grand Total	SITE	Archived	In Progress	Grand Total
AIN	3	46	49	AIN	0	49	49
AKP	8	30	38	AKP	12	26	38
ATQ	7	40	47	ATQ	4	43	47
BHS	13	24	37	BHS	35	2	37
HMS	7	24	31	HMS	27	4	31
IPK	12	24	36	IPK	31	5	36
KAK	5	1	6	KAK	2	4	6
KLC		29	29	KLC	29	0	29
NUI	2	25	27	NUI	25	2	27
UTQ. OFFICE FAC. & HOUSING	93	103	196	UTQ. OFFICE FAC. & HOUSING	150	46	196
PHO	51	36	87	PHO	28	59	87
PIZ		35	35	PIZ	6	29	35
Grand Total	201	417	618	Grand Total	349	269	618

Business Office

Strategic goal 4: Financial and operational stewardship

Pedagogy Domain: Financial & Operational Stewardship

With the audit successfully completed the department is preparing to present our report to the NSB in early December and is also working closely with the Superintendent to prepare a draft preliminary budget for delivery to the Board before January 1st.

The Business Office continues it's work stabilizing the department and its operations. Mr. Niedermeyer and Ms. Peterson are working closely with the department team to ensure payroll and district finances are maintained in a functional and transparent manner and any staff concerns are addressed.

The department continues to work with HR to build cohesive inter-departmental processes to benefit all operations.