

Administrator Report

Chief School Administrator - David Vadiveloo

First, I would like to thank the Board for their contributions to and guidance of District participation in the Nunaaqirat Tumichainit Quadrilateral meeting held on April 18 through 20, 2022, between the North Slope Borough, Iḷisaḡvik College, The Inupiat community of the North Slope and the NSBSD. I thank the Board also for their further guidance during the Iḷisaḡvik College and NSBSD joint Board meeting the following day on April 21 discussing and refining the MOU between the organizations.

These meetings powerfully reflected the Iñupiaq values of co-operation, humor, compassion, respect for elders and families and represented extremely positive steps toward collaborative leadership in education. The highlight of the quadrilateral for all was the presence of students from our schools and Iḷisaḡvik in each of the working groups and both meetings resulted in a range of plans and commitments toward furthering the educational platform and prospects of our students. The next round of working group meetings has already commenced with the RLC and we look forward to developments there.

Our District continues to feel the effects of staff shortages and I thank the Board for their time and guidance during the recent work session on May 2 focusing on recruitment and retention. As of today our certified vacancies are 61 and our classified are at over 50. Our Administrators and staff are working with all available resources to recruit for the district so this remains our highest priority moving into summer to ensure we have as many of those positions filled as is possible.

Former HR Director David Camp left the District on April 19th for health reasons but in good news, we have been pleased to welcome experienced interim HR Director Ted Vanbrankhorst. Mr. Vanbrankhorst has made an immediate impact with his calm temperament and his focus on collaboration and communication between departments. We continue to search for candidates for the permanent HR Director position.

In response to the emergency incidents at Hopson Middle School earlier in the month and the incidents at other sites earlier in the year, we've commenced planning a District wide review of our critical incident response plans. This review is anchored by the existing Red and green book Crisis Management Plan and involves multi-level consultation with NSB Risk management, the ICAS emergency response manager and local emergency services. Assistant Superintendent MJ Geiser has attended an emergency response training and will report on that. Working with M&O Director Jones the two of them have been directed to ensure there is a district wide consistent response plan with a site by site response plan developed with Site administrators and local SACs. An increase in emergency drills is being discussed to start in Fall, in-service training for all staff and a plan for addressing critical infrastructure and emergency supplies will be developed. This will remain a high priority issue for the District and will have an ongoing focus to the end of the school year and across summer.

Speaking of summer, we're pleased to announce summer school offering at 7 sites. In keeping with our commitment to meet the needs of our students we have a number of teachers and administrators who have offered to support credit recovery and a range of CTE and other activities.

By way of legal updates, the recent level 3 grievance against the district has been withdrawn by the NSBEA.

These first 4 weeks in the role have allowed me to really enjoy the amazing strengths of this District and the families and students we work for and alongside. On April 27th I attended the HMS assembly and was presented with a letter from the Student Council outlining the areas of the School they most appreciated and some things they would like to see in future at their school. It was a wonderful example of our students taking responsibility for their future and their education.

In these first weeks I've spent as much time as possible reaching out to community members, family members, Elders, Administrators and staff across a number of sites – I still haven't got to every site but I have asked them for a suitable time and I continue to be energized by the passion of our staff for their students and the outcomes they achieve. I've had the great pleasure of attending SAC meetings in Utqiagvik, Point Hope, and Nuiqsut and have more visits with SAC's planned.

With the easing of covid restrictions I'm pleased to advise that our departments have also once again commenced weekly visits to our school sites to support students, teachers and instruction as needed and Director Noble will speak further to that.

The mask mandate for all of our schools remains lifted.

The most current update of the risk /COVID status of our schools is all school sites are green.

Assistant Superintendent - MJ Geiser

Crisis Management/Safety

· The responsibilities of this work will be shared between the Director of M&O and the Assistant Superintendent. My responsibilities are to ensure students and staff are trained on prevention, preparation for response, and recovery. The prevention and recovery will be addressed through our social emotional programs such as restorative practices, School Wide Positive Behavior Intervention Supports (SW-PBIS), Crisis Prevention Intervention (verbal de-escalation), and the trauma informed e-Learning trainings through Department of Education and Early Development (DEED). These are supported by the Transforming Schools initiative through DEED (<https://education.alaska.gov/apps/traumawebtoolkit/new-framework-page.html>)

· I attended the ALICE train the trainer with David Hines from Ilisagvik. I have emailed Chief Brown regarding scheduling shared training of school staff at each site at the beginning of the school year. Working with the local police officers in each village and providing the training face-to-face I believe will provide the best supports for our staff. By providing specific evacuation and lockdown examples and plans staff will be more confident in their responses which will assist in the safety of our students.

Principal Evaluation Tool

· Principals Jenkins and TenBroeck and I continue to meet and formulate the evaluation tool. While we did not meet our planned completion date, I believe the work is in the final stages and should be complete before the end of this month. This will allow the document to go before the Evaluation Committee and, following AS 14.20.149, provide opportunities for feedback from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators. The evaluation tool and the information gathered will then be provided to the School Board for consideration, again per AS 14.20.149.

Principal Interviews

· I am working with Principal TenBroeck and Hansen and Interim HR Director Vanbronk to complete the 1st level of interviews of principal candidates. I have been in contact with the hiring

committees at the sites and have worked with them to develop their specific list of wants and needs in a principal. Off of those lists, I worked with the committees in developing the interview questions specific for their sites.

Maintenance & Operations - Craig Jones

This Month at M&O we are doing a number of things at each site. We are going through our housing move out inspections for staff that are leaving the district. We are trying to accommodate requests to move for staff that are returning for the next school year.

Each site is making preparations and ordering materials for their upcoming summer projects.

We are working to get all barge orders in for this next barge season.

We have completed our request for vehicles for next year. We finally have the new bus in Wainwright. We have a new skid steer ordered. One will go to Kaktovik and one will be sent to ATQ.

We have compiled all housing lease requests and will have those presented to the Board for approval.

We are in the process of completing the RLC project. We are waiting for Final Turnover Documents and will monitor some punch list items. We have completed a system training at the RLC and now have the Keys to the building. We are waiting on a couple of certifications before it can be considered habitable.

Last update on the Pool for BHS showed that after a long wait in Canada the material for the pool is now in Anchorage and should be here by the second week of May.

Tikigaq Kitchen remodel is out to bid and our first pre-bid meeting was held 4/28. We will track project status and update as the information changes.

We are waiting for a final summer school schedule in order to make adjustments at transportation. We are also waiting to see the schedule for the mayors' summer freed program and will likely have a repeat of the drive through option like we did last year.

We are now having planning meetings for the new Kaktovik School/Gym. Involved so far is the School District, CIPM and the City of Kaktovik through the Mayor's office.

We have 2 bigger projects this summer. One in AKP and the other in NUI. These will be the replacement of the waste water lines and will take most of the summer to complete. U.I.C. will be doing this work and the materials are already on site.

After the PRC we passed the next milestone in Areawide M&O project funding. NO changes were recommended at the Planning Commission meeting. PRC recommended 5 million for next year's CIPM projects as well as approximately 4 million for the Phase II BHS Mechanical Upgrades. We were able to use approximately 9 million dollars for projects so far this school year and we currently have about 3 million dollars left on the books.

Corey Cahoon will be retiring at the end of this school year and we will be moving staff around to cover vacancies where possible. We will be Transferring one of our plant managers into Utqiagvik to fill Coreys Spot.

Information Technology - Everett Haimes

The Information Technology department is presently deploying all video-teleconference equipment to all sites and is steadily receiving network hardware for infrastructure upgrades. The

new Ava-based security system is being installed at the Residential Learning System and will set the stage for a complete District-wide conversion in the near future. Travel is being planned for the summer to deploy new laptops and network hardware for all sites, bringing the District network infrastructure up to date with modern hardware.

Finally, this being my final School Board meeting, I wish to bid farewell. It has been an honor to serve the people of the North Slope for the past twenty-three years, and I would like to thank the School District in particular for trusting me with their technology for thirteen years. It is my goal to ensure the continued success of the Information Technology department, and until my departure I am focusing on ensuring the stability and simplicity of management of all District infrastructure, training the IT Staff, collecting documentation for future reference, and mentoring the IT Lead, Reggie Santos, whom I believe is an exceptional leader and is very capable of running the department in the future.

Curriculum & Instruction - Liz Noble

In response to Board Member Nageak's question during the April Board meeting in reference to attendance incentives, I have received the input below from site administrators:

Alak School: Ice Cream socials

Harold Kavelook School: We do a prize auction every Month for grades 6-12. Students earn Ram Bucs thru ought the month for attendance (being here and on time), positive behavior, increasing Map Scores etc.

Meade River School: Students with perfect attendance receive a bike or an ipad.

Kali School: Classroom rewards and ice cream parties for perfect attendance.

Tikigaaq School: purchased clothing, hats and an embroidery machine to produce incentives for students to be handed out monthly and quarterly. They have also purchased bikes for the Elementary students and ear pods and speakers for the High School students.

Usage Report: As noted in the previous board reports the department has conducted a usage report to support program recommendation for SY22-23. Curriculum Committee recommendation is listed below:

KPreK-2 Imagine Learning Literacy and Math

3-12 Edgenuity/MyPath Next Gen

K-8 Lexia/PowerUp

This recommendation decreases programs from 5 to 3 for SY22-23. Decrease in programs will help us provide the support, structure, and training needed for student success.

BHS E-Sports team finished the regular season placed 5th and will be going into the state playoffs, starting Monday, April 25.

Esports is officially recognized as a sanctioned high school sport through partnership with the NFHS and Alaska School Activities Association (ASAA).

Establishing Esports in high school enables students to do what they love and provides them with additional opportunities to earn recognition while developing priceless critical thinking, collaboration, creativity, and interpersonal skills to achieve and sustain success. It reaches beyond traditional sports to create an all-inclusive environment.

<p>Character Growth</p> <p>Students build character and develop discipline, self-esteem, and sportsmanship through practice and competition.</p>	<p>Student Engagement</p> <p>Esports is the only co-ed, all-inclusive high school sport, and engages students who might not otherwise participate in school activities or athletics.</p>	<p>STEM Skill Growth</p> <p>Esports competition is rooted in technology, and provides a natural pathway for students pursuing college majors in the STEM category.</p>
<p>Socialization Skills</p> <p>Many students are already passionate about gaming, and Esports provides an environment where they can come together and bond over a shared interest.</p>	<p>Industry Experience</p> <p>Esports is a relatively new field offering a wide variety of careers, from on-screen sports analysts to back-end engineers who build the games.</p>	<p>GPA Improvement</p> <p>Both teachers and parents have reported a renewed interest in schoolwork and an improvement in grades as a result of participation.</p>

Parent Guide to High School Esports:

file:///C:/Users/liz.noble/Downloads/parents_esports_guide.pdf

PowerSchool Online Enrollment Express is ready for your review. Initial implementation is scheduled for Fall 2022. Paper enrollment copies will still be available, district wide, as well.

Student Records Manager, Ranel Gandia, with the boards permission, will now provide a short overview of the process and requests your participation for input and feedback prior to initial implementation.

Spring Oasis Report was submitted April 18. The purpose of this collection is to assist in reporting student demographics and calculate student test participation.

This submission is a student-level data file that includes all students enrolled in a district on the first day of testing. Inclusion of information for kindergarten through 2nd grade students, as well as all 11th and 12th grade students, is required for the accountability calculation - System for School Success. This year, the first day of testing is March 28, 2022. The detail requested in this file allows for disaggregation of assessment results in a variety of student subgroups required by law.

Pandemic Electronic Benefit Transfer (P-EBT) report was submitted April 22. This report identifies NSBSD students that qualify for the PEBT funds during the months of July- Dec 2021.

Instructional Specialist, Kathleen Fisher, attended the Science of Reading Symposium April 29-30 in Anchorage. The Symposium supports Strategic Goal 1.3 Early Childhood Success, all students reading by 3rd grade and it supports the statewide initiative of Reading by 3rd grade.

The Science of Reading is an ongoing field of study that examines the last fifty years of research to determine the most effective way to teach reading. Alaska’s Science of Reading Symposium

will explore the research, it's implications, and the urgency of the action for students across Alaska. Sessions will include a close look at the statewide focus on Reading Instruction, Assessment, Professional Learning Communities, and Culturally Responsive Instruction.

Assessment: AK Star state assessments has been completed along with our NWEA-MAP Spring benchmark. Results for the Spring NWEA will be available after the window closes on May 6.

New Hire Orientation is scheduled for August 1-4. DRAFT Agenda has been sent to all directors for input. Once we have a solid DRAFT Agenda it will be shared with the Curriculum Committee for recommendations as well.

Library/Reading Data: April 2021 to April 2022

Principal Monthly Resource Guide is being developed. Mr. Watkins in Atqasuk requested information for onboarding principals. Intent of this resource to support new principals with a monthly running record of items due and or upcoming. The C&I team developed this resource with the support of our Data Manager, Ian Acuna, to ensure formulas and drop down boxes were included for ease of use. Once we have a solid working document with input from other departments we'll share this with site administrators for input as well. Each site administrator will have the ability to customize the Resource Guide and this can also be considered as evidence for their evaluation..

Below is a snapshot of the Principal Resource Guide (Ian Acuna is available if you'd like a live presentation):

Due Date	Task	Due to Department	Due to Contact	Status	Notes
Begin Process	WIDA/WAPT Screener	Curriculum & Instruction (C&I)	ELL Coordinator		Ongoing screener for any student new to NSBSD that indicates another language spoken in the home. Including Kindergartners. Must be completed within 30 days of school.
Monthly	Drills	Maintenance & Operations (M&O)			
Ongoing as Needed	School Closures/Calendar revisions	Curriculum & Instruction (C&I)	Data Manager		Complete School Closure Form
Ongoing as Needed	Notify ELL Coordinator of any non English speaking students	Curriculum & Instruction (C&I)	ELL Coordinator		We will need to locate any resources available.
08/08/22	Free/Reduced Lunch Application/ Forms must be timestamped	Curriculum & Instruction (C&I)	C&I Director		Director has 10 days to input data into PrimeroEdge

08/20/22	Identify Building Test Coordinator (BTC)	Curriculum & Instruction (C&I)	District Test Coordinator (DTC), ELL Coordinator and HR	Added Duty Contract
08/20/22	Identify Site Tech	Information Technology (IT)	IT, DTC, and HR	Added Duty Contract
08/24/22	WIDA/WAPT Screener Training and ADP	Curriculum & Instruction (C&I)	DTC, & ELL Coordinator	Kindergarten Teachers will attend a training at 2:45 to learn the process for the WAPT and Alaska Developmental Profile
8/26/22	Ensure Secretary/Counselor reports ACT scores to Data Manager.	Curriculum & Instruction (C&I)	Data Manager	Secretary/Counselor report ACT scores to Data Manager and place copy in cumulative folder. Any graduated students send scores to Records Manager

Inupiaq Education - Tennessee Judkins

The IED has been actively working on meeting goals and objectives for the rest of this school year in addition to formulating a plan going into next school year. We have been working directly with the CSA David Vadiveloo to formulate a department plan that covers 12, 18, and 24 months as well as what a 3-5 year department plan will look like. As we formalize what this looks like, we will be sure to share this with the Board. As we continue to move forward, we will work with C&I, Student Services, and administration to put together the plan for new hire in-service as well as inservices for next year. We have been working with Lori on various grant initiatives and new applications which include New Visions, Indian Ed., ANEP, and JOM grants. We've been collaborating to ensure that goals and objectives align and that the IED has input. Fulfilling grant initiatives, focusing on the plans for Project Mapkuq, progressing forward the Iñupiaq Language program and supporting our ILTs, and focusing on other future initiatives.

As we round out the school year, we have our last meeting of the school year planned with our ILT's for May 4. We are scheduled to host them in Utqiagvik for a week-long language gather during the week of May 23-28. As we provide weekly professional development, plan for the weeklong gather, and prepare for next school year, I wanted to share some information about the Iñupiaq Language Program and some of the activities teachers have access to and implement in their classroom. I also wanted to show a sample of what our Iñupiaq Language Scope & Sequence will look like as we formulate this. This is a visual, cumulative progression of language learning expectations from K3-12th grade.

Weekly Collaboration Meetings with ILT's

We have been using zoom to have weekly collaboration meetings with the ILT's during the Wednesday PLC time. One meeting a month devoted to in-house agenda items, but all of the other weeks are focused on language learning activities. We have invited and had participation from Naomi Omnik and Frederika Leavitt from IHLC and Jerica Leavitt and Mickeyann Mariner from Iisagvik to join us during the language learner sessions. We hope to strengthen our relationships

with our partners and add interest to our language learning sessions by including these participants. All participants have been given a folder with materials that are used during the language learner sessions. These partners are also invited to our week-long gathering in May.



Scope and sequence

We are working with the ILT's to create a visual scope and sequence for expectations for each grade level from K3-12th grade and has direct ties to the Language Realm of the Inupiaq Learning Framework. The ILT's have given their recommendations for content and grade levels that the language content should be taught. The goals include VIVA units students should master, songs and dances they should be able to perform, questions that they should be able to respond to, and commands that they should understand. Our goal is to have the scope and sequence completed by the end of May so that we can create all of the materials over the summer to supply ILT's with the materials in order to teach according to the scope and sequence goals. Scope and sequence goals will be published on our department page of the district website so that family members and the

community can support student learning and progression in the language. This is a draft version of the scope and sequence below.

Kindergarten Iñupiaq Language Scope and Sequence 2022-23 SY

VIVA Vocabulary Units Receptive Language	Questions	Commands
VIVA Vocabulary Units Productive Language	<ul style="list-style-type: none"> • Kiña ilvin? • Kiña Iñupiaqsiniñ? • Nakuuviñ? • Qiiyanaqpa? • Uunaqpa? • Anuqtiqua? • Nuviyaliqpa? • Siqiniñaagikpa? 	<ul style="list-style-type: none"> • Qaiñ. • Qairuq. • Makittin. • Aquvittin. • Siqunjiñ. • Uitchiñ. • Kamillañ. • Kamigiñ. • Tuttaagvigmugiñ. • Anaagvigmugiñ. • Imiksriñga. • Immuksriñga. • Qaqqulaaksriñga. • Object placement with: <ul style="list-style-type: none"> • iluanun • qallun • niggiñiq • ayuktaq • aquppiutaq • qamun
Songs & Dances	ILF Performance Expectations	
<ul style="list-style-type: none"> • Welcoming the Sun • Numbers • Hokey Pokey • Body Parts • Ikka, Pikka, Kanna, Uvva 	<ul style="list-style-type: none"> • Food, Culture and Language: [E] E.fpc.1.2 Recognize and name animals used for foods. • Hunting Language: [E] E.hs.1.2 Identifying and pronouncing the names of animals of the land, sea, river, lake and sky. • Singing and Dancing Language: [E] C.sd.1 Listening and moving to the rhythm or beat of the songs. • Environmental Language: [E] E.e.2 Using basic demonstratives (e.g., ikka, pikka, kanna, uvva). 	

NSBSD Iñupiaq Education Department

Question and Commands game

We are creating materials to support the ILT's in teaching the questions and commands that will be part of the scope and sequence. These include cards that will be organized by grade level with the questions and commands and will build upon each other.



Object Placement Game

Some of the commands that students will be learning have to do with following commands to place an object in a specific location. It is critical that this becomes a part of our children's Iñupiaq language learning from an early age because the formation of these types of commands is completely different grammatically than English. We need to take advantage of young children's ability to integrate different grammatical structures when exposed to them. Each ILT will be provided with objects and cards with the commands for the grade levels that they teach. See samples below.

**“Ayuktaq kiguunnigum
iluanun illiun.”** **“Aglagvium ataanun
nanuq illiun.”**

“Put the ball in the box.”

“Put the polar bear under the table.”



House game

Over the years ILT's have commented on the need to be able to teach students the vocabulary that they need in order to use the language at home. The solution we have for this is the addition of a game with a house, people and household objects to be used in the classroom. We have purchased all of the houses, people and furniture and will be working with the ILT's during our May gathering to help them create their own traditional food items out of a type of clay that bakes hard creating a permanent object. This will equip ILT's with the materials and resources they need to teach their students language in the classroom that can be applied at home. With this information also included in our Scope and Sequence, it will give parents and families the information needed to help apply the language they learn in the classroom at home with their kids.



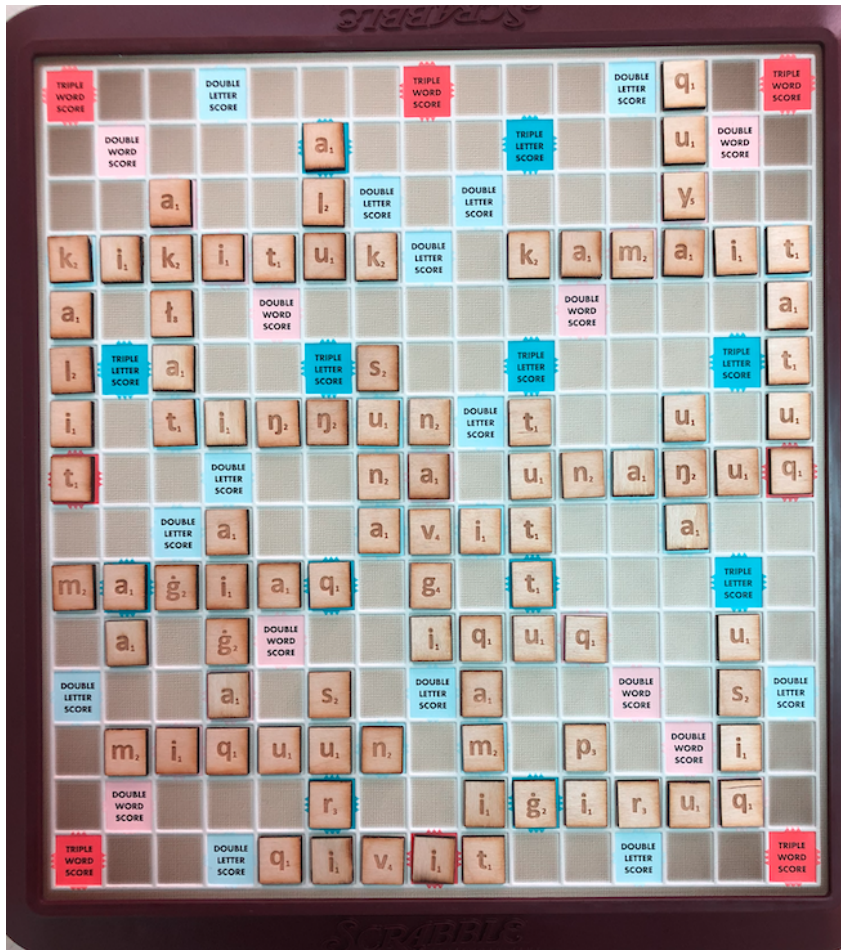
Animal Guessing Game

We have created a game that guides students in learning how to talk about animal behaviors and physical characteristics. It is similar to 20 questions, with the student trying to guess which animal you have chosen by asking yes/no questions in Iñupiaq. We are currently only playing the game with the ILT's during our collaboration meetings but will be rolling out the game for the students in the Fall.

Saunilichuq					Tigmiq				
Mihuktitichisuuq					Mihuktitichisuuq				
Reptiles & Amphibians									

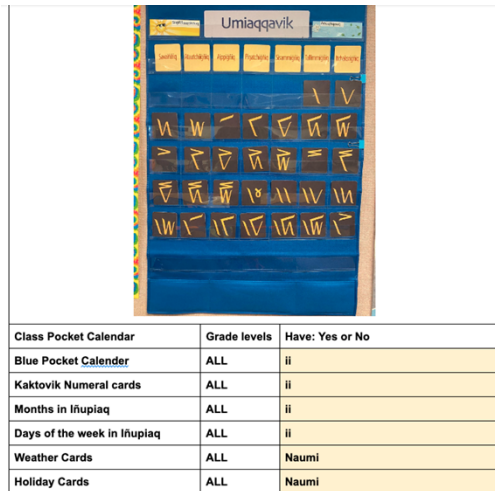
Scrabble games

We have purchased scrabble game boards for each of the 3rd grade and up Iñupiaq Language classrooms. We are using a laser cutter to print and cut our own wooden scrabble letter tiles that include the Iñupiaq atchagat with special characters.



Language materials Inventory sheet

This is the first time that ILT's will be completing classroom inventory sheets. This will help our department to know what materials they have in their classrooms and be able to prepare missing materials over the summer. It is an important addition to our department protocols as we are creating many more additional materials for them and will be expected to following the progressional Iñupiaq Language Scope & Sequence.



4 x 4 Piqaqtuᅇa Game Cards

Item	Grade levels	Have: Yes or No	Want?: Yes or No
Animals	1st Grade +	Naumi	ii
ASLA SS#1	1st Grade +	Naumi	ii
ASLA SS#2	1st Grade +	Naumi	ii
ASLA SS#4A	1st Grade +	Naumi	ii
ASLA SS#4B	1st Grade +	Naumi	ii
Kaktovik Numerals 0-31	1st Grade +	Naumi	ii

Mapkuᅇ Mentors & Chalk Updates

We continue to meet weekly with our Mapkuᅇ Mentors as they continue to progress through the transition of data, materials, resources, and unit information from Rubicon Atlas to Chalk.com. As we make this transition, Mapkuᅇ Mentors are assigned various grade level or content areas where they will create a specific map to their assigned area and use that map to formulate a calendar of cultural-based units teachers will have access to in the Fall. We are actively working on the transfer and making progress moving forward. Mapkuᅇ Mentors have also been given the opportunity to continue working on this transition project over the summer where they will help in vetting the information that has been transferred and prepare the information for the Fall. As we get through the transition, we will work on formulating what the district-wide rollout will look like and what the training schedule will encompass.

We have also been creating the course maps in Chalk for all of the local courses which include North Slope History and Culture, North Slope Government, North Slope Science, Alaska Studies, and Iñupiaq Literature and Composition. This is somewhat revolutionary in the sense that access to these course materials has not been the easiest for teachers in the past. By creating these courses for teachers to access in Chalk will provide them with all of the information, materials, resources, and units needed to successfully teach these courses in our District. In addition to the course maps in Chalk, we are also creating corresponding Google Classroom Courses for teachers to adopt and use in their classrooms with their students. This will allow teachers, if they choose, to add students to their course and assign materials in a Google Classroom format.

We have been communicating to principals, Mapkuᅇ Mentors, and ILT's in regards to end of the year inventory of our Cultural-Based Units. As we approach the end of the year, we require inventory of these CBU kits so that we can work on replenishing items missing from the kits so they are ready for implementation in the Fall. Please see some samples of what the Chalk system will look like. Below you will see a sample of the curriculum maps by grade level and content area, the 2nd Grade Mapkuᅇ Units Map, a 2nd grade cultural-based unit, and the North Slope History and Culture course map.

North Slope Borough School District
19 Curriculum Maps

- Curriculum Maps
- Templates

Curriculum Maps

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NAME	PUBLISHED DATE	DRAFT UPDATED ON
3rd Grade Mapkuq Units		May 2nd, 2022
4th Grade Mapkuq Units		May 2nd, 2022
5th Grade Mapkuq Units		May 2nd, 2022
6th Grade Mapkuq Units		Apr 25th, 2022
7th Grade Mapkuq Units		Apr 25th, 2022
8th Grade Mapkuq Units		Apr 25th, 2022
9th Grade Mapkuq Units		May 2nd, 2022
AK Stud - 9th Grade - Alaska Studies		Apr 21st, 2022
Iñu Lit & Comp - Iñupiaq Literature & Composition		Apr 21st, 2022
K3/K4 Mapkuq Units		Apr 21st, 2022
Kindergarten Mapkuq Units		Apr 25th, 2022
Sci NSSci - North Slope Science		Apr 21st, 2022
SS NSGov - 12th Grade - North Slope Government		May 2nd, 2022
SS NSHC - 9th Grade - North Slope History & Culture		Apr 21st, 2022

Prev 1 Next

Map Completion Filters 205 lessons

UNITS	UNIT DESCRIPTION	ESSENTIAL QUESTIONS	LESSONS
Unit 1.1: Q1: LA 2 Animal Habitats Wk 1-2 10 Lessons 9 Standards Covered	Author Names: Margie Karasti, Kirsten Alburg, Brent Saar, Angela	Essential Questions	Pre-Assessment: • Complete the "K" section
Unit 1.2: Q1: LA/Sci 2 Flocks of Kaktovik Wk 1-2 10 Lessons No Standards Covered 1 Field Left Blank	The Flocks of Kaktovik is a unit in which students study local birds on Barterisland (which can be easily adapted for other schools), with an	Essential Questions • OU: Writing improves communication skills within our community and the world	Lessons Teacher Preparation: Contact Experts Prior to t
Unit 1.3: Q1: SS 2 What We Learn From Elders Wk 1-5 25 Lessons No Standards Covered 1 Field Left Blank	Type Author Name: Mary Caitlin, Brent Saar, Kirsten Alburg, Margie Karasti	Essential Questions OU: Information gained from reading Elders' stories or listening to Elders can be used to	Lessons Pre-Assessment: Have a class discussion (ar
Unit 1.4: Q1: PE ECE-2nd NYO Games Wk 3-5 15 Lessons No Standards Covered 1 Field Left Blank	Authors: Rod Lloyd and Patti Lloyd This is a three week PE unit where students learn and practice 5 different Native Youth Olympic	Essential Questions • OU: Games have historical context. EQ: What is the origin of Eskimo	Lessons Preparation: There is some equipment needed for some
Unit 1.5: Q1: Math 2nd Ifupiaq Numbers Wk 4 5 Lessons No Standards Covered	Unit Description	Essential Questions • OU: Ifupiaq society, cultural	Lessons

Unit 1.1: Q1: LA 2 Animal Habitats Wk 1-2 Unit Settings

10 Lessons | 9 Standards

UNIT DESCRIPTION

Author Names: Margie Karasti, Kirsten Alburg, Brent Saar, Angela Gilmour, Mary Caitlin

The purpose of this unit is for second grade students to identify and learn about local Arctic animals and their habitats. They will also identify animals that can be harvested. Students will select an Arctic animal and conduct research; with modeling and guiding; using onsite reference material; literature books, classroom text, magazines, or internet to gather facts, write factual information, gather pictures, photos, or create drawings to create a final product which will be in the format of a poster chart to be displayed in class or school for students and parents to view. Students will collaboratively work together, in small groups or partner work, with the teacher modeling, guiding, and providing support for each mini lesson from gathering material, how to research using reference material and technology, visual graphic aides, organizing, saving work in folders, viewing a finished model, to create a poster chart with written facts, pictures, photos, captions, and information about their Arctic animal. Classroom teachers will invite local guest speakers to share and discuss their knowledge to students during the unit. This unit can be spread out for a month depending on time and class schedules until completed.

Standards [Upload Files](#)

ESSENTIAL QUESTIONS

Essential Questions

SS NSHC - 9th Grade - North Slope History ...

DRAFT UPDATED APR 21, 2022

Units Standards Pacing Activity Insights

Options

Search content

Map Completion Filters

106 lessons

UNITS	UNIT DESCRIPTION	ESSENTIAL QUESTIONS	LESSONS
Unit 11: SS NSHC Demographic Study of the North Slope Borough 5 Lessons 7 Standards Covered	This one-week unit explores the demographic picture of the North Slope Borough today and in the	Essential Questions TU: Research and critical reading can empower us in our search to problem solve for present day needs and	Note to teachers: Some teachers have requ that excellent student wor
Unit 1.2: SS NSHC Ch 11-12 Tikigaq History: Life Cycle 5 Lessons No Standards Covered 6 Fields Left Blank	Left Blank	Left Blank	Left Blank
Unit 2.1: SS NSHC North Slope Borough Place Names 5 Lessons No Standards Covered 6 Fields Left Blank	Left Blank	Left Blank	Left Blank
Unit 2.2: SS NSHC Ch 1 Tikigaq History: Physical Geography 5 Lessons No Standards Covered 6 Fields Left Blank	Left Blank	Left Blank	Left Blank
Unit 3: SS NSHC Personal Maps 5 Lessons No Standards Covered	Left Blank	Left Blank	Left Blank

FAQ

Career Technical Education - Ronnie Hawley

The CTE/RLC department is working to make next year successful. We are working diligently to ensure the current CTE programs are strong, consistent, and equitable. I am assisting on the RLC subcommittee of the quadrilateral committee as the Subject Matter Expert helping to guide the start up plan for the RLC.

- In talks with ICAS, and Alaska Excel for possible RLC teaching/training, program offerings for CTE
- Meeting with Fadil to update MOA's before July 1
- Completing the two Distance classes and working with CTE teachers on next year's schedule.
- Continued work with Ilisagvik to facilitate the Workforce Development classes associated with the CTE/RLC Student training.
- Shipping Paxton Paterson and PLTW Kits out to school sites.
- Shipping New CTE supplies and equipment to school sites (First aid CPR training equipment, 3D printers, and CAD computers).

Special Education/Student Services - Lori Roth

Special Education

The Student Services Office has completed MOAs for related service staff for FY23. These Moa's are on the Board Agenda for consideration. The MOA's reflect related services for: speech/language (2), school psychologists (2), vision support (1), physical therapist (1), occupational therapist (1). An additional speech/language MOA will be introduced in June to

support special education speech services and early intervention language support for NSBSD schools. This MOA will be partially funded under Special Education CARES Act funding.

The Student Services Office is working hard with all sped teachers and related service providers to complete all required paperwork for FY22. NSBSD's contracted occupational therapist and physical therapist were on Slope to do their last rotation in April/May. Many thanks!

We are still scheduled to provide Extended School Year Programs in the following schools in May: IPK, BHS, HMS, Tikigaq elementary, and Alak School.

Principals and the Student Services Office continue to recruit for SPED teachers for the following sites: Meade River School, Tikigaq School, Alak School, Kiita Learning Community, Hopson Middle School, Barrow High School. A SPED teacher was hired for Harold Kaveolook School.

Section 504 Plans

Nothing new to report as of this date.

Counselors

Nothing new to report as of this date. Principals and the Student Services Office continue to recruit for school counselors in the following sites: Nunamiut School, Kali School, Ipalook Elementary School, Harold Kaveolook School, Meade River School, Nuiqsut Trapper School. Interviews have been done but no school counselors have accepted positions as of this date.

State & Federal Grants

Alternative Schools Grant: Grant completed. Requisitions submitted.

The end of the year report is in process.

COVID Relief:

- o CARES ACT (GEER I): approved
- o CARES Act (ESSER I): approved
- o CRRSA Act (ESSER II): approved
- o American Recovery Plan (ESSER III): approved
- o ARP Homeless II: approved. Unspent funds will roll-over.
- o Special Education (VI-B & 619): approved. Unspent funds will roll-over.

Higher Pathways Grants:

- Nunamiut FY20: Grant competed. Requisitions submitted. End of year report completed.
- PHO: funds still available for FY20.
- BHS: Grant competed. Requisitions submitted. End of year report completed.
- Kiita: Grant competed. Requisitions submitted. End of year report in progress.

Indian Education Grant: EASIE Part 1 for the 22-23 school year has been completed and submitted on time. The Indian Education Committee (FPPAC) will meet on May 5, 2022 to discuss FY23 budget and funded activities based on the FY22 budget and narrative. NSBSD proposes to fund the following NSBSD positions:

- 80% Inupiaq Ed Language Teacher
- After school tutoring (district-wide)
- 10% data manager
- Add Media Specialist for Inupiaq Ed Department (New to Indian Ed Budget)
Activities: partly paid for students to attend Elders/Youth, Science Olympiad (if anyone made it to state), send the required person to NIEA, funding travel to Inupiaq

Spelling Bee, NYO, Science Fair. Includes room, per diem, airfare and coaches. Funds to be used for library materials with an emphasis on e-books. Funds distributed across 10 libraries. Funds Science Fair (500.00 @4,500.00), Peer Helper (500.00 @4,500.00), and Inupiaq Spelling Bee/Archery supplies (500.00 @4,500.00) for 9 schools. Funds MOAs for local Cultural Experts and supplies for the Inupiaq Ed Department.

Year	# Indian Eligible Students	Funding Amount
2018-2019	1045	\$ 400,666.00
2019-2020	963	\$ 369,166.00
2020-2021	1,236	\$ 461,933.00
2021-2022	1,461	\$ 530,380.00
2022-2023	1,455	\$ 595,318.00

Johnson O'Malley Grant: FY21-22 data submitted and verified by BIE. Mr. Limani prior to submission.

New Visions Grant: Budget being reviewed by Mr. Limani for approval. Will submit to Grantor upon approval.

Perkins Grant: grant supported by Ronnie Hawley

Quality Schools Grant: Nothing new to report.

School Improvement Grants: Schools will be funded as follows:

- TSI funded at 25,000.00: KLC, MRS, PHO, AIN, BHS, AKP.
- CSI funded at 50,000.00: NUI

FY23 Application information sent to principals. A Stakeholder Team must be developed at each site for input into the FY23 application. The applications will be shared with the Regional School Board as a Department of Education requirement.

Sisamat Grant: Nothing new to report.

Special Education (VI-B): FY 23 application is available. Unspent FY22 funds will roll-over.

Substance Abuse & Misuse Grant: Hopson Middle School is preparing a purchase requisition to purchase vape detectors, training, and professional development materials.

Suicide Grant: Grant requirements completed. Requisitions submitted. The end of the year report will be completed and submitted June.

Title Grants: Nothing new to report

o Title I-A (low socio-economic schools):

- Titel 1 Sites: Tikigaq, Nunamiut, Nuiqsut Trapper, Kali School
- FY23 Application is available in GMS. Any unspent funds will roll-over.

o Homeless Grant: The following Homeless Liaisons have been identified: Marie Kaveolook (KAK), Catherine Edwards (AKP), Rosemary Ahtuanguak (NUI), Amanda Brower (ATQ), Jocelyn Nedziela (BHS), Carlene Hockema & Nova Gueco (IPK), Elsie Ahmaogak (AIN), Cindy Granatir (PIZ), Cathy Williams (PHO).

- o Title I-C (Migrant Education): Funded 7 Migrant Ed Recruiter stipends. One at Central Office Annex, 2 at Hopson Middle School, 2 at Nuiqsut Trapper School, 1 at Meade River School, 1 at Ipalook Elementary School. With parent and Recruiter feedback, an order has been placed to purchase items for students to use at home or during subsistence activities. A letter will be sent to Migrant Eligible parents listing the items and anticipated delivery date.
- o Title I-C (Literacy Grant for Migrant Eligible students): Grant competed. Requisitions submitted. End of year report completed.
- o Title II-A (professional development & training): Nothing new to report.
- o Title III-A (English Language Learners): Nothing new to report.
 - Title IV-A (At-risk students): Nothing new to report.