

**Chief School Administrator - David Vadiveloo**

Utuqqanaavut kisuiġukkitka – sivulliit utuqqanaallu, paṇmami utuqqanaagiravullu, utuqqanaaġuġumaaqtuallu. Quyanaaġitka paṇmamuraglaan aullatimmagit savaktivut ilīññaqtuagiravullu. Nalunaġuṇmigiga sulī iṇuuniaġuutilaaqput savaguutilaaqpullu nunaṇiññi Iṇupiat. Igliqtitchirauvluta miṇuaqtuġviṇṇik kamasuuttaġigikput ikayuiyumiñaqapta tamatkunani nunani.

Members of the Board and members of the North Slope community, I was recently in Tikigaq visiting our students, staff and community and I was extremely fortunate to attend the cultural in-service where Steve Oomituck and Henry Koonuk presented. What a privilege it is for our staff and our District to have the benefit of that Elder wisdom and knowledge in all our communities. Staff in Tikigaq were captivated for nearly three hours and many of us could easily have sat for the rest of the day learning and reflecting on the accumulated knowledge being shared with us.

So we start by recognizing our Elders and as an administration we wish to share how honored we are to work and live on the sovereign lands of the Iṇupiaq people. We pay our respects to their Elders, past, present and emerging. We thank the community for entrusting us as partners in the education and growth of their children.

We also want to take a moment as a District to send our condolences to the families and friends of those who have been lost to us this past month. Our thoughts, prayers and strength are with those families.

With school underway on all sites the District administration have been busy providing support and traveling out to sites to assist with curriculum, in-services, interventions, tech support and maintenance. With that in mind I'd like to present to the Board and our community the following highlights by way of an update on District operations mapped against our Strategic goals and objectives.

**Strategic goal 1: Student success**

*Pedagogy Domains: Culturally Responsive Instruction, Family & Community Collaboration, Authentic assessment of the whole child*

It's exciting to report that the start of the school year sees lots of Student Success already.

For the first time in over twenty years there is a classroom in our District where Iṇupiaq is the only language of instruction. After many months of planning and hard work by Elders, staff, community and families, the Uqautiluṇa Iṇupiatun (Speak Iṇupiaq to me) pilot program has commenced. The classroom based at Ipalook Elementary has 20 students between K3 and K4 and is off to a great start. Consistent with successful immersion programs worldwide, parents are actively engaged in their children's learning, being required to participate for 90-minutes per week in their child's immersion education, classroom activities and support. Early feedback we've received from parents includes stories of children speaking Iṇupiaq at home within the first week of school and parent pride with what their child has been engaged in within the classroom.

Boardmember Hickman joined Atqasuk School students as they began their school year on the nuna. School on the nuna provides our students with the opportunity to learn outside the four walls and brings community into partnership with our school from the very first day. The success of this initiative

has motivated several of our new Principals at other sites to ask if they can have a similar start to their school year next year.

Although the year has only just begun the CTE vocational education space has started at full speed. The Qatqiññaġvik program saw 15 students complete their NCCER-CORE certification within the first few weeks of school commencing. We are very proud of the work they did and look forward to seeing more students taking the opportunity to pursue CTE and vocational pathways. On the last day of the course, the students wrote thank you notes on the class white board to their instructors saying: “Thank you Instructors! (heart)”; “Thank you Mr. Kent, Mr. Gast, & Mr. Neely! You guys are the best!!!”; and “We’re gonna miss you!!”. A second NCCER-CORE course is already planned for October and we thank Ilisaġvik for partnering with us to provide this important learning to our students across the slope.

The mClass and MAP Growth Beginning of Year (BOY) assessment window opened on Tuesday September 5, and will run for approximately 4 weeks. mClass is a universal screener that measures the development of reading skills of all students and is being delivered K-6 district wide. As we focus on improving literacy skills this testing will provide beneficial beginning of year data.

To support our secondary students, the C&I team was able to complete transcript audits for all high school students, Slope-wide. This audit information is invaluable for ensuring all students have the required coursework for graduation. It has been sent to building administrators and counselors to assist them with adjusting student schedules.

The installation of 2 new remote learning classroom hubs is occurring as we speak in the Qatqiññaġvik building and at Ipalook Elementary. These classes will allow greater delivery of more diverse program content to our villages and will also allow us to support a model classroom training program later in the year.

Our final highlight to report in student success is the announcement that the District has been chosen to host the Alaska Association of Student Government conference next Spring at Barrow High School. This will be the first time the District has hosted the event in 20 years and is the result of tireless work by Board Student Representative Maggie Stringer, BHS teacher Theresa Knapp and the BHS administration, who presented a compelling argument to the District which resulted in the Superintendent and Board President seeking and receiving the support of the Voice of the Arctic Iñupiat. There is much hard work to be done between now and April 2024 but BHS are up to the challenge and this is a great opportunity for emerging young leaders in all our communities to experience this event in our region.

### **Strategic goal 2: Community engagement**

Pedagogy Domains: Culturally Responsive Instruction, Family & Community Collaboration

The school year has begun for me with a visit to Tikigaq and an opportunity to spend time with our students, the SAC, the Administration, teachers and community members. As noted in my introduction, time spent with Tikigaq Elders Henry Koonuk and Steve Oomituck was a highlight, as was the opportunity to attend the first Community Forum to discuss community school expectations. In keeping with last years Nunaqatiivut Naalagnigivut (Listening to our community) commitment, this

year will see more regular visits from central office to our villages. Next week Assistant Superintendent Mulvenon will be in AKP before heading to Atqasuk and I will be in Ulḡuniq at the end of this month.

As mentioned, many of our schools have commenced their Community School Expectation Agreements process with community members. Meade River School in Atqasuk have a draft already put together and many other sites are in the process of gathering feedback from community members.

As we work on a new partnership agreement with ASNA, their Wellness fairs were run in schools in Utqiagvik, Tikigaq, and Kaveolook School in Kaktovik through August and September. These fairs are a vitally important opportunity for students and families to receive important health messages and they lead into Suicide Awareness month which will see the District Wide Student council engaged to support initiatives across the Slope.

As mentioned, Board Member Hickman modelled true community engagement in Atqasuk and Board Member Nageak did the same at Qatqĩññaḡvik this month, bringing Ilisaḡvik students and local young adults to have a drum and dance and nikipiaq session with village students.

The Student Services Department is collaborating with the NSB Wellness Center to provide vision and hearing screenings to our villages. Proposed dates for the screenings are October and November but specific dates are to be finalized. The Student Services Office is also identifying site-based Homeless Liaisons to help identify homeless youth. Under Title VII of the McKinney-Vento Assistance Act there are requirements for all districts to identify and serve children and youth experiencing homelessness so that these children have access to the same free appropriate public education as provided to other children and youth in the state.

And finally, our Migrant Education Program will be reaching out soon to all schools and local communities to recruit migrant education recruiters. We're looking for local people who know the community, community members, and subsistence patterns for berry picking, fishing, and other agricultural activities. This program is very important to our students. It allows us to purchase materials for students to use while out on the tundra or on water so they keep up with their studies. As the program and funding grows, our hopes are that additional activities can be done based on parent and student feedback. If you are interested in being a migrant education recruiter or want to learn more please call Sharene Ahmaogak, 907-852-9686 or Lori Roth, 852-9651. We also want to say a big thank you to all the parents who filled out the Migrant Education Survey as part of the enrollment packets.

### **Strategic goal 3: Staff success**

Pedagogy domain: Staff Support & Professional Development

Cultural in-services have been a highlight of this month. As noted I attended the in-service in Tikigaq and successful in-services have been led by the Iñupiaq Ed Department at a number of sites. Staff feedback has been overwhelmingly positive and further in-services are scheduled in the coming weeks at the same time that IED are preparing to deliver Chalk support sessions.

Professional boundaries training will be delivered on Sept 27<sup>th</sup> and a slew of other mandatory trainings for staff are currently being scheduled by Assistant Superintendent Muvenon and Dr Bolen. This is

another area that the District is bringing up to speed and we have been grateful for the enthusiasm that staff have shown for the proposed sessions.

As mental health and wellness continue to be topics of global concern post-covid, the District will this year offer all staff the opportunity to participate in a Well-Educator Field Trips program. These trips are designed to offer staff an option to engage in a mindfulness exercise and learn tips from the Well-Educator Field Trip Skills Backpack. Staff will be encouraged to set a personal wellness intention but the program is voluntary. Over the course of the year the Wellness Educator will offer staff a regular 45 minute session. These sessions are scheduled at a time that will not conflict with service requirements or teaching assignments. Each session may support up to 99 participants.

Finally in staff support and professional development, next week we commence a new initiative to support Principal retention and to strengthen district wide leadership as the first village Principal cohort visit occurs. Eric Hart from AKP will be heading to Nuiqsut to spend some time with his East coast cohort colleague Zina Robinson. To create a stronger sense of cohesion and comradery the village sites have been split into cohorts with the 4 administrators from Nuiqsut, Katovik, AKP and Atqasuk representing the East Coast cohort and the 5 administrators from Tikigaq, Kali and Ulguniq representing the West Coast cohort. These village Principal cohort visits are designed to allow collegial sharing of practices and process and expose village Principals to other communities and building cultures. During the visits, Assistant Superintendent Mulvenon or Dr Bolen will travel to the visiting Principal's site to be the acting site administrator.

#### **Strategic goal 4: Financial and operational Stewardship**

##### **Pedagogy Domain: Financial & Operational Stewardship**

The District has implemented a change in the administration of the Business Office with Dennis Niedermeyer returning to support our team. We are very grateful to Dennis for providing support at short notice.

Our report has been submitted to the Auditors and we expect they will deliver the final report to the Board at the October meeting.

A payroll complication 2 weeks ago resulted in a number of complaints from staff about incorrect salary stubs and deposits. These concerns are being addressed on a case by case basis. The District has apologized to all affected staff and reassured them their concerns will be resolved.

Congratulations to Reggie Santos and all involved in the RUS (Rural Utilities Service) Grant application which has resulted in our District being awarded the largest RUS grant in the State for the second year running. At nearly \$1M the grant will be spent on a number of critical infrastructure equipment improvements that will benefit remote learning.

At the end of September Mr Cropsey and I will visit Ulguniq to meet with the community and discuss their outstanding renovations project. Mr Cropsey has also advised that the Tikigaq kitchen renovation will finally be conducted next summer.

With the recent sub-sea fiber cut, the vulnerabilities of our on-premise email exchange located in Utqiaġvik have been highlighted. When such cuts occur, or the satellite in Utqiaġvik is down, all other

villages in the North Slope experience email outages. To counter this problem IT will be moving the exchange to the cloud which will

- enhance district-wide email availability by using alternative internet sources like Starlink.
- Enhances business continuity in the event of major internet disruptions.
- Ensures the uninterrupted flow of communication for business operations, education, and the safety of staff and students.

Through our partnership with Ilisagvik we have 10 staff from different sites attending life guard training in the coming weeks. With several of our pools ready to come online and into operation this will be an exciting addition to the activities offerings in Kali, Atqasuk and Utqiagvik where pools are ready pending final checks.

### **Conclusion:**

It has been a busy slate of events to open the new school year. With an almost full staff roster our students should receive a consistency that has been missing for many years and we are excited to see the growth that will occur. As a District we are excited by the amount of positive energy on our sites and amongst our students and we look forward to capitalizing on that as the new school year takes shape. Thank you to the staff who have worked tirelessly to get this new school year ready. Your commitment to the community and our students does not go unnoticed and we thank you for investing your time into growing the most culturally grounded, literate, numerate and confident young graduates and students we can. And thank you to the Board for continuing to provide clear, supportive direction to our Administration so we can implement the vision of the community.

### ***Department Reports***

#### ***Curriculum & Instruction - Caitlin Santos***

Strategic goal 1: Student success

Pedagogy Domains: Culturally Responsive Instruction, Family & Community Collaboration

Assessment/ AK Reads Act:

- Alaska Science Assessment Scores will be distributed in the coming month. This will be for students who took the State Assessment in the Spring of last year. The AK STAR assessment for math and reading is undergoing a cut-score review, meaning that the State has delayed score reports until the end of September or beginning of October at the earliest. More information will be passed on as it is available.
- mClass and MAP Growth Beginning of Year (BOY) assessment window opened Tuesday September 5, and will run for approximately 4 weeks. Due to our technology situation, the State has agreed to extend our window for an additional week if need be, and to also send staff to complete paper/pencil testing for mClass if we are unable to utilize the online format due to bandwidth constraints.
- As mClass is a newly required screening assessment per the Alaska Reads Act, we are working closely with the State on many unanswered questions. While both the Reads Act and the required assessments come at the direction of the State of Alaska, the two components are housed in separate departments. This is causing some difficulties, but we are working through it and communicating requirements to our teachers and site administrators.

- The District Reading Intervention Plan (also known as our RTI/MTSS plan) has been formally submitted to the state, and we are awaiting feedback. The plan submitted is largely unchanged from our existing plan, however we have clarified parts for state purposes. An update will be provided once we receive feedback.
- The Individual Reading Improvement Plan (IRIP) called for by the AK Reads Act has also been submitted to the State for review. This Plan is currently being housed in EdHub (Mileposts), and will be used primarily for our students in Grades K-3 to track all data points required by the Act. All students will continue to have progress and interventions tracked in EdHub, however the IRIP contains extra information and is easily downloadable.

#### Library:

- SORA is being investigated as a potential way to offer online publication of student texts. This would allow for all of our communities to access the student works completed throughout the year.
- The District will have teams for Battle of the Books this year. Coaches are being selected, and as soon as the final book selections have been made, we will order and disseminate to the teams.

#### Student Report Cards:

- Elementary Report Cards are being edited to more closely align with the Alaska State Standards. This is a project that was started many years ago, and has had much input from teachers and parents. The new report cards will debut for Quarter 1 reports.

#### High School Transcript Audits:

- The C&I team was able to complete transcript audits for all high school students, slope-wide. Audit information was sent to building administrators and counselors, and student schedules were adjusted to ensure all students have the required coursework for graduation.
- In performing the audits, we were also able to provide suggestions to get almost all of our sites back on the NSBSD course rotation. This means that over the course of four years, especially at our smaller sites, all students will have access to not only the courses needed for graduation, but also for the Alaska Performance Scholarship. By sticking to the rotation, we also free up space to enhance our elective offerings, and provide a consistent schedule for buildings.

#### Strategic goal 3: Staff success

##### Pedagogy domain: Staff Support & Professional Development

##### Site visits:

- Instructional team members are conducting supportive site visits. Visits center on assisting teachers with any area of classroom instruction necessary. So far, team members have been to Nuiqsut, and Atkasuk, with visits to Wainwright, Kaktovik, Point Lay, Anaktuvuk Pass, and Point Hope in the coming weeks. With our addition of two coordinators, we have been able to significantly improve our responsiveness as well as timely on-site visits. We will also be scheduling “site visits” for our Utqiagvik schools.
- Site visits will primarily focus on improving the quality of Tier 1 instruction across the board, implementation of our CKLA K-5 Reading pilot, supporting the District Pedagogy, and providing meaningful next steps for all of our staff. Our view is that this type of coaching is beneficial for all teachers, regardless of their skill level and we do our best to offer a menu of support that has something for everyone.

##### Inservice and Training:

- mClass assessment training was offered on two Saturdays for all K-3 teachers who had not previously been trained. As the mClass screener is now State adopted, we must ensure that we follow all state testing protocols, including training.
- District Inservice was held on August 10th and 11th for all teaching staff, as well as several sessions just for our para professionals.
- Preparations are underway for the next District Inservice September 27th.

#### 2023-24 Impact Plan

- The C&I team met to complete our annual Impact Plan. This is where we come together to determine our priorities for the year, and to calendar out our work to ensure we are making continual progress on our goals (above and beyond daily operational tasks). As part of the process we also re-visited our Impact Plan from the previous year to determine whether or not we met all of our goals.

#### ***Iñupiat Education - Tennessee Judkins***

Strategic goal 1: Student success

Pedagogy Domains: Culturally Responsive Instruction, Family & Community Collaboration

Uqautiluṇa Iñupiatun:

- Uqautiluṇa Iñupiatun K3/K4 Immersion Program is now up and running. Their first day of school was August 28th. The classroom has 20 students collectively between K3 and K4, where the K4 students attend all day, and the K3 students join them midday. We have been off to a great start with focusing on “All About School” and next week, the classroom will transition to the “Taḡiuglu SIñaaglu” unit where they will explore all things about the sea and shore. Parents have been actively engaged in their children’s learning as most of them are also second-language learners learning with their students. We require parents to participate in 90-minutes per week where they have a variety of options in which they can actively engage in their child’s immersion education and classroom activities and support. They have also been given parent resources with the common terms and phrases that are used in the classroom so that they can practice at home. Some of the feedback we’ve received from parents includes how their child has been speaking Iñupiaq at home within the first week of school and how proud they are with what their child has been engaged in within the classroom. We will continue to provide regular updates and photos as we get them.

Classroom on the Nuna:

- Meade River School conducted their annual Classroom on the Nuna and Director Judkins was able to attend for the majority of the week. The school brought out tupiit and used them for their grade level classrooms, there was a cook tent as well as a tent where students ate lunch. The majority of the teachers were not only new to the school but also new to country, and they experienced first-hand life out on the tundra. The students roles turned into leadership and teaching roles as they showed others different tundra plants, explored the different wildlife, explored and played at the sandbar and saw the ecosystem there, learned different anatomy, uses, and proper preparation for tuttu (thanks to successful catch by M&O staff member Stephen), and got to hear stories from elder Elizabeth Hollingsworth about the old townsites, evolution of education in Atqasuk, and the importance of education and learning Iñupiaq language.

Report Cards:

- We have been working with C&I to provide a section in the student report cards for elementary school for the Iñupiat Language program grades. This will allow Iñupiat the opportunity to provide grades and input on that section of the report card and is in direct alignment with the Iñupiaq Language Scope & Sequence.

## Strategic goal 2: Community engagement

Pedagogy Domains: Culturally Responsive Instruction, Family & Community Collaboration

### Partnerships:

- Our department continues to focus on enhancing and growing community partnerships between elders, families, and individuals and organizations.
- Elders & Past Educators: This has been a priority in our department, through engagement with elders. They are one of the most important factors in the success and growth of our department which in turn supports district-wide initiatives. Through their storytelling, guidance, wisdom, and language support, we've been able to make progress in immersion and language program efforts, district-wide pedagogy implementation, and ensuring we lead by their examples and experience.
- We've been working with more and more local language experts to assist in language translations for the different Iñupiatun dialects in order to create more classroom materials for the language program that also are place-based and dialectically relevant. These language resources are in direct alignment with the Iñupiaq Language Scope & Sequence.

## Strategic goal 3: Staff success

Pedagogy domain: Staff Support & Professional Development

### Chalk Training and Project Mapkuq:

- Kelsey Gordon, who is our new Unit Implementation & Instructional Specialist, has hit the ground running with learning how to use and apply Chalk to teacher planning, preparation, and instruction. She has been providing in-person and distance supports district-wide, as needed, and will continue to do so throughout the year. She is actively working with Pat Partnow on reviewing and updating culture-based units in Chalk for all grades. Kelsey is currently working on plans to travel for site specific support as well as cultural inservice support.

### Cultural Inservices:

- This school year, the biggest change to cultural in services is the implementation of 2 cultural inservice days within each sites school calendar. All schools chose to split them and place one in the fall and one in the spring. Our department is looking forward to supporting sites with their cultural inservices this year, and are especially looking forward to having some during our spring time cultural events. In years past, most of them were held in the fall.
  - They have been extremely successful so far, and there are a few more schools who have yet to hold theirs but planning is underway. A HUGE THANK YOU to our Iñupiat who have helped with planning and preparation and to our community members and elders who have joined us and supported the cultural inservices thus far.
  - Nuiqsut: 8/19
  - Atqasuk: 8/21-26
  - Tikigaq: 9/1



- Kali: 9/2
- BHS & HMS: 9/9
- Ipalook & Kiita: 9/16
- Kaktovik: 9/16
- Ulguniq: 9/23
- Nunamiut: pending date

## Student Services - Lori Roth

Strategic goal 1: Student success



Pedagogy domains: Student Social & Emotional Well-Being

It is Suicide Awareness month. The Student Services office will schedule a meeting with the District-wide Student Council to discuss activities that can be implemented across the Slope. In addition, to share information about suicide, all students will be given a floating keychain containing the suicide hotline number.

NSBSD is in the process of developing an MOA with the Arctic Slope Native Association and Maniilaq Corporation for prevention and mental health services.



- ASNA Wellness Fairs: IPK, HMS, BHS, KLC August 17 & 18
- Tikigaaq School: August 25, 2023
- Harold Kaveolook September 6, 2023

The Student Services Office completed an MOA with an external contractor to support NSBSD's federally mandated ChildFind initiative. Ms. Marsh will provide training to pre-school and elementary education teachers to assist parents to determine if their child may have a developmental delay. Please look for our posters in the local store, post office, or community center to learn more about where to turn if you have a concern about your pre-school child.



The Student Services Office is currently supporting 20 special education teachers who serve 253 special needs students. We have 11 students whose needs are met with a Section 504 Plan. Our related service contractors provide school psych services, occupational therapy services, physical therapy services, and speech services. On-site trips have begun in Utqiagvik, Wainwright, and Atkasuk.

The Student Services Office is submitting a memo to the NSBSD Regional School Board for consideration. The memo is to support funding Sylvan Learning at Tikigaaq School and Hopson Middle School. Tikigaaq and Hopson Middle school have utilized the program effectively and currently have trained Sylvan tutors.

Strategic goal 2: Community engagement

Pedagogy domains: Family & Community Collaboration

NSBSD is in the process of developing an MOA with the Arctic Slope Native Association and Maniilaq Corporation for prevention, wellness, and mental health services.

The Student Services Office is identifying site-based Homeless Liaisons to help identify homeless youth. Under Title VII of the McKinney-Vento Assistance Act there are requirements for all districts to identify and serve children and youth experiencing homelessness so that these children have access to the same free appropriate public education as provided to other children and youth in the state. Please go to <https://education.alaska.gov/ESEA/TitleVII-B> for more information.

**Migrant Education Program:** The Student Services Office is reaching out to the schools and local communities to recruit migrant education recruiters. We are looking for local people who know the community, community members, and subsistence patterns for berry picking, fishing, and other agricultural activities. Migrant recruiters can be employed by the school district and will earn a stipend of 2,500.00 for the year. This program is very important to our students. It allows us to purchase materials for students to use while out on the tundra or water so they keep up with their studies. As the program and funding grows, our hopes are that additional activities can be done based on parent and student feedback. If you are interested in being a migrant education recruiter or want to learn more please call Sharene Ahmaogak, 907-852-9686 or Lori Roth, 852-9651. We would like to say a big thank you to all the parents who filled out the Migrant Education Survey as part of the enrollment packets. We will be in touch soon. Please go to <https://education.alaska.gov/esea/titlei-c> for more information. At present, we have migrant education recruiters at Ipalook Elementary School, Hopson Middle School, and Meade River School. Training will be provided remotely the week of September 11.

The Student Services Department is collaborating with the Wellness Center to provide vision and hearing screenings to our villages. Proposed dates for the screenings are October and November. Specific dates have not yet been determined. At present, the audiometers and visual screening equipment are out for calibration. Return of the equipment may result in changes to the proposed dates.

For Suicide Awareness month, the Student Services Office will be placing an ad in the Arctic Sounder listing the crisis lines across the North Slope. The ad will be viewed across the Northern and Northwest region as well as on-line.

### 3: Staff success:

#### Pedagogy Domain: Staff Support & Professional Development

NSBSD is in the process of designing a wellness plan to support staff's social emotional well-being. Research supports staff positive well-being promotes positive school climates, staff retention, student and staff relationships, and ultimately student academic progress. The purpose of the plan is to provide staff the opportunity for wellness support to promote healthy social emotional well-being and reduce burn-out.

#### **Wellness Opportunity: All Staff**

Provider #1: Well Educator, Renee Van Norman

The Well-Educator Field Trips, <https://www.thewelleducator.com/>, are designed to offer staff an option to engage in a mindfulness exercise and learn a tip from the Well-Educator Field Trip Skills Backpack. Staff will be encouraged to set a personal wellness intention.

Staff will have access to wellness resources in a relatively short, 45- minute session. These sessions are scheduled at a time that will not conflict with service requirements or teaching assignments. Each session may support up to 99 participants. Field Trip gatherings are offered as a “drop-in” time

approximately 4 times per month on Zoom. Dates for Field Trips are Mondays from 4:15 to 5:00 pm and Thursdays 4:15 to 5 pm

- Group 1 has 16 gatherings on Mondays (4:15 PM-5:00 PM): 9/11/23, 9/25/23, 10/2/23, 10/23/23, 11/6/23, 11/20/23, 12/4/23, 12/18/23, 1/8/24, 1/29/24, 2/5/24, 2/12/24, 3/4/24, 3/25/24, 4/8/24, 4/22/24.
- Group 2 has 14 gatherings Thursdays (4:15PM- 5:00PM): 9/21/23, 9/28/23, 10/19/23, 11/16/23, 12/7/23, 12/21/23, 1/18/24, 1/25/24, 2/15/24, 2/29/24, 3/21/24, 3/28/24, 4/18/24, 5/16/24.

### **Wellness Opportunity: Specific Identified Groups**

#### **Provider #2: Bredthauer Consultation**

Ms. Bredthauer began the wellness presentations to new hire staff and new to country staff during NSBSD New Hire In-service. Ms. Bredthauer's wellness activity sessions designed to support staff to adjust to the new experiences of the North Slope. Are based on SAMSHA's 8 dimensions of Wellness. Ms. Bredthauer will continue to provide targeted wellness support to New to Country staff and New Hire staff throughout the 2023-2024 school year via zoom.

#### *1. New to District Teaching Staff*

Monthly Zoom Check-in for All New to District Teachers (Topic to align with the "Awareness" topics for each month, first Wednesday of every month)

		Date/Time
September	Emotional Wellness (aligns with suicide awareness month)	Wednesday, September 6 4-4:45pm
October	Healthy Relationships (aligns with anti-bullying month)	Wednesday, October 4 4-4:45pm
November	Cultural Responsiveness (aligns with Native American Heritage Month)	Wednesday, November 1 4-4:45pm
December	Physical fitness (aligns with cold dark winter)	Wednesday, December 6 4-4:45pm

#### *2. All New to Country Teachers*

Supplemental Zoom Check-in for All New to Country Teachers or Teachers Needing Additional Support

Month	Topic	Date/Time
September	Overall check-in, How are you after the first few weeks of school?	Wednesday, September 13 4-4:45pm
October	TBD based on teacher need/request	Wednesday, October 18 4-4:45pm
November	TBD based on teacher need/request	Wednesday, November 15 4-4:45pm
December	TBD based on teacher need/request	Wednesday, December 13 4-4:45pm

Wellness email to be sent 2 times monthly and will share resources related to the monthly wellness topic and also serve as a reminder of upcoming Zoom meetings. Wellness emails will be sent out at the start of the month and mid-month; the goal is 5-7 days before the Zoom meetings.

*Provider #2: Well-Educator, Renee Van Norman*

Ms. Van Norman has been contracted to provide consultative wellness support on a limited basis. Upon request and support of CO, the current MOA provides up to 10 consultation hours to provide site-based group wellness support.

### **Individualized Wellness and Mental Health Supports: NSBSD Employee Assistance Program**

Individualized Mental Health Support

- NSBSD Employee Assistance Program: 1-800-252-4555. Additional information is available from Lisa Harcharek, benefits coordinator.

### ***Qatqiñniagvik / Career & Technical Education - MJ Geiser***

Strategic goal 1: Student success

Pedagogy Domains: Culturally Responsive Instruction, Family & Community Collaboration

August started off with a great deal of excitement for Qatqiñniagvik. First, we hosted the Kenia football team and the six officials for the game. – Congratulations Whalers on their win! – After the game, our team cleaned the cafeteria, student kitchen, both commons, and six dorm rooms as our students were arriving for the NCCER-CORE class the same day. Our team, Kent Mingneau, Tammy Mingneau, Lori Roth, and Tracy Mulvenon prepared the building in under 2 hours. While I had started, about an hour into the cleaning, we were notified by Wrights that the charter arrived and I went to pick up the first group of students.

Schools that started August 14<sup>th</sup> or 15<sup>th</sup> began signing up their students for the dual credit class of Intro to Construction (NCCER-CORE). We had 21 students sign up. Working with Don Dunbar, we were able to get three of the four schools flown into Utqiagvik. Sadly, we were not able to get transportation for the three students from Nuiqsut Trapper School, and one student from Alak School had a change of plan so we had 17 students take the course. 13 students from Alak and Kali Schools arrived on Saturday, August 19<sup>th</sup> and another 4 from Nunamiut school arrived on Sunday, August 20<sup>th</sup>. Special thanks to Susan Hope for providing halibut and teaching the students how to prepare and fry halibut that Sunday. She also talked with the students about how your home is in your heart no matter where you go. Even with those words of wisdom, being away from home was too difficult for two of our students and they returned home after a week.

We had 15 students complete the course, and all 15 earned their NCCER-CORE certification! We are very proud of the work they did.

The last day of the course, the students wrote thank you notes to the instructors on the class white board. Messages like, “Thank you Instructors! (heart)”; “Thank you Mr. Kent, Mr. Gast, & Mr. Neely! You guys are the best!!!”; and “We’re gonna miss you!!”. I believe the kids enjoyed the experience. What a great start to this year!

We have planned another NCCER-CORE course for October so the three students who didn’t have transportation and the other villages can have the same opportunity. As Kent Mingneau taught the class with Mr. Neely and Mr. Gast, he will be teaching the course in October through Ilisagvik. This is yet another way our partnership with Ilisagvik is a benefit to our students.

Strategic goal 2: Community engagement

Pedagogy Domains: Culturally Responsive Instruction, Family & Community Collaboration

During this first two-week session, we had several opportunities for community engagement with our visiting students. Starting with Susan Hope coming in and teaching our students to prepare halibut and then providing moose meat so they could experience something new. When Board Member Nageak was visiting with the students during lunch at Ilisagvik, they expressed their desire to drum, dance, and eat traditional foods. That very night, Board Member Nageak showed up at Qatqiññaġvik with several Ilisagvik students and local young adults to grant their wish to drum and dance. The group came again at the end of the week and brought several traditional foods! The kids were so excited! Our students invited the BHS JV volleyball team to join and all had a wonderful time!

Our Qatqiññaġvik students made new friendships with the BHS volleyball team after they were invited to their practices on Tuesday, Wednesday, and Thursday. Our students' reaching out and inviting the BHS team to the Friday night gathering is a demonstration of the comradery that was built through community engagement.

Strategic goal 3: Staff success

Pedagogy domain: Staff Support & Professional Development

When we were expecting 21 students plus students who registered through Ilisagvik, it was determined that 3 instructors were needed. Kent Mingneau is an NCCER instructor so he assisted the existing two instructors with the course. By doing this, the Ilisagvik instructors had an opportunity to observe Mr. Mingneau's teaching. This opened the opportunity for Mr. Mingneau to teach classes to our students using the available shop at Ilisagvik this semester. With that, we are able to schedule another NCCER-CORE class that is dual credit through Ilisagvik in October. Qatqiññaġvik is very appreciative of the partnership we have with the Workforce Development group through Ilisagvik and our partnership with the college as a whole.

***Human Resources - Greg Culbert***

Strategic goal 1: Student success

Pedagogy Domains: Culturally Responsive Instruction, Family & Community Collaboration

Our department has started to reach out to people in the skilled and professional trades (IBEW, 302 Operating Engineers and FAA certificated professionals) who are willing to come for a career day to get students started planning for their future and to find mentors they can look to for guidance. Cultivating an interest early on in middle school and high school years is key to building the workforce of tomorrow specifically in the borough and the state as well. By coordinating with the NSBSD CTE program and Ilisagvik College we can help bring in a variety of presenters and not duplicate efforts.

Strategic goal 2: Community engagement

Pedagogy Domain: Family & Community Collaboration

The department is always available for consultation and or attendance at school advisory committee meetings. I recently attended the Meade River School SAC meeting and came away feeling that they are very engaged and waiting patiently for the remainder of their staff to arrive on site shortly or be properly vetted for potential employment.

Strategic goal 3: Staff success:

Pedagogy Domain: Staff Support & Professional Development

We recently completed our required annual report to Alaska DEED regarding certified vacancies as of the first day of school. The report contained 5 current openings 2 of which were created by late resignations granted in August for staff at Meade River School. We have conducted a few investigations and have concluded all but one. During this process we have instilled in the

coordinators and directors involved best practices conducting investigations and that by following due process procedures always yield the best possible outcome and will hold up in the court of law. Many principals and administrators have sought out help crafting discipline letters and understand that we are just trying to promote and maintain standards for work performance, with emphasis on attendance.

Strategic goal 4: Financial and operational stewardship

Pedagogy Domain: Financial & Operational Stewardship

To make sure we are utilizing the financial resources to the greatest extent possible for staff vacancies we have shifted to a certified temporary teacher, certified substitute teacher and substitute teacher model of employment.

Temporary teachers are hired for positions where no teacher has been found that is fully certified in the content area and wants to be a long term employee. These temporary teachers will be paid according to the negotiated agreement, but will not receive any benefits. They will also be required to pay housing consistent with all other teachers.

Long term substitute teachers are hired for positions where a teacher currently is employed and are expected to be absent for 20 days or more (FMLA, AFLA or surgery). They will be paid according to the negotiated agreement, but will not receive any benefits. They will not be required to pay for housing.

Substitute teachers are those that have a high school diploma, two year college degree, four year college degree or four year college degree along with teacher certification. They will be paid on a daily scale yet to be determined, but with the intent of being competitive in the local labor market.

### ***Information Technology - Reginald Santos***

Strategic goal 4: Financial and operational stewardship

Pedagogy Domain: Financial & Operational Stewardship

#### **1. Planned Migration of On-premise Exchange Email to Microsoft 365 Cloud**

**Justification:** The recent sub-sea fiber cut in the North Slope underscores the vulnerabilities of our on-premise exchange located in Barrow, Alaska. When such cuts occur, or the satellite in Barrow is down, all other villages in the North Slope experience email outages. By migrating to the cloud:

- We enhance district-wide email availability using alternative internet sources like Starlink.
- Enhances business continuity in the event of major internet disruptions.
- Ensures the uninterrupted flow of communication for business operations, education, and the safety of staff and students.

#### **Additional Migration Plans:**

- **Cisco Call Manager to Microsoft Teams Phone:** This transition will prevent districtwide phone outages if Barrow experiences disruptions. With the SBA (Survivability Branch Appliance), the school phone can still make emergency E911 calls even if the internet is down. Plus, existing Cisco desk phones will be retained with the same phone numbers and extensions.

#### **2. Solutionz Inc. Installation**

On September 6, Solutionz Inc. installers commenced the setup of two USDA RUS Grant-provided Distance Learning Studios at:

- Ipalook Elementary School
- Wainwright Alak School

In addition, the distance learning studio at Barrow High School will be relocated to the Residential Learning Center. This move aims to reclaim the BHS home economics room for classroom use.

### **3. Application for Alaska State and Local Cybersecurity Grant (SLCGP)**

The North Slope Borough School District has applied for the SLCGP. This federally funded grant aims to bolster local and tribal cybersecurity efforts. Our objectives for the grant include:

- Conducting a cybersecurity risk assessment for the district network.
- Training staff to better recognize and avoid threats from phishing and social engineering attempts.
- Renewing and upgrading our Malwarebytes Cloud subscription with Endpoint Detection and Response to combat ransomware.

Strategic goal 3: Staff success

Pedagogy domain: Staff Support & Professional Development

#### **1. Training on Intrado SchoolMessenger Communicate with SMS Capability**

Objective: To ensure staff and school secretaries are proficient in using the new SMS capabilities of the Intrado SchoolMessenger Communicate system.

Key Highlights:

- User Training: Staff will be trained on how to use the platform for student attendance tracking. If a student is absent, guardians and parents will be notified through the system.
- Emergency & Events Communication: Users will also be guided on leveraging this mass communication tool for various purposes. These include sending out weather alerts, announcing emergency situations, or informing the community about upcoming school events.

#### **2. Training on 75 inch Viewsonic Flat Interactive Panels**

Objective: To equip teaching staff with the skills needed to maximize the potential of the USDA RUS Grant provided interactive panels and their associated Apple Mac Mini computers.

Key Highlights:

- Interactive Teaching Tools: The Viewsonic Flat Interactive Panels are designed to enhance the learning experience. Staff will be trained on how to use these panels for various teaching methods and techniques.
- Mac Mini Integration: Each interactive panel comes with the latest Apple Mac Mini. The training will include familiarization with the computer, understanding its features, and how it integrates with the interactive panel for a seamless teaching experience.

Timeline: This training is scheduled for the September or October All Hire Inservice.

### ***Business Office***

Strategic goal 4: Financial and operational stewardship

Pedagogy Domain: Financial & Operational Stewardship

The District has been closely watching accounts payable transactions for proper spending authority and has upgraded fraud prevention capabilities with Wells Fargo.

Time Clock Plus cloud is in final testing for capabilities with our current internet capabilities to better inform what our backup internet capabilities need to be before the software is moved to the cloud. The



accounting software is being updated to a more recent version. This should provide better functionality as some features are no longer working well because the updates have not been performed.

September will mark the beginning of budget work with the first revision of the FY24 budget.

Strategic goal 3: Staff success

Pedagogy domain: Staff Support & Professional Development

The District is currently conducting interviews for a third payroll clerk and training a recently hired payroll clerk. Software payroll training is being planned for five individuals to ensure that correct software practices are used and increase knowledge of the software across the team. In addition, system administrator training will also be offered to increase the bandwidth needed to address software issues.

### ***Maintenance & Operations - Steve Cropsey***

Strategic goal 4: Financial and operational stewardship

Pedagogy Domain: Financial & Operational Stewardship

ALL SITES: Furniture Fixtures and Equipment (FF&E) that have been previously approved for purchase using CIP funds which, however had not been ordered are now in the hands of the new Borough point of contact person are now being ordered. The delay has caused an inconvenience and probably an increase in cost of materials but the issue has been sorted out and progress has been made in acquiring the needed FF&E.

BARROW HIGH SCHOOL, MEADE RIVER SCHOOL & KALI SCHOOL: Lifeguard training will begin on Sept. 11 thru the beginning class will have up to 10 students. Two each from PIZ and two from ATQ. Because of the size of BHS pool and most likely additional time of operation six will be from Utqiagvik. The trainer is being provided and compensated by Illisagvik College.

The BHS pool has been given a conditional use inspection, so it can be used by the public. There is still an issue with the automatic chlorinator but the pool is legal for use although daily monitoring and chlorine adjustments are being done by the Plant Manager.





ALL VILLAGES: NSBSD IT and the M&O Dept worked together to get hand held radios sent to all Village Schools. This is old school technology that provides communication between the school's office and M&O staff and school bus drivers using radios rather than cell phones.

HOUSING REQUEST PROPOSALS FOR AKP, AIN, AND UTQ.: Are out for these sites. The district is at the point where we have no teacher housing available if open positions are filled.

TRAPPER SCHOOL: The Plant Manager found a completely fabricated steel ramp attached to an old vacated building. M&O site staff with help and cooperation of the NSB DMS crew were able to install this ramp at the entrance near the high school wing. This information was provided in the August report but for the Board's review the photo included herewith is of the "new" ramp.



MEADE RIVER SCHOOL(MRS): Funding from the City of ATQ and CIPM has been identified.

HAROLD KAVEOLOOK SCHOOL: Contaminated soil clean up continues.

6-YEAR PLAN: The next site scheduled for visit is Alak School. This renovation project has been on the "Books" since 2020. Because the project has been delayed for so long Supt. Vadiveloo is planning on attending the Community Input Meeting. The meeting is expected to be scheduled the last week of September. (Date TBD)

Strategic goal 3: Staff success

Pedagogy domain: Staff Support & Professional Development

The organizational culture emphasized within the M&O Department is articulated by the Dept. Mission Statement:

***The Maintenance and Operations Department has One Mission:***

*To provide support and enhancement of the delivery of the District's Instructional Program.*