

Administrative Report

Chief School Administrator - David Vadiveloo

Utuqqanaavut kisuiġukkitka – sivulliit utuqqanaallu, paŋmami utuqqanaagiravullu, utuqqanaaġuġumaaqtuallu. Quyanaaġitka paŋmamuraglaan aullatimmagit savaktivut iġiŋŋiaqtuagiravullu. Nalunaġuŋmigiga sulii iŋuuniġuutilaaqput savaguutilaaqpullu nunaniŋŋi Iŋupiat. Igliqtitchirauvluta miŋuaqtuġviŋŋik kamasuuttaġigikput ikayuiyumiŋaqaapta tamatkunani nunani.

We acknowledge our Elders, past, present and emerging. We thank them for continuing to provide guidance and wisdom to our District, our staff members and all the students that make up our educational community.

We also acknowledge that we stand on the sovereign lands of the Iŋupiaq people. We are proud as a District to be trusted to serve the community on these lands.

Iŋupiuraaġnaqsiruuq: It is time to speak Iŋupiaq. We've just experienced another joyful Kivgiq and this year's theme is reflected in the commitment of our District to revitalizing the Iŋupiaq language in our schools. Thanks to our Board President for her strong representation of our District at the Kivgiq opening and her address in Iŋupiaq. Thank you also to our Board members who were able to attend and all our Board members for their ongoing hard work as we repair, rebuild and revitalize.

Most of all we want to thank our students and their families for coming in from the villages and representing so wonderfully. This was the highlight of Kivgiq for many of us, to see our students dancing and drumming and carrying their culture with such pride and strength. Thank you to all those students and thank you to all the staff who worked to get BHS prepared to host this wonderful event.

It's been another very busy month for our students and for the District administration with Kivgiq, the Nunaaqġiurat Tumitchiaŋit 4-day summit, new proficiency testing in our schools, the RTI conference, basketball tournaments, the Juneau legislative fly-in and more. So with that context I'd like to present to the Board and our community the following update on District operations mapped against our Strategic goals and objectives.

Strategic goal 1: Student success

Lots of outcomes in the realm of student success this month. Having just returned from the recent Juneau legislative fly-in I'll start this month's report by noting how proud our District is of the 5 students that represented us in Juneau. Frances Itta and Ronald Kippi from Atqasuk, Nasuayaaq Milligrock and Margie Dirks from Tikiġaq and our Board student representative Magdalena Stringer from Utqiġvik.

These students lobbied with strength, intelligence and deep commitment to the priorities our district needs addressed in order to improve education for all students. As a Superintendent I couldn't be more proud of how they presented to all Representatives, Senators and in particular to Lieutenant Governor Dahlstrom. Our District also sends a big thanks to former House Representative Reggie Joule and Christine Hess for their facilitation of the visit.

The success of our students and their wholistic, culturally rooted growth and development was also on full display this past month during Kivgiq. All students from all villages that danced brought

smiles and pride into the hearts of all of us and the presence of young dancers as young as ECE 3/4 reminded us all of the strength of Iñupiaq culture and the importance of our District commitment to a culturally responsive education system.

Evidence of growth in the literacy and numeracy of our students is vital. During the work session today, Susan McKenzie, State of Alaska Director of the Division of Innovation and Education Excellence, will be giving a presentation regarding portions of the new Reads Act. While we wait (along with other Districts) to learn more about the details of the Act and its implementation, the C&I team have added three (3) documents to this Admin report that are provided by the State of Alaska:

1. Introduction to Alaska's Strategic Reading Plan
2. District Reading Intervention one-pager
3. Department Reading Program one-page

As a district, we have many initiatives in place that will support the new State requirements including existing Multi-Tiered Systems of Support (MTSS/RTI) processes and data collection that will dovetail with the requirements. All of this is designed to create a more robust program for the learning success of our students.

The WIDA (World-Class Instructional Design and Assessment) Assessment window is presently open. The WIDA is a federally mandated assessment of English Language Proficiency. The assessment has multiple parts including speaking, listening, reading, and writing. Once a child meets the proficiency standard, they are not required to test further. The test is designed to ensure our students are on a healthy pathway to achieving proficiency in English.

The Winter MAP (Measures of Academic Progress) benchmarking window is also presently open. MAP is computer-based testing, and consists of multiple tests. The test questions get increasingly harder, or easier depending on how students answer. By doing this, we minimize the amount of time needed to assess, and also are able to get a very specific picture of students individual learning and growth. Post-covid these tests are a useful data point as we work to recover lost ground in learning growth for many of our students. A big upside to the MAP assessment is that information provided by the MAP is immediately available for teachers, which assists in tailoring instruction to the specific learning needs of our students.

In CTE, students across the district are participating in various courses this semester including woodshop, metal shop, CAD, Personal Finance, and sewing. Mr Hawley will be on the road again and we are also trying to hire 3 new Qatqiññaġvik CTE teachers to complete the 22-23 school year on a rotation through our villages. Our discussions with Ben Glover from Iḷisaġvik have also produced more promising partnership initiatives for our students in the months and years to come in the technical trades space.

The planning for a district wide student council continues. The Nunaaqiurat Tumitchianġit heard a strong call for consultation with students and the Juneau legislative fly-in had a heavy focus on student wellbeing. In response our administration is putting together costings and looking at dates for a district wide student representative gathering to discuss these issues and develop solutions with students.

Our Board student representative Maggie Stringer is also working with Student Services to reinstate a tutoring/mentor program between Barrow High School and Ipalook Elementary School.

The goal is to pilot the tutoring/mentor program at the beginning of quarter 4 and we are looking at implementing the same program in all villages.

We have renewed the district focus on RAHI. School counselors and principals are sharing the information with the students, checking credits to ensure qualifications are met, and providing support with the enrollment packet. And the TeleTalk Language Enrichment Program is up and running in 7 of our ECE classes at Ipalook Elementary School, Kali School, and Nuiqsut Trapper School. Teletalk screens all students in ECE 3 & 4. Once the screening and initial student visits are complete, fun activities and professional development for ECE teachers in language enrichment activities will begin.

Student attendance improved this month across nearly all our sites. A big shout out to our families and students and big encouragement for the growth in this area to continue. Two sites hit the 80% attendance mark this month and a further 3 are at 75%. The majority of our other sites were edging toward 70% or were just over 70%. Remember we are aiming for a minimum 80% attendance to ensure our students are receiving consistent learning opportunities. We can do this!

Finally – congratulations to all our students who read so many books and studied so hard to compete in this year's Battle of the Books. Thanks to ASTAC for their support for this important celebration of our students reading skills. Results from Battle of the Books are in the C&I report. Congratulations also to all our basketball teams who've been competing regionally and across the State and representing our District with great energy and pride.

Strategic goal 2: Community engagement

The Nunaaqiuurat Tumitchiaŋit 4 day summit saw the culmination of a yearlong process of breaking down silos and building a shared vision for education on the North Slope. The passing and signing of the joint resolution by all Boards sends a strong message to all our families that all organizations involved will present as a united front to strengthen education for all our students.

In alignment with the themes of the summit, the Iñupiaq Education Department have been compiling immersion curriculum resources to see which focus areas might need to be translated. Director Judkins has recently consulted with Dr. Edna MacLean and in addition to focusing on curriculum, we have been consulting with the past immersion ilisaurrit, parents, and others involved in the success of the program, to ensure we capture the successes of the previous program and build upon that success. Another meeting of this original group of instructors, parents and students is scheduled for the coming week.

As we rebuild our relationships with community and stakeholders we are also focusing on program pathways for our students. This past month we held further meetings with Ilisagvik, Conoco and ASCF. Our thanks to Conoco who stepped in this month to pick up the travel cost for Nuiqsut students who wanted to attend Alaska Excel. We also discussed with Conoco further funding opportunities for social and emotional wellbeing initiatives and a middle college initiative to connect more of our students with ANSEP. With Patuk Glenn at ASCF we confirmed our interest in both the local and federal grants they are overseeing and we also discussed the possibility of ASCF involvement with the immersion program. Our Ilisagvik conversations likewise continue to focus on the development of more pathways for our students, scheduling adjustments to accommodate our Voc Ed students and also further discussion about our *Ilisaurriquta (grow our own)* program. We are also excited to be working closely with IHLC on the Masters Apprentice program with the prospect of nurturing new fluent adult speakers.

BHS hosted Kivgik and we again send our thanks to the Mayor, the Assembly and the NSB for this event. We also thank ASRC for their financial support of Kivgik and all the sponsors and in-kind contributors who made this another extraordinarily successful gathering of North Slope communities.

Strategic goal 3: Staff success

The District sent a group of returning Principals and Department staff to the recent MTSS/RTI (Multi-tiered systems of support/ Return to instruction) conference in Anchorage. Our staff spread out across the conference, attending many excellent professional development sessions and then reported back to the group at the close of the event. This was an important opportunity for us to further embed high quality, coherent, district wide understanding of our processes in this vital area of support for students.

For the upcoming February 20, in-service, staff will have 15 different options for professional development and we're happy to have Judge Jeffery and Deb Evensen share their knowledge and experience with our staff. Deb Evensen is an international presenter and consultant and will be supporting our staff to develop skills for working with different learning and behavioral challenges such as Fetal Alcohol Spectrum Disorder

Planning for our *Ilisaurriquta* program ("Lets become teachers!") continues and we now have a total of 29 people who are interested in being part of the program. As the district moves in the direction of growing our own teachers and supporting students at an earlier age who are interested in education, it is important that we strengthen our support for local people to become certified teachers. We've been discussing this increase in numbers with Ilisagivk and we'll also be heading to the University of Alaska Fairbanks in mid-Feb to discuss options and the strongest possible program we can for our staff.

And finally, we are in full swing with recruiting. Several site administrator positions are in the process of interviewing and we're excited by the talent pool we have to choose from. After the Board approved contract issuance last month, all contracts were due back on Feb 10th so we enter the job fair season this year with a solid understanding of the positions that we need to fill. The H1B visa process continues to frustrate us but we wait patiently on the Philippine government to issue the final approval document for these teachers to start travelling to us. We remain hopeful this will happen soon but have planned for coverage until the end of the year in case there are further delays.

Strategic goal 4: Financial and operational Stewardship

On January 23rd the finance team and I met with the Mayor and the NSB finance department to discuss our budget requirement for next year. It was a productive and mutually respectful conversation that allowed us to speak to our stable fiscal management over the previous 7 months and focus on our initiatives for next year. We are now waiting on a response from the Mayor's office indicating the likely local contribution. Once this is delivered we intend to schedule NSBSD budget hearings. In the meantime our business and finance team are preparing all other aspects of our budget in expectation of presenting to the March Board meeting (assuming the NSB has provided an indication of it's local contribution).

In Juneau we met many representatives including Rep. Josiah Patkotak, Senator Olson and finance committee member Rep Delena Johnson. Board President Burke and Board member Hickman joined our 5 students and the group of us presented our District's 6 priorities. Kaktovik school

rebuild was the number 1 priority and we left the Capital feeling confident that our government representatives have a clear idea of the urgent need for this rebuild. Our other District priorities were an increase in the BSA (base student allocation), improved connectivity in our villages, teacher retention, student wellbeing, and support for culturally responsive and immersion education.

After many months of healthy stakeholder discussions and collaborative dialogue about education with ICAS Executive Director Lemen, our Impact Aid waiver letter was signed by the ICAS and we met the delivery date for that important funding application.

A report on grants expenditure is attached to the Board packet and we trust it provides the clarity the Board requested. The report explains where grants are currently sitting in terms of expenditure and what remains in each grant line.

We commenced Emergency evacuation drills this month. Successful evacuations were performed at a number of sites. Unfortunately, the drills at IPK and HMS were postponed due to a rabid fox warning and parent concerns about the weather. These exercises allow our students the chance to gain vital familiarity with pathways to safety. They also allow us to identify gaps in our processes. The District wants to be very clear on this issue – these drills are designed to get us ready. We apologize to families and the community for the anomalies and errors as we work out the best system. However, when this administration commenced there was no district wide plan in place. There were no drills being conducted on a regular basis. A few months prior to commencing my job and then again several days after, two critical emergency events occurred in our schools and it was clear that a system and structure was needed. We recruited an expert in this area. That person is methodically putting plans in place with the schools and the SAC's. We thank all the community members who have supported and participated in a constructive way to ensure our students safety comes first. A plan must be developed and drills must take place if we want our children to be safe.

Finally, our M&O department is in the process of completing a 6year CIP plan for presentation with the budget. We thank them for their ongoing attendance to the many issues across the district that require attention and immediate resolution and thank their staff for all their hard work over winter.

Conclusion:

I hope this Administrator Report again indicates the positive direction we are moving in. I want to once again thank all our community members, families and elders who provide their guidance and support to us. I want to thank our students and families for the vastly improved attendance for this month. And I want to pay a special thanks to our staff for their tireless work in first semester. In particular quyanapqak to our department Directors and central office staff who are working around the clock to get things moving again. I ask a lot of them to ensure we get our district back to where it needs to be and they respond with grace and commitment every time. And of course thank you to our Board, for supporting this direction we are moving in and providing us with constructive and insightful governance and guidance.

Qaaq srugnaqsigait argavut! *It's time for our hands to get blisters on them.* Atautchikun!

Highlighted Department: Inupiat Education - Tennessee Judkins

1.0 Student Success

- Kivgiq 2023 happened the week of Feb 1-4. There were dance groups from all villages and some outside of our region. Those that were from the North Slope brought large groups of students in

which we are working on collecting names, grade levels, and the village they reside in so we can recognize all of them. I wanted to give a huge shout out to David Elavgak and Brandi Akpik, and well as Vernon Elavgak and Michelle Kaleak, for their commitment to our children and supporting and offering Iñupiaq Dance for our BHS, Kiita, and Ipalook Students.

2.0 Community Engagement

- Preparing for Immersion restart - compiling curriculum, consulting with past immersion teachers, working to identify teachers + communities for SY23-24
 - Our department continues to work on enhancing our current Iñupiaq Language Program with the additional purpose of restarting our Iñupiaq Language Immersion program next SY23-24 with the pre-school aged children.
 - We have been working on compiling all of the curriculum resources we have in place already in order to see where we need to continue our work and focus on areas that might need to be translated. Director Judkins has recently consulted with Dr. Edna MacLean to discuss this focus area with the purpose of staying in the language within our immersion classroom. In order for us to elevate our second-language learners, we need to ensure they have the proper supports that align with the Master-Apprentice model, scripts to practice staying in the language, and language intensives to prepare for immersion teaching.
 - In addition to focusing on curriculum, we have been consulting with the past immersion ilisaurrit, parents, and others involved in the success of the program, to ensure we capture the successes of the previous program and build upon that success.
- Nunaaqqiurat Tumitchianjit
 - The Nunaaqqiurat Tumitchianjit met from January 24-27. CSA Vadiveloo and Director Judkins provided a presentation on the North Slope Borough School District, and provided information on overall direction the district is going organizationally, and focused part of the presentation on Iñupiaq Education.
 - Iñu Ed Workgroup - Call to Action
 - Director Judkins is the Champion for the NT Iñupiaq Education Workgroup and provided a workgroup update and presentation. Their workgroup provide a call to action:

As we reflect back on our history, “formal western education” was introduced to our region and our people in the late 1800’s/early 1900’s in a sequence of assimilation strategies through religion which in turn implemented a formalized method of western education through the Bureau of Indian Education. We understand that history and the impact it’s had on our region. Fast forward to the 1950’s/1960’s, our Iñupiat leadership and communities took control of the narrative and took a stance on what’s best for our land, our people, and our future. Since the incorporation of the Arctic Slope Native Association, the North Slope Borough, in turn the North Slope Borough School District, and all other regional organizations, we’ve not only had the vision to pave the way for our people and our future, but we’ve had the power to execute that vision. Sometimes we get lost in the politics, turnover in leadership, or differences of opinion, but we have to be reminded that:

 1. we are still working for the same group of Iñupiat people and communities,
 2. the work has continuously been done and revisited,

3. the priorities essentially remain the same, and
4. our purpose and intentions have remained the same, yet we are only in a different era.

Self-determination, home-rule government, and home-rule education are all in our favor in order to create and implement systemic change within our region. Education at all levels is our priority and our main focus is to enact the vision of our ancestors and elders by centering the Iñupiat way of being at every level and with every decision. We have an Iñupiat driven municipal government and tribes, we have an accredited tribal college that is unapologetically Iñupiat, and we are an Iñupiat school district that has the privilege to offer pre-school through 12th grade education on our sovereign lands. The foundation has already been set and the path has already been paved; what we need to focus on is the call to action. The purpose of the Nunaaqqiurat Tumichianit is to improve the equity and access in education and training for students and residents of the North Slope communities at all levels, from pre-K through grade 12 to higher education.

We are not here to reinvent the wheel – we are taking what has already been done and reigniting the fire from within. In reference to the 1978/79 Elders Conferences, to the 1994 Elders & Youth Conference, up to the early 2000's when the Paisavut Leadership group conducted several forums, and many other conferences, meetings, summits, forums, and the like, we have to understand that Iñupiaq Education IS education that reflects the values, the culture, the language, the history, and the ways of being of the Iñupiat and the land in which we occupy. There is no need to ask Iñupiat students to walk in two worlds, when we can capture a high-quality education and deliver it through the perspective of the Iñupiat. Our regional focus is to increase language fluency throughout the region and preserve our language, culture, history, and traditions while navigating in a modern world. In order for us to foster success and meet or exceed these goals, we need to work as a collective group and understand that we must do it together. As we continue to serve our communities and our people, each individual plays a vital role in the success and future of our region. Just as each individual would contribute to the greater good and survival of our communities within the arctic, we have to treat education, as a whole, the same way. We are not competing for survival of our education and student success, we are continuing to work together to ensure we add value to reach that goal.

The Call to Action is this:

- Iñupiaq Education IS Education
- We collectively want to increase Iñupiaq language fluency and create bilingual students and will do that through organizational support and systemic change
- Immersion is the way in which we will increase Iñupiaq language fluency
- You can't have language without culture, or culture without language
- We understand and support that this will be a 15+ year goal
- Community driven movement, based on Iñupiat values, independent of any organizational leadership, changes in agendas, or turnover
- Taking what has been done over the past several decades and building upon our successes and learning from our experiences/mistakes/failures

- Adjust our methodology based on these successes and learning experiences in order to plan for the future
- Walk the Walk!
- Our funding/budgets and other supports do not match regional priorities - we need to ensure they're in alignment

3.0 Staff Success

- Congratulate David Elavgak & Brandi Akpik - Shout out to the hiring of two local NSBSD alumni David Qıjaluqan Elavgak and Brandi Avaiyak Akpik. Qıjaluqan is the ilisaurri at Barrow High School and is teaching three Iñupiaq language classes, one cultural dance, and one cultural art class this semester. Avaiyak is the ilisaurri at Kiita Learning Community and is focusing on teaching Iñupiaq language and culture at KLC. A huge congratulations and quyanapqak to the both of them for committing their time to teaching. We are extremely excited and grateful for their addition to the team. With the two of them, we are now at 17 ilisaurrit at all 11 sites in all 8 villages – a huge accomplishment for our department and the district as a whole. We look forward to the continued growth of our local teacher capacity and the growth and expansion of our language program.
- Ilisaurriqta + Master-Apprentice Program - With the current group of ilisaurrit along with other paras or interested community members across the slope, we have a total of 29 people who are interested in being part of the Ilisaurriqta program (Let's Become Teachers). As the district moves in the direction of growing our own teachers and supporting students at an earlier age who are interested in education, it is important that we strengthen our support for local people to become certified teachers. It is equally important that we run the Ilisaurriqta Program alongside the Master-Apprentice Program so that we can not only support local folks to become certified teachers but we can also support those interested in teaching immersion to help increase fluency and equip them with the proper tools to stay in the language in their classrooms.
- January Inservice - The Iñupiaq Education Department assisted with planning and execution of the January 16 in-service. Director Judkins offered Chalk training to teachers, Specialist Chrisann Justice offered a language track for Ilisaurrit, and consultant Pat Partnow conducted several focused session on Social Studies/Language Arts supports and culture-based unit support.
- Iñupiaq Learning Framework book - We are working on compiling an Iñupiaq Learning Framework book which will be a comprehensive overview of the history and creation of the ILF, each of its components, and an in-depth look at all of the Realms, Core Themes, and Performance Expectations including specific Iñupiaq Language PE's that are pulled from the other realms. We are going to create a similar document which will list all of the Performance Expectations tied to Wellness and Healing to support our Social-Emotional Learning initiatives. Understanding and access to the ILF has always been something that teachers, administrators, and others have asked for and requested so this will be a very important book that we are extremely excited and proud to be putting together and publishing.
- Iñupiaq Language Teachers and Immersion Teachers - The Iñupiaq Education Department is planning another week-long gathering in May with the first two days being focused on training with Dr. Greymorning in the Accelerated Second-Language Acquisition (ASLA) method, the

day after will focus on ASLA application in the classroom that is aligned with our Iñupiat Language Program, and then the last three days will focus on an immersion workshop where teachers will practice various language teaching tools to help them stay in the language in their classrooms; this training will take place May 11-16. Our department is also working on preparing for a 5 week long immersion intensive that will be set up for our master language teachers, teachers, and paras who will be assigned to our language immersion classrooms next school year. The purpose of this is to prepare them for teaching solely in Iñupiaq and will include training and preparation for this for next school year.

4.0 Financial & Operational Stewardship

- The Iñupiaq Education Department staff along with consultant Dr. Jana Pausauraq Harcharek attended the Board of Education Winter Retreat. During the retreat, the Board was reenvisioning their Mission and Vision and had asked our department to capture the new mission statement in Iñupiatun first. This in-turn is now the new Man̄nuqput – which means “Our Foundation.” Our department plans to reinterpret the Man̄nuqput back into Taniktun with the help and consultation of expert language speakers and elders to ensure we have accuracy in the Iñupiaq version and that our interpretation into Taniktun is captured well.

Department Reports

Curriculum & Instruction - Caitlin Santos

1.0 Student Success

Reads Act

- During the work session, Susan McKenzie, State of Alaska Director of the Division of Innovation and Education Excellence, will be giving a presentation regarding portions of the Reads Act. The state has an accelerated timeline for the main initiatives, and has been providing training, samples, and drafts of what will likely be required as documentation supporting the Act if signed into law in the coming months. Supplementary to this report, please find four (4) documents provided by the State of Alaska:
 - Introduction to Alaska’s Strategic Reading Plan
 - District Reading Intervention one-pager
 - Department Reading Program one-pager
 - Reads Act Overview Presentation

In terms of our positioning as a district, we have many things in place that will support the new requirements. Existing Multi-Tiered Systems of Support (MTSS/RTI) processes and data collection will dovetail with the requirements. We will need to be laser-focused on parent communication, and ensuring all students who are not at grade level in literacy have ample opportunities both in and outside of school for interventions. As we move throughout the current year, and the state releases final drafts of requirements, we will work to integrate those into our current processes, along with determining the need to change/ adopt new processes. This will be clearly communicated to all staff, and parents.

- An integral part of the Reads Act is ensuring that each district has strong core instruction in literacy in grades K-5. The state is offering funding to purchase a set of reading materials, district wide, for K-5. In order to take part in the opportunity, the district must evaluate curricular materials, and choose from a list that have been pre-approved for their cultural

relevancy, basis in the Science of Reading, and efficacy data. We are in a pilot (try-out) year for elementary reading materials, and so this has been a fortunate coincidence. As part of this work, we have been able to send a small team including admin and teachers to receive specific training in curriculum evaluation. Due to the evolving nature of the Reads Act, and the accelerated timeline, we are being extremely cautious with the present pilot, and may extend our own timeline to ensure we don't push through an adoption before we know all of the Reads Act requirements. More information and updates on the process will be provided throughout the remainder of the year.

Assessment & Accountability

- The WIDA Assessment window is presently open. The WIDA assessment is a federally mandated assessment of English Language Proficiency. Students who have been identified English Language Learners (ELL) through our Parent Home Language Survey, or collaborative identification the year a child enters school, by the parents and teacher. The assessment has multiple parts including speaking, listening, reading, and writing. Once a child meets the proficiency standard, they no longer test.
- The state is requiring an early literacy screener as part of the Reads Act. They have selected mClass Amplify as the vendor. Presently, the district uses AIMSweb, and has done so for more than 10 years. Both assessments have similar tests (measures) which screen children for potential reading issues. We are currently piloting (trying-out) mClass in each school building in order to ensure that it is a good fit for our students, teachers, and will work with our varying levels of bandwidth. By the end of the school year, we will need to either switch to mClass for the next school year, or request a waiver to continue use with Aimsweb, along with a data plan for submitting our scores to the state.
- The Winter MAP benchmarking window is presently open. NWEA MAP is computer-based, and consists of multiple tests. The test questions get increasingly harder, or easier depending on how students answer. By doing this, we minimize the amount of time needed to assess, and also are able to get a very specific picture of students individual learning and growth. The information provided by the assessment is immediately available for teachers, which assists in tailoring instruction to the specific learning needs of the student.
- We are preparing for Alaska PEAKS and Science Assessment in the spring. Those assessments are mandated by the State, and are given once per year. This year, our district will be engaged in the State of Alaska assessment monitoring process. This monitoring is on a ten (10) year rotation, with all districts required to undergo monitoring each cycle. This means that our documentation and trainings will be submitted to the state for review. We were not selected for any lack of compliance, and we do not anticipate any findings from this monitoring.

Battle of the Books results

Kindergarten

1st: Ipalook Elementary School

1st Grade

1st: Tikigaq School

2nd: Ipalook Elementary School

3rd: Alak School

4th: Harold Kaveolook School

2nd Grade

1st: Tikigaq School

2nd: Ałak School & Ipalook Elementary School

3rd: Harold Kaveolook School

3rd/4th Grades

1st: Ipalook Elementary School

2nd: Ałak School

3rd: Meade River School

4th: Nunamiut School

5th: Harold Kaveolook School

5th/6th Grades

1st: Hopson Middle School

2nd: Ipalook Elementary School

3rd: Tikigaq School

Middle School

1st: Hopson Middle School

2nd: Harold Kaveolook School

3.0 Staff Success

February In-service

- We are in the planning process for the district-wide in-service February 20.
 - State Assessment training will be provided for all staff to ensure that everyone is trained and able to help out during the assessment window. This is a requirement by the State of Alaska.
 - We will be providing training for para-educators on small group classroom management and instructional strategies.
 - Neurological differences training will be provided for any interested staff.
 - 14 “choice” sessions will be offered based upon observed need and staff requests.
 - Teachers new-to-the-district will be provided training to ensure that they have a firm grounding in adopted materials and programs.

Career Technical Education - Ronnie Hawley

1.0 Student Success:

Students across the district are participating in various CTE courses this semester. Courses are Wood shop, metal shop, CAD, Personal Finance, and sewing. The budget for the Qatqiññaigvik budget has been allocated and we are working to hire 3 Qatqiññaigvik CTE teachers to complete the 22-23 SY.

Below are the current scheduled program events that are being coordinated and planned for the spring semester.

- Qatqiññaigvik Career Exploratory even February 20th - 24th.
- BMH Career Fair April 19th
- Workplace basics S-Term in Kaktovik March 20th - April 17th
- Kaktovik fly in for Iḷisaḡvik Dual credit Construction Course April 24th - May 5th.

Student Services - Lori Roth

1.0 Student Success

- The Student Services Office is excited to work with Student Board Representative Magdalena Stringer to set up the District-wide Student Council. Ms. Stringer will provide additional information on our progress.
- All schools received information on the Rural Alaska Honors Institute (RAHI) <https://www.uaf.edu/rahi/>. School counselors and principals are sharing the information with the students, checking credits to ensure qualifications are met, and providing support with the enrollment packet.
- The Student Services Department is working to develop social emotional standards for each grade level. The work group will meet and begin reviewing the ILF, sample social emotional standards from other schools, and the CASEL Framework, <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>. Social emotional standards are what students should know and be able to do while learning academic content to help them Develop self-awareness and self-management skills to achieve school and life success. The CASEL framework will be used as a guide for the S/E standards which will support the NSBSD pedagogy.
- The Student Services Office and Ms. Stringer meets on a regular basis. As part of her wellness initiative, Ms. Stringer asked why there is no longer a tutoring/mentor program between Barrow High School and Ipalook Elementary School. It was difficult to determine why this program ended, but the principals and school councils from both schools are ready for it to return. We are in the process of working out logistics between the two buildings and transportation still needs to be contacted. The goal to pilot the tutoring/mentor program at the beginning of quarter 4.
- The TeleTalk Language Enrichment Program is up and running in 7 of our ECE programs. Currently, Teletalk is set up and screening all students in ECE 3 & 4 at Ipalook Elementary School, Kali School, and Nuiqsut Trapper School. Once the screening and initial student visits are complete, the fun activities and professional development for ECE teachers in language enrichment activities will begin.

2.0 Community Engagement

- The Student Services Department will be hosting a Table at *Family Fun Day* on March 4, 2023. Family fun day is hosted by ASNA and will be held at Ipalook Elementary School. Our table will provide the community with information on the signs of suicide, outreach phone numbers, student designed tattoos, and other local messages. Hope to see you there!

3.0 Staff Success

- On-site training opportunities for Restorative Practices are in process. Ella Breadthauer will be on-Slope in March to provide face-to-face Restorative Practices training. Ella and I have been reaching out to each site offering the opportunity for the training. Principals are taking advantage of this opportunity by scheduling Ella during their site-based in-services.
- For the February 20, 2023 in-service, we are happy to have Deb Evenson share her knowledge and experience. Deb is an international presenter and a consultant to the Alaska Center for Fetal Alcohol Disorders, <https://alaskacenterforfasd.org/>. She will be supporting our staff to develop skills for working with different learning challenges such as Fetal Alcohol Spectrum Disorder, and sharing strategies on how educators can meet students' academic and behavioral challenges. Ms. Evenson will be presenting to the principals in one session and then to all staff for .5 of a day. As a Department, we will be reaching out to building principals to see if they would like her to present virtually at site-based in-services. Ms. Evenson is consultant to the Alaska Center for Fetal Alcohol Disorders, <https://alaskacenterforfasd.org/>
- Lori Roth, Jimmy Capps, and MJ Geiser continue to provide Crisis Prevention: Verbal de-escalation training across the North Slope. The following sites are in the process of completing the on-line e-module. Once complete, a follow-up face to face training will be scheduled:
 - Kali School: e-module complete. Training will be February 14 & 15, 2023
 - Alak School: e-module complete. Training needs to be rescheduled due to canceled flights.
 - Tikigaq School: in process of completing e-modules. Face to face training will be scheduled for March.
- The Student Services Office will be working with Assistant Superintendent Geiser to implement the process for NSBSD paraprofessionals to become Highly Qualified.
- We would like to reach out and thank all our school counselors and social workers for their hard work and dedication to our students and families. As a department and school district, we genuinely appreciate their continuous efforts to guide students and families in their educational pursuits. Over and over again I hear how encouraging and supportive our academic counselors and social workers are in guiding our students to achieve their post secondary goals. A huge thanks to all of you!

4.0 Financial & Operational Stewardship

- NSBSD is excited to have 7 schools be part of a three-year grant with the Department of Education and Early Development to receive support for the implementation of School-wide Positive Behavior Interventions and Supports. The Student Services Office is reaching out to the School Improvement and Title 1 schools to see which staff will be attending the Northwest PBIS Conference in April, <https://pbisnetwork.org/conference/>. To encourage success of the project, DEED requires all participating staff be under contract for SY23-24. DEED will fund up to 3 staff from each participating site and 1 Central Office staff member for up to 25 participants. Funds may be used for subs, registration, travel, per diem, and hotels.

State & Federal Programs Report - Brian Krosschell

4.0 Financial & Operational Stewardship

Federal Programs (Title Grants)

Part of the requirements of using federal program funds include explaining the purpose of our Title programs, collecting stakeholder feedback, public notifications, and ensuring the District uses federal funds in an allowable way for each of the different Title programs. This month I will cover some of the things we are working on. More information about our federal funding is available at: <https://education.alaska.gov/esea>

Impact Aid – January 31

Impact Aid continues to be one of my main projects. The application was submitted by the January 31st deadline. The next steps include updating potential new qualifying properties and removing any properties that are no longer eligible.

Impact Aid is designed to assist school districts that do not receive property tax revenue due to the presence of tax-exempt Federal property including children living on Native lands, ANCSA, and low rent property. These funds are unrestricted and undesignated for the general fund to cover expenses such as heat, lights, food service, student activities, sports, NYO, AFN, evening recreation, preschool, Inupiaq language programs, classified wages, salaries, building maintenance, and general support for everything. All general fund revenue is reviewed and approved by the school board during the annual budget adoption. More information is available at <https://oese.ed.gov/offices/office-of-formula-grants/impact-aid-program>

DEED Report Card to the Public – March 3

The 2021-2022 District and School Reports are now available at [DEED's Report Card to the Public site](#). Additionally, Districts must publicly disseminate these report cards to all parents of students in school (4 AAC 06.895). Our NSBSD website has a direct link to DEED's Report Card to the Public site. More information is available at: <https://education.alaska.gov/compass/report-card>

Comparability Report – February 10

We are required to submit a Title I Report of Comparability by February 10 for the 2022-23 school year. We compare the average number of students per instructional staff and/or the average instructional staff salary expenditure per student. The goal is to demonstrate we are providing equitable services to all of our students and schools.

Indian Education - Title VI - February 6 - March 10

The FY24 Indian Education application period for Part I of the application will open on February 6th and close on March 10th. Title VI Indian Education funding supports the educational and culturally related academic needs of American Indian and Alaska Native students. Students qualify for Indian Education funding only if a parent/guardian completes a Title VI Student Eligibility Certification form (also known as a “506 form”). This form requests the tribal identification number of the child, parent, or grandparent. While it is not required that guardians complete this form, the school district will not receive Indian Education funding for any child that does not have this document on file. Districts are required to establish an Indian Parent Committee (IPC). We must develop its Title VI project and application with the participation and written approval of the Indian Parent Committee. More information is available at: <https://easie.communities.ed.gov/#program>

Special Thanks

I want to give a special thanks to Susan Hope. Susan was a big help getting information for our Impact Aid application and organizing meetings.

If you have any questions, suggestions, or ideas, please feel free to email me at brian.krossschell@nsbsd.org

NSBSD Grant Summary – February 2023

<i>Fund</i>	<i>Program Name</i>	<i>Award Amount</i>	<i>Remaining (updated quarterly)</i>	<i>Budgeted/ Committed</i>	<i>Expiration Date</i>	<i>Grant Purpose</i>
254	NSLP EQUIPMENT ASSISTANCE GRANT	\$4,478	\$1076 (24%)	100% budgeted & committed	June 2023	Kitchen Equipment
256	Title III-A English Language (only for ELL students)	\$27,375	\$0 remaining	100% budgeted & committed	annually funded, June 2023	EL Students Only - English language instruction and intervention.
260	Title I-A Basic	\$666,172	50%	100% budgeted & committed	annually funded, June 2023	"Above & Beyond" interventions/extra support above and beyond (in school or out of school).
262	Migrant Literacy (only for migrant students)	\$750	\$717 (95%)	100% budgeted & committed	annually funded, June 2023	migrant student books
263	Title I-C Migrant Regular (only for migrant students)	\$135,579	100%	100% budgeted & committed	annually funded, June 2023	Support for Migrant students' services
265	Title I School Improvement (all except IPK, HMS, PIZ, KAK)	\$200,000	\$142,827 (71%)	100% budgeted & committed	annually funded, June 2023	Site-based planning to improve school performance
270	Title II-A Supporting Effective Instruction	\$228,853	\$62,409 (27%)	100% budgeted & committed	annually funded, June 2023	-increase student achievement, quality & effectiveness of staff, increase the number of staff, access to leaders
272	Title IV-A Student Support & Academic Enrichment	\$106,946	\$87,846 (82%)	100% budgeted & committed	annually funded, June 2023	(1) well-rounded education, (2) improving school conditions, (3) improve the use of technology

275	<i>CARES Act: GEER I (Covid)</i>	\$66,063	<i>Spent, \$0 remaining</i>	<i>Spent</i>	<i>Sept 2022</i>	<i>CARES funds can be used for anything allowable in Title & CTE Perkins, Learning Loss, Covid Support</i>
276	<i>CARES Act: ESSER I (Covid)</i>	\$637	<i>Spent, \$0 remaining</i>	<i>Spent</i>	<i>Sept 2022</i>	<i>CARES funds can be used for anything allowable in Title & CTE Perkins, Learning Loss, Covid Support</i>
277	<i>CRRSA Act: ESSER II (Covid)</i>	\$1,398,186	<i>\$182,521 (13% remaining for FY23)</i>	<i>100% budgeted & committed</i>	<i>Sept 2023</i>	<i>ESSER funds can be used for anything allowable in Title & CTE Perkins, Learning Loss, Covid Support</i>
278	<i>ARP Act: ESSER III (Covid)</i>	\$3,430,746	<i>90% remaining for FY23 & FY24</i>	<i>90% budgeted & committed through 2024</i>	<i>Sept 2024</i>	<i>ESSER funds can be used for anything allowable in Title & CTE Perkins, Learning Loss, Covid Support</i>
287	<i>Alternative School Grant (Kiita only)</i>	\$26,000	<i>\$6254 (24%)</i>	<i>100% budgeted & committed</i>	<i>June 2023</i>	<i>Kiita Activities</i>
288	<i>Substance Misuse & Addiction (NUI & ATQ only)</i>	\$8,900 <i>(recent award)</i>	<i>\$5973 (67%)</i>	<i>100% budgeted & committed</i>	<i>June 2023</i>	<i>NUI (\$4000) & ATQ (\$4900)</i>
310	<i>Perkins CTE (MS & HS)</i>	\$66,111	<i>Approximately 50%</i>	<i>100% budgeted & committed</i>	<i>annually funded, June 2023</i>	<i>Kiita Activities</i>
360	<i>Indian Education Formula Grants to LEAs</i>	\$602,829	<i>\$354,598 (58%)</i>	<i>100% budgeted & committed</i>	<i>annually funded, June 2023</i>	<i>To meet the unique ed & culturally related academic needs of Native students</i>
366	<i>Native Language - ANEP</i>	\$594,083	<i>spent, \$0 remaining</i>	<i>Spent</i>	<i>Sept 16, 2022</i>	<i>Partner on ASDN and ASRC grant</i>
370	<i>HIGHER PATHWAYS - Kiita</i>	\$3,000	<i>100% remaining</i>	<i>100% budgeted & committed</i>	<i>June 2023</i>	<i>Kiita activities</i>

Business Office - Lila Peterson

4.0 Financial & Operational Stewardship

The business office is currently working on the year end reporting with W2's, 1099's, and 1095's for 2022. We are also working on the quarterly reporting for all the grants. The next project for the business office will be to work on the FY24 Budget. Monthly we are working on ensuring payroll and AP are processed.

Emergency Response Coordinator - Jimmy Capps

1.0 Student Success:

The safety and success of our students is our number one priority. The development of a comprehensive Emergency Operations Plan (EOP) and safe/effective emergency evacuations plans for all schools, improves student safety, which provides a less stressful learning environment and encourages student success.

2.0 Community Engagement:

- Revised written Emergency Evacuation Plans for Kiita
 - Completed Emergency Evacuation / Fire Drill with Community Notifications and Involvement
- Revised written Emergency Evacuation Plans for BHS
 - Working with the principal on a date for Emergency Evacuation / Fire drill.
 - Once a date is developed, community notifications will be made.
- Revised written Emergency Evacuation Plans for HMS
 - Scheduled Emergency Evacuation / Fire Drill with Community Notifications - Canceled due to Community Rabid Fox Alert and Weather.
- Revised written Emergency Evacuation Plans for IPK
 - Developed a tentative plan due to construction at Piuraagvik Recreation Center blocking primary emergency entry point.
 - Scheduled Emergency Evacuation / Fire Drill with Community Notifications - Canceled due to Community Rabid Fox Alert and Weather.
- Kaktovik:
 - Completed initial Emergency Evacuation Plans
 - Emergency Evac Plans have been emailed to all school officials, community leaders and emergency officials in Kaktovik for review.
- Wainwright:
 - Traveled to Wainwright and met with community leaders, emergency response officials and members of the community, and asked for their involvement and help in the Emergency Evacuation Plan process.
 - Initial phase in developing the Emergency Evacuation Plans for Wainwright have begun.
- Completed the first draft of the NSBSD Emergency Operations Plan (EOP)
 - Requested feedback from all North Slope Emergency Response Departments

- Outlined and Introduced the Incident Command System for NSBSD in the EOP
- Developing a team of community members, stakeholders and emergency response personnel to assist in all aspects of Emergency Response for the NSBSD.
- Building and fostering relationships with organizations like ASNA, SSMH, NSB Risk, NSB Emergency Management, NSB Fire Department, NSB Police Department, NSB Public Works Department, NSB Search and Rescue, ICAS, All SAC's, The City of Utqiagvik and All Villages of the NSB.
- Planned Village Travel:
 - Point Lay - Kali School = February 7 – 11
 - Anaktuvuk Pass - Nunamiut School = February 27 – March 3
 - Point Hope – Tikigaaq School = March 4 - 9
 - Atkasuk – Meade River School = April 11 - 19
 - Kaktovik – Harold Kaveolook School = April 25 – 27
 - Nuiqsut – Nuiqsut Trapper School = May 9 - 11

3.0 Staff Success:

- Faculty and Staff have been trained in the emergency evacuation plans for all 4 barrow schools and Kaktovik school.
- Each emergency evacuation plan gives the staff the tools needed when dealing with an emergency evacuation.
- The EOP will give staff the tools needed for success when handling an emergency situation/incident.
- ALICE Active Shooter Training, eLearning for Staff has been scheduled for February during District Wide Inservice.

4.0 Financial & Operational Stewardship:

Developing a comprehensive emergency operations plan (EOP) for the school district, and safe and effective emergency evacuations plans for all schools, will reduce financial liability on the school district if an emergency or violent critical incident occurs.

Human Resources - Dr. Bobby Bolen

3.0 Staff Success

First, we want to welcome Georgia Leavitt back to the district. She will be serving as our HR1 Specialist/Receptionist. We are excited to have her back.

Currently the HR department is receiving contracts back from teachers and administrators for the 23-24 School Year. At the time of this update, we had 74 teacher contracts and 7 Administrative contracts returned.

We are currently putting together a Education Job Fair list for seeking out the best candidates for the upcoming school year. We are excited and striving to get all our positions filled prior to the end of the school year. We plan to attend job fairs in Alaska, Washington, Oregon, Colorado, Wyoming, Texas, and possibly a few more.

Maintenance & Operations -Bernadette Fischer

Good Morning/Afternoon, please bear with me as this is my first report and first week on the job in my new role as the Director of Maintenance and Operations. I appreciate this opportunity to serve the North Slope in a new capacity at the school district and bring with me the knowledge and experience I gained while working in the CIPM Department at the North Slope Borough. I look forward to assisting the district in moving forward and improving our facilities district wide. My subsequent reports will be more in depth as I settle into the job and continue to meet district staff and administration.

My first site trip will be the 15th -16th to Kaktovik, along with Steve and the design team to present the preliminary design options for the school replacement. There we will be seeking input from the school staff along with community members on the design presented in order to make modifications to accommodate the needs of students and the delivery of education.

Information Technology - [Reginald Santos](#)

4.0 Financial & Operational Stewardship

- We are happy to report that the NSBSD, Office of Civil Rights case 10-19-5924 is now closed. The Office for Civil Rights (OCR) of the U.S. Department of Education has concluded its monitoring of the implementation of the Resolution Agreement (Agreement) of November 23, 2021, in the above-referenced matter, as the North Slope Borough School District (District) has satisfied all obligations under that Agreement. OCR will take no further action with respect to this matter.

The District provided evidence of its adopted strategy and initial implementation plan on November 17, 2022 by submission of a written report. In the report, the District commits to adhere to the Web Content Accessibility Guidelines, 2.0 Level AA, describes the procurement process it engaged in to develop a new website during the pendency of this matter, commits to annual district wide in-service training on digital access, describes its plans for recurring audits of its online content and functionality, and describes the accessible process it has implemented so that users can alert the District to digital access issues. OCR observed the improvements outlined in the District's written report, which should serve as a foundation for the District's continued efforts to provide accessible programs, services, and activities.

- I would like to highlight my teams hard work in supporting the Nunaaqqiurat Tumitchianjit meeting last January 24 to 27. Their hard work resulted in successful meeting with all the technology requirements met. I also would like to acknowledge City of Utqiagvik Mayor Asisaun Toovak in extending her support by allowing us to borrow their wireless mics for the meeting and for upgrading the Piuraagvik internet connection for the meeting participants and KBRW broadcasting use. I also would like to thank Jeff Seifert of KBRW, Andy Stemp and Garret Nayokpuk of ASNA for allowing us to borrow Microphones and Speakers to add to NSBSD's own sound system so we can provide as many microphones as needed for the meeting.
- The NSBSD IT team also provided support for the 2023 Kivgiq Festival and the Tri Annual Alaska Eskimo Whaling Commission meeting the entire first week of February by providing Audio and Video equipment and support and the use of our network equipment to deliver a dedicated ASTAC 25/3 Mbps internet paid for by the NSB Mayor's Office to be used by Talking Circle company so the Kivgiq 2023 festival can be livestreamed in high definition.