

**Highlighted Department: Career Technical Education - Ronnie Hawley**

**5/1/2023**

**1.0 Student Success**

**Qatqiññaigvik/CTE**

The Qatqiññaigvik and CTE programs for the 2022-2023 school year started off with the expectation of generating career awareness within the student population. Phase 1 of the Qatqiññaigvik program was a two-part process. The first part was where an instructor would travel to a village and spend five weeks training the students in Career Exploratory knowledge.

The five-week class consists of AKCIS to gain general career knowledge of opportunities in Alaska and on the North Slope. While at the same time building their personal learning and career plan. Students also learned about Microsoft Office programs, Word, Excel, and PowerPoint during the five weeks. In the villages with wood and metal shop, we offered exploratory classes in carpentry and welding. Additionally, students were introduced to 3D printing and CAD design.

**Nuiqsut:**

The first village to have the Work Place Basics course for Career Exploratory was Nuiqsut Trapper School. The classes were set up, so I would see the students twice daily. The morning class was about workplace basics and career readiness. The afternoon class was an exploratory, hands-on experience in the shop area. The total number of students participating was 29 high school and 24 middle school students. Students practiced with each piece of equipment and made individual projects. The high school students that participated received a .5 credit towards graduation.

**Wainwright:**

The second School visited was Alak School. The student population was a smaller group but the process was the same. Students were introduced to AKCIS, word, excel, PowerPoint, CAD design, and 3D printing. The afternoon classes consisted of two groups of students participating in welding and carpentry.



The Alak School shop area comprises two classrooms joined by office space. The students practice welding with both MIG and Stick and were able to use a plasma torch and various metal working tools. Working in the wood shop, the students produced four small freight sleds.



The next event was the Utqiagvik Qatqiññaigvik fly-in. December 5 – December 9<sup>th</sup> Career Exploratory Event **30** high school students from Alak School, Kali School, and Nuiqsut Trapper School Participated. The students were introduced to businesses, corporations, colleges, and technical training facilities. The students gained knowledge and understanding of the requirements needed by an individual entering the workforce. The pictures below represent the field trip to Search and Rescue and several of the presentations.

## Qatqiññaigvit Program

Photos!



## Qatqiññaigvit Program

### Photos!



At the beginning of 2023, the Qatqiññaigvit building hosted dance groups from Point Hope and Wainwright, participating in the Kivgiq celebration. The next school scheduled for the five-week career exploratory class was Kali School. We moved a CTE teacher from Meade River School, where he served for the first semester, to the Kali School. This allowed both schools to have a CTE teacher for one semester. This is a process that the district is looking into for the 23-24 SY. Sharing CTE teachers between two schools which allows each school to have a teacher on site for CTE classes for one semester.

This brings us to the 4<sup>th</sup> quarter and the busiest time of the school year. The next village receiving the workplace basics class and Career exploratory training was Harold Kaveolook School. We also set the next Career exploratory fly-in, the spring career fair, the senior Excel trip, and the Iḷisaḡvik Dual credit intensive in motion.

- Workplace basics March 20<sup>th</sup> – April 14<sup>th</sup> – Harold Kaveolook School – 10 High school and 10 Middle school students participated.

We started the middle and high school students working in AKCIS, developing their personal learning and career plan. We discussed the various career opportunities on the North Slope and in Alaska in general. During the visit, a group of students were able to make a college and career trip where they participated in tours of UAF, Iḷisaḡvik College, and the TTC. It was not all work; they also went to the Chena hot Springs and the Museum of the North.

- Career Exploratory April 17<sup>th</sup> – April 21<sup>st</sup> students from Nuiqsut Trapper, and Harold Kaveolook school.

Students listened to business leaders and representatives from North Slope Corporations, College reps regarding the requirements that they must have to enter into a career. The students also visited the Cultural Center, They toured the facility and participated in the junior whaler exercise.

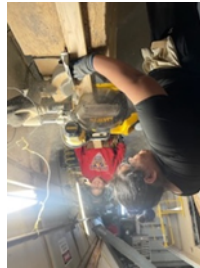
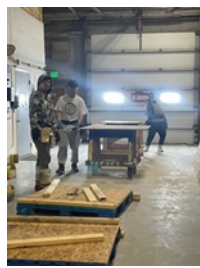


## May 2023 Administrative Report - Departments



- Iḷisaḡvik Dual credit April 24 – May 5<sup>th</sup> – 8 Students – Harold Kaveolook School, Nuiqsut Trapper School, and Meade River School.

The student participated in a construction trades class consisting of welding and carpentry. The welder pictured is a young lady from Nuiqsut who had never welded before, and had the best welds from the class. The carpentry photos, the students are building storage boxes to hold the gas bottles for the welding shop. They are using the same process as they would to frame out a house.



- BHS Career Fair April 19<sup>th</sup> – Over 200 Students from BHS, Nuiqsut Trapper, Harold Kaveolook, Alak, and Kali schools and 70 career partners Participated.



- Alaska Excel April 24<sup>th</sup>-April 29<sup>th</sup> – 10 students – Tikiḡaq, Harold Kaveolook, Nuiqsut Trapper, and Kali schools.

This trip was for seniors only. This program of Alaska Excel is called the CTMJ, which stands for College, Trades, Military, and Jobs. The CTMJ allowed the students to interview with colleges, talk to military recruiters, interview with job corps and other Technical training centers, and apply for scholarships.



## May 2023 Administrative Report - Departments

- Hosted the NYO teams as they passed through Utqiagvik – Kali, Ałak, Nuiqsut, Kaktovik, and Meade River.

What you see is just the beginning of what's to come. The Qatqiññaġvik/CTE department is looking to the future for our students and the community to build a career training program that builds success and develops a skilled and confident workforce. Our students are the future, and we must give them every opportunity to succeed.

### Department Reports

#### *Inupiat Education - Tennessee Judkins*

##### 1.0 Student Success

-We have been working thoroughly and diligently on the Iñupiaq Language Scope & Sequence to ensure accountability, alignment, and reference to our language goals across K3-grade 12. Our ilisaurrit helped articulate the scope and sequence and we've vetted the language goals with our group of Iñupiaq language translators. All posters are printed and displayed language classrooms and school buildings. Updated photos below.

-Chrisann Justice and Michelle Kaleak traveled to Ilisazaqta Iñupiatun in Nome with the purposes of adding perspective as we continue moving forward on our immersion program rollout next fall. They had two days of observations and one full day on inservice together with Kiminaq Alvanna-Stimpfle and Annie Conger, and the other ladies who help support their program. We anticipate continuing to strengthen our partnership and supports between our programming and theirs.



-We continue to enhance our Iñupiaq language program and curriculum and recently sent out class sets of the verb wheels for ilisaurrit to use with their students. See samples below.

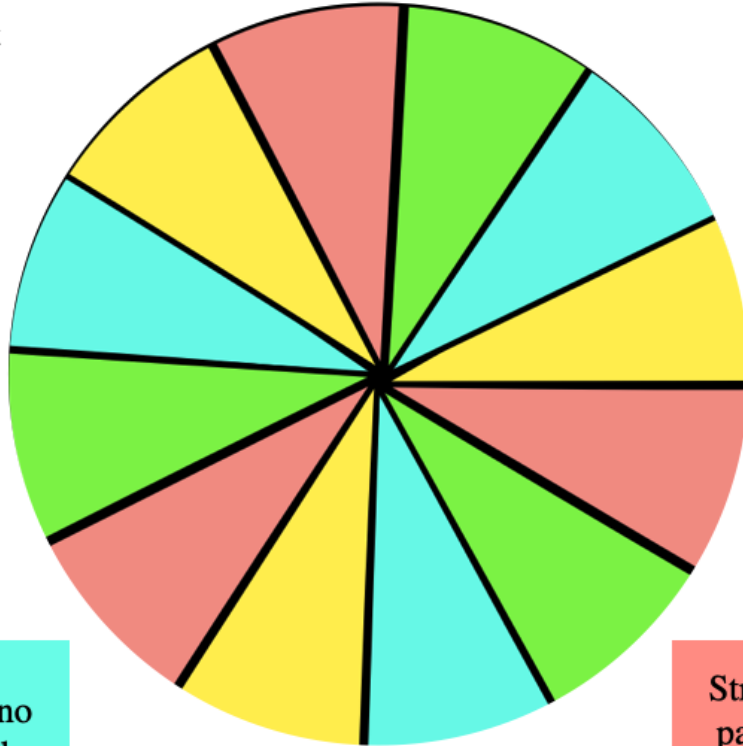






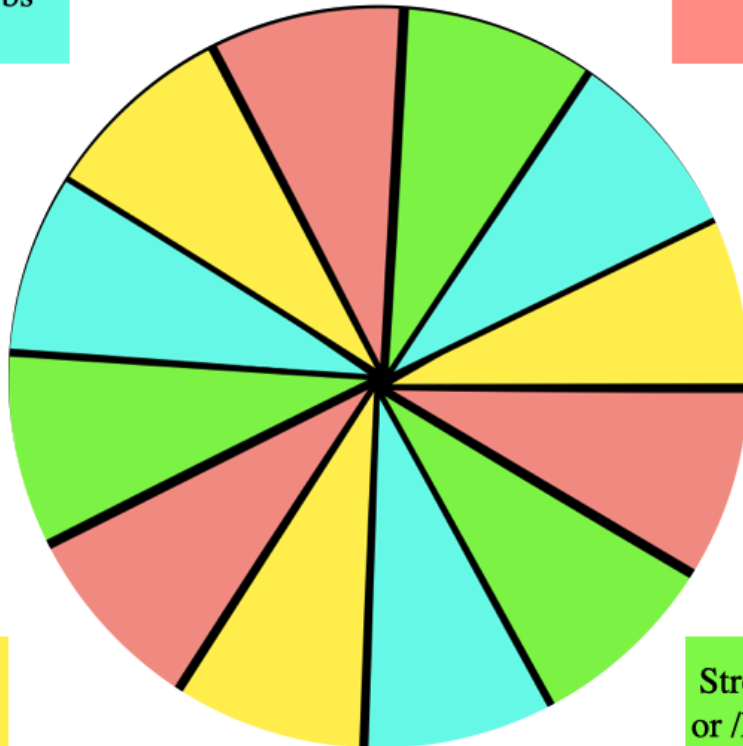


These two wheels are blank so that students can create their own versions. They need to make sure that they follow the color codes.



Consonant (no strong I) Verbs

Strong /I/ with palatalized /t/ Verbs



Vowel Ending Verbs

Strong /I/ with /q/ or /k/ Ending Verbs

Added ILF connections to Scope and Sequence posters. Printed and laminated posters for each teacher as well as additional posters to display in the schools and in our department.

ECE3 Iñupiatun Iļisaaksravut 2022-23 SY		
<b>Apiqutit</b>		
o Nakuuviñ?	o Imiguqpiñ	o Sumiitpa...?
o Kaakpiñ?	o Nauñ...?	o Summukpa...?
<b>Tiliuġutit</b>		
o Qaiñ.	o Pisuagiñ.	o Atigilutin.
o Tikkuaguñ...	o Aksiguñ niaqun.	o Kamiglutin.
o Aquliraġiiksitta.	o Aksiguñ isigan.	o Aitqatilutin.
o Makittin.	o Nasautaglutin.	
o Aquvittin.	o Quppigaałutin.	
<b>Igluñuaq Tiliuġutit</b>		
o Qairruñ...	o Aquvittin natigmun.	
o Quisaqtuġiñ.	o Igirruñ.	
o Argakkiñ iqaġilugik.	o Siqqiñ.	
o Iqaġilutin.	o Itigiñ.	
o Aquvittin aquppiutamun.	o Itiġnaqsirug.	
<b>Atuutillu Sayuutillu</b>		
o Sayuun - Welcome Back the Sun	o Whaling Song	
o I Love You	o Body Parts-Atuutit Timitigun	
o Uvlaalluataq	o Sikumun piuraaġiaqta	
o You Are My Sunshine	o Tuttu pañaliktug	
o Suvich?	o Sea Animals	
o Emotions		
<b>ILF-kun Tikisaksrat</b>		
<ul style="list-style-type: none"> <li>The student demonstrates an understanding of the role of the Iñupiaq language in North Slope history by hearing more than one language spoken. [E] H.nsh.1.1</li> <li>The student demonstrates an understanding of the relationship the Iñupiaq language and modern history by regularly hearing Iñupiaq words. [E] H.mh.1.1</li> <li>The student demonstrates an understanding of the relationship between singing and dancing and the Iñupiaq language by listening and moving to the rhythm or beat of the songs. [E] C.sd.1.1</li> </ul>		
NSBSD Iñupiaq Education Department <span style="float: right;">REV: March 2023</span>		

ECE4 Iñupiatun Iļisaaksravut 2022-23 SY	
<b>Apiqutit</b>	
o Uiñgaqpiñ?	o Quisaqtuagukpiñ?
o Piuraagukpiñ?	o Naalaqtuagukpiñ?
<b>Tiliuġutit</b>	
o Ikirruñ naniq.	o Aksiguñ siutin.
o Qamirruñ naniq.	o Aksiguñ qinjan.
<b>Igluñuaq Tiliuġutit</b>	
o Immuksriñġa.	o Aluuttauraksriñġa.
o Imiksriñġa.	o Qaqqulaaksriñġa.
o Iļuligauraksraġiñ.	o Tilaiguñ.
o Aluuttaqpaksriñġa.	
<b>Atuutillu Sayuutillu</b>	
o Sayuun - Preparing a Seal Skin	o Inna- Upingaksrami
o Counting	o Inna- Ukiagmi
o Nanauyaaq	o Hokey Pokey-Iñupiaq
o Family	o Qaummatilli
o Qiļalugaiyaaq-Baby Beluga	
<b>ILF-kun Tikisaksrat</b>	
<ul style="list-style-type: none"> <li>The student demonstrates an understanding of the role of the Iñupiaq language in North Slope history by hearing more than one language spoken. [E] H.nsh.1.1</li> <li>The student demonstrates an understanding of the relationship the Iñupiaq language and modern history by regularly hearing Iñupiaq words. [E] H.mh.1.1</li> <li>The student demonstrates an understanding of the relationship between singing and dancing and the Iñupiaq language by listening and moving to the rhythm or beat of the songs. [E] C.sd.1.1</li> </ul>	
NSBSD Iñupiaq Education Department <span style="float: right;">REV: March 2023</span>	

**Kinnakaataurat Iñupiatun Iļsaaksravut 2022-23 SY**

**Apiqqutit**

- Kiña ilvin?
- Kiña Iñupiaqsiniñ?
- Quviasukpiñ?
- Qiiyanaqpa?
- Uunaqpa?
- Anuqliqpa?
- Nuviyaliqpa?
- Siqiññaagikpa?
- Naatchiviñ?
- Aigaqsiviñ?
- Aniiqsuağukpiñ?
- Quisaqtuağaqsiiviñ?

**Tiliuğutit**

- Upkuiğun.
- Upkuağun.
- Isaagiñ.
- Isaagiñ taliqpiñ.
- Isaagiñ saumiñ.
- Aksigiñ iqsran.
- Aksigiñ taliñ.
- Aksigiñ niun.
- Aksigiñ argan.
- Aksigiñ sitqun.
- Taliqpiñ ilļiuñ ummatignun.
- Paqitchaqtuğun nipirrun.
- Paqitchaqtukki kalauraağutit.
- Paqitchaqtukki sallisik.
- Paqitchaqtuğun ađlaun.
- Paqitchaqtuğun makpiğaaq.
- Ilļiuñ ilļuanun....

**Igluñuaq Tiliuğutit**

- Puggutaursrağiñ.
- Kakiuraksriñña.
- Tilagiñ.
- Uqsrukuaqtaksriñña.
- Muqpauraksriñña.
- Tağiumik ata.
- Pappamik ata.
- Miğayauraq piuñ.
- Miğayauraq qağğisuuttiuñ.
- Miğayauraq niğipkağun.
- Aitchuñña siiğñam imiğaanjanik.
- Makkamik ata.
- Saluağutiksriñña.

**Uqapiallasiniq VIVA-kun**

- Animal Names
- Body Parts Level I

**Atuutillu Sayuutillu**

- Sayuun - First Plane Ride
- Atchagat Inupiatun
- Ikka, Pikka, Kanna, Uvva

**ILF-kun Tikisaksrat**

- The student demonstrates an understanding of the relationship between hunting and the Iñupiaq language by identifying and pronouncing the names of animals of the land, sea, river, lake, and sky. [E] E.hs.1.2
- The student demonstrates an understanding of the relationship between environment and the Iñupiaq language by using basic demonstratives (e.g., ikka, pikka, kanna, uvva). [E] E.e.1.2
- The student demonstrates an understanding of the relationship between environment and the Iñupiaq language by using expressions about the weather (e.g., alappaa!). [E] E.e.1.3
- The student demonstrates an understanding of the role of the Iñupiaq language in North Slope history by regularly hearing Iñupiaq words. [E] H.nsh.1.2
- The student uses the Iñupiaq and English languages to begin to use the Iñupiaq language. [E] I.cb.1.1
- The student demonstrates an understanding of the relationship between singing and dancing and the Iñupiaq language by following common dances and motion dances. [E] C.sd.1.2.

**Sivulliani Ukiut Iñupiatun Iļsaaksravut 2022-23 SY**

**Apiqqutit**

- Kitkuayaaguviñ?
- Sumiuguviñ?
- Qiiyaviñ?
- Uunaqpiñ?
- Nuviyaitpa?
- Nuviyalaqpa?
- Uvlupak Atautchiiqpisa?
- Uvlupak Aippiqpisa?
- Uvlupak Piñatchiqpisa?
- Uvlupak Sisammiiqpisa?
- Uvlupak Tallimmiiqpisa?
- Uvlupak Itchaksriqpisa?
- Uvlupak Savaiñniqpisa?
- Niğiyaqtuağvigmuññaqpiñ?
- Qitigvigmuññaqpiñ?

**Tiliuğutit**

- Siqunjiğiñ.
- Uitchiñ.
- Minjiqtağiñ.
- Aksigiñ narraan.
- Aksigiñ ikusiñ.
- Aksigiñ qavlun.
- Aksigiñ quñusiñ.
- Aksigiñ tavluñ.
- Ilļiuñ qaananun ....

**Igluñuaq Tiliuğutit**

- Qilaguamugiñ.
- Samuñagiñ.
- Saiyukriñña.
- Kuuppiaksriñña.
- Avu qairruñ.
- Asiat qaitki.
- Maktaksriñña.
- Uunaaliksriñña.
- Aapuksriñña.
- Utkusiksrağiñ.
- Ulu qairruñ.
- Uqautitautiga qairruñ.
- Iqutiksraisuñña.
- Qamutimun ikkuiñ.

**Uqapiallasiniq VIVA-kun**

- ASLA Skill Set #1
- Body Parts Level II

**Atuutillu Sayuutillu**

- Sayuun - Bow and Arrow
- Sayuun - Aiviq
- Nipinjisigun Atchagat Atuun

**ILF-kun Tikisaksrat**

- The student demonstrates an understanding of the relationship between environment and the Iñupiaq language by observing the day's weather conditions and discussing them. [E] E.e.1.4
- The student demonstrates an understanding of the relationship between medicine, healing, and the Iñupiaq language by naming their external body parts and their five senses. [E] E.mh.1.2.
- The student uses the Iñupiaq and English languages to communicate through phrases Iñupiatun. [B] I.cb.1.1
- The student demonstrates an understanding of the relationship between tools and the Iñupiaq language by naming household implements and tools used in school. [B] E.t.1.1
- The student demonstrates an understanding of the role of the Iñupiaq language in North Slope history by being increasingly able to code switch as they communicate in more than one language. [E] H.nsh.1.3



**Malġuanni Ukiut Iñupiatun Iļisaaksravut 2022-23 SY**

**Apiqqutit**

- o Aakaalukpiñ igluñanugniaqpiñ?
- o Avilaitqatikpiñ igluñanugniaqpiñ?
- o Kiña ikayuqtuniapia [uvlupak]?
- o Kitkuk aņayuqaakkiñ?
- o Aapiyaqaqpiñ?
- o Aatauraqaqpiñ?
- o Nukaaluqaqpiñ?
- o Qanuġitpa siļa?
- o Qannikpa?
- o Irriliqpa?
- o Sialukpa?
- o Taktukpa?

**Tiliuġutit**

- o Aatchaġiñ.
- o Aatchaņaaġiñ.
- o Iglañallagiñ.
- o Aksigun tuiqqan.
- o Aksikki siqpitin.
- o Aksikki nuyyatin.
- o Tikkuagun qaniñ.
- o Tikkuagun irin.
- o Iļiun ataanun ...

**Igluņņuaq Tiliuġutit**

- o Qamutiqaġvigmuġiñ.
- o Anaġvigmuġiñ.
- o Iggavigmuġiñ.
- o Aquptaaġvigmuġiñ.
- o Siñġiaġvigmuġiñ.
- o Ivvaġiñ.
- o Imaiyautiksraisuņņa.
- o Saviksriņņa.
- o Aluuttaġaaksriņņa.
- o Iqaluksriņņa.
- o Pizza-ksriņņa.
- o Pivsiksriņņa.
- o Misiġaaksriņņa.
- o Paraksriņņa.
- o Manniich qaitkich.
- o Kinqtat aikkich.
- o Qimmiq tigummiuņ.
- o Qamutiqaġvigmuġiñ.

**Uqapiallasifiq VIVA-kun**

- o ASLA Skill Set #2
- o ASLA Skill Set #4A
- o Tally Marks 0-31

**Atuutillu Sayuutillu**

- o Sayuun - Too Many Mosquitos
- o Alaska-m Takyana

**ILF-kun Tikisaksrat**

- The student demonstrates an understanding of the relationship between environment and the Iñupiaq language by describing the day's weather. [B] E.e.1.4
- The student demonstrates an understanding of the relationship between hunting and the Iñupiaq language by using the names of various animals in phrases. [N] E.hs.1.2
- The student demonstrates an understanding of the relationship between kinship and the Iñupiaq language by using appropriate terms of address with his/her relatives Iñupiatun. [B] C.r.1.1.
- The student uses the Iñupiaq and English languages to listen attentively to Elders telling stories. [B] C.e.1.2

**Piņayuanni Ukiut Iñupiatun Iļisaaksravut 2022-23 SY**

**Apiqqutit**

- o Kiña aakaaluiñ?
- o Kiña aapaaluiñ?
- o Qanuġitpiñ?
- o Qanuġitpa Aakan?
- o Qanuġitpa Aapan?
- o Qinnaliņaviñ?
- o Aqjattuqpiñ?
- o Ipiqtusukpiñ?
- o Naņitpiñ?
- o Quunniqpa?

**Tiliuġutit**

- o Kamņiġiñ.
- o Kamiġiñ.
- o Anniñ.
- o Isiġiñ.
- o Aksigun tuiqqaġa.
- o Aksigun tunuga.
- o Aksigun niaqqa.
- o Aksigun taliġa.
- o Tikkuagun isigaga.
- o Tikkuagun ikusiga.
- o Tikkuagun niuga.
- o Tikkuagun sitquga.
- o Iļiun saananun ...

**Igluņņuaq Tiliuġutit**

- o Paniqtaksriņņa.
- o Kakkiiyautiksriņņa.
- o Siġņaksriņņa.
- o Kauksriņņa.
- o Suuksriņņa.
- o Raaq puggutamiittuaq maunauttiun.
- o Uqautitaun kiugguun.
- o Talukiyaaġun.
- o Talukiyaat anmakkit.
- o Aņmaġun igalauraq.
- o Umiguņ igalauraq.
- o Qamutiqaġvium upkuana aņmaġun.
- o Qamutiqaġvium upkuana umiguņ.
- o Iġitchaqtuagun suaġkukvik.
- o Aatqiuġiñ.
- o Tiņjunmugiñ

**Uqapiallasifiq VIVA-kun**

- o Body Parts All
- o Kaktovik Numerals 0-31
- o Weather Part 1

**Atuutillu Sayuutillu**

- o Sayuun - Polar Bear Shake
- o Sayuun - Nuqit
- o Sayuun - Duck Walk
- o The Cup Song
- o How Great Thou Art

**ILF-kun Tikisaksrat**

- The student demonstrates an understanding of the relationship between medicine, healing, and the Iñupiaq language by naming his/her external body parts. [B] E.mh.1.2
- The student uses the Iñupiaq and English languages to use appropriate terms of address with his/her family and classmates based on names and relations. [B] I.n.1.1.
- The student uses the Iñupiaq and English languages to ask Elders to help him/her name things. [B] C.e.1.1
- The student demonstrates an understanding of the relationship between singing and dancing and the Iñupiaq language by understanding and following common dances and motion dances. [B] C.sd.1.2

**Sisamaᅇanni Ukiut Iᅇupiatun Iᅇisaaksravut 2022-23 SY**

**Apiqqutit**

- o Kiᅇa amaun?
- o Qavsiᅇiᅇik ukiuniᅇaviᅇiᅇ?
- o Sutullatuviᅇiᅇ?
- o Sumuaqsiviᅇiᅇ?
- o Piᅇiᅇiᅇaviᅇiᅇ?
- o Alapitiᅇiᅇ?
- o Unnaakpa?
- o Qiianaqpakpa?
- o Agniqpa?
- o Taaqsinaᅇa?
- o Anuᅇiqpakpa?
- o Umiᅇaᅇuaqsiviᅇiᅇ?
- o Aullaᅇaᅇaqsiviᅇiᅇ?

**Tiliᅇutit**

- o Aksigun \_\_\_\_m taliᅇa.
- o Aksigun \_\_\_\_m tuiᅇqᅇaᅇa.
- o Iᅇiᅇun tunuanun ...
- o Aksigun \_\_\_\_m niaᅇuᅇa.
- o Aksigun \_\_\_\_m tunua.

**Iᅇluᅇuᅇaᅇ Tiliᅇutit**

- o Iᅇᅇuti qairruᅇ.
- o Aᅇuppiutaksraᅇiᅇiᅇ.
- o Puᅇᅇutchiᅇiᅇiᅇ.
- o Niᅇiᅇipkaᅇun ᅇimmiᅇ.
- o Pisuᅇaᅇuaᅇtuᅇun ᅇimmiᅇ.
- o Paᅇirruᅇ remote.
- o Pitchiᅇiᅇiyautit qaitki.
- o Immuk qairruᅇ.
- o Siᅇᅇᅇam imiᅇaᅇaᅇa qairruᅇ.
- o Maktaaksriᅇiᅇa.
- o Raaqsriᅇiᅇa.
- o Quaksriᅇiᅇa iqalugmiᅇ.
- o Uurumiᅇ aitchuᅇa.
- o Qaᅇᅇulaat qaitki.

**Uᅇapiᅇlasiᅇiᅇ VIVA-kun**

- o ASLA Skill Set #4B
- o ASLA Skill Set #3
- o Time on the Hour

**Atuutillu Sayuutillu**

- o Sayuun- Mother Eagle
- o My Saviour First of All

**ILF-kun Tikisaksrat**

- The student demonstrates an understanding of the relationship between hunting and the Iᅇupiaᅇ language by following spatial directions (e.g., in front of, behind, on top of, underneath, beside). [B] E.hs.1.3.
- The student uses the Iᅇupiaᅇ and English languages to look at pictures showing the enactment of Iᅇupiaᅇ values. [E] I.vb.1.1
- The student demonstrates an understanding of the relationship between environment and the Iᅇupiaᅇ language by using terms for the seasons. [B] E.e.1.8
- The student demonstrates an understanding of the relationship between parenting and the Iᅇupiaᅇ language by sharing all the names s/he is known by hearing qunuutit. [E] C.p.1.2
- The student uses the Iᅇupiaᅇ and English languages to develop a relationship with Elders and converse with them. [E] C.e.1.1

**Tallimaᅇanni Ukiut Iᅇupiatun Iᅇisaaksravut 2022-23 SY**

**Apiqqutit**

- o Sumi aniᅇaruatiᅇiᅇ?
- o Suliᅇillatuviᅇiᅇ?
- o Aakan sumiᅇuᅇuᅇa?
- o Aapan sumiᅇuᅇuᅇa?
- o Kitkut aᅇaalutiᅇiᅇ?
- o Kitkut aᅇaatiᅇiᅇ?
- o Kitkut aᅇiᅇaatiᅇiᅇ?
- o Nuvakpiᅇiᅇ?
- o Qiᅇiᅇgrukpiᅇiᅇ?
- o Aᅇiᅇyaulaaqpa?
- o Nuna ᅇiᅇiᅇᅇuᅇaᅇuᅇ?
- o Nuna aᅇputauᅇa?

**Tiliᅇutit**

- o Tikkuᅇaᅇun \_\_\_\_m argaᅇa.
- o Tikkuᅇaᅇun \_\_\_\_m sitᅇuᅇa.
- o Tikkuᅇaᅇun \_\_\_\_m ikusiᅇa.
- o Tikkuᅇaᅇun \_\_\_\_m isiᅇaᅇa.
- o Tikkuᅇaᅇun \_\_\_\_m niᅇuᅇa.
- o Iᅇiᅇun ᅇuluanun ...

**Iᅇluᅇuᅇaᅇ Tiliᅇutit**

- o Inauran salummaᅇun.
- o Iᅇaqsriᅇiᅇ.
- o Aiᅇiᅇaksriᅇiᅇa.
- o Utᅇit ᅇaᅇᅇisikki.
- o Qairruᅇ cabbage.
- o Qaᅇᅇisikki masuᅇpaich.
- o Qaᅇᅇisiᅇun panaanaᅇ.
- o Qaᅇᅇisiᅇun auratchiᅇ.
- o Silaavyaksriᅇiᅇa.
- o Matchaaksriᅇiᅇa.
- o Qaᅇᅇisikki turnip-gitch.
- o Manniksriᅇiᅇa.
- o Muᅇᅇaurat qaitki.
- o Uᅇsruᅇuaᅇat qaitki.
- o Qamun isaguttuᅇun.
- o Puukatan isagun.
- o Puukatan qamunmuᅇun.
- o Tiᅇᅇuᅇiaᅇiᅇ.

**Uᅇapiᅇlasiᅇiᅇ VIVA-kun**

- o ASLA Skill Set #5A
- o ASLA Skill Set #6A Singular
- o Places Level I

**Atuutillu Sayuutillu**

- o Sayuun- We're Climbing the Mountain,
- o Sayuun- Beautiful Swan
- o Aariga

**ILF-kun Tikisaksrat**

- The student demonstrates an understanding of the relationship between environment and the Iᅇupiaᅇ language by describing the day's weather in detail. [N] E.e.1.4
- The student uses the Iᅇupiaᅇ and English languages to listen to elders and other community members tell stories that embody the meanings of the Iᅇupiaᅇ values. [B] I.vb.1.1
- The student demonstrates an understanding of the relationship between environment and the Iᅇupiaᅇ language by using terms for water features. [B] E.e.1.7
- The student demonstrates an understanding of the relationship between environment and the Iᅇupiaᅇ language by using Iᅇupiaᅇ names of rooms in the school and buildings in the community. [B] E.e.1.6
- The student demonstrates an understanding of the relationship between hunting and the Iᅇupiaᅇ language by saying the names of clothing and the animals they are made from. [B] E.hs.1.1
- The student uses the Iᅇupiaᅇ and English languages to name traditional foods and eating utensils. [B] E.fpc.1.1
- The student demonstrates an understanding of the relationship between the arts, and the Iᅇupiaᅇ language by recognizing and using the Iᅇupiaᅇ names for the primary and secondary colors and black and white in context. [B] C.a.1.1

**ECE Immersion Iñupiatun Iļisaaksravut 2022-23 SY**

**Apiqutit**

- |                    |                      |                |                      |                                 |
|--------------------|----------------------|----------------|----------------------|---------------------------------|
| o Nakuuviñ?        | o Naalaqtuaqpiñ?     | o Quviasukpiñ? | o Aigaqsiviñ?        | o Siqiññaagikpa?<br>Naatchiviñ? |
| o Kaakpiñ?         | o Imiġuqpiñ          | o Qiiyanaqpa?  | o Aniiqsuaġukpiñ?    |                                 |
| o Uiñgaqpiñ?       | o Nauñ...?           | o Uunaqpa?     | o Quisaqtuaġaqsiviñ? |                                 |
| o Piuraaġukpiñ?    | o Kiña ilvin?        | o Anuqhiqpa?   | o Sumiitpa...?       |                                 |
| o Quisaqtuaġukpiñ? | o Kiña Iñupiaqsiñiñ? | o Nuviyaliqpa? | o Summukpa...?       |                                 |

**Tiliuġutit**

- |                     |                   |                     |                                |
|---------------------|-------------------|---------------------|--------------------------------|
| o Qaiñ.             | o Quppiġaalutin.  | o Upkuġuñ           | o Taliqpiñ ilļiuñ ummatignun.  |
| o Tikkuġuñ...       | o Atigilutin.     | o Isaaġiñ.          | o Paqitchaqtuġuñ nipirrun.     |
| o Aquliragiiksitta. | o Kamiglutin.     | o Isaaġuñ taliqpiñ. | o Paqitchaqtukki kalauraġutit. |
| o Makittin.         | o Aitqatilutin.   | o Isaaġuñ saumiñ.   | o Paqitchaqtukki sallisik.     |
| o Aquvittin.        | o Ikirruñ naniq.  | o Aksigun iqsran.   | o Paqitchaqtuġuñ aglaun.       |
| o Pisuagġiñ.        | o Qamirruñ naniq. | o Aksigun taliñ.    | o Paqitchaqtuġuñ makpiġaaġ.    |
| o Aksigun niaqun.   | o Aksigun siutin. | o Aksigun niun.     | o Ilļiuñ iluanun....           |
| o Aksigun isigan.   | o Aksigun qiñan.  | o Aksigun argan.    |                                |
| o Nasautaglutin.    | o Upkuġuñ.        | o Aksigun sitqun.   |                                |

**Iġluñuq Tiliuġutit**

- |                           |                      |                          |                             |
|---------------------------|----------------------|--------------------------|-----------------------------|
| o Pappamik ata.           | o Qaqqulaaksriñña.   | o Itiġiñ.                | o Muqpairaksriñña.          |
| o Taġiumik ata.           | o Puggutauraksraġiñ. | o Igirruñ.               | o Miġayauraq piun.          |
| o Aquvittin aquppiutamun. | o Kakiuraksriñña.    | o Itiġnaqsirun.          | o Miġayauraq qaġġisuuttiun. |
| o Argakkiñ iqaġilugik.    | o Qairruñ....        | o Iqaġilutin.Imiksriñña. | o Miġayauraq niġipkaġuñ.    |
| o Aquvittin natiġmun.     | o Quisaqtuġiñ.       | o Immuksriñña.           | o Makkamik ata.             |
| o Ilļigauraksraġiñ.       | o Tilagiñ.           | o Aitchunġa siiġñam      | o Saluaġutiksriñña.         |
| o Aluuttaqpaqsriñña.      | o Tilaiġuiñ.         | o Imiġaanjanik.          |                             |
| o Aluuttauraksriñña.      | o Siqquiñ.           | o Uqsrukuaqtaksriñña.    |                             |

**Atuutillu Sayuutillu**

- |                                 |                                     |                             |                            |
|---------------------------------|-------------------------------------|-----------------------------|----------------------------|
| o Sayuun - Welcome Back the Sun | o Whaling Song                      | o Nanauyaaq                 | o Qaummatilli              |
| o I Love You                    | o Body Parts-Atuutit Timitigun      | o Family                    | o First Plane Ride         |
| o Uvlaalluataq                  | o Sikumun piuraaġiaqta              | o Qiļalugaiyaaq-Baby Beluga | o Atchagat Inupiatun       |
| o You Are My Sunshine           | o Tuttu panjaliktun                 | o Inna- Upingaksrami        | o Ikka, Pikka, Kanna, Uvva |
| o Suvich?                       | o Sea Animals Preparing a Seal Skin | o Inna- Ukiagmi             |                            |
| o Emotions                      | o Counting                          | o Hokey Pokey-Iñupiaq       |                            |

**ILF-kun Tikisaksrat**

- The student demonstrates an understanding of the relationship between tools and the Iñupiaq language by looking at and discussing pictures of household implements and tools (or the real objects as possible) and using that language in dramatic play. [E] E.t.1.1
- The student uses the Iñupiaq and English languages to listen to simplified stories Iñupiatun. [E] H.uq.1.2
- The student demonstrates an understanding of the relationship between storytelling and the Iñupiaq language by listening to story songs. [E] C.s.1.1
- The student demonstrates an understanding of the relationship between medicine, healing, and the Iñupiaq language by Acquiring language (Iñupiatun) to describe how they feel; using special Iñupiaq phrases to comfort those who are hurt. [E] E.mh.1.1
- The student demonstrates an understanding of the relationship the Iñupiaq language and women's roles by engaging in play that represents women's activities. [E] I.wr.1.1
- The student demonstrates an understanding of the relationship the Iñupiaq language and men's roles by engage in play that represents men's activities. [E] I.mr.1.1



**Itchaksraniñ Qulit Malġuannun aglaan Ukiuni Iñupiatun Iļisaaksravut 2022-23 SY**

**Apiqutit**

- o Kiña?
- o Suna?
- o Sumi?
- o Qaņa?
- o Qanuq?
- o Summan?
- o Nañittuatin?
- o Piļainaviñ?
- o Summan piļainaviñ?
- o Aakan sumi anijava?
- o Aapan sumi anijava?
- o Qanutun ukiuqtigiviñ?
- o Qavsiñik ukiuniņava aapiyan?
- o Qavsiñik ukiuniņava aatauran?
- o Qavsiñik ukiuniņava nukaaluñiñ?
- o Sumuņniaqpiñ aġiugupta?
- o Sumuņniaqpiñ miņuaqtuņaiġuqta?
- o Sunik piuraallatuviñ?
- o Sumiitpa Aakan?
- o Sumiitpa Aapan?
- o Uņjariviñ?
- o Tirruksiviñ?
- o Igġiaġiitpiñ?
- o Niaqūiitpiñ?
- o Kigutinnuviñ?
- o Narraaġiitpiñ?
- o Uvluġiaġukkaqpa siļakput?
- o Aqiyiitpa apqun?
- o Sikuqaqpa taġiumi?
- o Sikuulaaqpa taġiuq?
- o Sikuuva taġiuq?
- o Aakaaluñ sumiuguva?
- o Aapaaluñ sumiuguva?
- o Aakkaaluñ sumi anijava?
- o Aappaaluñ sumi anijava?
- o Uvlaaku imña suna?
- o Sunaimña tatqiqput?
- o Qaņa anijavich?
- o Qanusiniñ qauniqapqak irrakiñ?
- o Qanusiniñ qauniqapqat nuyatin?
- o Qanusiuvak aakakpiñ irinik?
- o Qanusiuvak aapakpiñ irinik?
- o Qanusiuvat nuyani aakakpiñ?
- o Qanusiuvat nuyani aapakpiñ?
- o Sumuktuatiin unnuņman?
- o Uvlaaq sutuqpiñ?
- o Sunik itqutchiqpiñ?
- o Sunik qitiġusiqpiñ?
- o Sunik nullautaqpiñ?

**ILF-kun Tikisaksrat**

- The student demonstrates an understanding of the role of the Iñupiaq language by accepting the leadership of their parents, grandparents, and other appropriate adults. [E] I.1.1.1
- The student demonstrates an understanding of the relationship between environment and the Iñupiaq language by identifying and naming objects in the sky. [E] E.e. 1.5
- The student uses the Iñupiaq and English languages to display an increasing understanding about today, tomorrow, and yesterday and use the terms Iñupiatun. [E] H.uq.1.1
- The student uses the Iñupiaq and English languages to interact individually with Elders. [E] C.e.1.2
- The student uses the Iñupiaq and English languages to listen to stories about the people s/he was named after or where his/her name came from. [B] I.n.1.2
- The student demonstrates an understanding of the role of the Iñupiaq language by learning and using the Iñupiaq terms for various roles in the community. [B] I.1.1.1
- The student uses the Iñupiaq and English languages to regularly demonstrate to and seek feedback from Elders about gains in knowledge of the Iñupiaq language. [N] C.e.1.1
- The student uses the Iñupiaq and English languages to use phrases that include traditional food names, utensils and food related verbs. [N] E.fpc.1.1
- The student demonstrates an understanding of the relationship between singing and dancing and the Iñupiaq language by producing the rhythm, and singing a repertoire of songs, solo and in unison. [N] C.ds.1.1
- The student demonstrates an understanding of the relationship between parenting and the Iñupiaq language by routinely using precise kinship terms within the extended family. [N] C.p.1.1
- The student uses the Iñupiaq and English languages to describe various behaviors that demonstrate Iñupiaq values. [N] I.vb.1.1
- The student uses the Iñupiaq and English languages increase his/her repertoire of referents to human beings in varying stages of life. [N] Lc.1.1
- The student demonstrates an understanding of the relationship between hunting and the Iñupiaq language by using phrases to describe the sizes, colors, and textures of various animals and explaining which are preferred in hunting. [N] E.hs.1.1.
- The student demonstrates an understanding of the relationship between tools and the Iñupiaq language by increasing his/her repertoire of vocabulary to discuss and describe traditional and modern tools (e.g., electronic, power, business related). [N] E.t.1.1
- The student demonstrates an understanding of the relationship between celebrations and the Iñupiaq language by introducing him/herself in the proper Iñupiaq manner at a public gathering. [P] C.cc.1.1

**Tiliuġutit**

- o Aksiguņ utumman.
- o Aksiguņ kukiñ.
- o Tautuktirruņ argan.
- o Tautuktirruņ kuvlun.
- o Tautuktirruņ tikiñ.
- o Tautuktirruņ qitiqtiñ.
- o Tautuktirruņ mikilġan.
- o Tautuktirruņ iqtiquuran.

**Atuutillu Sayuutillu**

- o Sayuun - Old Auntie
- o Go and Tell
- o Uvlut Iļanjanni Aiñiaqtuņa Heaven-mun

**Uqapiallasiniq VIVA-kun**

Students are assigned to Year 1 Semester 1 in the first class taken since 5th grade.

Year 1 Semester 1	Year 1 Semester 2
ASLA Skill Set #4C	Kaktovik Numerals 35-200
Abacus 0-31	ASLA Skill Set #5B
Year 2 Semester 1	Year 2 Semester 2
ASLA Skill Set #6A Plural	ASLA Skill Set #6 Uvaņa
Animal Verb Phrases	Emotions
	Abacus 35-200
Year 3 Semester 1	Year 3 Semester 2
ASLA Skill Set #6B part 1	ASLA Skill Set #6B
ASLA Skill Set #6B part 2	ASLA Skill Set #7 Level I
	ASLA Skill Set #7 Level II
Year 4 Semester 1	Year 4 Semester 2
ASLA Skill Set #8	ASLA Skill Set #9A
Animal Colors	ASLA Skill Set #9B
Places Level II	
Year 5 Semester 1	Year 5 Semester 2
Animal Descriptions	Emotions Part 2
ASLA Skill Set #10A	ASLA Skill Set #12A
ASLA Skill Set #10B	ASLA Skill Set #12B
ASLA Skill Set #11A	
ASLA Skill Set #11B	
Year 6 Semester 1	Year 6 Semester 2
ASLA Skill Set #12C	ASLA Skill Set #13B
ASLA Skill Set #13A	ASLA Skill Set #14- Sewing
Year 7 Semester 1	Year 7 Semester 2
ASLA Skill Set #14-Whaling	ASLA Skill Set #14-Nagruk
ASLA Skill Set #14-Fishing	ASLA Skill Set #15
	ASLA Skill Set #16

## **2.0 Community Engagement**

-We continue to consult with our local elders on translation and language support as well as articulating a more structured immersion program. We anticipate working with them more frequently as we move forward in our immersion curriculum mapping, parent questionnaires, parent contracts, parent learning materials to supplement their students' learning, etc.

-We are working with the Indigenous Language Institute as well. Their role is to support us in an expedited way as we move forward with providing more structure to our immersion program. They have experience working with indigenous groups from a grassroots approach to starting (or in our case, restarting) immersion classrooms and programs and they will provide this type of support to the district as we continue to progress forward.

-We have been working with Iḷisaḡvik College and University of Alaska Fairbanks to work out what our Iḷisaurriḡuqta program will look like. We had a 2-day meeting with both organizations as well as included Arctic Slope Community Foundation and Conoco Phillips, to work through the details in regards to rolling out our program next fall. The ultimate goal is to support our local people and continue to grow our own educators. We will continue to have conversations and continue planning on running this program alongside a master-apprentice program to increase language fluency to support the growth of our immersion program. We are working out the details, but Director Judkins and Instructional Specialist Justice will likely offer ED111 next Fall for interested students to participate in as part of the start to their programming.

## **3.0 Staff Success**

-We have planning sessions scheduled with our identified immersion program teachers for the purposes of providing support to them in regards to successful implementation of the immersion program. This will include dialogue with them on curriculum mapping, scripting, instruction, methods of content delivery, classroom management, etc. They will continue to be involved in the evolution of our program. They will also participate in a 5-week, split, intensive solely to prepare them for immersion classroom teaching.

-Our department is still planning our May gathering for all of our Iḷisaurrit. This will include two days of ASLA training with Dr. Greymorning, one day of district ASLA applications to Iñupiaq language classrooms, and three days of an immersion workshop. This will take place May 11-16. The May gathering will be offered for credit for staff to take advantage of and add to their repertoire as well as utilize for recency credits.

-We worked with Iḷisaḡvik College to create a course to help our Iñupiaq language teachers who are also language learners continue to progress in the language. The class runs for the fourth quarter and meets once a week to practice the language. Julie Itta, her aide Lillian Itta, Vernon Elavgak, Brandi Akpik and Sheila Ahyakak-Yazzie have enrolled in the course.



## Course Syllabus

**Course Number** INU 118 Section 80B

**CourseTitle:** Iñupiaq ASLA & VIVA for the Classroom

**Semester/Year:** Spring 2023

**Days/Time:** Wednesdays 4:00-5:00 PM Start date: 3/15/23 End date: 5/5/23

**# of Credits:** .5

**Prerequisites:** none

**Instructor Name:** Chrisann Justice

**Phone:** (907)-852-9776

**Email:** chrisann.justice@nsbsd.org

**Office Hours:** 8:30 AM – 4:00 PM

**Office Location:** CO2 Room 13

**Catalog Course Description:** This is a course for Iñupiaq language teachers to help them master the ASLA and VIVA vocabulary used in the NSBSD Iñupiaq language classrooms.

### *Curriculum & Instruction - Caitlin Santos*

#### 1.0 Student Success

- Alaska State Summative Assessments finished up the last week of April. Thank you to all staff participating and ensuring we had the best possible testing environments for our students.
- The mClass pilot for Early Literacy was conducted during the most recent spring benchmark. Feedback has been gathered informally from teachers, and a formal survey will go out to see how we can better support the assessment next year, what additional training is advised, and overall perceptions on the similarities and differences between mClass and AimsWeb plus.
- Read Across the Slope will be taking place in early May. This is a slope-wide focus on reading, and will lead into the summer reading program conducted by the Tuzzy Library.
- Summer School plans have been collected from sites. Summer School is being offered based upon need and interest expressed by students and parents. Topics include opportunities to extend learning, catch up on needed skills, earn high school credit, and cultural activities.
- C&I staff will be meeting with principals the first week of May to discuss a unified bell schedule for village sites. Our goal is to create shared periods in support of offering distance delivery courses slope wide. In the fall we will begin this process with a conversational Inupiaq class, and our hope is to expand as our capacity builds, in order to offer not only



## May 2023 Administrative Report - Departments

core classes, but also extension classes. This is especially important at our smaller sites where staffing may not support expanded course options.

### 2.0 Community Engagement

- Community Literacy Nights are being scheduled at sites for the first weeks of May. The focus will be on supporting literacy as a family. Activities will include literacy-based games and a book distribution for students grades ECE - 5. These will tie-in to the Read Across the Slope initiative mentioned above.
- School Climate and Connectedness Survey Results have just become available. These will be distributed to building principals, and we will schedule time during a future school board work session to also go over the results.

### 3.0 Staff Success

- An initial overview of Amplify CKLA for grades K-5 was provided in late April. The session was optional and had good attendance. Teachers had great questions about how to support students' learning, and some of the differences between the current program and CKLA.
- A Training Survey will go out to teachers before the end of the year soliciting both feedback on training needs, as well as asking teachers who feel passionate about their area of expertise to potentially provide inservice training to their colleagues.
- Curriculum Guides for Elementary, Middle School, and High School are being developed. These resources will be a one-stop-shop for both teachers and principals as we move into the new year. The guides contain pertinent information on district requirements for adopted materials, the RTI/MTSS process, classroom expectations, and helpful guides and tutorials for many of our programs.
- We are expecting an addition of 2 ESSER III funded positions, one Elementary Coordinator and one Secondary Coordinator. The addition of these positions will greatly increase the amount of support we are able to provide across the entire district in terms of direct support and modeling for our teaching staff.
- End of year processes have begun. C&I is working to simplify the process for both principals and teachers. All possible forms and inventories have been put into Google Docs, and we are soliciting feedback on how to make the process better.

## ***Student Services - Lori Roth***

### 1.0 Student Success

- District-wide Student Council (DWSC): Magdalena has been very supportive and we are thankful for her guidance in the application development and process. NSBSD had applications for DWSC from 5 schools. We would like to thank Erin Hollingsworth, Lorrie Scoles, Susan Hope, and Tenna Judkins for scoring the applications based on the application rubric.

- Magdalena has been doing an awesome job working with the sites recruiting students to attend the spring Alaska Association of Student Government, <https://aasg.org/>. NSBSD

will have students from Meade River School and Barrow High School attending the spring conference from April 28-30, 2023 in Skagway, Alaska.

## May 2023 Administrative Report - Departments

### 2.0 Community Engagement

- The Student Services Department is working with the Student Councils to host events for Drug & Alcohol Facts month the week of April 24th. The event was hosted, planned, and implemented by the student councils at each site. A big thanks to the students for participating in our zoom meetings and their student council advisors. This is a first ever district-wide student council event.

- The Department of Student Services met with Maniilaq Corporation to discuss collaboration for the social/emotional and mental health needs of the students and families in Point Hope. Maniilaq and ASNA sent MOU/MOA's to NSBSD for review. Student Services met with ASNA and discussed a revised MOA. A follow-up meeting with Maniilaq will be scheduled.

### 3.0 Staff Success

### 4.0 Financial & Operational Stewardship

- NSBSD has 24 staff from 9 sites participating in a SW-PBIS grant supported by the Alaska Department of Education and Early Development. Each site will continue to participate in a monthly webinar hosted by DEED. All sites established a building leadership team, completed 2 site-based self-assessment surveys, and sent staff to the SW-PBIS conference hosted by Northwest PBIS in Portland, Oregon. The staff attending the conference pre-selected sessions with their building administrators. Sessions ranged from mental health in the schools to grade band specific topics. Lori & Ella provided additional training on April 27, 2023 to support schools in aligning their SW-PBIS plan for Tier 1 to the NSBSD Vision, mission, pedagogy, and cultural values.

Lori, Ella and DEED hosted an NSBSD "Next Steps" planning meeting on April 27, 2023 with all our participants. Each site left Portland with their historical documents, draft plan to move forward in 2023-2024, district-wide cohort, school-wide data from surveys, on-going training opportunities with DEED and within the district.

### ***Human Resources - Dr. Bobby Bolen***

### 3.0 Staff Success

The HR Department is closing in on our goal to fill all of our positions for next year by summer. We have had Gary Lamar working hard to identify candidates and target hard to fill areas for the last month. Gary's work will continue through the summer as needed.

All of our Job Fairs are complete. Jacquii Lambert has continued to target the lowest 12 states in the lower 48 with FB posts and other social media outlets. We have also targeted specific Canadian regions and provinces for potential international additions as well.

We have been verbally approved for our H1B Accreditation. All of the Overseas Employment Certificates have been filed by Uniplan (our partner in Manilla) and stamps should be awarded by the time of this meeting.

Exempt Contracts have been revised and new templates have been created to ensure consistency across the district.

## May 2023 Administrative Report - Departments

Lisa Harcharek has been cleaning up our Benefits Package and coordinating work with our Provider to ensure all staff at every site are fully covered.

### ***Business Office – Tammy Stromberg***

Site budget meetings were conducted via zoom with Kaktovik, Tikigaq, Atkasuk, Alak, Kali and Nuiqsut with the departments and Utqiagvik sites to follow this week. Final adoption is scheduled for June.

- While the financial report for March 2023 indicates there is budget available in special education and student activities, it should be noted that some departments are nearly out of budget and will require line items transfers to proceed with planned operations until the June budget revision. This includes, but is not limited to, Maintenance and Operations which needs to purchase goods now to ship them on the barge for the summer maintenance season. Maintenance and Operations is facing a backlog of work from recent years and is playing “catch up”. Information Technology also needs to start the design of their core switch replacement project. The core switch replacement project requires internet down time that is best scheduled while school is out. Also, a \$200K accounts receivable from the Borough will be written off in FY23 due to the costs of certain costs billed to the Villages Schools Activities MOA being out of scope. Transfers to food service will be adjusted upward. As the District works on building a compliant food service program, we are not claiming noncompliant meals in accordance with federal regulations. This is projected to result in 25% less reimbursement of federal funds through the State of Alaska than budgeted. Building a compliant food service system is important to ensure maximum reimbursement.

- Final pupil activity extra duty pay has not yet been disbursed. The unexpended student activities budget balance also results from FY23 budget uncertainties. The District took a conservative approach. As part of a conservative approach this year the District over budgeted student travel for FY23 due to the low level of reimbursement through the Borough supplemental in prior years. The District is not anticipating this issue in the coming year. The District is working to build a student activities program model to plan equitable opportunities for students across the District where student activities travel funds are utilized in a transparent manner.

- There have been a few questions with regard to the District’s property insurance. Although the Borough procures insurance for the school district as part of their local contribution, AS 14.03.150, and AAC 31.200 set forth property insurance requirements for Alaska school districts. AS 14.03.150 states: School districts are required to obtain and provide proof of adequate property insurance for the replacement cost of all school facilities and equipment. If the department determines that a school district is not insured as required, the department shall notify the school district of the determination. If a school district fails to obtain adequate insurance, the Department of Education and Early Development will purchase the required insurance for the school district and deduct the amount of state aid paid to the school district.

- Finance has been busy with quarterly reports, site budget meetings and spring purchasing for barge delivery.

- Human Resources and Finance are working out a new split in duties between the two departments when entering payroll setup items in the system. I met the new Human Resources Director and look forward to working with Mr. Culbert.

- A much needed increase to the Base Student Allocation used in the Foundation Formula is still being considered at the legislature.

### ***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>

### **Title Programs Monitoring**

One of the main tasks during the past months has included the collection of documentation for DEED's monitoring. This requires an effort by the entire district office team, especially curriculum, special services, human resources, business office, and the assistant superintendent.

DEED's monitoring system is designed to accomplish the following objectives:

- Ensure districts are making progress toward increased student achievement and improved quality of instruction for all students through implementation of Federal programs;
- Improve Communication with Districts by strengthening partnerships through continuous feedback and assessment of the DEED monitoring resources, process, and system;
- Differentiate and Customize Support for Districts by using the monitoring system to identify technical assistance to support district needs as well as areas in which districts are making progress and can serve as a model or resource for other districts; and
- Ensure Basic ESEA Requirements Are Met by reviewing program and fiscal requirements for compliance.

More information is available at: <https://education.alaska.gov/esea/monitoring>

### **Quality Schools Grant Application**

The Quality Schools grant application is due each year on May 1<sup>st</sup>. The purpose of this grant program is to increase student achievement by providing clear standards for schools to attain.

The standards fall into the following categories:

1. Student Standards: English Language Arts, Math, Science, Arts, Digital Literacy, Employability, History, Computer Science, Library/Information Literacy, Skills for a Healthy Life, Cultural, Geography, World Languages, Government and Citizenship, and Physical Education
2. Professional: Educator Content and Performance Standards
3. Family, School, Business, and Community Networks
4. School Excellence Standards

More information is available at: <https://education.alaska.gov/quality-schools>

### **Indian Education - Title VI - Part II**

The FY24 Indian Education application period for Part II of the application opened on April 3<sup>rd</sup> and will close on May 12<sup>th</sup>. Title VI Indian Education funding supports the educational and



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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>

### **Impact Aid – June 30**

Impact Aid continues to be one of my main projects. The initial application was submitted by the January 31<sup>st</sup> deadline. The next steps include updating potential new qualifying properties and removing any properties that are no longer eligible. The deadline for modifications of the initial application is June 30<sup>th</sup>.

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>

### **Special Thanks**

I want to give a special thanks to MJ Geiser, Caitlin Santos, Kim Neakok, Kathleen Fisher, Lori Roth, Bobby Bolen, Lisa Harcharek, Reggie Santos, Ranel Gandia, Lila Peterson and Tammy Stromberg for the teamwork needed to complete DEED monitoring tasks. This is a huge amount of extra work on top of everything else that we need to do each day. Everyone involved deserves a very special thanks for this teamwork.

I also want to give a special thanks to Rick Luthi for all that he has done this school year.

*If you have any questions, suggestions, or ideas, please feel free to email me at [brian.krosschell@nsbsd.org](mailto:brian.krosschell@nsbsd.org)*

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

### 2.0 Community Engagement

- The information technology team is now gearing up to go to all the schools this summer in order to start imaging laptops and PCs, do server maintenance, inventory, and fix other technology issues each school may have.

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- RUS Grant provided Interactive Panels, and Mac computers arrived at Nuiqsut Trapper School. We will start assembling and configuring them to be ready for the coming school year.

### 4.0 Financial & Operational Stewardship

A request has been sent to USDA RUS to buy 176 laptops to be used for VIVA Lab districtwide. Given the substantial price reductions, and after consultation with both the Curriculum and Instructions and Inupiaq Education department, we can now purchase those additional laptops. The additional cost of these laptops will be offset by cost savings realized on other budget line items, based on the RUS Grant Solutionz's proposal of October 2, 2022, and the current price of the Apple Products. The request is now being reviewed and the approval should come in a couple of weeks.

Eight sites are participating in the VIVA lab:

1. Fred Ipalook Elementary School – ECE (Early Childhood Ed / Pre K) – K5 = 537 Students  
30 M1 MacBook Air.
2. Wainwright Alak School – ECE (Early Childhood Ed / Pre K) – K5 = 73 Students  
22 M1 MacBook Air
3. Anaktuvuk Pass Nunamiut School - ECE (Early Childhood Ed / Pre K) – K5 = 65 Students  
20 M1 MacBook Air
4. Atqasuk Meade River School - ECE (Early Childhood Ed / Pre K) – K5 = 45 Students  
20 M1 MacBook Air
5. Kaktovik Harold Kaveolook School - ECE (Early Childhood Ed / Pre K) – K5 – 39 Students  
20 M1 MacBook Air
6. Nuiqsut Trapper School - ECE (Early Childhood Ed / Pre K) – K5 = 89 Students  
22 M1 MacBook Air
7. Point Hope Tikigaq School - ECE (Early Childhood Ed / Pre K) – K5 = 133 Students  
22 M1 MacBook Air
8. Point Lay Kali School - ECE (Early Childhood Ed / Pre K) – K5 = 46 Students  
20 M1 MacBook Air

The High School, Middle School, and Kiita Learning Community do not have to utilize the VIVA lab because these schools have 1:1 laptop deployment.

### ***Maintenance & Operations - Bernadette Fischer***

#### 3.0 Staff Successes

We are working on getting fully staffed, we recently hired a CO2 Plant Manager that has come in and hit the ground running! We have also hired an Itinerant Maintenance III who was able to get

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multiple freezers and a cooler repaired here in Utqiagvik, he is currently in Point Hope getting work completed there. We are hiring temporary maintenance staff to work with our existing Plant Managers on tackling our summer projects in each community, the temp staff will work with itinerants to fly out to each site and tackle all work orders in the schools and housing units to prepare them for the incoming staff and students for the next school year. We have also secured radios for each site, the programming of the radios is being completed and working out the issues before sending them out to the sites for implementation. We are working with Arctic Fire and Security (AFS) on replacing the fire extinguishers district wide, the equipment for all of the village sites have been procured through the existing MOA with AFS. We are awaiting the final proposal for the extinguishers for the Utqiagvik sites and once we receive that information, we will be looking at securing the funding source for that item.

We have compiled the documentation needed for the upcoming state audit and will be submitting the documentation on Monday, May 1st. We are currently finalizing the required documentation and look forward to the DEED staff arriving in town for the audit inspection.

Annual Evaluations for the department have been completed and are being submitted to the HR Department.

### 4.0 Financial & Operational Stewardship

We are working within the constraints of our existing budget to secure all the materials needed to tackle the summer projects at each site as we work to get the Maintenance & Operations department back on track district wide. We have submitted the surplus lists for the sites that have equipment that needs to be surplus for Board approval.

The Borough's annual CIP process continues, the Planning Commission workshop took place April 25th and 26th to discuss the PRC recommendations, and the ordinance passed on April 27th at their regular monthly meeting with no changes to our two project requests. The next steps will be the Assembly Workshop and regular meeting for their approval before going to the voters in October.