

Administrator Report

Chief School Administrator - David Vadiveloo

I begin by acknowledging our Elders, past present and emerging, who continue to provide guidance and wisdom to our District and every staff member and student that makes up our educational family.

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

Congratulations to our fall whalers for their success! We are blessed as a community to have you providing for our families. As each community settles into the school year we continue to implement a whole of district review and system reset. This is difficult work. It is often uncomfortable work as it reveals gaps and oversights in our district in the past and still today. But it is much needed work. And I thank our Board for their support and our staff across the District for picking up the extra load and for their patience as we prioritize the areas of attention to the best of our ability.

From this Board meeting moving forward I will change the administrators report slightly to align my report explicitly with our Strategic goals and district objectives. The Board met recently to reflect on where we are placed and prepare for our winter strategic planning session. The majority of the Board and I also attended the recent AASB Fall Boardmanship conference. As a result of both of those sessions and conversations with Board members I will provide my report in a structure that allows our Board and the public to see very clearly how we are mapping our operations to our Strategic goals and objectives.

Strategic goal 1: Student success

The first round of MAP testing (reading, language usage and math) and AIMSWEB (fluency and phonetics) has been rolled out across the district as we seek to establish baseline data to assess student growth for the year. In addition, our administration has been working with some sites to assess whether a further round of contextual comprehension testing (rather than testing focused on procedural knowledge) might be required. I stress we're not seeking to increase the number of tests our children take on an ongoing basis. This is an attempt by the new administration to provide families and teachers with more data points that enable us to address the development of the 'whole child'.

As we bring a more intentional focus to the integration of language and culture in our schools we are seeing a slow but steady increase in the presence of Iñupiaq cultural activities and a renewed focus on language. The net result of this will be better engagement and better attendance. The October count has commenced so we encourage all families to get their children to school. We have also changed the method of reporting our attendance so it reflects more accurately the actual numbers of students attending. This will allow us to put in place earlier and more direct interventions with students who are having difficulties with attendance.

The past month has seen further cultural in-services for staff which increases their cultural competency and provides more confidence to integrate and engage Iñupiaq language and culture into the curriculum. The Iñupiaq Education Department and the Curriculum & Instruction department have recently attended the National Indian Education conference and along with several Board members this conference has further energized and focused our departments of instruction and content on the critical importance of integrated language and cultural content across our schools.

Data from the school culture and connectedness survey has also been collated and Curriculum and Instruction will be reporting on this at today's meeting.

Finally, we are excited to confirm the re-introduction of immersion classes is in the process of being planned for launch in 2023/24. As we align the District more explicitly with international and state based evidence and data that unequivocally proves the success of culturally responsive and immersive educational practice for Native (First Nations) students, we are looking forward to starting this planning with veterans of the previous immersion program, educational experts from our community and facilitators from other regions who've successfully run these programs with outstanding results for their students.

Strategic goal 2: Community engagement

Our administration has been heavily focused on repairing and rebuilding community connections and trust during these first few months of the school year. Myself, COO Luthi and Assistant Superintendent Geiser have made regular trips to our village sites and our Utqiagvik sites, spending time in the community, connecting with local leaders, families and staff.

In the past month I have spent extended stays in Anaktuvuk Pass and Kaktovik in order to work with community and school leaders to strengthen those relationships. I've implemented a directive of community consultations to ensure the families and communities are involved in the student behavioral plans in the schools and to ensure they are partners with the district as we identify new Principals. We're pleased to announce that a new Principal has been selected by the District and the community for Kaktovik and we look forward to more community ownership and involvement in the school going forward.

We are seeing a wonderful attendance at SAC meetings and lots of strong feedback to the District which we welcome and appreciate. We are ensuring there is at least one senior administrator at every SAC meeting to ensure we are not just receiving reports but are present to answer questions or deliver messages as required.

Our IT department continue to work with ASTAC to support the roll out of the ASTAC boxes delivering free school connections to every household that has students across the slope. The uptake of this offer is slowly increasing and we thank ASTAC for this partnership and support for our students.

The other ongoing strength in the community partnership space is the Nunaaqqiurat Tumitchianit. As the gathering of NSB, ICAS, College and District nominated a working group of Iñupiaq education, we also signed an historic MOA to ensure this focus is not lost.

Strategic goal 3: Staff success

Teacher vacancies remain troublingly high at 41. We're still awaiting the result of our H1-B visa test case after a blockage at the State Department. I've been working with Senator Murkowski's office and they have been pressing where they can. This week we finally received a positive response from the department of education and if successful, the H1-B visas test case should be able to proceed. Once that is successful it will allow us to bring a further 25 teachers from overseas. In the interim we continue to have over 20 long-term subs across our sites and we continue to recruit in a very very challenging and understaffed market.

As the impact of the staffing shortage continues to challenge our sites, we will continue to make classrooms and workforce planning our number one priority. At the same time, we won't lose sight of our focus priorities as a District for this year with regard to culturally responsive curriculum, language development, technical trades and K3-3 literacy.

Despite the challenges, we are simultaneously maintaining our focus on homegrown development and met again with Ilisagvik President Wilhelm and their program director to ensure our paraprofessional track and certifications remain a priority. We are also very pleased to announce our intention to appoint one of our Iñupiaq staff in AKP as a new part-time Dean of Students.

As noted all sites have been receiving Cultural in-services which provides growth to our staff and assists them to connect to the curriculum and the community. Our schedule of Professional learning sessions for staff on Wednesdays has continued with staff being offered development and guidance in a range of curriculum and instruction areas that will benefit them and our students. Finally, all staff have been provided with mandatory Anti-discrimination training.

Our CTE program coordinator has completed a successful 5 weeks of CTE in AKP and is now preparing to head to a new 5-week program in Olgoonik. Unfortunately, due to a number of unexpected barriers including student reluctance to travel during whaling and the volleyball and cross country carnivals, plus bureaucratic complications with the MOA over the Qatqiññaġvik site, we have had to delay the program to next month. At this stage we are hoping that we can run an inaugural Iñupiaq language. We are confident we can overcome these early teething issues to ensure our students are able to access the facility soon.

Strategic goal 4: Financial and operational Stewardship

Our Business office has been very busy meeting the requirements of the auditor over the past month. This is a welcome return to the timely schedule that these processes should align with.

The Business office has also been focused on preparing for a Budget revision presentation to the Board. This has included critically important department priorities meetings and a return to cooperative and collaborative budget planning.

Consistent with our ongoing review and reset of the District, we've engaged a consultant to review our HR operations. This will involve scrutinizing and making recommendations in relation to protocols, procedures, training and interdepartmental integration.

Our M&O department have been extremely busy meeting the demands of sites and reviewing needs based on essential operations. These reviews are action based and the M&O team have already implemented many overdue corrections to site needs. Most important amongst these has been the resumption of progress on the Kaktovik site rebuild. Meetings with the City Mayor and architects have resulted in a schedule for community approval of plans that is long overdue and was very welcome news during my recent trip to the community.

In addition to these activities, M&O continue to audit district assets, clearing excess stock, preparing for security cameras to be placed in Nuiqsut, ovens for Point Hope and renovations scoping to be commenced soon for Wainwright.

Conclusion:

Repair, rebuild and revitalize. We will continue with this phased and carefully planned approach. It will be tough work. There will be bumps along the way. And it will require all of us to pull together. But we know that our students deserve this resetting of our district to reflect and realize the vision and goals of our community and the Elders and leaders who came before. Atautchikun!

Assistant Superintendent - MJ Geiser

Strategic Goal 1 - Student Success

- October count - Attendance between October 3rd and 28th is used to calculate our state funding.
- Attendance incentives plan - Some of the incentives sites have in place are certificates to the student store, monthly prize drawings culminating in an end of year drawing for a "big prize", grade level monthly challenges for pizza or ice cream party, movie night, lock-in, etc., and Stuaqpak gift cards.
- Fall benchmarking - The fall benchmark window for grades K-12 has ended, however, four of our sites experienced technical difficulties so we have extended the window for those sites.

The C&I team have guided sites through a data analysis to then plan individual and small group interventions. The WIDA test for English Language Learners has also been administered.

- Career & Technical - The students at Nuiqsut Trapper School completed five weeks of workplace basics, wood shop, and metal shop with the opportunity to earn an elective half credit. There were 24 high school students who participated with a total of 9 credits being earned. Middle school students also participated in AKCIS, wood shop, and metal shop.
- Planning mini-retreat - The C&I team worked together on plans to improve teacher training to support student success.

Strategic Goal 2 - Community Engagement

- Cultural In-services - The Inupiat Education Department team worked with the Iļisaurrit at the sites to plan the cultural in-services. Community members joined in by doing walking history tours, storytelling, history lessons, Inupiaq dancing, and cooking workshops.

Strategic Goal 3 - Staff Success

- Highlighted Iļisaurri - Kayutak Itta at Kali School is this month's highlighted Iļisaurri. It's great to read the work she is doing with her students in Kindergarten through high school. From introducing Inupiat color terms to posters of their namesakes to sewing, carving, and other traditional craft projects.

Strategic Goal 4 - Financial & Operational Stewardship

- Grants - Brian has been very busy working through the different grants making sure we are compliant and not leaving any current year funds unspent.

Chief Operating Officer - Rick Luthi

Strategic Goal 1: Student Success

Activities are continuing to happen. Cross Country is finishing up and volleyball is commencing or underway. We realize how important activities are and Mr. Lamar and I are constantly looking for improvements we can make.

Strategic Goal 2: Community Engagement

I have been in Anaktuvuk Pass for the past week and will continue here through the coming week. One of my goals while here is to spend time in conversation with the families and students. Some areas for conversation will be School Behavior, Attendance, How the school can be more welcoming, and future classes.

Strategic Goal 3: Staff Success

Lilian Stone: Dean of Students in Nunamiut

Jimmy Capps: Coordinator of Emergency Services

Elizabeth Seitz: Coordinator of Nutrition Services

Strategic Goal 4: Financial & Operational Stewardship

With Mr. Cropsey's guidance the District is preparing a plan for school and housing improvements.

Department Reports

Curriculum & Instruction - Caitlin Santos

The Fall Benchmarking period closed September 30, with some sites asking for an extension due to technology issues. As of October 5, district-wide, the percent complete are: Reading – 82%, Language Use – 80.39%, Math – 84%, Science 75.39%. The window has been opened for 4

schools because of technical issues, ATQ, BHS, PHO, and AIN. K-2 students are assessed using AIMSweb, and students in grades 3-12 are assessed using MAP. Benchmarking happens three times per year and provides information about each student's individual academic progress. Data is used by teachers, at the site level by principals, and at the district level. A district-wide data analysis training will take place during Wednesday PLC time on October 5.

The WIDA screening assessment has been administered to all newly enrolled students meeting criteria for English Language Learners. WIDA assessment score reports from last year have been sent how to students who met criteria to be assessed.

The October count is happening from 10/3 until 10/28. The enrollment and attendance taken during this time is used to figure our state funding.

The Instructional team within C&I held mini-retreat for strategic planning. The main areas of focus were creating a multi-year training plan for teachers, and building out an SOP resource for the department. We are prioritizing creating multi-layered training opportunities for staff, as our new teachers may have vastly different needs from our teachers that have been with the district for multiple years.

Instructional Team members have been attending State-sponsored training and information sessions pertaining to the Alaska Reads Act. The legislation is primarily focused on reading, and the teaching of reading in grades K through 3. As the legislation and supporting documents are finalized throughout the year, more information and summary of changes will be provided to the board from C & I.

Kim Neakok attended Certified Facilitator training from the Department of Education. This training is focused on assessment, and creating systems district-wide that support the use of assessment data in the classroom. As part of her training, she will be providing sessions to district principals and teachers throughout the year.

During the September board meeting, there were questions about "S-term." S-term is a shortened term, or accelerated way for high school students to receive additional credit during each semester. S-term is available for subsistence-related activities, cultural activities, and also for CTE-related courses. Any site is able to offer S-term activities, and they can happen at any time during the year. For example, Kali School has offered S-term courses that coincide with subsistence activities. Since not all students took part in subsistence activities outside the school building, cultural activities such as sewing and cooking were offered in the school building concurrently.

Iñupiat Education - Tennessee Judkins

Cultural In-services

- Tikigaq School held their cultural in-service on September 10th. Director Judkins flew to Tikigaq to participate in the cultural in-service. Quyanaqpak to Aana Lane, Gail Gallahorn, Emma Kinneeveauk, Steve Oomittuk, Pete Lisbourne, and Elijah Lane for assisting with the cultural in-service. Teachers went to the old townsite for a tour and history walk with Steve and Pete, and then they enjoyed some traditional foods prepared by Aana, Gail, and Emma, and after that some of them went out on a boat ride, berry picking, or down the coast.





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Utqiagvik Schools cultural in-service was held on September 17th. The Iñupiaq Education Department put together a rotational schedule with a variety of topics for staff to participate in. Taaqpak Judkins facilitated a pickled maktak workshop, Leona and Rex Okakok facilitated a history lesson/storytelling workshop, Tukak Elavgak, Anausuk Ferreira, and Rachel Goodwin facilitated an Iñupiaq Dancing workshop, JaeJae Ningeok, Alu Brower, Nanuq Calderwood facilitated a traditional foods/cooking workshop, and Atuqtuaq Justice facilitated a snerts workshop. In passing, teachers were able to complete a scavenger hunt worksheet, working to find various facts around Ipalook School. Throughout the day, Lloyd Pikok Jr. took photographs and video of the sessions. A huge quyanaqpak to James Ivanoff, Geno Ceccerelli, Damon Phillip, and DonJoe Lampe for helping out at the site.

- Kali School and Nunamiut School



New Hire ILT's

Atqasuk - Meade River School - Ethel Burke - A HUGE Congratulations to Ethel and Meade River School, we are extremely excited to add Ethel to our team and thankful to have her as the ilisaurri at Meade River School

One Vacancy left - Barrow High School

Highlighted Iļisaurri

Board Member Nageak requested that we highlight an ilisaurri in our reports each month and this month, we're highlighting Kayutak (Julie) Itta at Kali School in Point Lay. Here's a highlight from Kayutak:

In the ILT Classroom we have been very busy. My Third/Fourth Grade Class just finished a beaded keychain, which helps in understanding patterns and motor skills. Students enjoy that project and they were able to gift it to someone that was special to them.

The K-2nd Class finished a Rainbow Name Tag, which helps in understanding and introducing Iñupiat color terms and how to write their Iñupiaq name. Students were able to bring them home to their parents.

The 5th and 6th Grade Class are working on a poster of "Book of Me". This project is to help them identify themselves and the connections that they have to family including their namesakes if they are named after someone. Once project is completed it is a poster of themselves to bring back to their family. On a cool note, I had a community member come in and ask about a students work because of her namesake, it was very heartwarming to see.

In my Middle School ILT Class we are working on Iñupiat Flashcards. Students are using the Iñupiat Dictionary to find new vocabulary and produce flash cards to help others to learn new words or phrases. Students keep track of their words on a recording sheet and are responsible for putting their work up on the bulletin board. This helps students to bulid an Inupiaq Word Bank to help with understanding and language knowledge or Iñupiuraallaniq.

In the High School ILT Class we just started Individual Projects, this is here students choose which project that they would like to do in class. The options are fur sewing, fish hook making, ivory/baleen/soapstone carvings, and all kinds of ways to bead such as loom beading and jewelry making, this is just some of the projects that are available to students. This month our Monthly Value is Paammaagigñiq-Cooperation and students were to write a 100-word minimum story of Cooperation in a survival situation. The students had to answer a questionnaire to help guide draft writing. After editing work students turned in a digital copy of their final writing. Very inspiring stories that they wrote in their own words.

Overall, we are very busy in the ILT classroom. I have a new Iñupiaq Paraprofessional in the class that I have been training; her name is Nanauq-Lillian Itta and I am very grateful to have the help. Thanks to Patrick Tukrook who donated the qavvik to the school, very awesome to see in the display case here at the school. I don't have any pictures of students working, we are so involved in the classroom I always forget to take them. Thanks to the School District and the School Board for recognizing the Iñupiaq Language Teachers across the slope. Quyanaqpak, Kayutak

Translation Projects

We have been working with Nutaaq Simmonds, Elsie Itta, Martha Stackhouse, and Evelyn Williams on various translation projects we will use for our Iñupiaq language program classroom resources and teaching materials.

Some of the projects and activities include:

- Iñupiat Language Program Scope & Sequence
- Grade Level Resource folders that align with the expectations within the Scope & Sequence
- House Game Activity, 7 ate 9, 99, Atausiq

We have had some OJT student workers assisting within our department and they have been working on laminating and cutting out cards to make complete sets for all of our language classrooms

Outreach/Travel/Other Projects

Atuqtuaq traveled to Anaktuvuk Pass to work one-on-one with Sisualik Lillian Stone and provide any needed support to the school. She had intended to participate in their cultural in-service, but it will be postponed to a later date. She was able to spend time with Sisualik to provide professional development, training, and assess her classroom needs regarding usability of VIVA. They worked on creating some of the miniature items for the house game activity (see pictures below). She also taught the high school students some of the new activities and they were very excited for the new materials. They had a great time. Atuqtuaq plans to do follow-up with Sisualik as well as schedule travel to other sites.





Atuqtuaq has been working one on one with our newly hired ilisaurrit at Ipalook Elementary School and Hopson Middle School. She is ensuring that they are prepared with what they need to teach and ensuring proper support is in place to increase their comfort level being first time teachers.

Ilisaurrit at Ipalook Elementary School collaborated on a project with all their students around the tuttu. Anausuk brought a tuttu into the school where the students helped cut up the tuttu. They

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worked on identifying body parts in Inupiatun, learned the beginning process of harvesting tuttu tendons to split, braid, and make ivalu for sewing the umiaq.



Director Judkins attended NIEA with Director Caitlin Santos, Board Member Burns, Board Member Nageak, and Board Member Hickman. The theme for the conference was “Education Sovereignty.” She participated in two pre-conference days which consisted of a native language summit and educator’s day. The breakout sessions and workshops aligned with three themes (Advocacy & Policy, Teaching & Learning, and Support Systems) and 12 different strands (Public Schools & Urban Native Education, Tribal Government and Native Education Systems, Social Justice Equity and Empowerment, State and Federal Policy in Native Education, Addressing Trauma: Social Emotional and Mental Health Practices, Recruiting and Developing Educational Staff, Building Better Support Services for Students, Family and Community Engagement, Head

Start & Early Childhood Education, Culture & Language in our Schools and Communities, PK-12 Curr, Instruction, & Assessment, Student Access and Success in Tribal Colleges and Higher Ed, and STEM).

Director Judkins will champion the new working group, Iñupiaq Education, from the Nunaaqiurat Tumitchiañit steering committee. The purpose of this working group is to ensure our children are immersed in the Iñupiat language, culture, and traditional values throughout their education, at home, in the community, and in the schools.

Career Technical Education - Ronnie Hawley

The CTE department Spent the past 5 weeks in Nuiqsut Trapper School. Classes included

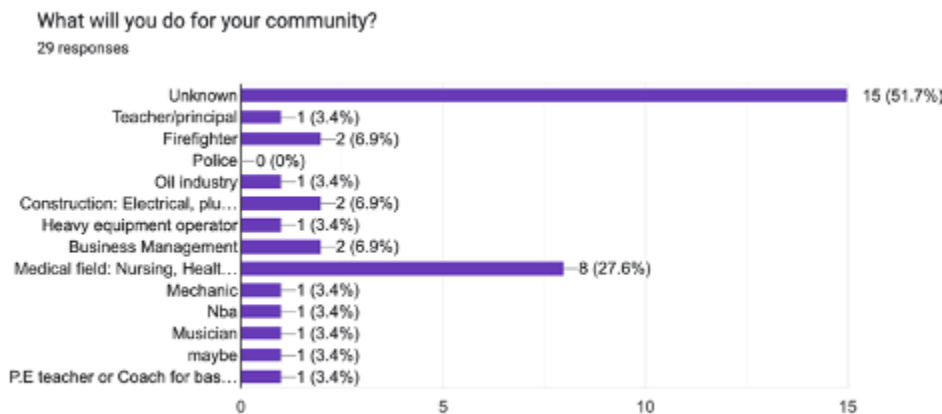
- Workplace basics – Career Exploratory
- Wood Shop
- Metal shop

The students enjoyed the 5weeks and the time that they were able to spend in the shop. I had one 8th grade student show great skills with the welding process. The Nuiqsut mayor and a representative from Conophilips came in and gave presentations to the students. It was a positive learning experience for everyone.

The majority of students that have answered the survey do not know what they want to be for their community.

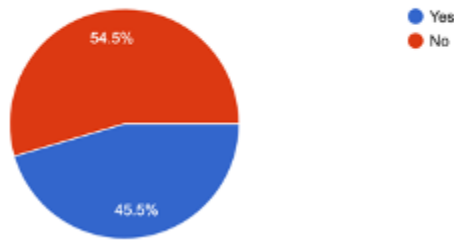
Nuiqsut was very much the same responses in person. I gave students information and opportunities to see what careers are available on the north slope and for the state of Alaska.

Students met the Mayor of Nuiqsut and a representative from ConocoPhillips that grew up in Nuiqsut and graduated from the Nuiqsut Trapper School.



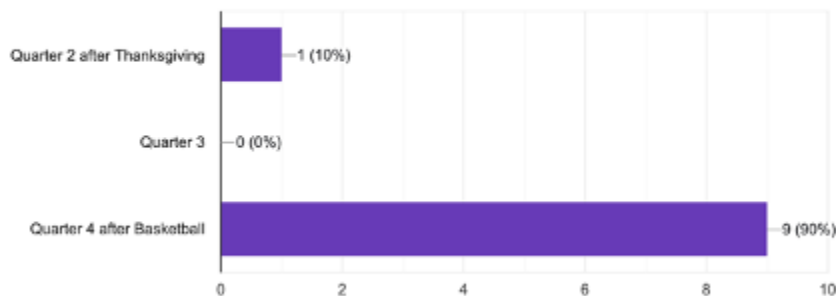
11 responses representing the complete student population. I am working with Principals and Counselors to increase student participation.

Are you interested in attending the Qatqiñfiagvit program?
11 responses



Students hold sports close to their hearts and do not wish to miss practice or games. This is a new program, and it will take time to build interest beyond sports.

When would you like to travel to Barrow to participate in the Qatqiñfiagvit program?
10 responses



Student Services - Lori Roth

Special Education

With the support of special education long-term subs, all special education classrooms are fully staffed. We would like to welcome Trudi White, BHS; Shaunda Dannatta, BHS; Dianne Chalmers, Alak Secondary; Brad Cole, Tikigaaq Secondary; and Michele Brent, Kiita. All subs have been attending training with the student services department focusing on processes and utilizing databases. We would like to thank Lillian Arnold, Infant Learning Program, for providing all our elementary sped teachers with training on how to comply with State and Federal Law in the area of early childhood transition services.

Section 504 Plans

Nothing new to report as of this date.

Counselors

With the support of 2 long-term subs, all school counselor positions are staffed across the North Slope. We would like to welcome Shannon Curtis to Meade River School. All school counselors,

administrators, and home school facilitators were invited to attend a 2-hour training on suicide. The training was called Question-Persuade-Refer. We had 23 staff attend.

Grant Support:

Project Paaniqsuiqtuat Iļisaġivat: Migrant Education Program

The following schools will have Migrant Ed Recruiters for the FY23 school year: Ipalook Elementary School, Hopson Middle School, Barrow High School, Kiita Learning Community, Tikigaq School, Nuiqsut Trapper School, Meade River School. We are currently reviewing the Parent Questionnaire completed in the FY23 Enrollment Packet. If you feel you would qualify or have any questions, please call your local Recruiter.

Location	Recruiter	Role
Kiita Learning Community	Jen Brower	School counselor
Ipalook Elementary School	Nova Gueco	Home School Facilitator
Ipalook Elementary School	Lynette Heppa	School counselor
Hopson Middle School	June Aiken	Home School Facilitator
Hopson Middle School	Diedre Kaleak	Secretary
Hopson Middle School	Caroline TenBroek	Secretary
Barrow High School	Freda Frantz	Home School Facilitator
Tikigaq School	Tada Nashookpuk	Secretary
Nuiqsut Trapper School	Genoveva Igtanloc	Secretary
Nuiqsut Trapper School	RoseMary Ahtuanguaruak	Home School Facilitator
Meade River School	Amanda Brower	Home School Facilitator

Restorative Practices: monthly meetings have been scheduled with Ella Bredthauer to get updates on how Restorative Practices are being implemented across the Slope.

School-Wide Positive Behavior Interventions and Supports: Student Services and Curriculum & Instruction are working together to determine the best way to collect behavior data. As part of SW-PBIS initiative, all participating sites will be collecting behavior data through the use of an Office Discipline Referral Form. This information will be used to track student and building needs as a way to make our school climate better working to increase student engagement and academic performance. Participating schools are: Barrow High School, Kiiita Learning Community, Nunamiut School, Meade River School, Alak School, Nuiqsut Trapper School.

Suicide Awareness: All school counselors, administrators, and home school facilitators were invited to attend a 2-hour training on suicide. The training was called Question-Persuade-Refer. We had 23 staff attend.

Student Activities - Gary Lamar

- Introduction
- Scheduling and Wright Air – Budget and Other Airlines
- Point Hope Tournament
- Wainwright Tournament
- Officiating – Huge Need – I am a Certified official

- CC – Congratulations to all the Student Athletes that made it to State
- FB – Congratulations to Coach Battle and his team
- ASAA Cracking down on regulations

State & Federal Grants - Brian Kroschell

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.

End of the quarter

The end of the quarter in September and October are very busy months for grants. We submitted our Title Consolidated Application and Covid ESSER budgets to DEED for full approval. These applications are due in September.

More information about the Consolidated Title funds from ESEA is available at: <https://education.alaska.gov/esea>

COVID – ARP – ESSER II & ESSER III Grants

One set of grants I worked on this month were the COVID grants (ESSER II & III). These are one time awards that were provided to the school district to address student and school district needs.

The COVID-ESSER II & ESSER III funding can be used for the following broad purposes:

- *Provide safe in-person learning opportunities for students*
- *Support students' social, emotional, and academic needs*
- *Address educational inequities that were made worse by the pandemic*
- *Health and safety planning and supplies*
- *Providing summer school and after school programs*
- *Making facility repairs and air quality improvements*
- *Addressing learning loss by increasing existing programs*
- *Providing new services to students to accelerate learning*

COVID-ESSER II funds expire at the end of this school year (Sept. 2023).

COVID ESSER III funds expire at the end of next school year (Sept. 2024).

More information about COVID ESSER grants can be found at: <https://education.alaska.gov/safeschools/infectiousdisease/arp-state-plan>

Special Thanks

I want to give a special thanks to Nikki San Agustin. Her and I work together to make sure that the budgets we submit to DEED in the Grant Management System (GMS) match the district's budget in Tyler iVision. We also work together to make sure that budgets are ready to submit for reimbursement. She is very helpful and nice to work with.

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

Human Resources - Dr. Bobby Bolen

Cleaning up the ADC process for the district. Setting the required number of ADC's, restructuring the process and developing a plan moving forward for applications, processing, and yearly activity schedule.

Received final approval from DEED to use Emergency Certification for all our H1B candidates awaiting processing. Also, met with Murkowski's office with CSA [David Vadiveloo](#) and Assistant Superintendent MJ Geiser in regards to changing statues relative to the processing of international teachers.

Meeting with Patti Carlson, HR Consultant, to develop a new Standard Operating Procedures (SOP) for the HR department, as well as a revised process for cross-communication between Business Office and Maintenance & Operation.

Information Technology - Reggie Santos

The NSBSD and ASTAC Student Remote Desk Program kick off has been successful so far with over 100 households receiving NSBSD WIFI devices to give students access to NSBSD educational contents from their homes.

New NSBSD Website will go live October 10 with fresh new design and ADA compliant web contents.

Kiita Learning Center received additional 3 more security camera's with a total of now 6 cameras that will provide full coverage of the school exterior.

Request for Proposal for the FY22 RUS Grant DLT with the amount of almost 1 Million dollars have been posted. This grant will provide classrooms district wide with new Interactive Panels to replace all aging and broken smart board projectors. The grant will also provide Driving and Boating simulators so students can take driving and boating lessons virtually.

Maintenance & Operations - Steve Cropsey

- Update of expected renovation schedule of all sites kitchens
- Other site renovations and projects

Harold Kaveolook School (KAK)

On September 27, 2022 a Zoom meeting was held to define the extent of Phase I and the limits of the re-construction of the first phase. The suggested first phase will include a Gymnasium of 21,000 sqft., Voe Ed./ CTE at an estimated cost of \$46 million. There is \$27 million of unencumbered funds available. The 2023 CIP request will be apx \$22 million.

In early November (Date TBD) a village meeting will be conducted on site and in person with 4 schematic solutions to be presented for comment and ultimate build out. (Attendees are expected to be Mayor Rexford, Supt. Vadiveloo, A Burkhart Croft Rep, Director of M&O and members of the Barter Island Community.)

Trapper School (NUI)

Housing repairs are being addressed by the Plant Manager and a mechanical contractor. The freezer Connex was hooked up and all the district food that had been stored in borrowed space is now in the district owned connex.

Meade River School (A TQ)

The renovation is 99 % complete and the pool is being filled. But due to the lack of a lifeguard the pool cannot be opened. The refurbished teacher housing unit is now ready for occupancy.

Nunamiut School (AKP)

The wastewater project has been completed and the Cert. For Use has been issued. The new system will ensure there will be no sewerage freeze-ups this Winter.

Kali School (PIZ)

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New bleachers will be installed next summer. The connex freezer needs a power drop from the village utility.

Barrow HS, HMS, IPK (Utqiagvik)

All of the standby generators need service due to covid the generators were not serviced. A company, Pacific Power, has been invited to provide service costs for the generator.

Kiita (UTQ)

Cameras have been installed and two individuals were apprehended by the Police (Suspected of Vandalism) With the new cameras and the apprehension vandalism has ceased.

Qatqinnagvik / RLC

Is expecting the first students from Trapper School Oct.10, 2022.

Tikigaq School (PHO)

Door keying has been updated by Tomi Philips. Tomi spent 7 days on site. Keying was a mess. ACHS is a mechanical contractor that traveled to PHO to address the overheating issues in the school. One air handler needs to be replaced. A cost to make this repair is being worked up. Pacific Power will diagnose the standby generator fix while in PHO working for the Borough. The Director of M&O went to PHO on Friday October 7 to assess several needed housing repair projects and to develop a plan to get repairs completed.