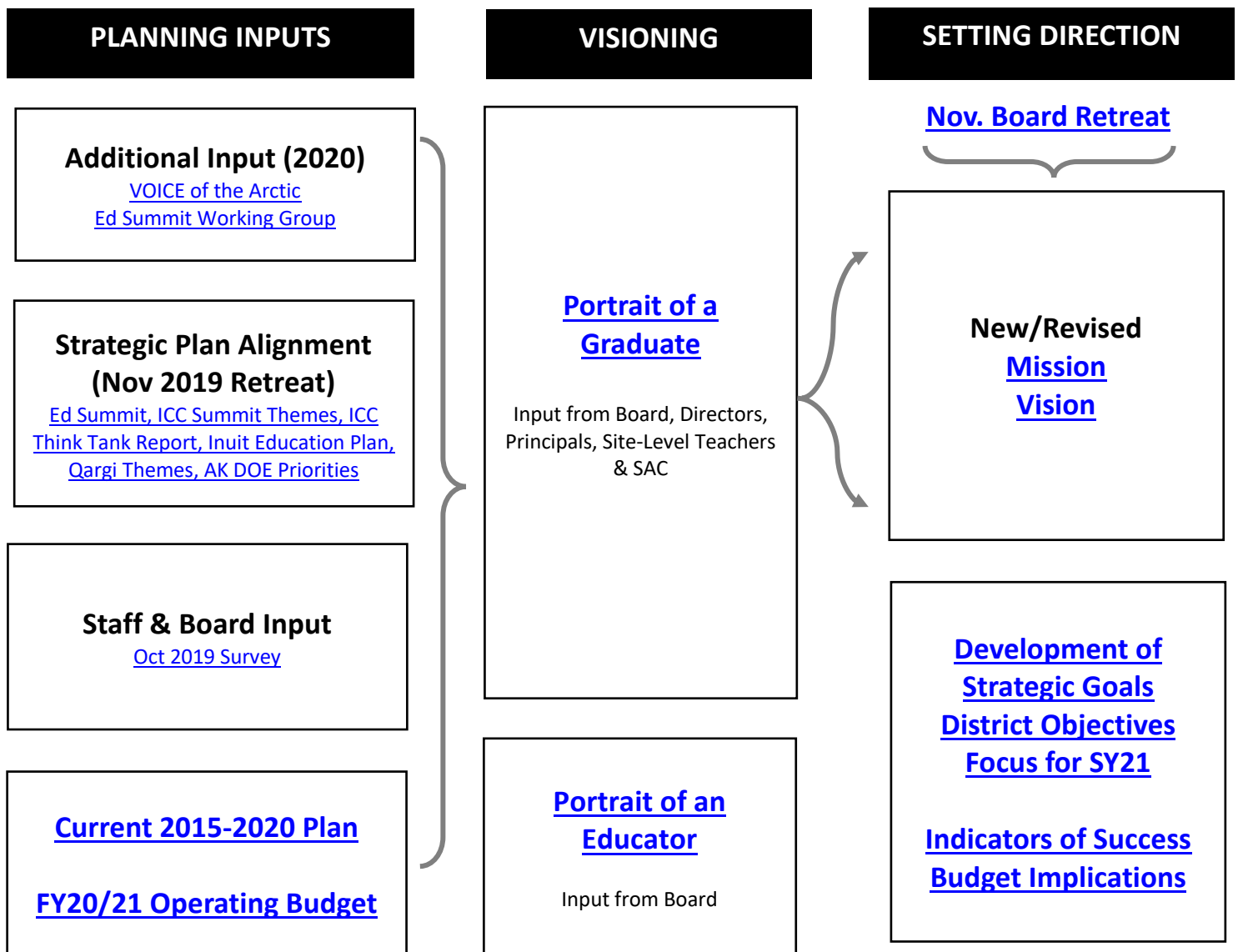




NSBSD STRATEGIC PLANNING RETREAT DISCUSSION GUIDE/SOURCE MATERIAL

Board Retreat – September 4-5, 2020

Strategic Planning Model (Link to Content)



NSBSD 2020-25 (DRAFT) STRATEGIC PLAN SUMMARY

WORKING DRAFT AS OF APRIL 2, 2020

Atautchikun (Unity): Pulling together and moving as one to champion for our vision and serve our students.

MISSION

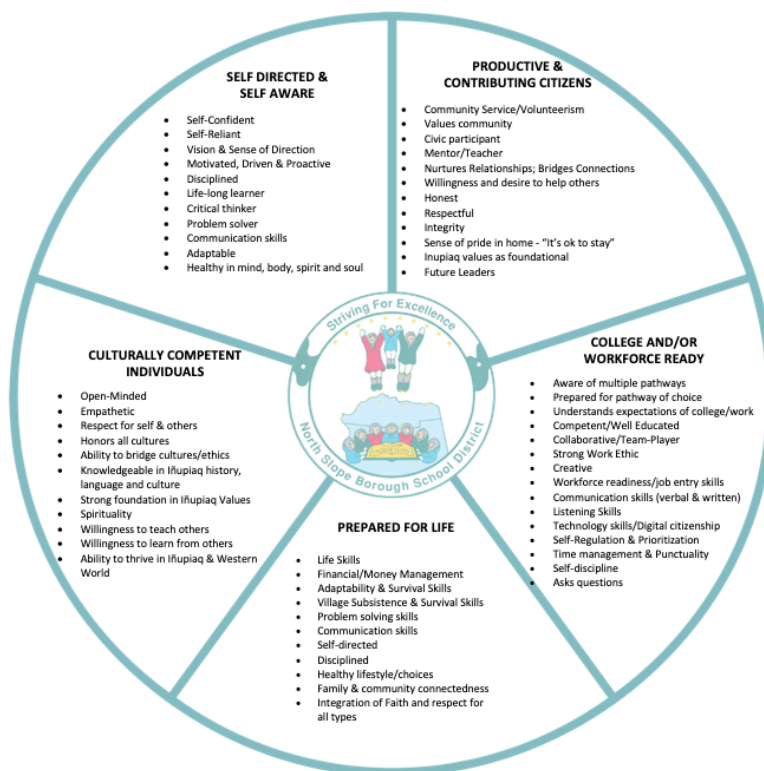
Mission Statement Ideas/Options: (Created at the November 2019 Board Retreat)

1. We are responsible for serving our students & community by providing an excellent/high-quality education for every student, every day.
2. Ensure our students are provided with maximum learning opportunities by *breaking trail* with families and communities as one.
3. **(Nov Retreat Board Decision/Proposed) Our priority, purpose and responsibility** is to provide high-quality education that ensures our students are prepared to take control of their destiny.

Proposed Motion: Translate Mission to Inupiaq once final statement is adopted.

VISION - (REFER TO VISION SUPPLEMENT)

PORTRAIT OF A GRADUATE - What should a NSBSD graduate know and be able to do?



IÑUPIAQ VALUES

- Compassion
- Avoidance of Conflict
- Love and Respect for Our Elders and One Another
- Cooperation
- Humor
- Sharing
- Family and Kinship
- Knowledge of Language
- Hunting Traditions
- Respect for Nature
- Humility
- Spirituality

STRATEGIC GOALS & DISTRICT OBJECTIVES

GAME CHANGERS/HIGH PRIORITIES (noted in red font below)

1. Home grown workforce (Teachers & Principals)
2. Early Childhood Education/Reading by Grade 3
3. Parent & Community Involvement (Parents nurturing students)

STRATEGIC GOALS, DISTRICT OBJECTIVES & *FOCUS FOR SY20-21*

**Focus for SY20-21 in italics following the objective statement.*

1 STUDENT SUCCESS: All students will reach their intellectual potential and achieve academic success through integrating Iñupiaq knowledge systems into the core content areas and focusing on the development of the Whole Child.

Outcomes: Academic Performance - All students showing academic growth; Graduation; Attendance; Clarity for college/career pathways after graduation; Iñupiaq speaking students

District Objectives & Focus for SY20-21 (Objectives listed in alphabetical order; *Focus for SY20-21 in Italics*)

- 1.1 ACADEMIC ACHIEVEMENT:** Ensure all students show growth in academic areas measured by authentic assessment where possible and state and district standards where necessary. *Pilot Individual Learning Plans; Set policy on class size; Explore doing more with GT program.*
 - **AUTHENTIC ASSESSMENT:** Define success beyond statewide standards through development of authentic assessments. (Note: Move to an Initiative in support of 1.1 or keep as a separate objective?)
- 1.2 ATTENDANCE:** Cultivate an environment where attendance is valued, encouraged, and supported and implement a culturally integrated calendar that is aligned across the district to increase attendance and expand options for students. *Develop an Attendance Recognition Program in partnership with community.*
- 1.3 (New) EARLY CHILDHOOD SUCCESS:** Support all students to read at grade level by the end of third grade. *Emphasis on K3/K4 Reading and early childhood social and academic success.*
- 1.4 IÑUPIAQ LANGUAGE & CULTURE:** Implement language and culture programs to revitalize the Inupiaq language. *Establish the K3/K4 Language & Culture Immersion Program.*
- 1.5 MULTIPLE PATHWAYS:** Implement career learning and alternative programs expanding educational opportunities that connect students to careers and providing multiple pathways to graduation based on student needs and interests. *Increased investment in CTE and Alternative Programming.*
- 1.6 PLACE-BASED LEARNING:** Implement place-based units across academic subjects including life-skills, connection to the land and experiential learning in the field. *Increase the number of ILT's and support; Provide cultural learning opportunities in all subjects.*
- 1.7 (New) STUDENT WELL-BEING:** Support the physical, nutritional, mental, and social-emotional health of all students. *Improve the quality of food for students; Increase emphasis on Bullying (student led campaigns, PD, etc.); Provide Mental Health PD for Staff; Bring awareness to PBIS to improve student discipline.*

2 COMMUNITY ENGAGEMENT: Foster collective responsibility, commitment and trust between the school and community.

Outcomes: Meaningful engagement; Joint understanding and commitment to education; Community members in the schools; School (students & staff) in the community; Committed to education/working in partnership with one another; Shared trust

District Objectives & Focus for SY20-21 (Objectives listed in alphabetical order; *Focus for SY20-21 in Italics*)

2.1 COMMUNICATION: Advance on-going 2-way communication, participation and interaction *within* the school and *between* the school and community, building the bridge of trust. *Hire a Communications Engagement Specialist.*

2.2 COMMUNITY IN THE SCHOOL: Include Elders, parents and community members in school academics and activities and utilize community resources and expertise in learning. *Develop a comprehensive Parent Involvement Plan & Menu. To explore: Develop our own program for Community Mentors; Healing Circles to continue the process of healing.*

2.3 SAC: Evolve the role of the School Advisory Council (SAC) as community leaders and advocates for education. *Develop volunteer recognition and re-focus on SAC to ensure support, bring awareness to responsibilities, and develop volunteer recognition.*

2.4 STUDENTS & STAFF IN COMMUNITY: Facilitate staff involvement in community and village events and integrate student community projects into unit development to foster the spirit of volunteerism. *Community service projects.*

3 STAFF SUCCESS: Strengthen the recruitment and retention of highly effective staff and inspire indigenous Iñupiaq teachers.

Outcomes: Teacher/Staff Retention; Local Teachers; Teacher Evaluations

District Objectives & Focus for SY20-21 (Objectives listed in alphabetical order; *Focus for SY20-21 in Italics*)

3.1 HIRING & RECRUITING: Improve the hiring and onboarding process for all employees. *Be more adaptative, start process earlier; Create a Recruitment Video (Documentary of the villages).*

3.2 HOMEGROWN WORKFORCE: Support the systems that inspire, develop and recruit local/homegrown teachers, administrators and staff.

3.3 RETENTION: Support and retain quality teachers, administrators and staff. *Implement findings from the Compensation Study; Provide more PD for Classified Staff; Develop an Employee Recognition program; Prioritize getting the best K3/K4 Teachers; Stabilize retention of teachers and site leadership.*

3.4 STAFF CULTURAL INTEGRATION: Provide cultural training and hands-on experiences for teachers and Principals to enhance cultural understanding and integration. *Implement culture camps at all sites.*

4 SYSTEMS OF SUPPORT: Effectively employ our operational and financial resources to support our strategic goals and long-term stability of the district.

Outcomes: Adequate resources; Financial stability; Safe, secure facilities; School environments reflect who we are

District Objectives & Focus for SY20-21 (Objectives listed in alphabetical order; *Focus for SY20-21 in Italics*)

4.1 FACILITIES: Establish safe, modern and high-performing learning facilities. *Improve facilities management, compensation & training.*

4.2 FINANCIAL STEWARDSHIP: Ensure financial management based on what is best for our students. *Create a Grants Department (new position).*

4.3 LEARNING ENVIRONMENT & SUPPORTS: Create student-centered schools incorporating culture beyond curriculum into all aspects of our work including facilities and operations.

4.4 (New) ORGANIZATIONAL EFFECTIVENESS: Structure the organization to operate with efficiency and better serve our students. *Implement Org Re-Structure (Unified Instructional Program).*

4.5 TECHNOLOGY: Leverage technology as a tool to facilitate learning, communication and collaboration.

NSBSD STRATEGIC GOALS & DISTRICT OBJECTIVES (EXAMPLE COMMUNICATION DOC LAYOUT)

To do this...	GOAL 1: STUDENT SUCCESS <i>All students will reach their intellectual potential and achieve academic success through integrating Iñupiaq knowledge systems into the core content areas and focusing on the development of the Whole Child.</i>			
... learners must be....	<i>Engaged & empowered by learning</i>	<i>Culturally competent individuals</i>	<i>College and/or workforce ready...</i>	<i>Productive, contributing citizens prepared for life...</i>
To achieve this, we must...	<ul style="list-style-type: none"> • Academic Achievement: Ensure all students show growth in academic areas measured by authentic assessment where possible and state and district standards where necessary. • Attendance: Cultivate an environment where attendance is valued, encouraged, and supported and implement a culturally integrated calendar that is aligned across the district to increase attendance and expand options for students. • Early Childhood Success: Support all students to read at grade level by the end of third grade. 	<ul style="list-style-type: none"> • Place-Based Learning: Implement place-based units across academic subjects including life-skills, connection to the land and experiential learning in the field. • Iñupiaq Language & Culture: Implement language and culture programs to revitalize the Inupiaq language. 	<ul style="list-style-type: none"> • Multiple Pathways: Implement career learning and alternative programs expanding educational opportunities that connect students to careers and providing multiple pathways to graduation based on student needs and interests. 	<ul style="list-style-type: none"> • Student Well-Being: Support the physical, nutritional, mental, and social-emotional health of all students.

And we must have these critical supports....	GOAL 2: COMMUNITY ENGAGEMENT <i>Foster collective responsibility, commitment and trust between the school and community.</i>	GOAL 3: STAFF SUCCESS <i>Strengthen the recruitment and retention of highly effective staff and inspire indigenous Iñupiaq teachers.</i>	GOAL 4: SYSTEMS OF SUPPORT <i>Effectively employ our operational and financial resources to support the long-term stability of the district.</i>
	<ul style="list-style-type: none"> • Students and Staff in the Community • Community in the School • 2-Way Communication • Empowered SAC (Student Advisory Council) 	<ul style="list-style-type: none"> • Innovative Hiring & Recruiting • Homegrown Workforce • Staff Retention • Staff Cultural Integration 	<ul style="list-style-type: none"> • Safe, High Performing Facilities • Financial Stewardship • Student Centered Learning Environment • Current & Relevant Technology

INDICATORS OF SUCCESS

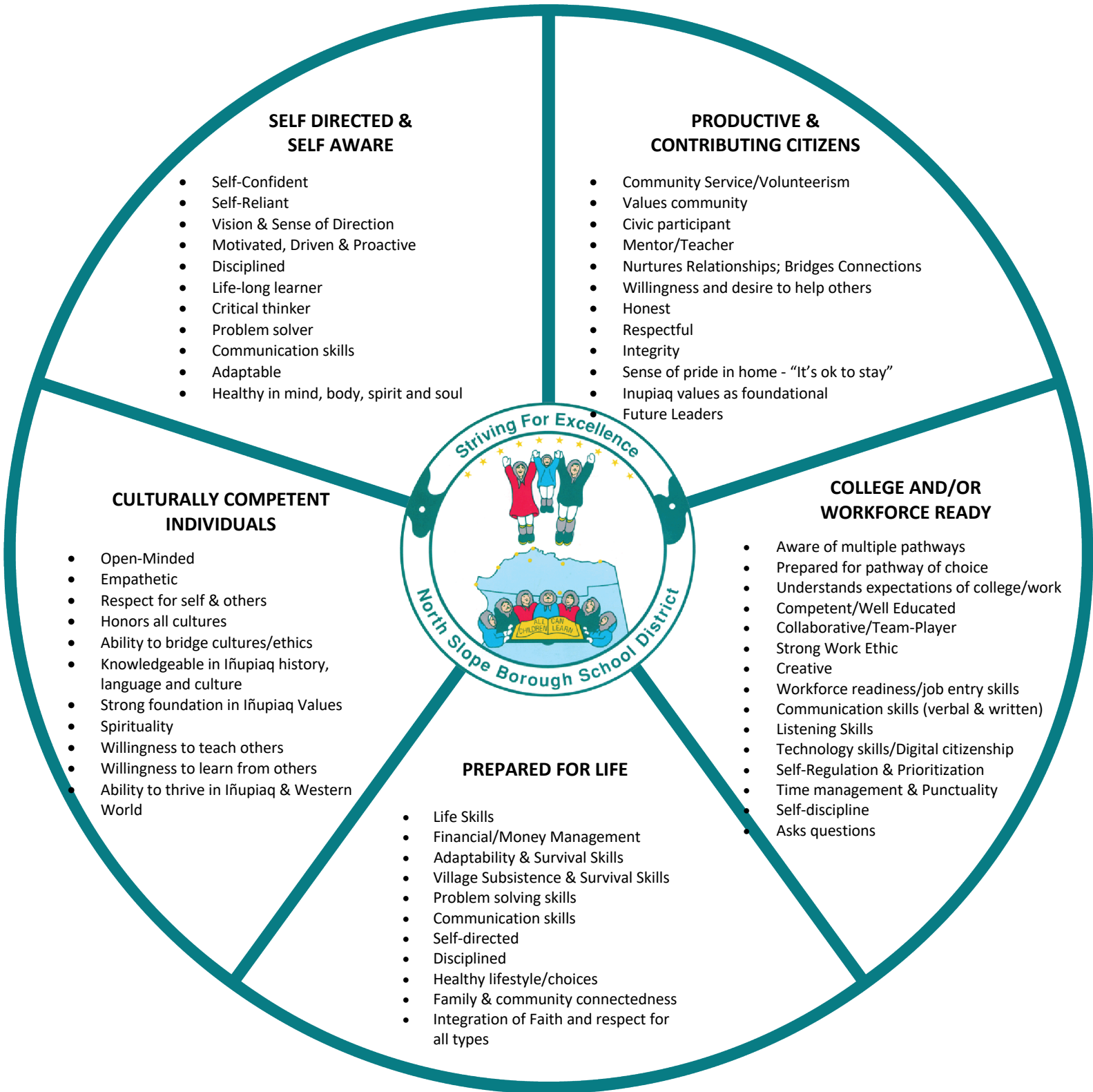
	STUDENT SUCCESS	COMMUNITY ENGAGEMENT	STAFF SUCCESS	SYSTEMS OF SUPPORT
We will gauge our progress by looking at...	<ul style="list-style-type: none"> • Attendance Rate • Graduation Rate • Dropout rate • Academic Achievement • Achievement Gap • 3rd Grade Literacy • 9th Grade On-Track • School Climate • Career & Tech Ed Concentrators 	<ul style="list-style-type: none"> • Communications Plan • Parent Involvement • Student Volunteerism/Community Service • SAC Empowered (helping to create school success) 	<ul style="list-style-type: none"> • Local Teacher Ed Program Enrollment • Time to Fill Key Positions • Teacher Positions Filled • Teacher Retention Rate • Staff Retention Rate • Culture Camps 	<ul style="list-style-type: none"> • Budget • Grants Received • Repair & Maintenance Backlog • Improved Food Quality

VISION SUPPLEMENT

SUMMARY OF INPUT AS OF APRIL 2, 2020

VISION SUMMARY: PORTRAIT OF A GRADUATE

What should a NSBSD graduate know and be able to do?



SELF DIRECTED & SELF AWARE

- Self-Confident
- Self-Reliant
- Vision & Sense of Direction
- Motivated, Driven & Proactive
- Disciplined
- Life-long learner
- Critical thinker
- Problem solver
- Communication skills
- Adaptable
- Healthy in mind, body, spirit and soul

PRODUCTIVE & CONTRIBUTING CITIZENS

- Community Service/Volunteerism
- Values community
- Civic participant
- Mentor/Teacher
- Nurtures Relationships; Bridges Connections
- Willingness and desire to help others
- Honest
- Respectful
- Integrity
- Sense of pride in home - "It's ok to stay"
- Inupiaq values as foundational Future Leaders

CULTURALLY COMPETENT INDIVIDUALS

- Open-Minded
- Empathetic
- Respect for self & others
- Honors all cultures
- Ability to bridge cultures/ethics
- Knowledgeable in Iñupiaq history, language and culture
- Strong foundation in Iñupiaq Values
- Spirituality
- Willingness to teach others
- Willingness to learn from others
- Ability to thrive in Iñupiaq & Western World

COLLEGE AND/OR WORKFORCE READY

- Aware of multiple pathways
- Prepared for pathway of choice
- Understands expectations of college/work
- Competent/Well Educated
- Collaborative/Team-Player
- Strong Work Ethic
- Creative
- Workforce readiness/job entry skills
- Communication skills (verbal & written)
- Listening Skills
- Technology skills/Digital citizenship
- Self-Regulation & Prioritization
- Time management & Punctuality
- Self-discipline
- Asks questions

PREPARED FOR LIFE

- Life Skills
- Financial/Money Management
- Adaptability & Survival Skills
- Village Subsistence & Survival Skills
- Problem solving skills
- Communication skills
- Self-directed
- Disciplined
- Healthy lifestyle/choices
- Family & community connectedness
- Integration of Faith and respect for all types

VISION EXERCISE: PORTRAIT OF A GRADUATE

What should a NSBSD graduate know and be able to do?

VISION THEME #1: SELF DIRECTED & SELF AWARE

Vision Theme	Board Input	Directors	Principals	Site Input (SAC & Teachers)	Thematic Summary
SELF DIRECTED & SELF AWARE	<ul style="list-style-type: none"> • Know who they are and what they want to do (have a vision) • Have goals • Our future leaders • Able to teach the next generation • Have a life-long learner mentality/philosophy • Know their history; reflect on to better their world • Knowledgeable in Iñupiaq history, language and culture. (included below in culture) • Health & wellness of mind, body and soul 	<ul style="list-style-type: none"> • Confident • Self-reliant • Tenacity - work through problems w/out quitting • Healthy living • Able to identify resources & a path forward (have vision) • Contributing/participating member of the community • Life-long learners • Adaptable • Ability to adjust to technology (as it evolves) • *Self-Motivated • Acceptance of self 	<ul style="list-style-type: none"> • Self-Aware of strengths and weaknesses • Productive • Intrinsic motivation • Vision/Sense of direction • Goal setting • Know how to work with others Have the right attitude • Be able to think critically • Understand your support • Know your resources • Able to problem solve • Able to cope • Know who to ask for help • Proactive • Making the right choices • Good citizen • Good listener 	<p><i>Kali Teaching Staff</i></p> <ul style="list-style-type: none"> • Independent • Visionary • Goal Oriented • Goal Driven • Self-Advocating • Responsible • Reflective <p><i>Kali SAC</i></p> <ul style="list-style-type: none"> • Integrity • Responsibility • Cooperativeness • God-Fearing • Intrinsic Motivation • Determination • Seeks Answers • Perseverance • Goal setting • A life's purpose • Making good choices <p><i>Nunamiut SAC</i></p> <ul style="list-style-type: none"> • Either apply for college or go to training so they can get a good career • Be prepared to be self-dependent, realizing they are in control of where they want their goals to fit in place 	<ul style="list-style-type: none"> • Confident/Self-Aware • Visionary • Goal Oriented & Driven • Independent/Self-Reliant • Self-Advocating • Responsible • Determined & Disciplined • Motivated • Proactive • Perseverance • Integrity • Life-long learner • Critical thinker • Problem solver • Communication skills • Adaptable • Positive attitude • Healthy in mind, body, spirit and soul • Career and/or College Driven • Future leader

VISION THEME #2: PRODUCTIVE & CONTRIBUTING CITIZEN

Vision Theme	Board Input	Directors	Principals	Site Input (SAC & Teachers)	Thematic Summary
PRODUCTIVE & CONTRIBUTING CITIZEN	<ul style="list-style-type: none"> • Honest • Respectful • Empathetic • Happy • Helpful, contributing members of society • Positive, optimistic, helpful • Productive & contributing • Become mentors • Able to teach the next generation • Community Service - knows about volunteerism/cares about community 	<ul style="list-style-type: none"> • Voluntary is ok (good to volunteer) • Ability to communicate • It's ok to stay (in a community) • Appreciation and sense of community • Values the community • Requirement of community project (for graduates) • Creative communication skills • Civic participant involved in civic affairs • Students knowing, they are important (their knowledge is important/valued) • Team player/group learning • Bridge Connections (nurturing of relationships) • Understanding of citizenship • Willingness & desire to help those that are in need • Values as foundational 	<ul style="list-style-type: none"> • Helping others • Volunteer • Strong work ethic • Set goals for themselves • Positive attitude • Able to communicate well • Have integrity • Work cooperatively with others • Connection to the community • Aware of what is happening in the world • Take responsibility for themselves • Able to speak with Authenticity • Be a volunteer • Be a team player • Accept diverse cultures • Engaged • Be intrinsically motivated • Willing to take risks • Know how to ask for help • Supportive/Be there for others 	<p><i>Kali Teaching Staff</i></p> <ul style="list-style-type: none"> • Problem Solver • Law Abiding • Civic-Minded • Good Relationship Manager • Social Justice Advocate • Volunteer <p><i>Kali SAC</i></p> <ul style="list-style-type: none"> • Sharing Skills and Knowledge • Participant in Community Efforts • Good Samaritan • Entrepreneurship • Law-Abiding Citizen • Team Player • Good communication skills • Loyalty to a cause • Decision making • Volunteer • Self-sufficient and independent • Employed on the job • Encouragement <p><i>Nunamiut SAC</i></p> <ul style="list-style-type: none"> • Promising a good lifestyle • Being healthy & fit • Setting good examples to the younger generations • Healing those in need 	<ul style="list-style-type: none"> • Values community • Civic participant • Volunteer • Law Abiding • Civic-Minded • Good Relationship Manager • Social Justice Advocate • Mentor • Problem Solver • Strong Communication Skills • Willingness and desire to help others • Honest • Respectful • Integrity • Sense of pride in home - "It's ok to stay" • Inupiaq values as foundational

VISION THEME #3: CULTURALLY COMPETENT

Vision Theme	Board Input	Directors	Principals	Site Input (SAC & Teachers)	Thematic Summary
CULTURALLY COMPETENT	<ul style="list-style-type: none"> • Knowledgeable in Iñupiaq history, language and culture • Thrive in both Iñupiaq & Western World • Honor all cultures • Bilingual • <i>Respectful of self & others</i> • Tolerance and respect for other cultures • Iñupiaq Values - Able to articulate all the Iñupiaq values and what they mean • Spirituality 	<ul style="list-style-type: none"> • Understanding values • Language (ability to speak/communicate in Inupiaq) • Respect for one another (across cultures) • Knowledge of outdoors/trails/survival • Traditional foods/healthy eating and wellness • Value of tradition/culture • Ability to communicate Inupiaq values (connecting behavior to values) • Adaptability (importance of past as it relates to the future & adaptations we need to make) • Respect the diversity of others • *Empathy (across cultures) (respect for one another) 	<ul style="list-style-type: none"> • Have self-confidence (be comfortable with who they are) • An open mind • Be willing to teach others • Be willing to learn from others • Be willing to serve • Be willing to share • Have a strong foundation in Inupiat values • To embrace their culture • Help others to believe in themselves • Able to console each other • Healthy conversations (cooperative in nature) 	<p><i>Kali Teaching Staff</i></p> <ul style="list-style-type: none"> • Honor Inupiaq Values • Creative • Cooperative • Inupiat Language Skills • Ancestry • Family and Kindship <p><i>Kali SAC</i></p> <ul style="list-style-type: none"> • Unity • Well-versed in Inupiat Values • Respect for Elders – Listen and Learn • Look to role models • Environmental Awareness • Survival skills • Subsistence opportunities in the field • Provide culturally responsive teaching • Hands-on learning • Create independent learners • Build trust with students • Respect for nature • Family and kinship • Sense of humor • Avoidance of conflict • Humility • Compassion • Spirituality • Cooperation <p><i>Nunamiut SAC</i></p> <ul style="list-style-type: none"> • Displaying the 12 core Inupiaq values in their daily lives • If they are hunters, sharing their catches with those that need meet and other things 	<ul style="list-style-type: none"> • Open-Minded • Empathetic • Cooperative • Respect for self & others • Honors all cultures • Family and Kindship • Knowledgeable in Iñupiaq history, language and culture • Bilingual • Ancestry • Respects Iñupiaq Values • Spirituality • Willingness to teach others • Willingness to learn from others • Ability to thrive in both Iñupiaq & Western World

VISION THEME #4: WORKFORCE READY

Vision Theme	Board Input	Directors	Principals	Site Input (SAC & Teachers)	Thematic Summary
COLLEGE AND/OR WORKFORCE READY	<ul style="list-style-type: none"> • Multiple Pathways (college or technical school or work/career) • Prepared • Well Educated • Workforce preparedness • Competent • Mastery of science, math & English language arts (ELA) • Creative entrepreneur 	<ul style="list-style-type: none"> • Awareness to local careers and pathways (skill sets they will need) • Prepared with job entry level skills when they graduate (focus on technology) • Understanding work ethics • Be a lifelong learner • Social media /phone management • Digital citizenship • Ability to engage in teams/personal interaction • Self-Regulation & Prioritization • Ability to bridge cultures/ethics (in various environments) • Economic development (land) 	<ul style="list-style-type: none"> • AP courses • Master technology • Be aware of how to register for classes. • Understand the expectations of college. • Be able to take good lecture notes • Teamwork skills. • Working with variety of people • Punctuality • Test-Taking skills • Self-discipline • How to hold down a job • Being prepared for an interview • Have a driver license • Strong work ethic • Knowing strengths & weaknesses • Knowing how to get help when needed • Time management • Goal setting • Develop a resume 	<p><i>Kali Teaching Staff</i></p> <ul style="list-style-type: none"> • Critical Thinker • Values Education • Collaborative • Professional • Articulate • Life-Long Learner <p><i>Kali SAC</i></p> <ul style="list-style-type: none"> • Self-confident • Gain technical skills • Positive mind-set • College orientation • Self-discipline • Prerequisites for college and job entry • Remedial courses • High school graduate • Understanding scholarship process • Becoming an applicant for college, trade school, job corps, and Avtec • Financial aid assistance <p><i>Nunamiut SAC</i></p> <ul style="list-style-type: none"> • Applying for college or training • Following through on 1 and being committed to what they choose 	<ul style="list-style-type: none"> • Competent/Well Educated • Collaborative/Team-Player • Strong Work Ethic • Professional • Self-confident • Creative • Critical Thinker • Values Education • Articulate • Aware of multiple pathways • Prepared for pathway of choice • Workforce readiness/job entry skills • Communication skills (verbal & written) • Listening Skills • Technology skills • Digital citizenship • Self-Regulation & Prioritization • Time management • Punctuality • Self-discipline • Self-awareness • Asks questions • Creative entrepreneur • Ability to bridge cultures/ethics (work with variety of people) • Life-Long Learner

VISION THEME #5: PREPARED FOR LIFE

Vision Theme	Board Input	Directors	Principals	Site Input (SAC & Teachers)	Thematic Summary
PREPARED FOR LIFE	<ul style="list-style-type: none"> • Finance/Accounting Skills (know how to manage a bank account) • Problem solver • Be able to solve problems • Communication • Village survival/subsistence • Knows healthy habits • Self-directed • Disciplined • Interdependent • Good time management • Hunting, sewing & cooking • Healthy lifestyle/choices 	<ul style="list-style-type: none"> • Ability to communicate in written and oral form • Family & community connectedness • Self-reliant; ingenuity • Ability to balance a budget (manage finances) • Faith - Respect, integration & acceptance around faith as part of identity/values (and respect for all types of faith) • Stress management skills • Drug abuse education & prevention • Ability to make <u>healthy choices</u> (drug free; making healthy choices) 	<ul style="list-style-type: none"> • Work skills • Be able to learn from your mistakes. • Know First Aid and CPR. • Know how to prepare a personal budget. • Learning to cope with speed bumps • Manage money • Parenting skills • Training and education in the field of their endeavor • Healthy lifestyle • Life skills • Making the right life choices • Understanding careers available to them & match capabilities and interests • Having a positive mental outlook • Learning how to make requests vs. complaining 	<p><i>Kali Teaching Staff</i></p> <ul style="list-style-type: none"> • Critical Thinker • Traditional Skills • Good Communicator • Optimistic • Self-Sufficient • Assertive • Confident in Who You Are • Content • Poised • Financially Stable <p><i>Kali SAC</i></p> <ul style="list-style-type: none"> • <i>Adaptable</i> • <i>Outgoing</i> • Knowledge of basic skills for life • Career education • High school graduation • Develop coping skills • Anger management • Honesty • Parenting classes • Writing a resume • Electives in home economics and-industrial arts • Vision/Goals • Work ethic • Interest inventories • Domestic skills <p><i>Nunamiut SAC</i></p> <ul style="list-style-type: none"> • Planning their own goals • Becoming independent, but knowing its ok to have support 	<ul style="list-style-type: none"> • High school graduation • Life Skills <ul style="list-style-type: none"> • <i>Finance/Accounting</i> • <i>Money management</i> • <i>Parenting skills</i> • <i>Economic Development</i> • Adaptability & Survival Skills • Village Subsistence & Survival Skills <ul style="list-style-type: none"> • <i>Hunting, sewing & cooking</i> • Problem solving skills • Critical thinker • Good communicator • Self-directed • Disciplined • Optimistic • Self-Sufficient • Work-Ethic • Assertive • Confident in Who You Are • Content • Poised • Financially Stable • Healthy lifestyle/choices • Family & community connectedness • Integration of Faith and respect for all types

GAME CHANGERS: WHAT IS ONE GAME CHANGER THAT WOULD MAKE THIS PORTRAIT/VISION A REALITY FOR ALL NSBSD STUDENTS?

	Board Input	Directors	Principals	Site Input	Thematic Summary
GAME CHANGERS	<ul style="list-style-type: none"> • Home grown workforce (Teachers & Principals) • Early Childhood Education/Reading by Grade 3 • Parent & Community Involvement (Parents nurturing students) 	<ul style="list-style-type: none"> • Accountability across the board (teachers, parents, students, community) • Social-emotional Skills • Community & Family Engagement • Adaptability & Survival Skills • Organizational Direction & Continuity • Increase in local teachers & leadership • * High Retention Rate 	<ul style="list-style-type: none"> • Having good role models • Make their learning relevant by what we teach our students (meaningful & interesting) • Student recognition for what they do (helps to develop self-confidence) • Teamwork & collaboration • Social/Emotional Skills - Teach our students positive behaviors (continually; systematically; routine; lay foundation for positive behavior) • Parents, community, schools all on the same page with shared focus • All stakeholders have a shared vision • Accountability • Norms for communication 	<ul style="list-style-type: none"> • Community Involvement • Create a safe and trusting environment at school and at home 	<ul style="list-style-type: none"> • Home grown workforce (Increase in local teachers/leadership) • * High Retention Rate • Early Childhood Education (Reading by Grade 3) • Family & Community Involvement (Parents nurturing students) • Accountability across the board (teachers, parents, students, community) • Social-emotional Skills • Organizational Direction & Continuity/Collaboration • <i>All stakeholders have a shared vision</i> • Adaptability & Survival Skills • Education/learning that is relevant • Norms for communication • Safe and Trusting Environment

ADDITIONAL INFO

Additional Source Material for Reference

Contents

- 1. 2015-2020 Strategic Plan Summary**
- 2. 2019 Strategic Plan Input & Alignment**
 - Education Summit Themes/Priorities
 - ICC Summit Themes
 - Inuit Education Plan / Strategies
 - Qargi Themes
 - AK DOE: 5 Priorities of Alaska Education Challenge
 - Common Themes & Alignment (Notes from Alignment Exercise at Nov 2019 Retreat)
- 3. 2020 Community Input – Additional Planning Content**
 - Ed Summit Working Group – Trilateral Meeting Jan 2020
 - VOICE of the Arctic Inupiat Priorities – Update as of Jan 2020
- 4. Principal/Director/Board Input**
 - Oct 2019 Survey Summary
 - Nov 2019 Board Retreat Notes
- 5. SY2020/21 Operating Budget - Summary**

2015-20 STRATEGIC PLAN SUMMARY



NORTH SLOPE
BOROUGH SCHOOL DISTRICT

— *Striving For Excellence* —



MISSION STATEMENT - WHAT IS OUR CORE PURPOSE?

Learning in our schools is rooted in the values, history and language of the Iñupiat. Students develop the academic and cultural skills and knowledge to be:

- Critical and creative thinkers able to adapt in a changing environment and world;
- Active, responsible, contributing members of their communities; and
- Confident, healthy young adults, able to envision, plan and take control of their destiny.

VISION STATEMENT - WHAT DOES SUCCESS LOOK LIKE?

Our students graduate prepared and qualified to excel as productive citizens, able to integrate Iñupiaq knowledge and values with Western ways. Our curriculum and instruction are place and culture-based. Attendance rate is above average. Our parents, students and community members are committed to education and meaningfully engaged. More of our teachers are our own graduates and speak Iñupiaq. Our schools reflect who we are as people.

CORE VALUES

- Compassion
- Avoidance of Conflict
- Love and Respect for Our Elders and One Another
- Cooperation
- Humor
- Sharing
- Family and Kinship
- Knowledge of Language
- Hunting Traditions
- Respect for Nature
- Humility
- Spirituality

EDUCATIONAL PHILOSOPHY

Education, a lifelong process, is the sum of learning acquired through interactions with one's environment, family, community members, schools, and other institutions and agencies. The School Board uses the Five Year Strategic Planning process as the overarching planning tool for the district; this plan is augmented by other department and state required plans such as the Six Year Capital Improvement Plan and School Improvement Plans. Within the Home Rule Municipality of the North Slope Borough, "schooling" is the specific, mandated responsibility of the North Slope Borough School District Board of Education.

The Board of Education is committed to providing academic excellence in the "schooling" environment. This commitment to academic excellence shall focus on the learner, recognizing that each student brings to the "schooling" environment the student's own interest, learning styles, cultural background and abilities.

DEVELOPMENT OF THE WHOLE CHILD

“Through a holistic and interdependent approach to education guided by, and deeply rooted in iñua, we foster the development of spiritual, social, cultural, environmental, emotional, physical and economic connection leading to well-grounded, well-educated individuals able to navigate effectively in a modern world.”

STRATEGIC GOALS AND DISTRICT OBJECTIVES

Objectives relevant to Site Planning are tagged with an ()*

1 ACADEMIC SUCCESS/WHOLE CHILD: All students will reach their intellectual potential and achieve academic success through integrating Iñupiaq knowledge systems into the core content areas and focusing on the development of the Whole Child.

- 1.1 AUTHENTIC ASSESSMENT:** Define success beyond statewide standards through development of authentic assessments.
- 1.2 PLACE-BASED UNITS:** Implement place-based units across academic subjects including life-skills, connection to the land and experiential learning in the field.*
- 1.3 STAFF CULTURAL INTEGRATION:** Provide cultural training and hands-on experiences for teachers and Principals to enhance cultural understanding and integration.*
- 1.4 ACADEMIC ACHIEVEMENT:** Ensure all students show growth in academic areas measured by authentic assessment where possible and state and district standards where necessary.*
- 1.5 ALTERNATIVE PROGRAMMING:** Design and implement alternative programs to graduation at all sites.*
- 1.6 QATQIÑÑIAGVIK (CAREER LEARNING PROGRAM):** Design a career learning program expanding educational opportunities that connect students to careers.
- 1.7 CULTURALLY INTEGRATED CALENDAR:** Implement a seasonal/culturally integrated calendar across the district to increase attendance and expand options for students.*

2 QARGI/COMMUNITY SPIRIT: Fostering the reclamation and recovery of the responsibility each one of us has for living the Iñupiaq values and being accountable at the personal and community levels for “walking the talk,” embodying the QARGI spirit and commitment to education.

- 2.1 STUDENTS & STAFF IN COMMUNITY:** Facilitate staff involvement in community and village events and integrate community projects into unit development to *foster the spirit of volunteerism*.*
- 2.2 COMMUNITY IN THE SCHOOL:** Honoring ideas generated by the community for the inclusion of Elders, parents and community members in school academics and activities as well as utilizing community resources and expertise in learning.*
- 2.3 COMMUNICATION:** Advancing on-going 2-way communication, participation and interaction *within* the school and *between* the school and community, building the bridge of trust.*
- 2.4 SAC:** Evaluate and evolve the role of the School Advisory Council (SAC) as community leaders and advocates for education.*
- 2.5 K3/K4 INUPIAQ LANGUAGE & CULTURE:** Implement K3/K4 language and culture programs to revitalize the Inupiaq language.

3 STAFF RECRUITMENT & RETENTION: Strengthen the recruitment and retention of highly effective staff and inspire indigenous Iñupiaq teachers.

- 3.1 LOCAL TEACHERS:** Support the systems that inspire, develop and recruit local teachers.
- 3.2 HIRING & RECRUITING:** Improve the hiring and onboarding process for all employees.
- 3.3 RETENTION:** Support and retain quality teachers, administrators and staff.

4 FINANCIAL & OPERATIONAL STEWARDSHIP: Effectively employ our operational and financial resources to support our strategic goals and long-term stability of the district.

- 4.1 FINANCIAL STEWARDSHIP/MANAGEMENT:** Ensure financial management based on what is best for our students.
- 4.2 TECHNOLOGY:** Leverage technology as a tool to facilitate learning, communication and collaboration.
- 4.3 LEARNING ENVIRONMENT:** Schools designed for students incorporating culture beyond curriculum into all aspects of our work including facilities and operations.
- 4.4 FACILITIES:** Ensure safe, modern and high-performing learning facilities.

STRATEGIC PLAN INPUT & ALIGNMENT

2019 STRATEGIC PLAN ALIGNMENT

DATA INCORPORATED INTO THE (DRAFT) 2020-2025 STRATEGIC PLAN

Source material informing the November 2019 Planning Retreat & incorporated into Draft Plan

NSBSD Education Summit Priorities

Cultureflo Summary of Themes/Priorities from May 2019 Ed Summit

- Inupiat speaking students (Immersion opportunities with more fluent speakers in the school)
- Comprehensive parent involvement plan and menu
- Clarity for college/career pathways after students graduate
- Pay level within the district - Losing talent to other organizations
- Increasing student performance/engagement (Proficiency, Attendance, Tutoring)

ICC Themes

Themes from the 2016 Inuit Education Decolonization to Conscientization Alignment Summit (ICC)

- Language Immersion school from birth to adult
- Growing and developing our own local teachers, administrators and leaders
- Developing culturally and locally relevant curriculum
- Creating our own teacher credentialing and standards
- Implementing a local schooling calendar and rhythm that aligns with traditional and subsistence activities
- Making appropriate systemic and policy changes
- Community building to create unity, clarity of focus and ownership

Source: <https://iccalaska.org/wp-icc/wp-content/uploads/2016/11/Alaskan-Inuit-Education-Alignment-Summit-Report-1.pdf>

ICC Decolonization Think Tank

ICC Alaska Decolonization Conscientization Think-Tank Report - June 1 & 2 2016 @ Qikiqtaġruk, AK

The common themes for the brainstorm are as follows.

1. Language immersion is a must win at all levels from infant to adult.
2. Schools that are calendared with the season's community needs in mind and that teach from traditional culture, Inuit frameworks, and values.
3. Teaching Inupiaq History
4. Family ownership in the schools
5. Increasing the amount of local native teachers and elder involvement teaching culture.
6. Valuing Inuit identity, instilling a sense of purpose, fostering spirituality in the youth.
7. Inupiaq values, traditions, respect and family as the foundation

Source: <https://iccalaska.org/wp-icc/wp-content/uploads/2016/11/Northwest-Arctic-Regional-Decolonization-Think-Tank-Report.pdf>

Inuit Education Plan

Alaskan Inuit Education Improvement Strategies

1. **Indigenization of Education Framework:** Promote the indigenization of education frameworks to more clearly align with Inuit ideologies.
2. **Education Policy Influence:** Suggest, advocate for, and influence policies related to Inuit education.
3. **Culture Based Curriculum:** Research, advocate for, and promote the development, implementation, and sharing of culture-based curriculum that focuses on students' identity as Inuit.
4. **Inuit Language Education:** Promote Inuit language education.
5. **Educational Leadership Capacity:** Foster educational leadership capacity among Alaska Inuit.
6. **Traditional Parenting Skills:** Revitalize and reclaim traditional Inuit parenting skills.

Source: Alaskan-Inuit-Education-Improvement-Strategy-2015-FINAL-PRINTED-DOC.pdf

Additional Source: <https://iccalaska.org/wp-icc/wp-content/uploads/2016/11/Northwest-Arctic-Regional-Decolonization-Think-Tank-Report.pdf>

Qargi Themes

Findings from the 2015 Qargi Community Sessions

1. **COMMUNITY SPIRIT:** Fostering the reclamation and recovery of the responsibility each one of us has for living the Iñupiaq values and being accountable at the personal and community levels for “walking the talk.”
2. **OUTREACH:** Attending to the educational and cultural wellbeing of students in our care by actively responding to community generated suggestions for connecting school to community.
3. **COMMUNICATION:** Advancing on-going communication, participation and interaction between school and community.
4. **ACTIVITIES:** Honoring ideas generated by the community for the inclusion of Elders, parents and, community members in school academics and activities.
5. **PEOPLE:** Utilizing community resources and expertise in school academics and activities.

Source: 2015 Final Qargi Report

Alaska Department of Education & Early Development Strategic Plan

5 Priorities of Alaska Education Challenge

1. Support ALL students to read at grade level by the end of third grade
2. Increase career, technical, and culturally relevant education to meet student and workforce needs
3. Close the achievement gap by ensuring equitable educational rigor and resources
4. Prepare, attract, and retain effective education professionals
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

Source: <https://education.alaska.gov/akedchallenge/alaska-strategic-priorities.pdf>

PLAN ALIGNMENT – COMMON THEMES (NOV 2019 BOARD RETREAT EXERCISE)

Key

- ICC Themes: Themes from the 2016 Inuit Education Decolonization to Conscientization Alignment Summit (ICC)
- Qargi Themes: Findings from the 2015 Qargi Community Sessions
- Ed Summit: Cultureflo Summary of Themes/Priorities
- AK DOE: 5 Priorities of Alaska Education Challenge
- Alaskan Inuit Education Improvement Strategies

STUDENT ACHIEVEMENT

- Increasing student performance/engagement (Proficiency, Attendance, Tutoring)
- Support ALL students to read at grade level by the end of third grade
- Increase career, technical, and culturally relevant education to meet student and workforce needs
- Close the achievement gap by ensuring equitable educational rigor and resources

Pathways

- Clarity for college/career pathways after students graduate

CULTURALLY RELEVANT CURRICULUM (AND CALENDAR)

- Developing culturally and locally relevant curriculum
- Implementing a local schooling calendar and rhythm that aligns with traditional and subsistence activities
- Promote the indigenization of education frameworks to more clearly align with Inuit ideologies.
- Research, advocate for, and promote the development, implementation, and sharing of culture-based curriculum that focuses on students' identity as Inuit.

INUPIAQ LANGUAGE

- Language Immersion school from birth to adult
- Inupiat speaking students (Immersion opportunities with more fluent speakers in the school)
- Promote Inuit language education.

STAFF DEVELOPMENT & RETENTION: STABILITY & CONTINUITY OF SITE LEADERSHIP

- Pay level within the district - Losing talent to other organizations
- Prepare, attract, and retain effective education professionals

Local Teachers

- Growing and developing our own local teachers, administrators and leaders
- Creating our own teacher credentialing and standards
- Foster educational leadership capacity among Alaska Inuit.

COMMUNITY ENGAGEMENT/PARENT INVOLVEMENT

Bringing parents in as the partner for education

- Improve the safety and well-being of students through school partnerships with families, communities, and tribes.
- Comprehensive parent involvement plan and menu
- Community building to create unity, clarity of focus and ownership
- **COMMUNITY SPIRIT:** Fostering the reclamation and recovery of the responsibility each one of us has for living the Inupiaq values and being accountable at the personal and community levels for “walking the talk.”
- **OUTREACH:** Attending to the educational and cultural wellbeing of students in our care by actively responding to community generated suggestions for connecting school to community.
- **COMMUNICATION:** Advancing on-going communication, participation and interaction between school and community.
- **ACTIVITIES:** Honoring ideas generated by the community for the inclusion of Elders, parents and, community members in school academics and activities.
- **PEOPLE:** Utilizing community resources and expertise in school academics and activities.
- Revitalize and reclaim traditional Inuit parenting skills.

OPERATIONS

Policy

- Making appropriate systemic and policy changes
- Suggest, advocate for, and influence policies related to Inuit education.

2020 COMMUNITY INPUT

Input collected after the Nov 2019 Board Retreat

**ED SUMMIT WORKING GROUP
TRILATERAL MEETING JANUARY 2020**

**VOICE OF THE ACRTIC PRIORITIES & ACTIONS
UPDATE AS OF JANUARY 2020**



NORTH SLOPE

BOROUGH SCHOOL DISTRICT

— *Striving For Excellence* —

Trilateral Meeting
January 17, 2020
Inupiaq Heritage Learning Center

Education Summit Retention/Compensation Committee:

We have proposed an increase in our paraprofessional salary to improve retention and attract community members for unfilled positions. In addition, we are changing the career ladder for our paraprofessionals to more closely align with Ilisagvik’s Education program and to eliminate barriers, that make it more difficult to attract candidates. By aligning with Ilisagvik, we are also encouraging paraprofessionals to gain further education that may lead to a position as a certified teacher.

The current entry salary for parapros is \$18.67 (range 11, Step 0) with a goal of raising that to \$20 per hour (Range 12, Step 0). A highly qualified parapro with 60 hours of undergraduate work can move to \$21.37. We are wanting to move the highly-qualified parapro to \$24.56 (Range 15, Step 0).

Range 12	\$20	Entry level
Range 13	\$21.37	15 hours or certificate 1
Range 14	\$22.95	30 hours or certificate 2
Range 15	\$24.56	60 hours or Certificate 3 – AA

Education Summit Academic Success Committee:

The objective here was to improve student achievement for all students. We recognize the challenges in providing the same level of instruction and opportunities to students in every site and created a plan to eliminate some of the roadblocks. During the fall of 2019, the NSBSD implemented a distance delivery class for Inupiat language to high school students across the district. Enrolled in the class were 60 students from 7 of the 8 high school sites. In the spring of 2020, we have added a North Slope Government class with 40 students enrolled across 4 sites. This class is being taught by multiple instructors to help demonstrate the ability to teach from any site to all other sites.

In order to increase the capacity for this type of instruction, the district is developing a unified calendar with the help of our SACs and a unified schedule in place for all

secondary schools across the NSBSD. Next year, we will have the opportunity to present distance delivery classes for every period of the day, thus increasing the academic opportunities for every student. In addition, the NSBSD has recently received a grant for the purchase of teleconferencing equipment and will be setting this up to provide multiple channels and a mobile studio. This will further improve our capacity as multiple classes may be taught at the same time from any school site on the North Slope.

Education Summit Parent Involvement Working Group Report:

Parent involvement is a key element to the success of a child in school. Often times, parents do not feel comfortable in the school setting and barriers exist that restrict the flow of information and the level of involvement. Places in each school are being developed that are comfortable and inviting with available resources readily available.

In the spring, parents will have the opportunity during parent/teacher conference to access parent/student programs to help support the students. Computers will be set-up where programs like PowerSchool and others will be available for parents to view grades, attendance, and behavior. In addition, parents that need help with acquiring the mobile app, will also be able to receive support.

Community Engagement is encouraged and is obvious from the North Slope Borough School District's Education Summits held in May 2019 and October 2020. These events were instrumental for community leaders to publically engage with the School District's administrative staff through working groups. Site Advisory Councils are another vital part of keeping voices heard and choices current within the schools. Each board meeting agenda has time allocated for a report from each community's SAC. The student voices are present at each board meeting through the student representatives on the board. School-community focus is evident in the dedication to highlighting important community events and activities, teaching the Inupiaq language, addressing budgetary concerns and needs with fiduciary responsibility, and securing highly qualified staff within the schools.

Education Summit Career Working Group Report

Below are the programs,/activities and course offerings that Director of Career Education has implemented since November. Regional Learning Center Report outlines:

Elementary CTE

- Project Lead the Way- Launch- Provide STEM activities and modules for elementary students to do hands-on projects and activities- Introduce STEM concepts to elementary
 - 1/31/20- Teacher training and Admin training
 - Spring 2020- Implement one module
 - Summer teacher training- add additional teachers for training
 - Fall 2020 start additional schools who are interested

Middle School-

- Paxton Patterson career experience modules- There are 21 different modules that help MS students experience 21 different careers through hands-on modules
- Order Jan 2020- 21 2-3 week modules
 - 3 modules in each village will rotate after completed
 - Hopson MS will receive their own set of modules
- ANSEP MS academy- Sprint 2020- 2 week program on the UAA campus- MS students must apply and be accepted to participate and commit to complete algebra I by the end of 8th grade.
- Music Production MS -Ongoing- 1 teacher plus contract another person
- STEAM Labs- Purchase supplies and equipment Spring 2020- shared with elementary and HS
- Alaska EXCEL- start spring 2020- offer career and life skill experiences

High school

- Full semester and Intensives- Spring 2020
 - Business- Instructor TBD
 - Education- Instructor TBD
 - Culinary- Instructor found
 - Music performance and production- Instructor Found
 - Construction- Instructor(s) found
 - STEAM labs- Instructor TBD
 - Small Engines- taught in a couple of villages and through intensives
- Alaska EXCEL- Spring 2020- Contractor accepted by school board
 - Students participate in EXCEL 9-12 and summer programs
- Natural Resources- Arctic agriculture- connection with UAF professors and students- No cost
- Drivers Ed- Ilisagvik
- AKCIS- work with counselors
- Career Fair- Spring 2020
 - MATSU construction fair
 - Virtual Career fair
- Career quest for other villages- First week of April- 2 students from each village

After school Programs- Start spring 2020

- Partnership with Boys and Girls Club to start village after school programs partnering with the NSBSD
- Entrepreneurship- BOSS Club
- Alaska Business week
- ANSEP HS programs
- Educators Rising- Instructor TBD

RLC/Qatqinniagvik planning- Spring 2020-

- Create RLC report to share with possible funders
- Meet with Andy to start the plan for the legislative session
- Search out grants
- Connect with Indian Ed and migrant worker programs
- Jerry Covey contract
- Distance Delivery equipment/ studio and course delivery- working with other NS educators to develop the platform and instructional methods
- Village shop analysis- Conducted in December and report due Jan 17
 - Will identify village shop needs for equipment, supplies and orders will be created
- Alternative education needs assessment
 - Gather first semester student data
 - Determine credit recovery needs
 - Work with principals and counselors to develop individualized plans
 - Summer school planning
- Summer sessions/camps- TBD determined and planned spring 2020

Background:

Goals: Career Pathways/EXCEL AK

- Village Resource Rep: likely an OJT student with a Communication focus to keep students updated on opportunities. (Identify student leaders)
- Winter Activity Calendar (include all partners-Businesses, corporations etc) to share with counselors and students to decrease missed opportunities
- Marketing- Danyl to create videos and or collages of successful students to provide an example of what we can do, what is possible.
- Students be aware of "Giving Back to their Community"
- Identify site specific Opportunities for students with various local and state agencies.

Update:

- Village Resource Rep- The district will be looking for an OJT student this second semester who is interested in a communication or business career path to assist in preparing information for the NSBSD website and Facebook page.
- District approved a contract with AK EXCEL and is actively recruiting students to participate in the many career and life skill intensives that AK EXCEL offers.

- The group will convene in January to move the other goals forward

Education Summit Inupiaq Education Working Group Report:

The NSBSD Education summit held on October 4 and 5, 2019, was key in providing new direction on several issues important to North Slope education. A number of issues were addressed by the invitees broken into groups. One group was tasked with addressing Inupiaq language. This report will focus on that subject and the action plan that the invitees developed as important to the survival of the Inupiaq Language.

All of the participants in the Inupiaq language group came from several organizations or were invited because of their expertise on the subject. Dr. Edna MacLean, Professor of Inupiaq Language, Aanauraq Lane, Inupiaq language expert and Chairperson of Ilisagvik College, Dorothy Edwardsen, Inupiaq language translator and former Tribal court judge, Fredrika Leavitt, Language expert, North Slope Borough Inupiat History, language and culture staff, Elsie Itta, retired Inupiaq Language Expert and teacher, Ronald H. Brower, NSBSD Inupiaq language teacher and Coordinator of Inupiaq Education.

The task before the group was based on the United Nations report that the Inupiaq language is now an endangered language and will die out if nothing is done to revive it. Inupiaq language is one of the foundations of the North Slope Borough School district. This language is the foundation of Inupiaq culture. Our young people want to learn to speak Inupiaq. We do not want to lose our ancestors way of life. Knowledge of Inupiaq language will increase our understanding of life and the environment.

Based on the above discussion the following tasks for NSBSD were identified as important if Inupiaq language is to be revived.

1. Make Inupiaq language a curriculum requirement.
2. Desire to have every Inupiaq speaker speaking Inupiaq.
3. Teach Inupiaq speakers how to speak in Inupiaq.
4. Learn how to listen to students who are trying their best to speak Inupiaq.
5. Need Inupiaq mentors for each school
6. Recognize all Inupiaq speakers are teachers.
7. Establish Immersion camps.
8. Quit teaching Inupiaq language in English.
9. Do not use single words but use complete sentences.
10. Teachers need to be Inupiaq Speakers including substitute teachers.

Outside of NSBSD.

11. Help ICAS establish an Education Ordinance.
12. To strengthen tribal college.
13. Establish an Inupiaq School.
- 14 Provide criteria for teacher certification.
15. Future Inupiaq teacher curriculum.

16. Secure Federal funding and seek other funding

Obstacles faced

- Many, over 90% not speaking Inupiaq
- Fluent speakers do not want to teach
- Better dollar income elsewhere
- No continuity in leadership
- Too many State mandates on education institution
- Federal -State funding cuts

Why did we choose this subject?

- Because we are Inupiaq
- Because We do not want to lose our language
- Speaking Inupiaq brings joy!
- Language is the foundation of our culture
- Our young people want to learn to speak Inupiaq
- Students frame of mind will become more peaceful
- Community members can understand each other
- Students speaking in Inupiaq are more assertive
- Inupiaq language will live on

The tasks were assigned to members to complete or implement a process by end of December.

Accomplishments include the following:

Task 1. The School board has already appointed a language committee to advise the administration on task 1.

Task 3. The NSBSD administration and Ilisagvik College are implementing an agreement for a teacher training program Including immersion program for ECE on up.

Task 5. NSBSD and IHLC have entered into an agreement to place Oral Historians in each school to support teachers.

Task 8. Inupiaq language teachers are upgrading lesson plans with the goal of creating Inupiaq language Speakers in Elementary, Middle and High school levels.

Task 9. Some Inupiaq teachers have already incorporated the task into their lesson plans. Inupiaq Language teachers are looking at doing the same learning from their mentor teachers so this is on-going now.

Task 11. A Tribal Ordinance has been developed and is ready for submittal to the ICAS tribal office.

Task 12. The proposed Tribal Ordinance will help to strengthen ilisagvik tribal College.

- To help young adults who want to learn to speak Inupiaq, a public service program will be offered to young adults at the Tuzzy Library Beginning on January 21,202 to April 30, 2020.

The tasks not accomplished will require either community participation or other community effort.



VOICE OF THE ARCTIC IÑUPIAT - PRIORITIES & ACTIONS

Update as of January 2020

1. Support NSBSD efforts to secure outside funding sources to support improvements to programs and infrastructure

Project Lead: Teresa

Action items:

- a. Prepare email to the NSBSD to set up a call with NSBSD leadership to better understand their needs and how VOICE can best support.
- b. Research potential education grants

2. Advocate to the scientific community in Alaska about the importance of including Traditional Knowledge in reports and projects

Project Lead: Teresa

Action items:

- a. Resume research how UAF/APU/UAA discusses role of TK in science programs/classes; advocate that this be a part of all science degrees.
- b. Work to establish “best practices” across federal agencies – not all agencies place same emphasis on TK.
- c. Draft general letter on the importance of including TK to send out to agencies, research organizations, etc.

3. Educate community members on ANCSA and the economics of the North Slope

Project Lead: Mackenzie and Katie

Action items:

- a. Work to create an infographic series on ANCSA to be released on our website, in schools, etc.
 - i. Gather information and synthesize most important aspects of Act.

4. Begin work on a North Slope economic analysis on regional operations and cost of living. How would an interconnected road system change the economics of the region?

Project Lead: Teresa

Action items:

- a. Research information gathered during ASTAR project.
- b. Research NSB Comprehensive Plans

5. Continue to work towards unity to get all North Slope entities around the table

Project Lead: All staff

Action items:

- a. Continue reaching out to non-members to provide information and answer questions
- b. Make staff available to present about VOICE

6. US Army Corps Coastal Erosion Mitigation

Project Lead: Mackenzie

Action items:

- a. Passed resolution in January, need to follow up on progress of project. Will provide update to BOD when we have more info.

7. Other/Ongoing

a. **Port Access Route Study: Alaskan Arctic Coast**

Project Lead: Mackenzie

Action items:

- i. Submit letter requesting extension. Due to coronavirus, we have not been able to gather local stakeholder input and feedback.
- ii. Draft comments in case request for extension is denied by US Coast Guard.

b. **CARES Act Funding/COVID-19**

Project Lead: Mackenzie and Katie

Action items:

- i. Follow up with Tribes to ensure they received funding through program and make staff available to provide assistance/answer questions as needed.
- ii. Work to identify strategies to maximize funding impact to pass along to Tribes and ANCs

c. **Ivory Sales**

Project Lead: Mackenzie and Katie

Action items:

- i. Set up meeting with Alaska Tourism Association to discuss issue, brainstorm solutions, and identify next steps.

d. **Town Halls/Survey**

Project Lead: Katie

Action items:

- i. Reach out to communities in which VOICE has not yet hosted a town hall to discuss best path forward.

e. **Rise Up**

Project Lead: Mackenzie

Action items:

- i. Update roll-out plan to reflect delays due to COVID-19 and lack in services.
- ii. Ensure pre rollout materials are in place and ready to go.

f. **501(c)3**

Project Lead: Teresa

Action items:

- i. Ensure all items are submitted
- ii. Develop framework of operation to ensure no crossover between (c)3 and (c)4 arms of corporation.

NOV 2019 BOARD RETREAT NOTES

NSBSD: 2019 BOARD RETREAT NOTES - EXEC SUMMARY

November 18-19, 2019

Board Attendees: Roxanne Brower (President), Muriel Brower, Nora Jane Burns, Qaiyaan Harcharek, Madeline Hickman, Mary Jo Olemaun, Nancy Rock. **Administrators:** Kathy Ahgeak (Supt.) Ronnie Stanford (Asst. Supt.)
Facilitators: Erica Olsen, Kim Perkins (OnStrategy)

WINTER BOARD RETREAT - SETTING THE STAGE

Board that have Impact

- Task** > The Retreat Work
- Process** > Managing the Plan & Performance
- Relationship** > Trust amongst this group

Strategies that have Impact

- Transformational** > Create a Future for our Students
- Scalable** > Across all Sites
- Sustainable** > Becomes the way of working

Session Outcomes

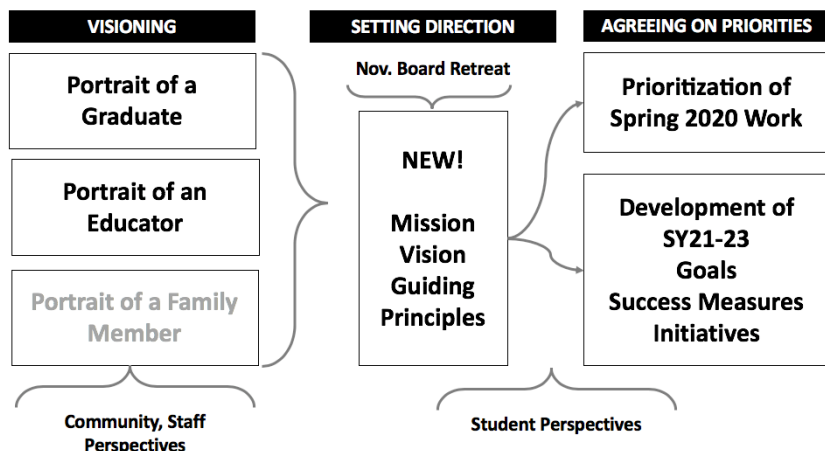
- New strategic direction for the next 3-5 years
- Board coming together to develop of a unified plan
- Clear priorities to guide the District - Student focused
- Looking at where we have been, where we are today, and where we want to focus going forward
- Measurable outcomes tied to objectives
- Focus on instruction, instructional strategies, and how we can better serve our students

Planning Process Overview

- Annual Strategic Planning (Winter) to inform budget process
- Summer Retreat for Board Building and Supt. Eval

<i>Develop the Plan</i>	<i>Implement the Plan</i>
<ul style="list-style-type: none"> • Strategic Direction/Input into Budget (Winter Board Retreat) • Budgeting (Jan-Feb) • Department/Site Planning –Operationalize the Plan for the Upcoming/Current School Year (Aug-Sept) • Communicate and Rollout the Plan for the Current School Year (Aug-Sept) 	<ul style="list-style-type: none"> • Plan Management & Execution (Ongoing) • Mid-Year Status Report (December) • End-of-Year Status Report (May)

Strategic Planning Model



OPENING REMARKS (WORDS OF WISDOM)

“Atautchikun”- Unity. *We cannot effectively provide excellence for our students without unity – all district employees and board members to champion for our vision and for unity. Pulling together – you can’t have a blanket toss without moving together as one; and without the stitches keeping it together. Our work is sacred for our children – we are affecting their lives.*

- Focus on the child
- When someone picks up the doc – they should be able to read it with clear, simple clarity (and know exactly what we mean)
- We are here for the kids - for our children (and their children)
- Be respectful of each and every one – and their thoughts – when we do this work, we need to be open minded and work with everyone’s ideas
- Work with the communities and let them know what we are doing
- School safety & bullying - Find a way to address bullying (it impacts student attendance)
- We are representatives of our communities – we need to work together and not against each other to provide support to our Superintendent and employees to address the issues we are having. We are here to make a positive change and work together to serve our kids (and their needs).
- Board involvement in the schools – we need to be present (talking to the teachers, parents, kids) get to know the schools (gain better understanding)
- We are one piece of the rubix cube (Board) along with the community, students, parents.
- We are talking to 10 generations in front of us
- Our parents need to wake up – it’s their kids and their future
- Internalized racism is coming out (against native); we are in racial conflict and we need to figure out what it is going to take to fix it; to address it.
- We need to make sure that the opportunities that are offered in Barrow, are provided to ALL the villages; that the villages all have the same opportunities – equity across the villages.
- Continuous process of healing and recovery in our communities and our schools – based on continuous changes and challenges. Healing, recovering, restorative processes.
- Alaska history tied to North Slope history

STRATEGIC TOPICS

- Truancy (Board encouraged letter signed by village Board representative)
- Board endorsed attendance recognition program (Incentive Gifts – Perfect Attendance \$10 iTunes cards)
- Year-Round School with summer supplemented program for Inupiaq language
- Individual learning plans for every single student (to also help address truancy and discipline)
- School safety & bullying
- Equity across all villages with student opportunities (same opportunities for all)
- **Provide Inupiaq translation of the Mission, Vision & Strategic Goals
- Improve the quality of food at the schools
- Class size
- SAC empowerment
- Social/Emotional/Mental Health (Student Support and Teacher PD)
- Community Involvement (not a Western approach) (partner in educating kids)
- Student Activities & Athletics (cost of travel/expenses) (challenge ASA)
- Grants program – someone focused on writing school district grants (Grants Dept) (Write & manage grants)
- Stable leadership (Supt & Principals) – Fix the turnover of site leadership (hiring principals that are a good fit)
- Special Ed (inclusive of GT programs)
- Org structure of IED, Instruction and Student Services
- Tribal compacting and charter schools
- Grants Department (Grant Writer) (Ongoing Management)
- Individual Learning Plan (ILP) for every individual student

DISCUSSION: CHALLENGES, ROOT CAUSE & POSSIBLE SOLUTIONS

Concerns, Challenges, Problems to Solve	Root Cause (Why is it happening?)	Possible Solutions (What is working today? *What do we need to do differently?)
Bullying/Cyber Bullying	Home issues	<ul style="list-style-type: none"> • Have strong policies and procedures in place; PBIS in place • * Student-led bullying campaigns • Teacher bullying is also a problem
Truancy	<ul style="list-style-type: none"> • Don't click with teacher • Not at grade level; Classroom is not engaging • Basic needs are not being met • Social determinates > lack of education 	<ul style="list-style-type: none"> • *Individual Learning Plans • *Perfect Attendance Recognition Program • *Create the school environment where students want to be • *Improve the quality of food
Racism		<ul style="list-style-type: none"> • *Continuous process of healing/recovery > Healing Circles • Alaskan History w/ North Slope Focus
Equity across the North Slope	<ul style="list-style-type: none"> • Equity – Providing opportunities • Equality – Everyone has the same opportunities 	
Class Size		<ul style="list-style-type: none"> • Enrollment Policy (establish class size) • Increase the salary of teacher aids • Prioritize teacher quality specifically K3/4 • Team Teaching + Master Teachers
Lack of SAC Empowerment	<ul style="list-style-type: none"> • Missing some strong SAC presidents • Lack of knowledge 	<ul style="list-style-type: none"> • Knowing their roles & guiding the STEP plan • Workshop with the SACs • Acknowledge them every month on air
Inupiaq Education Structure	* Lacking enough teachers	
Inupiaq Curriculum & Materials	* Lack of materials	<ul style="list-style-type: none"> • PARKED > Workshop to address this + ILTs • Inupiaq School during summer • Inupiaq Language Class • Place Based & Culture Based Units • Weekly newsletter from ILT to the parents
Stable Leadership (Supt & Principals)	<ul style="list-style-type: none"> • Principals not being a good fit for our communities • Not understanding how to be successful w/in this district and community 	<ul style="list-style-type: none"> • 2 of 5 assistant principals were teachers first at NSBSD > Great strategy • **Fix the turnover of site leadership!!! HIGH PRIORITY This would make the biggest impact (5-year tenure) • *Growing local through the Dean of Schools • Tenure recognition
Lack of Community Mentors		<ul style="list-style-type: none"> • Board Workshop w/ Principals to share the vision • Develop our own mentor program
Stable Teachers/Teacher Accountability		<ul style="list-style-type: none"> • Advocate for lifetime certificates • Adopt-a-Teacher Program

Lack of Discipline/Students	<ul style="list-style-type: none"> Inconsistency of implementation at the site level 	<ul style="list-style-type: none"> Reinforcement of Board Policies
Academic achievement > Needle is not moving	<ul style="list-style-type: none"> Issue with tests, measurements is considered negative. 	<ul style="list-style-type: none"> Parent involvement overall, all aspects *GT Program > What are we doing for these students? Need to reframe the evaluation process to be about “building up” > Building on strengths not weaknesses
Preparing students for the world at large		
Look at Inupiat Ed Program – the whole picture		<ul style="list-style-type: none"> ILTs need more support + # of ILTs About of learning time on Inupiaq
Mental Health support		<ul style="list-style-type: none"> Professional Development for Staff to know what to look for with mental health issues Need support from our local health community
Not a Western Approach to Community Involvement		
Compensation		<ul style="list-style-type: none"> Do a compensation study
Cost of Activities	* Right now, we are paying for every game & every team that travels	<ul style="list-style-type: none"> Where do the game receipts go? Challenge ASA
Develop a Grants Dept.	Need to have a dedicated team focusing on grant development	<ul style="list-style-type: none"> Look at what it might look like to have a dedicated team
Org Structure	Inupiaq Ed/C&I & Student Services all under one Exec Director? Or each dept to have its own Director?	<ul style="list-style-type: none"> Integrated/Unified Instructional Program

VISION EXERCISE: PORTRAIT OF A GRADUATE

What should a NSBSD graduate know and be able to do?

What do we want them to be? Have? Feel?

SELF DIRECTED AND SELF AWARE

- Know who they are and what they want to do (have a vision)
- Have goals
- Our future leaders
- Able to teach the next generation
- Know their history to work off/reflect on to better their world
- Have a life-long learner mentality/philosophy
- Knowledgeable in Inupiat history, language and culture

PRODUCTIVE & CONTRIBUTING CITIZENS

- Honest
- Respectful
- Empathetic
- Happy
- Helpful, contributing members of society
- Positive, optimistic, helpful
- Productive & Contributing
- Become mentors
- Able to teach the next generation
- Volunteerism & Community Services - knows about volunteerism/cares about community
- *Health & wellness of mind, body and soul*

CULTURALLY COMPETENT INDIVIDUALS

- Cultural Awareness
- Thrive in both Inupiaq & Western World
- Honor all cultures
- Bilingual
- Respectful of self & others
- Tolerance and respect for other cultures
- Inupiaq Values - Able to articulate all the Inupiaq values and what they mean
- Spirituality
- Respecting cultures

PREPARED FOR LIFE

- Finance/Accounting Skills (know how to manage a bank account)
- Problem solver
- Be able to solve problems
- Communication
- Village survival/subsistence
- Knows healthy habits
- Self-directed
- Disciplined
- Interdependent
- Good time management
- Hunting, sewing & cooking

VISION EXERCISE: PORTRAIT OF AN EDUCATOR

What are the ideal attributes of an educator for the North Slope Borough School District?

What experiences, knowledge and assets do we hope our educators have?

COMMUNITY CENTERED

- Work with the community
- Contribute to community

CULTURAL AWARENESS/LIFE-LONG LEARNER

- Lifelong learner
- Know the region & history
- Knows the past teachers of long ago
- Learner of Inupiat Values
- Life-long learner

COMPASSIONATE, KIND, NURUTURING, HUMOR

- Humility
- Sacrifice
- Compassionate
- Nurturing
- Kind
- Love for children
- Encouragement
- Sense of humor
- Flexible
- Hopeful
- Positive Thinker
- Able to adapt to change
- Recognizes strengths in a child
- Helps kids reach their full potential

MASTERY OF TEACHING/ABLE TO CONNECT WITH KIDS/FOCUSED ON THE KIDS

- Be able to connect with students
- Able to work with kids
- Master Teacher
- Understand how children learn
- Delivering instruction well
- Able to deliver instruction in many ways
- Understands that children learn by doing
- Productive
- Effective
- Able to stay on track
- Keep focused on the kids
- *Communicate well*
- *Well rounded*

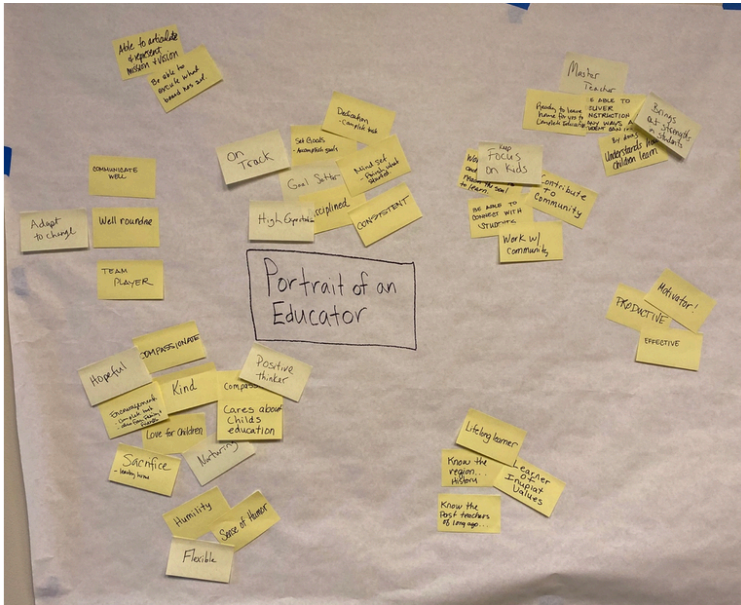
DEDICATED, MOTIVATED, DISCIPLINED

- Goal Setter
- Disciplined
- Dedication

- Mind Set – Finish what started
- High Expectations
- Able to articulate the mission
- *Motivator*
- Consistent

TEAM PLAYER

- Team Player
- Able to execute direction the Board has set
- Shared vision; belief in vision/direction of District



MISSION STATEMENT – WHAT IS OUR CORE PURPOSE?

Proposed/Revised Mission Statement: Our priority, purpose and responsibility is to provide high-quality education that ensures our students are prepared to take control of their destiny.

Discussion Notes

Our core purpose and responsibility is

- Academic achievement
- Work together with families and community to create opportunities
- Building strong foundations (set up for success)
- Ensure we are doing all things possible to ensure student success
- Students set up for success
- Sustainable communities
- Maximizing resources to invest in students
- Responsible to ensure access to opportunities – strong individuals
- Investing in students (serving our students)
- Accomplish the accomplishable
- Common purpose to help one another
- Students have a common pathway - students will know their pathway, their opportunities, they can see it
- Provide opportunities and pathways for learning
- *Trail blazers – breaking trail to open up/provide opportunities for our students*
- *Serving the students* through breaking trails and creating opportunities -- for the betterment and empowerment
- Serving our students & community by providing an excellent education for every student every day
- Serve our students through breaking trails, together with families and communities, as one, to set up our students for success.
- *Ensure our students are provided maximum learning opportunities*
- *Serve our students*
- *Work for the student's best interest*
- *Provide learning opportunities to maximize (provide opportunities for learning)*
- *Ensure high quality education for every student, every day*
- *Provide maximum opportunities for our students*
- *To prepare students for life*
- *Provide excellent (high quality) education, every day, for every student*

We are working for the student's best interest

We will accomplish the unaccomplishable (impossible) (unattainable) (unachievable) (unreachable) (unfeasible)

Acknowledging that ...

- We (the Board & Leadership) are the people that make it happen
- It is our responsibility to ensure that the students have the resources and instruction necessary to set them up for success
- Mission to be in every classroom as a daily reminder and encouragement for teachers
- Our students know our mission statement

New Mission Statement (Proposed):

- **(Decision/Proposed)** Our priority, purpose and responsibility is to provide high-quality education that ensures our students are prepared to take control of their destiny.

STRATEGIC DIRECTION & BUDGET IMPLICATIONS

Key: Underlined = An objective in the plan currently

\$ = \$50K; \$\$ = \$100K or more; \$x10 = \$1M or more

*= from Ed Summit

Strategic Goal	Maintain <i>Keep doing what we are doing, but we expect to see progress</i>	(Invest) Increase Focus/New	Explore...
<p>STUDENT SUCCESS</p> <p><i>All students showing academic growth</i></p> <p><i>Clarity for college/career pathways after graduation</i></p> <p><i>Increasing student performance & engagement</i></p> <p><i>Inupiaq speaking students</i></p>	<ul style="list-style-type: none"> • <u>Authentic Assessment</u> (reframe message around strengths) (agree on data points) • <u>Place Based Learning</u> • Cultural learning opportunities in all subjects • Language/Culture Immersion Opportunities • <u>Culturally Integrated Calendar (Unified Calendar & Schedule)</u> • PBIS/Discipline – Improve student discipline (bring awareness to it) • <u>K3/K4 Language & Culture Immersion</u> (implement Inupiaq curriculum into K3/K4 instruction) 	<ul style="list-style-type: none"> • <u>Staff Cultural Integration</u> \$\$ (culture camps) (have the grant) • <u>Academic Achievement</u> \$\$ • ECE: Academic/Social Success K3/K4 (Reading Focus) • Individual Learning Plans (pilot) • Truancy \$ (Attendance recognition program – in partnership with community) • <u>Alternative Programming</u> \$\$\$\$ (combine with CTE) • <u>Career Learning Program</u> \$\$\$\$ (combine with Alt Ed) • <u>College, Career, Vocation Pathways after graduation*</u> • Class size \$\$\$ (set policy on class size) • JNYO/NYO all year, all sites \$ • Focus on Mental Health (PD for Staff) • Community Service Projects • Bullying \$ (Increase focus, student led campaigns, PD, etc.) • ILT's \$\$\$\$\$\$\$\$\$\$ (More support & more of them) 	<ul style="list-style-type: none"> • GT Program (do more)
<p>COMMUNITY ENGAGEMENT</p>	<ul style="list-style-type: none"> • <u>Community in the School</u> 	<ul style="list-style-type: none"> • <u>Comprehensive parent involvement plan & menu*</u> • <u>Communication</u> \$\$ (Communications Engagement Specialist) (Ongoing/Positive/Direct communication) • <u>SAC Empowerment</u> (re-focus; awareness of responsibilities, volunteer recognition, etc.) • <u>Students & Staff in the Community</u> 	<ul style="list-style-type: none"> • Healing Circles (continue process of healing) • Community Mentors (develop our own program)
<p>STAFF SUCCESS</p> <p><i>Employee Retention (pay level w/in the District) (Losing Talent)</i></p>	<ul style="list-style-type: none"> • <u>Local Teachers</u> • <u>Hiring & Recruiting</u> (be more adaptative, start earlier) • Recruitment Video: Documentary of the villages 	<ul style="list-style-type: none"> • <u>Conduct a Compensation Study * \$ (Implement the findings)</u> • Revise salaries for ParaPros and Classified Staff (based on Comp Study) \$\$\$\$\$\$\$\$\$\$ • Stable Teachers – Improve Retention • K3/K4 Teachers – prioritize getting the best • Site Leadership – Improve Retention • Addressing low morale – More PD for our Classified Staff • Additional PD \$ • Employee Recognition \$ • <u>Retention</u> 	
<p>SYSTEMS OF SUCCESS</p>	<ul style="list-style-type: none"> • <u>Financial Management</u> • <u>Technology</u> 	<ul style="list-style-type: none"> • Grants Dept – Create a Grants Team \$\$\$ (position) • Improve the quality of food \$\$\$\$\$\$\$\$\$\$ (10+) • Facility Management - Improving compensation & training \$\$\$\$\$\$\$\$\$\$ • <u>Facilities</u> 	

SUMMARY OF BOARD RANKED TOP PRIORITIES

**Each Board Member selected their Top 3 priorities (from sticky notes on the wall) for SY20/21. Compiled priorities are listed below.*

- **Retention & Salaries x 5**
- **More ILT Support x 2**
- **SAC x 2**
- Cultural integration in core subject areas
- Alternative programming/CTE
- Academic Achievement
- Individual Learning Plans
- Bullying
- Communication
- Grants
- Facilities
- Facilities Support (Salaries & Training)
- Quality of food

Admin Priorities (Supt. & Asst. Supt)

- **ILTs x 2**
- **Communication x 2**
- Academic Achievement/ECE K3/K4
- Grants Dept.

SUMMARY OF SY20/21 BUDGET IMPLICATIONS

**Red Font = \$1M+*

Student Success

- **ILTs (\$x10)** (More support & more of them)
- Career Learning Program (CTE) \$\$\$\$
- Alternative Programming \$\$\$\$
- Class size \$\$\$ (set policy on class size)
- Staff Cultural Integration \$\$ (culture camps) (have the grant)
- Academic Achievement \$\$
- Truancy \$ (Attendance recognition program – in partnership with community)
- JNYO/NYO all year, all sites \$
- Bullying \$ (Increase focus, student led campaigns, PD, etc.)

Community Engagement

- Communication \$\$ (Communications Engagement Specialist)

Staff Success

- **Revise salaries for ParaPros and Classified Staff (based on Comp Study) (\$x10)**
- Conduct a Compensation Study \$ (Implement the findings)
- Additional PD \$
- Employee Recognition \$

Systems of Support

- **Improve the quality of food (\$x10+)**
- Facility Management - Improving compensation & training (\$ x10)
- Grants Dept – Create a Grants Team \$\$\$ (position)

PARKING LOT – SUMMARY OF FOLLOW-UP ITEMS

BOARD WORKSHOPS/FOLLOW-UP DISCUSSIONS

- Curriculum Workshop – Deep dive on current state of curriculum & materials (gaps, opportunities for resources, etc.)
- Org Structure Workshop – Structure of Inupiaq Education (Org Structure & what it's going to take to fix it) (Involve ILT's in the conversation) (afternoon special meeting to include ILT's) – to get an understanding of what is happening today and where the gaps are (Board to also talk directly to ILT's and gather insight)
- Student Activities Workshop - Workshop on athletics and student activities
- K3/K4 Workshop – K3/K4 Immersion

OTHER FOLLOW-UP ITEMS

- Ed Summit Update - Status update at Jan Board Meeting of 5 Summit Committees and activities (and also update the website) (Ronnie)
- Truancy Follow-up (Pt. Hope)
- Tribal Compacting & Charter Schools
- Year-round School (Summer Program for Inupiaq Ed) – Follow-up with Borough on Inupiaq school during summer and determine next steps
- Volunteer recognition program

STAFF & BOARD INPUT
Oct 2019 Survey Summary

2019 PRINCIPAL/ADMINISTRATOR/BOARD INPUT

DETAIL BY GOAL AREA

Survey conducted October 2019

STRATEGIC GOAL 1: ACADEMIC SUCCESS/WHOLE CHILD

ACADEMIC SUCCESS/WHOLE CHILD: *All students will reach their intellectual potential and achieve academic success through integrating Inupiaq knowledge systems into the core content areas and focusing on the development of the Whole Child.*

Intent: NSBSD's strategy to achieve academic success is comprehensive and tied to the Whole Child approach. The focus is on increasing student engagement through cultural integration and hands-on/experiential learning across the curriculum (including art and music). While maintaining high expectations and rigorous standards, NSBSD will measure student success beyond statewide standards through incorporation of an authentic assessment that is culture based and focused on the whole child.

Strategic Shift: Integration of hands-on/experiential learning across the curriculum and **redefining success** through authentic assessment that is culture based (beyond statewide standards).

Outcomes: Critical Thinking; Graduation; Academic Performance; Attendance

Survey Input from Principals/Administrators/Board

What are 3 hopes related to this goal/focus area?

Student Growth & Achievement

- NSBSD students increase reading and Math NWEA scores
- Learning to write
- Students are able to improve their reading and writing competencies using both the Inupiaq and English languages
- Literacy
- The continuation of 9-12 Inupiaq Class with more activities
- Learning to speak
- All students will achieve growth
- NSBSD students become leaders in their communities
- Also learning to identify a word
- Students learn the Inupiaq culture and language in the classroom using evidence-based techniques.
- It is my hope that the students will take an interest in their Inupiat culture.

Attendance

- Attendance
- Ability to address attendance issues and make a difference

Curriculum, Tools & Programming

- Mapkuk continues
- Rubicon will provide the scope and sequence needed for all content areas
- Strengthening of local ILT program
- Bring back CTE funding

Teaching & Professional Development

- It is my hope that teachers will implement this goal in their teaching.
- Teachers use data as an instructional tool and for self-reflection
- Teachers will use data as a reflection tool to improve instruction
- Teachers must comprehend student's perceptions of intelligence some they may be more receptive to new ideas in the classroom. Teachers outside the community often view intelligence as a fixed view.
- Ability to provide quality and useful professional development

Community

- Pride
- It is my hope that parents will become involved.

- It takes a whole village to raise a whole child
- Extend to whole community
- Partner with parents

What are 2 fears?

- Community and staff will accept low academic scores as not meeting cultural norms
- Apathy
- A document in paper only
- More funding cuts
- Leadership isn't stable
- Kids not interested
- Accountability for teachers and admin
- Community buy-in. Often community members will resist to new technologies designed to rid traditional ways of teaching. Students who learn the new way will forget their culture and history.
- Teachers will continue to do what they are doing without the best interest of our kids in mind
- Boredom
- Decisions being made without input from all stakeholders
- Could lose the local ILT teacher/program
- Kids willing not to learn
- Students will continue to score low
- Teachers who use Orthodox missionary style teaching methods often misunderstand indigenous student's intelligence. Oral traditional stories are the best way to increase intelligence reducing fear.
- They are not learning the values at home.
- It is my hope that everyone will get on board.

What is 1 unanswered question related this goal area?

- How can we engage the community to value education?
- Role of parents?
- How we support the whole child; what is our academic plan; what is our social emotional plan; etc...
- We talk about retention of teachers and staff, but what are we really doing to address this issue?
- What direction is ILT currently taking?
- Why are there not more Inupiaq educators in the classroom? Having Inupiaq educators will help improve annual immersion goals and cultural activities.

GOAL 2: QARGI/COMMUNITY SPIRIT

QARGI/COMMUNITY SPIRIT: Fostering the reclamation and recovery of the responsibility each one of us has for living the Inupiaq values and being accountable at the personal and community levels for “walking the talk,” embodying the QARGI spirit and commitment to education.

Intent: The strategic focus of this goal is to empower and engage parents/families in their child’s education and actively engaging the community, businesses and local officials as partners in our children’s education. Through further dialogue to increase understanding of community engagement and efforts to build the bridge of trust between the school and community, NSBSD aims to further instill community responsibility and shared commitment to education.

Strategic Shift: Increased focus on parental empowerment through dialogue, parenting skills/resources (particularly with younger parents) and clear/structured options for engagement. Increased emphasis on community responsibility and shared commitment to education.

Outcomes: Meaningful Engagement; Joint Understanding and Commitment to Education; Community in the Schools; Schools in the Community; Committed to Education/Working in Partnership with One Another; Shared Trust

Survey Input from Principals/Administrators/Board

What are 3 hopes related to this goal/focus area?

Inupiaq Language & Culture Integration

- Inupiaq Language is reborn
- I am optimistic that the Inupiat language class will provide great results
- Cultural integration
- Teachers strive to encourage students to embrace their heritage while learning new things.

Community Partnership

- Similar to 1; must be a partnership
- The sense of community needs to go beyond each village so that entire North Slope feels a sense of community
- We can integrate the parent piece better
- NSBSD and partners become true partners with accountability measures for all
- Community
- Everyone participating
- Parents recognize their responsibility
- Local leaders feel inclined to be more involved in the Inupiaq way in the school and classroom. Leaders should push elders and parents to encourage their children to become professional educators.
- The school Principal becomes a mediator and advisor to other community members and stakeholders. I believe the School Advisory Committee should be more involved with academic instruction in school.
- It is my hope that I can be create and reach out to the community more.

Students

- Students are proud of themselves and their heritage
- Students helping each other in the area of culture/sharing
- Renewal
- We can establish consistency
- Take part in each activity
- We can have a positive alternative setting for those students who chose not to embrace the ILF

Environment & Values

- As a district, we can create a recognition system for those people who demonstrate the ILF values
- Feel good about the day
- It is my hope that teachers and students will response to my request to implement the values
- It is my hope that each month we can emphasis at least one Inupiat Value

Teaching & Retention

- Greater retention will lend itself to fostering this goal

What are 2 fears?

- It's too late to save the traditions and language
- Perceived as irrelevant
- The plan will change every year
- Continued turnover impedes the ability to build a sense of community
- We will become complacent
- Kids won't participate
- Community members fear young educated members will leave the community for a better way of life
- No one knows what the values and traditions are
- What is the role of the family?
- As a principal I do not feel like I am part of a strong community of principals
- The teaching will become wishy washy
- Not willing to learn
- Inability to engage communities in the school (e.g. lack of paras)
- Principal and teachers will feel polarized if the community feels they are effective mentors to their children
- My fear is that their minds are occupied with other things that are more important to them.
- I fear some of the outside forces and technology are more additive to them.

What is 1 unanswered question related this goal area?

- How do we revitalize our love and respect of and for each other
- How can community leaders participate?
- How do we truly bridge the gap to build community?
- Who will facilitate this taking place?
- Strong willed person willing to work with teachers and students.
- Why are there not more formal collaboration activities among teachers between villages when the subject of Inupiaq immersion in the classroom is discussed?

GOAL 3: STAFF RECRUITMENT & RETENTION

STAFF RECRUITMENT & RETENTION: Strengthen the recruitment and retention of highly effective staff and inspire indigenous Iñupiaq teachers.

Intent: The intention behind the teacher/staff strategic goal is two-fold: 1) To inspire and gain more indigenous teachers and 2) to recruit and retain quality teachers and staff. Development of specific programs such as scholarships and career pathways will contribute to an increase in local indigenous teachers. The long-term vision is that over time, through successful implementation of strategies such as Whole Child, CAIM, and Community Trust/Responsibility, students will be more enthused and inspired by education and as a result, more local, Iñupiaq students will aspire to be teachers. The second area of focus encompasses the importance around recruitment, development and retention of quality staff across the board. Strategies to retain quality teachers include cultural integration along with meaningful and relevant professional development. An increased focus on modeling Iñupiaq values amongst staff, with emphasis on respect will also contribute a healthy workplace and staff retention.

Strategic Shift: Taking a comprehensive approach to inspiring Iñupiaq teachers through successful implementation of strategic goals. Increased emphasis on modeling Iñupiaq values with the promotion of respect as key to a healthy workplace and the success of our students.

Outcomes: Teacher/Staff Retention; Local Teachers; Teacher Evaluations

Survey Input from Principals/Administrators/Board

What are 3 hopes related to this goal/focus area?

Recruitment & Retention

- We need to identify new and better ways of recruiting
- We have the ability to facilitate moving people quickly into type M's
- Rubicon will provide the tools teachers need to support learning and instruction
- Teachers will be at home here and feel safe.
- We have viable candidates
- Encourage teachers to continue their professional development and education. The goal is to eventually become instructional leaders in their classroom, school, and district.
- Increase staff longevity.
- The North Slope once again needs to be a place where people want to come to work
- We are willing to split the language and trades pieces to fit the strengths of applicants
- Provide more enrichment driven professional development activities. Suggest teachers spend more time studying research-based information designed to help them improve their classroom performance.
- It is my hope that we find the teachers that will work the best with the village.

Indigenous Teachers & Staff

- Increase number of indigenous teachers.
- Increase number of indigenous district staff.
- We look at ALL of the reasons we do not have INU educators
- Inupiaq teachers will be identified by community and HR

Students

- Students will have consistency
- We inspire our students to excel in the classroom hoping they will graduate and move onto the next level.
- It is my hope that teachers would be more prepared to teach students.
- It is my hope that teachers make teaching our students their priority.

Language

- Kids speak more in our language
- Learning sentences a week

Internal Processes & Culture

- We can have substantive dialogue

Community

- Greater local ownership in the school
- Community will begin to value educators.

What are 2 fears?

- Retention rate will decline
- Decertification of UAA Ed program
- Same problem; 50 years later
- Wages for classified and certified staff continue to lag
- We need to do more to help facilitate this happening
- Kids not participating
- Disconnect between teacher unions goals and school board views on what should be the focus at school.
- Nothing will change
- Collapse of state commitment to education.
- Budget cuts at the state and local level have a significant impact
- Lack of candidates
- Not speaking
- Inupiaq instructors will decline
- Teachers working hard in the classroom feel burn-out because their views or suggestions may not be included in decision making at school.
- It is my fear that some people are not willing to change.
- It is my fear that when things are difficult teachers leave.

What is 1 unanswered question related this goal area?

- No comments

GOAL 4: FINANCIAL & OPERATIONAL STEWARDSHIP

FINANCIAL & OPERATIONAL STEWARDSHIP: Effectively employ our operational and financial resources to support our strategic goals and long-term stability of the district.

Intent: The operations strategic goal emphasizes the importance of financial management and transparency; safe, responsive facilities; current materials and technology; and integration of Iñupiaq art and culture into all aspects of our work, creating a learning environment that is stimulating for both students and staff.

Strategic Shift: Broadening culture beyond curriculum to include the integration of culture, art, language into all aspects of our work including facilities and operations.

Outcomes: Adequate Resources; Financial Stability; Schools reflect who we are

(Goal 4) SY19/20 Mid-Year Update/Spotlights:

- **Technology** - Fibre Optics is going to turn on; four of our communities will have fibre optic cable – 2 following will have satellite
- Budget consideration – real focus on this as we turn the corner on technology
- **Facilities** – best way we can ensure improvement in facilities; build educational specifications per curricular course offering and then create a space-use survey on what we have now and what are our short-falls.
- **Preventative/Routine Maintenance** has to happen on an ongoing basis.

Survey Input from Principals/Administrators/Board

What are 3 hopes related to this goal/focus area?

Financial Stewardship

- A prioritization of the importance of education. If it is truly important it should be funded
- \$ will focus on student learning not personal gain
- Diversify our income stream
- We can re-do our salary schedules to reflect the need to pay paras more than M&O
- Ensure all purchased instructional materials are properly vetted and focuses on instructional improvement in the classroom.
- We can spend enough to remain seen as being viable
- It is my hope that funds are sufficient.
- It is my hope that people don't come just for the money.
- It is my hope that schools have enough money to meet all of their needs and are treated equitably
- The state of Alaska can figure out the budgetary crisis

Staff & Operational Efficiency

- Staff will not expect to be compensated for being professionals
- Not built on efficiency, just plugging the holes
- Achieving a unified strategy.
- Employ competent and well-informed employees (teachers and staff) to the organization - someone willing to learn

Resources & Materials

- Focus our resources
- We can expand our support system
- Material is needed
- Principal becomes more aware of research-based products and services. Ensure they are Board approved and recognized by teachers and staff.
- Continued and additional support from the local level
- Books

Community

- All stakeholders will be involved in future planning
- Staff will support students and communities without compensation

What are 2 fears?

Accountability

- \$ will continue to fly out of our hands without accountability

Turnover

- Impact of recent district turnover
- Losing instructional staff

State Politics & Budget

- Impact of state budget cuts.
- The governor and his thoughtless policies
- Continued cuts of the supply budgets

No Change

- Continue the way we have always done it.
- Becoming stuck on old ways of instruction and using it in the classroom
- Everything will stay the same.

Other

- Instability in the BO will continue
- Kids won't participate
- Is not based on needs
- The lack of a clear-cut direction for the district
- Educators (Principal and teachers) refuse to improve themselves and upgrade their talent and meet the needs of the student in the classroom.
- It is my fear that some schools are not treated equitably.
- It is my fear that it takes too long to have needs met.

What is 1 unanswered question related this goal area?

- Role of Federal grants
- When will academics be more important than athletics
- The state of Alaska can no longer cut its way to prosperity. It needs to identify revenue streams to fund education.
- What is the clear cut, non-negotiable direction of our district? Too much turnover, which always hurts students
- How can village Principals be in the decision-making process during allocation of resources?

SUSTAINING THE PLAN

Survey Closing Question - Additional Input from Principals/Administrators/Board

Knowing that this plan needs to sustain the people in the chairs to execute it, do you have any advice?

- We should all be held accountable for our actions
- We don't have to reinvent the wheel. Look at what other school districts are doing in Alaska, Canada, and Australia.
- There is nothing about culture, learning environment...
- You need to determine within the first 2 days what your goals are. I am assuming that 1 will be cultural - how will that transcend into making the area one that can support families?
- Keep striving to succeed our students in furthering their education.
- We should all be held accountable for our actions and given the staff to support initiatives
- Yes. Let the Principals and teacher determine what will be needed during in-service training. We all need to be together so new members will receive the same script as others. Not sure why some villages have different start and end dates. District office can collect the data and prepare the collaboration meeting for all to attend. Our Activity Directors, I feel will gain the best out of this training if we have it in January 2020.
- Do the right things for the children. Listen to what the teachers say and listen to what the principals say since they observe it all.

FY2020-21 OPERATING BUDGET
SUMMARY

North Slope Borough School District



**Presentation to North Slope Borough Assembly
FY2020-2021 Operating Budget
March 24, 2020**

Founding Father's Vision

Eben Hopson

... we of the North Slope are the only Iñupiaq people who have achieved true self-government...We have the greatest opportunity to direct our own destiny...Possibly the greatest significance of home rule is that it enables us to regain control of the education of our children.



School District Mission Statement

Learning in our schools is rooted in the values, history and language of the Iñupiat. Students develop the academic and cultural skills and knowledge to be:

- Critical and creative thinkers able to adapt in a changing environment and world;
- Active, responsible, contributing members of their communities; and
- Confident, healthy young adults, able to envision, plan and take control of their destiny.



School Board Members

Mary Jo
Olemaun
Utqiagvik

Qaiyaan
Harcharek
Utqiagvik

Roxanne
Brower
Utqiagvik
Board
President

Nancy
Rock
Point Hope

Madeline
Hickman
Wainwright

Muriel
Brower
Utqiagvik
Board
Clerk

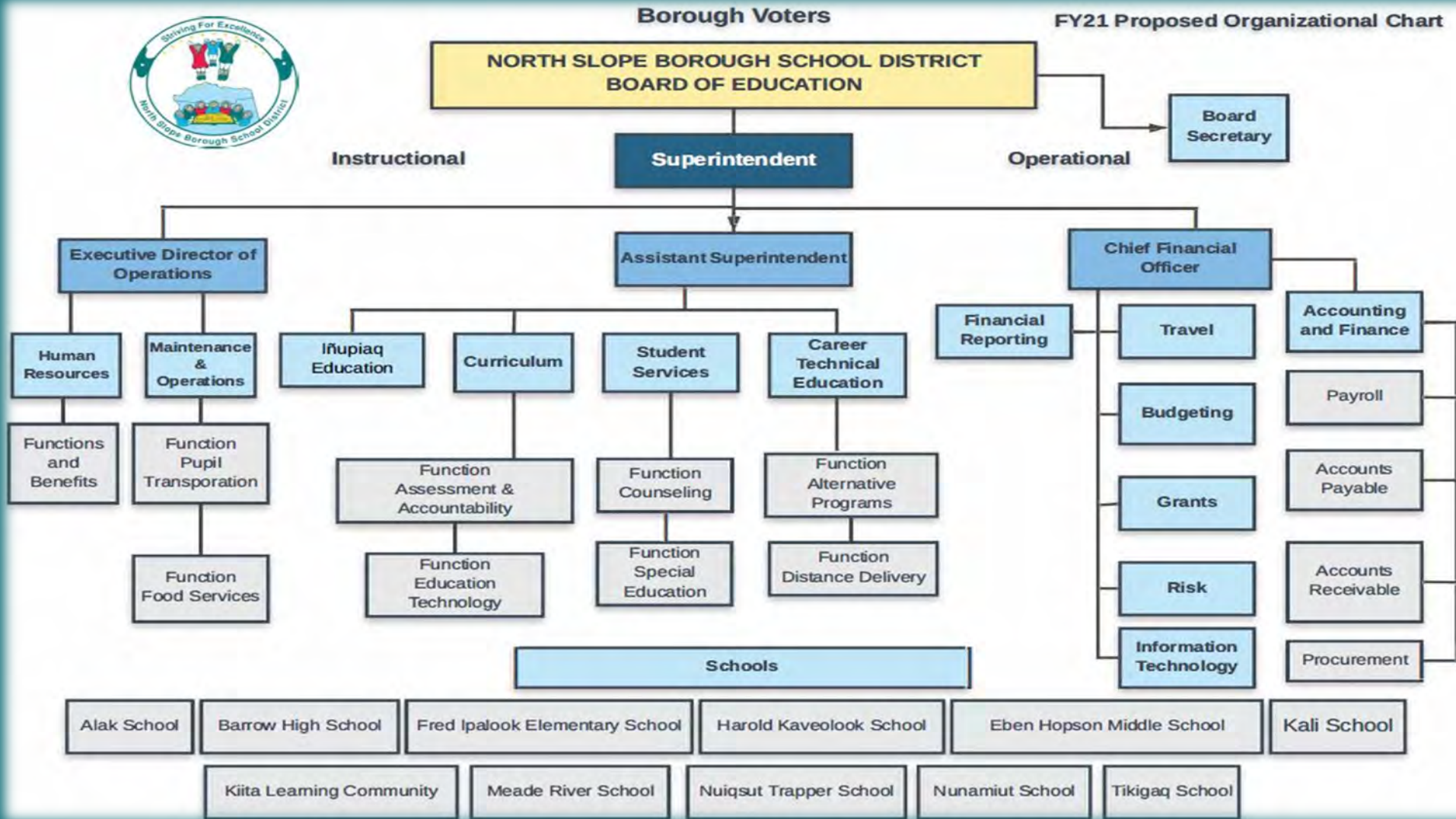
Nora Jane
Burns
Kaktovik



NORTH SLOPE
BOROUGH SCHOOL DISTRICT

— *Striving For Excellence* — 21

North Slope Borough School District Organizational Chart



School District Finance Committee Members



Mary Jo Olemaun



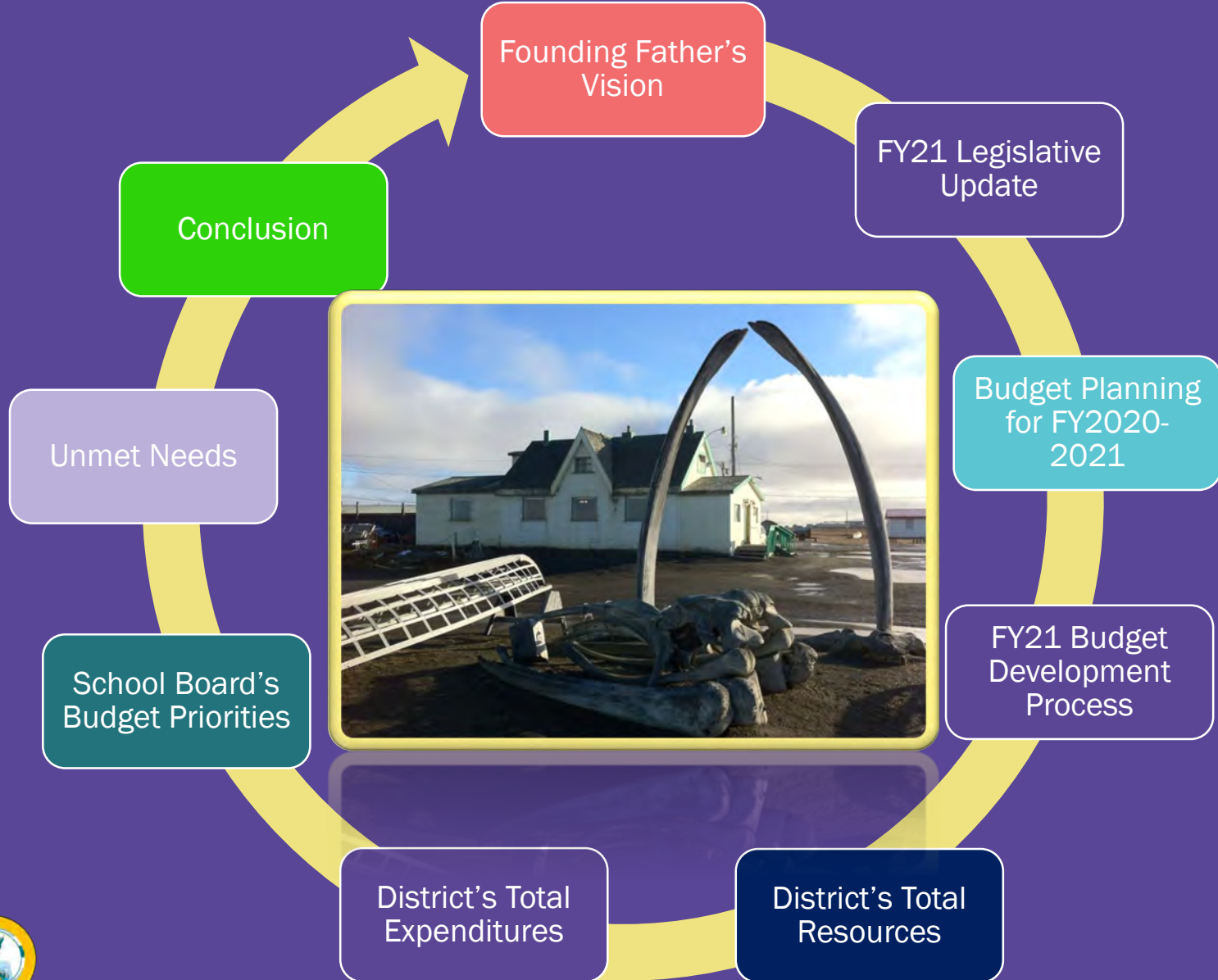
Muriel Brower



Nancy Rock



Executive Budget Summary



FY2021 Legislative Update

- Early press releases from the Governor's office provided no drastic budget legislation and provided a commitment to fully funding K-12 education.
 - Forward funding from PY was paid out by the State -\$30 million. Districts share \$700k.
- HB 205 Operating/Capital Budget passed by Senate included among other things full funding of school debt reimbursement, \$6 million from Pre-K Programs and additional \$30 million outside of the Baseline allocation.
- HB106 School Debt Reimbursement extending the suspension of the program beyond FY2020 to FY2025



NORTH SLOPE
BOROUGH SCHOOL DISTRICT

— *Striving For Excellence* —

FY2021 Legislative Update Continued

- SB74 Broadband Bill \$7-8 million to expand access to for School District Broadband Services.
- As part of HB205, Senate proposed two dividend installments
- Earlier into the session, the legislators approved funding the residential learning program
- HB 308 Employment Benefits for those individuals that have been laid off as a result of the COVID-19.
- HB6-Reading bill initial funding for FY21 \$6.4 million
Which will grow to \$24 million over time.



NORTH SLOPE
BOROUGH SCHOOL DISTRICT

— *Striving For Excellence* —

Budget Planning Calendar

January 1

- School Superintendent submits proposed school budget to School Board (Charter § 9.040).

February 1

- School Board approves budget and six-year capital plan and sends preliminary budget to Mayor (no references to preliminary budget).

February 1

- Enterprises send recommended budgets to Mayor (no references to dates).

March 1

- School Board sends final budget to Mayor on, but not prior to, March 1 or the first business day after March 1 (Charter § 9.040, AS 14.14.060(c)).

March 15

- Mayor submits proposed operating budget and tax levy to Assembly.

March 30

- Assembly holds hearing and approves the operating budget ordinance, including the amount of local support for education, and the tax levy resolution (Charter §§ 11.060–11.070 and AS 29.45.240).

March 31

- Clerk delivers ordinance to School Board showing the amount of local support appropriated for public schools (AS 14.14.060(b)).

May 31

- Mayor submits proposed capital budget and six-year plan to Assembly (Charter § 11.020).

June 15

- Assembly holds hearing and approves the capital budget and six-year capital plan ordinances (Charter §§ 11.060–11.070).

August

- Clerk prepares any necessary bond election ordinances for introduction not later than the first meeting in August.



FY21 Budget Development Process



- Our focus is on the learner, our students who have disabilities, the young, and the vulnerable. The FY21 budget development process began with the board of education’s winter strategic planning retreat that recognized responsibility as first and foremost to our students. The new five-year strategic plan will reflect effective stewardship of our financial resources. The following information will help guide our process into the spring.
 - 1. Staffing positions are flexible to meet the need at each school
 - 2. The negotiated agreement is now complete, increased salary and benefit costs are included
 - 3. Board priorities from the Strategic Planning Session:
 - a. Improving salaries of our para professionals
 - b. Improving (decreasing) class size in overcrowded classrooms
 - c. Improving communications, Inupiat Education support, grant operations, and life-safety needs of the school district

School District's Total Budgeted Resources-3yrs

Revenue By Type	FY 19 Budget	FY 20 Budget	FY21 Preliminary Budget- December	Current FY21 Projections	% Total	Diff FY21 to FY20
Intergovernmental Revenues						
Local Sources: Borough appropriation	\$35,375,626	\$31,838,063	\$31,838,063	\$31,838,063	45.7%	-
Borough "In-Kind"	2,500,000	2,500,000	2,500,000	2,500,000	3.6%	-
Borough Supplemental	-	-	-	-	-	-
State of Alaska						
Foundation Program Funding	16,864,125	19,885,272	20,171,614	18,678,264	26.8%	(1,207,008)
On-behalf PERS	463,528	924,689	1,188,556	627,344	0.9%	(297,345)
On-behalf TRS	2,448,273	2,799,095	3,014,785	2,605,492	3.7%	(193,603)
Federal Funding						
Impact Aid	7,900,000	6,860,420	6,860,420	8,070,542	11.6%	1,210,122
Earnings on Investments	5,000	5,000	5,000	175,000	0.3%	170,000
Other Revenue	341,400	341,400	341,400	341,400	0.5%	-
E-Rate Program Revenue	4,363,200	4,881,600	4,881,600	4,881,600	7.0%	-
Total General School Operating Revenues	\$70,261,152	\$70,035,539	\$70,801,438	\$69,717,705	100%	(317,834)



School District Actual FY19 Resources



Revenue By Type	FY19 Actual
Intergovernmental Revenues	
Local Sources: Borough appropriation	\$35,375,626
Borough "In-Kind"	2,559,980
Borough Supplemental	2,649,008
State of Alaska	
Foundation Program Funding	18,335,093
On-behalf PERS	830,046
On-behalf TRS	2,825,321
Federal Funding	
Impact Aid	8,936,511
Earnings on Investments	12,850
Other Revenue	404,307
E-Rate Program Revenue	4,444,666
Total General School Operating Revenues	\$76,930,618

Budget Summary-Expenditures-3yrs



Budget Code	EXPENDITURES	FY19 BUDGET	FY20 BUDGET	FY21 PRELIMINARY December 2019	Current FY21 Projections	% TOTAL	DIFF FY20 TO FY21
310-318	CERTIFIED SALARIES	17,774,176	17,231,133	18,360,667	18,146,360	27.0%	915,227
320-329	CLASSIFIED SALARIES	12,432,033	12,776,776	13,553,695	11,900,000	17.7%	(876,776)
360-366; 390-399	EMPLOYEE BENEFITS	18,850,971	18,731,832	18,897,317	17,600,000	26.2%	(1,131,832)
410, 412, 414	PROFESSIONAL AND TECHNICAL	1,388,800	1,195,020	1,604,150	1,350,000	2.0%	154,980
420-424	STAFF TRAVEL	601,320	435,775	465,775	425,000	0.6%	(10,775)
425-429	STUDENT TRAVEL	1,608,241	1,608,241	1,638,241	1,575,000	2.3%	(33,241)
431-436	UTILITIES	9,581,642	10,224,242	10,456,642	8,300,000	12.4%	(1,924,242)
440-445	OTHER PURCHASED SERVICES	1,629,195	1,539,195	1,539,195	2,350,000	3.5%	810,805
450-471	SUPPLIES	3,121,867	2,465,181	2,465,181	2,100,000	3.1%	(365,181)
477-494	OTHER	236,768	236,768	236,018	165,000	0.2%	(71,768)
495	INDIRECT COSTS/REVENUE	-138,000	-138,000	-138,000	-95,000	-0.1%	43,000
510	EQUIPMENT	237,500	237,500	237,500	175,000	0.3%	(62,500)
542-550	FUND TRANSFERS	4,001,313	3,491,876	3,677,264	3,180,000	4.7%	(311,876)
	Total	71,325,826	70,035,539	72,993,645	67,171,360	100.0%	(2,864,179)

School District FY19 Actual Expenditures



Budget Code	EXPENDITURES	FY19 Actual
310-318	CERTIFIED SALARIES	18,146,360
320-329	CLASSIFIED SALARIES	12,357,334
360-366; 390-399	EMPLOYEE BENEFITS	17,577,164
410, 412, 414	PROFESSIONAL AND TECHNICAL	2,281,745
420-424	STAFF TRAVEL	804,114
425-429	STUDENT TRAVEL	2,429,681
431-436	UTILITIES	8,802,771
440-445	OTHER PURCHASED SERVICES	2,771,405
450-471	SUPPLIES	2,903,126
477-494	OTHER	162,807
495	INDIRECT COSTS/REVENUE	-92,837
510	EQUIPMENT	304,482
542-550	FUND TRANSFERS	4,098,776
	Total	72,546,928

Departmental and Individual School Budgets

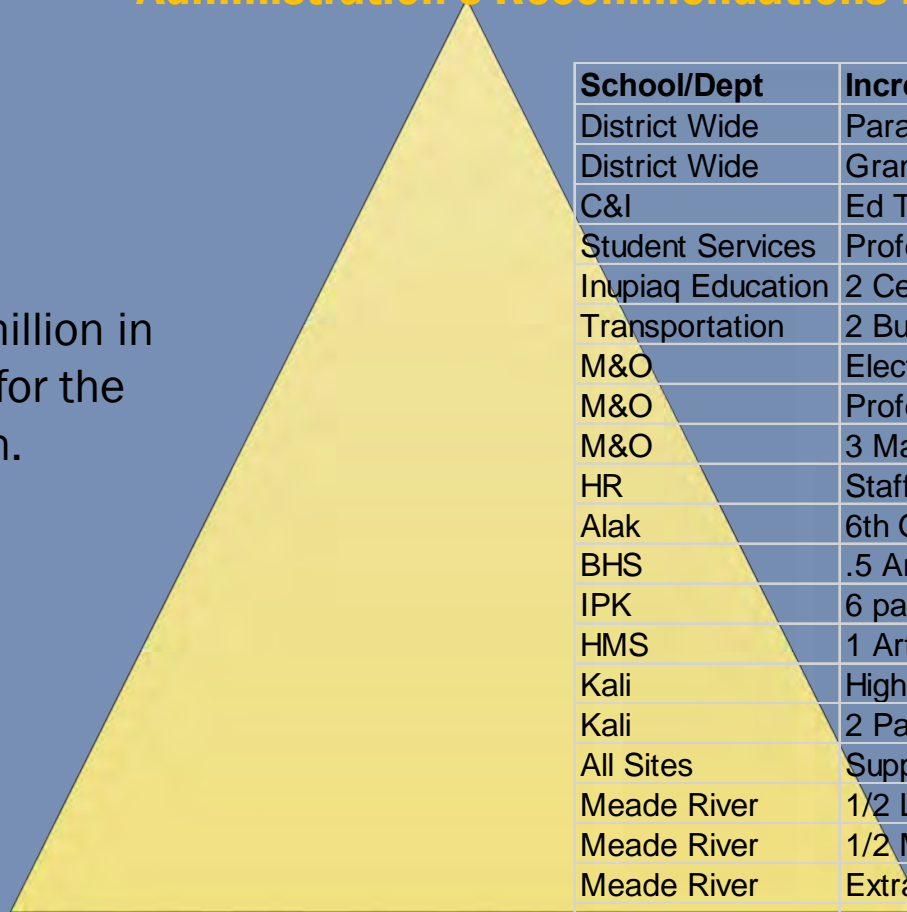
- Status Quo Budget from prior year. Each Department and School will present their respective budget. Outline unmet needs for School Board consideration.



School Board's Budget Priorities

Administration's Recommendations based on Board's Direction

Approximately \$2.5 million in additional resources for the Board's consideration.



School/Dept	Increase Justification	Request
District Wide	Para pro salary	570,000
District Wide	Grant Admin	206,000
C&I	Ed Tech Specialist	123,820
Student Services	Professional Technical	150,000
Inupiaq Education	2 Certified Inupiaq Specialists	247,640
Transportation	2 Bus Drivers	80,604
M&O	Electrician	112,276
M&O	Professional Technical	110,000
M&O	3 Maintenance 1 FTE	140,908
HR	Staff Travel	50,000
Alak	6th Grade Teacher	120,000
BHS	.5 Art	60,000
IPK	6 paras	184,000
HMS	1 Art Teacher FTE	60,000
Kali	High School Teacher	120,000
Kali	2 Paraprofessionals	46,000
All Sites	Supplies	77,389
Meade River	1/2 Library FTE	26,734
Meade River	1/2 Maintenance 1	26,734
Meade River	Extra Duty Pay	34,240
Total		2,546,345



NORTH SLOPE
BOROUGH SCHOOL DISTRICT

— *Striving For Excellence* —

Unmet Needs for the Borough's Consideration

School/Dept	Increase Justification	Request
District Wide	Communications Position	110,000
Inupiaq Education	Professional Technical	421,130
Food Services	Food Quality Improvement	100,000
Transportation	2 Bus Drivers	80,604
M&O	Staff Travel	35,000
M&O	Professional Technical	40,000
M&O	3 Maintenance 1 FTE	70,454
HR	HR Specialist	97,120
Student Activities	Travel Increased Costs	250,000
Alak	CTE Teacher	120,000
BHS	.5 Band	60,000
BHS	CTE Teacher	120,000
BHS	Dean of Students	145,000
BHS	2 Paraprfessionals	92,000
IPK	6 paras	96,000
KAK	Supplies	10,000
Kali	2 Paraprofessionals	46,000
Kali	Printers	\$15,000
Kali	Staff Travel	\$10,000
Kali	Added Duty Pay	\$10,000
Total		1,928,308



Proposed Supplemental Initiatives from Borough



Breakfast Feed Program \$1,100,000



Village Athletics Program \$1,000,000



Residential Learning Center \$900,000



Vocational Education Program \$500,000

School District's Total Budgeted Resources-3yrs

Revenue By Type	FY 19 Budget	FY 20 Budget	FY21 Preliminary Budget- December	FY21 Projections as of January	Current FY21 Projections	% Total	Diff FY21 to FY20
Intergovernmental Revenues							
Local Sources: Borough appropriation	\$35,375,626	\$31,838,063	\$31,838,063	\$31,838,063	\$33,766,371	47.5%	1,928,308
Borough "In-Kind"	2,500,000	2,500,000	2,500,000	2,500,000	2,500,000	3.6%	-
Borough Supplemental	-	-	-	-	-	-	-
State of Alaska							
Foundation Program Funding	16,864,125	19,885,272	20,171,614	18,678,264	18,678,264	26.3%	(1,207,008)
On-behalf PERS	463,528	924,689	1,188,556	627,344	627,344	0.9%	(297,345)
On-behalf TRS	2,448,273	2,799,095	3,014,785	2,605,492	2,605,492	3.7%	(193,603)
Federal Funding							
Impact Aid	7,900,000	6,860,420	6,860,420	8,070,542	8,070,542	11.4%	1,210,122
Earnings on Investments	5,000	5,000	5,000	175,000	175,000	0.3%	170,000
Other Revenue	341,400	341,400	341,400	341,400	341,400	0.5%	-
E-Rate Program Revenue	4,363,200	4,881,600	4,881,600	4,881,600	4,393,440	6.2%	(488,160)
Total General School Operating Revenues	\$70,261,152	\$70,035,539	\$70,801,438	\$69,717,705	\$71,157,853	100%	1,122,314



Budget Summary-Expenditures-3yrs



Budget Code	EXPENDITURES	FY19 BUDGET	FY20 BUDGET	FY21 PRELIMINARY December 2019	FY21 Projections as of January 2020	Current FY21 Projections	% TOTAL	DIFF FY20 TO FY21
310-318	CERTIFIED SALARIES	17,774,176	17,231,133	18,360,667	18,146,360	19,205,080	27.0%	1,973,947
320-329	CLASSIFIED SALARIES	12,432,033	12,776,776	13,553,695	11,900,000	12,260,439	17.2%	(516,337)
360-366; 390-399	EMPLOYEE BENEFITS	18,850,971	18,731,832	18,897,317	17,600,000	19,823,277	27.9%	1,091,445
410, 412, 414	PROFESSIONAL AND TECHNICAL	1,388,800	1,195,020	1,604,150	1,350,000	1,350,000	1.9%	154,980
420-424	STAFF TRAVEL	601,320	435,775	465,775	425,000	519,650	0.7%	83,875
425-429	STUDENT TRAVEL	1,608,241	1,608,241	1,638,241	1,575,000	1,575,000	2.2%	(33,241)
431-436	UTILITIES	9,581,642	10,224,242	10,456,642	8,300,000	8,900,000	12.5%	(1,324,242)
440-445	OTHER PURCHASED SERVICES	1,629,195	1,539,195	1,539,195	2,350,000	1,722,591	2.4%	183,396
450-471	SUPPLIES	3,121,867	2,465,181	2,465,181	2,100,000	2,276,816	3.2%	(188,365)
477-494	OTHER	236,768	236,768	236,018	165,000	165,000	0.2%	(71,768)
495	INDIRECT COSTS/REVENUE	-138,000	-138,000	-138,000	-95,000	-95,000	-0.1%	43,000
510	EQUIPMENT	237,500	237,500	237,500	175,000	175,000	0.2%	(62,500)
542-550	FUND TRANSFERS	4,001,313	3,491,876	3,677,264	3,180,000	3,280,000	4.6%	(211,876)
	Total	71,325,826	70,035,539	72,993,645	67,171,360	71,157,853	100.0%	1,122,314

Budget Areas for further Consideration

Nonmajor
Governmental
Funds
(i.e. transfers out)

Grant Revenues aside
from the General
Operating Fund

Budgets at the Fund
and Location Level

Community Input

Charter School
and RLC Approx.
\$5 million

Budget and Operational Efficiencies that will result in Cost Savings

- MOA with Borough regarding Maintenance and Operations

- MOA with Borough pertaining to Grant Operations

- Further evaluation of Departmental Spending, streamlining operations and revamping of the internal controls.



Informational Data



Year	ADM	Student *Enrollment	Foundation Program Funding	Borough Funding
FY2010	1,537.60	1,816	11,658,846	27,865,457
FY2011	1,612.30	1,879	13,775,109	37,591,411
FY2012	1,599.10	1,893	13,917,549	34,585,697
FY2013	1,647.40	1,941	15,025,588	35,155,086
FY2014	1,730.75	2,008	15,836,382	35,536,684
FY2015	1,738.56	2,017	15,838,870	36,958,776
FY2016	1,776.40	2,050	16,253,466	37,444,358
FY2017	1,882.71	2,145	18,064,634	38,021,315
FY2018	1,852.06	2,160	16,686,475	38,763,467
FY2019	1,932.18	2,202	18,346,337	37,935,606

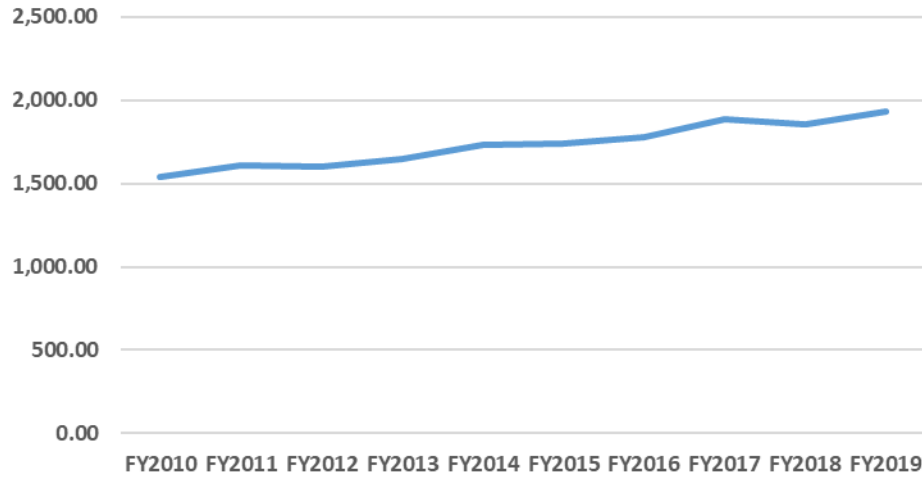
Year	School Baseline Budget	FTE's
FY2017	\$69,636,587	507
FY2018	\$72,191,705	545
FY2019	\$71,370,767	494.5
FY2020	\$70,035,539	486
FY2021	\$71,157,853	494.5

*Note: Includes Pre-Elementary through K12

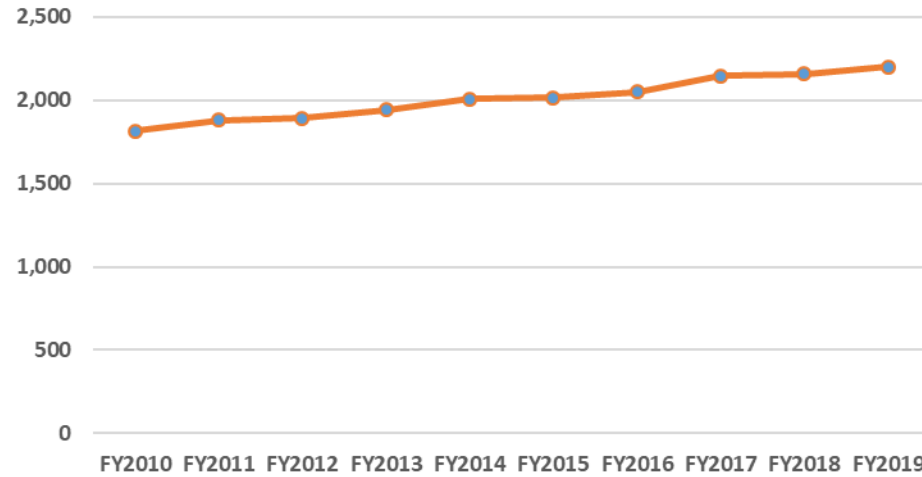
Informational Data Continued



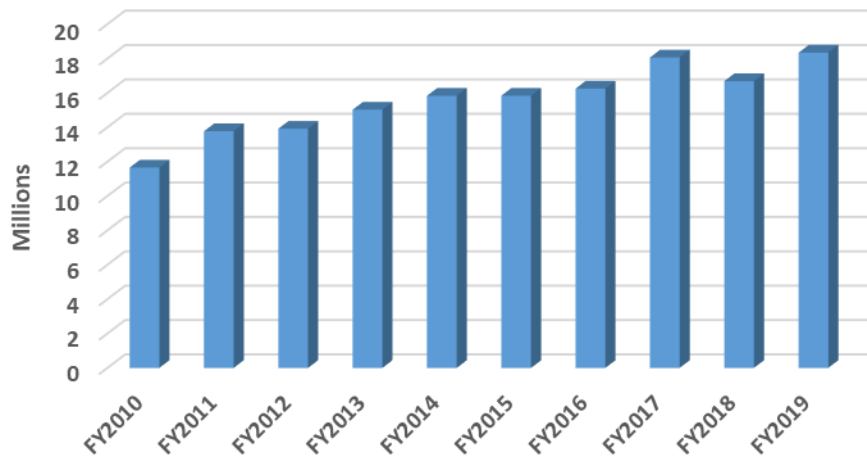
Average Daily Membership



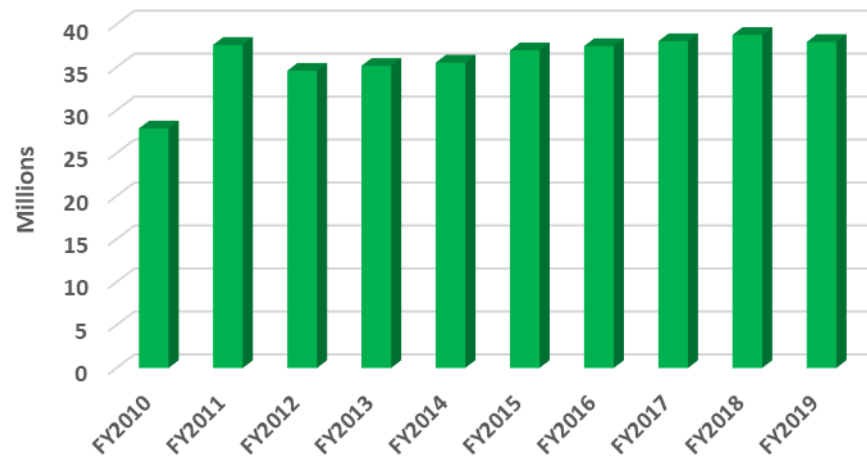
Student Enrollment



Foundation Program Funding



Borough Funding



Conclusion



The Budget for
FY20-21 is
Balanced at:

71,157,853

