

Administrative Report

Chief School Administrator - David Vadiveloo

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

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

“Repair, rebuild and revitalize” is our mantra as we continue to implement a whole of district reform. I thank our Board for their support, and I also want to thank my administration and our staff across the District for picking up the extra load and for their patience as we prioritize the areas of attention to the best of our ability.

At the recent AFN conference, the AASB Annual Conference, and again just last week at the Nunaaqqiurat Tumitchiañit quadrilateral gathering it is becoming increasingly evident that the voice of our communities in education are being given more space and are becoming more intentional about their expectations. Culturally responsive programs, immersion classrooms, literacy interventions and school-community partnerships are a clear priority for a growing number of Districts seeking to address the challenges of lower engagement, lower standardized test results and lower rates of Indigenous language fluency. With this trend emerging statewide I’d like to present to our Board and our community the following update on our operations mapped against our Strategic goals and objectives.

Strategic goal 1: Student success

As our schools return to post-covid normal, we’ve seen more and more positive student outcomes across OJT, SPED, CTE and of course student sporting activities in the past month. Assistant Superintendent Geiser will report further on these but it’s wonderful see our students getting out again, socializing together and engaging with experiential learning.

The recent formation of the Iñupiat Education working group at the Nunaaqqiurat Tumitchiañit has been an exciting development and the District is proud that Director Judkins was appointed to lead that group as they develop more holistic and community stakeholder driven initiatives to support students in Iñupiat education across the region.

In the last school year (March 2022) the new Alaska System of Academic Readiness (AK STAR) tests were delivered in all Districts Statewide. The results from those tests have recently been provided to the District and our Curriculum and Instruction Department are in the process of analyzing our District’s data prior to sending it to parents.

The Statewide AKSTAR data confirms the concerns of all educators that as a result of covid, student performance and progress in English language arts (ELA) and mathematics for grades 3-9 deteriorated in the 24 months from March 2020 to March 2022. Our Board will remember that like many other Districts, most of our sites were commonly in red status up to and including the months of AK STAR testing in March 2022.

The lack of access to the internet, the delivery of educational materials in packets, the quarantine conditions statewide and the lack of face to face learning are all recognized as core contributors to the impact of covid statewide by the Department of education and its educational leaders. In our District we must also take into account the high turnover in teachers and administration in this period, representing a further level of instability in our learning environment.

Former NSBSD Assistant Superintendent Lisa Parady, now the Director of Alaska's Council of School Administrators said: *"The direct crisis of the pandemic has been worsened at every level by inadequate access to the internet and crisis-level educator turnover...To look at and add undue meaning to test scores now would be shortsighted when the focus of Alaska's schools must be squarely on growth and recovery,"*

Unfortunately, the decline in results was anticipated and our District which tested in March and April 2022 has mirrored the State trend. I want to reassure the Board and our families that this data represents to us a baseline for our Administration; to help understand where our students are placed as we assume leadership and set a new path forward for the District and our students development.

In response, our departments are assessing the data in order to identify trends and gaps in student performance and determine what corrective interventions need to be implemented to strengthen student learning and progress.

Dr Santos will speak further to these steps as part of Assistant Superintendent Geiser's report, but some of the key areas of early focus will include a renewed focus on ensuring we have a guaranteed and viable curriculum. This requires us to ask questions like: do all students have access to developmentally appropriate and culturally appropriate materials? What are the not negotiable parts of our curriculum? What steps do we need to take to ensure our adopted curriculum is taught at the highest standard at all grade levels?

As we embark on this much needed process of reform in this District, we must also provide our teachers with the support they need to ensure every student is given a high expectations culturally responsive educational experience. This must include consistent standards, consistent language, consistent materials – so we can map their journey from pre-k through 12. Several of our Board members have asked for a return to portfolios for our students which can be available and visible for parents. The administration fully supports this expectation and is looking at educational technology like Mileposts to achieve this.

As we continue to focus on solutions, a further piece of our response to this test data will be the appointment of a new position of Early Education Programs Administrator to focus on pre-k through 3 literacy and math. This expert will concentrate on supporting teachers and the learning environments that our students are experiencing across the District. This is a direct response to the clear need for consistent, responsive classroom settings and learning environments based on high expectations for all our elementary students.

The final area of student success I want to share is in the area of student voice and I note the extremely positive trend of students expressing their concerns and seeking action from adult leaders across the slope on a range of issues. At AFN this year the only student written resolution to be adopted was drafted by NSBSD senior Aaron Stackhouse. This is an impressive achievement

worthy of note alongside the leadership and voice of our Board Student Rep Maggie Stringer who was appointed to the Youth Leadership panel at the recent AASB Annual conference. A special mention also to the students at both middle and high school levels who are writing with their suggestions for an improved district - keep up the great work and keep your voices strong!

Strategic goal 2: Community engagement

Our community engagement will always begin with outreach to elders and those who hold vast knowledge about our community and education.

At this month's district wide in-service our staff were blessed to have elder and former teacher Martha Stackhouse delivering the words of wisdom to commence the day. Our staff were glued to the zoom screens as Martha spoke with great passion about the need for more local teachers, more culturally responsive teaching and then offered to help write books and tell Iñupiaq stories to high school students - she even delivered an impromptu Iñupiaq pronunciation lesson for our staff - a true teacher!!

At the recent AFN gathering, Director Judkins and I met with Dr Edna Maclean to discuss how we could work with her to strengthen our Iñupiaq language proficiency amongst staff and students. In Utqiagvik we also met with former Superintendent Ahmodt to ask for her thoughts on strengthening our District.

Inuit Day at our schools was celebrated with great success. Eben Hopson Sr's birthday was the subject of great interest and engagement, with the Iñupiaq Ed department and some of our Iñupiaq staff sharing daily links and educational prompts for their colleagues to share with students. Across a number of sites elders and community leaders were invited in to speak with students and share their wisdom and knowledge about Iñupiaq culture and Eben Hospon Sr.

In light of the school climate and connectedness data presented in our last meeting (and the AKSTAR data) our administration have been exploring various avenues to improve school and community connectedness for students. I've directed a working group to be set up to explore attendance initiatives and we've been lobbying to be considered for The Alaska Statewide Family Engagement Center grant. This grant will convene a diverse group of coalition members to guide the resources, training, and opportunities for families and schools to improve student outcomes and well-being. Although the district was not included last year, we have been asking to join this year and were advised last week that US Education have issued a tentative yes to have us join this important group.

The other ongoing strength in the community partnership space is the Nunaaqqiurat Tumitchianit. The recent gathering of the steering committee provided further confirmation that the steps we are taking at the District reflect the desire of other community stakeholders to see a more immersive, culturally grounded district that maintains high expectations for students and staff.

Finally, as part of a series of school and community forums I will be heading to Olgoonik for next week to sit and listen to the community about what we can do to strengthen school and community partnership.

Strategic goal 3: Staff success

This is a priority area for our long-term stability and we will continue to develop pathways and programs to support sustainable career opportunities for local staff while delivering professional growth and development to existing and new staff from off-slope.

We continue to seek ways to identify, support and strengthen local teachers and their career tracks. At the recent AFN gathering Director Judkins and I met with UAF Dean of education Dr Amy Vilove and her program co-facilitator Dr Olga Skinner. These meetings were focussed on exploring pathways for homegrown teachers. Specifically, we discussed a possible articulation agreement with Ilisagvik and ways to support local teachers to get onto a career track for teaching.

At AFN we also attended a powerful session for Indigenous educators. We joined Rex Okakok, Elsie Itta, Martha Stackhouse and Edna Ahmoagak at the session as they shared ideas about teacher needs, retention and training.

Following approval from the Board and the Department of Education we have contracted with Dr Jana Harcharek to work on planning with the IED to re-engage staff and leaders with the ILF, culture-based units

Strategic goal 4: Financial and operational Stewardship

The Business office has been focused on preparing for a Budget revision presentation to the Board. This has included critically important department priorities meetings and a return to cooperative and collaborative budget planning. That revision will be presented today and represents fiscally responsible planning and some necessary corrective actions to address previous inconsistencies in the department's operations.

The audit for FY 22 is complete and this will be presented today. This means we are back on track with the standard reporting schedule. In keeping with this schedule we are aiming to deliver a draft for the FY 24 budget in December so we are on the right cycle for NSB preliminary consideration.

The District have entered into negotiations with both the site administrators and NSBEA over collective bargaining agreements. To provide fiscal certainty to the District and our staff we are hoping for successful discussions and mutually agreeable outcomes that prioritize our students.

HR consultant Patti Carlson has arrived and is scrutinizing our HR operations to develop efficiencies and support the implementation of SOPs that are much needed.

Our M&O department will be delivering a highlighted report at this meeting.

Conclusion:

Repair, rebuild and revitalize. We are making gains, slowly but surely, moving toward a District that has Iñupiaq language and culture at its heart and one which will continue to set high expectations for our students and staff. We are building something here - and together we can and we will realize the vision and goals of our community and the Elders and leaders who came before. Atautchikun!

Assistant Superintendent - MJ Geiser

1.0 Student Success

With the release of the State summative assessment data, our scores reflect the national trend. In October the National Assessment of Education Progress (NAEP) Nation's Report Card released their data with statements regarding score decline during the COVID-19 pandemic. Consistent with students from across the country, our students' spring 2022 assessment scores also reflect a decline. While this "COVID slide" decline was anticipated throughout education it does not lessen the seriousness. We recognize the reality that from March 2020 through approximately March 2022, many of our schools reportedly were in "red" status and with limited internet access in our student homes, our teachers were providing packets and contacting students by phone to assist them with their school work. Due to the stress our students and families were undergoing, a focus on the social emotional well being became a major factor, which contributed to bringing all schools into the "green" and a return to face-to-face learning. Director Caitlin Santos and her team have prepared a brief on the data for you and will be providing a more detailed analysis at the December meeting.

- List of Attached Documents: 2022 Alaska STAR District Summary Report (Reading and Math; Alaska STAR Family Guide to Assessment Reports 2022.)

The BHS OJT program has been of great assistance to the Iñupiaq Education Department. They have worked to create and produce classroom materials for our Iñupiaq language classrooms. Through this work, students are also gaining experience in office skills.

The students in the Transition Program at BHS have started their first work-based program: selling coffee to teachers during their 1st period class. Students are learning work-place and functional life skills. The group also provided a slushie stand at the 9th grade dance and earned \$150. The students donated half of their proceeds to the 9th grade class.

Students in Wainwright have been Mig and Stick welding. You can see the action pictures in Mr. Hawley's report and read a few student comments regarding their work in the CTE classes he is providing. We look forward to many more pictures of our students in action.

2.0 Community Engagement

We hosted a successful Nunaaqqiurat Tumitchianjit steering committee meeting in the Qatqiññaigvik building. It was fitting to have a discussion on the school district vision in a building provided by two of our community partners based on the vision of one of our great leaders.

The Nunaaqqiurat Tumitchianjit created a new workgroup on Iñupiat Education and it is being chaired by our own Iñupiat Education Director, Tenna Judkins.

Director Judkins is continuing the translation work and is also working with previous immersion educators as we plan for ECE immersion classes to begin the fall of 2023.

3.0 Staff Success

Our three instructional departments have worked together to plan a district-wide in-service providing training for teachers and administrators. Staff will have a menu of training sessions to select options fitting their needs and interests.

We are excited and grateful to have Ethel Burke and Bernice Kaigelak rejoin our district as ilisaurit. Their knowledge and experience will benefit the students of Meade River and Nuiqsut Trapper Schools.

4.0 Financial & Operational Stewardship

I worked with the Mayor's office and Tundra Tours for approval to have athletes housed in the Qatqiññaigvik building for the 1A mix 6 volleyball tournament.

CSA Vadiveloo and I met with CAO Szmyd and are ready to sign the Breakfast food MOA and the student athletics MOA. We continue to work on the MOA for the Qatqiññaigvik.

Chief Operating Officer - Rick Luthi

COO Luthi is currently assuming the additional role of Acting Principal at Ipalook Elementary. The substantive parts of his report are contained in the Superintendent's report and Mr Cropsey will deliver a special report on M&O as a highlighted department this month.

Highlighted Department: Maintenance & Operations - Steve Cropsey

4.0 Financial & Operational Stewardship

Harold Kaveolook School (KAK)

The design team displayed the various schematic build-out concepts at a community dinner/project review meeting on November 2, 2022. The community meeting was preceded with a SAC preview of the schematics in the afternoon. The community meeting was very well attended and dinner was provided by Shantell Linderman and crew. Principal Riddle, while new to the effort, was a big help in getting the dialog going and encouraging community member input. All comments were noted and the design team is preparing the next schematic drawings based on the community build-out desires. The next community meeting will be on site in January 2023.

The contaminated site remediation plan has been sent to the State of AK. DEQ for approval.

Trapper School (NUI)

A new dishwasher was bought with NSB CIP funds (apx \$18,000). The previous dishwasher had not been operational for nearly 2 years. District M&O staff plumbed in the dishwasher and Conoco Philips personnel wired the electrical so the dishwasher is now fully operational. Arctic Fire and Security Systems (AFS) is currently installing a complete hard wired camera system throughout the school. CSA I Supt Vadiveloo identified this project at urgent and NSB CIPM provided the apx \$249,000 funding for the project.

Nunamiut School (AKP)

Two brand new, never out of the box, convection ovens valued at \$50,000 were shipped to Tikigaq School to be used in the Tikigaq School Kitchen remodel.

Barrow HS, HMS, IPK (Utqiagvik)

Olgoonik Construction Services has informed Bernadette Fischer and Eric Hernandez of the NSB CIPM staff that the BHS pool should be ready for use by the end of March 2023. The original pool contractor has been relieved and a new pool contractor has been retained to complete the project.

Tikigaq School (PHO)

Steve met with the Kitchen Renovation Design Team. The project is being re-scoped to exclude the cost of the kitchen equipment which will be provided by the owner and installed by the contractor. The expected result will be the award of a contract which is within the budgeted project cost. The re-bid of this project will be advertised the week after Thanksgiving. The upgrades will be completed in the Summer of 2023.

The featured Department Report will also include:

1. Village Vehicle Replacements

2. RLC completion status
3. Kitta Lease
4. Standby generator service and repair
5. Village Swimming Pool Project Analysis Reports (PARs) PHO, PIZ, NUI, AKP
6. Barrow High School Renovation Phase I

Department Reports

Curriculum & Instruction - Caitlin Santos

1.0 Student Success

- The State of Alaska has started to release summative assessment data for Math, ELA, and Science. As in year's past, Curriculum and Instruction will provide training opportunities for staff on interpreting the reports. Student reports will be sent home in early December, along with a letter to parents explaining the assessment, and how to read the results. We will also plan for a radio show, and a report to the board about not only the student results, but also how we are using those results to inform our plans for the coming year.
- The State of Alaska has also passed an act related to early literacy. The Reads Act is focused on providing support and accountability in reading Kindergarten through Grade Three. An opportunity for public comment will be in early December. Curriculum and Instruction will also prepare a report to the board as more information becomes available. The state has a website dedicated to the Act, you can access it here: <https://education.alaska.gov/akreads>

3.0 Staff Success

- Curriculum and Instruction are providing on-going professional development for teaching staff on PLC Wednesdays. Topics have included early literacy and using student assessment data to inform instruction. We have also been working with long-term subs as they come on board to ensure they have the tools they need to integrate into their school.
- A district-wide in-service is scheduled for November 11. Curriculum & Instruction, Inupiaq Education, and Student Services are working together to ensure a full range of programming for teachers. Topics will include language acquisition, differentiation, PLCs, Culturally Relevant Educational Practices and more.

4.0 Financial & Operational Stewardship

- Erin Hollingsworth has been traveling to villages to support staff and also spend time in district libraries. Due to COVID, travel to support libraries has been severely curtailed in the past several years. Erin has been working diligently to update the selection in each library, remove outdated titles, and re-organize the collections as needed.

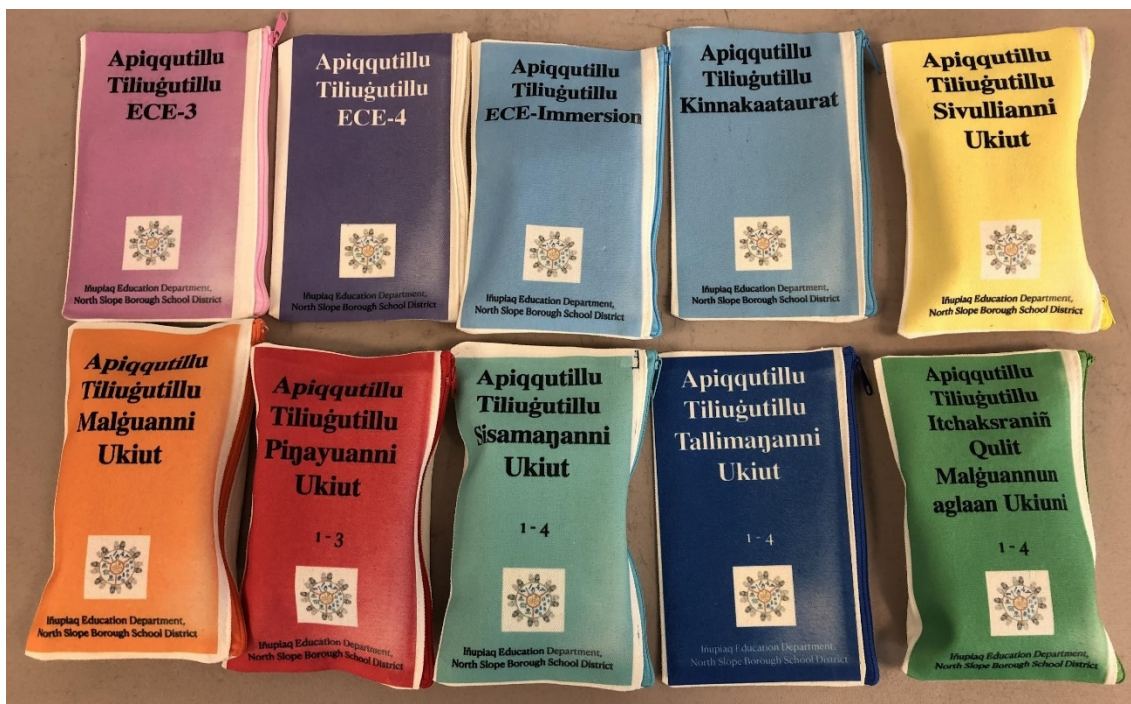
Iñupiaq Education - Tennessee Judkins

1.0 Student Success

- We continue to work with our group of Iñupiat language translators to focus on translations that need to be completed for our Iñupiat language program curriculum which has included grade-level questions, commands, phrases, scope & sequence elements, and will lead into

translation of scripts for various classroom activities to help stay in the language in their classrooms.

- We are close to complete with the draft of our scope and sequence for the Iñupiat language program. We completed some essential translations and are currently working on tying the grade-level expectations to the Iñupiat Learning Framework language performance expectations
- A huge shoutout to Barrow High School and their students in the OJT program! They have been a huge help in assisting us with the creation of and production of classroom materials for our Iñupiat language classroom. They have been helping with creating sets of cards for Iqalugiagiñ, sets of cards for the questions and commands activities, and the teacher resource boxes. In addition to the support they provide to our department, they are also gaining office-type experience to build their resume as well as skills that will equip them for full-time work should they choose to work full-time once they graduate. Quyanapqak to all of them for their support to the Iñupiat Education department.
- Photos below:
 - o Photo 1: Question & Commands by Grade Level
 - o Photo 2-4: Iqalugiagiñ by VIVA Skillset
 - o Photo 5: K3 Teacher Guide
 - o Photo 6: K4 Teacher Guide
 - o Photo 7-8: Kindergarten Teacher Guide
 - o Photo 9-10: First Grade Teacher Guide







Qanugitpiñ? Nakuuviñ?		Ii, nakuuruña.	Naumi, nakuunitchuña.
<i>How are you? Are you okay?</i>		<i>Yes, I am okay.</i>	<i>No, I am not okay.</i>
Kaakpiñ?	Ii, kaaktuña.	Naumi, kaanitchuña.	
<i>Are you hungry?</i>	<i>Yes, I am hungry.</i>	<i>No, I am not hungry.</i>	
Imiguqpiñ?	Ii, imiguqtuña.	Naumi, imiguñitchuña.	
<i>Do you want water?</i>	<i>Yes, I want water.</i>	<i>No, I do not want water.</i>	
Qaiñ.	Aquvittin.	Makittin.	Pisuağiñ.
<i>Come here.</i>	<i>Sit down.</i>	<i>Stand up.</i>	<i>Walk.</i>
Aksiguñ niaqun.	Aksiguñ isigan.	Tikkuaguñ upkuaq.	
<i>Touch your head.</i>	<i>Touch your foot.</i>	<i>Point to the door.</i>	
Tikkuaguñ igalauraq.	Aqulirağiiksitta. / Tunulligiiksitta.	Kamiglutin.	
<i>Point to the window.</i>	<i>Let's line up. (Plural)</i>	<i>Put on your boots.</i>	
Aitqatilutin.	Atigilutin. / Atigiñ.	Nasautağlutin. / Nasautağiñ.	Quppigaalutin. / Quppigaagiñ.
<i>Put on your mittens.</i>	<i>Put on your parka.</i>	<i>Put on your hat.</i>	<i>Put on your coat/jacket.</i>

Uiñgaqpiñ? <i>Are you sleepy?</i>	Ii, uiñgaqtuḡa. <i>Yes, I am sleepy.</i>	Naumi, uiñgaḡitchuḡa. <i>No, I am not sleepy.</i>
Piuraaḡukpiñ? <i>Do you want to play?</i>	Ii, piuraaḡuktuḡa. <i>Yes, I want to play.</i>	Naumi, piuraaḡuḡitchuḡa. <i>No, I do not want to play.</i>
Quisaqtuagukpiñ? <i>Do you need to use the bathroom?</i>	Ii, quisaqtuaguktuḡa. <i>Yes, I need to use the bathroom.</i>	Naumi, quisaqtuagūḡitchuḡa. <i>No, I do not need to use the bathroom.</i>
Naalaqtuaqpiñ? <i>Are you listening?</i>	Ii, naalaqtuaqtuḡa. <i>Yes, I am listening.</i>	Naumi, naalaqtuaḡitchuḡa. <i>No, I am not listening.</i>

Ikirruḡ naniq.*Turn on the light.***Qamirruḡ naniq.***Turn off the light.***Aksiguḡ siutin.***Touch your ear.***Aksiguḡ qiḡan.***Touch your nose.***Upkuagūḡ.***Close the door.***Upkuiguḡ.***Open the door.***Isaagiñ.***Raise your hand.***Isaagūḡ taliqpiñ.***Raise your right hand.***Isaagūḡ saumiñ.***Raise your left hand.***Taliqpiñ illiḡ ummatignun.***Put your right hand over your heart.***Aksiguḡ iqsrān.***Touch your cheek.***Aksiguḡ taliñ.***Touch your arm.***Aksiguḡ niun.***Touch your leg.***Aksiguḡ argan.***Touch your hand.***Aksiguḡ sitqun.***Touch your knee.***Naḡ nipirrun?***Where is the glue?***Naḡ qaungich?***Where are the crayons or markers?***Naḡ sallisik?***Where are the scissors?***Naḡ makpiḡaaq?***Where is a piece of paper?***Naḡ aglaun. / miḡuaqtuun***Where is a pencil?*

Kiña ilvin? <i>Who are you?</i>	Uvaña _____. <i>I am _____.</i>	Kiña Iñupiaqsiñiñ? <i>What is your Iñupiaq name?</i>	Iñupiaqsiñiga ____. <i>My Iñupiaq name is ____.</i>
Quviasukpiñ? <i>Are you happy?</i>	Ii, quviasuktuna. <i>Yes, I am happy.</i>	Naumi, quviasunitchuna. <i>No, I am not happy.</i>	
Qiiyanaqpa? <i>Is it cold?</i>	Ii, qiiyanaqtuq. (Alappaa!) <i>Yes, it is cold.</i>	Naumi, qiiyanaqitchuq. <i>No, it is not cold.</i>	
Uunnaakpa? <i>Is it warm?</i>	Ii, uunnaaktuq. <i>Yes, it is warm.</i>	Naumi, uunaaqitchuq. <i>No, it is not warm.</i>	
Anuqtiqpa? <i>Is it windy?</i>	Ii, anuqtiqsuq. <i>Yes, it is windy.</i>	Naumi, annugaitchuq. <i>No, it is not windy.</i>	
Nuviyaliqpa? <i>Is it cloudy?</i>	Ii, nuviyaliqsuq. <i>Yes, it is cloudy.</i>	Naumi, nuviyaitchuq. <i>No, it is not cloudy.</i>	
Siqiññaagikpa? <i>Is it sunny?</i>	Ii, siqiññaagiksuq. <i>Yes, it is sunny.</i>	Naumi, siqiññaagiqitchuq. <i>No, it is not sunny.</i>	
Naatchiviñ? <i>Are you done?</i>	Ii, naatchiruna. <i>Yes, I am done.</i>	Naumi, naatchinaitchuna. <i>No, I am not done.</i>	
Aigaqsiviñ? <i>Are you going home?</i>	Ii, aigaqsiruna. <i>Yes, I am going home.</i>	Naumi, aigaqsinqitchuna. <i>No, I am not going home.</i>	
Aniiqsuaqkpiñ?? <i>Do you want to play out?</i>	Ii, aniiqsuaqkuna. <i>Yes, I want to play out.</i>	Naumi, aniiqsuaqunitchuna. <i>No, I do not want to play out.</i>	
Quisaqtuaqasiviñ?? <i>Do you want to go to the bathroom?</i>	Ii, quisaqtuaqaktuna. <i>Yes, I want to go to the bathroom.</i>	Naumi, quisaqtuaqaktunitchuna. <i>No, I do not want to go to the bathroom.</i>	

Uvlupak Atautchiqpisa? <i>Is it Monday?</i>	Ii, Atautchiqsugut. <i>Yes, it is Monday.</i>	Naumi, ____. <i>No, it is ____.</i>
Uvlupak Aippiqpisa? <i>Is it Tuesday?</i>	Ii, Aippiqsugut. <i>Yes, it is Tuesday.</i>	Naumi, ____. <i>No, it is ____.</i>
Uvlupak Piqatchiqpisa? <i>Is it Wednesday?</i>	Ii, Piqatchiqsugut. <i>Yes, it is Wednesday.</i>	Naumi, ____. <i>No, it is ____.</i>
Uvlupak Sisammiqpisa? <i>Is it Thursday?</i>	Ii, Sisammiqsugut. <i>Yes, it is Thursday.</i>	Naumi, ____. <i>No, it is ____.</i>
Uvlupak Tallimmiqpisa? <i>Is it Friday?</i>	Ii, Tallimmiqsugut. <i>Yes, it is Friday.</i>	Naumi, ____. <i>No, it is ____.</i>
Uvlupak Itchaksriqpisa? <i>Is it Saturday?</i>	Ii, Itchaksriqsugut. <i>Yes, it is Saturday.</i>	Naumi, ____. <i>No, it is ____.</i>
Uvlupak Savaiññiqpisa? <i>Is it Sunday?</i>	Ii, Savaiññiqsugut. <i>Yes, it is Sunday.</i>	Naumi, ____. <i>No, it is ____.</i>
Nigggivmunaqpiñ? <i>Are you going to the cafeteria?</i>	Ii, nigggivmunaqtuna. <i>Yes, I am going to the cafeteria.</i>	Naumi, nigggivmunaqitchuna. <i>No, I am not going to the cafeteria.</i>
Qitigvigmunaqpiñ? <i>Are you going to the gym?</i>	Ii, qitigvigmunaqtuna. <i>Yes, I am going to the gym.</i>	Naumi, qitigvigmunaqitchuna. <i>No, I am not going to the gym.</i>

Kitkuayaaguviñ? <i>What family are you from?</i>	___ kuayaaguruña. <i>I'm from the ___ family.</i>	Sumiuguviñ? <i>Where are you from?</i>	___-miuguruña. <i>I am from ____.</i>
Qiiyaviñ? <i>Are you cold?</i>	Ii , qiiyaruña. <i>Yes, I am cold.</i>	Naumi , uunnaqtuña. / nakuuruña <i>No, I am warm. / fine</i>	
Uunaqpiñ? <i>Are you hot?</i>	Ii , uunnaqtuña. <i>Yes, I am hot.</i>	Naumi , uunañitchuña. <i>No, I am not hot.</i>	
Uunnaakpiñ? <i>Are you warm?</i>	Ii , uunnaaktuña. <i>Yes, I am warm.</i>	Naumi , uunnaañitchuña, qiiyaruña. <i>No, I am not warm, I am cold.</i>	
Nuviyaitpa? <i>Is it clear (no clouds)?</i>	Ii , nuviyaitchuq. <i>Yes, it is clear (no clouds).</i>	Naumi , nuvialiqsuq. / nuvialaaqtuq <i>No, it is cloudy. / partly cloudy</i>	
Nuvialaaqpa? <i>Is it partly cloudy?</i>	Ii , nuvialaaqtuq. <i>Yes, it is partly cloudy.</i>	Naumi , nuvialiqsuq. / nuviyaitchuq <i>No, it is cloudy. / clear (no clouds)</i>	
Siqunñigiñ. <i>Close your eyes.</i>		Uitchiñ. / Ułutiñ. / Uitkik irrakkiñ. <i>Open your eyes.</i>	
Minñiqtañiñ. <i>Jump up and down.</i>		Aksiguñ narraan. <i>Touch your stomach.</i>	
Aksiguñ ikusiñ. <i>Touch your elbow.</i>		Aksiguñ qavlun. <i>Touch your eye brow.</i>	
Aksiguñ quñusiñ. <i>Touch your neck.</i>		Aksiguñ tavlun. <i>Touch your chin.</i>	

2.0 Community Engagement

- Director Judkins is now leading the Iñupiat Education work group which is a subgroup of the Nunaaqiurat Tumichiañat Steering Committee. They have had two meetings thus far, one on 10/18 and one on 11/1. The group is working on formulating goals and objectives, a phased plan, and a budget to align with the plan. They will share a work group update with the steering committee at their 11/9 meeting.
- We met with a group of community members who were previous educators in the immersion program on 10/14. We had an open conversation around our focus on starting the immersion program back up in the fall of 2023. We intend to conduct more community engagement and hold more opportunities for dialogue around the past successes of the immersion program and where we can go with the future program. [Community members consisted of: Dick Weyiouanna, Mae Ahgeak, Etta Fournier, Elsie Itta, Doedoe Edwardsen, Tuuqłak Diaz, Evelyn Williams, Martha Hopson, Martha Stackhouse, invited but not in attendance Molly Pederson]
- While attending the Alaska Federation of Natives convention, Director Judkins participated in an Alaska Native Educators gathering which included educators from all around Alaska. They intention was to hold space for Alaska Native Educators to meet and network, and the group had some focused discussions around some of the needs we have, ways in which we are working to meet those needs, and successes we can celebrate in our communities around education. Everyone then shifted into regional breakouts to have more focused discussions.

- We decided to meet as one larger Iñupiat speaking breakout rather than regionally and it was great to hear what others are doing with Iñupiat language and culture programming.
- CSA Vadiveloo and I also met with representatives from UAF College of Education regarding their program and how we might utilize and tailor it to fit the needs of our local population. We continue to discuss and find ways to support our paras, teachers, and other interested individuals in education programs that will lead to certification and elevate them in a career ladder pathway.
 - We were working with the newspaper reporter to provide information about the creation, history, and usage of the Kaktovik numerals and that article should be out soon. The reporter had article contributions from our department, current teachers, past teachers (even Clark Bartley), and some of the students who helped develop the Kaktovik numerals. We are looking forward to seeing the published article and are thankful that we can continue to have language and culture focused media highlights. Internally, it's been kickstarting more conversations around reviewing past curriculum using the Kaktovik numerals and how that aligns with our planning for the immersion program and how it aligns with current math strategies and initiatives.
 - Iñupiat Education staff helped with the KBRW Drive-To-Thrive segment on 11/1. Collectively the NSBSD raised over \$7000 for KBRW!

3.0 Staff Success

- We would like to extend congratulations and gratitude to Ethel Burke for joining our team of iḷisaurrit. She is teaching Iñupiat language at Meade River School and has been welcomed back with open arms. We would also like to congratulate Bernice Kaigelak for re-joining our group of iḷisaurrit. She will be teaching secondary level Iñupiat language courses. We are extremely excited to have both iḷisaurrit join our team.
 - Atuqtuaq spent two days in Atqasuk (11/3 & 11/4) to onboard and train Ethel in her new position.
- We continue to provide support to teachers across the district in several different ways, which include:
 - Planning for the upcoming in-service – we will have focused sessions for our iḷisaurrit, more Chalk training, intro to the Iñupiaq Learning Framework for new teachers and those who want a refresher, Iñupiat Language sessions which will include how to install the Iñupiaq font, and several other sessions that will be facilitated concurrently by C&I, IT, and Student Services.

Career Technical Education - Ronnie Hawley

The workplace basics course starts with students learning to research careers that interest them. Teaching the student the needed soft skill necessary to get a good job. Students have seen the various employment opportunities that are available to them on the slope and the many different educational possibilities out there. Three out of five days the students are completing hands-on experience. Two classes are following the engineering process learning CAD and 3D design. The students said its interesting to create a design on the computer and then to have it print on a 3D

printer. Many times during the class the students will move around the room to see what each 3d Print looks like.

I started with three students in the welding class and added 4 more within a day. The welding shop needed to be reorganized and the students stepped in and got it done. They have been working with Mig Welding and Stick welding. The students must cut and prepare each piece of metal before attempting to weld. They have learned that welding takes practice and determination. Skill is not gained over night. If the weld does not look straight they clean the material and do it again (Practice makes perfect)



The students in the Carpentry Workplace class are building sleds. We started with equipment fundamentals and knowledge to operate the shop tools. Once the students were comfortable with the tools we got to work. We will build 10 sleds and the students have been open and eager to learn.



Student Quotes:

1. Richard - I like learning about the welding and carpentry trades, mostly being in the welding and wood shop.

2. Rodney - Being in the workshop has done me great. Learning how to weld has opened up more opportunities. This has been a great experience.
3. Paul - I enjoy the CTE classes. Its definitely something I want to pursue as a career.
4. Robert - Welding class has been fun to learn. I could see myself learning this in the future as a career and trade.
5. Rhonda - The workplace basic and CAD is interesting with many options out there. I know what I am looking for as my career "Nursing". I want to be a nurse for my community.
6. Jessica - I really like this class. I would like this class to be the actual class but it is teacher choice. I find this really interesting and in the future I really want to try this again because this is fun; she is speaking about the Tinkercad program.

Student Services - Lori Roth

1.0 Student Success



Barrow High School Transition



Classroom: We are excited to share that the Transition Program at Barrow High School has started their first work-based program. The goal of this program is to teach work-place skills and functional life skills to students. Training to students occurred for two-days and then the program began. The students are selling coffee to teachers during their first period class. The students set up a slushy stand at the 9th grade dance last weekend. They sold \$150.00 in slushies and shared half of the earnings with the 9th grade class.

On-going meetings and on-site trips are being scheduled for school psychologists, speech therapists, occupational therapists, and physical therapists to support site needs.

- Edna Nyang, speech language therapist, did an on-site visit to Kali School, Alak School, and Meade River School. While at Alak School. Edna provided training on language development to the special education staff. I am excited to share that Edna is in the process of scheduling a remote training on language development to all staff at Alak School.
- Lauren Flynn, occupational therapist, did an on-site visit to Harold Kaveolook School and Nunamiut School. While at Harold Kaveolook, Lauren provided professional development to all the sped staff on handwriting. The sped teacher shared that the paraprofessionals are using the strategies to support students with spelling. Lauren will be on site the week of November 1.
- Alison Barnett, physical therapist, will be on site traveling to the villages the week of November 1, 2022. She will be in Nuiqsut Trapper and Alak School.
- Sara Ecker, speech language therapist, will be doing an on-site visit to Tikigaaq School, Nunamiut School and Harold Kaveolook School next week.
- Donald Zanoff, speech language therapist is currently at Fred Ipalook Elementary School providing services.

Social Emotional Support

- Crisis prevention Intervention Training (CPI): verbal de-escalation training CPI training has been scheduled for Kiita Learning Community and Nunamiut School. Additional training will be scheduled throughout the year to support the Alaska Safe Children’s Act.
- Restorative Practices: Sites are continuing to schedule site-based support and training for the implementation of Restorative practices. Kali School will be meeting with the coach every 2nd Tuesday of the month. Barrow High School has arranged dates for on-going training and support. Nunamiut School is in the process of scheduling dates for on-going training and support.
- School-wide Positive Behavior Interventions and Supports: The Student Services Office is communicating with the Department of Education & Early development regarding system development for the implementation of SW-PBIS. Training is scheduled to begin in January 2023 for identified schools. Currently, Student Services in collaboration with C&I are reviewing data-based requirements and the best method to collect, and review required behavior data.
- Second Step Guidance lessons: All school counselors have been requested to implement the on-line Second Step Program. The Second Step Elementary digital program is web based and is used through grade 8 and is based on trauma informed practices. It allows for consistency from classroom to classroom with flexibility to teach it remotely or in person. The program provides SEL curriculum with specially designed lessons and whole class progress monitoring.

3.0 Staff Success

- Special Education Professional Development
- We currently have a special education teacher or special education sub in all our sites. The Student Services Office is providing subs a weekly zoom support meeting/training on utilizing PowerSchool, Embrace IEP system, with on-going support via email and telephone.
- We would like to thank Lillian Arnold. Lillian did a remote district-wide training for all SPED teachers who serve preschool and elementary students. Lillian explained the role of the Infant Learning Program, how the Infant Learning Program and NSBSD work together, and how we are tied by state and federal laws.
- We would like to thank Jeannie Pete, Tribal Vocational Rehabilitation and Kimberly Nesbitt, State Vocational Rehabilitation for providing training to all our staff on the role of the Vocational Rehabilitation Agencies who serve NSBSD. The training was prepared to explain services, age services are available to our students, and how vocational rehabilitation agencies can help students with the transition from school to adulthood.
- School Counselor Professional Development
- *4thR Training*: All secondary ed counselors, health teachers, and phys. ed teachers will be trained in 4thR. 4thR is a state-supported curriculum under the Alaska Safe Children’s Act. This training and materials will be provided remotely by DEED at no cost to the District.
- *Youth Mental Health First Aid*: All counselors received information to attend a remote YMHFA training provided by the Center for Human Development. So far, 2 of the school counselors signed up for the training. All returning counselors have attended this trauma

informed training in the past. This training and materials will be provided remotely by DEED at no cost to the District.

- *Alaska School Counselors Association*: The Student Services Department has funded the annual fee for all NSBSD school counselors to be members of the Alaska School Counselors Association.

4.0 Financial & Operational Stewardship

Early Intervention

The Student Services office has submitted an MOA for Board consideration to pilot a small/large group language intervention program for ECE 3/4 students. Sites were selected in collaboration with speech language pathologists and building principals. The lessons will be provided via teletherapy at least 1 time per week in the presence of the ECE teacher. Follow-up lessons will be provided to support on-going implementation of the language development strategies. The lessons are designed to support language development and will occur during small and large group activities. Sites participating in the pilot project are Ipalook Elementary School, Harold Kaveolook School, Tikigaq School, Alak School, and Kali School. This project will be totally funded through COVID ARP grant funding. Please see the attached document for additional information.

State & Federal Grants - Brian Krosschell

4.0 Financial & Operational Stewardship

Federal Programs (Title Grants)

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

The Consolidated Performance Report (CPR)

Each year the Alaska Department of Education and Early Development (DEED) must submit data for the Consolidated State Performance Report (CSPR) to the U.S. Department of Education. To accomplish this, they request data from us such as English Language Learner services, services provided from Title IV-A. This report is due every year in November.

Impact Aid

One of the key items we are starting on is Impact Aid. This funding was designed to assist local school districts that do not receive property tax revenue due to the presence of tax-exempt Federal property, or that have experienced increased expenditures due to the enrollment of federally connected children, including children living on Indian lands. Impact Aid provides assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties. More information can be found at: <https://oese.ed.gov/offices/office-of-formula-grants/impact-aid-program>

Special Thanks

I want to give a special thanks to Dennis Neidermeyer. His extensive experience reviewing budgets is invaluable. He has been a great help as we research the past grants that the district is currently working with.

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

Business Office - Lila Peterson

The Business office have been focused on finalizing the Budget revision for this Board meeting. The results of that work will be presented to the Board.

Human Resources - Dr. Bobby Bolen

1.0 Student Success

The HR team is continuing to recruit qualified teachers and long term subs to fill positions with top talent as quickly as possible. We are striving to ensure even under these unique circumstances we find the right person so that employees will be happier and more invested in our students' successes.

2.0 Community Engagement

The HR team continues to keep an open line of communication with their employees to build trust and promote healthy workplace relationships. We are encouraging employees to come to you with questions and for problem solving and support.

3.0 Staff Success

The HR department is addressing school concerns and assisting sites with addressing concerns, keeping morale up, and supporting staff, specifically at AKP, IPK, and NUI. We are beginning to set up the onboarding process for our H1B teachers that will be arriving for the second semester.

4.0 Financial & Operational Stewardship

The HR team is continuing to improve and update processes with the department, creating a new SOP. We are beginning to organize the distribution of teacher contracts after the first of the year so that we can ensure classrooms are full prior to school starting for FY24.

Information Technology - Reggie Santos

2.0 Community Engagement

- The NSBSD, in partnership with ASTAC “Student Remote Program,” has already provided 243 families access to the school's educational content, and still growing. ASTAC is installing the circuit on Satellite Villages (PIZ, KAK, and AKP). Once installed, students in the satellite villages can access the school's educational content from their homes.
- This coming month, the IT Department will start using ClassTag. ClassTag is a communication platform that helps schools improve teacher-parent engagement. The cloud-based software provides tools for schools to send meeting invites, messages, announcements, videos, and pictures all in one place. It offers smart messaging that can automatically translate messages into multiple languages based on preference, deliver messages as SMS or email, and is compatible with all available platforms. Additionally, users get timely reminders for various events with notifications of key dates. Teachers and parents can utilize ClassTag to receive automatic follow-ups regarding various events. For more information, please visit <https://home.classtag.com>.

3.0 Staff Success

- The IT Department is preparing a narrative to fund a Technology Coach position using the USDA RUS Grant DLT (Distance Learning and Tele-medicine) 2022. The grant application is

opening this November. If granted, the technology coach can train teachers to use classroom technology to its full potential. The technology coach will also help the district to maintain the school district website by making sure the contents are relevant and ADA-compliant.

4.0 Financial & Operational Stewardship

- The IT department is working with our Grants Administrator, Brian Krosschell, to do a budget revision on the 2021 USDA RUS Grant DLT. Since its application, the proposed Distance Learning equipment prices have decreased. The cost savings have enabled us to add additional laptops that we can use to replace our educator's aging laptops. Once the budget revision is submitted and approved, we will start purchasing the following equipment.
 1. 187 75 in. Interactive Panels with a dedicated Mac Mini desktop computer.
 2. 2 Distance Learning Studios complete with two 86 in. interactive panels, video conferencing cameras, and ceiling-mounted mics.
 3. 8 Driving and Boating Simulators for virtually taking driving and boating lessons.
 4. 118 new M1 MacBook Airs.