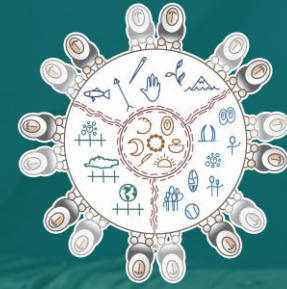




NSBSD Overview: Iñupiaq Education in our schools



Nunaqqiurat Tumitchianjit Presentation
January 24, 2023

Manḡuqput

(Our Foundation)



Iñuk una qauriñiñaniñ nukatpiañuñniñanun naagga niviaqsiañuñniñanun iłisimmatiniguuruq iłisausiamiñin naipiqtuñniñaniłıu aasii tavra isumalaalgusivıuni suli iisimmaiksivuni tainnamik aasii kisuutilaani pautagivlugu iñuguqhuni iñulluataavluni.

Manjuqput - Our Foundation (*WORKING DRAFT*)



North Slope Borough
School District



Our mission is to....

**Grow empowered, culturally rooted, bilingual, healthy,
life-long learners who are creative and critical thinkers.**



North Slope Borough
School District



We are an Iñupiaq School District

We are a school system that centers our Iñupiaq language, culture and values and integrates these with a best practice, culturally responsive educational program, providing our students with a holistic educational experience that offers each student the best pathway for success.

- Our schools & curriculum are culturally safe, responsive, and inclusive of all students.
- We are dedicated to nurturing each student's unique strengths, interests, and opportunities to ensure that student success is measured by the growth of the whole child.
- We are a self-determined District that honors our past and is guided by our ancestors as we educate our children for the future.
- Like our ancestors, we are resilient; constantly adapting to the challenges of our environment, overcoming obstacles, and moving forward in the pursuit of excellence.
- We are proud to have been empowered by our ancestors to perpetuate our Iñupiaq language and culture.



North Slope Borough
School District



A person wearing a white winter jacket and hood is standing on a boat, looking out over a vast, snowy and icy landscape. The scene is heavily overcast and the entire image has a teal color overlay. The person is positioned on the right side of the frame, looking towards the left. The boat is partially visible in the foreground, and the background is filled with snow and ice.

Strategic Direction

NSBSD Implementation Framework

NSBSD Implementation Framework

To support our students to achieve their goals, we need an explicit implementation framework.

Holistic, rigorous and rooted in community partnerships, student pathways, and Iñupiaq culture



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1. Culturally Responsive Instruction

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.



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- Iñupiaq language instruction on all sites
- High expectations of all students and staff
- Authentic academic assessment of the whole child
- The Iñupiaq Learning Framework as the foundation for a culturally responsive curriculum
- Relationships as a foundation for learning/instruction
- Inclusive, integrated and place-based materials in all classrooms
- Individual learning plans and career pathways

2. Student Social & Emotional Wellbeing

Support the physical, nutritional, mental, and social-emotional health of all students.



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- Culturally safe buildings and classrooms as defined by students, community & staff
- Centering student voice & being responsive to the SE needs of the whole child
- Modeling and supporting healthy relationships and communication

3. Family & Community Collaboration

Foster collective responsibility, commitment and trust between the school and community.



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- Consistent, proactive, strength-based communication with family, students & community
- Co-created content, expectations and success criteria
- Authentic inclusion of community in school (and its operations) and school in the community

4. Staff Support & Professional Development

Strengthen the recruitment and retention of highly effective staff and inspire indigenous teachers.



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- Retention and recruiting initiatives
- Supporting staff to ensure delivery of the adopted curriculum
- Supporting staff to create and foster culturally safe buildings
- Evaluation of all staff, administration, and board
- Staff participation in relevant professional learning communities and mentorship
- Adherence to professional standards
- Homegrown workforce initiatives

5. Financial & Operational Stewardship

Effectively employ our operational and financial resources to support our strategic goals and long-term stability of the district.



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- Safe, modern, high-performing facilities
- Financial management directed to the best interests of students
- Technology utilized to facilitate learning, communication and collaboration
- Administrative accountability to strategic initiatives

What will this look like in our schools?

As we implement each domain, we work in **collaboration** with students, families and staff to determine what this should look like in our classrooms and schools.



North Slope Borough School District



Success Indicators



Student Success Indicators

Key Metric	Data Set (Quant/Qual)	Data Source
Student Attendance	Quantitative	Attendance Data
Student Engagement	Qualitative	*assessment metric required
Authentic Academic Assessment of the Whole Child		
English language proficiency	Quantitative	Assessed (Standardized Testing)
Iñupiaq language proficiency	Quantitative	*assessment metric required
Math proficiency	Quantitative	Assessed (Standardized Testing)
Science proficiency	Quantitative	Assessed (Standardized Testing)
Student Progress on Co-created Individual Learning Plan	Quantitative/Qualitative	*assessment metric required
Student Progress on Career Pathway Plan (apprenticeships, College applications, subsistence proficiency)	Qualitative	*assessment metric required



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School District



Community Partnership Success Indicators

Indicative Key Metric	Data Set (Quant/Qual)	Data Source
District Communications (Newsletters, public comms, reports)	Qualitative/Quantitative	Reporting
Active SAC (Involvement in Site administrator selection and setting community school expectations)	Qualitative/Quantitative	Reporting
Teacher/Parent Outreach & Communication	Qualitative/Quantitative	Reporting
School engagement with community	Qualitative/Quantitative	Reporting
Stakeholder agreements and partnerships	Qualitative/Quantitative	Reporting



North Slope Borough
School District



Staff & Operational Success Indicators

Indicative Key Metric	Data Set (Quant/Qual)	Data Source
Homegrown Workforce	Qualitative/Quantitative	*assessment metric required
Homegrown Teachers (Teacher Certifications)	Quantitative	Iļisaurriġuqta program & FTE's
Employee Retention (Instructional, Key Admin, classified)	Quantitative	Annual turnover, Teacher / Admin Vacancies
Staff professional growth	Qualitative/Quantitative	Reporting & feedback
Financial Stewardship (Budget/Operational Metrics)	Quantitative	Audit, Reporting compliance incl. budget cycle, stakeholders, State/Fed, revenue generation
Facilities prevention maintenance & upgrades	Quantitative	PM reporting, 6 year plan



North Slope Borough School District



Journey of the Student



Co-created Individual Learning Plan



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ECE – Grade 5

Grade 6 – 8

Grade 9 – 12

Immersion Language

Iñupiaq Culture Based Units

Reading Interventions

Math Interventions

SEL Supports

Project-based Learning

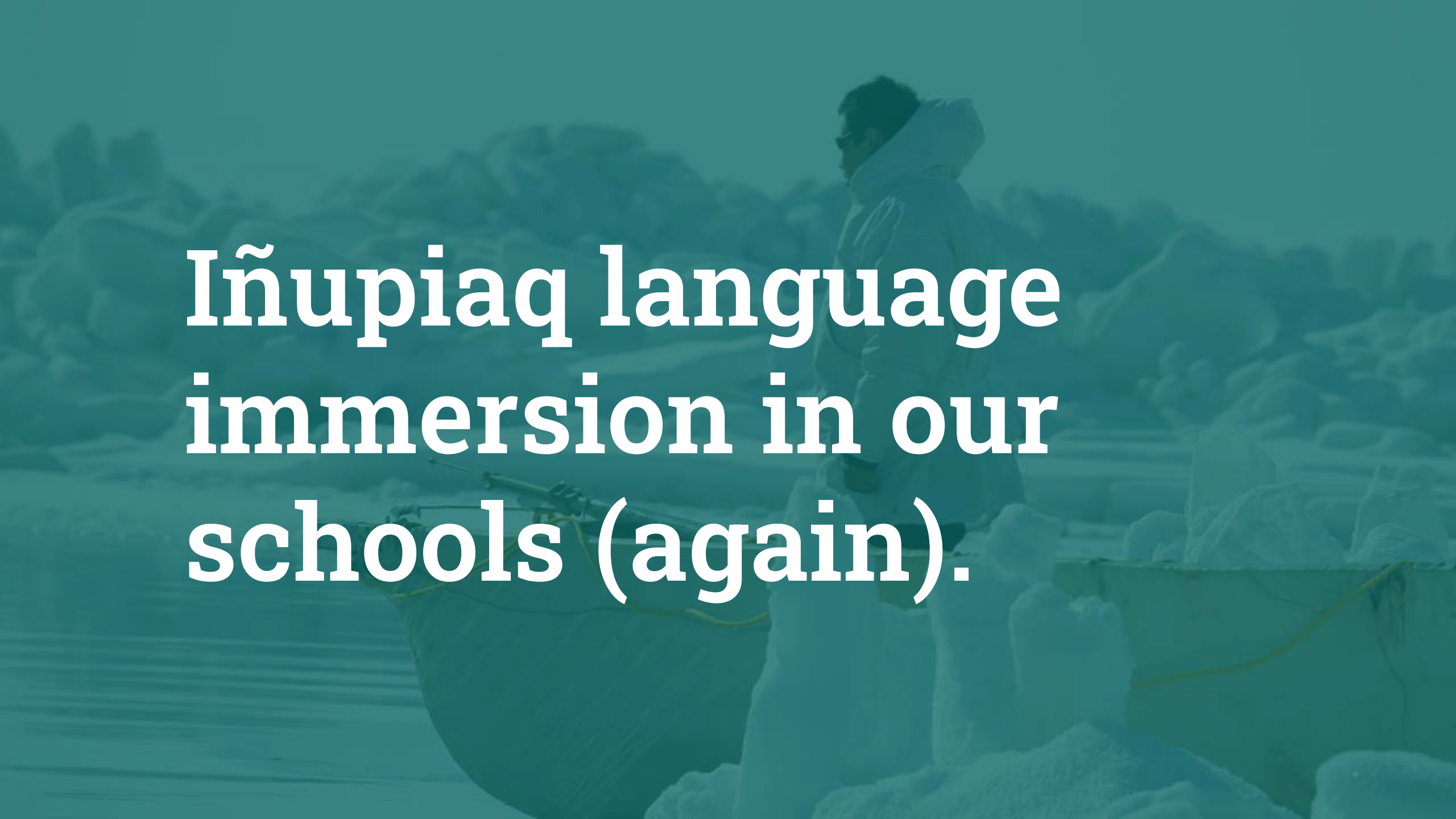
Life Skill & Subsistence

Intermediate Iñupiaq
Conversational Classes

Career Exploratory

Identified Student Pathways

- Career Tech & Trades
- College, including AA degrees
- Subsistence

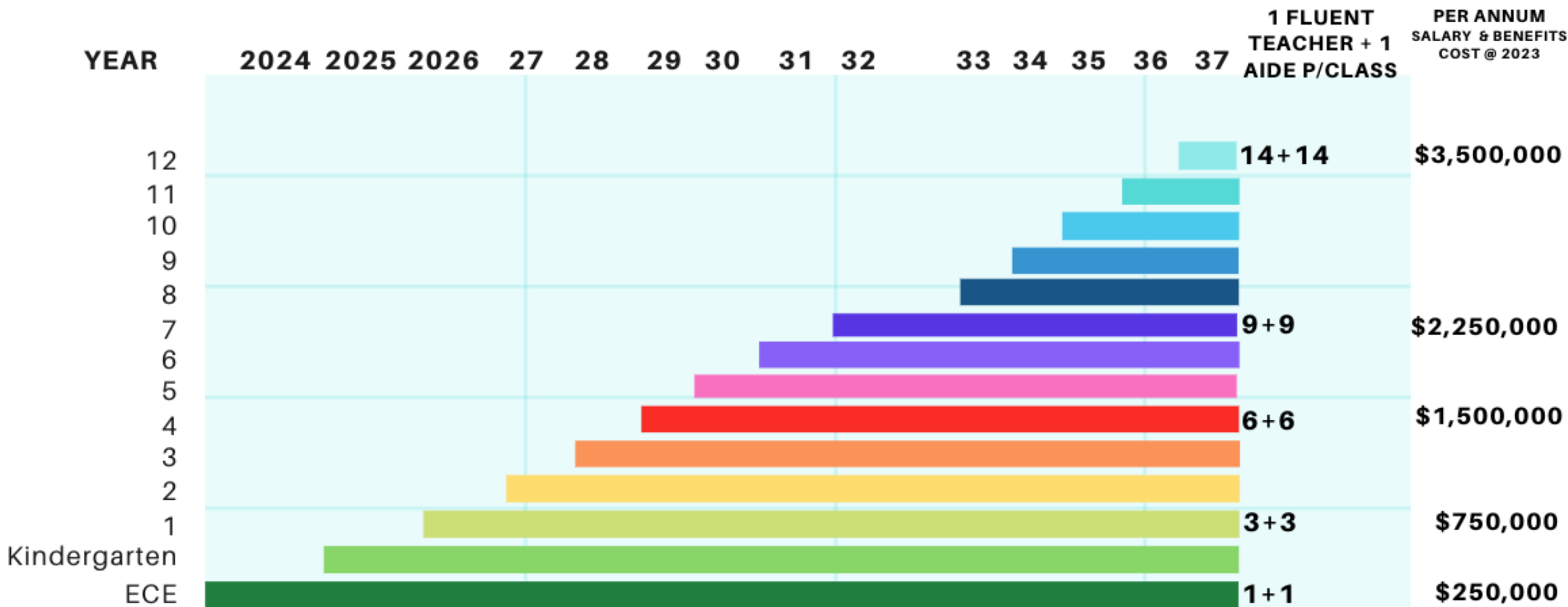
A person wearing a white parka and sunglasses stands on a boat in a snowy, icy environment. The background shows a vast, flat, white landscape under a pale sky. The text is overlaid on the left side of the image.

**Iñupiaq language
immersion in our
schools (again).**



ECE-12 Immersion timeframe - UTQ

Target 1: ECE - 6th Grade by 2031 Target 2: Grade 7 - 12 by 2037 -

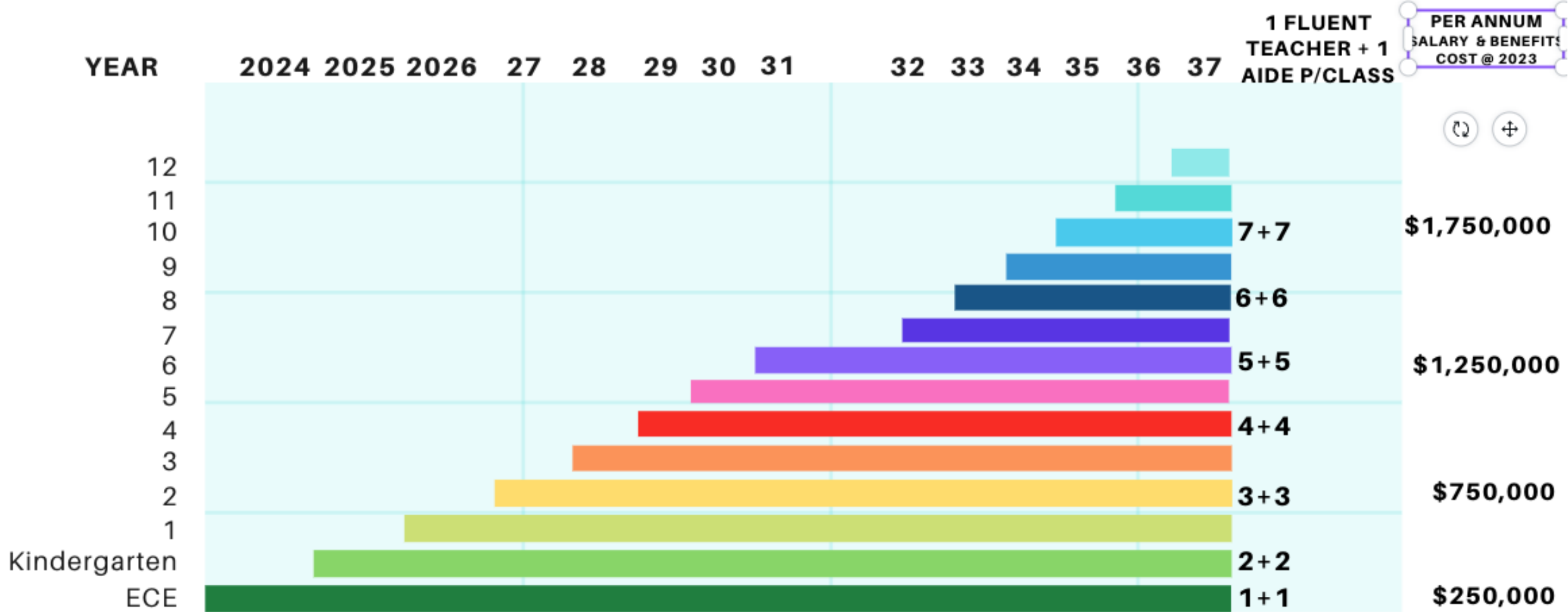




ECE-12 Immersion timeframe - VILLAGES

Target 1: ECE - 6th Grade by 2031

Target 2: Grade 7 - 12 by 2037



Iłisaurriḡuqta Program - Growing Our Own Teachers



- Supporting current iłisaurri to gain certification
- Creating new classifications for Master Iñupiaq teachers
- Financial & job incentives for local staff to complete their certifications and work at the NSBSD
- Support for students wishing to become teachers eg. Iłisagvik College AA degrees
- Strengthening the Master Apprentice program with IHLC



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Iñupiaq Education Department

The background image shows a person wearing a white parka and sunglasses, standing on a boat in a snowy, icy environment. The boat is partially covered in snow and ice. The overall scene is a winter or high-altitude setting.

Iñupiaq Education Initiative



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Iñupiaq Learning Framework



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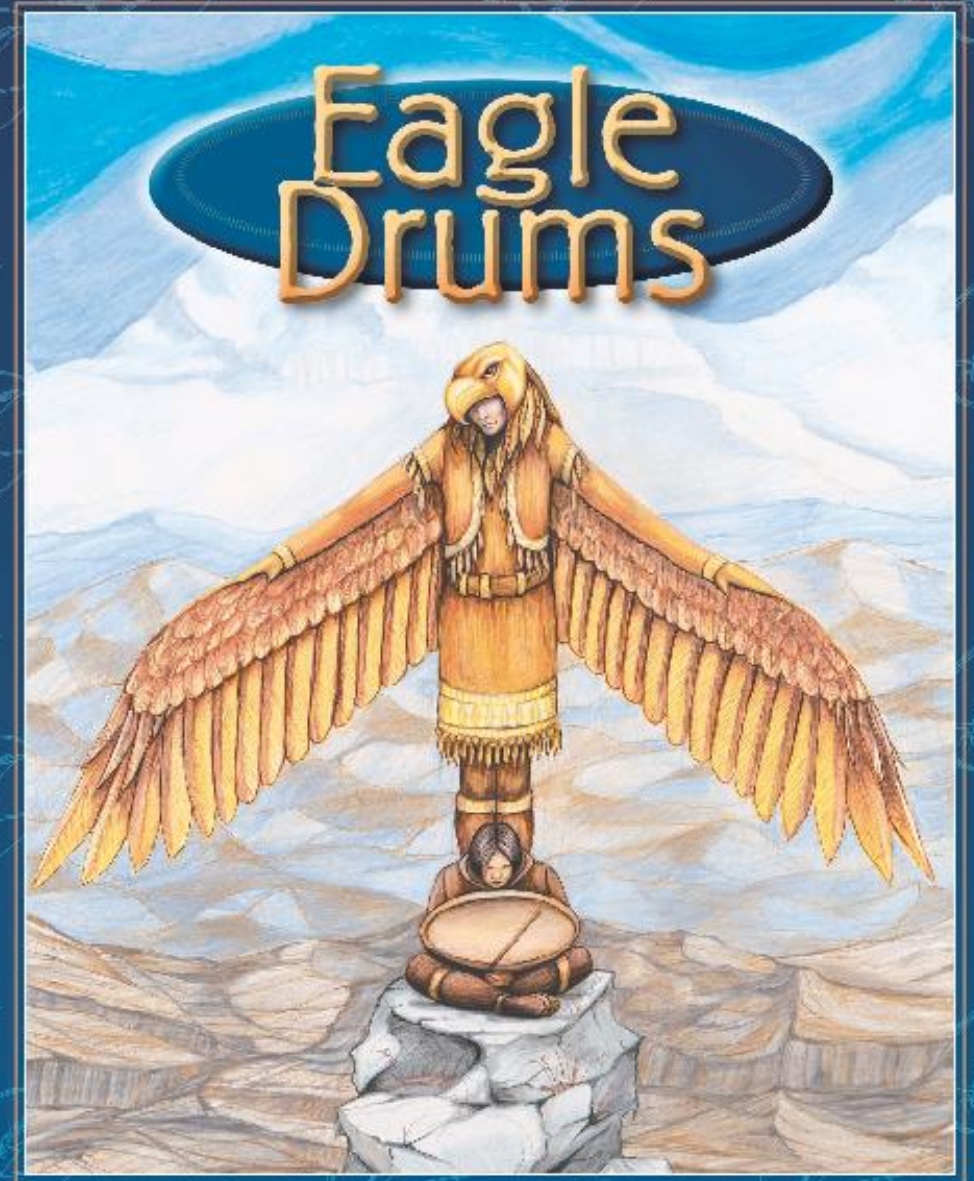


- What it is and does
- The foundation upon which curriculum is based
- Implementation and Development Plan
- Example: Eagle Drums

Eagle Drums Culture-Based Unit



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Written and Illustrated
by Rainey Higby

Iñupiaq Learning Framework Performance Expectations, Alaska State and Cultural Standards, Content Area Standards



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ILF: Performance Expectations: Community Realm

Practitioner

Celebrations and Ceremonies

Celebrations and Ceremonies: Social Integration C.cc.3

The student demonstrates an understanding of the role celebrations and ceremonies play in social integration by . . .

[P] C.cc.3.1 Helping plan a variety of community and/or family celebrations/ceremonies including logistics for participants, the sequence of events, and menu.

Celebrations and Ceremonies: Understanding the cosmos C.cc.4

The student shows an understanding of the ways celebrations and ceremonies embody the nature of the cosmos by . . .

[P] C.cc.4.2 Communicating the messages, functions and meanings of celebrations in a public forum.

Singing and Dancing

Singing and dancing: Spirituality C.sd.2

The student uses knowledge of traditional Iñupiaq culture to . . .

[P] C.sd.2.1 Write about the feelings s/he experiences while singing and dancing.

[P] C.sd.2.3 Place him/herself in the appropriate mind-set and show proper attitude toward drumming and dancing.

Overarching Understandings & Essential Questions – Guide Learning for Students



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Essential Questions

OU: People use ceremonies to commemorate important events, to celebrate the unity of the group, and to bring joy and fun into their lives.

EQ: What is the origin of the Messenger Feast (Kivgiq)?

EQ: What is Kivgiq?

EQ: Why do people gather periodically for special ceremonies?

OU: Writers use a variety of methods to convey information and tell stories.

EQ: What methods did the author of **Eagle Drums** use to keep my interest?

OU: Different writers or storytellers present information about a topic from different perspectives.

EQ: How can a writer convey the origin of a cultural practice in a compelling and engaging way?

OU: Humans and animals live together in mutually beneficial ways.

EQ: What place do people hold in the universe, particularly in relation to animals?

Assignments – 3 Options



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◆ Eagle Drums Project

Summative: Performance (GRASPS)

The biennial Kivgiq celebration is coming up. The students' task is to work in small groups to prepare a written or online guide to the ceremony for adults and children (DOK 3). Because of the varied audiences, the guide should have two parts, one for adults and one for elementary age children. It should contain the following:

- at least two versions of the Kivgiq story (DOK 1);
- archaeological evidence about the origin of the qalgi (DOK 2);
- an analysis of the fall and rise of Kivgiq over history (DOK 3); and
- an assessment of the social and cultural value of Kivgiq today (this could be in the form of recorded statements by community members) (DOK 4).

A rubric to assess this task is attached through a link in this section.

Note:

A modification of the GRASP product to be a poster or PowerPoint would also suffice for this unit. As the rubric is assessing group work, use and quality of resources, chronology of change, and clarity of explanation, modifying the product does not require a new rubric. Please use your understanding of your students and set them up for success.

▼ 67 Standards Assessed

Assignments – 3 Options



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School District



◆ Funding a Kivgiq (enrichment activity to extend students' engagement with Kivgiq)

Formal: Performance: Authentic Task

Students will research the cost of staging a Kivgiq celebration on the North Slope today, and brainstorm some ways to get funding for the event. Expenses will include:

1. Food
2. Gifts
3. Accommodations
4. Travel
5. Speakers' or performers' fees

To assess students, teachers might gauge the number and quality of the resources students used in their research, the presence of cost figures for the five items listed, and attractiveness of any presentation visuals.

DOK 3 (strategic thinking)

▼ 5 Standards Assessed

Assignments – 3 Options



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◆ Kivgiq Demographic Study (enrichment activity with strong Social Studies content)

Formal: Performance: Authentic Task

Students will observe and analyze the demographics of the guests who attend Kivgiq, including:

1. Number of participants from various towns (graphs)
2. Cost of travel
3. Distance traveled
4. Time required by traveling from different places by different methods
5. Routes traveled

The analysis will consist of preparing charts and graphs and a discussion of what these demographic results say about both the celebration itself and the individuals who are drawn to it.

To assess students, teachers might consider the completeness of the research (i.e., how many people were surveyed), methods used to compute the outcomes, whether all five items on the list are included in the final product, insightfulness of the analysis, and attractiveness of any display used in the final product.

DOK: 3 (Strategic thinking)

✓ 5 Standards Assessed

Iñupiaq Language Program



- Current Staff: 17 ilisaurrit at all 11 sites, K3-12th grade
- Schedules: limited to 10-60 minutes, 1-5 days a week (depending on site)
- Learning Goals & Language Progression Assessments
- Professional Development and Training: Immersion focused method of instruction



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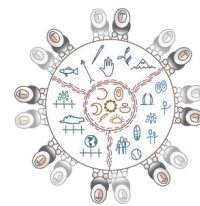




www.nsbsd.org/board/strategic-plan



**North Slope Borough
School District**



APPENDICES

A person wearing a white winter jacket and sunglasses stands on a boat, looking out over a vast, snowy landscape. The boat is partially covered in snow, and the background shows rolling hills or mountains under a clear sky. The entire image is overlaid with a semi-transparent teal color.



North Slope Borough
School District



Our Foundation

Mission Statement

Empowered, culturally rooted, bilingual, healthy, life-long learners who are creative and critical thinkers.

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

We are an Iñupiaq School District

We are a school system that centers our Iñupiaq language, culture, and values and integrates these with a best practice, culturally responsive educational program, providing our students with a holistic educational experience that offers each student the best pathway for success.

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- Like our ancestors, we are resilient; constantly adapting to the challenges of our environment, overcoming obstacles, and moving forward in the pursuit of excellence.
- We are proud to have been empowered by our ancestors to perpetuate our Iñupiaq language and culture.

Iñupiaq Values

Family and Kinship

Hunting Traditions

Humility

Humor

Love and Respect for Our Elders
and One Another

Compassion





Iñupiaq Values

Cooperation

Avoidance of Conflict

Spirituality

Knowledge of Language

Sharing

Respect for Nature



North Slope Borough
School District



Our Areas of Focus



North Slope Borough
School District



1. Culturally Responsive Instruction

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.

2. Student Social & Emotional Wellbeing

Support the physical, nutritional, mental, and social-emotional health of all students.

3. Family & Community Collaboration

Foster collective responsibility, commitment and trust between the school and community.

3. Staff Support & Professional Development

Strengthen the recruitment and retention of highly effective staff and inspire indigenous teachers.

3. Financial Operational Stewardship

Effectively employ our operational and financial resources to support our strategic goals and long-term stability of the district.



North Slope Borough
School District



SY23-24 Funding Priorities

Regulatory/NSB Compliant Board Priorities	Board Priorities (5 Board Members)	Director Input (5 Directors)
<ul style="list-style-type: none"> • Core Instruction • SPED funding • READs Act <p><i>Supplemental / Earmarked</i></p> <ul style="list-style-type: none"> • *BREAKFAST FEED program (as needed) (\$700K) • *VILLAGE ACTIVITIES village-village travel only (\$1M) • *VOC ED / CTE program (\$500K) • *Qatqiñniagvik (\$900K) 	<ol style="list-style-type: none"> 1. Iñupiaq language program 2. Immersion program 3. ILF and Mapkuq curriculum revitalization 4. K3-K4 Early Childhood Ed 5. K3 -3 literacy 6. Growing our own (Teacher Cert) <p><i>Next Up</i></p> <ul style="list-style-type: none"> • Social and emotional wellbeing support • Student activities/ Athletics • Library services <p><i>**Others** (not listed in any order)</i></p> <ul style="list-style-type: none"> • CTE / Voc Ed • Internet Services • Pupil transportation • Lunch program • Student activities/Art • Student activities/Music 	<ol style="list-style-type: none"> 1. Iñupiaq language program 2. Immersion program 3. ILF and Mapkuq curriculum 4. K3-K4 Early Childhood Ed 5. Social and emotional wellbeing support 6. Growing our own (Teacher Cert) 7. K3 -3 literacy

Governance



Board's Role

We are the elected governance body and **ambassadors** for the North Slope Borough School District. Our role is to set the **direction** and **govern/oversee** accountability of the District. We have responsibility to **advocate** for our students, **be the voice** for all villages across our community, and ensure operations reflect and represent the **mission and vision of the District.**

Board Responsibilities

Actions that we can all commit to – to make us highly effective

We are committed to....

Board Meetings & Workshops Attendance:

Whenever possible, we show up in person. If we can't show up in person, we are engaged and stay active. We start on time and show up on time. *Why? We are committed to our duties as elected officials.*

Board Meeting Prep: We read the packets. Give everyone the opportunity to speak. We take the time to listen everyone's perspective.

Committee Participation: Participate 100% of the time or send alternate.

Decision Making: We make decisions in board meetings, as a collective group not independently. We follow the complaint procedures. The most important voice is our students. We make decisions with students at the forefront of decisions.

SAC relations: Listen to/dial in to SAC meetings quarterly because it helps us be the voice of our villages (ears and eyes of the school).

Accountability:

1. Unexcused Absence: 3 strikes you're asked to resign.
2. Compensation: If you only actively participate 50% of the time, you receive half compensation.
3. Annual self-evaluation during the winter retreat AND taking action on the findings to continuously improve.
4. Strategic plan performance review in summer retreat.

Being Efficient:

- Stick to the agenda. Stay on the topic/agenda item.
- Board president will keep us moving.
- Special meetings should only have 3 items.

Time Permitting:

- We hold board meetings in villages.
- We visit schools when we can. (events, sports)

Working with Administration

Working Well

Active communication. Keep doing the monthly superintendent update, 2 weeks after the board meeting.

Proactive communication from Board President as needed.

Being a team (sup and directors at the retreat is super helpful).

We need to make sure we have the superintendent's back.

Board does the policy. The Superintendent administers the policy.

To Dos

ACTION: Directors to attend the workshops & board meeting or send alternate/representative.

ACTION: Superintendent evaluation annually, winter retreat. Super can request mid-year checkin.

ACTION: Board to attend the upcoming school year in-service to back up the Superintendent and Directors.

ACTION: Focus on site level communication – such as a District newsletter?

Community Roles & Accountability

Key Stakeholder Groups	What is their sentiment today? (Poor, variable, good, excellence)	What might we do to improve?
SACs	Variable, improving	District-wide SAC. Publish membership.
Families	Very poor (in villages). Variable.	Parents need to feel welcome. Build trust. Open communication. Distrust in educational system.
Assembly	Very poor. Improving.	
Tribes	Very poor (for villages). Excellent (ICAS)	
Ilisagvik	Excellence	
Borough	In their own world. Improving.	
ASRC	Very supportive	Work together to address attendance.
Cities	Very supportive	Work together to address attendance.
Village Corporations	In their own world	Work together to address attendance.
ASNA	Supportive	
State (DEED)	Follow their guidelines	
Federal	Follow their guidelines	

Appendices



ILF Template Slide



North Slope Borough
School District



Template Slide



- X
- Y
- Z



North Slope Borough
School District



1. Culturally Responsible Instruction

1. Immersion Language
2. Iñupiaq Culture Based Units
3. Pre-K-Grade 3 Literacy
4. CTE / Life Skills & Subsistence

- X
- Y
- Z



North Slope Borough
School District



2. Student Social & Emotional Wellbeing

1. Support for Social & Emotional Well-Being

- X
- Y
- Z



North Slope Borough
School District



3. Family & Community Collaboration

- X
- Y
- Z

1. Immersion Language
2. Iñupiaq Culture Based Units
3. Pre-K-Grade 3 Literacy
4. CTE / Life Skills & Subsistence



North Slope Borough
School District



4. Staff Support & Professional Development

1. HIRING
2. Growing our Own (Teacher Certification)
3. Culture of the District



North Slope Borough
School District



- X
- Y
- Z

5. Financial & Operational Stewardship

- 1. X
- 2. Y
- 3. z

- X
- Y
- z



North Slope Borough School District

