

Highlighted Department: Curriculum & Instruction - Caitlin Santos

1.0 Student Success

- The WIDA testing window for our identified ELL students is coming to a close. Instructional Specialist Kathleen Fisher has been working closely with building test coordinators to assess students, and is providing instructional support when traveling out to village sites. She will be traveling to Nunamiut School for a longer visit this month to provide support.
- Winter MAP benchmarking has been completed for students in grades 3-12, and AIMSweb math and reading (or mClass Amplify for those teachers piloting the new assessment) have been completed for students in grades K-2. Teachers are accessing the student data, and we are analyzing at the district level as well.
- We are beginning implementation planning and assessing student needs for a full K-5 Reading materials pilot next year as part of the AK Reads Act. This will be largely funded through a grant with the State of Alaska and is an exciting opportunity to get extensive training for our staff as we move through the pilot year.
- eBooks and Audiobooks are available for student check-out, over 1,500 items have been checked out so far this year. Library Instructional Specialist [Erin Hollingsworth](#) has been working with teachers and site administrators to ensure students are not only aware of our digital collection but know that they can request books be added throughout the year. Erin works to put together highlighted collections that are both of high interest to students and timely for various occasions throughout the year.
- Statewide Battle of the Books is in process, with the 6th grade team from Hopson placing 6th in the State. Way to go!
- The District Battle of the Books final results are listed below. The highlighted teams will be representing NSBSD at the Alaska State Battle of the Books this week.

District-wide Battle results are as follows with the highlighted schools moving forward to compete at state:

Kindergarten

1st: Ipalook Elementary School

1st Grade

1st: Tikigaq School

2nd: Ipalook Elementary School

3rd: Ałak School

4th: Harold Kaveolook School

2nd Grade

1st: Tikigaq School

2nd: Ałak School & Ipalook Elementary School

3rd: Harold Kaveolook School

3rd/4th Grades

1st: Ipalook Elementary School

2nd: Ałak School

3rd: Meade River School

4th: Nunamiut School

5th: Harold Kaveolook School

5th/6th Grades

1st: Hopson Middle School

2nd: Ipalook Elementary School

3rd: Tikigaq School

Middle School

1st: Hopson Middle School – placed 10th at state

2nd: Harold Kaveolook School

2.0 Community Engagement

- The School Climate and Connectedness Survey window is open. This is an online survey for upper elementary through grade 12 students, building staff members, and parents and guardians to provide feedback about their experiences in school. For more information please contact your school principal.

3.0 Staff Success

- February 20th marked the last regularly scheduled District-wide in-service for the school year. Several site in-services remain across the district, and the C&I team will assist with programming for those as needed.
- ECE/ Early Literacy site visits have been happening across the slope, with Lorrie Scoles traveling out to village sites to support ECE, long-term subs, and general instructional practices. She has also been able to take stock of our ECE classroom supplies and furnishings to ensure that we have the correct materials to support inquiry-based learning in the early grades. As we finish out the year and move to next year, we will be increasing our outreach in support of on-going ECE programming. This reinvigoration will focus on the importance of inquiry-based practices, as well as support documents for the home so that parents and guardians have an enhanced understanding of classroom practices and how they can support learning in the home.
- Along with the student needs assessment for the Reading pilot, we are taking a close look at staff training for a full scope reading pilot. As part of the AK Reads Act, the Department of Education and Early Development partners with each district to provide frameworks and support (mentioned above).
- We are building proficiency among the C&I team in terms of our data analysis capabilities.
 - Student Records manager Ranel Gandia is digging into the database side of PowerSchool using Sequel to pull more complex and fine tuned reports.
 - Data Manager Ian Acuna is working on creating interactive dashboards using the software Tableau. His first project is to look at our attendance data. We anticipate our first interactive dashboard will be ready to go by mid-March. This will allow for district Admin, Building Leadership, Teachers, and the School Board, to have constantly updated graphs showing attendance (and eventually other data sets), that are sortable by village, grade, month, as well as previous years of data.
 - Assessment Instructional Specialist Kim Neakok is in the process of becoming a “Certified Facilitator” through the State of Alaska. Each district is responsible to select an individual to receive this training which focuses on leading educators through their student data, in support of increasing student outcomes.

Department Reports

Inupiat Education - Tennessee Judkins

1.0 Student Success

Highlighted Iḷisaurrit

Anausuk (Timothy) Ferreira - Ipalook Elementary School Kindergarten and 1st grades

Anausuk provided photos of different projects and language activities he has been working on with his students. He has worked on tuttu, qarǵich, tigiganniaq, natchiq, and items from the

ocean/beach. Generally, all of the ilisaurrit will work together to plan around their project-based learning and include all grades in the hands-on learning.











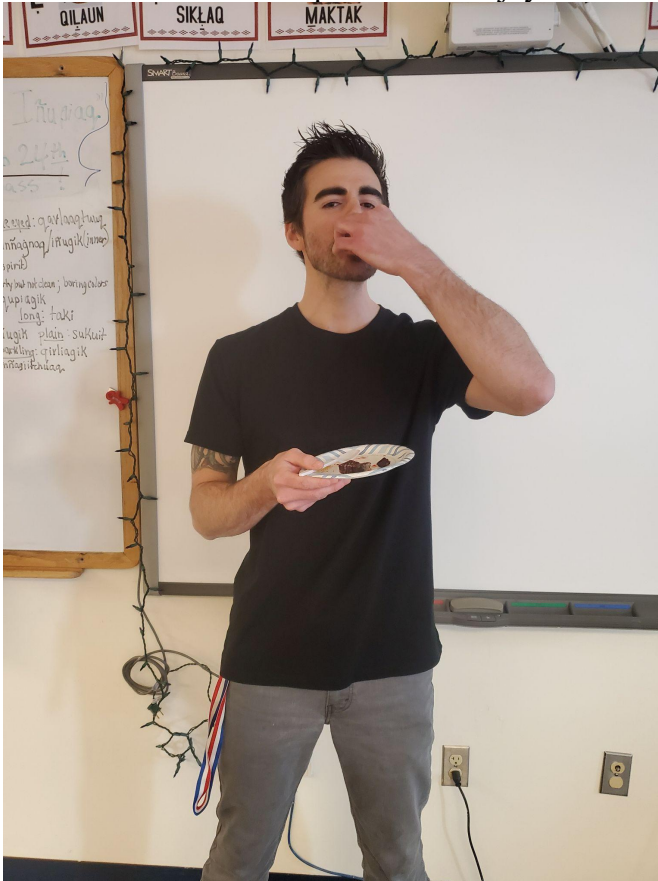
Qin̄aluqaaq (David) Elavgak - Barrow High School

- Qin̄aluqaaq is one of our newest iḷisaurrit and is a BHS Alumni. He is teaching three periods of Iṇupiaq Language, one period of Iṇupiaq Art, and one period of Iṇupiaq Dance. He has really helped in shifting the morale at Barrow High School and students are certainly happy with his addition to the teaching staff there. He has been a natural fit in teaching the language activities and helping students progress in their language acquisition. He has also worked with students on atikḷuk and qatignisi making, and has plans to do drum construction, soapstone carving, and baleen etching in his Iṇupiaq Art class. The Iṇupiaq Dance class has been extremely popular and students love going to his class for this period. We strategically placed it at the end of the school day so students could stay beyond the school day, which they do often, and students who are not in the class will oftentimes pass by, go in and dance one song, and then go about their day. He is a great asset to our team and to the BHS community.

Miñik (Misty) Plymale - Hopson Middle School

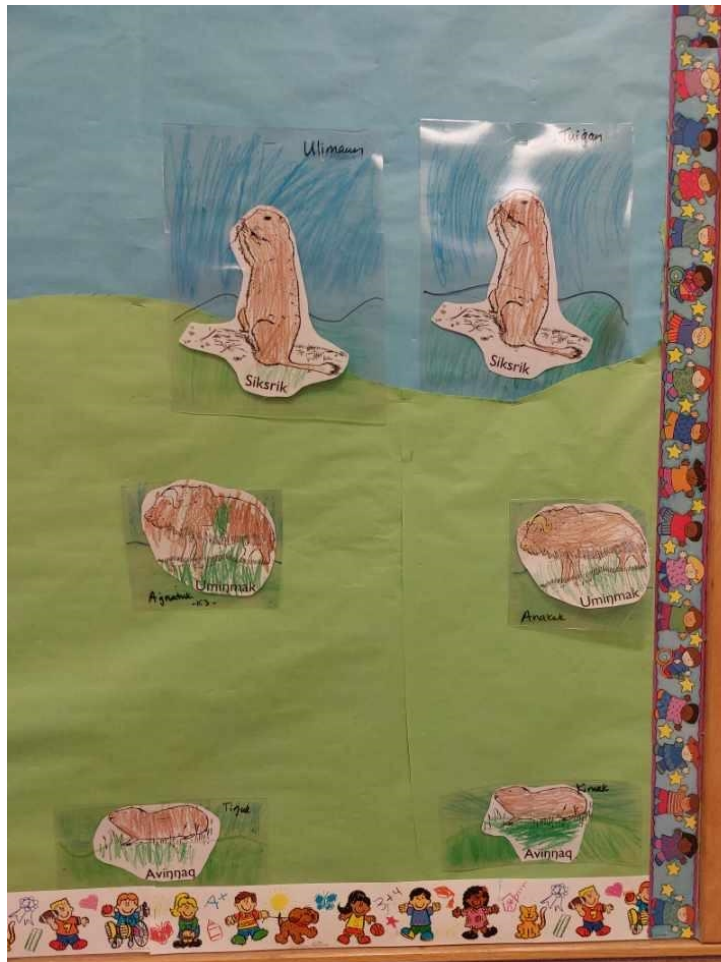
- Miñik reports: Here at HMS we recently completed an Atchagat Flash Card making Project where each student paired up with a partner and created their own set of Atchagat Flash cards. Some students were excited to be able to share with their younger siblings and family members. We recently had a great turn out for our parent teacher conferences where we had several parents stop by and check the progress of their students.

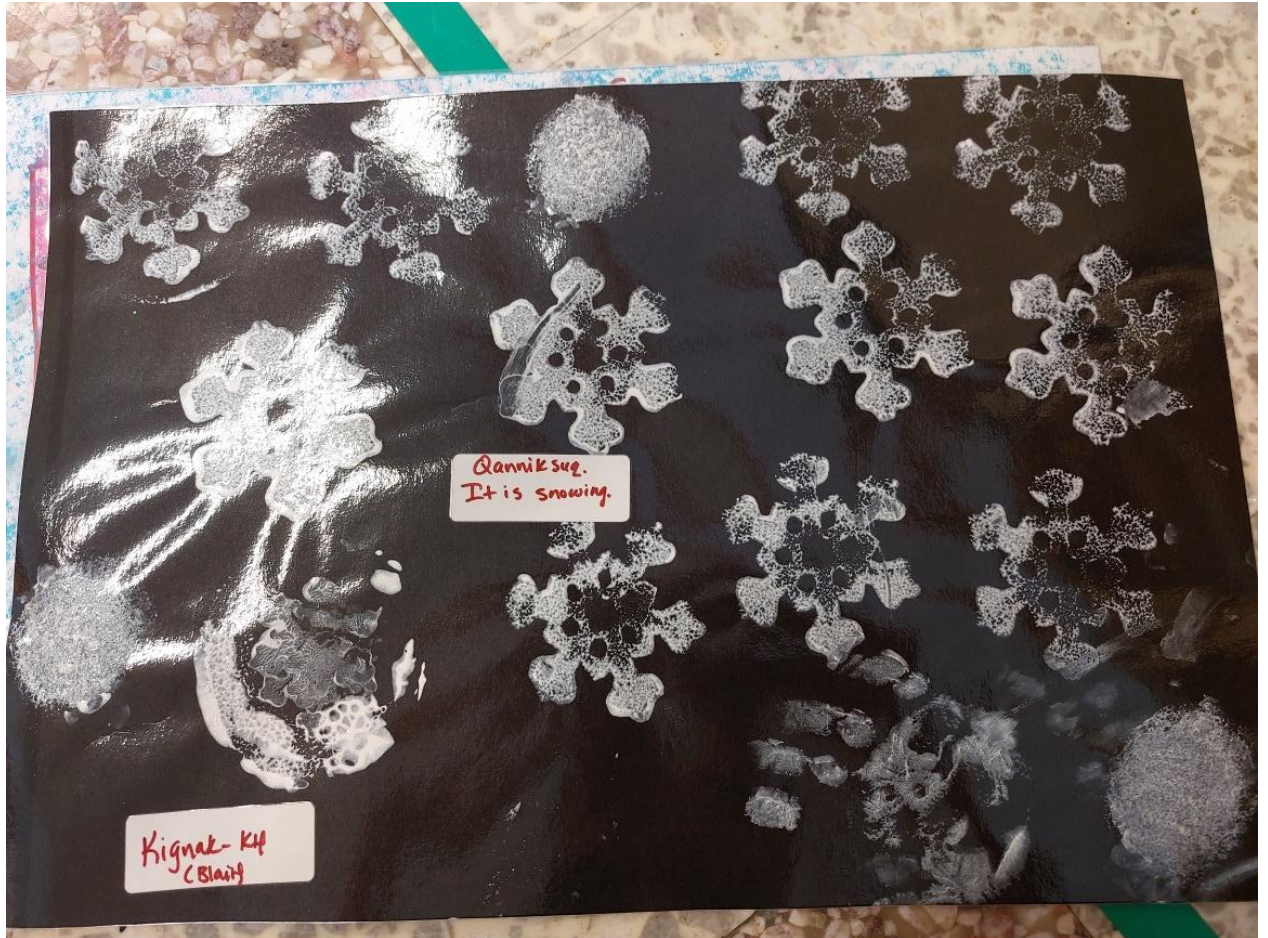
Friday, February 24th we were able to host, in conjunctions with Ilisagvik's cooperative extension, and Natasha Itta, "Niqipiaq in Inupiaq Class". We had a wonderful turn out of donations of maktak, quaq, anaakliq, beluga, caribou, and walrus along with qaqquulaat to share with each Inupiaq class and the opportunity to introduce new faculty and staff to taste the culture. Attached is a photo of Mr. Ryan Ripollone, 8th grade U.S. History Teacher, trying a bite of everything offered to him. He enjoyed the experience and the bond that it created for him with students who got to teach him about what Inupiat eat and enjoy in our culture.

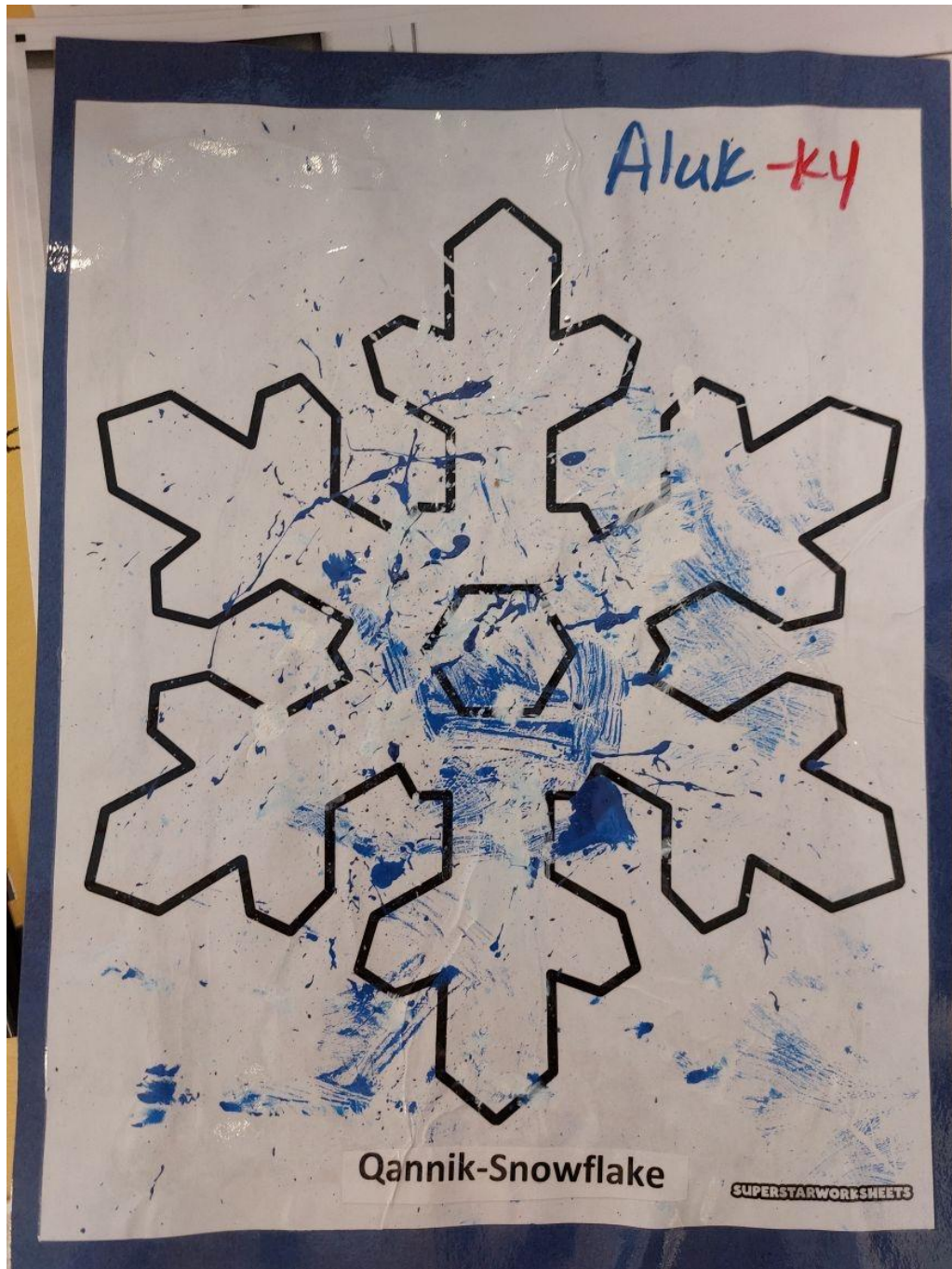


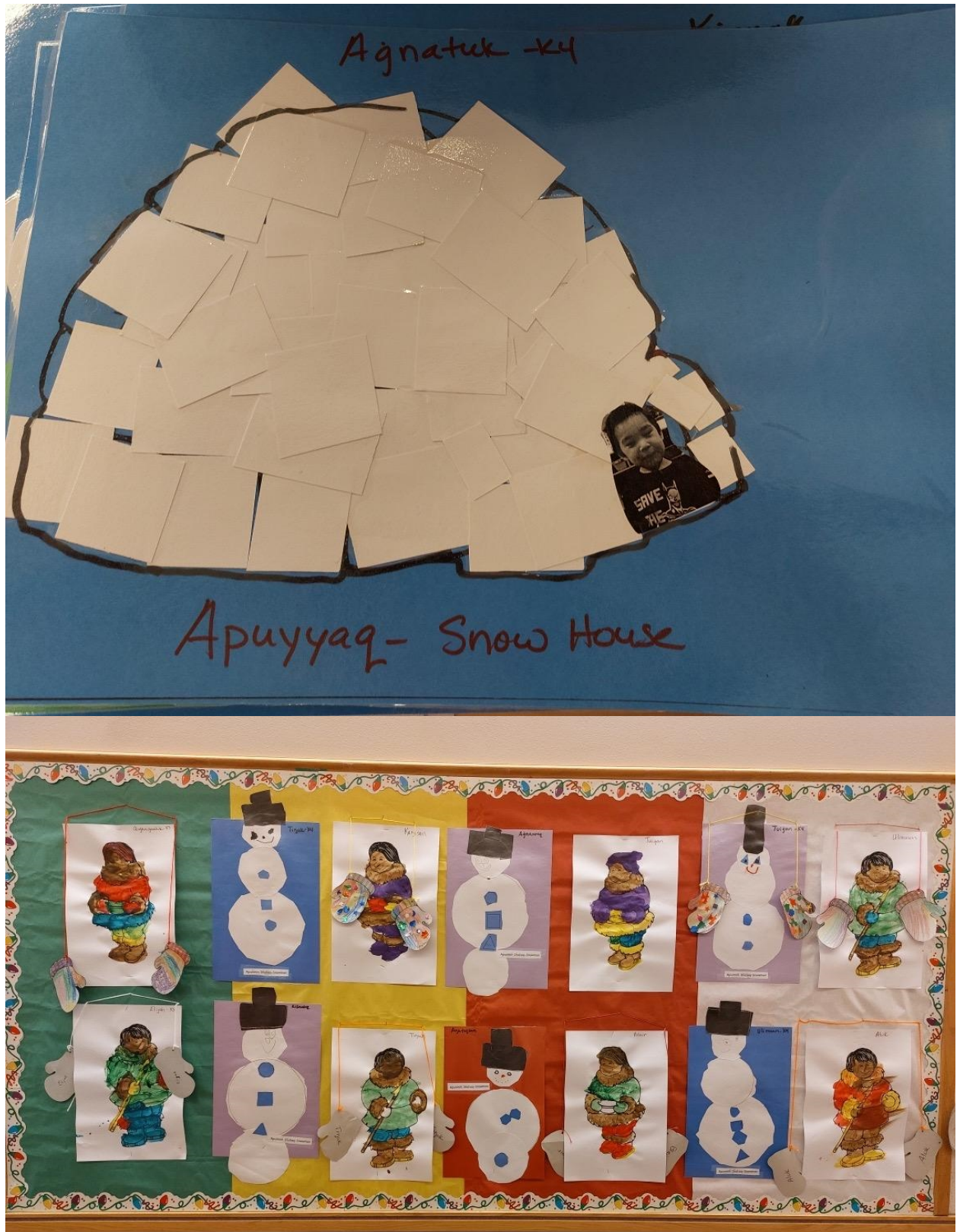
Nasugluk (JaeJae) Ningeok - Ipalook Elementary School K3/K4 Immersion

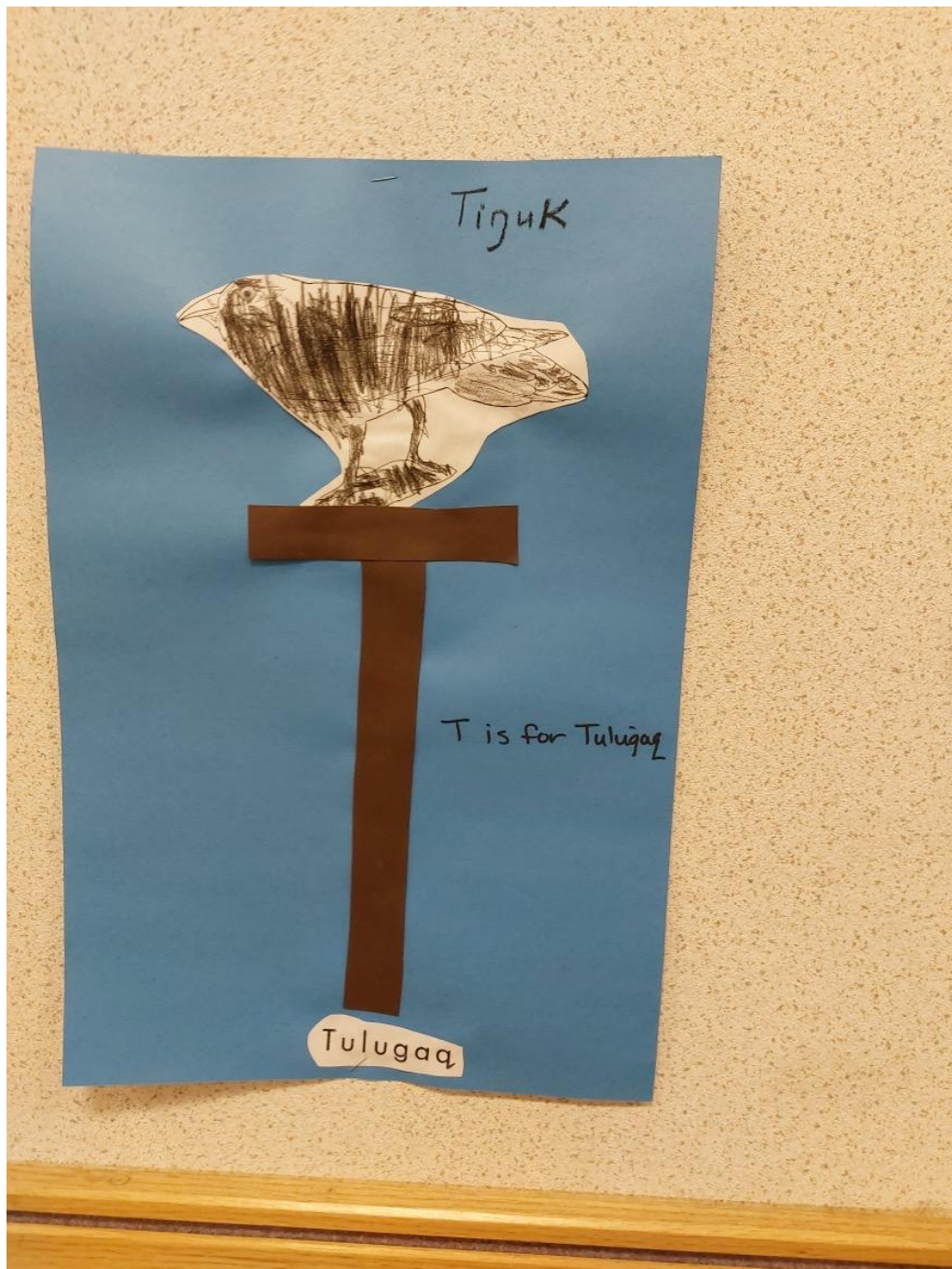
- Nasugluk started as the K3/K4 Immersion teacher this year at Ipalook Elementary School and has been doing an amazing job with the students. She works hard to remain in the language and is active in integrating art in her classroom and project-based learning. She uses thematic instruction based on the cultural calendar/time of the year and integrates her past experience with Total Physical Response in her instruction. She's done an amazing job this year and we are so thankful she's joined the team. Here are some pictures of her student's work.



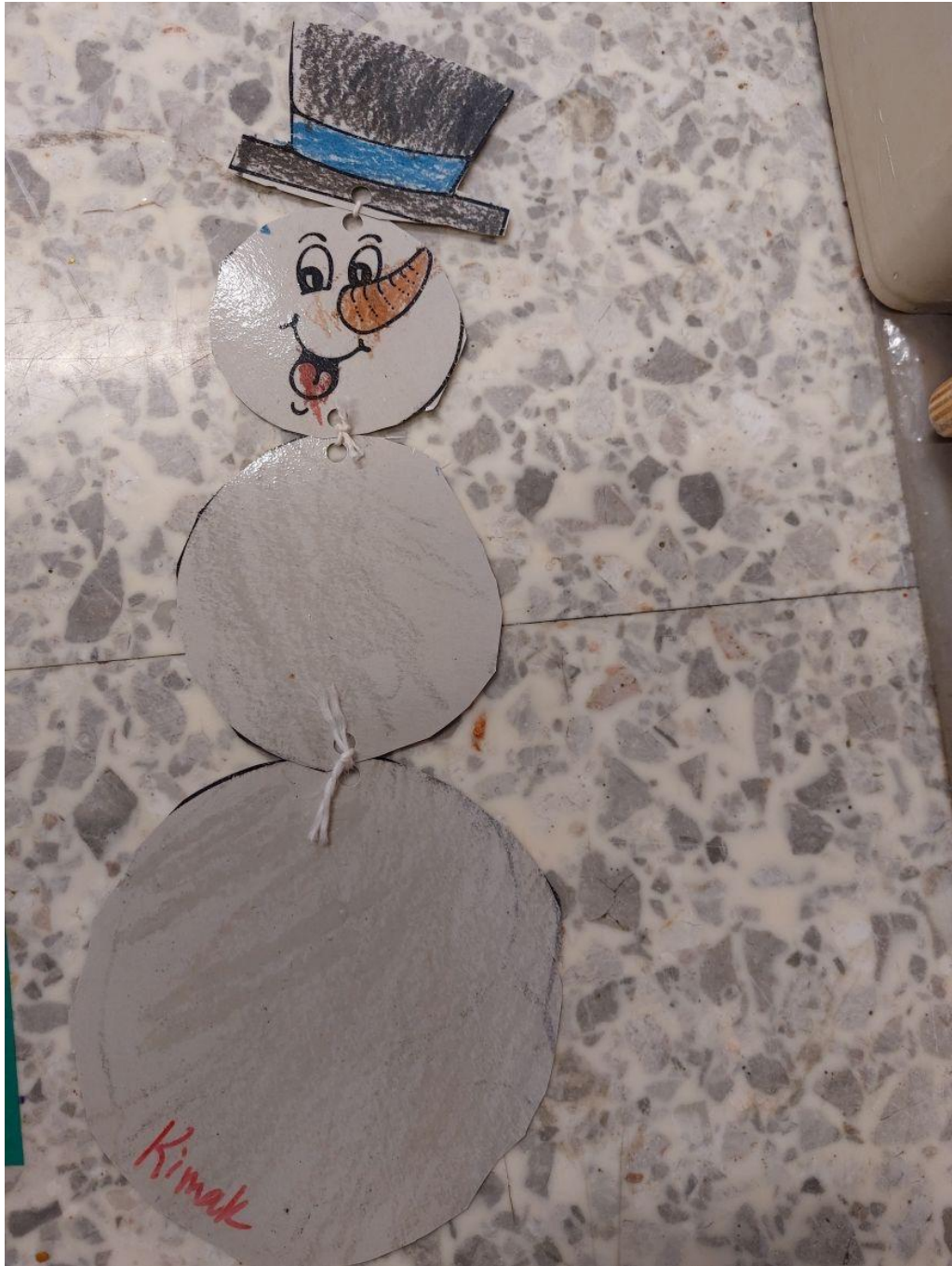


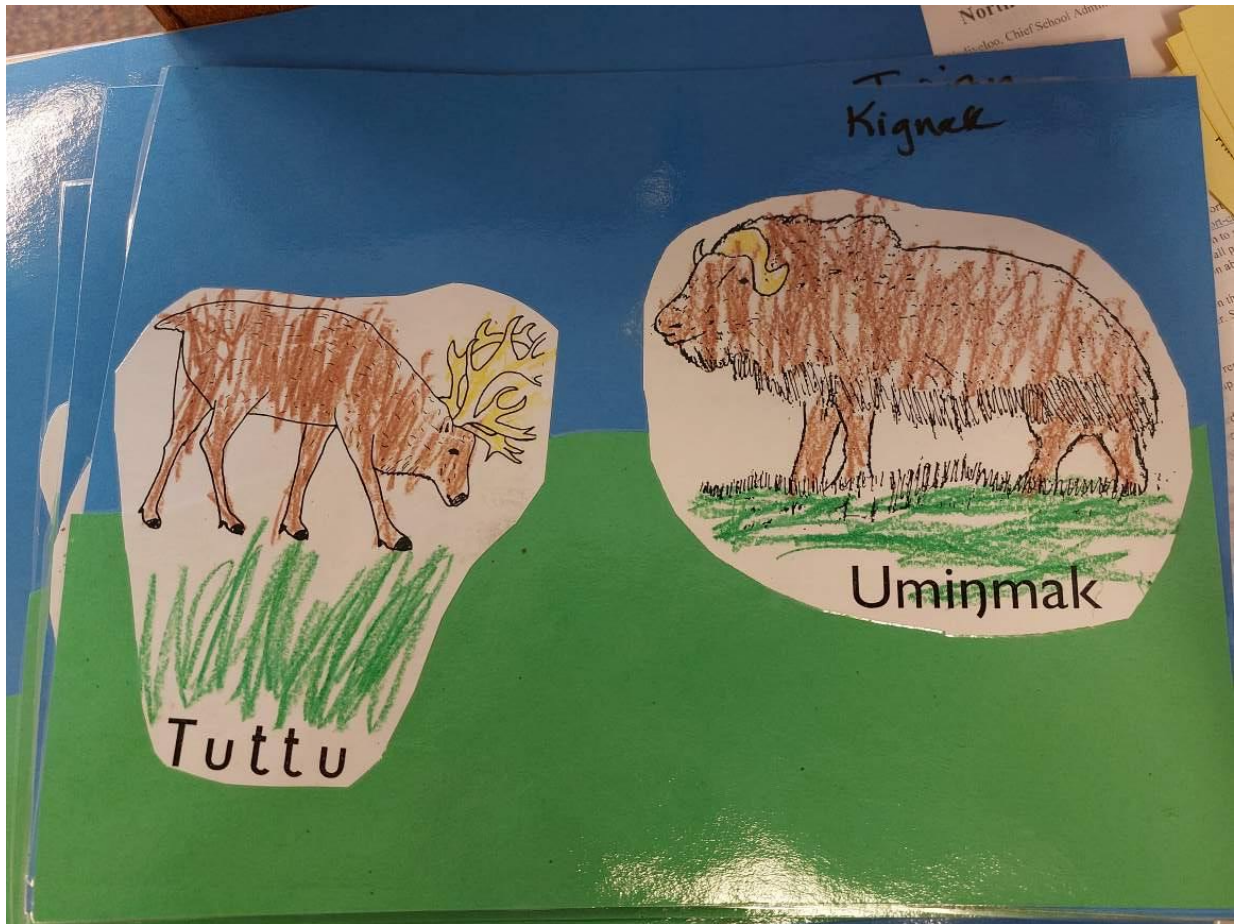






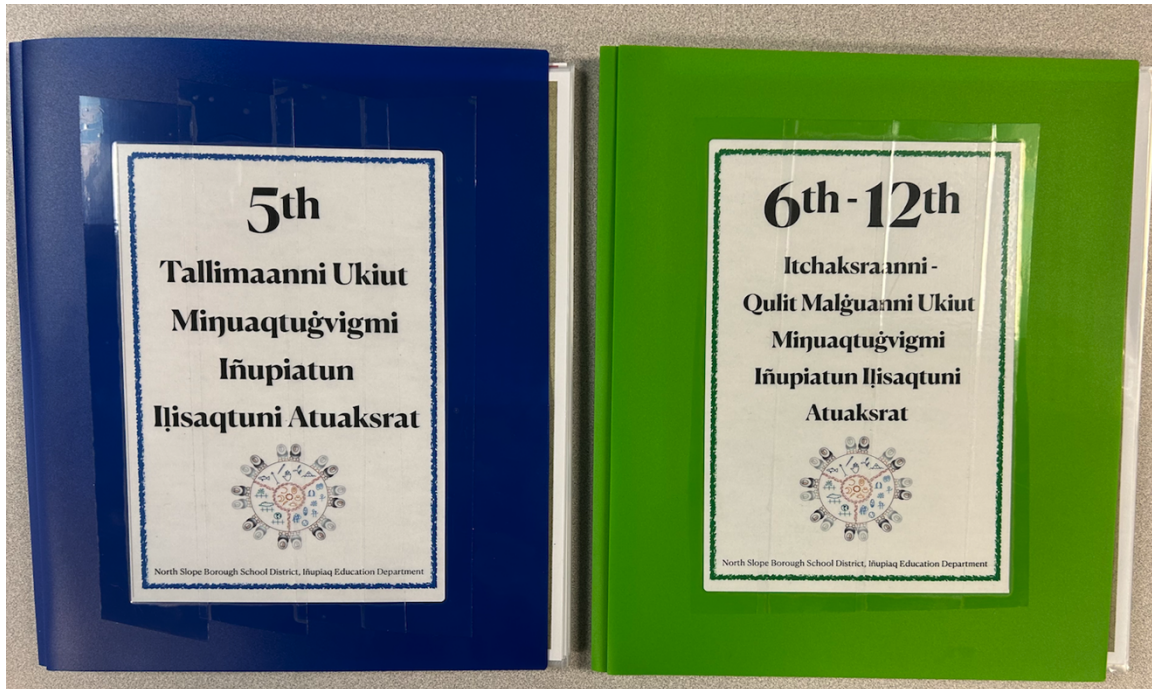






-Update on Iñupiaq Language Program materials and resources update





Folders include:

Atchagat

Grade level numbers sheets

Grade level emotion question and answer sheets

Grade level weather question and answer sheets.

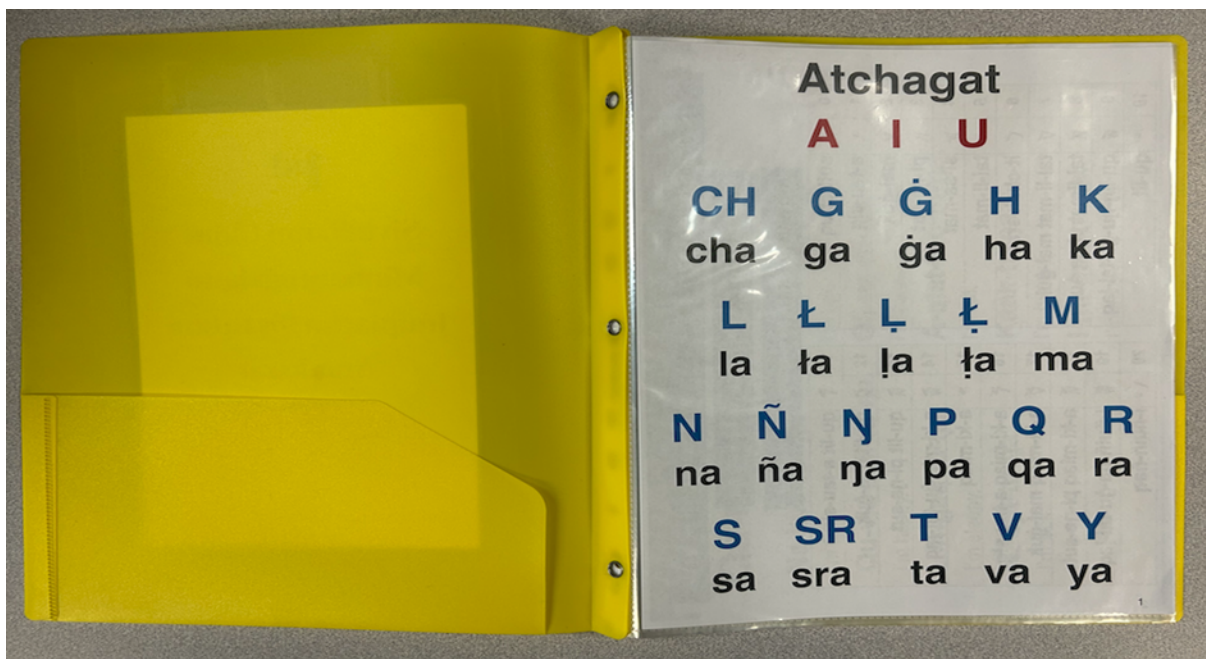
Grade level questions and commands with answers and translations based on scope and sequence.

Grade level house commands with translations based on scope and sequence.

Grade level object placement commands with translations based on scope and sequence.

Sample images of folder contents:

Atchagat



Grade level numbers sheets

Ki-su-mik ki-sir-run-mik i-su-ma-vik?			What number am I thinking of?		
Mi-kił-haaq-tuq.			A-ñil-haaq-tuq.		
My number is lower than that.			My number is bigger than that.		
0	ᵛ	suit-chuq	25	\\ /	i-ñuiñ-ñaq tal-li-mat
1	\\	a-tau-siq	26	\\ /	i-ñuiñ-ñaq it-chak-srat
2	√	mal-ğuk	27	\\ /	i-ñuiñ-ñaq tal-li-mat mal-ğuk
3	\\	pi-ña-sut	28	\\ /	i-ñuiñ-ñaq tal-li-mat pi-ña-sut
4	W	si-sa-mat	29	\\ W	i-ñuiñ-ñaq qu-liñ-ñu-ğ-u-tai-ıaq
5	/	tal-li-mat	30	\\ >	i-ñuiñ-ñaq qu-lit
6	/	it-chak-srat	31	\\ /	i-ñuiñ-ñaq qu-lit a-tau-siq
7	/	tal-li-mat mal-ğuk	32	\\ /	i-ñuiñ-ñaq qu-lit mal-ğuk
8	/	tal-limat pi-ña-sut	33	\\ /	i-ñuiñ-ñaq qu-lit pi-ña-sut
9	W	qu-liñ-ñu-ğ-u-tai-ıaq	34	\\ W	i-ñuiñ-ñaq a-ki-mia-ğ-u-tai-ıaq
10	>	qu-lit	35	\\ ≠	i-ñuiñ-ñaq a-ki-miaq
11	/	qu-lit a-tau-siq	36	\\ /	i-ñuiñ-ñaq a-ki-miaq a-tau-siq
12	/	qu-lit mal-ğuk	37	\\ /	i-ñuiñ-ñaq a-ki-miaq mal-ğuk
13	/	qu-lit pi-ña-sut	38	\\ /	i-ñuiñ-ñaq a-ki-miaq pi-ña-sut
14	W	a-ki-mia-ğ-u-tai-ıaq	39	\\ W	mal-ğ-u-ki-pia-ğ-u-tai-ıaq
15	≠	a-ki-miaq	40	√ ᵛ	mal-ğ-u-ki-piaq
16	/	a-ki-miaq a-tau-siq	41	√ \\	mal-ğ-u-ki-piaq a-tau-siq
17	/	a-ki-miaq mal-ğuk	42	√ √	mal-ğ-u-ki-piaq mal-ğuk
18	/	a-ki-miaq pi-ña-sut	43	√ \\	mal-ğ-u-ki-piaq pi-ña-sut
19	W	i-ñuiñ-ñ-a-ğ-u-tai-ıaq	44	√ W	mal-ğ-u-ki-piaq si-sa-mat
20	\\ ᵛ	i-ñuiñ-ñaq	45	√ /	mal-ğ-u-ki-piaq tal-li-mat
21	\\ \\	i-ñuiñ-ñaq a-tau-siq	46	√ /	mal-ğ-u-ki-piaq it-chak-srat
22	\\ √	i-ñuiñ-ñaq mal-ğuk	47	√ /	mal-ğ-u-ki-piaq tal-li-mat mal-ğuk
23	\\ \\	i-ñuiñ-ñaq pi-ña-sut	48	√ /	mal-ğ-u-ki-piaq tal-limat pi-ña-sut
24	\\ W	i-ñuiñ-ñaq si-sa-mat	49	√ W	mal-ğ-u-ki-piaq qu-liñ-ñu-ğ-u-tai-ıaq
			50	√ >	mal-ğ-u-ki-piaq qu-lit

Grade level emotion question and answer sheets

Qa-nu-git-piñ?			-lu = and	aglaan = but
Na-kuu-ru-ŋa, aa-sii i!-viñ?	Uun-naq-tu-ŋa.	Nar-raa-giit-chu-ŋa.		
I'm fine and you?	I'm hot.	I have a stomachache.		
Qu-via-suk-tu-ŋa.	Qii-ya-ru-ŋa.	Nia-qu-giit-chu-ŋa.		
I'm happy.	I'm cold.	I have a headache.		
I-piq-tu-suk-tu-ŋa.	Kaak-tu-ŋa.	Ki-gu-tin-ŋu-ru-ŋa.		
I'm sad.	I'm hungry.	I have a toothache.		
Uiñ-gaq-tu-ŋa.	A-qiat-tuq-tu-ŋa.	Iggiagiitchuŋa.		
I'm sleepy.	I'm full.	I have a sore throat.		
Pi-lai-ŋa-ru-ŋa.	I-mi-guq-tu-ŋa.	San-ŋiq-su-ŋa.		
I'm tired.	I'm thirsty.	I'm sore.		
A-la-pit-tu-ŋa.	U-ŋia-ri-ru-ŋa.	Tu-nun-ŋu-ru-ŋa.		
I'm confused.	I'm anxious.	My back hurts.		
Uu-mi-suk-tu-ŋa.	Na-ŋit-tu-ŋa.	Ta-li-ga an-niğ-ñaq-tuq.		
I'm angry.	I'm sick.	My arm hurts.		
Qii-li-grut-cha-ŋa-ru-ŋa.	Nu-vak-tu-ŋa.	Qu-ŋu-si-ga an-niğ-ñaq-tuq.		
I'm frustrated.	I'm congested.	My neck hurts.		
Kan-ŋut-chak-tu-ŋa.	Qui-gu-suk-tu-ŋa.	Nia-qu-ga-lu i-si-ga-ga-lu an-niğ-ñaq-tuk.		
I'm embarrassed.	I have a cough.	My head & foot hurts.		

Grade level weather question and answer sheets.

Qa-nu-ġit-pa si-!a?

U-kiu-mi-lu, U-pin-ġak-sra-mi-lu

Ir-ri-liq-suq.

It is icy cold.

Qii-ya-naq-paq-tuq.

It is very cold.

Qii-ya-naq-tuq.

It is cold.

Qii-ya-nau-raaq-tuq.

It is kind of cold.

Uun-naa-gu-raaq-tuq.

It is kind of warm.

Qii-ya-naġ-haaq-tuq un-nug-ma-miñ.

It is colder than yesterday.

Uun-naaġ-haaq-tuq un-nug-ma-miñ.

It is warmer than yesterday.

A-nu-ġait-chuq.

There is no wind.

A-nuq-ġiq-suq.

It is windy.

A-nuq-ġiq-pak-tuq.

It is very windy.

Na-tiġ-vik-suq.

There is snow blowing on the ground.

Qan-nik-suq.

It is snowing.

Ag-niq-suq.

There is a blizzard.

Tak-tuk-tuq.

It is foggy.

A-nu-ġait-chuq.

There is no wind.

A-pi-gaa nu-na.

There is snow on the ground.

Qi-qit-kaa nu-na.

The ground is frozen.

Qua-yaġ-naq-tuq.

It is slippery.

Si-qiñ-ñaa-ġik-suq.

It is sunny.

Si-qi-ñiq nui-ruq.

The sun is rising.

Si-qi-ñiq ni-pi-ruq.

The sun is setting.

Si-kuu-laaq-si-gaa ta-ġiuq.

The ocean has ice around it.

Taaq-tuq

It is dark.

Tat-qia-ġik-suq.

There is a bright moon.

Uv-lu-ġia-guk-kaq-tuq.

There are lots of stars.

Nu-vi-yait-chuq.

There are no clouds.

Nu-vi-ya-liq-suq.

It is cloudy.

Nu-vi-ya-laaq-tuq.

It is partly cloudy.

Quun-niq-suq.

The water is calm.

Qai!-!iq-tuq.

The water is wavy.

Grade level questions and commands with answers and translations based on scope and sequence. Grade levels are color coded. This image includes some questions and commands for third grade.

Qai!-liq-pa?	Is the water wavy?
Ii, qai!-liq-suq.	Yes, the water is wavy.
Nau-mi, qai!-li-ŋit-chuq.	No, the water is not wavy.
Nau-mi, quun-niq-suq.	No, the water is calm.
Na-tiġ-vik-pa? / Na-tiġ-naq-pa?	Is there snow blowing on the ground?
Ii, na-tiġ-vik-suq.	Yes, there is snow blowing on the ground.
Nau-mi, na-tiġ-vi-ŋit-chuq.	No, there isn't snow blowing on the ground.
Maq-pi-ġaa-qaġ-vig-muaq-si-viñ?	Are you going to the library?
Ii, maq-pi-ġaa-qaġ-vig-muŋ-niaq-tu-ŋa.	Yes, I am going to the library.
Nau-mi, maq-pi-ġaa-qaġ-vig-muŋ-nia-ŋit-chu-ŋa.	No, I'm not going to the library.
Piu-raaġ-vig-muaq-si-viñ?	Are you going to the playground?
Ii, Piu-raaġ-vig-muŋ-niaq-tu-ŋa. / Piu-raaġ-vig-mug-niaq-tu-ŋa	Yes, I am going to the playground.
Nau-mi, Piu-raaġ-vig-muŋ-nia-ŋit-chu-ŋa. / Piu-raaġ-vig-mug-nia-ŋit-chu-ŋa	No, I'm not going to the playground.

Kam-ŋi-ġiñ.	Take off your shoes.
Ka-mi-ġiñ.	Put on your shoes.
An-niiñ.	Go out.
I-si-ġiñ.	Come in.

Grade level house commands with translations based on scope and sequence. Grade levels are color coded. This image includes some house commands for first and second grade.

Qi-!a-gua-mu-giñ.	Go upstairs.
Sa-mu-ŋa-ǵiñ.	Go downstairs.
Sai-yuk-sriñ-ŋa	Give me some tea.
Kuup-piak-sriñ-ŋa.	Give me some coffee.
A-vu qair-run.	Bring me the sugar.
A-siat qait-ki.	Give me the berries.
Mak-tak-sriñ-ŋa.	Give me some maktak.
Uu-naa-lik-sriñ-ŋa.	Give me some cooked maktak.
Aa-puk-sriñ-ŋa.	Give me an apple.
Ut-ku-sik-sra-ǵiñ.	Get a pot.
U-lu qair-run.	Give me the woman's knife.
U-qau-ti-tau-ti-ga qair-run.	Bring me my phone.
I-quu-tik-srai-sun-ŋa.	Bring me toilet paper.
Qa-mu-ti-mun ik-kuiñ.	Get in the car.

Qa-mu-ti-qag-vig-mu-giñ.	Go to the garage.
A-naǵ-vig-mu-giñ.	Go to the bathroom.
Ig-ga-vig-mu-giñ.	Go to the kitchen.
A-qup-taag-vig-mu-giñ.	Go to the living room.
Si-ñi-giaǵ-vig-mu-giñ.	Go to the bedroom.

Grade level object placement commands with translations based on scope and sequence. Grade levels are color coded. This image includes some questions and commands for fifth and secondary grades.

Maq-pi-gaaq il-!iun a-qup-piu-tam qu-lua-nun.	Put the paper above the chair.
Nat-chiq il-!iun puu-ka-tau-ram qu-lua-nun.	Put the ringed seal above the bag.
Mi-nuaq-tuun il-!iun puu-ka-tau-ram qu-lua-nun.	Put the pencil above the bag.
Maq-pi-gaaq il-!iun puu-ka-tau-ram qu-lua-nun.	Put the paper above the bag.
Nat-chiq il-!iun ag-lag-vium qu-lua-nun.	Put the ringed seal above the table.
Mi-nuaq-tuun il-!iun ag-lag-vium qu-lua-nun.	Put the pencil above the table.
Maq-pi-gaaq il-!iun ag-lag-vium qu-lua-nun.	Put the paper above the table.

Sal-li-sik il-!iun ki-guun-ni-gum i-lua-nun.	Put the scissors inside the box.
Sal-li-sik il-!iun puu-ka-tau-ram i-lua-nun.	Put the scissors inside the bag.
Sal-li-sik il-!iun qa-mu-tim qaa-ŋa-nun.	Put the scissors on top of the car.
Sal-li-sik il-!iun ki-guun-ni-gum qaa-ŋa-nun.	Put the scissors on top of the box.
Sal-li-sik il-!iun a-qup-piu-tam qaa-ŋa-nun.	Put the scissors on top of the chair.
Sal-li-sik il-!iun puu-ka-tau-ram qaa-ŋa-nun.	Put the scissors on top of the bag.
Sal-li-sik il-!iun ag-lag-vium qaa-ŋa-nun.	Put the scissors on top of the table.
Sal-li-sik il-!iun a-qup-piu-tam a-taa-nun.	Put the scissors under the chair.
Sal-li-sik il-!iun puu-ka-tau-ram a-taa-nun.	Put the scissors under the bag.
Sal-li-sik il-!iun ag-lag-vium a-taa-nun.	Put the scissors under the table.
Sal-li-sik il-!iun a-qup-piu-tam saa-ŋa-nun.	Put the scissors in front of the chair.
Sal-li-sik il-!iun ag-lag-vium saa-ŋa-nun.	Put the scissors in front of the table.
Sal-li-sik il-!iun qa-mu-tim saa-ŋa-nun.	Put the scissors in front of the car.

2.0 Community Engagement

- Immersion Program working group - the Iñupiaq Education Department and Superintendent Vadiveloo met with our group of past immersion teachers and parents to provide a status update and discuss with them a plan moving forward with our goal of implementing the immersion program next school year. In attendance was Elsie Itta, Etta Fournier, Martha Stackhouse, JaeJae Ningeok. Michelle Kaleak, Martha Hopson, Rachel Edwardson, and IED Staff. We have plans to

follow up with them again as we make progress moving forward. Martha Stackhouse volunteered to support us when we start to deep dive into the immersion curriculum.

-Plans to work with AEF/ASCF

Our department has plans to meet with and partner with the Arctic Education Foundation since they started their Cultural Education Program. Katie Roseberry is leading that AEF initiative under Monice Weihl and our department has plans to meet with them early in March to discuss various projects we can partner on moving forward.

ASCF reached out to us in regards to their Iñupiaq Living Language Project and we are looking forward to learning more about this project and how our department and the district can support it.

-Nunaaqqiurat Tumitchianit - Iñupiaq Education Workgroup Update

Director Judkins is the champion for the Iñupiaq Education Workgroup of the Nunaaqqiurat Tumitchianit steering committee, and they continue to meet. Recently, they changed their meeting frequency to once a month. There were some clarifying questions that the group had in regards to progress moving forward, so Director Judkins plans to meet with Theo Hunt, the steering committee facilitator to receive clear direction for the working group to move forward in the Phase 1 implementation plan, aligned budget, identified organizations assigned to specific budget areas, inclusion of other organizations in the workgroup. Our next meeting will be March 17th, and will be on every third Friday of the month after that.

3.0 Staff Success

-SEL Standards work - We have been working with the SEL Standards group that Director Lori Roth put together in formulating NSBSD Social-emotional learning standards that are relevant to our district for the use and purposes of counselors and teachers to use and apply in their instruction. We have been making great progress and are looking forward to the completion of this comprehensive document. This is in addition to the Iñupiaq Learning Framework Wellness/SEL Performance expectations which will be similar to the Iñupiaq Language PE document which contain performance expectations that are pulled out from the four realms within the ILF.

-Discipline Matrix - Assistant Superintendent MJ Geiser put together a working group for the purpose of amending and creating an updated discipline matrix for the District to have in place. Within this group, we have included our consultant, Dr. Pausauraq Harcharek, to help provide culturally relevant and appropriate discipline measures and strategies.

-Ilisaurriqta update - Superintendent Vadiveloo and Director Judkins attended a day-long work session hosted by the University of Alaska Fairbanks School of Education where they discussed in detail their Grow Your Own teacher preparation and certification program which aligns with our plans to roll out the Ilisaurriqta program (Let's Become Teachers). We learned a lot from the overall program as well as insight from a variety of other districts who have been implementing their own GYO programs.

-Ilisaurrit Language training and workshop - The Iñupiaq Education Department and the entire group of 17 ilisaurrit plan to attend a week-long gathering to receive Accelerated Second-Language Acquisition training which is the method we use for our Iñupiaq Language program and curriculum and what VIVA is based off of. In addition to ASLA training, we plan to work with the ilisaurrit for one day on applications of ASLA in their classroom and within the Iñupiaq Language program, and then will commence with a 3-day immersion language training where their

will continue to practice classroom management skills and tools to apply to their classrooms to stay in the language. This will take place in Seattle, WA, from May 11-16.

4.0 Financial & Operational Stewardship

-Manḡuqput update - Since the Winter Board Retreat in early January, we have been working with language experts and elders to gain perspective on the Manḡuqput, see if there are any changes they recommend to the Iñupiaq version, and what their interpretation of it is in English, with the purpose of back translating it. So far it has been great to see their reaction and support for the Board's decision to choose Iñupiaq first.

Career Technical Education - Ronnie Hawley

The CTE/Qatqiññaḡvik programs are gearing up for several upcoming events.

- Middle School Career Fly in Date to be set some time at the end of March to the first of April.
- Barrow Career Fair April 19th
- High School Career Exploratory Fly in April 17th – 21st.
- Kaktovik Fly in for Iḷisaḡvik Intensive April 24th – May 5th

On February 24th Iḷisaḡvik College provided NCCER Training and we had four CTE Teacher participate.

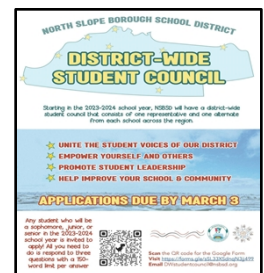
Currently working with HR to recruit 5 CTE teachers to complete the school year.

We have four students currently in Anchorage participating with Alaska Excel. Two of the students are going through the fixed wing pilot program.

Student Services - Lori Roth

1.0 Student Success

- District-wide Student Council (DWSC): It was a Team effort but the application for the DWSC went live February 24, 2023. There are currently no responses, but Jacqui is doing a great job sharing the information.
- Ronnie Hawley, Lori Roth, Ipalook Elementary, and Barrow High School principals met to discuss the peer tutoring/mentor program. Mr. Hawley explained how this program is part of the teacher pathway and where it aligns with OJT. BHS identified juniors and seniors with availability in their schedules. Ipalook's teachers are being identified to set up programs. BHS will reach out to available juniors and seniors to see Our goal is to have 5 students participating in the program by quarter 4.
- Thanks to the hard work of our students and communities, 3 of our schools are no longer on school improvement status. Nunamiut School, Barrow High School, and Meade River School have met the State criteria. Congratulations to them!
- Magdalena has been doing an awesome job working with the sites recruiting students to attend the spring Alaska Association of Student Government, <https://aasg.org/>. NSBSD will have student representatives attending the spring conference from April 28-30, 2023 in Skagway, Alaska. Please refer to Magdalena's report for additional information.
- Our school counselors/social workers/and principals have been meeting with students and discussing the benefits of attending the Rural Alaska Honors Institute (RAHI),



<https://www.uaf.edu/rahi/>. Application deadline was March 1, 2023. We are excited to share we have the following number of students who completed the application:

Site	Number of Students	Site	Number of Students
Meade River School	1	Kiita	0
Barrow High School	3	Harold Kaveolook School	0
Nunamiut School	0	Trapper School	1
Alak School	0	Kali School	0
Tikigaaq School			

- The school counselors, social workers, and principals have been working closely with Kim Neakok to register our juniors and seniors for the ACT, and to ensure any accommodations and modifications are in place. All proctors have been provided the necessary training. The testing windows are: Window 1: March 7-9, 2023 and March 14-16, 2023, Window 2: March 28-30, 2023 and April 4-6, 2023. We have the following number of students taking the ACT:

Site	Number of Students	Site	Number of Students
Meade River School	11	Kiita	0
Barrow High School	50	Harold Kaveolook School	3
Nunamiut School	8	Trapper School	10
Alak School	6	Kali School	7
Tikigaaq School	13		

2.0 Community Engagement

- The Department of Student Services met with ASNA to discuss future collaboration efforts. The Department of Student Services in collaboration with the Kiita student council will be hosting a suicide awareness table at Family Fun days on March 4, 2023. Kiita volunteers will be making balloon animals to draw folks to our table. They have been busy practicing. A huge thanks to Kiita for their community support.



3.0 Staff Success

- The Department of Student Services hosted a training for principals and all staff on *Neurological Differences* during the February 20, 2023 district-wide in-service. Deb Evensen provided an overview of the effects of alcohol on the neurological system and how that has a profound effect on processing and retaining information. Ms. Evenson provided strategies that

work with all students who may process information differently. We had 68 NSBSD staff members choose her training.

4.0 Financial & Operational Stewardship

- NSBSD has 8 sisters participating in a SW-PBIS grant provided by the Department of Education and Early Development. Each site must participate in a monthly webinar to begin the process of preparing to implement SW-PBIS. So far 3 webinars have occurred. All sites have, or are in the process of, establishing a building leadership team, completing a site-based self-assessment survey, and selecting staff to attend the SW-PBIS conference hosted by Northwest PBIS in Portland, Oregon. This conference will be from April 25 through April 28 with mandatory State meetings.
- In FY24, NSBSD continues to have 5 sites receiving school improvement funding to assist with school improvement efforts: Nuiqsut Trapper School will receive \$50,000.00; Kiita Learning Community, 25,000.00, Tikiġaq School, 25,000.00; Alak School, 25,000.00; Ipalook Elementary School, 25,000.00 plus a 10,000.00 planning grant. All sites are working to schedule community meetings to develop school-community expectations and establish Stakeholder groups for the FY24 application. Please go to <https://education.alaska.gov/SchoolRecognition/SchoolImprovementProcess>

State & Federal Programs Report - Brian Krosschell

4.0 Financial & Operational Stewardship

Federal Programs (Title Grants)

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

Title Programs Consultation

Every year the school district is required to consult with the parents and community organization regarding the school district use of Title funds. The consultation includes at the following topics and each of these programs has been summarized in previous board reports.

- NEEDS SURVEY
- SURVEY OF STRATEGIES TO ADDRESS NEEDS
- TITLE I-A IMPROVING ACADEMIC ACHIEVEMENT
- TITLE I-C MIGRANT EDUCATION
- TITLE II SUPPORTING EFFECTIVE INSTRUCTION
- TITLE III ENGLISH LANGUAGE LEARNERS (ELL)
- TITLE IV STUDENT SUPPORT AND ACADEMIC ENRICHMENT
- TITLE VI INDIAN EDUCATION
- FOSTER CARE & HOMELESS STUDENTS INFORMATION & REQUIREMENTS
- PARENT NOTIFICATIONS
- ESSER COVID FUNDS

More information is available at:

https://education.alaska.gov/akessa/stakeholder/ESSA_Tribal_Consultation_Overview.pdf

Indian Education - Title VI - March

The FY24 Indian Education application period for Part I of the application will open on February 6th and close on March 10th. Title VI Indian Education funding supports the educational and culturally related academic needs of American Indian and Alaska Native students. Students qualify for Indian Education funding only if a parent/guardian completes a Title VI Student Eligibility Certification form (also known as a “506 form”). This form requests the tribal identification number of the child, parent, or grandparent. While it is not required that guardians complete this form, the school district will not receive Indian Education funding for any child that does not have this document on file. Districts are required to establish an Indian Parent Committee (IPC). We must develop its Title VI project and application with the participation and written approval of the Indian Parent Committee.

More information is available at: <https://easie.communities.ed.gov/#program>

Impact Aid – June 30

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

Impact Aid is designed to assist school districts that do not receive property tax revenue due to the presence of tax-exempt Federal property including children living on Native lands, ANCSA, and low rent property. These funds are unrestricted and undesignated for the general fund to cover expenses such as heat, lights, food service, student activities, sports, NYO, AFN, evening recreation, preschool, Inupiaq language programs, classified wages, salaries, building maintenance, and general support for everything. All general fund revenue is reviewed and approved by the school board during the annual budget adoption.

More information is available at

<https://oese.ed.gov/offices/office-of-formula-grants/impact-aid-program>

Special Thanks

I want to give a special thanks to Reggie Santos and the IT department for the ongoing tech support all year.

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

Human Resources - Dr. Bobby Bolen

3.0 Staff Success

The HR Department is deep in the recruiting season and is working hard to ensure all sites have qualified candidates for the start of next year.

A team attended the Anchorage ATP on February 24, 2023 and were successful in hiring two new teachers, as well as making great contacts with four more. The department still plans to attend the Whitworth Job Fair in Spokane in mid-March, as well as the Tacoma Job Fair at the end of March.

All Site Administrators have ATP opened to them to assist in recruiting for their sites. We currently have 47 vacancies at the time of this writing. We hope that by the Board Meeting, most, if not all, Administrative positions will be filled.

The Department is working to coordinate college visits to Schools of Education across the country and establish relationships for future recruiting efforts.

The Department is working with the Student/Parent Handbook Team to update and revise those items related to our department.

Information Technology – Reginald Santos

The regional basketball live streaming in Atkasuk last Thursday to Saturday was successful and the community is very happy.

Maintenance & Operations -Bernadette Fischer

4.1 Facilities

We had a site meeting with the community of Kaktovik scheduled for the 15-16th of February but that was postponed to the 23rd due to weather. Joanna Croft and myself were scheduled to fly to Kaktovik on the 23rd, but due to weather in the interior we were not able to make it out of Prudhoe Bay, so we spent the night there and conducted the meeting with the community via zoom. Despite the failed attempt to make it to the community we had a successful community meeting and the conceptual design was approved by the community. Those documents are before you for approval by the Board of Education and the CSA.

We continue to work with CIPM on the current capital projects and getting those completed and closed out. The vehicle replacements for the villages is currently out to bid. BHS Phase II was bid out and we are currently waiting for the contracts to be executed in order for the project to begin. The design contract for Alak School Renovation is still ongoing but slowed due to the priority of the Kaveolook School Replacement. Project requests have been submitted to the Planning Department for this years CIP cycle of funding. We have submitted a request to up-fund CIP project 56-201 which is our District Wide Improvements code that covers FF&E, vehicle procurement, emergency repairs, and life health safety items. The second request is for the difference between available funding and the cost estimation for the first phase of the Kaveolook School Replacement.

Our Plant Managers and Maintenance staff have been working hard to maintain our facilities and housing during the cold month by addressing the numerous freeze ups throughout the month of February. Our plumber travelled to Nuiqsut to assist to get the boiler up and running and the replacement parts were received and installed. We were able to receive assistance in Wainwright and our Plant Manager was able to get their boiler up and running to keep the school warm during the cold snap. Eric Thul (AKP) and John Turnure (AIN) came to Utqiagvik to attend a boiler training that is put on by Ilisaġvik, we are working on scheduling our other PM's to attend the same training as it will be put on again in the future.

Our staff is also compiling the information required for the upcoming PM audit by the State DEED.