



NORTH SLOPE
BOROUGH SCHOOL
DISTRICT



ANNUAL REPORT

SCHOOL YEAR 2022-2023

BOARD OF DIRECTORS



Robyn Burke
PRESIDENT



Frieda Nageak
CLERK



Charles Brower



Nora Jane Burns



Qaiyaan Harcharek



Madeline Hickman



Nancy Rock

NSBSD MISSION STATEMENT & FY23 PRIORITIES

Learning in our schools is rooted in the values, history and language of the Iñupiat. Our priority, purpose and responsibility is to partner with families and community to provide high-quality education resulting in students that are . . .

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

In FY23 the Board of Education in discussion with the Administration identified the following priorities as critical to the repair, rebuild and revitalization of the District.

FY23 PRIORITIES

- Rebuild of the Harold Kaveolook School
- Improved literacy and numeracy outcomes for students
- Immersion education and culturally responsive instruction
- CTE and vocational pathways
- Teacher recruitment and retention
- Social and emotional wellbeing of students
- Increased revenue for operations
- Improved broadband for villages
- Strengthened partnerships with all stakeholders
- Increased transparency and accountability across all operations





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PEDAGOGY IMPLEMENTATION PLAN

A pedagogy is a blueprint for how we will achieve our vision and mission. We arrived at this pedagogy in collaboration with families, students and communities. It allows all stakeholders to understand how we will implement our educational program and what to expect.

FINANCIAL AND OPERATIONAL STEWARDSHIP

- Safe, modern, high performing facilities
- Financial Management of sites and departments directed to the mission of the District
- Technology utilized to facilitate learning, communication and collaboration
- Administrative accountability to strategic initiatives

FAMILY AND COMMUNITY COLLABORATION

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

STUDENT SOCIAL AND EMOTIONAL WELL BEING

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

CULTURALLY RESPONSIVE INSTRUCTION

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

STAFF SUPPORT AND PROFESSIONAL DEVELOPMENT

- Retention and recruiting initiatives
- Homegrown workforce initiatives
- Supporting all staff to create and foster culturally safe buildings
- Evaluation of staff and Board
- Staff participation in relevant professional learning communities
- Adherence to professional standards





STUDENTS WHO ARE EMPOWERED, CULTURALLY-ROOTED, BILINGUAL, HEALTHY, CRITICAL, CREATIVE, LIFE-LONG LEARNERS.

LEADERS (BOARD, ADMINISTRATION & STAKEHOLDERS) THAT ACTIVELY SUPPORT SYSTEMS, PROCESSES AND REFORM TO ACHIEVE OUR MISSION

FINANCIAL & OPERATIONAL STEWARDSHIP

- SAFE, MODERN, HIGH PERFORMING FACILITIES
- FINANCIAL MANAGEMENT OF SITES AND DEPARTMENTS DIRECTED TO THE MISSION OF THE DISTRICT
- TECHNOLOGY UTILIZED TO FACILITATE LEARNING, COMMUNICATION AND COLLABORATION
- ADMINISTRATIVE ACCOUNTABILITY TO STRATEGIC INITIATIVES

FAMILY & COMMUNITY COLLABORATION

- AUTHENTIC INCLUSION OF COMMUNITY IN SCHOOL (AND ITS OPERATIONS) AND SCHOOL IN THE COMMUNITY
- CONSISTENT, PROACTIVE, STRENGTH-BASED COMMUNICATION WITH FAMILY, STUDENTS, STAFF & COMMUNITY
- CO-CREATED CONTENT, EXPECTATIONS AND SUCCESS CRITERIA

STUDENT SOCIAL & EMOTIONAL WELL-BEING

- CENTERING STUDENT VOICE & BEING RESPONSIVE TO THE SOCIAL AND EMOTIONAL NEEDS OF THE WHOLE CHILD
- CULTURALLY SAFE BUILDINGS AND CLASSROOMS AS DEFINED BY STUDENTS, COMMUNITY & STAFF
- MODELING AND SUPPORTING HEALTHY RELATIONSHIPS AND COMMUNICATION

CULTURALLY RESPONSIVE INSTRUCTION

- HIGH EXPECTATIONS OF ALL STUDENTS AND STAFF
- AUTHENTIC ASSESSMENT OF THE WHOLE CHILD
- THE IÑUPIAQ LEARNING FRAMEWORK AS THE FOUNDATION FOR A CULTURALLY RESPONSIVE CURRICULUM
- IÑUPIAQ LANGUAGE INSTRUCTION ON ALL SITES
- RELATIONSHIPS AS A FOUNDATION FOR LEARNING/INSTRUCTION
- INCLUSIVE, INTEGRATED AND PLACE-BASED MATERIALS IN ALL CLASSROOMS
- TUMTICHIAT SIVUNMUN PLANS AND CAREER PATHWAYS

STAFF SUPPORT & PROFESSIONAL DEVELOPMENT

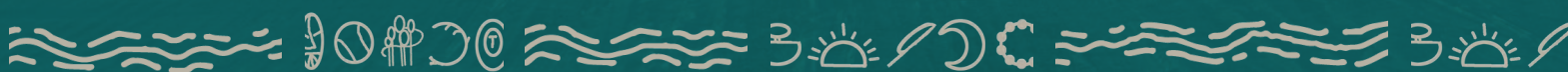
- RETENTION AND RECRUITING INITIATIVES
- HOMEGROWN WORKFORCE INITIATIVES
- SUPPORTING ALL STAFF TO CREATE AND FOSTER CULTURALLY SAFE BUILDINGS
- EVALUATION OF STAFF AND BOARD
- STAFF PARTICIPATION IN RELEVANT PROFESSIONAL LEARNING COMMUNITIES
- ADHERENCE TO PROFESSIONAL STANDARDS

LEADERS (BOARD, ADMINISTRATION & STAKEHOLDERS) THAT ACTIVELY SUPPORT SYSTEMS, PROCESSES AND REFORM TO ACHIEVE OUR MISSION

**IÑUK UNA QAURIÑINANIÑ NUKATPIANJUĞNIÑANUN NAAGGA NIVIAQSIANJUĞNIÑANUN
ILISIMMATINIGUURUQ ILISAUSIAMINIÑ NAIPITUĞNIÑANILLU AASII TAVRA
ISUMALAALGUSIVLUNI SULI ILSIMMAAGİKSIVLUNI TAINNAMIK AASII KISUUTILAANI
PAUTAĞIVLUGU IÑUGUQHUNI IÑULLUATAUVLUNI.**

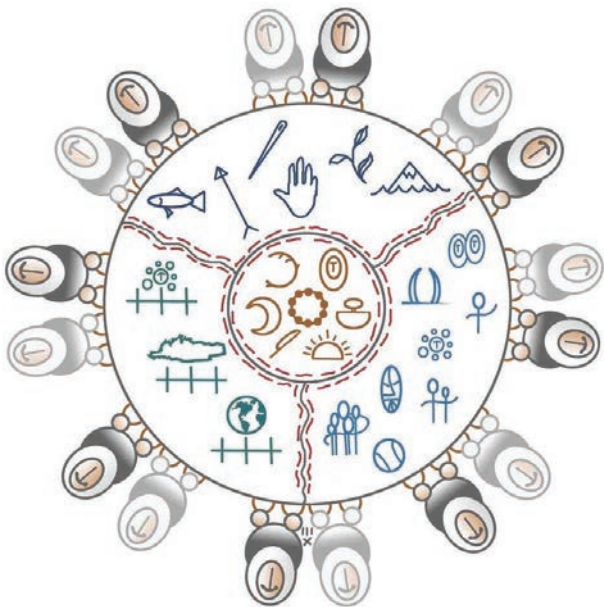
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MESSAGE FROM BOARD PRESIDENT ROBYN NIAYUQ BURKE & SUPERINTENDENT DAVID ANNİK VADIVELOO



**QUTCHIGIGIKPUT SAVAKKUMIÑAQAPTA NUNANIÑÑI IÑUPIAT.
QIKSIKSRAUTIKPUT QAITKIKPUT UTUQQANAAGURUANUN
PANAMI, SIVUANI, UTUQQANAAGUGUMAAQTUANULLU.
QUYANAAGIVUT NUNAQTIGIIT QAUNAKKUTIQATINMATIGUT
ILISAĠNIANIÑISIGUN QITUNĠANJISA.**

We are honored to work and live on the sovereign lands
of the Iñupiaq people.

We pay our respects to their Elders, past, present
and emerging.

We thank the community for entrusting us as partners in
the education and growth of their children.





PAGLAĠIVSI! WELCOME TO THE 2023/24 SCHOOL YEAR. WE ARE THRILLED TO PRESENT TO YOU THE FIRST ANNUAL REPORT IN A NUMBER OF YEARS.

The learning journey of our students takes place in their homes, in our schools, on the tundra and on the ice. In such a culturally rich environment it's crucial that as a school district we are agile and responsive to the learning needs of all our students. By listening and working collaboratively with families, students, and the many stakeholder partners we have on the North Slope, we place ourselves in the best possible position to support our students, whether they are seeking a vocational, a subsistence hunting or an academic pathway.

With that context firmly in mind, the theme for this Annual Report, and for the first fifteen months of this new Administration, is Nunaqatiivut Naalaġnigivut – Listening to our communities.

Fifteen months ago our School Board explicitly directed the new administration to collaborate with our community and ensure that our 2,000 students and 400 staff, across eleven sites, had established a stable, high-ex-

pectations educational environment that reflected back and integrated Iñupiaq language, culture and values.

In response, for the past year our administration and Board have operationalized collaborative and consultative leadership, traveling across the District, holding meetings with our families, community stakeholders and partner organizations to listen to their expectations, their needs, their positive reflections and the areas needing improvement in our District.

With this feedback we have crafted an operational plan centered on repairing, rebuilding and revitalizing our District. Our staff and our community partners have been working tirelessly to implement many of the changes that have been asked for and we believe the past year has seen a solid platform built. We are very aware that this is the start of our journey and there is a way to go. But we believe it is a platform that will strengthen the learning resilience and outcomes of our students, anchoring them in a culturally grounded District and preparing them for pathways that will serve the needs of the whole child.



MESSAGE FROM BOARD PRESIDENT ROBYN NIAYUQ BURKE & SUPERINTENDENT DAVID ANNİK VADIVELOO

In our first fifteen months, this platform has included the following highlights:

- Nunaqatiivut Naalañnigivut (Listening to our communities) – Districtwide village consultations
- Nunaaqjiurat Tumitchianjit (New footprints of our communities) – An education working group and partnership with NSB, ICAS and Iḷisaḡvik College
- Mañjuqput – A foundational Statement for our District
- Uqautilurḡ Iñupiatun (Speak to me in Iñupiaq) An immersion program commencing at Ipalook Elementary School
- Tumitchiat Sivunmun (New pathways to the future) – Plans to be developed for all students with parent/guardian and student collaboration
- Iḷisaurriḡuqta (Let's be teachers!) – A program partnership with Iḷisaḡvik College and UAF to grow our teaching staff with local residents
- Qatqiññaḡvik (CTE and career exploratory program) – Districtwide launch
- Iñupiaq Learning Framework and State standards-based and Culture Based Units re-introduced to all schools
- Districtwide student council – The first district representative voice for students
- Community School Expectation Agreements – Creating expectations for our schools site by site, community by community

- Budget hearings involving all School Advisory Councils (SAC's)
- Teacher recruitment initiative – In the space of twelve months we moved from 72 vacant teaching positions to just seven
- The commencement of the rebuild of the Harold Kaveolook School

“ . . . Our school system must reduce the difference between the language and culture of the home and that of the school. . . . The North Slope Borough schools must implement a program that is bilingual and bi-cultural.” Eben Hopson Sr, 1975

At the December Board retreat in 2022, School Board members agreed that a foundational statement should be written to capture the Iñupiaq values and childrearing philosophy that underpins education in our region. The Board proposed that the statement be first written in Iñupiaq to capture the true spirit and meaning carried in Iñupiaq, before being translated into English by Dr Jana Pausauraq Harcharek and the Iñupiaq Education team. This report contains that statement and more details on a range of developments over the past year.

At the same meeting in December, the Board set an explicit goal for the Administration to make “bilingual learners” a specific outcome sought by the District. This has led to the formal re-introduction of an Iñupiaq immersion program through a pilot K3/K4 class at Ipalook Elementary which will be rolled out into village sites as and when communities feel ready to implement.

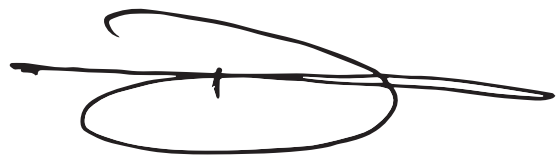


As we focus on revitalizing Iñupiaq language and culture in our curriculum and our schools, we are also directing a significant increase in resources into the literacy and numeracy competencies of all students. This includes a focus on K-3 reading that coincides with the State introduction of the Alaska Reads Act and a return to an adopted curriculum that will provide all teachers and families with a clear scope and sequence for the learning of students.

Through our ever-strengthening partnership with the North Slope Borough, the District agreed to assume operational control of the Qatqĩññaġvik building in Utqiaġvik in FY23. This has already allowed us in FY24 to offer new career exploratory, CTE and technical trade pathways to our students with a view to students capitalizing on training centers like the Harry K. Brower Jr. Technical training Center in Prudhoe.

It's an exciting time to be part of the North Slope Borough School District. To our community, our families and our stakeholder organizational partners we thank you for your support. We want to see our community back in our schools: partnering, working, volunteering, guiding and leading. As we re-implement the vision of Elders and leaders for over fifty years we are listening to our community and reminding ourselves everyday what an honor it is to live and work on these lands and waters and be trusted to strengthen and support the educational journey of our students.

QUYANAQPAK,



Rudy Besh

MANNUQPUT: OUR FOUNDATION

IÑUK UNA QAURIÑINANIÑ
NUKATPIANNUĞNINANUN NAAGGA
NIVIAQSIANNUĞNINANUN
ILISIMMATINIGUURUQ ILISAUSIAMIÑIN
NAIPIQTUĞNINANILLU AASII
TAVRA ISUMALAALGUSIVLUNI SULI
ILSIMMAAĞIKSIVLUNI TAINNAMIK AASII
KISUUTILAANI PAUTAĞIVLUGU IÑUGUQHUNI
IÑULLUATAUVLUNI.



The North Slope Borough School District is committed to embedding through our curriculum and teaching practices traditional Iñupiaq ways of raising and educating children. This principle, called **Iñuguqsiñiq**, guides our work with the children and communities of the North Slope. We share in the responsibility to support our students' development as iñulluatat – good human beings – able to navigate successfully in today's world. We honor and recognize the unique process of learning that is deeply tied to the land, culture, language, and knowledge of the Iñupiat. This approach, that engages the Iñupiaq worldview, respects how children learn as they become aware of their surroundings and expand their knowledge into adulthood.

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STUDENT ACHIEVEMENTS

Throughout the school year, students were able to participate in a variety of activities that enabled student-driven advocacy and leadership, academically challenging courses, and promotion of physical activity. These activities include participating in: Elders and Youth/ Alaska Federation of Natives, Youth Advocacy Institute, Youth Leadership Institute, Alaska Association of Student Government, FIRST Lego Robotics, Battle of the Books, Band, Choir, Native Youth Olympics, Cross Country Running, Volleyball, Football, Basketball, and Wrestling.

BATTLE OF THE BOOKS

Fred Ipalook Elementary School, Eben Hopson Middle School, Barrow High School, Alak School, Nunamiut School, Meade River School, Harold Kaveolook School, and Tikiqag School participated in the District Battle of the Books for 3rd/4th Grade, 5th/6th Grade, and Middle School. The teams participating in the Statewide Battle of the Books were:

3RD/4TH GRADE: Fred Ipalook Elementary School

5TH/6TH GRADE: Eben Hopson Middle School

MIDDLE SCHOOL: Eben Hopson Middle School

The Statewide Battle of the Books for Middle School was held February 28, 2023; 5th/6th Grade was held March 1, 2023; and, 3rd/4th Grade was held March 2, 2023.

24 SCHOOLS competed for Middle School where Eben Hopson Middle School received 10th Place;

32 SCHOOLS competed for 5th/6th Grade where Eben Hopson Middle School received 6th Place;

30 SCHOOLS competed for 3rd/4th Grade where Fred Ipalook Elementary School received 9th Place

ROBOTICS

K-4TH GRADE: Fred Ipalook Elementary School, Tikiqag School, Alak School, Nunamiut School, Meade River School, Harold Kaveolook School, Nuiqsut Trapper School, and Kali School participated in Kindergarten - 4th Grade Robotics. All NSBSD middle school grades also participated in Robotics.

The Alaska Robot Rendezvous FIRST Lego League State Championship was held in Anchorage where 37 teams participated.

NATIVE YOUTH OLYMPICS

All village school sites and Barrow High School participated in the Senior and Junior Native Youth Olympics held on April 20-22, 2023 at the Alaska Airlines Center on the UAA Campus in Anchorage, AK. Students participated in the kneel jump, wrist carry, high kick, scissor broad jump, Eskimo stick pull, one-hand reach, two-foot high kick, Indian stick pull, one-foot high kick, and the seal hop.

ESKIMO STICK PULL, GIRLS - 1ST PLACE:

Manusiu Muti in Utqiagvik

ESKIMO STICK PULL, BOYS - 3RD PLACE:

Craig Johnson in Utqiagvik

INDIAN STICK PULL, BOYS - 5TH PLACE:

Trevor Frankson in Tikiqag

OUTSTANDING PERFORMANCE:

Harris Henry in Point Lay

BAND - BARROW HIGH SCHOOL

NATIONAL BAND ASSOCIATION OUTSTANDING MUSICIAN

AWARD: Sean De Guzman

ATHENA HONOR BAND PARTICIPANTS: Kylen Burnell, Jazzlyn Clarke, and Ahmela McFadden

AURORA MUSIC FESTIVAL PARTICIPANTS: Sean De Guzman and Malachi Nelson

ALL-AMERICAN D-DAY BAND FINALISTS: Kiara Burnell, Adrian De Jesus, and Malachi Nelson

BAND SENIOR: Sean De Guzman



CROSS COUNTRY RUNNING

All high school sites participated in Cross Country Running.

REGION I: NORTH SLOPE QUALIFIERS, BOYS:

- Paul Okpeaha, 1st Place (Alak School)
- Benjamin Lane, 2nd Place (Tikiġaq School)
- Jacob Lane, 3rd Place (Tikiġaq School)
- Henry Nashookpuk Jr., 4th Place (Tikiġaq School)
- Trevor Frankson, 5th Place (Tikiġaq School)
- Kendall Ekak, 6th Place (Alak School)
- Kaden Kulukhan, 7th Place (Harold Kaveolook School)

REGION I: NORTH SLOPE QUALIFIERS, GIRLS:

- Haley Oktollik-Nashookpuk, 1st Place (Tikiġaq School)
- Jady Lane, 2nd Place (Tikiġaq School)
- Tatyana Nashookpuk, 3rd Place (Tikiġaq School)
- Kasey Oviok, 4th Place (Tikiġaq School)
- Kahlia Lane, 5th Place (Tikiġaq School)
- Bernadine Bodfish (Meade River School)
- Lauren Ferreira, 7th Place (Kali School)

REGION I: BIG WEST QUALIFIERS:

- Kimberly Wolgemuth, 4th Place (Utqiagvik)
- Kiara Burnell, 5th Place (Utqiagvik)

The State Championship was held October 8, 2022 at the Bartlett High School Recreational trails.

DIVISION III STATE CHAMPIONSHIP

- Team Result, Girls: 7th Place

GOOD SPORT RECIPIENT: Benjamin Lane and Kahlia Lane in Point Hope

VOLLEYBALL

All high school sites participated in volleyball. All middle schools participated in volleyball.

The 3A Volleyball Championship was held November 10-12, 2022 at the Alaska Airlines Center on the UAA Campus in Anchorage, Alaska.

FINAL STANDING: 7TH PLACE, TIED W. HOUSTON

PLAYERS OF THE GAME: Angelina Fruean and Hokulani Panigeo

GOOD SPORT RECIPIENTS: Angelina Fruean and Danelle Salazar

The Mix-Six Volleyball Championship was held December 1-3, 2022



FINAL STANDING: 9TH PLACE, TIED WITH GLACIER VIEW AND KAKE

PLAYERS OF THE GAME: Arianna Hart and Rebecca Mekiana in Anaktuvuk Pass

GOOD SPORT RECIPIENT: Rebecca Mekiana and Tyler Hugo in Anaktuvuk Pass

BASKETBALL

The 1A/2A Basketball State Championships were held March 15-18, 2023 at the Alaska Airlines Center in Anchorage, Alaska

1A/2A BASKETBALL STATE CHAMPIONSHIPS

GOOD SPORT RECIPIENTS, TIKIQAQ: Harriet Frankson, Joan Barger, Preston Oktolik, and Trevor Frankson

GOOD SPORT RECIPIENTS, NUNAMIUT: Martina Gordon, Rebecca Mekiana, Robert Gordon, Tyler Hugo

2A GIRLS STATE CHAMPIONSHIPS

CHAMPION: Tikiqaq School

ACADEMIC AWARD: Tikiqaq School

ALL-TOURNAMENT TEAM: Ella Kowunna, Jady Lane, and Jennifer Nash

PLAYER OF THE GAME: Jennifer Nash and Jady Lane

2A BOYS STATE CHAMPIONSHIPS

RUNNER-UP: Tikiqaq School

ALL-TOURNAMENT TEAM: Acquilluk Hank and Joelian Lane

PLAYER OF THE GAME: Joelian Lane and Acquilluk Hank

1A GIRLS STATE CHAMPIONSHIP

11TH PLACE, TIED WITH KAKE: Nunamiut School

ALL-TOURNAMENT TEAM: Arianna Hart

PLAYER OF THE GAME: Arianna Hart and Krista Hugo

1A BOYS STATE CHAMPIONSHIP

ALL-TOURNAMENT TEAM: Justus Mulchay

PLAYER OF THE GAME: Justus Mulchay and Tyler Hugo

3A BASKETBALL STATE CHAMPIONSHIPS

The 3A (Barrow) Basketball State Championships were held March 22-25, 2023 at the Alaska Airlines Center in Anchorage, Alaska.

3A GIRLS STATE CHAMPIONSHIPS

FINAL STANDING: 5th Place

ALL-TOURNAMENT TEAM: Kiara Burnell

PLAYERS OF THE GAME: Kiara Burnell, Kimberly Wolgemuth, and Zadah Unutoa

3A BOYS STATE CHAMPIONSHIPS

FINAL STANDING: 7th Place, Tied with Delta

PLAYERS OF THE GAME: Sika Unutoa and Loia Dias

GOOD SPORT RECIPIENTS, BARROW HIGH SCHOOL: Dwight Unutoa, Kiara Burnell, Sasita Unutoa, and Zadah Unutoa

FOOTBALL - BARROW HIGH SCHOOL

1ST TEAM ALL-CONFERENCE

- Tackle – Vinnie Elkins
- Guard – Uatahouse Tuifua & Brewster Fields
- Interior Linemen – Uatahouse Tuifua

HONORABLE MENTION

- Quarterback – Dwight Unutoa
- Kicker – Ben Kauai

ASSISTANT COACH OF THE YEAR: Andrew Downing



WRESTLING - BARROW HIGH SCHOOL

Division II State Championship Qualifiers,
Northern Conference

BOY'S TEAM:

189 LBS - 2ND PLACE: Sioeli Tuifua

215 LBS - 1ST PLACE: Benjamin Kauai

285 LBS - 1ST PLACE: Uatahouse Tuifua

135 LBS - AT-LARGE SELECTION - 3RD PLACE:
Kennedy Elavgak

GIRLS TEAM:

165 LBS - 1ST PLACE: Kyra Billings

235 LBS - 1ST PLACE: Manusiu Muti

REGIONAL ACADEMICS CHAMPIONS

REGIONAL OUTSTANDING WRESTLER, GIRLS:
Manusiu Muti

DIVISION II STATE CHAMPIONSHIP

GIRLS TEAM RESULT: 13th Place of 20

GIRLS INDIVIDUAL RESULTS, 235 LBS - 1ST PLACE:
Manusiu Muti

BOYS TEAM RESULT: 17th Place of 20

BOYS INDIVIDUAL RESULTS, 215 LBS - 2ND PLACE:
Benjamin Kauai

BOYS INDIVIDUAL RESULTS, 285 LBS - 1ST PLACE:
Uatahouse Tuifua

GOOD SPORT RECIPIENT: Benjamin Kauai

CHOIR**IÑUPIAQ DANCING****ELDERS & YOUTH, OCTOBER****YOUTH ADVOCACY INSTITUTE, FEBRUARY**

DISTRICT-WIDE STUDENT COUNCIL (DWSC)

The North Slope Borough School District initiated its District-wide Student Council (DWSC) in the spring of 2023. Students who were currently juniors were asked to apply and accept a one-year term their senior year. The students answered three questions and provided letters of support. The Central Office was excited to have applicants from Tikigaaq School, Nuiqsut Trapper School, Meade River School, Barrow High School, and Harold Kaveolook School.

The first DWSC meeting was held the week of May 8. Representatives from Meade River School and Nuiqsut Trapper School joined Barrow High students in Utqiaġvik at the Regional Board meeting and a two-day DWSC meeting. Unfortunately, elected student representatives from Tikigaaq School and Harold Kaveolook School were unable to attend. Open seats remain for Nunamiut School, Kali School, Alak School, and Kiita Learning Community.

During the May meeting, students established a draft statement of purpose for DWSC:

- Be a voice for all students and schools
- Help students learn how to use their voices
- Facilitate student cooperation and communication between and among schools and communities of the North Slope

Students also established a draft statement of the role of DWSC:

- Meet with local SAC members
- Advocate for student and school needs, for instance:
 - » Work in collaboration with the site-based student councils
 - » Establish and support district-wide initiatives such as “Teacher for a Day,” “Eagle Pride,” Spirit Day
- Support District-wide wellness programs such as drug and alcohol awareness, suicide prevention, vape detectors
- Meet with local student councils and committees to bring cultural events to schools, such as:
 - » Information on trades
 - » Cultural dancing
 - » Traditional crafts (i.e., building boats, sled, drum frames)
 - » Iñupiaq language learning
- Showcase student success through awards and assemblies
- Be spokespeople for school activities
- Review and use school data (attendance, YRBS, MAP, etc.)

ALASKA ASSOCIATION OF STUDENT GOVERNMENT (AASG)

AASG conveys information about relevant issues and opportunities to Alaska's secondary students. AASG also allows students to voice their concerns and opinions at the local, state, and national levels, and trains students to effectively perform leadership roles in their schools and the state. Finally, the organization acts as a liaison between students and partner organizations to promote communication and student input.

Two schools, Meade River and Barrow High, represented NSBSD at the 2023 AASG conference in Skagway this past April.

STAFF ACHIEVEMENTS

ALASKA TEACHER OF THE YEAR: Harlee Harvey, Tikiġaq School

ALASKA 'S REGION I PRINCIPAL OF THE YEAR: Dr. Charles TenBroeck, Hopson Middle School

ALASKA ASSISTANT PRINCIPAL OF THE YEAR: Tracy Mulvenon, Assistant Superintendent

RECIPIENT OF THE AVEOGAN LEADERSHIP AWARD IN HONOR OF DR. OLIVER AVEOGAN LEAVITT: Tennessee Judkins, Director of Iñupiaq Education

NUNAAQQUIURAT TUMITCHIANIT

QUADRILATERAL PARTNERSHIPS



Nunaaqqiurat Tumitchianit is a quadrilateral board composed of the leadership of the North Slope Borough (NSB), the North Slope Borough School District (NSBSD), Iḷisaḡvik College, and the Iḷupiat Community of the Arctic Slope (ICAS). The goal of the collaboration is to maximize equity in educational, career, and technical training opportunities across the North Slope. They began meeting in January 2022.

The group is part of an ongoing process to manifest the vision put forth in Eben Hopson Sr.'s famous education speech in 1975 where he set forth the idea of creating

an Iḷupiaq school system reflecting Iḷupiaq educational philosophies and transmitting Iḷupiaq values and history: "I do not want my children to learn that we were 'discovered' by Vitus Bering. . . . I do not want to see school planning surveys which list hunting, fishing, whaling or trapping as a 'social' or 'recreational' activity," Hopson said.

Five subcommittees focus on Iḷupiaq Education, Broadband and Infrastructure, Student Outcomes, the Qa-tqiññaḡvik Program for career exploration, and the Harry Brower, Jr. Technical Training Center.

NUNAQATIIVUT NAALAGNIGIVUT

LISTENING TO OUR COMMUNITIES

Nunaqatiivut Naalagnigivut - Listening to our communities - is a core commitment of the current Administration and guides the approach to districtwide development and priorities. During the course of the 2022-2023 School Year, the Superintendent visited all of the village sites at least once, toured all schools and hosted:

- Community town hall gatherings
- School Advisory Council (SAC) meetings
- Individual student, parent, community, and staff meetings
- Stakeholder and community organization meetings

Each of these meetings was an opportunity for the community to meet with the Superintendent and speak to him directly about community and family expectations, needs, positives and areas for improvement in our District.

Over the course of the visits, the Superintendent listened to many community and family priorities and issues. Some of the main themes that were raised with him included:

LANGUAGE IMMERSION AND CULTURAL VOLUNTEERISM

- Language classes for parents, students, teachers, and community
- Weekly culture/heritage meetings
- More culture camps
- Traditional Activities i.e. sled/drum making
- Lack of fluent speakers in villages being addressed via distance learning

CAREER PATHWAYS

- A return to previously offered vocational education programs i.e., home economics, personal finance, small engines, music, etc.
- Vocational education pathways into village and/or statewide apprenticeship training

COMMUNITY/SCHOOL ACTIVITIES

- More community/school gatherings
- More parent involvement/engagement

STAFF RETENTION

- Competitive classified pay scales to match NSB pay rates
- Onboarding, mentoring, and professional development
- Teacher support; i.e., paraprofessionals in classrooms
- A Grow Your Own teacher program and District support of local teachers
- More support/training for local teachers



NUNAQATIIVUT NAALAGNIGIVUT

LISTENING TO OUR COMMUNITIES

CONT.

FACILITY IMPROVEMENTS

- A need for more classroom space
- A need for upgraded facilities
- Standardized Incident/Response and emergency process and procedures

INSTRUCTION AND STUDENT SERVICES

- More Reading and Math Interventionists
- Organization/Corporation partnerships to provide more student pathways
- More resources for student mental health/psychological development
- Social workers in our schools

STUDENT ENGAGEMENT

- Summer recreation program

FOOD SERVICES

- Improving the food program and incorporating Native food and alternatives

HAROLD KAVEOLOOK SCHOOL REBUILD

The District has already directed its attention to addressing many of the issues and themes that were raised. Not every issue has been addressed and some will take longer than others. But the Administration is listening carefully and responding to our community.



**SUPERINTENDENT VILLAGE VISITS AND NUNAQTIVUT
NAALAGNIGIVUT - LISTENING TO OUR COMMUNITY -**

DRAFT

SCHEDULE

Tikiqaaq School, Point Hope: May 5-8, 2022
Harold Kaveolook School, Kaktovik: May 13-15, 2022
Nunamiut School, Anaktuvuk Pass: May 17-19, 2022
Nuiqsut Trapper School, Nuiqsut: August 15-18, 2022
Alak School, Wainwright: November 21-22, 2022
Meade River School, Atkasuk: February 22-23, 2023
Kali School, Point Lay: March 13-14, 2023
Tikiqaaq School, Point Hope: March 27-28, 2023
Harold Kaveolook School, Kaktovik: April 4-7, 2023
Nuiqsut Trapper School, Nuiqsut: April 11-12, 2023
Nunamiut School, Anaktuvuk Pass: April 25-26, 2023

FY23 INITIATIVES & PARTNERSHIPS



QATQIÑÑIAĠVIK

We are excited about FY24 which will see changes in our administrative structure, facility improvements at the QatqiññiaĠvik Learning Center, and an expanded QatqiññiaĠvik program.

ADMINISTRATIVE CHANGES

We will move away from having a single coordinator who was tasked with both growing the program and providing instruction, to a model where those tasks are divided between a director and a manager. The successful growth of the QatqiññiaĠvik program will also require that we work with the directors of Student Services, Curriculum and Instruction, and Iñupiaq Education to design and support classes along various career pathways. For instance, while classes such as construction math exist, they need to be designed to meet the graduation requirements while making the connections between the subject material and the students' desired career pathway.

FACILITY IMPROVEMENTS

We will convert some space in QatqiññiaĠvik Learning Center to classrooms. One classroom will have drivers' education, boating and heavy equipment simulators. A second will be set up for CAD & 3D printing intensives. The third will become a distance delivery lab, which will also be used as the home of the districtwide CTE Club and the Educator's Rising club, both of which engage in state and national competitions. An existing apartment will become a staging area for assembling and storing educational kits purchased from Paxton/Patterson, a private career educational materials provider.

EXPANDED EDUCATIONAL PROGRAM

During FY24, we will serve all eleven schools, grades 4 through 12. Starting in grades 4 and 5 we will introduce students to local careers using Paxton/Patterson kits.

We will also enroll students in the Alaska Commission on Postsecondary Education (AKCIS) system, which provides lessons from primary to middle school to help students engage in career exploration.

In grades 4-8, we will invite parents and community members to visit classrooms on career days so students can hear about the careers in their local communities.

Depending on the community, this may also lead to field trips where students can see their parents at work.

This year we will introduce our middle school students to the QatqiññiaĠvik Learning Center for some of the hands-on training they can access as high school students. They will also learn about jobs in Utqiagvik that serve the entire North Slope. For instance, short courses in food service, National Center for Construction Education and Research (NCCER) basics, and others will provide hands-on opportunities in career exploration.

High school students will participate in several two-week intensives. The first, August 21 to September 1, 2023, will be a focused NCCER Basic class at IñisaĠvik College. We have planned two two-week culinary intensives with a chef from Hawaii in which students can earn dual credit through UAF in Culinary Arts and Business, the first from October 9 to 20, 2023 and the second from February 19 to March 1, 2024. We hope to work with community members to introduce the chef to traditional foods which he will incorporate into his courses. The Workforce group will provide another two-week intensive from January 22 to February 2, 2024 (topic to be determined). Finally, an instructor for entrepreneurship/small business is available for an intensive, with dates to be determined.

We will also send students to Alaska EXCEL programs.

We continue to investigate other programs that can offer our students opportunities we cannot yet deliver locally.

ILISAURRIĠUQTA PROGRAM

LET'S BECOME TEACHERS

IlisaurriĠuqta means "Let's Become Teachers." This is the NSBSD's "Grow Your Own" teacher program. We will start to operationalize this program during the 2023-2024 school year. Since the establishment of the District, our communities have been calling for a local educator workforce. This program will be designed to

provide a pathway and support systems to local people wishing to become paraprofessionals and certified teachers. To strengthen our efforts we are working in collaboration with Iḷisaḡvik College and the University of Alaska Fairbanks to develop a graduation plan for local people to support them to become certified teachers in four years. We understand that this is a challenging goal. Many of our local community who are interested in becoming teachers often have established careers, families, or other life events that might prevent them from attending school full-time. However, by learning from successful models elsewhere we are excited to be developing a plan to make this possible on the North Slope.

UQAUTILUŃA IŃUPIATUN SPEAK IŃUPIAQ TO ME IŃUPIAQ LANGUAGE IMMERSION PROGRAM

UqautiluŃa IŃupiatun means “Speak IŃupiaq to me” and is the NSBSD’s IŃupiaq Language Immersion Program. With the NSBSD Board of Education’s new adopted mission and the NSBSD Pedagogy, we now have accountability measures in place to graduate students who are bilingual in both IŃupiatun and Taniktun. To reach that goal, we have reinstituted the IŃupiaq Immersion program districtwide. This District mission is a direct response to the call of our Elders, communities, and parents as we seek to ensure we are working to meet our collective community goal of a revitalized language.

Language revitalization is not an overnight event. It will require partnerships, careful, methodical planning and most of all a commitment from our families, community and staff to bring our language back to our children. With that in mind the District presented a 14-year plan to the Nunaaqqiurat Tumitchianjit gathering of NSB, Iḷisaḡvik

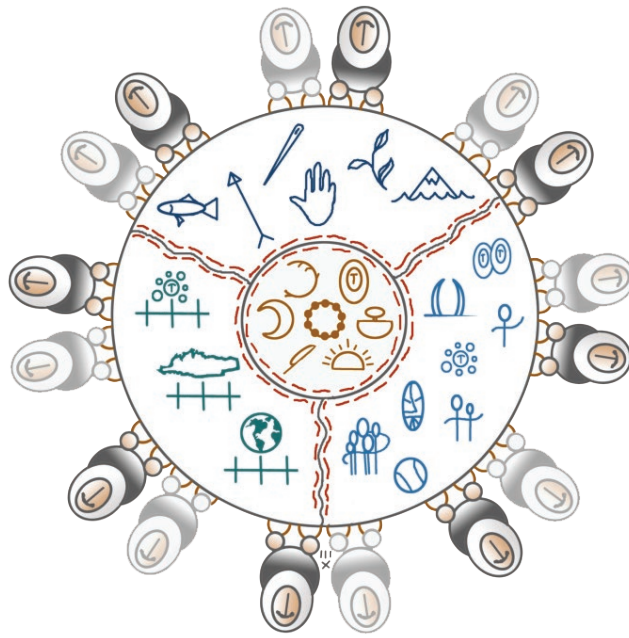
College and ICAS to demonstrate the scale and vision required. Then, throughout the Spring and Summer the District was guided and supported by former teachers of the IŃupiaq immersion program and visits were taken to view programs in Bethel, Nome, Kotzebue and Spokane.

At the beginning of the 2023-2024 school year, the District opened a pilot K3/K4 classroom at Ipalook Elementary School. This class will be used to pilot materials and develop systems, structures and teachers. Then in subsequent years further grade-level classrooms will be added at Ipalook and in all of our villages.

The UqautiluŃa IŃupiatun program’s approach to learning and language acquisition is grounded in inquiry-based learning strategies, hands-on project-based learning, and immersive language settings with repetitive routines and activities. We must be clear in our commitment to instruct solely in IŃupiaq, and in order to ensure student success, the language must also be used and practiced at home. Our implementation plan calls for us to work with families and parents to support their language learning and progression so they, in turn, can support their students.

As we grow and strengthen this program we will continue to seek guidance and direction from our Elders; the cultural and language experts in all of our communities who continue to support us through this process. With their wisdom and the commitment of our community and families we know we can foster the success of our students in a full immersive IŃupiaq classroom setting.

MAPKUQPUT IŅUUNIAĠNIĠMI PHILOSOPHY



Mapkuqput Iñuuniaġniġmi is the “Blanket of Life” and represents the Iñupiaq Learning Framework (ILF). In 2008, the Apqusiutit Iñiniġnikun, or “Trailbreakers for Success,” was formed by community members and Elders from each of our eight villages.

Together, they worked to articulate a framework that would foster a holistic and interdependent approach to education guided by, and deeply rooted in iñua. The framework was to foster the development of spiritual, social, cultural, environmental, emotional, physical and economic connection, and was to point the way for the emergence of well-grounded, well-educated individuals able to navigate effectively in a modern world.

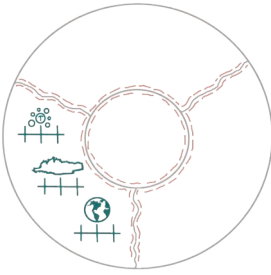
Over the two-year community driven project, the Iñupiaq Learning Framework was formed and adopted by the NSBSD Board of Education in 2010. It is comprised of four realms: the Historical, Environ-

mental, Community, and Individual realms. Intertwined through each realm are spirituality and language, and together all of these collective parts of the Mapkuqput Iñuuniaġniġmi foster the success of the “whole child.”

Since Board adoption of the ILF, it has served as the foundation for coherent Iñupiaq-based academic curricula and assessment processes. NSBSD has mapped and developed instructional programs and practices in accordance with the ILF that are consistent with the district curriculum alignment, integration and mapping effort in addition to Alaska State Standards, Alaska State Cultural Standards, and National Content Area Standards. To date more than 330 units have been developed, covering all grade levels and disciplines. This year we will continue to produce more units to ensure that every child’s education is based on our rich cultural knowledge and wisdom.

DRAFT

DEPARTMENT REPORTS



ORAL HISTORY



NORTH SLOPE HISTORY



OUR PLACE IN THE WORLD



CREATING BALANCE



LEADERSHIP



WOMEN'S ROLES



VALUES & BELIEFS



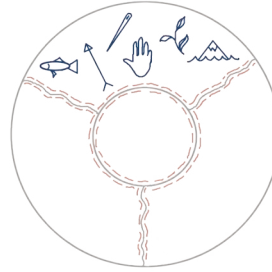
MEN'S ROLES



NAMING



LIFE CYCLE



FOOD PREPARATION & CARE



HUNTING & SURVIVAL



SEWING



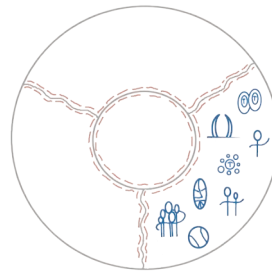
TOOLS



MEDICINES & HEALING



ECOSYSTEMS



ELDERS



CELEBRATIONS & CEREMONIES



SONGS & DANCING



STORYTELLING



ARTS



PARENTING



GAMES



RELATIONSHIPS



CURRICULUM AND INSTRUCTION

The Curriculum and Instruction Department supports staff in implementing the NSBSD adopted Pedagogy. This includes classroom instruction, data analysis, district programs, and school improvement to engage the whole child. We also provide library services, assessment and accountability services that include state and federal reporting, and the maintenance of student records.

CURRICULUM GUIDE AND SOP'S

During School Year 22-23, the Curriculum and Instruction Department focused on providing support to teachers, specifically our new teachers and long-term substitutes who came to fill a number of vacancies. We developed a digital Curriculum Guide for all new hires so they can quickly and easily learn how to access curricular materials. We also published a set of Standard Operating Procedures (SOP's) to ensure that as a department we provide consistent support to staff and students, and timely information to the community.

ALASKA READS ACT

Preparing for the implementation of the Alaska Reads Act was a large part of our work this year. The Reads Act is a State mandated initiative that requires the District to ensure outreach to parents about the reading level of all students in Kindergarten through Grade 3, to have a RTI/MTSS (Response to Instruction/ Multi-Tiered System of Support) plan in place, and to use research-backed teaching materials. Many of the requirements have been in place over the past years, but parents will notice some changes.

EDHUB

As the school year starts, we will provide more communication, particularly in lower elementary. We will also utilize our data management/digital portfolio tool EdHub to increase the documentation of student successes and challenges. This documentation platform not only gives a year on year perspective of student growth, but also enables us to gather information on the success of our initiatives and programs. This results in a more seamless transition for students through the years and allows us to evaluate where our instructional team needs to add support or modify existing programs.

NEW READING MATERIALS

The district received a grant from the State of Alaska to support the adoption of new reading materials in Kindergarten through Grade 5. This funding allowed us to purchase Amplify CKLA, participate in Science of Reading training, and receive additional training to support their implementation. During the coming year, we will conduct a full district pilot of the materials, which will result in our tailoring the materials to our students and fully supporting the teaching staff.

NSBSD PEDAGOGY IMPLEMENTATION PLAN

Instructional team members worked with District Leadership on the development of the NSBSD Pedagogy document. This crucial work solidified the District's commitment to the education of all district students as it made public our beliefs about the need for the highest quality of instruction for every child.

IMPROVED DATA ACCESS

Our Data Specialist created a Tableau Dashboard for data visualization across years. This will allow for tracking student attendance, enrollment, and standardized assessment results and will be made available to various stakeholders.

ONLINE ENROLLMENT

Online enrollment for returning students was instituted this year and will continue to be an option in the coming years. This minimizes the need for paper enrollment forms, creates an easy way for parents and guardians to quickly re-enroll their students, and ensures that the district maintains compliance. Paper enrollment will continue to be an option.

As we move into the 23-24 school year, our focus will be on supporting the Pedagogy, specifically Culturally Responsive Instruction and Tumitchiat Sivunmum plans for all students. We will provide training throughout the year for staff. We will also share with them and the community more information about the Alaska Reads Act, the curriculum pilot, and upcoming curriculum adoptions.

INQUIRY-BASED LEARNING

Inquiry-based learning is a way of teaching that sparks the child's curiosity and nurtures a natural drive to explore ideas and discover new things. At its heart, inquiry-based learning is all about asking questions, investigating, and diving deep into topics that pique the child's interest.

Drawing inspiration from traditional Iñupiaq ways of learning, inquiry-based education embraces the wisdom of cultures that have long understood the value of learning through observation, experience, reflection, and community involvement. Just as our communities have passed down knowledge through storytelling

and hands-on engagement, inquiry-based learning encourages the child to actively participate in the learning journey. Through this age-old method, the child becomes a proactive and lifelong learner who asks thought-provoking questions and seeks answers by exploration within a community context.

Through this approach, the child develops critical thinking skills, problem-solving abilities, and a deep understanding of academic subjects. NSBSD has long been a proponent of this approach; in fact, teachers over the past two decades have created units of study that blend the Iñupiaq Learning Framework, the Alaska State Standards, and local stories, all in a context that not only meets students' learning needs, but is also highly engaging.



STUDENT AND COMMUNITY DATA

CLIMATE AND CONNECTEDNESS SURVEY

The district utilizes the School Climate and Connectedness Survey by Panorama Education to gain a yearly perspective on how students, parents, and staff feel about the schools in the district.

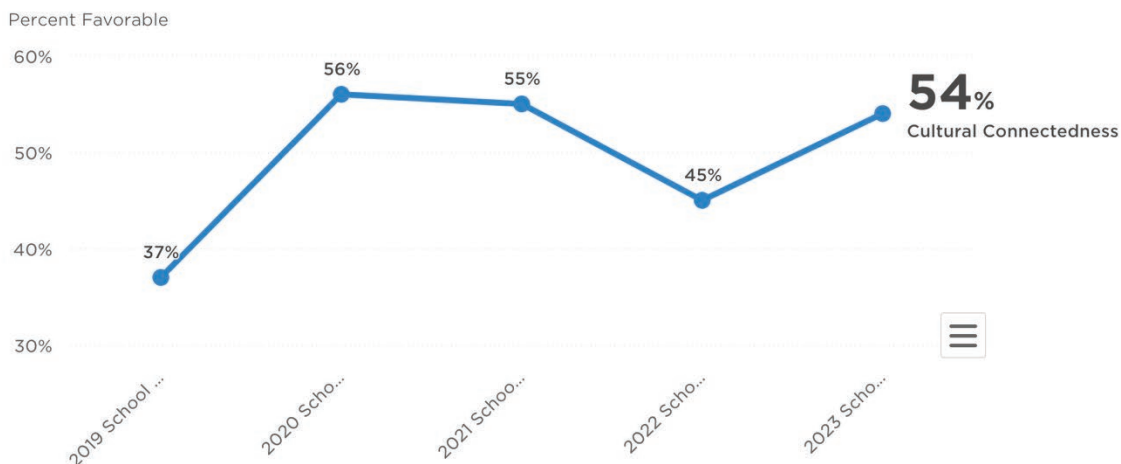
The survey is administered every spring through an online link. School results are distributed by each school, and district level data is presented at public School Board Meetings. Our greatest growth for last year was in Cultural Connectedness. We are not where we want to be, but moving in the right direction. The following graph represents responses in Spring 2023.

Cultural Connectedness

Based on **74** responses

Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.

How have results changed over time?



STUDENT DATA

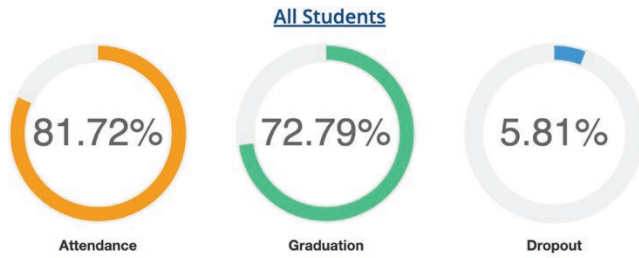
The State of Alaska releases a Report Card to the Public annually. This information is provided to all parents and guardians by their school, and a link is posted on the district website. In fact, these reports go all the way back to the 2009-2010 school year!

Our District Report Card and the Report Card for each school can be accessed at <https://education.alaska.gov/compass/report-card>.

Information is available and tracked on many things including academic test scores, the demographic breakdown of our schools, the educational levels of our teaching staff, and much more. Below is some of the data from our most current report card which is from the 2021-2022 School Year. Please note that some of the measures or data points were paused or changed due to COVID school closures, and it may take another one or two years for things to be back to pre-covid reporting. Because this public-facing data is a couple of years old, we have started the process to create our own dashboards. Look forward to these in the near future.

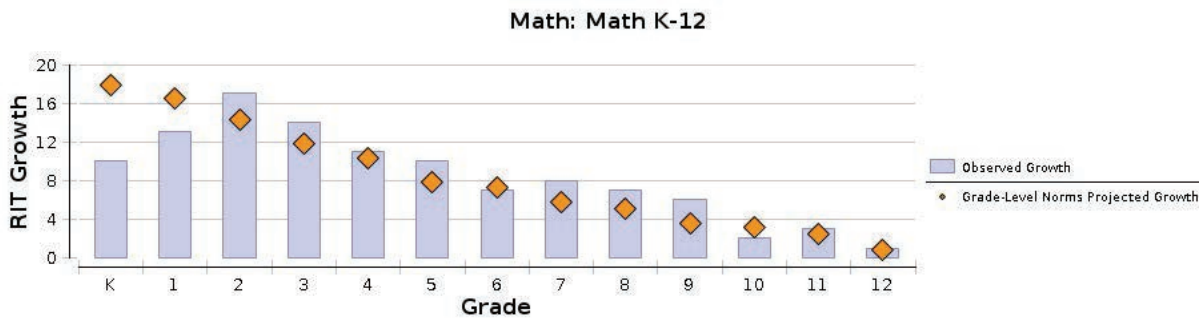


Attendance, Graduation, and Dropout Rates

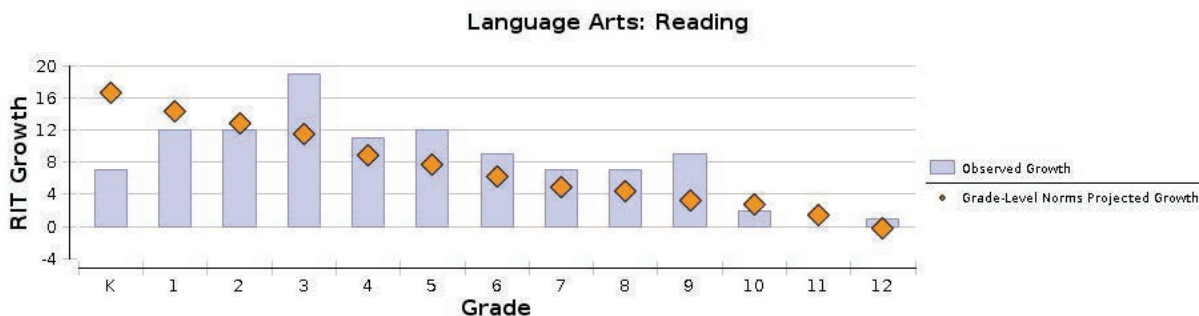


The Alaska State Summative Assessment (AK-STAR) results will be made public in the Fall. In reviewing our student growth data from the NWEA Map Growth assessment, the district met or exceeded projected student growth for Mathematics in grades requiring assessment (grade 3 – 9) as well as grades 2, 11, and 12.

The following chart shows NSBSD student growth on the Math Assessment (purple bars) during the 2022-23 school year. Each grade level is compared with the state's norm (orange diamonds). When the diamond appears above the top of the bar, NSBSD students performed worse than the norm. When the diamond appears below the top of the bar, NSBSD students performed better than the state norm.



For the Reading section, grades 3-9 met or exceeded projected growth targets, as did grade 12. The following chart shows this information.



ALASKA READS ACT

The Alaska Reads Act is an education law designed to provide young learners with strong reading skills, setting them on a path towards success in school and life. Enacted in Alaska with the goal of enhancing early literacy, this comprehensive initiative comprises various components aimed at equipping educators, families, and communities with the tools they need to support children's reading development.

EARLY SCREENING AND SUPPORT

One of the cornerstones of the Alaska Reads Act is early identification. Students in grades Kindergarten through third grade will take the mClass Amplify assessments to figure out if they are struggling with reading in their early years. Just as doctors use checkups to keep us healthy, these reading checkups help schools know which students might need extra reading help. With this early knowledge, teachers and support staff can provide personalized attention. Parents will be notified if there is a concern with their student's reading performance, and extra supports will be provided. Students who are far behind in their literacy skills may have the option to repeat a grade. This decision is not taken lightly and will be the result of multiple conversations with families and school staff. Summer literacy programming will also be offered for students.

QUALITY READING INSTRUCTION

To help students become strong readers, the Alaska Reads Act ensures that schools have top-notch reading programs and strategies. This means engaging books, fun reading activities, and lessons that cater to different learning styles. The district will be piloting a new set of reading materials in grades Kindergarten through 5. Through financial support from the State, we have purchased the Amplify CKLA program. Because no set of materials is perfect, we have begun the work of removing units that may not be the best fit for our students, and adding supplemental units and books better reflecting our students' cultures and our place in the world.

PROFESSIONAL DEVELOPMENT FOR TEACHERS

The Alaska Reads Act offers special training to teachers so they can master the art of teaching reading through a variety of new strategies. Specific training will be offered at very low cost to teachers, who must complete the training by summer of 2025 to maintain their teaching licenses. Similar training will also be offered for principals.

FAMILY AND COMMUNITY ENGAGEMENT

Families play an integral part in a child's education, and the Alaska Reads Act recognizes their vital role. The law encourages parents and caregivers to be part of the reading team. It provides tips and resources for families to practice reading together at home. When families and schools work together, children get double the support, making their reading skills grow even stronger.

DATA TRACKING AND IMPROVEMENT

The Alaska Reads Act helps schools track how well students are doing in reading. This helps schools and families understand what's working and where there's room for improvement.

The Alaska Reads Act works to ensure that Alaska's children have a strong foundation in reading. By combining early identification, effective instruction, teacher training, family involvement, data-driven insights, and a culture of celebration, this initiative aspires to create a generation of confident readers who are ready to join their greater community with their literacy skills.

For more information please visit <https://education.alaska.gov/akreads>



IÑUPIAQ EDUCATION

DRAFT

DEPARTMENT REPORTS

The Iñupiaq Education Department uses the Iñupiaq values, culture, history, language and worldview as a foundation for instructional materials, methods, and content in alignment with the NSBSD adopted Pedagogy. We support Iñupiat-centered instruction in all disciplines and aim to empower and inspire our students, parents and teachers to succeed.

The IED is made up of six department staff and 17 Iñupiat Language Ilisaurrit at our 11 schools. Having a full staff is a huge accomplishment for the department and the District, allowing us to grow, enhance, and support the District's language acquisition goals. As part of this effort, we also focus on the Ilisaurriqta program that will grow our local teacher workforce.

The NSBSD offers an Iñupiaq Language Program that is intended to increase proficiency in Iñupiaq. This is a pull-out program where students are offered Iñupiaq language instruction with an Iñupiaq Language Teacher separate from the general education teacher. This year, we have begun working on an Iñupiaq Language Scope and Sequence to map out the language progression of students from K3 through Grade 12. Our goal is to provide transparent information

on our students' progress to parents, community, students and teachers.

Iñupiaq language instruction is based on the Accelerated Second Language Acquisition (ASLA) methodology and supported with a customized computer-based language-learning tool called VIVA, which stands for "Visual Iñupiaq Language Assessment." The VIVA site has been in use for several years and is due for an overhaul. This year the computer program will be upgraded and the program rebranded as IVALU (Iñupiaq Vocabulary, Assessment, and Language Units). Ivalu, which means "sinew," has both literal and symbolic resonance: in the Mapkuqput Iñuuniagnigmi, ivalu represents our language, which is intertwined throughout the components of the Iñupiaq Learning Framework and unites its parts.

The IED continues to oversee the implementation of culture-based curriculum (Project Mapkuq) at all grade levels. This curriculum is grounded in the Iñupiaq Learning Framework and is one of the primary domains in the NSBSD Pedagogy. As such, Project Mapkuq implementation will be a joint effort with Curriculum and Instruction.

STUDENT SERVICES

The Student Services Department purpose is to uphold the vision and mission of the North Slope Borough School District by offering services to support the whole child.

SPECIAL EDUCATION

Student Services' primary role is to provide special education services to students with a diagnosed disability as defined by state and federal laws. Special education is a mandated service and requires specific teacher certification and skills. During the nationwide teacher shortage, Special Education teachers have become increasingly difficult to recruit. To continue to provide services during this challenging time, NSBSD piloted the use of remote special education teachers. This option offered an opportunity for local paraprofessional or teacher substitutes to work directly with the special education teacher and deliver the required services.

THERAPEUTIC SERVICES

Parents of students who qualify for a related service may have seen a difference in how speech, physical therapy, and occupational therapy services have been delivered over the last few years. In the past, we had therapists fly to the schools three times per year and train the special education teacher or paraprofessionals to deliver the services. Now with teletherapy, our therapists can provide direct services to the eligible students. Because getting to know the students and families continues to be important, our current providers still fly to the villages, but they can implement the ongoing services from anywhere in the country over the computer. Since using teletherapy, we have seen an increase in delivery of services due to a decrease in external barriers such as flight cancellations and weather delays.

SUICIDE PREVENTION

Student Services Office has a long running program in the prevention and postvention space for suicide awareness. From inspirational speakers to drug and alcohol awareness materials, to Careline Crisis Number (988) promotions, the Department is always looking at the best way to support our students. An invaluable partnership with ASNA (Arctic Slope Native Association) allows the District to participate and host many vitally important health initiatives for our students.

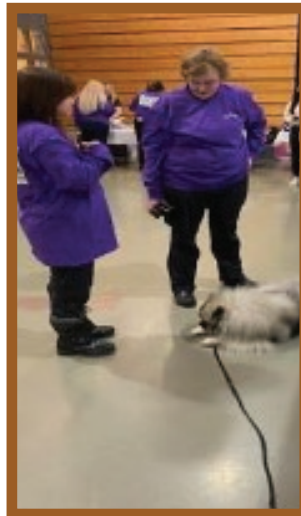
Post-COVID, it is globally recognized that the social emotional needs of all students, staff, and communities have suffered. In FY3 NSBSD was awarded grant funding and sent 24 of our staff to a conference that focused on the implementation of positive school climate and wellness strategies.

The Student Services Department is also researching options to provide wellness activities and support to all our staff. As part of that movement, staff are involved in training to support themselves to achieve emotional, physical, occupational, intellectual, financial, social, environmental, and spiritual goals. Research from the Federal Substance Abuse and Mental Health Services Administration shows that these eight dimensions are interconnected: one dimension builds on another.



DISTRICT WIDE STUDENT COUNCIL

Families, the Board, teachers and the community are extremely proud of the first-ever NSBSD District-wide Student Council (DWSC) which was appointed in FY23. The first council has representatives from Harold Kave-look School, Meade River School, Barrow High School, Tikiqag School, and Nuiqsut Trapper School. Seats remain open for applicants from Nunamiut School, Kiita, and Alak School. The first student council meeting was held in May 2023 in Utqiagvik. Participating students attended a regional Board meeting, DWSC training, and attended a gathering to discuss the future role of the DWSC.



QATQIÑÑIAĠVIK & CAREER AND TECHNICAL EDUCATION (CTE)

**QATQIÑÑIAĠVIK TRANSLATES TO “A PLACE FOR
WORKING TOWARDS REACHING THE PRIME OF LIFE.”**
(COURTESY OF THE IÑUPIAQ EDUCATION DEPARTMENT)

The QatqiññiaĠvik and Career and Technical Education (CTE) Department is a new Department and signals the commitment of the District to career and technical education and vocational pathways for our students.

The QatqiññiaĠvik program refers to the training and opportunities that operate from the QatqiññiaĠvik building in UtqiaĠvik. The QatqiññiaĠvik building was opened in 2023 and is owned by Tundra Tours and leased to the NSB, who in turn provide it to the District to deliver educational programs for all students across the North Slope.

Commencing partway through FY23, the QatqiññiaĠvik program offered a range of career opportunities for our students.

CAREER EXPLORATORY

Between December 2022 and April 2023, 51 high school students from Alak, Kali, Nuiqsut Trapper, Harold Kaveolook, and Meade River Schools were introduced to businesses, corporations, colleges, IHLC, technical training facilities and Search and Rescue.

In April 2023, more than 200 students from Barrow High, Nuiqsut Trapper, Harold Kaveolook, Alak, and Kali schools attended a career fair where they met with representatives of 27 agencies.

ON THE JOB TRAINING (OJT)

During FY23, 80 students from Alak School, BHS, Kaveolook School, Meade River School, Nuiqsut Trapper School and Tikiġaq School worked in On the Job Training positions. QatqiññiaĠvik pays the wages and benefits and students earn elective credits. OJT costs for FY23 were \$131,071.40.

IĠISAĠVIK COLLEGE DUAL CREDIT AND CEU

Our District is extremely fortunate and grateful for the partnership with IĠisaĠvik College. Having a Tribal College in our region allows students to take courses that earn either Continuing Education Units (CEU) or dual high school/college credit. Students taking a two-week CEU intensive course can earn .25 high school elective credits upon successful completion of the course.

The table on page 31 shows data for sixteen students who participated in the Workforce Development program at IĠisaĠvik.

In FY23, 39 students from Nunamiut School, Tikiġaq School, Kali School, Nuiqsut Trapper School, Alak School, Barrow High School and Meade River School signed up for dual credit classes. Thirty-two of these students chose the CTE option while seven opted for academic credit (funded by the Curriculum and Instruction Department). All but one enrolled student received credit.

WORKFORCE DEVELOPMENT AT IĪISAĖVIK COLLEGE	NUMBER OF STUDENTS	CEUS PER COURSE	TOTAL CEUS EARNED	TOTAL HS CREDITS EARNED
Carpentry Skills Lab	8	2.4	19.2	2
Welding Skills Lab	8	4	32	2
Totals	16		51.2	4

Our students elected classes in art, drivers' education, heavy equipment, business, Iñupiaq, IT, and early education. Through the dual credit agreement, a student successfully completing a three-credit IĪisaĖvik College class can earn .5 high school credit upon successful completion of the course.

We are fortunate that the District is able to share the costs of the dual credit classes with IĪisaĖvik and extremely grateful for the grants provided through some of their programs.

Total cost of Dual Credit Courses:	\$25,341.43
Shared cost with IĪisaĖvik (50%):	\$14,170.71
% of courses that were CTE:	65%
% of courses that were academic:	35%
QatqiññaĖvik CTE cost share (65%):	\$9,210.96
C & I Academic cost share (35%):	\$4,959.75

ALASKA EXCEL

Our partnership with Arctic Slope Regional Corporation made it possible in 2023 for us to send 30 students to Alaska Excel programs in Anchorage. Alaska EXCEL, Inc. is a federally recognized 501(c)3 non-profit that provides supplemental academic and career and technical education intensives for rural youth and young adults across Alaska. In FY23, NSBSD students in grades 8 through 12 attended a total of 46 Alaska EXCEL sessions.

CAREER & TECHNICAL EDUCATION (CTE)

In FY23, the District focused on revitalizing our shops in the villages. While this recommitment is still building momentum, a total of 878 students in middle and high school across the Slope and over the four quarters received eleven different CTE courses taught in ten schools. These courses were taught by a mix of District teachers at their local schools and two itinerant teachers delivering courses in multiple schools throughout the year.

	Career Exploratory	NCCER CORE: Intro to Construction Trades	Intro to food service	Workplace Basics/AKCS	Wood shop	Metal shop	Small Engines	Personal Finance	CAD & 3D printing	Keyboarding	MS CTE
1st quarter	Nuqsut Trapper; Alak; Kali	Nuqsut Trapper; Meade River	Nunamut; Kita	Nuqsut Trapper; Tikigaq; Alak	Meade River; BHS; Tikigaq	BHS; Tikigaq	Tikigaq; Kita	Meade River; BHS; Tikigaq; Alak	Alak; Tikigaq	Alak	HMS
2nd quarter	Nuqsut Trapper; Alak; Kali	Meade River	Nunamut; Kita	Tikigaq; Alak	Alak; Meade River; BHS; Tikigaq	BHS; Tikigaq	Tikigaq; Kita	Meade River; BHS; Tikigaq; Alak; Kita	Alak; Tikigaq	Alak	HMS
3rd quarter	Kaktovik; Meade River; Nuqsut	BHS	Kita		Kali; BHS; Tikigaq	BHS; Tikigaq	BHS; Tikigaq; Kita	Meade River; BHS; Alak; Kita	Tikigaq	Nunamut; Tikigaq; Alak	HMS
4th quarter	Kaktovik; Meade River; Nuqsut	BHS	Kita	Kaktovik	Kali; BHS; Tikigaq	BHS; Tikigaq	BHS; Tikigaq; Kita	Meade River; BHS; Alak	Tikigaq	Nunamut; Tikigaq; Alak	HMS
High School Students	44	27	37	70	62	87	39	114	23	63	0
Middle School Students	4	0	0	30	10	0	0	0	10	0	258



DEPARTMENT OF MAINTENANCE & OPERATIONS

The NSBSD Department of Maintenance and Operations (M&O) exists to provide the most effective learning environment possible for our students. The learning environment includes school grounds and the school building envelope, grounds maintenance, building structure and systems operation, site and building cleanliness. We also provide teaching tools, teacher housing and equipment, nutritional food, and rolling stock (buses, pickups and cars).

The Department also assesses and identifies immediate and future educational plant and equipment needs, which we identify as Capital Improvement Projects or purchases (CIP). These recommended needs are prioritized by the affected community and its stakeholders, including the School Advisory Committee. Ultimately these District needs are prioritized by a committee of the Board of Education for presentation to the NSB Assembly, which establishes funding according to its determination of the projects of greatest need.

After a challenging two-and-a-half-year period of deferred maintenance and delayed CIP projects due to COVID travel restrictions, the Maintenance and Operations Department has been working diligently in FY23 to catch up.

HAROLD KAVEOLOOK SCHOOL

This past year the NSBSD project of greatest need, Phase 1 of the Harold Kaveolook School Fire rebuild, was granted \$12,000,000. This was added to the remaining insurance proceeds, and the entire package will be included in the 2024 General Obligation Bond election. Civil work has begun and all permits have been secured from the State of Alaska to manage and dispose of the site's contaminated soil. After the active layer freezes, the site will be ready for piling installation. This will occur

in February 2024. Vertical construction plans will be out for bid in October 2024 and construction will begin in Spring 2024.

DISTRICTWIDE REPAIRS AND UPGRADES

The NSB Assembly added a further \$3,000,000 to the bond election for districtwide CIP upgrades and emergency repairs as needed. By NSB Ordinance, some of this money can be used for upgrading and repairing teacher housing units owned by the NSB. Two major CIP projects were completed at school sites in Nuiqsut and Anaktuvuk Pass. These projects upgraded and rebuilt sewer and water systems.

In order to make the M&O Department more responsive and efficient in providing immediate response to repair and upgrade requests, a Certified Electrician and Refrigeration Technician were hired and are now on staff. All of the Conex freezers, donated to the District by Arctic Slope Regional Corporation will be fully operational by October 2024, with the electrical connection work being done by the NSBSD Certified Electrician.

NEW VEHICLES FOR VILLAGES

From previous years' funding, new pickup trucks were bought for all village schools outside Utqiagvik. Nuiqsut also received a new Ford Expedition. The other villages will get new Expeditions or transit vans next year for the long-overdue replacement of old vehicles.

VAPE DETECTORS

NSBSD is in the beginning of a districtwide program of installing vape detectors in all appropriate school locations. The first completed site was Hopson Middle School. The installation was undertaken in-house by an M&O certified electrician, who installed the electrical equipment, and the IT staff, which programmed the detectors.

PARTNERSHIPS

The working relationship between NSBSD and the NSB has resulted in some important improvements and maintenance works across the District. Emergency repairs and the installation of a new access ramp are just a few examples of this improved and vital relationship.

NSBSD working relations with Iñisaġvik College has also been enhanced. The college provided staff training to the district in the areas of Confined Space “Lock out Tag Out,” Blood-Born Pathogens (their management and cleanup) and Boiler Maintenance and Repair. Future training is expected for Public Pool Operator Certification and Life Guard Certification.

HUMAN RESOURCES

The HR Department is responsible for ensuring the vision and mission of the Board, as operationalized by the Administration, is supported through efficient, service driven attention to the human resourcing needs of the District. In serving the District, the Department has a responsibility to support all staff who join and remain in our educational family. This includes but is not limited to providing guidance, advice and support on HR issues and collaborating with other departments and sites to ensure the professional development and mandatory training requirements of all staff are met.

RECRUITING TEACHERS

Nationwide there is a teacher shortage and the story of FY23 was recruiting. In FY23 the HR Department was able to hire qualified full time staff and long-term subs to fill an estimated 60 vacancies across all sites. Starting in January 2023, the department ensured all efforts were made to fill all vacant positions for FY23-24. This included attending job fairs nationwide

in Alaska, Washington, Oregon, Colorado, Wyoming, Texas and identifying and recruiting 24 teacher candidates from the Philippines. The result of these efforts was 82 certified new hire staff being recruited to our District to start FY24, ensuring our students have full time teachers to greet them and provide a stable learning environment.

STAFF RETENTION

In striving for stability the District reached accord in negotiations with Site Administrators (after more than two years of dynamic status quo) and also provided a long overdue 2% pay increase to classified staff. Consistent with the commitment to transparency and collaboration, the District worked hard with all staff to resolve concerns and as a result there were no formal grievances brought against the District in the FY23.

HR DEPARTMENT GROWTH

The HR Department underwent several changes during FY23 to improve communication, transparency and efficiencies. Cross-training among all HR staff has commenced and a consultant was hired to assist with planning the revision of the department’s Standard Operating Procedures. Processes are now being developed for cross-communication between HR and other departments and HR staff have met with other school districts across Alaska during the ALAS-BO Conference in December 2022, providing an excellent opportunity to network and gain insights and knowledge from those facing similar challenges.

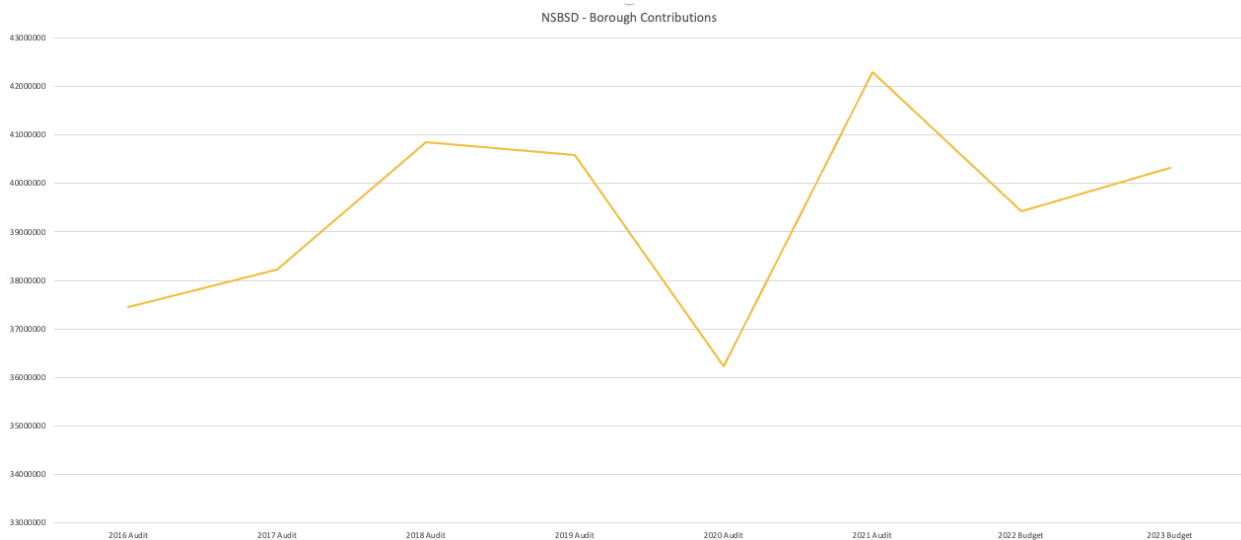


BUSINESS OFFICE DEPARTMENT

The Business office is responsible for ensuring the vision and mission of the Board, as operationalized by the Administration, is supported within the financial means of the District. In serving the District, the Department has a responsibility to meet the highest levels of transparency and accountability for stakeholders as it works to be both collaborative and responsive to the needs of departments and sites.

The focus of the Business Office throughout FY23 was transparency, accountability and fiscal responsibility. The District remains extremely grateful for the strong support of the NSB and the Assembly. However, as operational costs increase along with inflation and the cost of living, flat or reduced funding from the State and the NSB for the sixth year in FY23 required the District to “do more with less.”

	1,776	1,883	1,852	1,932	1,952.90	1,942	2,039	1,845
ADM	2016 Audit	2017 Audit	2018 Audit	2019 Audit	2020 Audit	2021 Audit	2022 Budget	2023 Budget
REVENUE Category								
011 City/Borough Appropriation	35,125,626	36,079,963	38,614,429	38,024,634	33,563,297	38,766,371	36,828,052	36,828,052
012 City/Borough In-kind Appropriation	2,318,732	2,145,689	2,227,841	2,559,980	2,664,060	3,526,447	2,600,000	3,500,000
Total	37,444,358	38,225,652	40,842,270	40,584,614	36,227,357	42,292,818	39,428,052	40,328,052



Despite the revenue challenges and changes in personnel, the District successfully commenced an overhaul of all systems as part of a process of repair that includes the Finance Department being directed to operationalize responsive and open engagement with stakeholders, staff and the community.

SOME HIGHLIGHTS OF THE YEAR INCLUDED:

- FY24 budget hearings conducted with all sites with the participation and input of School Advisory Council members for the first time
- FY24 budget delivered and passed within ordinance timeframes.
- NSB supplemental funding MOA's amended to meet community need and submitted and approved within budget timelines
- Monthly financial reports submitted in a timely manner to the Board of Education and the North Slope Borough.
- A clean audit received for FY22 and awaiting audit for FY23 following a successful audit process.
- Efficient utilization of available grant monies resulting in the District expending a greater percentage of FY23 grant monies that were made available.
- Spending plans for all grants developed before the FY24 year began, to facilitate full and efficient use of grant funding.
- Ongoing review and standardization of all processes as the District brings all expenditure and operations into compliance with policy, handbooks and employment agreements.



INFORMATION TECHNOLOGY

The Information Technology (IT) Department's role is to provide essential technological and infrastructure services to the district. The department prides itself on doing everything possible to deliver uninterrupted technology-assisted instruction for students and staff, clear and timely communication across the district, and collaboration among all district stakeholders.

INTERNET CONNECTIVITY

Following the ice-scouring breakage of the underwater cable, the NSBSD IT department worked tirelessly with GCI and BEUCI to have communications back up and running in Utqiagvik, Tikiq, and Uluq in a fraction of the time experienced by many organizations. The use of high performance Starlink hardware and systems enabled the restoration of critical internet services during planning and recruiting over summer. Districtwide, the IT department successfully restored internet connectivity in less than two weeks.

INFRASTRUCTURE UPGRADES

The IT department has recognized the need for infrastructure upgrades to enhance the overall network performance and support the increasing demands of the school district. With the help of the E-Rate program and the collaborative efforts of school principals, home-school facilitators, the food services coordinator, and central office administrators, the school district's E-Rate discount was increased from 70% to 80%. This increase in the discount allowed NSBSD to upgrade bandwidth for our schools using the cost savings. Furthermore, the E-Rate Category 2 budget was utilized to replace the aging core network infrastructure, ensuring a more reliable and efficient network environment.

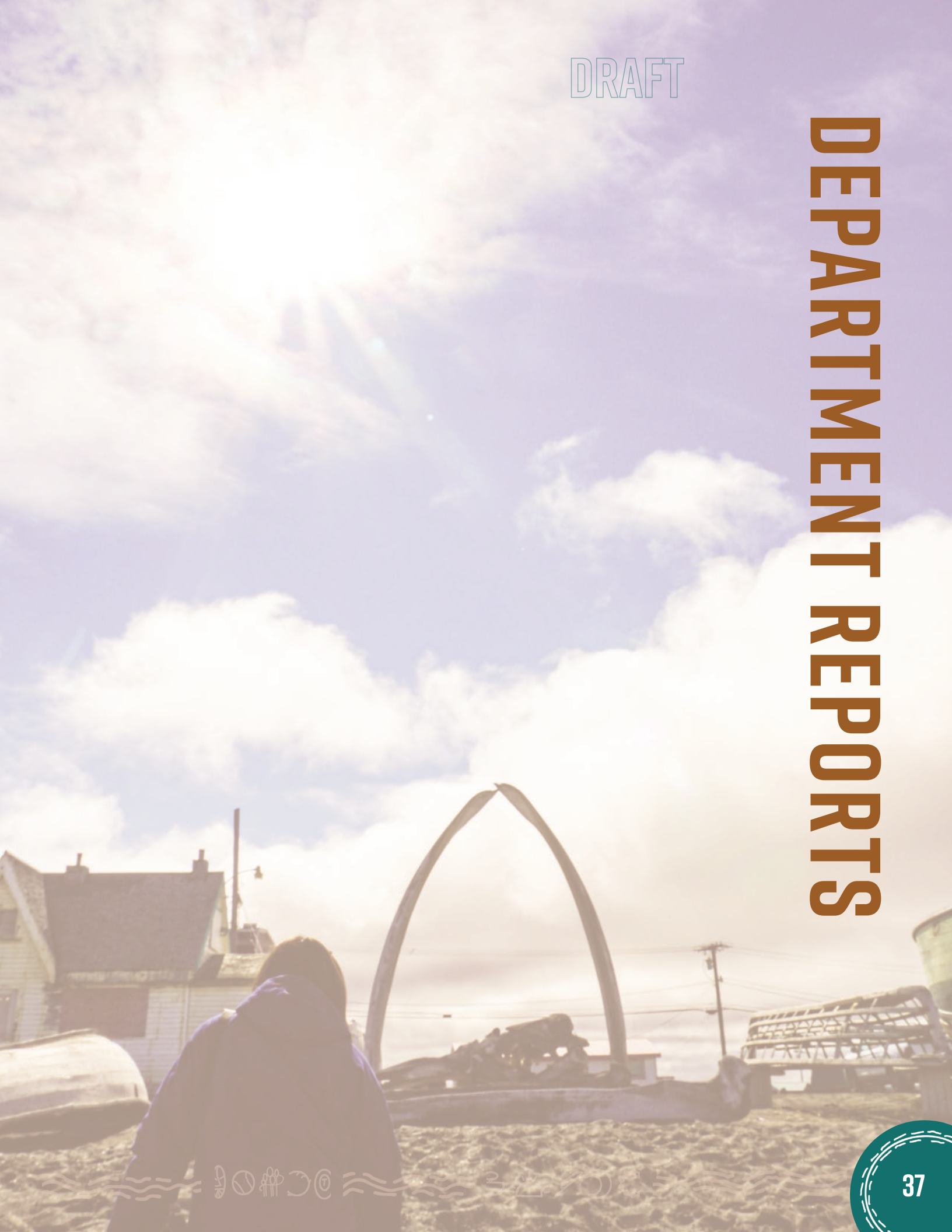
INSTALLATION OF VAPE DETECTORS

As part of the ongoing commitment to student safety and well-being, the IT department successfully completed the installation and configuration of vape detectors in Eben Hopson Middle School. This accomplishment marks the first installation of such detectors which will be installed in all schools districtwide.

The IT department's achievements in FY23 reflect the commitment and dedication of a team that have significantly contributed to the improvement of technology services and infrastructure across the school district. The successful restoration of internet connectivity, the implementation of infrastructure upgrades, and the installation of vape detectors demonstrate the department's commitment to providing reliable, efficient, and safe technology solutions for students and staff alike.

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DEPARTMENT REPORTS



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LEGISLATIVE FLY-IN

LEGISLATIVE

The Association of Alaska School Boards facilitates a legislative and youth advocacy institute fly-in for school districts across the State of Alaska to inform school board members, superintendents, and students about the legislative process, key educational legislative issues and bills, like-size district forums, and drafting priorities for legislators.

The Legislative and Youth Advocacy Institute Fly-In was held February 4-7, 2023 in Juneau. Our district representatives consisted of Board President Robyn Burke, Board member Madeleine Hickman, Superintendent David Vadiveloo, Student Representative on the Board Magdalena Stringer, Meade River School students Frances Itta and Ronald Kippi Kingik, and Tikiġaq School students Nasuyaaq Milligrock and Margie Dirks. The NSBSD delegation was guided and supported by Reggie and Christine Hess, who orga-

nized a packed agenda of meetings that allowed the delegation to present NSBSD's legislative priorities to legislators and lobby for our region.

Individual meetings were held with Lt. Governor Dahlstrom and Legislative Director Laura Stidolph, Representative Josiah Patkotak, Senator Donny Olson, and legislators involved in finance, education and early development, health and social services, tribal affairs, arctic policy, economic development and tourism, community and regional affairs, and a variety of other committees.

Additional meetings were held with Representatives DeLena Johnson, Tomaszewski, Mina, Story, Cronk, Sumner, Dibert, Prax, Allard, CJ McCormick, Tilton, Himschoot, Galvin, Shrager, Carrick, and Stapp, and Senators Dunbar and Sullivan.



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