

Department Reports

Curriculum & Instruction - Caitlin Santos

Family & Community Collaboration

- In September, we attended three community town hall meetings; in Point Hope, Anaktuvuk Pass, and Wainwright. During these information meetings, we shared attendance rates, student academic proficiency information, and started the community conversation about potentially moving towards a more balanced and culturally relevant calendar. These meetings have given us the opportunity to speak directly with community stakeholders, answer questions, and improve the understanding of the community about what we are doing as a district to meet the needs of students.
- In addition, it is Fall Conference time! Parents are meeting with teachers to talk about students, share highs and lows, and engage in goal setting.

Culturally Responsive Instruction & Staff Support & Professional Development

- The September District Inservice was held on Wednesday the 17th. Sessions focused on targeted check-ins on adopted core program, aligning core resources with culturally responsive practices, the Tumitchiat Sivunmun Period, and a chance to look over student data in preparation for conferences. In addition, we had several teacher-led sessions. These sessions were a hit, and we will continue to ask staff to provide them as we move throughout the year. We also provided “Integration Time” where staff had the opportunity to work together to integrate new learning into their lesson planning and classroom practice.
- Plans are now being finalized for the October District Inservice which will focus on Reading and Writing across the content areas, and Parent and Family Engagement.
- As we are digging deeper into our student data, it is abundantly clear that our students are experiencing positive growth. The highlight has been looking at our third grade students. Our students are exiting third grade at a higher proficiency level, and the portion or percentage of students who are most at risk has seen a tremendous decrease. We are outpacing the State in moving students toward proficiency. Again, this is a long pathway for us, but seeing a consistent trend means that what we are doing in terms of our pedagogy, our high quality instructional materials, and the increased focus on intervention is moving the needle at a faster rate than we have seen in quite some time. Thank you to our building staff, our students, and their families. Achieving and maintaining the trajectory takes a lot of hard work from everyone involved in the life of a child.
- We are beginning to investigate the use of virtual subs for our sites most in need. These virtual subs are being utilized in other rural districts within the state to cover teacher shortages and to ensure that students are receiving quality instruction regardless of vacancies. While having an in person teacher is always best, we are heavily vetting potential vendors to ensure that they are safe, reliable, and highly qualified educators who understand the intricacies of providing content area instruction over distance. In addition we are working with site administrators to ensure that a para or other district employee will be present to act as a facilitator in the classroom.



MAP Reading Achievement Levels: NSBSD

North Slope Borough School District

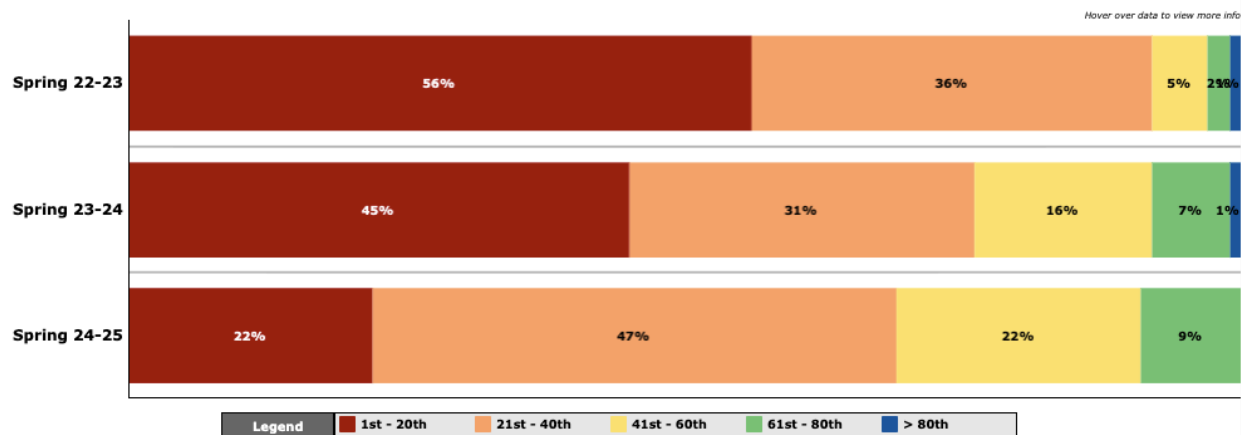


Filters	Year(s): (All)	Term(s): Spring	Subject: Reading	School: NSBSD	Grade: 3	Download
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MAP Reading Achievement Levels for NSBSD's 3rd Graders

	1st - 20th		21st - 40th		41st - 60th		61st - 80th		> 80th	
	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students
Spring 22-23	56%	74	36%	48	5%	7	2%	3	1%	1
Spring 23-24	45%	58	31%	40	16%	20	7%	9	1%	1
Spring 24-25	22%	26	47%	56	22%	26	9%	11	0%	0



Iñupiaq Education - Tenna Pili
Iñupiaq Education – Interim Director Edna Ahmaogak

Introduction

October marked the official ending of the first quarter of the 2025–2026 school year. The Iñupiaq Education Department (IED) continues to move forward with initiatives to provide increased student engagement in the classrooms, supported in-service training, and strengthened foundational systems for language instruction and cultural learning. Efforts focused on instructional implementation, staff training, interagency coordination, and community engagement—each tied to the district’s strategic priorities and the mission of sustaining Iñupiaq language and values across all schools and communities.

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

- Uqautiluṇa Immersion Family Kickoff:
 - Uqautiluṇa Iñupiatun Immersion Program is moving forward. Family members are engaged in Iñupiaq language sessions held weekly to strengthen language acquisition and parents are provided tangible resources to support language in the

home. In addition, parent potlucks are held to encourage and celebrate our Iñupiaq language.

- Town Hall Planning:
 - Supported preparations for the Town Hall meeting at Atqasuk earlier this month and coming Town Hall meetings in Kaktovik and Nuiqsut towards the end of the month, ensuring cultural and language initiatives are represented in district-wide conversations.
- Youth Engagement for Culturally Relevant Calendar:
 - In collaboration with the NSB Mayor's Office and MYAC staff, coordinated plans for student participation in the annual Elders & Youth Conference. Students contributed to the development of a culturally relevant year-round calendar, reinforcing community voice and student agency in culturally grounded learning.
- Continued Working Relationship with NSB IHLC
 - Finalizing MOAs to provide culturally relevant learning opportunities in schools.
- Taiguaqta in Collaboration with Mayor's Office
 - The NSB purchased books and will continue to purchase books through SY25-26, for students. Students will be given books throughout the year to have and bring home. This will support the district's goal for increasing reading proficiency.

Culturally Responsive Instruction

Goal 2: All students perform at or above grade level.

- Classrooms on the Nuna at Meade River School:
 - The success of Meade River School's Classroom on the Tundra has sparked an interest within our schools across the district. IED is working with a respected longtime NSBSD teacher, Mr. Rod Lloyd, who has led with his wife Patti, Meade River School's Classroom on the Tundra for several years now successfully. IED is eager to work with Mr. Lloyd to develop a program that can be implemented at all sites taking into consideration the unique challenges of teaching in rural Alaska, more specifically, the North Slope.
- Materials Fulfillment for Instruction:
 - IED continues to manage and fulfill materials requests for general education classrooms, culture-based unit instruction, and Iñupiaq Language classrooms, supporting smooth instructional practices across sites.

Goal 4: Graduate bilingual students.

- Mentor-Apprentice Program (MAP) Continuation:
 - Continued monthly MAP gatherings as part of the implementation of the Iñupialgusisa! Mentor-Apprentice Program, providing structured language immersion opportunities for apprentices to advance fluency.
- Continued support for staff:
 - Continued training for newly hired Iñupiaq Language Teachers, with emphasis on immersion strategies, curriculum alignment, and collaboration with site-based staff.

Student Social & Emotional Wellbeing

Goal 5: Facilitate & maintain culturally, emotionally, & physically safe learning environments.

- Pauktuutit: Critical Elements for Transforming Education in Our Schools
 - Work continues to help nurture Iñuulluataq, good human beings, through initiatives like the TSP hour. The TSP hour provides time for student engagement to occur that focuses on well-being. This is achieved through daily lessons focusing on a range of social and emotional well-being that is inclusive of culturally responsive teaching.

Staff Support & Professional Development

Goal 6: Build and sustain a thriving workforce aligned with the mission of this District.

- Professional Development:
 - IED has established dedicated time for professional development with the Iñupiaq Language Teachers focused on language instruction, planning, and assessment practices.
- Inservice Development & Facilitation:
 - Contributed to the planning and facilitation of the teacher in-service held on October 17, 2025, ensuring Iñupiaq cultural integration was foundational across sessions.
- Support Staff Hiring:
 - Continued recruitment to fill the Administrative Assistant role and IED Secretary position.
- Iñupiaq Fine Arts Program Scheduling:
 - Finalized the semester schedule for the Iñupiaq Fine Arts Program at all sites, including coordination of materials procurement to support successful implementation.

Financial & Operational Stewardship

Goal 7: Standardize high-functioning, efficient, student-focused operations.

- Resource Logistics & Fulfillment:
 - Oversaw the timely procurement and distribution of instructional materials aligned with culture-based units, language classrooms, and general academic needs.

Conclusion

The Iñupiaq Education Department continues to move forward with purpose with ongoing collaboration as we move forward in the 2025–2026 school year. Through staff support, curriculum implementation, and strengthened community partnerships, we remain aligned with the district’s mission to uplift Iñupiaq language, identity, and academic excellence. Continued focus on staff development, resource coordination, and culturally-responsive engagement will be critical as we move forward throughout the year.

Student Services - Michael Hautala

Student Social & Emotional Wellbeing

Goal 5: Facilitate & maintain culturally, emotionally, and physically safe learning environment.

Counseling

Deb Badertscher, our counselor coordinator, worked throughout the month to provide further supports and tolls to all teachers for the Tumitchiat Sivunmun 7th period.

Deb is actively recruiting to fill our remaining counselor positions.

- Working to develop in-service and PLC training for counselors.
- Building TSP lesson plans for all teachers and modeling effective instruction.
- Travel to village sites to mentor new counselors.
- Developing a district-wide PBIS program.
- Planning a QPR training as part of the district's suicide prevention program.

Social Emotional

Dr Sharon Lemmert, Josh Stein and our team have been inundated with behavioral health issues from across the District. This first quarter has highlighted the urgent need for regional behavioral health supports for our young people.

- Worked with 55 students in August and September, referred by principals, counselors, and teachers for additional support.
- Referrals have included crisis situations, safety concerns, trauma, family stressors, and mental health needs.
- Traveled to village sites, with several visits completed in Wainwright and Point Lay.
- Made home visits when families needed follow-up or extra support: three in August and two in September.
- Responded to student and family crises, including after-hours calls when needed.
- Partnered with principals and counselors for classroom presentations and student discussions on current issues. Recent topics have included:
 - Helping a middle school class process the sudden departure of a teacher.
 - Explaining my role and available support services so students know how to reach out.
 - Supporting students through grief-related discussions.
 - Working with younger students on sharing, cooperation, and getting along with peers.
- Working with principals now to plan upcoming evening workshops for students and families.
- Collaborated with outside agencies, tribal groups, and behavioral health providers to connect families with wrap-around services.
- Helped families navigate community resources and follow through with referrals.
- Attended the Behavioral Health Summit in September and took part in Mental Health Tour in August planning meetings. Will also attend upcoming suicide prevention workshops.
- Joined district and department meetings to stay aligned with school and district priorities.
- Eat lunch with students and join gym activities to build stronger relationships with students and staff.
- Keeping records of services provided and looking into new software options to improve documentation security.

- By handling complex student and family cases, principals and counselors stay focused on academic and daily school operations.
- Continued building partnerships with community agencies so families have access to services schools cannot provide alone.

Staff Support & Professional Development

Goal 6: Build and sustain a thriving workforce aligned with the mission of this District.

There are now 6 SPED teaching positions, up from 5, and 2 Counselor positions open district wide. Two of these SPED positions are currently filled with Long-term-substitutes (IPK, AIN), the other 4 positions are at PHO, HMS, KLC, and BHS. Housing is becoming a critical path for hiring. We are still in need of a counselor at PLZ and ATQ, we are looking at itinerant counselors as a possible solution.

We have a SPED teacher at BHS resigning at Christmas break, a positive is we have offered a candidate a position starting Jan. 5th. Student referrals for special education have increased since the beginning of the school year. The team is working to actively identify new and existing students that may qualify under the intensive funding model and requires an IEP in place prior to the end of the October count period. Having identified multiple students that may qualify, this highlights additional strain on an already critical resource, SPED intensive paras. Student services have been working closely with HR and the Superintendent to find a solution. In Utqiagvik there is currently a needed FTE of 8 intensive Paras and we currently have 3.

We are continuing our work with Human Resources to identify potential staff, since adding the signing bonus for SPED teachers there has been increased interest in posted positions. It will be important that advertising maximizes exposure to this offer (where and how the offer is displayed). We plan to survey new teachers to determine the impact on their decision to accept employment.

The state has returned their findings for our Special Education compliance audit. We are disseminating the information and will provide a report at the November Work Session. Corrections appear to be minor procedural errors in our paperwork. Corrective actions will require further training for staff in identified areas along with ensuring our procedures are accessible and effective. Many of the areas of deficiencies have been proactively addressed; through a change in the SPED database system making paperwork more intuitive for teachers, inservice training in pre-identified areas, and the addition of compliance specialists.

Qatqiññaġvik / Career & Technical Education - Jim Dube

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

The CTE/QLC programs are excited to expand our partnership with ANSEP (Alaska Native Science and Engineering Program). Last year we participated in their 5th grade STEM Ready program which gave elementary students across the region an opportunity to learn more about science, technology, engineering and mathematics through engaging, hands-on activities. This year middle school students will have an opportunity to attend their weeklong Middle School Academy. This is another hands-on program, the highlight of which (for many students) is learning to assemble a computer which they will then keep and take home. Students that are selected for the academy will spend the week of November 10th at UAA in this exciting program.

Culturally Responsive Instruction

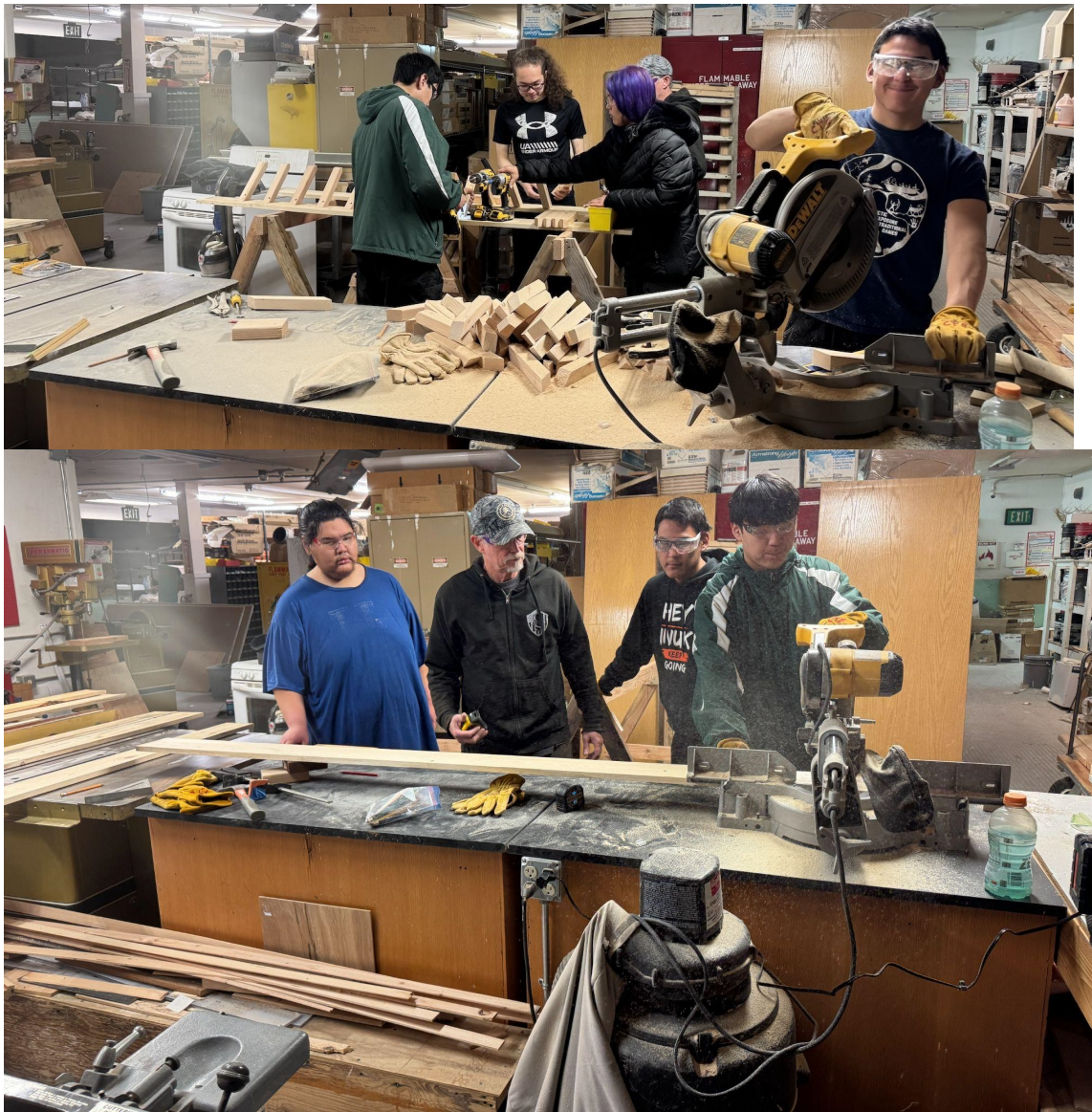
Goal 3: All students are prepared for their pathway of choice post-high school

We have just wrapped up our first intensive phase of the year. While last year was focused on a variety of one week intensives, we offered two two-week sessions. Twenty two students participated in our construction and healthcare pathways. Our healthcare pathway is new to the district. We have worked closely with AHEC, Iñisaġvik College, and North Slope Borough Community Health to bring these classes to students in the region. The first session focused on careers in health care, and the second course in the series was an introduction to behavioral health. During the class students were able to earn a certification in first aid and CPR. Students who are interested in continuing in this pathway will have an opportunity to return in the spring to earn their ETT credential.

Students in the construction course completed portions of the NCCER Core certification, and many of them also obtained their OSHA-10 certification. Students began construction of a shed that they will finish during the next portion of this pathway in December.

Upcoming sessions include cosmetology in October and November for students attending KLC & BHS (students from outlying communities will have this opportunity in the spring), as well as welding and additional construction in early December.





Human Resources - Jullie Griffith

Staff Support & Professional Development

Goal 6: Build and sustain a thriving workforce aligned with the mission of this District

Recruitment

Recruitment continues to be a challenge for the District as this is a nation wide issue due to shortage of teachers in the workforce. Research shows over 400,000.00 teaching positions are unfilled. Root cause for teacher shortages stem from fewer people entering into the teaching profession and higher rate of teachers leaving the teaching profession due to retirement. (Learning Policy Institute 2025)

The District recognizes the importance of filling positions permanently. The District has opted to use a virtual teaching platform to help fill vacancies in the interim until positions can be filled permanently. The District has started advertising for full-time Para positions to meet the requirements of using virtual substitutes.

Professional Development

The District remains committed to investing in the professional growth of all staff. Ongoing professional development opportunities are designed to strengthen instructional capacity, promote equity, and ensure compliance with state and federal requirements.

During the 2025–2026 school year, all staff will complete mandatory training modules through Vector Solutions, which include:

- Understanding Boundaries – Establishing and maintaining professional boundaries with students, families, and colleagues.
- Discrimination Awareness in the Workplace – Developing awareness of implicit bias and strategies to foster an inclusive, respectful workplace.
- Avoiding Discriminatory Practices – Promoting equitable practices and ensuring compliance with legal and ethical standards.

These trainings reinforce the District’s commitment to providing a safe, inclusive, and supportive work environment for all employees. By prioritizing both recruitment and professional development, the District is laying a strong foundation for staff retention, enhanced instructional practices, and ultimately, improved student achievement.

Business Office - Megan Williams

Financial & Operational Stewardship

Goal 7: Standardize high-functioning, efficient, student-focused operations

The FY25 Financial Audit is complete, and the Board will receive a report from the independent auditors, Altman, Rogers & Co. during this October meeting. The District has moved forward with issuing the Financial Statements separate from the Federal Compliance due to a delay from the Office of Management and Budget (OMB) in issuing Federal Compliance information.

The District’s Accounting Software, Tyler Technologies Infinite Visions, is currently being moved to the cloud. This move should allow for staff in the villages to better access and use the program, and will also allow for efficiencies for departments; e-procurement for faster purchasing on vendor websites, ePARs for more efficient personnel action requests, and more. The migration to the cloud started on September 24th, and the project should be completed by the end of October or early November.

A comprehensive review of standard operating processes and procedures is ongoing, in alignment with our strategic plan. This review focuses on identifying areas for optimization to ensure consistent and efficient practices across the District. The District has adopted SOPs for Cash handling at sites, Fundraising at sites, and Purchase Card use, and just adopted and communicated a SOP for grant funding and management.

This current Federal shutdown is the 21st since 1977. The other 20 shutdowns or funding gaps have ranged from 1 day to 34 days. This shutdown may delay reimbursements for Federally awarded grants, and if the shutdown doesn’t last more than 34 days, I do not see it affecting the District’s operations.

Upcoming:

- Preliminary FY27 Budget
- FY26 Budget Revision (winter or spring of 2026)

Information Technology - Reginald Santos

Financial & Operational Stewardship

Goal 7: Standardize high-functioning, efficient, student-focused operations

The IT Department recently traveled to Kaktovik to connect the under-construction gym to the main campus, allowing UICC to proceed with installing the PA system, IP speakers, building automation controls, and security cameras.

Despite unexpected challenges due to a Wright Air operational failure—where our checked bags containing critical tools and food were bumped in Utqiagvik—we successfully completed the project. This was made possible through the tremendous support of partners on-site:

- Mr. Randy Linderbaum and Bugsy, for generously providing tools and meals to our team.
- Mr. Lou Sanders (UICC Foreman) and his crew for fully supporting our work by sharing tools, materials, and access to a man lift, which was necessary for the construction of the Unifi Building-to-Building Wireless Bridge mast at both the main campus and gym.
- The Principal and teachers of Kaktovik Harold Kaveolook School, especially Site Tech Ms. Kathy Daclan and her friends, who kindly offered food and hospitality throughout our stay.

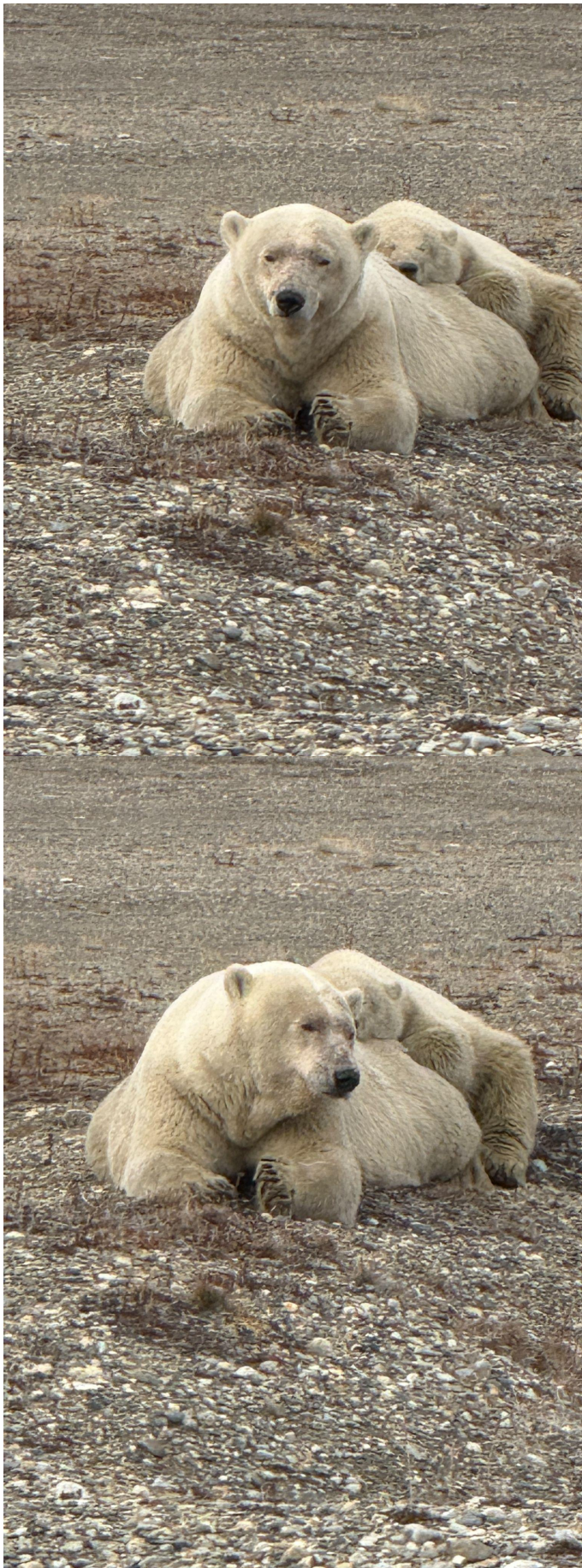
The IT department deployed a Unifi Building-to-Building Wireless Bridge, a high-performance solution that extends network connectivity between buildings without the expense of trenching and installing fiber. This solution saved the district significant costs while still delivering reliable, fast connectivity to support campus safety, instructional needs, and facility operations.

Finally, our visit was also a reminder of the uniqueness of our district communities—we were fortunate to once again see the Kaktovik polar bears, a special part of the North Slope experience.





September 2025



Maintenance & Operations - Barry Broome

Financial & Operational Stewardship

Goal 7: Standardize high-functioning, efficient, student-focused operations

CURRENT PROJECTS/PROCUREMENT (September 2025)

ALAK SCHOOL:

- Alak School Renovation & Upgrades -Design ongoing; BCA trip scheduled 08/27-08/29
- HVAC System - HVAC testing and balancing; report received. Will balance during the CIPM heating project.
- Roof Systems (Teacher 5 plex units) - Awaiting BCA to provide proposals for initial design services including site visit and reporting. NSB waiting for a proposal.

BARROW HIGH SCHOOL:

- Future projects approved in FY25: Fire system upgrades.
- BHS Camera Upgrades: project being reviewed by CIPM.
- BHS Roof/Patch Replacement: Awaiting quote from UICCS. Update: One quote received for restoration, minus patch and repair. .
- Project Analysis Report Barrow High School-Project to resume- Note: this project is to provide information on the status of BHS; in previous years there have been conversations about whether repairing the building (Voc-Ed wing) would cost more than building a new high school. Army Corp and a separate engineering firm are analyzing.
- Update: RSA and Army Corp. of Engineers will provide new analysis including newer mechanicals being installed by UIC. Analysis completed by a third party.
- BHS Phase I Renovation & Upgrades-(Pool) in warranty period. Project complete, warranty issues still exist. Repairs in progress will be on site Feb. 9th - TBD. No solutions yet.

Update: M&O and CIP are in discussions with manufacturer, designer, architects, and installers and remedies for the pool. Will update the Board when remedies are agreed upon. Engineers were on-site to assess. No solutions yet.. CIPM stated we can open it. NSBSD is waiting on a final approval letter to move forward. BHS preparing to provide a life guard for during school use.

EBEN HOPSON MIDDLE SCHOOL

- Window replacement: Installed summer of 2025, pending final window install before Oct. as the window arrived broken.

FRED IPALOOK ELEMENTARY SCHOOL

- Security/PA/Clock Upgrade: Most work completed summer of 2025, waiting on some hardware to be fully complete. Update: Projected completion end of October/Early November.

HAROLD KAVEOLOOK SCHOOL

- Phase II is scheduled to begin ideally spring of 2027. Estimated end of project date: 2028
- Phase I: schedule to end October of 2026. Update: Projected ground breaking ceremony early December.
- Gym FFE ordered through CIPM. Will provide update when they arrive.
- New School- Pylons are complete and in-ground. Flooring and walls have continued. Roofing being installed. Update: walls and interior finished being completed with paint and accessories.
- Interim School Lockers Procurement- Procurement in progress with Source well and CIPM. UPDATE: Bond committee decided lockers and bleachers are no longer allowed through the CIPM process.

KALI SCHOOL

- Security door upgrade (Aiphone system) Trip scheduled to PIZ on 09/08/25. Vendors will work nights and weekends to get measurements.
- Modular House Purchase: installed. Awaiting assistance from NSB to install electrical and plumbing. Hired contractor to put in a drop for electrical.
- Generator Replacement- Project will be placed for bid. Will assess others after RSA Assessment.

MEADE RIVER SCHOOL

- Playground Upgrade- NSB CIPM will be put out for bid. Transportation costs have been high for this project. CIPM and M&O are trying to source other avenues for delivery. Civil and materials and installation were not included in the original estimate for materials only, this will be included in the bid as well. Project deferred. UPDATE: The project is out of budget. Reviewing with the community and alternatives to meet needs and wants.

NUIQSUT TRAPPER SCHOOL

- Security System Upgrades- Request to install 6 additional cameras w/ associated equipment and relocation of one existing camera. Change order to be processed.
- HVAC System upgrade at 5Plex- Awaiting proposal for design services.
- Lockers Procurement- Procurement in progress. UPDATE: Bond committee decided lockers and bleachers are no longer allowed through the CIPM process.

NUNAMIUT SCHOOL

- Future projects approved in FY25: Heating, HVAC & DDC System upgrades. Update: will start when funding is available.
- Lockers Procurement- Procurement in progress with Sourcewell. Design approved by site. UPDATE: Bond committee decided lockers and bleachers are no longer allowed through the CIPM process.
- Entry Furniture: couches in common areas are in need of replacement. Replacement furniture ordered.

September 2025

- Install a temporary wall w/door in the SPED classroom. Wall ordered and awaiting arrival for assembly.
- Entry Lighting: Lighting and fixtures are in disarray. M&O to do a trial on open lens grid LED fixtures plus spot lights on display cabinets and mural.

TIKIGAQ SCHOOL

- Project to revise installed security system to move Aiphones from exterior door to interior doors. No ETA yet, will provide an update.
- Kitchen Remodel- NSB CIPM waiting for proposals. Tikiġaq Corporation working with CTPM for a summer renovation schedule. UPDATE: 18-month lead time to start. NSB looking in to better solutions.

DISTRICTWIDE

- CO2 Sewer investigation/Correction: Working with CIPM to have BCA. BCA to do inspection 09/08/25. UPDATE: building walk was done with engineers and Arcitec. Waiting on solutions.
- DW Fire hose/sprinkler repairs: Approved by the Board of Education Aug. 2025; awaiting schedule from vendor
- DW furniture order: Schedule to arrive in batches beginning Sept. and some in Oct.
- Food Service Admin Review: Scheduled for October 2025. Sites selected: PHO, BHS, IPK. specific timelines of auditing material were given for review in September 2025. UPDATE: Changed to Nov 11, 2025. BHS, IPK, KAK.
- GENERATOR REPLACEMENT:
 1. M&O: 95% design. CIPM will present it to NSBSD in the coming months. UPDATE: Engineers and Architect was onsite to take measurements and verify logistical Placement in September.
 2. PIZ - Waiting on design.
 3. HMS - Waiting on design.
 4. AIN - Waiting on design.
 5. ATQ - Waiting on design.
- Transportation: Garage manual doors: vendor came with the wrong parts, awaiting their return to install. UPDATE: Repaired and functional.
- Transportation Bay Renovation: Concept plans received. Meeting with CIPM to proceed with a project to bring to PRC. UPDATE: still in design and coordination of office placement.
- AFS to install cellular backups to all fire panels to prevent being offline- Current list includes all sites except Kaktovik, QLC, M&O & HMS.
- PA & Clock System Upgrades and Standardization - NSB putting out for bid with security project.
- RSA audit received. 10-year plan created.

September 2025

- Vehicle Procurement- Vehicles began arriving 4/15/24. 90% completed. Others to be brought on ice roads or barges.
- Video Surveillance, Access Control System, camera upgrades, security funnel, and door detex alarms, - End of life for P2000 video surveillance, and access control software - support no longer available effective July 1st. UPDATE: CTPM working on task order for district wide replacement/ addition. Placed out for bid and will need to be done in phases due to costs and scope.
- AIPhone and audible crash bars will be installed in every school by the end of school year. Funding secured for this project, which include all buildings who have not already received this upgrade. Preliminary design is starting along with onsite verification. ALL perimeter doors will receive an audible alarm and front main entry AIPhone.