

Administrative Report

Superintendent Caitlin Santos

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships

Our students are best served when our schools are connected to the families, communities, and organizations that surround them. This fall, we continued strengthening those connections through school improvement planning, family engagement opportunities, community partnerships, and culturally grounded learning experiences.

Through the Tumitchiat Sivunmun Plan, students are connecting with community leadership, behavioral health resources, postsecondary opportunities, and the knowledge and experiences of the people who call the North Slope home. We are also expanding opportunities for families to participate in language learning and supporting community involvement in school improvement.

We are seeing growing student interest in opportunities that connect learning to the world beyond the classroom. Thirty-three students applied to participate in the First Alaskans Institute Elders & Youth Conference, the highest level of interest to date. Our Career and Technical Education program also received 62 applications for its fall intensive, nearly double the previous high of 32. These numbers demonstrate that students want opportunities to engage with their culture, their communities, and their future.

Culturally Responsive Instruction

Goal 2: All students perform at or above grade level

This fall, we completed beginning-of-year literacy assessments districtwide and are using those results to strengthen targeted reading interventions. For the first time in my memory, we have multiple grade levels showing sustained proficiency, and even growth from Spring to Fall. We saw increases for students moving from 1st to 2nd grade, 3rd to 4th grade, 9th-10th, 10th - 11th, and 11th-12th grade. For grades 4-12, new protocols connect assessment data to instructional decisions, while intervention tools and progress-monitoring systems help teachers track growth and adjust instruction. This is a forward mapping of the strategies which have been successful in K-3 as part of the Reads Act for the past 3 years.

We are also strengthening foundational instruction across grade levels. Teachers are receiving support with literacy and mathematics curriculum implementation, and we are expanding early childhood assessment and instructional systems to better understand student development from the beginning of a child's educational experience.

The Iñupiaq Education Department continues developing culturally responsive instructional resources, including Culture Based Units, differentiated language-learning materials, and the Iñupiaq Early Readers Series. Work is also continuing to integrate culturally responsive supports into core mathematics instruction and to make local teaching resources more accessible to classrooms and families.

Our focus is on ensuring that every student has access to strong instruction, timely intervention, and learning experiences that affirm who they are. We are building better systems to identify

needs and respond to them, while continuing to strengthen the connection between academic standards, local knowledge, and student identity.

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

The Qatqiññaġvik Learning Center and Career and Technical Education program completed the first fall intensive of the school year, offering students hands-on experiences in construction trades, small engines, and photo, video, and music production. Twelve students participated in the Tiny Home Project, building on earlier construction experiences and developing practical skills in measurement, framing, tool use, workplace safety, teamwork, and problem-solving. Students also continued receiving support to stay engaged with their academic coursework while participating in these intensive learning opportunities.

We are expanding career exploration for younger students as well, with planning underway for the Middle School AMPED on Energy Intensive. Partnerships with local government, industry, and educational organizations are helping students explore careers in energy, engineering, environmental science, technology, and the trades.

Coordination with Iḷisaġvik College is helping connect students with information about enrollment and scholarships.

The message in this work is simple: students need opportunities to explore, practice, and discover what is possible. We are working to provide those experiences while maintaining academic expectations and helping each student prepare for a future that reflects their interests, strengths, and goals.

Goal 4: Graduate bilingual students

The Iñupiaq Education Department delivered 35 hours of Group Mentor-Apprentice Program immersion instruction for Iñupiaq Language Teachers and department staff. Twenty-one language teachers completed Language Assessment 2.1, earning an average score of 55.24 out of 60, with three teachers earning perfect scores. These results provide measurable information about educator language development and help guide future instruction and professional learning.

We are also making steady progress on the Indigenous Language Fluency Transfer System, completing lessons 1–44 and nine of the fifteen stories planned for Level 1. Continued collaboration with regional Iñupiaq partners and language experts is helping strengthen curriculum development and translation accuracy.

In classrooms, teachers are receiving differentiated, dialect-specific resources to create more opportunities for students to hear, understand, and use Iñupiaq throughout the school day. The continued development of early readers, language textbooks, immersion supports, and other instructional materials is helping build a stronger foundation for language learning across grade levels.

Student Social & Emotional Wellbeing

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

Across the district, staff continue working to strengthen social and emotional supports, increase access to behavioral health resources, and create learning environments where students feel a sense of belonging.

September's suicide prevention activities helped students recognize warning signs, understand the importance of mental health, and learn how to seek help. Additional prevention lessons are planned to help students understand bullying, treat one another with respect, and respond appropriately when they experience or witness harmful behavior.

We are also expanding access to services. Huddle Up virtual therapy currently serves 25 students, with five openings remaining, and referrals from village schools are increasing. Staff are providing direct support to students, families, counselors, and school leaders. We are also strengthening coordination with community organizations and wellness partners to connect students and families with available resources.

In addition, the district is bringing in specialized behavioral expertise to help improve classroom safety and strengthen individual behavior plans. Emergency preparedness and school evacuation planning continue across our sites to support the physical safety of students and staff.

We must continue building schools where students are known, supported, and safe, and where families can trust that we will respond when students need help.

Staff Support & Professional Development

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

The quality of our students' educational experience depends on the people working with them every day. We continue to invest in professional learning, instructional coaching, and the systems that help staff be successful in their roles.

Curriculum and Instruction staff are providing hands-on and virtual support to teachers across our schools, including coaching in literacy and mathematics, support with curriculum implementation, and professional learning focused on foundational reading skills.

The Iñupiaq Education Department continues supporting language teachers through regular professional learning communities, individualized coaching, and intensive language instruction. These efforts strengthen educators' instructional practice while building the language proficiency needed to support bilingual students.

At the same time, we recognize that sustaining a strong workforce requires addressing staffing needs. Student Services continues recruiting for special education and counseling positions, including six special education intensive support positions. We are also reviewing recruitment strategies for classified hourly positions, including more direct outreach in Utqiagvik and our villages.

We have more work to do to ensure every school has the staff it needs. Our focus remains on recruiting, supporting, and retaining people who can provide strong instruction, build relationships with students, and carry out the mission of our district.

Financial & Operational Stewardship

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

Strong student outcomes depend on reliable systems behind the scenes. This fall, district departments continued reviewing procedures, improving resource distribution, maintaining facilities, and restoring essential technology services following the cybersecurity incident. As of this report, we are looking at our fourth clean audit, which will be shared with the board at the November meeting.

The Business Office is reviewing and standardizing procedures for purchasing, travel, cash handling, fundraising, and grant management. Expanded electronic shopping options are helping streamline purchasing for schools. During the cybersecurity incident, staff worked across departments to maintain payroll and resume essential financial processes as quickly as possible. The Information Technology Department has restored most critical districtwide services, including core network authentication, intercom and bell systems, and much of the district telephone infrastructure. Work continues to restore remaining systems and strengthen security and recovery capabilities.

Our facilities teams are also maintaining a broad range of responsibilities across schools, housing, offices, and other district locations. In September, Maintenance and Operations recorded 268 work items, including 191 preventive maintenance activities. Continued attention to open work orders and scheduled maintenance is important to keeping our learning environments safe, functional, and ready for students. Emergency evacuation plans are also being reviewed with school staff throughout the year.

We are continuing to improve how instructional resources are inventoried, organized, and distributed, ensuring that teachers have access to the materials they need. Across departments, we are working to make our processes more consistent and efficient while maintaining the flexibility required to serve schools and communities across the North Slope.

Ultimately, operational stewardship is about more than procedures and systems. It is about ensuring that our resources, facilities, technology, and staff support the educational experience we want for every student.

Closing

Improving outcomes for students requires cooperation, Paamaagigñiq, all of us working together. It requires strong instruction, meaningful partnerships with families and communities, a commitment to Iñupiaq language and culture, safe and supportive schools, and a workforce equipped to meet the needs of our students.

We are seeing encouraging signs of progress, from growing student participation in career and cultural opportunities to measurable educator language development and stronger systems for identifying and addressing academic needs. We are also clear-eyed about the work ahead, including improving student achievement, filling staffing gaps, expanding access to services, and continuing to strengthen district systems.

Our responsibility is to ensure that these efforts translate into meaningful opportunities for students in every community. We will continue to focus on what matters most: helping each student succeed academically, remain connected to their culture and community, develop their language, and graduate prepared to pursue the future they choose.

End report CS

Department Reports

Iñupiaq Education – Director Qaġġuna Tenna Pili

Introduction

October reflected continued implementation and growth of the Iñupiaq Education Department's 2026–2027 priorities. The department focused on strengthening Iñupiaq language proficiency among educators, expanding culturally responsive instructional resources, supporting classroom teachers, strengthening student and community partnerships, and preparing for upcoming cultural and family engagement opportunities.

Significant progress was demonstrated through Group Mentor-Apprentice Program (GMAP) instruction and language assessment results, continued development of the Indigenous Language Fluency Transfer System (ILFTS), expansion of teacher resources across dialects, and increased student participation in regional opportunities. Operationally, the department continued improving inventory, purchasing, travel, and resource distribution systems while exploring new technologies for producing culturally relevant instructional materials.

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

- **Tumitchiat Sivunmun Plan – Pathway to the Future:**
 - Continued coordinating community members, elders, organizations, and local leaders to engage with students during the districtwide Tumitchiat Sivunmun Plan (TSP) period.
 - NSB Mayor's Youth Advisory Council (MYAC) representatives participated as guest speakers to share information about the upcoming Elders & Youth Conference and encourage students to become involved in MYAC.
 - Coordinated upcoming TSP presentations with NSB Behavioral Health and NSBSD School Board Student Representatives focused on Mental Health Awareness.
 - Began coordinating Iñuit Day guest speakers to share the history and significance of Eben Hopson Sr., Iñuit Day, and its celebration across the North Slope.
 - Planning continued for village-based whaling crew and subsistence presentations that will provide students opportunities to learn directly from community members about local history, whaling, and subsistence knowledge.
 - Coordinated with Iḷisaġvik College for an upcoming TSP presentation focused on spring enrollment, educational opportunities, and scholarships.
- **North Slope Elders & Youth Participation:**
 - Iñupiaq Education staff participated in the IHLC Elders & Youth conference the week of September 22. Director Pili moderated 2 of the 3 days of the conference. Staff participated with elders and youth and assisted with Family Trees, and rotated amongst various workshops like Iñupiaq conversational language/storytelling, kiiraq/atunjak making, isigvikpagaaq making, sled building, and hunter safety stories/training.
- **Statewide Elders & Youth Participation:**
 - Continued the NSB MYAC and NSBSD partnership supporting student participation in the First Alaskans Institute Elders & Youth Conference.

- Received 33 student applications to participate, representing the highest level of student interest in the opportunity to date.
- Continued coordinating schedules, activities, and student participation with MYAC.
- **Community and Industry Partnerships:**
 - Connected with Olgoonik Corporation during its visit to Ałak School and helped make presentation content relevant and meaningful for students.
 - Provided recommendations for future visits to strengthen student engagement and connect presentations more intentionally to students' experiences and learning.
- **Uqautiluna Iñupiatun Family Engagement:**
 - Continued planning for the Uqautiluna Iñupiatun parent immersion potluck and began establishing a schedule for additional family language-learning gatherings throughout the school year.
- **Community Language Communication:**
 - Continued publishing weekly Iłitchiqpaktuat reports documenting student progress in Iñupiaq language learning and providing consistent communication to families and communities.

Culturally Responsive Instruction

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

- **Classroom and Teacher Support:**
 - Prepared LSAIL screener packets for Kindergarten and Grade 1 teachers to support beginning-of-year language screening and instructional planning.
 - Continued distributing Culture Based Units, posters, teaching aids, and other requested instructional materials to school sites.
 - Completed an inventory of Native Teaching Aids materials to identify resources that can be used in classrooms and future home-learning kits.
- **Culturally Responsive Core Instruction:**
 - Continued development of culturally responsive instructional supports for Bridges Math.
 - Participated in the initial 2026–2027 Iñupiaq Early Readers Series project meeting with project partners to continue development and implementation planning for culturally and linguistically relevant early literacy resources.
- **General Education Language Resources:**
 - Continued developing resources for general education teachers to incorporate and reinforce Iñupiaq language within regular classroom instruction.
 - Created three differentiated levels of Daily Five Google Slide resources for each dialect, providing both ILTs and general education teachers with adaptable language-learning materials.
- **Iñupiaq Early Readers Series:**
 - Continued work on the Iñupiaq Early Readers Series and initiated FY27 contracts to support the next phase of the project, including final development, publication, and printing.

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

- **Tumitchiat Sivunmun Plan:**
 - Continued using TSP to expose students to community leadership, postsecondary education, local organizations, behavioral health resources, cultural knowledge, and future educational and career opportunities.
- **Iļisaurriḡuqta – Let’s Become Teachers:**
 - Continued development of Standard Operating Procedures for the Iļisaurriḡuqta Program to establish consistent program expectations and systems.
 - Continued working through the review process for an updated participant monthly stipend structure.
- **Postsecondary Partnerships:**
 - Continued coordination with Iļisaḡvik College and other community partners to connect students with postsecondary enrollment information, scholarships, and educational opportunities.

Goal 4: Graduate bilingual students.

- **Group Mentor-Apprentice Program:**
 - Delivered 35 hours of GMAP immersion instruction for Iñupiaq Language Teachers and IED staff from September 9 through October 1. Instruction included 17 morning classes, 14 afternoon classes, and a two-hour GMAP inservice session.
 - Maintained a centralized collection of GMAP recordings from morning and afternoon groups to allow participants to review instructional content outside scheduled class time.
 - Continued maintaining Scope and Sequence target language, curriculum resources, immersion instructional language, and step-by-step guidance for teaching through Iñupiaq immersion.
- **Language Assessment 2.1:**
 - Twenty-one Iñupiaq Language Teachers completed Language Assessment 2.1, which assessed Level 1 questions, commands, house commands, structured and unstructured immersion phrases, and language from the Iñupiaq story “Annugarriugniq Niḡrutit Aminjĩñĩĩ – Making Clothing from Animal Skins.”
 - Participants earned an average score of 55.24 out of 60, with a median score of 57 and scores ranging from 43 to 60.
 - Three ILTs earned perfect scores of 60 out of 60.
 - Additional ILTs and IED staff will complete the assessment to finalize the current assessment cycle.
- **Indigenous Language Fluency Transfer System:**
 - Completed language lessons 1–44 and nine of fifteen stories for Level 1 of the Indigenous Language Fluency Transfer System (ILFTS).
 - Continued collaboration with regional Iñupiaq partners to workshop Level 1 curriculum, language lessons, and stories.
 - Maintained regular consultation with language experts to support GMAP language development and ILFTS translation accuracy.
- **Iñupiaq Language Curriculum and Resources:**
 - Continued reviewing and editing the North Slope Coastal dialect Iñupiaq Language textbook.

- Continued development of differentiated and dialect-specific classroom resources to increase opportunities for students to hear, understand, and use Iñupiaq throughout the instructional day.

Student Social & Emotional Wellbeing

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

- Continued providing individualized classroom and instructional support to Iñupiaq Language Teachers, emphasizing teaching practices responsive to student language levels and learning needs.
- Collaborated on professional development sessions designed to strengthen classroom instruction and support culturally responsive learning environments.
- Coordinated a TSP presentation with NSB Behavioral Health and NSBSD School Board Student Representatives focused on Mental Illness Awareness, providing students with access to relevant wellness information and peer perspectives.
- Continued planning for Iñuit Day, whaling and subsistence presentations, cultural intensives, and family immersion activities that connect student learning with culture, community, and identity.

Staff Support & Professional Development

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

- **ILT Professional Learning:**
 - Continued facilitating regular ILT PLC meetings focused on instruction, curriculum implementation, assessment, and teacher support.
 - Provided ongoing individualized coaching and training for ILTs, with particular attention to teachers who are new to the program.
 - Continued collaboration across IED to identify areas of need and develop meaningful professional development that directly supports classroom teaching and student learning.
- **GMAP Professional Learning:**
 - Continued providing intensive language-learning opportunities for ILTs and IED staff through morning and afternoon GMAP sessions.
 - Used Language Assessment 2.1 results to document educator language growth and provide measurable information that can inform future language instruction and professional learning.
- **3D Printing and Instructional Innovation:**
 - Participated in 3D printer training through Iñisuk College to expand the department's ability to design and produce hands-on instructional resources.
 - Began printing materials specifically for the miniature house component of the Iñupiaq Language Scope and Sequence.
 - Continued exploring additional ways 3D printing can support the creation of culturally relevant, hands-on instructional materials for teachers and students.
- **Required Staff Training:**
 - Continued completion of required Vector professional learning and employee training.

Financial & Operational Stewardship

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

- **Instructional Materials and Inventory:**
 - Completed inventory of the Native Teaching Aids pallet to identify available materials for classroom distribution and future home-learning kits.
 - Continued fulfilling Iñupiaq Language classroom material needs based on inventories submitted by teachers.
 - Delivered Culture Based Units, posters, teaching aids, and other instructional materials to district school sites.
- **Purchasing and Travel:**
 - Processed purchasing and travel requisitions for IED and Curriculum & Instruction.
 - Reviewed updated district purchasing and travel procedures to ensure department processes remain aligned with current requirements.
 - Continued supporting travel and purchasing documentation and departmental coordination.
- **Transportation and Asset Support:**
 - Coordinated with Transportation to troubleshoot departmental gas card issues and supported distribution of gas cards to staff as needed.
 - Assisted Maintenance & Operations with key reassignments and completed required documentation to maintain accurate district records.
- **District and Department Support:**
 - Supported district event preparation and logistics, including setup and invitation distribution for the Superintendent's retirement celebration.
 - Continued strengthening systems for resource organization, inventory management, instructional material distribution, and cross-departmental support.

Conclusion

October demonstrated measurable progress in the Iñupiaq Education Department's efforts to strengthen bilingual education, culturally responsive instruction, educator language proficiency, and community engagement. GMAP participants completed an intensive cycle of immersion instruction and demonstrated strong results on Language Assessment 2.1, while development of Level 1 of the Indigenous Language Fluency Transfer System continued to advance.

The department also expanded classroom supports through differentiated Daily Five language resources, LSAIL screening materials, Culture Based Units, teaching aids, and emerging 3D-printed Scope and Sequence resources. Partnerships with MYAC, Iḷisaḡvik College, Olgoonik Corporation, NSB Behavioral Health, community members, and regional language partners continue to broaden culturally relevant opportunities available to students and educators.

As the 2026–2027 school year progresses, IED will continue prioritizing measurable language growth, high-quality culturally responsive instruction, educator development, community partnerships, and effective operational systems that support the district's commitment to graduating bilingual, culturally rooted students.



Iḷitchiqpaktuat!

Week 3
2025-26 School Year
 ivalu



Kindergarten - Fifth Grade Students

School	Grade	Student	ivalu Gains
Aḷak	5	Shelbi Kanaaq Agnasagga	282
Ipalook	5	Nevaeh Asiangatak Falleaf	355
Kali	4	Kanisan Kayutak Oyagak	165
Kaveolook	4	Vincent Pamiuq Rexford	29
Meade River	3	Walter Tugi Kippi	3
Nunamiut	5	Elena Qitigauraq Esmailka	95
Tikigaaq	3	Zevediah Kakainaaq Tiepelman	185
Trapper	4	Dorcas Panikpak Akpik	35

August 30 - September 5, 2026

Week 3 Sixth - Twelfth Grade Students

School	Grade	Student	ivalu Gains
Aḷak	11	Dennis Sikiagruk Aveoganna-Zabala	1000
BHS	10	Trevor Ajiunnaq Donovan	1115
HMS	6	Lilliana Kuutuaq Martinez	251
Kali	12	Barbara Masaun Frankson	248
Kaveolook	12	Kalea Naunaḡiña Rexford-Kaleak	248
Kiita	12	Aimee Kapuyuk Neakok	592
Meade River	9	Isaiah Kunak Geary	117
Nunamiut	9	Jesse Usisanna Gordon-Katairoak	544
Tikigaaq	7	Delmar Uyaḡaaluk Ipalook	301
Staff	Aḷak	Jerri Bodfish	600

August 30 - September 5, 2026

Week 3

Grade	School	Student	ivalu Gains
Kindergarten	Ipalook	Leilylah-Marie Aumavae-Lauvao	98
First	Ajak	Russell Nashookpuk	177
Second	Nunamiut	Marcus Tagraq Esmailka	94
Third	Ajak	Alexander Avaiyak Harvey	252
Fourth	Ipalook	Charles Taalak Sakeagak	319
Fifth	Ipalook	Nevaeh Asianguatak Falleaf	355
Sixth	HMS	Lilliana Kuutuaq Martinez	251
Seventh	Ajak	Herman Añasak Ahmaogak	330
Eighth	Nunamiut	Corey Palanana Galloso	312
Ninth	Nunamiut	Jesse Usisanna Gordon-Katairoak	544
Tenth	BHS	Trevor Aģiunnaq Donovan	1115
Eleventh	Ajak	Dennis Sikiagruk Aveoganna-Zabala	1000
Twelfth	Ajak	Samantha Nasualuk Koonuk Bodfish	598

August 30 - September 5, 2026

Iłitchiqpaktuat!

Week 4
2025-26 School Year



Kindergarten - Fifth Grade Students

School	Grade	Student	ivalu Gains
Ajak	3	Alexander Avaiyak Harvey	165
Ipalook	4	Charles Taalak Sakeagak	610
Meade River	5	Azalea Elutoolook Shugluk-Anniskett	10
Nunamiut	3	Jesslynn Iñuquyuk Wright-Sheldon	54
Tikiġaq	5	Alexandrea Saikpaluk Tooyak	165
Trapper	4	Xavier Patkotak Napageak-Kittick	45

September 20 - 26, 2026

Week 4

Sixth - Twelfth Grade Students

School	Grade	Student	ivolu Gains
Aĵak	10	Scarlett Aqsakaaq Bodfish	867
BHS	9	Neviah Akugluk Fischer	376
HMS	6	Lilliana Kuutuaq Martinez	286
Kali	11	Rebecca Aaluk Henry	293
Kiita	12	Aimee Kapuyuk Neakok	747
Meade River	11	Peyton Ikayuaq Segevan	125
Nunamiut	10	Patrick Quŋuyuk Smith-Mekiana	357
Tikiġaq	11	Alexandra Marielle Tayo	378
Trapper	6	Sam Paniulak Sielak	41
Staff	Aĵak	Stephanie Saanġaq Ahmaogak	808

September 20 - 26, 2026

Week 4

Grade	School	Student	ivolu Gains
Kindergarten	Ipalook	Qutan Harcharek	45
First	Aĵak	Edison Chandler	23
Second	Ipalook	Cody Marie Quviasuk Arroyo	142
Third	Ipalook	Jeice Carter Aaġlu Caoile	284
Fourth	Ipalook	Charles Taalak Sakeagak	610
Fifth	Ipalook	Anuheia Anigsuaq Burnell	476
Sixth	Aĵak	Harper Akpik Harvey	339
Seventh	Aĵak	Herman Aŋasak Ahmaogak	204
Eighth	Aĵak	Chelsey Patuk Patkotak	367
Ninth	BHS	Neviah Akugluk Fischer	376
Tenth	Aĵak	Scarlett Aqsakaaq Bodfish	867
Eleventh	Tikiġaq	Alexandra Marielle Tayo	378
Twelfth	KIITA	Aimee Kapuyuk Neakok	747

September 20 - 26, 2026

Curriculum & Instruction - Michele Brown

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

In September, C&I supported all schools in developing their school improvement plans with family and community input, and worked with principals to use Title I-A funds for at-home learning kits and family engagement events. Tribal consultations required under Title I-A and Impact Aid are scheduled to begin October 1 in every district community.

Early Childhood teachers partnered with families to complete the statewide ASQ-3 screening window, and new attendance guidance and a family notice were developed to keep students consistently engaged in reading intervention.

In partnership with the Inupiaq Education Department, C&I has developed a local guest speaker and expert calendar for the fall semester. This calendar supports the district-wide Tumitchiat Sivunmun Plan for grades 9–12.

The Terror on the Tundra scary story writing contest was started by Tuzzy Consortium Library's Children's Librarian Sara Saxton in 2006. The writing contest was an annual library event open to North Slope children up until 2017. The contest returned in 2026, supported by the North Slope Borough School District Library, to celebrate the 20th anniversary of student writing. Stories written by students at all grade levels will be published in a digital book available for check out via the NSBSD's Alaska Digital Library (Sora app). Recordings of student stories will be aired on KBRW. The goal is to engage students in more creative storytelling, allowing them to see themselves and their peers as creators. Students are the authors, illustrators, and narrators of their scary stories.

Culturally Responsive Instruction

Goal 2: All students perform at or above grade level

Beginning-of-year MAP Growth and mCLASS assessments have been completed districtwide. Using these results, C&I is rolling out the new grades 4-12 targeted literacy intervention plan. A new data-to-intervention protocol links MAP Growth RIT bands and Learning Continuum skills to curriculum alignment and pre-teaching. It reviews students at or below the 40th percentile alongside mCLASS and diagnostic results to guide Phonics for Reading placement and tiered progress monitoring, and it captures students whose mCLASS results show a need even when MAP Growth does not.

To support consistent implementation, C&I created Phonics for Reading pacing guides for Levels A, B, and C, a placement guide based on mCLASS/DIBELS decoding evidence, and a Phonics for Reading and Third Quest crosswalk. A progress monitoring data tracker has been rolled out to teachers. Interventionists have begun Tier 3 pull-out reading support.

An AMIRA pilot in grades 1 and 4 at Ipalook Elementary provides 10-15 minutes of daily personalized oral reading practice with immediate feedback, and usage and reading progress will be reviewed biweekly.

In early childhood, the ECE Continuous Improvement Plan was submitted to DEED, ensuring preschool students are included in the ADM (year two of a three-year review cycle). TS GOLD,

the assessment and tracking system paired with Creative Curriculum, is being rolled out districtwide.

Staff Support & Professional Development

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

C&I, the Qatqinniagvik Learning Center, and the Iñupiaq Education Department are developing curriculum for the Tumitchiat Sivunmun Plan, each student's personalized pathway plan. The curriculum includes career exploration, guest speakers, community service, personal finance, and entrepreneurship, supported by partners AKCIS and Alaska Resource Education.

Sibme, an AI tool, is being used as a virtual option to support teacher self-reflection and collaborative professional learning, with private workspaces, permission-based sharing, and face-blurring to protect student identities. The district's Danielson framework and curriculum resources are being added to the platform

Interventionists and campus staff received a Phonics for Reading lesson exemplar, observation form, coaching tools, and materials tracker, along with Teacher Toolbox access, Phonics for Reading training, and data-dig guidance

In support of fidelity to our core curriculum, C&I has spent August and September providing hands-on setup, resourcing, and in-person coaching for Bridges in Mathematics and Amplify CKLA in schools as well as virtually across all our village sites, ensuring classrooms are fully equipped to teach standard-aligned lessons without delay.

A primary aim over the past month has been to ensure foundational math skills are accurately taught right at the start of the school year. In August, we launched the Bridges Math Implementation Survey to understand how 'ready to go' our K-5 teachers were to help students learn.

In the secondary space, teachers are receiving virtual check-ins, video classroom visits, and 1:1 planning support, and monthly districtwide meetings to now connect secondary teachers across all sites.

Early childhood staff are in ongoing TS GOLD training and were enrolled in DEED's Thread/SEED program following a districtwide preschool inservice.

C&I staff continue building coaching capacity through the DEED Structured Literacy Coaching Academy. This is an ongoing monthly training that allows our Instructional Specialist to grow their craft and better support our teachers.

Student Services - Michael Hautala

Staff Support & Professional Development

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

Recruiting for 4 SPED teaching positions (1 IPK, 1 HMS, 2 BHS) and 2 open Counselor positions district wide (Counselors at Wainwright, and Pt. Hope). Currently 6 SPED Intensive positions are needed.

An outside behavior specialist was brought in to look at how we can improve classroom safety for students and staff and provide input on student individual behavior plans. A contract school psychologist will be onsite this month to work through a number of student initial and 3-year evaluations.

We continue to rollout Reading and Math curriculum and will be introducing a new curriculum designed for students that use the Essential Elements as their learning standards. This implementation will help to support the district's push to improve secondary student outcomes for all students.

Student Social & Emotional Wellbeing

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

Counseling

September focused on Suicide Prevention, and a presentation was held during Alaska Suicide Prevention Week to help students understand the importance of mental health, recognize warning signs, and reach out for help. October is Bullying Prevention Month. Counselors will use Wayfinder lessons and activities to help students understand the difference between banter and bullying, treat others with respect, and learn ways to handle bullying when they see it or experience it.

Social Emotional

This month has continued to be busy with supporting our students, families, counselors, and schools throughout the district.

Meade River School: A week was spent at Meade River working with the counselor and principal. Meeting with students throughout the week alongside the counselor and helped with student planning and follow-up. Time was spent organizing counseling materials and resources and helping prepare for upcoming student and family needs. It was helpful to have the opportunity to be at the school and provide support in person. Continued site supervision is being provided for a counselor who is completing his professional credentials this school year.

Huddle Up Virtual Therapy: Huddle Up continues to go well. We currently have 25 students participating this school year and only five open slots remaining for additional students. We are seeing more referrals from our village schools this year.

Lightspeed Alerts: Two Lightspeed alerts have been responded to date this school year. Response to these alerts and working with school staff will continue as needed to make sure student concerns are followed up on appropriately.

Attendance and Truancy: Working with the Native Village of Barrow Wellness Court regarding attendance and truancy. We are currently working on setting up a meeting to discuss how the school district will track and document truancy cases and to better understand the process moving forward.

Resource Center for Parents and Children: There is a scheduled meeting with the Resource Center for Parents and Children (RCPC) in the upcoming week. We will be discussing ways they may be able to provide additional services and resources to our students and families, along with relevant educational and prevention presentations for staff.

Community Partnerships: Attendance at Social and Emotional Well-Being meetings and Wellness Coalition meetings. These meetings provide an opportunity to stay connected with programs and resources available within our communities.

North Slope Health Conference: Staff from our department attended the North Slope Health Conference this week. This provided another opportunity for staff to learn about and connect with programs and resources available to support our students, families, and communities.

Student and Family Needs: Thank you to the Kiita Store for recently providing items for families in one of our villages. Their willingness to help and support our families is greatly appreciated.

Qatqiññaġvik Learning Center / Career & Technical Education - Kent Mingneau

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

The QLC/CTE Department continues to strengthen partnerships that expand hands-on learning and career exploration opportunities for students across the District.

The first Fall CTE Intensive was successfully completed at the Qatqiññaġvik Learning Center. The North Slope Borough and the North Slope Borough Mayor's Office continued their support of the Tiny Home Project by providing the facility and assistance needed for students to continue the build. This partnership has allowed students to progress from last spring's 10' x 10' shed project to a larger, multi-phase residential construction experience.

Planning is also underway for the upcoming Middle School AMPED on Energy Intensive, in partnership with Alaska Resource Education, Santos, and ConocoPhillips. This will expand CTE exposure to middle school students through hands-on learning focused on energy, engineering, environmental careers, trades, and technology.

CTE also continues to strengthen relationships with industry partners. Recent conversations with ConocoPhillips have included opportunities for continued collaboration, career exposure for students, and participation in the upcoming Fall Career Fair in Nuiqsut.

Culturally Responsive Instruction

Goal 2: All students perform at or above grade level

Students participating in the Fall CTE Intensive were provided structured time outside of their CTE instructional day to remain engaged with assignments from their home schools. QLC staff coordinated with principals and counselors to ensure students had access to academic work through Google Classroom and direct communication with their teachers.

The QLC model continues to support the whole student by combining hands-on CTE instruction with academic accountability, structured residential expectations, life skills, teamwork, and leadership development.

Planning also continues for the upcoming Cultural Academic Intensive, which will provide an additional opportunity to connect academics, culture, community knowledge, and hands-on learning.

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

The QLC/CTE Department successfully completed its first Fall CTE Intensive of the 2026–27 school year. Students from across the District participated in three weeks of hands-on instruction and career exploration in:

- Construction Trades – Part II of the Tiny Home Project

- Small Engines
- Photo, Video & Music Production

Interest in CTE programming continues to grow. The Fall Intensive received 62 student applications, compared with a previous high of 32 applications, demonstrating significant growth in student interest in hands-on career and technical education opportunities.

Twelve students participated in the Tiny Home Project, continuing the progression of construction programming from last spring's student-built shed to a larger residential construction project. Students gained practical experience in areas including measurement, framing, tool use, workplace safety, teamwork, problem-solving, and construction practices.

The next major opportunity will expand programming to younger students through the Middle School AMPED on Energy Intensive. Student interest exceeded the number of available openings, further demonstrating demand for CTE opportunities at the middle school level.

Staff Support & Professional Development

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

QLC/CTE continues to coordinate District staff, traveling instructors, community partners, and industry professionals to provide students with specialized learning opportunities that may not otherwise be available at their home sites.

The Department continues to build instructional capacity through partnerships with outside organizations and professionals who bring industry experience directly to students. These partnerships support career awareness while also giving staff opportunities to learn from industry, postsecondary, and community partners.

The CTE Department is also continuing to develop opportunities for staff to better understand the communities and cultures of the students we serve. This work supports the development of culturally responsive CTE programming throughout the District and strengthens our ability to provide meaningful programming both at the QLC and in village schools.

Financial & Operational Stewardship

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

The first Fall CTE Intensive required coordination of student applications, selection, travel, lodging, meals, instructional schedules, facilities, academic support, and return travel for students participating from across the District. Continued use of the CTE Google Classroom has helped centralize applications, acceptance information, and program communication for students, families, principals, and counselors.

Following Board approval, the CTE Department is moving forward with the District process for the disposal and sale of the student-built 10' x 10' shed through a competitive sealed bid process. The project was originally constructed as a hands-on instructional experience, and the completed shed demonstrates the practical skills students developed through CTE construction programming.

Human Resources - Dr. Robert Bolen and Earl "Dimple" San Nicolas

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

The Human Resources Department is continuing its partnership with Gustavus College through collaboration with the college's nursing department. Bertrand Britt, our district-wide nurse, will lead efforts to coordinate and train the student nurses.

HR is also reviewing its processes and standard operating procedures in collaboration with directors, principals, and other leaders. This work is intended to ensure that procedures are practical and effective for the departments and schools that use them.

During the cybersecurity incident, which lasted approximately two weeks, HR worked with the Business Office, principals, and hiring managers to enter employees due to be paid into the system and support timely payroll processing. The collaboration across departments helped keep this work moving as smoothly as possible and demonstrated the value of strong working relationships during periods of disruption.

The department is reviewing its recruitment approach for classified hourly positions and exploring ways to increase its visibility through in-person outreach in Utqiagvik and the villages. Direct community engagement can help build relationships with potential applicants and strengthen local recruitment efforts.

Staff Support & Professional Development

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

The District has a new Title IX team, updated the website, and is completing all Title IX Trainings. In addition, Vector Trainings have been updated and assigned to all staff.

Business Office - Megan Williams

Financial & Operational Stewardship

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

A comprehensive review of standard operating processes and procedures is ongoing within the Business Office, 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, purchasing and Purchase Card use, grant funding and management, and just adopted and communicated to staff a SOP for District Travel.

The Purchasing department has expanded the use of e-shopping to more vendors. The addition of vendors creates a much smoother purchasing process for our schools.

The District's cyber security attack prompted a precautionary shut down of our accounting software from September 9th until just after noon on September 18th. Not having access to the software created difficulties with processing payments to vendors and staff as well as purchasing items and creating reports. The Payroll team, Controller, and outgoing Superintendent Vadiveloo were instrumental in getting our hourly staff paid on September 11th, which was particularly difficult without having software available to do the calculations and to print the checks. After access was restored, the rest of the Business Office team jumped right into getting payments processed and we are already back to our regular workflow.

Upcoming:

- FY27 Budget Revision (November of 2026)
- Preliminary FY28 Budget

Information Technology - Reginald Santos

Financial & Operational Stewardship

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

Cybersecurity Recovery and Technology Services Restoration

The Information Technology Department continues to make significant progress restoring district technology and communications services following the recent incident. Most critical districtwide services have now been restored, and the department is transitioning from emergency recovery toward normal operations.

Telephone System Restoration: Restoration of the district telephone system is nearly complete. Telephone services in **Utqiagvik have been fully restored** using the new Cisco Webex Calling environment. Over the next two weeks, IT staff will travel to the village schools to complete telephone deployment, configuration, testing, and remaining restoration work. This will bring reliable telephone communications back to all district locations.

Intercom and School Bell Systems: The district's **Intrado Revolution intercom system has been fully restored**. Paging and intercom functionality is operational again, including the school bell system at **Eben Hopson Middle School**, which is now functioning normally.

P2000 Door Access System: The Johnson Controls P2000 door access server has been successfully rebuilt and restored using an available **2016 database backup**. The system is operational; however, the district is continuing to pursue recovery of a newer **2021 backup**. We are currently waiting for another vendor to attempt restoration of that database. If the newer backup cannot be recovered, IT and our facilities/security partners are prepared to manually re-add doors, employee badges, and other access-control information that is missing from the 2016 backup.

Metasys Building Management System: Restoration of the Johnson Controls Metasys server is underway. Progress has experienced a slight delay due to a vendor representative's health-related availability, but restoration efforts will continue as soon as vendor support is available.

Active Directory and Wireless Authentication: All district **Domain Controller functions have been restored**, including the services required for district authentication and directory operations. District wireless authentication services have also been fully restored, returning these core infrastructure services to normal operation across district locations.

Appreciation to Our Partners: The Information Technology Department would like to express our sincere appreciation to all of the vendors, partners, staff, and organizations that have assisted NSBSD throughout the recovery. The kindness, flexibility, technical assistance, and support provided during this challenging period have been invaluable. Their willingness to work alongside our team has helped us restore essential services much more quickly and safely.

The IT Department will continue working toward full restoration of the remaining systems while strengthening the resiliency, security, and recoverability of the district's technology infrastructure.

Maintenance & Operations - Jill Crooks & Richard Taylor

Financial & Operational Stewardship

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

The Maintenance & Operations (M&O) charts provide an overall picture of maintenance activity, preventive maintenance, work-order status, site workload, emergency preparedness activities and events invoiced across the reporting period. The information demonstrates that M&O continues to manage a broad range of facility and operational responsibilities across schools, residential facilities, offices, transportation, and other locations.

September Emergency Operations Drill Log

SITE	EVACUATE	HOLD	LOCK DOWN	SECURE	Grand Total
Alak School, Wainwright	1				1
Eben Hopson Middle School, Utqiagvik	1	1	1		3
Fred Ipalook Elementary School, Utqiagvik	1				1
Harold Kaveolook School, Kaktovik				1	1
Kiita Learning Community	1				1
Meade River School, Atkasuk	1		1		2
Nunamiut School, Anaktuvuk Pass		1			1
Tikigag School, Pt. Hope	1	1			2
Trapper School, Nuiqsut		1			1
Grand Total	6	4	2	1	13

EVACUATE "To a Location" (5 Per Year required. May be done with fire system testing.)

HOLD "In Your Classroom or Area" (1 Per Year Required)

LOCK DOWN "Locks, Lights, Out of Sight" (2 Per Year Required)

SECURE "Get Inside. Lock Outside Doors." (1 Per Year Required)

Our Emergency Operations Coordinator will be traveling to schools throughout the 2026–2027 school year to review and strengthen School Emergency Evacuation Plans. During each site visit, the coordinator will meet with school administrators and staff to review evacuation procedures, discuss site-specific emergency needs, identify areas for improvement, and ensure everyone understands their roles and responsibilities during an emergency. These visits are an important part of maintaining safe, prepared, and coordinated school communities.

September 2026:

AIN Mon, Aug 31-Thurs, Sept 3 (Alak School)
 ATQ Tues, Sept 8-Fri, Sept 11 (Meade River School)
 PIZ Mon, Sept 14-Thurs, Sept 17 (Kali School)
 KAK Mon, Sept 21-Thurs, Sept 24 (Harold Kaveolook School)
 NUI Mon, Sept 28-Thurs, Oct 1 (Trapper School)

October 2026:

AKP Tues, Oct 6-Fri, Oct 9 (Nunamiut School)
 PHO Tues, Oct 27-Fri, Oct 30 (Tikigaq School)

November 2026:

UTQ Tues, Nov 3-Thurs, Nov 5 (Ipalook Elementary School)
 UTQ Tues, Nov 10-Thurs, Nov 12 (Hopson Middle School)
 UTQ Mon, Nov 17-Thurs, Nov 19 (Barrow High School)

September Facility Use Requests:

During the reporting period, district facilities recorded 91 total facility uses. Of these, 33 uses (36%) were community-related and 58 uses (64%) were NSBSD-related.

Community facility use generated \$13,560.50 in invoiced revenue. No NSBSD internal usage or entities approved by the board to use the facilities for free were invoiced.

SITE	COMMUNITY	NSBSD	Grand Total
AIN	7	4	11
AKP	4	1	5
ATQ	2	4	6
BHS	1	16	17
CO2		15	15
HMS	4	7	11
IPK	3	4	7
KAK	2	2	4
NUI	1	3	4
PHO	6	1	7
PIZ	3	1	4
Grand Total	33	58	91

SITE	COMMUNITY	NSBSD	Grand Total
AIN	\$ 1,608.00	\$ -	\$ 1,608.00
AKP	\$ 3,512.00	\$ -	\$ 3,512.00
ATQ	\$ 643.00	\$ -	\$ 643.00
BHS	\$ -	\$ -	\$ -
CO2		\$ -	\$ -
HMS	\$ 485.00	\$ -	\$ 485.00
IPK	\$ 643.00	\$ -	\$ 643.00
KAK	\$ 1,286.00	\$ -	\$ 1,286.00
NUI	\$ 536.00	\$ -	\$ 536.00
PHO	\$ 3,066.50	\$ -	\$ 3,066.50
PIZ	\$ 1,781.00	\$ -	\$ 1,781.00
Grand Total	\$ 13,560.50	\$ -	\$ 13,560.50

September Work Orders:

The data reflects a total of 268 maintenance-related work items. Of these, 191 are identified as preventive maintenance (PM) and 77 are classified as non-preventive maintenance (non-pm). This indicates that a significant portion of M&O resources are dedicated to planned maintenance activities intended to keep facilities, equipment, and systems operating properly and to reduce the likelihood of unexpected failures. At the same time, the work order status information identifies an area that requires continued management attention. Of the 268 total work items submitted in September, 232 remain open while 36 are closed.

Preventive maintenance represents the largest portion of the M&O workload. The charts show 191 PM items, compared to 77 non-PM items.

This is a positive indicator because preventive maintenance is an important component of effective facility management. Planned inspections, servicing, repairs, testing and replacement of components can help extend the useful life of equipment and building systems. Preventive maintenance can also reduce emergency repairs, minimize operational interruption, and improve the reliability of facilities.

The high number of PM activities suggests that M&O is actively working to maintain facilities rather than relying solely on reactive repairs after equipment or building systems fail.

However, the PM workload also requires consistent monitoring. Preventive maintenance that is deferred or repeatedly postponed can eventually become corrective maintenance. Maintaining scheduled PM activities should therefore remain a major operational priority.

SITE	Non-PM	PM	Grand Total
AIN - Alak School	6	37	43
AIN - Residential	7		7
AKP - Nunamiut School	5	4	9
AKP - Residential	1		1
ATQ - Residential	5		5
BHS - Barrow High School	1	1	2
BRW - Residential	4		4
CO2 - Central Office 2	2		2
HMS - Eben Hopson MS	6	4	10
IPK - Ipalook ES		24	24
Kiita - Kiita Learning Community	2		2
NUI - Nuiqsut Trapper School	34	25	59
PHO - Residential	1		1
PHO - Tikigaq School	2	59	61
PIZ - Kali School		34	34
Trans - Transportation	1	3	4
Grand Total	77	191	268

SITE	CLOSED	OPEN	Grand Total
AIN - Alak School	26	17	43
AIN - Residential	3	4	7
AKP - Nunamiut School		9	9
AKP - Residential		1	1
ATQ - Residential	1	4	5
BHS - Barrow High School		2	2
BRW - Residential		4	4
CO2 - Central Office 2		2	2
HMS - Eben Hopson MS	6	4	10
IPK - Ipalook ES		24	24
Kiita - Kiita Learning Community		2	2
NUI - Nuiqsut Trapper School		59	59
PHO - Residential		1	1
PHO - Tikigaq School		61	61
PIZ - Kali School		34	34
Trans - Transportation		4	4
Grand Total	36	232	268

Capital Improvement Project Updates:

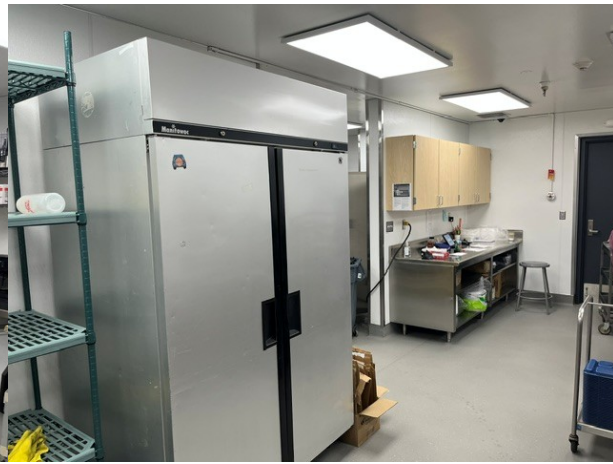
SITE & DESCRIPTION	NOT STARTED	ON TRACK	DELAYED	COMPLETE
AIN Electrified Door Hardware, Door Alarm System	X			
AIN School Renovation	X			
AKP Electrified Door Hardware, Door Alarm System	X			
AKP HVAC Upgrades		X		
AKP Mechanical Upgrades (DDC)	X			
AKP Structural Upgrade (Deck)		X		
AKP Structural Upgrade (School Roof Upgrade)	X			
ATQ Electrified Door Hardware, Door Alarm System				X
BHS Electrified Door Hardware, Door Alarm System			X	
BHS Fire Sprinkler System Upgrade				X
BHS Home Ec Room Renovation		X		
DDC System Upgrades	X			
DW Door Survey/Assessment				X
DW IT Technology Refresh				X
HMS Boiler and Mechanical Upgrades				X
HMS Clock Intercom Systems Upgrades				X
HMS Electrified Door Hardware, Door Alarm System			X	
IPK Electrified Door Hardware, Door Alarm System			X	
KAK FFE GYM ORDER PHASE I		X		
M&O GENERATOR INSTALL			X	
NUI Electrified Door Hardware, Door Alarm System	X			
NUI Emergency Mechanical System Upgrade			X	
PHO Electrified Door Hardware, Door Alarm System				X
PHO SCHOOL KITCHEN REMODEL		X		
PIZ Clock Intercom Upgrades				X
PIZ Electrified Door Hardware, Door Alarm System				X
TRANS AKP New Ford Transit Van				X
TRANS PHO New Transit Van				X
Project Count:	7	5	5	11

Photos of recent projects completed below.

Eben Hopson Middle School Boiler Replacements:



October 2026



Harold Kaveolook School Rebuild Phase II Progress:



AKP Deck Emergency Repair:

October 2026



Student Activities - Steve Zanazzo

October 2026

Barrow Football: Barrow is currently 5-1 and sit on top of the Conference. Barrow will win the conference championship through a tie-breaker system with Kenai and Redington. That means barrow will host Home for the State semifinal game on October 10th at 12:00PM.

Barrow Volleyball: Barrow hosted Kotzebue and Bethel in September beating both multiple times and not giving up a set all weekend! Barrow will travel in October then come home to host the 20th annual Whaler Invitational on October 29-31.

It's also Barrow turn in the rotation to host regional volleyball. That will take place on November 6/7 at BHS with Bethel, Kotzebue and Nome coming to town. 1st and 2nd place will qualify to State.

XC Run: Alak, Kali, Meade River, Nunamiut and Tikigaq all competed in the regional XC run race held out on the football field on September 15th. The Top 4 individual finishers along with top team of 3 runners qualified for the State races in Anchorage on October 3rd.

Barrow qualified two girls to state from their regional race in Nome. Adele Thomas took 2ns place and Flossie Olemaun took 7th.

Here are the results from the North Slope Conference regional races:

Bib Number	Name	School	Time	
99	Camille Tingook*	Tikigaq	32:37:00	
73	Kyanne Everett*	Kali	33:08:00	
82	Scarlett Bodfish*	Alak	35:26:00	
10	Stacy Oktolik*	Tikigaq	35:53:00	
17	Michelle Sovalik	Nuiqsut	36:31:00	
15	Kailey Mekiana	Nunamiut	37:19:00	
90	Sarah Bodfish	Alak	37:19:00	
* State Qualifier				

Bib Number	Name	School	Time	
25	Samuel Jackson *	Tikigaq	21:47	
30	Kaden Ahmaogak*	Alak	22:01	
33	Willie Tukrook*	Kali	22:27	
27	Jacob Lane IV*	Tikigaq	22:30	
37	Lloyd Quilaton	Nuiqsut	22:52	
34	Moses Tukrook	Kali	23:27	
28	Calvin Lane Nash*	Tikigaq	23:34	
26	Justin Attungana	Tikigaq	23:46	
36	Victor Tukrook	Kali	23:58	
35	Luke Oyagak-Tukrook	Kali	24:10:00	
38	Noah Hopson	Nuiqsut	24:46:00	
42	Mason Panik-Bordeaux	Meade River	24:55:00	
29	Ephraim Nash	Tikigaq	25:24:00	
39	Sean Hopson	Nuiqsut	27:36:00	
32	Nathaniel Ahmaogak	Alak	27:41:00	
41	Lloyd Ipalook	Nuiqsut	28:56:00	
40	Treyvon Nukapigak	Nuiqsut	30:45:00	
43	Connor Boskofsky	Meade River	31:06:00	
44	Cameron Fishel	Meade River	31:49:00	
31	Jonathan Sarren	Alak	32:02:00	
47	Clement Simmonds-Frankson	Meade River	33:32:00	
45	Henry Bodfish	Meade River	33:53:00	
46	Levi Boskofsky	Meade River	34:16:00	
* State Qualifier				
Boys Team Scores: 1. Tikigaq -12 points				
	2. Kali - 18 points			
	3. Nuiqsut - 30 points			
	4. Meade River - 49 points			
Academic Award: Kali with a 3.21 GPA				

Mixed-6 Volleyball: schools have begun practicing in the first matches will happen on October 9/10th weekend.

	Date	Home	Away	Location
Wednesday	September 9	Practice Begins		
Fri-Sat	10/9 - 10/10	Kaveolook(KAK)	Meade River(ATQ)/Trapper(NUI)	Kaktovik
Fri-Sat	10/9 - 10/10	Alak(AIN)	Tikigaq(PHO)/Kali(PIZ)	Wainwright
Fri-Sat	10/16 -10/17	Tikigaq (PHO)	Trapper(NUI)/Alak(AIN)	Point Hope
Fri-Sat	10/16 - 10/17	Kali (PIZ)	Meade River(ATQ)/Harold Kaveolook(KAK)	Point Lay
Fri-Sat	10/23 - 10/24	Trapper(NUI)	River(ATQ)	Nuiqsut
Thu-Sat	10/29-10/31	Port Alsworth	Nuiqsut @ Tanalian Tournament	Port Alsworth
Fri-Sat	10/30 -10/31	Tikigaq (PHO)	Alak(AIN)//Kali(PIZ)	Point Hope
Fri-Sat	11/6 - 11/7	Alak(AIN)	Tikigaq(PHO)/Nuiqsut(NUI)	Wainwright
Fri-Sat	11/6 - 11/7	Meade River(ATQ)	Kali(PIZ)Harold Kaveolook(KAK)	Atkasuk
Tue- Wed	11/17 -11/18	Kaveolook(KAK)	Tikigaq(PHO)/Kali(PIZ)/Meade River(ATQ)	Kaktovik
Fri-Sat	11/20 -11/21	Harold Kaveolook	Regional Tournament	Kaktovik
Thu-Sat	12/3 - 12/5	Dimond High School	ASAA State Tournament	Anchorage