November 2026

Administrative Report

Superintendent Caitlin Santos

November's departmental work reflects continued progress in strengthening instruction, expanding student opportunities, supporting student wellbeing, and maintaining the systems that make learning possible. Several efforts this month demonstrate the value of connecting classroom learning with local knowledge, community partnerships, and meaningful pathways beyond high school. You will find detailed information about each of these goals in the departmental reports themselves.

Goal 1: Family & Community Collaboration

Prioritize and implement intentional and purposeful partnerships.

Thirty North Slope students participated in the First Alaskans Institute Elders & Youth Conference through the partnership between the Mayor's Youth Advisory Council and NSBSD. Students connected with regional Elders and youth, learned from IHLC Commissioners, and visited Alaska Pacific University.

The district also continued planning with Elders, community members, and local organizations on Traditional Science and Place-Based Learning. Partnerships with UIC Science are bringing local geography and environmental science into instruction through augmented reality tools and the development of lessons grounded in North Slope landscapes.

Goal 2: Culturally Responsive Instruction

All students perform at or above grade level.

Middle school targeted interventions are underway across the district, supported by regular professional learning community meetings (Wednesday early release time), and collaboration among teachers in the same content areas. Staff are using student data to better align core instruction and intervention supports.

Professional development this month emphasized writing across content areas, including practical strategies teachers can use to strengthen student writing. The district also began rolling out Lexia English to provide more individualized English language development for our students coming to us speaking other languages.

In addition, culturally responsive Bridges Math materials are progressing, with first-grade work nearing completion and kindergarten and fifth-grade materials submitted for review.

Goal 3: Culturally Responsive Instruction

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

Career and technical education opportunities continue to grow. The fall CTE program received 64 applications—twice the previous high of 32—and expanded the Tiny Home cohort from eight to twelve students. Students are engaging in construction, small engines, and media production, applying academic skills through practical projects. We hope to have a video to share with the board at our next meeting.

Upcoming opportunities include culinary and welding intensives, with students working toward industry-recognized credentials. The district is also planning future programming in healthcare, behavioral health, 3D printing, coding, and other career areas. Counselors are supporting seniors with college applications and FAFSA completion, while the district continues reviewing Edgenuity courses to ensure students receive appropriate graduation credit.

Goal 4: Culturally Responsive Instruction

Graduate bilingual students.

The Iñupiaq language program continues to strengthen both instruction and teacher capacity. During the October reporting period, teachers delivered 37 hours of GMAP immersion instruction. Nineteen Iñupiaq Language Teachers completed the Language Assessment 2.2, with an average score of 34.95 out of 42. Individualized grammar support is being developed in response to assessment results.

Curriculum development also continued through the Iñupiaq Language Framework for Teaching and Learning, the Iñupialgusisa! Mentor-Apprentice Toolkit, and revisions to the North Slope Coastal Iñupiaq textbook. Work on the Iñupiaq Early Readers Series has resumed, moving the project toward storybook design, illustration, publication, and digital access.

Goal 5: Student Social & Emotional Wellbeing

Facilitate and maintain culturally, emotionally, and physically safe learning environments.

Student Services continued responding to student needs through crisis support, grief response, counseling, and coordination with school administrators and community partners. The new referral process with Native Village of Barrow Wellness Court resulted in ten referrals from one site in October.

Prevention efforts included bullying and drug-free campaigns, counselor training, and continued work to expand access to behavioral health supports. Demand for Huddle Up virtual therapy remains high, with only three appointment slots remaining. Community donations of winter clothing, coats, and hygiene supplies also helped address immediate student and family needs.

Goal 6: Staff Support & Professional Development

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

Districtwide professional learning focused on literacy, intervention, core instruction, special education, and math collaboration. Teachers also continued participating in weekly coaching cycles and school-based support.

Recruitment remains a challenge, particularly for special education teachers, counselors, and intensive support positions. The district is continuing recruitment efforts while examining factors that affect hiring and retention, including working conditions and salary placement for classified staff.

Goal 7: Financial & Operational Stewardship

Standardize high-functioning, efficient, student-focused operations.

The district has completed major cybersecurity recovery work, including restoration of telephone services across Utqiaġvik and village sites. Remaining work includes final steps to restore the P2000 door access system and continued improvements to backup protection and security practices.

Maintenance reported 422 work orders, with 214 closed during the reporting period. Capital projects continue across the district, including heating and HVAC upgrades, generator replacements, roof and structural repairs, and electrical and fire alarm improvements. A complete list is attached in the M&O Departmental update.

The Business Office is also working to improve administrative efficiency through expanded benefits administration and efforts to move vendor payments from paper checks to direct deposit. Facility use continues to support both district programming and community activities.

Closing

This month’s work demonstrates continued investment in student learning, cultural and language education, career pathways, and student support. It also highlights the operational and staffing challenges that require our ongoing attention. Across departments, the focus remains on building the capacity and partnerships needed to serve students in every North Slope community, providing them with a guaranteed and viable curriculum as well as a modern safe learning environment.

End report CS

Department Reports

Iñupiaq Education – Director Qaġġuna Tenna Pili

Introduction

November reflects continued progress in the Iñupiaq Education Department's priorities for the 2026–2027 school year, with a focus on educator language proficiency, culturally responsive curriculum development, community partnerships, and instructional support. Significant accomplishments reported during this period include 37 hours of Group Mentor-Apprentice Program (GMAP) instruction, completion of Language Assessment 2.2 by 19 Iñupiaq Language Teachers, advancement of the Indigenous Language Fluency Transfer System (ILFTS), and participation by 30 North Slope students in the First Alaskans Institute Elders & Youth Conference.

The department also continued strengthening teacher professional development, culturally responsive mathematics resources, student career and cultural learning opportunities, and instructional systems that support bilingual education throughout the district.

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

- **Elders & Youth Conference Participation:**
  - Through the NSB Mayor's Youth Advisory Council (MYAC) and NSBSD partnership, supported participation by 30 North Slope students in the First Alaskans Institute Elders & Youth Conference in October.
  - Students participated in opportunities to connect with regional elders, youth leaders, community organizations, and educational institutions.
  - Activities included engagement with IHLC Commissioners, a Hilcorp Lunch and Learn, and an Alaska Pacific University campus tour.
  - North Slope elder and youth representatives were identified to support continued regional engagement and representation.
- **Tumitchiat Sivunmun Plan – Pathway to the Future:**
  - Continued coordinating elders, local leaders, community members, and organizations to participate in districtwide TSP presentations.
  - Supported Iñuit Day programming focused on the history and contributions of Eben Hopson Sr. and the significance of Iñuit Day.
  - Coordinated plans for November whaling crew and subsistence learning opportunities, connecting students with local experts who can share village history, traditional knowledge, and subsistence practices.
  - Continued planning with Iḷisaġvik College for a December presentation focused on spring enrollment, scholarships, and postsecondary opportunities.
- **Community-Based Curriculum Partnerships:**
  - Initiated coordination with the Bureau of Ocean Energy Management (BOEM), the Native Village of Wainwright, and Aḷak School to support a collaborative curriculum development process.

    - Continued emphasizing meaningful participation by local communities in developing culturally relevant instructional content.
- **Uqautiluŋa Iñupiatun Family Engagement:**
    - Continued coordinating parent immersion potlucks and future family language-learning gatherings to strengthen opportunities for Iñupiaq language use beyond the classroom.
- **Community Language Communication:**
    - Continued preparing weekly Iḷitchiqpaktuat reports documenting student progress in Iñupiaq language learning and supporting communication with families and communities.

Culturally Responsive Instruction

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

- **Culturally Responsive Mathematics Instruction:**
    - Advanced development of culturally responsive Bridges Math overlays, with first-grade materials nearing completion.
    - Submitted completed Kindergarten and fifth-grade overlay materials for review.
    - Continued integrating culturally relevant content and instructional approaches into adopted mathematics curriculum to support student engagement and understanding.
- **Classroom Instructional Resources:**
    - Continued developing resources and providing training to general education teachers to support the integration of Iñupiaq language into classroom instruction.
    - Supported fulfillment of Iñupiaq Language classroom materials based on teacher inventories and identified instructional needs.
- **Curriculum Collaboration:**
    - Continued coordination with district and community partners to strengthen culturally responsive curriculum development and implementation across school sites.
- **Iñupiaq Early Readers Series:**
    - Resumed the Iñupiaq Early Readers Series project in collaboration with Cathy Tagnak Rexford and Jon Davis, expanding the project team to include Ascend/Sprig Learning.
    - Initiated coordination with project partners to advance the remaining phases of development, including storybook layout and design, illustrations, publication, printing, and digitization.
    - Continued working toward completion of culturally and linguistically relevant early literacy resources that support Iñupiaq language acquisition and literacy development.

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

- **Student Leadership and Postsecondary Exposure:**

  - Supported participation by 30 North Slope students in the First Alaskans Institute Elders & Youth Conference, providing opportunities for leadership development, cultural engagement, and connections with peers and elders from across Alaska.
  - Coordinated educational experiences, including an Alaska Pacific University campus tour and presentations involving regional organizations.
  - Continued planning for Iḷisaġvik College to provide information on postsecondary enrollment, educational programs, and scholarships during districtwide TSP.
- **Iḷisaurriġuqta – Let's Become Teachers:**
  - Continued developing Standard Operating Procedures to strengthen program consistency, participant support, and implementation.
  - Continued the legal review process for proposed updates to the program's monthly stipend structure.
  - Plans to meet with Ilisaġvik College to plan and prepare for the upcoming SP27 semester - their course schedule comes out the week of Nov 2, so we want to be prepared to recruit more participants into the program.

Goal 4: Graduate bilingual students.

- **Group Mentor-Apprentice Program:**
  - Delivered 37 hours of GMAP immersion instruction for Iñupiaq Language Teachers and IED staff between October 1 and October 26, 2026.
  - Instruction included 18 morning classes, 16 afternoon classes, and a three-hour GMAP inservice on October 23.
  - Instruction advanced through Level 2 questions, commands, and house commands, as well as Level 3 questions within the Iñupiaq Language Scope and Sequence.
  - Continued maintaining centralized instructional resources, target language, immersion teaching guidance, and recordings of GMAP sessions to support independent review and ongoing language acquisition.
- **Language Assessment 2.2:**
  - Nineteen Iñupiaq Language Teachers completed Language Assessment 2.2 on October 14–15.
  - The assessment measured increasingly complex language structures, including questions, commands, responses, verb moods, and structured and unstructured immersion language.
  - Participants achieved an average score of 34.95 out of 42 points, with a median of 37 and scores ranging from 22 to 42.
  - Individualized Iñupiaq grammar instruction was initiated for one teacher requiring additional support, with targeted support planned for two additional teachers.
  - Assessment results are being used to identify individual language-learning needs and guide differentiated professional learning.
- **Indigenous Language Fluency Transfer System:**
  - Continued collaborating with regional Iñupiaq language partners and curriculum contractors to develop and refine Level 1 ILFTS lessons and stories.
  - Participated in two collaborative curriculum development sessions focused on strengthening instructional content and language accuracy.

    - Reviewed a full-immersion demonstration of Level 1 Prototype Lesson 1 in preparation for delivering ILFTS instruction to full-time apprentices.
- **Iñupialgusisa! Mentor-Apprentice Toolkit:**
    - Finalized two instructional presentations and related edits for Lesson 2 of the Iñupialgusisa! MAP Toolkit and submitted them for contractor revisions.
    - Continued preparing the Toolkit for broader community access and promotion following completion of the remaining revisions.
    - Developed a two-page summary documenting GMAP activities, assessment results, and program outcomes from the first two months of implementation.
- **Iñupiaq Language Curriculum Development:**
    - Continued reviewing and editing the North Slope Coastal Iñupiaq Language textbook.
    - Continued developing instructional materials and providing resources that support Iñupiaq language use in both language classrooms and general education settings.

Student Social & Emotional Wellbeing

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

- Continued supporting culturally grounded learning experiences that strengthen student identity, belonging, and connections to community.
- Supported student participation in the Elders & Youth Conference, providing opportunities for intergenerational learning, leadership development, and engagement with Alaska Native cultural knowledge.
- Continued planning for whaling crew and subsistence presentations that connect students with local knowledge holders and reinforce the importance of Iñupiaq values and ways of life.
- Maintained individualized instructional support for Iñupiaq Language Teachers to strengthen classroom practices responsive to student needs and language proficiency levels.

Staff Support & Professional Development

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

- **ILT Professional Learning Communities:**
    - Continued facilitating ILT PLC meetings focused on language instruction, classroom resources, assessment, and instructional improvement.
    - Reviewed and updated PLC training dates to maintain consistent professional learning opportunities throughout the school year.
- **Districtwide Inservice:**
    - Collaborated on planning and implementation of professional development for the October 23 districtwide inservice.
    - Facilitated an ILT instructional session focused on object placement activities to support language acquisition through hands-on, immersion-based instruction.
    - Provided a three-hour GMAP immersion session to strengthen teacher language proficiency and instructional practice.

- **Individualized Teacher Support:**
    - Continued coaching and training ILTs, with particular attention to educators who are new to the program.
    - Used Language Assessment 2.2 results to identify teachers needing additional support and began providing targeted grammar instruction.
    - Continued developing resources and training opportunities for general education teachers to reinforce Iñupiaq language learning across classrooms.
- **Instructional Leadership and Collaboration:**
    - Continued collaborative planning to identify emerging professional development needs and strengthen implementation of department programs.
    - Developed reports for school principals to provide greater visibility into student learning and instructional activities occurring in Iñupiaq Language classrooms.
- **Statewide Language Education Collaboration:**
    - Participated in the Council on Alaska Native Languages statewide meeting during the Elders & Youth Conference.
    - Contributed recommendations for strengthening the language of Alaska Statute 14.40.117 to emphasize the development of highly fluent adult and child Alaska Native language speakers and preparation of educators for dual-language and language-medium schools.
    - Continued advocating for stronger collaboration among NSBSD, the Council on Alaska Native Languages, and the Alaska Native Language Center to support sustainable language revitalization and teacher development.
- **Support for Educational Leadership for Principals in the Iñupiaq Language Classroom Space**
    - IED has been working with site Principal to provide comprehensive supports to further their understanding of the Iñupiaq Language Program as a whole, so that they can continue to have the tools to support their ILT's with classroom management and instructional support.
    - We have been working with Director Brown and Melissa Linton to ensure that any Danielson Framework training also has an integrated approach so that Principals have a comprehensive understanding when doing observations and evaluations of all teachers.

Financial & Operational Stewardship

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

- **Instructional Materials and Distribution:**
    - Continued fulfilling Iñupiaq Language classroom material requests based on teacher inventories submitted during the previous school year.
    - Coordinated resource distribution to ensure teachers have the instructional materials needed for effective language instruction.
- **Program Systems and Documentation:**
    - Continued development of Standard Operating Procedures for the Iḷisaurriġuqta Program and other departmental initiatives.

    - Maintained centralized GMAP curriculum resources, instructional recordings, language targets, and assessment information to support program consistency and accountability.
- **Professional Learning Coordination:**
    - Updated PLC schedules and coordinated districtwide inservice planning to ensure ongoing professional development aligns with instructional needs.
- **Program Evaluation and Reporting:**
    - Prepared a two-page summary of GMAP implementation, instructional hours, assessment results, and outcomes to support program monitoring and communication.
    - Continued developing school-level Iñupiaq Language instructional reports to strengthen communication with principals and support informed instructional decisions.

Conclusion

November reflects continued progress in strengthening the Iñupiaq Education Department's language revitalization, culturally responsive instruction, and community engagement priorities. Through 37 hours of GMAP instruction, measurable Language Assessment 2.2 results, continued development of ILFTS and the Iñupialgusisa! MAP Toolkit, and individualized teacher support, the department is building a stronger foundation for sustained Iñupiaq language proficiency among educators.

The department also expanded student leadership and cultural learning opportunities through participation in the Elders & Youth Conference, continued TSP partnerships, and planning for community-based whaling, subsistence, and postsecondary education presentations. Progress on culturally responsive Bridges Math overlays, instructional materials, and teacher professional development further supports consistent, culturally grounded instruction throughout NSBSD.

Moving forward, the department will continue prioritizing educator language development, culturally responsive curriculum, community partnerships, and effective program systems to advance the district's commitment to graduating bilingual students grounded in Iñupiaq language, culture, and values.



November 2026







Curriculum & Instruction - Michele Brown

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

Curriculum and Instruction has started working with UIC Science to bring hands-on earth science learning to NSBSD students. The partnership brings place-based science learning to students across NSBSD, rooted in the land they know. UIC Science has built lessons around an augmented reality sandbox (TopoBox) donated by the Next-Generation Ecosystem Experiment (NGEE Arctic), a long-term research project hosted by UIC Science. Students shape the sand by hand while a projector shows live elevation colors and contour lines, so they can watch how water moves and collects across the landscape. The lessons focus on the landforms of the North Slope, including permafrost, ice-wedge polygons, thermokarst lakes, and the rivers and drainage patterns that shape the tundra. Students learn how frozen ground forms, how it changes as it thaws, and how those changes affect the land, water, and communities around them. When science starts from students' own surroundings, the content becomes meaningful and relevant, and it values the knowledge students and their families already hold about the land. Since the TopoBox can't travel to every community, UIC Science is also writing lessons that don't need the equipment. They will share these with teachers once they're finished and are looking at ways to offer virtual access to all NSBSD sites.

Culturally Responsive Instruction

Goal 2: All students perform at or above grade level

Targeted intervention for students in grades 6-8 is now underway across the district. To help teachers carry out this work well, Curriculum and Instruction holds support meetings every other

week during Wednesday PLC time. In these sessions, teachers can talk through how intervention is going, troubleshoot challenges, and share strategies that are helping students make progress. This steady support keeps intervention consistent from school to school and helps teachers adjust as student needs change.

Wednesday PLCs also bring together content-area teams from across the district. Because our schools are spread across eight communities, this time gives teachers a valuable chance to connect with colleagues who teach the same subject, share ideas, and learn from one another. Together, teams review student data to spot trends and plan upcoming lessons that respond to what students need. This collaboration builds a shared understanding of grade-level expectations, pacing and makes instruction more consistent across the district.

To expand support for English language learners, the district has purchased Lexia English, and the program will roll out to schools in November. Lexia English gives each student personalized practice in listening, speaking, vocabulary, and academic language, adjusting to their individual level as they progress. Because it focuses on the academic language students use across subjects, it helps them build English proficiency alongside their content learning. This gives English language learners the tools they need to take part fully in classroom instruction and reach grade-level expectations.

The October 23 staff development day focused on writing across the content areas as a way to build literacy. Teachers practiced quick writes and other short writing strategies that work in any subject, from math and science to social studies and electives. These routines give students frequent, low-stakes chances to process what they are learning and show what they understand.

The sessions also connected this work to the Reading Rope and the Writing Rope, two models that show how skilled literacy develops. The Reading Rope weaves word recognition together with language comprehension. The Writing Rope weaves transcription skills together with critical thinking, syntax, text structure, and writing craft. Many of the same strands appear in both ropes. Vocabulary supports both understanding a text and choosing precise words. Knowledge of sentence structure helps students read complex sentences and write their own. Familiarity with text structure helps students follow an author's organization and organize their own writing. Background knowledge and reasoning drive both comprehension and the ideas students write about. Decoding and spelling build on the same sound-symbol knowledge. When teachers are intentional about these shared strands, reading instruction and writing instruction strengthen each other.

Curriculum and Instruction has built a data analysis spreadsheet for each school to help principals and teachers see how students are doing and where support can make the biggest difference. The spreadsheet brings together Ed Hub usage reports, mCLASS assessment results, and usage data from our Tier 1 blended learning programs. It also includes an intervention alignment review to help make sure each student is receiving the intervention that best fits their needs. Having this information in one place makes it easier for principals and teachers to celebrate what is working, have shared conversations about student progress, and stay aligned with the NSBSD curriculum guide together. It also serves as a regular dipstick check that helps the district understand where teachers would benefit from more training, resources, or coaching. This lets us respond with the right support at the right time, so teachers feel equipped and students continue to grow.

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

A TSP survey gathered teacher feedback to make sure we are meeting student needs as students explore their pathways after high school. The responses will guide how the TSP class is planned and delivered, including how the UIC Science partnership fits into it. Students who are interested in the sciences will learn what different careers involve and what coursework and training each requires. They will also be able to set goals and plan their next steps based on what they learn.

An audit of Edgenuity courses is in progress to confirm that every student gets the graduation credit they have earned, so students stay on track toward the pathway they choose.

Staff Support & Professional Development

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

The October 23 district-wide staff development day brought educators from across NSBSD together for a full day of professional learning focused on intervention, literacy, and core instruction. In the intervention sessions, teachers trained on the district's intervention programs. They learned how to use the programs as designed, place students based on data, and monitor progress so each student gets the right support. Teachers also learned about new special education programs now available to our students, which will support learning in meaningful ways and help each student make progress toward their individual learning goals. The literacy sessions focused on writing across the content areas. Teachers practiced quick writes and other short writing strategies that fit into any subject and give students regular chances to process and explain their learning. The day also connected this work to the Reading Rope and the Writing Rope, which helped teachers see how reading and writing skills build on each other. Teachers also took a deeper dive into the math curriculum and had time to collaborate with their grade-level cohorts, sharing ideas and planning together across schools. In addition, teachers were updated on the Quarter 2 TSP goals and projects, so everyone shares a clear understanding of the work ahead for students. Teachers left with practical strategies they could use in their classrooms right away and a stronger connection to colleagues across the district.

The district's instructional specialists continue to offer teachers ongoing mini PD sessions tailored to each teacher, along with weekly coaching cycles. These supports help teachers build rigorous, engaging lessons that prepare students for the demands of college, career training, and the workforce. Attuned Partners adds to this work through classroom visits that give teachers guidance and feedback, which will lead into long-term coaching cycles. Stronger instruction in every classroom builds the academic foundation students need to succeed on whatever pathway they choose.

To make support easy to access and focused on what teachers want most, Curriculum and Instruction is building a support menu that teachers can use to choose and request help at any time. Options will include materials management, lesson development, data digs, goal setting, classroom management, program alignment, planning with the desired results in mind through backwards design, and many more. The menu will also have an open request option, so teachers can ask for support with anything specific to their classroom or professional goals. This approach puts teachers in the driver's seat of their own professional growth and helps instructional specialists respond to real needs as they come up.

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

Recruiting for Long-term substitutes to fill positions for the remainder of the school year. A positive is that we have had several inquiries for next school year. During the Fall SPED directors meeting, staff shortages were a topic of concern for most school districts in the state. Talking with teachers prior to resignation, environment, work conditions, and the ability to secure higher salaries have been common. During recruiting, compensation and placement on the salary scale (years of service) are most asked questions. Prior to the Spring hiring season it will be important that the District is positioned well in these areas.

Student Social & Emotional Wellbeing
Goal 5: Facilitate & maintain culturally, emotionally, and physically safe learning Environment.

Counseling

This month, the Counseling Department focused on Bullying Prevention, with counselors providing lessons and activities to help students recognize, prevent, and respond to bullying. During the final week of the month, we shifted our focus to the Alaska Department of Health's "Make a Difference. Be a Hero. Stay Drug Free." campaign, and counselors incorporated drug-free prevention activities and discussions with students.

Counselors are supporting seniors with post-secondary planning by ensuring they know the FAFSA is open and helping them prepare college applications and future plans.

Social Emotional

Huddle Up Virtual Therapy

- Huddle Up continues to receive referrals across the district, reflecting the ongoing need for accessible mental health support services for students.
- Only three slots remain available for new student referrals.
- Parents contacted school administrators directly this month to request support services for their children.
- The Department of Juvenile Justice contacted me requesting referral information for a student.
- With only three available slots and continued requests for services, additional program capacity may need to be considered to meet the growing needs of students across the district.

Student Crisis Response and Grief Support

- Student Support Services responded to several situations involving student and family losses across the district.
- Numerous staff members requested Employee Assistance Program (EAP) information and additional grief support resources.
- Worked with school administrators, Integrated Behavioral Health (IBH), and the Prevention Team to help coordinate support services for students, staff, and community members.

Potential Training Opportunities and Community Resources

- Resource Center for Parents and Children (RCPC): Met with representatives to discuss potential training opportunities for staff, including trauma-informed practices, coping strategies, and supporting students experiencing emotional challenges. These discussions are preliminary.
- NAMI Alaska: Provided a FLARE presentation to NSBSD counselors, who found the information valuable. Plans are underway to share the presentation with additional interested school sites.

Student Basic Needs and Community Donations

- Received another request for winter clothing, coats, and hygiene products for students in need.
- Special thanks to Kiita Principal Shirley Hautala, School Counselor Alex Ting, and the students at Kiita for their continued generosity and help collecting and preparing donations for Meade River School.
- Sincere appreciation to Virgina Walsh and Cheryl Humme from AWIC for their generous donation of hygiene products for our students. Their contributions help meet basic needs across our schools.

NVB Wellness Court Collaboration

- Continued collaboration with the Native Village of Barrow (NVB) Wellness Court to support students experiencing attendance concerns.
- One school site submitted 10 referrals during October through the newly established referral process.
- Referral information from other participating school sites is not yet available.
- This collaboration provides another opportunity to address attendance concerns and connect students and families with appropriate services.

School-Based Social Work Services and Student Support

- Provided increased social work support at our elementary school following recent losses affecting students and families.
- Reached out to other school sites to offer support and continued working closely with Integrated Behavioral Health (IBH) to address student and family needs.
- Attended regularly scheduled meetings with the Social and Emotional Wellbeing Team and the Prevention Team.
- Worked with ICAS and Iḷisaġvik College regarding upcoming events and opportunities for students and community members.
- Participated as a member of NAMI and attended meetings to discuss mental health resources, educational opportunities, and additional support services for students and families across the North Slope.
- Worked closely with the Counselor Coordinator to support school counselors across the district, including monthly counselor meetings to discuss student needs, share resources, and address concerns at individual school sites.
- Provided ongoing supervision and guidance to a school counselor completing his university internship, including communication with the university to support his progress and internship requirements.

- Collaborated with our Student Support Services contracted staff member, as needed, to assist with departmental processes and ongoing coordination.
- Completed all required district trainings to date and voluntarily participated in additional professional development to stay current with practices and resources relevant to my role.
- Supported October Violence Awareness Month and the Four Directions Walk, recognizing the importance of awareness, healthy relationships, and support for individuals and families affected by violence.

Qatqiññiaġvik Learning Center / Career & Technical Education - Kent Mingneau

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

QLC continues to work with principals, counselors, families, and community partners to connect students across the district with career exploration and hands-on learning opportunities. School staff have supported student recruitment, applications, required paperwork, and travel coordination for both residential and village intensives.

The September intensives received 64 student applications, compared with a previous high of 32, representing a 100% increase. This interest demonstrates growing demand for intensive programming. Offerings included Construction Trades I–II through the Tiny Home Build, Small Engines, and Photo, Video, and Music Production. The Tiny Home cohort expanded from 8 to 12 students to accommodate additional participation.

The partnership with Alaska Resource Education expanded career exploration to middle school students through the October 25–30 AMPED on Energy intensive. Collaboration among school sites, families, instructors, chaperones, and QLC staff supported students throughout their travel and participation. Outreach to ANSEP is also underway to identify future opportunities for NSBSD students.

Culturally Responsive Instruction

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

Student selections have been finalized for the upcoming **Iñupiaq Cultural Intensive**, with **14 students accepted** to participate at QLC. The intensive will provide learning experiences that strengthen connections among Iñupiaq culture, community, and education.

CTE instruction provides practical opportunities for students to apply academic skills. Construction, welding, culinary arts, and energy activities incorporate measurement, mathematics, reading comprehension, technical vocabulary, communication, and problem-solving. Students use these skills to complete meaningful tasks and explore their application in future careers.

School-based intensives further expand access by bringing specialized instructors directly to students. These experiences allow students to develop technical skills while remaining connected to their communities. Student work, attendance, and course completion will help document engagement and learning as sessions conclude.

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

QLC programming supports a progression from early career exploration to technical skill development, industry credentials, and post-secondary opportunities. The Middle School AMPED on Energy intensive introduced students to energy careers through hands-on STEM activities, helping them explore interests before selecting high school courses and career pathways.

The **November 2–6 culinary intensive at QLC** is planned for **8 BHS students**. with **0.25 credit** available for full-week attendance. Culinary and/or welding intensives are serving students from the following **five schools**:

- Alak School
- Barrow High School
- Meade River School
- Kali School
- Nunamiut School

These intensives provide opportunities for students to develop practical skills and explore career pathways. **All culinary intensive students will receive their Food Worker Cards**, providing a credential they can use in food service employment.

Welding intensive students will work toward NCCER certification, building technical knowledge and hands-on skills aligned with industry expectations.

Planning also continues for December programming in healthcare, behavioral health, 3D printing, AI coding, construction, and welding.

Previously reported program outcomes include:

- 52 college credits earned
- 10 OSHA-10 credentials
- 12 First Aid/CPR/AED credentials
- 12 forklift/HEO credentials

These prior outcomes provide a foundation for continued pathway development. Fall reporting will build on this information by documenting enrollment, attendance, course completion, credits earned, and credentials obtained.

<u>Staff Support & Professional Development</u>

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

Work is underway to provide CTE intensive instructors with access to required training through Vector. This preparation supports consistent expectations for student safety and well-being.

Residential programming requires coordination among instructors, chaperones, and support staff. Staff availability is being used to develop schedules for student supervision, room preparation, and cleaning. Changes to student arrival dates have required adjustments to ensure coverage throughout each stay.

Coordination with school staff also supports instructor readiness and effective instruction. Confirming travel, shop access, equipment, supplies, student rosters, and daily schedules helps instructors make full use of their time with students.

Financial & Operational Stewardship
Goal 7: Standardize high-functioning, efficient, student-focused operations.

Between **October 26 and November 20**, culinary and welding programming is extending CTE opportunities to students from **Alak School, Barrow High School, Meade River School, Kali School, and Nunamiut School**. Instruction delivered at school sites, along with the BHS culinary intensive hosted at QLC, expands access while reducing the need for students to travel outside their communities.

Coordination includes instructor travel, instructional spaces, equipment, supplies, meals, and student schedules. Planning these resources across multiple locations helps maximize instructional time and supports efficient delivery of programming.

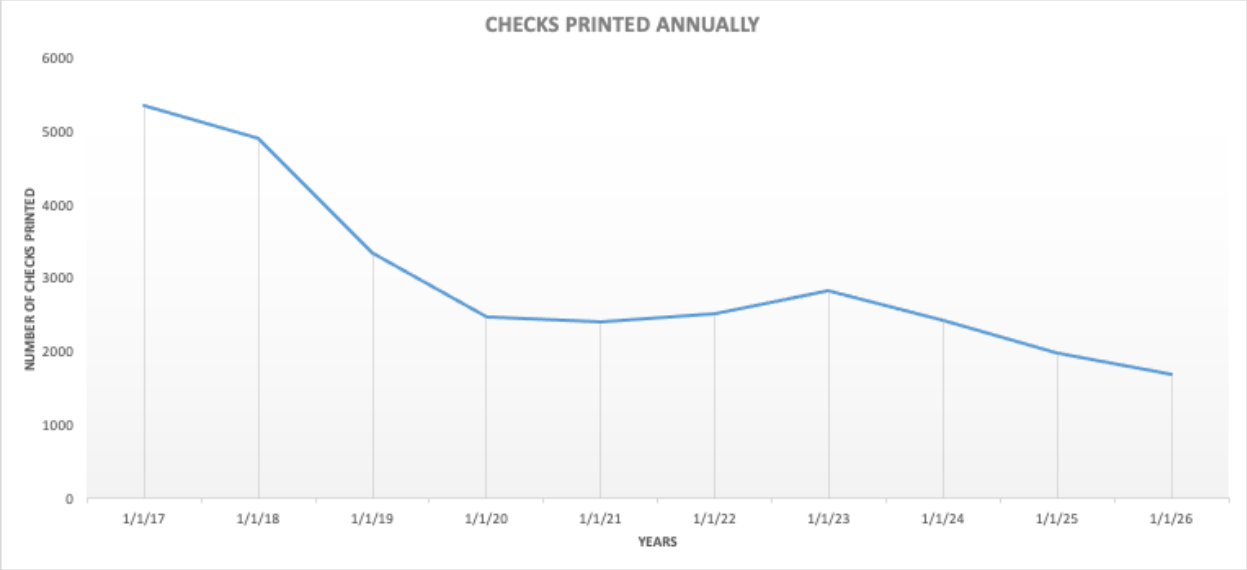
Student participation, attendance, course completion, and credentials earned will help guide future intensive offerings and resource allocation. These measures will support continued efforts to provide accessible, student-focused CTE opportunities throughout the district.

Business Office - Megan Williams

Financial & Operational Stewardship
Goal 7: Standardize high-functioning, efficient, student-focused operations

This fall, the Business Office expanded to include employee Benefits administration. As we work through this transition, we are looking at ways to make the enrollment process easier and more efficient for both employees and staff. One area we are exploring is the use of our existing accounting software to provide benefits enrollment forms and information electronically. This would help reduce paperwork, minimize errors, and ensure information is shared with our benefits vendors more accurately and efficiently.

The Purchasing Department has been reaching out to vendors who currently receive paper checks to see if they would be interested in switching to direct deposit. While this is a relatively small change, it is another opportunity to simplify our processes, reduce paper and administrative work, and help ensure vendors receive their payments in a more timely and efficient manner.



Upcoming:

- Preliminary FY28 Budget

Information Technology - Reginald Santos

Financial & Operational Stewardship

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

Information Technology Department — Administrative Report
Cybersecurity Recovery and Infrastructure Security Update

The Information Technology Department has completed most major recovery work following the cybersecurity incident. With telephone restoration now complete and all critical servers rebuilt except for the remaining P2000 restoration steps, the department is shifting its focus toward strengthening security and improving backup protection.

Telephone Services: Districtwide telephone restoration is **100 percent complete**. Telephone services are operational across Utqiaġvik and all village sites through the Cisco Webex Calling environment.

Critical Servers and Core Services: All critical servers have been rebuilt, with the P2000 door access system remaining the final item requiring completion. Previously restored services, including district authentication, wireless authentication, intercom, and school bells, continue to support daily operations.

P2000 Door Access System: The P2000 server has been rebuilt using the available backup. Remaining work includes reconnecting it to the district network, reactivating badges, and adding badges that were not included in the restored backup. This work is expected to be completed shortly and requires extensive coordination with each site to verify access and prevent staff from being locked out during the transition.

Backup Protection and Security Improvements: IT is evaluating an investment in **Veeam Vault** as an additional layer of backup protection. The department is also reviewing stronger access controls and password policies, VPN hardening, and implementation of multifactor authentication (MFA). If the budget allows, IT will also explore engaging a managed security service provider (MSSP) to supplement the department's security monitoring and response capabilities.

Recognition and Appreciation: We again extend our sincere appreciation to the third-party vendors and partners who have supported the district throughout the recovery process. Their technical expertise, responsiveness, flexibility, and continued assistance have been invaluable. We also recognize our internal IT team for its dedication, professionalism, and persistence throughout this challenging period. Their work rebuilding systems, supporting staff, and coordinating restoration across district sites has been essential to bringing services back online.

The department's priorities are to complete the remaining P2000 work and build on the recovery effort to strengthen the security, resilience, and recoverability of district technology.

Maintenance & Operations - Jill Crooks & Richard Taylor

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

Student Social & Emotional Wellbeing

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

Staff Support & Professional Development

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

Financial & Operational Stewardship

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

The provided charts summarize site-level activities across emergency preparedness exercises, facility usage, and maintenance work orders.

Data as of 10/21/26

SITE	EVACUATE	TOTAL
Barrow High School, Utqiagvik	1	1
Harold Kaveolook School, Kaktovik	1	1
Grand Total	**2**	**2**

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.)

Emergency Operations Coordinator fall travel schedule:

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)

FACILITY USE - EVENTS:

Events and facility usage across all sites totaled 125 reservations, consisting of 40 community uses and 85 NSBSD uses. NSBSD accounted for 68% of total facility usage, while community use represented 32%. AKP had the highest overall usage with 43 bookings, followed by HMS with 10 and IPK and NUI with 9 each. Total invoiced revenue was $3,345.50. Reflecting collected for facility use across sites. These figures highlight the continued use of school facilities both by the district and the community, supporting events, activities, and shared use of school spaces.

SITE	COMMUNITY	NSBSD	TOTAL
AIN	5	2	7
AKP	8	35	43
ATQ	2	1	3
BHS		18	18
CO2 IH	5	8	13
HMS	2	8	10
IPK	5	4	9
KAK	3	1	4
NUI	7	2	9
PHO	3	4	7
PIZ		2	2
Grand Total	**40**	**85**	**125**

SITE	INVOICED
AIN	$ 543.00
AKP	$ -
ATQ	$ 643.00
CO2 IH	$ -
HMS	$ 471.50
IPK	$ 402.00
KAK	$ 643.00
NUI	$ 643.00
PHO	$ -
Grand Total	**$ 3,345.50**

MAINTENANCE:

A total of 422 work orders were recorded across all sites. Of these, 214 (51%) are closed, while 208 (49%) remain open, putting the overall completion rate just over half. The highest volume of work orders came from BRW housing tenants (80) followed by Eben Hopson Middle School (48) and Alak School (40). BRW housing also has the largest number of closed work orders at 42, with 38 still open. Overall, continued focus on outstanding work orders will help improve the closure rate and ensure maintenance needs across all sites are addressed in a timely manner.

SITE	NON PM	PM	TOTAL
AIN - Alak School	3	37	40
AIN - Residential	2		2
AKP - Nunamiut School	1	23	24
AKP - Residential	2		2
ATQ - Meade River School		33	33
BHS - Barrow High School	7	17	24
BRW - Residential	29	51	80
CO - Central Office		4	4
CO2 - Central Office 2	1	4	5
HMS - Eben Hopson MS	24	24	48
IPK - Ipalook ES	6	17	23
KAK - Harold Kaveolook School		1	1
KAK - Kaveolook School	5		5
KAK - Residential	3		3
Kiita - Kiita Learning Community		20	20
M&O - Support Services	2	4	6
NUI - Nuiqsut Trapper School	12	18	30
NUI - Residential	2		2
PHO - Residential	5		5
PHO - Tikigaq School	2	32	34
PIZ - Kali School		28	28
QLC - Qatqinniagvik Learning Center	3		3
Grand Total	**109**	**313**	**422**

Row Labels	CLOSED	OPEN	TOTAL
AIN - Alak School	5	35	40
AIN - Residential	1	1	2
AKP - Nunamiut School	18	6	24
AKP - Residential		2	2
ATQ - Meade River School	31	2	33
BHS - Barrow High School	14	10	24
BRW - Residential	42	38	80
CO - Central Office	1	3	4
CO2 - Central Office 2	2	3	5
HMS - Eben Hopson MS	39	9	48
IPK - Ipalook ES	22	1	23
KAK - Harold Kaveolook School		1	1
KAK - Kaveolook School	5		5
KAK - Residential	2	1	3
Kiita - Kiita Learning Community	11	9	20
M&O - Support Services	3	3	6
NUI - Nuiqsut Trapper School	14	16	30
NUI - Residential		2	2
PHO - Residential		5	5
PHO - Tikigaq School	3	31	34
PIZ - Kali School		28	28
QLC - Qatqinniagvik Learning Center	1	2	3
Grand Total	**214**	**208**	**422**

CAPITAL IMPROVEMENT PROJECTS:

On behalf of our team, we would like to extend our sincere appreciation to the North Slope Borough Mayor, Assembly, Project Review Committee & Capital Improvement team for their continued commitment and investment in our schools and facilities. Through your support, and awarding of capital improvement funding, we are able to continue addressing critical facility needs, modernizing infrastructure, improving safety and security systems. And providing essential equipment and resources throughout our communities.

Looking ahead, we have numerous projects actively progressing, along with additional projects in the planning, procurement, and construction phases. These investments include HVAC and heating system upgrades, generator replacements, roof and structural repairs, electrical and fire alarm systems, kitchen equipment replacements, and major facility improvements.

While we continue to manage projects through various stages of implementation, including some delays and deferred projects, our focus remains on responsible moving these important improvements forward.

PROJECT	STATUS	COMPLETION DATE (EST)
BHS ROOF REPLACEMENT	NEW	2027
NUI AIphone System Upgrade (Intercom)	NEW	2027
AIN Generator Replacement (Procurement)	NEW	2028
AIN HVAC Upgrades	NEW	2028
AIN Kitchen Equipment Upgrade	NEW	2028
AIN Lift Station Replacement	NEW	2028
AKP DDC System Upgrades	NEW	2028
AKP Electrified Door Hardware, Door Alarm System	NEW	2028
AKP Fire System Upgrade	NEW	2028
AKP Kitchen Equipment Upgrade	NEW	2028
ATQ Generator Replacement (Procurement)	NEW	2028
ATQ Heating System Upgrades	NEW	2028
ATQ HVAC System Upgrade	NEW	2028
BHS Emergency Structural Repairs (Roof)	NEW	2028
HMS DDC SYSTEM UPGRADES	NEW	2028
HMS Lift Station Replacement	NEW	2028
M&O Electrical Service	NEW	2028
NUI DDC System Upgrades	NEW	2028
NUI Kitchen Equipment Upgrade	NEW	2028
NUI Security System Upgrades	NEW	2028
PIZ Lift Station Replacement	NEW	2028

PROJECT	STATUS	COMPLETION DATE (EST)
AKP HVAC Upgrades	On track	2026
KAK FFE GYM ORDER PHASE I	On track	2026
KAK KEYS - Still on construction cores PHASE I	On track	2026
TRANS BRW New Vulcan Wrecker Tow Truck	On track	2026
BHS Home Ec Room Renovation	On track	2027
KAK FFE GYM ORDER PART 2	On track	2027
KAK SCHOOL REPLACEMENT PHASE II	On track	2028
BHS Electrified Door Hardware, Door Alarm System	Delayed	2026
IPK Electrified Door Hardware, Door Alarm System	Delayed	2026
M&O GENERATOR INSTALL	Delayed	2027

PROJECT	STATUS	COMPLETION DATE (EST)
AIN Electrified Door Hardware, Door Alarm System	NOT STARTED	2026
AKP Electrified Door Hardware, Door Alarm System	NOT STARTED	2026
NUI Electrified Door Hardware, Door Alarm System	NOT STARTED	2026
AIN School Renovation	NOT STARTED	2027
AKP Mechanical Upgrades (DDC)	NOT STARTED	2027
DDC System Upgrades	NOT STARTED	2027
HMS GENERATOR REPLACEMENT	NOT STARTED	2028
BHS Elevator Upgrades	DEFERRED	2028
BHS Intercom System Upgrade	DEFERRED	2028
IPK HVAC System Upgrades	DEFERRED	2028
M&O Heating System Upgrades	DEFERRED	2028
PHO HVAC System Upgrades	DEFERRED	2028
PIZ HVAC System Upgrades	DEFERRED	2028

PROJECT	STATUS	COMPLETION DATE (EST)
AIN New Video Surveillance System installation	COMPLETE	2025
AKP Fire System Upgrade	COMPLETE	2025
AKP Ford Expedition	COMPLETE	2025
AKP New Ford F-250	COMPLETE	2025
AKP VEHICLE DELIVERY	COMPLETE	2025
ATQ FFE DELIVERY & INSTALL	COMPLETE	2025
BHS CAMERA UPGRADES	COMPLETE	2025
BHS DW Aiphone Relocation	COMPLETE	2025
BHS GARAGE DOOR REPAIR/PANEL REPLACEMENT	COMPLETE	2025
BHS GLYCOL LEAK	COMPLETE	2025
BHS Utility Bldg. Fire System Survey	COMPLETE	2025
CO2 Fire System Upgrades	COMPLETE	2025
HMS Fire System Upgrades	COMPLETE	2025
HMS SECURITY UPGRADES	COMPLETE	2025
HMS WINDOW REPLACEMENT	COMPLETE	2025
IPK DW Security, Surveillance, Access Controls and PA Intercom System Upgrades	COMPLETE	2025
IPK New Doors Procurement for Security System Upgrades	COMPLETE	2025
IPK SECURITY/PA/CLOCK UPGRADE	COMPLETE	2025
KAK CAMERAS NEW GYM	COMPLETE	2025
KAK SCHOOL REBUILD PHASE I	COMPLETE	2025
M&O Office Fire System Upgrades	COMPLETE	2025
NUI Cafeteria Tables Procurement	COMPLETE	2025
NUI Security System Upgrades	COMPLETE	2025
NUI Trapper School Boiler System Replacement	COMPLETE	2025
PHO Aiphones Install	COMPLETE	2025
PIZ DW Aiphone Install	COMPLETE	2025
PIZ New Bleachers Procurement	COMPLETE	2025
PIZ New Video Surveillance System Installation	COMPLETE	2025
TRANS BLDG MANUAL GARAGE DOOR INSTALL	COMPLETE	2025
TRANS BRW New F-250	COMPLETE	2025

PROJECT	STATUS	COMPLETION DATE (EST)
TRANS Light Duty Vehicle Plow Procurement (4)	COMPLETE	2025
TRANS New Ford F-150 BRW	COMPLETE	2025
TRANS PHO Expedition	COMPLETE	2025
TRANS Procurement (2) 72 Passenger Buses	COMPLETE	2025
AKP Structural Upgrade (Deck)	COMPLETE	2026
ATQ Electrified Door Hardware, Door Alarm System	COMPLETE	2026
BHS Fire Sprinkler System Upgrade	COMPLETE	2026
DW Door Survey/Assessment	COMPLETE	2026
DW IT Technology Refresh	COMPLETE	2026
HMS Boiler and Mechanical Upgrades	COMPLETE	2026
HMS Clock Intercom Systems Upgrades	COMPLETE	2026
HMS Electrified Door Hardware, Door Alarm System	COMPLETE	2026
NUI Emergency Mechanical System Upgrade (Lift station Upgrades)	COMPLETE	2026
PHO Electrified Door Hardware, Door Alarm System	COMPLETE	2026
PHO School Kitchen Renovation	COMPLETE	2026
PIZ Clock Intercom Upgrades	COMPLETE	2026
PIZ Electrified Door Hardware, Door Alarm System	COMPLETE	2026
TRANS AKP New Ford Transit Van	COMPLETE	2026
TRANS PHO New Transit Van	COMPLETE	2026

Student Activities - Steve Zanazzo

Mixed-6 Volleyball - Six Schools are currently playing Mixed-6 and Kaktovik will host regionals this year on November 20-21.

BHS Volleyball - The 20th Annual Whaler Invitational is going on October 29-31 with Wasilla, Mt.Edgecumbe and Nome participating. Barrow is also hosting the regional volleyball tournament on **NovemberNovember** 6-7 with Bethel, Kotzebue and Nome participating. The top two teams will represent the Western Conference at the ASAA State Championships in Anchorage on November 12-14.

BHS Wrestling - Barrow has now gone to the Nikiski and Mountain City tournaments. Barrow is hosting the annual Bob Harcharek Wrestling tournament on November 19-21 with North Pole, Grace Christian and New Halen participating.