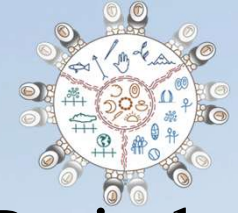


Tumitchiat Sivunmun (TS) Period

Overview and Key Updates

October 2025 Board Work Session





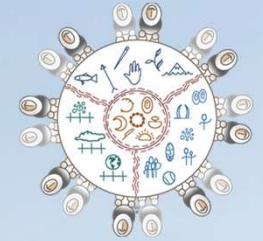
Land Acknowledgement from a Tumitchiat Sivunmun Districtwide 7th Period



Timothy Kallenbach, 12th Grade Student of Trapper School



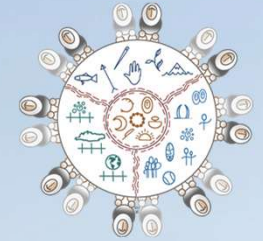
Districtwide TS Period Setting Goals



Eileen Panigeo, 12th Grade Student of Nunamiut School



Example of Activity in Tumitchiat Sivunmun Period



FUTURE TRACKS

VOL. 1, NO.190 * PATHWAYFORWARD.COM * 26 SEPTEMBER 2025

BREAKING NEWS

"HOME: THE SOUL OF STRENGTH"

by: Eileen Panigee

This is my place where I feel like I belong and where I find my strength within this place. Being able to go out and find myself is one of the most important things to me. I find it peaceful, calming, and joyful for my soul. This place is not just a place, it's a place that is close to my heart and it impacts my heart. This place is my home and a place I can count on. The people, the place, and the breeze is a thing to be so thankful for, the things you can't buy are worth everything.

**"A PLACE THAT GROUNDS
ME, A PLACE THAT HEALS
ME."**



In this place, I run, hike, and do everything I find that is useful. I am also very thankful for the land and the others who have been here before me. I often wonder how they feel when they are here on this earth. Their strength and guidance leads me on this land. I have made many memories with others upon my go to spots. I often find myself going to these places alone because when I feel like I need to find myself again I go alone. Forever a place that heals me.

Maṇṇuqput - Our Foundation

**Iñuk una qauriñiganiñ iñugullaḡmi iḷisimmatiniguuruq iḷisausiamiñiñ
naipiqtuḡniḡaniḷḷu aasii taima isumalaalgusivḷuni sulī iḷisimmaagiksivḷuni.
Tainnamik aasii kisuutilaani pautagivlugu iñuguqhuni iñulluatauvluni.
Isumaptiktun iḷitchipkairugut sivuniquaqluta Iñupiaḡniptinnik,
iñuuniaqatigiimmaḡiḡniptinnik, iluaḡniptinnik sulī iñukkuksaiḡniptinnik
iñulluatanik, ataramik kisuutilaaqput suaḡḡasiqsimalaan.**

On the path to becoming adults, our children become aware of their surroundings, gain understanding from observations they make, and glean knowledge from others. They learn to think deeply and grow into knowledgeable individuals who carry our values and ways of knowing, while developing the capacity for more complex and analytical thought. We determine for ourselves that education is delivered using our Iñupiaq language and is predicated on the respectful relationships we have with one another and with siḷa. Education is grounded in our spiritual, cultural, and physical wellbeing. It is based on ways of raising children to become good human beings. As our children journey into adulthood, we continue to nurture and strengthen their identity as Iñupiat so they carry forward the wisdom of our ancestors and weave it into the fabric of their lives.



The Tumitchiat Sivunmun period & the NSBSD Manᑭuqput

Edna Ahmaogak

Iñupiat child-rearing: Many people work together to raise iñulluataq, good human beings



Cultural Integration

- *Culturally-responsive instruction*
- *Integrating Iñupiat beliefs and practices*
- *Guiding individuals in becoming iñulluataq, good human beings*



Coming Full Circle

Iñupiaq child-rearing

Learning opportunities

Leadership development



Concept: Braiding Ivalu

Iñupiaq Way of Becoming a Provider

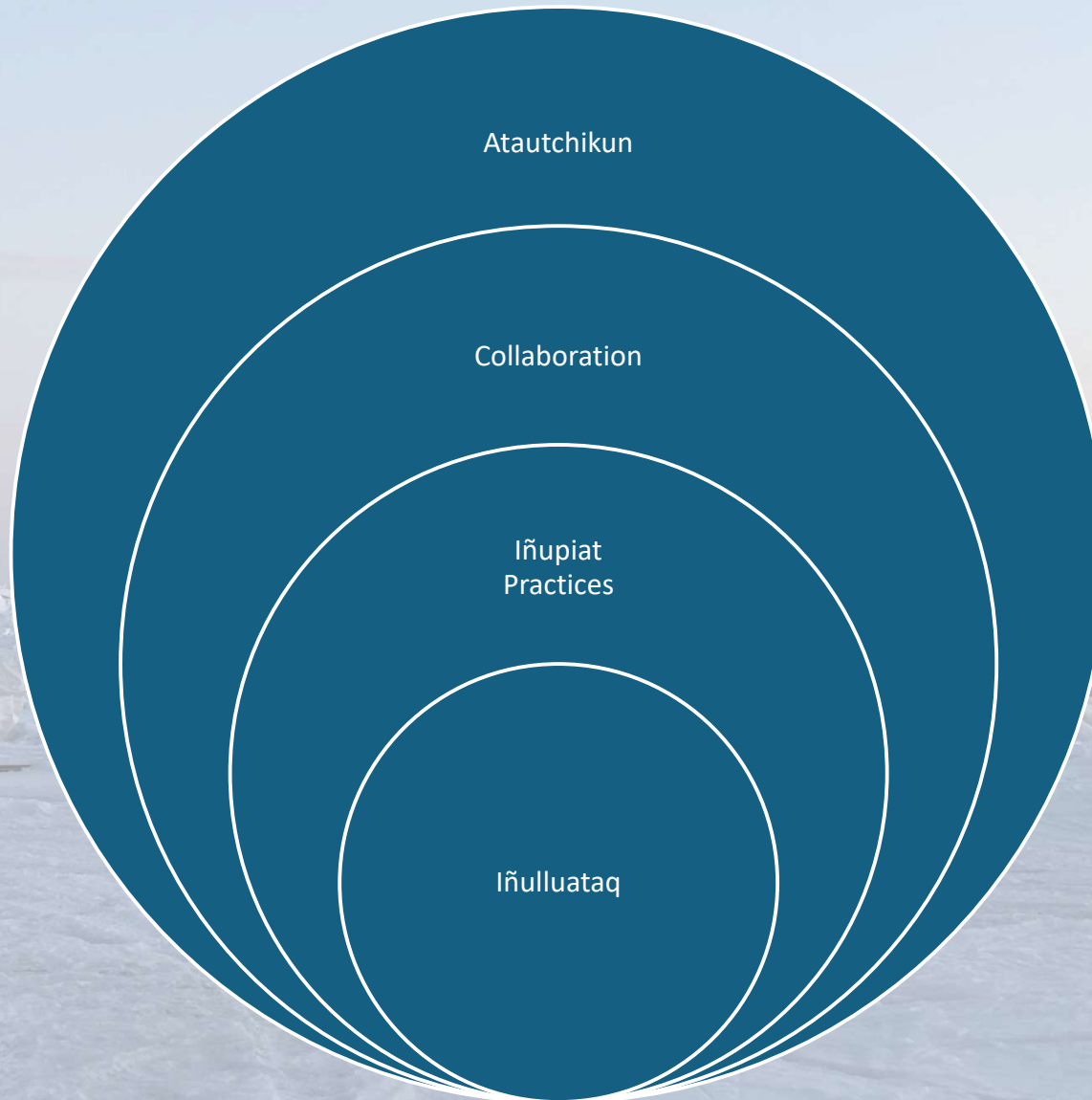
- Apprentice relationships
 - Identifying strengths
 - Mentorships
 - Gradual release

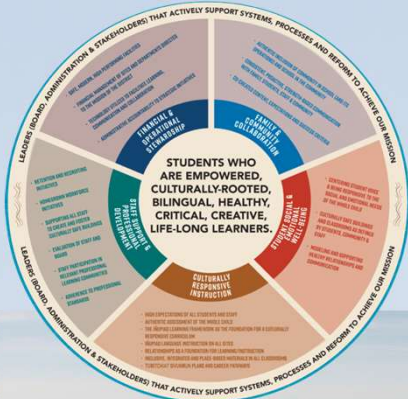
Modern Technology

- Building a bridge
 - Exploring paths through technology
 - Providing guidance
 - Creating a pathway



Goal: supporting the growth of an Iñulluataq





Board Mission

FAMILY & COMMUNITY COLLABORATION

District Goal 1: Prioritize and implement intentional and purposeful partnerships.

STRATEGIES

- Shared interests, rights, and responsibilities
- Purposeful asks and broader accountability
- Explicit and formalized partner agreements

OUTCOMES

- Authentic, intentional, and visible collaboration with families and all community partners.
- Authentic, integrated partnerships with Tribes and cities that are tied to specific programs and outcomes for students and the community.
- Building upon existing support and partnerships with corporations, local businesses/nonprofits to ensure purposeful outcomes that meet the needs of our students.
- Expanded pathways and opportunities for students and staff through partnerships with employers, colleges/universities, and other districts.

CULTURALLY RESPONSIVE INSTRUCTION

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

STRATEGIES

- School-based intervention and a multi-tiered system of supports for students
- Strong Tier 1 instruction and culturally responsive curriculum that teaches grade-level content through our own lens
- Measuring progress and showing growth of the whole child with and beyond standardized assessments

OUTCOMES

- All students supported to achieve grade level proficiency or above in literacy & math
- High-quality Tier 1, culturally safe and responsive instruction in every classroom
- Fully integrated culturally responsive curriculum
- All students will have a Tumitchiat Sivunmun Plan for learning achievement
- Students in school at least 90% of the time
- All students graduate with their cohort

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

STRATEGIES

- Forging partnerships to expand offerings and pathway opportunities
- Cultivating student interests and strengths throughout the educational journey

OUTCOMES

- All students have identified their own post-high school pathway (in partnership with Stakeholders)
- Aligned CTE courses, with a consistent scope and sequence, available across the district
- Maximized utilization of the Qatliññañvik Learning Center (QLC) for NSBSD programs & supports for students

District Goal 4: Graduate bilingual students.

STRATEGIES

- Compulsory Iñupiaq language learning K-12
- Shift to a dual-language learning model/integration and alignment of Iñupiaq language in the curriculum

OUTCOMES

- Transition to a dual language model
- Co-created, community-based Iñupiaq immersion program in every village
- District-driven Iñupiaq language teacher recruitment and development pathway

OUR MISSION

Students who are empowered, culturally rooted, bilingual, healthy, critical, creative, life-long learners.

STUDENT SOCIAL & EMOTIONAL WELL-BEING

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

STRATEGIES

- Inter-agency partnerships to provide integrated behavioral and mental health supports

OUTCOMES

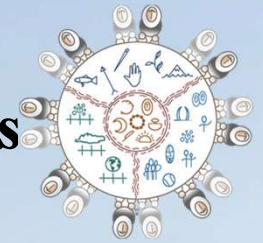
- Development & implementation of Community & School Expectation Agreements (CSEAs) annually
- Prioritized and elevated student voice
- Every space in the district is physically and culturally safe
- Inter-agency collaboration to support student wellbeing as defined within MOAs
- Ongoing wellbeing and cultural safety training for all staff



65%	Outcome All students will have a Tumitchiat Sivunmun Plan for learning achievement. Measure: Percent Complete	Assistant Superintendent CI, IE, SS, CQ	07/01/24 - 06/30/26	Auto-calculated As of 10/04/25	
80% of 80%	Initiative Continue implementation of Tumitchiat Sivunmun Plans during the TS period. Measure: Percent Complete	Assistant Superintendent SS	07/01/25 - 06/30/26	Up to Date As of 10/03/25	
50% of 100%	Initiative Integrate TS Plans into parent-teacher conferences for Grades 6-12. Measure: Percent Complete	Assistant Superintendent SS	10/01/25 - 06/30/26	Up to Date As of 10/04/25	
25% of 25%	Initiative Begin implementation of Middle School Tumitchiat Sivunmun Plans (Grades 6-8). Measure: Percent Complete	Assistant Superintendent SS	07/01/25 - 06/30/26	Up to Date As of 10/04/25	
80% of 80%	Initiative Implement curriculum framework for TS period at the HS level. Measure: Percent Complete	Assistant Superintendent SS	07/01/25 - 06/30/26	Up to Date As of 10/03/25	



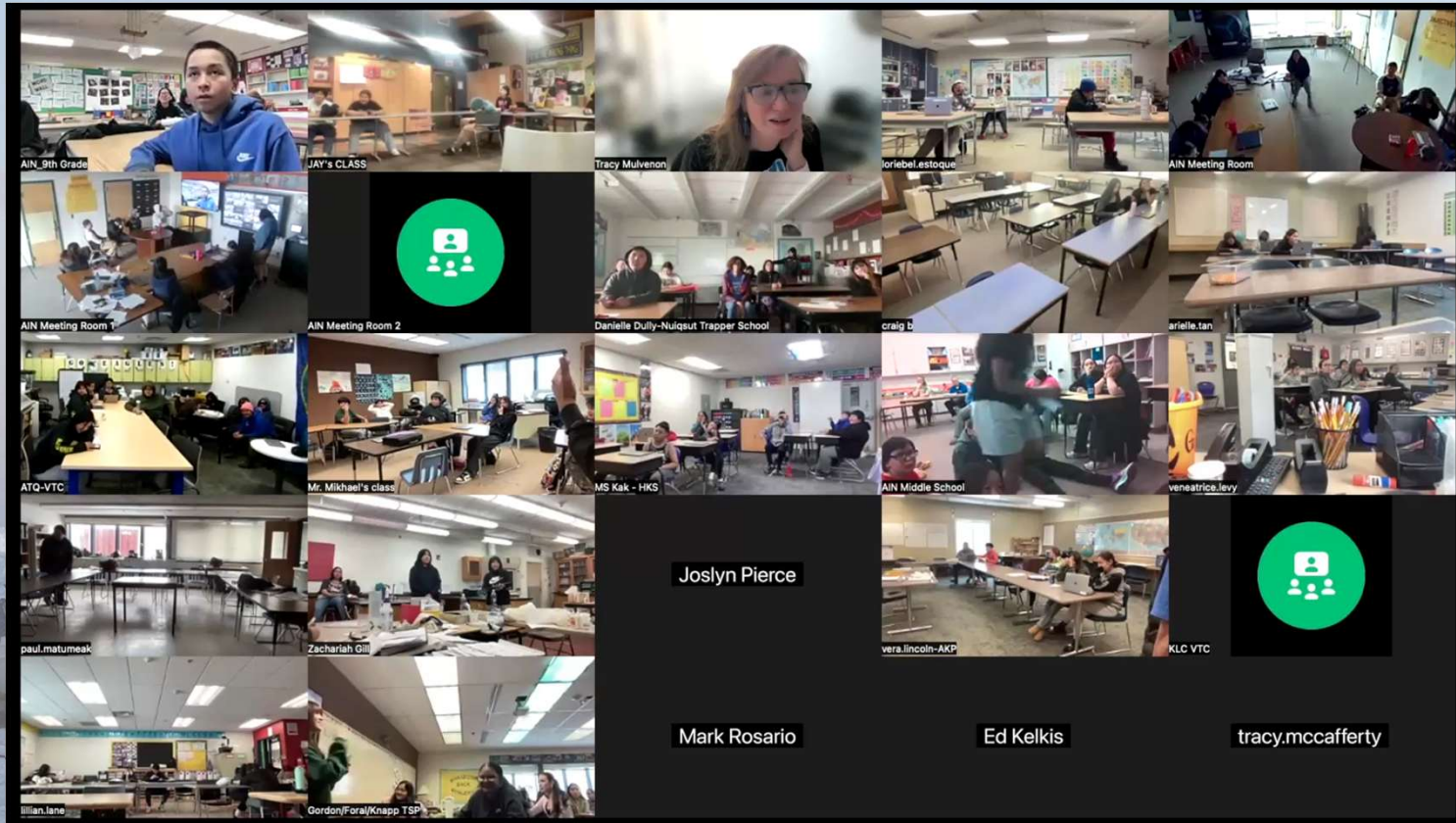
Tumitchiat Sivunmun (TS) Period Core Elements



- **The TS Period aligns with the Culturally Responsive Instruction, and Student Social and Emotional Wellbeing Domains of our Strategic Plan and Pedagogy**
- **The Tumitchiat Sivunmun Period is an intentional and explicit school period addressing:**
 1. Student Interests and Pathways - YouScience
 2. Student Social Emotional Well-Being - Wayfinder
 3. Leadership and local regional role models
 4. Relationship building with Teachers and broader Community
- **Collaboration and feedback of Stakeholders are essential to making it meaningful and successful**
- **Elective Credit of .5, per state statute, parents may choose to opt their students out.**



Conversation during Tumitchiat Sivunmun encouraging students to come to school



Jonathan Dylan Sarren, 9th Grade Student of Ałak School



Tumitchiat Sivunmun Period Programming

YouScience

- Aptitudes
- Career Exploration
- Industry Certification
- Work Based Experiences

Wayfinder

- Social Emotional Learning
- Better Relationships
- Improved Academic Performance
- Workplace Readiness

Leadership & Careers

- Leadership
- Career fairs
- SEL initiatives from the NSB
- Financial literacy



YouScience



Aptitude & Career Discovery

View aptitudes
Describe yourself
Discover careers

Jess, you crushed it!

You have some serious talent and awesome career opportunities!

Explore more of your talents



You are a Brainstormer

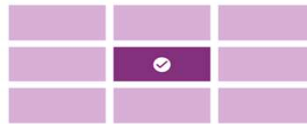
- You think on your feet, respond quickly, and enjoy engaging in brainstorming sessions.
- You're likely to enjoy creative environments where the work is fast-paced and not routine.
- You can talk about any topic, whether or not you know or care much about it.

Explore

View Career Matches

Discover aptitudes

We're here to help you discover your unique aptitudes, talents and interests. Check out the options below to see how your aptitudes match up with career opportunities and the best pathways to get there.



Find best fit careers

Explore over 500 awesome options to help you imagine what you can be.



Explore colleges

Search technical, community, and 4-year colleges that fit your needs.

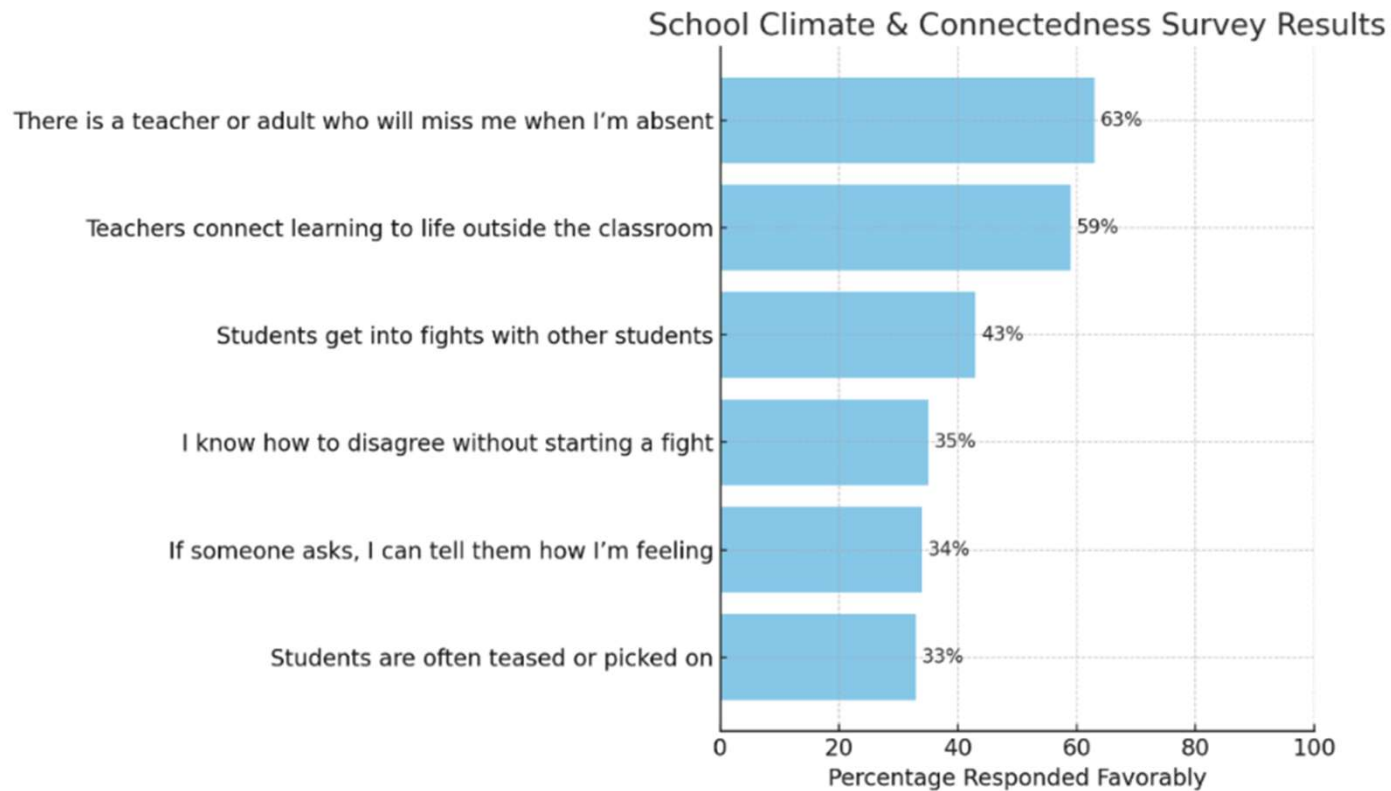


Discuss together

Find personal words and phrases that allow you to describe your talent to others.

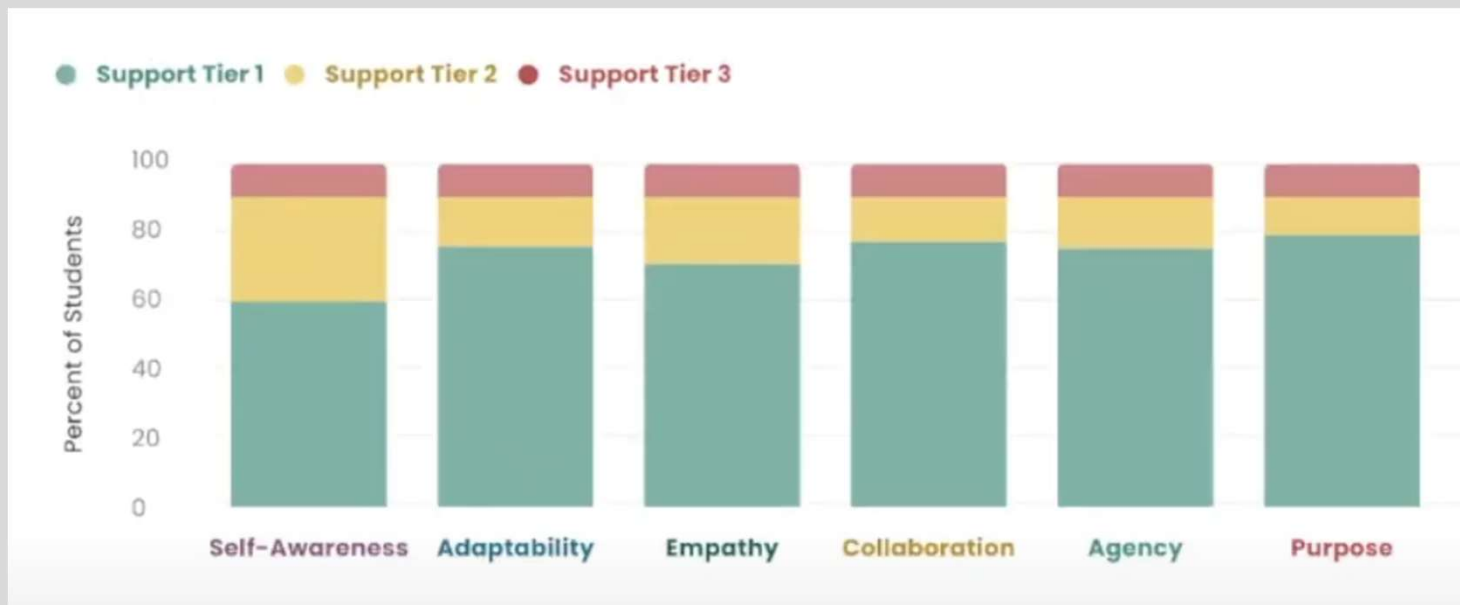
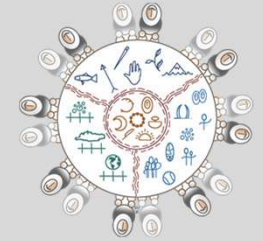


Why Social Emotional Learning ?



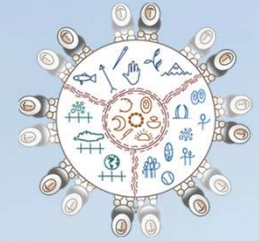


Wayfinder





Districtwide Tumitchiat Sivunmun Period

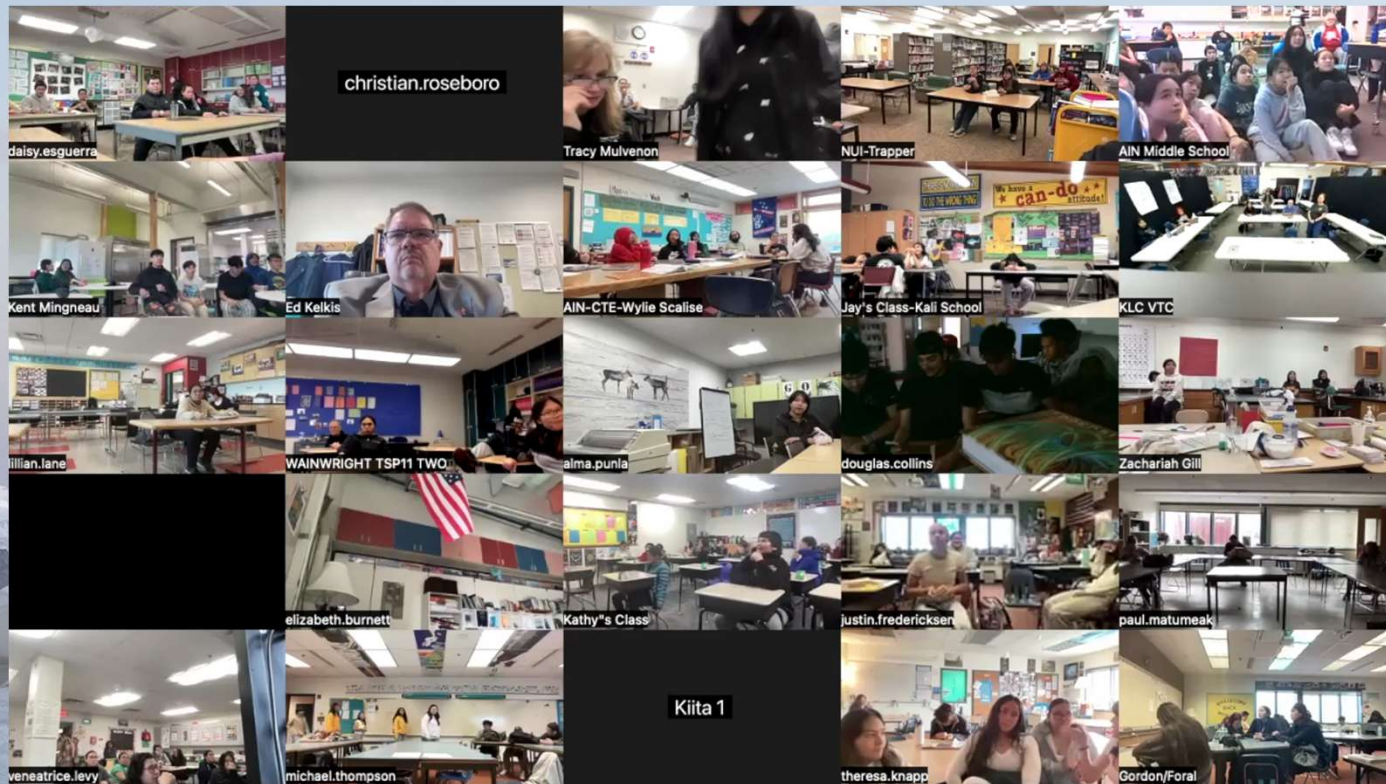


- Every other Friday from 3:15-3:55PM via Zoom.
- Districtwide Tumitchiat Sivunmun includes:
 1. Land acknowledgement
 2. Highlights from various schools and district,
 3. Attendance
 4. Conversation surrounding various topics. eg. Freedom, How to encourage students to come to school, Ways to celebrate success, Goals
 5. Leadership



Districtwide TS Period

What Freedom Means to Me



1. RosaMarie Hopson, 11th Grade Student of Trapper School
2. Emma Nashookpuk, 10th Grade Student of Alak School
3. Railynn Nashaknik, 11th Grade Student of Barrow High School
4. Peter Tagarook, 12th Grade Student of Trapper School



Timeline of Development

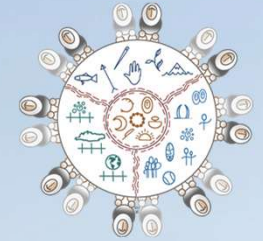


2023-2025

- **23-24:** NSBSD's new Board Mission is placed into a Strategic Plan with Tumitchiat Sivunmun (a new path forward to the future) embedded in the Culturally Responsive Instruction domain.
- **Spring 2024:** 30 staff members, parents and SAC members attend PBIS conference and are introduced to Wayfinder SEL curriculum.
- **SY 24-25:** High School Teachers district wide are expected to start the development of a TS plan with students and parents.
- **Fall 25:** Per the operational plan of the 2025-29 Strategic Plan, Tumitchiat Sivunmun Period is established to focus on student voice, student careers, pathways, wellbeing and leadership.



Summary



- Supports BOE Mission Statement, Pedagogy, and Strategic Plan
- Addresses much needed content for student SEL
- Tumitchiat Sivunmum Period focuses on
 - Relationships
 - Social and Emotional Skills
 - Pathways
 - Planning
- Flexible Programing
- Responsive to Feedback