

Department Reports

Curriculum & Instruction - Caitlin Santos

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

- In early January, we held the Utqiagvik Town Hall meeting. This provided us with an opportunity to share student attendance and performance data with the community. While attendance was not what we had hoped, it was clear that all in attendance care very deeply about the students in our schools.

Culturally Responsive Instruction

Goal 2: All students perform at or above grade level

- Winter benchmark concludes Friday January 23, and we have begun preliminary data analysis of student growth and performance. Some of this was shared in the Winter Board Retreat. Our early literacy gains are holding strong across the district with the intense focus being placed on foundational skills, and this trend is continuing throughout elementary. We are seeing gains across the board in literacy.
- With the implementation of Bridges Math in grades 3-5, we should see an increase in math scores by the end of the year, and filtering up into the middle grades as students leave elementary school better prepared for the rigor of middle school. 43% of our Grade 3 students are meeting or exceeding growth in MAP. In addition, we are introducing a math diagnostic tool for elementary so that teachers are able to give students a short assessment to pinpoint where students are struggling with greater accuracy.
- Grade 5 and 8 are highlights for Science, with about 35% of students meeting or exceeding growth targets.
- We continue to utilize Proximity Learning to ensure students have access to content area teachers and live instruction when at all possible.

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

- Michele Brown (Coordinator of C&I), and Deb Badertscher (Counselor Coordinator) spent time over the last month preparing Tumitchiat Sivunmun Period lessons for the remainder of the school year. They created a "Semester at a Glance" document for teachers so that they can see the trajectory of the course, and then continued with providing detailed lesson plans. The focus for Quarter 3 is financial literacy, and we are excited to see our students having dedicated learning in this area.

Staff Support & Professional Development

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

- District inservice on January 19th focused heavily on School Safety with a presentation from "I Love You Guys." The sessions were well received. In addition we provided training on mClass Math, a screening tool for early numeracy that uses a series of short assessments to determine where a student is placed in the math learning, allowing for pin point accuracy with intervention. As we continue to drill down into student learning, this provides us a great tool to meet student needs, where don't already have something in place. The Alaska Center for Family Engagement provided presentations as well, giving building staff useful and timely strategies for engaging parents and the community.

Iñupiaq Education – Director Qaġġuna Tenna Pili

Introduction

The Iñupiaq Education Department (IED) began the second semester of the 2025–2026 school year by strengthening core instructional systems, improving access to dialect-specific Iñupiaq Language learning tools, advancing family immersion engagement, and coordinating professional development to enhance teacher practice and student fluency. Continued efforts across interagency collaboration, data-informed instruction, and cultural integration remain aligned with the strategic goals and long-term vision of NSBSD.

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

- **Immersion Family Engagement:**

The department delivered ongoing Iñupiaq immersion instruction to families participating in the Uqautiluġa Iñupiatun program. Sessions included foundational conversational skills and strategies for language use in the home. Two family potlucks were hosted, one of which included parent-led mini language lessons for the community. These events celebrated language progress and fostered intergenerational speaking opportunities.

- **Parent Outreach & Language Tools:**

Materials were developed for spring instruction, including Iñupiaq reading logs and book dispersal efforts to support continued language use among families. Additional communication strategies were implemented to increase Iñupiaq language exposure within homes.

- **Higher Education & Pathway Support:**

The department continued its collaboration with regional higher education institutions to support teacher candidates pursuing education degrees. Coordination is ongoing to align Mentor-Apprentice Program (MAP) summer intensives with credit-bearing coursework for participants.

- **Elder Knowledge Integration:**

A work plan was established to formalize the use of Mentor-Apprentice Program audio and instructional materials from 2018–2024. This initiative will make cultural and linguistic content available for future educational purposes, guided by community and elder input. This is done through our grant partnership with NSB IHLC on language revitalization.

Culturally Responsive Instruction

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

- **Instructional Practices:**

Small group instruction strategies were introduced and reinforced during PLC time with Iñupiaq Language Teachers (ILTs), aimed at improving instructional effectiveness, increasing engagement, and supporting student learning needs.

- **Iñupiat Values in Career Exploration:**

Collaborative efforts continued with the Tumitchiat Sivunmun Plan team to embed Iñupiat values into career exploration sessions, which included guest presentations from local leaders to provide real-world context and cultural relevance.

Goal 4: Graduate bilingual students.

- **Student Language Assessment:**

A comprehensive dialect-specific assessment was created to evaluate students' understanding of foundational Iñupiaq language skills from the Level 1 Scope and Sequence. This assessment included recordings to reduce dependence on reading ability and was administered to secondary students, with fifth-grade implementation underway. Data gathered will guide future instruction and target areas for improvement.

Google Slide presentations with recordings were created in each the dialects for level one scope and sequence questions, commands and house commands. These have been added to the Iñupiaq Education Department district website page. The goal is to create these for all levels of the scope and sequence so that students, staff and community members have additional tools for learning.

- **Mentor-Apprentice Program Development:**

New MAP curriculum focused on traditional practices—such as harvesting arctic plants and preparing animal skins—was developed and will be piloted during upcoming intensives. A learning management system is also being built to house the full curriculum, organized by grammar and seasonal context, to align with cultural calendars and facilitate broader access.

Student Social & Emotional Wellbeing

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

- **Instructional Alignment for Growth:**

Ongoing collaboration with school leadership supports ILTs in aligning instructional practices with recognized evaluation frameworks, helping teachers grow in their roles while supporting student needs.

- **Local Voices in Learning:**

The department continues to ensure Iñupiat values are represented in teaching and learning activities, including through TSP lesson planning and incorporation of local stories and leaders to model cultural pathways.

Staff Support & Professional Development

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

- **ILT Professional Learning Community:**

The department coordinated PLC sessions and MAP instruction to support professional learning and improve Iñupiaq language fluency among teachers. Regular coaching and instructional guidance are in place to support instructional quality and consistency across classrooms.

- **Village-Level Instructional Support:**

On-site language instruction and classroom planning support were provided in multiple locations to strengthen local implementation, ensure consistency of immersion practices, and respond to site-specific instructional needs. Plans for in-person supports at all other sites are underway, but in the meantime, support and PD continue to be offered via distance.

- **Departmental Capacity Building:**

Internal staffing needs were reviewed, and new roles are being identified to address operational priorities and ensure the department remains high-functioning and responsive.

Financial & Operational Stewardship

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

- **SOP Development:**

Standard operating procedures continue to be developed to guide the department's work and improve clarity, consistency, and alignment with NSBSD's Strategic Plan.

- **Digitization Project Preparation:**

Printed materials have been gathered and inventoried as part of a larger effort to digitize language and cultural resources. A tracking system has been established to support this transition and manage future updates.

- **Resource Fulfillment & Procurement:**

Materials requests were monitored and fulfilled regularly, including print production and site-specific delivery of posters, documents, and language materials. The department continues to manage incoming invoices and match shipments to ensure procurement accuracy.

- **Grant & Interagency Communication:**

Ongoing collaboration continues with municipal and regional partners on language revitalization grant work, including coordination with the North Slope Borough and Iñupiat Heritage, Language, and Culture Commission.

Conclusion

January marked a strong start to the second half of the academic year. The Iñupiaq Education Department remains committed to promoting bilingual education, supporting culturally responsive teaching, and fostering safe, inclusive, and student-focused learning environments. Continued investment in language access, teacher development, and operational sustainability will be key to long-term success.

Student Services - Michael Hautala

Staff Support & Professional Development

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

The hiring season is upon us. It is time to analyze staffing needs for next year and determine retention status for current staff. While some gaps still exist in current staffing numbers most critical positions have been filled by mid-year hires or Long-Term Subs. We are piloting an itinerant position at BHS to fill a teaching shortage for the remainder of this school year.

Staffing estimates for next year are 7 SPED teaching positions, and 2 Counselor positions district wide.

Huddle Up was awarded a contract to provide Tele-Mental Health Services to our students. Huddle Up, working with our District Social Worker and Counseling department began services with the start of the new year, we are anticipating positive outcomes for our students.

Student Services has been working with Superintendent Vadiveloo and Integrated Behavior Health (NSB IBH) to establish an MOA and hire three full-time mental health clinicians to meet the needs of students on the North Slope in the service area of IBH.

Student Social & Emotional Wellbeing

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

Counseling

During this reporting period, district counselors continued to provide comprehensive academic, behavioral, and social-emotional support across schools, despite significant staffing limitations. The district serves 11 sites; however, two schools currently do not have an assigned counselor, one school's counselor is out, and two additional sites did not submit data. Consequently, this report reflects service delivery from six operational counseling sites.

Tier 1 classroom instruction remains a core preventive service. Across the reporting sites, counselors delivered 72 classroom lessons aimed at promoting social-emotional learning, positive school climate, and foundational skills in resilience, decision-making and relationship-building. Ipalook and Hopson accounted for the highest volume of Tier 1 instruction, with additional lessons provided at the remaining active sites. These lessons are essential in preventing the escalation of student needs and reducing future demand for more intensive services.

Tier 2 small-group interventions totaled 41 sessions, addressing targeted student needs such as emotional regulation, peer conflict resolution, and academic organization. Hopson provided the majority of these sessions. Small-group interventions continue to be an efficient and effective means of supporting students requiring focused assistance without necessitating intensive individualized services.

Tier 3 individual counseling represented the highest service demand, with 188 one-on-one sessions delivered across the reporting sites. Counselors at Ipalook, Nuiqsut, and Hopson carried the largest caseloads, addressing complex student needs including anxiety, grief, family stressors, and academic challenges. This high level of individualized service reflects both the intensity of student needs and the critical role of counselors in ensuring student stability and success.

Crisis response remained an essential function. Counselors intervened in 13 urgent or crisis situations and submitted five referrals to District Student Services for students requiring specialized evaluation or support. These interventions ensure timely stabilization and continuity of care for students experiencing acute challenges.

Counselors also engaged in significant collaborative work with school staff, including 60 documented teacher collaboration activities and 37 meetings. These efforts facilitated intervention planning, student monitoring, and alignment of services with district expectations. Additionally, 45 social-emotional learning sessions were delivered, reinforcing districtwide goals related to student well-being and school climate.

In addition to direct counseling responsibilities, staff supported school operations by subbing for teachers on 24 occasions, providing 35 non-counseling instructional sessions, and chaperoning 18 days of extracurricular or weekend activities. These contributions underscore the flexibility and commitment of counselors in maintaining school functioning despite staffing gaps.

Projected impact of full staffing: Based on current service levels, if all 11 sites were fully staffed and reporting, the district could expect a significant increase in service delivery. Using the six active sites as a representative sample, projected totals include approximately 132 Tier 1 lessons, 75 Tier 2 group sessions, 344 Tier 3 individual sessions, 24 crisis interventions, 110 teacher collaborations, 68 meetings, 82 SEL sessions, 44 subbing days, 64 non-counseling teaching sessions, and 33 chaperone days. This projection suggests that direct student services across Tiers 1–3 could nearly double, emphasizing the critical importance of full staffing for addressing student needs comprehensively and proactively.

In conclusion, the reporting period highlights the effectiveness and dedication of the counseling staff operating under limited capacity. Full staffing would substantially enhance access to preventive instruction, targeted interventions, crisis mitigation, and collaborative supports, ultimately improving student outcomes and advancing districtwide priorities related to school climate, student well-being, and academic success.

Social Emotional

- Provided in-person student support throughout November in Utqiagvik.
- Continued Zoom support for students in Anaktuvuk Pass, Point Lay, Wainwright, and Kaktovik.
- 25% increase in Zoom support requests from village schools this month.
- Increased support was provided for high school students this month based on previously identified needs.
- Students are becoming more comfortable asking for help and using coping strategies from Wayfinder and support services.
- Continued close collaboration with school counselors to respond to student needs.

Family Engagement

- 100% increase in parent-initiated meetings from previous months (in-person and telephone).
- Conducted seven parent-requested meetings and four home visits.
- Some families requested support for adults in the home.
- 20% of families prefer private behavioral health providers.
- District cell phone issued.

Concerns and Response

- Students continue to report discomfort with yelling in classrooms.
- Bullying is being addressed continuously but remains an issue at some sites.
- Two recent serious safety situations required additional emotional support and follow-up services.
- Increased focus on supporting students with technology agreement violations.
- Slight increase in neglect and absence concerns, common during PFD season.
- Suspensions continue, including for some students with IEPs; working with staff to support communication and planning.

Collaboration and System Support

- Attended counselor meetings when requested to help explain processes and support case planning.
- Worked more closely this month with the school psychologist to support student needs and coordinate services.

January 2026

- Ongoing collaboration with principals and counselors on documentation and student cases.
- Meeting held with Tanana Chiefs Conference (TCC) regarding concerns in one village.
- Travel with TCC being scheduled for the week of January 12, 2026 to provide support together.
- Staff in Kaktovik and Wainwright reached out for guidance and were referred to appropriate resources.

Program Development

- Reviewing a software program for possible district use; awaiting supervisor and district approval.
- Updating the social worker job description to align with current responsibilities.
- Travel planning continues for December and January in support of village schools.
- Group Zoom counseling sessions begin in December with a special education teacher in Anaktuvuk Pass.
- Consent forms sent home with a strong response rate from families interested in participation.
- Session topics include bullying and support themes connected to Wayfinder. These sessions will assist with future data collection for reporting.

Caseload and Demand

- Support needs have continued to increase across the district since September.
- Current caseload: 65% Utqiagvik / 35% villages.
- Students, families, and staff continue to reach out, and I will continue responding to those needs as they arise.

Qatqiññaġvik / Career & Technical Education - Jim Dube

Perkins Update

NSB report to board

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

We continue to seek intentional partnerships to enhance opportunities for our students. We recently signed an MOU with the Western States Regional Council of Carpenters (WSRCC). We are piloting their curricular materials this year as part of a pre-apprenticeship program. Assuming we adopt them, a student that completes the projects they have outlined, and logs enough hours in their progression of courses will be automatically eligible for an apprenticeship with the carpenter's union.

We are also partnering with various entities to collaborate on the annual career fair. Rather than all of the work falling to the BHS counselor as has usually been the case, we will spread the effort out among several partners including Iḷisaġvik College, Santos, ConocoPhillips, ARSC, Alaska Resource Education and Excel Alaska.

While not technically a partnership, we do receive support from the Department of Education in the form of a federal Perkins grant. This is a monitoring year for the district, so our CTE liaison at DEED came to audit the program in September. Her trip coincided with the first round of intensives. She left the visit very pleased with what is happening with the vocational programs in the district. The only finding from the audit was a faulty eyewash station in one of our shops. There were no concerns about the quality of our programs or overall compliance.

Culturally Responsive Instruction

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

Since the last board report we have had several rounds of intensives at the QLC. Students have had the opportunity to explore careers and learn new skills in cosmetology, welding, construction and drones during the November and December classes. Undoubtedly, the highlight from December was a comment from the welding instructor that he can put three of the students to work this summer if they are available. Our vocational education program is truly becoming a pipeline for the local and regional workforce.

In addition to the intensives happening at the QLC, village intensives are underway. A two week welding course is currently underway at Nuiqsut Trapper and Alak Schools. This will be followed by the same course at Kali and Meade River Schools. The itinerant welding instructor will continue traveling to our other schools after spring break. An itinerant culinary instructor will begin visiting schools in early February. Plans are also underway for itinerant instructors to teach small engines and construction/building maintenance courses at sites later this spring. To support these courses we have purchased over \$300,000 in welding and small engines supplies thanks to support from the mayor's supplemental vocational funding.

We routinely report facts and figures without a human element. I'd like to share a few comments from students who attended the December construction trades intensive. This is not to shine a light on the staff, but rather the impact this program has on students:

"I signed up for CTE Intensive classes for the construction program, and as of writing this, I just finished part two and waiting for part 3. What I learned was a lot, such as measurements and framing, NCCER CORE and OSHA 10. I came here in September not knowing anything about construction, and I feel like I gained a lot".

"I'd say this trip I certainly learned a lot, thanks to the awesome instructors. I learned how to mark 16 on center during part 1, and I also learned how to make roof trusses during part 2 of construction. During the part 2 trip I also learned some electrical work. I'd say it was enjoyable thanks to Mr. Len for being our instructor for this part of the trip. Certainly cannot wait for part 3 of this trip that's coming up in February."

"While here learning at the Qatqiññaġvik Learning Center I was taught how electrical circuits work and how to wire up a circuit breaker panel. Staying in Utqiagvik for about two weeks may be challenging for some but it's worth the while because you get to leave with technical knowledge and skills that will help in the future."

Human Resources - Earl "Dimple" San Nicolas

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

We have hired an Iḷisaurriġuqta Program Manager for our Iḷisaurriġuqta Let's Become Teachers 2 + 2 Program. This is our grow-your-own program, which we are working collaboratively with Iḷisagvik College and the University of Alaska (Fairbanks). The Program Manager is essential to protect the district's investment by tracking participant progress, ensuring program compliance, and supporting participants through completion and placement. This creates a reliable local teacher pipeline that reduces vacancies and reliance on outside candidates.

We have partnered with the State University of New York (SUNY) for student teaching, which provides districts with early access to a high-quality, diverse teacher pipeline while strengthening

recruitment, preparation, and long-term retention. Student teaching placements allow candidates to gain hands-on experience aligned to district expectations, resulting in better-prepared first-year teachers and a stronger cultural fit. Currently, we are hosting 2 student teachers at this time.

Staff Support & Professional Development

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

We have hired a Recruitment and Certification Manager to ensure the district consistently hires and retains qualified, properly certified staff while protecting the district from compliance risks. This role strengthens recruitment in a highly competitive labor market, reduces vacancies and last-minute emergency hires, and relieves hiring managers from certification tracking.

We offered 134 rehire teacher contracts for SY26-27, and 120 teachers signed their contracts within 5 days. That's 89.6%, nearly 9 out of 10 teachers who were offered signed contracts. This shows a strong confidence in the District.

Business Office - Megan Williams

Financial & Operational Stewardship

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

The FY27 Preliminary Budget was shared with the Board of Education at the end of December and Borough Administration in early January. Staff are continuing to make refinements as the budget is developed into a proposed version.

Business Office staff are completing required calendar year-end reporting, including W-2s, 1099s, 1095s, Form 941 filings, ESC, and quarterly grant reimbursement reports, with all documents reviewed for accuracy prior to submission and distribution.

The Purchasing department is working on setting up e-procurement in our accounting software. E-procurement is a more electronic way of processing purchase requests, without paper, and will make purchasing from specific vendors much more efficient.

Upcoming:

- Proposed FY27 Budget
- FY26 Budget Revision (Late spring of 2026)

Information Technology - Reginald Santos

Financial & Operational Stewardship

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

Key Highlights and Accomplishments

Barrow High School Auditorium Projector Screen Repair

In December, the IT Department successfully completed the repair and reinstallation of the Barrow High School Auditorium projector screen. The screen had failed approximately six months earlier due to what was determined to be a manufacturer's defect. The manufacturer replaced the custom-built screen at no cost to the district.

January 2026

Due to the size of the screen and the logistical challenges of shipping specialized equipment to Utqiagvik, the repair process required additional time. The replacement screen was reinforced during installation to prevent similar failures in the future. With the repair complete, the auditorium is fully operational again for instructional use, assemblies, and community events such as movie nights and presentations.

This effort protected district resources, avoided unnecessary replacement costs, and restored a critical shared facility for both students and the broader community.

Security Camera Installations at Ipalook Elementary and Eben Hopson Middle School

The IT Department assisted Maintenance and Operations and Arctic Fire and Security with the installation of new security camera systems at Ipalook Elementary School and Eben Hopson Middle School.

These upgrades strengthen campus safety, improve incident response capabilities, and support consistent security standards across school sites. Collaboration across departments ensured efficient implementation while minimizing disruption to daily school operations.

Tyler School ERP Cloud Migration Support

IT staff provided direct support to the Business Office during the migration of Tyler School ERP to the cloud. This transition improves system security, performance, and reliability while enabling more consistent access for staff across the district and for authorized remote users.

Moving the ERP system to the cloud reduces on-premises infrastructure risk, enhances disaster recovery capabilities, and supports long-term operational efficiency aligned with district financial stewardship goals.

Internet Failover Testing and Resiliency Planning

Working with GCI and West Networks, the IT Department revisited and retested the district's internet failover configuration at the Utqiagvik Main Data Center. Using Peplink SpeedFusion technology, the district is able to bond eight Starlink connections to support schools and district offices in the event of a primary fiber outage.

This testing was informed by the Quintillion subsea fiber break that occurred in late December 2024. A simulated outage was conducted to verify that failover occurs as quickly as possible, minimizing service disruption and avoiding extended downtime.

These proactive tests strengthen districtwide connectivity resilience and ensure continuity of instructional and operational services during future network interruptions.

Summary

Throughout December, the IT Department focused on restoring critical instructional spaces, improving campus security, strengthening core business systems, and validating network resiliency. Each of these efforts directly supports **Financial & Operational Stewardship** by protecting district investments, reducing risk, and standardizing reliable, student-focused operations across the district.

Maintenance & Operations - Barry Broome

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

During the recent extreme cold conditions, an elder from the Atqasuk community reached out to our plant manager for assistance after being left without heat. The elder initially contacted the borough but did not receive an immediate response and a technician was not in the village. Recognizing the urgency of the situation, our plant manager visited the elder's home, assessed the issue, and successfully repaired the boiler.

In recent months, the working relationship between NSB and NSBSD has grown increasingly unified, with staff from both organizations supporting one another in addressing issues within the school building and the broader community. These actions exemplify two important Inupiaq values—**Compassion** and **Cooperation**—and reflect our shared commitment to serving and supporting those in need.

Student Social & Emotional Wellbeing

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

Our Emergency Operations Coordinator, Ty Cunningham, has been diligently coordinating First Aid/CPR/AED training sessions. As of today, NSBSD has successfully certified 92 employees district-wide.

In addition to these efforts, NSBSD has partnered with *I Love U Guys* to further strengthen our safety and security initiatives. This collaboration focuses on training staff in our current processes while identifying opportunities for improvement. Together, these efforts have helped create a more comprehensive and fortified approach that we can present to the North Slope Borough and others willing to adopt the solutions we have identified and implemented.

Staff Support & Professional Development

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

In December 2025, NSBSD partnered with Iḷisaḡvik College to offer free Lifeguard certification training to NSBSD employees and members of the community. This collaborative effort supports the reopening and operation of the BHS pool to better serve the community. NSBSD will initially prioritize student use during the school day, followed by a phased and progressive opening of the pool for public access.

Financial & Operational Stewardship

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

Alak School:

- Alak School Renovation & Upgrades -Design ongoing and currently at 65% design. Project continues to press forward.
- HVAC System - HVAC testing and balancing; report received. Will balance during the CIPM heating project.

Barrow High School:

- Future projects approved in FY25: Fire system upgrades. Design has started for system upgrade/replacement. UPDATE: Installation is to start summer of 2026 and to last complete summer.
- BHS Camera Upgrades: project being reviewed by CIPM. UPDATE: Newer cameras were installed and all cameras not functioning were replaced. A CIPM request has been submitted for 2027 to have all cameras replaced with an AI software to detect firearms.
- Project Analysis Report Barrow High School-Project to resume- Note: this project is to provide information on the status of BHS; in previous years there have been conversations about whether repairing the building (Voc-Ed wing) would cost more than building a new high school. Army Corp and a separate engineering firm are analyzing. RSA and Army Corp. of Engineers will provide new analysis including newer mechanicals being installed by UIC. Analysis completed by a third party.
- BHS Phase I Renovation & Upgrades-(Pool) in warranty period. Project complete, warranty issues still exist. Repairs in progress will be on site Feb. 9th - TBD. No solutions yet. M&O and CIP are in discussions with manufacturer, designer, architects, and installers and remedies for the pool. Will update the Board when remedies are agreed upon. Engineers were on-site to assess. No solutions yet.. CIPM stated we can open it. NSBSD is waiting on a final approval letter to move forward. BHS preparing to provide a life guard for during school use. UPDATE: M&O and BHS is working with local community members to provide training and an action plan to verify and make sure the facility is ready and can be supported by NSB. Planning a soft opening March 2026 depending on certified Life Guards.
- AI Phone installed at front entry qanitchaq.

EBEN HOPSON MIDDLE SCHOOL

- AI Phone installation to start at front entry qanitchaq. Wiring also installed for coming security at all exit doors.

FRED IPALOOK ELEMENTARY SCHOOL

- AI Phone, Intercom, Detex doors and hardware have been installed and functional.

HAROLD KAVEOLOOK SCHOOL

- Phase II is scheduled to begin ideally spring of 2027. Estimated end of project date: 2028. UPDATE: Bid opening for phase II on 1/16/26.
- Phase I: schedule to end October of 2026. Update: Projected ground breaking ceremony early December. UPDATE: Phase I is complete.

KALI SCHOOL

- Security door upgrade (Aiphone system) Trip scheduled to PIZ on 09/08/25. Vendors will work nights and weekends to get measurements. UPDATE: AI Phone was installed and operational.

January 2026

- Modular House Purchase: installed. Awaiting assistance from NSB to install electrical and plumbing. Hired contractor to put in a drop for electrical. UPDATE: Contractor will install January 2026 due to parts and backorders. M&O coordinating a path to have the Arctic tank delivered to Kali.
- Generator Replacement- Project will be placed for bid. Will assess others after RSA Assessment. UPDATE: CIPM received bids and was not able to award based on funding. CIPM is finding other avenues to secure funding.

MEADE RIVER SCHOOL

- Pool: A contractor provided a loose quote on the pool liner. Looking for funding for the liner and basic equipment to replace the filters and pool ladder.

NUIQSUT TRAPPER SCHOOL

- HVAC System upgrade at 5Plex- Awaiting proposal for design services.
- Lockers Procurement- Procurement in progress. UPDATE: Bond committee decided lockers and bleachers are no longer allowed through the CIPM process.
- Pool Repairs - M&O is working with a contractor to evaluate repairs of the pumps and filters. No visual leaks in the liner. Pool holds water.
- The scoreboard is inoperable. Alternative funding through a local company is being used to purchase a new scoreboard.

NUNAMIUT SCHOOL

- Future projects approved in FY25: Heating, HVAC & DDC System upgrades. Update: will start when funding is available.
- Entry Furniture: couches in common areas are in need of replacement. Replacement furniture ordered.
- Install a temporary wall w/door in the SPED classroom. Wall ordered and awaiting arrival for assembly.
- Entry Lighting: Lighting and fixtures are in disarray. M&O to do a trial on open lens grid LED fixtures plus spot lights on display cabinets and mural. UPDATE: Materials ordered and partially received.

TIKIGAQ SCHOOL

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

DISTRICTWIDE

January 2026

- CO2 Sewer investigation/Correction: Working with CIPM to have BCA. BCA to do inspection 09/08/25. Building walk was done with engineers and Arcitec. Waiting on solutions.
- DW Fire hose/sprinkler repairs: Approved by the Board of Education Aug. 2025; awaiting schedule from vendor. UPDATE: Repairs and testing have started in November 2025.
- DW furniture order: Schedule to arrive in batches beginning Sept. and some in Oct.
- Food Service Admin Review: Scheduled for October 2025. Sites selected: PHO, BHS, IPK. specific timelines of auditing material were given for review in September 2025. Changed to Nov 11, 2025. BHS, IPK, KAK. UPDATE: Utqiagvik received furniture and is currently being distributed and installed. Villages on schedule to have all furniture by Thanksgiving 2025.
- GENERATOR REPLACEMENT:
 1. M&O: 95% design. CIPM will present it to NSBSD in the coming months. UPDATE: Engineers and Architect was onsite to take measurements and verify logistical Placement in September.
 2. PIZ - Waiting on design.
 3. HMS - Waiting on design.
 4. AIN - Waiting on design.
 5. ATQ - Waiting on design.
- Transportation Bay Renovation: Concept plans received. Meeting with CIPM to proceed with a project to bring to PRC. UPDATE: still in design and coordination of office placement.
- AFS to install cellular backups to all fire panels to prevent being offline- Current list includes all sites except Kaktovik, QLC, M&O & HMS.
- PA & Clock System Upgrades and Standardization - NSB putting out for bid with security project.
- RSA audit received. 10-year plan created.
- Vehicle Procurement- New list of needs assessed vehicles being prepared for 2025/2026.
- Video Surveillance, Access Control System, camera upgrades, security funnel, and door detex alarms, - End of life for P2000 video surveillance, and access control software - support no longer available effective July 1st. CIPM working on task order for district wide replacement/ addition. Placed out for bid and will need to be done in phases due to costs and scope. UPDATE: BHS was approved and DETEX alarm doors approved at all schools and the project has started.
- AIPhone and audible crash bars will be installed in every school by the end of school year. Funding secured for this project, which include all buildings who have not already received this upgrade. Preliminary design is starting along with onsite verification. ALL perimeter doors will receive an audible alarm and front main entry AIPhone.