

District Goals, Strategies, & Outcomes

Each outcome includes:

- 5-year roadmap (key milestones)
- Measurable success indicators
- Annual work plan (initiatives/actions)

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 & 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 Qatqiññaġvik Learning Center (QLC) for NSBSD programs & supports for students.



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CULTURALLY RESPONSIVE INSTRUCTION

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 & Development Pathway.

STUDENT SOCIAL & EMOTIONAL WELLBEING

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

Strategies

- *Inter-Agency Partnerships to Provide Integrated Behavioral and Mental Health Supports.*

Outcomes:

- Development & implementation of Community & School Expectation Agreements (CSEA's) 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 MOA's.
- Ongoing wellbeing & cultural safety training for all staff.

STAFF SUPPORT & PROFESSIONAL DEVELOPMENT

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

Strategies

- *Deliver a Clear, Coherent Narrative About the District as a Place to Work.*
- *Mission Aligned: Hiring Based on Fit.*

Outcomes:

- Attracting and hiring NSBSD mission-aligned recruits.
- Developing and retaining qualified, engaged, and committed staff.
- Facilitating and increasing staff connectedness, support, and wellbeing.
- Actively supporting local staff on a career ladder to achieve highly qualified/certificated status.

FINANCIAL & OPERATIONAL STEWARDSHIP

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

Strategies

- *Foster Organizational Congruence, Aligned with the Mission of the District.*

Outcomes:

- Safe, modern, secure facilities for students and staff.
- Standardized operational processes and inter-departmental cooperation District-wide.
- Current technology enhancing operations and advancing student outcomes.
- Stable and reliable local contribution funding that accounts for inflation and the changing needs of our students & community.
- Diversified funding outside of State & Federal revenue sources.





NSB Behavioral Health Summit

- Overview of NSBSD presentation -



Our foundation:

Manjuqput

Iñuk una qauriñiganiñ iñugullaġmi ilisimmatiniguuruq ilisausiamiñiñ naipiqtuġniñ aniġlu aasii taima isumalaalgusivluni sulil isimmaagiksivluni. Tainnamik aasii kisuu tilaani pautagivlugu iñuguqhuni iñulluatauvluni. Isumaptiktun ilitchipkairugut sivu niqaqluta Iñupiaġniptinnik, iñuuniaqatigiimmaġiñniptinnik, iluagñiptinnik sulil iñu kkuksaiñiptinnik iñulluatanik, ataramik kisuutilaaqput suagñasiqsimallaan.

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 siġa. 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.



Iluagniq

At NSBSD, Iluagniq is the foundation of wellness and learning, emphasizing balance of the whole child by supporting physical, spiritual, social, cultural, emotional domains of wellness.

Student wellbeing is shaped by both internal and external factors and strengthened through Iñupiaq values. These values guide how students care for themselves, build healthy relationships, and contribute to their school and community.

By grounding Student Services and Social Emotional Learning in Iluagniq, NSBSD supports the whole child in developing the self-awareness, resilience and inner connectedness needed for lifelong wellbeing and success.



Our role:

Classroom & School Learning Environments

- Classroom and School Physical Environment
- Home and Community Connections
- Multi-tiered System of Support
- Staff Training and Support
- Student Services
 - SPED: Specialized Instruction for Students with Disabilities
 - Guidance counseling
 - SEL: Social Emotional Learning supports



Classroom and School Environment

- Inclusion of community and student voice visible throughout the school.
 - Increase the number and quality of local artwork in the school.
 - Open invitation to community leaders and Whaling Captains to speak with students.
- Community School Expectation Agreements and co-created classroom rules.
- Tumitchiat Sivunmun plans for all students
- Student Council program including District-Wide and Student NSBSD School Board representative.
- Expectations and non-negotiables about classroom set-up, what should appear on the walls of the classroom, and where calendars, learning objectives, etc. should be placed.



Multi-Tiered System of Support

MTSS – Behavioral support

- *WayFinder* Social Emotional Learning Curriculum for Tier 1 classroom support, and use by school counselors during classroom lessons.
- Tier 1 Positive Behavioral Intervention Support (PBIS)
- Updated Behavioral Expectations (Updated Discipline Matrix).



Staff Training and Support

All Hire Inservice SY25-26

- Self-regulation for staff – co-presented with NSB Behavioral Health staff
- Student regulation, trauma and brain science
- Classroom Physical Environment training and expectations
- Tumitchiat Sivunmun planning and roll-out



Student Services Overview



Student Services Overview

At the NSBSD, **Iluagniq** is the foundation of wellness and learning, emphasizing balance of the whole child by supporting physical, spiritual, social, cultural, and emotional domains of wellness.

Student Services

- Special Education
- Guidance Counseling Services
- Social Emotional Learning support
- Connections to Behavioral Health partners



Special Education – data overview

Spring 24/25: 193 Students in SPED

Fall 25/26: 242 Students in SPED

This number increased without any additional focus or referrals initiated by the District.

This represents a **20% increase in SPED students in one year** and is consistent with a global and national trend post-covid.

The current number of SPED students represents approximately 1 in 7 of our total student population or approximately 14% of total Students on the Slope.

<https://nces.ed.gov/programs/coe/indicator/cgg/students-with-disabilities>

National Center for Educational Statistics



Special Education – Data Overview

- Our schools are seeing increases in the needs and severity of the special Education student population.
- **There are 13 recognized Disability Categories**
 - Specific Learning Disability: Reading, Writing, Math
47%, 32% Nationally
 - Speech/Language: Articulation and Language
19%, 19% Nationally
 - Other Health Impairment: ADHD
10%, 15% Nationally
 - Autism
4%, 13% Nationally
- Autism is currently the 4th most prevalent category nation-wide, predicted to soon be 2nd. (NSB is lower than national average but on the increase)
- Autism in schools in 08-09 was 5%, currently 13% of IEP population, at 20% will be 2nd. **Autism from 4th to 2nd.**
- Autism is the 3rd ranking category for students that in the gen ed setting <40% of the day.



Student Services – qualitative overview

What Are We Seeing In Schools

- The increase in SPED presentations at a classroom level translates as challenges with communication, difficulties with external stimuli leading to an increased need for staffing and specialists, and multiple students in crisis (starting on the first day of school)
- Students enrolling in grades 1 –3 that have not previously attended formal schooling and carry significant learning deficits and minimal behavioral learning.
- Students with large attendance gaps each year
- Threats or incidents of violence towards students or staff (starting on the first day of school).
- Heightened behavior by parents in person and on social media
- Weapons and replica weapons in Schools.
- The NSBSD provides services to roughly 1750-1800 students. Based on presentations, behaviors and longitudinal observations, the District estimates that up to or more than 1/3 of those students are impacted by traumatic events or have deficits in their Social Emotional Learning.



Student Services

Services Provided

Prevention Services

- Grief Support (groups/individual)
- Suicide Prevention/Screening (referrals)
- Bullying Prevention
- Wayfinder, Social Emotional Curriculum
- Connect Students to outside agencies for student and family engagement
- Work with partners to support programs in schools
 - Mental and Behavioral Health



Student Services – Tumitchiat Sivunmun Focus

Tumitchiat Sivunmun Plans and Period

Supporting student wellbeing and pathways to the future

- Wayfinder SEL curriculum
- Post Secondary Educational Options
- Trade and other work Pathways
- Leadership
- Financial literacy



Student Services - how we are responding

Increased Staffing

- Added 4 SPED FTEs
- Social Worker
- SEL Coordinator
- Behavior Specialist (IPK)
- Counselor Coordinator

Actively Recruiting

- SPED Teachers
- Counselors
- District Wide Behavior Specialists
- Social Workers



Student Services - how we are responding

ON CALL PHONE:

An Integral part of the Student Services role is to Respond to Crisis or Other Student or School Needs.

- Connections to additional services
- Immediate crisis situation response
- Ability to make decisions as a team



Student Services - how we are responding

Guidance Counselors

- Guidance
- Tier 2 &3 PBIS
- Attendance
- Behavior
- Connections to providers

Social Emotional Learning

- SEL Programming
- Supporting Partner Programming
- Bullying and suicide prevention policies and initiatives



Student Services - how we are responding

Student Wellness

- Student connections to outside agency counseling services
- Assist students with check-in's and support for wellness
- Provide family engagement and support



Student Services - what we need but can't provide

In-House Clinical Counseling Support

We need organizations with clinical providers to be in our schools on a daily basis to provide support and assist in the IEP process.

Why can't the School District provide these services?

- Not our specialty — we are educators not health professionals
- Set-up, Liability & Cost — we are not set up to carry these types of services or insurances
- Limited availability of health sector professionals

