

# NSB/NSBSD Joint meeting



# SCHOOL BOARD MEMBERS

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**Rossmann Ferguson**  
Ulguniq

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**Nancy Rock**  
Tikigaq

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**Frieda Moore**  
Utqiagvik

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**Frieda Nageak**  
Utqiagvik  
Board Clerk

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**Esther Evikana**  
Utqiagvik  
Board President

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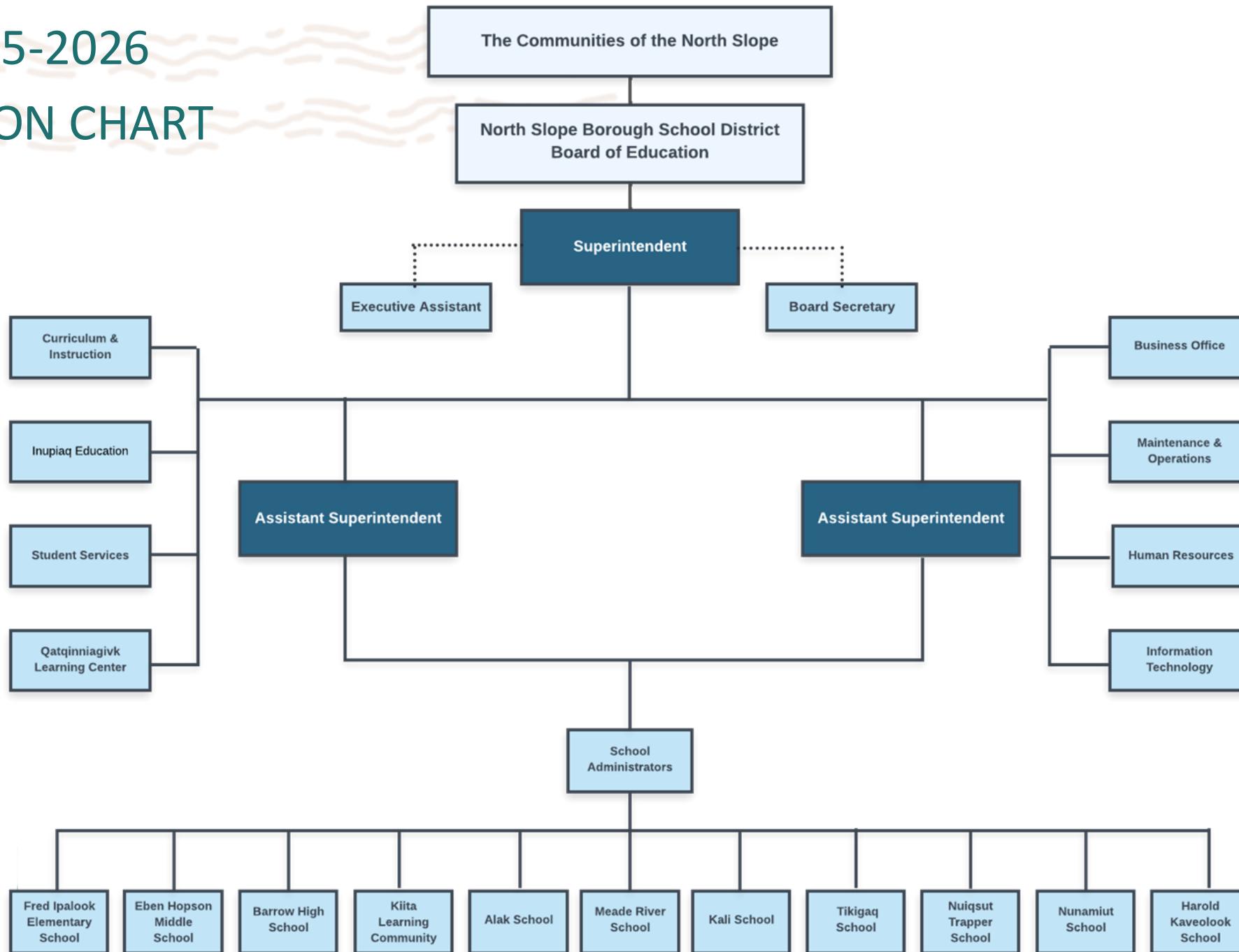
**Qaiyaan Harcharek**  
Utqiagvik

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**Nora Jane Burns**  
Kaktovik



## ORGANIZATION CHART



# OUR MISSION & FOUNDATION

## OUR MISSION

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

## MANNUQPUT - OUR FOUNDATIONAL STATEMENT

Iñuk una qauriñjaniñ iñugullağmi iñisimmatiniguuruq iñisausiaminiñ naipiqtuğniñjaniñlu aasii taima isumalaalgusivluni suli iñisimmaağiksivluni. Tainnamik aasii kisuutilaani pautaqivlugu iñuguqhuni iñulluatauvluni. Isumaptiktun iñitchipkairugut sivuniqaqluta Iñupiaqniptinnik, iñuuniaqatigiimmağinjñiptinnik, iluagniptinnik suli iñukkuksaiñiptinnik iñulluatanik, ataramik kisuutilaaqput suanjasiqsimallaan.

The North Slope Borough School District is committed to embedding, through our curriculum and teaching practices, traditional Iñupiaq ways of raising and educating children. This principle, called Iñuguqsiñiq, guides our work with the children and communities of the North Slope. We share in our collective responsibility to support our students' development as iñulluatat – good human beings – able to navigate successfully in today's world. We honor and recognize the unique process of learning that is deeply tied to the land, culture, language and knowledge of the Iñupiat. Our educational approach is rooted in a foundation of Iñupiaq values, promoting a strong sense of cultural identity, and fostering a sense of community and connection. This approach focuses on encouraging our children to think critically, learn from their observations and experiences, and become good human beings. The process engages the Iñupiaq worldview, respects how children learn as they become aware of their surroundings and serves to expand their knowledge into adulthood and beyond.



# STRATEGIC PLAN 2025-2029



## FINANCIAL & OPERATIONAL STEWARDSHIP

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

## FAMILY & COMMUNITY COLLABORATION

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

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

FINANCIAL &  
OPERATIONAL  
STEWARDSHIP

FAMILY &  
COMMUNITY  
COLLABORATION

STAFF SUPPORT &  
PROFESSIONAL  
DEVELOPMENT

STUDENT SOCIAL &  
EMOTIONAL  
WELL-BEING

CULTURALLY  
RESPONSIVE  
INSTRUCTION

## STAFF SUPPORT & PROFESSIONAL DEVELOPMENT

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

## STUDENT SOCIAL & EMOTIONAL WELLBEING

**District Goal:** Facilitate and maintain culturally, emotionally, and physically safe learning

## CULTURALLY RESPONSIVE INSTRUCTION

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

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

**District Goal:** Graduate bilingual students.

# STRATEGIC GOALS 2025-2029

## Family & Community Collaboration

Prioritize and implement intentional purposeful partnerships.

## Culturally Responsive Instruction

All students perform at or above grade level.  
All students are prepared for their pathway of choice post-high school.  
Graduate Bilingual Students

## Student Social & Emotional Wellbeing

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

## Staff Support & Professional Development

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

## Financial & Operational Stewardship

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



# STRATEGIC PLAN 2025-2029 – Strategy and Accountability Hub

**StrategyHub** 

North Slope Borough School District (NSBSD)

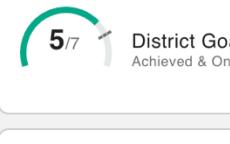
 Home  Strategy  Goals & Results  Reviews  Reports  User Resources 

 My Goals  Team Goals  Organization Goals  Scoreboard  Move Goals  Gantt  Course 

**Superintendent/ CO**  FY25/26  View Options  Filters 1  Collapse All  + Add New Goal  ✓ Check-in now 

**84%**  On Target & Achieved Towards Target 80 Calculating 32 Items

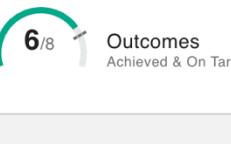
0% Critical  6% Off Target  3% Not Started  6% Deferred 

**5/7**  District Goals Achieved & On Target

**Items Critical 0** 

**Achieved 4** 

**Need a check-in 15** 

**6/8**  Outcomes Achieved & On Target

**Starting soon 0** 

**Should have started 1** 

**Ending soon 0** 

**1** Prioritize and implement intentional and purposeful partnerships.

On Target	Outcome	Champion	Start Date	Last updated	⋮
On Target	Authentic, intentional, and visible collaboration with families and all community partners.	Superintendent/ CO AS	07/01/24 - 06/30/26	Auto-calculated As of 07/24/25	
Achieved	Initiative Conduct village town halls to discuss the school calendar and student outcomes.	Superintendent/ CO	07/01/25 - 06/30/26	Up to Date As of 01/15/26	
Achieved	Initiative Hold Quadrilateral meetings focused on language and student outcomes.	Superintendent/ CO IE	07/01/25 - 06/30/26	Up to Date As of 01/15/26	
On Target	Outcome Authentic, integrated partnerships with Tribes and cities that are tied to specific programs and outcomes for students and the community.	Superintendent/ CO	07/01/24 - 06/30/26	Auto-calculated As of 08/05/25	
On Target	Initiative Meet consultation requirements for Qargi private school.	Superintendent/ CO	07/01/25 - 06/30/26	As of 12/18/25	 Page 7 of 83

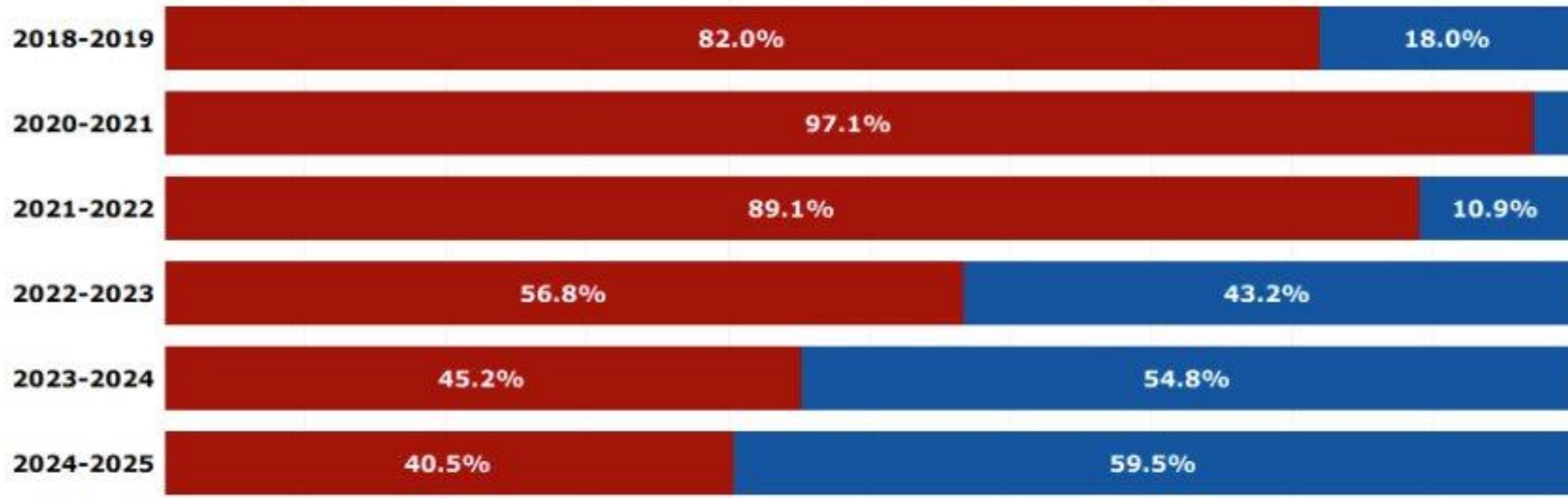
## STRATEGIC GOALS 2025-2029: OVERVIEW

- The 3-year return on investment in our children is real & unprecedented.
- Year on year growth for our students = outperforming the State.
  - Now we need to standardize and build on that growth.
- Continuity of the Strategic Plan is vital to maintain growth.
- The foundation is now built and we are looking at how high is the ceiling.



# STRATEGIC GOAL HIGHLIGHTS

***Strategic goal:* All students perform at or above grade level: EARLY LITERACY GAINS**



■ Proficient

■ Not Proficient

# STRATEGIC GOAL HIGHLIGHTS

*Strategic goal:* All students perform at or above grade level: AKSTAR results



- Based upon the AKSTAR State test results (Grades 3-9) for School Year 24-25, **our students are moving towards proficiency at a faster rate than the State of Alaska.**



# STRATEGIC GOAL HIGHLIGHTS

***Strategic goal:*** All students are prepared for their pathway of choice post-high school: QLC



# STRATEGIC GOAL HIGHLIGHTS

## ***Strategic goal: Graduate bilingual students: IED***

- We are in year 3 of the Uqautiluna Iñupiatun Immersion Program
- Now have 28 Iñupiaq Language Iñisaurrit teaching K-12 compulsory Iñupiaq classes (*in 2022 the district had 15 ILT's*)
- Through an IHLC grant we have implemented an adult language learning program for Iñupiaq language teachers and those wishing to become teachers
- Multiple Publications have been developed including games and language learning tools to be distributed to all community members



# STRATEGIC GOAL HIGHLIGHTS

***Strategic goal:*** Facilitate & maintain culturally, emotionally, & physically safe learning environments.

- Newly appointed District Wide Social Worker and Counselors Coordinator
- Tumitchiat Sivunmun Plans, SEL and anti-bullying instruction in the Classroom
- Huddle Up, Immediate tele-health available to students starting Jan. 2026.
- Light Speed
- AK Safe, an anonymous reporting system
- Bullying Surveys
- NSBSD and NSB Collaboration to Provide Mental Health Clinicians(3) in Schools



# STRATEGIC GOAL HIGHLIGHTS

***Strategic goal: Standardize high functioning, efficient, student-focused operations***

- 3rd clean audit in succession.
- Working in close partnership with NSB Public Works and CIP to upgrade school infrastructure, with a focus on essential needs (electrical, plumbing etc) and security.
- Keeping our students engaged with best technology through CIP funding of laptop refresh supplemented with NSBSD fund balance.
- Deployment of Lightspeed technology to enhance student, staff and community safety and security.



# STRATEGIC GOAL HIGHLIGHTS

## ***Strategic goal:*** Prioritize and implement intentional partnerships

- Strong partnerships with NSB and their departments
- Outreach to stakeholders who can enhance student experience and growth – VocEd, Health
- MOA's with regional stakeholders and partners – IC, Cities, Tribes, health providers
- Operationalizing shared agreements of Nunaaqqiurat Tumitchianit meetings



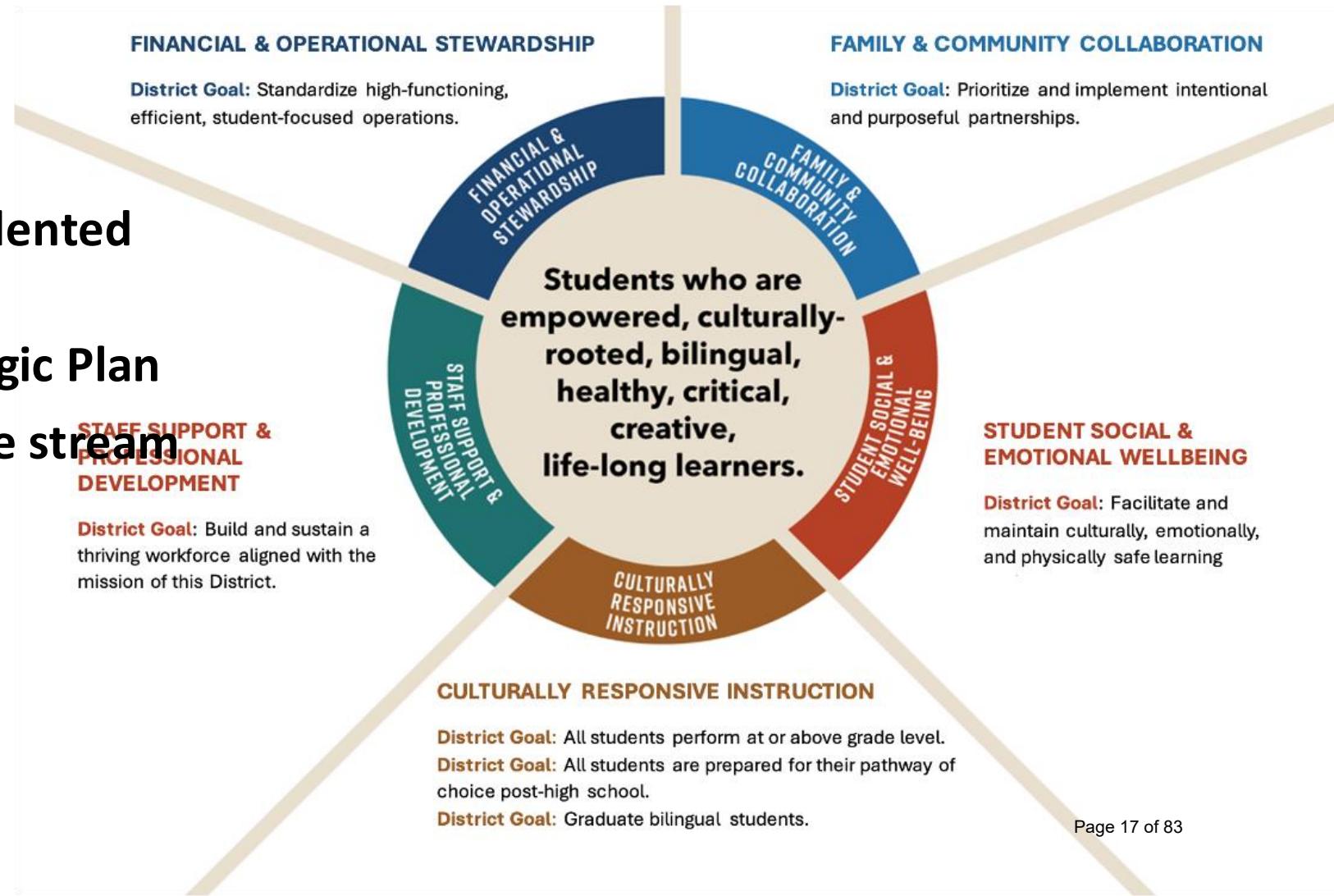
## STRATEGIC GOAL : CHALLENGES

- Staffing: National shortage of Certified (teachers) and local shortage of classified staffing.
- The social-emotional wellbeing of our students – impacts student engagement, student achievement, school safety, staff retention.
- Shortage of fluent Iñupiaq language speakers/teachers restricts further growth of the immersion program.
- Aging building infrastructure places increasing demands on school operations, students, staff and budget.
- Unpredictable State and Federal revenues.



# MOVING FORWARD

- Build on 3.5 years of unprecedented student growth
- Maintain fidelity to the Strategic Plan
- Stabilize a sustainable revenue stream



# STUDENT OUTCOMES

Caitlin Santos, PhD, Director of Curriculum & Instruction



# Academic Outcomes Introduction

## Curriculum & Instruction Team

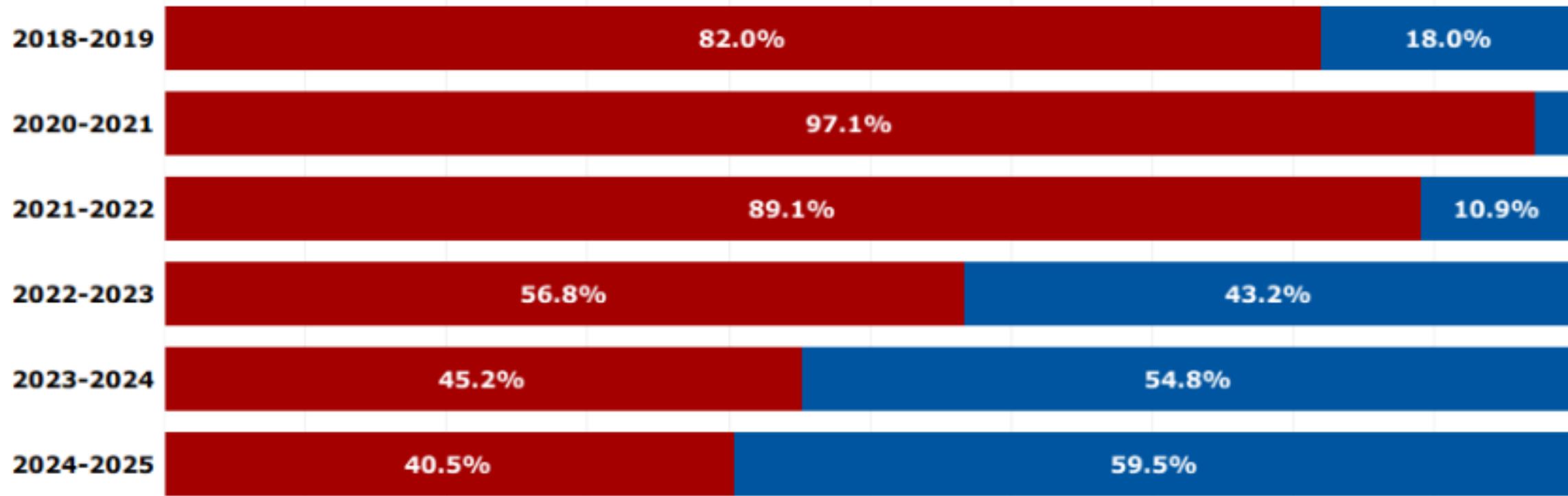
- Instructional Support (Elementary, Secondary, Intervention, and Assessment support, School Media/Librarian, Model Classroom, curriculum evaluation and support)
- School Improvement (Targeted assistance for school administrators and staff)
- Data & Reporting (Student Records, Data Management, Grants & Federal Programs)

The focus of the administration is:

- High Quality Instructional Materials
- Alignment of instructional funding sources with Pedagogy and Strategic Plan
- Focus on intervention services
- Community outreach & transparency about student outcomes
- Committing to an agile 5 year plan



# Oral Reading Proficiency Grades 1-3



■ Proficient  
■ Not Proficient

# Intervention Services

- Rebuild of the District MTSS (Multi-tiered System of Support) plan and procedures.
- Inclusion of intervention specialists at all sites K-8.

Systems	Attendance	Resources	Instruction
<ul style="list-style-type: none"> <li>• RTI/MTSS teams and process in place</li> <li>• Quality Assessments used in a balanced way</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions including incentives</li> <li>• Increased community messaging</li> </ul>	<ul style="list-style-type: none"> <li>• High-quality, evidence - based core materials</li> <li>• Appropriate intervention tools and supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>• High-quality, culturally responsive tier 1 instruction</li> <li>• Access to grade level standards</li> <li>• Differentiation and scaffolding</li> </ul>



## Math, Science, Social Studies

- Implemented Bridges to Mathematics in Grades 4-5
  - Continues building foundational skills before the middle school transition
  - More options for intervention
  - Hands-on approach
- High Quality math intervention through online tools available at all grade levels
- Pilot of new Science Curriculum in Middle and High School (full pilot - all sites)
- Continued revision and expansion of local social studies courses (more later)



# ATTENDANCE

Caitlin Santos, PhD, Director of Curriculum & Instruction



# District-Wide Attendance Data

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## Monthly Attendance: NSBSD North Slope Borough School District



Filters

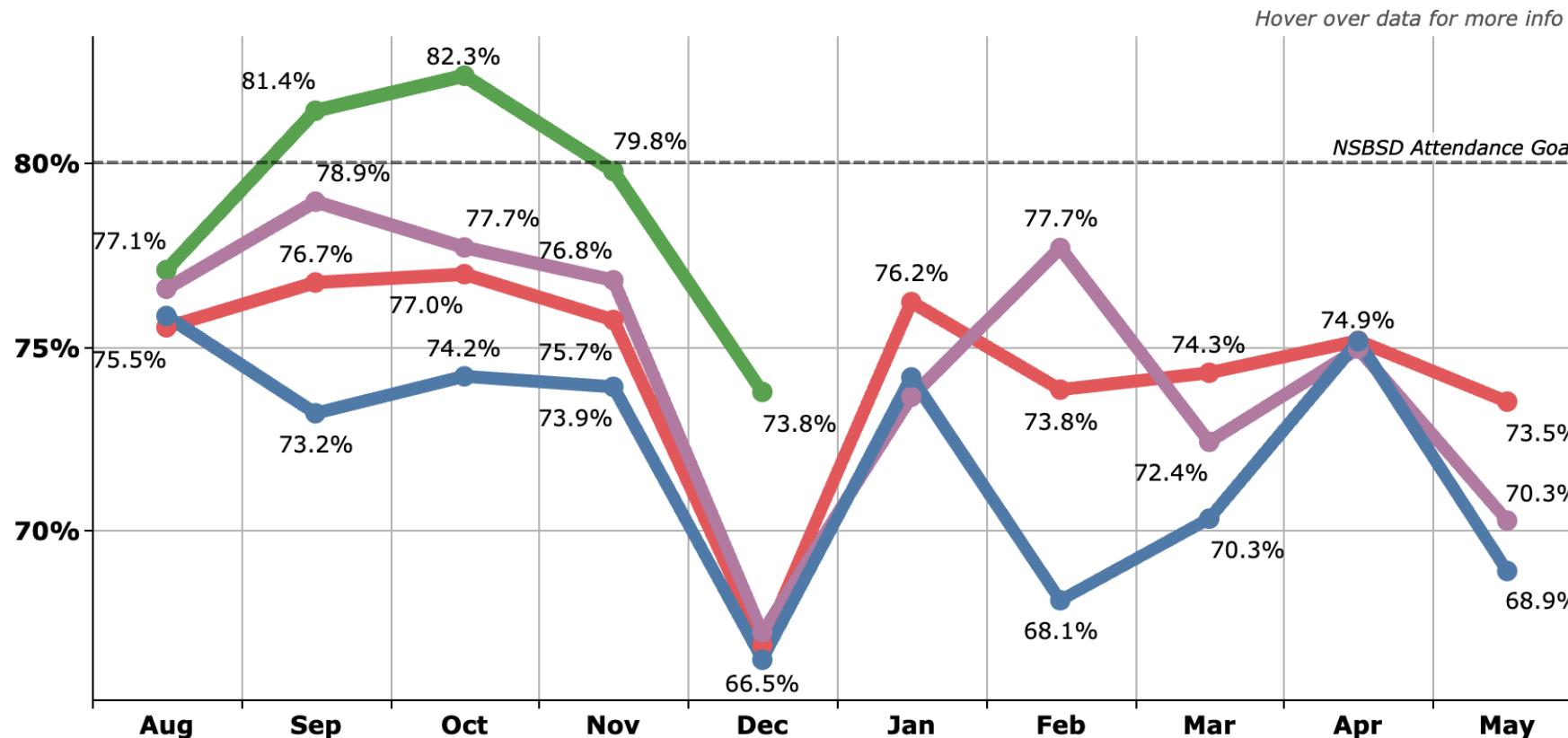
Year(s): (Multiple ... ▾) Month(s): (All) ▾ School: NSBSD ▾ Grade: K - 12 ▾ Download

Looking for daily & weekly attendance? [Click Here](#)



### Monthly Attendance: NSBSD (K - 12th)

2022-2023 2023-2024 2024-2025 2025-2026



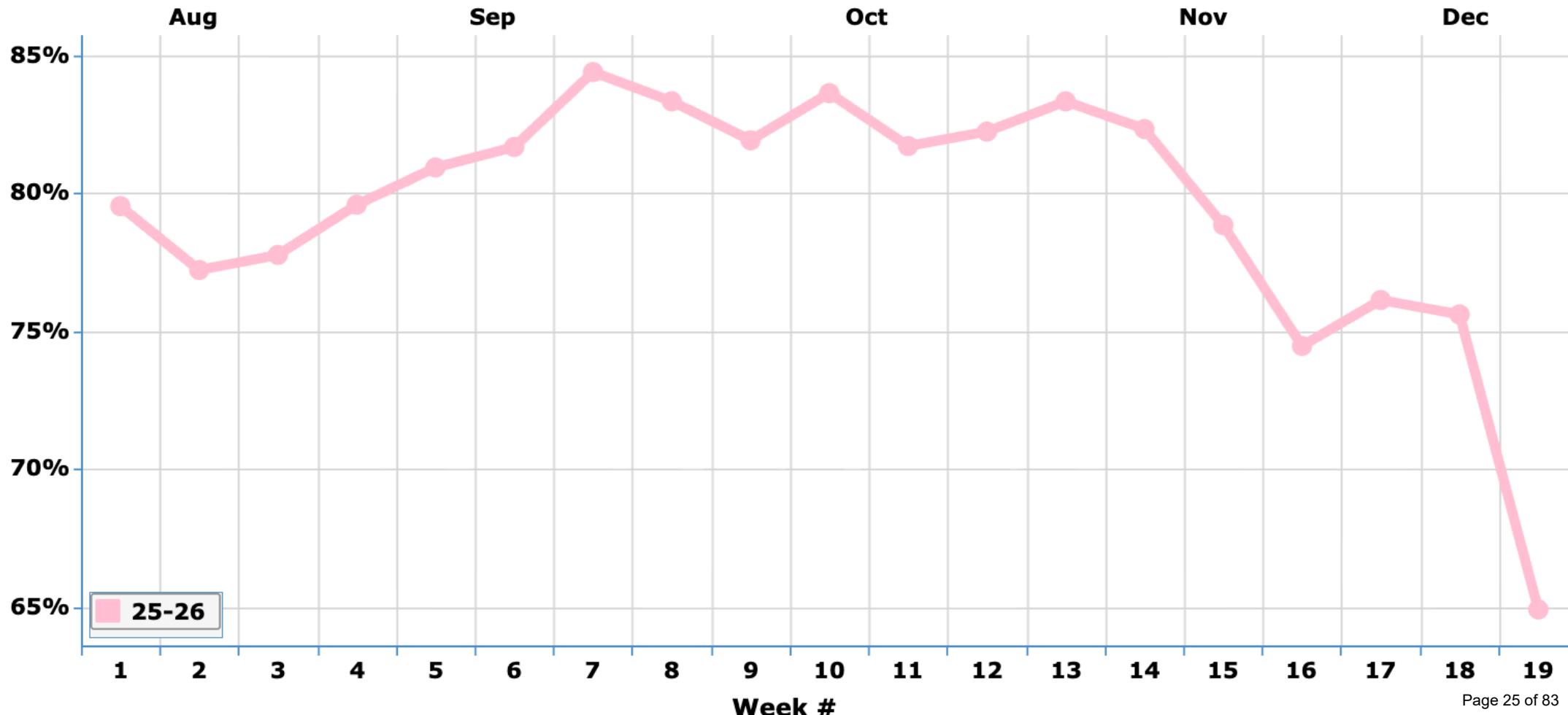
# District-Wide Attendance Data

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## Weekly Attendance Rates

as of 12/29/2025

Hover over data to view more info



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# Calendar Conversations

- Town Hall meetings were held in each North Slope Community
- We are in the process of creating an online tool to share with the communities to gather feedback about days in instruction.
- The tool allows users to move instructional days around the calendar, to investigate where to place breaks.

## Fall Break

Currently selected: 10/4 - 10/10



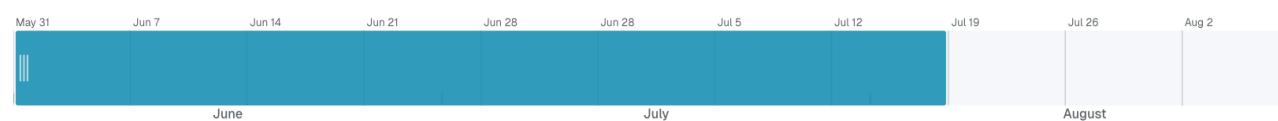
## Winter Break

Currently selected: 12/20 - 1/16



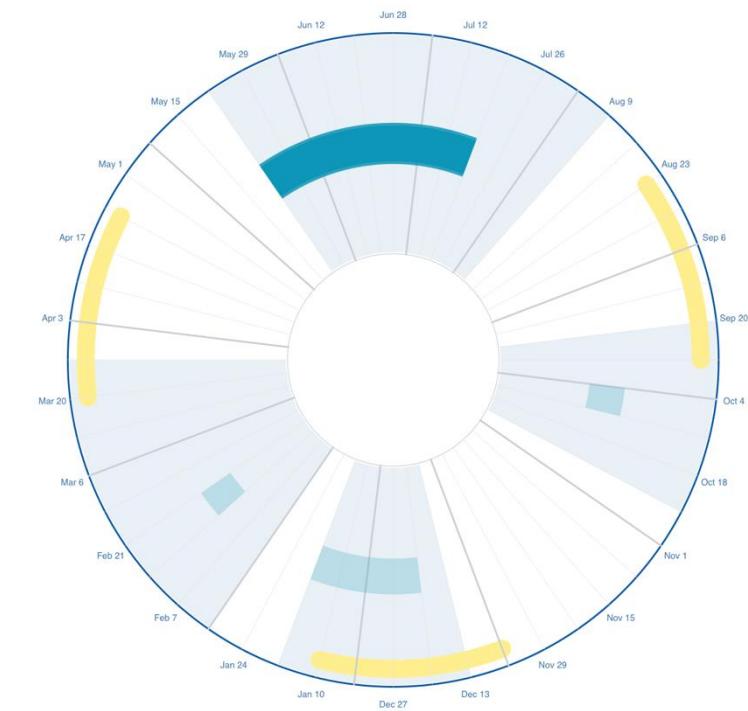
## Summer Break

Currently selected: 5/31 - 7/18



## Preview

Testing Windows



# IÑUPIAQ EDUCATION

Tenna D. Pili, MEd, Director of Iñupiaq Education



# Iñupiaq Education Department

## FY25-26 Mid-Year Highlights

Key Successes / Areas of Momentum ...

- **Iñupiaq Language Program**
  - Increased Instructional Minutes
  - Staff & Supports/Professional Development
  - Curriculum, Materials, and Resources
  - Literacy Screeners for Alaska Indigenous Languages & Assessments
  - Systems [pathway/progression, RRR courses, stepping stones to post-HS pathways]
- **Uqautiluña Iñupiatun Immersion Program**
  - Year 3, 3 classrooms
  - Parent Language Learning Group
- **Iñupiaq Fine Arts Program**



## FY25-26 Mid-Year Highlights

*Key Successes / Areas of Momentum ...*

- **Publications**
  - Iñupiaq Learning Framework Update
  - Iñupiaq Language Card Games Update
  - Iñupiaq Language Program Textbook Update
  - Early Readers Series Update
- **Culturally Responsive Curriculum, Instruction, and Supports**
- **Iñisaurriġuqta Program**
  - Current # of Enrollees
  - Recruitment & Advisement Plan
- **Iñupialgusisa! Group Mentor-Apprentice Program**
- **Classrooms on the Nuna – Spring 26 Pilots**
  - Pilot Schools: Ałak School, Kiita Learning Community, and Grade 5 at Ipalook

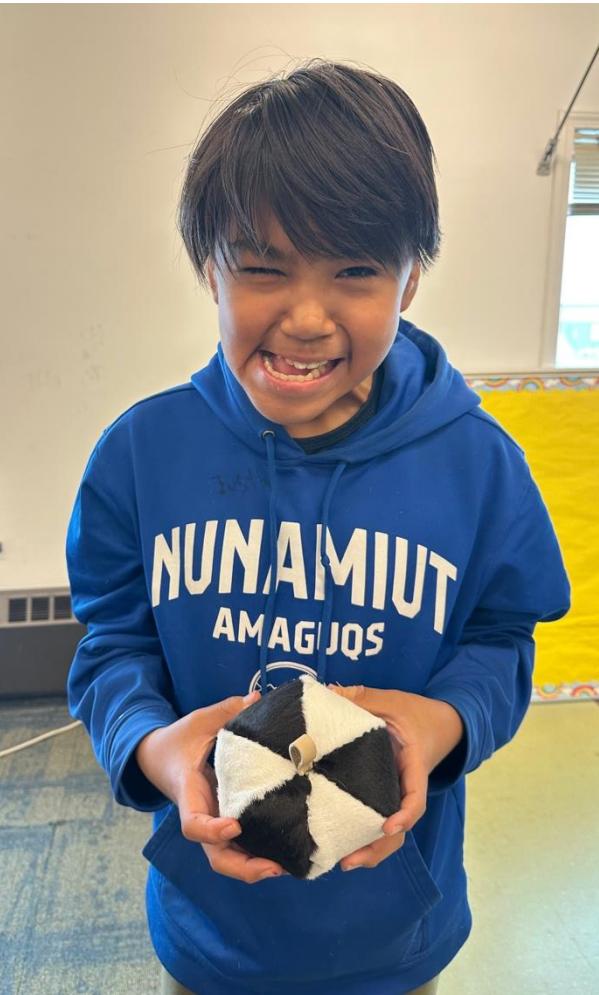


## Highlights

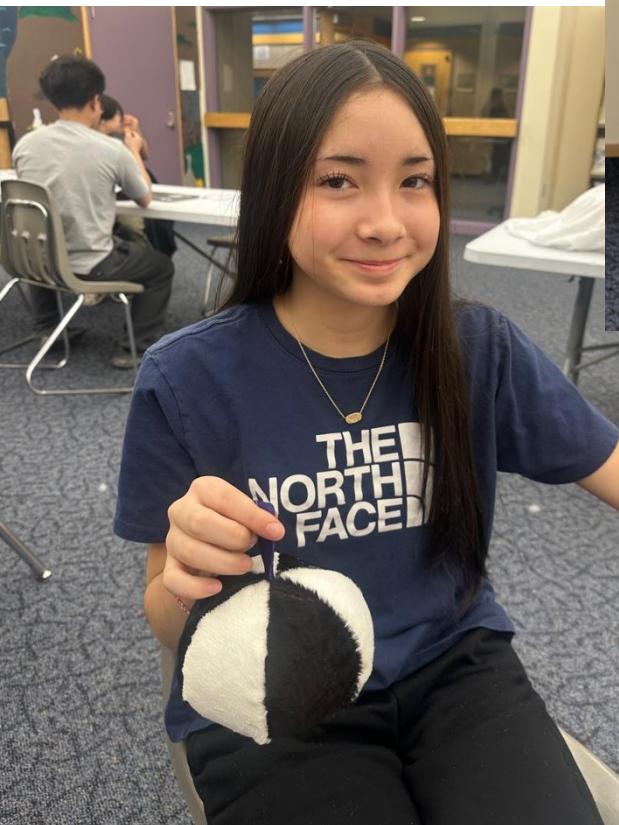
- **Student Benchmark data for Iñupiaq Language**
  - Conducting Assessment Tool for grades 3-12 to collect benchmark data for Iñupiaq Language Program
- **K3-Grade 12 Iñupiaq Language Access**
  - Currently only 2 vacancies across all schools, but language access is supported across all grade levels
- **Year 3 of Iñupiaq Immersion (K3 through Grade 1)**



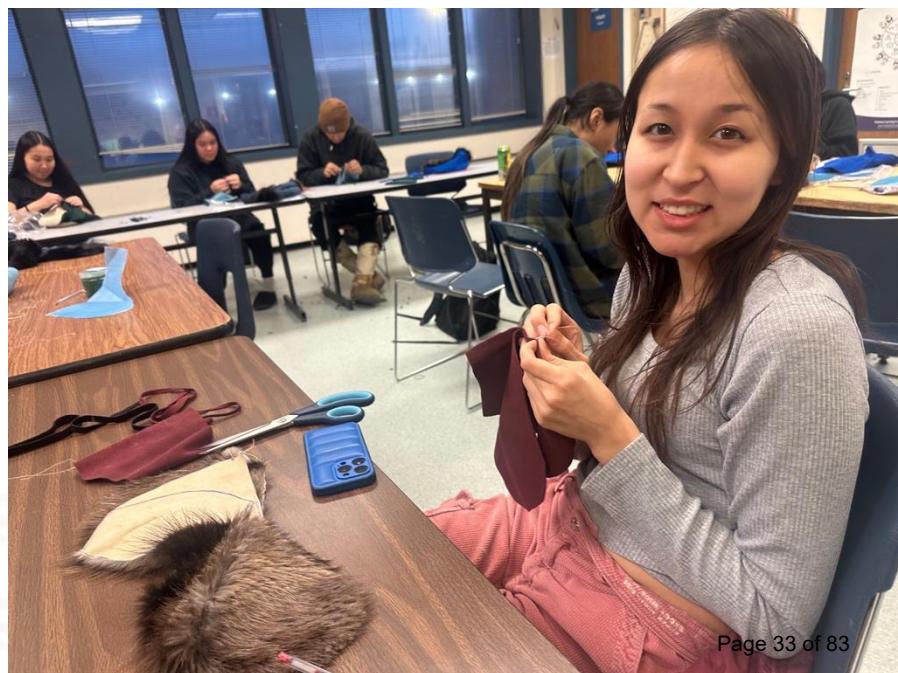
# Iñupiaq Fine Arts



# Iñupiaq Fine Arts



# Iñupiaq Fine Arts



# Repair, Rebuild, Revitalize

## Online Learning Platform

- **Online Platform Completion**
- **Course Progress to Date**
- **Process Map**

The image shows a screenshot of the Lynx Education online learning platform. At the top, there is a header for 'CULTURE & LANGUAGE COURSES ENHANCEMENT' and a section for the 'RRR Initiative: Repair, Rebuild, Revitalize Scope of Work'. Below this, there is a 'Project Overview' section for 'North Slope Science' and 'North Slope History & Culture | Governance'. The 'Project Overview' section includes a list of tasks such as 'Create a course outline for the science program', 'App & database development in progress', 'Develop individual assessment partnerships for interviews, achievement activities, etc.', and 'Captured relevant video content for science'. To the right of this, there is a grid of images showing various classroom and digital environments. Below this, there is a 'Unit Overview' section for a unit on 'What is this unit about?'. This section includes a description of the unit focusing on the word 'sila' and its environmental interrelationships, along with icons for a video camera, a microphone, and a speech bubble.

# Project Updates

	Implementation Schedule (students)	Existing Course Content Reviewed	Cultural Review	Course Materials Reworked for Online	Online Platform Course Buildout	Teacher Resources Development	LMS Buildout	Adjustments & Iteration
<b>NS Science</b>	<b>S1 &amp; S2</b> 2025-2026	✓ Marilyn Sigman	✓ Jana Harachek	✓ Lynx Marilyn Sigman	— Lynx	— Lynx Kim Pikok Ty Graham	— Lynx Kim Pikok Ty Graham	— Lynx Kim Pikok Ty Graham
<b>NS History &amp; Culture</b>	<b>S2</b> 2026	✓ Pat Partnow	✓ Jana Harachek	✓ Lynx Pat Partnow Jana Harachek	— Lynx	— Lynx Pat Partnow Jana Harachek	— Lynx Pat Partnow Jana Harachek	— Lynx Pat Partnow Jana Harachek
<b>NS Government</b>	<b>S2</b> 2026	... Pat Partnow	... Jana Harachek	... Lynx Pat Partnow Jana Harachek	... Lynx	... Lynx Pat Partnow Jana Harachek	... Lynx Pat Partnow Jana Harachek	... Lynx Pat Partnow Jana Harachek
<b>Inupiaq Language</b>	<b>S1</b> 2027	— Jana Harachek	— Jana Harachek	— Jana Harachek	— Lynx	... Lynx Jana Harachek	... Lynx Jana Harachek	... Lynx Jana Harachek

✓ Completed

— In Progress

... Not yet started

# NSBSD Course Platform

An adaptable, engaging platform for Culturally Responsive Online Instruction

Complete

Building additional on enhancements

## Author multimedia lessons quickly

Drag-and-drop CMS complete with templates, media and vocabulary tools

## Provide richer student experiences

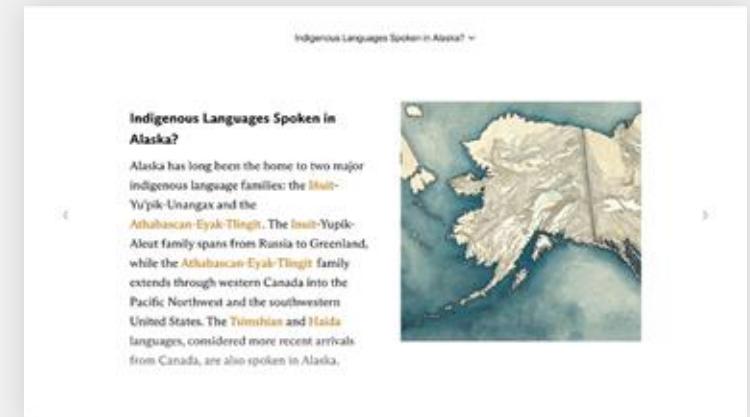
Immersive effects, interactive activities, and multimedia

## Custom management options

Unified CMS + frontend, automatic deployments, staging environments, source code tracking, and cloud or self-hosted control

## Result

An online, engaging resource managed by the district with zero licensing costs.



# NSBSD PUBLICATIONS

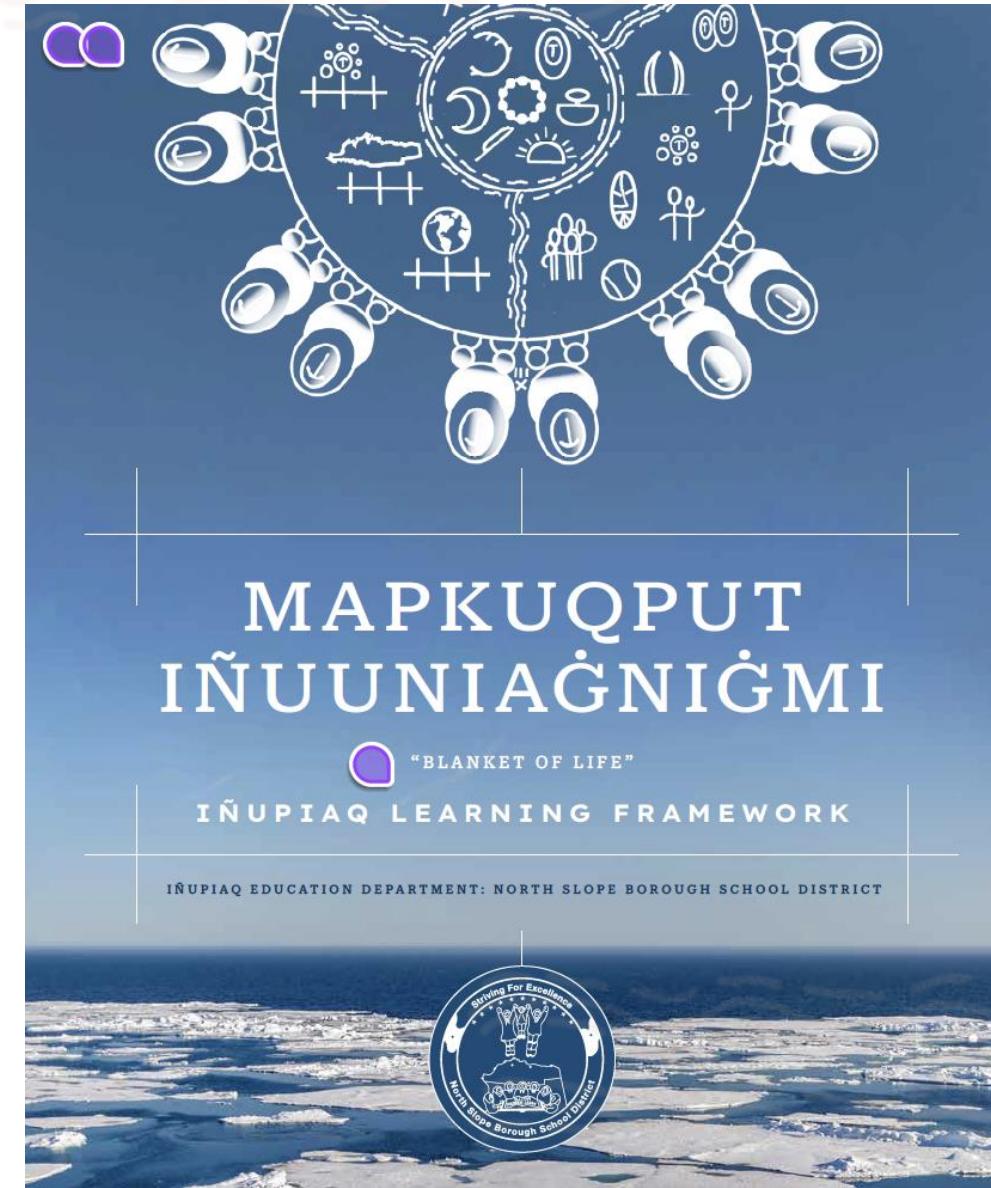
Tenna D. Pili, MEd, Director of Iñupiaq Education



# Iñupiaq Learning Framework

## Book Publication Update

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# Iñupiaq Learning Framework

## Book Publication Update

ENVIRONMENTAL



## Food Preparation & Care

Food Preparation & Care | ENVIRONMENTAL

### Iñupiaq Knowledge & Skills

- Food preparation, storage, care
- Eating out-picnics galore! "Nigirugut!" Shouting out that, "it is time to eat!"
- Caring for an ice cellar and cleanliness and science behind airing out the gases
- Keep house, *siglugaq* (ice cellar) and yard clean during whaling season
- Knowing to share goodies from the cellar with Elders and others
- Knowing when a catch may not be healthy to eat based on the appearance of liver and kidneys
- Proper storing of food and animals caught. Some have not been trained properly and don't know the dangers, for example, using plastic bags
- How to make water, obtain water and find sources of water etc.
- Knowing where to obtain fresh water from the ocean –*piqaluyak* (multi-year sea ice that has become fresh due to multi-year thawing)
- Keep your catch clean
- Know about spoilage
- Cannot be lazy
- Cover *ugruk* (bearded seals) from sun
- Meat for *quaq* (frozen meat for consumption)
- Do not use plastic *puut* (bags) or cover meat with plastic –using plastic causes them to *utut* (spoil) real quick
- Use burlap bags
- Know that meat spoils very quickly from the sun
- Be aware of how *nuvuuvait* (blow fly) can spoil meat
- Know belief about how whale wants to come in, but only will it give itself to people who show respect by keeping clean
- Don't speak poorly of people or things
- Know which parts of each animal caught are edible or usable i.e. keep duck *iyaluaq* (intestines) whole, don't clean them
- Save the blood!
- Know *mikiqaq* (fermented whale meat and muktak) making 'tricks' and process
- Storing food items, fresh and old in both summer and winter conditions
- Knowing dangers of the sun, how it can cause food to spoil

### Overarching Understandings & Essential Questions

**OU [E.FPC.1]** Culture is embedded in language; different languages uniquely express cultural understandings and beliefs.

**EQ [E.FPC.1.A]** What understandings about the nature of food are clarified through the Iñupiaq language?

**OU [E.FPC.2]** In the Iñupiaq worldview, the spiritual dimension is an integral part of awareness.

**EQ [E.FPC.2.A]** How is spirituality embodied in the preparation and care of food?

**OU [E.FPC.3]** Food preparation and sharing are universal ways of forging and maintaining family and community.

**EQ [E.FPC.3.A]** How do societies forge and maintain family and community?

**EQ [E.FPC.3.B]** How do societies use food – preparing, sharing, and consuming – to forge and maintain community?

**OU [E.FPC.4]** Each society strives to feed its members nutritious food.

**EQ [E.FPC.4.A]** What are the nutritional values of Indigenous food?

**OU [E.FPC.5]** The foods a person grows up on provide more than nutritional sustenance; they are imbued with emotional, social, and symbolic importance as well.

**EQ [E.FPC.5.A]** What emotional, social, and symbolic meanings do your favorite foods hold for you?

**EQ [E.FPC.5.B]** Why do we like some foods more than others?

**OU [E.FPC.6]** Iñupiaq society is held together by the values, beliefs, and traditions surrounding the sharing of the bounty.

**EQ [E.FPC.6.A]** How are the values, beliefs, and traditions made manifest through the sharing of the bounty?



# Iñupiaq Learning Framework

## Book Publication Update

### STANDARDS FOR ENVIRONMENTAL REALM



## Food Preparation & Care

Strand	Stem (INSTRUCTIONAL FOCUS)	PE Emerging (PERFORMANCE EXPECTATION)
Food, Culture and Language E.fpc.1	The student uses the Iñupiaq and English languages to...	<p>[E] E.FPC.1.1 Name traditional foods and eating utensils; e.g., show picture of caribou; make tuttu soup naming ingredients and put them in, eat, name utensils as we use them. This can be done with any snack or meal.</p> <p>[E] E.FPC.1.2 Recognize and name animals used for foods.</p>
Spiritual Aspects of Food E.fpc.2	The student uses knowledge of Iñupiaq culture to...	<p>[E] E.FPC.2.1 Listen actively to stories that describe a person's spiritual relationship with the food quest.</p> <p>[E] E.FPC.2.2 Discover where food comes from; e.g., explain that berries and other fruits come from plants and trees; berry picking showing pictures of fruit trees; potatoes, peanuts carrots—show pictures of plants being pulled up to show they grow in soil; show pictures of nursing mammals—whales, cows, humans; birds/chickens—eggs.</p> <p>[E] E.FPC.2.3 Observe family and others caring for plants and animals used for food; listen to stories about taking care of plants and animals used for food.</p> <p>[E] E.FPC.2.4 Spontaneously show appreciation to the animals and the environment for food.</p>

PE Beginner (PERFORMANCE EXPECTATION)	PE Novice (PERFORMANCE EXPECTATION)	PE Practitioner (PERFORMANCE EXPECTATION)
[B] E.FPC.1.1 Name traditional foods and eating utensils in Iñupiaq.	[N] E.FPC.1.1 Use Iñupiaq phrases that include traditional food names, utensils and food-related verbs.	[P] E.FPC.1.1 Discuss Food Preparation & Care and carry on a conversation Iñupiatut around the dinner table.
[B] E.FPC.1.2 Name basic mammal, fish, and bird anatomy.	[N] E.FPC.1.2 Identify major organs, bones, tendons and body parts when cutting up an animal.	[P] E.FPC.1.2 Describe the processes of cutting up an animal and uses of various animal parts.
[B] E.FPC.2.1 Retell stories that describe a person's spiritual relationship with the food quest.	[N] E.FPC.2.1 Tell stories that describe a person's spiritual relationship with the food quest.	[P] E.FPC.2.1 Tell his/her own stories that express the spiritual aspects of the food quest.
[B] E.FPC.2.2 Match food items with specific living things.	[N] E.FPC.2.2 Explain the reciprocal relationship between people and the animals that give themselves to people.	[P] E.FPC.2.2 Describe a hunt during which the relationship between people and animals that gave themselves was evident.
[B] E.FPC.2.3 Describe or demonstrate how to show respect for the plants and animals that are used for food.	[N] E.FPC.2.3 Explain why the food from various animals is cared for in specific ways.	[P] E.FPC.2.3 Articulate beliefs and practices surrounding the care and maintenance of the ice cellar, if locally appropriate.
[B] E.FPC.2.4 Express gratitude to powers beyond him/herself for the bounty of the harvest.	[N] E.FPC.2.4 Express gratitude to powers beyond him/herself for the bounty of the harvest.	[P] E.FPC.2.4 Express gratitude to powers beyond him/herself for the bounty of the harvest.



# Iñupiaq Learning Framework

## Book Publication Update

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**HISTORICAL**

## Unipkaat, Quliaqtuat, Uqaluktuat

### (Iñupiaq Story Genres)

#### Overarching Understandings & Essential Questions

**OU** [H.UQU.1] Culture is embedded in language; different languages uniquely express cultural understandings and beliefs.

**EQ** [H.UQU.1.A] What do the definitions of Unipkaat, Quliaqtuat, and Uqaluktuat tell about the Iñupiaq concept of history?

**EQ** [H.UQU.1.B] What is gained by hearing the stories in the Iñupiaq language?

**OU** [H.UQU.2] In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness.

**EQ** [H.UQU.2.A] How is the spiritual dimension of life explored in unipkaat, quliaqtuat, and uqaluktuat?

**EQ** [H.UQU.2.B] How do these stories reveal the meaning of existence and the human place in the cosmos in the Iñupiaq worldview?

**OU** [H.UQU.3] Stories reveal how societies perceive their creation, origin and history and how the world and all in it is interpreted.

**EQ** [H.UQU.3.A] What do unipkaat, quliaqtuat, and uqaluktuat teach us?

**OU** [H.UQU.4] The acts of telling and hearing stories are integral to making meaning from the stories.

**EQ** [H.UQU.4.A] What is distinctive about the oral as opposed to written transmission of history?

**EQ** [H.UQU.4.B] How can we keep oral traditions and the art of storytelling alive?

#### Iñupiaq Knowledge & Skills

- Understand our history
- Our past to ground them in who they are
- Summer language camps for our language learners

- Know how to interview Elders in the communities with respect to reap the most information

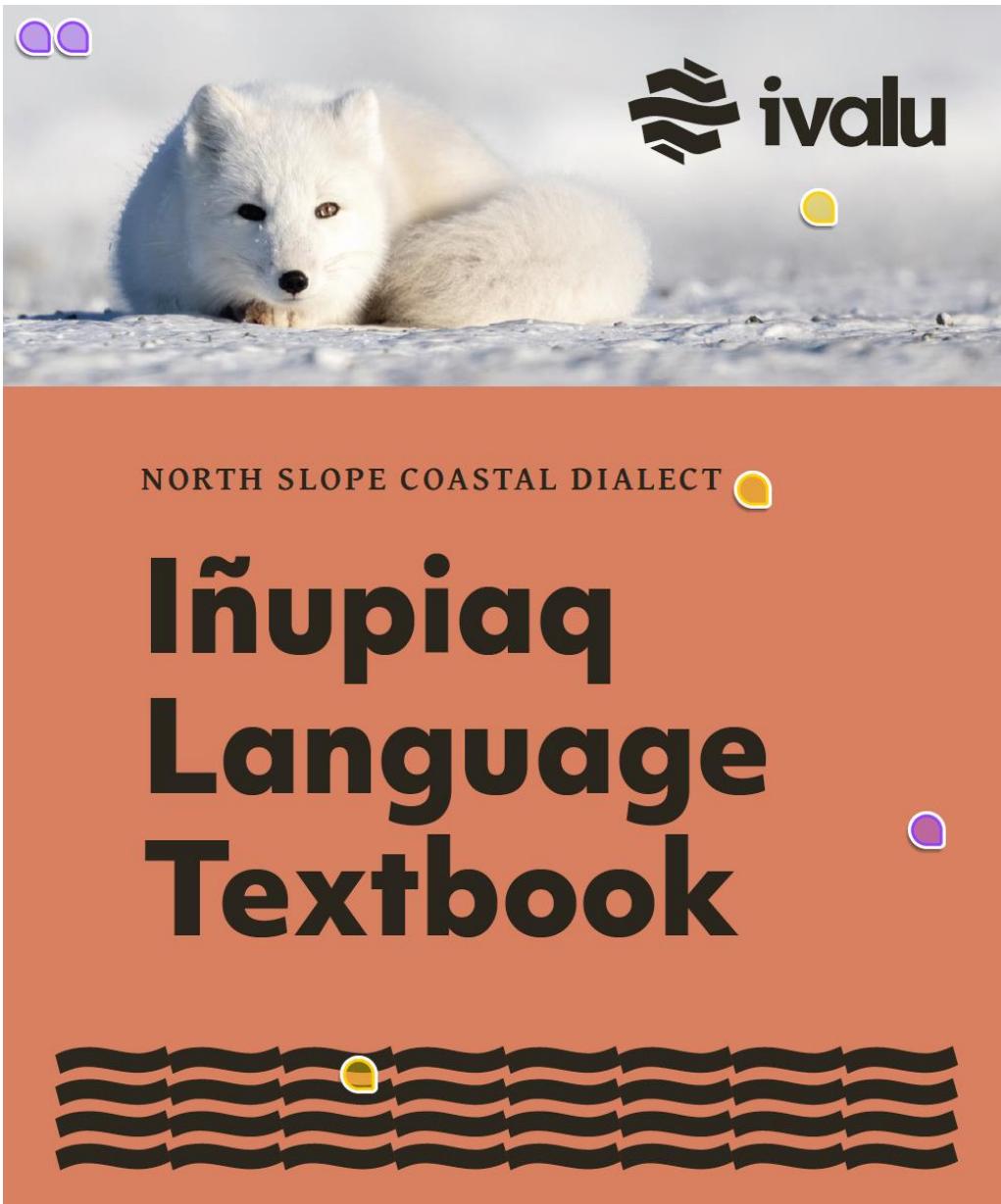
#### Definitions

*Unipkaaq*: legend, old story, fable, myth; to tell a legend, old story, table, myth

*Quliaqtuaq*: life experience, story; to tell the story of one's experience

*Uqaluktuaq*: true story, account of events that happened during the past two or three generations; to tell a true story.





Uqausiqput piññaġnaqtuq. Aitchuusiaġigikput  
kiġuniiptinniñ. Savaaqaqtugut aŋiruamik.  
Uqallagniaqtuja tusaatquluja. Uqaġniaqtuja  
aimaaġviptinni. Uqautiniaġitka utuqqanaat.  
Uqautiniaġitka avilaitqatiitka. Sumipayaaq  
uqaġniaqtuja. Suarjaruja. Aitchuġniaġitka miqliqtuvut.

Our language is valuable. It is a gift from our ancestors.  
We have important work to do. I'll speak so that I am  
heard. I'll speak at our home. I'll speak with the elders. I'll  
speak with my friends. I'll speak everywhere. I am strong.  
This is the gift I will give our children.



## Iñupiatun Iñisaaksravut Isagurvium Quliŋjuġutaiļaŋa Apiqqutillu Tiliuġutillu

### Level 9 Question & Commands

#### QUESTIONS

Nanittuatin? Were you sick?	Ii, naqittuaŋa. Yes, I was sick.	Naumi, naqinqitchuŋa. No, I am not sick.
Summan piłaiŋjaviñ? Why are you tired?	Piłaiŋjaruŋa, unnuqivluŋa. I'm tired because I stayed up late.	
	Piłaiŋjaruŋa, unnuaq siñillu- aṭanijitluŋa. I'm tired because I didn't sleep well last night.	
	Piłaiŋjuŋa, unnuaq pi- uraaqpaṭluŋa. I'm tired because I stayed up playing games last night.	
	Piłaiŋjaruŋa, unnuaq home- work-paṭluŋa. I'm tired because I stayed up doing homework last night.	
	Piłaiŋjaruŋa, unniŋtluŋa. I'm tired because I was sick.	
Aakan sumi aniŋava? Where was your mother born?	_____ -mi aniŋaruaq aakaga. My mother was born in ____.	
Aapan sumi aniŋava? Where was your father born?	_____ -mi aniŋaruaq aapaga. My father was born in ____.	
Qavsiňik ukiuniŋava aapiyan? How old is your older brother?	Aapiyaġa ##-nik ukiuniŋaruaq. My older brother is ## years old.	

Qavsiňik ukiuniŋava atauran? How old is your older sister?	Aatauraġa ukiuniŋaruaq ##-nik. My older sister is ## years old.
Qavsiňik ukiuniŋava nukaaluiñ? How old is your younger sibling?	Nukaaluga ukiuniŋaruaq ##-nik. My younger sibling is ## years old.
	_____ -muŋniaqtuŋa. Later I am going to (person, place or thing).
	Sapunniqviŋmuŋniaqtuŋa. I'm going to the clinic.
	Kigusiqviŋmuŋniaqtuŋa. I'm going to the dental clinic.
	Uqsriġviŋmuŋniaqtuŋa. I'm going to the gas station.
	Tauqsiġġiaġviŋmuŋni- aqtuŋa. I'm going to the store.
	Agliqiviŋmuŋniaqtuŋa. I'm going to the post office.
	Ajaiyyuviŋmuŋniaqtuŋa. I'm going to the church.
	Siñaanuŋniaqtuŋa. I'm going to the beach.
	Aniıqsuaġviŋmuŋniaqtuŋa. I'm going to the playground.
	Maqriġaaqaġviŋmuŋni- aqtuŋa. I'm going to the library.
	Qitigviŋmuŋniaqtuŋa. I'm going to the gym.
	Niġġiyyaġviŋmuŋniaqtuŋa. I'm going to the restaurant.
	Piuraaġviŋmuŋniaqtuŋa. I'm going to the sports center.
	Mitchaaġviŋmuŋniaqtuŋa. I'm going to the airport.
	Manniqiviŋmuŋniaqtuŋa. I'm going to the bank.
Sunik piuraallatuviiñ? What do you like to play?	(Name of sport) - llaturuŋa. I like to play (name of game).





## 6. House Commands

### Iñupiatun Iñisaaksravut Isagurvik Sivulliq Igluññuaqtuni Tiliugutit

Level 1 House Commands

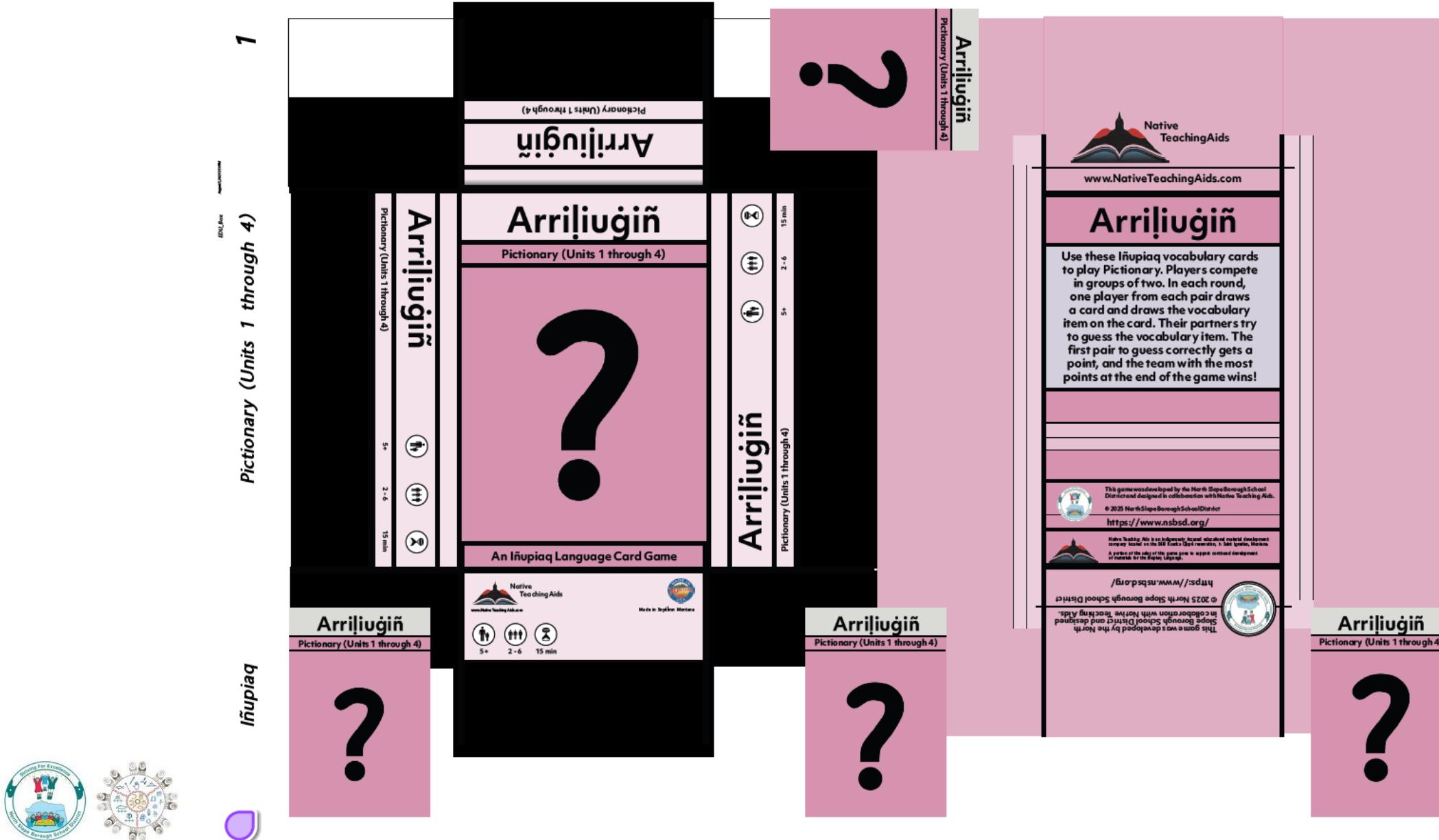
Qairrun....	Give me...
Quiyaqtuġiñ.	Go use the toilet.
Argakkiñ iqáġikkik.	Wash your hands.
Aquvittin aquppiutamun.	Sit down on the chair.
Aquvittin natiġmun.	Sit down on the floor.
Igirruñ.	Throw it away.
Igitkik.	Throw those (2) away.
Igitki.	Throw those (3+) away.
Siqquiñ.	Go to sleep.
Itiġiñ.	Wake up.
Itiġnaqsiruq.	It's time to wake up.

### Iñupiatun Iñisaaksravut Isagurvik Tuglialu Piñayualu Igluññuaqtuni Tiliugutit - Level 2 & 3 House Commands

Immuksriñja.	Give me a glass of milk.
Imiksriñja.	Give me a glass of water.
Ilüligauraksraġiñ.	Get a bowl.
Aluuttaqpaksriñja.	Give me a big spoon.
Aluuttaksriñja.	Give me a spoon.
Qaqqulaaksriñja.	Give me a cracker.
Tilaigguiñ.	Sweep the floor.
Puggutauraksraġiñ.	Get a plate.
Kakiurakriñja.	Give me a fork.
Imiġaamik ata.	Give me juice, please.
Uqsrukuaqtaksriñja.	Give me a donut.
Muqpaauraksriñja.	Give me a roll.
Taġiūq ata.	Hand me the salt, please.
Papa ata.	Hand me the pepper, please.
Miġayauraq tigumiäġuñ.	Hold the baby.
Miġayauraq uvamnuuttiuñ.	Bring me the baby.
Miġayauraq miluktirruñ.	Give the baby a bottle. / Nurse the baby.
Makkamik ata.	Get me a diaper, please.
Saluaġutiksriñja.	Get me the wipes.
Tilagiñ.	Mop the floor.



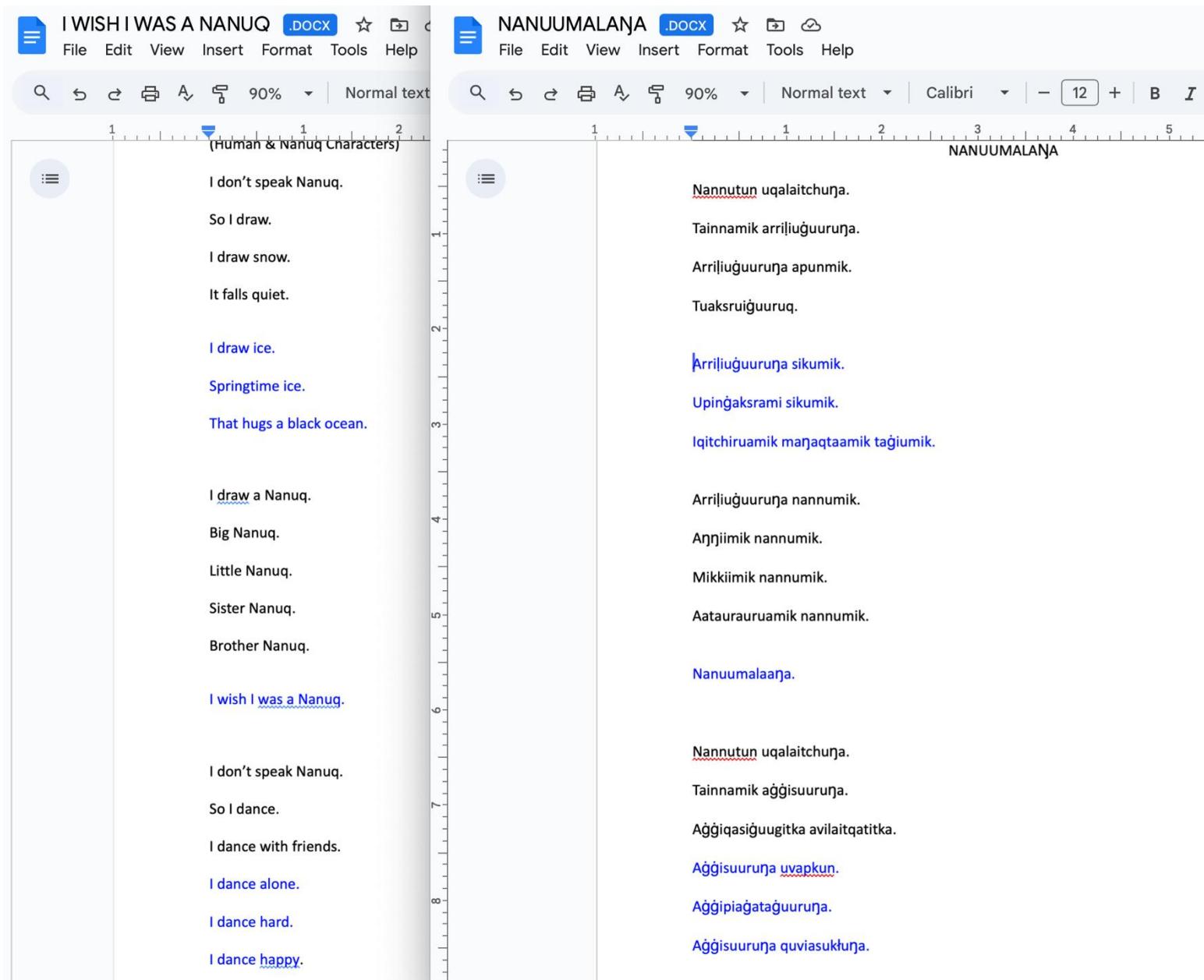
# Iñupiaq Language Program Curricular Resources



# Iñupiaq Language Program Curricular Resources

<img alt="Chalkboard with a large yellow 'W' shape drawn with chalk											

# Iñupiaq Children's Books Early Readers Series Updates



The image shows two Microsoft Word documents side-by-side. The left document is titled 'I WISH I WAS A NANUQ' and the right document is titled 'NANUUMALANA'. Both documents are in .DOCX format and have a similar layout with a header, footer, and text content. The text content is in English on the left and Iñupiaq on the right, with some words in blue indicating they are links. The documents are displayed in a split-screen view, allowing for a direct comparison of the two versions.

**I WISH I WAS A NANUQ .DOCX**

**NANUUMALANA .DOCX**

File Edit View Insert Format Tools Help

File Edit View Insert Format Tools Help

Normal text

Calibri 12 B I

1 (Human & Nanuq characters)

I don't speak Nanuq.

So I draw.

I draw snow.

It falls quiet.

I draw ice.

Springtime ice.

That hugs a black ocean.

I draw a Nanuq.

Big Nanuq.

Little Nanuq.

Sister Nanuq.

Brother Nanuq.

I wish I was a Nanuq.

I don't speak Nanuq.

So I dance.

I dance with friends.

I dance alone.

I dance hard.

I dance happy.

1 NANNUTUN UQALAITCHUNJA.

TAINNAMIK ARRILIUĞUURUNJA.

ARRILIUĞUURUNJA APUNMIK.

TUAKSRUIĞUURUQ.

ARRILIUĞUURUNJA SIKUMIK.

UPINĞAKSRAMI SIKUMIK.

IQITCHIRUAMIK MAÑAQTAAMIK TAĞIUMIK.

ARRILIUĞUURUNJA NANNUMIK.

ARÑIIMIK NANNUMIK.

MIKKIIMIK NANNUMIK.

AATAURAURUAMIK NANNUMIK.

NANUUMALAAJA.

NANNUTUN UQALAITCHUNJA.

TAINNAMIK AĞGISUURUNJA.

AĞGIQASIGUUGITKA AVILAITQATITKA.

AĞGISUURUNJA UVAPKUN.

AĞGIPIAGATAĞUURUNJA.

AĞGISUURUNJA QUVIASUKLUNJA.



# Iñupiaq Children's Books Early Readers Series Updates

ER.3.CAPT ED 17.3F .DOCX

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Normal text | Cambri... | - [12]

1 2 3 4

In July, the vast, glistening waters of Utqiagvik called to Nasuk. Nasuk answered by declaring that he would build a mighty boat that would sail the ocean blue. (Actually just a little tundra lake: Reference for Illustrator)

"The finest ship ever built!" Nasuk said.

Nasuk felt the cool summer breeze against his face. He closed his eyes and took a deep breath.

"Aaaaaah!" Nasuk said, clapping his hands together.

There was a lot of work to do.

"First, I must find the materials for my boat," he said.

Mom called Nasuk in for a snack. Nasuk's favorite. Fish dip and Pilot Bread.

"Don't you immak today," Mom said.  
"I won't," Nasuk said.  
He put his boots on and ran outside.  
Nasuk had a busy day of treasure-hunting ahead.

He set out with a walking stick.  
He stayed away from the dogs that barked and lunged at him.

He followed some large, wooden plank walkways in search of boat materials.

Nasuk stopped sometimes to poke at crawlly things he saw moving in small ponds.

There, underneath the walkway, he spotted it!  
A huge, cardboard box.  
This would be an amazing beginning to his boat. He hauled it back to his house to begin construction.

He set to work, cutting the sides down.  
He found his big brother's sweatshirt in the qanitchaq. A perfect sail.



Nasuk Umiaqpaniū .DOCX

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1 2 3 4 5

Iñukkuksaivijmi imaqpaum qivliatitaqtuam Utqiagvium saajani ququaqmatun pigaa Nasuk. Nasuk kiuruq uqallakhuni umiiliaqivjuni suqpanaqtuamik tinjilgaiñaqtaumik taġumi.

"Nakuuniqtaġat umiaqpaliat!" Nasuk uqallaktuq.

Nasuum nigliñauraaqtaaq anuġi piññaraaġaa kiiñamigun piuraaqtuq. Siquñiqhuni aniqsaaqtuq.

"Aaaa!" Nasuk uqallaktuq, pattakulallaġmi.

Savaaksraun anjiruq.

"Umiliaquma katiqsiruksrauja umialiagaksranik," uqallaktuq.

Mom-maġata ququulagaa Nasuk niġiraġaaquvluġu. Nasuum niġillatupiksuanit. Iqalunġmik nanuktaaġutiliaq qaqqulaaġlu.

"Immaġnak uvlupak," Mom-maġa uqallaktuq.  
"Immaġnianjitchuġa," Nasuk uqallaktuq.  
Anjiqpaarjni ativilugik aqpaġġi aniruq.  
Nasuk ivaqliġumaaqtuq umiakṣrautaata suviñiksrautinjien.

Ayauppiligaaqhuni aullaqiruq.  
Qallinjikait qimmit qiliułarauat.

Malikkait aŋŋiit pisuaġviliat qiruġniñ ivaqliġħuni umialiagaksranik.

Ijaanni nutqaqturaġaqtuq qimilġuqflugit aasii qupiġġut imaqhaurani.

Kii, tavra pisuaġvium ataani tautukka!  
Maqpiġaġħraaq kiguunniġraaq.  
Maanna aullaġnisi autigumiuġ umiamaġħun. Agraġaa igħluuġiħun umiisaġġumavlu.

Savanagħitruq kiguunniġraaq kivluqħu.  
Paqitka aapiyaġata qaliġuraġa



## Early Readers Series Updates

### Early Readers K-3 Series

NSBSD

Culturally Relevant English and Iñupiatun Reading Series

#### Kindergarten

- (6) Fiction Books (English with Iñupiatun Translations)
- (6) Info Texts
- (6) Teacher Guides

K

#### Second Grade

- (9) Fiction Books (English with Iñupiatun Translations)
- (18) Info Texts
- (9) Teacher Guides

1st

2nd

3rd

#### First Grade

- (6) Fiction Books (English with Iñupiatun Translations)
- (6) Info Texts
- (6) Teacher Guides

#### Third Grade

- (9) Fiction Books (English with Iñupiatun Translations)
- (13) Info Texts
- (9) Teacher Guides



## FY25-26 Mid-Year Reflection

### *Key Learnings, Challenges...*

- **Current Status of Iñupiaq Language**
  - Age of Fluent Speakers/Capacity for Support
  - Availability of Educators/Level of Fluency of Adult Learners
- **Urgency: Fast-track to Fluency/Teacher Certification Programs**



## FY26-27 Priorities of Focus

*Key priorities of focus for next school year include:*

- **Continue Developing, Refining and Publishing Materials and Resources to Support Adopted Curriculum**
- **Uqautiluña Iñupiatun Immersion Program**
  - Areas of growth: Continue to support fluency growth of staff; building more robust curriculum, materials, and resources; assessments and data collection.
  - Current Viability Study
- **Iñisaurriquta Program**
  - Implementing Recruitment and Advisement Plan
- **Full-Time Language Acquisition for Apprentices**



# STUDENT SERVICES

Michael Hautala, Director of Student Services



# Student Services

## FY25-26 Mid-Year Highlights

- District Social Worker and School Counselors Coordinator
- Tumitchiat Sivunmun, SEL and anti-bullying instruction in the Classroom
- Huddle Up, Immediate tele-health available to students starting Jan. 2026.
- Light Speed
- AK Safe, an anonymous reporting system
- Bullying Surveys
- NSBSD and NSB Collaboration to Provide Mental Health Clinicians(3) in Schools



# Student Services

## FY25-26 Mid-Year Highlights

*Key Successes / Areas of Momentum ...*

### **Social & Emotional Learning and ‘Guidance’ Counseling:**

- Counselor Coordinator: New position added to facilitate oversight of district school counselors.
  - Ensure training and delivery of SEL, PBIS, and TSPs
  - New culturally grounded SEL curriculum (Wayfinder).
- District Social Worker: New Position added to provide ongoing prevention activities, including small-group and individuals based on acute needs of each school.
- Improving consistency and continuity in the Student and Family Support Program



# Student Services

## FY25-26 Mid-Year Highlights

*Key Successes / Areas of Momentum ...*

- **AKSAFE, LightSpeed**
  - Mobile application and virtual hub designed to provide resources, a crisis text line, and an anonymous tip submission service for students, families, and staff in Alaska school.
- **Huddle Up**
  - Immediate tele-health services available to students starting Jan 12th, 2026.



# Student Services

## FY25-26 Mid-Year Highlights

### SEL By The Numbers

- 39 Mandatory Reports to OCS
- 17 Lightspeed Alerts Responded
- 128 Students Referred to SW since August
- 66 Referrals for External Counseling
- Huddle Up: 17 active, 3 Pending Referrals
- 15 Staff Requests for Support



# Student Services

## FY25-26 Mid-Year Highlights

*Key Successes / Areas of Momentum ...*

### **Social & Emotional Learning and 'Guidance' Counseling:**

- Roll out of Tumitchiat Sivunmun Plans for Grade 12 utilizing YouScience for career pathways and integrating SEL with suicide prevention, PBIS, and MTSS systems to address social and emotional regulation, response to intervention, academic ability.
- Preliminary agreement with NSB to fund 3 clinical health providers.

### **Staffing recruitment and retention:**

- To improve recruitment efforts, the Board approved signing bonuses for special education teachers and counselors.
- Salary increase for paraprofessionals
- Consistent, dedicated time, and continuity of staff training in trauma-informed SEL practices



# Student Services

## FY25-26 Mid-Year Reflection

*Key Learnings, Challenges...*

### **Increase community-based mental health support in schools:**

- Rising behavior and mental health concerns among students, including suicide

### **Staff training and recruiting:**

- Recruiting; SPED teachers, Psychologists, Social Workers, Behavioral Specialists, Counselors, and Paraprofessionals
- Dedicated time for specific training, (Compliance, Pedagogy, Curriculum, and Social Emotional)
- Coverage for staff professional development

### **Establish MOAs supporting student well-being:**

- Arctic Slope Native Association (ASNA)
- Tanana Chiefs Conference Behavioral Health (TCC)



# QATQIÑÑIAĞVIK LEARNING CENTER

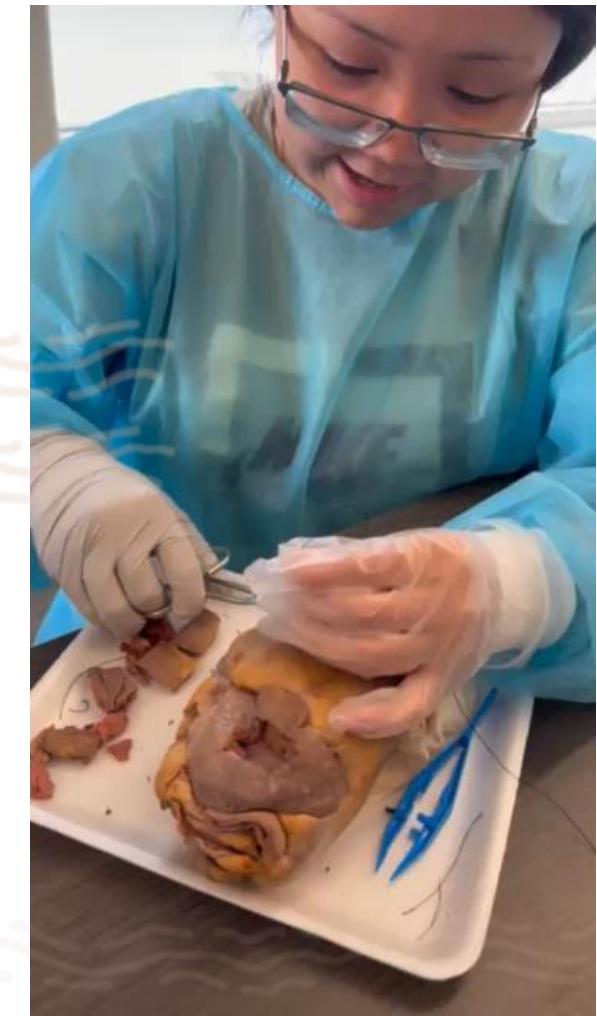
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# CAREER TECHNICAL EDUCATION

Jim Dube, Coordinator II of QLC



# CTE Highlights



## CTE Highlights



# QLC/CTE

## FY25-26 Mid-Year Highlights

We have held 13 intensive classes; several of these are new to the program, including heavy equipment, cosmetology, and video productions.

September/October	November/December	January/February	March/April
Healthcare I	Cosmetology II	Construction III	Heavy Equipment Operations I & II
Construction I	Welding I	Welding I	***Construction (Tiny Home Project Session I)***
Cosmetology I	Construction II	Fabrication/3D Printing	Amped on Energy
	Intro to Drones I	Drawing Illustrations (w/IED)	
		Cosmetology I & II	

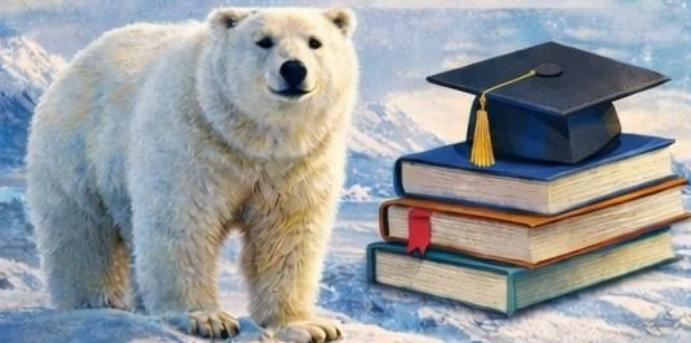


# NSBSD CTE ACHIEVEMENTS

86 Quarter Credits Awarded to Date!

**31** College Credits  
Earned

*Earned by Students*



**5** OSHA-10  
Certifications

*Safety Certified Students*



**12** First Aid / CPR / AED  
Certifications

*Life-Saving Students*



*Learning Skills*



*Building Careers*



*Saving Lives*

## FY25-26 Mid-Year Highlights

### *Key Successes / Areas of Momentum ...*

- We have implemented two-week intensives to take advantage of travel costs and time away from sites.
- We launched a construction trades pathway that is spanning three two-week sessions providing in-depth learning & hands-on time
  - Including BUECI field trip, shoe racks and shed w/electrical
- We partnered with the Alaska Area Health Education Center to launch a new pathway for students interested in careers in healthcare.



## FY25-26 Mid-Year Highlights

*Key Successes / Areas of Momentum ...*

- Homemade dinners and weekend meals thanks to Brandy Fisher and Kiita culinary students.
- Perkins monitoring visit – only one finding.
- First ANSEP Middle School Academy



*Key Successes / Areas of Momentum ...*

- Emphasis on standardizing shop safety across sites
- Two teachers have completed NCCER Core instructor certification.

## FY25-26 Mid-Year Highlights

### *Key Successes / Areas of Momentum ...*

- Continued strengthening of our partnership with Iḷisaġvik College.
  - Welding transport, fabrication intensive, increasing dual credit offerings and planning meetings.
  - During the recent welding intensive, three students were told they could have summer employment if they will be in Utqiagvik



## FY25-26 Mid-Year Highlights

### *Looking Ahead to Spring*

- Small engines, culinary, welding and construction intensives in the villages
- Once again sponsoring ANSEP 5<sup>th</sup> grade STEM Ready program
- Development of hospitality/tourism/entrepreneurship and veterinary tech intensives
- Partnership with Western States Regional Council of Carpenters and utilizing their materials for pre-apprenticeship pathway - including standardizing 'wood shop' curriculum



# QLC/CTE

## Student perspectives

*"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".*

*"While here learning at the Qatqiññiaġvik 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. "*



# PRELIMINARY BUDGET PRESENTATION



# BUDGET PLANNING CALENDAR

January 1 – Superintendent submits proposed school budget to School Board (Charter § 9.040).

January 29 – School Board reviews budget and ten-year capital plan.

January 31 – School District sends funding request to Borough

March 1 – School Board sends final budget to Mayor on but not prior to, March 1 or the first business day after March 1 (Charter § 9.040, AS 14.14.060(c)).

Before May 1 – Assembly holds hearing and approves the operating budget ordinance, including the amount of local support for education, and the tax levy resolution (Charter §11.060-11.070 and AS 29.45.240).

Before May 1 – Clerk delivers ordinance to the School Board showing the amount of local support appropriated for public schools (AS 14.14.060(b)).

May 31 – Mayor submits the proposed capital budget and six-year plan to Assembly (Charter § 11.020).

June 15 – Assembly holds hearing approves the capital budget and six-year capital plan ordinances. (Charter § 11.060-11.070).

June/July – Borough and District execute Memorandums of Agreement for Supplemental funding.

July 15 – Deadline to submit final NSBSD budget to the Alaska Department of Education.



# North Slope Borough

## OFFICE OF THE MAYOR

P.O. Box 69  
Barrow, Alaska 99723  
Phone: 907 852-0200  
Fax: 907 852-0337



*Josiah A. Patkotak, Mayor*

December 15, 2025

David Vadiveloo, Superintendent  
North Slope Borough School District  
PO Box 169  
Utqiagvik, Alaska 99723

Dear Superintendent Vadiveloo,

The North Slope Borough is currently in the process of developing our budget proposals for Fiscal Year 2027. As part of this effort, the Borough continues to refine both our revenue assumptions and our projected obligations, including departmental needs, contractual commitments, and mandated services we provide to our residents including our financial support to the School District. These refinements will be further addressed and discussed during the Budget Retreat tentatively scheduled for the tail end of January, which will include participation from all Borough departments.

The population determination, which is received from the State of Alaska by January 15, is a critical component of the Borough's financial framework, as it directly feeds into the calculation of the property tax cap. This calculation establishes the maximum amount of revenue available to support annual operating expenditures, including that of debt service capacity. Together with the preliminary assessed value, the population determination provides improved visibility into the Borough's overall financial capacity and supports responsible and sustainable budget development for FY 2027.

Based on the information available at this time, the preliminary level of financial support to be provided by the North Slope Borough to the North Slope Borough School District for FY 2027 has been determined to be **\$38,766,371**. This amount will be re-evaluated at a later date as additional financial information becomes available and for further consideration as part of the ongoing budget development process.

Should you have additional questions, please contact Vernon Edwarssen, NSB Chief Administrative Officer, [Vernon.Edwardsen@North-Slope.org](mailto:Vernon.Edwardsen@North-Slope.org) and Fadil Limani, Director of Finance, [fadil.limani@north-slope.org](mailto:fadil.limani@north-slope.org).

Respectfully,

A handwritten signature in black ink, appearing to read "Josiah Aullaqsruaq Patkotak".

Josiah Aullaqsruaq Patkotak  
Mayor



# **FINANCIAL OVERVIEW**

# **SCHOOL OPERATING FUND**



# FY27 BUDGET DEVELOPMENT PROCESS

- Preliminary Budget presentation to School Board - January
- Meeting with North Slope Borough Mayor and Administration to discuss School District Budget
- Budget planning with Department leadership and School Administrators – January & February
- School District Budget Presentation to the NSB Assembly – April
- Budgetary adjustments based on local appropriation and State Legislature - May
- Adoption and approval by School Board - May
- School District Budget submission to State of Alaska Department of Education - July 15



# NSBSD HISTORICAL & PROJECTED REVENUE

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NORTH SLOPE BOROUGH SCHOOL DISTRICT		January 2026						
		FY27 Proposed Budget						
		2022	2023	2024	2025	2026	2027	FY26 vs FY27
		Actuals	Actuals	Actuals	Actuals	Budget	Budget	Increase (Decrease)
<b>Income</b>								
BOROUGH APPROPRIATION		\$ 36,828,052	\$ 39,004,638	\$ 38,766,371	\$ 40,766,371	\$ 38,766,371	\$ 38,766,371	\$ -
CITY/BOROUGH "IN-KIND"		\$ 3,638,990	\$ 4,692,862	\$ 4,861,389	\$ 5,754,783	\$ 4,861,389	\$ 5,159,187	\$ 297,798
E-RATE PROGRAM REVENUE		\$ 4,275,180	\$ 4,104,659	\$ 5,749,678	\$ 9,000,000	\$ 10,800,000	\$ 10,800,000	\$ -
FOUNDATION PROGRAM		\$ 17,560,231	\$ 18,222,597	\$ 18,300,477	\$ 16,691,829	\$ 17,131,633	\$ 19,602,910	\$ 2,471,277
IMPACT AID		\$ 4,374,448	\$ 618,740	\$ 10,786,550	\$ 3,348,750	\$ 2,700,700	\$ 2,700,700	\$ -
INSUR REFUNDS/SALES-EQUIP		\$ 1,000	\$ 5,507	\$ 18,955	\$ 3,425	\$ -	\$ 7,460	\$ 7,460
INSURANCE PROCEEDS		\$ 654,066	\$ 3,000	\$ 11,139	\$ 4,231	\$ -	\$ 5,124	\$ 5,124
INTEREST INCOME		\$ 613,024	\$ 6,465,343	\$ 2,382,903	\$ 2,321,672	\$ 1,700,000	\$ 2,134,858	\$ 434,858
OTHER BOROUGH REVENUE		\$ 1,009,855	\$ -	\$ 2,400,000	\$ -	\$ -	\$ -	\$ -
OTHER LOCAL REVENUE		\$ 115,624	\$ 49,999	\$ 59,999	\$ 161,521	\$ 160,096	\$ 127,205	\$ (32,891)
OTHER SOURCES		\$ -	\$ -	\$ 500,585	\$ -	\$ -	\$ 166,862	\$ 166,862
OTHER STATE REVENUE		\$ 10,024	\$ 9,939	\$ 2,144,453	\$ 3,953,140	\$ 11,111	\$ 100,000	\$ 88,889
PERS ON-BEHALF REV		\$ 971,256	\$ 358,827	\$ 388,526	\$ 590,893	\$ 1,048,900	\$ 676,106	\$ (372,794)
RENTAL REVENUE		\$ 57,139	\$ 125,470	\$ 109,320	\$ 90,758	\$ -	\$ 66,692	\$ 66,692
REVENUE FROM STATE SOURCE		\$ -	\$ 1,297,012	\$ -	\$ 1,081	\$ -	\$ 360	\$ 360
TRS ON-BEHALF REV		\$ 3,018,030	\$ 1,636,874	\$ 2,227,368	\$ 2,877,590	\$ 4,119,800	\$ 3,074,919	\$ (1,044,881)
<b>Total Income</b>		<b>\$ 73,126,919</b>	<b>\$ 76,595,468</b>	<b>\$ 88,707,713</b>	<b>\$ 85,566,045</b>	<b>\$ 81,300,000</b>	<b>\$ 83,388,756</b>	<b>\$ 2,088,756</b>

# NSBSD HISTORICAL & PROJECTED EXPENDITURES

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NORTH SLOPE BOROUGH SCHOOL DISTRICT



January 2026

FY27 Proposed Budget

	2022	2023	2024	2025	2026	2027	FY26 vs FY27
	Actuals	Actuals	Actuals	Actuals	Budget	Budget	Increase (Decrease)
<b>Operating Expenses</b>							
INSTRUCTION	\$ 23,001,473	\$ 23,419,871	\$ 24,935,527	\$ 26,572,920	\$ 28,383,778	\$ 27,483,429	\$ (900,350)
INSTRUCTIONAL SUPPORT SERVICES	\$ 9,970,791	\$ 9,545,738	\$ 10,848,903	\$ 14,711,862	\$ 16,388,283	\$ 15,820,865	\$ (567,418)
SPECIAL EDUCATION INSTRUCTION	\$ 3,697,245	\$ 3,830,569	\$ 3,943,440	\$ 4,011,967	\$ 5,953,233	\$ 6,773,157	\$ 819,924
SPECIAL EDUCATION SUPPORT SERVICES	\$ 395,753	\$ 303,587	\$ 572,629	\$ 588,055	\$ 581,154	\$ 830,572	\$ 249,417
STUDENT SUPPORT SERVICES	\$ 2,681,947	\$ 2,912,382	\$ 2,773,609	\$ 3,471,739	\$ 3,956,457	\$ 4,078,607	\$ 122,150
SCHOOL ADMINISTRATION	\$ 3,434,316	\$ 3,919,173	\$ 3,486,981	\$ 3,868,669	\$ 3,799,819	\$ 3,992,163	\$ 192,343
SCHOOL ADMINISTRATION SUPPORT SERVICES	\$ 1,488,873	\$ 1,371,796	\$ 1,534,736	\$ 1,550,851	\$ 1,625,418	\$ 1,607,989	\$ (17,429)
DISTRICT ADMINISTRATION	\$ 1,767,555	\$ 1,816,811	\$ 2,017,572	\$ 2,115,377	\$ 2,146,584	\$ 1,995,825	\$ (150,759)
DISTRICT ADMINISTRATION SUPPORT SERVICES	\$ 3,763,849	\$ 2,722,722	\$ 3,258,990	\$ 3,553,948	\$ 3,533,599	\$ 4,228,241	\$ 694,642
OPERATIONS & MAINTENANCE	\$ 13,973,142	\$ 15,788,726	\$ 16,411,532	\$ 18,052,741	\$ 17,871,773	\$ 19,634,627	\$ 1,762,854
STUDENT ACTIVITIES	\$ 1,949,968	\$ 2,768,420	\$ 3,113,758	\$ 2,233,334	\$ 2,153,237	\$ 2,153,237	\$ -
STUDENT TRANSPORTATION	\$ (0)	\$ 35,537	\$ (0)	\$ (0)	\$ 112,265	\$ 93,790	\$ (18,475)
COMMUNITY SERVICES	\$ -	\$ 680	\$ -	\$ (0)	\$ -	\$ -	\$ -
FOOD SERVICES	\$ -	\$ 29,273	\$ (0)	\$ 0	\$ 109,349	\$ 101,072	\$ (8,277)
<b>Total Operating Expenses</b>	<b>\$ 66,124,911</b>	<b>\$ 68,465,285</b>	<b>\$ 72,897,678</b>	<b>\$ 80,731,463</b>	<b>\$ 86,614,950</b>	<b>\$ 88,793,573</b>	<b>\$ 2,178,624</b>

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# NSBSD HISTORICAL & PROJECTED TRANSFERS

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NORTH SLOPE BOROUGH SCHOOL DISTRICT		January 2026						
		FY27 Proposed Budget						
		2022	2023	2024	2025	2026	2027	FY26 vs FY27
		Actuals	Actuals	Actuals	Actuals	Budget	Budget	Increase (Decrease)
<b>Transfers</b>								
TRANS TO COMMUNITY RECREA		\$ 275,000	\$ 775,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ -
TRANS TO FOOD SERVICE		\$ 2,263,757	\$ 7,225,000	\$ 3,325,000	\$ 3,575,000	\$ 2,825,000	\$ 2,825,000	\$ -
TRANS TO HOUSING FUND		\$ 1,412,261	\$ 2,365,000	\$ 1,480,000	\$ 3,365,000	\$ 1,365,000	\$ 1,365,000	\$ -
TRANS TO OTHER FUNDS		\$ 225,238	\$ 150,500	\$ 149,500	\$ 3,000,000	\$ -	\$ -	\$ -
TRANS TO PUPIL TRANSPORTA		\$ 250,000	\$ 1,150,000	\$ 235,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ -
TRANSFER FROM OTHER FUNDS		\$ (1,465,963)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Transfers</b>		<b>\$ 2,960,293</b>	<b>\$ 11,665,500</b>	<b>\$ 5,389,500</b>	<b>\$ 10,290,000</b>	<b>\$ 4,540,000</b>	<b>\$ 4,540,000</b>	<b>\$ -</b>

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# PROPOSED SUPPLEMENTAL INITIATIVES FROM NSB

## **Breakfast Feed Program**

\$500,000 – To create and operate a breakfast program for all schools in the North Slope Borough School District.

## **Village Athletic Program**

\$1,000,000 – To help create equity in the number of school activities available to all Village schools in the North Slope Borough School District.

## **Qatqiññiagvik Learning Center (QLC)**

\$900,000 – To create and operate a program of vocational and career technical education and career exploration.

## **Village Vocational Education Program**

\$500,000 – To implement courses and purchase materials for vocational education courses in the villages with a focus on North Slope related job skills.



# OTHER BUDGET INFORMATIONAL ITEMS



# FY27 AVERAGE DAILY MEMBERSHIP

## State of Alaska

Department of Education & Early Development  
School Finance & Support Services

### Average Daily Membership (ADM) Report

### PROJECTED FY2027

Prepared By: Ian Acuna

District Name: North Slope Borough School District

Email: [ian.acuna@nsbsd.org](mailto:ian.acuna@nsbsd.org)

*I certify the reported counts & foundation claim comply with state law, regulations, including the Student Data Reporting Manual. Noncompliance is subject to PTPC sanctions per AS 14.20.030 & 20 AAC 10.020(d)(9).*

*Superintendent's Signature:* 

Date: 11/3/2025

**DUE: NOVEMBER 5, 2025**

School District / Attendance Center:	PK-EEP ADM	K-6 ADM	7-12 ADM	ADM TOTAL	SPED Intensive
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*Enter the District's ADM & Intensive numbers in the column for that school. Correspondence goes in the above box.*

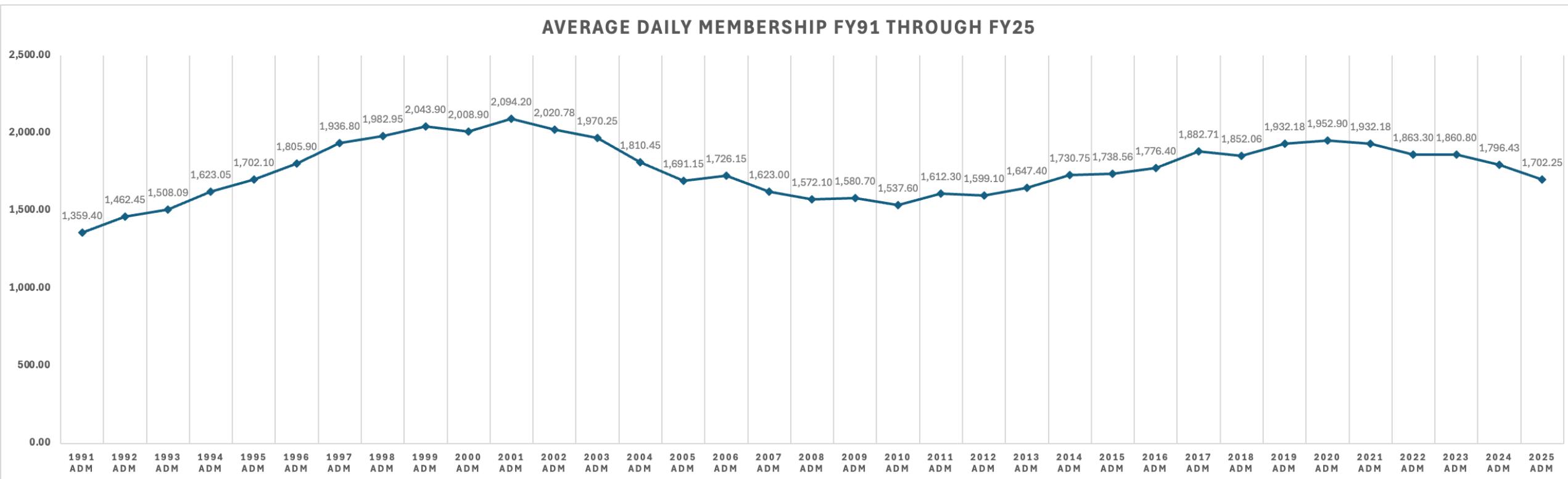
<b>TOTAL</b>
<b>Correspondence</b>
<b>ADM Only</b>

#### NORTH SLOPE

Alak School	5.18	57.78	52.91	<b>115.87</b>	1.00
Barrow High School (Barrow)	0.00	0.00	219.16	<b>219.16</b>	2.00
Kali School (Point Lay)	3.61	35.30	37.49	<b>76.40</b>	0.00
Eben Hopson Middle (Barrow)	0.00	64.25	170.94	<b>235.18</b>	2.00
Fred Ipalook (Barrow)	37.35	393.12	0.00	<b>430.47</b>	4.00
Harold Kavoodook School (Kaktovik)	1.55	35.49	21.96	<b>59.00</b>	1.00
Meade River School (Atqasuk)	2.47	41.80	37.14	<b>81.41</b>	2.00
Nuiqsut Trapper School	4.52	60.94	72.66	<b>138.12</b>	4.00
Nunamiat School (Anaktuvuk Pass)	10.70	65.17	40.49	<b>116.36</b>	2.00
Tikigaq School (Point Hope)	9.92	95.35	95.88	<b>201.15</b>	5.00
Kiita Learning Community	0.00	0.00	33.52	<b>33.52</b>	0.00
<b>TOTAL</b>	<b>75.30</b>	<b>849.20</b>	<b>782.14</b>	<b>1706.65</b>	<b>23.00</b>

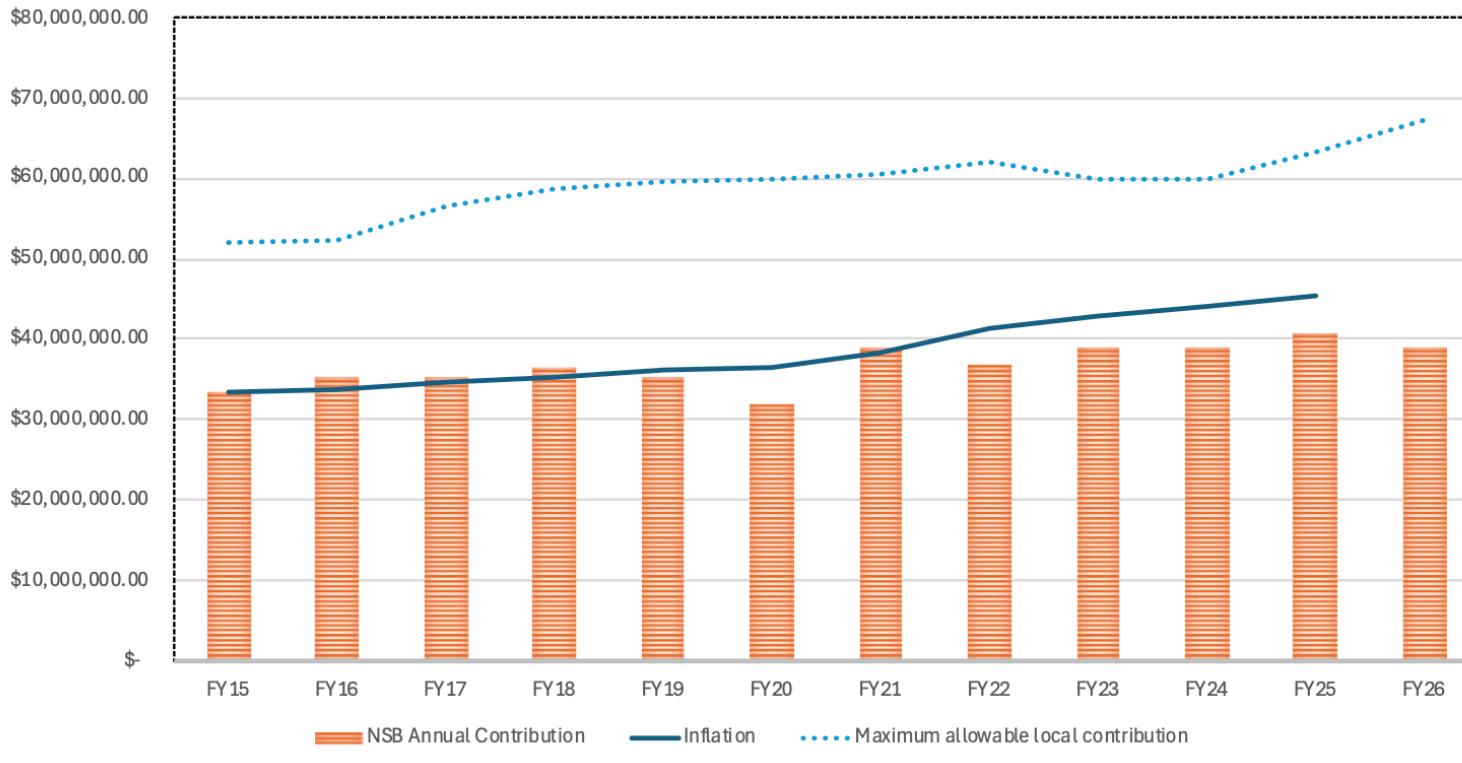
Enrollment has been trending down the past few years

# AVERAGE DAILY MEMBERSHIP (ADM) 1991 TO 2025



ADM DRIVES STATE FOUNDATION REVENUE AMOUNTS YEAR TO YEAR

## NSB CONTRIBUTION VS INFLATION



Years	NSB Contribution	Inflation	Local Contribution Maximum
FY15	\$33,375,626.00	\$33,415,242.07	\$ (39,616.07)
FY16	\$35,125,626.00	\$33,836,779.66	\$ 1,288,846.34
FY17	\$35,375,626.00	\$34,557,623.03	\$ 818,002.97
FY18	\$36,535,626.00	\$35,401,685.08	\$ 1,133,940.92
FY19	\$35,375,626.00	\$36,043,155.31	\$ (667,529.31)
FY20	\$31,838,063.00	\$36,487,814.02	\$ (4,649,751.02)
FY21	\$38,766,371.00	\$38,202,019.88	\$ 564,351.12
FY22	\$36,828,052.00	\$41,259,224.74	\$ (4,431,172.74)
FY23	\$39,004,637.78	\$42,957,640.55	\$ (3,953,002.77)
FY24	\$38,766,371.00	\$44,224,650.01	\$ (5,458,279.01)
FY25	\$40,766,371.00	\$45,388,319.31	\$ (4,621,948.31)
FY26	\$38,766,371.00		\$ 63,076,979.00
FY27	\$38,766,371.00		\$ 67,234,251.00

**FY15-FY26 NSB contributions have increased by ~16%**

**If contributions from FY15-FY25 kept up with inflation**

**Permissible Cap**

PER THE US INFLATION CALCULATOR, THE AVERAGE COST OF GOODS/SERVICES HAS INCREASED BY 31% FROM 2015 TO 2025

# SCHOOL DISTRICT FY27 BUDGET ASSUMPTIONS

The FY27 Operating Budget is based on multiple assumptions underpinned by the direction provided by the Board of Education Strategic Plan FY25-29.

- Liability insurance increase
- Utilities cost increase
- Decrease in Title funding
- Additional instructional positions
- Growth of social-emotional program
- Salary increases based on negotiated agreements



# **CAPITAL IMPROVEMENT PROJECTS**

## **10 year plan – to be supplied**

### **2026/2027**

