

Highlighted Department

Iñupiaq Education – Director Qaġġuna Tenna Pili

Introduction

The Iñupiaq Education Department (IED) advanced several strategic initiatives in February 2026, with a strong focus on bilingual education, family immersion, culturally grounded instruction, and instructional readiness. The department continued to support curriculum development, assessment, program logistics, and operational efficiency. Partnerships with local agencies—including the Mayor’s Office—have further strengthened district-wide efforts to build culturally responsive, community-anchored, and academically rigorous education for all NSBSD students.

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

- Weekly Iłitchiqpaktuat reports were submitted to KBRW, providing updates to families and communities on student language progress.
- The Uqautiluġa Iñupiatun parent immersion program provided 25.5 hours of instruction from October through January, supporting foundational language skills and home language use. Two fall potlucks celebrated family learning, including one event where eight parents taught mini Iñupiaq lessons to the wider community.
- Flashcards and instructional tools were prepared for parent education sessions. Supplies were distributed to support village sewing projects and culturally based units (CBUs).
- Planning for spring cultural inservices continued across the district. For the first time, Utqiagvik schools will host separate inservices by school to allow for smaller, hands-on sessions. Village site planning is being supported in collaboration with local leads and elders.
- Continued coordination with internal departments and higher education partners is ensuring that the Iłisauriġuqta Program remains aligned with community needs, postsecondary transitions, and local career pathways.
- Through Mayor Josiah Patkotak’s Taiguaqta Initiative, families of students in Kindergarten through Grade 3 will receive monthly mailouts of place-based, culturally relevant children’s books, supporting literacy development and family reading at home.
- The Mayor’s Office is also supporting the design and distribution of custom Iñupiaq classroom rugs for all elementary classrooms across the NSBSD. These rugs will serve as culturally rich focal points for instruction and community storytelling.

Culturally Responsive Instruction

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

- Student language progression data was reviewed to identify instructional focus areas, including support for benchmark assessments and classroom alignment.
- CBUs were launched and supported in multiple grades, including coordination on materials, calendars, and digital access via Safari Montage.
- Planning for cultural inservices continued, with a focus on integrating local knowledge and improving alignment with classroom goals.

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

- Work advanced on the Repair, Rebuild, Revitalize (RRR) curriculum series for North Slope History and Culture, North Slope Government, and North Slope Science courses.
- New high school Iñupiaq Language courses are in development, providing four semesters of grammar, oracy, and applied language practice. These will expand student pathways for language study and contribute toward bilingual graduation readiness.

Goal 4: Graduate bilingual students.

- A district-wide assessment of Level 1 Scope and Sequence elements (questions, commands, house commands) was administered to students in grade 3 and above. Results will guide instruction and inform future benchmarking.
- The Group Mentor-Apprentice Program (GMAP) delivered 34.5 hours of immersion instruction this year for ILTs and IED staff. The curriculum included traditional knowledge themes, such as plant harvesting and clothing preparation.
- Plans for a three-week Summer 2026 GMAP Intensive are underway, scheduled for late May through mid-June.
- A learning management system (LMS) is being developed to house the GMAP curriculum based on 2018–2024 materials, aligned to the Utqiagvik cultural calendar. A licensing agreement has been established to use and share this content district-wide.
- The Iñupiaq Early Readers Series manuscripts is nearing completion. Storybook manuscripts are being finalized, with development underway for informational texts and teacher guides.
 - An art intensive is scheduled at the Qatqiññaġvik Learning Center where high school students will illustrate selected storybooks for publication.
 - Illustrator outreach and production coordination is ongoing.

Staff Support & Professional Development

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

- During the January district inservice, ILTs received targeted training in small group instruction, instructional pacing, and grading practices.
- New ILTs received tailored coaching, while PLCs focused on using data to inform instruction and improve learning outcomes.
- The GMAP initiative provided immersion opportunities for staff, strengthening language fluency and cultural competency.
- Planning structures for spring cultural inservices were reinforced through collaboration with principals and building advisory groups.
- Department operations were strengthened through staff contributions to materials preparation, procurement processes, and checkout tracking systems.
- IED has been working on differentiating a Curriculum Guide for the Iñupiaq Language Program and the Ilisaurrit Iñupiatun - target is to have this completed for next school year.

Financial & Operational Stewardship

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

- Publication coordination with Native Teaching Aids moved forward to finalize card games and instructional tools.
- A digital inventory management system for classroom materials is under development to support long-term accountability.
- Organization of historical resources continued, including scanning and indexing project files.
- The department worked with NSB Planning and internal teams to support the printing of regional maps to fulfill curriculum needs.

Program Spotlight: Iñupiaq Fine Arts

- The **Iñupiaq Fine Arts Program** held intensives across the district in February:
 - **Kali School:** 30 students created fur hats
 - **Hopson Middle School:** 82 seventh-grade students created ayuktaq (calf skin balls)
 - **Ipalook Elementary Kindergarten:** Participated in culturally aligned “sewing” activities as part of the **Itaaluk Goes to Nigliq** CBU

These efforts reflect the department’s goal to embed cultural learning in all grade levels and offer meaningful, hands-on instruction to support both language and identity development.

Conclusion

February marked strong cross-functional progress for the Iñupiaq Education Department. Through expanded immersion offerings, strategic family outreach, fine arts integration, and curriculum innovation, the department remains focused on building a district-wide system rooted in Iñupiaq language, culture, and student achievement. With continued collaboration and thoughtful implementation, the IED is laying a sustainable foundation for future success.

Department Reports

Curriculum & Instruction - Caitlin Santos

Culturally Responsive Instruction

Goal 2: All students perform at or above grade level

- To address ongoing teacher shortages across the district, Proximity Learning was implemented as a targeted instructional support solution. This model allowed certified teachers to provide high-quality instruction remotely while maintaining strong connections with students through in-class facilitators and consistent instructional routines.

During the first semester, Proximity Learning supported instruction in the following locations and subject areas:

Meade River School: Grade 1-2 classroom supported through Proximity Learning

Tikigaq School: U.S. History and North Slope History

Barrow High School: Earth Science

Hopson Middle School: 7th Grade Math

Kiita School: Personal Finance

Second Semester Update: During the second semester, Proximity Learning support was adjusted as staffing stabilized across the district:

Barrow High School continued with the **same Proximity Learning instructor for Earth Science**, providing instructional continuity and strengthening established teacher–student relationships.

Kiita School continued with the **same Proximity Learning instructor**, who transitioned to teaching **North Slope History and Health**, ensuring consistency while meeting additional course needs.

All remaining vacancies were successfully filled by in-person teachers or long-term substitutes, reducing the overall need for remote instruction.

Instructional Strengths and Student Engagement

Classroom observations and instructional reviews highlighted several consistent strengths across Proximity Learning classrooms:

Strong teacher–student relationships, with teachers greeting students by name and creating welcoming learning environments.

Effective use of digital instructional tools, including Nearpod, Kahoot, ClassKick, and Kami, to maintain engagement and interactivity.

Individualized feedback, providing students with clear, specific guidance on their progress through comments and check-ins during work time.

Clear lesson structure and predictable routines, supporting student confidence, focus, and understanding.

Proximity Learning has proven to be an effective and flexible strategy for addressing teacher shortages while maintaining instructional quality. The ability to retain the same instructors across semesters supported relationship-building, consistency, and student engagement. This approach ensured continuity of instruction in critical content areas that would have otherwise been impacted by staffing shortages.

- WIDA ACCESS testing for identified ELLs (English Language Learner) is underway. This federally mandated assessment is designed to give district staff information on how we are meeting the needs of our students who come to us speaking languages other than English.
- Federal NAEP (National Assessment of Academic Progress) is underway at specific sites for grades 4 and 8. Students are assessed in either ELA or Math this year. Each year the Federal Government identifies sites and specific students (a randomized selection of students) for NAEP testing nationwide. This data is used to determine the overall academic health of the country in public schools. Our identified sites this year are Hopson Middle School, Ipalook Elementary, Nunamiut, Harold Kaveolook School, and Kali School. Teams from NAEP have travelled to each site, and all sites will be completed by the second week of March.

Staff Support & Professional Development

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

- Attuned (our contractor for literacy PD and coaching through the CLSD grant) began a 3 session literacy PD series on February 11. These high-quality trainings are being provided for all Middle and High School teachers during PLC time. The focus is on developing and supporting vocabulary and academic language across the content areas.

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 itinerate 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 3 Counselor positions district wide.

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.

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.

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.

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.
- Ongoing collaboration with principals and counselors on documentation and student cases.
- Meeting held with Tanana Chiefs Conference (TCC) regarding concerns in one village.
- Staff in Kaktovik and Wainwright reached out for guidance and were referred to appropriate resources.

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.

Qatqiññiagvik / Career & Technical Education - Jim Dube

Culturally Responsive Instruction

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

While we remain very busy, there isn't a great deal of new information to present since the last report.

Planning for this spring's career fair is underway. While this event has historically been organized by the BHS counselor, it's a truly collaborative endeavor this year. The planning committee includes our student services department, QLC/CTE, BHS staff, and representatives from Iñisaġvik College, Excel Alaska, ConocoPhillips, Santos, ASRC Energy, and Alaska Resource Education. The event will be held on Wednesday March 25. As in prior years, students from across the district will be invited to attend and flown into Utqiagvik for the week.

We are preparing for our next round of intensives. We are excited to be running five courses over the two-week session; this is the largest number of courses we've offered concurrently, providing students more options than ever.

Human Resources - Earl “Dimple” San Nicolas

Staff Support & Professional Development

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

David Martinez, the new Human Resources Recruiting and Certification Manager, is developing a strategic plan to recruit candidates who best fit our needs and align with our mission and vision.

We are in communication with our law firm to explore options for recruiting teachers from Canada, specifically targeting the Northwest Territories and Nunavut.

We have met with Valliant, who is conducting our compensation study. They came to Utqiagvik for their site visit and met with the Department Directors and the Administration.

The HR Department is actively working on our internal standard operating procedures and onboarding strategies. In addition, we are strengthening our partnership and communication with our health benefits MMA, and Ameriben.

Business Office - Megan Williams

Financial & Operational Stewardship

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

The FY27 Budget projections were shared with the North Slope Borough Assembly at the end of January during the joint meeting between NSBSD & NSB. Our next steps include meeting with each of our school principals and President of their CSAC to discuss site needs for the following year.

Business Office staff have completed the required calendar year-end reporting: including W-2s, 1099s, 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. The estimated completion of this project is by the end of February, 2026.

Upcoming:

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

Information Technology - Reginald Santos

Financial & Operational Stewardship

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

1. USDA RUS Grant AK740-E16 – Fund Release Notice Received

The IT Department received official notice of **Fund Release** from USDA Rural Utilities Service (RUS) for **Grant AK740-E16**. This is a significant milestone for the district and allows us to proceed with the next phase of Audio/Video modernization at the following sites:

- Nuiqsut Trapper School
- Atqasuk Meade River School
- Anaktuvuk Pass Nunamiut School
- Point Lay Kali School
- Fred Ipalook Elementary School

This project will upgrade audio and video systems to support:

1. High-quality live streaming for school and community events.
2. Enhanced Zoom meeting capabilities for hybrid instruction and collaboration.
3. Improved sound clarity and video reliability for staff, students, and public engagement.

These upgrades strengthen distance learning, improve instructional delivery, and enhance engagement for families and community members across the North Slope.

2. E-Rate Category 2 RFP – Barrow Main Data Center Upgrade & Emergency Power Plan

The IT Department currently has an open **E-Rate Category 2 RFP** focused on upgrading the Barrow Main Data Center infrastructure.

On **February 11**, during multiple power outages, our nearly 20-year-old Uninterruptible Power Supply (UPS) system finally failed. This event reinforced how vulnerable our core systems are during extended outages and power surges.

In response:

1. We initiated the E-Rate RFP process to replace the aging UPS system with a modern, scalable solution.
2. We hired Arctic Spark to install and wire a transfer switch in the server room.
3. This transfer switch will allow us to safely utilize the Maintenance & Operations portable generator for emergency backup power.

Although we have approved funding from the North Slope Borough CIP program and completed design work for a **permanent backup generator** at the Maintenance & Operations building, that project will take approximately two more years to complete. Pilings must still be installed, and a proper housing structure for the generator must be constructed.

We cannot wait that long.

While we are encouraged that the permanent generator project is finally moving forward after many years of planning, we must implement an immediate interim solution. The plan is to use the M&O portable generator to provide emergency backup power to the data center while we wait for the permanent installation.

We are fortunate that, despite repeated sudden outages and power surges, we have not yet experienced a major catastrophic equipment failure. However, continued exposure without adequate backup power presents significant operational and financial risk to district infrastructure, including servers, networking equipment, internet connectivity, phone systems, and instructional technology platforms.

This emergency integration effort is critical to protecting the district's technology investments and ensuring continuity of operations during increasingly disruptive power events.

3. NSBSD & NSB Joint Meeting – Technology Support

The IT Department successfully supported the joint meeting between NSBSD and the North Slope Borough by providing full audio and video conferencing services.

1. Clear audio distribution was maintained throughout the session.
2. Stable video conferencing connectivity enabled hybrid participation.
3. The meeting concluded without technical disruptions.

The successful execution of this joint meeting demonstrates the importance of reliable AV and IT infrastructure in facilitating collaboration between organizations working to support students across the North Slope.

Closing

January focused on infrastructure resiliency, federal grant advancement, and strengthening district-wide communication capabilities. From securing federal funding for rural AV upgrades to implementing immediate power protection strategies for the data center, the IT Department remains committed to protecting critical systems while expanding technology access and reliability for our schools and communities.

Maintenance & Operations - Barry Broome

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

Maintenance & Operations (M&O) departments continue to strengthen and expand working relationships within their respective villages and throughout the borough. These efforts have grown

significantly as staff collaborate closely with local contractors and village entities while addressing emergency repair situations.

Through these partnerships, M&O has been able to respond more efficiently to urgent infrastructure and facility issues, minimizing downtime and ensuring continuity of operations. The increased coordination has improved communication, streamlined problem-solving, and enhanced overall responsiveness during critical events.

In addition to resolving immediate concerns, these collaborative efforts are contributing to forward planning for spring and summer project work. By establishing strong local partnerships now, M&O is better positioned to coordinate logistics, secure necessary resources, and execute upcoming capital and maintenance projects in a timely and cost-effective manner.

M&O remains committed to proactive planning, relationship-building, and operational excellence to support the District's facilities and the communities we serve.

Student Social & Emotional Wellbeing

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

Since January 2026, NSBSD has focused on reorganizing and strengthening its safety plans following the training received from the I Love U Guys Foundation. This training provided updated best practices and a structured framework to enhance our district-wide emergency response protocols.

As a result, principals and teachers have taken a more defined, hands-on approach in reviewing classroom configurations, refining response procedures, and increasing the frequency and quality of practice drills. These efforts have emphasized clarity of roles, improved situational awareness, and reinforced consistent implementation of safety protocols across all school sites.

Collectively, this work has resulted in a more comprehensive and fortified safety framework for the District. NSBSD is now better positioned to present these strengthened protocols to the North Slope Borough and to serve as a model for other entities interested in adopting the solutions and practices, we have identified and implemented.

Our continued commitment to preparedness ensures a safer learning environment for students, staff, and the communities we serve.

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 Ilisagvik 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. The end of February 2026 is when the certification will take place.

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.
- 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 Pool Opening: 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.

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

- 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.
- Sewer issues: Contractor is preparing to replace all glass piping in the building as a main factor to the smell. We continue to have failing lift stations, which will be replaced during this time as well.

NUNAMIUT SCHOOL

- Future projects approved in FY25: Heating, HVAC & DDC System upgrades. Update: Contractor was chosen to start the preliminary needs in the upgrades. The contractor will be visiting the listed sites in the request.
- 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: Start time is when school ends for the school year with a summer start.

DISTRICTWIDE

- 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.
- 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: Still waiting on the final results from the inspections. Last reports have been submitted for review.
- GENERATOR REPLACEMENT:

1. M&O: Award was made for M&O only. 18-24 month lead time of the generator. .
 2. PIZ - On Hold for Funding
 3. HMS - On Hold for Funding
 4. AIN - On Hold for Funding
 5. ATQ - On Hold for funding
- Transportation Bay Renovation: Concept plans received. Meeting with CIPM to proceed with a project to bring to PRC. UPDATE: Have pushed this project a few years back due to additional immediate needs.
 - PA & Clock System Upgrades and Standardization - On 2027 CIP.
 - 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.