

FISCAL YEAR 2025-2026

NSBSD Board of Education Winter retreat



North Slope Borough
School District
nsbsd.org



NSBSD BOE Mid-Year Retreat

Monday, January 26th, 2026

- A. Opening & Acknowledgment
- B. Celebration of Student Work
- C. Mid-Year Updates (Instructional Team)

Tuesday, January 27th, 2026

- A. Mid-Year Updates (Operational Team)
- B. Budget Discussion
- C. Overview of Assembly Presentation

Wednesday, January 28th, 2026

- A. **Executive Session** : Board Relations
- B. **Strategic Planning Topic Discussions**
 - * Behavior in Schools & Security
 - * Social & Emotional Support
 - * Immersion & Status of Inupiaq Language in the Region
 - * Food Service





Maintaining strategic focus
drives stability and results.

District Goals, Strategies, & Outcomes

Each outcome includes:

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

FAMILY & COMMUNITY COLLABORATION	<p>District Goal 1: Prioritize and implement intentional and purposeful partnerships.</p> <p>Strategies</p> <ul style="list-style-type: none"> • <i>Shared Interests, Rights, and Responsibilities.</i> • <i>Purposeful Asks and Broader Accountability.</i> • <i>Explicit and Formalized Partner Agreements.</i> <p>Outcomes:</p> <ul style="list-style-type: none"> • Authentic, intentional, and visible collaboration with families and all community partners. • Authentic, integrated partnerships with Tribes and cities that are tied to specific programs and outcomes for students and the community. • Building upon existing support and partnerships with corporations, local businesses/nonprofits to ensure purposeful outcomes that meet the needs of our students. • Expanded pathways and opportunities for students and staff through partnerships with employers, colleges/universities, and other districts.
CULTURALLY RESPONSIVE INSTRUCTION	<p>District Goal 2: All students perform at or above grade level.</p> <p>Strategies</p> <ul style="list-style-type: none"> • <i>School-Based Intervention and a Multi-Tiered System of Supports for Students.</i> • <i>Strong Tier 1 Instruction and Culturally Responsive Curriculum that Teaches Grade-Level Content through Our Own Lens.</i> • <i>Measuring Progress and Showing Growth of the Whole Child with and Beyond Standardized Assessments.</i> <p>Outcomes:</p> <ul style="list-style-type: none"> • All students supported to achieve grade level proficiency or above in literacy & math. • High-quality Tier 1, culturally safe & responsive instruction in every classroom. • Fully integrated culturally responsive curriculum. • All students will have a Tumitchiat Sivunmun Plan for learning achievement. • Students in school at least 90% of the time. • All students graduate with their cohort. <p>District Goal 3: All students are prepared for their pathway of choice post-high school.</p> <p>Strategies</p> <ul style="list-style-type: none"> • <i>Forging Partnerships to Expand Offerings and Pathway Opportunities.</i> • <i>Cultivating Student Interests and Strengths Throughout the Educational Journey.</i> <p>Outcomes:</p> <ul style="list-style-type: none"> • All students have identified their own post-high school pathway (in partnership with Stakeholders). • Aligned CTE courses, with a consistent scope and sequence, available across the District. • Maximized utilization of the Qatqiñniagvik Learning Center (QLC) for NSBSD programs & supports for students.



District Goals, Strategies, & Outcomes

Each outcome includes:

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

CULTURALLY RESPONSIVE INSTRUCTION	District Goal 4: Graduate bilingual students. <div> Strategies <ul style="list-style-type: none"> • Compulsory Iñupiaq Language Learning K-12. • Shift to a Dual-Language Learning Model / Integration and Alignment of Iñupiaq Language in the Curriculum. </div> <div> Outcomes: <ul style="list-style-type: none"> • Transition to a dual language model. • Co-created, community-based Iñupiaq immersion program in every village. • District-driven Iñupiaq Language Teacher Recruitment & Development Pathway. </div>
STUDENT SOCIAL & EMOTIONAL WELLBEING	District Goal 5: Facilitate & maintain culturally, emotionally, & physically safe learning environments. <div> Strategies <ul style="list-style-type: none"> • Inter-Agency Partnerships to Provide Integrated Behavioral and Mental Health Supports. </div> <div> Outcomes: <ul style="list-style-type: none"> • Development & implementation of Community & School Expectation Agreements (CSEA's) annually. • Prioritized and elevated student voice. • Every space in the District is physically and culturally safe. • Inter-agency collaboration to support student wellbeing as defined within MOA's. • Ongoing wellbeing & cultural safety training for all staff. </div>
STAFF SUPPORT & PROFESSIONAL DEVELOPMENT	District Goal 6: Build and sustain a thriving workforce aligned with the mission of this District. <div> Strategies <ul style="list-style-type: none"> • Deliver a Clear, Coherent Narrative About the District as a Place to Work. • Mission Aligned: Hiring Based on Fit. </div> <div> Outcomes: <ul style="list-style-type: none"> • Attracting and hiring NSBSD mission-aligned recruits. • Developing and retaining qualified, engaged, and committed staff. • Facilitating and increasing staff connectedness, support, and wellbeing. • Actively supporting local staff on a career ladder to achieve highly qualified/certificated status. </div>
FINANCIAL & OPERATIONAL STEWARDSHIP	District Goal 7: Standardize high-functioning, efficient, student-focused operations. <div> Strategies <ul style="list-style-type: none"> • Foster Organizational Congruence, Aligned with the Mission of the District. </div> <div> Outcomes: <ul style="list-style-type: none"> • Safe, modern, secure facilities for students and staff. • Standardized operational processes and inter-departmental cooperation District-wide. • Current technology enhancing operations and advancing student outcomes. • Stable and reliable local contribution funding that accounts for inflation and the changing needs of our students & community. • Diversified funding outside of State & Federal revenue sources. </div>

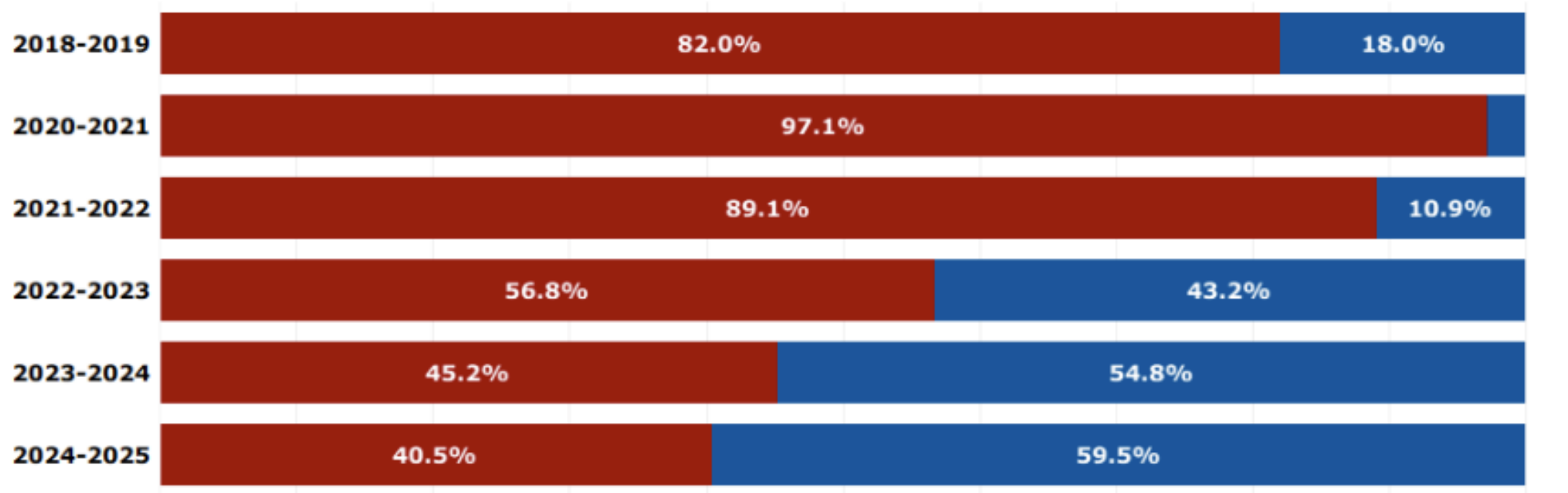




CELEBRATION OF STUDENT WORK

Caitlin Santos, PhD, Director of Curriculum & Instruction
Tenna D. Pili, MEd, Director of Iñupiaq Education
Jim Dube, Coordinator of QLC



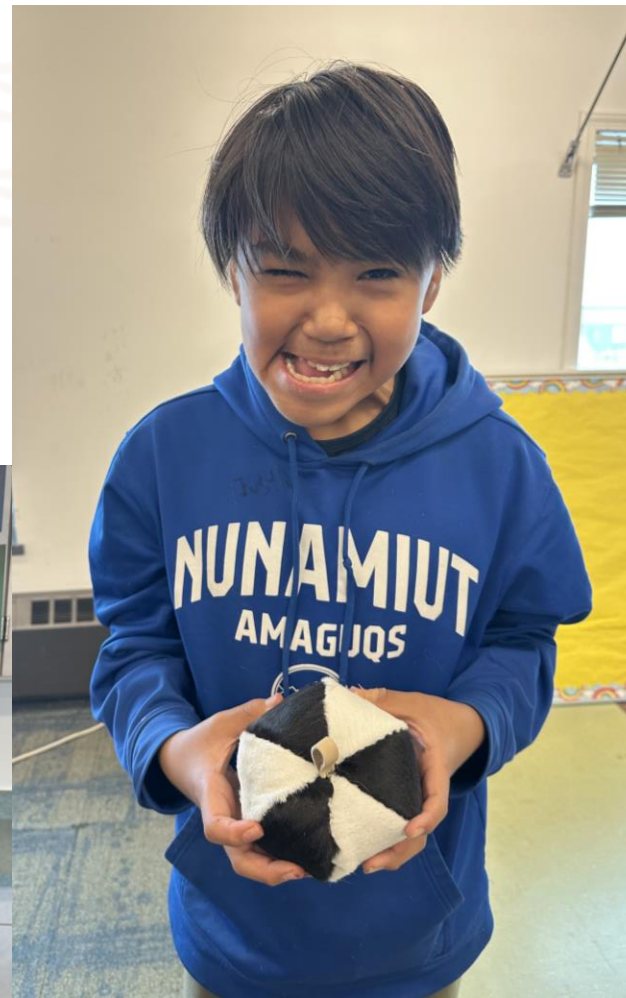
Early Literacy Gains



 **Proficient**
 **Not Proficient**



Iñupiaq Fine Arts



Iñupiaq Fine Arts



Iñupiaq Fine Arts



Iñupiaq Language Program Highlights

- **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)**



CTE Highlights



CTE Highlights

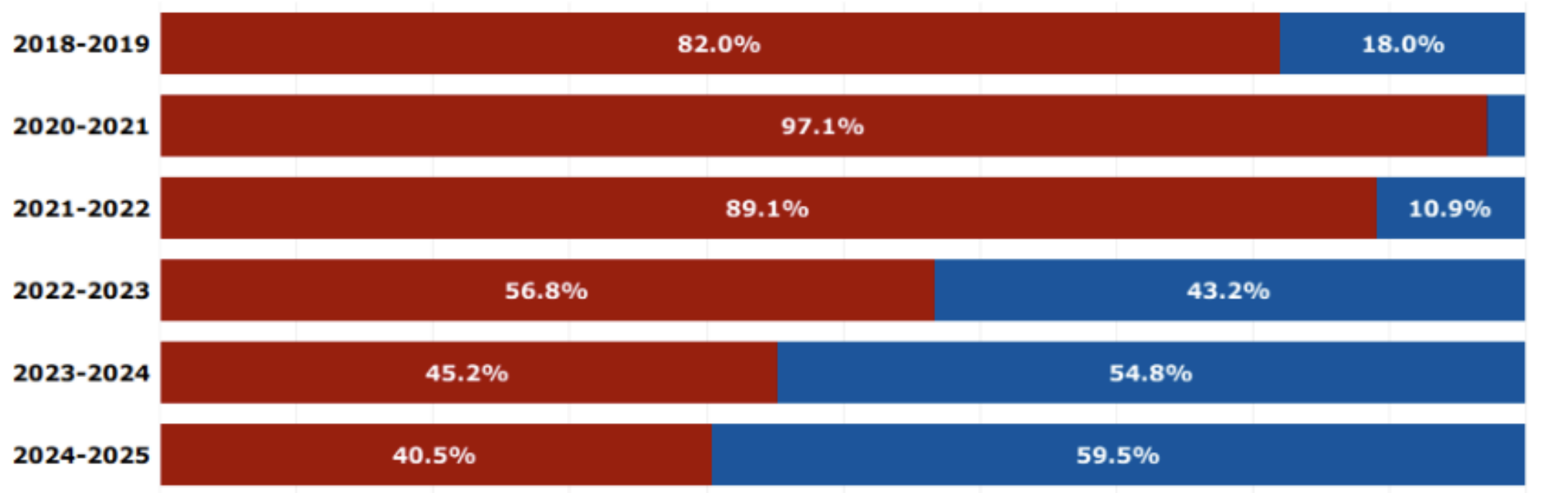




Central Office

David S. Vadiveloo, Superintendent



Early Literacy Gains



 **Proficient**
 **Not Proficient**



Central Office

FY25-26 Mid-Year Highlights

Key Successes / Areas of Momentum ...

- Continuation of student growth and operational growth consistent with the 2025-2029 Strategic Plan
- Continuation of coherent and supportive Board-Administration relationship
- Strengthening of communication and cooperation with key stakeholders, in particular the NSB
- Continued strengthening of stable leadership team across CO and sites
- Continued strengthening of relationships with unions



Central Office

FY25-26 Mid-Year Reflection

Key Learnings ...

- Staff and student safety
- Student behavior and social emotional wellbeing
- High quality relational instruction in secondary
- Career and employment pathways
- Local staff recruitment



Central Office

FY26-27 Priorities of Focus

Based on learnings and areas of momentum, key priorities of focus for the remainder of the school year include:

- Improving Safety infrastructure and renewed behavior policies
- Implementing social and emotional supports - NSB
- Further embedding literacy and numeracy focus in elementary and CRI in all schools
- Strengthening partnerships to support successful programs and defray costs - Cities, Tribes, corporations
- Revenue and expenditure options moving forward to sustain current growth - NPRA, large federal grants, staffing ratios and efficiencies



CURRICULUM & INSTRUCTION

Caitlin Santos, PhD, Director of Curriculum & Instruction



Curriculum & Instruction

FY25-26 Mid-Year Highlights

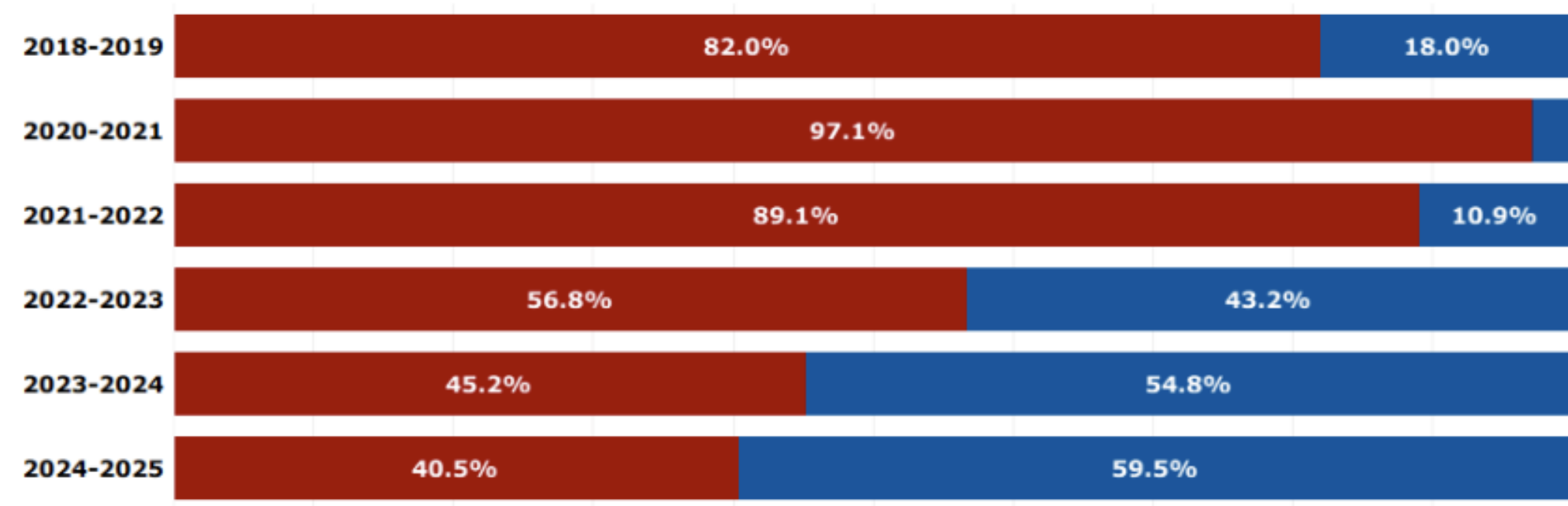
Key Successes / Areas of Momentum ...

- Continued traction in literacy, specifically early literacy
 - Based upon the AKSTAR results from School Year 24-25, **our students are moving towards proficiency at a faster rate than the State of Alaska.**
 - Based upon the mClass Early Literacy data (grades K-3) for the middle of the year, our students are moving towards proficiency at about 5% per year. This trend holds over the past 3 years.
 - This data is District-wide and not confined to a specific grade level or school site.
- Further systemization of student-facing initiatives and data tools
- Push into Digital Citizenship and Media Literacy
- Providing a high level of building specific support through direct coaching as well as alignment with outside grant-funded sources (CLSD and AK Reads)



Early Literacy Gains

Year on Year Oral Reading Fluency Grades 1-3



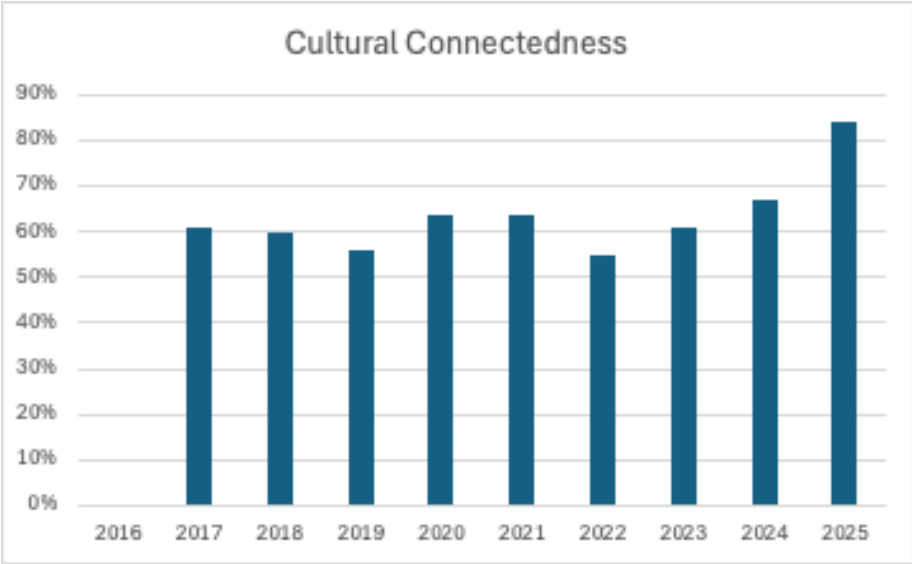
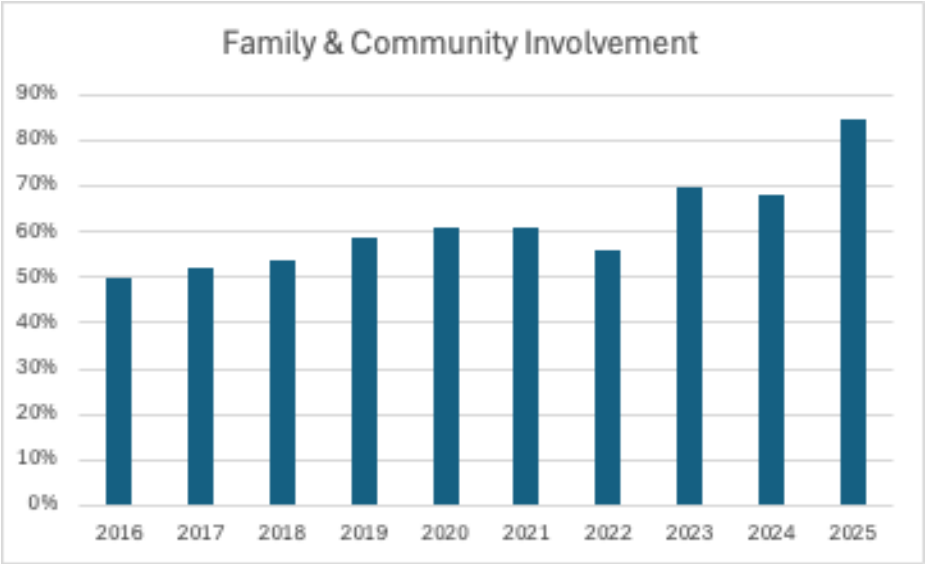
■ Proficient
■ Not Proficient

Early Literacy Gains

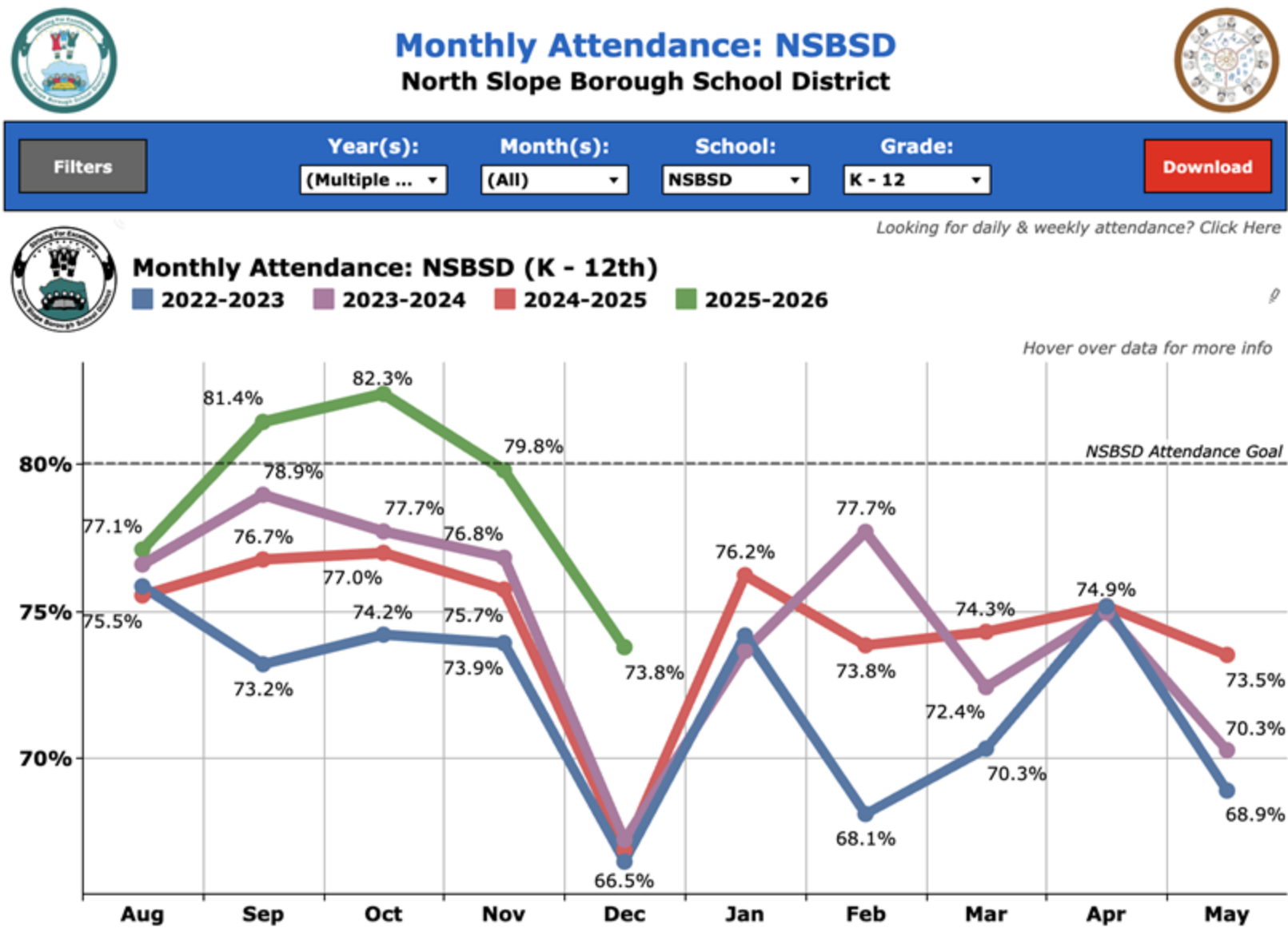
mClass Data Trends Grades K-3

SY 22-23	Composite Score	MOY	<div><div>63%</div><div>13%</div><div>15%</div><div>9%</div></div>	211
SY 23-24	Composite Score	MOY	<div><div>56%</div><div>16%</div><div>18%</div><div>10%</div></div>	458
SY 24-25	Composite Score	MOY	<div><div>51%</div><div>16%</div><div>21%</div><div>12%</div></div>	464
SY 25-26	Composite Score	MOY	<div><div>46%</div><div>15%</div><div>22%</div><div>17%</div></div>	379

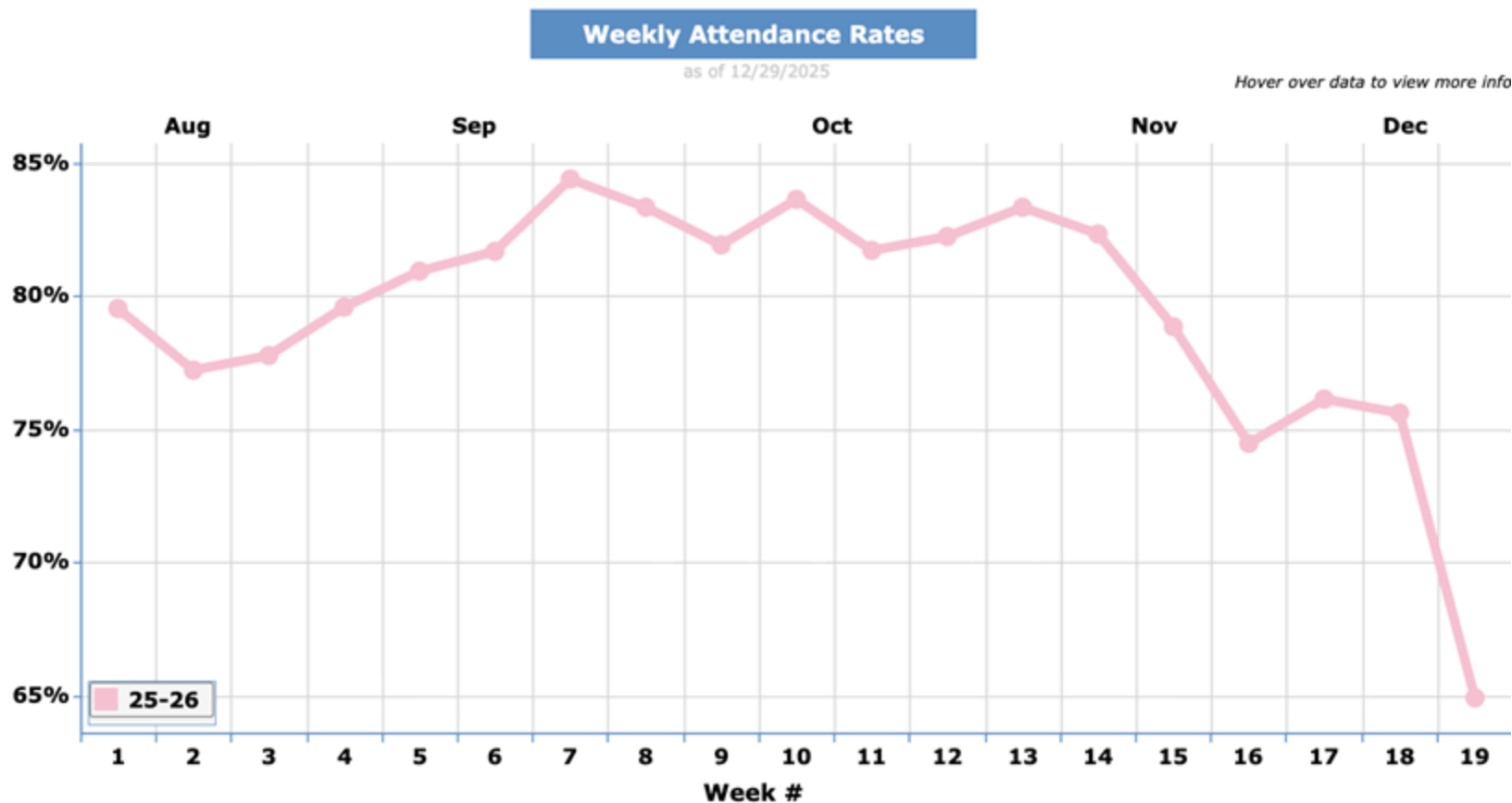
School Climate & Connectedness Grades 6-12



Attendance Gains



Attendance Gains



	Aug	Sep	Oct	Nov	Dec
NSBSD	77.1%	81.4%	82.3%	79.8%	73.8%
Alak	74.5%	73.6%	80.5%	77.2%	62.5%
Barrow High	78.3%	80.4%	78.8%	76.3%	75.0%
Hopson	79.3%	83.2%	81.9%	80.1%	79.2%
Ipalook	80.2%	85.7%	85.8%	83.3%	82.7%
Kali	90.2%	92.0%	91.5%	90.3%	84.9%
Kaveolook	81.1%	86.6%	91.0%	94.2%	81.6%
Kiita	78.0%	76.8%	74.5%	67.9%	70.5%
Meade River	79.4%	82.8%	82.0%	78.4%	69.1%
Nunamiut	78.0%	69.3%	76.9%	73.5%	65.7%
Tikiġaq	75.0%	80.2%	77.0%	74.6%	66.9%
Trapper	55.9%	78.4%	86.1%	80.0%	70.4%



Curriculum & Instruction

FY26-27 Priorities of Focus

Based on learnings and areas of momentum, key priorities of focus for next school year include:

- Maintaining consistent systemic growth in early literacy, and refining supporting systems.
- Adding a Middle School/ High School Extension co-curricular program.
- Continue to build coaching program and provide building-level supports with higher frequency.
- Rigor in Middle/ High School



Rigor & Standards-based Grading ELA



MAP Achievement Levels vs Grades: NSBSD North Slope Borough School District



Filters

Year:

Multiple valu...

Term(s):

All

School:

NSBSD

Subject:

Language Arts

Grade:

A

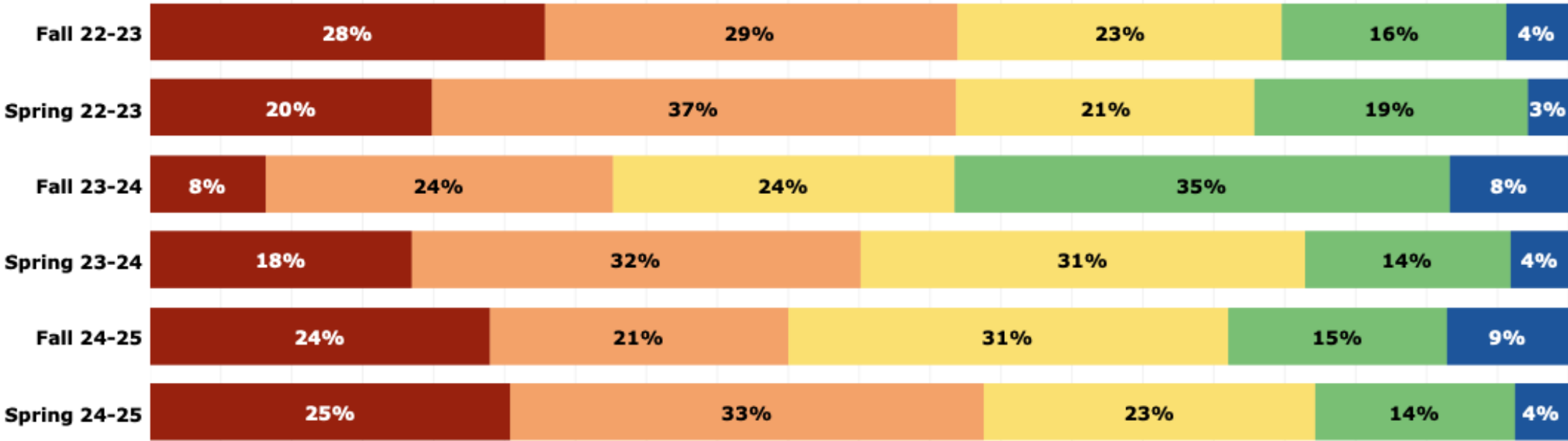
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Language Arts MAP Achievement Levels for NSBSD Students with an 'A' in their HS Language Arts Classes

Low Lo-Avg Avg Hi-Avg High

Hover over data for more info



Rigor & Standards-based Grading Math



MAP Achievement Levels vs Grades: NSBSD North Slope Borough School District



Filters

Year:

Multiple valu..

Term(s):

All

School:

NSBSD

Subject:

Math

Grade:

A

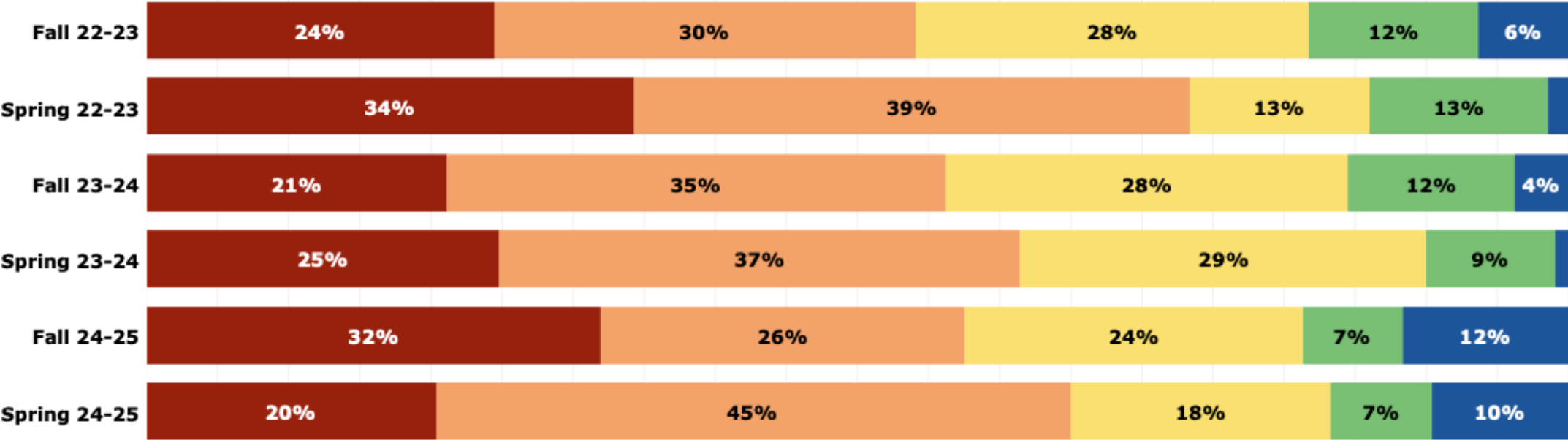
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Math MAP Achievement Levels for NSBSD Students with an 'A' in their HS Math Classes

Low Lo-Avg Avg Hi-Avg High

Hover over data for more info



Secondary Instructional Focus

Early Literacy District Interventions	Grade 6-12 SY26-27 Push
Implementation of High Quality Instructional Materials (HQIM) with fidelity	We have HQIM in place, but need to focus more intensively on implementation, and provide expanded training to meet the needs of more students. Investigate incorporating standards-based grading in the upper grades.
Clearly defined expectations around use of assessment data and intervention	Update the Middle/High School RTI/MTSS Guide to provide not only intervention strategies, but an increase in requirements for intervention time in Middle School, including use of assessment data to guide the process.
Increased levels of family communication about student proficiency and growth	Including student literacy and numeracy information more explicitly in Tumitchiat Sivunmun Plans and conversations with parents.

Repair, Rebuild, Revitalize

Online Learning Platform

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



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
NS Science	S1 & S2 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
NS History & Culture	S2 2026	✓	✓	✓	—	—	—	—
		Pat Partnow	Jana Harachek	Lynx Pat Partnow Jana Harachek	Lynx	Lynx Pat Partnow Jana Harachek	Lynx Pat Partnow Jana Harachek	
NS Government	S2 2026	...	...	...	...	...	...	...
		Pat Partnow	Jana Harachek	Lynx Pat Partnow Jana Harachek	Lynx	Lynx Pat Partnow Jana Harachek	Lynx Pat Partnow Jana Harachek	
Inupiaq Language	S1 2027	—	—	—	—	...	...	...
		Jana Harachek	Jana Harachek	Jana Harachek	Lynx	Lynx Jana Harachek	Lynx Jana Harachek	



Completed



In Progress



Not yet started

Project Workflow

Curriculum Specialists

Lynx Technical & Instructional Design

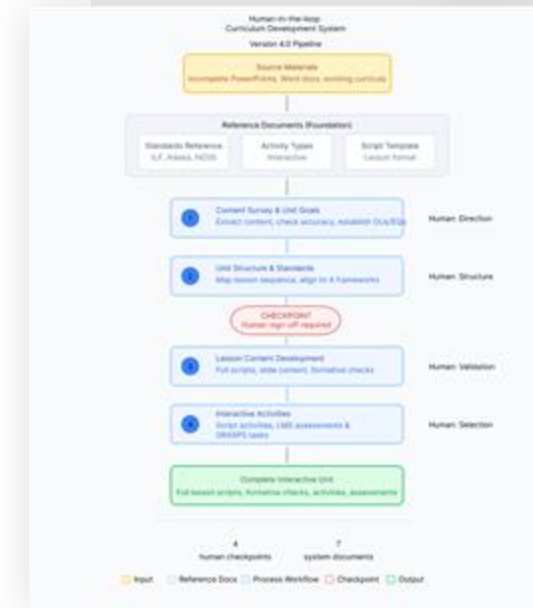
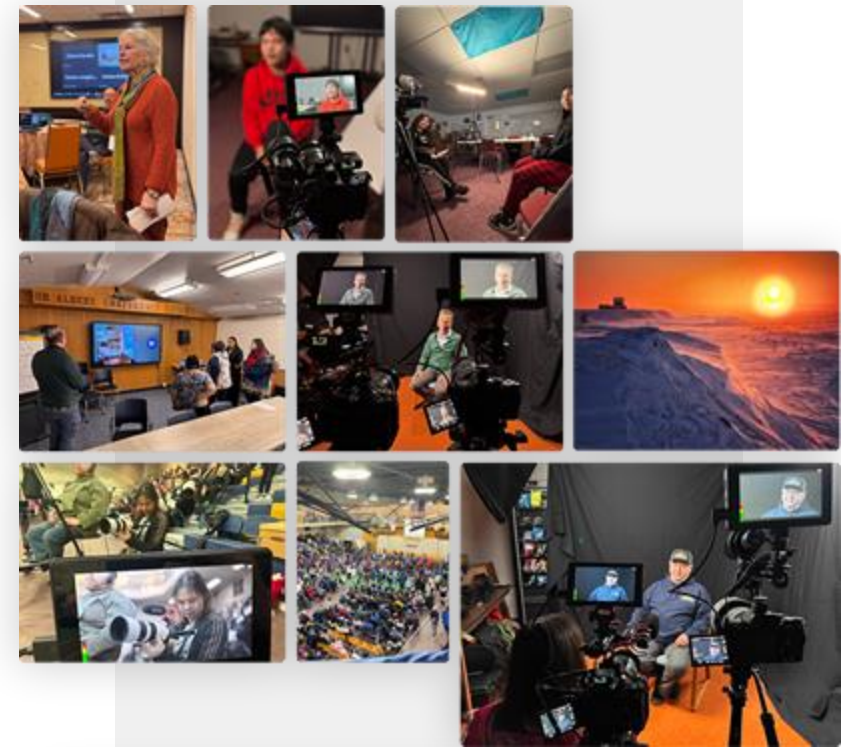
Cultural & Language Specialists

Teachers

Students

District Leadership

- **Review existing NSBSD curriculum**
 - Identify gaps & adaptation risks
 - Participate in integrated revisions
- **LMS feasibility & accessibility review**
 - Engagement & media design
 - Online pedagogy, assessments, teacher resources
- **ILF validation**
 - Iñupiaq language accuracy
 - Cultural framing guidance
- **Pilot courses with students**
 - Provide instructional feedback
 - Collaborate on refinements
- **Use pilot materials**
 - Demonstrate engagement & usability
- **Review final drafts**
 - Approve district-wide rollout



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

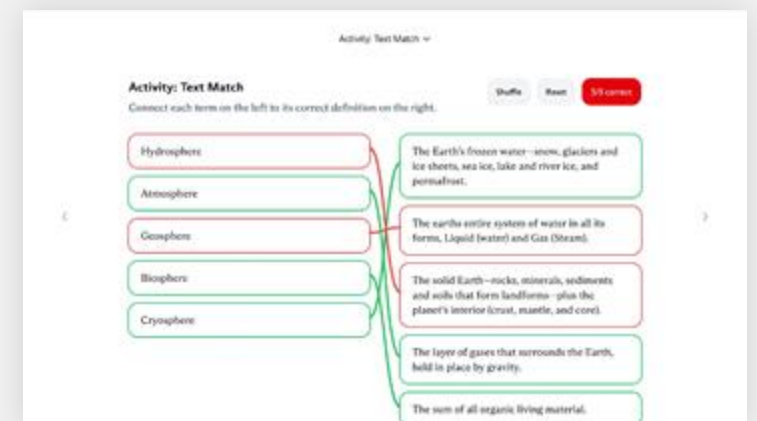
Immersive effects, interactive activities, and multimedia

Custom management options

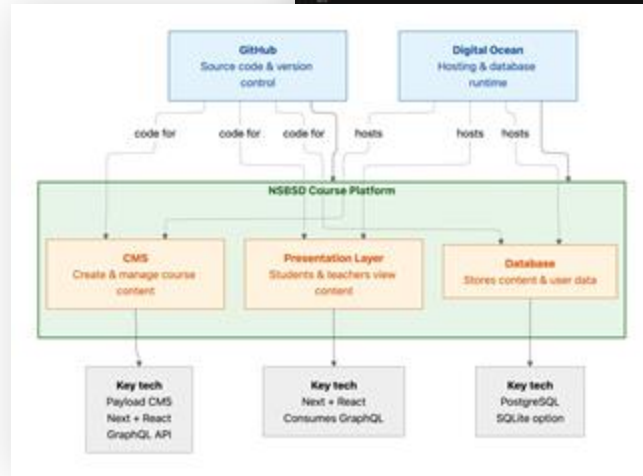
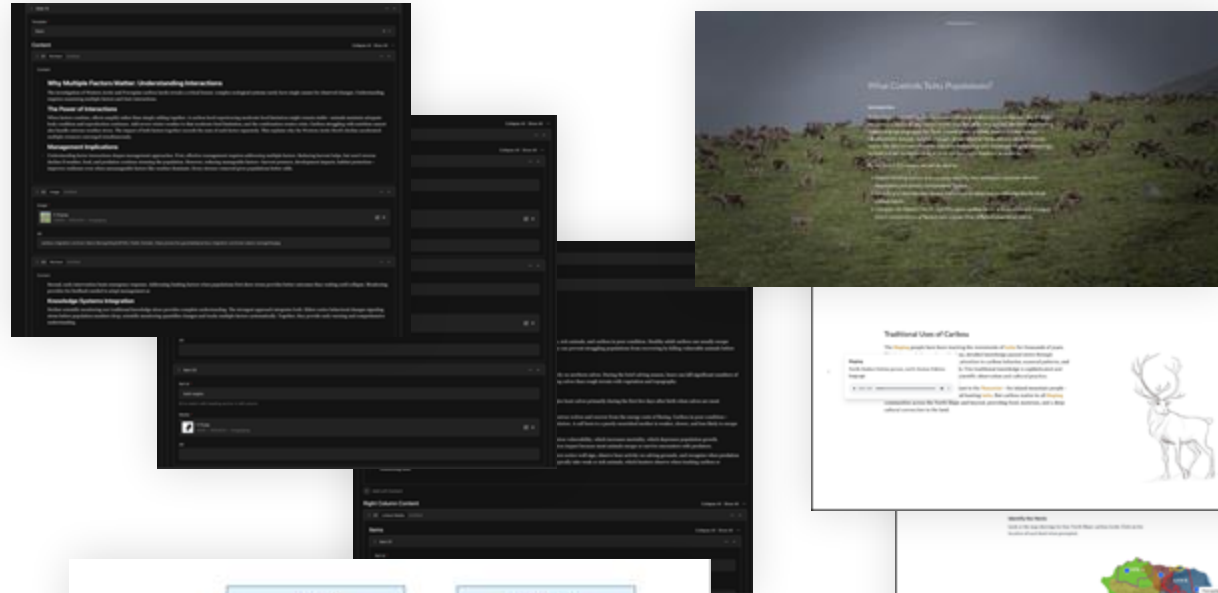
Unified CMS + frontend, automatic deployments, staging environments, source code tracking, and cloud or self-hosted control

Result

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



Project Updates



Activity catalogue

Table

New

Ad Name	1) Author's minimum inputs	2) Learner experience
Fill-in-the-blanks	Type a sentence and wrap each missing word in double braces, e.g. Paris is the capital of France.	Learner sees blank boxes; types answers.
Hotspot	Upload an image, draw one or more hit-boxes, flag the correct one(s).	Cursor turns into cross-hair; click the spot.
Multiple-choice	Same as above but you tick every correct option (can be 2+).	Check-boxes. Must "select all that apply."
Multiple-choice image	Same as #3, but tick several correct thumbnails.	Checkboxes overlay the pictures.
Open question (manual grade)	Just a prompt. No auto-scoring, but still part of "assessment" bucket.	Free-text textarea.
Ranking text	Paste the list already in the correct order.	Learner drags handles to reorder items top-to-bottom.
Single-choice	- Question text- 2-6 answer options- Tick the one correct option	Radio buttons. Learner clicks one, presses Submit
Single-choice image	Upload 2-6 square thumbnails instead of text labels. Mark one correct.	Clickable images (highlight border on hover).
Text matching	Enter pairs in left & right columns. Author order = correct order.	Two jumbled lists; learner drags lines to connect pairs.
True / False (Statement)	Paste each statement, flip the T/F toggle.	Two radio buttons per line: True / False.
Flash cards		

IÑUPIAQ EDUCATION

Tenna D. Pili, MEd, Director of Iñupiaq Education



Iñupiaq Education

FY25-26 Mid-Year Highlights

Key Successes / Areas of Momentum ...

- **Iñupiaq Language Program**
 - Increased Instructional Minutes
 - Staff & Supports/Professional Development
 - Curriculum
 - Assessments
 - Systems [info on pathway/progression, RRR, stepping stones to post-HS pathways]
- **Uqautilunja Iñupiatun Immersion Program**
 - Year 3, 3 classrooms
 - Parent Language Learning Group
- **Pauktuutit – Critical Elements for Transforming Our Schools**
 - Foundation for moving forward in review or development of NSBSD instruction/ops
 - District Philosophy BP



Iñupiaq Education

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**
 - Instructional team working cross-departmentally
- **Iᑭisaurriᑭuqta Program**
 - Current # of Enrollees
 - Recruitment & Advisement Plan
- **Iñupialᑭusisa! Group Mentor-Apprentice Program**
- **Classrooms on the Nuna – Spring 26 Pilots**
 - Pilot Schools: Aᑭak School, Kiita Learning Community, and Grade 5 at Ipalook



Iñupiaq Language Program

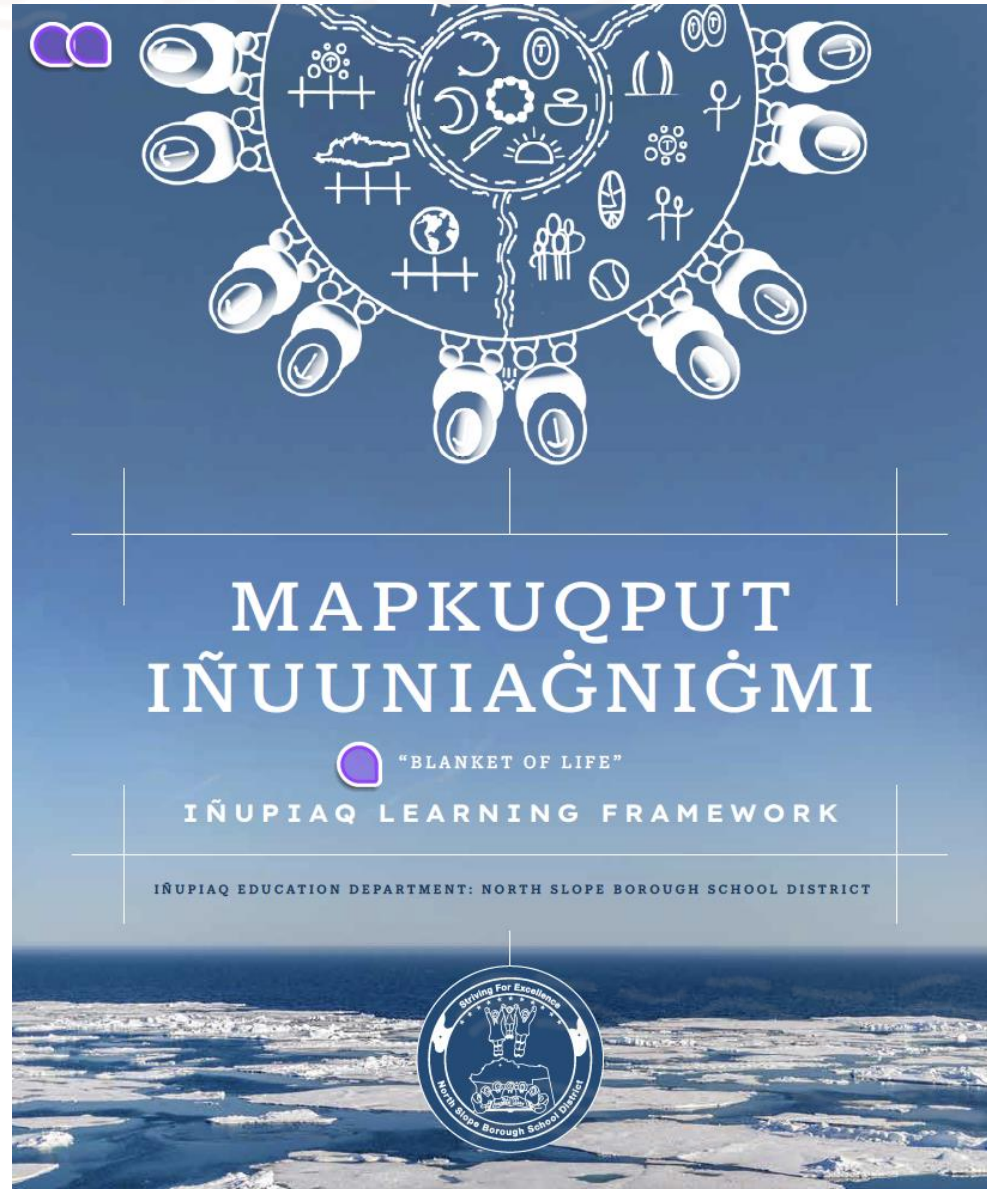
Benchmark Data

- **Student Benchmark data for Iñupiaq Language**
 - Conducting Assessment Tool for grades 3-12 to collect benchmark data for Iñupiaq Language Program



Iñupiaq Learning Framework

Book Publication Update



Iñupiaq Learning Framework

Book Publication Update

ENVIRONMENTAL



Food Preparation & Care

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 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.

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, *sigluaq* (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 *uit* (spoil) real quick
- Use burlap bags
- Know that meat spoils very quickly from the sun
- Be aware of how *nuvivait* (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 *igahuat* (intestines) whole, don’t clean them
- Save the blood!
- Know *mikiqaaq* (fermented whale meat and maktak) 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



Iñupiaq Learning Framework

Book Publication Update

NSBSD Performance Expectations Standards [Environmental Realm] Food Preparation & Care

NSBSD Performance Expectations Standards [Environmental Realm] Food Preparation & Care

STANDARDS FOR ENVIRONMENTAL REALM



Food Preparation & Care

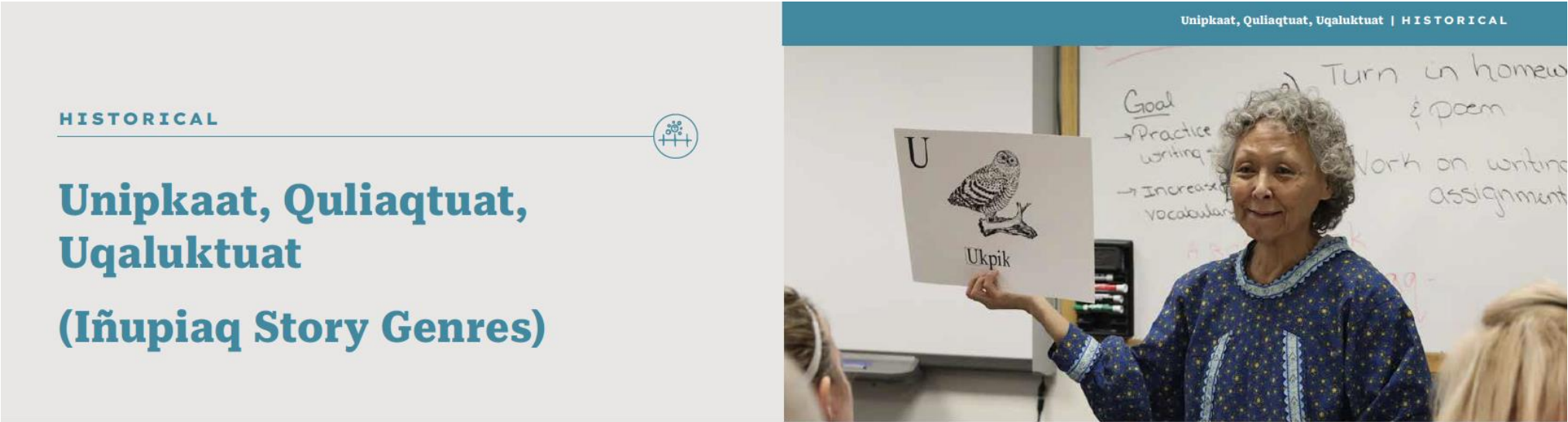
Strand	Stem (INSTRUCTIONAL FOCUS)	PE Emerging (PERFORMANCE EXPECTATION)
Food, Culture and Language E.fpc.1	The student uses the Iñupiaq and English languages to...	[E] E.FPC.1.1 Name traditional foods and eating utensils; e.g., show picture of caribou; make tuttu soup naming ingredients and put them in, eat, name utensils as we use them. This can be done with any snack or meal.
		[E] E.FPC.1.2 Recognize and name animals used for foods.
Spiritual Aspects of Food E.fpc.2	The student uses knowledge of Iñupiaq culture to...	[E] E.FPC.2.1 Listen actively to stories that describe a person's spiritual relationship with the food quest.
		[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.
		[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.
		[E] E.FPC.2.4 Spontaneously show appreciation to the animals and the environment for food.

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 Iñupiat 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



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, fable, myth

Quliaqtuaq: life experience, story; to tell the story of life experience

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



Iñupiaq Learning Framework

Book Publication Update

NSBSD Performance Expectations Standards [All Realms & Themes] Iluāḡniq (Iñupiaq Wellbeing)

STANDARDS FOR ALL REALMS

Iluāḡniq (Iñupiaq Wellbeing)

Social Wellness Domain

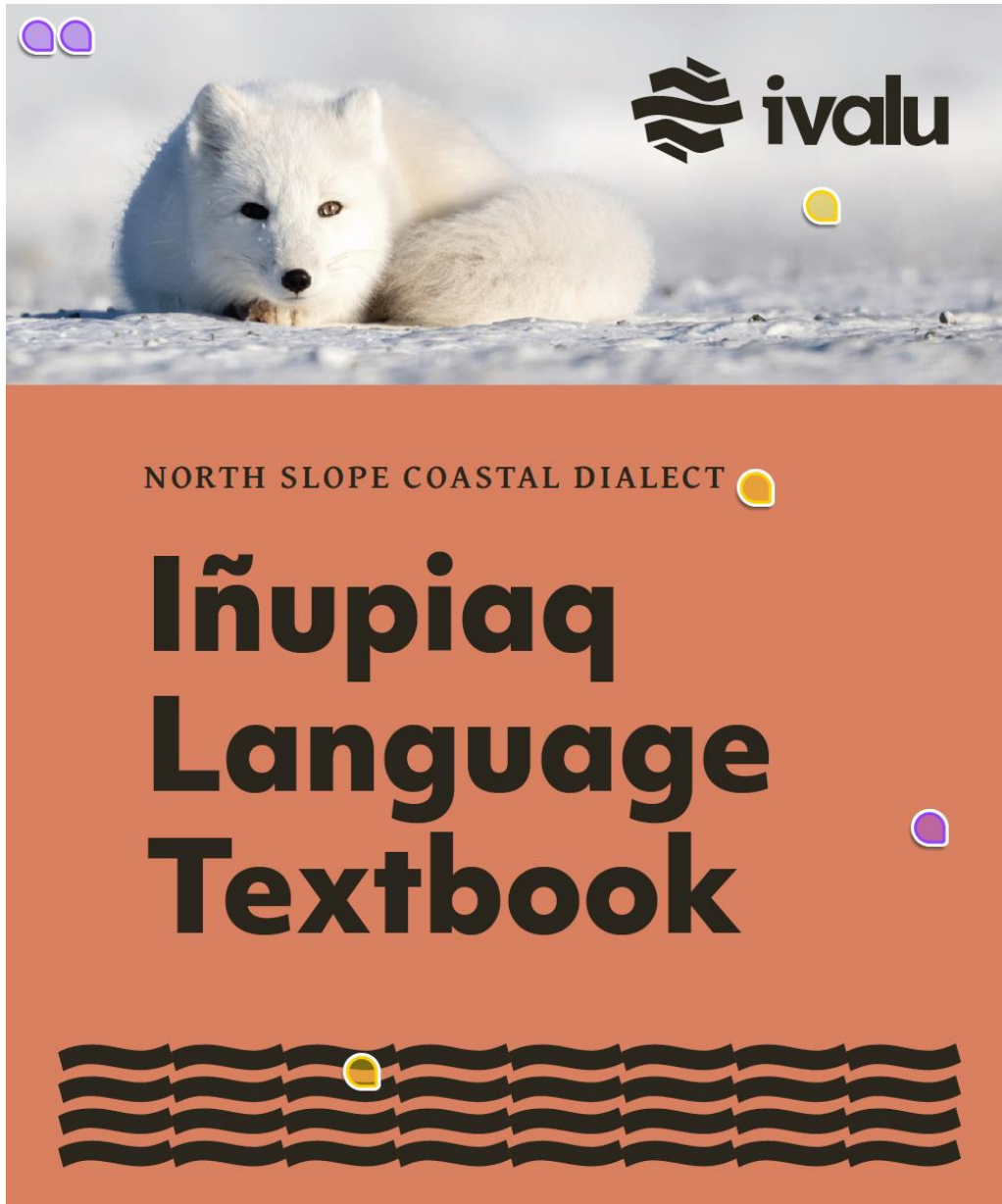
Strand	Stem (INSTRUCTIONAL FOCUS)	PE Emerging (PERFORMANCE EXPECTATION)
Food: Cultural Significance E.fpc.5	The student demonstrates an understanding of the cultural significance of food by...	
	The student demonstrates an understanding of social aspects of food by...	<p>[E] E.FPC.6.1 Showing enthusiasm about sharing food with peers and modeling the acts of sharing.</p> <p>[E] E.FPC.6.2 Expressing gratitude and thanks to the hunters, gatherers ,and preparers of the food.</p> <p>[E] E.FPC.6.3 Helping serve family meals and demonstrating an understanding that order of service is related to age (Elders, adults, then children)</p>
Hunter As Provider E.hs.3	The student demonstrates an understanding of the skills that a person needs to be a good provider by...	[E] E.HS.3.10 Being helpful to others when they are gathering food.

NSBSD Performance Expectations Standards [All Realms & Themes] Iluāḡniq (Iñupiaq Wellbeing)

PE Beginner (PERFORMANCE EXPECTATION)	PE Novice (PERFORMANCE EXPECTATION)	PE Practitioner (PERFORMANCE EXPECTATION)
[B] E.FPC.5.5 Explaining how his/her family feel about the specific local harvest.		[P] E.FPC.5.5 Telling a traditional or personal story (unipkaa, quliaqtuaq or uqaluktuaq) about values attached to the sharing of the bounty within a family or community.
[B] E.FPC.6.1 Sharing food with others.	[N] E.FPC.6.1 Sharing first catch as appropriate.	[P] E.FPC.6.1 Helping younger children learn appropriate local norms about sharing.
[B] E.FPC.6.2 Expressing gratitude and thanks to the hunters, gatherers, and preparers of the food.	[N] E.FPC.6.2 Expressing gratitude and thanks to the hunters, gatherers, and preparers of the food.	[P] E.FPC.6.2 Expressing gratitude and thanks to the hunters, gatherers, and preparers of the food.
[B] E.FPC.6.3 Serving Elders first	[N] E.FPC.6.3 Explaining proper food etiquette in the community	[P] E.FPC.6.3 Modeling proper food etiquette in the community
[B] E.FPC.6.4 Explaining why it's important to share.	[N] E.FPC.6.4 Noting ways that food brings a community together.	[P] E.FPC.6.4 Observing a community event that involves food and analyzing how it builds community.
		[P] E.FPC.6.5 Describing various traditional feast events and analyzing how they featured and functioned in traditional Iñupiaq culture and society.
[B] E.HS.3.10 Describing how a good hunter helps the community.	[N] E.HS.3.10 Sharing first catches as locally appropriate.	[P] E.HS.3.10 Providing meat and plant foods to the community.



Iñupiaq Language Program Textbook Update



2. Pledges

Learner's Pledge

Uqausiqput piññaḡnaqtuq. Aitchuusiaḡigikput
kinuniiptinniñ. Savaaqatugut anjruamik.
Uqallagniaqtuḡa tusaatquluḡa. Uqaḡniaqtuḡa
aimaḡviptinni. Uqautiniaḡitka utuqqanaat.
Uqautiniaḡitka avilaḡtqatiitka. Sumipayaaq
uqaḡniaqtuḡa. Suanaruḡa. Aitchuḡniaḡitka miḡliqtuvut.

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.



Iñupiaq Language Program Textbook Update

Iñupiatun Iḷisaaksravut Isagurvium Qulingugutailana Apiqqutillu Tiliugutillu Level 9 Question & Commands

QUESTIONS

Nanittuatit? Were you sick?	Ii, nanittuḡa. Yes, I was sick.	Naumi, naningitchuḡa. No, I am not sick.
Summan piḷaiḡaviñ? Why are you tired?	Piḷaiḡaruḡa, unnuiqivluḡa.	I'm tired because I stayed up late.
	Piḷaiḡaruḡa, unnuaq siñillu-atanitḡuḡa.	I'm tired because I didn't sleep well last night.
	Piḷaiḡaruḡa, unnuaq pi-uraaqpaḡuḡa.	I'm tired because I stayed up playing games last night.
	Piḷaiḡaruḡa, unnuaq home-work-paiḡuḡa.	I'm tired because I stayed up doing homework last night.
	Piḷaiḡaruḡa, taniḡuḡa.	I'm tired because I was sick.
Aakan sumi anigava? Where was your mother born?	_____mi anigaruḡa aakaga. My mother was born in _____.	
Aapan sumi anigava? Where was your father born?	_____mi anigaruḡa aapaga. My father was born in _____.	
Qavsiñik ukiuniḡava aapiyan? How old is your older brother?	Aapiyaḡa ##-nik ukiuniḡaruḡa. My older brother is ## years old.	

Qavsiñik ukiuniḡava aatauran? How old is your older sister?	Aatauraḡa ukiuniḡaruḡa ##-nik. My older sister is ## years old.	
Qavsiñik ukiuniḡava nukaaluiñ? How old is your younger sibling?	Nukaaluga ukiuniḡaruḡa ##-nik. My younger sibling is ## years old.	
Sumuḡniaqpiñ aḡiugupta? Where are you going to go when we are done? Sumuḡniaqpiñ miḡuaqtuḡa aḡiugupta? Where are you going after school?	_____muḡniaqtuḡa.	Later I am going to (person, place or thing).
	Sapunniagviḡmuḡniaqtuḡa.	I'm going to the clinic.
	Kigusiḡviḡmuḡniaqtuḡa.	I'm going to the dental clinic.
	Uqsriḡviḡmuḡniaqtuḡa.	I'm going to the gas station.
	Tauqsigñiagviḡmuḡni-aqtuḡa.	I'm going to the store.
	Agliḡviḡmuḡniaqtuḡa.	I'm going to the post office.
	Anḡaiyyuviḡmuḡniaqtuḡa.	I'm going to the church.
	Siñaanuḡniaqtuḡa.	I'm going to the beach.
	Aniisuaḡviḡmuḡniaqtuḡa.	I'm going to the playground.
	Maḡpiḡaaḡaḡviḡmuḡni-aqtuḡa.	I'm going to the library.
	Qitiḡviḡmuḡniaqtuḡa.	I'm going to the gym.
	Niḡḡiyyaḡviḡmuḡniaqtuḡa.	I'm going to the restaurant.
	Piuraḡviḡmuḡniaqtuḡa.	I'm going to the sports center.
	Mitchaaḡviḡmuḡniaqtuḡa.	I'm going to the airport.
	Manniḡviḡmuḡniaqtuḡa.	I'm going to the bank.
Sunik piuraallatuviñ? What do you like to play?	(Name of sport) – Iḷaturuḡa.	I like to play (name of game).



Iñupiaq Language Program Textbook Update



6. House Commands



Iñupiatun Iḷisaaksravut Isagurvik Sivulliq Igluṅṅuaqtuni Tiliuḡutit Level 1 House Commands

Qairruṅ....	Give me...
Quiyaqtuḡiñ.	Go use the toilet.
Argakkiñ iqaḡikkik.	Wash your hands.
Aquvittin aquppiutamun.	Sit down on the chair.
Aquvittin natiḡmun.	Sit down on the floor.
Igirruṅ.	Throw it away.
Igitkik.	Throw those (2) away.
Igitki.	Throw those (3+) away.
Siqquiñ.	Go to sleep.
Itiḡiñ.	Wake up.
Itiḡnaqsirūq.	It's time to wake up.

Iñupiatun Iḷisaaksravut Isagurvik Tuglialu Piṅayualu Igluṅṅuaqtuni Tiliuḡutit - Level 2 & 3 House Commands



Imuksriṅṅa.	Give me a glass of milk.
Imiksriṅṅa.	Give me a glass of water.
Iḷuligauraksraḡiñ.	Get a bowl.
Aluuttaqaksriṅṅa.	Give me a big spoon.
Aluuttaksriṅṅa.	Give me a spoon.
Qaqqulaaksriṅṅa.	Give me a cracker.
Tilaigguñ.	Sweep the floor.
Puggutauraksraḡiñ.	Get a plate.
Kakiurakriṅṅa.	Give me a fork.
Imiḡaamik ata.	Give me juice, please.
Uqsrukuaqtaksriṅṅa.	Give me a donut.
Muqpauraksriṅṅa.	Give me a roll.
Tagiuq ata.	Hand me the salt, please.
Papa ata.	Hand me the pepper, please.
Miḡayauraq tigumiḡuṅ.	Hold the baby.
Miḡayauraq uvamnuttuṅ.	Bring me the baby.
Miḡayauraq miluktirruṅ.	Give the baby a bottle. / Nurse the baby.
Makkamik ata.	Get me a diaper, please.
Saluagutiksriṅṅa.	Get me the wipes.
Tilagiñ.	Mop the floor.





Iñupiaq Language Program Curricular Resources

Arriiugiñ

Pictionary (Units 1 through 8)



Iñupiaq Pictionary (Units 1 through 8) Instructions April 1, 2017

Game Overview

Players guess the Iñupiaq name of their partner's drawing.

Setup

1. Place the vocabulary cards with question marks on the back that will be used to play in a box, bag or other receptacle where only the backs of the cards are visible. Pick only vocabulary cards that the players already have some fluency with. For example, if the players know most of the animals and body parts but are not confident with other vocabulary units, use only the animals and body parts.

2. Divide the group into teams of two. Gather whiteboards or pieces of paper for each team.

3. Players sit across from their partner with a whiteboard or piece of paper to draw on.

4. Choose one "drawer" and one "guesser" in each team.

Game Play

1. Have one of the "drawers" pick out a vocabulary card and carefully show it to the other "drawers." Make sure none of the "guessers" can see what is on the card.

Game Play

2. At an agreed upon signal all "drawers" begin drawing in the hopes of getting their partner to be the first to say the vocabulary in Iñupiaq.

3. The first team to guess the vocabulary word correctly in Iñupiaq gets a point. The first correct guess ends the round.

4. Players switch roles so that drawers are now guessers in the next round.

Notes

- The person drawing can only communicate through pictures.
- Drawers are not allowed to speak or make noises. Players may be tempted to use animal sounds to get their partner to guess an animal. For instance, it is much easier to quack than it is to draw a duck. This is not allowed.
- Drawers are not allowed to write letters or numbers. This is especially important to note because some players want to write "La la la" for singing or "zzz" for sleeping. This is not allowed.
- There is no rule against looking at other people's drawings.

Iñupiaq Pictionary (Units 1 through 8) Instructions April 1, 2017



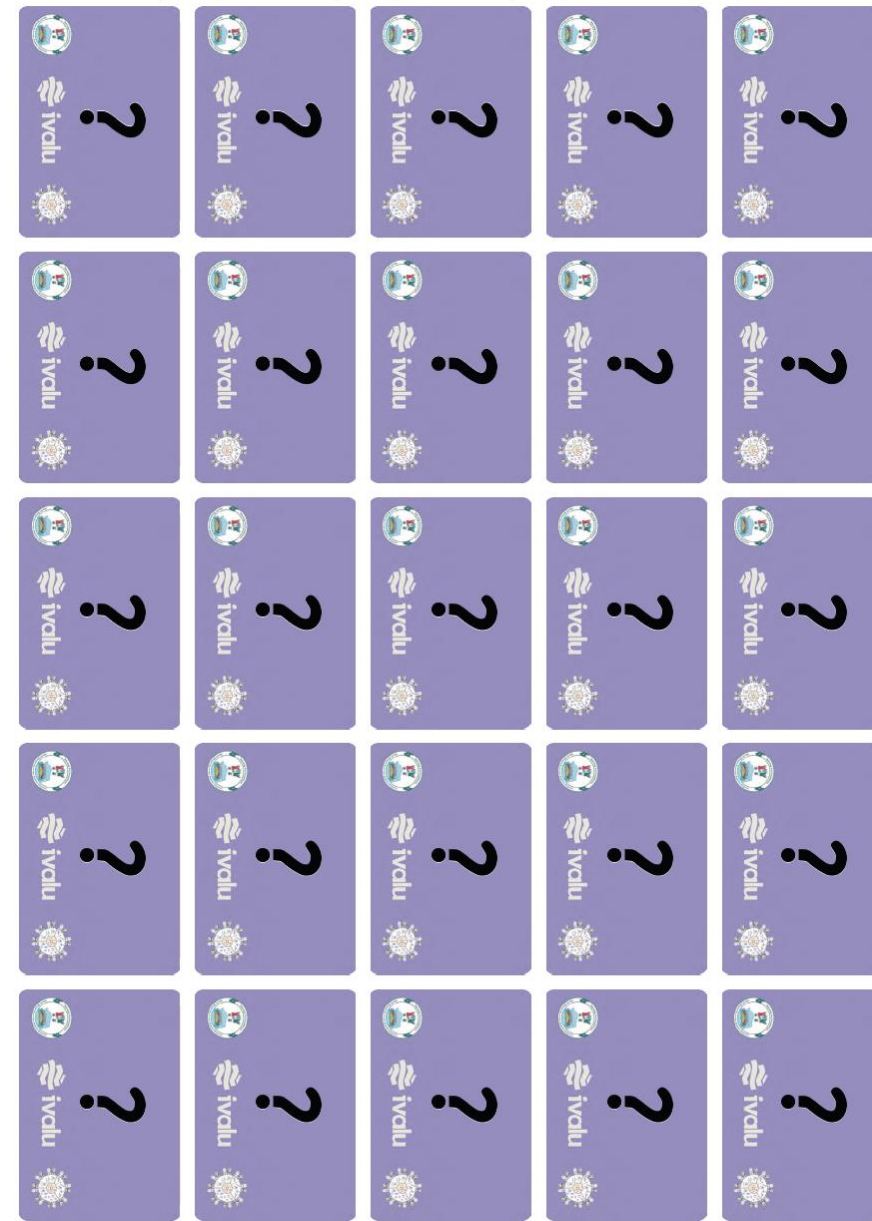
<https://www.nsbdsd.org/>



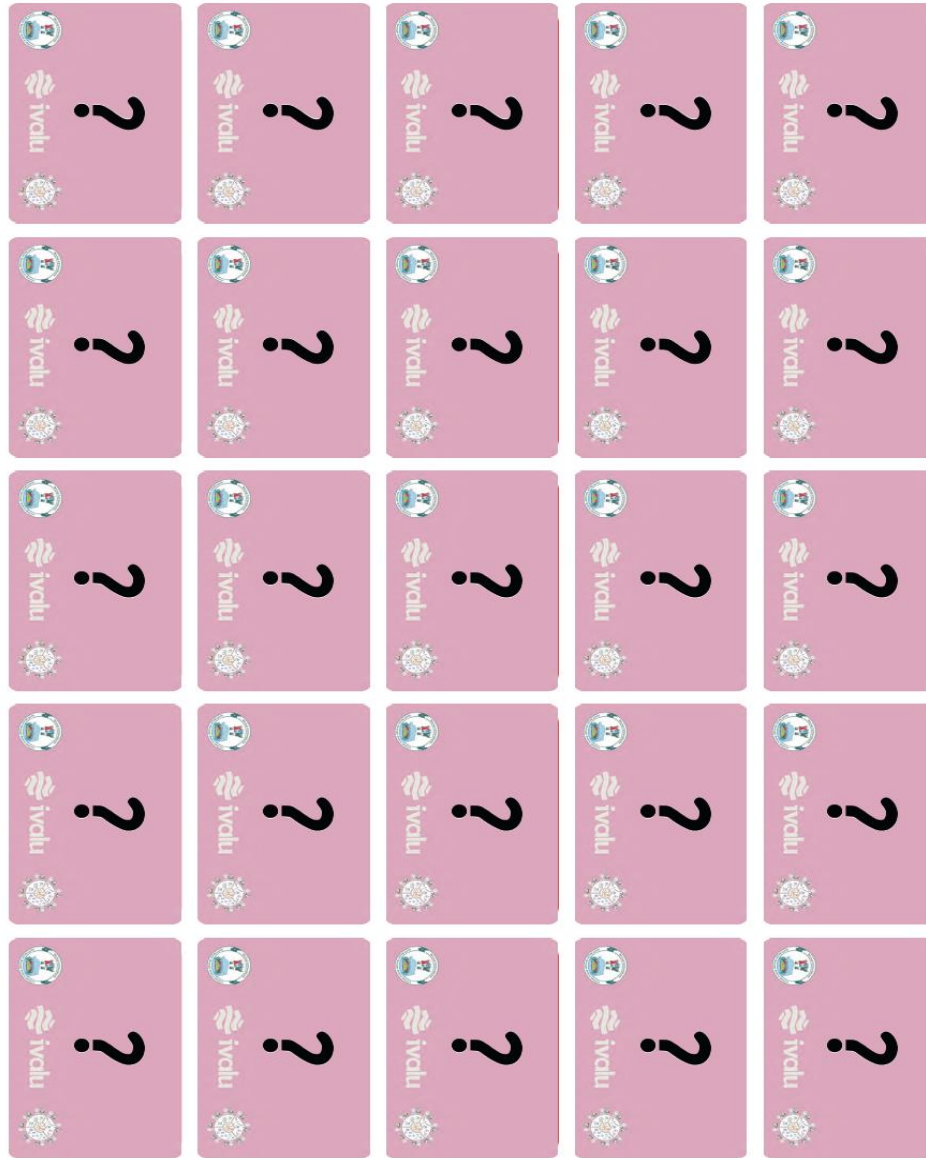
www.NativeTeachingAids.com



Iñupiaq Language Program Curricular Resources



Iñupiaq Language Program Curricular Resources

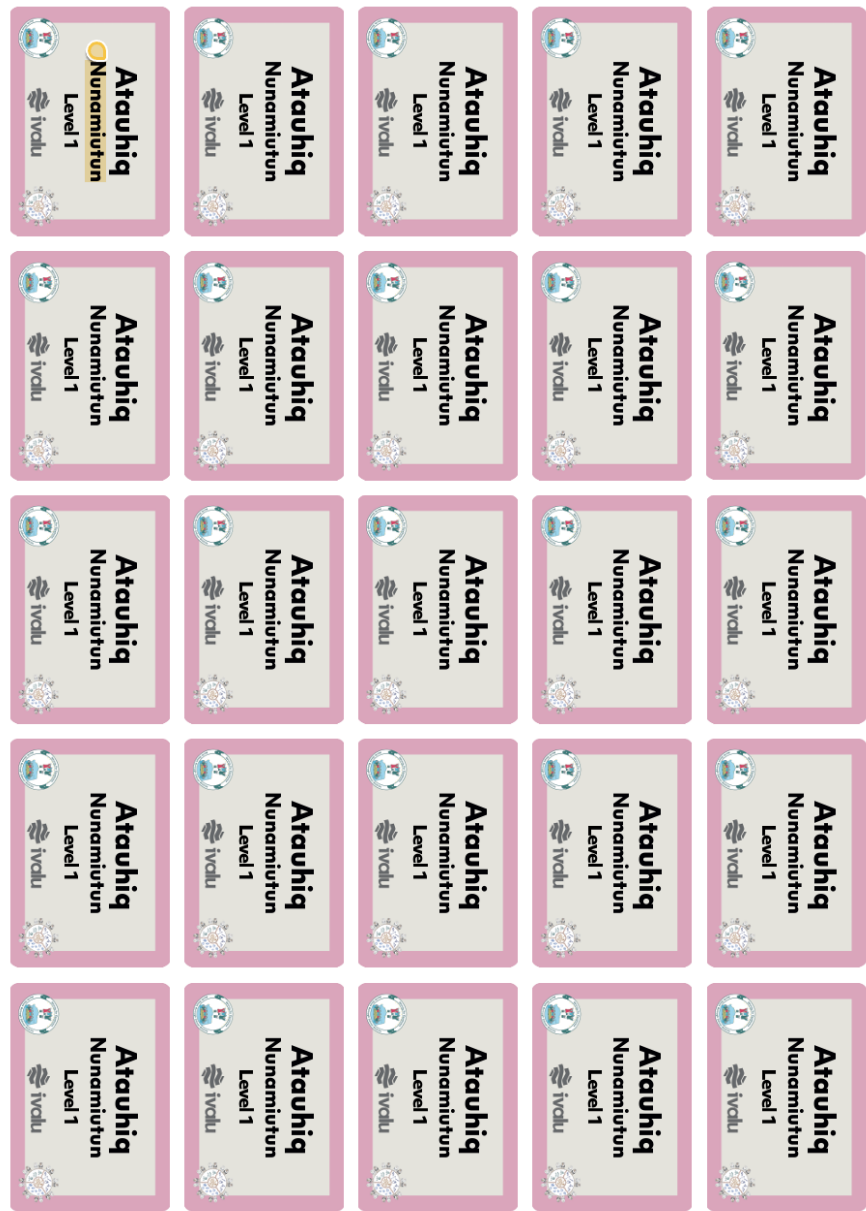




Iñupiaq Language Program Curricular Resources

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Iñupiaq Language Program Curricular Resources



Takirunga	Aimmirunga	Anjirunga	Utugqaurunga	Aularunga
Takirunga	Aimmirunga	Anjirunga	Utugqaurunga	Aularunga
Tuqurutin	Ullautirutin	Tigirutin	Makitarutin	Quiñirutin
Tuqurutin	Ullautirutin	Tigirutin	Makitarutin	Quiñirutin
Takirutin	Aimmirutin	Anjirutin	Utugqaurutin	Aularutin
Takirutin	Aimmirutin	Anjirutin	Utugqaurutin	Aularutin
Tuquruq	Ullautiruq	Tigiruq	Makitaruq	Quiñiruq
Tuquruq	Ullautiruq	Tigiruq	Makitaruq	Quiñiruq
Takiruq	Aimmiruq	Anjiruq	Utugqauruq	Aularuq
Takiruq	Aimmiruq	Anjiruq	Utugqauruq	Aularuq



Iñupiaq Language Program Curricular Resources

Tuquruguk	Ullautiruguk	Tinjiruguk	Makitaruguk	Quiñiruguk	Takiruk	Aimmiruk	Anjiruk	Utuqqauruk	Aularuk
Tuquruguk	Ullautiruguk	Tinjiruguk	Makitaruguk	Quiñiruguk	Takiruk	Aimmiruk	Anjiruk	Utuqqauruk	Aularuk
Takiruguk	Aimmiruguk	Anjiruguk	Utuqqauruguk	Aularuguk	Tuqurugut	Tuquruhi	Tuqurut	Ullautirugut	Ullautiruhi
Takiruguk	Aimmiruguk	Anjiruguk	Utuqqauruguk	Aularuguk	Tuqurugut	Tuquruhi	Tuqurut	Ullautirugut	Ullautiruhi
Tuquruhi	Ullautiruhik	Tinjiruhik	Makitaruhik	Quiñiruhik	Ullautirut	Tinjirugut	Tinjiruhi	Tinjirut	Makitarugut
Tuquruhi	Ullautiruhik	Tinjiruhik	Makitaruhik	Quiñiruhik	Ullautirut	Tinjirugut	Tinjiruhi	Tinjirut	Makitarugut
Tuquruhi	Ullautiruhik	Tinjiruhik	Makitaruhik	Quiñiruhik	Ullautirut	Tinjirugut	Tinjiruhi	Tinjirut	Makitarugut
Takiruhik	Aimmiruhik	Anjiruhik	Utuqqauruhik	Aularuhik	Makitarut	Makitaruhi	Quiñirugut	Quiñiruhi	Quiñirut
Takiruhik	Aimmiruhik	Anjiruhik	Utuqqauruhik	Aularuhik	Makitarut	Makitaruhi	Quiñirugut	Quiñiruhi	Quiñirut
Tuquruk	Ullautiruk	Tinjiruk	Makitaruk	Quiñiruk	Takirugut	Takiruhi	Takirut	Aimmirugut	Aimmiruhi
Tuquruk	Ullautiruk	Tinjiruk	Makitaruk	Quiñiruk	Takirugut	Takiruhi	Takirut	Aimmirugut	Aimmiruhi



Iñupiaq Children's Books Early Readers Series Updates

I WISH I WAS A NANUQ .DOCX

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(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.

NANUUMALANA .DOCX

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NANUUMALANA

Nannutun uqalaitchuṇa.

Tainnamik arriḷiuguuruṇa.

Arriḷiuguuruṇa apunmik.

Tuaksruiguuruq.

Arriḷiuguuruṇa sikumik.

Upingaksrami sikumik.

Iqitchiruamik maṇaḡtaamik taḡiumik.

Arriḷiuguuruṇa nannumik.

Arḡiimik nannumik.

Mikkiimik nannumik.

Aatauraumuamik nannumik.

Nanuumalaṇa.

Nannutun uqalaitchuṇa.

Tainnamik aḡḡisuuruṇa.

Aḡḡiqasiḡuugitka avilaitqatitka.

Aḡḡisuuruṇa uvapkun.

Aḡḡipiḡaḡaḡuuruṇa.

Aḡḡisuuruṇa quviasukṭuṇa.



Iñupiaq Children's Books Early Readers Series Updates

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In July, the vast, glistening waters of Utqiaġvik 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 immaġ 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 crawly 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 ganitchaq. A perfect sail.

Nasuk Umiagpaniġu .DOCX

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1 2 3 4 5

Iñukkuksaiviniġi imaġpaum qivliatitaqtuam Utqiaġvium saanġani ququaġmatun pigaa Nasuk. Nasuk kiuruq uqallaktuni umiĩñaġnivġuni suqpanaqtuamik tiñilġaiñaqtuamik taġiumi.

"Nakuuniqtanġat umiagpaliat!" Nasuk uqallaktuq.

Nasuum nigliñaaraaqtuag anuġi piññaaraaġaa kiiñamigun piuraaqtuag. Siqunġiqhuni aniqsaaqtuq.

"Aaaa!" Nasuk uqallaktuq, pattakulallaġmi.

Savaaksraun anġiruq.

"Umiĩñaġuma katiqsiruksraunġa umialiagaksranik," uqallaktuq.

Mom-maġata ququulagaa Nasuk niġiraġaaquvġugu. Nasuum niġillatupiksuanġit. Iqaluġmik nanuktaagutiliaġ qaqqulaagġlu.

"Immaġnak uvlupak," Mom-maġa uqallaktuq.
"Immaġniaġitchuġa," Nasuk uqallaktuq.
Anġiqpaanġni ativġugik aqġamik aniruq.
Nasuk ivaqġiġumaatquq umiaksrautaata suviĩksrautinġiñiik.

Ayauppialigaaqhuni aullaqiruq.
Qallinġkait qimmit qilualaruat.

Malikkait anġiit pisuaġvilġat qiruġniñ ivaqġiqhuni umialiagaksranik.

Ilaanni nutqaqtuuraġaqtuq qimilġuuqġugit aasii qupilġut imaqhaurani.

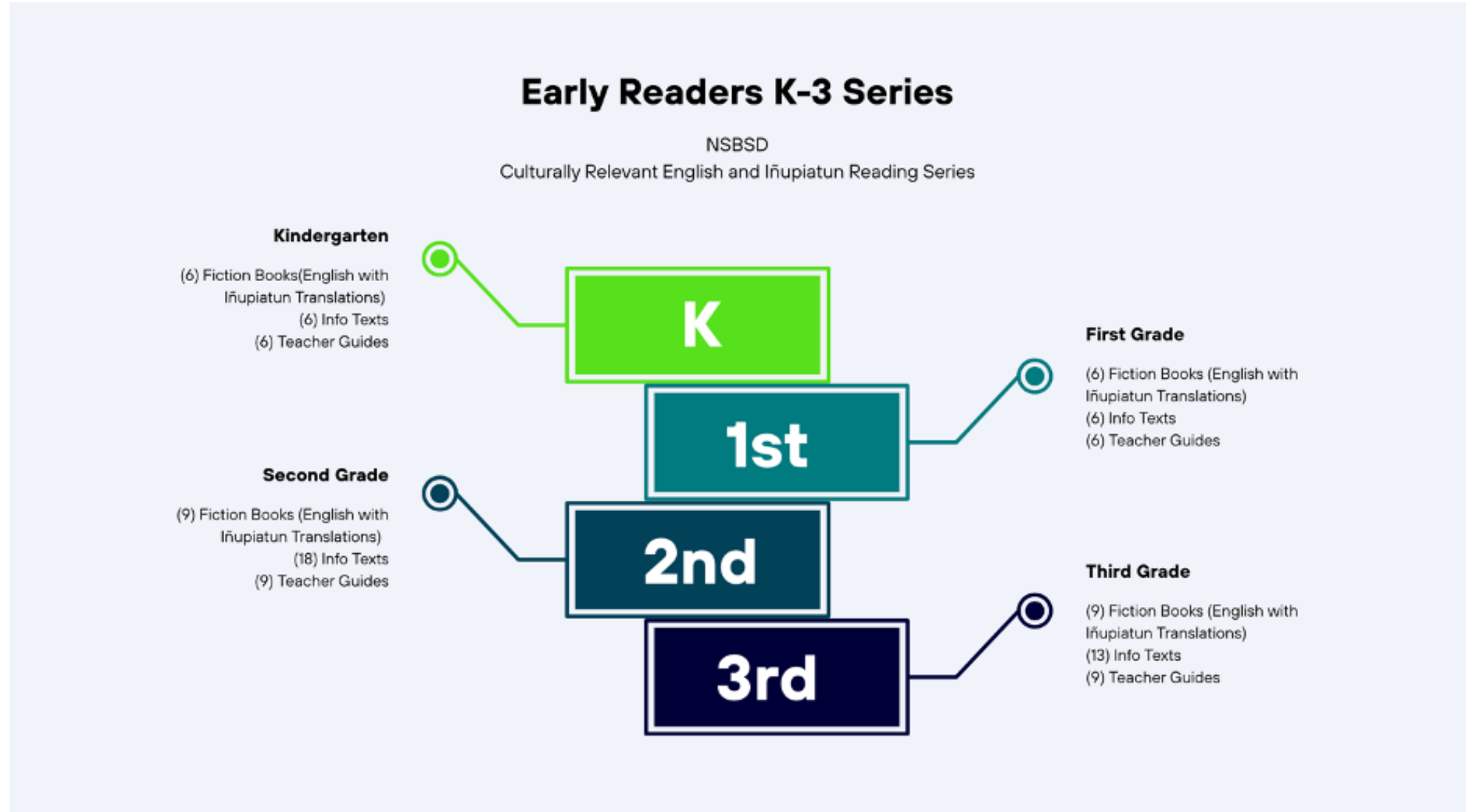
Kii, tavra pisuaġvium ataani tautukkaa! Maqpiġaaġruaq kiguunniġruaq.
Maanna aullaġniisautigigumiunġ umiamiñun. Agraġaa iglumiñun umiisaġumavġuni.

Savanagutiruq kiguunniġruaq kivluqġugu.
Paqitkaa aapiyanġata qaliġuuraġa



Iñupiaq Children's Books

Early Readers Series Updates



Iñupiaq Children's Books

Early Readers Series Updates



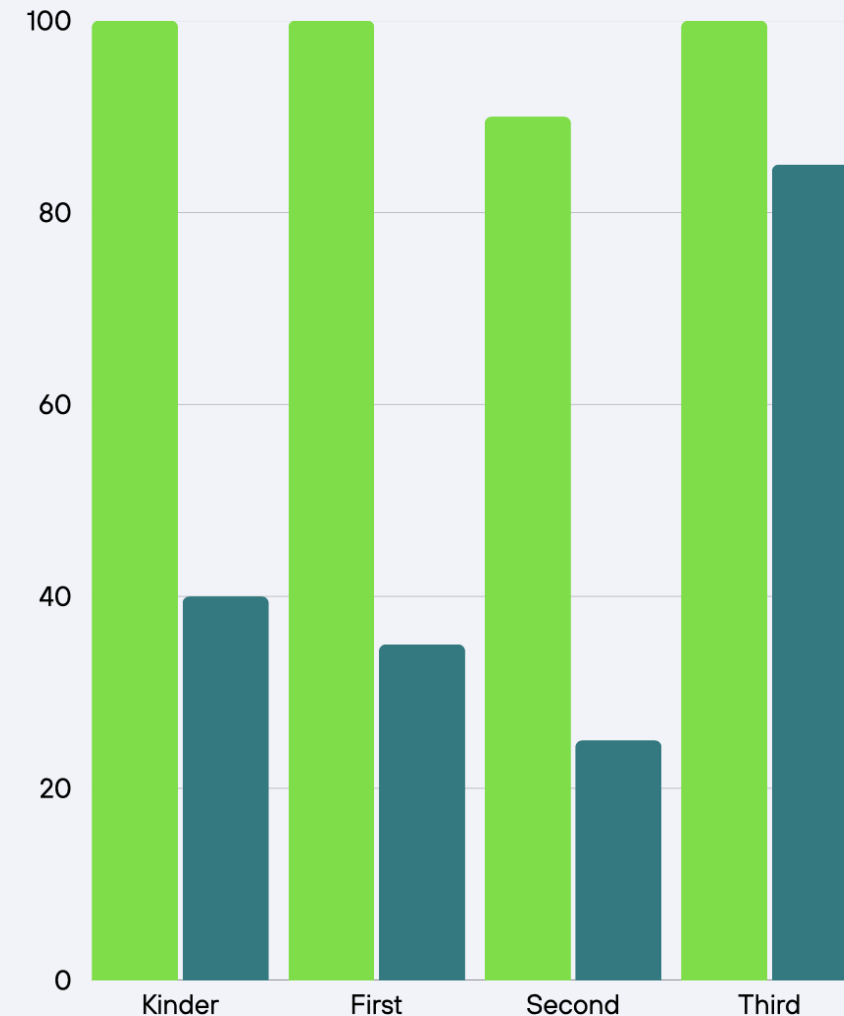
Iñupiaq Children's Books

Early Readers Series Updates

Fiction & Info Text Phase One: Writing & Translations

- Kindergarten (6) (Eng & Iñu) Fiction Texts: 100% Complete
- 1st Grade (6) (Eng & Iñu) Fiction Texts: 100% Complete
- 2nd Grade (9) (Eng & Iñu) Fiction Texts: 90% Complete
- 3rd Grade (9) (Eng & Iñu) Fiction Texts: 100% Complete

- Kindergarten (6) Info Texts: 40% Complete
- First Grade (12) Info Texts: 35% Complete
- Second Grade (18) Info Texts: 25% Complete
- Third Grade (13) Info Texts: 85% Complete



*Graph reflects progress as of 6/30/26



Iñupiaq Children's Books Early Readers Series Updates

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Iñupiaq Children's Books Early Readers Series Updates

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Iñupiaq Children's Books Early Readers Series Updates

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fx Grade Level Early Reader Series/Titles

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	Grade Level Early Reader Series/Titles	Type of Text (historical/social studies, science, technical)	First Draft (Tagmak)	Editor Review (Jon Davis)*	Second Draft (Tagmak)*	Grade Level Review (Gunning Fog - Jon Davis)*	Final Draft to MSBSP (Tagmak)*	Translate Iñupiatun (Pausauraq - # Books Complete)*	Table Read & Review Fiction (Pausauraq, Pat, Tanna, Tagmak)	Iñupiatun Version Review for Sentence Length/Complexity (Pausauraq, Tanna, Annauk, Kaniinaq, Kakanaaq)	Final Fiction delivered to Illustrator (Sign off: CTR, JD, JH, PP, TP)	Layout & Design for Illustration and Photo Placement (Emily Tallman)*	Illustrator & Photograph Collection (Emily Tallman)* will Assist*	Cultural Review of Illustrations (Pausauraq, Tagmak, Illustration)	Printer Typeset & Publish (Emily Tallman)*	Send to Printing Company for Print (Projected Date)*	Teacher Guide DRAFTED (Pausauraq/Pat Pantow)*	Series Complete (Projected Completion Date)*
2	Third Grade Fiction Books (9 English, ___ Iñupiaq)		100%	100%	100%	100%	100%	5 out of 9				Feb 2025	Apr 2025		May 2025	May 2025	June 2025	June 2025
3	Third Grade Non-Fiction Informational Texts (18 English, ___ Iñupiaq)		100%	100%	100%	100%	100%	1 of 18				Feb 2025	Apr 2025		May 2025	May 2025	June 2025	June 2025
4	Kisiglu Pakaglu - Story (18)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Kisiglu Pakaglu (Iñupiatun)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	IT - Sharing (Book)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Kisik & Pakaq TG		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Nauriaq's Blueberry Dream - Story (18)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Nauriam Siññaktuna (Iñupiatun)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	IT - Berries		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Nauriaq TG		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Samak Gets Lost - Story (13)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Samak Tammaqtuq (Iñupiatun)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	IT - Arctic Ocean Map		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	IT - Fish Facts		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Samak TG		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Igasak's Fancy Boots - Story		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Igasaum Atikulunjik (Iñupiatun)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	IT - Sewing (for Igasak's Fancy Boots)	Technical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	IT - Miguunnat (Sewing Iñupiatun)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	IT - Walrus Facts	Science/SS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Igasak's Fancy Boots TG		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
23	Puya & Sisualik - Story (Dall Sheep)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Puyalu Sisualiglu (Dot/Daisy Iñupiatun)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	IT -Dall Sheep Facts		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Dot & Daisy - TG (for Dot & Daisy)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
27	Brown Bear Story		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Brown Bear Story (Iñupiatun)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	IT - Brown Bear Facts		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Brown Bear TG		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
31	A Four Wheeler for my Mother - Story		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	NUNAKUAGUTIKSRADA MOM-MAA (Iñupiatun)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	IT - Transportation		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	IT - Measurements		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Four-wheeler TG		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
36	Lulu's Song - Story		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	Kanaam Atuutina (Iñupiatun)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	IT - Snow Bunting Facts		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	Kanaaq TG		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
40	Captain Ed & Mighty Boat - Story		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	Captain Ed & Mighty Boat (Iñupiatun)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	IT - Boats	Historical/Technical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	IT - Respecting Nature		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	Captain Nasuk TG		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Iñupiaq Children's Books Early Readers Series Updates

Grade Level Early Reader Series/Titles	Type of Text (historical/social studies, science, technical)	First Draft (Tagnak)	Editor Review (Jon Davis)*	Second Draft (Tagnak)*	Grade Level Review (Gunning Fog - Jon Davis)*	Final Draft to NSBSD (Tagnak)*	Translate Iñupiatun (Pausauraq - # Books Complete)*	Table Read & Review Fiction (Pausauraq, Pat, Tenna, Tagnak)	Iñupiatun Version Review for Sentence Length/Complexity (Pausauraq, Tenna, Arnauk, Kiminaq, Kakianaq)	Final Fiction delivered to Illustrator (Sign off CIR, JD, JH, PP, TP)	Layout & Design for Illustration and Photo Placement (Emily Tallman)*	Illustrator & Photo-graph Collection (Emily Tallman will Assist)*	Printer Typeset & Publish (Emily Tallman)*	Send to Printing Company for Print (Projected Date)*	Teacher Guide DRAFTED (Pausauraq / Pat Partnow)*	Series Complete (Projected Completion Date)*
Kindergarten Fiction Books (6 English, ___ Iñupiaq)		100%	100%	100%	100%	100%					Feb 2025	Apr 2025	May 2025	May 2025	June 2025	June 2025
Kindergarten Non-Fiction Informational Texts (___ English, ___ Iñupiaq)											Feb 2025	Apr 2025	May 2025	May 2025	June 2025	June 2025
Do Fish Drink Water? (Smelt)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do Fish Drink Water -Iñupiatun		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fish TG		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Why Does Everyone Need a Head? - Story		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head (Iñupiatun)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head TG		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Wish I Was a Nanuq - (Nanuq)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nanuq (Iñupiatun)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nanuq TG		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mount Jumble		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jumble (Iñupiatun)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jumble TG		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wiggle Wiggle Loose Tooth (Killer Whale)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wiggle (Iñupiatun)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wiggle TG		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wolf Pack		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wolf (Iñupiatun)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wolf TG		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Iñupiaq Education

FY25-26 Mid-Year Reflection

Key Learnings, Challenges...

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



Iñupiaq Education

FY26-27 Priorities of Focus

Key priorities of focus for next school year include:

- **Uqautiluna Iñupiatun Immersion Program**
 - Areas of growth: Continue to support fluency growth of staff; building out curriculum, materials, and resources; assessments and data collection.
 - Current Viability Study
- **Iᑭisaurriᑭuqta Program**
- **Full-Time MAP for Apprentices**
- **Continue Developing, Refining and Publishing Materials and Resources to Support Adopted Curriculum**
- **Continue Enhancing Systems and Structures**



QATQIÑÑIAĠVIK LEARNING CENTER & CAREER TECHNICAL EDUCATION

Jim Dube, Coordinator II of QLC

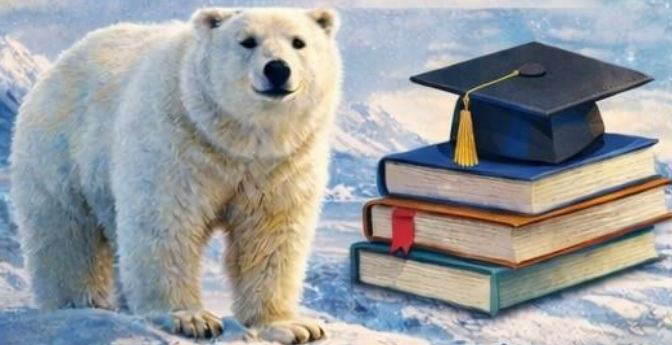


NSBSD CTE ACHIEVEMENTS

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



QLC/CTE

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.



QLC/CTE

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.

QLC/CTE

FY25-26 Mid-Year Highlights

Key Successes / Areas of Momentum ...

- Continued strengthening of our partnership with Iñisagvik College.
 - Welding transport, fabrication intensive, increasing dual credit offerings and planning meetings. Three students were told they could have summer employment if they will be in Utqiaġvik



QLC/CTE

FY25-26 Mid-Year Highlights

Looking Ahead to Spring

- Small engines, culinary, welding and construction intensives in the villages
- Once again sponsoring ANSEP 5th 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

FY25-26 Mid-Year Reflection

Key Learnings ...

- Constructing the shed took longer than expected, and a small group is really the key to keep all students busy.
- Two weeks is a real challenge for some students...homesickness and academics.
- Two weeks is also a challenge for all staff (cooks, QLC staff, chaperones, helpers).



QLC/CTE

FY26-27 Priorities of Focus

Key priorities of focus for next school year include:

- Longer intensives (3-week construction academy)
- Staffing for longer intensives (dorm parents, teacher/tutor positions)
- Preparing for quarter/semester long programs
- Develop at least one pre-apprenticeship program
- Develop education pathway



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 schools.
- **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)



Student Services

FY26-27 Priorities of Focus

Key priorities of focus for next school year include:

- Seek increased funding and support for adequate mental health supports for students and staff, including community-wide and stakeholder dialogue about behaviors and bullying
- Recruiting, filling positions with high quality candidates. Unique ways to manage staffing shortages with high expectation outcomes.
- Annual training, at the beginning of the year, during the year through PLCs and dedicated inservice time. Quality professional development opportunities.
- Continued refinement of intervention and SPED pedagogy.



End of Day 1



FISCAL YEAR 2025-2026

NSBSD Board of Education Winter retreat



North Slope Borough
School District
nsbsd.org



NSBSD BOE Mid-Year Retreat

Monday, January 26th, 2026

- A. Opening & Acknowledgment
- B. Celebration of Student Work
- C. Mid-Year Updates (Instructional Team)

Tuesday, January 27th, 2026

- A. Mid-Year Updates (Operational Team)
- B. Budget Discussion
- C. Overview of Assembly Presentation

Wednesday, January 28th, 2026

- A. **Executive Session** : Board Relations
- B. **Strategic Planning Topic Discussions**
 - * Behavior in Schools & Security
 - * Social & Emotional Support
 - * Immersion & Status of Inupiaq Language in the Region
 - * Food Service



District Goals, Strategies, & Outcomes

Each outcome includes:

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

FAMILY & COMMUNITY COLLABORATION	District Goal 1: Prioritize and implement intentional and purposeful partnerships. <div> Strategies <ul style="list-style-type: none"> • <i>Shared Interests, Rights, and Responsibilities.</i> • <i>Purposeful Asks and Broader Accountability.</i> • <i>Explicit and Formalized Partner Agreements.</i> </div> <div> Outcomes: <ul style="list-style-type: none"> • Authentic, intentional, and visible collaboration with families and all community partners. • Authentic, integrated partnerships with Tribes and cities that are tied to specific programs and outcomes for students and the community. • Building upon existing support and partnerships with corporations, local businesses/nonprofits to ensure purposeful outcomes that meet the needs of our students. • Expanded pathways and opportunities for students and staff through partnerships with employers, colleges/universities, and other districts. </div>
CULTURALLY RESPONSIVE INSTRUCTION	District Goal 2: All students perform at or above grade level. <div> Strategies <ul style="list-style-type: none"> • <i>School-Based Intervention and a Multi-Tiered System of Supports for Students.</i> • <i>Strong Tier 1 Instruction and Culturally Responsive Curriculum that Teaches Grade-Level Content through Our Own Lens.</i> • <i>Measuring Progress and Showing Growth of the Whole Child with and Beyond Standardized Assessments.</i> </div> <div> Outcomes: <ul style="list-style-type: none"> • All students supported to achieve grade level proficiency or above in literacy & math. • High-quality Tier 1, culturally safe & responsive instruction in every classroom. • Fully integrated culturally responsive curriculum. • All students will have a Tumitchiat Sivunmun Plan for learning achievement. • Students in school at least 90% of the time. • All students graduate with their cohort. </div>
	District Goal 3: All students are prepared for their pathway of choice post-high school. <div> Strategies <ul style="list-style-type: none"> • <i>Forging Partnerships to Expand Offerings and Pathway Opportunities.</i> • <i>Cultivating Student Interests and Strengths Throughout the Educational Journey.</i> </div> <div> Outcomes: <ul style="list-style-type: none"> • All students have identified their own post-high school pathway (in partnership with Stakeholders). • Aligned CTE courses, with a consistent scope and sequence, available across the District. • Maximized utilization of the Qatqiñniagvik Learning Center (QLC) for NSBSD programs & supports for students. </div>



District Goals, Strategies, & Outcomes

Each outcome includes:

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

CULTURALLY RESPONSIVE INSTRUCTION	District Goal 4: Graduate bilingual students. <div> Strategies <ul style="list-style-type: none"> • Compulsory Iñupiaq Language Learning K-12. • Shift to a Dual-Language Learning Model / Integration and Alignment of Iñupiaq Language in the Curriculum. </div> <div> Outcomes: <ul style="list-style-type: none"> • Transition to a dual language model. • Co-created, community-based Iñupiaq immersion program in every village. • District-driven Iñupiaq Language Teacher Recruitment & Development Pathway. </div>
STUDENT SOCIAL & EMOTIONAL WELLBEING	District Goal 5: Facilitate & maintain culturally, emotionally, & physically safe learning environments. <div> Strategies <ul style="list-style-type: none"> • Inter-Agency Partnerships to Provide Integrated Behavioral and Mental Health Supports. </div> <div> Outcomes: <ul style="list-style-type: none"> • Development & implementation of Community & School Expectation Agreements (CSEA's) annually. • Prioritized and elevated student voice. • Every space in the District is physically and culturally safe. • Inter-agency collaboration to support student wellbeing as defined within MOA's. • Ongoing wellbeing & cultural safety training for all staff. </div>
STAFF SUPPORT & PROFESSIONAL DEVELOPMENT	District Goal 6: Build and sustain a thriving workforce aligned with the mission of this District. <div> Strategies <ul style="list-style-type: none"> • Deliver a Clear, Coherent Narrative About the District as a Place to Work. • Mission Aligned: Hiring Based on Fit. </div> <div> Outcomes: <ul style="list-style-type: none"> • Attracting and hiring NSBSD mission-aligned recruits. • Developing and retaining qualified, engaged, and committed staff. • Facilitating and increasing staff connectedness, support, and wellbeing. • Actively supporting local staff on a career ladder to achieve highly qualified/certificated status. </div>
FINANCIAL & OPERATIONAL STEWARDSHIP	District Goal 7: Standardize high-functioning, efficient, student-focused operations. <div> Strategies <ul style="list-style-type: none"> • Foster Organizational Congruence, Aligned with the Mission of the District. </div> <div> Outcomes: <ul style="list-style-type: none"> • Safe, modern, secure facilities for students and staff. • Standardized operational processes and inter-departmental cooperation District-wide. • Current technology enhancing operations and advancing student outcomes. • Stable and reliable local contribution funding that accounts for inflation and the changing needs of our students & community. • Diversified funding outside of State & Federal revenue sources. </div>



MAINTENANCE & OPERATIONS

Barry Broome, Director of Maintenance & Operations



Maintenance & Operations

FY25-26 Mid-Year Highlights

Key Successes / Areas of Momentum ...

- Harold Kaveolook School Phase 1 Completed
- Furniture Replacement for teacher housing
- Upgraded 10 apartment units with carpet, and paint.
- Six of the Seven villages visited by the M&O Director.
- Walk through with the School Board on changes for the next cycle of CIP project submissions



Maintenance & Operations

FY25-26 Mid-Year Highlights

Key Successes / Areas of Momentum ...

- District-wide Safety and Security Upgrades
 - All sites have now received AI Entry cameras with ongoing security upgrades district-wide
- District-wide staff training on safety and security
- Crisis Management Plans
 - School Safety Assessments (SSA)
 - Emergency Evacuations Plans (EEP)
 - Emergency Operations Plan (EOP)
 - Standard Response Protocol (SRP)
 - Standard Reunification Method (SRM)



Maintenance & Operations

FY25-26 Mid-Year Reflection

Key Learnings ...

- Applying Inupiaq Values within our SOP's and everyday work Assignments
- Safety and Security is an ever evolving process and staying in front of learning and researching newest trends.
- Reduce the amount software's down into one suite for Transportation Maintenance, Building Event Reservations, Preventative Maintenance, and Work Order flow.
- Evaluation of kitchen appliances and overall functions.
- Continual training of M&O staff to further their growth.



Maintenance & Operations

FY26-27 Priorities of Focus

Key priorities of focus for next school year include:

- Continuing to improve our security plans with beginning of school year training and virtual refresh seminars. Train the Trainer
- Crisis Prevention Intervention (CPI) de-escalation training for Classified and Certified Staff.
- Re-evaluation of CIPM submissions vs current needs.
- Re-evaluation and update of Preventative Maintenance Plans and evaluate Building Condition Index (BCI) on each facility.
- Review and overhaul of food services.



Nutritional Services

FY25-26 Mid-Year Reflection

Key Learnings ...

- Prioritize training of cooks and cook's helpers.
- A review of staff hours and district resources, including food required to host tournaments and events.
- Re-evaluate menus to provide nutritional food that children are interested in eating.
- Surveys went out to parents and students to identify what was the most liked foods to put on qty 3 menus.
- Upgrade aging kitchen equipment (currently on CIPM submission)



Nutritional Services

FY26-27 Priorities of Focus

Key priorities of focus for next school year include:

Have these steps completed and reviewed to start FY26-27 at full speed.

- Step 1: Food Services Committee Meetings
- Step 2: Survey Students and Parents of favorite served meals.
- Step 3: Simplify Menus to 10 meals (the favorite meals from survey).
- Step 4: Food quality
- Step 5: Staff Training and continual training



INFORMATION TECHNOLOGY

Reginald Santos, Director of Information Technology



Information Technology

FY25-26 Mid-Year Highlights

Key Successes / Areas of Momentum ...

Network Resiliency & Continuity

- Successfully maintained district connectivity during a major regional subsea fiber outage.
- Rapid transition to Starlink backup ensured continuity of instruction and operations.
- Coordinated with GCI, Quintillion, and the North Slope Borough to restore nearly 50 percent of district bandwidth through the Nome Terra terrestrial fiber network.

Core Infrastructure Modernization

- Completed replacement of aging core servers supporting:
 - Active Directory authentication
 - Backup and Replication
 - Cisco VoIP services
 - Single Sign-On systems

Improvements resulted in greater system stability, performance, and security districtwide.

Federal Grant-Funded Technology Improvements

- Completed USDA RUS DLT Grant upgrades at four schools, including:
 - Modern projection systems
 - Professional audio equipment
 - Wireless microphones
- Awarded an additional USDA RUS DLT Grant to extend audio/visual upgrades to all remaining schools.



Information Technology

FY25-26 Mid-Year Highlights

Districtwide Student Device Refresh

Fully approved student laptop and iPad refresh initiative.

Funded through:

- 1.5 million dollars from North Slope Borough CIP
- NSBSD FY25 fund balance contribution
- New Apple devices scheduled for ordering in January to replace the district's aging fleet.

Student Safety & Digital Wellness

- Continued deployment of Lightspeed Alert to proactively identify potential student safety concerns.
- Monthly activity report included alerts related to self-harm, bullying, violence, weapons, drugs, and explicit content.
- All alerts are reviewed by trained human safety specialists to ensure accuracy and respect student privacy.
- Verified alerts resulted in timely intervention by principals, counselors, and support staff.

School Safety Systems Modernization

- Implemented a new door access control and intercom/PA system at Fred Ipalook Elementary School.
- This system will serve as the district standard for future school safety upgrades.



Information Technology

FY25-26 Mid-Year Reflection

Key Learnings ...

- Internet resiliency planning is essential in a remote Arctic environment, redundancy must be proactive, not reactive.
- Federal grant funding continues to be a critical driver for modernizing instructional and safety technology.
- Student safety technology is most effective when paired with strong human review, collaboration, and clear response protocols.
- Standardized systems, lifecycle planning, and documentation reduce long-term operational risk and cost.



Information Technology

FY26-27 Priorities of Focus

Digitization & Access

- Expand digitization of district staff and public-facing forms.
- Improve ease of access, submission, tracking, and records management for staff and community members.

Cybersecurity & Identity Protection

- Implement Multi-Factor Authentication (MFA) for staff to strengthen district cybersecurity posture.
- Reduce risk of phishing, account compromise, and unauthorized access.

Process Improvement & Standardization

- Strengthen internal and inter-departmental SOPs for:
 - Onboarding and offboarding
 - Training and documentation
 - Cross-department workflows and support processes



Information Technology

FY26-27 Priorities of Focus

Responsible Technology Lifecycle Management

- Maintain a disciplined 4-year device lifecycle for student and staff Apple devices.
- Reduce e-waste, maximize resale and buyback value, and reinvest recovered funds.
- Continue strategic collaboration with NSB CIP to sustain long-term refresh funding.

Districtwide Internet Resiliency & Capacity

- Deploy Peplink SpeedFusion districtwide.
- Add district-owned internet capacity alongside E-Rate services.
- Enable:
 - Automatic failover during fiber outages
 - Internet bonding to increase bandwidth during high-demand events such as sports, community meetings, cultural events, and emergencies.



HUMAN RESOURCES



Human Resources

FY25-26 Mid-Year Highlights

Key Successes / Areas of Momentum ...

- Recruited 50 new teachers out of 86 vacancies at the start of SY25-26.
- 1st in eight years, the District held an All Hire in-service that allowed staff to connect with their colleagues within the same field, and at the same time, the District was able to provide guidance and support at the start of the school year.
- Contracted Valliant to conduct a compensation study has commenced.



Human Resources

FY25-26 Mid-Year Highlights

Key Successes / Areas of Momentum ...

- We have recently hired a Human Resources Recruitment and Certification Manager.
- District staff completed professional training on professional boundaries, discrimination
- Iñisaurriqta Program and has an appointed manager, Debbie Mekiana, to oversee the program
- Continue to integrate standardized practices



Human Resources

FY25-26 Mid-Year Reflection

Key Learnings ...

- The teaching sector continues to be challenged by a shrinking work force. Teacher vacancies have increased to 400,000 nationwide which impacts the available pool for the District. As a result we are having to rethink all traditional pathways for recruiting and retaining staff.
- Our ability to access overseas teachers has been put on hold by federal government policy mandates. Each overseas teacher would cost the District an additional \$100,000 per year. As a result, we are facing a recruiting season without access to overseas candidates.
- 134 rehire teacher contracts were issued, and 120 signed their contracts. That is 89.55%, who signed, which tracks with staff alignment with the Board's vision and mission
- The District continues to be challenged in its recruiting for a stable director in human resources.



Human Resources

FY26-27 Priorities of Focus

Key priorities of focus for next school year include:

- Recruitment
 - Working with new HR Recruiter to refine and improve our recruitment and retention model.
- Onboarding
 - Implementing a newly developed full cycle and orientation plan
- Crisis Prevention Intervention (CPI) de-escalation training for Classified and Certified Staff.
- Compensation Study
 - Working with consultants
 - Job Description review and updates
 - Salary schedule review
- Full review of district-wide positions for efficiencies



BUSINESS OFFICE

Megan Williams, Director of Finance



Business Office

FY25-26 Mid-Year Highlights

Key Successes / Areas of Momentum ...

- Successfully passed the FY25 financial audit – 3 years of clean audits, reflecting sound financial practices and compliance with reporting requirements.
- Accounting system was transitioned from on premises to cloud-based, improving system reliability and ensuring that internet or power outages in Barrow do not disrupt work being performed from village sites or outside of Barrow.
- The Business Office is actively collaborating with Human Resources on a districtwide compensation study to gain clearer insight into staff compensation.
- The District received a state funding increase, providing additional stability and opportunities to address operational and programmatic needs.



Business Office

FY25-26 Mid-Year Reflection

Key Learnings ...

- While progress has been made, development and documentation of standard operating procedures has been slower than anticipated due to competing operational demands.
- Continued emphasis on systems efficiencies to reduce reliance on individual staff and strengthen continuity.
- Maintain continual attention to purchasing SOPs and District-wide processes (Departments & Sites).
- Ongoing financial and staffing analysis, including the compensation study, will be important in informing future planning and sustainability.



Business Office

FY26-27 Priorities of Focus

Key priorities of focus for next school year include:

- Advocate for consistent sustainable local and State revenue contributions
- Use insights from the compensation study to support recruitment, retention, and future operational efficiencies.
- Completion and implementation of key standard operating procedures to improve efficiency, compliance, and continuity.
- Continue leveraging technology improvements and stable funding to strengthen internal controls and service delivery.
- Deliver a 4th clean audit with the FY26 year.



NSB Assembly and NSBSD BOE JOINT MTG

Overview of presentation



JOINT MEETING AGENDA

Opening Remarks

NSB Assembly President Crawford Patkotak, NSBSD Board President Esther Evikana, NSB Mayor Josiah Patkotak, NSBSD Superintendent David Vadiveloo

E. Work Session

- 1.NSBSD Strategic Plan, Superintendent David Vadiveloo
- 2.Educational Outcomes Discussion, Director Dr. Caitlin Santos, Director Tenna Pili, Director Michael Hautala, Coordinator Jim Dube
- 3.Mayor's Initiatives – Partnership Programs with NSBSD Martina Hopson & Supt Vadiveloo
- 4.Fiscal Year 2026-2027 Budget, Director Megan Williams
- 5.Capital Improvement Project (CIP) Plan, Director Barry Broome



Closing Remarks

FISCAL YEAR 2025-2026

NSB/NSBSD Joint meeting



North Slope Borough
School District
nsbsd.org



SCHOOL BOARD MEMBERS

**Rossman
Ferguson**
Ulġuniq

Nancy Rock
Tikiġaq

Frieda Moore
Utqiaġvik

Frieda Nageak
Utqiaġvik
Board Clerk

Esther Evikana
Utqiaġvik
Board President

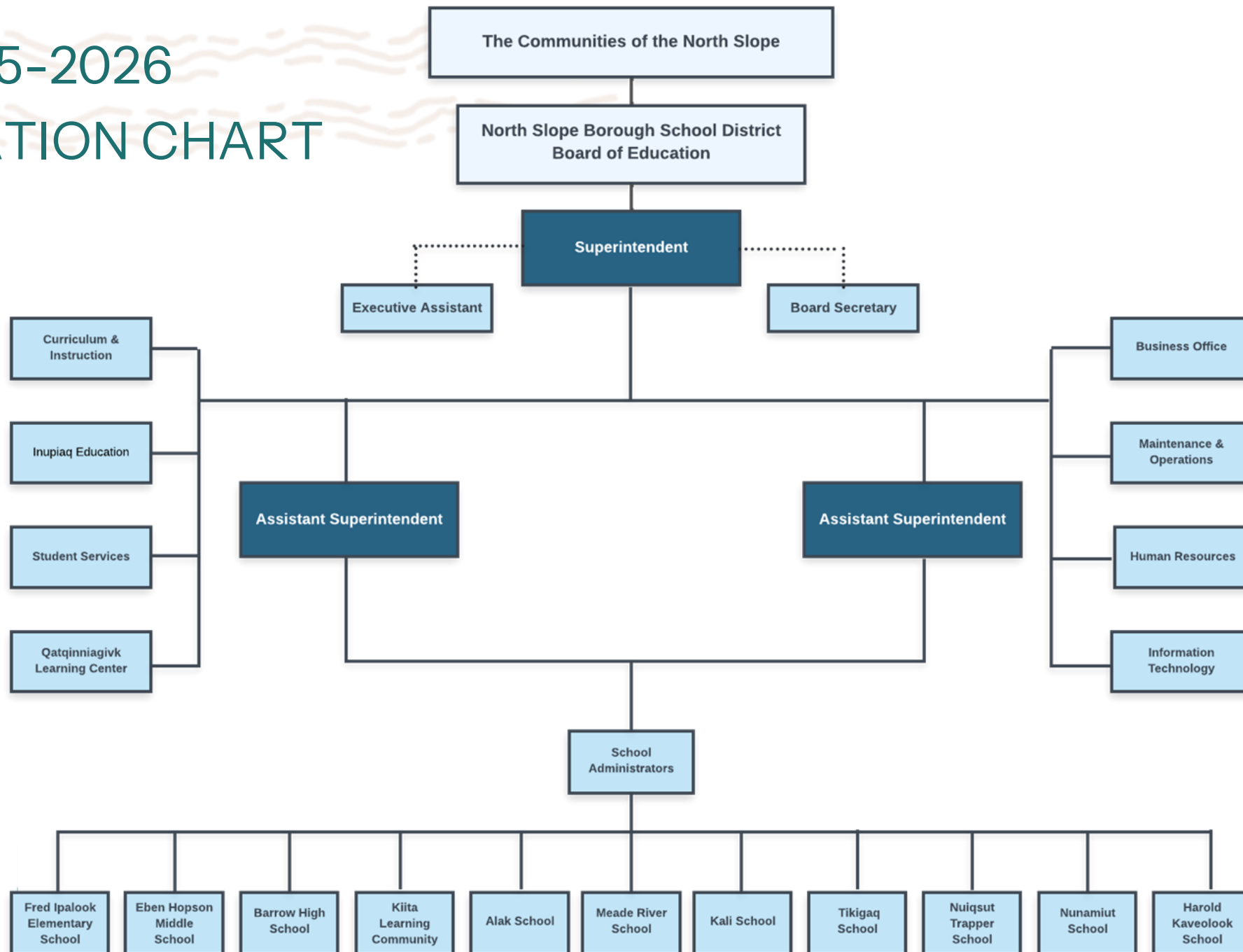
Qaiyaan Harcharek
Utqiaġvik

**Nora Jane
Burns**
Kaktovik



2025-2026

ORGANIZATION CHART



OUR MISSION & FOUNDATION

OUR MISSION

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

MANJUQPUT - OUR FOUNDATIONAL STATEMENT

Iñuk una qauriñinaniñ iñugullaḡmi ilisimmatiniguuruq ilisausiamiñiñ naipiqtuḡniñani!lu aasii taima isumalaalgusiv!uni suli ilisimmaagiksiv!uni. Tainnamik aasii kisuutilaani pautagivlugu iñuguqhuni iñulluatauvluni. Isumaptiktun ilitchipkairugut sivuniqaḡuta Iñupiaḡniptinnik, iñuuniaqatigiimmaḡiñiptinnik, iluaḡniptinnik suli iñukkuksaiñiptinnik iñulluatanik, ataramik kisuutilaaqput suaḡnasiqsimallaan.

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

District Goal: Prioritize and implement intentional and purposeful partnerships.

STAFF SUPPORT & PROFESSIONAL DEVELOPMENT

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

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

STUDENT SOCIAL & EMOTIONAL WELLBEING

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

CULTURALLY RESPONSIVE INSTRUCTION

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.

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

Financial & Operational Stewardship



STRATEGIC PLAN 2025-2029 – Strategic Anchors

Pisigilugit Qitunḡavut – In the best interests of all children.

Always with the community.

All students have a voice.

High expectations in literacy and numeracy go alongside language and cultural acquisition.

The Iñupiaq Learning Framework is foundational for the identity of the district.

Sustainable and consistent funding for long-term impact.



STRATEGIC PLAN 2025-2029 – Strategy and Accountability Hub

StrategyHub

North Slope Borough
School District (NSBSD)

Home

Strategy

Goals & Results

Reviews

Reports

User Resources

Settings

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

6/8

Outcomes
Achieved & On Target

Items Critical
0

Starting soon
0

Achieved
4

Should have started
1

Need a check-in
15

Ending soon
0

1 Prioritize and implement intentional and purposeful partnerships.					
On Target	Outcome	Authentic, intentional, and visible collaboration with families and all community partners.	Champion Superintendent/ CO AS	Start Date 07/01/24 - 06/30/26	Last updated 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

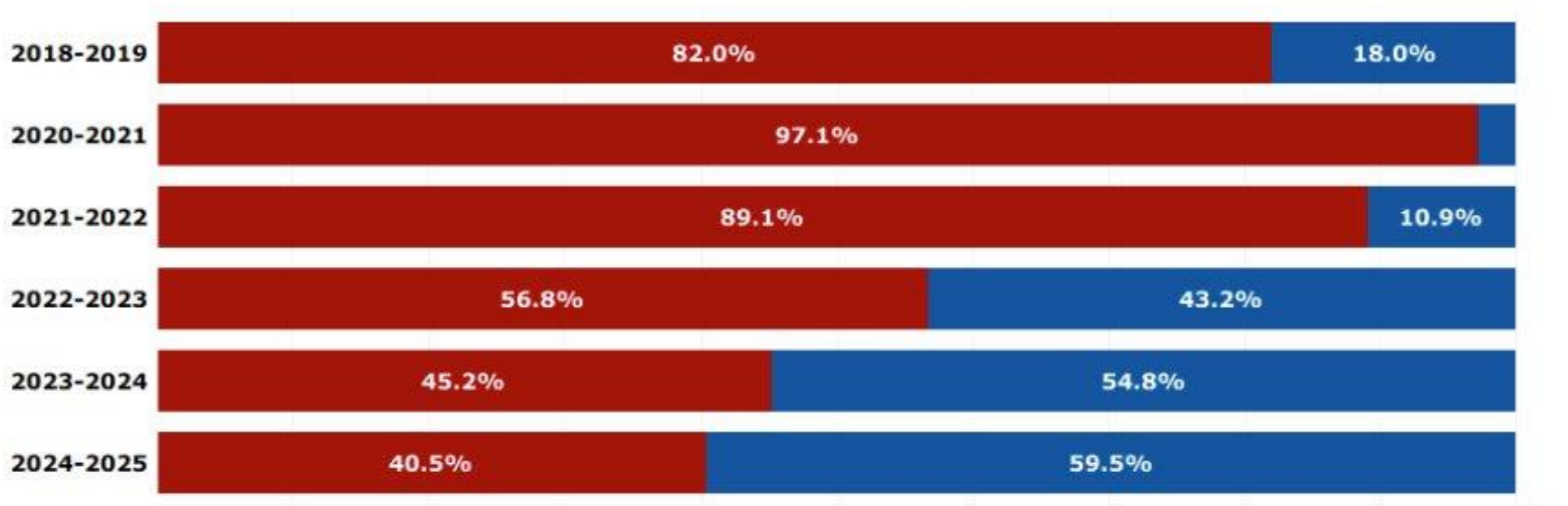
STRATEGIC GOALS 2025-2029

- The 3-year return on investment in our children is real & unprecedented.
- Year on year growth for our students = outperforming the State. But we need to standardize and build on that growth.
- Continuity of the 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

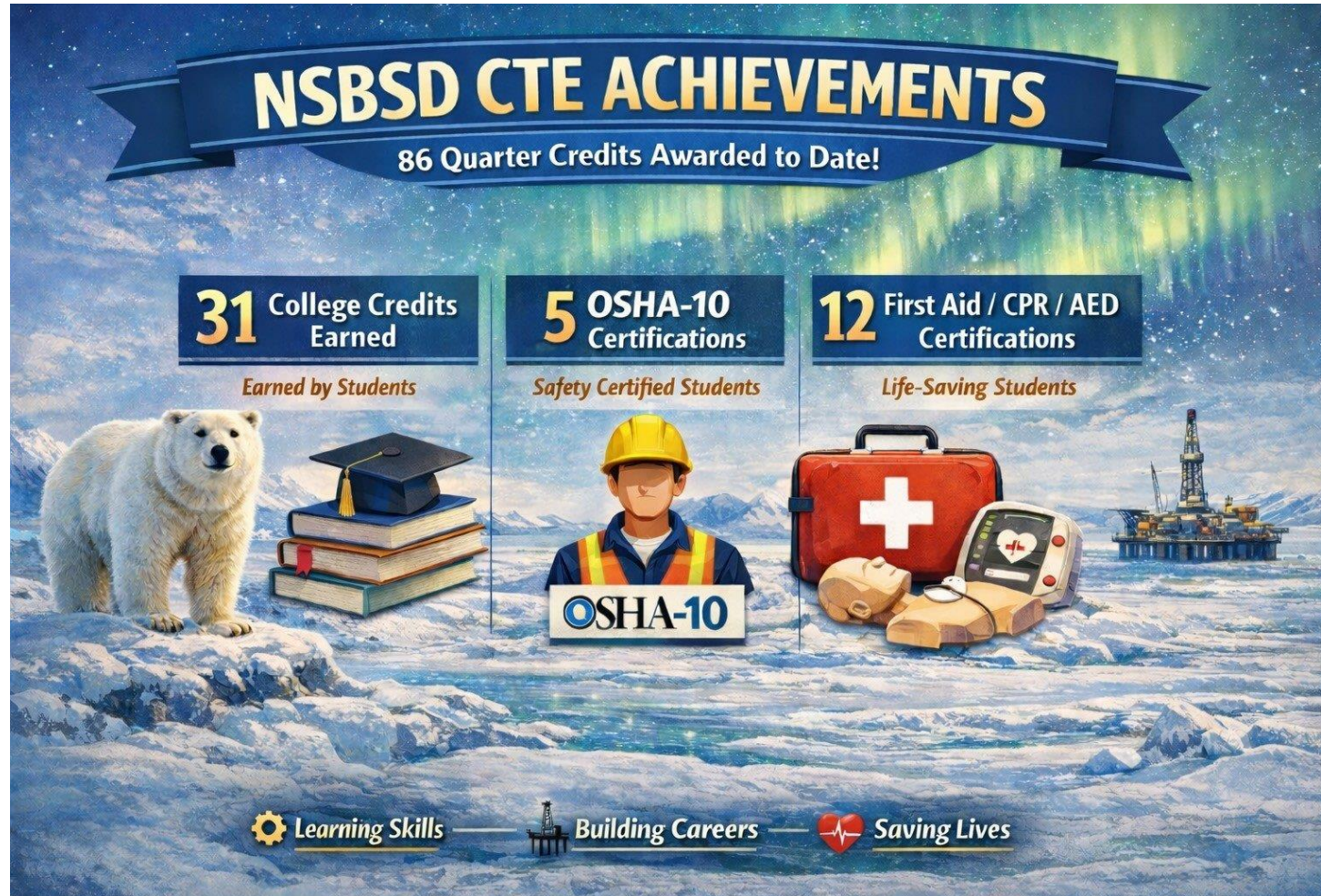
***Strategic goal:* All students perform at or above grade level:** AKSTAR results

- 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:



STRATEGIC GOAL HIGHLIGHTS

Strategic goal: Graduate bilingual students: IED

- We are in year 3 of the Uqautilunja Iñupiatun Immersion Program
- Now have 28 Iñupiaq Language Iñisaurrit teaching K-12 compulsory Iñupiaq classes (*in 2022 the district had 15 IL T'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 Tumitchianjit meetings



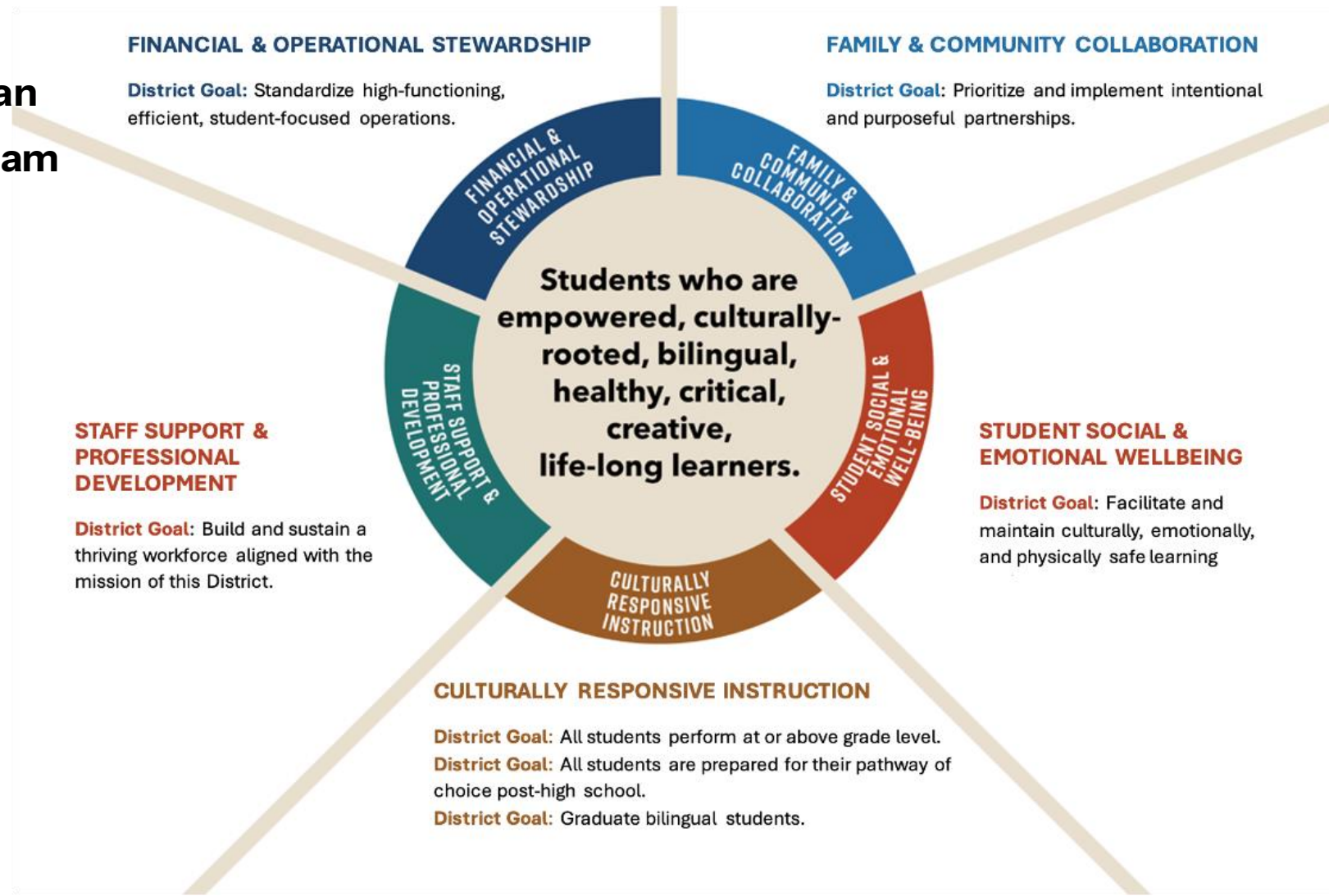
STRATEGIC GOALS: CHALLENGES

- Staffing: National shortage of Certified (teachers) and local shortage of classified staffing
- The social-emotional wellbeing of our students
- Growth of the Iñupiaq language program
- Aging building infrastructure
- Unpredictable State and Federal revenues



Moving forward:

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



JOINT MEETING AGENDA

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Closing Remarks

End of Day 2



FISCAL YEAR 2025-2026

NSBSD Board of Education Winter retreat



North Slope Borough
School District
nsbsd.org



NSBSD BOE Mid-Year Retreat

Monday, January 26th, 2026

- A. Opening & Acknowledgment
- B. Celebration of Student Work
- C. Mid-Year Updates (Instructional Team)

Tuesday, January 27th, 2026

- A. Mid-Year Updates (Operational Team)
- B. Budget Discussion
- C. Overview of Assembly Presentation

Wednesday, January 28th, 2026

- A. **Executive Session** : Board Relations
- B. **Strategic Planning Topic Discussions**
 - * Behavior in Schools & Security
 - * Social & Emotional Support
 - * Immersion & Status of Inupiaq Language in the Region
 - * Food Service



District Goals, Strategies, & Outcomes

Each outcome includes:

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

FAMILY & COMMUNITY COLLABORATION	<p>District Goal 1: Prioritize and implement intentional and purposeful partnerships.</p> <p>Strategies</p> <ul style="list-style-type: none"> • <i>Shared Interests, Rights, and Responsibilities.</i> • <i>Purposeful Asks and Broader Accountability.</i> • <i>Explicit and Formalized Partner Agreements.</i> <p>Outcomes:</p> <ul style="list-style-type: none"> • Authentic, intentional, and visible collaboration with families and all community partners. • Authentic, integrated partnerships with Tribes and cities that are tied to specific programs and outcomes for students and the community. • Building upon existing support and partnerships with corporations, local businesses/nonprofits to ensure purposeful outcomes that meet the needs of our students. • Expanded pathways and opportunities for students and staff through partnerships with employers, colleges/universities, and other districts.
CULTURALLY RESPONSIVE INSTRUCTION	<p>District Goal 2: All students perform at or above grade level.</p> <p>Strategies</p> <ul style="list-style-type: none"> • <i>School-Based Intervention and a Multi-Tiered System of Supports for Students.</i> • <i>Strong Tier 1 Instruction and Culturally Responsive Curriculum that Teaches Grade-Level Content through Our Own Lens.</i> • <i>Measuring Progress and Showing Growth of the Whole Child with and Beyond Standardized Assessments.</i> <p>Outcomes:</p> <ul style="list-style-type: none"> • All students supported to achieve grade level proficiency or above in literacy & math. • High-quality Tier 1, culturally safe & responsive instruction in every classroom. • Fully integrated culturally responsive curriculum. • All students will have a Tumitchiat Sivunmun Plan for learning achievement. • Students in school at least 90% of the time. • All students graduate with their cohort. <p>District Goal 3: All students are prepared for their pathway of choice post-high school.</p> <p>Strategies</p> <ul style="list-style-type: none"> • <i>Forging Partnerships to Expand Offerings and Pathway Opportunities.</i> • <i>Cultivating Student Interests and Strengths Throughout the Educational Journey.</i> <p>Outcomes:</p> <ul style="list-style-type: none"> • All students have identified their own post-high school pathway (in partnership with Stakeholders). • Aligned CTE courses, with a consistent scope and sequence, available across the District. • Maximized utilization of the Qatqiñniagvik Learning Center (QLC) for NSBSD programs & supports for students.



District Goals, Strategies, & Outcomes

Each outcome includes:

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

CULTURALLY RESPONSIVE INSTRUCTION	District Goal 4: Graduate bilingual students. <div> Strategies <ul style="list-style-type: none"> • Compulsory Iñupiaq Language Learning K-12. • Shift to a Dual-Language Learning Model / Integration and Alignment of Iñupiaq Language in the Curriculum. </div> <div> Outcomes: <ul style="list-style-type: none"> • Transition to a dual language model. • Co-created, community-based Iñupiaq immersion program in every village. • District-driven Iñupiaq Language Teacher Recruitment & Development Pathway. </div>
STUDENT SOCIAL & EMOTIONAL WELLBEING	District Goal 5: Facilitate & maintain culturally, emotionally, & physically safe learning environments. <div> Strategies <ul style="list-style-type: none"> • Inter-Agency Partnerships to Provide Integrated Behavioral and Mental Health Supports. </div> <div> Outcomes: <ul style="list-style-type: none"> • Development & implementation of Community & School Expectation Agreements (CSEA's) annually. • Prioritized and elevated student voice. • Every space in the District is physically and culturally safe. • Inter-agency collaboration to support student wellbeing as defined within MOA's. • Ongoing wellbeing & cultural safety training for all staff. </div>
STAFF SUPPORT & PROFESSIONAL DEVELOPMENT	District Goal 6: Build and sustain a thriving workforce aligned with the mission of this District. <div> Strategies <ul style="list-style-type: none"> • Deliver a Clear, Coherent Narrative About the District as a Place to Work. • Mission Aligned: Hiring Based on Fit. </div> <div> Outcomes: <ul style="list-style-type: none"> • Attracting and hiring NSBSD mission-aligned recruits. • Developing and retaining qualified, engaged, and committed staff. • Facilitating and increasing staff connectedness, support, and wellbeing. • Actively supporting local staff on a career ladder to achieve highly qualified/certificated status. </div>
FINANCIAL & OPERATIONAL STEWARDSHIP	District Goal 7: Standardize high-functioning, efficient, student-focused operations. <div> Strategies <ul style="list-style-type: none"> • Foster Organizational Congruence, Aligned with the Mission of the District. </div> <div> Outcomes: <ul style="list-style-type: none"> • Safe, modern, secure facilities for students and staff. • Standardized operational processes and inter-departmental cooperation District-wide. • Current technology enhancing operations and advancing student outcomes. • Stable and reliable local contribution funding that accounts for inflation and the changing needs of our students & community. • Diversified funding outside of State & Federal revenue sources. </div>

