

## Administrative Report

### Administrative Report – November 2025

#### Superintendent David Vadiveloo

Utuqqanaavut kisuiġukkitka – sivulliit utuqqanaallu, paṇmami utuqqanaagiravullu, utuqqanaaġuġumaaqtuallu. Qu yanaaġitka paṇmamuraglaan aullatimmagit savaktivut iḷiññaqtuagiravullu. Nalunaigunmigiga sul iñuuniaġuutilaaqput savaguutilaaqpullu nunanjiñi Iñupiat. Igliqtitchirauvluta minuaqtuġvinñik kamasuuttaġigikput ikayuiyumiñaqapta tamatkunani nunani.

Members of the Board and community, as our proud students, staff and families celebrated another Inuit Day and birthday of Eben Hopson Sr, we step into Native Heritage Month recognizing how fortunate we are as a school District to be guided by the skills, knowledge and wisdom of the Elders that have provided the strength that we benefit from today. We acknowledge those Elders past, present and emerging for entrusting us as partners in the education and growth of their children. As we enter our 8<sup>th</sup> week of attendance above 80% District wide and students are involved in STEM activities, sports activities, music and more I'd like to present to the Board and our community the following highlights by way of an update on District operations mapped against our new Strategic goals and objectives.

#### **Domain: Family & Community Collaboration**

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

**CULTURALLY RESPONSIVE CALENDAR TOWN HALLS:** In October, Members of the Board, the Superintendent and several directors continued our community town hall meetings in Nuiqsut, Kaktovik and Atkasuk. These meetings have given us further opportunity to hear directly from community stakeholders, answer questions, and generate conversation about how best to meet the needs of students with a calendar that is responsive to each local community.

**NSB AND STAKEHOLDER PARTNERSHIPS:** In a vitally important development with the NSB, Mayor Patkotak has confirmed the NSB will fully fund 3 new clinical social worker positions through NSB Health and dedicated to students across the slope. This is a powerful followup to the Health Summit and will complement the District's rollout of tele-health supports for students that will come before the Board in December.

This month the District also signed an MOA with The City of Nuiqsut for additional after school rec at the school. This is the second such agreement - mirroring the arrangement we have with the City of Wainwright - and represents the direction the District would like to go District wide. Finally as part of our relationship with ICAS there is a student joining

our ANSEP students in Anchorage this week. In exchange Qargi Academy is supporting the program with 2 chaperones which is of great assistance and we thank them for that.

**ATTENDANCE RATES:** At this time in 2024 we were celebrating a district wide attendance rate for the week of *nearly* 80%. This week in 2025 we are celebrating our 8th week of District wide attendance well over 80%. This is a great achievement by the community, parents and staff at all schools. Kali and Kaktovik are battling for the highest District wide attendance, registering 90%+ attendance week in, week out, while Nuiqsut and Ipalook keep pushing up into the mid 80's and HMS, Atqasuk and Ulguniq are all well embedded in the 80's. During the 'State count' month of October the biggest year on year increases were registered by Kiita, Nuiqsut, Ipalook and Kali all reaching or achieving close to a 10% increase in attendance compared to the same time last year. As a recognition of their efforts all these schools will receive an attendance incentive award that will benefit all students. Now lets keep it going through November!

**Domain: Culturally Responsive Instruction**

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

**CURRICULUM & EARLY READER SERIES:** The Iñupiaq Education Department has made exciting progress with the Early Reader Series (3rd Grade). An Early Reader Working Group that includes NSBSD IED Acting Director Edna Ahmaogak, Jana Harcharek (cultural and language expert), Pat Partnow (educational and curriculum expert), Jon Davis (editor) and Cathy Tagnak Rexford (writer) are meeting weekly. 3rd grade learner books are almost complete, they are approximately 85% complete with Phase 1 of the Kindergarten Fiction Texts (English & Iñupiatun) and are nearly done with First Grade fiction final drafts (English.) This significant body of early readers represents a foundational statement for our District, producing our own books for our own children across the early learner grades.

**LITERACY SUPPORTS:** ELL Plans of Service are being updated for all our identified ELL Students. This is federally mandated work that must be done each year to ensure we are meeting the needs of our students who are identified as English Language Learners. Amplify Tutoring has also begun at our elementary sites that have not been able to hire Interventionists. Students are identified based on need for this service which is virtual, and provides small group instruction in literacy that goes above and beyond typical classroom instruction.

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

**CTE & VOC ED:** The Boards commitment to expanding student pathways continues with students from Kali, Ulguniq and Nuiqsut completing Alaska Excel courses in Anchorage yesterday in a range of CTE courses that we are unable to offer on-Slope. In addition, 26

students have just yesterday commenced the first of 6 days at the ANSEP (Alaska Native Science & Engineering Program) Middle School Academy. Students will participate in a number of exciting workshops during their week on the UAA campus, including a computer built from scratch that they will get to take home. And our next set of intensives at the QLC will run from December 2-11 during which time students will have an opportunity to take courses in welding, construction or drones.

### **Goal: Graduate bilingual students**

**IÑUPIAQ LANGUAGE AND CURRICULUM RESOURCES:** The Uqautilunja Iñupiatun Immersion Program continues to thrive at Ipalook and across the District the IED is providing supports to our ILT's with their own classroom programs. At this month's Board meeting IED will seek Board approval to design and develop a comprehensive Iñupiaq Language tool kit and course materials as part of the Phase 1 grant objectives of the Mentor Apprentice Program (MAP) initiative with the North Slope Borough Iñupiaq Heritage and Language Commission. This initiative is helping to grow adult learners and strengthen our teaching of the Inupiaq language in our schools.

### **Domain: Student Social & Emotional Wellbeing**

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

**BULLYING PREVENTION:** During the month of October, the counselor's social emotional focus school wide was Bullying Prevention. The month-long collaborative effort across the district brings together students, staff, and community through a variety of activities including:

- Individual student reflections
- Classroom lessons
- District-wide guest speakers
- Creative school-based competitions

These activities are strengthening our collective understanding of kindness, empathy, and inclusion across all NSBSD schools while administration continues to take a zero tolerance approach to bullying.

**SOCIAL EMOTIONAL SERVICES:** The Student Services Department has continued to support students and families over the last month, providing referrals to services and clinical support. The Department is reporting steady improvement across key areas—including referrals, parent engagement, and threat protocol compliance. The Department and SPED services remain understaffed and in the absence of available in-person staffing the need for tele-health services is more evident and an RFP is currently being assessed for that purpose.

**SPED AUDIT:** The Board will hear later in this meeting that the scheduled four-year special education audit has been conducted by the State of Alaska Department of Education & Early Development (DEED). The audit noted minor findings overall, indicating a generally compliant and effective special education program within our district. Director Hautala will provide more details in his presentation.

**CULTURALLY SAFE SCHOOLS:** Inuit Day celebrations and events were carried out across the District this year. Students were involved in multiple activities that recognized the significance of the day and the significance of Eben Hopson Sr. Following on from that, Native American Heritage Month has been highlighted throughout the month of November with supporting materials and information to be shared with teachers.

### **Domain: Staff Support & Professional Development**

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

**PROFESSIONAL DEVELOPMENT:** On October 17, district counselors participated in a professional development session led by the Wayfinder Team. Wayfinder is our social and emotional curriculum and the training was focused on interpreting data. Counselors gained valuable insight into data analysis and learned strategies to use this information to enhance student support within the Wayfinder framework.

To support staff and students the District has also reinstated the position of Ed Tech Project Manager. Our new Ed Tech manager brings a strong project management background, years of teaching experience, and additional years as an EdTech coaching. The position will provide support across the district, with student-facing technology and staff technology usage including digital citizenship/media literacy for students, website management and creating training videos.

**RETENTION AND RECRUITMENT:** After discussion with the Board the Administration have selected a vendor for a compensation study and that will be presented as an information item in this meeting. The purpose of this study is to review and establish equitable, competitive, and sustainable compensation practices that promote recruitment and retention of staff.

### **Financial & Operational Stewardship**

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

**LIGHTSPEED ALERT SYSTEM:** Supported by the IT Department's implementation of the Lightspeed Alert system, the administration continues to focus on the Board's unwavering commitment to student safety, wellness, and responsible technology use. This system proactively scans student online activity in Google Workspace, Chrome, and

district devices for signs of concerning behavior. This includes early detection of keywords or patterns related to self-harm, violence, explicit content, bullying, weapons, or drug use. The purpose of Lightspeed Alert is student protection—to give staff the ability to intervene quickly when a student may be in crisis or engaging in unsafe behavior. While not every alert indicates a real threat, the system provides a crucial early warning network that allows caring adults to step in before harm occurs.

Since its deployment a protocol has been developed and multiple students have received much needed support and referrals that may otherwise not have been picked up. This success is the result of strong collaboration among the IT Department, Central Office, school principals, counselors, and our community partners.

**FINANCIAL OVERSIGHT AND STATE REPORTING:** The Fall OASIS and the Projected ADM (Average Daily Membership) Report have both been submitted on time to the State of Alaska. C&I staff have investigated multiple formulas to project our enrollment numbers forward, and we have settled on a method that should increase our accuracy by 5%.

We're currently examining the FY26 budgeted expenditures and encumbrances as part of the mid-year budget revision process. This analysis will help identify necessary adjustments to align with actual financial performance and identified needs. In early December we will review preliminary budget estimates for FY27 with the intent of submitting them to the Board before the end of December, allowing timely consideration and approval.

**HOUSING RFP:** The administration will share with the Board at this meeting its intent to proceed to an RFP for housing. Aging and limited housing stock on-Slope, an increase in staffing and more pressure on retention and recruitment incentives are factors affecting operations and requiring attention.

**SITE EQUIPMENT REVIEWS:** M&O Director Broome has been visiting each village site as part of the recent community visits. From these visits he is developing an up-to-date list of urgent and emergent issues requiring M&O attention. This includes equipment needing urgent replacement independently of the CIP process. A full report of his findings will be presented to the Board after the Kali school visit.

## **In closing**

It's been a terrific start to the school year so far. Attendance is at its strongest for years and student growth and achievement continues to rise. To all those who collaborate with us to bring a better and brighter educational experience to all our students, every day – Quyanaqpak! To our new Board members Welcome and to our entire Board thank you for continuing to provide clear guidance and support to achieve the Mission you have set out so clearly for our District. We send our strength and prayers to the families experiencing difficulties at this time. We're always stronger together and as a District

we're proud to work on the lands for this community, walking beside you and your children every day to help make the future better for all.

## **End report DSV**

### **Department Reports**

#### **Curriculum & Instruction - Caitlin Santos**

##### Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

- C&I Director Santos has been attending Village Townhall meetings KAK, NUI, AIN in October, and ATQ in November. The focus of the visits is to share attendance and proficiency information with school and community in conjunction with starting conversations about adopting a more culturally responsive school calendar.
- C&I Director Santos, Rachel Edwardson, and Jesse Carnahan from Lynx were able to represent the district at the National Indian Education Association Annual Conference in Spokane, WA. The workshop session focused on identifying resources within participants' systems, and identifying funding sources for curricular projects.

##### Culturally Responsive Instruction

Goal 2: All students perform at or above grade level

- The district continues to utilize Proximity Learning virtual subs at several sites where teachers have yet to be identified, or are out for health reasons, see attached Board Memo.
- ELL Plans of Service are being updated for our identified ELL Students. This is federally mandated work that must be done each year to ensure we are meeting the needs of our students who are identified as English Language Learners.
- Amplify Tutoring has begun at our elementary sites that have not been able to hire Interventionists. This service is virtual, and provides small group instruction in literacy that goes above and beyond typical classroom instruction. Students were prioritized by need.

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

- With the update of our required language courses for graduations, this has provided a perfect opportunity for us to work on updating Grad Plan Progress report in PowerSchool, and of our "on-track" tool for counselors. The old legacy graduation tracking report in PowerSchool is no longer supported, so we will shift to the new version after the Christmas holiday.

##### Student Social & Emotional Wellbeing

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

- C&I staff, in conjunction with a working group of select principals, have updated the Office Discipline Referral process, updated the ODR section in EdHub, rebuilding the Standard Operating Procedures, and providing training for staff.

### Staff Support & Professional Development

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

- Instruction welcomed new staff, Ed Tech Project Manager Brittney Bailey. Brittney is a friend of the district, having worked here several years ago. Most recently she was the lead for the State Department of Education's School Improvement Division. She brings with her a strong project management background, years of teaching experience, and additional years as an EdTech coach. She will be providing support across the district, both in terms of student-facing technology, but also in terms of helping staff utilize technology tools for the betterment of the district, for example; website management, creating training videos, and digital citizenship/media literacy.

### Financial & Operational Stewardship

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

- Fall OASIS and the Projected ADM Report have both been submitted on time to the State of Alaska. Data Manager Ian Acuna investigated multiple formulas to project our enrollment numbers forward, and we have settled on a method that should increase our accuracy by 5%.

## **Iñupiaq Education – Interim Director Edna Ahmaogak**

### Introduction

The end of October and beginning of November was an active time for the Iñupiaq Education Department (IED). IED continues to move forward with initiatives to provide increased student engagement in the classrooms, supported in-service training, and strengthened foundational systems for language instruction and cultural learning. Efforts focused on instructional implementation, staff training, interagency coordination, and community engagement—each tied to the district's strategic priorities and the mission of sustaining Iñupiaq language and values across all schools and communities.

### Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

#### · Uqautiluṇa Immersion Family Kickoff:

o Uqautiluṇa Iñupiatun Immersion Program is moving forward. Family members are engaged in Iñupiaq language sessions held weekly to strengthen language acquisition and parents are provided tangible resources to support language in the home. In addition, parent potlucks are held to encourage and celebrate our Iñupiaq language.

#### · Town Hall Planning:

o Supported the planning for the Town Hall meetings at Nuiqsut, Kaktovik, Pt. Lay, and Atkasuk, ensuring cultural and language initiatives are represented in district-wide conversations.

#### · Youth Engagement for Culturally Relevant Calendar:

- o In collaboration with the NSB Mayor's Office and MYAC staff, students who attended the annual Elders & Youth Conference was successful. Students participated in various activities throughout the week in Anchorage, which included attending the convention, luncheons, and a visit to the Palmer Training Center.

- Continued Working Relationship with NSB IHLC

- o Maintaining working relationships to continue grant projects through communication and monthly reports.

- Taiguaqta in Collaboration with Mayor's Office

- o The NSB purchased books and will continue to purchase books through SY25-26, for students. Students will be given books throughout the year to have and bring home. This will support the district's goal for increasing reading proficiency.

### Culturally Responsive Instruction

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

- Classrooms on the Nuna at Meade River School:

- o The success of Meade River School's Classroom on the Tundra has sparked an interest within our schools across the district. IED is working with a respected longtime NSBSD teacher, Mr. Rod Lloyd, who has led with his wife Patti, Meade River School's Classroom on the Tundra for several years now successfully. IED is eager to work with Mr. Lloyd to develop a program that can be implemented at all sites taking into consideration the unique challenges of teaching in rural Alaska, more specifically, the North Slope.

- Materials Fulfillment for Instruction:

- o IED continues to manage and fulfill materials requests for general education classrooms, culture-based unit instruction, and Iñupiaq Language classrooms, supporting smooth instructional practices across sites.

- Early Reader Series

- o The Iñupiaq Education Department has made exciting progress for the Early Reader Series (3rd Grade). We have assembled an Early Reader Working Group that meets weekly (including NSBSD IED Acting Director, Edna Ahmaogak, Contractor Jana Harcharek (cultural and language expert), Pat Partnow (educational and curriculum expert), Jon Davis (editor) and Cathy Tagnak Rexford (writer).) We are almost complete with Phase 1 with the remaining task of convening a small committee of language experts to determine if the complexity level of the translations is suitable for third grade language learners.

- o As we are ramping up for Phase 2, we have been seeking a Book Designer and have identified a highly recommended candidate who has the capacity to take on a project of this magnitude and are working on next steps to bring them aboard. The Book Designer is pivotal to the completion of Phases 2, 3 and 4 and after securing them as part of the team can bring aboard an illustrator. Toward this end, we have had initial conversations with potential Alaskan artists to provide illustrations. While 3rd grade is the furthest along in the process, we are approximately 85% complete with



Phase 1 of the Kindergarten Fiction Texts (English & Iñupiatun) and are nearly done with First Grade fiction final drafts (English.)

Goal 4: Graduate bilingual students.

- Mentor-Apprentice Program (MAP) Continuation:

- o Continued monthly MAP gatherings as part of the implementation of the Iñupialgusisa! Mentor-Apprentice Program, providing structured language immersion opportunities for apprentices to advance fluency.

- Continued support for staff:

- o Continued training for newly hired Iñupiaq Language Teachers, with emphasis on immersion strategies, curriculum alignment, and collaboration with site-based staff.

Student Social & Emotional Wellbeing

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

- Pauktuutit: Critical Elements for Transforming Education in Our Schools

- o Work continues to help nurture Iñuulluataq, good human beings, through initiatives like the TSP hour. The TSP hour provides time for student engagement to occur that focuses on well-being. This is achieved through daily lessons focusing on a range of social and emotional well-being that is inclusive of culturally responsive teaching.

Staff Support & Professional Development

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

- Professional Development:

- o IED has established dedicated time for professional development with the Iñupiaq Language Teachers focused on language instruction, planning, and assessment practices.

- Inservice Development & Facilitation:

- o Consistent collaboration with instructional team to review in-service feedback from all participants to guide coming professional development sessions.

- Support Staff Hiring:

- o Continued recruitment to fill the Administrative Assistant role and IED Secretary position.

- Iñupiaq Fine Arts Program Scheduling:

- o The spring schedule is being completed for the Iñupiaq Fine Arts Program at all sites, including coordination of materials procurement to support successful implementation.

Financial & Operational Stewardship

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

· Resource Logistics & Fulfillment:

o Oversaw the timely procurement and distribution of instructional materials aligned with culture-based units, language classrooms, and general academic needs.

Conclusion

The Iñupiaq Education Department continues to move forward with purpose with ongoing collaboration as we move forward in the 2025–2026 school year. Through staff support, curriculum implementation, and strengthened community partnerships, we remain aligned with the district’s mission to uplift Iñupiaq language, identity, and academic excellence. Continued focus on staff development, resource coordination, and culturally-responsive engagement will be critical as we move forward throughout the year.

**Student Services - Michael Hautala**

**Staff Support & Professional Development**

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

There are now 7 SPED teaching positions, and 2 Counselor positions open district wide. Meade River School had their Special Education Teacher resign this month, adding to the previous month’s numbers. Two of these SPED positions are currently filled with Long-term-substitutes (IPK, AIN), the other 4 positions are at MRS, PHO, HMS, KLC, and BHS. Housing is a critical path for hiring. We are still in need of a counselor at PLZ and ATQ, we are looking at itinerant counselors as a possible solution. We are in the process to determine if tele-SPED teachers can fill our gaps, tele-teachers still require a body in the classroom.

Student referrals for special education have increased since the beginning of the school year. The team is working actively to submit applications and paperwork to DEED for all newly identified intensive students. Having identified multiple students that may qualify, this highlights additional strain on an already critical resource, SPED intensive paras. Student services have been working closely with HR and the Superintendent to find a solution. Paraprofessionals or the lack of them continues to be a district-wide issue.

We have been working with multiple vendors to submit proposals to bring licensed clinical mental health services to NSBSD. A team is in the process of vetting the proposals to determine a possible candidate.

A PLC for SPED was taken. On Oct 29 teachers attended a joint training with Vocational Rehabilitation and DEED on Post-Secondary Transition. During the October Inservice, Dr. Shelly Wall and Diane Siefert provided training on IEP compliance. Also, training was provided to our paraprofessionals by our master teacher, Cindy Brown.

**Student Social & Emotional Wellbeing**

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

## Counseling

### October SEL Focus: Bully Prevention

During the month of October, the counselor's social emotional focus school wide was **Bully Prevention**. The month-long collaborative effort across the district brought together students, staff, and community through a variety of activities including:

- Individual student reflections
- Classroom lessons
- District-wide guest speakers
- Creative school-based competitions

These activities strengthened our collective understanding of kindness, empathy, and inclusion across all NSBSD schools.

### Wayfinder: Social Emotional Learning Curriculum

NSBSD utilizes the **Wayfinder** curriculum, which focuses on six core social-emotional skills: **Self-Awareness, Adaptability, Empathy, Collaboration, Agency, and Purpose**.

The chart below displays district wide **student-reported data** reflecting their self-assessment in these six core areas. This information provides a baseline that will help measure student growth over time.

### Professional Development

On **October 17**, district counselors participated in a professional development session led by the **Wayfinder Team**, focused on interpreting **Waypoints data**. Counselors gained valuable insight into data analysis and learned strategies to use this information to enhance student support within the Wayfinder framework.

### Social Emotional

The month of October was spent traveling two weeks to various villages, followed by time in Utqiagvik providing direct student support services and follow-up with families, staff, and community partners.

### Student Engagement & Impact

- Middle school students report that Wayfinder has been helpful in improving stress management and coping skills.
- Students have become more receptive to services with noticeably less hesitation or push-back.
- There is a 30% increase in students self-reporting without a formal referral, attributed to increased visibility and consistent presence in school buildings.
- Continued building relationships by joining counselors during classroom presentations, conducting check-ins, and having breakfast or lunch with students to establish trust and rapport.

### Referrals & Follow-Up

- There was an overall 10% increase in referrals for wrap-around services from multiple sites compared to last month.
- Responded to 13 new referrals during village visits to Kaktovik and Anaktuvuk Pass.
- Three students had previously received services but lacked follow-through; reconnections were made with those students and their providers.

- Five students were referred to outside providers for the first time.
- Ongoing follow-up with outside providers to ensure services are being rendered.
- Parent and guardian engagement improved this month: 7 meeting requests resulted in 4 in-person meetings (57% attendance), representing roughly a 10% increase in participation compared to last month.

### Crisis Response & Safety

- Continued responding to an increased rate of high alerts identified by the Student Safety Specialist team.
- Response times have remained timely, with all threat protocols followed appropriately.
- Teachers and staff demonstrated a 10% improvement in following threat protocols compared to last month, reflecting stronger consistency and confidence in response procedures.
- Maintained strong working relationships with local law enforcement, whose response times continue to be outstanding.

### Collaboration & System Improvements

- Attending a presentation on Casebook, a software program under consideration for departmental documentation and case management.
- Social-Emotional Wellness meetings are scheduled to begin in November; I will continue attending as needed to support student well-being and staff collaboration.
- Increased use of Zoom check-ins with students in the villages—three students currently check in weekly while awaiting outside service connections.
- Attended three parent meetings with principals this month as needed for support and collaboration.

### Community & Events

- Attended the Halloween Dance briefly—it appeared to be a successful and well-attended event.
- Families requesting faith-based providers continues to rise; however, most of these are private pay, which presents some access challenges.

### Summary Reflection

Overall, this month reflects steady progress with approximately 10–15% improvement across key areas—including referrals, parent engagement, and threat protocol compliance. Continued visibility, relationship-building, and collaboration remain essential to sustaining this positive momentum. Additional time and support at the high school level would further strengthen student engagement and follow-up efforts.

### Culturally Responsive Instruction

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

At the conclusion of the September/October intensive session, which was referenced in last month's report, Kent attended the Alaska CTE conference in October. Kent has been serving on that state board since the spring. He also traveled to Wainwright to support the vocational program at Alak school.

We currently have students attending Alaska Excel in Anchorage. Students from Point Lay, Wainwright and Nuiqsut are taking CTE courses that we are currently not able to offer here. They will return on November 10.

We have been busy working with ANSEP (Alaska Native Science & Engineering Program) to send students to their Middle School Academy. Students fly out on Sunday Nov 9 and return on Sat Nov 16. Students will participate in a number of exciting workshops during their week on the UAA campus. One component of this academy is a computer build. Each student will build his/her own desktop computer from scratch and will get to take it home. Twenty eight students from across the district will be attending. This includes one student from Qargi Academy. ICAS is supporting the effort by sending two chaperones (in addition to ours) to help supervise students. Thank you ICAS!

We are about to advertise our next set of intensives at the QLC. December 2-11 students will have an opportunity to take a course in welding, construction or drones.

### **Human Resources - Jullie Griffith**

#### Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

Recruitment continues to be a challenge for the District as this is a nation-wide issue due to shortage of teachers in the workforce. Research shows over 400,000.00 teaching positions are unfilled across the nation.

The District is working collaboratively with Ilisagvik College and University of Alaska in Fairbanks for the Ilisaurriqut Let's Become Teachers 2 + 2 Program. The program is designed to grow teachers locally by recruiting full-time employees interested in going back to school to earn a degree in teaching. The Ilisaurriqut program is offering \$750 monthly stipends to employees who are actively enrolled in the program.

#### Staff Support & Professional Development

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

The District remains committed to investing in the professional growth of all staff. Ongoing professional development opportunities are designed to strengthen instructional capacity, promote equity, and ensure compliance with state and federal requirements.

During the 2025–2026 school year, all staff will complete mandatory training modules through Vector Solutions, which include:

- Understanding Boundaries – Establishing and maintaining professional boundaries with students, families, and colleagues.
- Discrimination Awareness in the Workplace – Developing awareness of implicit bias and strategies to foster an inclusive, respectful workplace.
- Avoiding Discriminatory Practices – Promoting equitable practices and ensuring compliance with legal and ethical standards.

These trainings reinforce the District’s commitment to providing a safe, inclusive, and supportive work environment for all employees. By prioritizing both recruitment and professional development, the District is laying a strong foundation for staff retention, enhanced instructional practices, and ultimately, improved student achievement.

## **Business Office - Megan Williams**

### Financial & Operational Stewardship

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

In partnership with the Director of HR, we have gone out to Request for Proposals (RFP) for a compensation study with classification services. The purpose of this project is to review and establish equitable, competitive, and sustainable compensation practices that promote recruitment and retention of staff. Proposals received must include details about each company’s approach and methodology for the compensation study, job evaluations, salary structure development, total rewards (benefits) consulting, job description review and revamping, career ladder development, and a pay equity analysis.

This current Federal shutdown is the 21st since 1977. The other 20 shutdowns or funding gaps have ranged from 1 day to 34 days. This shutdown is now the longest shutdown in history with over 34 days. It has delayed reimbursements for Federally awarded grants.

Upcoming:

- Preliminary FY27 Budget
- FY26 Budget Revision (winter or spring of 2026)

## **Information Technology - Reginald Santos**

### Financial & Operational Stewardship

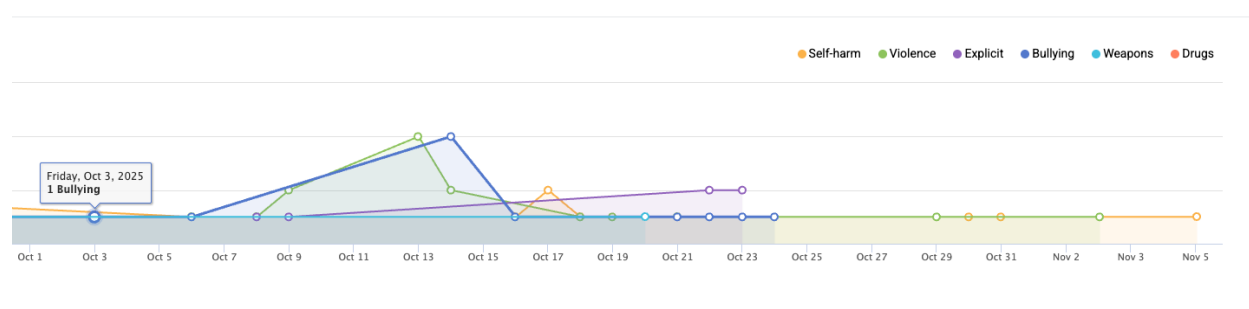
Goal 7: Standardize high-functioning, efficient, student-focused operations

## Overview

The North Slope Borough School District continues to strengthen its digital safety infrastructure through the use of **Lightspeed Alert**, a monitoring and alerting system that proactively scans student online activity in **Google Workspace, Chrome, and district devices** for signs of concerning behavior.

This includes early detection of keywords or patterns related to **self-harm, violence, explicit content, bullying, weapons, or drug use**. The purpose of Lightspeed Alert is not surveillance, but **student protection**—to give staff the ability to intervene quickly when a student may be in crisis or engaging in unsafe behavior.

## October 2025 Data Summary



During the month of October, Lightspeed Alert recorded multiple incidents categorized as:

- **Self-harm: 5**
- **Violence: 6**
- **Explicit content: 4**
- **Bullying: 7**
- **Weapons: 1**
- **Drugs: 1**

While the data may appear to show an uptick in bullying and violence-related alerts, it's important to note that **not every alert represents a true incident**. Some alerts are triggered by students conducting legitimate **research for class projects**, where the context of certain words or phrases may resemble concerning language.

Lightspeed Alert is **not an automated AI system making decisions**—each alert is **reviewed by trained human safety specialists** who carefully evaluate the context of the flagged material. When a situation is determined to be harmless or educational in nature, the case is quickly closed and documented as a **false positive**.

This balance between automation and human review ensures that the system remains accurate, responsible, and respectful of student privacy while still maintaining vigilance for genuine risks.

Even accounting for false positives, Lightspeed Alert continues to play an essential role in early detection and intervention. Several legitimate alerts during this reporting period led to prompt responses from school principals, counselors, and support staff that directly protected student well-being.

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## **Cross-Department Collaboration and Response Process**

Every Lightspeed alert initiates a coordinated response involving multiple departments and community partners:

### **1. IT Department:**

- Monitors and verifies alerts received from Lightspeed.
- Ensures the content is legitimate and not a false positive.
- Forwards verified alerts immediately to the Central Office administration and school principal.

### **2. Central Office Administration:**

- Coordinates the notification process with site administrators.
- Ensures proper documentation and that all necessary personnel are involved in the follow-up.

### **3. School Principals and Counselors:**

- Conduct student interviews and assess immediate risk.
- Provide guidance, counseling, and communicate with parents or guardians.
- Initiate disciplinary or restorative measures when policy violations are identified.

### **4. North Slope Borough Behavioral Health and Police Department:**

- Engaged in cases involving potential threats to safety, self-harm, or violence.
- Provide support, crisis intervention, and community safety coordination.

This collaborative model demonstrates the power of technology when combined with human care and professional expertise.

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## Impact and Importance

The Lightspeed Alert platform has become one of the district's most **critical student protection tools**. Its success is measured not in the number of alerts, but in the **interventions made possible** by those alerts.

- **Lives potentially saved:** The software has detected multiple instances of self-harm language where intervention prevented escalation.
- **Bullying and harassment reduced:** Early detection through Google Docs and chat features has allowed administrators to address conflicts before they spread or cause serious emotional harm.
- **Accountability and awareness:** Students and staff alike are more mindful of responsible technology use, understanding that district devices are for learning and not for inappropriate communication.

This program continues to prove that **technology, when paired with strong collaboration**, can play a life-saving role in our schools.

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## Alignment with NSBSD Strategic Plan

The implementation of Lightspeed Alert and the coordinated response system directly supports **Goal 7** of the **NSBSD Strategic Plan** under *Financial & Operational Stewardship*:

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

This initiative exemplifies Goal 7 by demonstrating:

- **Operational efficiency:** Automating alert detection and routing allows staff to act quickly and consistently across all schools.
- **Student-centered focus:** Every alert and intervention places student safety and well-being at the forefront of our operations.
- **Interdepartmental coordination:** The seamless collaboration between IT, Central Office, school sites, Behavioral Health, and law enforcement exemplifies an efficient, unified operational model.
- **Responsible resource management:** Lightspeed Alert provides district-wide coverage and protection at a fraction of the cost of reactive crisis management, demonstrating fiscal and operational stewardship.

By investing in proactive safety technology and aligning it with human oversight, NSBSD fulfills its commitment to maintaining high-functioning, student-centered operations that protect both our students and our resources.

## Next Steps and Ongoing Commitment

- Continue refining Chrome management policies to ensure students use only **district-managed Google accounts**, preventing misuse of personal Gmail accounts for unmonitored communication.
  - Provide professional development for principals, counselors, and teachers on **how to interpret and respond to Lightspeed alerts** effectively.
  - Maintain close collaboration with **North Slope Borough Behavioral Health and local law enforcement** to ensure appropriate response protocols remain strong.
  - Continue engaging families in conversations about **digital citizenship and kindness online** to promote long-term positive behavior.
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## Conclusion

The use of Lightspeed Alert demonstrates NSBSD's unwavering commitment to student safety, wellness, and responsible technology use. While not every alert indicates a real threat, the system provides a crucial early warning network that allows caring adults to step in before harm occurs.

This success is the result of strong collaboration among the IT Department, Central Office, school principals, counselors, and our community partners. Every alert reviewed is an opportunity to protect, to guide, and to care — ensuring that our students remain safe, supported, and respected in both their digital and real-world environments.

## Staff Support & Professional Development

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

## Maintenance & Operations - Barry Broome

### Financial & Operational Stewardship

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

## CURRENT PROJECTS/PROCUREMENT (November 2025)

### ALAK SCHOOL:

- Alak School Renovation & Upgrades -Design ongoing; BCA trip scheduled 08/27-08/29
- HVAC System - HVAC testing and balancing; report received. Will balance during the CIPM heating project.

- Roof Systems (Teacher 5 plex units) - Awaiting BCA to provide proposals for initial design services including site visit and reporting. NSB waiting for a proposal.

#### **BARROW HIGH SCHOOL:**

- Future projects approved in FY25: Fire system upgrades. UPDATE: Design has started for system upgrade/replacement.
- BHS Camera Upgrades: project being reviewed by CIPM. UPDATE: Project has started.
- BHS Roof/Patch Replacement: Awaiting quote from UICCS. Update: One quote received for restoration, minus patch and repair. .
- Project Analysis Report Barrow High School-Project to resume- Note: this project is to provide information on the status of BHS; in previous years there have been conversations about whether repairing the building (Voc-Ed wing) would cost more than building a new high school. Army Corp and a separate engineering firm are analyzing. RSA and Army Corp. of Engineers will provide new analysis including newer mechanicals being installed by UIC. Analysis completed by a third party.
- BHS Phase I Renovation & Upgrades-(Pool) in warranty period. Project complete, warranty issues still exist. Repairs in progress will be on site Feb. 9th - TBD. No solutions yet. M&O and CIP are in discussions with manufacturer, designer, architects, and installers and remedies for the pool. Will update the Board when remedies are agreed upon. Engineers were on-site to assess. No solutions yet.. CIPM stated we can open it. NSBSD is waiting on a final approval letter to move forward. BHS preparing to provide a life guard for during school use. UPDATE: M&O and BHS is working with local community members to provide training and an action plan to verify and make sure the facility is ready and can be supported by NSB.

#### **EBEN HOPSON MIDDLE SCHOOL**

- Window replacement: Installed summer of 2025, pending final window install before Oct. as the window arrived broken. UPDATE: The remaining window was installed. Project is completed.
- AI Phone installation to start at front entry kunichuck. Wiring also installed for coming security at all exit doors.

#### **FRED IPALOOK ELEMENTARY SCHOOL**

- Security/PA/Clock Upgrade: Most work completed summer of 2025, waiting on some hardware to be fully complete. Projected completion end of October/Early November. UPDATE: Remaining doors have arrived. Installation has started. Projected completion end of November 2025.

#### **HAROLD KAVEOLOOK SCHOOL**

- Phase II is scheduled to begin ideally spring of 2027. Estimated end of project date: 2028. UPDATE: Phase II to be sent out to bid Nov. 2025 with Bid opening December 2025.

- Phase I: schedule to end October of 2026. Update: Projected ground breaking ceremony early December. UPDATE: Events scheduled for Nov. 28 - Dec 3, 2025 for opening of Phase 1.
- Gym FFE ordered through CIPM. Will provide update when they arrive.
- New School- Pylons are complete and in-ground. Flooring and walls have continued. Roofing being installed. Update: walls and interior finished being completed with paint and accessories. CTE equipment installed in some locations. GYM flooring and details completed. Building close to completion for ceremony.
- Interim School Lockers Procurement- Procurement in progress with Source well and CIPM. UPDATE: Bond committee decided lockers and bleachers are no longer allowed through the CIPM process.

## **KALI SCHOOL**

- Security door upgrade (Aiphone system) Trip scheduled to PIZ on 09/08/25. Vendors will work nights and weekends to get measurements. UPDATE: measurements and needs analysis completed.
- Modular House Purchase: installed. Awaiting assistance from NSB to install electrical and plumbing. Hired contractor to put in a drop for electrical. UPDATE: Electrician to have needed electrical work completed end of November 2025. M&O has sourced a contractor to install arctic tank and installation. Waiting on ETA for custom tank.
- Generator Replacement- Project will be placed for bid. Will assess others after RSA Assessment. UPDATE: CIPM approved project for 2026 installation.

## **MEADE RIVER SCHOOL**

- Playground Upgrade- NSB CIPM will be put out for bid. Transportation costs have been high for this project. CIPM and M&O are trying to source other avenues for delivery. Civil and materials and installation were not included in the original estimate for materials only, this will be included in the bid as well. Project deferred. UPDATE: The project is out of budget. Reviewing with the community and alternatives to meet needs and wants.

## **NUIQSUT TRAPPER SCHOOL**

- Security System Upgrades- Request to install 6 additional cameras w/ associated equipment and relocation of one existing camera. Change order to be processed.
- HVAC System upgrade at 5Plex- Awaiting proposal for design services.
- Lockers Procurement- Procurement in progress. UPDATE: Bond committee decided lockers and bleachers are no longer allowed through the CIPM process.
- Pool Repairs - M&O is working with a contractor to evaluate repairs of the pumps and filters. No visual leaks in the liner. Pool holds water.

## **NUNAMIUT SCHOOL**

- Future projects approved in FY25: Heating, HVAC & DDC System upgrades. Update: will start when funding is available.

- Lockers Procurement- Procurement in progress with Sourcewell. Design approved by site. UPDATE: Bond committee decided lockers and bleachers are no longer allowed through the CIPM process.
- Entry Furniture: couches in common areas are in need of replacement. Replacement furniture ordered.
- Install a temporary wall w/door in the SPED classroom. Wall ordered and awaiting arrival for assembly.
- Entry Lighting: Lighting and fixtures are in disarray. M&O to do a trial on open lens grid LED fixtures plus spot lights on display cabinets and mural. UPDATE: Materials ordered and partially received.

## **TIKIGAQ SCHOOL**

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

## **DISTRICTWIDE**

- CO2 Sewer investigation/Correction: Working with CIPM to have BCA. BCA to do inspection 09/08/25. Building walk was done with engineers and Arcitec. Waiting on solutions.
- DW Fire hose/sprinkler repairs: Approved by the Board of Education Aug. 2025; awaiting schedule from vendor. UPDATE: Repairs and testing have started in November 2025.
- DW furniture order: Schedule to arrive in batches beginning Sept. and some in Oct.
- Food Service Admin Review: Scheduled for October 2025. Sites selected: PHO, BHS, IPK. specific timelines of auditing material were given for review in September 2025. Changed to Nov 11, 2025. BHS, IPK, KAK. UPDATE: Utqiagvik received furniture and is currently being distributed and installed. Villages on schedule to have all furniture by Thanksgiving 2025.
- GENERATOR REPLACEMENT:
  1. M&O: 95% design. CIPM will present it to NSBSD in the coming months. UPDATE: Engineers and Architect was onsite to take measurements and verify logistical Placement in September.
  2. PIZ - Waiting on design.
  3. HMS - Waiting on design.

4. AIN - Waiting on design.

5. ATQ - Waiting on design.

- Transportation Bay Renovation: Concept plans received. Meeting with CIPM to proceed with a project to bring to PRC. UPDATE: still in design and coordination of office placement.
- AFS to install cellular backups to all fire panels to prevent being offline- Current list includes all sites except Kaktovik, QLC, M&O & HMS.
- PA & Clock System Upgrades and Standardization - NSB putting out for bid with security project.
- RSA audit received. 10-year plan created.
- Vehicle Procurement- New list of needs assessed vehicles being prepared for 2025/2026.
- Video Surveillance, Access Control System, camera upgrades, security funnel, and door detex alarms, - End of life for P2000 video surveillance, and access control software - support no longer available effective July 1st. CIPM working on task order for district wide replacement/ addition. Placed out for bid and will need to be done in phases due to costs and scope. UPDATE: BHS was approved and DETEX alarm doors approved at all schools and the project has started.
- AIPhone and audible crash bars will be installed in every school by the end of school year. Funding secured for this project, which include all buildings who have not already received this upgrade. Preliminary design is starting along with onsite verification. ALL perimeter doors will receive an audible alarm and front main entry AIPhone.

Activities - Steve Zanazzo

Football - The Whaler Football team went 6-2 in the regular season with a perfect 5-0 in conference play and were named Mid-Alaska Conference Champions for the second year in a row. For the third year in a row, the Whalers hosted a home playoff game on October 11th versus Kenai. Barrow came out on top 28 -14 to head to the State Championship game for the 5th time in program history. The Whalers faced Homer in the championship and came up short 0-20.

The following make the All-State DIII Football Team: