

Department Reports

Iñupiaq Education – Director Qaġġuna Tenna Pili

Introduction

The Iñupiaq Education Department (IED) continued advancing strategic priorities in bilingual education, culturally responsive instruction, family engagement, and operational systems development. Significant progress was made in language curriculum development, teacher professional learning, educator pathway partnerships, parent immersion programming, and preparations for the upcoming Iñupialġusisa summer language intensive. Culturally relevant curriculum overlays were completed for the language arts CKLA adopted curriculum, which is a major success and accomplishment that was led by Instructional Specialist Suaqpak Edna Ahmaogak.

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships

The Iñupiaq Education Department continued strengthening partnerships with families, community organizations, and educational institutions to expand opportunities for language learning and educator development.

- Weekly Iłitchiqpaktuat reports continued to be published and shared through KBRW, providing the community with updates on student language learning progress. Department staff also continued rotating participation in KBRW recordings to ensure broader community engagement and representation.
- The Uqautiluġa Iñupiatun program was recognized by the State of Alaska for its prioritization of language revitalization efforts and restarting the Iñupiaq language program. This recognition will be highlighted as a separate board agenda item.
- The Uqautiluġa Iñupiatun (“Speak Iñupiaq to Me”) parent immersion program continued supporting language revitalization in the home. In April, families participated in 7.5 hours of immersion instruction focused on living room vocabulary and practical conversational language. Parents continued using Iñupiaq flashcards with their children both at home and during immersion sessions.
- The spring family immersion potluck provided another opportunity for parents and children to practice building Iñupiaq sentences together through story-based activities, reinforcing family-centered language learning.
- Outreach was initiated with the Senior Center to support collaboration during the upcoming Iñupialġusisa May/June language intensive, creating opportunities for intergenerational language exchange. We have extended this summer’s invitation to all of our partner organizations working in language revitalization efforts which include IHLC, ICAS/Qargi Academy, Iłisaġvik College, and AEF.
- The department continued collaboration with Iłisaġvik College, UAF, UAS, UAA, ASCF, the Aullaġvik Community of Practice, and emerging educator pathway programs to strengthen local teacher development pipelines. Discussions focused on alignment of coursework, certification pathways, mentorship structures, and language acquisition support for future educators.
- New partnership connections were established with programs including Kenaitze Tribe Ed Rising and UAA’s Youth Education Teaching Internship (YETI) to review and develop similar programming and expand recruitment pathways into the teaching profession.
- IED has been working with the Northwest Arctic, Kawerak, and Aqqaluk Trust on translation and development of the Indigenous Language Fluency Transfer System framework and materials.

Culturally Responsive Instruction

Goal 2: All students perform at or above grade level

The department continued strengthening culturally responsive instructional systems and curriculum supports.

- Work continued on the development of culturally responsive instructional recommendations for the Bridges Math program to better support general education teachers.
- Collaboration continued with Curriculum & Instruction on implementation of CKLA overlays to ensure stronger integration of culturally responsive instructional materials into core academic programming.
- Continued districtwide support ensured Culture Based Units remained accessible and fully supported for second semester implementation. This included verification of instructional media access through Safari Montage, Chalk digital unit functionality, teacher assignment verification, enrollment checks, and locating physical unit materials across schools.
- Specific GIS mapping support was coordinated with NSB Planning to support the development and implementation of Culture Based Units and future curricular initiatives.

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

The department continued strengthening educator pathway programming and teacher candidate support systems.

- Under the Iļisaurriġuqta program umbrella, we have been working to provide information and options for students to learn about education pathways and opportunities for becoming a teacher. We will continue efforts into the new school year through the Tumitchiat Sivunmun Plan class period.

Goal 4: Graduate bilingual students

Significant progress continued in language curriculum development, immersion instruction, and bilingual instructional resources.

- The implementation of the Iņupiaq Language literacy screener pilot took place with both the Kindergarten and Grade 1 immersion classrooms. The pilot allowed the LSAIL group to test the items in the screeners. It also provided program information that will support the review and enhancement of the program on the instructional side of the programming.
- Scope and Sequence language resource development continued with expanded dialect-specific recordings for classroom instruction, website resources, and district assessments. Work included editing Tikigagmiutun recordings and recording/editing Tagiugmiutun instructional materials for broader district access.
- Additional Uļgunigmiutun materials continued to be refined for classroom and assessment use.
- The department continued updating legacy language materials, including revised Iņupiaq month posters and dialect adaptations for broader community use.
- The Mentor-Apprentice Program Toolkit made major progress, with Units 1–9 finalized and additional curriculum editing underway. Audio transcripts were prepared and recordings completed to support the digital learning platform.
- A Memorandum of Understanding with Transparent Languages was finalized, allowing formal implementation of the online Mentor Apprentice Program learning management system through our grant partnership with IHLC.
- Weekly development meetings continued with curriculum contractors and language specialists to refine instructional content, audio integration, and system functionality.

- First grade immersion intervention and instructional support continued, with students demonstrating strong language growth, including memorization and public presentation of full Iñupiaq story content.

Student Social & Emotional Wellbeing

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

- The department continued supporting culturally safe and identity-affirming instructional practices.
 - One-on-one instructional coaching continued with ILTs to strengthen classroom management strategies that support culturally safe and emotionally responsive learning environments.
 - Language immersion instruction, cultural engagement, and family participation continued to reinforce student belonging, identity development, and confidence in language learning.
 - Cultural programming and family-centered learning opportunities remained important contributors to overall student and community wellness.

Staff Support & Professional Development

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

- We have been continuing improvements and efforts under the Iļisaurriġuqta Program umbrella including:
 - Ongoing collaboration with higher education partners supported alignment between district workforce needs and educator preparation programs.
 - Academic advising support continued for teacher candidates pursuing education certification, including stipend administration, academic progress monitoring, enrollment guidance, and outreach to future participants.
 - Updated outreach materials and advising tools were developed to improve participant communication and recruitment efforts.
- The department continued investing in educator growth, language fluency development, and instructional capacity building.
 - Continued individualized training and mentoring support was provided for ILTs, with focused attention on new teachers and staff requiring additional instructional support.
 - Two ILT PLC meetings were facilitated during the month, including professional learning on the new inventory management system and instructional practices emphasizing balanced instruction and small group implementation.
 - New Standard Operating Procedures (SOPs) were developed for:
 - Scope and Sequence Google Slide creation
 - Piqqtuņa game development
 - Sublimation printer maintenance and bag preparation
 - Work began on development of a revised IVALU teacher's manual to improve instructional consistency that will be integrated into the Curriculum Guide.
 - Department staff participated in the Salish School of Spokane Immersion Symposium, gaining valuable insights to inform development of an Iñupiaq Language Fluency Transfer System and strengthen immersion instructional models. From this, the department is working on utilizing the ILFTS framework to build out into curriculum and instructional materials for student use as well as professional development and training programming for staff.

- Planning continued for the May/June Iñupialgusisa summer language intensive, including instructional scheduling, curriculum sequencing, travel logistics, and participant preparation.

Financial & Operational Stewardship

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

The department continued strengthening systems, organization, and operational readiness.

- Development of the digital inventory management system for Iñupiaq language classroom materials was completed, improving accountability, access, and long-term resource management.
- Native Teaching Aids publication proofs continued through final correction review to ensure instructional material accuracy.
- Weekly IVALU reporting systems remained active to monitor student and staff language progress.
- Operational support included purchase order processing, invoice review, vendor coordination, Tyler/eShopping system training, BMO processing support, and troubleshooting procurement issues.
- Classroom supply organization and distribution continued across village schools and district sites.
- Travel preparation was coordinated for the upcoming summer intensive.
- Department spaces, storage rooms, and organizational systems continued to be reorganized to improve accessibility and efficiency.
- Vendor and cultural expert documentation processing was maintained to ensure compliance and operational continuity.

Conclusion

This last month reflected strong forward momentum for the Iñupiaq Education Department across instructional development, language revitalization, educator support, and operational improvement. Through strengthened partnerships, curriculum innovation, family immersion programming, and summer intensive preparation, the department remains focused on building sustainable systems that support bilingual student success and long-term language revitalization across NSBSD.

Below are the Iłitchikpaktuat reports showcasing student & staff language progression data over the weeks from the last board meeting to today:



Iḷitchiqpaktuat!

Week 29
2025-26 School Year



Kindergarten - Fifth Grade Students

School	Grade	Student	ivalu Gains
Aḷak	3	James Nashookpuk Ipalook	158
Ipalook	4	Nevaeh Asiangatak Falleaf	520
Kali	5	Hunter Atagnaq Tukrook	166
Kaveolook	1	Noralee Kaleak	36
Meade River	4	Azalea Elutoolook Shugluk-Anniskett	55
Nunamiut	5	Jack Sanniq Williamson	155
Tikiḡaq	3	Angelia Aanauraq Weber	94
Trapper	2	Max Takpaan Hopson	286



March 22 - 28, 2026


Week 29





Sixth - Twelfth Grade Students


School	Grade	Student	 ivalu Gains
Aġak	10	Dennis Sikiąruk Aveoganna-Zabala	859
BHS	9	Adele Iqilan Thomas	171
HMS	6	Dylan Rivera	311
Kali	12	Lorene Paniąak Kaleak	272
Kaveolook	8	Macailah Masaun Gordon	128
Kiita	12	Donna Nuńaluk Aveoganna	477
Meade River	12	Ayden Alasuuraq Busch	71
Nunamiut	12	Asialuk Asialuk Woods	244
Tikiąaq	6	Delmar Uyąaaluk Ipalook	217
Trapper	9	Vera Ahvaiyak Ipalook	978
Staff	Aġak	Madeline Apikrak Hickman	1279


March 22 - 28, 2026



Week 29

Grade	School	Student	 Gains
Kindergarten	Ipalook	Emilia Qaummagun Smith	185
First	Ipalook	Ellis Kunuyuk Danner	222
Second	Trapper	Max Takpaan Hopson	286
Third	Ipalook	Alec Qunuyuq Ahsogeak	335
Fourth	Ipalook	Nevaeh Asiangatak Falleaf	520
Fifth	Ipalook	Hank Putqaaq Kalayauk	260
Sixth	Ajak	Lizzie Saanjiaq Okpeaha	508
Seventh	Trapper	Vestal Kunullauraq Napageak	429
Eighth	Trapper	Holly Nanauq Bolt	358
Ninth	Trapper	Vera Ahvaiyak Ipalook	978
Tenth	Ajak	Dennis Sikiagruk Aveoganna-Zabala	859
Eleventh	Trapper	Christopher Utuayuk Vincent	693
Twelfth	Kiita	Donna Nuñaluk Aveoganna	477


March 22 - 28, 2026



Iḷitchiqpaktuat!



Week 30
2025-26 School Year



Kindergarten - Fifth Grade Students

School	Grade	Student	ivalu Gains
Aḷak	2	Alexander Avaiyak Harvey	209
Ipalook	5	Adrie Broome	272
Kali	K	Kimche Trale Marsate	177
Kaveolook	3	Ava Aanataq Ahvakana	72
Meade River	5	Jeffrey Qalak Aveoganna	59
Nunamiut	5	Jack Sanniq Williamson	123
Tikiḡaq	4	Ranezmay Alagiaq Koenig-Frankson	160
Trapper	2	Max Takpaan Hopson	217

March 29 - April 4, 2026


Week 30
Sixth - Twelfth Grade Students

School	<small>Grade</small>	Student	 ivatu Gains
Aḷak	10	Dennis Sikiagruk Aveoganna-Zabala	433
BHS	10	Bill Avaiyak Brower	200
HMS	6	Embry Brower	510
Kali	12	Lorene Panigak Kaleak	132
Kaveolook	11	Kalea Naunagiña Rexford-Kaleak	1067
Kiita	12	Donna Nuḡaluk Aveoganna	407
Meade River	7	Colin Alasuuraq Ahkivgak-Agnasagga	26
Nunamiut	9	Kailey Qaunnaq Mekiana	496
Tikiḡaq	6	Nicole Kuutuuq Nashookpuk	95
Trapper	9	Vera Ahvaiyak Ipalook	1424
Staff	HMS	Margann Bridges	1522

March 29 - April 4, 2026


Week 30



Grade	School	Student	 Gains
Kindergarten	Kali	Kimche Trale Marsate	177
First	Ipalook	Barrow Nipaituktaq Finau	167
Second	Trapper	Max Takpaan Hopson	217
Third	Ipalook	Kiser Kupaaq Brower	268
Fourth	Tikigaaq	Ranezmay Alagiaq Koenig-Frankson	160
Fifth	Ipalook	Adrie Broome	272
Sixth	HMS	Embry Brower	510
Seventh	HMS	Billy Tigluk Ahyakak	158
Eighth	HMS	Aapa Aniqsuaq Nukapigak	271
Ninth	Trapper	Vera Ahvaiyak Ipalook	1424
Tenth	Trapper	Daryl Nukapigauraq Bennett	526
Eleventh	Kaveolook	Kalea Naunagiña Rexford-Kaleak	1067
Twelfth	Kiita	Donna Nuḡaluk Aveoganna	407


March 29 - April 4, 2026




Iḷitchiqpaktuat!

Week 31

2025-26 School Year



Kindergarten - Fifth Grade Students

School	Grade	Student	ivalu Gains
Aḷak	3	James Nashookpuk Ipalook	320
Ipalook	1	Ariana Pamiīlaq Pebley	151
Kali	3	Kanisan Kayutak Oyagak	181
Kaveolook	3	Johnhenry Akpik	103
Meade River	2	Walter Tugi Kippi	53
Nunamiut	5	Bella Qutuk Wagner	612
Tikiḡaq	5	Marshall Francis	137
Trapper	4	Asiaḡataq Brown	318

April 5 - 11, 2026


Week 31
Sixth - Twelfth Grade Students

School	Grade	Student	ivalu Gains
Aḷak	10	Dennis Sikiagruk Aveoganna-Zabala	700
BHS	9	Trevor Aḡiunnaq Donovan	407
HMS	7	Keileen Iqilan Rexford	148
Kali	10	Rebecca Aaluk Henry	300
Kaveolook	9	Jyllina Ayaqi Kaleak	262
Kiita	12	Donna Nuḡaluk Aveoganna	421
Meade River	6	Rob Lorence Punla	58
Nunamiut	9	Kailey Qaunnaq Mekiana	320
Tikiḡaq	6	Delmar Uyagaaluk Ipalook	260
Trapper	10	Evelyn Mitiktaun Kallenbach	544
Staff	Qatqiññaḡvik	Margann Bridges	1976

April 5 - 11, 2026


Week 31

Grade	School	Student	 Gains
Kindergarten	Kali	Kimche Trale Marsate	110
First	Ipalook	Ariana Pamiilaq Pebley	151
Second	Ałak	Zoey Iqilan Itta	158
Third	Ałak	James Nashookpuk Ipalook	320
Fourth	Ałak	Tristan Isigak Bordeaux	319
Fifth	Nunamiut	Bella Qutuk Wagner	612
Sixth	Tikiqaq	Delmar Uyagaaluk Ipalook	260
Seventh	Kali	Tristan Maasak Tukrook	277
Eighth	Ałak	Sadie Uyagaatchiaq Panik	264
Ninth	BHS	Trevor Agiunnaq Donovan	407
Tenth	Ałak	Dennis Sikiagruk Aveoganna-Zabala	700
Eleventh	Trapper	Madison Alivrun Nashoalook	417
Twelfth	Kiita	Donna Nuqaluk Aveoganna	421


April 5 - 11, 2026



Iḷitchiqpaktuat!

Week 32

2025-26 School Year



Kindergarten - Fifth Grade Students

School	Grade	Student	ivalu Gains
Aḷak	2	Zoey Iqilan Itta	242
Ipalook	4	Kayson Savik Hines	333
Kali	5	Hunter Atagnaq Tukrook	124
Kaveolook	2	Kiarra Kulukhon	179
Meade River	5	Renea Nanauq Kippi	57
Nunamiut	5	Bella Qutuk Wagner	259
Tikiḡaq	3	Angelia Aanauraq Weber	117
Trapper	5	Nathaniel Papiḡuq Napageak-Kittick	451

April 12 - 18, 2026

Week 32
Sixth - Twelfth Grade Students



School	Grade	Student	ivalu Gains
Aḷak	10	Dennis Sikiagruk Aveoganna-Zabala	800
BHS	9	Athena Asisaun Aina	234
HMS	8	Judah Avaiyak Nageak	641
Kali	10	Rebecca Aaluk Henry	271
Kaveolook	7	Mary Sirraq Gordon	80
Kiita	12	Amy Qignagaaluk Okpeaha	154
Meade River	7	Clayborne Tunik Kippi	25
Nunamiut	11	David Katairoak Mekiana	993
Tikiḡaq	6	Delmar Uyagaaluk Ipalook	229
Trapper	10	Addison Salagiaq Kaigelak	795
Staff	Qatqiñniagvik	Margann Bridges	1617

April 12 - 18, 2026


Week 32



Grade	School	Student	 Gains
Kindergarten	Ipalook	Harmony Kisautaq Kaleak-Moore	244
First	Ipalook	Kylie Mamanjiñ Akootchook	193
Second	Ałak	Zoey Iqilan Itta	242
Third	Ałak	Ciara Qunņuna Aguvluk	180
Fourth	Ipalook	Kayson Savik Hines	333
Fifth	Trapper	Nathaniel Papiġuq Napageak-Kittick	451
Sixth	Ałak	Lizzie Saanġiaq Okpeaha	404
Seventh	HMS	Matheus Qimmiurat Lemana	345
Eighth	HMS	Judah Avaiyak Nageak	641
Ninth	Trapper	Darion Kippi Nukapigak- Kasak	665
Tenth	Ałak	Dennis Sikiagruk Aveoganna-Zabala	800
Eleventh	Nunamiut	David Katairoak Mekiana	993
Twelfth	Nunamiut	Eileen Tuuqlak Panigeo	193


April 12 - 18, 2026


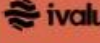


Iḷitchiqpaktuat!

Week 33
2025-26 School Year



Kindergarten - Fifth Grade Students

School	Grade	Student	 ivalu Gains
Aḷak	3	Mckenzie Attagnaḡ Nayakik	237
Ipalook	1	Brielle Quupak Adams	308
Kali	1	Emma Takkiḡnya Lane	263
Kaveolook	3	Ava Aanataḡ Ahvakana	122
Meade River	3	Desiree Atchiiraḡ Kippi	114
Nunamiut	3	Xavier Qutaḡa John	179
Tikiḡaḡ	4	Angela Aqivḡaaluk Lane	114
Trapper	4	Kodi Pamiuḡ Woods	260

April 19 - 25, 2026

Week 33
Sixth - Twelfth Grade Students

School	<small>Grade</small>	Student	 Gains
Ajak	11	Samantha Nasualuk Bodfish	250
BHS	9	Evan Tuquttaq Judkins	286
HMS	8	Peter Salliaq Gordon	806
Kali	9	Diana Nasuk Attungowruk	363
Kaveolook	6	Maria Kavisiq Solomon	312
Kiita	12	Amy Qignagaaluk Okpeaha	236
Nunamiut	12	Asialuk Woods	385
Tikiqaq	11	Gracelyn Aqurauq Barger	150
Trapper	9	Gabriella Kimaq Leavitt	1108
Staff	Qatqiññaigvik	Margann Bridges	526

April 19 - 25, 2026


Week 33



Grade	School	Student	 Gains
Kindergarten	Ipalook	Harmony Kisautaq Kaleak-Moore	147
First	Ipalook	Brielle Quupak Adams	308
Second	Kali	Alexandra Quliuq Tukrook	261
Third	Ipalook	Ariel Jones	271
Fourth	Trapper	Kodi Pamiuq Woods	260
Fifth	Ipalook	Kennasen Ukpik Dugan	199
Sixth	Kaveolook	Maria Kavisiq Solomon	312
Seventh	HMS	Keileen Iqilan Rexford	561
Eighth	HMS	Peter Salliaq Gordon	806
Ninth	Trapper	Gabriella Kimaq Leavitt	1108
Tenth	Trapper	Addison Salag'iaq Kaigelak	1058
Eleventh	Trapper	Christopher Utuayuk Vincent	467
Twelfth	Nunamiut	Asialuk Woods	385


April 19 - 25, 2026




Iḷitchiqpaktuat!

Week 34
2025-26 School Year



Kindergarten - Fifth Grade Students

School	Grade	Student	ivalu Gains
Aḷak	3	Caleb Qaqsu Ahmaogak	260
Ipalook	2	Arya Fruean-Fosi	693
Kali	4	Diane Tuuqlak Nukapigak	515
Kaveolook	3	Carter Alasuuraq Rexford	160
Meade River	4	Xenia Qaiyaan Frankson	253
Nunamiut	5	Bella Qutuk Wagner	527
Tikiḡaq	4	Angela Aqivḡaaluk Lane	97
Trapper	2	Max Takpaan Hopson	275

April 26 - May 2, 2026

Week 34


Sixth - Twelfth Grade Students

School	Grade	Student	 ivolu Gains
Aġak	10	Dennis Sikiąruk Aveoganna-Zabala	605
BHS	9	Elleak Taaqpak Leavitt	709
HMS	8	Peter Salliaq Gordon	487
Kali	6	Lelalee Nasukluk Oyagak	276
Kaveolook	9	Jyllina Ayaqi Kaleak	579
Kiita	12	Amy Qignagaaluk Okpeaha	206
Meade River	6	Rob Lorence Punla	70
Nunamiut	12	Eileen Tuuqlak Panigeo	171
Tikiąaq	6	Delmar Uyąąaaluk Ipalook	253
Trapper	9	Sabrina Tukkaiyuk Brown	558
Staff	Aġak	Jerri Bodfish	688

April 26 - May 2, 2026


Week 34



Grade	School	Student	
Kindergarten	Ipalook	Mateo Lucine	147
First	Ipalook	Justin Masaak Kignak	223
Second	Ipalook	Arya Fruean-Fosi	693
Third	Aļak	Caleb Qaqsu Ahmaogak	260
Fourth	Kali	Diane Tuuqlak Nukapigak	515
Fifth	Nunamiut	Bella Qutuk Wagner	527
Sixth	Aļak	Lizzie Saanjaq Okpeaha	465
Seventh	HMS	Alexander Kunullaq Kaleak	410
Eighth	HMS	Peter Salliaq Gordon	487
Ninth	BHS	Elleak Taaqpak Leavitt	709
Tenth	Aļak	Dennis Sikiagruk Aveoganna-Zabala	605
Eleventh	BHS	Railynn Pamiuq Nashaknik	562
Twelfth	Kiita	Amy Qignagaaluk Okpeaha	206


April 26 - May 2, 2026


Curriculum & Instruction - Michele Brown

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

- Thank you to the families who supported their children during the testing season and ensured consistent school attendance during this important time. Your partnership plays a critical role in student success, and it is clear that your support has contributed to the positive growth reflected in our assessment data.

Culturally Responsive Instruction

Goal 2: All students perform at or above grade level

- NWEA and mCLASS assessment windows across the district are coming to a close. Preliminary data indicates strong student growth, reflecting the continued dedication and hard work of students, teachers, and families. Early MAP/NWEA data shows that students in grades 3–9 demonstrated growth above the 60th percentile across the district, with some grade levels reaching the high 70th percentile range. These early results are encouraging and suggest that instructional efforts across the district are positively impacting student learning outcomes.

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

- A committee of teachers was convened and met weekly over several weeks to refine and strengthen the 2026–2027 Tumitchiat Sivunmun period, with a clear focus on increasing student-centered learning opportunities. The committee’s goal is to provide meaningful experiences that allow students to explore career pathways, reflect on their future, and develop a strong sense of responsibility to their community and its needs. Through collaborative discussions, the committee reached a consensus that project-based learning is the most engaging and impactful instructional approach for students. Over the summer, a revised structure and comprehensive plan for the Tumitchiat Sivunmun period will be developed, prioritizing student-driven projects and authentic exploration experiences.

Staff Support & Professional Development

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

- Several teachers and administrators attended the Science of Reading Symposium in Anchorage, where they engaged in high-quality professional learning focused on evidence-based literacy practices. The symposium provided valuable resources and strategies that participants will bring back to support and strengthen instruction across the North Slope Borough School District. In addition to the continued emphasis on the Science of Reading, there is an increased focus this year on the Science of Writing. Attendees are looking forward to sharing this learning and supporting teachers across NSBSD in integrating research-based writing practices into their instruction.

Student Services - Michael Hautala

Staff Support & Professional Development

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

The hiring season is upon us. Staff has been busy recruiting and interviewing.

May 2026

Staffing estimates for next year are now 2 SPED teaching positions (Barrow High School and Wainwright), and 4 Counselor positions district wide (Counselors at IPK and Wainwright, Anaktuvuk Pass, and the Counselor Coordinator). The \$7500 retention/recruiting bonus for Special Education before the NSBSD school board has sparked a lot of interest from candidates helping fill many of our SPED positions, we are currently situated in a good place for this time of year.

I would like to recognize Diane Siefert. Diane has stepped in admirably during my medical absence and has done an outstanding job.

Student Social & Emotional Wellbeing

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

Counseling

Counselors continue to focus on intensive student intervention, academic recovery, and graduation readiness. Many services were delivered at the Tier 3 level, individualized support. Tier 2 small group instruction occurred at moderate levels, while Tier 1 classroom support was provided at lower, more distributed levels.

Behavioral and responsive supports were most significant in urgent and crisis situations, with additional interventions and referrals to district and outside services as needed. Teacher collaboration was a major component of service delivery, supporting instructional alignment and coordinated student interventions.

Family engagement remained steady, with multiple parent-involved meetings occurring across sites. Graduation monitoring and credit recovery were also key priorities, including senior audits and targeted support for students needing additional time to meet requirements. Additional supports included Edgenuity facilitation, substitute coverage, and student supervision to ensure continuity of instruction.

Overall, services reflect a continued emphasis on individualized student support, collaboration among staff, and sustained efforts to support graduation and postsecondary readiness.

Social Emotional

Reports on Bullying and Huddle Up have been submitted separately by Josh Stein and Dr. Sharon Lemmert.

Qatqiññaġvik Learning Center / Career & Technical Education - Kent Mingneau

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

The Qatqiññaġvik Learning Center Career & Technical Education Department recently completed three successful Spring Intensive programs through extensive collaboration with higher education partners, local government, nonprofit organizations, and industry leaders. These partnerships provided students with meaningful exposure to career pathways, workforce opportunities, and culturally relevant learning experiences connected directly to the North Slope region.

Spring Intensive Partnerships

AMPED on Energy Camp

The AMPED on Energy Camp was developed in partnership with Alaska Resource Education (ARE), Santos, ConocoPhillips, and the North Slope Borough School District. The week-long

intensive brought together students from multiple North Slope villages to explore careers connected to energy, engineering, environmental science, utilities, heavy equipment, technology, and Arctic infrastructure.

The program included collaboration with:

- Ilisagvik College
- Iñupiat Heritage & Language Center (IHLC)
- UIC Science
- UIC Sand & Gravel
- North Slope Borough Wildlife Department
- Alaska Arctic Observatory & Knowledge Hub (AAOKH)
- Barrow Utilities & Electric Cooperative (BUECI)
- Arctic Education Foundation (AEF)
- ASRC Energy Services
- North Slope Borough Planning Department
- Mayor's Youth Advisory Council (MYAC)

Students participated in tours, presentations, field experiences, and hands-on activities led by local experts, scientists, educators, engineers, planners, and industry professionals.

Heavy Equipment Operations Dual Credit Intensive

The Heavy Equipment Operations intensive was conducted in partnership with Ilisagvik College and provided students with dual credit opportunities while learning heavy equipment operations, safety procedures, inspections, and workforce expectations. The students gained hands-on experience via the 4 heavy equipment simulators previously purchased through the CTE department. They were able to visit Ilisagvik college and see various types of heavy equipment up close.

Students successfully achieved Forklift Certification and completed four NCCER Heavy Equipment Operations modules during the intensive. These industry-recognized credentials provided students with valuable workforce preparation and exposure to professional construction and equipment operation standards.

The program also included a guest presentation from Operating Engineers Local 302, where students learned about apprenticeship opportunities, workforce pathways, and careers within the operating engineers profession. In addition, students participated in a tour of the Utqiagvik seawall project, allowing them to observe large-scale infrastructure development and heavy equipment operations in a real-world Arctic construction environment.

Construction Trades Intensive

The Construction Trades intensive was taught by IntelHomes instructors in partnership with the North Slope Borough. Students participated in hands-on construction instruction focused on foundational trade skills, tool safety, framing concepts, and workforce readiness. Special thanks to the North Slope Borough for providing the facility for the students to start the tiny home project.

These partnerships continue to strengthen district relationships with industry, higher education, and community organizations while expanding opportunities for students across the North Slope.

Culturally Responsive Instruction

Goal 2: All students perform at or above grade level

The Spring Intensive programs provided students with engaging, hands-on learning opportunities that connected technical education with real-world applications and culturally relevant

experiences. Students participated in project-based learning, career exploration, and community-connected instruction that supported multiple learning styles while strengthening student engagement.

AMPED on Energy Camp

The AMPED on Energy Camp intentionally connected workforce education with local knowledge, Arctic environmental stewardship, and Iñupiaq perspectives. Students learned how energy development, science, utilities, and infrastructure intersect with subsistence practices, community sustainability, and local decision-making.

Students participated in:

- Tours of local facilities and energy-related operations
- Discussions with scientists, planners, engineers, and utility professionals
- Learning opportunities connected to subsistence whaling and wildlife management
- Exposure to Iñupiaq language and cultural teachings through the Iñupiat Heritage & Language Center
- Career exploration connected to Arctic research, utilities, construction, environmental science, and energy production

The intensive emphasized the importance of youth engagement, leadership development, and understanding how local communities participate in decisions impacting the future of the North Slope.

Heavy Equipment Operations Dual Credit Intensive

Students participated in hands-on instruction focused on heavy equipment operations, workplace safety, inspections, and operational procedures. Through the dual credit partnership with Ilisagvik College, students were able to connect secondary education with postsecondary opportunities while building technical workforce skills.

All participating students earned Forklift Certification and successfully completed four NCCER Heavy Equipment Operations modules. Students also gained additional workforce exposure through a presentation from Operating Engineers Local 302 and participation in a tour of the Utqiagvik seawall project, where they observed active heavy equipment operations and infrastructure construction in the Arctic environment.

Construction Trades Intensive

Students learned foundational construction and building skills through hands-on projects and direct instruction from industry professionals. Instruction emphasized teamwork, workplace expectations, construction safety, and practical application of technical skills.

These intensive opportunities continue to increase student engagement while helping students connect classroom learning to future educational and career pathways.

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

The Spring Intensives supported career exploration and workforce readiness by providing students with direct exposure to industry professionals, technical skills training, and postsecondary opportunities.

Postsecondary & Workforce Readiness

- Students participated in hands-on career training aligned with high-demand workforce fields.
- Dual credit opportunities through Iñsaḡvik College provided students exposure to postsecondary education pathways.
- Students developed employability skills including teamwork, communication, problem-solving, and workplace safety.
- Students explored career pathways connected to energy, heavy equipment operations, and construction trades.

These programs continue to support the district’s mission of preparing students for college, career, and workforce opportunities following graduation.

Staff Support & Professional Development

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

The Spring Intensive programs provided opportunities for collaboration between district staff, industry professionals, and postsecondary partners. Staff worked alongside instructors and community partners to coordinate programming, student support, logistics, and hands-on instruction.

The continued collaboration with industry and higher education partners strengthens the district’s ability to provide relevant Career & Technical Education opportunities while supporting workforce development initiatives for students across the district.

Financial & Operational Stewardship

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

The QLC/CTE Department coordinated the Spring Intensives through strategic partnerships and collaborative planning to maximize student opportunities and available resources.

Operational coordination included:

- Scheduling and coordination of instructors and facilities
- Student travel and logistics support
- Collaboration with community and industry partners
- Alignment of programming with district Career & Technical Education goals
- Efficient use of partnerships to expand student opportunities

These intensive programs continue to demonstrate the value of collaborative partnerships and efficient program coordination in providing meaningful, student-centered educational experiences.

The QLC/CTE Department appreciates the continued support of district leadership, community partners, instructors, and staff who helped make these intensive opportunities possible for students.

Human Resources - Earl “Dimple” San Nicolas

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

We are continuing our partnership with SUNY Brockport, and we're looking to place some SPED, Social Studies, and PE student teachers with the district in the fall.

Staff Support & Professional Development

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

Michael Brooks, the Interim Director, has already begun reviewing and strengthening key personnel operations to support employees, schools, and overall District goals. Initial areas of focus include recruitment and retention strategies, onboarding processes, staffing vacancies, employee support systems, certification and contract tracking, and alignment of HR practices with Board policy and Alaska education requirements. The new HR Director is committed to building efficient and responsive HR systems, strengthening communication and collaboration across departments, and supporting long-term workforce stability to ensure the District continues to attract, retain, and support high-quality staff for the benefit of students and the community.

The HR Department is reviewing year-end performance evaluations in preparation for the step-increase for SY26-27. In addition, their department is also reviewing and entering year-end entries to ensure all pending payments to staff are made.

Business Office - Megan Williams

Financial & Operational Stewardship

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

At the end of the fiscal year, the Business Office works through a number of closeout tasks to make sure the District's financial records are accurate and ready for the new year. This includes reviewing and reconciling accounts, checking that expenses and revenues were charged to the correct accounts, and working with schools and departments to clear up any missing information or outstanding items.

The Business Office is currently reviewing open purchase orders and encumbrances to determine what still needs to be paid, what can be closed, and what should carry forward into the next fiscal year. Staff true up account balances, release unused encumbrances, and make sure budgets accurately reflect actual spending. These year-end processes help keep financial records organized, accurate, and audit-ready for the start of the new fiscal year.

In addition to year-end closeout work, the Business Office is revising the District's travel SOP to better align with best practices and strengthen internal checks and balances throughout the travel process. The updates are focused on creating clearer procedures for travel requests, approvals, purchasing, and reimbursements to improve consistency, accountability, and overall efficiency for staff across the District.

Upcoming:

- FY26 Preliminary Audit (6/15-19) & Fiscal Year End (6/30)
- FY26 Final Audit (8/3-7)

Information Technology - Reginald Santos

Financial & Operational Stewardship

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

Apple Device Refresh (NSB CIPM Funded)

All Apple refresh devices funded through the North Slope Borough CIPM program have been successfully received. The IT team has begun staging and configuring student laptops in preparation for the district-wide summer deployment.

Staff laptop replacements have also been completed from a receiving standpoint. Teachers and staff are actively transitioning to their new devices, allowing them to become familiar with updated hardware and ensuring readiness for the upcoming school year. This early rollout helps reduce back-to-school support load and improves overall user experience with modern, reliable equipment.

Data Center Backup Power Improvement (MAO)

The district's main data center at the MAO facility is in the process of receiving a critical backup power solution. This is an interim implementation and is separate from the larger CIPM-funded generator project, which is still approximately two years out due to required foundational work (pilings installation scheduled for this summer, followed by a settling period before full construction can proceed).

In the meantime, IT has implemented a temporary but highly effective solution using the M&O portable diesel generator. This setup is capable of:

- * Powering the entire server room infrastructure
- * Supporting one 3-ton AC unit
- * Running the air handler system

This significantly improves the district's ability to maintain uptime and protect critical systems during extended power outages. It ensures continued access to essential services such as authentication, communication systems, and instructional platforms while we await completion of the permanent generator project.

Maintenance & Operations - Barry Broome

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

This month, the Maintenance and Operations (M&O) Department has been actively collaborating with the North Slope Borough Mayor's Office, Capital Improvement Project Management (CIPM) team, and Public Works to renovate the Barrow High School (BHS) home economics room. This effort is intended to support the continued growth of the school's program while also creating a functional space for community use during Kivaiq.

The renovation will enhance the overall functionality of BHS and further strengthen connections between the school and the community. The level of collaboration among all departments has been commendable, with a shared commitment to advancing the project on a fast-track timeline to ensure completion and availability prior to the start of the 2026–2027 school year.

Ilisagvik College continues to be a valued partner of the District. During this reporting period, Fred Ipalook Elementary School (IPK) hosted the School Year 2025–2026 Ilisagvik College Graduation Ceremony. The event was well attended by graduates and their families, reflecting strong community support and engagement. The District extends its congratulations to all graduates on their achievement and recognizes their commitment to academic success.

Student Social & Emotional Wellbeing

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

At the end of April, 2026, Alak school had a massive failure with their boilers with all boilers being offline. This posed a great risk to student learning. NSBSD dispatched the Itinerant Plumber and worked with North Slope Borough Public works in Wainwright to aid with cleaning, troubleshooting, and repairing 2 of the 3 boilers. This community partnership helps to keep the students in the classrooms but also assists with preventative maintenance and further equipment life for the boilers. New boilers were approved for 2027 through PRC. These actions also coordinate with Family & Community Collaboration Goal 1, but ultimately the resolution was for the learning of our students.

Staff Support & Professional Development

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

Nutrition Services conducted a student survey to gather input for the 2026–2027 school year. The survey collected feedback on meal quality, student participation in breakfast and lunch programs, and preferences for lunch menu items.

The survey is a reflection on 368 responses with 43.2% Elementary School, 30.2% Middle School, and 26.6% High School aged students.

When asked about the quality of breakfast, 15% said Delicious, 28.3% said Pretty Good, 44.5% said Okay, and 12.2% said Terrible.

When asked about the quality of lunch, 20.6% said Delicious, 33.8% said Pretty Good, 34.1% said Okay, and 11.5% said Terrible.

Additional questions on the survey included if the student had enough time to eat breakfast and lunch. The results were for breakfast, 69.8% said Yes there is enough time and 30.2% said No there is not enough time to eat breakfast. For lunch, 64.5% said Yes there is enough time and 35.5% said No, there is not enough time to eat lunch.

Survey responses from schools included: Fred Ipalook School - 91, Nuiqsut Trapper - 72, Eben Hopson Middle School - 53, Tikigaq - 47, Harold Kaveolook School - 36, Kali School - 26, Meade River School - 18, Alak School - 11, Barrow High School - 9, Nunamiut School - 3, Kiita Learning Community - 2.

These results have informed the development of the upcoming food Request for Bids (RFB) and supported the consolidation of menu offerings to better align with student preferences for breakfast and lunch.

Financial & Operational Stewardship

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

The Transportation Department is actively evaluating and implementing strategies to reduce fuel expenditures across all operations, with a particular emphasis on services in Utqiagvik and the outlying villages. This effort includes the issuance of new fuel cards with established monthly spending caps, as well as increased accountability measures for shared vehicle usage. In addition, the department is conducting a comprehensive review of vehicle idle time and investigating any potential misuse or inefficiencies related to fuel consumption within NSBSD.

These actions are designed to strengthen internal controls, improve transparency and oversight of fuel usage, and reduce the risk of excess or unauthorized expenditures. Collectively, these measures align with the District's broader objective of enhancing operational efficiency while continuing to provide consistent, reliable transportation services to all communities served.

Alak School:

- Alak School Renovation & Upgrades -Design ongoing and currently at 65% design. The project continues to press forward.. UPDATE: Phase one was pushed for PRC approval and was included for a final vote/approval.
- HVAC System - HVAC testing and balancing; report received. Will balance during the CIPM heating project. UPDATE: Project will be excluded because it will be encompassed in Phase 2 of the project. New boilers were recommended and pushed for approval at 2027 PRC.

Barrow High School:

- Future projects approved in FY25: Fire system upgrades. Design has started for system upgrade/replacement. UPDATE: Installation is to start summer of 2026 and to last complete summer.
- Project Analysis Report Barrow High School-Project to resume- Note: this project is to provide information on the status of BHS; in previous years there have been conversations about whether repairing the building (Voc-Ed wing) would cost more than building a new high school. Army Corp and a separate engineering firm are analyzing. RSA and Army Corp. of Engineers will provide new analysis including newer mechanicals being installed by UIC. Analysis completed by a third party.
- BHS Pool Opening: M&O and BHS is working with local community members to provide training and an action plan to verify and make sure the facility is ready and can be supported by NSB. Planning a soft opening March 2026 depending on certified Life Guards. UPDATE: Training was completed. Certification for the pool will happen in the first few weeks of April. The goal is to have the pool opened and operating with morning/evening rec. Illisogvik College is working on training programs for the community to sign up for, including swim lessons.
- Elevator Repairs: The elevator was evaluated and needs to have particular parts fixed to have it operational as the CIP scheduled for 2026 has a 18+ lead time. CIPM has assisted with obtaining a quote to see exactly what is needed to get the elevator operational as we wait on long lead times for the elevator project.
- CIPM is also working with NSBD to review the evaluations of the Army Corp of Engineers report. A better evaluation on next steps for the BHS wing will include a firm partnership to have an action plan for next steps.

Eben Hopson Middle School:

Fred Ipalook Elementary School:

Harold Kaveolook School:

May 2026

- Phase II is scheduled to begin ideally spring of 2027. Estimated end of project date: 2028. UPDATE: UIC has mobilized and pile locations have been designated and work started.

Kali School:

- Modular House Purchase: installed. Awaiting assistance from NSB to install electrical and plumbing. Hired contractor to put in a drop for electrical. UPDATE: Electrical contractor installed the electrical and now waiting on arctic sewer tank to be ordered and delivered. Working with NSB to obtain new sewer tanks from Wainwright as there are a few there, for a project that will not happen.
- Generator Replacement- Project will be placed for bid. Will assess others after RSA Assessment. UPDATE: Additional funding was noted on PRC with a priority.

Meade River School:

- Pool: A contractor provided a loose quote on the pool liner. Looking for funding for the liner and basic equipment to replace the filters and pool ladder.
- Library: In process to start order for new shelving so the library can come back online.

Nuiqsut Trapper School:

- Pool Repairs - M&O is working with a contractor to evaluate repairs of the pumps and filters. No visual leaks in the liner. Pool holds water.
- The scoreboard is inoperable. Alternative funding through a local company is being used to purchase a new scoreboard.
- Sewer issues: Contractor is preparing to replace all glass piping in the building as a main factor to the smell. We continue to have failed lift stations, which will be replaced during this time as well. UPDATE: NSB contractor is onsite and resolving the issues. They were issued a NTP 2 weeks ago. They will be replacing all the glass piping, grease traps, and all items previously outlined.

Nunamiut School:

- Future projects approved in FY25: Heating, HVAC & DDC System upgrades. Update: Contractor was chosen to start the preliminary needs in the upgrades. The contractor will be visiting the listed sites in the request.
- Install a temporary wall w/door in the SPED classroom. Wall ordered and awaiting arrival for assembly. UPDATE: Waiting on delivery
- 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 Ai-phones from exterior door to interior doors. No ETA yet, will provide an update.

May 2026

- Kitchen Remodel- NSB CIPM waiting for proposals. Tikigaq Corporation working with CTPM for a summer renovation schedule. UPDATE: Start time is when school ends for the school year with a summer start.

Districtwide

- DW Fire hose/sprinkler repairs: Approved by the Board of Education Aug. 2025; awaiting schedule from vendor. UPDATE: Repairs and testing have started in November 2025.
- Food Service Admin Review: Scheduled for October 2025. Sites selected: PHO, BHS, IPK. specific timelines of auditing material were given for review in September 2025. Changed to Nov 11, 2025. BHS, IPK, KAK. UPDATE: Result with deficiencies arrived. Many issues were similar to the areas of inspection including signage and not having an extra type of milk available to serve. We are wrapping up the deficiencies and submitting them to DEED.
- Generator Replacement:
 - M&O: Award was made for M&O office building only. 18-24 month lead time of the generator. .
- PA & Clock System Upgrades and Standardization - On 2027 PRC.
- 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: Working with CIPM for additional funding to replace cameras at HMS, as a priority. Then other locations needing new cameras to replace non-working ones.
- Ai-Phone 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 Ai-Phone. UPDATE: 4 locations are left and currently have had their surveys completed. CIPM will provide updates on next steps after surveys and pricing is received by the contractor.

Student Activities - Steve Zanazzo

Twenty-five athletes from the North Slope attended the NYO State Meet in Anchorage on April 16-18. One from Kali and Meade River, four from Alak, six from Tikigaq and twelve from BHS. The NSBSD A&B teams competed in eleven events over the 3-day tournament.

Barrow sophomore Liliana Simmonds-Rexford placed 3rd in the One-Hand Reach. Senior Samuel Arey from BHS placed first in both the Toe Kick and Two Foot High Kick. Sam also placed second in the One-Foot High Kick. Sam was also voted Male Athlete of the Event capping off a fantastic NYO career!

Fall Sport Schedules are almost complete and will be posted on the District Activities page by the end of May.

