

Department Reports

Iñupiaq Education – Director Qaġġuna Tenna Pili

Introduction

September continued the Iñupiaq Education Department's focused implementation of priorities for the 2026–2027 school year. The department concentrated on strengthening Iñupiaq language instruction and assessment, expanding immersion-based professional learning, supporting culturally responsive instruction, building educator pathways, and establishing efficient systems for instructional resources and program operations. Work also continued with community and regional partners to increase student, family, elder, and community participation in culturally grounded educational opportunities.

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

- **Community Language Communication:**
 - Continued publishing weekly Iłitchipaktuat reports and submitting updates to KBRW, providing families and community members with consistent information about student progress in Iñupiaq language learning.
- **Elders & Youth Engagement:**
 - Coordinated with IHLC in preparation for the September Elders & Youth Conference. Plans include representation from village communities through students, chaperones, and elders, as well as participation from Kiita Learning Community, Barrow High School, and Qarġi Academy.
 - Continued coordination with the NSB Mayor's Youth Advisory Council (MYAC) around student participation in the First Alaskans Institute Elders & Youth Conference in October.
 - Coordinated opportunities for MYAC to engage directly with students through districtwide TSP programming.
- **Teacher Pathways and Iłisaurriġuqta:**
 - Continued development of Standard Operating Procedures for the Iłisaurriġuqta – Let's Be Teachers Program to establish consistent systems for program implementation and participant support.
- **District and Site Collaboration:**
 - Strengthened collaboration between Curriculum & Instruction and IED to streamline support for teachers implementing adopted curriculum.
 - Continued collaboration with site leadership to support Classrooms on the Nuna and other culturally grounded instructional opportunities.
 - Supported site Cultural Inservices and began planning for the November Qarġi Learning Center Cultural Intensive.
- **Community Voices in Student Learning:**
 - Continued planning and coordination of guest speakers for TSP, creating opportunities to connect students with local knowledge, experiences, careers, and community perspectives.

Culturally Responsive Instruction

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

- **Beginning-of-Year Language Assessment:**
 - Supported ILTs in preparing for and implementing fall Iñupiaq language assessments.
 - Began assessing immersion students in Kindergarten through Grade 2 to identify current language proficiency and inform instruction.
 - Provided individualized instructional support to ILTs as needed to strengthen assessment implementation and classroom practices.
- **Immersion Classroom Support:**
 - Coordinated with immersion classroom teachers to establish schedules, identify instructional needs, and provide language materials and resources for the school year.
 - Continued developing instructional materials to increase student vocabulary and understanding across content areas, including resources related to body systems.
- **Instructional Resource Access:**
 - Prepared and distributed teaching materials to school sites across the district and continued supporting teachers with requested language and cultural resources.

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

- Continued using TSP and community partnerships to connect students with culturally relevant learning, local leaders, and potential educational and career pathways.
- Continued development of the Ilisaurriġuqta – Let's Be Teachers Program infrastructure to strengthen pathways for local residents and students interested in education careers.

Goal 4: Graduate bilingual students.

- **Indigenous Language Fluency Transfer System:**
 - Completed language lessons 1–40 and nine of fifteen stories for Level 1 of the Indigenous Language Fluency Transfer System (ILFTS).
 - Collaborated with regional Iñupiaq partners to workshop Level 1 curriculum and stories.
 - Provided a regional workshop on teaching Iñupiaq immersion storytelling using digital instructional tools, strengthening shared approaches to immersion-based language instruction.
- **Scope and Sequence Assessment System:**
 - Created Scope and Sequence assessments for the first benchmark assessment window of the 2026–2027 school year.
 - Continued training ILTs on assessment implementation and use of student data to inform instruction.
- **Dialect-Specific Language Resources:**
 - Continued development of the Tikigāq dialect version of the Iñupiaq months posters, expanding the availability of dialect-specific classroom resources.
 - Continued reviewing and editing the North Slope College Iñupiaq Language textbook.
- **General Education Language Supports:**

- Created resources that allow general education teachers to reinforce Iñupiaq language learning within their classrooms and began providing implementation training at Nuiqsut Trapper School.
- **Group Mentor-Apprentice Program:**
 - Developed a one-month Scope and Sequence-aligned curriculum plan for districtwide Group Mentor-Apprentice Program (GMAP) instruction.
 - Delivered 22 hours of GMAP immersion instruction for ILTs and IED staff between August 24 and September 8.
 - Established a centralized system for GMAP recordings, target language, curriculum resources, and instructional guidance to support participants outside scheduled sessions.
 - Distributed Iñupialgusisa! MAP Toolkit access to participating ILTs and IED staff and continued refining the Toolkit based on participant feedback.
 - Implemented the NETOLNEW Language Learning Journey Tool with GMAP participants to support reflection and language-learning progress.

Student Social & Emotional Wellbeing

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

- Continued emphasizing instructional practices that respond to individual student learning needs and proficiency levels while supporting culturally safe learning environments.
- Beginning-of-year immersion programming included intentional relationship-building, language review, and classroom reintroduction to help establish supportive learning environments for students.
- Cultural Inservices, Classrooms on the Nuna, TSP guest speakers, and upcoming cultural intensives continue to create opportunities for students to connect learning with Iñupiaq language, culture, community, and identity.

Staff Support & Professional Development

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

- **ILT Training and Professional Learning:**
 - Facilitated two days of in-person ILT training prior to the beginning of the school year.
 - Provided additional ILT professional development during the opening weeks of school and continued regular ILT PLC meetings.
 - Maintained individualized coaching and support for ILTs, with particular attention to educators who are new to the program.
 - Continued developing meaningful training sessions focused on instructional practices, assessment, student learning, and differentiated support.
- **Immersion-Based Professional Development:**
 - GMAP provided structured immersion opportunities for ILTs and IED staff to strengthen conversational fluency and classroom language.

- IED staff supported both morning and afternoon GMAP implementation and developed systems to monitor participation throughout the school year.
- **Cultural Inservice Support:**
 - Continued assisting sites with Cultural Inservice planning and implementation and preparing materials, equipment, and resources needed for hands-on cultural learning.

Financial & Operational Stewardship

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

- **Instructional Inventory and Distribution:**
 - Transitioned the department's updated inventory into Google Sheets and began using the system to fulfill Iñupiaq Language classroom material requests for ILTs.
 - Continued inventorying newly received Native Teaching Aids materials.
 - Prepared, shipped, and delivered instructional resources to district school sites.
- **Purchasing and Resource Management:**
 - Supported purchasing and procurement needs for both IED and Curriculum & Instruction.
 - Received, verified, and documented incoming departmental shipments and maintained organized purchasing and receipt records.
 - Supported departmental and Curriculum & Instruction travel coordination.
- **Facilities and Storage Organization:**
 - Expanded and reorganized storage capacity, including assembling shelving and relocating instructional supplies into the new storage area.
 - Reorganized office and storage spaces to improve inventory management and accessibility of departmental resources.
 - Installed and received operational training for the department's poster printer and laminator to increase internal production capacity for instructional materials.
- **Reporting and Documentation:**
 - Continued completion and centralized storage of Iłitchiqpaktuat reports to strengthen documentation and access to student language progress information.

Conclusion

September reflected a strong transition from beginning-of-year preparation into full implementation of the Iñupiaq Education Department's 2026–2027 priorities. The department advanced major language initiatives through the first benchmark assessment window, ILFTS curriculum development, GMAP immersion instruction, dialect-specific resource development, and expanded support for both immersion and Iñupiaq Language classrooms.

At the same time, strengthened partnerships with IHLC, MYAC, school sites, regional language partners, and community members are creating additional opportunities for students to learn from elders, cultural knowledge holders, and local leaders. Continued investment in staff professional learning, instructional resources, operational systems, and educator pathways will support the department's work toward sustainable Iñupiaq language revitalization and culturally grounded student success throughout the school year.



Iḷitchiqpaktuat!

Week 1
2026-27 School Year



Kindergarten - Fifth Grade Students

School	Grade	Student	 ivalu Gains
Ipalook	1	Troy Nanmak Danner	35
Kali	5	Diane Tuuqlak Nukapigak	139
Kaveolook	K	Alexa Toorak	13
Nunamiut	5	Sunok Takpaan Spear	3
Tikiġaq	5	Angela Aqivġaaluk Lane	254

August 13 - 22, 2026

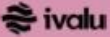
Week 1

Sixth - Twelfth Grade Students

School	Grade	Student	 ivalu Gains
Aḷak	11	Dennis Sikiāgruk Aveoganna-Zabala	577
BHS	9	Alison Qaqaun Danner	141
HMS	8	Scot Akḷaq Contrades	39
Kali	12	Lenora Kaumauq Anniskett	216
Kaveolook	6	Liam Qavvik Akootchook	27
Kiita	11	Camron Taleak Tuke	357
Nunamiut	8	Jace Sanniq Kakinya-Williams	494
Tikiḡaq	9	Gabriel Frankson	234
Staff	Aḷak	Stephanie Saanḡaq Ahmaogak	978

August 13 - 22, 2026

Week 1

Grade	School	Student	 Gains
Kindergarten	Ipalook	Eden Patkotak	24
First	Ipalook	Troy Nanmak Danner	35
Third	Tikiġaq	Zevediah Kakainaaq Tiepelman	134
Fourth	Tikiġaq	Roxanne Suguaq Kirk	34
Fifth	Tikiġaq	Angela Aqivġaaluk Lane	254
Sixth	Aġak	Harper Aatai Harvey	356
Seventh	Nunamiut	Taktuk Aquguq Hopson	202
Eighth	Nunamiut	Jace Sanniq Kakinya-Williams	494
Ninth	Tikiġaq	Gabriel Frankson	234
Tenth	Aġak	Scarlett Bodfish	308
Eleventh	Aġak	Dennis Sikiġruk Aveoganna-Zabala	577
Twelfth	Kiita	Aimee Kapuyuk Neakok	302

August 13 - 22, 2026



Iłitchiqpaktuat!

Week 2
2025-26 School Year



Kindergarten - Fifth Grade Students

School	Grade	Student	 ivalu Gains
Ałak	3	Alexander (Avaiyak) Harvey	310
Ipalook	2	Nicole Promngam	64
Kali	4	Jaelynn (Piesak) Rexford	140
Kaveolook	1	Briella Rexford	44
Tikigaaq	5	Nicholas (Aagayuk) Sampson	72

August 23 - 29, 2026

Week 2

Sixth - Twelfth Grade Students

School	Grade	Student	 ivalu Gains
Aḷak	11	Ronald (Qaiyaan) Aveoganna	635
BHS	10	Jenavieve (Qaumagun/Iqqiyuaq) Arey	308
HMS	6	Lilliana (Kuutuaq) Martinez	145
Kali	12	Barbara (Masaun) Frankson	248
Kaveolook	6	Charles (Avamik) Lampe	124
Kiita	12	Martha (Kunnaan) Lambrecht	553
Meade River	11	Mamie (Avaaliq) Okomailak	72
Nunamiut	10	Kailey (Qaunnaq) Mekiana	381
Tikiḡaq	11	Chace Hawley	285
Staff	Aḷak	Stephanie Ahmaogak	419

August 23 - 29, 2026

Week 2

Grade	School	Student	 Gains
Kindergarten	Ipalook	Eden Patkotak	24
First	Ajak	Helen (Nullautaq) Peetook	280
Second	Ipalook	Nicole Promngam	64
Third	Ajak	Alexander (Avaiyak) Harvey	310
Fourth	Ajak	Martin (Qapqan) Okpeaha-Oktollik	227
Fifth	Ajak	Oliver (Kataktaq) Aveoganna	215
Sixth	Ajak	Adam (Qupqan) Gunderson	373
Seventh	Tikiqaaq	Jimmie (Aniqsauq) Frankson	191
Eighth	Ajak	Carmen (Aġnaatchiaq) Ungudruk	429
Ninth	Nunamiut	Jesse (Usisanna) Gordon-katairoak	313
Tenth	Ajak	Scarlett (Aqsakaaq) Bodfish	410
Eleventh	Ajak	Ronald (Qaiyaan) Aveoganna	635
Twelfth	Kiita	Martha (Kunnaan) Lambrecht	553

August 23 - 29, 2026

Curriculum & Instruction - Michele Brown

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

This year, North Slope Borough School District cultivated strategic partnerships with numerous curricular vendors to support the onboarding of new educators and provide refresher training for returning staff. Vendor representatives have consistently extended their support well beyond scheduled training sessions, responding to countless inquiries via email and phone to ensure our educators develop a comprehensive understanding of the curricular materials and their effective implementation. This level of responsiveness reflects the strength of the relationships we have built with our vendor partners, who function as a true extension of our learning community, sharing in our collective commitment to student achievement and instructional excellence.

Culturally Responsive Instruction

Goal 2: All students perform at or above grade level

Districtwide MAP and mCLASS assessments were administered beginning the week of August 31st, generating baseline data to inform instructional planning and decision-making throughout the school year.

To ensure the needs of all learners are met, students in grades 4 through 8 scoring below the 40th percentile on NWEA MAP will undergo further diagnostic screening using mCLASS to identify specific skill deficits and inform the development of targeted intervention plans.

Intervention services for students in grades 4 through 8 will commence in the coming weeks. In preparation for this work, teachers will receive professional development on newly adopted curricular materials during the September 16th Staff Development Day, ensuring fidelity of implementation and consistency in intervention delivery.

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

The Tumitchiat Sivunmun Plans (TSP), launched in partnership with the Iñupiat Education Department and Career and Technical Education, has achieved notable success this year, highlighted by North Slope Borough School District's recognition as the district with the highest student participation rate in the AKCIS 360 program statewide. This platform enables students to connect their individual interests with relevant career and postsecondary pathways specific to the North Slope region and the state of Alaska. This achievement reflects the strength of cross-departmental collaboration in advancing student engagement in personalized learning, career exploration, and postsecondary readiness.

Staff Support & Professional Development

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

New hire staff development on August 22nd gave teachers the opportunity to explore lesson planning within CHALK and deepen their understanding of state standards and associated curricula materials, ensuring all students receive high-quality, accessible learning experiences.

Building on this foundation, coaching cycles are now underway, with instructional specialists supporting teachers both virtually and through on-site visits to strengthen instructional practice and improve student learning outcomes. As part of this effort, Attuned Partners completed their first on-site visits of the year at Barrow High School, Hopson Middle School, Kali School, and Tikigaaq School. As returning partners with established knowledge of the district, they observed marked improvement in instructional alignment, student engagement, student discourse, and teacher-student relationships compared to previous visits. Additional virtual coaching cycles will follow with the principals and teachers involved in these visits, continuing to build on the momentum already underway. Overall, teachers have shown strong engagement and receptiveness to coaching support, reflecting a growing culture of continuous improvement across the district.

Student Services - Michael Hautala

Staff Support & Professional Development

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

Staffing at the beginning of September started with all SPED positions filled and 2 open Counselor positions district wide (Counselors at Wainwright, and Pt. Hope). By the holiday weekend 3 SPED resignations were received (2 Barrow High School and 1 at Ipalook Elementary). Students will continue to be appropriately served, vacancies will be managed through a voluntary transfer, long-term substitute, and a SPED paraprofessional. SPED Intensive paraprofessionals continue to be a high need to serve our highest need students.

We continue to rollout Reading and Math curriculum and training to our SPED teachers to support the district's push to improve secondary student outcomes for all students.

Student Social & Emotional Wellbeing

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

Counseling

- School counselors have been actively preparing students for a successful school year by building relationships and monitoring student placement to ensure students are enrolled in appropriate courses and intensive programs. Counselors are also completing audits of graduation plans to identify any gaps and ensure students remain on track to meet graduation requirements. In addition, counselors are working with students to develop individualized plans for future success based on their interests, strengths, goals, and postsecondary aspirations.
- Counselors are also preparing for upcoming student awareness and prevention events throughout the school year. During September, counselors will place suicide prevention and mental health awareness posters in school hallways and other common areas to increase visibility of available resources and encourage students to seek support when needed. In addition, counselors will provide age-appropriate presentations and discussions for students across our schools focused on suicide prevention and the importance of supporting one another. Students will learn how to recognize when someone may be struggling, how to respond when they are concerned about a friend or peer, and how to connect with trusted

adults and available resources. These efforts are intended to strengthen a culture of connection, support, and safety throughout our schools, homes, and communities.

Social Emotional

Since the beginning of the school year, Dr. Lemmert has continued working with district departments, school counselors, village sites, and community organizations to strengthen support for our students and families.

Community and Agency Partnerships

Attended a National Alliance on Mental Illness (NAMI) presentation hosted by Integrated Behavioral Health (IBH). I am also now serving as a NAMI community advocate to help connect our communities with additional mental health support and resources.

- Attended the first Tribal Court Wellness Program meeting and the monthly IBH Health and School meeting. Participated in the North Slope Wellness Coalition meeting, where we discussed its agenda for the calendar year and ways the school district can help support upcoming events.
- Continuing to work closely with Tanana Chiefs Conference (TCC) to support Anaktuvuk Pass and with Maniilaq Counseling and Recovery Center to support Point Hope. Regular meetings are being scheduled with these partners, along with in-person collaboration.

Student Support and Attendance

- Working with the Assessment and Accountability Department to monitor student attendance concerns and identify areas where additional intervention may be needed.
- Developing a tiered approach to address chronic attendance concerns. This approach will be discussed in greater detail as it is further developed.
- Assisting village schools with obtaining clothing, shoes, and other supplies for students.
- Working with community agencies and organizations that are willing to donate items to support students in need.
- Developing travel plans to visit village school sites and provide direct support.

Suicide Prevention Week

- The Student Support Services Department is developing PowerPoint presentations for school counselors to use with students during Suicide Prevention Week, September 13-19. The presentations will focus on recognizing when a friend may be struggling, having supportive conversations, involving a trusted adult, and identifying available school and community resources.
- We are also coordinating with community partners regarding their participation in Suicide Prevention Week activities and presentations.

Huddle Up

- Huddle Up virtual therapy services are officially operating for the new school year. Ten students participated in services during August, and participation is expected to continue growing throughout the school year.

- Huddle Up and IBH will continue strengthening their working relationship to provide coordinated support for students. Representatives from both organizations will meet by Zoom to discuss continued collaboration, referrals, and ways to connect students and families with the most appropriate services.

Qatqiññaġvik Learning Center / Career & Technical Education - Kent Mingneau

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

The Qatqiññaġvik Learning Center (QLC) and Career & Technical Education Department continue to strengthen partnerships that expand career exploration and hands-on learning opportunities for students throughout the District.

NSBSD continues its partnership with **Alaska Resource Education (ARE)** in preparation for the upcoming **AMPED on Energy Middle School Intensive** in October. This will be the first QLC intensive specifically designed for middle school students and will provide hands-on STEM, energy, and career exploration opportunities.

The CTE Department also continues to collaborate with **Iġisaġvik College, AKCIS, Curriculum & Instruction, the Iñupiat Education Department, industry partners, community organizations, and other District departments** to expand pathways and opportunities available to NSBSD students.

Through the collaborative efforts of Career & Technical Education, Curriculum & Instruction, the Iñupiat Education Department, and AKCIS, NSBSD was recently recognized as having the **highest AKCIS 360 usage among school districts thus far in the 2026–2027 school year**. This accomplishment reflects the collective work across departments to increase student engagement in personal learning, career exploration, and postsecondary planning.

Culturally Responsive Instruction

Goal 2: All students perform at or above grade level

QLC and CTE programming continues to combine academic learning with hands-on, project-based instruction. Students participating in intensives have opportunities to apply academic concepts in real-world settings while developing technical, problem-solving, teamwork, and employability skills.

Planning also continues for the first ever **Cultural Academic Intensive scheduled for November 16–20**, partnering with the Inupiat Education Department, to provide students with an opportunity to participate in programming that connects academic learning with culturally relevant experiences.

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

QLC will host its **first CTE intensive of the 2026–2027 school year from September 14–October 2**. Students will participate in:

- **Construction Trades I–II – Tiny Home Project**
- **Small Engines**
- **Photo, Video & Music Production**

Student interest in the upcoming intensive has reached a **record high**. A total of **58 students applied**, compared with the previous high of **32 applicants** for a QLC intensive. This represents an increase of approximately **81% over our previous record** and demonstrates the growing interest among NSBSD students in hands-on CTE and career exploration opportunities.

In response to the increased student interest, we were able to expand enrollment in the **Tiny Home Project**. The program was initially planned for **8 students; however, we added 4 additional students, bringing the total Tiny Home cohort to 12 students** for the upcoming intensive.

Through the Tiny Home Project, students will gain hands-on construction experience while developing technical skills, teamwork, problem-solving, workplace readiness, and other skills applicable to future education, training, and employment.

QLC and CTE would like to extend our sincere appreciation to the North Slope Borough Mayor's Office and the North Slope Borough for their valuable support of the Tiny Home Project, including providing a facility where our students can construct the Tiny Home. Their partnership has been instrumental in making this hands-on learning opportunity possible for our students.

We would also like to thank the NSBSD School Board and Superintendent's Office for their continued support of QLC, CTE programming, and the expansion of opportunities available to our students. Their continued support allows us to grow these programs and provide meaningful hands-on learning experiences that help prepare students for their future pathways.

We are also extremely grateful to our **principals, counselors, teachers, and school staff** across the District for promoting the upcoming intensive and encouraging students to apply. Their efforts have played an important role in increasing student awareness and participation. The record number of applications reflects the value of this District-wide support.

Due to the record number of applications and available capacity, not every student could be accommodated during this session. Students who were not selected are being encouraged to **continue applying for future QLC intensives** throughout the school year.

Village CTE programming will also continue this school year, allowing students to receive high-quality CTE programming while remaining in their home communities. Upcoming **Culinary Village Intensives are planned for Wainwright, Atkasuk, Point Lay, and Point Hope**, expanding access to hands-on CTE opportunities for students at these village sites.

Staff Support & Professional Development

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

CTE continues to work with instructors, District staff, and external partners to ensure students have access to qualified instructors and meaningful career and technical education experiences.

The Department continues to support the expansion of **industry-recognized training, certifications, dual-credit opportunities, and career pathway development** across the District. These partnerships also provide opportunities for instructors and staff to connect CTE programming with current workforce expectations and industry needs.

Financial & Operational Stewardship

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

QLC and CTE continue to coordinate student applications, scheduling, housing, transportation, instructional programming, and the operational needs associated with District and Village Intensives.

The **QLC Intensive application and program information have transitioned to a digital format through Google Classroom**, providing students and school staff with a centralized location for applications, schedules, Village Intensive information, and program updates. This transition supports more efficient communication and access to current program information across the District.

The CTE Department is also preparing to bring the **student-built 10×10 shed** before the School Board for consideration and approval for disposal through a **sealed competitive bid**. The shed was constructed by students during a previous CTE intensive, with materials purchased through the District's General Fund.

The intent is for revenue generated through the sale to be reinvested into CTE programming to support another student construction project, continuing the cycle of project-based learning and providing additional students with hands-on construction training opportunities

Human Resources - Earl "Dimple" San Nicolas

Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

We are partnering with Gustavus Adolphus College's Nursing Department this fall to provide nursing students with an opportunity to complete a portion of their Public Health Clinical rotation within our communities. Bertrand Britt will lead and coordinate the students' work, providing them with meaningful public health experiences while ensuring their activities are responsive to and respectful of the needs, priorities, and culture of our communities.

Staff Support & Professional Development

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

Human Resources is currently reviewing the status of our tenured H-1B teachers and evaluating potential pathways to support eligible employees in transitioning from temporary employment-based visa status to lawful permanent residency. This effort is focused on retaining experienced educators who have demonstrated a long-term commitment to our District and communities.

Supporting eligible employees through the permanent residency process may strengthen teacher retention, reduce future recruitment and immigration-related challenges, and provide greater continuity for our students and schools. Human Resources will continue evaluating eligibility, legal requirements, costs, and District responsibilities before bringing forward any recommendations for consideration.

Business Office - Megan Williams

Financial & Operational Stewardship

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

September 2026

The FY26 Financial Audit is just about complete. Just like last year, the District may have to issue the Financial Statements separate from the Federal Compliance due to a delay from the Office of Management and Budget (OMB) in issuing Federal Compliance information. At this point, I do not see this delay affecting the operations of the District. Altman, Rogers, & Co. will be presenting the FY26 Audited Financial Statement in October.

A comprehensive review of standard operating processes and procedures is ongoing, in alignment with our strategic plan. This review focuses on identifying areas for optimization to ensure consistent and efficient practices across the District. The District has adopted SOPs for Purchasing, Grant Management, Cash handling at sites, Fundraising at sites, and Purchase Card use.

Upcoming:

- FY26 Audited Financial Statements
- FY27 Budget Revision (November)
- Preliminary FY28 Budget (December)

Information Technology - Reginald Santos

Financial & Operational Stewardship

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

Cybersecurity Incident, Recovery, and District Resilience

The primary focus of the Information Technology Department this month has been the response to and recovery from the recent cybersecurity incident affecting portions of the North Slope Borough School District's technology infrastructure.

Maintenance & Operations - Jill Crooks

Financial & Operational Stewardship

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

Maintenance & Operations continues to support safe and reliable operations across all facilities and services. Current priorities include preventative & reactive maintenance, custodial operations, capital projects, housing, transportation, food service and emergency preparedness.

Below you will find updated tables for the month of August, highlighting key activities, performance, and operational updates across maintenance operations, capital projects and emergency drills completed by site. These tables provide an overview of monthly activity and help identify areas requiring attention, and priorities for the upcoming period.

August Emergency Operations Drill Log:

SITE	EVACUATE	HOLD	LOCK DOWN	SECURE	Grand Total
Alak School, Wainwright	1				1
Barrow High School, <u>Utqiagvik</u>	1				1
Eben Hopson Middle School, <u>Utqiagvik</u>		1			1
Fred Ipalook Elementary School, <u>Utqiagvik</u>	1				1
Harold Kaveolook School, Kaktovik		1			1
Kali School, Pt. Lay	1	1	1		3
<u>Kiita</u> Learning Community	1				1
Meade River School, <u>Atkasuk</u>	1				1
Nunamiut School, Anaktuvuk Pass	1				1
<u>Tikigag</u> School, Pt. Hope		1			1
Trapper School, Nuiqsut				1	1
Grand Total	7	4	1	1	13

EVACUATE "To a Location" (5 Per Year required. May be done with fire system testing.) ☐

HOLD "In Your Classroom or Area" (1 Per Year Required)

LOCK DOWN "Locks, Lights, Out of Sight" (2 Per Year Required)

SECURE "Get Inside. Lock Outside Doors." (1 Per Year Required)

August Facility Use:

SITE	COMMUNITY	NSBSD	TOTAL	SITE	INVOICED
AIN	3	1	4	AIN	\$ 322.00
AKP	4	1	5	AKP	\$ -
ATQ	7	4	11	ATQ	\$ -
BHS		7	7	BHS	\$ -
CO2 IH		7	7	CO2 IH	\$ -
HMS	1	1	2	HMS	\$ 283.00
IPK	4	1	5	IPK	\$ 998.00
KAK	3		3	KAK	\$ -
NUI	3	4	7	NUI	\$ 322.00
PHO	6	1	7	PHO	\$ -
PIZ	1	2	3	PIZ	\$ -
Grand Total	32	29	61	Grand Total	\$ 1,925.00

August Work Orders Received:

SITE	Non-PM	PM	Grand Total	SITE	Closed WO	Open WO	Grand Total
AIN - Alak School	4	37	41	AIN - Alak School	2	39	41
AIN - Residential	2		2	AIN - Residential		2	2
AKP - Nunamiut School	3	1	4	AKP - Nunamiut School		4	4
ATQ - Residential	2		2	ATQ - Residential		2	2
BHS - Barrow High School	9	3	12	BHS - Barrow High School		12	12
BRW - Residential	10		10	BRW - Residential	1	9	10
HMS - Eben Hopson MS	24	4	28	HMS - Eben Hopson MS	24	4	28
IPK - Ipalook ES	4	22	26	IPK - Ipalook ES	2	24	26
KAK - Kaveolook School	1		1	KAK - Kaveolook School		1	1
KAK - Residential	1		1	KAK - Residential		1	1
M&O - Support Services	6		6	M&O - Support Services	5	1	6
NUI - Nuiqsut Trapper School		24	24	NUI - Nuiqsut Trapper School		24	24
PHO - Residential	7		7	PHO - Residential	1	6	7
PHO - Tikigaq School	2	44	46	PHO - Tikigaq School		46	46
PIZ - Kali School		23	23	PIZ - Kali School		23	23
Grand Total	75	158	233	Grand Total	35	198	233

Capital Improvement Projects Update:

SITE & DESCRIPTION	NOT STARTED	ON TRACK	DELAYED	COMPLETE
AIN Electrified Door Hardware, Door Alarm System	X			
AIN School Renovation	X			
AKP Electrified Door Hardware, Door Alarm System	X			
AKP HVAC Upgrades		X		
AKP Mechanical Upgrades (DDC)	X			
AKP Structural Upgrade (Deck)		X		
AKP Structural Upgrade (School Roof Upgrade)	X			
ATQ Electrified Door Hardware, Door Alarm System				X
BHS Electrified Door Hardware, Door Alarm System			X	
BHS Fire Sprinkler System Upgrade				X
BHS Home Ec Room Renovation		X		
DDC System Upgrades	X			
DW Door Survey/Assessment				X
DW IT Technology Refresh				X
HMS Boiler and Mechanical Upgrades				X
HMS Clock Intercom Systems Upgrades				X
HMS Electrified Door Hardware, Door Alarm System			X	
IPK Electrified Door Hardware, Door Alarm System			X	
KAK FFE GYM ORDER PHASE I		X		
M&O GENERATOR INSTALL			X	
NUI Electrified Door Hardware, Door Alarm System	X			
NUI Emergency Mechanical System Upgrade			X	
PHO Electrified Door Hardware, Door Alarm System				X
PHO SCHOOL KITCHEN REMODEL		X		
PIZ Clock Intercom Upgrades				X
PIZ Electrified Door Hardware, Door Alarm System				X
TRANS AKP New Ford Transit Van				X
TRANS PHO New Transit Van				X
Project Count:	7	5	5	11

September 2026

XC Run: We have seven schools competing in cross country run this season. They traveled to Palmer at the beginning of the month and then just competed in the annual Whaler Invitational on Friday, September 11th. Barrow sophomore Adele Thomas and Tikigaq Samuel Jackson took home the individual championships. The North Slope Conference Regional Championships will take place Tuesday, September 15th at 11:30/12:15 at the Barrow Football Field. The top 4 in each race will qualify to the ASAA State Championships in Anchorage on October 3rd.

The Barrow Volleyball team has been traveling all over the state. They visited Kenai and Valdez so far this season. The JV team won their bracket in the Valdez tournament. Barrow will host Bethel and Kotzebue on September 24-26.

Barrow Whaler Football Team is currently 3-1 and second place in the conference. If they can win one of the next two games they will host a playoff football game on October 10th for the fourth year in a row! The cheer team and football team are heading to Home this weekend.