



## Nome Public School District

April 9-10, 2026

School Board Workshop

Report Out

Provided by:



Tiffany Jackson, Director of Membership Services

**Attendees:**

Chris Steppe, Kawerak  
Dylan Johnson, NSEDC  
Holly Harlow, Assistant Principal, NBMHS  
Christopher Paskvan, NACTEC  
Jennie Diggs, Nome Eskimo Community  
Rebecca Miller, NPS Special Education  
Admin Assistant

Jennifer Reader, Parent  
Kacey Miller, ANSEP Director  
Rhonda Sparks, Parent  
Sigvanna Tapqaq - Board Member \*  
Jamie Burgess - Superintendent

\* Board members in attendance earn **10 Boardmanship Points**, which are applied towards their level in AASB's Carl Rose Leadership Awards Program.

**Facilitators:**

Tiffany Jackson, Association of Alaska School Boards Director of Membership Services

**Workshop Report Out:**

Vision

**Together, Strong in Identity, Purpose, and Potential**

Mission

**In partnership with our community we will inspire and empower culturally-grounded and life-ready students through wellness, academic, and social development.**

Cultural Values:

Knowledge of Languages  
Respect for other  
Sharing  
Cooperation  
Humility  
Respect for Elders  
Love for Children  
Hard Work  
Resolve Conflict  
Respect for Nature

Domestic skills  
Spirituality  
Humor  
Family Roles  
Hunter Success  
Responsibility to Community  
Knowledge of Family Tree  
Wellness  
Unity



## SWOT Analysis

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<p><b>School Choice</b></p> <ul style="list-style-type: none"> <li>● Support additional educational opportunities</li> <li>● Partnership with UAF NWC to offer dual credit</li> <li>● School Choices:               <ul style="list-style-type: none"> <li>○ ACSA</li> <li>○ NES</li> <li>○ NBHS</li> <li>○ NACTEC</li> </ul> </li> <li>● Ext</li> <li>● Extension Program</li> <li>● ANSEP</li> </ul> <p><b>Positive Intervention</b></p> <ul style="list-style-type: none"> <li>● PBIS at Beltz (Overall)</li> </ul> <p><b>Student Activities</b></p> <ul style="list-style-type: none"> <li>● Place based science/elective opportunities</li> <li>● Camp Summersize program/facility use</li> <li>● Activities</li> <li>● Pool</li> <li>● Sports and Academic</li> <li>● 2022-2025 SPED Program Development               <ul style="list-style-type: none"> <li>○ Special Olympics</li> </ul> </li> <li>● Active student groups / extracurriculars</li> </ul> <p><b>Partnerships</b></p> <ul style="list-style-type: none"> <li>● The parents who are involved in the schools</li> <li>● Community partners in classrooms</li> <li>● Financial Support from Community</li> <li>● NACTEC</li> <li>● City Council / School Relationship</li> </ul> <p><b>Caring Staff</b> (x 3)</p>	<p><b>Staffing Support and Retention</b></p> <ul style="list-style-type: none"> <li>● Staffing turnover</li> <li>● Turnover</li> <li>● Making staff stay or be able to stay</li> <li>● New staff supports</li> <li>● Vacant Positions</li> <li>● Retention of SPED Administration</li> </ul> <p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>● Building safety</li> <li>● Facility maintenance basic upkeep</li> </ul> <p><b>Family Engagement Strategies</b></p> <ul style="list-style-type: none"> <li>● Parent involvement</li> <li>● Family accessibility (transportation)</li> <li>● Attendance</li> </ul> <p><b>Peer interactions</b></p> <ul style="list-style-type: none"> <li>● Social peer interaction</li> <li>● Building community among campus</li> </ul> <p><b>Transitions</b></p> <ul style="list-style-type: none"> <li>● Holistic Consideration</li> <li>● Head Start, preschool, NES, ACSA, NBMHS, ANSEP</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● Communication with stakeholders</li> <li>● School Board community, visibility, and leadership</li> <li>● Consistent Communication: text, email, ACSA, NES, Extension, Powerschool</li> </ul> <p><b>Efficiencies</b></p> <ul style="list-style-type: none"> <li>● Trying to do more with less</li> <li>● Lots of initiatives too little time for PD</li> <li>● Too many committees, consider 1 entity to address “themes” of interest</li> <li>● Gaps in evolution / survey engagement</li> </ul>



<ul style="list-style-type: none"> <li>● Teachers &amp; Staff who genuinely care about student</li> <li>● Care for Kids</li> <li>● Dedicated Staff</li> </ul>	<p><b>Curriculum and Adoption</b></p> <ul style="list-style-type: none"> <li>● Lack of written curriculum</li> <li>● Cultural curriculum integration</li> <li>● Ineffective wellness education</li> <li>● Lack of postsecondary planning curriculum / program</li> <li>● Embedding indigenous: pedagogies, curricula, disciplinary practices</li> <li>● Adjust days &amp; times migrant ed, tutoring</li> <li>● Post secondary planning as a system</li> </ul>
<p><b>THREATS</b></p> <p><b>Funding</b></p> <ul style="list-style-type: none"> <li>● Funding, state / fed / municipal</li> <li>● City and state funds</li> <li>● State funding cuts combined with inflation</li> </ul> <p><b>Hiring / Retention Challenges</b></p> <ul style="list-style-type: none"> <li>● Retention (housing, transportation, wages)</li> <li>● Rural cost of living</li> <li>● Depleting hiring pool</li> <li>● Hiring pool</li> <li>● Low teacher numbers</li> <li>● “Check boxes” the state requires = burnout</li> </ul> <p><b>Logistics</b></p> <ul style="list-style-type: none"> <li>● Proximity not equal engagement</li> <li>● No cabs</li> <li>● Location of NBMHS</li> </ul> <p><b>Partner Challenges</b></p> <ul style="list-style-type: none"> <li>● Partner turnover</li> <li>● Lack of partner staffing</li> <li>● Partner funding decreases</li> <li>● City partnership ‘limits’</li> <li>● NPD supports -&gt; safety</li> </ul> <p><b>Perception</b></p> <ul style="list-style-type: none"> <li>● Unrealistic expectations</li> </ul>	<p><b>OPPORTUNITIES</b></p> <p><b>Wellness Support</b></p> <ul style="list-style-type: none"> <li>● Staff wellness</li> <li>● Additional positive interventions, enders, youth court</li> <li>● Engage BHS, NSHC, AHEC &amp; Kawerak wellness</li> <li>● Partner with NSHC for wellness activities (lifkit)</li> <li>● Partner-employed staff placed in schools</li> <li>● Mental health appointments treated like physical health checkups</li> </ul> <p><b>Partners</b></p> <ul style="list-style-type: none"> <li>● Community partners</li> <li>● Community partnership</li> <li>● Tribal Partnership</li> <li>● Partner with Nugget to communicate to the public alleviate perceptions</li> <li>● PPTS, postsecondary preparation transition success regional workgroup, regroup/revitalize</li> </ul> <p><b>Regional Meetings</b></p> <ul style="list-style-type: none"> <li>● What are other 3A schools doing to address their staff, culturally related curriculum</li> </ul>



<ul style="list-style-type: none"> <li>● Misinformation</li> <li>● Lack of understanding</li> </ul> <p><b>Family Involvement</b></p> <ul style="list-style-type: none"> <li>● Historic Trauma</li> <li>● Family dynamics &amp; socioeconomics</li> <li>● % of parents involved (sp diversity)</li> <li>● Lack of parental involvement</li> <li>● Parental involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Need another Ed conference, collaborate, coordinate, develop, partner</li> <li>● Request AASB to host Region 3A school ‘focus group’ to see learn trends &amp; lessons learned</li> <li>● Community meetings/town halls</li> </ul> <p><b>Population Growth, Community Expansion Bond</b></p> <ul style="list-style-type: none"> <li>● Bond for building repairs &amp; new teacher housing</li> </ul> <p><b>Supplemental Opportunities</b></p> <ul style="list-style-type: none"> <li>● Nome based trade school</li> <li>● Financial reality fair</li> <li>● Junior achievement</li> <li>● Commit to bringing in hosting elders &amp; culture bearers</li> <li>● Family nights</li> <li>● Non-religious youth clubs after school, not including sports</li> <li>● Encourage tribes to coordinate cultural activities for school</li> </ul> <p><b>Life Readiness</b></p> <ul style="list-style-type: none"> <li>● Job Shadow</li> <li>● Job fairs in/out of state</li> <li>● Summer credit bearing opps. Tribal funding?</li> <li>● Expanding CTE programs in relationship with local businesses</li> <li>● NACTEC could bring in a contractor for short intensives</li> <li>● Tour college / trade schools</li> <li>● Natural resources as learning tools</li> </ul>
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The School Board will adopt the goal areas for the strategic plan, then turn the plan over to the Superintendent and his leadership team to develop the objectives and strategies. Objectives and Strategies do not require board approval, but status on the progress made on them should be reported out regularly.



GOAL AREAS: (TO BE ADOPTED BY THE SCHOOL BOARD)

<b>Based on students individual needs, we prepare them for the pathway of their choice</b>	<b>Utilize community knowledge &amp; foster partnerships to embed local and indigenous identities, languages, &amp; cultures throughout the district</b>	<b>Students and families will be positively connected to their schools, their communities, and their cultures</b>	<b>Retain &amp; invest in effective staff.</b>
Courageous conversations about desired future about students, with students.	Partnering to facilitate activities for students / families	PR person for individual schools	School staff retreats
Individual guidance / conversations with students about opportunities / pathways	Nome history included in curriculum	Restorative justice via tribal courts / Nome youth Court	Advocate for state / federal funding to fund current and future staff positions
Revive PPTS, regional work group	Pulasaraq as example of culturally based SEL curricula	Regular community town halls (proactive rather than reactive)	Teacher culture camp
Leverage ANSEP to assist with postsecondary planning	Reach out to local organizations to emphasize we need partnerships, cannot do it on our own. Meeting with rep from each.	Develop a program to support transitions between campuses (not just to HS)	Increased sub - pool, certified sub credentials
Scavenger hunt, life skills	Local based activities (berry picking, medicinal plant harvesting, etc)	Find ways to connect with parents who are not heard as loud - more diverse demographics	Check other 3A schools



Consumer math not seen as an alternative class	MOA with NSHC for counselor @ schools NSHC (bill medicaid / IHS? Rotate school days)	Community outreach to families to don't have as much contact with the school district	Adopt a teacher program
Career skills class - learn different job pathways, interest inventories, AKCIS	Soft start to school to focus on subsistence activities	Variety of incentives for families with students in school to come to school and communicate with school	Culture camp for teachers
how to write resume	Aguzipik, Inupiq, yugtun language, history, culture, subsistence, arts curricula (adopted by board, shared with teachers or partner with NWC to offer)	Mental health counselor / contract include school presence, be at school!	Provide stipend to teachers to develop curriculum - incentivise them to share what they have developed
Job shadow one day in Nome	Continue local and regionally relevant instruction - ANSEP	Positive letters to students	Community potluck to welcome staff to the new year
Partnership with UAF for dual credit	Signage in School in indigenous languages	Counseling services in school	Incentives to increase the sub pool
Tour colleges / trade schools	Elders & culture experts invited into classroom to teach	Community activities / trips around community	Pay for teacher continuing ed credits & license renewals
Partner to fund provide a college guide	Continued meaningful tribal consultation	Identify ways to positively connect to their school (help them help you)	Foster a teacher program to help new teachers get to know our community



Students have their own learning plan set as a freshman	Include other student enrollment programs in NBHS planning, ANSEP, Extensions, ACSA	School board presence at community events	Beginning of year culture camp or “welcome to nome” activities
Career pathways	Continue to honor and excuse subsistence leave	Better communication around parent committees	Adopt curriculum
Partnerships - NPD, NVFD, NSEDC, NSHC	Each organization identify an individual to be a school liaison to support students / staff with cultural education	SPED dedicated extensions teacher / directors	Longevity bonus for staff
Job shadowing	Encourage parents to contact their teacher to see what they can do in the classroom	Special olympics	PD that teaches / shares language, history, culture of local indigenous groups
Mental health integrated into NBHS, Advisory times / period	Find knowledge bearers to hel with pedagogies curricula & discipline	Family nights	Trainings, staff activities,
Counseling services starting at 6th grade to develop life plan for their pathway	Youth court	Attendance incentives	mentoring to new staff
Meeting with colleges, work force	Invite elders and Local experts into classrooms	Consistent communication system (remind, EdLio, etc)	Help continue education
Job shadowing	Invite businesses to teach / speak to students on their skills and knowledge		Staff supports: Create local knowledge expert / elder database, science, indigenous, arts



Teaching daily life skills to be independent			Adopt consistent curricula, limit burn out in planning time
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There were also a couple of activities suggested to help with the general implementation of the strategic plan:

- Regular tracking of data re: strategic plan implementation
- Principal board reports tailored to strategic plan implementation
- Planning conversations include partners ahead of time

