



# Nome-Beltz Middle High School

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Date: 05 February 2026

To: NPS Board

From: Teriscovkya Smith and Holly Harlow

Subject: February Board Report

## Nome-Beltz Middle/High School: Our Mission, Vision, & Values

<p><b>NBMHS WILL GRADUATE STUDENTS WHO ARE PREPARED TO BE SUCCESSFUL ADULTS.</b></p>	<p><b>ATTENDANCE</b> PRIORITIZE student attendance to improve academic readiness while maximizing their educational experience.</p> <p><b>ACADEMICS</b> IMPLEMENT an academic plan with fidelity to increase student achievement.</p> <p><b>BEHAVIOR</b> ENSURE a school environment where staff and students can be successful.</p> <p><b>ENGAGEMENT</b> SUPPORT student, family, and community engagement to grow a culture of belonging.</p>	<p><b>NOME-BELTZ NANOOKS</b></p> <p>HONORING OUR TRADITIONAL INUPIAQ VALUES</p> <ul style="list-style-type: none"><li>• Spirituality</li><li>• Humility</li><li>• Reverence Toward Nature</li><li>• Pride in Culture</li><li>• Speaking Our Traditional Language</li><li>• Honesty</li><li>• Cooperation</li><li>• Patience</li><li>• Responsibility</li><li>• Hard Work</li><li>• Obedience</li><li>• Open Communication</li><li>• Avoidance of Conflict</li><li>• Commitment to the Family</li><li>• Love of Children</li><li>• Respecting Others</li><li>• Respect of Elders</li><li>• Sharing</li><li>• Humor</li><li>• Cultural diversity and innovation</li></ul>
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**NBMHS BEHAVIOR STATEMENT:**  
We care for ourselves and others in our culturally diverse world by making **SAFE** choices, showing **RESPECT**, and acting **RESPONSIBLY** as lifelong learners and citizens.

## NBMHS Data:

- Current Enrollment: 273
  - 6th-Grade: 41
  - 7th-grade: 31
  - 8th-grade: 39
  - 9th-grade: 44
  - 10th-grade: 46
  - 11th-grade: 38
  - 12th-grade: 34
- Student contact days for January: 19
- Student Attendance: 84%

## Student Celebrations

- HS:
  - Aiden Knudsen, 11th grade
- MS:
  - Orreonna Hahn, 7th grade

- **NBMHS Administrative Intern Update**
  - As Mary Ulroan begins the spring portion of her administrative internship, she has been busy coordinating winter MAP testing and supporting the Main Office through its vacancy by answering phones, managing attendance, helping with teacher outages and substitute preparations.
- **The following is a list of happenings that currently impact NBMHS:**
  - **Building Security**
    - Discussions and feedback since an incident in January on the Beltz campus have brought campus security to the forefront in conversation again with teachers, staff, family, and community members. It is absolutely vital that we have a safe and secure campus with all exits accessible in the case of an emergency. Our main entrance is not secure and a recent fire drill revealed blocked exits due to snow and ice. Our crisis management plan's efficacy diminishes, regardless of how structured and practiced, if the campus does not have fundamental safety components in place.
  - **Home Economics Room**
    - The Home Ec room is a multipurpose space that serves as a hospitality room during home games and tournaments, a staging area for school events such as the College and Career Fair, and the hub for classes like Home Economics and Life Skills. This means that over the course of a year, hundreds channel through this small space. The area is in need of repair and/or renovation as cupboards are broken, the dishwashers are nonfunctional, and the sinks and plumbing are not fully functional.
  - **NBMHS Vehicles**
    - As a regional hub, our transportation needs are consistent throughout athletic seasons, extra-curricular activities, and during the school day to facilitate parent meetings and to help transport students. Currently, the aging Nanook Shuttle is out of commission pending extremely expensive repairs. A damaged white van is our only functioning vehicle. Activities Director Pat Callahan loans his personal vehicle to visiting teams to reduce hosting costs and provide transport for our guests. If we plan to continue hosting events and supporting our school community, we need dependable and accessible vehicles.
  - **Attendance**
    - Despite sustained, consistent efforts to improve attendance through our collaborative teams and improved systems, our rates have

remained stubbornly in the mid-to-upper 80s. While incremental gains show our strategies are having an impact, recurring barriers – such as chronic absenteeism, family and health challenges, and occasional disengagement – make pushing into the 90th percentile difficult. Reaching that next level will require intensified, targeted interventions, stronger community and family partnerships, and continued monitoring to identify and remove the root causes keeping students from regular attendance.

- **Reduced NBMHS Elective Courses**

- Due to unexpected staffing changes, Misty Tweet's 8th-Grade Life Skills class was canceled. Ms. Tweet, in partnership with local entities (NACTEC, Public Health, and the CAMP department) developed this semester long course for 8th-Grade students that encompasses important content such as personal development and well-being, communication and relationships, and practical life skills such as time management and organization, personal finances, and thinking and problem-solving skills.
- Mr. Holweger made preparations for a sled-building class at the high school level and this course was canceled so that Mr. Holweger could teach 6th-grade Social Studies due to an unexpected vacancy.

- **Instructional Highlights**

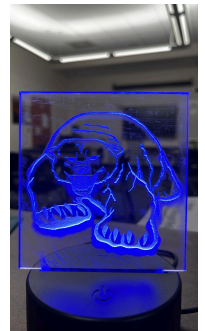
- **Knik Tribe Benteh STEAM Academy for the Win!**

- Back in September, Mr. Heinrich received an email from Monica Samuel from Knik Tribe's Benteh STEAM Academy. They have a grant funded program designed to assist schools in creating their own fabrication labs by providing workshops in 3D printing and laser cutting.

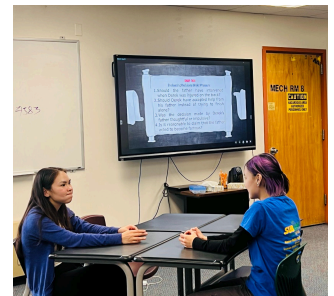
Mr. Heinrich applied and was selected! In January the Knik Tribe's Benteh STEAM Academy team of 3 came out and spent a week with Mr. Heinrich and his classes, who learned to use the Glowforge laser cutter and how to create and print 3D designs using the Bamboo 3D printer.

These incredible guests not only brought unique tools up and provided instruction and guidance in their usage: When they were finished, they left the new equipment with Mr. Heinrich and his motivated students.

- *From Mr. Heinrich:*

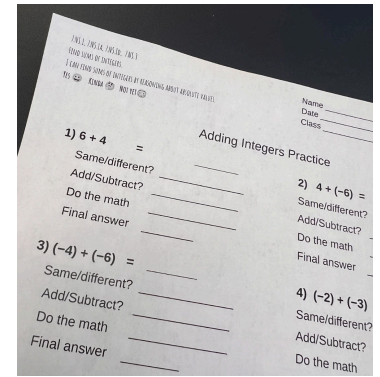


- This was an amazing experience for my class and for our school. I have been using the tools to help create educational materials and also some morale boosters like 3D prints of Little Diomedea, King Island, Mosquito Pass and Grand Central. This gives students another perspective of places they may know and helps when discussing regional topography; having the 3D models along with a topography map really helps students make the connections.
- While working with my class. The Knik team helped us design ice fishing sticks; students were able to create their own design for glow forage to cut, and for it to etch designs on their fishing sticks. (They even went to local stores & bought line & lures so students could have a fully functioning ice fishing stick. We also made 3d printed name key chains. We worked on our measurements as the keychain had specific dimensions that were needed.
- I'd like to thank Monica Samuel and Sandi Bair (a former Nanook) for the amazing learning opportunity for my class!
- **Intro to Philosophy**
  - Students enrolled in Mr. Narciso's Philosophy class explores logic and ethics through a variety of units that include the foundational understanding of philosophical principles, critical thinking vs. beliefs, logic, differentiating between statements, opinions, and claims, inductive/deductive reasoning, and the components of an argument. Students in class recently examined various scenarios and discussed decisions made under pressure using collaborative discourse. Additionally, Mr. Narciso worked with students on choosing a philosophical statement of interest that they analyzed and unpacked in preparation for the crafting of their own personal philosophies.
- **Visible Learning is Visible in MS Math**
  - As part of our Raising the Bar grant and a district-wide initiative to incorporate Visible Learning and highly effective teaching strategies, we are working towards teacher clarity across the





campus. Teacher clarity, with a high effect size of 0.75 in **John Hattie's Visible Learning research**, is a top intervention requiring teachers to make learning goals, intentions, and success criteria explicit to students. It involves aligning learning intentions (state standards), success criteria, and assessment, allowing students to understand the purpose of learning ("What am I learning? Why? How do I show you I know it?) across content areas. This alignment fosters a reduced cognitive load, increased student academic self-regulation (student skill, will, and thrill to manage their learning, which parallels the behavioral self-regulation instilled through our **Positive Behavioral Interventions and Supports** framework), and clearer paths for feedback, ultimately enabling students to understand what mastery looks like.



- Mrs. Robb's 6th-grade class (who are currently working with 7th-grade standards in math!), self-assessed their knowledge of finding the sum of integers. On her handouts, Mrs. Robb includes the standard, the learning intention and success criteria, and a quick student assessment to help generate data on student perceptions of their knowledge that she can contrast with their assessment data. The students learn to unpack the standard and the skills required to be successful. Cultivating a learning environment that includes reflection and discussion about learning is a fantastic intervention!

○ **Aviation Capstone**

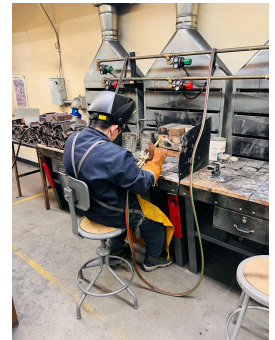
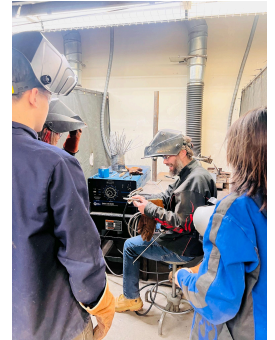
- On January 15, Chris Paskivan brought Nome-Beltz students to the Bering Air hangar for a tour and culminating discussion. This is what industry partner engagement can become within vocational education! A huge thank you to Doug Walwrath for providing Aviation and Small Engines courses to Beltz students, Chris Paskivan and Demetrios Pantelis for offering top notch instruction, and Ben Koelsch, Dennis Twaddle, and Russell Rowe for spending their



own work time engaging with students in meaningful and impactful ways.

○ **Vocational Education**

- The *New York Times* visited Beltz to explore our vocational opportunities in preparation for an article on the *port expansion* (“[An Alaskan Town Is Now Key to Trump’s Global Ambitions](#)”). The feedback from the reporter and photographer was consistent: Everyone should see what happens in these learning spaces! Doug Coulter is truly in his element and student interest is on the rise for Intro to Shop, Carpentry I and II, Woodworking I, and Welding I, II, and III. What Mr. Coulter accomplishes is incredible and his student outcomes are proof of his tenacity and preparations. A recent visit to a 50-minute class in the Welding lab revealed the following: Mr. Coulter reviewed safety protocol and assigned tasks respective to each student’s learning progression. Some students worked on a trailer, while others worked on different variations and levels of fillet welds using steel. Advanced students offered support and guidance to their peers while Mr. Coulter taught skills, observed practice, and reviewed the criteria of student casts looking for arc strikes, uniform rippled appearance, uniformity, smooth transitions, and other signs of a quality weld. Near the end of class, students gather with Mr. Coulter to arrange clean up and then debrief. This is for just one class. Click [HERE](#) for a quick video of the action! One student noted that, “this is the kind of learning that is going to get me a good job if I keep with it.” Mr. Coulter also invests significant time planning for his Wood Shop classes; click [HERE](#) to get a glimpse of his middle school Intro to Shop class as students learn the fundamentals which will set them up for success in high school courses.



○ **We Spy a Lisa Leeper!**

- You read that right: Ms. Leeper is teaching a high school Art class and with a roster of 18, she is meeting the needs of students who yearn for creative outlets. After a semester of no art, Room 202 is alive again and we are thrilled. Providing art classes in high school

fosters essential skills by promoting creativity, critical thinking, and problem-solving, while building confidence and resilience. These classes improve academic engagement, support social-emotional development, and provide a safe space for self-expression, ultimately preparing students for future success and enhancing their mental well-being. We are working to provide more art options to compliment our music program and improve student outcomes.



- **NBMS Open Mic**

- Erika Rhodes has been walking her 8th-grade Reading students through poetic structure, the poetry writing process, and practicing with poetic performance. Recently, Mrs. Rhodes facilitated an open mic - students chose and memorized their poems for a class recitation, an extremely impactful strategy for student learning. Poetry recitation, particularly when paired with rubrics evaluating voice, tempo, and emotion, functions as immediate feedback for students to improve oral communication. [Click HERE to watch a performance!](#)



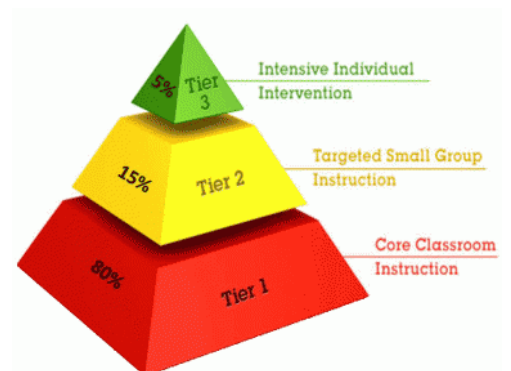
- **Data Driven Decision Making**

- **Winter MAP Data**

- While our students are still in the MAP testing window for the remainder of the month, our Middle School testing coordinator, Hana Robb has worked tirelessly to complete almost all MAP testing for 6-8th grade. There are gains in every grade level in Language and Math, as well as decreased numbers of students in the lowest ranking of percentiles per subject test. Click [HERE](#) for a detailed report of our middle school data; we will share high school data in our next report.

- **Disciplinary Data**

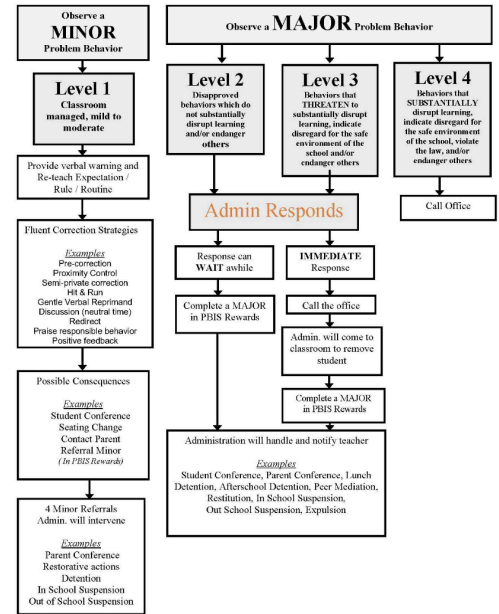
- Consistent reinforcement of PBIS expectations, use of a clear behavior flowchart, and expanded Tier 2/3 behavior tracking and progress-monitoring systems have contributed to a decrease in exclusionary discipline. The current ISS framework includes a reflective,





restorative component that Kristine McRae has developed to prevent repeated behaviors. Our goals to further incorporate more restorative, growth-focused responses to behaviors include bringing student voices to the table, resulting in reworking the discipline matrices in our Student and Staff Handbooks to include Youth Court practices.

- We will present more data in our year end report as it relates to our [School Improvement Plan](#) and school initiatives.



Timeframe	ISS	OSS
Sept 2025- Feb 2026	22.5	55
Sept 2024- Feb 2025	36	71
Sept 2023- Feb 2024	10	115

- **Social Emotional and Cultural Learning**

- **Life Skills 2.0**

- While we may have lost our spring 8th-grade Life Skills class due to staff changes, this does not stop Ms. Tweet from fostering healthy choices of the mind and body! In partnership with the CAMP department, students made granola from scratch and transformed their results into delicious breakfast bowls with fruit and other healthy ingredients.
- A walk through the RC revealed Ms. Tweet cultivating teamwork and collaboration as students strategized with each other for the best possible solution in a seemingly difficult challenge. Click [HERE](#) to see a quick glimpse of their efforts (and successes).



- **Garnering Feedback & Leveraging Voice**

- The Student Council continues their work in giving Nanooks a voice. At lunch, students provided



anonymous feedback that included compliments, requests, and concerns. Your Nanooks are working hard to grow student agency!

- **School Improvement Plan**

- The Site Committee met last week to discuss first year goals and milestones. Part of the discussion was the Classroom Assistance Tool, its uses and potential modifications to represent our students' specific culture and needs. The Committee has decided to prioritize the School Climate and Connectedness survey next, as our family window is open until March 21st. They plan to use incentives from community organization donations, and student groups to visit public places to garner more feedback. These results will be reviewed by the school staff and Site Committee to guide Nome Beltz's decision making.



### UPCOMING EVENTS FOR THE DEN:

February 12

Q3 mid-quarter progress report cards

February 13

Parent/Guardian-Teacher Conferences

- 11:00-4:00pm

February 16

Parent/Guardian-Teacher Conferences

- 2:00-7:00pm

**March 23-April 17**

**AK Star testing window**

March 16-20

Iditarod (Spring) Break → No school

# NBMHS

## PARENT/GUARDIAN CONFERENCES

**Friday, Feb 13:**  
**11:00am-4:00pm**

**Monday, Feb 16:**  
**2:00pm-7:00pm**

- ✓ **DISCUSS** academic updates with teachers
- ✓ **LEARN** about the ANSEP program
- ✓ **RECEIVE** school information and support!

**WE PROVIDE RIDES!**

 907-443-5201





# '26 - '27 ANSEP Acceleration Academy Application Workshops



**TWO DROP-IN  
OPPORTUNITIES!**

**FEBRUARY 13  
1:30 PM – 4:00 PM  
@ NOME-BELTZ HIGH  
SCHOOL**

**FEBRUARY 16  
9:00 AM – 2:00 PM  
NORTHWEST CAMPUS  
CONFERENCE ROOM**



**Learn more about Nome's ANSEP Acceleration Academy!  
Ask questions, explore the program, and get hands-on help submitting  
the online application for the 2026–2027 school year!**

**Questions?**

Contact Nome Acceleration Director,  
Kacey Miller at [kacey.miller@alaska.edu](mailto:kacey.miller@alaska.edu)  
or (907) 412-1660

2026 - 2027  
APPLICATION

