

Work Session

Tuesday, May 20, 2025 5:30 PM

NES Library, 1057 E 5th Ave, Nome, Alaska 99762

A. **Call to Order**

B. **Items for Discussion**

1. School Climate and Connectedness Survey - FY25 Results

2. Land Acknowledgement Discussion

3. Tribal Consultation Plan Discussion

4. FY26 Board Priorities

C. **Upcoming Events:**

- **Tuesday, June 10, Regular Meeting, 5:30 pm, NES Library/Zoom**

D. **Adjournment**

The Bering Strait Region is the historic and contemporary home to twenty Tribes. As we begin this meeting and continue to work toward strengthening collaborative relationships, it is important that we acknowledge the homelands and waters of the Inupiaq, Central Yup'ik and St. Lawrence Island Yupik Peoples.

These lands and waters are alive. Over the course of thousands of years, the land and waters have continued to provide traditional foods, and support Indigenous ways of life. They have influenced Indigenous languages, spirituality and relationships, both with our environment and with each other, across communities.

We acknowledge the homelands and waters of the Indigenous Peoples of the Bering Strait Region, and honor their ancestral and contemporary stewardship.

■ Courtesy of Lisa Ellanna – developed by regional hunters and Kawerak Social Sciences

"The City acknowledges that the municipality lies within the traditional lands of the Iñupiat People. For thousands of years the Iñupiat have been and continue to be the stewards of this land. Today the Iñupiat are joined by the Yup'ik and St. Lawrence Island Yupik Peoples in carrying on this responsibility.

It is with gratitude and respect that the City of Nome recognizes the contributions, innovations, and contemporary perspectives of all Indigenous Peoples of this region."

- Courtesy of Sigvanna Tapqaq – developed for but not accepted by the City of Nome

Nome Public Schools
Tribal Consultation Plan Draft
May 13, 2025

Relationship Building & Trust

- Consistent, meaningful communication
- Exchange information and share student data and successes
- Collaborate on funding of opportunities
- Tribes to survey their citizens to provide input to district
- Acknowledge emotions and the need for hard conversations

Creating the Circle and Structure

- Meetings separate from Four Tribes Meetings
- Designated delegate from each organization (decision maker)
- Minimum of three meetings – jointly developed agenda
 - Fall prior to start of school
 - January
 - Late April/early May
- Develop a Board Policy for Tribal Consultation
- Add Tribal Liaison to Job Description for Superintendent
- Provide tribal updates at Board Meetings
- NPS Report at Kawerak Board Meetings

Essential Consultation

- Develop MOA between tribes and NPS delineating responsibilities
- Must seek input on budgets, curriculum and program evaluation
- Provide a refresher to tribes on title funding (purposes and allowable expenses), Indian Education and JOM funds
- Opportunities for credit recovery
- ESEA grant budgets and programs
- STEC school, language and culture in schools
- Cultural Studies instructor intern

Immediate Next Steps

- Select date for fall meeting
- Develop agenda
- Possible retreat at Solomon B&B?
- NPS to provide training to leadership team on tribal consultation



Nome Public Schools Strategic Plan

Created Spring 2020



Dear Nome Community Members,

On January 23-24, 2020 a group of community members and staff met to update the Nome Public School District Strategic Plan with the help of outside facilitators from the Association of Alaska School Boards.

Members of the planning team worked together to review district wide information and identified the critical issues facing the Nome Public School District. Building on the strengths of our community and schools, the planning team reviewed the mission and vision statements as well as goals and objectives. In January, an Action Team was appointed and they will continue to work on strategies and actions.

The planning process was truly a collaborative effort and we sincerely appreciate everyone who contributed to the success of the update.

Sincerely,
Brandy Arrington, Board President
and Jamie Burgess Superintendent

Strategic Plan
2020-2025



NOME S W O T ANALYSIS JANUARY 2020

STRENGTHS

- Community support and partners
- Student Focused
- Dedicated staff
- Nurturing environment
- Extra-curricular activities
- Fiscally responsible
- Inclusive
- Know our Strengths and Weaknesses

WEAKNESSES

- Financial Needs, lack of state funding
- Staff support and lots of staff turnover
- Engagement
- Student achievement
- Student needs and SEL
- Post-Secondary life skills
- Culture and curriculum relevance
- Teacher prep and prof. development

OPPORTUNITIES

- Parent and family engagement
- After school connections
- Staff retention, connection and development
- Support organizations
- Cultural connections
- Pathways for development / Post-Secondary options / Cultural bearers

THREATS

- Institutional racism
- Perceptions
- Attitudes/behaviors and toxicity
- Staffing and employment issues
- Systems
- Loss of language and culture
- Academic underachievement

VISION:

Together, strong in
identity, purpose and
potential

ASPIRATIONS*

1. Students are prepared and empowered to find their purpose and pathway
2. Educational experiences respectfully integrate Indigenous identity
3. Students and families are positively connected to school, community and culture
4. Retention of effective administrators, educators and staff
5. Educational system that excites students to reach their learning potential

*Superintendent and team will now develop goals/objectives/strategies and activities to make these aspirations realized.

INUPLAQ VALUES

- Knowledge of Language
- Respect for others
- 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

MISSION:

We inspire and empower
students to be culturally
grounded, responsible
citizens, who are deeply
connected to our
community and world



MEMBERS OF THE COMMITTEE:

Molly Kenick, Rhonda Schneider, Doug Walrath, Kelly Bogart, Darlene Trigg, Ukallaysaaq Okleasik, Niaomi Brunette, Jamie Burgess, Lisa Leeper, Teriscovkya Smith, Kacey Miller, Phyllis Walluk, Jim Shreve, Yaayuk Alvanna-Stimpfle, Kathy Lyon, Nancy Mendenhall



Strategic Plan Goals & Objectives

Created Spring 2020

Students are prepared and empowered to find their purpose and pathway

Goal 1: Students are prepared for the post-secondary pathway of their choice

Objective 1.1

All students have an opportunity to explore a variety of post-secondary options (college, career, military, subsistence, etc.) *SEF 3-9*

Strategies and Actions	Key Indicators or Measurement	Time Frame	Who is Responsible
1.1.1 Provide opportunities at all grade levels for students to develop post-secondary plans and goals.	% of students participating in a post-secondary goal-setting session with a staff member	Ongoing, review/report at least annually	Teachers Counselors Site Administrators
1.1.2 Provide focused post-secondary preparation opportunities for students.	Participation data in courses, internships/job shadowing, site visits/field trips, employer presentations, etc.	Ongoing, review/report at least annually	Teachers Site Administrators

Objective 1.2

Students develop learning goals and are able to measure their own progress against those goals *SEF 3-11, 3-8*

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
1.2.1 Students make and reflect on goals that are tied to academic achievement and/or personal growth	% of students utilizing goal setting tools: i.e. MAP Goal Setting, Form of Portfolio AKCIS Goals	Review/Report Annually	Site Administrators Classroom Teachers Counselors College and Career Counselor

Objective 1.3

Students are able to demonstrate high levels of achievement on a variety of assessments (local, state, national) *SEF 3-7, 3-8*

Strategies and Actions	Key Indicators	Time frame	Who is Responsible
1.3.1 Improvement of instruction through increased student engagement, use of effective instructional strategies, and local knowledge	MAP, BAS, Amplify, Common Formative Assessments, PEAKS, ACT/SAT, CBMs, frequency of Kagan structures	Review at end of each quarter	District Leadership Building Administration Intervention Specialists SPED Department Classroom Teachers Paraprofessionals
1.3.2 Implementation of early and effective intervention plan, based on comprehensive assessment data	Completion of a site-based RTI Plan; Student progress on assessments selected in RTI Framework for student	RTI Plan - complete by end of FY21 Student Progress - reviewed at intervals in RTI plan	District Leadership Building Administration Intervention Specialists SPED Department Classroom Teachers Paraprofessionals

Educational experiences respectfully integrate local and indigenous identity.

GOAL 2: Programs, courses and instruction reflect and incorporate local and indigenous identity

Objective 2.1

Implement programs and practices that support indigenous language revitalization

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
2.1.1 Dual Enrollment Inupiaq Language Classes	Number of student participants	End of each semester	NWC or NBHS Language Teacher NBHS Administration
2.1.2 Integrate local indigenous languages	Signage, announcements, conversational expressions or phrases, and lessons used by staff and students school wide	Review/Report Annually	District Leadership Building Administration Classroom Teachers Paraprofessionals
2.1.3 Implement and grow Inupiaq Immersion Program	# of students enrolled, # grade levels served	Kindergarten - FY21	Superintendent Federal Programs NES Administrators Classroom Teacher Paraprofessionals

Objective 2.2

Explicitly incorporate local knowledge in curriculum and classroom instruction

SEF 4-3, 4-4, 2-1a, 2-2, 2-3, 3-4

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
2.2.1 Recognize and utilize local expertise. Incorporate local culture, heritage and traditional values into instruction.	Resource (library) Guide usage Lesson Plans Visitors Logs Usage of Community Expert List Published Photos	Annual Review/Report	Superintendent Federal Programs Community Partners Cultural Studies Teachers
2.2.2 Develop and regularly update a library of cultural resources, books, websites, etc. for instruction.	Review of compiled materials	Annual Review/Report	District Leadership School Library Staff Cultural Studies Teachers Community Partners Classroom Teachers
2.2.3 Develop curriculum maps and pacing guides which integrate place-based learning, elder/community instruction, and local knowledge	Completion of Maps/Guides; Regular Revision	Annual Review/Report	District Leadership Classroom Teachers Community Partners Cultural Studies Teacher
2.2.4 Staff participate regularly in cultural awareness opportunities and all new teachers participate in a cultural orientation.	Transcripts Sign In Logs	Annual Review/Report	District Leadership Site Administration Community Partners

Students and families are positively connected to school, community and culture

GOAL 3: Students and Families will be positively connected to their school, their community and their culture.

Objective 3.1

Increase parent and community engagement in each school

SEF 4-3, 4-4, 4-5

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
3.1.1 Host regular family events in the school focused around students' sharing work and/or local knowledge spotlight with activities for students and families	# of Scheduled events and # of attendees	Ongoing; review/report annually	District Leadership Site Administration School Library Staff Cultural Studies Teachers Community Partners Classroom Teachers Families?
3.1.2 Partner with regional Native Corporations and other Community organizations to increase ongoing volunteer involvement at each site.	Number of events in the classroom, Number of invitations issued from Community Expert List, # of Volunteers: Sign In Logs Recognition of volunteerism	Ongoing; review/report annually	District Leadership Site Administration School Library Staff Cultural Studies Teachers Community Partners Classroom Teachers

Objective 3.2

Improve School Climate *SEF 3-5*

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
3.2.1 Implement restorative discipline practices	Disciplinary Data, including ISS/OSS	Annual Review/Report	Teachers Site Administrators
3.2.2 Utilize evidence-based strategies to support social emotional learning of students	Cooperative Learning Practices (observed); School Climate & Connectedness Survey; Disciplinary Data	Annual Review/Report	Teachers Site Administrators District Administration
3.3.3 Regular positive communication between teachers and families	Staff contact logs Testimonials	Review/Report at least once a semester	Teachers Site Administrators

Retention of effective administrators, educators and staff

GOAL 4: Recruit, Support and Retain Effective Administrators, Teachers and Staff

Objective 4.1

Implement New Staff Mentoring Program

SEF 2-5, 5-4, 5-5

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
4.1.1 Work with community partners to provide regular events for new teachers	# of events and teacher participation	Begin Fall 2020; annual review/report	District Administration Site Administration Community Partners
4.1.2 Develop a formal “Adopt A New Teacher” Program to develop professional and personal connections in Nome	Teacher Mentorship Community Mentorship Community Activity Opportunities	Summer 2020 planning, implementation Fall 2020, annual review/revise	District Administration Site Administration Community Partners

Objective 4.2

Professional Development Plans & Support

SEF 2-5

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
4.2.1 Provide all staff Professional Development opportunities to further their professional careers; include opportunities for staff input and choice	Site & District Professional Development Plans; Participation in District provided Professional Development Staff Interest/ Follow-up Surveys	Ongoing; annual review/report	Site Administration District Administration

Objective 4.3

Support a “Grow Your Own Teachers” Program

SEF 2-5

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
4.3.1 Support future teachers programs/classes including student opportunities to be in the classroom as a teacher aide	List of Programs/Classes Number of Participants	Ongoing; annual review/report	High School Administration Elementary School Administration District Leadership
4.3.2 Actively support state programs or legislation which supports development of new teachers (scholarships, loan forgiveness programs, alternative pathways, etc.)	Emails/Phone Call Logs to Legislators and Lobbyists	Ongoing; annual review/report	Community Partners District Leadership
4.3.3 Highlight/celebrate home-grown teachers and those making progress towards becoming educators	Posters, Public Recognition	Ongoing	Community Partners District Leadership

Educational system that excites students to reach their learning potential

GOAL 5: Provide a variety of learning experiences that engage students and meet their individual needs

Objective 5.1

Offer a variety of courses and instructional experiences which incorporate student choice and meet student needs *SEF 3-8, 3-9, 3-10*

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
5.1.1 Provide a rich variety of course offerings/electives at all levels allowing for student input	Advanced/honors/AP courses, Dual credit courses, Online courses, CTE courses, Variety of electives, Participation numbers	Ongoing; Annual Review/Report	Site Administrators Counselors Teachers

Objective 5.2

Provide a variety of extra-curricular opportunities at all levels *SEF 5-1*

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
5.2.1 Offer robust after school and extracurricular programming at all sites	After school classes/clubs & Student Participation; # of culturally-oriented classes/clubs offered	Ongoing; Annual Review/Report	District Leadership Site Administration Community Partners Federal Programs

Objective 5.3

Integrate technology as a learning and instructional tool *SEF 3-10, 5-1*

5.3.1 Provide teacher professional development on technology integration	District PD plans; Site PD plans	Ongoing; Annual Review	Site Administration District Administration Teacher Leaders Technology Integration Staff
5.3.2 Students use technology regularly to produce novel work	Student work samples; Showcase of work	Ongoing; Annual Review	District Leadership Site Administration Classroom Teachers
5.3.3 Provide instruction on digital citizenship & literacy	Lesson plans; Sample Activities	Ongoing; Annual Review	District Leadership Site Administration Classroom Teachers Community Partners