Work Session/Special Board Meeting

Wednesday, September 30, 2026 5:30 PM
NES Library /Zoom, 1057 E 5th Ave, Nome, Alaska 99762

A. **Call To Order**
B. **Portrait of a Graduate FY27 Work Plan**
C. **Discussion of AASB Resolutions**
D. **Adjournment**
E. **Call To Order - Special Meeting**
F. **Pledge of Allegiance**
G. **Mission Statement**
H. **Roll Call**
I. **Approval of Agenda**
J. **Public Comment Opportunity**
K. **Action Items**
1. Approval of Nomination for AASB Board Seat
2. Approval of Nomination for Outstanding School Board
3. Approval of AASB Resolution(s)
L. **Executive Session - Superintendent Evaluation**
M. **Approval of Superintendent Evaluation**
N. **Upcoming Meetings:**

Tuesday October 13, 2026 Regular Board Meeting, 5:30pm, NES Library
Tuesday October 27, 2026 Work Session, 5:30pm, NES Library
Tuesday November 10, 2026 Regular Board Meeting, 5:30pm, NES Library

Nome Public Schools
PO Box 131
Nome, AK 99762
907-443-2231 – www.nomeschools.org

SCHOOL BOARD COMMUNICATION

Title: Approval of Nomination of Board Member to AASB Board

Date: September 30, 2026

Administrator: Jamie Burgess, Superintendent

Attachments: None

☐ **Action Needed** ☐ **For Information** ☐ **Discussion** ☐ **Other**

BACKGROUND INFORMATION

Board Member Sigvanna Tapqaq is running for re-election to her seat on the Alaska Association of School Board's Board of Directors. Per the AASB Bylaws, Ms. Tapqaq's nomination must be formally approved by the NPS Board of Education.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the nomination of Sigvanna Tapqaq for the AASB Board of Directors.

Sample Motion: I move to approve the nomination of Sigvanna Tapqaq for the AASB Board of Directors.

Nome Public Schools
PO Box 131
Nome, AK 99762
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SCHOOL BOARD COMMUNICATION

Title: Approval of Outstanding School Board Nomination

Date: September 30, 2026

Administrator: Jamie Burgess, Superintendent

Attachments: None

X	**Action Needed**		**For Discussion**		**Information**		**Other**

BACKGROUND INFORMATION

Formal Board approval is not needed to self-nominate for this award. However, this process gives the Board members an opportunity to review the nomination form and ensure all relevant information is included.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the nomination of the NPS Board for the AASB Outstanding School Board award.

Sample Motion: I move to approve the nomination of the NPS Board for the AASB Outstanding School Board award.

Jamie Burgess <jburgess@nomeschools.org>

Thanks for filling out this form: 2026 Outstanding School Board Award Nomination

1 message

Forms Response Receipts <forms-receipts-noreply@google.com> Thu, Oct 1, 2026 at 8:14 AM
To: jburgess@nomeschools.org

Google Forms

Thanks for filling out this form: 2026 Outstanding School Board Award Nomination

You're receiving this email because you filled out the following form using your email address. **This form is owned by AASB.** Make sure you recognize and trust this form before copying or clicking on any links. If it looks suspicious, **report it**.

Here's what was received.

2026 Outstanding School Board Award Nomination

The Outstanding School Board Award is designed to reflect and honor a school board's involvement in AASB's Board Standards. **A School Board can self-nominate OR a School Board could nominate another School Board for this award.**

This award is presented at the Annual Conference awards luncheon (Friday, November 6th, 2026).

In order to be eligible, a nominated school board:

- Must be a member board in good standing of AASB
- Have formally adopted AASB's Board Standards

The Awards Committee with consider the following criteria:

- Community Engagement (10 points)
- Level of AASB Professional Development Program (7 points)
- Participation in State and National Activities (10 points)
- Evidence of Growth in Student Achievement (15 points)
- Demonstrated Evidence of Leadership as measured against AASB School Board Standards (25 points)

Nomination forms will be accepted through Friday, October 2nd, 2026.

Please reach out to phoepfner@aasb.org if you have any questions or concerns about the status of your submitted application.

Email *

jburgess@nomeschools.org

Name of Individual Submitting Form *

Jamie Burgess

Name of School District You Are Nominating *

Nome Public Schools

SELECTION CRITERIA

The following identifies specific criteria to be considered when nominating the school board for the Outstanding School Board Award. Identify and document pertinent items for the Awards Committee to consider when making their selection. The award criteria references the board in office prior to the current election.

Community Engagement

Describe actions the board has taken that have resulted in positive change in the community. Examples could include partnerships with other organizations, school sponsored community events, forums, community dialogues, or family engagement partnerships.

*

Board members are deeply engaged in a variety of community organizations and events. Examples include participation in our Regional Wellness Forum, the Bering Strait Leadership Team, Alaska Family Engagement Center (Board), and many others. The Regional Wellness Forum is comprised of leaders from around the Bering Strait Region to coordinate efforts to address such concerns as suicide, fentanyl overdose prevention, substance abuse and healthy lifestyles. The Bering Strait Leadership Team is comprised of the heads of governmental and tribal organizations to address regionwide issues and concerns. The

BSL'T's recent focus on the lack of housing in the region has resulted in building of both multifamily and single family homes in Nome, scheduled to add over 100 new housing units by the end of 2026. The Alaska Family Engagement Center is dedicated to improving the quality of families engaging with their local school districts, giving them a stronger voice in decisions at both the school and district level.
In addition, Board members have been directly involved in bringing cultural education to Nome Public Schools' staff members during preservice and inservice opportunities. They also have coordinated and provided cultural activities during Indigeneous People's Day activities in our schools and also with community celebrations, as well as similar activities all year round. One Board member serves on the Native Movement Advisory Board and World Eskimo Indian Olympics, and officiates at the NYO state tournament. Our Board values involvement and support for NYO.
One of our Board members teaches dual enrollment courses in indigenous languagee and educational history for our high school students, and another teaches cultural courses that would not otherwise be available to our community.
One of our Board members is also a very active volunteer coach with our basketball team, and another is our basketball team announcer! Board members act as judges for student events such as our Science Fairs, present in assemblies, teach cultural classes for students, and co-sponsor afterschool clubs at our elementary school. Supporting culturally affirming instruction and education has long been a Board goal, and our Board members are active in supporting that by interacting directly with students and staff in pursuit of this goal.
Our Board has supported student voice and choice, ensuring there is financial support for students to attend AASB student leadership opportunities, as well as having a very active student representative to the School Board.
The School Board is also very proud of its work on our Portrait of a Graduate, which has required significant community input as it has developed a strong picture of what our community desires from our schools.
Tribal consultation has been a strong focus for the Board to ensure tribal governments have their legal and moral right to provide input and guidance for decision-making at the district level.

Professional Development: Level of AASB Boardsmanship Award Program *

Board members progress through **Boardsmanship Award Levels** based on their engagement in Board professional development activities - eg. AASB trainings (local or statewide events), superintendent search participation, involvement with AASB committees. Points are awarded based on the highest level each member has achieved: one point for **Basic**, three points for **Excellence**, five points for **Masters**, and seven points for **Lifetime Achievement**.
AASB staff can help determine which award level each board member has reached.
Each board member's points will be added together and then divided by the total number of board members to get the final score.

- [x] I understand that AASB staff will calculate the boardsmanship points on behalf of this nomination

Participation in State and National Activities *

Identify activities with which the board or individual members have been involved on a state and national level. This could include AASB committees, AASB Board of Directors, state task forces or committees (on behalf of the school board), participation in NSBA events and committees. Provide the name of the committee, task force, or meeting and dates. Include board member(s) name, activity, and length of time.

Darlene Trigg - AASB Resolutions Committee Chair, Sustainability Committee Member, June Nelson Scholarship Committee, Chair of AdHoc Tribal Committee, and current AASB President-Elect, Nome Community Center Board. Has attended NSBA 2026 Leadership Summit and NSBA Annual Meeting.
Kunaq Tahbone - AASB Budget Committee, NACTEC Advisory Board
Sigvanna Tapqaq - President-Elect for the Alaska Bar Association, Alaska Legal Services Board of Directors, Alaska Bar Foundation Board of Trustees, AASB Policy Committee and AASB AdHoc Tribal Committee, Inuit Circumpolar Council, Inuit Youth Engagement Program participant, Nome City Councilman (6 years), Nome Re-Entry Coalition, Bering Sea Womens' Group Board of Directors and Board President for 2 years, Alaska Municipal League Board of Directors, Governor of Alaska Advisory Board on Alcoholism and Drug Abuse.
Jon Gregg - City of Kotzebue Alcohol and Marijuana Control Board, Alaska Society for Healthcare Engineering member

Evidence of growth in student achievement

Please email phoepfner@aasb.org supporting documentation showing the board has identified student achievement as a priority in its goals or strategic plan.

Examples of documents to submit via email:

- District Report Card (DEED)
- Graduation rate data over multiple years
- MAP (or other standardized) assessment scores showing trends
- Board goals or strategic plan excerpts referencing student achievement priorities
- Any other data showing consistent or improving results over time

Requirements:

- Files must be in .pdf format
- Maximum of 5 files
- Data should show a trend or comparison (e.g., multi-year results), not a single snapshot, since the goal is demonstrating growth

*

☑ I understand that I need to send a separate email to phoepfner@aasb.org containing the documents listed above in order for my submission to be complete.

Demonstrated evidence and leadership as measured against BOARD STANDARDS

VISION: The Board Creates a Shared Vision to Enhance Student Achievement

1.1 Board develops a dynamic shared vision for education that reflects student needs and community priorities.

1.2 Board keeps the district and community focused on educating students.

1.3 Board demonstrates its strong commitment to vision by using the shared vision to guide decision making.
*

Identify how the board has been actively involved in achieving the Vision standard for the district.

The Board actively participates in the Strategic Plan process, and requires that Principal and Director reports link to the Board's priorities and goals, and has developed the Strategic Equity Framework to ensure district and school initiatives and leadership are focused on addressing historic inequities for Alaska Native children in the K-12 school system. The Board engages in an annual planning process to set priorities for the school district for the subsequent year for school and site administration guidance.

STRUCTURE: The Board Provides a Structure that Supports the Vision

2.1 Board establishes a management system that results in effective decision making processes and enables all the people to help the district achieve its vision and make the best use of its resources.

2.2 Board ensures that long and short term plans are developed and annually revised through a process involving extensive participation, information gathering, research, and reflection.

2.3 Board sets high instructional standards based on the best available information about the knowledge and skills students will need in the future.

2.4 Board acts to ensure vision and structure comply with legal requirements.

2.5 Board encourages and supports innovative approaches to teaching, learning, and the continuous renewal of education.
*

Identify how the board has been actively involved in achieving the Structure standard for the district.

The Strategic Planning process is extensive and involves a wide variety of stakeholders. In addition, the development of the Strategic Equity Framework and the new Portrait of a Graduate provide guidance and structure to district and school leadership as well as the Board when considering selection of new initiatives and programs, decisions on operations and instruction, budget priorities, professional development for staff, and even the hiring process. The Board is working hard to improve culturally relevant instruction and curriculum

in the District. The Board empowers the Superintendent to engage in this work and be creative in leveraging district resources while still holding them accountable for results and reporting.

ACCOUNTABILITY: The Board Measures District Performance Toward Accomplishing the Vision and Reports the Results to the Public

3.1 Board receives regular reports on student progress and needs based on a variety of assessments to evaluate the quality and equity of the educational program.

3.2 Board evaluates the superintendent and board performance annually and reports the result to the public.

3.3 Board ensures long and short term plans are evaluated and revised with the needs of students in mind.

3.4 Board uses an understandable format to periodically report district performance to the public.

Identify how the board has been actively involved in achieving the Accountability standard for the district.

The Board conducts annual and transparent superintendent evaluations, annually reviews state and local assessment results (AK Star, MAP,, DIBELS) as well as other data such as attendance rates, the School Climate and Connectedness Survey results, and ensures the Superintendent and other district and school leadership make that information available to the public through Board reports, newsletters, and other public communication channels. The Board ensures the Superintendent completed the Annual Report Card to the Public, as well as all required reporting requirements for the Alaska Department of Education. The school principals also develop an annual School Improvement Plan (regardless of official SI status with the Department of Education) and present progress mid-year and end of year.
The work on the Portrait of a Graduate will allow the District to conduct other measures which are not academic in nature, but also look at our progress in developing the whole child, and see progress towards goals which do not depend on standardized assessments.

ADVOCACY: The Board Champions The Vision

4.1 Board leads in celebrating the achievements of students and accomplishments of others who contribute to education.

4.2 Board advocates for children and families and establishes strong relationships with parents and other mentors to help support students.

4.3 Board establishes partnerships with individuals, groups, and organizations to promote educational opportunities for all students.

4.4 Board promotes school board service as a meaningful way to make long term contributions to the local community and society.

4.5 The board is proactive in identifying and addressing issues that affect the education of students.

Identify how the board has been actively involved in achieving the Advocacy standard for the district.

The Nome Public School Board is active in a variety of local organizations as shared in the Community Engagement section, communicates regularly with the Superintendent regarding concerns or issues impacting students locally, statewide and nationally, such as eRate, internet security, bullying, school funding, etc. and is active in suggesting solutions, engaging in advocacy, and communicating to the public. Our Board members are well-known within our community, and actively promote themselves as representatives and conduits and families and other community members regularly engage with them to share concerns and thoughts. One of the Board's favorite portions of our Board meetings is student celebrations, and regularly invites students who have participated in local, state and national events to share their stories and be recognized for their achievements. This includes Educators Rising, Alaska Science Fair winners, essay winners, and recognizing students who have displayed achievements in academics, sports, cultural activities, leadership and character development. Nome Public Schools Board members have been instrumental in strengthening the process of tribal consultation, not only locally but through work on the AASB policy committee, to ensure tribes have a strong voice in decision making processes at both the district and site level. The Board has also been active in working towards the creation of the STEC (State Tribal Education Compact) schools.
Board members also engage regularly in advocacy work with the Alaska State Legislature to ensure the rural voice is heard; working not only with the district's representative and senator, but also with legislative members from across the state.

CONDUCT & ETHICS: The Board and Its Individual Members Conduct District Business In a Fair, Respectful, and Responsible Manner

5.1 Board and its individual members act in a manner that reflects service to the community on behalf of students.

5.2 Board demonstrates a commitment to continually improving teamwork, problem solving, and decision making skills through a conscious program of board development.

5.3 Expenditures for board activities are clearly identified in the budget, related to the district vision, and open to public scrutiny.

Identify how the board has been actively involved in achieving the Conduct and Ethics Standard.

The Board regularly attends AASB meetings and trainings, engages in Board retreats and trainings locally, and actively participates in AASB committees and leadership opportunities in order to grow their knowledge and practice as school Board members.
The Board holds work sessions and town halls, and actively works to invite community members to discuss decisions, especially with regards to budget development. The Board conducts a joint work session with the City Council each year to develop open lines of communication and the creation of joint priorities to encourage high levels of funding from the City, and to make the budget development process transparent to all.
The Board also engages in regular self-evaluations in the area of superintendent and Board responsibilities to ensure they are focused on the Board's legal areas of governance and to allow the Superintendent to engage in administration of the school district, while keeping accountability measures in place through the superintendent evaluation process and regular Board member/Superintendent conversations.

SCHOOL BOARD ENDORSEMENT

Name of Nominating District *

Nome Public Schools

Name of Nominating School Board President or Designee *

Jamie Burgess, Superintendent

Nominating School Board President or Designee Email Address *

jburgess@nomeschools.org

Nominating School Board President or Designee Phone Number *

907-443-6191

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Nome Public Schools
PO Box 131
Nome, AK 99762
907-443-2231 – www.nomeschools.org

SCHOOL BOARD COMMUNICATION

Title: Approval of AASB Resolutions

Date: September 30, 2026

Administrator: Jamie Burgess, Superintendent

Attachments: TBD

X	**Action Needed**		**For Discussion**		**Information**		**Other**

BACKGROUND INFORMATION

The Board has discussed potential new and/or revised Resolutions to be considered by the AASB Resolutions Committee at the upcoming November 4th AASB Annual Meeting. Per AASB Bylaws, formal approval by the submitting Board is required for these resolutions or revisions.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the new and/or revised resolutions for AASB consideration as presented.

Sample Motion: I move to approve the new and/or revised resolutions for AASB consideration as presented.

NEW RESOLUTIONS FOR CONSIDERATION

2.56 REQUEST THE LEGISLATURE FULLY FUND MANDATED EDUCATION REQUIREMENTS

The Association of Alaska School Boards urges the Alaska Legislature to provide funding and resources to effectively implement any mandate that requires students to learn any specific topic. AASB further urges the Alaska Legislature expand fiscal notes to include costs for school districts to fully implement mandated educational requirements.

Rationale. School Board members recognize the importance of ensuring students have a wide range of learning opportunities. There have been many examples of unfunded mandates that have been legislated. Alaska school districts face the additional costs of teacher training, additional costs for materials and for staffing to accomplish the mandate. Small school districts may not have the resources to meet the mandate requirement. Examples include the Alaska Reads act and HB27 requiring all students receive training in CPR.

2.57 REQUEST THE LEGISLATURE EVALUATE THE IMPACTS OF COVID ON STUDENTS

The Association of Alaska School Boards urges the Alaska Legislature to fully study the impacts of the COVID-19 pandemic on students and provide resources to school districts to bring them back up to grade level.

Rationale. School Districts across Alaska have noted learning loss in students both who were enrolled in and subsequently enrolled in schools after the COVID-19 pandemic. It is not known how the pandemic impacted learning and districts are inadequately funded to respond to this learning loss.

RESOLUTION AMENDMENT FOR CONSIDERATION

5.1 ADDRESSING ENGLISH LEARNER IDENTIFICATION OF INDIGENOUS STUDENTS

AASB requests that Alaska's federal delegation work with the U.S. Department of Education and, where necessary, Congress to identify and remove federal barriers that prevent states from adopting culturally and linguistically appropriate identification procedures for Indigenous students, while preserving services and protections for students who have demonstrated English-language development needs.

AASB requests that the Alaska Department of Education and Early Development review and strengthen its statewide English Learner identification and misidentification procedures for Alaska Native and American Indian students to ensure that the presence, use, study, or revitalization of an Indigenous language does not, without evidence that the language has significantly affected a student's English-language proficiency, result in unnecessary English Learner screening or identification.

AASB further requests that DEED establish a clear, uniform, and timely process by which a parent, school district, or receiving school district may request review and correction of an erroneous English Learner identification, including an identification made by a student's previous Alaska school district. Such process should specify the evidence to be considered, timelines for review, written notice of the determination to the family and district, correction of statewide student records when misidentification is found, and procedures necessary to prevent a corrected identification from following the student upon transfer.

AASB further requests that DEED provide statewide guidance and training distinguishing (1) a student who has been properly identified as an English Learner and must satisfy statewide exit criteria from (2) a student who was erroneously identified and therefore requires correction of the original identification rather than ordinary reclassification or exit. Furthermore, AASB urges that the Language Observation Checklist (LOC-A) be required rather than optional in assessing and identifying students as English Learners.

AASB requests our federal delegation to study laws around English Learner identification with the goal of reducing the over classification of indigenous students who have some measure of an Indigenous language spoken in their home as English Learners which has the negative effect of reducing educational opportunity.

Rationale. The current process and screening often results in children participating in immersion preschool programs, or with parents who are dedicated to language revitalization/ continuation within their homes being classified as English Learners, which may burden these children with unnecessary EL supports, programs and assessments.

Adopted 2023

(Sunsets 2028)