



NOME PUBLIC SCHOOLS DIRECTOR'S BOARD REPORT

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I. FEDERAL PROGRAMS

A new academic year means wrapping up FY26 grants and incorporating newly adopted guidelines and policies for this year's editions. To prepare for these changes I attended several meetings with the Office of Indian Education and a weeklong webinar series reviewing recruiter and records manager policies for the Migrant Education Program. I also represented the Migrant Ed program at informative parent events that were held at Beltz, Nome Preschool, and ANSEP and began the initial submission of FYE27 CTE and SIG grants into the state Grant Management System. Lastly, I'm continuing to work with other district office staff towards recruiting a Migrant Education Coordinator.

II. CURRICULUM & INSTRUCTION

Continuing weekly walkthroughs of NES, ACSA, and Beltz, I'm learning more about the experiences and specific needs of faculty. By prioritizing this regular needs assessment and direct communication with the district office I hope to facilitate open dialogue and offer a helpful district-level problem-solving node. In addition to setting up the initial stage of curriculum review and textbook adoption with the Beltz social studies department, many smaller issues were addressed as well. I also reached out to the DEED Homeless Liaison with potential student welfare concerns.

III. ASSESSMENTS

Assessments have already begun - the fall MAP test window is open! Kindergarten and teachers of newly arrived students who speak a language other than English at home are gathering data for the ADP and LOC-A respectively. Building Test Coordinators have been selected and provided MOAs from NPS and test security agreements from DEED. I've also started to disseminate last year's testing data to faculty in order to better guide classroom instruction.

IV. MISCELLENEOUS

This section is a catch-all for everything that doesn't fit neatly into my directly titled job responsibilities. During the inservice week that preceded classes I presented grant, curriculum & instruction, and assessment information to the school community. I also vetted new student eligibility for English language, migratory, and homelessness services and reorganized my predecessor's filing system. In sum, my onboarding process and systems training continues.