NOME PUBLIC SCHOOLS DIRECTOR'S BOARD REPORT

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I. FEDERAL PROGRAMS

The main thrust of federal programs work since the previous report has been crafting, submitting, and often re-submitting grants for approval from the state. DEED has accepted our submissions for the following: Consolidated Elementary and Secondary Education Act Grant (ESEA; Titles I-III), Beltz's School Improvement Grant (SIG), 21st Century Community Learning Centers Grant (21st CCLC), Safety & Well Being Grant, and Positive Behavioral Interventions & Supports Grant (PBIS). The Presidential Physical Fitness Grant application remains in process.

We've also kickstarted the annual recruitment drive for the Migrant Education Program under the auspices of Title I-C. Our newly hired Migrant Education Coordinator Ms. Cindy Wieler and I have been interviewing migrant families alongside two seasonal migrant recruiters. These interviews ascertain whether families have made enough moves and engaged in properly recognized subsistence tasks to join or continue their participation in the program for the upcoming academic year. Training in interview techniques and navigation of the state's MIS2000 migrant database were completed before the interviews started.

Other federal programs tasks included submitting the pass-through Johnson-O'Malley budget to Kawarek for approval, working with Nome Preschool on implementation of DEED Early Learning Guides, asking our Indian Parent Advisory Committee to vote through a slight adjustment in a previously submitted Indian Education budget, and adding an additional state allocation to the supplies fund for Beltz's Career and Technical Education program.

II. CURRICULUM & INSTRUCTION

Curriculum work continues at both Beltz and NES with concentration on selection of social studies textbooks and evaluation of the Eureka Math curriculum respectively. Mr. Ryan Wharry is leading the efforts at Beltz and has scheduled an initial textbook review for the evening of November 17, 2026. Board members, tribal leaders, and the community at large were all invited to attend via email and there will be further reminders as the date approaches. The NES Curriculum Committee recommended that they continue use of Eureka Math with the caveat that certain sections or concepts need tweaking and supplementation. The extent and specifics of these adjustments will be codified in future meetings.

Additionally, I had conversations with the administration of ACSA and Beltz regarding new state guidelines that require teaching of CPR and specific Civics topics starting in the 2027-2028 academic year. All building leaders were aware of these changes and are working out the specifics of implementation.

III. ASSESSMENTS

All scheduled assessments have been successfully completed and each school's building test coordinator should be recognized for their diligence and attention to detail that made for such a smooth testing administration. Kindergarten teachers assessed the behavioral skills and developmental preparedness of students using the Alaska Developmental Profile (ADP), the MAP Growth test measured student progress since last year, and the WIDA Screener identified students who are eligible for assistance to improve their English language fluency.

IV. MISCELLANEOUS

- District and school leadership attended two professional development sessions: one to further develop our Strategic Plan and the other to continue our reflections on current school leadership paradigms.
- I sent a kickoff invitation to parents and community members to participate in this year's Indian Parent Advisory Committee and Migrant Parent Committee. Our first meetings are still in the planning stages.
- I represented the district at a Portrait of a Graduate Parent's Night at NES.
- We're discussing next steps in transparently quantifying the dollar amounts given to local knowledge bearers as honoraria when sharing their skills and experience with students.