

Regular Board Meeting

Tuesday, February 11, 2020 5:30 PM

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

A. Call to Order

1. Pledge of Allegiance
2. Nome Public Schools Mission Statement
3. Roll Call
4. Approval of Agenda

B. Consent Agenda

(Routine matter considered for approval as one motion. Any item can be pulled for separate consideration).

1. Approval of Minutes: Regular Meeting/Executive Session: January 14, 2020
2. Approval of Minutes: Special Meeting/Executive Session: January 28, 2020
3. Approval of January 2020 Disbursements
4. Approval of Out of State Travel

C. Awards and Presentations

1. Introductions of Guests & Visitors
2. Students of the Month
3. Teacher of the Month
4. Support Staff of the Month

D. Opportunity for Public Comments on Agenda/Non-agenda Items

(3 minutes per speaker, 30 minutes aggregate)

E. Superintendent Report

F. Information & Reports

1. Student Representative Report
2. Principal Reports
3. Director Reports
4. Business Manager Report

G. Second Public Comment Opportunity

(Individuals are limited to three minutes each.)

H. Action Item

1. Approval of FY21 Teacher Contracts
2. Approval of Superintendent Contract
3. Approval of Business Manager Contract for FY21
4. Approval of FY20 Legislative Priorities
5. Approval of FY20 Budget Revision #2
6. Approval of Strategic Plan Items

I. Board and Superintendent's Comments & Committee Reports

J. Upcoming Events:

K. Adjournment



Our Mission

Nome Public Schools, in active partnership with families and the community, educates and inspires students to become successful and responsible global citizens in an environment that represents our rich cultural diversities and local traditions.

Our Vision

Nome students will discover and expand their talents, meet high expectations, and be prepared for a changing world.

Board and Superintendent Guiding Principles

- ✦ Works to ensure academic success for all students
- ✦ Works to promote positive community partnerships
- ✦ Provides leadership and support to ensure reading proficiency by 3rd Grade
- ✦ Supports the recruitment and retention of effective staff

Board and Superintendent Goals

- ✦ Provide the resources for the development and adoption of curriculum as per Board Policy (BP 6141).
- ✦ Support the integration of a student's culture in the curriculum within the context of the community through implementation of the Alaska standards for culturally responsive schools.
- ✦ Work to ensure all students feel connected to their peers and the adults in their schools by improving school climate.



Nome Public Schools
Superintendent Report
Jamie Burgess
February 11, 2020

1. Students in grades 8-12 at NBHS now have access to free Audible audiobooks through a partnership between Audible and the Department of Education and Early Development (DEED). These memberships provide free access to a curated library of audiobooks, as well as credits for each student to select 12 audiobooks of their choice from the full Audible library. Thank you to Mr. Jim Shreve for facilitating the implementation of this reading resource, and collecting permission slips from parents.
2. I had a site visit at New Path High School at the Anchorage Correctional Complex on Friday January 31st with Principal Saundra Senior and her staff. New Path provides educational services to inmates ages 16-22 to assist these individuals in earning credits towards their high school diplomas. NPS is investigating the possibility of a similar smaller-scale program at Anvil Mountain Correctional Center. I am now investigating what funding/school set-up would be allowable through DEED/DOC, and will hold a follow-up meeting with Sandy Martinson, AMCC Superintendent, Nadene Parshall, SPED Director and Rachel Ventress, Extensions Correspondence teacher once I hear back from DEED. Hopefully we will have a possible structure in place for the fall of 2019.
3. I attended the Response to Intervention (RTI) conference in Anchorage January 25th and 26th, followed by attendance at the State Literacy Grant Orientation meeting on January 27th along with Ms. Korenek-Johnson and her Nome Elementary leadership team. DEED Deputy Commissioner Karen Melin gave an excellent overview of the state's focus on literacy, as well as understanding foundational skills for reading and best practices in teaching these skills. Tamara Van Wyhe, DEED's Director of Teaching and Learning, gave an overview of grant requirements and facilitated opportunities for all the grant recipients to share their planned grant activities and network to see if we can partner with other districts to share ideas, best practices, and successes.
4. NPS will be sending three staff to Kawerak Wellness' Undoing Racism Workshop February 26-28th – Ms. Korenek-Johnson, Kim Erikson (NES Teacher) and Grace d'Antonio (NBHS Teacher). We are also planning a Knowing Who You Are workshop to be held the week after school gets out. Teachers who are able to attend will be compensated for their attendance.
5. We are very excited that plans are well under way for a credit recovery Summer School program to be held in June. The planning team of Megan Hayes, Jay Thomas, myself and Robyn Husemann, NBHS Counselor, have met to create a general outline of the program (attached for your information). We will continue to work with all departments to plan the program. Information on the teacher positions will be disseminated soon – we hope to have those individuals in place by the end of March.
6. Senate Bill 6 (Alaska Reads Act) is receiving much attention in the legislature, and is an important bill for education and NPS, as it incorporates funding for universal voluntary Pre-K as well as some new mandates around reading assessments, interventions and retention. I have



Nome Public Schools
Superintendent Report
Jamie Burgess
February 11, 2020

attached for your information. The bill has bipartisan support as well as support from the Governor's office. It has already had several hearings in committee, with superintendents and the Coalition for Educational Equity providing input on the bill to Senator Begich (bill sponsor) as well. There are some aspects of the bill which are positive (pre-K support) but others which are concerning (new mandates around low-performing readers).

Click [here](#) for a link to the current version of the bill.

7. The District will be entering into negotiations with the Nome Education Association, as the current Certified Association Bargaining Agreement expires at the end of the 2019-2020 school year. Updates will be provided to the Board in Executive Session until an agreement is reached.

NPS CREDIT RECOVERY SUMMER SCHOOL
Preliminary Program Overview
JUNE 2020

DATES: June 1-June 26 Monday through Thursday

LOCATION: NBHS

TIMES: Session 1: 10:00am – 11:30am
Session 2: 11:45am – 1:15pm

COST: There will be no cost for students to attend. Preference will be given to migrant-eligible students for available space in courses.

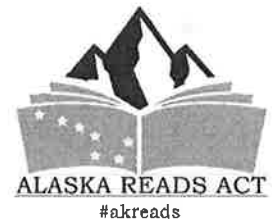
CREDITS: Students may take 1 or 2 classes to recover 0.5 credit per class. Classes will be determined in March/April based on student need – likely English I, English II, Algebra IA/Algebra IB/Algebra I, Geometry; however, Science or Social Studies courses may be offered. Classes are credit recovery ONLY (student must have taken the course and received an “F” grade in 1 or 2 semesters).

MEALS: All students will be provided a snack (before school) and a box lunch to take home (after school).

BUS: A bus will be available each day – the bus will make runs before and after each session to accommodate students taking only 1 class. Route TBD.

SPED Support: A Special Education teacher will work the first two weeks of the program to ensure teachers have accommodation information and to support teacher/student needs. Additionally, if needed, a SPED aide will be hired to provide individual student support in the classrooms and for testing.

TEACHERS: Anticipate hiring 4 certified teachers (likely 2 Math, 2 ELA but may change based on student needs and courses offered).



ALASKA READS ACT

WHAT & WHY?

What is the Alaska Reads Act?

The Alaska Reads Act is a bill that would create a statewide comprehensive K-3 reading policy designed to improve reading outcomes. The policy expands high-quality pre-k opportunities for four and five year olds, provides direct support and intervention services for low-performing schools, ensures early identification of struggling readers, and requires reading intervention services for K-3 students who need more help to become successful readers.

What is a comprehensive K-3 reading policy?

The bill's proposed reading policy includes early education program grants, early screening, parent involvement, teacher training, direct support for low-performing schools, and intensive reading intervention. Fundamental principles include:

1. **Statewide teacher training on reading instruction and job-embedded training through department-employed reading specialists** to ensure all teachers have the knowledge and skill to teach reading to all students, including students with severe reading difficulties such as dyslexia.
2. **Focusing existing state and/or federal funds** to support policy implementation, including new funding through grants.
3. **Early literacy screening tool** administered three times each school year in grades K-3 to identify students with potential reading difficulties.
4. **Timely parent notification** for any student identified with a reading difficulty in grades K-3.
5. **Individual reading plans** developed with the parent, recommending evidence-based reading interventions aimed at removing the reading deficit.
6. **Student progress is monitored** more frequently for students identified as having reading difficulties.
7. **Home reading strategies and/or programs** are provided to parents to support their child at home.
8. **Interventions** during the school day and before/after school.
9. **Appropriate grade-level progression for students severely below grade level** who are unable to demonstrate sufficient reading skills for progression to fourth grade. More intensive interventions with a highly effective teacher are provided.
10. **Multiple pathways** are provided to third grade students to demonstrate reading skills required for progression to fourth grade, so one test on one day is not the determining factor.
11. **Good cause exemptions** for appropriate grade-level progression are provided that recognize the special needs of some students with disabilities, English language learners, and students who have previously experienced delayed grade-level progression.

Why is it important?

A person's ability to read is a critical predictor of educational and lifelong success. A strong reading program, beginning in kindergarten and continuing into the third grade and beyond, gives students the best possible chance to maximize their education.

Before third grade, students are learning to read. Beginning in fourth grade and beyond, a student must be prepared to read to learn across all subject areas.



Our Mission: An excellent education for every student every day.

Overview of the Alaska Reads Act

1. Pre-Elementary Programs

- A. State must approve district preschool programs – can be implemented within the school district or in partnership with Head Start. Programs must be led by a certified teacher. Approved district programs will be funded by including them in our child count at .5 ADM (average daily membership) – essentially each pre-K student is counted as ½ of a child.
- B. 5 year plan: Under this legislation all School Districts will have preschools established within the schools.
 - 1. Year 1 (2020-2021) - 10% lowest achieving schools eligible for grant funding to assist districts in establishing approved programs. Each year the next lowest 10% of performing schools will receive the grant funding.
 - 2. Districts may include pre-K students in their fall count once their pre-K program is approved.

2. Reading Proficiency

- A. K-3 Statewide Reading Screening or Assessment measuring in Fall, Winter, and Spring.
 - Kindergarten: phonic awareness, letter naming fluency, letter sound fluency, and letter word sound fluency
 - 1st Grade: Letter word sound fluency, oral reading fluency
 - 2nd & 3rd Grade: vocabulary and oral reading fluencyIf a student is proficient on K-3 Statewide Reading Screening or Assessment at any time, the child does not have to retake the screening or assessment for that school year.
- B. Anyone below proficient is considered by the state to have a Reading Deficiency
- C. Reading Teacher Defined as: Teacher Certificated under AS14.20
- D. Reading Teacher & Regular Education Teacher will provide an “Individual Reading Improvement Plan,” also regarded as a student portfolio, within 30 days of being identified of reading deficiency.
 - 1. Parents will be notified in writing within 15 days of identification of reading deficiency, and updated every two weeks after notification with progress.
 - 2. Reading Teacher must provide explicit and systematic instruction in specific areas.
 - 3. Reading Teacher must use reading instruction methods that are based on scientific research and have proven results in accelerating student reading achievement within a single school year.
 - 4. Provide Reading Intensive Reading Interventions within and outside school day.
 - 5. Reading Teacher must progress monitor every two weeks.

3. Retention Policy

- A. For grade 3 students, if not proficient in reading by end of school year, the student will be retained or can apply for an exemption.
 - 1. Good Cause Exemption
 - a. Student is on an IEP

- b. Student has 2 years of intensive interventions with progress monitoring data and still reflects a reading deficiency and was previously retained in K-3
- c. Primary language is something other than English and has less than two years of instruction in English
- d. Parents may request an exemption, to the principal by submitting documentation that such an exemption is appropriate
- e. Reading Portfolio

B. All exemptions will be recommended to the school board

C. Retention Notification/Support

1. Notification of intent to retain a K-2 student is done no later than 120 days before school ending to parents in writing.

2. 3rd grade is done no later than 30 days before the school ending to parents in writing and must describe the implementation of interventions/services provided to student.

D. All Grade 3 students retained, or who are allowed to move to the next grade level under a Good Cause Exemption, must be provided intensive reading intervention services, and additional services and support.

E. All students retained in K-2 who are also retained in Grade 3 must be provided with intensive acceleration classes for the majority of the student day which will provide reading instruction and intervention and have a reduced student-teacher ratio.

F. Reading teacher is defined as a certified teacher who has demonstrated the ability to be effective at teaching students to read at or above grade level.

Ava Earthman
2/5/19

Board Report:

Sports:

-Basketball: This weekend the boys basketball team is traveling to Bethel. Last weekend, they traveled to Kotzebue and won a game, with a lot of close games. Girls will be playing against Bethel in Nome this weekend. Two players made it to the All-Tourney team in Kotzebue.

-Cheer: The cheerleaders have started working on their Regions Routine and the newbies are learning very quickly!

-NYO: The NYO team has been meeting everyday. It is nice that their season was able to start so early this year.

School Happenings:

-The Youth Court has been meeting more regularly and been doing a lot of fundraising!

-The Speech and Debate class is traveling to Anchorage next weekend to watch a Moth performance. They will be bringing what they learned back to Nome so that they can put on their own performance.

-Some students told stories at the Arts Council's storytelling event and it was a very nice evening.

-Educators Rising is a program that helps students learn about the more professional side of teaching. A few students taught lessons in certain classes, graded work, and even did some Kagen activities.

-There are a lot of really interesting classes offered this semester including: Forensics, Storytelling, and Inupiaq.

Nome Elementary School

Box 131 • Nome, Alaska 99762

Phone: 443-5299 Fax: 443-2850

Elizabeth Korenek-Johnson
Principal



Elizabeth Dillman
Assistant Principal

February 3, 2019

Dear Board Members,

School was back in session and routines fell into place quickly. With a week of settling in, staff and students got into MAP, DIBELS, and BAS assessments. MAP testing continues until mid-month February, but may be completed sooner. We will be looking at these data sources as a staff in February, analyzing the results for growth, instructional needs, and informing families of student outcomes.

Our January Minimum Day In-services included SAM: Numbered Heads Together, CLSD grant orientation, evaluating interventions, and an introductory presentation from Jennifer Johnson. Jennifer is a forensic nurse with Kawerak's Child Advocacy Center (CAC) and will be working with our staff and students in the month of February in educating our students on safe vs. unsafe personal interactions, in accordance with Erin's Law.

A team of four NES staff, accompanied by Laurie Schoenberger, attended the 2020 Alaska RTI/MTSS Conference, as well as the grant orientation workshop presented by DEED, where we were joined by Superintendent Burgess and Megan Hayes. The department highlighted best practices in early literacy, and provided tools and time to work on our grant action plan. All of the sessions attended over the four days were valuable and productive.

Our "Inupiaq Phrases of the Week" for January were:

- Qanuqitpa sila? (Caw-nuk-it-pa see-la?), "How is the weather?"
- Aniuqatut! (ah-new-qaa-toot!) "We have snow!"
- Israliqpaqtuk! (i-sha-lik-pak-tuk), "It is very cold!"

Our values of focus were:

- Speaking our traditional language, Inupiurabaluta (inu-pee-ra-ba-lu-tah); and
- Commitment to the family, Mannaklui kifunnaisi (man-naq-lu-wee ki-fun-na-see).

School Counselor Focus: Active Listening & Different Perspectives

Requested Reporting:

NPS Strategic Plan, Goal #5: All students, families, community and staff will feel inspired by and strongly connected to their school.

In addition to the sub-goals below, I feel this is something we are working hard on everyday. Greeting families each morning and afternoon, having genuine conversations with families on a weekly to daily basis, and being enthusiastic with staff, students, and families about the direction we are going, and the things we can accomplish together I hope are inspiring our stakeholders, and helping them to feel connected to our school.

1. Conduct the School Climate & Connectedness Survey (SCCS) annually.
This survey is currently open to the public, and it has been shared/advertised, as it is annually. Staff and students will complete their surveys between Feb. 10 and 21. We will also have computers available to families during Parent/Teacher Conferences for the purpose of completing the survey.
2. Offer students, community, and staff opportunities to examine the SCCS to enhance and strengthen the school environment.
NES staff evaluated our student data during in-service days in the fall. We determined areas on which to focus our efforts for improvement, and created an action plan to meet those goals. This process included a deep dive into Kagan structures for specific social skills that would help us meet our students' needs. This plan was shared in the August 2019 board report (included below). Admittedly, we could do more to engage students and community members in this process.

“Nome Elementary School Students, Grades 3 – 5, will increase overall favorable response rates in the areas of Social and Emotional Learning and Caring Others on the School Climate and Connectedness Survey to 65% (each) by the spring of 2020.

Action Steps:

Frequency and consistency of cooperative learning structures as instructional strategies will increase in all classrooms. This will include class-building (x1/week) and team-building (x2/week) activities.

Connected and Respected lessons will be taught in classrooms, at least one lesson every other week. Reflection will take place in teams monthly.

Monthly SEL focus—two lessons per class/month with School Counselor, that is reinforced throughout the month by all staff. These two lessons may be Connected & Respected, team-taught by the teacher and School Counselor.

Monthly Theme: Cultural Values—Staff and students will focus on one to two of the Inupiaq Values each month. Values will be highlighted school-wide in morning announcements, and reinforced in classrooms as teachers tie the values into how they apply in life, classroom community, and instructional materials.”

NPS Strategic Equity Framework, Initiative #4: We will engage families and communities as essential partners in supporting academic achievement for learners from all demographic groups.

4-1: Engage families and community members in courageous conversations and community action to develop cultural competence and create and sustain the conditions for equity and excellence for all students.

This is not happening with explicit intention right now, but has happened in some settings/instances. At our community potluck this fall there were conversations around cultural equity and excellence for all as we looked at how to best use migrant education funding if consolidating with other grants. As we develop our Leadership Team and path, we will have a community representative to provide input.

4-2: Continue to engage all families in dialogue and the creation of strategies to bridge between schools, families, and community.

This occurs during Fall Open House, Parent/Teacher Conferences, family literacy nights, and community forums. In the fall when teachers meet with families, they ask the families about their children: their interests, any concerns families have, etc. At conferences teachers share how the students are doing, but also ask for input from families about how their child learns best, or what strategies work at home. Literacy nights are structured to provide families multiple strategies to help their children interact with text at home. Additionally, PTA is helping to coordinate "Coffee with the Principal" events in town, so community members have the opportunity to ask questions and provide feedback in a relaxed setting. Input will also be gained through leadership team, as stated above.

4-3: Identify community resources to support and be co-responsible for students' academic success.

We work closely with Nome Community Center, including Nome Boys' & Girls' Club, as well as Nome Eskimo Community to support our students' academic success. These organizations provide resources such as after school care, activities, homework support, and even parenting classes.

4-4: Mediate educational barriers through improved integration of school and community resources to better serve children and families.

We work with families, Nome Community Center, NSHC Behavioral Health, Nome Police Department, Kawerak's Child Advocacy Center, and AK Office of Children's Services to ensure the basic health and safety needs of our students are being met. We try to connect families to the resources they need, and open our doors to BHS clinicians serving our shared clientele in the schools. We work with entities around safety for children whenever needed.

4-5: Expect, encourage, and provide opportunities for family involvement in their children's education.

As part of our Title I School-Wide plan last year, we instituted an educational compact. This is a statement of what each stakeholder will strive to provide for each of our students. The compact is sent home annually and signed by all participants. It is also included in the student/parent handbook as a reference.

Monthly family literacy nights are getting started again. These are organized by grade level to support families with strategies that can be used at home to help enhance reading comprehension. This pairs nicely with our school-wide expectation that all students read or are read to outside of school on a daily basis, recorded using our school-wide reading log. Having a consistent expectation and recording tool helps families to know the expectation, and what form to look for. Research shows that students who read at home consistently will make a year's growth in school.

Again, Parent/Teacher Conferences are another expected opportunity for families to be involved in their children's education.

4-6: Adopt and promote a district-wide culture that engages all families as essential partners in district and school planning and decision making.

It is the practice of Nome Public Schools that community stakeholders are involved in decision making for the schools. This continues to be reflected in curriculum review & adoption, strategic planning, the NES Title I Plan, federal fund consolidation & use, immersion implementation planning, and the NES Leadership team.

4-7: Engage the business, social service, tribal associations, and government communities as partners in supporting and promoting academic achievement and the equity goals.

At NES we engage several organizations including BHS, Kawerak's CAC, Nome Eskimo, National Park Service, and several community members in the education of our students. These entities help to support and enhance our programming.

Coming Events:

- PTA NES Spelling Bee Feb. 5th at 6:00PM, Commons.
- SCCS for Students & Staff Feb. 10 - 21.
- Laurie Schoenberger on-site Feb. 10 – 13.
- Data triangulation & application Feb. 12.
- Staff attend Kagan Winter Academy (Vegas): Liz KJ, Matt Slingsby (Win-Win Discipline), Julie Fabignon Cross (Kagan Coaching & Instructional Coaches); Feb. 13-18.

- Parent/Teacher Conferences are scheduled for Feb. 17 & 18.
- Mrs. KJ & Mrs. Erikson will attend undoing racism workshop Feb. 26-28.

Statistics

In the month of January school was in session 15 days. During that time:

- We served 4,379 student breakfasts;
- We served 4,404 student lunches;
- Our attendance rate was 88%.

Nome Elementary School provides a positive and welcoming environment where our culturally-diverse students, staff, and community members are valued through mutual respect, collaboration, safe interactions, and enriching experiences. Clear and high expectations serve as guidelines to reach success and wellness for all students in this rapidly-changing world.



ACSA Board Report, February 11, 2020

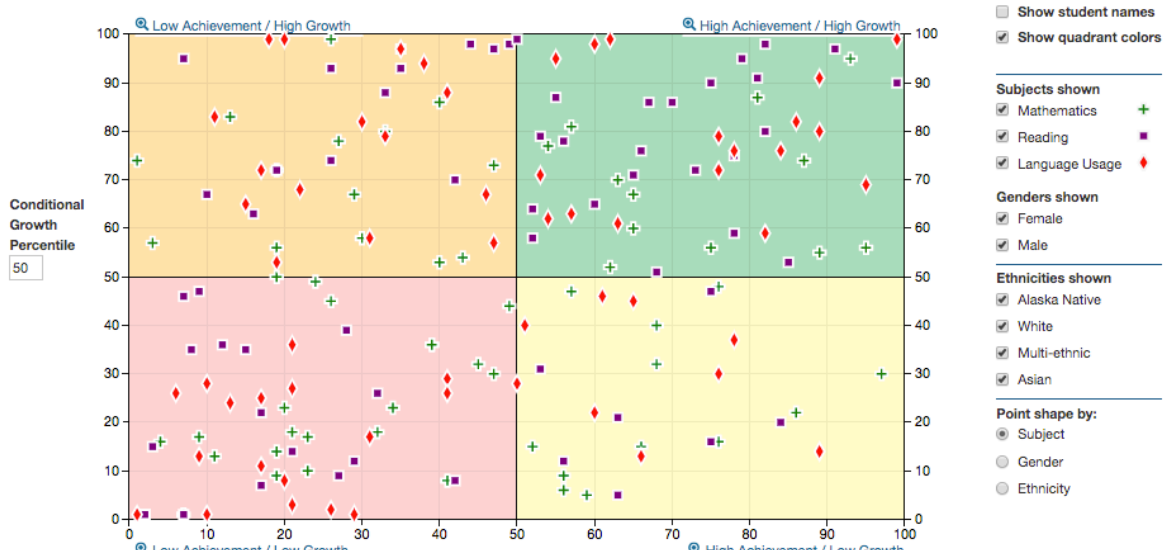
Lisa Leeper, Principal

Enrollment / Attendance Update

- There were two changes to enrollment in January.
- We had a 92% student attendance rate for January.

Classes and Activities

- January Student of the Month: To Be Announced
- We completed our Winter MAP tests. We strive to help students meet their expected growth goals. Below is a current snapshot of part of a report called the Achievement Status and Growth Summary with Quadrant Chart. Though not included here, we can see the exact amount of growth made in each subject area for each student. Based on these results and other MAP test data that outlines specific student needs in reading, writing and math, each teacher has selected skills and content to focus on in the 3rd quarter.



Summary data by subject

	Mathematics	Reading	Language Usage
Percentage of Students who Met or Exceeded their Projected RIT	50.8%	63.3%	55.9%
Percentage of Projected Growth Met	77.5%	135.9%	114.4%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	59	60	59
Count of Students who Met or Exceeded their Projected Growth	30	38	33
Median Conditional Growth Percentile	47	65	58

- We are preparing for Student Led Conferences. Taking responsibility for one's learning is one of our core goals for students at ACSA, and we feel that Student Led Conferences provide an invaluable way for our students to demonstrate responsibility and accountability for their academic performance and citizenship. To help create a positive experience both students and parents, we provide structure and scripts, give every student a chance to practice with an assigned partner, and give parents helpful information.
- Strategic Plan Goal #5 - All students, families, community and staff will feel inspired by and strongly connected to their school.
 - ACSA parents are recruited to serve as members of the Academic Policy Committee. As such, the APC reviews and adopts the curriculum of the school.
 - ACSA aims to communicate with parents regularly. The principal sends a daily message to parents regarding important events and information, and our admin assistant updates a FaceBook page and the school website. Teachers try to call, email, or meet with parents as often as possible to address both strengths and needs of individual students.
 - ACSA reaches out to families for volunteer support. Family members can help the school and students in a variety of ways. We know every person has different capabilities and interests, and we try to match opportunities to those.
- Equity Framework Initiative #4 - We will engage families and communities as essential partners in supporting academic achievement for learners from all demographic groups.
 - Again, communication is a key element in helping every student learn. As such, we try to help families access helpful tools to support their children. We encourage students and families to use PowerSchools to keep current on a child's academic achievement, and we offer support before and after school for students who need it. There is an after school bus on Tuesdays and Thursdays, and quite a few students take advantage of the extra time and assistance provided.
 - When we don't hear from parents and we see a student is in need of support, we contact the parent and discuss ways we can work together to help the student make progress.



Nome-Beltz Jr/Sr High School

PO Box 131 Nome, AK 99762

907-443-5201

Date: 02-04-20

To: NPS Board

From: Jay Thomas and Caen Dowell

Subject: February Board Report

Current Enrollment: 256

Attendance Average for Quarter Two: 85%

We continue our look at the strategic plan and the equity framework. This month we are looking at strategic plan #5 and equity framework #4.

- 1) Strategic Plan Goal #5 - All students, families, community and staff will feel inspired by and strongly connected to their school.
- 2) Equity Framework Initiative #4- We will engage families and communities as essential partners in supporting academic achievement for learners from all demographic groups.

NBHS will continue to use the Climate and Connectedness survey to gather data and feedback about our school. We have worked hard to increase communication with all stake holders. Partnerships with many local businesses including NSHC, NAPA, TSR, and Wilderness Skidoo have increased our connection to the community. These local businesses are currently hosting work study students from NBHS.

Winterim classes once again this year included community instructors, parents, and NACTEC teachers. Activities during winterim included our public safety officers, search and rescue personnel, and members of the Armed Forces.

NBHS has made the school available to NSBH to host talking circles and teach about healthy choices.

NBHS hosts parent/teacher conferences twice per year. Teachers see parents both during the day and in the evening. Rides are provided for anyone in need.

NBHS offers a full range of athletic opportunities. Our students participate in volleyball, cross-country, wrestling, basketball, archery, E-sports, cheer, music, and NYO. These activities play a large role in the connectedness of our students, parents, and community.

Some other happenings to share are as follows:

- December graduates were Cameron Kunnuk, Devon Prentice, and Ethan Seeganna
- Winterim was a great success again this year. The classes were as follows:
 - Small Engine Repair
 - Board Game Logic
 - Welding
 - Heavy Equipment
 - Basics of Sewing
 - Seal Hat Making
 - Outdoor Activities
 - The Art of...
 - Cooking Around the World
 - Law Enforcement Careers
 - Qaspeq Making
 - Music and Storytelling
 - Dungeons and Dragons
 - Culinary Arts
- NBHS archers competed in the state competition. Each team hosts their own event and then they upload the scores to the state. Kaleb Janke have a good chance of qualifying for the National competition.
- Joey Tocktoo has joined the National Guard
- Kenneth Soolook leaves for AMYA next week

The activity schedule at NBHS has been filled with basketball and cheer. Our teams have played in the Subway Showdown, the Delta Tournament, and the Kotzebue Tournament. The season is about half over for the high school, with the regional tournament happening in mid-March.

The Jr. High season is also in full swing. The girls and boy's teams have both played in Kotzebue and are planning on more travel in the near future.

NBHS has an active group of students involved in Youth Court. The current members are Anna Peterson, Katlyn Smith, Savanna Teeseateskee, Amanda Coughenour, Cameron Minix, Hannah Colvin, Imari Bright, Molly Kenick, Raina McRae, Madison Tocktoo, Madigan Hargis, Dorothy Callahan, Karis Evans, Noah Hobbs, Kristina Kunnuk and Tiffany Willis.

NBHS has a formal winter dance scheduled for February 15, 2020. The theme is the "Yule Ball" from Harry Potter.

Staff Happenings:

- Misty Tweet had a baby girl on 1-28-2020
- Mike Hoyt and Sarah Liben attended Kagan training in Dallas
- Tony Husemann attended a DEED workshop for science PEAKS testing
- Jenn Shreve, Hana Robb, and Jay Thomas attended the RTI conference in Anchorage

Nome Public Schools
Director of Technology Report
Jim Shreve
11 February 2020

Major projects

36 ViewSonic interactive displays arrived to replace classroom teacher Promethean Boards. Tech Dept personnel attending a free ViewSonic offered device training during the Alaska Society for Technology in Education (ASTE) conference in Anchorage 22-25 February. Upon our return we will install one display in the JrHigh Computer Lab (future Jr High classroom) to utilize as a training device. We will schedule teacher training with a focus on the group of innovators / early adopters first in order to utilize these individuals as building trainers for NES, NBHS, and ACSA. After early adopter training is complete, we will coordinate with the Maintenance Department for installation of the displays in these teachers classrooms and complete remaining classrooms as more teachers complete training.

Realignment of the 80+ previously issued JrHigh iPads to NES classroom pods to increase iPad ratios / availability for NES students is complete. As previously reported the increase of these device ratios will cause overload on our existing smaller capacity WiFi Access Points (AP) in the classroom pods. I identified, successfully tested, and purchased 3 higher capacity APs to assist in alleviating this overload. A small plus up of Category 2 (Network Infrastructure and Security) E-Rate funds to pay for the upgrades for the remaining APs will be available in SY20-21 and we will again receive our full 5 year CAT2 budget beginning in SY21-22.

As we prepare to move to more ChromeBooks for our students and to also possibly downsize our number of computer labs we began sampling the ability for students to take assessments on their student devices versus only using computer labs. Most Senior High, Junior High and all ACSA students are completing their Winter MAP session on their 1:1 MacBooks or classroom issued ChromeBooks. Many NES Teachers are also testing students on iPads and MacBooks instead of in the Mac Labs. We received feedback from test proctors that many liked the time savings and classroom management capability increase of assessing directly in their classrooms. There were reports of some devices dropping connection to the MAP Servers but after a few WiFi AP reboots these numbers were not that different from what students / proctors experience in the Labs.

Future Projections

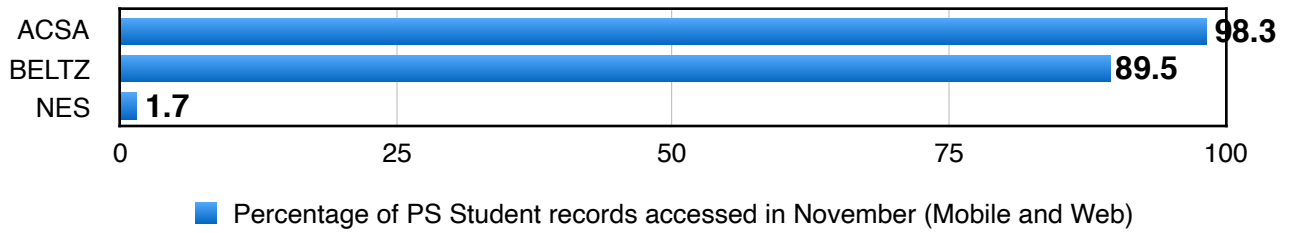
Continuing the process of developing plans for technology equipment replacement to best suit our budgetary and user needs as our equipment ages out as identified in the 10 year Tech Department Budget Projection. Seriously researching the use of ChromeBooks vs MacBooks for student devices. Also working with Title 1 and Special Education to identify and replace some of their aging computers as well.

Status of NBHS Computer Lab device updates: No change from last report. Pending device selection for meeting compatibility and security requirements for testing services. Pilot of the feasibility of students testing on assigned student devices in classrooms instead of only in a lab environment was successful. Estimate remains between \$30,000 to \$60,000.

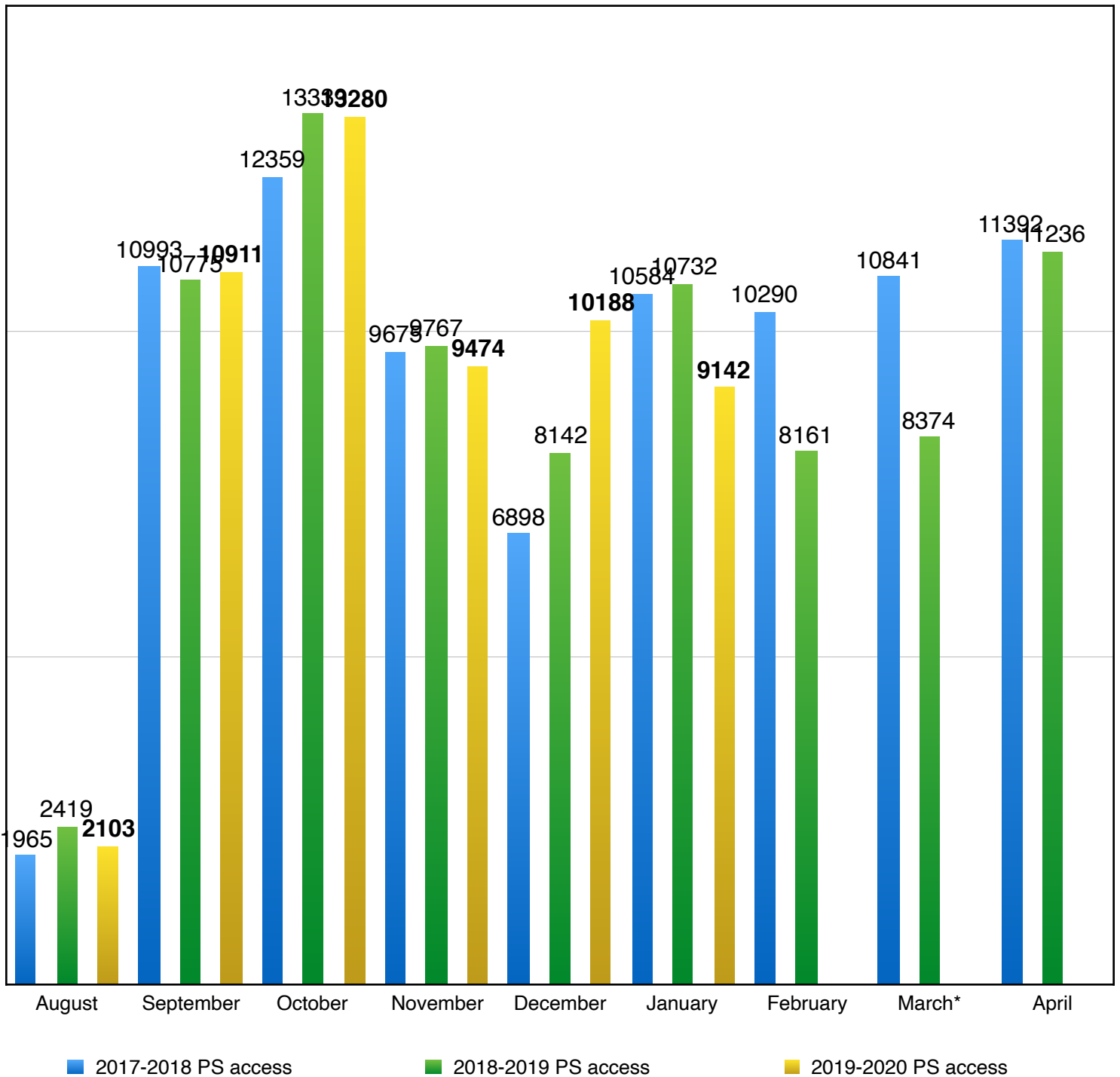
PowerSchool Online Enrollment

Continuing to work with PowerSchool Enrollment to apply updates / fixes to our data delivery and content questions for our 2020-2021 School Year.

PowerSchool Student Information System Access data
PowerSchool use, by students and parents, remains within norms as we
continue the school year.

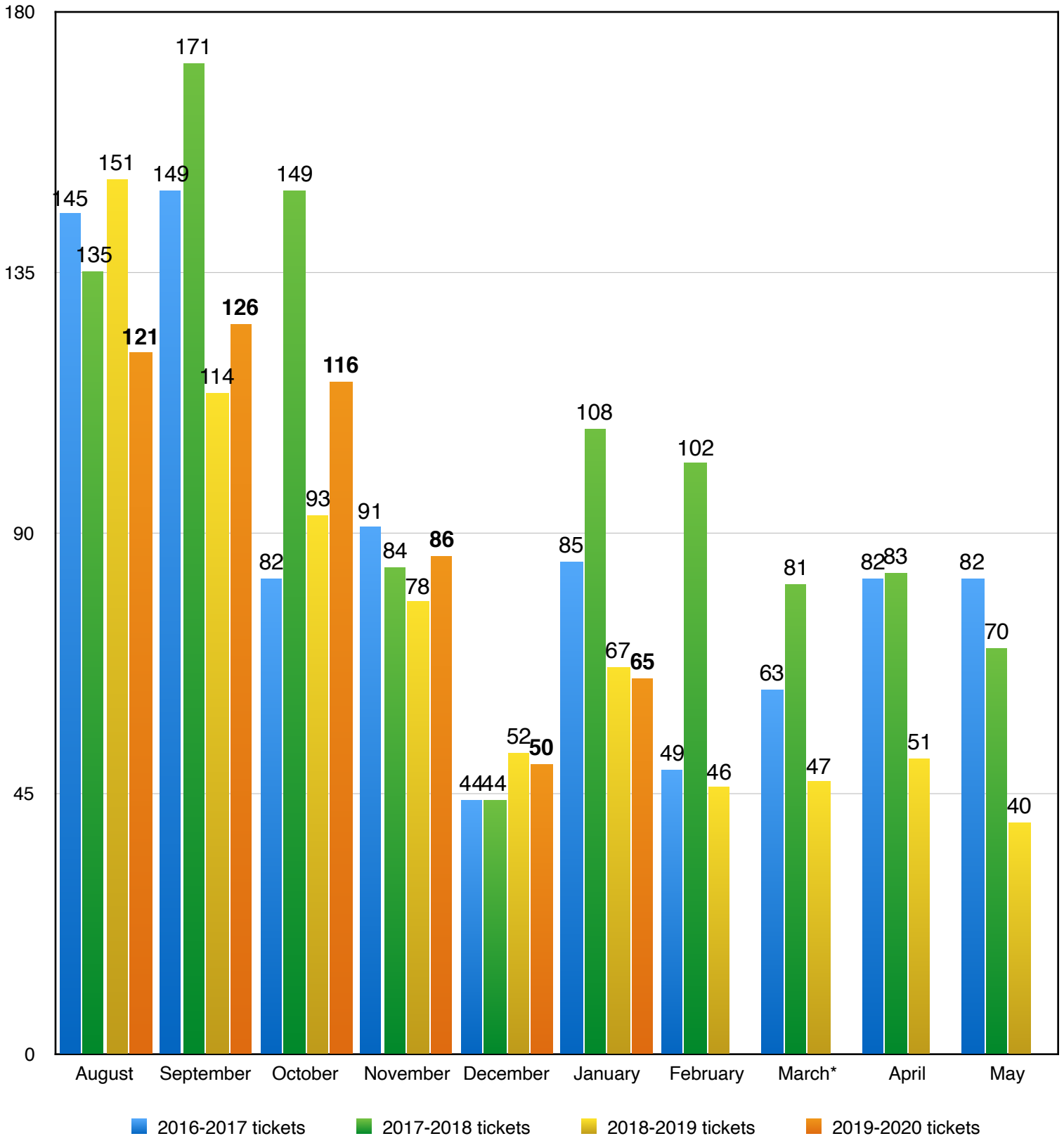


Total Parent and Student PS Web and Mobile Access Sessions for Month -
(corrections made to Aug, Sep, Oct, Nov, and Dec to add Mobile App Access numbers to total)



Technology Web HelpDesk

Part of the technology department's duty is to maintain the Technology Web Help Desk for staff to request repairs, training and troubleshooting. In September we responded to 126 tech requests through the system. We encourage staff to make use of this resource but many immediate needs are still handled outside of it.

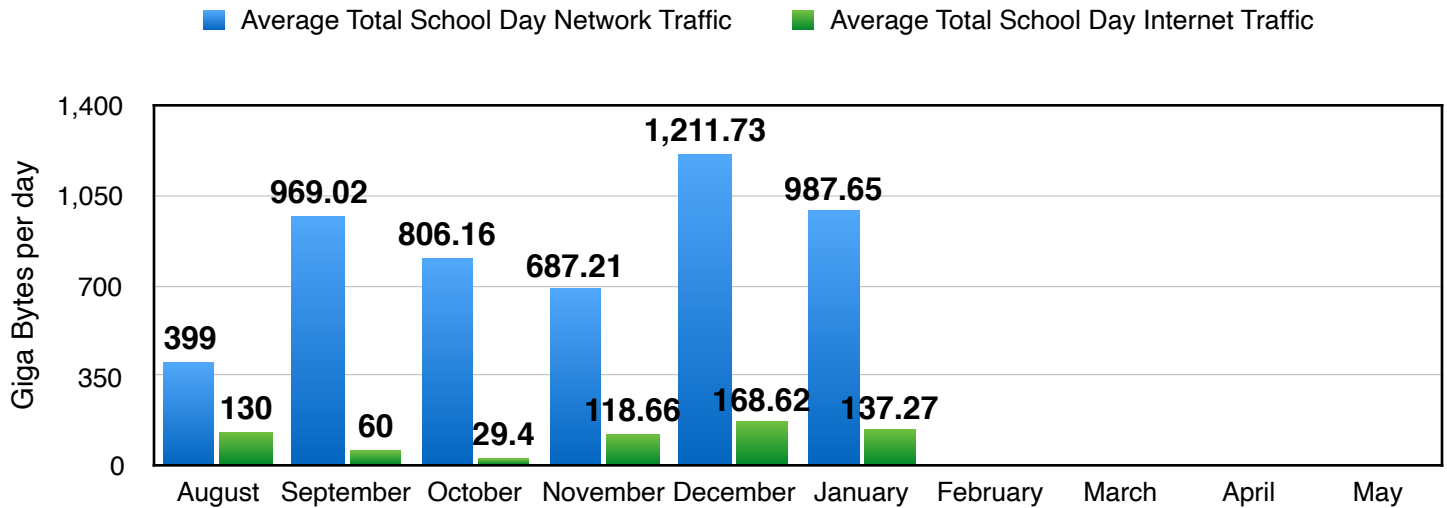


Network / Internet Delivery

Network traffic is defined as all traffic that passes through our network Access Points and Switches (this includes all local server traffic and Internet traffic). Internet traffic is only that network traffic that traverses the subsea fiber optic cable to Internet services and back.

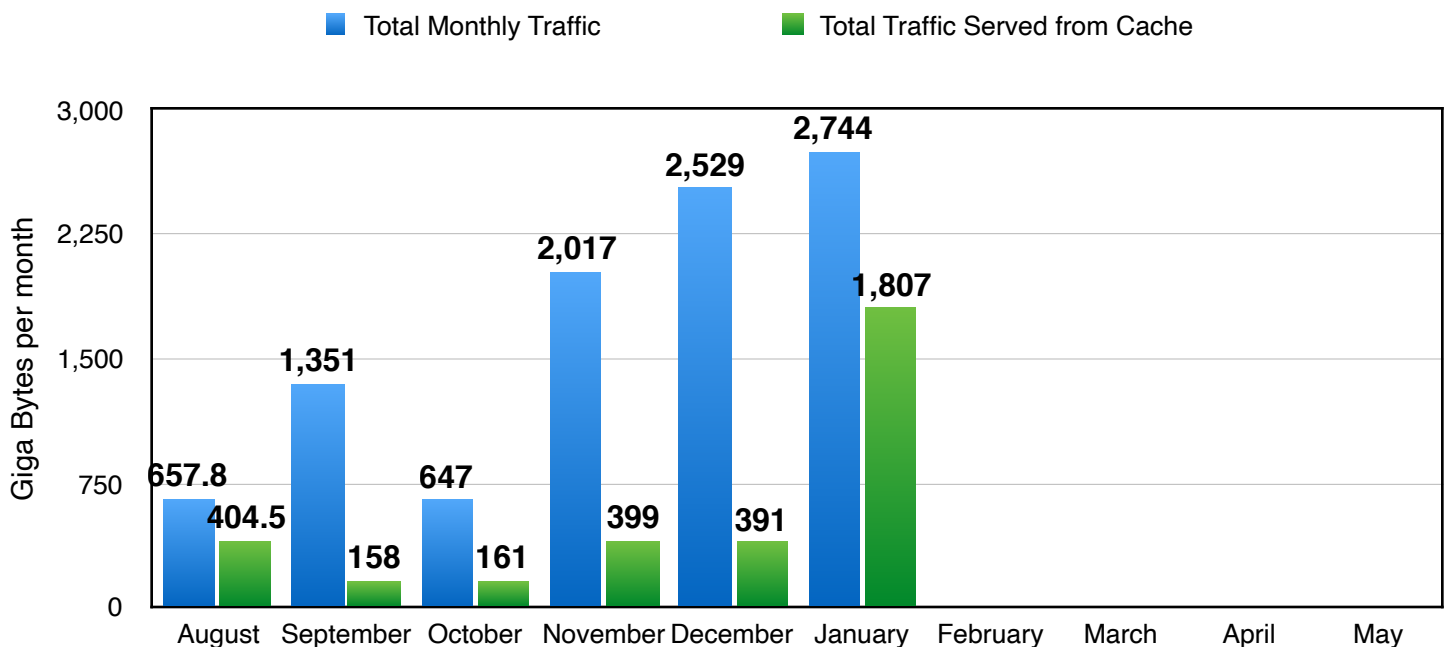
Total January Network traffic = 19.29 TB

Total January Internet traffic = 2.68 TB



Internet Caching Traffic

Traffic delivered via Cache does not have to travel across the fiber optic network / internet. This traffic includes locally delivered files, apps, and updates requested / delivered from the CacheBox Media Library, local Software Update Server, Safari Montage Media Server, and cached Content Delivery Network (CDN) information.



Nome Public Schools Board Facilities Service Report, February 2020.

John W. Mortensen, Facilities Director

John.mortensen@nmsusa.com

907-244-4121

For the Month of January Work Order Report

- New and old work order requests: 259 We have removed all the old work orders since May 2019 and narrowed it down the current 259.
- Scheduled Workorders Completed: 1
- Preventative Maintenance Work Orders Removed from School Dude but not Completed: 308
- New Preventative Maintenance Work Orders for February: 110
- Preventative Maintenance Completed this year: 0
- Unscheduled Workorders Completed: 27
- Projects Completed: 2

Injuries & Accidents

- Travis Wilkerson is on light duty from the 24th of October through February. Currently he is working on "light duty" until he has a doctor's release.

Employee New Hires

- Sueann Kowchee - Custodian

Maintenance Department

- The list below is not exhaustive, and the maintenance department is very behind with the current maintenance staffing, daily emergencies, new and old work orders, and the preventative maintenance workload.

Maintenance Department Emergencies - Triage List – Priority

- Apartment 1F Burnt Electrical Panel Connection 1-6-20 – **Repaired so it is working but need to change out two burnt meters and change breakers. Ongoing**
- **Completed** - Fire sprinkler line freeze and blow out 1-1-20 New Year's Day in High School Auto and Carpenters Shops. - Taylor Fire flew in that Friday and repaired and got fire sprinkler and alarm system back online. Repair is ongoing and will need labor and additional materials to complete. Possible water damage to both areas in the High School.
- Fire System Alarms going off constantly starting 12-27-19 due to dust on the fire sprinklers, and sensors, and lack of long-term repairs and maintenance. - **Stabilized and relates directly to the fire deficiencies report and hiring sub-contractor to complete repairs.**
- High School water tank controls and tank pump control panel – Ongoing, have all materials and need labor to complete. **Not enough labor to complete currently.**
- High School Pools HVAC fan, heat, and control system down as of Monday 12-30-19 - **Had meeting with the City of Nome and School District Superintendent to discuss options. We have a**

list of 11 items that need addressing and are working on bidding what we can fix in the short term and will make recommendations for the long-term problems and projects on this list.

- Woman's gym Locker room shower broken water line - Waiting on matching tile to remove shower and repair.
- Currently two exhaust fans that serve the kitchen at the elementary school are down. Working with Anchorage supplier to get fan replacements and will add to work list when we get the parts. **Ordered Parts 2-3-20**

Projects in The Works

- High School Snow Removal – Have been behind all winter because our Volvo loader is having mechanical issues and breaking down and personnel issues as well. We are caught up on snow removal as of today 1-7-20, if the Volvo loader breaks down again, we will get behind again and possibly need subcontractor. **Hiring seasonal operator to do snow removal and tech work on down time.**
- For every Snow event at the High School it requires two (2) full time Maintenance Staff employees the 1st and second day, and 1 employee for third through the fifth day. Excluding light duty employees, we have a total of five (5) employees in the Maintenance Department. High School Snow Removal currently requires 1/3 to 1/2 of our maintenance staff for 3 to 5 days per week. We need a full-time operator so our HVAC or plumbing technicians can work on HVAC, plumbing, and preventative maintenance.
- High School Gym seating renovation and replacement – **Incomplete**
- Nome Public Schools facility fire sprinkler system and fire alarm deficiencies – Have reports and bids that are incompatible. Need review and rebid with Taylor Fire and additional bids. – **Bids have been vetted and submitted to the Superintendent for approval.**
- Day Fuel Tank Elementary School fuel line and pump replacement. Being designed by RSA Engineers and have already purchased the pump replacement.
- Nome elementary school roof and boiler stack repair has started. There are 2 subcontractors, one is the roofing and one is the façade and boiler stack subcontractor. The roofing subcontractor is not coming back until the end of January or first of February. The façade and boiler stack subcontractor cannot do their work until the roofing subcontractor does most of their work first. Additional water damage in December caused by the roofing contractor needs to be remediated for water damage and is the insurance company's responsibility.
- **Completed** - Elementary School Main Entry Lighting – Have materials need to complete work ASAP.
- Replace all air filters on all HVAC Air Handling Units at both High School and Elementary Schools campuses and all buildings. Should be done every month to six months depending on filter type. – **Have submitted revised system and pricing to Superintendent for approval.**
- NPS door signage – We have all materials but no manpower to do the work currently.

Future Possible 2020 Projects

- Chevy Van conversion 4 Wheel Drive is completed and back in service, and Wheelchair Lift addition will not be complete until Spring 2020 by approximately March. 4 Wheel Drive

- Maintenance building boiler replacement. All parts on site but no manpower to complete now or this year. Will go out to bid to for labor installation subcontract for budget.
- Nome high school septic tank pumping – City is too busy apparently to work on it currently. Will get to it when they can.
- High school teachers lounge adding either extra circuits or splitting the current circuits that are in place – Canceled due to cost of a minimum \$9,000.00.
- Science lab VCT tile replacement and Elementary School floor tiles replacement in pods. Need clarification of scope of work.
- Replace broken windows at Nome elementary school, windows are here and in the shop at the elementary school, this will need to be done during summer.
- High School Exhaust Fan Out East Side Boys and Girls Restrooms. Need to order materials and complete work ASAP.
- Dorm hallway carpet replacement
- City Anvil Science Academy Restroom Addition – Was awarded to Bering Straits and should start in 2020.
- High school roof repair - Being Designed
- Raising the main entrance at the Nome Elementary School. Needs to be designed and bid.
- Nome Elementary School fire alarm system renovation. Designed with engineers estimate. Needs to go out to bid.
- Apartment exterior lighting should have been completed by the 8th of November. Scope of work is not complete. Sub-contractor and NSD work are incomplete - Intermittent problems with repair work not completed also.

Future Long-Term Projects

- All Nome Public Schools facilities Direct Digital Control systems (DCC) upgrades with central computer control that monitors all HVAC – We have 65% completion in the process of engineering and creating the facilities controls upgrade concept design plans, specifications, and cost estimates. Will recommend project phasing by building and area to help with long term budget, bidding of replacement, and implementation from worst to best condition area replacements.

Custodial Department

- Requesting Custodial Department School District Wide Foreman’s position creation
- Elementary School Custodial staff is doing a good job and we believe the elementary school management is happy with their performance.
- The high school custodial department is very behind with the current high school custodial staffing, broken equipment, and new and old work orders workload.
- Need to hire two new High School Custodial staff members to replace missing and sick leave employees. **Hired Sueann Kowchee on Monday 1-27-20**
- Will change High School District Office custodial staffing from 2 part time to 1 full time employee ASAP.
- Will further refine our routing, planning, and organization of High School Custodial crews.
- Repair and replace broken equipment.

- Train and give custodial staff lead further access to School Dude work order log system.

Special Education Board Report, January, 2020
Nadene Parshall, Special Education Director

Special Education Department

- 81 Active SpEd caseloads
- 10 Current paraprofessionals
- 2 Current vacant positions
- 1 Administrative Assistant
- 5 Special education teachers
- 1 Speech pathologist

Current Events

- Two professional development days will be given for the Para Professionals on February 17 and 18th. The special education teachers are also welcomed to attend. The training is to be conducted with the help of the Southeast Regional Resource Center (SERRC).
- The Special Ed Conference will be held this month in Anchorage on February 15th through the 19th. We have one teacher who will be attending.
- The school psychologists were here at the end of January working with the students and the teachers.
- We have now begun the process of getting all of the required student files to the company who is handling our Medicaid process. The company is TTCO Holding Company, Inc., DBA SEAS Education.
- The Response to Intervention (RTI) training took place in Anchorage and it was very well attended. Over 1000 teachers, aides and administrators were there. We had one person attend this training.
- The Special Education department has received the states information on our Intensive Needs students. We are working on getting these students approved by the state.



**Human Resources Manager-School Board Report
February 11, 2020
Cynthia Gray, NPS HR Manager**

RECRUITMENT/RETENTION

New Hires/Certificated/Classified:

No new hires since last board report.

We continue to recruit for the following positions for the 2019-2020

1. Special Education Paraprofessional/District wide
2. Music Teacher/District wide

PERSONNEL PROJECTS

January is the deadline for teacher evaluations to be completed and turned in to HR by all supervisors/building principals and other administrators. HR reviews these to ensure any personnel documents are done if necessary and all certified evaluations are completed correctly. Human Resources has completed staffing review with the superintendent to complete Administrator contracts for the 2020-2021 school year. Certified teacher contracts are completed by HR after reviewing all building principal recommendations for placement/assignment for the upcoming 2020-2021. Together HR and payroll review salary numbers for any adjustments and final contracts printed for board review. February and March will be a busy time for Human Resources. After teacher contracts have been returned and signed, NPS will know what vacant position to be advertised for the 2020-2021 school year. The following is the schedule for upcoming Alaska Teacher Placement Job Fairs for 2020:

- March 13-14, 2020-Anchorage Alaska
- April 2, 2020-Minneapolis/Bloomington, Minnesota
- April 8, 2020-Portland, Oregon
- June 18, 2020-Houston, Texas

EMPLOYEE BENEFITS

No employee benefits update.

STAFF RECOGNITION/EMPLOYEE ACTIVITIES/FUNCTIONS

There are no employee functions/activities planned in the next month.

I am happy to answer any questions the board or anyone may have of me.

Quyanna.

Respectfully submitted.

Cynthia Gray

Nome Public Schools Board Report
Megan Hayes
Director of Federal Programs

February 4, 2020

Consolidated Grant/Title I-A/Title I-C/Title II-A

•Teachers and administrators traveled to ANC for the RTI conference, January 24-26. Nancy Bahnke, Meghan Ten Eyck, Amanda Snyder, Elizabeth Korenek-Johnson, Megan Hayes, and Jamie Burgess attended one or more days of the conference. I attended two sessions lead by Ricky Robertson on Trauma informed interventions and Leading for Resilience for Administrators. “Ricky coaches educators in developing a relationship-based approach to teaching and learning that inspires transformation through compassion, humor, deep listening, and “real talk.” Ricky is the co-author of Building Resilience in Students Impacted by Adverse Childhood Experiences.”- From RTI promotional material. I also attended a very informative session on reading intervention strategies led by Lexie Domarakzki and Shelby Skaanes. The women presented on what a daily 30 minute foundational skills reading lesson should include. As a secondary teacher, I was introduced to the importance of establishing daily routines that can strengthen any reading program.

•Last semester 6 teachers lead our migrant tutoring program: 2 teachers NES, one teacher at ACSA, and 3 teachers at NBHS. The tutoring took place on Tuesdays and Thursdays, with preference to migrant students at ACSA and NBHS. In total the tutors served 39 students. In addition, 1 teacher met 5 times with children for literacy support at the Bering Sea Women’s Shelter. Tutoring has started up again this semester at all three campuses. (Title I-C)

•Following a successful Migrant Swimming session this past October, we will be offering lessons this winter. The winter session of Swimming Lessons will run for 5 weeks, with lessons on Mondays and Wednesdays. This session is for grades 1-4 and will cover both beginner and intermediate swimming skills. For those who do not have transportation to the pool we are again offering cab vouchers from Nome proper to the NBHS campus and back. (Title I-C)

•Planning for literacy nights at NES is underway. Nancy Bahnke and Julie Fabignon-Cross will lead the literacy nights for each of the grade clusters, with teachers attending on their class’s nights. (Migrant Literacy Grant)

•Migrant education funds continue to be used to cover tuition for migrant students to take enrichment and regularly credited classes through the NWC of UAF. (Title I-C)

•The book fair preparation is happening and the book fair will start on Feb. 10 and run through Feb. 18 at the NES library. Migrant students will receive a voucher for \$25 worth of books of their choice. (Migrant Literacy Grant)

•Jay Thomas, Elizabeth Korenek-Johnson, Julie Fabignon-Cross and Matthew Slingsby will attend the upcoming Kagan conference in Las Vegas (Title II-A funds)

•I completed the revisions of the Consolidated Grants, specifically Title I-C, as we had received an additional \$155,000 in redistribution of Migrant Education funds last November. The majority of this added funding will go to pay for an additional aid at the elementary school (consolidated funds) and migrant high school credit recovery summer school this summer. Funds will also be used to send 6 migrant middle school students to ANSEP (Alaska Native Science and Engineering Program) in ANC this spring. Finally, the remainder of the additional funds will be spent on 10 new computers for NES to support the literacy programs.

Johnson-O'Malley- These funds continue to provide the supplies necessary for our NPS cultural teachers Sandi Keller, Annie Conger, and Phyllis Walluk. Recent expenditures have included seal and beaver skins for sewing, beads and supplies for making ice fishing poles.

Indian Education- this grant pays for instructor salaries.

Comprehensive State Literacy Development Grant- On January 25th, Nancy Bahnke, Meghan Ten Eyck, Amanda Snyder, Elizabeth Korenek-Johnson, Megan Hayes, and Jamie Burgess attended the team building and introduction to the Comprehensive Literacy State Development grant. DEED rolled out their new Alaska Reads Act. The CLSD grant is part of the legislation created to improve reading outcomes in grades K-3. Dr. Laurie Shoenberger attended the introduction with the CLSD NES leadership team, as the literacy consultant. (Consolidated)

RLIS-(Rural and Low-Income School Program Grant) This funding was used to purchase instructional materials for reading at NES and the reading Benchmark Assessments.

Federal/State Reports

State Reports- Alisha Papineau completed the “Course History Report” for Migrant Education.

Assessments

MAP- Winter MAP testing has been completed at the NBHS, ACSA, and NES.

WIDA-The WIDA (ACCESS for EL) window is now open. NES will test students starting the week of February 10th. The junior high and high school will be tested later this month and into the first two weeks of March.

PEAKS- The PEAKS window- March 30- May 1

DLM-BettyJane Bryant will conduct this test for one students at NES. She is currently taking the training.

Current Enrollment	1/7/20	2/5/20
Nome Elementary School	376	382
Anvil City Science Academy	60	60
Nome-Beltz Junior Senior High	267	256
NPS Extensions Correspondence	18	23
PreK for SPED Svcs. Only	3	3
Total Enrollment K-12	721	724

SCHOOL BOARD COMMUNICATION

Title: Approval of FY21 Certified Teacher Contracts

Date: February 11, 2020

Administrator: Jamie Burgess, Superintendent

Attachments: None

<input checked="" type="checkbox"/>	Action Needed	<input type="checkbox"/>	For Discussion	<input type="checkbox"/>	Information	<input type="checkbox"/>	Other
			X				

BACKGROUND INFORMATION

Based on supervisory recommendations, in addition to all current tenured teachers, the administration recommends that the following non-tenured teachers be offered employment contracts for the 2020-2021 school year. Staff noted with a “*” will receive tenured status beginning in the 2020-2021 school year.

Keane Richards
Heidi Secor
Danyelle Ogren
Amanda Snyder
Rebecca Coleman
Zora Anderson (Counselor)
Doug Coulter
Aaron Blankenship*
Michael Hoyt
Sarah Liben
Randy Kreifel
Robyn Husemann (Counselor)

Matthew Slingsby
Madelyn Alvanna-Stimpfle*
Caroline Wiseman
Cassandra Coulter
Regina Jones (Speech Pathologist)
Denise Thomas
Katherine Garrison
Holly Harlow*
Anthony Husemann
Grace d’Antonio
Aaron Husemann
Misty Tweet (Counselor)

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval to offer contracts for the non-tenured teachers listed above and all current tenured teachers for the 2020-2021 school year.

Sample Motion: I move to approve issuing contracts for the listed non-tenured teachers and all current tenured teachers for the 2020-2021 school year.

SCHOOL BOARD COMMUNICATION

Title: Approval of Superintendent Contract

Date: February 11, 2020

Administrator: Brandy Arrington, Board of Education Chair

Attachments: None

<input checked="" type="checkbox"/>	Action Needed	<input type="checkbox"/>	For Discussion	<input type="checkbox"/>	Information	<input type="checkbox"/>	Other
			X				

BACKGROUND INFORMATION

Contract negotiations between the school board and Mrs. Jamie Burgess have concluded, and the Board is requested to approve the contract for Mrs. Jamie Burgess, Superintendent for three years from July 1, 2020 to June 30, 2023 with a starting salary of \$123,600, as proposed.

ADMINISTRATIVE RECOMMENDATION

Sample Motion: I move to approve the three-year contract for Mrs. Jamie Burgess as Superintendent from July 1, 2020 to June 30, 2023.

SCHOOL BOARD COMMUNICATION

Title: Approval of Contract for Business Manager

Date: February 11, 2020

Administrator: Jamie Burgess, Superintendent

Attachments: Contract for Alaska Education Business Services

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

x

BACKGROUND INFORMATION

The administration is pleased to recommend that the current contract with Ms. Genevieve Hollins of Alaska Education Business Services (AKEBS) for Business Manager be continued for another year. There is no change from the current annual cost.

Ms. Hollins and AKEBS have a long-standing relationship and she has provided the administration and Board with timely and accurate information, and provided high quality oversight of the district's financial affairs, as demonstrated by the district's current healthy financial position and the results of the annual audits.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the renewal of the contract with Alaska Education Business Services for the 2020-2021 fiscal year.

Sample Motion: I move to approve the renewal of the contract with Alaska Education Business Services for the 2020-2021 fiscal year.

SCHOOL BOARD COMMUNICATION

Title: Approval of FY20 Legislative Priorities

Date: February 11, 2020

Administrator: Jamie Burgess, Superintendent

Attachments: FY20 Legislative Priorities

<input checked="" type="checkbox"/>	Action Needed	<input type="checkbox"/>	For Discussion	<input type="checkbox"/>	Information	<input type="checkbox"/>	Other
			x				

BACKGROUND INFORMATION

Each year the Board of Education selects its legislative priorities to provide guidance for Board members and the Superintendent with regards to legislative advocacy and testimony. The Board reviewed the legislative priorities of the Alaska Association of School Boards, as well as the Alaska Council for School Administrators, and also considered the specific needs of the Nome Public School system and community.

The Board has selected seven priorities for the current legislative session: Early, Adequate and Predictable Funding for Education; Funding of School Capital/Major Maintenance Projects; Early Childhood Education Funding; Culturally Responsive Education and Language Revitalization; Social, Emotional and Mental Health of Children; Attracting and Retaining Quality Educators and Administrators; and Literacy and Reading Achievement.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of FY20 Legislative Priorities.

Sample Motion: I move to approve the FY20 Legislative Priorities as presented.

2020 Nome Public Schools Board of Education Legislative Priorities

The Nome Public Schools Board of Education has chosen the following priority areas for the 2020 Legislative Session. We will focus our advocacy efforts with the Alaska Legislature around the following:

1) Early, Adequate and Predictable Funding for Education

The Board supports full and predictable funding for education, which should provide adequate revenue to cover the actual cost of education in all districts, allowing for inflation and increasing costs, and including all initiatives, laws and mandates that require additional costs and services. In addition, forward funding and early notification of funding is crucial to allow for recruitment and retention of quality educators and administrators in today's challenging job market.

2) Funding of School Capital/Major Maintenance Projects

Nome Public Schools currently has well over \$6 million dollars in needed capital improvement projects, due to aging facilities and systems. Reinstatement of school bond reimbursements and full funding of projects submitted through the Capital Improvement Program are crucial to ensuring our school facilities are safe and providing the best possible environment for learning. Ensuring adequate funding for needed construction of teacher housing facilities is also a high priority item that impacts the ability of the district to recruit and retain quality staff.

3) Early Childhood Education Funding

The Board places a high priority on funding quality pre-Kindergarten programs, including supports for early literacy efforts. Children entering kindergarten who have participated in pre-K programs (including Head Start) demonstrate a high degree of kindergarten readiness and reading achievement. Pre-K programs provide needed early literacy skill development, social skills, and physical skill development.

4) Culturally Responsive Education and Language Revitalization

Nome Public Schools calls upon the Alaska Legislature to support indigenous language revitalization efforts by supporting immersion programs for students, as well as programs which build language knowledge for school staff. Alaska Native students deserve culturally responsive classrooms and school settings, where their culture, language and knowledge are an integral part of every day instruction. Professional development for all staff regardless of whether they come from within the community or out of the state is vital. In addition, legislation and funding that supports efforts to grow a local teaching force from within the community would ensure more stable and culturally knowledgeable educators.

It is crucial to the achievement of Alaska Native students when identity is validated through content and methods, and they are motivated and successful when they see themselves reflected in their classrooms and schools. Curriculum which reflects students' cultural identity is often lacking in schools, as textbooks and supplemental materials reflect Western views and values. Modifying curriculum and supplemental materials requires additional time and funding, but results in students who feel engaged and connected to their schools.

5) Social, Emotional and Mental Health of Children

Alaska students experience high rates of adverse childhood experiences and childhood trauma. These experiences negatively impact education, health and safety, and long-term outcomes for our children. Support and funding for school counselors, social workers, and school psychologists is needed as well as professional development for educators and parents in trauma-sensitive and trauma-preventative practices in order to assist children in regulating emotions, developing coping skills, and forming strong positive relationships with adults. Recent efforts focused on the social/emotional learning of students must be continued and expanded, especially those based in community partnerships.

Nome Public Schools also embraces the concept of wellness and a whole child approach. Children who are taught to connect their mind, body and spirit through grounding in cultural beliefs and practices have healthy attitudes and make healthy life choices. We support instruction and curriculum that promote these practices.

6) Attracting and Retaining Quality Educators and Administrators

Teacher and leadership turnover hampers progress on district initiatives and negatively impacts student achievement. Alaska students deserve knowledgeable, stable, and committed teachers, principals and support staff, who are culturally grounded in their local communities. Adequate funding of school systems to allow districts to provide competitive salaries, control of health care costs, following through on commitments to the TRS/PERS pension systems, and high quality teacher preparation programs through the University system are all key to developing Alaska's teacher workforce. Adequate, affordable teacher housing is a crucial factor in this area, and is lacking in Nome and the Bering Strait Region in general.

7) Literacy and Reading Achievement

The Board of Education recognizes that reading is a fundamental skill for all students, and one of the most important focus areas for any school. Professional development and support for teachers at all levels in the area of effective reading instruction is a high priority, and ensuring that teacher preparatory programs provide a strong foundation for teacher candidates in reading instruction is crucial for the future of Alaska's students. Nome Elementary School was recently designated as a Comprehensive Support school due to more than 75% of grade 3-6 students demonstrating below grade level achievement on the reading portion of the state assessment, resulting in renewed efforts and commitment of resources on the part of the district to address this need. Nome Public Schools recognizes that a strong partnership between school districts

and the State focused on literacy is crucial to improving student achievement outcomes, and encourages the Legislature to find ways to support reading outcomes for the children of Alaska.

SCHOOL BOARD COMMUNICATION

Title: Approval of Strategic Plan Items

Date: February 11, 2020

Administrator: Jamie Burgess, Superintendent

Attachments: Strategic Plan Committee Notes

<input checked="" type="checkbox"/>	Action Needed	<input type="checkbox"/>	For Discussion	<input type="checkbox"/>	Information	<input type="checkbox"/>	Other
-------------------------------------	----------------------	--------------------------	-----------------------	--------------------------	--------------------	--------------------------	--------------

x

BACKGROUND INFORMATION

The District is currently in the process of revising and updating its Strategic Plan. A committee comprised of staff, parents and various community members met for two days with Ms. Timi Tullis from the Alaska Association of School Boards as facilitator.

As an outcome of the meetings, the Committee is pleased to present a new Vision and a Mission, along with a set of Aspirations which will become the goal areas for the district's leadership team to prepare goals and objectives. The leadership team will meet on March 28th to complete these, which will be presented at the April Board Meeting to complete the Strategic Plan.

Vision: Together, strong in identity, purpose, potential

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

Aspirations:

1. Students are prepared and empower to find their purpose and pathway.
2. Educational experiences respectfully integrate local and 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.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the new Vision, Mission and Aspirations as part of the District's updated Strategic Plan.

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

Sample Motion: I move to approve the new Vision, Mission and Aspirations as part of the District's updated Strategic Plan.

In attendance:

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,
Cathy Lyon,
Nancy Mendenhall

Vision:

Together, strong in identity, purpose, potential

Mission:

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

Aspirations to Goal Areas*

1. Students are prepared and empowered to find their purpose and pathway.
2. Educational experiences respectfully integrate local and 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.*

Strengths:

- Community support and partners
 - NPS is a willing and approachable partner
 - Community support
 - Growing relations with the city
 - Resources to help students and families
 - Nome gives thousand's of \$\$\$\$ to graduates
 - Collaboration
 - Support from partners
 - Supportive organization
- Student Focused
 - Student centered approach
 - Focus on elementary school
 - Our kids are go – getters
 - Nome has many students
 - A lot of local talent
 - Students are loyal to school
- Dedicated staff
 - Communication
 - Longevity of teachers
 - Local hire where possible
 - ACSA
 - Stable leaders
 - Teacher professional dev. (i.e. Wed. Min. Day)
- Nurturing environment
 - Teachers go above and beyond
 - Flexibility
 - Supportive administrators
 - Staff are open and accepting of students sexuality and gender orientation (pronouns)
 - Caring staff
- Extra curricular activities
 - HS dance group
 - NYO
 - E sports
 - Athletics
 - Support for sports
 - Athletics with community support
- Fiscally responsible
 - Federal funding
- Inclusive
 - Generations go thru NPS

- Honoring local cultures
- Community diversity (multi cultural)
- Know our Strengths and Weaknesses

Weaknesses

- Financial Needs, lack of state funding
 - Need more grants to support culture and language as well as technology classes
 - Maintain and upkeep of the facilities
 - Short funded
 - Aging facilities
- Staff support and lots of staff turnover
 - School work over load
 - Consistency; inconsistent; implement then new person both admin and teachers
 - Staff overburdened
 - Staff turnover
 - Staff spread too thin
 - Turn over
 - Lack of housing
- Engagement
 - Lack of strong PTA or Parent Booster club
 - Lack of after school opportunities
 - Family involvement
 - Location of NBHS
 - Communication with teachers/staff on student events / activities get on the same page
- Student achievement
 - Many assessments; little time to address issues
 - Pre-K kindergarten readiness
 - Attendance of staff and students
 - Chronic absenteeism
 - Excessive testing
 - Lowering expectations
 - Inflated grades
- Student needs and SEL
 - Not enough support staff
 - Lack of mental health support for students
 - Students behavioral needs improvement
 - Lack of support for students with special needs
 - Social emotional issues of families
- Post 2ndary life skills
 - Preparation for work and world lacking for students

- Not providing education regarding how criminal background impact employment
- Culture and curriculum relevance
 - Non relevant curriculum
 - Lack of Native Art in schools; public display reflecting cultures of community
 - Lack of culturally relevant curriculum
 - K-12
 - Lack of comprehensive all grade native language teaching
 - Lack of local history
 - Lack of curriculum
- Teacher prep and prof. development
 - No specific contact or lead for cultural curriculum/language or CTE ore post secondary
 - Need for more cultural awareness training
 - Awareness of how worldview impacts others. Challenge to adopt or change

Threats

- Institutional racism
- Perceptions
 - Parents move after kids are bigger for educational reasons
 - Perceived better educational opportunities at other schools
 - Family needs
- Attitudes/behaviors and toxicity
 - Passing blame
 - Passivity
 - Bullying
 - Turning education into a political issue
 - Perception parents don't care about students education or they only care about student grades
 - Students lack confidence
- Staffing and employment issues
 - Leaders are over burdened
 - Too many things on teachers plates
 - Housing
 - Teacher shortage
 - High cost of living
 - Low salaries not competitive
 - Shallow job pool
 - Staff turnover
 - Teachers use this as stepping stone to get to urban schools
 - Loss of experienced teachers
- Systems

- Lack of forward funding
- Students pursue other options b/c of lack of dual credit and secondary ed prep
- Mental and physical health
- Unsafe facility
- Not enough PD time
- Scheduling and options
- Sharing in comprehensive data analysis; using data to map success
- Classroom sizes too large; funding less teachers, bigger classes
- Loss of language and culture
 - Needed classes not offered
 - Materials not culturally relevant
 - Few language speakers
 - Loss of Native language speakers to teach
- Academic underachievement
 - Social progression vs. meeting standards
 - Dropout and or GED
 - Expectations
 - Lack of continued focus for reading
 - Transient students / gaps
 - Low reading scores

Opportunities

- Parent and family engagement
 - Parent group
 - Parent booster club revitalization
 - Involve alumni in volunteer roles with school coordination and notices
 - Increase family involvement; headstart, family fun night
 - On site engagement opportunities, open house etc.
 - Be a student for the day program (parents)
 - Absenteeism
 - Parent guardian involvement
 -
- After school connections
 - More fun student activities in school / classes
 - Need for clubs and non profits
 - After school clubs, i.e. reading club STEM in and out of schools
 - Graduates of Nome act as mentor for students
 -
- Staff retention, connection and development
 - Helping teachers prepare to teach; have humility to learn, expand exposure
 - Staff to staff connections

- New teacher mentor program to initially host 1-2 weeks
- Staff community engagements; connections
- Attractive employment packages
- Differential instruction
- Partner supported Professional development
- Form interagency teacher and staff support/activities and outings
- Support organizations
 - First Alaskans
 - Web resources
 - Big Brother/Big Sister
 - ANSEP type programs
 - NW Campus classes for credit
 - NSHC/KAW wellness program
 - BHS support
 - Head start and pre school
- Cultural connections
 - Culturally relevant curriculum
 - Local artists invited in; visual, dance, carving
 - Inupiaq word or phrase of the day in all classrooms with students pod/recording of speakers weekly
 - Invite knowledge holders
 - Elders
 - Culture camp with Native Language
 - Culture bearers
 - Positions of collaborative nature within Native Intitenties
 - AK Native Knowledge Network
 - Local Alumni/ local experts
- Pathways for development / Post 2ndary options / Cultural bearers
 - 2 year program for educational leadership; staff career ladder and training to become teacher
 - Positive connections; nights with teachers and school
 - Scholarship organization (GOOT) for a full award for becoming a teacher
 - Job shadowing and internships
 - Mentorship program with students/teachers how to be in our community
 - Reach out to orgs to talk with Jr./Sr. about jobs/careers in Nome region
 - Local alumni
 - Post 2ndary options:
 - PPTS work group
 - Staff to student connections
 - Dual credit classes that count towards a degree AA or BA
 - Businesses/community speakers
 - Dual credit life prep
 - Dual credit and certification opportunities
 - Local internships

- Special needs supports.

Trends

- Attack on public education
- Decreased funding and increase cost to keep buildings open
- Fewer teachers
- More lock downs
- Impact of social media (some + some -)
- Mental health and suicide issues
- Cell phones
- Delayed maturity but sooner physical maturity
- Increase use of technology in classes
- Division between standardization and autonomy
- Teachers tasked to teach life skills and SEL
- More assessment; too much
- Teen pregnancy
- LGBTQ Community
- Desire for personalized learning
- Increased bullying
- Finally realize that it is not just college bound but CTE is important.
- Casual insults
- Loss of arts
- Loss of home ec classes
- Rise in student protests