Regular Board Meeting

Tuesday, June 8, 2021 5:30 PM
NBMHS RC/Zoom, 2920 3.5 Nome-Teller Hwy, 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: May 11, 2021
2. Approval of May 2021 Disbursements
3. Approval of May 2021 Personnel Report

C. **Awards and Presentations**
1. Introductions of Guests & Visitors

D. **Opportunity for Public Comments on Agenda/Non-agenda Items**
(3 minutes per speaker, 30 minutes aggregate)

E. **Superintendent Report**

F. **Information & Reports**
1. Business Manager Report

G. **Second Public Comment Opportunity**
(Individuals are limited to three minutes each.)

H. **Action Item**
1. FY21 Final Budget Revision
2. Approval of First Board Policies Reading
   - BP 3300 Expenditures/Expending Authority
   - BP 3310 Purchasing Procedures
   - BP 3312 Contracts
   - BB 9130 Board Committees
   - BB 9140 Board Representatives
3. Approval of Resolution to Submit to AASB
4. Approval of DDC Upgrade Proposal
5. Approval of NBMHS Concession Stand Remodel

I. **Board and Superintendent's Comments & Committee Reports**

J. **Upcoming Events:**
- **Tuesday, August 10, Regular Meeting, 5:30 pm, NES Library**
- **Tuesday, August 24, Work Session, 5:30 pm, NES Library**

K. **Adjournment**

Our Mission

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

Our Vision

Together, strong in identity, purpose, potential

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.

Personnel -School Board Report
June 08, 2021
Cynthia Gray, NPS HR Manager

PERSONNEL ACTIONS: Staff changes/updates:

Certified Employees: New Hires/Change of Assignment

1. Benjamin Payenna-New Hire 2021-2022-Culture Arts Teacher/NBMHS
2. Reid Jackowick/New Hire 2021-2022- MS Science Teacher/NBMHS

Certified Employees: End of employment/terminations/resignations:

1. Emily Stotts- Elementary Teacher/NES-Resignation

Classified Employees: New Hires/Change of Assignment/End of employment:

1. Evan Burgess-SPED paraprofessional/NBMHS-Resignation

Certified vacancies for the 2021-2022 school year:

1. Music/Art K-5 Elementary
2. Speech and Language Pathologist/District Wide
3. Elementary Teacher-Grade 3

PERSONNEL PROJECTS

No update.

EMPLOYEE BENEFITS

NPS launched the Employee client portal called EaseCentral. This is the HR technology Platform that allowed this year's Health Insurance Plan renewal for 2021-2022 to go paperless and employees were able enroll electronically, all online.

STAFF RECOGNITION/EMPLOYEE ACTIVITIES/FUNCTIONS

NPS hosted the end of the year all staff celebration BBQ on May 28, 2021. NPS Recognized two staff members retiring from NBMHS Christina Perrigo and Phyllis Walluk. Years of Service certificates were given to NPS Employees with 5, 10, 15, 20 and 30 years with NPS. The Teacher of the Year (TOY) was given to Elementary teacher Megan Ten Eyck and the Education Support Personnel (ESP) went to NBMHS Secretary Jennifer Janke.

Respectfully submitted by,

Cynthia Gray

Public Comment Statement

The Board of Education welcomes community member input during meetings about issues on or not on the agenda. The Board is not able to respond directly to you during Public Comment; the Board may decide at the end of the meeting during Board Member Comment to discuss your topic at a work session, regular meeting, or direct the Superintendent to look into a situation further.

The Board may not speak about subjects that are protected by legal confidentiality such as specific student discipline issues or personnel issues that could disparage or slander district employees.

The general guideline is approximately three minutes per speaker; however, additional time is allowable if needed. When you speak to the Board, please state your first and last name for the record.

Nome Public Schools
Superintendent Report
Jamie Burgess
June 8, 2021

1. The District wrapped up the year with an employee barbecue lunch; staff were recognized for longevity milestones, and we celebrated the retirement of Christina Perrigo, NBMHS Secretary, and Phyllis Walluk, NBMHS Cultural Arts Teacher. We also recognized our Teacher of the Year, Ms. Meghan Ten Eyck, Nome Elementary Kindergarten Teacher, and Support Staff of the Year, Ms. Jennifer Janke, Nome-Beltz Special Education Paraprofessioal. It was nice to get together as a group and do something upbeat to finish out a very challenging year.

2. The School Climate and Connectedness Survey results are attached to this report. Please note that these reports were generated at the District level; results at the school level may be different, especially due to overlap between grade levels. Overall almost every single indicator has increased in a positive direction from the prior administration (spring of 2020), which is excellent considering that the last survey was prior to the COVID-19 pandemic. However, NPS as a whole scored lower in many areas compared to other schools/districts across Alaska. Please note there were some questions specific to the pandemic included in this version of the survey. The schools will have an opportunity in the fall to review the results with their staff in a professional development session, discuss prior year goals and set new ones for the 2021-2022 school year.

3. Attached for the Board's information is a new AR (AR6111 School Calendar) related to one of the Board Policies presented for first read at this meeting. Much recent discussion around the Calendar Committee gave rise to adjusting the timetable and steps to ensure better community input and a more balanced committee.

4. COVID Funding Update: The district received notification of their American Rescue Plan (ARP) allocation, which is $1.8M. Work will commence over the summer to begin gathering input from the community regarding needs and priorities to help inform the plans for utilizing the funding; the district has until September of 2024 to expend the funds, with 20% mandated to be set aside to address "learning loss". A report on the final plans for all COVID funding for the 2021-2022 school year will be presented to the Board in the fall.

5. Teacher Apartment Building Update: The current task is working with the City of Nome to determine how bond funding will be structured. The initial estimate for the construction cost came in very high, mainly due to the current high materials cost for wood and large contingencies due to uncertainty around COVID impact during construction. The timeline will likely be to bid out to a General Manager/Construction Manager firm in the early fall with groundbreaking occurring in spring of 2022. An update will be presented in the fall along with an updated floor plan and exterior elevations.

AR 6111 SCHOOL CALENDAR

The following timeline shall be used by the administrators in developing the Nome Public Schools calendar.

- By October 30th - the principals and superintendent begin working on the School Calendar and establish a Committee. The Committee shall be comprised of the superintendent, principals, ~~counselor(s), teachers~~, certified and classified staff, board member(s), tribal representatives, parents, students and community members.
- By November ~~30~~ 15th - The superintendent and a designee will co-chair this committee and establish the first meeting to take place no later than November ~~30th~~ 15th of each year.
- By December 1st ~~5~~ - If deemed necessary, the committee will develop ~~and distribute a survey~~ opportunities for community input (e.g., surveys, community meetings, etc.) in order to gather input from the community.
- By January 30th - The Committee will review survey results and prepare option(s) for the regular scheduled Board of Education February meeting for their review and approval.

The Calendar will include:

1. a detailed calendar for the first school year,
2. start, end, and holidays for the second and third years.

Revised: 05/2021
Adopted: June 10, 2003

Nome Public Schools

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Revised: 05/2021
Adopted: June 10, 2003

Nome Public Schools

2021 Grade 3-5 Student Survey
2021 School Climate & Connectedness Survey

Report created by
Panorama Education

Summary

Topic Description	Results	Comparison
Caring Others (Grades 3-5) Level of caring and support that students received from peers, staff, and community members at school.	**64%** ▲ 1 since last survey	**65%** Elementary **66%** Rural Schools **65%** Participating Alaska Districts
Recommendation Question (Grades 3-5)	**75%** ▲ 3 since last survey	**76%** Elementary **76%** Rural Schools **77%** Participating Alaska Districts
Safety Question (Grades 3-5)	**76%** ▲ 8 since last survey	**72%** Elementary **74%** Rural Schools **73%** Participating Alaska Districts
Social and Emotional Learning (Grades 3-5) Students marked how often they use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision -making.	**66%** ▲ 2 since last survey	**67%** Elementary **66%** Rural Schools **67%** Participating Alaska Districts

124 responses

Caring Others (Grades 3-5)

Your average

64%

124 responses

Change

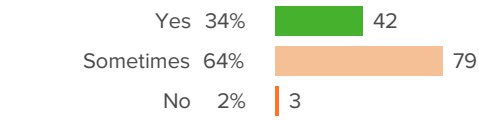
▲ **1**

since last survey

School Type average:	**65%**	Elementary
School Type average:	**66%**	Rural Schools
State average:	**65%**	Participating Alaska Districts

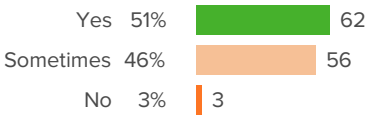
How did people respond?

Q.1: Students in this school help each other, even if they are not friends.



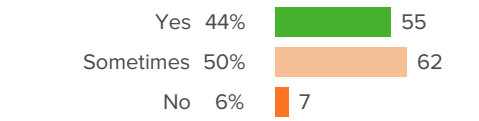
▲ **4** from last survey — Favorable: **34%**

Q.2: Students here treat me with respect.



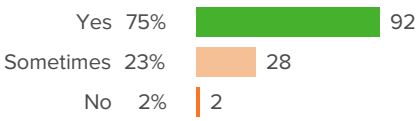
▲ **4** from last survey — Favorable: **51%**

Q.3: When students see another student being picked on, they try to stop it.



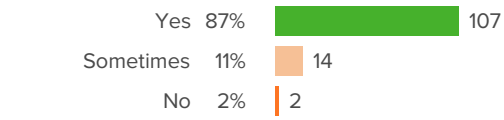
▲ **6** from last survey — Favorable: **44%**

Q.4: At this school, students are encouraged to do their very best.



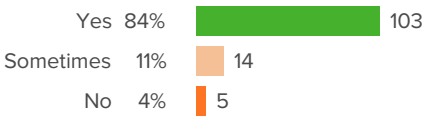
▲ **7** from last survey — Favorable: **75%**

Q.5: The adults at this school believe that all students can do good work.



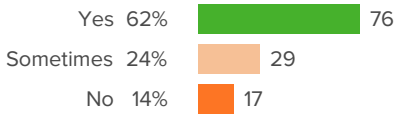
▼ **1** from last survey — Favorable: **87%**

Q.6: Adults in my community let me know that school is important.



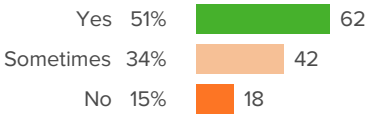
▲ **3** from last survey — Favorable: **84%**

Q.7: There is an adult at this school who I can talk to about things that are bothering me.



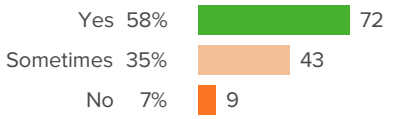
▼ **10** from last survey — Favorable: **62%**

Q.8: At school, there is a teacher or some other adult who will miss me when I'm absent.



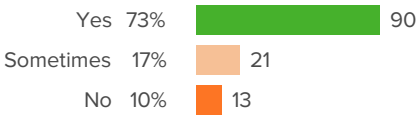
▼ **2** from last survey — Favorable: **51%**

Q.9: There are lots of chances for students in my school to talk with teachers one-on-one.



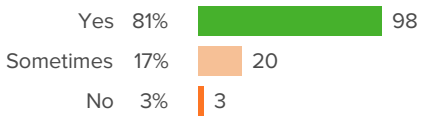
▲ **0** from last survey — Favorable: **58%**

Q.10: I can name at least five adults who really care about me.



▼ **5** from last survey — Favorable: **73%**

Q.11: At school, other adults besides my teachers know my name.

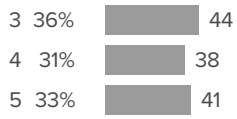


▲ **4** from last survey — Favorable: **81%**

Demographics

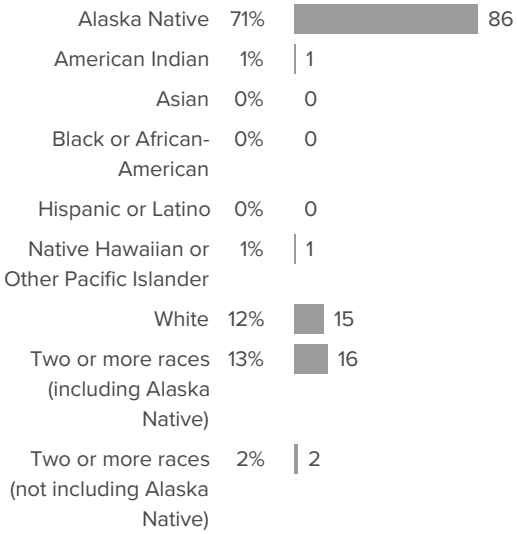
How did people respond?

Q.1: What grade are you in?



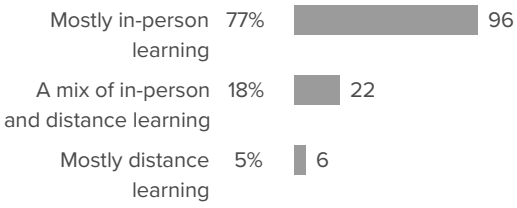
Q.2: Are you a

Q.3: Which groups describe you best? (Choose all that apply)



Q.4: Is there a language other than English spoken in your home?

Q.5: How are you attending school right now?



Recommendation Question (Grades 3-5)

Your average

75%

124 responses

Change

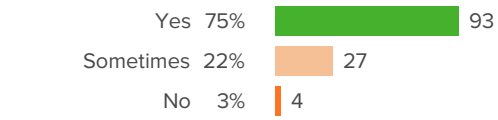
▲ **3**

since last survey

School Type average:	**76%**	Elementary
School Type average:	**76%**	Rural Schools
State average:	**77%**	Participating Alaska Districts

How did people respond?

Q.1: I think other students would like going to my school.



▲ **3** from last survey

Favorable: **75%**

Safety Question (Grades 3-5)

Your average

76%

124 responses

Change

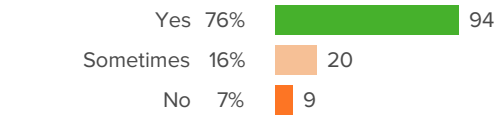
▲ **8**

since last survey

School Type average:	**72%**	Elementary
School Type average:	**74%**	Rural Schools
State average:	**73%**	Participating Alaska Districts

How did people respond?

Q.1: I feel safe at school.



▲ **8** from last survey

Favorable: **76%**

Social and Emotional Learning (Grades 3-5)

Your average

66%

124 responses

Change

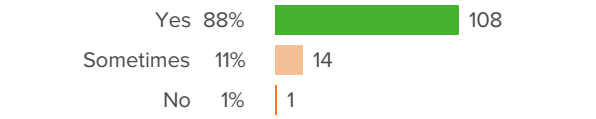
▲ **2**

since last survey

School Type average:	**67%**	Elementary
School Type average:	**66%**	Rural Schools
State average:	**67%**	Participating Alaska Districts

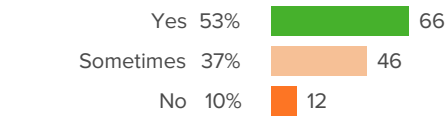
How did people respond?

Q.1: I try hard to do well in school.



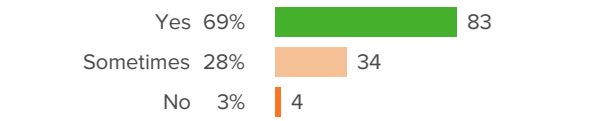
▲ **1** from last survey — Favorable: **88%**

Q.2: If someone asks me I can tell them how I am feeling.



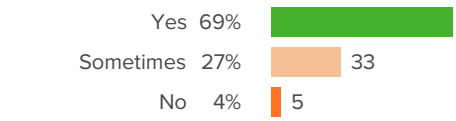
▲ **4** from last survey — Favorable: **53%**

Q.3: I know what kinds of work I need help with to be successful.



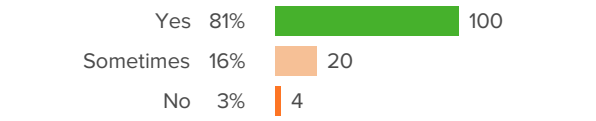
▲ **6** from last survey — Favorable: **69%**

Q.4: I ask for help from my teachers or others when I need it.



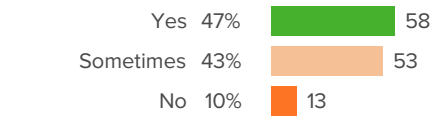
▲ **2** from last survey — Favorable: **69%**

Q.5: I am careful when I use something that belongs to someone else.



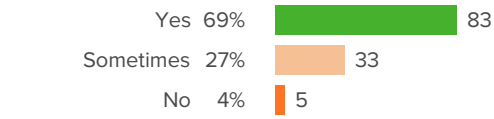
▼ **5** from last survey — Favorable: **81%**

Q.6: I can control myself when I am frustrated, or disappointed.



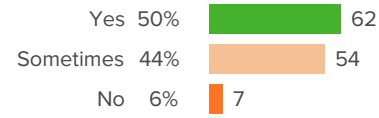
▼ **1** from last survey — Favorable: **47%**

Q.7: I can explain why it is important to tell the truth.



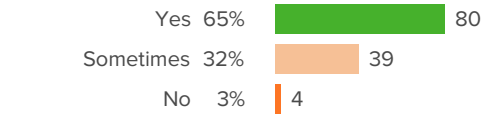
▼ 6 from last survey — Favorable: **69%**

Q.8: If something is bothering me, I think of different ways I can react.



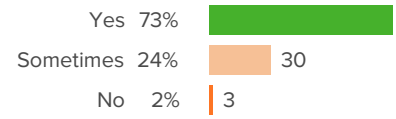
▲ 2 from last survey — Favorable: **50%**

Q.9: I set goals and then work to reach them.



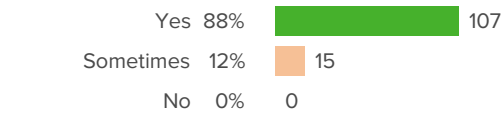
▲ 7 from last survey — Favorable: **65%**

Q.10: I care about other people's feelings and what they think.



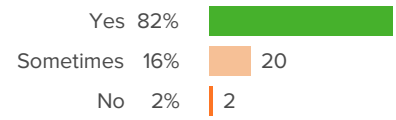
▲ 11 from last survey — Favorable: **73%**

Q.11: It is important for me to help others in my school.



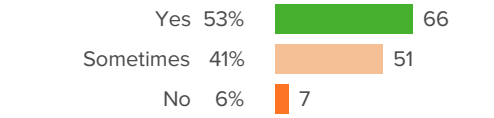
▲ 3 from last survey — Favorable: **88%**

Q.12: I respect people even if they are different.



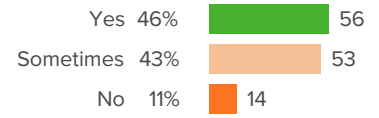
▲ 1 from last survey — Favorable: **82%**

Q.13: I can tell when someone is getting angry or upset before they say anything.



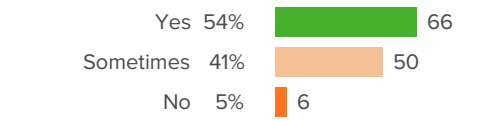
▲ 4 from last survey — Favorable: **53%**

Q.14: I know how to disagree without starting a fight or an argument.



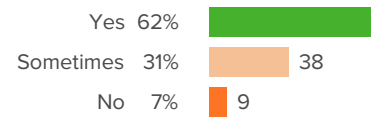
▼ 1 from last survey — Favorable: **46%**

Q.15: I get along well with other students.



▼ 2 from last survey — Favorable: **54%**

Q.16: I know how to make friends with new people.



▼ 2 from last survey — Favorable: **62%**

Nome Public Schools

2021 Staff Survey
2021 School Climate & Connectedness Survey

Report created by
Panorama Education

Summary

Topic Description	Results	Comparison
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	**67%** ▲ 2 since last survey	**67%** Participating Alaska Districts
Family and Community Involvement Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.	**58%** ▼ 3 since last survey	**64%** Participating Alaska Districts
Peer Climate Student Survey: Students' perceptions of how respectful and helpful students are to one another. Staff Survey: Staff perceptions of how respectful and helpful students are to one another, and towards their teachers. Prior to 2016, the staff scale was called Respectful Climate. Higher scores are better because they reflect more favorable perceptions of peer climate.	**67%** ▲ 6 since last survey	**74%** Participating Alaska Districts
School Climate During COVID-19	**58%**	**62%** Participating Alaska Districts
School Leadership and Involvement Staff perceptions of the decision making of school leaders, as well as the fairness of school rules.	**84%** ▲ 3 since last survey	**76%** Participating Alaska Districts
School Safety Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.	**80%** ▲ 8 since last survey	**86%** Participating Alaska Districts
Social and Emotional Learning	**50%** ▲ 1 since last survey	**62%** Participating Alaska Districts

Staff Beliefs

87%
▲ 9
since last survey

87% Participating Alaska Districts

Staff to Staff Relationships

82%
▲ 3
since last survey

78% Participating Alaska Districts

Staff to Student Relationships

80%
▲ 3
since last survey

78% Participating Alaska Districts

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

55%
▼ 10
since last survey

57% Participating Alaska Districts

Student Risk Behaviors: Delinquent Behaviors

Students and staff reported how often they observed students engage in delinquent behaviors at school and at school events within the past 12 months. Higher scores are better because they reflect more instances of “0 times” of delinquent behaviors.

42%
▲ 8
since last survey

67% Participating Alaska Districts

Student Risk Behaviors: Drug and Alcohol Use

Observations of other students engaging in drug and alcohol use at school or school events within the past 12 months. Higher scores are better because they reflect more instances of “0 times” of drug and alcohol use.

86%
▲ 4
since last survey

92% Participating Alaska Districts

Trauma Engaged Schools

57%
▼ 1
since last survey

70% Participating Alaska Districts

74 responses

Cultural Connectedness

Your average

67%

74 responses

Change

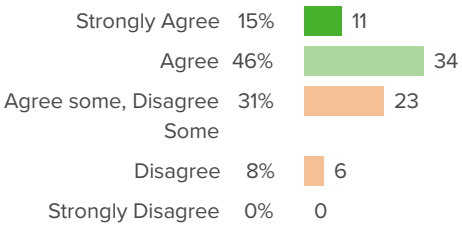
▲ 2

since last survey

State average: **67%** Participating Alaska Districts

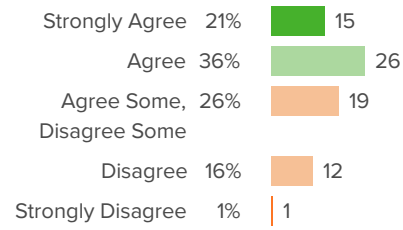
How did people respond?

Q.1: Students in my school have a strong sense of belonging to their culture.



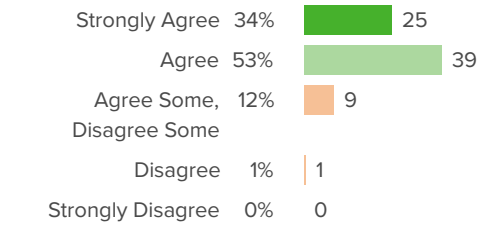
▲ **1** from last survey — Favorable: **61%**

Q.2: In general, my culture is an important part of my self-image.



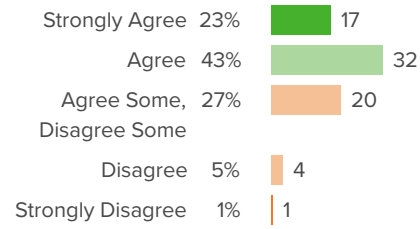
▼ **15** from last survey — Favorable: **56%**

Q.3: This school values the language and cultures of students' families.



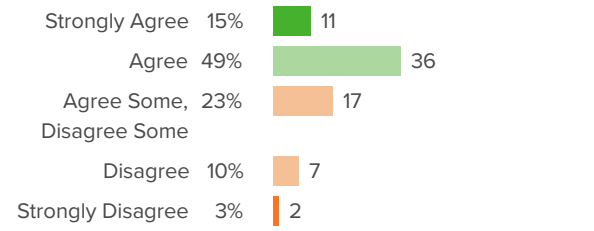
▲ **6** from last survey — Favorable: **86%**

Q.4: This school prioritizes closing the racial/ethnic achievement gap.



▼ **3** from last survey — Favorable: **66%**

Q.5: This school uses instructional materials that reflect the culture or ethnicity of its students.



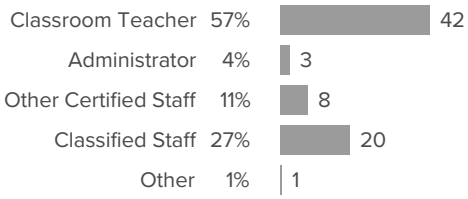
▲ **21** from last survey

Favorable: **64%**

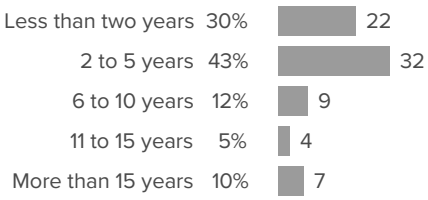
Demographics

How did people respond?

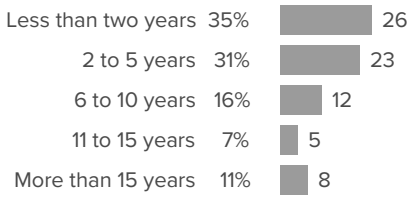
Q.1: What is your role in this school?



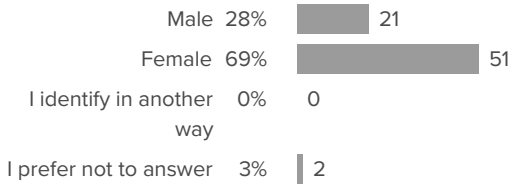
Q.2: How many years have you worked, in any position, in this school?



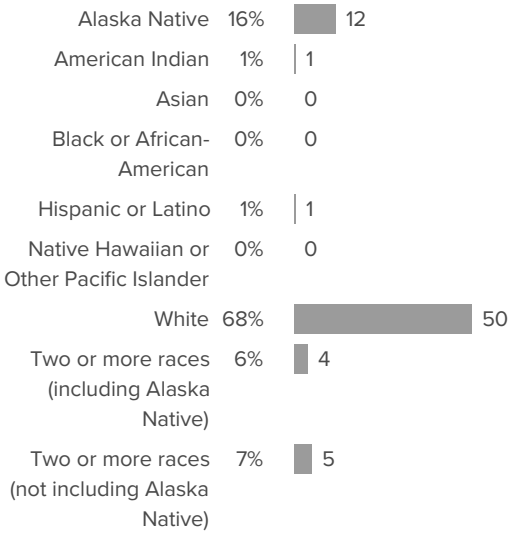
Q.3: How many years have you worked, in any position, in this district?



Q.4: How do you identify yourself?



Q.5: Which groups describe you best? (Choose all that apply)



Family and Community Involvement

Your average

58%

74 responses

Change

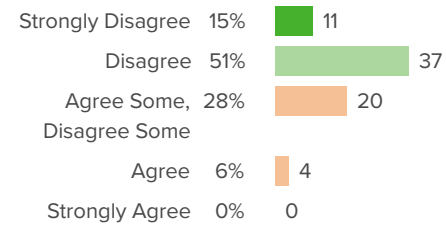
▼ **3**

since last survey

State average: **64%** Participating Alaska Districts

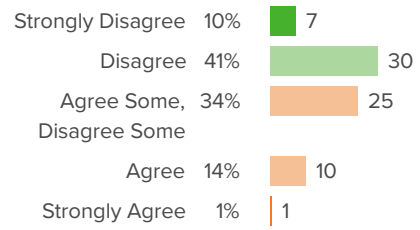
How did people respond?

Q.1: This school does not involve parents in most school events or activities.



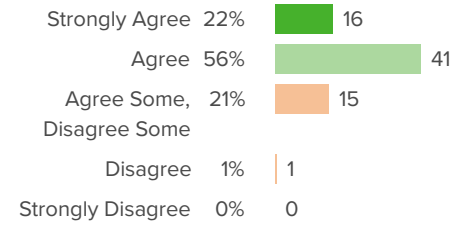
▼ **16** from last survey — Favorable: **67%**

Q.2: At this school, it is difficult to overcome the cultural barriers between teachers and parents.



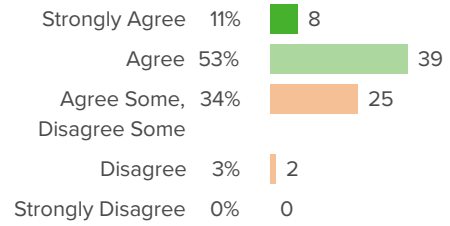
▼ **3** from last survey — Favorable: **51%**

Q.3: The school is a welcoming place for families.



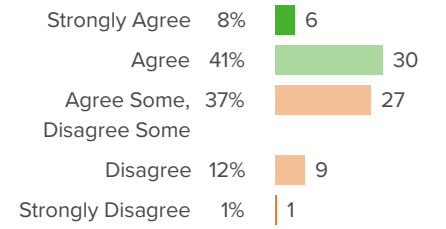
▼ **8** from last survey — Favorable: **78%**

Q.4: Adults in the community support this school.



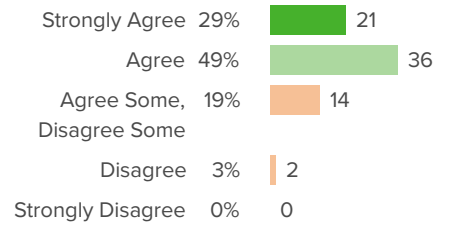
▲ **7** from last survey — Favorable: **64%**

Q.5: Lots of parents come to events at this school.



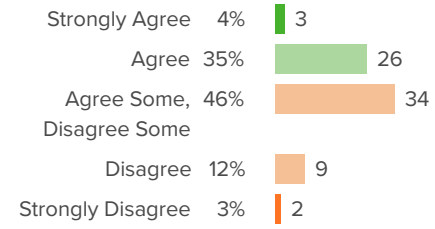
▼ **2** from last survey — Favorable: **49%**

Q.6: This school values and welcomes elders.



▲ **7** from last survey — Favorable: **78%**

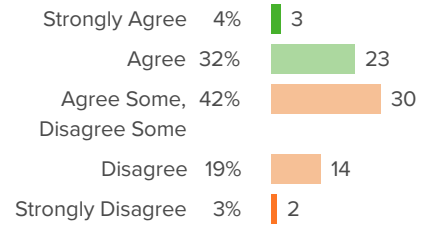
Q.7: Adults in the community encourage youth to take school seriously.



▼ 1 from last survey

Favorable: **39%**

Q.8: Adults in the community know what goes on inside of schools.



▼ 7 from last survey

Favorable: **36%**

Peer Climate

Your average

67%

74 responses

Change

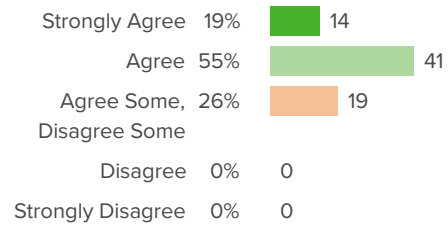
▲ **6**

since last survey

State average: **74%** Participating Alaska Districts

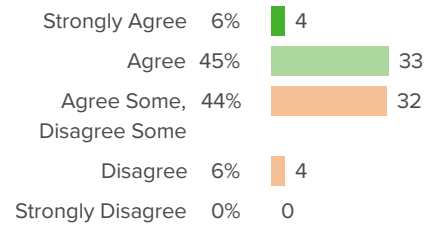
How did people respond?

Q.1: At this school, students and teachers get along really well.



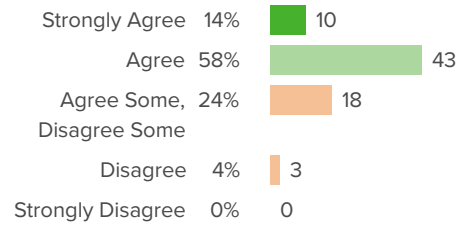
▼ **6** from last survey Favorable: **74%**

Q.2: Students in this school help each other, even if they are not friends.



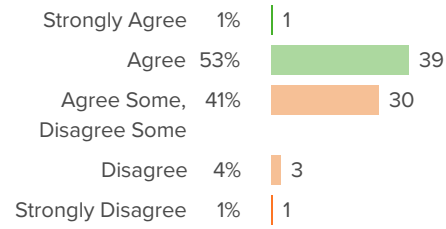
▲ **0** from last survey Favorable: **51%**

Q.3: Teachers and students treat each other with respect in this school.



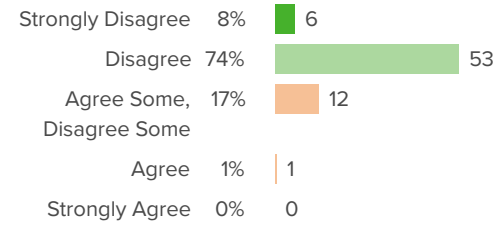
▲ **12** from last survey Favorable: **72%**

Q.4: Students in this school treat each other with respect.



▲ **11** from last survey Favorable: **54%**

Q.5: The students in this school don't really care about each other.



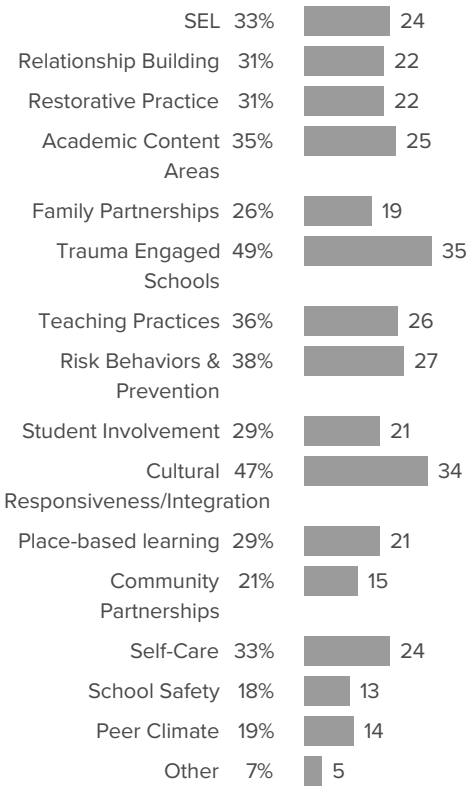
▲ 11 from last survey

Favorable: **82%**

Professional Learning Interests

How did people respond?

Q.1: What five areas of professional learning are you are most interested in? (select five below)



School Climate During COVID-19

Your average

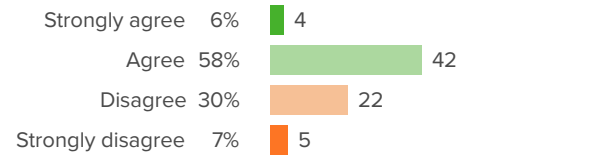
58%

74 responses

State average: **62%** Participating Alaska Districts

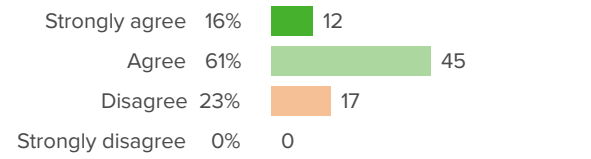
How did people respond?

Q.1: During COVID-19, I feel connected to my students.



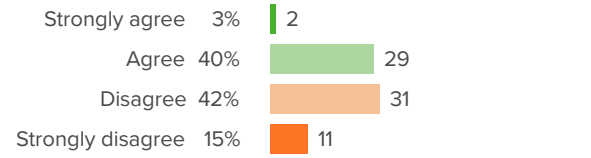
Favorable: **63%**

Q.2: During COVID-19, I feel connected to other staff at my school.



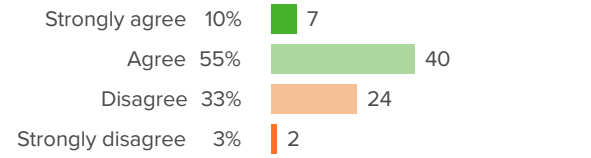
Favorable: **77%**

Q.3: During COVID-19, I feel connected to students' families.



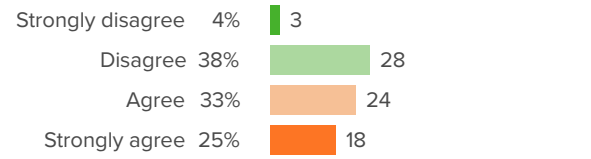
Favorable: **42%**

Q.4: I am confident that I can support students' learning during COVID-19.



Favorable: **64%**

Q.5: During COVID-19, I feel overwhelmed trying to support students in my role.



Favorable: **42%**

School Leadership and Involvement

Your average

84%

74 responses

Change

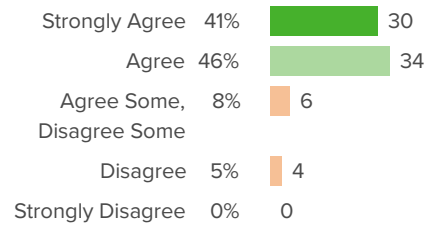
▲ **3**

since last survey

State average: **76%** Participating Alaska Districts

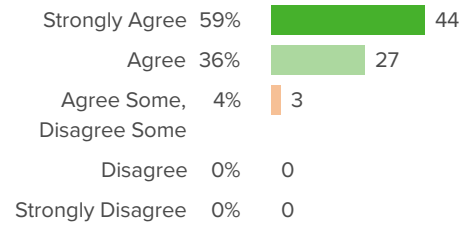
How did people respond?

Q.1: At school, decisions are made based on what is best for students.



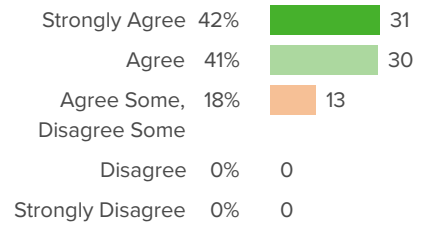
▲ **3** from last survey Favorable: **86%**

Q.2: I trust the principal will keep his or her word.



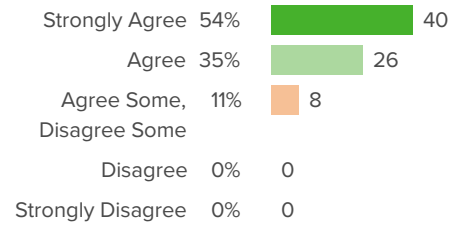
▲ **5** from last survey Favorable: **96%**

Q.3: The principal and other leaders in this school make good decisions.



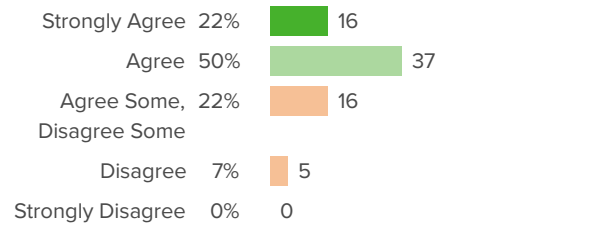
▲ **2** from last survey Favorable: **82%**

Q.4: The principal looks out for the personal welfare of school staff members.



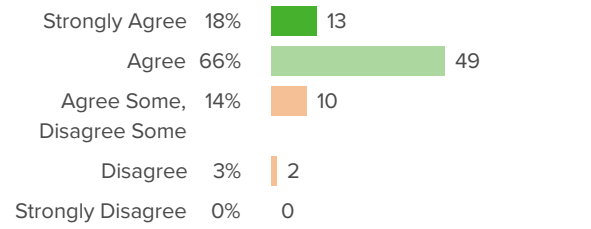
▲ **6** from last survey Favorable: **89%**

Q.5: I am satisfied with my involvement with decision-making at this school.



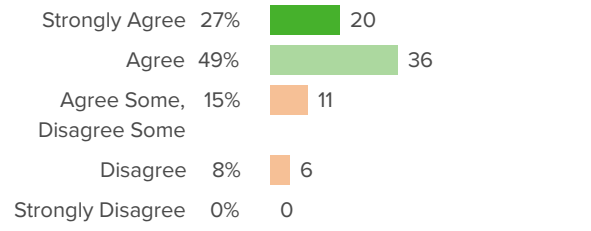
▼ 8 from last survey — Favorable: **72%**

Q.6: When students break rules, they are treated fairly.



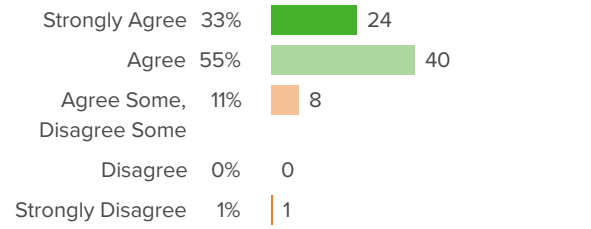
▲ 17 from last survey — Favorable: **84%**

Q.7: School staff members have a lot of informal opportunities to influence what happens here.



▲ 3 from last survey — Favorable: **77%**

Q.8: The work rules at this school are fair.



▼ 1 from last survey — Favorable: **88%**

School Safety

Your average

80%

74 responses

Change

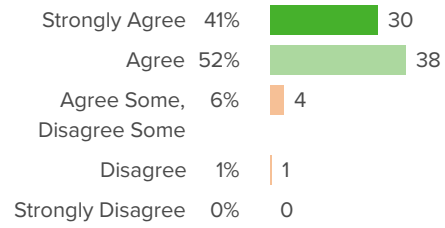
▲ **8**

since last survey

State average: **86%** Participating Alaska Districts

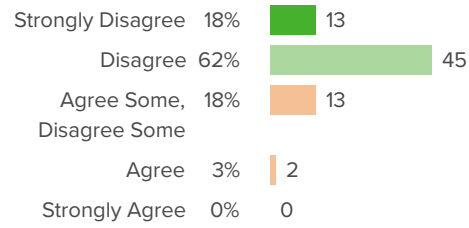
How did people respond?

Q.1: I feel safe at my school.



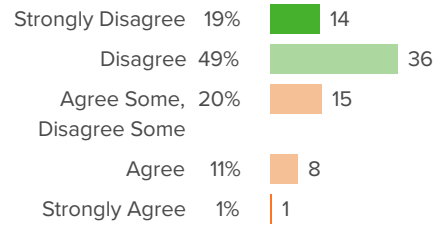
▲ **2** from last survey Favorable: **93%**

Q.2: This school is being ruined by bullies.



▲ **2** from last survey Favorable: **79%**

Q.3: This school is badly affected by crime and violence in the community.



▲ **19** from last survey Favorable: **68%**

Social and Emotional Learning

Your average

50%

74 responses

Change

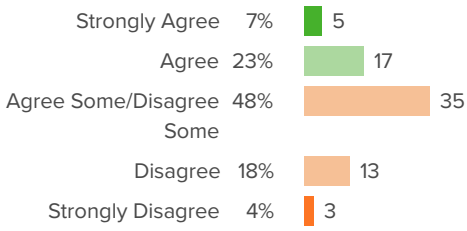
▲ 1

since last survey

State average: **62%** Participating Alaska Districts

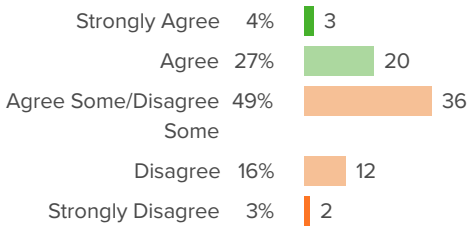
How did people respond?

Q.1: Students in my school work hard to finish tasks even if they are difficult.



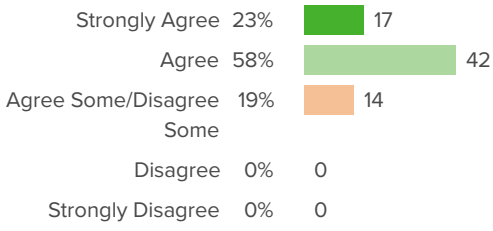
▲ 4 from last survey — Favorable: **30%**

Q.2: Students in my school can identify the emotions that they feel.



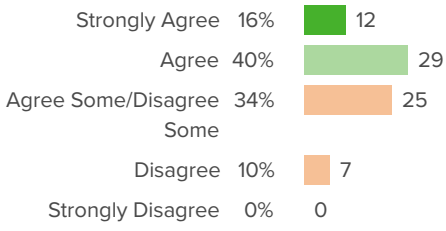
▼ 2 from last survey — Favorable: **32%**

Q.3: Adults in this school work together in a way that models healthy relationships.



▲ 4 from last survey — Favorable: **81%**

Q.4: My school follows a plan to teach social-emotional skills.



▼ 1 from last survey — Favorable: **56%**

Staff Beliefs

Your average

87%

74 responses

Change

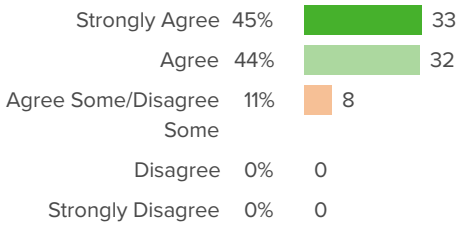
▲ **9**

since last survey

State average: **87%** Participating Alaska Districts

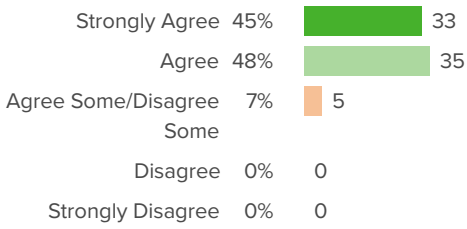
How did people respond?

Q.1: I get satisfaction from my work.



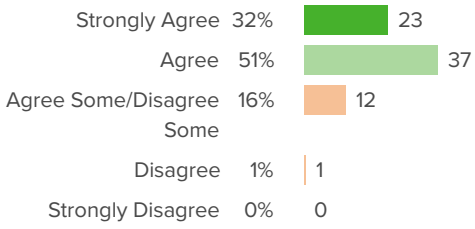
▲ **12** from last survey Favorable: **89%**

Q.2: I believe I can make a difference through my work.



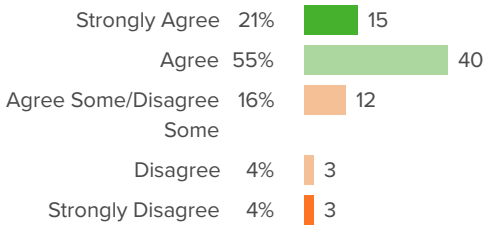
▲ **2** from last survey Favorable: **93%**

Q.3: Teachers and staff believe that all students can do good work.



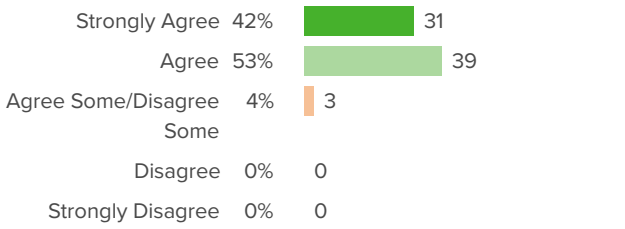
▲ **2** from last survey Favorable: **82%**

Q.4: Student behavior is determined in part by how school staff treat them.



▲ **21** from last survey Favorable: **75%**

Q.5: I believe adults' relationships with students can be rebuilt after confict.



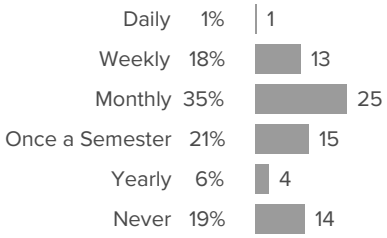
▲ 10 from last survey

Favorable: **96%**

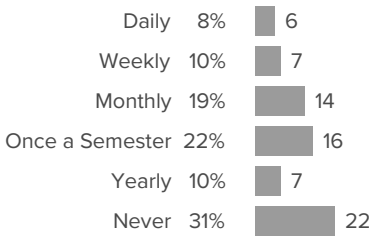
Staff Communication with Families

How did people respond?

Q.1: How often do you share ideas with families on what they can do at home to support their child's learning?



Q.2: How often do you involve families in decision-making?



Staff to Staff Relationships

Your average

82%

74 responses

Change

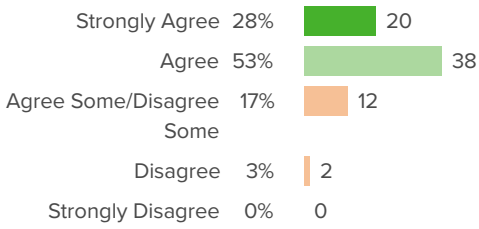
▲ 3

since last survey

State average: **78%** Participating Alaska Districts

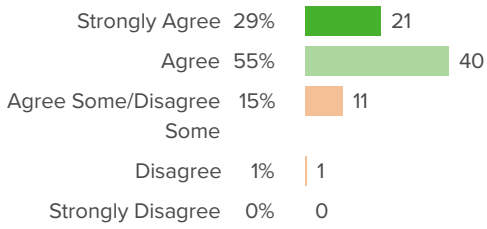
How did people respond?

Q.1: Staff collaborate effectively to make decisions and problem solve as a group.



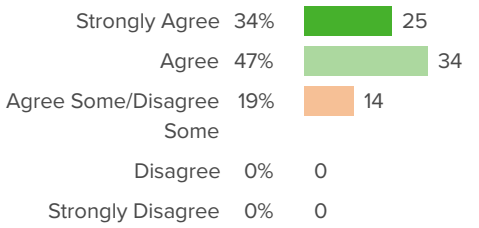
▲ **10** from last survey Favorable: **81%**

Q.2: Teachers at this school help each other, even if they are not personal friends.



▲ **2** from last survey Favorable: **84%**

Q.3: I feel supported by the people I work with.



▼ **2** from last survey Favorable: **81%**

Staff to Student Relationships

Your average

80%

74 responses

Change

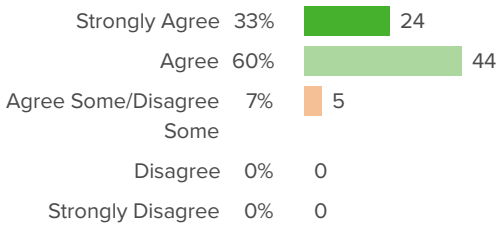
▲ 3

since last survey

State average: **78%** Participating Alaska Districts

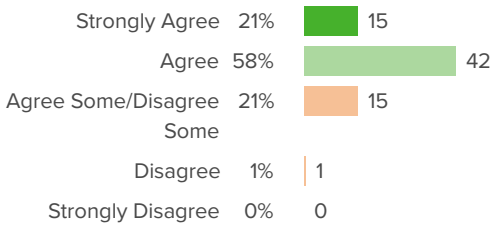
How did people respond?

Q.1: Adults who work in this school treat students with respect.



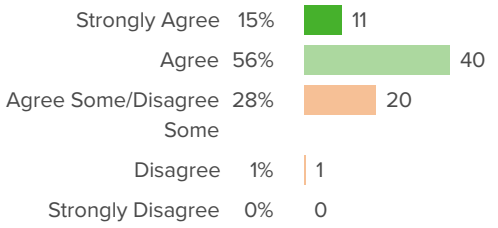
▲ 7 from last survey Favorable: **93%**

Q.2: Every student at our school feels that they have an adult who will miss them when they are absent.



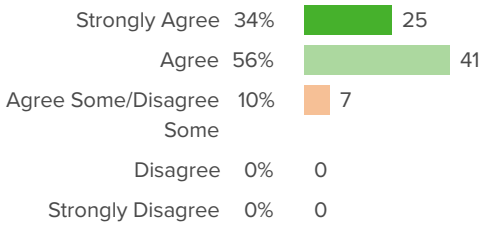
▼ 5 from last survey Favorable: **78%**

Q.3: Every student at our school has an adult whom they feel comfortable talking to about things that are bothering them.



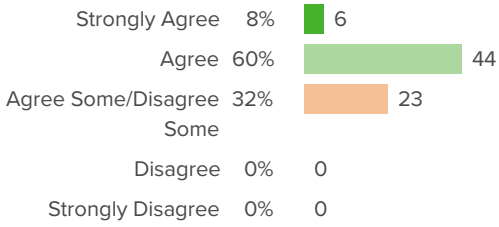
▲ 2 from last survey Favorable: **71%**

Q.4: Teachers and staff in my school care about every student.



▲ 10 from last survey Favorable: **90%**

Q.5: Staff provide opportunities for students to decide things like classroom activities or rules.



▲ 2 from last survey

Favorable: **68%**

Student Involvement

Your average

55%

74 responses

Change

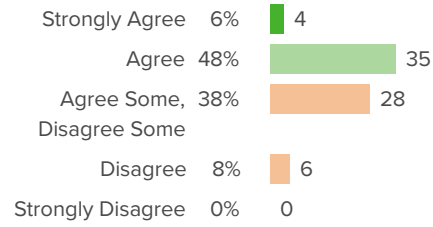
▼ 10

since last survey

State average: **57%** Participating Alaska Districts

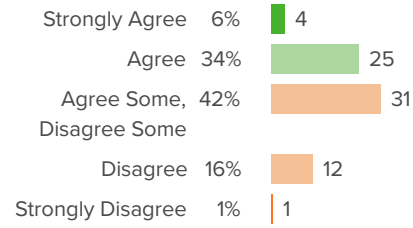
How did people respond?

Q.1: In this school, students are given a chance to help make decisions.



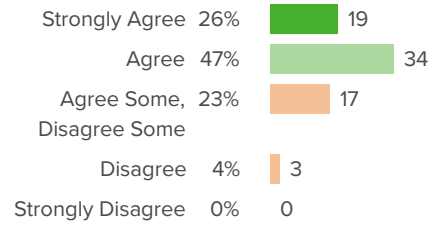
▼ **10** from last survey — Favorable: **53%**

Q.2: Students are involved in helping to solve school problems.



▼ **17** from last survey — Favorable: **40%**

Q.3: The principal asks students about their ideas.



▼ **1** from last survey — Favorable: **73%**

Student Risk Behaviors: Delinquent Behaviors

Your average

42%

74 responses

Change

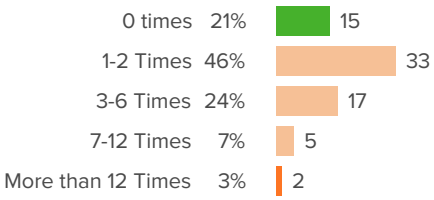
▲ **8**

since last survey

State average: **67%** Participating Alaska Districts

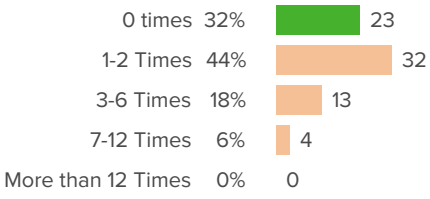
How did people respond?

Q.1: Destroy things (such as school property, or people's personal items)



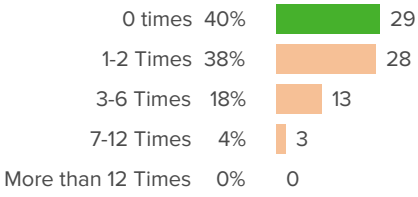
▲ **10** from last survey Favorable: **21%**

Q.2: Get into fights with other students



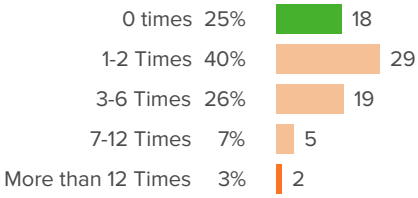
▲ **12** from last survey Favorable: **32%**

Q.3: Steal things (such as taking things from the school or other people)



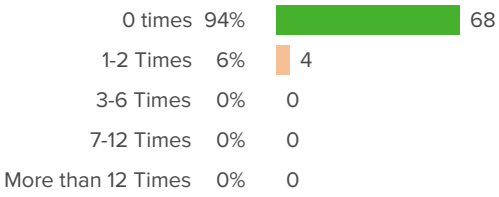
▲ **11** from last survey Favorable: **40%**

Q.4: Threaten or bully students



▲ **4** from last survey Favorable: **25%**

Q.5: Carry weapons



▲ **5** from last survey Favorable: **94%**

Student Risk Behaviors: Drug and Alcohol Use

Your average

86%

74 responses

Change

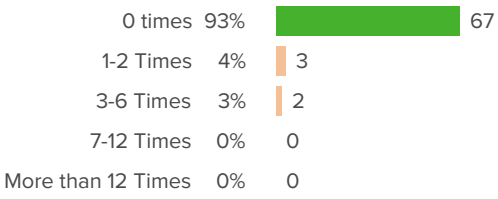
▲ **4**

since last survey

State average: **92%** Participating Alaska Districts

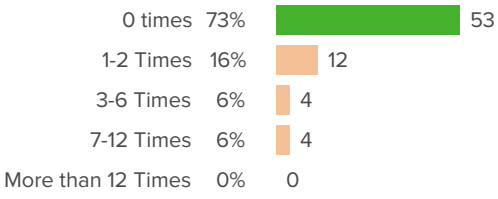
How did people respond?

Q.1: Under the influence of drugs (such as meth, heroin, cocaine, etc.)



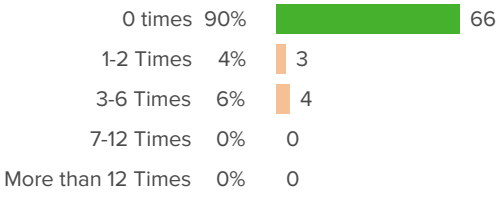
▲ **7** from last survey Favorable: **93%**

Q.2: Under the influence of marijuana



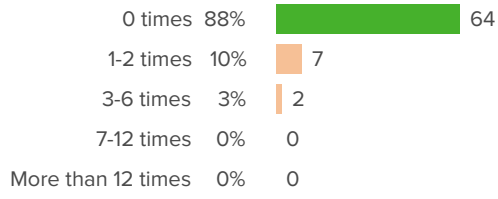
▲ **7** from last survey Favorable: **73%**

Q.3: Under the influence of alcohol (beer, wine, liquor, such as vodka or whiskey, etc.)



▼ **1** from last survey Favorable: **90%**

Q.4: Vaping (such as e-cigarettes, e-cigars, e-pipes, e-hookah, vape pens (JUULs)



▲ **5** from last survey Favorable: **88%**

Trauma Engaged Schools

Your average

57%

74 responses

Change

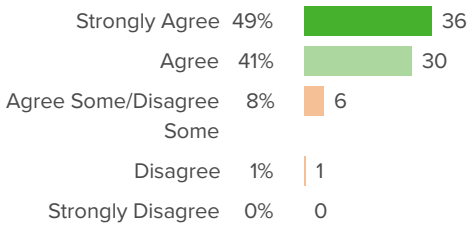
▼ **1**

since last survey

State average: **70%** Participating Alaska Districts

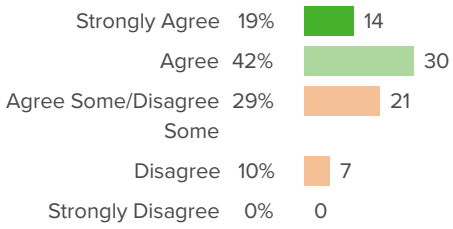
How did people respond?

Q.1: I understand how experiences of trauma can affect a person's coping skills and behaviors.



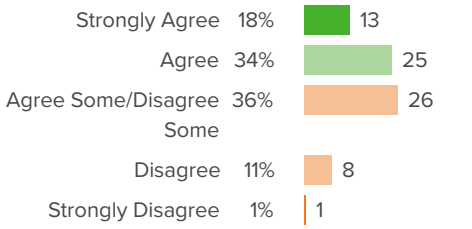
▼ **7** from last survey Favorable: **90%**

Q.2: At my school, there are support systems to respond to trauma experienced by students



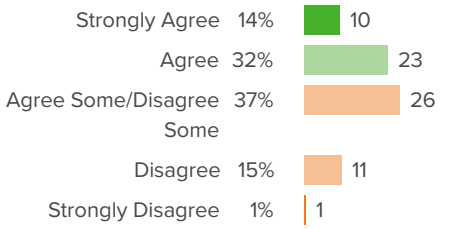
▲ **10** from last survey Favorable: **61%**

Q.3: At my school, I feel supported to respond to trauma experienced by students.



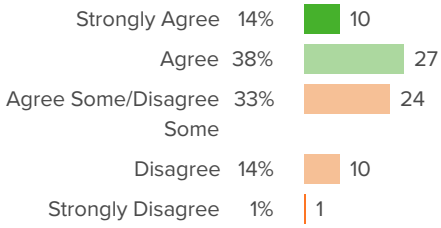
▼ **2** from last survey Favorable: **52%**

Q.4: I know specific skills and strategies I can use to help students who have experienced trauma to do well in our school.



▼ **5** from last survey Favorable: **46%**

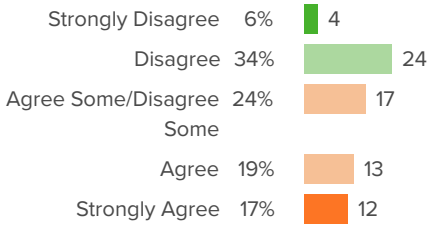
Q.5: I know my role in supporting students experiencing trauma.



▼ 18 from last survey

Favorable: **51%**

Q.6: I feel worn out in my work in ways that interfere with other parts of my life.



▲ 14 from last survey

Favorable: **40%**

Nome Public Schools

2021 Family Survey
2021 School Climate & Connectedness Survey

Report created by
Panorama Education

Summary

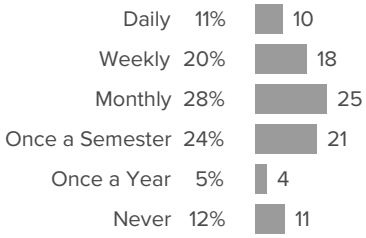
Topic Description	Results	Comparison
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	**59%** ▲ 7 since last survey	**71%** Elementary **63%** Rural Schools **66%** Participating Alaska Districts
Family and Community Involvement Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.	**73%** ▲ 7 since last survey	**79%** Elementary **71%** Rural Schools **75%** Participating Alaska Districts
School Climate During COVID-19	**62%**	**69%** Elementary **66%** Rural Schools **67%** Participating Alaska Districts
School Safety Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.	**85%** ▲ 10 since last survey	**90%** Elementary **86%** Rural Schools **87%** Participating Alaska Districts

91 responses

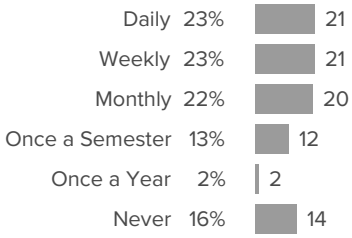
Communication

How did people respond?

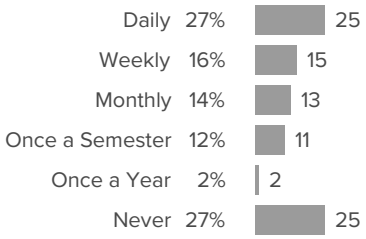
Q.1: How often do you use the district or school website to get information about your school and child?



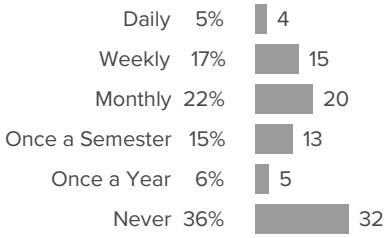
Q.2: How often do you use an Online Communication Tool (such as PowerSchool, Parent Connect, Class Dojo or other) to get information about your school and child?



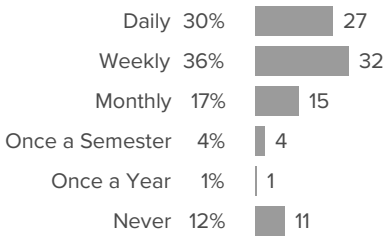
Q.3: How often do you use Social Media (ex. Facebook) to get information about your school and child?



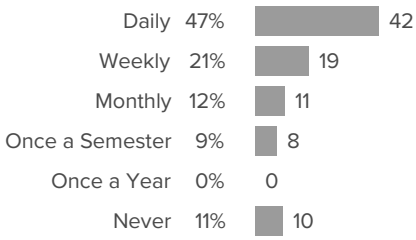
Q.4: How often do you use the newsletter to get information about your school and child?



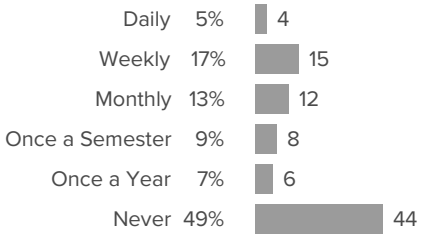
Q.5: How often do you use text messages to get information about your school and child?



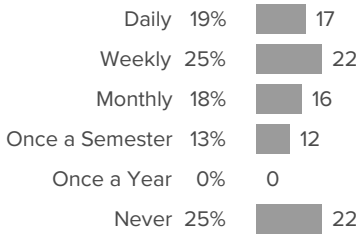
Q.6: How often do you use email to get information about your school and child?



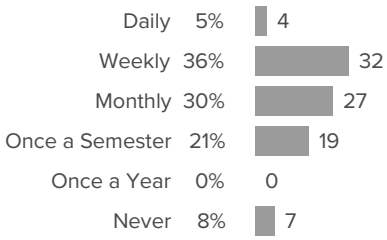
Q.7: How often do you use the newspaper to get information about your school and child?



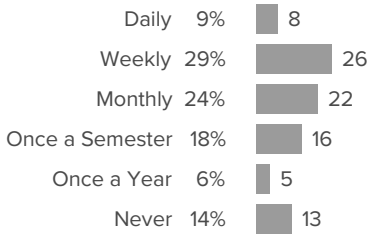
Q.8: How often do you use notes sent home from school to get information about your school and child?



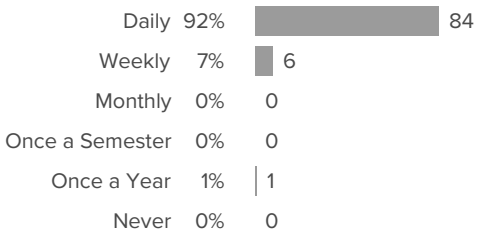
Q.9: How often do you use conversations with school staff to get information aboutyour school and child?



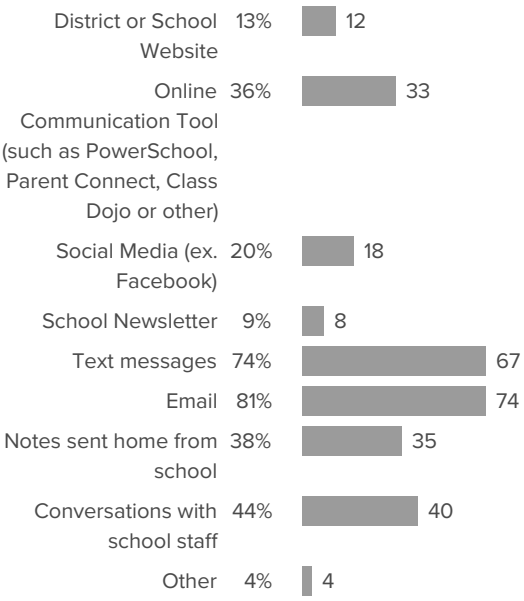
Q.10: How often do you use conversations with other parents to get information about your school and child?



Q.11: How often do you use conversations with your child to get information about your school and child?



Q.12: How would you like the school to communicate with you? (choose all that apply)



Cultural Connectedness

Your average

59%

91 responses

Change

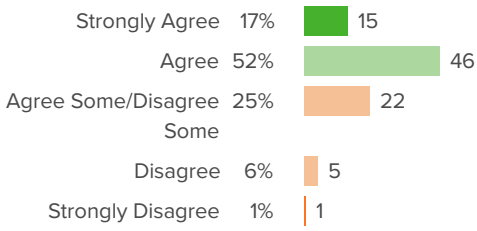
▲ 7

since last survey

School Type average:	**71%**	Elementary
School Type average:	**63%**	Rural Schools
State average:	**66%**	Participating Alaska Districts

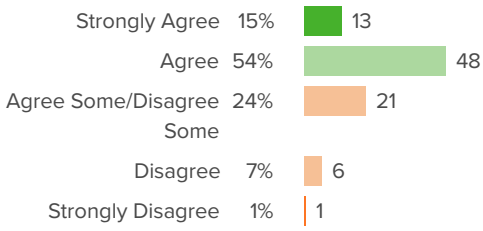
How did people respond?

Q.1: This school values the language and culture of my family.



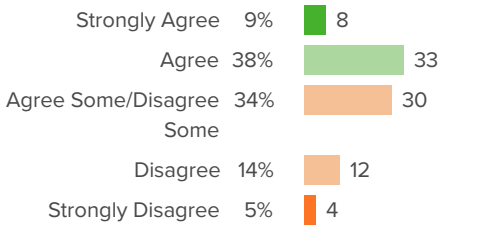
▲ **12** from last survey — Favorable: **69%**

Q.2: This school teaches about the history and culture of people who live in my community.



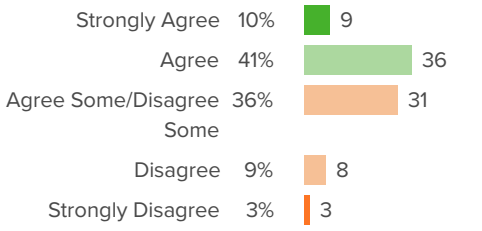
▲ **10** from last survey — Favorable: **69%**

Q.3: I see my family's culture represented in class lessons, materials, posters, and art around the school, etc.



▲ **0** from last survey — Favorable: **47%**

Q.4: My child's teacher makes an effort to represent my family's culture in class lessons.

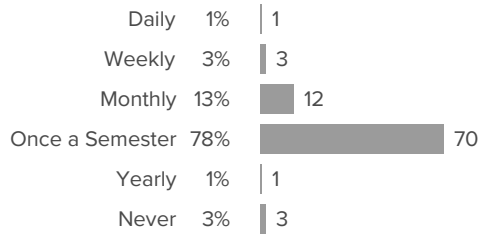


▲ **6** from last survey — Favorable: **52%**

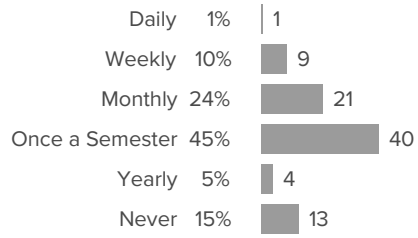
Family Engagement at School

How did people respond?

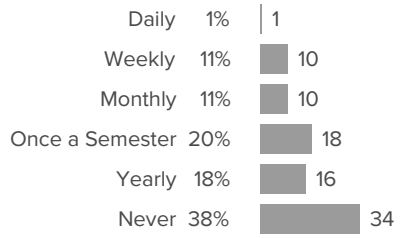
Q.1: How often do you meet in person with teachers at your child's school?



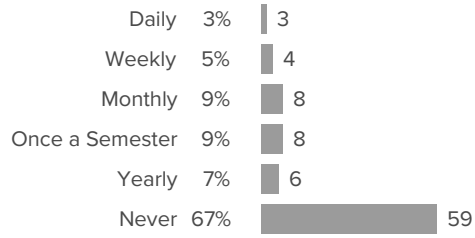
Q.2: How often do you go to events at your child's school during the school year?



Q.3: How often have you helped out at your child's school during the school year?



Q.4: How often do you participate in decision-making at school?



Family and Community Involvement

Your average

73%

91 responses

Change

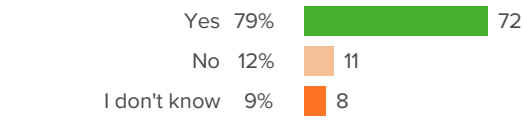
▲ **7**

since last survey

School Type average:	**79%**	Elementary
School Type average:	**71%**	Rural Schools
State average:	**75%**	Participating Alaska Districts

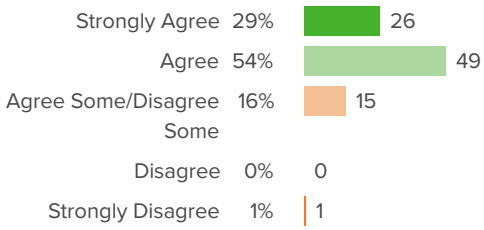
How did people respond?

Q.1: The school does a good job communicating to families.



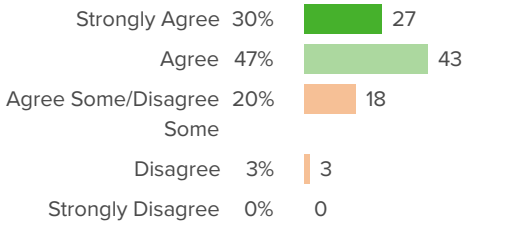
▲ **11** from last survey — Favorable: **79%**

Q.2: This school is a welcoming place for families like mine.



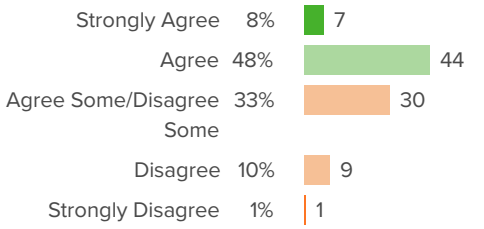
▲ **0** from last survey — Favorable: **82%**

Q.3: Adults in the community support this school.



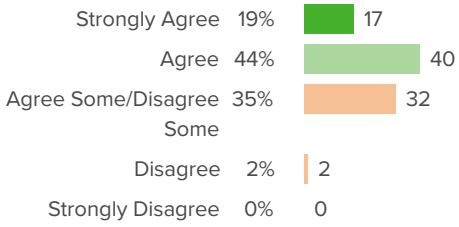
▼ **3** from last survey — Favorable: **77%**

Q.4: Adults in the community know what goes on inside of schools.



▲ **20** from last survey — Favorable: **56%**

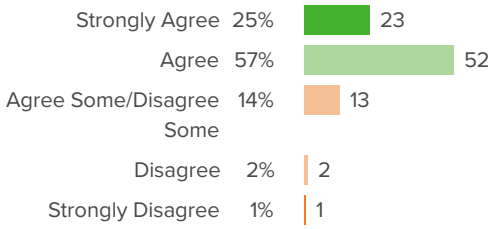
Q.5: Adults in the community encourage youth to take school seriously.



▲ 3 from last survey

Favorable: **63%**

Q.6: This school values and welcomes elders.



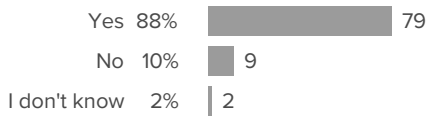
▲ 10 from last survey

Favorable: **82%**

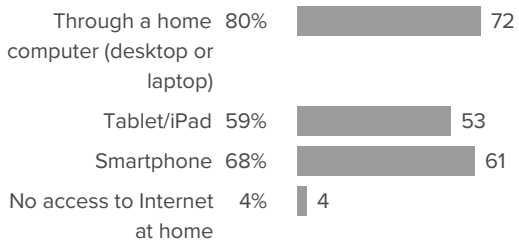
Internet at Home

How did people respond?

Q.1: At home, my child has reliable access to the Internet.



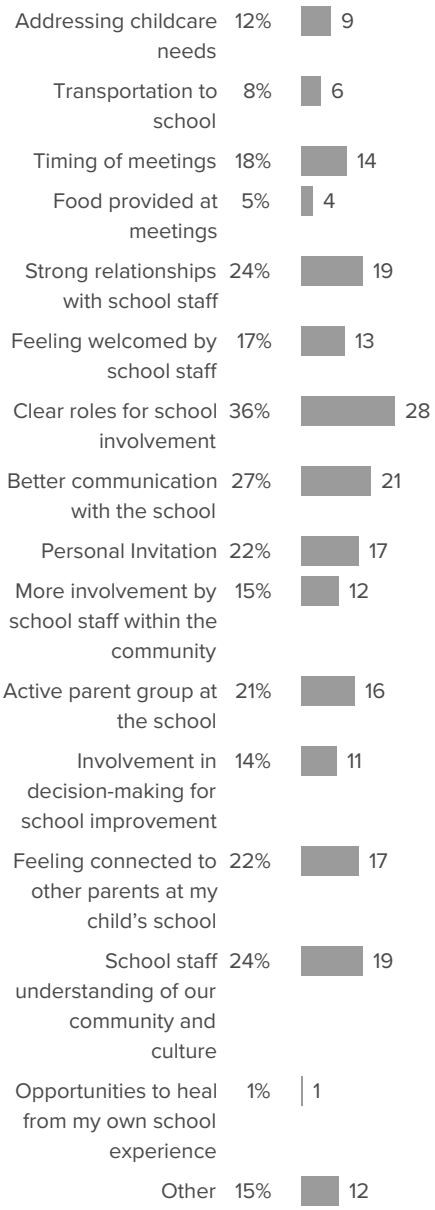
Q.2: At home, my child has access to the Internet in the following ways (choose all that apply):



Opportunities for Involvement at School

How did people respond?

Q.1: What would help you to be more involved in your child's school? (mark all that apply)



School Climate During COVID-19

Your average

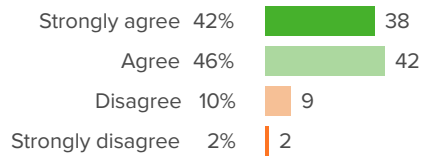
62%

91 responses

School Type average:	**69%**	Elementary
School Type average:	**66%**	Rural Schools
State average:	**67%**	Participating Alaska Districts

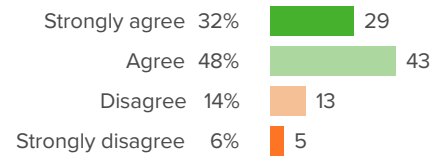
How did people respond?

Q.1: During COVID-19, I feel supported by staff at my child's school.



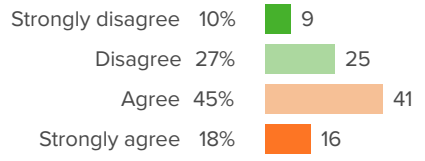
Favorable: **88%**

Q.2: I am confident that I can support my students' learning during COVID-19.



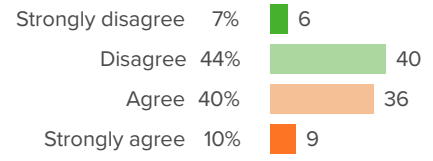
Favorable: **80%**

Q.3: I feel overwhelmed trying to help my child with school during COVID-19.



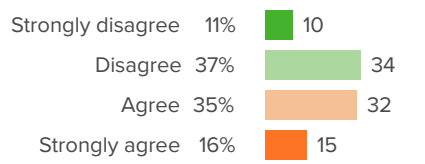
Favorable: **37%**

Q.4: My child is more anxious than usual since COVID-19 began.



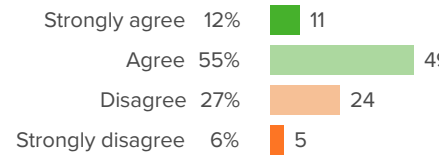
Favorable: **51%**

Q.5: During COVID-19, it is difficult for me to use the distance learning tools (video calls, learning applications, take home packets, etc.).



Favorable: **48%**

Q.6: I am able to motivate my child to be engaged in school during COVID-19.

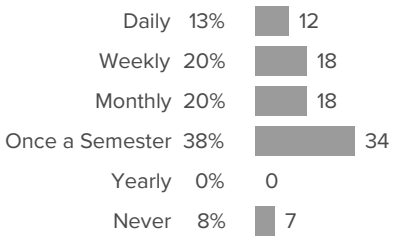


Favorable: **67%**

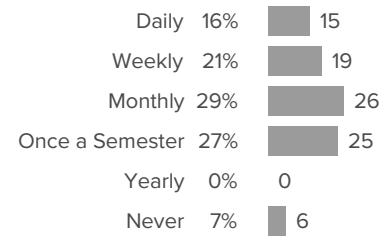
School Communication with Families

How did people respond?

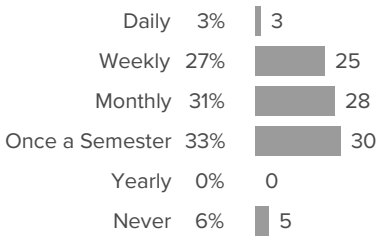
Q.1: How often does your child's school seek your guidance on how to help your child do well in school?



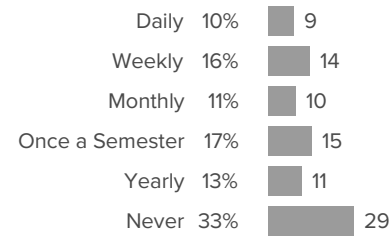
Q.2: How often does your child's school share ideas on what you can do at home to support your child's academic learning?



Q.3: How often does your child's school reach out to you to tell you how your child is doing?



Q.4: How often does your child's school ask you to volunteer at school events?



School Safety

Your average

85%

91 responses

Change

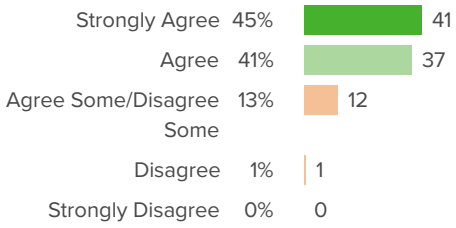
▲ 10

since last survey

School Type average:	**90%**	Elementary
School Type average:	**86%**	Rural Schools
State average:	**87%**	Participating Alaska Districts

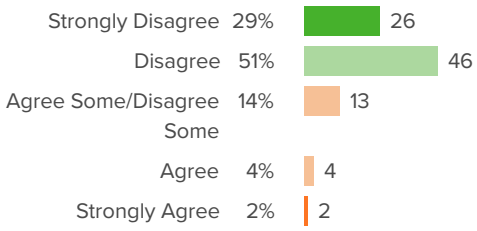
How did people respond?

Q.1: My child feels safe at school.



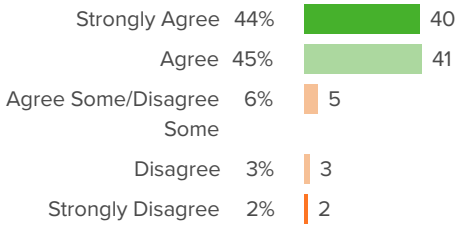
▲ 10 from last survey — Favorable: **86%**

Q.2: My child's school is badly affected by crime and violence in the community.



▲ 16 from last survey — Favorable: **79%**

Q.3: My child feels safe traveling to and from school.

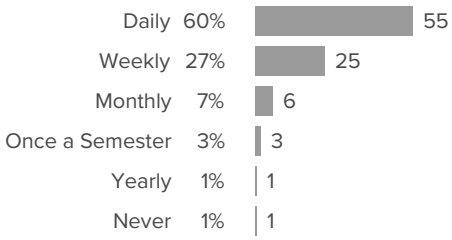


▲ 3 from last survey — Favorable: **89%**

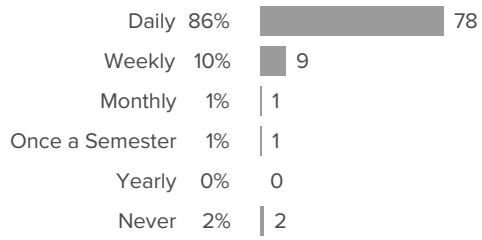
Student Support at Home

How did people respond?

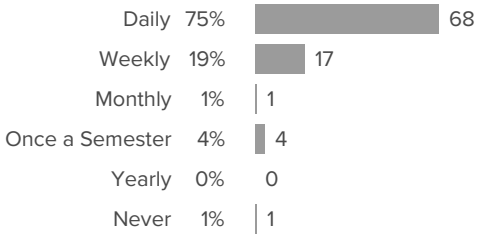
Q.1: How often do you help your child with school work?



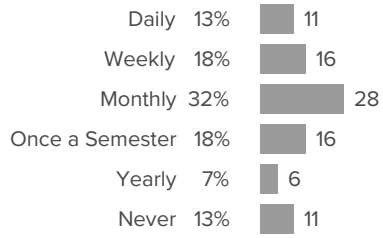
Q.2: How often do you make sure your child has a designated time and space to do school work?



Q.3: How often do you have conversations with your child about what they are learning at school?



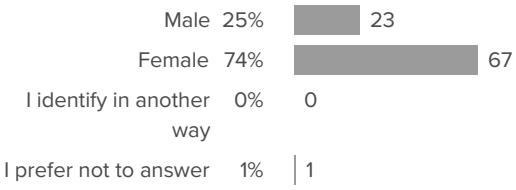
Q.4: How often do you have conversations with your child about career or college preparation?



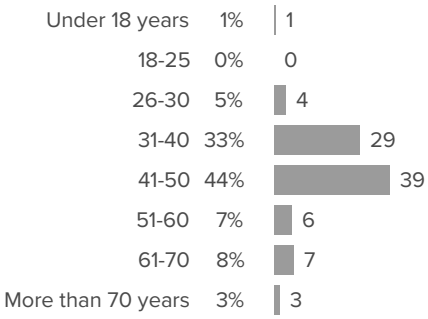
Background Information

How did people respond?

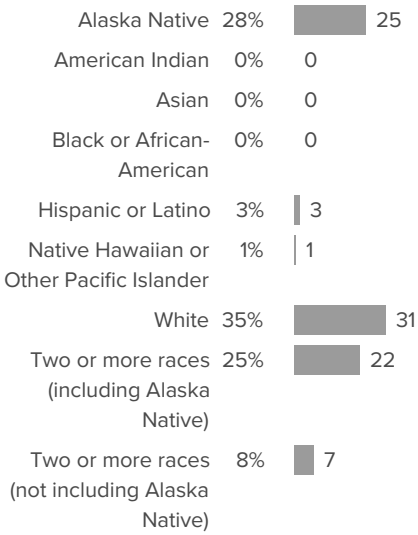
Q.1: How do you identify yourself?



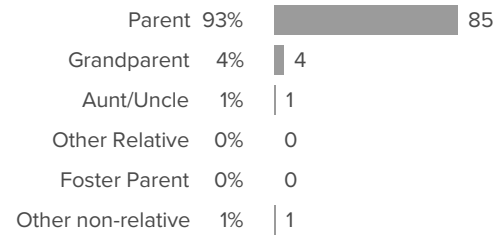
Q.2: What is your age?



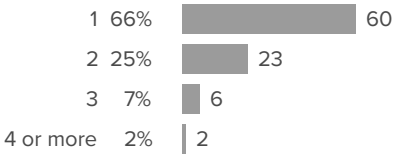
Q.3: What groups describe you best? (Choose all that apply)



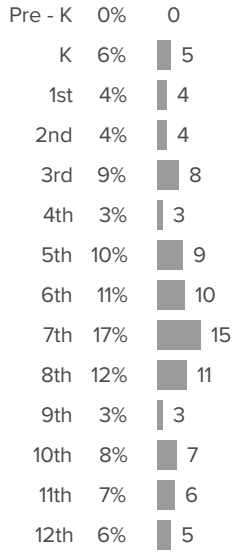
Q.4: Please describe your relationship to the child attending this school.



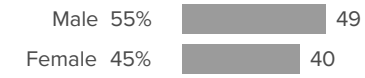
Q.5: How many children in your household are currently attending this school?



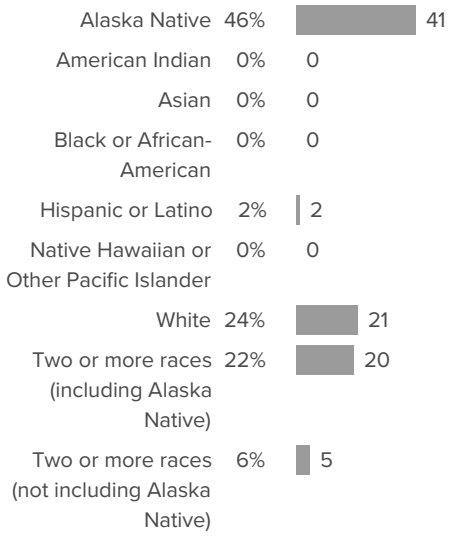
Q.6: Please indicate what grade your oldest child in this school is in.



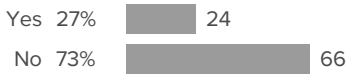
Q.7: What is your child's gender?



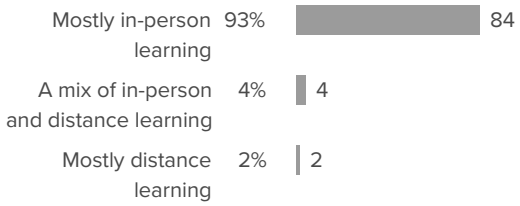
Q.8: Which groups describe your child best? (Choose all that apply)



Q.9: Do you speak a language other than English with your child?



Q.10: How is your child attending school right now?



Nome Public Schools

Grade 6-12 Student Survey
2021 School Climate & Connectedness Survey

Report created by
Panorama Education

Summary

Topic Description	Results	Comparison
Caring Adults Students' perceptions of their closeness to adults in the school. Higher scores are better because they reflect more favorable perceptions of caring adults	**60%** ▲ 3 since last survey	**58%** Rural Schools **53%** Participating Alaska Districts
Community Support Reflects the extent to which students are involved in their communities, and the extent to which students feel supported by their communities.	**71%** 0 since last survey	**69%** Rural Schools **69%** Participating Alaska Districts
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	**54%** ▲ 4 since last survey	**54%** Rural Schools **49%** Participating Alaska Districts
Family and Community Involvement Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.	**66%** ▲ 3 since last survey	**61%** Rural Schools **60%** Participating Alaska Districts
High Expectations Student perceptions of their own academic expectations as well as those of adults in their school and community. Higher scores are better because they reflect more favorable perceptions of student involvement.	**74%** ▲ 2 since last survey	**73%** Rural Schools **75%** Participating Alaska Districts
Peer Climate Student Survey: Students' perceptions of how respectful and helpful students are to one another. Staff Survey: Staff perceptions of how respectful and helpful students are to one another, and towards their teachers. Prior to 2016, the staff scale was called Respectful Climate. Higher scores are better because they reflect more favorable perceptions of peer climate.	**34%** ▲ 9 since last survey	**36%** Rural Schools **41%** Participating Alaska Districts

Respectful Climate

Student perceptions of the fairness of rules and the respectful relationships between students and staff. Higher scores are better because they reflect more favorable perceptions of respectful climate. (The Staff “Respectful Climate” scale was renamed to "Peer Climate" starting in 2017).

64%
▲ 11
since last survey

62% Rural Schools
64% Participating Alaska Districts

School Climate During COVID-19

58%

56% Rural Schools
57% Participating Alaska Districts

School Safety

Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.

71%
▲ 1
since last survey

74% Rural Schools
76% Participating Alaska Districts

Social and Emotional Learning (Grades 6-12)

Students rated how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making.

73%
▲ 3
since last survey

70% Rural Schools
71% Participating Alaska Districts

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

51%
▲ 3
since last survey

47% Rural Schools
45% Participating Alaska Districts

Student Risk Behaviors: Delinquent Behaviors

Students and staff reported how often they observed students engage in delinquent behaviors at school and at school events within the past 12 months. Higher scores are better because they reflect more instances of “0 times” of delinquent behaviors.

68%
▲ 11
since last survey

71% Rural Schools
75% Participating Alaska Districts

Student Risk Behaviors: Drug and Alcohol Use

Observations of other students engaging in drug and alcohol use at school or school events within the past 12 months. Higher scores are better because they reflect more instances of “0 times” of drug and alcohol use.

86%
▲ 14
since last survey

80% Rural Schools
83% Participating Alaska Districts

180 responses

Caring Adults

Your average

60%

180 responses

Change

▲ 3

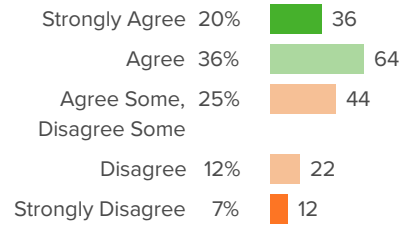
since last survey

School Type average: **58%** Rural Schools

State average: **53%** Participating Alaska Districts

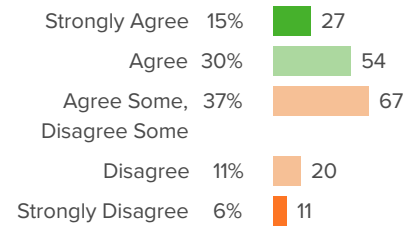
How did people respond?

Q.1: There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.



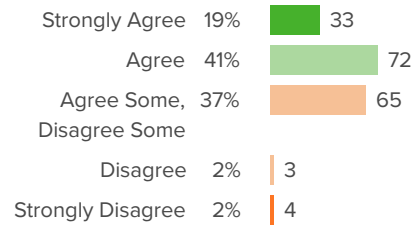
▼ 4 from last survey — Favorable: **56%**

Q.2: At school, there is a teacher or some other adult who will miss me when I'm absent.



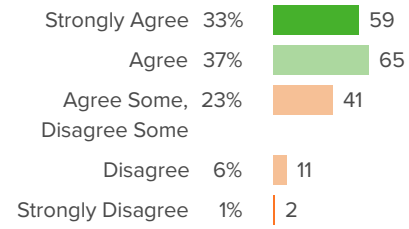
▲ 8 from last survey — Favorable: **45%**

Q.3: There are lots of chances for students in my school to talk with teachers one-on-one.



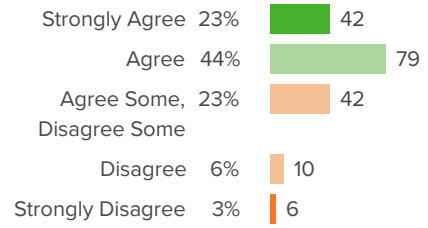
▲ 4 from last survey — Favorable: **59%**

Q.4: I can name at least five adults who really care about me.



▲ 3 from last survey — Favorable: **70%**

Q.5: Other adults at school besides my teachers know my name.



▲ 2 from last survey

Favorable: **68%**

Community Support

Your average

71%

180 responses

Change

0

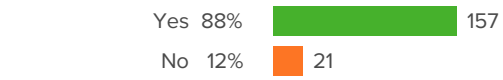
since last survey

School Type average: **69%** Rural Schools

State average: **69%** Participating Alaska Districts

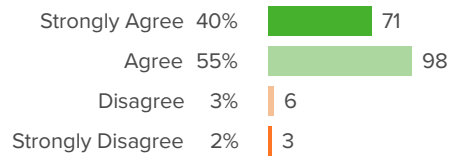
How did people respond?

Q.1: Do you have someone outside of school who can help you with your homework?



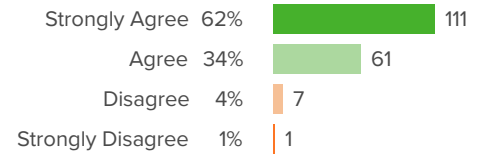
▲ **2** from last survey — Favorable: **88%**

Q.2: Outside of school and home, I know at least one adult I can talk to, if I have a problem.



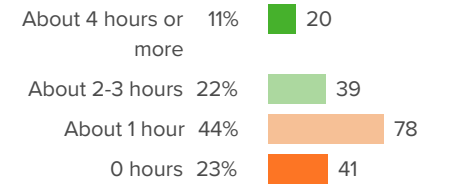
▲ **7** from last survey — Favorable: **95%**

Q.3: Outside of school and home, I know at least one adult who encourages me to do my best.



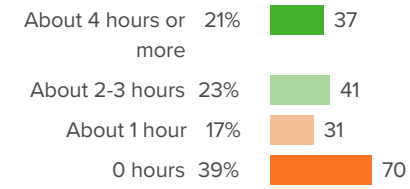
▲ **2** from last survey — Favorable: **96%**

Q.4: During an average week, how much time do you spend helping other people without getting paid? (Examples: helping elders or neighbors; watching younger children; peer teaching, tutoring, mentoring; helping the environment or doing other volunteer activities).



▼ **6** from last survey — Favorable: **33%**

Q.5: During an average week, how much time do you spend participating in organized activities after school or on weekends? (Examples: sports, clubs, youth groups, music/art/dance/drama activities, cultural, religious or other community activities)



▼ **6** from last survey

Favorable: **44%**

Cultural Connectedness

Your average

54%

180 responses

Change

▲ 4

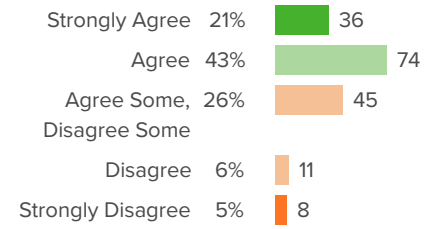
since last survey

School Type average: **54%** Rural Schools

State average: **49%** Participating Alaska Districts

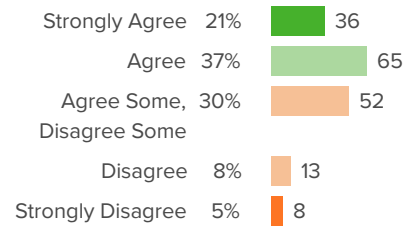
How did people respond?

Q.1: I have a strong sense of belonging to my culture.



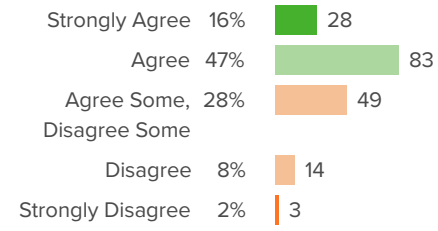
▲ 3 from last survey Favorable: **63%**

Q.2: In general, my culture is an important part of my self-image.



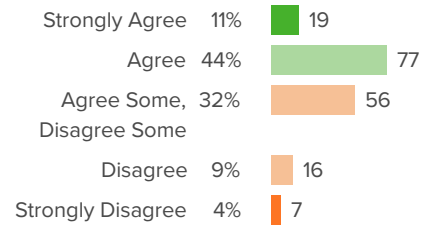
▼ 3 from last survey Favorable: **58%**

Q.3: My school teaches about the history and culture of people who live in my community.



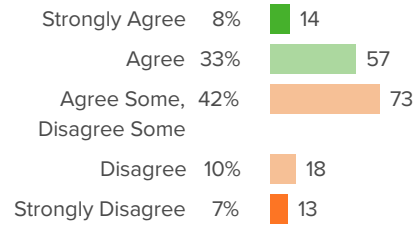
▲ 12 from last survey Favorable: **63%**

Q.4: My school values the language and culture of my family.



▲ 2 from last survey Favorable: **55%**

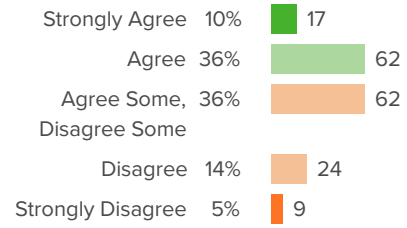
Q.5: My teachers make an effort to represent my culture in class lessons.



▲ **2** from last survey

Favorable: **41%**

Q.6: I see my family's culture represented in class lessons, materials, posters, and art around the school, etc.



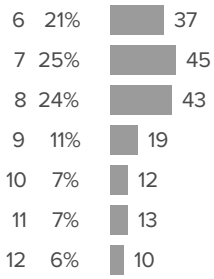
▲ **7** from last survey

Favorable: **45%**

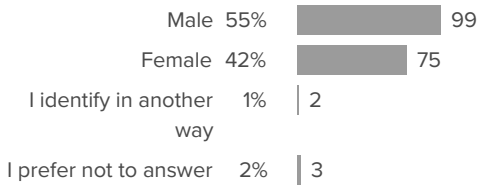
Demographics

How did people respond?

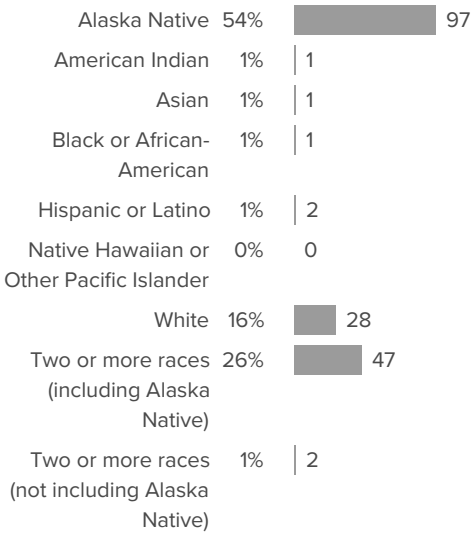
Q.1: What grade are you in?



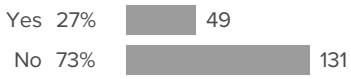
Q.2: How do you identify yourself?



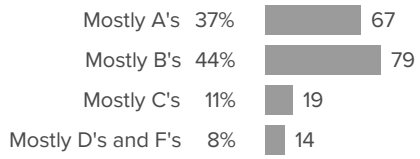
Q.3: Which group describes you best? (Choose all that apply)



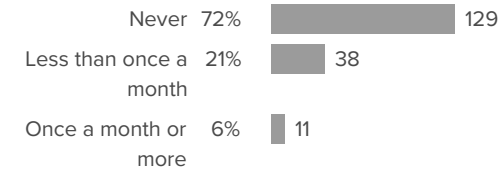
Q.4: Is there a language other than English spoken in your home?



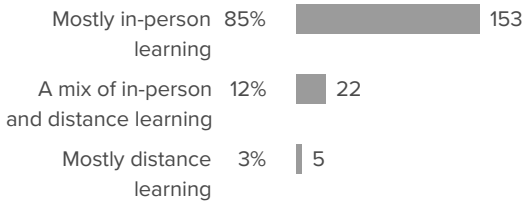
Q.5: What grades do you usually get?



Q.6: During the past year, how many days did you miss (skip) school without permission?



Q.7: How are you attending school right now?



Family and Community Involvement

Your average

66%

180 responses

Change

▲ 3

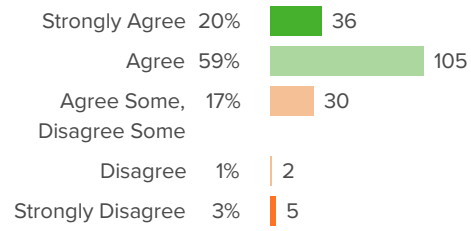
since last survey

School Type average: **61%** Rural Schools

State average: **60%** Participating Alaska Districts

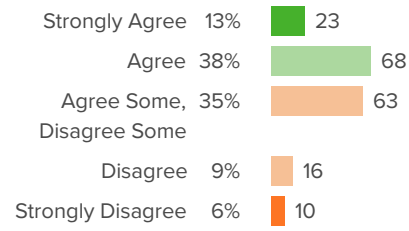
How did people respond?

Q.1: This school is a welcoming place for families like mine.



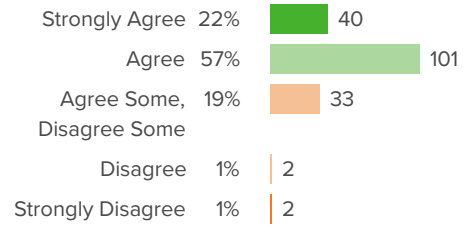
▲ 6 from last survey — Favorable: **79%**

Q.2: Adults in my community know what goes on inside schools.



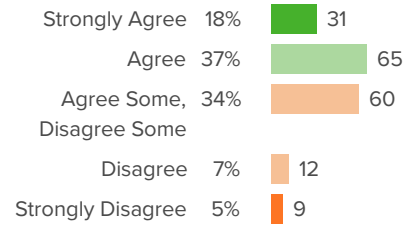
▲ 16 from last survey — Favorable: **51%**

Q.3: Adults in my community support this school.



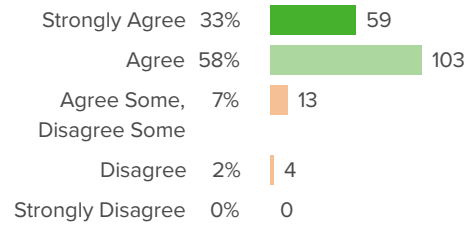
▲ 12 from last survey — Favorable: **79%**

Q.4: Lots of parents come to events at my school.



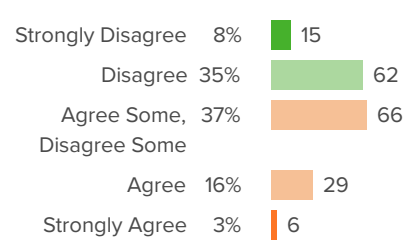
▼ 11 from last survey — Favorable: **54%**

Q.5: This school values and welcomes elders.



▲ 2 from last survey — Favorable: **91%**

Q.6: This school does not involve parents in most school events or activities.



▼ 4 from last survey — Favorable: **43%**

High Expectations

Your average

74%

180 responses

Change

▲ 2

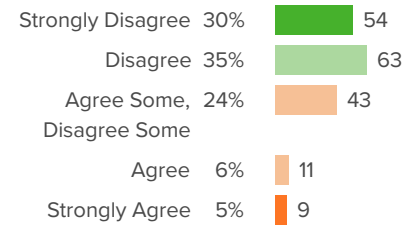
since last survey

School Type average: **73%** Rural Schools

State average: **75%** Participating Alaska Districts

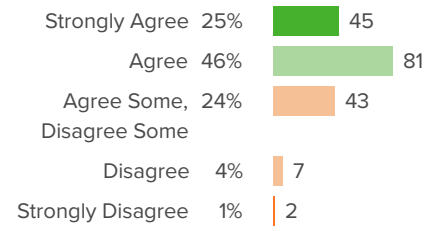
How did people respond?

Q.1: I have given up on school.



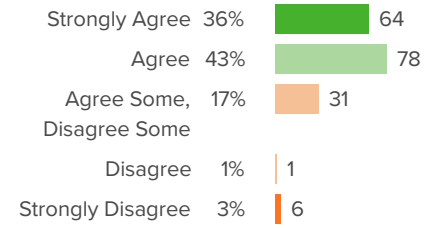
▲ 1 from last survey — Favorable: **65%**

Q.2: At this school, students are encouraged to work to the best of their abilities.



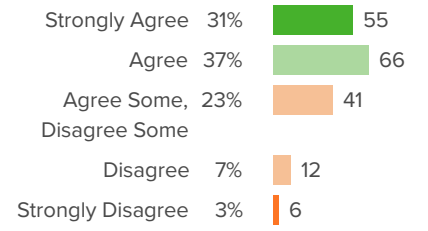
▲ 2 from last survey — Favorable: **71%**

Q.3: I try hard to do well in school.



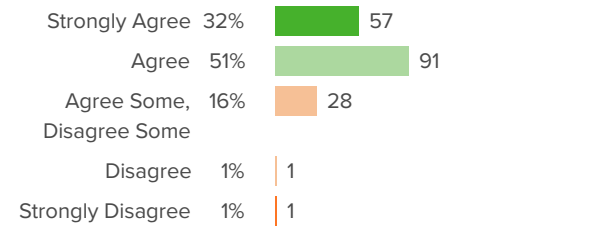
▲ 2 from last survey — Favorable: **79%**

Q.4: I want very much to get more education after high school.



▼ 1 from last survey — Favorable: **67%**

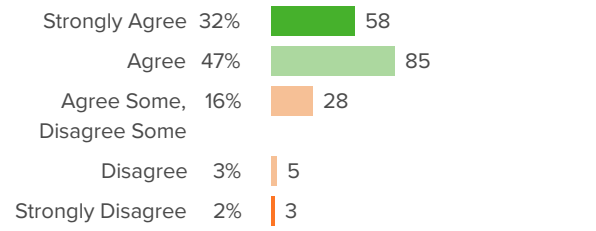
Q.5: Adults in my community encourage me to take school seriously.



▲ 9 from last survey

Favorable: **83%**

Q.6: Teachers and other adults at this school believe that all students can do good work.



▲ 3 from last survey

Favorable: **80%**

Peer Climate

Your average

34%

180 responses

Change

▲ **9**

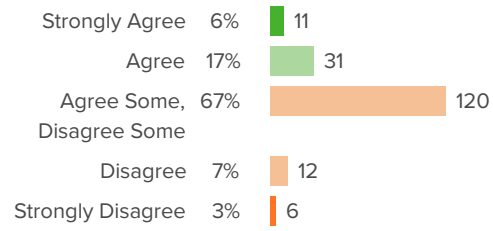
since last survey

School Type average: **36%** Rural Schools

State average: **41%** Participating Alaska Districts

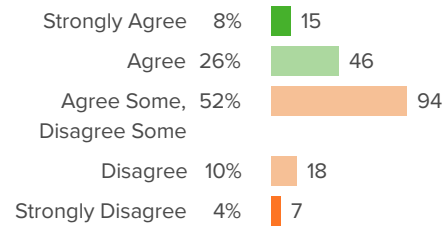
How did people respond?

Q.1: Students in this school help each other, even if they are not friends.



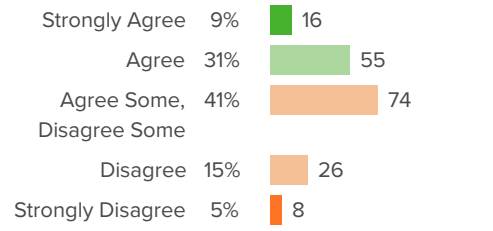
▼ **1** from last survey — Favorable: **23%**

Q.2: Students in this school treat each other with respect.



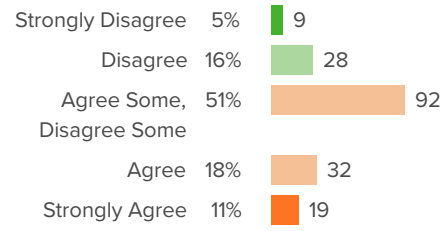
▲ **12** from last survey — Favorable: **34%**

Q.3: When students see another student being picked on, they try to stop it.



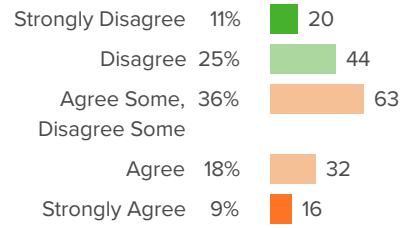
▲ **15** from last survey — Favorable: **40%**

Q.4: Students at this school are often teased or picked on.



▲ **4** from last survey — Favorable: **21%**

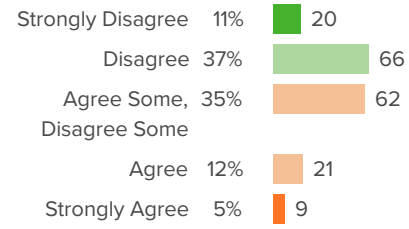
Q.5: Students who go to my school often spread hurtful rumors or lies about each other online (such as Snapchat, Instagram, Facebook, etc.)



▲ 7 from last survey

Favorable: **37%**

Q.6: Most students in this school like to put others down.



▲ 17 from last survey

Favorable: **48%**

Respectful Climate

Your average

64%

180 responses

Change

▲ 11

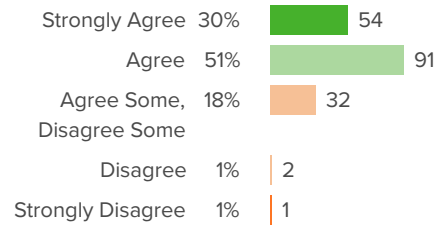
since last survey

School Type average: **62%** Rural Schools

State average: **64%** Participating Alaska Districts

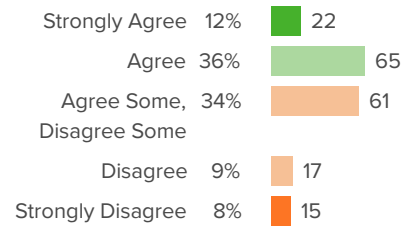
How did people respond?

Q.1: My teachers treat me with respect.



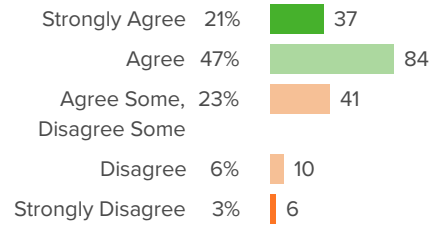
▲ **12** from last survey Favorable: **81%**

Q.2: When students break rules, they are treated fairly.



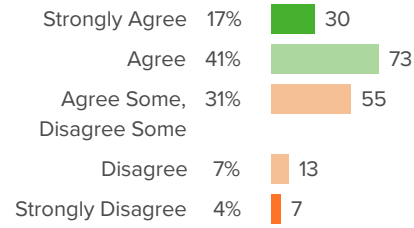
▲ **6** from last survey Favorable: **48%**

Q.3: My teachers are fair.



▲ **21** from last survey Favorable: **68%**

Q.4: Our school rules are fair.



▲ **3** from last survey Favorable: **58%**

School Climate During COVID-19

Your average

58%

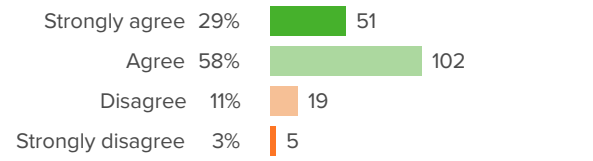
180 responses

School Type average: **56%** Rural Schools

State average: **57%** Participating Alaska Districts

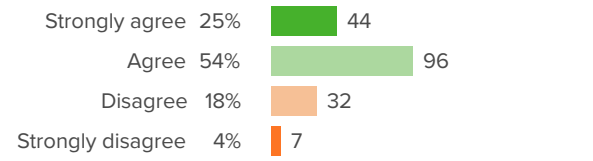
How did people respond?

Q.1: During COVID-19, I feel supported by adults at my school.



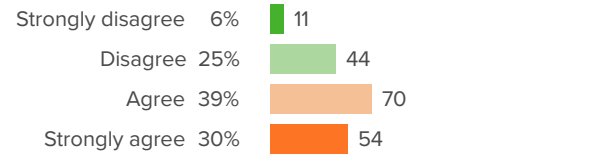
Favorable: **86%**

Q.2: During COVID-19, I feel connected to other students at my school.



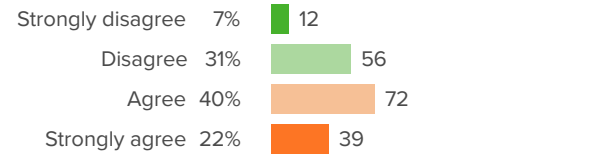
Favorable: **78%**

Q.3: During COVID-19, I feel overwhelmed trying to keep up with my school work.



Favorable: **31%**

Q.4: During COVID-19, it is difficult for me to use the distance learning tools (video or audio calls, learning applications, take home packets, etc.).



Favorable: **38%**

School Safety

Your average

71%

180 responses

Change

▲ 1

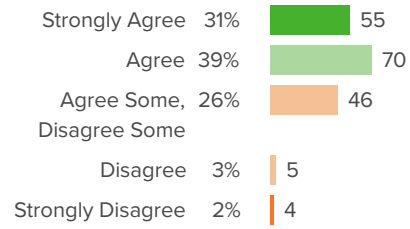
since last survey

School Type average: **74%** Rural Schools

State average: **76%** Participating Alaska Districts

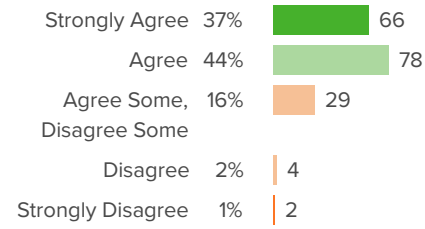
How did people respond?

Q.1: I feel safe at school.



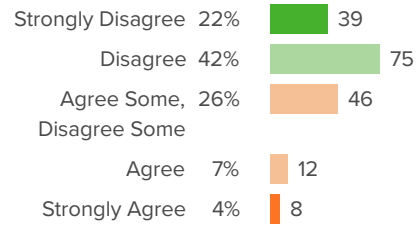
▼ 1 from last survey — Favorable: **69%**

Q.2: I feel safe traveling to and from school.



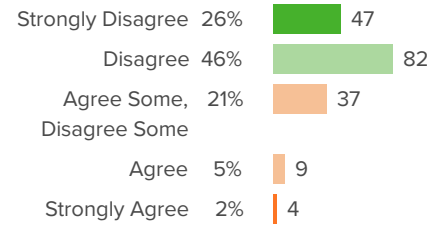
▼ 2 from last survey — Favorable: **80%**

Q.3: This school is being ruined by bullies.



▲ 10 from last survey — Favorable: **63%**

Q.4: This school is badly affected by crime and violence in the community.



▼ 2 from last survey — Favorable: **72%**

Social and Emotional Learning (Grades 6-12)

Your average

73%

180 responses

Change

▲ 3

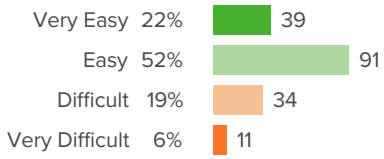
since last survey

School Type average: **70%** Rural Schools

State average: **71%** Participating Alaska Districts

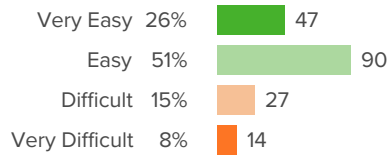
How did people respond?

Q.1: Knowing the emotions I feel.



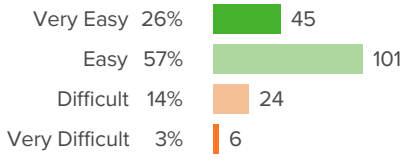
▲ 5 from last survey — Favorable: **74%**

Q.2: Knowing ways I calm myself down.



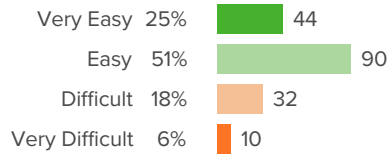
▲ 2 from last survey — Favorable: **77%**

Q.3: Knowing what my strengths are.



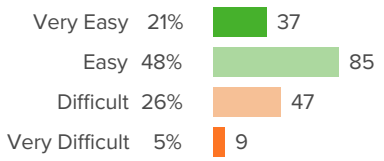
▲ 12 from last survey — Favorable: **83%**

Q.4: Knowing when my feelings are making it hard for me to focus.



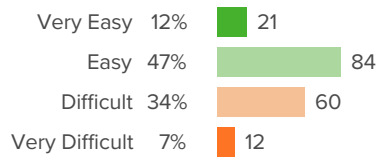
▲ 3 from last survey — Favorable: **76%**

Q.5: Being patient even when I am really excited.



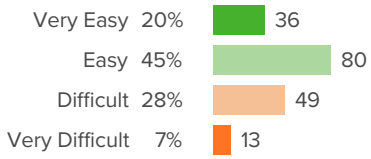
▲ 4 from last survey — Favorable: **69%**

Q.6: Finishing tasks even if they are hard for me.



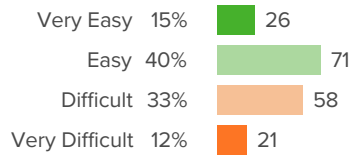
▲ 4 from last survey — Favorable: **59%**

Q.7: Setting goals for myself.



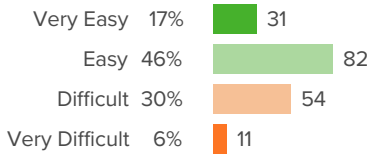
▲ 3 from last survey — Favorable: **65%**

Q.8: Doing schoolwork even when I do not feel like it.



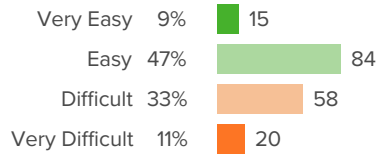
▲ 4 from last survey — Favorable: **55%**

Q.9: Being prepared for tests.



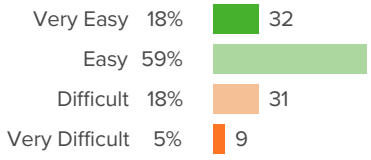
▲ 0 from last survey — Favorable: **63%**

Q.10: Getting through something even when I feel frustrated.



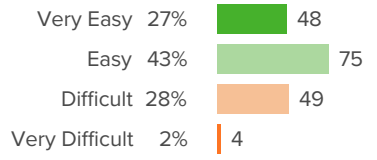
▲ 0 from last survey — Favorable: **56%**

Q.11: Learning from people with different opinions than me.



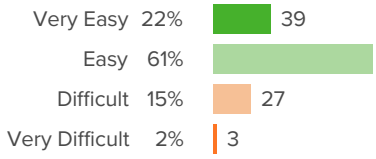
▲ 3 from last survey — Favorable: **77%**

Q.12: Knowing what people may be feeling by the look on their face.



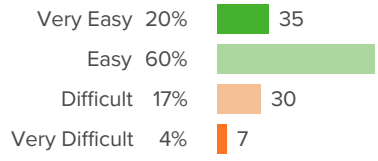
▼ 11 from last survey — Favorable: **70%**

Q.13: Knowing when someone needs help.



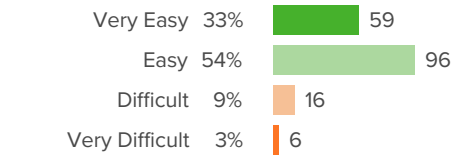
▲ 3 from last survey — Favorable: **83%**

Q.14: Respecting a classmate's opinions during a disagreement.



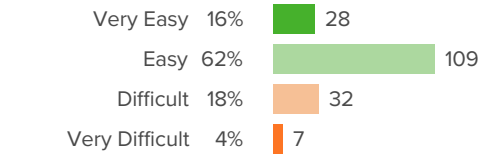
▲ 4 from last survey — Favorable: **79%**

Q.15: Getting along with my classmates.



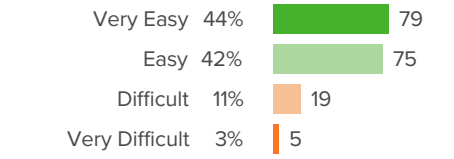
▲ **10** from last survey Favorable: **88%**

Q.16: Thinking about what might happen before making a decision.



▲ **7** from last survey Favorable: **78%**

Q.17: Knowing what is right or wrong.



▲ **2** from last survey Favorable: **87%**

Student Involvement

Your average

51%

180 responses

Change

▲ 3

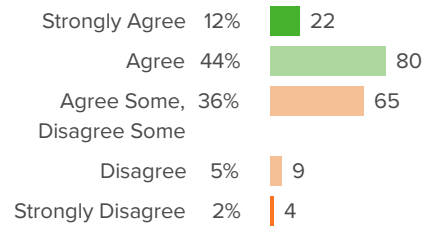
since last survey

School Type average: **47%** Rural Schools

State average: **45%** Participating Alaska Districts

How did people respond?

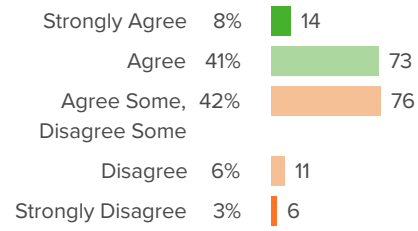
Q.1: In my school, students are given a chance to help make decisions.



▲ **2** from last survey

Favorable: **57%**

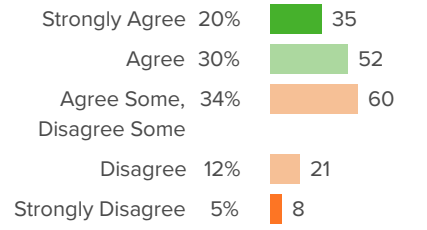
Q.2: Students are involved in helping to solve school problems.



▲ **7** from last survey

Favorable: **48%**

Q.3: The principal asks students about their ideas.



▲ **0** from last survey

Favorable: **49%**

Student Risk Behaviors: Delinquent Behaviors

Your average

68%

180 responses

Change

▲ 11

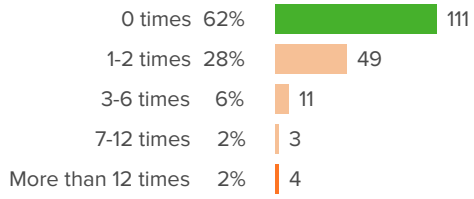
since last survey

School Type average: **71%** Rural Schools

State average: **75%** Participating Alaska Districts

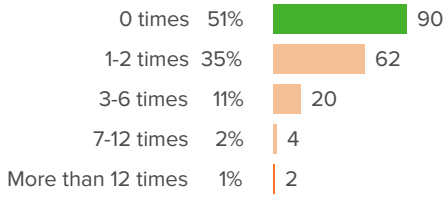
How did people respond?

Q.1: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Destroy things (such as school property, or other people's personal items)



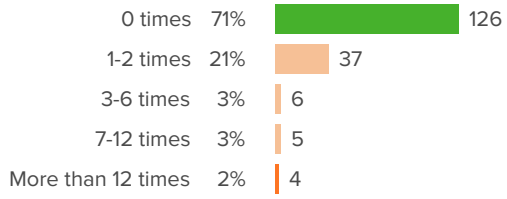
▲ **17** from last survey — Favorable: **62%**

Q.2: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Get into fights with other students



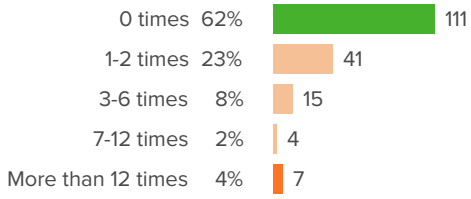
▲ **3** from last survey — Favorable: **51%**

Q.3: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Steal things (such as taking things from the school or other people)



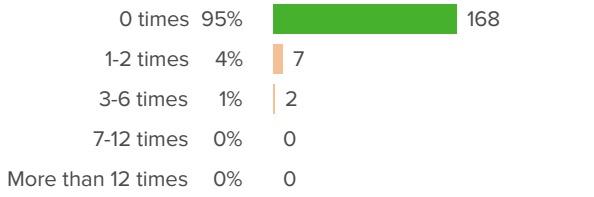
▲ **11** from last survey — Favorable: **71%**

Q.4: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Threaten or bully other students



▲ **15** from last survey — Favorable: **62%**

Q.5: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Carry weapons



▲ 8 from last survey

Favorable: **95%**

Student Risk Behaviors: Drug and Alcohol Use

Your average

86%

180 responses

Change

▲ 14

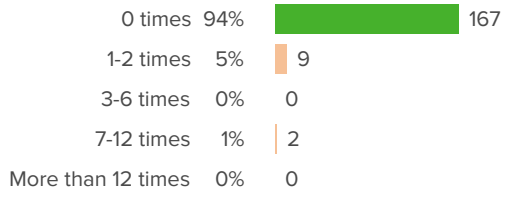
since last survey

School Type average: **80%** Rural Schools

State average: **83%** Participating Alaska Districts

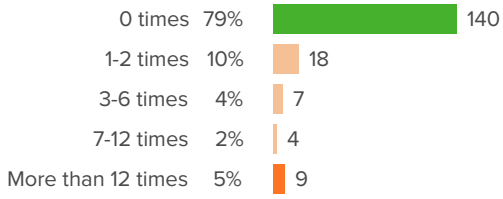
How did people respond?

Q.1: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of drugs (such as meth, heroin, cocaine, etc.)



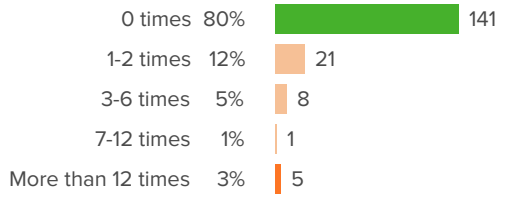
▲ **10** from last survey — Favorable: **94%**

Q.2: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of marijuana



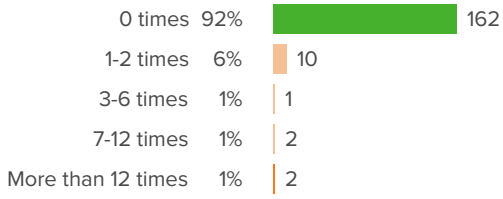
▲ **15** from last survey — Favorable: **79%**

Q.3: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Vaping (such as e-cigarettes, e-cigars, e-pipes, e-hookah, vape pens (JUULs)



▲ **17** from last survey — Favorable: **80%**

Q.4: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of alcohol (beer, wine, liquor, such as vodka or whiskey, etc.)



▲ **16** from last survey — Favorable: **92%**

Public Comment Statement

The Board of Education welcomes community member input during meetings about issues on or not on the agenda. The Board is not able to respond directly to you during Public Comment; the Board may decide at the end of the meeting during Board Member Comment to discuss your topic at a work session, regular meeting, or direct the Superintendent to look into a situation further.

The Board may not speak about subjects that are protected by legal confidentiality such as specific student discipline issues or personnel issues that could disparage or slander district employees.

The general guideline is approximately three minutes per speaker; however, additional time is allowable if needed. When you speak to the Board, please state your first and last name for the record.

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

SCHOOL BOARD COMMUNICATION

Title: Approval of Final FY21 Budget Revision

Date: June 8, 2021

Administrator: Jamie Burgess, Superintendent and Genevieve Hollins, Business Manager

Attachments: FY21 Final Budget Revision

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

BACKGROUND INFORMATION

The final budget revision for the 2020-2021 school year is presented for the Board's approval. Revenue adjustments include the most recent additional appropriation from the City of Nome and a slight increase in Impact Aid. Expenses include several revisions due to unanticipated expenses, increases in maintenance expenses, and moving funds into CIP to cover the NBMHS concession stand remodel project (separate Board Action Item).

Overall this is an increase in expenditures, which will necessitate using a slightly higher amount of the fund balance.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the final budget revision for the 2020-2021 school year.

Sample Motion: I move to approve the final budget revision for the 2020-2021 school year.

Nome Public Schools
FY21 Budget Revision #2

Account Code	Account Description		Increase (Decrease)	Notes
REVENUES				
100…011	City Appropriation	$	60,000	Costs of instruction due to COVID-19.
100…110	Impact Aid	$	19,513	Hold Harmless Impact Aid received.
Total Revenue Budget Increase:		**$**	**79,513**	
EXPENSES				
100.010.100..329	Substitutes/Temporary	$	10,000	Long Term Substitute not originally included in budget.
100.010.600..440	Other Purchased Services	$	500	City of Nome auto dialer fee not originally included in budget.
100.300.600..440	Other Purchased Services	$	500	City of Nome auto dialer fee not originally included in budget.
100.010.700..XXX	Student Activities various line items	$	(80,000)	Move from General Fund to CIP; set aside for NBMHS Concession revamp.
100.500.600..410	Professional & Technical	$	239	State of Alaska DEC complaint review.
100.500.600..420	Staff Travel	$	8,992	M&O staff required asbestos training.
100.500.600..432	Garbage	$	900	Garbage underbudgeted (Aug, Sept, Nov higher than usual - monofill fees).
100.500.600..436	Electricity	$	4,500	Electricity underbudgeted (Dec, Mar, April higher than usual).
100.500.600..440	Other Purchased Services	$	175,000	NMS services to finish out year; more M&O office personnel; hired out snow removal services for year (addt'l $31k in FY21).
100.500.600..446	Property Insurance	$	1,500	Van additional cost.
Total Expense Budget Increase:		**$**	**122,131**	
GRAND TOTAL Change - Use of Fund Balance:		**$**	**42,618**	

Nome Public Schools
PO Box 131
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SCHOOL BOARD COMMUNICATION

Title: Board Policy 1st Reading

Date: June 8, 2021

Administrator: Jamie Burgess, Superintendent

Attachments: Board Policies for Adoption

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

BACKGROUND INFORMATION

The Board of Education Policy Review Committee met on May 24th, 2021 to review several policies for possible revision. BP 3300/BP3310/BP3312 revisions are recommended to adjust the threshold for Board Approval for major purchase upwards to $50,000. The Board Bylaws revisions are recommended to more clearly delineate which Committees are official Committees of the Board and require appropriate notifications, etc. under the Open Meetings Act, and to move Board representative appointments to local intergovernmental Boards/Councils/Committee into the more appropriate Bylaw.

The following policies are now presented to the Board for a first reading approval.

BP 3300 Expenditures/Expending Authority
BP 3310 Purchasing Procedures
BP 3312 Contracts
BB 9130 Board Committees
BB 9140 Board Representatives

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the first reading of board policies BP 3300 Expenditures/Expending Authority, BP 3310 Purchasing Procedures, BP 3312 Contracts, BB 9130 Board Committees and BB9140 Board Representatives.

Sample Motion: I move to approve the first reading of board policies BP 3300 Expenditures/Expending Authority, BP 3310 Purchasing Procedures, BP 3312 Contracts, BB 9130 Board Committees and BB9140 Board Representatives.

BP 3300 EXPENDITURES/EXPENDING AUTHORITY

The Superintendent or designee may purchase supplies, materials and equipment in accordance with law. Prior School Board approval is required for purchases over $50,000. The board shall approve or ratify all transactions.

(cf. 3310 - Purchasing Procedures)
(cf. 3311 - Bids)

(cf. 3312 - Contracts)
(cf. 3460 – Periodic Financial Reports)

***Note:** A.S. 14.17.225 requires districts to operate under a balanced budget and provides that the state is not responsible for the debts of school districts.*

The Superintendent or designee shall not authorize any proposed expenditure which exceeds the major budget classification allowance against which the expenditure is the proper charge unless an amount sufficient to cover the purchase is available in the budget for transfer.

(cf. 3100 - Budget)

(cf. 3110 - Transfer of Funds)

The School Board shall not recognize obligations incurred contrary to School Board policy and administrative regulations.

Legal References:

ALASKA STATUTES
14.08.101 Powers (Regional school boards)
14.08.111 Duties (Regional school boards)
14.14.060 Relationship between borough school district and borough; finances and buildings
14.14.065 Relationship between city school district and city
36.30 State Procurement Code
37.05 Fiscal Procedures Act
CODE OF FEDERAL REGULATIONS
2 C.F.R. 200.317-326 Procurement Standards

Revised: (date of approval)
Adopted: June 10, 2003

Nome Public Schools

BP 3310 PURCHASING PROCEDURES

Note: *Pursuant to A.S. 14.14.060 and A.S. 14.14.065, city and borough school districts may establish their own procedures for purchase of supplies and equipment. A.S. 14.08.101 empowers regional school boards to establish their own fiscal procedures, including the purchase of supplies and equipment. All contracts made under federal awards must comply with the Office of Management and Budget's procurement procedures found in 2 CFR 200.317-326. Prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with OMB's procurement procedures.*

The School Board desires to ensure that maximum value is received for money spent by the district and that records are kept in accordance with law. The Superintendent or designee may issue and sign purchase orders and shall submit them for School Board approval or ratification. Purchase orders in excess of $50,000 will require prior approval of the Board. Purchases may not be segmented in order to circumvent the requirement for prior approval.

All purchases under federal awards will meet general standards as follows:

1. The District will maintain written procurement policies and procedures that meet the following standards and any other applicable laws and regulations.
2. Costs incurred must be necessary and cost-effective.
3. All procurement transactions must provide full and open competition.
4. The District will maintain written standards of conduct covering conflicts of interest.
5. The District will maintain documentation addressing cost and price analysis, and vendor selection, as applicable for the selected method of procurement.

No employee, officer, or agent of the District may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, non-substantial gifts of nominal value may be accepted if the item is non-solicited.

Employees in violation of this conflict of interest section are subject to disciplinary measures set forth in statute, board policy, and applicable negotiated agreements, up to and including termination.

(cf. 3300 - Expenditures/Expending Authority)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 - Periodic Financial Reports)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 9270 - Conflict of Interest)

Note: *A.S. 36.15.050 establishes a preference for purchasing Alaskan agricultural and fisheries products. A.S. 14.03.085 makes school districts, except REAA's, subject to A.S. 29.71.050, which establishes a preference for purchasing recycled Alaska products.*

The School Board encourages the selection of Alaskan products when such products meet the needs of the district and shall adhere to state law regarding purchasing preferences for Alaskan products.

(cf. 3311 - Bids)
(cf. 3312 - Contracts)

Note: *A U.S. Supreme Court decision (City of Richmond v. J. A. Croson Co.) indicates that before enacting an affirmative action purchasing program, the district would have to have strong evidence of past district discrimination against minority contractors and the district's program would have to be narrowly tailored to accomplish its remedial purpose.*

Legal References:

ALASKA STATUTES
14.08.101 Powers (Regional school boards)
14.14.060 Relationship between borough school district and borough; finances and buildings
14.14.065 Relationship between city school district and city
29.71.050 Procurement preferences for recycled Alaska products
36.30 State Procurement Code
37.05 Fiscal Procedures Act

CODE OF FEDERAL REGULATIONS
2 C.F.R. 200.317-326, Procurement Standards

COURT DECISION
City of Richmond v. J.A. Croson Co., 488 U.S. 469 (1989)

Revised: (date of approval)
Adopted: June 10, 2003

Nome Public Schools

BP 3312 CONTRACTS

The Superintendent or designee may enter into contracts on behalf of the district. All contracts over $50,000 must be approved or ratified by the School Board.

(cf. 3300 - Expenditures/Expending Authority)

Contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. Contracts, where appropriate, shall be submitted to the legal advisor of the district for review and approval.

The district shall not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, creed, sex, religion, ancestry, national origin, age or non job-related handicap or disability, either in employment practices or in the provision of benefits or services to students or employees.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Legal Reference:

ALASKA STATUTES

14.08.101 Powers

ALASKA ADMINISTRATIVE CODE

4 AAC 31.065 Selection of designers and construction managers

4 AAC 31.080 Construction and acquisition of public school facilities

CODE OF FEDERAL REGULATIONS

2 C.F.R. 200.317-326, Procurement Standards

Revised: (date of approval)
Adopted: June 10, 2003

BB 9130 BOARD COMMITTEES

The School Board may establish committees of the Board as deemed necessary. The membership of these committees is limited to less than a majority of the whole Board. The Board shall establish written charges for Board committees. When its charges or duties have been completed, the committee shall be dissolved.

The School Board has determined that certain permanent standing committees do facilitate the operation of the Board and the District.

The School Board will receive reports or recommendations from a committee or subcommittee for consideration. The Board, however retains the right and has the duty to make all final decisions related to such reports or recommendations.

The School Board also may establish such ad hoc committees for specific purposes as it deems appropriate.

The School Board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.

The president may be a member of any committee. The Superintendent or designee may serve as an advisor to any committee at the discretion of the Board.

Committees may actively seek input and participation by parents/guardians, staff, community and students, and may consult with local public boards and agencies.

Committees shall act in an advisory capacity, making recommendations to the Board. No committee action shall be binding on the full Board. The Board as a whole shall have the final consideration in all matters.

Appointment of Committees

1. The School Board hereby appoints the following standing committees:
   a. **Policy Committee**
      Purpose: to recommend policies as guidelines for the operation of the school district to the full board.
   b. **Equity Committee**
      Purpose: to provide direction and support to the District and act as community catalyst to better understand and create the conditions for equitable schools.

Procedures for Standing School Board Committees

1. All meetings of committees shall be open to the public in compliance with the Open Meeting Law, and notice shall be given as prescribed by law.
2. A committee shall act only within the guidelines and mission established for that committee by the School Board.
3. The power of a committee of the School Board is advisory only and is limited to making recommendations to the School Board.
4. A committee of the School Board shall, when appropriate, clarify in any dealings with the public that its powers are only advisory to the School Board.

(cf. 1220 – Advisory Questions)
(cf. 9330 – Membership in Associations)
(cf. 9321 – Executive Sessions)

Legal References:

ALASKA STATUTES
29.20.020 Meetings public
44.62.310 Government meetings public
44.62.312 State policy regarding meetings

Revised: (date of approval)
Adopted: June 10, 2003

Nome Public Schools

BB 9140 BOARD REPRESENTATIVES

The Board may appoint any of its members to serve on advisory committees or as its representative to other public agencies or organizations when the Board deems such appointments desirable, contingent on acceptance of the appointment by the member.

1. The School Board currently appoints representatives to the following:
   a. **UAF Northwest Campus Advisory Council**
      Purpose: to representative Nome Public Schools on council as advisors on academic, vocational, and community education to the Bering Strait Region.
   b. **Northwestern Alaska Career and Technical Center (NACTEC) Governing Board**
      Purpose: to participate in the Governing Board overseeing workface development programs that prepare students for the world of work in a residential setting.

(cf. 1020 - Youth Services)
(cf. 9110 - Board Membership)

Revised: (date of approval)
Adopted: June 10, 2003

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

SCHOOL BOARD COMMUNICATION

Title: Approval of AASB Resolution

Date: June 8, 2021

Administrator: Jamie Burgess, Superintendent

Attachments: AASB Resolution Submittal, Federal Register Excerpt

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

BACKGROUND INFORMATION

Dr. Barb Amarok has asked that the Board consider submitting a resolution to the AASB Delegate Assembly in response to a recent report regarding a letter from a group of Republican lawmakers on the House Education and Labor Committee to US Secretary of Education Miguel Cardona asking for his department to reverse course on proposed priorities for American History and Civics programs authorized under the Every Student Succeeds Act (ESSA). These priorities are detailed in the attached excerpt from the Federal Register. The proposals at issue are those relating to teaching about systemic racism and culturally responsive teaching and learning.

The attached resolution would clearly state that AASB supports the priorities for American History and Civics programs, addressing equity in education, and culturally responsive teaching and learning.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of proposed resolution for submission to the AASB Delegate Assembly.

Sample Motion: I move to approve the proposed resolution for submission to the AASB Delegate Assembly.

AASB Resolution Submission Form

Section *(Click the drop down arrow to select the section)* **:** Education Programs

Resolution Number (staff generated) :

Title: Diversity, Equity and Inclusion

Proposed Resolution, Amendment or Comment: (please write your new resolution, an amendment to an existing resolution or a comment concerning a resolution in this text box. Rationale for a new or amended resolution is on the next page.)

Whereas: districts are committed to the success of every student in each school; and

Whereas: school districts aim to identify and address disparities among cohorts of students and identify district roles in erasing them; and

Whereas: the historic and persistent achievement gap between ethnic and socioeconomic subgroups of students is unacceptable; and

Whereas: districts acknowledge responsibility to give each student the opportunity and support to meet his or her highest potential; and

Whereas: the responsibilities for disparities among young people rest with adults, not the children; and

Whereas: complex societal and historical factors contribute to the inequities students face; and

Whereas: districts must address and overcome inequities and institutional racism to provide all students with the support and opportunity to succeed; and

Whereas: authentic multicultural education is grounded in the lives of students; draws on the voices of those being studied; critically supports students' identities; critiques curriculum content; invites students to engage in real issues; and explores how social and economic institutions have contributed to inequality (Wayne Au, 2009);

Now Therefore Be It Resolved That: AASB supports racial and socioeconomic equity in education, narrowing the gaps between the lowest and highest performing students, and eliminating the racial and socioeconomic predictability and disproportionality of achievement; and

Be It Further Resolved That: AASB supports the proposed priorities for American History and Civics programs authorized by ESSA relating to culturally responsive teaching and learning including systemic racism.

Rationale :

The State of Alaska Board of Education adopted the Alaska Standards for Culturally Responsive Schools in 1998. A firm grounding in the culture indigenous to a particular place is a fundamental prerequisite for the development of culturally-healthy students and communities associated with that place, and thus is an essential ingredient for identifying the appropriate qualities and practices associated with culturally responsive educators, curriculum and schools. (p2, ASCRS)

Proposed by :

Date Submitted (M/D/YY) :

National Railroad bridge, mile 1.05, shall open on signal; except that, from April 16th through November 1st, from 7:30 a.m. to 8:30 a.m. and from 4 p.m. to 5:30 p.m. Monday through Friday, except Federal holidays, the draws need not be opened, and from midnight to 7 a.m. Monday through Friday except Federal holidays the bridges will open on signal if a 2-hour advance notice is provided.

(2) The draws of all other bridges across the Menomonee River and South Menomonee Canal shall open on signal if at least 2-hours' notice is given except that, from April 16th through November 1st, from 7:30 a.m. to 8:30 a.m. and from 4 p.m. to 5:30 p.m. Monday through Friday, except Federal holidays, the draws need not be opened.

(3) The following bridges are remotely operated, are required to operate a radiotelephone, and shall open as noted in this section; North Plankinton Avenue, mile 1.08, North Sixth Street, mile 1.37, and North Ember Lane, mile 1.95, all over the Menomonee River and South Sixth Street, mile 1.51, over the South Menomonee Canal.

(4) No vessel documented over 12 tons shall be held between any bridge at any time and must be passed as soon as possible.

(5) From November 2nd through April 15th, all drawbridges over the Menomonee River and South Menomonee Canal will open on signal if a 12-hour advance notice is provided.

(c) The draws of bridges across the Kinnickinnic River operate as follows:

(1) The draw of the Kinnickinnic Avenue bridge, mile 1.5, shall open on signal; except that, from April 16th through November 1st, from 7:30 a.m. to 8:30 a.m. and from 4 p.m. to 5:30 p.m. Monday through Friday, except Federal holidays, the draws need not be opened, and from midnight to 7 a.m. Monday through Friday, except Federal holidays, the bridges will open on signal if a 2-hour advance notice is provided.

(2) The draws of all other bridges across the Kinnickinnic River shall open on signal if at least 2-hours' notice is given except that, from April 16th through November 1st, from 7:30 a.m. to 8:30 a.m. and from 4 p.m. to 5:30 p.m. Monday through Friday, except Federal holidays, the draws need not be opened.

(3) The following bridges are remotely operated, are required to operate a radiotelephone, and shall open as noted in this section; The South First Street Bridge, mile 1.78.

(4) No vessel documented over 12 tons shall be held between any bridge at any time and must be passed as soon as possible. (5) From November 2nd through April 15th, all drawbridges over the Kinnickinnic River will open on signal if a 12-hour advance notice is provided.

(d) The Canadian Pacific Railroad Bridge at Mile 1.74 over the Burnham Canal, and the Sixteenth Street Bridge, mile 2.14, over the Menomonee River are closed by regulation and do not need to open for the passage of vessels.

Dated: April 2, 2021.

D.L. Cottrell,

Rear Admiral, U.S. Coast Guard, Commander, Ninth Coast Guard District.

[FR Doc. 2021–07990 Filed 4–16–21; 8:45 am]

BILLING CODE 9110–04–P

DEPARTMENT OF EDUCATION

34 CFR Chapter II

[Docket ID ED–2021–OESE–0033]

Proposed Priorities—American History and Civics Education

AGENCY: Office of Elementary and Secondary Education, Department of Education.

ACTION: Proposed priorities.

SUMMARY: The Department of Education (Department) proposes two priorities for the American History and Civics Education programs, including the Presidential and Congressional Academies for American History and Civics(Academies) and National Activities programs, Assistance Listing Numbers 84.422A and 84.422B. We may use these priorities for competitions in fiscal year (FY) 2021 and later years. We propose these priorities to support the development of culturally responsive teaching and learning and the promotion of information literacy skills in grants under these programs.

DATES: We must receive your comments on or before May 19, 2021.

ADDRESSES: Submit your comments through the Federal eRulemaking Portal or via postal mail, commercial delivery, or hand delivery. We will not accept comments submitted by fax or by email or those submitted after the comment period. To ensure that we do not receive duplicate copies, please submit your comments only once. In addition, please include the Docket ID at the top of your comments.

- *Federal eRulemaking Portal:* Go to *www.regulations.gov* to submit your comments electronically. Information on using *Regulations.gov*, including instructions for accessing agency documents, submitting comments, and viewing the docket, is available on the site under ''FAQ.''
- *Postal Mail, Commercial Delivery, or Hand Delivery:* If you mail or deliver your comments about the proposed priorities, address them to Mia Howerton, U.S. Department of Education, 400 Maryland Avenue SW, Room 3C152, Washington, DC 20202.

Privacy Note: The Department's policy is to make all comments received from members of the public available for public viewing in their entirety on the Federal eRulemaking Portal at *www.regulations.gov.* Therefore, commenters should be careful to include in their comments only information that they wish to make publicly available.

FOR FURTHER INFORMATION CONTACT: Mia Howerton, U.S. Department of Education, 400 Maryland Avenue SW, Room 3C152, Washington, DC 20202. Telephone: (202) 205–0147. Email: *mia.howerton@ed.gov.*

If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call the Federal Relay Service (FRS), toll-free, at 1–800–877–8339.

SUPPLEMENTARY INFORMATION:

Invitation to Comment: We invite you to submit comments regarding the proposed priorities. To ensure that your comments have maximum effect in developing the notice of final priorities, we urge you to clearly identify the specific section of the proposed priorities that each comment addresses.

We invite you to assist us in complying with the specific requirements of Executive Orders 12866 and 13563 and their overall requirement of reducing regulatory burden that might result from the proposed priorities. Please let us know of any further ways we could reduce potential costs or increase potential benefits while preserving the effective and efficient administration of our programs.

During and after the comment period, you may inspect all public comments about the proposed priorities by accessing *Regulations.gov*. Due to the novel coronavirus 2019 (COVID–19) pandemic, the Department buildings are currently not open to the public. However, upon reopening you may also inspect the comments in person in Room 3C152, 400 Maryland Avenue SW, Washington, DC, between the hours of 8:30 a.m. and 4:00 p.m., Eastern time, Monday through Friday of each week except Federal holidays.

Assistance to Individuals With Disabilities in Reviewing the Rulemaking Record: On request, we will provide an appropriate accommodation or auxiliary aid to an individual with a disability who needs assistance to

review the comments or other documents in the public rulemaking record for the proposed priorities. If you want to schedule an appointment for this type of accommodation or auxiliary aid, please contact the person listed under **FOR FURTHER INFORMATION CONTACT.**

Purpose of Programs: The American History and Civics Education programs support efforts to improve: (1) The quality of American history, civics, and government education by educating students about the history and principles of the Constitution of the United States, including the Bill of Rights; and (2) the quality of the teaching of American history, civics, and government in elementary schools and secondary schools, including the teaching of traditional American history.

The Academies program supports the establishment of: (1) Presidential Academies for the Teaching of American History and Civics that offer workshops for both veteran and new teachers to strengthen their knowledge of American history, civics, and government education (Presidential Academies); and (2) Congressional Academies for Students of American History and Civics that provide high school students opportunities to enrich their understanding of these subjects (Congressional Academies).

The purpose of the National Activities program is to promote new and existing evidence-based strategies to encourage innovative American history, civics and government, and geography instruction, learning strategies, and professional development activities and programs for teachers, principals, or other school leaders, particularly such instruction, strategies, activities, and programs that benefit low-income students and underserved populations.

Program Authority: Title II, part B, subpart 3 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), 20 U.S.C. 6662 and 6663.

Proposed Priorities: The Department proposes two priorities to support the development of culturally responsive teaching and learning and the promotion of information literacy skills in grants under the American History and Civics Education programs.

Proposed Priority 1—Projects That Incorporate Racially, Ethnically, Culturally, and Linguistically Diverse Perspectives into Teaching and Learning.

Background: The Department recognizes that COVID–19—with its disproportionate impact on communities of color—and the ongoing national reckoning with systemic racism have highlighted the urgency of improving racial equity throughout our society, including in our education system. As Executive Order 13985 states: ''Our country faces converging economic, health, and climate crises that have exposed and exacerbated inequities, while a historic movement for justice has highlighted the unbearable human costs of systemic racism. Our Nation deserves an ambitious whole-of-government equity agenda that matches the scale of the opportunities and challenges that we face.'' [1]

American History and Civics Education programs can play an important role in this critical effort by supporting teaching and learning that reflects the breadth and depth of our Nation's diverse history and the vital role of diversity in our Nation's democracy. For example, there is growing acknowledgement of the importance of including, in the teaching and learning of our country's history, both the consequences of slavery, and the significant contributions of Black Americans to our society. This acknowledgement is reflected, for example, in the New York Times' landmark ''1619 Project'' and in the resources of the Smithsonian's National Museum of African American History.[2]

Accordingly, schools across the country are working to incorporate anti-racist practices into teaching and learning. As the scholar Ibram X. Kendi has expressed, ''[a]n antiracist idea is any idea that suggests the racial groups are equals in all their apparent differences—that there is nothing right or wrong with any racial group. Antiracist ideas argue that racist policies are the cause of racial inequities.'' [3] It is critical that the teaching of American history and civics creates learning experiences that validate and reflect the diversity, identities, histories, contributions, and experiences of all students.

In turn, racially, ethnically, culturally, and linguistically responsive teaching and learning practices contribute to what has been called an ''identity-safe'' learning environment. According to the authors Dorothy Steele and Becki Cohn-Vargas, ''Identity safe classrooms are those in which teachers strive to assure students that their social identities are an asset rather than a barrier to success in the classroom. And, through strong positive relationships and opportunities to learn, they feel they are welcomed, supported, and valued as members of the learning community.'' [4]

The proposed priority would support projects that incorporate culturally and linguistically responsive learning environments.

Proposed Priority:

Under this priority, the applicants propose projects that incorporate teaching and learning practices that reflect the diversity, identities, histories, contributions, and experiences of all students create inclusive, supportive, and identity-safe learning environments.

In its application, an applicant addressing this priority must describe how its proposed project incorporates teaching and learning practices that—

(a) Take into account systemic marginalization, biases, inequities, and discriminatory policy and practice in American history;

(b) Incorporate racially, ethnically, culturally, and linguistically diverse perspectives and perspectives on the experience of individuals with disabilities;

(c) Encourage students to critically analyze the diverse perspectives of historical and contemporary media and its impacts;

(d) Support the creation of learning environments that validate and reflect the diversity, identities, and experiences of all students; and

(e) Contribute to inclusive, supportive, and identity-safe learning environments.

Proposed Priority 2—Promoting Information Literacy Skills.

Background:

Effective civics education is vital to protecting the Nation's democracy—especially at a time when its core institutions and values are threatened by misinformation. As The Power of Active Citizenship notes: ''Teaching civics should be more than just understanding the structures and functions of government . . . [It] is crucial that students learn how to gather and evaluate sources of information, and then use evidence from that information to develop and support their ideas and advocacy positions. No polity can make wise decisions if its citizens do not know how to separate

[1] 86 FR 7009 (Jan. 25, 2021), *www.federalregister.gov/documents/2021/01/25/2021-01753/advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government.*

[2] *www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html.*

[3] Kendi, Ibram X, *How to Be an Antiracist* (New York, One World, 2019).

[4] Steele, Dorothy M., and Becki Cohn-Vargas, *Identify Safe Classrooms* (Thousand Oaks, Corwin, 2013).

fact from opinion, and how to gather and weigh relevant evidence.'' [5]

Ensuring that students have strong information literacy skills is especially important in an age of digital media consumption. According to a 2019 survey from Common Sense Media and Survey Monkey: ''Teens get their news more frequently from social media sites (*e.g.,* Facebook and Twitter) or from YouTube than directly from news organizations. More than half of teens (54%) get news from social media, and 50% get news from YouTube at least a few times a week. Fewer than half, 41%, get news reported by news organizations in print or online at least a few times a week, and only 37% get news on TV at least a few times a week.'' Among teens who got their news from YouTube, two-thirds reported learning about the news from celebrities and influencers, rather than news organizations.[6]

In a 2017 report, the Brookings Institution concluded that, ''Funding efforts to enhance news literacy should be a high priority for governments. This is especially the case with people who are going online for the first time. For those individuals, it is hard to distinguish false from real news, and they need to learn how to evaluate news sources, not accept at face value everything they see on social media or digital news sites. Helping people become better consumers of online information is crucial as the world moves towards digital immersion.'' [7]

Civics education can be an opportunity to help students develop the skills necessary to meaningfully participate in our democracy and distinguish fact from misinformation. Well-designed programs can fuel student engagement in our democracy and provide students with the knowledge and skills to critically evaluate the materials they encounter by developing their information literacy.

Proposed Priority:

In its application, the applicants propose projects that describe how they will foster critical thinking and promote student engagement in civics education through professional development or other activities designed to support students in—

(a) Evaluating sources and evidence using standards of proof;

(b) Understanding their own biases when reviewing information, as well as uncovering and recognizing bias in primary and secondary sources;

(c) Synthesizing information into cogent communications; and

(d) Understanding how inaccurate information may be used to manipulate individuals, and developing strategies to recognize accurate and inaccurate information.

Types of Priorities:

When inviting applications for a competition using one or more priorities, we designate the type of each priority as absolute, competitive preference, or invitational through a notice in the **Federal Register**. The effect of each type of priority follows:

Absolute priority: Under an absolute priority, we consider only applications that meet the priority (34 CFR 75.105(c)(3)).

Competitive preference priority: Under a competitive preference priority, we give competitive preference to an application by (1) awarding additional points, depending on the extent to which the application meets the priority (34 CFR 75.105(c)(2)(i)); or (2) selecting an application that meets the priority over an application of comparable merit that does not meet the priority (34 CFR 75.105(c)(2)(ii)).

Invitational priority: Under an invitational priority we are particularly interested in applications that meet the priority. However, we do not give an application that meets the priority a preference over other applications (34 CFR 75.105(c)(1)).

Final Priorities:

We will announce the final priorities in a document published in the **Federal Register**. We will determine the final priorities after considering responses to the proposed priorities and other information available to the Department. This document does not preclude us from proposing additional priorities, requirements, definitions, or selection criteria, subject to meeting applicable rulemaking requirements.

Note: This document does *not* solicit applications. In any year in which we choose to use the priorities, we invite applications through a notice inviting applications in the **Federal Register**.

Executive Orders 12866 and 13563

Regulatory Impact Analysis

Under Executive Order 12866, it must be determined whether this regulatory action is ''significant'' and, therefore, subject to the requirements of the Executive order and subject to review by the Office of Management and Budget (OMB). Section 3(f) of Executive Order 12866 defines a ''significant regulatory action'' as an action likely to result in a rule that may—

(1) Have an annual effect on the economy of $100 million or more, or adversely affect a sector of the economy, productivity, competition, jobs, the environment, public health or safety, or State, local, or Tribal governments or communities in a material way (also referred to as an ''economically significant'' rule);

(2) Create serious inconsistency or otherwise interfere with an action taken or planned by another agency;

(3) Materially alter the budgetary impacts of entitlement grants, user fees, or loan programs or the rights and obligations of recipients thereof; or

(4) Raise novel legal or policy issues arising out of legal mandates, the President's priorities, or the principles stated in the Executive order.

This proposed regulatory action is not a significant regulatory action subject to review by OMB under section 3(f) of Executive Order 12866.

We have also reviewed this proposed regulatory action under Executive Order 13563, which supplements and explicitly reaffirms the principles, structures, and definitions governing regulatory review established in Executive Order 12866. To the extent permitted by law, Executive Order 13563 requires that an agency—

(1) Propose or adopt regulations only on a reasoned determination that their benefits justify their costs (recognizing that some benefits and costs are difficult to quantify);

(2) Tailor its regulations to impose the least burden on society, consistent with obtaining regulatory objectives and taking into account—among other things and to the extent practicable—the costs of cumulative regulations;

(3) In choosing among alternative regulatory approaches, select those approaches that maximize net benefits (including potential economic, environmental, public health and safety, and other advantages; distributive impacts; and equity);

(4) To the extent feasible, specify performance objectives, rather than the behavior or manner of compliance a regulated entity must adopt; and

(5) Identify and assess available alternatives to direct regulation, including economic incentives—such as user fees or marketable permits—to encourage the desired behavior, or provide information that enables the public to make choices.

Executive Order 13563 also requires an agency ''to use the best available techniques to quantify anticipated present and future benefits and costs as accurately as possible.'' The Office of Information and Regulatory Affairs of OMB has emphasized that these

[5] *https://www.aft.org/ae/summer2018/graham_weingarten.*

[6] *https://www.commonsensemedia.org/about-us/news/press-releases/new-survey-reveals-teens-get-their-news-from-social-media-and-youtube.*

[7] Brookings Institution, 12/18/2017, *https://www.brookings.edu/research/how-to-combat-fake-news-and-disinformation/*

techniques may include ''identifying changing future compliance costs that might result from technological innovation or anticipated behavioral changes.''

We are issuing the proposed priorities only on a reasoned determination that their benefits would justify their costs. In choosing among alternative regulatory approaches, we selected those approaches that would maximize net benefits. Based on an analysis of anticipated costs and benefits, we believe that the proposed priorities are consistent with the principles in Executive Order 13563.

We also have determined that this regulatory action does not unduly interfere with State, local, and Tribal governments in the exercise of their governmental functions.

In accordance with the Executive orders, the Department has assessed the potential costs and benefits, both quantitative and qualitative, of this regulatory action. The potential costs are those resulting from statutory requirements and those we have determined as necessary for administering the Department's programs and activities.

Potential Costs and Benefits

The Department believes that this proposed regulatory action would not impose significant costs on eligible entities, whose participation in our programs is voluntary, and costs can generally be covered with grant funds. As a result, the proposed priorities would not impose any particular burden except when an entity voluntarily elects to apply for a grant. The proposed priorities would help ensure that the American History and Civics Education programs support the development of culturally responsive teaching and learning practices and promote students' acquisition of critical information literacy skills. We believe these benefits would outweigh any associated costs.

Clarity of the Regulations

Executive Order 12866 and the Presidential memorandum ''Plain Language in Government Writing'' require each agency to write regulations that are easy to understand.

The Secretary invites comments on how to make the proposed priorities easier to understand, including answers to questions such as the following:

- Are the requirements in the proposed regulations clearly stated?
- Do the proposed regulations contain technical terms or other wording that interferes with their clarity?
- Does the format of the proposed regulations (grouping and order of sections, use of headings, paragraphing, etc.) aid or reduce their clarity?
- Would the proposed regulations be easier to understand if we divided them into more (but shorter) sections?
- Could the description of the proposed regulations in the **SUPPLEMENTARY INFORMATION** section of this preamble be more helpful in making the proposed regulations easier to understand? If so, how?
- What else could we do to make the proposed regulations easier to understand?

To send any comments that concern how the Department could make the proposed priorities easier to understand, see the instructions in the **ADDRESSES** section.

Intergovernmental Review: These programs are subject to Executive Order 12372 and the regulations in 34 CFR part 79. One of the objectives of the Executive order is to foster an intergovernmental partnership and a strengthened federalism. The Executive order relies on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

This document provides early notification of our specific plans and actions for these programs.

Regulatory Flexibility Act Certification

The Secretary certifies that this proposed regulatory action would not have a significant economic impact on a substantial number of small entities. The U.S. Small Business Administration Size Standards define proprietary institutions as small businesses if they are independently owned and operated, are not dominant in their field of operation, and have total annual revenue below $7,000,000. Nonprofit institutions are defined as small entities if they are independently owned and operated and not dominant in their field of operation. Public institutions are defined as small organizations if they are operated by a government overseeing a population below 50,000.

The small entities that this proposed regulatory action would affect are institutions of higher education and nonprofit organizations. Of the impacts we estimate accruing to grantees or eligible entities, all are voluntary and related mostly to an increase in the number of applications prepared and submitted annually for competitive grant competitions. Therefore, we do not believe that the proposed priorities would significantly impact small entities beyond the potential for increasing the likelihood of their applying for, and receiving, competitive grants from the Department.

Paperwork Reduction Act

The proposed priorities contain information collection requirements that are approved by OMB under OMB control number 1894–0006; the proposed priorities do not affect the currently approved data collection.

Accessible Format: On request to the program contact person listed under **FOR FURTHER INFORMATION CONTACT**, individuals with disabilities can obtain this document in an accessible format. The Department will provide the requestor with an accessible format that may include Rich Text Format (RTF) or text format (txt), a thumb drive, an MP3 file, braille, large print, audiotape, or compact disc, or other accessible format.

Electronic Access to This Document: The official version of this document is the document published in the **Federal Register**. You may access the official edition of the **Federal Register** and the Code of Federal Regulations at *www.govinfo.gov.* At this site you can view this document, as well as all other documents of the Department published in the **Federal Register**, in text or Portable Document Format (PDF). To use PDF you must have Adobe Acrobat Reader, which is available free at the site.

You may also access documents of the Department published in the **Federal Register** by using the article search feature at *www.federalregister.gov.* Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Ruth Ryder,

Deputy Assistant Secretary for Policy and Programs, Office of Elementary and Secondary Education.

[FR Doc. 2021–08068 Filed 4–16–21; 8:45 am]

BILLING CODE 4000–01–P

POSTAL REGULATORY COMMISSION

39 CFR Part 3050

[Docket No. RM2021–6; Order No. 5864]

Periodic Reporting

AGENCY: Postal Regulatory Commission.

ACTION: Notice of proposed rulemaking.

SUMMARY: The Commission is acknowledging a recent filing requesting the Commission initiate a rulemaking proceeding to consider changes to analytical principles relating to periodic reports (Proposal Three). This document informs the public of the filing, invites public comment, and takes other administrative steps.

DATES: *Comments are due:* June 1, 2021.

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

SCHOOL BOARD COMMUNICATION

Title: Approval of DDC Control Upgrade Project Phases I and II for Nome Elementary

Date: June 8, 2021

Administrator: Jamie Burgess, Superintendent and John Mortensen, Director of Maintenance

Attachments: Vendor Bids and Engineer Cost Estimate w/Narrative

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

BACKGROUND INFORMATION

The DDC Control System (controls HVAC for buildings) has been offline for the past five years due to the server being hacked and necessitating a complete wipe of the system. The current system has components from both Siemens and Honeywell, and the desire is to have a single integrated system, and is old enough that it is no longer supported. In addition, the charter school/district building has never been on a control system, and the upgrade will allow control of this building as well. The District worked with an engineering firm several years ago to develop drawings and provide an engineering estimate.

Mr. Mortensen has worked with both Honeywell and Siemens systems representatives to conduct site visits and reviews of the system, as well as input from our current part-time HVAC technician to determine the best course of action to bring the system back online and upgrade functionality. The upgrade will save the District a significant amount of manpower hours, as the maintenance crew must currently attempt to manually adjust the HVAC system in response to weather and specific location needs, and the upgrade will likely also result in savings for heating fuel. The overall project is fairly complex and will need to be completed in several sections over the next year or so, as some of the scope of work cannot be fully determined until the early sections are begun.

The Maintenance Director recommends that the District upgrade to a Honeywell system district-wide; the first section of the project will concentrate on the elementary school, with future sections covering the Beltz campus – these will be larger projects requiring vendor bids.

Several vendors have been consulted over the past several years; the bid from Alaska Integrated Systems is much more expensive for the elementary school than the Meridian Systems proposal, as Meridian proposed to utilizes functioning parts from both existing systems into the new Honeywell Niagara 4 system as opposed to replacing the entire system.

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

Phase I and Phase II of the upgrade will allow a thorough review, design and installation of the new system. Phase III will occur in the future as a separate project, and will address replacement of non-functioning control components and addition of any additional needed components after the system is brought online and a full-test of these components is complete.

This project qualifies for funding under the American Rescue Plan Act (ARPA) and will be funded through this source.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the DDC Control System Project Phase I and II for Nome Elementary School in the amount of $54,686.00

Sample Motion: I move to approve the DDC Control System Project Phase I and II for Nome Elementary in the amount of $54,686.00.

Meridian Systems
We Make Buildings Smarter

6/7/2021

To: **John Mortensen**
Nome Public Schools

RE: **Proposal for Nome Public Schools Honeywell Direct Digital Control Upgrade**

John,

Thank you for the opportunity to provide a proposal for this project. Based on my discussions with you I have prepared the following proposal:

General Clarifications:

- Currently, Nome City Schools have an antiquated Honeywell XL5000 control system that is no longer supported. It also has an inaccessible, unsupported SIEMENS control system operating and monitoring some equipment. We have a migration path that will utilize all the existing building control components, some controllers, and wiring of the existing XL5000 and SIEMENS system. This will provide Nome Public Schools with a fully supported system that is remotely accessible for monitoring and maintenance.
- Upgrading the system can allow operators can take several actions to improve indoor air quality, reduce the spread of infection and transform any school into a healthy school. This upgrade should qualify under ESSER III American Rescue Plan (ARP) funds.
- The new control system will be accessible by any approved user remotely. We will be providing cellular connection to the upgraded system through Meridians Systems remote connection service.
- When the system is upgraded, we will identify any nonfunctioning field devices and provide a report. We will also provide a system service plan that will help with the longevity of the control system.

Inclusions:

1. Pricing includes necessary devices, programming, and checkout of the control system.
2. Control system installation, wiring, and conduit (where required) of all devices provided by Meridian Systems. The control system will be installed in accordance with National Electrical Code requirements.
3. Training.
4. Provision of cellular modems for remote access to the system. This will be provided for 1 year after final inspection.
5. Travel & Subsistence.
6. Freight FOB jobsite.
7. Please note that if invoice payments are paid by credit card there will be a 5% additional fee assessed to cover credit card transaction and processing costs.

Exclusions:

1. Payment & Performance Bonds. Bond can be provided upon request outside of this proposal.
2. City of Nome taxes or fees.
3. Installation of sensor wells or provision and installation of taps.
4. Testing or balancing of any hydronic, steam, or air systems.
5. Provision or installation of duct smoke detectors.
6. Any fireproofing.
7. Provision of Manlift.
8. Replacement of zone temperature sensors and valves. Please note that these will be reused in this upgrade.
9. Configuration and factory startup of any devices or equipment not provided by Meridian Systems.
10. Repair or replacement of any devices found in operable or incompatible.

Our proposal for this scope of work is broken into 2 Phases. Please note that these phases must be awarded in order:

Phase 1: $27,343.00
Phase 2: $27,343.00

Total: $54,686.00

		Phase 1	Phase 2
Upgrade		Materials, Design, and Planning	Implementation and Check Out
Elementary School	AHU-1,2,3, XL Zones	$ 27,343.00	$ 27,343.00
Total		$ 54,686.00	

Thank you and please contact me if you have any questions or if I can be of any further assistance.

Sincerely,

Chris Schneider
Meridian Systems
An Employee-Owned Company

Meridian Systems
We Make Buildings Smarter

6/7/2021

To: **John Mortensen**
Nome Public Schools

RE: **Proposal Summary for Nome Public Schools Honeywell Direct Digital Control Upgrade**

Upgrade Summary:

- It is imperative that the controls throughout the Nome Public Schools be upgraded. The current direct digital controls are no longer supported by the manufacturers.
- This proposed upgrade is an upgrade path that allows us to reuse existing devices and installation. This will keep upgrade costs in check and will also providing a single platform for future operations.
- In the upgrade the existing zone controllers, valves, and field devices will be reused. Any devices found inoperable or incompatible will need to be replaced for proper function. If we discover any failed devices, we will report our findings to the maintenance department.
- After we receive the notice to proceed, we will begin Phase 1 by designing, planning, and ordering materials. During this phase we will require some coordination and access to the site. Our operations team will work to make this upgrade as smooth as possible. We will establish a realistic schedule with you for the implementation and check out of Phase 2. As part of Phase 2 we will provide a report of any failed devices discovered during the upgrade.
- We will provide training to staff on Honeywell N4 system. Additional annual training or specialized training can be provided upon request under a separate contract.
- The Honeywell N4 system is web accessible by any authorized user. Access to the system will not be limited to a workstation, it can be accessible by any web enabled device. We will provide cellular connection to the system during the warranty period of 1 year. This will ensure the systems are accessible remotely for trouble shooting.
- During project design phase we need to meet with your IT department to find the best course for hosting. We will provide hosting of the Honeywell N4 Supervisor on our server for 1 year following the upgrade. Any additional years will require Meridian Systems hosting service under a sperate contract.
- The Honeywell N4 Supervisor will combine all your Honeywell controls under one roof. You will be able to access your system and see what is going on in real time. With the Supervisor you can use controls to save you time and energy.
- Our goal is to provide controls for the life of your facility. Following the upgrade, we will establish a service and software plan that best supports your mission.

info@msicontrols.com
www.msicontrols.com
200 W 34th Ave. #969 Anchorage, AK 99503
907-279-3320

Elementary School:

- The Elementary School heating, ventilation, and air conditioning (HVAC) equipment is operated by a Honeywell XL5000 direct digital control system. The system is no longer supported by the manufacturer and will be updated too a Honeywell N4 system.
- The major equipment controllers for the Elementary School will be replaced with new Honeywell N4 supported controllers.
- The XL5000 zone controllers will remain in place and be integrated once the system is upgraded.
- We will be reusing all devices and installation. Any failed devices or sensors will be outlined in a report for replacement.
- Following the completion of the building control upgrade all the major equipment and zone equipment previously controlled through direct digital controls will now be controlled through the Honeywell N4 system.

Alaska Integrated Services
HVAC & Temperature Controls Sales and Service

Date: 8/7/2019 **Quote# AE-070-19**

Project: NOME SCHOOL DISTRICT DDC CONTROLS UPGRADE

Subject: HVAC Controls Scope of Work and Quotation (Delta Controls)

Alaska Integrated Services (AIS) proposes and agrees to furnish materials (DDC controllers, actuators, temperature sensors), provide technical support and labor necessary for the execution of the work as described below.
This proposal scope is limited to providing the district a **new graphical user interface and replacing existing DDC controllers** controlling air handling units and associated fan terminal units/VAV boxes supplied by the air handling units. It is understood that work will commence during and continue through the school year.
This proposal is only for the controls for systems listed below and does not include any system(s) not listed.

Buildings A, B & C (HS, JHS, Gym & Pool): Includes new DDC controls as follows:

- Furnish new DDC controllers to replace existing DDC controllers controlling air handling units.
- Furnish new DDC controllers to replace existing DDC controllers controlling fan terminal units / VAV boxes located in the supply air ducts of air handling units.
- Furnish new duct and space temperature sensors to replace existing temperature sensors for systems included above.
- Furnish new DDC controllers to replace existing DDC controllers controlling hydronic heating supply systems and associated pumps. (Note: existing boiler controls to remain.)
- Furnish demo of existing controls to be replaced. (Note: re-use enclosures wherever possible.)
- Furnish new network wiring, upgrading from LON to BACnet MS/TP, for systems with new controls provided.
- Furnish labor for existing DDC system troubleshooting (i.e. locations, I/O point identification and wiring terminations) for systems with DDC controls being replaced.
- Furnish labor for developing new DDC control systems sequence of operations.
- Furnish installation labor and materials for mounting and wiring new AIS provided controls.
- Furnish all programming, start-up, acceptance testing and commissioning services for AIS provided controls.
- Furnish graphics on new system user interface for new DDC control systems provided.
- Furnish coordination and project management for AIS scope of work.
- Furnish 8 hours of DDC system training.
- Furnish control system engineering and system drawings upon project completion.
- Furnish all freight, travel, room and board. (Note: see **Deduct Option #1** below.)
- One year warranty on all parts provided.

Building D (District Office and Dormatory): Includes new DDC controls as follows:

- Furnish new DDC controllers to replace existing DDC controllers controlling air handling units.
- Furnish new duct temperature sensors and damper actuators to replace existing for air handling units included above.
- Furnish new DDC controllers to replace existing DDC controllers controlling hydronic heating supply systems and associated pumps.
- Furnish demo of existing controls to be replaced. (Note: re-use enclosures wherever possible.)
- Furnish new network wiring for systems with new controls provided.
- Furnish labor for existing DDC system troubleshooting (i.e. locations, I/O point identification and wiring terminations) for systems with DDC controls being replaced.
- Furnish labor for developing new DDC control systems sequence of operations.
- Furnish installation labor and materials for mounting and wiring new AIS provided controls.
- Furnish all programming, start-up, acceptance testing and commissioning services for AIS provided controls.
- Furnish graphics on new system user interface for new DDC control systems provided.
- Furnish coordination and project management for AIS scope of work.
- Furnish 4 hours of DDC system training.
- Furnish control system engineering and system drawings upon project completion.
- Furnish all freight, travel, room and board. (Note: see **Deduct Option #1** below.)
- One year warranty on all parts provided.

Building E (Maintenance Shop): Includes new DDC controls as follows:

- Furnish **new DDC system computer/graphical user interface** for monitoring and control.
- Furnish coordination and project management for AIS scope of work.
- Furnish 4 hours of DDC system training.
- Furnish all freight, travel, room and board. (Note: see **Deduct Option #1** below.)
- One year warranty on all parts provided.

-continued on page 2

383 Industrial Way Suite#100
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Phone: 1-907-375-6001
Cell: 1-907-830-9366

Do it right. Delta CONTROLS

email:BobB@akintegrated.com

Alaska Integrated Services

HVAC & Temperature Controls Sales and Service

Elementary School: Includes new DDC controls as follows:

- Furnish **new DDC system computer/graphical user interface** for monitoring and control.
- Furnish new DDC controllers to replace existing DDC controllers controlling air handling units.
- Furnish new DDC controllers to replace existing DDC controllers controlling fan terminal units / VAV boxes located in the supply air ducts of air handling units.
- Furnish new duct and space temperature sensors to replace existing temperature sensors for systems included above.
- Furnish new DDC controllers to replace existing DDC controllers controlling hydronic heating supply systems and associated pumps. (Note: existing boiler controls to remain.)
- Furnish demo of existing controls to be replaced. (Note: re-use enclosures wherever possible.)
- Furnish new network wiring, upgrading from LON to BACnet MS/TP, for systems with new controls provided.
- Furnish labor for existing DDC system troubleshooting (i.e. locations, I/O point identification and wiring terminations) for systems with DDC controls being replaced.
- Furnish labor for developing new DDC control systems sequence of operations.
- Furnish installation labor and materials for mounting and wiring new AIS provided controls.
- Furnish all programming, start-up, acceptance testing and commissioning services for AIS provided controls.
- Furnish graphics on new system user interface for new DDC control systems provided.
- Furnish coordination and project management for AIS scope of work.
- Furnish 8 hours of DDC system training.
- Furnish control system engineering and system drawings upon project completion.
- Furnish all freight, travel, room and board. (Note: see **Deduct Option #1** below.)
- One year warranty on all parts provided.

Exclusions- all buildings:

- **Anything not listed in inclusions above.**
- All "field located" control devices including, but not limited to, sensors, transducers, controllers, relays, switches, actuators and control valves. (Note: all "field devices" are assumed to be fully functional and are to be re-used. The only exceptions are temperature sensors and damper actuators specifically included above. A separate proposal can be provided for pricing these devices upon request.)
- All variable speed drives and all low voltage power supplies. (Note: existing to be re-used.)
- All conduit and wiring except network wiring noted above. (Note: existing to be re-used where functional.)
- All boiler controls.
- All systems and controls not specifically listed as included above, including but not limited to, baseboards, radiant panels, unit heaters, cabinet unit heaters, radiant heat and radiant floor heat.
- All thermometers and gauges.
- All dampers, smoke detectors and smoke sensors.
- Scaffolding and lifts.
- All hydronic system installations including control valve mounting, immersion wells and taps.
- Fire systems, life safety, lighting, security or CCTV, magnetic starters, TT switches, manual starters, disconnects and Division 16/26 wiring or materials outside AIS scope of work.
- Duct cleaning, hazardous material abatement, ceiling tiles, fire caulking, core drilling, trenching, training videotaping, access panels, ceiling removal/replacement, painting and patching.
- All system balancing.
- Permits and Bonding.
- All line voltage wiring, temporary power and temporary heat costs.
- Any/all demolition and removal of construction debris/garbage from site.

Pre-construction Site Visit Proposal Price: (two techs/one week) **$ 19,844.00**

Bldgs. A, B & C (HS, JHS, Gym & Pool): Proposal Price: $ 372,587.00

Bldg. D (District Office & Dorms) Proposal Price: $ 62,814.00

Bldg. E (Maintenance Shop) Proposal Price: $ 29,076.00

Elementary School Proposal Price: $ 225,922.00

Deduct Option #1: (AIS employee living in school dormatory) subtract: **$ 92.00/day per employee**

Accepted by_____ Date _____

By Bob Bundy
Bob Bundy

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RSA ENGINEERING CONSTRUCTION COST ESTIMATE - 65% SUBMITTAL

PROJECT: Nome Schools DDC Upgrades
CLIENT: Nome Public Schools
DATE: 12/19/2019

MECHANICAL LABOR RATE: $75.00

OVERHEAD: 15.00%
PROFIT: 10.00%

DESCRIPTION	ESTIMATED COST-BASE BID					TOTAL COST
	MATERIAL	LABOR	OVERHEAD	PROFIT	CONTINGENCY(10%)	
Remodel						
Div. 1 - General Requirements	$24,782		$3,717	$2,850	$3,135	$34,485
Mechanical Work	$1,308,215	$16,680	$198,734	$152,363	$167,599	$1,843,591
Total Estimated Cost	$1,332,997	$16,680	$202,452	$155,213	$170,734	**$1,878,076**

RSA ENGINEERING COST ESTIMATE WORKSHEET - 95% SUBMITTAL

PROJECT: Nome Schools DDC Upgrades
CLIENT: Nome Public Schools
DATE: 12/19/2019

MECHANICAL LABOR RATE: $75.00
OVERHEAD: 15.00%
PROFIT: 10.00%

ITEM DESCRIPTION	MATERIAL QTY	UNITS	UNIT PRICE	TOTAL	LABOR HR/UNIT	HOURS	TOTAL	TOTAL COST
General Requirements								
Mobilization	1	LS	$2,000.00	$2,000	10	10.0		$2,000
Purchase Used Vehicle for Site	1	LS	$20,000.00	$20,000				$20,000
Bonding fee (assume 1.5% before OH&P)	1	LS	$2,282	$2,282				$2,282
Regular and final clean-up (Demobilization)	1	LS	$500.00	$500	10	10.0		$500
	MATERIAL TOTAL			$24,782	**LBRTTL**			
				TOTAL MATERIALS AND LABOR				$24,782
				OVERHEAD				$3,717
				SUBTOTAL				$28,500
				PROFIT				$2,850
				CONTINGENCY(10%)				$3,135
				SUBTOTAL - GENERAL REQUIREMENTS				$34,485

RSA ENGINEERING COST ESTIMATE WORKSHEET - 95% SUBMITTAL

PROJECT: Nome Schools DDC Upgrades
CLIENT: Nome Public Schools
DATE: 12/19/2019

MECHANICAL LABOR RATE: $100.00
OVERHEAD: 15.00%
PROFIT: 10.00%

ITEM DESCRIPTION	MATERIAL QTY	UNITS	UNIT PRICE	TOTAL	LABOR HR/UNIT	HOURS	TOTAL	TOTAL COST
Division 15 - Mechanical								
Demolition								
Demolition of Existing Mechanical	1				20	20.0	$2,000	$2,000
Instrumentation								
Temperature sensor wells and taps	50	LS	$5.00	$250	1	50.0	$5,000	$5,250
Pressure gauge taps	20	LS	$5.00	$100	2	40.0	$4,000	$4,100
Piping								
1-1/2" Copper Heating Pipe	20	LF	$8.80	$176	0.06	1.2	$120	$296
Copper Fittings	20	LOT	$0.95	$19	0.55	11.0	$1,100	$1,119
Valves								
1-1/2" 3-way Valve	4	LS	$300.00	$1,200	0.65	2.6	$260	$1,460
Controls								
Design, installation, programming, commissioning/testing, O&Ms, owner training	700	Points	$1,800.00	$1,260,000	0.06	42.0	$4,200	$1,264,200
Miscelaneous								
Per-diem (lodging and meals) for on-site contractors, see note 3.	90	DAYS	$303.00	$27,270				$27,270
Travel expense (airline, car, etc.) per trip, see note 1.	24	TRIPS	$800.00	$19,200				$19,200
	MATERIAL TOTAL			$1,308,215	**LBRTTL**		$16,680	

Notes:

1. Estimate assumes: 3 months construction, 4 laborers on site 2-weeks each, $800 for changeable airline ticket.
2. Freight is included under general condtions.
3. Per Diem is based on Federal Rates for Bethel as of December 2019.

TOTAL MATERIALS AND LABOR	$1,324,895
OVERHEAD	$198,734
SUBTOTAL	$1,523,629
PROFIT	$152,363
CONTINGENCY(10%)	$167,599
SUBTOTAL - MECHANICAL	$1,843,591

Nome Public Schools
Educational Facilities Controls Upgrade
Concept Design Narrative

Prepared by: Adam Wilson, P.E. – Mechanical Engineer

Date: December 20, 2019

Background

RSA Engineering was hired by Nome Public Schools (NPS) to evaluate the control systems in their educational facilities. These include the Elementary School, Junior and Senior High Schools, Gymnasium, Pool, Administration and Dormitory building, and Mechanical building. These facilities utilize mechanical equipment that is operated by various types of control systems. In most instances, the control systems are no longer performing as necessary or as desired, but they are not capable of being adjusted or repaired due to the age of the systems, damage from poor maintenance, changes in technology, and wear and tear from normal operation.

NPS asked RSA Engineering to review their existing control systems and mechanical equipment, and develop a plan to provide new controls. The intent is to provide direct digital control (DDC) systems for the facilities to allow programming and operation of mechanical equipment. In addition to the improved performance this will provide for mechanical systems, it will extend the life of the equipment and buildings, and should save money on maintenance activities and energy consumption. A single DDC product line will be used in all of the facilities so they can be more easily managed by maintenance personnel, and can all be maintained by the same control contractor.

The following information includes our observations from a two-day site assessment of the control systems, and the intended design approach to implement the new systems.

Observations

The Elementary School heating, ventilation and air conditioning (HVAC) equipment is operated by a Honeywell EXCEL5000 digital control system. The system is antiquated and replacement parts are no longer manufactured. The computer and programming that allowed for operation of the system has failed, leaving maintenance personnel without a means for controlling equipment. According to maintenance personnel, equipment is primarily operated in “hand” mode, and operation and maintenance of equipment is complicated by not having access to digital control data. HVAC equipment in the building includes a boiler plant, hot water generators, central VAV air handlers, exhaust fans, fan powered boxes, kitchen hood energy recovery heat exchanger, radiant heating panels and other space heating equipment. The equipment is original to the school, making it about 40 years old.

The Junior and Senior High School HVAC equipment is operated by a number of control systems. The High School is mostly operated with Siemens controls, but not a full-scale DDC system. It primarily allows monitoring of equipment, and has limited programming capability. The computer interface for the system has been problematic for maintenance personnel due to failures of the computer hardware, and problems with password access. The High School HVAC equipment includes air handlers with glycol heat exchangers and pumps, exhaust fans for numerous purposes including vocational education spaces, and space heating equipment. The current controls installation is not suitable to operate the facility.

The Junior High shares the same building as the high school, but it is largely controlled by a Honeywell EXCEL5000 digital system, which is antiquated, similar to the Elementary School. The system is currently accessible for monitoring and programming through a computer workstation in the maintenance office, but it is limited compared to current DDC equipment, and the Honeywell system is no longer supported by the manufacturer. The Junior High has similar HVAC systems to the High School. The building has had numerous additions and renovations over the years, further complicating HVAC operation due to varying ages of equipment, and diverse control strategies utilized.

The Cafeteria and Gymnasium are controlled using a Honeywell EXCEL5000 control system, and are accessible for monitoring and programming through the computer workstation in the maintenance office. As noted previously, the Honeywell system is no longer supported, but otherwise the facilities appear to be operating well. The equipment in the Gym appears to be largely original to the 1970 construction, and includes supply fans, return/relief fans, hot water generators, and terminal heating devices. The Cafeteria is less than 20 years old and has a VAV ventilation system with reheat coils, kitchen exhaust fans, hot water generators, in-floor radiant heating, and other terminal heating equipment.

The Pool also appears to be operated using a Honeywell EXCEL5000 system, but is not accessible through a computer workstation. This building has supply and return/relief fans, hot water generators, terminal heating equipment, and pool heating and treatment equipment. The intent at this time is to connect the pool treatment equipment to the DDC system for monitoring only.

The Administration and Dormitory building is very old and has very simple electric controls to operate air handlers. Terminal heating equipment is primarily baseboard heat operated using stand alone Danfoss thermostatic control valves. There is a heat exchanger and hot water generator mechanical room in the basement that has simple digital controls.

The Mechanical building has the boiler plant, potable water storage and distribution, and fire sprinkler pump. The boiler plant is currently operated by a Honeywell EXCEL5000 control system, accessible through the workstation in the maintenance office. The fire alarm panel is monitored through the Honeywell system as well. The water storage and distribution is not under digital control or monitoring.

As noted, the poor and/or inconsistent control equipment in these buildings is creating significant problems for equipment operation and maintenance, creating numerous failures that maintenance staff have to respond to, taking time away from other important maintenance activities. Poor HVAC equipment control also increases energy consumption. It is expected that proper control of equipment in these buildings will provide annual savings that will help payback the expense of making the control upgrades.

Design Approach

A complete direct digital control system will be installed in each facility to operate the existing HVAC and other equipment noted above. For this project “complete” means all new equipment from the workstation computer, to wiring, to control panels and end point devices. The controls will be from a single product line to allow all of the buildings to be connected to the same web interface that will be accessible to maintenance personnel. A new computer work station and server will be provided in the maintenance office. All controls will have BACNet capability, which allows a basic level of controls communication between different controls vendors. While only one controls vendor will be awarded the project, having BACNet enabled controls provides a means to change control contractors in the future should that become desirable.

The new system will allow access to the controls of each building to monitor equipment status and adjust equipment operation. Alarms will be programmed to send notifications to maintenance personnel via email and text. The workstation in the maintenance office will serve as the primary location for accessing the system, but the system will also be accessible through the internet using a web interface connected to the controls server. This will allow maintenance personnel access to monitoring and control options while working remotely, or while standing in a mechanical room using a Wi-Fi laptop.

The awarded control contractor will develop operations and maintenance manuals of the system for NPS, and will provide training to NPS maintenance personnel at the end of the project. If desired, NPS could develop a service agreement with the contractor to provide on-going system maintenance and training. If that is an appealing option, we would be interested in working with you to help establish a contract that meets your needs and ensures the contractor is working for your best interest.

Project Cost

The rough order of magnitude cost for upgrading all of the facilities with new direct digital controls with the same control manufacturer is $1,900,000. See attached cost estimate. It is important to note that there is some uncertainty associated with this estimate. While a number of the facilities already have some manner of digital control, whether Honeywell or Siemens, that does not necessarily mean it will be a one-for-one change out to a new control product. It may be possible to reuse existing wiring, conduit, end point devices (motors, sensors, switches, etc.), and control panel housing. However, it may be necessary to use new wiring if the wire gauge or number of wires is different, and new end point devices may be required if the existing products are not compatible with the new manufacturer's controls, and new panels may have to be installed to better coordinate with installation of the new controls. This will also likely create a wide range of bids values when the project bids. There are some control contractors who are already familiar with the facilities, which will give them an advantage when developing their bids. In order to help avoid this as much as possible, we will develop the bid documents assuming that each facility will be a completely new controls installation. We also recommend that the bid documents include a date for interested contractors to walk through the buildings for a day prior to bidding. Many control contractors will be interested in this project given its size, so it is prudent to try and level the playing field as much as possible.

We look forward to continuing development of the facilities controls upgrades to help you extend the life of your facilities and provide better tools for your maintenance personnel.

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

SCHOOL BOARD COMMUNICATION

Title: Approval of NBMHS Concession Stand Remodel Proposal

Date: June 8, 2021

Administrator: Jamie Burgess, Superintendent

Attachments: Pomeranz Construction Proposal

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

BACKGROUND INFORMATION

The current concession stand at Nome-Beltz Middle/High was created in response to a last minute design change when the cafeteria was remodeled in 2004-2005. The existing stand has no running water, is very cramped, and the space could be utilized for student seating.

The proposed remodel would remove several of the trophy cases in the Nanook Room and place a new concession stand back into the kitchen storage area. This would allow for a sink and adequate space for all of the concession equipment, and open up the Nanook Room area for seating and unblock the windows into the parking lot.

NSEDC has provided funding of approximately $25,000 towards this project, with the remaining needed funds coming out of CIP through a transfer of unused sports travel funds out of general funds (separate Board Action Item). The administration recommends a contingency amount of $8,200 be added to the vendor's proposal to take into account unanticipated expenses due to limited architectural/construction drawings regarding the plumbing system in the location.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the NBMHS Concession Stand Remodel project in the amount of $75,000.00.

Sample Motion: I move to approve the NBMHS Concession Stand Remodel project in the amount of $75,000.00.

POMERANZ CONSTRUCTION

BOX 509

NOME, ALASKA 99762

Nome Public Schools
Nome, Alaska 99762

June 2, 2021

Ref: New Concession Stand Relocation
Attn: Jamie Burgess

Jamie,
Please accept this as our quote for your new concession stand relocation. The quote includes labor and materials as specified below.

1) 4'X8' Roll up concession door/w lock
2) 3'X7' Lockable Man Door
3) Electric Outlets Per Pat C. List (See Attached)
4) Hot And Cold Water/ Drain for
5) 2 basin Stainless Steel Sink
6) Wall across Storage Room/with 3'X7' man door
7) $5,000 shelving /Countertop allowance. You can take this off of quote if the district has some in storage.

Quote Total $66,800.00

Thank You,

Randy Pomeranz

6 to 10 foot roll up/down & lockable metal style window.

Electric outlets for

1) Rolling freezer
2) Rolling cooler
3) Refrigerator
4) Popcorn machine
5) Crock pots
6) Possible fountain drink system

Hot and cold water

Commercial two basin sink

Man Door - lockable

Some type of wall to secure concessions from the store room - should have a door to access the store room and rest of the kitchen. Painted drywall on the west side. - 1 foot away from ladder.

Counter space and storage underneath counters

Would like to install a washer and dryer.

Would also like to have 220V plug for soft ice-cream, dryer, etc.

Approx 5000 to own our own fountain system. Tom in WA 206-794-8340. Starkey at odom gave me tom's phone number. 6 item fountain machine ice combo. Run diet coke, coke, powerade X 2, root beer, and sprite.

With all the required storage for

Shelves above countertop.

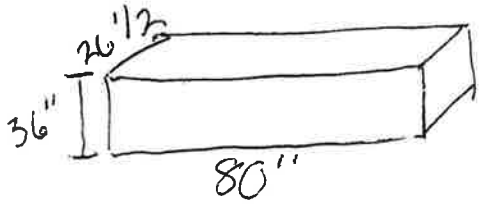
Refrigerator - normal size

See drawing

QUESTIONS?

6 to 8 foot window

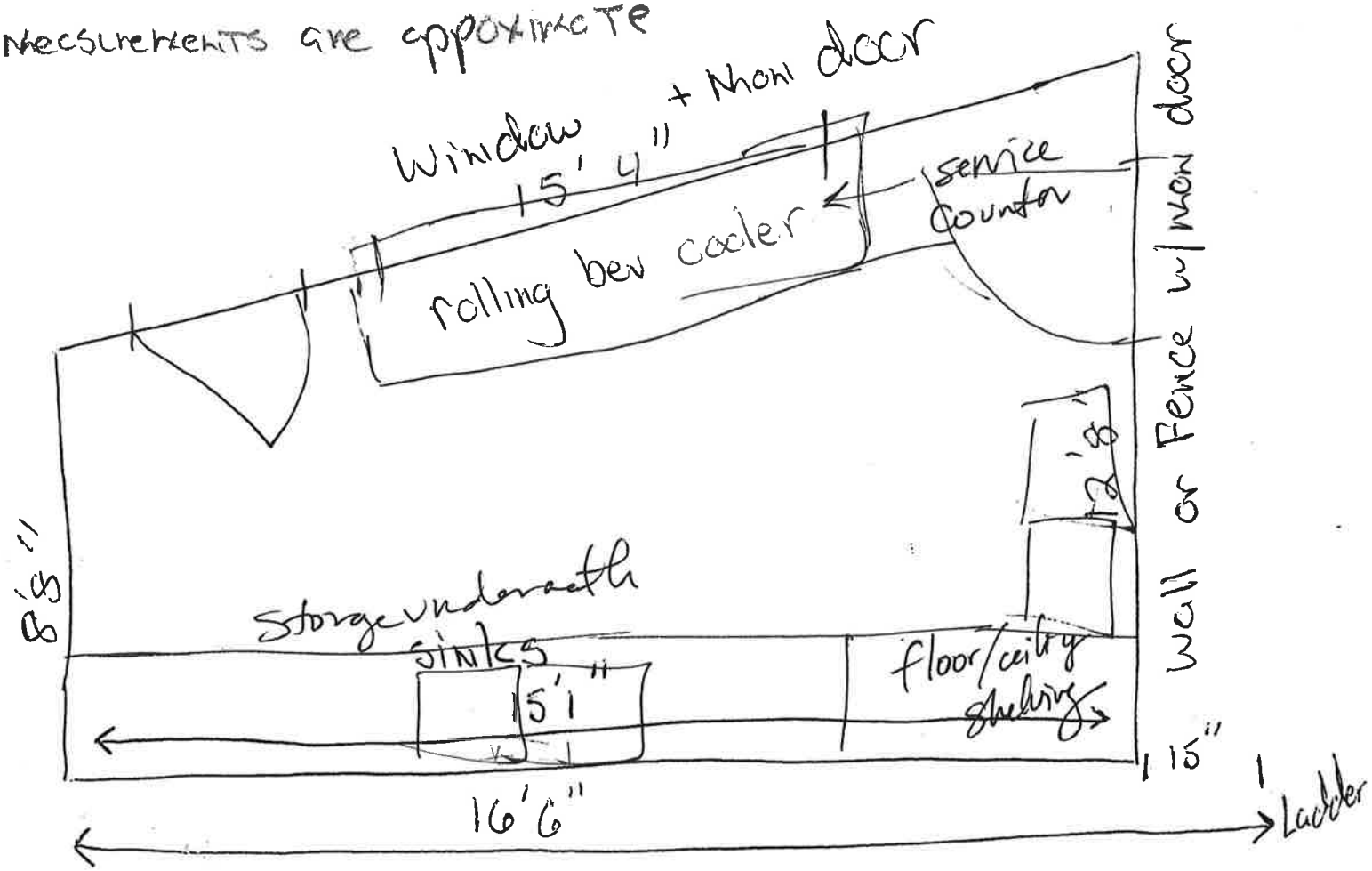
rolling beverage cooler



Fridge 28" wide, 25" deep, 61 1/4 tall

Large Freezer 51" wide 32 1/2 deep, 84" tall

Popcorn 28" wide 20 1/2 deep, 41" tall

Nacho Cheese 14" wide, 20" deep, 27" tall

*measurements are approximate