Regular Board Meeting

Monday, October 7, 2019 5:30 PM
NES Library, 1057 E 5th Ave, Nome, Alaska 99762

A. **Call to Order**
1. Pledge of Allegiance
2. Nome Public Schools Mission Statement
3. Roll Call
4. Approval of Agenda
5. Swearing in of New Board of Education Members
6. Board of Education Reorganization
7. Board of Education Committee Assignments

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: September 10, 2019
2. Approval of September 2019 Disbursements
3. Out of State Travel Approval

C. **Awards and Presentations**
1. Introductions of Guest & Visitors
2. Students of the Month
3. Teacher of the Month
4. Support Staff of the Month

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

E. **Superintendent Report**

F. **Information & Reports**
1. Student Representative Report
2. Principal Reports
3. Director Reports
4. Business Manager Report

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

H. **Action Item**
1. FY20 Board Priority
2. Approval of AASB Resolution Comments/Amendments
3. Second Reading of BP 4313.1 Load/Scheduling/Hours of Employment

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

J. **Upcoming Events:**

K. **Adjournment**

Our Mission

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

Our Vision

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

Board and Superintendent Guiding Principles

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

Board and Superintendent Goals

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

OATH OR AFFIRMATION

School board members, before taking office and sign the following oath of affirmation:
"I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of Alaska and that I will honestly, faithfully, and impartially discharge my duties as a school board member to the best of my ability."

Legal Reference:

AS 14.12.090

NOME PUBLIC SCHOOLS
Adopted: June 10, 2003

Nome Public Schools
P.O. Box 131 • Nome, Alaska • 99762
(907) 443-2231 • Fax 443-5144

Jamie Burgess, Superintendent
jburgess@nomeschools.org
(907)-443-6191

Nome Public Schools
Board Members 2019 – 2020

- Board group email: Board@nomeschools.org
- Board Secretary, Alisha Papineau: apapineau@nomeschools.org (907)-443-6187

Brandy Arrington – Board President PO Box 204 Work: 443-2243 Cellular: 304-2713 Email: barrington@nomeschools.org Elected: Oct 2014 – Term Expired: 2017 Reelected: Oct 2017 – Term Expired: 2020	**Barb Amarok– Vice President/Clerk** PO Box 1627 Cellular: 434-1650 Work: 443-8402 Email: bamarok@nomeschools.org Elected: Oct 2010 – Term Expired: 2013 Reelected: Oct 2013 – Term Expires: 2016 Reelected: Oct 2016 – Term Expires: 2019
Sandy Martinson – Treasurer PO Box 569 Cellular: 304-1759 Home: 443-6084 Email: smartinson@nomeschools.org Elected: Oct 2017 – Term Expires: 2018 Reelected: Oct 2018 – Term Expires: 2021	**Nancy Mendenhall – Board Member** PO Box 1141 Home Phone: 443-2455 Email: nmendenhall@nomeschools.org Elected: Oct 2015 – Term Expires: 2018 Reelected: Oct 2018 – Term Expires 2021
Darlene Trigg – Board Member PO Box 180 Cellular: 306-7999 Work: 443-3304 Email: dtrigg@nomeschools.org Elected: Oct 2018 – Term Expires: 2019	**Ava Earthman – Student Representative** Email: aearthman@nomeschools.org Elected: 2019 – Term Expires: 2020

BB 9000 ROLE OF BOARD AND MEMBERS (POWERS, PURPOSES, DUTIES)

Powers and Duties

The School Board's primary goal is to provide each student with an education of the highest quality in keeping with his/her capacity to learn. This goal shall be the basic factor motivating the Board's execution of its powers and duties.

(cf. 0200 - Goals for the School District)

The Board is responsible for the general control and direction of education in the district and is empowered to carry on and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. This broad authority shall be exercised in accordance with the State and Federal Constitutions, laws and regulations. The Board may execute any powers delegated by law to it or to the district which it governs, and shall discharge any duty imposed by law upon it or upon the district which it governs.

(cf. 0440 - Advisory School Boards

(cf. 9200 - Board Members)

Governance Functions

The Board shall consider and approve or disapprove matters submitted to it by the Superintendent and the public and is committed to establishing policies to govern district activities. The Board shall prescribe bylaws for its own governance with law or with the rules prescribed by the State Board of Education.

(cf. 9300 - Governance)

Executive Functions

The Superintendent or designee shall serve as the chief executive officer of the Board. The Board delegates to the Superintendent or designee the authority to carry out Board decisions and to make and carry out any decisions which it delegates. The Superintendent or designee shall be fully responsible for the proper use of this authority. The Board retains ultimate responsibility for the performance of any powers or duties delegated.

(cf. 2210 - Administrative Leeway in Absence of Policy)

Judicial Functions

The Board believes that positive personnel and public relations rely upon the ability to hear and resolve grievances, complaints and criticisms. The Board, convened, shall serve as a body of appeal for grievances, complaints and criticisms in accordance with Board policies and negotiated employee agreements.

(cf. 1312 - Complaints Concerning the Schools)

(cf. 4144 - Grievances/Complaints)

Legal References:

ALASKA STATUTES

14.08.021 Authority (regional school boards)

14.08.041 Regional school boards

14.08.101 Powers (regional school boards)

14.08.111 Duties (regional school boards)

14.14.060 Relationship between borough school district and borough

14.14.065 Relationship between city school district and city

14.14.130 Chief school administrator

29.35.160 Education (military reservations)

Adopted: June 10, 2003

BB 9121 PRESIDENT

The Board president shall preside at all School Board meetings. He/she shall:

1. Call the meeting to order at the appointed time;
2. Announce the business to come before the Board in its proper order;
3. Enforce the Board's policies relating to the order of business and the conduct of meetings;
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference;
5. Explain what the effect of a motion would be if it is not clear to every member;
6. Restrict discussion to the question when a motion is before the Board;
7. Rule on parliamentary procedure;
8. Put motions to a vote, and state clearly the results of the vote.

The president shall have all the rights of any member of the Board, including the right to move, second, discuss, and vote on all questions before the Board.

The president shall also perform other duties as directed by the Board, and state laws, regulations and the Board, including the duty to:

1. Sign all instruments, acts, and orders necessary to carry out state requirements and the will of the Board;
2. Consult with the Superintendent or designee on the preparation of the Board's agendas;
3. Appoint and disband all committees, subject to Board approval;
4. Call such meetings of the Board as he/she may deem necessary, giving notice as prescribed by law;
5. Excuse board member absences from regular board meetings.

(cf. 9223 - Board Vacancies)

6. Confer with the Superintendent or designee on crucial matters which may occur between Board meetings;
7. Be responsible for the orderly conduct of all Board meetings.
8. Share informational mail with other Board members.

When the president resigns or is absent or disabled, the vice president/clerk shall perform the president's duties. When both the president and vice president/clerk are absent or disabled, the treasurer shall perform those duties.

(cf. 9120 - Officers and Auxiliary Personnel)

(cf. 9320 - Meetings)

(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

ALASKA STATUTES

14.14.070 Organization of school board

Adopted: June 10, 2003

Nome Public Schools

BB 9122 VICE PRESIDENT/CLERK

The duties of the vice president shall be to:

1. Certify or attest to actions taken by the Board when required.
2. Maintain such other records or reports as required by law.
3. Sign the minutes of the Board meetings following their approval.
4. Sign documents as directed by the Board on behalf of the district, and sign all other items which require the signature of the vice president/clerk.
5. Serve as presiding officer in the absence of the president.
6. Perform any other duties assigned by the Board.

(cf. 9120 - Officers and Auxiliary Personnel)

Legal Reference:

ALASKA STATUTES

14.14.070 Organization of school board

14.14.020 Bond required

Adopted: June 10, 2003

Nome Public Schools

BB 9123 TREASURER

The Treasurer to the Board, shall have the following duties:

1. Review financial statements and recommend Board action.
2. Serve as presiding officer in absence of president and vice president/clerk.
3. Other duties as assigned by the Board.

If a treasurer is elected, he or she may have any of the above duties, as more specifically assigned by the Board.

(cf. 3300 - Expenditures/Expending Authority)

(cf. 3530 - Risk Management)

(cf. 9120 - Officers and Auxiliary Personnel)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9324 - Board Minutes)

Legal References:

ALASKA STATUTES

14.08.091 Administration

14.14.070 Organization of school board

Adopted: June 10, 2003

Nome Public Schools

BB 9200 BOARD MEMBERS

Limits of Board Members Authority

The School Board has broad but clearly limited powers. The exercise of its authority is restricted to the functions required or permitted by law, and then only when it acts in a legally constituted meeting. Individual Board members shall submit requests for research or administrative studies to the entire Board for consideration.

(cf. 6162.8 - Research)

(cf. 9322 - Agenda/Meeting Materials)

The Board is the unit of authority. The Board member is a part of the governing body which represents and acts for the community as a whole. Apart from the normal function as part of the unit, the Board member has no individual authority. No individual member of the Board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools; nor, as an individual, command the services of any school employee. Individually, the Board member may not commit the district to any policy, act or expenditure.

No members of the Board shall be asked to perform any routine or clerical duties which may be assigned to an employee, nor shall any Board member become an employee of his/her district while serving on the Board.

Note: *Pursuant to A.S. 14.14.140, a Board member may not be employed by the school district. The following optional language is intended to avoid situations which may be viewed as a conflict of interest.*

A Board member should resign from the Board before seeking to secure district employment. In no event shall a final decision for hire be made prior to receiving the Board member's resignation.

(cf. 9210 - Qualifications)

(cf. 9250 - Remuneration, Reimbursement and other Benefits)

(cf. 9270 - Conflict of Interest)

Board members who visit schools of their own volition have no more authority than any other citizen. Board members have authority only in regularly called meetings of the Board, or when delegated specific tasks by Board action.

(cf. 1250 - Visits to the Schools)

Obligations of Members

Members of the Board must endeavor to attend all meetings, study all materials presented with the agenda prior to attending the meeting, participate in the discussion of any items which come before the Board, and vote on all motions and resolutions, abstaining only for compelling reasons.

The Board member should not subordinate the education of children and youth to any partisan principle, group interest, or the member's own personal interest.

The Board member should be prepared and willing to devote a sufficient amount of time to the study of the problems of education in the district, the state, and the nation in order to interpret them to the people of the district.

(cf. 9230 - Meetings)

Legal Reference:

ALASKA STATUTES

14.14.140 Restrictions on employment

Revised 08/07

Adopted: June 10, 2003

Committee Assignments

Board Policy: Primary: Darlene Trigg Alternate: Nancy Mendenhall	**Equity Committee:** Primary: Barb Amarok Alternate: Nancy Mendenhall
Northwest College Advisory: Primary: Sandy Martinson Alternate: Nancy Mendenhall	**NACTEC:** Primary: Brandy Arrington Alternate: Sandy Martinson

Other Roles

Recruitment/Job Fair: Primary: Brandy Arrington Alternate: Barb Amarok	**CEA Negotiations:** Primary: Darlene Trigg Alternate: Barb Amarok
NEA Negotiations: Primary: Nancy Mendenhall Alternate: Sandy Martinson	**Calendar Committee:** Primary: Brandy Arrington Alternate: Sandy Martinson

Nome Public Schools

PO Box 131~Nome, Alaska 99762
Phone: (907) 443-2231~Fax: (907) 443-5144

2019-2020
Nome Public Schools
Board of Education
Committee Assignments (Tentative)

Board Policy Committee
Primary: Darlene Trigg
Alternate: Barb Amarok

Equity Committee
Primary: Darlene Trigg
Alternate: Nancy Mendenhall

Northwest College Advisory
Primary: Nancy Mendenhall
Alternate: Sandy Martinson

NACTEC
Primary: TBD
Alternate: Sandy Martinson

Recruitment/Job Fair
Primary: Brandy Arrington
Alternate: Barb Amarok

NEA Negotiations
Primary: Nancy Mendenhall
Alternate: Darlene Trigg

Calendar Committee
Primary: Brandy Arrington
Alternate: Sandy Martinson

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

    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.

    c. UAF Northwest Campus Advisory Council

    Purpose: to represent Nome Public Schools on council as advisors on academic, vocational, and community education to the Bering Strait Region.

    d. Northwestern Alaska Career and Technical Center (NACTEC)

    Purpose: to participate in the Governing Board overseeing workforce development programs that prepare students for the world of work in a residential setting.

Procedures for 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 11/2017

Adopted: June 10, 2003

Nome Public Schools

Nome Public Schools
Superintendent Report
Jamie Burgess
October 7, 2019

1. I attended the Alaska Superintendent Association Fall Conference in Fairbanks September 25th-27th. Presentations were given on a variety of topics, including building a culture of trust, a rigor/relevance teaching framework, research results on educator turnover in Alaska, updates from Commissioner Michael Johnson, and panels of local municipal and state legislative leaders. I had the opportunity to tour Hutchison High, the Fairbanks North Star Borough School District's CTE high school, as well as the Fairbanks Pipeline Training Center. Both were great views into CTE opportunities in other areas of the state. One of the high points was hearing from Scarlett Lewis, whose son was one of the victims of the Sandy Hook school shooting, and her ChooseLove movement and Social Emotional Learning curriculum.

2. The district is moving forward in its quest for additional teacher housing and is working on an application for the Alaska Housing Finance Corporation in partnership with the City of Nome. I will be attending a mandatory training on October 29th in Anchorage, and hopefully will have a City representative attend as well. I am working with the City to identify a potential lot within City limits.

3. Ms. Laurie Schoenberger, our State School Coach for Nome Elementary School, has submitted her Plan of Service for this school year. Our improvements efforts this year are highly focused on K-2 literacy instruction and intervention. Ms. Korenek-Johnson is overseeing several changes and supports to our literacy assessment program at the Elementary School as well as a structured tutoring program for K-2 students, with Ms. Schoenberger's support. We are grateful to have these two focused and determined educators supporting our teachers in these crucial grades. The Plan of Service is attached for your information.

4. The state has released the School Accountability Reports, a copy of which is attached for each of the four schools in the district. While Nome Elementary is still designated as a Comprehensive Support school (these designations last for three years), its overall score has risen since last year and is above the current cut score for Comprehensive Support designation. This indicates some of our effort are bearing fruit, and we are hopeful that the school will successfully meet the exit criteria at the end of its three year designation period. More information about the School Accountability Reports will be presented at the October work session.

In addition DEED has a new school comparability section on their website entitled "Compass". This website allows the public to access a variety of data about schools, and compare two schools. The website can be seen at https://education.alaska.gov/.

5. A team of four staff members attended the Alaska School Safety Summit September 18-20 in Anchorage. As a result of a presentation and a follow-up conversation, Mr. Jay Thomas is coordinating with the Department of Homeland Security regarding preparedness training for

violent intruders for our district. We are hoping to bring up a team to work with the first responders in our area (police, fire, state troopers, medical personnel) and site administrators to do a threat assessment and discuss further steps for staff training. We are working on coordinating this initial training with Bering Strait School District as well.

6. Ms. Rachel Ventress is actively reaching out to principals and school counselors in the Bering Strait District to inform parents of the Extensions Correspondence homeschooling program. BSSD does not have its own correspondence program, and Ms. Ventress has started to have some success offering this program to students within a couple of the BSSD villages, and plans to expand her contact efforts to all villages in the region in an effort to grow our program. Our long-term goal is to expand the program to approximately 40 students in order to allow the program to be self-sustainable with a full-time lead teacher.

7. We have successfully completed an agreement with Minnesota State University Mankato regarding placement of student teachers in spring semester, and hope to have approximately 5-7 students working in the district starting in February or March for approximately 5 weeks. Student teacher placement is an excellent recruiting tool for the district and we are hopeful that this ongoing partnership will provide us with some possible teaching candidates for hire over the next few years.

State System of Support Coaching Program
Plan of Service FY20

Date: September 12, 2019

District: Nome Public Schools **Site:** Nome Elementary School

Leader: Elizabeth Korenek-Johnson

Coach: Laurie Schoenberger

Summary of STEPP Needs Assessment

1. The community of Nome is approximately 70% Inupiaq or mixed ethnicity and 30%, white.
2. There are **392** students in the K-6 school. (The district also has a charter school serving grades 5-8, with a limit of 15 students for each grade, so approximately 1/3 of the 5th grade cohort from the elementary school transfers each year.)
3. The school has a principal and an assistant principal. Students in K-6 are served by 19 certified classroom teachers and 1 paraprofessional; 2 special education teachers assisted by 4 paraprofessionals; and, 2 reading specialists, with a reading paraprofessional. It also has a P.E. teacher; a music teacher; a non-certified librarian; and two cultural studies teachers.
4. The poverty rate for the school population is **71%** and all of these students receive free breakfast and lunch daily.
5. During the 2018-2019 school year, the overall attendance rate was **87.7%**.
6. There were **367** office referrals during the school year for students with various issues. Therefore, there was an average of **2.15** referrals per day.
7. The student out-of-school suspension rate in 2018-2019 was approximately **2.7%.**
8. Measures of Academic Progress (MAP) is used for fall, winter and spring benchmarking; and, Dynamic Indicators of Academic Achievement (DIBELS) is used for universal screening and progress monitoring (K-2). Students in 1-6 grade are also assessed with the BAS (Benchmark Assessment System) in Fall and Spring.
9. The MAP Fall 2018-Spring 2019 Student Growth Summary Report, showed the percentage of students who met the student growth percentile projection: Reading-**35%**; Language Usage-**47%** (3-6 grade)**;** and Math-**36%.** Therefore, over 60% of the students did not show adequate academic growth in Reading or Math, according to the assessment results. (Reading growth report by grade is shown below.)

Nome Elementary School

Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2018			Spring 2019			Growth		School Norms			Student Norms			
Grade (Spring 2019)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	46	137.7	7.9	29	152.8	10.4	21	15.1	1.1	17.0	-0.69	24	46	20	43	33
1	58	154.1	12.8	13	165.5	12.5	4	11.3	1.1	16.1	-1.77	4	58	12	21	23
2	54	168.4	11.7	16	178.5	14.5	7	10.0	1.4	13.8	-1.54	6	54	15	28	25
3	61	179.1	13.0	9	188.9	15.0	7	9.8	1.2	10.7	-0.45	33	61	28	46	42
4	49	188.9	12.8	8	195.5	13.5	6	6.6	1.4	7.9	-0.83	20	49	18	37	35
5	31	187.2	13.4	1	193.5	14.0	1	6.3	1.4	6.6	-0.17	43	31	13	42	39
6	40	194.4	17.7	1	196.9	16.6	1	2.5	2.0	5.1	-1.39	8	40	14	35	27

10. The PEAKS Proficient/Advanced rate for all grades **increased** from 2018 to 2019 by approximately **2%** in both ELA and in Math.

Assessment Data for previous years:

PEAKS: Nome Elementary School (Spring 2018 & 2019)

2018

All Grades

	Advanced/Proficient		Below/Far Below Proficient				
Subgroup	Count	Percentage[1]	Count	Percentage[1]	Enrollment	Participation Rate	Group
English Language Arts	19	9.90%	173	90.10%	194	98.97%	View
Mathematics	25	13.09%	166	86.91%	194	98.45%	View

2019

All Grades

	Advanced/Proficient		Below/Far Below Proficient				
Subgroup	Count	Percentage[1]	Count	Percentage[1]	Enrollment	Participation Rate	Group
English Language Arts	24	11.88%	178	88.12%	203	99.51%	View
Mathematics	31	15.35%	171	84.65%	203	99.51%	View

PEAKS Advanced/Proficient

	English/Language Arts		Math	
	2018	2019	2018	2019
3rd Grade	15.69%	17.19%	25.49%	28.13%
4th Grade	11.86%	15.69%	13.25%	19.61%
5th Grade	5% or less	10% or less	6.82%	10% or less
6th Grade	8.11%	6.25%	10% or less	6,25%

Summary:

- The advanced/proficient rate for math was higher than reading in each grade.
- Math and ELA scores in advanced/proficient range were significantly higher for 3rd grade than other grades.
- 5th and 6th grade advanced/proficient scores were significantly lower in both ELA and math than 3rd and 4th grade.

MAP Projected Proficiency for Performance Evaluation of Alaska Schools (PEAKS)

Spring 2019

Grade	Student Count	Far Below Proficient		Below Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
K	48	4	8.3%	23	47.9%	19	39.6%	2	4.2%
1	65	15	23.1%	31	47.7%	17	26.2%	2	3.1%
2	58	8	13.8%	33	56.9%	17	29.3%	0	0.0%
3	64	17	26.6%	28	43.8%	19	29.7%	0	0.0%
4	51	11	21.6%	30	58.8%	10	19.6%	0	0.0%
5	37	19	51.4%	18	48.6%	0	0.0%	0	0.0%
6	48	20	41.7%	27	56.3%	1	2.1%	0	0.0%
Total	371	94	25.3%	190	51.2%	83	22.4%	4	1.1%

- MAP projected proficiency for PEAKS performance was provided for K-2, but students to not take the PEAKS statewide assessment until they are in 3rd grade.
- The overall MAP projected percentage of advanced/proficient for 3-6 grade on PEAKS was above the actual percentage for each grade.
- The 3rd grade proficient/advanced percentage on PEAKS was higher in ELA and Math than 4-6 grade.

MAP: Proficient and Above Rate:

2018-2019	Reading				Math			
	#	Fall	#	Spring	#	Fall	#	Spring
Kindergarten	51	51%	50	40%	52	33%	50	50%
Grade 1	61	40%	63	33%	62	43%	61	33%
Grade 2	57	39%	61	41%	58	48%	61	33%
Grade 3	62	33%	63	37%	62	31%	63	35%
Grade 4	53	36%	50	34%	53	42%	50	34%
Grade5	37	17%	37	11%	37	19%	37	0%
Grade 6	42	16%	48	16%	42	12%	49	15%

- From Fall to Spring, the proficiency rate in reading dropped in four of seven grades in Reading and in Math. The one grade in which the proficiency rate increased in both reading and math from Fall to Spring was 3rd grade.

Area of Focus

POS STUDENT ACHIEVEMENT GOAL #1
Domain: **Instruction**

Alaska STEPP Indicator and/or Priority School Expectation: Alaska STEPP Indicator and/or Priority School Expectation: **3.2 –** School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to help them meet or exceed the state content standards. **3.4** Teachers regularly measure the effectiveness of instruction using formative assessment.

(Insert date)
Initial Plan Goal: 2/13/19 Revised Plan Goal: 9/12/19

Description of current level of implementation: Students receive core instruction in language arts with the use of the *Journeys E*LA program and in math with the *My Math* program. Hardcopy and online resources are provided with both programs. *Journeys* Blueprints are also available K-5 on the NPS website. Most teachers follow the programs as designed. Some teachers also use formative assessments with quick checks through Kagan cooperative learning strategies; and progress monitor bi-weekly with probes through DIBELS and with informal reading and writing checks. However, more than half the teachers rely on the Benchmark Assessments to gauge growth, which occur only three times per year.

The school has two reading specialists and one paraprofessional who work with students who need extra support with the use of the *Leveled Literacy Intervention program*. In Kindergarten, it is a push-in model and in grades 1-6 it is a pull-out model. Although students are monitored in the LLI program they could benefit from more frequent formative assessments such as running records with comprehension checks on a bi-weekly basis. Teachers provide extra support in class for students who struggle with math concepts.

Measurable student achievement related goal:

- **50%** of students in grades K-6 will meet or exceed the growth target for MAP Reading from Spring 2019 to Spring 2020.
- The percentage of students scoring at the proficient level for MAP Reading in grades K-6 will **increase** by a minimum of **5%** from Spring 2019 to Spring 2020.

Baseline Data to be used to document progress in student achievement:

1. Spring 2019-Spring 2020 Reading growth rate; and, Spring 2019 to Spring 2020 comparison of percentage of students scoring at the proficient level.
2. Bi-monthly running record/comprehension checks will be catalogued for students enrolled in the *Leveled Literacy Intervention* program and will show rate of reading growth during enrollment in the program.

Initial Actions:

1. The reading specialists will use Leveled Literacy Intervention (LLI) with 1st -6th grade students who score far below in reading proficiency. They plan to use the program the second semester with K students who are lacking in early foundational skills.

2. The reading specialists will use Systems 44 with 5-6 grade students who qualify for the program based on the Systems 44 entrance test. These students will also receive intervention with LLI.

3. The Leveled Literacy Intervention (LLI) online recording-keeping system will be used to track attendance rates and progress in reading proficiency. Next steps will be noted in order for students in these intervention groups to receive optimum support.

4. The SSOS Coach will introduce a small group K-2 tutoring format and model how to instruct students using a specially developed lesson plan template.

5. Fall benchmark assessment data MAP, BAS (Benchmark Assessment System) and teacher observations will be used to place struggling 1-2 grade readers into small tutoring groups.

6. K-2 teachers will instruct these groups from 2:10-2:40, four days per week. DIBELS probes will be used on a monthly basis for progress monitoring. The BAS will also be used during the 3 benchmark periods to track student reading growth.

Area of Focus

POS GOAL #2
Domain: **Supportive Learning Environment** (There is evidence that school culture and climate provide a safe orderly environment, conducive to learning.)

Alaska STEPP Indicator and/or Priority School Expectation: **4.3**
Schoolwide behavior standards are communicated by staff and are achieved by students.

(Insert date)
Initial Plan Goal: 2/13/19 Revised Plan Goal: 9/12/19

Description of current level of implementation: Based on a 2016 needs assessment, the staff came to this consensus: "There is a caring and inclusive culture; and, all staff members emphasize creating positive connections with students."

Kagan cooperative learning structures were chosen as the school's model in conjunction the Win-Win classroom program in order to improve the classroom climate; increase student on-task behavior; and to establish respectful and civil interactions in all classrooms.

All teachers received training in Kagan Structures on August 17, 2019. Some of them also received training in the Win-Win Discipline program over the summer. Several teachers implement effective behavior management procedures in the classroom, but they are not consistent.

Measurable goal: All teachers will implement research-based effective classroom strategies through the Kagan Structures model to maximize instructional time. As a result, there will be a minimum of a 5% decrease in discipline referrals from Spring 2019 to Spring 2020.

Data to be used to document progress: Records of discipline referrals from Spring 2019 to Spring 2020 will be compared.
Note: During the 2018-2019 school year, there were 367 office referrals, and average of 2.15 referrals per day.

Initial Actions:

1. A certified employee was chosen to become a Kagan trainer for Nome Elementary School. As she is going through the certification, she will support staff in using Kagan Strategies in their classrooms.
2. The principal has instituted Structure-A-Month (SAM) focus, in which the staff is retrained in a specific structure, chosen for its ability to meet both academic and social needs. The staff is then expected to focus on structure implementation over the month, and reflect on effectiveness.
3. The principal and assistant principal will conduct walk-throughs and will take notes to document that teachers are using cooperative strategies with students.

Area of Focus

POS GOAL #3
Domain: **Professional Development** There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.

Alaska STEPP Indicator and/or Priority School Expectation**: 5.1** Student achievement data are a primary factor in determining professional development priorities. **5.3** Professional development is embedded into the daily routines and practices of school staff.

(Insert date)
Initial Plan Goal: 2/13/19 Revised Plan Goal: 9/12/19

Description of current level of implementation:
Professional development is usually linked to districtwide goals. However, it has not been linked to goals in individual school improvement plans. In January 2019, the school board designated "early-release" for Wednesdays, in order to provide designated time for professional development and professional learning communities.

Measurable goal:
Professional development will be ongoing and 90% of it will be linked to the school improvement goals, with evidence of follow-through in classrooms. Examples of PD for the school year are: Forming effective Professional Learning Communities*;* Assessment Data Analysis; Use of Assessment Data in Goal Setting with Students; Kagan Strategies for Cooperative Learning; and Using Formative Assessments to Inform Instruction.

Data to be used to document progress:

- Staff development reports will be analyzed for content related to the school improvement goals.
- During classroom observations, notes of practices and routines related to the School Improvement Plan will be catalogued to document the link between staff development and follow-through.

Initial Actions:

1. Norms for PLCs will be established by grade level groups and will be posted for staff to review during their collaboration sessions.
2. Training for DIBELS 8 will be conducted by a DIBELS on Saturday, September 14 (8:00-3:00).
3. Reading Specialists will conduct BAS (diagnostic reading assessment) training during grade level PLCs by December 18, 2019.
4. By October 1, reading specialists will conduct these assessments with all students. In the Spring teachers will give the BAS to each of their students.

Fill in the table below with the schedule of proposed coach visits to be approved by the SSOS CP Managing Director; also include significant school events as appropriate, such as inservice and other professional development dates. Add these dates and events to the Basecamp calendar once the schedule is approved.

Date(s)	Event Description	# of Days On-Site
August 24-30	**NES Site Visit**	**4.5**
September 9-12	**NES Site Visit**	**3.5**
October 6-10	**NES Site Visit**	**4**
October 27	**Attend Principals' Conference w/Principal** (and SIP review)	**1**
November 4-7	**NES Site Visit**	**4**
January 20-26	**NES Site Visit and RTI Attendance with NES Team**	**6**
February 10-14	**NES Site Visit**	**4**
March 23-26	**NES Site Visit**	**4**
April 13-16	**NES Site Visit**	**4**
May 27-29	**ASLI (to be determined later)**	

System for School Success

2018-2019 School Report

Anvil City Science Academy, Nome Public Schools

Grades Served: 5-8 | **October 1, 2018 Enrollment:** 60 | **Title I School:** No

School Designation: Universal Support

Overall School Index Value: 63.28

An excellent education for every student every day.

System for School Success Overview

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The Compass

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education.alaska.gov/compass

Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
Grades 3-6	33.33%	53.33%
Grades 7-9	63.33%	60%

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
Grades K-6	n/a
Grades 7-12	n/a

Academic Growth

	English Language Arts Percentage of students who improved from one year to the next on the state summative assessment.	Mathematics Percentage of students who improved from one year to the next on the state summative assessment.
Grades 4-6	50%	70%
Grades 7-9	68.97%	68.97%

Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	n/a

School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
Grades K-6	83.33%	n/a
Grades 7-12	90%	n/a

Student Group Performance

	Student Group Performance Subgroups of students with index values that fall below 13.54.
Student Groups	

* - in order to calculate, up to three years of data was aggregated (combined).
n/a - there were less than 10 students represented (even with aggregation); therefore, it is not applicable.

System for School Success Overview

How is my school measured?

	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth					✓	✓	✓	✓	✓	✓			
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									

Measures Combine into Index Score

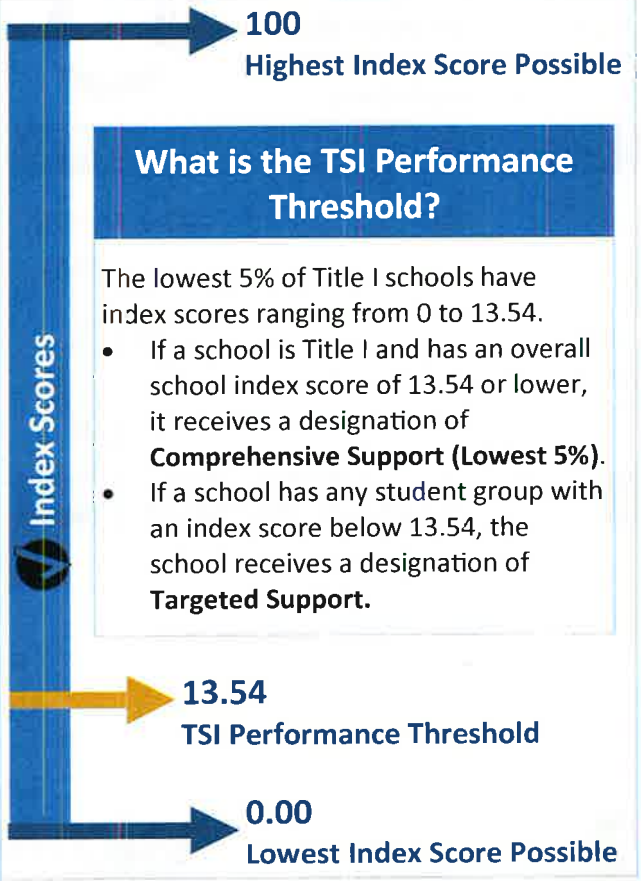
Each indicator noted in the table to the left is given a score for the school. These scores are combined based on the grade span of the school.

In addition to looking at the whole school, each student group in a school is measured in the areas listed in the table to the left. These scores are combined and the student group is given a score.

How is my school designated for support?

Each year an overall school index value is calculated for each school and a school designation is assigned. There are three school designations for Alaska's schools:

- **Comprehensive Support**
  - **Lowest 5%** - If the overall school index value of a school falls in the lowest 5% of Title I schools, that school receives a designation of Comprehensive Support (Lowest 5%).
  - **Graduation Rate** - If a secondary school has a graduation rate of less than 66.66%, that school receives a designation of Comprehensive Support (Graduation Rate).
- **Targeted Support** - If a school has any student groups with index values under the Comprehensive Support (lowest 5%) threshold, that school receives a designation of Targeted Support.
- **Universal Support** - All other schools are considered Universal Support schools.



What is the TSI Performance Threshold?

The lowest 5% of Title I schools have index scores ranging from 0 to 13.54.

- If a school is Title I and has an overall school index score of 13.54 or lower, it receives a designation of **Comprehensive Support (Lowest 5%)**.
- If a school has any student group with an index score below 13.54, the school receives a designation of **Targeted Support.**

Which student groups are measured?

- African American
- Alaska Native/ American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged

What are some questions I could ask my school?

Where can I find more information about how my school is performing?

What supports are being provided to my school based on its designation?

What opportunities are available for me to be involved in my student's education?

System for School Success

2018-2019 School Report

An excellent education for every student every day.

Extensions Correspondence, Nome Public Schools

Grades Served: KG-12 | **October 1, 2018 Enrollment:** 17 | **Title I School:** No

School Designation: Universal Support

Overall School Index Value: 21.72

System for School Success Overview

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education.alaska.gov/compass

Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
Grades 3-6	0%*	0%*
Grades 7-9	61.54%*	0%*

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
Grades K-6	n/a
Grades 7-12	n/a

Academic Growth

	English Language Arts Percentage of students who improved from one year to the next on the state summative assessment.	Mathematics Percentage of students who improved from one year to the next on the state summative assessment.
Grades 4-6	n/a	n/a
Grades 7-9	n/a	n/a

Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	n/a

School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
Grades K-6	n/a	n/a
Grades 7-12	n/a	n/a

Student Group Performance

	Student Group Performance Subgroups of students with index values that fall below 13.54.
Student Groups	

* - in order to calculate, up to three years of data was aggregated (combined).
n/a - there were less than 10 students represented (even with aggregation); therefore, it is not applicable.

System for School Success Overview

How is my school measured?

	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth					✓	✓	✓	✓	✓	✓			
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									

Measures Combine into Index Score

Each indicator noted in the table to the left is given a score for the school. These scores are combined based on the grade span of the school.

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How is my school designated for support?

Each year an overall school index value is calculated for each school and a school designation is assigned. There are three school designations for Alaska's schools:

- **Comprehensive Support**
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  - **Graduation Rate** - If a secondary school has a graduation rate of less than 66.66%, that school receives a designation of Comprehensive Support (Graduation Rate).
- **Targeted Support** - If a school has any student groups with index values under the Comprehensive Support (lowest 5%) threshold, that school receives a designation of Targeted Support.
- **Universal Support** - All other schools are considered Universal Support schools.

Index Scores

100
Highest Index Score Possible

What is the TSI Performance Threshold?

The lowest 5% of Title I schools have index scores ranging from 0 to 13.54.

- If a school is Title I and has an overall school index score of 13.54 or lower, it receives a designation of **Comprehensive Support (Lowest 5%)**.
- If a school has any student group with an index score below 13.54, the school receives a designation of **Targeted Support.**

13.54
TSI Performance Threshold

0.00
Lowest Index Score Possible

Which student groups are measured?

- African American
- Alaska Native/ American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged

What are some questions I could ask my school?

Where can I find more information about how my school is performing?

What supports are being provided to my school based on its designation?

What opportunities are available for me to be involved in my student's education?

System for School Success

2018-2019 School Report

An excellent education for every student every day.

Nome-Beltz Jr/Sr High, Nome Public Schools

Grades Served: 7-12 | **October 1, 2018 Enrollment:** 244 | **Title I School:** No

School Designation: Universal Support

Overall School Index Value: 41.92

System for School Success Overview

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Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
Grades 3-6	n/a	n/a
Grades 7-9	24.76%	0%

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
Grades K-6	n/a
Grades 7-12	54.55%

Academic Growth

	English Language Arts Percentage of students who improved from one year to the next on the state summative assessment.	Mathematics Percentage of students who improved from one year to the next on the state summative assessment.
Grades 4-6	n/a	n/a
Grades 7-9	36%	26.26%

Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	78.57%
Five-Year	78.95%

School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
Grades K-6	n/a	n/a
Grades 7-12	57.92%	n/a

Student Group Performance

	Student Group Performance Subgroups of students with index values that fall below 13.54.
Student Groups	

* - in order to calculate, up to three years of data was aggregated (combined).
n/a - there were less than 10 students represented (even with aggregation); therefore, it is not applicable.

System for School Success Overview

How is my school measured?

	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth					✓	✓	✓	✓	✓	✓			
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									

Measures Combine into Index Score

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- **Universal Support** - All other schools are considered Universal Support schools.

Which student groups are measured?

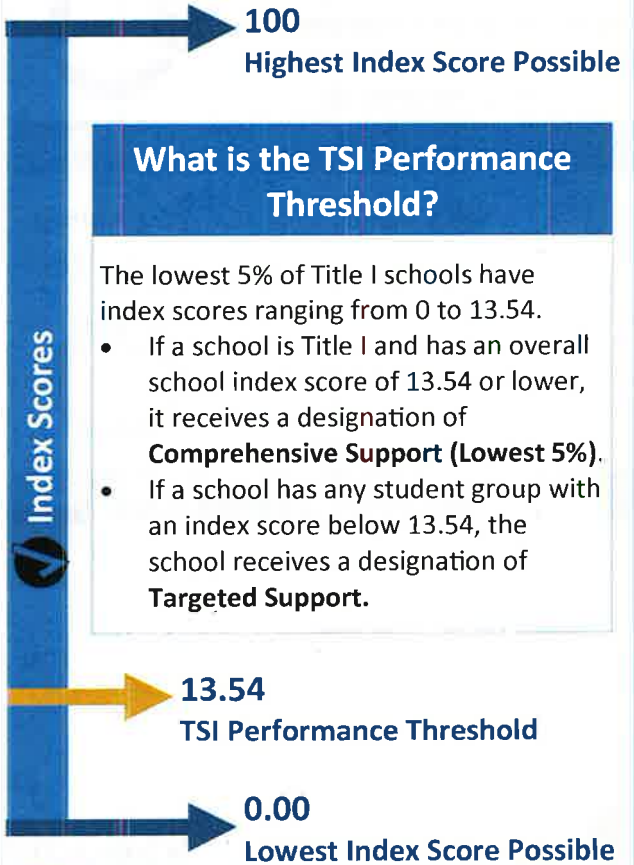
- African American
- Alaska Native/ American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged

What are some questions I could ask my school?

Where can I find more information about how my school is performing?

What supports are being provided to my school based on its designation?

What opportunities are available for me to be involved in my student's education?



System for School Success

2018-2019 School Report

An excellent education for every student every day.

Nome Elementary, Nome Public Schools

Grades Served: PK-6 | **October 1, 2018 Enrollment:** 371 | **Title I School:** Yes

School Designation: Comprehensive Support (Lowest 5%) - 2018

Overall School Index Value: 18.21

System for School Success Overview

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Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
Grades 3-6	0%	0%
Grades 7-9	n/a	n/a

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
Grades K-6	0%
Grades 7-12	n/a

Academic Growth

	English Language Arts Percentage of students who improved from one year to the next on the state summative assessment.	Mathematics Percentage of students who improved from one year to the next on the state summative assessment.
Grades 4-6	29.91%	35.9%
Grades 7-9	n/a	n/a

Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	n/a

School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
Grades K-6	50.53%	0%
Grades 7-12	n/a	n/a

Student Group Performance

	Student Group Performance Subgroups of students with index values that fall below 13.54.
Student Groups	English Learners

* - in order to calculate, up to three years of data was aggregated (combined).
n/a - there were less than 10 students represented (even with aggregation); therefore, it is not applicable.

System for School Success Overview

How is my school measured?

	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth					✓	✓	✓	✓	✓	✓			
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									

Measures Combine into Index Score

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Which student groups are measured?

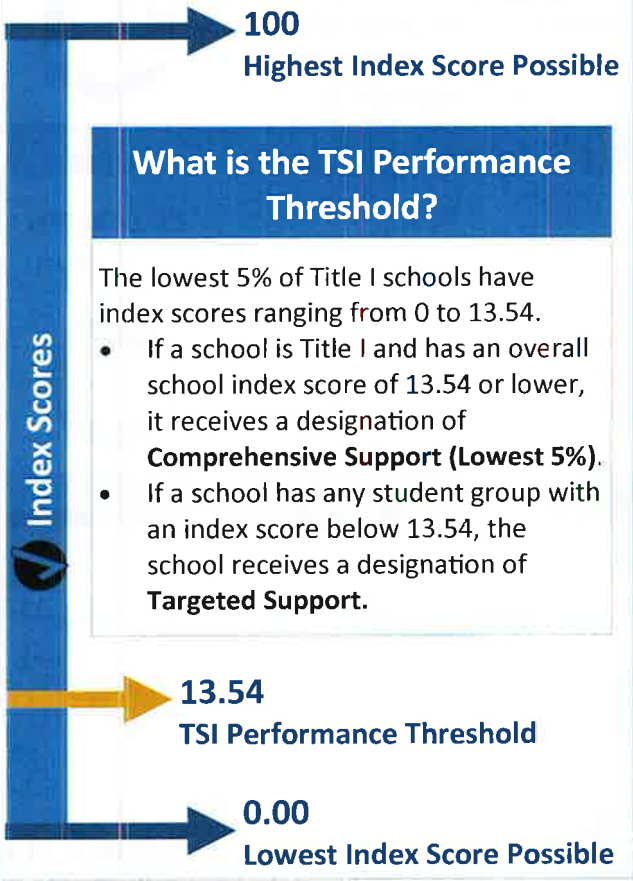
- African American
- Alaska Native/ American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged

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What supports are being provided to my school based on its designation?

What opportunities are available for me to be involved in my student's education?



Ava Earthman
10/1/19

Board Report:

We're off to a great start this year!

Sports:

-XC State: This past weekend Cross Country had their regional meet in Nome. Three team members, Natallie Tobuk, Tobin Hobbes, and Ava Earthman qualified to go to state, which will take place this coming Saturday, October 5.

-Volleyball: The volleyball girls have started off a great season. Just last weekend they traveled to Bethel and won both games. The pinkies tournament will be taking place October 11 and 12. Please come and support them!

-Wrestling season is starting on the 3rd, and we are all very much excited… It's going to be a good season. Regions is in Nome this year.

School Happenings:

-We had a super cool actress, Nava Sarracino, come to school and demonstrate an afterschool writing performance workshop.

-This weekend the Highschool student council and the Junior High student council are going to get together for a little weekend "retreat". Lots of games and bonding!

-On Wednesday, Student council is putting on bullying skits about social and emotional learning for the Junior High.

- The Junior class has begun planning the annual Halloween carnival and have set the date for Halloween day.

-Spirit club is off to a good start and has already planned quite a few spirit weeks and assemblies.

-The Seniors have started out this school year in a flurry and we have already started working on the Senior plow! Stay tuned!

Nome Elementary School

Box 131 • Nome, Alaska 99762

Phone: 443-5299 Fax: 443-2850

Elizabeth Korenek-Johnson
Principal

Elizabeth Dillman
Assistant Principal

September 30, 2019

Dear Board Members,

It's been a great first month of school. September saw the settling of classroom routines, several field trips, some training, and some testing, alongside all that learning!

Our kindergarten classes adventured up Gold Hill in search of tundra blues on August 30th. Mrs. Marvin's 4th grade students were introduced to the many programs available at NACTEC. They now have a good idea about some things they want to be when they grow up, as well as some things some of them may not want to be (parents/babysitters- those babies cry a lot!). Our 5th and 6th Grade students hiked Anvil Mountain for a day of community-building, and Mrs. Bourdon's 2nd graders trekked over to the Kegoayah Kozga Library to learn more about why reading is important, and what resources the public library can offer them.

Saturday, September 14th, our K-2 teachers and certified support staff received training in the new DIBELS 8 assessment system. Teachers have been administering the measures in the last two weeks, to get our baseline early literacy data for our youngest students. The Title I team has also spend countless hours administering the Basic Assessment System (BAS) to all students, to provide guided and independent reading levels for all students. They have begun their services in 1st through 3rd grades, and will continue to assess older students in the morning. We are working hard to have consistent data on all students, that helps teachers to know exactly what materials and skills students need to experience success.

Our "Inupiaq Phrase of the Week" began in September, as well as the focus on Inupiaq Values of Avoidance of Conflict, and Open Communication. Annie & Sandi are working collaboratively and consistently to share these as part of morning announcements, and with teachers via email and sound bites, along with their classroom instruction. So far we have learned "naguatun" (be good), "nahlaGin," (you listen), and "uGiaq tigiruq," (fall is here). Additionally, K-2 students were involved in making various "welcome" message signs for our Open House.

September 24th saw another successful Open House. Fortunately I am the only person who knows how much I forgot to say… Thank you to Bridie and Seaside for all their help. We

had a great time dancing with Phyllis and the NBHS club, and I hope the community had fun learning some of our Kagan cheers (teacher-led).

Requested Reporting:

NPS Strategic Plan, Goal #1: Ensure all students are confident and successful through training, life skills preparation, and a diverse curriculum.

1. Develop partnerships to enhance and sustain opportunities.

   We continue to partner with NCC for the Back-to-School Bash, making sure all students start the year with the backpacks and supplies they need, helping them to feel ready for the new school year.

   We will continue to work with Nome Eskimo Community, in the hopes that we can find a tutoring situation that meets the parameters of both organizations.

   We have worked diligently to find insurance solutions to support our many community volunteers looking to provide free, healthy activities for Nome students.

2. Provide education and training to prepare all students for Alaska's priority industries.

   Nome Elementary School continually strives to provide a quality education for all our students. We aim to build strong foundations in grades Kindergarten through second, and continue supports throughout elementary school, helping our students become prepared for their next steps in education.

3. Identify and pursue financial support to sustain diverse educational opportunities for Nome Public Schools' students.

   We work with DO staff to leverage funding available to best meet the needs of our students. This includes migrant tutoring, family literacy nights, staff training, and more.

NPS Strategic Equity Framework, Initiative #5: We will work collaboratively with partner organizations to promote and achieve equity in our schools where students and families from all racial and economic backgrounds feel welcomed, supported, and experience academic success.

1. Provide resources and services to promote and support the social and academic success of Nome students.

   Our veteran teachers identified students' needs for social emotional learning, using the SCCS results, and creating and action plan for improved results. This action plan is in full effect.

   -Connected & Respected lessons are happening regularly, cooperatively with the classroom teacher, school counselor, and (in some cases) the Cultural Studies teacher.

-Inupiaq phrases and values are highlighted building-wide on a daily basis, to support students' awareness of self, sense of place, and acceptance of self and others.

-Implementation of Kagan cooperative learning structures is supported with practice and focus, after having all teachers receive the foundational training.

2. Provide resources and services to promote and support the full participation of Nome families.

   Families were invited to create positive messages for children and students during the open house. These messages will comprise a mural, reminding the students of their community's support for them.

   We will be hosting a Migrant/Title I parent meeting to discuss the best use of funding for student support.

   We will re-institute Family Literacy Nights this year.

   The education compact is an agreement between all parties to do their part in supporting every child's education. These are included in the student handbook, and have gone home. They will be highlighted again during Parent/Teacher conferences.

   We work hard to have 100% participation in Parent/Teacher Conferences. This is a time we believe is critical for parents and teachers to be able to communicate around the child's successes and unique needs, and discuss how to best work as a team to meet those needs. This includes home visits in some cases.

What's been happening:

- Structure-A-Month (SAM) was Timed-Pair-Share. Wednesday, Sept. 4 in-service was review and practice of this structure, as well as collaboration among teachers developing ideas for classroom implementation.

- September 11 training included MAP administration, as well as how to set MAP goals with students, and how to use the data to inform instruction. K-2 teachers also received training on a direct-instruction model for after-school tutor groups from Laurie (on-site 9/9-12). Tutoring began today.

- MAP and DIBELS assessments are well underway. Both should be wrapped-up this week.

- Flu-shot administration on 9/20 went well this year. The management of consent forms, along with the scheduling and frequent communication with families helped to facilitate a smooth day. Thank you to NSHC Pharmacy for providing that service.

Coming Events:

- Laurie Schoenberger will be on-site October 7 - 10, to continue her work in supporting our school improvement efforts. She will be checking in with K-2 teachers to provide support for tutoring, among other support services.

- October 7 – 11 is Indigenous People's Week at Nome Elementary School. There will be classroom and school-wide activities planned in order to build hearty background knowledge for all students leading up to Indigenous People's Day on Oct. 14. We are excited to hear more about community events planned for that day, to see how our students can participate.

- Oct. 11-12 three of our NES teachers will be participating in the TASK grant, in partnership with UAF. We are excited for the benefits our teachers and students will receive as participants in this opportunity.

- I will be attending three conferences in one shot toward the end of October. On Oct. 24th I will meet with other members of the Alaska School Leadership Academy, cohorts 1 and 2, as we learn more about effective leadership, and build a statewide network of support. Oct. 25 I will attend a Cognia (formerly AdvancEd) training to learn more about where we are in the process of system-wide accreditation, and what our next steps should be. Finally, the Principals' Conference is Oct. 26 – 28, where I will have the opportunity to learn many more leadership skills, hear stories of success from other principals, and hear what is happening in education around our great state.

Statistics

In the month of September school was in session 19 days. During that time:

- We served 4,880 student breakfasts;

- We served 4,478 student lunches;

- Our attendance rate was 84.3%.

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



ACSA Board Report, October 7, 2019
Lisa Leeper, Principal

Status Updates

- There have been no changes to enrollment in the month of September.
- We had a 94% student attendance rate for September.
- September Student of the Month: Audrey Bahnke, 7th grade

Classes and Happenings

- We held a "Back to School" on Tuesday, September 16th, from 6:30-7:30 PM. We held a short group presentation in which families could learn about school policies and then sent families to follow a student schedule of classes for review of this year's curriculum. Parents and students had the opportunity to ask questions, talk with teachers, and tour the school.
- We completed our MAP testing for the fall. We intend to help students set goals and track their progress so that they value their efforts.
- Flu shots were offered at school and many students were vaccinated with permission.
- Minimum Days — we will focus on the following initiatives this semester:
  - student learning goals and how to help every child take more responsibility for his or her education
  - new Kagan structures
  - Marzano's teachings in correlation to iObservation
  - curriculum development and revision

(see the following page for Strategic Goals and Equity Framework)

- Addressing Strategic Framework Goal #1 - Ensure all students are confident and successful through training, life skills preparation, and a diverse curriculum.
    - Mrs. Johnson is teaching curriculum from code.org. The course empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. See this link for more info about the course — https://www.youtube.com/watch?v=2-QpgNHknds
    - Mr. Collins teaches outdoor education focusing on a variety of skills, each which corresponds to the terrain and weather at a particular time of year.
    - In science with Mr. Richards, students are participating in the Winterberry Project. The state-wide project led out of UAF has students investigating how berries are changing with changing climate.
    - Students were invited to tour the NOAA research vessel Ocean Starr with Jared Weems, a scientist with the College of Fisheries at UAF.
    - We are developing learning targets that students can use to assess their skill and knowledge acquisition in math and science. This is part of our ongoing effort to help students take charge of their own learning.
- Addressing Strategic Equity Framework 5.1 - Provide resources and services to promote and support social and academic success of Nome students.
    - We use several types of software to reach kids at their individual learning levels — NoRedInk, CommonLit, ALEKS, All The Right Type.
    - We try to foster peer relationships through Kagan structures, group work, SEL focused projects, and Wolf Pack STEM activities.
- Addressing Strategic Equity Framework 5.2 - Provide resources and services to promote and support the full participation of Nome families.
    - We employ several platforms to help parents stay informed of events, school work, and student peformance— daily emails, Facebook, our school website, and PowerSchools.
    - We encourage and strive for parent and family volunteerism.

Nome-Beltz Jr/Sr High School

3.5 Nome-Teller Hwy • Nome, Alaska 99762
Phone: (907) 443-5201 Fax (907) 443-3626

Jay Thomas
Principal

Caen Dowell
Assistant Principal

Date: 9-30-19
To: NPS School Board
From: Jay Thomas/Caen Dowell
Subject: NBHS October Board Report

NBHS enrollment: 265
Male:132
Female:133
12th grade:28
11th grade:38
10th grade:50
9th grade:60
8th grade:44
7th grade:45

The year is well under way and time passes quickly. Finding time for setting goals and for reflection is critical. After spending time with the returning staff, visiting with community members, and talking to students I would like to share some goals and areas of focus for NBHS. There is a clear need for improving communication and collaboration with parents and the community. The following is an outline of NBHS focus areas from the Strategic Plan and the Equity Framework:
Strategic Plan, Goal #5- All students, families, community, and staff will feel inspired by and strongly connected to their school.
Equity Framework, #4- We will engage families and communities as essential partners in supporting academic achievement for learners from all racial groups.
We have hosted Alumni Volleyball, Community races at XC, Open House, SEL (first day of school) with Jr. High, and Anvil Mountain walk.
Strategic Plan, Goal #6-Local and regional community members will be offered opportunities to address students.
Equity Framework, Goal #5- Community collaboration and Integration: We will work collaboratively with partner organizations to promote and achieve racially integrated schools and communities where students and families from diverse racial and economic background feel welcomed, supported, and experience academic success.
We have partnered with various community organizations including NACTEC, NPD, Norton Sound Health, Kawerak, Behavioral Health, Credit Union 1, The Public Health Nurse, NSEDC, The US Army, and Northwest Campus. These partnerships range from NPD

teaching state mandated classes on dating violence to The Army Guard teaching a daily class called "Guard Your Future". A NACTEC instructor is teaching one aviation class to NBHS students every morning. These partnerships continue to enrich the overall school experience of our students.

I would like to highlight the NBHS open house. We had over 150 people in attendance. The staff did a great job of encouraging students to bring their parents for a condensed look at their daily schedule. Our home economics class baked cookies, brownies, and other treats for the "lunchtime". The energy and turnout was exciting. A special thanks to Ms. Smith and Ms. Husemann for going above and beyond.

Congratulations to our cross-country runners for an excellent performance at regional competition held at NBHS. Tobin Hobbs won the boy's race, while Ava Earthman placed fourth, and Natallie Tobuk placed eighth in the girl's race. All three runners will represent Nome at the state competition on October 5, 2019.

Our volleyball teams have been busy playing in Kotzebue, Bethel, and at home. The "Arctic Pinkies" volleyball tournament will be the weekend of October 11-12, 2019. We recently hired a new Jr. High volleyball coach. Please join us in welcoming Samantha McGarry. Also Mr. Dudley will continue as the head wrestling coach.

Eskimo Ninja, Nick Hanson will be working with NPS students October 9-11, 2019. Nick will be working in classrooms, small groups and with the entire school in an assembly on October 10, 2019. He will also host a community meet and greet on the same night at NES. Nick is joined by Joanne Semaken, from Kaltag and Unalakleet. She is great example of a young person overcoming adversity, setting goals, and finding a way to fulfill them. Joanne is in her senior year at UAA, majoring in biology.

We are looking at replacing all the plastic seats in the gym in the very near future. The old seats are cracking, causing them to be unsafe. We are looking at some creative ways to offset the cost of the project.

<u>Upcoming events</u>

October 2 Wrestling practice starts
October 5 State XC meet
October 7 ESPORTS practice begins
October 9-11 Eskimo Ninja
October 11-12 Arctic Pinkies
October 14 Indigenous People's Day (School Assembly)
October 18 Alaska Day- Jr. High SEL Afternoon
October 18-19 Nome Wrestling Invitational
October 31 Parent/Teacher Conference (No School for Students)
November 1 Parent/Teacher Conference (No School for Students)
November 1-2 Volleyball Regionals (KOTZ)

Special Education Board Report, October 07, 2019
Nadene Parshall, Special Education Director

Special Education Department

- 87 Active SpEd caseload
- 10 Current paraprofessionals
- 3 Current vacant positions
- 1 Administrative Assistant
- 4 Special education teachers
- 1 Speech pathologist

Current Events

- The task of uploading prior special education files into power school is almost complete.
- Vision and Hearing screenings will be conducted on Oct 28, 29 and 30th.
- The SpEd Directors training with DEED took place in Anchorage. The meeting was very informative and the information will be passed on to the SpEd staff.
- All of the specialists came in and worked with our students and teachers.
- The tele-speech services are up and running. The students are responding quite well.
- A professional development day will be given for the Para Professionals on Oct 31. The training will be conducted by SERRC. They will be addressing specific paraprofessional issues and job needs. We are happy to partner with SERC to help our paraprofessionals grow in their knowledge in serving students.
- On November 1, a SpEd staff training will be done with the Director.
- The paraprofessionals have started participating in the training modules on the DEED site specifically addressing special education issues.

Nome Public Schools
Director of Technology Report

Jim Shreve
07OCT19

Major projects

Assigned Nome Elementary School (NES) iPads deployed to staff and students on 16SEP19 along with the mClass and Amplify apps to grant access on these devices to the new Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing program for our K-2 teachers and students. Our ongoing efforts are to realigning the 80+ previously issued JrHigh iPads to NES classroom pods to increase iPad ratios / availability for students. The increase of these device ratios may cause overload on our existing smaller capacity WiFi Access Points (AP) in the classroom pods. I am currently researching the costs of updating and licensing higher capacity APs as well as the possible availability of Category 2 (Network Infrastructure and Security) E-Rate funds to pay for these upgrades.

MAP Testing Lockdown Browser app updates applied to 247 devices: 4 computer labs (102 devices: 52 at NES and 50 at NBHS), 3 Mac computer carts (86 devices: 61 at ACSA and 25 at NES), and 3 carts of K-2 iPads (65 devices) at NES.

JumpCloud Directory as a Service selected to replace our deprecated Apple Open Directory (OD) service. JumpCloud is a cloud based directory service that will allow us to leverage many integration services that were not available to the Technology Department or our users (staff and students) under the Apple OD. JumpCloud includes higher security measures for passwords and account access, allows use of Single Sign On capabilities (decreases account access issues due to lost or forgotten passwords), and Lightweight Directory Access Protocol (connections to and sharing of account data with many of our legacy systems that will decrease staff / student on / off boarding time).

Future Projections

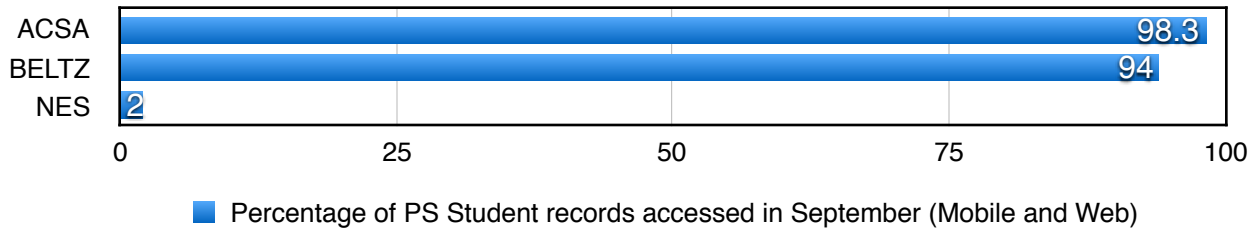
As mentioned in last months report, Nome Schools has an aging fleet of Promethean Boards throughout our schools and the Tech Department is researching the feasibility of replacing the Promethean Boards with interactive panels. The projected cost is for this project was $275,000.
I have received quotes / info on devices. I am happy to report that the cost per device is approximately half of what was originally projected (projected cost estimate for replacing all boards is now $125,000 + shipping). I am currently awaiting shipping estimates from vendors so we can committee and hopefully select the vendor to replace the boards with interactive panels.

Status of NBHS Computer Lab device updates: pending device selection for meeting compatibility and security requirements for testing services. Estimate remains between $30,000 to $60,000.

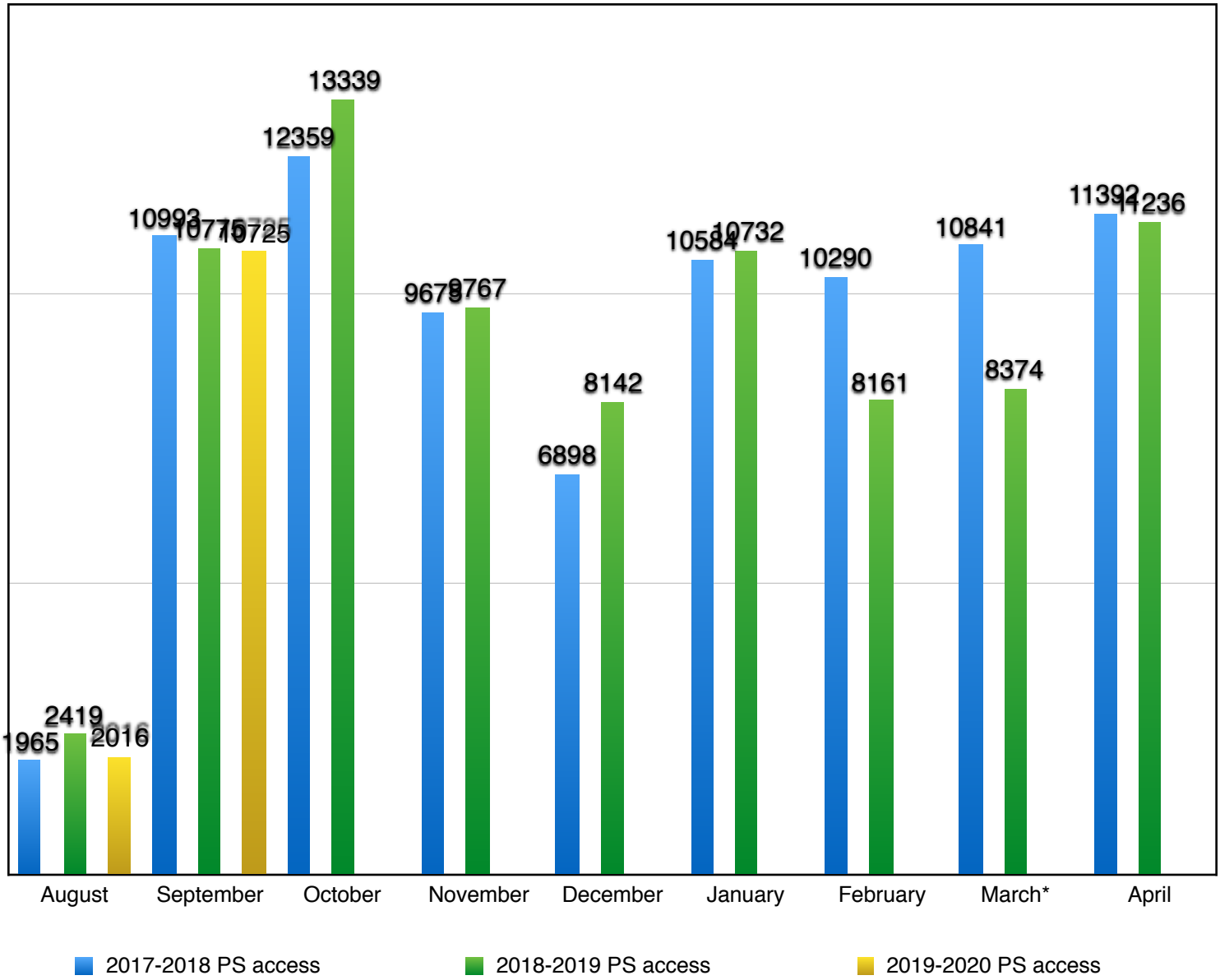
PowerSchool Online Enrollment

We held two enrollment fairs at NES computer labs to offer assistance with the online enrollment / re-enrollment process to parents / guardians. These fairs were held on Thursday 12SEP19, from 6-9PM in the NES Library Lab and on Saturday 14SEP19 from 11am-4pm in the NES 5-6 Pod Lab. A total of 24 people attended the events (20 on 12SEP and 4 on 14SEP19 for a total of 28 more students re-enrolled. As of 30SEP19 parents / guardians submitted a total of 122 “New Student Records” and 221 “Returning Student Records” for a total of 343 records (represents 47.6% of all students). Of these 343 records, school registrars have delivered a total of 121 New Student Registration Records and 218 Returning Student Registration Records to the Power School Student Information System. We will close the online enrollment session on or around 08OCT19 in order to apply updates / fixes to our data delivery and content questions for our next enrollment season. Parents / guardians who do not complete the online enrollment / re-enrollment by 08OCT19 will receive a paper packet to complete and return to school registrars.

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

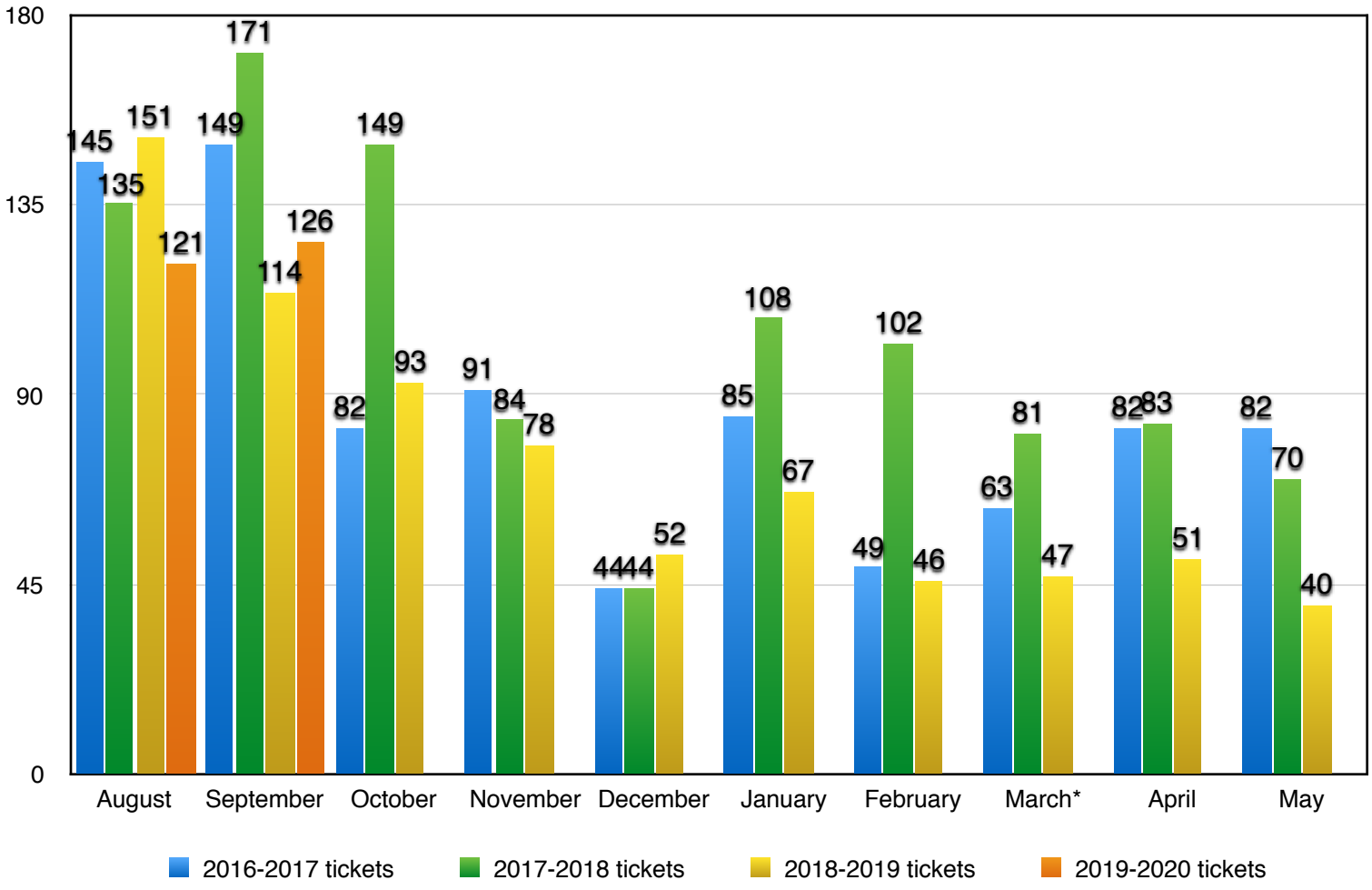


Total Parent and Student PS Web and Mobile Access Sessions for Month



Technology Web HelpDesk

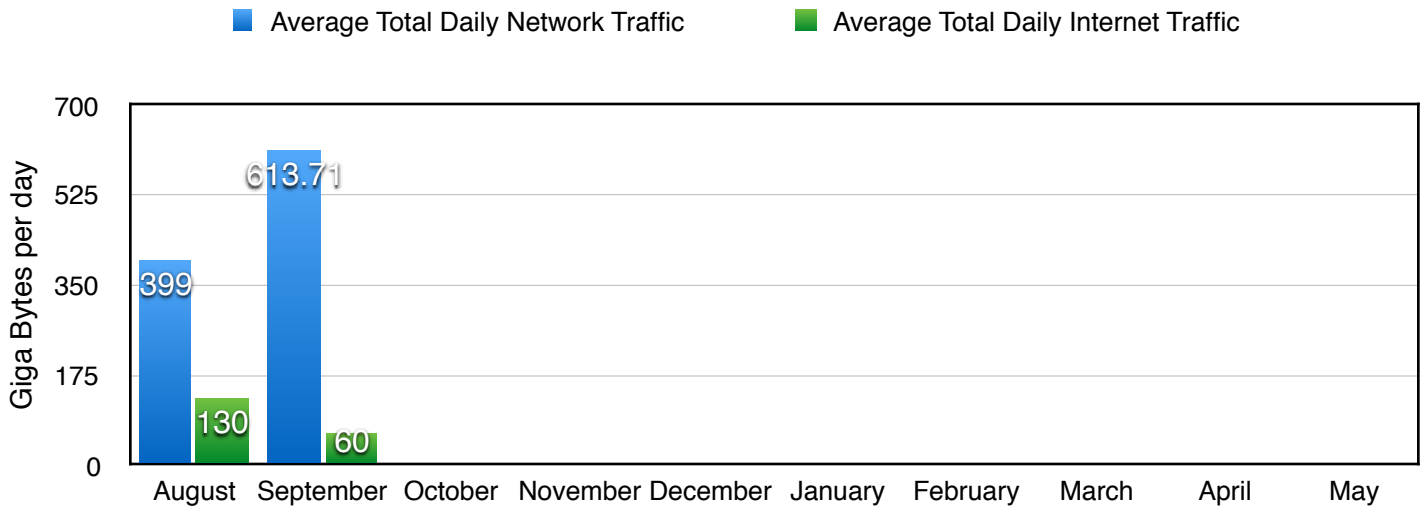
Part of the technology department's duty is to maintain the Technology Web Help Desk for staff to request repairs, training and troubleshooting. In September we responded to 126 tech requests through the system. We encourage staff to make use of this resource but many immediate needs are still handled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



Network / Internet Delivery

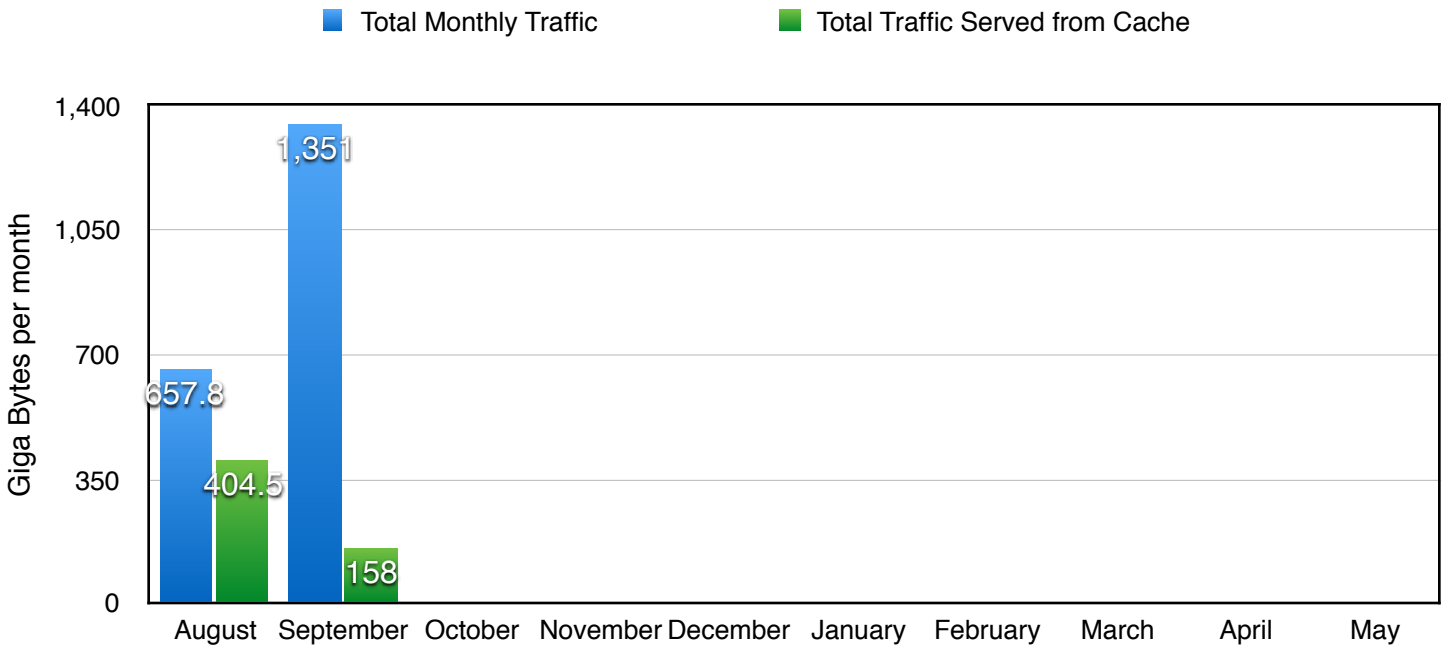
Network traffic is defined as all traffic that passes through our network Access Points and Switches (this includes all local server traffic and Internet traffic). Internet traffic is only that network traffic that traverses the subsea fiber optic cable to Internet services and back.

Total September Network traffic = 17.98 TB
Total September Internet traffic = 1.73 TB



Internet Caching Traffic

Traffic delivered via Cache does not have to travel across the fiber optic network / internet. This traffic includes files requested / delivered from the CacheBox Media Library.



Human Resources Manager-School Board Report
October 8, 2019
Cynthia Gray, NPS HR Manager

RECRUITMENT/RETENTION

New Hires/Certificated/Classified:

1. Jennifer Janke-SPED Paraprofessional/NBHS

PERSONNEL PROJECTS

October provides for another busy month with Human Resources, as with most of the district. As school is well underway with staff and students present. Multiple State of Alaska Department of Education (DEED) Reports are due in October. For which Human Resources is responsible to complete. The Department of Education & Early Development Educator Evaluation Report, which collects information to monitor district compliance with Alaska Statue. This collection is also used to gather data required by the Every Student Succeeds Act. (ESSA). The First Day Teacher Vacancy Report, which is a new report to collect the number of teaching positions that are not filled with an individual possessing a valid Alaska teaching certificate at the start of the school year. This information is necessary to quantify the teacher shortage in Alaska. And lastly, the Alaska Department of Education & Early Development Certified Staff Accounting, and Classified Staff Accounting Reports. This is very large collection of data for all certified and classified staff employed by the school district on the first day of work of October. This is done annually and submitted to the DEED to be used in various statistical reports. Including Alaska's Public Schools District's Report Card to the Public. In addition, HR has been busy training new managers/directors/administrators on the hiring process, along with evaluation process for their new staff for the year. Employment verifications continue to be requested and be completed timely for past NPS employees.

EMPLOYEE BENEFITS

NPS Successfully switched Health Insurance coverage effective July 1, 2019 with Premera Blue Cross. This has been a huge project for HR to coordinate details with all staff and vendors included to ensure a smooth transition with billing and overall benefits. Additionally, NPS has changed life insurance coverage from Lincoln Financial to Guardian Life Insurance Company of America. These new vendors provide benefits to our employees, and the enrollment process was a big project for HR. This project takes a large amount of time to gather all forms and ensure they are complete, along with learning the web portals for enrollment entry for both vendors. There have been some minor issues with technology and enrollment, but overall it has been a positive transition for benefits for our employees.

STAFF RECOGNITION/EMPLOYEE ACTIVITIES/FUNCTIONS

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

Respectfully submitted.

Cynthia Gray

Nome Public Schools Board Report
Megan Hayes
Director of Federal Programs

October 1, 2019

Consolidated Grant/Title I-A/Title II-A - We will be holding our required NES Migrant Education Consolidation meeting on Wednesday October 9 at the NES Traditional Community Potluck at NES. Grant information for FY 2020 has been submitted for the first round of review.

School Improvement Grant-

Johnson-O'Malley- Nick Hanson, the Eskimo Ninja, and Joanne Semaken, are inspirational/motivational speakers who will be coming to Nome to present to our youth and community. They will be here October 9-11. Both are well known throughout the state for their ability to reach students on issues that affect the social and emotional wellbeing of Native youth. Nick has "made it his mission to raise awareness about suicide prevention."
In addition JOM funds were expended to provide tuition for two of our Inupiaq Culture teachers to attend the Conversational Inupiaq class offered at UAF-NWE.

Migrant Education Program-

In September we started our annual Migrant family recruiting. Jade Murdock has been working hard to contact families and complete the interview process with those she has been able to reach. During the month of October we will be conducting annual interviews with current migrant eligible families and reaching out to recruit new qualifying families. In September tutoring was initiated targeting migrant students at NES, ACSA, and NB Jr/Sr High. Tutoring will be offered twice a week for the rest of the school year. Two tutors have been hired to serve at each site: NES (2), ACSA (1, split contract between 2 staff members), NB junior high (2), and NB high school (2).

Swimming lessons will be offered for two weeks in October. Grace D'Antonio will be the instructor and Rachel Burgess will be her assistant. The beginning level swim lessons will be offered to children in first and second grades. The lessons will occur every day after school and taxi vouchers will be provided for those who need transportation.

NES teachers attended a DIBELS and Amplify Reading training. The NES staff had the opportunity to receive hands on instruction and guided practice to deliver the assessment using an iPad or computer. Additionally, they were taught how to use the data from the DIBELS assessment to implement Amplify reading targeted instruction for struggling students.

ME funds were expended for 5 students to enroll in Conversational Inupiaq and 3 students to take Contemporary Management at the NWE Campus. Students will receive duel credit from UAF and NBHS. Funds were also paid for the summer 2019 Ecology Explorers program in which 4 of the 11 students participating were Migrant Ed students.

Federal/State Reports –
Federal Reports- Fed Program Director attended a 2 ½ hour webinar on submitting the Adequate Yearly Progress report which will be submitted to Office of Indian Education in October.
State Reports- OASIS This year the "student count" period runs from September 30th to October 25th. During this time we gather data on students who attend NPS. This is an important student count, as our foundation formula numbers are based on the number of students we serve during these 20 days.

English Language Learners- The federal programs director attended a 4 hour onsite training conducted by Jim Shreve to learn how to run reports from PowerSchool Registration. This will allow me to gather ELL data on new students whose parent/guardian completed a Parent Language Questionnaire (PLQ). The PLQ is used to find students who may need further evaluation for possible ELL identification. The director met with the kindergarten teachers to review the EL identification protocol.

Assessments

Measures of Academic Progress, aka MAP Growth, has been taking place at NES, ACSA and NBHS. This formative assessment is administered three times a year and is designed to assist teachers to focus their instruction on specific skills. This test is an in district assessment not a state assessment, although many districts give the MAP Growth assessment. ACSA has tested almost all of their students in the areas of reading, math and science. NES and NBHS are still in the process of administering assessments. All sites are scheduled to complete testing by October 11.

The window for the Alaska Developmental Profile, which assesses all entering kindergarten students, is currently open and will close on November 1. I met with the kindergarten teachers to review the requirements and administration for this evaluation.

As the District Test Coordinator, I attended four one hour webinars on WIDA (ELL assessments) and general duties of a District Test Coordinator.

Enrollment Report- October Board Meeting

Current Enrollment (10/1/19)	
Nome Elementary School	378
Anvil City Science Academy	61
Nome-Beltz Junior Senior High	265
NPS Extensions Correspondence	14
PreK for SPED Svcs. Only	4
Total Enrollment	**722**

Enrollment at the end of school year 2019	
Nome Elementary School	374
Anvil City Science Academy	59
Nome-Beltz Junior Senior High	238
NPS Extensions Correspondence	22
Nome Youth Facility	5
PreK for SPED Svcs. Only	9
Total Enrollment	707

Nome-Beltz High School Graduated 42 students in May of 2019

Facilities Service Report October 2019
Van Kitagawa, Interim Facilities Director
van.kitagawa@nmsusa.com
907-748-3668

Work Order Report

New Work Order Requests – 24
Work orders Completed – 13

Training & Safety

Facilities monthly Safety meeting topic – Working in Extreme Temperatures

Injuries & Accidents

Travis Wilkerson injured his right knee in a slip & fall on a slope at the Nome Elementary School. He is currently on medical leave undergoing treatment.

Employee Hiring Status

1) Clifton McHenry – Hired as a Temporary Building Maintenance Technician II while Travis Wilkerson is on medical leave
2) Jonathan Duarte – Hired as a Permanent Building Maintenance Technician III
3) Daisy Scott – Hired as an On-Call Custodian for Nome Beltz Jr/Sr High School

September Projects Completed

1) NES – Filled in Gravel around raised Flagpole sidewalk to facilitate snow removal
2) NES – Nome Joint Utilities System completed repair of leaking water main

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

SCHOOL BOARD COMMUNICATION

Title: Adoption of FY20 Board Priority

Date: October 7, 2019

Administrator: Jamie Burgess, Superintendent

Attachments:

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

BACKGROUND INFORMATION

The Board of Education held a Board Retreat on September 13-14, 2019 and reviewed its annual Board Priorities for the prior year. The Board determined that its previous Board Priority #1 needed to remain and be revised. There is a significant amount of work to accomplish Board Priority #1, and it should be the sole focus for the coming year.

Board Priority #1 – The Nome Public Schools Board of Education, in concert with the district administration, will elaborate on and support the implementation of the Strategic Equity Framework (SEF).

ADMINISTRATIVE RECOMMENDATION

The Administration recommends adoption of the Board Priority for the 2019-2020 school year.

Sample Motion: I move to approve the adoption of the Board Priority for the 2019-2020 school year.

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

SCHOOL BOARD COMMUNICATION

Title: Approval of AASB Resolutions Amendments & Comments

Date: October 7, 2019

Administrator: Jamie Burgess, Superintendent

Attachments:

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

BACKGROUND INFORMATION

The Alaska Association of School Boards invites school boards across the state to provide comments, suggest amendments, or propose new resolutions each year. These resolutions will guide AASB for the coming year, starting on November 11, 2019. They will also guide advocacy and positions during the upcoming legislative session.

Nome Public Schools' Board of Education met during a recent work session to review the current resolutions and discuss possible suggestions to submit to the AASB Resolutions Committee during the upcoming Annual Conference.

ADMINISTRATIVE RECOMMENDATION

The Administration recommends approval of the comments and amendments to the AASB Resolutions for submission to the AASB Resolutions Committee.

Sample Motion: I move to approve the comments and amendments to the AASB Resolutions for submission to the AASB Resolutions Committee.

AASB Resolution Submission Form

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

Resolution Number (staff generated) :

Title: Cost of Implementing Alaska Standards

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.)

COMMENT
The Nome Public Schools Board of Education does NOT recommend allowing the resolution to sunset. Keeping a funding mechanism in place or at least in reserve for new standard standards is crucial to ensure new standards, when adopted, are properly implemented. For example, the state recently adopted new K-12 science standards which represent significant shifts from the previous 3-12 science standards. New standards often require new curricula, new textbooks, and significant professional development and training for teachers. Without financial support, new standards are in effect an unfunded mandate for school districts.

Rationale :

Proposed by : Nome Public Schools Board of Education

Date Submitted (M/D/YY) : 10/8/2019

AASB Resolution Submission Form

Section *(Click the drop down arrow to select the section)* **:** Child Advocacy

Resolution Number (staff generated) :

Title: Belief Statement B.11 - Language, Cultural & Ethnic Diversity

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.)

AMENDMENT
Our schools must promote an environment that respects AND REFLECTS the ethnic, linguistic and cultural identity of the student populations.

Rationale :

It is important that our students "see" themselves in the school environment, and in order for students to feel safe and connected in school, the school must do more than simply respect diversity. It is imperative that that schools reflect the diversity of their population in every aspect: staff demographics, curriculum and curricular materials, physical decor and layout of the schools, teaching strategies, and school traditions and practices.

Proposed by : Nome Public Schools Board of Education

Date Submitted (M/D/YY) : 10/8/2019

AASB Resolution Submission Form

Section *(Click the drop down arrow to select the section)* **:** Child Advocacy

Resolution Number (staff generated) :

Title: Belief Statement B.10 - Child Advocacy Mission Statement

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.)

AMENDMENT - add to end of sentence.
"while creating an environment that supports children to thrive."

Rationale :

The shared goal must be more than simply educating; it must be about connecting a child to their teachers, classmates and their entire school and community. Children must find school a nurturing, safe and emotionally and culturally supportive environment in order to grow.

Proposed by : Nome Public Schools Board of Education

Date Submitted (M/D/YY) : 10/8/2019

AASB Resolution Submission Form

Section *(Click the drop down arrow to select the section)* **:** Child Advocacy

Resolution Number (staff generated) :

Title: Belief Statement B.14 - Prevention/Early Intervention

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.)

AMENDMENT - add to last line.
"in a culturally relevant way."

Rationale :

Given the great diversity of students in our school systems, it is important that we ensure that services provided by community organizations and agencies are culturally responsive. Governmental agencies partnering with schools and districts should also be held to the same standards in working to ensure culturally appropriate practices are utilized when working with children and their families.

Proposed by : Nome Public Schools Board of Education

Date Submitted (M/D/YY) : 10/8/2019

AASB Resolution Submission Form

Section *(Click the drop down arrow to select the section)* **:** Child Advocacy

Resolution Number (staff generated) :

Title: OPIATES, INHALANTS, ALCOHOL, TOBACCO, etc.

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.)

AMENDMENT - add to sentence at end of last paragraph.
"which are culturally relevant and aligned to local cultural values."

Rationale :

The current requirement by the state that substance abuse treatment programs by "evidence-based" is often challenging for indigenous populations, as the content is often not relevant or culturally appropriate. Numerous studies have shown that culturally relevant programs are more effective and have more positive outcomes for participants.

Proposed by : Nome Public Schools Board of Education

Date Submitted (M/D/YY) : 10/8/2019

AASB Resolution Submission Form

Section *(Click the drop down arrow to select the section)* **:** Child Advocacy

Resolution Number (staff generated) :

Title: SUICIDE PREVENTION, EDUCATION AND TREATMENT EFFORTS

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.)

AMENDMENT - add to sentence at end of last paragraph.
"through a variety of strategies, using protective factors such as ensuring the education system be reflective of the students served."

Rationale :

The number one protective factor in preventing youth suicide in Alaska Natives is to ensure that the person has a strong sense of who they are and that their identity is reflected in the systems with which they interact. A focus on ensuring that each child's school is a place where their cultural identity is affirmed and celebrated is an important step in lowering the suicide rate in Alaska Native youth.

Proposed by : Nome Public Schools Board of Education

Date Submitted (M/D/YY) : 10/8/2019

AASB Resolution Submission Form

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

Resolution Number (staff generated) :

Title: SUPPORTS FOR STAFF DEVELOPMENT

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.)

AMENDMENT - new bullet point.
* Cultural orientation and ongoing training in local language, culture and history

Rationale :

The stated rationale includes the statement "teachers who work with indigenous students too often lack knowledge about the nuances of living in Alaska, particularly rural Alaska." Explicitly listing the need for both orientation and continued professional development in the areas of culture, language and history will help districts focus on this key need for success. Teachers who understand the culture of the area in which they serve feel more connected to their students and community, provide more appropriate and culturally responsive instruction, and tend to remain in their teaching assignments longer.

Proposed by : Nome Public Schools Board of Education

Date Submitted (M/D/YY) : 10/8/2019

AASB Resolution Submission Form

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

Resolution Number (staff generated) :

Title: RELATING TO POSTSECONDARY CLASSES FOR SECONDARY STUDENTS

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.)

AMENDMENT - modify language to read
"dual credit college (including Math and English introductory courses), post secondary CTE classes, intensive courses, or Alaska Native language courses"

Rationale :

The current resolution and rationale are strong, but explicitly including the added course types will address several needs. First, the availability for introductory coursework in mathematics and English which prepare students for successfully entering credit-bearing classes in college and avoiding remedial coursework is crucial, as studies have shown the likelihood of students who take remedial coursework as freshmen completing their degrees within four years, as well as returning for their sophomore year, are quite low.

Second, intensive courses, which are offered during summers or between terms, offer students on a college track additional opportunities to earn high school and college credit, entering college with more earned credits and thus incurring less expenses and loans while completing their degrees.

Finally, Alaska Native language courses offered during high school support indigenous language revitalization efforts, and would meet the entrance requirements of many colleges and universities for foreign/world language courses.

Proposed by : Nome Public Schools Board of Education

Date Submitted (M/D/YY) : 10/8/2019

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

SCHOOL BOARD COMMUNICATION

Title: Board Policy 2nd Reading

Date: October 7, 2019

Administrator: Jamie Burgess, Superintendent

Attachments: BP 4313.1

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

BACKGROUND INFORMATION

The Board of Education met on August 13, 2019 and approved the first reading of the following policy:

BP 4313.1 – Load Scheduling/Hours of Employment

ADMINISTRATIVE RECOMMENDATION

The Administration recommends approval of the second and final reading of BP 4313.1 – Load Scheduling/Hours of Employment.

Sample Motion: I move to approve the second and final reading of BP 4313.1 – Load Scheduling/Hours of Employment.

BP 4313.1 LOAD/SCHEDULING/HOURS OF EMPLOYMENT

The School Board designates, in accordance with law, salaried positions which are exempt from overtime. Persons holding these positions work whatever hours are necessary in order to fulfill their assignments. Their positions are set apart from other positions by virtue of the duties, flexibility of hours, salary, benefit structure and authority which they entail.

Employees in exempt positions shall not be subject to salary deductions for absences of less than a day.

Legal References:

UNITED STATES CODE

Fair Labor Standards Act 29 U.S.C. 201-216

CODE OF FEDERAL REGULATIONS

Department of Labor Relations 29 C.F.R. Parts 511-800

Revised 04/2019

Adopted: June 10, 2003