Work Session

Tuesday, June 28, 2022 5:30 PM
NES Library, 1057 E 5th Ave, Nome, Alaska 99762

A. **Call to Order**
B. **Items for Discussion**
1. Review of Updated Strategic Equity Framework
2. Review of Updated COVID Mitigation Plan Draft
C. **Upcoming Events:**
- **Tuesday, August 9, Regular Meeting, 5:30 pm, NES Library/Zoom**

D. **Adjournment**

Nome Public Schools
Strategic Equity Framework



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

Shawn Arnold, Superintendent
(907)-443-6191
sarnold@nomeschools.org

October 10, 2017

This strategic equity plan calls out disparities in our schools, identifies the district's role in erasing them and holds up high expectations to ensure that all students reach their academic potential. While the Board of Education is committed to the success of every student in each of our schools. Our goal in Nome Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of our mission and our beliefs, Nome Public Schools' historic, persistent achievement gap between different ethnic and socioeconomic subgroups of students is unacceptable. While efforts have been made to address the inequities in the past, these efforts have been largely unsuccessful. Recognizing that some groups have not reached their achievement potential, this plan focuses on the most historically persistent achievement gaps. Closing these achievement gaps while raising achievement for all students will be the top priority of the Board of Education, the Superintendent and all district staff. Race and economics must cease to be a predictor of student achievement and success.

The responsibilities for the disparities among our young people rest with adults, not the children. We are aware that student achievement data from school districts across Alaska reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, our district must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

Nome Public Schools will significantly change its practice in order to achieve and maintain racial and socioeconomic equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial and socioeconomic predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. The concept of educational equity goes beyond formal equality—where all students are treated the same—to fostering a barrier-free environment where all students, regardless of background, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races and economic levels shall graduate from Nome Public Schools ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, we will provide additional and differentiated resources to support the success of all students.

Sincerely,

Shawn Arnold
Superintendent

Nome Public Schools
Strategic Equity Framework

The Strategic Equity Framework is framed around five initiatives, around which Nome Public Schools equity work is structured. Equity in this strategy plan is defined as, "Our commitment to raise the achievement of all learners, and eliminate the racial and socio-economic predictability and disproportionality of the highest and lowest achieving groups". The following will outline the Equity Framework, goal, shared leadership roles, and initiatives across our District intended to meet the goals set within our core values.

These initiatives are:

- **Equity/Anti-Racism Leadership:** We will consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class.

- **Cultural Competence:** We will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement for learners from all racial groups.

- **Student-Centered Learning and Teaching:** We will identify, develop, and systemically apply instructional practices that make a significant difference in the education of all children as demonstrated by research and best practice.

- **Family and Community Engagement:** We will engage families and communities as essential partners in supporting academic achievement for learners from all racial groups.

- **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.

Equity Strategy Framework

Initiative 1: Equity/Anti-Racism Leadership

We will consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class.

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
1-1	Develop and support strong equity leadership at the school and district levels.	Superintendent Equity Committee Principals	Ongoing
1-2	Establish, support, and sustain equity leadership teams at each school and at the district level.	Superintendent Equity Committee Principals	Ongoing
1-3	Embrace and embed the agreements and conditions of courageous racial discourse throughout the Nome Public Schools.	School Board Superintendent Principals	Ongoing
1-4	Initiate and sustain site, district, and regional dialogue on issues of race and achievement.	School Board Superintendent Equity Committee Principals Regional and Village Native Associations	Ongoing
1-5	Allocate resources based, in part, on critical factors of academic need, achievement data, mobility, and economic status.	School Board Superintendent Principals	Annually
1-6	Examine School and District policies, practices and structures for potential bias, and, where found, eliminate it.	School Board Superintendent Principals	Ongoing

1-7	Engage multiple cultural perspectives as an essential component of decision-making at the school and District levels.	School Board Superintendent Principals Regional and Village Native Corporations	Ongoing

Initiative 2: Cultural Competence

We will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement for learners from all cultural groups.

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
2-1	a) Expand cultural competence performance standards for NPS. Identify ways to provide training for teachers and support staff. b) Identify and affirm staff that are especially effective at working with and increasing the achievement of all students, and provide opportunities for other staff to learn from them.	Superintendent Principals Representatives from employee groups	Plan during the 2017-2018 school year for 2018-2019 implementation Complete planning 2018-2019; full implementation 2019-2020
2-2	Create awareness and understanding among all staff of institutionalized racism and other biases that serve as barriers to achievement for all students.	Equity Committee Superintendent Principals	Ongoing
2-3	a) Establish district-wide expectations for cultural competence staff development, aligned with student achievement data. b) Continue to deliver and support participation in differentiated staff development experiences that strengthen knowledge, attitudes, skills, and practices to create culturally responsive learning.	Equity Committee Superintendent Principals Tribal Representatives	Currently in place and ongoing.

2-4	Continue to use Alaska Cultural Standards for Educators to measure progress for setting and reporting individual and systemic goals for cultural competence staff development.	Equity Committee Superintendent Principals	Currently in place. Annual review.
2-5	Strengthen and align staff recruitment, selection, and retention practices with the District's cultural competence performance standards.	HR Manager Superintendent Principals	Ongoing
2-6	Establish, support, and sustain equity-focused participatory action-research initiatives at each school.	Equity Committee Superintendent Principals	Currently in place and ongoing. Annual Review.
2-7	Design and implement additional programs for developing cultural competence in students.	Director Instruction Principals	Planning 2017-18. Implementation 2018-19.

Equity Strategy Framework

Initiative 3: Student-centered Learning and Teaching

We will identify, develop, and systematically apply instructional practices that make a significant difference in the education of all children as demonstrated by research and best practice.

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
3-1	Establish literacy as a primary focus for eliminating the achievement gaps. Continue initiatives through Early Childhood programming and parent training.	Director Instruction Principal Literacy Team	Ongoing with annual review.
3-2	Explore current and critical research and best practice on creating equitable/anti-racist learning environments. Continue District and site initiatives/teams.	Equity Committee Director Instruction Superintendent	Ongoing.
3-3	Synthesize, interpret, and contribute to research that informs culturally responsive practice and that combines the wisdom of researchers and practitioners.	Equity Committee Director Instruction Superintendent	Ongoing.
3-4	Develop a plan for implementing culturally responsive, standards-based curriculum, instruction, and assessment practices.	Director Instruction Principals	Ongoing with annual review.
3-5	Implement, monitor, and evaluate changes in what we do that results in improved achievement for all students.	Director Instruction Principals	Ongoing with annual review.
3-6	Systematically disaggregate and analyze achievement data and develop related individual and site staff development goals. Explore use of growth models.	Director Instruction Principals	Planning 2017-18 Implementation 2018-19.

3-7	Provide low-achieving students with intensive interventions designed to accelerate learning in basic skill areas of reading, writing, and math. Continue as priority effort. • Improve monitoring of effectiveness of interventions, along with student participation pathways.	Director Instruction Superintendent Literacy Team	Ongoing. Planning 2017-18 Implementation 2018-19.
3-8	Hold high expectations for every student and actively assist each one to reach high academic standards.	Director Instruction Principals	Ongoing.
3-9	Develop and implement an academic support plan (K-12) that prepares all students for college and career eligibility and success.	Director Instruction Superintendent	2017-18 - Ongoing planning for additional grade levels; 2018-19 - implementation of current programs.
3-10	Implement and support academic programs that accelerate all students into more rigorous curriculum and courses, including honors, advanced placement, and challenge opportunities.	Director Instruction Principals	Planning 2017-18, Implementation beginning 2018-19.
3-11	Continue to promote a learning culture where every student's achievement is the most important priority, and staff, students, and parents are co-responsible and accountable for that success.	School Board Superintendent Principals	Ongoing.

Equity Strategy Framework

Initiative 4: Family and Community Engagement

We will engage families and communities as essential partners in supporting academic achievement for learners from all demographic groups.

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
4-1	Engage families and community members in courageous conversations and community action to develop cultural competence and create and sustain the conditions for equity and excellence for all students.	School Board Superintendent Principals	Implement Community Engagement plan – 2017-18
4-2	Continue to engage all families in dialogue and the creation of strategies to bridge between schools, families, and community.	Superintendent Principals	Ongoing
4-3	Identify community resources to support and be co-responsible for students' academic success.	Principals	Planning 2017-18 Implementation 2018-2019
4-4	Mediate educational barriers through improved integration of school and community resources to better serve children and families.	Superintendent Principals Tribal Associations	Ongoing with continued planning for new program development.
4-5	Expect, encourage, and provide opportunities for family involvement in their children's education.	Principals	Ongoing implementation
4-6	Adopt and promote a district-wide culture that engages all families as essential partners in district and school planning and decision-making.	School Board Superintendent Principals	Continued implementation 2017-18
4-7	Engage the business, social service, tribal associations, and government communities as partners in supporting and promoting academic achievement and the equity goals.	School Board Superintendent Principals	Ongoing implementation

Equity Strategy Framework

Initiative 5: Community Collaboration and Integration

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.

#	Sub-Initiative	Responsible Leader(s)	Implementation Timeline
5-1	Provide resources and services to promote and support the social and academic success of Nome students.	Superintendent Principals	Ongoing. Implement program enhancements 2017-2018.
5-2	Provide resources and services to promote and support the full participation of Nome families.	Superintendent Principals	Ongoing. Implement program enhancements 2017-2018.
5-3	Strengthen communication strategies to inform Nome families about enrollment opportunities in district schools.	Superintendent	Ongoing
5-4	Promote, support, and increase participation by NPS staff members in professional development opportunities provided through the community partners.	Superintendent	Ongoing
5-5	Promote, support, and increase participation by Nome students in cross-cultural learning experiences.	Superintendent	Ongoing

Appendix A

Equity Committee

Nome Public Schools Equity Committee is formed to provide direction and support to the District as we explore and seek to better understand and create the conditions for equitable schools.

This committee will be instrumental in reviewing, analyzing and developing the Equity Strategy Framework.

The Equity Committee is charged to:

- Develop deeper understanding of equity challenges and promising equity strategies.
- Share ideas and practices for quality professional development aimed at closing the achievement gap.
- Examine the implications of racism on student learning through the lens of leadership.
- Analyze data, policies, and practices through the lens of race and recommend changes.
- Identify and provide guidance and support on leadership challenges regarding race, student achievement, and equity.
- Develop, support implementation, and provide on-going review of the District Equity Strategy.

Appendix B

Glossary of Equity Terms Used in the Equity Strategy Framework

Collaborative Action Research: In the context of the Equity Strategy, collaborative action research refers to teams of teachers working together to investigate, hypothesize, act, and reflect on their practice in order to improve learning for all students. Teams focus on the following levels of teaching and learning: improving relationships among teachers, students, and families; incorporating instructional practices that are culturally responsive; expanding curriculum that is culturally relevant; and authenticating assessment practices so they indicate learning and teaching quality.

Anti-Racism: Conscious and deliberate, individual and collective action that challenges the impact and perpetuation of institutional white racial power, position, and privilege.

Cultural Competence: The knowledge, attitudes, skills, and practices that allow individuals to form relationships and create learning environments that support the academic achievement and personal development of learners from diverse racial and cultural groups.

Cultural competence includes:

- Recognizing the educational impact of race and culture.
- Addressing demographic inequities in achievement.
- Building relationships across racial and cultural differences.
- Adapting curriculum to reflect racial and cultural diversity.
- Ongoing self-reflection about one's cultural competence.

Diversity: Diversity acknowledges that people are the same and different in many ways, including, but not limited to race, ethnicity, gender identity, sexual orientation, socioeconomic background, religion, political persuasion, physical and cognitive ability, or other differences. When these differences are addressed with inclusion, acceptance and respect, everyone benefits.

Equity: Raising the achievement of all students; while narrowing the gap between the highest and lowest achieving students; and, eliminating the racial and socioeconomic predictability and disproportionality of which students are in the highest and lowest achieving groups. Additional resources are used where needed to ensure that all students have fair access. Availability of information and resources is the right of all students. Staff, students and parents are educated to their availability.

Inclusion: The intentional acts of inviting the participation of others and/or removing barriers so that all high school stakeholders have the opportunity to be successfully involved in school life.

Nome Public Schools
Strategic Equity Framework



Revised June 2022

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

June 28, 2022

In October of 2017, Nome Public Schools adopted the original Strategic Equity Framework, affirming its commitment to equity for all students, and acknowledging that historically the practices and policies within westernized schooling have poorly served the needs of children of color. We are most grateful for the work of Superintendent Shawn Arnold and the members of the School Board at that time for their courage and boldness in placing equity at the forefront of the district's work.

Nome Public Schools' own history in particular has been somewhat painful, with Nome-Beltz Middle/High School's origin as a vocational boarding school for Alaska Native youth from the Bering Strait region serving as a reminder of the historical trauma, that for so many of the elders in the region, school is still associated with and remains fresh in their minds.

Beginning in the 2020-2021 school year, the district's Equity Committee began a project to overhaul the original Framework and go through each initiative and sub-initiative with great thought and discussion to ensure that they were fully understood and represented the needs specific to our district, our community and our students. In addition, the updated document recognizes that equity work is the responsibility of many staff members within the district, and that is an ongoing process, not a short-term project.

Over the past several years since the adoption of the original document, it is apparent that the need for a commitment to equity, diversity and inclusion is more important than ever, as the events in our community, country and the world remind us that there is much work to be done. Nonetheless, we will persist and we will continue to work towards the ideals and goals expressed in the original preamble. It is what our children deserve, and we owe them nothing less.

Sincerely,

Jamie Burgess
Superintendent

Nome Public Schools
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Shawn Arnold, Superintendent
(907)-443-6191
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In light of our mission and our beliefs, Nome Public Schools' historic, persistent achievement gap between different ethnic and socioeconomic subgroups of students is unacceptable. While efforts have been made to address the inequities in the past, these efforts have been largely unsuccessful. Recognizing that some groups have not reached their achievement potential, this plan focuses on the most historically persistent achievement gaps. Closing these achievement gaps while raising achievement for all students will be the top priority of the Board of Education, the Superintendent and all district staff. Race and economics must cease to be a predictor of student achievement and success.

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Nome Public Schools will significantly change its practice in order to achieve and maintain racial and socioeconomic equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial and socioeconomic predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. The concept of educational equity goes beyond formal equality—where all students are treated the same—to fostering a barrier-free environment where all students, regardless of background, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races and economic levels shall graduate from Nome Public Schools ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, we will provide additional and differentiated resources to support the success of all students.

Sincerely,

Shawn Arnold
Superintendent

Nome Public Schools
Strategic Equity Framework

The Strategic Equity Framework is framed around four initiatives, around which Nome Public Schools equity work is structured. Equity in this strategy plan is defined as, "Our commitment to raise the achievement of all learners, and eliminate the racial and socio-economic predictability and disproportionality of the highest and lowest achieving groups". The following will outline the Equity Framework, goal, shared leadership roles, and initiatives across our District intended to meet the goals set within our core values.

These initiatives are:

- **Equity/Anti-Racism Leadership:** We will consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class.

- **Cultural Competence:** We will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement for learners from all racial groups.

- **Student-Centered Learning and Teaching:** We will identify, develop, and systemically apply instructional practices that make a significant difference in the education, especially Alaska Native children, as demonstrated by research and best practice.

- **Family and Community Engagement and Collaboration:** We will engage families and community organizations as essential partners in supporting high academic achievement for all children and a climate and culture of equity, where student and families from all racial and economic backgrounds feel welcomed and supported.

Initiative 1: Equity/Anti-Racism Leadership

We will consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class.

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
1-1	Develop and support strong equity leadership at the school and district levels.	School Board Superintendent Principals Directors	Ongoing
1-2	Establish, support, and sustain equity teamwork at each school and at the district level.	Superintendent Principals	Ongoing
1-3	Ensure honest and open conversations about race and equity are part of district and school culture.	School Board Superintendent Principals Directors	Ongoing
1-4	Utilize district and site resources to support equity work, including leveraging partnerships with community and tribal partners.	School Board Superintendent Principals	Reviewed Annually
1-5	Examine School and District policies, practices and structures for potential bias, and, where found, eliminate it.	School Board Superintendent Principals	Ongoing
1-6	Engage multiple cultural perspectives as an essential component of decision-making at the school and District levels.	School Board Superintendent Principals Regional and Village Native Corporations	Ongoing

Initiative 2: Cultural Competence

We will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement for learners from all cultural groups.

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
2-1	Establish district-wide expectations for staff development on cultural competence based on identified site, district and community needs and goals. Topics should include institutional racism, multiple worldviews, critical review of literature and instructional materials, Alaska Cultural Standards for Teachers, culturally relevant and place-based instruction, etc.	Superintendent Principals District Curriculum Leadership (as appropriate) Site Leadership Teams	Initial Planning during 2022-2023 school year Progress Review Annually thereafter
2-2	Create awareness and understanding among all staff of institutionalized racism and other biases that serve as barriers to achievement for Alaska Native students.	Equity Committee Superintendent Principals	Ongoing
2-3	a) Establish district-wide expectations for cultural competence staff development, aligned with student achievement data. b) Continue to deliver and support participation in differentiated staff development experiences that strengthen knowledge, attitudes, skills, and practices to create culturally responsive learning.	Equity Committee Superintendent Principals Tribal Representatives	Ongoing Review Annually

2-4	Use the Alaska Cultural Standards for Culturally Responsive Schools as a guide for measuring progress towards Cultural Competence at the educator and school levels.	Equity Committee Superintendent Principals	Review Annually
2-5	Recruitment and selection process aims to increase diversity of staff, as well as a clear preference for hiring educators with demonstrated experience and proficiency in culturally relevant instruction.	HR Manager Superintendent Principals	Ongoing

Initiative 3: Student-centered Learning and Teaching

We will identify, develop, and systematically apply instructional practices that make a significant difference in the education of children, especially Alaska Native children, as demonstrated by research and best practice.

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
3-1	Establish literacy as a primary focus for eliminating the achievement gaps. Continue Early Childhood (PK-3) initiatives and community partnerships.	Superintendent Director of Instruction Principals Literacy Teams	Ongoing with annual review
3-2	Explore and apply current and critical research and best practice on diversity, equity and inclusion in the classroom, creating equitable/anti-racist learning environments.	Equity Committee Director of Instruction Superintendent Principals Teachers	Ongoing with annual review
3-3	Utilize and incorporate research to develop a plan for implementing culturally responsive, standards and place-based curriculum, instruction, and assessment practices.	Equity Committee Director of Instruction Superintendent Principals Teachers	Ongoing with annual review
3-4	Implement, monitor, and evaluate changes in what we do that results in improved achievement for Alaska Native students.	School Board Superintendent Director of Instruction Principals Teachers	Ongoing with annual review
3-5	Systematically disaggregate and analyze achievement data and develop related individual and site staff development goals.	School Board Director of Instruction Principals Teachers	Ongoing with Annual Review

3-6	Provide low-achieving students with intensive interventions designed to accelerate learning in basic skill areas of reading, writing, and math. • Monitor effectiveness of interventions and pathways for student participation	Director of Instruction Principals Director of Special Education Teachers	Ongoing with annual review
3-7	Hold high expectations for every student and actively assist each one to reach high academic standards.	Director of Instruction Principals Teachers	Ongoing
3-8	Develop and implement an academic support plan (K-12) that prepares all students for college and career eligibility and success.	Superintendent Director of Instruction Principals Counselors Teachers	Ongoing with annual review
3-9	Provide opportunities for Nome students to participate in cross-cultural learning experiences	Director of Instruction Principals Counselors Teachers	Ongoing with annual review
3-10	Implement and support academic programs that accelerate all students into more rigorous curriculum and courses, including honors, advanced placement, and challenge opportunities.	Director of Instruction Principals Counselors Teachers	Ongoing with annual review
3-11	Continue to promote a learning culture where every student's achievement is the most important priority, and staff, students, and families are partners in that success.	School Board Superintendent Principals Directors Teachers Families	Ongoing.

Initiative 4: Family and Community Engagement and Collaboration

We will engage families and community organizations as essential partners in supporting high academic achievement for all children and a climate and culture of equity where students and families from all racial and economic backgrounds feel welcomed and supported.

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
4-1	Engage families and community members in honest and open dialogue and community action to develop cultural competence among school staff and assist in creating and sustaining the conditions for equity and excellence for all students.	School Board Superintendent Directors Principals Teachers Families	Ongoing
4-2	Adopt a district-wide culture that engages Alaska Native families as essential partners in district and school planning and decision making; resulting in the creation of strategies to bridge between schools, families, and community.	Superintendent Principals Teachers	Ongoing
4-3	Identify community resources to support students' academic success, identity development and social/emotional needs.	School Board Superintendent Principals Teachers Community and Tribal Partners	Ongoing with annual review
4-4	Engage the business, social service, Native organizations and government communities as partners in supporting and promoting academic achievement and the equity goals.	School Board Superintendent Principals Tribal Associations, Governmental and Business Organizations	Ongoing with continued planning for new program development.

Equity Committee

Nome Public Schools Equity Committee is formed to provide direction and support to the District as we explore and seek to better understand and create the conditions for equitable schools.

This committee will be instrumental in reviewing, analyzing and developing the Equity Strategy Framework.

The Equity Committee is charged to:

- Develop deeper understanding of equity challenges and promising equity strategies.
- Share ideas and practices for quality professional development aimed at closing the achievement gap.
- Examine the implications of racism on student learning through the lens of leadership.
- Analyze data, policies, and practices through the lens of race and recommend changes.
- Identify and provide guidance and support on leadership challenges regarding race, student achievement, and equity.
- Develop, support implementation, and provide on-going review of the District Equity Strategy.

Appendix B

Glossary of Equity Terms Used in the Equity Strategy Framework

Anti-Racism: Conscious and deliberate, individual and collective action that challenges the impact and perpetuation of institutional white racial power, position, and privilege.

Cultural Competence: The knowledge, attitudes, skills, and practices that allow individuals to form relationships and create learning environments that support the academic achievement and personal development of learners from diverse racial and cultural groups.

Cultural competence includes:

- Recognizing the educational impact of race and culture.
- Addressing demographic inequities in achievement.
- Building relationships across racial and cultural differences.
- Adapting curriculum to reflect racial and cultural diversity.
- Ongoing self-reflection about one's cultural competence.

Diversity:
Diversity acknowledges that people are the same and different in many ways, including, but not limited to race, ethnicity, gender identity, sexual orientation, socioeconomic background, religion, political persuasion, physical and cognitive ability, or other differences. When these differences are addressed with inclusion, acceptance and respect, everyone benefits.

Equity: Raising the achievement of all students; while narrowing the gap between the highest and lowest achieving students; and, eliminating the racial predictability and disproportionality of which students are in the highest and lowest achieving groups. Additional resources are used where needed to ensure that all students have fair access. Availability of information and resources is the right of all students. Staff, students and parents are educated to their availability.

Inclusion:
The intentional acts of inviting the participation of others and/or removing barriers so that all school stakeholders have the opportunity to be successfully involved in school life.

Nome Public Schools

American Rescue Plan (ARP) Act

Mitigation Plan

June 24, 2022

DRAFT

Per the American Rescue Plan Act guidelines, the focus for the 2022-2023 school year is keeping schools open and students engaged in in-person instruction. The following guidelines have been developed in consultation with the Nome Public Schools' Health Advisory Team consisting of medical leadership from Norton Sound Health Corporation and the local Public Health office, as well as guidance from the Alaska Department of Education and Early Development (DEED), the Department of Health and Human Services (DHSS) and the latest CDC guidelines. This Plan will be reviewed and revised as necessary with continued consultation with the previously noted health professionals no later than every six months, or sooner if guidance/guidelines necessitate changes.

Guiding Principles:

- Prioritize safety of students and staff
- Keep students in school engaged in in-person learning
- Ensure equitable access to education for all students

DRAFT

Contact Information

District Information

Name of District: Nome Public Schools

District Point of Contact Name: Jamie Burgess, Superintendent

Address (Street, City, State, Zip)**:** P.O. Box 131, Nome AK 99762

Phone: 907-443-2231 **Fax:** 907-443-5144 **Email:** jburgess@nomeschools.org

Assurance Agreement for ARP Act Mitigation Plan

The district assures either:

a) It will, within 30 days of receiving ARP ESSER funds, develop and make publicly available on the district's website a mitigation plan for the safe return and/or continuation of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP and in the U.S. Department of Education's Interim Final Requirements, **or**

b) It developed and made publicly available on the district's website such a mitigation plan that meets statutory requirements before the enactment of the ARP Act that meets -federal requirements. (The ARP Act was enacted on March 11, 2021)

The district assures that:

a) It will periodically review and revise its mitigation plan, as appropriate, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023); and

b) It will seek public input, and take such input into account, on (1) whether revisions are necessary and, if so, (2) the proposed revisions to the mitigation plan.

Before making the mitigation plan publicly available, the district **must seek public comment on the mitigation plan** and take such comments into account in the development of the plan.

Name of Superintendent: Jamie Burgess

Signature: _____

Date: 06/20/2021

DRAFT

Mitigation Plan

Plan Components

Districts must implement, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Describe the extent to which the district adopted policies and a description of such policies on each of the strategies listed below:

Everyday Operations

STAYING UP TO DATE ON VACCINATIONS

Students and staff are encouraged to stay up to date on COVID-19 vaccinations, including getting the original series and any recommended booster shots. Nome Public Schools will continue to work closely with Norton Sound Health Corporation to offer periodic vaccination clinics on-site at Nome Elementary School and Nome-Beltz Middle-High School to ensure vaccination is as convenient as possible for students and their families. Vaccinations can help minimize severity of COVID-19 and reduce the risk of serious disease and death.

STAYING HOME WHEN SICK

Staff and students with symptoms of infectious diseases, including COVID-19, flu, RSV and other gastrointestinal infections should stay home and get tested for COVID. The district will make at-home tests available for families as long as supplies are available, and will work with students who must quarantine or isolate upon return to make up missed work. Please refer to the district's "Test to Stay Protocol" below for non-vaccinated students who are designated as close contacts. Attendance is important, so please try to maximize student opportunity for instruction by scheduling planned family vacations, doctor/dental visits, etc. outside of the school day as much as possible this year!

VENTILATION SYSTEMS

Nome Public Schools is investing a significant amount of its American Rescue Plan funding in upgrading its DDC control systems in all school buildings, ensuring that its heating and ventilation is significantly improved for air quality. The District has upgraded high quality filters for all air handlers which are changed every six months. All classrooms have high quality HEPA air filtration units, with filters changed every 3-6 months depending upon usage.

HAND HYGIENE AND RESPIRATORY ETIQUETTE

School personnel will continue to encourage students to wash hands frequently throughout the school day, including before and after eating, and after recess. Signage demonstrating proper hand-washing will be posted in all restroom and sink areas. An adequate supply of soap and paper towels will be made available in the restrooms, and hand sanitizer will be made available throughout the schools in classrooms and other strategic locations on stands, countertop pumps, and smaller containers. School personnel will also teach/reinforce how to cover coughs/sneezes and reinforcing signage will be clearly posted throughout all schools. Students will be asked to wash hands/use hand sanitizer after coughing/sneezing.

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CLEANING AND DISINFECTION

Custodial personnel will use cleaners that are appropriately rated for disinfection purposes. Disinfecting wipes will be readily available for wiping down surfaces through the day that are frequently touched such as desks, and door handles.

COMMUNITY LEVELS AND ASSOCIATED PREVENTION STRATEGIES

The determination of a whether a community's level is considered low, medium or high is based on a number of factors, including the CDC's Community Level designations, local hospitalization rates, student and staffing levels, vaccination rates and other local information. This determination will be made by the District Superintendent in consultation with the District's Health Advisory Team, which consists of the NSHC Medical Director, another designated medical doctor, a Public Health Nurse, and the NSHC President.

When a Community Level increases, schools may decide to add or layer a prevention strategy to maintain safe, in-person learning and to keep schools open. A school may also consider adding prevention strategies regardless of Community Level if it is experiencing a COVID-19 outbreak.

Masks

- Universal indoor masking will be required when the Health Advisory Team deems the COVID-19 community level to be considered HIGH, regardless of vaccination status of staff and students. Universal masking may also be temporarily required if an outbreak occurs within a school or classroom.
- When masks are required, the district will keep an adequate supply of disposable masks on hand to ensure all students and staff have access to a clean, dry mask as needed. N95 masks will be made available as long as supplies are available to individuals who are designated as risk for getting very sick for COVID by a medical professional. Cloth masks, "buffs" or face shields will not be considered adequate protection when the community level is HIGH and universal masking is in place, but may be worn when optional masking is in place. (See note below regarding face shields in elementary schools).
- Students and staff may wear masks at all times by choice regardless of the COVID-19 community level. The District and school administration will ensure that individuals who choose to do are supported and protected from harassment.
- Masks may be removed briefly while individuals are eating when community levels are considered HIGH.
- Students will be asked to wear a mask if they are displaying symptoms of COVID-19 until they can be picked up by parents.
- Masks will be worn by all students on school buses to schools when COVID community levels are HIGH, or if a federal transportation mandate is in place.
- During required universal masking, face shields may be worn by teaching staff for short periods of time in elementary classrooms during reading instruction when unobstructed view of a teacher's mouth is important for students. It is important that the mask be replaced as soon as possible.

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Testing

Diagnostic Testing

- Schools will offer antigen diagnostic testing for students who display COVID symptoms at school as long as supplies are available. Parent permission will be required.
- Norton Sound Health Corporation has a Cough and Cold Testing Center centrally-located in the middle of town with walk-in testing easily available for community members.
- Nome Public Schools follows the advice of the Health Advisory Team with respect to making recommendations to staff and families regarding testing.
- Nome Public Schools asks staff and students to follow any City of Nome guidelines regarding testing after travel outside of the community.

Screening Testing

- Nome Public Schools may implement screening testing for athletic activities during HIGH Community Levels.
- Nome Public Schools encourages staff and students to test after travel out of the community to another community with a HIGH Community Level.

Test to Stay Protocol

- The District has developed a Test to Stay Protocol for unvaccinated students who are designated as close contacts who wish to continue attending school during their quarantine period as long as they are symptom free.. The Protocol will require individuals to wear a well-fitting mask, test daily, and monitor symptoms for 10 days after the end of the quarantine period.

Cohorting

- Cohorting (the practice of keeping people together in a small group throughout the day and minimizing contact between groups) will be practiced when feasible during HIGH Community Levels. Cohorting will be designed to ensure special populations are not segregated (i.e. students with disabilities, English Language Learners, etc.).

Contact tracing, Case Investigation and Quarantine

- Nome Public Schools has established a strong working relationship with the Norton Sound Health Corporation and Public Health's COVID response teams, ensuring that contact tracing is conducted in a cooperative manner between agencies in a rapid fashion, and that needed isolation and quarantine of infected individuals and close contacts occurs quickly to minimize spread.
- A protocol for contact from NSHC/Public Health in the event of a case involving a student or staff member is in place, including appropriate notification to staff and community.
- Nome Public Schools will follow the recommendation of NSHC and current CDC guidelines regarding quarantine of close contacts and infected individuals.

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American Rescue Plan Act
Mitigation Plan

Consideration for High Risk Activities

Mitigation strategies in the table below will be applied for practices, home games/meets, and travel to other communities for games/meets.

These guidelines may be updated periodically with consultation with the district's Health Advisory Committee along with review of CDC, state and federal guidance.

	Low or Moderate Transmission in Home Community	High Transmission in Home Community
Low/Intermediate Risk Sports & Activities	• Masks are not required • Travel of home students to other communities is permitted at a students' own risk • Travel of all visiting students is permitted • Testing is encouraged but not required for all visitors from high community levels	• Masks are not required during activity; highly recommended when not engaging in activity • Travel out of the community is permitted at a students' own risk and at discretion of receiving team's community • Traveling teams must follow receiving team's community protocols • All students must test before, upon return and 5-7 days after travel • Weekly testing is encouraged but not required of all students
High Risk Sports & Activities	• Masks are not required during activity; highly recommended when not engaging in activity • Travel out of the community is permitted at a students' own risk and at discretion of receiving team's community • Traveling teams must follow receiving team's community protocols • All students must test upon return and 5-7 days after travel to a high level community • Weekly testing is encouraged but not required of all students	• Masks are required of ALL students when not engaging in activity; recommended when engaging in activity. Coaches must wear masks. • Travel out of the community is permitted; all students must test before, upon return and 5-7 days after • Traveling teams must follow receiving team's community protocols • Travel within receiving community should be limited • Weekly testing is required of all students

- Low/Intermediate Risk Sports/Activities: Cross-Country, Swimming
- High Risk Sports/Activities: Basketball, Volleyball, Wrestling, Cheer, NYO
- Band/Choir are considered high risk activities, but weekly testing will not be required. Masking will follow guidelines as implemented for schools. Any travel for band/choir will follow guidelines as above.

SPECTATOR GUIDELINES

- For low/intermediate risk sports held outdoors – no restrictions
- For low/intermediate risk sports held indoors – spectators will be asked to wear masks if the community is in a high transmission risk status only
- For high risk sports in low transmission community status – masks are optional; social distancing is encouraged
- For high risk sports in moderate transmission community status – masks are optional; social distancing is encouraged; 75% capacity in gym
- For high risk sports in high transmission community status – masks required; social distancing is encouraged; 75% capacity in gym. Player families have priority for available seating; home meets/games may be closed to the community if player families will fill available seating in gym.

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LOW COMMUNITY/RISK LEVEL: 20 or fewer active cases in Nome

MODERATE COMMUNITY/RISK LEVEL: 21-50 active cases in Nome

HIGH COMMUNITY RISK LEVEL: 51+ active cases in Nome

Continuity of Services

Describe how the district will ensure continuity of services including, but not limited to, services to address students' academic needs, as well as the social, emotional, mental health, and other needs of students and staff (e.g., student health and food service).

The District's focus will be on continuing in-person schooling during the pandemic by implementing mitigation protocols and working closely with the Health Advisory Team to quickly address any cases in students or staff, utilize testing to identify cases early, and ensure plentiful and accessible opportunities for vaccination are available to students and staff.

Academic needs will be identified for individual students and schoolwide through the use of low-stakes academic assessments such as MAP (Measures of Academic Progress), BAS (Fountas and Pinnell Benchmark Assessment System), and other similar tests. Academic needs identified in this manner will be addressed by a combination of the following: adjustment of regular classroom curriculum to address learning gaps, targeted tutoring before/after school, pull-out interventions, in-class interventions, after-school programs, summer credit recovery, and summer enrichment programs.

Social/emotional health of students will be addressed through the District's SEL programs, including Second Step and Connected and Respected, as well as the District-wide Kagan cooperative learning initiative, which includes embedded social/emotional activities. Social/emotional health of staff will be addressed through opportunities for collaboration, socialization, wellness (massages, physical activities), etc. Mental health needs of students are addressed by the school counselors in conjunction with Behavioral Health Services/Norton Sound Health Corporation. Norton Sound Health Corporation offers full-service medical/dental/vision services to community members, which are easily accessible through the hospital's central location in the City of Nome.

Nome Public Schools participates in the National School Lunch Program and is qualified for the Community Eligibility Program, ensuring all students have access to free breakfast and lunch. The District may also offer weekend meals to all students to ensure nutrition needs are addressed. Snacks are offered during after school tutoring and academic programs, and summer programs include free lunch for students as well.

In the event students are placed in quarantine or isolation, the District has a non-punitive make-up policy; the assignments are also available through Google Classroom for students with good access to internet. In the event of a long-term COVID-related absence from school, the school will develop an individualized plan with the student and their family to minimize the impact on instructional loss – this may involve Zoom tutoring, access to instructional materials via the internet, and a return to school make-up plan. High-speed high bandwidth internet connections are very expensive in Nome, and the district has shared all available information regarding discounted internet and/or free or low-cost devices to

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students. Local tribal entities also continue to provide internet assistance and/or devices to their enrolled members.

Periodic Review

Describe how the district will periodically review and revise its mitigation plan, as appropriate, including a description of how the district will seek public input and take such input into account on (1) whether revisions are necessary and, if so, (2) the proposed revisions to the plan. Important Note: The district must review its mitigation plan no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023).

The District will review the mitigation plan a minimum of every six months (or sooner if circumstances dictate). The District will review the latest guidance from the Alaska Department of Health and Human Services, the CDC and the Department of Education and Early Development, and consult with its Health Advisory Team. Any revisions will be reviewed with the District's Leadership Team (consisting of all principals and directors), and subsequently shared with local stakeholders for input before the updates are finalized. Avenues for input will include survey instruments, opportunities for written input via email, social media, etc., and Board of Education Work Sessions and Regular Meetings.

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