Regular Board Meeting

Tuesday, February 7, 2023 5:30 PM
NES Library /Zoom, 1057 E 5th Ave, Nome, Alaska 99762

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

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

1. Approval of Minutes: Regular Meeting: January 10, 2023
2. Approval of January 2023 Disbursements
3. Approval of January 2023 Gifts, Grants and Bequests
4. Approval of January 2023 Personnel Report
5. Approval of Out of State Travel Requests

C. **Awards and Presentations**
1. Introductions of Guests & Visitors
2. Students of the Month
3. Presentation: Calendar Committee

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

E. **Superintendent Report**

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

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

H. **Action Item**
1. Approval of Teacher Contracts for 2023 - 2024
2. Approval of FY24 - FY26 Calendars
3. Approval of Superintendent Evaluation

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

J. **Upcoming Events:**
- **Saturday, February 11, Equity Board Workshop with AASB (closed to the public)**
- **Tuesday, February 21, Work Session, 5:30 pm, NES Library**
- **Tuesday, March 14, Regular Meeting, 5:30 pm, NES Library/Zoom**
- **Tuesday, April 11, Regular Meeting, 5:30 pm, NES Library/Zoom**
- **Tuesday, April 25, Work Session, 5:30 pm, NES Library**

K. **Adjournment**

Our Mission

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

Our Vision

Together, strong in identity, purpose, potential

Board and Superintendent Guiding Principles

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

Board and Superintendent Goals

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

BOARD OF EDUCATION MINUTES
Regular Meeting
Tuesday, January 10, 2023
5:31 pm
NES Library

Member Martinson called the meeting to order at 5:31 pm Tuesday, January 10, 2023 with a quorum present.

Superintendent Burgess led the Pledge of Allegiance.

Member Martinson read the Nome Public Schools Mission Statement.

School Board Members Present:

Sandy Martinson	Darlene Trigg (excused)	Bob Metcalf (via Zoom)
Nancy Mendenhall	Marjorie Tahbone	
Dot Callahan, Student Representative		

Others in attendance included:

Jamie Burgess	Alisha Papineau	Genevieve Hollins (via Zoom)
Megan Gannon (via Zoom)	Crystal Toolie	Natallie Tobuk
Anders Jacobson-Toolie	Jennifer Shreve	Jim Shreve
Elizabeth Korenek-Johnson	Jonathan Duarte	Teriscovkya Smith
Lisa Leeper	Megan Hayes	Mary Donaldson

APPROVAL OF AGENDA

Member Mendenhall moved to approve the agenda as presented.

The motion carried by a roll call vote with the following results:

Sandy Martinson: yes	Darlene Trigg: (excused)	Bob Metcalf: yes
Nancy Mendenhall: yes	Marjorie Tahbone: yes	
Dot Callahan (Advisory Vote): yes		

CONSENT AGENDA

Member Mendenhall moved to approve the minutes from Regular Meeting: December 13, 2022; the December 2022 disbursements; the December 2022 Gifts, Grants and Bequests; the December 2022 personnel report; and out of state travel requests. Discussion followed.

The motion carried by a roll call vote with the following results:

Sandy Martinson: yes	Darlene Trigg: (excused)	Bob Metcalf: yes
Nancy Mendenhall: yes	Marjorie Tahbone: yes	
Dot Callahan (Advisory Vote): yes		

INTRODUCTIONS OF GUESTS AND VISITORS

NONE

STUDENTS OF THE MONTH

NBMHS Principal, Teriscovkya Smith announced Sage Gregg and Natallie Tobuk as Students of the Month for December 2022.

PRESENTATIONS

Superintendent Burgess presented the FY24 draft budget #1.

OPPORTUNITY FOR PUBLIC COMMENT ON AGENDA/NON-AGENDA ITEMS

NONE

SUPERINTENDENT REPORT

Superintendent Burgess reported. The report is attached to the original of these minutes. Discussion followed.

INFORMATION AND REPORTS

Student Representative, Dorothy Callahan reported. The report is attached to the original of these minutes. Discussion followed.

NES Principal, Elizabeth Korenek-Johnson reported. The report is attached to the original of these minutes. Discussion followed.

ACSA Principal, Lisa Leeper reported. The report is attached to the original of these minutes. Discussion followed.

NBMHS Principal, Teriscovkya Smith reported. The report is attached to the original of these minutes. Discussion followed.

Director of Technology, Jim Shreve reported. The report is attached to the original of these minutes.

Director of Facilities, Jonathan Duarte reported. The report is attached to the original of these minutes.

Director of SPED, Mary Donaldson reported. The report is attached to the original of these minutes. Discussion followed.

Director of Federal Programs, Megan Hayes reported. The report is attached to the original of these minutes. Discussion followed.

CFO, Genevieve Hollins reported. The report is attached to the original of these minutes. Discussion followed

SECOND PUBLIC COMMENT OPPORTUNITY

NONE

ACTION ITEMS

Member Mendenhall moved to approve the Nome Public Schools FY23 Legislative Priorities as presented. Discussion followed.

The motion carried by a roll call vote with the following results:

Sandy Martinson: yes	Darlene Trigg: (excused)	Bob Metcalf: yes
Nancy Mendenhall: yes	Marjorie Tahbone: yes	
Dot Callahan (Advisory Vote): yes		

Member Tahbone moved to approve the Nome Public Schools FY23 Capital Priorities as presented.

The motion carried by a roll call vote with the following results:

Sandy Martinson: yes	Darlene Trigg: (excused)	Bob Metcalf: yes
Nancy Mendenhall: yes	Marjorie Tahbone: yes	
Dot Callahan (Advisory Vote): yes		

Member Tahbone moved to approve administrator contracts for the 2023-2024 school year for Elizabeth Korenek-Johnson, Nicholas Settle, Teriscovkya Smith, Lisa Leeper, Megan Hayes and Mary Donaldson. Discussion followed.

The motion carried by a roll call vote with the following results:

Sandy Martinson: yes	Darlene Trigg: (excused)	Bob Metcalf: yes
Nancy Mendenhall: yes	Marjorie Tahbone: yes	
Dot Callahan (Advisory Vote): yes		

Member Mendenhall moved to approve the Project Management Contract for the DDC Control System Upgrade Project with Fremontii LLC.

The motion carried by a roll call vote with the following results:

Sandy Martinson: yes	Darlene Trigg: (excused)	Bob Metcalf: yes
Nancy Mendenhall: yes	Marjorie Tahbone: yes	
Dot Callahan (Advisory Vote): yes		

BOARD AND SUPERINTENDENT'S COMMENT & COMMITTEE REPORTS

Member Mendenhall commented that it was a good meeting and a lot was covered.
Member Mendenhall thanked those who wrote board reports and commented that they were informative.
Member Mendenhall thanked Superintendent Burgess for filling in where needed.

Member Metcalf echoed Member Mendenhall's comments.
Member Metcalf apologized for not attending in person.

Member Tahbone appreciated the board reports and feedback.
Member Tahbone commented on how the reports got her to think about how she can step up as a board member in the schools.

Student Representative, Dot Callahan commented that she liked that the Arts program was being discussed again.

Superintendent Burgess gave appreciation for the work the school board has done.
Superintendent Burgess announced the Calendar Committee would be meeting the next day.
Superintendent Burgess commented that it was a busy December.
Superintendent Burgess gave appreciation to the leadership team.

Member Martinson told everyone Happy New Year.
Member Martinson gave a shout out to Bering Sea Lions Club, Nome Arts Council and NSEDC for their donations.
Member Martinson thanked Superintendent Burgess for the extra work she's been doing.
Member Martinson asked Superintendent Burgess to please follow up about the Student Representative's concerns regarding college preparedness and the Arts program.
Member Martinson congratulated the Students of the Month.

UPCOMING EVENTS

- Tuesday, February 7, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, February 21, Work Session, 5:30 pm, NES Library
- Tuesday, March 14, Regular Meeting, 5:30 pm, NES Library/Zoom

ADJOURNMENT

Member Metcalf moved to adjourn at 7:07 pm.

_____

Sandy Martinson Date
President, Board of Education

_____

Darlene Trigg Date
Vice President/Clerk, Board of Education

Nome Public Schools
Personnel Items for Approval/Ratification
February 7, 2023

Certified/Administrative Staff

NAME	POSITION/ACTION	EFFECTIVE DATE
Anderson, Zora	Counselor/NES - Resignation	5/18/23
Akes, Michael	Asst. Principal/NBMHS – New Hire	2/1/23
Pfau, Douglas	Asst. Superintendent/HR – New Hire	TBD

Classified Staff

NAME	POSITION/ACTION	EFFECTIVE DATE

Substitute New Hire

NAME	EFFECTIVE DATE

Non-Staff Coaches

NAME	POSITION/ACTION	EFFECTIVE DATE
Clark, Minnie	Assistant Cheer Coach	1/3/23
Tahbone, Vanessa	NYO Coach	1/3/23

Volunteers Approved

NAME	EFFECTIVE DATE
Harrison, Krysta	1/13/23
Ventress, James	1/24/23

Temporary Workers

NAME	POSITION/ACTION	EFFECTIVE DATE
Tocktoo, Cody	Student Paraprofessional	1/3/23
Tocktoo, Madison	Student Paraprofessional	1/3/23

Extra Duty Contracts

NAME	POSITION	EFFECTIVE DATE
Settle, Nicholas	Substitute MS Band/Choir	1/3/23
Brown, Jason	MS Wrestling	1/25/23
Wright, Rosa	Cross Country Ski Coach	1/30/23
Hansen, Angela	Band/Choir	1/30/23

Douglas Pfau

Principal

CONTACT INFORMATION

Email: dougpfau@hotmail.com
Address: 340 Applewood Street, Brush, CO 80723
Phone: 9702179629
Nationality: United States

OBJECTIVE

Gain employment in a motivated, data driven district that values employees and trains them with high expectations for best practices.

EXPERIENCE

Brush, Colorado
Aug 2018 - Present

Principal
Brush School District

Pre-K through second grade Principal with 450 kids and 100 employees. District professional development coordinator, lowered read plans by 40% in 4 years. Led building through competency based development and adoption. Led trainings on data and best practice with goal setting, leadership, reading and instruction.

Weldona, CO
Jul 2012 - Apr 2018

Superintendent
Weldon Valley School District

Governor's Awards for Distinguished Improvement 2015 and 2017, Accredited with Distinction 2013, Implemented I-Learn using technology instructional practices, Wrote and received the DOLA grant for energy and lighting savings, Increased district enrollment by 10% with good results and reputation, Long Range planning with Board on facilities and transportation as well as Policy Governance, All HR, professional development, planning and supervision of the district, Colorado High School Activities Executive Board for 4 years and Board of Control for 2 years, Centennial Board of Cooperative Educational Services Chair(BOCES), The CHSAA and BOCES Board positions are voted on by state and district leaders

Debeque and Grover, CO
Jul 2002 - Jun 2012

Superintendent
DeBeque and Pawnee RE12

DeBeque-Improved Academic Achievement from 174th of 178 School District in Colorado to 86th, Nominated for Superintendent of the Year, Implemented Policy Governance, Colorado Rural Schools Caucus Board Member, wrote and received DOLA grant
Pawnee RE12-Highest Growth in the state 2006Improved Academic, Achievement from 111th of 178 to 6th in Colorado, Member Northern Colorado Assessment Consortium
Both-All Superintendent Duties, HR, training, professional development with staff and Board as well as use of data

Montana
Aug 1991 - Jun 2002

Teacher- Secondary math and English
Montana

Taught math and English in Montana learning all that comes with being a good educator, coach of High School Basketball and Track as well as MS volleyball,
official for BB, VB, FB doing state 3 times, Curriculum Development in math, science and English

EDUCATION

Bozeman, MT
Jun 1999 - Aug 2003

Masters of Education
Montana State University

Educational Leadership degree going in the summers and online during the school year teaching. Having 3 kids of my own was the best training I could get.

Bozeman, MT
1987 - 1991

Bachelor of Science
Montana State University

LANGUAGES

English

SKILLS

Professional Development, Data and Assessment, Growth and Achievement success

REFERENCES

Dr. Bill Wilson - Superintendent Brush School District, b.wilson@brushschools.org 970-842-5176

Cathy Pacheco Ogle - Principal Alamosa School District, cpachecooglealamosaschools.org 970-980-1961

Greg Wheaton - Board member Weldon Valley School District, gwheatonweldonvalley.org 720-878-3489

Paul Angelico - CHSAA Executive Commissioner, Retired

pangelico7gmail.com 720-581-8101

Jeff Sparrow - Assistant Principal - Elizabeth School District

jcsparrow1973gmail.com 303-916-9901

Randy Zila, Executive Director Centennial BOCES, Greeley CO

Work (970) 352-7404 Cell (970) 679-1876

Bret Miles - Colorado Association of School Executives Executive Director
bmiles@co-case.org 970-520-7536

Michael R. Akes, Ed. D
18523 Chekok Circle
Eagle River, AK 99577
Cell 850-464-4709
E-Mail: akesmichaelr@gmail.com

EDUCATION

Ed. D. - Educational Leadership, Nova Southeastern University-(2003)
Administration Certification, University of Georgia-(1999)
Ed.S.-Mathematics Education, University of Georgia-(1998)
M.Ed.-Mathematics Education, University of Georgia-(1995)
B.S. - Mathematics Education, Florida State University-(1993)
A.A.- General Studies, Central Florida Community College-(1991)

Current Position:

Senior Director of Assessment and Evaluation Anchorage School District-Anchorage Alaska (June 2021-November)
Responsible for overseeing all state and district assessment. Responsible for overseeing all district evaluations of effectiveness of both educational and non-educational programs. Developed and provided reports to senior leaderships on current projects across the district. Oversaw the selection and onboarding of the district's data platform. Created and calibrated school level instructional snapshots. Facilitate both district and school-based data reviews.

Previous Administrative Experience

Teacher, Smart Start Plan Facilitator, Oversee Distance Learning Programs
Teach: Algebra, Geometry, Carpentry
Hoonah City Schools-Hoonah, AK (2020- 2021)
Responsible for facilitating and implementing the school district's Smart Start Plan. Oversee all distance learning program including students that are full time virtual school student and student who are working either making up credits or taking extra high school credits

Chief Academic Officer, (2016- April 2020)
Polk County School District- Bartow, FL
Oversaw the following departments: Teaching and Learning, Assessment and Accountability, Federal Grants, Professional Development, Student Services, ESOL, Charter and Choice, Career and Technical Education, Fine Arts.

Assistant Superintendent for High School Curriculum, (2014-2016)
Osceola School District- Kissimmee, FL
Oversaw the following Departments: High School Curriculum and Instruction, CTE and Special Education, Federal Grants.

Data Captain, (2012- 2014)
Florida Department of Education-Tallahassee, FL
Responsible for coordinating with the 5 Regional Executive Directors the school improvement efforts of the 8 Data Coaches in Florida. Overseeing the development and delivery of 6 train-the-trainer/online modules revolving around using data to drive school improvement. I provided professional development to districts and schools on how to use data and MTSS to improve education for all students.

Turnaround Leader for School Improvement-(2011-2012)
Madison County School System, Madison, FL
Responsible for directing and coordinating school improvement, through the use of data-based decision making, for the lowest performing schools in Madison.

Director of Human Resources and Transportation-(2008-2011)
Madison County School System, Madison, FL
Responsible for personnel, board policies and procedures, transportation, emergency planning, and was the district point person for overseeing school improvement.

Administrative Experience Continued

Headmaster-Madison Academy, Madison, FL-(2007-2008)
Superintendent- Echols County, Echols, FL-(2006-2007)
Principal-Johnson County High School, Wrightsville, GA-(2004-2006)
Principal-Carson Middle School, Greensboro, GA-(2002-2004)
Principal-Union Point Elementary, Union Point, GA-(2000-2002)
Headmaster-Nathanael Greene Academy, Siloam, GA-(1999-2000)
Director- Open Gate Alternative School, Union Point, GA-(1998-1999)

Previous Teaching Experience
Adjunct Professor-Lake City Community College, Lake City, FL-(2007-2008)
Adjunct Professor-Athens Tech, Athens, GA-(1998-1999)
Teacher- Greene County Middle/High School, Greensboro, GA-(1995-1998)
Teacher- Clark County Alternative Night School, Athens, GA- (1994-1995)

AWARDS
Florida Southern College Circle of Leaders Award-May 2019
Rotary Member. Madison County, FL- (2007-2009)
Georgia Association of Secondary School Principals-District E
President - (2005-2006)

Greene County Chamber Chairperson- (2003)
Greene County Chamber Vice Chair-(2001-2002)
Honorary Rotary Member, Greene County Rotary Club-(1997-1998)

VOLUNTEER WORK

Early Learning Coalition- Lakeland, FL
Melody Christian Center-Live Oak, FL
Suwannee County Riding Club-Live Oak, FL
Rotary Club Madison County
Echols County Library Board- (2006-2007)
Greene County Chamber- (1999-2004)
American Cancer Society-Relay for Life-(2000-2004)

References upon Request

Proposed School Calendar 2023-2024

Due Date: July 1, 2023

District Name: Nome Public Schools | School:

Approved By: | Title:

Jul-23

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

# of Inservice Days:
# of Student Days:
# of Teacher Days:

Aug-23

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
			N	N	N	
20	21	22	23	24	25	26
	I	I	I	I	I	
27	28	29	30	31		
	W	W	UV	UV		

# of Inservice Days: 5
# of Student Days: 0
# of Teacher Days: 7

Sep-23

S	M	T	W	T	F	S
					1	2
					UV	
3	4	5	6	7	8	9
	H	O	M			
10	11	12	13	14	15	16
			M			
17	18	19	21	21	22	23
			M			
24	25	26	25	28	29	30
			M			

# of Inservice Days:
# of Student Days: 19
# of Teacher Days: 20

Oct-23

S	M	T	W	T	F	S
1	2	3	4	5	6	7
			M			
8	9	10	11	12	13	14
	I		M			
15	16	17	18	19	20	21
			M			
22	23	24	25	26	27	28
			M		E	
29	30	31				

# of Inservice Days: 1
# of Student Days: 21
# of Teacher Days: 22

Nov-23

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
			M/C	M/C	I	
12	13	14	15	16	17	18
			M			
19	20	21	22	23	24	25
			M	H	H	
26	27	28	29	30		
			M			

# of Inservice Days:1
# of Student Days: 19
# of Teacher Days: 22

Dec-23

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
			M			
10	11	12	13	14	15	16
			M		M	
17	18	19	20	21	22	23
	UV	UV	UV	UV	UV	
24	25	26	27	28	29	30
	H	UV	UV	UV	UV	
31						

# of Inservice Days: 0
# of Student Days: 11
# of Teacher Days: 12

Jan-24

S	M	T	W	T	F	S
	1	2	3	4	5	6
	H	I	M			
7	8	9	10	11	12	13
			M			
14	15	16	17	18	19	20
			M		E	
21	22	23	24	25	26	27
			M			
28	29	30	31			
			M			

# of Inservice Days: 1
# of Student Days: 21
# of Teacher Days: 23

Feb-24

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
			M			
11	12	13	14	15	16	17
			M	M/C	M/C	
18	19	20	21	22	23	24
	I		M			
25	26	27	28	29		
			M			

# of Inservice Days: 1
# of Student Days: 20
# of Teacher Days: 21

Mar-24

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
			M			
10	11	12	13	14	15	16
	UV	UV	UV	UV	UV	
17	18	19	20	21	22	23
			M			
24	25	26	27	28	29	30
			M		E	
31						

# of Inservice Days:
# of Student Days: 16
# of Teacher Days: 16

Apr-24

S	M	T	W	T	F	S
	1	2	3	4	5	6
			M			
7	8	9	10	11	12	13
			M			
14	15	16	17	18	19	20
			M			
21	22	23	24	25	26	27
			M		I	
28	29	30				

# of Inservice Days: 1
# of Student Days: 21
# of Teacher Days: 22

May-24

S	M	T	W	T	F	S
			1	2	3	4
			M			
5	6	7	8	9	10	11
			M			
12	13	14	15	16	17	18
			M			
19	20	21	22	23	24	25
			M			
26	27	28	29	30	31	
	UV			C	E	

# of Inservice Days:
# of Student Days: 22
# of Teacher Days: 22

Jun-24

S	M	T	W	T	F	S
						1
						W
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

# of Inservice Days:
# of Student Days:
# of Teacher Days: 1

C	School **C**loses
E	**E**nd of Quarter
H	Legal **H**oliday
I	**I**nservice Day
M	Parent-Teacher Conf **M**eeting reqts
N	Parent-Teacher Conf **N**ot meeting reqts
O	School **O**pens
S	**S**aturday School
T	**T**esting
V	**V**acation Day
W	Teacher **W**orkday
X	Emergency Closure Day

School Holidays	
Independence day	7/4/23
Labor Day	9/4/23
Thanksgiving and the day after	11/23/23 and 11/24/23
Christmas	12/25/23
New Years	1/1/24
Memorial day	5/27/24

If one of these holidays falls on a Saturday, the Friday immediately preceding is a school holiday.
If one of these holidays falls on a Sunday, the Monday immediately following is a school holiday.

Q1 - 8 weeks - 10/27
Q2 - 10 weeks - 1/19
Q3 - 9 weeks - 3/29
Q4- 9 weeks - 5/31

170 Student Days
991.67 Hours (instructional time) (Beltz)
188 Teacher Days

Proposed School Calendar 2024-2025

Due Date: July 1, 2024

District Name:	School:
Approved By:	Title:

Jul-24

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

# of Inservice Days:
# of Student Days:
# of Teacher Days:

Aug-24

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
			N	N	N	
18	19	20	21	22	23	24
	I	I	I	I	I	
25	26	27	28	29	30	31
	W	W	UV	UV	UV	

# of Inservice Days: 5
# of Student Days: 0
# of Teacher Days: 7

Sep-24

S	M	T	W	T	F	S
1	2	3	4	5	6	7
	H	O				
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

# of Inservice Days: 0
# of Student Days: 20
# of Teacher Days: 21

Oct-24

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
	I					
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

# of Inservice Days: 0
# of Student Days: 22
# of Teacher Days: 23

Nov-24

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
			M/C	M/C	I	
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
				H	H	

# of Inservice Days: 1
# of Student Days: 18
# of Teacher Days: 21

Dec-24

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
	UV	UV	H	UV	UV	
29	30	31				
	UV	UV				

# of Inservice Days: 0
# of Student Days: 15
# of Teacher Days: 16

Jan-25

S	M	T	W	T	F	S
			1	2	3	4
			H	UV	UV	
5	6	7	8	9	10	11
	I					
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

# of Inservice Days: 1
# of Student Days: 19
# of Teacher Days: 21

Feb-25

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
				M/C	M/C	
16	17	18	19	20	21	22
	I					
23	24	25	26	27	28	

# of Inservice Days: 1
# of Student Days: 19
# of Teacher Days: 20

Mar-25

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
	UV	UV	UV	UV	UV	
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

# of Inservice Days: 0
# of Student Days: 16
# of Teacher Days: 16

Apr-25

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
					I	
27	28	29	30			

# of Inservice Days: 1
# of Student Days: 21
# of Teacher Days: 22

May-25

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
	UV			C	W	

# of Inservice Days: 0
# of Student Days: 20
# of Teacher Days: 21

Jun-25

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

# of Inservice Days:
# of Student Days:
# of Teacher Days:

Proposed School Calendar 2025-2026

Due Date: July 1, 2025

District Name: Nome Public Schools | School:

Approved By: | Title:

Jul-25

S	M	T	W	T	F	S
		1	2	3	4	5
					H	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

# of Inservice Days:
# of Student Days:
# of Teacher Days:

Aug-25

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
			N	N	N	
17	18	19	20	21	22	23
	I	I	I	I	I	
24	25	26	27	28	29	30
	W	W	UV	UV	UV	
31						

# of Inservice Days: 5
# of Student Days: 0
# of Teacher Days: 7

Sep-23

S	M	T	W	T	F	S
	1	2	3	4	5	6
	H	O				
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

# of Inservice Days: 0
# of Student Days: 21
# of Teacher Days: 22

Oct-23

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
	I					
26	27	28	29	30	31	

# of Inservice Days: 1
# of Student Days: 22
# of Teacher Days: 23

Nov-23

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
			M/C	M/C	I	
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
				H	H	
30						

# of Inservice Days:1
# of Student Days: 17
# of Teacher Days: 20

Dec-23

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
	UV	UV	UV	H	UV	
28	29	30	31			
	UV	UV	UV			

# of Inservice Days: 0
# of Student Days: 15
# of Teacher Days: 16

Jan-24

S	M	T	W	T	F	S
				1	2	3
				H	UV	
4	5	6	7	8	9	10
	I					
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

# of Inservice Days: 1
# of Student Days: 19
# of Teacher Days: 21

Feb-24

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
				M/C	M/C	
15	16	17	18	19	20	21
	I					
22	23	24	25	26	27	28

# of Inservice Days: 1
# of Student Days: 19
# of Teacher Days: 20

Mar-24

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
	UV	UV	UV	UV	UV	
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

# of Inservice Days: 0
# of Student Days: 17
# of Teacher Days: 17

Apr-24

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
					I	
26	27	28	29	30		

# of Inservice Days: 1
# of Student Days: 21
# of Teacher Days: 22

May-24

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
	UV			C	W	
31						

# of Inservice Days: 0
# of Student Days: 19
# of Teacher Days: 20

Jun-24

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

# of Inservice Days:
# of Student Days:
# of Teacher Days: 1

C	School **C**loses
E	**E**nd of Quarter
H	Legal **H**oliday
I	**I**nservice Day
M	Parent-Teacher Conf **M**eeting reqts
N	Parent-Teacher Conf **N**ot meeting reqts
O	School **O**pens
S	**S**aturday School
T	**T**esting
V	**V**acation Day
W	Teacher **W**orkday
X	Emergency Closure Day

170 Student Days
188 Teacher Days

School Holidays	
Independence day	7/4/25
Labor Day	9/1/25
Thanksgiving and the day after	11/27/25 and 11/28/25
Christmas	12/25/25
New Years	1/1/26
Memorial day	5/25/26

If one of these holidays falls on a Saturday, the Friday immediately preceding is a school holiday.
If one of these holidays falls on a Sunday, the Monday immediately following is a school holiday.

Public Comment Statement

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

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

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

Nome Public Schools
Superintendent Report
Jamie Burgess
February 7, 2023

1. Hiring/Staffing Update – Finding substitute teachers is a high priority at this point, as several of our substitutes are no longer available. We will continue to work with Kawerak and other employers to encourage volunteer substitutes – we have had some individuals already cleared and in the system. We are grateful to their willingness to assist, but recognize that they are limited in their availability.

   We are pleased to have our new Assistant Principal for Nome-Beltz, Dr. Michael Akes, on board. He has hit the ground running and we look forward to the support he will be able to provide Ms. Smith in supporting the campus culture and the needs of our students. We also look forward to welcoming a new Assistant Superintendent/Human Resources, Mr. Douglas Pfau, who will be coming to us from Colorado towards the end of the month. Both of these gentlemen will be attending Culture Camp this fall to become more knowledgeable in local culture and ways of learning and knowing.

   The Alaska Teachers & Personnel (ATP) Job Fair will be in Anchorage towards the end of this month and will kick off the hiring season for FY24. We already have positions posted for the vacancies that we were unable to fill this year, and possibly have already found a music teacher for Nome-Beltz for next year.

2. Legislative Update – Senate Bill 52 was released by the Senate Education Committee; this proposed an increase to the Base Student Allocation by $1000. In addition there is discussion around addressing funding for transportation and major maintenance, as well as the retirement system for teachers. It is clear that there is strong support in the Senate for better funding our schools. The House may be more of a challenge as it currently exists. It has been clear from some of the recent committee meetings that there is a great deal of work to educate our new legislators regarding how our schools are funded, the reality of the current COVID funding situation, and how increased funding will result in better student outcomes. It will be a very important legislative year; I am pleased that Sandy Martinson is attending the AASB Legislative Fly-In along with our first ever student Dot Callahan, who will be attending the Youth Advocacy Conference at the same time. I will be in Juneau at the end of February for the Superintendent Legislative Fly-In and will work to meet with both of our state legislators as well as Senator Löki Tobin.

3. Middle College Project with NWC – I met with Dr. Barb Amarok and Laurie Beam from the Fairbanks Northstar Borough School District to discuss FNBSD's middle college program to determine if it would be possible to create our own program here in Nome. Laurie shared quite a bit about the growing pains they have had and what has worked well as they have moved from a small start to a full school model. We will continue to explore this possibility – Dr. Amarok will be discussing the model with some of the administration in Juneau to determine what funding or resources they might be able to

offer to move forward with this. I will keep the Board updated as we continue to explore this possibility.

4. The District has submitted a grant request for the Department of Energy's Renew America's Schools energy grants in the amount of $1.3M to continue the work for the district's DDC control system upgrade. We are working with David Landis of SERRC for the grant application preparation. The initial project description is attached for your review. The final grant application is due in April of this year.

5. AR 3522 District Data Protection Program is attached to this report for your review. This details how the District is meeting new requirements regarding cybersecurity from our insurance carrier as well as ensuring we have protections in place for students in compliance with Federal and State laws.

6. Alaska Performance Scholarship Report – please see the attached report. In Appendix B, I am pleased to report that Nome-Beltz has a significantly high proportion of graduates (32%) that qualified for the APS compared to many other districts around the state, and I would like to give recognition to the teachers and counselors who clearly put forth significant effort in ensuring so many students meet the requirements.

7. NSEDC Contribution for Career Exploration – I would like to thank NSEDC for their continued support of our student travel opportunities to visit college campuses and AVTEC. This event is something our students look forward to greatly and supports our preparation of students for post-secondary opportunities.

NORTON SOUND
ECONOMIC
DEVELOPMENT
CORPORATION

Serving the fisheries of the Bering Strait Region

Brevig Mission Diomede Elim Gambell Golovin Koyuk Nome Saint Michael Savoonga Shaktoolik Stebbins Teller Unalakleet Wales White Mountain

February 1, 2023

Ms. Teriscovkya Smith, Principal
Nome-Beltz Jr/Sr High School
P.O. Box 131
Nome, AK 99762

Re: 2023 Career Exploration Trip

Dear Ms. Smith,

I am pleased to inform you that Norton Sound Economic Development Corporation (NSEDC) is continuing support for the Career Exploration Trip (CET) program and has increased funding in 2023 to account for rising travel costs. This funding is available to assist with expenses associated with sending students in our region on trips for career-based experiences. NSEDC has designated $14,000 to the Nome-Beltz Jr/Sr High School for the 2023 calendar year. These funds are available on a reimbursable basis upon the submission of receipts, trip itineraries, and a list of student participants.

We are grateful for the hard work you and your staff put into implementing meaningful opportunities for students to explore career options! If you have any questions about this program, please contact me at lladegard@nsedc.com or (907) 274-2248.

Sincerely,

Leslie Ladegard
Education, Employment, & Training Director

Cc: Jamie Burgess, Superintendent
Genevieve Hollins, Contracted Business Manager
Aaron Brown, Counselor
James "JT" Sherman, NSEDC Board Member

Control Number 2756-2306

COVER PAGE

Project Title: Nome Public Schools Energy Conservation

Topic Area: Topic Area 1 - High-Impact Energy Efficiency and Health Improvements

Technical Point of Contact: David Landis - davidl@serrc.org

Business Point of Contact: Jamie Burgess - jburgess@nomeschools.org

Team Member Organizations:

- Nome Public Schools
- Nome Elementary School
- Nome-Beltz Middle/High School

Project Address: 1057 E 5th Avenue Nome, AK 99762; Mile 3.5 Nome-Teller Hwy Nome, AK 99762

PROJECT DESCRIPTION

The community of Nome is located along the Bering Sea on the south coast of the Seward Peninsula, facing Norton Sound approximately 539 air miles northwest of Anchorage. January temperatures range from -3 to 11 °F; July temperatures are typically 44 to 65 °F. Average annual precipitation is 18 inches, with 56 inches of snowfall. There are no roads or hard link to Nome. Barge services are available in the ice-free months, otherwise airline and bush plane travel are the available and accepted logistics method. This is an expensive, remote and challenging part of Alaska to live, work and build in.

The District ("NPS") plans to utilize this BIL funding to continue addressing two school's DDC control systems along with the related capital components. Federal ESSER-III funding was used to pay for the first phase work on this project, now complete; this is an subsequent phase based on energy efficiency in addition to the respiratory health issues the district is focused on. The District's DDC control system was taken offline approximately seven years ago when the servers were hacked by a mailbot and had to be completely wiped. The vendor could not replace the software as the current version of the software could not be installed on the older servers due to platform incompatibility. As a result, all HVAC processes due to temperature changes are currently almost completely manual, resulting in consistent problems with ventilation and heat throughout all district buildings. Additionally, the district office building, which currently houses the charter school, has never had a DDC control system installed. Upgrades/repairs to the system will result in improved HVAC system in all school buildings.

Potential energy efficiency, health and safety benefits

The Nome-Beltz campus was originally constructed in 1962 and consists of several buildings. Nome-Beltz and Nome Elementary School (circa 1987) utilize mechanical equipment that is operated by various types of control systems. In most instances, the control systems are no longer performing as necessary or as desired, but they are not capable of being adjusted or repaired due to the age of the systems, damage from poor maintenance, changes in technology, and wear and tear from normal operation. NPS asked RSA Engineering to review their existing control systems and mechanical equipment, and develop a plan to provide new controls. The intent is to provide direct digital control (DDC) systems for the facilities to allow programming and operation of mechanical equipment. In addition to the improved performance this will provide for mechanical systems, it will extend the life of the equipment and buildings, and should save money on maintenance activities and energy consumption. A single DDC product line will be used in all of the facilities so they can be more easily managed by maintenance personnel, and can all be maintained by the same control contractor.

Design Approach

A complete direct digital control system will be installed in each facility to operate the existing HVAC and other equipment noted above. For this project “complete” means all new equipment from the workstation computer, to wiring, to control panels and end point devices. The controls will be from a single product line to allow all of the buildings to be connected to the same web interface that will be accessible to maintenance personnel.

The new system will allow access to the controls of each building to monitor equipment status and adjust equipment operation. Alarms will be programmed to send notifications to maintenance personnel via email and text. The workstation in the maintenance office will serve as the primary location for accessing the system, but the system will also be accessible through the internet using a web interface connected to the controls server. This will allow maintenance personnel access to monitoring and control options while working remotely, or while standing in a mechanical room using a Wi-Fi laptop. The awarded control contractor will develop operations and maintenance manuals of the system for NPS, and will provide training to NPS maintenance personnel at the end of the project. NPS is considering developing a service agreement with the contractor to provide on-going system maintenance and training.

Cost estimate

NPS has commissioned professional design services and an experienced project manager who have developed ROM estimates for work specific to these facilities. These source documents will be used first to establish the budget for proposed energy improvements, and then to guide the bid process for design work to full construction drawings and specifications. This work is underway and is expected to be concluded in early 2023, giving ample time for inclusion with the full proposal for this BIL grant. At this point, however, the early ROM estimates received are illustrated below:

NPS HVAC Controls Phase II - Application for Renew America's Schools Grant			
1/24/23			
Vendor	**Proposal**	**Adjustment**	**Grand Total**
Siemens - Email	$ 640,000.00	$ 100,000.00	$ 740,000.00
RSA Engineering	$ 29,056.00	$ 21,500.00	$ 50,556.00
NPS in-house HVAC repairs		$ 165,000.00	$ 165,000.00
Sub Total			**$ 955,556.00**
20% Contingency		20.00%	$ 191,111.20
Sub Total			**$ 1,146,667.20**
Fremontii Project Management	7.00%	$ 80,266.70	
Fremontii Travel	$ 2,800.00	8	$ 22,400.00
Grand Total			**$ 1,249,333.90**

Plan to execute and maintain improvements

The district has a relatively sophisticated procurement and project management function, along with a fully equipped in-house maintenance crew with adequate planning and staffing in all positions. Any projects which are beyond the capability of the district are contracted to a roster of professional individuals and firms that the district has long-term relationships with.

In addition, the State of Alaska Department of Education and Early Development requires the district to provide for the development and implementation of a preventive maintenance and facilities management program for all school facilities. programs. continuous documentation of a formal maintenance management program, and energy management plan, a custodial program, a maintenance training program and a renewal and replacement schedule are all required and monitored by the State DEED.

2023

ALASKA PERFORMANCE SCHOLARSHIP

Outcomes Report

APS: FALL 2011 – 2022

RESPECTFULLY PROVIDED BY: Alaska Commission on Postsecondary Education (**ACPE**)
Alaska Department of Education and Early Development (**DEED**)
Alaska Department of Labor and Workforce Development (**DOLWD**)
University of Alaska (**UA**)

PREPARED BY: *McKinley Research Group* (**MRG**)

PREPARED FOR: *Alaska Commission on Postsecondary Education*
ACPE.Alaska.Gov

2023

ALASKA PERFORMANCE SCHOLARSHIP

Outcomes Report

AUXILIARY AIDS AND SERVICES
AVAILABLE UPON REQUEST
TO INDIVIDUALS WITH DISABILITIES.

Version 1/17/2023 2:00 PM

Design & Layout by Kierstin Keller,
ACPE Publications Specialist

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EXECUTIVE SUMMARY

Since 2011, the Alaska Performance Scholarship (APS) has awarded Alaska students who excel in high school with more than **$100 million** in scholarships to help cover the cost of in-state postsecondary education. The APS has four primary objectives:

1. **Offer incentive for Alaska students to excel in high school**
2. **Prepare Alaska students for college or career training**
3. **Help Alaska students succeed in college**
4. **Keep skilled, high-achieving graduates in Alaska**



APS Eligibility & Use

Eligibility
17%

Award Use
22%

APS Eligible Students Not Wanting to Attend Post-secondary School in Alaska
56%

The eligibility rate of 17% for the class of 2022 was the lowest since program inception. APS eligibility rates declined steadily between 2014 and 2019, after which rates increased in 2020 and 2021 due to temporary suspension of standardized testing requirements. *Reinstatement of the standardized testing requirements* in 2022 is likely related to the steep drop in eligibility among the class of 2022.

Use of the award by class of 2022 APS-eligible students remained similar to rates in 2020 and 2021: 22% of eligible students used the award the fall following graduation, compared to **24%** in the classes of 2020 and 2021. Use of the award has steadily declined since peaking at **39%** in 2016.

In the class of 2022 APS-eligible student survey, **not wanting to attend college or a vocational/technical school in Alaska was the most common factor in students' decision to not use APS this academic year** (**56%** of eligible students who did not use the award), followed by students saying they had already decided on a different school outside of Alaska when they found out about APS eligibility (**44%**).

High School Outcomes

APS as a Motivator: *Placement Tests*
71%

APS as a Motivator: *Better Grades*
70%

In the class of 2022 APS-eligible survey, **71% said APS made them more likely to take placement exams** (SAT, ACT, or WorkKeys), including **51%** who said the program made them much more likely to take these exams.

Eligible students also report APS influenced their academic success: 70% said the program made them more likely to achieve better grades in high school, and **60%** said it made them more likely to take challenging courses.

Postsecondary Outcomes

Preparedness
95%

Persistence
80%

Completions
57%

Of first-time APS recipients enrolling at a University of Alaska (UA) program fall 2022, **95% were prepared to take college-level courses,** compared to **72%** of non-APS first-time students.

Of APS recipients entering UA in fall 2020, **80% persisted into their second year** compared to **56%** of non-APS recipients.

Of first-time, full-time APS recipients beginning their enrollment in fall 2016, **57% completed an undergraduate degree, certificate, or occupational endorsement within six years**, compared to **28%** of non-recipients.

Alaska Residency and Workforce Outcomes

APS Influence on In-State Attendance

68%

Ten years after high school graduation, **former APS recipients from the class of 2012 have higher rates of Alaska residency and participation in the Alaska workforce** compared to APS-eligible students who did not use the scholarship.

Of APS-eligible students surveyed from the class of 2022 who are currently enrolled in postsecondary education, **68% said APS influenced their decision to attend an in-state school**.

APS ELIGIBILITY DEFINITIONS & REQUIREMENTS

The following definitions are used throughout this report:

Eligible Students who have met APS requirements in high school and are eligible for the Career and Technical Education (CTE) award or collegiate level award (the latter can also be used for CTE education).

Ineligible Alaska high school graduates who did not meet APS requirements in high school.

Recipient Students who have used the APS award in at least one term.

Non-recipient Students who have not used APS for the reported term. This category includes students who were ineligible for the APS as well as APS-eligible students who are not using the award.

- *Student eligibility and award levels are based on the following:* ***Grade Point Average (GPA), standardized testing, and high school curriculum requirements*** (Exhibit 1).
- *Standardized testing requirements were waived for the high school graduating classes of 2020 and 2021 due to impacts of the coronavirus pandemic* ***but were reinstated for the graduating class of 2022.***
- *Visit* **APS.Alaska.gov** *for more information or to download eligibility checklists.*

EXHIBIT 1

APS Eligibility Requirements

	LEVEL 1	LEVEL 2	LEVEL 3
Award Amount	UP TO **$4,755** PER YR	UP TO **$3,566** PER YR	UP TO **$2,378** PER YR
Required GPA	**3.5** *or greater*	**3.0** *or greater*	**2.5** *or greater*
Required Testing[1]			
ACT/SAT: *For Degree or Certificate*[2]	**ACT 25 · SAT 1210**	**ACT 23 · SAT 1130**	**ACT 21 · SAT 1060**
WorkKeys: *For Certificate Only*	**A combination score of 13 or higher with no score below 4 is required** in Applied Math, Locating Information, & Reading for Information		
Required High School Curriculum *Students can choose either curriculum option.*	**Math & Science**: Science — 4 Credits; Math — 4 Credits; Social Studies — 4 Credits; Language Arts — 4 Credits **OR** **Social Studies & Language Arts**: Science — 3 Credits; Math — 3 Credits; Social Studies — 4 Credits; Language Arts — 4 Credits; World Language — 2 Credits[3]		

1 · Standardized testing requirements were waived for the high school graduating classes of 2020 and 2021 due to impacts of the coronavirus pandemic. Testing requirements were updated fall 2016. Students who took the SAT prior to March 2016 can qualify for APS on the previous 2400 scale (Level 1 - 1680, Level 2 - 1560, Level 3 - 1450).

2 · "Certificate" means a career & technical education certificate (does not include associate degrees).

3 · World Language courses include Alaska Native Language & American Sign Language.

APS AWARDS

Since the program's inception in 2011, **29,059** public high school graduates have earned eligibility for the APS, representing **30%** of all public high school graduates in Alaska. A total of **11,866** high school graduates have used the APS award, representing **12%** of all graduates and **41%** of all eligible students.

In FY2023, **1,823** students used the APS scholarship with an anticipated **$7.1 million** awarded (Exhibit 2).[4] The number of recipients has declined each year since FY2017, and the decline accelerated in FY2023 when emergency orders waiving standardized testing requirements expired.

EXHIBIT 2

APS Total Dollars Awarded & Recipients, FY2012-2023

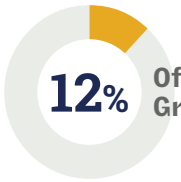
Award Year	Total Dollars Awarded	Recipients (Each Award Year)
2012	$2,982,449	929
2013	$5,653,223	1,717
2014	$7,823,335	2,330
2015	$10,046,899	2,976
2016	$11,055,641	3,358
2017	$11,285,711	3,423
2018	$11,079,588	3,358
2019	$10,156,663	3,089
2020	$9,371,849	2,835
2021	$9,334,253	2,798
2022	$9,370,820	2,399
2023 [4]	$7,161,660	1,823
TOTAL:	$105,322,090	—

DATA SOURCE: Alaska Commission on Postsecondary Education (ACPE) Alaska Student Aid Portal data & McKinley Research Group (MRG) calculations.

4 · Dollars awarded total for FY2023 were estimated based on twice the fall disbursed amount and number of APS recipients as of October 2022.

2 in 5
Eligible Alaska Graduates Go On To Use the APS

12,000 High School Graduates have used the award since 2011, representing:



Of All Alaska Graduates

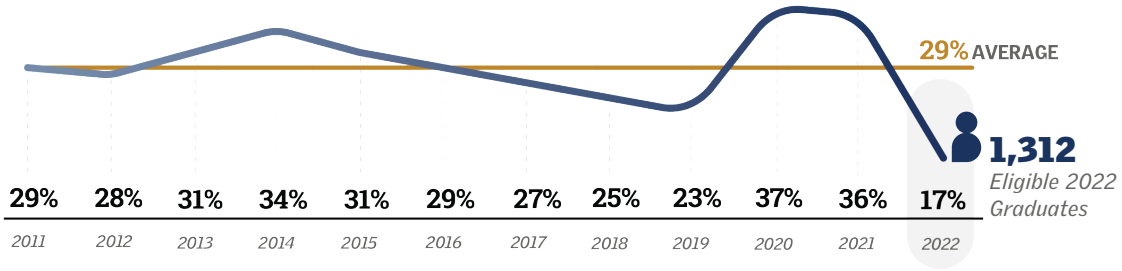
APS-ELIGIBLE GRADUATES & RECIPIENTS

APS ELIGIBILITY:

About **17%** of public high school graduates in the class of 2022 were eligible for the APS, the lowest rate since the program's inception (Exhibit 3). Eligibility rates for the classes of 2020 and 2021 were above average due to the temporary suspension of standardized testing requirements for APS eligibility due to test cancellations and other factors related to the coronavirus pandemic. Prior to the 2020 temporary change in eligibility criteria, APS eligibility rates had declined steadily since 2014.

EXHIBIT 3

Percent of Public High School Graduates Eligible for APS by Graduating Class, 2011-2022



ELIGIBILITY BY AWARD TYPE:

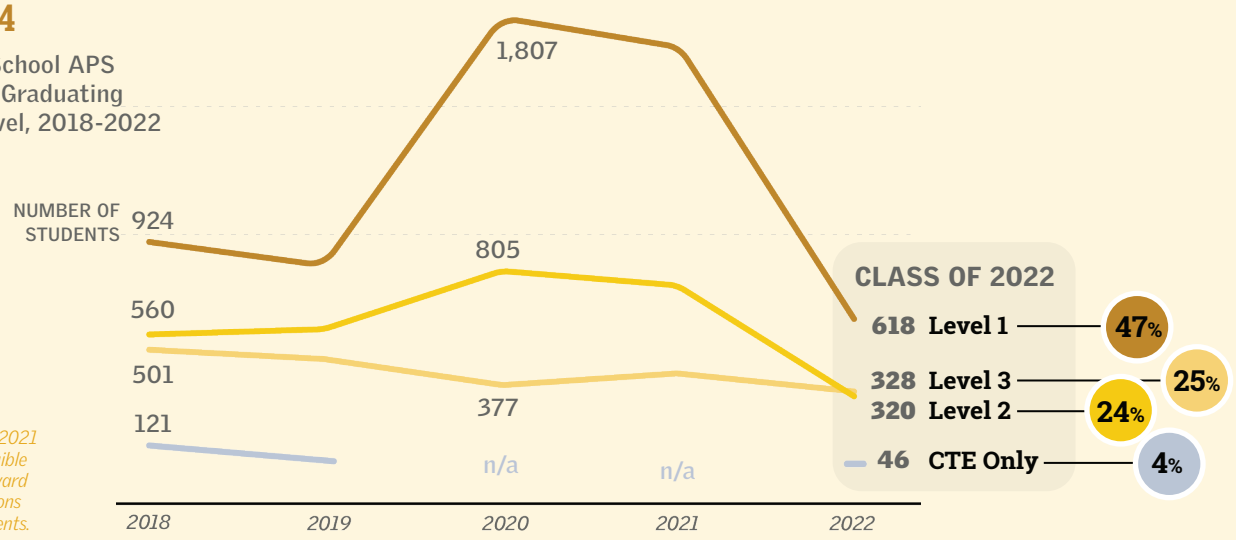
Among 2022 graduates eligible for APS, eligibility by award level was similar to the distribution prior to 2020. Of eligible 2022 graduates, **47%** were eligible for the Level 1 award, followed by **24%** for Level 2, **25%** for Level 3, and **4%** for the CTE award (**Exhibit 4**).

ELIGIBILITY BY REGION:

Eligibility rates declined significantly for graduates from all regions of Alaska between the graduating classes of 2021 and 2022 (**Exhibit 5**).

EXHIBIT 4

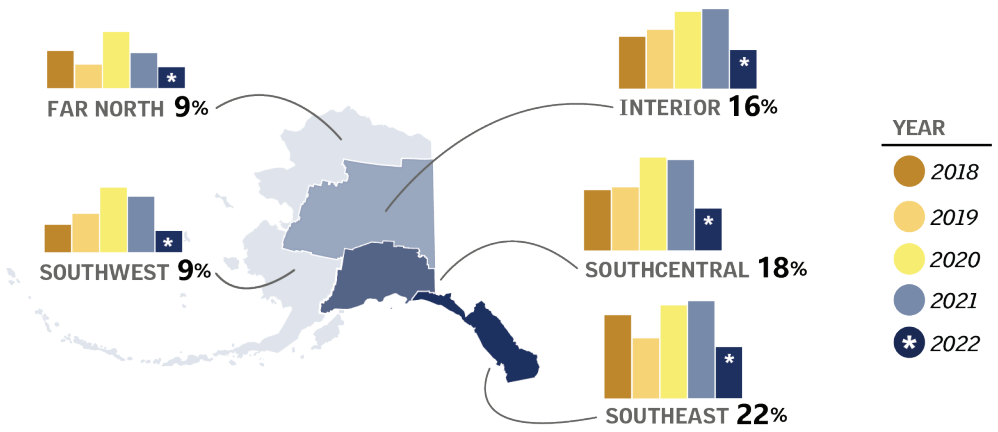
Public High School APS Eligibility by Graduating Class and Level, 2018-2022



NOTE: *No 2020 or 2021 graduates were eligible for only the CTE award due to the suspensions of testing requirements.*

EXHIBIT 5

Public High School Graduate APS Eligibility Rates by Region, 2018-2022



ELIGIBILITY BY RACE/ETHNICITY:

In total, **17%** of the 2022 high school graduating class was eligible for APS. Native Hawaiian/Pacific Islander, Alaska Native/American Indian, and African American/Black students were less likely to be eligible for APS than Asian, white, and Hispanic students (**Exhibit 6** & **Exhibit 7**).

Change in Eligibility
Class of 2021-22:

All ethnic groups experienced eligibility rate declines, with the greatest drop among

Asian Students

Change in Eligibility, 2021-2022
PT = Percentage Points

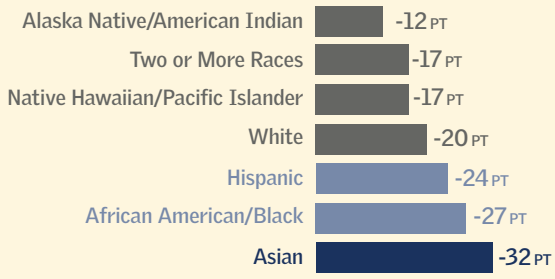


EXHIBIT 6

Class of 2022 Public High School Eligibility Rates by Race/Ethnicity

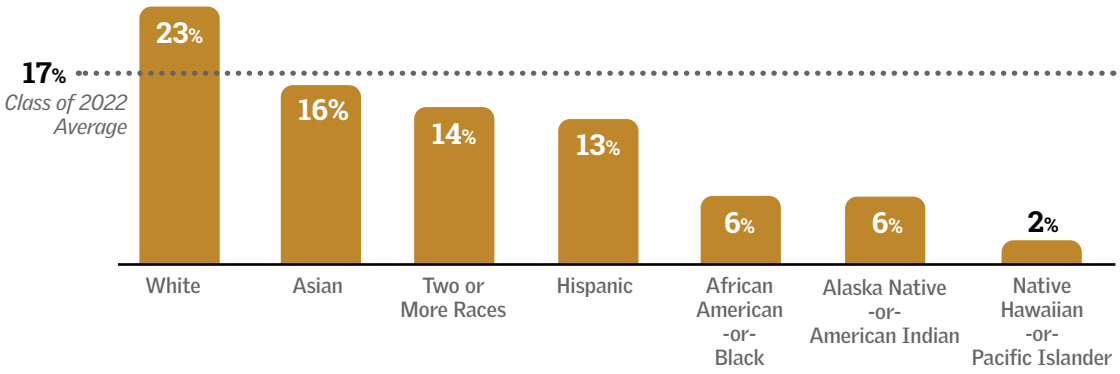
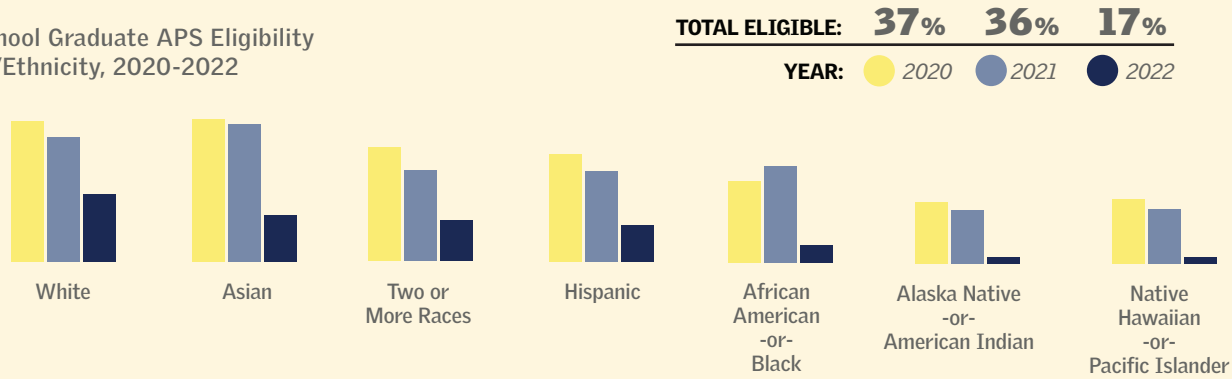


EXHIBIT 7

Public High School Graduate APS Eligibility Rates by Race/Ethnicity, 2020-2022



DATA SOURCE: ACPE Alaska Student Aid Portal data, Alaska Department of Education & Early Development, and MRG calculations.

APS USE BY ELIGIBLE STUDENTS

The percentage of eligible students using the APS award in the fall after graduation **declined** between the classes of 2019 and 2020. Use of the APS award by eligible graduates in the class of 2022 was consistent with the rate of use in 2020 and 2021 (Exhibit 8).

Several factors that may play a role in declining use of APS include the declining **value** of the award relative to costs, declining **competitiveness** of award amounts, and late **timing** of award notification.[5]

Declining Use of APS:

From 2021-2022, the number of APS recipients **DECREASED BY**

FY2021 700
FY2022 300

57%

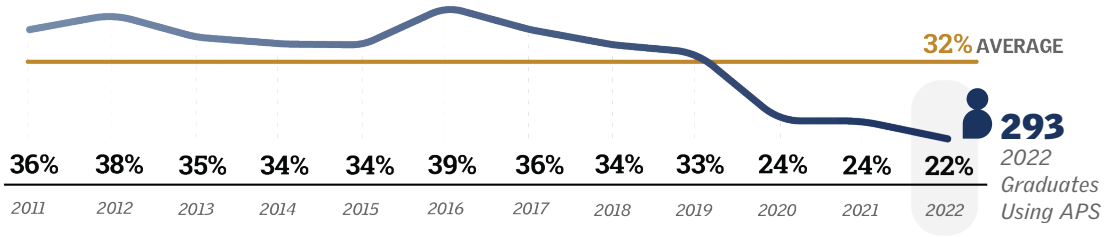
DECLINING VALUE

DECLINING COMPETITIVENESS

LATE TIMING

EXHIBIT 8

Percent of Public APS-Eligible Graduates Using APS the Fall After High School Graduation, 2011-2022

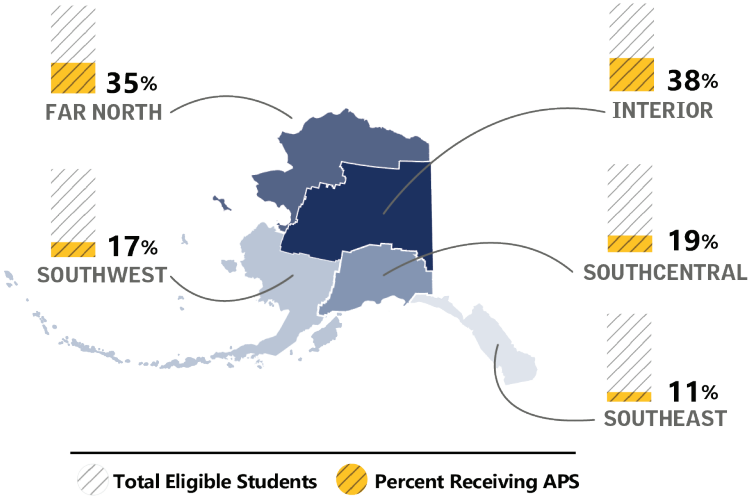


BY REGION:

Among class of 2022 public high school students, the **Interior region** had the highest proportion of eligible students using the scholarship (**38%**). The percentage of recipients using the APS in the fall increased in two regions compared to the class of 2021, with usage in the **Far North** region increasing from **22% to 35%** of eligible students, and the **Interior** region increasing from **35% to 38%** between 2021 and 2022. The rate of use declined in the remaining three regions, with use decreasing from **22% to 19%** by **Southcentral** graduates, the **Southeast** region decreasing from **19% to 11%**, and the **Southwest** region decreasing from **27% to 17%** (Exhibit 9).

EXHIBIT 9

Percent of APS-Eligible Students Using APS in the Fall After High School Graduation by Region, 2022



REGIONAL CHANGES (2021-2022):	
INTERIOR	↑4 PT
FAR NORTH	↑13 PT
SOUTHCENTRAL	↓3 PT
SOUTHWEST	↓10 PT
SOUTHEAST	↓8 PT

5 · McKinley Research Group. *Alaska Performance Scholarship: Program Review and Recommendations.* January 2021.

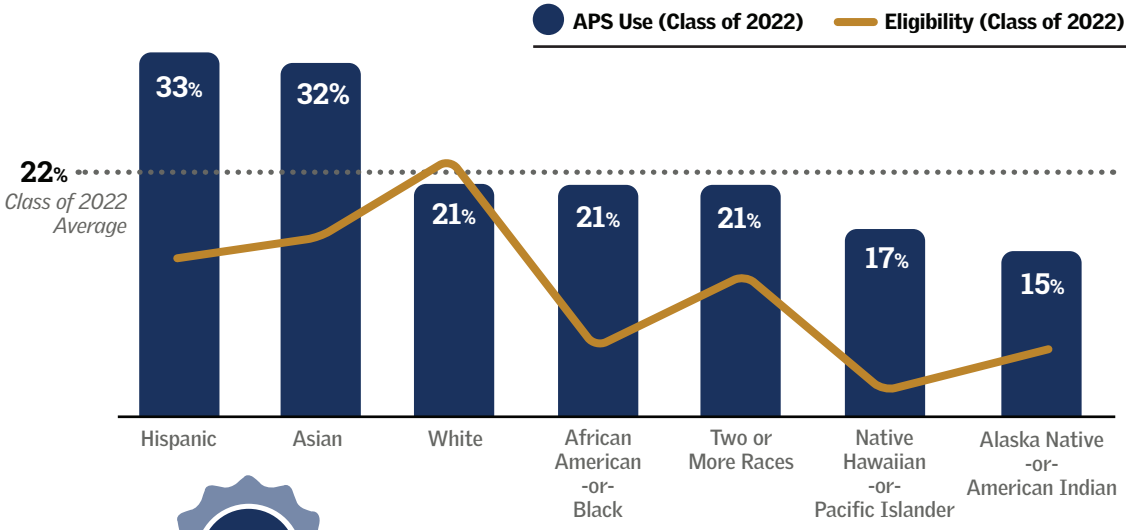
BY RACE/ETHNICITY:

Among class of 2022 public high school students, **Asian and Hispanic students** used the scholarship at higher rates compared to other eligible students (**32%** and **33%** of eligible students, respectively) (**Exhibit 10**).

Alaska Native/American Indian students are underrepresented as a proportion of those eligible for and receiving APS. Alaska Native/American Indian students represented **19%** of all graduates in the class of 2022, but **7%** of eligible students and **4%** of recipients. Conversely, white students are overrepresented, accounting for **70%** of eligible students while representing **51%** of the graduating class (**Exhibit 11**).

EXHIBIT 10

Percent of APS-Eligible Students Using APS in the Fall After High School Graduation by Race/Ethnicity, 2022



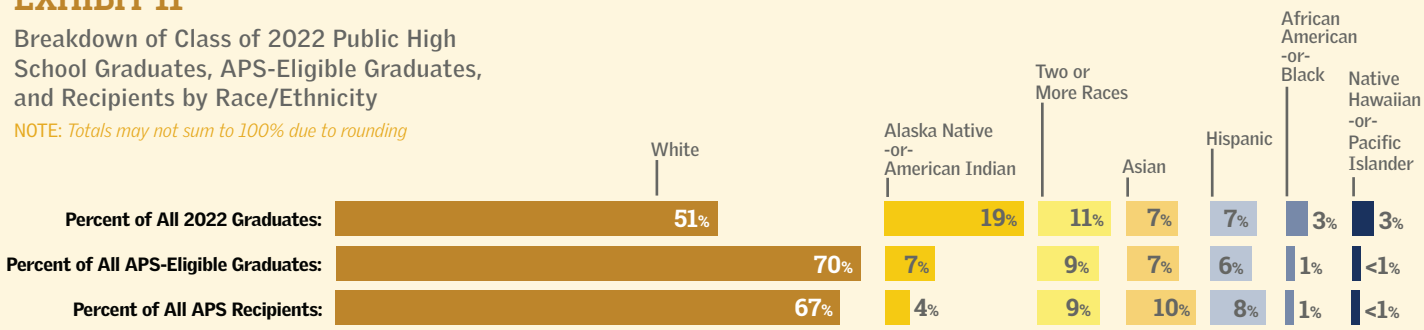
ASIAN & HISPANIC

APS-eligible students used the award at higher rates than other eligible students.

EXHIBIT 11

Breakdown of Class of 2022 Public High School Graduates, APS-Eligible Graduates, and Recipients by Race/Ethnicity

NOTE: *Totals may not sum to 100% due to rounding*



DATA SOURCE: ACPE Alaska Student Aid Portal data, Alaska Department of Education & Early Development, & MRG calculations.

Students Receiving APS:
(Compared with All Graduates)

UNDERREPRESENTED
- Alaska Native/American Indian
- African American/Black
- Native Hawaiian/Pacific Islander

OVERREPRESENTED
- White
- Asian
- Hispanic

FALL 2022 SURVEY (APS-ELIGIBLE STUDENTS)

In an effort to understand the impacts of the scholarship program, ACPE sends a survey each fall to all new high school graduates who were eligible for the APS. The fall 2022 survey of eligible members of the high school class of 2022 was administered online. Responses to select questions are shared and discussed below (**Exhibits 12-16**).

Those who are using the scholarship responded to the survey at higher rates than those who are not currently using it: **53%** of survey respondents said they received the scholarship, more than twice the **22%** rate of use among all APS-eligible high school graduates in the class of 2022.

AWARENESS OF APS AWARD:

Among respondents to the 2022 survey of APS-eligible high school graduates, **14% were unaware they qualified for the scholarship**. This includes **7%** who said they had heard of the APS but did not know if they were eligible, **5%** who had never heard of the APS, and **2%** who erroneously said they did not qualify for the scholarship (**Exhibit 12**).

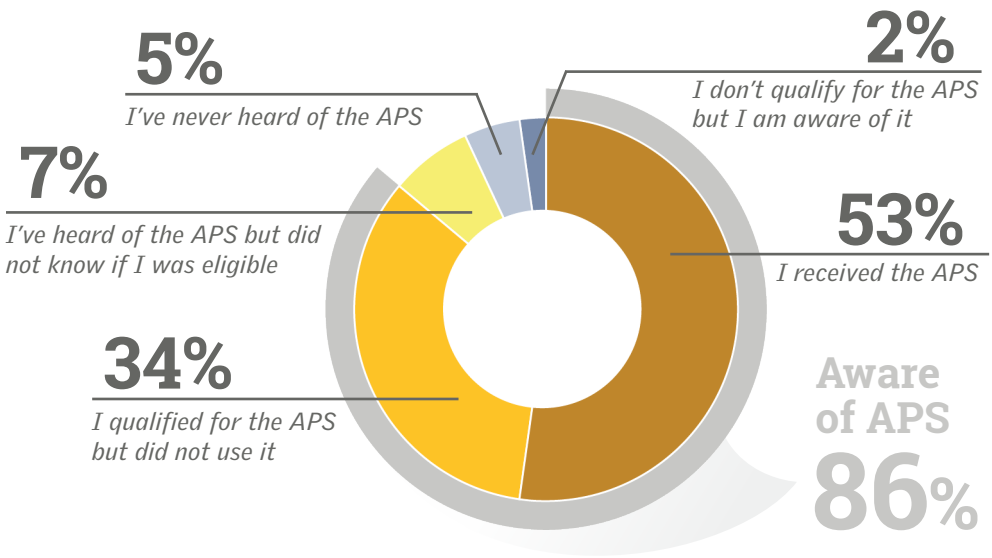
This finding suggests that a sizeable minority of APS-eligible students do not know they are eligible for the scholarship. Because students who are using the scholarship are overrepresented in the survey sample, the actual percentage of students who are not aware they qualified is **likely higher than 14%**.

EXHIBIT 12

Class of 2022 APS Survey:

"The APS is a scholarship program offered to Alaska high school graduates with qualifying GPA and test scores. Which of the following best describes you?"

NOTE: *Totals may not sum to 100% due to rounding*



INFLUENCE OF APS ON DECISIONS:

The survey asked students about the influence of the APS on their choices during high school as well as their postsecondary decisions (**Exhibit 13 & Exhibit 14**):

Placement Tests:
71%

Better Grades:
70%

Test Preparation:
67%

Take Challenging Courses:
60%

Seek College/ Academic Advising:
57%

Consider Career Options:
48%

Influence on High School Decisions:

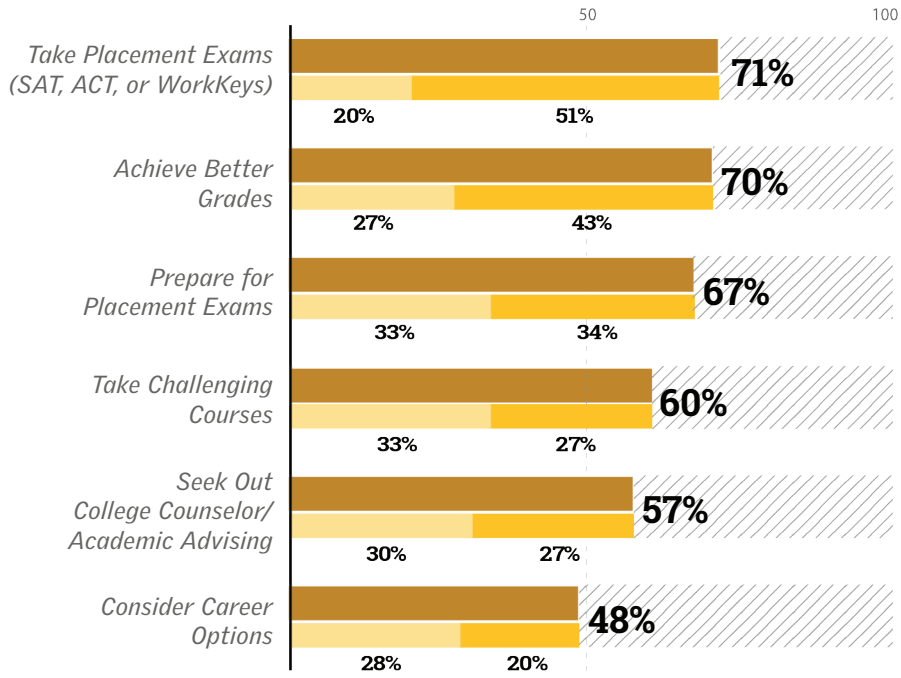
One of the goals of the state's merit-based scholarship is to motivate students to set high standards for themselves in high school by taking challenging coursework, achieving good grades, and actively planning for their future. Respondents were asked how much the availability of the APS influenced their high school choices and behaviors in six areas (**Exhibit 13**):

- *The strongest impact related to placement exams, with **71%** saying the availability of the scholarship made them more likely to take the SAT, ACT, or WorkKeys exams.*
- *Over two-thirds (**70%**) said it made them much more likely (**43%**) or somewhat more likely (**27%**) to achieve better grades.*
- *Two-thirds (67%) said it made them more likely to prepare for placement exams.*
- *Sixty percent said it made them more likely to take challenging courses, including **27%** who said it made them much more likely to do so.*
- *More than half (**57%**) said it made them more likely to seek out college or academic advising, including **27%** who said it made them much more likely.*
- *Just under half (**48%**) said it made them more likely to consider career options.*

EXHIBIT 13

Class of 2022 APS Survey:

"Due to APS availability, how likely were you to do any of the following in high school?"



NOTE: *Totals may not sum to 100% due to rounding. "Don't Know" responses were omitted.*

Influence on Postsecondary School Decisions:

Key goals of the APS include motivating high-achieving students to stay in state for postsecondary training and education, and helping qualifying students achieve their postsecondary training and education goals. Respondents were asked how much the APS influenced each of five postsecondary decisions (**Exhibit 14**):

Attend Alaska School:
68%

Amount Borrowed:
56%

Hours Worked:
42%

Full-time Enrollment Instead of Part-time:
37%

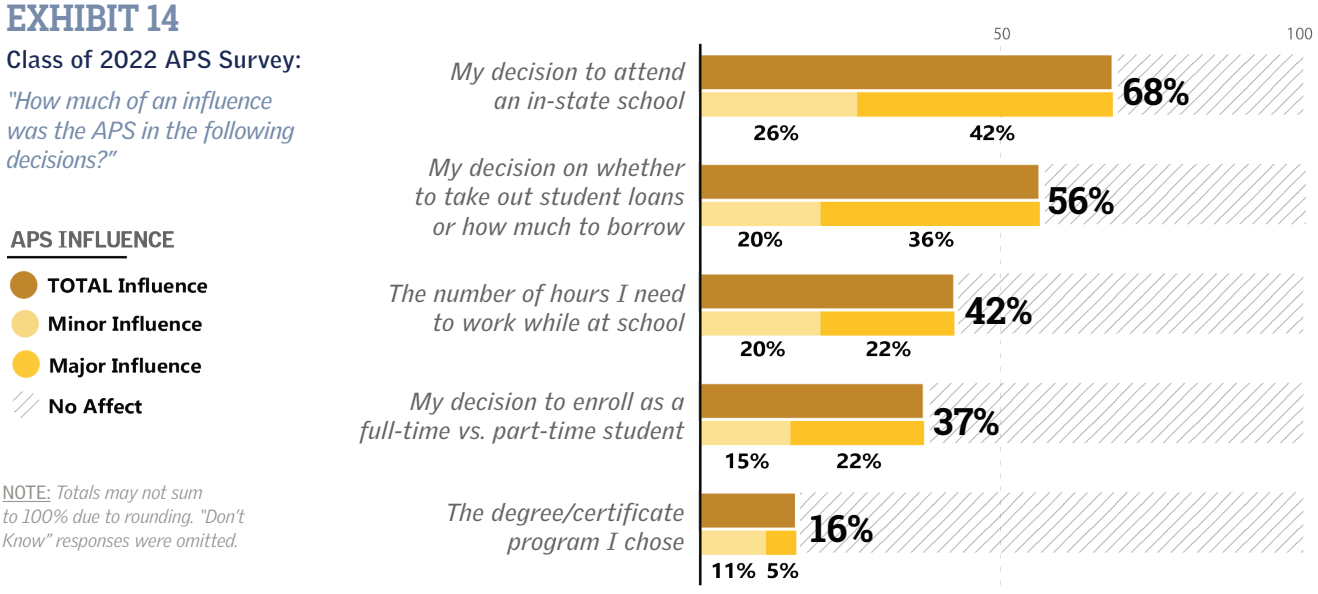
Degree/Certificate Program Choice:
16%

- *Among survey respondents, the top postsecondary decision influenced by the APS was the decision to attend school in Alaska, with two-thirds (**68%**) of students calling the scholarship either a major influence (**42%**) or a minor influence (**26%**).*
- *More than half (**56%**) said the APS influenced their decision on whether and how much to borrow, including **36%** who said it was a major influence and **20%** who called it a minor influence.*
- *Forty-two percent said the APS had either a major influence (**22%**) or a minor influence (**20%**) on the number of hours they need to work while at school.*
- *Over a third (**37%**) of students said the APS influenced their decision to enroll full-time rather than part-time, including **22%** who called it a major influence and **15%** who called it a minor influence.*
- *Only **16%** said the APS influenced their choice of degree/certificate program, with **5%** calling it a major and **11%** a minor influence.*

EXHIBIT 14

Class of 2022 APS Survey:

"How much of an influence was the APS in the following decisions?"



NOTE: *Totals may not sum to 100% due to rounding. "Don't Know" responses were omitted.*

REASONS STUDENTS DID NOT USE THE APS:

Only **22%** of APS-eligible students in the high school class of 2022 used the scholarship in fall 2022, **the lowest rate** in the program's 12-year history, and 10 percentage points below the average.

Usage rates have been dropping since 2016, when APS use in the fall following high school graduation peaked at 39%. **An in-depth program review published in January 2021 identified reduced appeal of in-state institutions, late timing of APS award notifications, and declining competitiveness of APS awards as key contributors to reduced APS use.**[6] The most recent survey of APS-eligible high school graduates corroborates these findings.

Students who did not use the APS in the 2022-2023 school year were asked to identify the factors that influenced their decision not to use the scholarship (**Exhibit 15**):

Not Wanting to Attend Alaska School:
56%

Late Timing of Eligibility Notification:
44%

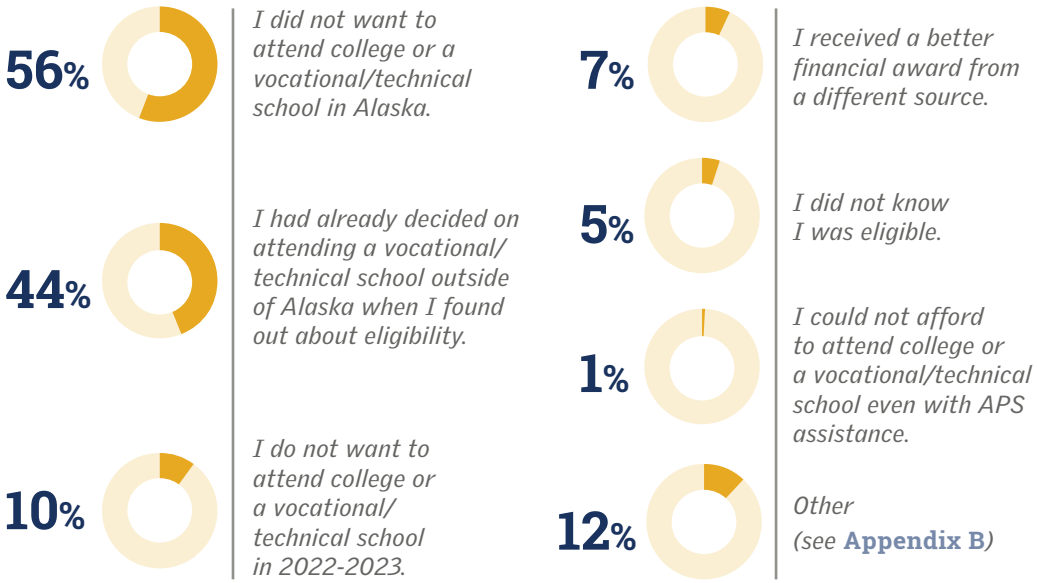
- *The top factor, selected by more than half (**56%**) of respondents, was not wanting to attend school in Alaska.*
- *The next-biggest factor related to timing: **44%** of respondents said they had already decided to attend school outside when they learned of their APS eligibility.*
- *One in ten (**10%**) said they did not want to attend school this year.*
- *Five percent said they were unaware they were eligible, and **1%** said school remained unaffordable even with the scholarship.*

Students who selected "Other" were asked to specify. Several said they plan to use the scholarship in the future or wanted to earn money before starting school. Others said Alaska institutions did not offer the programs they are interested in, such as one who noted Alaska does not have a maritime academy. "Other" verbatim responses can be found in **Appendix C**.

EXHIBIT 15

Class of 2022 APS Survey:

"Which of the following factors influences your decision to not use the APS this academic year? (Select all that apply.)"



DATA SOURCE: ACPE APS-Eligible Student Survey 2022

6 · McDowell Group (now MRG). *Alaska Performance Scholarship Program Review & Recommendations.* Prepared for ACPE, January 2021.

COMMENTS ABOUT THE APS:

Survey respondents were asked to share any comments about how the APS meets their needs and/or how it could be improved. A sample of responses follows, grouped by topic and lightly edited for clarity (**Exhibit 16**). All verbatim responses can be found in **Appendix C**.

EXHIBIT 16
Class of 2022 APS Survey: Comments

Positive Impacts

- *I think it's a great incentive for kids to try better in school.*
- *APS has allowed me to attend UAA without the added stress of debt. It has made me able to pursue my dreams and allows me to explore others. I am very grateful for APS.*
- *I think it's great that I have 6 years instead of 4 to use it.*
- *The scholarship really encouraged me to pursue my college career and takes away the stress from worrying about paying for school.*
- *It provides me with the opportunity to focus solely on coursework and gaining knowledge within my field of study instead of also having to worry about my ability to pay for basic needs for living.*
- *The scholarship was a life saver and allowed me to pursue college without taking out loans.*
- *It has sincerely aided me in pursuing my dream degree and has allowed me to do so without too much worry of finances.*
- *APS currently has paid for a 1/3 of my semester price, which has saved me a lot of money and stress since my parents can't afford to pay for my college.*
- *I am glad that it stays valid for 6 years because I plan to use the APS for graduate school back in Alaska.*
- *The Alaska Performance Scholarship has really helped me and my parents with tuition fees and I have no problems with this except for the wait time.*

> "THE SCHOLARSHIP WAS *A LIFE SAVER* AND ALLOWED ME TO PURSUE COLLEGE WITHOUT TAKING OUT LOANS."

Award Notification

- *I think a better job can be done of letting us know if we actually got it and what to do to make sure I can use it in the next 6 years. I am unsure of how to do this and if I actually got it.*
- *An improvement would be to reach out more often to the people who qualify.*
- *Unsure what the APS even is, would need a lot more information.*
- *I do not know if I qualified. No one ever told me.*
- *Make it easier to know if you actually received it.*

EXHIBIT 16

Class of 2022 APS Survey: Comments — *Continued*

Promotion & Awareness

- *I think it could be improved if high schools did talks about the APS for all years. I feel like since I come from the lower end of the financial spectrum, this would have been very helpful for my family and I if we knew sooner.*
- *Spread helpful, easy to understand infographics of how to benefit from Alaska Performance Scholarship to middle and high schools.*
- *Help kids learn about it before they get to high school. I learned about it a little late so I struggled to get the requirements.*
- *There was also no guidance on the tech school route. I ended up going to school for an AA in Diesel Mechanics with the Level 2 scholarship, but would have been better off taking the Work Keys test to qualify for the Level 1 scholarship and applying to a tech/trade program instead. I wish I had known this was an option.*

Impact of Standardized Testing

- *I definitely think the SAT and ACT score for the different levels should be rethought. I was a straight-A student but had a hard time with the SAT and ACT. It was disappointing to see that despite my good grades, I didn't score high enough on those tests to achieve a higher level.*
- *The APS can be improved by not using the SAT/ACT requirement as most colleges themselves do not use these scores in their admission process.*
- *A great opportunity, but the required SAT/ACT score were the only thing preventing me from reaching a higher level. I feel like standardized testing should have the least amount of impact it says about a person's knowledge level due to the inaccuracy in portraying a person's full knowledge.*
- *I don't like that the SAT and ACT have so much power over what reward you receive.*
- *In previous years, test scores weren't needed because of COVID. I was informed very late in the school year that my test scores were needed and would not be waived. Because of the short notice, it was very difficult and stressful for me to find a testing center that was still administering ACTs.*

Award Levels

- *Increase the money offered to students per level as inflation and tuition rises.*
- *It is a great help to have the Alaska Performance scholarship, though the reward levels aren't that high, even at the highest level. Any increase in scholarship amounts for the student's efforts would be helpful.*
- *It could be improved by offering some more money to higher level individuals.*

Other Suggestions

- *Being able to use the scholarship for single classes such as over the summer while pursuing a degree would be helpful.*
- *This scholarship should be applied to students if they are wishing to come back to Alaska.*

DATA SOURCE: ACPE APS-Eligible Student Survey 2022

APS & POSTSECONDARY OUTCOMES

Among APS recipients graduating in FY2022, **97%** attended University of Alaska (UA) institutions in FY2023 (preliminary), with **54%** attending University of Alaska Anchorage, **37%** attending University of Alaska Fairbanks, and **5%** attending University of Alaska Southeast. This year, an additional **79 prior-year** APS-eligible high school graduates enrolled as first-time freshmen at a UA institutions and received the award. **More than 1 in 5** first-time freshmen entering UA receiving the APS award in fall 2022 delayed entry into postsecondary education after graduating high school.

Since FY2018, the total number of APS recipients attending Alaska postsecondary institutions has

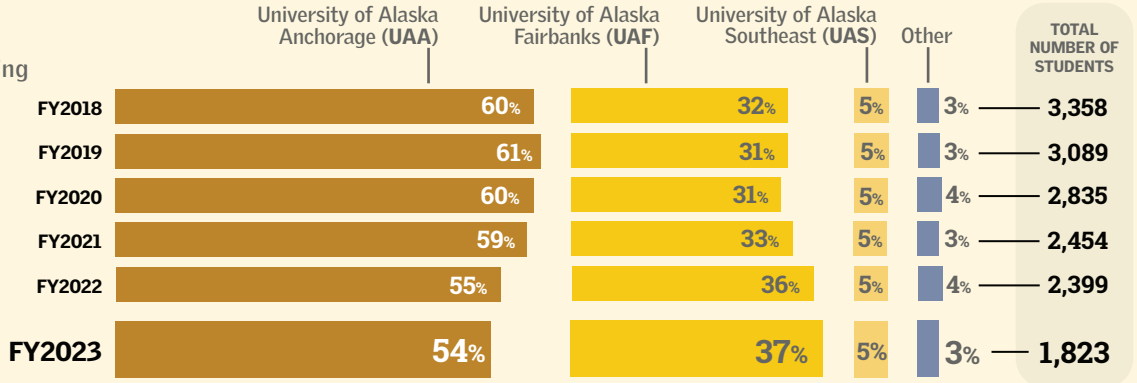
DECREASED BY 46%



EXHIBIT 17

APS Recipients Attending Postsecondary in Alaska by Institution, FY2019-FY2022 and Preliminary FY2023

NOTE: *FY2023 based on preliminary fall 2022 ASAP data. Students for whom FY2023 institution data were missing were not considered in this analysis.*



DATA SOURCE: ACPE Alaska Student Aid Portal data & MRG calculations.

APS RECIPIENTS AT THE UNIVERSITY OF ALASKA

One goal of the APS is to ensure students are prepared for college or technical training.

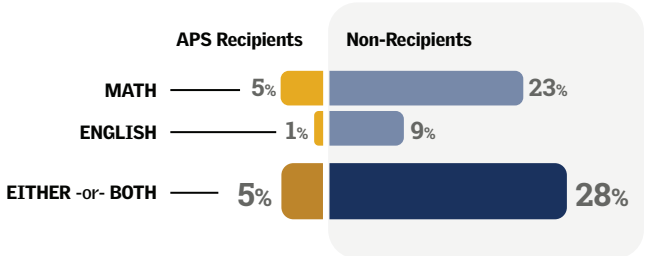
NEED FOR DEVELOPMENTAL COURSEWORK:

In fall 2022, APS recipients were significantly less likely than non-recipients enrolled at UA to require developmental coursework (**Exhibit 18**).

EXHIBIT 18

Percent of Enrolled First-Time Freshmen at UA from the Class of 2022 Needing Developmental Coursework, Fall 2022

Percent Requiring Developmental Coursework





CREDIT COMPLETION:

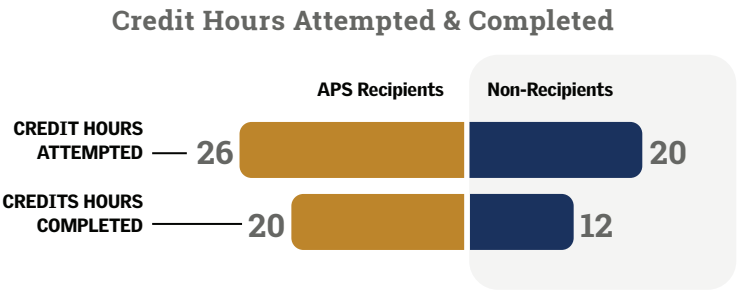
Another APS program goal is for students to succeed in college. On average, APS recipients **attempt and complete more credit hours per year** than their peers (**Exhibit 19**). APS recipients entering in fall 2022 completed **79%** of attempted credits compared to **61%** among non-recipients (**Exhibit 20**).

PERSISTENCE:

APS recipients **return for a second year of postsecondary education at higher rates** than non-recipients at UA. Of those entering in fall 2020, **80%** of APS recipients re-enrolled in fall 2021 compared to **56%** of non-recipients (**Exhibit 21**).

EXHIBIT 19

Average Credit Hours Attempted and Completed, High School Class of 2021





APS recipients attempt and complete more credit hours.

EXHIBIT 20

Percent of Attempted Credit Hours Completed, High School Class of 2017-2021

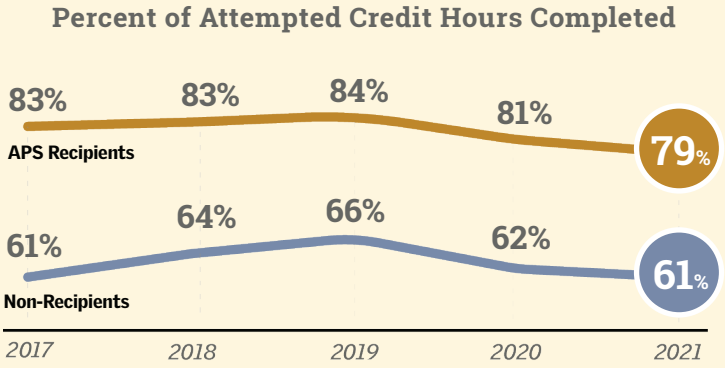
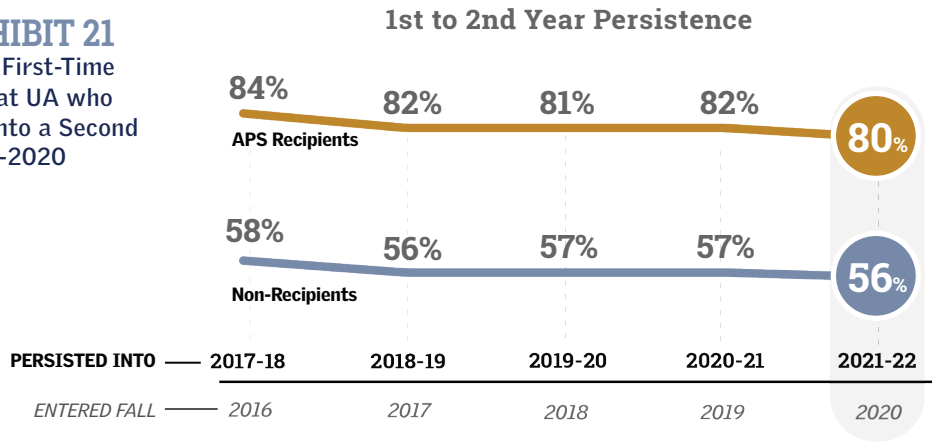
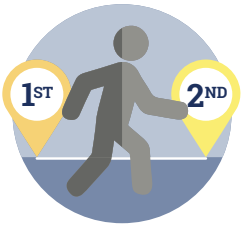


EXHIBIT 21

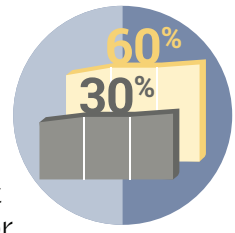
Percent of First-Time Freshmen at UA who Persisted into a Second Year, 2016-2020





More APS recipients persist into their second year of postsecondary studies.

COMPLETION RATES:



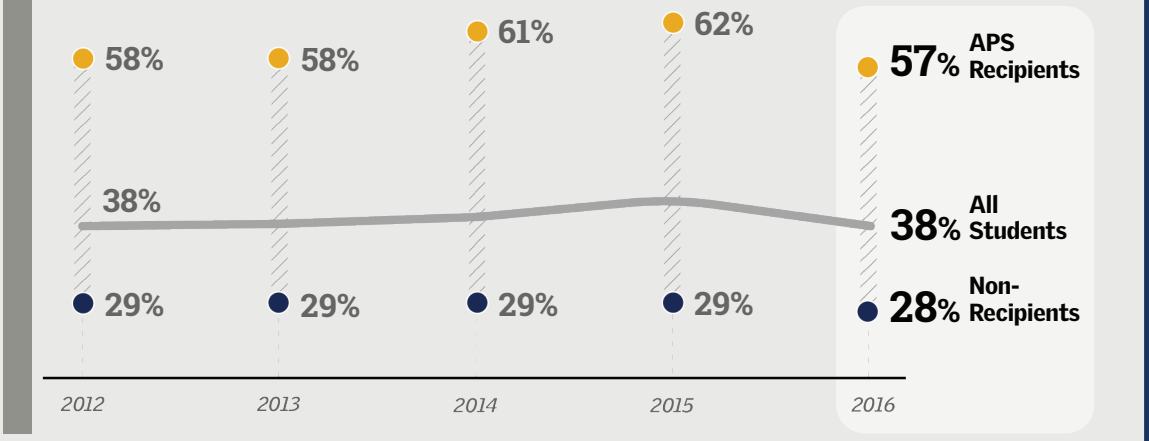
Completion rates are another way to track college success. Of first-time, full-time freshmen entering UA in fall 2016, **57%** of APS recipients graduated with an undergraduate degree, certificate, or occupational endorsement within six years, **more than double the rate** (**28%**) of non-recipients. The most recent available national six-year completion rate was **28%** for degree-seeking students at comparable institutions (**Exhibit 22**).[7]

APS recipients also have higher completion rates for programs designed to be completed in two years or less. Of public high school graduates in the class of 2019 attending such programs, **37%** of APS recipients graduated from the program within three years, compared to **24%** of non-recipient first-time students. While not directly comparable, the nationwide three-year graduation rate for first-time students attending public, two-year institutions were **29%** for students entering in 2017, the most recent year available (**Exhibit 23**).[8] Preliminary characteristics of first-time students entering UA in fall 2022 are provided in **Exhibit 24**.

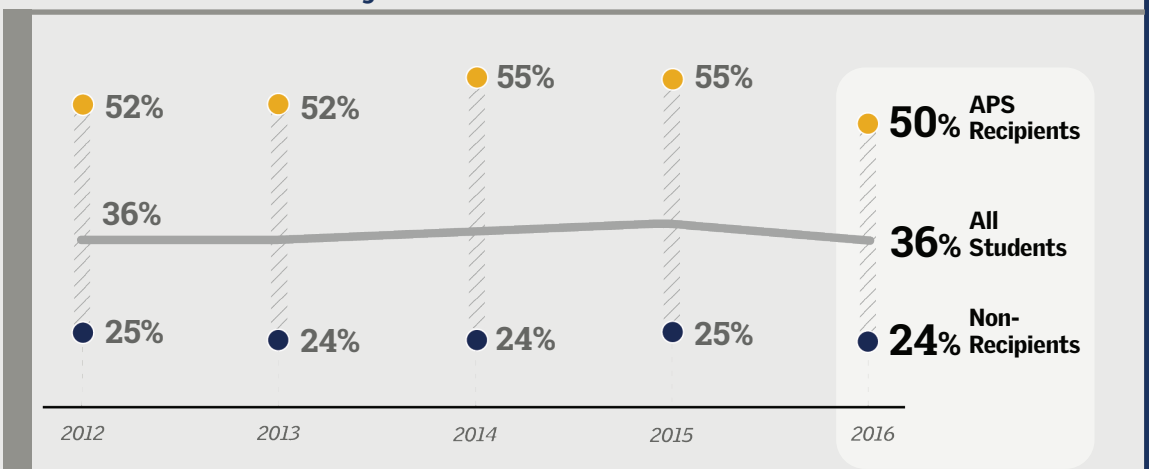
EXHIBIT 22

Percent of First-Time, Full-Time Freshmen Six-Year Graduation Rates by High School Class, 2012-2016

Received Any Undergraduate Degree, Certificate, or Occupational Endorsement



Received Bachelor's Degree [9]



7 · National Center for Education Statistics. *Annual Report 2021*. National graduation rates are based on first-time students entering public, four-year institutions with open admissions in 2014.

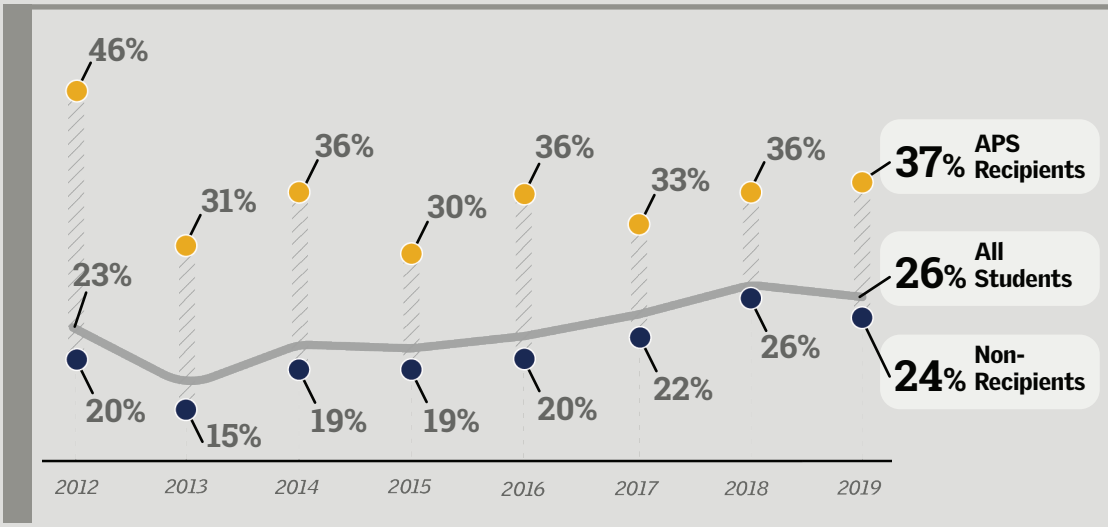
8 · National Center for Education Statistics. *Annual Report 2021*. National graduation rates are based on first-time students entering public, two-year institutions in 2017.

9 · Based on bachelor's degree-seeking first-time, full-time students.

EXHIBIT 23

Percent of First-Time, Full-Time Freshmen Three Year Graduation Rates for Two-Year or Less Programs by High School Class, 2012-2019

Received Certificate or Occupational Endorsement for Two-Year or Less Program



The APS Helps Students
Complete Postsecondary Programs Timely

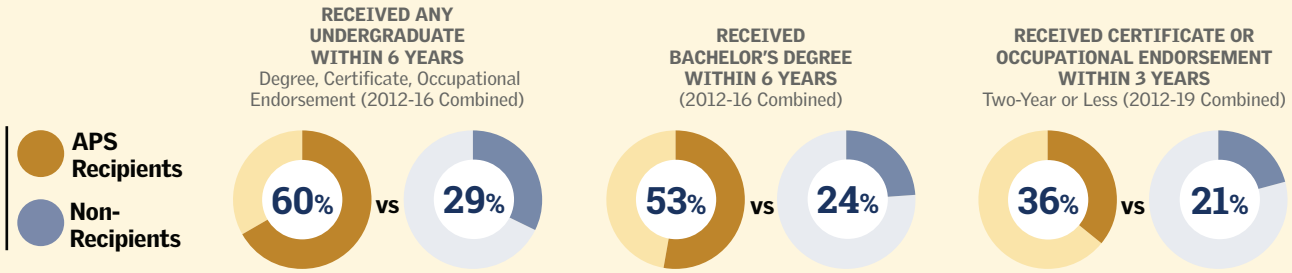


EXHIBIT 24

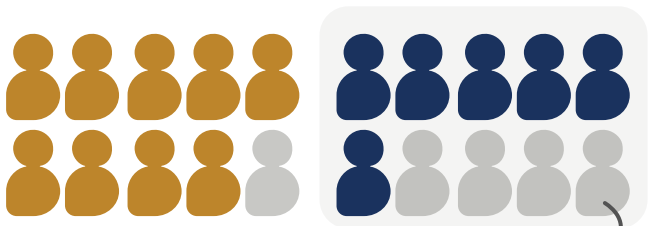
Recent Alaska High School Graduates Entering University of Alaska by Degree Level Sought, Entering Fall 2022

APS Recipients
372

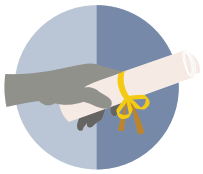
Non-Recipients
842

First-time Freshmen Attending UA

Pursuing a Bachelor's Degree:



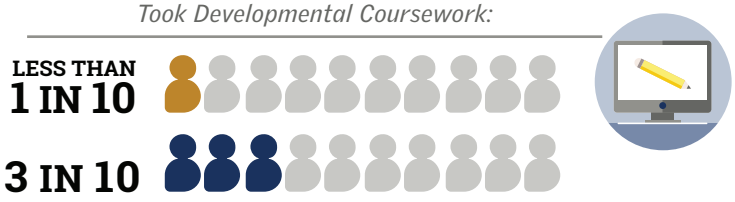
More non-recipients than APS recipients pursuing Associates Degrees & Certificates



88%

The vast majority of APS recipient freshmen start off pursuing a Bachelor's degree

Took Developmental Coursework:



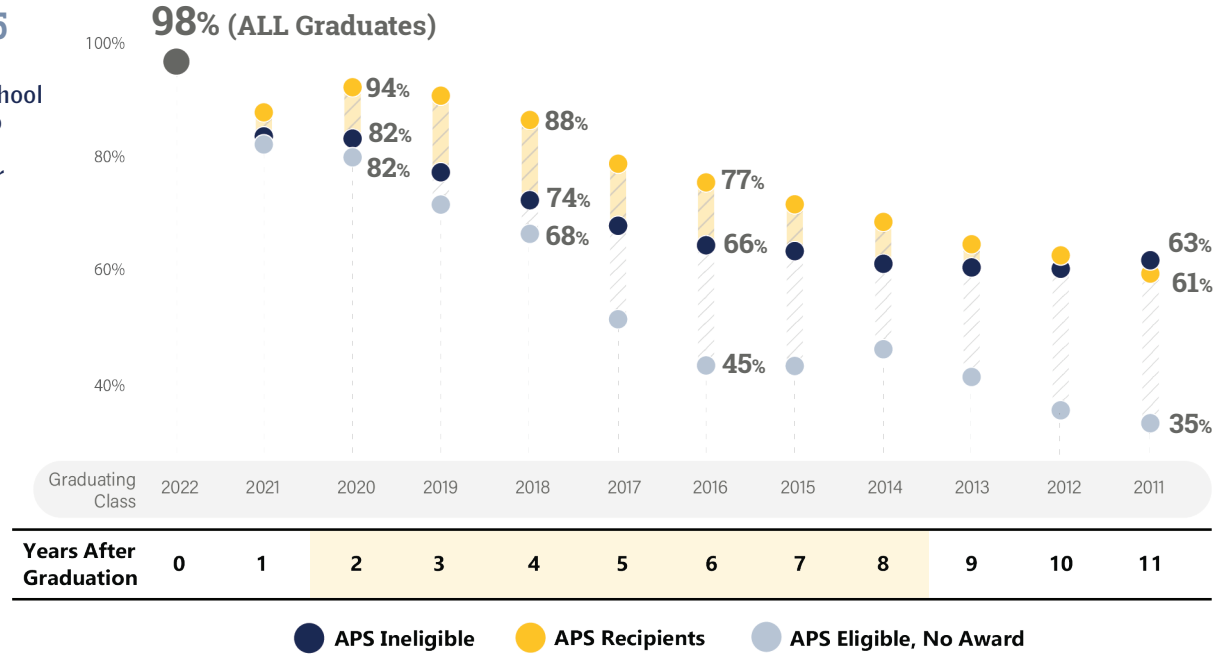
DATA SOURCE: Data supplied by universities via UA Information Systems: UA Decision Support Database, Fall 2011 - Fall 2022. Compiled by UA Data Strategy & Institutional Research Department. MRG calculations.

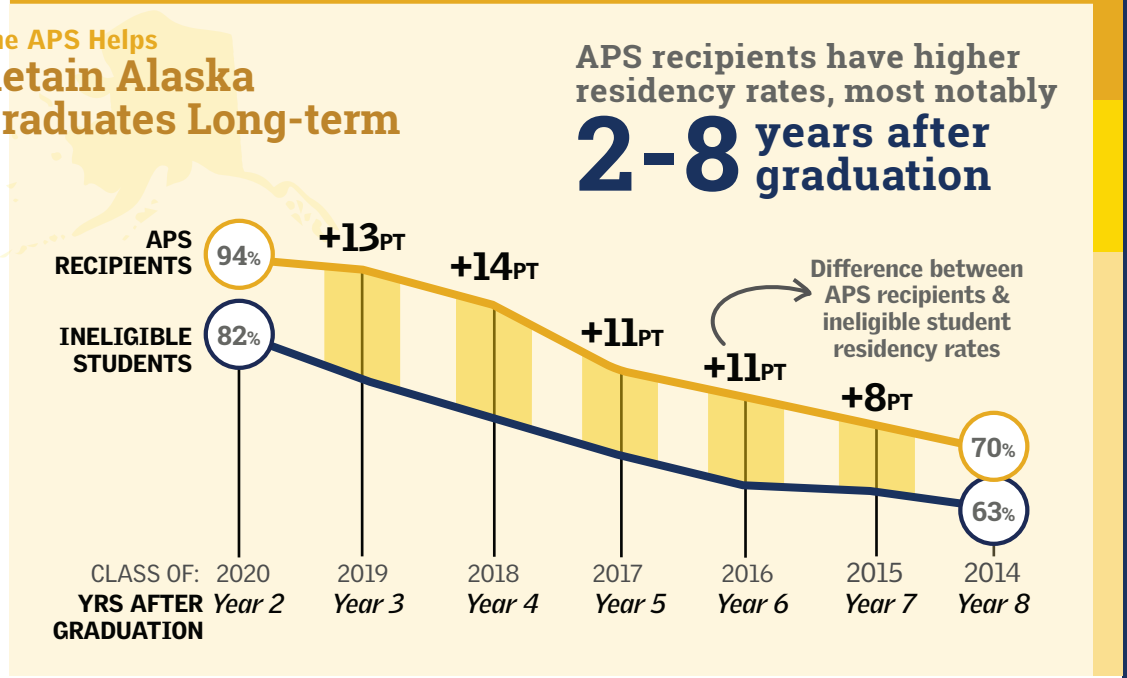
APS & ALASKA RESIDENCY OUTCOMES

One goal of the APS program is to help the state retain high-achieving Alaska high school graduates. APS recipients generally have higher Alaska residency rates compared to ineligible students, as well as those who were eligible but did not use the APS. For example, about **61%** of high school class of 2011 APS recipients were Alaska residents in 2022, compared to **59%** of all high school graduates, and **35%** of those who were APS-eligible but did not use the award (**Exhibit 25**).

EXHIBIT 25

Percentage of Alaska High School Graduates Who Remain Alaska Residents After Graduation, by Class and APS-Eligibility Status, Classes of 2011-2022





DATA SOURCE: Alaska Department of Revenue Permanent Fund Dividend Applicant Database 2022.

APS RECIPIENTS IN THE ALASKA WORKFORCE

Another measure of the state's retention of high-achieving students is employment in the Alaska labor force. Based on analysis by DOLWD, the strongest economic and workforce outcomes came from those who both qualified for APS and accepted the award. **Six to seven years after high school graduation, 73% of APS recipients from the class of 2014 and 70% from the class of 2015 were employed in the Alaska labor force**. By comparison, the employment rate for those that were ineligible for the APS in these two classes was **62%**. The lowest employment rates were those of students who were eligible for APS but did not accept it, with only **48%** of the class of 2014 and **43%** of the class of 2015 employed in Alaska in 2022 (**Exhibit 26**). Within this group, APS-eligible students who chose to enroll at an institution out of state had even lower employment rates: only **24%** were employed in 2022.

APS recipients in the Alaska workforce earned slightly higher average wages than their ineligible peers and those who were eligible but did not use APS (**Exhibit 26**). **Exhibit 27** lists the top occupations of former Alaska high school graduates from the classes of 2014-2016 working in Alaska in FY2022.

APS Recipients vs Ineligible Students:
Class of 2014 & 2015

9% Average higher employment for APS recipients

$4,000 Average higher wages for APS recipients

EXHIBIT 26

Percent of Graduates Employed in Alaska and Average Annual Wages in 2022 by APS-Eligibility Status, Classes of 2014 and 2015

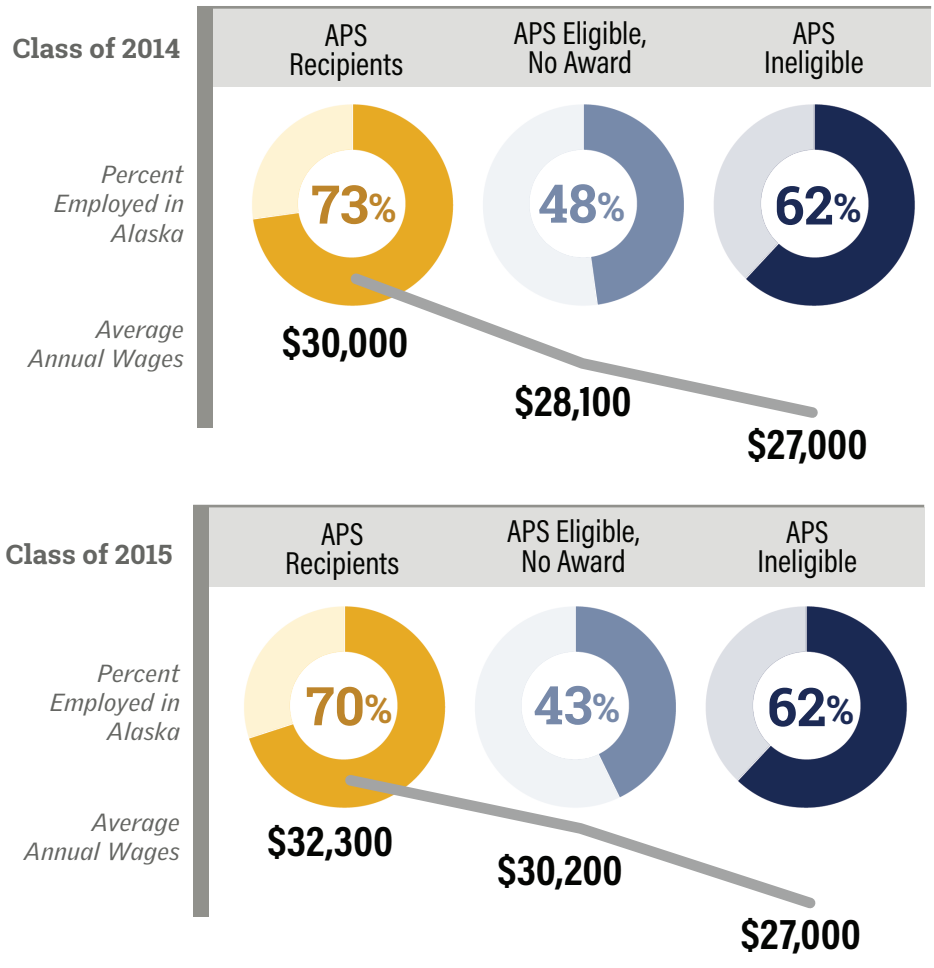


EXHIBIT 27

Top Occupations in Alaska Among High School Graduates in FY2022 by APS-Eligibility Status, Classes of 2014-2016 (Combined)

APS RECIPIENTS		APS ELIGIBLE, NO AWARD		APS INELIGIBLE	
Occupation	*%*	*Occupation*	*%*	*Occupation*	*%*
Retail Sales Workers	7%	Retail Sales Workers	8%	Retail Sales Workers	11%
Information & Record Clerks	5%	Food & Beverage Serving Workers	6%	Construction Trades Workers	6%
Other Office & Administrative Support Workers	5%	Other Office & Administrative Support Workers	6%	Material Moving Workers	6%
Healthcare Diagnosing or Treating Practitioner	5%	Information & Record Clerks	6%	Food & Beverage Serving Workers	5%
Other Healthcare Support Occupations	4%	Construction Trades Workers	4%	Information & Record Clerks	5%
Food & Beverage Serving Worker	4%	Other Healthcare Support Occupations	4%	Other Office & Administrative Support Workers	4%
Engineers	4%	Financial Clerks	3%	Other Healthcare Support Occupations	3%
Secretaries & Administrative Assistants	3%	Healthcare Diagnosing or Treating Practitioner	3%	Home Health & Personal Care Aides; & Nursing Assistants, Orderlies, & Psychiatric Aides	3%
Construction Trades Workers	3%	—	–	Building Cleaning & Pest Control Workers	3%
Health Technologists & Technicians	3%	—	–	Cooks & Food Preparation Workers	2%
Financial Clerks	3%	—	–	Secretaries and Administrative Assistants	2%
Other Occupations	54%	Other Occupations	60%	Other Occupations	48%

DATA SOURCE:
Alaska Department of Labor and Workforce Development, Research and Analysis Section.

APPENDIX A

The Alaska Performance Scholarship (APS) is designed to reward Alaska students who excel in high school with scholarships to help cover the cost of in-state postsecondary education. The Alaska Commission on Postsecondary Education (ACPE) contracted with McKinley Research Group (MRG) to prepare a report of program outcomes for the 2023 state fiscal year (FY).

Methodology

Several data sources are used throughout this report. ACPE provided student-level data from the Alaska Student Aid Portal (ASAP). Data were analyzed by MRG to describe student demographics, eligibility, and program usage. ASAP data for academic years 2011-2012 through 2021-2022 were used to show ten-year trends. ASAP data for academic year 2022-2023 were run in September 2022 and are considered preliminary. Additional data on the total number and demographics of Alaska public high school graduates were provided by the Alaska Department of Education and Early Development (DEED).

ACPE obtained student enrollment records from the National Student Clearinghouse (NSC). MRG used student-level ASAP and NSC data to request aggregated data on the percentage of Alaska high school graduates in the state workforce in FY2021 (July 1, 2020 through June 30, 2021) from the Alaska Department of Labor and Workforce Development (DOLWD).

In October and November 2022, ACPE surveyed APS-eligible students from the class of 2022 to better understand how the APS impacted their high school decisions and their post-secondary choices. The survey was sent to students via email. APS sent survey invitations to **1,154** high school graduates and received responses from **245** students (a response rate of **22%**).

ACPE requested aggregated data on educational persistence, credit hours attempted and achieved, and other characteristics from the University of Alaska (UA) for inclusion in the report.[10] Student-level data were analyzed by UA Data Strategy and Institutional Research Department and provided to MRG in summarized form.

10 · Historically 96-97% of students who use the APS attend University of Alaska.

McKINLEY RESEARCH GROUP, LLC
Formerly McDowell Group

APPENDIX B

Public School Class of 2022 APS Headcounts, by School District

School District	Class of 2022 High School Graduates	APS-Eligible Graduates	Fall of 2021 APS Recipients	APS Award Amount
Alaska Gateway	19	*	*	*
Aleutian Region	1	0	0	$0
Aleutians East Borough	8	0	0	$0
Anchorage	2,531	438	64	$115,627
Annette Island	14	0	0	$0
Bering Strait	116	10	*	*
Bristol Bay Borough	12	0	0	$0
Chatham	7	0	0	$0
Chugach	37	9	*	*
Copper River	20	*	*	*
Cordova City	20	6	0	$0
Craig City	28	*	0	$0
Delta-Greely	33	5	*	*
Denali Borough	68	19	*	*
Dillingham City	23	*	*	*
Fairbanks North Star Borough	643	137	59	$107,600
Galena City	491	72	22	$41,316
Haines Borough	11	5	*	*
Hoonah City	6	*	*	*
Hydaburg City	5	0	0	$0
Iditarod Area	11	*	0	$0
Juneau Borough	331	90	10	$17,833
Kake City	6	*	0	$0
Kashunamiut	15	0	0	$0
Kenai Peninsula Borough	517	80	21	$41,018
Ketchikan Gateway Borough	153	26	*	*
Klawock City	6	*	0	$0
Kodiak Island Borough	125	21	7	$9,809
Kuspuk	15	0	0	$0

NOTE: *Data have been suppressed to protect student confidentiality, indicated by "*"*

APPENDIX B

Public School Class of 2022 APS Headcounts, by School District — *Continued*

School District	Class of 2022 High School Graduates	APS-Eligible Graduates	Fall of 2022 APS Recipients	APS Award Amount
Lake and Peninsula Borough	22	0	0	$0
Lower Kuskokwim	196	*	0	$0
Lower Yukon	101	0	0	$0
Matanuska-Susitna Borough	1,380	252	64	$123,646
Mount Edgecumbe	70	11	*	*
Nenana City	139	10	5	$10,700
Nome Public Schools	31	10	*	*
North Slope Borough	102	5	*	*
Northwest Arctic Borough	96	6	*	*
Pelican City	1	0	0	$0
Petersburg Borough	31	10	*	*
Pribilof	2	*	0	$0
Saint Mary's	11	7	0	$0
Sitka	69	15	*	*
Skagway	5	*	0	$0
Southeast Island	13	0	0	$0
Southwest Region	25	0	0	$0
Tanana City	4	0	0	$0
Unalaska City	26	8	0	$0
Valdez City	40	9	*	*
Wrangell Public Schools	14	*	*	*
Yakutat	4	0	0	$0
Yukon Flats	11	0	0	$0
Yukon-Koyukuk	234	13	7	$11,294
Yupiit	19	9	0	$0
TOTAL:	**7,918**	**1,312**	**293**	**$544,648**

Source: Alaska Commission on Postsecondary Education – Alaska Student Aid Portal data and McKinley Research Group calculations.

NOTE: *Data have been suppressed to protect student confidentiality, indicated by "*"*

APPENDIX C

Verbatim Comments Submitted by Respondents to the 2022 APS-Eligible Student Survey.

Comments are alphabetized and lightly edited for spelling and clarity.

Which of the following factors influenced your decision to not use the Alaska Performance Scholarship this academic year? "Other" responses:

I am attending a college outside of Alaska this year.

I attended my mother's alma mater in South Dakota which isn't a recipient of the APS.

I didn't attend a school last semester and I plan on using it in the future.

I don't know how to use it.

I plan on using it in the future.

I want to earn money before going to school.

I wanted to use the APS later in life.

No Alaska school offered what I wanted.

Playing basketball for a college in North Carolina.

Received similar award elsewhere and decided to spend time outside the state.

There are no maritime academies in Alaska so it was not an option for me.

This scholarship should be applied to students if they are wishing to come back to Alaska.

Please share any comments about how the Alaska Performance Scholarship meets your needs and/or how it could be improved.

A great opportunity, but the required SAT/ACT score were the only thing preventing me from reaching a higher level. I feel like standardized testing should have the least amount of impact it says about a person's knowledge level due to the inaccuracy in portraying a person's full knowledge.

An easier portal would be helpful.

Appreciate having it available to me.

APS has allowed me to attend UAA without the added stress of debt. It has made be able to pursue my dreams and allows me to explore others. I am very grateful for APS.

APS has contributed to paying for my first semester of college using only scholarships which has relieved a great deal of financial stress/uncertainties.

APS has helped me extremely. It currently has paid for a 1/3 of my semester price, which has saved me a lot of money and stress since my parents can't afford to pay for my college.

APS has helped me immensely with paying my tuition.

APS is amazing! I worked hard to get the highest level possible to help with the cost of my future.

Being able to use the scholarship for single classes such as over the summer while pursuing a degree would be helpful.

Between the APS and my other scholarships almost all of my college was paid for. I didn't have to take any loans out and it that was one of the major influences for me staying in Alaska for college.

Due to the APS, I was able to cover half of my tuition at UAA. I'm really grateful to earn the scholarship and glad it is available to students in Alaska.

Faster time to receive the scholarship. I was a week late on my first payment because of how slow it was.

[Allow it to be used] for out of state college.

Help kids learn about it before they get to high school. I learned about it a little late so I struggled to get the requirements.

High schools should make sure that student who were eligible for the APS, get the APS.

Honestly, APS has been extremely helpful in my college career so far. It has helped me stress a lot less about my financial situation because without it I might not have been able to pay for college.

I am currently enrolled in college outside of Alaska, but if I decided to come back for school it is a lot of help towards tuition and costs.

I am glad that it stays valid for 6 years because I plan to use the APS for graduate school back in Alaska.

I am trying to figure out if I'm able to accept APS if I do the national student exchange and come back to Alaska for a semester to relearn Yup'ik.

I am very grateful for the is scholarship. I traveled out of state to see other colleges but because of this scholarship I decided to stay in state which has been the best decision for me. Thank you!

I believe that it is working perfectly right now! Keep up the great work!

I could always use more money.

I definitely think the SAT and ACT score for the different levels should be rethought. I was a straight A student, but had a hard time with the SAT and ACT. It was disappointing to see that despite my good grades, I didn't score high enough on those test to achieve a higher level.

I did not use it because I did not want to stay in Alaska.

Note: minor punctuation edits made for clarification

I didn't get it because I went to a non-Alaska college.

I do not know if I qualified. No one ever told me.

I don't like that the SAT and ACT have so much power over what reward you receive. I am Tier3, but with my GPA I would have been eligible for Tier 1.

I don't know. I haven't been able to use it.

I haven't received any scholarships.

I honestly didn't even know that I would qualify to ANY ways to begin the process of using it.

I think high school students should know about APS earlier during high school. That way, they'll know it's an opportunity that they can pursue. More talk about it in schools.

I think it could be improved if high schools did talks about the APS for all years. I feel like since I come from the lower end of the financial spectrum, this would have been very helpful for my family and I if we knew sooner.

I think it's a great incentive for kids to try better in school.

I think it's great that I have 6 years instead of 4 to use it. Nothing I would change that I can think of.

I think that the Alaska Performance scholarship is a very important resource and should be kept for the foreseeable future. Though I myself did not use the APS I have many friends and peers who have and the APS has helped them pursue undergraduate education in Alaska that they might not have been able to without it.

I think the scholarship really encouraged me to pursue my college career and takes away the stress from worrying about paying for school.

I want to know what universities it is applicable in. Also, if there is any way I can take the scholarship out of state or "trade it in" for a different states equivalent.

I was not able to qualify for the best degree of the APS because of my ACT scores. I had a 3.775 GPA but was not informed that ACT scores were not currently required. I scored a 22 instead of a 24 which was required to get the best degree, because of this I am disappointed that I decided to take the ACT score and would not have taken it if I had been properly informed. There is no reason that taking extra steps such as the ACT should suddenly take away qualifications when they were previously met.

I was not able to use it because I went out of state.

I wasn't aware of the scholarship until the last semester of my senior year and I still barely know anything about it. I think it should be explained more/better and earlier on so people can prepare and take the required courses.

I would've liked to hear more information about the program from a counselor and/or mentor while in high school.

If it could be used out of state, that would be awesome BUT it has been helpful to know that I'm still eligible for APS for 6 years so that if I transfer to in-state I can claim it.

Increase the money offered to students per level as inflation and tuition rises. Offer an educational course to freshman in high school to make them aware of the scholarship.

It allowed for me to go to college without any need for loans.

It can be improved by not using the SAT/ACT requirement as most colleges themselves do not use these scores in their admission process.

It could be more lax with its requirements. I had an SAT score higher than what was needed to be eligible for the highest level, but because I had a cumulative GPA which was right below qualifying for the second level, I only qualified for the lowest level.

It doesn't meet my needs. I understood it as an opportunity for all Alaskan high schoolers, not just those staying in-state.

It has sincerely aided me in pursuing my dream degree and has allowed me to do so without too much worry of finances.

It helped with the financial stress of things and made there be one less thing to worry about.

It is a great help to have the Alaska Performance scholarship, though the reward levels aren't that high, even at the highest level. Any increase in scholarship amounts for the student's efforts would be helpful.

It makes it easier to focus on my work in classes, as I do not need to worry about paying for them.

It meets my needs perfectly. It gave me hope to make it through college without debt.

It meets my needs.

It met my family needs but ended up not benefiting me as I went to school outside the state.

It met my needs because it allows us to save money. It could be improved by offering some more money to higher Level individuals.

It met some of my needs for school.

It provides me with the opportunity to focus solely and coursework and gaining knowledge within my field of study instead of also having to worry about my ability to pay for basic needs for living.

It really helps pay for my college fees.

It seems very useful to those staying in-state for their college education, but since it does not apply to me as I am going out of state for education, it has not been one of the scholarships I have been awarded.

It sucks it's only for instate.

It would be a lot better introduced early on for high school freshmen, or early on each school year for all grades in high school.

It would be nice if it counted for out of state as out of state college is expensive.

It's a great scholarship, unfortunately I decided to go out of state so I cannot use it.

It's been great for me with my job and the APS I won't need to take out any loans to make it through collage.

It's alright. Wouldn't change much.

It's amazing, I will be in less debt now than I would have been without it. It influenced my choice of classes and whether I would've taken part or full-time classes. I'm very thankful.

It's an overall amazing scholarship. I just would like to know if there is an effect of APS to get a job acceptance.

Make it easier to know if you actually received it.

Note: minor punctuation edits made for clarification

Make it eligible for out-of-state schools.

My high school made us aware of APS. I think it is very important in attracting college bound kids to stay in AK. I wanted to experience living outside of AK but may decide to come back. I think a better job can be done of letting us know if we actually got it and what to do to make sure I can use it in the next 6 years. I am unsure of how to do this and if I actually got it.

I decided not to use my APS only because I wanted to go to school out of state.

One thing that made me nervous as a senior in high school was not knowing if my test scores for the SAT/ACT were needed. In previous years, test scores weren't needed because of Covid. I was informed very late in the school year that my test scores were needed and would not be waived. Because of the short notice, it was very difficult and stressful for me to find a testing center that was still administering ACTs. I'm sure there won't be any pandemics anytime soon, but I do think that information as pertinent as this would need to be given to high schools sooner rather than later.

Put up flyers for how to apply quickly.

Spread helpful, easy to understand infographics of how to benefit from Alaska Performance Scholarship to middle and high schools.

The Alaska Performance Scholarship gave me the ability to focus more on my schoolwork without worrying that I won't be able to afford it.

The Alaska Performance Scholarship has really helped me and my parents with tuition fees and I have no problems with this except for the wait time.

The Alaska Performance Scholarship is helping me pay tuition at Alaska Pacific University making it possible for me to stay on their ski team and chase my goals as a xc skier.

The APS and a few other scholarships gave me more than enough money for my college funds. I do think that they can improve in making students more aware of the program by visiting each high schools in Alaska.

The APS has been so influential in my ability to go to college, as I am paying by myself. It has allowed me to pay off all of my fees on time and be debt-free.

The APS has been very helpful in my journey to pursue higher education. I am able to explore courses I would not have been able to otherwise which will help me determine what major I want to pursue.

The APS is a great financial help if or when I do attend college.

The APS meets my needs by helping pay my tuition for college. An improvement would be to reach out more often to the people who qualify.

The APS was exactly what I needed when I needed it.

The program I want to start qualifies to use the APS so it would be a major financial aid to work towards the career I want to start.

The scholarship was a life saver and allowed me to pursue college without taking out loans. I would like more information about retaining the scholarship.

The website is hard to navigate.

They could be better advertised.

This scholarship helped me in my financial needs, but that was thanks to my grades and GPA meeting the requirements.

Tremendous help in deciding to serve and give back to Alaskans in the future.

Unsure what the APS even is, would need a lot more information.

Updated signage and at high schools would be helpful.

Wrangell High School doesn't offer many SAT/ACT test dates and has zero information and guidance on the Work Keys test. I was only 10 points shy on SAT testing to get the next level of the scholarship. There was also no guidance on the tech school route. I ended up going to school for an AA in Diesel Mechanics with the Level 2 scholarship but would have been better off taking the Work Keys test to Qualify for the Level 1 scholarship and applying to a tech/trade program instead. I wish I had known this was an option.

Y'all are doing great work!

Note: minor punctuation edits made for clarification

AR 3522 DISTRICT DATA PROTECTION PROGRAM

Note: *This District Data Protection Program (DDPP) was developed by utilizing the National Institute of Standards and Technology (NIST) Common Security Framework (CSF). The following administrative regulation describes the framework and an outline of how a program may be implemented. This regulation may be modified to fit district needs.*

Introduction

The District Information Technology (IT) Department (or contracted services) has a responsibility to protect sensitive District data to include financial, employee, and student data, while allowing for a positive learning environment. The objective is to employ technology resources that create equitable and accessible learning systems that make learning possible everywhere and all the time.

Section 1. Responsibilities

The District is responsible for providing the following activities in support of the District's data protection program:

Superintendent

- Superintendent periodically reports to the board regarding the function and performance of the DDPP.
- Shall appoint a Data Protection Leader (see activities below) who will provide an annual risk assessment to the board in support of a separate District Data Protection Program.
    - The designated Data Protection Leader shall have sufficient decision-making capabilities to effectively manage all aspects of the DDPP to include:
        - Executing emergency contracts in the event of a data breach.
        - Directing staff/faculty activities as required in support of the DDPP.
        - Directing or implementing changes to the network/operating environment as required.
        - Provide incident information to Human Resources as needed.
- Shall participate in one “tabletop” disaster recovery exercise per year wherein a cybersecurity incident is simulated, and receive the report on the outcome of the exercise.
- Shall review an annual risk assessment and provide comments to the Data Protection Leader as required.
- Shall prepare a separately itemized annual security budget.

Data Protection Leader

- Shall be formally recognized as the District’s Data Protection Program Leader.
- Shall be responsible for the design, architecture, implementation, program management and oversight of the DDPP on behalf of the District.
- Shall ensure that an annual Risk Assessment is prepared and delivered to the Superintendent in support of an Annual Security Budget Request.

- Shall be responsible for the maintenance and dissemination of all required security documentation to include training records, plans, policies, procedures, configurations, and standards applicable to the DDPP.
- Be responsible for conducting an annual tabletop exercise with the leadership simulating a Data Security Breach.
- Ensuring a successful restore from data backups on a quarterly basis.
- Shall lead annual security training for all staff and District personnel and maintain all training records as required.

Staff and Faculty

- Shall be responsible for completing all security training assignments in a timely manner.
- Maintaining all data in their purview in the manner directed by the Data Protection Leader.
- Reporting security incidents and problems in accordance with District policies and procedures.
- Comply with the District data security policies and procedures.

Section 2. Framework

The District recognizes an effective data protection program is essential to protecting sensitive data and ensuring information technology enables a rich learning environment. The District Data Protection Leader is responsible for recommending and implementing appropriate controls to protect District information and resources. The data protection framework will employ a layered defense strategy with protocols to prevent, detect, and respond to potential threats. The core framework shall be implemented through a combination of Department people, processes, and technologies capable of meeting the requirements and standards. In addition, the Data Protection Leader will develop and maintain a District knowledge base that will act as a document and information repository for all District data protection related information. The following sections outline the core governance framework for the DDPP.

- Data Protection Governance
- Training
- Network Security
- Endpoint Security
- Application Security
- Data Security
- Identity & Access Management

Section 3. Data Protection Governance

The Data Protection Leader shall establish a governance structure to ensure the confidentiality, integrity, and availability of District systems and data. The Data Protection Leader shall maintain an electronic document repository with all required procedures, guidelines, and checklists including the following elements:

- **Data Protection Plan** – Develop and implement a DDPP that provides an overview of District data protection requirements and describes the controls, responsibilities, and expected behavior of individuals who access various systems. It shall include a 1-page training addendum outlining the training requirements, tools, and calendar. The Data Protection Leader shall update the DDPP annually.
- **Incident Response Plan** – Develop and establish an incident response plan that provides a set of instructions to help staff detect, respond to, and recover from network security incidents and document the approved recovery process. The Data Protection Leader shall update the incident response plan annually.

Section 4. Training

The Data Protection Leader shall implement a district-cybersecurity training program that is comprised of static and interactive cybersecurity training. The program will be designed to deliver a yearly training event at a minimum. The training program shall include at a minimum the following elements:

- **Training records** for all events that track who took the training, how they performed during the training and any remedial actions that were required.

- **Deliver an annual organization wide synchronous training** identifying the following:
  - The Data Protection Leader
  - Critical program standards
  - What to do in the event of a disaster or security incident
  - Attendance will be included in the report

- **Interactive Cybersecurity Training** may include but is not limited to:
  - Phishing testing
  - Social engineering testing
  - Games
  - Awareness posters
  - Integrated into in-service and continuing education processes
  - Videos

Section 5. Network Security

The Data Protection Leader shall implement adequate policies, procedures, and technical controls to protect the security of the network to include the following elements at a minimum:

- **Perimeter Security** - Develop and deploy network security devices and tools in such a manner as to ensure District data is appropriately protected from unauthorized use or access.
- **Network Design Documentation** - Develop and update network diagrams as needed and should include the following information at a minimum:
  - All entry points from the Internet

    - All firewalls, switches, routers, and wireless access points
    - Type, size, and bandwidth of all connections
    - External IP address and Internal virtual local area networks (VLANs)
    - Externally connected systems
- **Firewall Security** - Ensure the firewall configuration is documented and configured in accordance with District requirements. Policies for firewall rule changes, audit logging, and monitoring and managing perimeter and internal firewalls must be established and maintained at all times.
- **Remote Access** – Establish a secure process and deploy effective controls for remote access to District resources and. monitor remote access through approved monitoring tools to prevent unauthorized access.
- **Router and Switch Security -** Develop standards and configure routers and switches in accordance with best practices. Switch and router configurations shall be backed up as needed and routine audits should be conducted to ensure configurations are correct.
- **Wireless Security –** Enable and secure District wireless access points and networks in accordance with industry and manufacturer best practices.
- **Internet Use** - Will be monitored and manage in accordance with a District Internet Use policy and at a minimum filtered in accordance with legal requirements such as CIPA, HIPPA, etc.
- **Network Monitoring -** The District must maintain an appropriate network monitoring capability to detect, identify, respond, and recover from network security events.
- **Vulnerability & Patch Management –** The District must develop and maintain an effective vulnerability and patch management process. This process shall include capabilities to scan the network for vulnerabilities and ensure appropriate system/software patches have been implemented.
- **Ports & Protocols –** The District must develop and maintain a ports and protocols list to include permissible and blocked ports and protocols.

Section 6. Endpoint Security

The Data Protection Leader shall implement adequate policies, procedures, and technical controls that require endpoint device compliance before they are granted access to network resources. At a minimum the program will include:

- **Mobile Device Management** – Deploy network security devices and tools in such a manner to ensure District data is appropriately protected from unauthorized use or access and can be remotely managed.
- **Anti-Virus Protection** – Deploy effective anti-virus protection throughout the District. Update and monitor this program routinely.
- **Vulnerability & Patch Management –** Develop and maintain an effective vulnerability and patch management process. Include capabilities to scan endpoints for vulnerabilities and implement appropriate system/software patches.
- **Endpoint Monitoring** - Assess and deploy an endpoint solution that addresses malware exploits by observing attack techniques and behaviors. Coordinate enforcement with network and cloud security to prevent successful attacks.

Section 7. Application Security

The Data Protection Leader shall implement adequate policies, procedures, and technical controls that enable application security. At a minimum the program will include:

- **Software Inventory** - The Data Protection Leader shall develop and maintain a software inventory of applications, systems, and databases for the District.
- **Application Access Management** – The Data Protection Leader shall work with system owners to ensure appropriate application access controls are in place to protect information.
- **Data at Rest** – The Data Protection Leader shall implement data at rest controls as deemed appropriate in support of the District's risk appetite.

Section 8. Data Security

The Data Protection Leader shall implement appropriate policies and technical and physical controls to protect sensitive data. The Data Protection Leader shall work with data owners to identify sensitive data and implement controls to allow for the timely detection, response, and recovery of unauthorized access or handling of sensitive data. At a minimum the program:

- **Cloud Security** - Shall develop and maintain a process for managing all cloud applications and identifying the types of data being stored.
- **Data Backup** – Shall develop, implement, and maintain data backup support based on coordinated Recovery Time Objectives (RTO) and Recovery Point Objectives (RPO) and outline off-site and off-line backup requirements.
- **Data in Transit** – Shall consider data in transit controls as deemed appropriate.
- Account for and maintain the specific controls for externally managed systems accessed by the district in the normal course of business. Examples of this may include the Criminal Justice Information Services (CJIS) which requires the Data Protection Leader to work with a Local Agency Security Officer (LASO) to implement compliant security measures and procedures.

Section 9. Identity & Access Management

The Data Protection Leader shall implement adequate policies, procedures, and technical controls that comply with an established framework, such as NIST, and/or best practices. At a minimum the program will:

- **User Management** - Develop and maintain a directory service to manage user access to various IT resources such as systems, devices, applications, storage systems, and networks. The directory service and associated automation should enable admins to control user access and on-board and off-board users to and from IT resources. The directory service must authenticate, authorize, and audit user access to IT resources.

- **Privileged Account Management** – Ensure appropriate application/system access controls for various applications, systems, and network administrators.
- **Least Privilege** – Implement the principle of least privilege across the enterprise.
- **Access Controls** – Implement district-wide role-based access controls.
- **Multi-Factor Authentication** – Assess and deploy multi-factor authentication as deemed appropriate.

(*cf. 1340 and AR 1340* - Access to District Records)

(*cf. 3523* – Electronic Mail (E-Mail))

(*cf. 3580* - District Records)

(*cf. 4112.6/4212.6/4312.6* - Personnel Records)

(*cf. 4119.23/4219.23/4319.23* - Unauthorized Release of Confidential Records)

(*cf. 4119.25/4219.25/4319 and AR 4119.25/4219.25/4319* - Political Activities of Employees)

(*cf. 5125* - Student Records)

(*cf. 6161.4* - Internet)

Legal References:

UNITED STATES CODE

47 U.S.C. 201 et seq., Communications Decency Act of 1995, as amended.

20 U.S.C. 1232g., Federal Family Educational Rights and Privacy Act of 1974, as amended.

47 U.S.C. 231 et seq., Children's Online Privacy Protection Act of 2000, as amended.

Adopted: (approval date)

Nome Public Schools

Dorothy Callahan

Month of January

Nome-beltz Middle High School

Student Representative

In January, students came back to school after being on winter break since December. For one week of being back, students attended their regular new schedules. Then in the second week, winterim officially started and students spent half of the day after lunch in their winterim course.

Athletics;

Boys and girls basketball had a wonderful start. Our teams performed well at our local tournament, The Subway Showdown. The boys placed first, and the girls placed second. The team then traveled to Kotzebue for the Huskie Shootout, where both teams placed first. Our team's record is starting high, which is good considering state statistics for the sport.

Clubs;

N/A for National Honor Society

The Student Body government continues to help with the sophomore class concerning starting up the winter formal. There has been no other action taken by the organization.

Educators Rising is closing in on their due dates. The club will submit the student's work and wait for further notice when the interviews for the students will be. The interviews will be with individual students regarding their competition pieces. The interview will be a big part of determining placement and ranks for the student.

Happenings;

There will be a winter formal on February 3rd, where traveling teams will be invited to attend. Currently, the sophomore class is in charge of directing, funding and setting up the dance. They hope to use to money for their Junior and Senior years. The general theme of the dance is “Starry Night”, and students are encouraged to attend.

There may be a group of students attending Greenland in the summer. Sig Topkok is currently conducting a Dual credit class, Tribal Governance 200X. There are currently seven high school students who are learning about Human Rights and the circumpolar conference. If the students perform well, they will be allowed to attend the annual curriculum polar conference in Greenland around July 2023.

Concerns/ Issues;

There is currently been a few more fights or large disruptive outbreaks at Nome-Beltz, High school section. The fights tend to get very physical and loud. Some students dislike how frequent the fight outbreaks have become, especially when it is the same students

starting it. Many feel like the students who are repeating offenders should be held to a higher standard and punishment.

Miscommunication (or lack of communication) on the class schedule. The first week of school after Winter Break was extremely overwhelming, with students frantically trying to make or change their class schedule. Many students have voiced that they would like for the councilors to come to the classes and talk to students about classes, before Winter Break, and for it not to be done by Google Survey. They like to see options and communicate face-to-face with the counselor.

A huge sickness outbreak. For roughly two weeks there was a large sickness outbreak among both the instructors and students. There were a few times were 4-5 teachers/administrators were out at the same time. This meant that many classes were forced into the library, sometimes two classes at the same time. Many of the students felt claustrophobic and sicker (of being extremely close to others). Students felt that school should have been canceled, during the days were teacher shortage was at its greatest peak. The students felt that it was not any better when several classes were pushed into the library at the same time, and for future reference, the administration should consider canceling, for students/public safety.

Nome Elementary School

Box 131 • Nome, Alaska 99762
Phone: 443-5299 Fax: 443-2850

Elizabeth Korenek-Johnson
Principal

Nicholas Settle
Assistant Principal

February 2, 2023 (January Report)

Dear Board Members,

January was spent welcoming students back to school and learning routines, and also getting our Winter MAP Benchmark assessments completed. We had 76 students needing make-up testing due to absences during their class scheduled assessment time. We were able to get nearly all of these completed by the writing of this report. Staff will be reviewing this current data at an up-coming PLC meeting.

Thank you to Nome PTA's Julie Kelso, Leonard Lastine, Sam Schmidt, Jason Brown, and Ian McRae for another successful Spelling Bee! The NES Bee took place on Wednesday, January18th. Congratulations to Gage Pomrenke & Cypress Hall who tied as the first place finishers for third grade, fifth grade winner and overall runner-up, Tory Olanna, and our overall winner, fourth grade student, Lexi Blandford. Lexi will be representing our school at the state spelling bee in Anchorage in March. Good luck to her! Also, thanks to Nancy Bahnke, Sandi Keller, Jenn Bell, and Mary Hesse for acting as judges and score keepers at the event.

In the January we celebrated another 220 reading logs being turned in with eleven new mascots posted. Congratulations to Kiminam inauraa (Ms. Kiminaq's Class – one mascot); Ms. Balice's class (two mascots); Ms. Ten Eyck's class (one mascot); Mrs. Bourdon's class (one mascot); Mrs. Pardee's class (one mascot); Mr. Brown's class (two mascots); and Mrs. Erikson's class (two mascots). Way to be readers!

STEM Star for January: Everly Olanna! Everly is a first grader who "*stands out as a shining star, always with a smile on her face. She is inquisitive in her thought process and very meticulous in her building out of designs. Everly is always the first to share out a material or help out a peer." ~Sophia Pantelis, STEM Teacher*. Congratulations, Everly!

This Month's Inupiaq Values & Phrases:
Humor: Quyniuŋniq
Patience: Uttakiragagin

Week of: Jan. 3: Quyaluzi Nutaamun Ugiumun! (Happy New Year!
Jan. 9: Ugiuq inuinaq inuinaq piŋasut (The year is 2023)
Jan. 16: Iliġanamik (A heartfelt thanks.)
Jan. 23: Nauŋ'aa (Where?)
Jan. 30: Atugu! (Look!)

Coming Events:
-Feb. 3: High Table Lunch - Mrs. Pardee's 2nd Grade
-Feb 4: NES Leadership Team work session – Practice Review
-Feb. 10: High Table Lunch – Ms. Dyer's 2nd Grade
-Feb. 17 & 20: Family/Teacher Conferences
-Feb. 19-21: Trauma Sensitive Schools Conference (Houston, TX) – Settle, Secor, Brown
-Feb. 24: High Table – Mrs. Bourdon's 2nd Grade

Statistics:
School was in session for 21 days in January.
-We had an attendance rate of 77.9% (compared to 78.6% for the same period last year.) Most grade levels fall between 81% - 85% attendance. Kindergarten is much lower, at just 60%.
-We served 4,193 breakfasts, and 3,798 lunches.
-Six individuals from the community volunteered a total of 45 hours in the school. This does not include nearly all of our family members of third grade students who came to enjoy High Table Luncheons with their children.

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 School Board Report
February 7, 2023

Lisa Leeper, Principal

Enrollment / Attendance Update

- We had a 93% student attendance rate for December.
- There was one change to enrollment in January. A 7th grader left the program and was replaced by a 6th grader. We aim to keep 15 students per grade level, but we had no students in the 7th grade waiting pool so we replaced the student with one drawn by lottery from the longest standing waiting pool.

Classes and Activities

- In January we held two events for our Houses. All students are divided into four Houses and they do team building or cooperative activities to earn points and compete against the other Houses. We also have a leaderboard that shows how points add up for the Houses each week. Students who have earned shout outs or recognition for other things, like honor roll, are listed on the leaderboards to show they've earned points for their House.





- On January 19th, we held our 8th annual ACSA Spelling Bee with seven spellers representing grades 5th-7th. Here are the results:
    - Champion and 7th grade winner - Amelia Richards
    - Runner-up and 5th grade winner - Sara Arrington
    - 6th grade winner - Dylan Walrath
- Staff spent a few of our PLC sessions on Wednesdays working on revising our format for Student Led Conferences. This is our 5th round of SLCs and we continually try to improve the structure, processes and experience. This year we aim to focus on plans for growth and on highlighting student choice in exemplars of project work. We hope the families will find their conferences this February 17th and 20th to be as helpful and enjoyable as ever.
- We are concerned that students are starting to use vaping products, perhaps even in school. In an effort to address this, Kathy Holly, Tobacco Treatment Specialist & Injury Prevention Coordinator for Norton Sound Health Corporation's CAMP Department visited all classes to present information to students regarding vaping and its health impacts. We hope students will make informed and healthy choices when presented with facts and information concerning vaping.
- We continue to shout out students who display good character, responsible actions, a growth mindset, and star moves. This month we shouted out students in each class for their growth and achievement on Winter MAP tests in different subject areas. Mrs. Murdock has been sending home/emailing students' shout outs so that families can share in the celebration, and many families respond with positive feedback for their child.
- We are currently looking for two APC members.
  The Academic Policy Committee, referred to as the APC, supervises the operations of the charter school and ensures the fulfillment of the mission, philosophy, educational aspects and program goals of Anvil City Science Academy. The APC reviews and evaluates the operations of the charter school and continually seeks to improve its operations to meet the needs of the families.

Nome-Beltz Middle High School
PO Box 131, Nome Alaska 99762
Phone: 907-443-5201 Fax: 907-443-3626

Date: 03 February 2023
To: NPS Board
From: Teriscovkya Smith
Subject: February Board Report

NBMHS Current Enrollment: 286

Student Celebrations!

- **HS Student of the Month**
  - Joshua Contreras (9th-grade)
- **MS Student of the Month**
  - Papa Brown (7th-grade)

Cultural Reflections: This month we want to spotlight students who emulate the cultural value of humor. It was so impressive to see the nominations flood in, proving that Nanooks know how to stay positive and keep hope smiling! We'd like to recognize:

- **Middle School:**
  - Psymon Stalker (8th-Grade)
  - Jeremy Tall (7th-Grade)
- **High School:**
  - Patrick Ongtowasruk (9th-grade)

New additions in NBMHS staffing:

- We would like to offer the warmest welcome to our newly arrived Assistant Principal, Dr. Michael Akes. Mr. Akes brings a wealth of experience to the Den and we look forward to strengthening systems and utilizing his data expertise to examine and improve student outcomes. Welcome Mr. Akes!

The following is a list of happenings that currently impact NBMHS:

- Starting in February, grades 6-8 will have lessons in reproductive health led by Public Health professionals. This board approved curriculum will support our

Health education curriculum. Thank you to our counselors for their efforts and planning to make this valuable education possible.

- High School and Middle School teaching staff have been partnering during our Wednesday collaborative time to discuss unit plan alignment, address gaps in curriculum movement, and explore possible collaborations to improve interdisciplinary education. We hope that these activities, in combination with Ms. Shreve's MAP presentations will set us up for planning success to have data-informed professional development roll out as soon as possible.
- Credit acquisition at the high school level resurfaces as a concern for teachers and informing our 2023-2024 planning as we negotiate strengthening supports through diverse course selections while maintaining and growing our academic rigor and advanced programs.
- In response to increased disciplinary issues and after careful planning, the middle school team in partnership with counselors will begin the roll out of its Positive Behavioral Interventions and Supports (PBIS) systems in February to better support student behavior expectations, academics, social, emotional, and mental health. PBIS is an evidence-based, tiered framework that will increase the efficacy of our systems to decrease behaviors that result in In School Suspension and Out of School Suspensions. Once this system is in place, the high school will roll out its processes.
- The two biggest disciplinary issues at NBMHS are tardiness and dress code violations. The leadership team will examine data and create a plan that balances a disciplinary approach with PBIS incentives to increase attendance and punctuality. The 2022-2023 dress code is the result of a panel last spring involving students and teachers. This April, we will grow a committee that adds parent feedback to the mix. The goal is a dress code that promotes professionalism while avoiding gender specific expectations to promote equity.

Growing the Den:

- Educators Rising student Julia Sinnok (10th-grade) showcases her teacher potential! She presented a lesson to Ms. Laurence's 6th-grade Math class. No doubt she fostered a love for parallelograms. Here is how her competition within the Ed Rising program looks:
  - ***Lesson Planning & Delivery***
    - These students will partner with a teacher in our district to write a lesson, record themselves teaching a class,



and submit that video to a panel of judges who will conduct a post-observation interview with them.



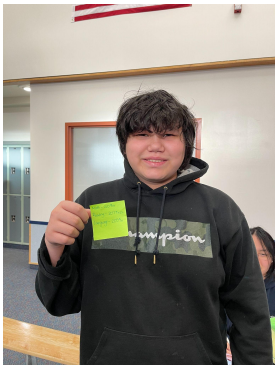
14 NBHS students will compete in a virtual competition on February 14-15 and on February 19-20, they will travel to Fairbanks to attend the **Alaska Statewide Educators Rising Conference** with advisor Rachel Finney to attend the awards ceremony and participate in the leadership conference.

- Our 2023 NBHS Winterim was a resounding success! 9th and 10th-grade students completed rounds of morning MAP testing while upperclassmen engaged in a variety of post-secondary preparatory activities that included taxes, scholarship applications, and planning. Students completed 3-hour sessions in the afternoon. Another round of gratitude goes out to our teachers and partnerships with NACTEC, the Nome Volunteer Fire Department, and Norton Sound, for making the following courses happen:





  - Small Engines & ATV/Snowmachine Repair
  - Heavy Equipment
  - Stained Glass Art
  - Card Game Strategies
  - Philosophy and Film
  - Winter Adventures 101
  - History Through Film
  - Making Metal Castings: An Intro to Foundry Processes
  - Emergency Trauma Technician Certification
  - Photography & Videography Crash Course
  - Intro to Firefighting
  - Welding
  - Bookbinding
  - NYO Ball Making
  - Board Game Strategies



- Beltz Middle School teachers have been garnering buy-in to improve student outcomes in our state testing. Many students have made significant gains and are taking ownership over their progress. We are now at the point where we can start utilizing data to proactively examine curriculum efficacy and instructional methodologies. Ms. Shreve's Read 180 students have made incredible progress. Alex O'Connor shined in his 31 point gain in

Reading and Troy Ustazewski beamed as he shared his 22 point gain in Reading! #gonanooks



- Mr. Irelan has worked tirelessly as our consistent and engaging substitute teacher and we are thankful for the positive impact he has on students and education. Teachers who are out know that their classes are in great hands - thank you Hank! #teamhank
- NBMHS hosted its Annual Winter Connections in partnership with the Norton Sound Health Corporation, Northwest Campus, and the Northwestern Alaska Career and Technical Center (NACTEC). Alumni that included Dawson Schaeffer ('21) and Lizzy Hahn ('21) shared their post secondary experiences with the Class of 2023 and offered advice about success, financial aid, and academics. Thank you Mr. Brown for facilitating this important step as our seniors make their way to the stage in May.

Activities Wrap-up:

- The Nanooks basketball teams hosted the Subway Showdown Thursday, January 5-Saturday, January 7, 2023. Nome-Beltz Boys placed 1st and our Lady Nanooks took second after some fierce rounds on the court. Asa Hukill and Orson Hoogendorn earned Free Throw recognition with Richard Cross receiving 3-point accolades. Asa Hukill and Natallie Tobuk Made the All-Tourney for the girls and Charles "Jade" Green (MVP), Finn Gregg, and Richard Cross for the boys.
- Basketball teams took to the court at the Lathrop Tourney January 12-14 with our boys taking 2nd-place and Charles "Jade" Green, Finn Gregg, and Natallie Tobuk making the All-Tourney team. High Varsity Cheer, who rarely has the opportunity to travel, fundraised to attend this tournament and they performed at halftime for the UAF men's basketball game against a Canadian team!



- Congratulations to both Nanook teams for their 1st-place sweeps at the Husky Shootout over the January 28 weekend. Beltz Free-Throw Champions: Kelvin Lewis and Kamylee Walters and Kelvin Lewis; 3-Points champions: Charles "Jade" Green and Asa Hukill; All-Tourney team: Asa Hukill, Kellie Miller, Charles "Jade" Green, and Finn Gregg.

- The NBMHS Ski Team is underway, outdoors, and starting off strong with planning for competition in March in the works. We want to thank Tyler Johnson for helping to make a functional (and rather beautiful) ski rack for gear to support our team. #gofightski



Upcoming Events:

- **February 9:** Q3 mid-quarter progress reports prepared for conferences and mailing
- **February 9-11:** Norton Sound Shootout
- **February 11:** ACT Testing
- **February 17:** Parent/Guardian-Teacher Conferences (No classes) → 9am-4pm
- **February 17-18:** Beltz hosts Barrow for Boys basketball; Lady Nanooks head to Barrow. MS Volleyball at Glennallen Tournament.
- **February 20:** Parent/Guardian-Teacher Conferences (No classes) → 12pm-7pm
- **February 24-25:** Beltz hosts Bethel for the Lady Nanooks and the boys head to Bethel. Senior Night for Lady Nanooks. MS VB goes to the Valdez Tournament.
- **March 3-4:** Lady Nanooks host Unalakleet; boys head to Unalakleet. Senior Night for boys basketball, Cheer, and Pep Band. MS Wrestling at the Tanana Tournament in Fairbanks.
- **March 10:** 3rd Quarter ends (Q3)
- **March 13-17:** Iditarod (Spring) Break → No school
- **March 20:** 4th Quarter begins (Q4)
- **March 22:** 3rd Quarter report cards prepared for mailing

February Board Report 2023 Mary Donaldson, Special Education Director

Celebrations

Children of Nome School District - recent MAP/NWEA scores increased significantly- shout out to sped staff and teachers.

District DATA Information *Current Special Education Enrollment*

HeadStart ***12 students*** *- Mary Donaldson Teacher Erin Page Speech*

Elementary ***54 students*** *- Tricia Shambach, Peggy Simpson Teachers*

5 Paraprofessionals 8 High School student partners

ACSA ***5 students*** *Kosten Woodard .5 Teacher 1 paraprofessional*

Nome/Beltz Middle/ Nome/Beltz High ***42 students***

Joy Foret, Jill Peters Kosten Woodard .5 Teachers 3 paraprofessionals

****

EQUITY GOAL

Increase qualification and opportunities for children with disabilities by May 1, 2023.

SOUTHCENTRAL FOUNDATION

Key to meeting the needs of our children is connections and partnership. We met this month to continue our partnership to fund behavioral health specialists at the elementary school. The first position is to place a specialist to support our autism children. A resident of Nome will fill this position. This is just the beginning of our working together to meet the needs of our children!

SIGHT HEARING

565 Students evaluated K-12

74 Students referred for hearing

189 Students referred for sight

58 pairs of glasses were provided for students

HOME VISITS -

This month home visits were DOOR DASH CELEBRATIONS - delivered pizzas, Bering tea, subway cards to students who improved in reading and math MAP assessments, attendance, caught being kind and other great and wonderful achievements. Students were given the attached award with their unannounced CELEBRATION DELIVERY!

STUDENT STORE

After developing a business plan, presenting the plan, researching non-profit loan opportunities such as KIVA, special education students in Jill Peter's class presented in a SHARK TANK format to a panel. The panel chose the business plan for a Student Store(new name coming). This store will be managed by the students and sell a balance of wholesale items and student created products. Grand Opening February 14.

SPECIAL OLYMPICS COMING TO NOME

In March, we will participate in the 3 on 3 tournament in Anchorage. Special Olympics funds all expenses except for food for 2 coaches, 3 special education students and 2 "partners" as mentors. We are starting small but our hope is to expand to track in the spring.

YOU are Celebrated!

*** Student NAME



Congratulations!

Wow - you are recognized for improvements in reading, math and attendance! ALL THREE!!!! WAY TO GO!!

One of your teachers, Ms. Simpson shared that you are kind and caring to your classmates. You are willing to do "hard stuff" and then you teach others! She celebrated that you are her helper and that you are a very good teacher!

^&**, you also took your recent MAP test very seriously and increased your scores by over 10 points! TIME TO CELEBRATE!!

Keep up the great work and enjoy your treat with your family!!!

Nome Public Schools
Director of Technology Report

Jim Shreve
07 February 2023

Completed Projects
Cyber Security compliance training - as of 31JAN23 approximately 85% of staff have completed the training. Increasing restrictions are being placed on accounts for personnel who have not completed the training and lists of those not compliant provided to Site admins for additional focus.

Shipped 150+ 2012 model MacBook Pros, 40ea 2015 MacBookAirs and 32 iPads to SecondLife Mac as part of their device buy back program. Any funds received through this program will be used to offset the cost of purchasing new technology devices and repair parts.

Provisioned and added an additional 60 ChromeBooks for NBMHS Student use (replaced ChrApples)

Current projects
Continuing demo of 10 Vivi devices which will allow connection to any HDMI capable display, large screen TV, or interactive panel to a web interface for centralized control (by site or district admin) of emergency notifications (which can interrupt / force show on all connected displays), run a schedule to display digital signage / messages, and present internal video broadcasts. The devices will also allow classroom teachers to use additional built in classroom and presentation tools for: wireless screen mirroring, whiteboard operations, playing video / audio files / playlists, display clock / stopwatch / and timer tools, student screen sharing, distribute assessments, instant polling, and show wellness / mindfulness lessons that are embedded with the interface.

Training of NBMHS Registrar and NBMHS Attendance Secretary in PowerSchool Admin roles.

Installation of SPED and additional classroom interactive displays (4 total) at NES.

Installation of new network cabinet enclosure at NBMHS Kitchen areas.

Installation of environmental air quality (Vaping) in public restrooms at NBMHS.

School Website Content Management Service replacement and redesign of nomeschools.org website. Built in capability of new CMS will also replace separate Americans with Disabilities Act compliance tool and the Remind as our mass communication tool (saving $4,000 annually). Redesign and content migration started, expected launch date mid May to early June (after school releases).

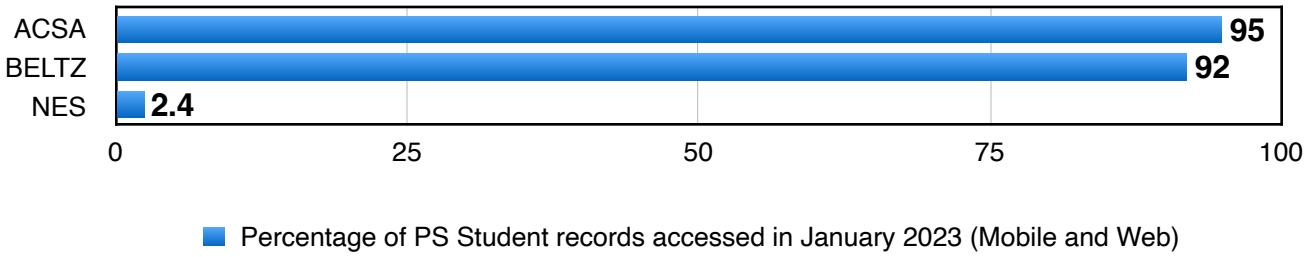
Future Projects
Testing Proof of Concept for an edge network appliance to allow dedicated secure connection to our internal network through issued access devices. These devices would allow remote workers to function (printing services, access to Network Attached Storage, local servers, etc) as if they were connected to our internal network.

Network diagraming for our entire network infrastructure in support of District Data Protection Policy.

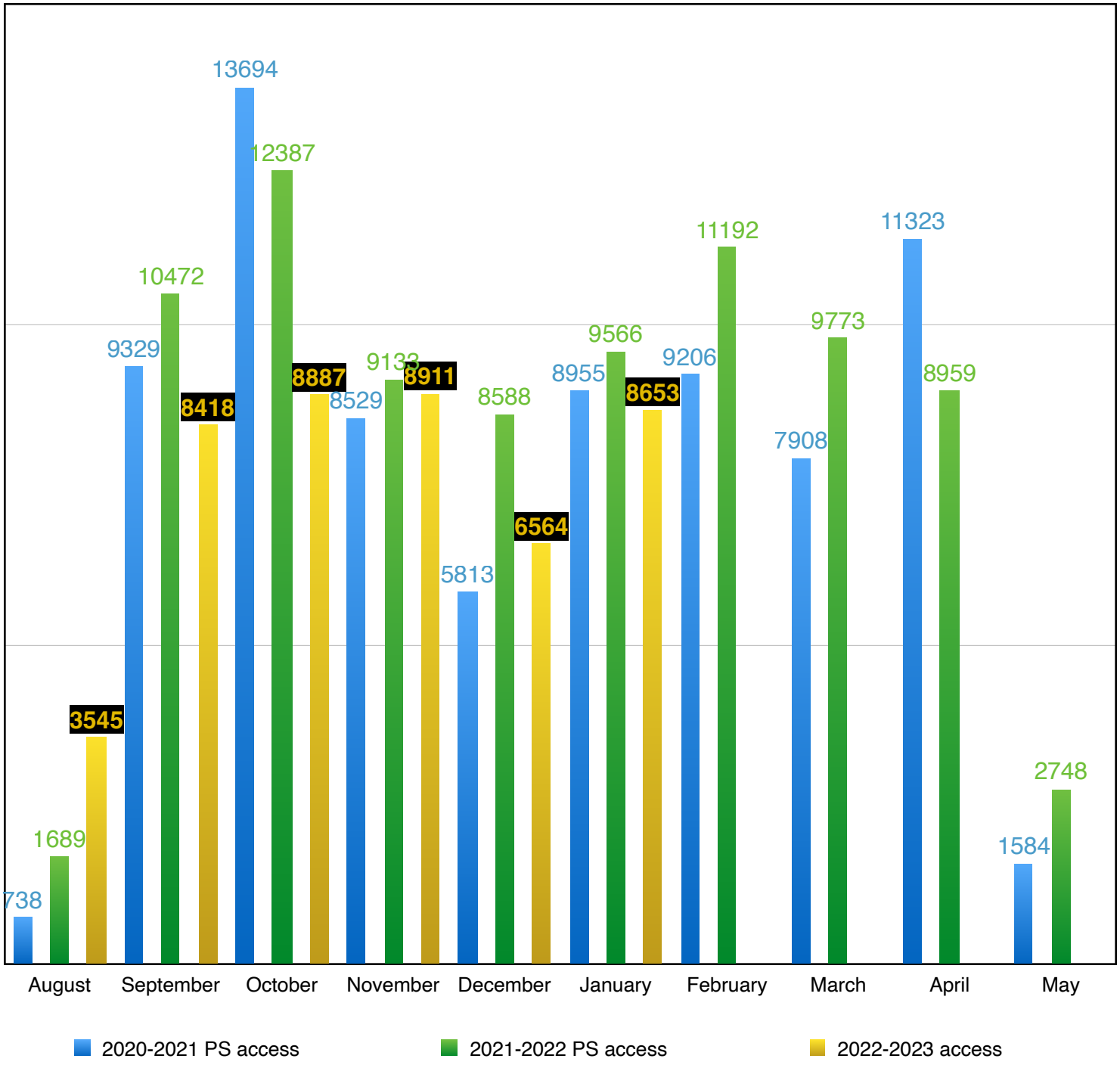
Replacement of classroom and pod printers (approximately 40) that are reaching end of lifecycle.

PowerSchool Online Enrollment
As of 31JAN23 there are 166 New Student Enrollments and 506 Returning Student Enrollments for a total of 672 records. This equates to 93% of our current student count as having online enrollments completed for SY22-23. Returning Student Enrollments are now closed with focus shifting to creation / preparation of SY23-24 forms.

PowerSchool Student Information System Access data
PowerSchool use, by students and parents.

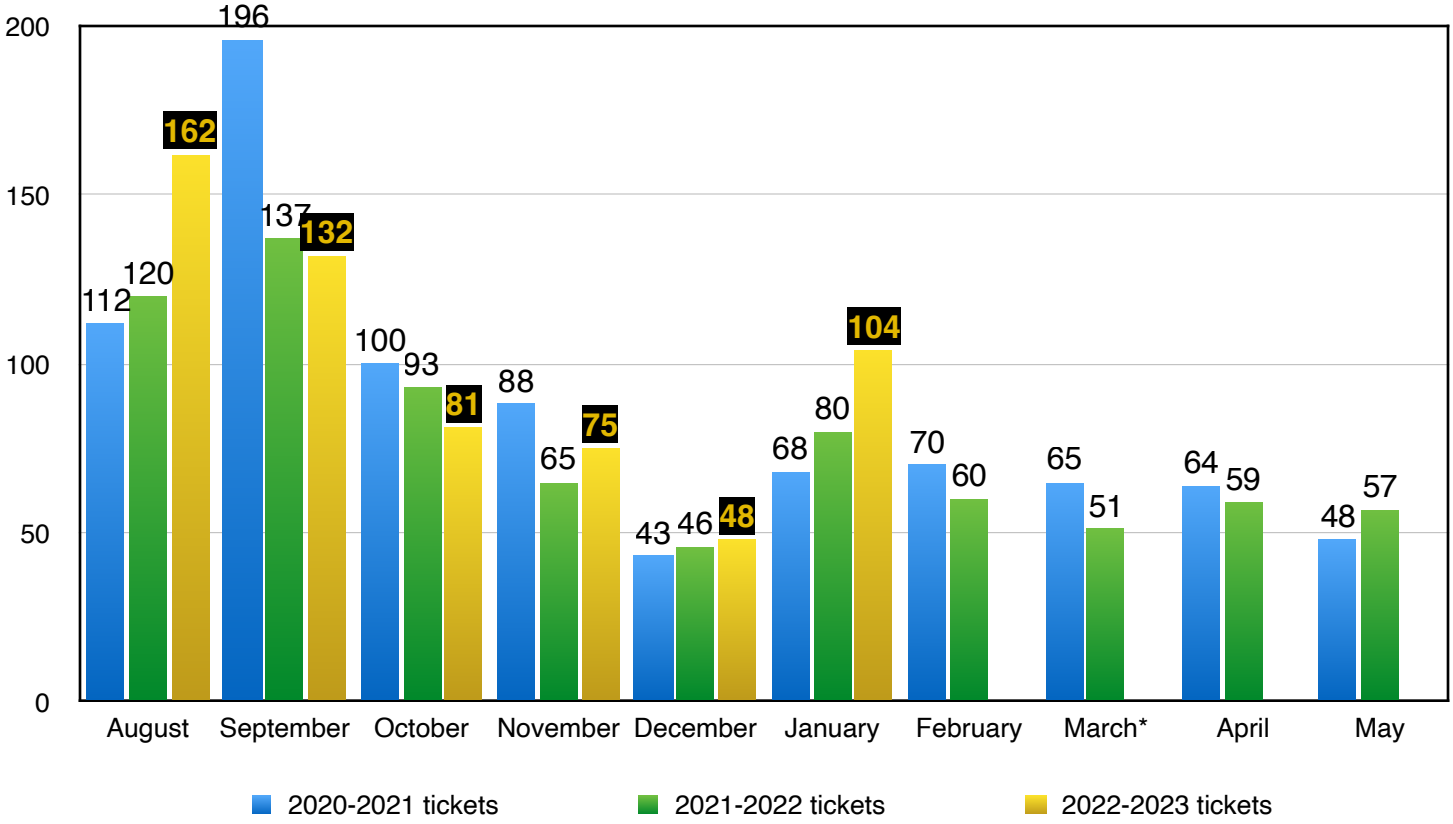


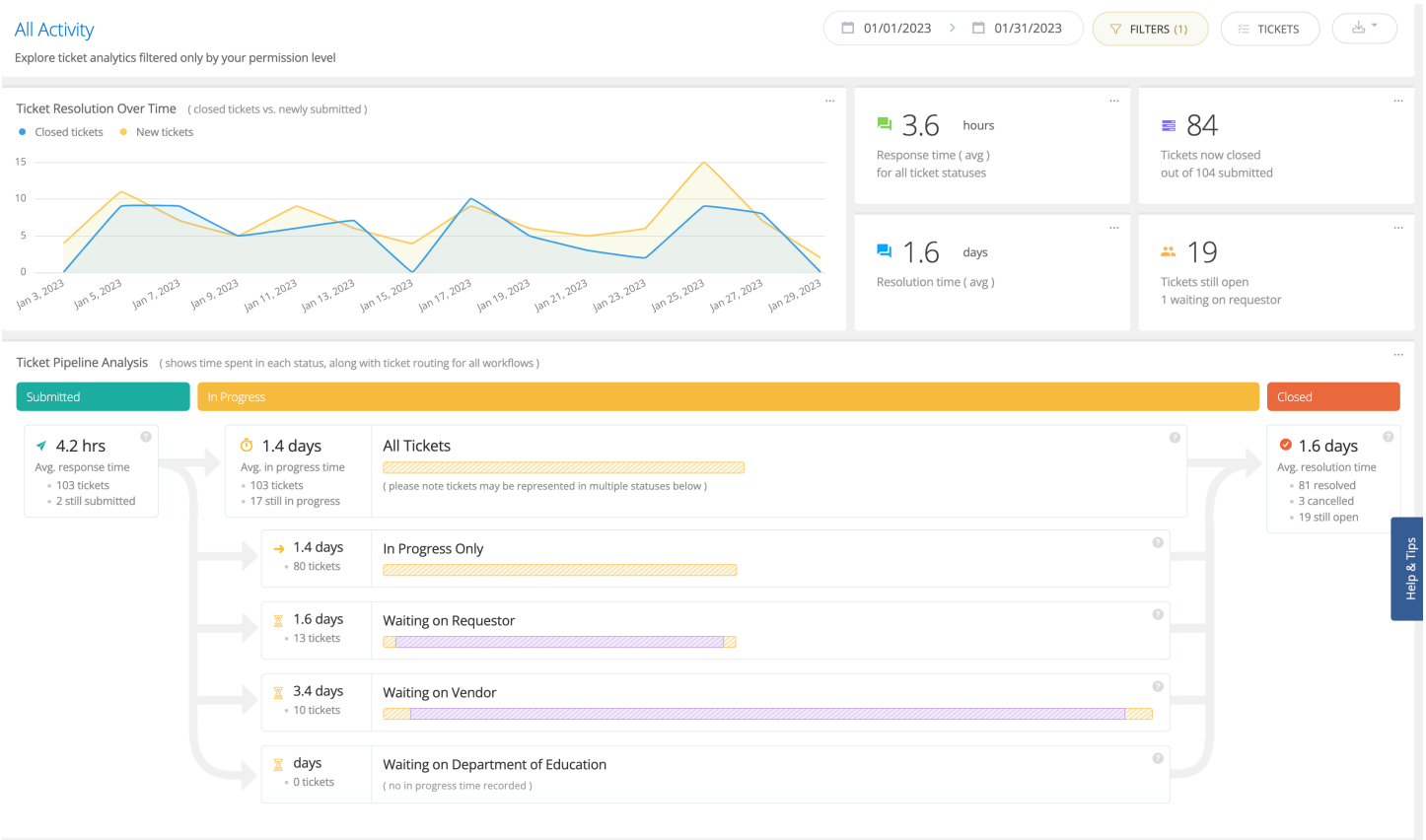
Total Parent and Student PS Web and Mobile Access Sessions:



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 January we closed / resolved 84 out of 104 (80.7%) of the tech requests submitted through the system. Our average response time was 3.6 hours and average resolution time was 1.6 days. We encourage staff to make use of this resource but many immediate needs are still handled outside of it.





Nome Public School Board, Facilities Service Report, February 2023
Jonathan Duarte, Facilities Director

Maintenance Snapshot:

- Scheduled Work Order in progress: 430
- Work orders not completed: 442
- Preventative Maintenance: 1

Injuries & Accidents

- GMC Acadia/ Vehicle Incident

Employee Status and New Hires

- Rotational Custodian- Jorena Duarte

Employee Departures

- Rotational Custodian- Audrenay Tyne

Staffing:

- Custodian III- Mark Smith
- Custodian I- Jimmie Murdock
- Custodian I- Thuong Nguyen
- Custodian Rotational Supervisor- Ivan Bacon/ Darius Johnson
- Custodian II- Bill Baxter
- Custodian I- Albert Kazingnuk
- Custodian (High School Student)- Julianna Duarte
- Custodian (High School Student)- Melton Ozenna
- Maintenance Foreman - Toby Higginson
- Maintenance Tech II- Ethan Davies
- Maintenance Tech I- Kristian Ahwinona-Smith

Maintenance Department Tasks with Status:

- Roof leaks throughout High School.
- Fleet Vehicles/ Annual Vehicle PM's with Farley Tire Auto
- SPED Van E150- awaiting replacement cargo door panels.
- DDC Control System- Siemens finalizing the first phase of the project. Installing replacement parts, wiring and fixing pumps.
- Pool Project- Coordinating with Chip and Bob on plans for the DDC.
- NES Fire Alarm Upgrade- Pending report from Yukon Fire Alarm Technicians.
- NES New school book material upstairs. Shelves being built.
- NES Classroom heating repairs.
- NES Plumbing repairs.
- NBHS Kitchen Dishwasher- Waiting for new part replacement.
- NBHS Kitchen Heat Exchanger- Quote/ Replacement
- NPS Architectural Drawings- Organized
- District Wide- Door repairs
- NBHS Exterior Lighting Timers
- Gym Lighting Upgrades
- Employee training

Safety Concerns:

- Elementary Roof with ice/ snow build up. Fabricating snow shovel. Reviewing roof design.

Nome Public Schools Board Report
Megan Hayes
Director of Federal Programs
Report prepared for February 3, 2023 Nome Public Schools School Board Meeting

Grants- Consolidated ESEA: Title I-A/Title I-C/Title II-A/Title IV; EASIE; JOM; School Improvement Consolidated ESEA

•**Title I-A- Improving the Academic Achievement of the Disadvantaged- funds for NES Only-** Title I-A continues to fund the reading specialist and reading specialist aide at NES.

•**Title I-C, Migratory Education-** Second-semester tutoring began on January 12th with 3 tutors at NES, 2 tutors at NBMS, and 2 tutors at ACSA. Tutoring takes place after school on Tuesdays and Thursdays. There is an additional bus provided for students who attend tutoring. Migrant education continues to cover tuition at Nome Preschool for all migratory eligible students. We currently provide tuition for six 3-year-olds, and ten 4-year-olds.

•**Title II-A-Supporting Effective Instruction-Districtwide**-Title II-A funds support Jennifer Shreve, Certified NWEA Facilitator for NPS, attendance at the winter facilitator training in ANC, 2/6-2/7. The Certified NWEA Facilitator program is to facilitate professional development of assessment literacy, from fidelity of assessment delivery to application of data to drive instruction. In addition, Mrs. Shreve will accompany Megan Hayes, District Test Coordinator, to the District Test Coordinator training in Anchorage 2/8-2/10. The District Test Coordinator Training focuses on the administration of AK STAR and AK Science. Building Test Coordinator MOAs offered for NES, ACSA and NBMHS.

•**Title IV-Student Support and Academic Enrichment-Districtwide**-SKI SEASON IS HERE. Title IV-A continues to support skiing by providing gas cards for the volunteers who use their private snow machines to groom trails using the Title IV-A trail groomer. As of 2/2/23 trails have been groomed by a team of volunteers and students have been out enjoying skiing lead by Jeff Collins. On Tuesday 1/31, was a banner day with a total of 23 students out on skis. Mr. Collins Ski Report:

> "Tuesday Jan. 31st had 23 kids out. Six different households have contributed to trail maintenance, of those four/six are classified as Migrant Ed I believe and two are general community members without students in the schools. Since the beginning of this season we have averaged 13 students per day, a daily mileage of 2.3 miles per day, and an estimated 870 calories burned per day (not entirely accurate as I take my caloric usage and average it against a hs student and my 8 year old son. Both have trackers that provide data.)

Trails are open to the public. SKI ON!

•**Migratory Education Literacy Grant—**Watch for newly curated book list from Barnes and Noble to be delivered to students and parents via email.

•**JOM-Districtwide-** Sent reminders to staff of available budgets. Submitted and received grant award for 2023 for $10,500. Funds will continue to support the supplies for the cultural arts classes.

State Reporting – Attended DEED data collection webinar regarding data to be collected under the new Alaska Reads Act. DEED proposes six data elements to be added to the summer OASIS and two data elements added to the fall OASIS. These new data elements will include reporting of preschool attendance prior to entry into kindergarten and reading proficiency levels or waivers supporting progression to grade 4. Regulations and data elements are open for public comment; comments close on 2/15.

District and school report cards to the public were released on 2/3/2023. This is a link to the state report card site. https://education.alaska.gov/compass/report-card

Assessments, Curriculum and Data-

•An additional week has been added to the Winter MAP testing window to allow for make-up testing. The winter MAP testing window will closed on February 3.

•ACCESS 2.0 for ESL students started at NBMHS on February 1, 2023. Start of testing at NES will start the week of February 13th.

•As mentioned above the DTC and the NWEA facilitator will be attending the training in ANC. Building Test coordinators (funded with Title II-A) were hired to assist in training of site test administrators and the delivery of assessments.
• During the month of January, I attended 3 webinars regarding the Alaska Reads Act. Topics included Assessments, grade progression, and DEED reporting criteria.

Testing Schedule

MAP Growth Windows Grades K-10

Fall	September 20- October 15, 2022
Winter	**January 9- February 3, 2023**
Spring	March 27-April 28, 2023 (AK STAR)

MAP Reading Fluency (NES Only) Grades K-5

Fall	August- September 17
Winter	**January 9- February 3**
Spring	April 10- May 10

Alaska Developmental Profile

Grade	School	Subject	Dates
Kindergarten	Nome Elementary School	Readiness	9/15/22-11/1/22

ACCESS for ELLs (aka WIDA)

Grade	School	Subject	Dates
k-12	**All EL Students**	**Reading, Listening, Speaking, Writing**	**2/1/23-3/31/23**

Enrollment by school-

Enrollment	**2/4/22**	**3/3/22**	**4/4/22**	**5/5/22**	**9/8/22**	**10/5/22**	**11/3/22**	**12/5/22**	**1/5/23**	**2/2/23**
Nome Elementary School	312	315	315	315	333	338	338	338	341	343
Anvil City Science Academy	60	60	60	60	60	59	60	59	58	58
Nome-Beltz Middle Senior High	286	288	282	285	300	297	297	291	297	286
NPS Extensions Correspondence	31	27	26	26	22	27	28	29	29	32
Total Enrollment K-12	**689**	**690**	**683**	**686**	**715**	**721**	**723**	**717**	**725**	**719**

Nome Public Schools

MEMORANDUM

To: Board of Education

Thru: Jamie Burgess, Superintendent

From: Genevieve Hollins, Contracted CFO
Alaska Education & Business Services, Inc.

Date: February 2, 2023

Subject: **Financial Narrative**

Year- and quarter-end is always a very busy time of year in the Business Office. In addition to the year-end and quarterly reports, I also made a trip to Nome and worked with the AP position, continued cleanout of old files both in the D.O. and in the storage room, and also met with budget supervisors and the Superintendent.

Recently completed tasks include:

- ✓ Impact Aid application submitted ahead of the January 31st deadline
- ✓ Quarterly grant reimbursements were all submitted timely
- ✓ Reconciled 941s to W2s
- ✓ Annual W2s/W3, 1099-MISC/1099-NECs/1096 submitted timely to employees and SSA/IRS
- ✓ The Gaming permit was renewed for 2023
- ✓ Indirect Cost Rate application was submitted to DEED

Upcoming tasks:

- ✓ Submit amended Impact Aid application once all Source Check forms are returned
- ✓ Gaming annual financial statement due March 31st
- ✓ FY2024 Draft Budget Presentation #2 at March Regular Board Meeting
- ✓ Certified negotiations and related calculations and meetings
- ✓ Meritain health currently reviewing all employee claims for accuracy
- ✓ Food Service monthly claims for reimbursement
- ✓ Review NJUS fuel usage, once report obtained
- ✓ RISQ to complete ACA forms
- ✓ Awaiting FY2024 Health & Liability Insurance rates in order to update budget

One-Time State Funding HB 281

The 32nd legislature passed House Bill 281 which appropriated a one-time grant totaling $57 million for FY2023. We received the one-time payment of $383,020 and it is reflected on the attached financial report.

Standard Operating Procedure (SOP) #11 & #12

Attached you will find SOP Number 11 – Account Reconciliation and Number 12 – Bank Reconciliations, for your information, comments, and any questions.

Thank you!

Nome Public Schools

TO: Nome Public Schools Board of Education
THRU: Jamie Burgess, Superintendent
FROM: Genevieve Hollins, Alaska Education & Business Services, Inc.
SUBJECT: FY2023 Expenditures: 7/01/2022 through 01/31/2023
- All Except Special Revenue Programs -
DATE: February 2, 2023

REVENUES:

	Received	Current Budget	Amount Remaining	% Received
State of Alaska - Foundation	$ 5,165,510	$ 9,013,262	$ 3,847,752	57.31%
State of Alaska - One Time HB 281	383,020	-	(383,020)	
State of Alaska - TRS On Behalf	296,329	503,071	206,742	58.90%
State of Alaska - PERS On Behalf	16,703	28,355	11,653	58.90%
City of Nome	1,204,122	3,150,000	1,945,878	38.23%
Impact Aid - U.S. Government PL-874	-	35,200	35,200	0.00%
E-Rate	697,769	1,338,461	640,692	52.13%
Other (Fees/Gate/Rentals/Donations)	187,941	385,000	197,059	48.82%
Decrease (Increase) of Fund Balance	-	432,352	432,352	0.00%
Pupil Transportation (Fund 205)	313,937	560,000	246,063	56.06%
Food Service (Fund 255)	262,596	775,000	512,404	33.88%
TOTAL REVENUES	**$ 8,527,928**	**$ 16,220,702**	**$ 7,692,774**	**52.57%**

(Excluding Federal Special Revenue Programs)

EXPENDITURES:

	Expended & Encumbered	Current Budget	Amount Remaining	% Expended
General Fund (100)	$ 7,173,451	$ 14,885,702	$ 7,712,251	48.19%
Pupil Transportation (205)[1]	612,557	560,000	(52,557)	109.39%
Food Service Fund (255)	327,735	775,000	447,265	42.29%
TOTAL EXPENDITURES AND ENCUMBRANCES	**$ 8,113,743**	**$ 16,220,702**	**$ 8,106,959**	**50.02%**

Percentage of Revenue Budget Recvd: 52.57%
Percentage of Budget Expended: 50.02%
Percentage of Year Passed: 58.90%

Days of Expenditures for this Fiscal Year: 215 Days

Remaining in Fiscal Year for Expenditures: 150 Days

Checking Account Bank Balance as of January 31, 2023 - $8,850,222

[1]The Pupil Transportation contract for FY2023 is $559,108 for regular routes. Fund Balance will decrease from $346,839 to approximately $235,000 by year-end. This year we had additional expense of $45,104 for the purchase of a vehicle for transporting students. Additionally, the Pupil Transportation state funding is less than the amount contracted out for services.

NOME PUBLIC SCHOOLS
Nome, Alaska

SOP No. 11

ACCOUNT RECONCILIATION

1. PURPOSE: To establish procedures for performing and reviewing balances of accounts on a timely basis as stated in BP 3460.

2. AUTHORITY: Superintendent

3. RESPONSIBILITY: The CFO or designee.

4. PROCEDURES: The following are control activities for balance sheet accounts (assets and liabilities), budget vs actual revenue and expenditure reports, and other relevant reports that should be followed in the reconciliation of accounts:

    a. The Superintendent or designee and Budget Supervisors review detailed financial reports from the software system for all their applicable accounts, monthly. All transactions are compared to the approved budget and/or grant award budgets/narratives.

    b. If any accounts have negative balances, miscoding on invoices, or other errors, the CFO prepares adjusting journal entries (AJE) to correct the errors. See SOP No. 13 – Adjusting Journal Entries for assistance with AJEs. See SOP No. 10 – Budget Development, Transfers, and Revisions, for cost over/underruns that require a budget transfer.

    c. The general ledger reconciliation recap shall be reviewed annually by the CFO, in preparation for the annual audit and closing out the books.

REFERENCES:
BP 3400 – Management of District Assets/Accounts
BP 3460 – Periodic Financial Reports

REVISION DATE: 06/18/2019

EXHIBITS: None

NOME PUBLIC SCHOOLS
Nome, Alaska

SOP No 12

BANK RECONCILIATIONS

1. PURPOSE: To establish procedures for performing and reviewing monthly bank reconciliations.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: CFO or designee

4. PROCEDURES: The following are control activities recommended for the bank reconciliation process.

a. The Superintendent or designee shall receive and review all bank statements and shall also receive and review reconciliations upon completion.

b. The CFO obtains the monthly bank statements via the online banking website, an compares the activity on the statement with the activity in the cash account in the general ledger using the software system bank reconciliation module. Identify and investigate any discrepancies and prepare AJEs as needed. Contact the bank for any unexplained or erroneous transactions on the bank statement.

c. The following information is typically included in the month-end cash reconciliation journal entry: interbank transfers, bank service charges and fees, etc. An adjusting journal entry should be prepared to reflect this information and the entry should be reviewed and approved by another individual not completing the bank reconciliation. See SOP No. 13 – Adjusting Journal Entries.

d. Once the monthly bank reconciliation is balanced (reconciled balances matches the general ledger balance) and completed in the software system, the reconciliation and month should be closed.

e. Bank reconciliations should be completed by the 10th of the month following the bank statement date.

f. The reconciliations and bank statements should be attached together and saved chronologically, by fiscal year. All bank statements and reconciliations should be scanned for ease in transmission to auditors during the annual audit.

g. Review stale-dated outstanding checks (over one year past issue date) at least annually. Void and reissue checks when appropriate, and forward outstanding funds to the State of Alaska Department of Revenue – Treasury Division as unclaimed property when required.

h. All bank balances should be collateralized in accordance with board policy.

REFERENCES:
BP 3100 – Budget
BP 3200 – Income
BP 3305 – Electronic Fund Transactions
BP 3452 – Student Activity Funds

REVISION DATE: 06/18/2019

EXHIBITS: None

Public Comment Statement

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

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

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

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

SCHOOL BOARD COMMUNICATION

Title: Approval of FY24 Teacher Contracts

Date: February 7, 2023

Administrator: Jamie Burgess, Superintendent

Attachments: List of Teachers for FY24 Contracts

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

BACKGROUND INFORMATION

Based on supervisory recommendations, the administration recommends that all current tenured teachers and the non-tenured teachers on the attached list be offered employment contracts for the 2023-2024 school year. Staff noted with an asterisk will receive tenured status beginning in the 2023-2024 school year.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval to issue contracts for all tenured and non-tenured teachers as listed for the 2023-2024 school year.

Sample Motion: I move to approve issuing contracts for all tenured and non-tenured teachers as listed for the 2023-2024 school year.

2023-2024
Teacher Contracts

Tenured Staff

Name	Location
Alvanna-Stimpfle, Maddy	NES
Bahnke, Nancy	NES
Balice, Janet	NES
Bourdon, Kathleen	NES
Callahan, Patrick	NBMHS
Collins, Jeffrey	ACSA
Coulter, Douglas	NBMHS
Erikson, Kimberly	NES
Fabignon-Cross, Julie	NES
Harlow, Holly	NBMHS
Heinrich, Justin	NBMHS
Hoyt, Michael	NBMHS
Johnson, Colleen	ACSA
Keller, Sandra	NES
Lastine, Leonard	NES
Liben, Sarah	NBMHS
Marvin, Krista	NES
McRae, Ian	NES
Robb, Hana	NBMHS
Secor, Heidi	NES
Shreve, Jennifer	NBMHS
Slingsby, Matthew	NES
Ten Eyck, Meghan	NES
Tweet, Misty	NBMHS
Ventress, Rachel	ACSA/EXT

Non-Tenured Staff (*= will attain tenured status)

Name	Location
Annas, Emily	NBMHS
Brown, Aaron	NBMHS
Brown, Jason	NES
Conger, Annie	NES (Retire/Rehire)
Davies, Sarah	NBMHS
Deering, Michael	NBMHS
Donaldson, Donald	NES
Finney, Rachel*	NBMHS
Foret, Joy*	NBMHS

Fox, Ryan	NBMHS
Kobeck, Aidan	NBMHS
Laurence, Cassie	NBMHS
Pardee, Marta*	NES
Payenna, Benjamin	NBMHS
Peters, Jill*	NBMHS
Rhodes, Erika	NBMHS
Sanders, Victor	NBMHS
Schmidt, Samuel	NES
Shambach, Tricia	NES
Simpson, Peggy	NES
Smyke, Jessica*	ACSA
Wharry, Ryan	NBMHS
Wright, Rosa*	NBMHS

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

SCHOOL BOARD COMMUNICATION

Title: Approval of FY24-FY26 Calendar

Date: February 7, 2023

Administrator: Jamie Burgess, Superintendent

Attachments: FY24-FY26 Recommended Calendars

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

BACKGROUND INFORMATION

The District Calendar Committee held several meetings beginning in early Fall to learn about the various factors that must be considered when developing a school calendar, review prior year calendars and other district calendars, and to begin drafting potential calendars. The committee conducted a community survey, utilizing every potential avenue to reach as many community members as possible.

After careful consideration, the Committee is pleased to submit a calendar which was unanimously agreed upon by members.

The Calendar includes a post-Labor Day start to honor fall subsistence needs and a structured inservice schedule for teachers that will also allow them to participate in cultural and subsistence activities. Inservice days are built throughout the year to allow staff appropriate time for professional learning and to participate in equity and cultural activities.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the recommended calendars for the FY24 through FY26 school years.

Sample Motion: I move to approve the recommended calendars for the FY24 through FY26 school years.

Proposed School Calendar 2023-2024

Due Date: July 1, 2023

District Name: Nome Public Schools | School:

Approved By: | Title:

Jul-23

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

# of Inservice Days:
# of Student Days:
# of Teacher Days:

Aug-23

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
			N	N	N	
20	21	22	23	24	25	26
	I	I	I	I	I	
27	28	29	30	31		
	W	W	UV	UV		

# of Inservice Days: 5
# of Student Days: 0
# of Teacher Days: 7

Sep-23

S	M	T	W	T	F	S
					1	2
					UV	
3	4	5	6	7	8	9
	H	O	M			
10	11	12	13	14	15	16
			M			
17	18	19	21	21	22	23
			M			
24	25	26	25	28	29	30
			M			

# of Inservice Days:
# of Student Days: 19
# of Teacher Days: 20

Oct-23

S	M	T	W	T	F	S
1	2	3	4	5	6	7
			M			
8	9	10	11	12	13	14
	I		M			
15	16	17	18	19	20	21
			M			
22	23	24	25	26	27	28
			M		E	
29	30	31				

# of Inservice Days: 1
# of Student Days: 21
# of Teacher Days: 22

Nov-23

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
			M/C	M/C	I	
12	13	14	15	16	17	18
			M			
19	20	21	22	23	24	25
			M	H	H	
26	27	28	29	30		
			M			

# of Inservice Days:1
# of Student Days: 19
# of Teacher Days: 22

Dec-23

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
			M			
10	11	12	13	14	15	16
			M		M	
17	18	19	20	21	22	23
	UV	UV	UV	UV	UV	
24	25	26	27	28	29	30
	H	UV	UV	UV	UV	
31						

# of Inservice Days: 0
# of Student Days: 11
# of Teacher Days: 12

Jan-24

S	M	T	W	T	F	S
	1	2	3	4	5	6
	H	I	M			
7	8	9	10	11	12	13
			M			
14	15	16	17	18	19	20
			M		E	
21	22	23	24	25	26	27
			M			
28	29	30	31			
			M			

# of Inservice Days: 1
# of Student Days: 21
# of Teacher Days: 23

Feb-24

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
			M			
11	12	13	14	15	16	17
			M	M/C	M/C	
18	19	20	21	22	23	24
	I		M			
25	26	27	28	29		
			M			

# of Inservice Days: 1
# of Student Days: 20
# of Teacher Days: 21

Mar-24

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
			M			
10	11	12	13	14	15	16
	UV	UV	UV	UV	UV	
17	18	19	20	21	22	23
			M			
24	25	26	27	28	29	30
			M		E	
31						

# of Inservice Days:
# of Student Days: 16
# of Teacher Days: 16

Apr-24

S	M	T	W	T	F	S
	1	2	3	4	5	6
			M			
7	8	9	10	11	12	13
			M			
14	15	16	17	18	19	20
			M			
21	22	23	24	25	26	27
			M		I	
28	29	30				

# of Inservice Days: 1
# of Student Days: 21
# of Teacher Days: 22

May-24

S	M	T	W	T	F	S
			1	2	3	4
			M			
5	6	7	8	9	10	11
			M			
12	13	14	15	16	17	18
			M			
19	20	21	22	23	24	25
			M			
26	27	28	29	30	31	
	UV			C	E	

# of Inservice Days:
# of Student Days: 22
# of Teacher Days: 22

Jun-24

S	M	T	W	T	F	S
						1
						W
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

# of Inservice Days:
# of Student Days:
# of Teacher Days: 1

C	School **C**loses
E	**E**nd of Quarter
H	Legal **H**oliday
I	**I**nservice Day
M	Parent-Teacher Conf **M**eeting reqts
N	Parent-Teacher Conf **N**ot meeting reqts
O	School **O**pens
S	**S**aturday School
T	**T**esting
V	**V**acation Day
W	Teacher **W**orkday
X	Emergency Closure Day

School Holidays	
Independence day	7/4/23
Labor Day	9/4/23
Thanksgiving and the day after	11/23/23 and 11/24/23
Christmas	12/25/23
New Years	1/1/24
Memorial day	5/27/24

If one of these holidays falls on a Saturday, the Friday immediately preceding is a school holiday.
If one of these holidays falls on a Sunday, the Monday immediately following is a school holiday.

Q1 - 8 weeks - 10/27
Q2 - 10 weeks - 1/19
Q3 - 9 weeks - 3/29
Q4- 9 weeks - 5/31

170 Student Days
991.67 Hours (instructional time) (Beltz)
188 Teacher Days

Proposed School Calendar 2024-2025

Due Date: July 1, 2024

District Name:	School:
Approved By:	Title:

Jul-24

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

# of Inservice Days:
# of Student Days:
# of Teacher Days:

Aug-24

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
			N	N	N	
18	19	20	21	22	23	24
	I	I	I	I	I	
25	26	27	28	29	30	31
	W	W	UV	UV	UV	

# of Inservice Days: 5
# of Student Days: 0
# of Teacher Days: 7

Sep-24

S	M	T	W	T	F	S
1	2	3	4	5	6	7
	H	O				
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

# of Inservice Days: 0
# of Student Days: 20
# of Teacher Days: 21

Oct-24

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
	I					
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

# of Inservice Days: 0
# of Student Days: 22
# of Teacher Days: 23

Nov-24

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
			M/C	M/C	I	
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
				H	H	

# of Inservice Days: 1
# of Student Days: 18
# of Teacher Days: 21

Dec-24

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
	UV	UV	H	UV	UV	
29	30	31				
	UV	UV				

# of Inservice Days: 0
# of Student Days: 15
# of Teacher Days: 16

Jan-25

S	M	T	W	T	F	S
			1	2	3	4
			H	UV	UV	
5	6	7	8	9	10	11
	I					
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

# of Inservice Days: 1
# of Student Days: 19
# of Teacher Days: 21

Feb-25

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
				M/C	M/C	
16	17	18	19	20	21	22
	I					
23	24	25	26	27	28	

# of Inservice Days: 1
# of Student Days: 19
# of Teacher Days: 20

Mar-25

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
	UV	UV	UV	UV	UV	
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

# of Inservice Days: 0
# of Student Days: 16
# of Teacher Days: 16

Apr-25

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
					I	
27	28	29	30			

# of Inservice Days: 1
# of Student Days: 21
# of Teacher Days: 22

May-25

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
	UV			C	W	

# of Inservice Days: 0
# of Student Days: 20
# of Teacher Days: 21

Jun-25

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

# of Inservice Days:
# of Student Days:
# of Teacher Days:

Proposed School Calendar 2025-2026

Due Date: July 1, 2025

District Name: Nome Public Schools | School:

Approved By: | Title:

Jul-25

S	M	T	W	T	F	S
		1	2	3	4	5
					H	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

# of Inservice Days:
# of Student Days:
# of Teacher Days:

Aug-25

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
			N	N	N	
17	18	19	20	21	22	23
	I	I	I	I	I	
24	25	26	27	28	29	30
	W	W	UV	UV	UV	
31						

# of Inservice Days: 5
# of Student Days: 0
# of Teacher Days: 7

Sep-23

S	M	T	W	T	F	S
	1	2	3	4	5	6
	H	O				
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

# of Inservice Days: 0
# of Student Days: 21
# of Teacher Days: 22

Oct-23

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
	I					
26	27	28	29	30	31	

# of Inservice Days: 1
# of Student Days: 22
# of Teacher Days: 23

Nov-23

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
			M/C	M/C	I	
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
				H	H	
30						

# of Inservice Days:1
# of Student Days: 17
# of Teacher Days: 20

Dec-23

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
	UV	UV	UV	H	UV	
28	29	30	31			
	UV	UV	UV			

# of Inservice Days: 0
# of Student Days: 15
# of Teacher Days: 16

Jan-24

S	M	T	W	T	F	S
				1	2	3
				H	UV	
4	5	6	7	8	9	10
	I					
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

# of Inservice Days: 1
# of Student Days: 19
# of Teacher Days: 21

Feb-24

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
				M/C	M/C	
15	16	17	18	19	20	21
	I					
22	23	24	25	26	27	28

# of Inservice Days: 1
# of Student Days: 19
# of Teacher Days: 20

Mar-24

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
	UV	UV	UV	UV	UV	
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

# of Inservice Days: 0
# of Student Days: 17
# of Teacher Days: 17

Apr-24

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
					I	
26	27	28	29	30		

# of Inservice Days: 1
# of Student Days: 21
# of Teacher Days: 22

May-24

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
	UV			C	W	
31						

# of Inservice Days: 0
# of Student Days: 19
# of Teacher Days: 20

Jun-24

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

# of Inservice Days:
# of Student Days:
# of Teacher Days: 1

C	School **C**loses
E	**E**nd of Quarter
H	Legal **H**oliday
I	**I**nservice Day
M	Parent-Teacher Conf **M**eeting reqts
N	Parent-Teacher Conf **N**ot meeting reqts
O	School **O**pens
S	**S**aturday School
T	**T**esting
V	**V**acation Day
W	Teacher **W**orkday
X	Emergency Closure Day

170 Student Days
188 Teacher Days

School Holidays	
Independence day	7/4/25
Labor Day	9/1/25
Thanksgiving and the day after	11/27/25 and 11/28/25
Christmas	12/25/25
New Years	1/1/26
Memorial day	5/25/26

If one of these holidays falls on a Saturday, the Friday immediately preceding is a school holiday.
If one of these holidays falls on a Sunday, the Monday immediately following is a school holiday.

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

SCHOOL BOARD COMMUNICATION

Title: Approval of Superintendent Evaluation

Date: February 7, 2023

Administrator: N/A

Attachments: BP-2123 – Superintendent Evaluation

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

BACKGROUND INFORMATION

The Nome Public Schools School Board met in Executive Session on Tuesday, January 24, 2023 with Timi Tullis from the Association of Alaska School Boards to conduct Superintendent Burgess' evaluation. Per BP2123 it is the Board's obligation to evaluate the Superintendent on an annual basis.

ADMINISTRATIVE RECOMMENDATION

It is the recommendation to approve the annual evaluation of Superintendent Jamie Burgess as conducted for the 2022-2023 school year.

Sample Motion: I move to approve the annual evaluation of Superintendent Jamie Burgess as conducted for the 2022-2023 school year.

BP 2123 EVALUATION OF THE SUPERINTENDENT

The Board believes that an annual evaluation of the Superintendent's performance strengthens working relationships between the Superintendent and the Board. The evaluation process should clarify the Superintendent's role and give the Board and Superintendent an opportunity to jointly identify immediate priorities among the Superintendent's many responsibilities. Evaluations also should help the Board to monitor progress toward established goals and to set reasonable criteria for salary increases and/or contract extension.

The Board shall meet with the Superintendent to discuss the evaluation, including commendations in areas of strength and recommendations for improving effectiveness. The Superintendent and Board members shall agree upon an evaluation summary, which shall be signed by the Superintendent and Board President. Additional evaluations may be arranged at any time during the school year at the request of either the Board or the Superintendent.

(cf. 2121 - Superintendent's Contract)

The evaluation process shall be reviewed annually by the Superintendent and Board members to determine whether any of the following steps need improvement:

1. Developing or reviewing/revising the Superintendent's job description.
2. Adopting or reviewing/revising evaluation policy.
3. Establishing clear criteria to include progress on district goals.
4. Establishing or reviewing/revising the evaluation process.
5. Carrying out the evaluation.
6. Summarizing the results.
7. Discussing the results with the Superintendent.
8. Developing a plan for growth and improvement.

(cf. 9321 - Executive Sessions)

Adopted: June 10, 2003