



Nome Public Schools

Board of Education Meeting Agenda

April 9, 2024 - 5:30 PM
Regular Board Meeting, NES Library
1057 E 5th Ave
Nome, Alaska 99762

PO Box 131
Nome, AK 99762

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

SCHOOL BOARD MEMBERS

Mrs. Darlene Trigg, President
Mr. Bob Metcalf, Vice President/Clerk
Ms. Marjorie Tahbone, Treasurer
Mrs. Nancy Mendenhall
Mr. Jon Gregg

AGENDA

A. Call to Order

1. Pledge of Allegiance 3
2. Nome Public Schools Mission Statement 4
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. Minutes of March 19, 2024 Regular Meeting 5
2. March 2024 Disbursements
3. March 2024 Personnel Report 8
4. March 2024 Gifts, Grants and Bequests 10

C. Awards and Presentations

1. Introductions of Guests & Visitors
2. Students of the Month

D. Opportunity for Public Comments on Agenda/Non-agenda Items 11

(3 minutes per speaker, 30 minutes aggregate)

E. Superintendent Report 12

F. Information & Reports

1. Student Representative Report 74
2. Principal Reports 75
3. Director Reports 92
4. Business Manager Report 100

G. Second Public Comment Opportunity 106

(Individuals are limited to three minutes each.)

H. Action Item

1. Board Policies First Read 107
2. Approval of FY25 School Calendar 129
3. Approval of FY25 Teacher Contracts 131
4. Approval of FY25 School Handbooks 132
5. Approval of FY25 Classified Exempt Contracts 193
6. Approval of FY25 Special Education Service Provider Contracts 194

I. Board and Superintendent's Comments & Committee Reports

J. Upcoming Events:

1. Work Session/Special Meeting, April 23, 2024; NES Library
2. Regular Meeting, May 14, 2023; NES Library

K. Adjournment

BB 9320 Meetings: "Though great importance is given to the physical presence of School Board members at meetings, the attendance and participation of members by teleconference is authorized whenever physical presence is not practicable."

Public Zooms are not available at this time.

Pledge of Allegiance

Allegiance

(I promise)

Kamaksriġmik akiqsruutmik

(to give)

to the flag

(of our land)

aituġaa illalitaanunapta

United States of America.

(here)

and to

(to) the republic

Ittuaq taavrumuġa nunamun

one

nation

under

God

atausiq nuna ataani Agaiyutim

indivisible

with liberty

avgutaulguituaq pituiqsimaaliq

and justice

for all

atisipluni illuqnaitnun.



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
March 19, 2024
5:30 pm
NES Library

Member Trigg called the meeting to order at 5:30 pm Tuesday, February 20, 2024 with a quorum present.

Principal Korenek-Johnson and Member Tahbone led the Pledge of Allegiance.

Member Trigg read the Nome Public Schools Mission Statement.

School Board Members Present:

Darlene Trigg	Marjorie Tahbone	Jon Gregg (Absent)
Nancy Mendenhall	Bob Metcalf (via Zoom)	
Lyndsay Johnson, Student Representative		

Others in attendance included:

Jamie Burgess	Genevieve Hollins (via Zoom)	Jim Shreve
Elizabeth Korenek-Johnson	Jennifer Shreve	Jonathan Duarte
Mary Donaldson	Doug Pfau	

APPROVAL OF AGENDA

Member Tahbone moved to approve the agenda as presented. Member Mendenhall seconded.

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

Darlene Trigg: yes	Marjorie Tahbone: yes	Jon Gregg: Absent
Nancy Mendenhall: yes	Bob Metcalf: yes	Lyndsay Johnson: yes

CONSENT AGENDA

Member Metcalf moved to approve the minutes of the January 9, 2024 Regular Meeting, the February 20th Regular Meeting, and the February 27, 2024 Special Meeting; February 2024 disbursements; and the February 2024 personnel report.

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

Darlene Trigg: yes	Marjorie Tahbone: yes	Jon Gregg: Absent
Nancy Mendenhall: yes	Bob Metcalf: yes	Lyndsay Johnson: yes

INTRODUCTIONS OF GUESTS AND VISITORS

NONE

STUDENTS OF THE MONTH

NONE.

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 Lyndsay Johnson 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. Discussion followed.

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

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

Director of Federal Programs, Karen Dixon 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 Tahbone moved and Member Mendenhall seconded to approve offering contracts for the 2024-2025 school year to the teachers on the list submitted by administration.

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

Darlene Trigg: yes	Marjorie Tahbone: yes	Jon Gregg: absent
Nancy Mendenhall: yes	Bob Metcalf: yes	Lyndsay Johnson: yes

Member Tahbone moved and Member Mendenhall seconded to approved the FY24 Budget Revision #2.

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

Darlene Trigg: yes	Marjorie Tahbone: yes	Jon Gregg: absent
Nancy Mendenhall: yes	Bob Metcalf: yes	Lyndsay Johnson: yes

Member Tahbone moved and Member Mendenhall seconded to accept and approve the Superintendent’s annual evaluation.

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

Darlene Trigg: yes

Marjorie Tahbone: yes

Jon Gregg: absent

Nancy Mendenhall: yes

Bob Metcalf: yes

Lyndsay Johnson: yes

EXECUTIVE SESSION

Member Mendenhall moved and Member Tahbone seconded to go into Executive Session at 6:49pm for the purpose of an update on Certified negotiations.

Member Tahbone moved and Member Mendenhall moved to leave Executive Session at 7:16pm.

BOARD AND SUPERINTENDENT’S COMMENT & COMMITTEE REPORTS

Member Mendenhall had no comments.

Member Metcalf stated he was Darlene was back and appreciated her leadership. He had sent comments to Donny Olson and Neal Foster with regards to their attempt to overturn the veto. He also followed up with legislators who voted no on the overturn – he stated they still expressed support for education but felt they needed more accountability.

Member Tahbone thanked Bob for visiting the Beltz campus, and thanked Darlene for her advocacy and leadership. She noted that a new sport, Track and Field, had just started up and she was very excited about it.

Superintendent Burgess thanked the Board for their support and for direction for her for the future. She pledged to spend more time in classrooms and schools through the end of the school year.

Member Trigg thanked Bob for covering for her while she was unavailable. She shared she was disappointed with many of the decisions that have occurred in Juneau.

UPCOMING EVENTS

- April 8, 2024 Joint Work Session with City Council; 6pm, Council Chambers
- April 9, 2024 Regular Meeting; 5:30pm, NES Library
- April 23, 2024 Work Session/Special Meeting; 5:30pm NES Library

ADJOURNMENT

Member Mendenhall moved to adjourn at 7:28 pm.

Darlene Trigg Date
President, Board of Education

Bob Metcalf Date
Vice President, Board of Education



Nome Public Schools
Personnel Items for Approval/Ratification
April 9th, 2024

Certified/Administrative Staff

NAME	POSITION/ACTION	EFFECTIVE DATE
Marie Sakar	NES Cultural Studies Teacher - Resignation	6/1/2024
Annie Conger	NES Immersion 1st Grade Teacher - Resign	6/1/2024
Ryan Fox	Beltz MS Soc St Teacher - Resignation	6/1/2024
Joe Bullock	Beltz Band Choir Teacher - Resignation	6/1/2024
Emily Annas	Beltz MS Science - Resignation	6/1/2024

Classified Staff

NAME	POSITION/ACTION	EFFECTIVE DATE
Evan Burgess	SPED Paraeducator - Resignation	4/17/2024

Nome Public Schools

BP 3290 Gifts, Grants and Bequests - Received March 2024

The School Board greatly appreciates the support of community members and may accept suitable donations on behalf of the district. All donations greater than \$1,000 shall be brought before the School Board. The Superintendent or designee may apply for special revenue grants.

Gifts, Grants & Bequests

<u>Fund</u>	<u>Description</u>	<u>Amount</u>	<u>Notes</u>
700	NSEDC - Student Career Exploration 2023	\$ 13,514.15	Reimbursement

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.



Board/Leadership Areas of Focus:

Strategic Plan Goal #1: Students are Prepared for the Pathways of Their Choice

- Ms. Dixon and I attended training with the AASB's Alaska Family Engagement Center this past week. We are participating in a multi-year grant with them, and are planning with them how to improve our family engagement events and processes. We will do a short training with them in August with our leadership team and the School Board members will also be invited – this training focuses on Foundations of Partnerships. We are hoping to utilize their Planning for the Future Pathway at Beltz this coming year to ensure families are involved in planning with their students for high school and beyond. This training is also relevant to our Strategic Plan Goal #3.

Strategic Plan Goal #3: Students and Families are Positively Connected to their School, Their Culture and Their Community

Staffing Update

The majority of our contracts and resignations have come in at this point; we still have a few teachers who have additional time to submit their contracts due to the dates the contracts were distributed or approved. Mr. Pfau, Ms. Donaldson and our principals are in the process of reviewing applications and making offers – this process is likely to continue for several months.

We are also learning more about the processes and costs involved with our H1B visa teachers; there are some internal process updates and budget considerations we will be reviewing shortly to determine how to best handle international hires going forward.

The resignation of both Ms. Kiminaq Alvanna-Stimpfle and Ms. Annie Conger has meant the strong possibility our Inupiaq Immersion program will be on hold starting next year. Per the request of Board President Trigg, I am in the process of reaching out to some retired teachers to determine if they would be interested in returning for at least one year to keep the program going, while we recruit for this program.

Funding Update

The Governor did sign into Law a new bill that increased the amount for the State-funded BAG grants to 100mps per school (as opposed to 25 mps). This will mean Nome Public Schools will be able to double its bandwidth at each school for FY25 from 50mps to 100mps at no additional cost. Mr. Shreve has already prepared the required documents for submittal to the State.

At this time, the House Finance Committee has included a line item for one-time funding for FY25 which is equivalent to a BSA increase of \$680, and HB392 is in House Education with



Nome Public Schools
Superintendent Report
Jamie Burgess
April 9, 2024

hearings schedule this week. This bill is very similar to SB140, but includes both the Governor's desired education provisions which are the ability of the State Board of Education to directly authorize a charter school without first requiring approval of a local school district, and bonuses paid directly to teachers. The Bill also reduces the support for K-3 students to assist with the Reads Act, but does increase the BSA by \$680 and also increases the amount for transportation and correspondence school funding.

New or Revised Administrative Regulations

The attached ARs came out of our recent Board Policy Committee meetings; several were submitted by AASB to accompany new or revised Board Policies, while others arose from demonstrated need during this school year.

- AR6163.1 Libraries (NEW) – this is the committee's recommendation after review the document presented to the Board last year by Mr. Jeff Collins, ACSA teacher.
- AR5124.1 Family Engagement (NEW) – this accompanies a new Board Policy suggested by AASB.
- AR5131.9 Academic Honesty – this new regulation expands on the new Academic Honesty Board Policy, includes definitions, examples, and further addresses the use of artificial intelligence.
- AR 5141.43 Uniform Investigations (NEW) – this accompanies a new Board Policy suggested by AASB and sets out best practices for conducting investigations.
- AR6145.2 Interscholastic Competition – removes a section that penalizes students for TAD (Tobacco, Alcohol and Drugs) violations that is more severe than what ASAA currently requires. ASAA is overhauling its TAD policy to address vaping; therefore this BP or AR may require revisions in the near future.

FY25 Budget Draft #3

The 3rd draft is attached to this report. We made some changes to the number of special education staff to support our growing population of students, and increased the number of intensive students based on updated information from Ms. Donaldson. There is no decrease to the number of positions for FY25, as the District will utilize funds from the Apartment Fund and the Capital Improvement Fund in lieu of layoffs. If there are any changes between now and the Special Meeting on April 23rd due to decisions in the legislature, we will have one final draft. We are also awaiting the Council's decision on providing the increase to the City's appropriation for FY25 as well.



Nome Public Schools

Together, strong in identity, potential, purpose

NOME PUBLIC SCHOOLS

FY 2025 DRAFT BUDGET

For Presentation to the Board April 9, 2024

Mrs. Darlene Trigg, President

Mrs. Jamie Burgess, Superintendent

Mr. Bob Metcalf, Vice-President/Clerk

Ms. Marjorie Tahbone, Treasurer

Mrs. Nancy Mendenhall, Board Member

Mr. Jon Gregg, Board Member

MISSION

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



Nome Public Schools

April 4, 2024

Members of the Board of Education
Nome Public Schools
Nome, Alaska 99762

The Nome Public Schools (District) is pleased to present you with the budget for the fiscal year 2025. The budget document is the primary document that communicates the District's plans for spending in the ensuing fiscal year, and it also details its organizational goals and objectives in monetary terms. The District is required to prepare and approve a balanced budget and submit it to the City of Nome by May 1st and to the Department of Education & Early Development by July 15th each year. A balanced budget is defined as revenue budgeted at least the same as, or more than, the budgeted expenditures or use of fund balance.

In presenting the FY2025 Budget document, we may discuss the instructional, operational, and financial plans in an open forum. We believe community interaction and input between stakeholders leads to improvements benefiting the education of children at Nome Public Schools. The administration of Nome Public Schools has reviewed and discussed its plan for the FY2025 school year in terms of what can be accomplished within the bounds of a balanced budget.

Budget development and analysis is always a work in progress. Changes will occur in FY2025 when salaries, benefits, and foundation funding are finalized.

Organizational Component

The City of Nome was incorporated in 1901 as a first-class city under the laws of the Territory of Alaska. The City operates under council-manager form of government and performs municipal duties allowed by Alaska Statutes and as directed by its residents.

The Nome Public Schools is a component unit of the City of Nome and is organized under Title 29.42.030 of Alaska Statutes as amended. The City has delegated the administrative responsibility for these functions to the Nome Public Schools Board of Education. The School Board is governed by a five-member school board with members elected by district and complemented by a non-voting student representative.

Budget Process

Alaska Statute 14.14.065. Relationship between city school district and city. The relationships between the school board of a city school district and the city council and

executive or administrator are governed in the same manner as provided in AS 14.14.060. AS 14.14.060 (c) states “except as otherwise provided by municipal ordinance, the borough school board shall submit the school budget for the following year to the borough assembly by May 1 for approval of the total amount. Within 30 days after receipt of the budget the assembly shall determine the total amount of money to be made available from local sources for school purposes and shall furnish the school board with a statement of the sum to be made available. If the assembly does not, within 30 days, furnish the school board with a statement of the sum to be made available, the amount requested in the budget is automatically approved. Except as otherwise provided by municipal ordinance, by June 30, the assembly shall appropriate the amount to be made available from local sources from money available for the purpose.

The District’s School Board approves a budget timeline which includes opportunities for presentation to the public. Below is the FY2025 budget timeline.

FY 2025 BUDGET PROCESS AND TIMELINE

**Budget Process, Timeline, Revenue Presentation, Board Sets Education & Fiscal
Priorities
For the District in Accordance with their Strategic Plan**

BP 3100 - BUDGET – The district budget shall be prepared annually from the best possible estimates of revenues and expenditures. The Superintendent or designee shall determine the manner in which the budget shall be prepared and shall schedule the budget adoption process in accordance with legal time requirements. A public hearing shall be held prior to the adoption of the budget or a revised budget.

FY 2025 1st Draft Budget presented to the Board at regular meeting

January 9, 2024

FY 2025 2nd Draft presented to the Board at regular meeting

March 19, 2024

FY 2025 3rd Draft/Final Budget presented to the Board at regular meeting

April 9, 2024

FY 2025 Budget Adoption at special session

April 23, 2024

General Fund Revenues and Expenditures

Below are the assumptions used to develop the FY2025 budget.

Revenue Budget

We have developed this budget based on assumptions about legislative funding for FY2025. This budget assumes that we will be funded at \$5,960 per base student allocation (BSA) with no cuts to Basic Need or any part of the foundation formula itself. We have budgeted for

\$400,000 one-time funding from the State of Alaska. We are budgeting for a \$3.4M City of Nome appropriation, which is 89% of the maximum allowable appropriation and a \$200,000 increase from FY2024.

In the State of Alaska, the number of students enrolled in a district during the 20-day count period is the basis for computing the Average Daily Membership (ADM) that is used to calculate the amount of state funding provided to each district.

Revenue, Transfers In, and Use of Fund Balance projection of \$16,491,686:

- ❖ Enrollment projected at 675 students
- ❖ 90% of the BSA for Correspondence students – 22 projected
- ❖ Intensive students (13 x's the BSA) – 21 projected
- ❖ ISER Area Cost Differential of 1.45
- ❖ Career & Technical Education (CTE) Factor – 1.015
- ❖ Special Needs Factor – 1.20
- ❖ Base Student Allocation (BSA) - \$5,960
- ❖ One-Time State of Alaska funding - \$400,000
- ❖ TRS On-Behalf and PERS On-Behalf – zero net effect against on-behalf expenditures
- ❖ City appropriation is budgeted at \$3,400,000
- ❖ Impact Aid estimated at \$100,000
- ❖ E-rate estimated with 90% discount rate on internet bills - \$2,641,798
- ❖ Other Revenues projected at \$340,000 (includes dorm and DOT rent, local contributions, gate fees, student activities fees, and donation for cultural studies position)
- ❖ Earning on Investments (interest) of \$100,000
- ❖ Transfer in from Apartment Fund of \$250,000
- ❖ Transfer in from Capital Improvement Project Fund of \$350,000
- ❖ Utilize unreserved fund balance - \$264,015; leaving a 6.23% fund balance which is *above* the Board stipulated 5% minimum.

Expenditure Budget

Below are the expenditure highlights and other considerations for FY2025. This budget includes:

- ❖ Annual step increases/salaries updated.
- ❖ A 3% increase to health insurance premium rates.
- ❖ Other employer-paid benefits remain status quo – 22% for PERS & 12.56% for TRS.
- ❖ Staffing based on overall monetary availability per revenue and expenditure assumptions; \$1M in staffing cuts.
- ❖ A 10% increase to liability and property insurance.
- ❖ Utilities budgeted based on estimated need/cost.

Nome Elementary School

- ❖ No counselor or behavior specialists in budget.
- ❖ Special Education para FTEs increased from 3 to 5, and increased Sped teacher FTE from 3 to 4; cut supply budgets.
- ❖ Supply budgets cut by \$60,350.

Anvil City Science Academy

- ❖ Moved para position to Nome Elementary School.
- ❖ Supply budgets cut by \$32,200.

Nome-Beltz Middle High School

- ❖ Special Education FTEs remain status quo; cut supply budgets.
- ❖ Cut 1 FTE Library Aide position.
- ❖ Increased Utility budget commensurate with projected need/cost.
- ❖ Student activities – cut supplies.
- ❖ Supply budgets cut by \$61,187.

Districtwide

- ❖ Extensions – reduced Extensions’ purchased supply budget by \$7,000.
- ❖ Special Education – reduced supplies by \$5,000.
- ❖ Reduced Districtwide Professional Development budget by \$19,400.
- ❖ Reduced Technology Supplies/Equipment/Staff Travel by \$50,000.
- ❖ Increased Telecommunications (fully offset by e-Rate and BAG grant) – speed increased to 100Mbps per site.
- ❖ Reduced Inservice Training budget to \$4,000.
- ❖ Reduced Superintendent Travel budget by \$5,000.
- ❖ Reduced Board of Education budget by \$15,463.
- ❖ Increased Property and Liability Insurance by 10%.
- ❖ Transfer to Food Service status quo at \$215,000. Incoming response to RFP is an increased cost to District for FY2025.
- ❖ Transfer to Pupil Transportation increased from \$40,000 to \$50,000 due to contract annual increases.
- ❖ Transfer to CIP reduced from \$100,000 to \$0.

The District is in need of an increase to the State of Alaska Foundation funding to continue to maintain same staffing levels. Without a large increase the District has to balance its budget by other means including reductions to both non-personnel and personnel, reductions to the Apartment Fund, reductions to the CIP fund, and near depletion of fund balance. Below please find two other budget scenarios; One in which all FY2024 positions are funded

in FY2025, and one in which the District can fund positions for which it previously employed as well as those that the Board and Administration deem needed at this time. In all instances below, the calculations do not include salary schedule increases for staff, which would be an additional cost and is a current need due to the drastic inflation that has occurred thereby increasing the cost of living.

Budget Scenario #2 - with No Cuts

If the District were to roll over all current positions into FY2025 and make no cuts to various budgets, such as Supplies, Travel, etc. the District would need to obtain \$11,130,000 from the State of Alaska Foundation funding formula. That would equate to a BSA of \$7,280 (a \$1,320 BSA increase).

Budget Scenario #3 – To Include Some Needs

If the District were to fund all items noted in Budget Scenario #2 *and* also include the following positions, the District would need to obtain \$11,850,000 from the State of Alaska Foundation funding formula. That would equate to a BSA of \$7,700 (a \$1,740 BSA increase).

- ❖ Music Teacher at NES
- ❖ After School Coordinator
- ❖ School Nurse at NES
- ❖ 2 Classroom Aides at NES
- ❖ Cultural Curriculum Director
- ❖ Districtwide Certified Librarian
- ❖ Counselor at NES

We thank you for your consideration of the FY2025 budget.

Sincerely,



Jamie Burgess
Superintendent



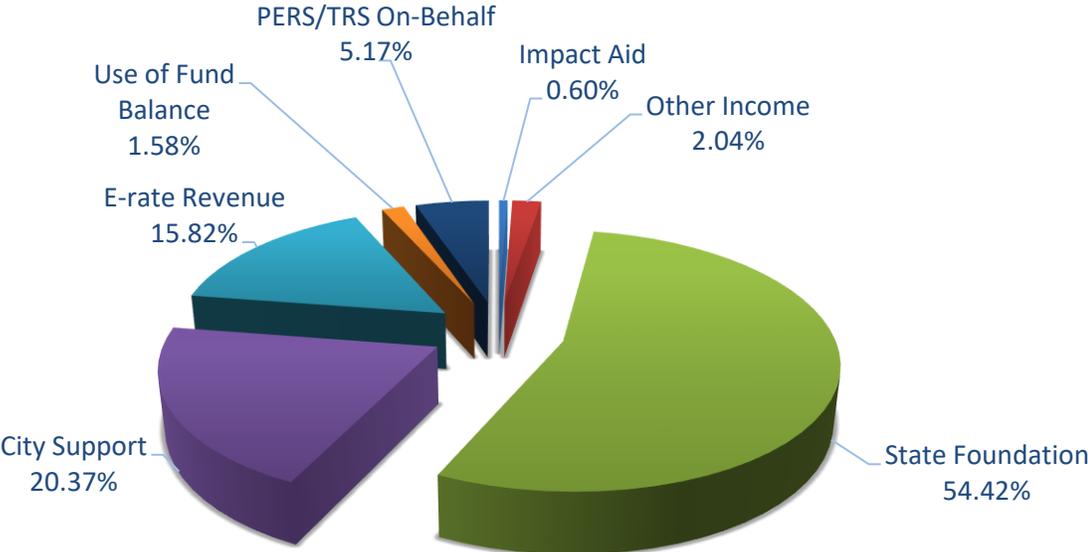
Genevieve Hollins
Contracted CFO

NOME PUBLIC SCHOOLS

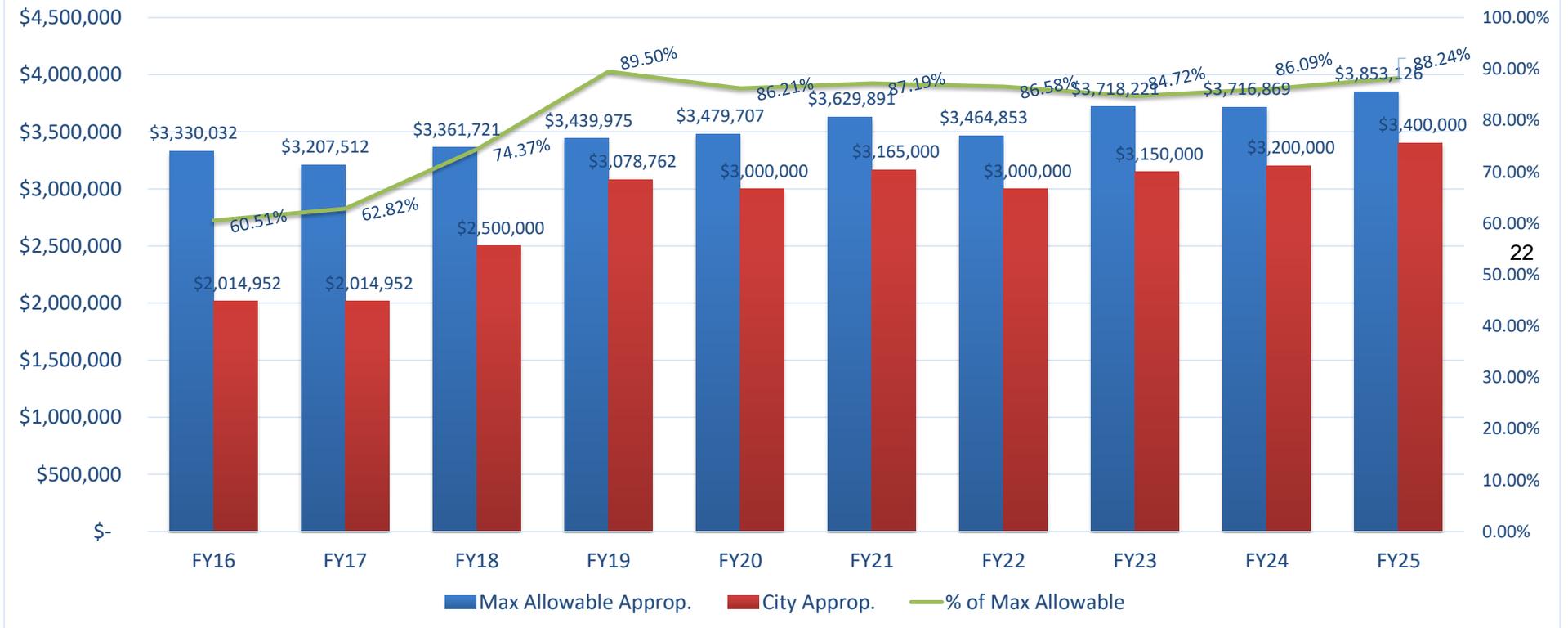
Revenue Budget

	FY2023 Actual	FY2024 Budget Revision #2	FY2025 Budget	Change
<i>Enrollment Projection</i>	<i>693.6+16IN 27.7 corresp</i>	<i>671.41+16IN 25.1 corresp</i>	<i>675+21IN 22 corresp</i>	<i>+3.59+1+5IN -3.1 corresp</i>
 FUND 100: General Operating Fund				
City Appropriation	\$ 3,150,000	\$ 3,221,279	\$ 3,400,000	\$ 178,721
State of Alaska Foundation	9,089,100	8,778,748	9,085,980	307,232
Other State Revenue	386,812	587,369	400,000	(187,369)
Other State Revenue (TRS)	522,307	640,162	808,112	167,950
Other State Revenue (PERS)	34,025	32,582	55,117	22,535
Impact Aid (Federal)	101,716	110,633	100,000	(10,633)
E-rate Revenue (Federal)	1,367,000	1,125,659	2,641,798	1,516,139
Other Revenue (Fees/Gate/Rental)	307,299	320,000	340,000	20,000
Earnings on Investments	-	-	100,000	100,000
Transfer from Apartment Fund	-	-	250,000	250,000
Transfer from CIP	-	-	350,000	350,000
Use of (Addition to) Fund Balance	(538,940)	1,687,349	264,015	(1,423,334)
FUND TOTAL	\$ 14,419,319	\$ 16,503,781	\$ 17,795,023	\$ 1,291,242
 TOTAL GENERAL FUND REVENUE				
	\$ 14,419,319	\$ 16,503,781	\$ 17,795,023	\$ 1,291,242

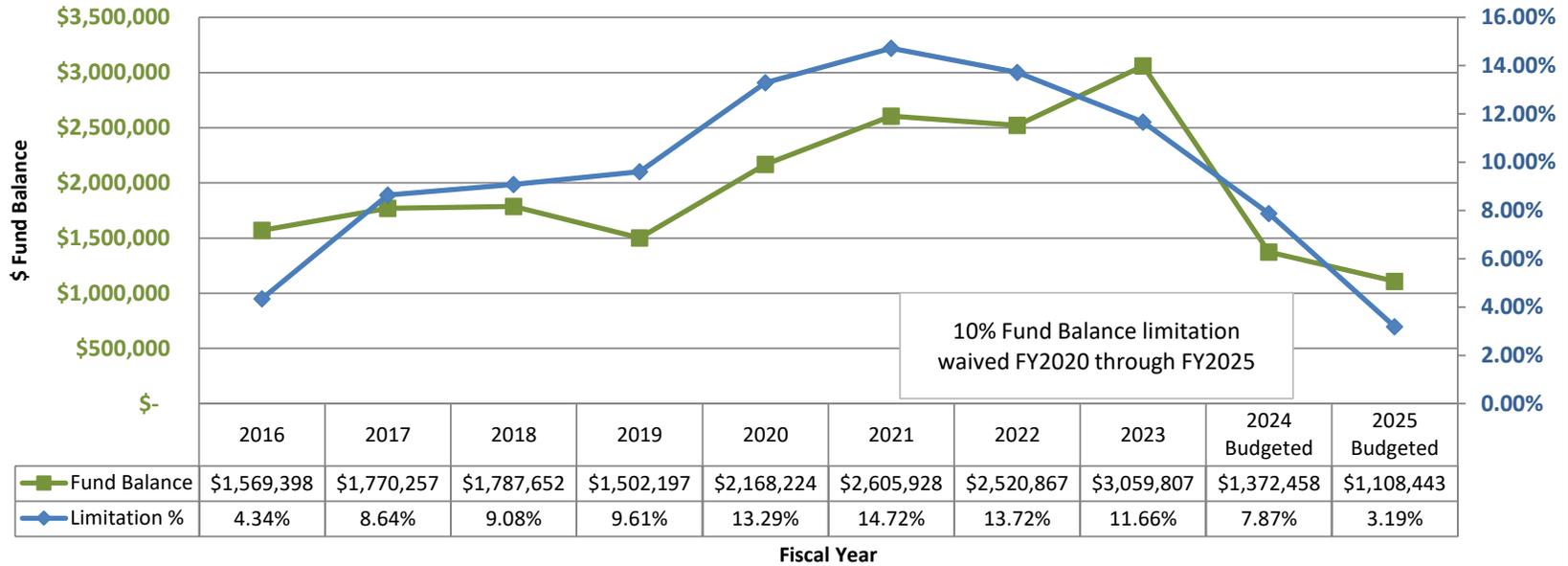
**NOME PUBLIC SCHOOLS
Revenues by Source
FY 2025**



**City Appropriation vs. Maximum Allowable
FY 2016 - FY 2025 Draft
10 Year**



Fund Balance 10 Year History FY2016 - FY2025 Budgeted



23

Projected Total Fund Balance - School Operating Fund (General Fund 100) at June 30, 2025:		\$ 1,108,443
Less Exemptions per 4 AAC 09.160(a)		
Inventory (Fuel)		\$ 50,000
Prepaid Items (Liab Insurance, other)		\$ 400,000
Federal Impact Aid Received		\$ 100,000
Fund Balance Subject to 10% Limitation		\$ 558,443
Nonexempt fund balance as a percentage of current year expenditures:		
Fund Balance Subject to Limitation	\$ 558,443	
Current Year Expenditures (Fxs 100-700)	\$ 17,530,023	= 3.19%
Board Policy 3470 allows calculation of fund balance percentage based on Grand Total Fund Balance / Grand Total Expenses (including transfers). Board approval is required to go below 5 percent.		
Grand Total Fund Balance	\$ 1,108,443	
Grand Total Current Year Expenditures	\$ 17,795,023	= 6.23%

NOME PUBLIC SCHOOLS
Expenditure Summary by Function

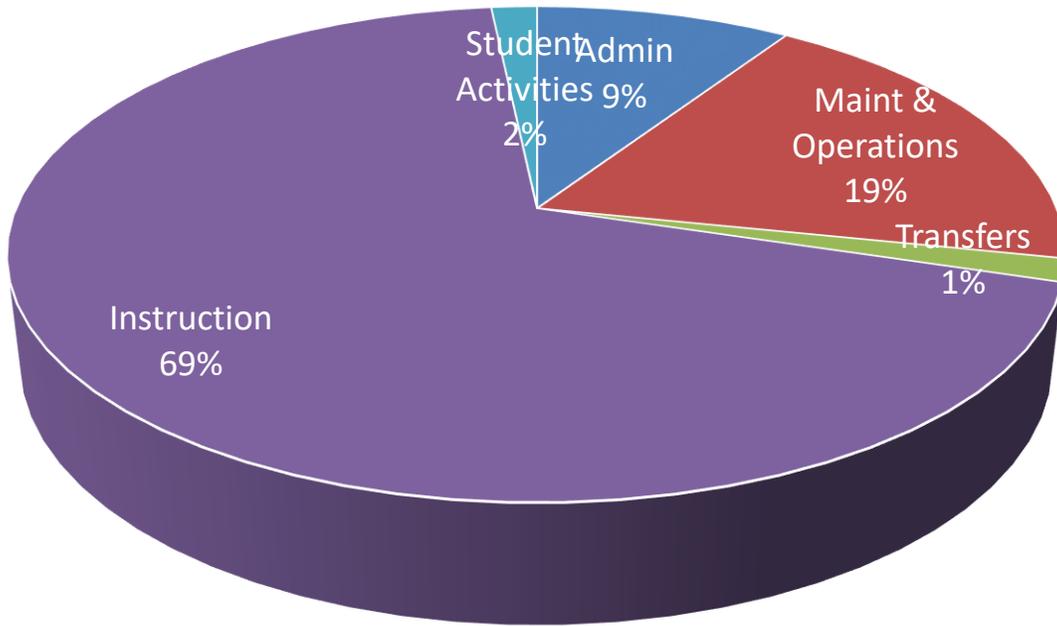
FY 2025 Budget

Function	FY2023 Actual	FY2024 Budget Revision #2	FY2025 Budget	Increase (Decrease)	Percent Change	Percent of FY2025 Total
100 Instruction	\$ 4,544,490	\$ 5,578,375	\$ 5,582,102	\$ 3,726	0.07%	31.37%
200 Special Education Instruction	1,033,849	1,561,901	1,672,379	110,478	6.61%	9.40%
220 Special Education Support	262,667	312,289	311,143	(1,146)	-0.37%	1.75%
300 Support Services - Student	168,338	214,563	241,746	27,183	11.24%	1.36%
35X Support Services - Instruction	2,348,794	2,112,457	3,589,906	1,477,449	41.16%	20.17%
400 School Administration	684,032	781,264	810,971	29,706	3.66%	4.56%
Sub Total Instruction	\$ 9,042,170	\$ 10,560,849	\$ 12,208,245	\$ 1,647,396	13.49%	68.60%
450 School Administration Support	\$ 286,295	\$ 368,376	\$ 378,404	\$ 10,028	2.65%	2.13%
510 District Administration	329,740	387,981	402,959	14,978	3.72%	2.26%
511 School Board	50,912	46,512	31,849	(14,663)	-46.04%	0.18%
55X District Administration Support	693,313	802,888	842,207	39,320	4.67%	4.73%
600 Maintenance & Operations	3,391,151	3,653,384	3,369,468	(283,917)	-8.43%	18.93%
700 Student Activities	310,738	328,792	296,892	(31,900)	-10.74%	1.67%
Sub Total Admin/O&M	\$ 5,062,149	\$ 5,587,933	\$ 5,321,778	\$ (266,154)	-5.00%	29.91%
Sub Total Inst/Admin/O&M	\$ 14,104,319	\$ 16,148,782	\$ 17,530,023	\$ 1,381,242	7.88%	98.51%
900 Transfers						
900..552 Transfers to Food Service	\$ 75,000	\$ 215,000	\$ 215,000	\$ -	0.00%	1.21%
900..553 Transfers to Pupil Transportation	40,000	40,000	50,000	10,000	20.00%	0.28%
900..554 Transfers to CIP	200,000	100,000	-	(100,000)	0.00%	0.00%
900...555 Transfers to Apartment Fund	-	-	-	-	0.00%	0.00%
Sub Total Transfers	\$ 315,000	\$ 355,000	\$ 265,000	\$ (90,000)	-33.96%	1.49%
Total General Fund	\$ 14,419,319	\$ 16,503,782	\$ 17,795,023	\$ 1,291,242	7.26%	100.00%

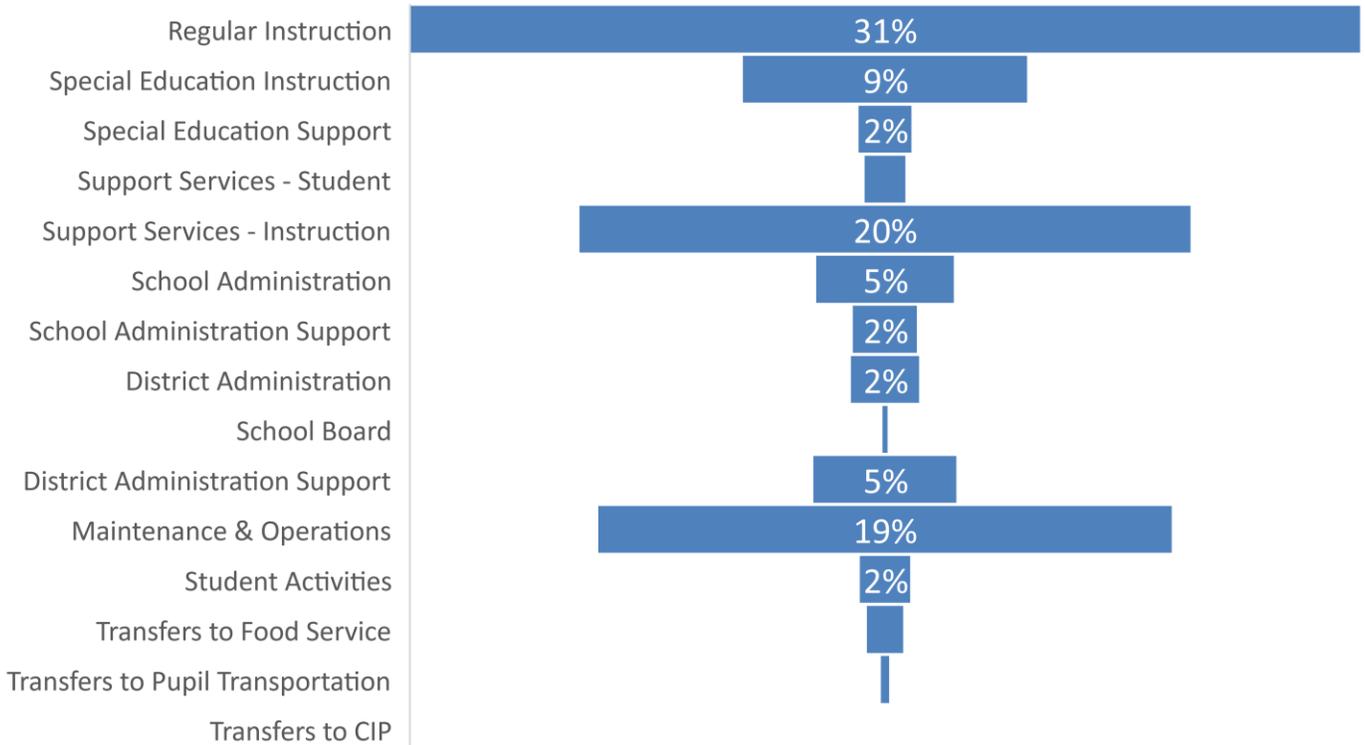
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NOME PUBLIC SCHOOLS

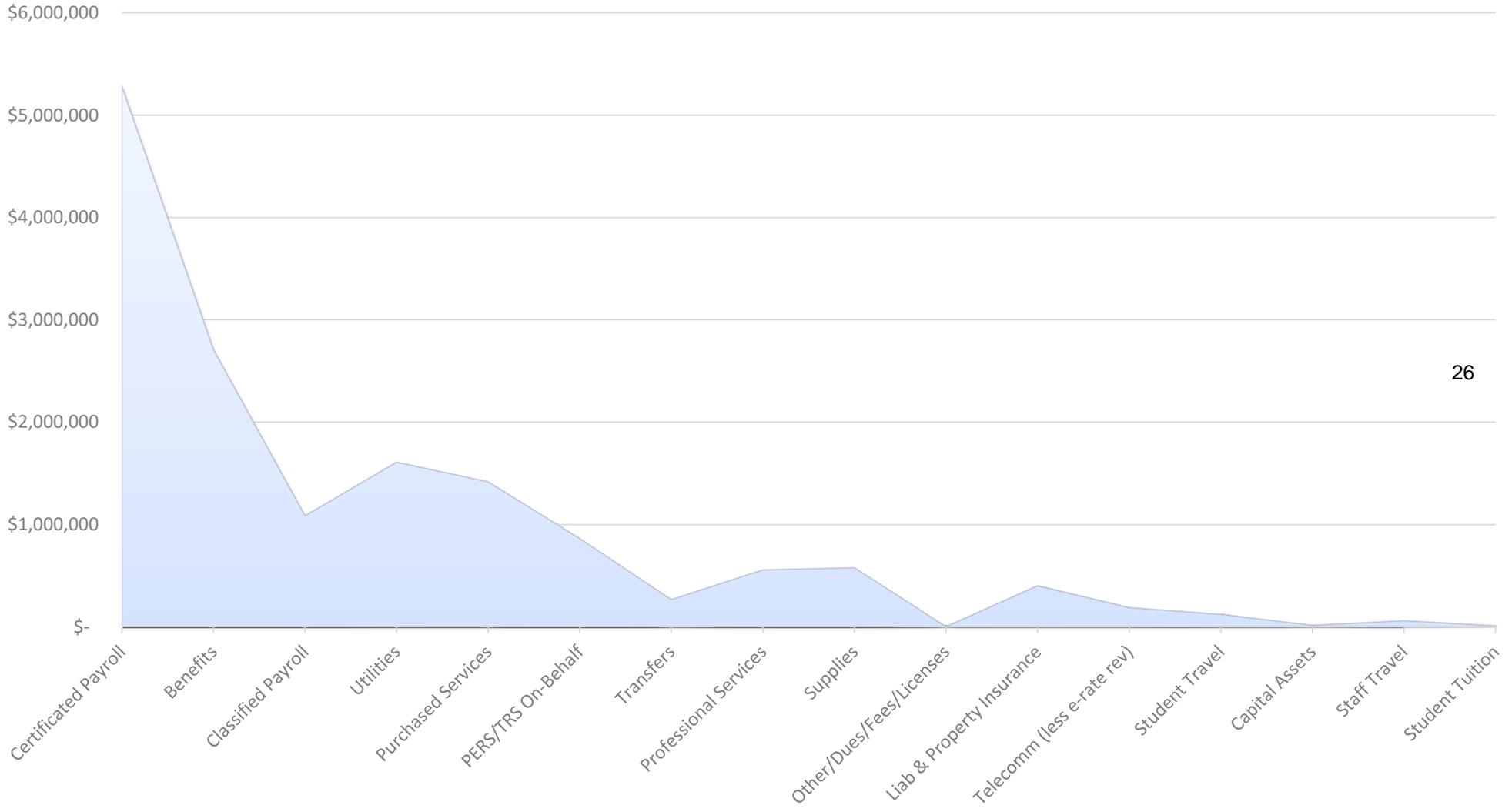
Expenditures by Function Groupings



Expenditures by Function

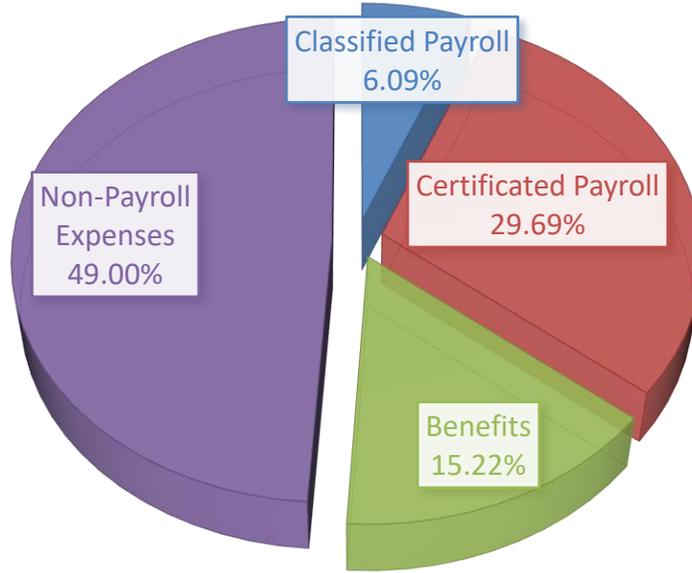


NOME PUBLIC SCHOOLS Expenses by Type

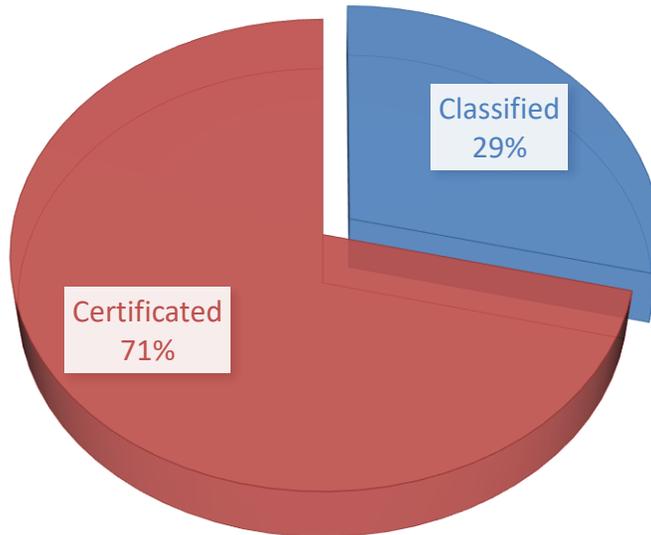


NOME PUBLIC SCHOOLS

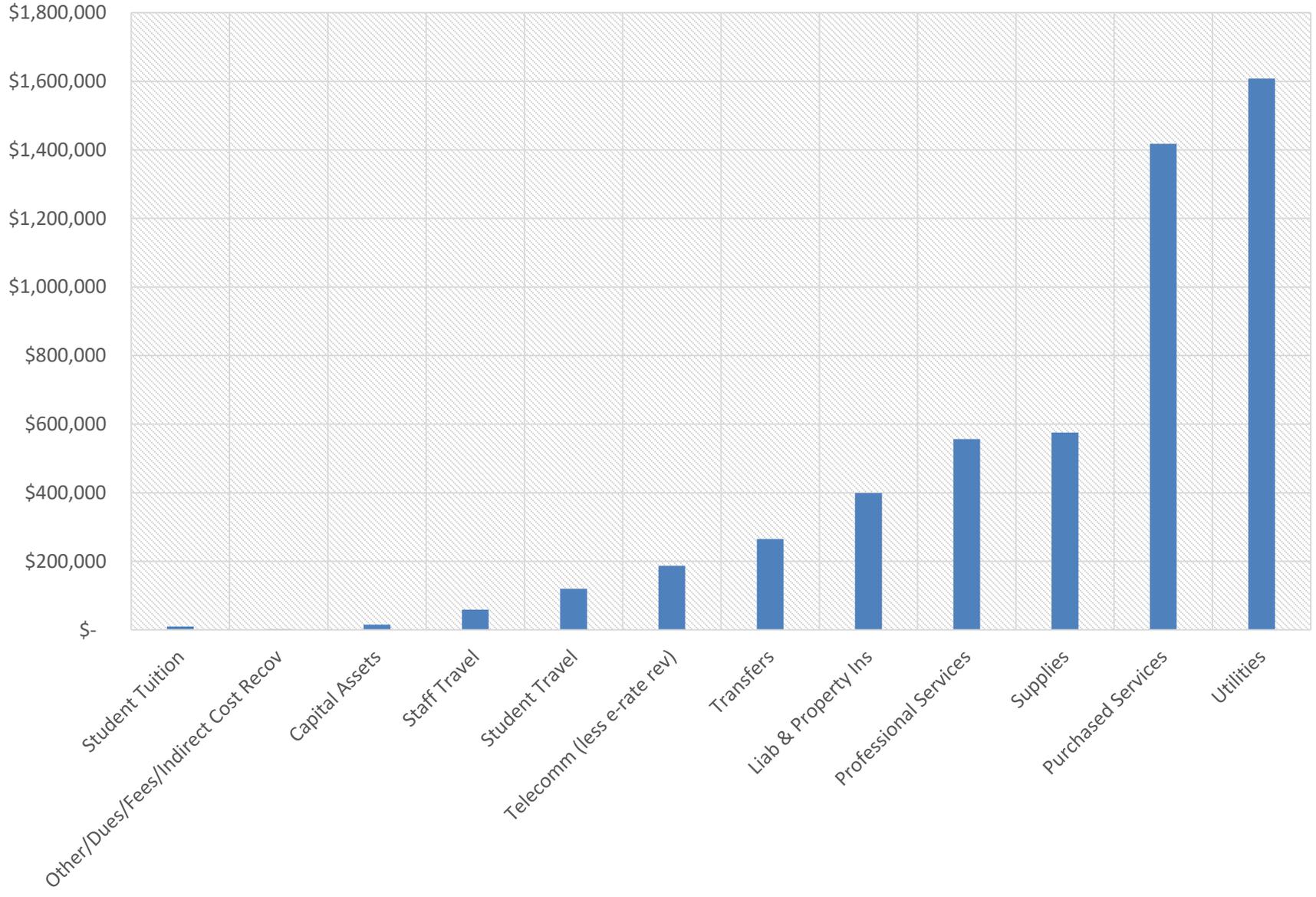
PAYROLL & NON-PAYROLL COSTS



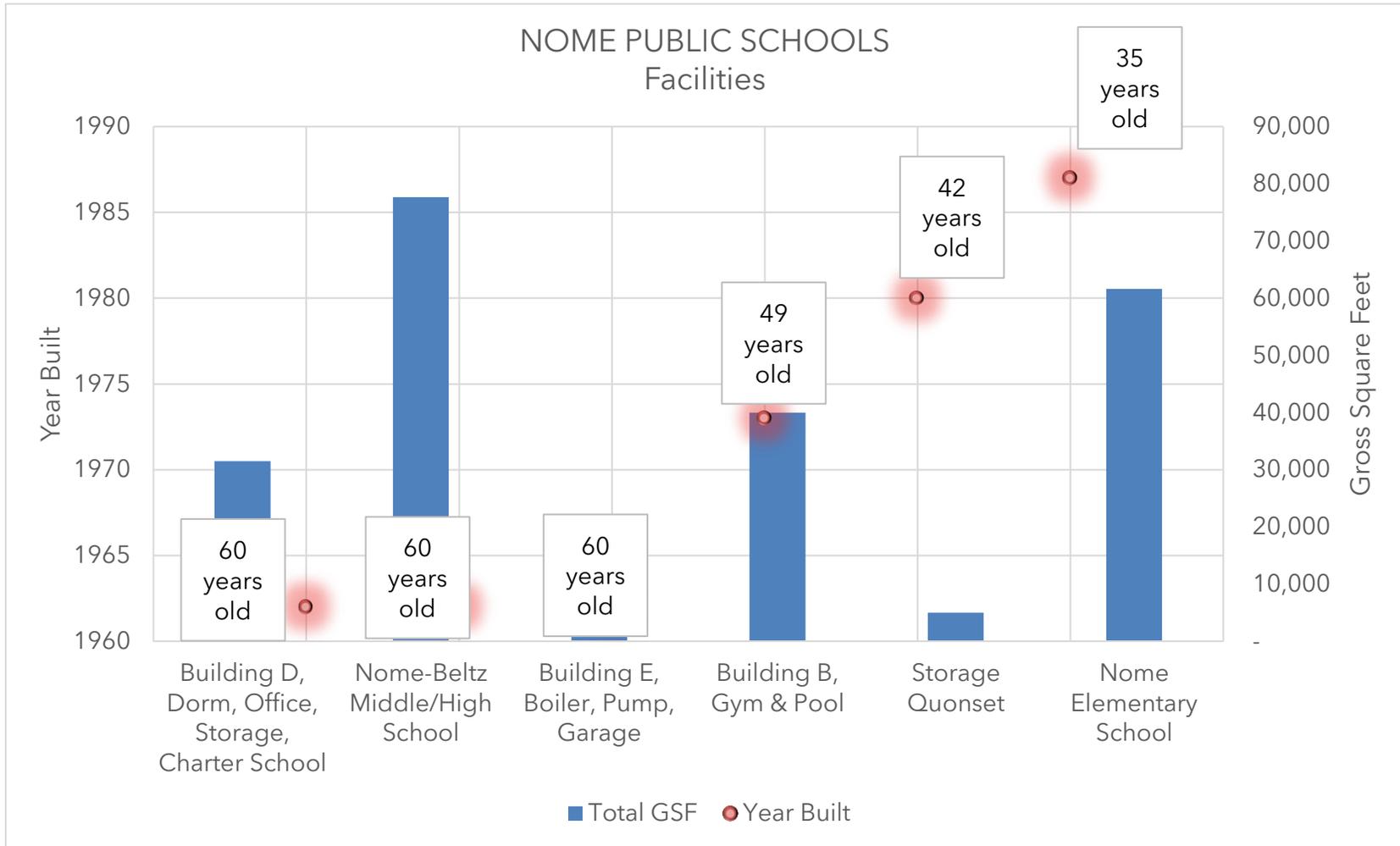
TYPES OF EMPLOYEES



NOME PUBLIC SCHOOLS Non-Payroll Expenses



28



- 2006** Building B - Cafeteria Addition & Gym Addition
- 2022** Building D - ACSA Restroom Renovation
- 2023** Building B - Pool Upgrade (conversion to chlorine)
- 2023** Building D & NBMHS - HVAC DDC Control Upgrades



NOME ELEMENTARY SCHOOL

FY 2025 Budget
Location 300

	FY2024 Budget Revision #2	FY2025 Budget	\$ Change	% Change
Fund 100: School Operating				
Function: 100 Regular Instruction	\$ 2,232,370	\$ 2,086,701	\$ (145,669)	-6.53%
120 Bilingual/Bicultural	333,893	341,259	7,366	2.21%
200 Special Education	805,157	970,900	165,743	20.59%
300 Support Services - Students	250	-	(250)	-100.00%
350 Support Services - Instruction	500	-	(500)	-100.00%
351 Improvement of Instr. Svcs.-Tech	2,700	8,035	5,335	197.59%
352 Support Services - Library	87,396	89,310	1,914	2.19%
354 Staff Inservice	1,000	1,000	-	0.00%
400 School Administration	288,894	302,106	13,212	4.57%
450 School Administration Support	176,847	183,002	6,155	3.48%
600 Operations & Maintenance	467,724	471,424	3,700	0.79%
Fund Total	4,396,732	4,453,739	57,007	1.30%
TOTAL	\$ 4,396,732	\$ 4,453,739	\$ 57,007	1.30%
# Students (PreK-5)				
	325.1	330.0	4.9	1.51%
# Teachers				
	21.60	22.45	0.8	3.94%
# Classified				
	8.0	9.0	1.0	12.50%
# Administrators				
	2.0	2.0	0.0	0.00%
Pupil / Teacher Ratio				
	15.1	14.7	(0.4)	-2.34%
Average Per Pupil Expenditure				
	\$ 13,524	\$ 13,496	\$ (28)	-0.21%

NOME PUBLIC SCHOOLS

FY 2025 Budget

Location 300 Nome Elementary School

Elementary Account Code	Description	Comments	FY2024 Budget Revision #2	FY2025 Budget	Change	
<u>Regular Instruction</u>						
100.300.100	315	Cert-Teacher	16.25 FTE	\$ 1,364,413	\$ 1,267,753	\$ (96,660)
100.300.100	316	Extra Duty		1,000	2,000	1,000
100.300.100	323	NonCert-Aides	0.00 FTE	1,500	-	(1,500)
100.300.100	329	Substitute and Temporary	94 degreed sub days	45,000	25,000	(20,000)
100.300.100	361	Health/Life Insurance		316,364	317,978	1,614
100.300.100	362	Unemployment Insurance		7,060	6,474	(586)
100.300.100	363	Worker's Comp		14,119	12,948	(1,172)
100.300.100	364	FICA		23,418	20,448	(2,970)
100.300.100	365	TRS		171,496	159,481	(12,015)
100.300.100	366	PERS		330	-	(330)
100.300.100	369	Other Benefits	VISA teachers	12,500	12,500	-
100.300.100	376	TRS On Behalf		176,828	203,221	26,393
100.300.100	377	PERS On Behalf		-	-	-
			\$400 per Cert Teacher Plus			
100.300.100	390	Transportation Allowance	Travel Relocation	8,893	18,500	9,607
100.300.100	433	Telecommunications	Postage	200	200	-
100.300.100	440	Other Purchased Svs	(Meter Rental; copier maintenance; Cognia)	7,250	9,700	2,450
100.300.100	450	Supplies/Material/Media		52,000	20,000	(32,000)
100.300.100	471	Textbooks		20,000	5,000	(15,000)
100.300.100	475	Supplies - Tech Related	ATRT, MAP, DIBELS, Digital Lessons, Safari Montage	9,000	4,500	(4,500)
100.300.100	490	Other Expenses		1,000	1,000	-
Total	100	Regular Instruction		2,232,370	2,086,701	(145,669)
<u>Bilingual/Bicultural</u>						
100.300.120	315	Cert-Teacher	2.20 FTE (remainder funded thru grants)	170,653	171,134	481
100.300.120	323	NonCert-Aides	1.00 FTE (prev funded thru donations)	39,926	41,120	1,194
100.300.120	329	Substitutes/Temporary	20 degreed sub days	2,500	5,300	2,800
100.300.120	361	Health/Life Insurance		47,058	48,464	1,406
100.300.120	362	Unemployment Insurance		1,065	1,088	22
100.300.120	363	Worker's Compensation		2,131	2,176	45
100.300.120	364	FICA		5,720	6,033	313
100.300.120	365	TRS		21,434	21,494	60
100.300.120	366	PERS		8,784	9,046	263
100.300.120	376	TRS On Behalf		22,117	27,433	5,316

			FY2024		
			Budget		
Elementary					
Account Code	Description	Comments	Revision #2	FY2025 Budget	Change
100.300.120	377	PERS On Behalf	5,174	6,592	1,417
100.300.120	369	Other Benefits	200	200	-
100.300.120	390	Travel Allowance	880	880	-
100.300.120	450	Supplies/Material/Media	6,000	300	(5,700)
100.300.120	491	Dues & Fees	250	-	(250)
Total	120	Bilingual/Bicultural	333,893	341,259	7,366

Special Education

100.300.200	315	Cert-Teacher	4.00 FTE	247,755	313,319	65,564
100.300.200	316	Extra Duty	Academic assessments per IEP requirements	16,000	16,000	-
100.300.200	323	NonCert-Aides	5.00 FTE	154,145	190,832	36,687
100.300.200	329	Substitutes/Temporary	57 degreed sub days	25,000	15,000	(10,000)
100.300.200	361	Health/Life Insurance		109,819	141,188	31,369
100.300.200	362	Unemployment Insurance		2,215	2,676	461
100.300.200	363	Worker's Compensation		4,429	5,352	923
100.300.200	364	FICA		17,297	20,289	2,992
100.300.200	365	TRS		33,128	41,362	8,235
100.300.200	366	PERS		33,912	41,983	8,071
100.300.200	369	Other Benefits		640	640	-
100.300.200	376	TRS On Behalf		32,109	50,225	18,116
100.300.200	377	PERS On Behalf		4,779	9,084	4,305
100.300.200	369	Other Benefits		480	100	(380)
100.300.200	390	Travel Allowance	\$400 per Cert Teacher & Relocation Reimb	4,200	4,600	400
100.300.200	410	Professional & Technical	PT/OT/Speech that is over and beyond what grant can carry	90,000	90,000	-
100.300.200	420	Staff Travel		18,100	18,100	-
100.300.200	450	Supplies/Material/Media		10,000	9,000	(1,000)
100.300.200	475	Supplies - Technology Related		1,000	1,000	-
100.300.200	491	Dues & Fees		150	150	-
Total	200	Special Education		805,157	970,900	165,743

Support Services - Students

100.300.300	322	Non Cert - Specialist	0.00 FTE	-	-	-
100.300.300	329	Substitutes/Temporary	0.00 classified sub days	-	-	-
100.300.300	361	Health/Life Insurance		-	-	-
100.300.300	362	Unemployment Insurance		-	-	-
100.300.300	363	Worker's Compensation		-	-	-
100.300.300	364	FICA		-	-	-
100.300.300	366	PERS		-	-	-
100.300.300	377	PERS On Behalf		-	-	-
100.300.300	369	Other Benefits		-	-	-
100.300.300	450	Supplies/Material/Media		250	-	(250)
Total	300	Support Services - Students		250	-	(250)

Support Services - Instruction

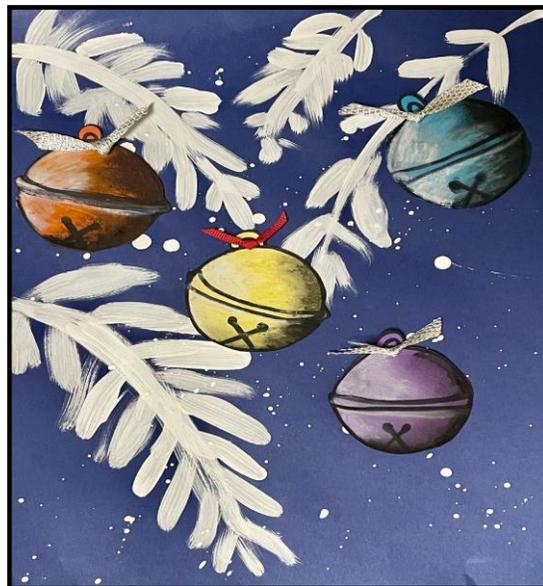
100.300.350	420	Staff Travel		500	-	(500)
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Elementary			FY2024		
Account Code	Description	Comments	Budget Revision #2	FY2025 Budget	Change
Total	350	Support Services - Instruction	500	-	(500)
Improvement of Instructional Services - Technology					
100.300.351	475	Software License Learning A-Z, Starfall, Anywhere Cart	2,700	8,035	5,335
Total	351	Improvement of Instructional Services - Tech	2,700	8,035	5,335
Library Services					
100.300.352	323	NonCert-Aides 1.00 FTE	41,714	43,004	1,290
100.300.352	361	Health/Life Insurance	26,441	27,234	793
100.300.352	362	Unemployment Insurance	209	215	6
100.300.352	363	Worker's Compensation	417	430	13
100.300.352	364	FICA	3,191	3,290	99
100.300.352	366	PERS	9,177	9,461	284
100.300.352	377	PERS On Behalf	1,247	1,976	729
100.300.352	450	Supplies/Material/Media	4,000	2,500	(1,500)
100.300.352	475	Tech Supplies - Software Lic Companion Corporation	1,000	1,200	200
Total	352	Support Service - Instruction - Library	87,396	89,310	1,914
Staff Inservice					
100.300.354	450	Supplies/Material/Media	1,000	1,000	-
Total	354	Staff Inservice	1,000	1,000	-
School Administration					
100.300.400	313	Principal 2.00 FTE	208,737	213,956	5,219
100.300.400	316	Extra Duty Pay	500	500	-
100.300.400	361	Health/Life Insurance Positions: 1 Principal & 1 Assistant Principal	13,730	14,139	409
100.300.400	362	Unemployment Insurance	1,044	1,070	26
100.300.400	363	Worker's Compensation	2,087	2,140	52
100.300.400	364	FICA	3,027	3,102	76
100.300.400	365	TRS	26,217	26,873	656
100.300.400	376	TRS On Behalf	27,052	34,297	7,245
100.300.400	390	Travel Allowance	-	-	-
100.300.400	420	Staff Travel	200	200	-
100.300.400	433	Communications	-	80	80
100.300.400	440	Other Purchased Services Nome Nugget 'Back to School' Advertisement	2,000	2,000	-
100.300.400	450	Supplies/Materials/Media	1,000	750	(250)
100.300.400	490	Other Expenses	2,000	1,800	(200)
100.300.400	491	Dues & Fees NAESP Membership x 2	1,300	1,200	(100)
Total	400	School Administration	288,894	302,106	13,212
School Administration Support					
100.300.450	324	NonCert-Support 2.00 FTE	77,938	80,251	2,312
100.300.450	329	Substitutes/Temporaries	960	750	(210)
100.300.450	361	Health/Life Insurance Positions: Secretary and Registrar	69,783	71,876	2,093
100.300.450	362	Unemployment Insurance	390	401	12
100.300.450	363	Worker's Compensation	779	803	23
100.300.450	364	FICA	5,962	6,139	177
100.300.450	366	PERS	17,146	17,655	509
100.300.450	377	PERS On Behalf	2,323	3,677	1,354
100.300.450	440	Other Purchased Services Copier Overages (pg count)	1,215	1,250	35
100.300.450	450	Supplies/Materials/Media	350	200	(150)

Elementary			FY2024		
Account Code	Description	Comments	Budget	FY2025 Budget	Change
			Revision #2		
Total	450	School Administration Support	176,847	183,002	6,155
Operations & Maintenance					
100.300.600	431	Water & Sewer	17,550	17,550	-
100.300.600	432	Garbage	10,000	11,700	1,700
100.300.600	435	Fuel-Heating	230,174	230,174	-
100.300.600	436	Electricity	210,000	212,000	2,000
Total	600	Maintenance & Operations	467,724	471,424	3,700
Total	100	School Operating Fund	\$ 4,396,732	\$ 4,453,739	\$ 57,007
Total	300	Nome Elementary School	\$ 4,396,732	\$ 4,453,739	\$ 57,007

Artwork by Mrs. Krista Marvin's 4th grade students.

Winter Bell Art - Mixed media collage includes hand drawn bells by students, techniques in shading, highlighting, and blending to create dimension. Students experimented with different brushes and strokes to create leaves and branches with



Tree Art - Mixed media project includes acrylic paint paper marbling techniques, geometric drawings,

Northern Lights by Wanda Tocktoo, Audrey Bruner-Alvanna, Keegan Musich



ANVIL CITY SCIENCE ACADEMY

FY 2025 Budget

Location 025

	FY2024 Budget Revision #2	FY2025 Budget	\$ Change	% Change
Fund 100: School Operating				
Function: 100 Regular Instruction	\$ 454,149	\$ 440,928	\$ (13,221)	-2.91%
160 Vocational Education	1,200	200	(1,000)	-83.33%
200 Special Education Instruction	144,476	77,818	(66,657)	-46.14%
351 Improvement of Instr. Svc.-Tech	470	470	-	0.00%
400 School Administration	176,040	183,014	6,975	3.96%
450 School Administration Support	38,599	37,857	(742)	-1.92%
700 Student Activities	3,276	-	(3,276)	-100.00%
Fund Total	818,209	740,288	(77,921)	-9.52%
TOTAL	\$ 818,209	\$ 740,288	\$ (77,921)	-9.52%
# Students (6-8)	60.00	60.00	0.00	
# Teachers	4.00	4.00	0.00	
# Classified	1.50	1.50	0.00	
# Administrators	1.00	1.00	0.00	
Pupil / Teacher Ratio	15.00	15.00	0.00	
Average Per Pupil Expenditure	\$ 13,637	\$ 12,338	\$ (1,298.69)	

NOME PUBLIC SCHOOLS

FY 2025 Budget

Location 025 Anvil City Science Academy

Anvil City Science Academy			FY2024	FY2025	
Account Code	Description	Comments	Budget Revision #2	Budget	\$ Change
Regular Instruction					
100.025.100 315	Cert-Teacher	3.50 FTE	\$ 265,572	\$ 271,795	\$ 6,223
100.025.100 323	Teacher Aide		-	-	-
100.025.100 329	Substitute/Temporary	27.57 degreed sub days	7,305	7,305	-
100.025.100 361	Health/Life Insurance		48,245	49,686	1,441
100.025.100 362	Unemployment Insurance		1,364	1,395	31
100.025.100 363	Worker's Compensation		2,729	2,791	62
100.025.100 364	FICA		4,410	4,500	90
100.025.100 365	TRS		33,356	34,137	782
100.025.100 366	PERS		-	-	-
100.025.100 376	TRS On Behalf		34,418	43,569	9,151
100.025.100 377	PERS On-Behalf		-	-	-
100.025.100 369	Other Benefits		500	500	-
100.025.100 390	Transportation Allowance	(Up to \$400 per teacher)	1,400	1,400	-
100.025.100 420	Staff Travel		200	200	-
100.025.100 433	Communications		1,000	1,000	-
100.025.100 440	Other Purchased Svs	(Meter Rental; copier maintenance; Cognia)	6,150	6,150	-
100.025.100 450	Supplies/Material/Media		40,000	10,000	(30,000)
100.025.100 471	Textbooks		1,000	-	(1,000)
100.025.100 475	Supplies - Tech Related	Software License	6,500	6,500	-
100.025.100 510	Equipment		-	-	-
Total 100	Regular Instruction		454,149	440,928	(13,221)
Vocational Education					
100.025.160 450	Supplies/Material/Media	Voc Ed supplies & Artists in Schools	1,200	200	(1,000)
Total 160	Vocational Education		1,200	200	(1,000)
Special Education Instruction					
100.025.200 315	Cert-Teacher	0.50 FTE	39,839	40,835	996
100.025.200 324	Paraprofessional	1.00 FTE	39,161	1,500	(37,661)
100.025.200 329	Substitute/Temporary	9.43 degreed sub days	2,500	2,500	-
100.025.200 361	Health/Life Insurance		13,730	100	(13,630)
100.025.200 362	Unemployment Insurance		407	224	(183)
100.025.200 363	Worker's Compensation		815	448	(367)
100.025.200 364	FICA		6,074	3,207	(2,867)
100.025.200 365	TRS		5,004	5,129	125
100.025.200 366	PERS		8,616	330	(8,286)

Anvil City Science Academy			FY2024	FY2025	
Account Code	Description	Comments	Budget Revision #2	Budget	\$ Change
100.025.200 376	TRS On-Behalf		5,163	6,546	1,383
100.025.200 377	PERS On-Behalf		1,168	-	(1,168)
100.025.200 410	Professional & Technical		20,000	15,000	(5,000)
100.025.200 450	Supplies		2,000	2,000	-
Total 200	Special Education Instruction		144,476	77,818	(66,657)
Improvement of Instructional Services - Technology					
100.025.351 491	Dues & Fees		470	470	-
Total 351	Improvement of Instructional Svcs - Tech		470	470	-
School Administration					
100.025.400. 313	Principal	1.00 FTE	118,974	121,949	2,975
100.025.400. 316	Extra Duty Pay	curriculum development/planning	6,600	6,600	-
100.025.400. 361	Health/Life Insurance		13,630	14,039	409
100.025.400. 362	Unemployment Insurance		595	610	15
100.025.400. 363	Worker's Compensation		1,190	1,219	30
100.025.400. 364	FICA		1,725	1,768	43
100.025.400. 365	TRS		14,943	15,317	374
100.025.400. 376	TRS On Behalf		15,419	19,548	4,129
100.025.400. 420	Staff Travel		-	-	-
100.025.400. 440	Other Purchased Services		350	350	-
100.025.400. 475	Supplies - Technology Related		-	-	-
100.025.400. 490	Other Expenses		2,000	1,000	(1,000)
100.025.400. 491	Dues & Fees	NAESP Membership	614	614	-
Total 400	School Administration		176,040	183,014	6,975
School Administration Support					
100.025.450. 324	Non-Cert Support Staff	0.50 FTE	23,321	22,495	(825)
100.025.450. 361	Health/Life Insurance		6,815	7,019	204
100.025.450. 362	Unemployment Insurance		117	112	(4)
100.025.450. 363	Worker's Compensation		233	225	(8)
100.025.450. 364	FICA		1,784	1,721	(63)
100.025.450. 366	PERS		5,130	4,949	(181)
100.025.450. 377	PERS On Behalf		700	1,035	335
100.025.450. 450	Supplies/Materials/Media		500	300	(200)
Total 450	School Administration Support		38,599	37,857	(742)
Student Activities					
100.025.700. 316	Extra Duty Pay	DC Trip Chaperone	1,000	-	(1,000)
100.025.700. 360	Benefits		155	-	(155)
100.025.700. 376	TRS On-Behalf		121	-	(121)
100.025.700. 420	Staff Travel		2,000	-	(2,000)
Total 700	Student Activities		3,276	-	(3,276)
Total 100	School Operating Fund		818,209	740,288	(77,921)
Total 025	Anvil City Science Academy		\$ 818,209	\$ 740,288	\$ (77,921)

NOME-BELTZ MIDDLE HIGH SCHOOL

FY 2025 Budget

Location 010



	FY2024 Budget Revision #2	FY2025 Budget	Change	% Change
Fund 100: School Operating				
Function: 100 Regular Instruction	\$ 2,144,106	\$ 2,305,825	\$ 161,719	7.54%
120 Bilingual/Bicultural	95,611	98,970	3,359	3.51%
160 Career Tech Instruction	155,566	148,611	(6,955)	-4.47%
200 Special Education	612,268	623,660	11,392	1.86%
300 Support Services - Students	214,313	241,746	27,433	12.80%
352 Library Services	7,113	2,050	(5,063)	-71.18%
354 Staff Inservice	3,000	1,500	(1,500)	-50.00%
400 School Administration	316,330	325,850	9,520	3.01%
450 School Administration Support	152,930	157,545	4,615	3.02%
600 Operations & Maintenance	1,001,000	1,044,000	43,000	4.30%
700 Student Activities	325,516	296,892	(28,625)	-8.79%
Fund Total	5,027,752	5,246,647	218,895	4.35%
TOTAL	\$ 5,027,752	\$ 5,246,647	\$ 218,895	4.35%
# Students (6-12)	295.0	285.0	(10.0)	-3.39%
# Teachers	24.5	25.7	1.2	4.69%
# Classified	7.0	6.0	(1.0)	-14.29%
# Administrators	2.0	2.0	0.0	0.00%
Pupil / Teacher Ratio	12.0	11.1	(0.9)	-7.41%
Average Per Pupil Expenditure	\$ 17,043.23	\$ 18,409.29	\$ 1,366.06	8.02%

NOME PUBLIC SCHOOLS

FY 2025 Budget

Location 010 Nome-Beltz Middle High School

Middle/High School Account Code	Description	Comments	FY2024 Budget Revision #2	FY2025 Budget	Change	
<u>Regular Instruction</u>						
100.010.100.	315	Cert-Teacher	19.00 FTE	\$ 1,257,896	\$ 1,394,173	\$ 136,277
100.010.100.	316	Cert-Extra Duty		7,550	7,550	-
100.010.100.	323	Aides	Permanent Roaming Sub	42,328	44,112	1,784
100.010.100.	329	Substitute and Temporary	190 degreed teacher sub days	73,000	50,350	(22,650)
100.010.100.	361	Health/Life Insurance		217,430	239,499	22,069
100.010.100.	362	Unemployment Insurance		6,903	7,481	578
100.010.100.	363	Worker's Compensation		13,808	14,962	1,154
100.010.100.	364	FICA		27,172	27,551	380
100.010.100.	365	TRS		158,940	176,056	17,116
100.010.100.	366	PERS		-	9,705	9,705
100.010.100.	369	Other Benefits		900	500	(400)
100.010.100.	376	TRS On Behalf		163,023	223,486	60,463
100.010.100.	377	PERS On-Behalf		-	2,100	2,100
100.010.100.	390	Travel Allowance	\$400 per Teacher; Includes Travel Relocation (5)	28,157	22,600	(5,557)
100.010.100.	433	Telecommunications		500	500	-
100.010.100.	440	Other Purchased Svs	(Meter Rental; copier maintenance contract; Cognia)	12,000	12,000	-
100.010.100.	450	Supplies/Material/Media		70,000	40,000	(30,000)
100.010.100.	471	Textbooks		20,000	5,000	(15,000)
100.010.100.	475	Supplies - Tech Related	\$8,500 Apex (eLearning) & \$8,300 (Read 180)	26,000	16,800	(9,200)
100.010.100.	480	Tuition & Stipends	Dual-Credit Courses through UAF NW Campus	15,000	10,000	(5,000)
100.010.100.	490	Other Expenses	EOY activities (i.e. bowling alley rental, pool rental)	3,000	1,000	(2,000)
100.010.100.	491	Dues & Fees		500	400	(100)
100.010.100.	510	Equipment		-	-	-
	Total	100 Regular Instruction		2,144,106	2,305,825	161,719

Middle/High School			FY2024	FY2025	
Account Code	Description	Comments	Budget Revision #2	Budget	Change
<u>Bilingual/Bicultural</u>					
100.010.120.	315 Cert-Teacher	1.15 FTE (grant funding for the remaining 0.85 FTE)	76,884	79,420	2,536
100.010.120.	329 Substitute/Temporary	3.5 teacher sub days	925	925	-
100.010.120.	361 Health/Life Insurance		3,966	4,085	119
100.010.120.	362 Unemployment Insurance		389	402	13
100.010.120.	363 Worker's Compensation		778	803	25
100.010.120.	364 FICA		1,186	1,222	37
100.010.120.	365 TRS		9,657	9,975	319
100.010.120.	376 TRS On Behalf		1,117	1,427	310
100.010.120.	390 Travel Allowance		460	460	-
100.010.120.	450 Supplies/Material/Media	Indian Ed & JOM pay for majority of supplies	250	250	-
100.010.120.	490 Other Expenses		-	-	-
Total	120 Bilingual/Bicultural		95,611	98,970	3,359
<u>Career and Technical</u>					
100.010.160.	315 Cert-Teacher	1.00 FTE (Career & Tech Teacher)	81,521	77,734	(3,787)
100.010.160.	329 Substitute/Temporary	10.0 teacher sub days	4,000	2,650	(1,350)
100.010.160.	361 Health/Life Insurance		41,570	42,817	1,247
100.010.160.	362 Unemployment Insurance		428	402	(26)
100.010.160.	363 Worker's Compensation		855	804	(51)
100.010.160.	364 FICA		1,488	1,330	(158)
100.010.160.	365 TRS		10,239	9,763	(476)
100.010.160.	376 TRS On Behalf		10,565	12,461	1,896
100.010.160.	390 Travel Allowance		400	400	-
100.010.160.	450 Supplies/Material/Media		4,500	250	(4,250)
100.010.160.	490 Other Expenses		-	-	-
Total	160 Career and Technical		155,566	148,611	(6,955)
<u>Special Education</u>					
100.010.200.	315 Cert-Teacher	3.00 FTE	239,740	228,874	(10,866)
100.010.200.	316 Extra Duty Pay		-	-	-
100.010.200.	323 NonCert-Aides	3.00 FTE	112,351	116,194	3,843
100.010.200.	329 Substitute/Temporary	30.2 teacher degreed sub days	8,000	8,000	-
100.010.200.	361 Health/Life Insurance		54,001	55,612	1,611
100.010.200.	362 Unemployment Insurance		1,800	1,765	(35)
100.010.200.	363 Worker's Compensation		3,601	3,531	(70)
100.010.200.	364 FICA		12,683	12,820	136

Middle/High School			FY2024	FY2025	
Account Code	Description	Comments	Budget Revision #2	Budget	Change
100.010.200.	365 TRS		30,111	28,747	(1,365)
100.010.200.	366 PERS		24,717	25,563	845
100.010.200.	369 Other Benefits		50	600	550
100.010.200.	376 TRS On Behalf		31,070	36,689	5,618
100.010.200.	377 PERS On Behalf		3,343	5,317	1,973
100.010.200.	390 Travel Allowance	\$400 per Teacher & Relocation Reimb	7,200	8,200	1,000
100.010.200.	410 Professional & Technical		71,000	70,000	(1,000)
100.010.200.	420 Staff Travel	Mileage reimb	-	8,400	8,400
100.010.200.	450 Supplies/Material/Media		12,500	8,000	(4,500)
100.010.200.	475 Supplies-Technology Related		100	5,200	5,100
100.010.200.	491 Dues & Fees		-	150	150
Total	200 Special Education		612,268	623,660	11,392

Support Services - Students

100.010.300.	316 Extra Duty Pay		2,640	2,727	87
100.010.300.	318 Cert-Specialist (Counselor)	1.50 FTE	98,426	100,473	2,047
100.010.300.	322 NonCert-Specialist	1.00 FTE	41,771	55,695	13,924
100.010.300.	329 Substitute/Temporary		-	-	-
100.010.300.	361 Health/Life Insurance		23,902	28,127	4,225
100.010.300.	362 Unemployment Insurance		714	794	80
100.010.300.	363 Worker's Compensation		1,428	1,589	161
100.010.300.	364 FICA		4,661	5,757.07	1,096
100.010.300.	365 TRS		12,694	12,962	268
100.010.300.	366 PERS		9,190	12,253	3,063
100.010.300.	376 TRS On Behalf		12,756	16,106	3,350
100.010.300.	377 PERS On Behalf		1,295	1,727	432
100.010.300.	390 Travel Allowance	\$400 per Teacher	600	600	-
100.010.300.	440 Other Purchased Services	copier usage	10	10	-
100.010.300.	450 Supplies/Materials/Media		3,800	2,500	(1,300)
100.010.300.	490 Other Expenses	Nat'l Clearinghouse - student tracker	425	425	-
Total	300 Support Services - Students		214,313	241,746	27,433

Library Services

100.010.352.	323 NonCert-Aides	0.00 removed due to insufficient funding	-	-	-
100.010.352.	329 Substitute/Temporary		5,000	-	(5,000)
100.010.352.	361 Health/Life Insurance		-	-	-
100.010.352.	362 Unemployment Insurance		25	-	(25)
100.010.352.	363 Worker's Compensation		50	-	(50)
100.010.352.	364 FICA		383	-	(383)
100.010.352.	366 PERS		-	-	-
100.010.352.	377 PERS On Behalf		-	-	-
100.010.352.	440 Other Purchased Services		355	250	(105)

Middle/High School			FY2024			
Account Code	Description	Comments	Budget Revision #2	FY2025 Budget	Change	
100.010.352.	450	Supplies/Material/Media	-	500	500	
100.010.352.	475	Software License Companion Corporation Subscription	1,300	1,300	-	
Total	352	Support Services - Instruction - Library	7,113	2,050	(5,063)	
Staff Inservice						
100.010.354.	450	Supplies/Material/Media	3,000	1,500	(1,500)	
Total	354	Staff Inservice	3,000	1,500	(1,500)	
School Administration						
100.010.400.	313	Principal	2.00 FTE	214,693	220,061	5,368
100.010.400.	316	Extra Duty Pay		250	250	-
100.010.400.	361	Health/Life Insurance		27,260	28,077	817
100.010.400.	362	Unemployment Insurance		1,073	1,100	27
100.010.400.	363	Worker's Compensation		2,147	2,201	54
100.010.400.	364	FICA		3,113	3,191	78
100.010.400.	365	TRS		26,965	27,640	674
100.010.400.	366	PERS		2,234	2,234	-
100.010.400.	376	TRS On Behalf		27,824	35,276	7,452
100.010.400.	390	Relocation Reimbursement		2,813	-	(2,813)
100.010.400.	410	Professional & Technical		-	-	-
100.010.400.	420	Staff Travel		-	-	-
100.010.400.	440	Other Purchased Services		-	-	-
100.010.400.	450	Supplies/Materials/Media		4,537	2,500	(2,037)
100.010.400.	475	Supplies - Technology Related Canva subscription		120	120	-
100.010.400.	490	Other Expenses Nome Nugget 'Back to School' Advertisement		2,000	2,000	-
100.010.400.	491	Dues & Fees NASSP Registration x 2		1,300	1,200	(100)
Total	400	School Administration		316,330	325,850	9,520
School Administration Support						
100.010.450.	324	NonCert-Support	2.00 FTE	90,841	92,688	1,847
100.010.450.	329	Substitutes/Temporary		500	500	-
100.010.450.	361	Health/Life Insurance		28,313	29,159	846
100.010.450.	362	Unemployment Insurance		457	466	9
100.010.450.	363	Worker's Compensation		913	932	18
100.010.450.	364	FICA		6,988	7,129	141
100.010.450.	366	PERS		19,985	20,391	406
100.010.450.	377	PERS On Behalf		2,723	4,269	1,546
100.010.450.	433	Telecommunications		10	10	-
100.010.450.	440	Other Purchased Services Copier usage overages		700	1,000	300
100.010.450.	450	Supplies/Materials/Media		1,500	1,000	(500)
Total	450	School Administration Support		152,930	157,545	4,615
Operations & Maintenance						
100.010.600.	431	Water & Sewer		28,000	28,000	-
100.010.600.	432	Garbage		24,000	24,000	-
100.010.600.	435	Fuel-Heating		540,500	540,500	-

Middle/High School			FY2024	FY2025	
Account Code	Description	Comments	Budget Revision #2	Budget	Change
100.010.600.	436 Electricity	FY23 Actual: \$445k	400,000	445,000	45,000
100.010.600.	452 General Maintenance Supplies		500	500	-
100.010.600.	458 Gas & Oil		8,000	6,000	(2,000)
100.010.600.	490 Other Expenses		-	-	-
Total	600 Maintenance & Operations		1,001,000	1,044,000	43,000
Student Activity					
100.010.700.	316 Extra Duty Pay	Coaches and Club Advisors	98,500	90,000	(8,500)
100.010.700.	329 Substitutes and Temporary Referees		15,000	11,000	(4,000)
100.010.700.	360 Benefits: (SS, Med, ESC, WC, TRS-PERS)		11,978	11,978	-
100.010.700.	376 TRS On Behalf		12,766	11,664	(1,102)
100.010.700.	377 PERS On Behalf		-	-	-
100.010.700.	410 Professional & Technical	Referee Association	7,500	17,500	10,000
100.010.700.	420 Staff Travel		5,000	200	(4,800)
100.010.700.	425 Student Travel	Student groups to pickup remainder of travel costs	120,000	120,000	-
100.010.700.	440 Other Purchased Services	ASAA renewal	16,600	1,450	(15,150)
100.010.700.	450 Supplies	Athletic Meals, Balls, nets, jerseys, bibs, flags, whistles, mats, etc.	10,000	30,000	20,000
100.010.700.	458 Gas & Oil		1,000	100	(900)
100.010.700.	490 Other Expenses, Dues & Fees	ASAA Due	5,000	3,000	(2,000)
100.010.700.	510 Equipment	FY24: gym sound system	22,173	-	(22,173)
Total	700 Student Activity		325,516	296,892	(28,625)
Total	100 School Operating Fund		5,027,752	5,246,647	218,895
Total	010 Middle/High School		\$ 5,027,752	\$ 5,246,647	\$ 218,895



DISTRICT WIDE

FY 2025 Budget

Location 500

		FY2024 Budget		
		<u>Revision #2</u>	<u>FY2025 Budget</u>	<u>\$ Change</u>
Fund 100: School Operating				
<u>Location 500</u>	<u>District-Wide</u>			
Function 100	Regular Instruction - Extension	\$ 161,481	\$ 159,608	\$ (1,873)
Function 220	Special Education - Support Services	312,289	311,143	(1,146)
Function 350	Support Services - Instruction	72,704	54,367	(18,337)
Function 351	Support Services -Technology	1,931,575	3,429,173	1,497,599
Function 354	In-service Training	6,000	4,000	(2,000)
Function 510	Office of Superintendent	387,981	402,959	14,978
Function 511	Board of Education	46,512	31,849	(14,663)
Function 550	District Admin Support Services	649,998	679,463	29,465
Function 553	Human Resources	152,890	162,745	9,855
Function 600	Operations & Maintenance	2,184,660	1,854,044	(330,617)
Function 900	Other Financing Uses	355,000	265,000	(90,000)
Fund Total		<u>\$ 6,261,089</u>	<u>\$ 7,354,350</u>	<u>\$ 1,093,261</u>
TOTAL		<u>\$ 6,261,089</u>	<u>\$ 7,354,350</u>	<u>\$ 1,093,261</u>

NOME PUBLIC SCHOOLS

FY 2025 Budget

Location 500 - Districtwide

Districtwide Dept. Account Code	Description	Comments	FY2024 Budget Revision #2	FY2025 Budget	\$ Change
Regular Instruction - Extensions					
100.500.140.. 315	Cert Teacher	0.50 FTE Teacher on Assignment	42,131	43,184	1,054
100.500.140.. 316	Extra Duty Pay	0.34 FTE Extra Duty	28,685	29,402	717
100.500.140.. 361	Health/Life Insurance		20,785	21,408	623
100.500.140.. 362	Unemployment Insurance		354	363	9
100.500.140.. 363	Worker's Compensation		708	726	18
100.500.140.. 364	FICA		1,027	1,052	26
100.500.140.. 365	TRS		8,894	9,117	222
100.500.140.. 376	TRS On Behalf		9,178	11,636	2,458
100.500.140.. 390	Travel Allowance		200	200	-
100.500.140.. 433	Communications	Postage	100	100	-
100.500.140.. 440	Other Purchased Services	Cognia Advanced Ed Accred	2,250	2,250	-
100.500.140.. 450	Supplies/Material/Media	Contains \$2700 allotment x 14 students; ~ 55% utilization. +\$1,000 for Ext Supplies	45,800	38,800	(7,000)
100.500.140.. 475	Supplies - Tech Related	MAP License Renewal	1,200	1,200	-
100.500.140.. 491	Dues & Fees		170	170	-
Total 140	Regular Instruction - Extensions		161,481	159,608	(1,873)
Special Education Instruction - Support Svcs					
100.500.220.. 314	Cert - Director/Coordinator	1.00 FTE	114,436	115,580	1,144
100.500.220.. 316	Extra Duty	Trainer stipend - sped teachers training para's;	10,000	10,000	-
100.500.220.. 324	Support Staff	1.00 FTE	46,633	48,036	1,403
100.500.220.. 361	Health/Life Insurance		54,654	56,294	1,640
100.500.220.. 362	Unemployment Insurance		855	868	13
100.500.220.. 363	Worker's Compensation		1,711	1,736	25
100.500.220.. 364	FICA		5,227	5,351	124
100.500.220.. 365	TRS		14,373	14,517	144
100.500.220.. 366	PERS		10,260	10,568	308
100.500.220.. 369	Other Benefits		250	250	-
100.500.220.. 376	TRS On Behalf		14,831	18,528	3,697
100.500.220.. 377	PERS On Behalf		1,399	2,215	816
100.500.220. 390	Travel Allowance		-	-	-
100.500.220. 410	Professional & Technical		5,300	5,000	(300)
100.500.220.. 420	Staff Travel	Mileag reimb	200	200	-
100.500.220.. 440	Other Purchased Services		1,500	1,500	-
100.500.220.. 450	Supplies	test forms, curriculum	15,000	10,000	(5,000)
100.500.220. 475	Supplies - Tech Related	Powerschool License & Subscript.	10,000	10,000	-
100.500.220. 491	Dues & Fees		500	500	-
100.500.220. 510	Equipment	FY24: Copier	5,160	-	(5,160)
Total 220	Special Education Instruction - Support Svcs		312,289	311,143	(1,146)

Districtwide Dept. Account Code	Description	Comments	FY2024 Budget Revision #2	FY2025 Budget	\$ Change
Support Services-Instruction					
100.500.350.. 314	Cert - Director	0.26 FTE	27,608	28,298	690
100.500.350.. 316	Extra Duty	DW Professional Development - Cert	29,400	10,000	(19,400)
100.500.350.. 329	Substitutes/Temporaries	DW Professional Development - Class Position: 1 Dir of Fed Programs (74% sal/ben funded by CAP)	600	1,000	400
100.500.350.. 361	Health/Life Insurance		3,489	3,594	105
100.500.350.. 362	Unemployment Insurance		285	191	(94)
100.500.350.. 363	Worker's Compensation		276	283	7
100.500.350.. 364	FICA		400	410	10
100.500.350.. 365	TRS		3,468	3,554	87
100.500.350.. 376	TRS On Behalf		3,578	4,536	958
100.500.350.. 390	Travel Allowance		-	-	-
100.500.350. 420	Staff Travel	District Test Coordinator training	800	800	-
100.500.350.. 440	Other Purchased Services		-	-	-
100.500.350.. 450	Supplies/Material/Media		300	200	(100)
100.500.350. 475	Supplies - Tech Related		500	500	-
100.500.350.. 490	Other Expenses		1,500	500	(1,000)
100.500.350.. 491	Dues & Fees		500	500	-
Total 350	Support Services - Instruction		72,704	54,367	(18,337)

Support Services - Technology					
100.500.351.. 318	Cert - Specialist	0.5 FTE	41,348	41,348	-
100.500.351. 321	Non-Cert - Director/Coordin	1.0 FTE	96,906	98,359	1,453
100.500.351.. 322	Non-Cert - Specialist	1.0 FTE	64,981	67,223	2,242
100.500.351.. 361	Health/Life Insurance	Positions: 1 Tech Director, 1 Systems Administrator & 1 50% Tech Specialist	41,366	42,607	1,241
100.500.351.. 362	Unemployment Insurance		1,016	1,035	18
100.500.351.. 363	Worker's Compensation		2,032	2,069	37
100.500.351.. 364	FICA		12,984	13,267	283
100.500.351.. 365	TRS		5,193	5,193	-
100.500.351.. 366	PERS		35,615	36,428	813
100.500.351.. 376	TRS On Behalf		5,359	6,628	1,269
100.500.351.. 377	PERS On Behalf		8,363	11,310	2,947
100.500.351.. 390	Travel Allowance		3,200	200	(3,000)
100.500.351.. 410	Professional & Technical Services		2,490	-	(2,490)
100.500.351.. 420	Staff Travel	ASTE	7,900	-	(7,900)
100.500.351.. 433	Communications	Offset by E-Rate Revenue (90% Reimb Internet) 300 Mbps less (BAG)	1,284,332	2,824,116	1,539,784
100.500.351.. 440	Other Purchased Services		490	490	-
100.500.351.. 450	Supplies/Material/Media		5,000	2,500	(2,500)
100.500.351.. 475	Supplies - Tech Related	School Mgmt & Content Software; Cybersecurity; Staff & Student Devices; Powerschool 504	285,000	261,400	(23,600)
100.500.351. 510	Equipment		28,000	15,000	(13,000)
Total 351	Support Services - Technology		1,931,575	3,429,173	1,497,599

In-service Training					
100.500.354.. 410	Professional Services		-	-	-
100.500.354.. 450	Supplies		6,000	4,000	(2,000)
Total 354	Staff Inservice	46	6,000	4,000	(2,000)

Districtwide Dept. Account Code	Description	Comments	FY2024 Budget Revision #2	FY2025 Budget	\$ Change
Office of Superintendent					
100.500.510.. 311	Cert-Superintendent	1.00 FTE	143,165	147,460	4,295
100.500.510.. 314	Cert-Assistant Superintende	0.50 FTE	62,943	66,129	3,187
100.500.510.. 361	Health/Life Insurance		54,790	56,434	1,644
100.500.510.. 362	Unemployment Insurance		1,031	1,068	37
100.500.510.. 363	Worker's Compensation		2,061	2,136	75
100.500.510.. 364	FICA		2,989	3,097	108
100.500.510.. 365	TRS		25,887	26,827	940
100.500.510.. 376	TRS On Behalf		26,711	34,238	7,527
100.500.510.. 390	Transportation Allowance		1,308	1,500	192
100.500.510.. 410	Professional & Technical Services		4,000	4,000	-
100.500.510.. 414	Legal Services		20,000	20,000	-
100.500.510.. 420	Staff Travel		20,000	15,000	(5,000)
100.500.510.. 440	Other Purchased Services		1,200	1,200	-
100.500.510.. 450	Supplies/Material/Media		3,370	750	(2,620)
100.500.510.. 490	Other		1,000	5,750	4,750
100.500.510.. 491	Dues & Fees	CEEAC Renewal \$14K, AK Staff Dev Network, AASA	17,527	17,370	(157)
Total 510	Office of Superintendent		387,981	402,959	14,978
Board of Education					
100.500.511.. 410	Professional & Technical Ser	AASB Board Development	4,000	4,000	-
100.500.511.. 420	Staff Travel	Nov AASB Annual Conf (3); Dec Winter Boardsmanship (2); Feb Leg Fly-In (2)	15,000	10,000	(5,000)
100.500.511.. 445	Insurance & Bond Premiums		225	225	-
100.500.511.. 450	Supplies/Material/Media	Boardbook & supplies	3,500	1,200	(2,300)
100.500.511.. 490	Other Expenses		-	-	-
100.500.511.. 491	Dues & Fees	AASB Annual Dues \$10,724; AASB Boardbook & Online Policy Subscription \$5,700:	23,787	16,424	(7,363)
100.500.511.. 510	Equipment		-	-	-
Total 511	Board of Education		46,512	31,849	(14,663)
District Admin Support Services					
100.500.550.. 324	Non-Cert - Support Staff	1.88 FTE	119,008	125,199	6,191
100.500.550.. 361	Health/Life Insurance	Positions: 1 AP/Receiving/Purchasing,	27,260	28,077	817
100.500.550.. 362	Unemployment Insurance	0.88 Admin. Asst.	595	626	31
100.500.550.. 363	Worker's Compensation		1,190	1,252	62
100.500.550.. 364	FICA		9,104	9,578	474
100.500.550.. 366	PERS	\$145,000 salary floor from FY2008; not met	161,060	172,544	11,484
100.500.550.. 369	Other Benefits		735	200	(535)
100.500.550.. 377	PERS On Behalf		3,596	5,817	2,220
100.500.550.. 410	Professional & Technical Ser	AS400 Hosting, Black Mtn, Frontline Education Software Support	30,700	31,035	335
100.500.550.. 412	Auditing & Accounting Svcs	AKEBS (BM & Payroll) & Annual Audit Services	263,200	275,695	12,495
100.500.550.. 420	Staff Travel	ALASBO	1,500	-	(1,500)
100.500.550.. 433	Communications	GCI telecomm	1,200	1,200	-
100.500.550.. 440	Other Purchased Services	DO Copier Usage	6,500	6,750	250

Districtwide Dept.				FY2024 Budget		
Account Code	Description	Comments	Revision #2	FY2025 Budget	\$ Change	
100.500.550.. 441	Rentals	Pitney Bowes machine	3,000	2,440	(560)	
100.500.550.. 445	Insurance - Liability	10% increase	77,000	84,700	7,700	
100.500.550.. 450	Supplies/Material/Media	Toner, envelopes, check stock, etc.	12,000	4,000	(8,000)	
100.500.550.. 475	Supplies - Tech Related		600	350	(250)	
100.500.550.. 490	Other Expenses		500	-	(500)	
100.500.550.. 491	Dues & Fees		1,250	-	(1,250)	
100.500.550.. 495	Indirect Recovery	FY21 Actual: -\$91,709; FY22 Actual: - \$106,590; FY23 Actual: -\$82152; large COVID grants gone in FY24	(70,000)	(70,000)	-	
Total 550	District Admin Support Services		649,998	679,463	29,465	

Human Resources

100.500.553.. 314	Cert - Director	0.50 FTE	62,943	66,129	3,187	
100.500.553.. 361	Health/Life Insurance		20,785	21,408	623	
100.500.553.. 362	Unemployment Insurance		315	331	16	
100.500.553.. 363	Worker's Compensation		629	661	32	
100.500.553.. 364	FICA		4,815	5,059	244	
100.500.553.. 365	TRS		7,906	8,306	400	
100.500.553.. 376	TRS On-Behalf		8,157	10,600	2,443	
100.500.553. 410	Professional & Technical Ser	Digital Insurance Services	23,940	24,000	60	
100.500.553.. 420	Staff Travel	DEED Training	6,000	6,000	-	
100.500.553.. 433	Communications		50	50	-	
100.500.553.. 440	Other Purchased Services	Background Checks	3,500	3,500	-	
100.500.553.. 450	Supplies/Material/Media		3,000	1,000	(2,000)	
100.500.553.. 475	Supplies-Technology Related		300	1,000	700	
100.500.553.. 490	Other Expenses		5,000	2,000	(3,000)	
100.500.553.. 491	Dues & Fees	ATP; RISQ EaseCentral	5,550	12,700	7,150	
Total 553	Human Resources		152,890	162,745	9,855	

Operations & Maintenance

100.500.600.. 325	NonCert-Maint/Custodial	0.00 FTE	65,134	-	(65,134)	
100.500.600.. 329	Substitutes	Temp workers	25,000	25,000	-	
100.500.600.. 361	Health/Life Insurance		26,441	-	(26,441)	
100.500.600.. 362	Unemployment Insurance		451	125	(326)	
100.500.600.. 363	Worker's Compensation		903	250	(653)	
100.500.600.. 364	FICA		6,895	1,913	(4,983)	
100.500.600.. 366	PERS		19,829	-	(19,829)	
100.500.600.. 377	PERS On Behalf		1,647	-	(1,647)	
100.500.600.. 369	Other Benefits		200	-	(200)	
100.500.600.. 410	Professional & Technical Services		4,000	-	(4,000)	
100.500.600.. 420	Staff Travel		1,000	-	(1,000)	
100.500.600.. 431	Water & Sewage		15,000	16,000	1,000	
100.500.600. 432	Garbage		10,500	11,000	500	
100.500.600.. 433	Communications		6,200	1,500	(4,700)	
100.500.600.. 435	Fuel for Heat	Budgeted at sites	-	-	-	
100.500.600.. 436	Electricity	FY23 Actual: \$70,596	51,000	72,000	21,000	
100.500.600.. 440	Other Purchased Services	FY24: Increased budget by \$309k due to actual costs.	1,609,000	1,365,000	(244,000)	
100.500.600.. 443	Purchase Vehicle Maint	Vehicle Registrations	1,000	300	(700)	
100.500.600.. 446	Property Insurance	10% Increase	285,960	314,556	28,596	
100.500.600.. 450	Supplies/Material/Media		20,000	10,000	(10,000)	

Districtwide Dept.			FY2024 Budget		
Account Code	Description	Comments	Revision #2	FY2025 Budget	\$ Change
100.500.600.. 453	Custodial Supplies		2,000	2,000	-
100.500.600.. 458	Gas & Oil		32,000	33,000	1,000
100.500.600.. 490	Other Expenses		500	1,400	900
Total 600	Operations & Maintenance		2,184,660	1,854,044	(330,617)
Transfer of Funds					
100.000.900.. 552	Food Service		215,000	215,000	-
100.000.900.. 553	Pupil Transportation		40,000	50,000	10,000
100.000.900.. 554	CIP Fund	CIP major maintenance	100,000	-	(100,000)
100.000.900.. 555	Nome-Beltz Apartments		-	-	-
Total 900	Transfer of Funds		355,000	265,000	(90,000)
Total 100	General Operating Fund		\$ 6,261,089	\$ 7,354,350	\$ 1,093,261
Total	District Wide		\$ 6,261,089	\$ 7,354,350	\$ 1,093,261

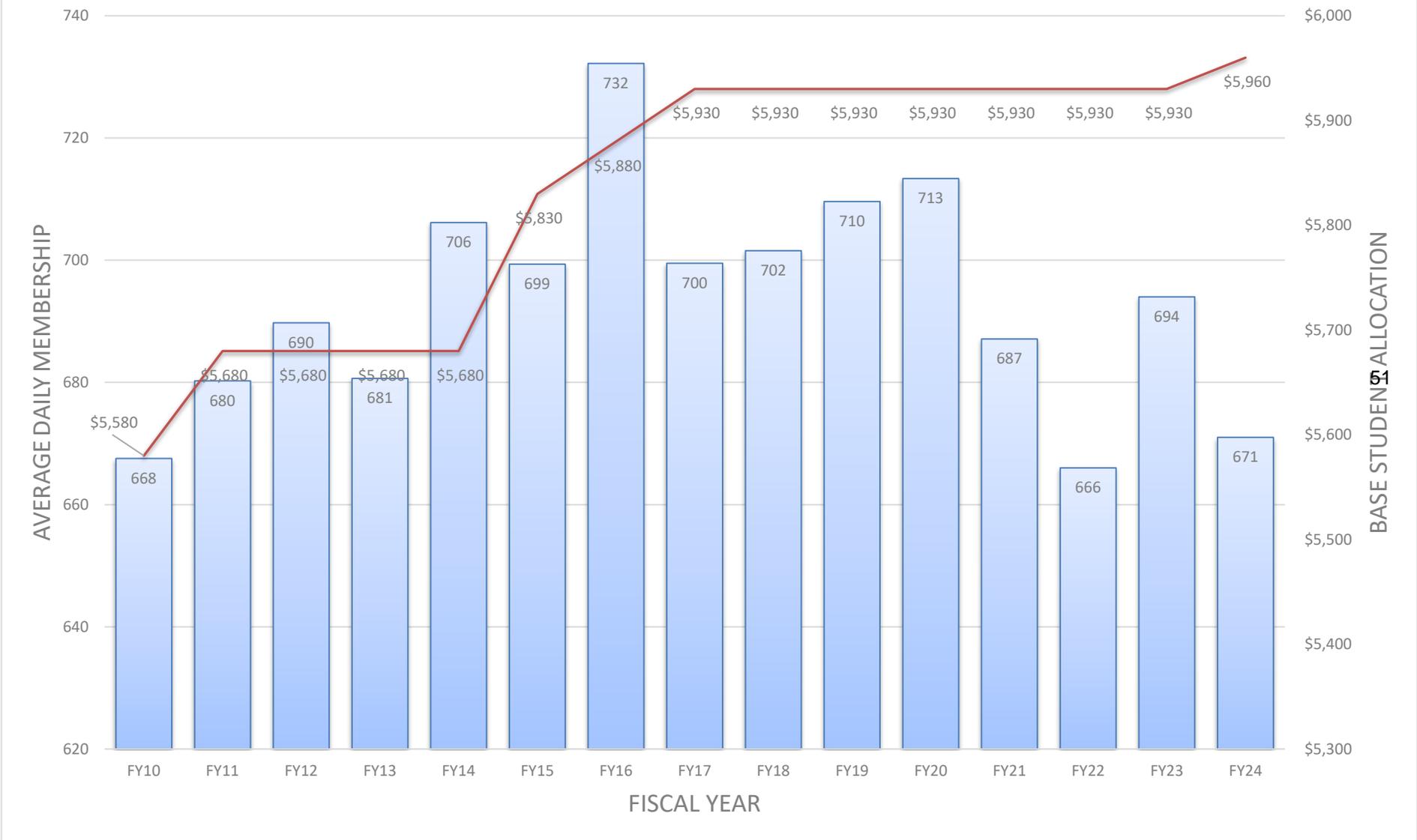
NOME PUBLIC SCHOOLS
Balance Sheet - Governmental Funds
School Operating Fund

	Year-Ended June 30, 2021	Year-Ended June 30, 2022	Year-Ended June 30, 2023	Estimated Year-Ended June 30, 2024	Estimated Year-Ended June 30, 2025
<u>Assets</u>					
Assets:					
Cash and investments	\$ 7,614,395	\$ 8,329,728	\$ 8,430,744	\$ 6,743,395	\$ 6,479,380
Accounts receivable	743,119	59,519	803,414	60,000	60,000
Lease receivable	-	438,182	221,280	-	-
Due from other funds	1,043,470	1,032,624	1,318,137	750,000	750,000
Due from gaming	-	-	-	-	-
Inventories	53,751	39,430	111,756	50,000	50,000
Prepaid items	510,735	600,084	309,799	400,000	400,000
Total assets	\$ 9,965,470	\$ 10,499,567	\$ 11,195,130	\$ 8,003,395	\$ 7,739,380
<u>Liabilities and Fund Balances</u>					
Liabilities:					
Accounts payable	\$ 351,129	\$ 234,127	\$ 683,116	\$ 300,000	\$ 300,000
Accrued payroll liabilities	199,698	670,366	612,277	600,000	600,000
Unearned revenue	20,448	18,640	18,640	18,640	18,640
Due to other funds	6,788,267	6,621,706	6,604,359	5,253,787	5,712,297
Due to student activities	-	-	-	-	-
Total liabilities	7,359,542	7,544,839	7,918,392	6,172,427	6,630,937
Deferred inflows of resources:					
Leases		433,861	216,931	-	-
Total liabilities and deferred inflows of resources	7,359,542	7,978,700	8,135,323	6,172,427	6,630,937
Fund balances:					
Nonspendable	564,486	639,514	421,555	450,000	450,000
Restricted	-	-	-	-	-
Committed	-	-	-	-	-
Unassigned	2,041,442	1,881,353	2,638,252	1,380,968	658,443
Total fund balances	2,605,928	2,520,867	3,059,807	1,830,968	1,108,443
Total liabilities and fund balances	\$ 9,965,470	\$ 10,499,567	\$ 11,195,130	\$ 8,003,395	\$ 7,739,380

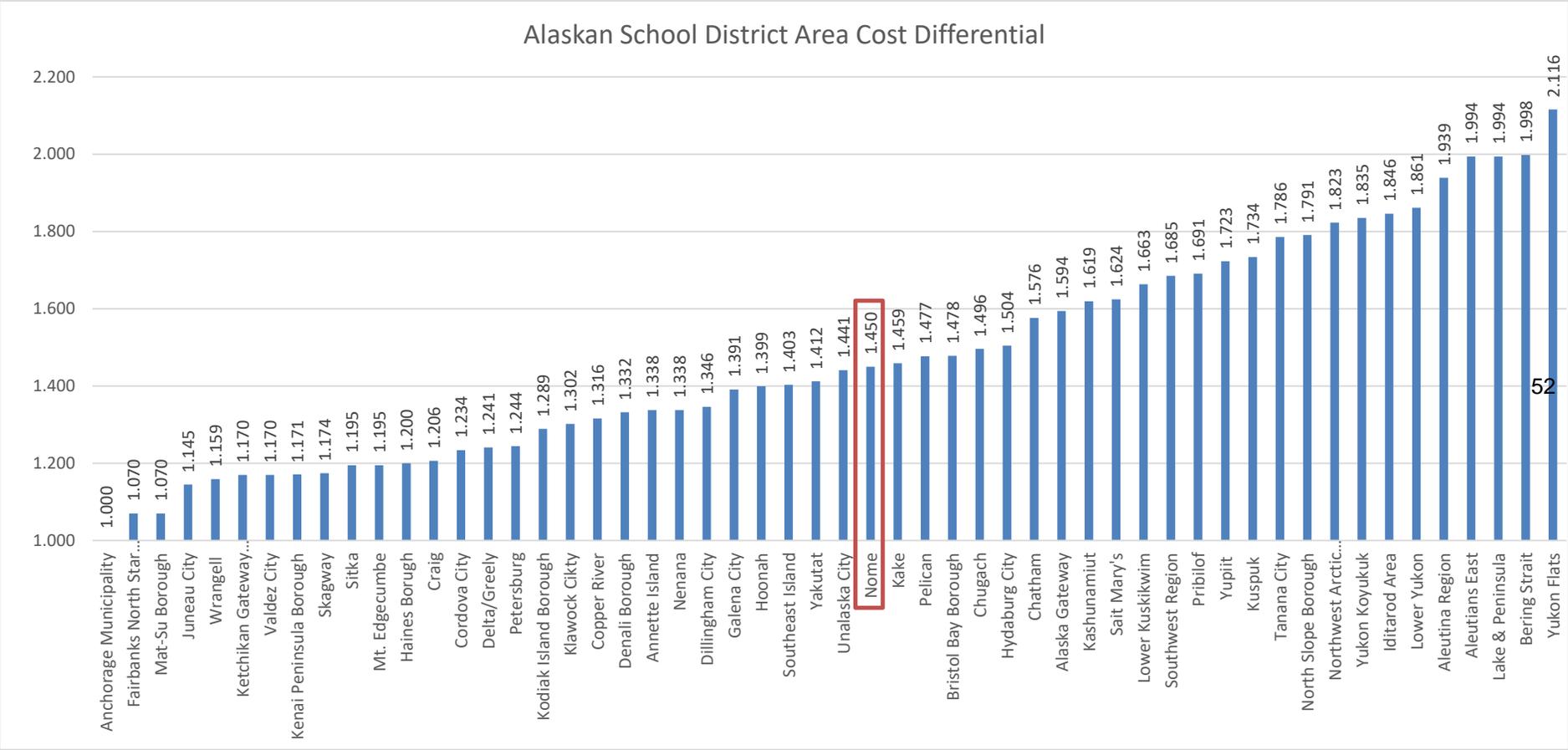
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Note: FY24 & FY25 data depends on timing of when bills are paid and when revenues are received. Ultimately, the District's General Fund holds around \$1.8M in FY24 and \$1.1M in FY25 between nonspendable and unassigned fund balance. In addition, the monies flowing through the special revenue funds are recorded in the financials in the General Fund cash account with offsetting transaction in Due to other funds liability account.

Average Daily Membership (ADM) & Base Student Allocation (BSA) 15 Year History



Alaskan School District Area Cost Differential



Instruction

LIBRARIES

AR 6163.1

The School Board of Nome Public Schools believes that guidelines with regards to the addition, review and removal of materials from its' school libraries are required. The following outlines the philosophy with regards to library collections, and

MISSION STATEMENT

Our goal in all Nome Public Schools' Libraries is to support the District Mission Statement: We inspire and empower students to be culturally grounded responsible citizens who are deeply connected to our community and world. Our mission is to provide a welcoming environment that supports and nourishes academic achievement through curiosity, inquiry, and creativity.

Our library recognizes its role within the school mission and provides access to resources that embrace creativity and support the classroom and students alike. We look to build a collection and create a space that utilizes a variety of materials and fosters ingenuity and reflects the diversity of our community and our students. We embrace and assist all students in their pursuit of academic achievement and their personal growth and development.

GOALS

- Enable learners to explore their interests as well as their personal and academic goals.
- Obtain and promote materials that align with the school curriculum, district and state academic standards, and classroom needs.
- Contain current, relevant, and accurate information by frequently weeding the collection and in the purchase of new materials.
- Reflect the diversity within the school including multiple ethnicities, race, cultures, languages, religions, belief systems, sexual orientation, gender identity, ability and more.
- Expand upon students' experiences by letting them see themselves and others reflected through the literature and resources in the library.
- Provide a wide range of resources with diverse opinions and worldviews to help expand knowledge.
- Address historic inequities to make long-lasting change in the pursuit of increasing equity and diversity within the library; continue to create a collection that offers a safe-space marginalized groups feel welcomed and supported by the collection.
- Encourage and promote resources that reflect diversity; this includes #ownvoices, books that encompass local and indigenous knowledge systems, and materials that can build upon a diverse foundation.
- Engage learners to be knowledgeable citizens who engage in the democratic process and who are self-guided learners.
- Acquire materials that will allow for students and adults to have equitable access including large print, audio, leveled reading, and other materials and resources to support diverse needs.

- Obtain and make-available materials and resources that honor and reflect the local indigenous values that include:
 - Respect for Others
 - Knowledge of Language
 - Cooperation

Selection

Selection of materials will be based on a variety of criteria as recommended by Sandra Hughes-Hassell in *Collection Management for Youth: Equity, Inclusion, and Learning* (2020).

The selection of materials will be placed with emphasis on the following selection criteria. Selection should include one or more of the following criteria:

Anti-bias: the materials should be free from stereotypes of different groups including but not limited to race, ethnicity, sexual orientation, ability/disability, etc. The writing and illustrations should depict people as genuine without stereotypical features. Language and dialects should be used in an authentic and respectful way.

Authority: includes the professional and academic qualifications or experiences of those who created the work. Resources and citations should be from credible sources including experts on the subject.

Appropriateness: to act as a guide and a baseline to reflect the students for whom the material will serve. The material selected should reflect the diversity of the students. All material will be selected according to suitability and age level but will take into mind the broad range of academic and personal interests of students and the range of readership and varying maturity. Students ultimately will be responsible for self-selecting material that they deem to be suitable for their interest and/or pursuit of knowledge.

Scope: Author's coverage or depth of a particular topic. The depth of knowledge covered should reflect the academic level of the learners and pertain to student interest.

Accuracy: The materials should reflect up-to-date knowledge and acknowledge facts from opinion. If nonfiction, sources used to create the work should be identified in the material.

Arrangement and Organization: In reference to ease of access to information. Information will be

displayed in an engaging way with easy to follow sequences and reference and so the students can understand how to navigate the resource. Students should be able to easily locate the information.

LIBRARIES (continued)

AR 6163.1

Literary merit: In reference to author and/or illustrator components and overall value placed on the material. Literary merit can be far-reaching with an approach that encompasses several different ideas including advancement of discussion on a topic, themes that have learning qualities/attributes, and many more.

Engagement: the material selected should have the ability to engage the learner based on the topic or enhance the learner's takeaway with new knowledge or affirmation of knowledge.

Equity/Diversity/Inclusion: Emphasis in collection development will be given to materials that have a focus on equity, diversity, and inclusion. This could include but is not limited to diverse characters, representation, reader access/accessibility, diverse perspectives, and many more. All materials should accurately reflect that community or diverse group free of stereotypes. Priority will be given to #OwnVoices resources and authors.

Physical/Aesthetic quality: The physical and aesthetic qualities of the materials should be of high interest to the learners, and take into account accommodation needs and academic levels of the students. The physical and aesthetic quality should be applied to all resources including audio, written, computer/web-based resources, and many more.

Age of Materials: The age of materials should be as current as possible in regards to the content and subject area and represent current trends in that field of interest.

Series: Materials should maintain high interest or academic quality when continuing items within a series. Series of books should reflect the above criteria to be considered for their continuation and purchase.

Comparison with other works: The material may be compared to other works on the same or similar topics or works completed by the same author and/or illustrator.

Additional professional recommendations/Award winning books: Top recommended school library review sources as well as American Library Association notable books and award-winning titles, these may include but are not limited to:

1. Award-winning titles
2. We Need Diverse Books

3. American Indian Library Association Selections and Recommendations
4. School Library Journal

LIBRARIES (continued)

AR 6163.1

5. Book List
6. Kirkus Reviews

Responsibility of Selection

The “School library professional” will ultimately be responsible for the selections within the library with Teacher/student/stakeholder input.

Formats

Formats included in the library collection are:

- Books
- Electronic resources (books, other digital content)
- Audio Resources
- Digital Recordings
- Newspapers/Periodicals
- Educational resources
- Atlases/Maps/Globes
- Reference materials
- Artwork
- Photographs
- Open-source materials
- DVDs
- Databases

COLLECTION MAINTENANCE

We use the following industry standard:

General guidelines for collection management are adapted from the CREW method. CREW stands for Continuous Review, Evaluation, and Weeding. The CREW method gives six general criteria for considering weeding an item from the collection which are summarized with the acronym MUSTIE.

M = Misleading—factually inaccurate

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U = Ugly – worn beyond mending or rebinding

S = Superseded – by a new edition of/or by a much better book on the subject

T = Trivial – of no discernible literary or scientific merit

I = Irrelevant to the needs and interests of the library's community

E = Elsewhere – the material is easily obtainable from another library

LIBRARIES (continued)

AR 6163.1

The two factors that contribute to materials evaluation are age and usage and are placed into a simple formula. An example of a formula is:

5/ 3/ MUSTIE

In the above example, the five refers to age - anything over five years old may be considered for weeding. The three refers to the circulation – anything that has not circulated in over three years may be considered for weeding. MUSTIE refers to the criteria listed above. Age and/or circulation may not be a factor in some subject areas. The numbers will then be replaced by an X, for example:

X/ 3/ MUSTIE

Media, by the nature of the format, should be evaluated by circulation and condition rather than age or copyright. Criteria for weeding are summarized by the acronym WORST.

W = Worn out – cracked, scratched, grainy, fuzzy, or previously repaired

O = Out of date – dated and/or inaccurate

R = Rarely used

S = Supplied elsewhere

T = Trivial or faddish

A similar formula will be applied, but without the age, such as:

2 / WORST

In the above example, the two indicate that items that have not circulated in the last two years may be considered for weeding, and WORST refers to the criteria listed above.

COLLECTION MANAGEMENT GUIDELINES

Evaluation

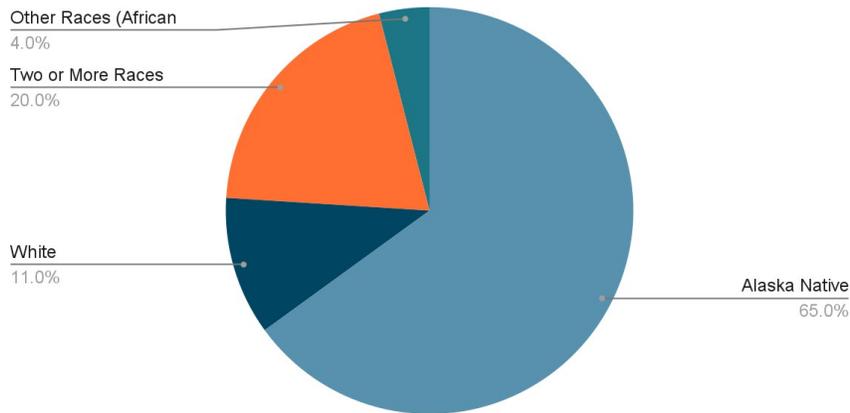
The collection will represent the diversity of our student populations and beyond. We will emphasize:

- Diversity of student population
- Local core values (include indigenous core values).

LIBRARIES (continued)

AR 6163.1

Nome Public Schools Demographics
 Source: National Center for Education Statistics, 2019



Confidentiality

Library staff will make all efforts to maintain library confidentiality in line with the Library Bill of Rights: “All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people’s privacy, safeguarding all library use data, including personally identifiable information.”

Copyright and Fair Use Policy

The Fair Use Doctrine provides for limited use of copyrighted materials for educational and research purposes without permission from the owners. It is not a blanket exemption. Instead, each proposed use must be analyzed under a four-part test.

"Limitations on exclusive rights: Fair use" (Section 107) offers a set of factors to consider when using copyrighted work for teaching or research. Specifically, the factors include:

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

Gift-Giving

The library is pleased to accept gifts and/or memorial gifts from patrons. Gifts are gratefully and

willingly accepted as long as no restriction is placed upon their use and disposition. Acceptance of the gifts (of books and other library materials) will be determined by the library director on the basis of their suitability to the library's purposes and needs in accordance with the library's stated materials selection policy. Use of all gift materials will be determined by the library director or designated agent. The library has the right to discard any gifts that are in poor physical condition

LIBRARIES (continued)

AR 6163.1

(e.g. brittle paper, water or mildew damage, torn and/or missing pages). Values will not be placed on donated items for income tax purposes but receipts will be provided for items in good or better condition.

A receipt of donation for tax purposes can be obtained from the Nome Public Schools Business Office.

Collecting Controversial Material

Our library promotes and adheres to the principles set forth in the American Library Association's Library Bill of Rights and looks to enhance learning and educational pursuits of all students. We recognize that there are a variety of viewpoints and controversial issues that may arise within the collection. We encourage diversity in opinion and thinking, and try to create a collection that reflects this as well. The school library will look to provide age-appropriate materials with opposing viewpoints on various controversial topics in order to encourage critical thinking skills and to engage learners in conversations. It is important for all views and perspectives to be presented. We do not condone and will not purchase materials that use bias language or that perpetuates misinformation or disinformation.

American Library Association (ALA) Alignment

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

LIBRARIES (continued)

AR 6163.1

7. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Freedom to Read Statement

The school library plays a unique role in promoting, protecting, and educating about intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library, the principles of the American Library Association's Library Bill of Rights apply equally to all libraries, including school libraries. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

Intellectual Freedom Statement and Definition

Our library supports and upholds the right to a student's Intellectual Freedom while adhering to our school academic and conduct/discipline policy as well as the Juneau School District Technology Use Agreement. That same freedom is granted and upheld by the First Amendment of the United States Constitution. Intellectual freedom is defined as: "The right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored" (American Library Association, 2007). We recognize that students need to be empowered to self-select and must practice this ethically and responsibly.

Statement on Censorship of Information Addressing Racial Injustice, Black American History and Diversity Education

On August 18, 2021, the American Library Association (ALA) Executive Board issued a statement opposing initiatives to censor information resources, curricula, and programs addressing racial injustice, Black American history, and diversity education. The full statement follows:

"The American Library Association is committed to upholding our core values, which include equitable access to knowledge, social justice, and intellectual freedom. As members of a profession committed to free and equitable access to information and the pursuit of truth, we stand firm in

opposing any effort to suppress knowledge, to label “controversial” views, or dictate what is orthodox in history, politics, or belief.

LIBRARIES (continued)

AR 6163.1

At present, efforts to censor any consideration or discussion of racism, slavery, Black American history, and related issues and concerns in our schools, colleges, and universities pose a real and present threat to libraries’ ability to fulfill their role as trusted community institutions that provide factual and accurate information that reflects the breadth of the American experience about these topics.

A commitment to intellectual freedom and social justice requires that libraries not only protect the truth from suppression, but also prevent its distortion. Consequently, the American Library Association has joined other educational institutions and civil liberties organizations in opposing any legislative proposal or local initiative intended to ban instruction, consideration, or discussion about the role of racism in the history of the United States or how systemic racism manifests itself in our schools, workplaces, and government agencies.”

ALA member leaders and staff pledge to join with library workers, libraries, and state and regional library associations to oppose any proposal to censor information resources, curricula, or programs addressing racial injustice, Black American history, and diversity education. We commit to supporting libraries, library workers, schools, and universities facing these challenges and developing tools that will prepare library workers to defend their collections, counter falsehoods, and engage their communities in important conversations about racial injustice and empowering everyone to fully participate in our democratic society.

Revised 4/2024

Note: This is not a required administrative regulation and may updated at the discretion of the Board.

The administration may train, support, and improve school and family partnership by integrating some of the following approaches:

Welcome and Inclusive Environment

1. Creating a welcoming and inclusive environment for parents, guardians, and families by providing clear and accessible information about school policies, programs, and activities;
2. supporting meaningful two-way communication between school and home that welcomes families into the school and learning environment;
3. hosting orientation events, open houses, and parent-teacher conferences to foster connections between parents, guardians, and families;
4. respecting and welcoming parents, guardians, and family members as partners in decisions affecting children and families, as well as visitors to the schools;
5. encouraging parents, guardians, and family members to be in the schools and help co-lead school-related activities;
6. encouraging school administrators to set expectations and create a climate conducive to parent, guardian, and family participation;

Communication and Collaboration

7. communicating with parents, guardians, and family members about Board policies and regulations, as well as how to navigate to them;
8. establishing multiple channels of communication to facilitate regular and meaningful dialogue between parents, guardians, families, and school staff, including newsletters, emails, school websites, social media, and other appropriate platforms;
9. providing parents, guardians, and families with timely and relevant information about their child's academic progress, attendance, and behavior. Progress reports, report cards, and parent teacher conferences will be utilized to maintain ongoing communication;
10. engaging in meaningful parent-teacher conferences to discuss student progress toward meeting academic content standards and other family learning goals, individual instructional needs and student welfare issues;
11. providing opportunities for parents, guardians, and families to engage in decision making processes, such as through family surveys, focus groups, and participation in school improvement planning will be provided;
12. expanding parent, guardian, and family involvement in decision-making through parent groups and Board and school advisory committees;

Capacity Building

13. creating meaningful roles for parents, guardian, and family members to play in supporting, reinforcing, and assisting student learning;
14. promoting parent, guardian, family involvement in their child's learning through the provision of tools, strategies, and resources that families can use at home.
15. providing opportunities for parent, guardian, and family input in school programs and curriculum;
16. promoting the creation of authentic opportunities for families to support one another in school and with parenting that integrate the diverse knowledge, learning styles, and cultural backgrounds within the school community;
17. offering workshops, training sessions, and resources to support parents, guardians, and families in understanding the curriculum, effective parenting practices, and strategies to support their child's learning and well-being.
18. Collaborating with community organizations and agencies will be encouraged to provide additional support and resources for parents, guardians, and families, such as workshops on health and wellness, financial literacy, and college and career readiness.

School Staff Capacity

19. support meaningful roles for school staff in supporting and reinforcing meaningful partnerships with families;
20. supporting appropriate professional development opportunities that enable staff members to build stronger relationships and increase the effectiveness of school staff working on parent, guardian, and family involvement strategies;

Cultural Responsiveness

21. Striving to create an inclusive environment that celebrates and honors the cultural backgrounds, languages, and traditions of all families.
22. actively seeking input from parents, guardians, and families to inform culturally responsive teaching practices and curriculum development.
23. developing methods to accommodate and support parent, guardian, and family involvement for parents with special needs such as Special Education.
24. developing methods to accommodate and support parent, guardian, and family involvement for parents who are English Language Learners.
25. assessing the effectiveness of family and school partnership, including previously underserved parents, guardians, and families with special needs.

Monitoring and Evaluation

The effectiveness of this Family Engagement Policy will be periodically assessed and reviewed by the district. Feedback from parents, guardians, families, staff, and community members will be sought to identify areas of improvement and make necessary revisions to the policy.

Revised 9/2023

AASB POLICY REFERENCE MANUAL

9/92

Note: This optional regulation may be revised or deleted as desired.

Our learning community believes that the school should maintain a climate in which honesty, integrity, and respect for self and others are highly valued. Cheating is an obstacle to achieving these goals. In any of its forms, and for whatever reason, cheating undermines the value of education. We believe in the importance of learning and personal progress, and to impress upon students that one's best efforts are always required in order to achieve one's greatest potential.

The advancement and availability of artificial intelligence/generative technology (AI/GT), means the learning community is very likely to utilize this new technology. Such use must meet the requirements of academic honesty and yet allow for its application as a new tool for instruction, critical thinking, exploration, and development of original thought and material. It is expected and required that use of AI/GT will be appropriately referenced and noted.

"Cheating is an obstacle to achieving these goals. Many factors lead to cheating, however, no reason makes cheating acceptable. In any of its forms, and for whatever reason cheating denies the value of education." - Visalia Unified

Definition of Academic Dishonesty:

Academic dishonesty includes but is not limited to cheating, plagiarism, falsifying records, using unauthorized materials or tools, and other forms of academic misconduct.

Responsibilities of Students:

Students are responsible for maintaining academic honesty in all aspects of their academic work. They must complete their own work without assistance unless otherwise directed by the teacher. They must also credit all sources used in their work, including written and online sources, and must not submit work that has been previously submitted for another course, unless expressly allowed by the teacher.

Responsibilities of Staff:

District administrative and teaching staff are responsible for educating students about academic honesty and for creating an environment that promotes academic integrity. They must clearly communicate expectations for assignments and assessments, and take steps to detect and deter academic dishonesty.

Consequences for Academic Dishonesty:

Academic dishonesty will not be tolerated and may result in disciplinary action, including but not limited to a lower grade on an assignment, a failing grade for the course, suspension, or expulsion. Repeat offenders may face more severe consequences.

Reporting Academic Dishonesty:

Students, teachers, and other members of the school community have a responsibility to report

incidents of academic dishonesty. Reports should be made to the teacher, a school administrator, or the district superintendent.

Educational Opportunities:

The district will provide educational opportunities to help students and staff understand the importance of academic honesty and develop the skills needed to avoid academic dishonesty. These opportunities may include workshops, seminars, and other educational resources.

In summary, academic honesty is a fundamental value of education and is critical for maintaining the integrity of the learning process. The district expects all students and staff to maintain academic honesty in all aspects of their academic work, and will take steps to detect and deter academic dishonesty. By following these guidelines, students and staff can contribute to a culture of academic integrity and ensure that the value of education is upheld.

Expanded Definitions

Deriving its root from the word honor, honesty is refraining from lying, cheating; being truthful, trustworthy or upright, sincere, straightforward and fair. The honest person is respected as one who is truthful and trustworthy. They are viewed as being of high moral character or integrity, and honor.

Cheating is defined as obtaining or providing any help on an assignment or test where the intent was that the student complete the assignment or test by himself/herself. The teacher's professional judgment will determine whether cheating has occurred. Students shall not give the instructor cause to consider their actions dishonest.

The following should be considered a sample list of types of cheating that may occur. It is not intended to be all inclusive or comprehensive.

1. Looking at someone else's paper during a test or quiz.
2. Unauthorized talking with another student during a test or quiz.
3. Using any unauthorized "cheat notes."
4. Allowing someone to see or use one's own or another's paper during a test or on any individual assignment.
5. Copying work assigned to be done independently or allowing someone else to copy one's own or another's work. Because individual teachers hold different expectations with regard to homework, it is up to the teacher to clarify their expectations to the students regarding individual assignments.
6. Copying sentences, phrases, or passages from an uncited source while writing a paper or doing research.
7. Giving or receiving any test information.

8. Submitting individual projects or assignments not wholly one's own, with or without the permission of the author. This may also include AI generated information and content downloaded from the internet without citing its source.
9. Fabrication or altering any information or lab data.

Tenets of our Academic Honesty Policy

To be considered when evaluating potential student infractions of the Academic Honesty Policy we strive to:

- Regard each student as an individual, deserving individual attention, consideration and respect.
- Consider the facts fully and carefully before resolving any case.
- Speak candidly and honestly to each student.
- Hold each student to a high standard of behavior, both to protect the integrity of our learning community, and to promote student moral development.
- Recognize the reality of human fallibility, as well as the stresses associated with life, and to demonstrate compassion, understanding, and a sense of humor.

(cf. 5144 - Discipline)

Created 9/2023

UNIFORM INVESTIGATIONS

AR 5141.43(a)

It is essential to select an investigator free from any personal, professional, or financial conflicts of interest. The investigator must have the skills, knowledge, experience, and time to conduct an appropriate investigation. The investigator should be objective, thorough, ethical, professional, and capable as a writer.

The goal of an administrative investigation is to gather all reasonably available information involving the complaint or allegation. The information gathered must be analyzed to determine whether the complaint or allegation is factual.

If an investigation of allegations is determined to be warranted, then the investigating school administrator must determine what laws, regulations, and/or policies apply to the allegations. It is critical for the investigating school administrator to consult with District legal counsel at this stage. The result of an administrative investigation may be reduced to a comprehensive report of investigation which compiles all relevant statements and evidence obtained through the investigation.

School administrators need to be aware of employees' right to the presence of a union representative during investigatory meetings which could reasonably result in discipline of the employee. These are referred to as Weingarten rights. School administrators should refer to collective bargaining agreements for further details on employees' rights to representation during investigatory meetings.

1. Investigators must be impartial and have the ability to act independently. Investigators should also have the knowledge, skills, and experience to conduct an investigation.
2. An investigation should be conducted and completed in a timely manner, based upon the nature of the investigation.
3. An administrative investigation should be confidential and exempt from disclosure under the Public Records Act, AS 40.25.
4. School administrators should take steps to ensure the safety of students upon receipt of a complaint, including the potential removal of any school-based contact between student(s) and suspected employee(s).
5. Interviews should be conducted in a private setting. Interview questions should be planned in advance, but the interview should allow for a natural flow and follow up on areas. It is critical to allow the interviewee to fully understand and to fully answer questions, as well as offer additional information outside the scope of the interview questions.
6. If the interviews are being recorded, the interviewee should be properly advised. If the interviews are not being recorded, the interviewees should disclose whether or not they are recording the interview. If the interviews are not being recorded, the information provided by witnesses should be documented by the investigator.
7. Interviews should start with rapport building. Accusatory and intimidating tones should be avoided.
8. It is critical not to cut off witnesses. Silence between questions usually results in additional information.
9. At the close of interviews, ask variations of "is there anything else I have not asked you which you believe would be relevant to this investigation?"

10. Interviewees should be encouraged to report any retaliation and/or any attempts to influence witnesses.
11. Interviewees should be advised the investigation, including the interview and the interview questions are confidential and should remain so.
12. Interviewees should be provided with contact information of the investigator to provide additional information and/or to report any retaliation.
13. Investigators must analyze interviews for credibility, or determining whether witnesses were believable. Investigators should consider whether a witness was motivated to lie, has a history of lying, or showed signs of lying. Investigators should also consider if there is evidence that corroborates witness statements.
14. Investigators should collect, analyze, document and secure physical and digital evidence. For example, class schedules, seating charts, attendance records, student disciplinary records, personnel records, social media posts, digital images and/or video, emails, text messages, and any other reliable evidence.
15. Investigators must then reach a conclusion, and document that conclusion in a written report. The investigation report should include the allegations, the investigation plan, list of evidence collected, factual findings, and recommendations, if requested.
16. The applicable standard of proof for the investigation is an issue that should be discussed with the District's attorney. Depending on the nature of the allegations, the standard of proof could be substantial evidence or preponderance of evidence.
17. The investigation report is confidential and should not be shared with the public. School administrators should develop a communications plan following the conclusion of the investigation.

Created 9/2023

AR 6145.2 INTERSCHOLASTIC COMPETITION

Alaska School Activities Association (ASAA) Eligibility Requirements

Note: *The following ASAA rules are intended to be minimum requirements for student eligibility to participate in all sanctioned interscholastic activities. These rules do not preclude a school or district from imposing additional rules that are reasonable and not in conflict with those set forth below.*

In order to participate in ASAA activities, the following conditions of eligibility must be met:

1. Students must properly register in a 9-12 high school program or any combination thereof, in the school where the student will participate ("School of Eligibility").

Note: *Students enrolled in statewide correspondence programs (who are ASAA members) must comply with the enrollment rules. If a student is enrolled full time in the statewide correspondence program, the student may not participate on another school's team. ASAA rules should be consulted regarding eligibility for students attending non-member charter schools, alternative schools, or programs.*

2. Students may not be graduated seniors, with the exception that the eligibility of a senior graduating near the end of a regular school year shall extend through the conclusion of any current school athletic season in which he or she is participating.

3. All second semester freshmen, sophomores, and juniors, as well as seniors who are not on track to graduate must be enrolled in a minimum of five semester units of credits at the School of Eligibility or its district, that lead to granting of credit toward graduation.

4. Students in grade 12 who are on track to graduate must be enrolled in a minimum of four semester units of credit at the School of Eligibility or its district.

5. Students must maintain at least an overall 2.0 GPA during the current semester. Students who do not maintain this GPA may regain eligibility during the current semester by achieving and maintaining an overall 2.0 GPA.

(Note: *A student will not be able to travel on a school related trip if he/she has two F's on his/her Grade Check and/or a GPA less than 2.0)*

6. Students must be in regular attendance at school classes in which enrolled or for which credit is granted (or be enrolled in a district or member school correspondence program).

7. All second semester freshman, sophomores, and juniors, as well as seniors who are not on track to graduate must have passed at least five semester units of credit, or the equivalent, during the previous semester and maintained a 2.0 overall GPA.

8. Second semester seniors who are on track to graduate must have passed four semester units of credit, or the equivalent, during the previous semester and maintained a 2.0 overall GPA.

9. First semester seniors must have passed at least five semester units of credit, or the equivalent, during the previous semester in order to be eligible anytime during the current semester.

10. Students must meet additional district eligibility requirements, if any.

(cf. 6145 - Extracurricular activities)

Semester credit rules apply to each semester, following the first semester of the ninth grade. All first semester freshmen are immediately eligible for ASAA activities during the first semester.

A grade of incomplete is considered as not passing until the incomplete is changed on the official school records. Academic deficiencies may be made up through successful completion of correspondence courses or summer school. Correspondence study students must meet the same time frame as regular students.

A student expelled from a school is not eligible to participate in the interscholastic competition at another school during the period of expulsion.

Maximum Participation Rule

Note: *No student may have more than eight consecutive semesters of ASAA eligibility.*

1. Students first entering 9th grade will have eight consecutive semesters of eligibility.
2. Students first entering 10th grade will have six consecutive semesters of eligibility.
3. Students first entering 11th grade will have four consecutive semesters of eligibility.
4. Students first entering 12th grade will have two consecutive semesters of eligibility.

Eligibility Reporting

1. The Superintendent or designee shall submit to ASAA, through the online Electronic Master Eligibility System, a Master Eligibility List for each activity. The list must be submitted before the first contest of that season. For competitions that involve only one contest, the list must be received by ASAA at least five days before the contest. Any additions or deletions to the eligibility list must be filed as an addendum to the original list before an individual is eligible to participate.

2. Activities that require Master Eligibility Lists to be filed with the ASAA office are as follows:

All-State Art Competition	All State Honor Music
Basketball	Baseball
Cheerleading/Dance/Drill Team	Bowling
Competitive Nordic Skiing	Cross Country Running
Football	Debate/Drama/Forensics
Flag Football	8-player Football
Ice Hockey (both boys and girls)	Gymnastics
Soccer	Rifle
Solo and Ensemble	Softball
Swimming and Diving	State Student Government Conferences
Track and Field	Tennis
Wrestling	Girls Volleyball and Mixed-Six Volleyball
World Language	

Drug Free Environment

All ASAA sponsored events will be conducted in drug free environments. Use, possession, and/or distribution of alcohol, tobacco, or controlled substances is strictly prohibited.

Penalties for Violation of Tobacco, Alcohol and Controlled Substances (TAD) Policy Nome Public Schools incorporates by reference the Alaska Schools Activities Association (ASAA) Citizenship Rule, set out as E 6145.2 in this manual, ~~except that the minimum penalty for a first offense of the TAD policy shall be as follows:~~

~~The student will be suspended from interscholastic activities and practice for forty-five (45) calendar days (as defined in Section B.10 of the TAD policy). Fifteen (15) of these days will be forgiven and the student may return to practice if the student and parent/guardian complete the First Offense educational component described in Section B.3 of the TAD policy.~~

Penalties for subsequent offenses are the same as those set out in the ASAA Citizenship Rule, E 6145.2.

Revised (approval date)

Revised 3/2015

Nome Public Schools

April 9, 2024

Student Council Report

Good afternoon, my name is Lyndsay Johnson and I am filling in for the Student Council President, Iryna Kadatska.

The boys basketball team traveled to Anchorage on March 17th for the State Tournament. They had to play against very competitive teams such as Houston, Grace Christian, and Mount Edgecumbe. Although it was a very close game, our boys placed first with Orson Hoogendorn's 3 point shot at 2 seconds left in the game.

The Senior class is taking a long awaited trip to Washington DC and New York. They fundraised for this trip during 8th grade but never got to go due to COVID restrictions. They are currently in Washington DC and will be visiting several museums, visiting the Capitol, and later going to Broadway.

The Environmental Science class, Nutaasaq Ahnangnatoguk, Michael Marvin, Iryna Kadatska, Alfred Omedelina, Jeremy Miller, and Madison McClaren, with the help of Ms. Liben presented their research on Harmful Algal Blooms at the Western Alaska Interdisciplinary Science Conference. Scientists from all over the U.S were impressed at the research they did on Harmful Algae in Tomcod in the winter. Some community members were so glad that students were taking part in this research that they donated some microscopes towards further research.

Track and Field has started and many students are eager to join. They traveled to Anchorage for their first track meet on April 4th.

Drama club has started and many kids have joined. They will be performing Murder in the Knife Room on May 1st, 2nd, and 3rd at the elementary school.



ACSA School Board Report April 09, 2024

Lisa Leeper, Principal

Enrollment / Attendance Update

- We had a 92% student attendance rate for March.
- There have been no new enrollments since my last board report.

Classes and Activities

- On April 1st, guests from the Renewable Energy Alaska Project worked with our science classes to conduct experiments and have discussions around sustainable forms of energy.
- In the first week of April, students took the AK STAR tests. The Alaska System of Academic Readiness (AK STAR) is designed to provide families, students, and educators with information about student performance and progress in relation to the English language arts (ELA) and mathematics standards for grades 3-9. Students in 5th and 8th grade will also complete the AK Science test on April 10th while 6th and 7th complete the spring MAP for Science.
- March 25th-April 19th is open enrollment month for ACSA. On April 5th, Mrs. Leeper and several ACSA students visited the NES 4th grade classrooms to explain our program and answer questions. We also provided each student with an application and an invitation to our Open House. An APC member was available at our Open House on the evening of April 8th to help fill out applications for anyone who was interested. We are accepting applications for all grade levels and will hold a lottery on April 22nd to enroll new students. Also important to note: April 19th is the date for current students to confirm enrollment for next school year or to give intent to stay in a waiting pool.
- I am submitting the 2024-2025 Draft Student Handbook. Although some revisions have been made to update policy, there are still several revisions that will occur before it is made available to students for the upcoming year. These include but are not limited to:

- Page 3: possible changes to the content or flow of units on the curriculum map
- Page 9: possible changes to the Math Redos policy
- Page 10: changes to the class/teacher schedule based on final hires and coordination with the Beltz schedule
- Page 11: after further districtwide planning, language and policy around ALICE procedures will replace “Run, Hide, Fight”
- Page 18: student athletic fee may change

Nome Elementary School

Box 131 • Nome, Alaska 99762

Phone: 443-5299 Fax: 443-2850

Elizabeth Korenek-Johnson
Principal



Nicholas Settle
Assistant Principal

April 3, 2024 (March Report)

Dear Board Members,

March really flew by, as it typically does. It's hard to believe we are in the final two months and last quarter of the school year. April and May will be jam-packed with assessments and events. Before we know it, the end of the year will be here!

We want to give a huge shout-out to Mrs. Sophia Pantelis, our STEM Teacher (provided by NACTEC through their EiE grant), for organizing our Science Fair which took place on Thursday, March 7th. There were about 30 elementary projects showcased by students in 3rd through 5th grades. These students work on their projects both at home and with Ms. Sophia after school each day. Congratulations to Third Place winner, Calliope Oleson; Second Place winner Silas Ventress; and First Place winner, Caleb Rhodes, all 4th grade students. Ms. Sophia will be accompanying these students to Anchorage for the Alaska State Science Fair April 5th & 6th. Congratulations and good luck to the students, and thank you so much to Ms. Sophia!

We enjoyed hosting coaches from SkiKu again this year, the whole week before spring break! They took our 3rd through 5th grade classes out several times throughout the week and the kids had a great time. We are so grateful for this continued opportunity for our students.

One student highlight we would like to offer this month is of Joseph Jack. On March 19th Joseph traveled to Stebbins in preparation for Curukaq, his coming-of-age ceremony, and acceptance to his native tribe in Stebbins. This included a reindeer hunt to harvest meat as an offering to the village, along with many other items. Joseph performed his first dance for residents of Stebbins, St. Michael, and Kotlik on Friday, March 22nd, and danced again on Saturday, March 23rd. This was his first solo dance. We are very excited for and proud of Joseph. Please see his special event featured on the bulletin board in our entryway.

The School Climate and Connectedness Survey closed on Friday, March 29th. We are looking forward to receiving and analyzing the results from AASB. We are pleased with our response rates this year, representing 313 students who attend our school:

-103 Family Members, 120 Students (grades 3-5), and 23 Staff Members. This compares to:
-97 Family Members, 123 Students (grades 3-5) and 27 Staff Members completing the survey last year.

The NES PBIS Committee has reviewed our Family/Student Handbook for the 2024-2025 school year. Proposed changes are minimal, with the intent of more closely aligning the language with our PBIS and trauma-informed practices. There will be some minor changes to this draft with the addition of the

updated calendar and staff lists, but no further changes to significant content are planned until our work with the Equity Committee next year. We're looking forward to it!

The Staff Celebration Committee created a bulletin board in the month of March for Staff Shout-Outs. It's great to see staff recognizing one another for the great things they are doing, and positive attitudes they are having! We appreciate our staff and are grateful to the committee for highlighting everyone's shine!

With the loss of one week in March, we still celebrated seven Read to Lead mascots! Ms. Janet's Kindergarten, Mrs. Cross's 2nd grade, Mrs. Erikson's 3rd grade, Mrs. Marvin's 4th grade, and Mrs. Shreve's 5th grade each earned one mascot during March, while Ms. Secor's 1st grade earned two! Way to go, Nanauyaat Readers!

STEM Star for March: 5th grader, Presley Reader! Presley was selected as our STEM Star of the month because she *"is an enthusiastic science lover, eagerly participating in STEM activities from clubs to the Science Fair. Her unwavering attendance and dedicated work ethic showcase her determination and passion for learning, making her a committed student in all aspects of her scientific pursuits."* -Sophia Pantelis, STEM Teacher. ☺ Congratulations, Presley! She received an Artie 3000 robot-building kit and certificate.

This Month's Inupiaq Values & Phrases:

Aziusrat sugunnai (Avoidance of Conflict)

Aṅalataasran (Responsibility)

Week of: Mar. 4: Pinasuaḡluu! – Try to do it!
 Mar. 18: Uniagati – musher
 Mar. 25: Igaluaq – tom cod

April & Coming Events:

- Mar. 25-Apr. 26: AK State Testing (AK STAR and Alaska Science)
- Apr. 5: High Table – Ms. Janet's Kindergarten
- Apr. 5 & 6: Alaska State Science Fair, Anchorage
- Apr. 10-12: Safe Bodies lessons in each class (Jennifer Dean-Johnson, Kawerak CAC)
- Apr. 12: High Table – Ms. Laurence's 5th Grade
- Apr. 18: Pre-Conferences: AK Native Language Summit, School Improvement Convening, Reading Endorsement Convening
- Apr. 19-21: Alaska Science of Reading Symposium (team of 20 attending, in-service day 4/19)
- Apr. 22-May3: DIBELS End of Year Benchmark testing
- Apr. 22-26: Bookworms author, Sharon Walpole on-site to provide Professional Development
- Apr. 30: Family Fun Night! 6:00-7:00, NES Commons
- April: Classroom Door Decorating Contest
- April: Kindergarten through 3rd grade progression conversations, per AK Reads Act
- Apr. 30-May 2: third ANSEP 5th Grade STEM Ready program at NACTEC
- May 3: High Table – Mrs. Conger's 1st Grade
- May 10: High Table – Mrs. Shreve's 5th Grade

Statistics:

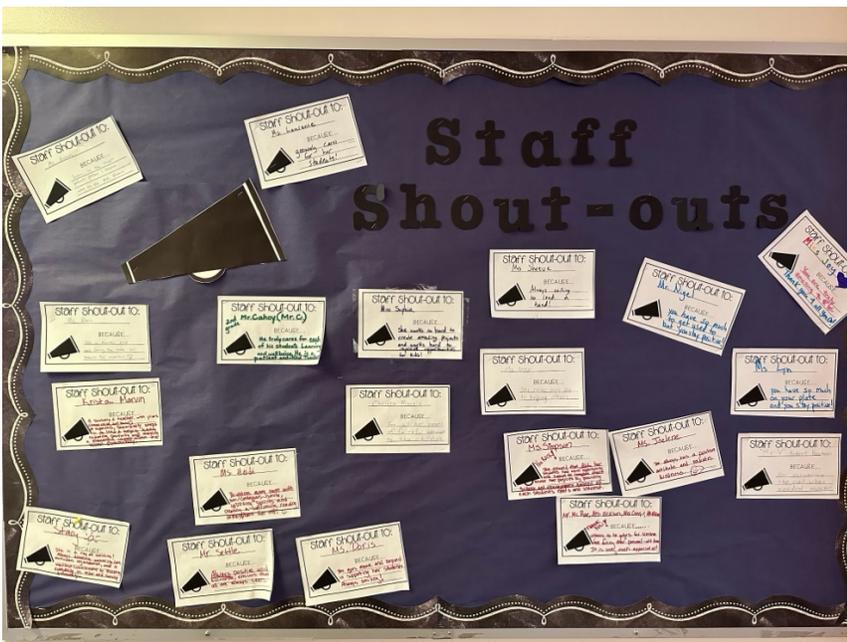
School was in session for 16 days in March:

-We had an attendance rate of 83.74%. The percentage was fairly even across grades, with a range from 80.88% in 5th grade to 86.34% in 4th grade. Last year the overall percentage for March was 81.60%, ranging from 79.52% in Kindergarten to 85.46% in 4th grade (18 school days).

-We served 2,736 breakfasts, and 2,585 lunches.

-96 individuals from the community volunteered a total of 207.5 hours in the school. This includes the numerous families that were represented during our High Table Celebrations: 30 guests for Mr. Slingsby's 1st grade class on March 1, 18 guests for Ms. Secor's 1st grade class on March 8th, 22 guests for Ms. Ten Eyck's Kindergarten on March 22nd, and 15 guests for Kiminam Inauraa Kindergarten on March 29th.

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.







Nome-Beltz Middle High School

PO Box 131, Nome Alaska 99762

Phone: 907-443-5201 Fax: 907-443-3626

Date: 04 April 2024

To: NPS Board

From: Teriscovkya Smith and Dr. Michael Akes

Subject: April Board Report

Student Celebrations:

- This month, we will celebrate students who have shown substantial growth throughout the year. Change does not come easy and it requires a support network that fosters positive behaviors and opportunities for reflection. These students have demonstrated that growth starts with looking inward and shaping who you are when no one is looking. When at school, these students show the results of this process through positive choices, honest interactions, improved attendance, and academic improvements. The following students have nailed it and we couldn't be more proud:
 - High School Most Improved: Jeremy Adsuna (9th-Grade)
 - Middle School Most Improved: Kara Hawkins (8th-Grade)

NBMHS Data:

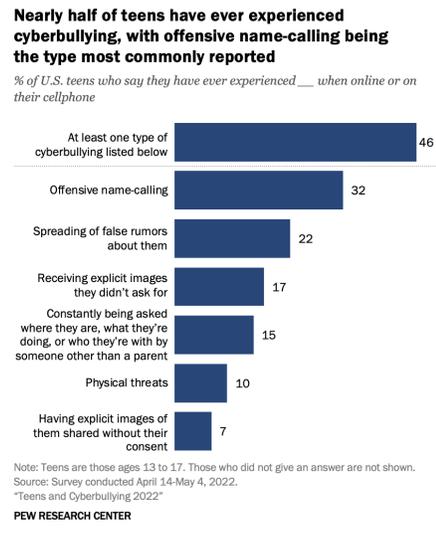
- 15 student contact days
 - Iditarod Break from March 11-15
 - School closure on March 19 due to weather
- Current Enrollment: 278
 - 6th-grade: 43
 - 7th-grade: 33
 - 8th-grade: 36
 - 9th-grade: 54
 - 10th-grade: 39
 - 11th-grade: 35
 - 12th-grade: 38

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

- **Vacancies:** 'Tis the season for recruitment and we are working with fervor to fill long-term vacancies. We have teachers serving on hiring panels (shout out to Holly Harlow and LoAna Benton) conducting conversations, interviews, and debriefs. We have had numerous viable candidates and feel optimistic about next

year. However, vacancies, combined with staff outages continue to wear on teachers and staff. With two months to go, there is lingering concern about morale.

- Cyberbullying:** There is no doubt that taunting, teasing, and bullying by definition is on the increase. However, we are finding that the true insidiousness of these behaviors occurs outside of the school day and off school grounds. The most popular social media apps with our student population, SnapChat and TikTok, often serve as the battling ground for behaviors documented by the [Pew Research Center](#) that contribute to a young person’s sense of self and well-being. This poses an incredible challenge for the NBMHS team, as frustrated and distressed parents and guardians call, pleading for the school to take action. While most interactions of this nature occur *outside* of school, the collateral damage surfaces *in* school: escalating tensions impact classroom environments, students report not feeling safe, seemingly innocuous interactions quickly become verbal and/or physical altercations, gossip and untruths fuel rumors; students feel powerless on what to do and parents feel as though support systems for their children do not exist. We all know that parents have spoken about their respective situations during the ‘Opportunity for Public Comments’ portion of our School Board Meetings, pleading for their children. Recent trends and hashtags, combined with algorithms, direct young people into a labyrinth of unhealthy interactions, many of these unmonitored. Recently, a TikTok account surfaced where students could post videos mocking or taunting others. Viewers “like” the posts and make comments, adding layer upon layer of harmful messaging and impactful degradation. SnapChat quickly becomes an arena for harmful content when young people do not fully understand privacy settings or know how to prevent others from viewing their Stories or interacting with them without consent. Founded in 2011, The American Society for the Positive Care of Children ([ASPPCC](#)) notes that children victimized by cyber bullying are more at risk of experiencing in-person bullying, substance abuse, poor attendance, academic struggles, depression, and other health issues. We have noted some of these symptoms in our student population. At NBMHS, we can increase educational opportunities for young people using our current resources such as [Fourth R](#), counselor interventions, content from our [Trauma Engaged Practices](#) resources provided during in-services this year, advisory, and peer support. We may be able to influence, but we can not control or give consequences to how students



use social media outside of school. We do not investigate student social media platforms, nor do we have the capacity to peel back the layers of postings to get to the root of some of our cyberbullying conflicts. So what now? We can continue growing trusting relationships with our families. Perhaps establish a council that works to educate and provide resources. We know that parents and guardians who have open, honest, and frequent communication with their child about their daily lives, as well as how they use the internet can reduce incidents of cyberbullying. We can work harder to help parents be aware of the most common signs of cyberbullying and how to foster healthy internet habits at home. We can continue growing our PBIS initiative to promote a positive school culture to help counter the adverse effects of cyberbullying on campus. We could ban cell phones, but the reality is that many educators, myself included, believe that teaching young people how to have life/device balance is imperative for post-secondary success. What we cannot do is hope that this trend dissolves; as technology progresses and the age of children using social media decreases, our challenges will continue to intensify if we sit idle. We hope to be able to report our progress as we begin an action plan that best serves all Nanooks.

Growing the Den:

- **Attendance Matters**



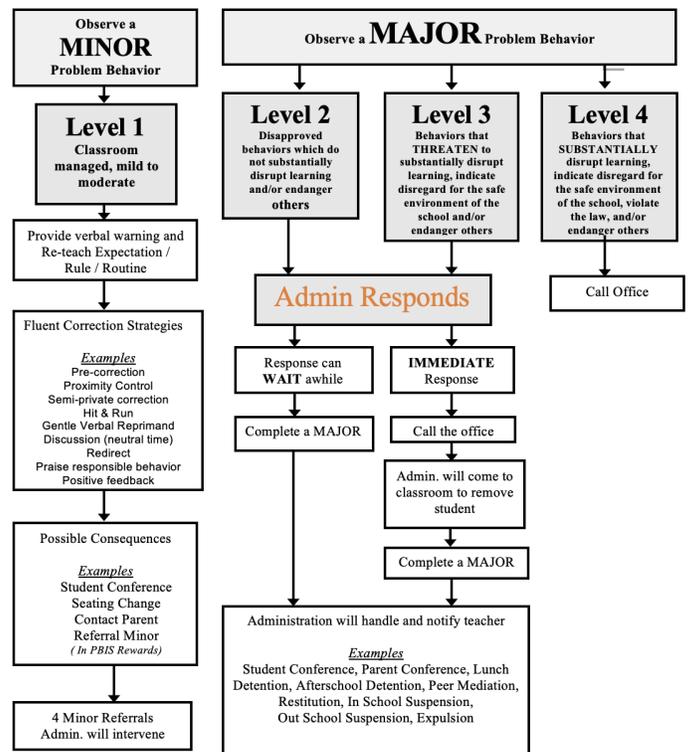
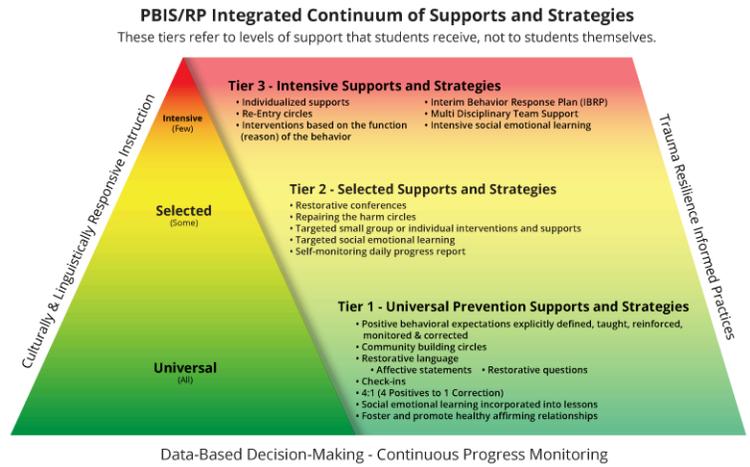
- These middle school students showed that they are in it to win it with perfect attendance for February. We celebrated them in March with a very special non-transferable ticket for an open gym during the day. Teachers were supportive of the planned absences and everyone had a great time. Shortly after, a student who hadn't received this recognition said, "That's going to be me next month." Challenge on!
- *Attendance rock stars:* Leviathan Arnal, Gracie Hawkins, Skyler Johnson, Drake Medlin, Ryan Michels, Harold Paniataaq, Noel Pardee, Luke

Pomrenke, Tessa Sinnok, Emma Takak, Jacob Weyiuoanna, Jarret Weyiuoanna, Nevaeh White, Dena Williams, Allen Yingling

● **Positive Behavior Interventions and Support (PBIS) Update**

- *What is next?* We have been very intentional in consistent reporting on our PBIS initiative rollout in these reports to keep you abreast of our program, challenges, successes, and progress. Data collected from our PBIS Rewards site, in combination with PowerSchool data, team meetings, and surveys have moved us into further solidifying our Tier 1 supports through one of our most important areas of growth: effective classroom management; firm, fair, and consistent discipline with a system of consequences that is equitable.

- *Discipline Flowchart:* Discipline, derived from the Latin root *discere* meaning 'to learn', involves instruction, training, and reteaching. The MS PBIS team began its rollout of the Discipline Flowchart, pictured on the right, as a means of ensuring consistency in the supports and strategies that teachers and administration employ when addressing problematic minor and major behaviors. We know that students, regardless of demographic, respond well to structure and we have seen a decrease in behaviors impacting instruction at the middle school. This allows for focus on academics and promoting positive reinforcements. The HS PBIS team now has the challenge of applying this flowchart for a sitewide system of interventions. Our high school team has identified resources and will reteach the flowchart and arrange for visits from administration to classes



to explain the rationale, the processes, the supports, and the flow of consequences. Mr. Akes has worked to create tracking systems for consequences and Deb Badertscher has offered guidance and support (and patience for Ms. Smith's never-ending arsenal of questions) to both MS and HS teams to ensure that each progression is impactful and sustainable. We feel confident that as we move into our second year and shift our focus to Tier 2 and Tier 3 interventions, we will have a solid foundation that allows us to delve into deepening academic rigor and the Visible Learning components discussed in last month's report regarding the Raising the Bar grant.

- **Peer Peeks Project Update** (from Ms. Benton)
 - Nanooks staff are learning and growing from one another by observing their peers. LoAna Benton, who is completing her administrative internship at NBMHS, is coordinating the "Peer Peeks Project". The most challenging part of the project is finding times to schedule the observations, especially with testing happening.
 - Staff participated in a professional development session to reflect on our school's mission, values, and vision. They partnered up, and shared how their classroom instructional practices reflect those values, especially cultural responsiveness and responsibility. Next, teachers signed up for times to observe their partner's classes and were provided coverage for their own class during the observation period. Finally, teachers reflected on their observations in a feedback form.
 - We hope this project empowers teachers to learn from and coach one another and reflect our school's mission in their classrooms. So far, the teachers who have completed "Peer Peeks" have stated they learned from the experience and would like to continue peer observation as part of our school culture.

- **MS Goes Winterim**
 - Ms. Tweet and Mr. Brown worked with teachers and community partners to provide a Winterim-esque afternoon series of workshops for our Middle School Nanooks. More than 30 individuals helped to coordinate high-interest, rotating sessions that included the following engaging activities:
 - NSHC CAMP department: Zumba and fitness games



- NACTEC: culinary arts, heavy equipment simulators, and remote control
 - BHS: beading and crafts
 - NBMS teachers and staff: board games
 - Klay Baker and Senora Ahmasuk: Basketball Refing Clinic
- We are incredibly grateful to everyone who participated and helped create this memorable send off to Spring Break. Hands-on kinesthetic activities produce multi-sensory learning that is good for our Nanook brains! Participation was consistent and attendance was incredible and our proof that Nanooks relished the day? We witnessed a series of meltdowns from students who had to leave for appointments and planned absences. Ms. Smith’s favorite quote; “Please, please, please, can we go to Anchorage tomorrow so I can stay?”



- **Class of 2024: #dcorbust**
 - Ms. Finney held a series of meetings and a day of culminating activities on March 30 to prepare Seniors, who finally get to take their trip to Washington DC! Originally an 8th-grade trip lost to Covid-related cancellations, the Seniors will pack in learning opportunities and fun via a high school designed adventure from the Close Up Foundation. Students will explore our nation’s capital and hopefully be inspired to become active democratic participants. Class of 2024 departs on April 8th!
- **Shall We Dance?**
 - NBMS, in partnership with ACSA, held their annual Spring Formal Dance at the Mini Convention Center on Saturday, March 30th. With an Easter

theme and tunes to bring on their boogie, 6th-8th-grade students had a fun filled evening full of laughs, connections, positive experiences, and maybe a few blisters. Thank you to the teachers, chaperones, and families who helped make this event a resounding success! Next up? THE JUNIOR PROM!

Teacher Techniques in the Den

- *Crime Scene: The Beltz Version*
 - Mr. Deering set the stage, quite literally, for his Forensics students to apply their skills. Using Beltz as his landscape, students canvassed the Home Ec Room to gather evidence in the hopes of solving a crime. Mr. Deering synthesizes various aspects of the science world in this highly engaging class and he promotes critical thought and problem solving skills.
- *All About the Agutak* (from Mrs. Rhodes)
 - All of Mrs. Rhodes' middle and high school classes made Agutak on Friday, March 28 with the help of Marjorie Tahbone from the Katirvik Cultural Center and Maggie Miller and Tonia Osborne from NSHC. Mrs. Rhodes started this project last year when middle school students were writing about a photo of local berries and the conversation shifted to subsistence and traditional foods. It was immediately obvious how important and special those topics were to some students, and equally obvious that not all students have those experiences at home. So we decided to bring it to the classroom. Mrs. Rhodes, the presenters, and students' families donated local berries, whitefish, seal oil and moose fat to the project. The school chipped in for sugar and crisco. Everything came together on Friday, with students grating moose fat, mixing ingredients by hand and with a mixer, smelling and sampling other ingredients, and then finally enjoying the product of our labor and sharing it around Nome-Beltz. Teachers were ecstatic as deliveries were made throughout the day. Thank you to everyone who supported this project!



- *Cross-Curricular Crafting: Relevancy Abounds*
 - Mr. Coulter has taken time out of his curriculum to assist teachers with cross-curricular activities. He coordinated his students to assist with the construction of the following projects:
 - **Junior Haunted House** (Halloween Carnival): Coulter and his students assisted the construction of multiple props that were used onstage during the Haunted House to provide a more tangible and authentic experience. These props included a life-size coffin that could fit an adult male, church entrance way large enough for adults to pass through, and wooden crosses that were used to hang from the ceiling.
 - **Senior Graduation Arch:** Using local resources; students constructed a 20 foot arch made of driftwood that seniors used to pass through into the gymnasium during their graduation ceremony.
 - **Mount for Rain Gauge:** Coulter and his student team welded a sleeve for the Rain Gauge so that it could be easily mounted on a steel pole by Ms. Liben’s classroom. Now her class has easier access when they take precipitation readings.



The Nanooks Are Rockin’

- *Special Olympics: Special Experience:*
 - Mr. Voorhees, and Paraprofessionals Kierra Scott and Dan Holmes chaperoned six NBMHS students to the Special Olympics Competition the weekend of March 22nd. Mr. Voorhees wrote that, “The sportsmanship and goodwill our students displayed is going to be hard to forget!!! Our team brought home an incredible experience and a third-place trophy!”
- *Nanooks Bring Home the Win*
 - While social media exploded with Nome’s excitement and anticipation of the state basketball competition, our Boys Basketball team won us all with their 3A State Championship title. Ms. Smith hosted a free community viewing at NES with the help of Ms. KJ and Mr. Settle. Fans



brought sweets and snacks and everyone's energy filled the gym in front of the big screen. We are proud of Cheer for their non-stop energy and action up to the very last shot #orsonforthewin. No no no nobody messes with the Nanook machine!



Den Data (Prepared by Mr. Akes)

Incidents Logged September- March

Infraction	September	October	November	December	January	February	March
assault	0	1	0	0	2	1	
aggression	4	0	0	3	1	2	
bullying, harassment	0	1	1	0	3	1	6
bus	1	0	0	0	0	0	
dangerous/unsafe behavior	0	5	8	9	3	4	6
disrespect	0	1	1	0	1	0	1
inappropriate /disruptive behavior	0	5	2	8	0	1	2
fighting	11	8	1	4	2	2	2
willful disobedience	0	6	7	12	2	3	5
leaving campus	9	0	0	1	0	0	
melt down	1	2	2	1	2	0	
profanity/obscenity	0	3	1	1	1	3	1
skipping	64	37	41	11	0	7	21
tardies	6	22	11	16	0	29	8
threatening physical behavior	4	3	1	1	1	2	2
phone	0	0	1	0	2	1	
vaping	0	1	0	0	1	1	2
vandalism/destruction of school property	0	0	1	0	0	2	1
illicit drugs	0	0	0	2	0	1	1
Contraband	0	0	0	0	1	0	
4th minor referrals							11
theft							1
Inappropriate use of technology	0	0	0	0	1	1	1
Total	100	95	78	69	23	61	71

Consequences September-March

Consequence	September	October	November	December	January	February	March
loss of bus privileges	1	1	0	0	0	0	0
conference with parent	24	14	11	1	2	0	6
conference with student	0	0	3	2	1	5	9
detention	12	40	26	28	1	37	34
in school suspension	6	1	0	0	2	3	1
other discipline action	6	5	4	1	4	3	5
office referral	26	13	14	6	0	0	0
suspension	24	21	20	31	11	13	16
loss of phone	0	0	0	0	1	1	0
Grant total	99	95	78	69	22	62	71

Suspension SPED vs Non SPED

Month	Gen Ed	SPED	Total
September	21.5	6.5	28
October	14	7	21
November	17	3	20
December	17	13	30
January	6	5	11
February	10	3	13
March	9	7	16
Total	94.5	44.5	139

Other Doings in the Den

- *Fox Makes the News*
 - Yes, we told you about our own Middle School Social Studies teacher Ryan Fox and his win in the 350-mile Iditarod Invitational Footrace. What we didn't get to share is that Ryan made the Danbury news, Fox's hometown, via NBC Connecticut. How could we *not* share the link? Here you go: [Danbury native wins Iditarod Alaskan Foot Race](#)

UPCOMING EVENTS FOR THE DEN:

- April 8-15 Senior Class of 2024 Trip to Washington DC
- April 13 ACT Testing
- April 24-27 NYO State Competition
- April 26 Inservice → No school
- April 30 College and Career Fair
- April/May TBD Drama Club Performance
- April/May Spring MAP summative assessment
- May 4 SAT testing
- May 4 Junior Prom
- May 9 Spring Music Performance, 7:00pm, RC
- May 11-18 8th-Grade Washington DC Trip
- May 23 Last academic day for HS seniors
- May 24 Senior Skip Day
- May 26 Baccalaureate
- May 27 Memorial Day → No School
- May 28 Scholarship Night
- May 28-31 HS Spring Semester Review & Final Exams
- May 29 Graduation set up
- May 30 NBHS Graduation #2024
- May 31 8th-grade Promotion
- May 31 Semester 2/4th Quarter ends (S2/Q4)
- June 1 Teacher Work Day

APRIL Special Education Report - Mary Donaldson Special Education Director



Nome Special Olympics Team Places Third.

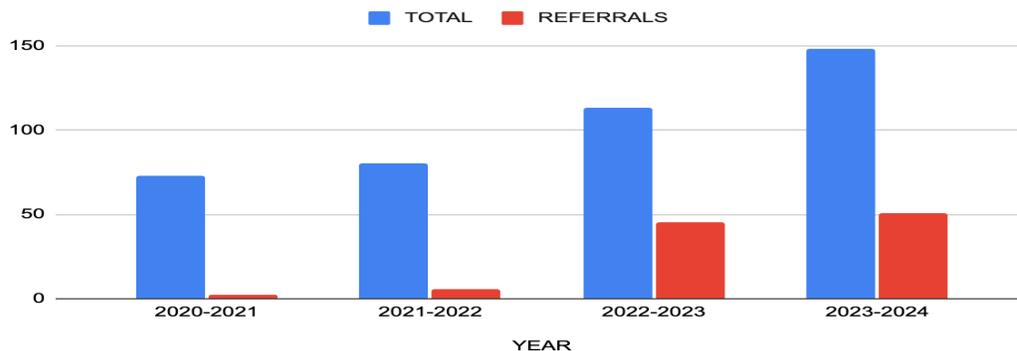
Congratulations to Cole Crowe, Cameron Crowe, Seth Barefoot, Fred Holmes, Melissa Olanna, Julliana Longley and coaches Robert Voorhees, Dan Holmes and Kierra Scott for the outstanding performance in Anchorage on March 22-23. The team enjoyed a basketball clinic, tournament play, and wonderful adventures in Anchorage. Students had a wonderful experience. All airfare, hotel, and rental car expenses are provided from Special Olympics Alaska. Their facility in Anchorage hosts the event.

Children Served

Nome Public Schools have increased students served from 10% in 2020-2021 to 19% in 2023-2024. The percentage compares to a national increase from 15% in 2020-2021 to 17% in 2023-2024. Data is impacted by the following

1. COVID - clinicians did not perform evaluations to qualify children and children were not referred.
2. EARLY CHILDHOOD - We have seen an increase in the identification of services of children ages 3-5. In 2020-2021 only 3 children had services and in 2023-2024 19 children are currently being served.
3. UNDERIDENTIFICATION - Referrals in grades 6-12 increased by 40%.

NOME SPECIAL EDUCATION NUMBERS



**Child Find
HEALTH FAIR**

Save the date for the Child Find health fair and screening event! For kids, ages 0-5, stop by to get their assessments, eye and ear screenings, as well as vaccinations; all while receiving education and other resources! Free transportation available.

**FRIDAY, APRIL 26
10 A.M.-5 P.M.
NOME ELEMENTARY SCHOOL**

Courtesy of Nome Public Schools Special Education Department
ALL SERVICES ARE FREE!

CONTACT INFORMATION:
Mary Donaldson, Nome Public Schools 443-6208
Patty Olmstead, NSHC Infant Learning 443-3298
Rebecca Callahan, Kawerak Head Start 443-9058
Mackenzie Cabrara, Nome Preschool 443-2943

**DEVELOPMENTAL SCREENING
(BIRTH – 5 YEAR OLDS)
SPEECH SCREENING (1-5 YEAR OLDS)
HEARING SCREENING
VISION SCREENING**

**REGISTRATION FOR:
KAWERAK HEAD START
& EARLY HEAD START OR NOME
PRESCHOOL**

Child Find - We are all set for our Child Find. We are offering free transportation to families and door prizes in addition to the services provided.

Clinicians We contract with speech, OT, PT and school psychologists to service our children. They make 3-5 visits to our district each year while performing virtual weekly lessons. Our current OT and PT are retiring and we will continue with our Speech and School Psychologist. We will be adding an additional speech clinician.

We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far." Dr. Ron Edmonds



Curriculum/Instruction:

Raising The Bar (RTB) grant continues to move forward with curriculum assistance. I look forward to a strong collaborative working relationship.

Federal/State Grants:

Title I-C (Migrant Education Program) distributed to number of backpacks to migrant students:

- NES: 99
- NBMHS: 70
- ACSA: 32

Parents have reached out to me about students that were on the migrant list, however who did not receive a backpack. I am correcting any mis-count on my part and will get the names and numbers sorted as quickly as possible. I appreciate families who do ask for clarification and are willing to work with me.

Current inventory is still quite large and any extra supplies will be packed for families and distributed as soon as possible. New inventory is arriving and will be packed distributed by mid-May.

Migrant Supplemental (literacy) grant supports families to purchase books through Barnes & Noble. A 2nd posting to MEP families has been disseminated with a few families responding. Those families who have responded by April 5, 2024 have had their orders forwarded to Barnes & Nobel. The deadline to order is April 11, 2024.

Surveys for the Migrant Education Program (MEP) have been disseminated to MEP families and to NPS staff and due by April 15, 2024. To date survey responses are:

- SY 23-24 MEG Needs Assessment: 20 responses with follow-up email reminding families to complete the survey. A request will be made to Kawerak to assist with following with families.
- SY 24-25 Staff Survey for MEG Needs Assessment: 10 responses with follow-up email reminding NPS staff to complete the survey.

ESEA/JOM/Indian Education Surveys will be sent out by the end of this week. These identified needs help with designing FY 25 grants.

Data/Assessments:

Spring Participation Rate was submitted on March 27, 2024 with zero errors.

The Spring 2023 AK STAR and AK Science data became available to districts on March 20, 2024. Certain protocols need to be established by Superintendent Burgess and me before we release NPS data. The protocols are to support confidentiality. The same data will become public on April 17, 2024.

AK STAR and AK Science assessments dates are March 25 – April 26, 2024.

- AK STAR assesses Grades 3-9
- AK Science assesses Grades, 5, 8 and 10

Training:

March 30, 2024: mCLASS 8:30am – 3:30pm

April 3-5, 2024: Family Engagement 8:00am – 4:30pm

April 9-12, 2024: ESEA technical assistance 8:00-4:30

April 11, 2024: REAP Zoom Webinar

April 20 – 24, 2024: National Migrant Education Conference in Portland Oregon

Nome Public Schools Director of Technology Report

Jim Shreve
09 APRIL 2024

Current projects

Conversion of Mobile Device Management systems from Jamf Pro to JumpCloud due to upcoming budget reductions continues. Impact of this conversion: all staff MacBooks will need turned in over the Summer in order for the Technology Department to successfully launch the new MDM to provide enrolled, working, connected, secured, and compliant devices to staff at the beginning of next school year.

In accordance with BP3522 / AR3522 (District Data Protection Program), the KnowBe4 cybersecurity training and awareness campaign launched on 22AUG23 with a training suspense of 05DEC23 for all staff that started at the beginning of the school year. As of 31MAR24 we are currently at 92% (104) users complete, 7 users are incomplete, and 4 users are past due. All incomplete users have received email reminders from KnowBe4. Past due users who failed to complete training requirements by 31JAN24 have restrictions imposed on their accounts.

KNOWBE4 MARCH PHISH TEST RESULTS - INDUSTRY STANDARD IS < 5% PHISH PRONE

16.2%	111	111	14	3	0	1	36	0
Phish-prone Percentage	Recipients	Deliveries	Clicks	Attachment Opened	Data Entered	Other Failures	PAB Reported	Bounces

Due to the recent increase in the Broadband Assistance Grant I have submitted documentation to the FCC to double our bandwidth from 150x150Mbps to 300x300Mbps. I am currently awaiting application procedures for BAG100 from the State of Alaska to qualify for this funding.

Future Projects

Continue to build on the District's Data Protection Policy by implementing many of the information security processes covered in the virtual Chief Information Security Officer course I am now certified in.

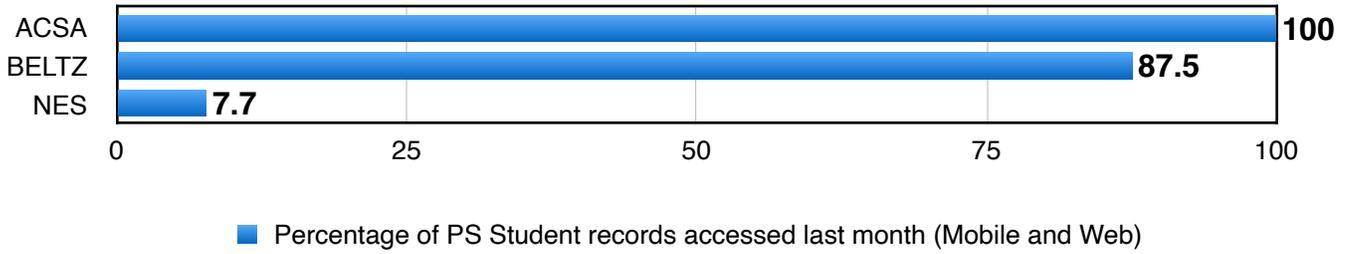
Network diagramming for our entire network infrastructure in support of District Data Protection Policy.

Division of our large layer two network into multiple Virtual Local Area Network segments to improve speed and security of our connected devices and network as a whole. This will also allow better protection of NPS owned equipment from equipment joining the guest side of our network.

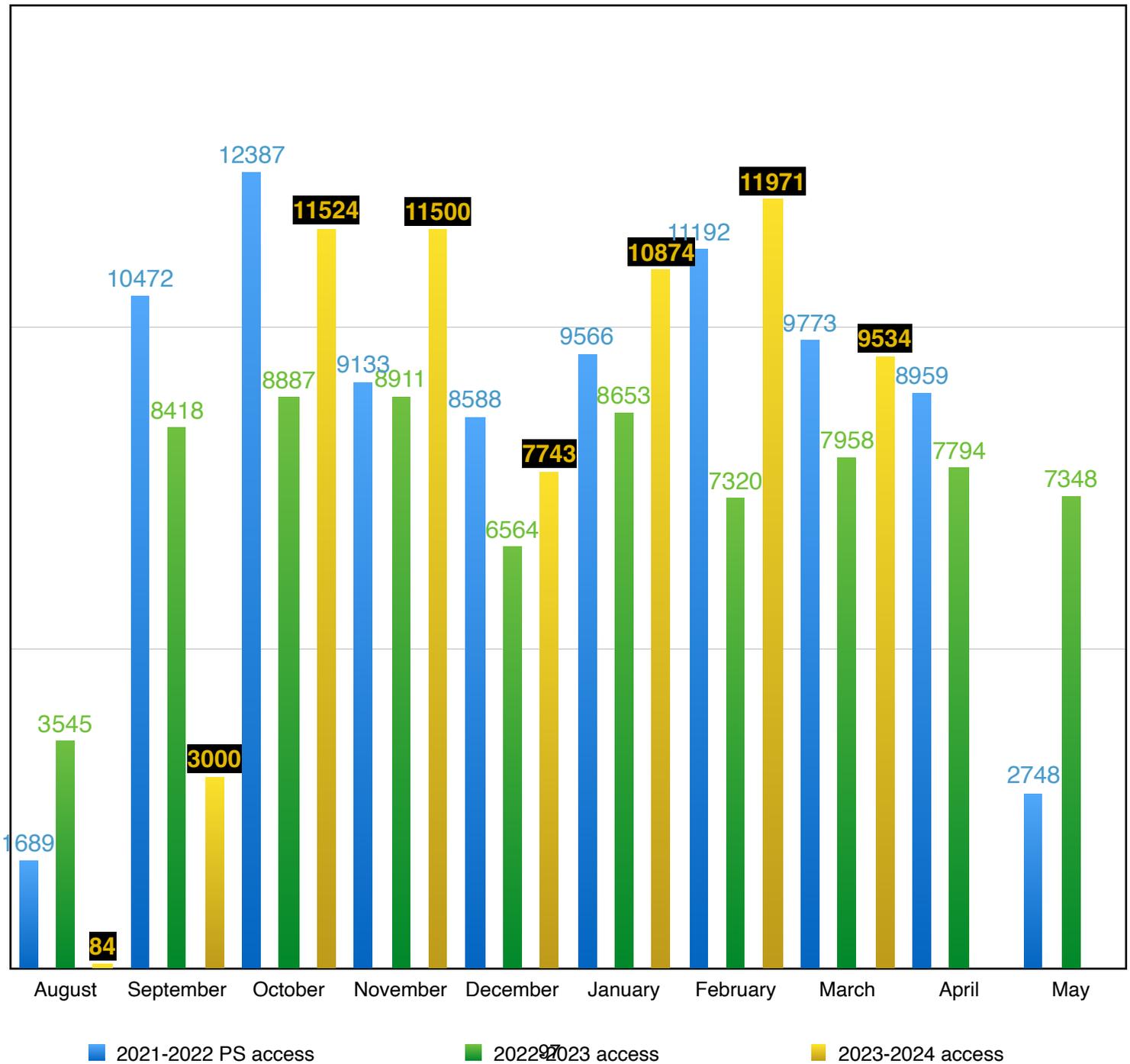
PowerSchool Online Enrollment

As of 31MAR24 SY23-24 New Student Enrollments forms completed are at 163 and Returning Student Enrollment forms completed are at 527 for a total of 690 records of 703 (98.1%). The submitted records include several students who have since transferred out of district and skew the completion rate math for the number of records remaining. There are 64 Returning Student records remaining as "un-submitted": 54 NBMHS, 9 NES, 1 EXT. Returning Student Enrollments were closed 29FEB24 in order to prepare for the 24-25 School Year. I am currently awaiting updated Student Handbooks, forms from schools / various departments, and the approved SY24-25 calendar before the SY24-25 New and Returning Enrollments online process can move forward.

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

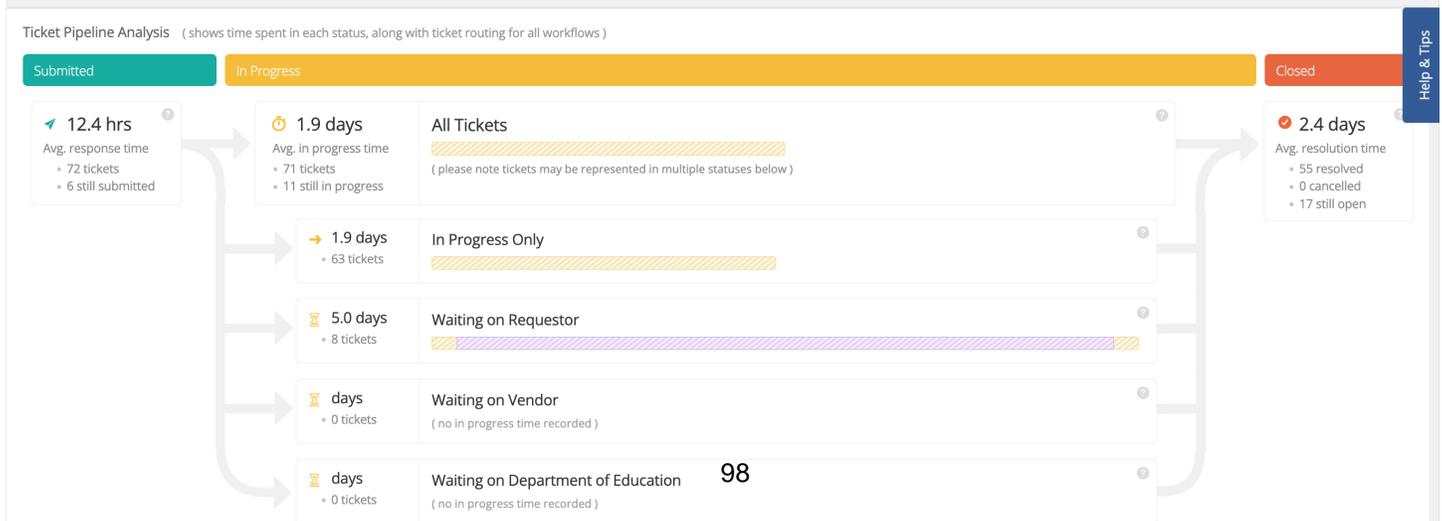
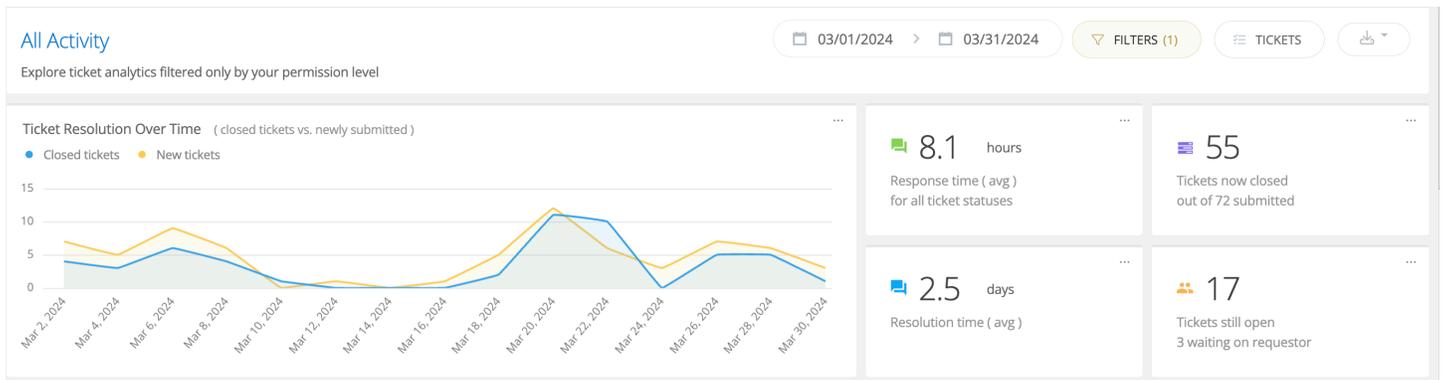
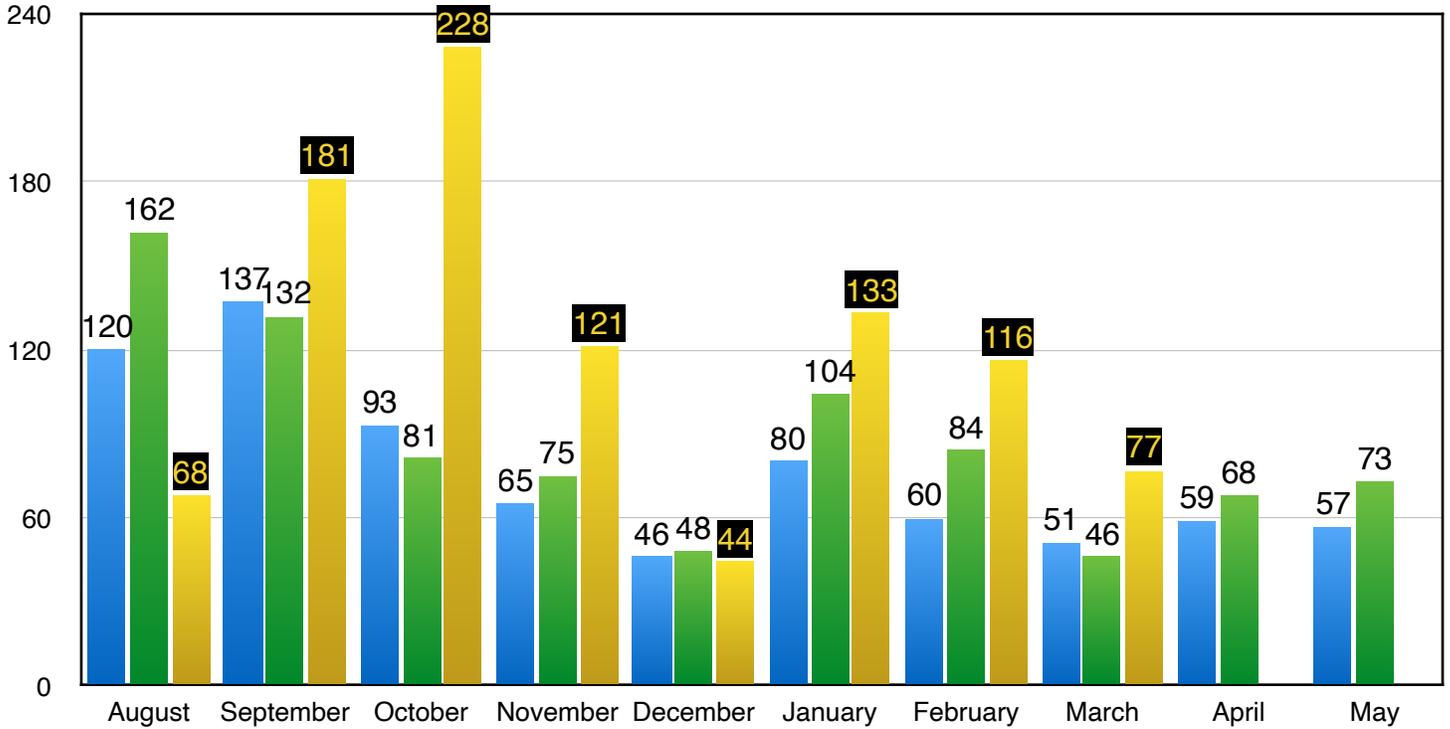


Total Parent and Student PS Web and Mobile Access Sessions



Technology Web HelpDesk

Part of the Technology Department's role is to maintain the Technology Web Help Desk for staff to request repairs, training, and troubleshooting. Last month we closed / resolved 55 of 77 (71.4%) of the tech tickets submitted through the system. Our average response time was 8.1 hours and average resolution time was 2.5 days. We encourage staff to make use of this resource but many immediate needs are still handled outside of the ticketing system. As previously mentioned, I have requested Tech Dept personnel to log most if not all of these types of requests and have requested staff to enter more of these requests as tickets. These entries account for the majority of the increase in tickets and are a more realistic count of monthly assistance services provided.



Nome Public School Board, Facilities Service Report, April 2024

Jonathan Duarte, Facilities Director

Maintenance Snapshot:

- Scheduled Work Order in progress: 113

Staffing:

- Custodian Rotational Supervisor- Ivan Bacon/ Darius Johnson
- Rotational Custodian - David Steadmon/ Bill Baxter
- Custodian III- Stan Burgess
- Custodian I- Archie Henry- Apatiki
- Custodian (High School Student)- Aiden Jones
- Custodian Lead- Julianna Duarte
- Custodian II- Thuong Nguyen and Jimmie Murdock
- Maintenance Technician III- Laban Iyatunguk and James Sherman
- Maintenance Technician II - Jakob Ploch and Cody Sherman

Maintenance Department Tasks with Status:

- NBHS- Fire Water Pump Replacement. Taylor Fire installing 4/8/24
- Fire system annual inspections completed - Pending estimated quote on discrepancies.
- DDC Control System - Warranty agreement pending
- District door repairs and key training is ongoing.
- Dorm Building heating thermal expansion piping leaks under review.
- DOT Closet faucet repairs pending.
- NBHS- Boiler room sump pump under review.
- NBHS- Cultural classroom fan installation pending.
- NBHS- Interior key switches replaced.
- NBHS- Exterior lighting timers are being worked on.
- NBHS- Gym bathroom motor fans inoperable. Pending quote for replacement.
- NBHS- Hot water generators. Pending quote.
- NBHS- Kitchen oven steamer is pending parts.
- NBHS- Kitchen heat exchanger needs to be replaced. Pending installation.
- NBHS- Shop air compressor and plumbing installed.
- NBHS- Speed limit signs- pending shipment.
- NBHS- Roof leaks are ongoing. Beltz hallway and gym are temporarily diverted.
- NBHS- Teacher housing heating systems under inspection and repairs.
- NES- Boiler 2 Power flame fan motor over current. Pending new replacement.
- NES- Classrooms 127, 129, 141 and 185 motor fans inoperable. Pending replacements.
- NES- Transfer Switch under review for PM.
- NES- Main glycol pumps under continual repairs. Gathering quotes for replacements.
- NES- SE Plumbing thawed and operational.
- NES- Roof repairs and siding leaks in multiple locations are ongoing and diverted to drain.
- Preventative maintenance and repairs to vehicle numbers; 003, 019 and 021.
- Pool bathroom locks and plumbing stall repairs, pending custom parts.
- Pool entrance wall final touch up.
- Volvo- Gathering quotes for snow pushers.

Janitorial Department Tasks with Status:

- Gathering inventory quotes for next season.

Safety Concerns: Beltz- Fire water system not operational.



Nome Public Schools

TO: Nome Public Schools Board of Education
THRU: Jamie Burgess, Superintendent
FROM: Genevieve Hollins, Alaska Education & Business Services, Inc.
SUBJECT: FY2024 Expenditures: 7/01/2023 through 3/31/2024
 - All Except Special Revenue Programs -
DATE: April 4, 2024

REVENUES:

	Received	Current Budget	Amount Remaining	% Received
State of Alaska - Foundation	\$ 6,847,601	\$ 8,778,748	\$ 1,931,147	78.00%
State of Alaska - One Time	587,369	587,369	-	0.00%
State of Alaska - TRS On Behalf	480,996	640,162	159,166	75.14%
State of Alaska - PERS On Behalf	24,481	32,582	8,101	75.14%
City of Nome	1,822,574	3,221,279	1,398,705	56.58%
Impact Aid - U.S. Government PL-874	110,633	110,633	-	100.00%
E-Rate	567,967	1,125,659	557,692	50.46%
Earnings on Investments	42,301	-	(42,301)	0.00%
Other (Fees/Gate/Rentals/Donations)	265,130	320,000	54,870	82.85%
Decrease (Increase) of Fund Balance	-	1,687,349	1,687,349	0.00%
Pupil Transportation (Fund 205)	499,695	610,000	110,305	81.92%
Food Service (Fund 255)	622,761	761,000	138,239	81.83%
TOTAL REVENUES	\$ 11,871,508	\$ 17,874,781	\$ 6,003,273	66.41%

(Excluding Federal Special Revenue Programs)

EXPENDITURES:

	Expended & Encumbered	Current Budget	Amount Remaining	% Expended
General Fund (100)	\$ 10,464,845	\$ 16,430,710	\$ 5,965,865	63.69%
Pupil Transportation (205) ¹	588,388	610,000	21,612	96.46%
Food Service Fund (255)	559,408	761,000	201,592	73.51%
TOTAL EXPENDITURES AND ENCUMBRANCES	\$ 11,612,641	\$ 17,801,710	\$ 6,189,069	65.23%

Percentage of Revenue Budget Recvd: 66.41%
 Percentage of Budget Expended: 65.23%
 Percentage of Year Passed: 75.14%

Days of Expenditures for this Fiscal Year: 275 Days

Remaining in Fiscal Year for Expenditures: 91 Days

Checking Account Bank Balance as of March 31, 2024 - \$6,660,504

CDs Bank Balance as of March 31, 2024 - \$2,012,088

Northrim Checking Book Balance as of March 31, 2024 - \$2,500

¹All regular route costs are encumbered for the year.



MEMORANDUM

To: Board of Education
Thru: Jamie Burgess, Superintendent
From: Genevieve Hollins, Contracted CFO
Alaska Education & Business Services, Inc.
Date: April 4, 2024
Subject: **Financial Narrative**

FY2025 DRAFT Budget #3

Enclosed within this Board packet is the FY2025 Draft Budget iteration #3. Major changes since the last iteration are noted with aqua highlights in the letter to the Board that accompanies the draft budget.

Revenue Changes:

- Increased projected Special Education Intensive count from 18 to 21 after completing Child Find and reviewing with Sped Director.
- Increased the E-Rate revenue due to the jump in speed from 50Mbps per site to 100Mbps per site. Between the 90% e-rate reimbursement and the BAG grant we were able to increase the speeds without outlaying any additional funds.

Expense Changes:

- Increased the number of Special Education paras and teachers.
- Increased the telecommunications expense budget (offset with revenue).

Standard Operating Procedure (SOP) #25 - Facility Use

Attached herein for your information, comments and questions, please find *SOP 25 - Facility Use* which establishes uniform procedures for facility use to ensure that the District property is protected. The SOP also includes a copy of the Facility Use Agreement form.

Thank you!

NOME PUBLIC SCHOOLS
Nome, Alaska

SOP No. 25

FACILITY USE

1. PURPOSE: To establish uniform procedures for facility use to ensure that District property is protected.
2. AUTHORITY: Superintendent or designee
3. RESPONSIBILITY: It is the responsibility of the Principal or designee to ensure the public use of the school buildings protects the public investment and provides a safe and clean environment for students.
4. PROCEDURE:
 - a. Community members or others wishing to use the school for non-school functions must submit a completed *Facility Use Agreement* and pay the required deposit to the Principal (checks made payable to: Nome Public Schools).
 - b. The District reserves the right to approve or deny any application for use of District buildings or grounds. District usage takes priority over non-District usage.
 - c. School use on any given day is limited to 12 hours per day.
 - d. Non-District users of the school must leave the school in the condition it was in when use began. Custodial hours needed beyond what is covered in the *Facility Use Agreement* to make the building ready for school will be charged to the group using the building.
 - e. Kitchen use must comply with DEC food service regulations.
 - f. The *Facility Use Agreement* should include an indemnification agreement.

- g. The District will require proof of liability insurance as part of the rental agreement for the following types of entities (these are examples, and other types may be added in the future as the need arises):
 - i. Sports instruction/camps
 - ii. Businesses renting the facility
 - iii. Any entity using the facility for a reason that may be deemed risky (i.e. athletic movements, use of sharp objects, or a large amount of prospective people entering facility)

REFERENCES:

BP 1330 – Use of School Facilities

AR 1330 – Use of School Facilities

BP 3515.4 – Recovery for Property Loss or Damage

REVISION DATE: 06/24/2019

EXHIBITS: Facility Use Agreement

NOME PUBLIC SCHOOLS
FACILITY USE AGREEMENT

This agreement will serve as confirmation for use of:

_____ (premises name/address)
on _____ (event date) from _____ to _____ by:

Name

Address

Name of Organization/Group/Sponsor (hereafter referred to as "lessor")

Contact # and Email

The rental fee is \$_____. Payment of the rental fee in full shall be made at the time this Agreement is signed by both parties. This Agreement may be cancelled at no cost up to 48 hours prior to the rental period. NO REFUND will be given on any cancellation less than 48 hours prior to the time of the event.

During the rental period, the lessor shall have exclusive right to use the building/premises.

INDEMNIFICATION:

Lessor shall indemnify and hold harmless Nome Public Schools, its officials, employees and volunteers, from and against all claims, damages, losses and expenses, including but not limited to attorney's fees, arising out of or resulting from the use of the building/premises, sustained by any person or persons, provided that any such claim, damage, loss or expense is attributable to bodily injury, sickness, disease or death, or to injury to or destruction of property caused by the tortuous act or negligent act or omission of lessor, its employees, agents, volunteers or subcontractors.

INSURANCE:

Lessor must furnish a Certificate of Insurance naming Nome Public Schools as an Additional Insured or Additional Covered Party on a General Liability Insurance Policy. The insurance policy shall provide a limit of liability equal to or more than \$1,000,000 per occurrence.

TERMS AND CONDITIONS:

Facility Use Agreement cont'd.

Lessor will be financially responsible for any and all damages to the building/contents/premises that results from its use of the facility, including property damage, structural damage, and personal injury by lessor, its employees, agents, volunteers, guests or subcontractors which occur in the course of use of the building/premises during the rental period.

This is a SMOKE FREE BUILDING/PREMISES. Smoking within the building is strictly prohibited.

The undersigned have carefully read, understand, and agree to the terms of this Agreement, and further agrees that no oral representations, statements, or inducements have been made.

Signature of Individual or Authorized Representative

Date

Signature of District Representative

Date

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.

SCHOOL BOARD COMMUNICATION

Title: Board Policies for 1st Read

Date: April 9, 2024

Administrator: Jamie Burgess, Superintendent

Attachments: Board Policies

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

BACKGROUND INFORMATION

The Board Policy Committee met on March 18th and 19th and reviewed Board Policy Updates recommended by the Alaska Association of School Boards.

The following policies and/or revisions are recommended for first read:

BP 3311 – Bids – Suggested revision includes a list of items which may be excluded from normal purchasing procedures.

BP 3312 – Contracts – Suggested revision adds 2 paragraphs which states that an agreement or contract cannot be enforced unless it was validly entered into according with District Policy. It also requires that the Superintendent or designee sign all contracts entered into by the District.

BP 3270 – Sale and Disposal of Books, Equipment and Supplies – suggested revision adds a statement that equipment purchased with federal fund in the amount of \$5000 or greater must be disposed of in accordance with federal Uniform Administrative Requirements.

BP 5142.1 – Family Engagement – this is a NEW policy which addresses family and engagement efforts that districts should make. The accompanying AR is included in the Superintendent’s Report.

BP 5131.9 - Academic Honesty – this policy has undergone substantial revision to incorporate current best practices and address the use of artificial intelligence.

BP 5141.43 Uniform Investigations – this is a NEW policy which outlines an investigative policy for professional boundary violations. The accompanying AR is included in the Superintendent’s Report.

BP 6010 Goals and Objectives – this revision removed a reference to a withdrawn state regulation regarding target attendance and graduation rates; the Policy Committee made a few additional changes regarding district goals and clarifications around the attendance policy.

BP 6112 School Day – Revision from AASB includes a paragraph defining kindergarten day minimums and part-time kinder definitions.

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

BP 6147 Alaska Reads Act Intervention programs – this NEW policy delineates the interventions required under the Alaska Reads Act.

BP6148 Early Education Programs – this NEW policy defines the Early Education grant program and the compliance requirements for the grant.

BB9200 School Board Members – this revision to the Bylaws clarifies how complaints should be handled by School Board members, and requires Board approval to seek legal opinions.

ADMINISTRATIVE RECOMMENDATION

The administration recommends first read of BP 3311 Bids, BP 3312 Contracts, BP 3270 Sale and Disposal of Books, Equipment and Supplies, BP 5142.1 Family Engagement, BP 5131.9 Academic Honesty, BP5141.43 Uniform Investigations, BP 6010 Goals and Objectives, BP 6612 School Day, BP 6147 Alaska Reads Act Intervention Programs, BP 6148 Early Education Programs, and BB 9200 School Board Members.

Sample Motion: I move to approve the first read of BP 3311 Bids, BP 3312 Contracts, BP 3270 Sale and Disposal of Books, Equipment and Supplies, BP 5142.1 Family Engagement, BP 5131.9 Academic Honesty, BP5141.43 Uniform Investigations, BP 6010 Goals and Objectives, BP 6612 School Day, BP 6147 Alaska Reads Act Intervention Programs, BP 6148 Early Education Programs, and BB 9200 School Board Members.

BP 3311 BIDS

The district shall purchase equipment, supplies and services on a competitive bidding basis when required by law and whenever it appears to be in the best interest of the district to do so. The Superintendent or designee shall establish procedures to implement these requirements. Prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with OMB's procurement procedures.

Purchases Made Under Federal OMB Funding Awards

All bids under federal awards must be made in accordance with the standards set forth in [2 CFR 200.320](#), set forth below. One of the following five methods of procurement shall be used for each purchase under a federal award:

1. Micro-purchases: Less than \$50,000 (\$2,000 for purchases subject to the Davis-Bacon Act)
 - a. No competitive quotes required
 - b. Purchases should be spread among qualified suppliers
2. Small Purchases: Between \$50,000 and \$150,000
 - a. Rate quotes must be obtained from an adequate number of qualified sources
 - b. Quotes can be obtained from suppliers or from public websites
3. Sealed bids: Purchases more than \$150,000
 - a. Two or more qualified bidders are required
 - b. Bids must be publicly advertised and solicited from adequate suppliers
 - c. Lowest bidder for the fixed price contract with specific requirements shall be awarded the contract
 - d. Competitive Proposals: Purchases more than \$150,000
 - e. A written policy must be adopted for conducting technical evaluations of reviewing proposals and selecting the recipient
 - f. Sole Source: Purchases of any amount that meet one of the following four requirements
 - g. Good/service is only available from a single source
 - h. Only one source can provide the good/service in the time frame required
 - i. Written pre-approval from the Federal awarding agency
 - j. Competition is deemed inadequate, after solicitation attempts through one of the other methods

To ensure that good value is received for funds expended, specifications shall be carefully designed and shall describe in detail the quality, delivery and service required.

Minority Bidding

When procuring contracts under federal awards set forth in [2 CFR 200.320](#), the District must take affirmative steps to utilize minority businesses, women's business enterprises, and labor surplus area firms when possible. Affirmative steps must include:

1. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
6. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs 1 through 5 of this section.

Exemptions

The following items are exempted from formal purchasing procedures:

- A. Instructional materials for which purchasing guidelines have been established by School Board Policy in BP 6161.1(a); or
- B. In-service presenters, speakers, or curriculum, instruction, or staff development experts selected for particular and unique expertise; or
- C. Professional or consultant services such as medical, legal, negotiation, technical, or educational, not including architectural/engineering design services; or
- D. Professional or consultant services (such as property and casualty insurance) purchased jointly with Local, State, or Federal agencies; or
- E. Public services, utilities or energy-related expenses, site licenses, upgrades, maintenance contracts, and specialized services, software, or equipment where no competition exists (single source) or the District has established a need for standardization of equipment, supplies, or services; or
- F. Emergency supplies or supplies and equipment that augment previously purchased items of a similar nature whereby the District would incur substantial costs to switch products or product lines; or
- G. Purchases involving replacement of equipment where similar equipment is being traded in; or
- H. Purchases involving items regulated by Fair Trade Statutes; or
- I. Purchases made through cooperative purchasing agreements, existing Federal/State or inter-district contracts including GSA pricing; or when cooperatively bidding with other public agencies; or
- J. Contracts or purchases when time is of the essence for reasons of health or safety, or to comply with legal requirements in a timely manner.
- K. Proprietary (sole-source) items or services or items that are only available from a single source.

When applicable, prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with Uniform Guidance OMB's procurement procedures.

(cf. 9270 - Conflict of Interest)

(cf. 4030 – Nondiscrimination in Employment)

(cf. 3310– Purchasing Procedures)

Legal Reference:

ALASKA STATUTES

[14.14.060](#) Relationship between borough school district and borough; finances and buildings

[14.14.060\(h\)](#) Procurement of supplies and equipment

[14.14.065](#) Relationship between city school district and city

[14.03.085](#) Procurement preference for recycled Alaska products

[29.71.050](#) Procurement preferences for recycled Alaska products

[35.15](#) Construction Procedures

[36.15.020](#) Insertion of clause in calls for bids and in contracts

ALASKA ADMINISTRATIVE CODE

[4 AAC 27.085](#) Competitive pupil transportation proposals

[4 AAC 31.080](#) Construction and acquisition of public school facilities

CODE OF FEDERAL REGULATIONS

[2 C.F.R. 200.317-326](#) Procurement Standards

COURT DECISIONS

[Fairbanks North Star Borough School District V. Bowers, 851 P.2d 56 \(AK 1992\)](#)

Revised (approval date)

Revised 04/2022

Revised 03/2019

Revised 11/2017

Revised 09/2017

Revised 04/2008

Adopted: June 10, 2003

Nome Public Schools

BP 3312 CONTRACTS

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

(cf. 3300 - Expenditures/Expending Authority)

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

A contract for professional and technical services or other purchased services or any amendment to a professional and technical services or other purchased services contract may not be enforced against the District unless its terms have been approved in accordance with Board Policy and Administrative Regulations and unless the contract or amendment(s) to the contract has been verified in writing that there are sufficient funds for the term of the contract.

All contracts, leases, and agreements shall be signed by the Superintendent or designee. The District shall execute all contracts, leases, and agreements.

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

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

Legal Reference:

ALASKA STATUTES

[14.08.101](#) Powers

ALASKA ADMINISTRATIVE CODE

[4 AAC 27.085](#) Competitive pupil transportation proposals

[4 AAC 27.100](#) Contractor's duties

[4 AAC 31.065](#) Selection of designers and construction managers

[4 AAC 31.080](#) Construction and acquisition of public school facilities

CODE OF FEDERAL REGULATIONS

[2 C.F.R. 200.317-326](#), Procurement Standards

Revised: 08/2021

Adopted: June 10, 2003

Nome Public Schools

BP 3270 SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES

The School Board recognizes that the district may own personal property which is unusable, obsolete, or no longer needed by the district and that the disposal of such property may be in the best interests of the district.

The Superintendent or designee shall identify to the School Board all inventoried personal property not needed by the district, together with the estimated value and recommended disposition. With School Board approval, the Superintendent or designee shall arrange for the sale or disposal of district personal property in accordance with state and federal law.

Surplus equipment \$5000 or greater, purchased with Federal Funds must comply with Uniform Administrative Requirements - 2 CFR 200.313.

Disposal of items with an estimated value of less than \$5,000 will be left to the discretion of the Superintendent or designee.

(cf. 3440 - Inventories)

Revised (**approval date**)

Revised 09/2022

Adopted: June 10, 2003

Nome Public Schools

The Board recognizes families provide early and ongoing education to their children, and a strong collaboration between families and schools will ensure students continue to receive the supports they need to thrive and be prepared in school and beyond. The board also believes that partnerships with parents, guardians, and families are an important part of the educational program. Current research indicates a home to school partnership and greater involvement on the part of parents and families in the education of their children generally result in higher achievement scores, improved student behavior and reduced absenteeism. All parents, guardians, family members and foster caregivers have clear and active roles to contribute to the education of their children or foster children. All students can be successful when schools and families partner in children’s education.

The District is committed to promoting family engagement as an integral part of the educational experience. Through family engagement we will:

1. Establish a welcoming and inclusive environment that actively encourages family involvement in their child's education.
2. Foster effective communication and collaboration between families, schools, and the community to support student success.
3. Provide resources, training, and opportunities for families to enhance their capacity to support their child's learning and well-being.
4. Provide resources, training, and opportunities for school staff to enhance their capacity to engage in meaningful partnerships with families.
5. Recognize and respect the diverse cultures, backgrounds, and perspectives of all families in our district.

By implementing this Family Engagement Policy, the District aims to strengthen the partnership between parents, guardians, families, schools, and the community, ultimately enhancing student achievement and fostering a supportive educational environment.

In addition, building administrators/designees of schools receiving Title I funds will jointly develop with and distribute to parents of children participating in Title I programs a written parent and family involvement policy and guidelines that increases family interest in partnership and involvement. The requirements of the policy and guidelines are consistent with Federal and State law.

(cf. 6171 – Title I Programs)

Adopted (date of approval)

BP 5131.9 ACADEMIC HONESTY

~~The School Board believes that personal integrity is basic to all solid achievement. Students will reach their full potential only by being honest with themselves and with others.~~ **Academic honesty and personal integrity are foundational components of a student's education in both the process of learning, and individual character development.**

~~The Board expects students to respect the educational purpose underlying all school activities. All students need to prove to themselves that they can do successful work as a result of their own efforts.~~

The School Board expects that will be truthful in all academic endeavors, and likewise, experience the requisite honor of proving their capabilities to themselves and the world.

The learning community of students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty.

The Board expects that students will not cheat, lie, or plagiarize, or commit other acts of academic dishonesty. Students found to have committed an act of academic dishonesty shall be subject to district and school sanctions.

~~Each school shall provide an environment that encourages honesty. Students must know that their teachers will not ignore or condone cheating and that anyone discovered cheating will be penalized.~~

The School Board recognizes that the advancement and availability of artificial intelligence/generative technology (AI/GT), means the learning community is very likely to utilize this new technology. Such use must meet the requirements of academic honesty and yet allow for its application as a new tool for instruction, critical thinking, exploration, and development of original thought and material. It is expected and required that use of AI/GT will be appropriately referenced and noted.

(cf. 5144 - Discipline)

Revised: **(date of approval)**

Adopted: June 10, 2003

Nome Public Schools

The purpose of this policy is to provide guidance and procedures for conducting fair, thorough, and consistent investigations within the District. This policy is designed to ensure the safety, well-being, and rights of all students, staff, and stakeholders involved in the investigative process. It aims to foster a safe and inclusive learning environment where concerns and allegations are taken seriously, investigated promptly, and resolved appropriately.

By implementing the Administrative Regulation associated with this uniform investigation policy, the district is committed to maintaining a safe, respectful, and inclusive learning environment for all. Through fair and thorough investigations, we strive to address concerns, promote accountability, and protect the rights and well-being of our students and staff.

(cf. 5141.42 – Professional Boundaries of Staff with Students
(cf. 1312 – Public Complaints Concerning the Schools
(cf. 1312.3 – Public Complaints Concerning Discrimination
(cf. 4118 – Certificated Personnel – Suspension/Disciplinary Action
(cf. 4119.11 – All Personnel – Sexual Harassment
(cf. 4144/4244/4344 – Complaints

This policy is designed to supplement and reinforce the mandatory reporting requirements of AS 47.17, the reporting requirements of AS 14.33.210, and the concepts of Professional Boundaries of Staff with Students. This policy is not designed to replace or impact investigations conducted by the Professional Teaching Practices Commission pursuant to AS 14.20.

The associated Administrative Regulation has been developed to assist school administrators when it is necessary to investigate complaints or allegations of misconduct against school staff, including volunteers. These investigations are referred to as administrative investigations.

Legal Reference:

ALASKA STATUTES

AS 14.20 Teacher and School Personnel
AS 40.25 Public Record Disclosure
AS 47.17 Child Protection
AS 14.33.210 Reporting of Incidents of Harassment, Intimidation, or Bullying

ALASKA ADMINISTRATIVE CODE

4 AAC 12.210 Reporting Instances of Prohibited Sexual Conduct
4 AAC 12.220 Failure to Report Instances of Prohibited Sexual Conduct
20 AAC 10.020(b)(4)(A) Code of Ethics and Teaching Standards
20 AAC 10.020(b)(4)(B) Code of Ethics and Teaching Standards

Created 9/2023

BP 6010 GOALS AND OBJECTIVES

~~**Note:** The following policy may be revised to reflect a local school board's goals and objectives for student achievement. However, Alaska regulation 4 AAC 06.825 requires school districts to set target dates for a graduation rate of 90% or better, and an attendance rate of 95% or better. Effective 2014, if a school or subgroup does not meet the four-year or five-year graduation rate, it may qualify for an alternative graduation rate. If 10 or fewer students, after approved adjustments, enrolled in the ninth grade four or five years earlier, then the target graduation rates are satisfied if all but one of those students graduate. The subgroups are identified at 4 AAC 06.830 as follows: 1) students with limited English proficiency; 2) students with disabilities; 3) economically disadvantaged students; 4) African-Americans; 5) Alaska Native and American Indians; 6) students of two or more races; 7) Asians or Pacific Islanders; 8) Hispanics; and 9) whites.~~

Student Achievement

The School Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. Student achievement will be defined by the district and include but not be limited to, assessment results, student attendance and drop-out rates, graduation rates, and percentages of students earning certificates of completion and diplomas.

The School Board recognizes that student achievement cannot occur if students do not regularly attend school. For this reason, the School Board sets a target date of 2018 to achieve **of** an attendance rate of 95% or better for the district's schools and its students. **Student absences related to subsistence, school business and sports participation do not count against the attendance rate.**

Graduation represents the culmination of a student's achievement in the district. The School Board believes that all student have the potential to graduate. The **School** Board sets a target date of 2020 to achieve a graduation rate of 90% or better for the district's schools and its students.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the district's continuous student achievement improvement program efforts to achieve the district's vision and mission.

The district's program will be consistent with the Alaska Department of Education and Early Development requirements for content standards and high school graduation.

The School Board will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement, prioritize, allocate and realign resources as necessary.

The superintendent will develop administrative regulations as needed to implement this policy.

(cf. 0100 – Philosophy)

(cf. 0210 – Goals for Student Learning)

(cf. 0500 – Review and Evaluation)

(cf. 5000 – Concepts and Roles)

(cf. 6000 – Concepts and Roles)

(cf. 9000 – Role of School Board and Members)

Legal Reference:

ALASKA STATUTES

[14.03.075](#) College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

[4 AAC 04.140](#) Content standards

4 AAC 06.825 Graduation and attendance rates

Revised (**approval date**)

Revised 3/2016

Nome Public Schools

BP 6112 SCHOOL DAY

Note: Pursuant to [AS 14.03.040](#), the school board may approve Saturday as a day in session.

The School Board shall fix the length of the school day subject to the provisions of law.

The school day shall be arranged and scheduled by the administration so as to offer the greatest return educationally for the time spent, within the limitations of school facilities and requirements of state law and regulations.

A school that offers kindergarten shall provide a kindergarten day in session that consists of at least two hours of instructional time. A kindergarten student who attends school for less than four hours per day, exclusive of intermissions, will be counted for funding purposes under 4 AAC 09.040, *Counting of correspondence students and part-time public school students*.

Legal Reference:

ALASKA STATUTES

[14.03.40](#) Day in session

ALASKA REGULATIONS

4 AAC 09.040 Counting of correspondence students and part-time public school students

Revised (approval date)

Adopted: June 10, 2003

Nome Public Schools

Note: The purpose of this policy is to implement the intervention programs set forth in the Alaska Reads Act, HB 114.

The Superintendent shall coordinate the establishment of a District-wide reading intervention program in accordance with AS 14.30.765. The services provided under this program must, to the extent practicable:

1. Be provided by a district reading teacher, or paraprofessional under the supervision of a reading teacher, to all students in grades kindergarten through three who are determined to have a reading deficiency based on the statewide screening tool provided by the Department.
2. Provide explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension, as necessary.
3. Use evidence-based reading intervention methods that have shown proven results in accelerating student reading achievement within a single school year.
4. Include instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error correction and feedback.
5. Incorporate daily targeted small group reading instruction based on student needs, either in person or online.
6. Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.
7. Be implemented during regular school hours through any available method, including in person or through online delivery by teachers or specialty reading coaches.
8. Be implemented outside of regular school hours, as directed in the student's individual reading improvement plan, for a student who scores at the lowest achievement level on the statewide screening tool.
9. Be reviewed based on a department-approved response to intervention or multi-tiered system support models, addressing additional support and services needed to remedy identified needs.
10. Support reading intervention at home by parents or guardians by offering a list of adult literacy resources and organizations, providing opportunities for parent or guardian participation in training workshops, and encouraging regular parent or guardian-guided home reading activities.

Individual Reading Improvement Plans

The District shall provide each student in grades kindergarten through three who is determined to have a reading deficiency based on the statewide screening tool an individual reading improvement plan. This plan must be in accordance with the provisions set forth in AS 14.30.765(b).

Notice Requirements

If at any time during the school year a student in grades kindergarten through three demonstrates a reading deficiency, a District representative shall notify the student's parent or guardian. This notification must be not later 15 days after identification of the reading deficiency and include the information described in AS 14.30.765(c).

Progression

Students identified with a reading deficiency shall progress through grades as set forth under AS 14.30.765(d) – (m).

Legal Reference:

ALASKA STATUTES

AS 14.30.760 Statewide screening and support

AS 14.30.765 Reading intervention services and strategies; progression

ALASKA ADMINISTRATIVE CODE

4 AAC 06.400 Statewide literacy screening and support

4 AAC 06.405 Reading intervention services and strategies

4 AAC 06.410 Individual reading improvement plan

4 AAC 06.415 Student Progression

4 AAC 06.490 Definitions

Created 9/2023

Note: The purpose of this policy is to implement early education programs established by the Alaska Reads Act, HB 114. Early education programs are voluntary, and grant funds can be used to either develop a Pre-K program or improve upon an existing program.

The Superintendent, in consideration of appropriate District need, may seek a grant for an early education program under AS 14.03.410 and 4 AAC 60.200. Before applying for a grant, the District shall, to avoid duplicate programs and facilitate resource sharing to improve early education within the district, consult with each local and tribal head start program within the district's boundaries. The Superintendent must ensure that the District has the resources and intent to create an early education program.

The District-wide early education program must:

1. Adopt an evidence-based program of learning.
2. Have a certificated teacher in charge of the program.
3. Implement the guidelines for an early education program described in the department's *State of Alaska Early Learning Guidelines* under 4 AAC 60.170.
4. Have a minimum day in session of two hours per day, five days per week.
5. Accommodate the early education needs of district children and their families, regardless of socioeconomic circumstances.

The District shall provide an annual ADM assurances report regarding its early education program in a format prescribed by the Department of Education and Early Development.

During the grant period, a school district that receives a grant award under 4 AAC 60.200 must demonstrate progress towards meeting or exceeding the standards for a high quality early education program under AS 14.07.165(a)(5) and 4 AAC 60.190 by complying with the department's grant reporting requirements and submitting a year-end report to the department.

The District's early education program must also comply with the requirements under 4 AAC 60.205.

Legal References:

ALASKA STATUTES

AS 14.03.410 *Early education programs; grants*

ALASKA ADMINISTRATIVE CODE

4 AAC 60.190 *High quality early education program standards*

4 AAC 60.195 *District accountability; revocation of approval of district-wide early education program*

4 AAC 60.20 *District-wide early education program grants; applications; duration; award determinations*

4 AAC 60.205 *District-wide early education program grant recipient obligations*

4 AAC 60.210 *Criteria for inclusion of district-wide early education program students within a district's ADM*

4 AAC 60.990 Definitions

Created 9/2023

BB 9200 SCHOOL BOARD MEMBERS

Limits of School Board Members Authority

The School Board has broad but clearly limited powers. The exercise of its authority is restricted to the functions required or permitted by law, and then only when it acts in a legally constituted meeting.

School Board members have authority only in regularly called meetings of the School Board, or when delegated specific tasks by School Board action.

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

School visits by School Board members are encouraged. Principals ~~should~~ **may** receive a courtesy call- **notification** in advance of a visit. School Board members, as with all visitors, must check in with the school office. School Board members who visit schools of their own volition have no more authority than any other citizen.

(cf. 1260 - Visits to the Schools)

School Board Member Requests for Information

School Board members should make informed decisions on matters before them for a vote. The Superintendent or designee is responsible for providing the School Board with relevant materials to inform the School Board on those matters on which it is to act. If School Board members desire further information, a request for information shall be directed to the Superintendent, pursuant to the following guidelines:

1. Requests for simple facts. Any School Board member may make a request for simple facts to the Superintendent who will forward the request to the appropriate staff member. All responses to requests for simple facts will be provided to the requesting School Board member, and copied to the School Board President.
2. Requests for reports, research, administrative studies, detailed information, or for information relating to a problem or a potential problem in the District. Some information requests require significant administrative time and explanation to provide the requested response. Individual School Board members shall submit such requests to the full School Board for consideration. Upon majority request of the School Board, the request shall then be forwarded to the Superintendent for response.

3. Complaints regarding personnel. School Board members may have their own complaints regarding District personnel or may hear such complaints from the community. These concerns should be privately communicated to the Superintendent.
4. When School Board members receive complaints or requests for action from staff, students or members of the public, the School Board members will direct the staff, students, members of the public to the appropriate complaint policy. Such information will be conveyed to the superintendent. ([District Complaint Policy](#))
5. Requests for legal advice or opinions by a School Board member that will incur a cost for the district must be approved by a majority vote of the School Board before the request is made to legal counsel. Legal counsel is responsible to the Board.

(cf. 6162.8 - Research)

(cf. 9322 - Agenda/Meeting Materials)

Obligations of Members

Members of the School Board must endeavor to attend all meetings, study all materials presented with the agenda prior to attending the meeting, participate in the discussion of any items which come before the School Board, and vote on all motions and resolutions, abstaining only for compelling reasons. If no compelling reason requires abstention, members of the School Board shall not abstain.

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

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

(cf. 9320 - Meetings)

Legal Reference:

ALASKA STATUTES

[14.14.140](#) *Restrictions on employment; compensation of board members*

Revised (**approval date**)

Revised 10/2022

Revised 06/2020

Adopted: June 10, 2020

Nome Public Schools

SCHOOL BOARD COMMUNICATION

Title: Approval of FY25 NPS Calendar

Date: April 9, 2024

Administrator: Jamie Burgess, Superintendent

Attachments: FY25 Draft Calendar

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

BACKGROUND INFORMATION

The Calendar Committee held two meetings to review and create the FY25 School Calendar. The start and end dates were approved by the Board in FY23, and the Committee’s task was to determine dates for breaks, family/teacher conferences, and inservice days.

The calendar attached is very similar to the current calendar, but the Committee was able to consider the District Testing Calendar as well, and ensure the semesters and quarters were balanced.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the 2024-2025 district calendar as presented.

Sample Motion: I move to approve the 2024-2025 district calendar as presented.

Proposed School Calendar 2024-2025

Due Date: July 1, 2024

District Name: Nome Public Schools														School: ALL														
Approved By: Jamie Burgess														Title: Superintendent														
Jul-24							Aug-24							Sep-24							Oct-24							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	
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# of Inservice Days:							# of Inservice Days: 5							# of Inservice Days: 0							# of Inservice Days: 1							
# of Student Days:							# of Student Days: 0							# of Student Days: 20							# of Student Days: 22							
# of Teacher Days:							# of Teacher Days: 7							# of Teacher Days: 21							# of Teacher Days: 23							
Nov-24							Dec-24							Jan-25							Feb-25							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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# of Inservice Days: 1							# of Inservice Days: 0							# of Inservice Days: 1							# of Inservice Days: 1							
# of Student Days: 18							# of Student Days: 15							# of Student Days: 19							# of Student Days: 19							
# of Teacher Days: 21							# of Teacher Days: 16							# of Teacher Days: 21							# of Teacher Days: 20							
Mar-25							Apr-25							May-25							Jun-25							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
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30	31																											
# of Inservice Days: 0							# of Inservice Days: 1							# of Inservice Days: 0							# of Inservice Days:							
# of Student Days: 16							# of Student Days: 20							# of Student Days: 21							# of Student Days:							
# of Teacher Days: 16							# of Teacher Days: 21							# of Teacher Days: 23							# of Teacher Days:							

C	School Closes
E	End of Quarter
H	Legal Holiday
I	Inservice Day
M	Family-Teacher Conf Meeting reqts
N	New Teacher Only Days
O	School Opens
W	Teacher Workday
UV	Unpaid Vacation Day
X	Emergency Closure Day

170 Student Days
188 Teacher Days

- Q1 43
- Q2 41
- S1 84
- Q3 44
- Q4 42
- S2 86

Fall MAP Sept 30-Oct 18
Winter MAP Jan 20-Feb 7
WIDA Feb 3-March 31
AKStar March 24-Apr 25

SCHOOL BOARD COMMUNICATION

Title: Approval of FY25 Teacher Contracts

Date: April 9, 2024

Administrator: Jamie Burgess, Superintendent

Attachments:

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

BACKGROUND INFORMATION

Based on supervisory recommendations, the administration recommends that teachers listed below be offered employment contracts for the 2024-2025 school year.

Dorin Cadayday, NES Reading Specialist
Reyleul Cahoy, 2nd Grade Teacher
Nigel Bolanio, 4th Grade Teacher
Lyn DelaPena, 4th Grade Teacher

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval to issue contracts teachers as listed for the 2024-2025 school year.

Sample Motion: I move to approve issuing contracts for teachers as listed for the 2024-2025 school year.

SCHOOL BOARD COMMUNICATION

Title: Approval of FY25 Handbooks for NES and ACSA

Date: April 9, 2024

Administrator: Jamie Burgess, Superintendent, Principal Korenek-Johnson and Principal Leeper

Attachments: Draft Handbooks

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

BACKGROUND INFORMATION

Attached are the draft handbooks for Nome Elementary School and Anvil City Science Academy for the Board's review and approval. Some final revisions with regards to staffing and schedules still need to be made. In addition, NES has requested a minor change to an AR to align more with current PBIS practices, which will be addressed in the May Superintendent Report.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the NES and ACSA handbooks for 2024-2025 acknowledging some minor edits are still needed for the final handbook.

Sample Motion: I move to approve the NES and ACSA handbooks for 2024-2025 acknowledging some minor edits are still needed for the final handbook.



ANVIL CITY SCIENCE ACADEMY

2024-2025

Academic Theme: In Motion

STUDENT HANDBOOK

Guiding Students on the Path to Lifelong Achievement



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INTRODUCTION

Program Description

Our program incorporates critical thinking, collaboration, and creativity through project based lessons with an emphasis on science and technology. To prepare our students for their futures, technology is integrated and utilized to the fullest potential. Students will embark on purposeful, rigorous learning that requires research, investigation, challenge, teamwork and learning through relevant experiences. Lessons are interdisciplinary studies of a theme or topic and place-based when appropriate, generally lasting four to nine weeks and are the core of the curriculum.

The program will foster a strong sense of student community. ACSA is a multi-age school. We believe our multi-age structure allows students to learn at their own developmental pace, learn from students of different academic levels, and to grow as leaders.

Four Year Rotating Theme

- 2024-2025 In Motion (Physics, Government, Movements)
- 2025-2026 Alaska Studies: Who We Are and Where We Come From
(Ecosystems and Biology, Alaska Geography, History and Cultures)
- 2026-2027 Foundational Changes (Geology, Chemistry & Earth Science, Early American History)
- 2027-2028 The World Around Us (Ecology, World Geography, Ancient Cultures)

Curriculum Map for 2024-2025 "In Motion"

Science	Physical Science Forces/Motion	Forces/Motion Space Science Earth's Movements	Science Fair Energy	Waves - Sound, Light, Electromagnetic Spectrum Thermal Energy Transfer
Social Studies (Government & Am History 1801 - 1865/Civil Rights)	Government Three levels Legislative	Government Executive Judicial	Westward Expansion Civil War 1801-1865	Movements - Civil Rights and Women
Language Arts	The Writing Process Conventions Write Routinely	Formal Letter Write/Present Results of a Survey Argumentative/Support Claims - Consumer Comparison or Law Comparison	Historical Fiction (journal or story) Narrative Writing (skits)	Expository (Explain how a machine, idea, or invention works or changed history) Research Writing (Speeches)
Reading	Fiction and Nonfiction Reading A List Reading B List Reading C List	Fiction and Nonfiction Reading A List Reading B List Reading C List	Literature Circles: Civil War Novels	Literature Circles: Civil Rights Novels

ATTENDANCE

Regular school attendance is necessary for students to progress in academic standards and achieve consistent educational gains. Students who are frequently absent or tardy disrupt classroom instruction and our school climate. Regular and on-time attendance is required of all students enrolled at Anvil City Science Academy. The responsibility for regular and on-time attendance lies with the parent/guardian.

Excused Absences

Nome Public School Policy (AR 5113) defines the following as excused absences:

- a. Injury or illness
- b. Quarantine
- c. Death in the immediate/extended family
- d. Medical or dental appointment
- e. Court or administrative proceedings
- f. Religious observance

Please notify the Registrar by email or phone as soon as possible when an absence occurs. The parent will receive a phone call if no message has been received by the morning a student is recorded absent.

Medical Absences

In accordance with Nome Public School policy, medical absences in excess of three (3) consecutive days must be accompanied by a doctor's note. Medical absences will not count towards the consecutive absence rules.

Planned Absences

Anvil City Science Academy is built on the belief that kids learn best by experiencing unique, hands-on activities. The staff believes there is no substitute for the educational interactions between teachers and students, as well as peer-to-peer collaboration. Instruction, discussions, media presentations, hands-on activities, and special activities make up the foundation of effective learning and cannot be completed by students outside the classroom. A student's absence disrupts not only their own learning, but that of their peers, as cooperative group work is an integral part of our program. Students in the classroom have to do extra work, or have to wait on students to return before they can even begin a project.

Therefore, we strongly discourage students missing school for days of vacation or other personal reasons. Families should plan vacations around the school calendar. Absences for vacation or personal reasons should occur only in exceptional circumstances – NOT regularly every year or repeated several times during the same year.

Planned Absence Form

Parents shall notify the Registrar at least one week in advance of any planned absence. For a planned absence of three (3) or more days, parents must also submit a Planned Absence Form at least one week prior to the absence.

Consecutive Planned Absence

A planned absence for fifteen (15) or more **consecutive** school days may result in the student being unenrolled from ACSA.

Cumulative Absences Policy

We understand that some absences are unavoidable. However, frequent absences, regardless of the reason, may add up to significant lost learning time in the classroom. Sporadic absences, not just those on consecutive days of school, matter. The following policy is in effect for cumulative full-day equivalent school absences, excused and unexcused (excluding school sponsored absences) during the school year.

- A. Eight (8) absences: Parents will be notified of the dates of absence. Parents and the student will re-sign the attendance policy.
- B. Twelve (12) absences: The student and their parents will meet with the principal to review the reasons for the absences and reflect on the effect the absences have had on the student's academic progress and that of their peers.
- C. Seventeen (17) absences: In addition to the steps outlined in b) above, the parties will revisit the student's ACSA application to examine the reasons the student applied to ACSA. Together, the parties will determine whether continued enrollment at ACSA is appropriate.
- D. Twenty-five (25) absences: Parents will meet with the principal to discuss possible unenrollment from ACSA or retention of the student in their grade for the following year.

Make-Up Work Policy

Students are obligated to make-up assignments or tests after an absence from school and shall receive full credit if the work is turned in on time, as defined by the policies below.

Absence Assignment Form

Students will fill out an Absence Assignment Form on the first day back at school from any absence other than a school activities absence. A digital copy of the completed form will be emailed to parents. To make up work, students will be given two (2) days for the first school day missed and one (1) day for each succeeding school day missed, not to exceed seven (7) school days total.

School Activities Absence

Students who are traveling for school activities will need to request their reading and math homework from teachers **in advance** and will be expected to **turn in assignments on their first day back at school**. Pre-assigned homework and tests need to be turned in ahead of time or as directed by the teacher.

Unexcused absence

Students who miss school work because of unexcused absences or suspensions shall be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Perfect Attendance

To encourage excellent attendance, students with no absences and no tardiness shall be recognized monthly with an incentive/reward.

Tardiness

A student is expected to be in class on time. A student will be marked tardy if he or she arrives after the school day has started. Teachers have structures in place which require engagement in the first minutes of class, and a student should be prepared to participate.

Sleeping in Class

In order to fully benefit from ACSA's rigorous academic program, it is necessary that students arrive at school on time, well-rested and ready to learn each day. Sleeping in class is a form of absence that interferes with student learning. It interrupts the learning environment for all students and will be handled in a serious manner. Sleeping in class is not acceptable behavior at ACSA. An incident of sleeping in class warrants parent notification so that families can make necessary adjustments to ensure their student receives adequate rest.

SCHOOL PROCEDURES

Advancement in Classes

The core classes at ACSA are Language Arts, Reading, Science, and Social Studies. Students are placed in one of three levels (Class A, Class B, or Class C) for the core classes.

- Class A students receive quite a bit of direct instruction and learn basic content for each subject area.
- Class B students receive some direct instruction but should also be able to operate somewhat independently using written instructions, and they learn a range of content for each subject area.
- Class C students are expected to function quite independently and know how to use

available resources to assist their learning of deeper content in each subject area.

A student may remain at the same class level for more than one year depending on his or her academic needs and ability for self-direction. Any student who attends ACSA for four years will indeed take a certain level twice since there are only three levels for four years of curriculum. However, because the theme is different each year, a student will learn new content while having the opportunity to reinforce skills at a particular level.

To advance to the next math class, a student must demonstrate proficiency in the skills and concepts for the current course level. The student should demonstrate proficiency by completing assigned work, scoring average or better on classwork or placement tests, and/or showing competency through MAP test scores. Students are retained, when needed, to repeat the content and practice the same or similar skills.

After and Before School

Students should not arrive at school before 8:50 am. At 8:50, buses arrive and students can go to breakfast at the cafeteria. Students who are dropped off at school by parents can also go to breakfast.

Students and parents may work with their teachers to arrange to get help outside of class time.

Communication With Parents

Important information pertaining to school is shared with families by email. Parents should check their email daily for ACSA messages. ACSA also maintains a website and Facebook page to help families keep informed. Students will keep track of assignments and homework in assignment notebooks, which go home nightly for parent review. For parent communication to teachers, email is the most efficient and preferred method, but school visits or phone calls are also useful.

ACSA students access Google Classroom, have school-administered Gmail accounts, and use many software programs for school work. In order to understand how these tools are used, parents will be invited to a technology help session in the fall.

Parent/Teacher Conferences

Scheduled conferences between parents and teachers will occur no less than twice a year. Fall conferences are between parents and teachers, and students are welcome to attend. Spring conferences are student led so that students may demonstrate personal responsibility and accountability for their academic performance, a key core value at ACSA.

Grade Reporting

Report cards are given at the end of each of the four quarters. Parents and students should use PowerSchool to keep current with student progress. Progress reports will be made available by request of a parent guardian. ACSA teachers update grades weekly.

Students and parents should monitor grades weekly using PowerSchool (an online gradebook) or other resources. When an assignment has not been completed by the due date, a ZERO will be recorded in PowerSchool, which will remain until the work is turned in.

Grade Scale

The following scale will be used to report grades in PowerSchool:

Grade	Percentage
A+	98-100
A	93-97
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Below 60

Homework Responsibility

Homework will reinforce classroom learning objectives and be related to student needs and abilities. Typically, a student will have math and reading homework each night, but at times homework will be assigned in other classes as well. Because it is expected that students complete the assigned homework, grades will be taken and are part of a student’s overall class grade.

Honor Roll

Students who receive all A’s on their report card will achieve the “A” Honor Roll and all A’s and B’s will achieve the “B” Honor Roll.

Late work

Late work is worth 60% of the value of the assignment for daily work.

Late work earns a 10% deduction of the value of the assignment per day for major projects or long-term assignments.

Teachers in each class will set time limits for the acceptance of late work and will communicate those policies in the class syllabus.

Students who habitually turn in late work may lose the opportunity to have it accepted.

Redos

In order to increase understanding of a skill or concept and to earn a higher grade than the original mark, teachers may give students permission to redo certain types of assigned work that was originally completed with a good faith effort. Any work that has been redone correctly will earn 50% of the credit that was missed added to the original score.

Math Redos

Due to regularly assigned homework in Math, special redo policy exists for these classes.

Math 5 Redos:

Students must redo each missed math problem on assignments with a score of less than 70%, but redos are optional for assignments with a score of 70% or above. Students will earn full credit for each correct redo. The Math 5 teacher may establish deadlines for redo submission. There are no redos on math tests.

Math 6, 7, 8 Redos:

If a student wishes to improve their grade for a math assignment that was turned in on time, the "redo" will consist of a different, but comparable, assignment that will replace the grade. Redoing only the problems missed on an assignment is not an option.

- For work that was turned in on time, redos will be accepted up to one week past the original due date of the assignment, except that earlier due dates may be established near the end of the quarter, or in advance of a chapter test.
- Redos are not available for assignments that were turned in late.
- Students may redo up to six (6) math assignments per quarter.
- There are no redos on math tests.

Schedule of Classes

Time	Leeper	Collins	Richards	Donaldson	Smyke	Ventress
9:05-9:45	Admin/Art	Art/SPED		Art	Art	Prep
9:50-10:40	Admin	SPED		Social Studies C	Science A	Writing B
10:45-11:40 (snack 10:45)	Admin	Reading B		Social Studies A	Prep	Writing C
11:45-12:35	Admin	Reading C		Prep	Science B	Writing A
12:40-1:10	Lunch	Lunch	Prep	Lunch	Lunch	Lunch
1:15-1:30	Outside Time	Outside Time	Outside Time	Outside Time	Outside Time	
1:35-2:25	Math 7	SPED	Math 6	Math 5	Math 8	
2:30-3:10	Admin/ZAP	Prep	Elective	Elective	Elective	
3:45-4:05	Admin	Reading A	staff support	Social Studies B	Science C	

SAFETY AND SECURITY

Student safety and security is a high priority. Any time a student arrives late or leaves early it is important that he or she sees the administrative assistant or the principal and signs in or out. A parent or guardian must notify the principal or staff if the child will be absent.

Visitors must check in with the administrative assistant or principal upon arrival.

Sign In/Sign Out Procedures

All doors to the school building will be locked during the school day between the hours of 9:00 AM -4:05 PM. To drop off or pick up your child **during the school day**, use the entrance on the west side of the school building (door D4). Our school's sign is near the door to the conference classroom where your child will enter or leave. **A parent or guardian must come inside the building** to sign in or sign out their child. **Please do not ask your child to meet you outside.**

To drop off or pick up a child before or after school (before 9:00 AM or after 4:05 PM), please use the east entrance -- there is a cement ramp at this entrance -- to avoid bus traffic.

Backpacks

Students are not permitted to bring a backpack into the classroom due to safety concerns. These concerns range from students and teachers tripping over them to contraband being brought into the classroom. Each student has been assigned a locker and should use it to store his or her backpack and other items.

Building Security

Nome Public Schools will follow a "Run, Hide, or Fight" plan in response to an active intruder. Information about this type of response can be found at <https://www.ready.gov/active-shooter>. Anytime the ACSA staff intends to hold a drill, students will be informed and will have an opportunity to ask questions before and after. We want students to feel as comfortable as possible with the concept and procedures.

In the event of a drill for Lockdown or Evacuation or in the event of an actual emergency situation, students shall obey all teachers' directions in a prompt manner. Student safety depends on listening carefully to the teacher's directions with immediate compliance. Additional emergency classroom instructions are located in each room in the RED EMERGENCY FLIP CHART.

Lastly, it is important to note that prevention and communication are key components of school safety. The ACSA staff will work to establish a school climate of respect, connectedness, and trust amongst all stakeholders. Any time a student is aware of dangerous situations or has a concern about safety or the wellbeing of another student or staff member, that student is expected to share his or her concerns with a teacher, administrator, a school counselor, or staff in the school and/or office.

Search and Seizure

Nome Public Schools staff and Board recognize that incidents may occur where the health, safety and welfare of students and staff are jeopardized. **Such incidents necessitate the search and seizure of students, their property, or their lockers by school officials.**

- Student Lockers – Students' lockers are part of the school building, and as such are under the supervision and jurisdiction of school officials. School officials may search a student's locker at any time.
- Personal Searches – A student's person and/or personal effects may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. Any student who evades or flees from staff in order to avoid a personal search or search of their personal effects will be assumed to be in possession of the substances that caused the "reasonable suspicion." If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same gender and with an adult witness present and parent/guardian. If extreme emergency conditions exist that endanger the health and safety of others, a more intrusive search of a student's person will be conducted in private by a school official of the same gender, with an adult witness of the same gender present, and only upon prior approval of the superintendent or his/her designee.
- Seizure of Illegal Materials – If a properly conducted search yields illegal or contraband materials, such findings will be turned over to proper legal authorities.

Weapons and Knives and Look-a-Likes

Weapons, knives and look-a-likes (including but not limited to multipurpose tools, pocket knives, toy knives, guns, squirt guns, bombs, grenades, fireworks, lighters, martial arts equipment, metal knuckles, etc.) are not permitted on the bus or on campus. Possession of any of these items may result in police notification, out-of-school suspension or recommendation for expulsion.

GENERAL INFORMATION

For issues not specifically addressed in this student handbook, Nome Public Schools Board Policy for Students will inform decision making and resolution.

Calls/Texts

Students who need to make an important phone call/text shall ask the permission of the classroom teacher. Phone calls or texts to students during classes are not permitted. Students are permitted to check their phones at lunch time. If there is an emergency situation, a parent should call the district office at 443-2231 and the message will be relayed to the ACSA staff. When students need to call home because of illness, **an ACSA teacher must speak to your parent/guardian to approve your dismissal.**

Cell Phones/Electronics

Students may use their electronics before school, after school, and during lunch. Students are not allowed to use or have their electronics, including earbuds, on during class or during passing periods. Students who are using or have their electronics on/out must turn their electronics over to staff upon request. Failure to do so will subject the student to a detention due to willful disobedience. For safety reasons, when special permission for electronics is granted, students are not permitted to wear more than one earbud. **One Earbud Only!**

Discipline Procedures for using electronics during inappropriate times:

1. 1st offense: The electronic device is confiscated, given to the principal, and the student can pick it up at the end of the school day.
2. All subsequent offenses: Electronic device is confiscated, given to the principal, and parent/guardian must pick it up from the principal.

The teacher will determine the usage of these items for school related work and will have control over the regulation of these items up to confiscation.

Anvil City Science Academy is not responsible for lost or stolen electronics.

Field Trips

Throughout the year, ACSA students will be involved in various curricular activities that will take them away from school. Please complete a blanket permission slip for all field trips/activities. Teachers will provide information on each field trip/activity throughout the year.

Student Dress

School is preparing students for future employment. Students need to dress appropriately every day. To create a favorable climate for learning, students' appearance shall be neat and clean. Any clothing that is distracting, interferes with the educational process, or presents health and safety hazards is not permitted. Wearing "hoodies" (sweatshirt hoods) with the hood up is not allowed inside the ACSA school building. Garments that display profane or obscene words, advocate gangs, illegal drugs, tobacco, or alcohol are not allowed at school. Undergarments should not be visible. No low-cut attire or exposed midriff will be allowed. Students wearing prohibited clothing will be sent home to change unless parents agree to bring acceptable attire to school for the student to change into. Students may be asked to cover up the offensive clothing in lieu of going home. Subsequent instances of inappropriate dress will be treated as willful disobedience resulting in further disciplinary action.

Immunizations

All students attending ACSA are required by law to have proper immunizations before being permitted to attend. Students that are not properly immunized will not be allowed to attend school until such immunizations are received and the school has documentation of the required immunizations. The responsibility for ensuring that immunizations are current shall lie with the parent or guardian.

Lockers

Each student is assigned a locker for the storage of books and equipment. It is the student's responsibility to see that his/her locker is kept in order at all times. The person to whom a locker is issued is legally responsible for that locker's contents. The school is not legally liable for items missing from student lockers. Lockers should not be defaced, damaged or misused in any way. Students will be charged for locker damage or for removal costs if stickers, markers, paint, etc. must be removed. The outside of the student lockers is reserved for school-related posters and materials only. If items posted on the inside of a student's locker are offensive to another individual, the student who is assigned that locker must remove those items. (Also see Student Search Procedures)

Anvil City Science Academy is not responsible for lost or stolen items.

Lunches

The school cafeteria is maintained as a vital part of the health program of the school. Please be cooperative regarding the following rules:

- A. Students are not allowed to cut into the lunch line.
- B. Bring all trays to the dishwashing area.
- C. Deposit all lunch litter in wastebaskets.
- D. Leave the table and floor around your place in clean condition for others.
- E. Gum is not allowed in school and should not be on the trays.
- F. No food or trays should be taken from the cafeteria. Exceptions for school-related meetings that occur over lunch can be made.

Medicines

Students needing to take prescription or non-prescription medicine during the school day must leave the medicine with the principal or administrative assistant. All prescribed over-the-counter medicine must be in the original bottle. Parents will need to complete and sign a Medication Form prior to any medication being dispensed to a student.

Textbooks

Students are responsible for the replacement cost in case of loss of, or damage to, textbooks issued to them. Before a student's records or report cards are released, charges against the student must be paid.

Snacks and Water Bottles

The daily schedule provides time for students to eat a small snack between breakfast and lunch. Students should bring their own snacks (cookies, chips, and candy are not allowed).

Students are allowed to bring water bottles to classes, and water is the only drink permitted in the halls and classrooms.

Candy and chewing gum are not permitted inside the ACSA building, Nome-Beltz building, gym or on the school buses. Students found with these items will be asked to discard the item and may be subject to administrative consequences.

Technology Acceptable Use

We are pleased to be able to offer students of Nome Public Schools access to the District computer network for Internet access and electronic mail. To obtain access to the Internet, all students must have parental permission and must sign and return a copy of this form to the school office. ACSA students are assigned a laptop and must care for it. The laptops are to be kept in the charging cart or taken directly to class (not taken to lockers or left in hallways). Also, the computers are to be used for school purposes and assigned work as defined by the teachers. Violations of proper care or usage of a computer will result in the following consequences:

1st offense - computer taken for the class period

2nd offense - computer taken for the day

3rd offense - computer taken for a week

4th offense - suspension of computer privileges

Inappropriate care or usage deemed extremely severe can result in moving directly to the 4th offense. Students who have their computer privileges suspended are still responsible for completing their work and having it turned in on time. Students will be responsible for making arrangements with the teachers to complete assignments.

Laptops and External Hard Drives

Use of phones, personal laptops, cameras and external hard drives are permitted with prior teacher approval and direct teacher supervision. A breach of the NPS Internet Safety Use Agreement will result in loss of privilege and possible confiscation.

Visitors

All parents are welcome at Anvil City Science Academy. Parents and volunteers must check-in with the administrative assistant or principal upon arrival at the school. Please enter the building through the northwest entrance (door D4) and complete the sign-in log.

SCHOOL BUS RULES

1. The driver is in full charge of the bus and students. Students must obey the driver or monitor promptly and willingly. No student shall sit in the driver's seat.
2. Students must remain seated while the bus is in motion. Bus drivers, duty personnel and administration are authorized to assign seats as necessary.
3. Outside of ordinary conversation, classroom conduct will be observed. Students should remember that any action, which distracts the driver or creates a safety hazard, is subject to disciplinary consequences.
4. Windows may be opened only with permission of the school bus driver. Students must not extend any part of their bodies out of the windows.
5. Proper conduct in the bus loading zone or bus stop area is as important as proper conduct on the bus. The bus loading / unloading zones are considered part of the school. Students must leave the school bus in an orderly manner. If it is necessary to cross the street, cross in front of the bus, following the instructions of the driver. Students must wait at the bus stop shelter, not across the street.
6. Students must remember that riding the bus is a privilege, not a right. The Principal, Assistant Principal, Bus Contractor, and/or the Superintendent can deny a student's privilege of riding the bus for any misconduct.
7. High school students should ride the high school bus and middle school students should ride the middle school bus. Written/verbal permission should be obtained from the principal or the administrative assistant to ride a bus at a different time. Failure to follow this rule could result in discipline action and or up to denial of bus riding privileges.
8. Students must inform staff prior to their last class if they will not be riding the bus due to a change of plans.

Activity Bus Runs

Activity bus runs will be provided after activity events. All bus rules remain in effect on these runs.

Student Vehicles

Anvil City Science Academy is successful because of our community. We would like to teach our students to follow the ordinances set forth by our elected officials. As such, no student at ACSA may ride an ATV, motorcycle, or snow-machine to school without parental supervision per Nome City Ordinance 8.15.030, "No person under the age of sixteen shall operate an ATV or snowmachine unless under the direct supervision of an adult. (Ord. O-08-01-01 § 3 (part), 2008)". If you have any questions about this please feel free to contact the officers at the public safety building for more clarification.

STUDENT ACTIVITIES

Student activities include: clubs, organizations, sports, as well as all special activities sponsored by these groups. All student activities are important for student growth, however, to participate, students must follow all required eligibility and participation guidelines set forth in the Nome-Beltz Student Handbook. (**Eligibility Rules and Participation Guidelines are available upon request.**)

NOTE: ACSA does not allow students to travel for school sports or activities if they have an F in any class on an eligibility check.

The following is a list of organizational clubs and sports that are typically available to students. Scholastic Grade Rule applies to all ASAA events.

Organizational Clubs

Student Council
5th/6th Grade Basketball
Elementary after school programs
NNYLO (Nome Native Youth Leadership)
Elementary Band
NYO (Native Youth Olympics)
Spelling Bee
Ski Club

District Sponsored Activities

Boys Basketball (Middle School)
Girls Basketball (Middle School)
Cross Country Running (Middle School)
Cheerleading (Middle School)
Band (Middle School)
Volleyball (Middle School)
Wrestling (Middle School)

Athletic Fees and Owed Money to School

A student participating in sports will be charged **\$50.00 per sport**. **Athletic Fees and Owed Money to the School must be paid before a student participates in the activity.** Athletic Fee Waivers need to be submitted and approved by the Principal/Designee prior to the first event of the sport in order to participate.

Student Conduct Eligibility

Students who are assigned more than one day of In-School Suspension (ISS) or who are assigned to Out-of-School Suspension (OSS) will be ineligible for thirty school days. Ineligible students cannot participate in any activity travel and/or competition and may not attend dances; they may continue to participate in practices. Students serving an OSS may not be on campus or any school property.

BEHAVIOR PLAN

We expect responsible, respectful and safe behavior at Anvil City Science Academy. Every teacher has a classroom discipline plan. If student behavior is inappropriate, serious or repeated, parents will be notified by telephone and may be asked to come to school for a conference.

All discipline procedures are subject to the discretion of the administration and may be changed as needed.

Various student misbehaviors and the consequences that apply have been listed in this handbook. However, the Nome Public Schools System recognizes that other behaviors may endanger the welfare and/or safety of other students, faculty, staff, or cause disruption to the good order and discipline in the schools. The school system reserves the right to administer consequences for such behavior not specified in the Anvil City Science Academy Behavior Plan. Students should recognize their responsibility to know the contents of this handbook and to ask staff members for any clarification.

Classroom Expectations

Classroom expectations are at the discretion of the teacher. Teachers post classroom expectations and consequences and review these with students. Consequences for repeated and/or serious disruptive conduct will include referral to the principal.

Hallway Expectations

ACSA students use the hallways, tunnel, and parking lot to access different areas throughout the Nome-Beltz campus. To respect others who share this space, students adhere to the following expectations. Consequences for infractions of these rules may include loss of gym time, written reflections, detention, or meeting with parents.

- Be quiet (no talking)
- Walk
- Keep your hands to yourself

ACSA Discipline Procedures

Incidents requiring disciplinary actions are divided into four categories according to the level of severity and disruption of a safe school environment. This matrix lists the most common behavior issues and is not inclusive of all possible behavior issues that can arise during a school day or activity. Unacceptable behavior not listed will be handled on an individual basis using the progressive discipline model as a guide to consequences.

Grounds for suspension; (1) continued willful disobedience or open and persistent defiance of reasonable school authority; (2) behavior that is inimical to the welfare, safety, or morals of other pupils or a person employed or volunteering at the school. AS 14.30.045 (Inimical = hostile, not friendly, having a harmful effect).					
	BEHAVIOR EXAMPLES	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Level 1	Chewing Gum Dress Code Violation Disruptive to Others Horseplay Inappropriate Language Public Display of Affection (PDA) Disobedience/Disrespect Repeated Tardiness (3 or more) Repeated Unauthorized Cell Phone Use (3 or more)	Detention (After School) 1 Day	Detention (After School) 1 Day	Detention (After School) 1 Day	Moves to Level 2, Step 1 (In-School Suspension)
Level 2	Bullying Continued Disruptive Behavior Continued Disobedience/Disrespect Disruptive Classroom Behaviors Leaving Class w/out Permission Lying Skipping Class Vandalism	In School Suspension 1-2 Days	In School Suspension 2-3 Days	In School Suspension 3-5 Days	Moves to Level 3, Step 1 (Out of School Suspension)
Level 3	Fighting Gross Disrespect Intimidation/Harassment/Threats Leave School w/No Permission Sexual Jokes/Pornography Student Endangerment Theft Tobacco Possession/Use Insubordination	Out of School Suspension 1-3 Days Referral	Out of School Suspension 4-7 Days	Out of School Suspension 7-10 Days	Long Term Suspension Semester Loss of Credit
	Alcohol & Drug Possession, Use, Distribution, Under the Influence, Selling Any violation defined by state statute Assault & Battery Dangerous Instrument Possession Performance Enhancing Drugs, Possession/Use Weapon Possession	The offenses listed within level 4 will be dealt with in accordance to its section located within Nome Public Schools board policy website. School consequences are separate from any legal consequences that may arise from the situation (contacting the police and other law enforcement agencies.) NPS BP 5131.6 Alcohol and other drugs. BP 5131.62 Tobacco. BP 5131.63 Performance Enhancing Drugs BP 5131.7 Weapons and Dangerous Instruments.			

Discipline Referrals

Level 3 & 4 infractions can result in referrals to outside agencies. Legal violations such as alcohol/tobacco/drug use, possession or sales, theft, or assault, may be referred to Nome Youth Court for trial. Parents and youth will have the option to participate in Youth Court or be ticketed and fined by the Nome Police Department. Behavioral or substance use violations may be referred to agencies providing education or counseling services such as Nome Community Center, NSHC CAMP Department or NSHC.

GLOSSARY

Definition of Terms

Arson: malicious mischief or purposeful intent to destroy property by setting fire or causing an explosion.

Cheating: the use of work completed by another person and claimed as your own, the act of copying from another's test or quiz or the act of providing another student with materials that the teacher has not authorized for sharing.

Disruptive behavior: student conduct, which materially and substantially interferes with the educational process or with school sponsored activities. Examples include: refusing to acknowledge a school employee's direction, insolence, noncompliance with school/class rules and behavior that jeopardizes the welfare and/or safety of other students and staff.

Disobedience/disrespect: the refusal to comply with a reasonable request by any staff member, substitute teacher, volunteer or guest presenter.

Drugs & alcohol infractions: the actual or attempted sale of, use of or possession of intoxicating liquor, drug paraphernalia, illegal drugs or inhalants, substances designed to look like illegal drugs or substances purported to be illegal drugs while under the jurisdiction of the school (on or off campus). This also includes messages supporting drug/alcohol use. Possession, sale or use will be reported to the police.

Excessive display of affection: all displays of affection among students, other than holding hands.

False alarm: setting off a fire alarm, including requesting police or fire department assistance inappropriately.

Fighting: a physical altercation where striking, kicking, shoving, pushing and/or any other physical violence are used against another person.

Gangs: affiliation with a group organized to participate in unlawful activities. Gang activity includes the display of any sign, symbol or clothing that reflects gang activity.

Harassment: any kind of verbal or physical action which has the intent or effect of interfering with an individual's or group's educational, social or work performance or which creates an intimidating, hostile or offensive work or living environment. Harassment includes initiation and hazing as well as non-sexual conduct such as intimidation, hostility, rudeness or name-calling.

Obscenity/profanity is defined as spoken or written profanities, obscene or sexual messages (implicit or explicit) racial slurs or references of any kind to hate language.

Plagiarism: the use of another individual's writing without their permission and/or without referencing the source of the written information in the document turned in as an assignment.

Public Display of Affection (PDA): Inappropriate physical contact including, but not limited to, intimate touching, kissing, etc. at school or a school sponsored activity. (Holding hands is the only PDA that is accepted on school grounds and/or at school sponsored activities.)

Sexual harassment: sexual assault and/or request for sexual favors, which affect educational or employment decisions. Unwanted physical contact, visual displays of degrading sexual images, sexually suggestive conduct or offensive remarks of a sexual nature.

Tacit consent: agreement with inappropriate behavior(s) of others by failing to take action that would stop the situation, such as failing to disagree if included in or witnessing the situation, failing to come to the assistance of others, failing to seek adult assistance, etc.

Theft: the acquisition, possession, purchase, taking and/or transfer of property belonging to another person, school or the school district.

Tobacco violations: the possession and/or use of tobacco products including, but not limited to, cigarettes, chewing tobacco, pipes, nicotine delivery devices, cigars, tobacco related products: wrappers, loose tobacco, etc. Possession or use will be reported to the police. Refer to discipline procedures.

Vandalism: negligent, willful or unlawful destruction, defamation or mutilation of objects or materials belonging to the school, school personnel or other person(s); includes graffiti.

Weapons, dangerous instruments, and look-a-like weapons or dangerous instruments: any object used with intent to cause bodily harm, including firearms, explosives, fireworks, poison, knives, metal knuckles, etc. Multipurpose tools (Leatherman, Swiss army knives, etc.) and pocket knives are weapons that have no place at school. Possession of these items will be reported to the police.

Consequence Definitions

Natural Consequences: Natural consequences are disciplinary consequences designed to fit the infraction. Examples of natural consequences include painting over graffiti, campus cleanup for littering, written apology for rude behavior, etc.

Detention: An administratively imposed consequence requiring a student to remain in a designated place either during lunch or after school. Students serving lunch detention can request lunch from the cafeteria and will eat in an assigned ACSA classroom. During a detention, a student will be expected to reflect on their actions by speaking with the principal and writing any discussed understandings.

In-School Suspension: The intent of in-school suspension is twofold; the first is to isolate the student from the normal social aspect of school while allowing for academic pursuit. The second is to have the student reflect on their actions, recognize their culpability and identify more appropriate choices and strategies for conducting themselves. The discipline designee may assign in-school suspension.

Out-of-School Suspension (OSS): If the discipline designee determines that the student will not benefit from placement in ISS or that his/her presence on school property is detrimental to the health, welfare or safety of other students, he/she may be sent home from school for a period of suspension. Unless the student poses an immediate or continuing threat to person(s) or property or the behavior is a serious disruption to the academic process, removal from school will begin the school day following the offense. OSS is a temporary exclusion from school for a specified number of days. During OSS, the student may not be in any Nome school building, on any school campus, or at any school-sponsored program or activity.

Expulsion: The denial of the right of school attendance, either from a specific school or from the District, for an indefinite period of time. No student shall be expelled unless other means of correction have failed or would not be adequate in bringing about proper conduct. In addition, the matter of an expelled student's further education shall be referred to the appropriate authority.

NOME ELEMENTARY SCHOOL



Home of the Nanauyaat! FAMILY HANDBOOK

2024-2025

“Excellence for and from all students”

PO Box 131, Nome, AK 99762
Telephone 907.443.5299 Fax 907.443.2850

Nome Public School District’s Mission Statement:

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

Nome Elementary School’s Shared Vision Statement:

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.

Welcome!

Dear Families of NES Nanauyaat:

We are excited to begin a new school year here at NES. We have an amazing team that is looking forward to filling the year with exciting opportunities. With the continued use of cooperative learning strategies, as well as Bookworms, our Language Arts instructional program, and Eureka, our math instructional program, we have strong tools to provide an excellent education to our children. Students will be given many opportunities to improve their reading and comprehension skills throughout the school year and to demonstrate what they have learned. We ask that you support our effort to improve your child's reading ability by reading with them at home. It is recommended each student be involved in a reading activity for at least twenty minutes each night. Together we can achieve our district's goal of having ***ninety percent of our students reading on grade level by the end of third grade.***

The instructional day begins promptly at **8:00 AM**; please have your child(ren) to school on time. We are happy to provide free breakfast in the classroom to all of our students here at NES.

Please take an opportunity to review this handbook with your child(ren). It is important students understand the expectations established for them and that you, parents/guardians, support the expectations and procedures established in order to maintain a safe and productive learning environment for all.

We look forward to another fantastic school year. If you ever have any questions or would like to know more about what we do or how we do it please do not hesitate to contact us.

Sincerely,

Elizabeth Korenek-Johnson
Principal

Nicholas Settle
Assistant Principal

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Staff

NOME ELEMENTARY SCHOOL

<p><u>PRINCIPAL</u> Elizabeth Korenek-Johnson</p> <p><u>ASSISTANT PRINCIPAL</u> Nicholas Settle</p>	
<p>INSTRUCTIONAL STAFF</p>	
<p><u>Kindergarten</u> Janet Balice Kiminaq Maddy Alvanna-Stimpfle Meghan Ten Eyck</p> <p><u>First Grade</u> Annie Conger Heidi Secor Matt Slingsby</p> <p><u>Second Grade</u> Marta Pardee Deborah Hirst Vacant</p> <p><u>Third Grade</u> Kim Erikson Ian McRae Jason Brown</p> <p><u>Fourth Grade</u> Krista Marvin Vacant Vacant</p>	<p><u>Fifth Grade</u> Cassie Laurence Jennifer Shreve</p> <p><u>Special Education</u> Peggy Simpson Tricia Shambach Anne Madonia</p> <p><u>Cultural Studies</u> Marie Sakar</p> <p><u>Reading Intervention</u> Vacant Julie Fabignon-Cross</p> <p><u>Physical Education</u> Victor Sanders</p>
<p>SUPPORT STAFF</p>	
<p>Stacy Kosto – School Registrar Jennifer Reader– Attendance Secretary Doris Amaktoolik – Classroom Instructional Aide Anita Scadden – Classroom Instructional Aide Margaret Castel – Classroom Instructional Aide Joelene Kacena – Library Instructional Aide Justin Heinrich – Technology Integration Joy Foret - Paraprofessional</p>	<p>Daniel Holmes– Paraprofessional Stan Burgess - Paraprofessional VACANT – Custodian Jimmie Murdock – Custodian Thuong Nguyen – Custodian Vacant – Afterschool Coordinator Heidi Hanebuth – Title 1 Instructional Aide</p>



Nome Elementary School Education Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and in life. Please review this compact with your student. A copy for signatures and return will be sent home with each student.

As a teacher, I will:

- Provide high-quality curriculum and instruction.
- Plan instruction to reflect the cultures of my students.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (up to 30 minutes for grades 1-3 and up to 60 minutes for grades 4-6).
- Provide a reading log to help families track the expectation of at least 20 minutes of reading outside school.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

As a student, I will:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my screen time, and instead study or read every day after school.
- Respect the school, classmates, staff and families.

As a parent/guardian or family member I will:

- Provide a quiet time and place for homework and monitor screen time.
- Read to my child or encourage my child to read every day, for at least 20 minutes.

- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day on-time, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Look for ways I can support my child's classroom and school.
- Respect the school, staff, students, and families.

School Calendar

FINAL School Calendar 2023-2024																											
Due Date: July 1, 2023																											
District Name: Nome Public Schools														School:													
Approved By: Board of Education 2/8/23														Title:													
Jul-23							Aug-23							Sep-23							Oct-23						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5						1	2	1	2	3	4	5	6	7
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30	31																										
# of Inservice Days:							# of Inservice Days: 5							# of Inservice Days:							# of Inservice Days: 1						
# of Student Days:							# of Student Days: 0							# of Student Days: 19							# of Student Days: 21						
# of Teacher Days:							# of Teacher Days: 7							# of Teacher Days: 20							# of Teacher Days: 22						
Nov-23							Dec-23							Jan-24							Feb-24						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S

To be updated with 2024-2025 calendar upon finalization

						31																								
# of Inservice Days: 1							# of Inservice Days: 0							# of Inservice Days: 1							# of Inservice Days: 1									
# of Student Days: 19							# of Student Days: 11							# of Student Days: 21							# of Student Days: 20									
# of Teacher Days: 22							# of Teacher Days: 12							# of Teacher Days: 23							# of Teacher Days: 21									
Mar-24							Apr-24							May-24							Jun-24									
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# of Inservice Days:							# of Inservice Days: 1							# of Inservice Days:							# of Inservice Days:									
# of Student Days: 16							# of Student Days: 21							# of Student Days: 22							# of Student Days:									
# of Teacher Days: 16							# of Teacher Days: 22							# of Teacher Days: 22							# of Teacher Days: 1									



Attendance

BP 5113

Regular attendance at school is necessary if students are to gain full benefit from their educational opportunity while in school. Students who have good attendance generally enjoy school more, achieve higher grades, and are more employable after graduating from high school. NOME Public Schools' staff will do everything possible to provide a positive learning environment that will encourage students to attend school. The staff and school will inform the parents of their child's attendance record and, through mutual cooperation, work to achieve exceptional attendance.

Please be sure to call the school office (907-443-5299) by 8:30 a.m. If your student is absent and we have not received a call in the office an attempt will be made to contact you by phone.

Absences

An absence is defined as when a student is not physically present in school. All absences, whether excused or unexcused, are counted as absences.

Excused absences meet one of the following requirements:

- Subsistence
- Injury or Illness (See suggestions for "How sick is too sick" on page 10)
- Quarantine
- Death in the Family
- Medical or Dental Appointment
- Court or Administrative Proceedings
- Religious Observance

All excused absences must be accompanied by a parent notification within two (2) school days of the absence. Medical absences beyond three consecutive days with a doctor's note will be marked as a medical leave of absence.

Unexcused Absences

- An unexcused absence is one that does not meet the requirements of an excused absence.
- Students who oversleep are considered unexcused.
- Students leaving the building without first checking out of the school office will be considered unexcused.

Planned Absences – In the case of planned absences, the school office and classroom teacher should be notified at least one full week in advance. Parents should consult with the classroom teacher to determine the appropriateness of homework assignments for their child during the planned absence. Staff will not be required to provide specific instructional assignments for this period of time.

Check Out

Students need to be checked out at the school office by a parent or guardian if they are leaving school prior to dismissal time. If a student leaves the school without permission the NOME

Police Department and the student's parent/guardian will be notified immediately for the student's safety.

Chronic Absenteeism

Chronic absenteeism is defined as missing ten percent or more of school days. Students who are chronically absent, excused or unexcused, are at risk of falling behind. Nome Elementary School's counselor will review students tending towards chronic absenteeism and work with the families to improve the students' attendance. Any student missing ten (10) consecutive days unexcused will be dropped from enrollment.

NES Attendance Review

The Nome Elementary School counselor will work with the teacher, attendance secretary, principal, and assistant principal to keep parents advised of attendance issues as needed. This committee will assist parents to help improve attendance. A conference will be requested, if necessary, to develop an attendance improvement plan.

Tardy and Early Dismissal

A tardy is defined as any appearance of a student after 8:00 a.m. but before 11:00 a.m. Early dismissal is defined as leaving school one hour or less before the scheduled departure time. Between the 11:00 a.m. and one hour early is considered a half day's absence.

Truancy

Truancy is defined as a full day, unexcused absence.

Attendance Facts!

Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school.

Absenteeism and its ill effects start early. One in 10 kindergarten and first grade students are chronically absent.

Poor attendance can influence whether children read proficiently by the end of third grade or be held back.

By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.

Research shows that missing 10 percent of school days, or about 17 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as "chronically absent."

When students improve their attendance rates, they improve their academic prospects and chances for graduating.

Illness Suggestions: How Sick is too Sick?

When to Keep Students Home



In most situations, the school prefers students come to school and if they become ill at school, the parent/guardian will be notified. However, here are a few guidelines to help parents/guardians in deciding when to keep your child home from school.

Symptom	Student must be at home?
<p>Diarrhea frequent, loose or watery stools compared to child's normal pattern: not caused by diet or medication</p>	<p>Yes - If your child looks or acts ill: if the child has diarrhea with a fever and/or vomiting. Make sure your sick child stays well hydrated. Student can return when he/she has not had diarrhea during the last 24 hours.</p>
<p>Fever Fever is the body's way of destroying the germs making it sick, and it's a common symptom of infections.</p>	<p>Yes - When fever > 101 is accompanied by other symptoms of illness, such as rash, sore throat, vomiting, headache, muscle aches, loss of appetite, etc.</p> <p>Student can return when fever has been gone for 24 hours without medication and the child's appetite and energy level returned to normal.</p>
<p>Flu The flu can be serious. Symptoms of the flu typically come on suddenly and can include: fever, chills, headache, body aches, sore throat, nausea, vomiting, dry cough</p>	<p>Yes - If your child has a fever > 101 or will be unable to participate in class.</p> <p>Student can return when fever has been gone for 24 hours without medication and energy level has returned to normal.</p>
<p>Coughing Severe, uncontrolled coughing or wheezing, rapid or difficulty breathing Note: Children with asthma may be cared for in school with a written health care plan and authorization for medication/treatment</p>	<p>Yes - Medical attention is necessary</p>
<p>Mild Respiratory or Cold Symptoms Stuffy nose with clear drainage, sneezing, mild cough</p>	<p>No - Child may attend school if able to participate in class.</p>
<p>Rash</p>	<p>No - Body rash without fever or other symptoms usually does not require student to remain at home Yes - Seek medical advice for rash with fever, open and weeping wounds, or quickly spreading rash</p>
<p>Vomiting Vomiting is another way for the body to rid itself of the germs making it sick and is usually caused by a stomach virus or infection.</p>	<p>Yes - Keep the student home if they have vomited 2 or more times in the last 24 hours. Student can return when he/she has not had vomiting during the last 24 hours.</p>
<p>Pinkeye (conjunctivitis) Symptoms of pinkeye include eye redness, itchiness, discharge that forms a crust during the night that may prevent your eye or eyes from opening in the morning</p>	<p>Yes - If given antibiotics, please keep at home until he/she has taken the antibiotics for at least 24 hours.</p> <p>If your health provider decides not to treat your child, a note is needed.</p>

*Source: Parenting.com and WebMD.com

School Procedures

Accidents

Injured students are to report to the nearest staff member or go to the office for help.

Activities

BP 5144

Student activities include clubs, organizations, and field trips, as well as all special activities sponsored by these groups. All school rules and regulations are in force at all school-sponsored functions.

Advertising

BP 1325

All signs, posters, or other announcements for purposes of advertising functions not connected with the school program will be pre-authorized by the Principal before being posted. Such advertisement will be limited to available bulletin board space.

Assembly

During school assemblies, all students will remain in the assembly until the program is over. Remember that courtesy is one of the keys to success and the expectation is that students will be a respectful audience. Students will remain seated until the teacher prompts them to exit the assembly. When the assembly is over, students are to go with their teacher.

Breakfast/Lunches

School breakfast and lunch is served every day. A well-balanced breakfast and lunch is offered at no cost to the student. We are continuing to participate in the National School Lunch Program and if you wish to join us for lunch adult lunches are \$10.25.

Students learn better when they have fuel to learn! Breakfast will be served in class at the beginning of each day. If you wish to join us for breakfast adult breakfasts are \$6.75.

The following are student lunchroom expectations:

- Sit at assigned tables
- Stay seated until excused by an adult
- Clean or help to clean up spills or accidents
- Return unwanted milk to proper space and return trays to kitchen when directed
- Voice level 1 in line; Voice level 2 while seated
- There is no microwave available to students to heat lunches
- Remain in the lunchroom unless dismissed by/to staff
- Must have a restroom pass and permission to leave the lunchroom to use the facilities

Bus Rules

BP 5131.1

Because school bus passengers' behavior can directly affect their safety and the safety of others, the following regulations apply at all times when students are riding a school bus, including on field trips and other special trips. School personnel, parents/guardians and the students themselves all must see that these regulations are followed.

1. Riders shall follow the instructions and directions of the bus driver at all times.
2. Riders should arrive at the bus stop on time and stand in a safe place to wait quietly for the bus.
3. Riders shall enter the bus in an orderly manner and go directly to their seats.
4. Riders shall remain seated while the bus is in motion and shall not obstruct the aisle with their legs, feet, or other objects. When reaching their destination, riders shall remain seated until the bus stops and only then enter the aisle and go directly to the exit.
5. Riders should be courteous to the driver and to fellow passengers.
6. Serious safety hazards can result from noise or behavior that distract the driver. Loud talking, laughing, yelling, singing, whistling, scuffling, throwing objects, smoking, eating, drinking, standing and changing seats are prohibited actions which may lead to suspension of riding privileges.
7. No part of the body, hands, arms or head should be put out of the window. Nothing should be thrown from the bus.
8. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
9. No animals shall be allowed on the bus.
10. Riders should be alert for traffic when leaving the bus.

Riders who fail to comply with the above rules shall be reported to the school principal, who shall determine the severity of the misconduct and take action accordingly. In all instances of misconduct, the rider and his/her parent/guardian shall be given notice. In the case of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined by the principal, up to the remainder of the school year.

Bus drivers shall not deny transportation except as directed by the principal.

Closed Campus

BP 5112.5

Nome Elementary School is a closed campus. Students shall not leave the school grounds at any time during the school day, including lunchtime, without prior authorization of their parent or guardian. Students who leave school without such authorization shall be classified as truant and subject to disciplinary action. Nome Police Department and parent/guardian will be notified immediately for the student's safety.

Current Student Information

We ask that parents please help us keep student information current. If you change your physical address, mailing address, e-mail address, home, cell, work or emergency telephone number, please inform the Nome Elementary School office or log on to PowerSchool and update your information. We may need to contact you because your child is ill, a weather closure of school, or in case of an emergency.

Field Trips

Throughout the year your child's class may be taking several field trips and participating in several activities that will take them away from NES. Teachers will provide a permission slip for all field trips/activities throughout the year. Permission slips must be returned in order for a student to participate.

Immunizations

BP 5141.31

All students attending Nome Elementary School are required by law to have proper immunizations or proper exemption paperwork on file. Students that are not properly immunized will not be allowed to attend school until such immunizations are received and the school has documentation of the required immunizations or exceptions. The responsibility for ensuring that immunizations or exceptions are current lies with the parent or guardian. If you have questions, please contact the school secretaries, State Public Health, or Norton Sound Health Corporation.

Lice

BP 5141.22

In accordance with board policy, examinations may be conducted at any time with a fine-tooth louse comb. If live lice or a louse is found, the parent or guardian will be contacted and the student will be sent home. The student will need to be treated at home, re-evaluated by school personnel, and found to be free of live lice before re-admittance to the classroom. If crawling lice are not seen but nits are found attached firmly within $\frac{1}{4}$ inch of the base of hair shafts it suggests further treatment is needed. Parents and guardians will be contacted for this as well. There will be periodic re-evaluations until there are no live lice or nits within $\frac{1}{4}$ inch of the scalp.

Medication

BP 5141.21

Students needing to take prescription or non-prescription medicine during the school day must leave the medicine with the front office staff. All prescribed and over-the-counter medicine must be in the original bottle. Guardians will need to complete and sign a Medication Form prior to any medication being accepted or dispensed to a student. Over-the-counter medicines may not be left in the office long term for in-case situations and must have a doctors directive for long term usage.

Release of Directory Information

BP 5125

Directory information is information that is contained in an education record of a student, which would not generally be considered harmful, or an invasion of privacy if disclosed. FERPA (34 C.F.R. § 99.3 "Education Records"): school officials may release directory information about a student without first obtaining parental consent, unless the parent objects. Districts may disclose this type of information only after giving notice to parents of the items of personal information the school has designated as directory. This notice must also inform parents of their right to refuse disclosure of directory information about their child. A school district is authorized to

define the categories of directory information that it desires, if any, and the list found in the Family Educational Rights and Privacy Act is for illustration only. Accordingly, the District is not required to include all, or any, of these items as directory information, but may do so if desired. Effective January 2009, federal law amendments clarify that directory information may not include student social security numbers and may not normally include student identification numbers. Effective January 2012, school districts may implement a limited directory information policy in which they specify the parties or purposes for which the information is disclosed.

Directory information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed.

The Superintendent or designee may use student directory information in school publications and may authorize the release of directory information to representatives of the news media, prospective employers, post-secondary institutions, military recruiters or nonprofit or other organizations. Directory information consists of the following: student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, grade level, enrollment status, degrees, honors and awards received, scholarship eligibility, and most recent previous school attended.

The District, before making directory information available, shall give public notice at the beginning of each school year of the information which it has designated as directory information. This notice shall also identify all disclosures required by state and federal law, unless parents opt out of such disclosure. The District shall allow a reasonable period of time after such notice has been given for parents/guardians to inform the District that any or all of the information designated should not be released. The District may provide parents with the ability to limit disclosure to specific parties or for specific purposes, as determined by the District.

Directory information shall not be released regarding any student whose parent/guardian notifies the District in writing that such information may not be disclosed. Parents may not, by opting out of director information, prevent a school from requiring a student to identify him or herself, or to wear or carry a student ID or badge.

The District may disclose directory information about former students without meeting the requirements of this section.

Student Dress

Dress and appearance that are so distracting as to clearly interfere with the educational process or that present health and safety hazards will not be permitted.

- Garments that in any way exhibit profane or obscene words, advocate gangs or violence, drugs, tobacco or alcohol or the resemblance of such items are prohibited at school.
- This prohibition extends to shirts or slogans that are inappropriately suggestive or unbecoming for a school environment, which may include shirts that expose a bare midriff or that are cut low, including short skirts/dresses.
- Students may not wear hoods of sweatshirts during the school day. Knit hats/"beanies" are permissible in public areas for all school students. Teachers/Staff may prohibit the wearing of hats in their classroom/office, and may choose to allow caps. Any school-appropriate headwear would be permitted on a "Hat Day" spirit day.

Students wearing prohibited clothing will be asked to change the garment or turn it inside out and a parent or guardian will be contacted to have an appropriate replacement garment brought to school. Students refusing to change or correct the garment as requested will be assigned an appropriate consequence immediately for Willful Disobedience. Subsequent instances of inappropriate dress will be treated as a Dress Code disciplinary action.

Behavior Expectations

We expect **Responsible, Respectful and Safe** behavior at Nome Elementary School. Every teacher has a classroom management plan. If student behavior is inappropriate, serious, or repeated, families will be notified and may be asked to come to school for a conference.

All discipline procedures are subject to the discretion of the administration and may be changed as needed for the benefit of students.

Various student behaviors and the consequences that apply have been listed in this handbook. However, the Nome Public Schools System recognizes that other behaviors may endanger the welfare and/or safety of students, faculty, staff, or cause disruption to the good order and discipline in the schools. The school system reserves the right to administer consequences for such behavior not specified in the Nome Elementary School Behavior Plan. Families and students need to recognize their responsibility to know the contents of this handbook and to ask staff members for any clarification.

Behavior Expectations

- Be Safe
- Be Responsible
- Be Respectful

Classroom Expectations

Classroom expectations are at the discretion of the teacher and in accordance with the classroom management plan. Teachers post classroom expectations and consequences and review these with students. A copy of these expectations will be made available upon request. Consequences for repeated and/or serious disruptive conduct will include referral to the principal's or assistant principal's office.

Focus Time

The purpose of Focus Time is for students to “cool down” and/or refocus so they may return to their regularly scheduled classroom instruction. If students are unable to refocus and return to their classrooms after a reasonable “cool down” period of time the Nome Elementary Behavior Matrix will be used.

Student Suspension Policy

BP 5141.1

Authority to Suspend

The Superintendent of Schools, Principal, or Assistant Principal may suspend a student for any of the acts listed under “Grounds for Suspension and Expulsions” for not more than ten consecutive days. Suspension may be imposed upon a first offense if the Principal or their designee determines the student’s behavior to be in some way harmful to the welfare or safety of others, the student’s presence represents a danger to persons or property, or threatens to disrupt the instructional process. If the Board is considering expulsion of a suspended student, the Superintendent or designee may, in writing, extend the suspension until the Board has made a decision.

Short Term Suspension Procedures (10 days or less):

Suspension shall be preceded by an informal conference conducted by the Assistant Principal or Principal. This conference will include the student, parent, and when possible, the teacher, or school employee that has information about the incident. This may occur in person or by phone if the parent or guardian is unable to attend.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to explain his/her version and evidence in support of his/her defense. At the end of this discussion if the Principal or Assistant Principal believes the student is guilty of misconduct, the student may be suspended for up to ten days. A student suspended from school may not participate in any school or district-sponsored activity; furthermore, he/she is not allowed on any Nome Public Schools property during any school or district-sponsored event.

This conference may be omitted if the Principal, designee, or Superintendent determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If the pre-suspension conference is not held, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school. This may occur in person or by phone if the student is unable to attend.

Upon completion of a suspension, a reentrance conference will be held with parent/guardian, student, and administrator before returning to the classroom.

Notice to Parents/Guardians: Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension by US Mail or by hand. This notice shall state the reasons

for suspension and the date and time when the student may return to school, and may request that the parent/guardian confer with school authorities regarding matters pertinent to the suspension.

Expulsion

The principal or superintendent may recommend expulsion of a student to the School Board. In this situation a parent/guardian will receive a copy of the school board policy concerning expulsion.

General Information

Daily Bulletin

All notices of club meetings, general information, athletic, and social events are announced each day at 8:10 during morning announcements. Students and families may check the bulletin on PowerSchool daily for pertinent information and announcements. Additions to these notices should be emailed to the office to ensure their enclosure in the next Daily Bulletin.

Facilities Request/Calendar

The community may request the use of the NES facility by going to the NES web site and finding the facilities request on the Facilities Calendar page (https://www.nomeschools.org/apps/pages/index.jsp?uREC_ID=3652159&type=d&pREC_ID=2414756). The Calendar may be used to learn of events in the building. Click on the event to learn more.

Homework Responsibility

BP 6154

Homework will reinforce classroom-learning objectives and be related to student needs and abilities. We ask that all students spend a minimum of twenty minutes on homework per night, Monday through Thursday. This could be twenty minutes of reading. Homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently. Students shall be given the opportunity to make up schoolwork missed due to absences and shall receive full credit if the work is turned in according to the schedule determined by School Board policy.

Lost and Found

Articles found in classrooms and halls are turned into the office or placed in the "Lost and Found" in the Nome Elementary School front entrance. It is your responsibility to check for lost articles. At the end of each semester, any unclaimed items will be donated to charity. It is always a good idea to label clothing and lunch containers so items found can be returned to the owner.

Migrant Education Program

Each year many Nome school-aged children qualify for services under the provisions of the Federal Migrant Education Program. This includes tutoring, books, and other services. The most common qualifying migrant activity in Nome is a family taking children to fish camp for a minimum of seven cumulative nights and an indication from the family that obtaining and storing of salmon is one of the family's principal means of livelihood. The program is available to any Nome area family, regardless of ethnicity, with children who meet the criteria for eligibility.

Please call Migrant Education at 443-6197 for more information.

Playground

The playground is for student use and is supervised by school employees during recess. The playground will be open to the public at the close of business hours. Dogs are never allowed on the playground.

Playground Expectations

- Be Safe, Be Respectful, Be Responsible.
- Games will include all who want to play.
- Keep body to yourself. Two-Finger Touch Tag is acceptable.
- If it looks like fighting, it will be treated as fighting.
- Rocks, ice, and snow stay on the ground. Building with snow is permissible.
- Large puddles and ice slicks are off-limits.
- Stay ten feet away from the building, and off the ramp during recess.
- Use all equipment as intended: No climbing over railings.
- Stay off the fence.
- Balls may be used in open areas. If a ball goes over the fence it may be retrieved by one student, after receiving permission from duty staff. The second time a ball goes over the fence it will have to be retrieved by the student after the school day.
- Line up safely when the whistle is blown at the end of recess.

Substitute Teachers

Our school is fortunate to have qualified substitute teachers to help us whenever our regular teachers are away from the classroom. Substitute teachers have the same authority and responsibilities as the regular teacher.

Technology Acceptable Use Agreement

We are pleased to be able to offer students of Nome Public Schools access to the District computer network for Internet access and electronic mail in certain grade levels. To obtain access to the Internet, all students must have family permission online through annual PowerSchool enrollment

Telephone Calls and Cell Phones

Should a student have the need to make a personal call during the day, students must receive permission from the classroom teacher before being sent to the office to make the call. The office will facilitate all calls home. Phone calls to students during classes will not be permitted. If there is an emergency situation, the office will contact the student. When students need to call home because of illness, someone in the office must speak to the parent/guardian.

If cell phones are brought to school they are required to be powered off and placed in the class/pod safe until the end of the day. There are no exceptions to this rule. If there is an emergency in which a student must be reached, please call (907) 443-5299 and we will notify the student immediately. All student phone calls and messages come through the front office.

Safety and Security

Notice of Electronic Surveillance

Nome Public Schools employs the use of electronic surveillance equipment for safety and security purposes throughout the public areas of the building and grounds. This equipment may or may not be monitored at any time.

Safety Drills

Safety drills are required by AS 14.03.140. All students and staff will react to each safety drill as if it were an actual emergency. Students will follow the direction of the supervising adult. Members of the public shall not enter the school during a drill. Each student will become familiar with the evacuation plan posted in the classroom and with lock down procedures.

Search and Seizure

BP 5145.12

Student Desks – Students' desks and cubbies are part of the school building, and as such are under the supervision and jurisdiction of school officials. School officials may search a student's desk or cubby at any time.

Personal Searches – A student's person and/or personal effects may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. Any student who evades or flees from staff in order to avoid a personal search or search of their personal effects will be assumed to be in possession of the substances that caused the "reasonable suspicion." If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same gender and with an adult witness present. If extreme emergency conditions exist that endanger the health and safety of others, a more intrusive search of a student's person will be conducted in private by a school official of the same gender, with an adult witness of the same gender present, and only upon prior approval of the superintendent or his/her designee. Families will be notified in the case of a personal search.

Visitors/Passes

The community is welcome at Nome Elementary School. We ask all visitors to sign in at the office before they go to classes and wear a visitor badge. Guests need approval from the principal. No student visitors are permitted during instructional times unless they are taking part in a specific curricular or extracurricular program. Visiting friends and relatives may purchase and/or eat lunch at school and go to recess if accompanied by their parent/guardian.

Volunteers

Nome Elementary School appreciates everything volunteers do to assist students, faculty, and staff. All volunteers are asked to complete a Volunteer Agreement and submit to a background check if required. We invite and welcome all volunteers.

Regular volunteers are required to complete background checks that include, but are not limited to, those who help in the following activities:

- Volunteers with a regular schedule in the school (morning gym, classroom, playground, cafeteria, library, greeters)
- Activity/Club mentors, volunteers, or chaperones
- Overnight school trip chaperones
- Volunteer coaches (interscholastic or intramural)

Occasional volunteers will not be required to complete background checks. The school staff will conduct a minimal background screening for those individuals as appropriate. This category includes, but is not limited to, those who help in the following activities:

- Occasional volunteer (ex. classroom party, field trip, school/community event)
- School-sponsored events (ex. career fairs, book fairs, science fairs, school dances, guest speakers, field day, registrations)
- Projects with little or only incidental contact with students (ex. fundraisers, boosters, concession stands, scorekeepers)
- School Improvement Teams, School Leadership Team, and PTA participants

We appreciate your cooperation and support of this new expanded background check program. We share with you the responsibility to ensure the welfare and safety of our students. Copies of the Nome Elementary School Volunteer Application are available in the main office. Please contact the school office or NPS Human Resources with any questions you may have regarding this program.

Weapons and Knives and Look-a-Likes

BP 5131.7

Weapons, knives and look-a-likes (including but not limited to multipurpose tools, pocket knives, toy knives, blades, guns, squirt guns, bombs, grenades, fireworks, lighters, martial arts equipment, metal knuckles, etc.) are not permitted on the bus or on campus. Possession of any of these items may result in police notification, out-of-school suspension or recommendation for expulsion.

Nome Elementary Behavior Definitions

Level 1 – CLASSROOM-LEVEL BEHAVIOR: MILD/MODERATE

Behavior Infraction	Behavior Definition	Expected Behavior Students are expected to:
Academic misconduct/Cheating	Plagiarism or failure to correctly attribute sources; use of internet resources to gather information to submit as one's own work; submitting other(s) work as one's own; cheating in the form of using unauthorized assistance such as notes, verbal or physical exchange, electronic messages or any behavior which results in a higher grade than what the student would have earned without such assistance.	Create products, earn grades, and cite resources that truthfully represent personal achievement
Disrespect	Behaviors such as inappropriate language (profanity, blaming, complaining, "put-downs"), "tone-of-voice", or body language that indicate disregard for the school, district staff or students	Treat people respectfully (ex. listen, care, trust, support, negotiate, acknowledge, accept, contribute)
Dress code violation	Violation of school dress policy includes individual choices of clothing and grooming styles that present a health or safety hazard or a distraction that would interfere with the educational process. Students are prohibited from wearing clothing that allows undergarments or private body parts to be visible. Students are also prohibited from wearing clothing that is imprinted with profane language or promotes drugs/alcohol/tobacco. Clothing which is gang related, carries slogans, logos, or pictures or a sexual, racist, or abusive nature is also prohibited.	Be clean and to wear clothes that are suitable for the school activities in which they participate
False reports/False statements	Falsely reporting harassment or aggressive acts. Making false reports of crime and/or violations of school policy. Impersonating a parent or teacher.	Be truthful
Inappropriate behavior	Any behavior that is unsafe or disrupts the learning atmosphere of the building such as throwing objects, running, wrestling, chasing, playing "keep-away", and hiding	Engage in behavior that supports the educational environment
Inappropriate language	Offensive language including but not limited to swearing	Use respectful, appropriate language
Inappropriate use of materials	Using materials in ways other than intended by the teacher that are disruptive to the learning process	Use materials appropriately
Inappropriate use or possession of electronics	Possession of banned electronics. Inappropriate use of electronics, including; using at inappropriate times, used in an off-task, rude, or distracting manner.	Use music/video players/recorders, lap tops, cell phones, or the like outside of instructional time unless instructed otherwise by a staff member
Sleeping in class	Sleeping in class	Be attentive and actively engaged
Teasing	To annoy persistently by goading, coaxing, or taunting	Be respectful to others
Theft	When a student takes anything that does not belong to him/her	Respect the property of others
Vandalism/Graffiti	The negligent, willful, or unlawful damaging of any district- owned real or personal property, including graffiti when damage is temporary or there is minimal cost to repair	Respect the property of others and support a safe and secure environment for all
Willful disobedience	Violation of policies or procedures such as those written in the Student Handbook, Course Syllabus, or verbally explained by a district staff member	Comply with school policies and procedures

Nome Elementary Behavior Definitions

Level 2 – OFFICE LEVEL BEHAVIOR: MODERATE

Behavior Infraction	Behavior Definition	Expected Behavior
Harassment/Intimidation	<p>Intentional written, oral, or physical act, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and</p> <ul style="list-style-type: none"> ● physically harms the student or damages the student's property ● has the effect of substantially interfering with the student's education ● is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment ● has the effect of substantially disrupting the orderly operation of the school; or ● there is a power differential between the students involved ● Includes hazing and cyber-bullying 	Demonstrate positive character traits and values and conduct themselves in a civil and respectful manner in order to promote harmonious and courteous relations in the school environment
Defiance/ Insubordination	Refusal to follow "reasonable" directions of a district staff member that are intended to support a positive, safe, and orderly learning environment	Follow directions given by school district staff
Dress code violation (repeated offenses)	Violation of school dress policy as described in the Student Handbook	Wear clothing that is neat, clean, and in good repair
False reports/False statements (repeated offenses)	Falsely reporting harassment or aggressive acts. Making false reports of crime and/or violations of school policy. Impersonating a parent or teacher.	Be truthful
Inappropriate use or possession of electronics (repeated offenses)	Possession of banned electronics. Inappropriate use of electronics, including; using at inappropriate times, used in an off-task, rude, distracting manner.	Use music/video players/recorders, laptops, cell phones, etc. outside of instructional time unless instructed otherwise by a staff member
Leaving school without permission	Exiting school grounds without school staff knowledge and permission	Be present for all classes
Physical altercation	Participation in physical violence against a person	Support a safe and secure environment for all
Trespassing	Entering onto school district property after being notified that one is not allowed on the property. Student presence on school property at any time during a truancy, suspension or expulsion is trespassing.	Support a safe and secure environment for all

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Revised March 2024

Nome Elementary Behavior Definitions

Level 3 - OFFICE-LEVEL BEHAVIOR: SERIOUS

Behavior Infraction	Behavior Definition	Expected Behavior
Aggression	For the purposes of this Behavior rubric, “aggression” refers to behaviors that may harm or present danger directly or indirectly. The behaviors may be physical or verbal and the harm may be physical or psychological. The aggression may involve the use of technology (networking sites, electronic messaging, the Internet). Aggressive behaviors are negative and unwanted actions such as name calling, stereotyping, labeling, pushing, shoving, tripping, threatening, excluding (spreading rumors, telling others not to be friends with someone), retaliating, and intimidating.	Display behavior that supports the visual, verbal, and psychological differences inherent in a diverse population
Alcohol/Tobacco	Use, possession, or distribution of tobacco or alcohol on school district property or at school-sponsored events; includes being intoxicated at school, school-sponsored events, and on school-sponsored transportation	Practice healthy and safe activities
Defiance/ Insubordination (repeated offenses)	Refusal to follow “reasonable” directions of a district staff member that are intended to support a positive, safe, and orderly learning environment	Follow directions given by school district staff
Disrespect (repeated offenses)	Behaviors such as inappropriate language (profanity, blaming, complaining, “put-downs”), “tone-of-voice”, or body language that indicate disregard for the school, district staff or students.	Treat people respectfully (ex. listen, care, trust, support, negotiate, acknowledge, accept, contribute)
Drugs	Use, possession, purchase, manufacture, sale or distribution of marijuana, other illegal drugs or inhalants, or other noxious substances; includes distribution, manufacture or sale of drug paraphernalia and imitations of illegal drugs; includes off-campus use and subsequently being under the influence while on district property or at a district function	Practice healthy and safe activities
Leaving school without permission (repeated offenses)	Exiting school grounds without school staff knowledge and permission	Be present for all classes
Theft (repeated offenses)	When student takes anything that does not belong to him/her	Respecting property of others
Threats	Physical, verbal, written, or electronic action which immediately creates fear of harm, without displaying a weapon and without subjecting the victim to an actual physical attack.	Communicate frustration and/or anger in a respectful and non-threatening manner
Vandalism/Graffiti (repeated offenses)	The negligent, willful, or unlawful damaging of any district- owned real or personal property including graffiti when damage is permanent or there is more than minimal cost to repair/replace	Respect the property of others and support a safe and secure environment for all

Revised March 2024

Nome Elementary Behavior Definitions

Level 4 - OFFICE-LEVEL BEHAVIOR: SEVERE

Behavior Infraction	Behavior Definition	Expected Behavior
Arson	To unlawfully and intentionally damage, or attempt to damage, any real or personal property by fire or incendiary device	Support safety for all persons and properties
Battery	Touching or striking of another person against his/her will or intentionally using bodily harm to an individual; includes an individual physically attacking or beating up another individual, an attack with a weapon, or physically placing or mailing a bomb, regardless of whether the bomb explodes.	Support a safe environment for all
Breaking and entering	The unlawful entry or attempted entry into a NPS building or other structure	Support a safe and secure environment for all
Burglary	The unlawful entry or attempted entry into a NPS building or other structure with the intent to unlawfully take property	Support a safe and secure environment for all
Disorderly conduct	Any act which substantially disrupts the orderly conduct of a school function or learning environment; or poses a threat to the safety, and/or welfare of others (ex. pulling the fire alarm)	Support the learning environment
Fighting/Mutual altercation	Mutual participation in physical violence against a person or persons	Support a safe environment for all
Harassment/Intimidation-Serious (repeated offenses)	<p>Intentional written, oral, or physical act, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and</p> <ul style="list-style-type: none"> ● physically harms the student or damages the student's property ● has the effect of substantially interfering with the student's education ● is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment ● has the effect of substantially disrupting the orderly operation of the school; or ● there is a power differential between the students involved ● Includes hazing and cyber-bullying 	<p>Demonstrate positive character traits and values and conduct themselves in a civil and respectful manner in order to promote harmonious and courteous relations in the school environment</p> <p style="text-align: right;">182</p>
Larceny	The unlawful taking, carrying, leading or riding away with property of another person without threat, violence or bodily harm; includes pocket picking, purse or backpack snatching, theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from a machine or device which is operated or activated by the use of a coin	Respect the property of others and support a safe and secure environment for all
Sexual Battery	Physical contact done forcibly or against a person's will or where the victim is incapable of giving consent because of his/her youth and/or mental incapacity; includes rape, fondling, indecent liberties, child molestation, and sodomy. Sexual intercourse, sexual contact or other unlawful behavior intended to result in sexual gratification without force or threat of force and where the victim(s) is capable of giving consent; includes indecent exposure (exposure of private body parts to the sight of another person in a public place) and obscenity (conduct which by community standards is deemed to corrupt public morals by its indecency and/or lewdness such as phone calls or other communication; and unlawful manufacture, publishing, selling, buying or possessing materials, such as literature or photographs.	Support a safe environment for all
Sexual Harassment	To create or allow to exist an atmosphere of sexual harassment; defined as deliberate, repeated and unsolicited physical actions, gestures, or verbal or written comments of a sexual nature; when such conduct has the purpose or effect of interfering with a student's academic performance or creating an intimidating, hostile or offensive learning environment	Support a safe and supportive environment for all

Nome Elementary Behavior Definitions

Level 4 – OFFICE-LEVEL BEHAVIOR: SEVERE - Continued

Behavior Infraction	Behavior Definition	Expected Behavior
Trespassing (repeated offenses)	Entering onto school district property after being notified that one is not allowed on the property. Student presence on school property at any time during a truancy, suspension or expulsion is trespassing.	Support a safe and secure environment for all
Vandalism (repeated offenses)	The negligent, willful, or unlawful damaging of any district- owned real or personal property including graffiti when damage is permanent and the cost to repair/replace is substantial	Respect the property of others and support a safe and secure environment for all
Weapons	<p>Possession or use of:</p> <p>Firearms: A firearm is any weapon which will, is designed, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any machine gun. Firearms fall into three types of classifications: a. Handgun - handgun or pistol; b. Shotgun/rifle; c. Other types of firearms. As defined by the Gun-Free Schools Act, other firearms include: Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; The frame or receiver of any weapon described above; Any firearm muffler or firearm silencer; and Any destructive device, which includes: Any explosive, incendiary (e.g. bomb, grenade), or poison gas; Any weapon which will, or may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.</p> <p>Other Weapons: The possession, use or intention to use any instrument or object to inflict harm on or intimidate another person; includes all types of knives (pocket and pen knives), chains (not being used for the purpose for which it was normally intended and capable of harming an individual), pipe of any length (not being used for the purpose it was normally intended), razor blades or similar instruments with sharp cutting edges, ice picks, dirks, other pointed instruments (including pencils and pens), nun chucks, brass knuckles, Chinese stars, clubs, tear gas gun, electrical weapons or devices (stun gun), BB or pellet guns, and explosives or propellants.</p>	<p>Support a safe environment for all</p> <p style="text-align: right;">183</p>
Other Major Offenses	Including but not limited to bribery, fraud, physical assault, verbal abuse, stalking, racial slurs, embezzlement, gambling, forgery, gang related activity, hazing, physical initiation, extortion/blackmail, or any other action not included in any other severe incident category	Practice activities that support the learning intended by the design of the educational system

Revised March 2024

Nome Elementary Behavior Guidelines

Level 1

**Students receiving services via a Section 504 Plan or an IEP have additional rights.
Refer to NPS District Procedures to Ensure Behavior of Section 504 /Special Education Students Does Not Violate FAPE

*Police Referral: (Note – Any crime committed by a student while at school, on school grounds, or during any school-sponsored activity on or off campus shall be reported to law enforcement.)

Level of Severity	Behavior Infractions (One or more infractions may be a part of a single event; infractions separated in time do not affect the assigned consequences of a previous infraction)	First/Second Offense (MAY include but not limited to one or more of the following. List is not all inclusive)	Repeated Offenses (MAY include but not limited to one or more of the following. List is not all inclusive)
Level 1- CLASSROOM LEVEL BEHAVIOR: MILD-MODERATE	<ul style="list-style-type: none"> ● Disrespect ● False reports/False statements ● Inappropriate behavior (touch, out-of-control) ● Inappropriate language ● Inappropriate use of materials ● Inappropriate use or possession of electronics ● Sleeping in class ● Teasing ● Theft ● Vandalism/Graffiti ● Willful disobedience 	<ul style="list-style-type: none"> ● Proximity/ nonverbal prompt ● Verbal warning ● Re-teach expectation/ rule ● Student Reflection ● Student Conference ● Parent Contact ● Loss of Privilege (removal of recess is not an option unless safety is an issue) ● Focus Room 	<ul style="list-style-type: none"> ● Redirection ● Private Conference with Student ● Loss of Privilege ● Student Conference ● Restitution ● Seating Change ● Parent Contact ● Student Contract (Teacher Created) <p style="text-align: center;">ADDITIONAL INTERVENTIONS</p> <ul style="list-style-type: none"> ● Parent/Student conference to review student contract ● Refer to intervention team (i.e. staff, counselor, admin)
	<ul style="list-style-type: none"> ● Academic misconduct/Cheating 	<ul style="list-style-type: none"> ● Failing grade for assignment 	<ul style="list-style-type: none"> ● Entirely new assignment to make up grade
	<ul style="list-style-type: none"> ● Dress code violation 	<ul style="list-style-type: none"> ● When possible, student is given appropriate clothing on loan. (in the case of soiled clothing, the students original clothing will be washed and given back to the student) 	<ul style="list-style-type: none"> ● Parent Contact

Nome Elementary Behavior Guidelines Level 2

**Students receiving services via a Section 504 Plan or an IEP have additional rights.
Refer to NPS District Procedures to Ensure Discipline of Section 504 /Special Education Students Does Not Violate FAPE

*Police Referral: (Note – Any crime committed by a student while at school, on school grounds, or during any school-sponsored activity on or off campus shall be reported to law enforcement.)

Level of Severity	Behavior Infractions (One or more infractions may be a part of a single event; infractions separated in time do not affect the assigned consequences of a previous infraction)	First/Second Offense (MAY include but not limited to one or more of the following. List is not all inclusive)	Repeated Offenses (MAY include but not limited to one or more of the following. List is not all inclusive)
Level 2-MODERATE Disapproved behaviors which do not substantially disrupt learning and/or endanger others.	<ul style="list-style-type: none"> ● Harassment/Intimidation ● Defiance /Insubordination ● False reports/False statements (repeated offenses) ● Inappropriate use or possession of electronics (repeated offenses) ● Leaving school without permission ● Physical altercation ● Trespassing 	<ul style="list-style-type: none"> ● Student Reflection (Short student write-up of the event) ● Student Conference ● Parent Contact ● Loss of a privilege (removal of recess is not an option unless safety is an issue) ● Focus Room 	<ul style="list-style-type: none"> ● Student conference ● Parent contact ● After School Detention ● Referral to Counselor ● Development of behavior plan for implementation at Tier 3 per PBIS ● 1-3 days Lunch or After School detention. <p>(Note – After school detention when workforce allows)</p>
	<ul style="list-style-type: none"> ● Dress code violation (repeated offenses) 	<ul style="list-style-type: none"> ● Home is contact for replacement clothing if needed. 	<ul style="list-style-type: none"> ● Treated as defiance

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Revised March 2024

Nome Elementary Behavior Guidelines Level 3

**Students receiving services via a Section 504 Plan or an IEP have additional rights.

Refer to NPS District Procedures to Ensure Discipline of Section 504 /Special Education Students Does Not Violate FAPE

*Police Referral: (Note – Any crime committed by a student while at school, on school grounds, or during any school-sponsored activity on or off campus shall be reported to law enforcement.)

Level of Severity	Behavior Infractions (One or more infractions may be a part of a single event; infractions separated in time do not affect the assigned consequences of a previous infraction)	First/Second Offense (MAY include but not limited to one or more of the following. List is not all inclusive)	Repeated Offenses (MAY include but not limited to one or more of the following. List is not all inclusive)
Level 3-SERIOUS Behaviors that threaten to substantially disrupt learning, indicate disregard for the safe environment of the school, and/or endanger others	<ul style="list-style-type: none"> ● Aggression ● Defiance/ Insubordination (repeated offenses) ● Disrespect (repeated offenses) ● Leaving school without permission (repeated offenses) ● Theft (repeated offenses) ● Threats ● Vandalism ● *Tobacco/Vaping 	<ul style="list-style-type: none"> ● Student conference ● Parent contact ● Restitution ● After School Detention ● Administrator referral ● 1-3 days In-school suspension 	<ul style="list-style-type: none"> ● Student conference ● Parent contact ● Restitution ● After School Detention ● 3-5 days out-of-school suspension ● Referral to Counselor ● Institute behavior plan and modify based on new data
	<ul style="list-style-type: none"> ● *Alcohol/Illegal Drugs 	<ul style="list-style-type: none"> ● See BP 5131.6 below for appropriate action 	<ul style="list-style-type: none"> ● When a student continues to use or possess alcohol or other drugs at school or any school activity, he/she shall be expelled. ● The Board may suspend the expulsion and may assign the student to a school, class or program appropriate for the student's rehabilitation. ● Per BP 5131.6

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Revised March 2024

Nome Elementary Behavior Guidelines

Level 4

**Students receiving services via a Section 504 Plan or an IEP have additional rights.

Refer to NPS District Procedures to Ensure Discipline of Section 504 /Special Education Students Does Not Violate FAPE

*Police Referral: (Note – Any crime committed by a student while at school, on school grounds, or during any school sponsored-activity on or off campus shall be reported to law enforcement.)

Level of Severity	Behavior Infractions (One or more infractions may be a part of a single event; infractions separated in time do not affect the assigned consequences of a previous infraction)	First/Second Offense (MAY include but not limited to one or more of the following. List is not all inclusive)	Repeated Offenses (MAY include but not limited to one or more of the following. List is not all inclusive)
Level 4-SEVERE Behaviors that substantially disrupt learning, indicate disregard for the safe environment of the school, violate the law, and/or endanger others. BP 3515	<ul style="list-style-type: none"> ● *Arson ● *Battery ● *Breaking and entering ● *Burglary ● *Disorderly conduct ● *Fighting/Mutual altercation ● *Harassment/*Intimidation - Serious ● *Larceny ● *Sexual Battery ● *Sexual Harassment ● *Trespassing (repeated offenses) ● *Vandalism (repeated offenses) ● *Other Major Offenses 	<ul style="list-style-type: none"> ● Parent contact ● Restitution ● 3-10 day out-of-school suspension ● Police referral ● Recommendation for expulsion ● Focus Room or ISS 	<ul style="list-style-type: none"> ● Parent contact ● Restitution ● Recommendation for long term suspension ● Recommendation for expulsion
	<ul style="list-style-type: none"> ● *Deadly weapon other than a firearm including a knife (Per BP 5131.7) 	<ul style="list-style-type: none"> ● At principal's discretion 1 to 10 day out-of-school suspension with recommendation to Superintendent for a 30 day suspension. Modifications through Superintendent on a case-by-case basis. 	<ul style="list-style-type: none"> ● Required 10 day out-of-school suspension with recommendation to Superintendent for a 30 day suspension. Modifications through Superintendent on a case-by-case basis.
	<ul style="list-style-type: none"> ● *Firearm (Per BP 5131.7) 	<ul style="list-style-type: none"> ● Required 10 day out-of-school suspension with recommendation to Superintendent for a one calendar year expulsion. Modifications through Superintendent on a case- by-case basis. 	

Revised March 202



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ELEMENTARY SCHOOL

Proposed Change to AR 5131.6

In order to facilitate PBIS/SEL/Trauma Informed Schools the PBIS building team of NES would like to suggest the following changes:

- The **removal** of “shall” to be **replaced** with “may” and **the addition** of “principal’s discretion” at the end of the sentence.

It is the belief of the team that easing automatic suspension rules aligns with SEL and trauma-informed schools by prioritizing support over punitive measures. By considering individual circumstances and addressing underlying issues, such as trauma or social-emotional needs, schools can promote healing and growth. This approach fosters a culture of empathy, understanding, and inclusion, acknowledging the diverse cultural backgrounds and experiences of students. It recognizes that suspensions may exacerbate trauma and disrupt learning, and instead seeks restorative solutions that promote positive behavior and academic success for all students.

<p>AR 5131.6</p>	<p>When any student uses or possesses alcohol or illegal drugs at school or while under school jurisdiction, all of the following shall may result at the principal's discretion:</p> <ul style="list-style-type: none">• Parent/guardian contact• Three-to ten-day suspension• Law enforcement contact within one school day of the suspension• Restriction from school activities• Referral to an appropriate community counseling program with the expectation that at least one counseling session will be held during the time of suspension <p>In addition, the following action may be taken:</p> <ul style="list-style-type: none">• Recommendation of expulsion• Transfer/Alternative Placement <p>When a student sells or provides alcohol or other drugs at school or while under school jurisdiction, all of the following shall result:</p> <ul style="list-style-type: none">• Parent/guardian contact• Suspension with possible recommendation of expulsion• Law enforcement contact within one school day of the suspension <p>In addition, the following action may be taken:</p> <ul style="list-style-type: none">• Notification of law enforcement prior to confronting or searching the student• A search for drugs in accordance with the provisions of law, Board Policy and administrative regulations• When there is good evidence that a student has actually sold or provided alcohol or other drugs/drug paraphernalia on or about the school premises or at a school-sponsored function, law enforcement must be notified.
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AR 5131.6 ALCOHOL AND OTHER DRUGS

Intervention

The staff shall intervene whenever students use alcohol and other drugs while on school property or under school jurisdiction.

(cf. 5141.21 - Administering Medication)

Staff members who believe that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee.

If the principal or designee knows, observes or suspects that a student is under the influence of alcohol or drugs, he/she may notify the parent/guardian and will notify the law enforcement if such action is believed to be in the best interests of the student or required by law.

The principal or designee may refer students and their families to services that deal with alcohol and drug problems.

In severe cases, if the parents/guardians or the school medical personnel are not immediately available, the principal is authorized to call an ambulance to remove the student to a hospital.

Parents/guardians will be notified of this action and shall be responsible for the incurred expenses.

Enforcement/Discipline

1. Possession or Use of Alcohol or Illegal Drugs

a. When any student uses or possesses alcohol or illegal drugs at school or while under school jurisdiction, the following shall result:

- 1) Parent/guardian contact.
- 2) One- to five-day suspension.
- 3) Contact law enforcement authority as soon as possible but not longer than 1 school day of the suspension
- 4) Restriction from school activities.

b. In addition, the following action may be taken:

- 1) Recommendation of expulsion.
- 2) Referral to an appropriate community counseling program with the expectation that at least one counseling session will be held during the time of suspension.

2. Continued Use or Possession of Alcohol or Other Drugs

When intervention efforts fail and the student continues to use or possess alcohol or other drugs at school or any school activity, he/she shall be expelled. The Board may suspend the expulsion and may assign the student to a school, class or program appropriate for the student's rehabilitation.

3. Selling or Providing

a. When a student sells or provides alcohol or other drugs at school or while under school jurisdiction, the following shall result.

- 1) Parent/guardian contact.

2) Suspension with recommendation of expulsion.

3) Law enforcement contact as soon as possible but no longer than one school day of the suspension.

b. Staff shall notify the principal or designee immediately upon suspecting a student is selling or providing alcohol and other drugs. The principal or designee may notify law enforcement prior to confronting or searching the student.

c. A search for drugs may be made in accordance with the provisions of law, Board policy and administrative regulations.

d. When there is good evidence that a student has actually sold or provided alcohol or other drugs or drug paraphernalia on or about the school premises or at school sponsored functions, law enforcement must be notified.

Adopted: June 10, 2003

Nome Public Schools

SCHOOL BOARD COMMUNICATION

Title: Approval of FY25 Classified Exempt Contract

Date: April 9, 2024

Administrator: Jamie Burgess, Superintendent

Attachments:

Action Needed For Discussion Information Other

BACKGROUND INFORMATION

Based on results of his annual evaluation, the administration recommends that Jim Shreve be offered a contract renewal for the 2024-2025 school year as Director of Technology.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval to issue a contract to Jim Shreve for the 2024-2025 school year as Director of Technology.

Sample Motion: I move to approve issuing a contract to Jim Shreve for the 2024-2025 school year as Director of Technology.

SCHOOL BOARD COMMUNICATION

Title: Approval of FY25 Special Education Service Provider Contracts

Date: April 9, 2024

Administrator: Jamie Burgess, Superintendent and Mary Donaldson, SPED Director

Attachments: Contracts for Approval

Action Needed For Discussion Information Other

BACKGROUND INFORMATION

Ms. Donaldson has solicited several contracts for itinerant service providers for special education for the 2024-2025 school year, as some current providers are retiring, and our financial policies require that we solicit and compare contracts on a regular basis to ensure good use of taxpayer funds.

The recommendation is for the following service providers whose anticipated costs required Board approval.

School Psychologist – Lift Psychology
Speech Pathologist/Speech Service Provider #1 – Pangea Speech Therapy
Speech Pathologist/Speech Service Provider #2 – Clover Therapy Services

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the 2024-2025 contracts for special education itinerant service providers as presented.

Sample Motion: I move to approve the 2024-2025 contracts for special education itinerant service providers as presented.



LIFT

School Psychology Services, LLC

Brett Eavenson, Ed.S., NCSP
Lindsey Peterson, MA, NCSP
(573) 673-7812/ (970) 291-9501
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Nome Public Schools
PO Box 131
Nome, AK 99762
Attn: Mary Donaldson

March 31, 2024

Dear Mrs. Donaldson,

This contract, made and entered into this 31st day of March, 2024, by and between Nome Public Schools, hereinafter referred to as "NPS," and Lift School Psychology Services LLC, hereinafter referred to as "Lift," collectively referred to as the "Parties."

In consideration of the mutual covenants herein, NPS and Lift agree as follows:

SCOPE OF SERVICES:

Lift shall provide itinerant school psychology services to NPS. These services include providing individualized tests to referred students, conducting evaluations, screenings, and reporting results for placement of students in Special Education programs, consulting with teachers, counselors, and parents, and assisting the Director of Special Services.

PERFORMANCE RESPONSIBILITIES:

- Lift shall conduct formal and informal psychoeducational evaluations.
- Prepare written psychoeducational evaluation reports and interpret findings in the Nome Powerschool Special Education Portal.
- Administer remote individualized assessments for referred and reevaluated students.
- Confer, as needed, with parents regarding impact and needs for their children.
- Consult with staff and administration.
- Perform other services as outlined and negotiated.

PROFESSIONAL FEES:

- \$1100 per Psychoeducational Assessment (includes all assessment-related communication/preparation with staff and parents/guardians, scheduling, record review, individualized assessment, evaluation report, and ESER documentation).
- \$150 per hour for additional duties beyond psychoeducational evaluations.
- \$2000 flat fee for digital assessment tools, protocols (Lift utilizes electronic and digital assessment tools and can provide the Nome Public School District with response booklets for remote testing), and other materials required for comprehensive remote testing.
- The estimated total professional fees for the 2024-2025 academic year are \$65,000.



LIFT

School Psychology Services, LLC

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ADDITIONAL OUTLINED AGREEMENTS:

- Psychoeducational evaluations are defined as triennial record review, triennial with additional testing, or initial evaluations with testing.
- The school psychologist's role does not include attendance at Eligibility Review Meetings or Individualized Education Program (IEP) meetings and/or services in accordance with students' IEPs.
- If an exception needs to be made and the school psychologist is requested to attend the eligibility review meeting, the case manager will confirm the school psychologist's availability before scheduling, and NPS will be billed at the hourly rate for the meeting attendance. The school psychologist may also consult with the parent before the meeting if an agreed-upon day/time cannot be reached solely to review the school psychologist's testing, without discussing eligibility.
- Attendance at special education meetings will be as needed and at the availability of the school psychologist. Attendance may be virtual or via phone.
- The school psychologist will work with a point of contact from NPS to schedule and support individualized remote evaluations and/or behavioral observations.
- Direct classroom observations of student academic performance should be completed by an assigned special education teacher and/or case manager.
- The school psychologist will maintain documentation of completed evaluations (initial and triennial) for the entirety of the school year and, if requested, will provide evaluation-related documents to the Nome Public School District to be included in the student's cumulative/IEP file.
- The school psychologist may not directly follow the school year calendar of NPS and will inform the director of special education and other relevant team members in advance of dates when they may be unavailable or have limited availability.
- The agreement does not preclude Lift School Psychology Services from providing services to any other organization or entity.
- Lift School Psychology Services acknowledges and affirms their mandatory reporting responsibilities.

TERMS:

- This agreement is between Lift School Psychology Services and NPS and shall be in effect until the end of the 24/25 school year. The agreement may only be extended thereafter by mutual agreement by both parties. Lift School Psychology Services and/or NPS may terminate this agreement by providing 30 days advance written notice. All evaluation work (whether complete or incomplete) provided by Lift School Psychology Services will cease at the conclusion of the 30 days' notice unless otherwise mutually agreed upon by both parties, and NPS will be responsible for any fees incurred during that time as well as the termination fee discussed below.
- Lift School Psychology Services reserves the right at any time to assign this contract to an independent contractor of Lift School Psychology Services should the individual meet all education/essential responsibility requirements and hold a valid School Psychologist license in the State of Alaska
- Lift School Psychology Services will provide a completed W-9, current business license, liability insurance documentation, National Certification Credential, and current Alaska DEED license.



LIFT
School Psychology Services, LLC

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brett@liftschoolpsychservices.com
lindsey@liftschoolpsychservices.com

- If NPS chooses to terminate this contract, without cause or misconduct by Lift School Psychology Services, at any point on or after the contract approval date, NPS agrees to pay the termination fee of \$10,000.

ADDITIONAL PROFESSIONAL FEES FOR TRAVEL (If determined necessary by Lift School Psychology Services and agreed to by NPS to accommodate an onsite visit to Nome for in-person evaluations):

- \$800 per day for on-site (including days weathered in Nome)
- \$400 per day for travel days
- Lift School Psychology Services is not responsible for the cost of travel or lodging and will be reimbursed for all reasonable travel expenses for traveling to and from Nome, AK (airline fees in excess of economy or coach, excessive meal charges are not reimbursable).

This contract is agreed upon by the following parties:

SIGN AND DATE


 _____ 3/31/24
 Lindsey M. Peterson, M.A., NCSP
 Nationally Certified School Psychologist
 Lift School Psychology Services, LLC
lindsey@liftschoolpsychservices.com
 970-291-9501


 _____ 3/31/24
 Brett Eavenson, EdS, NCSP
 Nationally Certified School Psychologist
 Lift School Psychology Services, LLC
brett@liftschoolpsychservices.com
 573-673-7812

 Mary Donaldson, Special Education Director
 Nome Public Schools

 Jamie Burgess, Superintendent
 Nome Public Schools



SPEECH/LANGUAGE THERAPY CONTRACT

Pangea Speech Therapy LLC "Company" and the Nome Public Schools "NPS" (each a "Party" and both the "Parties") mutually agree to as follows:

1. A licensed speech-language pathologist or a certified speech-language specialist, associated with the Company, **will provide Speech-Language Services to the School beginning {DATE} and continuing until {DATE}, for a total of _____ {days/weeks} (the "TERM") and a total of billable [hours] ("Billable Hours").**
2. "Speech-Language Services" are defined as services related to the following:
 - i. Screening of speech-language disorders
 - ii. Diagnosis of speech-language disorders
 - iii. Treatment of speech-language disorders
 - iv. Preparation of materials necessary for such treatment
 - v. Record keeping and documentation
 - vi. Report writing
 - vii. Writing speech-language IEP goals and objectives
 - viii. Consultation with school officials and families
 - ix. Attendance at IEP and other meetings, as necessary
 - x. Supervision of speech-language assistants, as needed
3. Compensation:
 - a. Company shall be compensated **\$90 per hour** for all Speech-Language Services provided in 1 monthly payment due on the **5th day of each month**, in accordance with accrued hours as designated via monthly invoicing from Pangea Speech Therapy LLC for services rendered.
 - b. On-Site Visits-NPS shall pay Pangea Speech Therapy LLC for **at least 1 site visit** throughout the school year, as rendered mutually necessary by the school district and the Company. Trip dates and length to be coordinated with and approved by the Special Education Director. There will be no pay for weekend days, unless there is a Child Find or other notable event mutually agreed upon by both parties. Additional dates may be added as mutually discussed between the school district and the Company.
 - c. Travel days will be billed at \$500 per day for a max of 2 days of travel per trip. Payment will occur within 30 days of the receipt of invoice.
 - d. Days weathered in Alaska or trip related airports will be paid at the daily rate of \$700.00 per day, but meaningful work/paperwork will be completed for the district if at all possible during this time.
 - e. NPS agrees to reimburse round trip airfare to Nome from the therapist's regional airport. Air travel will be arranged by Pangea Speech Therapy LLC at the main cabin rate. Reimbursement of travel costs will occur within 30 days after submission of receipt packet after the site visit. This will include any charges or fees for flight changes or cancellations related to weather restrictions. NPS agrees to reimburse mileage or shuttle, parking fees, hotel/lodging if necessary, and other reasonable travel expenses during travel days and site visits with proof of receipts.
 - f. Pangea Speech Therapy LLC will not be responsible for the cost of travel or lodging and will be reimbursed for all reasonable travel expenses for traveling to and from Nome, AK (airline fees in excess of coach, excessive meal charges are not reimbursable).
 - g. All amounts payable under this Agreement shall be paid directly to the Company.
 - h. Lodging at either the dorm style room with shared bathroom amenities or the Nome-Beltz complex. The Nome-Beltz complex is preferred, if available.
 - i. Transportation provided while in Nome to include pick up and drop off at the airport.
4. NPS agrees to provide paid time for services including, but not limited to: teletherapy and in-person direct service, evaluations, reports and progress reports, IEP and ESER documentation and meetings, staff training and supervision, scheduling, documentation, and other organizational tasks necessary for the provision of quality Speech and Language Services by Pangea Speech Therapy to the students of NPS. NPS agrees to provide an appropriate, private computer station and paraprofessional e-helper (e-helper when needed or called for in the IEP) which may be reasonable and necessary for the provision of Teletherapy Services in a school district.



NOME PUBLIC SCHOOLS CONTRACT

PAGE 2.

5. The term of this contract shall be for a period commencing the month of **August 2024** and ending **June at the completion of the 2024-2025 school year**. This contract is for the term specified in this paragraph and may be renewed or extended by written mutual agreement of the parties hereto.
6. This contract shall at all times be conditioned upon and subject to the requirements of State Licensure. Pangea Speech Therapy's Contractor shall hold a valid license for the position of Speech-Language Pathologist in the state in which the therapist resides or is visiting at the time of service rendered. The therapy shall also hold a valid certificate or license for the State of ALASKA to practice as a Speech-Language Pathologist (the site of services received) and Business license.
7. NPS and Pangea Speech Therapy LLC agree that notwithstanding any other provision of this contract, NPS may terminate this contract immediately for cause upon the following grounds: physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. At the time of termination for cause, NPS shall provide such due process as is required by the constitutions of the states and the United States.
If NPS Schools chooses to terminate this contract, without cause of misconduct by Pangea Speech Therapy at any point on or after the contract approval date, Nome Public Schools agrees to pay the termination fee of \$10,000.
8. Upon expiration date of this contract, NPS is responsible to pay for services rendered and then shall have no further financial obligation to Pangea Speech Therapy.
9. Pangea Speech Therapy is an independent contractor of NPS and not an employee, agent, partner, representative, or broker of NPS.
10. Each Party shall at all times comply with all applicable laws and government rules, regulations, and guidelines pertaining to its business, products or services, employment obligations, and the subject matter of this Agreement. This Agreement shall be governed by and construed under the laws of the State of Alaska, without giving effect to its choice of law rules.

--Estimated total of contract with a total of -187 teacher days (based on the 23-24 calendar) ~\$126,225. This does not include any compensation for travel to the school district mentioned in paragraph 3b., inservice training days, unexpected therapist days off/ sick days, or any other costs for insurance/business related items.

If services vary from the contracted number of hours in Compensation reflected above due to illness, professional meetings, inclement weather, school closing, or additional hours approved by the Director of Special Education, appropriate adjustments will be reflected in the final month's billing.

This contract is agreed upon by the following parties:

SIGN AND DATE

Mary Donaldson, Special Education Director
Nome Public Schools

Date

Jamie Burgess, Superintendent.
Nome Public Schools

Date

Jessica Hunnemeder MA, CCC-SLP
Speech-Language Pathologist
Owner of Pangea Speech Therapy, LLC

Date

Clover Therapy Services, LLC

PO Box 771029

Steamboat Springs, CO 80477



Contract to provide SPEECH TELETHERAPY services to Nome Public Schools:

Services provided by - Clover Therapy Services, LLC

Services provided to – Nome Public Schools, PO Box 131, Nome Alaska 99762

This contract, made and entered into this _____ day of April, 2024 by and between Nome Public Schools, hereinafter called NPS, and Clover Therapy Services, LLC, hereinafter called Clover Therapy Services.

In consideration of the mutual covenants herein, NPS and Clover Therapy Services agree as follows:

1. Service Provision and Payment: Speech Language Pathology Services:

1.) NPS shall pay Clover Therapy Services, LLC, \$88.00 per hour for speech therapy services, for 1 speech-language pathologist, for both virtual and in-person services. This rate shall be payable in a monthly installment in accordance with accrued hours as designated via monthly invoicing from Clover Therapy Services for services rendered. This Clover therapist will be providing services to Nome Elementary School. The estimated cost of services for elementary school coverage is approximately \$123,000 (40 hours per week, 35 weeks = 1400 hours). This does not include reimbursement costs for travel.

2.) On-site visits - NPS shall pay Clover Therapy Services, LLC, for 4 site visits by the speech language pathologist occurring throughout the school year. Trip dates and length to be coordinated with and approved by the Special Education Director. *Per therapist request, the length of stay may be increased to include the subsequent week with special education director approval, but there is no pay available for weekend days.*

Each site visit shall include therapy related activity, such as direct service, evaluation time, meetings, observations, travel time between schools, supervision, and in-person consultation/direct service time with students and teachers with availability of 8 hours per day and additional time for related documentation, on and off site.

Travel days will be billed at \$500 per day for a max of 2 days of travel per trip. A food stipend of \$225.00 will be billed for each site visit. Payment will occur within 30 days of the receipt of invoice.

1. Days weathered in Alaska or trip related airports will be paid at the daily rate of \$700.00 per day, but meaningful work/paperwork will be completed for the district if at all possible during this time.
2. NPS agrees to reimburse round trip airfare to Nome from the therapist's regional airport. Air travel will be arranged by Clover therapy services at the main cabin rate. Reimbursement of travel costs will occur within 30 days after submission of receipt packet after the site visit. This will include any charges or fees for flight changes or cancellations related to weather restrictions. Nome Public Schools agrees to reimburse mileage or shuttle, parking fees, hotel/lodging if necessary, and other reasonable travel expenses during travel days and site visits with proof of receipts.

1. Clover Therapy Services, LLC. is not responsible for the cost of travel or lodging and will be reimbursed for all reasonable travel expenses for traveling to and from Nome, AK (airline fees in excess of economy or coach are not reimbursable).

3. Lodging at either the dorm style room with shared bathroom amenities or the Nome-Beltz complex. The Nome-Beltz complex is preferred if available.
4. Transportation provided while in Nome to include pick up and drop off at the airport.

2. Clover Therapy Services' Speech Language Pathologists agree to perform reasonable activities and assignments for the position of providing Teletherapy Speech Therapy Services and in-person site visit services, to NPS students, in accordance with American Speech Language Hearing Association (ASHA) code of ethics and the needs of the school district. Such services shall generally be performed within dates and times prescribed in the district calendar and accordance with NPS policy, including, but not limited to the following:

- a.) Reevaluations completed within 60 days of notice that signed Consent has been uploaded to Special Programs. Evaluation reports shall be uploaded into Powerschool by due date, prior to meeting.
- b.) New Evaluations completed within 60 days of notice that signed Consent has been uploaded to Special Programs. Evaluation reports shall be uploaded into Powerschool by due date, prior to meeting.
- c.) Reports entered in Special Programs prior to the IEP/ESER meeting.
- d.) Progress reports shall be completed in Powerschool when due at each marking period.

3. NPS agrees to provide paid time for services including, but not limited to: teletherapy and in-person direct service, evaluations, reports and progress reports, IEP and ESER documentation and meetings, staff training and supervision, scheduling, documentation, and other organizational tasks necessary for the provision of quality Speech Pathology Services by Clover Therapy Services' Speech Language Pathologist to the students of Nome Elementary School. NPS agrees to provide an appropriate, private computer station and paraprofessional

e-helper (e-helper when needed or called for in the IEP), which may be reasonable and necessary for the provision of Teletherapy Services in a school district.

4. The term of this contract shall be for a period commencing the month of August, 2024 and ending in June at the completion of the 2024-2025 school year. This contract is for the term specified in this paragraph and may be renewed or extended by written mutual agreement of the parties hereto.

5. This contract shall at all times be conditioned upon and subject to the requirements of State Licensure. Clover Therapy Services' Speech Language Pathologists shall hold a valid license for the position of Speech Language Pathologist in the state in which that therapist resides or is visiting at the time of services rendered. The therapist shall also hold a valid certificate or license for the State of Alaska to practice as a Speech Language Pathologist (the site of services received) and Business license.

6. NPS and Clover Therapy Services agree that notwithstanding any other provision of this contract, NPS may terminate this contract immediately for cause upon the following grounds: physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. At the time of termination for cause, NPS shall provide such due process as is required by the constitutions of the states and the United States.

6. NPS and Clover Therapy Services agree that notwithstanding any other provision of this contract, Clover Therapy Services may terminate this contract with 30 days notice for cause upon the following grounds: physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, resignation of therapist, or other good and just cause.

7. If Nome Public Schools Chooses to terminate this contract, without cause of misconduct by Clover Therapy Services at any point on or after the contract approval date, Nome Public Schools agrees to pay the termination fee of \$10,000.

8. Upon expiration date of this contract, NPS is responsible to pay for services rendered and then shall have no further financial obligation to Clover Therapy Services.

This contract is agreed upon by the following parties:

SIGN AND DATE

X _____

**Mary Donaldson, Special Education Director
Nome Public Schools**

X _____

**Carolyn Berson, M.Ed., CCC/SLP
Speech Language Pathologist, Clover Therapy**

X _____

**Jamie Burgess, Superintendent
Nome Public Schools**

X _____

**Elisabeth Boersma, M.S., CCC/SLP
Speech Language Pathologist, Clover Therapy**