



Nome Public Schools

Board of Education Meeting Agenda

August 22, 2024 - 3:00 PM
Board Policy Review Committee Meeting, District
Office Conference Room
2920 3.5 Nome-Teller Hwy
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

B. Policy for Review

- | | |
|--|----|
| 1. Instruction Sheet | 2 |
| 2. AR 0510 School District Report Card | 4 |
| 3. BP 5123 Promotion/Acceleration/Retention | 10 |
| 4. BP 6174.1 Education of Native/Indian Children | 15 |
| 5. BB 9320 Meetings | 24 |
| 6. BB 9322 Agenda/Meeting Materials | 29 |

C. Adjournment

AASB POLICY REFERENCE MANUAL UPDATE SERVICE

SUMMER 2024 UPDATE

INSTRUCTION SHEET

NOTE: This packet includes only those policy manual pages that have been revised, deleted or newly established. Full text pages are included and are to be substituted as indicated below. Additional updates will be forthcoming in the fall of 2024.

For ease of School Boards, AASB has identified those portions of the Update that require formal Board action in order to implement the policy changes. This is indicated by a “Yes” or “No.” A “No” is used if changes have been made only to an AR or an Exhibit, or if policy changes are limited to explanatory notes, legal reference or cross-reference updates, or minor grammatical or stylistic changes that have not changed the policy meaning.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
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ARTICLE 0, Series 0000 – Philosophy, Goals, Objectives and Comprehensive Plans

AR 0510	No	This update modifies AR 0510 to simplify the regulation and bring it into compliance with provisions necessary for a District Report Card under AS 14.03.120 and 4 AAC 06.895. The specific requirements of the report card have been removed from the regulation so as to not require updates based on regulatory changes. The requirements of AS 14.03.120 and 4 AAC 06.895 remain and are cited to in the regulation.
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ARTICLE 5, Series 5000 – Students

BP 5123	Yes	This update revises the policy to reflect the student retention procedures required by the Alaska Reads Act.
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REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
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ARTICLE 6, Series 6000 – Instruction

BP 6174.1	No	This update is a formatting revision to delete a repeated word. Board approval is not required.
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ARTICLE 9, Series 9000 – Bylaws of the Board

BB 9320	Yes	This update includes additional language to clarify that poll voting by a school board is not permitted and all official board action must be taken in an open meeting.
BB 9322	Yes	This update clarifies that a board president and superintendent may reject community requests to place an item on the board agenda.

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Philosophy-Goals-Objectives and Comprehensive Plans

SCHOOL DISTRICT REPORT CARD

AR 0510(a)

Note: Pursuant to AS 14.03.120 and 4 AAC 06.895, the "School District Report Card to the Public" must include the items ~~specified below~~specifically enumerated therein. Each school shall disseminate its report to parents not later than 30 days after the department has made all necessary data available to districts.

Annually, the principal or designee shall prepare a report on ~~his/her~~their school's performance and the performance of the school's students. The report shall be presented to parents, students, and community members at a public meeting and forwarded to the Superintendent. By ~~July 1~~October 31 of each year, the Superintendent or designee shall provide to the Department of Education and Early Development, and make available to the public, a report on the performance of district schools and students.

The school and district reports shall be made on forms prescribed by the Department of Education and Early Development and shall include:

1. ~~the accreditation status of the school, including the date of accreditation, the name of the accrediting organization, and the level of accreditation awarded;~~
2. ~~the number and percent of district students that achieved applicable standards on state assessments;~~
3. ~~the number and percent of district students that achieved applicable standards on state assessments, disaggregated by subgroups:~~
 - ~~Economically disadvantaged students~~
 - ~~Students with limited English proficiency~~
 - ~~Students with disabilities~~
 - ~~African Americans~~
 - ~~Alaska Natives and American Indians~~
 - ~~Students of two or more races~~
 - ~~Asians or Pacific Islanders~~
 - ~~Hispanics~~
 - ~~Whites~~
 - ~~Males~~
 - ~~Females~~
 - ~~Migrants~~
 - ~~Not migrant students~~
4. ~~a comparison between the performance score for the school or district and the school's or district's annual measurable objectives for that year as determined under 4 AAC 06.815;~~
5. ~~a comparison between the performance score of students in each subgroup and the subgroup's annual measurable objectives for that year as determined under 4 AAC 06.815;~~
6. ~~a comparison between the performance score for the district and the performance score for the state as a whole;~~

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Philosophy-Goals-Objectives and Comprehensive Plans

~~7. the number and percentage of students not tested;~~

~~SCHOOL DISTRICT REPORT CARD (continued) AR 0510(b)~~

~~8. the number and percentage of students in each subgroup not tested;~~

~~9. the most recent two-year trend in student performance in each subject area for each grade level;~~

~~10. a description of student, parent, community, and business involvement in student learning, including the number and percent of students and parents, respectively, who responded to the teacher evaluation survey; the number of school/business or interagency partnerships; the average number of volunteer hours a week spent in the school; and a narrative description of the results of parental, community, and business involvement;~~

~~11. attendance, retention, dropout, and graduation rates as determined under 4 AAC 06.895(i);~~

~~12. the annual percent change in enrollment and the percent of enrollment change due to student transfers into and out of the district;~~

~~13. the performance star rating designation assigned the school under AS 14.03.123 and AAC 06.895(f) and the methodology used to assign the performance designation, including the measures used and the relative weights other indicators, and teacher qualifications;~~

~~14. a summary of student, parent, and community member comments on the school's performance, including the number of persons commenting;~~

~~15. if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420;~~

~~16. the most recent available academic achievement results in grades four and eight on the state NAEP reading and mathematics assessments, including the percentage of students at each achievement level reported in the aggregate, and the participation rates for students with limited English proficiency.~~

~~17. other indicators of school performance selected by the district or required by state regulation; and~~

~~18. information on the number, attendance, and performance of students enrolled in the school whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force. the required disclosures set forth in AS 14.03.120 and 4 AAC 06.895.~~

~~SCHOOL DISTRICT REPORT CARD (continued) AR 0510(c)~~

Note: The district may establish regulations to require that additional information be included in reports and may specify other conditions for issuing school report cards.

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Philosophy-Goals-Objectives and Comprehensive Plans

Revised 3/20176/2024

AASB POLICY REFERENCE MANUAL
9/92

AR 0510 SCHOOL DISTRICT REPORT CARD

Note: Pursuant to [AS 14.03.120](#) and [4 AAC 06.895](#), the "School District Report Card to the Public" must include the items specified below.

Annually, the principal or designee shall prepare a report on his/her school's performance and the performance of the school's students. The report shall be presented to parents, students, and community members at a public meeting and forwarded to the Superintendent. By July 1 of each year, the Superintendent or designee shall provide to the Department of Education and Early Development, and make available to the public, a report on the performance of district schools and students.

The school and district reports shall be made on forms prescribed by the Department of Education and Early Development and shall include:

1. the accreditation status of the school, including the date of accreditation, the name of the accrediting organization, and the level of accreditation awarded;
2. the number and percent of district students that achieved advanced, proficient, below proficient, or far below proficient on state assessments.;
3. the number and percent of district students that achieved advanced, proficient, below proficient or far below proficient on state assessments, disaggregated by subgroups:
 - Economically disadvantaged students
 - Students with limited English proficiency
 - Students with disabilities
 - African-Americans
 - Alaska Natives and American Indians
 - Students of two or more races
 - Asians or Pacific Islanders
 - Hispanics
 - Whites
 - Males
 - Females

- Migrants

- Not migrant students

4. a comparison between the performance score for the school or district and the school's or district's annual measurable objectives for that year as determined under [4 AAC 06.815](#);

5. a comparison between the performance score of students in each subgroup and the subgroup's annual measurable objectives for that year as determined under [4 AAC 06.815](#);

6. a comparison between the performance score for the district and the performance score for the state as a whole;

7. the number and percentage of students not tested;

8. the number and percentage of students in each subgroup not tested;

9. the most recent two-year trend in student performance in each subject area for each grade level;

10. a description of student, parent, community, and business involvement in student learning, including the number and percent of students and parents, respectively, who responded to the teacher evaluation survey; the number of school/business or interagency partnerships; the average number of volunteer hours a week spent in the school; and a narrative description of the results of parental, community, and business involvement;

11. attendance, retention, dropout, and graduation rates as determined under [4 AAC 06.895\(i\)](#);

12. the annual percent change in enrollment and the percent of enrollment change due to student transfers into and out of the district;

13. the performance star rating designation assigned the school under [AS 14.03.123](#) and [AAC 06.895\(f\)](#) and the methodology used to assign the performance designation, including the measures used and the relative weights other indicators, and teacher qualifications;

14. a summary of student, parent, and community member comments on the school's performance, including the number of persons commenting;

15. if Native language education is provided, a summary and evaluation of the curriculum described in [AS 14.30.420](#);

16. the most recent available academic achievement results in grades four and eight on the state NAEP reading and mathematics assessments, including the percentage of students at each achievement level reported in the aggregate, and the participation rates for students with limited English proficiency.

17. other indicators of school performance selected by the district or required by state regulation; and

18. information on the number, attendance, and performance of students enrolled in the school whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.

Note: *The district may establish regulations to require that additional information be included in reports and may specify other conditions for issuing school report cards.*

Revised 3/2015

Nome Public Schools

[WORKSHEETS for the district policy committee:](#)
[DISCARD WHEN FINISHED](#)

Students

PROMOTION/ACCELERATION/RETENTION

BP 5123(a)

Note: The following optional policy may be revised or deleted as desired to reflect district philosophy and needs.

The School Board desires to see students progress with their peers through the school district's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

Promotion

Students shall progress through the school district's grade levels by demonstrating growth in learning the required basic skills.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits.

Students shall be assigned / promoted to the appropriate high school grade level in accordance with the number of credits attained by the student. Students may be promoted to the next grade level at mid-year (end of Semester 1) or end of year (end of Semester 2) if the student attains the required credits for promotion as outlined in the table below.

Freshmen	0 - 5 credit(s)
Sophomore	5.5 - 10.5 credits
Junior	11 - 16 credits
Senior	16.5+ credits

Commented [AP1]: PROPOSED LANGUED ADDED BY JIM SHREVE

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Differential Requirements for Individuals with Exceptional NeedsElementary-School Promotion)

Acceleration

Acceleration is possible when high academic achievement is evident. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

Retention

The School Board recognizes that research indicates that very few children benefit from being retained during the elementary and middle grades. The Superintendent or designee shall promote alternatives to retention among certificated staff.

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

Note: Strategies for reducing retention rates may include reading intervention programs, tutorial programs, and the use of ungraded schools, combination classes, year-round education, and developmentally appropriate primary curriculum designed to meet the needs of children at their own developmental stage.

Note: The following paragraph requires the use of student study team when retention is recommended.

When a teacher believes that retention is necessary to meet a student's needs, he/she shall ask the principal to establish a student study team to consider the child's academic, social and emotional performance. The student's parent/guardian shall be invited to participate on the student study team.

Under the Alaska Reads Act, a student retained due to a reading deficiency must be provided the process set forth in BP 6147 and AS 14.30.765(d) – (m).

PROMOTION/ACCELERATION/RETENTION

BP 5123(b)

(cf. 6164.5 - Student Study Teams)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.5 – Elementary School Promotion/Standards of Proficiency)(cf. 6147 – Alaska Reads Act Intervention Programs)

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

Updated 6/2024

[WORKSHEETS for the district policy committee:](#)
[DISCARD WHEN FINISHED](#)
Students

AASB POLICY REFERENCE MANUAL
9/92

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BP 5123 PROMOTION/ACCELERATION/RETENTION

The School Board desires to see students progress with their peers through the school system's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

Promotion

Students shall progress through the school system's grade levels by demonstrating growth in learning the required basic skills.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary School Promotion)

Acceleration

Acceleration is possible when high academic achievement is evident. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

Retention

The School Board recognizes that research indicates that very few children benefit from being retained during the elementary and middle grades. The Superintendent or designee shall promote alternatives to retention among certificated staff.

When a teacher believes that retention is necessary to meet a student's needs, he/she shall ask the principal to establish a student study team to consider the child's academic, social and emotional performance. The student's parent/guardian shall be invited to participate on the student study team.

(cf. 6164.5 - Student Study Teams)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.5 - Elementary School Promotion/Standards of Proficiency)

Adopted: June 10, 2003

Nome Public Schools

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN

BP 6174.1(a)

Community and Parental Involvement

Note: Title 20 of the United States code mandates that school districts receiving Impact Aid funds have a policy ensuring all parents and community members, including IRA and traditional councils, have the opportunity to submit their views and active consultation relating to the district's education and cocurricular programs. It is the law's intent to encourage the maximum participation by Alaska Natives in the planning and management of Alaska Native education programs.

Note: Under the Every Student Succeeds Act, "affected" school district are required to consult with local tribes or tribal organizations prior to submitting a plan or application for federally covered education programs. Affected districts are those that either: 1) have 50% or more of its student enrollment made up of Alaska Native students; or 2) received an Indian education formula grant under Title VI in the previous year that exceeds \$40,000. Consultation must be done "in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to plans under covered programs." Federal programs requiring consultation between tribes and affected school districts include:

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, subpart 2 (Rural and Low-Income School Program)
- Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)

The School Board recognizes that all parents and community members, including IRA and Traditional Councils, have a special interest in the education programs and cocurricular programs provided their children. To provide an opportunity for them to be meaningfully involved in the development, implementation, and evaluation of each school's educational and cocurricular program, all interested parties will mutually enter into Indian Policies and Procedures (IPP's), which are incorporated into and adopted as the policy of the School Board. The policies must be drafted in accord with 20 USC 7704 and 34 CFR 222.94. In addition, the following procedures will be used:

Note: Where "Advisory Committee" appears, the board may wish to specify/designate what body will be responsible for implementing this policy based on the needs of your district.

1. At a meeting of a School Board Advisory Committee called for that specific purpose, the principal will present a detailed description of that school's education program including curriculum (course description, scope and sequence) and program evaluation procedures as well as the co-curricular program provided. At least two weeks prior to that meeting public notice will be given through newspapers, public posting, and radio announcements, where appropriate, stating the agenda and purpose of the meeting. To further insure community involvement a written invitation will be sent to the IRA and/or Traditional Council.

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

BP 6174.1(b)

2. During the planning and development of local education programs all parents and community members including IRA and Traditional Councils, will be actively consulted in the following manner:
 - a. At each Advisory Committee meeting where program applications for financial assistance are reviewed all members of the public will be given an opportunity to present their views.
 - b. All members of the public will have an opportunity to present their overall views on the educational program and its operation.
 - c. All members of the public will have an opportunity to make recommendations concerning the needs of their children.
 - d. All members of the public will be given the opportunity to comment on the way in which they can assist their children in realizing the benefits to be derived from the educational program.

(cf. 6020 - Parent Involvement)

Nondiscrimination

The School District certifies that all children participate in the school program on an equal basis regardless of age, sex, race, ~~age~~, creed, color, national origin, or ethnic background and shall not be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity of the district consistent with Title IX of the Education amendments of 1972 and Title VI of the Civil Rights Act of 1964.

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

Educational Program

Note: Under the Every Student Succeeds Act, the government is dedicated to the development of curriculum materials that reflect the cultural diversity of Alaska Natives, instructional programs that make use of Native Alaskan languages, and programs and materials designed to address the needs of rural Alaska schools. This includes supporting the unique educational needs of rural school children by incorporating qualified Alaska Native elders and seniors.

The primary purpose of the educational program is to provide experiences by which individuals will learn within the context of their needs as well as the broader needs for which the district shares a responsibility. Under this assumption, the school is viewed as a link between the individual and learning resources and experiences available to meet both short and long range needs. To encourage the strongest and most viable linkage, the School Board recommends:

1. A program which is individualized to the maximum extent and which provides as many options as possible within educational goals statement previously made.

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

BP 6174.1(c)

2. An organization plan by grade level or function which considers local expectations and efficiency of operation rather than an arbitrary pattern of organization. Individualization of program for students and optimum staff utilization demands an organizational plan based upon statement performance, skill grouping, and activity grouping rather than a rigid grouping by age, sex, or other non-educational basis.
3. A staff utilization procedure which establishes specific personnel needs based upon the programs requirements. All persons, directly or indirectly effect the school operation. Certificated, classified and resource personnel, as well as students in certain circumstances, are considered in developing procedures for staff utilization.
4. A guidance and individual program planning effort which assures the widest choice of alternatives to individual students over their period of formal education. Emphasis will be upon bringing the student in direct contact with those educational experiences and resources which best meet short or long range needs.
5. An assessment program which uses both subjective and objective measures in determining student performance and the effectiveness of the school program in achieving learning objectives. This program is an integral part of the guidance function and requires both the involvement and understanding of students and parents in its development.
6. A wide range of learning materials and techniques which will meet the needs of students and of those responsible for instructional or learning activities. Special consideration must be given to unique cultural and language requirements. Audio and video materials, as well as print materials, are particularly important to the concepts- of individualization and maximum learning options.
7. A program for bringing students, schools and communities together in various educational, cultural, and recreational activities. The Alaska High School Activities Association (AHSAA) is recognized as the authority for all high school interscholastic activities. The district accepts as binding all AHSAA rules and regulations for membership and competition. All activities will be made available to students on a nondiscriminatory basis.
8. Maximum use of community resources as an integral part of the curriculum. Budgetary and administrative procedures should promote this utilization with standards established at the district and community level.
9. A continuous program of curriculum development at the community and district level. In this way the program will remain dynamic from both a content and organizational standpoint. Innovative or pilot efforts should be encouraged within whatever constraints must be applied to afford protection of students from potentially harmful experimentation.

Instruction

10. That in those areas which may be viewed as controversial, instructional procedures will be confined to a body of factual information with acceptance or interpretation left to the student. Religion is recognized as an important historic element but specific religion responsibility rests with the home and church. The Advisory Committee and parents should play a major role in determining how controversial issues will be handled BEFORE SPECIFIC CONTROVERSIES OR ISSUES ARISE. Areas often found as the source of controversy are sex education, alcohol, and drug education.

11. Special programs, such as Title 1, Migrant Education, and Indian Education be designed, implemented and evaluated with input from parents and teachers of involved students. Specific activities may include but are not limited to:
 - a. Notifying each child's parents and teachers in a timely manner that the child has been selected to participate in the program.
 - b. Informing parents and teachers of specific objective of the program.
 - c. Establishment of parent-teacher conferences.
 - e. Providing materials, suggestions and training to enable parents to promote education at home.
 - f. Providing timely information concerning the program's plans and evaluations.
 - g. Soliciting parents and teacher suggestions in planning and operating the program.
 - h. Facilitating volunteer or paid participation by parents in school activities.
 - i. Establishing parent advisory committees.

Legal Reference:

UNITED STATES CODE

20 USC §§ 7541-7546, Alaska Native Educational Equity, Support, and Assistance Act

20 USC § 7704 Policies and procedures relating to children residing on Indian Lands

CODE OF FEDERAL REGULATIONS

34 CFR 222.94 What provisions must be included in a local educational agency's Indian policies and procedures?

Revised 4/20226/2024

BP 6174.1 EDUCATION OF NATIVE/INDIAN CHILDREN

Note: [Title 20 of the United States code](#) mandates that school districts receiving Impact Aid funds have a policy ensuring all parents and community members, including IRA and traditional councils, have the opportunity to submit their views and active consultation relating to the district's education and cocurricular programs. It is the law's intent to encourage the maximum participation by Alaska Natives in the planning and management of Alaska Native education programs.

Note: Under the Every Student Succeeds Act, "affected" school district are required to consult with local tribes or tribal organizations prior to submitting a plan or application for federally covered education programs. Affected districts are those that either: 1) have 50% or more of its student enrollment made up of Alaska Native students; or 2) received an Indian education formula grant under Title VI in the previous year that exceeds \$40,000. Consultation must be done "in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to plans under covered programs." Federal programs requiring consultation between tribes and affected school districts include:

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, subpart 2 (Rural and Low-Income School Program)
- Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)

The School Board recognizes that all parents and community members, including IRA and Traditional Councils, have a special interest in the education programs and cocurricular programs provided their children. To provide an opportunity for them to be meaningfully involved in the development, implementation, and evaluation of each school's educational and cocurricular program, all interested parties will mutually enter into Indian Policies and Procedures (IPP's), which are incorporated into and adopted as the policy of the School Board. The policies must be drafted in accord with [20 USC 7704](#) and [34 CFR 222.94](#). In addition, the following procedures will be used:

- At a meeting of a School Board Advisory Committee called for that specific purpose, the principal will present a detailed description of that school's education program including curriculum (course description, scope and

sequence) and program evaluation procedures as well as the co-curricular program provided. At least two weeks prior to that meeting public notice will be given through newspapers, public posting, and radio announcements, where appropriate, stating the agenda and purpose of the meeting. To further insure community involvement a written invitation will be sent to the IRA and/or Traditional Council.

- . During the planning and development of local education programs all parents and community members including IRA and Traditional Councils, will be actively consulted in the following manner:
 - a. At each Advisory Committee meeting where program applications for financial assistance are reviewed all members of the public will be given an opportunity to present their views.
 - b. All members of the public will have an opportunity to present their overall views on the educational program and its operation.
 - c. All members of the public will have an opportunity to make recommendations concerning the needs of their children.
 - d. All members of the public will be given the opportunity to comment on the way in which they can assist their children in realizing the benefits to be derived from the educational program.

(cf. [6020](#) - *Parent Involvement*)

Nondiscrimination

The School District certifies that all children participate in the school program on an equal basis regardless of age, sex, race, age, creed, color, national origin, or ethnic background and shall not be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity of the district consistent with Title IX of the Education amendments of 1972 and Title VI of the Civil Rights Act of 1964.

(cf. [0410](#) - *Nondiscrimination in District Programs and Activities*)

Educational Program

Note: Under the Every Student Succeeds Act, the government is dedicated to the development of curriculum materials that reflect the cultural diversity of Alaska Natives, instructional programs that make use of Native Alaskan languages, and programs and materials designed to address the needs of rural Alaska schools. This includes supporting the unique educational needs of rural school children by incorporating qualified Alaska Native elders and seniors.

The primary purpose of the educational program is to provide experiences by which individuals will learn within the context of their needs as well as the broader needs for which the district shares a responsibility. Under this assumption, the school is viewed as a link between the individual and learning resources and experiences available to meet

both short and long range needs. To encourage the strongest and most viable linkage, the School Board recommends:

- . A program which is individualized to the maximum extent and which provides as many options as possible within educational goals statement previously made.
- . An organization plan by grade level or function which considers local expectations and efficiency of operation rather than an arbitrary pattern of organization. Individualization of program for students and optimum staff utilization demands an organizational plan based upon statement performance, skill grouping, and activity grouping rather than a rigid grouping by age, sex, or other non-educational basis.
- . A staff utilization procedure which establishes specific personnel needs based upon the programs requirements. All persons, directly or indirectly effect the school operation. Certificated, classified and resource personnel, as well as students in certain circumstances, are considered in developing procedures for staff utilization.
- . A guidance and individual program planning effort which assures the widest choice of alternatives to individual students over their period of formal education. Emphasis will be upon bringing the student in direct contact with those educational experiences and resources which best meet short or long range needs.
- . An assessment program which uses both subjective and objective measures in determining student performance and the effectiveness of the school program in achieving learning objectives. This program is an integral part of the guidance function and requires both the involvement and understanding of students and parents in its development.
- . A wide range of learning materials and techniques which will meet the needs of students and of those responsible for instructional or learning activities. Special consideration must be given to unique cultural and language requirements. Audio and video materials, as well as print materials, are particularly important to the concepts- of individualization and maximum learning options.
- . A program for bringing students, schools and communities together in various educational, cultural, and recreational activities. The Alaska High School Activities Association (AHSAA) is recognized as the authority for all high school interscholastic activities. The district accepts as binding all AHSAA rules and regulations for membership and competition. All activities will be made available to students on a nondiscriminatory basis.
- . Maximum use of community resources as an integral part of the curriculum. Budgetary and administrative procedures should promote this utilization with standards established at the district and community level.
- . A continuous program of curriculum development at the community and district level. In this way the program will remain dynamic from both a content and organizational standpoint. Innovative or pilot efforts should be encouraged within whatever constraints must be applied to afford protection of students from potentially harmful experimentation.

- . That in those areas which may be viewed as controversial, instructional procedures will be confined to a body of factual information with acceptance or interpretation left to the student. Religion is recognized as an important historic element but specific religion responsibility rests with the home and church. The Advisory Committee and parents should play a major role in determining how controversial issues will be handled BEFORE SPECIFIC CONTROVERSIES OR ISSUES ARISE. Areas often found as the source of controversy are sex education, alcohol, and drug education.
- . Special programs, such as Title 1, Migrant Education, and Indian Education be designed, implemented and evaluated with input from parents and teachers of involved students. Specific activities may include but are not limited to:
 - a. Notifying each child's parents and teachers in a timely manner that the child has been selected to participate in the program.
 - b. Informing parents and teachers of specific objective of the program.
 - c. Establishment of parent-teacher conferences.
 - e. Providing materials, suggestions and training to enable parents to promote education at home.
 - f. Providing timely information concerning the program's plans and evaluations.
 - g. Soliciting parents and teacher suggestions in planning and operating the program.
 - h. Facilitating volunteer or paid participation by parents in school activities.
 - i. Establishing parent advisory committees.

Legal Reference:

UNITED STATES CODE

[20 USC §§ 7541-7546](#), *Alaska Native Educational Equity, Support, and Assistance Act*

[20 USC § 7704](#) *Policies and procedures relating to children residing on Indian Lands*

CODE OF FEDERAL REGULATIONS

[34 CFR 222.94](#) *What provisions must be included in a local educational agency's Indian policies and procedures?*

Revised 10/2022

Revised 03/2016

Nome Public Schools

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Bylaws of the Board

BB 9320(a)

MEETINGS

Note: Alaska's Open Meetings Act A.S. 44.62.310-.312 requires meetings of the School Board to be open to the public except as allowed by law and requires reasonable public notice of such meetings. 1994 revisions to the Act are reflected in this sample policy.

Meetings of the School Board are conducted for the purpose of accomplishing district business. A meeting of the School Board shall consist of any gathering of the members of the School Board when more than three members of the School Board, or a majority of the members, whichever is less, are present and collectively consider a matter upon which the School Board is empowered to act. As a matter of district policy and state law, meetings ordinarily shall be open to the public. The School Board may meet in closed sessions only to discuss certain matters as permitted or required by Alaska's Open Meetings Act. All business of the School Board must be conducted at a duly convened meeting of the Board. Poll voting between meetings is not allowed.

(cf. 9321 Executive Sessions)

Reasonable public notice shall be given for all meetings of the School Board in accordance with law and district practice, and shall be posted at all regular district and school sites before the meeting. Such notice shall include the date, time and place of the meeting and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Public meetings may not be held in a private home or private business.

(cf. 9012 - Communications To and From the Board)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - ~~Conduct of Meetings~~ Meeting Conduct)

Regular Meetings

The School Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with the annual calendar of regular School Board meetings and shall be notified of any changes to the calendar.

The School Board shall hold regular meetings each month. Unless changed by the School Board, regular meetings shall be held at p.m. at . Notice of regular meetings shall be posted at least five (5) days prior to the meeting.

Commented [AP1]: Current policy says "1"

Commented [AP2]: Current policy says "5:30"

Commented [AP3]: Current policy says "Nome, AK"

Special Meetings

Special meetings of the School Board may be called by the presiding officer or a majority of the School Board members.

Except in the case of an emergency, notice of special meetings shall be provided at least 24 hours before the meeting. This notice shall specify the date, time, place and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Such notice shall be given to all School Board members, the superintendent and to the local news media. This notice also shall be posted at all regular district and school sites at least 24 hours before the meeting.

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WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Bylaws of the Board

BB 9320(b)

MEETINGS (continued)

Notice of a special meeting shall include a statement of the purpose of the meeting. No business may be transacted at this special meeting, other than that which is specifically stated in the notice of the meeting.

Emergency Special Meetings

The School Board president or designee shall give notice of an emergency special meeting to the local media by telephone before the meeting. If telephone services are not functioning, the notice requirement is waived. In that event, as soon after the meeting as is practicable, the Board shall notify the local media that the meeting was held and shall describe the purpose of the meeting and any action taken by the School Board.

Teleconferences

Recognizing the inherent responsibility and statutory duties of School Board members, the School Board strongly encourages School Board members to attend and participate at meetings of the School Board. 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. All votes at a meeting of members attending by teleconference shall be taken by roll call.

The School Board also authorizes the use of teleconferences for School Board meetings when receiving public comment or testimony, and during Board deliberations.

Whenever possible, meeting agendas and supporting materials shall be available at all teleconference facilities used for the School Board meeting.

Legal Reference:

ALASKA STATUTES

14.08.091 Administration

14.14.070 Organization of school board

14.14.080 Declaring a school board vacancy

29.20.020 Meetings public

44.62.310 Agency meetings public

44.62.312 State policy regarding meetings

Revised 2/066/2024

BB 9320 MEETINGS

Meetings of the Board are conducted for the purpose of accomplishing district business. A meeting of the Board shall consist of any gathering of the members of the Board when more than three members of the Board, or a majority of the members, whichever is less, are present and collectively consider a matter upon which the Board is empowered to act. As a matter of district policy and state law, meetings ordinarily shall be open to the public. The Board may meet in closed sessions only to discuss certain matters as permitted or required by Alaska's Open Meetings Act.

(cf. 9321 Executive Sessions)

Reasonable public notice shall be given for all meetings of the Board in accordance with law and district practice, and shall be posted at all regular district and school sites before the meeting.

Such notice shall include the date, time and place of the meeting and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used.

(cf. 9012 - Communications To and From the Board)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

Regular Meetings

The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with the annual calendar of regular Board meetings and shall be notified of any changes to the calendar.

The Board shall hold 1 regular meeting each month. Unless changed by the Board, regular meetings shall be held at 5:30 p.m. at Nome, AK. Notice of regular meetings shall be posted at least five (5) days prior to the meeting.

Special Meetings

Special meetings of the Board may be called by the presiding officer or a majority of the Board members.

Except in the case of an emergency, notice of special meetings shall be provided at least 24 hours before the meeting. This notice shall specify the date, time, place and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Such notice shall be given to all Board members, the superintendent and to the local news media. This notice also shall be posted at all regular district and school sites at least 24 hours before the meeting.

Notice of a special meeting shall include a statement of the purpose of the meeting. No business may be transacted at this special meeting, other than that which is specifically stated in the notice of the meeting.

Emergency Special Meetings

The Board president or designee shall give notice of an emergency special meeting to the local media by telephone before the meeting. If telephone services are not functioning, the notice requirement is waived. In that event, as soon after the meeting as is practicable, the Board shall notify the local media that the meeting was held and shall describe the purpose of the meeting and any action taken by the Board.

Teleconferences

Recognizing the inherent responsibility and statutory duties of Board members, the Board strongly encourages Board members to attend and participate at meetings of the Board. Though great importance is given to the physical presence of Board members at meetings, the attendance and participation of members by teleconference is authorized whenever physical presence is not practicable. All votes at a meeting of members attending by teleconference shall be taken by roll call.

The Board also authorizes the use of teleconferences for Board meetings when receiving public comment or testimony, and during Board deliberations.

Whenever possible, meeting agendas and supporting materials shall be available at all teleconference facilities used for the Board meeting.

Legal References:

ALASKA STATUTES

[14.08.091](#) Organization; oath and bond

[14.14.070](#) Organization of school board

[14.14.080](#) Declaring a school board vacancy

[29.20.020](#) Meetings public

[44.62.310](#) Government meetings public

[44.62.312](#) State policy regarding meetings

Revised 06/2020

Adopted: June 10, 2003

Nome Public Schools

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Bylaws of the Board

BB 9322(a)

AGENDA/MEETING MATERIALS

Note: The following optional bylaw may be revised to reflect district practice and needs.

Construction of Agenda

The School Board president and the Superintendent shall prepare an agenda for each meeting of the Board.

(cf. 9121 - Board President)

School Board members may place any item on the agenda no later than five days before the scheduled meeting date.

All agendas shall include the meeting time and place and a description of each business item to be transacted or discussed. All agendas shall be posted for public review prior to the meeting.

(cf. 9320 - Meetings)

Note: A.S. 29.20.020 requires governing bodies provide a reasonable opportunity for the public to be heard.

Any member of the public may request that a matter within the jurisdiction of the School Board be placed on the agenda of a regular meeting. The request must be in writing and submitted to the Superintendent with supporting documents and information, if any, at least ten working days before the scheduled meeting date.

When constructing the agenda, the School Board president and Superintendent will decide whether a request is within the subject matter jurisdiction of the School Board and whether the agenda item is appropriate for discussion in open or executive session. The School Board president and Superintendent may reject a public request for a matter to be added to the agenda for any reason.

The Board shall also give members of the public the opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the School Board. An agenda item for such input shall be included on School Board agendas. The School Board shall not take action on such matters at that meeting.

(cf. 9012 – Communications To and From the Board)
(cf. 9323 - Meeting Conduct)

All public communications with the School Board are subject to requirements of relevant School Board policies and administrative regulations.

(cf. 1312 - 1312.3 - Complaints Concerning Schools)

{01513211}

Commented [AP1]: Deleted: *(cf. 1312.1 - Public Complaints Concerning School Personnel)*
(cf. 1312.2 - Public Complaints Concerning Instructional Materials)
(cf. 1312.3 - Public Complaints Concerning Discrimination)

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

AGENDA/MEETING MATERIALS (continued)

BB 9322(b)

School Board Member Preparation

A copy of the agenda shall be forwarded to each School Board member at least three days before each regular meeting date, together with the Superintendent or designee's report, minutes to be approved, copies of communications, reports from committees, staff, citizens and others, and other available documents pertinent to the meeting.

When special meetings are called, the secretary and president shall make every effort to get the agenda and support materials to School Board members as soon as possible.

School Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to obtain specific information on agenda items.

(cf. 9200 – School Board Members)

Legal Reference:

ALASKA STATUTES
29.20.020 Meetings public

Revised 9/04/2024

BB 9322 AGENDA/MEETING MATERIALS

Construction of Agenda

The School Board president and the Superintendent shall prepare an agenda for each meeting of the Board.

(cf. 9121 - President)

Board members may place any item on the agenda no later than five days before the scheduled meeting date.

All agendas shall include the meeting time and place and a description of each business item to be transacted or discussed. All agendas shall be posted for public review prior to the meeting.

(cf. 9320 - Meetings)

Any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and submitted to the Superintendent with supporting documents and information, if any, at least ten working days before the scheduled meeting date.

When constructing the agenda, the Board president and Superintendent will decide whether a request is within the subject matter jurisdiction of the Board and whether the agenda item is appropriate for discussion in open or executive session.

The Board shall also give members of the public the opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. An agenda item for such input shall be included on Board agendas. The Board shall not take action on such matters at that meeting.

(cf. 9012 - Communications To and From the Board)

(cf. 9323 - Meeting Conduct)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

(cf. 1312 - Public Complaints Concerning the Schools)

(cf. 1312.1 - Public Complaints Concerning School Personnel)

(cf. 1312.2 - Public Complaints Concerning Instructional Materials)

(cf. 1312.3 - Public Complaints Concerning Discrimination)

(cf. 1312.4 - Public Complaints Concerning Elementary and Secondary Education Act Programs)

Board Member Preparation

A copy of the agenda shall be forwarded to each Board member at least three days before each regular meeting date, together with the Superintendent or designee's report, minutes to be approved, copies of communications, reports from committees, staff, citizens and others, and other available documents pertinent to the meeting.

When special meetings are called, the secretary and president shall make every effort to get the agenda and support materials to Board members as soon as possible.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to obtain specific information on agenda items.

(cf. 9200 - Board Members)

Legal References:

ALASKA STATUTES

[29.20.020](#) Meetings public

Revised 06/2020

Adopted: June 10, 2003

Nome Public Schools