Regular Board Meeting

Tuesday, June 18, 2019 5:30 PM
NES Library, 1057 E 5th Ave, Nome, Alaska 99762

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

B. **Consent Agenda**
(Routine matter considered for approval as one motion. Any item can be pulled for separate consideration).
1. Approval of Minutes: Regular Meeting: May 14, 2019
2. Approval of May 2019 Disbursements

C. **Awards and Presentations**
1. Introductions of Guest & Visitors
2. Presentation - School Climate & Connectedness Survey Results

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

E. **Superintendent Report**

F. **Executive Session of the Board**
1. Superintendent Evaluation

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

H. **Action Item**
1. Upgrade of SPED Van (Wheelchair Lift Install)
2. Triennial Wellness Policy Review
3. Purchase & Install of Flooring in Beltz Apartments
4. FY20 Fuel Order
5. First Board Policy Reading
6. Second Board Policy Reading
7. Approval of New Hires
8. Funds Transfer to CIP

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

J. **Upcoming Events:**

K. **Adjournment**

Our Mission

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

Our Vision

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

Board and Superintendent Guiding Principles

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

Board and Superintendent Goals

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

Nome Public Schools

2019 Family Survey
2019 School Climate & Connectedness Survey

Report created by
Panorama Education

Summary

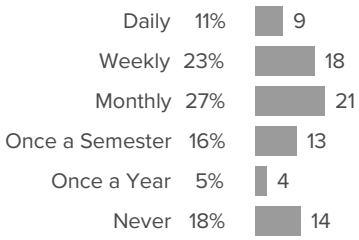
Topic Description	Results	Comparison
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	**57%** ▲ 6 since last survey	**65%** Rural Schools **65%** Participating Alaska Districts
Family and Community Involvement Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.	**72%** ▲ 9 since last survey	**73%** Rural Schools **73%** Participating Alaska Districts
School Safety Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.	**88%**	**83%** Rural Schools **83%** Participating Alaska Districts

79 responses

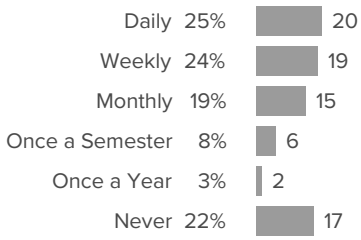
Communication

How did people respond?

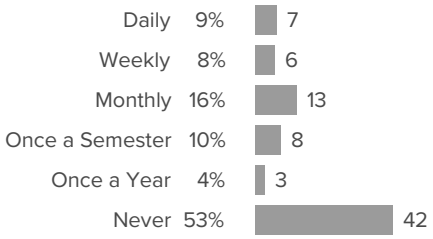
Q.1: How often do you use the district or school website to get information about your school?



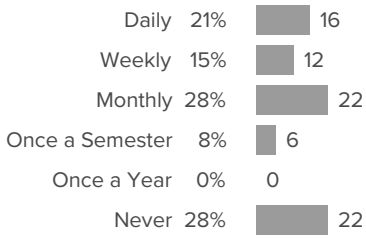
Q.2: How often do you use Social Media (ex. Facebook) to get information about your school?



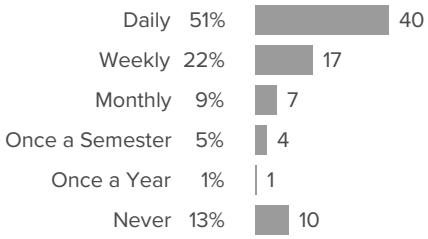
Q.3: How often do you use the newsletter to get information about your school?



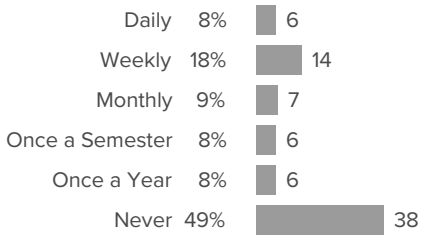
Q.4: How often do you use text messages to get information about your school?



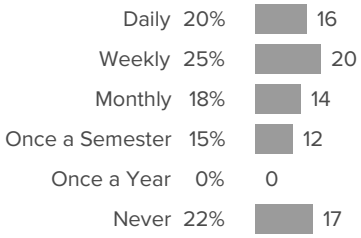
Q.5: How often do you use email to get information about your school?



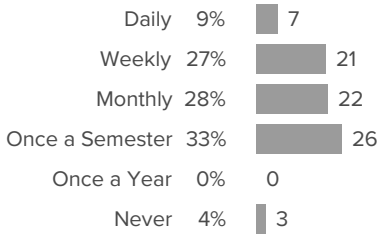
Q.6: How often do you use the newspaper to get information about your school?



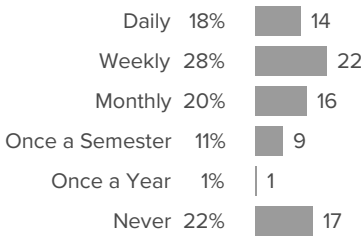
Q.7: How often do you use notes sent home from school to get information about your school?



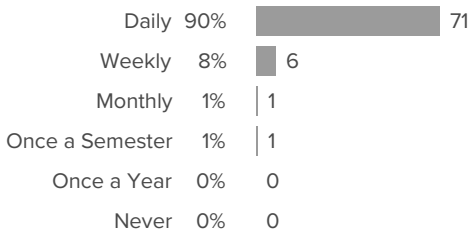
Q.8: How often do you use conversations with school staff to get information about your school?



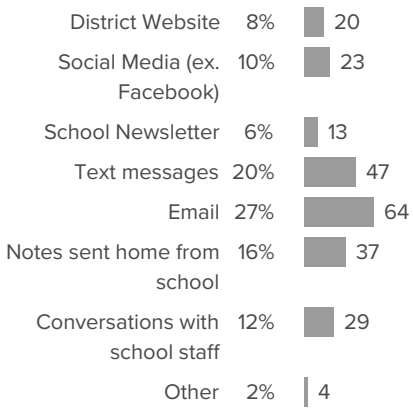
Q.9: How often do you use conversations with other parents to get information about your school?



Q.10: How often do you use conversations with your child to get information about your school?



Q.11: How would you like the school to communicate with you? (choose all that apply)



Cultural Connectedness

Your average

57%

79 responses

Change

▲ **6**

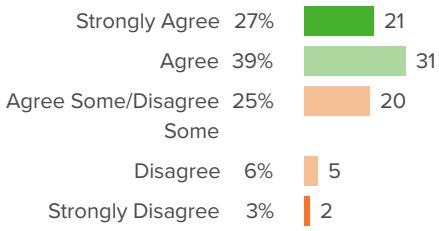
since last survey

District Geographic Area average: **65%** Rural Schools

State average: **65%** Participating Alaska Districts

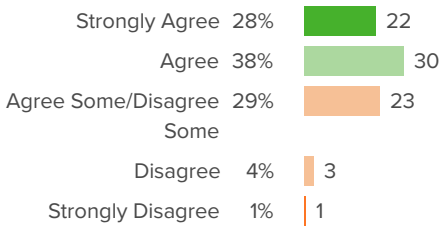
How did people respond?

Q.1: This school values the language and culture of my family.



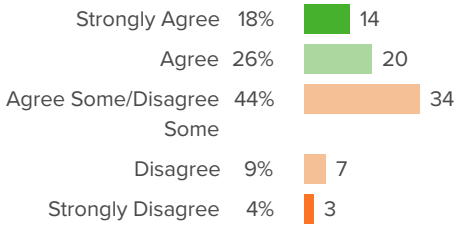
▲ **10** from last survey Favorable: **66%**

Q.2: This school teaches about the history and culture of people who live in my community.



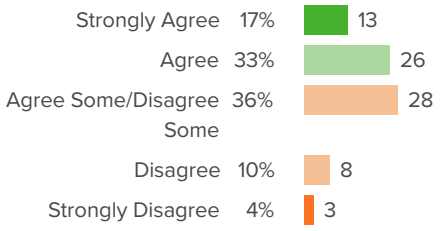
▲ **9** from last survey Favorable: **66%**

Q.3: I see my family's culture represented in class lessons, materials, posters, and art around the school, etc.



▼ **1** from last survey Favorable: **44%**

Q.4: My child's teacher makes an effort to represent my family's culture in class lessons.

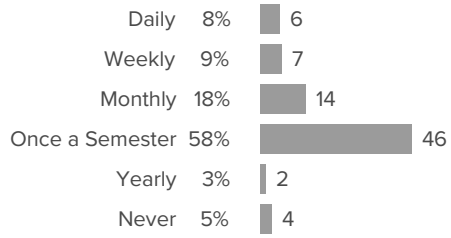


▲ **5** from last survey Favorable: **50%**

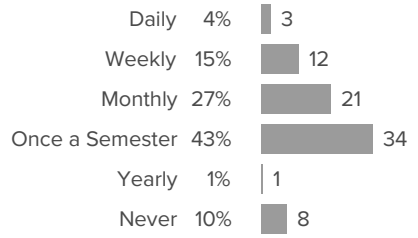
Family Engagement at School

How did people respond?

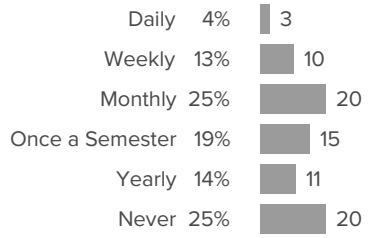
Q.1: How often do you meet in person with teachers at your child's school?



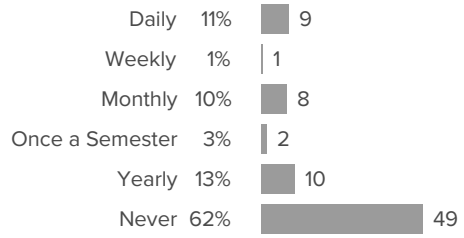
Q.2: How often do you go to events at your child's school during the school year?



Q.3: How often have you helped out at your child's school during the school year?



Q.4: How often do you participate in decision-making at school?



Family and Community Involvement

Your average

72%

79 responses

Change

▲ 9

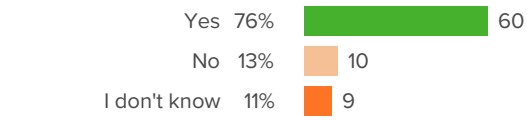
since last survey

District Geographic Area average: **73%** Rural Schools

State average: **73%** Participating Alaska Districts

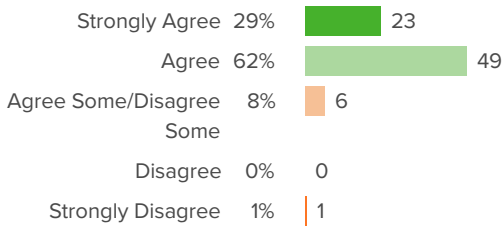
How did people respond?

Q.1: The school does a good job communicating to families.



Favorable: **76%**

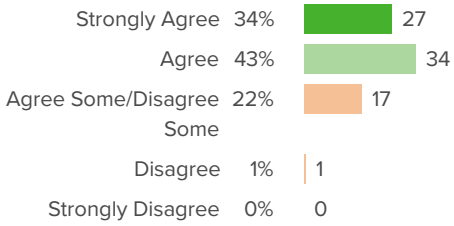
Q.2: This school is a welcoming place for families like mine.



▲ **15** from last survey

Favorable: **91%**

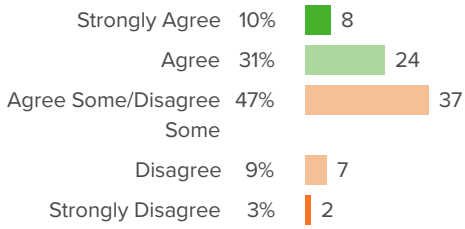
Q.3: Adults in the community support this school.



▲ **8** from last survey

Favorable: **77%**

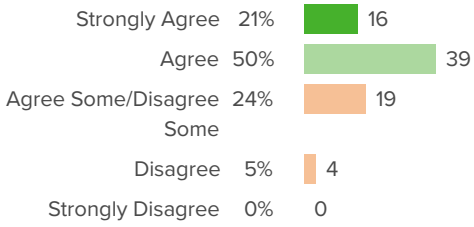
Q.4: Adults in the community know what goes on inside of schools.



▲ **2** from last survey

Favorable: **41%**

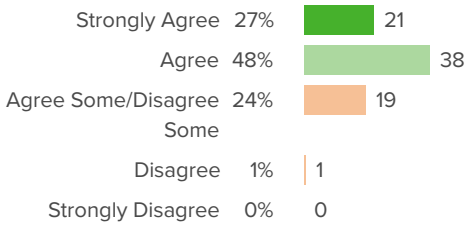
Q.5: Adults in the community encourage youth to take school seriously.



▲ **15** from last survey

Favorable: **71%**

Q.6: This school values and welcomes elders.



▲ **2** from last survey

Favorable: **75%**

Opportunities for Involvement at School

How did people respond?

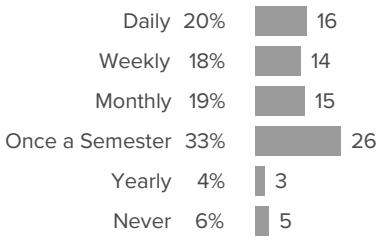
Q.1: What would help you to be more involved in your child's school? (mark all that apply)

Addressing childcare needs	3%	6
Transportation to school	2%	4
Timing of meetings	8%	16
Food provided at meetings	3%	6
Strong relationships with school staff	9%	18
Feeling welcomed by school staff	6%	13
Clear roles for school involvement	13%	26
Better communication with the school	10%	20
Personal Invitation	12%	24
More involvement by school staff within the community	2%	5
Active parent group at the school	6%	13
Involvement in decision-making for school improvement	8%	16
Feeling connected to other parents at my child's school	6%	13
School staff understanding of our community and culture	4%	8
Opportunities to heal from my own school experience	1%	3
Other	8%	16

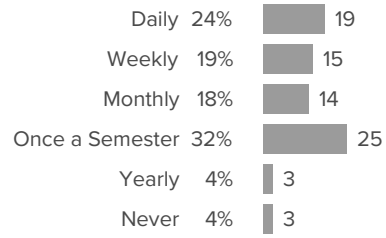
School Communication with Families

How did people respond?

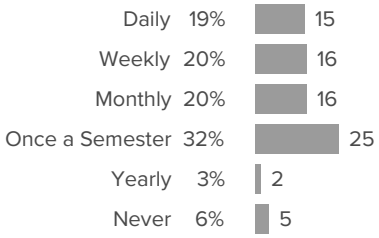
Q.1: How often does your child's school seek your guidance on how to help your child do well in school?



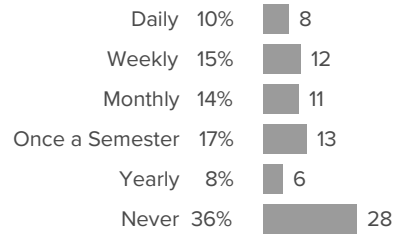
Q.2: How often does your child's school share ideas on what you can do at home to support your child's learning?



Q.3: How often does your child's school reach out to you to tell you how your child is doing?



Q.4: How often does your child's school ask you to volunteer at school events?



School Safety

Your average

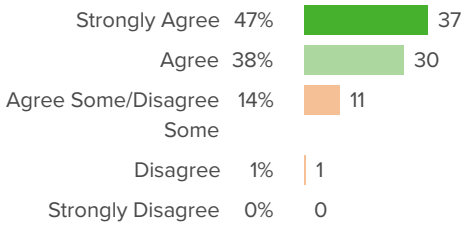
88%

79 responses

District Geographic Area average:	**83%**	Rural Schools
State average:	**83%**	Participating Alaska Districts

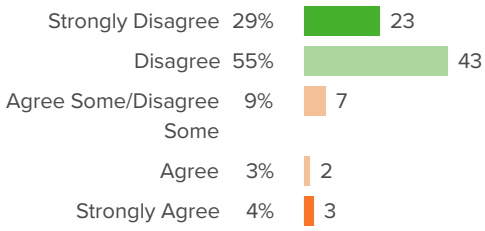
How did people respond?

Q.1: My child feels safe at school.



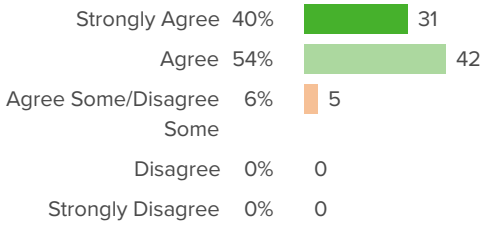
Favorable: **85%**

Q.2: My child's school is badly affected by crime and violence in the community.



Favorable: **85%**

Q.3: My child feels safe traveling to and from school.

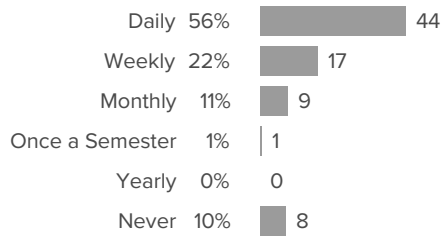


Favorable: **94%**

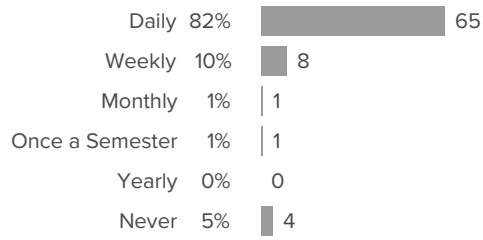
Student Support at Home

How did people respond?

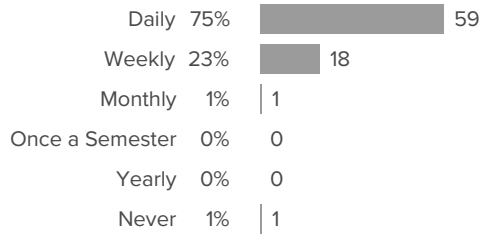
Q.1: How often do you help your child with school work?



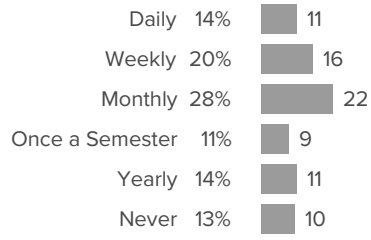
Q.2: How often do you make sure your child has a designated time and space to do school work?



Q.3: How often do you have conversations with your child about what they are learning at school?



Q.4: How often do you have conversations with your child about career or college preparation?



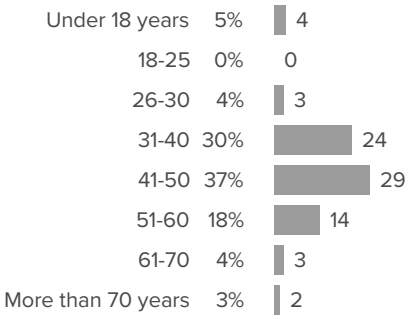
Background Information

How did people respond?

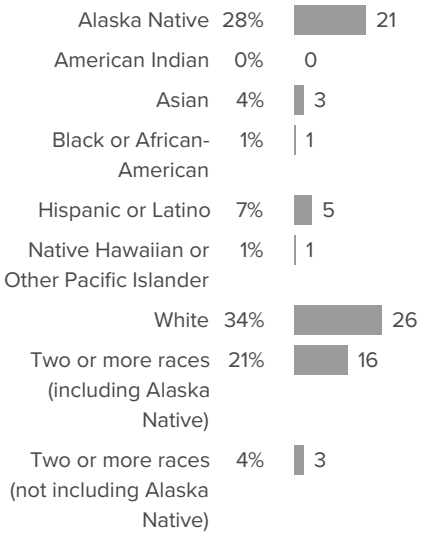
Q.1: What is your gender?



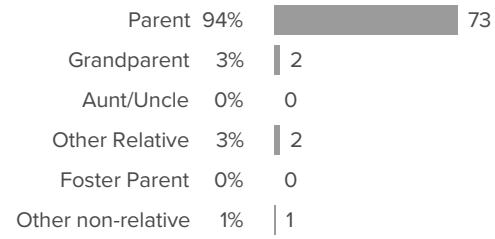
Q.2: What is your age?



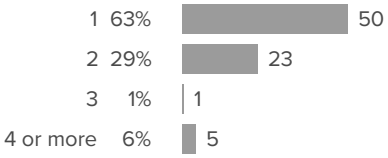
Q.3: What groups describe you best? (Choose all that apply)



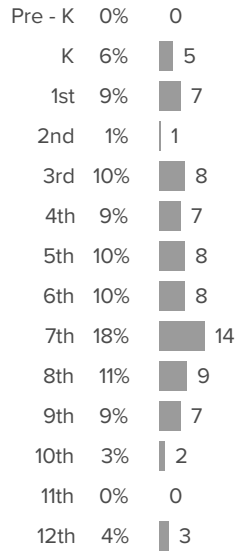
Q.4: Please describe your relationship to the child attending this school



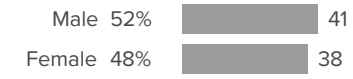
Q.5: How many children in your household are currently attending this school?



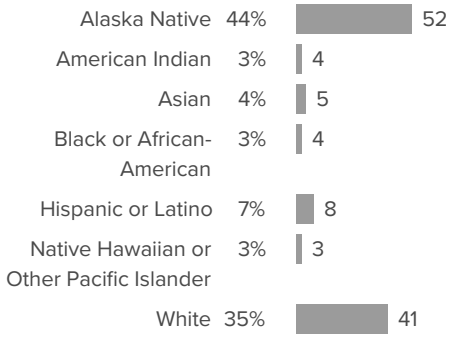
Q.6: Please indicate which grade your child is in.



Q.7: What is your child's gender?



Q.8: Which groups describe your child best? (Choose all that apply)



Q.9: Do you speak a language other than English with your child?



Nome Public Schools

2019 Grade 3-5 Student Survey
2019 School Climate & Connectedness Survey

Report created by
Panorama Education

Summary

Topic Description	Results	Comparison
Caring Others (Grades 3-5) Level of caring and support that students received from peers, staff, and community members at school.	**62%** 0 since last survey	64% Rural Schools 61% Participating Alaska Districts
Recommendation Question (Grades 3-5)	**67%** ▲ 4 since last survey	74% Rural Schools 72% Participating Alaska Districts
Safety Question (Grades 3-5)	**67%** ▲ 2 since last survey	70% Rural Schools 65% Participating Alaska Districts
Social and Emotional Learning (Grades 3-5) Students marked how often they use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision -making.	**60%** ▼ 3 since last survey	66% Rural Schools 66% Participating Alaska Districts

116 responses

Caring Others (Grades 3-5)

Your average

62%

116 responses

Change

0

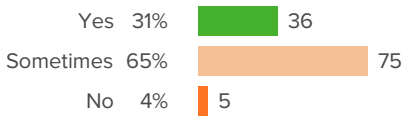
since last survey

District Geographic Area average: **64%** Rural Schools

State average: **61%** Participating Alaska Districts

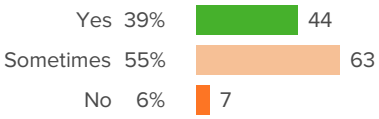
How did people respond?

Q.1: Students in this school help each other, even if they are not friends.



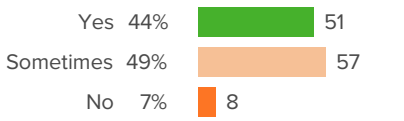
▲ **0** from last survey — Favorable: **31%**

Q.2: Students here treat me with respect.



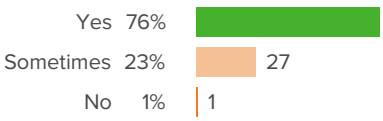
▲ **5** from last survey — Favorable: **39%**

Q.3: When students see another student being picked on, they try to stop it.



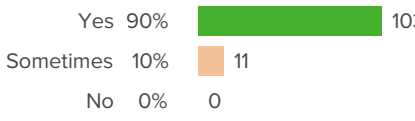
▼ **2** from last survey — Favorable: **44%**

Q.4: At this school, students are encouraged to do their very best.



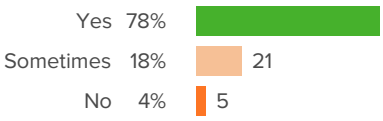
▲ **3** from last survey — Favorable: **76%**

Q.5: The adults at this school believe that all students can do good work.



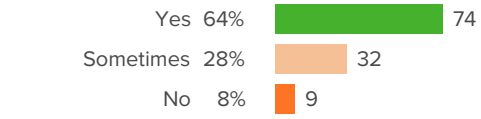
▲ **4** from last survey — Favorable: **90%**

Q.6: Adults in my community let me know that school is important.



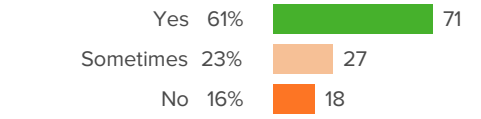
▼ **4** from last survey — Favorable: **78%**

Q.7: There is an adult at this school who I can talk to about things that are bothering me.



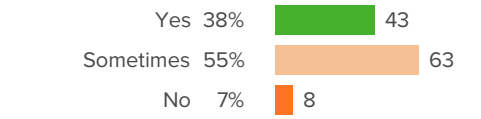
▲ 3 from last survey — Favorable: **64%**

Q.8: At school, there is a teacher or some other adult who will miss me when I'm absent.



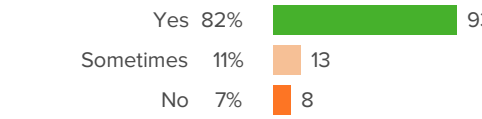
▲ 3 from last survey — Favorable: **61%**

Q.9: There are lots of chances for students in my school to talk with teachers one-on-one.



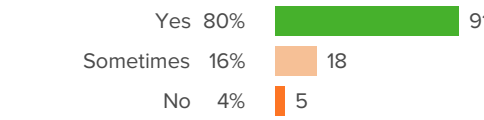
▼ 11 from last survey — Favorable: **38%**

Q.10: I can name at least five adults who really care about me.



▲ 2 from last survey — Favorable: **82%**

Q.11: At school, other adults besides my teachers know my name.

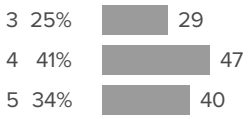


▲ 0 from last survey — Favorable: **80%**

Demographics

How did people respond?

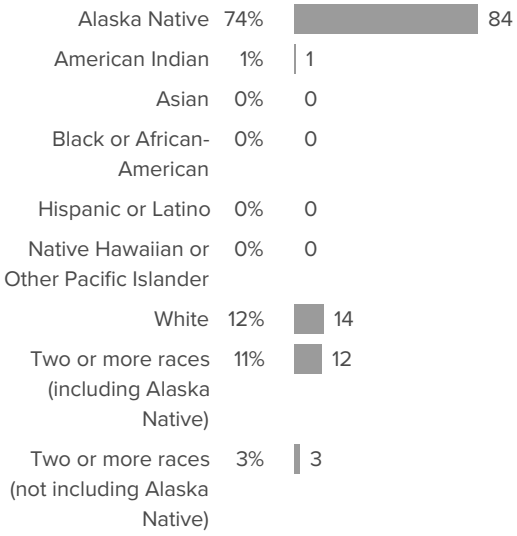
Q.1: What grade are you in?



Q.2: Are you a



Q.3: Which groups describe you best? (Choose all that apply)



Q.4: Is there a language other than English spoken in your home?



Recommendation Question (Grades 3-5)

Your average

67%

116 responses

Change

▲ **4**

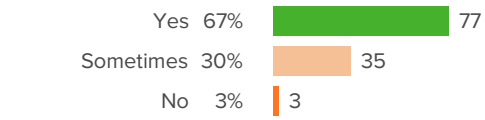
since last survey

District Geographic Area average: **74%** Rural Schools

State average: **72%** Participating Alaska Districts

How did people respond?

Q.1: I think other students would like going to my school.



▲ **4** from last survey

Favorable: **67%**

Safety Question (Grades 3-5)

Your average

67%

116 responses

Change

▲ 2

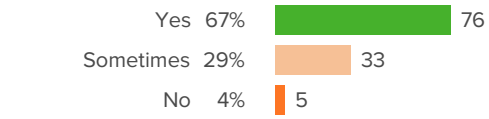
since last survey

District Geographic Area average: **70%** Rural Schools

State average: **65%** Participating Alaska Districts

How did people respond?

Q.1: I feel safe at school.



▲ **2** from last survey

Favorable: **67%**

Social and Emotional Learning (Grades 3-5)

Your average

60%

116 responses

Change

▼ 3

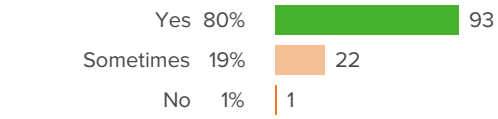
since last survey

District Geographic Area average: **66%** Rural Schools

State average: **66%** Participating Alaska Districts

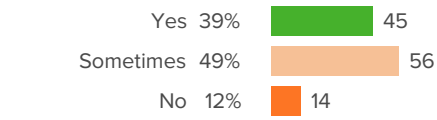
How did people respond?

Q.1: I try hard to do well in school.



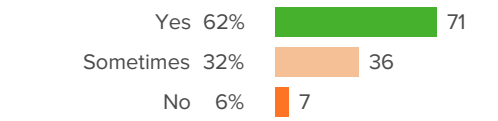
▼ 1 from last survey — Favorable: **80%**

Q.2: If someone asks me I can tell them how I am feeling.



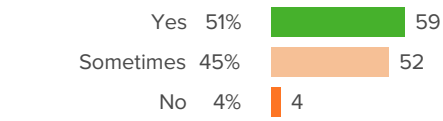
▼ 10 from last survey — Favorable: **39%**

Q.3: I know what kinds of work I need help with to be successful.



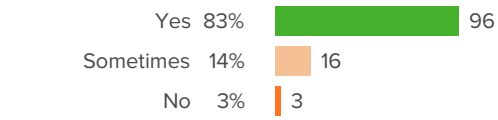
▼ 6 from last survey — Favorable: **62%**

Q.4: I ask for help from my teachers or others when I need it.



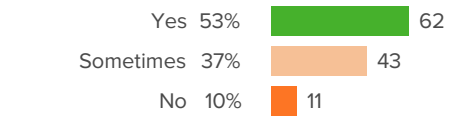
▼ 9 from last survey — Favorable: **51%**

Q.5: I am careful when I use something that belongs to someone else.



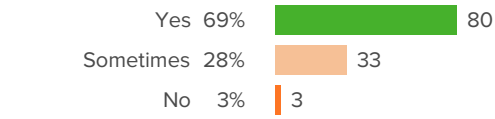
▲ 3 from last survey — Favorable: **83%**

Q.6: I can control myself when I am frustrated, or disappointed.



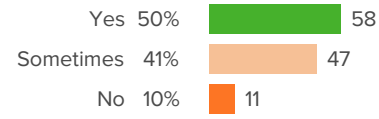
▼ 5 from last survey — Favorable: **53%**

Q.7: I can explain why it is important to tell the truth.



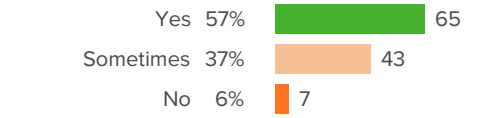
▼ 4 from last survey — Favorable: **69%**

Q.8: If something is bothering me, I think of different ways I can react.



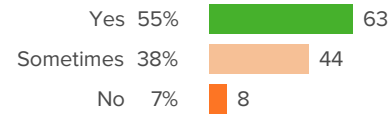
▼ 2 from last survey — Favorable: **50%**

Q.9: I set goals and then work to reach them.



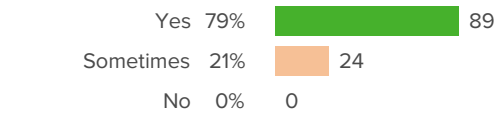
▼ 4 from last survey — Favorable: **57%**

Q.10: I care about other people's feelings and what they think.



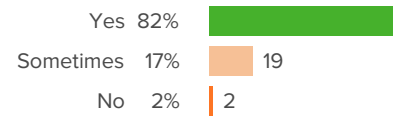
▼ 8 from last survey — Favorable: **55%**

Q.11: It is important for me to help others in my school.



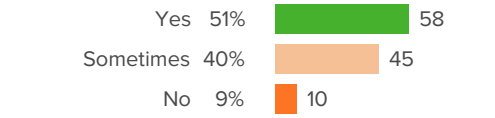
▲ 6 from last survey — Favorable: **79%**

Q.12: I respect people even if they are different.



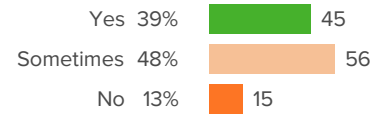
▲ 8 from last survey — Favorable: **82%**

Q.13: I can tell when someone is getting angry or upset before they say anything.



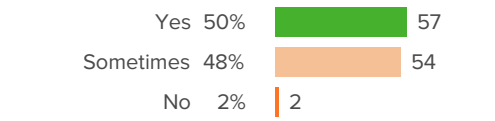
▼ 6 from last survey — Favorable: **51%**

Q.14: I know how to disagree without starting a fight or an argument.



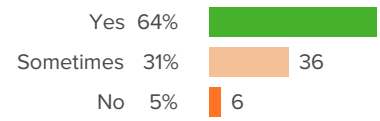
▼ 8 from last survey — Favorable: **39%**

Q.15: I get along well with other students.



▼ 1 from last survey — Favorable: **50%**

Q.16: I know how to make friends with new people.



▼ 2 from last survey — Favorable: **64%**

Nome Public Schools

Grade 6-12 Student Survey
2019 School Climate & Connectedness Survey

Report created by
Panorama Education

Summary

Topic Description	Results	Comparison
Caring Adults Students' perceptions of their closeness to adults in the school. Higher scores are better because they reflect more favorable perceptions of caring adults	**61%** ▼ 2 since last survey	**60%** Rural Schools **58%** Participating Alaska Districts
Community Support Reflects the extent to which students are involved in their communities, and the extent to which students feel supported by their communities.	**74%** ▲ 2 since last survey	**72%** Rural Schools **72%** Participating Alaska Districts
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	**52%** ▲ 4 since last survey	**53%** Rural Schools **49%** Participating Alaska Districts
Family and Community Involvement Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.	**62%** ▲ 3 since last survey	**63%** Rural Schools **60%** Participating Alaska Districts
High Expectations Student perceptions of their own academic expectations as well as those of adults in their school and community. Higher scores are better because they reflect more favorable perceptions of student involvement.	**75%** ▲ 1 since last survey	**75%** Rural Schools **75%** Participating Alaska Districts
Peer Climate Student Survey: Students' perceptions of how respectful and helpful students are to one another. Staff Survey: Staff perceptions of how respectful and helpful students are to one another, and towards their teachers. Prior to 2016, the staff scale was called Respectful Climate. Higher scores are better because they reflect more favorable perceptions of peer climate.	**25%** ▼ 1 since last survey	**28%** Rural Schools **32%** Participating Alaska Districts

Respectful Climate

Student perceptions of the fairness of rules and the respectful relationships between students and staff. Higher scores are better because they reflect more favorable perceptions of respectful climate. (The Staff “Respectful Climate” scale was renamed to "Peer Climate" starting in 2017).

58%
▲ 1
since last survey

57% Rural Schools
57% Participating Alaska Districts

School Safety

Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.

64%
▼ 3
since last survey

66% Rural Schools
67% Participating Alaska Districts

Social and Emotional Learning (Grades 6-12)

Students rated how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making.

73%
▲ 3
since last survey

72% Rural Schools
73% Participating Alaska Districts

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

43%
▲ 1
since last survey

47% Rural Schools
45% Participating Alaska Districts

Student Risk Behaviors: Delinquent Behaviors

Students and staff reported how often they observed students engage in delinquent behaviors at school and at school events within the past 12 months. Higher scores are better because they reflect more instances of “0 times” of delinquent behaviors.

60%
▲ 4
since last survey

59% Rural Schools
58% Participating Alaska Districts

Student Risk Behaviors: Drug and Alcohol Use

Observations of other students engaging in drug and alcohol use at school or school events within the past 12 months. Higher scores are better because they reflect more instances of “0 times” of drug and alcohol use.

74%
0
since last survey

74% Rural Schools
70% Participating Alaska Districts

288 responses

Caring Adults

Your average

61%

288 responses

Change

▼ **2**

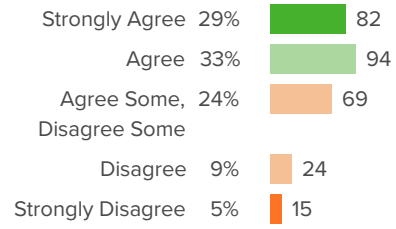
since last survey

District Geographic Area average: **60%** Rural Schools

State average: **58%** Participating Alaska Districts

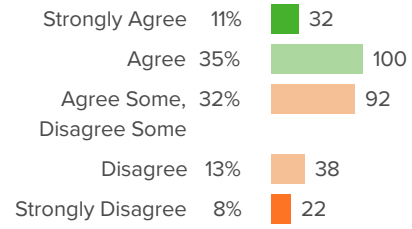
How did people respond?

Q.1: There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.



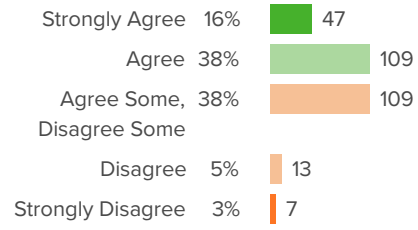
▼ **3** from last survey — Favorable: **62%**

Q.2: At school, there is a teacher or some other adult who will miss me when I'm absent.



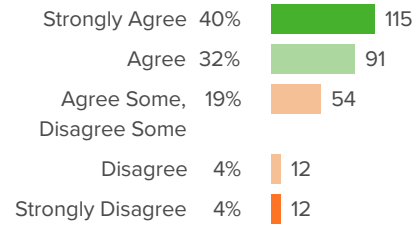
▲ **4** from last survey — Favorable: **46%**

Q.3: There are lots of chances for students in my school to talk with teachers one-on-one.



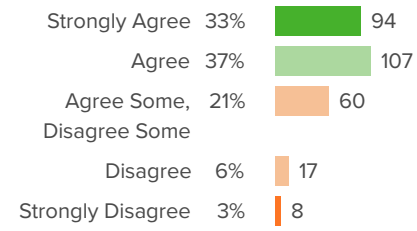
▼ **5** from last survey — Favorable: **55%**

Q.4: I can name at least five adults who really care about me.



▲ **1** from last survey — Favorable: **73%**

Q.5: Other adults at school besides my teachers know my name.



▼ 5 from last survey

Favorable: **70%**

Community Support

Your average

74%

288 responses

Change

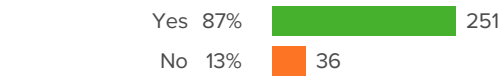
▲ 2

since last survey

District Geographic Area average:	**72%**	Rural Schools
State average:	**72%**	Participating Alaska Districts

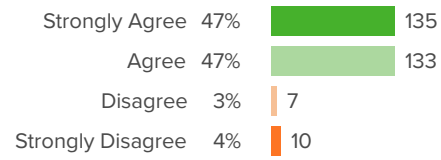
How did people respond?

Q.1: Do you have someone outside of school who can help you with your homework?



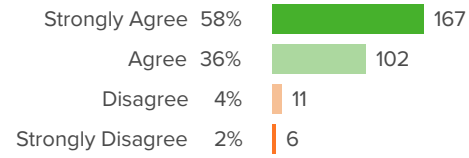
▲ **3** from last survey — Favorable: **87%**

Q.2: Outside of school and home, I know at least one adult I can talk to, if I have a problem.



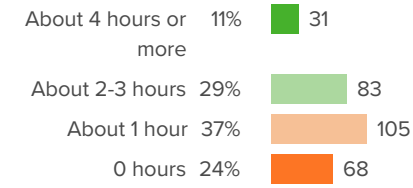
▲ **4** from last survey — Favorable: **94%**

Q.3: Outside of school and home, I know at least one adult who encourages me to do my best.



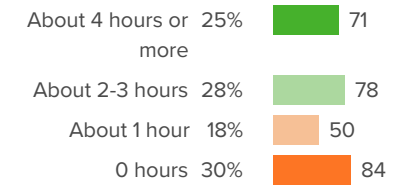
▲ **1** from last survey — Favorable: **94%**

Q.4: During an average week, how much time do you spend helping other people without getting paid? (Examples: helping elders or neighbors; watching younger children; peer teaching, tutoring, mentoring; helping the environment or doing other volunteer activities).



▲ **4** from last survey — Favorable: **40%**

Q.5: During an average week, how much time do you spend participating in organized activities after school or on weekends? (Examples: sports, clubs, youth groups, music/art/dance/drama activities, cultural, religious or other community activities)



▼ 2 from last survey

Favorable: **53%**

Cultural Connectedness

Your average

52%

288 responses

Change

▲ 4

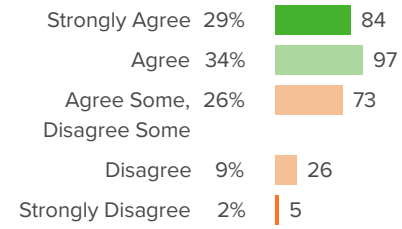
since last survey

District Geographic Area average: **53%** Rural Schools

State average: **49%** Participating Alaska Districts

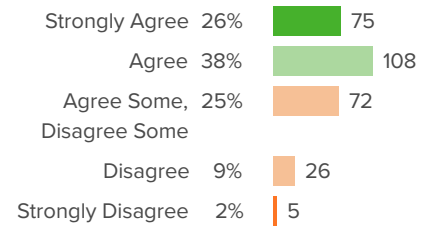
How did people respond?

Q.1: I have a strong sense of belonging to my culture.



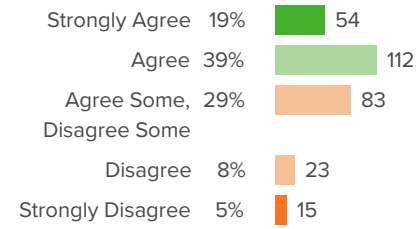
▲ 1 from last survey — Favorable: **64%**

Q.2: In general, my culture is an important part of my self-image.



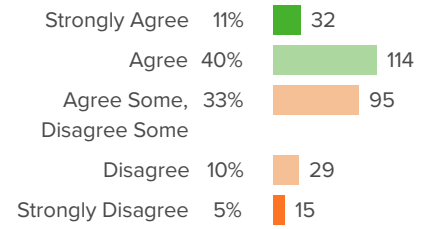
▲ 2 from last survey — Favorable: **64%**

Q.3: My school teaches about the history and culture of people who live in my community.



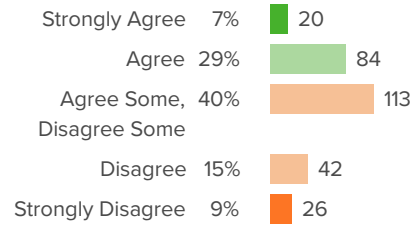
▲ 7 from last survey — Favorable: **58%**

Q.4: My school values the language and culture of my family.



▲ 6 from last survey — Favorable: **51%**

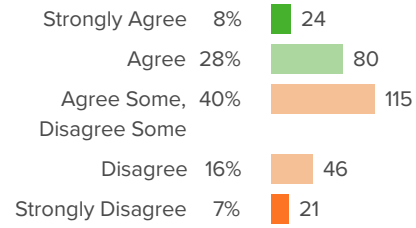
Q.5: My teachers make an effort to represent my culture in class lessons.



▲ 3 from last survey

Favorable: **36%**

Q.6: I see my family's culture represented in class lessons, materials, posters, and art around the school, etc.



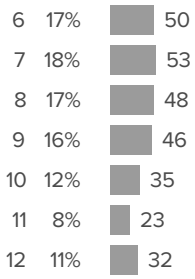
▲ 1 from last survey

Favorable: **36%**

Demographics

How did people respond?

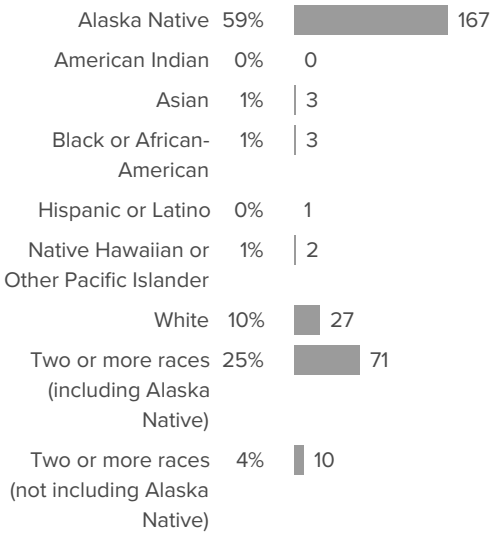
Q.1: What grade are you in?



Q.2: Are you a



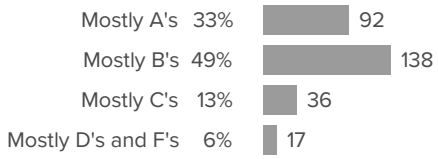
Q.3: Which group describes you best? (Choose all that apply)



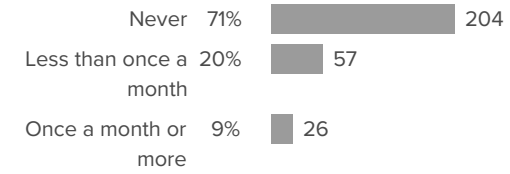
Q.4: Is there a language other than English spoken in your home?



Q.5: What grades do you usually get?



Q.6: During the past year, how many days did you miss (skip) school without permission?



Family and Community Involvement

Your average

62%

288 responses

Change

▲ 3

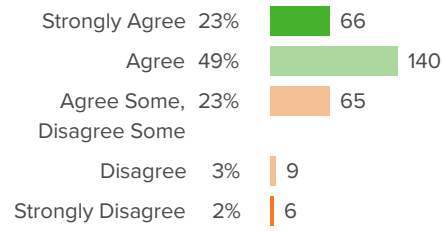
since last survey

District Geographic Area average: **63%** Rural Schools

State average: **60%** Participating Alaska Districts

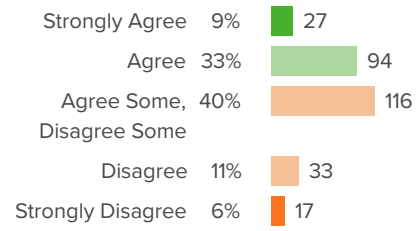
How did people respond?

Q.1: This school is a welcoming place for families like mine.



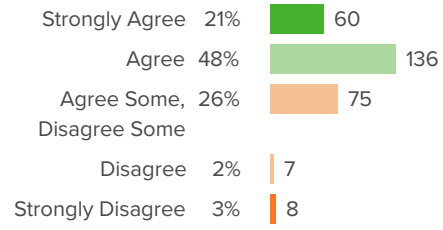
▲ 3 from last survey — Favorable: **72%**

Q.2: Adults in my community know what goes on inside schools.



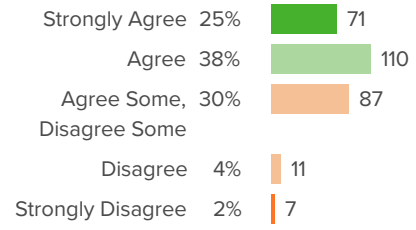
▲ 2 from last survey — Favorable: **42%**

Q.3: Adults in my community support this school.



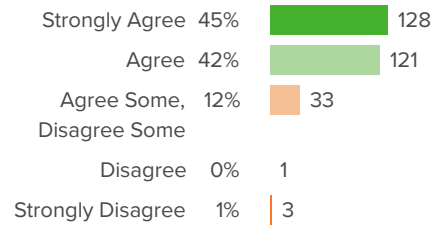
▲ 3 from last survey — Favorable: **69%**

Q.4: Lots of parents come to events at my school.



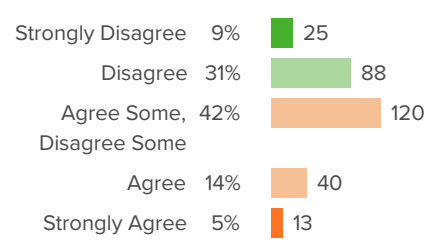
▼ 6 from last survey — Favorable: **63%**

Q.5: This school values and welcomes elders.



Favorable: **87%**

Q.6: This school does not involve parents in most school events or activities.



▼ 11 from last survey — Favorable: **40%**

High Expectations

Your average

75%

288 responses

Change

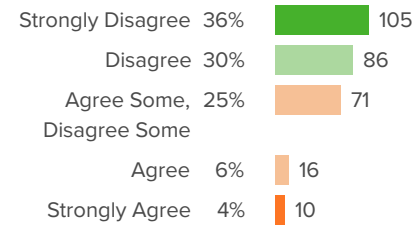
▲ **1**

since last survey

District Geographic Area average:	**75%**	Rural Schools
State average:	**75%**	Participating Alaska Districts

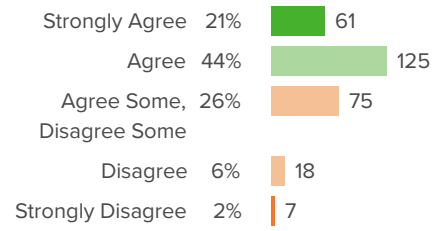
How did people respond?

Q.1: I have given up on school.



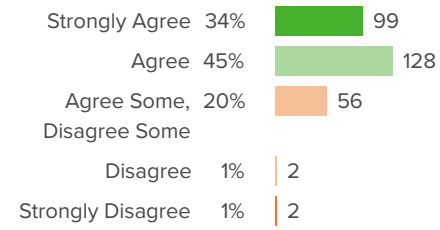
▲ **4** from last survey — Favorable: **66%**

Q.2: At this school, students are encouraged to work to the best of their abilities.



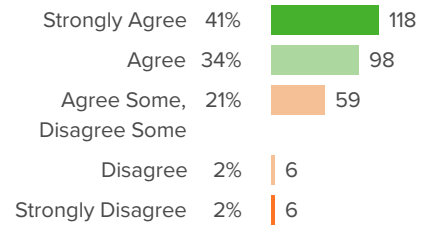
▼ **4** from last survey — Favorable: **65%**

Q.3: I try hard to do well in school.



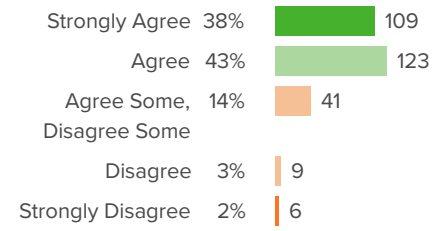
▲ **2** from last survey — Favorable: **79%**

Q.4: I want very much to get more education after high school.



▼ **3** from last survey — Favorable: **75%**

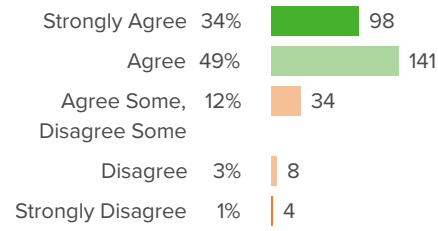
Q.5: Adults in my community encourage me to take school seriously.



▼ 1 from last survey

Favorable: **81%**

Q.6: Teachers and other adults at this school believe that all students can do good work.



▲ 10 from last survey

Favorable: **84%**

Peer Climate

Your average

25%

288 responses

Change

▼ 1

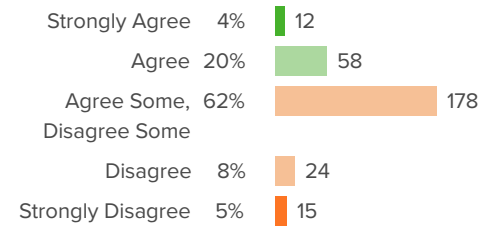
since last survey

District Geographic Area average: **28%** Rural Schools

State average: **32%** Participating Alaska Districts

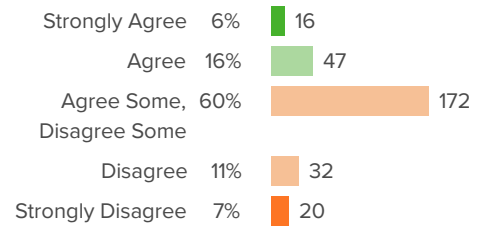
How did people respond?

Q.1: Students in this school help each other, even if they are not friends.



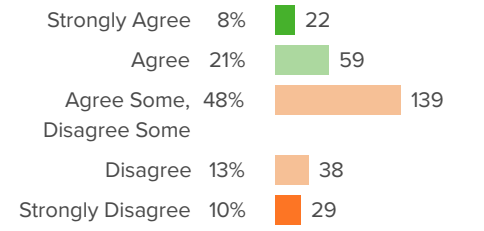
▲ 0 from last survey — Favorable: **24%**

Q.2: Students in this school treat each other with respect.



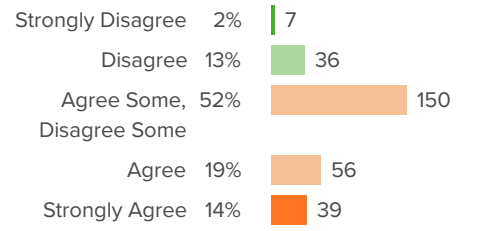
▲ 2 from last survey — Favorable: **22%**

Q.3: When students see another student being picked on, they try to stop it.



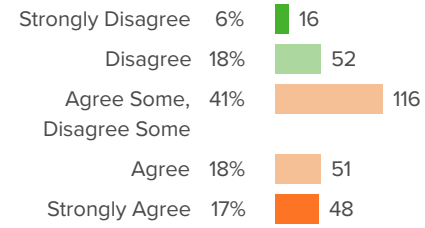
▲ 2 from last survey — Favorable: **28%**

Q.4: Students at this school are often teased or picked on.



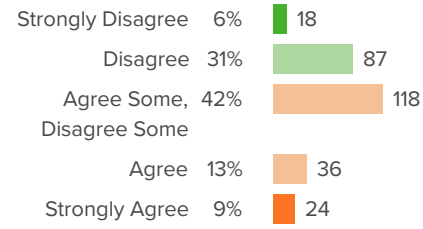
▼ 2 from last survey — Favorable: **15%**

Q.5: Students who go to my school often spread hurtful rumors or lies about each other online (such as Snapchat, Instagram, Facebook, etc.)



Favorable: **24%**

Q.6: Most students in this school like to put others down.



▼ **4** from last survey

Favorable: **37%**

Respectful Climate

Your average

58%

288 responses

Change

▲ 1

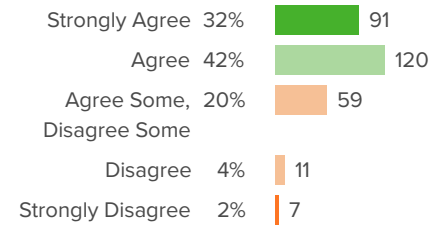
since last survey

District Geographic Area average: **57%** Rural Schools

State average: **57%** Participating Alaska Districts

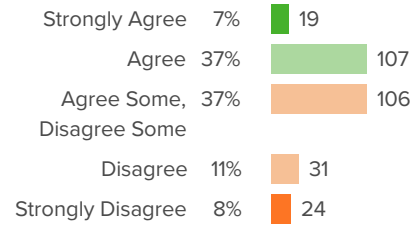
How did people respond?

Q.1: My teachers treat me with respect.



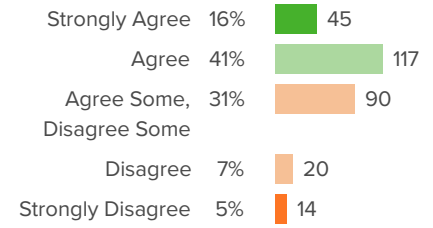
▲ 3 from last survey — Favorable: **73%**

Q.2: When students break rules, they are treated fairly.



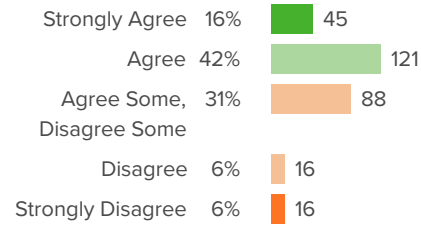
▲ 1 from last survey — Favorable: **44%**

Q.3: My teachers are fair.



▲ 6 from last survey — Favorable: **57%**

Q.4: Our school rules are fair.



▼ 6 from last survey — Favorable: **58%**

School Safety

Your average

64%

288 responses

Change

▼ **3**

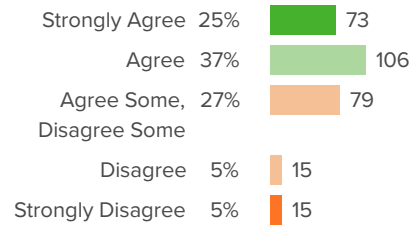
since last survey

District Geographic Area average: **66%** Rural Schools

State average: **67%** Participating Alaska Districts

How did people respond?

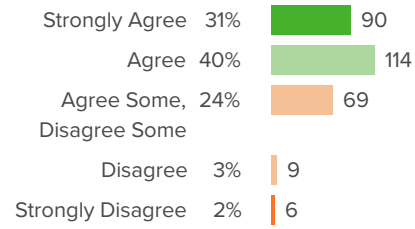
Q.1: I feel safe at school.



▼ **11** from last survey

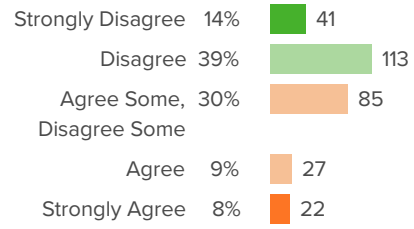
Favorable: **62%**

Q.2: I feel safe traveling to and from school.



Favorable: **71%**

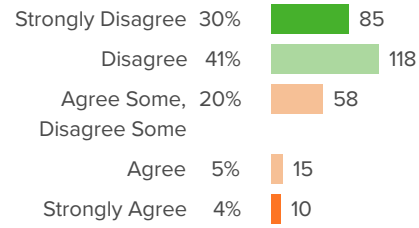
Q.3: This school is being ruined by bullies.



▲ **0** from last survey

Favorable: **53%**

Q.4: This school is badly affected by crime and violence in the community.



▼ **4** from last survey

Favorable: **71%**

Social and Emotional Learning (Grades 6-12)

Your average

73%

288 responses

Change

▲ **3**

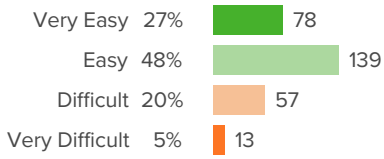
since last survey

District Geographic Area average: **72%** Rural Schools

State average: **73%** Participating Alaska Districts

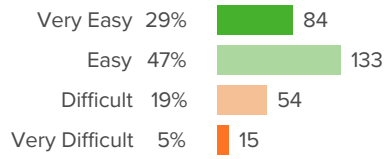
How did people respond?

Q.1: Knowing the emotions I feel.



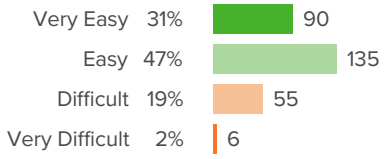
▲ **8** from last survey — Favorable: **76%**

Q.2: Knowing ways I calm myself down.



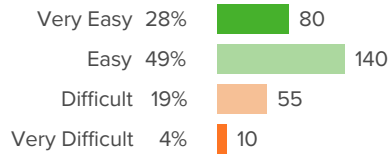
▲ **3** from last survey — Favorable: **76%**

Q.3: Knowing what my strengths are.



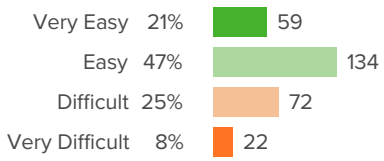
▲ **4** from last survey — Favorable: **79%**

Q.4: Knowing when my feelings are making it hard for me to focus.



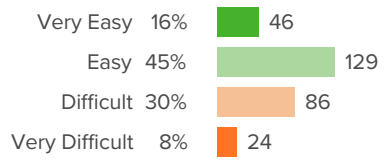
▲ **5** from last survey — Favorable: **77%**

Q.5: Being patient even when I am really excited.



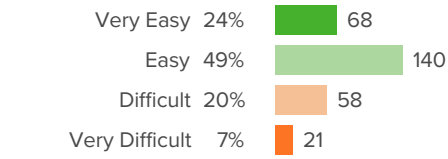
▲ **5** from last survey — Favorable: **67%**

Q.6: Finishing tasks even if they are hard for me.



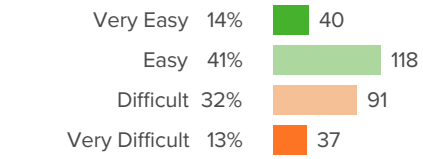
▲ **2** from last survey — Favorable: **61%**

Q.7: Setting goals for myself.



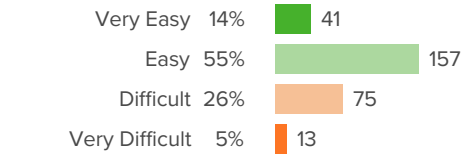
▲ 3 from last survey — Favorable: **72%**

Q.8: Doing schoolwork even when I do not feel like it.



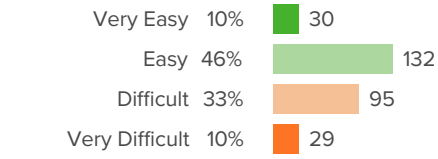
▼ 1 from last survey — Favorable: **55%**

Q.9: Being prepared for tests.



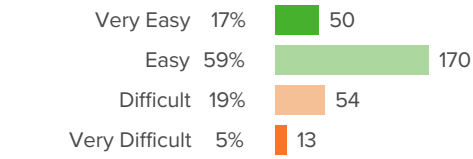
▲ 11 from last survey — Favorable: **69%**

Q.10: Getting through something even when I feel frustrated.



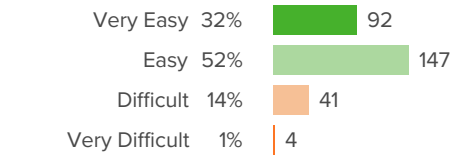
▲ 6 from last survey — Favorable: **57%**

Q.11: Learning from people with different opinions than me.



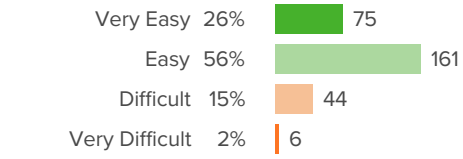
▼ 1 from last survey — Favorable: **77%**

Q.12: Knowing what people may be feeling by the look on their face.



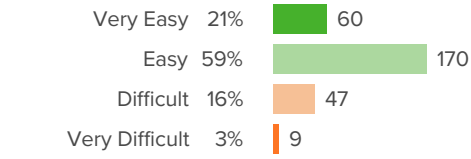
▲ 4 from last survey — Favorable: **84%**

Q.13: Knowing when someone needs help.



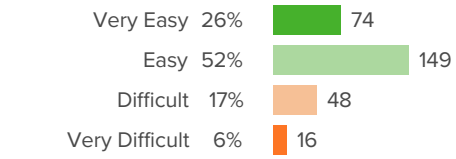
▲ 3 from last survey — Favorable: **83%**

Q.14: Respecting a classmate's opinions during a disagreement.



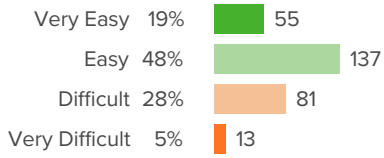
▲ 3 from last survey — Favorable: **80%**

Q.15: Getting along with my classmates.



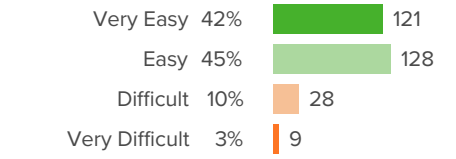
▲ 6 from last survey — Favorable: **78%**

Q.16: Thinking about what might happen before making a decision.



▼ 3 from last survey — Favorable: **67%**

Q.17: Knowing what is right or wrong.



▲ 4 from last survey — Favorable: **87%**

Student Involvement

Your average

43%

288 responses

Change

▲ 1

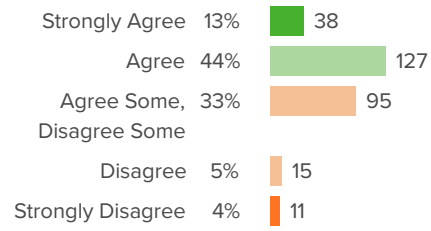
since last survey

District Geographic Area average: **47%** Rural Schools

State average: **45%** Participating Alaska Districts

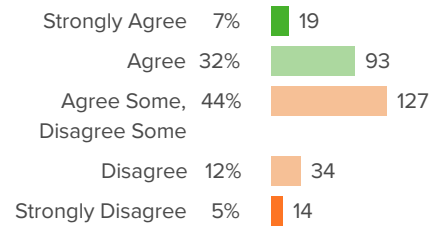
How did people respond?

Q.1: In my school, students are given a chance to help make decisions.



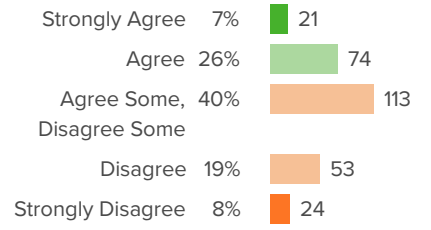
▲ 1 from last survey — Favorable: **58%**

Q.2: Students are involved in helping to solve school problems.



▲ 7 from last survey — Favorable: **39%**

Q.3: The principal asks students about their ideas.



▼ 3 from last survey — Favorable: **33%**

Student Risk Behaviors: Delinquent Behaviors

Your average

60%

288 responses

Change

▲ **4**

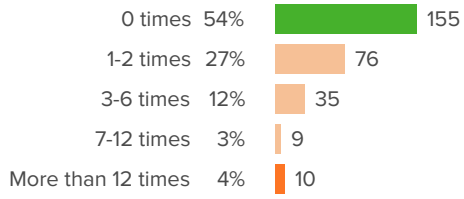
since last survey

District Geographic Area average: **59%** Rural Schools

State average: **58%** Participating Alaska Districts

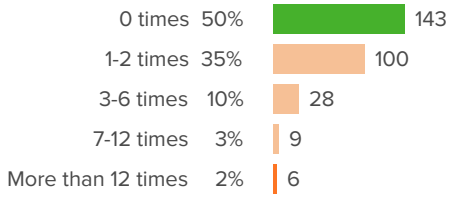
How did people respond?

Q.1: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Destroy things (such as school property, or other people's personal items)



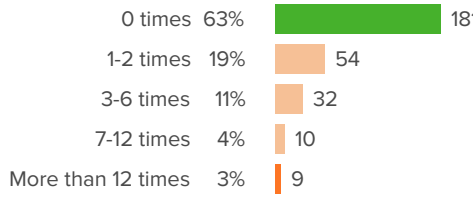
▲ **3** from last survey — Favorable: **54%**

Q.2: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Get into fights with other students



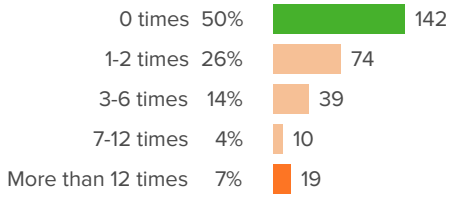
▲ **4** from last survey — Favorable: **50%**

Q.3: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Steal things (such as taking things from the school or other people)



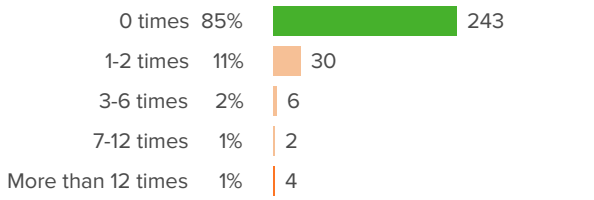
▲ **5** from last survey — Favorable: **63%**

Q.4: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Threaten or bully other students



▲ **4** from last survey — Favorable: **50%**

Q.5: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Carry weapons



Favorable: **85%**

Student Risk Behaviors: Drug and Alcohol Use

Your average

74%

288 responses

Change

0

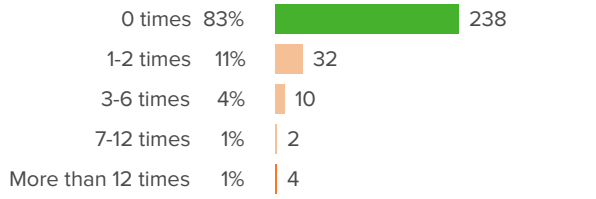
since last survey

District Geographic Area average: **74%** Rural Schools

State average: **70%** Participating Alaska Districts

How did people respond?

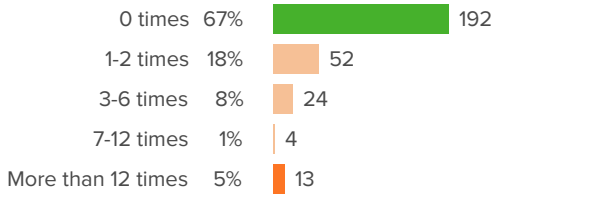
Q.1: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of drugs (such as meth, heroin, cocaine, etc.)



▼ 4 from last survey

Favorable: **83%**

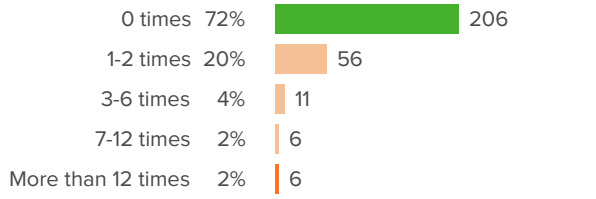
Q.2: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of marijuana



▲ 5 from last survey

Favorable: **67%**

Q.3: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of alcohol (beer, wine, liquor, such as vodka or whiskey, etc.)



Favorable: **72%**

Nome Public Schools

2019 Staff Survey
2019 School Climate & Connectedness Survey

Report created by
Panorama Education

Summary

Topic Description	Results	Comparison
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	**57%** ▼ 7 since last survey	**65%** Rural Schools **68%** Participating Alaska Districts
Family and Community Involvement Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.	**47%** ▼ 6 since last survey	**62%** Rural Schools **68%** Participating Alaska Districts
Peer Climate Student Survey: Students' perceptions of how respectful and helpful students are to one another. Staff Survey: Staff perceptions of how respectful and helpful students are to one another, and towards their teachers. Prior to 2016, the staff scale was called Respectful Climate. Higher scores are better because they reflect more favorable perceptions of peer climate.	**55%** ▲ 2 since last survey	**58%** Rural Schools **66%** Participating Alaska Districts
School Leadership and Involvement Staff perceptions of the decision making of school leaders, as well as the fairness of school rules.	**68%** ▼ 5 since last survey	**69%** Rural Schools **73%** Participating Alaska Districts
School Safety Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.	**61%** ▼ 10 since last survey	**73%** Rural Schools **78%** Participating Alaska Districts
Staff Attitudes Staff perceptions of the competence of teachers and of teachers' attitudes toward their work.	**77%** ▼ 1 since last survey	**78%** Rural Schools **83%** Participating Alaska Districts

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

48%

0
since last survey

55% Rural Schools

61% Participating Alaska Districts

Student Risk Behaviors: Delinquent Behaviors

Students and staff reported how often they observed students engage in delinquent behaviors at school and at school events within the past 12 months. Higher scores are better because they reflect more instances of “0 times” of delinquent behaviors.

33%

▲ **5**
since last survey

45% Rural Schools

45% Participating Alaska Districts

Student Risk Behaviors: Drug and Alcohol Use

Observations of other students engaging in drug and alcohol use at school or school events within the past 12 months. Higher scores are better because they reflect more instances of “0 times” of drug and alcohol use.

78%

▼ **6**
since last survey

79% Rural Schools

83% Participating Alaska Districts

61 responses

Cultural Connectedness

Your average

57%

61 responses

Change

▼ **7**

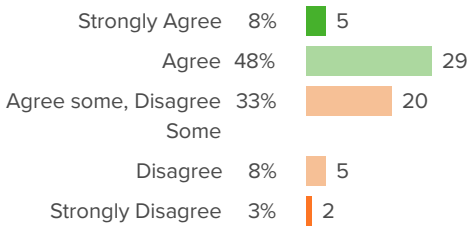
since last survey

District Geographic Area average: **65%** Rural Schools

State average: **68%** Participating Alaska Districts

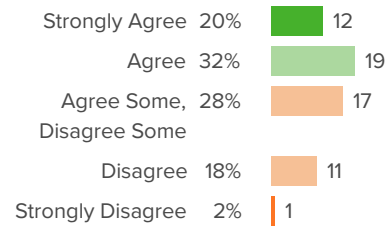
How did people respond?

Q.1: Students in my school have a strong sense of belonging to their culture.



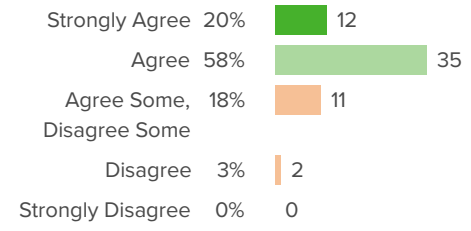
▲ **2** from last survey — Favorable: **56%**

Q.2: In general, my culture is an important part of my self-image.



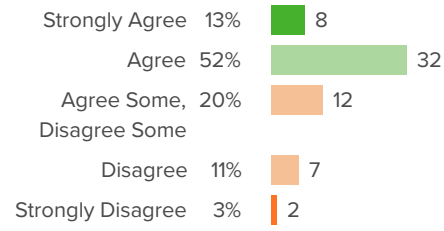
▼ **13** from last survey — Favorable: **52%**

Q.3: This school values the language and cultures of students' families.



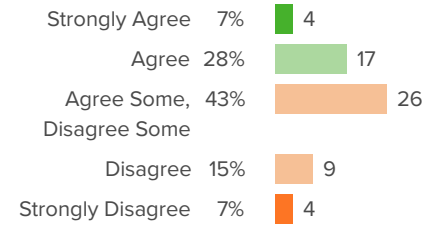
▼ **5** from last survey — Favorable: **78%**

Q.4: This school prioritizes closing the racial/ethnic achievement gap.



▼ **1** from last survey — Favorable: **66%**

Q.5: This school uses instructional materials that reflect the culture or ethnicity of its students.



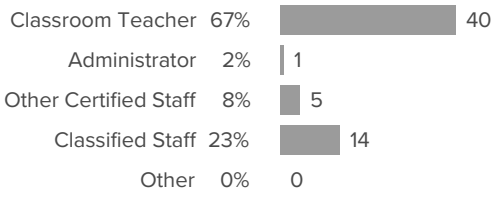
▼ 14 from last survey

Favorable: **35%**

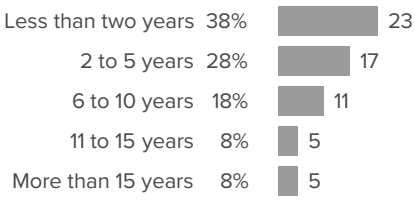
Demographics

How did people respond?

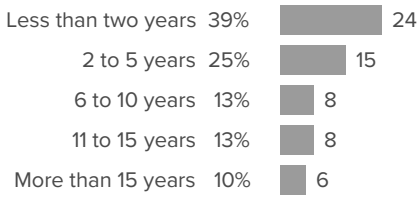
Q.1: What is your role in this school?



Q.2: How many years have you worked, in any position, in this school?



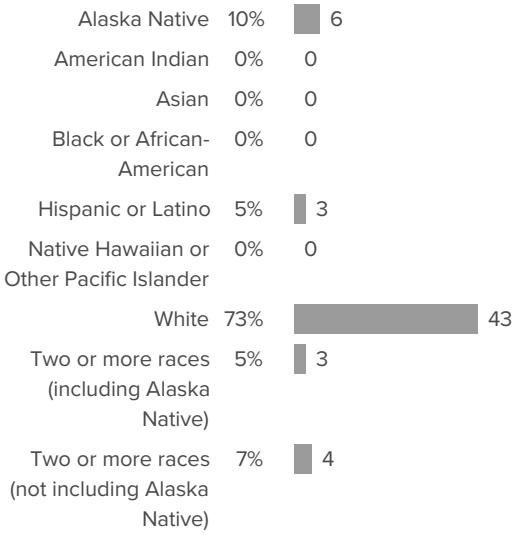
Q.3: How many years have you worked, in any position, in this district?



Q.4: What is your gender?



Q.5: Which groups describe you best? (Choose all that apply)



Family and Community Involvement

Your average

47%

61 responses

Change

▼ 6

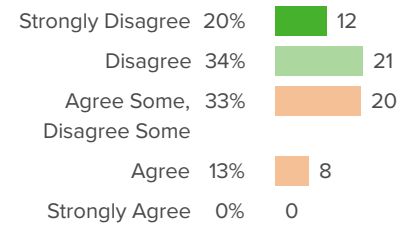
since last survey

District Geographic Area average: **62%** Rural Schools

State average: **68%** Participating Alaska Districts

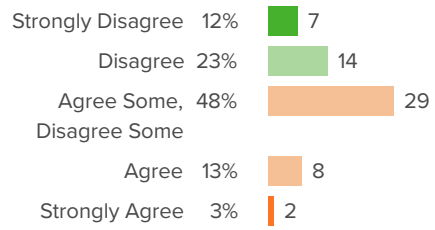
How did people respond?

Q.1: This school does not involve parents in most school events or activities.



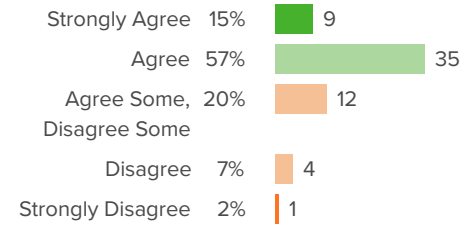
▼ 18 from last survey — Favorable: **54%**

Q.2: At this school, it is difficult to overcome the cultural barriers between teachers and parents.



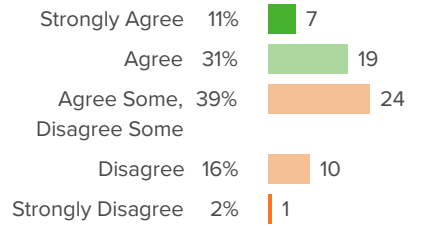
▼ 9 from last survey — Favorable: **35%**

Q.3: The school is a welcoming place for families.



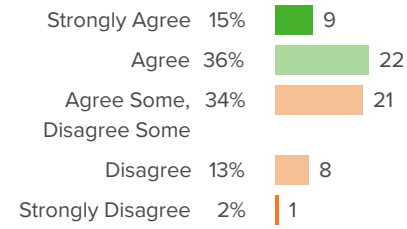
▼ 5 from last survey — Favorable: **72%**

Q.4: Adults in the community support this school.



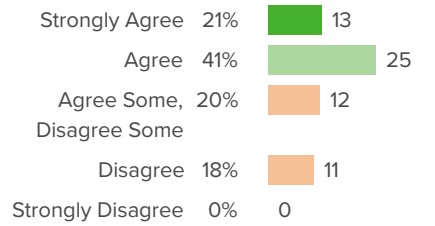
▼ 9 from last survey — Favorable: **43%**

Q.5: Lots of parents come to events at this school.



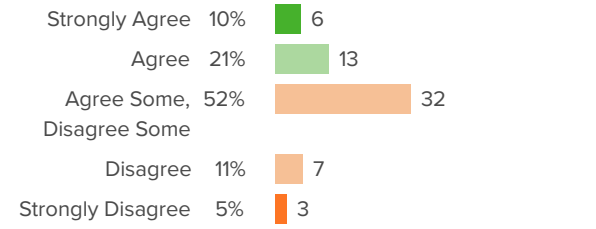
▼ 6 from last survey — Favorable: **51%**

Q.6: This school values and welcomes elders.



Favorable: **62%**

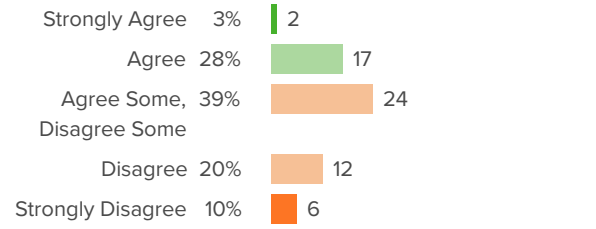
Q.7: Adults in the community encourage youth to take school seriously.



▲ 3 from last survey

Favorable: **31%**

Q.8: Adults in the community know what goes on inside of schools.



▼ 7 from last survey

Favorable: **31%**

Peer Climate

Your average

55%

61 responses

Change

▲ 2

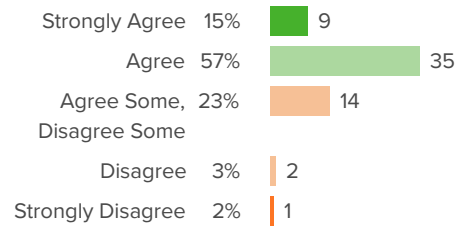
since last survey

District Geographic Area average: **58%** Rural Schools

State average: **66%** Participating Alaska Districts

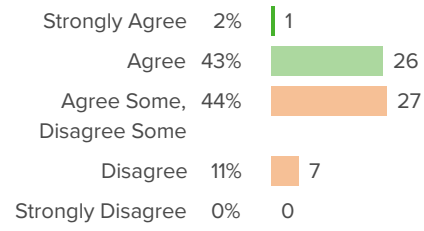
How did people respond?

Q.1: At this school, students and teachers get along really well.



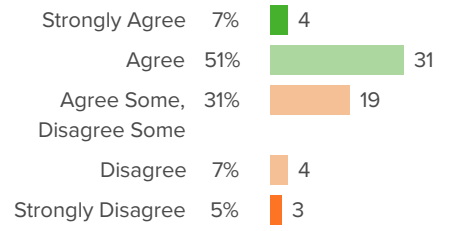
▲ 14 from last survey — Favorable: **72%**

Q.2: Students in this school help each other, even if they are not friends.



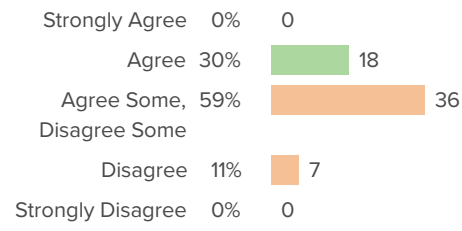
▼ 12 from last survey — Favorable: **44%**

Q.3: Teachers and students treat each other with respect in this school.



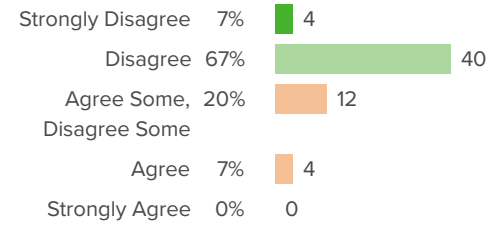
▲ 3 from last survey — Favorable: **57%**

Q.4: Students in this school treat each other with respect.



▲ 1 from last survey — Favorable: **30%**

Q.5: The students in this school don't really care about each other.



▲ 4 from last survey

Favorable: **73%**

School Leadership and Involvement

Your average

68%

61 responses

Change

▼ 5

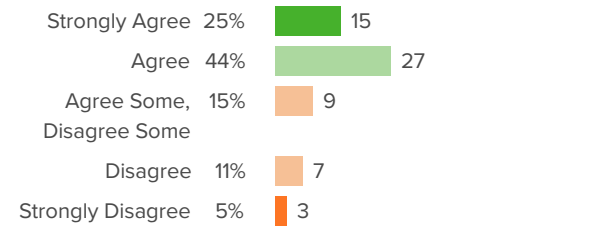
since last survey

District Geographic Area average: **69%** Rural Schools

State average: **73%** Participating Alaska Districts

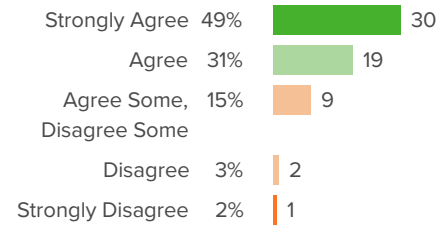
How did people respond?

Q.1: At school, decisions are made based on what is best for students.



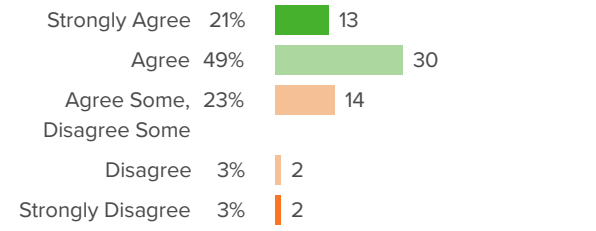
▼ 3 from last survey — Favorable: **69%**

Q.2: I trust the principal will keep his or her word.



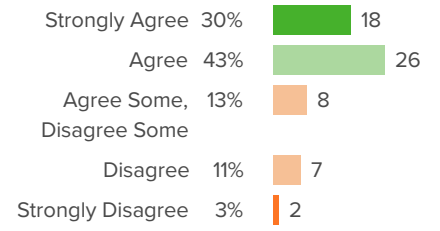
▲ 0 from last survey — Favorable: **80%**

Q.3: The principal and other leaders in this school make good decisions.



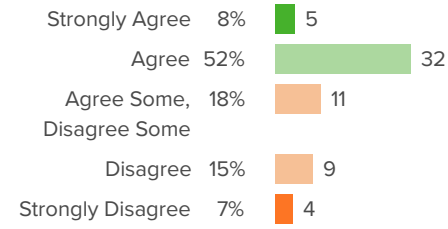
▼ 1 from last survey — Favorable: **70%**

Q.4: The principal looks out for the personal welfare of school staff members.



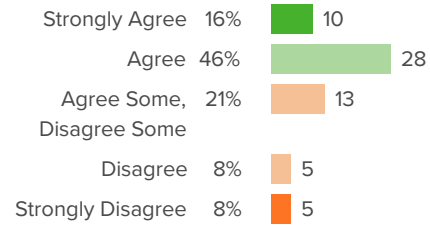
▲ 1 from last survey — Favorable: **72%**

Q.5: I am satisfied with my involvement with decision-making at this school.



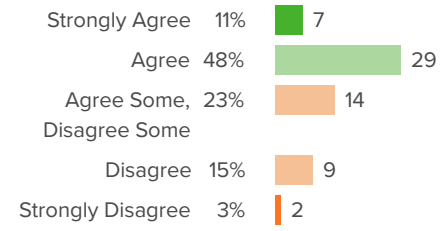
▼ 8 from last survey — Favorable: **61%**

Q.6: When students break rules, they are treated fairly.



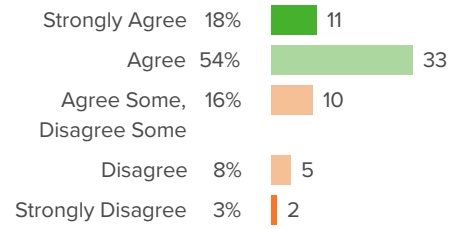
▼ 10 from last survey — Favorable: **62%**

Q.7: School staff members have a lot of informal opportunities to influence what happens here.



▼ 9 from last survey — Favorable: **59%**

Q.8: The work rules at this school are fair.



▼ 8 from last survey — Favorable: **72%**

School Safety

Your average

61%

61 responses

Change

▼ 10

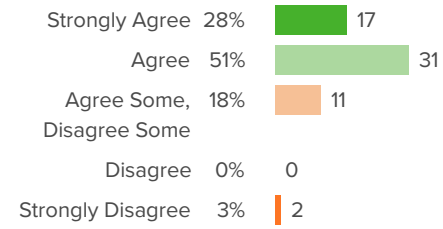
since last survey

District Geographic Area average: **73%** Rural Schools

State average: **78%** Participating Alaska Districts

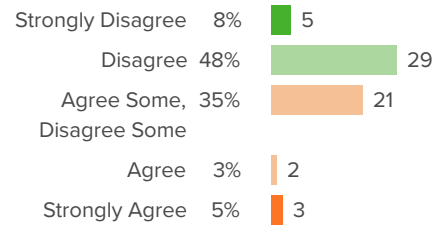
How did people respond?

Q.1: I feel safe at my school.



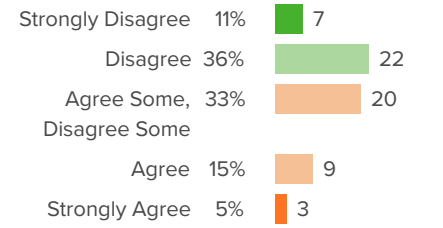
▼ 7 from last survey — Favorable: **79%**

Q.2: This school is being ruined by bullies.



▼ 9 from last survey — Favorable: **57%**

Q.3: This school is badly affected by crime and violence in the community.



▼ 14 from last survey — Favorable: **48%**

Staff Attitudes

Your average

77%

61 responses

Change

▼ 1

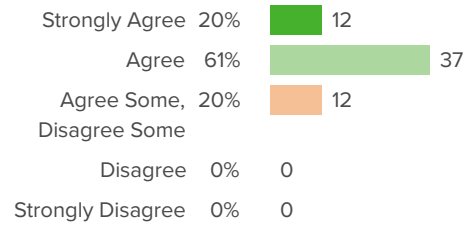
since last survey

District Geographic Area average: **78%** Rural Schools

State average: **83%** Participating Alaska Districts

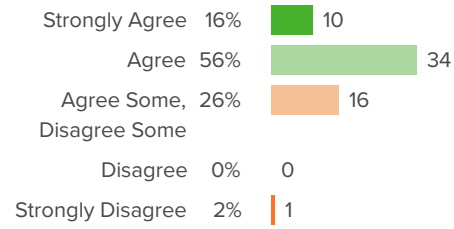
How did people respond?

Q.1: The teachers at this school are good at their jobs.



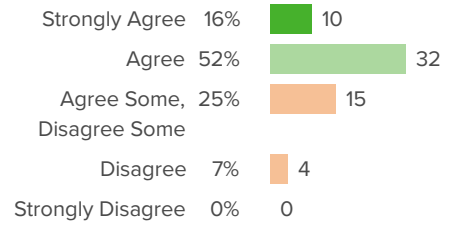
▼ 5 from last survey — Favorable: **80%**

Q.2: Teachers here set high standards for themselves.



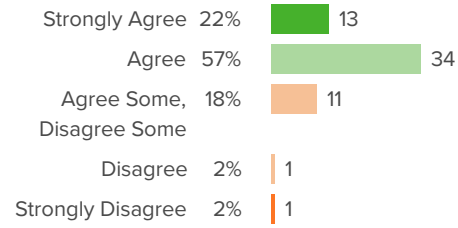
▼ 3 from last survey — Favorable: **72%**

Q.3: In this school, staff members have a 'can do' attitude.



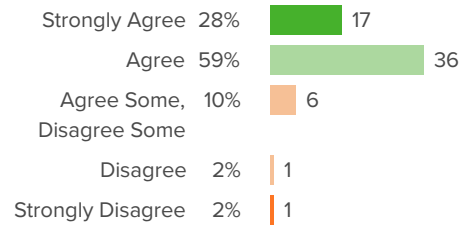
▲ 3 from last survey — Favorable: **69%**

Q.4: Teachers and staff in this school believe that all students can do good work.



▲ 6 from last survey — Favorable: **78%**

Q.5: Teachers here are nice people.



▼ 5 from last survey — Favorable: **87%**

Student Involvement

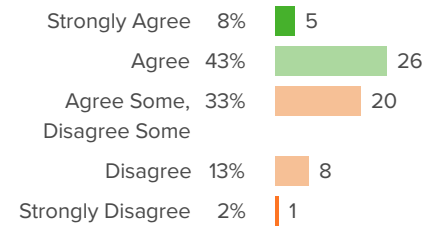
Your average	Change
48%	**0**
61 responses	since last survey

District Geographic Area average: **55%** Rural Schools

State average: **61%** Participating Alaska Districts

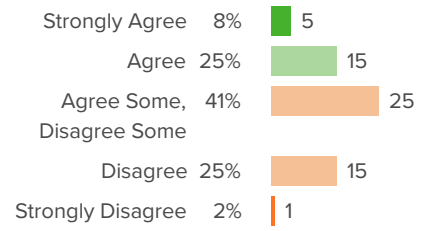
How did people respond?

Q.1: In this school, students are given a chance to help make decisions.



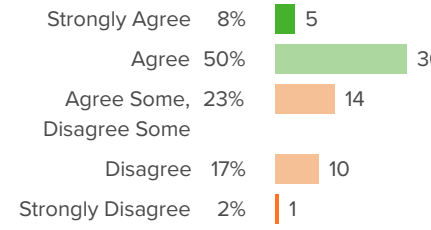
▼ 3 from last survey — Favorable: **52%**

Q.2: Students are involved in helping to solve school problems.



▼ 1 from last survey — Favorable: **33%**

Q.3: The principal asks students about their ideas.



▲ 2 from last survey — Favorable: **58%**

Student Risk Behaviors: Delinquent Behaviors

Your average

33%

61 responses

Change

▲ **5**

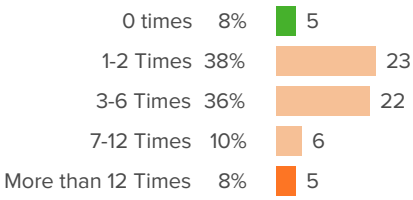
since last survey

District Geographic Area average: **45%** Rural Schools

State average: **45%** Participating Alaska Districts

How did people respond?

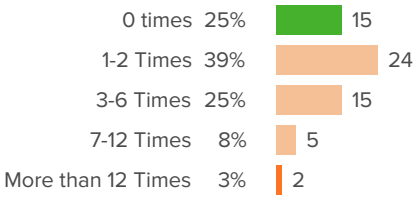
Q.1: Destroy things (such as school property, or people's personal items)



▼ **4** from last survey

Favorable: **8%**

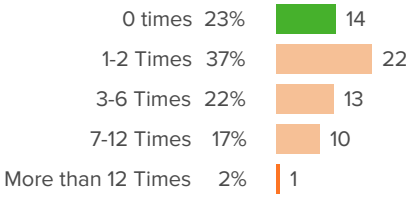
Q.2: Get into fights with other students



▲ **11** from last survey

Favorable: **25%**

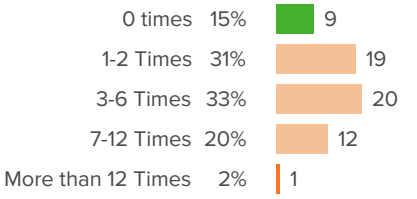
Q.3: Steal things (such as taking things from the school or other people)



▲ **6** from last survey

Favorable: **23%**

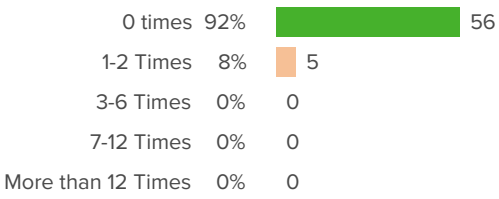
Q.4: Threaten or bully students



▲ **4** from last survey

Favorable: **15%**

Q.5: Carry weapons



Favorable: **92%**

Student Risk Behaviors: Drug and Alcohol Use

Your average

78%

61 responses

Change

▼ **6**

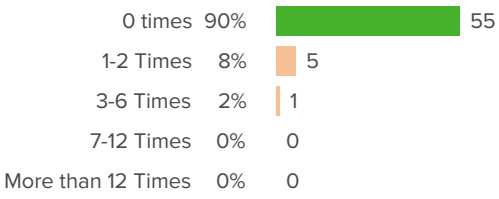
since last survey

District Geographic Area average: **79%** Rural Schools

State average: **83%** Participating Alaska Districts

How did people respond?

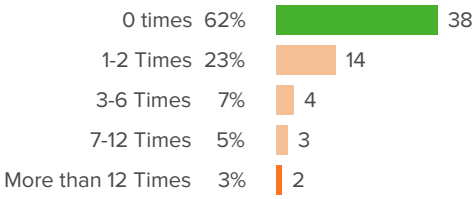
Q.1: Under the influence of drugs (such as meth, heroin, cocaine, etc.)



▼ **5** from last survey

Favorable: **90%**

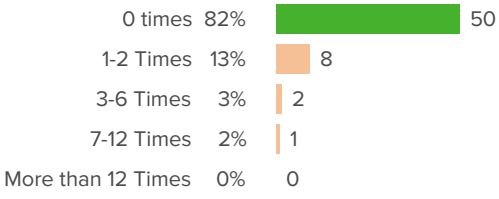
Q.2: Under the influence of marijuana



▼ **4** from last survey

Favorable: **62%**

Q.3: Under the influence of alcohol (beer, wine, liquor, such as vodka or whiskey, etc.)



Favorable: **82%**

Nome Public Schools
Superintendent Report
June 11, 2019

1. The Department of Education will release the $20 million one time education funding which was forward funded by the Legislature last year. Nome Public Schools' portion is $135,535 – this was included in the FY19 budget, but is $13,000 more than the originally budgeted amount.

2. Construction Update – The City has accepted the updated bid proposal from Bering Strait Development Corporation for the Anvil City Science Academy restroom renovation. NPS Maintenance has been working hard for some minor remodeling of the Building D receiving dock area to provide new storage for ACSA, since the restroom remodel will result in the loss of the SPED offices and their relocation to the old ACSA storage room. The old storage room will receive new carpet, a partition and a door to result in two separate offices. The restroom remodel should be able to start immediately after the end of school in May of 2020.

An architect and engineering team from McCool Carlson Green will be on site June 25th to inspect the NBHS roof and review hazardous materials reports, in order to complete their preliminary cost proposal for the roof replacement.

3. I traveled to Houston Texas along with Ms. Elizabeth Korenek-Johnson and Ms. Cynthia Gray to attend the Gold Coast Region Job Fair and the ATP Houston area job fair. The Gold Coast fair was fairly well-attended, but starting salaries in many suburban Houston districts is higher than what Nome is able to offer, and the majority of the attendees were primarily interested in staying in the Texas area. However, we have been informed of a significant increase in our Migrant Education allocation for the coming school year, and we will be able to fund an Elementary Counselor for NES out of these funds. We made an offer to a candidate and received verbal acceptance. Pending receipt of a signed offer letter, we anticipate having this individual in place this fall. We still have an offer under consideration for a special education teacher and a kindergarten teacher, and will continue to search for candidates to fill positions.

4. The FY20 budget situation is still uncertain. There has been no report regarding the Governor's response to the operating budget sent to him by the Legislature. He has until July 6th to respond by either accepting, making line item vetoes, or vetoing the budget in its entirety. We are still also waiting to see if our first FY20 foundation funding payment will be released on July 15th. We are lucky in that sound financial management means we are in good shape with our cash flow and bank balance, so that business will continue as usual even if our payment does not arrive. We are working with the City Manager and Finance Manager for a contingency plan to help ensure bills are paid and payroll is covered if the situation drags on for awhile.

5. The Alaska Superintendent Association is providing a New Superintendent Mentor program for the coming school year, since Alaska has 11 new superintendents who are relatively inexperienced or new to Alaska. Mr. Sean Dusek, recently retired Kenai Peninsula Borough School District superintendent, will be my ASA mentor for the coming school year. I've met Sean a couple of times, and his long experience in Alaska as a superintendent and administrator

will be an invaluable support. I look forward to working with him, and he will be making two site visits during the coming school year as well.

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

SCHOOL BOARD COMMUNICATION

Title: Approval of Wheelchair Van Conversion

Date: June 18, 2019

Administrator: Jamie Burgess, Superintendent

Attachments: TRS Conversion Quote

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

BACKGROUND INFORMATION

The district is in need of a four-wheel drive vehicle with a wheelchair lift to provide door to door transportation for some special education students as mandated in their Individual Education Plans. The 2013 Ford E150 van currently utilized by the Special Education department for transporting students can be converted at a much lower cost as opposed to purchasing a new four wheel drive wheelchair lift equipped vehicle (approximately $80-$90K). Costs for the conversion have been set aside from FY19 special education funding.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the conversion of the Special Education van to four-wheel drive with installation of a wheelchair lift.

Sample Motion: I move to approve the conversion of the Special Education van to four-wheel drive with installation of a wheelchair lift.

Trinity Sails and Repair

P.O. Box 183
Nome, AK 99762
(907) 434-1516
NOMEFIX.COM

For Scheduling Call 907-434-1913

R.O. #:0010801
Original Estimate #:

NOME PUBLIC SCHOOLS
BOX 131
NOME, AK 99762-
Cell:(907) 268-9763 Ext: KEVI
Work:(907) 443-6179 Ext: KEVI

2013 Ford E150 van
V8-281 4.6L SOHC
VIN : 1FMNE1BW0DDA73068
Mileage In 0 Out
Trans : AUTO
License : XZA169
Colr : WHITE **5/29/2019**
Sub : 1:54 pm

Service Requests:

Category Summary	Parts	Labor	Job Total
DRIVE TRAIN	$0.00	$21,500.00	$21,500.00
Miscellaneous	$0.00	$13,400.00	$13,400.00

Technician	Service Description	Parts	Labor	Job Total
	Addl for auto door (side mount)		**2900.00**	**2900.00**
01	**Estimate: for 2wd to 4wd conversion: 4wd conversion with 4 inch lift (minimum lift)**		**21500.00**	**21500.00**
	Estimate for commercial wheel chair lift and install: Refurbished Braun Millenium lift incl install 3 year warranty.		**10500.00**	**10500.00**

Repair Order Notes

All parts shown are new unless otherwise specified. I hereby authorize you and/or your agents to contact me regarding the products and services provided. An express mechanic's lien is hereby granted. I acknowledge receipt of a copy of this repair order.

Thank you for your business!
Questions or comments? Call us at 907-434-1516
Visit us online at www.nomefix.com

Customer Signature: _____ **Date:** _____

TOTAL PARTS	$0.00
TOTAL LABOR	$34,900.00
SUBLET	$0.00
SHOP SUPPLIES	$35.00
SUBTOTAL	$34,935.00
OTHER FEES	$0.00
SALES TAX	$0.00
TOTAL INVOICE	**$34,935.00**
PAID	$0.00
DUE	$34,935.00

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

SCHOOL BOARD COMMUNICATION

Title: Approval of Triennial Review of District Wellness Policy

Date: June 18, 2019

Administrator: Jamie Burgess, Superintendent

Attachments: Updated District Wellness Policy, Wellness Policy Assessment

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

BACKGROUND INFORMATION

The District Wellness Policy Committee met on May 10, 2019 to perform the required triennial assessment of the policy, as required by the National School Lunch Program, and to review how well the district and schools adhere to the policy. The policy is also to be reviewed the Board of Education, then made available to the public. The updated Policy and Assessment will be published on the district website.

While the district is mainly in compliance, there are some minor items noted by the Committee to address with site administration this fall.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the updated District Wellness Policy and the Triennial Policy Assessment.

Sample Motion: I move to approve the updated District Wellness Policy and the Triennial Policy Assessment.



REPORT TO THE PUBLIC

District Wellness Policy

Triennial Progress Assessment

May 16, 2019

Preamble of Wellness Policy

Nome Public Schools is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Triennial Progress Assessment

At least once every three years, the District is required to evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District comply with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generations' model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

During FY2019 the District solicited input from stakeholders and received feedback from several of the District Wellness Committee members. The District Wellness Committee members held a meeting and each individual present completed the School Wellness Policy Assessment Tool. The feedback is summarized in the following report.

Public Involvement

Does the SFA have a Local Wellness Policy?

Yes, the District's Wellness Policy was last revised on May 19, 2019 and is posted to the District's website.

Does the SFA have a school Wellness Committee?

Yes, the committee is comprised of various stakeholders and is listed in the District's Wellness Policy. Committee members include school food service personnel, school administrators, and teachers.

Is there documentation that the sponsor has actively solicited participation from potential stakeholders to participate in the development, review, update, and implementation of the Local Wellness Policy?

No, however, stakeholders within the school system were solicited for involvement via email. The District will aim to solicit more public input in the future via parent/student invitation and will retain a copy of the invitation(s) as documentation.

Does the School Wellness Committee meet regularly?

The Districts Wellness Policy requires 4 meetings per year. Over the course of the most recent year, 2 meetings were held.

Nutrition Guidelines

Does the Local Wellness Policy include goals and priorities for nutrition guidelines?

Yes. Examples of goals and priorities in the policy include the following:

- ✓ Participation in both school breakfast and lunch programs
- ✓ Free water available at breakfast and lunch
- ✓ Self-service fruit and vegetable bars
- ✓ Offer multiple menu choices (available at NBHS which is an Offer vs. Serve site)
- ✓ Offer versus Serve: allow students to choose their meal (at NBHS)

All sites are meeting the guidelines for goals and priorities.

Do all food and beverages sold during the school day (midnight to ½ hour after school) comply with Smart Snack requirements, including: Vending Machines, School Stores, Snack bar, & Fundraisers?

Nome Elementary School did not have any food sold during the school day and therefore meets this requirement.

Nome-Beltz High School and Anvil City Science Academy need to review the food available to students during the "school day" and ensure it complies with Smart Snack requirements and the Local Wellness Policy nutrition guidelines.

Each year all sites need to review the food that is accessible to students during the school day and ensure they meet Smart Snack requirements. The District's Business Manager or Nana Management Services Food Service Manager can point administrators in the right direction and help with answering nutrition-related questions.

Does the Local Wellness Policy include nutrition guidelines for all food available for sale on the school campus & does it include guidelines for marketing only food that meets Smart Snack standards?

Yes. Needs improvement as noted in prior section.

Nutrition Education

Does the District Wellness Policy include goals & priorities for nutrition education & promotion?

Yes, it does. Examples of goals include:

- ✓ Cafeteria bulletin boards & posters
- ✓ Staff training on positive feeding environments
- ✓ Publishing monthly school menu

- ✓ Taste testing, food samples of new products or recipes
- ✓ Periodic menu themes and special events

Nutrition education and promotion is being met by all sites.

Nutrition Promotion

Does the District Wellness Policy include goals & priorities for nutrition promotion?

Yes. Examples of nutrition promotion goals that have been met include:

- ✓ Allow sufficient time for students to eat school meals (30 minutes at lunch and 20 minutes at breakfast)
- ✓ Food & beverages not used as rewards for student performance or behavior (needs reinforcement at the Jr./Sr. High School level)
- ✓ Evaluate lunchroom environment
- ✓ Implement Smarter Lunchroom strategies
- ✓ Feature & promote healthy foods
- ✓ Healthy classroom celebrations (will continue to work on providing *suggested* guidelines for parents providing celebratory food items)
- ✓ Non-food rewards & healthy food of non-food fundraisers

Physical Activity

Does the District Wellness Policy include goals & priorities for physical activity?

Yes. Examples of physical activity goals met include:

- ✓ 20 minutes of recess per day (all but Nome Beltz-High School, which has PE and many voluntary extra-curricular activities)
- ✓ Physical activity will not be withheld as punishment
- ✓ Physical activity breaks in classes
- ✓ Access to school exercise facilities
- ✓ Safe walking routes to school
- ✓ Before/after school physical activity programs

Public Notification

At least annually, is the public is informed or updated regarding content and implementation of the wellness policy, and progress toward goals and priorities?

Yes, wellness committee meeting agenda, minutes, and policy continuously available via District website.

Monitoring & Evaluation

Has the School Food Authority assessed the implementation of the Local Wellness Policy in the last three years & is there documentation that the public has been informed?

Yes, and it is posted to the District website.

The District's Business Manager has been tasked with ensuring that a triennial review (once every 3 years) of the District's Wellness Policy occurs. After the report is finalized, it will be included in the Board of Education Board Packet and subsequently posted to the District's website.

This concludes the latest review of the District Wellness Policy.

Any questions may be directed to Genevieve Hollins, Business Manager, via email at Genevieve.Hollins@akebs.com or via phone at (907) 230-2169.

Nome Public Schools

District Wellness Policy



Revised 5/24/2019

Nome Public Schools Wellness Policy

Table of Contents

Preamble 2

I. School Wellness Committee 3

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement 4

III. Nutrition 6

IV. Physical Activity 10

V. Other Activities that Promote Student Wellness 13

Glossary: 15

Appendix A: School Level Contacts 17

Nome Public Schools Wellness Policy

Note: This "Basic" district-level wellness polic meets the minimum Federal standards for local school wellness policy implementation under the final rule of the Healthy, Hunger-Free Kids Act of 2010, the Alliance for a Healthier Generation Healthy Schools Program Bronze-level award criteria, and minimum best practice standards accepted in the education and public health fields.

Preamble

Nome Public Schools (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.[1,2,3,4,5,6,7] Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.[8,9,10] In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.[11,12,13,14]. Finally, there is evidence that adequate hydration is associated with better cognitive performance. [15,16,17]

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus – in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least two times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g.., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The designated official for oversight is:

Jamie Burgess, Superintendent, jburgess@nomeschools.org

District Wellness Committee (DWC)

Name	**Title / Relationship to the School or District**	**Email address**	**Role on Committee**
Barb Amarok	School Board Member	bamarok@nomeschools.org	Development & evaluation of the wellness policy implementation
Jon Caen Dowell	NBHS Assistant Principal/School Wellness Policy Coordinator	jdowell@nomeschools.org	Development & evaluation of the wellness policy implementation

Wasey Sandoval	NMS Food Services Manager	Wasey.Sandoval@nmsusa.com	Development and evaluation of the wellness policy implementation
Elizabeth Korenek-Johnson	NES Principal/School Wellness Policy Coordinator	ekorenek@nomeschools.org	Development and evaluation of the wellness policy implementation
Patrick Callahan	PE Teacher	pcallahan@nomeschools.org	Development and evaluation of the wellness policy implementation
Corey Erikson	PE Teacher	cerikson@nomeschools.org	Development and evaluation of the wellness policy implementation
Jamie Burgess	Superintendent	jburgess@nomeschools.org	Development and evaluation of the wellness policy implementation

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: *www.nomeschools.org*

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at on District's central computer network. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is:

Genevieve Hollins, Business Manager, Genevieve.Hollins@akebs.com

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP). The District also operates additional nutrition-related programs and activities including school gardens and Breakfast in the Classroom. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;

- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - All available vegetable options have been given creative or descriptive names.
  - Daily vegetable options are bundled into all grab-and-go meals available to students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
  - Student artwork is displayed in the service and/or dining areas.
  - Daily announcements are used to promote and market menu options.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus *during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day and will meet or exceed the USDA Smart Snacks nutrition standards or, if the state policy is stronger, "will meet or exceed state nutrition standards". These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards or, if the state policy is stronger, "will meet or exceed state nutrition standards", including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [*examples from the Alliance for a Healthier Generation and the USDA*].

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at http://www.foodplanner.healthiergeneration.org/.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Eating more locally sourced and traditional foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed

choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards or, if stronger, "state nutrition standards", such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.[15] This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before,

during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move!* Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. This does not include participation on sports teams that have specific academic requirements. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, by a certified PE teacher when possible, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education for at least 60 minutes per week throughout the school year.

All District **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease

- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all days, except for minimum days, during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct **indoor recess,** teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. Nome Elementary Schools maintains and enforces its own indoor recess guidelines.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by participating in student athletics and intramural sports for all ages, (i.e., basketball, wrestling, cross-country).

Active Transport

The District will support active transport to and from school, such as walking or biking.

The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as Bike Rodeo
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crosswalks on streets leading to schools
- Document the number of children walking and/or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection***,*** the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. **The subcommittee leader's name is Jon Caen Dowell.**

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies school has used are yoga classes, Zumba classes, guest speakers, M.D.s, and dieticians. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Extended School Day – the time during, before and afterschool that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

[1] Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, Journal of Adolescent Health. 2013; 52(5):523–532.

[2] Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. American Journal of Diseases of Children. 1989;143(10):1234–1239.

[3] Murphy JM. Breakfast and learning: an updated review. Current Nutrition & Food Science. 2007; 3:3–36.

[4] Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. Archives of Pediatrics and Adolescent Medicine. 1998;152(9):899–907.

[5] Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. American Journal of Clinical Nutrition. 1998; 67(4), 804S–813S.

[6] Rampersaud GC, Pereira MA, Girard BL, Adams J, Metzl JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. Journal of the American Dietetic Association. 2005;105(5):743–760, quiz 761–762.

[7] Taras, H. Nutrition and student performance at school. Journal of School Health. 2005;75(6):199–213.

[8] MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. Canadian Journal of Dietetic Practice and Research. 2008;69(3):141–144.

[9] Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. Journal of Nutrition Education. 1997;29(1):12–20.

[10] Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. Preventive Medicine. 1996;25(5):497–505.

[11] Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

[12] Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment.* Arch Pediatr Adolesc Med, 2012; 166(1):49-55.

[13] Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väisto J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. PLoS ONE, 2014; 9(9): e107031.

[14] Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. Pediatrics 2014; 134(4): e1063-1071.

[15] Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from http://changelabsolutions.org/publications/district-policy-school-food-ads

Appendix A: School Level Contacts

School	Name	Title	Email Address
Nome Elementary	Elizabeth Korenek-Johnson	Principal	ekorenek@nomeschools.org
Nome Elementary	Elizabeth Dillman	Assistant Principal	edillman@nomeschools.org
Nome Elementary	Corey Erikson	Physical Education Teacher	cerikson@nomeschools.org
Nome-Beltz Jr/Sr High	Jay Thomas	Principal	jthomas@nomeschools.org
Nome-Beltz Jr/Sr High	Jon Caen Dowell	Assistant Principal	jdowell@nomeschools.org
Anvil City Science Academy	Lisa Leeper	Principal	lleeper@nomeschools.org

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

SCHOOL BOARD COMMUNICATION

Title: Approval of Flooring Installation in Beltz Apartments/Building D

Date: June 18, 2019

Administrator: Jamie Burgess, Superintendent

Attachments: Estimates from Valley Flooring

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

BACKGROUND INFORMATION

Carpeting in the second floor apartments in the Beltz apartment building dates from the original renovation completed in 2005; carpets in some units are stained beyond cleaning, and carpet is worn out in other units. The linoleum in the second story apartment units is also the original linoleum from 2005, and is worn/damaged with lifting, splitting and bubbling in three units. The carpeting will be replaced, and the linoleum replaced with vinyl plank flooring, which can be easily repaired in the future if damage occurs.

In addition, the upcoming renovation to the ACSA restrooms will result in the loss of the current Special Education offices, which will be moved to the current ACSA storage room. The storage room carpet needs to be replaced (old with several colors patched together). In addition, the new small ACSA storage room behind the current copier room needs carpeting, as it builds out onto the original loading dock space with vinyl tile in poor condition.

Carpeting for 7 second floor units of the Beltz Apartments	$35, 129.68
Vinyl Flooring for 3 second floor units of the Beltz Apartments	$ 7, 466.37
Carpeting for the relocated Special Education Office	$ 3, 812.50
Carpet Tile for the new ACSA storage space	$ 150.00
TOTAL COST	**$46,558.55**

Costs include materials, labor, freight, and airfare for two carpet installers. NPS will provide housing and access to a district van for the installers while they are in town. Costs will be paid out of the NPS Apartment Fund.

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

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of purchase of flooring and installation for the Beltz apartments and Building D offices.

Sample Motion: I move to approve the purchase of flooring and installation for the Beltz apartments and Building D offices.

Valley Floors, LLC
19227 So. Mitkof Loop
Eagle River, Alaska 99577
907-242-2799
valleyfloorsllc@hotmail.com

Estimate

Date	Estimate #
5/15/2019	138

Name / Address
Nome Public Schools 3.2 Nome Teller Highway Nome Alaska 99762

Project

Item	Description	Qty	Rate	Total
	TEACHER HOUSING APARTMENTS 2A TWO BEDROOM			
23 Floor Coverings	SUPPLY https://shawfloors.com/flooring/carpet/details/blending-upwards-e9356/serenity 12 X 63' 9" FOB NOME COLOR TBD	85	25.50	2,167.50
Floor Prep	REMOVE EXISTING CARPET AND PAD	85	3.00	255.00
Installation	INSTALL NEW CARPET STRETCH IN	85	10.00	850.00
PAD	SUPPLY https://shawfloors.com/flooring/how-to/carpet/carpet-pad-and-underlayment-options/carpet-cushion RUBY 1/2" 8# FOB NOME	80	6.75	540.00
transitions	SUPPLY NEW TRANSITIONS FROM CARPET TO VINYL	2	13.00	26.00
Roppe 4" Base	SUPPLY RUBBER BASE COLOR TBD https://roppe.com/700-series-wall-base/ FOB NOME	120	1.25	150.00
Installation	INSTALL RUBBER BASE	120	1.00	120.00
23 Floor Coverings	SUPPLY BASE ADHESIVE	3	6.50	19.50
	Sales Tax		5.00%	0.00
			Total	$4,128.00

2A + 2E = 4128.00 × 2 = 8256

Valley Floors, LLC
19227 So. Mitkof Loop
Eagle River, Alaska 99577
907-242-2799
valleyfloorsllc@hotmail.com

Estimate

Date	Estimate #
5/15/2019	136

Name / Address
Nome Public Schools 3.2 Nome Teller Highway Nome Alaska 99762

Project

Item	Description	Qty	Rate	Total
	TEACHER HOUSING APARTMENTS 2B THREE BEDROOM PLUS			
23 Floor Coverings	SUPPLY https://shawfloors.com/flooring/carpet/details/blending-upwards-e9356/serenity 12 X 92' FOB NOME COLOR TBD	123	25.50	3,136.50
Floor Prep	REMOVE EXISTING CARPET AND PAD	123	3.00	369.00
Installation	INSTALL NEW CARPET STRETCH IN	123	10.00	1,230.00
PAD	SUPPLY https://shawfloors.com/flooring/how-to/carpet/carpet-pad-and-underlayment-options/carpet-cushion RUBY 1/2" 8# FOB NOME	120	6.75	810.00
transitions	SUPPLY NEW TRANSITIONS FROM CARPET TO VINYL	2	13.00	26.00
Roppe 4" Base	SUPPLY RUBBER BASE COLOR TBD https://roppe.com/700-series-wall-base/ FOB NOME	180	1.25	225.00
Installation	INSTALL RUBBER BASE	180	1.00	180.00
23 Floor Coverings	SUPPLY BASE ADHESIVE	4	6.50	26.00
	Sales Tax		5.00%	0.00
			Total	$6,002.50

Valley Floors, LLC
19227 So. Mitkof Loop
Eagle River, Alaska 99577
907-242-2799
valleyfloorsllc@hotmail.com

Estimate

Date	Estimate #
5/15/2019	135

Name / Address
Nome Public Schools 3.2 Nome Teller Highway Nome Alaska 99762

Project

Item	Description	Qty	Rate	Total
	TEACHER HOUSING APARTMENTS 2F THREE BEDROOM			
23 Floor Coverings	SUPPLY https://shawfloors.com/flooring/carpet/details/blending-upwards-e9356/serenity 12 X 83' FOB NOME COLOR TBD	110.67	25.50	2,822.09
Floor Prep	REMOVE EXISTING CARPET AND PAD	110.67	3.00	332.01
Installation	INSTALL NEW CARPET STRETCH IN	110.67	10.00	1,106.70
PAD	SUPPLY https://shawfloors.com/flooring/how-to/carpet/carpet-pad-and-underlayment-options/carpet-cushion RUBY 1/2" 8# FOB NOME	120	6.75	810.00
transitions	SUPPLY NEW TRANSITIONS FROM CARPET TO VINYL	2	13.00	26.00
Roppe 4" Base	SUPPLY RUBBER BASE COLOR TBD https://roppe.com/700-series-wall-base/ FOB NOME	160	1.25	200.00
Installation	INSTALL RUBBER BASE	160	1.00	160.00
23 Floor Coverings	SUPPLY BASE ADHESIVE	3	6.50	19.50
	Sales Tax		5.00%	0.00
			Total	$5,476.30

2C+2D+2F 5476.30 × 3 = 16,428.90
(all same size)

Valley Floors, LLC
19227 So. Mitkof Loop
Eagle River, Alaska 99577
907-242-2799
valleyfloorsllc@hotmail.com

Estimate

Date	Estimate #
5/15/2019	134

Name / Address
Nome Public Schools 3.2 Nome Teller Highway Nome Alaska 99762

Project

Item	Description	Qty	Rate	Total
	TEACHER HOUSING APARTMENTS 2G ONE BEDROOM			
23 Floor Coverings	SUPPLY https://shawfloors.com/flooring/carpet/details/blending-upwards-e9356/serenity 12 X 46' FOB NOME COLOR TBD	61.67	25.50	1,572.59
Floor Prep	REMOVE EXISTING CARPET AND PAD	61.67	3.00	185.01
Installation	INSTALL NEW CARPET STRETCH IN	61.67	10.00	616.70
PAD	SUPPLY https://shawfloors.com/flooring/how-to/carpet/carpet-pad-and-underlayment-options/carpet-cushion RUBY 1/2" 8# FOB NOME	60	6.75	405.00
transitions	SUPPLY NEW TRANSITIONS FROM CARPET TO VINYL	1	13.00	13.00
Roppe 4" Base	SUPPLY RUBBER BASE COLOR TBD https://roppe.com/700-series-wall-base/ FOB NOME	115	1.25	143.75
Installation	INSTALL RUBBER BASE	115	1.00	115.00
23 Floor Coverings	SUPPLY BASE ADHESIVE	2	6.50	13.00
TRANSPORTATION	AIRFARE ROUNDTRIP	1	344.50	344.50T
	Sales Tax		5.00%	17.23
			Total	$3,425.78

Valley Floors, LLC
19227 So. Mitkof Loop
Eagle River, Alaska 99577
907-242-2799
valleyfloorsllc@hotmail.com

Estimate

Date	Estimate #
5/15/2019	137

Name / Address
Nome Public Schools 3.2 Nome Teller Highway Nome Alaska 99762

Project

Item	Description	Qty	Rate	Total
	ENTRY MATS FOR RUBBER ENTRIES AT TEACHER HOUSING APARTMENTS EAST AND WEST ENTRIES			
23 Floor Coverings	https://matsinc.com/3m-nomad-scraper-8150?SID=7e65l2mbd80srclb369rrpjgp4 4' X 6' FOB NOME	2	508.25	1,016.50
	Sales Tax		5.00%	0.00
			Total	$1,016.50

Valley Floors, LLC
19227 So. Mitkof Loop
Eagle River, Alaska 99577
907-242-2799
valleyfloorsllc@hotmail.com

Estimate

Date	Estimate #
5/14/2019	131

Name / Address
Nome Public Schools 3.2 Nome Teller Highway Nome Alaska 99762

New SPED offices

Project

Item	Description	Qty	Rate	Total
	ESTIMATE FOR ACSA STORAGE			
23 Floor Coverings	SUPPLY SHAW COMMERCIAL CARPET 12 X 57' https://www.shawcontract.com/en-us/productspec/show/60497/ FOB Nome	76	23.75	1,805.00
adhesive	SUPPLY SHAW CARPET ADHESIVE 1036 IN 4 GALLON BUCKETS FOB Nome	3	130.00	390.00
Roppe 4" Base	SUPPLY ROPPE RUBBER BASE 4' 700 SERIES FOB Nome	150	1.25	187.50
adhesive	SUPPLY 30 oz CARTRIDGE COVE BASE ADHESIVE	3	6.50	19.50
Installation	INSTALL CARPET GLUE DOWN DIRECT	76	8.00	608.00
Labor	PATCH FLOORS AS NEEDED, FILL CRACKS, ETC. REMOVE EXISTING CARPET HOURLY	4	65.00	260.00
23 Floor Coverings	SUPPLY TWO BAGS ARDEX FEATHER FINISH FLOOR PATCH	2	24.00	48.00
Installation	INSTALL COVE BASE	150	1.00	150.00
TRANSPORTATION	AIR FARE FOR one PERSON ROUND TRIP ANCHORAGE TO NOME	1	344.50	344.50
	Sales Tax		5.00%	0.00
			Total	$3,812.50

Valley Floors, LLC
19227 So. Mitkof Loop
Eagle River, Alaska 99577
907-242-2799
valleyfloorsllc@hotmail.com

Estimate

Date	Estimate #
6/5/2019	148

Name / Address
Nome Public Schools 3.2 Nome Teller Highway Nome Alaska 99762

Project

Item	Description	Qty	Rate	Total
	ESTIMATE TO INSTALL LUXURY VINYL PLANK IN KITCHEN/STORAGE/DINING AREA AND BATH IN ONE UNIT			
23 Floor Coverings	SUPPLY SHAW FLOORTE PRO COLOR #556 SMOKEY OAK DELIVERED TO NOME	317.56	4.30	1,365.51
Installation	INSTALL LUXURY VINYL PLANK IN UNIT KITCHEN, BATH, STORAGE, DINING AREA	302	2.50	755.00
Roppe 4" Base	SUPPLY AND INSTALL RUBBER BASE	108	2.25	243.00
transitions	SUPPLY MATCHING TRANSITIONS #556 IN BABY THRESHOLD STYLE	2.5	50.11	125.28
	Sales Tax		5.00%	0.00
		Total		$2,488.79

x3

2A, 2B, 2E

$7,466.37

Valley Floors, LLC
19227 So. Mitkof Loop
Eagle River, Alaska 99577
907-242-2799
valleyfloorsllc@hotmail.com

Estimate

Date	Estimate #
6/5/2019	147

Name / Address
Nome Public Schools 3.2 Nome Teller Highway Nome Alaska 99762

Project

Item	Description	Qty	Rate	Total
	ESTIMATE FOR NEW ACSA STORAGE 10X8'6			
23 Floor Coverings	SUPPLY STOCK CARPET TILE BROWN 2'X2', INSTALL CARPET TILE, SUPPLY NEW 4" BASE AND INSTALL	1	150.00	150.00
	Sales Tax		5.00%	0.00
			Total	$150.00

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

SCHOOL BOARD COMMUNICATION

Title: Approval of Fuel Order for the 2019-2020 School Year

Date: June 18, 2019

Administrator: Jamie Burgess, Superintendent

Attachments: NPS Fuel Inventory and Cost Projection

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

BACKGROUND INFORMATION

Based on last year's fuel usage and current inventory levels, the administration has requested purchase of 150,000 gallons for the 2019-2020 school year. The current projected price is $2.75/gallon, for a total of approximately $412,500. The cost is included in the FY20 budget. NPS combines its fuel order with that of the City of Nome to receive the best possible pricing. The price per gallon may fluctuate up until the actual date of purchase.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval for the fuel order of 150,000 gallons for the 2019-2020 school year.

Sample Motion: I move to approve the fuel order of 150,000 gallons for the 2019-2020 school year.

NOME PUBLIC SCHOOLS
FUEL IN NJUS TANKS

Date	NJUS Meter Gallons	Gallons Temp Corrected	NJUS PP Fuel Report Total		DIESEL FUEL INVENTORY RUNNING INVENTORY (GALLONS)
			6/30/2017 Inventory		**61,561**
/j handeland			2016-17 FY Consumption		178,107
07/08/17					
7/8/2017			**140,000**	**140,000**	201,561
7/31/2017	6,014	6,024	6,024	7/31/2017 (6,024)	195,537
8/31/2017	10,018	10,056	10,056	8/31/2017 (10,056)	185,481
9/30/2017	8,027	8,092	8,092	9/30/2017 (8,092)	177,389
10/31/2017	7,511	7,595	7,595	10/31/2017 (7,595)	169,794
11/30/2017	21,079	21,406	21,406	11/30/2017 (21,406)	148,388
12/31/2017	14,046	14,280	14,280	12/31/2017 (14,280)	134,108
1/31/2018	27,039	27,585	27,585	1/31/2018 (27,585)	106,523
2/28/2018	18,016	18,369	18,369	2/28/2018 (18,369)	88,154
3/31/2018	14,020	14,280	14,280	3/31/2018 (14,280)	73,874
4/30/2018	14,043	14,233	14,234	4/30/2018 (14,234)	59,640
5/31/2018	7,929	8,014	8,014	5/31/2018 (8,014)	51,626
6/30/2018	10,079	10,118	10,118	6/30/2018 (10,118)	41,508
			6/30/2017 Inventory Forward		**61,561**
			7/8/2017 Fuel Purchase		140,000
			6/30/2018 Inventory		**41,508**
/j handeland			2017-18 FY Consumption		160,053
7/17/2018					
8/2/2018			**170,000**	**170,000**	211,508
7/31/2018	5,008	5,015	5,015	7/31/2018 (5,015)	206,493
8/31/2018	5,013	5,025	5,025	8/31/2018 (5,025)	201,468
9/30/2018	10,016	10,053	10,053	9/30/2018 (10,053)	191,415
10/31/2018	6,997	7,052	7,052	10/31/2018 (7,052)	184,363
11/30/2018	16,501	16,740	16,740	11/30/2018 (16,740)	167,623
12/31/2018	19,930	20,371	20,371	12/31/2018 (20,371)	147,252
1/31/2019	21,655	22,177	22,177	1/31/2019 (22,177)	125,075
2/28/2019	17,789	18,098	18,098	2/28/2019 (18,098)	106,977
3/31/2019	16,736	7,072	14,280	3/31/2019 (7,072)	99,905
4/30/2019	14,043	16,984	16,983	4/30/2019 (16,983)	82,922
5/31/2019	ESTIMATE	8,000	-	5/31/2019 (8,000)	74,922
6/30/2019	ESTIMATE	8,000	-	6/30/2019 (8,000)	66,922
			6/30/2018 Inventory Forward		**41,508**
			8/2/2018 Fuel Purchase		170,000
		ESTIMATED	**6/30/2019 Inventory**		**66,922**
		ESTIMATED	2018-19 FY Consumption		144,586

PURCHASE		150,000	160,000	170,000
	$ 2.50	$ 375,000	$ 400,000	$ 425,000
	$ 2.60	$ 390,000	$ 416,000	$ 442,000
	$ 2.70	$ 405,000	$ 432,000	$ 459,000
Projection	**$ 2.75**	$ 412,500	$ 440,000	$ 467,500
	$ 2.80	$ 420,000	$ 448,000	$ 476,000
	$ 2.90	$ 435,000	$ 464,000	$ 493,000

2018	$ 2.91
2017	$ 1.98
2016	$ 2.27
2015	$ 2.55
2014	$ 3.53

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

SCHOOL BOARD COMMUNICATION

Title: Board Policy 1st Reading

Date: June 18, 2019

Administrator: Jamie Burgess, Superintendent

Attachments: Board Policy Revisions

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

BACKGROUND INFORMATION

The Board of Education Policy Review Committee met on June 5th to review the 6000 and 7000 Board Policy sections for needed updates. The recommended revisions are now presented to the board for a first reading approval.

BP 6156 LESSON PLANS
BP 6161.11 SUPPLEMENTARY INSTRUCTIONAL MATERIALS
BP 7000 CONCEPT AND ROLES
BP 7100 PLANNING

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the first reading of board policies listed above.

Sample Motion: I make a motion to approve the first reading of board policies BP 6156 LESSON PLANS, BP 6161.11 SUPPLEMENTARY INSTRUCTIONAL MATERIALS, BP 7000 CONCEPT AND ROLES, and BP 7100 PLANNING.

BP 6156 LESSON PLANS

Each teacher shall submit lesson plans to the Principal on a regular basis for instructional domains. Teacher lesson plans shall document alignment to the District's pacing guides and/or curriculum maps. All lesson plans submitted to the Principal shall document fidelity to the scope and sequence of all Board adopted curriculum materials scheduled for use in the instructional program.

Revised 06/2019

Revised 10/2006

Adopted: June 10, 2003

Nome Public Schools

BP 6161.11 SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Teachers may use supplementary materials which are relevant to curriculum objectives and appropriate for students' ages and abilities. By using such materials, teachers can introduce content and instructional strategies that enrich the curriculum, enhance learning, help students make critical judgments, and stimulate their intellectual growth.

When selecting supplementary materials for classroom use, teachers should carefully review them and provide appropriate introductory and follow-up activities. Supplementary materials should not supplant the use of basic texts or teaching activities. Multimedia materials must be used within legal copyright limits.

(cf. 6162.6 - Use of Copyrighted Materials)

The district discourages showing of full-length films during instructional time. Short clips or segments of instructionally relevant films are appropriate; however, if a particular film, documentary or other multimedia presentation is pertinent, permission may be obtained in advance from the site principal. Any full-length feature with a rating of PG or higher requires parental notification and permission. Clips or short segments must be reviewed in advance to determine if scenes contain elements of profanity, nudity, sexual situations, violence or drug use; these are highly discouraged, and will require permission of the site principal and parent notification and permission. Students who do not receive parental permission to view the film shall be excused to an alternative supervised activity.

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6144 - Controversial Issues)

Legal References:

ALASKA ADMINISTRATIVE CODE

4 AAC 57.910 Fees (State Farm Library)

Revised 06/2019

Adopted: June 10, 2003

Nome Public Schools

BP 7000 CONCEPTS AND ROLES

Since school construction is costly, and buildings become a permanent part of the community to be used by large numbers of people, the School Board and the district administration must take great care to ensure that the facilities fully support the intended educational and community programs, will be appropriately maintained, may be altered conveniently and inexpensively to meet future educational and community needs, provide a healthful environment, use environmentally protective cost effective sources of energy, and fit harmoniously and attractively into the community.

(cf. 1330 - Use of School Facilities)

Role of the School Board

The School Board:

1. Recommends to the city council or Department of Education what buildings shall be built, when and where.
2. Approves design criteria for school facilities.
3. Seeks adequate financing for school facilities.
4. Approves the selection of artists for art works in new facilities, if required or desired, which reflect the culture of the region.
5. Awards contracts to responsible bidders in the best interests of the district following district and state procurement procedures.

Role of the Superintendent or designee

The Superintendent or designee:

1. Directs the planning of all educational features of new buildings or alterations of old buildings.
2. Works with City administration in the preparation of the educational specifications and capital improvement plans for school facilities.
3. Acts as authorized agent of the district in all official governmental interactions related to school facilities.
4. Recommends artists for art work in new facilities.
5. Supports the City administration in the preparation of bids, award of contracts and, in collaboration with the architect, the construction.

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

Legal References:

ALASKA STATUTES

14.07.020 Duties of the department

14.08.101 Powers (regional school board)

14.11.011 Grant applications

14.14.060 Relationship between borough school district and borough

14.14.065 Relationship between city school district and city

35.15.010 - 35.15.120 Construction procedures

35.27.020 Art requirements for public buildings and facilities

ALASKA ADMINISTRATIVE CODE

4 AAC 31.010 - 4 AAC 31.090 School facility planning and construction

4 AAC 31.900 Definitions

Revised 06/2019

Adopted: June 10. 2003

Nome Public Schools

BP 7100 PLANNING

Note: *A.S. 14.11.011 requires a six-year capital improvement plan when applying for state construction funds. 4AAC 31.010 describes required educational specifications and 4 AAC 31.011 describes the required capital improvement plan.*

The Superintendent or designee shall work with City Administration to maintain an up-to-date facilities master plan. The plan shall reflect the current district educational specifications and capital improvement plan for school facility planning and construction.

Those qualitative factors considered may include, but not be limited to:

1. State allocation building area standards.
2. Maximum student capacity according to designated student-teacher ratios.
3. Current student capacity based on current district program requirements.
4. Historical and cultural character of the district.
5. Budget capacity of the district and the city.

The Superintendent or designee shall ensure that proposed district facilities meet the educational needs of the students and conform to all planning requirements imposed by state and local governmental agencies.

The School Board recognizes the importance of having complete and factual information as the basis for developing and maintaining cooperation among district staff, parents/guardians, students, state and local governmental and planning agencies, and other business and community representatives in developing district plans.

To assure a comprehensive approach to projecting and planning needs, the following elements shall be considered in planning school facilities:

1. The expanding and changing educational program of the district including the number of children to be served and their specific educational needs.
2. The impact of proposed facilities on the community and considerations regarding community use of the facilities.
3. Safety and welfare of students.
4. The relationship between existing and new facilities.
5. Community planning and zoning requirements.
6. Other site specific information which provides guidance in the planning of facilities.
7. The forecasted enrollments and demographic factors.
8. The forecasted workforce needs of the community and the region.

Legal References:

ALASKA STATUTES

14.11.011 Grant applications

14.11.020 Assumption of responsibilities

35.15.080 Local control of state public works projects

35.27.010 - 35.27.030 Art works in public buildings and facilities

ALASKA ADMINISTRATIVE CODE

4 AAC 31.010 - 4 AAC 31.090 School facility planning and construction

4 AAC 31.900 Definitions

Revised 06/2019

Adopted: June 10, 2003

Nome Public Schools

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

SCHOOL BOARD COMMUNICATION

Title: Board Policy 2nd Reading

Date: June 18, 2019

Administrator: Jamie Burgess, Superintendent

Attachments: Board Policy Revisions

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

BACKGROUND INFORMATION

The Board of Education met on May 14, 2019 and approved the first reading of the following policies:

- BP 0100 Philosophy
- BP 0420 School-Based Management/Site Councils
- BP 1000 Concepts and Roles
- BP 1260 Visits to the Schools
- BP 1311 Participation in Community Life
- BP 1312 Public Complaints Concerning the Schools
- BP 1312.1 Public Complaints Concerning School Personnel
- BP 1312.2 Public Complaints Concerning Instructional Materials
- BP 1312.3 Public Complaints Concerning Discrimination
- BP 1400 Relations Between Other Governmental Agencies and the Schools
- BP 3312 Contracts
- BP 3541.1 School-Related Trips
- BP 3550 Food Service
- BP 4000 Concepts and Roles
- BP 4020 Drug and Alcohol-Free Workplace
- BP 4112.61 Employment References
- BP 4119.25 Political Activities of Employees
- BP 4132 Publication or Creation of Materials
- BP 4313.1 Scheduling Hours of Employment
- BP 5030 School Discipline and Safety
- BP 5040 Nutrition
- BP 5124 Communication with Parents/Guardians
- BP 5131 Student Conduct
- BP 5132 Dress and Grooming
- BP 5137 Positive School Climate

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

- BP 5147 Dropout Prevention
- BP 6115 Ceremonies and Observances
- BP 6141.3 Culturally Responsive Education
- BP 6142.4 Community Service
- BP 6142.5 Environmental Education
- BP 6143 Courses of Study

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the second and final reading of board policies listed above.

Sample Motion: I make a motion to approve the second and final reading of board policies:

- BP 0100 Philosophy
- BP 0420 School-Based Management/Site Councils
- BP 1000 Concepts and Roles
- BP 1260 Visits to the Schools
- BP 1311 Participation in Community Life
- BP 1312 Public Complaints Concerning the Schools
- BP 1312.1 Public Complaints Concerning School Personnel
- BP 1312.2 Public Complaints Concerning Instructional Materials
- BP 1312.3 Public Complaints Concerning Discrimination
- BP 1400 Relations Between Other Governmental Agencies and the Schools
- BP 3312 Contracts
- BP 3541.1 School-Related Trips
- BP 3550 Food Service
- BP 4000 Concepts and Roles
- BP 4020 Drug and Alcohol-Free Workplace
- BP 4112.61 Employment References
- BP 4119.25 Political Activities of Employees
- BP 4132 Publication or Creation of Materials
- BP 4313.1 Scheduling Hours of Employment
- BP 5030 School Discipline and Safety
- BP 5040 Nutrition
- BP 5124 Communication with Parents/Guardians
- BP 5131 Student Conduct
- BP 5132 Dress and Grooming
- BP 5137 Positive School Climate
- BP 5147 Dropout Prevention
- BP 6115 Ceremonies and Observances
- BP 6141.3 Culturally Responsive Education
- BP 6142.4 Community Service
- BP 6142.5 Environmental Education
- BP 6143 Courses of Study

BP 0100 PHILOSOPHY

In accordance with state education policy, the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

The School Board is committed to providing a program of instruction, which offers each child an opportunity to develop to the maximum of his/her individual capabilities. The School Board believes that all students can succeed regardless of their race, background or ability. Furthermore, the School Board believes that a culturally responsive education in which District staff practice a high level of cultural proficiency will honor and positively influence the opportunity for students of all cultures to become successful individuals, exemplifying positive values and improving communities and the world. School staff shall embody this philosophy in all district programs and activities.

Understanding and Supporting Healing

Intergenerational healing and racial equity are necessary to create successful outcomes for students and stronger, healthier communities. This involves recognition of the needs, resources, and contributions of students, families, cultures, and community, as well as the educational system made up of administrators, staff, teachers, the school board, and the land and structures comprising the public school system, Healing supports should be designed to have the following impacts: correct injustice and other wrongs, accurately represent history, educate educators to ensure an accurate understanding of history and protocols, establish schools as an Indigenous place and community, orient and welcome people to the land and place, create and implement healing in policies and partnerships, and integrate ceremony and protocol. Healing supports are intended to make reparations and new experiences within the educational setting.

The School Board strives to support all students to succeed by creating conditions for learning, teaching, and partnering in the schools. The District's policies and regulations should be considered, adopted, and implemented to further equity and nondiscrimination, cultural safety and responsiveness, student-centered learning and teaching, restorative or trauma sensitive practices, and collaboration with community.

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

Legal References:

ALASKA STATUTES

14.03.015 State education policy

14.08.111 Duties

Revised 04/2019

Revised 04/2017

Adopted: June 10, 2003

BP 0420 SCHOOL-BASED MANAGEMENT/SITE COUNCILS

The School Board believes that culturally responsive, shared decision making at the site level can improve school performance and individual student achievement. The Board supports the involvement of staff, students, parents/guardians and the community in such decision making. The School Board encourages the use of site councils in developing policies and programs that respond to the unique cultural and traditional needs and characteristics of individual schools in accordance with district goals.

(cf. 0200 - Goals for the School District)

(cf. 0510 - School District Report Card)

(cf. 2230 - Representative and Deliberative Groups)

Legal References:

ALASKA STATUTES

14.03.120 Education Planning

ALASKA ADMINISTRATIVE CODE

4 AAC 05.010-4AAC 05.090 Local Education

Adopted: (TBD)

Nome Public Schools

BP 1000 CONCEPTS AND ROLES

The School Board recognizes that local, regional, national, and international organizations, Alaska Native tribes, and all levels of government share its concerns and responsibility for the welfare health and safety of our youth.

The School Board further recognizes that the state and local community determine the number of educational programs available and the quality of the educational process in general. Therefore, it is imperative that members of the community work with the School Board and staff in developing sound educational policies, implementing programs and establishing an effective evaluation process for those programs.

School/community relations cannot merely be described as a process of reporting and interpreting, but rather can be characterized as a partnership in pursuit of excellence. It is a partnership in which community members, educators, and other school personnel perform their respective roles in view of the best interests of the schools and, most importantly, the students.

The administration is responsible for all public communication except for such matters as the School Board may wish to deal with publicly itself.

(cf. 1100 - Communication with the Public)

Legal References:

ALASKA STATUTES
14.03.120 Education Planning

Elementary and Secondary Education Act of 1965, as amended Title VII, Part A, Subpart 1; 20 U.S.C. 7421-7429, 7491-7492

Revised 04/2019

Adopted: June 10, 2003

BP 1260 VISITS TO THE SCHOOLS

The School Board encourages parents/guardians and interested members of the community to visit the schools to learn about, observe, or partner in educational and extracurricular programs. The Superintendent or designee shall invite parents/guardians and the community to open house activities, specific volunteer roles, and other special events. Announcements of these events shall have wide dissemination in the community.

(cf. 1112 - Media Relations)

Visitors are encouraged to demonstrate the highest standard of conduct and courtesy to help create positive learning environments and to comply with all policies within the school.

The Superintendent or designee shall establish procedures to facilitate visits during regular school days and register all visitors at the school office when entering school grounds. Procedures for school visits and volunteer opportunities will be posted in readily available locations such as the district website and in parent newsletters.

The Board recognizes the staff time and commitment required for school visits and encourages the staff to develop practices to support community participation and to accommodate as many requests for visits as possible. To ensure minimum interruption of the instructional program, visits during school hours should be first arranged with the teacher and principal or designee. If a conference is desired, an appointment should be set with the teacher during noninstructional time.

(cf. 3515 - School Safety and Security)

(cf. 3515.2 - Intruders on Campus)

Revised 04/2019

Adopted: June 10, 2003

Nome Public Schools

BP 1311 PARTICIPATION IN COMMUNITY LIFE

The Board believes the school and community should work as a unified whole in the process of educating students enrolled in the District. Understanding community values and priorities are important to the ongoing success of the educational program. Staff members should be respectful of community values in their contacts with the community.

(cf. 5137 - Positive School Climate)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6141.3 – Multicultural Education)

The quality of a school program is related to staff understanding of local culture and traditions, parents' wishes for their children, and public understanding of the District's goals and methods for education. Strong school-community relationships require cooperative development and maintenance of efficient two-way channels of communication between the school and the community. This communication should be fostered through dialogue, input, and feedback.

District communications with the public should meet the following goals:

(1) inform the public about the work of the schools;
(2) improve the partnership of parents and teachers in meeting the educational needs of students;
(3) develop awareness of the importance of culture in education;
(4) integrate the home, school, and community in improving educational opportunities;
(5) clarify the aims, objectives, and work of the school;
(6) make school facilities and personnel available for community use, within limits set by the Board; and
(7) make use of community resources in carrying out the educational program.

(cf. 5124 –Communication with Parents/Guardians)

The School Board encourages affiliation of school personnel with community organizations having missions consistent with that of the District, and encourages participation of school staff in appropriate community activities and projects.

(cf. 6145.5 – Student Organizations and Equal Access)

Adopted: (TBD)

BP 1312 PUBLIC COMPLAINTS CONCERNING THE SCHOOLS

The School Board believes that a quality educational program is dependent upon a strong relationship with its communities. The School Board further believes that improved student success results when the district listens to complaints, considers differences of opinion, and resolves disagreements through an established, objective and culturally responsive process.

The Board encourages complainants to resolve problems early and informally whenever possible. The School Board expects that all district staff who respond to complaints and resolve problems will do so in a manner that is culturally responsive and is not influenced by discrimination or biases. If a problem remains unresolved, the individual should submit a formal complaint as early as possible in accordance with appropriate district procedures. District procedures shall be readily accessible to the public and if needed, should be available in languages which parents use and understand.

Individual Board members do not have authority to resolve complaints. If approached directly with a complaint, however, School Board members should also demonstrate cultural responsiveness while listening to the complaint and providing assistance by referring the complainant to the Superintendent or designee so that the problem may receive proper consideration and due process.

(cf. 1312.1 - Public Complaints Concerning School Personnel)
(cf. 1312.2 - Public Complaints Concerning Instructional Materials)
(cf. 1312.3 - Public Complaints Concerning Discrimination)

***Note:** Pursuant to 4 AAC 52.500, any person may file a complaint with the Department of Education alleging a violation of state regulations governing education for exceptional children.*

Legal References:

ALASKA STATUTES

14.18.100 Remedies (Sex or Race Discrimination)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.560 - 06.580 Violations; Prohibition Against Sex Discrimination

4 AAC 52.500 - 52.629 Procedural Safeguards; Education for Exceptional Children

UNITED STATES CODE

TITLE VI, CIVIL RIGHTS ACT OF 1964

TITLE VII, CIVIL RIGHTS ACT OF 1964, 42 U.S.C. 2000 *et. seq.* (Ch. 21)

TITLE IX, EDUCATION AMENDMENTS OF 1972

SECTION 504, REHABILITATION ACT OF 1973

CODE OF FEDERAL REGULATIONS

34 CFR 200.74 and Part 300

UNITED STATES CODE

GENERAL EDUCATION PROVISIONS ACT, 20 U.S.C. 1221*et. seq.*, especially:

FAMILY EDUCATIONAL RIGHTS AND PRIVACY RIGHTS ACT, 20 U.S.C. 1232g

Reviewed 04/2019

Adopted: June 10, 2003

Nome Public Schools

BP 1312.1 PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL

The School Board places trust in its employees and desires to support their actions in such manner that employees are free from unwarranted, spiteful or negative criticism and complaints. The Superintendent or designee shall develop procedures which will permit the public to lodge complaints or criticism against staff members, assure full consideration, and protect the rights of the staff members and the district. Verbal complaints against an employee initially made to a School Board member or at a School Board meeting will be referred to the Superintendent or designee for appropriate consideration and action.

The District will respond to complaints concerning school personnel, investigate as appropriate, and take action as may be necessary or advisable to resolve the concern. Complaints should follow the complaint filing and resolution process set forth in administrative regulation.

The process for complaints concerning school personnel will be administered in a fair and nondiscriminatory manner on behalf of both the complaint and the personnel involved.

(cf. 1312 - Public Complaints Concerning the Schools)
(cf. 4112.6/4212.6/4312.6 - Personnel Records)
(cf. 9323 - Meeting Conduct)

Note: *When public complaints include allegations of child abuse, it is imperative that school officials consult BP 5141.4 - Child Abuse and Neglect (Reporting Procedures). Though a district may implement its complaint procedures in such cases, the duty to report suspected child abuse comes first.*

This policy shall not apply when a public complaint involves accusations of child abuse. When a school employee is accused of child abuse, it shall be investigated by proper authorities in accordance with child abuse laws.

(cf. 5141.4 - Child Abuse and Neglect (Reporting Procedures)

Legal References:

ALASKA STATUTES

44.62.310 Government meetings public

Revised 04/2019

Adopted: June 10, 2003

BP 1312.2 PUBLIC COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS

The School Board takes great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students, their parents/guardians, or other district residents. The School Board shall strive to adopt instructional materials that refrain from cultural biases or perspectives that promote discrimination or socioeconomic disparity based on race, ethnicity, religious or cultural beliefs, disability, familial status, sexual identification or sexual orientation. The school board will strive, when possible, to incorporate culturally responsive materials and materials that support students' cultural identity and local knowledge.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

The Superintendent or designee shall establish procedures which will permit the equitable and transparent consideration of any complaints against the use of any instructional materials, including textbooks, supplementary textbooks, library books, and other instructional materials and equipment.

(cf. 1312.3 - Public Complaint Concerning Discrimination)

The School Board expects and trusts the Superintendent and staff are well qualified to consider complaints concerning instructional materials. The Superintendent or designee's decision is the final response from the district administration. However, if the complainant finds the decision of the Superintendent or designee unsatisfactory, he/she may request that the matter be placed on the agenda of a regular School Board meeting. The request shall be made in writing and addressed to the President of the Board of Education as well as the Superintendent or designee.

The administration or School Board's decision in any such case will be based on educational suitability and will not be influenced by a desire to suppress information or deny students access to ideas with which the School Board disagrees.

(cf. 6144 - Controversial Issues)

Revised 04/2019

Adopted: June 10, 2003

Nome Public Schools

BP 1312.3 PUBLIC COMPLAINTS CONCERNING DISCRIMINATION

The School Board recognizes that the district has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. Furthermore, the School Board seeks to ensure that students, regardless of ethnicity, race, religion, disability, gender identity, sexual orientation or socioeconomic background, do not disproportionately experience suspension, expulsion, other disciplinary actions, nor any form of discrimination. The School District will ensure that opportunities and courses are offered and accessible to all students in a fair manner and without discrimination. The Superintendent or designee shall establish procedures to investigate and seek to resolve complaints alleging unlawful discrimination related to educational programs and activities.

The School Board acknowledges and respects student and employee rights to privacy. Complaints shall be investigated in a manner that protects these rights.

(cf. 1340 - Access to District Records)

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

(cf. 5125 - Student Records)

The School Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or for participation in complaint procedures.

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

(cf. 1312.1 – Public Complaints Concerning School Personnel)

(cf. 1312.2 – Public Complaints Concerning Instructional Materials)

(cf. 5141.4 - Child Abuse and Neglect)

Legal References:

ALASKA STATUTES

14.18.010 Discrimination based on sex and race prohibited

14.18.020 Discrimination in employment prohibited

14.18.090 Enforcement by State Board of Education

14.18.100 Remedies (Sex or Race Discrimination)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.510 Discrimination in hiring practices.

4 AAC 06.560 - 06.580 Violations; Prohibition Against Sex Discrimination

4 AAC 52.500 - 52.629 Procedural Safeguards; Education for Exceptional Children

TITLE VI, CIVIL RIGHTS ACT OF 1964

TITLE VII, CIVIL RIGHTS ACT OF 1964

TITLE IX, EDUCATION AMENDMENTS OF 1972

SECTION 504, REHABILITATION ACT OF 1973

CODE OF FEDERAL REGULATIONS

34 CFR 200.74 and Part 300

UNITED STATES CODE

GENERAL EDUCATION PROVISIONS ACT, 20 U.S.C. 1221 *et seq.*, especially:

FAMILY EDUCATIONAL RIGHTS AND PRIVACY RIGHTS ACT, 20 U.S.C. 1232g

CIVIL RIGHTS RESTORATION ACT 20 U.S.C. 1683 *et seq.*

VOCATIONAL REHABILITATION ACT OF 1973, SECTIONS 503 AND 504 29 U.S.C. 791 *et seq.*

AGE DISCRIMINATION IN EMPLOYMENT ACT 29 U.S.C. 621*et seq.*

VIETNAM ERA VETERANS ACT 38 U.S.C. 2011 *et seq.*

AMERICANS WITH DISABILITIES ACT 42 U.S.C. 12101 *et seq.*

Revised 04/2019

Adopted: June 10, 2003

Nome Public Schools

BP 1400 RELATIONS BETWEEN OTHER GOVERNMENTAL AGENCIES AND THE SCHOOLS

The School Board recognizes that agencies at all levels of government share its concern and responsibility for the welfare, health and safety of our youth. The School Board further recognizes that tribal governments are committed to meeting the needs of tribal students withing the district. The School Board and staff shall take every opportunity to work cooperatively with these agencies for the benefit of our students.

(cf. 1020 - Youth Services)

(cf. 9140 - Board Representatives)

(cf. 9311 - Board Policies)

The Superintendent or designee shall initiate and maintain cooperative relationships with representatives of other public agencies, tribal governments, or tribal government educational proxies in order to help our schools and students make use of the resources which governmental agencies can provide. The Superintendent or designee shall ensure that agreements with other agencies which involve the exchange of funds or reciprocal services are executed in writing so that roles and responsibilities are clearly defined. The District shall make information available to parents/guardians about shared or cooperative services so that students may benefit to the fullest extent. Agreements may be shared among agencies to prevent duplicative efforts and to expedite cooperative programs and services.

(cf. 3312 - Contracts)

Legal References:

ALASKA STATUTES

03.20.100 Farm-to-school program

14.12.150 - 14.12.170 Regional Resource Centers

47.10.093 Disclosure of agency records.

47.10.090 Court records

47.12.310 Agency records

Revised 04/2019

Adopted: June 10, 2003

BP 3312 CONTRACTS

The Superintendent or designee may enter into contracts on behalf of the district. All contracts over $25,000 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.

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 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 05/2019

Revised 05/2017

Adopted: June 10, 2003

BP 3541.1 SCHOOL-RELATED TRIPS

Trips by School Vehicles

Note: *Federal safety regulations enacted in 2000 govern the number of students that may be transported in vans. These regulations are applicable to the purchase or lease of new vans by Alaska school districts. After 1 September 2000, new vehicles designed by the manufacturer to carry 11 or more persons (rated capacity if equipped with full seating) that are used for transporting students to or from school or school-related activities are required to meet all Federal Motor Vehicle Safety Standards for school buses. As a result, passenger vans are limited to transporting a total of ten passengers, including the driver, unless the passenger van or suburban meets the Federal Motor Vehicle Safety Standards applicable to school buses. The large majority of passenger vans do not meet and comply with Federal school bus safety standards. Although used vans are not covered under the federal regulations, for risk management purposes, districts may want to require the new van standards for the purchase of used vans.*

The School Board may approve transportation for field trips and school-sponsored activities. The Superintendent or designee shall regulate the use of the district transportation for approved school-related activities. Student councils, parent-teacher associations, and any other organizations requesting transportation shall be fully responsible for the costs of the trip. To the extent that funding has been approved by the School Board, such costs may be charged to the district.

Transportation by Private Automobile

Private automobiles shall not be used to transport students on any school-related trips.

Owners, drivers and passengers shall be informed that the registered owner and his/her insurance company are responsible for any accidents which may occur. District personnel who frequently transport students in their private vehicles are urged to carry liability insurance of $300,000 or more per occurrence.

A seat belt must be provided for each passenger. Trucks and pickups may not transport more persons than can safely sit in the passenger compartment.

Owners furnishing private vehicles shall not accept reimbursement from passengers in excess of the cost of operating the vehicle. Reimbursement for the use of private transportation may be made from district funds.

Transportation by other private means (boat, ATV, off-road vehicles, snow machines)

The Superintendent or designee may authorize the transportation of students by other private means for approved field trips and activities when an adult registered with the district for such purposes operates the vehicle. Operators shall be issued safety instructions and emergency information. Operators must abide by the specific vehicle safety ratings such as passenger capacity, maximum speed and required safety equipment (helmets, life jackets, etc.)

All student passengers shall provide permission slips signed by their parents/guardians.

Operators shall be required to possess a valid driver's license and liability insurance of at least $100,000 per occurrence.

(cf. 6153 - School-sponsored Trips)

Revised 04/2019

Adopted: June 10, 2003

Nome Public Schools

BP 3550 FOOD SERVICE

The School Board recognizes that students need adequate, nourishing food in order to grow and learn and to give a good foundation for their future physical well-being. The School Board may provide for a food service program based on regular lunch service and including such other snack and breakfast programs as the needs of the students and the financial capacity of the district permit. The School Board recognizes that the lunch program is an important complement to the nutritional responsibilities of parents/guardians.

The School Board believes that:

1. Foods and beverages available on school premises should contribute to the nutritional well-being of students and meet the nutritional criteria of the National School Lunch and Breakfast Programs and current U.S. Dietary Guidelines for Americans.
2. Foods can help students and families to feel comfortable in the school. To further this, the District may include cultural and subsistence foods if available and can be served in compliance with school safety and nutritional programs.
3. Foods and beverages available should be considered as carefully as other educational support materials and can serve to build cultural connectedness for students.
4. Foods and beverages should be prepared in ways which will appeal to students while retaining nutritive quality.
5. To further Alaskan values, food and beverages should be prepared and served in ways that reduce waste.
6. Food should be served in quantities appropriate to the needs of students at their age level and served in as pleasant and relaxed an atmosphere as possible, with adequate time for students to eat.
7. Schools are encouraged to assess common eating habits and eating times to establish appropriate meal and snack times.
8. Foods grown in the state provide nutritional, environmental, and economic benefits and should be utilized in the district's food service program to the extent feasible.
9. The District and its schools will have food safety plans and written guidance for procuring, receiving, and preparing subsistence foods harvested and donated to the school.
10. The District will include subsistence foods within food pyramids as a part of the nutritional and dietary guidelines for Americans.

Note: *Effective January 14, 2010, the U.S. Department of Agriculture requires schools participating in the National School Lunch and Breakfast Programs to develop a written food safety program for the preparation and serving of school meals. The goal is to prevent and reduce the risk of food-borne illness among students. Schools are required to utilize the "hazard analysis and critical control point (HACCP) system" when developing their food safety programs. A written safety program must be in place for each food preparation and service facility that prepares and serves meals under the federal breakfast or lunch programs.*

The Superintendent or designee will oversee the development of a written food safety program for each food preparation and serving facility in the district, as required by law. Foods and beverages will be stored, prepared and served in accordance with food safety regulations in order to prevent or reduce the risk of food-borne illness among students.

Note: *Effective July 1, 2015, federal regulations of the Department of Agriculture, Food and Nutrition Service, require that certain food service personnel meet minimum professional standards. More specifically, school nutrition program directors who are responsible for management of the day-to-day*

food service operations for all schools in the district must meet minimum educational qualifications as a condition of hire. The qualifications vary depending upon the student enrollment (size) of the district. The qualification requirements are applicable to the hire of new directors only; current directors employed prior to the July 1, 2015 effective date are grandfathered. In addition, the new regulations require minimum continuing education and training requirements for all student nutrition staff, including school nutrition program directors, school nutrition program managers who are responsible for day-to-day operations of food service for a particular school, and other personnel who work an average of at least 20 hours per week. The hours of continuing education/training varies depending upon the position held by the individual.

Qualified and trained food service personnel are critical to a healthy and safe food service program. The Superintendent or designee shall hire qualified personnel, taking into consideration professional standards required by law, and will provide continuing education and training in compliance with federal standards.

(cf. 4131 – Certificated Staff Development)

The School Board intends that, insofar as possible, the school food services program shall be self-supporting and may include foods from school gardens, greenhouses and farms. The School Board shall review and approve of menu prices. Program financial reports shall be presented regularly for inspection by the School Board.

(cf. 3554 – Other Food Sales)

(cf. 5040 – Student Nutrition and Physical Activity)

Legal Reference:

UNITED STATES CODE

Richard B. Russell National School Lunch Act, 42 U.S.C. 1751-1769j

Child Nutrition Act of 1996, 42 U.S.C. 1771-1793

CODE OF FEDERAL REGULATIONS

7 C.F.R. Parts 210, 220, and 235 National School Lunch Program and Breakfast Program

FEDERAL REGISTER

Professional Standards for State and Local School Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010, Vol. 80, No. 40 and No. 88 (2015)

Revised 04/2019

Revised 03/2016

BP 4000 CONCEPTS AND ROLES

All Personnel

Note: *A.S.14.08.101 authorizes regional school boards to appoint, compensate and otherwise control school employees in accordance with the provisions of Title 14 and exempts these employees from A.S. 39.25 (State Personnel Act). 14.08.111 requires regional school boards to employ a chief school administrator, approve the employment of other personnel and establish salaries. Pursuant to 14.14.060 and 14.14.065 borough and city school boards appoint, compensate and otherwise control school employees in accordance with Title 14 and subject to state laws relating to teacher salaries, tenure, financial support, supervision by the Department of Education and other general school laws.*

The School Board wishes to establish conditions that will attract and retain qualified personnel who will devote themselves to the education and welfare of the students of the district. The School Board believes that successfully orienting and introducing new teachers to the local community, its cultural activities and norms, is integral and essential to attract and retain quality personnel. To accomplish this objective, the Superintendent or designee shall develop and implement a local community and cultural orientation.

The School Board desires that teachers pursue excellence within their profession and may provide incentives to teachers of demonstrated ability and expertise which will encourage them to stay in the public school system. The School Board recognizes the importance and need for culturally responsive and trauma informed teaching practices which lead to improved student performance teacher regarding these practices as a way increasing teacher efficacy and retention.

Note: A.S. 23.40.250 defines the terms and conditions of employment which are subject to collective bargaining as: "hours of employment, compensation and fringe benefits, and the employer's personnel policies affecting the working conditions of the employees; but does not mean the general policies describing the function and purposes of a public employer." Districts should consult legal counsel regarding the scope of negotiations and the district's duty, if any, to bargain.

The School Board believes that its personnel policies must be developed in cooperation with staff and community in an atmosphere of mutual faith and good will. District policies and regulations shall apply only to the extent that they do not conflict with any collective bargaining agreement in effect between the district and its employees.

The School Board affirms its intention to have district policies, regulations and procedures conform to the requirements of state and federal laws and regulations.

The School Board

1. Adopts wage and salary schedules.
2. Approves the employment of school personnel.
3. Determines principles of treatment for employees, such as those in connection with sick leave, leaves of absence, in-service training, retirement, etc., either through the policies and regulations of the district or through negotiations with employee organizations in accordance with law.
4. Serves as a court of appeals in cases referred by the Superintendent or designee or which may be appealed by employees directly from the Superintendent or designee's decision, or as specified in adopted employee organization bargaining agreements.

The Superintendent or Designee

1. Nominates for employment all certificated personnel.
2. Recommends disciplinary action, including suspension and dismissal, against employees whenever there is sufficient evidence warranting any such action.
3. With the staff, assigns, directs and supervises the work of all employees with due regard for the individual rights involved.
4. Proposes salary schedules for staff members not covered by an employee organization agreement, and advises the Board throughout negotiations with employee organizations on all matters under negotiations.

(cf. 6181 - Charter School)

Working Relationships Between Board and Superintendent or Designee

The School Board desires to be guided principally by the advice of the Superintendent or designee in regard to its relations with district personnel.

The School Board shall refer direct approaches from employees for School Board action to the Superintendent or designee for his/her consideration and judgment. The School Board shall act as an appeals body only after receiving the recommendation of the Superintendent or designee.

(cf. 4144/4244/4244 - Complaints)

The Superintendent or designee shall conduct the district's personnel relations with fair and sound practices in accordance with School Board policy.

Legal References:

ALASKA STATUTES

14.08.101 Powers (regional school board)

14.08.111 Duties (regional school board)

14.14.060 Relationship between borough school district and borough

14.14.065 Relationship between city school district and city

14.20.095 Right to comment and criticize not to be restricted

23.40.070-23.40.260 Public Employment Relations Act (PERA)

39.25.110 Exempt service

Revised 04/2019

Adopted: June 10, 2003

BP 4020 DRUG AND ALCOHOL-FREE WORKPLACE

All Personnel

The School Board believes that the maintenance of drug, tobacco, and alcohol-free workplaces is essential to school and district operations. No employee shall unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any alcoholic beverage, drug or controlled substance before, during or after school hours at school or in any other district workplace.

For purposes of this policy, “drug” is defined to include, but is not limited to, marijuana or cannabis, in any form; synthetic marijuana or cannabis, in any form; synthetic variations of controlled substances, in any form; prescription medication for which a valid prescription has not been obtained, which is used in amounts in excess of prescribed dosages, or which is used for purposes other than as prescribed, and prescription drugs distributed or dispensed to any person other than the prescription holder.

“Controlled substance” is defined to include any substance identified by federal or state law as controlled.

"Tobacco" is defined to include any non FDA approved tobacco or nicotine, lighted or unlighted cigarette, electronic cigarette, vape or vaping device, cigar, pipe, bidi, clove cigarette, dissolvable nicotine strips, liquid tobacco or nicotine, and any other smokeless tobacco product, also known as spit tobacco, dip, chew, and snuff, in any form.

In the interest of the health and safety of students and employees, it is a violation of this policy for students, staff, parents, visitors, contractors and all others to use, distribute or sell tobacco, any non FDA approved tobacco or nicotine delivery products or devices including but not limited to, cigarettes, cigars, dip, hookah pens, e-cigarettes, and dissolvable nicotine products on District premises, at school-sponsored activities on or off District premises and in District-owned, rented or leased vehicles.

Tobacco possession is prohibited for all district students and visiting students, as well as for all other visitors under the age of 19.

Tobacco and marijuana advertising is prohibited in all school-sponsored publications, in all school buildings, and at all school-sponsored events. District acceptance of gifts or funds from the tobacco and marijuana industries is similarly prohibited. Personnel shall not wear clothing depicting tobacco, alcohol, drugs, or controlled substances, and shall not display such items or related slogans on their vehicles, through signage or otherwise, while the vehicle is on District property or at a school sponsored event.

The Superintendent shall:

1. Publish and give to each employee a notification of the above prohibitions. The notification shall specify the actions that will be taken against employees who violate these prohibitions. The notification shall also state that a condition of employment, the employee will abide by the terms of this policy and notify the employer, within five days, of any criminal drug or alcohol statute conviction which he/she receives for a violation occurring in the workplace.

For the purpose of this policy, "conviction" shall mean a finding of guilt, including a plea of nolo contendere, or imposition of sentence, or both, by any judicial body charged to determine violations of federal or state criminal drug or alcohol statutes.

2. Establish a drug, tobacco and alcohol-free awareness program to inform employees about:
   a. The dangers and costs of drugs, and alcohol abuse in the workplace.
   b. The district policy of maintaining drug, tobacco, and alcohol-free workplaces.
   c. Any available drug, tobacco, and alcohol counseling, rehabilitation, and employee assistance programs, including the free Alaska Tobacco Quitline, and
   d. The penalties that may be imposed on employees for drug, tobacco, and alcohol abuse violations.
3. Notify the appropriate federal granting or contracting agencies within ten days after receiving notification, from an employee or otherwise, of any conviction for a violation occurring in the workplace.
4. Initiate disciplinary action within 30 days after receiving notice of a conviction for a violation in the workplace from an employee or otherwise. Such action shall be consistent with state and federal law, the appropriate employment contract, the applicable collective bargaining agreement, and district policy and practices.
5. Make a good faith effort to maintain a drug and alcohol-free workplaces throughout the district.

In taking disciplinary action, the School Board requires termination when termination is required by law. When termination is not required by law, the Superintendent or designee shall take disciplinary action, up to and including termination, or shall require the employee to satisfactorily participate and complete a drug assistance or rehabilitation program approved by a federal, state or local health, law enforcement or other appropriate agency, or a combination of both discipline and mandatory assistance program. Discipline decisions shall be made in accordance with relevant state and federal laws, employment contracts, collective bargaining agreements, and district policies and practices.

Nothing in this policy shall prohibit the District from conducting its own investigation or from taking appropriate disciplinary action even in the absence of a conviction.

(cf. 3514 – Environmental Safety)

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4158/4258/4358 - Employee Security)

(cf. 4021 - Drug and Alcohol Testing for School Bus Drivers

(cf. 5144.1 - Suspension and Expulsion)

Legal References:

UNITED STATES CODE

THE DRUG-FREE WORKPLACE ACT OF 1988, 41 U.S.C. Ch. 81
DRUG-FREE SCHOOLS AND COMMUNITIES ACT AMENDMENT OF 1986, as amended, 20 U.S.C. 7111
CONTROLLED SUBSTANCES ACT, 21 U.S.C. 801

CODE OF FEDERAL REGULATIONS
21 CFR 1300 - 1316

ALASKA STATUTES
17.38, The Regulation of Marijuana
17.38.220, Employers, Driving, Minors, and Control of Property
11.71.010-090, Controlled Substances

Revised 04/2019

Adopted: June 10, 2003

Nome Public Schools

BP 4112.61 EMPLOYMENT REFERENCES

All Personnel

The School Board desires to provide information about district employees to prospective employers to the extent that such information is factual and does not violate an employee's privacy rights.

The Superintendent or designee is responsible for processing all requests for references, letters of recommendation, or information about employee performance, including the causes or reasons for separation regarding all district employees other than the Superintendent.

References which are not secured through the Superintendent or designee reflect the personal views or opinions of the author and do not reflect the views of the District.

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

(cf. 4117.5/4217.5/4317.5 - Termination Agreements)

Legal References:

ALASKA STATUTES

AS 09.65.160 Job References

Revised 04/2019

Adopted: June 10, 2003

Nome Public Schools

BP 4119.25 POLITICAL ACTIVITIES OF EMPLOYEES

All Personnel

The School Board believes that district employees have an obligation to prevent the improper use of school time, materials or facilities for political or partisan purposes. The Superintendent or designee shall regulate political activities on school property during the instructional day. Employees are prohibited from engaging in any activity in the presence of students during performance of the employee's duties, where the activity is designed or intended to promote, further, or assert a position on any voting issue, board issue, or collective bargaining issue. This prohibition does not apply to classroom instruction that is part of the approved curriculum.

The School Board respects the right of school employees to engage in political activities on their own time. When engaging in political activities, employees shall make it clear that they are acting as individuals and not as representatives of the district.

Nothing in the policy shall prevent the District or School Board from disseminating factual information regarding school bond projects.

(cf. 4119.21/4219.21/4319 - Code of Ethics)

Legal References:

ALASKA STATUTES

14.03.090 Sectarian or denominational doctrines prohibited

14.20.095 Right to comment and criticize not to be restricted

14.20.370-.510 Professional Teaching Practices Act

ALASKA ADMINISTRATIVE CODE

4 AAC 06.135 Use of school funds in elections

20 AAC 10.010-10.900 Professional Teaching Practices Commission

Revised 04/2019

Adopted: June 10, 2003

BP 4132 PUBLICATION OR CREATION OF MATERIALS

The School Board recognizes the importance of creating a work environment that encourages employee innovation in creating and developing high-quality materials to improve student achievement and the efficiency of district operations.

(cf. 4119.21/4219.21/4319 – Code of Ethics)
(cf. 6162.6 - Use of Copyrighted Materials)

The Superintendent or designee shall oversee the development of instructional materials, computer programs, and other copyrightable materials by employees, independent contractors, and consultants. An employee, independent contractor, or consultant shall notify the Superintendent or designee of his/her intent to publish or register a work developed in whole or in part within the scope of his/her employment.

Instructional materials, computer programs, and other copyrightable materials developed by an employee within the scope of his/her employment shall be the property of the district.

(cf. 3523 – Electronic Mail (E-mail)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 – Library/Media Centers)

If an employee has developed copyrightable material during both work and non-working hours, and the work was within the scope of his/her employment, the Superintendent or designee shall negotiate a contract with the employee to protect the district's right as to the ownership or partial ownership of the copyright.

(cf. 3312 - Contracts)

The Superintendent or designee shall ensure that any contract with an independent contractor or consultant contains a provision specifying the district's right to ownership of the copyright of any work produced by the contractor or consultant for the district.

The Superintendent or designee may secure copyrights in the name of the district for all copyrightable works developed by the district. All royalties or revenues from these copyrights shall be used for the benefit of the district.

Legal Reference:

UNITED STATES CODE
17 U.S.C. 101-122 Subject matter and scope of copyright
17 U.S.C. 201 Copyright ownership and transfer

Revised 04/2019
Adopted: June 10, 2003

BP 4313.1 LOAD/SCHEDULING/HOURS OF EMPLOYMENT

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

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

Legal References:

UNITED STATES CODE

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

CODE OF FEDERAL REGULATIONS

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

Revised 04/2019

Adopted: June 10, 2003

Nome Public Schools

BP 5030 SCHOOL DISCIPLINE AND SAFETY

***Note**: Each school district must have in place a school disciplinary and safety program. AS 14.33.110-140. The purpose of the program is to implement community standards of school behavior that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community; and to protect and support teachers who enforce standards of student behavior and safety in the classroom. Effective October 2014, the program must be made available to students, parents, legal guardians, and the public, and must include written policies and procedures consistent with standards for use of restraint and seclusion, outlined in AS 14.33.125. The Every Student Succeeds Act requires states to implement a system of school safety assessment. Under ESSA, districts are required to offer a school choice option in two instances: (1) when a student attends a "persistently dangerous school," or (2) when a student has been the victim of a violent criminal offense. Alaska's implementation of these federal mandates is found at 4 AAC 06 in newly added Article 2, Safe Schools.*

The School Board believes that all students have the right to a public education in a safe and positive environment that fosters the maximum opportunity for learning. The School Board seeks to ensure that students, regardless of ethnicity, race, disability, religious or cultural preference, gender identity, sexual orientation or socioeconomic background, do not disproportionately experience suspension, expulsion or other disciplinary actions. An effective school discipline and safety program is necessary to ensure a safe and conductive learning environment. The School Board shall adopt, and the Superintendent or designee shall implement and maintain, an effective, trauma-informed and culturally responsive school discipline and safety program. The discipline and safety program should reflect community and cultural values resulting in standards of school behavior and safety that are developed with the collaboration of students, parents, guardians, teachers, elders, school administrators, and advisory school boards in each community.

(cf. 1230 – Citizen Advisory Committees)

(cf. 1410 – Interagency Cooperation for Student and Staff Safety)

(cf. 4158/4258/4358 –Employee Security)

(cf. 5131 – Conduct)

(cf. 5131.1 – Bus Conduct)

(cf. 5131.41 – Violent and Aggressive Conduct)

(cf. 5131.42 – Threats of Violence)

(cf. 5131.43 – Harassment, Intimidation and Bullying)

(cf. 5131.5 – Vandalism, Theft and Graffiti)

(cf. 5131.6 – Alcohol and Other Drugs)

(cf. 5131.62 – Tobacco)

(cf. 5131.63 – Performance Enhancing Drugs)

(cf. 5131.7 – Weapons and Dangerous Instruments)

(cf. 5131.9 – Academic Honesty)

(cf. 5132 – Dress and Grooming)

(cf. 5136 – Gangs)

(cf. 5137 – Positive School Climate)

(cf. 5141.51- At-Risk Youths)

(cf. 5142.3 – Restraint and Seclusion)

(cf. 5144 – Discipline)

(cf. 5144.1 – Suspension and Expulsion)

(cf. 5144.2(AR) – Suspension and Expulsion (Students with Disabilities)

(cf. 5145.11 – Questioning and Apprehension)

(cf. 5145.12 – Search and Seizure)

(cf. 5145.3 – Nondiscrimination)

(cf. 5145.5 – Harassment)

(cf. 5145.7 – Sexual Harassment)

(cf. 5147 – Dropout prevention)

(cf. 6159 – Individualized Education Program)

(cf. 6164.2 – Guidance and Counseling Services)

(cf. 6164.4 – Child Find)

(cf. 6172 – Special Education)

***Note**: School districts must adopt policies for implementing a student conflict resolution strategy. The strategy must provide for the nonviolent resolution or mediation of conflicts, and procedures for reporting and resolving conflicts. AS 14.33.120(a)(7). A district's school disciplinary and safety program must provide for a student conflict resolution strategy.*

Providing young people with knowledge and skills to settle disputes peacefully is a critical component of an effective disciplinary and safety program. Students who possess skills in negotiation, mediation, and consensus decision making are able to explore peaceful solutions to conflict and to resolve these conflicts in a nonviolent manner. The district will work to build students self-regulation skills, incorporating preventative and restorative practices to minimize the need for discipline and maximize instructional time for every student. The district will also establish these practices and seek to address

or reduce disproportionate treatment or use of punitive school discipline based on racial, cultural, economic, and other protected classes.

The Superintendent or designee shall implement and maintain a conflict resolution strategy for district students. The strategy will provide conflict resolution education and resources to students to learn skills in the nonviolent resolution and mediation of conflicts. Restorative or corrective practices place relationship building with students and families at the center. These can include conferences with students and their parents/guardians; use of student study teams or other intervention-related teams; enrollment in a program teaching social/emotional behavior, intensive and intentional relationship building with students and family, participation in a restorative justice program or restorative circles, positive behavior support approaches, and recognition of regional cultural practices in community, respect, self-respect, and self-control.

The district recognizes that a key component of its school disciplinary and safety program involves appropriate staff response when student behavior impacts on the safety of that student or others. The district prohibits the use of physical restraint and seclusion except in emergency situations as outlined in law and policy. The Superintendent or designee shall provide professional development or supports as necessary to assist staff to offer consistent classroom management skills, model skills for students, and implement effective relationship building and disciplinary techniques, eliminating unconscious bias. This includes establishing collaborative relationships with parents/guardians, and understanding family safety practices.

(cf. 5142.3 – Restraint and Seclusion)

***Note**: AS 14.33.120 requires the discipline and safety program to have procedures for periodic revision and review. 4 AAC 07.050requires that a district's student rights and responsibilities policies be reviewed at least once every three years. The following language utilizes a maximum three-year duration for the review process.*

Not less than once every three years, the district's discipline and safety program shall be reviewed and revised if appropriate. The review process shall make available the opportunity for collaborative input by students, parents, guardians, staff, and advisory school boards in each community. Policies reflecting standards of student behavior, including those identifying prohibited student conduct and penalties, should be reviewed to determine consistency with community standards, including the basic requirements for respect and honesty.

(cf. 9310 – Policy Manual)

(cf. 9311 – Board Policies)

(cf. 9313 – Administrative Regulations)

***Note**: Annually, the district is to submit a report to the Department of Education and Early Development relating to the district's disciplinary and safety program, including incident numbers for infractions involving violence or weapons. This report is to be submitted at the same time the district submits its annual report on goals and priorities as required by AS 14.03.120(a). Additionally, the district is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. Effective October 2014, the district is to annually report, not later than June 30, the total number of incidents involving the restraint or seclusion of a student as required by AS 14.33.125 and 4 AAC 06.175 (see BP 5142.3). The following language incorporates the reporting requirements for school discipline as set forth in AS 14.33.120, AS 14.33.210, 4 AAC 06.172 and 4 AAC 06.250.*

The district will submit annual reports to the Department of Education and Early Development, as required by law. These reports will permit assessment of the district's School Discipline and Safety program.

The School Board will review annually disciplinary action data to understand conduct and discipline of specific dis aggregated groups of students. The School Board and district administrators will periodically review research on effective practices to proactively create trauma informed environments and culturally responsive discipline practices. Results of the review will be used to determine how to incorporate new practices and strategies into district policies and practices.

***Note**: One of the purposes of the school disciplinary and safety program is to protect and support teachers who enforce standards of student behavior and safety in the classroom. AS 14.33.110(3). The law provides that a teacher, teacher's assistant, a principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. AS 14.33.130. It is recommended that a district desiring to take disciplinary action against a staff member for unreasonable or unlawful enforcement of student discipline should contact legal counsel. Finally, school employees are also protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. AS 14.33.140 and the No Child Left Behind Act.*

The School Board desires to give all administrators, teachers, and other employees the authority, knowledge and skills they need to effectively implement the discipline and safety program of the district. Personnel should adhere to lines of primary responsibility and district adopted protocols so that appropriate decision-making may take place at various levels in accordance with School Board policy and administrative regulations. In fulfilling duties and responsibilities in student discipline and safety, all employees shall comply with School Board policies, administrative regulations, and local, state, and federal laws.

(cf. 2110 – Organization Chart/Lines of Responsibility)

(cf. 4158/4258/4358 – Employee Security)

(cf. 5144 – Discipline)

(cf. 4119.21/4219.21/4319 -- Codes of Ethics)

(cf. 4119.3/4219.3/4319.3 – Duties of Personnel)

***Note**: On July 15 of each year, the Department of Education and Early Development will determine the safety status of the schools in the state. The Department will designate a school as safe, at-risk, or persistently dangerous. A district that has a school identified as persistently dangerous must provide notice within 10 days to all parents of students who attend the school that the school has been designated as persistently dangerous and that the parent has 30 days to request that the district transfer the student to a safe school within the district. A transfer must occur within 30 days of a transfer request. A district that has only one public school of the appropriate grade level is not required to create a second public school in order to offer a transfer option. Additionally, within 10 days of an incident in which a student is a victim of a violent criminal offense at school, a district shall notify the parents of the student that they may have their student transferred. If a parent requests a transfer, the district shall provide the transfer within 30 days. A student shall be eligible for a transfer if substantial evidence indicates that the student was a victim of a violent criminal offense on the*

grounds of the school attended by the student. If a district refuses to offer to transfer a student whom the student's parent believes was the victim of a violent criminal offense, the parent may, within 30 days of the refusal, appeal to the Commissioner of Education. Again, a district that has only one public school of the appropriate grade level is not required to create an additional public school in order to provide the option to transfer. A violent criminal offense does not have to be the subject of a criminal charge, and includes incidents that would establish the elements of the following violent criminal offenses: (1) an offense against the person under the Alaska Criminal Code, AS 11.41.100-11.41.530; (2) recruiting a gang member in the first degree, AS 11.61.160; and (3) misconduct involving weapons in the first degree, AS 11.61.195. A parent who has exercised the parent's option to transfer a student may have the student remain in the receiving school until the student completes the highest grade level offered by that school. A district that is required to offer a student a transfer to a safe school, but that does not contain a safe school of an appropriate grade level, must offer to transfer the student to the parent's choice of any school designated at Level 2 or higher under 4 AAC 06.835and work with the parent to identify other suitable educational opportunities for the student, including transfer to another district or attending a statewide correspondence school. 4 AAC 06.200-.270.

The School Board further desires to give all students no matter their ethnicity, race, gender or gender identification, sexual orientation or socioeconomic status, the opportunity to learn in an environment in which they feel safe. Should any school be identified as persistently dangerous under state law, students attending that school will be provided the opportunity to transfer to the parent's choice of one of two or more safe schools within the district. Informed parental choice will be facilitated by timely notice of the meaning of the persistently dangerous designation and the intervention steps the district plans to utilize to make the school safe. Additionally, any student who is the victim of a violent criminal offense that occurred on the grounds of the student's school will be provided the opportunity to transfer, consistent with state law.

Legal Reference:

UNITED STATES CODE

20 U.S.C. § 1400, *et seq.* Individuals with Disabilities Education Act

Every Student Succeeds Act, PL 114-95 (2015)

ALASKA STATUTES

11.81.430 Justification: Use of force, special relationships

11.81.900 Definitions

14.03.078 Report

14.03.160 Suspension or expulsion of students for possessing weapons

14.30.045 Grounds for suspension or denial of admission

14.30.180-.350 Education for children with disabilities

14.33.120-.140 School disciplinary and safety program

14.33.210 Reporting of incidents of harassment, intimidation, or bullying

ALASKA ADMINISTRATIVE CODE

4 AAC 06.060 Suspension or denial of admission

4 AAC 06.172 Reporting of school disciplinary and safety programs

4 AAC 06.175 Reporting restraint and seclusion incidents.

4 AAC 06.200-.270 Safe schools

4 AAC 06.250 Reporting

4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities

4 AAC 52.010-.990 Education for children with disabilities and gifted children

20 AAC 10.020 Code of ethics and teaching standards

Revised 05/2019

Revised 05/2017

Revised 3/2015

Nome Public Schools

BP 5040 STUDENT NUTRITION AND PHYSICAL ACTIVITY

Note: *This policy was developed by the State of Alaska Obesity Prevention and Control Program and the Alaska Department of Education & Early Development Child Nutrition Program and meets all federal requirements for Local School Wellness Policies. It is intended to provide a framework for developing a wellness policy. The policy adopted by your School Board must be developed with the involvement of the identified advisory group discussed in Section A.*

The School Board recognizes that schools are in a position to promote healthy lifestyle choices by students that can affect their lifelong wellness. Therefore the School District will provide environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating, physical, and subsistence activity.

The School Board understands that:

a) Teaching about food and nutrition should support students in both the local community and other community contexts.
b) Traditional knowledge of food and harvesting teaches values and skills to all Alaskan students.
c) Food nutrition should link students positively to their cultures and ways of life in Alaska or countries of origin.
d) Tribal governments and tribal members have extensive indigenous nutrition, scientific, resource management, and legal knowledge about harvesting foods.
e) Offering subsistence and local food harvesting opportunities contributes to nutritional health, but also supports cultural identity improved physical and mental health, and deepens students understanding of an ecosystem.
f) Familiar and cultural foods can create cultural safety and contribute to a positive learning environment.Teaching about food and nutrition should support students in both the local community and other community contexts.
g) Traditional knowledge of food and harvesting teaches values and skills to all Alaskan students.
h) Food nutrition should link students positively to their cultures and ways of life in Alaska or countries of origin.
i) Tribal governments and tribal members have extensive indigenous nutrition, scientific, resource management, and legal knowledge about harvesting foods.
j) Offering subsistence and local food harvesting opportunities contributes to nutritional health, but also supports cultural identity improved physical and mental health, and deepens students understanding of an ecosystem.
k) Familiar and cultural foods can create cultural safety and contribute to a positive learning environment.

Schools will provide nutrition promotion and education, physical education, and other school-based activities to foster lifelong habits of healthy eating and physical activity, and will establish linkages between nutrition education, school meal, and local food programs.

(cf. 1020 – Youth Services)

A. Planning and Periodic Review by Stakeholders

The school district and when appropriate individual schools within the district will create or work with an existing advisory group that will assist in developing, implementing, monitoring, reviewing and, as necessary, revising school nutrition and physical activity goals. The school district will permit and encourage the participation of students, parents, food service personnel,

School Board members, school administrators, school health professionals, physical education teachers, local SNAP-Ed coordinators and other interested community members in the advisory group. The district will promote opportunities to participate in the advisory group at least once a year through parent and stakeholder communication, which may include newsletters, public announcements, web-postings, parent communication, etc.

The school district will provide the advisory group with appropriate information and clear guidelines to assist in the development and/or revision of relevant policies and nutrition and physical activity goals. Goals will be based on available scientific evidence for improving school nutrition and physical activity programs. Goals and progress toward achievement will be presented to the School Board on an annual basis.

School districts will add in a pathway during planning to submit a local foods nutritional plan and an opportunity to determine how donated local foods can meet with occupational health and safety regulations.

(cf. 1000 – Concepts and Roles)

B. Nutrition

All foods available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. (7 C.F.R. Parts 210 and 220) To the extent practicable, all schools in the district will participate in available federal school meal programs.

All other foods and beverages made available on school campus (including, but not limited to vending, franchise vendors, concessions, a la carte, student stores, classroom parties, fundraising, and foods and beverages that are not for sale) during the school day, between the hours of 12:00 AM and 30 minutes after the conclusion of the instructional day, shall meet nutritional requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School. For the purpose of this policy, the school campus is defined as all property under the jurisdiction of the school district that is accessible to students.

Schools will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.

Traditional cultural foods may be exempted from the nutritional requirements when offered free of charge and for educational purposes. Traditional cultural foods offered for sale or as a part of the school breakfast or lunch program must meet nutritional requirements.

Foods and beverages will not be offered as a reward for students' performance or behavior.

Schools will provide free potable water in the place where meals are served and elsewhere throughout the school buildings.

When practicable, Alaska farm and fish products will be utilized in meals and snacks.

Schools will encourage all students to participate in federal school meal programs and protect the identity of students who eat free and reduced priced meals.

Schools will encourage all students to eat healthy and nutritious meals within the school dining environment and will, to the extent practicable, involve students in menu planning.

To the extent practicable, schools will schedule lunch as close to the middle of the school day as possible. Schools are encouraged to provide opportunities for mid-morning or mid-afternoon healthy snack breaks.

Schools will limit food and beverage marketing on campus to the promotion of foods and beverages that meet the National School Lunch Act, Nutritional Guidelines for All Foods Sold in Schools.

Schools will work to provide age-appropriate nutrition education as part of the health and physical education curricula that respects and integrates the cultural practices of students. Schools will provide opportunities for students to practice nutrition and harvesting skills both inside and outside the school setting. The District will seek to provide evidence-based nutrition education curricula and intergenerational knowledge on local foods that fosters lifelong healthy eating behaviors integrated into comprehensive school health education.

To the extent practicable:

a) Students in grades pre-K-12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors.
b) Classroom nutrition education shall be reinforced in the school dining room or cafeteria setting as well as in the classroom, with coordination among the nutrition service staff, administrators, local advisory group, and teachers.
c) Students shall receive consistent nutrition messages from schools and the district. This includes in classrooms, on field trips, cafeterias, outreach programs and other school-based activities.
d) Nutrition education shall be taught by a certified/licensed health education teacher, and should include input and guest instruction by a locally endorsed Elder or culture bearer.
e) Schools will strive to establish or support opportunities to learn about local plants, harvesting, hunting and gardening to provide students with experiences in planting, harvesting, preparing, serving and tasting healthy, nutritious and Alaskan foods.

(cf. 0210 – Goals for Student Learning)

(cf. 3550 – Food Service)

(cf. 3553 – Free and Reduced Price Meals)

(cf. 3554 – Other Food Sales)

C. Mandatory Physical Activity

Pursuant to AS 14.30.360, a district shall establish guidelines for schools in the district to provide opportunities during each full school day for students in grades kindergarten through 8 for a minimum of 90 percent of the daily amount of physical activity recommended for children and adolescents in the physical activity guides by the Centers for Disease Control and Prevention. The time provided for physical activity involves physical education classes and

unstructured physical activity, such as recess. The district shall adopt guidelines that allow students to be excused from physical activity due to medical and health and safety reasons, such as inclement weather.

D. Physical Activity

All students in grades kindergarten through eight will be provided with at least 90 minutes each day of physical activity. This time may be accumulated throughout the school day and may include physical education, recess and classroom based activities. Whenever possible, all students shall be given opportunities for physical activity through a range of programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs. Elementary students will be provided at least 20 minutes each day of active recess. Classroom based physical activity is encouraged and counts toward the 90 minute requirement as long as it does not replace recess.

When practicable, recess shall be scheduled before lunch periods and take place outdoors.

Indoor and outdoor facilities shall be available so that physical activity is safe and not dependent on the weather. Physical activity equipment shall be age- appropriate, inviting, and available in sufficient quantities for all students to be active. Equipment shall be inspected regularly (at least weekly) for safety and replaced when needed.

Using physical activity as punishment, or withholding physical activity/physical education time as a means of discipline, is prohibited.

The district/school will promote strategies/events designed to generate interest in and support active transport to school (walking school busses, 'bicycle trains' Walk/Bike to School Day, Safe Routes to School Programs).

Schools are encouraged to negotiate mutually acceptable and fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.

(cf. 1330 – Community use of school facilities)

E. Physical Education

All elementary and middle-school students will be required to participate in physical education for all years of enrollment in school. All high school students shall be required to participate in physical education for one full year. Physical education shall be exclusive of health education and shall be available for all four years of high school. Each district/school will adopt a physical education curriculum that aligns with the Alaska State Standards for Physical Education for grades K-12, with grade level benchmarks. The curriculum shall be reviewed in accordance with the regular curriculum review and adoption schedule of the District.

F. Communication with Parents

The district/school will regularly, at least annually, inform and update the public, including students, parents, and the community, about the content, implementation of, and progress towards goals in this policy. Parents will be actively notified through email or other notification processes and provided access to this policy and all subsequent reports and updates.

The district must make available to the public the wellness policy, including any updates to and about the wellness policy, at least annually. The district must also make available the 3 year assessment described in Section G, including progress toward meeting the goals of the policy.

The district/school will support the efforts of parents to provide a healthy diet and daily physical activity for their children. Schools will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutrition standards. The district will provide parents & the public with information on healthy foods that meet the requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School, and ideas for policy compliant foods for vending, concessions, a la carte, student stores, classroom parties and fundraising activities

The district/school will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support the efforts of parents to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information through a website, newsletter, or other take-home materials, special events, or physical education homework.

(cf. 6020 – Parent Involvement)

G. Monitoring, Compliance and Evaluation

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies and administrative regulations. Administrative regulations may be developed to ensure that information will be gathered to assist the School Board and district in evaluating implementation of these policies and to ensure that necessary documentation is maintained in preparation for the triennial administrative review conducted by Child Nutrition Programs, Department of Education & Early Development.

The Superintendent or designee will designate one or more persons to be responsible for ensuring that each school within the district complies with this policy, and that school activities, including fundraisers and celebrations, are consistent with district nutrition and physical activity goals.

The School Board will receive an annual summary report on district-wide compliance with the established nutrition and physical activity policies, and the progress made in attaining the district nutrition and physical activity goals, based on input from the schools within the district. The report will also be distributed to advisory councils, parent/teacher organizations, school principals, and school health services personnel, and will be made available to the public.

The district must conduct an assessment of wellness policy every 3 years, at a minimum. The assessment must determine: compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy. The policy must be updated as appropriate.

Legal Reference:

UNITED STATES CODE

Richard B. Russell National School Lunch Act, 42 U.S.C. 1751-1769j

Child Nutrition Act of 1996, 42 U.S.C. 1771-1793

CODE OF FEDERAL REGULATIONS

7 C.F.R. Parts 210 and 220, National School Lunch Program and Breakfast Program

FEDERAL REGISTER

Nutrition Standards for All Foods Sold in Schools ("Smart Snacks in School"), Vol. 78, No. 125, Part II, Department of Agriculture (2013)

ALASKA STATUTES

AS 14.30.360 Health education curriculum; physical activity guidelines

Revised 05/2019

Revised 09/2017

Revised 03/2015

Nome Public Schools

BP 5124 COMMUNICATION WITH PARENTS/GUARDIANS

Because parental involvement contributes greatly to student achievement and conduct, the school-family partnerships result in improved outcomes for students, the School Board encourages two-way communication channels between school and home that are frequent, effective, and reliable. Communication methods may be tailored to family and school staff needs and may include classroom visits, parent-teacher conferences, class newsletters, mail, telephone, home visits, and school visits by parents/guardians. School staff are encouraged to learn about supportive family structures, and, if appropriate, to seek parent/guardian approval for additional family members or caregivers to be included in communications throughout the year.

School staff are encouraged to participate in community and cultural activities in order to better understand and relate to the community in which they teach.

Schools are encouraged to offer training on effective and positive family/school communication.

School staff should regularly assess the effectiveness of communication and adjust communication strategies to best meet the needs of students and their families.

(cf. 1250 – Volunteer Assistance)

(cf. 6020 - Parent Involvement)

School staff are encouraged to communicate with families to celebrate and note the progress of each student. As part of this communication, teachers shall send progress reports and other data relating to student welfare, academic and social success, and results of standardized testing. Communication should occur at regular intervals to establish a cohesive support structure for students, families and school staff.

The School Board and staff shall encourage parents/guardians to communicate any concerns to school staff and their teacher.

(cf. 5113 - Absences and Excuses)

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

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.5 - Standardized Testing)

Revised 05/2019

Adopted: June 10, 2003

BP 5131 CONDUCT

***Note**: Under the federal Every Student Succeeds Act, districts must take steps to ensure student discipline and safety. School districts must identify the creation and maintenance of safe and disciplined classrooms as a high priority for district and school staff. District- and school-level safety and discipline policies and regulations should be revised, and district resources distributed as necessary, to reflect the high level of importance the district attaches to this objective. School districts are to develop clear standards for student conduct that are designed to ensure that the environment within each district school and classroom supports student learning. Consequences for violating these standards must be identified, as well as the procedures that school staff, families, and students must follow in order to resolve problems as they develop.*

***Note**: 4 AAC 07.010 - 4 AAC 07.900 mandates the School Board adopt policies on student rights and responsibilities; distribute and instruct students regarding these policies, and review these policies every three years. At a minimum, the policies must address routine discipline case procedure and chronic or serious discipline case procedure.*

The School Board believes that student academic success depends upon students being physically present at school. Accordingly, the Board desires to reduce the time students spend away from the classroom and school learning environment due to misconduct. In order to facilitate this goal and increase outcomes for students:

The district shall use trauma-informed and supportive approaches to student behavior that create clear expectations with staff, students and families.

The district will pro-actively provide structures to cooperatively and independently manage behavior, and to build skills for self-management throughout the school day.

The district will monitor, address, and ensure that students do not disproportionately experience suspension, expulsion or other disciplinary actions due to race, ethnicity, disability, religious or cultural preference, gender identity, sexual orientation or socioeconomic background.

The district will work to build students' self-regulation skills, incorporating preventative and restorative practices to minimize the need for discipline and maximize instructional time for every student.

The district will incorporate culturally responsive models, school wide management, and classroom practices that build student skills, strengthen relationships, and keep students in the classroom.

In-school and out-of-school suspension should not be imposed unless other means of correction have failed to bring about proper conduct, or in circumstances where the student's presence poses a danger to persons or property or substantial disruption to the educational environment.

The district will incorporate restorative or corrective practices that focus on relationship building with students and families. These can include conferences with students and their parents/guardians; use of student study teams or other intervention-related teams; enrollment in a program teaching social/emotional behavior; intensive and intentional relationship building with students and family; participation in a restorative justice program or restorative circles; and positive behavior support approaches.

The Superintendent or designee shall provide professional development or supports as necessary to assist staff to offer consistent classroom management skills, to model skills for students, to establish

collaborative relationships with parents/guardians, and to implement effective relationship building and disciplinary techniques, all while eliminating unconscious bias.

Clear standards for student conduct, classroom expectations, and resolving conflict will be established to ensure that the environment within each district school and classroom supports student learning. The Superintendent or designee, in consultation with staff, parents, students, and the community, shall establish student conduct expectations and identify consequences for violations. In addition, the Superintendent or designee, in consultation with staff, parents, students, and the community, shall develop procedures that school staff, families, and students must follow in order to resolve problems as they develop.

The District shall distribute information and instruct students regarding these policies, and review these policies every three years. At a minimum, the policies must address routine discipline case procedure and chronic or serious discipline case procedure.

The School Board believes that all students have the right to a public education in a positive environment free from disruptions which interfere with teaching and learning activities. In order to promote an atmosphere conducive to learning, it is imperative that the School Board, parents/guardians, students, teachers and the administration be cognizant of their responsibilities related to student conduct.

School Board

The School Board is responsible for prescribing rules for the government and discipline of the schools under its jurisdiction. Consequences for misconduct will be fair and developmentally appropriate in light of the circumstances. The School Board holds the certificated personnel responsible for the proper conduct and control of students under their charge within the behavioral guidelines established by the School Board in conjunction with the administration.

The School Board will review and analyze disciplinary action data to understand conduct and discipline outcomes of specific groups of students and families.

The School Board and administrators will review research on effective practices to pro-actively create trauma informed environments and determine how to incorporate into district policies and practice.

Superintendent

The Superintendent or designee shall establish the necessary procedures to implement and enforce the School Board's discipline policy. He/she shall notify the parents/guardians of all students of the availability of the district's policy and procedures related to conduct and discipline.

School Principal

The school principal shall initiate and enforce a set of school rules, in keeping with district policy and regulation, which facilitate effective learning and promote attitudes and habits of good citizenship.

The principal or designee shall provide instruction to students regarding their rights and responsibilities.

The principal shall support the classroom teacher in his/her efforts to promote improved and acceptable behavior in students.

Teachers

Appropriate classroom behavior allows teachers to communicate more effectively with students. Teachers shall conduct a well-planned effective classroom program and initiate and enforce a set of classroom regulations that facilitate effective learning.

Teachers shall cooperate with administrators and other classroom teachers in enforcing general school rules and appropriate campus behavior.

Parents/Guardians

Parents/guardians are expected to comply with the laws governing the conduct and education of their children. They shall also be expected to cooperate with school authorities regarding the behavior of their children. Parents/guardians may be held liable for misconduct of their children to the extent provided by law.

Students

Students shall be properly instructed in the rules and regulations pertaining to acceptable conduct as set by the School Board. All students shall comply with the regulations of the school district, comply with the course of study and submit to the authority of the teachers and administration of the schools.

Students should have the freedom and be encouraged to express their individuality in any way as long as their conduct does not infringe upon the freedom of other students or interfere with the instructional program.

(cf. 5145.2 - Freedom of Speech/Expression)

Students who violate the law or the rules and regulations of the school district may be subject to the transfer to alternative programs, discipline, suspension, or expulsion.

(cf. 5144 - Discipline)

(cf. 5144.1 – Suspension and Expulsion)

Legal Reference:

ALASKA STATUTES

14.33.110 - .140 Required school disciplinary and safety program

ALASKA ADMINISTRATIVE CODE

4 AAC 07.010 - 4 AAC 07.900 Student rights and responsibilities

UNITED STATES CODE

Every Student Succeeds Act, P.L. 114-95 (2015)

COURT DECISIONS

Goss v. Lopez, 419 U.S. 565 (1975)

Revised 05/2019

Revised 05/2017

Adopted: June 10, 2003

Nome Public Schools

BP 5132 DRESS AND GROOMING

The School Board believes that appropriate dress and grooming contribute to a productive learning environment. This policy serves to set expectations for personal cleanliness and clothing that are suitable for the school activities in which they participate. Students have the right to make individual choices from a wide range of clothing and grooming styles that do not present a health or safety hazard or cause an undue distraction which would interfere with the educational process.

The school is a partner in ensuring that each student understands and can successfully meet the dress code and grooming standards. Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A designated staff member will be available to meet with students and families who do not understand the expectations of this policy or who believe they cannot meet the dress and grooming requirements.

(cf. 4119.22 - Dress and Grooming (staff))

(cf. 5145.2 - Freedom of Speech/Expression)

A student who violates the dress code shall be subject to corrective or disciplinary action. Corrective action should be considered for first offenses unless, in the judgement of the principal or designee, circumstances indicate that disciplinary action is appropriate.

(cf. 5144 - Discipline)

Legal Reference:

COURT DECISIONS

Breese v. Smith, 501 P.2d 159 (Alaska 1979)

Revised 05/2019

Adopted: June 10, 2003

Nome Public Schools

BP 5137 POSITIVE SCHOOL CLIMATE

Research indicates that student achievement is often higher in schools with a positive climate. The School Board expects that all school staff will contribute to a positive and welcoming climate in each school. This encourages staff to have positive interactions and relationships with students. A positive school climate includes a safe, culturally responsive, supportive, and well-managed classrooms and school environment. Teachers and staff should consistently acknowledge all students and fairly address student behavior.

School Climate refers to the social and environmental factors that contribute to students' experience of, and attitude towards, their school. School climate is related to how well students feel connected with others at their school and how comfortable the school setting is for them as a student and for their family. The Board recognizes that students experiencing a positive school climate are more likely to achieve success both academically and socially. The District should implement practices that support a positive school environment. These may include: appropriate expectations that are implemented in a nondiscriminatory manner, social and emotional supports, trauma informed practices, culturally responsive education and supports, community and family relationship supports, a positive peer climate, caring adult relationships, a school safety program, and opportunities for student involvement including culturally responsive displays in hallways and classrooms.

The Superintendent or designee may implement and support strength-based activities such as Social Emotional Learning (SEL) efforts, youth leadership initiatives, family involvement in schools, and community service projects.

All members of the school community, including staff, students, administrators, school board members and visitors, are expected to serve as role models by demonstrating positive attitudes, cultural sensitivity, and respect to students and staff members. Staff shall use effective classroom management strategies to foster positive social interactions among students, and encourage and recognize activities that foster a positive school climate.

The Superintendent or designee will administer the School Climate and Connectedness Survey on a regular basis, share results with the school board, staff, students and the community, and commit to improving school climate and connectedness ratings.

(cf. 6141.3 - Multicultural Education)

The schools shall not tolerate any form of harassment, intimidation, or bullying that would interfere with there being a positive school climate. Students, staff, administrators and school board members who engage in these acts shall be subject to appropriate disciplinary procedures.

(cf. 5131.43 - Harassment, Intimidation and Bullying)

(cf. 5144 - Discipline)

Legal Reference:

ALASKA STATUTES

14.33.200 Harassment, intimidation and bullying policy

Revised 05/2019

Revised 02/2013

Adopted: June 10, 2003

Nome Public Schools

BP 5147 DROPOUT PREVENTION

The School Board is deeply concerned about the many students who leave school without graduating. The Board particularly desires to provide a learning environment conducive to keeping in school those "high-risk" students who are susceptible to frequent absenteeism, truancy, or tardiness, or who have the potential to drop out because of pregnancy or marriage, financial needs, dislike of school, classes, or teachers, lack of basic skills, disciplinary problems, low self-esteem, emotional or physical problems, feelings of alienation, or family needs.

The Board sees every student as a valuable individual to be carefully nurtured and equipped to become a productive citizen.

The Board will review data to understand if there is a disproportional dropout rate of students by race, gender, and economic status. The Board will take action to address and resolve any disproportionality.

The Board recognizes that children who have experienced trauma drop out of school at a significantly higher rate than those who have not experienced trauma. The symptoms of traumatic stress can impact on educational success due to risk factors such as learning challenges, low academic achievement, emotional disturbance, disengagement, and/or truancy. To support the needs of students experiencing trauma, and the needs of all students who may be at risk of dropping out, the District will provide universal and selected evidence-based approaches to create safe, trauma informed, and culturally safe climates and practices. The District will work to identify those students with increased risk for not completing high school in order to provide additional supports, which may include referrals for external services available to support the student or the student's family.

Because children all differ, variations of pace, topic and activity are needed to challenge and interest them. Besides seeking continual improvement in the quality and relevancy of our educational programs, the School Board encourages the use of appropriate evidence-based dropout prevention strategies at all age and grade levels.

The Board directs the Superintendent to implement this policy with parental and community involvement.

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.51 - At-risk Youths)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 5113 - Absences and Excuses)

Revised 05/2019

Adopted: June 10, 2003

BP 6115 CEREMONIES AND OBSERVANCES

Patriotic Exercises

Note: *By state law, the Pledge of Allegiance must be recited regularly. AS 14.03.130. A person/student is permitted to recite the salute to the flag or to maintain a respectful silence.*

The School Board encourages activities that instill pride in our country, state, borough, town or village. The Pledge of Allegiance shall be recited or patriotic exercises conducted each day. The School Board encourages students and staff to recite the Pledge of Allegiance in their indigenous language if they desire.

Note: *Federal courts have held that individuals may not be compelled to salute the flag or even to stand during the salute.*

The District respects the legal right of individuals not to participate in the salute to the flag for personal reasons. An individual not participating in the salute to the flag must maintain a respectful silence.

The School Board recognizes the potential importance and relevance of local ceremonies in addition to the Pledge of Allegiance. With School Board approval, and provided that such ceremonies do not contravene state or federal law, the School Board encourages such local ceremonies as a way of celebrating and recognizing place and local culture as an important part of the educational day.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Special Days and Events

District schools shall commemorate special days, events in accordance with law. Schools are encouraged to recognize days and events of local historical and cultural importance.

District schools shall be closed in observance of Labor Day, Thanksgiving Day and the day after, Christmas Day, New Year's Day, Memorial Day, and the Fourth of July.

Holidays which fall on a Sunday shall be observed the following Monday. Holidays that fall on a Saturday shall be observed the preceding Friday.

Furthermore, the Nome School Board of Education specifically recognizes the cultural and civic importance of the following people or events and encourages school leaders and students to incorporate celebrations or recognition within the school's activities and curriculum. These people or events for the Nome School District to recognize are Indigenous Peoples Day.

(cf. 6111 - School Calendar)

Legal References:

ALASKA STATUTES

14.03.050 School holidays

14.03.130 Display of flag and pledge of allegiance

41.15.900 Observance of Arbor Day

COURT DECISIONS

West Virginia State Board of Education, et al . v. Burnette, et al 319 U.S. 624 (1943)

Banks v. Board of Public Instruction, 314 F. Supp. 285

Hanover v. Northrup, 325 F. Supp. 170

Revised 05/2019

Adopted: June 10, 2003

BP 6141.3 CULTURALLY RESPONSIVE EDUCATION

The School Board recognizes that America has always been a multicultural society composed of diverse peoples who came here from all parts of the globe as well as those who are indigenous to these lands. Many regions of Alaska are still predominately composed of Alaska's indigenous peoples. Public schools are the most common shared experience for most Americans and Alaskans, and it is most appropriate that accurately reflect and respond to the needs and the contributions of all ethnic groups, which compromise the student body and staff.

The School Board recognizes that a culturally responsive education that is effectively implemented through culturally proficient instruction can provide the maximum opportunity students to attain academic and social success. Culturally responsive teaching practices can assist educators in bridging differences in language, heritage, ethnicity, socio-economic status, trauma history and ability.

School staff and students must learn to respect and work cooperatively with persons of all backgrounds. Culturally proficient and responsive instruction will promote student recognition of the value of individual differences as well as the human dignity and worth common to all people.

The School Board and Superintendent or designee shall develop guidance on how to best serve the needs of the student population. The cultural needs of student are an important consideration in policies on curriculum and materials, onboarding and orientation, ongoing staff training, school climate, language instruction, and access to cultural content.

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

(cf. 5137 - Positive School Climate)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6174 - Bilingual-Bicultural Education/English Language Learners)

Legal References:

ALASKA STATUTES

14.20.020 Requirements for issuance of certificate

14.20.035 Evaluation of training and experience

Revised 05/2019

Adopted: June 10, 2003

BP 6142.4 COMMUNITY SERVICE

The School Board desires that all students develop a sense of social responsibility and encourages opportunities for students to perform volunteer duties in the community. The School Board believes that through volunteer service, students may gain a better understanding of local culture, civic duty, and will have the opportunity to reinforce cultural values that support community wellbeing. The School Board also believes that volunteer service can help students gain self-esteem, reinforce skills, discover career options and learn the value of volunteer work. Community service can motivate students to learn by relating the curriculum to the needs of the community at large and reinforcing community cultural values.

The Superintendent or designee may develop with staff, parents/guardians and community organizations a community service course that reinforces the student's educational curriculum and provides opportunities for student volunteers to meet community needs and understand the community cultural impacts. The Superintendent or designee may authorize community service credit that may be applied towards high school graduation.

Parents/guardians of student volunteers shall receive information about the community service program and its benefits for both the community and the student.

(cf. 1240 – School-Connected Organizations)

Adopted: 05/2019

Nome Public Schools

BP 6142.5 ENVIRONMENTAL EDUCATION

The School Board recognizes that the schools play a crucial role in educating students on environmental issues and preparing them to be the stewards of their natural resources. The quality of life in future generations will depend upon our students' willingness and ability to solve today's environmental problems and prevent new ones from developing.

The School Board also acknowledges that local communities may have intrinsic local knowledge of their immediate environment that is often contained and passed on through local cultural traditions and practices. Students can benefit greatly by understanding the link between local human culture, the environment, and ecosystems that have sustained their people.

Therefore, the Board desires to foster attitudes of personal responsibility toward the environment and provide students with the knowledge and skills needed to make decisions involving the environment and its resources. Students should understand basic ecological principles and appreciate the interrelated nature of living processes, the effect of human activities on ecological relationships, and the interdependence of humanity and nature.

School and classroom activities should encourage students to recycle, respect, conserve natural resources, use biodegradable materials when possible, and dispose of wastes in an environmentally sound way. Additionally, schools should consider ways to incorporate cultural knowledge and practices that promote sound, responsible uses of natural resources. Culturally sensitive environmental husbandry may help to ensure the opportunity for future generations to exist with and utilize their environment appropriately.

Students may increase their understanding of science and the interdependence of living things through the study of endangered and other species in local habitats and through participation in projects related to this study.

(cf. 6141 – Curriculum Development and Evaluation)

Adopted: 05/2019

Nome Public Schools

BP 6143 COURSES OF STUDY

All Schools

The School Board recognizes that a student's cultural and personal identity are integral in engaging a student in effective and productive learning. The School Board supports and encourages the development of courses of study that provide an opportunity to combine place-based and culturally relevant learning while meeting the necessary state and district standards. All students must have relevant and engaging coursework that prepares them to be productive citizens and provides them with skills and opportunity for post-secondary college or career choices. The courses of study beginning in primary school through high school are recognized as a continuum, each building upon the former. Courses of study may be developed as "tracks" that take into account student interests such as Career and Technical Education (CTE) or college readiness.

Elementary Schools

The School Board shall adopt a course of study for elementary grades which sufficiently prepares district students for the required high school course of study. The elementary course of study should include culturally responsive and place-based instruction and materials that incorporate strategies and frameworks for personalized, student-centered learning.

Secondary Schools

The School Board shall adopt courses of study designed to meet student needs and to satisfy district graduation requirements. Courses will also be adopted that meet the requirements for admission to post-secondary programs, whether Career Technical Education or college. Courses of study shall be integrated where appropriate and provide students the opportunity to attain skills for entry-level employment upon graduation from high school. The secondary school courses of study should include culturally responsive and place-based instruction and materials that incorporate strategies and frameworks for personalized, student-centered learning.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6184 - Virtual/Online Courses)

Legal References:

ALASKA STATUTES

14.30.360 Curriculum

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

Revised 05/2019

Adopted: June 10, 2003

Nome Public Schools

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

SCHOOL BOARD COMMUNICATION

Title: Approval of New Hires

Date: June 18, 2019

Administrator: Jamie Burgess, Superintendent

Attachments: N/A

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

BACKGROUND INFORMATION

The administration is pleased to request approval of the following new hires for the 2019-2020 school year.

Lee Skelton, NBHS Junior High Special Education Teacher
Megan Hayes, Director of Federal Programs, Instruction & Accountability

ADMINISTRATIVE RECOMMENDATION

The administration recommends the approval of hiring of new staff as listed for the 2019-2020 school year.

Sample Motion: I move to approve the hiring of the new staff as listed for the 2019-2020 school year.

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

SCHOOL BOARD COMMUNICATION

Title: Transfers from General Fund to Food Service and Capital Improvement Funds

Date: June 18, 2019

Administrator: Jamie Burgess, Superintendent

Attachments: Fund Balance History, List of Upcoming Potential CIP Needs

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

BACKGROUND INFORMATION

The budget for FY19 has been underspent. There were several contributing factors including multiple vacancies throughout the year, mid-year resignations, and health insurance savings.

We plan to retain $271,062 (average health expense for 1 month multiplied by 2) for health insurance claims runout which could carry forward as far as December 2019. This is necessary since we are still responsible for paying out claims incurred by staff from our old health insurance plan, and we are aware of some potentially good-sized claims that will be coming.

We are proposing a $100,000 transfer to Food Service. This fund has a very low fund balance of $71,261, and with increasing costs every year it is prudent to increase that fund balance a little for future years. We have had to raise the amount charged to staff and outside individuals eating in our cafeterias slightly due to rising costs; and the reimbursement from the National School Lunch Program will only cover about 95% of our costs for the coming year based on the program's review of our percentage of directly certified low-income students (TANF, Migrant, Foster, and Food Stamps).

We are also proposing an $800,000 transfer to CIP. Per the attachment, we have a significant number of capital improvement needs coming in the next two years. Our new maintenance director and myself will be working closely with the City of Nome to address these issues, and we are putting some procedures and controls in place to better ensure our buildings, systems and vehicles are appropriately maintained and repaired.

These transfers will leave the District with an anticipated $1,607,652 fund balance. After removing exemptions (fuel inventory, prepaid items, impact aid) the District will have $1,140,341 in fund balance subject to the 10% limitation, which will constitute approximately 9.1% fund balance. We anticipate usage of some of this fund balance in FY20 once new hire

salaries are determined, and may need the carry forward to cover any additional cuts that we anticipate for FY21.

A "Fund Balance History FY2009-FY2020 Projected" graph is attached along with projected year-end fund balance detail.

Administration recommends approving these 2 transfers.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the transfers to the Food Service and Capital Improvement Funds.

Sample Motion: I make a motion to approve the transfers to the Food Service and Capital Improvement Funds.