Work Session

Tuesday, December 28, 2021 5:30 PM
NES Library, 1057 E 5th Ave, Nome, Alaska 99762

A. **Call to Order**
B. **Items for Discussion**
1. NPS Legislative Priorities for FY22
2. NPS Capital Priorities for FY22
C. **Upcoming Events:**
   - **Tuesday, January 11, Regular Meeting/Executive Session, 5:30 pm, NES Library**
   - **Tuesday, January 14, Board Retreat, 6:00 pm - 9:00 pm, District Office Conference Room**
   - **Tuesday, January 15, Board Retreat, 8:30 am - 11:30 am, District Office Conference Room**
D. **Adjournment**

2021 Nome Public Schools Board of Education
Legislative Priorities

2021 State Legislative Priorities

The Nome Public Schools Board of Education has chosen the following priority areas for the 2021 Legislative Session. We will focus our advocacy efforts with the Alaska Legislature around the following:

1) Early, Adequate and Predictable Funding for Education

The Board supports full and predictable funding for education, which should provide adequate revenue to cover the actual cost of education in all districts, allowing for inflation and increasing costs, and including all initiatives, laws and mandates that require additional costs and services. In addition, forward funding and early notification of funding is crucial to allow for recruitment and retention of quality educators and administrators in today's challenging job market.

2) Funding of School Capital/Major Maintenance Projects

Nome Public Schools currently has well over $6 million dollars in needed capital improvement projects, due to aging facilities and systems. Reinstatement of school bond reimbursements and full funding of projects submitted through the Capital Improvement Program are crucial to ensuring our school facilities are safe and providing the best possible environment for learning. Ensuring adequate funding for needed construction of teacher housing facilities is also a high priority item that impacts the ability of the district to recruit and retain quality staff.

3) Hold Harmless Funding Plan for COVID-19 Response

The COVID-19 pandemic resulted in a significant fluctuation in enrollment for the FY21 school year, with many students shifting from brick and mortar enrollment to correspondence/homeschooling programs. The current Hold Harmless statute protects districts from rapid enrollment losses, but does not address shifts to homeschooling or the loss of intensive needs students. Nome Public Schools is advocating for a legislative change that provides FY21 Hold Harmless Funding at 100% of the entire Foundation Formula based on FY20 OASIS enrollment counts. This will allow districts to honor employment and other contract commitments which were made for FY21.

4) Early Childhood Education Funding

The Board places a high priority on funding quality pre-Kindergarten programs, including supports for early literacy efforts. Children entering kindergarten who have participated in pre-K programs (including Head Start) demonstrate a high degree of kindergarten readiness and reading achievement. Pre-K programs provide needed early literacy skill development, social skills, and physical skill development.

5) Culturally Responsive Education and Language Revitalization

Nome Public Schools calls upon the Alaska Legislature to support indigenous language revitalization efforts by supporting immersion programs for students, as well as programs which build language knowledge for school staff. Alaska Native students deserve culturally responsive classrooms and school settings, where their culture, language and knowledge are an integral part of every day instruction. Professional development for all staff regardless of whether they come from within the community or out of the state is vital. In addition, legislation and funding that supports efforts to grow a local teaching force from within the community would ensure more stable and culturally knowledgeable educators.

It is crucial to the achievement of Alaska Native students when identity is validated through content and methods, and they are motivated and successful when they see themselves reflected in their classrooms and schools. Curriculum which reflects students' cultural identity is often lacking in schools, as textbooks and supplemental materials reflect Western views and values. Modifying curriculum and supplemental materials requires additional time and funding, but results in students who feel engaged and connected to their schools.

6) Social, Emotional and Mental Health of Children

Alaska students experience high rates of adverse childhood experiences and childhood trauma. These experiences negatively impact education, health and safety, and long-term outcomes for our children. Support and funding for school counselors, social workers, and school psychologists is needed as well as professional development for educators and parents in trauma-sensitive and trauma-preventative practices in order to assist children in regulating emotions, developing coping skills, and forming strong positive relationships with adults. Recent efforts focused on the social/emotional learning of students must be continued and expanded, especially those based in community partnerships.

Nome Public Schools also embraces the concept of wellness and a whole child approach. Children who are taught to connect their mind, body and spirit through grounding in cultural beliefs and practices have healthy attitudes and make healthy life choices. We support instruction and curriculum that promote these practices.

7) Attracting and Retaining Quality Educators and Administrators

Teacher and leadership turnover hampers progress on district initiatives and negatively impacts student achievement. Alaska students deserve knowledgeable, stable, and committed teachers, principals and support staff, who are culturally grounded in their local communities. Adequate funding of school systems to allow districts to provide competitive salaries, control of health care costs, following through on commitments to the TRS/PERS pension systems, and high quality teacher preparation programs through the University system are all key to developing Alaska's teacher workforce. Adequate, affordable teacher housing is a crucial factor in this area, and is lacking in Nome and the Bering Strait Region in general.

8) Literacy and Reading Achievement

The Board of Education recognizes that reading is a fundamental skill for all students, and one of the most important focus areas for any school. Professional development and support for teachers at all levels in the area of effective reading instruction is a high priority, and ensuring that teacher preparatory programs provide a strong foundation for teacher candidates in reading instruction is crucial for the future of Alaska's students. Nome Elementary School was recently designated as a Comprehensive Support school due to more than 75% of grade 3-6 students demonstrating below grade level achievement on the reading portion of the state assessment, resulting in renewed efforts and commitment of resources on the part of the district to address this need. Nome Public Schools recognizes that a strong partnership between school districts and the State focused on literacy is crucial to improving student achievement outcomes, and encourages the Legislature to find ways to support reading outcomes for the children of Alaska.

2021 Federal Legislative Priorities

The Nome Public Schools Board of Education has chosen the following priority areas for the 2021 Legislative Session. We will focus our advocacy efforts with the Federal Legislature around the following:

1) Infrastructure for Affordable High-Speed Internet

It is critical that we recognize the increasing need for Alaskan students, educators, and leaders to have equitable access to the digital world both inside and outside of the school environment. While advances have been made to allow rural school districts to access more bandwidth for in-school connectivity, the inability of students to have similar access from their homes creates barriers for completing homework, accessing online learning platforms for K-12 and higher education learning, and the ability to keep up with their peers in more suburban or urban communities. Communities where infrastructure is extremely limited or non-existent tend to be disproportionately minority and low-income, exacerbating the "digital divide

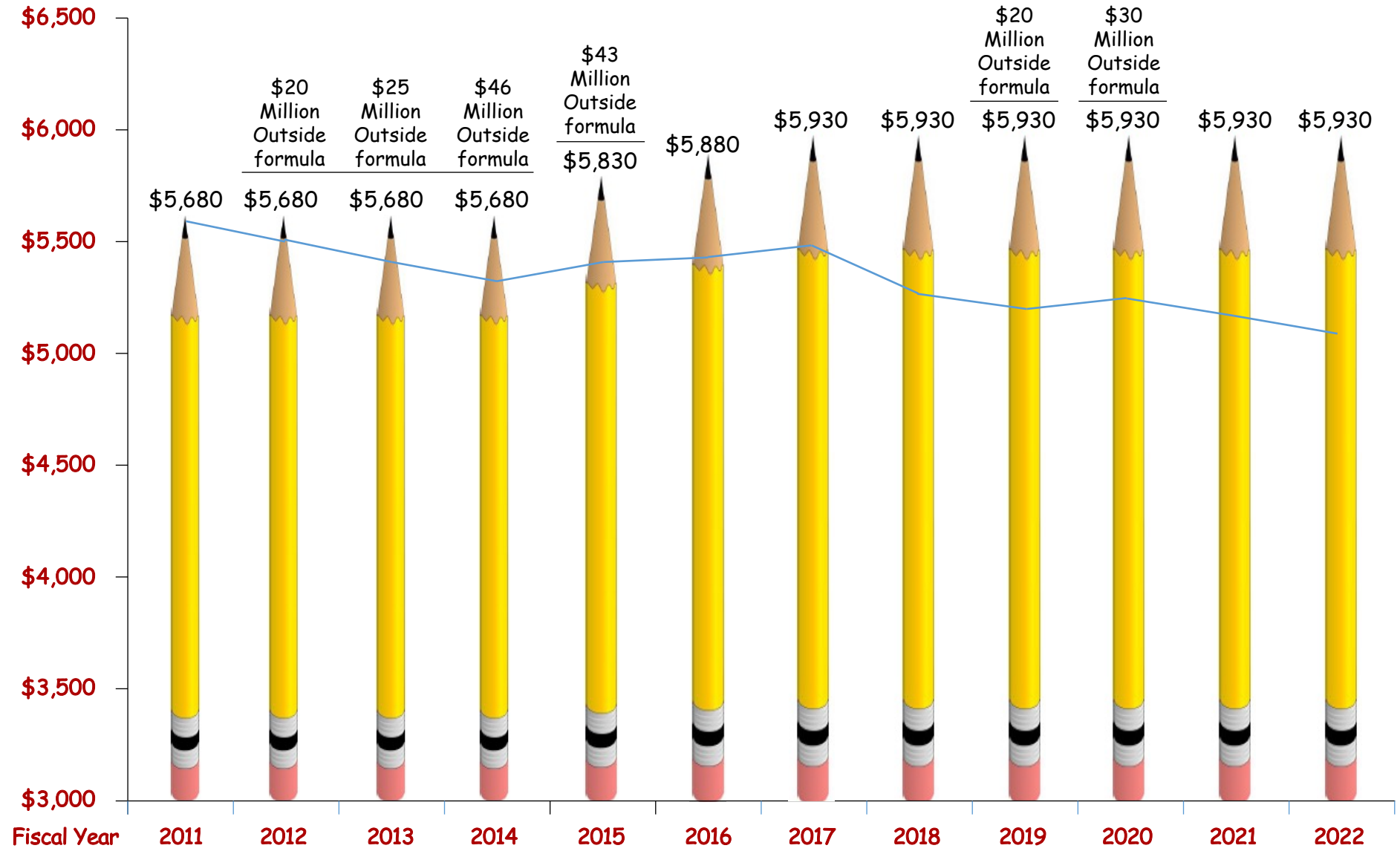
Nome Public Schools supports the federal E-Rate program, which provides matching funds up to a 9:1 ratio for low-income districts, but also support efforts to provide more flexibility for districts receiving E-Rate funding to support home access for students. Nome Public Schools also supports efforts by the federal government to increase infrastructure capabilities through a variety of incentives and public/private partnerships in an effort to provide all communities with equitable access to affordable, reliable, and high speed internet.

Alaska K-12 Funding

Base Student Allocation
FY 2011 ~ FY2022

Updated 11/12/2021

Data source: Legislative Finance
Line shows inflation adjustment to FY11 value
BSA of $5,930 in FY22 has an FY11 value of $5,052 when adjusted for inflation



AASB Legislative Priorities 2022

The AASB Board of Directors has chosen to continue the following priorities for its 2022 legislative advocacy focus. Supporting membership resolutions can be found in the document ***Where We Stand 2022*** on the AASB website.

Public Education Funding – adequate, reliable, predictable

Ensuring stable, sustainable, and adequate funding for public education is essential to Alaska's long-term success and viability. A sustainable, long-term fiscal plan is imperative for Alaska to meet its constitutional responsibility and is the best hope for successfully meeting future challenges. ***Solve the PFD dilemma so Alaska can serve its students appropriately.***

- **Adequate** – The Base Student Allocation (BSA) has remained the same since 2017, while inflation and labor shortages (certified, classified, and administrators) have significantly increased.
- **Reliable**, **stable**, **and predictable** ***(CS HB4003 House Ways & Means)***
- **Prevent cost-shifting** of items such as transportation, bond-debt reimbursement, major maintenance, and retirement to districts and local communities

Literacy as A Fundamental Human Right

AASB strongly advocates prioritizing funding and programs to improve **literacy skills** for all Alaska students, especially **early childhood literacy.** This will have the single most significant impact on high school graduation and the opportunity for success with postsecondary education. ***(SB111 & HB164 Universal Pre-k and reading)***

- **Funding** for **early childhood literacy skills** development
- Achieving **literacy proficiency** by the **third grade**
- **Literacy proficiency** creates educational **equity**
- Recognize literacy as a **fundamental human right**

Recruitment and Retention of Teachers & Administrators– through multiple approaches, increase the retention, recruitment, and training of highly effective teachers and administrators.

School districts across Alaska experience great difficulty retaining qualified, effective teachers, let alone attracting new candidates to vacant positions. The turnover rate is staggering in both urban and rural districts.

- Support the implementation of the recommendations from the **Teacher Recruitment & Retention Task Force**
- **Reconfigure and fund** a competitive **retirement benefits program** that may include both defined benefits and defined contributions.
- Support and **invest in teacher housing** for rural school districts.

- Support a robust **teacher-mentor** program
- Work with partners and the University of Alaska to **improve and develop a teacher training** program focused on growing teachers and administrators **from Alaska**

Student Wellness and Safe Schools – prioritize efforts and funding to support and promote student wellness and safety

The effects of the pandemic on student wellness have been felt by every demographic but especially by those students experiencing poverty or trauma. Violence, neglect, and sexual abuse have increased, resulting in declines of student social-emotional well-being and academic achievement.

- Support and fund **student mental health** services available to all Alaska's students
- Support and fund the use of **trauma engaged practices** in Alaska schools
- **Compel** school districts to adopt and implement policies and training regarding **professional boundaries between staff and students** to prevent sexual abuse by school staff
- Support and fund programs and services that reduce school and student **violence**

Broadband and Virtual Equity – Pandemic Issues - provide an equitable opportunity for students across the state to access learning and content as a part of their educational experience

The COVID-19 pandemic brought to the forefront the significant inequities students in all school districts face. Remote, rural districts face exceptional challenges with access to adequate broadband that has led to the creation of a "homework gap" that impedes student success and learning.

- Fully **fund the federal E-rate** program so that schools have the necessary connectivity
- Investing in Alaska **broadband infrastructure** for equitable access everywhere
- **Alaska relevant and appropriate,** distance delivered curriculum and instruction
- **Locally adapted** and school board approved curriculum
- Develop **equity** in providing distance delivered, **instructional opportunities**

The mission of the Association of Alaska School Boards is to advocate for children and youth by assisting school boards in providing quality public education, focused on student achievement, through effective local governance.

Advocates for Alaska's Youth

association of ALASKA school boards

DRAFT

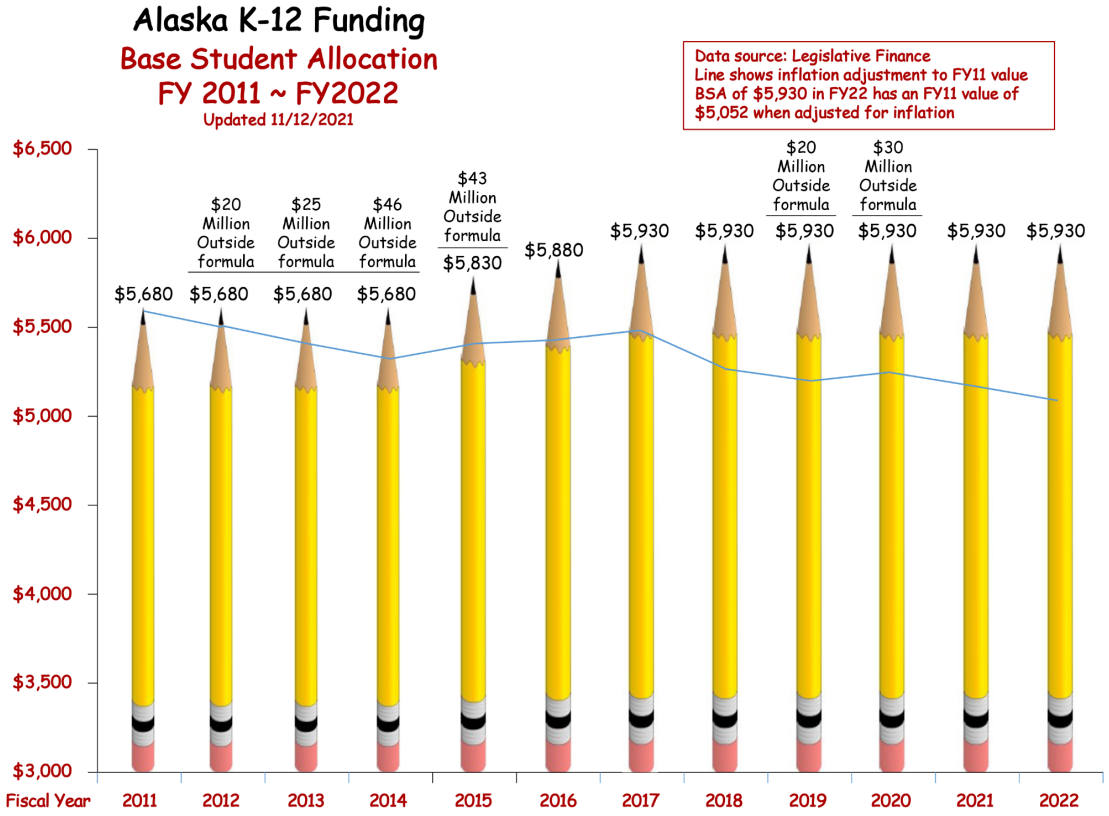
for ACSA Joint Position Statements
2022

Student achievement is our number one priority.

Adequate funding remains our most critical need.

Priority Funding for Public Education

The State of Alaska must provide timely, reliable, and predictable revenue for schools, funding the actual cost of education in all districts and providing full and equitable funding for all initiatives, laws, and mandates that require additional resources. We must recognize the diminishing value of flat funding in relation to inflation. Early notification of funding and forward funding are crucial to sound financial management, as well as recruitment and retention of quality educators.



Implementation of a long-term, multi-revenue fiscal plan remains imperative to maximize the ability of districts to meet student needs. Diversified revenue streams are critical in the current fiscal climate to address the remaining deficit and ensure the ability to fund service increases associated with economic development, inflation, and deferred maintenance capital requirements, while preserving the Permanent Fund Dividend for future generations. For the coming fiscal years, the state legislature must consider options for new revenue, such as new taxation (income, sales, education head tax, etc.), changes in oil taxes, and further restructuring of the Permanent Fund Dividend income stream.

ACSA opposes cost shifting state expenditure responsibilities to local governments.

Federal COVID relief funds should not be used to supplant the constitutionally required funding for public education. State funding should be adjusted with inflation to enable districts to use COVID relief funds to address educational deficiencies caused by COVID rather than be used to maintain existing operations.

COVID-19 Adjusted Funding for FY23

October student enrollment numbers are the biggest determinant of state revenue for districts in Alaska. COVID-19 has caused major enrollment disruptions. Current Hold Harmless statutes provide some relief to districts for enrollment losses in neighborhood brick and mortar schools, but Hold Harmless is intended to ease the burden of a sustained enrollment decline. In the current situation, districts need to be able to staff to serve students who may return to brick and mortar schools later in the school year. Long-term regression of academic, behavioral, and social/emotional growth from birth to university will be significant. These losses will increase the cost of operations through COVID-19 and beyond due to significant recovery needs.

Social, Emotional and Mental Health

Alaska's students endure extremely high rates of trauma and adverse childhood experiences (ACEs). The impact of COVID-19 has elevated many Alaskan students' ACEs scores.

Pediatric studies and CDC studies report positive depression screenings and positive suicide risk screenings increased during the pandemic, as well as an increase in suicide attempts, especially for adolescent girls.

In the journal *Pediatrics,* a study found that from April 2020 through July 2021, around 140,000 children have lost a primary caregiver due to the pandemic. The same study says that Alaska Native children were 4.5 times more likely to lose a primary caregiver to COVID. ACEs brought on by pandemic will have long-term impacts on students.

The trauma felt in our schools is not just limited to students; staff have also felt the impact of COVID-19 on their own social, emotional, and mental health. These issues have connections in other legislative priorities identified, such as attracting and retaining educators and access to health care.

ACSA urges the state to provide funding and resources so schools can partner with local communities to implement comprehensive, culturally responsive, school-based mental health programs to foster the health and development of students and provide structures to support the wellbeing of staff.

ACSA supports targeted funding to enable schools to recruit, retain, and increase students' access to school counselors, school social workers, school psychologists, nurses, and mental health specialists and to provide additional professional development for all staff to meet the increasing and diverse needs of all students.

School Safety

ACSA supports improving the safety and physical and mental well-being of our children, knowing this is critical to increasing student achievement. ACSA supports providing school communities and their school safety partners with quality information, resources, consultation, and training services. School safety is developed through maintaining effective, positive relationships among students, staff, communities, and tribes responding to local needs.

ACSA advocates for safe and secure schools as a catalyst for the prevention of school crime and violence. ACSA supports full funding for law enforcement, Village Public Safety Officers, and state troopers and other agencies such as the Office of Children's Services who are trained to work as partners with school districts supporting children.

ACSA supports funding through the Department of Education and Early Development's (DEED) school construction process for capital projects and major maintenance to existing school district facilities in order to provide students a safe and healthy learning environment. ACSA urges that all safety improvements including air and water quality be made a priority.

Early Childhood Education

According to the Alaska Developmental Profile, nearly 70% of Alaska's students enter kindergarten lacking foundational preparation for learning and reaching up to almost 90% in some communities. This includes over 50% of entering kindergarteners who lack critical foundations in literacy. ACSA supports the definition of elementary education to include universal Pre-K, thus ensuring equitable access to fully funded, sustainable,

birth to age five learning programs and nutrition services. This provides a foundation of critical social, emotional, and cognitive instruction to students. Research clearly demonstrates early intervention, instruction and parent education is one of the best ways to decrease opportunity gaps across all demographics and create the greatest opportunity for all students to read proficiently by third grade and minimize the dropout rate. ACSA supports adequate, sustainable early childhood education and Pre-K funding as part of the base student allocation.

Increasing Bandwidth in Under-Served Areas

It is critical that we recognize the ongoing and increasing need for Alaska's students, educators, and leaders to have equitable access to the digital world both inside and outside of the school environment. Access to modern technology in order to innovate learning, create efficiencies, provide online health services, and keep pace with peers globally is especially essential in rural and under-served communities where infrastructure is extremely limited or non-existent.

ACSA supports continuing the Broadband Assistance Grant (BAG) in order to ensure all schools are able to access a minimum download speed of 25 megabits per second as this leverages federal E-Rate funds up to a 9:1 match; we support efforts to continue to increase download speed to meet national recommendations. ACSA also supports efforts by the legislature to continue to increase innovative infrastructure capacity through public/private partnerships and statewide consortiums in an effort to provide all communities with equitable access to affordable, reliable, and high-speed internet.

ACSA wants to ensure every student has reliable internet access throughout the pandemic by enacting a moratorium on internet service suspension.

Career and Technical Education

Career and Technical Education (CTE) for both rural and urban schools is critical to high academic standards and Alaska's economic growth and stability. Collaboration through professional learning with DEED, the Department of Labor & Workforce Development, and the University of Alaska with educators and industry-based professionals is needed for the academic integration of rigorous and relevant curriculum. ACSA fully supports continued funding for voluntary internships and pre-apprenticeship programs that prepare students for high-earning, high-demand jobs, as well as dual credit offerings that provide opportunities to obtain an occupational certification or credential. These programs give students the opportunity to build future-ready skills and contribute to their local economy after high school. The alignment of CTE programs to meet the needs of local, tribal, regional, and state labor markets through this collaboration is also important

for improving on-time graduation rates, higher career earnings, and decreasing dropout percentages.

Preparing, Attracting, and Retaining Qualified Educators
Retaining effective educators and leaders is imperative to increase student achievement and eliminate academic disparity for all of Alaska's students. ACSA strongly encourages the development of comprehensive statewide programs to prepare, attract, and retain high quality, diverse educators and professionals. ACSA further recommends strengthening statewide and national recruiting efforts along with a renewed commitment to growing our own educators, teachers, paraprofessionals, counselors, principals, and superintendents.

The national teacher and education shortage compounds our need to fund a robust educator pipeline with the University of Alaska and create incentives for graduates to stay in Alaska. ACSA supports aligned and accredited University of Alaska Schools of Education. Exploring innovative alternative pathways is paramount to attracting high quality educators to the state and the education profession to address Alaska's unique circumstances. A nationally competitive compensation and benefits package, combined with a robust state retirement system is imperative for attracting and retaining effective educators and leaders.

Health Care Costs
Providing health insurance to our employees is essential for retaining and recruiting high-quality staff who can maximize student achievement. Controlling the cost of health care for our essential workers is critical. We encourage solutions to the long-term escalating costs of healthcare and health insurance in the state. We support exploration of various mechanisms to decrease health care costs, including such measures as: allowing employers to purchase health insurance policies across state lines, controlling the cost of medivacs, and promoting personal wellness and proactive health care options.

Other State Issues
Capital Improvement (CIP) funding must be restored. Long-term fiscal planning is needed to maintain and protect infrastructure.

ACSA supports and expects the State of Alaska to fully utilize matching federal grant monies such as those required for Head Start and other early learning programs.

ACSA supports the local control and autonomy of Alaska's communities who are served through all 54 unique school districts.

All of Alaska's schools depend on reliable transportation via air, ferry, or road to meet the critical medical, economic, and basic needs of all residents. As a state with diverse transportation necessities, Alaska must ensure that all communities have equitable access and opportunity to meet those needs. Funding for transportation should be adjusted to match actual costs and inflation protected to ensure continuity of services in future years.

The state should continue efforts to control the cost of workers' compensation claims, including adoption of medical treatment guidelines, improved management of claims, and an improved reemployment benefits process.

If the school funding formula is reviewed, ACSA strongly supports that it be done by a task force including nationally-recognized school finance experts, with input from Alaska school finance experts.

ACSA supports a non-partisan and independent State Board of Education with the sole purpose of ensuring a quality education for all of Alaska's children.

ACSA is proud and supportive of educational alternative programs, so long as the directive in Alaska's Constitution is upheld: "***No money shall be paid from public funds for the direct benefit of any religious or other private educational institution***." This restriction includes vouchers and/or any other mechanisms. Our funding system must be transparent, inclusive, and collaborative.

Federal Issues

Forest Receipts (Safe and Secure Rural Schools Act)
ACSA strongly endorses the continuation of the 100-plus year partnership that was created between the federal government and communities to compensate communities financially impacted by the placement of timber reserves into federal ownership. ACSA supports an equitable, long-term solution that supports the many sources of funding for Alaska's school districts. ACSA supports the reauthorization of the Safe and Secure Rural Schools Act, included in the bipartisan infrastructure bill, that would provide funding through FY23.

Every Student Succeeds Act (ESSA)
ACSA encourages the United States Department of Education to continue to fulfill the bipartisan intention of ESSA by honoring local control.

Further, ACSA encourages Congress to eliminate discretionary funding caps to allow adequate investment in education, including full funding of the education programs authorized by the bipartisan Every School Succeeds Act.

Other Federal Issues

ACSA strongly opposes the use of public money to fund private/religious education through vouchers or other mechanisms.

ACSA supports full funding with cost of living increases for E-Rate, Indian Education, Impact Aid, and all Title programs with no significant program changes.

ACSA supports funding for social emotional learning, social workers, mental health support, school nursing, and birth to age five learning for all.

ACSA encourages the inclusion of legal immunity for schools in future CARES Act and other COVID-19 relief legislation.

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

Jamie Burgess, Superintendent
jburgess@nomeschools.org
(907)-443-6191

January 12, 2021

Mr. Glenn Steckman, City Manager
City of Nome
102 Division Street
Nome, AK 99762

RE: District Capital Requests for FY22

Dear Mr. Steckman:

Nome Public Schools hereby requests that the City of Nome consider the following capital project priorities for the 2021-2022 school year. The Alaska Legislature has failed to provide any capital funding for school major maintenance projects for the past several years, and the outlook for funding for the coming school year remains poor.

Priority #1: Beltz Campus Generator and Electrical Service Replacement $1,600,000

The Beltz Campus (Nome-Beltz High School, the Beltz Apartments, District Office/Anvil City Science Academy/District Dorm, and NPS Shop Complex) has a back-up emergency generator which is undersized for the complex, and is insufficient to allow the high school to act as an emergency shelter for the community in the case of major disasters. The generator is also housed in a portion of the maintenance shop with inadequate ventilation, resulting in evacuation of all maintenance staff every time the generator is active. The project will also include the cost of transformers and power lines for the project. Attached to this request is a portion of the Capital Improvement Project application submitted to the State of Alaska, including a cost estimate for the project.

Priority #2: DDC Control System Replacement $2,200,000

The district's DDC control system's computers experienced a catastrophic event and had to be wiped clean. Some functionality was recently restored, but the programs are obsolete and running on an outdated operating system that is no longer supported. HVAC and air handling adjustments are currently done primarily manually, resulting in inefficient use of manpower and higher energy costs. The project will purchase and install the most current versions of the programs, add the district office building to the network, and include needed parts and actuators to upgrade the system. Attached to this request is a portion of the Capital Improvement Project application submitted to the State of Alaska, including a cost estimate for the project.

On behalf of the children and staff of Nome Public Schools, I appreciate the City's consideration of these requests for the 2021-2022 school year. If any further information is needed, please do not hesitate to let me know.

Sincerely,

Jamie Burgess
Superintendent
Nome Public Schools

Nome Public School District

FY 2024 - 2029 Six-Year Capital Improvement Plan

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
1	D	**NBHS Boiler Replacement 4.5 million BTU.** This is a reimbursement proposal for a project to replace a leaking and obsolete Boiler, burner, pressure tank, and controls, as well as a cracked water tank. The boiler had a cracked plate and leaked and was only used for emergencies, but was no longer functional. Boiler plates were no longer manufactured and source could be located for replacement. The water tank was cracked and taken offline, reducing the capacity to provide and store water for the Beltz campus.	X	$101,244
2	C	**Anvil City Charter School Restroom Renovations Reimbursement** This proposal will seek reimbursement for the renovation for the ACSA bathroom project completed in the spring of 2021. The number of toilets available to students was insufficient for needs – the renovation expands to four mens' and four womens' toilets and provides ADA access.	X	$366,474
3	C	**Nome Elementary Fire Alarm Replacement** This project will replace the outdated (1987) Fire panel and field devices. A completely new design and installation of panel and devices which may require new wiring. New system to insure compliance and safety to most currant NFPA and state Codes. Currently the system is obsolete, and we are sourcing used parts via eBay.	X	$464,903
5	C	**Nome Beltz JrSr High School Generator and Electrical Service Replacement** This project will replace an old and undersized backup generator, with a new larger generator with enclosure, which will also increase capacity to allow the high school to operate as an emergency shelter for the entire community. Installation of new transformers and required modification of power lines will also be included.	X	$900,356
			FY 2024 TOTAL:	**$1,828,980.00**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
6	C	**Secure Access and ADA improvements NBHS & NES** ADA-This project is to address accessibility to NBHS to include the installation of ADA accessible front doors, regrading/replacing damaged at bus door entrance which prevents ADA accessibility. It will include any needed ADA repairs/upgrades to interior and exterior of both the high school and the elementary. Security- This project will address security concerns at both campuses to include installation of new interior double doors inside the front entrance that can be remotely secured, as well as the installation of a closed circuit camera system.	X	$475,000
7	D	**Nome Elementary School Exterior upgrades, Structure and Parking**	X	$2,500,000

Nome Public School District

FY 2024 - 2029 Six-Year Capital Improvement Plan

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
		This project will replace needed exterior doors and hardware and include needed repairs to stairs and approaches. It will replace all exterior windows with arctic grade windows with opening lowers and address building envelope concerns. This project will make roof modifications to extend the roof over the edges of the structure and correct the roof panels that don't extend to the full edges of the structure. Project will make repairs to parking and grounds to include repairs and recoating of paved lot and replacement of concrete sidewalks.		
8	**C**	**Nome Beltz Jr -Sr High School Exterior Renovations** This project will replace the siding along the RC portion to the building from the front entrance to the JH bus doors, and will require the removal of approximately 70 asbestos panels with soffit. Install two inches of foam board and wind blocking fabric. (Tyvek) The steel siding has been purchased and is in storage. This project will paint the East side from the Bus doors down to the wood shop end to protect structure from the elements.	**X**	**$225,000**
			FY 2025 TOTAL:	**$3,200,000.00**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
9	**C**	**Beltz High School Interior Renovations** Replace doors & door hardware. Interior Painting	**X**	**$350,000**
10	**C**	**Beltz Apartment Electrical Rewiring** District's teacher housing building's aging electrical system needs replacing, including rewiring, fuse panels, etc.		**$500,000**
			FY 2026 TOTAL:	**$850,000.00**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
11	**F**	**Upgrade to Snow Removal/Control Program** Project will entail installation of a bunker and cover for sand pile to prevent moisture/ice in sand pile		**$350,000**
12	**C**	**Quonset Hut Siding Replacement & New Door** Replacement of siding and installation of new roll-up door at one end.	**X**	**$ 500,000**
13	**C**	**Maintenance Bldg Siding and Roof Replacement** Structural upgrades to Maintenance Facility	**X**	**$225,000**
			FY 2027 TOTAL:	**$1,075,000.00**

Nome Public School District

FY 2024 - 2029 Six-Year Capital Improvement Plan

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
14	**C**	**Building D Exterior Upgrades** Renovate/repaint remaining wood siding on Building D, upgrade/replace district office porch entry/stairs.	**X**	**$200,000**
			FY 2028 TOTAL:	**$200,000.00**

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
15	**C**	**Plumbing Repairs/Upgrades to Charter School Building**	**X**	**$150,000.00**
		Repair and replace aging plumbing for the charter school building		
			FY 2029 TOTAL:	**$ 150,000.00**

Adopted _____ at a duly convened meeting of the Nome Public School Board at which a quorum was present and voting. I hereby certify that the information presented is true and correct to the best of my knowledge.

_____ _____
Superintendent Date

_____ _____
School Board President Date

Submit to the *Department of Education & Early Development* by September 1 Form #05-18-044