



Nome Public Schools Board of Education Meeting Agenda

August 9, 2022 - 5:30 PM
Regular Board Meeting, NES Library /Zoom
1057 E 5th Ave
Nome, Alaska 99762

PO Box 131
Nome, AK 99762

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

SCHOOL BOARD MEMBERS

Mrs. Sandy Martinson, President
Dr. Barb Amarok, Vice President/Clerk
Mrs. Darlene Trigg, Treasurer
Mrs. Nancy Mendenhall
Mr. Bob Metcalf

AGENDA

A. Call to Order

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

B. Consent Agenda

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

1. Approval of Minutes: Regular Meeting: June 14, 2022 5
2. Approval of June & July 2022 Disbursements
3. Approval of June & July 2022 Personnel Report 8
4. Approval of Staff Out of State Travel Request

C. Awards and Presentations

1. Introductions of Guests & Visitors

D. Opportunity for Public Comments on Agenda/Non-agenda Items 10

(3 minutes per speaker, 30 minutes aggregate)

E. Superintendent Report 11

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(Individuals are limited to three minutes each.)

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k. BP 6146.1 High School Graduation Requirements	107
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I. Board and Superintendent's Comments & Committee Reports	
J. Upcoming Events:	
• Tuesday, August 23, Work Session, 5:30 pm, NES Library	
• Tuesday, September 13, Regular Meeting, 5:30 pm, NES Library/Zoom	
• Tuesday, October 11, Regular Meeting, 5:30 pm, NES Library/Zoom	
• Tuesday, October 25, Work Session, 5:30 pm, NES Library	
K. Adjournment	

To join the **Public Zoom** meeting on your computer or smart device, please use the link below:
<https://us02web.zoom.us/j/82429760810?pwd=ajNudWEweDRJS1VLbmQvbIlg4QXE2UT09>

Meeting ID: 824 2976 0810
Passcode: 367052

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Meeting ID: 824 2976 0810
Passcode: 367052



Our Mission

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

Our Vision

Together, strong in identity, purpose, potential

Board and Superintendent Guiding Principles

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

Board and Superintendent Goals

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

BOARD OF EDUCATION MINUTES
Regular Meeting
Tuesday, June 14, 2022
5:30 pm
NES Library

Member Martinson called the meeting to order at 5:30 pm Tuesday, June 14, 2022 with a quorum present.

Superintendent Burgess led the Pledge of Allegiance.

Member Martinson read the Nome Public Schools Mission Statement.

School Board Members Present:

Sandy Martinson	Barb Amarok (via Zoom)	Darlene Trigg (via Zoom at 5:41 pm)
Nancy Mendenhall	Bob Metcalf (excused)	

Others in attendance included:

Jamie Burgess	Alisha Papineau	Genevieve Hollins (via Zoom)
Megan Gannon (via Zoom)	Meghan Ten Eyck (via Zoom)	Miriam Trujillo
Wes Perkins		

APPROVAL OF AGENDA

Member Mendenhall moved to approve the agenda as presented.

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

Sandy Martinson: yes	Barb Amarok: yes	Darlene Trigg: (excused)
Nancy Mendenhall: yes	Bob Metcalf: (excused)	

CONSENT AGENDA

Member Mendenhall moved to approve the minutes from Regular Meeting, May 10, 2022; the May 2022 disbursements; the May 2022 personnel report; and the staff out of state travel requests. Discussion followed.

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

Sandy Martinson: yes	Barb Amarok: yes	Darlene Trigg: (excused)
Nancy Mendenhall: yes	Bob Metcalf: (excused)	

INTRODUCTIONS OF GUESTS AND VISITORS

NONE

OPPORTUNITY FOR PUBLIC COMMENT ON AGENDA/NON-AGENDA ITEMS

NONE

SUPERINTENDENT REPORT

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



**Personnel-School Board Report
August 9, 2022
Cynthia Gray, NPS HR Manager**

PERSONNEL ACTIONS: Staff changes/updates:

Classified Employees: New Hires/Change of Assignment/End of employment:

1. Erik Ernsting-AP-Purchasing Specialist/District Office/New Hire
2. Lisa Merchant-Attendance Secretary/NBMHS/Resignation
3. Jennifer Janke-Secretary III/NBMHS/Resignation
4. Jennie Diggs-Secretary/NES/Resignation

Current Classified vacancies for the 2022-2023 school year:

1. Secretary I-NES
2. Behavior Specialist-NES
3. Special Education Paraprofessional-multiple positions/NES/NBMHS
4. Secretary I, III-NBMHS
5. Substitute Teacher-all schools

Certified vacancies for the 2022-2023 school year:

1. Physical Education Teacher-NBMHS
2. Assistant Principal-Nome Beltz Middle/High School

Certified New Hire List for the 2022-2023 school year:

1. Sandra Wagner-Special Education Teacher/NES
2. Susan Dyer-Elementary Teacher Grade 2/NES
3. Kosten Woodard-Special Education Teacher/NBMHS
4. Tricia Shambach-Special Education Teacher/NES

PERSONNEL/HR PROJECTS

NSP HR Conducted New staff in-service Wednesday, August 3, 2022. I welcomed thirteen (13) new staff to NPS. With multiple district presenters including Tech training, HR compliance paperwork, EASE and Frontline employee benefit portals, and professional boundaries training. New Staff continued in-serice for two daysat their school sites. All staff will assemble on Monday, August 8, 2022. Providing start of the year in-service all week and school will open on August 16, 2022.

EMPLOYEE BENEFITS

July 1, 2022 marks the launch date for NPS new Medical Insurance Plan with Meritain using the AETNA Network. All plan benefits remain the same as previous coverage with Premera.

STAFF RECOGNITION/EMPLOYEE ACTIVITIES/FUNCTIONS:

No update.

I am happy to answer any questions you may have regarding Personnel activity.

Respectfully submitted by

Cynthia Gray

Cynthia Gray-NPS Human Resources Manager

Public Comment Statement

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

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

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



Nome Public Schools
Superintendent Report
Jamie Burgess
August 9, 2022

1. COVID Update: The District's COVID mitigation plan has been updated and added to the website. The Nome Census Area is currently designated as a high community level; however, the cases in Nome proper are still in the low community level designation. We will monitor on a regular basis throughout the year. The mitigation plan will be shared with all staff at the upcoming district-wide inservice day on August 12th. We will coordinate with NSHC to offer another vaccination clinic on site at the elementary school in August or September.

2. Funding/Legislative Session Update: The legislative session closed out with some disappointing news as far as the funding for Major Maintenance was concerned, with the Governor vetoing approximately 2/3 of the \$100M appropriated by the Legislature. No projects for NPS were funded for this coming year.

A legislative summary report is attached for your information, which details all of the legislation passed which impacts education. Legislation of particular interest includes the Alaska Reads Act (HB114/SB111) which is discussed in more detail below, SB20 which would allow for state reciprocity for teaching certificates, and SB34 for State-Tribal Education Compact Schools.

3. Alaska Reads Act – I have attached several documents and presentations relating to the Alaska Reads Act, which will take effect for the FY24 school year. There is a great deal of work being done by DEED to write the regulations for this new Act, with superintendents having an opportunity for input during that process. The District will be working with our current pre-K partners (Kawerak Head Start and Nome Preschool) to discuss development of the District's pre-K program. We plan to apply for one of the pre-K grants as soon as available and there is a clearer understanding of what we would need to do to have our program approved and qualify for ADM funding for four year old children. Nome Elementary has already been very involved in much of the professional development offered by DEED this past year regarding improving teacher knowledge of best practices in teaching reading, and will continue to focus much of their school improvement plans and their literacy grant work around this topic.

4. Capital Projects – The District has been notified by DEED that they would like us to submit a supplemental funding request for the Nome-Beltz High School Roof Replacement Project. This was originally funded for FY19, but the dramatic increase in construction costs over what was originally estimated due to a combination of inflation and the impact of the COVID-19 pandemic on staffing and supply chains has meant the District has been unable to move into the construction phase of the project despite taking the project out to bid twice in the past two years. DEED will be requesting supplemental funding for these projects during the upcoming legislative session.

In addition, we will be submitting a funding request for our ADA Access/Security Project to reconfigure the main entries for Nome Elementary and Nome Beltz to add a camera and buzzer system to the vestibules, and to repair the Nome Beltz bus entrance. A narrative for this project is attached for your information.



Nome Public Schools
Superintendent Report
Jamie Burgess
August 9, 2022

5. Hiring/Staffing Update – this has been an exceptionally challenging year when it comes to hiring. Unfortunately, our Nome-Beltz Assistant Principal candidate declined to come at the last minute, and we also had a fifth grade teacher who was unable to come for medical reasons. In addition, some late resignations for our front office staff at both NES and Beltz has meant we are still staffing our front office a week before school begins. At Nome Elementary, there will be two fourth grade and two fifth grade classes for this year only.

6. Child Abuse and Neglect AR 5141.4 – This AR was revised during the Policy Committee’s recent meeting in response to the addition of the new Professional Boundaries policy. In addition, the procedure for reporting suspected abuse and neglect is updated.

ALASKA STATE LEGISLATURE

Senate Education Committee

Senator Roger Holland, Chair
State Capitol Room 115
Juneau, AK 99801
(907) 465-4843
Senator.Roger.Holland@akleg.gov



Members:
Senator Gary Stevens
Senator Peter Micciche
Senator Shelley Hughes
Senator Tom Begich

ALASKA READS ACT

What it does and how it impacts districts

The 32nd legislature passed the Alaska Reads Act into law during the final hours of its 2022 session. After substantial work done in both education committees, the final product was passed as an amendment to HB 114. The bill received unanimous support from the Senate and received the 21 votes necessary in the House. It is a large, complex, and important piece of legislation, which has led to confusion among many stakeholders. This memo is an attempt to clarify the major requirements of the bill.

I. Reading Intervention

The heart of the Alaska Reads Act is the requirement for districts to identify and assist students that are falling behind in learning to read. The law requires districts to conduct up to three screening sessions with students per year, beginning in kindergarten. If a teacher identifies that a student is having difficulty during the Fall screening, the new law requires the teacher to notify the parents and prepare an individual reading improvement plan for the student. The reading improvement plan can include any combination of evidence-based reading intervention services offered by the district.

The Alaska Reads Act requires continual evaluation of the student's progress and the effectiveness of each student's reading improvement plan. In this vein, each student that has a reading improvement plan receives a second screening in the Winter quarter. If the student has caught up, the process is complete until the next Fall. But, if the student is continuing to struggle, the teacher must update the parents and adjust the student's reading improvement plan.

This process occurs one more time in the Spring. However, if the student continues to show a

deficiency on the third screener, after completing an entire school year of intervention efforts, the law requires the teacher to discuss with the parents whether repeating the grade would be beneficial for the student. The decision on whether to promote the student despite the reading deficiency is ultimately up to the parent. And, in those rare cases that a child does not have a parent or guardian to advocate for them, it is up to the district to develop a process to promote the child's best interests.

II. Retention

There has been a lot of confusion on what retention policies are within the Alaska Reads Act. To be clear, there is no retention requirement in the new law. In fact, there are numerous opportunities for a parent to promote their child to the next grade. The only situation in which retention becomes an issue is if all the following are true:

1. The student fails the Fall screening and receives additional reading instruction
2. The student fails a second screening in the Winter and receives further intervention following a revised reading improvement plan
3. The parent forgoes their right to opt out of the Spring screening (AS 14.03.016)
4. The student fails the third screening in the Spring, after receiving a full school year of intervention services
5. No parent or guardian attends the required parent-teacher conference to discuss whether the student is ready for the next grade
6. The school district has a retention policy that allows a superintendent or teacher to hold the student back
7. The superintendent or designee makes a finding that it would be in the student's best interest to repeat the grade. In determining if repeating the grade would be beneficial to the student, the decision maker must consider whether
 - a. the student has already received two years of reading interventions;
 - b. the student has a disability;
 - c. English is the student's primary language; and
 - d. the student has previously repeated a grade.
8. The parent forgoes the right to supersede the district's decision (AS 14.30.765(h))

As you can see, the Alaska Reads Act does not infringe on parental rights or district control. The only situation in which a retention decision ever comes up is when a district adopts a retention policy, the parent or guardian is absent from the process, and a local school administrator advocates that forcing the student to promote to the next grade is not what is best for the student. Note that districts already had the ability to develop retention policies before this bill became law. The new law merely requires that such policies keep the student's best interests at the forefront of the conversation and that parents be fully informed during the process.

III. Training Requirements

The Alaska Reads Act also requires that teachers have the professional pedagogy necessary to

be effective reading instructors (sections 32 and 34 of the bill). This means completing the training and testing requirements set forth by the state board of education on the science of reading. The new law found in AS 14.30.760(a)(3) makes it a responsibility of the department of education to provide the professional development necessary to ensure that teachers are well prepared to meet the challenge.

IV. Reading Specialists

In addition to the training on using the screening tools and science-based reading instruction, the Alaska Reads Act also created new positions at the department of education to help districts develop and implement reading intervention services. The new program, created by AS 14.30.770, directs the department to send these reading specialists into low-performing schools to provide direct assistance. The reading specialists will mentor teachers, model effective strategies, analyze the school's data, and help design and implement the school's intervention strategies.

V. Early Education

Learning to read begins with learning how to learn. That is why the Alaska Reads Act includes early education as a cornerstone. The bill establishes a process for school districts to include 4- and 5-year-old students in their ADM counts before the student begins kindergarten.

To count early education students for foundation funding, a district must get its program approved by the department of education. The approval process requires that the program meet the standards of a "high-quality early education" program as established by the State Board of Education. Once approved, the district can count early education students as one-half an ADM. However, the approval of new district programs is limited to \$3 million per year. If funds are limited, approval prioritizes lower performing districts.

For districts that do not have early education programs ready for department approval, there are grants funds available to establish or improve the program to meet the standards. The law calls for \$3 million of grants funds per year to help districts reach approval for ADM inclusion. If there are insufficient funds to meet all grant applications, priority goes to lower performing districts. However, before a district can receive a grant, they must show that the creation of a new early education program will not displace existing high-quality early education providers.

VI. Virtual Consortium

The third major policy within the Alaska Reads Act is the creation of a virtual consortium — Hosted by the department of education. The department testified that they envision meeting this requirement by continuing to operate the current Canvas learning management system. The new law imagines a greater role of digital interfaces as technology continues to develop.

The Alaska Reads Act describes the consortium as a place for distance delivery of professional development for teachers and administrators, as well as a virtual classroom environment for those students that gain value from remote learning. The bill also ties the virtual consortium to the reading improvement efforts by requiring at least one reading specialist be assigned to provide virtual training across the state.

VII. Annual Conference

The Alaska Reads Act adds a new duty of the department, in AS 14.07.020(a)(19), to ensure that the expectations of the law are being met. The law requires the department of education to hold an annual conference to pull together stakeholders from across the state, including rural communities, to discuss the effectiveness of the components of the Alaska Reads Act and the regulations implementing it. The conference must also include discussions regarding reading improvement for students for whom English is not their primary language and best practices for instruction of indigenous students.

VIII. Additional Resources

During negotiations on putting the final bill package together, there was a difficult task of balancing the desire to provide more resources to districts against the financial impact of the effort. Too little funding was viewed as an unfunded mandate, losing support from the left; meanwhile, too much funding was viewed as unaffordable, costing votes from the right and threatening a veto from the governor. Finding the narrow window gained the support of the full Senate and just enough votes in the House while being attacked from both flanks.

There were many ideas thrown around on how to provide the resources necessary for the bill to be successful. In the end, the negotiators decided that adding a \$7.6 million BSA increase to the resources already in the bill was better than creating various positions and more prescriptive supports. In total, the Alaska Reads Act represents over \$400 million on investment in Alaska's education system over the next decade. It also creates the structure that legislators and the Governor have cited as a prerequisite to conversations about the broader issue of education funding in Alaska.

Please contact the Education Committee Aide, Ed King at 465-4843, with any questions or concerns.



MEMORANDUM

To: Superintendents and Business Managers

From: Heidi Teshner, Acting Commissioner

Date: July 21, 2022

Subject: 2022 Regular Legislative Session

The purpose of this memorandum is to provide a summary of education related legislation passed during the regular and special sessions. The formula funding information is preliminary.

Appropriation Budget Bills:

FY2022 Supplemental and FY2023 Operating and Capital Budgets – Conference Committee Substitute for House Bill 281 – Signed by the Governor on June 28, 2022 (Chapter 11, SLA 22)

Conference Committee Substitute for House Bill 281 (CCS HB 281(BRF SUP MAJ FLD H)) contains the Department of Education and Early Development’s (DEED) operating budget for FY2023. Enclosed is a schedule titled “FY2023 Projected State Program Allocations based on Enacted Budget,” which includes FY2023 estimated funding levels, by district, for the following programs: Foundation (including \$57.0 million one-time funding outside the foundation formula), Permanent Fund Dividend Raffle Grant, Boarding Home Stipends, Residential Boarding Program (including a one-time increase of \$2.1 million), Youth in Detention, Special Schools, Pupil Transportation, and School Debt Reimbursement for a total funding level of approximately \$1.3 billion. The funding levels listed by district are projected allocations and are subject to change based on actual FY2023 average daily membership and/or individual program requirements.

CCS HB 281 also provides \$11.5 million for Pre-Kindergarten and Early Learning programs (\$6.8 million for Head Start, \$3.2 million for Pre-Kindergarten, \$0.5 million for Parents as Teachers, and \$0.3 million for Best Beginnings); and \$6.8 million for the School Broadband Assistance Grants.

CCS HB 281 also provides \$79.0 million for the School Debt Reimbursement Program and a deposit of \$32.8 million to the Regional Educational Attendance Area (REAA) and Small Municipal School District School Fund for FY2023. In addition, FY2022 Supplemental funding totaling \$220.8 million was appropriated for the School Debt Reimbursement Program and \$84.0 million deposited into the REAA Fund, bringing FY2017, FY2020, FY2021, and FY2022 up to the statutory calculation levels.

Lastly, the following capital projects were including in CCS HB 281:

- 1) \$37.5 million deposited into the Major Maintenance Grant Fund for School Major Maintenance; and,

- 2) \$54.9 million deposited into the School Construction Grant Fund for the William N. Miller K-12 Memorial School Replacement, Napakiak.

FY2023 Mental Health Budget – Conference Committee Substitute for House Bill 282 – Signed by the Governor on June 28, 2022 (Chapter 12, SLA 22)

Conference Committee Substitute for House Bill 282 (CCS HB 282) includes \$577.8 thousand for department student and school achievement efforts.

Additional Legislation:

Education: Schools; Funding; Programs – Senate Committee Substitute for House Bill 114 (FIN) AM S – Signed by the Governor on July 15, 2022 (Chapter 40, SLA 22)

House Bill 114 (SCS HB 114(FIN) AM S) amends AS 14.17.905(c) to exclude charter schools, which addresses a remedy on a technical problem in the public-school funding formula which affected the Hooper Bay School within the Lower Yukon School District.

This bill also contains the Alaska Reads Act, which establishes four new programs in DEED: an early education program, a comprehensive reading intervention program, a school improvement reading program, and a virtual education consortium.

Finally, this bill provides the Alaska Commission on Postsecondary Education (ACPE) with a number of authorities that will allow ACPE to better meet Alaskans' student loan needs, and thus is expected to increase the origination of loans funded by the Alaska Student Loan Corporation (ASLC); as well as amends the definition of a 'rural' community relating to the teacher education loan program.

Limited Teacher Certificates; Languages – Committee Substitute for House Bill 19 (EDC) – Awaiting Transmittal to the Governor

House Bill 19 (CSHB 19(EDC)) allows DEED to issue limited language immersion teacher certificates, valid only in the area of expertise for which it is issued, to teach students enrolled in a language immersion program.

Military Children School Residency Waiver – Committee Substitute for House Bill 53 (MLV) AM (EFD Add) – Signed by the Governor on June 16, 2022 (Chapter 7, SLA 22)

House Bill 53 (CSHB 53(MLV) AM(EFD ADD)) is in a response to a request from the U.S. Department of Defense which provides an expedited path for children of military families to be admitted to public school. The bill amends AS 14.03.080, Right to attend school, by adding a new subsection (g) that would require a school district to consider a student whose parent is a member of the armed forces as a resident when receiving their transfer or pending transfer under an official military order to a military installation in the state and admit the student to a public school. The parent would be required to provide to the school district written proof of residence on an official document within 30 days after the arrival date stated in the military orders. The bill also provides definitions of "guardian", "military installation", and "residence".

AK Marine Hwy Funds, Higher ED Inves Fund – Committee Substitute for House Bill 322 (TRA) AM – Signed by the Governor on June 29, 2022 (Chapter 15, SLA 22)

House Bill 322 (CSHB 322(TRA) AM) moves the Alaska Higher Education Investment Fund to the General Fund which results in the fund not being subject to the constitutional sweep under Article IX, section 17(d) of the Alaska Constitution. Funds subject to the sweep must be both available for appropriation

and reside in the General Fund. By establishing the System Fund, Vessel Replacement Fund, and Alaska Higher Education Investment Fund as separate funds in the state treasury rather than in the General Fund, they would not be subject to the sweep.

Domestic Violence/Sexual Offenses/Consent – House Bill 325 AM S (EFD ADD S) –Transmitted to the Governor

House Bill 325 (HB 325 AM S (EFD ADD S)) adds the citation for distribution or possession of child pornography to the list of causes requiring lifetime revocation of a teaching certificate upon conviction by the Professional Teaching Practices Commission or the Commissioner.

Out of State Teacher Reciprocity – House Committee Substitute for Committee Substitute for Senate Bill 20 (EDC) – Awaiting Transmittal to the Governor

Senate Bill 20 (HCS CSSB 20(EDC)) eliminates the preliminary teaching certificate and allows an educator with a valid out-of-state teaching certificate to qualify for a regular teaching certificate based on the valid out-of-state teaching certificate, at least a bachelor's degree, and a criminal history background check.

State-Tribal Education Compact Schools – House Committee Substitute for Committee Substitute for Senate Bill 34 (TRB) – Awaiting Transmittal to the Governor

Senate Bill 34 (HCS CSSB 34(TRB)) directs the State Board of Education and Early Development to negotiate with federally recognized tribes on establishing five demonstration state-tribal education compact schools that may operate for a five-year term. The negotiated outcome being a report to the legislature based on these negotiations.

Council on Arts: Plates & Manage Art – House Committee Substitute for Committee Substitute for Senate Bill 71 (STA) – Signed by the Governor on June 29, 2022 (Chapter 18, SLA 22)

Senate Bill 71 (HCS CSSB 71(STA)) allows the Department of Administration (DOA), Division of Motor Vehicles, to collect a minimal registration fee not to exceed \$50 for a vehicle registration plate celebrating the arts. This bill establishes the Alaska arts and cultural investment fund, created in the general fund. The fund consists of money appropriated by the legislature from other sources such as philanthropic funds and private non-profits. This bill provides the Alaska State Council on the Arts (ASCA) the opportunity to hold a license plate design competition celebrating the arts every four years and allows ASCA to consult with the DOA to recommend an amount, to be appropriated from the annual estimated account balance, to pay an artist for a winning design selected through the license plate design competition. Lastly, this bill allows ASCA to manage the relocation, disposition, and exchange of State of Alaska public art works according to a policy to be established by ASCA and its Visual Arts Advisory Committee.

Students: Allow Nat Hairstyle, Dress Code – House Committee Substitute for Committee Substitute for Senate Bill 174 (L&C) AM H – Awaiting Transmittal to the Governor

Senate Bill 174 (HCS CSSB 174(L&C) AM H) amends AS 14.03.135 by stating that governing bodies may not adopt a school dress code that prohibits students from wearing natural or historical hair styles or requiring students to alter their natural hair permanently or semi permanently; or prohibit a student from wearing traditional tribal regalia or objects of cultural significance at a graduation ceremony. Conversely, a dress code may restrict hairstyles to comply with health or safety law, regulation, or ordinance.

Superintendents: Please note this is a change in statute, not regulations. As you are working on your student handbooks in regards to dress codes and graduation guidelines, please make sure your district staff is aware of this new law.

Rampart School: Yukon-Koyukuk District – Senate Bill 198 –Signed by the Governor on June 20, 2022 (Chapter 9, SLA 22)

Senate Bill 198 provides the mechanism needed to redraw the boundary lines between two regional educational attendance areas to formally place Rampart School within the Yukon-Koyukuk School District and ensure the community of Rampart can fully participate in the Yukon-Koyukuk School District’s school board elections. This has been a fix the administration has tried to make since FY2017 but required legislative action since the legislature is the governing body of the unorganized borough.

Enclosure: FY2023 Projected State Program Allocations based on Enacted Budget

cc: Lacey Sanders, Deputy Commissioner

Department of Education and Early Development
FY2023 Projected State Program Allocations based on Enacted Budget
Allocations are subject to adjustment based on individual program requirements
 Updated June 28, 2022

	FY2023 Projected ADM	Projected Total Foundation @ \$5,930	HB281 ~ \$57M Onetime Grant on AADM	Projected PFD Raffle Grant	Projected Boarding Home	Residential Boarding Program	Youth in Detention	Projected Special Schools	Projected Pupil Transportation	* Projected Municipal Debt Reimbursement	PROJECTED FY2023 TOTALS
ALASKA GATEWAY	371	\$ 8,751,667	\$ 339,066	\$ 2,536					\$ 721,886		\$ 9,815,155
ALEUTIAN REGION	23	1,332,912	50,246	376					0		1,383,534
ALEUTIANS EAST	186	3,981,065	193,143	1,445					63,798	628,587	4,868,038
ANCHORAGE	43,297	314,398,790	16,181,287	121,048			397,800	644,000	19,875,805	31,936,210	383,554,940
ANNETTE ISLANDS	301	3,628,343	227,622	1,703					60,501		3,918,169
BERING STRAIT	1,709	30,800,589	1,580,562	11,824		541,034			92,286		33,026,295
BRISTOL BAY	97	896,798	65,030	486					259,776		1,222,090
CHATHAM	138	3,337,723	132,268	989					40,920		3,511,900
CHUGACH	607	4,692,479	178,086	1,332		342,102			0		5,213,999
COPPER RIVER	423	6,823,276	267,038	1,998					511,876		7,604,188
CORDOVA	330	4,144,356	191,621	1,433					118,720	883,735	5,339,865
CRAIG	729	5,694,789	236,665	1,770					106,943		6,040,167
DELTA/GREELY	894	10,595,870	404,981	3,030					1,210,984		12,214,865
DENALI	1,029	7,133,060	306,386	2,292					357,463		7,799,201
DILLINGHAM	427	5,851,981	252,292	1,887	34,310				574,315	745,665	7,460,450
FAIRBANKS	12,191	99,522,369	5,285,142	39,537			150,900		10,418,100	7,771,474	123,187,522
GALENA	5,687	32,763,110	1,230,097	9,202		4,404,539			80,647		38,487,595
HAINES	253	2,530,508	136,691	1,023					165,388	896,473	3,730,083
HOONAH	123	2,484,391	100,943	755					40,590		2,626,679
HYDABURG	127	1,778,028	67,960	508					0		1,846,496
IDITAROD	299	5,763,697	234,035	1,751					39,546		6,039,029
JUNEAU	4,231	32,953,875	1,838,969	13,757			136,500		2,697,966	2,798,718	40,439,785
KAKE	103	2,233,134	94,477	707					30,900		2,359,218
KASHUNAMIUT	309	4,474,950	240,451	1,799					1,545		4,718,745
KENAI	8,429	73,868,158	3,842,154	28,742			124,400		7,404,564	2,442,114	87,710,132
KETCHIKAN	2,154	25,755,407	1,161,686	8,690					1,669,437	1,274,793	29,870,013
KLAWOCK	118	1,759,889	90,031	673					76,110		1,926,703
KODIAK	2,195	25,727,035	1,186,180	8,874					1,805,735	5,380,782	34,108,606
KUSPUK	378	6,976,761	346,749	2,594	6,060				272,916		7,605,080
LAKE AND PENINSULA	311	9,040,554	359,915	2,692					130,592	924,913	10,458,666
LOWER KUSKOKWIM	3,844	61,510,954	2,895,540	21,661		1,329,897	176,700		1,176,322		67,111,074
LOWER YUKON	1,994	33,985,358	1,642,427	11,984		997,856			1,994		36,639,619
MAT-SU	19,107	169,508,196	7,689,433	57,523			113,700		16,353,360	17,257,374	210,979,586
NENANA	1,613	10,436,818	393,262	2,942		1,728,059			105,787		12,666,868
NOME	685	8,673,328	371,365	2,778					456,190	162,484	9,666,145
NORTH SLOPE	1,845	19,073,095	1,397,180	10,452		416,173			2,282,265	75,033	23,254,198
NORTHWEST ARCTIC	1,878	37,478,114	1,491,487	11,157		832,376			49,437	2,141,676	42,004,247
PELICAN	10	459,461	18,726	142					0		478,329
PETERSBURG	425	5,596,923	262,250	1,962					175,950	461,287	6,498,372
PRIBILOF	58	973,694	55,023	412					0		1,029,129
SAINT MARY'S	200	3,863,824	147,512	1,104					42,600		4,055,040
SITKA	1,133	10,978,127	577,508	4,320					512,898	1,532,250	13,605,103
SKAGWAY	130	1,235,329	83,073	621					5,200		1,324,223
SOUTHEAST	180	4,689,669	175,320	1,312					191,400		5,057,701
SOUTHWEST	597	10,642,077	530,196	3,966	20,000				394,020		11,590,259
TANANA	24	752,892	29,591	221					12,648		795,352
UNALASKA	400	3,862,310	229,656	1,718					286,400		4,380,084
VALDEZ	675	4,856,667	333,436	2,494					508,125	1,662,104	7,362,826
WRANGELL	263	3,067,737	142,409	1,065					203,562		3,414,773
YAKUTAT	94	1,193,079	52,918	396					60,006		1,306,399
YUKON FLATS	204	4,881,576	230,646	1,725					59,568		5,173,515
YUKON/KOYUKUK	3,087	22,785,903	888,750	6,649	17,344				94,997		23,793,643
YUPIIT	458	6,786,477	379,007	2,835					916		7,169,235
Mt. EDGE CUMBE	430	3,419,941	161,512	1,208					0		3,582,661
OTHER	11	29,027,300							3,426,500		32,453,800
Sub Totals	126,804	\$ 1,199,434,413	\$ 57,000,000	\$ 426,100	\$ 77,714	\$ 10,592,036	\$ 1,100,000	\$ 4,070,500	\$ 71,802,954	\$ 78,975,672	\$ 1,344,503,717

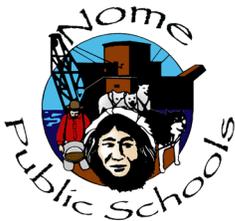
11 OTHER INCLUDES SESA, HB114 EARLY EDUCATION PROGRAM FUNDING, AND OTHER ADJUSTMENTS.



NOME PUBLIC SCHOOLS SECURITY AND ADA UPGRADES CIP APPLICATION

NARRATIVE
DRAWINGS
COST ESTIMATE

AUGUST 5, 2022



BETTISWORTH
NORTH

NOME PUBLIC SCHOOLS SECURITY AND ADA UPGRADES



Nome-Beltz Entrance



Nome-Beltz Bus Entrance



Nome Elementary School Entrance

The Nome Public Schools have identified a need to upgrade their security at the front entries of the Nome-Beltz Junior and Senior High School and the Nome Elementary School. The entries are currently unlocked during the school day, allowing anyone to walk in, in some cases undetected. This is an obvious safety concern for both the students and the staff, particularly given recent security threats such as school shootings. The schools also need accessibility upgrades at entrances so students and visitors can access the school with greater ease.

Main entries at both the Nome-Beltz Junior and Senior High School and the Nome Elementary School are currently equipped with video surveillance cameras as part of the Verkada video system. Both schools have a camera that shows the approach to the main entry, and Nome-Beltz has a camera inside of the main vestibule. The Nome Elementary School has a camera just inside of the school that looks through the glass doors at the vestibule, giving a clear view of visitors. The cameras can be monitored by the receptionist, and the District can set up this access without additional hardware. Once a visitor is inside either vestibule, they will be required to ring a video intercom to notify the receptionists of their presence. Basis of design for the video intercom is the Aiphone JP series or equal. The receptionists will be able to converse with the visitor and see their face on a master station, and then remotely unlock the doors to allow entry if desired. The video intercom system will not feed into the server or be paired with the existing system, but will give a facial view of visitors as opposed to the broad and sideways view given by general surveillance cameras. Interior vestibule doors will be locked during school hours with card reader access provided for staff. The access control system will be specified as Verkada so that it can be integrated with the video system, making it simpler for District personnel to manage. Door controllers, card readers, and key fobs or cards will be supplied as part of the system. The door controllers will be connected to the Aiphone stations, allowing the receptionist to see and hear visitors, and then release the door from the same system.

New doors and hardware are slated for some entry doors at both schools. Nome-Beltz will have new doors at both the interior and exterior of the vestibule. Both sets of doors will have new ADA automatic operators and push buttons. The interior set of doors will be a hollow metal frame with a transom and sidelites. This interior door will have a new card reader. The exterior double doors and frame will be insulated hollow metal. Nome-Beltz bus access will also receive a new insulated hollow metal double door and frame and new ADA operator and push button. An existing single leaf door in the exterior wall, next to the double doors, will be removed and infilled with an exterior wall assembly and a triple-pane window. The Nome Elementary School vestibule double doors will also receive new door hardware, including exit devices and latching mechanisms. 23



Nome-Beltz Entrance



Nome-Beltz Entrance



Nome-Beltz Flooring

The interior of the Nome-Beltz vestibule will receive a new grate and new walk off mat after demolition of the existing flooring. New rubber base and wall paint will be provided as well. The perimeter of the vestibule is painted concrete, which will require repair and repainting. Walk off mat basis of design is as follows:

- Shaw Contract
- All Access Collection
- Jive Tile
- 24x24
- Solution-dyed nylon
- High performance, dimensionally-stable modular backing
- Tufted Weight 30 oz/yd²
- Lifetime commercial limited warranty

Nome-Beltz has two site issues to remediate for accessibility concerns. First is the sidewalk concrete at the Nome-Beltz entry. Heaving has caused substantial unevenness between concrete slabs, creating sizable differences in elevation of the slabs' surfaces. This concrete will be removed and replaced, comparable to the existing configuration. A large area of concrete poured at the bus access, approximately 30'x30', as well. This is currently gravel and is not ADA compliant.

DESIGN TEAM

Architecture:

Kate Incarnato, Bettisworth North
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(732) 259-1342

Electrical/IT:

Jeremy Maxie, RSA Engineering
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(907) 952-4399²⁴



Nome-Beltz Walk Off Mat

AR 5141.4 CHILD ABUSE AND NEGLECT

Duty to Report

Teachers, school administrators, and paid athletic coaches and volunteers who work with children at school more than 4 hours a week who have reasonable cause to suspect child abuse or neglect have a legal duty to report to the nearest office of the Department of Health and Social Services immediately. The reporting duties are individual and cannot be delegated to someone else.

Reporting Procedures

1. Any employee or volunteer may report known or suspected child abuse or neglect, by email to a counselor or administrator and by email or telephone to the nearest office of the Department of Health and Social Services. This report must be followed up by counselors and administrators to OCS(Child Protective Services) by an electronically submitted written report of harm. A follow up phone call from a counselor or administrator to OCS(Child Protective Services) will be made if necessary.

OCS, Child Protective Services

reportchildabuse@alaska.gov

Phone number: 1-800-478-4444

Nome Police Department

Phone number: 907-443-5262

2. If contact cannot reasonably be made with child protective services and immediate action is needed to protect the child, the employee or volunteer shall make the report to a peace officer.
3. In addition to reporting to child protective services, employees or volunteers may report harm from known or suspected child abuse or neglect to local law enforcement if the harm is believed to have been caused by a person not responsible for the child's welfare or if the employee or volunteer is unable to determine who caused the harm or whether the person believed to have caused the harm has responsibility for the child's welfare.
4. School employees and volunteers are required to cooperate and collaborate with child welfare agencies and law enforcement to provide the pertinent information needed to protect the health and safety of children.
5. School district employees and volunteers should not contact suspects, nor should the victim be interviewed beyond the initial information disclosed.

Legal Responsibility and Liability

25

1. Mandatory reporters are not civilly or criminally liable for filing in good faith, a

required or authorized report of known or suspected child abuse or neglect, or for participating in related investigative or judicial proceedings.

2. A mandatory reporter who fails or refuses to report an instance of child abuse or neglect and knew or should have known that the circumstances gave rise to the need for a report, is guilty of a misdemeanor.
3. When two or more mandatory reporters have reasonable cause to suspect child abuse or neglect, and when there is agreement among them, the report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse and neglect is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making a good faith report shall be subject to any sanction.

(cf. 5141.42 - Professional Boundaries of Staff with Students)

(cf. 5145.11 - Questioning and Apprehension)

Confidentiality

All school district employees are required to protect students' rights to privacy and confidentiality. As such, all information and reports regarding child abuse or neglect shall be treated as confidential and shall be maintained in a safe place. No employee shall make available, or allow access to the written information to other students, staff or members of the public, except as required by school rule, Board Policy or law.

The principal/site administrator shall maintain the confidentiality of all reports of child abuse and neglect received, other than making the reports available to the appropriate agencies to which the reports were initially made. The principal/site administrator shall make provisions to protect and to maintain as confidential, the identity of the employee, employees or volunteers making the report.

Revised (approval date)

Revised 12/2014

Revised 04/2014

Adopted: June 10, 2003

ALASKA STATE LEGISLATURE

Senate Education Committee

Senator Roger Holland, Chair

State Capitol Room 115

Juneau, AK 99801

(907) 465-4843

Senator.Roger.Holland@akleg.gov



Members:

Senator Gary Stevens

Senator Peter Micciche

Senator Shelley Hughes

Senator Tom Begich

House Bill 114

Early Education, Reading Intervention, and Virtual Education

Sectional Analysis for version B.A

- Sec. 1 Fixes a technical problem in the foundation formula that was punishing Hooper Bay for having a charter school.
- Sec. 2 Short Title: Establishes this Act as the Alaska Reads Act.
- Sec. 3 AS 14.03.040, relating to day-in-session requirements, is amended to address a gap in the current law. The change makes clear that kindergarten and early education programs are not subject to the requirements. Section 20 clarifies that the state board of education should adopt regulations for those programs.
- Sec. 4 AS 14.03.060(e), relating to the definition of an elementary school, is amended by:
- Changing the term "pre-elementary" to "early education."
 - Adding the term "approved by" to conform to the addition of AS 14.03.410(a)(2).
 - Making clearer the relationship between Head Start agencies and DEED.
 - Removing the language regarding ADM count, as it is moved to AS 14.03.410(f) and AS 14.17.500.
- Sec. 5 AS 14.03.060(e), relating to the definition of an elementary school, is amended in 2034 to reverse the addition of "approved by" in section 3. This change is required to conform with the repeal of AS 14.03.410 (related to early education funding).

- Sec. 6 Amends AS 14.03.072, related to providing information to K-3 parents, by changing the word “literacy” to “reading,” inserting a requirement that the intervention strategies be culturally responsive, incorporating the reading intervention services added by section 33, replacing “retention” with “progression,” and adding a requirement to provide a list of resources to improve adult literacy.
- Sec. 7 Removes the reference to reading intervention services after the repeal of AS 14.30.765 in 2034.
- Sec. 8 Amends AS 14.03.078(a), related to DEED reporting requirements, by:
- adding school districts as a recipient of the DEED’s annual report.
 - expanding the reporting requirement to incorporate all reports in AS 14.03.120, including those listed below.
 - adding ratios of administrative employees to students, administrative employees to teachers, and teacher to student ratios to the annual report.
 - adding a progress report of the reading intervention programs established by section 33.
 - Adding a report on the effectiveness and participation of the parents-as-teachers program established by section 14.
- Sec. 9 Repeals the reports on reading intervention and parents-as-teachers when the programs sunset in 2034.
- Sec. 10 Adds two subsections to AS 14.03.078, relating to department reporting requirements, which requires reports to be posted online and defines an administrative employee (as referenced in section 7).
- Sec. 11 Amends AS 14.03.080(c), related to under school age children entering public school, by limiting participation to four- and five-year-old children and clarifying that a child in an early education program does not need to move to kindergarten at age five.
- Sec. 12 Reverses the changes in section 10 in 2034.
- Sec. 13 Reinstates the language from the current AS 14.03.080(d), returning to the current language after the sunset of the early education program takes effect.
- Sec. 14 Adds three new subsections to AS 14.03.120, relating to district reporting requirements.
- (h) establishes an annual report regarding student performance metrics in kindergarten through third grade.
- (i) improves public access to the data collected under AS 14.03.120.

(j) streamlines district reporting by requiring the department to consolidate information received by multiple sources.

- Sec. 15 Establishes early education programs and grants under AS 14.03, which includes the following subsections:
- AS 14.03.410(a) directs the DEED to provide training to help districts develop.
 - AS 14.03.410(b) authorizes DEED to award 3-year early education grants up to \$3M per year.
 - AS 14.03.410(c) requires DEED to rank the districts and prioritize lower ranked districts. This subsection also limits eligibility if there is insufficient need in the district due to Head Start or other programs.
 - AS 14.03.410(d) authorizes up to two additional years of grant funding if the program is not able to qualify for ADM inclusion at the end of the 3-year grant.
 - AS 14.03.410(e) requires DEED approval of a program meeting high-quality standards for ADM inclusion.
 - AS 14.03.410(f) makes clear that the grants are subject to appropriation.
 - AS 14.03.410(g) is a requirement that districts consult with Head Start programs before applying for a pre-k grant.
 - AS 14.03.410(h) provides definitions.
 - AS 14.03.420 codifies the Parents-as-Teachers program.
- Sec. 16 Amends AS 14.07.020(a), relating to duties of the Department of Education and Early Development, by:
- Adding supervision over, and approval of, early education programs.
 - Adding the support and intervention requirements relating to reading intervention programs.
 - Requiring an annual convening of stakeholders to evaluate the effectiveness of the programs established by this bill, review the regulations adopted by the Board to implement this bill, and make recommendations on the improvement of education delivery to indigenous students.
- Sec. 17 Reverses the changes in section 16 in 2034.
- Sec. 18 Changes AS 14.07.020(c), relating to the duties of the department, to update the term “pre-elementary school” to “early education program.”
- Sec. 19 Provides clarity on the process for the department to withhold state funds under existing law.
- Sec. 20 Alters AS 14.07.050, relating to the selection of textbooks, to incorporate the new sections AS 14.30.765 and 14.30.770, which are added under section 33 of this bill.

- Sec. 21 Reverses the changes in section 20 in 2034.
- Sec. 22 AS 14.07.165(a), relating to the regulations adopted by the State Board of Education, is amended to establish the standards for early education programs.
- Sec. 23 A new paragraph is added to AS 14.07.168, relating to the annual report by the state board of education to the legislature, which requires the inclusion of a review of the effectiveness of the virtual consortium created by this bill.
- Sec. 24 Reverses the changes in section 23 in 2034.
- Sec. 25 Amends AS 14.07.180(a), relating to school districts curricula, by requiring the board to utilize the components of evidence-based reading instruction (Phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension).
- Sec. 26 AS 14.14.115(a), relating to cooperative arrangements, expands the ability of a school district to form agreements with private businesses, non-profits, and government agencies, but prohibits state funds from benefiting private educational institutions.
- Sec. 27 Increases the base student allocation from \$5,930 to \$5,960.
- Sec. 28 Add new subsections to AS 14.17.500, relating to student count estimates, which allows
- districts to count early education students from approved programs at one-half of a full-time equivalent student.
 - prohibits including early education students that participate in another state or federally funded program.
 - provides a process for limiting the budget increase related to including early education students in the ADM count to \$3M per year.
- Sec. 29 Sunsets the inclusion of early education students in a district's ADM in 2034.
- Sec. 30 AS 14.17.905, relating to defining a school for calculating school size factors, is amended to account for the inclusion of early education students when defining an elementary school in a district with between 101 and 425 students.
- Sec. 31 Reverses the change in section 30 to conform to the sunset in 2034.
- Sec. 32 Amends AS 14.20.015(c), related to preliminary teacher certificates, by adding a requirement that teachers with preliminary certificates complete board required coursework, training, and testing in evidence-based reading instruction.
- Sec. 33 Reverses the change in section 29 in 2034.

- Sec. 34 Amends AS 14.20.020(i), related to teacher certificates, to require the state board of education to periodically reevaluate the acceptable level of demonstrated competency required to issue a teacher certificate.
- Sec. 35 Adds a new subsection AS 14.20.020(l), related to teacher certificates, which requires teachers to complete board required coursework, training, and testing in evidence-based reading instruction.
- Sec. 36 This section adds several new sections of law related to reading intervention:
- AS 14.30.760 directs DEED to establish a statewide screening tool to identify students with reading deficiencies and establishes a timeline in which screenings are conducted.
 - AS 14.30.765(a) directs each school district to offer intensive reading intervention services to K-3 students exhibiting a reading deficiency and to communicate with parents and guardians.
 - AS 14.30.765(b) directs school districts to provide individual reading improvement plans for K-3 students exhibiting a reading deficiency and defines the plan's components.
 - AS 14.30.765(c) requires districts to notify a student's parents that their child has demonstrated a reading deficiency along with corresponding information about remedying the deficiency.
 - AS 14.30.765(d) requires a parent-teacher conference for K-2 students with a reading deficiency to discuss delayed progression as a potential intervention strategy of last resort.
 - AS 14.30.765(e) established a statewide policy to determine if a student is ready for promotion to the fourth grade.
 - AS 14.30.765(f) requires a parent-teacher conference for third grade students with a reading deficiency to discuss delayed progression as an intervention and establishes a parental waiver to allow a student to advance to fourth grade without being prepared, which requires an additional 20 hours of summer intervention services.
 - AS 14.30.765(g) establishes best interest considerations for superintendents required to decide if a student should progress to the next grade.
 - AS 14.30.765(h) provides an opportunity for a parent that misses the required

conference to discussion delaying progress to reschedule that conference.

- AS 14.30.765(i) directs the district to provide additional intervention for students that do not promote or promote with a waiver.
- AS 14.30.765(j) directs the district to provide a path for mid-year promotion (upon request) when a student does not promote with their peers.
- AS 14.30.765(k) establishes a policy for mid-year promotion of a K-3 student that does not progress to the next grade.
- AS 14.30.765(l) requires that a student promoting mid-year continue the individual reading improvement plan.
- AS 14.30.765(m) limits retention by a superintendent to one year.
- AS 14.30.765(n) provide a definition for reading teacher.
- AS 14.30.770 directs the department to establish a statewide reading program, including department-funded reading specialists, to assist schools in setting up their intervention services and coaching teachers on how to conduct evidence-based reading instruction.
- AS 14.30.775 requires the department to adopt a definition of “dyslexia” in regulation.
- AS 14.30.780 provides definitions.

Sec. 37 Adds a new section of law, AS 14.30.800, which establishes a virtual education consortium. This consortium allows districts to offer virtual access to student courses and professional development courses through a statewide system hosted by the department of education. This section also creates a reading specialist position to remotely assist districts to improve reading instruction.

Sec. 38 Amends AS 14.43.122(b), related to student loan consolidation, to broaden the pool of eligible applicants.

Sec. 39 Clarifies who may be issued a loan from the Alaska Commission on Postsecondary Education.

Sec. 40 Removes the caps on student loans issued by the Alaska Commission on Postsecondary Education.

Sec. 41 Provides broader authority to the Alaska Commission on Postsecondary Education for

making loans.

- Sec. 42 Clarifies the repayment schedule for a loan made by the Alaska Commission on Postsecondary Education.
- Sec. 43 Changes the definition of “rural” as applied to the Teacher Education Loan Program by increasing the population limit from 5,500 to 7,500 people.
- Sec. 44 Provides title-wide definitions for “culturally responsive” and “parent or guardian.”
- Sec. 45 Adds “early education program” to the definition of “organization” in AS 47.17.290, which pertains to mandatory reporters.
- Sec. 46 Repeals AS 14.03.080(d), related to five-year-old students starting kindergarten (to conform to the changes in section 11) and AS 14.03.290(4) (to conform to the definition of “parent or guardian” added in section 44).
- Sec. 47 Sunset provision which repeals the following:
- AS 14.03.120(h) (report of reading improvement statistics added in section 14)
 - AS 14.03.410 (early education funding added in section 15).
 - AS 14.03.420 (Parents-as-Teachers program added in section 15).
 - AS 14.17.500(e) - (g) (limiting funding of early education programs added in 28)
 - AS 14.20.020(l) (increased requirements for teaching certificates added in section 35)
 - AS 14.30.760 (K-3 reading screeners added in section 36)
 - AS 14.30.765 (district reading intervention services added in section 36)
 - AS 14.30.770 (department reading specialists added in section 36)
 - AS 14.30.775 (definitions related to reading interventions added in section 36)
 - AS 14.30.800 (virtual education consortium added in section 37)
- Sec. 48 Sets a deadline for the department of education to complete the set-up of the virtual education consortium by July 1, 2024.
- Sec. 49 Applicability language related to the reading instruction requirement added by section

34 of this bill, which allows teachers with preexisting teaching certificates until July 1, 2024, to meet the new requirements.

- Sec. 50 Requires a report from DEED to the legislature on the effectiveness of programs created by this bill to the thirty-eighth legislature, which allows the legislature to consider extending the programs before they sunset.
- Sec. 51 Transition language, which directs DEED on how the BSA inclusion of currently operating early education students should occur.
- Sec. 52 Transition language, which allows DEED to begin writing regulations before the bill takes effect.
- Sec. 53 Sets a retroactive effective date for changes in section 43 (Teacher Education Loan Program) to January 1, 2016.
- Sec. 54 Provides an immediate effective date for section 52, which gives the department authority to draft regulations.
- Sec. 55 Provides an effective date of July 1, 2022, for sections 38-43, and 53 (these are the student loan program amendments).
- Sec. 55 Provides an effective date of June 30, 2034, for sections 5,7, 9, 12, 13, 17, 21, 24, 29, 31, 33, and 47 (these are the sunset provisions).
- Sec. 46 Provides an effective date of July 1, 2023, for all other sections.

Please contact the Education Committee Aide, Ed King at 465-4843, with any questions or concerns.

Summer 2022 Summary

Work In Progress : 20

Open Work Orders : 230

Open Preventive Maintenance Orders : 16

Preventive Maintenance : 8

Injuries and Accidents None

Employee New Hires/ Departures

Peter Ellane

Virgil Walker

Derrick Andersen

Maintenance Department Tasks / Status

DDS HVAC Controls with Siemens Mechanical ongoing thru October at all locations.

2022 State and Insurance Company Boiler Inspections Completed and 2 year certified.

Alaska Integrated Systems annual boiler services - all 6 units OK.

Yukon Fire Services Remove and replace obsolete smoke detectors at NBHS Teacher Housing and NES/ Fire

NES Playground grading and fence replacement ongoing by Q Trucking and Southpaw Contractors - Complete

Janitorial cleaning and miscellaneous painting at damaged exterior locations.

Waxie Janitorial annual re-supply by 60% lower cost alternate air than AML barge rates.

Fuel Drayage negotiations / co-op agreement

Jill Peters Special Labor Force a great help on all sorts of interior and exterior labor. Mighty Thank You !

2 New Vehicles Delivered - SPED van and Utility Work Truck

State CIP Reimbursement Funds Slashed by Governor veto. Roof, Generator, NES Fire Panel replacement

Safety Concerns

Waxie, Texas school shootings and protocols for Nome.

Entrance Security and Monitors.

Hazmat id and removal from workplace and school grounds ongoing.

NES temporary sewage line removed

NES abandoned fuel lines to be removed/ remediated soils project

Questions or comments please contact Mark Casey - NMS Facilities Director 907-244-4121



MEMORANDUM

To: Board of Education
Thru: Jamie Burgess, Superintendent
From: Genevieve Hollins, Contracted CFO
Alaska Education & Business Services, Inc.
Date: August 4, 2022
Subject: **Financial Narrative**

Welcome back! Looking forward to a new school year.

FY2022 Close-out

The FY2022 financial report is attached. It does not yet include all year-end entries. The fuel consumption in FY2022 was significantly higher than FY2021 and higher than budgeted. Used 175,000 gallons in FY2021 and used 196,000 gallons in FY2022. There were offsetting unspent funds elsewhere in the budget to cover that higher cost. Once year-end entries are completed the Board will be provided with updated numbers. So far it is looking good.

FY2023 Budget

The FY2023 Budget is posted to the accounting system and principals/directors will be receiving their monthly Budget vs Actual reports so they can monitor their budgets. The State has received the District's DEED-formatted budget and we received our first Foundation payment.

Food Service

The District will be under the National School Lunch Program for FY2023 and is still a Community Eligibility Provision, more commonly known as CEP, District. All students eat breakfasts and lunches free of charge. We reapplied with a higher rate and are set for another 4 years. The District is able to remain CEP because the District's Identified Student Percentage (ISP) as of June 1st of the year prior to participation, is greater than or equal to 40%.

COVID-related Federal Funding

The federal funding (passed thru the State) we have received related to COVID for FY22 includes:

- Fund 294 - ESSER 1 - spent the full \$41,479
- Fund 296 - ESSER 2 - spent \$349,976 of the \$606,519 grant. The balance rolls into FY23.
- Fund 297 - ESSER 3 - spent \$408,047 of the \$1,819,955 grant. The balance rolls into FY23.

Standard Operating Procedure (SOP) #7

Attached you will find SOP Number 7 - Travel Expense Approval and Reimbursement, for your information and any questions.



Nome Public Schools

TO: Nome Public Schools Board of Education
THRU: Jamie Burgess, Superintendent
FROM: Genevieve Hollins, Alaska Education & Business Services, Inc.
SUBJECT: FY2022 Expenditures: 7/01/2021 through 6/30/2022
 - All Except Special Revenue Programs -
DATE: June 30, 2022

REVENUES:

	<u>Received</u>	<u>Current Budget</u>	<u>Amount Remaining</u>	<u>% Received</u>
State of Alaska - Foundation	\$ 8,858,991	\$ 9,014,186	\$ 155,195	98.28%
State of Alaska - TRS On Behalf	805,842	865,362	59,520	93.12%
State of Alaska - PERS On Behalf	110,375	104,286	(6,089)	105.84%
City of Nome	3,000,000	3,000,000	-	100.00%
Impact Aid - U.S. Government PL-874	30,807	35,200	4,393	87.52%
E-Rate	825,706	725,822	(99,884)	113.76%
Other (Fees/Gate/Rentals/Donations)	317,726	385,000	67,274	82.53%
Decrease (Increase) of Fund Balance	(302,548)	806,164	1,108,712	0.00%
Pupil Transportation (Fund 205)	496,602	530,000	33,398	93.70%
Food Service (Fund 255)	600,331	775,000	174,669	77.46%
TOTAL REVENUES	\$ 14,743,833	\$ 16,241,020	\$ 1,497,187	90.78%

(Excluding Federal Special Revenue Programs)

EXPENDITURES:

	<u>Expended & Encumbered</u>	<u>Current Budget</u>	<u>Amount Remaining</u>	<u>% Expended</u>
General Fund (100)	\$ 13,646,900	\$ 14,936,020	\$ 1,289,120	91.37%
Pupil Transportation (205) ¹	489,928	530,000	40,072	92.44%
Food Service Fund (255)	609,669	775,000	165,331	78.67%
TOTAL EXPENDITURES AND ENCUMBRANCES	\$ 14,746,497	\$ 16,241,020	\$ 1,494,523	90.80%

Percentage of Revenue Budget Recvd: 90.78%
 Percentage of Budget Expended: 90.80%
 Percentage of Year Passed: 100.00%

Days of Expenditures for this Fiscal Year: 365 Days

Remaining in Fiscal Year for Expenditures: 0 Days

Checking Account Book Balance as of June 30, 2022 - \$8,301,244



Nome Public Schools

TO: Nome Public Schools Board of Education
THRU: Jamie Burgess, Superintendent
FROM: Genevieve Hollins, Alaska Education & Business Services, Inc.
SUBJECT: FY2023 Expenditures: 7/01/2022 through 7/31/2022
 - All Except Special Revenue Programs -
DATE: August 4, 2022

REVENUES:

	<u>Received</u>	<u>Current Budget</u>	<u>Amount Remaining</u>	<u>% Received</u>
State of Alaska - Foundation	\$ 737,930	\$ 8,519,566	\$ 7,781,636	8.66%
State of Alaska - TRS On Behalf	46,482	547,292	500,810	8.49%
State of Alaska - PERS On Behalf	3,015	35,501	32,486	8.49%
City of Nome	104,156	3,150,000	3,045,844	3.31%
Impact Aid - U.S. Government PL-874	-	35,200	35,200	0.00%
E-Rate	-	1,338,461	1,338,461	0.00%
Other (Fees/Gate/Rentals/Donations)	18,640	385,000	366,360	4.84%
Transfers In	240,489	240,489	-	100.00%
Decrease (Increase) of Fund Balance	-	995,112	995,112	0.00%
Pupil Transportation (Fund 205)	-	530,000	530,000	0.00%
Food Service (Fund 255)	-	775,000	775,000	0.00%
TOTAL REVENUES	\$ 1,150,712	\$ 16,551,621	\$ 15,400,909	6.95%

(Excluding Federal Special Revenue Programs)

EXPENDITURES:

	<u>Expended & Encumbered</u>	<u>Current Budget</u>	<u>Amount Remaining</u>	<u>% Expended</u>
General Fund (100)	\$ 207,172	\$ 15,246,621	\$ 15,039,449	1.36%
Pupil Transportation (205) ¹	4,955	530,000	525,045	0.93%
Food Service Fund (255)	-	775,000	775,000	0.00%
TOTAL EXPENDITURES AND ENCUMBRANCES	\$ 212,127	\$ 16,551,621	\$ 16,339,494	1.28%

Percentage of Revenue Budget Recvd: 6.95%
 Percentage of Budget Expended: 1.28%
 Percentage of Year Passed: 8.49%

Days of Expenditures for this Fiscal Year: 31 Days

Remaining in Fiscal Year for Expenditures: 334 Days

Checking Account Bank Balance as of July 31, 2022 - \$8,623,145

NOME PUBLIC SCHOOLS
Nome, Alaska

SOP No. 7

TRAVEL EXPENSE APPROVAL AND REIMBURSEMENT

1. PURPOSE: To establish uniform procedures for travel authorization, arrangements and reimbursement. Travel requests may be honored if funding is available and if the requirements herein are met.
2. AUTHORITY: Superintendent or designee
3. RESPONSIBILITY: All principals, directors, coordinators, budget supervisors, and travelers.
4. PROCEDURES: The following are procedures for travel approval and reimbursements (documents will be completed, scanned, and emailed). See additional information in SOP No. 5 – Purchasing, Section e. 2.
 - a. Three (3) weeks before travel:
 - i. Secure travel permission by completing the top portion of the *Travel and Per Diem Request Form* (see EXHIBITS) including the maximum authorized cost to the district. Attach a copy of the conference agenda, registration (if applicable), brochure, email (anything that is available that documents the days of travel requested). This must accompany the *Travel and Per Diem Request Form*.
 - ii. The budget supervisor must sign the *Travel and Per Diem Request Form*, provide the appropriate account code that will cover travel expenses, and forward it to the Business Office. (The Business Office will obtain CFO and Superintendent approval, and will obtain Board of Education approval when applicable.)
 - iii. Plans should be based upon the least expensive airfare and the first available return flight.
 - iv. No person may authorize funds for his/her own travel.
 - v. No person may authorize funds that are not under his/her supervision.

- vi. Vehicle rentals are provided only if lodging is unavailable where the conference is located.
 - vii. Flight change fees will be the traveler's responsibility when the change is per the traveler's request or error on the travel request form.
 - viii. Changes necessitated by the District or due to weather will be paid by the District.
- b. The Purchasing Clerk will disburse all PO's (airfare, lodging, registration, per diem) and provide a copy to the traveler via email. Per diem will be provided one week before scheduled travel.
 - i. The District's credit card information will be used to hold and pay for lodging when possible, or will hold lodging on the District's account.
 - c. All travel must receive *advance* approval from the immediate budget supervisor and Superintendent.
 - d. All out-of-state travel must receive *advance* approval from the Superintendent and the Board of Education.
 - e. A Leave Request form must be submitted per SOP No. 25 – Leave Request Approval.
 - f. Unapproved travel costs will not be reimbursed.
 - g. Budgeted funds must be available in the appropriate account.
 - h. Approved travel is required for the employee to be covered by the District's travel insurance and worker's compensation.
 - i. Travel will not be reimbursed for personal award miles used.
 - j. District travel on personal aircraft is strictly prohibited.
 - k. Out-of-state travel must be approved 60 days in advance.
 - l. All receipts must be turned in within 30 days of the return travel date.
 - m. Baggage charges paid or reimbursed by the District will be limited to personal and District baggage necessary to carry out District business. Baggage must be shipped by the most economical and practical means available, and the reason for incurring excess baggage charges must be explained on the traveler's expense report.

- n. The District will not be responsible for payment of penalties for guarantees of reservations not canceled due to the traveler's negligence. If a traveler determines he or she will not use accommodations that were reserved, the traveler is responsible for release of such reservations within the time limits specified by the carrier, hotel, or other vendor.
 - o. Voluntary travel delay incentives belong to the District. If an employee accepts a voluntary delay, they are responsible for all costs associated with the delay.
5. STUDENT TRAVEL: See SOP No. 8 – Student Travel.
6. USE OF PERSONAL VEHICLES: The use of a personal vehicle is strongly discouraged when a District vehicle is available for use. If a personal vehicle is used, the driver's insurance information and driver's license must be on file with the District. *Note: If a personal vehicle is used for District business, the driver's insurance is primary if an accident occurs.*
7. MILEAGE REIMBURSEMENT: Use of personal vehicles for business purposes is eligible for mileage reimbursement. Mileage will be reimbursed per the Internal Revenue Service (IRS) published rate.
8. SAFETY & ACCIDENT REPORTING: If a vehicle accident occurs, the traveler shall:
- a. Secure the names and addresses of all persons involved in the accident and all witnesses and owners of damaged property, and obtain the make, model, registration number and insurers of all vehicles.
 - b. Notify the state troopers or local police immediately.
 - c. Make no statement to anyone, except the proper authorities, as to who may have been at fault nor any statement which may even remotely be interpreted as an apology or as an acknowledgement of any responsibility for the accident (to do so may adversely affect the ability to rightfully defend the School District or the individual making such statements in potential legal proceedings).
 - d. Report the accident to the immediate supervisor and the CFO. The District may request documentation detailing the accident.
 - e. If an employee is injured, follow the procedures in SOP No. 3 – Worker's Compensation.

REFERENCES:

BP 4133 – Travel Expenses

REVISION DATE: 08/02/2019

EXHIBITS:

Travel and Per Diem Request form

Nome Public Schools Travel and Per Diem Request

Legal Name (first, middle, last) of Individual Traveling: _____

Contact Phone (cell): _____ Male ___ Female Date of Birth: _____

Purpose for Travel: _____

(attach necessary information, e.g., agenda)

Dates of event: _____ Destination: _____

Desired Departure Date & Time: _____ Return Date & Time: _____

Funding Source(code): _____ **Total Estimated Cost of Trip: \$** _____
(to be completed by traveler)

Airfare PO#	Lodging PO#	Registration PO#	Per Diem PO#	Other PO#
-------------	-------------	------------------	--------------	-----------

Airfare:

Vendor Name: _____

Mileage #: _____

Preferred Seating: _____

Estimated Cost: \$ _____

Confirmation Code: _____

Registration:

Vendor Name: _____

Estimated Cost: \$ _____

Registration#: _____

Lodging:

Vendor Name: _____

Dates of Stay: _____

Est. Cost/Night: \$ _____ #Nights: _____

Reservation#: _____

Other Costs:

Vendor Name: _____

Please specify: _____

Estimated Cost: \$ _____

Reservation#: _____

To Calculate Per Diem, Fill in the blanks with required price. Meals included with conference should be marked with "X"

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	
Date								
Breakfast \$15								
Lunch \$20								
Dinner \$25								
If an airport shuttle is not complimentary, add \$20 taxi/shuttle fee								
Total Per Diem							\$	

***Actual Cost of Trip: \$** _____

Requested by: _____

Supervisor/Budget Administrator approval: _____

Superintendent approval: _____

Business Manager approval: _____

Public Comment Statement

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

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

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

SCHOOL BOARD COMMUNICATION

Title: Board Policy 1st Reading

Date: August 9, 2022

Administrator: Jamie Burgess, Superintendent

Attachments: Board Policies for Adoption

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

BACKGROUND INFORMATION

The Board of Education Policy Review Committee met on June 23, 2022 to review several policies for possible revision. The majority of the updates are to align policies with fiscal management best practices.

The following policies are now presented to the Board for a first reading approval.

BP3000 Concepts and Roles
BP3100 Budget
BP3200 Revenue
BP3260 Material Fees
BP3270 Sale and Disposal of Books, Equipment and Supplies
BP3280 Sale or Lease of School Facilities or Real Property
BP3300 Expenditures/Expending Authority
BP3315 Relations with Vendors
BP3400 Management of District Assets/Accounts
BP3440 Inventories
BP3450 Money in School Buildings
BP3470 Fund Balance Classification
BP3510 Maintenance
BP3514.1 Hazardous Substances and Pesticides
BP3515 School Safety and Security
BP3530 Risk Management
BP3540 Transportation
BP3541.1 School-Related Trips
BP3541.5 Alternative Transportation Arrangements
BP3542 Roles and Duties of Bus Drivers

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

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the first reading of board policies BP3000 Concepts and Roles, BP3100 Budget, BP3200 Revenue , BP3260 Material Fees, BP3270 Sale and Disposal of Books, Equipment and Supplies, BP3280 Sale or Lease of School Facilities or Real Property, BP3300 Expenditures/Expending Authority, BP3315 Relations with Vendors, BP3400 Management of District Assets/Accounts, BP3440 Inventories, BP3450 Money in School Buildings, BP3470 Fund Balance Classification, BP3510 Maintenance, BP3514.1 Hazardous Substances and Pesticides, BP3515 School Safety and Security, BP3530 Risk Management, BP3540 Transportation, BP3541.1 School-Related Trips, BP3541.5 Alternative Transportation Arrangements, and BP3542 Roles and Duties of Bus Drivers.

Sample Motion: I move to approve the first reading of board policies BP3000 Concepts and Roles, BP3100 Budget, BP3200 Revenue , BP3260 Material Fees, BP3270 Sale and Disposal of Books, Equipment and Supplies, BP3280 Sale or Lease of School Facilities or Real Property, BP3300 Expenditures/Expending Authority, BP3315 Relations with Vendors, BP3400 Management of District Assets/Accounts, BP3440 Inventories, BP3450 Money in School Buildings, BP3470 Fund Balance Classification, BP3510 Maintenance, BP3514.1 Hazardous Substances and Pesticides, BP3515 School Safety and Security, BP3530 Risk Management, BP3540 Transportation, BP3541.1 School-Related Trips, BP3541.5 Alternative Transportation Arrangements, and BP3542 Roles and Duties of Bus Drivers.

BP 3000 CONCEPTS AND ROLES

The School Board recognizes that fiscal resources and fiscal management comprise the foundational support of the entire school program. To make that support as effective as possible, the School Board intends to:

1. encourage advance planning through the best possible budget procedures
2. explore practical sources of revenue
3. guide the expenditure of funds so as to derive the greatest possible educational returns.
4. expect sound fiscal management from the administration
5. advocate a level of per student funding sufficient to provide quality education

The School Board desires to support the educational program with high standards of safety in the operation and maintenance of school facilities, equipment and services.

Role of The School Board

The School Board:

1. solicits public input on educational needs and utilizes that information in making budget decisions.
2. approves and adopts the annual budget and approves budget transfers.
3. is accountable for all district funds.
4. adopts written policies governing the purchase of supplies and equipment.
5. monitors all expenditures by receiving statements and approving payments.
6. Receives and reviews the annual audit of district accounts and business procedures.
7. Provides for an insurance program which complies with law and reflects prudent financial management.
8. provides for long-range plans to acquire or dispose of sites and to add, maintain and staff new facilities.
9. advocates and secures community support for additional financing when necessary.

Role of Superintendent or Designee

The Superintendent or designee:

1. prepares the detailed annual budget and presents it to the School Board for adoption.
2. administers the budget and keeps expenditures within approved limits.
3. enforces requisition and purchase order policies and regulations.
4. establishes control/inventory systems to account for district funds, supplies and equipment in accordance with law and School Board policy.
5. makes all financial reports required by law or School Board policy and prepares reports for public release.
6. analyzes the district's financial condition and presents the School Board with proposals for meeting financial needs including budget revisions.
7. provides for the annual audit of district accounts and business procedures.
8. helps the School Board to establish an adequate insurance program.
9. maintains the district's non-instructional and business operations.

Working Relationships of the School Board and Superintendent or Designee

The Superintendent or designee shall recommend financial plans to the School Board in accordance with the district's mission, vision, strategic goals and objectives. The Superintendent shall recommend financial plans and options whenever district programs may be endangered by a lack of funds or when the continuation of district programs may result in an over expenditure of district funds.

The School Board desires complete information from the Superintendent or designee on all matters relating to the district's financial operations. The School Board shall closely monitor all district financial operations so that it may fully discharge its legal responsibilities with regard to school finance. The School Board will work with the Superintendent to determine the timing and format of certain financial reports, so information is useful in decision making.

Revised (approval date)

Adopted: June 10, 2003

BP 3100 BUDGET

Note: Pursuant to [A.S. 14.12.020](#), Regional Educational Attendance Areas are maintained by the state. Borough and city school districts are funded through local contributions authorized by the borough assembly or city council and state apportionments based on the amount of local contributions as defined in [A.S. 14.17.410](#). [A.S. 14.17.900](#) requires districts to operate under a balanced budget and provides that the state is not responsible for the debts of school districts.

The School Board shall establish and maintain a balanced budget. The School Board shall adopt an annual budget which is compatible with the district's mission, vision, strategic plan, and School Board goals and objectives.

(cf. [0200](#) - Goals for the School District)

(cf. [3460](#) - Periodic Financial Report)

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

Legal Reference:

ALASKA STATUTES

[14.07.030](#) Powers of the department

[14.07.170](#) Additional powers and duties of board

[14.12.020](#) Support, management, and control in general; military reservation schools

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

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

[14.17.300](#) - [14.17.990](#) Financing of public schools

ALASKA ADMINISTRATIVE CODE

[4 AAC 09.006](#) - [4 AAC 09.050](#) State Aid

[4 AAC 09.110](#) - [4 AAC 09.990](#) School Operating Fund

Revised (approval date)

Adopted: June 10, 2003

Nome Public Schools

BP 3200 REVENUE

Effective district planning depends upon accurate projection and calculation of anticipated district revenue. The Superintendent or designee shall ensure that all revenue sources are identified and received as early as possible each year.

Note: A.S. 14.07.070 provides that state funds may not be paid to a district or teacher who fails to comply with state school laws and regulations.

Legal Reference:

ALASKA STATUTES

[14.07.070](#) *Withholding state funds*

[14.17.080](#) *Student count estimates*

[14.17.082](#) *Fund balance in school operating fund*

Revised (**approval date**)

Adopted: June 10, 2003

Nome Public Schools

BP 3260 MATERIAL FEES

The School Board will make every effort to provide the resources needed to maintain the desired instructional program so that teachers, students, and parents/guardians do not feel compelled to provide such items and additional fundraising activities for instructional program resources are minimized. The sale of any school supplies or materials must be authorized by the Superintendent or designee.

(cf. [1321](#) – *Solicitation of Funds from and by Students*)

Revised (approval date)

Adopted: June 10, 2003

Nome Public Schools

BP 3270 SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES

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

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

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

(cf. [3440](#) - Inventories)

Revised (approval date)

Adopted: June 10, 2003

Nome Public Schools

BP 3280 SALE OR LEASE OF SCHOOL FACILITIES OR REAL PROPERTY

The School Board shall dispose of, or recommend to the municipality, borough, or state the disposal of, school facilities or real property whenever it is apparent the district will have no future use for it. If unused property will be needed at some future time, the School Board may lease, or recommend to the municipality, borough, or state the lease of, such property. Any sale or lease of school facilities or real property will conform to the provisions of law.

(cf. [1330 - Use of School Facilities](#))

The School Board encourages public participation in the determination of school facility needs.

(cf. [1220 - Advisory Questions](#))

Legal Reference:

ALASKA STATUTES

[14.07.030 Powers of the department](#)

[14.08.101 Powers \(Regional school boards\)](#)

[14.08.151 Land and buildings](#)

ALASKA ADMINISTRATIVE CODE

[4 AAC 32.085 Disposal of abandoned or obsolete property](#)

Adopted: (approval date)

Nome Public Schools

BP 3300 EXPENDITURES/EXPENDING AUTHORITY

The Superintendent or designee may purchase supplies, materials and equipment in accordance with law. Prior School Board approval is required for purchases over \$50,000.

(cf. [3310](#) - *Purchasing Procedures*)

(cf. [3311](#) - *Bids*)

(cf. [3312](#) - *Contracts*)

(cf. [3460](#) - *Financial Reports and Accountability*)

Note: [A.S. 14.17.225](#) requires districts to operate under a balanced budget and provides that the state is not responsible for the debts of school districts.

The Superintendent or designee shall not authorize any proposed expenditure which exceeds the major budget classification allowance against which the expenditure is the proper charge unless an amount sufficient to cover the purchase is available in the budget for transfer.

(cf. [3100](#) - *Budget*)

(cf. [3110](#) - *Transfer of Funds*)

The School Board shall not recognize obligations incurred contrary to School Board policy and administrative regulations.

Legal Reference:

ALASKA STATUTES

[14.08.101](#) *Powers (Regional school boards)*

[14.08.111](#) *Duties (Regional school boards)*

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

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

[14.17.190](#) *Restrictions governing receipt and expenditure of money from public school foundation account*

[36.30](#) *State Procurement Code*

[37.05](#) *Fiscal Procedures Act*

Adopted: June 10, 2003

Nome Public Schools

BP 3315 RELATIONS WITH VENDORS

Note: The following optional policy should be revised as needed to reflect district philosophy and needs and is intended to avoid situations wherein a conflict of interest exists or appears to exist. [A.S. 11.56.100-11.56.130](#) defines the felony offense of receiving a bribe and the misdemeanor offense of receiving unlawful gratuities. Receiving a bribe includes soliciting or receiving a benefit with the intention or understanding that a public servant's decisions or actions will be influenced. Receiving unlawful gratuities includes soliciting a benefit of any value or accepting any benefit having a value of \$50 or more for performing an official act not entitled to any special or additional compensation.

No district employee or School Board member shall accept personal gifts, commissions or expense-paid trips from individuals or companies selling equipment, materials or services required in the operation of district programs. Gifts include any gift purchased specifically for an employee which is not generally offered to other buyers.

This policy does not prohibit employees from accepting promotional or advertising items such as calendars, desk pads, notebooks and other office gadgets which are offered by business concerns free to all as part of their public relations programs.

District employees who work for or serve as consultants for potential vendors shall not participate in evaluating any equipment, materials or services of that vendor or its competitors.

(cf. [6161.1](#) - Selection and Evaluation of Instructional Materials)
(cf. [9270](#) - Conflict of Interest)

This policy does not prohibit the School Board from accepting materials and/or services which are of use and benefit to the district.

No employee, officer, or agent of the District may participate in the selection, award, or administration of a contract supported by federal funds if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm consideration for a contract. The employees, officers, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

Universal Service Program/E-Rate Vendors

Note: The following language should be adopted by those districts receiving E-rate discounts. Effective 2011, the FCC amended its E-rate program rules and adopted gift restrictions for schools and districts participating in E-rate. The receipt of gifts by applicants from service providers and potential providers is a competitive bidding violation.

The gift prohibitions are always applicable, not just during the bidding process. Relevant school district personnel may not solicit or receive any gift or other thing of value from a service provider participating in or seeking to participate in the E-rate program. There are limited exceptions, including when the value of the item is worth \$20 or less, so long as items do not exceed \$50 per year per employee from any one service provider.

The District takes advantage of federal technology funding through the universal service program known as E-rate. E-rate participants may not, at any time, solicit or accept gifts or other things of value from an existing or potential E-rate service provider. Nominal gifts and refreshments may be allowed as authorized by the Superintendent or designee.

E-rate gift prohibitions apply to the School Board and to employees, consultants or contractors involved in the District's E-rate Program who: prepare, approve, sign, or submit E-rate applications, technology plans or other E-rate forms; prepare bids, communicate, or work with E-rate service providers, E-rate consultants, or the Universal Service Administrative Company; and those responsible for monitoring compliance with the E-rate program.

Charitable donations by service providers in support of the schools are permitted. These contributions may not be directly or indirectly related to E-rate procurement activities or decisions.

The Superintendent or designee shall develop guidelines to implement this policy in compliance with E-rate program rules.

(cf. [3290](#) - Gifts, Grants and Bequests)

Legal Reference:

CODE OF FEDERAL REGULATIONS

[47 C.F.R. Part 54](#), subpart f, Universal Service Support for Schools and Libraries

ALASKA STATUTES

[11.56.100-56.130](#) Bribery and related offenses

Revised (approval date)

Revised 06/2012

Adopted: June 10, 2003

Nome Public Schools

BP 3400 MANAGEMENT OF DISTRICT ASSETS/ACCOUNTS

Note: 4 AAC 06.120 lists state adopted basic guides for public school accounting systems and the annual audit and requires that districts implement procedures consistent with these guides.

Accounting Systems

The Superintendent or designee shall provide ongoing internal accounting controls and a means for the accounting of revenue and expenditures as outlined in the adopted budget.

(cf. [3440](#) - Inventories)

Audits

Note: A.S. 14.14.050 requires an audit by October 1 of each year. The School Board is not required to provide for an audit if an audit is conducted pursuant to A.S. 29.35.110.

The School Board shall provide for an annual audit of all district accounts by an independent public accountant who has no personal interest in district fiscal affairs. The audit shall be conducted in accordance with the requirements of federal and state regulations.

Note: Pursuant to A.S. 14.17.505, if the state department's review of the district's audit finds that the district's unreserved portion of its school operating fund year-end balance exceeds 10% of its expenditures for that year, the amount greater than 10% is deducted from state foundation aid for the current year.

Legal Reference:

ALASKA STATUTES

[14.08.111](#) Duties (Regional school boards)

[14.14.050](#) Annual Audit

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

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

[14.17.505](#) Fund balance in school operating fund

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.120](#) Accounting and audit manuals, charts of accounts, code descriptions

[4 AAC 06.121](#) Annual financial reporting requirements

[4 AAC 09.130](#) School district audit

[4 AAC 09.160](#) Fund balance

Revised (approval date)

Adopted: June 10, 2003

Nome Public Schools

BP 3440 INVENTORIES

Note: The State Department of Education and Early Development recommends inventories include items valued at \$300 or more. Identical items may be grouped together in assessing value for purposes of inventory. If desired, the School Board may specify a lower amount below.

The Superintendent or designee shall provide for the proper control and conservation of district property. He/she shall maintain an inventory for all items currently valued in excess of **\$1,000** or a lesser amount if required by state or federal grant requirements or regulations.

Note: Pursuant to A.S. 14.11.017 equipment purchased for school construction projects funded with state funds must be accounted for under a fixed asset inventory system approved by the State Department of Education and Early Development.

(cf. [3270](#) - Sale and Disposal of Books, Equipment and Supplies (Personal Property))

(cf. [3440.1](#) Fixed Assets Capitalization)

(cf. [3290](#) - Gifts, Grants and Bequests)

(cf. [3400](#) - Management of District Assets/Accounts)

Legal Reference:

ALASKA STATUTES

[14.11.011](#) Grant applications

[14.11.017](#) Grant conditions

[14.14.050](#) Annual audit

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.120](#) Accounting and audit manuals, charts of accounts, code descriptions

[4 AAC 51.300](#) Vocational facilities and equipment

CARL D. PERKINS VOCATIONAL EDUCATION ACT, [Public Law 98-524](#), 99-159

CODE OF FEDERAL REGULATIONS,

[34 CFR 74.132-74.140](#) Office of Management and Budget, Circular A-102, Attachment N, Property Management Standards

Revised (approval date)

Adopted: June 10, 2003

BP 3450 MONEY IN SCHOOL BUILDINGS

Money collected by individuals and organizations on behalf of the District shall be handled according to prudent business procedures. Monies collected up to \$25,000 shall be recorded and deposited weekly. Over \$10,000 will be deposited daily. The individual recording the receipt of funds should not be the same individual who maintains custody of funds in the safe or other secured place. Whenever possible, two individuals should count funds and sign together. Any money left overnight in schools shall be kept in locked locations provided for safekeeping of valuables.

Revised (approval date)

Adopted: June 10, 2003

Nome Public Schools

BP 3470 FUND BALANCE CLASSIFICATION

Note: This policy is consistent with the requirements of the Government Accounting Standards Board (GASB) Statement No. 54, Fund Balance Reporting and Governmental Fund Type Definitions. The policy allows a school board to have greater control over the district's fund balances by addressing the order of spending.

Neither this policy nor GASB Statement No. 54 preclude the calculation required to be made in the Auditor's Report on Fund Balance Compliance as required by [4 AAC 06.121\(5\)\(A\)](#).

The School Board desires to establish a fund balance classification policy tailored to the needs of the School District in a manner consistent with governmental accounting standards. As provided for in Governmental Accounting Standards Board (GASB) Statement No. 54, the School Board identifies the order of spending unrestricted resources applying the highest level of classification of fund balance, while honoring constraints on the specific purposes for which amounts in those fund balances can be spent.

It is the responsibility of the Superintendent or designee to make recommendations to the School Board regarding fund balance designations. Formal School Board action is required to establish, modify, and/or rescind a committed fund balance amount.

Fund Balance Classifications

Fund balances will be classified as follows:

- A. Nonspendable fund balance – The nonspendable fund balance classification includes amounts that cannot be spent because they are either: (a) not in spendable form; or, (b) legally or contractually required to be maintained intact. This includes items not expected to be converted to cash, including inventories, prepaid expenses, supplies, and long-term receivables, and the principal of a permanent fund.
- B. Restricted fund balance – The restricted fund balance classification is utilized when constraints (restrictions) placed on the use of resources are either: (a) externally imposed by creditors, grantors, contributors, or governmental laws or regulations; or, (b) imposed by law through constitutional provisions or enabling legislation. This includes “categorical balances.”
- C. Committed Fund Balance – The committed fund balance classification reflects amounts that can only be used for specific purposes determined by formal action of the School Board. Commitments may be removed or changed by formal School Board action. This classification also includes contractual obligations to the extent that existing resources in the fund have been specifically committed for use in satisfying those contractual requirements.

Any remaining excess fund balance in a special revenue or capital projects fund at fiscal year end shall be a committed fund balance and designated for the intended purpose of that special revenue or capital project fund. Such fund balances shall be carried over to the ensuing fiscal year as Committed Fund Balance.

D. Assigned Fund Balance – The assigned fund balance classification reflects amounts intended to be used by the district for specific purposes. Intent can be expressed by the School Board or by the Superintendent, having been designated such authority. In governmental funds other than the general fund, assigned fund balance represents the amount that is not restricted or committed.

E. Unassigned Fund Balance – The unassigned fund balance classification is the residual classification for the general fund and includes all amounts not contained in the other classifications. Positive unassigned amounts will be reported only in the general fund. If another governmental fund, other than the general fund, has a fund balance deficit, then it will be reported as a negative amount in the unassigned classification of that fund.

Spending Prioritization

The order of spending regarding the restricted and unrestricted fund balances, when an expenditure is incurred for which both restricted and unrestricted fund balance is available, should first reduce restricted fund balance and then unrestricted fund balance. The order of spending regarding unrestricted fund balance is that committed amounts should be reduced first, followed by the assigned amounts, and then the unassigned amounts when expenditures are incurred for purposes for which amounts in any of those unrestricted fund balance classifications could be used.

The School Board authorizes the Superintendent to assign amounts to a specific purpose in compliance with GASB 54. An unassigned fund balance should also be reported in the order of spending unrestricted resources, but is not restricted or committed.

Legal Reference:

[DEED Uniform Chart of Accounts](#)

Revised (approval date)

Adopted: June 10, 2003

Nome Public Schools

BP 3510 MAINTENANCE

Note: *In order to qualify for a capital improvement project grant or debt reimbursement under [AS 14.11.011](#), a school district must have in effect a preventive maintenance plan. This plan: 1) must include a computerized maintenance management program, cardex system, or other formal systematic means of tracking the timing and costs associated with planned and completed maintenance activities, including scheduled preventive maintenance; 2) must address energy management for buildings owned or operated by the district; 3) must include a regular custodial care program for buildings owned and operated by the district; 4) must include preventive maintenance training for facility managers and maintenance employees; and 5) must include renewal and replacement schedules for electrical, mechanical, structural, and other components of facilities owned and operated by the district. Additionally, the district must be adequately adhering to the preventive maintenance plan.*

The School Board recognizes the importance of timely maintenance and repair of district facilities, property and equipment in ensuring the safety of students and employees, in protecting state and local investment, in providing necessary loss control, and in helping to ensure the availability of capital funding. A preventive maintenance plan shall be in effect which includes custodial care, scheduled preventive maintenance, and energy management for district buildings. The Superintendent or designee shall ensure a systematic means of tracking the timing and costs associated with maintenance activities; shall direct the preparation of renewal and replacement schedules for electrical, mechanical, structural, and other components of district facilities; and shall provide for preventive maintenance training for facility managers and maintenance employees.

(cf. [3514](#) - Environmental Safety)

(cf. [3515](#) - School Safety and Security)

(cf. [5142](#) - Safety)

The Superintendent or designee shall regularly inspect district facilities and operations and make recommendations for maintenance and capital expenditures which may help the district reduce energy consumption goals.

All school buildings and equipment shall be regularly inspected to assure that all are maintained at the highest level of safety. Employees are responsible for promptly reporting to their supervisor any damage to district property or equipment.

Legal Reference:

ALASKA STATUTES

[14.11.011](#) Grant applications

[14.11.100](#) State aid for costs of school construction debt

Revised (approval date)

Revised 08/2020

Adopted: June 10, 2003

Nome Public Schools

BP 3514.1 HAZARDOUS SUBSTANCES AND PESTICIDES

The School Board recognizes that the daily operations of our schools entail the use of potentially hazardous substances. The Superintendent or designee shall insure that hazardous substances are inventoried, used, stored and regularly disposed of in a safe and legal manner.

Teachers shall instruct students as to the importance of proper handling, storage, disposal and protection with regard to all potentially hazardous substances within the classroom and other instructional areas.

The Superintendent or designee shall develop, execute, and monitor a hazard communication plan as required by applicable law.

Insofar as possible, the Superintendent or designee shall minimize the quantities of hazardous substances stored on school property. The School Board encourages staff to substitute less dangerous materials for hazardous ones whenever feasible.

The Superintendent or designee shall ensure that the schools are regularly inspected to identify potential sources of risk and shall inform the School Board of any environmental risks in the schools.

Pesticides

The Superintendent or designee shall, when practical, ensure the use of nonchemical methods to control pests, including proper sanitation practices, structural repair, and window screens.

When application of pesticides is necessary, the Superintendent or designee shall ensure timely notice to parents and the public.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

[18 AAC 90.625](#) *School use and notification*

Revised (**approval date**)

Adopted: June 10, 2003

Nome Public Schools

BP 3515 SCHOOL SAFETY AND SECURITY

The School Board is fully committed to preventing violence and crime on school grounds. The Superintendent or designee and staff shall strictly enforce district policies and regulations related to crime, campus disturbances, campus intruders, student safety, student conduct and student discipline.

(cf. [3440 – Inventories](#))

(cf. [3450 – Money in School Buildings](#))

(cf. [AR 3451 – Petty Cash](#))

(cf. [3514 - Environmental Safety](#))

(cf. [3515.2 - Intruders on Campus](#))

(cf. [4158/4258/4358 - Employee Security](#))

(cf. [5131 - Conduct](#))

(cf. [5131.5 – Vandalism, Theft and Graffiti\)](#))

(cf. [5131.6 - Alcohol and Other Drugs](#))

(cf. [5131.7 - Weapons and Dangerous Instruments](#))

(cf. [5136 - Gangs](#))

(cf. [5141.4 - Child Abuse and Neglect](#))

(cf. [5142 - Safety](#))

(cf. [5144 - Discipline](#))

(cf. [5144.1 - Suspension and Expulsion](#))

(cf. [6114 – Crisis Response Plan](#))

The Superintendent or designee shall establish procedures to secure physical records, district assets, and to protect against vandalism and burglary during non-business hours.

The School Board encourages staff, parents/guardians and students at each school to work with local law enforcement agencies and other interested parties in developing a comprehensive school safety plan which includes strategies for preventing crime and violence on school premises.

Revised (**approval date**)

Adopted: June 10, 2003

Nome Public Schools

BP 3530 RISK MANAGEMENT

Note: A.S. 14.03.150 requires districts to maintain adequate property insurance for replacement cost of district facilities and equipment. 4 AAC 31.200 requires that Regional Education Attendance Areas include the state as an additional insured on property loss insurance.

The School Board desires to maintain a program of risk management to protect district property and resources against harm or loss by identifying risks and administering a program designed to minimize and/or prevent losses. The risk management schedule shall include, but not be limited to:

1. Property Loss Insurance (buildings and equipment)
2. Workers Compensation Insurance
3. Liability Insurance

(cf. [4154/4254/4354](#) - Health and Welfare Benefits)

Note: *A.S. 14.08.091 requires that the officer of the regional school board responsible for custody of district funds file a bond for \$50,000 with the State Commissioner. A.S. 14.14.020 requires that districts or municipalities obtain a bond not to exceed \$50,000 before the officer responsible for district moneys begins his/her duties, unless the officer has already been bonded pursuant to A.S. 29.20.610, and that the bond be filed with the clerk of the school board.*

The district officer responsible for the custody of district moneys and property shall be bonded as required by law. The School Board may require the bonding of employees holding positions which have extensive access to property and money.

The Alaska Statutes and Administrative Codes listed herein outline the minimum requirements.

Legal Reference:

ALASKA STATUTES

[14.03.150](#) Property Insurance required

[14.08.091](#) Organization; oath and bond. (Regional Education Attendance Areas)

[14.11.011](#) Grant applications

[14.12.115](#) Indemnification

[14.14.020](#) Bond required

[21.76.010-21.76-900](#) Joint insurance arrangements

ALASKA ADMINISTRATIVE CODE

[4 AAC 31.200](#) Loss protection required

[4 AAC 31.205](#) Self-insurance programs

[4 AAC 31.210](#) *Deductible amounts*

[4 AAC 31.215](#) *Proceeds*

[4 AAC 31.220](#) *Proof of insurance*

[4 AAC 31.225](#) *Failure to procure insurance*

Revised (approval date)

Adopted: June 10, 2003

Nome Public Schools

BP 3540 TRANSPORTATION

The School Board desires to provide transportation for eligible students in accordance with state and federal law.

The goals of the transportation service are:

1. to provide maximum safety for students between home and school and on school-sponsored trips.
2. to promote desirable student behavior and respect for traffic safety.
3. to provide assistance and transportation for students with disabilities.
4. to provide transportation for field trips.

(cf. [3312](#) - Contracts)

(cf. [3541.5](#) - Alternative Transportation Arrangements)

Note: Secondary students who do not have daily access to school by being transported a reasonable distance must be offered a boarding program pursuant to [4 AAC 09.050](#).

When necessary, the School Board shall make available a boarding program for secondary students whose transportation needs make daily access to school impractical and who are not participating in an alternative educational program.

Note: Effective July 1, 2014, [AS 14.09.010](#) was amended to require that school districts adopt a policy addressing transportation services to students attending a charter school operated by the district. Department of Education and Early Development regulations require a charter school transportation policy if: 1) the district provides pupil transportation services under [AS 14.09.010](#); and 2) the district operates a charter school or an application for the establishment of a charter school in the district is pending. A district must submit its charter school transportation policy to the Department for approval by: 1) April 15, 2015 if a charter school is in operation in the district on July 1, 2014; or 2) no later than 30 days after approval of a new charter school if the district does not already have an approved charter school transportation policy in effect. See [4 AAC 27.057](#) for further guidance on the transportation policy approval process. The policy is to be developed with input solicited from individuals involved in the charter school, including staff, students, and parents. If a district fails to adopt a policy, the district is required to allocate the amount of state transportation funding received for each charter school student to the charter school. [AS 14.09.010\(f\)](#).

Charter School Transportation

The School Board recognizes that charter school students may benefit from transportation services.

On a space available basis, charter school students may access school bus transportation on those regular school bus routes that run within the attendance area where the charter school is located. Transportation access is subject to the following:

- a. There must be adequate space available (seating) on the bus to accommodate the attendance area school students and additional charter school students. There must be adequate space on the bus schedule so that transportation to charter schools does not interfere with transportation to attendance area schools.
- b. Charter school students may only access those school bus routes that are appropriate to their school level, i.e., elementary school, middle school or high school.
- c. Charter school students who reside within a mile and a half of the charter school are not eligible for transportation unless they must cross a designated hazardous road area. Special education routes are not subject to the mile and a half restriction.
- d. Charter school students must comply with all rules for safe and appropriate conduct while waiting for, boarding, riding, and exiting the bus, and while riding the bus. Charter school students are subject to the same sanctions as other students for bus violations.
- e. Annually, the charter school must provide information to charter school families who are accessing school bus transportation about the district's school bus rules.
- f. School bus transportation is not available to charter school students enrolled in charter schools identified as correspondence programs.

Annually, the Superintendent or designee shall communicate to the charter school the space availability on applicable transportation route(s) and determine the transportation needs of charter school students. If the number of charter school students desiring transportation exceeds available space, the charter school is responsible for developing a written process for addressing ridership on a fair and equitable basis. A copy of the written process shall be provided to the district.

Note: *The above language reflects the minimum transportation obligation for charter school students as required by AS 14.09.010(e)(2). A district is not obligated to provide greater service, to establish dedicated routes for exclusive use of the charter schools, or to permit charter schools to opt out of the policy and receive transportation funding. The following is optional language for those districts desiring a process to consider, and act upon, requests by charter schools for additional transportation services.*

The district is not required to establish dedicated transportation routes for the exclusive use of charter school students, but may choose to do so.

A charter school desiring additional or dedicated student transportation may submit a written proposal to the Superintendent or designee.

The proposal shall identify, at a minimum, student transportation needs, charter school funding available to support additional transportation, and the transportation routes and services being requested. The Superintendent will make a recommendation to the School Board to approve or deny the request. The Superintendent and the School Board will consider the funding, equipment and personnel necessary to accommodate the requested transportation; the impact on operations of the district; the needs of the charter school and its students; equity with other charter schools and district alternative and optional programs; and the best interests of the district. The School Board will approve or deny the transportation request at a regularly scheduled meeting.

(cf. [5112.6](#) – *Education for Homeless Children and Children in Foster Care*)

(cf. [6182](#) – *Correspondence Study Program*)

(cf. [6181](#) - *Charter School*)

Legal Reference:

ALASKA STATUTES

[14.09.010](#) *Transportation of students*

[14.09.030](#) *School buses*

[14.30.347](#) *Transportation of children with disabilities*

ALASKA ADMINISTRATIVE CODE

[4 AAC 09.050](#) *Secondary boarding programs*

[4 AAC 27.006-990](#) *Transportation of pupils*

[4 AAC 27.057](#) *Charter school transportation policy*

Revised (**approval date**)

Revised 05/2017

Revised 03/2015

Adopted: June 10, 2003

Nome Public Schools

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.*

Besides taking students to and from school, 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, including vans, 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.

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 3541.5 ALTERNATIVE TRANSPORTATION ARRANGEMENTS

The Superintendent or designee may create reimbursement agreements with parents/guardians in lieu of district transportation when it is more economical to do so.

Note: State regulation previously provided that if student travel time exceeds two hours per day, parent/guardian permission is required or the parent/guardian may select other reasonable and available educational or transportation alternatives. That regulation has been repealed. Districts may retain a two hour standard, select a different standard, or remove a maximum ride standard altogether. [4 AAC 27.032](#) provides the following limitations on in-lieu-of agreements: 1) unless the child is a special education student, the student's residence must be more than a mile and a half from both the nearest regular bus route and the student's attendance center; 2) the per-mile rate may not exceed the maximum reimbursement rate paid to district employees; and 3) reimbursement must be based on the actual miles traveled, not the number of students transported.

The Superintendent or designee will obtain the parent/guardian's acknowledgement to confirm alternative transportation/education arrangements when a student's designated travel time exceeds 2 hours per day.

(cf. [6181](#) – Charter School)

(cf. [6182](#) – Correspondence Study Program)

Legal Reference:

ALASKA STATUTES

[14.09.010](#) Transportation of students

[14.30.347](#) Transportation of children with disabilities

ALASKA ADMINISTRATIVE CODE

[4 AAC 09.050](#) Secondary boarding programs

[4 AAC 27.990](#) Definitions

[4 AAC 27.032](#) In-lieu-of agreements

Revised (approval date)

Revised 03/2015

Adopted: June 10, 2003

Nome Public Schools

BP 3542 ROLES AND DUTIES OF BUS DRIVERS

Authority of School Bus Drivers

Students transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus. The driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across a street, highway or road.

(cf. [5131.1](#) - *Bus Conduct*)

All bus drivers shall receive training as mandated by law. They also shall be familiar with and adhere to district policies and regulations relating to student transportation.

Bus drivers are prohibited from utilizing a cell phone or other portable electronic device to read or type text messages or other non-voice communications while driving.

Legal Reference:

ALASKA STATUTES

[28.15.046](#) *Licensing of school bus drivers*

[28.35.161](#) *Use of electronic devices while driving; unlawful installation of television, monitor, or similar device*

ALASKA ADMINISTRATIVE CODE

[4 AAC 27.200](#) *Approved school bus driver training courses*

[4 AAC 27.210](#) *Certification of instructors*

[4 AAC 27.220](#) *Minimum standards for school bus driver training courses*

[4 AAC 27.230](#) *Issuance of school bus driver certificates under 4 AAC 27.200 (c)*

[4 AAC 27.235](#) *Revocation of school bus driver training course approval*

[4 AAC 27.240](#) *Revocation of instructor certificate*

Revised (approval date)

Adopted: June 10, 2003

Nome Public Schools

SCHOOL BOARD COMMUNICATION

Title: Board Policy 2nd Reading

Date: August 9, 2022

Administrator: Jamie Burgess, Superintendent

Attachments: Board Policies for Adoption

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

BACKGROUND INFORMATION

The Board of Education reviewed and approved the first reading of the policies listed below at the May 10, 2022 Regular Board meeting. The policies are now presented to the Board for a second reading and adoption.

BP1312.1 Public Complaints Concerning School Personnel
BP4119.12 Harassment
BP4131 Certified Staff Development
BP4222 Teacher Aides/Paraprofessionals
BP5030 School Discipline and Safety
BP5131.43 Harassment, Intimidation and Bullying
BP5141.4 Child Abuse and Neglect
BP5145.7 Sexual Harassment
BP6142.1. Family Life/Sex Education
BP6142.2 AIDS Instruction
BP6146.1 High School Graduation Requirements

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the second and final reading of board policies BP1312.1 Public Complaints Concerning School Personnel, BP4119.12 Harassment, BP4131 Certified Staff Development, BP4222 Teacher Aides/Paraprofessionals, BP5030 School Discipline and Safety, BP5131.43 Harassment, Intimidation and Bullying, BP5141.4 Child Abuse and Neglect, BP5145.7 Sexual Harassment, BP6142.1. Family Life/Sex Education, BP6142.2 AIDS Instruction, and BP6146.1 High School Graduation Requirements.

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

Sample Motion: I move to approve the second and final reading of board policies BP1312.1 Public Complaints Concerning School Personnel, BP4119.12 Harassment, BP4131 Certified Staff Development, BP4222 Teacher Aides/Paraprofessionals, BP5030 School Discipline and Safety, BP5131.43 Harassment, Intimidation and Bullying, BP5141.4 Child Abuse and Neglect, BP5145.7 Sexual Harassment, BP6142.1. Family Life/Sex Education, BP6142.2 AIDS Instruction, and BP6146.1 High School Graduation Requirements.

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, Advisory 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 complainant 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. We encourage school districts to rely on the child protective agencies for resolving these complaints and determining if the child abuse report is unfounded.*

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

[\(cf. 5141.42 - Professional Boundaries of Staff with Students\)](#)

Legal Reference:

ALASKA STATUTE

[44.62.310](#) Government meetings public

Revised (approval date)

Revised 04/2019

80

Adopted: June 10, 2003

BP 4119.12 HARASSMENT

The School Board recognizes that harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform school work, and increased absenteeism or tardiness. The School Board shall not tolerate the harassment of any student by any other student or district employee. Any student or employee who is found guilty of harassment shall be subject to disciplinary action.

Harassment means intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status, or disability.

(cf. [5131.43](#) – *Harassment, Intimidation and Bullying*)

(cf. [4118](#) - *Suspension/Disciplinary Action*)

(cf. [4119.11/4219.11/4319](#) – *Sexual Harassment*)

(cf. [4119.21/4219.21-4319](#) – *Code of Ethics*)

To promote an environment free of harassment, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff inservice or student instruction and counseling. Principals shall discuss this policy with their employees and shall assure them that they need not endure any form of harassment. The School Board encourages students or staff to immediately report incidences of harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of harassment in a way that ensures the privacy of all parties concerned. In no case shall the student or staff member be required to resolve the complaint directly with the offending person. Notice of this policy will be circulated to all district schools and departments and incorporated in teacher and student handbooks.

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

(cf. [1312.3](#) - *Public Complaints Concerning Discrimination*)

(cf. [4030](#) - *Nondiscrimination in Employment*)

[\(cf. 5141.42 - Professional Boundaries of Staff with Students\)](#)

Legal Reference:

ALASKA STATUTES

[AS 14.18.010 - 14.18.100](#) *Prohibition Against Discrimination Based on Sex or Race in Public Education*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.500 - 4 AAC 06.600](#) Prohibition of Sex Discrimination

UNITED STATES CODE

[TITLE VI, CIVIL RIGHTS ACT OF 1964](#)

[TITLE IX, EDUCATION AMENDMENTS OF 1972](#)

[INDIVIDUALS WITH DISABILITIES EDUCATION ACT](#)

[AMERICANS WITH DISABILITIES ACT](#)

Revised (approval date)

Revised 03/2015

Nome Public Schools

BP 4131 CERTIFICATED STAFF DEVELOPMENT

Note: Under state law, staff training is mandated in evaluative techniques, child abuse recognition and reporting, the needs of students with alcohol or drug abuse disabilities, sexual abuse and sexual assault awareness, dating violence and abuse, crisis response, crisis intervention and suicide awareness and prevention. School Districts must ensure that no less than 50 percent of the total certificated staff employed by the district receives all of the training not less than every two years and that all of the certificated staff employed by the district receives all of the training not less than every four years. [AS 14.08.111](#)(12); [AS 14.14.090](#)(11); [AS 14.16.020](#)(9). A school district shall provide suicide awareness and prevention training to each teacher, administrator, counselor and specialist who is employed by the school district to provide services to students. [AS 14.30.362](#). Effective June 30, 2017, a school district shall establish a training program for employees relating to sexual abuse and sexual assault awareness and prevention and dating violence and abuse awareness and prevention. [AS 14.30.355](#); [AS 14.30.356](#). Additionally, effective June 30, 2017, a person is not eligible for a teacher certificate unless he or she has completed required training set forth in [AS 14.20.020](#). [AS 14.33.127](#) and [4 AAC 06.177](#) require that the School Board ensure that a sufficient number of school employees receive periodic training in an approved crisis intervention training program, to meet the needs of the student population. Crisis intervention programs must meet all legal requirements. The Department of Education and Early Development will maintain a list of approved crisis intervention training programs.

Under federal law, the Every Student Succeeds Act defines professional development to include sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused activities that are available to all school staff, including paraprofessionals. Professional development activities should be developed with educator input and regularly evaluated. Professional development activities must be evidence-based, if reasonably available. [20 U.S.C. §§ 6601-6614](#).

The School Board recognizes that a competent well-trained staff is essential to carrying out its goals. Staff development is a necessary, collaborative, continuous and systematic effort to improve district educational programs by involving all employees in activities that improve their skills and broaden their perceptions. Professional development provided to teachers, principals, and other instructional leaders should focus on improving teaching and student learning and achievement.

Professional development shall be developed with educator input and regularly evaluated. If reasonably available, staff development activities shall be evidence-based. [Staff should receive training on professional boundaries in accordance with BP 5141.42, Professional Boundaries of Staff with Students.](#)

In order to respond directly to the needs of all our students, staff development activities may address such issues as teacher and staff qualifications, content areas, integrating technology into instruction, using data to improve student achievement, methodology, student privacy, parent, family, and community engagement, interpersonal relations between students and faculty, student learning, growth, development, student welfare

and safety, assessments and accommodations, student identification and referral, and staff communication, problem solving and decision making. The Superintendent is responsible for ensuring that all training required by law is provided in a timely fashion to appropriate staff.

(cf. [5131.6](#) - Alcohol and Other Drugs)

(cf. [AR 5141.4](#) - Child Abuse and Neglect)

(cf. [5141.41](#) - Child Abuse Prevention)

(cf. [5141.42](#) - Professional Boundaries of Staff with Students)

(cf. [5141.52](#) - Suicide Prevention)

(cf. [5142.3](#) - Restraint and Seclusion)

The Superintendent or designee should provide staff with professional development that may include opportunities such as the following:

1. Release time and leaves of absence for travel and study.
2. Visits to other classrooms and other schools.
3. Conferences involving outside personnel from the district, county, state, region or nation.
4. Membership in committees drawing personnel from various sources.
5. Training classes and workshops offered by the district.
6. Further training in institutions of higher learning, including credit courses conducted in or near the district instead of on the college campus, whenever possible.
7. Access to professional literature on education issues.
8. Induction and mentoring programs.

(cf. [4116](#) - Nontenured/Tenured Status)

Legal Reference:

UNITED STATES CODE

The Elementary and Secondary Education Act, 20 U.S.C. §§ 6601-6614, as amended by the Every Student Succeeds Act ([P.L. 114-95](#) (December 10, 2015))

ALASKA STATUTES

[14.08.111](#) Duties (Regional School Boards)

[14.14.090](#) Duties of school boards

[14.16.020](#) Operation of state boarding schools

[14.18.060](#) Discrimination in textbooks and instructional materials prohibited

[14.20.020](#) Requirements for issuance of certificate; fingerprints

[14.20.680](#) Required alcohol and drug related disabilities training

[14.30.355](#) Sexual abuse and sexual assault awareness and prevention

[14.30.356](#) Dating violence and abuse policy, training, awareness, prevention, and notices

[14.30.362](#) Suicide awareness and prevention training

[47.17.022](#) Training (child protection)

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.530](#) Guidance and counseling services

[4 AAC 06.550](#) Review of instructional materials

[4 AAC 12.397](#) Mandatory training requirements

[4 AAC 19.060](#) Evaluation Training

[4 AAC 52.260](#) Personnel Development

Revised (approval date)

Revised 09/2017

Revised 12/2016

Revised 08/2016

Revised 07/2015

Adopted: June 10, 2003

Nome Public Schools

BP 4222 TEACHER AIDES/PARAPROFESSIONALS

Note: Under the Every Student Succeeds Act, NCLB's requirements establishing minimum professional standards for paraprofessionals have been repealed. Instead, paraprofessionals in Title I supported programs must meet licensure or certification requirements as adopted by the State of Alaska. Alaska's qualifications, found at [4 AAC 04.220](#), reflect NCLB's past requirements for paraprofessionals working in Title I programs. Additionally, content, knowledge, disposition, and performance standards for all paraprofessionals are set out in the Alaska State Paraprofessional Performance Standards.

The School Board favors the use of paid and volunteer teacher aides/paraprofessionals and considers them to be members of a professional team dedicated to the best interests of students. By relieving teachers of duties that do not require professional training, noncertificated persons allow teachers to dedicate their skills, knowledge and efforts primarily to teaching. Paraprofessionals also can help teachers to provide individualized student instruction and an enriched educational program.

(cf. 1250 - Volunteer Assistance)

The district shall use paraprofessionals in those classes where they will provide the greatest benefit to students, taking into consideration such factors as large class size, student age group and teacher workload.

The Superintendent or designee shall ensure that all paraprofessionals have appropriate training and supervision, *including the training set forth in BP 5141.42, Professional Boundaries of Staff with Students.*

(cf. 5141.42 - Professional Boundaries of Staff with Students)

Note: Special Education aides must serve under the supervision of qualified personnel and receive training in accordance with [4 AAC 52.250](#).

Paraprofessionals are expected to employ high ethical standards as they work with students and to respect school rules, district policies and administrative regulations.

The School Board recognizes the need for qualified teaching staff and encourages paraprofessionals to seek opportunities leading to a teaching credential. The district shall support these efforts to the extent possible, particularly as they relate to obtaining bilingual or special education credentials.

The Superintendent or designee and/or the staff development committee shall develop an appropriate professional development program for paraprofessionals.

Paraprofessionals Working in Title I Programs

Note: Under [4 AAC 04.220](#), paraprofessionals working in programs supported with Title I funds who do not meet the higher education requirements must: 1) take and pass the ParaPro Assessment by achieving a score of at least 459; and, 2) show, through observations and interviews conducted by qualified district personnel, mastery of all entry level requirements of the instructional content/assisting practice content standard set out in the Alaska State Paraprofessional Performance Standards.

Paraprofessionals working in a program supported with Title I funds must have a high school diploma or its recognized equivalent and must meet at least one of the following requirements: (1) completed at least two years of study, or 48 semester hours or equivalent, at an accredited institution of higher education; (2) obtained an Associate's or higher degree at an accredited institution; or (3) demonstrated, through formal assessment, the instructional content/assisting practice standards required by the State of Alaska.

Exceptions to the above requirements may be made for paraprofessionals who act as translators, who have instructional-support duties that consist solely of parent involvement activities, or who have only non-instructional duties.

Note: Non-instructional duties include providing computer technical support, personal care duties, and clerical duties. [4 AAC 04.220\(e\)](#).

Legal Reference:

ALASKA ADMINISTRATIVE CODE

[4 AAC 04.220](#) Paraprofessional standards

[4 AAC 05.080](#) School curriculum and personnel

[4 AAC 52.250](#) Special education aides

[4 AAC 52.255](#) Interpreters

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. § 6311, as amended by the Every Student Succeeds Act, ([P.L. 114-95](#)) (December 10, 2015)

Revised (approval date)

Revised 12/2016

Revised 08/2016

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 conducive 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, Threats, and Graffiti)

(cf. [5131.6](#) – Alcohol and Other Drugs)

(cf. [5131.62](#) – Tobacco)

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(cf. [5131.63](#) – Performance Enhancing Drugs)

(cf. [5131.7](#) – Weapons & Dangerous Instruments)

(cf. [5131.9](#) – Academic Honesty)

(cf. [5132](#) – Dress and Grooming)

(cf. [5136](#) – Gangs)

(cf. [5137](#) – Positive School Climate)

(cf. [5141.42](#) - Professional Boundaries of Staff with Students)

(cf. [5141.51](#)- At-Risk Youth)

(cf. [5142.3](#) – Restraint and Seclusion)

(cf. [5144](#) – Discipline)

(cf. [5144.1](#) – Suspension and Expulsion)

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

(cf. [5145.11](#) – Questioning and Apprehension)

(cf. [5145.12](#) – Search and Seizure)

(cf. [5145.5](#) – 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 punitive⁸⁹ school discipline based on racial, cultural or economic disparities, 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.

Note: Effective October 2014, districts must include in the school disciplinary and safety program written policies and procedures consistent with standards for use of restraint and seclusion. The following language incorporates this requirement.

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 07.050](#) requires 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](#), [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 disaggregated 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)

(cf. [5141.42](#) - Professional Boundaries of Staff with Students)

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 06.835](#) and 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 (approval date)

Revised 12/2016

Revised 08/2016

Adopted: June 10, 2003

BP 5131.43 HARASSMENT, INTIMIDATION AND BULLYING

Note: *Districts must have a policy prohibiting the harassment, intimidation, or bullying of any student. AS 14.33.200-.250.*

The School Board is dedicated to providing a safe and civil learning environment. Harassment, intimidation and bullying disrupt a student's ability to learn and a school's ability to educate. Students and staff are expected to demonstrate positive character traits and values. Conduct and speech must be civil and respectful in order to promote harmonious and courteous relations in the school environment.

(cf. [5137](#) – Positive School Climate)

Note: *Disability-based harassment or bullying may deny a student equal educational opportunities under Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA). Harassment or bullying of a student with a disability, on any basis, may also adversely impact the school's provision of FAPE to the student, under the Individuals with Disabilities Education Act (IDEA) and under Section 504. (See Dear Colleague Letter, Office for Civil Rights, October 21, 2014). A school's inappropriate response to bullying or harassment of a student, based on a disability, may constitute a disability-based harassment violation, by the school, under Section 504 and the ADA. Schools should address all harassment and bullying of students with disabilities by taking prompt and effective steps reasonably calculated to end the bullying or harassment, eliminate the hostile environment, prevent it from recurring, investigate if the student's receipt of appropriate services may have been affected by the bullying (if student receives IDEA or Section 504 services) and, as appropriate, remedy its effects.*

Students, staff and volunteers are prohibited from engaging in any form of harassment, intimidation, or bullying while on school property, on school buses, at the bus stop, or at school-sponsored activities or functions. Students who engage in such acts are subject to appropriate disciplinary action, up to and including suspension or expulsion. Staff who engage in acts of harassment, intimidation or bullying are also subject to appropriate disciplinary action up to and including suspension and termination. Volunteers who engage in such acts will be denied the opportunity to volunteer in the future.

To promote an environment free of harassment, intimidation, or bullying, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff inservice and student instruction and counseling. Teachers shall discuss this policy with their students in age appropriate ways and assure students that they need not endure any form of harassment, intimidation, or bullying.

(cf. [5141.42 - Professional Boundaries of Staff with Students](#))

The district will provide parent and community information, and age-appropriate student instruction, on how to identify, respond to, and prevent harassment, intimidation, and bullying.

(cf. [5131.5](#) – Vandalism, Theft and Graffiti)

(c.f. [5144](#) - Discipline)

(c.f. [5144.1](#) – Suspension and Expulsion)

Harassment, Intimidation and Bullying Defined

Harassment, intimidation, or bullying means an intentional act, whether written, oral, electronic or physical, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and

1. physically harms the student or damages the student's property;
2. has the effect of substantially interfering with the student's education;
3. is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
4. has the effect of substantially disrupting the orderly operation of the school.

(c.f. [5145.3](#) – Nondiscrimination)

Cyberbullying

Note: *Technological advances have expanded the ways in which harassment, intimidation, or bullying can occur, including the ability to bully with anonymity and to reach a much broader audience. This language notifies students and staff that cyberbullying is not permitted and will result in disciplinary action. It is a crime, (harassment in the second degree) to repeatedly send or publish an electronic communication that insults, taunts, challenges, or intimidates a person under 18 years of age in a manner that places the person in reasonable fear of physical injury, if done with intent to harass or annoy another person. [AS 11.61.120\(a\)](#)*

All forms of harassment, intimidation or bullying via electronic means, commonly referred to as cyberbullying, are prohibited. Cyberbullying also includes, but is not limited to, other misuses of technology to threaten, harass, intimidate, or bully, including sending or posting inappropriate email messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs. An individual who redistributes a cyberbullying communication can be found in violation of this policy, even if the individual did not author or create the original communication or image.

The district's computer network, including access to the Internet via that network, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment, intimidation, or bullying. Users are responsible for the appropriateness of the material they transmit over the system.

In situations in which the cyberbullying originates from a private (non-school) computer or other electronic device, but is brought to the attention of school officials, disciplinary measures may be imposed when the communication:

1. Is of a criminal nature, including but not limited to, threats of violence or harm against staff members, students, or their property;
2. Suggests or advocates physical harm to staff members or students;
3. Causes a student or staff member to experience a substantially detrimental effect on his or her physical or mental health;
4. Causes a student or staff member to experience substantial interference with academic or work performance, or with his or her ability to participate in or benefit from district services or activities;
5. Threatens vandalism to school property; or
6. Creates a significant disruption to the school's educational mission, purpose or objectives.

Disciplinary action may include, but is not limited to, the loss of computer privileges, detention, suspension, or expulsion for those committing acts of cyberbullying. In addition, any kind of threat or hate crime will be reported to law enforcement officials.

Students and staff who believe they have been the victims of cyberbullying, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed and a report made under this policy.

(cf. [6161.4](#) – Internet)

(cf. [6161.5](#) – Web Sites/Pages)

Reporting

Note: *A school employee, student or volunteer who makes a good faith report of harassment, intimidation, or bullying is entitled to statutory immunity from suit. The immunity extends to causes of action for damages arising from a failure to remedy the reported incident or for making the report. [AS 14.33.230](#).*

Students or staff members who have witnessed or have reliable information that a student has been subjected to harassment, intimidation or bullying should report the incident immediately to the principal or his/her designee, who shall promptly initiate an investigation. The investigation shall include an assessment of what actions should be taken, as appropriate, to protect the student who has been found to be the victim of harassment, intimidation or bullying. Such actions may include the provision of support services necessary to permit the student to feel safe and secure in attending school. The Superintendent/Chief School Administrator shall develop procedures to implement this policy.

Response

In determining the appropriate response to students who commit one or more acts of harassment, intimidation or bullying, the following factors should be considered:

1. the development and maturity levels of the parties involved;
2. the level of harm;
3. the surrounding circumstances;
4. past incidences or past continuing patterns of behavior;
5. the relationships between the parties involved;
6. the level of disruption in or interference with the orderly operation of the school.

This policy should not be interpreted to prohibit a reasoned and civil exchange of opinions or debate that is protected by law and School Board policy.

(c.f. [5145.2](#) – *Freedom of Speech/Expression*)

Conduct that does not rise to the level of harassment, intimidation or bullying may still be prohibited by other policies or rules.

(cf. [5131](#) – *Conduct*)

(cf. [5131.41](#) – *Violent and Aggressive Conduct*)

(cf. [5131.42](#) – *Threats of Violence*)

(cf. [5131.5](#) – *Vandalism, Theft & Graffiti*)

(cf. [5137](#) – *Positive School Climate*)

Legal Reference:

ALASKA STATUTES

[14.33.200](#) Harassment, intimidation and bullying policy

[14.33.210](#) Reporting of incidents of harassment, intimidation or bullying

[14.33.220](#) Reporting; no reprisals

[14.33.230](#) Immunity from suit

[14.33.250](#) Definitions

[11.61.120](#) Harassment in the second degree

CODE OF FEDERAL REGULATIONS

[28 CFR Part 35](#), Title II of the Americans with Disabilities Act of 1990 (ADA)

[34 CFR Part 104](#), Section 504 of the Rehabilitation Act of 1973 (Section 504)

[34 CFR Part 300](#), Individuals with Disabilities Education Act (IDEA)

Revised (approval date)

Revised 03/2015

Nome Public Schools

BP 5141.4 CHILD ABUSE AND NEGLECT

Note: [AS 14.08.111](#) and [AS 14.14.090](#) require districts to provide mandatory reporters with training in the recognition and reporting of child abuse and neglect. Pursuant to [AS 47.17.020](#), teachers, school administrators, and paid athletic coaches are mandated to report child abuse and neglect. New employees required to report are to be trained on this obligation within 45 days after the first day of employment. [AS 47.17.022](#). A school district providing training shall provide notice of the training to public and private schools in the district and invite volunteers who are required to report to participate in the training at no cost to the volunteer. Effective June 30, 2017, volunteers who interact with children in public or private school for more than four hours a week are also mandatory reporters of child abuse. [AS 18.66.310](#) requires school districts to offer continuing education at least once every two years on domestic violence for mandatory reporter employees.

Abuse and neglect affects the well-being of students. Teachers, school administrators, paid athletic coaches and volunteers who interact with children in a school for more than four hours a week shall be trained on the recognition and reporting of child abuse and neglect in accordance with state law. An athletic coach who is an unpaid volunteer is not required to report child abuse or neglect unless the coach volunteers for more than 4 hours a week for 4 consecutive weeks, or for 20 hours a week in a one month period, has received training, and signed a form acknowledging the obligation to report. District employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

(cf. [4131](#) – *Certificated Staff Development*)

[\(cf. 5141.42 - Professional Boundaries of Staff with Students\)](#)

The district shall provide notice of child abuse and neglect mandatory reporter training to all public and private schools in the district, [in addition to the training set forth in BP 5141.42, Professional Boundaries of Staff with Students](#). All mandatory reporters, including qualifying volunteers, are invited to participate in the training at no cost.

In addition to the required training provided above, the Superintendent or designee may invite classified personnel who have regular contact with students to participate in child abuse and neglect training. Classified personnel should immediately report instances of suspected child abuse or neglect to the site administrator.

Note: Pursuant to [AS 47.17.068](#), failing to report child abuse or neglect mandated by law is a misdemeanor if the person knew or should have known that circumstances gave rise to the need for a report.

Legal Reference:

ALASKA STATUTES

[14.08.111](#) Duties (Regional school boards)

[14.14.090](#) Additional duties

[18.66.310](#) Continuing education for public employees, court system employees, and for prosecuting authorities

[47.17.010-47.17.070](#) Child protection

Revised (approval date)

Revised 03/2016

Nome Public Schools

BP 5145.7 SEXUAL HARASSMENT

Note: In 1999, the U.S. Supreme Court ruled that a school district can be liable under Title IX when staff members ignore student-to-student sexual harassment. The court found that school districts can be liable when school officials know about and are deliberately indifferent to sexual harassment “so severe, pervasive, and objectively offensive that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school.” This ruling makes it more important than ever to educate students and staff on preventing and handling student-to-student sexual harassment. By setting a liability standard based on “deliberate indifference,” the Court has made it possible for school districts to mount a defense based on a policy defining and prohibiting sexual harassment and a grievance procedure that is readily accessible to students.

Note: Districts should be aware that when a student misses school or withdraws from a course to avoid sexual harassment, he/she may be deprived of equal educational opportunities.

The School Board recognizes that sexual harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform schoolwork, and increased absenteeism or tardiness.

To promote an environment free of sexual harassment, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff inservice or student instruction and counseling. Teachers shall discuss this policy with their students in age-appropriate ways and shall assure them that they need not endure any form of sexual harassment.

(cf. [5131.5](#) - Vandalism, Theft and Graffiti)

(cf. [5137](#) - Positive School Climate)

The Board shall not tolerate the sexual harassment of any student by any other student or any district employee. Any student or employee who is found guilty of sexual harassment shall be subject to disciplinary action.

(cf. [4119.11/4219.11/4319](#) - Sexual Harassment)

(cf. [4118](#) - Suspension/Disciplinary Action)

(cf. [5144](#) - Discipline)

(cf. [5144.1](#) - Suspension and Expulsion)

(cf. [5141.42](#) - Professional Boundaries of Staff with Students)

Students or staff should immediately report incidences of sexual harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of sexual harassment in a way that ensures the privacy of all

parties concerned. In no case shall the student be required to resolve the complaint directly with the offending person.

Notice of this policy will be circulated to all district schools and departments and incorporated in teacher and student handbooks.

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

(cf. [1312.3](#) - *Public Complaints Concerning Discrimination*)

Legal References:

COURT DECISIONS

[Davis v. Monroe County Board of Education](#), 119 S.Ct. 1661 (1999)

[Ellison v. Brady](#), 924 F.2d 872 (9th Cir., 1991)

[Franklin v. Gwinnett](#), 503 U.S. 60 (1992)

[Meritor Savings Bank v. Vinson](#), 477 U.S. 57 (1986)

Nome Public Schools

BP 6142.1 FAMILY LIFE/SEX EDUCATION

Note: For districts receiving federal funds, [section 7906](#) of the Every Student Succeeds Act sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds not be used to (1) develop or distribute materials or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials to minors on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age appropriate and includes the health benefits of abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities.

The School Board believes that a wholesome, well-planned sequence of instruction about family life and human sexuality is essential to the general education of all students. Lack of information or pervasive misinformation can cause low self-esteem, increased risk for sexually transmitted disease, unintended pregnancy or sterility, and school dropout. The district curriculum shall help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality.

(cf. [5141.41](#) – Child Abuse Prevention)

(cf. [6141](#) - Curriculum Development and Evaluation)

(cf. [6142.2](#) – AIDS Instruction)

The family life/sex education program shall encourage students to be abstinent and to conceptualize sexual behavior in the ethical and moral context of marriage. The program shall be age-appropriate and shall address a full range of topics, including parenting and birth control, and shall emphasize that abstinence from sex is the only totally effective protection against unwanted pregnancy and sexually transmitted diseases.

Classes or programs in sex education, human reproduction education, or human sexuality education may only be instructed by a certificated teacher employed by or contracted with the district, or by an individual approved by the School Board who is supervised by a certificated teacher of the district.

The Superintendent or designee will inform district curriculum specialists, those who teach sex education, school nurses, and other appropriate school staff of federal funding restrictions regarding the distribution of contraceptives and the development and distribution of materials that may promote or encourage sexual activities. Teachers who provide instruction in family life/sex education shall have professional preparation, either preservice or inservice, in the subject area.

[\(cf. 5141.42 - Professional Boundaries of Staff with Students\)](#)

Before curriculum, literature, or materials related to sex education, human reproduction education, or human sexuality education may be used in a class or distributed in a school, the materials shall be approved by the School Board and made available for parents to review.

The Superintendent or designee shall ensure that family life/sex education materials and instruction are continuously evaluated in light of information received from students, parents/guardians, and teachers, including information about what students did or did not learn, whether the program was workable for the teachers, and how it can be improved.

The Superintendent or designee may appoint a Family Life/Sex Education Advisory Committee representing a divergence of viewpoints to participate in planning, implementing and evaluating the district's family life/sex education program.

(cf. [1220](#) - *Advisory Committees*)

Parents/guardians shall be notified in writing before students are offered any instruction at least two weeks in which human reproductive organs and their functions, processes, or diseases are described, illustrated, or discussed. This notification shall inform parents/guardians that they may review instructional materials to be used in family life, sex education instruction, except for awareness and prevention training provided to students concerning sexual assault, sexual abuse, and dating violence and abuse and that they may request in writing that their child not attend the class. At the parent/guardian's request, any student may be excused from any part of family life/sex education instruction.

(cf. [1312.2](#) - *Public Complaints Concerning Instructional Materials*)

Legal Reference:

ALASKA STATUTES

[14.30.360](#) Curriculum

UNITED STATES CODE

Elementary and Secondary Education Act, [20 U.S.C. § 7906](#) as amended by the Every Student Succeeds Act ([P.L. 114-95](#) December 10, 2015)

Revised (approval date)

Revised 12/2016

Revised 10/2016

BP 6142.2 AIDS INSTRUCTION

Notes: *For districts receiving federal funds, [section 7906](#) of the Every Student Succeeds Act sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds not be used to (1) develop or distribute materials or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials to minors on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age appropriate and includes the health benefits of abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities.*

The School Board recognizes that acquired immune deficiency syndrome (AIDS) and human immune deficiency virus (HIV) pose a health risk. An effective weapon against the spread of this deadly disease is public education.

The district's health education program will include factual information about the transmission of AIDS and HIV. Students will be informed of voluntary behaviors that can result in infection and will be encouraged to prevent infection by making wise decisions in their daily lives. Instruction shall emphasize that abstinence is the only totally effective protection against AIDS through sexual transmission.

Instruction must be appropriate to the age and grade level of the students receiving it. The School Board particularly desires that students receive proper AIDS education before they reach the age when they may adopt behaviors which put them at risk of contracting AIDS.

Parents/guardians and community members should have input into the selection and/or development of instructional materials to be used in AIDS instruction. The curriculum shall be updated regularly.

(cf. [6142.1](#) - Family Life/Sex Education)

(cf. [6141](#) - Curriculum Development and Evaluation)

(cf. [5141.41](#) – Child Abuse Prevention)

Sufficient classroom time should be provided to fully cover essential knowledge appropriate for each grade level and allow students time to ask questions and discuss issues raised by the information presented.

In cooperation with local health agencies, as appropriate, the Superintendent or designee shall provide a program of orientation and information about the AIDS Instructional program for parents/guardians and interested members of the community. This program shall include the opportunity to examine all instructional materials. Staff providing the instruction shall receive training in accordance BP 5141.42, Professional Boundaries of Staff with Students.

Before students receive AIDS instruction, parents/guardians shall be notified. Alternative study arrangements will be made for students whose parents/guardians ask that they not receive instruction.

(cf. [1312.2](#) – *Public Complaints Concerning Instructional Material*)

(cf. [AR 5141.23](#) - *Infectious Disease Prevention*)

(cf. [5141.42](#) - *Professional Boundaries of Staff with Students*)

(cf. [6142.1](#) - *Family Life/Sex Education*)

Legal Reference:

ALASKA STATUTES

[14.30.360](#) Curriculum

UNITED STATES CODE

Elementary and Secondary Education Act, [20 U.S.C. § 7906](#) as amended by the Every Student Succeeds Act ([P.L. 114-95](#) December 10, 2015)

Revised (**approval date**)

Revised 03/2016

Nome Public Schools

BP 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS

Note: Transfer students who have earned 13 unit credits in another district may, at the district's discretion, be excused from the district's subject area units-of-credit requirements. [4 AAC 06.075](#).

Note: Unless otherwise stated in a student's IEP, the district shall require all students in grade 11, and all students in grade 12 who have not previously done so, to take a college and career readiness assessment described in [4 AAC 06.717](#). However, failure to take one of these assessments shall not be grounds for withholding a diploma from an otherwise qualified student. At the request of a student, the district shall retroactively issue a high school diploma to a student who did not receive one because of failure to pass all or a portion of the previously required High School Graduation Qualifying Exam and instead received a certificate of achievement, provided the person takes a college and career readiness assessment. [AS 14.03.075](#). A person may satisfy the assessment pursuant to the regulations in [4 AAC 06.718](#). The district is to mail a notice of this option to each such student who qualifies for a diploma to the student's last known address.

The School Board intends that all District students graduate high school ready for college or a career. The Superintendent or designee shall prepare for School Board approval a plan consisting of district graduation requirements. Students shall receive diplomas of graduation from high school only after meeting the following district graduation requirements, as well as taking a college and career readiness assessment or receiving a waiver from the School Board.

<u>Subject</u>	<u>Units of Credit</u>	
Language Arts	4	
Social Studies	3*	
Mathematics	3	- For students graduating from high school on or after July 1, 2017
Science	2	
Health/Physical Education	1	<u>- Health 0.5 & P.E. 0.5 - for students graduating from high school on or after July 1, 2025</u>
Electives	9	

***Note:** The three units of credit in social studies must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. This requirement will not apply to a student who (1) transfers into your school after the student's second year of high school; or (2) has already successfully completed a high school state history course in another state. [4 AAC 06.075](#).

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6164.2 - Guidance and Counseling Services)

(cf. 6146.3 – College and Career Readiness Assessments)

(cf. 6184 - Virtual/Online Courses)

Legal Reference:

ALASKA STATUTES

[14.03.075](#) Secondary student competency testing

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.075](#) High school graduation requirements

[4 AAC 06.717](#) College and career readiness assessments

[4 AAC 06.718](#) College and career readiness assessment after student receives a certificate of achievement

[4 AAC 06.721](#) College and career readiness assessment waivers

Revised 05/2017

Revised 03/2016

Nome Public Schools

SCHOOL BOARD COMMUNICATION

Title: Approval of Updated Six Year Capital Improvement Plan

Date: August 9, 2022

Administrator: Jamie Burgess, Superintendent

Attachments: FY24-FY29 Six Year Capital Improvement Plan

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

BACKGROUND INFORMATION

The Nome Public Schools Board of Directors must annually approve the Six Year Capital Improvement Plan as part of the District’s Capital Improvement Project application packet to the Department of Education. The original Plan was approved in February of 2022, but the additional of two new projects necessitates an adoption of the updated plan.

This document includes the addition of the Additional Funding Request for the NBMHS Roof Replacement Project and the ADA/Secure Access Project for NES and NBMHS.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the updated FY24-FY29 Six Year Capital Improvement Plan.

Sample Motion: I move to approve the updated FY24-FY29 Six Year Capital Improvement Plan as presented.

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	C	<p>Supplemental Funding Request – Nome-Beltz Middle/High School Roof Replacement</p> <p>This is a supplemental funding request for the previously funded roof replacement project. Construction costs for the project have increased dramatically since the original cost estimate was prepared due to inflation and the impact of the COVID-19 pandemic on staffing and supply chains.</p>	X	3,235,584
2	D	<p>NBHS Boiler Replacement 4.5 million BTU.</p> <p>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.</p>	X	\$102,856
3	D	<p>Anvil City Charter School Restroom Renovations Reimbursement</p> <p>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.</p>	X	\$369,359
4	D/C	<p>Nome Elementary Fire Alarm Replacement</p> <p>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 current NFPA and state Codes. Currently the system is obsolete, and we are sourcing used parts via eBay.</p>	X	\$555,024
5	C	<p>Nome Beltz Middle/High School Generator and Electrical Service Replacement</p> <p>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.</p>	X	\$900,356
6	C	<p>Secure Access and ADA improvements NBMHS & NES</p> <p>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.</p> <p>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.</p>	X	\$328,168

Nome Public School District
FY 2024 - 2029 Six-Year Capital Improvement Plan

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
FY 2024 TOTAL:				\$5,456,494

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
7	C	Nome-Beltz Middle/High School Roof Replacement – Additional Funding Request Construction costs to complete roof replacement	X	\$2,000,000
8	D	Hot Water Heater & Plumbing Upgrades Repair and replace aging plumbing for charter school building and high school kitchen, and hot water heaters all school buildings.	X	\$500,000
9	C	Nome Elementary School Exterior upgrades, Structure and Parking 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.	X	\$2,500,000
10	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. Repaint exterior of entire building.	X	\$425,000
FY 2025 TOTAL:				\$5,425,000.00

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
11	E	DDC Control System Phase 2 Complete upgrades to DDC control system that were not funded through ARP funds, including system control of charter school building, and various other upgrades throughout school buildings	X	\$250,000
12	C	Beltz High School Interior Renovations Replace doors & door hardware. Interior painting of classrooms, offices and common areas. Replacement of carpet in classrooms, offices and hallways.	X	\$450,000
13	D	Beltz Apartment Electrical Rewiring District's teacher housing building's aging electrical system needs replacing, including rewiring, fuse panels, etc.		\$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
FY 2026 TOTAL:				\$1,200,000.00

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
14	C	Plumbing Repairs/Upgrades to Charter School Building Repair and replace aging plumbing for the charter school building	X	\$150,000
15	C	Nome Elementary School Interior Renovations Replacement of carpet in hallways, offices and common areas, replacement of interior doors and door hardware, painting of classrooms, offices and common areas	X	\$350,000
FY 2027 TOTAL:				\$500,000.00

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

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
17	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
18	C	Quonset Hut Upgrades Installation of tool cages, lofts for storage, flooring, framing and overhead door		\$500,000
19	C	Maintenance Bldg Siding and Roof Replacement Structural upgrades to Maintenance Facility		\$225,000
FY 2029 TOTAL:				\$1,075,000.00

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