



Nome Public Schools

Board of Education Meeting Agenda

May 14, 2024 - 5:30 PM
Regular Board Meeting, NES Library
1057 E 5th Ave
Nome, Alaska 99762

PO Box 131
Nome, AK 99762

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

SCHOOL BOARD MEMBERS

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

AGENDA

A. Call to Order

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

B. Consent Agenda

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

1. Minutes of April 9, 2024 Regular Meeting
2. April 2024 Gifts, Grants and Bequests 5
3. Approval of Staff Out of State Travel
4. April 2024 Disbursements
5. April 2024 Personnel Report 6
6. Approval of Student Out of State Travel
7. Minutes of April 23, 2024 Special Meeting 16

C. Awards and Presentations

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

D. Opportunity for Public Comments on Agenda/Non-agenda Items 18

(3 minutes per speaker, 30 minutes aggregate)

E. Superintendent Report 19

F. Information & Reports

1. Student Representative Report 25
2. Principal Reports 27
3. Director Reports 38
4. Business Manager Report 44

G. Second Public Comment Opportunity 52

(Individuals are limited to three minutes each.)

H. Action Item

1. Board Policy 2nd Read and Approval ¹ 53
2. Approval of Nome-Beltz Middle/High School 2024-2025 Handbook 75
3. Approval of M&O Services Contract Addendum/Renewal 113

I. Board and Superintendent's Comments & Committee Reports

J. Upcoming Events:

1. Work Session May 28, 2024; NES Library
2. Regular Meeting June 11, 2024; NES Library

K. Adjournment

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

A Public Zoom is not available until further notice.

Pledge of Allegiance

Allegiance

(I promise)

Kamaksriġmik akiqsruutmik

(to give)

to the flag

(of our land)

aituġaa illalitaanunapta

United States of America.

(here)

and to

(to) the republic

Ittuaq taavrumuġa nunamun

one

nation

under

God

atausiq nuna ataani Agaiyutim

indivisible

with liberty

avgutaulguituaq pituiqsimaaliq

and justice

for all

atisipłuni illuqnaitnun.



Our Mission

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

Our Vision

Together, strong in identity, purpose, potential

Board and Superintendent Guiding Principles

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

Board and Superintendent Goals

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

Nome Public Schools

BP 3290 Gifts, Grants and Bequests - Received April 2024

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

Gifts, Grants & Bequests

<u>Fund</u>	<u>Description</u>	<u>Amount</u>	<u>Notes</u>
700	Kawerak - Donation for Siviuaq Lifestyle Trip	\$ 1,000.00	



Nome Public Schools
Personnel Items for Approval/Ratification
May 14th, 2024

Certified/Administrative Staff

NAME	POSITION/ACTION	EFFECTIVE DATE
Mary Ulroan	Secondary SS/History Beltz - New Hire	8/19/24
Tamara Thompson	Kindergarten - New Hire	8/19/24
Doug Pfau	Assistant Superintendent - HR Resignation	6/30/24
Don Donaldson	ACSA Teacher - Resignation	6/1/24
Emmett Foster	Fourth Grade - New Hire	8/19/24
Emily Annas	ACSA Teacher - Transfer from Beltz	8/19/24

Classified Staff

NAME	POSITION/ACTION	EFFECTIVE DATE
Elliott Weintraub	Systems Administrator - Resignation	6/30/2024
Andrew White	Systems Administrator - New Hire	7/20/24

Does Our School District Have A Systemic Approach to Reducing Chronic Absence?

A Tool for District Team Self-Assessment

The goal of this self-assessment is to help district leaders identify strengths and opportunities to develop a systemic approach to reducing chronic absence.¹ The tool is built around six key ingredients: [capacity building](#), [actionable data](#), [positive engagement](#), [strategic partnerships](#), [adequate & equitable resources](#), and [shared accountability](#) – all of which play an integral role in reducing chronic absence. While assessing your district across all six ingredients, think about the actions your district takes on its own, as well as whether you are making strategic use of community partnerships to advance a [tiered approach to improving attendance](#).

A cross-departmental district team should undertake the following steps at least annually:

- 1) **Complete the assessment:** Each person should complete the assessment separately to reflect on strengths and opportunities for improvement. Consider adding district leaders from departments not represented on the team such as curriculum and instruction, special education, and operations who can offer valuable perspectives and suggestions.
 - a. If you are meeting in person, give each participant a copy of the self-assessment to complete on their own.
 - b. If you are meeting virtually, create an online version of the self-assessment using applications like Google Forms or Survey Monkey.
- 2) **Tabulate the results** and share with the team so they can see how everyone responded to each question.
 - a. If you used a paper-and-pencil version, collect/summarize the results using a clean copy of the tool or have participants transfer their responses to a wall chart ([see instructions](#)).
 - b. If you used an online version, download/print out the summary reports.
- 3) **Discuss:** Convene the group to review what the combined data reveal about strengths, gaps, and differences of opinion. Use the results to identify practices that should be continued and to flag potential areas for improvement.
- 4) **Set goals:** Once team members have agreed on initial priorities, get feedback from key stakeholders, then finalize your goals.
- 5) **Make a plan:** Assign responsibilities and establish timelines for completion. Use the companion **District and Community Planning Tool** found [here](#) to record your next steps.

6) **Communicate the results:** The team should communicate the results of the assessment with district staff and – if possible and appropriate – schools and community partners, and engage them in executing the improvement plan.

Throughout this document, we refer to the importance of ensuring resources and strategies address the needs of specific **student populations** and their families. These are groups of students which national and state data show are more likely to be chronically absent such as students with disabilities, living in poverty, from communities of color, facing high mobility or homelessness, or involved in foster care or juvenile justice.

¹**Chronic absence** is missing 10% or more of school for any reason – including excused and unexcused absences as well as suspensions. It is different from truancy (unexcused absences) or average daily attendance (how many students typically show up each day) both of which can mask high levels of chronic absence.



District Team Self-Assessment Tool: rev 4/18/22

CAPACITY BUILDING	place	Progress	Improvement	GA P	Comments
<p>1. Our district has a cabinet-led team with responsibility for attendance that aligns with existing strategies to improve academic outcomes that represent key departments/functions (e.g., academics, student support, early learning, English language learners, students with disabilities, communications, family engagement, health, technology, college and career, and data management).</p>	<p>This is in place We have made attendance a priority and awareness of that is helping a lot.</p>				<p>We have some serious issue in regard to tracking attendance accurately since the accountability to do that is absent.</p>
<p>2. Our district team has the professional and/or personal experience to identify, discuss and address educational inequities that impact attendance based on race, culture, gender, income and special needs.</p>	<p>This is in place</p>				

3. Our district has a comprehensive attendance policy and practice guidance that outlines regulations, roles and responsibilities for building a positive culture of attendance and promoting early intervention.	This is in place at some places but not consistently.				More follow through at MS and Elem with building adm.
4. Our district team builds school level capacity to work as a team to take a multi-tiered approach to address chronic absence by providing guidance, resources, professional development and coaching.	In place at a starter level				We have made strides Building level Adm. follow up will help
5. Our district team equips all staff, particularly site administrators, with the skills and knowledge to identify, discuss and address educational inequities that impact attendance based on race, culture, gender, income and special needs.	But Needs more follow up.				Administrative priority on this would help a lot,
6. Our district works across silos to leverage and maximize district and community resources to improve attendance.		Not well, but trying district-wide			Need some focus in the community organizations to help



District Team Self-Assessment Tool: rev 4/18/22

ACTIONABLE DATA	Place	Progress	Improve ment	Gaps	Comments
1. Our district team has established protocols for taking attendance/participation on a daily basis for in-person and distance learning and recording it in the district data system.	Partially in place	Committ ee in place that meets monthly & reviews data	Elementa ry is good to go MS/HS Accuracy of data	Not sure on distance learning	

2. Our district team reviews current and previous year data on attendance/chronic absence for in-person and distance learning at least every two weeks.	Partially	Meet monthly	Need to look at data every 2 weeks	Not sure on distance learning	
3. Our district team ensures that school principals and site-level teams review disaggregated attendance/chronic absence data every two weeks to understand patterns and trends (identify inequities and promising practices).	Partially	Meet monthly	Need to look at data every 2 weeks		
4. Our district team ensures that schools collect qualitative data about the reasons students miss school (in-person or remote) in order to determine appropriate strategies for removing barriers to attendance.	Elementary in place Partially in place in MS/HS		Elementary process in place and followed		
5. Our district protocols require that contact information for families be updated each semester and that schools have the capacity to update information as needed.	Partially		75 unregistered students Completed annually		Develop accountability measures
6. Our district team has data to monitor whether every student has access to the technology they need to fully engage in learning.	Not sure on this one-N/A				Some kids haven't completed tech usage agreement

<p>POSITIVE ENGAGEMENT</p>	<p>Place</p>	<p>Progress</p>	<p>Improve ment</p>	<p>Gap</p>	<p>Comments</p>
<p>1. Our district ensures schools are able to implement a restorative, positive school climate, with differentiated engagement strategies, that mitigate disconnectedness, stress and trauma.</p>		<p>We are working on MTSS for PBIS and trauma engaged practices</p>			
<p>2. Our district ensures staff who conduct outreach and family engagement reflect the race, language and cultures of the students and families enrolled in the district.</p>	<p>In place at elementary school-</p>		<p>Needs to be a district supported effort</p>	<p>Indigenous People day at both the elementary and MS/HS</p>	<p>Invited families to view Nanooks</p>
<p>3. Our district disseminates clear, engaging, accessible and easy to understand information in families' home languages about attendance, including why it matters, expectations for participation across all modes of learning, and where to obtain support.</p>	<p>Made book marks and banners on attendance</p>				<p>Develop swag for attendance</p>
<p>4. Our district has protocols and tools for personalized, early outreach and home visits to families when student absences start to add up that ensure our school staff understand the family situation, student assets and needs.</p>	<p>Only in SPED</p>		<p>Need to develop a role for completing this</p>		
<p>5. Our district school calendar and class and bell schedules are responsive to the needs of students and families (e.g., shift classes to accommodate work schedules, cultural / religious traditions or medical issues).</p>			<p>Calendar has been adjusted More</p>		

			work in this		
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District Team Self-Assessment Tool: rev 4/18/22

STRATEGIC PARTNERSHIPS	Place	Progress	Improvement	GAP	Comments
1. Our district leverages its community partnerships to align services and supports to fit the needs, languages and cultures of historically marginalized groups of students and families (e.g., Black, Latino, Native American, Pacific Islander, LGBTQ, immigrants and students with disabilities).					Not evident
2. Our district has prioritized partnerships with public agencies, community-based nonprofits, and grassroots organizations that have relationships with students and families and include them in the design and implementation of multi-tiered attendance and engagement strategies.				It is not evident that it is a top down priority	Each school tries to form their own partnership
3. Our district uses partnerships to make enrichment opportunities and resources accessible and available to all schools and all students (English language learners, students with disabilities, economically disadvantaged).				Not evident	
4. Our district ensures that all expanded learning providers, including afterschool programming, understand and align their work with multi-tiered attendance and engagement strategies.				Not evident	
5. Our district leverages the resources of businesses, government agencies, and foundations to improve attendance and engagement.				Not evident	

<p style="text-align: center;">ADEQUATE & EQUITABLE RESOURCES</p>	<p style="text-align: center;">Pl ac e</p>	<p style="text-align: center;">Progress</p>	<p style="text-align: center;">Improvement</p>	<p style="text-align: center;">GAP</p>	<p style="text-align: center;">Comments</p>
<p>1. Our district has mapped school, district and community-based resources that promote attendance and engagement.</p>			<p>We need a map or outline of resources</p>		<p>I don't think we have a map but we've identified a few potential resources</p>
<p>2. Our district has identified gaps in funding and resources that affect attendance districtwide and by school.</p>			<p>We need an increase to the BSA in order to support more of the services and activities that help create a positive school experience and keeps kids in school.</p>		
<p>3. Our district team has a system in place to hear from and respond to school attendance teams about their needs, service gaps for underserved student groups, and resource implications.</p>		<p>Our team uses feedback from school sites which is more than in the past</p>			

4. Our district prioritizes the distribution of financial, staffing and community resources to schools with higher rates of chronic absence and large populations of vulnerable students.					Uncertain
5. Our district promotes equity by hiring staff and procuring services from community-based partners that reflect the diversity of our student and family population.				Need to procure support from others	We are still trying to pull the weight alone
6. Our district advocates for funding and resources from government entities at the local, state and national level to address identified gaps in resources, services, and programs.				Not that we know of	



District Team Self-Assessment Tool: rev 4/18/22

SHARED ACCOUNTABILITY	Place	Progress	Improvement	GAP	Comment
1. Our district has set district-wide goals for improving attendance and reducing chronic absence that is embedded into our district improvement plans.			Unsure haven't seen District improvement Plan		
2. Our district ensures that school leaders have set goals and have a data-driven plan to improve attendance and reduce chronic absence that is embedded into their school		Each school is working to reduce			Unsure what each school improvement

improvement plans.		absences			plan looks like
3. Our district ensures that data for each student (including attendance, behavior and academic progress) is easy to understand and accessible to families in a timely manner.	Parents have access to powerschool				
4. Our district ensures school leaders use their quantitative and qualitative data to track and monitor progress to determine if attendance improvement strategies have addressed the needs of chronically absent students and their families.		The district team is working with school leadership to accomplish			
5. Our district and schools have Memorandums of Understanding or Data Sharing Agreements with community partners that specify roles, responsibilities and performance metrics for collective attendance outcomes.				No MOU Are in place	
6. Our district publicly shares aggregated attendance, chronic absence, discipline and academic performance data with community partners and stakeholders.			At board meetings sometimes		Unsure of other avenues of information sharing

BOARD OF EDUCATION MINUTES
Work Session/Special Meeting
April 23, 2024
5:30pm/6:30pm
NES Library

Member Trigg called the meeting to order at 6:47 pm Tuesday April 23, 2024 with a quorum present.

Member Tahbone led the Pledge of Allegiance.

Member Trigg read the Nome Public Schools Mission Statement.

School Board Members Present:

Darlene Trigg	Marjorie Tahbone	Jon Gregg (Excused)
Nancy Mendenhall	Bob Metcalf	

Others in attendance included:

Jamie Burgess	Genevieve Hollins (via Zoom)	Jim Shreve
Jennifer Shreve	Teriscovkya Smith	
Elizabeth Korenek-Johnson	Anna Lionas (Nome Nugget)	

APPROVAL OF AGENDA

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

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

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

OPPORTUNITY FOR PUBLIC COMMENT ON AGENDA/NON-AGENDA ITEMS

Elizabeth Korenek-Johnson, NES Principal, stated she was sorry she unable to attend the work session portion of the meeting and volunteered to answer any questions the board may have on the Inupiaq Immersion Program.

ACTION ITEMS

Member Tahbone moved and Member Mendenhall seconded to approve the final draft of the FY25 budget.

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

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

BOARD AND SUPERINTENDENT'S COMMENT & COMMITTEE REPORTS

Member Mendenhall had no comments.

Public Comment Statement

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

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

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



Board/Leadership Areas of Focus:

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

- NBMHS held their annual College and Career Fair on April 30th – we had an excellent turnout of local employers, military recruiters, and colleges. A very big thank you to NBMHS counselors Aaron Brown and Misty Tweet for organizing and implementing this event.
- I had the opportunity to attend the Districtwide Art Show organized by Ms. Lisa Leeper (photos are attached) last weekend. It was wonderful to see the talent and how so many teachers have provided opportunities for students to engage with art. There are definitely some budding artists here in our schools.

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

- We are currently in the process of “re-imagining” Culture Camp for the coming fall. Due to our calendar changes, Tom Gray’s camp is no longer available. We are working with Dr. Amarok at UAF-NWC, Marjorie Tahbone at Katirvik Cultural Center and Karen Dixon from NPS to plan a camp with activities starting the week of August 4th. The camp will likely begin with a 3-night stay at Pilgrim Hot Springs, followed by opportunities to engage in cultural and subsistence activities and lessons, along with classes with the instructor through the remainder of the week, and then a few Saturday classes/activities to wrap up by the end of September. We have requested a donation from Sitnasuak of \$20,000 to help defray the expenses for the camp.

Staffing Update

Hiring season is well underway. We are still seeing few US-based teachers, although we are lucky enough to have hired a few good teachers to date. We still have several positions to fill, especially in the area of Special Education. I have reached out to the Kodiak superintendent, as they have been hiring international teachers for a few years, and they are connecting us to the organizations they work with – I am hopeful this will be a little less expensive and a little faster. Our current international teachers have thus far been performing very well.

We are pleased to announce that Ms. Donaldson will be returning with us next year as SPED Director; albeit with a partially remote contract. We also bid farewell to Mr. Pfau, as he has accepted a position out of state.

During my recent meeting with Sitnasuak to request a donation for Culture Camp, the topic of growing our own teachers came up; and SNC mentioned they are able to track their scholarship students through the MyCache platform, and we discussed the possibility of reaching out to those who are attending college for education and developing a partnership with NSEDC or other organizations to provide a living stipend for any from our community who would be willing to



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Jamie Burgess
May 14, 2024

come complete their student teaching experience here in our schools. Student teaching is an excellent opportunity to introduce future teachers to our schools and staff, and hopefully hire them into vacancies prior to their program completion. Darlene Trigg has stated Kawerak would likely also have some scholarship students they can track through MyCache, so we can hopefully identify a pool of candidates.

Funding Update

The funding situation for NPS continues to be a combination of good news and bad news. The operating budget is not yet finalized for the state; it currently contains one-time funding equivalent to a \$680 BSA increase. The Governor has indicated he will not veto this; although we will have to wait and see. It also includes some additional funding for student transportation, and funding for K-3 students to support the cost of Alaska Reads Act interventions.

The capital budget is finalized, and currently enough funding for Major Maintenance has been appropriated to cover both the Generator Replacement and the Beltz Roof Replacement projects. This budget must pass through the Governor as well.

We are seeing some increased expenses; however, for the FY25 school year. Our health insurance plan will increase by approximately 15%, due to some very high claims this past year. We will encourage our staff to take advantage of some of the wellness benefits available with our plans that can assist in keeping costs lower overall, which benefits all of our staff.

In addition, costs for drayage have increased, as well as food services. We will work on strategies to increase participation in our breakfast and lunch program, which translates into lower meal prices with NMS.

Year-End Activities

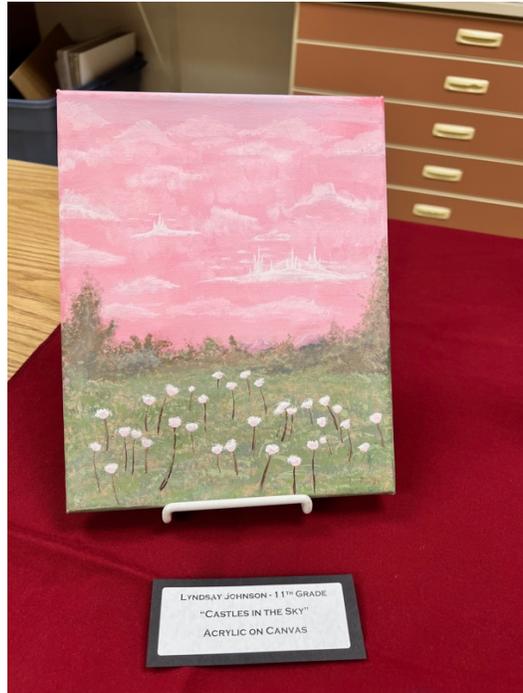
The school year end is almost upon us, and the Board members are invited to attend and/or participate.

Baccalaureate – May 26th – Old Saint Joe's
Scholarship Night – May 28th – Old Saint Joe's
Graduation – May 30th – 7pm – Beltz Gymnasium
Promotion – May 31st – Time TBD



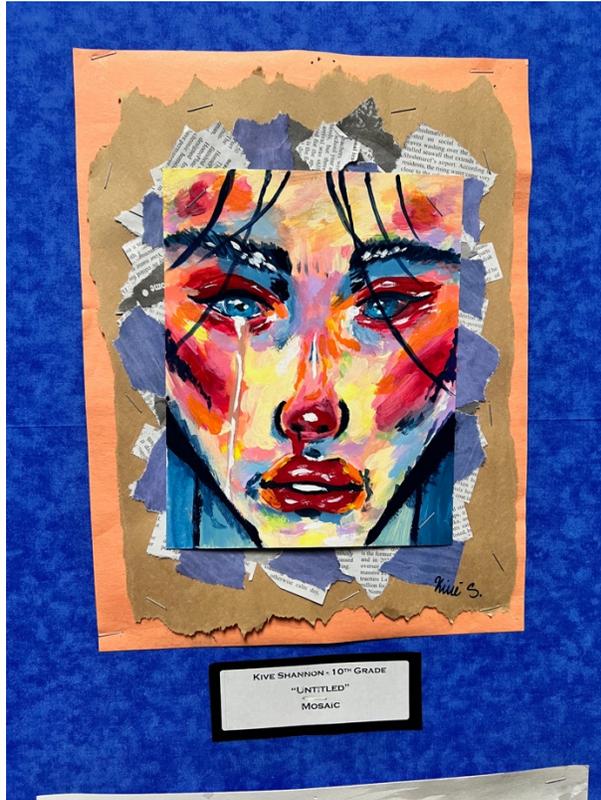
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Art Show Photos
(Superintendent's Picks)





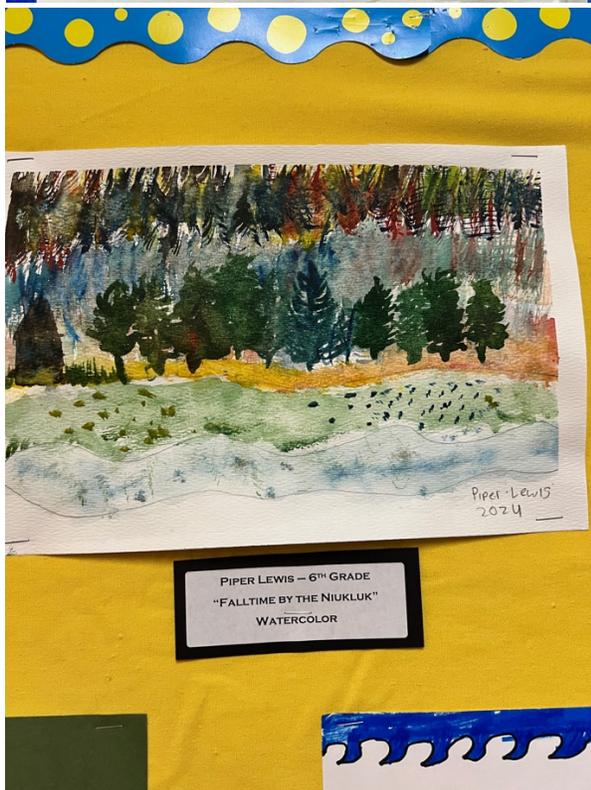
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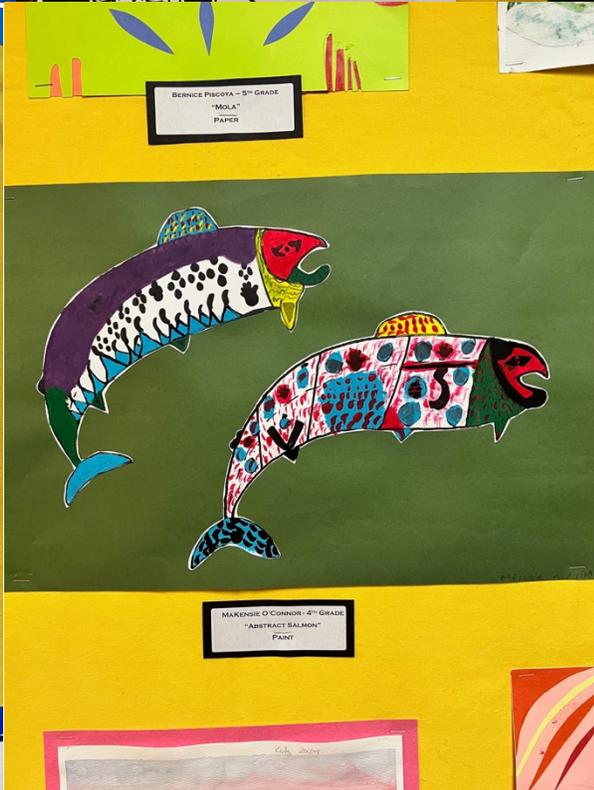
KIVE SHANNON - 10TH GRADE
"UNTITLED"
MOSAIC



ROSELVYN PANIPCHAK - 7TH GRADE
"UNDER THE NORTHERN LIGHTS"
WATERCOLOR



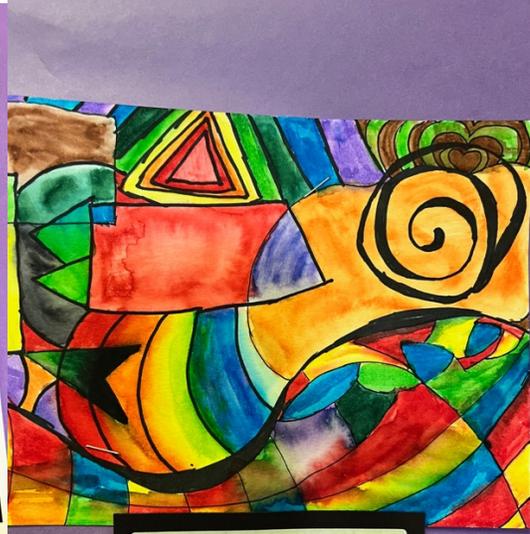
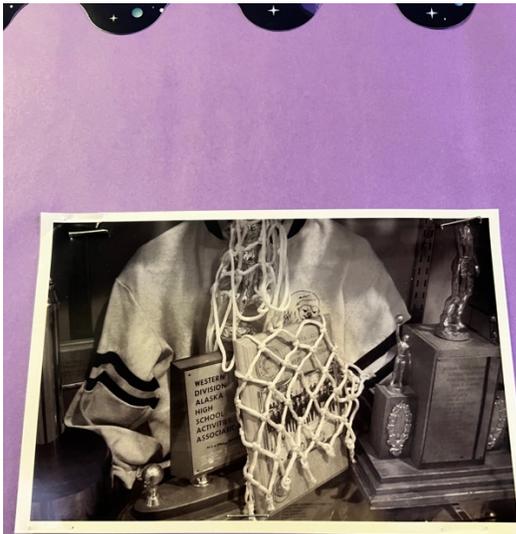
PIPER LEWIS - 6TH GRADE
"FALLTIME BY THE NUKLUK"
WATERCOLOR



MAKENSIE O'CONNOR - 4TH GRADE
"ABSTRACT SALMON"
PAINT



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KINLEY KNIPFER - 6TH GRADE
"SPRING WITH KANDINSKY"
MIXED MEDIA



"SPRING WITH KANDINSKY"
MIXED MEDIA



KEEGAN MURCH - 8TH GRADE
"THE GREAT WHITE"
WATERCOLOR



ASTELLA BODINE - 6TH GRADE
"SPRING WITH KANDINSKY"
MIXED MEDIA

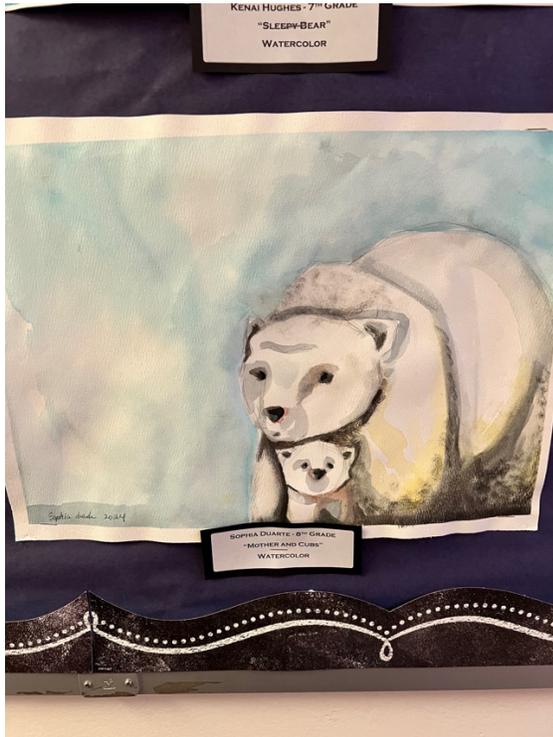


KENAI HUGHES - 7TH GRADE
"SLEEPING BEAR"
WATERCOLOR





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May, 14 2024

Student Council Report

Good evening, the past month was full of exciting events and opportunities, and there are even more coming up as the 2023-2024 school year comes to an end.

Seniors came back from the Washington D.C and New York trip on April 14. Everyone came back with valuable new life skills and memories that will last a lifetime. We met people from all around the U.S as well as went to the White House, Natural History Museum, Spy Museum, Vietnam Veterans Memorial, Martin Luther King Junior Memorial, John F. Kennedy Memorial, Jefferson Memorial, the Washington Monument, Lincoln Memorial, the National Mall, and the Air and Space Museum. In New York we visited the MET, the Statue of Liberty and watched Great Gatsby the Musical on Broadway. We are all very thankful having had this opportunity.

Ms. Phyllis took her students, Hana Callahan, Tonya O'Connor, Ciana Akeya, and Nancy Sherman on a two day trip to Gambell where they got to participate in an Alaska Native Fashion Show. Ciana received first place and Tonya received second. While they were in Gamble, hunters caught a whale and they all got to see it get pulled onto the shore. They also were able to participate in eskimo dancing and help serve elders at a feast.

Clubs, sports, and classes are having and have had some exciting things going on. Track is getting ready for state in Anchorage on May 24th. Drama club performed Murder in the Knife room on May 8th, 10th, and 11th. Band had their Spring Performance on May 6th and 7th. Members of the National Honor Society are also getting ready to do the inductions of new members!

As the school year comes to an end, everyone is preparing for finals. and seniors are getting the last things done in preparation for graduation. We are all looking forward to bacalaureate, scholarship night, the senior parade, and of course... graduation.

Thank you for listening to my report, it was an honor to participate in the School Board meetings. I hope all of you have a great rest of the school year and summer!



Nome-Beltz Middle High School

PO Box 131, Nome Alaska 99762

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

Date: May 2024

To: NPS Board

From: Teriscovkya Smith and Dr. Michael Akes

Subject: May Board Report

Student Celebrations:

- **NBHS:** This month we would like to celebrate our newly announced graduating class of 2024 Valedictorian and Salutatorian! #2024nanooks
 - Valedictorian, Kaitlyn Johnson
 - Salutatorian, Iryna Kadaska
- **NBMS:**
 - Elliott Mathisen, 6th-grade #superstar

NBMHS Data:

- 20 student contact days
 - School closure on April 3 and April 10 (both Wednesdays!)
- Current Enrollment: 269
 - 6th-grade: 41
 - 7th-grade: 32
 - 8th-grade: 36
 - 9th-grade: 50
 - 10th-grade: 39
 - 11th-grade: 33
 - 12th-grade: 38

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

- **Vacancies:** NBMHS has the following vacancies: MS Social Studies, MS ELA, MS Generalist, MS/HS Band and Choir. Hiring becomes more challenging as the year comes to a close and staff depart for their off contract activities. We are worried about unfilled positions, the fate of the Music program, and creating a master grid for enrollment purposes; all of this poses a great challenge for counselor Aaron Brown, who should be rostering students by mid-May.
- **Substance abuse:** As you have noticed, there is a recurring theme of substance use among youth in our monthly report. While we have made great gains through our cessation interventions for vaping and dab pens, usage on campus is

prevalent. Staff have reported concerns about safety and the possibility of tragedy. While Ms. Smith and Mr. Akers do their best to assess students suspected of being under the influence, they are not law enforcement and the margin of error possibilities are troubling. Local law enforcement reports an increase in the misuse of Gabapentin, an anticonvulsant, in our region. We have had one case of possession on campus.

Growing the Den:

- **Positive Behavior Interventions and Support (PBIS) Update:**

- NBMHS sent an incredible team to Tacoma, WA for the 22nd Annual NWPBIS Conference: Hana Robb, Michael Akers, Deborah Badertscher, Aaron Brown, Misty Tweet, Jill Peters, and Rachel Finney. We felt extremely fortunate to send such a large group and we knew through their pre-conference meetings and activities, that this would benefit our campus and help to set us up for a successful 2nd year of our rollout.

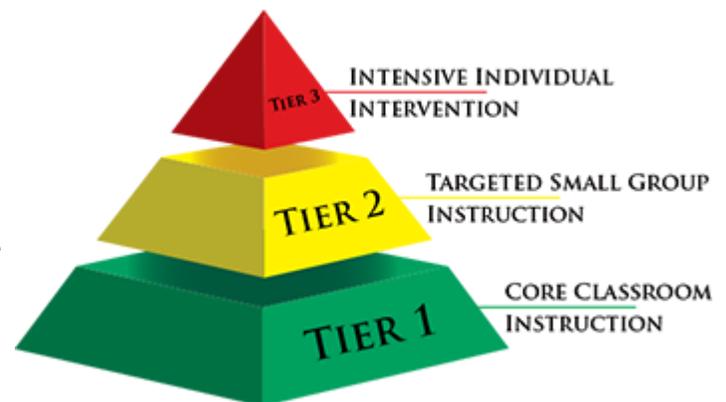
- The team amassed a lot of knowledge including the following:

- Positive behavior interventions can be concerning to teachers, who might not be as enthusiastic due to burn out and who might not be convinced PBIS strategies will create the change they need. In order to grow buy-in, we have to work with our teachers and recognize that behavior management can be a personal and painful topic for educators. Educators who believe in the efficacy of this intervention ensure its success and this

involves shifting mindsets towards new systems, being open to new ways of doing things, and reflecting on and revising practices. We know that fostering a growth mindset means making it safe for teachers to gain

confidence; this will be essential as we evolve our Tier 2 and 3 supports and interventions.

- We will continue to move the needle through teaming and meeting with a focus on data driven goals.
- Teaching expected behaviors is important, but *reteaching* them is vital. It is just like teaching any other subject: repetition is key. Our teams will use minor and major referral data to determine when reteaching is appropriate.
- Relationships, Relationships, relationships: Building a mutual, respectful relationship with each student must be embedded into



every interaction, which includes understanding the social, emotional, and cultural needs of our student population.

- PBIS gives us the framework in which to organize our work which will improve accountability and outcomes.
- NBMHS conducted an annual evaluation to gauge progress. The Tiered Fidelity Inventory (TFI) indicates we are about 67% proficient at Tier 1 (school-wide practices and procedures) and 38% at Tier 2 (intervention procedures and protocols).
- Looking ahead into FY25: Probably the most impactful take away from the conference are the goals our team created that will become part of our 2024-2025 School Improvement Plan. The goal for next year is to increase PBIS fidelity in the following ways:
 - Increase Tier 1 proficiency to 80% through the following actions:
 - providing staff with behavioral lesson plans;
 - ensuring consistent teaching and reteaching of expected behaviors;
 - involving all stakeholders regularly;
 - Teaching relationship building techniques.
 - Increase Tier 2 proficiency to 70% through the following actions:
 - implementing additional tier 2 research-based interventions;
 - establishing decision rules;
 - tracking behavioral data.
 - Establish Tier 3 (intensive interventions) through the following actions:
 - Implementing PTR (**Prevent, Teach, Reinforce**), a research-based intensive intervention focused on prevention, teaching, and reinforcing the desired behavior through additional interventions.
- **Biology Students Nailed It!**
 - On Wednesday, April 3rd, while everyone was hunkered down for a school closure due to weather, Ms. Liben, her Biology students, and Ms. Berry, attended the 16th Western Alaska Interdisciplinary Science Conference and Forum at the Mini Convention Center. This year's theme, "Western Alaska in Transition," complimented the activities and research that Ms. Liben's students have completed over the course of the year through hands-on , place-based learning. Ms. Berry supported the team with her incredible Science background and the Nanooks

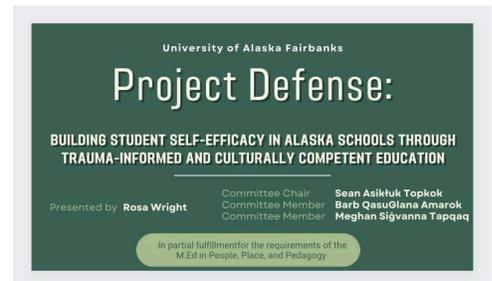


absolutely impressed attendees with both of their presentations:

- "Testing Saffron Cod (*Eliginus gracilis* or Tomcod) Livers in Nome Harbor During Winter 2023-2024"
- "Invertebrates and Walruses: A Review of Saxitoxin Levels"

Nanooks won Best Student Presentation Award and a hand-painted trophy of a salmon on basalt created by Claudia Ihl. Place-based, solution driven learning is how we bring students into the fold to be the future caregivers and advocates of our region. Check out the article in this link: [WAISC #nanooksknow #placebasedlearning](#)

- Right On, Wright!
 - We couldn't be more proud of our own alumni/teacher and now holder of a Master of Education in People, Place, and Pedagogy. With a focus on trauma informed practices and building cultural competence, we are excited to bring Mrs. Wright's talents and knowledge into the fold. Teachers lead incredibly complicated and busy lives and when they choose an area of study that will benefit students? We are so grateful. Mrs. Wright will present some of her findings during our fall inservice and in professional development throughout the year.



Teacher Techniques in the Den

- *Artists in Process*
 - Ms. Badertscher teaches 2 sections of HS Art and one MS Art elective and students are engaging in the study of form, theme, and design while they learn techniques practiced by the masters. Here is recent glimpse of their work posted on campus:



Artists (from left): Vivienne Bloodgood (8th), Lily Giang (8th), Kivé Shannon (10th), Daniel Kerrin (10th), Allen Yingling (8th).

- *Studies in Climate Change and Impactful Learning*
 - Students from various classes came to hear Ms. Liben's special guest: Rick Thoman from the Alaska Center for Climate Assessment and Policy spoke about changing trends in our regions that will impact subsistence and other aspects of life in the Norton Sound. Sessions like this compliment activities in other classes. For example, students in Ms. Finney's

10th-grade English classes completed a thorough research project called Be the Change, which includes a variety of topics, such as climate change. Students research and develop thesis statements on how to address a respective issue. Essays, presentations, and other information allows for the opportunity to apply critical thought, perspective, and most important voice!



- *Archery Aptitude*

- On any given day, if you walk into the gym on a school morning, you will see Coach Callahan engaging students and growing varied skill sets in everything from badminton to pickle ball. Of course, there is the occasional basketball lesson, but Coach Callahan uses The Sport Model, a framework for physical education instruction that promotes inclusivity and team work. Middle School students tested their skills in archery and their knowledge of safety protocol and positioning was really impressive!



- *College and Career Fair*

- This year's fair was a resounding success! Students traveled in rotations to different classrooms to learn about employment opportunities in the region. These entities made a huge impression on our Nanooks: Alaska State Troopers, Alaska Pacific University, Universal Technical Institute, Department of Corrections, Norton Sound Health Corporation, Nome Police Department, Nome Volunteer Fire Department, City of Nome and City Public Works, State Department of Transportation, US Navy, Alaska Airlines, Graphite One Exploration and Mining, UAF Northwest Campus, AVTEC, Army National Guard, UAF Rural Student Services, Alaska Laborers Training, Outer Coast College and Summer Program, Alaska Air National Guard.
- Counselors and teachers worked tirelessly to make this happen and we couldn't be more grateful! If you see Mr. Brown and Ms. Tweet, let them know they truly rock.



- *Roll Out the Red Carpet*

- The Junior class hosted the 2024 Junior Prom at the Mini-Convention Center and their chosen theme of The Red Carpet resulted in a level of glamor we have not seen in a while with suits, gowns, and shoes! Thank you to Rosa Wright



and Rachel Finney for organizing an event reflective of student hopes and for all of the volunteers who made the evening a resounding success.

- *Spring Concert*

- Mr. Bullock and students in the Music program performed for families on

May 6 and 7 with varied pieces and ensembles. With pieces dating back to the 1500s, the results were impressive and proof of the impact of music and the arts on our students!



Nanooks are Rocking the Den!

- **Track and Field Partners With NYO (Coach Fox)**

- The Track and Field team continues to practice and grow every week day as we gear up for the ASAA State championships on May 24th/25th at Diamond High School. Some highlights from the past few weeks:

- The Team competed at the Wasilla Invitational on April 26th /27th with a total of 9 athletes competing in events ranging from shot put, discus, distance, sprinting, and relay events. We were fortunate to collaborate with NYO and bring several athletes to both the track meet and the NYO State competition. Special Shout out to Wyatt Ahmasuk who placed 4th in the Alaskan Stick Pull at NYO. Immediately after stepping off the podium he was driven into the valley to the track meet where he ran the 100 dash just 20 minutes after arrival. Thank you to this community for supporting this 100% fundraised endeavor!

- **NYO (Hank Irelan)**

- Thank you everyone for your support! The partnership of NYO and Track and Field benefits our athletes in all sports and from what I have seen, the athletes are enjoying themselves. Coach Fox has been able to bring in outside expertise which has augmented both sports and reinforced our programs.
- I am looking forward to next year and working out any kinks for an improved program that will include: Improved scheduling, couple home meets, and more athletes maintaining fitness.

UPCOMING EVENTS FOR THE DEN:

- May 11-18 8th-Grade Washington DC Trip
- May 23 Last academic day for HS seniors
- May 24 Senior Skip Day
- May 26 Baccalaureate
- May 27 Memorial Day → No School
- May 28 Scholarship Night
- May 30-31 HS Spring Semester Final Exams
- May 29 Graduation set up
- May 30 NBHS Graduation #2024
- May 31 8th-grade Promotion
- May 31 Semester 2/4th Quarter ends (S2/Q4)
- June 1 Teacher Work Day

Nome Elementary School

Box 131 • Nome, Alaska 99762

Phone: 443-5299 Fax: 443-2850

Elizabeth Korenek-Johnson
Principal



Nicholas Settle
Assistant Principal

May 9, 2024 (April Report)

Dear Board Members,

April was full of assessing for students, and learning for staff (and students, of course)! We worked hard to complete the AK STAR testing for every third through fifth grade student enrolled at NES during the testing window. We did the same with all fifth grade students for the Alaska Science Assessment. At the end of the month and first week of May we also completed the End of Year (EOY) Benchmark DIBELS assessment measures for all students, Kindergarten through fifth grade. We are now completing MAP Growth Benchmark assessments for Kindergarten through second grades. Additionally, the staff had professional development opportunities at the Alaska Native Language Summit and the Alaska Science of Reading Symposium in Anchorage, April 19-21, and here with Sharon Walpole, Bookworms author, April 22-26. These were some amazing opportunities made possible with our Alaska Literacy grant. These training were focused on honoring and teaching Alaska's indigenous languages, tailoring reading instruction to student need, and guaranteeing viable reading curriculum across grade levels.

We celebrated 19 Read to Lead mascots in the month of April! Mr. Slingsby's class got caught up for the year, with ten celebrations, representing 200 reading logs submitted over the course of the year so far. Ms. Janet's Kindergarten earned one mascot, while Mrs. Erikson's 3rd grade, Mrs. Pardee's 2nd grade, Ms. Secor's 1st grade, and Ms. Ten Eyck's kindergarten each earned two! Nanauyaat read to lead!

STEM Star for April: 4th grader, Rejina Jones! Rejina is a delightful student who “*shines as the STEM Star of the Month with her unwavering dedication to after-school STEM sessions. Her quirky commitment to not eating her science experiment of a boiled potato, though comical, paid off, as it successfully conducted electricity. Her enthusiasm and innovative approach exemplify the spirit of curiosity and creativity in STEM education.*” Sophia Pantelis, STEM Teacher. ☺ Congratulations, Rejina! She received an Artie 3000 robot-building kit and certificate.

STEM Star for May: 3rd grade student, Michele Goldsberry! Michelle is “*a shining example of dedication and enthusiasm in our elementary school STEM programs. With active participation in all STEM activities, she embodies cooperation and respect, fostering a positive learning environment for her peers. Michelle's insatiable curiosity and boundless enthusiasm light up the classroom, inspiring others to explore the wonders of science, technology, engineering, and mathematics alongside her.*” Sophia Pantelis. Way to go, Michelle! Michelle will receive her certificate and robot kit on May 17th.

This Month's Inupiaq Values & Phrases:

Utuqannat kammagiralui (Respect for Elders)

Kattiilutin sahuagaat (Cooperation)

Week of: Apr. 1: Umiaqtuwik – April – the time of hunting by umiaq
Apr. 8: Itanniaqlui utuqannat – visit elders
Apr. 15: Iilatin maguatun sawiluzi – work well with others
Apr. 22: Aniu aukliuq tug – the snow will melt
Apr. 29: Piiyaqazuagnaq – try not to stay up late

May Events:

- May 3: High Table – Mrs. Conger’s 1st Grade
- May 6-10: Teacher Appreciation Week
- May 10: High Table – Mrs. Shreve’s 5th Grade
- May 10 & 11: District Art Show
- May 16: Culture Day
- May 21-23: Field Days (K/1, 2/3, 4/5)
- May 28-30: Kindergarten promotions
- May 31: 5th grade promotion, 11:30A-12:00P
- Various field trips throughout the month

Statistics:

School was in session for 21 days in April:

-We had an attendance rate of 87.99%. The percentage was fairly even across grades, with a range from 85.83% in Kindergarten grade to 89.84% in 3rd grade. Last year the overall percentage for April was 83.7%, ranging from 81% to 86% in (18 school days).

-We served 3,054 breakfasts, and 3,221 lunches.

-67 individuals from the community and across the state spent a total of 368 hours in the school. This includes the numerous families that were represented during our High Table celebrations and members of North Slope Borough School District as they observed in our immersion classrooms and worked with those staff, learning more about our program.

Nome Elementary School provides a positive and welcoming environment where our culturally-diverse students, staff, and community members are valued through mutual respect, collaboration, safe interactions, and enriching experiences. Clear and high expectations serve as guidelines to reach success and wellness for all students in this rapidly-changing world.



ACSA School Board Report May 14, 2024

Lisa Leeper, Principal

Enrollment / Attendance Update

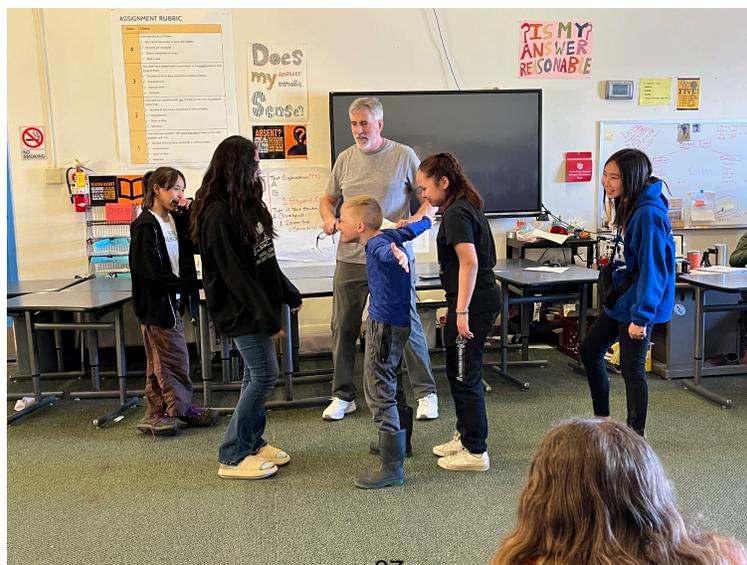
- We had a 92% attendance rate for April as compared to 97% for April last year.

Classes and Activities

- ACSA received 31 applications for enrollment for the 2024-2025 school year — twenty-four for students entering 5th grade (five were siblings), four for 6th, one for 7th and two for 8th. We held a lottery and have registered 15 new students in 5th grade for the upcoming school year. One new 6th grader will fill an opening that will be available in the fall. Our current waiting pools have eleven 5th graders (two are in a April 2025 pool because they missed the application deadline), nine 6th graders, three 7th graders, and five 8th graders. Student enrollment follows lottery priorities: grade level balance, children of certified staff, siblings, children of founding families, and oldest waiting pool.
- On April 12th-20th, Ms. Smyke traveled with twelve 8th graders and three chaperones to Washington DC for a trip with the Explorica program. You can read the particulars in the Migrant Ed report, but it should be said that students really appreciated the trip and a good time was had by all.
- Families and students shared their appreciation for staff during this year's Teacher Appreciation Week, May 6th-10th. It felt really nice to be appreciated by so many people, and we want to thank all who sent kindnesses, including the NPS School Board for sending pizza on Friday for lunch.
- We are currently in the middle of a two week residency with guest artist Paul Schweigert who is introducing students to the writings of Shakespeare and directing three condensed versions of these famous works: Comedy of Errors, 12th Night, and Midsummer Night's Dream. Every student has a part in the productions, and the performances for the community are scheduled for Friday, May 17th at Nome Elementary School starting at 6:30 PM. Nome resident Collin Brown is helping with lighting and scenery, and

many parents have volunteered for other duties to help support the residency and final event. The students are doing a great job with their acting parts, so we wish them the best luck for our big event on stage.

- On May 10th and 11th, a cohort of teachers wrapped up a semester of learning to integrate arts into their content areas by hosting a districtwide art show for students. There were submissions from all schools and grade levels, and the NES halls and 5th/6th grade pod were adorned with art pieces — all of this was staged in conjunction with Beltz’s Drama Club productions of *Murder in the Knife Room*. Funding for the Memorandum of Agreement for teachers who participated in the arts integration classes came from the Title IV-A budget, and it was money well spent. Each teacher provided evidence of incorporating art into their content area lesson plans, and students were very engaged and successful in learning new concepts. We all hope to build on what we started this year and to keep the arts moving forward in NPS.



Nome Public Schools
 Karen R. Dixon, Director of Federal Programs, Curriculum, Assessment
 School Board Report
 May 10, 2024

Curriculum/Instruction:

A draft strategic plan was reviewed during the last Cabinet meeting with feedback that helped to strengthen planning and delivery for next school year. There is much work to be accomplished throughout the school year.

Federal/State Grants:

Supplies for backpacks are arriving and stocking the shelves in preparation for packing backpacks. Because the recent backpacks were distributed in April 2023, these May backpacks will be disseminated in September and school supplies.

Migrant Supplemental (literacy) grant supports families to purchase books through Barnes Noble. Book orders are arriving and will be disseminated to families.

Staff and Parent surveys have been reviewed by parents at the May 8, 2024 Parent Voices Symposium. Eight parents and one student participated either face-to-face or on-line. The event was welcoming.

It is time for grant writing and submissions:

Grants	Fund Amount	Submitted
Office of Indian Education	\$221,372	May 10, 2024
REAP/RLIS	\$12,494.00	May 10, 2024
ESEA grants: Title I-A, Title I-C, II-A, Title IV-A, CAP	Narratives will be submitted with projected funding because FY25 funds will be announced July 1, 2024	By May 30, 2024
GMS grants: AK Literacy, Carl Perkins, Homeless, School Improvement Grant,	Narratives will be submitted with projected funding because FY25 funds will be announced July 1, 2024	By May 30, 2024
Indirect Cost Rate	4.58%	Calculated into each grant

Data/Assessments:

AK STAR and Science is concluded. Data will drive decision making and instruction. This year, NWEA assessments were discussed at NES and NBMHS in professional development structure of showing teachers who to use data to drive instruction. Those PDs were well received.

Additional data comes from not only State assessments, but also from the Attendance and PBIS committees, as well as input from parents through discussions/needs assessments and surveys.

Thank you.

Nome Public School Board, Facilities Service Report, May 2024

Jonathan Duarte, Facilities Director

Maintenance Snapshot:

- Scheduled Work Order in progress: 139

Staffing:

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

Maintenance Department Tasks with Status:

- NBHS- Fire Water Pump and Motor Replaced - Taylor Fire Commissioning System.
- Fire system annual inspections completed - Pending estimated quote on discrepancies.
- DDC Control System - Gathering material inventory for vital components.
- District Door PM's are underway.
- District Key audit review in progress.
- Dorm Building heating thermal expansion piping in review.
- DO- Built shelves and relocated furniture.
- DOT- Closet faucet repairs pending.
- NBHS- Boiler room sump pump under review.
- NBHS- Exterior lighting timers are being worked on.
- NBHS- Gym speaker installations underway. (new)
- NBHS- Gym bathroom motor fans inoperable. Pending quote for replacement.
- NBHS- Maintenance Shop Door Pm's.
- NBHS- Hot water generators. Pending quote.
- NBHS- Kitchen oven steamer is pending parts.
- NBHS- Kitchen heat exchanger needs to be replaced. Pending installation.
- NBHS- Kitchen Appliance Pm's.
- NBHS- Speed limit signs- pending softer ground.
- NBHS- Parking lot maintenance as ground thaws.
- NBHS- Plumbing projects throughout the district.
- NBHS- Roof leaks are ongoing. Beltz hallway and gym are temporarily diverted.
- NBHS- Interior wall patch repairs on going.
- NES- Boiler 2 Power flame fan motor over current. Pending new replacement.
- NES- Classrooms 127, 129, 141 and 185 motor fans inoperable. Pending installation.
- NES- Fuel level sensor installation underway.
- NES- Transfer Switch under review for PM. Coordinating with NJUS on subsiding poles.
- NES- Main glycol pumps under continual repairs. Gathering quotes for replacements.
- NES- Roof repairs and siding leaks in multiple locations are ongoing and diverted to drain.
- NES- Window Replacements are being reviewed. Gathering quotes from available vendors.
- Preventative maintenance and repairs to vehicle numbers; 001, 002, 019, 020 and 021.
- Pool bathroom locks and toilet stall repaired and operational.
- Pool entrance wall final touch up.
- Pool laundry room- Assisted Gulpin to relocate conduit for ADA compliance.
- Pool Pit- Joint effort with Leeper, Cushman, Gulpin and Walker to install pedestal and fan with home runs, 120v and 24v.
- Volvo- Validating quotes for snow pushers.

Janitorial Department Tasks with Status:

- Bidding inventory stock for next season.

Safety Concerns: Beltz- Fire water system not operational.

Nome Public Schools Director of Technology Report

Jim Shreve
14 MAY 2024

Current projects

Our current Systems Administrator, Elliott Weintraub has made the decision to take a job opportunity as a Fireman/Medic at the South Pole Research Station, Antarctica. I want to thank Elliott for his time here and wish him good luck with his new endeavors. We held interviews two weeks ago and have selected Andrew White from Colorado as our new Systems Administrator. Andrew holds a Bachelor Degree in Computer Science and both we and he are excited for his arrival and want to welcome Shazam as the newest member of the Justice League.

The FCC has approved the doubling of our bandwidth from 150x150Mbps to 300x300Mbps. Our application for BAG100 from the State of Alaska to qualify for our financial portion of the funding difference from 150Mbps to 300Mbps is in a substantially completed mode and is awaiting DEED approval.

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

The Technology Department has already received the majority of devices and supplies that were ordered for next year. These include an additional 75 ChromeBooks to replace aging devices at NES as well as 50 ChromeBox computers to replace the 2015 model iMacs that are in the NES computer labs.

Future Projects

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

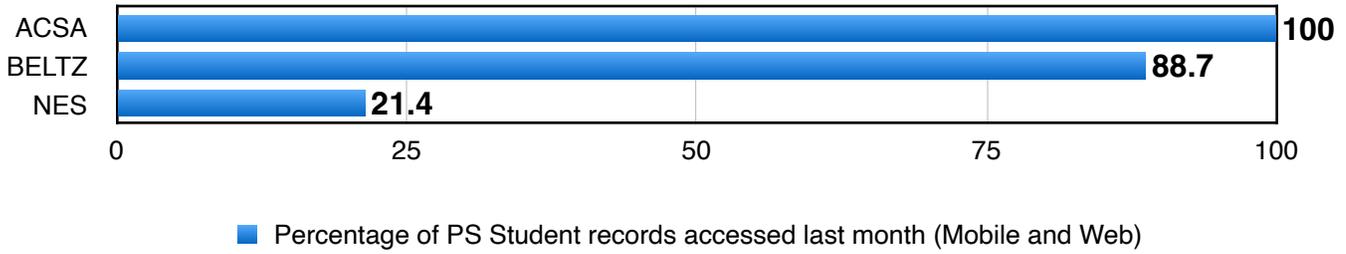
Network diagramming for our entire network infrastructure in support of District Data Protection Policy.

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

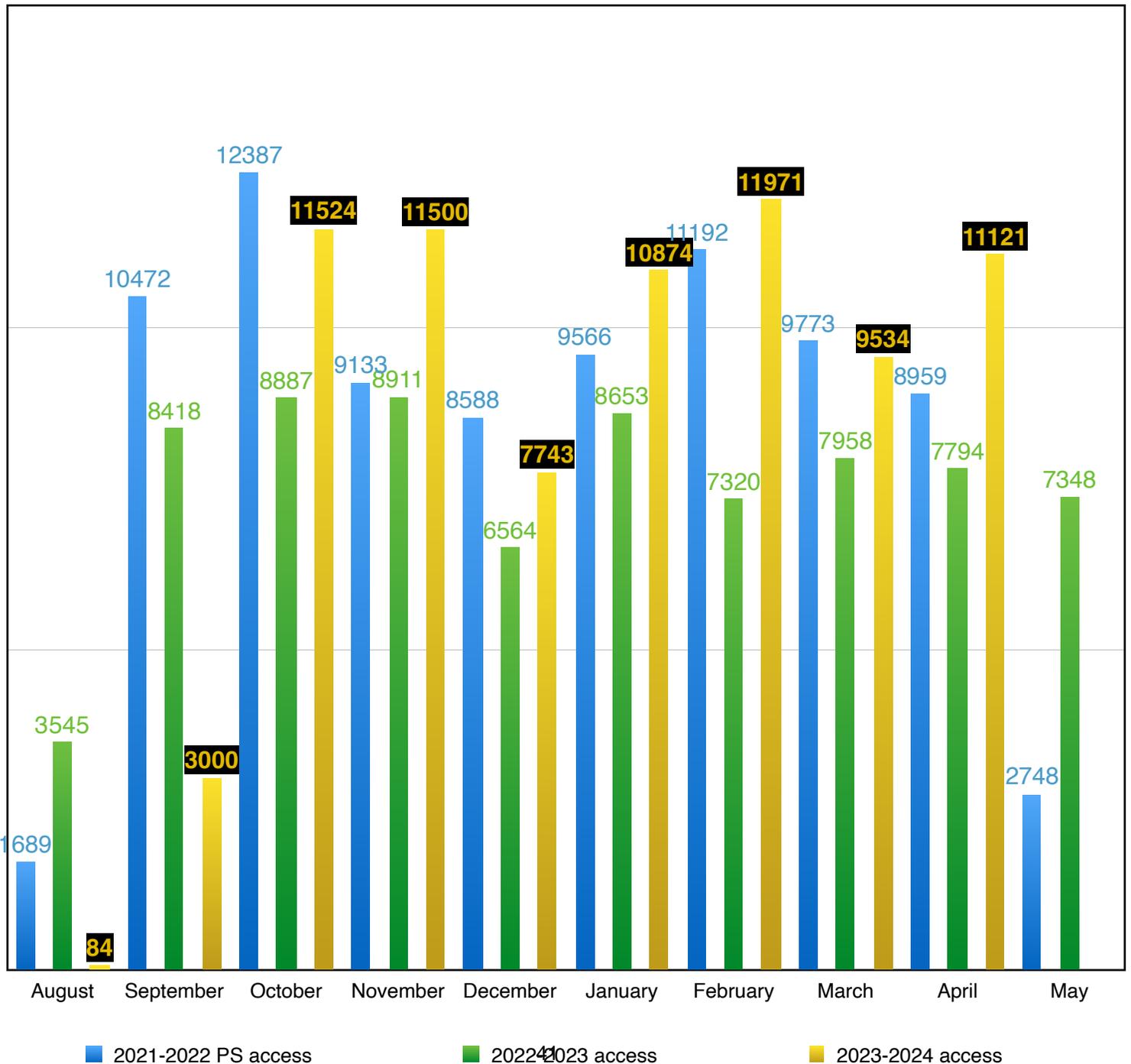
PowerSchool Online Enrollment

The SY24-25 New Student Enrollment form launched 07MAY24 for Kindergarten Kick-off. I am currently awaiting updated Student Handbooks, from schools and PowerSchool End of Year / Start of Year processes to activate the SY24-25 Returning Student Enrollment form.

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

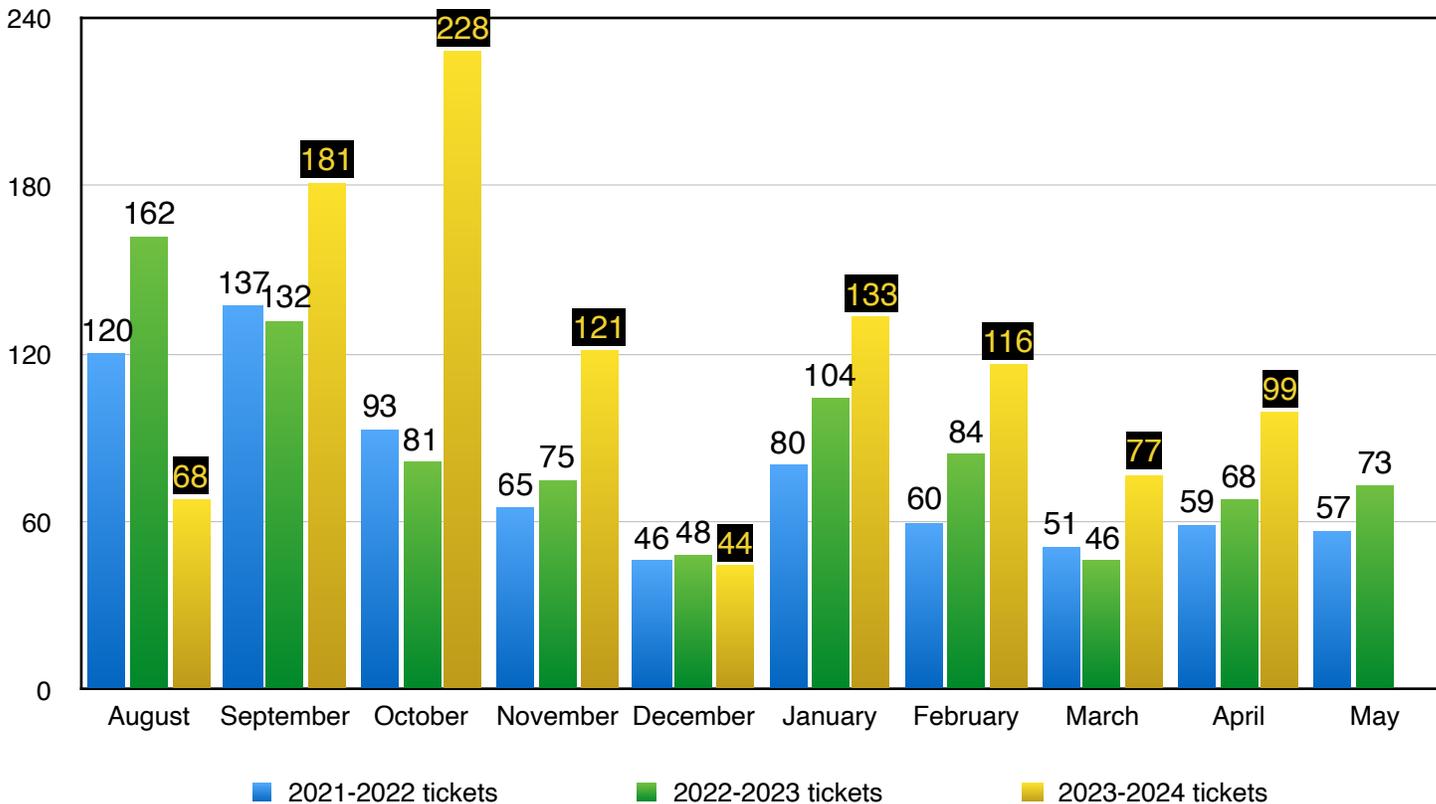


Total Parent and Student PS Web and Mobile Access Sessions



Technology Web HelpDesk

Part of the Technology Department's role is to maintain the Technology Web Help Desk for staff to request repairs, training, and troubleshooting. Last month we closed / resolved 86 of 99 (86.9%) of the tech tickets submitted through the system. Our average response time was 6.3 hours and average resolution time was 3 days. We encourage staff to make use of this resource but many immediate needs are still handled outside of the ticketing system. As previously mentioned, I have requested Tech Dept personnel to log most if not all of these types of requests and have requested staff to enter more of these requests as tickets. These entries account for the majority of the increase in tickets and are a more realistic count of monthly assistance services provided.



All Activity 04/01/2024 04/30/2024 FILTERS (1) TICKETS

Explore ticket analytics filtered only by your permission level

Ticket Resolution Over Time (closed tickets vs. newly submitted)

● Closed tickets ● New tickets

6.3 hours
Response time (avg)
for all ticket statuses

86
Tickets now closed
out of 99 submitted

3 days
Resolution time (avg)

13
Tickets still open
0 waiting on requestor

Ticket Pipeline Analysis (shows time spent in each status, along with ticket routing for all workflows)

Submitted 9.5 hrs
Avg. response time
+ 99 submitted

In Progress 2.6 days
Avg. in progress time
+ 99 in progress

- All Tickets**
(please note tickets may be represented in multiple statuses below)
- In Progress Only** 2.6 days
+ 84 tickets
- Waiting on Requestor** 1.5 days
+ 13 tickets
- Waiting on Vendor** 3.7 days
+ 2 tickets
- Waiting on Department of Education** 42 days
(no in progress time recorded)

Closed 3.0 days
Avg. resolution time
+ 84 resolved
+ 2 cancelled
+ 13 still open

May Special Education Report - Mary Donaldson Special Education Director



It has been a great year with a talented, dedicated staff serving wonderful families and incredible children. 89% of special needs children made at least one year's growth as demonstrated by the NWEA/MAP data.

Parent/Family Involvement - We have completed *home visits to 89% of families* with special needs. The visits range from sharing good news to sharing food and include celebrations of learning, attendance, sharing ideas, IEP meetings and other events.

Child Find -Huge success! *Thank you to Becky Miller for her coordination and leadership!* Over forty families attended and began a relationship with our department and members of the community. We will now follow up with the families, partnering with services at the hospital, Kwarek and the preschool.

Early Literacy Integrating Culture and Families - We are currently discussing with Sealaska Heritage to increase parent and family engagement of families with children age 0-5. The program would provide every household in Nome with children up to age 5 with literacy support based on their cultural heritage. Publications are based on cultural themes with illustrations reflecting the importance of family, subsistence, and land. It is an award-winning program that promotes early literacy, language development and school readiness for Alaska Native families. The program improves early literacy skills by translating cultural strengths into home literacy practices. The program, Baby Raven Reads, would be adjusted to align to our community. The results have shown that children in the program made a 20-39 percent percent gains in phonetic knowledge, awareness of print concepts, and knowledge of letters and symbols.

2024-2025 Staffing We are exploring creative staffing to support our children and we sincerely appreciate the support of Superintendent Burgess and the Board. Our thanks to LoAna Benton, Robert Voorhess, Jeff Collins and Tricia Shambach for their dedication to our children. We appreciate you and wish you well. We are looking to the community to hire. Sharon Rida has agreed to join our team with prospects of other parents applying for positions.

*A people without the knowledge of their past history, origin and culture
is like a tree without roots. Marcus Garvey*



Nome Public Schools

TO: Nome Public Schools Board of Education
THRU: Jamie Burgess, Superintendent
FROM: Genevieve Hollins, Alaska Education & Business Services, Inc.
SUBJECT: FY2024 Expenditures: 7/01/2023 through 4/30/2024
 - All Except Special Revenue Programs -
DATE: May 8, 2024

REVENUES:

	Received	Current Budget	Amount Remaining	% Received
State of Alaska - Foundation	\$ 7,520,093	\$ 8,778,748	\$ 1,258,655	85.66%
State of Alaska - One Time	587,369	587,369	-	0.00%
State of Alaska - TRS On Behalf	533,468	640,162	106,694	83.33%
State of Alaska - PERS On Behalf	27,152	32,582	5,430	83.33%
City of Nome	2,511,297	3,221,279	709,982	77.96%
Impact Aid - U.S. Government PL-874	130,116	110,633	(19,483)	117.61%
E-Rate	791,044	1,125,659	334,615	70.27%
Earnings on Investments	69,084	-	(69,084)	0.00%
Other (Fees/Gate/Rentals/Donations)	292,098	320,000	27,902	91.28%
Decrease (Increase) of Fund Balance	94,167	1,687,349	1,593,182	5.58%
Pupil Transportation (Fund 205)	499,695	499,695	-	100.00%
Food Service (Fund 255)	673,653	761,000	87,347	88.52%
TOTAL REVENUES	\$ 13,729,235	\$ 17,764,476	\$ 4,035,241	77.28%

(Excluding Federal Special Revenue Programs)

EXPENDITURES:

	Expended & Encumbered	Current Budget	Amount Remaining	% Expended
General Fund (100)	\$ 11,995,267	\$ 16,503,781	\$ 4,508,514	72.68%
Pupil Transportation (205) ¹	590,017	610,000	19,983	96.72%
Food Service Fund (255)	641,455	761,000	119,545	84.29%
TOTAL EXPENDITURES AND ENCUMBRANCES	\$ 13,226,739	\$ 17,874,781	\$ 4,648,042	74.00%

Percentage of Revenue Budget Recvd: 77.28%
 Percentage of Budget Expended: 74.00%
 Percentage of Year Passed: 83.33%

Days of Expenditures for this Fiscal Year: 305 Days

Remaining in Fiscal Year for Expenditures: 61 Days

Checking Account Book Balance as of April 30, 2024 - \$6,024,881

CDs Bank Balance as of April 30, 2024 - \$2,012,088

Northrim Checking Book Balance as of April 30, 2024 - \$2,500

¹All regular route costs are encumbered for the year. Budgeting to use ~ \$110,000 of Pupil Transp Fund Balance.



MEMORANDUM

To: Board of Education
Thru: Jamie Burgess, Superintendent
From: Genevieve Hollins, Contracted CFO
Alaska Education & Business Services, Inc.
Date: May 8, 2024
Subject: **Financial Narrative**

This year has flown by quite quickly and here we are again at year-end working on some important contract renewals!

FY2025 Health Insurance

On May 7th, the District received its quotes for health insurance coverage for FY2025. Quotes were solicited from 13 carriers; 4 provided quotes and 9 declined. The quotes ranged from 15%-49% increase over FY2024. The reason for same was high claims experience. Administration is reviewing options.

FY2025 Food Service

Administration has negotiated with NMS regarding their response to the District's RFP for food services. We have reached an agreement, and the contract is currently being reviewed by DEED Child Nutrition Programs for inclusion of all necessary legal and regulatory wording as required by USDA. We will have an action item for the Board in the next Board meeting.

Bulk Fuel Purchase

Administration is awaiting a response from NJUS regarding current year usage and a quote for bulk fuel purchase for next fiscal year.

Maintenance & Operations Contract

Attached within this Board packet for Action by the Board is a one-year extension of the current M&O contract with NMS. NMS has declined to offer changes/reductions to their billing as requested by Administration. The one-year extension set forth contains no changes to existing contract.

Fiscal Year-End

Final year-end payrolls are currently being processed. Thank you to all who have remitted their timesheets and/or leave requests timely! The bulk of year-end supply ordering is complete and now AP is working toward closing out all outstanding invoices, open purchase orders, and reconciling credit card statements.

Standard Operating Procedure (SOP) #23 (Revised) - Grant Purchasing and #26 - Leave Requests

Attached herein for your information, comments, and questions, please find *SOP 23 - Grant Purchasing* (as revised), and *SOP 26 - Leave Requests*. SOP 23 was revised to include DEED-recommended additional wording regarding allowable costs, guidance, and unallowable costs in addition to links for same as well as links to Title program spending handbooks. SOP 26 is to provide uniform procedures for securing leave request approval and documentation of same.

Thank you!

NOME PUBLIC SCHOOLS
Nome, Alaska

SOP No. 23

GRANT PURCHASING

1. PURPOSE: To ensure the integrity of grant expenditures and add an enhanced level of accountability where grant funds are concerned.
2. AUTHORITY: Superintendent or designee
3. RESPONSIBILITY: It is the responsibility of any individual who will be expending grant funds to ensure that they follow all the procedures outlined in SOP No. 5 - Purchasing, and that their expenditures are appropriate for the grant in use.
4. GENERAL PROCEDURES: Follow all guidelines in SOP No. 5 – Purchasing and obtain appropriate grant program manager approval for all grant purchases.
 - a. Consult the program budget, grant guidelines, cost principles, and the grant agency's program officer if there are questions as to whether a given expenditure is within programmatic guidelines. Please consult the following:
 - i. [Allowable Costs Checklist](https://education.alaska.gov/esea/fedgrants/allowable-cost-checklist-for-federal-funds.docx) -
<https://education.alaska.gov/esea/fedgrants/allowable-cost-checklist-for-federal-funds.docx>,
 - ii. [Guidance for Determining Allowable Costs](https://education.alaska.gov/esea/fedgrants/determining-allowable-costs-with-federal-fund.docx) -
<https://education.alaska.gov/esea/fedgrants/determining-allowable-costs-with-federal-fund.docx>
 - iii. [Unallowable Costs under UGG](https://education.alaska.gov/esea/fedgrants/unallowable-costs-under-uniform-grant-guidance.docx) -
<https://education.alaska.gov/esea/fedgrants/unallowable-costs-under-uniform-grant-guidance.docx>
 - b. Grant funds cannot be used outside the scope or intent of the program. The Alaska Dept. of Education also provides spending handbooks for:
 - i. [Title I-A](https://education.alaska.gov/ESEA/TitleI-A/docs/Title1-AESSAspendinghandbook.pdf) - <https://education.alaska.gov/ESEA/TitleI-A/docs/Title1-AESSAspendinghandbook.pdf>
 - ii. [Title I-C](https://education.alaska.gov/ESEA/TitleI-C/docs/SpendingHandbook-TitleI-C.pdf) - <https://education.alaska.gov/ESEA/TitleI-C/docs/SpendingHandbook-TitleI-C.pdf>
 - iii. [Title II-A](https://education.alaska.gov/ESEA/TitleII-A/docs/08162022TitleII-AESSASpendingHandbook.pdf) - <https://education.alaska.gov/ESEA/TitleII-A/docs/08162022TitleII-AESSASpendingHandbook.pdf>
 - iv. [Title IV-A](https://education.alaska.gov/ESEA/TitleIV-A/09192022TitleIV-AESSASpendingHandbook.pdf) - <https://education.alaska.gov/ESEA/TitleIV-A/09192022TitleIV-AESSASpendingHandbook.pdf>

- c. Administrators must sign the purchase request (or approve requisition electronically) and verify account coding before the requisition is sent to the Purchasing Clerk.
- d. Grant funded purchases must be submitted by April 15th to ensure delivery of goods or services and payment by June 30th.
- e. Retain grant purchasing records as required by ASLAM/DEED Records Retention Schedule (see REFERENCES below).

REFERENCES:

BP 3200 – Income

BP 3310 – Purchasing Procedures

ASLAM/DEED Records Retention Schedule: Click on “School Districts, #400.1”

<https://archives.alaska.gov/rims/>

REVISION DATE: 04/29/2024

EXHIBITS: Grant Request Form

NOME PUBLIC SCHOOLS

Grant Request

Grant Name: _____

Granting Agency: _____

Grant Application Deadline: ____/____/____

Grant Partner (if any): _____

Grant Plan:

Which Strategic Plan Goal and/or Objective does this grant plan address?

Note: All grant applications must be reviewed by the Superintendent and Business Manager before submitted. Additionally, all grant activities must comply with standard operating procedures.

Grant Applicant Signature

Date

Business Manager Signature

Date

Superintendent Approval

Date

NOME PUBLIC SCHOOLS
Nome, Alaska

SOP No. 26

LEAVE REQUESTS

1. PURPOSE: To establish uniform procedures for securing leave request approval.
2. AUTHORITY: Superintendent
3. RESPONSIBILITY: Superintendent or designee, Supervisors, all personnel
4. PROCEDURE: The following procedures should be followed for requesting leave approval (also see SOP No. 2 – Human Relations):
 - a. Employee submits the completed *Leave Request* in Frontline Absence Management program, which is setup to route to his/her direct supervisor.
 - b. The supervisor approves or disapproves the request. Both the employee and Payroll Technician can access the leave information in Frontline Absence Management.
 - c. If leave dates or times change, the employee must notify his/her supervisor to revise the leave request as applicable. The Payroll Technician must be notified of the change if it was from a previous pay period.
 - d. No person may approve his or her own leave request.
 - e. In all cases, including sick leave and emergency leave, a leave request form must be completed. Sick and emergency leave may be approved prior to the submission of the form; however, it is the responsibility of the employee to complete the form on the first day of return to work.
 - f. Employees who require a substitute must also provide a corresponding record of substitute(s) who filled in during their absence. This is done on the leave request form in Frontline Absence Management. The Payroll Technician will retrieve the information from Frontline Absence Management and keep a record of it.
 - g. Leave forms must be submitted on a regular basis to the Payroll Technician, but no later than three (3) days after close of period (e.g. absences from the 1st through 15th must be sent to the Payroll Technician by the 18th; absences from the 16th through the end month must be sent to the Payroll Technician by the 3rd).

REFERENCES:

BP 4261 Leaves and Absences

BP 4262 Holidays

Nome Education Support Professionals Association Agreement & Nome Education Association Agreement: <https://www.nomeschools.org/Page/113>

ASLAM/DEED Records Retention Schedule: Click on "School District, #400.1"
<https://archives.alaska.gov/rims/>

REVISION DATE: 5/8/2024

Public Comment Statement

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

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

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

SCHOOL BOARD COMMUNICATION

Title: Board Policies for 2nd Read and Adoption

Date: May 14, 2024

Administrator: Jamie Burgess, Superintendent

Attachments: Board Policies

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

BACKGROUND INFORMATION

The Board reviewed and approved a first read of the attached policies at the Regular Meeting on April 9, 2024.

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

BP 3311 – Bids
BP 3312 – Contracts
BP 3270 – Sale and Disposal of Books, Equipment and Supplies
BP 5124.1 – Family Engagement
BP 5131.9 - Academic Honesty.
BP 5141.43 Uniform Investigations
BP 6010 Goals and Objectives
BP 6112 School Day
BP 6147 Alaska Reads Act Intervention programs
BP 6148 Early Education
BB 9200 School Board Members

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the second and final reading of BP 3311 Bids, BP 3312 Contracts, BP 3270 Sale and Disposal of Books, Equipment and Supplies, BP 5124.1 Family Engagement, BP 5131.9 Academic Honesty, BP5141.43 Uniform Investigations, BP 6010 Goals and Objectives, BP 6612 School Day, BP 6147 Alaska Reads Act Intervention Programs, BP 6148 Early Education Programs, and BB 9200 School Board Members.

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

BIDS

BP 3311(a)

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

Purchases Made Under Federal OMB Funding Awards

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

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

Commented [AP1]: Deleted: \$50,000

Commented [AP2]: Deleted: \$50,000

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

Minority Bidding

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

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

Exemptions

The following items are exempted from formal purchasing procedures:

- A. Instructional materials for which purchasing guidelines have been established by School Board Policy in BP 6161.1(a); or
- B. In-service presenters, speakers, or curriculum, instruction, or staff development experts selected for particular and unique expertise; or
- C. Professional or consultant services such as medical, legal, negotiation, technical, or educational, not including architectural/engineering design services; or
- D. Professional or consultant services (such as property and casualty insurance) purchased jointly with Local, State, or Federal agencies; or
- E. Public services, utilities or energy-related expenses, site licenses, upgrades, maintenance contracts, and specialized services, software, or equipment where no competition exists (single source) or the District has established a need for standardization of equipment, supplies, or services; or
- F. Emergency supplies or supplies and equipment that augment previously purchased items of a similar nature whereby the District would incur substantial costs to switch products or product lines; or
- G. Purchases involving replacement of equipment where similar equipment is being traded in; or
- H. Purchases involving items regulated by Fair Trade Statutes; or

I. Purchases made through cooperative purchasing agreements, existing Federal/State or inter-district contracts including GSA pricing; or when cooperatively bidding with other public agencies; or

J. Contracts or purchases when time is of the essence for reasons of health or safety, or to comply with legal requirements in a timely manner.

K. Proprietary (sole-source) items or services or items that are only available from a single source.

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

(cf. 9270 - Conflict of Interest)

(cf. 4030 - Nondiscrimination in Employment)

(e. 3310 – Purchasing Procedures)

Legal Reference:

ALASKA STATUTES

14.14.060 Relationship between borough school district and borough

14.14.060(h) Procurement of supplies and equipment

14.14.065 Relationship between city school district and city

14.03.085 Procurement preference for recycled Alaska products

29.71.050 Procurement preferences for recycled Alaska products

35.15 Construction Procedures

36.15.020 Use of local agricultural and fisheries products required in purchases with state money

ALASKA ADMINISTRATIVE CODE

~~4 AAC 27.085 Competitive pupil transportation proposals~~

4 AAC 31.080 Construction and acquisition of public school facilities

CODE OF FEDERAL REGULATIONS

2 C.F.R. 200.317-326, Procurement Standards

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT v. BOWERS, 851 P.2d 56 (Alaska 1992)

Revised *(approval date)*

Revised 04/2022

Revised 03/2019

Revised 11/2017

Revised 9/2017

Revised 04/2008

Adopted: June 10, 2003

CONTRACTS

BP 3312

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

Commented [AP1]: Deleted: "over \$50,000"

(cf. 3300 - Expenditures/Expending Authority)

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

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

[All contracts, leases, and agreements shall be signed by the Superintendent or designee. The District shall execute all contracts, leases, and agreements.](#)

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

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

Legal Reference:

ALASKA STATUTES
14.08.101 Powers

ALASKA ADMINISTRATIVE CODE
[4 AAC 27.085 Competitive pupil transportation proposals](#)
[4 AAC 27.100 Contractor's duties](#)
4 AAC 31.065 Selection of designers and construction managers
4 AAC 31.080 Construction and acquisition of public school facilities

CODE OF FEDERAL REGULATIONS
2 C.F.R. 200.317-326, Procurement Standards

Revised (*approval date*)

Revised 08/2021

AASB POLICY REFERENCE MANUAL
9/92

**SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES
(Personal Property)**

BP 3270

Note: Borough and city districts should check city and borough ordinances for requirements, if any, regarding sale of equipment.

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. Inoperable items remaining after a sale may be disposed of properly.

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

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

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

(cf. 3440- Inventories)

Revised (approval date)

Revised 09/2022

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

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

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

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

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

(cf. 6171 – Title I Programs)

Adopted (date of approval)

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

ACADEMIC HONESTY

BP 5131.9

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

~~The School Board believes that personal integrity is basic to all solid achievement. Students will reach their full potential only by being honest with themselves and with others.~~

Academic honesty and personal integrity are foundational components of a student's education in both the process of learning, and individual character development.

~~The School Board expects that will be truthful in all academic endeavors, and likewise, experience the requisite honor of proving their capabilities to themselves and the world. students to respect the educational purpose underlying all school activities. All students need to prove to themselves that they can do successful work as a result of their own efforts.~~

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

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

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

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

(cf. 5144 - Discipline)

Revised (approval date)

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

AASB POLICY REFERENCE MANUAL
9/92

UNIFORM INVESTIGATIONS

BP 5141.43(a)

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

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

(cf. 5141.42 – Professional Boundaries of Staff with Students

(cf. 1312 – Public Complaints Concerning the Schools

(cf. 1312.3 – Public Complaints Concerning Discrimination

(cf. 4118 – Certificated Personnel – Suspension/Disciplinary Action

(cf. 4119.11 – All Personnel – Sexual Harassment

(cf. 4144/4244/4344 – Complaints

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

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

Legal Reference:

ALASKA STATUTES

AS 14.20 Teacher and School Personnel

AS 40.25 Public Record Disclosure

AS 47.17 Child Protection

AS 14.33.210 Reporting of Incidents of Harassment, Intimidation, or Bullying

ALASKA ADMINISTRATIVE CODE

4 AAC 12.210 Reporting Instances of Prohibited Sexual Conduct

4 AAC 12.220 Failure to Report Instances of Prohibited Sexual Conduct

20 AAC 10.020(b)(4)(A) Code of Ethics and Teaching Standards

20 AAC 10.020(b)(4)(B) Code of Ethics and Teaching Standards

Created 9/2023

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Instruction

GOALS AND OBJECTIVES

BP 6010(a)

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

Student Achievement

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

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

Commented [AP1]: Current policy says "2018"

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

Commented [AP2]: Current policy says "2020"

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

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

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

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

(cf. 0100 – Philosophy)
(cf. 0210 – Goals for Student Learning)
(cf. 0500 – Review and Evaluation)
(cf. 5000 – Concepts and Roles)

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Instruction

(cf. 6000 – Concepts and Roles)

(cf. 9000 – Role of School Board and Members (Powers, Purposes, Duties))

Legal Reference (see next page):

GOALS AND OBJECTIVES (continued)

BP 6010(b)

Legal Reference:

ALASKA STATUTES

14.03.075 College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

4AAC 04.140 Content standards

4 AAC 06.825 Graduation and attendance rates

Revised ~~3/2016~~3/2024/2023

Adopted 3/2016

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Instruction

AASB POLICY REFERENCE MANUAL
9/92

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

SCHOOL DAY

BP 6112

Note: Pursuant to AS 14.03.040, the school board may approve Saturday as a day in session. The following sample policy may be revised or deleted to reflect district philosophy and needs.

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

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

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

Legal Reference:

ALASKA STATUTES

14.03.40 Day in session

ALASKA REGULATIONS

4 AAC 05.100 Kindergarten day in session

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

Revised (approval date)

ALASKA READS ACT INTERVENTION PROGRAMS

BP 6147

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

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

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

Individual Reading Improvement Plans

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

Notice Requirements

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

ALASKA READS ACT INTERVENTION PROGRAMS

BP 6147(b)

Progression

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

Legal Reference:

ALASKA STATUTES

AS 14.30.760 Statewide screening and support

AS 14.30.765 Reading intervention services and strategies; progression

ALASKA ADMINISTRATIVE CODE

4 AAC 06.400 Statewide literacy screening and support

4 AAC 06.405 Reading intervention services and strategies

4 AAC 06.410 Individual reading improvement plan

4 AAC 06.415 Student Progression

4 AAC 06.490 Definitions

Created 9/2023

EARLY EDUCATION PROGRAMS

BP 6148

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

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

The District-wide early education program must:

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

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

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

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

Legal References:

ALASKA STATUTES

AS 14.03.410 *Early education programs; grants*

ALASKA ADMINISTRATIVE CODE

4 AAC 60.190 *High quality early education program standards*

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

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

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

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

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

EARLY EDUCATION PROGRAMS

BP 6148(b)

4 AAC 60.990 Definitions

Created 9/2023

AASB POLICY REFERENCE MANUAL

9/92

Note: The following sample bylaw may be revised to reflect district philosophy and needs.

Limits of School Board Members Authority

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

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

Optional:

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

(cf. 1250 - Visits to the Schools)

Note: The following is an optional process for Board members to make information requests.

School Board Member Requests for Information

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

1. Requests for simple facts. Any School Board member may make a request for simple facts to the Superintendent who will forward the request to the appropriate staff member. All responses to requests for simple facts will be provided to the requesting Board member, and copied to the School Board President.

2. Requests for reports, research, administrative studies, detailed information, or for information relating to a problem or a potential problem in the District. Some information requests require significant administrative time and explanation to provide the requested response. Individual School Board members shall submit such requests to the full School Board for consideration. Upon [concurrence of the other school board members/majority request of the School Board], the request shall then be forwarded to the Superintendent for response.

BOARD MEMBERS (continued)

BB 9200(b)

3. Complaints regarding personnel. School Board members may have their own complaints regarding District personnel ~~or may hear such complaints from the community~~. These concerns should be privately communicated to the Superintendent.

4. When School Board members receive complaints or requests for action from staff, students or members of the public, the School Board members will direct the staff, students, members of the public to the appropriate complaint policy. Such information will be conveyed to the superintendent. Add hyperlink to district website page.

5. Requests for legal advice or opinions by a School Board member that will incur a cost for the district must be approved by a majority vote of the School Board before the request is made to legal counsel. Legal counsel is responsible to the Board.

(cf. 6162.8 - Research)

(cf. 9322 - Agenda/Meeting Materials)

Obligations of Members

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

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

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

(cf. 9230 - Meetings)

Legal Reference:

ALASKA STATUTES

14.14.140 Restrictions on employment

Revised (approval date)

SCHOOL BOARD COMMUNICATION

Title: Approval of NBMHS 2024-2025 Handbook

Date: May 14, 2024

Administrator: Teriscovkya Smith, Nome-Beltz Principal

Attachments: Draft Handbook

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

BACKGROUND INFORMATION

The Nome-Beltz Middle/High School 2024-2025 handbook is presented for the approval of the Board. There are still a few items to be updated, as information is still in process; these items include the Testing Dates for SAT/ACT/ASVAB/WorkKeys, and a High School Trajectory Map (a new graduation progress tracking form not yet finalized).

There may also be some minor revisions to the Behavior Response Flowchart, as the alignment to the Discipline Matrices is almost complete.

The site administration has decided to keep the current bell schedule in place for the 2024-2025 school year. There is still ongoing discussion to potentially reduce the passing periods, but this will not have any impact on start/stop times or lunch. In addition, discussion will be held during this coming year regarding a possible return to a six period day.

Next year, NBMHS would like to prepare separate Middle School and High School handbooks for approval.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the 2024-2025 Nome-Beltz Middle/High School handbook.

Sample Motion: I move to approve the 2024-2025 Nome-Beltz Middle/High School handbook.

**NOME-BELTZ
MIDDLE/HIGH SCHOOL
#nanookstrong
2024-2025**

STUDENT HANDBOOK



Nome-Beltz Fight Song

On Nome-Beltz High!

On Nome-Beltz High!

Fight, fight, all the time

Pass the ball around the players

Baskets all the time

Rah, Rah, Rah!

On Nome-Beltz High!

On Nome-Beltz High!

Fight on for your fame

Fight Nanooks

Fight, fight, fight

We'll win this game -Rah!

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NOME PUBLIC SCHOOLS VISION AND MISSION STATEMENT

Vision Statement:

Together - strong in identity, purpose, potential

Mission Statement:

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

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS)

The purpose of this section is to inform NBMHS students and their families as we continue our implementation of Positive Behavior Interventions & Supports (PBIS) into our campus life. Our goal is to provide all of our students with a safe and effective school environment where they can experience academic and behavioral success and be #nanookstrong.

What is PBIS?

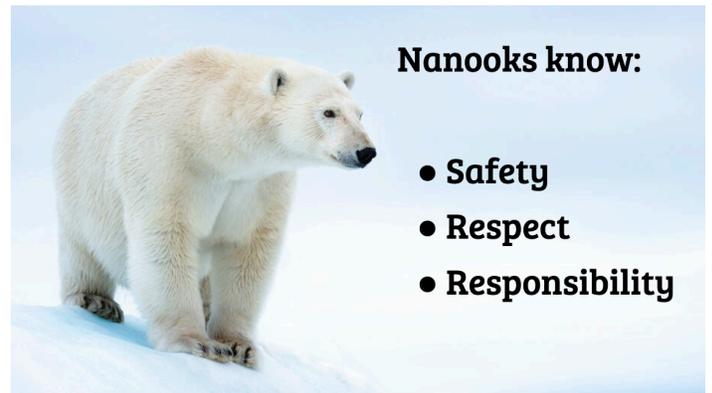
PBIS stands for Positive Behavior Interventions and Supports. PBIS focuses on creating and sustaining school-wide, classroom, and individual systems of support that improve the educational environment for all children. Our PBIS implementation plan includes clearly defined outcomes, research-validated practices, supportive administrative systems, and information for problem solving behaviors. All staff members at NBMHS will establish regular, predictable, positive learning and teaching environments. The staff members will serve as positive role models to students as they teach expected school behaviors. We utilize a system in place for recognizing and rewarding expected behaviors called PBIS Rewards. By improving the school environment, we will increase learning time and promote academic and social success for every Nanook in the Den! For more information, please visit: PBIS.org

Nome Public Schools Behavior Purpose Statement

As Nanooks, we care for ourselves and others in our culturally diverse world by making **SAFE** choices, showing **RESPECT**, and acting **RESPONSIBLY** as life-long learners and citizens.

School-Wide Behavior Expectations

Campus teachers and staff will explicitly teach what it looks like to be respectful, responsible, and safe in every area at our school. These behavior expectations are clearly displayed on the walls around campus.



Nanooks know:

- Safety
- Respect
- Responsibility

NBMHS Behavior Expectations Matrices

Good rules are important and provide guidelines for success, opportunities for positive relationships, reduce problem behavior, and increase our school safety. Good rules are simple and easy to remember, positively stated, and applicable to everyone in the Nanook Den. Everyone works together to monitor and reinforce behaviors with consistency. The NBMHS Behavior Matrix will keep everyone on the same page and serve as the basis for school activities and lessons designed around school rules.

You will receive more information as the school year progresses. You will also notice changes in how we teach, guide, reteach, and celebrate

our Nanooks! #nanooksknow

GYM



SAFE

- Follow adult directions
- Stay off of bleachers
- Keep away from gym equipment

RESPECTFUL

- Keep your hands to yourself
- Help each other out
- Give encouragement
- Use appropriate language & volume

RESPONSIBLE

- Keep food in the cafeteria
- Throw trash in garbage cans
- Use designated bathrooms/l
- Use equipment as instructed
- Take your belongings with you

#NANOOK

RESTROOMS



SAFE

- Report unsafe behaviors or equipment issues
- Avoid illegal substances

RESPECTFUL

- Maintain others' privacy
- Use inside voice

ace
/E
S
ly
SKNOW

Nanook Room



SAFE

- Sit on the benches
- Stay inside
- Walk

RESPECTFUL

- Stay clear of trophy case
- Welcome all visitors
- Use appropriate language & volume

RESPONSIBLE

- Use area during designated times
- Clean up after yourself

#NANOOKSKNOW

PROMOTION AND GRADUATION REQUIREMENTS

Middle School Promotion Requirements

Middle School students are required to take 7 classes per day. The required classes are: Elective, Reading, Writing, Math, Physical Education or Music, Science, and Social Studies. All Middle School students are required to take a minimum of 6 semesters of Middle School classes to be promoted.

High School Graduation Requirements

High school students must obtain 22 credits from various areas and complete a college and career readiness assessment in order to graduate which include: SAT, ACT, or WorkKeys. The required classes and credit breakdown is as follows ([BP 6146.1](#)):

Required Classes	Total Minimum Credits Required
Language Arts	4
Science	2
Mathematics	3
Social Studies	3
Health/Physical Education	1
Electives	9
<p>Note: While 22 is the minimum requirement, most students will earn an excess of credits upon graduation. Take advantage of every learning opportunity to promote success after high school! For other graduation policies and credit information, please see AR 6146.1.</p>	

WITHDRAWAL OR CHANGE OF CLASSES

High school student scheduling begins in the spring, but all schedules will be finalized within the first week of academic classes for enrolled students. Each year, a designated window is set for schedule revisions. After this window closes, classes may not be changed without permission of the administration or designee. A student who drops a course during the first six weeks of the semester may do so without any entry on his/her permanent record. A student who drops a course after the first six weeks of the semester shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances. ([AR 5121](#))

GRADE REPORTING

1. **Grading Period:** Report cards are given at the end of each of the four quarters with official transcript grades given out at the end of the 2nd and 4th quarters (S1 and S2 respectively).
2. **Progress Reports:** Approximately halfway through each quarter, parents/guardians will receive progress reports to notify them of a student's performance in school.
3. **Grades:** Nome Public Schools uses traditional Carnegie Grades (A,B,C,D,F) as indicators of student performance (**BP 5121 AR 5121**). Students and guardians have access to all grading through PowerSchool, and they should contact teachers if discrepancies arise.

NBMHS grading scale

90-100= A 80-89 = B 70-79 = C 60-69 = D 59 and lower =F

High School Finals

All students will be required to take a final exam or complete a project/presentation for **core content classes** at the end of each semester. Grades for finals will not exceed 10% of the overall course grade. The schedule is as follows:

- Semester 1 review/finals week: **January 13-17, 2025**
- Semester 2 review/finals week: **May 27-30, 2025**

Progress Reports & Report Cards

Progress reports, quarterly reports, and final grades will be sent out on the following schedule:

- 1st Quarter Progress Reports Week of September 30, 2024
- **1st Quarter Report Cards** **Week of November 4 (Q1 ends 11/01/2024)**
- 2nd Quarter Progress Reports Week of December 2, 2024
- **Semester 1 Report Cards** **Week of January 20 (Q2/S1 ends 01/17/2025)**
- 3rd Quarter Progress Reports Week of February 17, 2025
- **3rd Quarter Report Cards** **Week of March 31 (Q3 ends 03/28/2025)**
- 4th Quarter Progress Reports Week of April 28, 2025
- **Semester 2 Report Cards** **Week of June 2 (Q4/S2 ends 05/30/2025)**

SCHEDULE INFORMATION

Teacher Assistants

Seniors may be a TA (Teaching Assistant) upon approval from the guidance counselor, principal, and/or teacher. 11th-grade students who would like to be a Teacher's Assistant must have approval from administration. Students may not work as a TA for more than one period per semester.

Free Periods

Seniors may request a 1st or a 7th- hour free period as long as this does not hinder graduation; this requires a minimum of 19 credits. Students who do not have a class should either make arrangements with a teacher or leave campus during that time and sign in/out in the main office pending approval from their parent/guardian and administration.

Dual Credit Courses

- Students who take dual credit classes (100-level or above) through accredited institutions of higher learning can fulfill credits needed for graduation from NPS: .25 high school credit for one credit college course; .5 high school credit for a 2 credit college course; 1.0 high school credit for a three credit college course.
- It is the student's responsibility to submit college transcripts to the counselor for review.
- 9-11th-grade students who wish to take a dual credit course must have permission from administration; seniors who would like to take more than two must have permission from administration.

PARENT-TEACHER CONFERENCES

Please note that school will be in session during these days! Our goal is to set up an event that will get more families in attendance to grow our partnerships. **#familiesfirst**

- **Fall Conferences:** Tuesday, November 12 & Wednesday, November 13, 2024
- **Spring Conferences:** Thursday, February 13 & Friday, February 14, 2025

ALASKA PERFORMANCE SCHOLARSHIP

The [Alaska Performance Scholarship](#) provides an opportunity for Alaska high school students to earn a scholarship to help cover the cost of an Alaska postsecondary education. Alaska high school students who take a more rigorous curriculum, get good grades, and score well on college placement or work ready exams, can earn an Alaska Performance Scholarship to qualified Alaska colleges, universities, or vocational/technical programs.

COLLEGE AND APTITUDE EXAMS

College Entrance Exams

PSAT: Nome-Beltz High School offers college entrance tests throughout the school year. Students also have the opportunity to take the Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test ([PSAT/NMSQT](#)) to help in their preparations.

We encourage sophomores and/or juniors to take the PSAT because the National Merit Scholarship Corporation offers scholarships based on test scores. A counselor will provide you with information and help with registration and deadlines.

Testing Dates

SAT: The Scholastic Aptitude Test (**SAT**) will be offered three times this school year. Most colleges and universities within the United States, as a prerequisite to college admission, accept the SAT and require a combined score of at least 1500 for college admittance. The SAT is offered on Saturdays and requires online registration at **The College Board**. Admissions to SAT are restricted, so sign up early with a school counselor, who will provide information about fee vouchers and study resources and will provide you with information and help with registration and deadlines.

Testing Dates

The American College Test (**ACT**) will be offered three times this school year. Most colleges and universities within the United States, as a prerequisite to college admission, accept the ACT and require a score of at least a 21 for college admission. The ACT is offered during the school week and requires registration with the College and Career Guide, who can also provide study resources and registration deadlines.

Testing Dates

WorkKeys Assessment

The **WorkKeys** test is a compilation of assessments that build and measure workplace skills that affect job performance, increase the opportunity for career changes, and facilitate career advancement. Testing dates are as follows:

Seniors	
Juniors	

Military Aptitude Exams

Depending on need, the Armed Services Vocational Aptitude Battery (**ASVAB**) will be offered twice this school year, once for juniors and once for seniors. The military uses the military entrance score, also called the Armed Forces Qualification Test (AFQT), to determine eligibility for admittance to the Armed Services. Juniors and seniors are encouraged to take the test. Testing dates are as follows:

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COUNSELING

Counselors can help with a variety of topics including scheduling questions, academic performance, future planning, collegiate questions and testing, social and emotional concerns, and connecting you with resources. For students, the Counselor’s Office works best when scheduling an appointment (email or in person). If you need help or have any questions, feel free to contact us. We are here for you! Here are some ways in which our counselors support YOU:

Personal and Career Development Resources

The counseling office assists students with effective social/emotional and life skills development. The office also encourages partnerships between the school and local agencies, businesses, and community members to provide opportunities and services with our students. These can include job training, specific skill development, Native history, cultural experiences, and subsistence activities. All seniors will work with a College and Career Counselor to design an individualized post-secondary plan for success.

Responsive Services

Parent/teacher/student conferences, individual student counseling, crisis counseling, and referral services are available to all students.

System Support

Support includes: consultation with teachers concerning student needs; correspondence with parent(s) and guardians regarding students’ personal, social and career development, and representation for students on community advisory boards.

Confidentiality

In order to build trust with all students, the school counselor will keep information confidential with some possible exceptions. The counselor may need to share your information with parents/guardians and school administration. The counselor may also work with your teachers and school personnel so that we may better assist you as a team.

The counselor is required by law to share certain information with Office of Child Services (OCS), local law enforcement, and/or parents when a student:

- Presents a serious danger to self or another person;
- Gives evidence or disclosure of abuse including physical, sexual, mental injury, and/or neglect;
- Expresses threats to the safety and security of the school.

STUDENT CELEBRATIONS

We want to celebrate you! Each month, the administration will honor students who are showing Nanook values in a variety of capacities. Weekly celebrations will happen every Friday at the middle school and on a regular basis with high school students. We will showcase some of these students at the School Board Meeting. We welcome students and their families and loved ones to celebrate this recognition!

#nanookstars



ASSEMBLIES

Assemblies are scheduled for the instructional benefit of students and promotion of school spirit. Spirit Club will have responsibility for organizing and coordinating pep assemblies with a designee. **#nanookden #wegotspirit**

INTERNET SAFETY AND USAGE AGREEMENT

All students are required to read, sign and abide by the Internet Safety and Usage Agreement. Violation of this agreement will result in the following consequences:

- 1st offense: suspension of use for 1 week;
- 2nd offense: suspension of use for 2 weeks;
- 3rd offense: suspension of use for 4 weeks;
- 4th offense: suspension of use for the semester;
- 5th offense: suspension of use for the remainder of the school year.

Inappropriate usage deemed extremely severe can result in moving directly to the 5th offense and suspension of privileges for one year. Offenses are subject to administrative review and approval. ([AR 6161.4](#))

SAFETY AND SECURITY

Safety and security are high priorities at NBMHS. The following procedures and general information guide the school's daily efforts to provide a safe, structured, and inviting learning environment for all:

- Any time students arrive late or leave early it is important that they sign in and out at the main office;
- All visitors must be pre-approved by the administration and check in at the office upon arrival; guests will wear a visitor badge throughout their visit;
- Any time a student is aware of dangerous situations or has a concern about the safety or well being of another student or staff member, that student is expected to share his or her concerns with a staff member.

Emergency Response Procedures

Nome Public Schools has established emergency procedures for students and staff to follow when emergency signals / announcements are broadcast in the school building. In addition to the regular monthly fire evacuation drills, students will also be informed of the district's emergency preparedness plan in the event of violent intruder(s) on campus. The ALICE (Alert, Lockdown, Inform, Confront, Evacuate) approach saves lives, builds confidence in teachers and staff when it comes to making decisions, and mitigates risk factors. All NPS K-12 teachers and staff received training in August and will train students in the fall for planned practice drills. You will receive more information through NPS mailings, announcements, and our newsletter. For more information on ALICE, parents and students should visit the website: [ALICE training](#)

STUDENT ATTENDANCE

Regular attendance at school is necessary if students are to gain the full benefit from their educational opportunities. Students who have good attendance generally enjoy school more, achieve higher grades, and are more employable after graduating from high school. Nome Public Schools staff will do everything possible to provide a positive learning environment that will encourage students to attend. The staff and school will inform the parents of their child's attendance record, and through mutual cooperation, work to achieve satisfactory attendance. **(AR 5113)** For more information on how attendance impacts learning, visit [Attendance Works](#) [#attendancematters](#) [#beinittowinit](#)

Definitions

A) **Absences** - An absence is defined as when a student is not actually physically present in the appropriate class for any reason. All absences, whether excused or unexcused, are counted as absences.

B) **Excused Absences:** All excused absences **must be** accompanied by parent notification, preferably within two (2) school days of the absence.

1. Excused absences include:

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

2. **School Sponsored Absences:** School sponsored activity absences are absences due to student participation in school-sponsored clubs, sports activities, or field trips. These absences are considered to be part of the regular school program. Church groups, scouts,

beauty pageants, club swim teams, leagues, non-school sponsored activities, etc, are not included as school sponsored activities. Students missing regular classes due to school-sponsored activities, such as sporting events, are expected to make plans with their teachers in advance of travel.

Students who are traveling or miss school for school activities will need to communicate this to their teachers. Please remember that teachers are **not** required to provide specific instructional assignments during a planned absence, but students will have the opportunity to make-up classwork, assignments, and quizzes or tests upon their return. It is the responsibility of students to ensure that they utilize school supports to make up work.

For more information regarding activities sanctioned by the [Alaska School Activities Association \(ASAA\)](#), please visit their website. We also recommend that you familiarize yourself with the [2024-2025 ASAA Handbook](#) as NBMHS adheres to all policies and guidelines for its ASAA supported events.

3. Additional details:

- Any absence, including medical, in order to count as excused, must be accompanied by a parent notification within two (2) school days of the absence.

C) **Unexcused Absences:** An unexcused absence is one that does not meet the requirements of an excused absence, including the following:

- Students leaving the building without first checking out of the school office will be considered unexcused;
- Students who oversleep are considered unexcused;
- Students who are more than twenty (20) minutes late to class will be considered unexcused absent for the period. This absence will become part of the attendance review process for potential credit loss.

D) **Tardy:** All students arriving late to campus must check in at the main office before heading to class - this is for the safety and security of our building. Arriving 10-20 minutes late repeatedly will result in contacting home and meeting with administration to address the issue.

E) **Skipping:** A student who is considered on campus, but has willfully missed an inordinate amount of the regular class period(s) to which he/she was assigned, or who has traveled outside of his/her assigned classroom space without first obtaining school permission is documented as skipping. All instances of skipping class are subject to administrative review and behavior consequences, depending on frequency and severity.

F) **Tuancy:** A full day of unexcused absences in all classes. Administration will make contact home in the case of truancy; excessive truancy will be reported to the appropriate agencies.

Attendance Recognition and Celebration

We will recognize students with excellent attendance with incentives and announcements through various outlets such as: pep assemblies, social media, newsletters, and school board meetings; other celebratory events and recognition will occur throughout the year. Being present WILL make a difference in your education and school experience! #nanooksknow

PLANNED SCHOOL CLOSURES

To help improve attendance and your planning for the year, here is a list of planned school closures. NBMHS will **NOT** hold school on the following days:

August 30-September 2	Subsistence Break
September 2	Labor Day
October 14	Teacher Inservice (Indigenous Peoples' Day)
November 11	Teacher Inservice
November 28-29	Thanksgiving Break
December 23-January 3	Winter Break
January 6	Inservice
February 17	Inservice
March 10-14	Iditarod (Spring) Break
April 18	Inservice
May 26	Memorial Day

EXCESSIVE TARDINESS

Arriving late to class disrupts learning for others and YOU! Students who acquire three (3) or more tardies in a week (all classes combined) will be subject to serving consequential Lunch and/or After School Detention. Students with six (6) or more tardies in a week will meet with school administration to determine behavior consequences. Contact home will also help support students with improving their attendance.

MAKE-UP WORK

Planned Absences

Please remember that teachers are **not** required to provide specific instructional assignments during a planned absence, but students will have the opportunity to make-up classwork, assignments, and quizzes or tests upon their return and we will do our best to offer support:

- As a general rule, students will be given one day for each school day missed up to a maximum of 10 make-up days in order to potentially receive full credit for all make-up assignments. Extended absences will be considered on an individual basis.
- Absences that occur at the end of a grading cycle might result in an incomplete (INC) course grade; students will have 2 weeks (10 school days) to submit the appropriate work required for course credit. All outstanding work not completed by the agreed upon due date will receive a zero (0% score). Please note that grades for the 2nd semester are due the day after school releases and incompletes will not be assigned. Incomplete grades for a course will be at the administration's and/or teacher's discretion.

- Absences impact learning and extensive absences will impact a student's ability to succeed. Please make every effort to be in class while school is in session.

Students shall be given the opportunity to make up missed assignments / assessments due to an excused absence, and will receive full credit if the work is turned in according to the above make-up work policy.

Students who miss school work because of unexcused absences or suspensions will be given the opportunity to make up missed work for full or reduced credit; refer to the make-up work policy above. Teachers will assign such makeup work as necessary to ensure academic progress, not as a punitive measure. (BP 6154)

AFTER SCHOOL TUTORING

Students who would like support or time to complete current or make up work may come to tutoring. By appointment, high school students may receive tutoring from 3:25pm until 4:00pm, on designated days and may opt to take the middle school bus at 4:10pm. After 4:10pm, students must be in an organized activity to remain on campus. Students who attend tutoring regularly show improvements! We will offer snacks when possible, but plan ahead and bring something to get you through! Each year, we offer Migrant Ed tutoring on designated days from 4:00-5:00pm; an Activity Bus will provide transportation

BATHROOM AND HALL PASSES

- Designated bathroom passes are only for trips to the restroom and/or water fountain. Only one student in a class may use a bathroom pass at any given time; students must sign out/in before leaving and entering a classroom.
- For other situations when a student leaves the room, they must have a hall pass, signed by a staff member. An acceptable pass indicates the date, time left, and destination. Teacher Assistants (TAs) and other designated students will have provided passes whenever they are out of the room completing their work.

OFF-CAMPUS PASSES

NBMHS is a closed campus, which means students are not allowed to leave during the school day, including lunch time, without parent's permission and a principal or principal designee's approval. Should you have to leave campus sometime during the school day you must:

- **BRING** a written note from your parent or guardian on the day that you need to leave. Your parent or guardian may also send an email, but phone calls will not be accepted.
- **SHOW** your teacher the approved pass provided by the main office; before leaving campus, you must sign out with the Attendance Secretary. Students who do not have a vehicle registered must be accompanied by a guardian or guardian approved person.
- **STOP** in the main office and sign in so that you can go to class when you return.
- **Note:** Students may not have permission to leave and return to campus during lunch without the presence of a guardian.

DAILY BULLETIN

All notices of club meetings, general information, athletic, and social events are announced each day at the start of 1st-period via the Daily Bulletin. Students can check the bulletin in PowerSchool for pertinent information and announcements. Students who would like to submit information must have their notices approved and emailed to the office the day before to ensure publication.

STUDENT DRESS

NBMHS believes that students and their parents/guardians hold the primary responsibility in determining a student's personal attire, hairstyle, jewelry, and personal items (backpacks, book bags). Schools are responsible for assuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student. Dress and appearance are an integral part of a positive educational atmosphere; we aim for professional dress to encourage post-secondary success and workplace readiness.

NBMHS Core Values

In relation to student dress, NBMHS's core values are the following:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;
- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;
- Students and staff are responsible for managing their personal distractions; and
- Students should not face unnecessary barriers to school attendance.

Universal Dress Code

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.);
- Bottom (pants, shorts, skirt, dress, etc.); and
- Footwear.

This dress code permits additional student attire requirements when necessary to ensure safety in certain academic settings (physical activity, science or CTE courses, for example).

Additionally, this policy allows for reasonable variation in required student attire for participation in activities such as swimming.

Students may not wear clothing, jewelry, or personal items that:

- Are pornographic, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia;
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups;
- Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen-through) material;
- Cover the student's head or face to the extent that the student is not identifiable. This includes but is not limited to hoodies, non-medical masks and other non-religious headgear; or
- Demonstrate gang association/affiliation.

Enforcement

- Principals are required to ensure that all staff are aware of and understand the guidelines of this policy. Staff will use reasonable efforts to avoid dress-coding students in front of other students.
- Students will be disciplined or removed from class as a consequence for wearing attire in violation of this policy when the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, and bullying.
- Further, no student shall be referred to as "a distraction" due to their appearance or attire.
- Typical consequences for a violation of this policy include parent/guardian contact or conference and the directive to change or remove the non-complying attire. A student may be instructed to leave their classroom briefly to change clothes. NBMHS will provide clothing when possible. Administration will notify a student's parent/guardian of the school's response to violations of the student dress policy.

LOCKERS

- **Middle School:** Because backpacks are not allowed in the classroom, all middle school students will be assigned a locker where they are expected to store their items. Bulky items may be neatly placed at the locker benches.
- **High School:** As part of their orientation, all freshmen will have assigned lockers; sophomores, juniors, and seniors may request a locker.

Regarding ALL NBMHS lockers:

- Keep lockers organized and secure at all times;
- Do not set lockers so that they can be opened without the combination! Jamming the locker causes damage that could result in fees. Students who set lockers may lose privileges.
- Locker decorations are for school activities only and should be cleaned before the end of the year. Please do not put stickers on your locker - you might end up scrubbing!
- Lockers are the property of the school and can be searched by administration to ensure school safety.

BREAKFASTS AND LUNCHES

All food including fruit needs to stay in the cafeteria. High school students may also use the Nanook Room; with permission, middle school students may use this space as well.

Please be cooperative regarding the following rules:

- **Honor** others' personal space
- **Take** reasonable servings;
- **Bring** all trays to the dishwashing area;
- **Deposit** all meal litter into wastebaskets;
- **Leave** the table and floor around your place in clean condition for others;
- **Keep** food trays in the cafeteria. We can make exceptions for school-related lunch meetings; in that case, make sure you allow time to return your tray!

Students are not allowed to use the Home Econ room for personal use; the cafeteria has microwaves for use during designated meal times.

Middle School students:

- After getting off of the bus, MS students will head to the cafeteria, even if they are not eating. **No students will be allowed in the RC/Middle school area at this time.**
- Breakfast dismissal is at 9:05 and MS students will head to their Advisory classes with their teachers.
- Advisory runs from 9:10-9:25 on most days; with 1st-period starting immediately after.

PERSONAL SNACKS AND BEVERAGES

Non-caffeinated beverages and snacks are at the discretion of teachers. No food or drink is allowed while using technology.

STUDENT TELEPHONE CALLS

With permission from their classroom teachers, students may use the phone in the main office. Please use the time between classes for non-emergency calls from the office phone. If there is an emergency situation, the office will contact the student. When students need to call home because of illness, someone in the office must speak to a parent/guardian to verify dismissal and make arrangements for transportation home.

CHEATING AND PLAGIARISM

Cheating can happen in various ways and occurs when a student acts dishonestly or unfairly in order to gain an advantage on a scored assessment. Plagiarism is the representation of another author's language, thoughts, ideas, or expressions as one's own original work. Plagiarism is considered academic dishonesty and is strictly prohibited. All student work considered to be the result of cheating or plagiarism will receive ZERO credit (0%) for that assessment. Additionally:

- **First offenses** will result in a zero for the assessment, a verbal warning, and contact with parents/guardians;
- **Further offenses** will be reported to administration, who will determine disciplinary measures;
- **Teachers will not assign extra credit or make up assignments as a substitute for plagiarized work.**

STUDENT-ISSUED MATERIALS

Students are responsible for the replacement cost in case of loss of, or damage to, issued materials (textbooks, laptops, etc.). Students must clear their balance and resulting charges in order to receive official transcripts and other important school documentation.

CAMPUS VISITORS

All parents and guardians are welcome to campus and should check in at the main office upon arrival. In order to keep a structured academic environment, our campus does not allow visitors to attend school with currently enrolled students throughout the school day.

WEAPONS, KNIVES, AND LOOKALIKES

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

CELL PHONES AND ELECTRONIC DEVICES IN SCHOOL

Middle School Policy:

- Responsible cell phone usage is only allowed during breakfast, lunch, and after school.
- You may only use one (1) earbud when listening to music at approved times.

High School Policy:

- Students may use their cell phones before 1st-period, during passing periods, at lunch, and after dismissal. It is important to learn how to regulate usage, so let's support each other!
- Cell phones should be off and away when the bell for class rings; teachers who wish to incorporate cell phones into their instruction will notify the main office.
- Students may ONLY have one earbud in at any time during approved usage;
- All electronics are prohibited when there is a substitute.

Inappropriate Usage for Middle and High School:

- Inappropriate usage of devices will be dealt with at the classroom level; teachers have the right to control their classroom environment, including confiscating devices. Defiance will warrant administrative involvement.

Parents and Guardians:

To avoid classroom disruptions please contact the school office to communicate with students during the academic school day; texting or calling your child during the school day may cause disruptions during class.

PERSONAL LAPTOPS AND EQUIPMENT

Use of personal laptops, e-readers, cameras, and external hard drives are permitted with prior approval and direct teacher supervision. A breach of the NPS Internet Safety Use Agreement will result in loss of privilege and possible confiscation. Please see the administration regarding this issue.

TOBACCO, VAPE, AND E-CIGARETTES

NBMHS is a tobacco and drug free campus and prohibits the use of all tobacco products by staff, students, visitors, and community members in or on NBMHS property, on school district-sponsored transportation, at school district-sponsored events, in district-owned vehicles, and within five hundred feet of schools. NBMHS prohibits the possession of tobacco products and other substances by students in or on NBMHS property, on school-sponsored transportation, at school-sponsored events, and in school-owned vehicles. For purposes of this policy, the term "tobacco products" includes but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices and vapor products, non-FDA approved nicotine delivering devices, chemicals or devices that produce the same flavor or physical effect of nicotine substances; and any other smoking/vaping equipment, material, or tobacco innovation.

STUDENT ACTIVITIES GUIDELINES

Student activities include: clubs, organizations, sports, as well as all special activities sponsored by these groups. All student activities are important for student growth, however, to participate,

students must follow all required eligibility and participation guidelines. Students wishing to remain in the building until their activities begin must wait in the Nanook Room.

Student Conduct Eligibility

In accordance with ASAA regulations, students who are assigned more than one day of In-School Suspension (ISS) or who are assigned to Out-of-School Suspension (OSS) will face ineligibility. Ineligible students cannot participate in any activity, travel, and/or competition and may not attend dances; they may continue to participate in practices at the coach’s discretion. Students serving OSS may not be on campus or use school property. Please see the ASAA handbook for more information.

Student Activities

The following is a list of organizational clubs and sports available at Nome-Beltz at the time of publication; additional activities may be added throughout the year. Students must be enrolled in order to participate in school activities. Scholastic Grade Rules apply to all ASAA events:

Organizational Clubs

- Student Council
- Drama Club
- National Honor Society
- NNYLO (Nome Native Youth Leadership)
- Educators Rising
- NYO (Native Youth Olympics)
- Pep Band
- Spirit Club
- Culture Club
- Skills USA
- Pride Club
- Battle of the Books
- Spelling Bee

ASAA Sponsored Activities

- Boys Basketball (JV & Varsity)
- Girls Basketball (JV & Varsity)
- Cross Country Running (High School)
- Cheerleading (JV & Varsity)
- Band / Choir (High School)
- Volleyball (JV & Varsity)
- Swim Team (Varsity)
- Esports (JV & Varsity)
- Wrestling (JV & Varsity)
- Skiing (JV & Varsity)

Athletic Fees and Balances Due

The school district has chosen to assess an athletics fee to assist in offsetting the cost of administering the athletic program at Nome-Beltz. A student participating in sports will be charged \$100.00 per sport and \$50 for each child or additional sport. Athletic fees and balances due to the school must be paid in full prior to activity participation. Athletic Fee Waivers may be completed as part of enrollment.

ELIGIBILITY FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

1. Alcohol, Drug, Tobacco, or Other Controlled Substances

The Alaska School Activities Association adopted a Citizenship Rule for athletes. This rule will be statewide and sets the consequences for athletes who are expelled from school as well as those caught using tobacco, alcohol, or drugs. Violations will follow a student within the state of

Alaska. In short, the consequences for athletes who are caught using tobacco, alcohol, or drugs will be:

- **1st offense:** 10-day suspension from practice and competition; this can be reduced to a 5-day suspension and practice can be resumed if the educational component is completed by the student and the parent/guardian.
- **2nd offense:** 45-day suspension from interscholastic activities and practice; no reduction in length of the suspension; educational component is required to be completed by the student and parent/guardian.
- **3rd offense:** Suspension for 1 calendar year from interscholastic activities and practices; if the required educational component is completed for student and parent, the student may return to practice.
- **4th offense:** Student privileges to participate in interscholastic activities and practices will be revoked for the remainder of the student's high school years.

Please discuss this policy with your family as well as the dangers of using substances in general. The entire policy can be viewed at the [Alaska School Activities Association](#) website.

2. Attendance at After-School Functions

Participating students should be in attendance at school on the day of a school-sanctioned event (dance, game, play, etc.). Students serving OSS may not be on campus throughout the duration of their suspension.

3. Activity Progress Reports/Grade Checks

The activities director will check the grades of all participating students prior to competition and/or travel. These checks will occur on a rotating Monday schedule, which will be posted throughout the school. The following procedure will be used for all students that are declared as ineligible or eligible based upon the PowerSchool grade check:

- 1) On designated Mondays administration will certify all students as either eligible or ineligible based on current NPS guidelines. Students certified as ineligible will be held out of travel and competition for the next seven calendar days. **Teachers will not accept student work for grading on eligibility check days to ensure equitable practices for all students.**
- 2) Administration will provide a set of the Activity Progress Reports to the appropriate sponsor for distribution to the participants. Administration will also maintain a set of the activity progress reports.
- 3) The participants should return the parent signed Activity Progress Report to their coach/sponsor prior to travel and/or competition.

4. Scholastic Grade Rule

- Student academic performance must be a priority. Student involvement in extracurricular activities has been demonstrated to contribute to higher student achievement. Students, parents, coaches and sponsors should all be aware of a student's academic performance on a continuous basis.
- Students must maintain a minimum 2.0 cumulative GPA on a 4.0 scale to be eligible for any extra-curricular activity. *During eligibility checks, a student who falls below a 2.0 GPA or who has more than one failing grade will be ineligible for competition or travel.* First

quarter eligibility will be determined by the prior year's semester grades, with the exception of first quarter incoming freshmen.

- Ineligible students will not be allowed to travel or participate in contests or performances, but may continue to practice at coach/sponsor discretion.
- Students with more than one failing grade on their Activities Progress Report will not be permitted to travel or participate in contest(s) that week. Activity Progress Reports are required in season, prior to competition or performance as appropriate.
- Students must also meet the academic requirements that are set by the ASAA board.

5. School Attendance

Students must:

- **attend** all classes the same day to participate in an event/practice;
- **attend** school the day after travel to be eligible for the next week of scheduled competition.

If the student has a medical appointment or has received administrative approval, the absence shall not preclude participation.

6. Student Conduct

Students are role models and ambassadors of Nome-Beltz and our community. **Any student assigned to more than one day of In-School-Suspension (ISS) or who is assigned Out-of-School Suspension (OSS) may be ineligible for participation in any activity, travel, or competition, and other extra-curricular activities including dances and prom.**

STUDENT TRAVEL RULES

1. **Students must obey the instructions of the chaperone(s).** Students, who display disobedience or uncooperativeness to the chaperone(s), to the extent that safety or chaperone effectiveness is compromised, may be returned to their home-site with administrative (principal, assistant principal or superintendent) concurrence, and their parent/guardian billed by the school district for the cost of return travel.
2. **The use of tobacco, alcohol, and/or drugs is prohibited regardless of the age of the student.** Students who break the laws of Alaska, such as in the case of shoplifting, alcohol possession or consumption, drug use, etc., will be reported to local law enforcement, the principal, and parent(s)/guardian(s). The student will also be returned to their home-site and their parent-guardian billed by the school district for the price of return travel.
3. **Students must attend all classes on the day of a trip prior to departure and the day after the return from travel.** Students failing to attend classes on the day of departure will not be allowed to travel and failing to attend the day after will be ineligible for the next week of competition. The Principal or their designee may excuse students from attending classes. Permission to miss classes on the day of departure should be secured no later than the day before the trip departure date.
4. **Students will be with the chaperone(s) at all times when traveling.** Chaperone(s) may assign students to groups of at least three students while at a mall, movie or event. Under no circumstances will students be permitted to leave the building without a chaperone(s) in attendance.

5. **Students must dress appropriately for cold weather travel on commuter airlines.** This includes parka, insulated boots, gloves, insulated pants, and insulating headgear. All are to be worn on the plane. Appropriate clothing for both departure and arrival destinations is required when traveling on a major airline.
6. **Students must respect the chaperone(s) decisions regarding the selection and approval of all activities.** Only movies rated “G”, “PG” and “PG-13” shall be permitted.
7. **Unless the schedule absolutely does not permit it, time will be set aside daily for students to work on classroom assignments.**
8. **Students will not be out of their rooms following curfew, lights out and bed check.** Offenses may result in the following: student(s) being returned to their home-site with home-site administrative (principal, assistant principal or superintendent) concurrence and their parent-guardian billed by the school district for the price of return travel; out of school suspension.

ASAA ELIGIBILITY EXCERPTS

1. ASAA Enrollment Rule

- All freshmen, sophomore and junior students must be enrolled in a minimum of five (5) semester units of credit or the equivalent to be eligible;
- Seniors must be enrolled in a minimum of five (5) semester units of credit or the equivalent to be eligible;
- In addition, all students must maintain at least an overall 2.0 GPA during the current semester to remain eligible. Students who do not maintain an overall 2.0 GPA may regain eligibility during the current semester by achieving and maintaining an overall GPA within the school’s grading system.

2. Semester Credit Rule

Freshman, Sophomores, and Juniors

- Must have passed at least five (5) semester units of credit or the equivalent during the previous semester.
- Must have maintained at least an overall 2.0 GPA during the previous semester.
- Underclassmen who have not maintained an overall 2.0 GPA during the previous semester may regain eligibility during the current semester by achieving and maintaining an overall 2.0 GPA within the school's grading system.

Seniors

- First entering 12th grade must have passed at least five (5) semester units of credit or the equivalent during the previous semester.
- All seniors must have maintained at least an overall 2.0 GPA during the previous semester
- Seniors who have not maintained a 2.0 GPA during the previous semester may regain eligibility during the current semester by achieving and maintaining an overall 2.0 GPA within the school’s grading system.

3. **Maximum Participation:** No student may participate in more than four (4) seasons in any specific interscholastic activity.
4. **Age Rule:** A student who becomes nineteen (19) years of age by August 1 shall be ineligible for interscholastic competition.

DANCE SPONSORSHIP AND ELIGIBILITY

The following set of rules shall be read over and understood by a club or organization wishing to hold a dance. It will be the responsibility of the sponsor to make certain that dances are run in strict adherence to the rules. When decorating for a dance, only approved adhesives may be used to stick material to walls to prevent damage. It shall be the sponsor's responsibility to cooperate and coordinate any decorating for any dance, including prom, with campus maintenance.

School Dances:

1. All dances must be pre-approved by administration.
2. A list of chaperones must accompany the request for dances; have chaperones initial or sign the Activity Request Form.
3. All dances scheduled on nights of ball games will start no earlier than fifteen minutes after the end of the last game.
4. Students who do not attend Nome-Beltz will not be permitted at dances without official permission from administration.
5. Middle School students may not attend a high school dance and High School students may not attend Middle School school dances.
6. At least two (2) NPS staff members, and enough chaperones to properly monitor students are required to be present for the duration of the dance.
7. Dance times will be published and shall end no later than 11:30pm. The Prom schedule may be extended upon administrative approval.
8. Students must remain in the dance area. No one is to enter any other part of the building without a supervisor.
9. No tobacco, drugs and/or alcohol of any kind are permitted per state law and school policy. It is the responsibility of the supervisors to notify the police of any violations.
10. Students in violation of school rules at dances or school events will be dealt with in the same manner as if the violation occurred during a normal school day.
11. Doors will be closed one and one half (1-1/2) hours after the dance starts, or at 10:00 P.M., whichever is earlier. Principals will give permission for late entry only to students whose jobs last beyond the closing of the doors or students with a legitimate reason.
12. Persons leaving the dance will not be readmitted, this includes returning to vehicles.

PROM GUIDELINES

The privilege of attending the Nome-Beltz High School prom shall be governed by these guidelines:

1. Attendance at prom is open to all NPS high school students.
2. Students serving OSS on the day of prom will not be allowed to attend.

3. Students at Nome-Beltz may invite other students to the prom by submitting a **Prom Guest Permission Form** and approval from the administration. Guests must be at least 14 years old and/or in 9th grade and must be under the age of 21.

SCHOOL AND ACTIVITY BUS RULES

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

STUDENT VEHICLES

Buses are provided to and from school and students are encouraged to use this service. If private vehicles of any type (including snow machines, ATVs, and motorcycles) are driven to and from school students must adhere to the following rules:

1. A signed Student Driver Form and a copy of the student's valid State of Alaska driver's license must be on file at the school giving the student permission to bring a vehicle to school.
2. Vehicles must remain parked for the entire day unless permission allows otherwise.
3. Outlets are for staff members; student vehicles may not block access to the outlets.
4. Student vehicles are to be parked **only** in the middle section of the parking lot or south of the RC area.
5. In the rare event a student is leaving during their regular scheduled day, the office **must** have written permission from the parent/guardian.

Students who operate their vehicles in a reckless or unsafe manner on campus may have their driving privileges revoked.

STUDENT SEARCH PROCEDURES

Nome Public Schools staff and Board recognize that incidents may occur where the health, safety and welfare of students and staff are jeopardized. Such incidents necessitate the search and seizure of students, their property, or their lockers by school officials. **Administration may conduct searches without notification.**

ELECTRONIC SURVEILLANCE

Nome Public Schools uses electronic surveillance equipment for safety and security purposes throughout the public areas of our campus.

NOME-BELTZ BEHAVIOR GUIDELINES

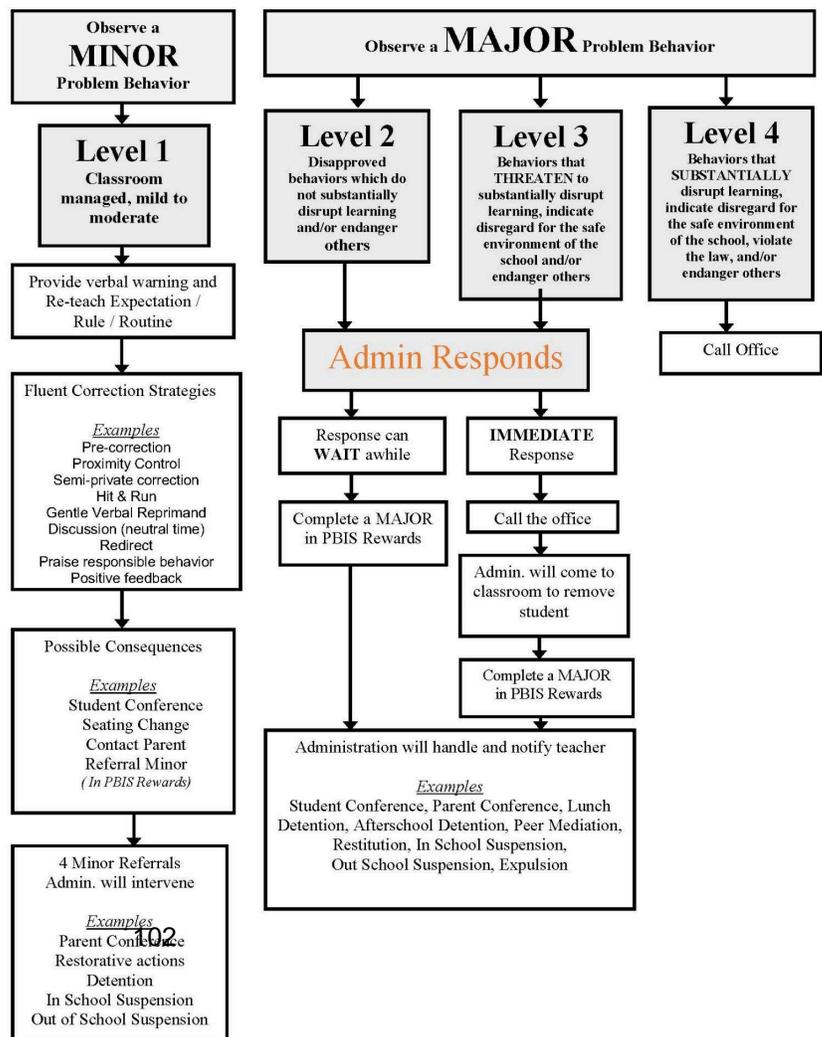
Incidents requiring disciplinary actions are divided into four categories according to the level of severity and disruption of a safe, respectful and responsible school environment. This matrix lists the most common behavior issues and is not inclusive of all possible behavior issues that can arise during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

Behavior Response Flowchart

We want complete transparency in how we respond to behaviors in the classroom. Teachers employ various corrective strategies in the classroom for minor problem behaviors and administration will respond appropriately to major problem behaviors. The behavior response flowchart illustrates how our processes work.

In School and Out of School Suspensions

- Grounds for suspension; (1) continued willful disobedience or open and



persistent defiance of reasonable school authority; (2) behavior that is threatening or harmful to the welfare, safety, or morals of other pupils or a person employed or volunteering at the school.

- This matrix is intended to be a guide. The administration may alter disciplinary measures as appropriate in partnership with the superintendent.

BEHAVIOR LEVEL DEFINITIONS AND DISCIPLINARY MEASURES MATRIX

LEVEL 1 Level of Severity	Behavior Infractions One or more infractions may be a part of a single event; infractions separated in time do not affect the assigned consequences of a previous infraction.	First/Second Offense MAY include <i>but not limited to</i> one or more of the following. <i>List is not all inclusive.</i>	Repeated Offenses MAY include <i>but not limited to</i> one or more of the following. <i>List is not all inclusive.</i>
Level 1- CLASSROOM LEVEL BEHAVIOR: MILD- MODERATE	<ul style="list-style-type: none"> • Disrespect • Inappropriate behavior (touch, language, out-of-control) • Inappropriate language • Inappropriate use of materials • Inappropriate use or possession of electronics • Sleeping in class • Teasing • Theft • Vandalism/Graffiti • Willful disobedience 	<ul style="list-style-type: none"> • Proximity/ nonverbal prompt • Verbal warning • Re-teach expectation/ rule • Student Conference • Parent Contact • Loss of Privilege 	<ul style="list-style-type: none"> • Redirection • Loss of Privilege • Student Conference • Restitution • Seating Change • Parent Contact • In School Suspension ADDITIONAL INTERVENTIONS <ul style="list-style-type: none"> • Parent/Student conference • Refer to intervention team (i.e. staff, counselor, administration) Note: Failure to serve ISS or removal from ISS for disciplinary reasons may result in out-of-school suspension or additional ISS time.
	Academic misconduct/Cheating/Plagiarism	Failing grade for assignment; parent contact	Failing grade for unit and/or course
	Dress code violation	Student is required to replace the offending item or go home to change	Treated as defiance

LEVEL 2 Level of Severity	Behavior Infractions One or more infractions may be a part of a single event; infractions separated in time do not affect the assigned consequences of a previous infraction.	First/Second Offense MAY include <i>but not limited to</i> one or more of the following. <i>List is not all inclusive.</i>	Repeated Offenses MAY include <i>but not limited to</i> one or more of the following. <i>List is not all inclusive.</i>

<p>Level 2-MODERATE Disapproved behaviors which do not substantially disrupt learning and/or endanger others.</p>	<ul style="list-style-type: none"> ● Bullying ● Defiance /Insubordination (repeated offenses) ● Leaving school without permission ● Physical altercation ● Trespassing ● Inappropriate use or possession of electronics ● Dress Code Violation ● Truancy (skipping class or leaving school grounds without permission from staff or parent/guardian) 	<ul style="list-style-type: none"> ● Student Conference ● Parent Contact ● After School Detention ● In School Suspension 	<ul style="list-style-type: none"> ● Student conference ● Parent contact ● After School Detention ● Referral to Counselor ● Development of behavior plan ● In School Suspension ● Out of School Suspension ● Contact law enforcement <p>Note: Failure to serve ISS or removal from ISS for disciplinary reasons shall result in out-of-school suspension or additional ISS time.</p>
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<p>LEVEL 3 Level of Severity</p>	<p>Behavior Infractions (One or more infractions may be a part of a single event; infractions separated in time do not affect the assigned consequences of a previous infraction.)</p>	<p>First/Second Offense (MAY include <i>but not limited to</i> one or more of the following. List is not all inclusive.)</p>	<p>Repeated Offenses (MAY include <i>but not limited to</i> one or more of the following. List is not all inclusive.)</p>
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<p>Level 3-SERIOUS Behaviors that threaten to substantially disrupt learning, indicate disregard for the safe environment of the school, and/or endanger others</p>	<ul style="list-style-type: none"> ● Aggression ● Physical altercation when threatening safety of others ● Bullying - Serious (reported repeated offenses) ● Defiance/ Insubordination (repeated offenses) ● Gross Disrespect ● Leaving school without permission (including repeated offenses) ● Theft (repeated offenses) ● Threats/Intimidation ● Vandalism ● Pornography/Sexual Jokes ● Student Endangerment ● Tobacco/Vape/E-Cigarettes 	<ul style="list-style-type: none"> ● Student conference ● Parent contact ● Restitution ● After school detention ● In school suspension ● 1-3 days out-of-school suspension ● Law enforcement notification within one school day of infraction. ● Referral to an appropriate community counseling program. 	<ul style="list-style-type: none"> ● Student conference ● Parent contact ● Administrator referral ● Restitution ● After School Detention ● 3-5 days out-of-school suspension ● Referral to Counselor ● Review behavior plan and modify based on new data <p>Note: Failure to serve ISS or removal from ISS for disciplinary reasons shall result in out-of-school suspension or additional ISS time.</p>
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<p>LEVEL 4 Level of Severity</p>	<p>Behavior Infractions (One or more infractions may be a part of a single event; infractions separated in time do not affect the assigned consequences of a previous infraction.)</p>	<p>First/Second Offense (MAY include <i>but not limited to</i> one or more of the following. List is not all inclusive.)</p>	<p>Repeated Offenses (MAY include <i>but not limited to</i> one or more of the following. List is not all inclusive.)</p>
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<p>Level 4-SEVERE Behaviors that substantially disrupt learning, indicate disregard for the safe environment of the school, violate the law, and/or endanger others. (BP 3515)</p>	<ul style="list-style-type: none"> ● Arson ● Battery ● Breaking and entering ● Burglary ● Disorderly conduct ● Fighting/Mutual altercation ● Harassment/ Intimidation ● Larceny ● Sexual battery ● Sexual harassment ● Trespassing ● Vandalism ● Other major offenses 	<ul style="list-style-type: none"> ● Parent contact ● Restitution ● In school suspension ● 3-10 day out-of-school suspension ● Police referral ● Recommendation for expulsion 	<ul style="list-style-type: none"> ● Parent contact ● Restitution ● Recommendation for long term suspension ● Recommendation for expulsion <p>Note: Failure to serve ISS or removal from ISS for disciplinary reasons shall result in out-of-school suspension or additional ISS time.</p>
<p>Level 4-SEVERE Behaviors that substantially disrupt learning, indicate disregard for the safe environment of the school, violate the law, and/or endanger others. (BP 3515)</p>	<ul style="list-style-type: none"> ● Alcohol/Illicit drugs 	<ul style="list-style-type: none"> ● Parent/guardian contact ● Three-to ten-day suspension ● Law enforcement contact within one school day of the suspension ● Restriction from school activities ● Referral to an appropriate community counseling program BP 5131.6 	<ul style="list-style-type: none"> ● When a student continues to use or possess alcohol or other drugs at school or any school activity, he/she shall be expelled. ● The Board may suspend the expulsion and may assign the student to a school, class or program appropriate for the student’s rehabilitation BP 5131.6
	<ul style="list-style-type: none"> ● Deadly weapon other than a firearm including a knife 	<ul style="list-style-type: none"> ● Required 30 day out-of-school suspension. ● Modifications through Superintendent on a case-by-case basis BP 5131.7 	
	<ul style="list-style-type: none"> ● Gun 	<ul style="list-style-type: none"> ● Required 30 day out-of-school suspension with recommendation to Superintendent for a one calendar year expulsion. Modifications through the Superintendent on a case- by-case basis BP 5131.7 	<p>The offenses listed within level 4 will be dealt with in accordance with its section located within the Nome Public Schools board policy website. School consequences are separate from any legal consequences that may arise from the situation (contacting the police and other law enforcement agencies.) (BP 5131.6: Alcohol and other Drugs; BP 5131.63: Performance Enhancing Drugs;BP 5131.7: Weapons and Dangerous Instruments)</p>

STUDENTS RIGHTS & RESPONSIBILITIES

Introduction: As a student, your rights and responsibilities are as follows:

All district personnel have the right and responsibility to intervene when students engage in actions that are contrary to school, district, local, state or federal regulations and guidelines. All students have the right to appeal any decisions or action from a higher authority. This is called “**due process.**” See Due Process section below.

Freedom of Speech/Expression **AR 5145.2 (a)**

Students are prohibited from making any expressions or distributing or posting any materials which are obscene, libelous or slanderous, or which demonstrably incite students to commit unlawful acts on school premises, violate school rules, or substantially disrupt the school’s orderly operation.

Freedom to Publish

Generally the restrictions and regulations governing responsible journalism, as defined by the American Society of Newspaper Editors, should be applied to NBHS student publications with the clear understanding that school officials have the authority, indeed the duty, to provide for an ordered educational atmosphere free from constant turmoil and distraction.

DUE PROCESS

All students have the right to appeal any decision or action from a higher authority. This is called “due process.” Along with this comes a prescribed complaint procedure in which you can count on a fair hearing and opportunity to voice your side of the story.

Procedures--Steps or procedures to be followed by all parties involved in a complaint regarding credit, scheduling or staff/student relationships, including classroom discipline and attendance:

1. All complaints must be instituted within five (5) school days of the action being grieved. The complaint may be made on the form available in the NBHS office. Assistance in completing the form is available. The involved staff member, parent/guardian and student should confer in an attempt to solve the problem.
2. If the above conference does not solve the problem, the person with the complaint will request a conference with the administration.
3. If a solution is still not acceptable, the complaint will be submitted to the Grievance Committee (to be formed when needed). After receipt of the written complaint, the Grievance Committee will then schedule a meeting between the grievant and the respondent in order to ascertain all the facts and arrive at a conclusion and a recommended solution. The decision of the Grievance Committee will be rendered in writing to both parties and the administrator within four (4) school days after the hearing has been completed.
4. Either party may appeal the Grievance Committee decision to the principal, which will review the committee's decision and make a decision in a timely manner.

GLOSSARY

Term	Definition	Expected Behavior
Academic Misconduct/Cheating	Plagiarism or failure to correctly attribute sources; use of internet resources to gather information to submit as one’s own work; submitting other(s) work as one’s own; cheating in the form of using unauthorized assistance such as notes, verbal or physical exchange, electronic messages or any behavior which results in a higher grade than what the student would have earned without such assistance.	Create products, earn grades, and cite resources that truthfully represent personal achievement
Aggression	For the purposes of this Behavior rubric, “aggression” refers to behaviors that may harm or present danger directly or indirectly. The behaviors may be physical or verbal and the harm may be physical or psychological. The aggression may involve the use of technology (social media sites, texting, the Internet). Aggressive behaviors are negative and unwanted actions such as name calling, stereotyping, labeling, pushing, shoving, tripping, threatening, excluding (spreading rumors, telling others not to be friends with someone), retaliating, and intimidating.	Display behavior that supports the visual, verbal, and psychological differences inherent in a diverse population
Alcohol/Tobacco	Use, possession, or distribution of tobacco or alcohol on school district property or at school-sponsored events; includes being intoxicated at school, school-sponsored events, and on school-sponsored transportation	Practice healthful and safe activities
Arson	To unlawfully and intentionally damage, or attempt to damage, any real or personal property by fire or incendiary device	Support safety for all persons and properties
Battery	Touching or striking of another person against his/her will or intentionally using bodily harm to an individual; includes an individual physically attacking or beating up another individual, an attack with a weapon, or physically placing or mailing a bomb, regardless of whether the bomb explodes.	Support a safe environment for all
Breaking and Entering	The unlawful entry or attempted entry into a NPS building or other structure	Support a safe and secure environment for all

<p>Bullying</p>	<p>Intentional written, oral, or physical act, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and physically harms the student or damages the student’s property has the effect of substantially interfering with the student’s education is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment has the effect of substantially disrupting the orderly operation of the school; or there is a power differential between the students involved. Includes hazing and cyber-bullying</p>	<p>Demonstrate positive character traits and values and conduct themselves in a civil and respectful manner in order to promote harmonious and courteous relations in the school environment</p>
<p>Burglary</p>	<p>The unlawful entry or attempted entry into a NPS building or other structure with the intent to unlawfully take property</p>	<p>Support a safe and secure environment for all</p>
<p>Defiance/Insubordination</p>	<p>Refusal to follow “reasonable” directions of a district staff member. that are intended to support a positive, safe, and orderly learning environment</p>	<p>Follow directions given by school district staff</p>
<p>Detention (Lunch/After School)</p>	<p>An administratively imposed consequence requiring a student to remain in a designated place either during lunch or after school. Students assigned a lunch detention will be required to wait at the end of the lunch line and then be escorted to the appropriate room. Students assigned to after school detention will report at a designated time and room after school ends for the day.</p>	
<p>Disorderly Conduct</p>	<p>Any act which substantially disrupts the orderly conduct of a school function or learning environment; or poses a threat to the safety, and/or welfare of others (ex. pulling the fire alarm)</p>	<p>Support the learning environment</p>
<p>Disrespect</p>	<p>Behaviors such as inappropriate language (profanity, blaming, complaining, “put-downs”), “tone-of-voice”, or body language that indicate disregard for the school, district staff or students</p>	<p>Treat people respectfully (ex. listen, care, trust, support, negotiate, acknowledge, accept, contribute)</p>
<p>Dress Code Violation</p>	<p>Violation of school dress policy includes individual choices of clothing and grooming styles that present a health or safety hazard or a distraction that would interfere with the educational process. Students are prohibited from wearing clothing that allows undergarments or private body parts to be visible. Students are also prohibited from wearing clothing that is imprinted with profane language or promotes drugs/alcohol/tobacco. Clothing which is gang related, carries slogans, logos, or pictures or a sexual, racist, or abusive nature is also prohibited.</p>	<p>Give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate</p>

Drugs	Use, possession, purchase, manufacture, sale or distribution of marijuana, other illegal drugs or inhalants, or other noxious substances; includes distribution, manufacture or sale of drug paraphernalia and imitations of illegal drugs; includes off-campus use and subsequently being under the influence while on district property or at a district function	Practice healthy and safe activities
Expulsion	The denial of the right of school attendance, either from a specific school or from the District, for an indefinite period of time. No student shall be expelled unless other means of correction have failed or would not be adequate in bringing about proper conduct. In addition, the matter of an expelled student's further education shall be referred to the appropriate authority.	
Fighting/Mutual Altercation	Mutual participation in physical violence against a person or persons	Support a safe environment for all
Harassment/Intimidation	<p>Intentional written, oral, or physical act, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and</p> <ul style="list-style-type: none"> · physically harms the student or damages the student's property · has the effect of substantially interfering with the student's education · is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment · has the effect of substantially disrupting the orderly operation of the school; or · there is a power differential between the students involved <p>Includes hazing and cyber-bullying</p>	Demonstrate positive character traits and values and conduct themselves in a civil and respectful manner in order to promote harmonious and courteous relations in the school environment
In-School Suspension	The intent of in-school suspension is twofold; the first is to isolate the student from the normal social aspect of school while allowing for academic pursuit. The second is restorative and encourages student reflection on their actions including recognizing their culpability and identifying more appropriate choices and strategies for conducting themselves.	
Inappropriate use of Materials	Using materials in ways other than intended by the teacher that are disruptive to the learning process	Use materials appropriately
Inappropriate use or Possession of Electronics	Possession of banned electronics. Inappropriate use of electronics, including; using at inappropriate times, used in an off-task, rude, or distracting manner.	Use music/video players/recorders, laptops, cell phones, or the like outside of instructional time unless instructed otherwise by a staff member
Inappropriate Behavior	Any behavior that is unsafe or disrupts the learning atmosphere of the building such as throwing objects, running, wrestling, chasing, playing "keep-away", and hiding	Engage in behavior that supports the educational environment
Inappropriate Language	Offensive language including but not limited to swearing	Use respectful, appropriate language

<p>Larceny</p>	<p>The unlawful taking, carrying, leading or riding away with property of another person without threat, violence or bodily harm; includes pocket picking, purse or backpack snatching, theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from a machine or device which is operated or activated by the use of a coin</p>	<p>Respect the property of others and support a safe and secure environment for all</p>
<p>Leaving School Without Permission</p>	<p>Exiting school grounds without school staff and/or parental knowledge and permission</p>	<p>Be present for all classes</p>
<p>Natural Consequences</p>	<p>Natural consequences are disciplinary consequences designed to fit the infraction. Examples of natural consequences include painting over graffiti, campus cleanup for littering, written apology for rude behavior, etc.</p>	
<p>Other Major Offenses</p>	<p>Including but not limited to bribery, fraud, physical assault, verbal abuse, stalking, racial slurs, embezzlement, gambling, forgery, gang related activity, hazing, physical initiation, extortion/blackmail, or any other action not included in any other severe incident category</p>	<p>Practice activities that support the learning intended by the design of the educational system</p>
<p>Out-of-School Suspension (OSS)</p>	<p>If the discipline designee determines that the student will not benefit from placement in ISS or that his/her presence on school property is detrimental to the health, welfare or safety of other students, he/she may be sent home from school for a period of suspension. Unless the student poses an immediate or continuing threat to person(s) or property or the behavior is a serious disruption to the academic process, removal from school will begin the school day following the offense. During OSS, the student may not be in any Nome school building, on any school campus, or at any school-sponsored program or activity.</p>	
<p>Physical Altercation</p>	<p>Participation in physical violence against a person</p>	<p>Support a safe and secure environment for all</p>
<p>Sexual Battery</p>	<p>Physical contact done forcibly or against a person's will or where the victim is incapable of giving consent because of his/her youth and/or mental incapacity; includes rape, fondling, indecent liberties, child molestation, and sodomy. Sexual intercourse, sexual contact or other unlawful behavior intended to result in sexual gratification without force or threat of force and where the victim(s) is capable of giving consent; includes indecent exposure (exposure of private body parts to the sight of another person in a public place) and obscenity (conduct which by community standards is deemed to corrupt public morals by its indecency and/or lewdness such as phone calls or other communication; and</p>	<p>Support a safe environment for all</p>

	unlawful manufacture, publishing, selling, buying or possessing materials, such as literature or photographs.	
Sexual Harassment	To create or allow to exist an atmosphere of sexual harassment; defined as deliberate, repeated and unsolicited physical actions, gestures, or verbal or written comments of a sexual nature; when such conduct has the purpose or effect of interfering with a student's academic performance or creating an intimidating, hostile or offensive learning environment	Support a safe and supportive environment for all
Theft	When a student takes anything that does not belong to him/her	Respect the property of others
Threats	Physical, verbal, written, or electronic action which immediately creates fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack.	Communicate frustration and/or anger in a respectful and non-threatening manner
Trespassing	Entering onto school district property after being notified that one is not allowed on the property. Student presence on school property at any time during a truancy, suspension or expulsion is trespassing	Support a safe and secure environment for all
Vandalism/Graffiti	The negligent, willful, or unlawful damaging of any district-owned real or personal property, including graffiti when damage is temporary or there is minimal cost to repair	Respect the property of others and support a safe and secure environment for all
Willful Disobedience	Violation of policies or procedures such as those written in the Student Handbook, Course Syllabus, or verbally explained by a district staff member	Comply with school policies and procedures
Weapon	Firearms: A firearm is any weapon which will, is designed, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any machine gun. Other Weapons: The possession, use or intention to use any instrument or object to inflict harm on or intimidate another person.	

Student & Guardian Contract

I have read the Student Handbook and understand the behavior expectations, consequences, and policies of Nome-Beltz Middle High School. I understand that if I have questions, I can ask teachers, counselors, staff, and administration for assistance.

Please tear off and return this paper to your teacher by:

This will count for _____ points in PowerSchool!

Student Name (please print): _____

Student Signature: _____ Date: _____

Parent/ Guardian Name (please print): _____

Parent/ Guardian Signature: _____



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SCHOOL BOARD COMMUNICATION

Title: Approval of M&O Services Contract Addendum

Date: May 14, 2024

Administrator: Jamie Burgess, Superintendent and Genevieve Hollins, CFO

Attachments: NMS Contract Addendum

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

BACKGROUND INFORMATION

Nome Public Schools' contract with NANA Management Services for Maintenance & Operations is up for renewal. The District has negotiated a one-year renewal, as opposed to the normal two-year renewals identified in the original contract, for the purposes of moving M&O operations under the direction of the City of Nome, commencing in the 2025-2026 school year.

This move should save the District money in no longer paying for the NMS upcharge on staffing and labor costs, and will allow the District to work in conjunction with the City to potentially improve issues with snow removal and other projects which sometimes have necessitated hiring of outside contractors.

The discussion regarding all circumstances around this change is ongoing between the Superintendent, Business Manager, City of Nome Manager and City of Nome Finance Director. The change would need to be approved by the City Council and School Board by June 30, 2025.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the NMS contract addendum for M&O Services for the 2024-2025 school year.

Sample Motion: I move to approve the NMS contract addendum for M&O Services for the 2024-2025 school year.

**AMENDMENT 4 TO
MANAGEMENT
AGREEMENT**

This Amendment 4 to the Management Agreement entered into by and between NANA Management Services, LLC, (“NMS”), and Nome Public School District (“the District”) is effective June 30th, 2024.

WHEREAS, NMS and the District entered into a Management Agreement ("Agreement") on July 1, 2015 under which NMS provides certain services to the District; and

WHEREAS, the District and NMS wish to extend the Agreement and make revisions to certain terms;

NOW THEREFORE, in consideration of the mutual promises set out in the Agreement and in this Amendment, NMS and the District enter this Amendment, effective upon the date first written above.

The following changes are made to the Agreement:

1. In accordance with Section III, Term and Exclusivity, the Parties exercise a one (1) year renewal. The new termination date is June 30, 2025.

2. **Continuation of Services Agreement.** Except as specifically amended pursuant to the foregoing, the Agreement shall continue in full force and effect in accordance with the terms in existence as of the date of this Amendment. After the date of this Amendment, any reference to the Agreement shall mean the Agreement as amended by this Amendment and all previously executed amendments.

IN WITNESS WHEREOF, the parties have caused this Agreement to be signed by their authorized agents on the dates below.

Nome Public School District

NANA Management Services, LLC

By: _____

By: _____

Print Name: Jamie Burgess

Print Name: Brad Osborne

Print Title: NPS Superintendent

Print Title: President

Date: _____

Date: _____