



Nome Public Schools

Board of Education Meeting Agenda

December 10, 2024 - 5:30 PM
Regular Board Meeting, NES Library /Zoom
1057 E 5th Ave
Nome, Alaska 99762

PO Box 131
Nome, AK 99762

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

SCHOOL BOARD MEMBERS

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

AGENDA

A. Call to Order

1. Pledge of Allegiance 3
2. Nome Public Schools Mission Statement 4
3. Roll Call
4. Approval of Agenda
5. Swearing In of Board of Education Member

B. Consent Agenda

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

1. Approval of Minutes: Regular Meeting/Executive Session: November 12, 2024 5
2. Approval of Minutes: Special Session: December 3, 2024 12
3. Approval of November 2024 Disbursements
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6. Approval of Staff Out of State Travel Requests
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8. Approval of Job Description - ACSA Principal/Teacher 16

C. Correspondence 18

D. Awards and Presentations

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

E. Opportunity for Public Comments on Agenda/Non-agenda Items 59 (3 minutes per speaker, 30 minutes aggregate)

F. Superintendent Report 60

G. Information & Reports

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3. Approval of FY25 Budget Revision #1	136
4. Approval of Exploration of Establishment of ANSEP Acceleration Academy at NBMHS	165

J. Board and Superintendent's Comments & Committee Reports

K. Upcoming Events:

- Tuesday, January 14, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, January 28, Work Session, 5:30 pm, NES Library
- Tuesday, February 11, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, February 25, Work Session, 5:30 pm, NES Library

L. 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."

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+1 253 215 8782

+1 346 248 7799

+1 929 205 6099

+1 301 715 8592

+1 312 626 6799

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.

BOARD OF EDUCATION MINUTES
Regular Meeting/Executive Session
Tuesday, November 12, 2024
5:33 pm
NES Library/Zoom

Member Trigg called the meeting to order at 5:33 pm Tuesday, November 12, 2024 with all board members present.

Member Tahbone led the Pledge of Allegiance in Inupiaq.

Member Trigg read the Nome Public Schools Mission Statement.

School Board Members Present:

Darlene Trigg	Marjorie Tahbone	Jon Gregg
Nancy Mendenhall	Bob Metcalf	
Student Representative, Lyndsay Johnson		

Others in attendance included:

Jamie Burgess	Alisha Papineau	Genevieve Hollins (via Zoom)
Karen Dixon (via Zoom)	Meghan Ten Eyck (via Zoom)	Anna Ashenfelter (via Zoom)
Julie Fabignon-Cross (via Zoom)	Ivan Nate (via Zoom)	Jim Shreve
Jennifer Shreve	Nick Settle	Cassie Laurence
Richard Sargent	Holly Harlow	Jennifer Berry
Ben Townsend	Brianna Piscoya	Anna Lionas
Emily Annas	Stan Burgess	Rachel Ventress
Jill Peters	Joleen Oleson	Tegan Oleson
Erika Rhodes	Teriscovkya Smith	Ryan Horton
Stacey Spencer	Michele Deering	Jonathan Duarte
Matt Slingsby	Kathleen Jaycox	Kaya Kent
Angela Omedelina	Adam Lust	Gracy Lust
Tierra Austin	Pat Callahan	Elizabeth Korenek-Johnson
Star Lopez	Kelli Breuker	Max Breuker
Emmett Foster	Aaron Brown	Luke Hansen
Keane Richards	Yusuf Rida	Sarah Liben
Dani Smithhisler	Michael Deering	Ryan Wharry
Lisa Leeper	Molly Naaktgeboren	Vince Vilella
Percy Naaktgeboren	Robert Vilella	Anna Ashenfelter
Pat Piscoya	Lawrence Piscoya	Rhonda Sparks
TJ Wright	Yevheniia McDowell	Dorin Cadayday
Lyn Evert Manuel Dela Pena	Nigel Bolanio	Jessica Farely
Chugie Farely	Benjamin Farely	Heidi Secor
Joe Sem	Kate Osborn	Peggy Simpson
Anne Madonia	Dan Holmes	Danielle Sem

She gave a shout out to SPED staff. She talked about an event she hosted the past weekend that aimed to bridge the gap between SPED families, caregivers, and staff. She requested the school board to amend the agenda to move J.2. Negotiations Update to J.1. She also thanked the school board.

NES SPED teacher, Peggy Simpson she talked about what was discussed during negotiations last Spring. She explained the working situation with intensive need students. She advocated for higher pay for paraprofessionals.

Parent, Rebekah Bickford said the most influential people into the future of Nome are the teachers. Her experience is that a lot of a child's support comes from their teachers. She advocated for higher pay for the teachers.

ACSA teacher, Keane Richards explained he's in a lucky position where he has a house and a second income from his wife which allows them to afford to live in Nome. He explained that's not the case with most teachers though. He talked about a situation about a potential candidate that turned down the job offer because of the cost of living vs the salary he'd be making. He talked about how the district should be investing in the staff. He doesn't feel like the district makes the staff feel worthwhile.

NBMHS teacher, Richard Sargent said he is thankful that he feels like he's making a difference in his first year. He has observed his colleagues who have been with the district not feeling the same for themselves though. He advocated for investing in teachers and retaining them is best for the students.

NBMHS teacher, Rosa Wright said there's only been a 5% raise in the last 5 years. She said it's insulting and teachers feel like they're begging for money. She reiterated that it's not the teacher's job to find the money for raises but paying them more should be a priority. She informed that people will leave and seek higher paying positions elsewhere if they do not get a raise.

Former NPS paraprofessional and former support staff union president, Katie Osborn said she's heard about teachers and staff needing more pay since she had worked there. She asked how could teachers and staff give the best to their students when teachers and staff aren't given the best by the district. She elaborated on how teachers couldn't dream of affording owning their own homes in Nome on their salary. She said she had been very disappointed in the school board for the last 5 years for not prioritizing teachers and staff. She said the community's eyes are all on the school board due to the turnover rate. She said the teachers and staff need action from the school board showing that they appreciate them.

Community member, Danielle Sem expressed her support for the teachers. She talked about the extra expectations from teachers. She wants to keep teachers who care, that want to be at work and grow with their students, and are skilled and expected to continue pursuing an education. She advocated for more teacher pay so they can recruit and retain good teachers.

NES teacher, Matt Slingsby explained that the teachers who maxed out the pay scale didn't receive the 5% raise from the last 5 years. He said the school district should be ashamed. He said the intentional pay wall on the salary scale keeps people from earning and getting a retirement.

NES teacher, Emmett Foster talked about how he loved Nome and his students and is grateful to be here. He talked about how he could be making more and paying less for cost of living in Fairbanks.

NBMHS senior student, Steve Lopez advocated for student involvement, positive language and mental support for every student. He talked about his experience at the Youth Leadership Conference he attended. He talked about the importance of the school board being involved more in what he advocated for and in school events.

NBMHS teacher, Erika Rhodes talked about how every year she debates on signing her contract despite loving her students and her job. The only reason she can support herself is with the help of her husband's income. If she had to be the main income in her family she would have to consider looking elsewhere for employment.

She also talked about how her child didn't have a permanent teacher last year until much later because the abroad teachers weren't able to start work until later. She also talked about how the district is getting teachers from abroad now because they aren't able to fill the positions locally.

SUPERINTENDENT REPORT

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

INFORMATION AND REPORTS

Student Representative Lyndsay Johnson reported. The report is attached to the original of these minutes. Discussion followed.

There was discussion on HR Director/Assistant Superintendent, Elizabeth Korenek-Johnson's personnel report from B. Consent Agenda.

NES Principal, Nicholas Settle reported. The report is attached to the original of these minutes. Discussion followed.

ACSA Principal, Lisa Leeper reported. The report is attached to the original of these minutes. Discussion followed.

NBMHS Principal, Teriscovkya Smith reported. The report is attached to the original of these minutes. Discussion followed.

Director of SPED, Mary Donaldson reported. The report is attached to the original of these minutes. Discussion followed.

Director of Technology, Jim Shreve reported. The report is attached to the original of these minutes.

Director of Facilities, Jonathan Duarte reported. The report is attached to the original of these minutes. Discussion followed.

Director of Federal Programs, Karen Dixon reported. The report is attached to the original of these minutes. Discussion followed.

CFO, Genevieve Hollins reported. The report is attached to the original of these minutes. Discussion followed.

Member Gregg moved to approve Resolution 24-02 calling for a prioritized funding of public education to ensure timely, reliable and predictable funding for Alaska’s public school educators and schools. Discussion followed.

Member Gregg moved to withdraw his motion and to table the approval of Resolution 24-02.

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

Darlene Trigg: yes	Bob Metcalf: yes	Marjorie Tahbone: yes
Nancy Mendenhall: yes	Jon Gregg: no	

Member Tahbone moved to approve the Nome Public Schools audit report for the 2023 – 2024 school year. Discussion followed.

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

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

EXECUTIVE SESSION

Member Mendenhall made the motion to go into Executive Session at 8:58pm for the purposes of the Superintendent contract and negotiations update.

The Board came out of Executive Session at 10:20pm.

BOARD AND SUPERINTENDENT’S COMMENT & COMMITTEE REPORTS

Member Gregg gave appreciation for everyone’s efforts tonight and the public comments.

Member Mendenhall sympathized with the teachers advocating for more pay.

Member Metcalf said it had been a privilege working on the school board.

Member Metcalf gave thanks for the parting gifts.

Member Metcalf hoped for a BSA increase.

Member Metcalf hoped that his replacement understands the school board is made of individuals who come together as a team.

Superintendent Burgess commented on the community and parents coming together showing their support for the teachers during public comment.

Superintendent Burgess said Member Metcalf would be missed and thanked him for his leadership on the school board.

Superintendent Burgess shared the plan of seating the new board member in December.

Member Trigg congratulated the students of the month.

Member Trigg gave appreciation that people took the time to give public comments.

Member Trigg said the community should be more informed about their positive intent and the relationships they want to maintain through the process of negotiations.

Member Trigg talked about her experience at the AASB conference and that she was seated on the Board of Directors for a 3 year term.

Member Trigg informed that NBMHS teacher, Ryan Wharry and student, Steven Lopez attended the Youth Leadership Institute at the AASB conference.

BOARD OF EDUCATION MINUTES
Special Meeting
Monday, December 3, 2024
5:32 pm
NES Library/Zoom

Member Trigg called the meeting to order at 5:32 pm Tuesday, December 3, 2024 with all board members present.

Member Tahbone led the Pledge of Allegiance in Inupiaq.

Member Trigg read the Nome Public Schools Mission Statement.

School Board Members Present:

Darlene Trigg	Marjorie Tahbone	Jon Gregg
Nancy Mendenhall		

Others in attendance included:

Jamie Burgess	Alisha Papineau	Kelli Breuker (via Zoom)
Sigvanna Meghan Topkok (via Zoom)	Yusuf Rida	Stan Burgess
Adam Lust		

APPROVAL OF AGENDA

Member Tahbone moved to approve the agenda as presented. Discussion followed.

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

Darlene Trigg: yes	Marjorie Tahbone: yes	Jon Gregg: yes
Nancy Mendenhall: yes		

INTERVIEW OF BOARD VACANCY CANDIDATES

The school board interviewed Kelli Breuker, Sigvanna Meghan Topkok and Yusuf Rida.

ACTION ITEMS

Member Tahbone moved and Nancy Mendenhall seconded to nominate Sigvanna Meghan Topkok as a member of the Board of Education for Nome Public Schools. Discussion followed.

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

Darlene Trigg: yes	Marjorie Tahbone: yes	Jon Gregg: yes
Nancy Mendenhall: yes		

UPCOMING EVENTS

- Tuesday, December 10, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, January 14, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, January 28, Work Session, 5:30 pm, NES Library



Nome Public Schools
 Personnel Items for Approval/Ratification
 December 10, 2024

Certified/Administrative Personnel

	POSITION	LOCATION	EFFECTIVE DATE
LEFT EMPLOYMENT			
Leeper, Lisa	Principal	ACSA	6/30/2024

Classified Personnel

NEW HIRES	POSITION	LOCATION	EFFECTIVE DATE
Burgess, Evan	SPED Paraprofessional	Nome Elementary	1/6/2025

Extra Duty Contracts

NAME	POSITION	EFFECTIVE DATE
Annas, Emily	Literacy Instructor - BSWG Shelter	9/16/2024
Annas, Emily	Migrant Tutor	9/16/2024
Badertscher, Deb	Migrant Tutor	9/16/2024
Badertscher, Deb	PBIS Coordinator	8/21/2024
Badertscher, Deb	Migrant Ed. Program Assistant	9/16/2024
Berry, Jennifer	Arts Integration Teacher	10/20/2024
Blount, Meira	Migrant Tutor	9/16/2024
Bourdon, Katie	Arts Integration Teacher	10/20/2024
Brown, Aaron	Building Test Coordinator, NBMHS	8/23/2024
Coulter, Douglas	Migrant Tutor	9/16/2024
David, Gina	Arts Integration Teacher	10/20/2024
Dela Peña, Lyn Evert	Migrant Tutor	9/16/2024
Dixon, Karen	Backpack Facilitators' Coordinator	9/16/2024

Erikson, Kim	Migrant Ed. Program Assistant	9/16/2024
Fabignon, Cross, Julie	Migrant Ed. Program Assistant	9/16/2024
Finney, Rachel	Migrant Tutor	9/16/2024
Finney, Rachel	Arts Integration Teacher	10/20/2024
Horton, Ryan	Arts Integration Teacher	10/20/2024
Jackson, Kelsey	Arts Integration Teacher	10/20/2024
Laurence, Cassie	Migrant Tutor	9/16/2024
Leeper, Lisa	Building Test Coordinator, ACSA	8/23/2024
Sargent, Richard	Migrant Music Tutor	9/16/2024
Secor, Heidi	Migrant Ed. Program Assistant	9/16/2024
Settle, Nicholas	Building Test Coordinator, NES	8/23/2024
Shreve, Jennifer	NWEA Certified Facilitator	8/1/2024
Spencer, Stacey	SPED Vacancy Coverage	9/3/2024
Spencer, Stacey	Migrant Ed. Program Assistant	9/16/2024
Spencer, Stacey	Arts Integration Teacher	10/20/2024
Ulroan, Mary	Migrant Tutor	9/16/2024
Wright, Rosa	Arts Integration Teacher	10/20/2024

Temporary Personnel

NAME	POSITION	EFFECTIVE DATE
Dreger, Phyllis	SPED Long-Term Sub/NES	1/6/2025 - 2/14/2025

Volunteers Approved

NAME	EFFECTIVE DATE
Erikson, Son	12/4/2024
Miller, Jared	11/13/2024

JOB DESCRIPTION

ANVIL CITY SCIENCE ACADEMY PRINCIPAL OR LEAD TEACHER

NOME PUBLIC SCHOOLS

QUALIFICATIONS:

1. At least five years successful experience in education. Two years experience as school principal or curriculum director preferred. Experience in Alaska is desirable.
2. Master's degree required.
3. Current State of Alaska Administrator's certificate with endorsement as principal is preferred.
4. Experience with, or understanding of, community schools is necessary.
5. Demonstrated ability to work with teachers, staff, and the community to maximize student achievement.
6. Possess effective communication skills including public speaking and computer literacy.

REPORTS TO: Superintendent

SUPERVISES: All certified and classified staff in building.

JOB GOALS: Use the Anvil City Science Academy charter to lead an innovative approach to educational programming and to direct operations of the school. Involve staff, students and families in creating vision, goals, and decisions that affect policy.

PERFORMANCE RESPONSIBILITIES

1. Instructional Leadership

- A. Serve as instructional leader in school and district-wide curriculum planning, implementation and evaluation:

Demonstrate continued commitment to Nome's education reform by leading and facilitating the ongoing improvement of the school's educational program.

Encourage teachers to use research-based "best practice" and materials.

Implement & supervise all areas of the curriculum, including curriculum development each year, in a way that will be considerate of the unique individual needs of students in helping them reach their maximum potential.

Integrate special programs and support services into Nome's evolving curriculum.

Encourage, schedule, and supervise extracurricular activities that support the vision for Nome's schools.

Support and monitor the use of an Alaska standards-based curriculum specific to Nome.

2. Management

- A. Share obligations of the administration of Anvil City Science Academy between the Nome Public Schools, Anvil City Science staff, and the school's Academic Policy Committee (APC).

Demonstrate a working knowledge of Alaska School Laws, State Department of Education and Early Development regulations, and Nome Public School District Policies.

Coordinate and supervise services such as custodial, security, food services, etc.

Comply with state and city fire, safety and sanitation regulations.

- B. Provide effective personnel management:

Adhere to the negotiated agreements of classified and certified employees.

Prescribe written rules and regulations for the management of the school and its employees.

Comply with the Nome School District staff evaluation procedures and guidelines.

Make staff assignments and schedules consistent with teachers' contracts.

Select sponsors of extra-curricular activities.

Provide administrative support for school personnel.

Make recommendations to superintendent on personnel selection and retention.

3. Provide effective budget management:

Responsible for the development, management, and implementation of the approved building budget, including special funds/programs, student activity funds, and grants.

Date: November 6, 2024

RE: Project Approval for School-Based Hearing Screening Initiative

Dear Members of the Nome Public Schools Board of Education,

I am writing to share exciting news about a project that will be implemented in partnership with NPS to improve school-based hearing screening processes. This initiative is designed to enhance the accuracy and accessibility of hearing screenings in rural Alaskan schools while generating valuable data to inform screening guidelines at a national and global level. This project is funded by the National Institutes of Health as a supplemental award to the [North STAR Trial](#), a study evaluating a school-based telehealth intervention for specialty follow-up across three rural regions in Alaska (Kodiak, Lower Yukon, Petersburg).

Hearing loss, especially when undetected, can significantly impact a child's learning and social development. Currently, school-based hearing screening programs lack clear guidelines and standardization, leading to variability in results and missed opportunities for early intervention. Our project aims to address these issues through the deployment of improved screening protocols, supported by the latest technology and evidence-based practices.

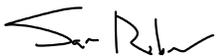
The project will involve:

1. Implementation of Enhanced Methods and Comparison of Screening Protocols: We will implement new screening tools and will offer families an opportunity for students to receive comprehensive hearing exams to measure accuracy in identification of ear- and hearing-related issues.
2. Data Collection for Evidence Building: By collecting anonymized screening and hearing exam data, we aim to build a robust evidence base that can support future recommendations and improve the quality of school hearing screenings worldwide.
3. Training School and Health Personnel: This initiative includes training and information sharing for any interested school staff and local community members to maximize screening efficacy and ensure all procedures are in line with best practices.

The support of NPS is invaluable to this project. Not only will it benefit the students through earlier and more accurate identification of hearing concerns, but it will also contribute significantly to the global understanding of effective screening methods. We hope to work closely with the school board to ensure this project aligns with the district's goals and needs. I would be pleased to answer any questions and outline our next steps as needed.

Thank you for your support and commitment to student health and wellbeing.

Sincerely,



Samantha Kleindienst Robler, AuD, PhD
Associate Director/Assistant Professor
Center for Hearing Health Equity
University of Arkansas for Medical Sciences
907-434-0433 (text/call)
skrobler@uams.edu



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

November 20, 2024

Deena Bishop
Commissioner
Alaska Department of Education and Early Development
801 West 10th Street, Suite 200
Juneau, AK 99801-1894

Dear Dr. Bishop:

Enclosed are a certification and related report confirming that Alaska meets the requirements of section 7009(b) of the Elementary and Secondary Education Act (ESEA). As a result, the State is eligible to consider a portion of Impact Aid payments as local resources in determining State aid entitlements for the period July 1, 2024, through June 30, 2025 (State fiscal year 2025), pursuant to delegation by the Assistant Secretary for the Office of Elementary and Secondary Education, and subject to the conditions in the attached report. This certification does not indicate whether Alaska meets any education funding requirements in other programs administered by the U.S. Department of Education, such as the Elementary and Secondary School Emergency Relief Fund authorized under the American Rescue Plan Act.

A copy of the certification and report is being sent to all school districts in Alaska to inform them of their right to a hearing. Any local educational agency adversely affected by this action may request, in writing and within 60 days of the receipt of this notice, a hearing under ESEA section 7009(c)(3)(B) and 34 CFR § 222.165. A hearing request that specifies the issues of fact and law to be considered may be sent by email to Faatimah.Muhammad@ed.gov.

Sincerely,

Faatimah Muhammad, Director
Impact Aid Program

Enclosure
cc: Alaska Superintendents

www.ed.gov

400 MARYLAND AVE., SW, WASHINGTON, DC 20212

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

REPORT FOR THE YEAR JULY 1, 2024 - JUNE 30, 2025 (STATE FISCAL YEAR 2025)
UNDER SECTION 7009(B) OF THE ELEMENTARY AND SECONDARY EDUCATION
ACT OF 1965 (20 U.S.C. § 7709(b))

State - Alaska

Section I. Background

A. Procedural History

The Commissioner of the Alaska Department of Education and Early Development (Alaska, or State) timely notified the U.S. Department of Education (Department) and all Alaska school districts of the State's intention, under Section 7009(b) of the Elementary and Secondary Education Act of 1965, as amended (ESEA), to take Impact Aid payments into consideration in the calculation of school aid for the period of July 1, 2024 to June 30, 2025 (State fiscal year (FY) 2025). The notice was by letter to this office dated March 1, 2024. The State sent a notice by memorandum to all school districts in the State dated February 29, 2024.

By memorandum dated April 3, 2024, the Impact Aid Program (IAP) notified all Local Educational Agencies (LEAs, or school districts) in the State of their opportunity to request a predetermination hearing concerning the State's notice, as provided in ESEA section 7009(c)(2) and 34 CFR § 222.164(b)(5). The notice linked to the disparity data posted on the State's website. Fairbanks North Star Borough school district requested a pre-determination hearing and IAP held it on June 3, 2024. IAP held the hearing record open for 15 days per 34 CFR § 222.164(b)(5)(iii) and received post hearing comments from the State and Fairbanks North Star Borough School District by the June 18, 2024, deadline.

On June 28, 2024, IAP provided permission for the State to make estimated State aid payments for FY 2023 that take Impact Aid funds into account as local effort until IAP could issue this final determination.

B. The Disparity Test Analysis Generally

When determining State aid entitlements to school districts, States are generally prohibited from taking into consideration Impact Aid payments. Under a narrow exception to this general rule, the statute provides that a State may take Impact Aid payments into consideration if the IAP “determines and certifies . . . that the State has in effect a program of State aid that equalizes expenditures for free public education among [school districts] in the State.” (ESEA 7009(b)(1)). The disparity test is the method by which the IAP determines whether a State's program of State aid equalizes expenditures among school districts. See 34 CFR § 222.162.

A State aid program is determined to equalize expenditures amongst LEAs “if the disparity in the amount of current expenditures or revenues per pupil for free public education among LEAs is no more than 25 percent.” (ESEA § 7009(b)(2) and 34 CFR § 222.162(a)). The regulations define “revenue” as including “only revenue for current expenditures.” (34 CFR § 222.161(c)). The disparity test includes all revenues for current expenditures received by districts, regardless

of whether they are provided by the State through a State-designated equalization program or under another State funding mechanism.

In performing this disparity test, a State must choose to compare either current expenditures or current revenues and must choose how to account for allowable special cost differentials (funds designated to a district because of specific characteristics of that district or specific characteristics of students in that district). (34 CFR § 222.162(d)). Alaska has chosen the “revenue per Average Daily Membership” basis, i.e. the exclusion method on a revenue basis, where “The State subtracts revenues associated with the special cost differentials from total revenues and divides this net amount by an unweighted pupil count.” (34 CFR § 222.162(d)(3)). Under this test, the State first considers each LEA’s revenue in the given fiscal year. Only revenue that can be used for current expenditures is considered. (34 CFR § 222.161(c)). Revenues for special cost differentials are excluded. Special cost differentials are funds associated with “pupils having special educational needs” or “particular types of LEAs.” (34 CFR § 222.162(c)(2)). Finally, the State divides the resulting revenues by an unweighted pupil count (34 CFR § 222.162(d)(3)). This is the amount of revenue per pupil that is then compared to the other LEAs to determine if the State aid program has equalized expenditures.

C. Revenues - Funding of School Districts in Alaska

As we understand the Alaska public school funding program that was in effect for FY 2023, the relevant data year for this determination, funding for public schools consisted of State aid (Basic Need and transportation), a required local contribution, and eligible Federal Impact Aid, which we authorized the State to include for FY 2023. Under the formula (Alaska Stat. § 14.17.410), each district’s “basic need” is calculated by multiplying the adjusted average daily membership (AADM) by the base student allocation (BSA). BSA is set by statute (see Alaska Stat. § 14.17.470). The AADM is the average daily membership adjusted to reflect a district’s size, geographic cost differentials, special needs funding, vocational and technical funds, intensive student funding, and correspondence student funding. Alaska calculates each LEA’s AADM by first subtracting from the LEA’s ADM all correspondence students to get the ADM of in-person students. Next, Alaska multiplies the ADM of in-person students by the specific factors required by State law (district’s size, geographic cost differentials, special needs funding, vocational and technical funding). To this number, Alaska adds the number of students requiring intensive special education services multiplied by 13. Last, Alaska adds 90% of the ADM of correspondence students. That number is the final AADM which is multiplied by the BSA to determine “basic need.”

The Basic Need is met through a combination of (1) State Aid, (2) local contributions, and (3) eligible Impact Aid. City and borough school districts must contribute a required local amount. The State aid portion of Basic Need is equal to: Basic Need minus a required local contribution and 90 percent of eligible Impact Aid for that fiscal year. The reduction for Impact Aid is based on FY 2023 certification of the State under ESEA section 7009 by the Department. 34 CFR § 222.163.

To determine a district’s eligible Impact Aid, the State subtracts basic support payments received under ESEA section 7003(a)(2)(B) weighted in excess of 1.0 (children residing on Indian lands),

supplemental payments under ESEA section 7003(d) (children with disabilities), and funds received under ESEA section 7003(b)(2) (heavily impacted LEAs) that are in excess of amounts calculated under ESEA section 7003(b)(1) (Basic Support payments). The State multiplies the result by the ratio of the district's required local contribution to its actual local contribution, as required under ESEA section 7009(d)(1)(B) and 34 CFR § 222.161(a)(ii).

After a district's Basic Need is met, city and borough districts may raise additional funding, up to a cap. (see Alaska Stat. § 14.17.410). The State legislature may also appropriate additional funds in any given year that are outside of the funding formula. These one-time grant funds are distributed in the same manner, based on a district's AADM. The revenues meet the Impact Aid definition of revenue for current expenditure. In addition to the Basic Need, the State provides for Quality School Funding on an AADM basis.

School districts operating a transportation system that convey students to and from school are eligible for transportation funding under AS 14.09.010. The funding amount is determined by multiplying the district's average daily membership (excluding correspondence students) by an established transportation cost per child. These costs, which are specified in State law, were established based on an analysis of actual expenditures for transportation from FY 2013, adjusted for inflation in FY 2014 and 2015. School districts report pupil transportation revenues in a special, dedicated revenue fund. Transportation revenues meet the Impact Aid definition of revenue for current expenditure.

Section II. Alaska's FY 2025 Disparity Calculation

A State may take into consideration Impact Aid payments in calculating State aid if IAP determines that the amount of per-pupil expenditures or revenues of the LEA with the highest per-pupil expenditures or revenues in the State did not exceed the per-pupil expenditures or revenues of the LEA with the lowest per-pupil expenditures or revenues by more than 25 percent, per section 7009(b)(2)(A) of the ESEA. As described below, Alaska has satisfied this requirement for FY 2025.

Alaska elected to use the "exclusion method on a revenue basis" in 34 CFR § 222.162(d)(3) to calculate disparity. That means "The State subtracts revenues associated with the special cost differentials from total revenues and divides this net amount by an unweighted pupil count." (34 CFR § 222.162(d)(3)). When a State is calculating its disparity test using the "exclusion method on a revenue basis," it means they exclude the weights and revenues associated with the special additional costs, which are known as "special cost differentials." Special cost differential is specifically defined in the program regulations at 34 CFR § 222.162(c)(2).

In making this determination, we disregarded LEAs with expenditures or revenues above the ninety-fifth percentile or below the fifth percentile of such revenues or expenditures in the State as required under ESEA section 7009(b)(2)(B)(i) and 34 CFR § 222.162(a).

A. Special Cost Differentials

As required by ESEA section 7009(b)(2)(B)(ii), we also considered the extent to which the State's program reflects the additional cost of providing free public education in particular types

of LEAs or to particular types of students. Revenues associated with weights for school size (as defined in Alaska Stat. § 14.17.990), district cost factor (as defined in Alaska Stat. § 14.17.460), special needs and intensive services (as defined in Alaska Stat. § 14.17.420(1)), vocational and technical students (as defined in Alaska Stat. § 14.14.420(3)), and correspondence students (as defined in Alaska Stat. § 14.17.420(2) and Alaska Stat. § 14.17.430) are excluded from each LEA's per pupil revenue calculation because they meet the qualifications for adjustments defined in 34 CFR § 222.162(c)(2) as a special cost differential. The specific revenues excluded are the funds generated by the additional weights under the Base Student Allocation of \$5,930 per AADM and Quality School Funding of \$16 per AADM. A portion of optional "additional local revenues" are excluded for each LEA, as these revenues are limited in Alaska Stat. § 14.17.410 to no more than 23 percent of an LEA's Basic Need. The State determined how much each LEA contributed per AADM and excluded only the funds attributable to the LEA's additional weights for special cost differentials. As noted above, Basic Need is established by multiplying an LEA's AADM by the Base Student Allocation, so there is a direct relationship between the limit on these optional local contributions to revenue and the district's weighted student count.

Transportation revenue is also excluded as it reflects the additional cost of providing free public education in "particular types of LEAs such as those affected by geographical isolation" per 34 CFR § 222.162(c)(2)(ii). The data provided to IAP calculated revenues per student on an unweighted average daily membership (ADM) basis.

B. Disparity

The revenue per ADM at the ninety-fifth percentile is \$8,923 (Kuspuk School District), and the revenue per ADM at the fifth percentile is \$7,380 (Lower Yukon School District). The resulting disparity is 20.91 percent.

Section III. Findings

Consistent with the requirements in 34 CFR § 222.164(b)(5), Fairbanks North Star Borough School District (Fairbanks) requested a predetermination hearing and submitted post hearing comments raising two issues related to Alaska's disparity test submission. We discuss both issues below.

A. One-Time Funding:

For State FY 2025, Alaska approved an additional \$7,305,894 for the LEAs, to be distributed proportionally according to the State's existing transportation funding program, and an additional \$680 per unweighted student in the current BSA.

Fairbanks North Star Borough School District argued that Alaska must submit projected disparity data for FY 2025 because Alaska has substantially revised its funding formula. Fairbanks Response at 2. If IAP considers the one time funding a substantial change to the formula, Alaska would need to submit projected FY 2025 data for the disparity test rather than the currently submitted FY 2023 data. Fairbanks generally argues that the "one-time funding

allocated to school districts separate and apart from the school funding formula which governed state aid to Alaska school districts for FY23 [] substantially revises funding for FY25.” *Id.* at 1.

Alaska argues in response that, “[n]either the controlling statutes nor regulations define what constitutes a substantial revision.” AK Response at 10. Alaska also notes in its response that one time funding is common in Alaska:

For example, DEED mentioned this type of funding its Response to Chatham School District’s Predetermination Challenge four years ago. (footnote omitted). DEED also referenced this type of funding in its response to the transportation funding predetermination hearing, three years ago. (footnote omitted). Last year, in FY24, the legislature appropriated approximately \$174 million in one-time education funding. (footnote omitted).

Id.

IAP has previously determined in the Kansas FY 2022 decision¹ that an increase in base state aid per pupil from one year to the next is not a substantial revision to the state aid program. KS FY 2022 Decision at 4. This is a standard increase in base state aid for students across all LEAs, not a significant change to the funding formula.

The one-time funding also proportionally increases transportation funding to the LEAs that receive transportation money. Again, this is not a change to the funding formula, but an increase in transportation funding.

B. Correspondence Students

In Alaska, correspondence students are treated differently than “in person” students in the funding formula. To calculate the AADM, in person ADM is adjusted with the statutorily required weights, then 90% of the correspondence ADM is added to that number. The combined in person and correspondence AADM is multiplied by the BSA to get each LEA’s “basic need.” Alaska considers correspondence student revenues as a special cost differential because it reflects the additional cost of providing free public education to particular types of students. Alaska uses the exclusion method on a revenue basis to calculate per pupil revenues, which is where “[t]he State subtracts revenues associated with the special cost differentials from total revenues and divides this net amount by an unweighted pupil count...” 34 CFR § 222.162(d)(3). Therefore, Alaska removes correspondence ADM from the AADM and the revenues from the disparity test that are associated with the correspondence students.

Fairbanks argues that excluding the correspondence students from the pupil count is wrong and that Alaska should include correspondence student ADM and the associated revenues in the per-pupil revenue computation for the disparity test. Fairbanks Response at 3. Alaska argues that unweighted “means that once the revenues and pupil count for all special cost differentials are removed, the remaining pupil count must weigh all of those students equally.” AK Response at 19.

¹ REPORT FOR THE YEAR JULY 1, 2021 – JUNE 30, 2022 (STATE FISCAL YEAR 2022) UNDER SECTION 7009(b) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (20 U.S.C. § 7709(b)).

When using the exclusion method to calculate the per pupil revenues for the disparity test, “[t]he State subtracts revenues associated with the special cost differentials from total revenues...” (34 CFR § 222.162(d)(3)) to generate an unweighted revenue amount. The parallel structure for the unweighted pupil count would be to subtract all weights associated with the special cost differentials from the total weighted pupil count (the AADM in Alaska). Since the correspondence students are a special cost differential as defined in ESEA section 7009(b)(2)(B)(ii) and further defined in 34 CFR § 222.162(c)(2), Alaska appropriately removed correspondence students from the AADM and the associated revenues when calculating the per pupil revenues for the disparity test.

C. Determination

Pursuant to the delegation from the Assistant Secretary for Elementary and Secondary Education to the Impact Aid Program Director, the Alaska State aid formula meets the requirements to be certified under section 7009 for FY 2025, because the revenue disparity percentage is within the 25 percent disparity allowed under section 7009(b)(2). Therefore, the State may take into consideration Impact Aid payments when calculating State aid to districts for FY 2025.

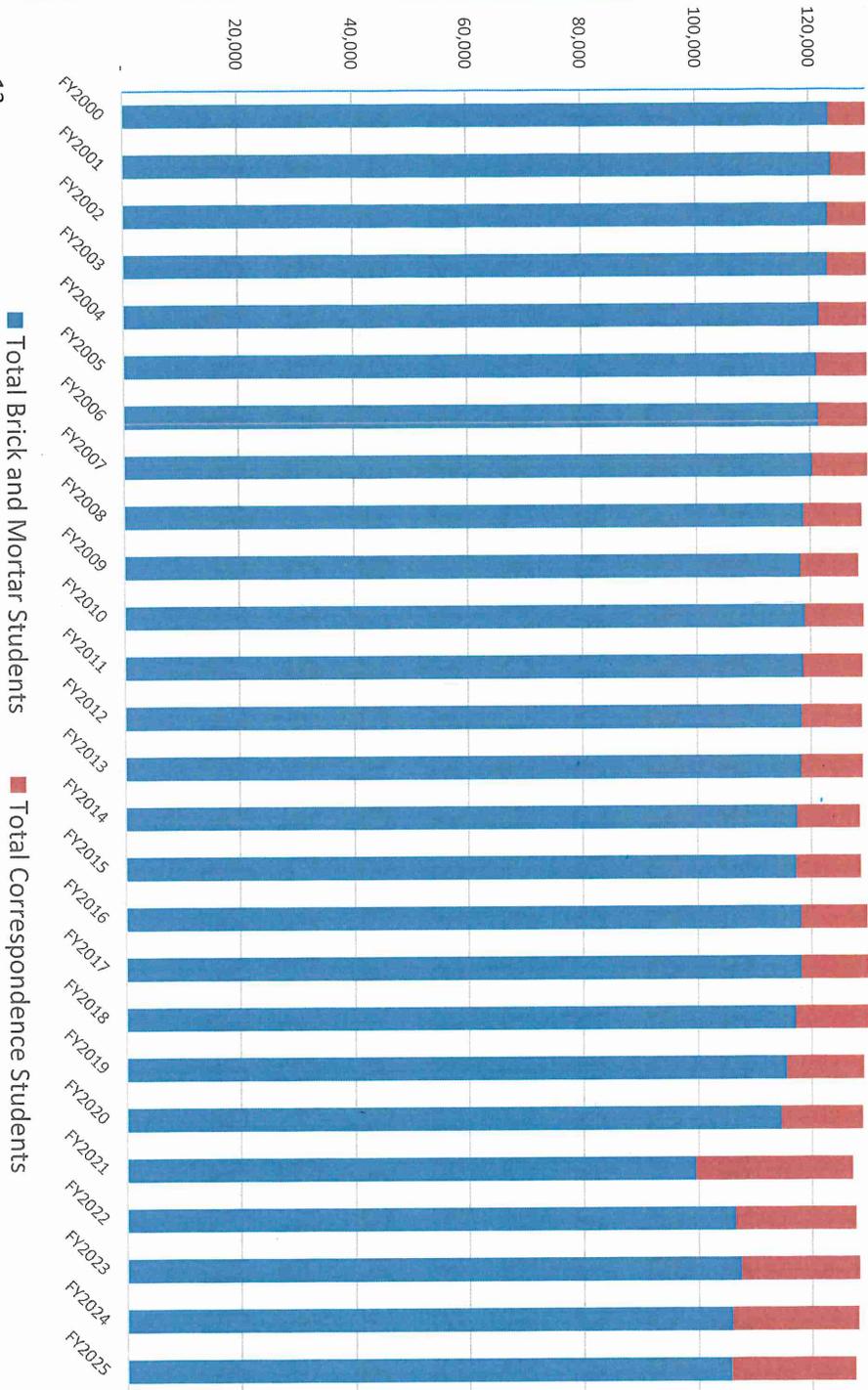
Approved and Issued By:

Faatimah Muhammad, Director Date
Impact Aid Program

DistrictID	District	SchoolID
2	Denali Borough School District	28010
3	Alaska Gateway School District	38010
5	Anchorage School District	56010
5	Anchorage School District	59050
5	Anchorage School District	59110
8	Bristol Bay Borough School District	88010
9	Chatham School District	98010
10	Chugach School District	108010
11	Copper River School District	118010
12	Cordova City School District	128010
13	Craig City School District	138010
14	Delta/Greely School District	148010
16	Fairbanks North Star Borough School District	168010
17	Galena City School District	178010
18	Haines Borough School District	188010
20	Hydaburg City School District	208010
21	Iditarod Area School District	218010
22	Juneau Borough School District	228010
24	Kenai Peninsula Borough School District	247010
25	Ketchikan Gateway Borough School District	258010
28	Kodiak Island Borough School District	288010
30	Lake and Peninsula Borough School District	308010
33	Matanuska-Susitna Borough School District	338010
33	Matanuska-Susitna Borough School District	339030
34	Nenana City School District	348010
35	Nome Public Schools	358010
37	Northwest Arctic Borough School District	378020
40	Pribilof School District	408010
42	Sitka School District	428010
44	Southeast Island School District	448010
50	Yakutat School District	508010
52	Yukon-Koyukuk School District	528010

School	2023-2024
Denali PEAK	745
Alaska REACH Academy	34
Family Partnership Correspondence School	984
Frontier Charter School	628
PAIDEIA Cooperative School	273
Bristol Bay Correspondence	3
Chatham Correspondence	24
FOCUS Homeschool	557
Upstream Learning Correspondence	120
Cordova School District Innovative Learning	1
PACE Correspondence	469
Alaska Homeschool	309
Fairbanks B.E.S.T.	940
Interior Distance Education of Alaska (IDEA)	7486
Haines Home School	27
Totem Correspondence School	43
Distance Learning/Corresp. Ctr.	156
HomeBRIDGE	192
Connections	1118
Fast Track	83
AKTEACH	151
Lakeview Home School	12
Mat-Su Central School	2558
Twindly Bridge Charter School	592
CyberLynx Correspondence Program	1977
Extensions Correspondence	25
NWABSD Home School	21
Pribilof Correspondence School	4
Sitka REACH	78
AK-TRAILS Correspondence	22
LEAD Correspondence	25
Raven School	3273
Total	22930

Statewide Average Daily Membership (ADM) History



Fiscal Year	Brick and Mortar	Correspondence
FY2000	123,505	8,191
FY2001	123,872	8,384
FY2002	123,258	9,412
FY2003	123,160	9,324
FY2004	121,582	10,040
FY2005	121,178	9,750
FY2006	121,401	9,862
FY2007	120,275	9,889
FY2008	118,724	10,251
FY2009	118,084	10,297
FY2010	118,914	10,314
FY2011	118,545	10,502
FY2012	118,297	10,589
FY2013	118,132	10,848
FY2014	117,321	11,114
FY2015	117,185	11,395
FY2016	118,067	11,631
FY2017	118,053	12,242
FY2018	117,014	12,940
FY2019	115,421	13,584
FY2020	114,438	14,359
FY2021	99,411	27,605
FY2022	106,290	21,295
FY2023	107,309	20,927
FY2024	105,748	22,293
Proj FY2025	105,617	21,861

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■ Total Brick and Mortar Students ■ Total Correspondence Students



Kelli Breuker

November 24, 2024

Dear Members of the Nome School Board,

I am writing to express my interest in joining the Nome Public School Board. As a member of the Nome community, a parent of children currently enrolled in Nome schools, and a professional with a diverse background in healthcare, education, and volunteer work, I feel I bring a unique perspective to the table.

My motivation for joining the Nome School Board is driven by my desire to be actively involved in the decisions that will influence the future of education in our city. I believe that every child in Nome deserves access to high-quality education, and I am committed to working collaboratively with fellow board members, teachers, parents, and community stakeholders to ensure that our schools will thrive. I am particularly passionate about fostering an inclusive, supportive environment where students can grow academically, socially, and emotionally.

I would be honored to serve on the board and work together to advocate for the needs and aspirations of our students.

Thank you for considering my application. I look forward to the opportunity to discuss how I can contribute to the success of Nome Public Schools.

Sincerely,
Kelli Breuker

Meghan Sigvanna Tapqaq

November 29, 2024

Nome Public Schools Board of Education
PO Box 131
Nome, AK 99762

Dear Members of the Nome Board of Education,

I am writing to express interest in being appointed to the vacant seat on the Nome Public Schools Board of Education. As a committed member of our community and someone passionate about the education and well-being of our students, I believe I can make a meaningful contribution to the Board's efforts to enhance learning opportunities and create a supportive environment for students, educators, and families.

I have had the privilege of teaching Tribal Governance and Inupiaq language dual credit courses for Nome Public Schools off and on since 2018, a role that has deepened my understanding of the educational system and the needs of our students. Additionally, I served on the Nome Common Council from 2018 to 2024, where I gained valuable experience in governance, strategic planning, and addressing the needs of our diverse community. I also am the Staff Attorney at Kawerak, Inc. providing legal services to tribes across our region, and feel this role uniquely situates me to help strengthen relationships between Nome Public Schools and our local tribal governments.

Through my professional and civic roles, I have developed skills in collaboration, decision-making, and advocacy, which I am eager to bring to the Board. I believe that cultivating a culturally inclusive educational environment will empower students and support their academic and personal growth.

If selected, I am eager to work with fellow Board members to ensure all students have access to a quality education that prepares them for success. Thank you for considering my application. I would be honored to serve our community in this capacity and welcome the opportunity to discuss my candidacy further.

Sincerely,



Meghan Sigvanna Tapqaq

Yusuf K. Rida, P.E.

11/25/2024

Nome Public Schools Board of Education

POB 131

Nome, AK 99762

Ms. Papineau,

Good afternoon. My name is Yusuf, I am interested in filling the current school board vacancy.

I was born in the US, am registered to vote, and have been a resident of Nome since 2012. I have never been convicted of a felony or found incompetent.

I understand that I will be contacted regarding the Special Session on 12/3/24 at 17:30. My email address is my preferred avenue, but my phone is also available:

Thank you for your time.

Sincerely,

A handwritten signature in cursive script that reads "Yusuf Rida".

Yusuf K. Rida, P.E.

December 4, 2024

Dear School Administrator/Superintendent:

I write to you regarding the ongoing threat of fentanyl in Alaska and to seek your involvement in the effort to address this crisis. There is no question that the fentanyl crisis is having an outsized impact in our state. According to the Centers for Disease Control and Prevention (CDC), Alaska saw the largest percent increase in drug overdose deaths of any state from 2022 to 2023, with the share of overdose deaths attributed to fentanyl rising by nearly seventy-five percent. Across the country, fentanyl is now the leading cause of death for young adults ages 18 to 45.

Fentanyl presents a unique threat compared to other illegal drugs. It is roughly 50 times more potent than heroin and is often distributed in familiar pill forms, stamped to appear like common opioids such as oxycodone. It is also much cheaper to produce which has led to a rapid proliferation – the Drug Enforcement Agency (DEA) reports that 7 out of every 10 pills seized contains a lethal dose of fentanyl.

As you may know, in May I launched the “One Pill Can Kill – Alaska” campaign in partnership with Governor Dunleavy and the State of Alaska to raise awareness on the fentanyl crisis. This campaign seeks to bring together a broad coalition of partners, from local law enforcement and State agencies to community leaders, families, educators such as yourself, and students. A critical component of this campaign centers on the education of our youth, to raise their understanding of the unprecedented dangers presented by illicit drug use in the age of fentanyl, how youth are targeted by illegal drug distributors, and the importance of peer to peer connection for prevention.

In the course of the last few months, I’ve delivered the “One Pill Can Kill” message to communities across our state. After hearing from young Alaskans on these important issues, it has become clear to me that our youth must play a central role in this fight. Some important feedback we received is that youth know best how to talk to their peers. I couldn’t agree more.

That’s why I’m excited to announce a competition for high school students across Alaska. The “One Pill Can Kill – Alaska” media campaign competition aims to recruit the help of Alaska high school students in raising awareness about the dangers of fentanyl to their fellow students. After launching a campaign at their school, contestants must submit a report to my team explaining their campaign, how it was executed and what they learned. While all campaigns will be featured on my website, the winning campaign will work with my communications team to design public service announcements (PSA) featured as part of the statewide “One Pill Can Kill – Alaska” campaign. It will be shared on my social media and we will also work to distribute the PSAs on local television, radio, and print media across Alaska.

We hope this competition serves as a valuable learning experience and that we can count on your help in sharing information about the competition with your students. You can find more information about the competition attached to this letter and at www.sullivan.senate.gov/onepill.

I was inspired to launch this campaign in large part by the tragic and powerful stories of family and friends who have lost a loved one to fentanyl. Hearing directly from those impacted by this crisis is particularly moving, and unequivocally demonstrates the irreparable costs of substance abuse. We are fortunate to have several projects and organizations in Alaska focused on addressing the fentanyl crisis, many of which incorporate the powerful stories of those personally affected. My office and I stand ready to assist you in connecting with the appropriate organizations to bring this conversation to your school.^{1 2 3}

We've already lost way too many young lives, but I'm hopeful we can work together to help reverse this shocking increase in overdoses. When Alaskans work together, there is little we cannot accomplish.

Thank you for your dedication to educating the next generation of Alaskans. Your commitment to the betterment of our youth is a great benefit to your community, the families you serve, and the future of our state. I appreciate your time and attention to this matter, and please don't hesitate to reach out. I expect our campaign will help educate many Alaskans, but if we can save the life of only one young Alaskan, our efforts will be well worth it.

Sincerely,



Dan Sullivan
United States Senator

¹ Alaska Fentanyl Response Project: <https://akfentanylresponse.com/>

² Project HOPE: <https://health.alaska.gov/osmap/Pages/hope.aspx>

³ Operation Engage Anchorage: <https://www.dea.gov/engage/operation-engage-anchorage>



Fentanyl Awareness COMPETITION for High School Students



U.S. SENATOR  DAN SULLIVAN | sullivan.senate.gov/onepill

OVERVIEW

The “One Pill Can Kill – Alaska” media campaign competition aims to recruit the help of Alaska high school students to raise awareness about the dangers of fentanyl to their fellow students. By getting involved, students will gain valuable experience in media and public affairs campaigns – important life experiences that will also serve their communities.

COMPETITION DETAILS

What: We are asking students to launch a “One Pill Can Kill” media campaign to reach high school students. The campaign can reach students in a variety of ways: posters in hallways, advertisements in student newspapers, or videos on social media are a few examples. Creativity is key.

The campaigns should use the “One Pill Can Kill” messaging and highlight the dangers of fentanyl, the risks of non-prescription drug use, and the importance of staying informed and seeking help.

Who: This competition is open to groups of high school students in Alaska. Schools are encouraged to submit one campaign per school but may submit more. Each entry must include at least two students’ participation. Home schooled students may also participate by launching a media campaign that reaches youth in locations other than school, including online.

How: After launching the campaign, contestants must submit a report to Senator Sullivan’s communications team explaining their campaign, how it was executed and what they learned. Keep in mind the judging criteria below. Examples of the campaign’s media materials must be included or linked to in the report. Reports will be submitted via a link on Senator Sullivan’s website that will become available in February.

JUDGING CRITERIA

- | | |
|--|--|
| 1. Effectiveness – Is the campaign effective? | 4. Creativity – Is the campaign innovative? |
| 2. Targeted Audience – Does the campaign reach the intended audience? | 5. Accuracy – Are the facts about fentanyl and its risks correct and well-researched? |
| 3. Messaging – Does the campaign incorporate the theme of “One Pill Can Kill – Alaska?” | 6. Lessons Learned – Does the report explain what they learned from the experience? |

PRIZE

While all campaigns will be featured on Senator Sullivan’s website, the winning campaign will work with Senator Sullivan’s communications team to design public service announcements featured as part of the statewide “One Pill Can Kill – Alaska” campaign. It will be shared on Senator Sullivan’s social media channels and offered for distribution to local television, radio, and print media across Alaska.

TIMELINE

Report Submission Deadline: February 28, 2025

Winners Announced: March 14, 2025



Help us spread the word and save lives!

Every Alaskan can help raise awareness about the dangers of fentanyl on their social media platforms. Use the hashtag **#OnePillCanKill** and tag Senator Sullivan in your posts to be featured!

 @SenDanSullivan  @SenDanSullivan  @Sen_DanSullivan



December 6, 2024

Subject: Alaska School Attendance and Chronic Absenteeism Report

Dear Superintendents,

I hope this message finds you well as we approach the close of the fall semester. The excitement of the season often brings a sense of joy, but I recognize that the holidays can bring different experiences for our students as well. It is through the full engagement of staff that we ensure a positive close to the year, and I want to thank you for your leadership. The positive culture you cultivate in your schools adds tremendous value to your communities.

At the most recent State School Board Meeting, I had the opportunity to present on the critical topic of attendance and absenteeism. Our team at the Department prepared the attached materials, which provide a detailed overview of this issue. Following the presentation, a robust conversation ensued, and I encourage you to listen to it when you have the opportunity.

As you know, attendance is a cornerstone of student success, and the issue of chronic absenteeism demands our immediate attention. During the 2022–2023 school year, 45% of students in Alaska were identified as chronically absent—missing more than 10% of the academic year. Alarming, this figure is more than double the national average, where nearly one in two students misses approximately 18 days of school annually in Alaska.

This concerning statistic prompted the State Board of Education Chair to ask, “What can be done to address this issue?” It’s important to note that even sporadic absences matter. Research shows that students who miss just two to four days in September are five times more likely to become chronically absent during the school year. Nationally, kindergarten students account for the highest number of missed school days, which aligns with the concerns voiced by early literacy teachers under the Reads Act: if students aren’t present, we can’t teach them.

Fortunately, there is good news. Many districts in Alaska are excelling in improving attendance and reducing chronic absenteeism, as highlighted in the presentation. Our Superintendent of the Year, Dan Polta, summed it up perfectly:

“Our primary focus has been to raise the presence of positive messaging around attendance and improve attendance data collection and sharing. By reducing chronic absenteeism, we aim to work directly with families on hurdles to regular attendance.”

The Department is committed to supporting your efforts through established systems. We aim to support you in this work by:

1. Building community support via awareness campaigns.
2. Enhancing data collection to identify and address barriers.
3. Fostering collaboration with families, educators, and communities.

On a related note, I want to address the use of e-learning days. These were valuable during the pandemic but are currently not aligned with a focused approach to learning. Virtual school days, often utilized for inclement weather, do not adequately meet students' needs. Unless prior approval is granted for long-term emergencies, virtual days should not replace in-person instruction for "brick-and-mortar" schools. Families who have opted for in-person learning deserve the full 170 school days required by statute.

Together, we can create a culture that prioritizes attendance and supports every student's success. Thank you for your continued dedication to this shared mission.

Warm regards,

A handwritten signature in dark ink, appearing to read "Deena M. Bishop", with a large, stylized flourish extending to the right.

Deena M. Bishop, Ed.D.

State Board of Education Attendance Report

Alaska Department of Education and Early Development

Dr. Deena Bishop, Commissioner

December 5, 2024

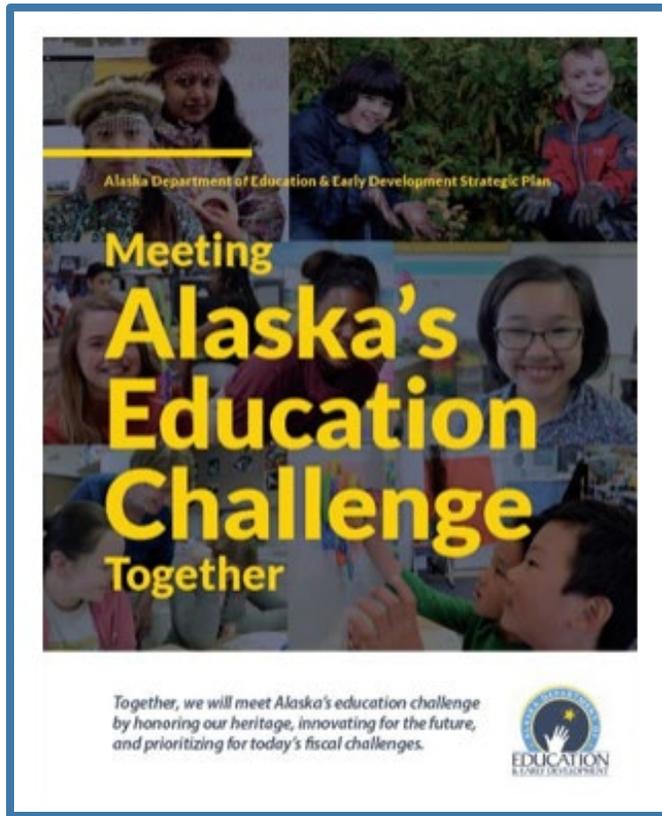
37



Mission, Vision, and Purpose

Mission	Vision	Purpose
<p>An excellent education for every student every day.</p>	<p>All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.</p> <p>- Alaska Statute 14.03.015</p>	<p>DEED exists to provide information, resources, and leadership to support an excellent education for every student every day.</p>

Alaska's Education Challenge



Five Shared Strategic Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

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01 ATTENDANCE & CHRONIC ABSENCE

WHY IT MATTERS

Attendance is a crucial issue in Alaska schools. During the 2022-2023 school year, 45% of students were chronically absent, meaning they missed more than 10% of the school year. Recognizing this challenge, the State Board of Education (SBOE) Chair asked:

WHAT CAN BE DONE TO ADDRESS CHRONIC ABSENTEEISM?

CHILDREN WHO ARE CHRONICALLY ABSENT ARE MORE LIKELY TO:



Fall behind in reading by the end of third grade



Struggle in Middle School



Be at risk of not graduating High School on time

02 CHRONIC ABSENCE VS. ATTENDANCE

WHAT'S THE DIFFERENCE?

CHRONIC ABSENCE

Chronic Absence acts as an early warning system. Identifying students who miss 10% or more of the school year—even intermittently—helps schools address academic risks proactively.

ATTENDANCE

Attendance is a straightforward measure: the total days attended divided by the total days in session. For all schools, the goal is for students to attend at least 95% of school days.

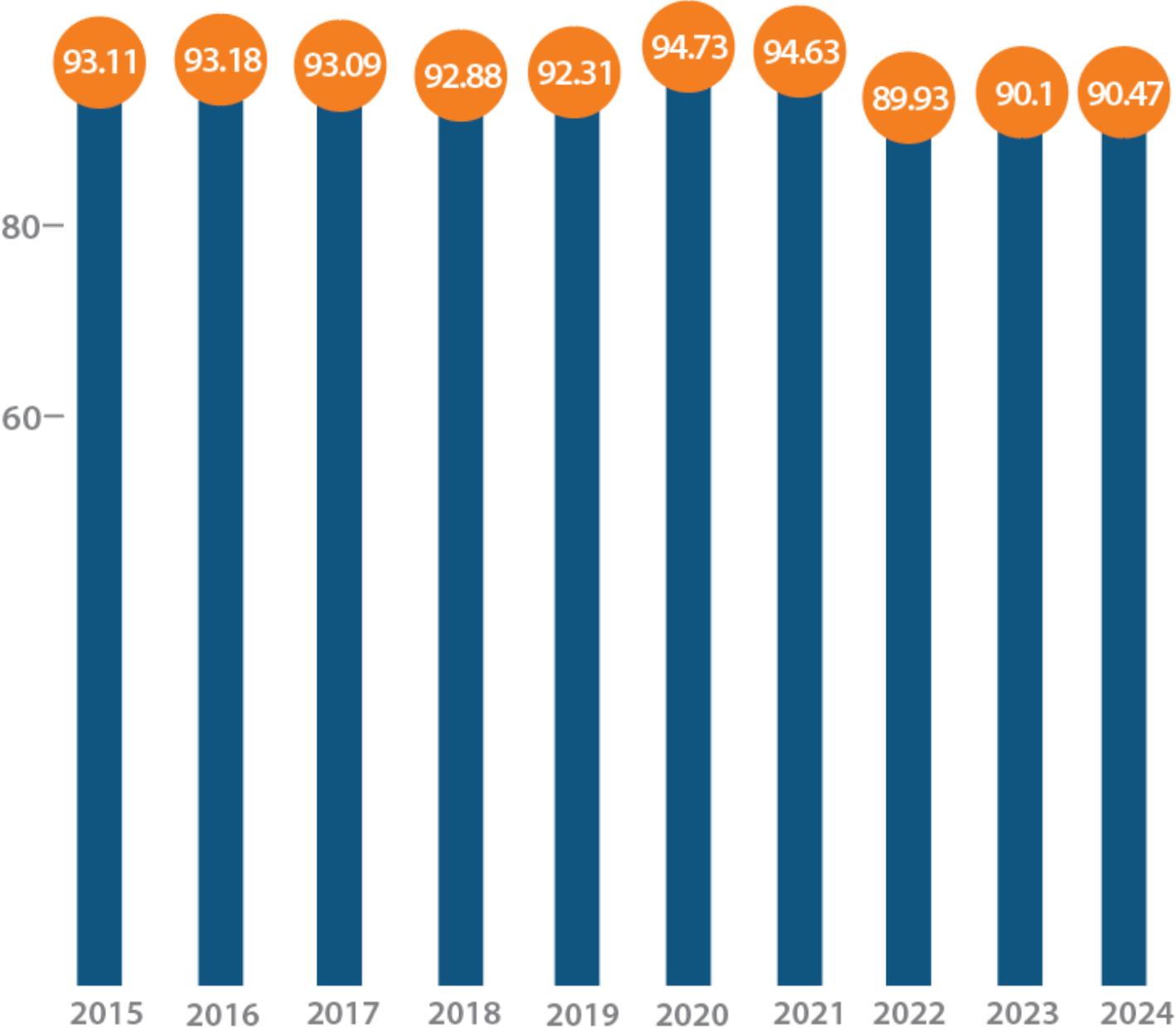


Students missing 2-4 days in September are five times more likely to be chronically absent for the rest of the year



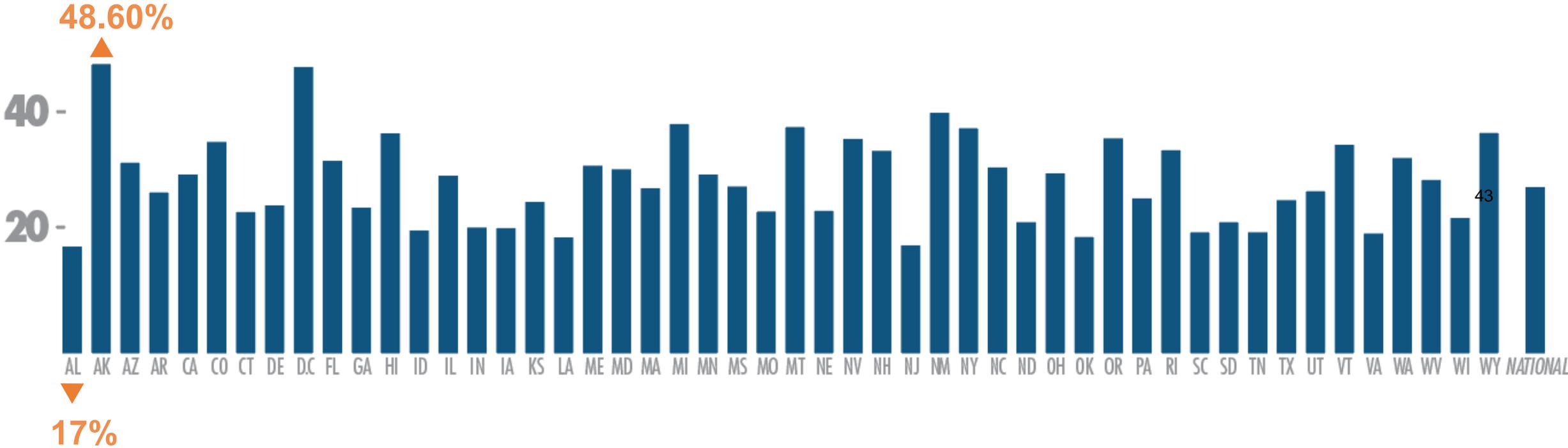
Missing just two days per month equates to 10% of the school year—or 18 total missed days, which is nearly one month of lost instruction ⁴¹

ALASKA STATE ATTENDANCE AVERAGE



NATIONAL CHRONIC ABSENTEEISM RATES

2021-22

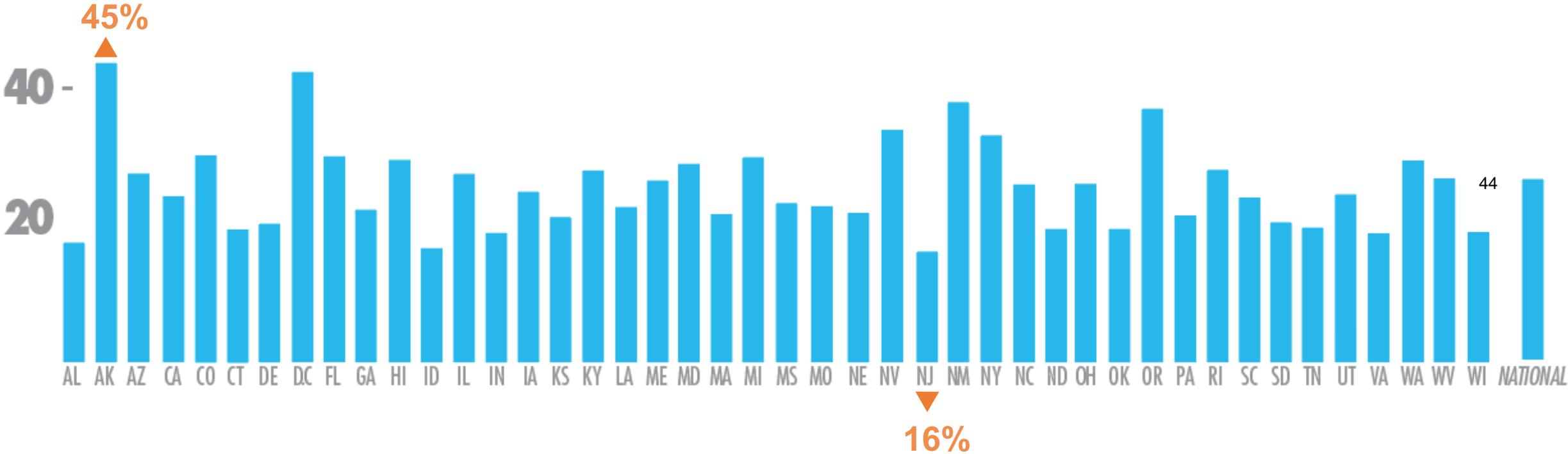


7 SchoolStatus (2024). Navigating Absenteeism in 2024: Insights & Trends. <https://www.schoolstatus.com/resource/download-navigating-absenteeism-in-2024-trends-and-insights#>



NATIONAL CHRONIC ABSENTEEISM RATES

2022-23



03 WHY ARE STUDENTS ABSENT?

UNDERSTANDING THE ROOT CAUSE OF ABSENTEEISM IS CRITICAL



Collaborate with districts to explore the factors driving absenteeism in their school communities



Engage students and families as active partners in developing solutions, rather than framing them as part of the problem



ATTENDANCE

=



ENGAGEMENT
IN SCHOOL

=

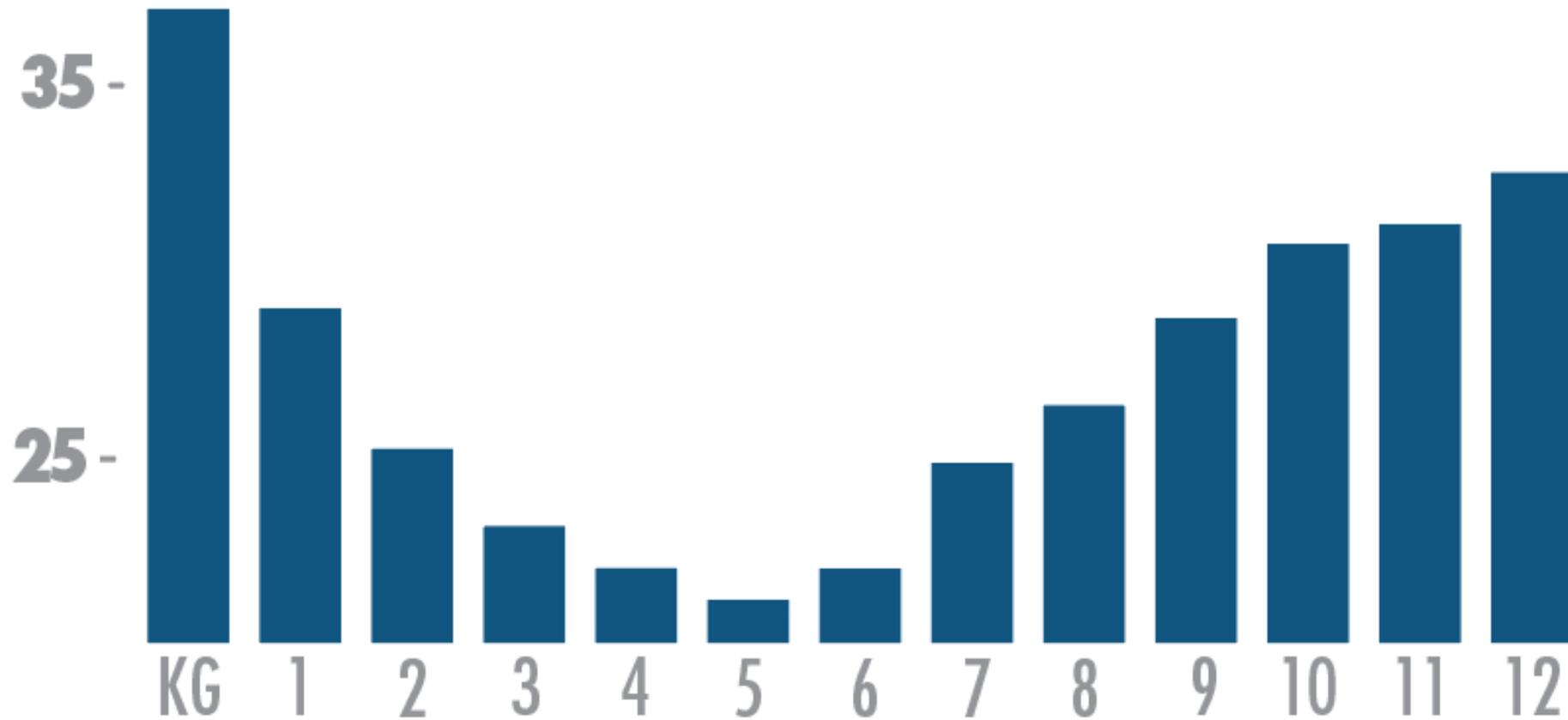


STUDENT
LEARNING

**Missed school days directly⁴⁵
impact student wellness
and academic outcomes**

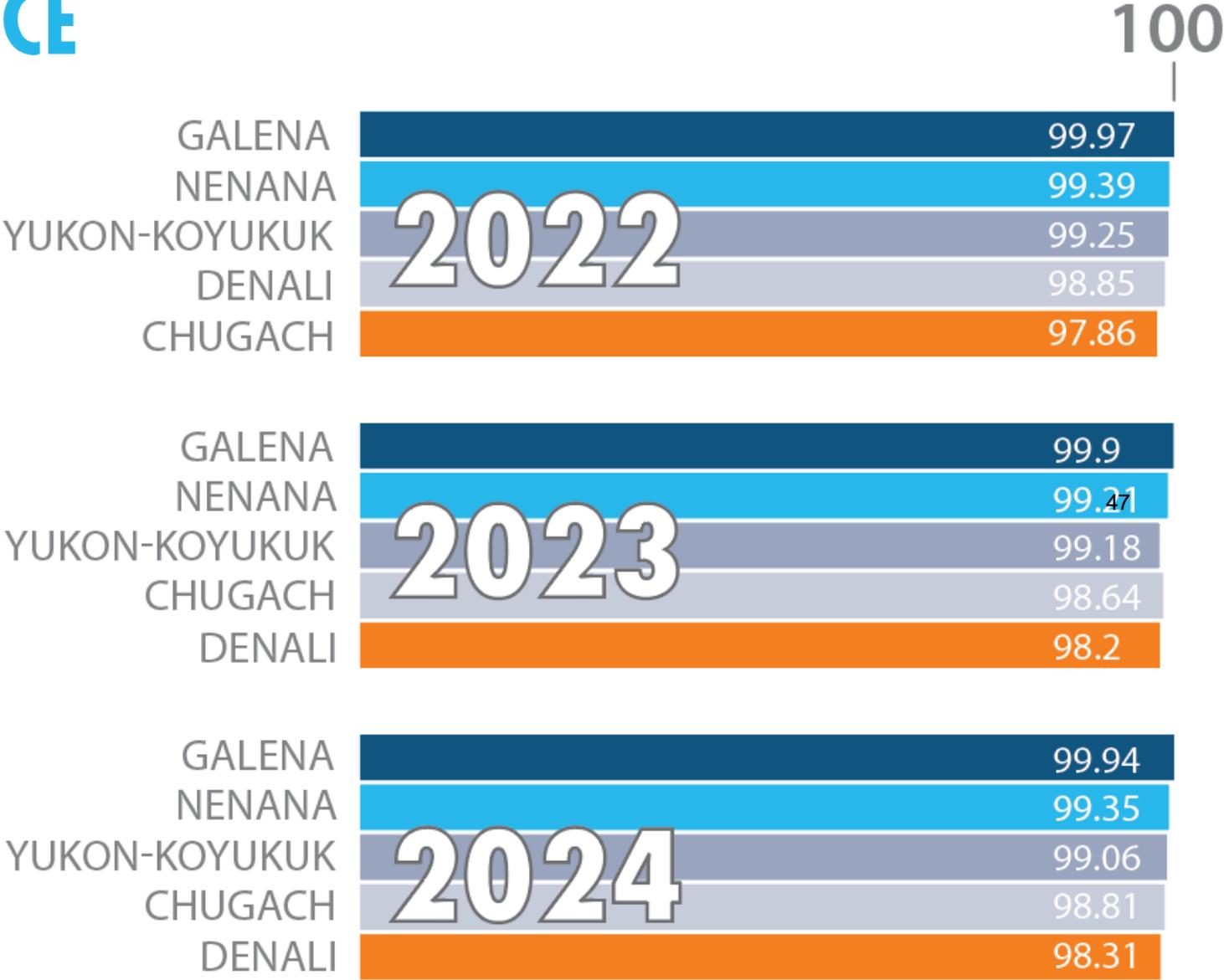
NATIONAL CHRONIC ABSENTEEISM BY GRADE LEVEL

2022-2023



DISTRICTS WITH THE HIGHEST ATTENDANCE

- 1
- 2
- 3
- 4
- 5



Our primary focus has been to raise the presence of positive messaging around attendance and improve attendance data collection and sharing. By reducing chronic absenteeism, we aim to work directly with families on hurdles to regular attendance.

– Dan Polta, Superintendent

DISTRICTS WITH THE LOWEST CHRONIC ABSENTEEISM

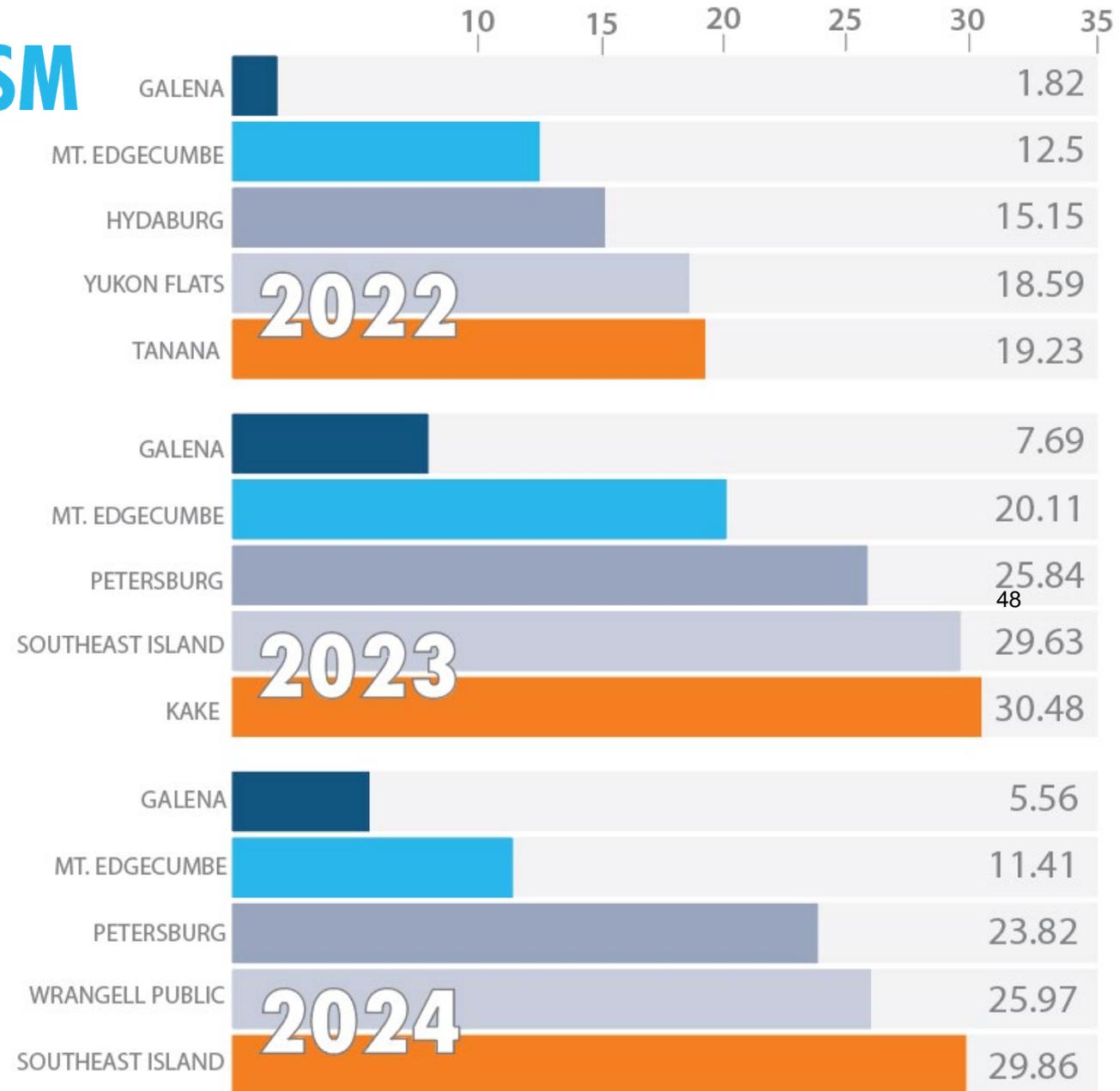
- 1
- 2
- 3
- 4
- 5

This is a community-wide effort where the value of education has long been entrenched in the culture. The schools are truly the heart of the community, supported by agencies, tribes, and families working together to ensure student success.

Robyn Taylor | Superintendent

At Southeast Island School District, we have built a strong culture of care, connection, and support, where attending school is an expectation and a natural part of our community. Our small schools foster close relationships and meaningful learning experiences, making education relevant and inspiring for our students.

Rod Morrison | Superintendent



04 ALASKA'S COMPULSORY ATTENDANCE LAWS

AS 14.30.010

WHEN ATTENDANCE COMPULSORY

AS 14.30.020

VIOLATIONS

AS 14.30.030

PREVENTION AND REDUCTION OF TRUANCY

05 WHAT CAN DEED DO TO SUPPORT SCHOOLS?

PROVIDE VALUABLE RESOURCES & PARTNERSHIPS TO COMBAT CHRONIC ABSENTEEISM



Partner with education stakeholders to raise awareness of the issue



Leverage and align existing improvement systems



Expand Multi-Tiered Systems of Support (MTSS) to provide universal resources for all schools

EXAMPLE OF LEVERAGING EXISTING REQUIREMENTS

DEED School Support

- Comprehensive Support and Improvement (CSI) Schools
- Additional Targeted Support and Improvement (ATSI) Schools
- Alaska Reads Act – District Reading Intervention Plan (DRIP)

WHAT CAN BE DONE TO ADDRESS CHRONIC ABSENTEEISM?

06 EVIDENCE-BASED SOLUTIONS

HOW TO ADDRESS CHRONIC ABSENTEEISM EFFECTIVELY

Shift Attitudes and Beliefs



Challenge outdated perspectives on absenteeism, (those shaped by the pandemic)

Use Data for Proactive Solutions



Monitor attendance trends closely & intervene early

Build Capacity with District Partners



Provide training, tools, & resources to support attendance initiatives

Implement Evidence-Based Strategies



Introduce programs that have proven to reduce absenteeism & foster student engagement

52

NEXT STEPS

01

Use district and state-level data to tailor interventions.

02

Develop and align actionable plans and resources with clear goals and accountability.

03

Foster collaboration among schools, families, and community stakeholders to ensure that every student has the opportunity to succeed.

EXAMPLES OF ACTIONABLE PLANS & ACTIVITIES

- Align School Improvement Plans
- DEED Develop Communication Plan & Awareness Campaign
- Create an Alaska Toolkit to support districts with Reduce Chronic Absence
- Provide training modules around absenteeism for districts to use with leadership; staff
- Develop Community Cafe module for districts to use regarding absenteeism at family/community engagement events
- Plan Alaska's version of Talk Tuesdays for regular support around absenteeism – Problems of Practice style
- Plan and deliver absenteeism-focused sessions at state principals' conference in October and all other relevant ongoing gathering points for education leaders in Alaska

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Contact Information

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(907) 465-2802

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Stay Connected

Find us online:

- Our website: education.alaska.gov
- Facebook and Twitter: @AlaskaDEED

Give us a ring:

- Main line: 907 465 2800
- Teacher Certification: 907 465 2831

6 COMPONENTS OF WHY

ALASKA SCHOOL ATTENDANCE MATTERS

01 ATTENDANCE & CHRONIC ABSENCE

WHY IT MATTERS

Attendance is a crucial issue in Alaska schools. During the 2022-2023 school year, 45% of students were chronically absent, meaning they missed more than 10% of the school year. Recognizing this challenge, the State Board of Education (SBOE) Chair asked:

WHAT CAN BE DONE TO ADDRESS CHRONIC ABSENTEEISM?

Starting as early as kindergarten, chronic absenteeism is a key indicator of future academic struggles.

Children who are chronically absent are more likely to:



Fall behind in reading by the end of third grade



Struggle in Middle School



Be at risk of not graduating High School on time

And they lose opportunities to:

- LEARN AND ENGAGE WITH CURRICULUM
- BUILD MEANINGFUL RELATIONSHIPS WITH PEERS & EDUCATORS
- DEVELOP MENTAL HEALTH AND OVERALL WELL-BEING
- ACCESS CRITICAL SCHOOL-BASED RESOURCES

02 CHRONIC ABSENCE VS. ATTENDANCE

WHAT'S THE DIFFERENCE?

CHRONIC ABSENCE

Chronic Absence acts as an early warning system. Identifying students who miss 10% or more of the school year—even intermittently—helps schools address academic risks proactively.

5x

STUDENTS MISSING 2-4 DAYS IN SEPTEMBER ARE FIVE TIMES MORE LIKELY TO BE CHRONICALLY ABSENT FOR THE REST OF THE YEAR.



MISSING JUST TWO DAYS PER MONTH EQUATES TO 10% OF THE SCHOOL YEAR—OR 18 TOTAL MISSED DAYS, WHICH IS NEARLY ONE MONTH OF LOST INSTRUCTION.

ATTENDANCE

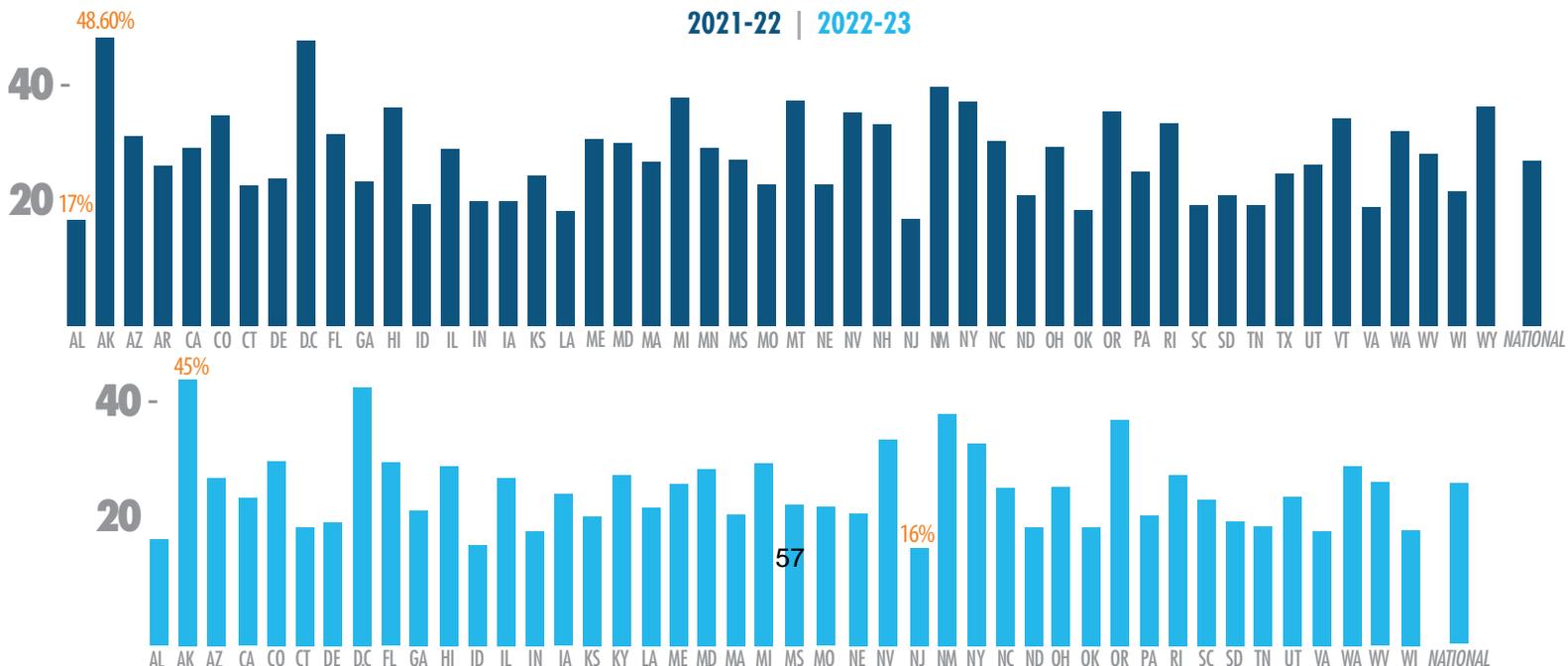
Attendance is a straightforward measure: the total days attended divided by the total days in session. For all schools, the goal is for students to attend at least 95% of school days.

To better understand and address the issue, the state in concert with school districts should analyze data on chronic absenteeism over the past five years, broken down by:

- DISTRICTS OR REGIONS
- GRADE LEVELS
- DEMOGRAPHICS (IF AVAILABLE)

NATIONAL CHRONIC ABSENTEEISM RATES

2021-22 | 2022-23



6 COMPONENTS OF WHY

ALASKA SCHOOL ATTENDANCE MATTERS

03 WHY ARE STUDENTS ABSENT? *UNDERSTANDING THE ROOT CAUSE OF ABSENTEEISM IS CRITICAL*



COLLABORATE WITH DISTRICTS TO EXPLORE THE FACTORS DRIVING ABSENTEEISM IN THEIR SCHOOL COMMUNITIES



ENGAGE STUDENTS AND FAMILIES AS ACTIVE PARTNERS IN DEVELOPING SOLUTIONS, RATHER THAN FRAMING THEM AS PART OF THE PROBLEM



ATTENDANCE

=



ENGAGEMENT
IN SCHOOL

=



STUDENT
LEARNING

**MISSED SCHOOL DAYS
DIRECTLY IMPACT STUDENT WELLNESS
AND ACADEMIC OUTCOMES**

04 ALASKA'S COMPULSORY ATTENDANCE LAWS

AS 14.30.010

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05 WHAT CAN DEED DO TO SUPPORT SCHOOLS? *PROVIDE VALUABLE RESOURCES & PARTNERSHIPS TO COMBAT CHRONIC ABSENTEEISM*



Partner with education stakeholders to raise awareness of the issue



Leverage and align existing improvement systems



Expand Multi-Tiered Systems of Support (MTSS) to provide universal resources for all schools

06 EVIDENCE-BASED SOLUTIONS *HOW TO ADDRESS CHRONIC ABSENTEEISM EFFECTIVELY*

SHIFT ATTITUDES
AND BELIEFS



Challenge outdated perspectives on absenteeism, (those shaped by the pandemic)

USE DATA FOR
PROACTIVE SOLUTIONS



Monitor attendance trends closely & intervene early

BUILD CAPACITY WITH
DISTRICT PARTNERS



Provide training, tools, & resources to support attendance initiatives

IMPLEMENT EVIDENCE-
BASED STRATEGIES



Introduce programs that have proven to reduce absenteeism & foster student engagement

NEXT STEPS

01 | USE DISTRICT AND STATE-LEVEL DATA TO TAILOR INTERVENTIONS.

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02 | DEVELOP AND ALIGN ACTIONABLE PLANS AND RESOURCES WITH CLEAR GOALS AND ACCOUNTABILITY.

03 | FOSTER COLLABORATION AMONG SCHOOLS, FAMILIES, AND COMMUNITY STAKEHOLDERS TO ENSURE THAT EVERY STUDENT HAS THE OPPORTUNITY TO SUCCEED.

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 for FY2025:

Family/Community Engagement

We are in the process of moving forward on the Bridging to the Future program through the Alaska Family Engagement Center with our counselors at Beltz. In addition, NES is planning 2 literacy nights sponsored by AFEC.

Culturally Relevant Curriculum

We have had no success with any applicants for the Federal Program Coordinator position, which would provide support with developing the culturally relevant curriculum. However, we have seen many examples, especially at ACSA and Beltz, of individual teachers carrying out culturally relevant lessons and activities. Ms. Dixon will be working with Beltz teachers with regards to curriculum work in the spring semester.

Value and Grow Staff

We are pleased to welcome our last group of international teachers this week, and are working on plans around green card sponsorship. Ms. Korenek-Johnson will be traveling to the Philippines in January/February for a two-week recruitment trip. We are also covering the cost of online courses through ASDN to meet the Alaska Certification requirements for an Alaska history or multicultural education course, since we were unable to hold Culture Camp this past fall. Our fund for teacher support through the Kang family is slowly growing, and we will cover the cost of one teacher to attend a national content area conference in the spring of this year.

Funding Update

The FY25 Budget Revision #1 is presented as an action item this evening for the Board. Our funding sources continue to decline, as the recent determination that the NSHC hospital is not on lands which permit us to receive Impact Aid means a significant reduction in Impact Aid for the coming years. Ms. Hollins and I are in the process of developing the FY26 Draft Budget for presentation to the Board in January.

The negotiations with the certified association have ground to a halt, and we are currently starting work with a federal mediator in hopes of a resolution in the near future. We do plan to ask the City of Nome for \$3.4M again – this is 90% of their maximum contribution, and will explore the possibility of a further increase. Our interest bearing CDs will bring in a small increase in funding as well. GCI is in the process of decommissioning the cell tower located next to the Beltz Apartments; once that process is complete, we will no longer receive the lease payments for the tower.

Legislative Update

As the Legislative Committees and other assignments begin to finalize, there is indication that education funding is first and foremost on the agenda for the majority of legislators. We remain hopeful that we are able to successfully advocate for a permanent increase to the BSA, as well as



Nome Public Schools
 Superintendent Report
 Jamie Burgess
 December 10, 2024

potential restructuring of the Teacher Retirement System; both of these will assist with recruitment and retention efforts.

Administrative Regulations

These are attached for your information and an opportunity for feedback. AR1250 is new and addresses expectations, roles and responsibilities with respect to volunteers. AR5141.42 and E5141.42 are administratively recommended – the AR was considered when the original Board Policy was adopted, but we did not move forward at the time. The Exhibit is taken directly from recommendations from the PTPC. We believe that the specifics included in the AR and Exhibit are needed for clear directions and expectations for staff. AR 4112.5/4212.2/4312/5 is revised to reference the State of Alaska Barrier Crimes Matrix as the standard for determining the impact of an individual’s criminal history on his/her eligibility for hire. The BCM is attached as an Exhibit for the AR.

ENROLLMENT REPORT - 12/9/24

Students Enrolled End of FY24	669
Students Graduated FY24	39
New Kinders Fall 2024	31
New to District	12
Returning Students	19
Total Students Withdrawn	56

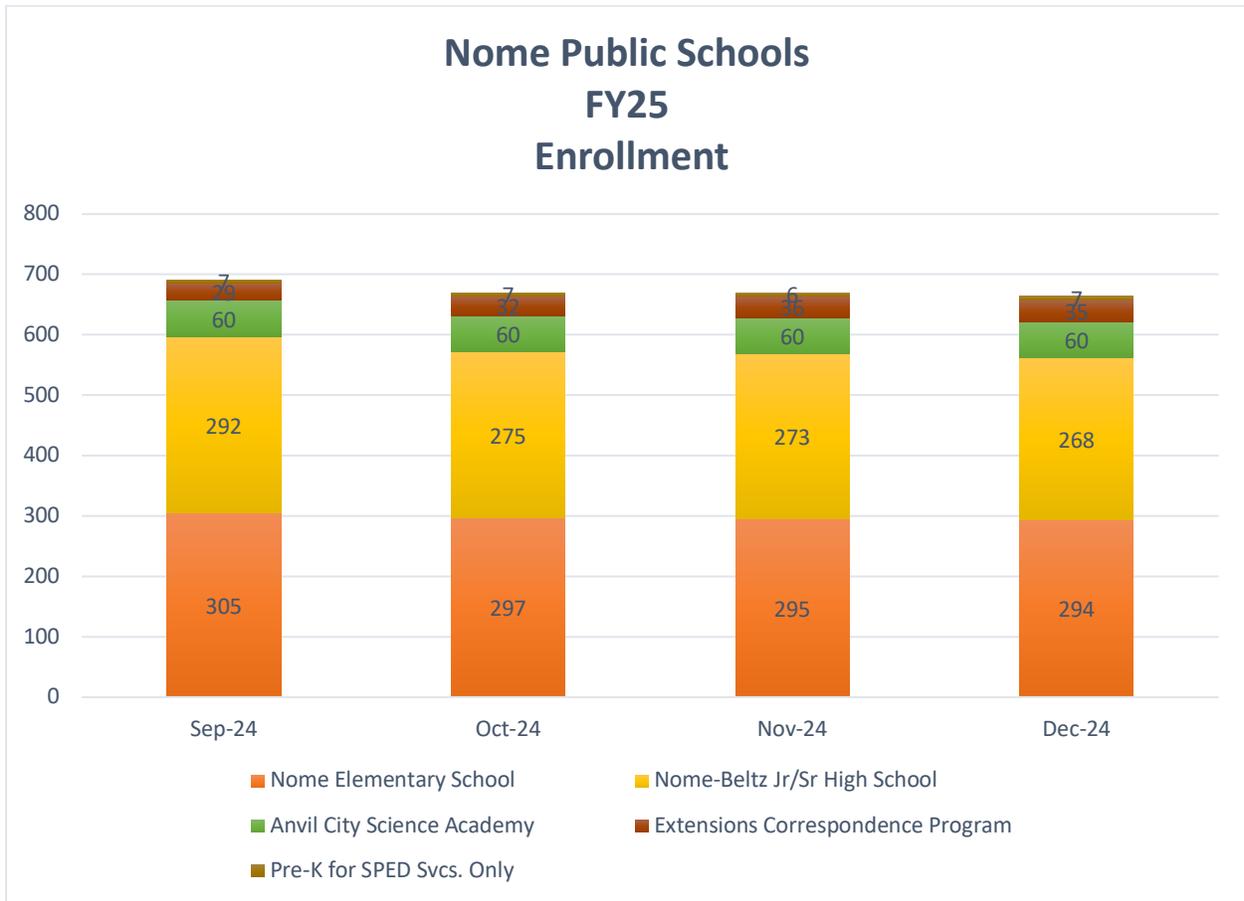
WITHDRAWAL REPORT	
Enrolled at Mt. Edgecumbe High School	2
Moved Out of State	4
Moved within State	33
Dropped Out	17
Early Graduates	0
TOTAL WITHDRAWN	56

CURRENT DISTRICT ENROLLMENT 12/9/24	
Nome Elementary School	294
Nome-Beltz Jr/Sr High School	268
Anvil City Science Academy	60
Extensions Correspondence Program	35
Pre-K for SPED Svcs. Only	7



Nome Public Schools
Superintendent Report
Jamie Burgess
December 10, 2024

TOTAL ENROLLMENT	664
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PROFESSIONAL BOUNDARIES OF STAFF WITH STUDENTS

Boundary Invasions

School employees (permanent and temporary) and volunteers are professionally and ethically obligated to maintain professional boundaries with students when working in an educator’s professional role. Staff is defined as school employees, including permanent and temporary classified and certified staff, coaches, and volunteers. In any staff-student relationship, staff is expected to maintain professional boundaries with students and avoid any boundary invasion which does not have a legitimate health, safety, or educational reason.

Schools must pay attention to boundary invasions and unprofessionalism because inappropriate boundary invasions by staff can morph into grooming of students. If there is no legitimate health, safety, or educational reason for such boundary invasions as defined in this AR and associated Exhibit, they are otherwise prohibited.

The Nome Public Schools District Board also recognizes that staff is also part of a small community where the staff and students may be related, neighbors, children of friends, and friends of their children. Staff may play multiple roles in their students’ lives.

Nome Public Schools will provide ongoing training in regards to inappropriate behaviors with students.

Reporting Violations and Administrative Follow Up

Reporting: Staff members must promptly report to the principal or administrative supervisor of any employee or volunteer suspected of engaging in inappropriate boundary invasions within 72 hours of becoming aware. Do not inform the employee or volunteer suspected of engaging in inappropriate boundary invasions that a report has been made.

Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a staff member may be engaging in conduct that violates this policy or procedure.

Administrative Follow Up: The administrator to whom a boundary invasion concerns is initially reported must document the concern and promptly provide a copy of that documentation to the Assistant Superintendent for Human Resources. The Assistant Superintendent shall see to it that (a) the alleged conduct is investigated by Nome Public Schools and/or an independent agency in a timely and responsive manner, (b) any students involved are protected, (c) parents are informed, (d) where appropriate, the Office of Children’s Services, law enforcement and/or the Professional Teaching Practices Commission (PTPC) are contacted, and (e) where appropriate, remedial and/or disciplinary action is taken.

Reporting Sexual Abuse

AS 41.17.020 and Board Policy require that persons who are mandatory reporters who, in the performance of their occupational duties have reasonable cause to suspect that a child has

suffered harm as a result of child abuse or neglect, shall immediately report the harm to OCS and to Nome Police Department. If there is reasonable cause to suspect sexual abuse, a report must be promptly made to OCS. Any situation where a school employee or volunteer is believed to have engaged in sexual abuse of a student should also be reported promptly to law enforcement.

Disciplinary Action

Staff violations of this policy may result in disciplinary action up to and including dismissal.

Dissemination of Policy and Reporting Protocols

This policy, procedure and accompanying Exhibit will be included on the District website and in all employee, student, and volunteer handbooks.

Created 12/2024

AASB POLICY REFERENCE MANUAL
9/92

PROFESSIONAL BOUNDARIES CHECKLIST

Taking an Undue Interest in a Particular Student:

1. Favoring certain students by giving them special privileges.
2. Favoring certain students by inviting them to come to the classroom at non-class times.
3. Getting a particular student out of class to visit the teacher during the teacher’s prep period.
4. Engaging in peer-like behavior with students.

Using Poor Judgment in Relation to a Particular Student:

1. Allowing a particular student to get away with appropriate behavior.
2. Being alone with the student behind closed doors at school.
3. Giving gifts or money to the student.
4. Being overly “touchy” with certain students or touching students for no educational or health reason.
5. Giving students rides in the educator’s personal vehicle, especially alone.
6. Frequent electronic communication (includes texts, social media, messaging apps, etc.) or phone contacts with a particular student.

Becoming Involved in the Student’s Private Life:

1. Talking to the student about the educator’s personal problems.
2. Talking to the student about the student’s personal problems to the extent that the adult becomes a confidant of the student when it is not the adult’s job role to do so.
3. Initiating or extending contact with students beyond the school day.
4. Taking a particular student on outings, especially personal outings, away from protective adults.
5. Using e-mail, text messaging, instant messaging or social networking to discuss personal topics or interests with students.

Not Respecting Normal Boundaries:

1. Invading the student’s physical privacy (e.g., walking in on the student in the bathroom or locker room).
2. Inviting students to the teacher’s home.
3. Visiting the student’s home (home visits are okay as long as they are arranged with the student’s parents, the parents are present, and the administrator has approved the visit).
4. Asking the student to keep certain things secret from his/her parents.

Sexually Related Conduct:

1. Engaging in sex talk with students (sexual innuendo, sexual banter, or sexual jokes).
2. Talking with a student about sexual topics that are not related to a specific curriculum.
3. Showing pornography to the student.
4. Hugging, kissing, or other affectionate physical conduct with a student.

Created 12/2024

AASB POLICY REFERENCE MANUAL
9/92

VOLUNTEER ASSISTANCE

AR 1250

Note: This AR addresses some of the details associated with the use of volunteers.

This regulation provides the procedures for approving members of the public to serve as volunteers, including chaperones.

Responsibilities of Principals:

1. Coordinate the use of school volunteers.
2. Confirm that the school volunteer has completed the volunteer packet.
3. Require updated volunteer packets are received on the schedule set by the District.
4. Keep and maintain a register of volunteer activity at the school.
5. Inform volunteers of school rules and routines, answer questions, and provide volunteer support as appropriate.
6. When required to ensure the safety of students and the smooth operation of the educational program, principals may decline the services of any volunteer.
7. Determine which volunteers are required to complete mandatory reporting training and inform volunteers how to receive the training.

Responsibilities of the District

1. Develop a volunteer packet for individuals to use to apply as a volunteer.
2. Facilitate the volunteer approval process.
3. Verify the identity of the volunteer with a photo id.
4. Maintain the volunteer packet materials in the volunteer's file.
5. Review the background check and make an individualized determination about the volunteer in accordance with BP 4112.5 / 4212.5 / 4312.5.
6. Keep and maintain an approved volunteer list, with the dates that the background check was completed, in order for school principals to verify the eligibility status of volunteers.
7. Notify the volunteer of their eligibility status.
8. Notify volunteers when background checks need renewal.
9. Inform volunteers that they are subject to the District's policies and regulations where applicable.

Responsibilities of Volunteers

1. Complete the volunteer packet.
2. Obtain and pay for a background check.
3. Submit to the background check every two years.
4. Self-report any convictions that occur in the intervening time between background checks.
5. Recognize that they are neither employees nor an independent contractor and serve at the discretion of the District.

Mandatory Reporting Training

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Volunteers who interact with children for more than four hours per work are required to complete mandatory reporting training. This direction will be provided by the school principal.

Note: Pursuant to AS 47.17.020(a)(9), “volunteers who interact with children in a public or private school for more than four hours a week” must report child abuse and child neglect. AS 47.17.020(a) requires school districts to provide training to such volunteers on the recognition and reporting of child abuse and neglect.

Created 08/2024

AASB POLICY REFERENCE MANUAL

9/92

AR 4112.5/4212.5/4312.5 SECURITY CHECK

All Personnel

1. No individual will be hired by the district until a background investigation has been completed. The Superintendent may waive this requirement to allow someone to work until the investigation is complete.
2. No person who has ever been convicted, or plead guilty or no contest (including forfeiture of bail) to a crime involving violence against a minor or sexual abuse will be hired by the district.
3. ~~No person who has been convicted, or plead guilty or no contest (including forfeiture of bail) to (1) a felony or (2) a crime or other violation involving a controlled substance, assault in the 4th degree or reckless endangerment within the five years preceding the application, will be hired by the district. If more than five years have elapsed since the crime or violation, a person may apply pursuant to the following paragraph.~~ **The district will utilize the most recent Barrier Crimes Matrix from the State of Alaska to determine if an individual's criminal background will bar them from hire permanently, or if they are eligible for hire per the BCM. The Superintendent will have discretion to hire despite the guidelines of the BCM, but the School Board must be notified before the individual begins employment.**
4. ~~Applications from persons who have been convicted, or plead guilty or no contest (including forfeiture or bail) to any crime or violation (excluding minor traffic violations) not covered in (2) nor (3) will be considered by the Superintendent on a case by case basis and notice given to the School Board prior to hire or being hired by the district.~~ **Minor traffic violations may not exclude an individual from hire, but a recent history of DUIs may bar the individual from driving a district vehicle.**
5. If charges are pending, no action will be taken on the individual's application until disposition of the charges.
6. These procedures will apply to all employees, volunteers and chaperones.

Revised 06/2022

Adopted: June 10, 2003

Nome Public Schools

BARRIER CRIMES MATRIX FOR THE BARRIER CRIMES LISTED IN 7 AAC 10.905
Effective January 1, 2020

The crimes listed in this document bar an individual from being associated in any manner described in 7 AAC 10.900(b) with any entity or individual service provider that is subject to the requirements of 7 AAC 10.900 – 7 AAC 10.990.

DISCLAIMER: This matrix has been developed based on the statutes and regulations that the Background Check Program uses to evaluate applications. It is a reliable tool for determining barrier time frames. However, should there be any discrepancy between this list and applicable regulations, the statutes and regulations always control.

BARRIER CRIME [See notes at end of table for conditions and definitions]	A Barrier Within the Following Time Periods				
	PERMANENT	10 Years	5 Years	3 Years	See 7 AAC 10.905 at:
ATTEMPT, SOLICITATION, AND CONSPIRACY					
Barrier determination is based on the class of crime attempted/solicited/conspired					
For all convictions of attempt, solicitation, or conspiracy, check the crime attempted/solicited/conspired and base the barrier on that crime. There is no reduction on the length of the barrier simply because the crime was charged or amended to attempt, conspiracy to commit, or solicitation to commit.					
AS 11.31.100 (attempt to commit a crime) Barrier is based on the class of crime attempted	If listed under 7 AAC 10.905 (b)	Under 905(c)	Under 905(d)	Under 905(e)	
AS 11.31.110 (solicitation to commit a crime) Barrier is based on the class of crime solicited	If listed under 7 AAC 10.905 (b)	Under 905(c)	Under 905(d)	Under 905(e)	
AS 11.31.120 (conspiracy to commit a crime) Barrier is based on the class of crime the conspiracy was intended to promote or facilitate	If listed under 7 AAC 10.905 (b)	Under 905(c)	Under 905(d)	Under 905(e)	
OFFENSES AGAINST THE PERSON					
AS 11.41 . . . an unclassified, a class A or a class B felony	X				7(ϕ)(1)
AS 11.41.100 (murder in the first degree) <i>Unclassified Felony</i>	X				(b)(1)
AS 11.41.110 (murder in the second degree) <i>Unclassified Felony</i>	X				(b)(1)
AS 11.41.120 (manslaughter) <i>Class A Felony</i>	X				(b)(1)
AS 11.41.130 (criminally negligent homicide) <i>Class B Felony</i>	X				(b)(1)
AS 11.41.150 (murder of an unborn child) <i>Unclassified Felony</i>	X				(b)(1)
AS 11.41.160 (manslaughter of an unborn child) <i>Class A Felony</i>	X				(b)(1)
AS 11.41.170 (Criminally negligent homicide of an unborn child) <i>Class B Felony</i>	X				(b)(1)
AS 11.41.200 (assault in the first degree) <i>Class A Felony</i>	X				(b)(1)
AS 11.41.210 (assault in the second degree) <i>Class B Felony</i>	X				(b)(1)
AS 11.41.220 (assault in the third degree) <i>Class C Felony</i>	X				(b)(4)
AS 11.41.230 (assault in the fourth degree) <i>Class A Misdemeanor</i>			X		(d)(1)(A)
AS 11.41.250 (reckless endangerment) <i>Class A Misdemeanor</i>			X		(d)(1)(B)
AS 11.41.260 (stalking in the first degree) <i>Class C Felony</i>		X			(c)(1)
AS 11.41.270 (stalking in the second degree) <i>Class A Misdemeanor</i>			X		(d)(1)(C)
AS 11.41.280 (assault of an unborn child in the first degree) <i>Class A Felony</i>	X				(b)(1)
AS 11.41.282 (assault of an unborn child in the second degree) <i>Class B Felony</i>	X				(b)(1)
AS 11.41.300 (kidnapping) <i>Unclassified Felony</i> or <i>Class A Felony</i>	X				(b)(1)
AS 11.41.320 (custodial interference in the first degree) <i>Class C Felony</i>	X				(b)(3)
AS 11.41.330 (custodial interference in the second degree) <i>Class A Misdemeanor</i>			X		(d)(1)(D)
AS 11.41.360 (Human trafficking in the first degree) <i>Class A Felony</i>	X				(b)(1)
AS 11.41.365 (Human trafficking in the second degree) <i>Class B Felony</i>	X				(b)(1)
AS 11.41.410 (sexual assault in the first degree) <i>Unclassified Felony</i>	X				(b)(1)
AS 11.41.420 (sexual assault in the second degree) <i>Class B Felony</i>	X				(b)(1)
AS 11.41.425 (sexual assault in the third degree) <i>Class C Felony</i> (“sex offense” see AS 12.63.100(7)(C)(i))	X				(b)(11)
AS 11.41.427 (sexual assault in the fourth degree) <i>Class A Misdemeanor</i> (“sex offense” see AS 12.63.100(7)(C)(i))	X				(b)(11)

BARRIER CRIME [See notes at end of table for conditions and definitions]	A Barrier Within the Following Time Periods				
	PERMANENT	10 Years	5 Years	3 Years	See 7 AAC 10.905 at:
AS 11.41.434 (sexual abuse of a minor in the first degree) <i>Unclassified Felony</i>	X				(b)(1)
AS 11.41.436 (sexual abuse of a minor in the second degree) <i>Class B Felony</i>	X				(b)(1)
AS 11.41.438 (sexual abuse of a minor in the third degree) <i>Class C Felony</i> (“sex offense” see AS 12.63.100(7)(C)(i))	X				(b)(11)
AS 11.41.440(a)(2) (sexual abuse of a minor in the fourth degree) <i>Class A Misdemeanor</i> (“sex offense” see AS 12.63.100(7)(C)(ii)) (adults only; for minors, see Note 3)	X				(b)(11)
AS 11.41.450 (incest) <i>Class C Felony</i> (“sex offense” see AS 12.63.100(7)(C)(iii))	X				(b)(11)
AS 11.41.452 (online enticement of a minor) (also “sex offense” see AS 12.63.100(7)(C)(iii)) <i>Class A Felony</i> if the defendant was required to register as a sex offender or child kidnapper	X				(b)(1)/(b)(3)
<i>Class B Felony</i> if not required to register as a sex offender or child kidnapper	X				(b)(1)
AS 11.41.455 (unlawful exploitation of a minor) <i>Class A Felony</i>	X				(b)(1)
AS 11.41.458 (indecent exposure in the first degree) <i>Class C Felony</i> (“sex offense” see AS 12.63.100(7)(c)(iii))	X				(b)(11)
AS 11.41.460 (indecent exposure in the second degree) <i>Class A Misdemeanor or B Misdemeanor</i>	X				(b)(5)
AS 11.41.500 (robbery in the first degree) <i>Class A Felony</i>	X				(b)(1)
AS 11.41.510 (robbery in the second degree) <i>Class B Felony</i>	X				(b)(1)
AS 11.41.520 (extortion) <i>Class B Felony</i>	X				(b)(1)
AS 11.41.530 (coercion) <i>Class C Felony</i>			X		(d)(1)(E)
OFFENSES AGAINST PROPERTY					
AS 11.46.120 (theft in the first degree) <i>Class B Felony</i>		X			(c)(2)(A)
AS 11.46.130 (theft in the second degree) <i>Class C Felony</i>			X		74(d)(2)
AS 11.46.140 (theft in the third degree) <i>Class A Misdemeanor</i>				X	(e)(1)(A)
AS 11.46.220 (concealment of merchandise) if a <i>Class C Felony</i>			X		(d)(2)
AS 11.46.260 (removal of identification marks) if a <i>Class C Felony</i>			X		(d)(2)
AS 11.46.270 (unlawful possession) if a <i>Class C Felony</i>			X		(d)(2)
AS 11.46.280 (issuing a bad check)					
If <i>Class B Felony</i> (if the face amount of the check is \$25,000 or more)		X			(c)(2)(B)
If <i>Class C Felony</i> (if the face amount of the check is \$750 or more but less than \$25,000)			X		(d)(2)
AS 11.46.285 (fraudulent use of an access device or identification document)					
If <i>Class B Felony</i> (if the value of the property or services obtained is \$25,000 or more)		X			(c)(2)(C)
If <i>Class C Felony</i> (if the value of the property or services obtained is \$75 or more but less than \$25,000)			X		(d)(2)
AS 11.46.290 (obtaining an access device or identification document by fraudulent means) <i>Class C Felony</i>			X		(d)(2)
AS 11.46.300 (burglary in the first degree) <i>Class B Felony</i>		X			(c)(2)(D)
AS 11.46.310 (burglary in the second degree) <i>Class C Felony</i>			X		(d)(2)
AS 11.46.320 only if DV (criminal trespass in the first degree) <i>Class A Misdemeanor</i>			X		(d)(9)
AS 11.46.330 only if DV (criminal trespass in the second degree) <i>Class B Misdemeanor</i>			X		(d)(9)
AS 11.46.360 (vehicle theft in the first degree) <i>Class C Felony</i>			X		(d)(2)
AS 11.46.400 (arson in the first degree) <i>Class A Felony</i>	X				(b)(6)
AS 11.46.410 (arson in the second degree) <i>Class B Felony</i>	X				(b)(6)
AS 11.46.420 (arson in the third degree) <i>Class C Felony</i>			X		(d)(2)
AS 11.46.427 (criminally negligent burning in the first degree) <i>Class C Felony</i>			X		(d)(9)
AS 11.46.430 only if DV (criminally negligent burning in the second degree) <i>Class A Misdemeanor</i>			X		(d)(9)
AS 11.46.475 (criminal mischief in the first degree) <i>Class A Felony</i>		X			(c)(2)(E)
AS 11.46.480 (criminal mischief in the second degree) <i>Class B Felony</i>		X			(c)(2)(F)

BARRIER CRIME [See notes at end of table for conditions and definitions]	A Barrier Within the Following Time Periods				
	PERMANENT	10 Years	5 Years	3 Years	See 7 AAC 10.905 at:
AS 11.46.482 (criminal mischief in the third degree) <i>Class C Felony</i>			X		(d)(2)
AS 11.46.484 only if DV (criminal mischief in the fourth degree) <i>Class A Misdemeanor</i>			X		(d)(9)
AS 11.46.486 only if DV (criminal mischief in the fifth degree) <i>Class B Misdemeanor</i>			X		(d)(9)
AS 11.46.500 (forgery in the first degree) <i>Class B Felony</i>		X			(c)(2)(G)
AS 11.46.505 (forgery in the second degree) <i>Class C Felony</i>			X		(d)(2)
AS 11.46.510 (forgery in the third degree) <i>Class A Misdemeanor</i>				X	(e)(1)(E)
AS 11.46.520 (criminal possession of a forgery device) <i>Class C Felony</i>			X		(d)(2)
AS 11.46.530 (criminal simulation) <i>Class C Felony</i>			X		(d)(2)
AS 11.46.550 (offering a false instrument for recording in the first degree) <i>Class C Felony</i>			X		(d)(2)
AS 11.46.565 (criminal impersonation in the first degree) <i>Class B Felony</i>		X			(c)(2)(H)
AS 11.46.600 (scheme to defraud) <i>Class B Felony</i>		X			(c)(2)(I)
AS 11.46.620 (misapplication of property) <i>Class C Felony</i>			X		(d)(2)
AS 11.46.630 (falsifying business records) <i>Class C Felony</i>			X		(d)(2)
AS 11.46.660 (commercial bribe receiving) <i>Class C Felony</i>			X		(d)(2)
AS 11.46.670 (commercial bribery) <i>Class C Felony</i>			X		(d)(2)
AS 11.46.710 (deceptive business practices)					
<i>Class C Felony</i>			X		(d)(2)
<i>Class A Misdemeanor</i>				X	(e)(1)(F)
AS 11.46.730 (defrauding creditors)					
If <i>Class B Felony</i> (if the loss is \$25,000 or more)		X			(c)(2)(J)
If <i>Class C Felony</i> (if the loss is \$750 or more but less than \$25,000)			X		(d)(2)
AS 11.46.740 (criminal use of computer) <i>Class C Felony</i>			X		(d)(2)
OFFENSES AGAINST THE FAMILY AND VULNERABLE ADULTS					
AS 11.51.100 (endangering the welfare of a child in the first degree)	X				(b)(7)(A)
AS 11.51.110 (endangering the welfare of a child in the second degree) <i>Violation</i>			X		(d)(3)(A)
AS 11.51.120 (criminal nonsupport)					
<i>Class C Felony</i>			X		(d)(3)(B)
<i>Class A Misdemeanor</i>				X	(e)(2)
AS 11.51.121 (aiding the nonpayment of child support in the first degree) <i>Class C Felony</i>			X		(d)(3)(C)
AS 11.51.130 (contributing to the delinquency of a minor) <i>Class A Misdemeanor</i>			X		(d)(3)(D)
AS 11.51.200 (endangering the welfare of a vulnerable adult in the first degree) <i>Class C Felony</i>	X				(b)(7)(B)
AS 11.51.210 (endangering the welfare of a vulnerable adult in the second degree) <i>Class A Misdemeanor</i>	X				(b)(7)(C)
OFFENSES AGAINST PUBLIC ADMINISTRATION					
AS 11.56.100 (bribery) <i>Class B Felony</i>			X		(d)(9)
AS 11.56.200 (perjury) <i>Class B Felony</i>			X		(d)(9)
AS 11.56.205 (unsworn falsification in the first degree) <i>Class C Felony</i>			X		(d)(9)
AS 11.56.210 (unsworn falsification in the second degree) <i>Class A Misdemeanor</i>			X		(d)(9)
AS 11.56.230 (perjury by inconsistent statements) <i>Class C Felony</i>			X		(d)(9)
AS 11.56.300 (escape in the first degree) <i>Class A Felony</i>			X		(d)(9)
AS 11.56.310 (escape in the second degree) <i>Class B Felony</i>			X		(d)(9)

BARRIER CRIME [See notes at end of table for conditions and definitions]	A Barrier Within the Following Time Periods				
	PERMANENT	10 Years	5 Years	3 Years	See 7 AAC 10.905 at:
AS 11.56.320 (escape in the third degree) <i>Class C Felony</i>			X		(d)(9)
AS 11.56.335 (unlawful evasion in the first degree) <i>Class C Felony</i>			X		(d)(9)
AS 11.56.370 (permitting an escape) <i>Class C Felony</i>			X		(d)(9)
AS 11.56.375 (promoting contraband in the first degree) <i>Class C Felony</i>			X		(d)(9)
AS 11.56.510 (interference with official proceedings) <i>Class B Felony</i>			X		(d)(9)
AS 11.56.540 (tampering with a witness in the first degree) <i>Class C Felony</i>			X		(d)(9)
AS 11.56.610 (tampering with physical evidence) <i>Class C Felony</i>			X		(d)(9)
AS 11.56.705 (harming a police dog in the first degree) <i>Class C Felony</i>			X		(d)(9)
AS 11.56.730 (failure to appear) <i>Class C Felony</i>			X		(d)(9)
AS 11.56.740 only if DV (violating a protective order) <i>Class A Misdemeanor</i>			X		(d)(9)
AS 11.56.745 (interfering with a report of a crime involving domestic violence) <i>Class A Misdemeanor</i>				X	(e)(3)(B)
AS 11.56.760 (violating an order to submit to DNA testing) <i>Class C Felony</i>			X		(d)(9)
AS 11.56.765 (failure to report a violent crime committed against a child) <i>Class A Misdemeanor</i>			X		(d)(4)(A)
AS 11.56.770 (hindering prosecution in the first degree) <i>Class C Felony</i>			X		(d)(9)
AS 11.56.807 only if DV (terroristic threatening in the first degree) <i>Class B Felony</i>		X			(c)(3)
AS 11.56.807 (terroristic threatening in the first degree) <i>Class B Felony</i>			X		(d)(9)
AS 11.56.810 only if DV (terroristic threatening in the second degree) <i>Class C Felony</i>			X		(d)(4)(B)
AS 11.56.810 (terroristic threatening in the second degree) <i>Class C Felony</i>			X		(d)(9)
AS 11.56.815 (tampering with public records in the first degree) <i>Class C Felony</i>			X		(d)(4)(C)
AS 11.56.827 (impersonating a public servant in the first degree) <i>Class C Felony</i>			X		(d)(9)
AS 11.56.835 (failure to register as a sex offender or child kidnapper in the first degree) <i>Class C Felony</i>	X				(b)(8)(A)
AS 11.56.840 (failure to register as a sex offender or child kidnapper in the second degree) <i>Class A Misdemeanor</i>	X				(b)(8)(B)
OFFENSES AGAINST PUBLIC ORDER					
AS 11.61.100 (riot) <i>Class B Felony</i>			X		(d)(9)
AS 11.61.118 (harassment in the first degree) <i>Class A Misdemeanor</i>			X		(d)(5)(A)
AS 11.61.120(a)(2), (a)(3), (a)(4) only if DV (harassment in the second degree) <i>Class B Misdemeanor</i>			X		(d)(9)
AS 11.61.123 (indecent viewing or photography) <i>Class C Felony</i> or <i>Class A Misdemeanor</i>	X				(b)(9)(A)
AS 11.61.124 (solicitation or production of an indecent picture of a minor) <i>Class B Felony</i>			X		(d)(9)
AS 11.61.125 (distribution of child pornography) <i>Class A or B Felony</i>	X				(b)(9)(B)
AS 11.61.127 (possession of child pornography) <i>Class C Felony</i> ("sex offense" see AS 12.63.100(7)(C)(v))	X				(b)(11)
AS 11.61.128 (electronic distribution of indecent material to a minor) <i>Class B & C Felony</i> ("sex offense" see AS 12.63.100(7)(C)(v))	X				(b)(11)
AS 11.61.130 (misconduct involving a corpse) <i>Class A Misdemeanor</i>			X		(d)(5)(B)
AS 11.61.140 (cruelty to animals) <i>Class A Misdemeanor</i>			X		(d)(5)(C)
AS 11.61.145 (promoting an exhibition of fighting animals) *if charged as a <i>Class C Felony</i>			X		(d)(5)(C)
AS 11.61.160 (recruiting a gang member in the first degree) <i>Class B Felony</i>			X		(d)(9)
AS 11.61.190 (misconduct involving weapons in the first degree) <i>Class A Felony</i>		X			(c)(4)(A)
AS 11.61.195 (misconduct involving weapons in the second degree) <i>Class B Felony</i>		X			(c)(4)(B)
AS 11.61.200 (misconduct involving weapons in the third degree) <i>Class C Felony</i>			X		(d)(5)(E)
AS 11.61.240 (criminal possession of explosives)					
<i>Class A Felony</i> (if the crime intended is murder in any degree or kidnapping)		X			(c)(4)(C)
<i>Class B Felony</i> (if the crime intended is a class A felony)		X			(c)(4)(C)
<i>Class C Felony</i> (if the crime intended is a class B felony)			X		(d)(5)(F)

BARRIER CRIME [See notes at end of table for conditions and definitions]	A Barrier Within the Following Time Periods				
	PERMANENT	10 Years	5 Years	3 Years	See 7 AAC 10.905 at:
<i>Class A Misdemeanor</i> (if the crime intended is a class C felony)				X	(e)(4)
AS 11.61.250 (unlawful furnishing of explosives) <i>Class C Felony</i>			X		(d)(5)(G)
OFFENSES AGAINST PUBLIC HEALTH AND DECENCY					
AS 11.66.100 (prostitution) <i>Class C Felony</i>	X				(b)(11)
AS 11.66.110 (sex trafficking in the first degree)					
<i>Unclassified Felony</i> If the person who was induced or caused to engage in prostitution was under 18 years old	X				(b)(10)(A)
<i>Class A Felony</i> If the person who was induced or caused to engage in prostitution was 21 years of age or older at the time of the offense BUT NOTE: IF the person induced was under the age of 20, this is a sex crime under 12.63.100(7)(c)(vi)	X	X			(c)(5) OR (b)(11)
AS 11.66.120 (sex trafficking in the second degree) <i>Class B Felony</i>					
If the person who was induced or caused to engage in prostitution was under 16 years of age	X				(b)(10)(B)
If the person who was induced or caused to engage in prostitution was 16 or 17 years of age at the time of the offense	X				(b)(10)(B)
If the person who was induced or caused to engage in prostitution was 18 years of age or older at the time of the offense			X		(d)(6)
AS 11.66.130 (sex trafficking in the third degree) <i>Class C Felony</i>	X				(b)(10)(C)
AS 11.66.210 (promoting gambling in the first degree) <i>Class C Felony</i>			X		(d)(9)
AS 11.66.230 (possession of gambling records in the first degree) <i>Class C Felony</i>			X		(d)(9)
CONTROLLED SUBSTANCES					
AS 11.71.010 (misconduct involving a controlled substance) <i>Unclassified Felony</i>		X			74 (c)(6)
AS 11.71.021 (misconduct involving a controlled substance) <i>Class A Felony</i>		X			(c)(6)
AS 11.71.030 (misconduct involving a controlled substance) <i>Class B Felony</i>		X			(c)(6)
AS 11.71.040 (misconduct involving a controlled substance) <i>Class C Felony charged under</i> (a)(1), (2), (5), (6), (7), (8), or (10)			X		(c)(7)
AS 11.71.040 (misconduct involving a controlled substance) <i>Class C Felony charged under</i> (a)(3), (4), (9), or (12)			X		(d)(9)
IMITATION CONTROLLED SUBSTANCES					
AS 11.73.010 (manufacture or delivery of an imitation controlled substance) <i>Class C Felony</i>			X		(d)(8)
AS 11.73.020 (possession of substance with intent to manufacture) <i>Class C Felony</i>			X		(d)(8)
AS 11.73.030 (delivery of an imitation controlled substance to a minor) <i>Class B Felony</i>		X			(c)(7)
AS 11.73.040 (advertisement to promote the delivery of an imitation controlled substance) <i>Class C Felony</i>			X		(d)(8)
SEX OFFENSES UNDER AS 12.63.100					
Any sex offense defined by AS 12.63.100, including a similar law of another jurisdiction, is a permanent barring condition. Those not previously listed are as follows:					
AS 26.05.890 (sexual assault) (" <i>sex offense</i> ")	X				(b)(11)
AS 26.05.893 (prohibited sexual activities with military recruit or trainee by person in position of special trust) (" <i>sex offense</i> ")	X				(b)(11)
AS 26.05.900 (Other sexual misconduct; indecent viewing, visual recording, or broadcasting) Only if, at the time of the offense, the victim is under a duty to obey the lawful orders of the offender	X				(b)(11)
AS 26.05.900 (a)(1) – (4) if the victim is under 18 years of age at the time of the offense	X				(b)(11)
AS 26.05.900(b) if the person induced or caused to engage in prostitution was under 20 years of age	X				(b)(11)
AS 26.05.900 (c) if the indecent exposure is before a person under 16 years of age and the offender has previously been convicted under AS 11.41.460 or AS 26.05.900(c)	X				(b)(11)

BARRIER CRIME [See notes at end of table for conditions and definitions]	A Barrier Within the Following Time Periods				
	PERMANENT	10 Years	5 Years	3 Years	See 7 AAC 10.905 at:
AS 26.935(b) if the offender commits child pornography or pandering/prostitution, punishable under 10 U.S.C. 934	X				(b)(11)
Convictions under the following former statutes: AS 11.15.120, AS 11.15.134, AS 11.15.160, AS 11.40.110, AS 11.40.200	X				(b)(11)
OTHER CRIMES AND CONDITIONS					
AS 21.36.360 (fraudulent or criminal insurance acts)					
<i>Class B Felony</i>		X			(c)(8)
<i>Class C Felony</i>			X		(d)(10)
AS 28.35.030(n) (operating a vehicle, aircraft or watercraft while intoxicated) <i>Class C Felony</i>		X			(c)(9)
AS 28.35.032(p) (refusal to submit to chemical test) <i>Class C Felony</i>		X			(c)(10)
AS 28.35.161 (use of electronic devices while driving) If charged as <i>Any Felony</i> , under (f)(2),(3), or (4)			X		(d)(9)
AS 47.05.310/AS 47.05.210 Medical Assistance Fraud		X			(c)(11)
AS 47.30.815 (limitation of liability; bad faith application a felony [willful initiation of an involuntary civil commitment procedure without good cause] <i>Any Felony</i>			X		(d)(11)
AS 47.10.080 Substantiated OCS findings		X			(f)(3)
AS 47.10.080 CINA adjudications or temporary custody orders		X			(f)(3)
AS 47.10.080 CINA termination of parental rights (TPR)	X				(f)(3)
AS 47.32.130 Revoked, Suspended, Denied, or Conditional License		X			(f)(4)
Placement on the following list or registries, or one under a substantially similar law: OIG, NSOPW, ASO/CKR, LEIE, Medical Assistance Excluded Provider List		X			(f)(2)
Civil finding related to abuse, neglect, exploitation of a child or vulnerable adult under AS 47.10, AS 47.24, AS 47.32, or AS 47.62		X			(f)(3)

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IMPORTANT NOTES

(1) Under 7 AAC 10.905(a), a **barrier crime or condition** is a criminal offense or civil finding that prohibits a provider or an applicant from being approved under 7 AAC 10.990. These standards and prohibitions apply to any individual who seeks to provide services or receive payment from the Dpt. of Health and Social Services (DHSS), or to be associated or to remain associated with a provider that is required to obtain a DHSS background check (and subject to AS 47.05.300-47.05.390 and 7 AAC 10.900-7 AAC 10.990).

These barriers apply to a person who has been (1) charged with or convicted of (or found not guilty by reason of insanity for) any crime listed in 7 AAC 10.905, or a crime with similar elements in another jurisdiction, or (2) found (by a court or agency) to have been involved in a matter that is inconsistent with the standards for protection of the health, safety, and welfare of recipients in care.

NOTE: *If a charge or conviction is for a crime committed in another jurisdiction, an equivalency determination will be made as to whether it is a crime with similar elements from the other jurisdiction. An equivalency determination will be made in a manner that applies not only 7 AAC 10.905 (a)(1) and (a)(2), but considers the intent of applicable statutes and regulations.*

(2) Under 7 AAC 10.905(d)(9), a **serious offense** includes any felony not specifically listed elsewhere, so any felony not defined as a permanent or 10 year barrier is classified as a 5 year barrier (see AS12.62.900 for definition of a serious offense, all of which are also listed in the matrix).

(3) Under 7 AAC 10.905(i), a **barrier time** listed begins to run from either:

- the date an individual was charged with or convicted of the crime, or the date of a final civil finding establishing a barrier condition, whichever period ends later; OR
- until satisfaction of judgement: if the individual is subject to a judgment of a court related to sentencing/ probation/parole, or to a final civil finding, the barrier time listed will continue until full compliance with conditions of the sentencing/probation/parole, or final civil findings such as restitution, community service, etc.

(4) Under 7 AAC 10.905(m), the following terms and definitions apply when determining if a person is charged or convicted:
“Charged” with a crime means the person has been indicted or arrested, and is awaiting adjudication or dismissal of the charges.
“Convicted” or **“conviction”** means a judgment entered by a court of competent jurisdiction in this state or another jurisdiction, either upon the entry of a plea, or after trial.
 A **suspended imposition of sentence** (“SIS”) continues to count as a conviction, even if formally set aside under AS 12.55.085.
 If a conviction has been subject to an order of clemency, or expunged by court order, it would no longer be considered a barrier.
NOTE: *If a national data base indicates the person was charged and charges are still pending, it will be up to the individual to show proof that the charges were dropped or otherwise resolved.*

(5) **Domestic Violence (“DV”):** For purposes of the background check regulations, any crime involving domestic violence must be reviewed as a serious crime, under 7 AAC 10.905(d)(9).
 *If the charge or conviction is for a crime that is a felony or specifically enumerated in 7 AAC 10.905(b) or (c), the time frames there apply.
 *If a charge or conviction is for a crime of domestic violence, and not otherwise listed in 7 AAC 10.905(b) or (c), it is considered a 5-year barrier under 7 AAC 10.905(d), because of the reference to AS 12.62.900(23), which includes domestic violence as a serious crime.
 *Where the regulations are in conflict, the statute controls.
 *Crimes involving domestic violence are identified in the matrix by the acronym “DV”
 *A crime involving domestic violence has the meaning given in AS 18.66.990(3).

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(6) Under AS 18.66.990(3) "**domestic violence**" and "**crime involving domestic violence**" mean one or more of the following offenses, or an offense under a law or ordinance of another jurisdiction having elements similar to these offenses, or an attempt to commit the offense, by a household member against another household member: (A) a crime against the person under AS 11.41; (B) burglary under AS 11.46.300 - 11.46.310; (C) criminal trespass under AS 11.46.320 - 11.46.330; (D) arson or criminally negligent burning under AS 11.46.400 - 11.46.430; (E) criminal mischief under AS 11.46.475 - 11.46.486; (F) terrorist threatening under AS 11.56.807 or 11.56.810; (G) violating a protective order under AS 11.56.740(a)(1); or (H) harassment under AS 11.61.120(a)(2) - (4).

(7) Any **sex offense** listed in AS 12.63.100 is a permanent barrier, under 7 AAC 10.905(b)(11).

(8) **Juvenile Offenses:** All permanent barrier offenses which are JOMIS (juvenile) adjudications have a maximum barrier time frame of 10 years past the age of maturity. [7 AAC 10.905(b)]

Good evening, this is my student report on major high school events for November.

The Student Council has been making a lot of progress on the things we've talked about so far this year. Surveys are going to be sent out for students, one will be to gauge the severity of student vaping in school. The other one will be to see who wants dividers in the boy's bathroom and free menstrual products in the girl's bathroom. Something new brought up was boosting student morale. We want to figure out ways to get students to want to be at school so that we can reduce frequent absences, skipping, disrespect towards teachers, and drop out rates or transitions to homeschooling.

The Volleyball season came to a close after placing third at regions and not advancing to state. Wrestling had the Dudley Homelvig Scramble at the beginning of November, since then they have travelled almost every weekend. Basketball meetings have been held and will have their first practice in December.

At the start of November our gym hosted a trial for students to come and observe. It was a good opportunity for students who were interested to see how a trial functioned and to ask lawyers and state judges questions. Towards the end of the month we had a sports assembly to celebrate our sports teams, we had different games played with the highlight being the senior boys vs volleyball girls.

Thank you.



Nome Elementary School Principal Board Report

December 2, 2024

Monthly Building Events

- Parent Teacher Conferences: November 11-13
 - Approx. 90% of families reached on these days.
 - Alaska Reads Act: IRIP Plans presented to parents in grades 1-3 for signature.
 - Families that could not make it were contacted by administration in the office
- High Table started on November 8th.
 - Mr. Foster, Ms. Lyn's classes participated this month
- Afterschool Inupiaq mini-program November 4-8
- Evan Hummel, of School Improvement – DEED visited site and gave presentation on new status.
 - Visit was from November 20 through 21
- Friday Morning School-wide meeting changes:
 - Recognition of grade-level attendance celebrations
 - Recognition of perfect attendance students for the week
 - Inclusion of 5th graders to lead pledge of allegiance
- PBIS Store opened in final week of November for students to buy from
- Battle of the Books for grades 3-5 began on November 14th
 - Students meet every Tues and Thursday
- Spelling bee practice started on November 18th
 - Students meet ever Monday and Wednesday
- Flu shot clinic on November 15 for K-5
- Dumpster caught fire overnight on November 7th
 - No damage to the school, fire was contained and put out by Laban and Fire Department.

Nome Elementary School Principal Board Report

Overall quiet month! Given how short December is, and with the holidays at the end of November, I felt it was important to try and give teachers and students as much interrupted class time to continue our gains in learning. Next month will probably be just as slim as we try to squeeze as much learning out of the time we have left before holiday break.

Upcoming Events:

- DIBELS Middle of Year Benchmark Testing.
- Holiday concerts in early grades.
- Family Engagement night (tentative).
- Holiday Break!

PBIS/Discipline Data:

Grade	Number of Incidents	Location	Behavior	Perceived Motivation	Consequence
K	6	Classroom	Aggressive – Attack	Adult/Peer Attention (6)	Parent Contacted (6) Removal from setting (6) ⁷⁹ Seclusion (1)
1	1	Classroom – Exterior of School	Elopement	Adult Attention (1)	Conference with Student (1) Parent Contact (1) Re-Teaching Expectations (1) Detention (1)
5	3	Classroom (1) Playground (2)	Inappropriate Language Fighting	Peer Attention (3)	Conference with Student (3) Parent Contacted (3) Detention (3)

Increase in incidents in the kindergarten level, associated with a single student. All other grades have had a substantial drop in reporting.

Attendance Data:

	24-25 SY	23-24 SY	22-23 SY
Week 10	89	89	84
Week 11	87	87	80

Nome Elementary School Principal Board Report

Week 12	84	84	80
Week 13	79	81	73

Our attendance for these weeks almost perfectly matches last years with the exception of the last week where we saw a drop of 3% compared to last year, but still 6% higher than the year before that. The lower number for that week is attributed primarily to two illnesses running through the building, along with the normal number of students being taken out early for holiday travel.

Volunteers:

We had about 75 volunteer hours this month!

Updates

SPED

Our visiting contractor Eleanor Vertel assisted with our inclusion room and worked to provide us working schedules and plans to assist with coverage when SPED staff needs to be out. Our international SPED hire's visa was approved and she will be arriving soon! We look forward to welcoming her to the NES family!

Nome Elementary School Principal Board Report Pictures



Ms. Secor's 1st Grade engaged in reading time.

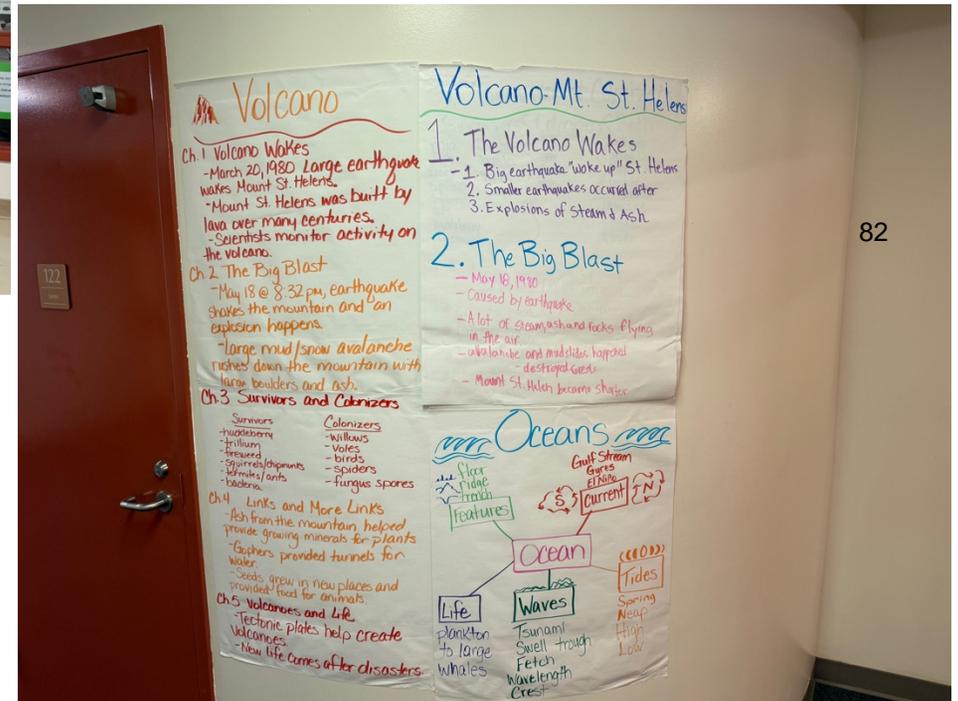


Ms. Lyn's High Table

Nome Elementary School Principal Board Report



4th Grade's Bookworm Curriculum



5th Grade's Bookworm Curriculum

Nome Elementary School Principal Board Report



Ms. Cross's class working on a writing project



5th Grade's Cell Models



ACSA School Board Report November 12, 2024

Lisa Leeper, Principal

Enrollment / Attendance Update

- We had a 95% student attendance rate for October. This is a 2% drop from our attendance rate for last October.
- There were no changes to our enrollment in October.

Classes and Activities

- October has been a relatively smooth month with few interruptions to the calendar. We are operating on a new schedule this year, and it has improved the overall flow of the day. We eliminated one period so that we could increase the amount of time allotted to outdoor recess and math and elective classes. Our last half hour of the day includes the following: Monday - Culturally Responsive Embedded Social and Emotional Learning (CRESEL) activities, Tuesday/Thursday - study hall, and Fridays - Shoutouts and Locker Clean Out.
- Students in Mrs. Ventress' writing classes wrote non-fiction short stories and were encouraged to tell about personal experiences with subsistence activities such as berry picking, hunting, and fishing. Almost 40 students choose to enter a contest in which their stories could be shared at a community event "Celebrating Culture, Indigenous People's Day" at the Rec Center. Dallas Ahmasuk, Piper Lewis, and Denali Walrath were selected to read their stories on stage while the remaining typed and illustrated pieces were displayed for people to enjoy.
- We were invited to attend a special assembly at Beltz to commemorate Indigenous People's Day, and students enjoyed listening to a variety of speakers share their thoughts on their respective families, upbringing, traditions, and values.
- Students in Ms. Kastyn's reading classes each finished their first literature study. The three books selected each had an tie to the "In Motion" theme for

this year, and the titles are as follows: The Boy Who Harnessed the Wind, Hidden Figures, and The Wild Robot. ACSA arranged a private showing one morning at Gold Coast Cinema of The Wild Robot, so all students were able to enjoy the movie as a field trip and then use the experience to meet a literacy standard of comparing a book version to a movie version of a novel.

- In science class, students are learning about metric units by doing a lot of hands on measurements of weight with solids and liquids, and they are making models of atoms and molecules. In Social Studies, classes have studied the structure of the United States government and how elections work. Again, these units relate to our “In Motion” theme and how movements create changes in the way we understand things about our world.
- For Halloween, a group of students worked together to plan a party that included a drawing contest, cookie decorating, and a costume contest. The student body really enjoyed the special activities, and now the group has formed this year’s House Council. We’ve been unsuccessful at recruiting a parent or staff member to help lead the group, but the House Council will continue to plan team building events and spirit weeks.
- Our family engagement goal this year is to make positive, authentic contact with all of our families at least once for each student each quarter. We met our goal for the 1st Quarter, and it is delightful to hear the feedback from parents and guardians when they’ve been contacted unexpectedly about authentic positive reflections on their child’s efforts or behaviors at school.



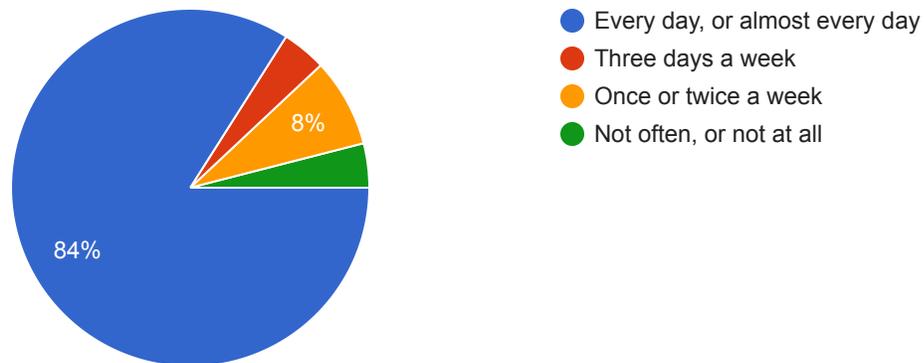
ACSA Parent Survey

25 responses

How often do you read the ACSA daily email to families?

 Copy

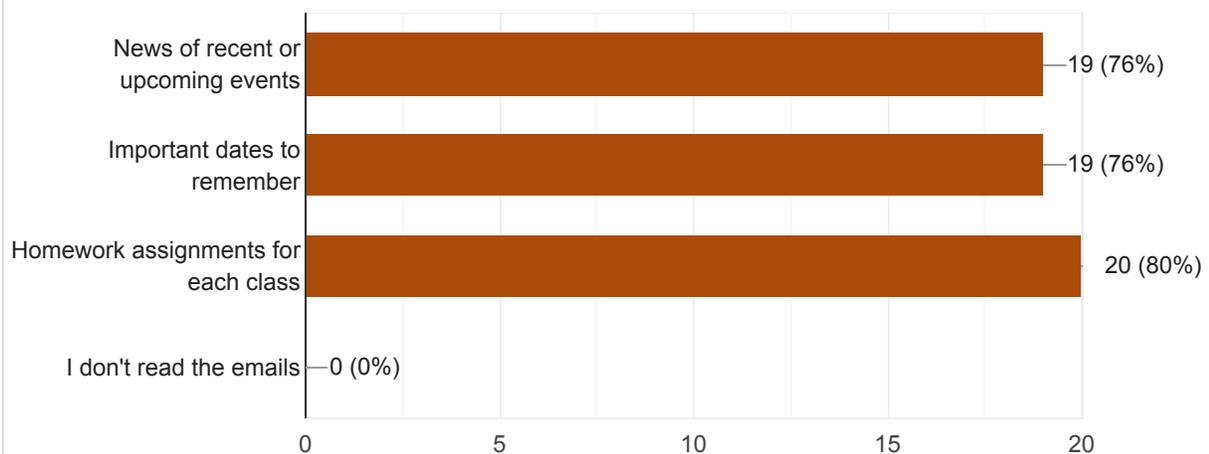
25 responses



If you read the daily email, what information are you most interested in?

 Copy

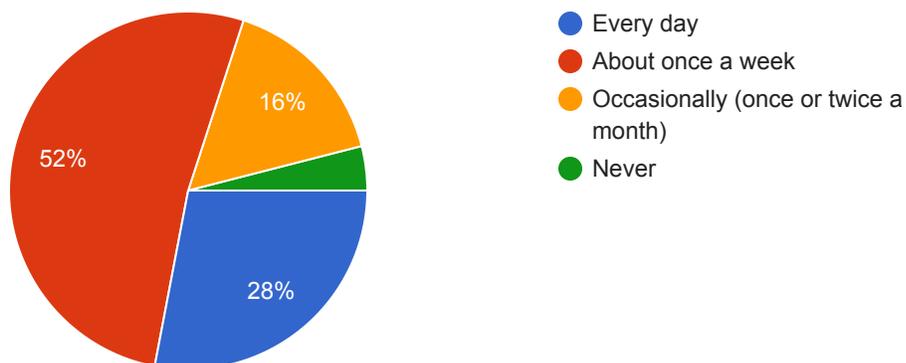
25 responses



How often do you check your child's grades in PowerSchool?

 Copy

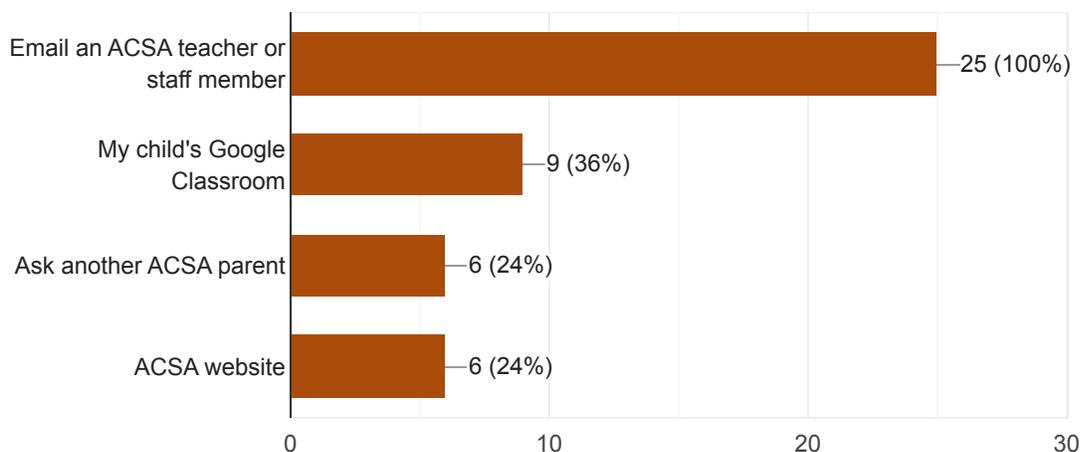
25 responses



Which of the following have you used to gain information about ACSA or to answer a question you had about our program?

 Copy

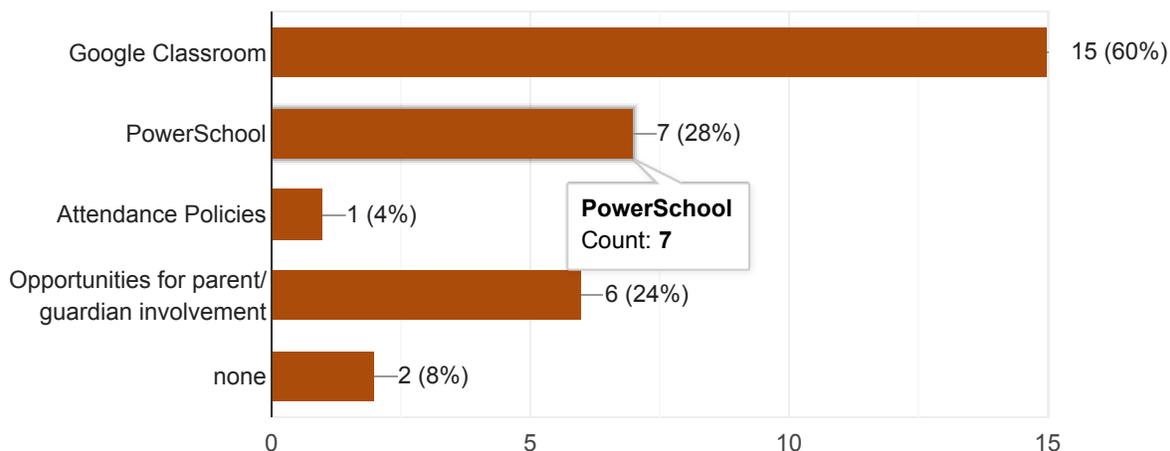
25 responses



For which of the following do you need more information or assistance?

 Copy

25 responses



Please share with us the reasons you choose to send your child to ACSA.

23 responses

Aliyah wanted to apply

this is a test

Better learning environment for my children.

I went to ACSA and wanted my child to experience what I did. ACSA was the greatest choice

The smaller class sizes, structured environment.

We really appreciate the positive atmosphere that ACSA promotes, as well as the academic rigor.

Because it challenges her in math and science.

Great opportunities

I had another child go to ACSA and was able to see the program and how much growth and challenging the program is and how involved the staff and parents are in the program, I think it is a wonderful program and all of the staff should be proud.

I have the hopes that ACSA will help her to have more self-awareness and accountability.

Improved learning environment with various projects

The strong student/teacher relationship, the thematic incorporation into learning, the awesome teaching staff, the preparation and learning my child receives that prepares them for High School, soo many reasons. I'm grateful for the opportunity my child has at ACSA.

our oldest child attended and we wanted our kids to continue attending

I love the program and the investment into the students.

Better education structure and curriculum as well as better support for students and staff.

The Hands-on experiences and a "better" guided education and exclusivity

We had heard great things about it. It is a smaller environment for more one on one.



So my child is constantly challenged and does not feel out of place.

More challenging and supportive school environment. The unconventional themes of learning.
The engagement of families and community in learning.

Challenge my student.

science based, smaller classes, family atmosphere

level of education, project based, meets individual learning styles

It is a great program



Do you have any comments, suggestions or information you would like to share with us? Thank you for completing this survey!

12 responses

no

this is a test

Thank you for all that you do!

keep up the great work.

I appreciate that my son has homework, but not a lot (kids need to play out & spend time doing non-academic things).

Help students succeed in catching up on school work if they choose to go to ANSEP or NACTEC and miss classes. Seems like my child was behind in class and didn't receive full credit for work because she took the opportunity to be at ANSEP.

I am comparing this to my other child that previously went to ACSA, I feel a little more disconnected to the program than my prior experience but maybe it's because it is a lot of new teachers and different child but other wise I am happy with most things, my child struggles with turning in his math homework and reading logs so I guess just giving him more time in classes to finish his math and reading logs.

Thank you teachers for your work. One suggestion for quarter/semester end: Remind students repeatedly and families repeatedly as end of quarter dates are approaching. Especially for 5th graders who are still earning quarter systems, please remind students the deadline for turning in work! Thank you!

There is not much time for 7th/8th grade students at this conference. The timing worked out this time but hope to have more time in the future.

Thank you for all the hard work you all put into making school so fun for the students and for making them feel like they can succeed in school.

Thank you so much for what you do for the kids. This program has really helped shape our sons confidence.

Use tribes as local resource to help share about Alberta Schank Adams - local civil rights leader instrumental in getting natives the right to vote and local native leaders.





Nome-Beltz Middle High School

PO Box 131, Nome Alaska 99762

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

Date: 05 December 2024

To: NPS Board

From: Teriscovkya Smith and Dr. Michael Akes

Subject: December Board Report

**OUR GOAL AT
NBMHS IS TO
GRADUATE
STUDENTS WHO
ARE PREPARED
TO BE
SUCCESSFUL
ADULTS.**

ATTENDANCE/TEAMS

PRIORITIZE student attendance to improve academic readiness while maximizing their educational experience.

ACADEMICS/PLCS

IMPLEMENT an academic plan with fidelity to increase student achievement.

BEHAVIOR/PLC & TEAMS

ENSURE a school environment where staff and students can be successful.

ENGAGEMENT /TEAMS

SUPPORT student, family, and community engagement to grow a culture of belonging.

NBMHS Data:

- Current Enrollment: 273
- We look forward to presenting data specific to our School Improvement Plan in January. We are working hard to move the needle and this initial year with an SIP will set us up for FY26 planning and improved systems for growing and graduating successful Nanooks. These endeavors will also support our planning in response to our DEED System for School Success report for FY24 and the resulting designation as an Additional Targeted Support and Improvement school due to the index value for our Special Education student subgroup.

Student Celebrations #nanookpower #nanooksknow

- Middle School
 - Melody Johnson, 7th-grade
- High School
 - Juliet Tobuk, 9th-Grade

New Additions

- After what feels like the longest waiting time ever, we are thrilled to have Ruby Gomez on the team! Ms. Gomez is a fantastic addition to our Special Education department. While adjusting to life in the US, Nome, and at Beltz, Ms. Gomez is

working tirelessly to learn systems and most importantly: Form the relationships that are vital to the success of our Nanooks. Starting in the middle of a year is not an easy task and Ms. Gomez has true grit. Welcome to the Den! Hopefully our Adopt-A-Teacher program can help to bring Ms. Gomez into the fold of Nome! #growingthedden

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

- **Vacancies:** While Ms. Gomez’s arrival is such a relief, we are still awaiting two more international hires (Mary Jane Abangan and Lovely Manay). The delay in the delivery of our Read 180 program means we are not providing interventions necessary to accelerate the time it takes for students who are reading below grade level to reach reading proficiency for high school.
- **Funding:** Our supplies budget is rapidly shrinking and we have concerns about our ability to provide adequate materials for classroom activities and other school needs through to the end of the year. Teachers have not made unnecessary requests and some are spending out of pocket for materials we just don’t have the funds to cover. We are currently at the 80% spending mark; normally we are at 50% by this time of year.
- **Curriculum:** We know that we have had huge gaps in curriculum at Beltz for a long time and this has resulted in a lot of extra work hours as teachers build units, lessons, and summative assessments from scratch without an established system of guidance. In previous board reports, we shared news of the development of our Professional Learning Communities and Teams to address our School Improvement Plan. In moving forward, our Science department decided to tackle the creation of a vertically aligned curriculum in the hopes that this would serve as a model for other programs. What surfaced in conversations and planning is the reality that creating in-house curriculum will be incredibly time consuming and since many of our teachers already hold multiple extra-duty contracts, we worry that adding another layer of responsibility will result in burnout. This important foundational component is crucial as our school moves forward in its improvements to serve our students and prepare them for post-secondary success.
- **FY 26 Cultural Arts Forward Planning**
 - As noted in our last report, the concern over the future of our Cultural Arts Program grows. Teachers have been incredible in bringing cultural and place-based instruction into their practices, but we know that the Cultural Arts program and its courses have been an integral part of a student’s experience at Nome-Beltz for decades. We hope to be able to secure time in the next three months to work with school, school board, local entities, and community members to strategize moving forward.

Growing the Den:

- ***You Are Not Alone (YANA) Update*** 92

- Mrs. Badertscher and students continue their work in the YANA (You Are Not Alone) club, which gives students the opportunity to:
 - Help others who may feel sad or lonely
 - Encourage public awareness in preventing suicide
 - Advocate for words of kindness and healthy life habits
- For the holiday season, the YANA club plans to deliver Kindness Canes to advocate for affirmative language. Thank you to the YANA crew for bringing hope to the Den!



- ***In Gratitude***

- Ms. Tweet worked with students during lunch to generate thoughts of gratitude. The result? A chain linked with student and staff lines of appreciation. We hope to continue growing this chain in recognition of everything we are grateful for in and out of the Den.



- ***Teacher Talent Abounds***

- **Deliberative Democracy**

- Mr. Wharry deepened student recognition of the complexity of deliberative democracy. Students came to a consensus on a local issue that impacts the Norton Sound Region through deliberation, researched the issue with specific criteria, and presented their findings through a structured speech - all in the course of ONE class! Way to go Nanooks!



- **Sculpture and Imagination**

- Mrs. Badertscher worked with students to enter the world of sculpture. Inspired by the works of various artists, such as Heath Satow, students learned the fundamentals including various tools and mediums. Using coils and pinch pot designs, Mrs. Badertscher sets her students free to incorporate their own ideas into a wonderful blend of creations. We wish we had a display area for the art coming from Room 202!



○ **Carpentry a la Coulter**

- Mr. Coulter has kept students from his woodworking class busy! Students worked on various projects including making a TV tray, building a chess board, creating a toy Peterbilt truck, and competing in the 20-minute spoon challenge. Mr. Coulter also took students to town and the crew built cubbies and stairs for the new ice rink. Blake Bogart, of the Nome Winter Sports Association, was impressed with the students' work ethic and results. Great work Nanooks!



- Mr. Coulter's position is unusually challenging in that he runs two consecutive shops (wood and welding) and CTE programs with little to mentoring or assistance. NBMHS Volunteer Superstar James Ventress offers support when possible, but otherwise Mr. Coulter independently grows his skills while tracking inventory, planning, organizing, and working tirelessly to provide quality training to students. Even with limited funds, equipment that is need of repair, and the tricky dynamic of a space that is aging out, Mr. Coulter fosters a true appreciation for vocational education and post-secondary readiness and we couldn't be more grateful. This is important to consider as we know that vocational education in our region is key to filling regional positions with local talent and in securing that our Nanooks can enter the workforce or post-secondary programs with solid foundational skills.

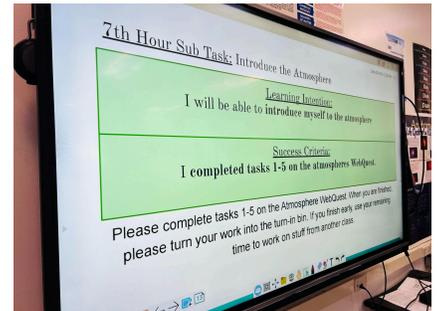
○ **MS Language Arts on the Move (Literally)**

- Mr. Horton uses various cooperative learning techniques to promote impactful learning opportunities for students. Recently, students used an online program to learn literary terms and devices and the frenzy of energy was engaging and effective! One student said, "I like this kind of learning because I have to move around and work with kids I don't really know."



○ **Visible Learning in Practice**

- Mr. Deering has embraced Visible Learning and the research backed strategies for impactful instructional practices. Even when out with a miserable cold, his students have learning intentions to tell them where they are headed and why and success criteria for self-assessment. Way to go!



○ **Deep Culture**

- In her Alaska History classes, Mrs. Ulroan fostered a deeper student understanding of the powers that exist within the tribal government system. Her students worked in groups, each with its own learning objective (understand ICWA's purpose and its role in protecting Native American children and families; compare and contrast jurisdictions and interactions of tribal, state, and federal law; understand the scope and limitations of tribal court authority). Student groups determined each respective main idea, essential details that supported their views and topic, and the relevance of their topic in the context of Native law, sovereignty, or cultural preservation. Students with this level of awareness grow to be empowered!



○ **Holiday Music Coming Your Way!**

- From Mr. Sargent, our incredible Music Director:
 - Next Wednesday, December 11 is our first concert together. It is at 7:00 pm at Nome Elementary School. We would love for everybody to attend; just enjoy the festivities;



and celebrate these students' successes over the year.

- 6th and 7th graders are playing recorders for the first time. The 8th grade band, as the middle school teachers heard at the assembly, have been working really hard to grow - and it shows. High school percussion is a brand new class that is making strides. Chorus and HS Band have had a rough collective few years and these students deserve to see their efforts appreciated through performance.



- We would love to have you join us in celebrating our student progress!
- Mr. Sargen also traveled to All-State in Anchorage where he was able to meet directors from large and small districts, secure beneficial networking opportunities, and learn processes so that he can continue the challenge of growing our music program. Thank you Mr. Sargent for using a valued weekend to support our students!

- **Incentives Incentivize!**

- Mr. Brown implemented a fantastic means of rewarding teachers who recognize positive behaviors at school that align with our values of respect, responsibility, and safety. Teachers who meet point allocations can qualify to win a Brown-Made coffee treat - a hot commodity (pun intended) on campus.



- **Cultural Connections**

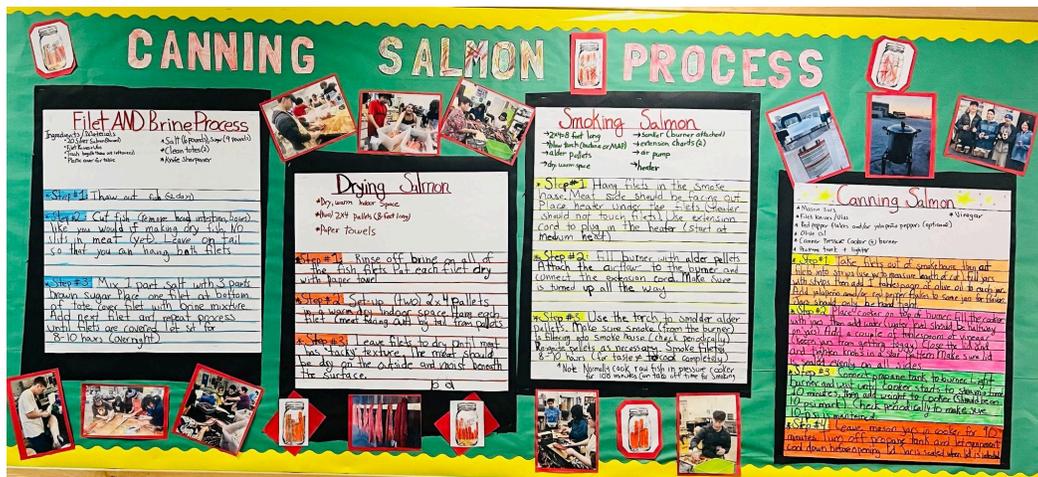
- **Walluk Wonders**

- Ms. Phyllis is at it again as she works with students on a variety of beading projects. 9th-Grade student, Izaya Longley, proudly showcases his yo-yo.



○ **Subsistence Ways Melds With Scientific Processes**

- As if learning to process salmon with Ms. Phyllis, Ms. Stimpfle, Ms. Topkok, and Mr. Payenna last month wasn't enough, Ms. Liben worked with students in her Foundations of Life Science class to create an incredible display for students and staff. The project was not easy and students dedicated a lot of time working, revising, and planning how to display what they experienced and learned. The result is beautiful and evidence of Ms. Liben's efforts to move students from surface, to deep, and to transfer learning, where students take their consolidated knowledge and apply what they know to different contexts. A process like this encourages students to think metacognitively through reflection on their learning and it fosters a deeper understanding of practices embedded in the values of their region. Awesome, right? We think so, too.



● **Nanooks Rocking the Den**

○ **Class of #2025**

- On November 13, Senior Finn Gregg signed his official acceptance letter to play basketball at UAF while pursuing his studies. Once a Nanook, always a Nanook: Congratulations!
- To support our SIP goal for an 80% graduation rate with 100% of graduating seniors having a post-secondary plan, senior support staff have a solid system to ensure that each senior receives counseling on options. Mrs. Badertscher, in partnership with Mr. Brown and Ms. Finney, meets with every single senior one-on-one using a scaffolded planning approach. Life after high school can seem overwhelming, but conferencing improves the likelihood that our seniors' metaphorical backpacks will be full when they walk across the stage in May! Upcoming workshops for the FAFSA and



scholarships will help to grow agency and promote empowered seniors ready to take on their plans.

○ **Student Council**

■ The NBHS Student Council continues their work to improve the quality of school life for all Nanooks through teaming and regular meetings. Gone are the days of decisions lacking student voice - our Nanooks are informed, involved, and seek out regular meetings with teachers and administration to improve the school. Here is a small sample of their efforts:

- Freshmen Clary Ruud and Macy Hukill met with administration to discuss the possibility of providing free menstrual products in all school restrooms. Currently, students must come to the main office to ask for items and the council believes that all Nanooks should have easy access. Plans to bring this to fruition include reaching out to local entities for funding support.
- Sophomore Reese Knudsen and Senior Steve Lopez continue to work on dividers for the boys bathroom urinals. During meetings with administration, we have discussed surveys and partnering with maintenance to secure a timeline for this project.
- Council member Luke Hansen is also working on an anonymous survey to garner feedback on vaping; reducing vaping on campus has become a student-driven issue and this has empowered students to find solutions.
- AP/Dual Credit Classes: Junior Sara James and Senior Steve Lopez visited our HS staff meeting to discuss increasing school rigor through an increase in dual credit offerings; they also inquired about teacher interest and the cost of bringing AP courses to Beltz.
- The council is also looking into how to improve our PBIS initiative and the token economy.
- The council also helped get us into the holiday season! With help from Mrs. Hansen, students set up our Nanook Tree and the spirit is in the air with daily holiday tunes and a countdown to the holiday break.



● **Wednesday Professional Development & Collaboration**

○ **Professional Development**

■ The third Wednesday of every month allows time for all-staff growth in a variety of capacities and on November 20th, Mr. Brown

and Ms. Tweet facilitated a session for teachers on Student Regulation Strategies. Understanding the Crisis Cycle and utilizing supports will help us to prevent escalation and behaviors that undermine a student's chance for success. Teachers practiced their strategies through role play and a little humor to lighten the mood.



- **Professional Learning Communities (PLCs) and Teaming**

- Our PLCs meet the 2nd and 4th Wednesday every month and the work continues as teams tackle challenges within their respective content areas and teaming groups.

- Updates:

- *PBIS Tier 2-3 Team:* As presented in October, the FY24 Tiered Fidelity Inventory (TFI) showed NBMHS at 38% for its Tier 2-3 implementation. Our goal is to increase this implementation percentage to 70% by the end of the 2024-2025 school year (80% is considered proficient). The team is using current school data to design and implement plans that will allow the delivery of intervention strategies (ISS, Compass Behavior Intervention, Behavior Intervention Plans).

- Improved interventions support this team's secondary goal to reduce Out of School suspensions by 20%, which requires digging into various data points. Our PBIS Rewards system allows for tracking that includes time of day, circumstances, infraction type, motivations, prevention strategies, and follow up.

- *Attendance:* This team is working to address chronic absenteeism (students who miss 10 school days or more) to compliment our ongoing initiatives (**Attendance Works**, incentives, improved tracking and outreach). A recent move is to consider utilizing our token economy within PBIS to support Nanooks who are in it to win it and at school every day.



- *Engagement:* In order to increase family and community involvement School and Climate Survey results from 63% to 70%, the Engagement team is exploring data to improve participation at conferences and other avenues to grow relationships and involvement in the Den community.

- **NBMHS Nanook News**
 - Please enjoy the **63rd Edition of the Nanook News!**
- **Social Media**
 - If you haven't already, please like our **Nome-Beltz Middle High School Facebook page** for regular updates on school activities. We hope to have an Instagram page up and running soon so that we can promote campus activities to a wider audience..

UPCOMING EVENTS FOR THE DEN:

December 2	Vision and Hearing Testing
December 11	Holiday Music Dessert Fundraiser Performance
December 23-January 3	Winter Break → No School
December 2-January 31	Winter MAP testing window
January 6	Inservice → No school
January 13-17	HS Fall Semester Review & Finals
January 17	Semester 1/2nd Quarter ends (S1/Q2)
January 20	Semester 2/3rd Quarter begins! (S2/Q3)
January 20-24	Winterim
	HS MAP testing
January 23-24	S1 report cards mailed home

December Special Education Report

Mary Donaldson, Special Education Director



Special Olympics

Ten students from Beltz competed in the state Special Olympic bowling competition on November 21-22 in Anchorage. Shout out to Dan Holmes and Stacy Spenser for coaching the team and developing friendships and a true camaraderie beyond the lanes. Once again, we're seeing SPED and non-SPED students come together, united by a shared love for sports, which continues to bridge gaps and foster lasting connections.

Reading Challenge Launch for SPED and Non- Sped Students

FIRST BOOK - *Poems of the Eskimo: I Breathe a New Song*

Special Education Teacher Stacey Spencer launched a unique reading challenge to support our SPED students in bridging academic gaps, building friendships with non-SPED peers, and extending valuable family time beyond school hours. Students select their own reading materials, encouraging a personal connection to their books. They are also invited to read alongside friends and family members, enhancing both learning and relationships

Vision and Hearing

Vision and hearing screening was completed for all children in grades K-12. We are partnering with Norton Sound and UAF on a research project to provide a comprehensive hearing exam for all children.



Nome Public Schools Director of Technology Report

Jim Shreve
10 DECEMBER 2024

Current projects

With the conversion of Apple devices JumpCloud for our Mobile Device Management (MDM) solution complete, focus is shifting to conserving additional bandwidth and improving network performance. Over the last month the Tech Department has provisioned and deployed 10 new MacMini servers (replacements for aging devices) to increase our efficiency in caching Apple updates for macOS and iPadOS devices, provide support for local delivery of MDM packages, a dedicate device for network printer installs, and to provide additional local delivery services at each school site for State testing requirements. The five Apple Caching devices deployed allow the local delivery of Apple security patches as well as operating system updates and upgrades, once one macOS or iPadOS device downloads any of these items via the Internet it is saved to one (and then all) of the caching Mac Minis. All future Apple downloads for our 400 plus Apple devices come from the local Mac Minis. In the last two weeks we have already saved over 850 Gigabytes of data download.

Still awaiting arrival of copier technician in order to conduct preventative maintenance as well as repairs on some of our aging copiers. As mentioned in last month's report, some of our copiers need to be replaced soon. I have provided estimates for next years budget for these replacements.

Ongoing creation and updates to our Tech Tips and step sheets to assist end users in the completion of tasks. Thanks to a reference from our Business Manager, we have implemented a new AI based tool, called Scribe, to assist us in these efforts. Scribe will automatically redact the majority of Personal Identifiable Information (PII) and Health Insurance Portability and Accountability Act (HIPPA) data from screen captures as we build out these documents. Scribe also offers AI generation / updates for SOPs, scheduled reminders for review of previously created documents, and the ability to embed code to our website to automatically update any edits we apply. This should assist in saving valuable time for our small department!

Future Projects - No change

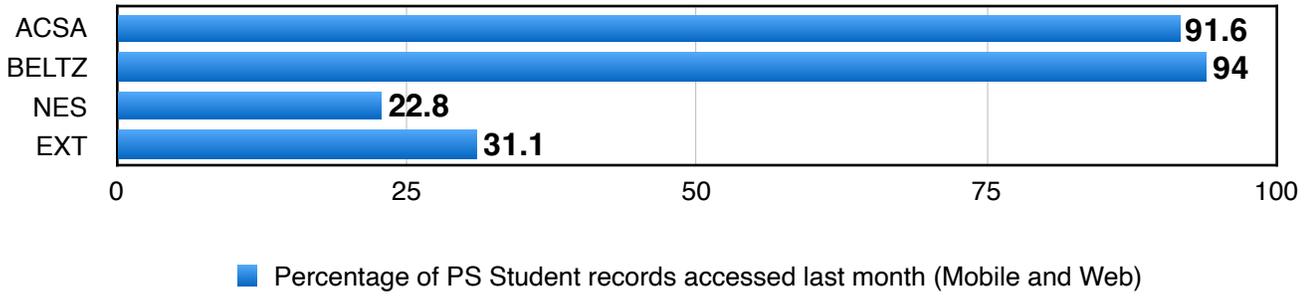
Continue to build on the District's Data Protection Policy by implementing many of the information security processes covered in the virtual Chief Information Security Officer course I am now certified in. I am identifying many policies that either need added our updated to ensure compliance with industry standards. Once I complete my list I will submit drafts of these policies to the Policy Committee.

Network diagraming 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. I have received the quote from our Juniper Switches vendor for support on this monumental task and am reviewing my budget for availability of funds.

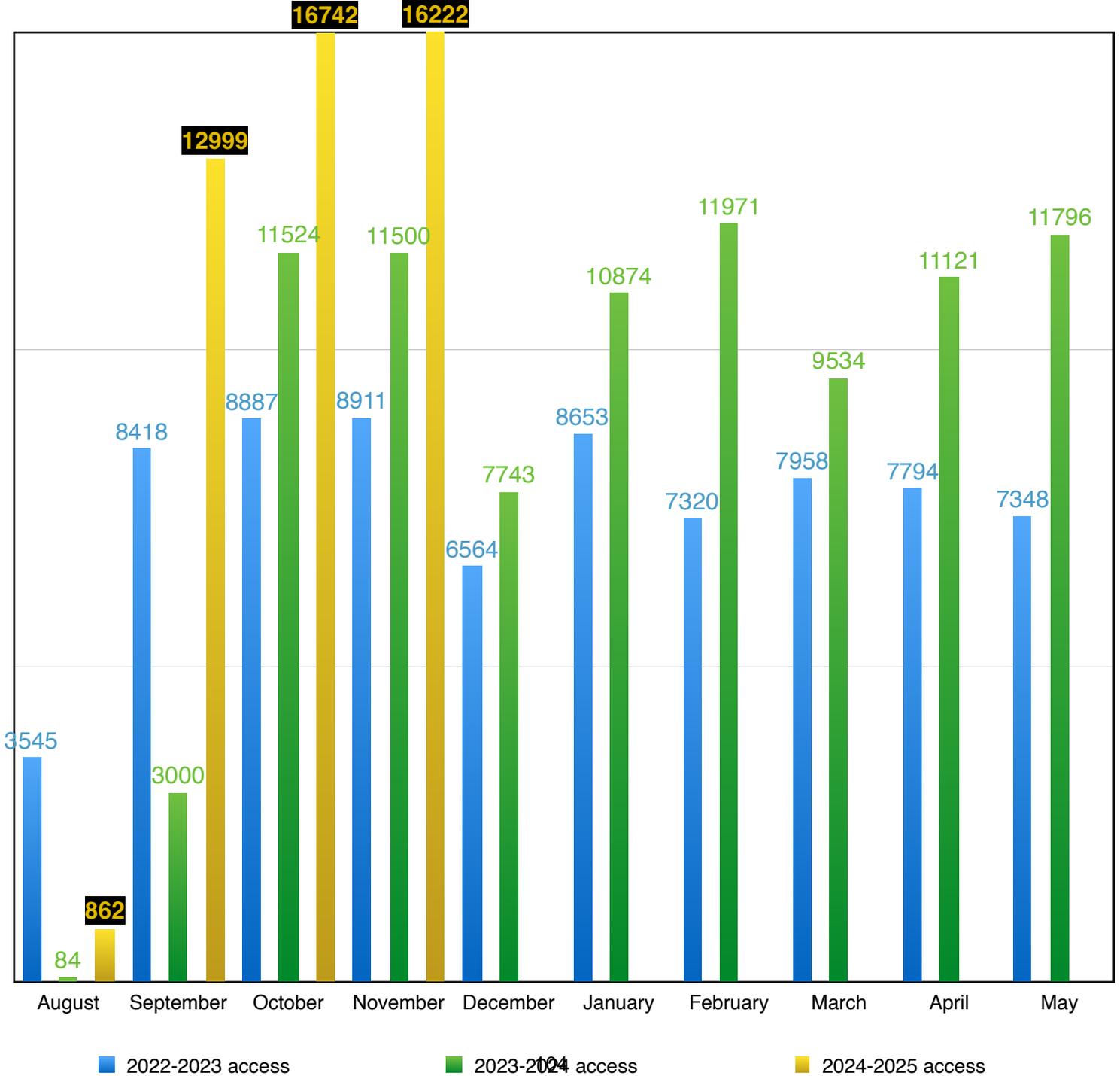
PowerSchool Online Enrollment

As of 03DEC24 the SY24-25 New Student Enrollments forms completed are at 108 (35 for Kindergarten) and the SY24-25 Returning Student Enrollment forms completed are at 451 for a total of 559 records of 663 (84.3%). There are currently 151 SY24-25 Returning Student Enrollment forms remaining. The Returning Student Enrollment window is now is scheduled to close on 21DEC24 in an effort to collect the remaining updates. Focus will now shift to setting up next years form.

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

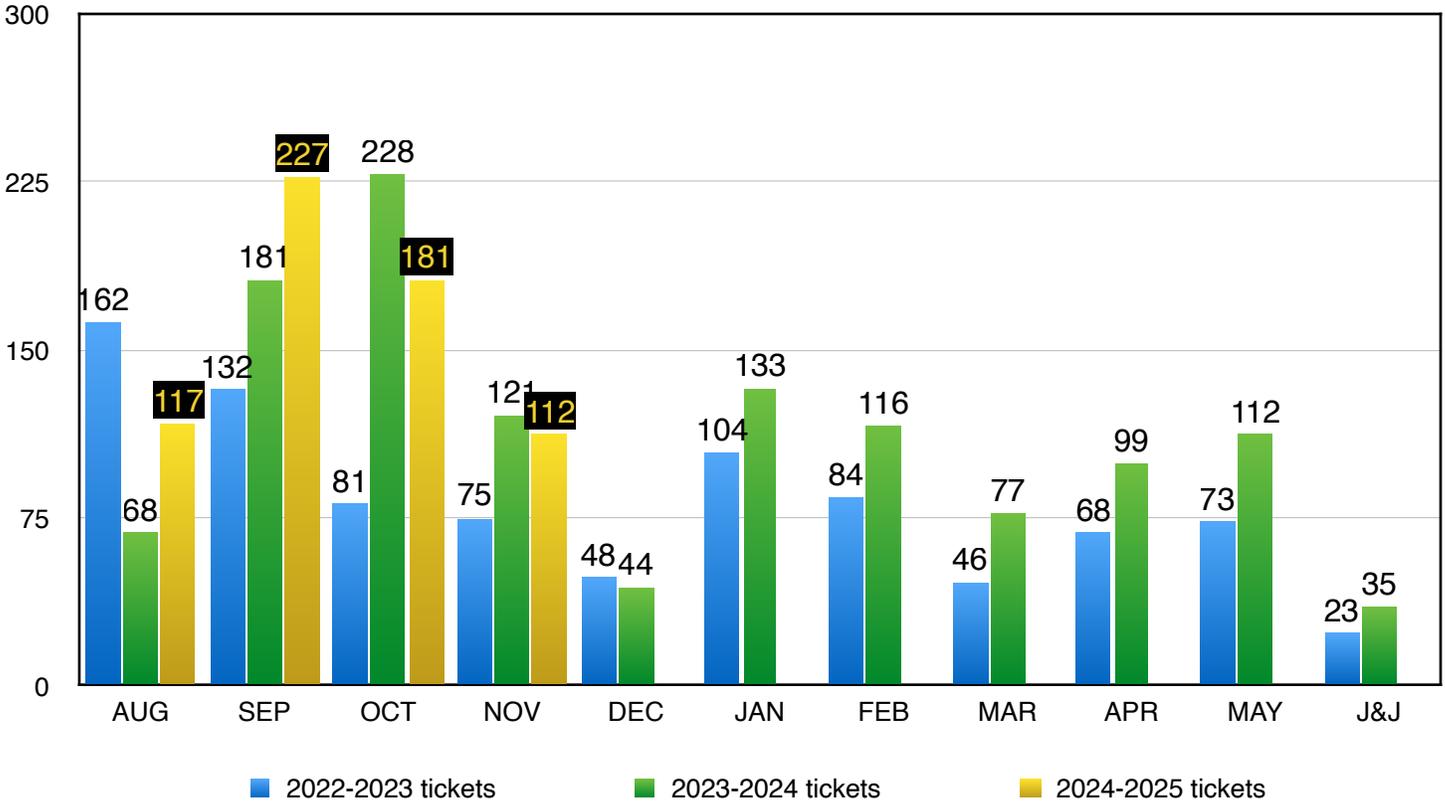


Total Parent and Student PS Web and Mobile Access Sessions



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. For last month we closed / resolved 93 of 112 (83%) of the tech requests submitted through the system. Our average response time was 1.5 hours and average resolution time was 1.4 days.



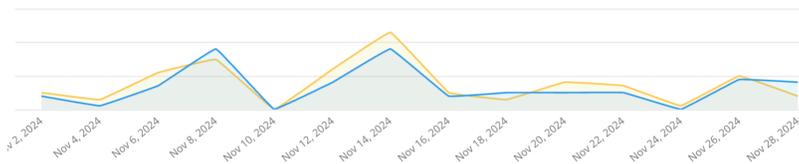
Activity

Explore ticket analytics filtered only by your permission level

11/01/2024 - 11/30/2024 FILTERS (1) TICKETS

Ticket Resolution Over Time

Closed tickets (blue line) vs. Newly submitted (orange line)



1.5 hours
Response time (avg) for all ticket statuses

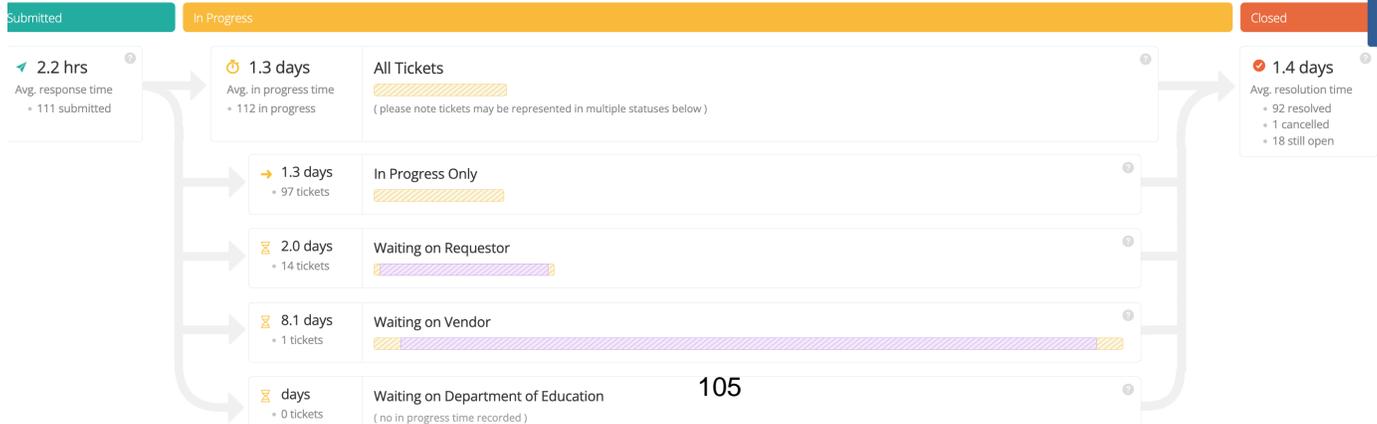
93
Tickets now closed out of 112 submitted

1.4 days
Resolution time (avg)

19
Tickets still open
2 waiting on requestor

Ticket Pipeline Analysis

Shows time spent in each status, along with ticket routing for all workflows



Nome Public Schools
Board Report
Karen Dixon, Director of Federal Programs, Curriculum, Assessments
December 10, 2024

Family/Community Engagement

The Family Engagement Transition Coordinator from the Association of Alaska School Boards has reached out to see how NPS is doing with our Family Engagement plans and events. Three individuals have been invited to participate in the ZOOM meeting.

Thank you to Darlene Trigg for helping us by reaching out to tribes to assist with the Migrant Education Program recruitment. Thank you to Annett Piscoya and Barb Gray for their commitment to get as many Certificates of Eligibility forms signed.

Culturally Relevant Curriculum

Gathering of information is ongoing. A planning meeting with Teriscovkya Smith and Dr. Michael Akes to begin initial curriculum discussions can be scheduled as early as the week of December 9-13, 2024 and depending on their weighted schedules.

Research has led me to think “outside of the box” by assessing online curriculum and professional development. Several teachers began curriculum work last school year and their work could be resources to dovetail with purchased or developed curriculum. Textbook search with curriculum committees will be researched, selected and presented to the school board.

I am fully aware of the science teachers request for a meeting and I intend to meet with them before Christmas.

Cultural and Indigenous materials are always at the forefront of curriculum integration and development.

CTE courses are being updated through the DEED CTE site. Also, collaboration with the Native American Career and Technical Education Program (NACTEP) to promote relevant technical knowledge and skills needed to prepare our students for continuing education and the workforce is preparing for the upcoming semester and next school year. Students could develop CTE skill proficiencies aligned with industry-recognized standards, gain or retain employment, or be placed in apprenticeship programs.

Value and Grow Staff

Two new recruiters are aboard, Deb Badertscher and Dr. Michael Akes.

Doug Coulter will be attending the February 2025 CTE work sessions in Anchorage.

Teachers helping with the Migrant Education Program have delivered backpacks to students and planned to have them out before the holiday season. Families who completed the clothing form last school year received their winter gear. Other families are now being served. Winter gear for the elementary and preschool age students have been ordered, so these students will soon be contacted to get their winter clothing. Kudos to teachers who helping to make this happen.

Thank you.

Nome Public School Board, Facilities Service Report, December 2024

Jonathan Duarte, Facilities Director

Maintenance Snapshot:

- Scheduled Work Order in progress: 41

Staffing:

- Custodian Rotational Supervisor- Darius Johnson
- Custodian Lead- Julianna Duarte
- Custodian III -Bill Baxter and Stan Burgess
- Custodian II- Thuong Nguyen
- Custodian I- Cody Foret, Elizabeth Nolan and Jordan Tessateskie
- Rotational Custodian - Sheryl Newyaka and Raymond Warner
- Maintenance Technician III- Laban Iyatunguk
- Maintenance Technician II - Jakob Ploch

Maintenance Department Tasks with Status:

- Apartment- Install antenna bracket mounts on building. Pending genie lift.
- Apartment- Installing blue board on foundation footing for heat retention.
- Door knob and core replacements throughout the buildings were repaired.
- Door exit signs survey completed. Awaiting battery replacements to finish the project.
- DOT- Closet faucet troubleshooting ongoing.
- HVAC Filter PM's are 20% completed.
- NBHS- Boiler 3 is out of service. Repairs are nearly complete.
- NBHS- Exterior lighting timers. Pending replacement controller board.
- NBHS- Fleet Vehicle Maintenance ongoing.
- NBHS- Gym hvac in lockers rooms serviced.
- NBHS- Gym bathroom motor repaired and operational.
- NBHS- Gym storage area cleaned and organized.
- NBHS- Gym speaker installation is pending electrician.
- NBHS- Hot water generators. Performed infield calibration and adjustments.
- NBHS- Kitchen heat exchanger needs to be replaced. Pending installation.
- NBHS- Prepping for RC carpet replacement.
- NES- Boiler 2 Power flame fan motor over current. Pending new replacement.
- NES- Classrooms 127, 129, 141 and 185 motor fans inoperable. Installing motors.
- NES- Fuel level sensor wiring installed. Pending custom sensor.
- NES- Window replacement. Awaiting quotes from available vendors.

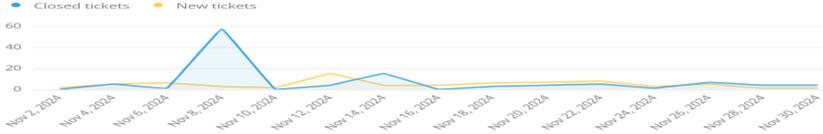
Janitorial Department Tasks with Status:

- Training new employees.
- Cleaning equipment has been maintained and serviced.

Safety Concerns:

- Keeping exterior walking surfaces sanded to mitigate slips, trips and falls.

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



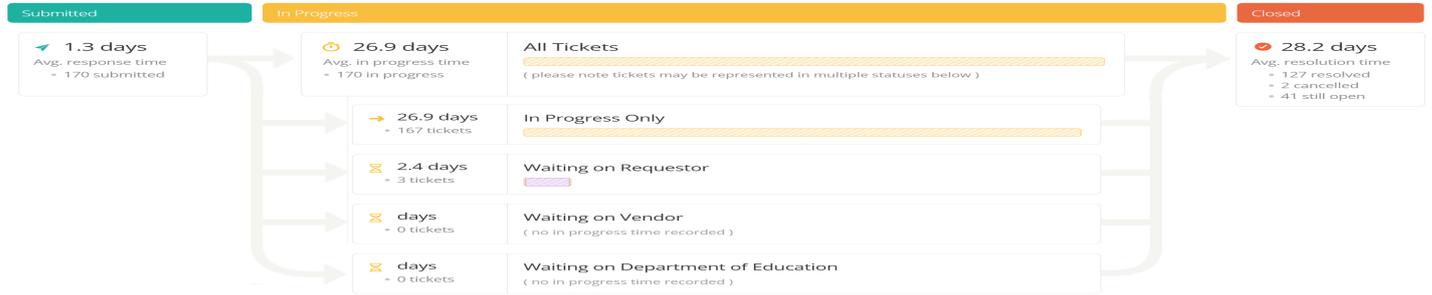
1.3 days
Response time (avg)
for all ticket statuses

129
Tickets now closed
out of 170 submitted

28.2 days
Resolution time (avg)

41
Tickets still open
1 waiting on requestor

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



Top Models (sorted by total tickets)



119.6 minutes
Avg. time logged per ticket

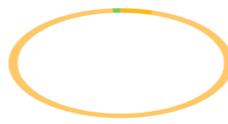
SLA Response Time

No data available

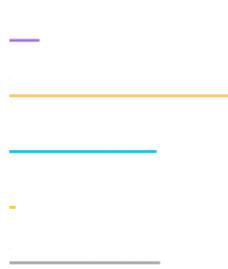
SLA Resolution Time

No data available

Tickets by Priority



Tickets Submitted For



Total Tickets Over Time



Response Time



Resolution Time



% Parts Used

No data available

Quantity Parts Used



Top 10 Parts Used

No data available

% Value Parts Used

No data available

Value Parts Used



Top Issue Categories (sorted by total tickets)



Overall Satisfaction (click bars below for specific results details)

No data available

Avg. rating (out of 5.0) Survey responses



Nome Public Schools

TO: Nome Public Schools Board of Education
THRU: Jamie Burgess, Superintendent
FROM: Genevieve Hollins, Alaska Education & Business Services, Inc.
SUBJECT: FY2025 Expenditures: 7/01/2024 through 11/30/2024
 - All Except Special Revenue Programs -
DATE: December 5, 2024

REVENUES:

	Received	Current Budget	Amount Remaining	% Received
State of Alaska - Foundation	\$ 3,692,310	\$ 8,675,092	\$ 4,982,782	42.56%
State of Alaska - One Time	577,079	1,115,538	538,459	51.73%
State of Alaska - TRS On Behalf ¹	-	785,902	785,902	0.00%
State of Alaska - PERS On Behalf ¹	-	48,240	48,240	0.00%
City of Nome	1,088,556	3,400,000	2,311,444	32.02%
Impact Aid - U.S. Government PL-874	-	90,000	90,000	0.00%
E-Rate	880,599	2,641,798	1,761,199	33.33%
Earnings on Investments	110,723	200,000	89,277	55.36%
Other (Fees/Gate/Rentals/Donations)	148,199	340,000	191,801	43.59%
Transfer In From Other Funds	600,000	600,000	-	100.00%
Decrease (Increase) of Fund Balance		239,845	239,845	0.00%
Pupil Transportation (Fund 205)	154,350	560,975	406,625	27.51%
Food Service (Fund 255)	70,399	847,000	776,601	8.31%
TOTAL REVENUES	\$ 7,322,215	\$ 19,544,390	\$ 12,222,175	37.46%

(Excluding Federal Special Revenue Programs)

EXPENDITURES:

	Expended & Encumbered	Current Budget	Amount Remaining	% Expended
General Fund (100)	\$ 6,062,797	\$ 18,136,415	\$ 12,073,618	33.43%
Pupil Transportation (205) ²	601,340	604,342	3,002	99.50%
Food Service Fund (255)	252,164	847,000	594,836	29.77%
TOTAL EXPENDITURES AND ENCUMBRANCES	\$ 6,916,300	\$ 19,587,757	\$ 12,671,457	35.31%

Percentage of Revenue Budget Recvd: 37.46%
 Percentage of Budget Expended: 35.31%
 Percentage of Year Passed: 41.92%

Days of Expenditures for this Fiscal Year: 153 Days

Remaining in Fiscal Year for Expenditures: 212 Days

Checking Account Bank Balance as of November 30, 2024 - \$7,268,471

CDs Bank Balance as of November 30, 2024 - \$2,071,224

Northrim Checking Bank Balance as of November 30, 2024 - \$2,500

¹PERS and TRS On-Behalf Revenues (and expenses) will be recorded at year-end after receipt of State's final On-Behalf report. This is only a book entry and no funds come through the District's bank account.

²All regular route costs are encumbered for the year. Budgeting to use ~ \$43,000 of Pupil Transp Fund Balance.



Nome Public Schools

MEMORANDUM

To: Board of Education
Thru: Jamie Burgess, Superintendent
From: Genevieve Hollins, Contracted CFO
Alaska Education & Business Services, Inc.
Date: December 5, 2024
Subject: **Financial Narrative**

FY2025 Budget Revision 1

Attached within this Board Packet, as an Action Item, is the FY2025 Budget Revision #1.

The District's brick-and-mortar student count was 43 less than FY2024 student count. Correspondence increased 8.15 from FY2024 student count period. Students under the correspondence program account for 33% less than brick-and-mortar students who run through the foundation formula and obtain the various increases from school size factor, district cost factor, special needs factor, and CTE factors. One student in brick-and-mortar will generate \$16k from being run through the foundation funding formula, whilst one correspondence student will generate \$5k (33% of a brick-and-mortar student) in revenue to the District.

Below are the major changes within this revision:

Revenue Changes:

1. \$410k Reduction in Foundation due to reduced student count.
2. \$715k Increase in One-Time funding from \$400k to \$1.1M (not \$1.7M). One-time funding based on reduction in student count (will know final amount mid-March 2025 as it is a proportion of NPS October student count divided by Statewide student count).
3. Increased Earnings on Investment.

Note: City appropriation is at 90% of maximum allowable based on updated tax determination info that we recently received and updated foundation based on student count.

Expense Changes:

1. Maintenance & Operations - \$215k increase to Other Purchased Services.
2. Minor changes throughout each site budget including removing unfilled vacancies that are unlikely to be filled this year.
3. Nome-Beltz Student Activities - increased budget due to increased cost for visiting team sports meals.
4. Special Education budget increased to meet Maintenance of Effort based on October Sped student count. Increased Professional/Technical services for OT, PT, Speech,

Psych services, increased Extra Duty for Sped vacancy coverage, and increased Sped supply line items.

5. Reduced Federal Programs Director salary from General Operating Fund as majority is written into several grants.
6. Increased Board of Education budget for AASB services and student/chaperone travel to Youth Leadership Institute.
7. Increased District Admin Support Services due to the PERS salary floor bill coming in \$18k higher than originally budgeted, increased liability insurance to bring to actual (offsetting reduction in property insurance), and reduced indirect cost recovery due to reduction in federal pass thru grants (COVID grants completed and therefore will not receive as much indirect).

State of Alaska Reporting

The Fund Balance Reporting (cash basis), Correspondence Program Report, and Per Pupil Expenditure (PPE) Reporting have all been completed and submitted to DEED.

Fund Balance Reporting of all Districts will be published on the Department of Education & Early Development’s website under [“Reports to Legislature”](#).

School District:	Nome Public Schools								
Fund Type	Unreserved FY25 Fund Balance As of 10/31	Total FY25 Budgeted Exp	Unreserved FB as a percentage of Current Year Exp	Nonspendable Fund Balance	Restricted Fund Balance	Committed Fund Balance	Assigned Fund Balance	Unassigned Fund Balance	Comments (Optional)
Operating Fund	719,638	17,783,791	4.05%	909,714	-	-	748,653	-	Cash Basis
Special Revenue Funds				120	483,707	2,397,917	333,960	(71,076)	Cash Basis
Capital Project Funds				-	-	3,210,073	-	(507,354)	Cash Basis
Other Governmental Funds				-	-	-	-	-	Cash Basis

Correspondence and PPE reporting will also be published by DEED within the next month.

Correspondence total allotments spent in FY24 were \$23,679.

PPE report of FY2024 expenditures is below.

Nome Public School District Per Pupil Expenditures - FY2024				
	Anvil City Science Academy	Extensions Correspondence	Nome Elementary	Nome-Beltz Middle/High
Enrollment	60.00	25.10	325.11	285.00
<u>Site-Level Expenditures</u>				
State/Local	14,192	5,007	13,601	20,322
Federal	1,798	-	2,964	2,351
Site-Level Total	15,990	5,007	16,565	22,673
<u>Site Share of District Expenditures</u>				
State/Local	4,833	4,833	4,833	4,833
Federal	327	327	327	327
Site Share of District Total	5,160	5,160	5,160	5,160
Total School Expenditures	\$ 21,150	\$ 10,167	\$ 21,725	\$ 27,833

Calendar Year-End W2's and 1099's

Calendar year-end is quickly approaching! The annual W2s and applicable 1099s will be processed and disseminated in January 2025! ACA 1095 forms will be processed through our onboarding system.

Standard Operating Procedure (SOP) #31 - Volunteers

SOP #31 - Volunteers - Will be presented at next Board meeting after further review/revisions.

Thank you!

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 1st Read

Date: September 10, 2024

Administrator: Jamie Burgess, Superintendent

Attachments: Board Policies

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

BACKGROUND INFORMATION

The Board Policy Committee met on November 22nd and reviewed Board Policy Updates recommended by the Alaska Association of School Boards and the Superintendent.

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

BP 1250 – Volunteer Assistance – clarifies that background checks are required for volunteers, but not school visitors.

BP 4112.10 – Employment of Retired Teachers – incorporates provision of HB230, which passed into law this past summer. Specifics that a retired long-term substitute can work for a maximum of 165 days in a school year.

BP 5131.1 – Bus Conduct – clarifies expectations for students riding the bus.

BP 5131.5 – Vandalism, Theft and Graffiti – revised to reflect the removal of BP 5125.3, which means the district will no longer withhold grades, diplomas, or transcripts for debts for lost or damaged items. The district may pursue other means to seek reparations.

BP 5131.6 – Alcohol and Other Drugs – revised to be in compliance with HB202, which passed into law this past summer. Districts are required to have opioid overdose drugs available at each school building and at school-sponsored events, and to have at least one person trained in administration of these drugs at each school site.

BP 5141.3 – Health Examinations – revises language to clarify that districts may require health examinations for students to participate in extracurricular activities.

BP 5141.31 – Immunizations – clarifies that under state law, personal or philosophical opposition to vaccinations is not sufficient to receive an exemption from state mandatory vaccination requirements. Students who are considered homeless may be provisionally admitted without a vaccination record.

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

BP 5141.42 – Professional Boundaries of Staff with Students – adds a reporting time frame, and a statement regarding a prohibition against behavior with former students for one year after graduation/withdrawal, regardless of age.

BP 5141.51 – At Risk Youths – updates the policy to include best practice language and clarify districts should be active in identifying students in need of aid.

BP 6161.2 – Damaged or Lost Instructional Materials and Equipment - revised to reflect the removal of BP 5125.3, which means the district will no longer withhold grades, diplomas, or transcripts for debts for lost or damaged items. The district may pursue other means to seek reparations.

ADMINISTRATIVE RECOMMENDATION

The administration recommends first read of BP 1250 Volunteer Assistance, BP 4112.10 Employment of Retired Teachers, BP 5131.1 Bus Conduct, BP 5131.5 Vandalism, Theft and Graffiti, BP 5131.6 Alcohol and Other Drugs, BP 5141.3 Health Examinations, BP 5141.31 Immunizations, BP 5141.42 Professional Boundaries of Staff with Students, BP5141.51 At-Risk Youths, BP 6161.2 Damaged or Lost Instructional Materials and Equipment.

Sample Motion: I move to approve the first read of BP 1250 Volunteer Assistance, BP 4112.10 Employment of Retired Teachers, BP 5131.1 Bus Conduct, BP 5131.5 Vandalism, Theft and Graffiti, BP 5131.6 Alcohol and Other Drugs, BP 5141.3 Health Examinations, BP 5141.31 Immunizations, BP 5141.42 Professional Boundaries of Staff with Students, BP5141.51 At-Risk Youths, BP 6161.2 Damaged or Lost Instructional Materials and Equipment.

BP 1250 VOLUNTEER ASSISTANCE

The School Board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The School Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students.

The Superintendent or designee may authorize the use of volunteers. The Superintendent or designee shall establish regulations to protect the safety of both students and volunteers.

All persons who wish to volunteer service with or around students must undergo a background check.

Like employees and students, volunteers shall act in accordance with district policies and regulations.

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

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

(cf. [4112.5 / 4212.5 / 4312.5](#) – Security Check)

(Revision date)

Revised 04/2017

Adopted: June 10, 2003

Nome Public Schools

BP 4112.10 EMPLOYMENT OF RETIRED TEACHERS

Note: Effective November 8, 2018, [AS 14.20.136](#) authorizes schools districts to hire retired teachers in cases of teacher shortages. Retired teachers hired under this statutory provision may elect to continue receiving TRS benefit payments during the period of reemployment. A contract for reemployment of a retired teacher hired under [AS 14.20.136](#) may not be for more than 12 consecutive months. [Under AS 14.20.020\(g\), a retired teacher may teach as a long-term substitute for not more than 165 consecutive days of a school term.](#)

If the teacher retired under the defined benefit retirement system, the teacher must be retired for at least 60 days if 62 years of age or older, or at least six months if under 62 years of age, before reemployment. In addition, if the teacher is reemployed by the same district that employed the teacher upon retirement, the teacher must certify that there was no prearranged agreement with the school district to hire the teacher after retirement.

Prior to the hire of retired teachers under this statute, the school board must adopt a policy that permits the employment of retired teachers who are qualified to teach in those disciplines or specialties in which a shortage of teachers exists. The policy must describe the circumstances that constitute the shortage.

This optional policy may be utilized by districts desiring to hire retired teachers in cases of teacher shortages, as authorized by [AS 14.20.136](#).

It is the policy of the School Board that teacher vacancies be filled in a timely manner by qualified personnel. The District administration is authorized to employ retired teachers in accordance with [AS 14.20.136](#) in cases of teacher shortages, and to notify the Administrator of the Teachers' Retirement System that it is hiring retired teachers pursuant to that statutory provision.

The hiring of retired teachers is authorized in those disciplines or specialties in which a shortage of teachers exists despite active recruitment efforts. A shortage is deemed to exist for those open positions that the administration has been unable to fill with qualified candidates, despite recruitment, public advertising for at least 10 business days, interviews, and the offering of positions to qualified candidates, if any.

(cf. 4111 Recruitment and Selection)

Legal Reference

ALASKA STATUTES

[14.20.136](#) Reemployment of member of teachers' retirement system

[14.25.043](#) Reemployment of retired members

[14.20.165](#) Restoration of tenure rights

(Revision date)

Adopted: March 9, 2021

Nome Public Schools

BP 5131.1 BUS CONDUCT

Positive, civil, and respectful behavior contributes to the safety and well-being of school bus passengers, drivers, and others. While preparing to ride, riding, or leaving the bus, students are required to observe school behavioral rules, bus safety regulations, and standards of conduct that provide for their safety and welfare, and the safety and welfare of others. Serious and/or repeated disciplinary problems on the bus may result in a student having their riding privileges suspended.

The Superintendent or designee shall inform parents/guardians and students of regulations related to bus conduct, bus driver authority, and the suspension of riding privileges.

(cf. 3540 et seq. - Transportation)

(Revision date)

Adopted: June 10, 2003

Nome Public Schools

BP 5131.6 ALCOHOL AND OTHER DRUGS

Note: *Districts must have in place written standards to address the needs of students for whom mental health or substance abuse may be a contributing factor to noncompliance with the school disciplinary and safety program. [AS 14.33.120\(a\)\(6\)](#). In addition, districts receiving funds for prevention programs pursuant to the Drug-Free Schools and Community Act of 1986, as amended by the Every Student Succeeds Act are required to have a policy on drug abuse prevention instruction and procedures for eliminating the sale or use of alcohol and other drugs. ESSA also requires that those districts inform and involve parents in violence and drug prevention efforts. Districts must make reasonable efforts to inform parents of the content of safe and drug-free school programs and activities other than classroom instruction. If a parent objects in writing, the district must withdraw the student from the program or activity. [AS 14.30.360](#) encourages districts to provide K-12 health education, including alcohol and drug abuse education. The following sample policy may be revised as appropriate.*

Note: *Despite the passage of [AS 17.38](#), effective February of 2015, which authorizes the use of marijuana under certain conditions, all use, possession and distribution of marijuana by those under 21 is illegal. In addition, as a recipient of federal funds, the district is obligated to maintain a drug-free workplace consistent with federal law, which prohibits the manufacture, distribution, possession and sale of marijuana for all individuals, regardless of age. For purposes of the district's policy and legal obligation, marijuana is prohibited.*

(cf. E 4020 Drug and Alcohol-Free Workplace Notice to Employees)

Because the use of alcohol and other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences, the School Board intends to keep district schools free of alcohol and prohibited drugs.

Alcohol, marijuana, and other controlled substances are prohibited for use or possession by students. The School Board desires that every effort be made to reduce the chances that our students will begin or continue the use of alcohol and other drugs. The Superintendent or designee shall develop a comprehensive prevention program that includes instruction, intervention, recovering student support, and enforcement/discipline. The Superintendent or designee shall clearly communicate to students, staff and parents/guardians all School Board policies, regulations, procedures and school rules related to this prevention program. Special efforts shall be made to ensure that these materials are understood by parents/guardians and students of limited literacy or limited English proficiency.

Note: Drug use by students is not limited to illegal drugs and can also include abuse of prescription drugs and over-the-counter medications. There is also a growing problem of youth using what are commonly referred to as designer or synthetic drugs. Designer or synthetic drugs come in various forms and may be a chemical compound, a plant-based substance, or a combination. Common names for these drugs include bath salts, K2, spice, salvia, and synthetic marijuana. These drugs have serious and dangerous effects. Synthetic marijuana is an illegal substance in Alaska. [AS 11.71.040-.050](#), [11.71.160](#). The following optional language prohibits the possession, use, or distribution of “prohibited drugs,” which includes all dangerous substances that pose a risk to district students.

Specifically, the School Board prohibits the actual or attempted sale, distribution, use, or possession by a student of alcohol, prohibited drugs or inhalants, drug paraphernalia, substances that are designed to look or act like prohibited drugs or alcohol, or substances purported to be prohibited drugs or alcohol. Prohibited drugs are defined as:

1. Drugs that are illegal if possessed by those under 21, under any local, state, or federal law; or any drug that can be legally obtained but which has been obtained through illegal means.
2. Alternatives to illegal drugs such as designer or synthetic drugs, whether or not prohibited by law, which are purported to, designed to, or which do impair, restrict, or alter normal cognitive function when absorbed, ingested, injected, or inhaled.
3. Prescription drugs that are not legally obtained or prescribed, are not being used for the prescribed purpose, are being used in excess of the prescribed amount, are being used by other than the person to whom prescribed, or are being sold, traded or distributed.

Recognizing that keeping schools free of alcohol and other drugs is a concern common to the district and community, the School Board supports cooperation among schools, parents/guardians, law enforcement and other appropriate community organizations involved in preventing alcohol and drug abuse.

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

Note: Districts are required to establish a citizen advisory committee in order to receive [Public Law 99-570](#) funds. Additionally, [AS 14.33.110](#) requires that the school disciplinary and safety program maintain community standards of school behavior that are developed by members of each school, including students, parents, teachers, school administrators, and other responsible persons.

To obtain the widest possible input and support for district policies and programs, the School Board shall appoint a districtwide school-community advisory committee to

make recommendations related to the prevention of alcohol and other drug abuse. The committee should make its recommendations based on input from students, parents, teachers, school administrators, and community members. The School Board also encourages the use of site-level advisory groups in this area.

(cf. 1220 - Advisory Questions)

Opioid Overdose Protection

In accordance with AS 14.30.145, the Superintendent shall ensure that:

1. A person trained to administer an opioid overdose drug is on site when the main school building of each school in the school district is open to students or staff, including periods when the school building is open before and after school hours and during weekend activities; and during each school-sponsored event conducted on school grounds.
2. The main school building of each school in the school district has at least two doses of an opioid overdose drug available on site; and
3. At least one dose of an opioid overdose drug is available during a school-sponsored event conducted on school grounds.

Per AS 14.30.145, a school district, school, or individual is not liable for civil damages for an injury to another individual resulting from a failure to possess or maintain an opioid overdose drug as required by the statute.

Instruction

The district shall provide preventative instruction which helps students avoid the use of alcohol, marijuana, or other drugs and teaches students how to influence their peers to avoid and/or discontinue the use of alcohol or drugs. Instruction shall be designed to answer students' questions related to alcohol and drugs.

The instructional programs will help students obtain and use current and accurate information, including impacts of historical trauma in order to develop and maintain a positive self-concept, take positive actions to cope with stress, and use appropriate social and personal skills to resist involvement with alcohol and drugs.

The curriculum will be K-12, comprehensive and sequential in nature and suited to meet the needs of students at their respective grade levels. All instruction and related materials shall stress the concept that alcohol and prohibited drugs can be dangerous and should never be used when such use is illegal.

The School Board encourages staff to display attitudes and behaviors which make them positive role models for students with regard to alcohol, marijuana and other drugs. Staff

should help students see themselves as responsible partners in efforts to maintain a safe, constructive school climate.

The School Board recognizes that children exposed to alcohol or other drugs prior to birth may have disabilities requiring special attention and modifications in the regular education program. The Superintendent or designee shall provide appropriate staff training in the needs of such students as required by law.

Note: [AS 14.20.680](#) requires training for teachers, administrators, counselors and specialists on the needs of students with alcohol or drug-related disabilities, including medical and psychological characteristics, family issues, and specific educational needs.

(cf. 6142.2 - AIDS Instruction)

(cf. 6143 - Courses of Study)

(cf. 6159 - Individualized Education Program)

Intervention

The community has been impacted by historical trauma and the effects of colonization that still last today. The District acknowledges that alcohol and drug abuse are symptoms of this trauma in Alaska Native youth and adults and building a strong cultural identity is crucial to reducing the levels of substance abuse. Staff should be educated in the long-term effects of historical trauma in order to understand why the high rates of substance abuse in Alaska occur.

The School Board recognizes that there are students on our campuses who use alcohol and other drugs and can benefit from intervention. The School Board supports intervention programs that include the involvement of students, parents/guardians and community agencies/organizations.

School personnel should be trained to identify symptoms which may indicate use of alcohol and other drugs. The Superintendent or designee shall identify responsibilities of staff in working with, intervening, and reporting students suspected of alcohol and other drug use.

Students and parents/guardians shall be informed about the signs of alcohol and other drug use and about appropriate agencies offering counseling.

Nonpunitive Self-Referral

The School Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who self-disclose past use of alcohol or other drugs in order to seek help to quit using shall not be punished or disciplined for such past use. State and local extra-curricular

activities eligibility rules may apply further conditions related to the admission of drug or alcohol use.

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and prohibited drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. Students possessing, selling and/or using alcohol, marijuana or other drugs or related paraphernalia shall be subject to disciplinary procedures which may result in suspension or expulsion.

(cf. 5144.1 - Suspension and Expulsion)

School authorities may search students and school properties for the possession of alcohol, marijuana and other drugs as long as such searches are conducted in accordance with law.

(cf. 5145.12 - Search and Seizure)

Legal Reference:

ALASKA STATUTES

[04.16.080](#) Sales or consumption at school events

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

[14.30.145](#) **Opioid overdose drugs**

[14.30.360](#) Health education curriculum; physical activity guidelines

[14.33.110-.140](#) Required School Disciplinary and Safety Program

[17.38.010-900](#) The Regulation of Marijuana

[47.37.045](#) Community action against substance abuse grant fund

UNITED STATES CODE

Elementary and Secondary Education Act, [20 U.S.C. §§ 7116, 7163](#) as amended by the Every Student Succeeds Act, [P.L. 114-95](#)

(Revision date)

Revised 10/2022

Revised 03/2015

Nome Public Schools

BP 5141.3 HEALTH EXAMINATIONS

Note: Effective June 30, 2016, districts are no longer required by state law to provide for or require each child to have a physical examination upon entry into school and at regular intervals as determined by the school board. The requirement that school districts provide vision and hearing screening examinations remains. While districts are no longer required to provide for and require physical examinations of every child attending school, the Department of Health and Social Services may require the district to conduct physical examinations it considers necessary and may reimburse the district for examinations. The following optional policy may be revised or deleted as needed.

The School Board recognizes the importance of and encourages periodic comprehensive physical health examinations, especially upon entry into school at the beginning of the school year. In order to identify barriers to learning, and determine whether treatment or special adaptations of the school program may be necessary, the School Board shall require vision and hearing screening examinations upon entry into school or as soon as practical, and at regular intervals, as necessary. All personnel employed to examine students shall exercise proper care of each student being examined and shall ensure that the examination results are kept confidential.

Note: If a school district will be using federal money to perform exams or screenings on students, the district must annually notify parents of the exam or screening, except for hearing, vision, or scoliosis screenings. The following language implements federal law.

The district will annually notify parents of physical exams or screenings of students, except for routine vision, hearing, or scoliosis screenings.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity.

(cf. 6145.2 – Interscholastic Competition)
(cf. 5112.2 - Exclusions from Attendance)
(cf. 5141.22 - Infectious Diseases)

Legal Reference:

ALASKA STATUTES

14.30.065 Supervision

14.30.070 Physical examination required

14.30.127 Vision and hearing screening examinations

ALASKA ADMINISTRATIVE CODE

4 AAC 06.055 Immunizations required

UNITED STATES CODE

42 U.S.C. §§12101 et seq. (2014)

20 U.S.C. §§1232g (2013)

[20 U.S.C. §§1232h](#) (2002)
[29 U.S.C. §794\(a\)](#) (2002)

CODE OF FEDERAL REGULATIONS
[34 C.F.R. pt. 99](#) (2011)

(Revision date)
Revised 12/2016
Revised 10/2016

Nome Public Schools

BP 5141.31 IMMUNIZATIONS

Note: Effective July 1, 2009, school children must be immunized against varicella.

Prior to first entry into school, a child must be fully immunized as required by law against diphtheria, pertussis, tetanus, polio, measles, rubella, mumps, hepatitis A, and hepatitis B. Children over the age of 12 shall not be required to be immunized against rubella ([4 AAC 06.055](#)).

Any student who does not show evidence of required immunization or who does not present a letter or affidavit from the parent/guardian or physician, physician's assistant, or advanced nurse practitioner stating reasons for exemption based on medical reasons or religious beliefs, as set forth in 4 AAC 06.055(b), shall be excluded from school until such time as the immunization is obtained or affidavit of exemption has been filed with the school. Exemptions must renewed annually. Personal or philosophical objections to immunizations are not permitted per 4 AAC 06.055.

The Superintendent or designee shall exclude those students who fail to meet immunization requirements as required by law.

Provisional Admission

Where regular weekly medical services are not available, the Superintendent or designee may grant provisional admission to students in exceptional circumstances for up to 90 days.

Homeless students, under the definition of the McKinney-Vento Homeless Assistance Act, who do not have a record of required immunizations may be provisionally enrolled for up to 30 days if a parent or legal guardian attests in writing that they have received the required immunizations.

(cf. 5112.2 - Exclusion)

(cf. 5112.6 Education for Homeless Children and Children in Foster Care

Legal References:

ALASKA STATUTES

[14.30.065](#) Supervision

[14.30.125](#) Immunization

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.055](#) IMMUNIZATIONS REQUIRED

(Revision date)

Adopted: June 10, 2003

Nome Public Schools

BP 5141.42 PROFESSIONAL BOUNDARIES OF STAFF WITH STUDENTS

Purpose

The District is committed to protecting children from inappropriate conduct by adults, including school staff and volunteers. The purpose of this policy is to provide all staff, students, volunteers and community members with information about their role in protecting children. This policy applies to all district staff and volunteers. For purposes of this policy and its administrative regulation, the terms “district staff,” “staff member(s),” and “staff” also includes volunteers.

General Standards

Maintain professional boundaries: The board expects all staff to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries with students.

The interactions and relationships between district staff and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the district’s educational mission.

District staff will not intrude on a student’s physical and/or emotional boundaries unless the intrusion is necessary to serve a bona fide health, safety, or educational purpose. An educational purpose is one that relates to the staff member’s duties as an educator. Additionally, staff members are expected to avoid any appearance of impropriety in their conduct when interacting with students.

Report violations of professional boundaries: Whenever a staff member observes another staff member engaging in inappropriate boundary invasions with a student, they must report what they have observed to administration within 72 hours. ***When in doubt, report it out.***

Preexisting, outside relationships with students: The board recognizes that staff may have familial and pre-existing social relationships with parents/guardians/caretakers of students and students. This could create dual relationships with students. Staff members should use sound professional judgment when they have a dual relationship with students to avoid violating this policy. In all such relationships staff should avoid any appearance of impropriety with any student and any appearance of favoritism toward any student.

Staff members shall pro-actively discuss dual relationship circumstances with their building administrator or supervisor. Regardless of any preexisting relationship with students outside of work, when on the job as an educator, staff shall abide by this policy and its accompanying administrative regulations.

Boundary invasions and recent graduates/withdrawn students: Staff should refrain from engaging in activities described herein with former students for a full year subsequent to their graduation and/or withdrawal from the district, regardless of the legal age of the former student, to avoid the appearance of impropriety or the suggestion that an inappropriate relationship may have begun while the former student was still enrolled with the district.

Use of technology: The board supports the use of technology to communicate for educational purposes. However, unless the student is the staff member's own child, staff are prohibited from communicating privately with students on-line or from engaging in any conduct on social networking websites that violates the law, district policies or procedures, or other generally recognized professional standards.

Staff whose conduct violates this policy may face disciplinary and/or termination consistent with the district's policies and procedures, acceptable use agreement, and collective bargaining agreements, as applicable.

Training: The Superintendent or Superintendent's designee will develop staff training relating to this policy, including protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

(cf. 4131 – Certificated Staff Development)

(cf. 5131.43 – Harassment, Intimidation and Bullying)

(cf. 5137 – Positive School Climate)

(cf. 5141.4 – Child Abuse and Neglect)

(cf. 6161.4 – Internet)

cf. 6161.5 – Web Sites/Pages)

ALASKA STATUTES

[11.61.120](#) *Harassment in the second degree*

[14.08.111](#) *Duties*

[14.14.090](#) *Duties of School Boards*

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

[14.30.360](#) *Curriculum (health and safety education*

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

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

[14.33.220](#) *Reporting no reprisals*

[14.33.230](#) *Immunity from suit*

[14.33.250](#) *Definitions*

[47.14.300](#) *Multidisciplinary Child protection teams*

[47.17.010](#) *Child protection*

[47.17.020](#) *Persons required to report*

[47.17.022](#) *Training*

Adopted: June 09, 2020

Nome Public Schools

BP 5141.51 AT-RISK YOUTHS

The School Board recognizes that personal, social, economic, and health circumstances of children and families may contribute to students' risk of school failure. District personnel must be concerned for the personal development of students, as well as their academic development. District assessments and evaluations shall be used to identify students performing well below grade-level or at risk of failing to meet district standards.

The Superintendent or designee shall investigate and recommend programs that address the needs of at-risk youths. At-risk youths include, but are not limited to, those students who abuse drugs or alcohol, engage in self-harm or express suicidal ideations, have serious attendance problems, drop out of school, are abused or neglected, are experiencing homelessness, or are pregnant or parenting minors.

Program planning should examine, but is not limited, to the following:

1. Classroom learning experiences and the integration of primary prevention programs into the classroom.
2. Staff professional development.
3. District liability.
4. Community resources.
5. Crisis response/intervention teams.
6. Peer counseling.
7. Parent/guardian education.
8. Student Study Teams.
9. Kindergarten through 12 counseling and guidance curriculum.
10. Attendance and policy procedures.
11. Student discipline.
12. Alternative programs.

(cf. 5131.6 - Drugs, Alcohol and Tobacco)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5141.52 - Suicide Prevention)

(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 5147 - Dropout Prevention Program)

(cf. 5148 - Child Care)

(Revision date)

Revised 3/2016

Nome Public Schools

BP 6161.2 DAMAGED OR LOST INSTRUCTIONAL MATERIALS AND EQUIPMENT

The School Board recognizes that instructional materials are an expensive district resource. The Superintendent or designee may establish procedures in accordance with law to protect instructional materials from damage or loss.

Instructional materials and equipment provided for use by students remain the property of the district. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

When materials and equipment are lost or so damaged that they are no longer usable, the student shall be responsible for reparation equal to the current replacement cost of the materials. When materials are damaged but still usable, the Superintendent or designee shall determine a lesser charge.

If it can be demonstrated to the Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials and equipment issued to him/her, the Superintendent or designee may excuse the student/parent/guardian from payment of reparation.

(cf. 5131.5 - Vandalism, Theft and Graffiti)
(cf. 3515.4 Recovery for Property Loss or Damage)

(Revision date)

Adopted: June 10, 2003

Nome Public Schools

SCHOOL BOARD COMMUNICATION

Title: Approval of a Resolution to Increase the BSA

Date: December 10, 2024

Administrator: Jamie Burgess, Superintendent

Attachments: Resolution #24-02

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

BACKGROUND INFORMATION

In consideration of the district’s financial condition and the need for predictable and adequate funding, the administration is requesting that the Board approve a resolution to be shared with our legislators, staff and the community of Nome that requests that the Legislature provide an increase to the BSA which takes into account inflation over the years of flat funding, and to allow Nome Public Schools to restore positions which have been cut over the years, provide staff with pay increases that keep up with inflation and the increases in housing and cost of living.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of Resolution 24-02 calling for a permanent increase to the Base Student Allocation.

Sample Motion: I move to approve Resolution 24-02 calling for a permanent increase to the Base Student Allocation.

Nome Public Schools Board of Education
December 10, 2024
RESOLUTION 24-02

TITLE: A RESOLUTION CALLING FOR PRIORITIZED FUNDING FOR PUBLIC EDUCATION TO ENSURE TIMELY, RELIABLE, AND PREDICTABLE FUNDING FOR ALASKA’S PUBLIC SCHOOLS, EDUCATORS, AND STUDENTS

WHEREAS: Nome Public Schools exists to provide culturally responsive and high-quality educational opportunities for the children of Nome; and

WHEREAS: The mission of Nome Public Schools is to inspire and empower students to be culturally grounded responsible citizens who are deeply connected to our community and world; and

WHEREAS: The State of Alaska is constitutionally mandated to operate and maintain a system of public schools open to all children of the State; and

WHEREAS: Predictable and adequate funding is essential for healthy management of districts, maintaining high educational standards, recruiting and retaining highly skilled educators, and academic success; and

WHEREAS: In 2024, the Legislature prioritized education funding, but in the wake of the administration’s veto coupled with prolonged flat funding, rising inflation, and escalating costs in healthcare, transportation, operations, and maintenance, has eroded Nome Public Schools’ purchasing power and ability to adequately pay staff, making it increasingly difficult to support student achievement; and

WHEREAS: One-time funding poses undue burdens on school districts with respect to developing bargaining agreements with staff and the ability to develop budgets for future fiscal years; and

WHEREAS: It is imperative that the State invest in education to reverse the ongoing out-migration and economic decline in the State of Alaska and the Bering Strait Region; and

WHEREAS: Shifting state expenditure responsibilities onto local governments undermines municipalities’ ability to fund vital programs such as community services and public safety, which is vital to the well-being of students and families.

NOW THEREFORE BE IT RESOLVED that the members of the Nome Public Schools Board of Education urge the State of Alaska to raise the Base Student Allocation (BSA) according to the analysis by the Legislative Finance Department which addresses the impact of inflation since 2011, and to ensure the BSA increases going forward on at least a biennial basis in accordance with inflation.

BOARD ACTION:

Approved on _____, 2024. 135

Board President

Board Vice-President

SCHOOL BOARD COMMUNICATION

Title: Approval of FY25 Budget Revision #1

Date: December 10, 2024

Administrator: Jamie Burgess, Superintendent, and Genevieve Hollins, CFO

Attachments: FY25 Budget Revision #1

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

BACKGROUND INFORMATION

Presented for the Board’s information and approval is the FY2025 Budget Revision #1

The District’s brick-and-mortar student count was 43 less than FY2024 student count, and lower than what was budgeted for. Correspondence increased 8.15 from FY2024 student count period. One student in brick-and-mortar will generate \$16k, whilst one correspondence student will generate \$5k (33% of a brick-and-mortar student) in revenue to the District.

Below are the major changes within this revision:

Revenue Changes:

1. \$410k Reduction in Foundation due to reduced student count.
2. \$715k Increase in One-Time funding from \$400k to \$1.1M. One-time funding based on reduction in student count (will know final amount mid-March 2025).
3. Increased Earnings on Investment.

Note: City appropriation is at 90% of maximum allowable based on updated tax determination info that we recently received and updated foundation based on student count.

Expense Changes:

1. Maintenance & Operations – \$215k increase to Other Purchased Services.
2. Minor changes throughout each site budget including removing unfilled vacancies that are unlikely to be filled this year.
3. Nome-Beltz Student Activities – increased budget due to increased cost for visiting team sports meals.
4. Special Education budget increased to meet Maintenance of Effort based on October Sped student count. Increased Professional/Technical services for OT, PT, Speech,

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increased Extra Duty for Sped vacancy coverage, and increased Sped supply line items.

5. Reduced Federal Programs Director salary from General Operating Fund as majority is written into several grants.
6. Increased Board of Education budget for AASB services and student/chaperone travel to Youth Leadership Institute.
7. Increased District Admin Support Services due to the PERS salary floor bill coming in \$18k higher than originally budgeted, increased liability insurance to bring to actual (offsetting reduction in property insurance), and reduced indirect cost recovery due to reduction in federal pass thru grants (COVID grants are finished)

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the FY2025 Budget Revision #1.

Sample Motion: I move to approve FY2025 Budget Revision #1.



Nome Public Schools

Together, strong in identity, potential, purpose

NOME PUBLIC SCHOOLS

FY 2025 BUDGET REVISION #1

For Board Approval December 10, 2024

Mrs. Darlene Trigg, President

Mrs. Jamie Burgess, Superintendent

Ms. Marjorie Tahbone, Vice-President/Clerk

Mrs. Nancy Mendenhall, Board Member

Mr. Jon Gregg, Board Member

MISSION

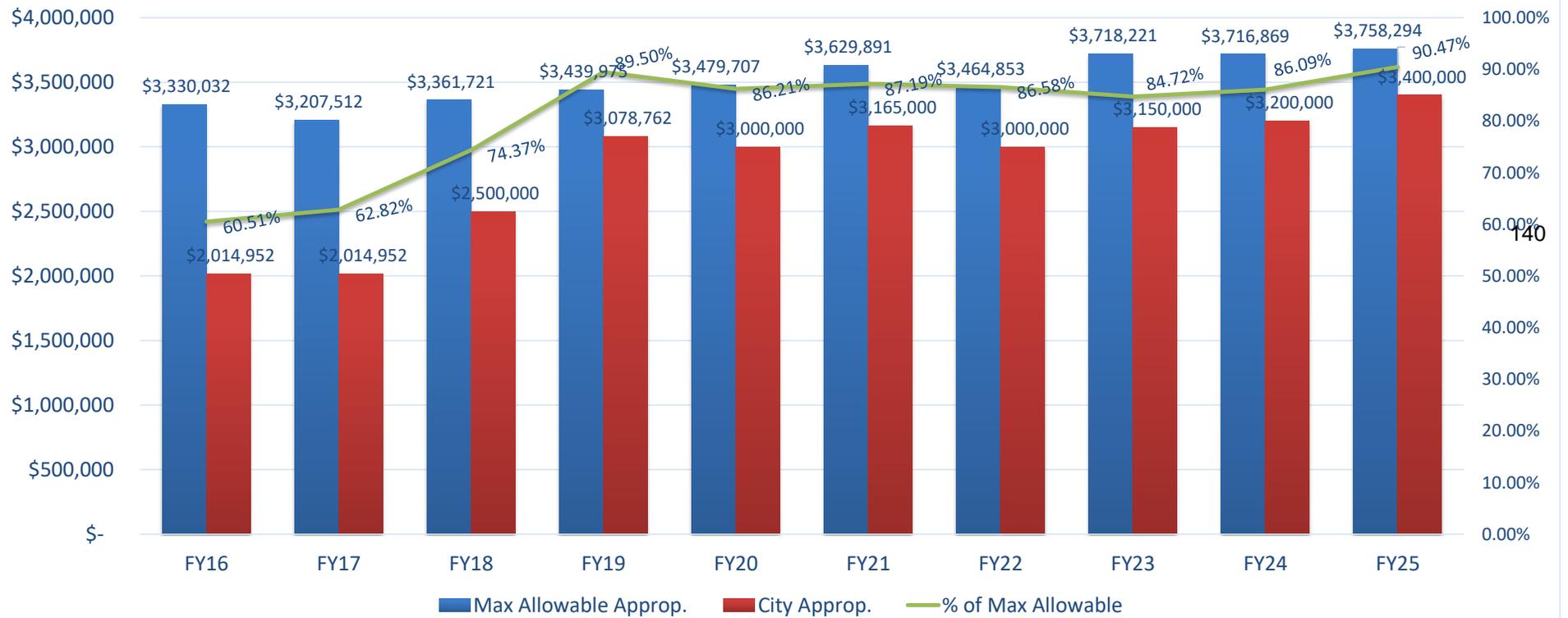
We inspire and empower students to be culturally grounded responsible citizens who are deeply connected to our community and world.

NOME PUBLIC SCHOOLS

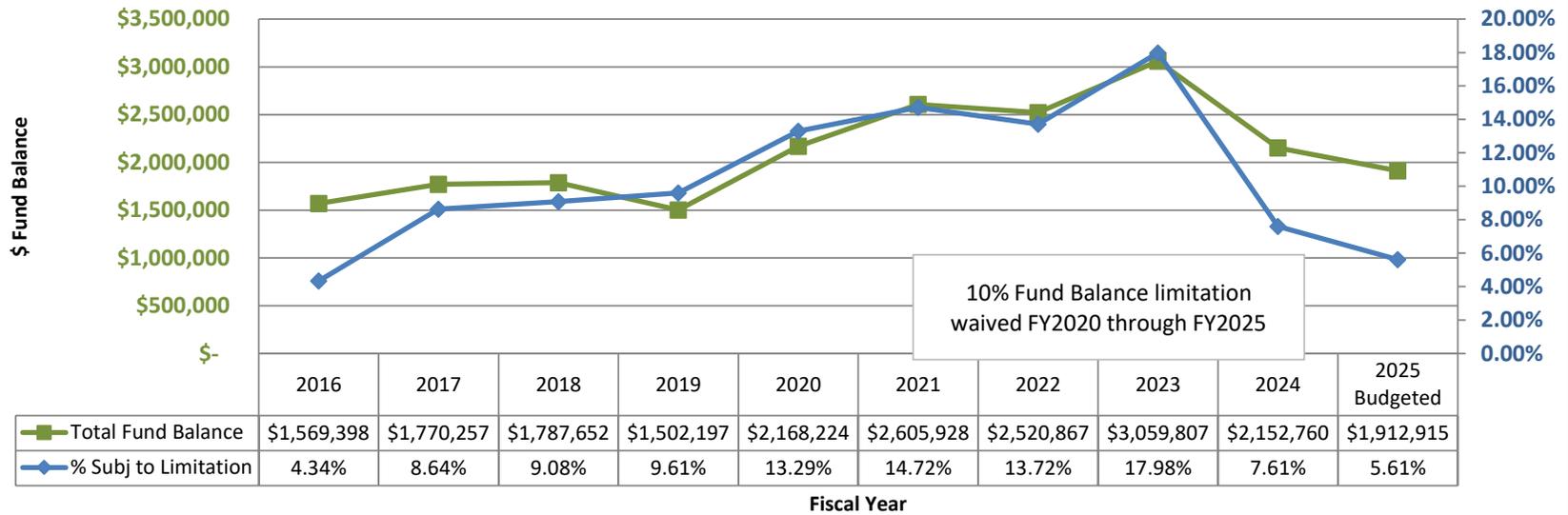
Revenue Budget

	FY2024 Actual	FY2025 Original Budget	FY2025 Budget Revision #1	Change
<i>Enrollment Projection</i>	<i>671.41+16IN 25.1 corresp</i>	<i>675+21IN 22 corresp</i>	<i>628.57+21IN 33.25 corresp</i>	<i>-46.43+0IN +11.25 corresp</i>
 FUND 100: General Operating Fund				
City Appropriation	\$ 3,221,279	\$ 3,400,000	\$ 3,400,000	\$ -
State of Alaska Foundation	8,778,748	9,085,980	8,675,092	(410,888)
Other State Revenue	587,369	400,000	1,115,538	715,538
Other State Revenue (TRS)	640,162	808,112	785,902	(22,210)
Other State Revenue (PERS)	32,582	55,117	48,240	(6,878)
Impact Aid (Federal)	110,633	100,000	90,000	(10,000)
E-rate Revenue (Federal)	1,125,659	2,641,798	2,641,798	0
Other Revenue (Fees/Gate/Rental)	320,000	340,000	340,000	-
Earnings on Investments	-	100,000	200,000	100,000
Transfer from Apartment Fund	-	250,000	250,000	-
Transfer from CIP	-	350,000	350,000	-
Use of (Addition to) Fund Balance	1,687,349	252,783	239,845	(12,938)
FUND TOTAL	\$ 16,503,781	\$ 17,783,791	\$ 18,136,415	\$ 352,624
 TOTAL GENERAL FUND REVENUE				
	\$ 16,503,781	\$ 17,783,791	\$ 18,136,415	\$ 352,624

City Appropriation vs. Maximum Allowable FY 2016 - FY 2025 10 Year



Fund Balance - School Operating Fund 10 Year History FY2016 - FY2025 Budgeted



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Projected Total Fund Balance - School Operating Fund (General Fund 100) at June 30, 2025:	\$ 1,912,915	
Less Exemptions per 4 AAC 09.160(a)		
Inventory (Fuel)	\$ 50,000	
Prepaid Items (Liab Insurance, other)	\$ 800,000	
Federal Impact Aid Received	\$ 60,000	
Fund Balance Subject to 10% Limitation	\$ 1,002,915	
Nonexempt fund balance as a percentage of current year expenditures:		
Fund Balance Subject to Limitation	\$ 1,002,915	5.61%
Current Year Expenditures (Fxs 100-700)	\$ 17,871,415	=
Board Policy 3470 allows calculation of fund balance percentage based on Grand Total Fund Balance / Grand Total Expenses (including transfers). Board approval is required to go below 5 percent.		
Grand Total Fund Balance	\$ 1,912,915	10.55%
Grand Total Current Year Expenditures	\$ 18,136,415	=

NOME PUBLIC SCHOOLS
Expenditure Summary by Function

FY 2025 Budget

Function	FY2024 Actual	FY2025 Original Budget	FY2025 Budget Revision #1	Increase (Decrease)	Percent Change	Percent of FY2025 Total
100 Instruction	\$ 4,544,490	\$ 5,582,101	\$ 5,514,936	\$ (67,165)	-1.22%	30.41%
200 Special Education Instruction	1,033,849	1,672,378	1,760,738	88,360	5.02%	9.71%
220 Special Education Support	262,667	311,143	319,364	8,221	2.57%	1.76%
300 Support Services - Student	168,338	241,746	244,552	2,806	1.15%	1.35%
35X Support Services - Instruction	2,348,794	3,589,906	3,574,907	(14,999)	-0.42%	19.71%
400 School Administration	684,032	810,971	809,795	(1,176)	-0.15%	4.47%
Sub Total Instruction	\$ 9,042,170	\$ 12,208,245	\$ 12,224,291	\$ 16,047	0.13%	67.40%
450 School Administration Support	\$ 286,295	\$ 378,404	\$ 344,873	\$ (33,531)	-9.72%	1.90%
510 District Administration	329,740	402,959	397,901	(5,058)	-1.27%	2.19%
511 School Board	50,912	31,849	63,039	31,190	49.48%	0.35%
55X District Administration Support	693,313	847,348	873,321	25,973	2.97%	4.82%
600 Maintenance & Operations	3,391,151	3,353,095	3,639,153	286,058	7.86%	20.07%
700 Student Activities	310,738	296,892	328,837	31,946	9.71%	1.81%
Sub Total Admin/O&M	\$ 5,062,149	\$ 5,310,546	\$ 5,647,124	\$ 336,577	5.96%	31.14%
Sub Total Inst/Admin/O&M	\$ 14,104,319	\$ 17,518,791	\$ 17,871,415	\$ 352,624	1.97%	98.54%
900 Transfers						
900..552 Transfers to Food Service	\$ 75,000	\$ 215,000	\$ 215,000	\$ -	0.00%	1.19%
900..553 Transfers to Pupil Transportation	40,000	50,000	50,000	-	0.00%	0.28%
900..554 Transfers to CIP	200,000	-	-	-	0.00%	0.00%
900...555 Transfers to Apartment Fund	-	-	-	-	0.00%	0.00%
Sub Total Transfers	\$ 315,000	\$ 265,000	\$ 265,000	\$ -	0.00%	1.46%
Total General Fund	\$ 14,419,319	\$ 17,783,791	\$ 18,136,415	\$ 352,624	1.94%	100.00%

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NOME ELEMENTARY SCHOOL

FY 2025 Budget

Location 300

	FY2025 Original Budget	FY2025 Budget Revision #1	\$ Change	% Change
Fund 100: School Operating				
Function: 100 Regular Instruction	\$ 2,086,701	\$ 2,406,826	\$ 320,125	15.34%
120 Bilingual/Bicultural	341,259	-	(341,259)	-100.00%
200 Special Education	970,900	1,004,373	33,473	3.45%
300 Support Services - Students	-	599	599	
350 Support Services - Instruction	-	-	-	
351 Improvement of Instr. Svsc.-Tech	8,035	8,035	-	0.00%
352 Support Services - Library	89,310	87,919	(1,391)	-1.56%
354 Staff Inservice	1,000	2,000	1,000	100.00%
400 School Administration	302,106	298,094	(4,012)	-1.33%
450 School Administration Support	183,002	179,270	(3,732)	-2.04%
600 Operations & Maintenance	471,424	443,850	(27,574)	-5.85%
Fund Total	4,453,739	4,430,967	(22,772)	-0.51%
TOTAL	\$ 4,453,739	\$ 4,430,967	\$ (22,772)	-0.51%
# Students (PreK-5)	325.1	294.4	(30.7)	-9.45%
# Teachers	21.60	20.75	(0.9)	-3.94%
# Classified	8.0	9.0	1.0	12.50%
# Administrators	2.0	2.0	0.0	0.00%
Pupil / Teacher Ratio	15.1	14.2	(0.9)	-5.74%
Average Per Pupil Expenditure	\$ 13,700	\$ 15,052	\$ 1,353	9.87%

NOME PUBLIC SCHOOLS

FY 2025 Budget

Location 300 Nome Elementary School

Elementary Account Code	Description	Comments	FY2025 Original Budget	FY2025 Budget Revision #1	Change	
<u>Regular Instruction</u>						
100.300.100	315	Cert-Teacher	18.25 FTE	\$ 1,267,753	\$ 1,539,309	\$ 271,557
100.300.100	316	Extra Duty		2,000	2,000	-
100.300.100	323	NonCert-Aides	0.00 FTE	-	-	-
100.300.100	329	Substitute and Temporary	94 degreed sub days	25,000	25,000	-
100.300.100	361	Health/Life Insurance		317,978	286,509	(31,469)
100.300.100	362	Unemployment Insurance		6,474	7,832	1,358
100.300.100	363	Worker's Comp		12,948	15,663	2,716
100.300.100	364	FICA		20,448	24,385	3,938
100.300.100	365	TRS		159,481	193,588	34,108
100.300.100	366	PERS		-	-	-
100.300.100	369	Other Benefits	VISA teachers	12,500	12,500	-
100.300.100	376	TRS On Behalf		203,221	240,339	37,119
100.300.100	377	PERS On Behalf		-	-	-
			\$400 per Cert Teacher Plus			
100.300.100	390	Transportation Allowance	Travel Relocation	18,500	19,300	800
100.300.100	433	Telecommunications	Postage	200	200	-
100.300.100	440	Other Purchased Svs	(Copier maintenance; Cognia)	9,700	9,700	-
100.300.100	450	Supplies/Material/Media		20,000	20,000	-
100.300.100	471	Textbooks		5,000	5,000	-
100.300.100	475	Supplies - Tech Related	ATRT, MAP, DIBELS, Digital Lessons, Safari Montage	4,500	4,500	-
100.300.100	490	Other Expenses		1,000	1,000	-
Total	100	Regular Instruction		2,086,701	2,406,826	320,125
<u>Bilingual/Bicultural</u>						
100.300.120	315	Cert-Teacher	0.00 FTE (remainder funded thru grants)	171,134	-	(171,134)
100.300.120	323	NonCert-Aides	0.00 FTE (prev funded thru donations)	41,120	-	(41,120)
100.300.120	329	Substitutes/Temporary	0 degreed sub days	5,300	-	(5,300)
100.300.120	361	Health/Life Insurance		48,464	-	(48,464)
100.300.120	362	Unemployment Insurance		1,088	-	(1,088)
100.300.120	363	Worker's Compensation		2,176	-	(2,176)
100.300.120	364	FICA		6,033	-	(6,033)
100.300.120	365	TRS		21,494	-	(21,494)
100.300.120	366	PERS		9,046	-	(9,046)
100.300.120	376	TRS On Behalf		27,433	-	(27,433)

Elementary			FY2025	FY2025 Budget	
Account Code	Description	Comments	Original Budget	Revision #1	Change
100.300.120	377	PERS On Behalf	6,592	-	(6,592)
100.300.120	369	Other Benefits	200	-	(200)
100.300.120	390	Travel Allowance	880	-	(880)
100.300.120	450	Supplies/Material/Media	300	-	(300)
100.300.120	491	Dues & Fees	-	-	-
Total	120	Bilingual/Bicultural	341,259	-	(341,259)

Special Education

100.300.200	315	Cert-Teacher	2.50 FTE	313,319	184,377	(128,942)
100.300.200	316	Extra Duty	Academic assessments per IEP requirements	16,000	50,000	34,000
100.300.200	323	NonCert-Aides	6.00 FTE	190,832	216,478	25,646
100.300.200	329	Substitutes/Temporary	57 degreed sub days	15,000	15,000	-
100.300.200	361	Health/Life Insurance		141,188	127,235	(13,953)
100.300.200	362	Unemployment Insurance		2,676	2,329	(347)
100.300.200	363	Worker's Compensation		5,352	4,659	(693)
100.300.200	364	FICA		20,289	20,382	93
100.300.200	365	TRS		41,362	29,438	(11,924)
100.300.200	366	PERS		41,983	47,625	5,642
100.300.200	369	Other Benefits		640	640	-
100.300.200	376	TRS On Behalf		50,225	29,556	(20,669)
100.300.200	377	PERS On Behalf		9,084	10,304	1,220
100.300.200	369	Other Benefits		100	100	-
100.300.200	390	Travel Allowance	\$400 per Cert Teacher & Relocation Reimb	4,600	4,000	(600)
100.300.200	410	Professional & Technical	PT/OT/Speech/Sped Teacher Contractor	90,000	230,000	140,000
100.300.200	420	Staff Travel		18,100	18,100	-
100.300.200	450	Supplies/Material/Media		9,000	13,000	4,000
100.300.200	475	Supplies - Technology Related		1,000	1,000	-
100.300.200	491	Dues & Fees		150	150	-
Total	200	Special Education		970,900	1,004,373	33,473

Support Services - Students

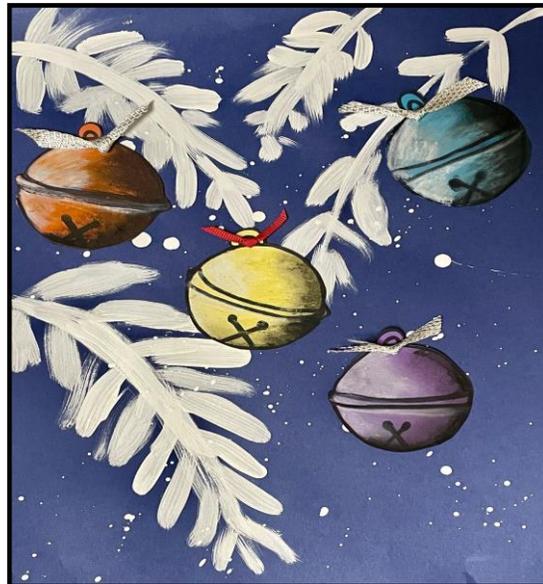
100.300.300	322	Non Cert - Specialist	0.00 FTE	-	-	-
100.300.300	329	Substitutes/Temporary	0.00 classified sub days	-	-	-
100.300.300	361	Health/Life Insurance		-	-	-
100.300.300	362	Unemployment Insurance	Counselors, Behavior Specialists	-	-	-
100.300.300	363	Worker's Compensation		-	-	-
100.300.300	364	FICA		-	-	-
100.300.300	366	PERS		-	-	-
100.300.300	377	PERS On Behalf		-	-	-
100.300.300	369	Other Benefits		-	-	-
100.300.300	450	Supplies/Material/Media		-	599	599
Total	300	Support Services - Students		-	599	599

Elementary			FY2025	FY2025 Budget	
Account Code	Description	Comments	Original Budget	Revision #1	Change
<u>Support Services - Instruction</u>					
100.300.350	420 Staff Travel	Staff Development	-	-	-
Total	350	Support Services - Instruction	-	-	-
<u>Improvement of Instructional Services - Technology</u>					
100.300.351	475 Software License	Learning A-Z, Starfall, Anywhere Cart	8,035	8,035	-
Total	351	Improvement of Instructional Services - Tech	8,035	8,035	-
<u>Library Services</u>					
100.300.352	323 NonCert-Aides	1.00 FTE	43,004	43,004	-
100.300.352	361 Health/Life Insurance		27,234	25,843	(1,391)
100.300.352	362 Unemployment Insurance		215	215	(0)
100.300.352	363 Worker's Compensation		430	430	-
100.300.352	364 FICA		3,290	3,290	-
100.300.352	366 PERS		9,461	9,461	-
100.300.352	377 PERS On Behalf		1,976	1,976	-
100.300.352	450 Supplies/Material/Media		2,500	2,500	-
100.300.352	475 Tech Supplies - Software Lic Companion Corporation		1,200	1,200	-
Total	352	Support Service - Instruction - Library	89,310	87,919	(1,391)
<u>Staff Inservice</u>					
100.300.354	450 Supplies/Material/Media		1,000	2,000	1,000
Total	354	Staff Inservice	1,000	2,000	1,000
<u>School Administration</u>					
100.300.400	313 Principal	2.00 FTE	213,956	179,581	(34,375)
100.300.400	316 Extra Duty Pay		500	500	-
100.300.400	361 Health/Life Insurance	Positions: 1 Principal & 1 Assistant Principal	14,139	53,893	39,754
100.300.400	362 Unemployment Insurance		1,070	898	(172)
100.300.400	363 Worker's Compensation		2,140	1,796	(344)
100.300.400	364 FICA		3,102	2,604	(498)
100.300.400	365 TRS		26,873	22,555	(4,317)
100.300.400	376 TRS On Behalf		34,297	28,787	(5,510)
100.300.400	390 Travel Allowance		-	-	-
100.300.400	420 Staff Travel		200	200	-
100.300.400	433 Communications		80	80	-
100.300.400	440 Other Purchased Services	Nome Nugget 'Back to School' Advertisement	2,000	2,000	-
100.300.400	450 Supplies/Materials/Media		750	2,000	1,250
100.300.400	490 Other Expenses		1,800	2,000	200
100.300.400	491 Dues & Fees	NAESP Membership x 2	1,200	1,200	-
Total	400	School Administration	302,106	298,094	(4,012)
<u>School Administration Support</u>					
100.300.450	324 NonCert-Support	2.00 FTE	80,251	80,251	-
100.300.450	329 Substitutes/Temporaries		750	750	-
100.300.450	361 Health/Life Insurance	Positions: Secretary and Registrar	71,876	68,145	(3,731)
100.300.450	362 Unemployment Insurance		401	401	-
100.300.450	363 Worker's Compensation		803	803	-
100.300.450	364 FICA		6,139	6,139	-
100.300.450	366 PERS		17,655	17,655	(0)
100.300.450	377 PERS On Behalf		3,677	3,677	(0)
100.300.450	440 Other Purchased Services	Copier Overages (pg count)	1,250	1,250	-
100.300.450	450 Supplies/Materials/Media		200	200	-

Elementary Account Code	Description	Comments	FY2025 Original Budget	FY2025 Budget Revision #1	Change
Total	450	School Administration Support	183,002	179,270	(3,732)
Operations & Maintenance					
100.300.600	431	Water & Sewer	17,550	17,550	-
100.300.600	432	Garbage	11,700	9,300	(2,400)
100.300.600	435	Fuel-Heating	230,174	190,000	(40,174)
100.300.600	436	Electricity	212,000	227,000	15,000
Total	600	Maintenance & Operations	471,424	443,850	(27,574)
Total	100	School Operating Fund	\$ 4,453,739	\$ 4,430,967	\$ (22,772)
Total	300	Nome Elementary School	\$ 4,453,739	\$ 4,430,967	\$ (22,772)

Artwork by
Mrs. Krista Marvin's 4th grade students.

Winter Bell Art - Mixed media collage includes hand drawn bells by students, techniques in shading, highlighting, and blending to create dimension. Students experimented with different brushes and strokes to create leaves and branches with



Tree Art - Mixed media project includes acrylic paint paper marbling techniques, geometric drawings,

Northern Lights by Wanda Tocktoo, Audrey Bruner-Alvanna, Keegan Musich



ANVIL CITY SCIENCE ACADEMY

FY 2025 Budget

Location 025

	FY2025 Original Budget	FY2025 Budget Revision #1	\$ Change	% Change
Fund 100: School Operating				
Function: 100 Regular Instruction	\$ 440,928	\$ 403,517	\$ (37,411)	-8.48%
160 Vocational Education	200	200	-	0.00%
200 Special Education Instruction	77,818	114,571	36,753	47.23%
351 Improvement of Instr. Svc.-Tech	470	470	-	0.00%
400 School Administration	183,014	182,293	(721)	-0.39%
450 School Administration Support	37,857	26,991	(10,866)	-28.70%
700 Student Activities	-	-	-	
Fund Total	740,288	728,043	(12,245)	-1.65%
TOTAL	\$ 740,288	\$ 728,043	\$ (12,245)	-1.65%
# Students (6-8)	60.00	60.00	0.00	
# Teachers	4.00	3.70	(0.30)	
# Classified	1.50	1.00	(0.50)	
# Administrators	1.00	1.00	0.00	
Pupil / Teacher Ratio	15.00	16.22	1.22	
Average Per Pupil Expenditure	\$ 12,338	\$ 12,134	\$ (204.08)	

NOME PUBLIC SCHOOLS

FY 2025 Budget

Location 025 Anvil City Science Academy

Anvil City Science Academy			FY2025	FY2025	
Account Code	Description	Comments	Original Budget	Budget Revision #1	\$ Change
Regular Instruction					
100.025.100 315	Cert-Teacher	3.20 FTE	\$ 271,795	\$ 251,064	\$ (20,731)
100.025.100 323	Teacher Aide		-	-	-
100.025.100 329	Substitute/Temporary	27.57 degreed sub days	7,305	7,305	-
100.025.100 361	Health/Life Insurance		49,686	33,767	(15,919)
100.025.100 362	Unemployment Insurance		1,395	1,292	(103)
100.025.100 363	Worker's Compensation		2,791	2,584	(207)
100.025.100 364	FICA		4,500	4,199	(301)
100.025.100 365	TRS		34,137	31,534	(2,603)
100.025.100 366	PERS		-	-	-
100.025.100 376	TRS On Behalf		43,569	38,643	(4,926)
100.025.100 377	PERS On-Behalf		-	-	-
100.025.100 369	Other Benefits		500	500	-
100.025.100 390	Transportation Allowance	(Up to \$400 per teacher)	1,400	1,280	(120)
100.025.100 420	Staff Travel		200	200	-
100.025.100 433	Communications		1,000	1,000	-
100.025.100 440	Other Purchased Svs	(Meter Rental; copier maintenance; Cognia)	6,150	6,150	-
100.025.100 450	Supplies/Material/Media		10,000	15,000	5,000
100.025.100 471	Textbooks		-	1,000	1,000
100.025.100 475	Supplies - Tech Related	Software License	6,500	8,000	1,500
100.025.100 510	Equipment		-	-	-
Total 100	Regular Instruction		440,928	403,517	(37,411)
Vocational Education					
100.025.160 450	Supplies/Material/Media	Voc Ed supplies & Artists in Schools	200	200	-
Total 160	Vocational Education		200	200	-
Special Education Instruction					
100.025.200 315	Cert-Teacher	0.50 FTE	40,835	46,388	5,553
100.025.200 324	Paraprofessional	0.50 FTE	1,500	11,234	9,734
100.025.200 329	Substitute/Temporary	9.43 degreed sub days	2,500	2,500	-
100.025.200 361	Health/Life Insurance		100	13,318	13,218
100.025.200 362	Unemployment Insurance		224	301	77
100.025.200 363	Worker's Compensation		448	601	154
100.025.200 364	FICA		3,207	4,032	826
100.025.200 365	TRS		5,129	5,826	697
100.025.200 366	PERS		330	2,472	2,142

Anvil City Science Academy			FY2025	FY2025	
Account Code	Description	Comments	Original Budget	Budget Revision #1	\$ Change
100.025.200 376	TRS On-Behalf		6,546	7,436	890
100.025.200 377	PERS On-Behalf		-	463	463
100.025.200 410	Professional & Technical		15,000	15,000	-
100.025.200 450	Supplies		2,000	5,000	3,000
Total 200	Special Education Instruction		77,818	114,571	36,753
Improvement of Instructional Services - Technology					
100.025.351 491	Dues & Fees		470	470	-
Total 351	Improvement of Instructional Svcs - Tech		470	470	-
School Administration					
100.025.400. 313	Principal	1.00 FTE	121,949	121,949	-
100.025.400. 316	Extra Duty Pay	curriculum development/planning	6,600	6,600	-
100.025.400. 361	Health/Life Insurance		14,039	13,318	(721)
100.025.400. 362	Unemployment Insurance		610	610	-
100.025.400. 363	Worker's Compensation		1,219	1,219	-
100.025.400. 364	FICA		1,768	1,768	0
100.025.400. 365	TRS		15,317	15,317	-
100.025.400. 376	TRS On Behalf		19,548	19,548	-
100.025.400. 420	Staff Travel		-	-	-
100.025.400. 440	Other Purchased Services		350	350	-
100.025.400. 475	Supplies - Technology Related		-	-	-
100.025.400. 490	Other Expenses		1,000	1,000	-
100.025.400. 491	Dues & Fees	NAESP Membership	614	614	-
Total 400	School Administration		183,014	182,293	(721)
School Administration Support					
100.025.450. 324	Non-Cert Support Staff	0.50 FTE	22,495	19,630	(2,865)
100.025.450. 361	Health/Life Insurance		7,019	48	(6,972)
100.025.450. 362	Unemployment Insurance		112	98	(14)
100.025.450. 363	Worker's Compensation		225	196	(29)
100.025.450. 364	FICA		1,721	1,502	(219)
100.025.450. 366	PERS		4,949	4,319	(630)
100.025.450. 377	PERS On Behalf		1,035	899	(137)
100.025.450. 450	Supplies/Materials/Media		300	300	-
Total 450	School Administration Support		37,857	26,991	(10,866)
Student Activities					
100.025.700. 316	Extra Duty Pay	DC Trip Chaperone	-	-	-
100.025.700. 360	Benefits		-	-	-
100.025.700. 376	TRS On-Behalf		-	-	-
100.025.700. 420	Staff Travel		-	-	-
Total 700	Student Activities		-	-	-
Total 100	School Operating Fund		740,288	728,043	(12,245)
Total 025	Anvil City Science Academy		\$ 740,288	\$ 728,043	\$ (12,245)

NOME-BELTZ MIDDLE HIGH SCHOOL

FY 2025 Budget

Location 010



	FY2025 Original Budget	FY2025 Budget Revision #1	Change	% Change
Fund 100: School Operating				
Function: 100 Regular Instruction	\$ 2,305,825	\$ 2,391,544	\$ 85,719	3.72%
120 Bilingual/Bicultural	98,970	250	(98,720)	-99.75%
160 Career Tech Instruction	148,611	149,437	826	0.56%
200 Special Education	623,660	641,794	18,134	2.91%
300 Support Services - Students	241,746	243,953	2,207	0.91%
350 Support Services - Instruction	-	1,500	1,500	
352 Library Services	2,050	5,768	3,718	181.37%
354 Staff Inservice	1,500	3,000	1,500	100.00%
400 School Administration	325,850	329,407	3,557	1.09%
450 School Administration Support	157,545	138,611	(18,934)	-12.02%
600 Operations & Maintenance	1,044,000	1,152,500	108,500	10.39%
700 Student Activities	296,892	328,837	31,946	10.76%
Fund Total	5,246,647	5,386,602	139,954	2.67%
TOTAL	\$ 5,246,647	\$ 5,386,602	\$ 139,954	2.67%
# Students (6-12)	295.0	274.2	(20.8)	-7.05%
# Teachers	24.5	25.5	1.0	4.08%
# Classified	7.0	5.0	(2.0)	-28.57%
# Administrators	2.0	2.0	0.0	0.00%
Pupil / Teacher Ratio	12.0	10.8	(1.2)	-10.39%
Average Per Pupil Expenditure	\$ 17,785.24	\$ 19,644.79	\$ 1,859.55	10.46%

NOME PUBLIC SCHOOLS

FY 2025 Budget

Location 010 Nome-Beltz Middle High School

Middle/High School			FY2025	FY2025		
Account Code	Description	Comments	Original	Budget	Change	
			Budget	Revision #1		
<u>Regular Instruction</u>						
100.010.100.	315	Cert-Teacher	19.00 FTE	\$ 1,394,173	\$ 1,413,190	\$ 19,017
100.010.100.	316	Cert-Extra Duty		7,550	8,300	750
100.010.100.	323	Aides	Permanent Roaming Sub	44,112	44,112	-
100.010.100.	329	Substitute and Temporary	190 degreed teacher sub days	50,350	50,350	-
100.010.100.	361	Health/Life Insurance		239,499	306,982	67,483
100.010.100.	362	Unemployment Insurance		7,481	7,580	99
100.010.100.	363	Worker's Compensation		14,962	15,160	198
100.010.100.	364	FICA		27,551	27,838	287
100.010.100.	365	TRS		176,056	178,539	2,483
100.010.100.	366	PERS		9,705	9,705	-
100.010.100.	369	Other Benefits		500	500	-
100.010.100.	376	TRS On Behalf		223,486	218,519	(4,967)
100.010.100.	377	PERS On-Behalf		2,100	2,100	-
100.010.100.	390	Travel Allowance	\$400 per Teacher; Includes Travel Relocation (5)	22,600	22,600	-
100.010.100.	433	Telecommunications		500	500	-
100.010.100.	440	Other Purchased Svs	(Meter Rental; copier maintenance contract; Cognia)	12,000	12,000	-
100.010.100.	450	Supplies/Material/Media		40,000	40,000	-
100.010.100.	471	Textbooks		5,000	5,000	-
100.010.100.	475	Supplies - Tech Related	\$8,500 Apex (eLearning) & \$8,300 (Read 180)	16,800	16,800	-
100.010.100.	480	Tuition & Stipends	Dual-Credit Courses through UAF NW Campus	10,000	10,000	-
100.010.100.	490	Other Expenses	EOY activities (i.e. bowling alley rental, pool rental)	1,000	1,000	-
100.010.100.	491	Dues & Fees		400	770	370
100.010.100.	510	Equipment		-	-	-
	Total	100 Regular Instruction		2,305,825	2,391,544	85,719

Middle/High School			FY2025	FY2025	
Account Code	Description	Comments	Original Budget	Budget Revision #1	Change
<u>Bilingual/Bicultural</u>					
100.010.120.	315	Cert-Teacher	0.00 FTE	79,420	- (79,420)
100.010.120.	329	Substitute/Temporary	- teacher sub days	925	- (925)
100.010.120.	361	Health/Life Insurance		4,085	- (4,085)
100.010.120.	362	Unemployment Insurance		402	- (402)
100.010.120.	363	Worker's Compensation		803	- (803)
100.010.120.	364	FICA		1,222	- (1,222)
100.010.120.	365	TRS		9,975	- (9,975)
100.010.120.	376	TRS On Behalf		1,427	- (1,427)
100.010.120.	390	Travel Allowance		460	- (460)
100.010.120.	450	Supplies/Material/Media	Indian Ed & JOM pay for majority of supplies	250	250 -
100.010.120.	490	Other Expenses		-	- -
Total	120	Bilingual/Bicultural		98,970	250 (98,720)
<u>Career and Technical</u>					
100.010.160.	315	Cert-Teacher	1.00 FTE (Career & Tech Teacher)	77,734	80,066 2,332
100.010.160.	329	Substitute/Temporary	10.0 teacher sub days	2,650	2,650 -
100.010.160.	361	Health/Life Insurance		42,817	40,576 (2,241)
100.010.160.	362	Unemployment Insurance		402	414 12
100.010.160.	363	Worker's Compensation		804	827 23
100.010.160.	364	FICA		1,330	1,364 34
100.010.160.	365	TRS		9,763	10,056 293
100.010.160.	376	TRS On Behalf		12,461	12,835 374
100.010.160.	390	Travel Allowance		400	400 -
100.010.160.	450	Supplies/Material/Media		250	250 -
100.010.160.	490	Other Expenses		-	- -
Total	160	Career and Technical		148,611	149,437 826
<u>Special Education</u>					
100.010.200.	315	Cert-Teacher	4.00 FTE	228,874	260,908 32,034
100.010.200.	316	Extra Duty Pay		-	12,000 12,000
100.010.200.	323	NonCert-Aides	2.00 FTE	116,194	79,823 (36,371)
100.010.200.	329	Substitute/Temporary	30.2 teacher degreed sub days	8,000	8,000 -
100.010.200.	361	Health/Life Insurance		55,612	53,460 (2,152)
100.010.200.	362	Unemployment Insurance		1,765	1,804 39
100.010.200.	363	Worker's Compensation		3,531	3,607 76
100.010.200.	364	FICA		12,820	10,502 (2,318)

Middle/High School			FY2025	FY2025	
Account Code	Description	Comments	Original Budget	Budget Revision #1	Change
100.010.200.	365	TRS	28,747	32,770	4,024
100.010.200.	366	PERS	25,563	17,561	(8,001)
100.010.200.	369	Other Benefits	600	600	1
100.010.200.	376	TRS On Behalf	36,689	41,824	5,135
100.010.200.	377	PERS On Behalf	5,317	3,585	(1,732)
100.010.200.	390	Travel Allowance	8,200	8,600	400
		\$400 per Teacher & Relocation Reimb			
100.010.200.	410	Professional & Technical	70,000	80,000	10,000
100.010.200.	420	Staff Travel	8,400	8,400	-
		Mileage reimb			
100.010.200.	450	Supplies/Material/Media	8,000	13,000	5,000
100.010.200.	475	Supplies-Technology Related	5,200	5,200	-
100.010.200.	491	Dues & Fees	150	150	-
Total	200	Special Education	623,660	641,794	18,134

Support Services - Students

100.010.300.	316	Extra Duty Pay	PLC/Team Leaders, Team Trainer	2,727	10,109	7,382
100.010.300.	318	Cert-Specialist (Counselor)	1.50 FTE	100,473	103,487	3,014
100.010.300.	322	NonCert-Specialist	1.00 FTE	55,695	48,033	(7,662)
100.010.300.	329	Substitute/Temporary		-	1,325	1,325
100.010.300.	361	Health/Life Insurance		28,127	26,683	(1,444)
100.010.300.	362	Unemployment Insurance		794	815	20
100.010.300.	363	Worker's Compensation		1,589	1,630	40
100.010.300.	364	FICA		5,757	5,423	(334)
100.010.300.	365	TRS		12,962	14,268	1,306
100.010.300.	366	PERS		12,253	10,567	(1,686)
100.010.300.	376	TRS On Behalf		16,106	16,589	483
100.010.300.	377	PERS On Behalf		1,727	1,489	(238)
100.010.300.	390	Travel Allowance	\$400 per Teacher	600	600	-
100.010.300.	440	Other Purchased Services	copier usage	10	10	-
100.010.300.	450	Supplies/Materials/Media		2,500	2,500	-
100.010.300.	490	Other Expenses	Nat'l Clearinghouse - student tracker	425	425	-
Total	300	Support Services - Students		241,746	243,953	2,207

Support Services - Instruction

100.010.350.	420	Travel	Professional	-	1,500	1,500
Total	350	Support Services - Instruction		-	1,500	1,500

Library Services

100.010.352.	323	NonCert-Aides	0.00 1/2 day per week	-	2,948	2,948
100.010.352.	329	Substitute/Temporary		-	-	-
100.010.352.	361	Health/Life Insurance		-	-	-
100.010.352.	362	Unemployment Insurance		-	15	15
100.010.352.	363	Worker's Compensation		-	29	29
100.010.352.	364	FICA		-	226	226
100.010.352.	366	PERS		-	-	-
100.010.352.	377	PERS On Behalf		-	-	-

Middle/High School			FY2025	FY2025		
Account Code	Description	Comments	Original Budget	Budget Revision #1	Change	
100.010.352.	440	Other Purchased Services	250	250	-	
100.010.352.	450	Supplies/Material/Media	500	1,000	500	
100.010.352.	475	Software License	Companion Corporation Subscription	1,300	1,300	-
Total	352	Support Services - Instruction - Library	2,050	5,768	3,718	

Staff Inservice

100.010.354.	450	Supplies/Material/Media	FY24: \$3k	1,500	3,000	1,500
Total	354	Staff Inservice		1,500	3,000	1,500

School Administration

100.010.400.	313	Principal	2.00 FTE	220,061	220,061	-
100.010.400.	316	Extra Duty Pay	Leadership Team stipend	250	5,250	5,000
100.010.400.	361	Health/Life Insurance		28,077	26,635	(1,442)
100.010.400.	362	Unemployment Insurance		1,100	1,100	(0)
100.010.400.	363	Worker's Compensation		2,201	2,201	(1)
100.010.400.	364	FICA		3,191	3,191	-
100.010.400.	365	TRS		27,640	27,640	-
100.010.400.	366	PERS		2,234	2,234	-
100.010.400.	376	TRS On Behalf		35,276	35,276	-
100.010.400.	390	Relocation Reimbursement		-	-	-
100.010.400.	410	Professional & Technical		-	-	-
100.010.400.	420	Staff Travel		-	-	-
100.010.400.	440	Other Purchased Services		-	-	-
100.010.400.	450	Supplies/Materials/Media		2,500	2,500	-
100.010.400.	475	Supplies - Technology Related	Canva subscription	120	120	-
100.010.400.	490	Other Expenses	Nome Nugget 'Back to School' Advertisement	2,000	2,000	-
100.010.400.	491	Dues & Fees	NASSP Registration x 2	1,200	1,200	-
Total	400	School Administration		325,850	329,407	3,557

School Administration Support

100.010.450.	324	NonCert-Support	2.00 FTE	92,688	79,857	(12,831)
100.010.450.	329	Substitutes/Temporary		500	500	-
100.010.450.	361	Health/Life Insurance		29,159	27,664	(1,495)
100.010.450.	362	Unemployment Insurance		466	402	(64)
100.010.450.	363	Worker's Compensation		932	804	(128)
100.010.450.	364	FICA		7,129	6,147	(982)
100.010.450.	366	PERS		20,391	17,569	(2,823)
100.010.450.	377	PERS On Behalf		4,269	3,658	(611)
100.010.450.	433	Telecommunications		10	10	-
100.010.450.	440	Other Purchased Services	Copier usage overages	1,000	1,000	-
100.010.450.	450	Supplies/Materials/Media		1,000	1,000	-
Total	450	School Administration Support		157,545	138,611	(18,934)

Operations & Maintenance

100.010.600.	431	Water & Sewer		28,000	28,000	-
100.010.600.	432	Garbage		24,000	24,000	-
100.010.600.	435	Fuel-Heating	FY24 Actual: \$631k	540,500	631,000	90,500

Middle/High School			FY2025	FY2025	
Account Code	Description	Comments	Original Budget	Budget Revision #1	Change
100.010.600.	436 Electricity	FY23: \$445k FY24: \$451k	445,000	451,000	6,000
100.010.600.	452 General Maintenance Supplies		500	500	-
100.010.600.	458 Gas & Oil	FY24: \$18k	6,000	18,000	12,000
100.010.600.	490 Other Expenses		-	-	-
Total	600 Maintenance & Operations		1,044,000	1,152,500	108,500
Student Activity					
100.010.700.	316 Extra Duty Pay	Coaches and Club Advisors	90,000	100,575	10,575
100.010.700.	329 Substitutes and Temporary Referees		11,000	11,000	-
100.010.700.	360 Benefits: (SS, Med, ESC, WC, TRS-PERS)		11,978	11,978	-
100.010.700.	376 TRS On Behalf		11,664	13,035	1,371
100.010.700.	377 PERS On Behalf		-	-	-
100.010.700.	410 Professional & Technical	Referee Association	17,500	17,500	-
100.010.700.	420 Staff Travel		200	200	-
100.010.700.	425 Student Travel	Student groups to pickup remainder of travel costs	120,000	120,000	-
100.010.700.	440 Other Purchased Services	ASAA renewal	1,450	1,450	-
100.010.700.	450 Supplies	Athletic Meals, Balls, nets, jerseys, bibs, flags, whistles, mats, etc.	30,000	50,000	20,000
100.010.700.	458 Gas & Oil		100	100	-
100.010.700.	490 Other Expenses, Dues & Fees	ASAA Due	3,000	3,000	-
100.010.700.	510 Equipment		-	-	-
Total	700 Student Activity		296,892	328,837	31,946
Total	100 School Operating Fund		5,246,647	5,386,602	139,954
Total	010 Middle/High School		\$ 5,246,647	\$ 5,386,602	\$ 139,954



DISTRICT WIDE

FY 2025 Budget

Location 500

	FY2025 Original Budget	FY2025 Budget Revision #1	\$ Change
Fund 100: School Operating			
<u>Location 500 District-Wide</u>			
Function 100 Regular Instruction - Extension	\$ 159,608	\$ 163,162	\$ 3,554
Function 220 Special Education - Support Services	311,143	319,364	8,221
Function 350 Support Services - Instruction	54,367	31,688	(22,679)
Function 351 Support Services -Technology	3,429,173	3,432,026	2,853
Function 354 In-service Training	4,000	4,000	-
Function 510 Office of Superintendent	402,959	397,901	(5,058)
Function 511 Board of Education	31,849	63,039	31,190
Function 550 District Admin Support Services	679,463	708,778	29,315
Function 553 Human Resources	167,885	164,543	(3,342)
Function 600 Operations & Maintenance	1,837,671	2,042,803	205,132
Function 900 Other Financing Uses	265,000	265,000	-
Fund Total	\$ 7,343,117	\$ 7,592,304	\$ 249,186
 TOTAL	 \$ 7,343,117	 \$ 7,592,304	 \$ 249,186

NOME PUBLIC SCHOOLS

FY 2025 Budget

Location 500 - Districtwide

Districtwide Dept. Account Code	Description	Comments	FY2025 Original Budget	FY2025 Budget Revision #1	\$ Change
Regular Instruction - Extensions					
100.500.140.. 315	Cert Teacher	0.50 FTE Teacher on Assignment	43,184	44,480	1,296
100.500.140.. 316	Extra Duty Pay	0.34 FTE Extra Duty	29,402	30,284	882
100.500.140.. 361	Health/Life Insurance		21,408	20,288	(1,120)
100.500.140.. 362	Unemployment Insurance		363	374	11
100.500.140.. 363	Worker's Compensation		726	748	22
100.500.140.. 364	FICA		1,052	1,084	32
100.500.140.. 365	TRS		9,117	9,390	274
100.500.140.. 376	TRS On Behalf		11,636	11,985	349
100.500.140.. 390	Travel Allowance		200	200	-
100.500.140.. 433	Communications	Postage	100	100	-
100.500.140.. 440	Other Purchased Services	Cognia Advanced Ed Accred	2,250	2,250	-
100.500.140.. 450	Supplies/Material/Media	Contains \$2700 allotment x 14 students; ~ 55% utilization. +\$1,000 for Ext Supplies	38,800	38,800	-
100.500.140.. 475	Supplies - Tech Related	MAP License Renewal	1,200	3,000	1,800
100.500.140.. 491	Dues & Fees		170	180	10
Total 140	Regular Instruction - Extensions		159,608	163,162	3,554
Special Education Instruction - Support Svcs					
100.500.220.. 314	Cert - Director/Coordinator	1.00 FTE	115,580	115,569	(11)
100.500.220.. 316	Extra Duty	Trainer stipend - sped teachers training para's;	10,000	10,000	-
100.500.220.. 324	Support Staff	1.00 FTE	48,036	48,270	234
100.500.220.. 361	Health/Life Insurance		56,294	53,412	(2,882)
100.500.220.. 362	Unemployment Insurance		868	869	1
100.500.220.. 363	Worker's Compensation		1,736	1,738	2
100.500.220.. 364	FICA		5,351	5,368	18
100.500.220.. 365	TRS		14,518	14,515	(2)
100.500.220.. 366	PERS		10,568	10,619	51
100.500.220.. 369	Other Benefits		250	250	(0)
100.500.220.. 376	TRS On Behalf		18,526	18,526	(1)
100.500.220.. 377	PERS On Behalf		2,215	2,226	11
100.500.220. 390	Travel Allowance		-	-	-
100.500.220. 410	Professional & Technical		5,000	6,000	1,000
100.500.220.. 420	Staff Travel	Mileag reimb	200	5,000	4,800
100.500.220.. 440	Other Purchased Services		1,500	1,500	-
100.500.220.. 450	Supplies	test forms, curriculum	10,000	15,000	5,000
100.500.220. 475	Supplies - Tech Related	Powerschool License & Subscript.	10,000	10,000	-
100.500.220. 491	Dues & Fees		500	500	-
100.500.220. 510	Equipment	FY24: Copier	-	-	-
Total 220	Special Education Instruction - Support Svcs		311,143	319,364	8,221

Districtwide Dept. Account Code	Description	Comments	FY2025 Original Budget	FY2025 Budget Revision #1	\$ Change
Support Services-Instruction					
100.500.350.. 314	Cert - Director	0.07 FTE	28,298	7,738	(20,560)
100.500.350.. 316	Extra Duty	DW Professional Development - Cert	10,000	15,500	5,500
100.500.350.. 329	Substitutes/Temporaries	DW Professional Development - Class Position: 1 Dir of Fed Programs (74% sal/ben funded by CAP)	1,000	1,000	-
100.500.350.. 361	Health/Life Insurance		3,594	932	(2,662)
100.500.350.. 362	Unemployment Insurance		191	116	(75)
100.500.350.. 363	Worker's Compensation		283	77	(206)
100.500.350.. 364	FICA		410	112	(298)
100.500.350.. 365	TRS		3,554	972	(2,582)
100.500.350.. 376	TRS On Behalf		4,536	1,240	(3,296)
100.500.350.. 390	Travel Allowance		-	-	-
100.500.350.. 410	Professional Services	PowerSchool Training- NBMHS Sec & Asst. Principal	-	1,500	1,500
100.500.350. 420	Staff Travel	District Test Coordinator training	800	800	-
100.500.350.. 440	Other Purchased Services		-	-	-
100.500.350.. 450	Supplies/Material/Media		200	200	-
100.500.350. 475	Supplies - Tech Related		500	500	-
100.500.350.. 490	Other Expenses		500	500	-
100.500.350.. 491	Dues & Fees		500	500	-
Total 350	Support Services - Instruction		54,367	31,688	(22,679)

Support Services - Technology

100.500.351.. 316	Extra Duty		-	468	468
100.500.351.. 318	Cert - Specialist	0.5 FTE	41,348	46,439	5,091
100.500.351. 321	Non-Cert - Director/Coordin	1.0 FTE	98,359	98,359	-
100.500.351.. 322	Non-Cert - Specialist	1.0 FTE	67,223	64,981	(2,242)
100.500.351.. 361	Health/Life Insurance	Positions: 1 Tech Director, 1 Systems Administrator & 1 50% Tech Specialist	42,607	40,420	(2,187)
100.500.351.. 362	Unemployment Insurance		1,035	1,049	14
100.500.351.. 363	Worker's Compensation		2,069	2,098	29
100.500.351.. 364	FICA		13,267	13,169	(98)
100.500.351.. 365	TRS		5,193	5,833	640
100.500.351.. 366	PERS		36,428	35,935	(493)
100.500.351.. 376	TRS On Behalf		6,628	7,444	816
100.500.351.. 377	PERS On Behalf		11,310	12,126	816
100.500.351.. 390	Travel Allowance		200	200	-
100.500.351.. 410	Professional & Technical Services		-	-	-
100.500.351.. 420	Staff Travel	ASTE	-	-	-
100.500.351.. 433	Communications	Offset by E-Rate Revenue (90% Reimb Internet) 300 Mbps less (BAG)	2,824,116	2,824,116	-
100.500.351.. 440	Other Purchased Services		490	490	-
100.500.351.. 450	Supplies/Material/Media		2,500	2,500	-
100.500.351.. 475	Supplies - Tech Related	School Mgmt & Content Software; Cybersecurity; Staff & Student Devices; Powerschool 504	261,400	261,400	-
100.500.351. 510	Equipment		15,000	15,000	-
Total 351	Support Services - Technology		3,429,173	3,432,026	2,853

In-service Training

100.500.354.. 410	Professional Services	159	-	-	-
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Districtwide Dept. Account Code	Description	Comments	FY2025	FY2025 Budget	\$ Change
			Original Budget	Revision #1	
100.500.354.. 450	Supplies		4,000	4,000	-
Total 354	Staff Inservice		4,000	4,000	-

Office of Superintendent

100.500.510.. 311	Cert-Superintendent	1.00 FTE	147,460	147,460	-
100.500.510.. 314	Cert-Assistant Superintende	0.50 FTE	66,129	64,517	(1,613)
100.500.510.. 361	Health/Life Insurance		56,434	53,497	(2,937)
100.500.510.. 362	Unemployment Insurance		1,068	1,060	(8)
100.500.510.. 363	Worker's Compensation		2,136	2,120	(16)
100.500.510.. 364	FICA		3,097	3,074	(23)
100.500.510.. 365	TRS		26,827	26,624	(203)
100.500.510.. 376	TRS On Behalf		34,238	33,980	(258)
100.500.510.. 390	Transportation Allowance		1,500	1,500	-
100.500.510.. 410	Professional & Technical Services		4,000	4,000	-
100.500.510.. 414	Legal Services		20,000	20,000	-
100.500.510.. 420	Staff Travel		15,000	15,000	-
100.500.510.. 440	Other Purchased Services		1,200	1,200	-
100.500.510.. 450	Supplies/Material/Media		750	750	-
100.500.510.. 490	Other		5,750	5,750	-
100.500.510.. 491	Dues & Fees	CEEAC Renewal \$14K, AK Staff Dev Network, AASA	17,370	17,370	-
Total 510	Office of Superintendent		402,959	397,901	(5,058)

Board of Education

100.500.511.. 410	Professional & Technical Ser	AASB Board Development & AASB School Climate & Connectedness Survey	4,000	12,220	8,220
100.500.511.. 420	Staff Travel	Nov AASB Annual Conf (3); Dec Winter Boardmanship (2); Feb Leg Fly-In (2)	10,000	20,000	10,000
100.500.511.. 425	Student Travel	Youth Leadership Institute (2 students & 1 chaperone)	-	5,970	5,970
100.500.511. 445	Insurance & Bond Premiums		225	225	-
100.500.511.. 450	Supplies/Material/Media	Boardbook & supplies	1,200	1,900	700
100.500.511.. 490	Other Expenses		-	-	-
100.500.511.. 491	Dues & Fees	AASB Annual Dues \$10,724; AASB Boardbook & Online Policy Subscription \$5,700; AASB Supt Eval \$6300	16,424	22,724	6,300
100.500.511.. 510	Equipment		-	-	-
Total 511	Board of Education		31,849	63,039	31,190

District Admin Support Services

100.500.550.. 324	Non-Cert - Support Staff	1.88 FTE	125,199	123,493	(1,706)
100.500.550.. 361	Health/Life Insurance	Positions: 1 AP/Receiving/Purchasing,	28,077	24,971	(3,107)
100.500.550.. 362	Unemployment Insurance	0.88 Admin. Asst.	626	617	(9)
100.500.550.. 363	Worker's Compensation		1,252	1,235	(17)
100.500.550.. 364	FICA		9,578	9,447	(131)
100.500.550.. 366	PERS	\$164,211 salary floor from FY2008; not met	172,544	191,379	18,835
100.500.550.. 369	Other Benefits		200	200	-
100.500.550.. 377	PERS On Behalf	160	5,817	5,735	(82)

Districtwide Dept. Account Code	Description	Comments	FY2025	FY2025 Budget	\$ Change
			Original Budget	Revision #1	
100.500.550.. 410	Professional & Technical Ser	AS400 Hosting, Black Mtn, Frontline Education Software Support	31,035	33,095	2,060
100.500.550.. 412	Auditing & Accounting Svcs	AKEBS (BM & Payroll) & Annual Audit Services	275,695	275,695	-
100.500.550.. 420	Staff Travel	ALASBO	-	-	-
100.500.550.. 433	Communications	GCI telecomm	1,200	1,200	-
100.500.550.. 440	Other Purchased Services	DO Copier Usage	6,750	6,750	-
100.500.550.. 441	Rentals	Pitney Bowes machine	2,440	2,440	-
100.500.550.. 445	Insurance - Liability	10% increase	84,700	93,170	8,470
100.500.550.. 450	Supplies/Material/Media	Toner, envelopes, check stock, etc.	4,000	4,000	-
100.500.550.. 475	Supplies - Tech Related		350	350	-
100.500.550.. 490	Other Expenses		-	-	-
100.500.550.. 491	Dues & Fees		-	-	-
100.500.550.. 495	Indirect Recovery	FY21 Actual: -\$91k; FY22 Actual: -\$106k; FY23 Actual: -\$82k; FY24: -\$77k	(70,000)	(65,000)	5,000
Total 550	District Admin Support Services		679,463	708,778	29,315

Human Resources

100.500.553.. 314	Cert - Director	0.50 FTE	66,129	64,517	(1,613)
100.500.553.. 361	Health/Life Insurance		21,408	20,288	(1,120)
100.500.553.. 362	Unemployment Insurance		331	323	(8)
100.500.553.. 363	Worker's Compensation		661	645	(16)
100.500.553.. 364	FICA		5,059	4,936	(123)
100.500.553.. 365	TRS		8,306	8,103	(203)
100.500.553.. 376	TRS On-Behalf		10,600	10,342	(258)
100.500.553. 410	Professional & Technical Ser	Digital Insurance Services	24,000	24,000	-
100.500.553.. 420	Staff Travel	DEED Training	6,000	6,000	-
100.500.553.. 433	Communications		50	50	-
100.500.553.. 440	Other Purchased Services	Background Checks	3,500	3,500	-
100.500.553.. 450	Supplies/Material/Media		1,000	1,000	-
100.500.553.. 475	Supplies-Technology Related		1,000	1,000	-
100.500.553.. 490	Other Expenses		2,000	2,000	-
100.500.553.. 491	Dues & Fees	Recruiting/Hiring/Onboarding/ Personnel Platform	17,840	17,840	-
Total 553	Human Resources		167,885	164,543	(3,342)

Operations & Maintenance

100.500.600.. 325	NonCert-Maint/Custodial	0.00 FTE	-	-	-
100.500.600.. 329	Substitutes	Temp workers	10,000	10,000	-
100.500.600.. 361	Health/Life Insurance		-	-	-
100.500.600.. 362	Unemployment Insurance		50	50	-
100.500.600.. 363	Worker's Compensation		100	100	-
100.500.600.. 364	FICA		765	765	-
100.500.600.. 366	PERS		-	-	-
100.500.600.. 377	PERS On Behalf		-	-	-
100.500.600.. 369	Other Benefits		-	-	-
100.500.600.. 410	Professional & Technical Services		-	-	-
100.500.600.. 420	Staff Travel		-	-	-
100.500.600.. 431	Water & Sewage		16,000	-	(16,000)
100.500.600. 432	Garbage	161	11,000	11,000	-
100.500.600.. 433	Communications		1,500	600	(900)

Districtwide Dept. Account Code	Description	Comments	FY2025 Original Budget	FY2025 Budget Revision #1	\$ Change
100.500.600.. 435	Fuel for Heat	Budgeted at sites	-	-	-
100.500.600.. 436	Electricity	FY23: \$70k FY24: \$61k	72,000	70,000	(2,000)
100.500.600.. 440	Other Purchased Services	FY25: Increased budget for NMS services and Siemens Automation Remote Svc Agreement	1,365,000	1,580,288	215,288
100.500.600.. 443	Purchase Vehicle Maint	Vehicle Registrations	300	5,000	4,700
100.500.600.. 446	Property Insurance		314,556	291,000	(23,556)
100.500.600.. 450	Supplies/Material/Media		10,000	23,000	13,000
100.500.600.. 453	Custodial Supplies		2,000	14,000	12,000
100.500.600.. 458	Gas & Oil		33,000	23,000	(10,000)
100.500.600.. 490	Other Expenses		1,400	14,000	12,600
Total 600	Operations & Maintenance		1,837,671	2,042,803	205,132
Transfer of Funds					
100.000.900.. 552	Food Service		215,000	215,000	-
100.000.900.. 553	Pupil Transportation		50,000	50,000	-
100.000.900.. 554	CIP Fund	CIP major maintenance	-	-	-
100.000.900.. 555	Nome-Beltz Apartments		-	-	-
Total 900	Transfer of Funds		265,000	265,000	-
Total 100	General Operating Fund		\$ 7,343,117	\$ 7,592,304	\$ 249,186
Total	District Wide		\$ 7,343,117	\$ 7,592,304	\$ 249,186

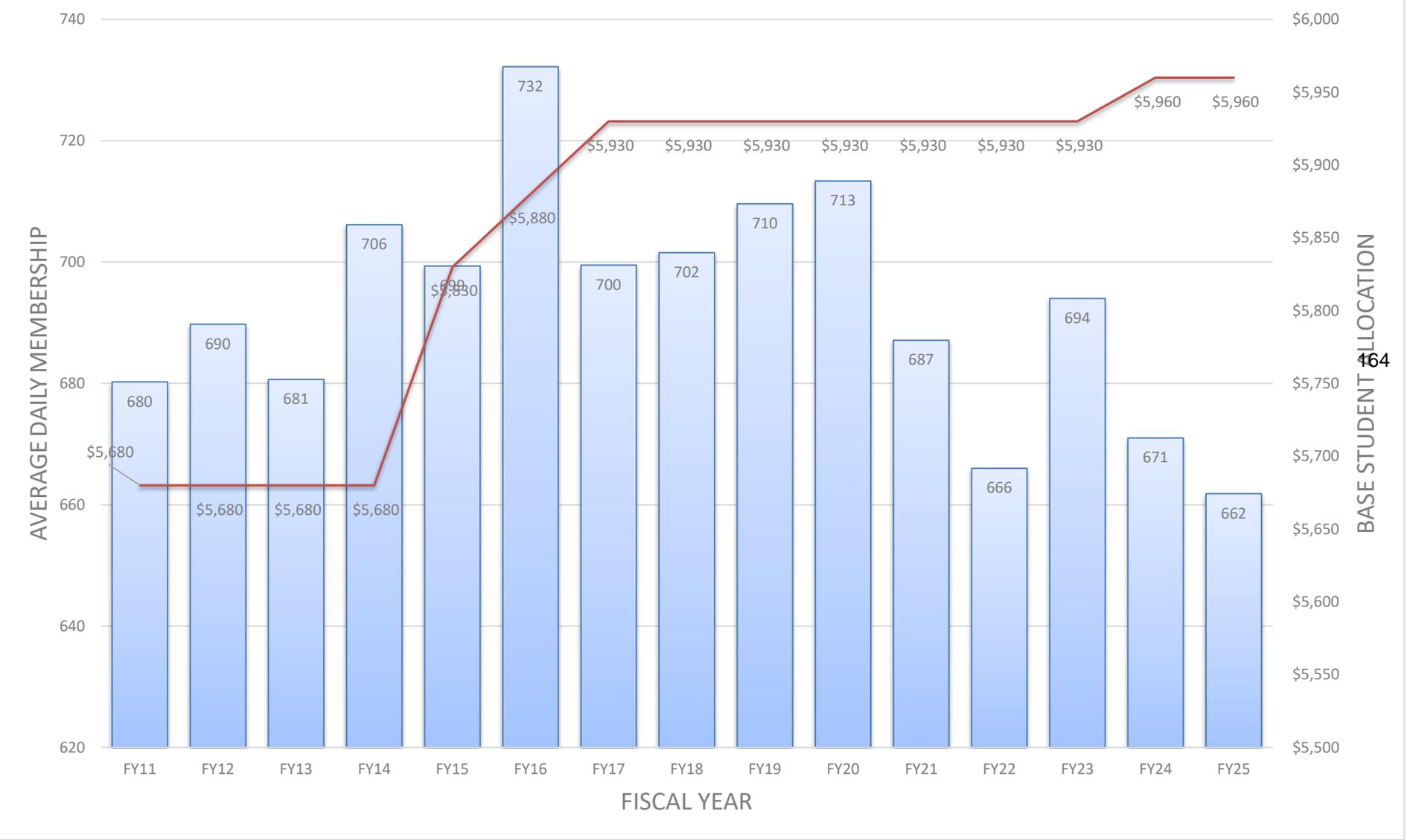
NOME PUBLIC SCHOOLS
Balance Sheet - Governmental Funds
School Operating Fund

	Year-Ended June 30, 2021	Year-Ended June 30, 2022	Year-Ended June 30, 2023	Year-Ended June 30, 2024	Estimated Year-Ended June 30, 2025
<u>Assets</u>					
Assets:					
Cash and investments	\$ 7,614,395	\$ 8,329,728	\$ 8,430,744	\$ 6,913,210	\$ 6,673,365
Accounts receivable	743,119	59,519	803,414	580,144	611,444
Lease receivable	-	438,182	221,280	-	-
Due from other funds	1,043,470	1,032,624	1,318,137	1,298,835	750,000
Due from gaming	-	-	-	-	-
Inventories	53,751	39,430	111,756	89,705	50,000
Prepaid items	510,735	600,084	309,799	820,009	800,000
Total assets	\$ 9,965,470	\$ 10,499,567	\$ 11,195,130	\$ 9,701,903	\$ 8,884,809
<u>Liabilities and Fund Balances</u>					
Liabilities:					
Accounts payable	\$ 351,129	\$ 234,127	\$ 683,116	\$ 249,864	\$ 300,000
Accrued payroll liabilities	199,698	670,366	612,277	625,059	600,000
Unearned revenue	20,448	18,640	18,640	19,596	18,640
Due to other funds	6,788,267	6,621,706	6,604,359	6,654,625	6,053,254
Due to student activities	-	-	-	-	-
Total liabilities	7,359,542	7,544,839	7,918,392	7,549,144	6,971,894
Deferred inflows of resources:					
Leases		433,861	216,931	-	-
Total liabilities and deferred inflows of resources	7,359,542	7,978,700	8,135,323	7,549,144	6,971,894
Fund balances:					
Nonspendable	564,486	639,514	421,555	909,714	850,000
Restricted	-	-	-	-	-
Committed	-	-	-	-	-
Unassigned	2,041,442	1,881,353	2,638,252	1,243,045	1,062,915
Total fund balances	2,605,928	2,520,867	3,059,807	2,152,759	1,912,915
Total liabilities and fund balances	\$ 9,965,470	\$ 10,499,567	\$ 11,195,130	\$ 9,701,903	\$ 8,884,809

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Note: FY25 data depends on timing of when bills are paid and when revenues are received. In addition, the monies flowing through the special revenue funds are recorded in the financials in the General Fund cash account with offsetting transaction in Due to other funds liability account.

Average Daily Membership (ADM) & Base Student Allocation (BSA) 15 Year History



SCHOOL BOARD COMMUNICATION

Title: Approval of Exploration of Establishment of ANSEP Acceleration Academy at NBMHS

Date: December 10, 2024

Administrator: Jamie Burgess, Superintendent

Attachments: None

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

BACKGROUND INFORMATION

The administration and school board has been engaged in discussions around the possibility of establishing an ANSEP (Alaska Native Science & Engineering Program) Acceleration Academy program at Nome-Beltz Middle/High School, in response to desires expressed by families. In order to proceed with more in-depth considerations of logistics, finances, input from high school staff, etc. and to allow family members to begin fund-raising for the expenses of the program, the administration recommends formal approval by the School Board to proceed.

One caveat required for formal establishment of the program is to ensure that the program be expense-neutral for the district; i.e., that enough outside revenue be raised each year to cover all of the program's expenses.

The administration may bring forward approval for formal establishment of the program once further details, a timeline, a revenue plan, and an MOU between the University of Alaska and Nome Public Schools are ready.

ADMINISTRATIVE RECOMMENDATION

The administration recommends that the School Board approve exploring the establishment of an ANSEP Acceleration Academy at Nome-Beltz Middle/High School.

Sample Motion: I move to approve exploring the establishment of an ANSEP Acceleration Academy at Nome-Beltz Middle/High School.