



Nome Public Schools

Board of Education Meeting Agenda

October 14, 2025 - 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

Ms. Marjorie Kunaq Tahbone, President
Mrs. Darlene Trigg, 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 Members
6. Board of Education Reorganization 5

B. Consent Agenda 6

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

1. Approval of Minutes: Regular Meeting: September 9, 2025
2. Approval of September 2025 Disbursements
3. Approval of September 2025 Gifts, Grants and Bequests
4. Approval of September 2025 Personnel Report 8
5. Approval of Out of State Staff Travel Requests
6. Approval of Out of State Student Travel Requests

C. Correspondence

D. Awards and Presentations

1. Introductions of Guests & Visitors
2. Student Celebrations
3. Rural Arts Initiative Presentation

E. Opportunity for Public Comments on Agenda/Non-agenda Items 12

(3 minutes per speaker, 30 minutes aggregate)

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G. Information & Reports

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3. Business Manager Report 73

H. Second Public Comment Opportunity 81

(Individuals are limited to three minutes each.)

I. Action Item

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J. Board and Superintendent’s Comments & Committee Reports

K. Upcoming Events:

- Tuesday, October 28, Special Meeting/Work Session, 5:30 pm, NES Library/Zoom
- Tuesday, November 11, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, November 25, Work Session, 5:30 pm, NES Library
- Tuesday, December 9, Regular Meeting, 5:30 pm, NES Library/Zoom

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."

To join the **Public Zoom** meeting on your computer or smart device, please use the link below:
<https://us02web.zoom.us/j/84209245894?pwd=XsEAb6YbgaeGKdG0REZviaRBEXmpeY.1>

Meeting ID: 842 0924 5894
 Passcode: 727203

To call into the public Zoom meeting, please call any of the phone numbers below:

- +1 669 900 6833
- +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)

Kamaksriḷḡmik akiqsruutmik

(to give)

to the flag

(of our land)

aituḡaa illalitaanunapta

United States of America.

(here)

and to

(to) the republic

Ittuaq taavrumuḡa nunamun

one

nation

under

God

atausiq nuna ataani Agaiyutim

indivisible

with liberty

avgutaulḡuituaq pituiqsimaatḡiq

and justice

for all

atisipḷuni illuqnaitnun.



Our Mission

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

Our Vision

Together, strong in identity, purpose, potential

Board and Superintendent Guiding Principles

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

Board and Superintendent Goals

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



**Nome Public Schools
School Board Members 2025 – 2026**

Current Board Members

<p><u>(Seat C) Nancy Mendenhall</u> Elected: Oct 2015 – Term Expires: Oct 2018 Reelected: Oct 2018 – Term Expires: Oct 2021 Reelected: Oct 2021 – Term Expires: Oct 2024 Reelected: Oct 2024 – Term Expires: Oct 2027</p>	<p><u>(Seat D) Jon Gregg</u> Appointed: Nov 2023 – Term Expires: Oct 2024 Elected: Oct 2024 – Term Expires: Oct 2027</p>
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Seats Open for Election

- Seat A
- Seat B
- Seat E

Reorganization of the Board

- Board President
- Board Vice President/Clerk
- Board Treasurer
- Board Member
- Board Member

Dear Senator/Representative _____,

On behalf of the Alaska Council of School Administrators, representing superintendents and principals across Alaska, I am writing to express urgent concern regarding recent federal proposals that could severely limit school districts' ability to hire educators through the H-1B visa program.

First, the Administration's announcement requiring H-1B visa petitions to be accompanied by a \$100,000 fee would make the program entirely unworkable for public education. No district in our state could absorb such a cost, nor would it be a responsible use of taxpayer funds. Equally important, the educators themselves—many of whom are highly qualified teachers from abroad seeking to serve in Alaska's high-need schools—could never afford such a fee personally. This policy effectively blocks both teachers and districts from accessing the H-1B program.

Second, the newly introduced Grassley–Durbin H-1B and L-1 Visa Reform Act of 2025 seeks to reform the visa system by imposing stricter standards, including requiring employers to prove that no U.S. worker is available before sponsoring an H-1B. This type of “labor market test” has historically applied only to green card cases, not temporary visas. Extending it to H-1B petitions would add duplicative, lengthy, and costly steps that make it nearly impossible for Alaska's rural and remote districts to meet urgent staffing needs.

Alaska's Reality

In FY25, 19 Alaska school districts filed for new H-1B petitions or extensions, securing 63 new employment approvals and 70 continuation approvals to keep classrooms staffed. The actual number of districts relying on H-1B teachers is higher, underscoring how essential this program is to sustaining education across our state. Looking ahead, because of ongoing recruitment efforts, at least 6 additional districts will welcome H-1B teachers in FY26, further demonstrating the growing role of this program in supporting Alaska's schools.

At the same time, Alaska districts are using every tool available to build a stronger local pipeline. We are investing in Grow Your Own programs, apprenticeship pathways, and partnerships with the University of Alaska system to prepare the next generation of educators. These programs are promising but will take time to yield results. In the meantime, the H-1B visa program provides highly qualified teachers who can immediately fill critical vacancies and ensure that every child has a teacher in the classroom.

Our Request

Given these developments, we respectfully urge you to:

1. Clarify Exemption from the \$100,000 Fee: Request that DHS and the Administration explicitly exempt public schools from this requirement.
2. Protect School Districts in Reform Legislation: Advocate for carve-outs or exemptions for K–12 public education employers in the Grassley–Durbin bill, especially from the new labor

market test and other provisions that would hinder districts from responsibly addressing staffing shortages.

3. Recognize Education as a National Priority: Ensure reforms preserve school districts' ability to use H-1B visas responsibly while long-term investments in U.S. teacher preparation continue.

Effective educators are the single most important factor in student success. Alaska's districts are doing everything possible to recruit and retain U.S. educators, but the reality is that in many regions, we cannot meet the need without supplemental pathways like H-1B. These new federal measures, if left unchecked, would only exacerbate shortages and undermine student learning.

We urge you to stand with Alaska's schools by opposing these harmful limitations and working toward solutions that balance workforce protections with the urgent needs of public education.

Thank you for your leadership and your partnership in ensuring that every child has access to a qualified, effective educator.

Sincerely,

Alaska Council of School Administrators

ADD EACH SCHOOL DISTRICT



Nome Public Schools
 Personnel Items for Approval/Ratification
 October 14, 2025

Certified/Administrative Personnel

NEW HIRES	POSITION	LOCATION	EFFECTIVE DATE
Markee, Michele	Long-Term Substitute	NES	09/29/2025
CHANGE OF ASGMT			
LEFT EMPLOYMENT			

Classified Personnel

NEW HIRES	POSITION	LOCATION	EFFECTIVE DATE
Sanders, Lexton	SPED Paraprofessional	NES	09/22/2025
Gifford, Jesse	SPED Paraprofessional	NES	09/29/2025
CHANGE OF ASGMT			
LEFT EMPLOYMENT			
McCoy, Lisa	Secretary I (Attendance)	NBMHS	10/14/2025

Extra Duty Contracts

NAME	POSITION	EFFECTIVE DATE
Abangan, Mary Jane	Migrant Backpack Facilitator	9/15/2025
Annas, Emily	ACSA Building Test Coordinator	8/25/2025
Anunda, Dorcas	Migrant Backpack Facilitator	9/15/2025

Berry, Jennifer	Curriculum Development	9/5/2025
Brown, Aaron	NBMHS Leadership Team	9/9/2025
Callahan, Patrick	HS Boys BB Coach	8/26/2025
Callahan, Patrick	Activities Director	8/4/2025
Coulter, Douglas	NBMHS Migrant Tutor	9/4/22025
David, Gina	Junior Class Advisor	9/29/2025
David, Gina	Senior Class Advisor	9/29/2025
David, Gina	Student Newspaper Advisor	9/3/2025
David, Gina	Teacher Mentor	9/2/2025
David, Gina	Yearbook Advisor	9/3/2025
Dela Peña, Lyn	NES Migrant Tutor	9/4/2025
Erikson, Kim	Migrant Backpack Facilitator	9/15/2025
Foret, Joy	NES Migrant Tutor	9/4/2025
Foster, Emmett	Teacher Mentor	9/2/2025
Gomez, Ruby	NBMS Migrant Tutor	9/4/2025
Horton, Ryan	eSports Coach	2/2/2026
Horton, Ryan	MS Student Council Advisor	9/3/2025
Lee, Tamara	BSWG Shelter Instructor	9/11/2025
Lee, Tamara	NBHS Migrant Tutor	9/4/2025
Lee, Tamara	NBMHS Battle of the Books Advisor	9/3/2025
Lee, Tamara	Educators Rising Advisor	9/3/2025
Lie, Kastyn	ACSA House Council Advisor	9/2/2025
Manay, Lovely	Migrant Backpack Facilitator	9/15/2025
Manay, Lovely	NBMS Migrant Tutor	9/4/2025
McRae, Kristine	NBMHS Leadership Team	9/9/2025
Peters, Jill	Teacher Mentor	9/2/2025
Peters, Jill	NBMS Washington DC Trip Coordinator	9/29/2025
Robb, Hana	NBMHS Leadership Team	9/9/2025

Sargent, Richard	Band/Choir Director	9/3/2025
Sargent, Richard	Pep Band Sponsor	12/3/2025
Sargent, Richard	NBHS Migrant Tutor	9/4/2025
Secor, Heidi	Migrant Backpack Facilitators' Coordinator	8/20/2025
Secor, Heidi	Migrant Backpack Facilitator	9/15/2025
Secor, Heidi	NES Leadership Team	9/2/2025
Shreve, Jennifer	NES Building Test Coordinator	8/25/2025
Shreve, Jennifer	NWEA Certified Facilitator	9/5/2025
Shreve, Jennifer	Teacher Mentor	9/2/2025
Thompson, Tamara	NES Migrant Tutor	9/4/2025
Ulroan, Mary	NNYLO Sponsor	9/3/2025
Ulroan, Mary	NYO Coach	3/23/2026
Ulroan, Mary	Building Test Coordinator-NBMHS	8/25/2025
Ulroan, Mary	NBMHS Leadership Team	9/9/2025
Ulroan, Mary	Senior Class Advisor	9/29/2025
Ulroan, Mary	Teacher Mentor	9/2/2025
Wharry, Ryan	HS Student Council Advisor	9/3/2025
Wharry, Ryan	HS Boys BB Ast. Coach	8/26/2025
Wharry, Ryan	National Honor Society Advisor	9/17/2025
Wharry, Ryan	Pep/Spirit Club Advisor	9/17/2025
Wharry, Ryan	Teacher Mentor	9/2/2025

Non-Staff Coaches/Extra-Duty Contracts

NAME	POSITION	EFFECTIVE DATE
Bahnke, Nancy	Extensions Admin. Support	9/22/2025
Erikson, Corey	HS Wrestling Coach	10/1/2025
Gregg, Tracy	HS Girls BB Coach	12/3/2025
Immingan-Carpenter, Bailey	HS Cheer Coach	12/2/2025
Kunnuk, Alayah	MS Cheer Coach	9/22/2025

Temporary Personnel

NAME	POSITION	EFFECTIVE DATE
Ozenna, Summer	Substitute	9/8/2025
Rose, Monica	Substitute	9/2/2025
Sanders, Lexton	PT Custodial	9/26/2025
Sanders, Victor	PT Custodial	9/26/2025

Volunteers Approved

NAME	EFFECTIVE DATE
Alviso, Veronica	9/23/2025
Blandford, Jesse	10/9/2025
Danner, Lena	9/23/2025
Grimmer, Kim	9/12/2025
Savok, Garret	9/23/2025

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 FY2026:

Family/Community Engagement

Our first Community Gathering for our Community Vision for Education/Portrait of a Graduate was held on October 7th with Lori Grassgreen and Tiffany Jackson from AASB facilitating. We had a good turnout with about 25 family, staff and community members in attendance. The next meeting will be October 29th.

Nome-Beltz has its Site Council in full swing, which includes family members, and NES has a Family Engagement committee planning opportunities for families of our elementary students. In addition, the Special Education Department has several family nights planned this year. Finally, Family/Teacher conferences are coming at the end of October.

Culturally Relevant Curriculum

Ms. Dixon is meeting with teacher teams to develop written curriculum in several areas, and will be coordinating with interested community members to participate as well with the teachers – these meetings will occur on Saturdays throughout the school year.

Value and Grow Staff

NPS is focusing on supporting our new site administrators – we sent all three principals to the Principals' Conference on October 9th and 10th. Ms. Annas and Ms. Carton are participating in the Alaska School Leader Academy this year, which provides them a mentor and regular meetings with other new principals around the state for networking and support.

Tribal Consultation

The planned meeting with three tribes on October 6th was cancelled at their request. I will reach out to reschedule, and also find a time to meet with Nome Eskimo. I have found a MOA template which I will work on for Sigvanna Tapqaq's review and presentation to the tribes.

Financial Update

Our enrollment is holding steady now that we have entered the annual count period, and is slightly higher than the same point last year. Our intensive count continues to rise. We are awaiting the completion of the audit, as well as pricing information for our fuel from NJUS in order to prepare our first large budget revision for November. We will also be sending out transportation services to bid in November.

NBMHS Roof Replacement Project Update

The roof project is about 97% complete – UIC has contractors in town currently working on the punch list generated by our A&E firm. We have found a few roof leaks, the majority of which fall under the project scope and are being addressed, as well as one new one which Mr. Duarte is determining the cause and addressing. We are still waiting for the general contractor to submit change orders for the ceiling tile and carpet replacement, so we cannot estimate the final closeout



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 Superintendent Report
 Jamie Burgess
 October 14, 2025

date of the project yet. However, we are in the process of gathering all of the required documentation for DEED as much as possible with regards to the original scope of the project.

Administrative Regulations

Attached are administrative regulations which correlate with Board Policies for final approval. Attached to this report are the following ARs: AR1250 – Volunteer Assistance – minor word change; AR1260 – Visits to Schools – NEW AR clarifying expectations for visitors on campus; AR4180/4180/4380 – Residence and Remote Work – NEW AR stating guidelines and expectations for employees working partially or fully remote; AR5128/E5128 – Alaska Performance Scholarship – NEW AR and Exhibit stating qualifications for the APS and responsibilities of districts and the APS administration in the process, the Exhibit is for appeal of denial of the scholarship for families; AR10010/E10020/AR10030.1/AR10030.2/AR10040.1/AR10050/AR10070 – NEW ARs to accompany the new Board Policy chapter on charter schools.

NOTES ON ENROLLMENT NUMBERS BELOW – 3 drop-outs are pursuing GEDs, 1 xfer to AMYA, others are elementary aged children where we are waiting on a Records Request (will update code upon receipt).

ENROLLMENT REPORT - 10/9/25

Students Enrolled End of FY25	650
Students Graduated FY25	42
New Kinders Fall 2025	53
New to District	13
Returning Students	47
Total Students Withdrawn	40

WITHDRAWAL REPORT	
Enrolled at Mt. Edgecumbe High School	3
Moved Out of State	5
Moved within State	22
Dropped Out	10
Early Graduates	0
TOTAL WITHDRAWN	40

CURRENT DISTRICT ENROLLMENT 10/9/25	
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Nome Public Schools
Superintendent Report
Jamie Burgess
October 14, 2025

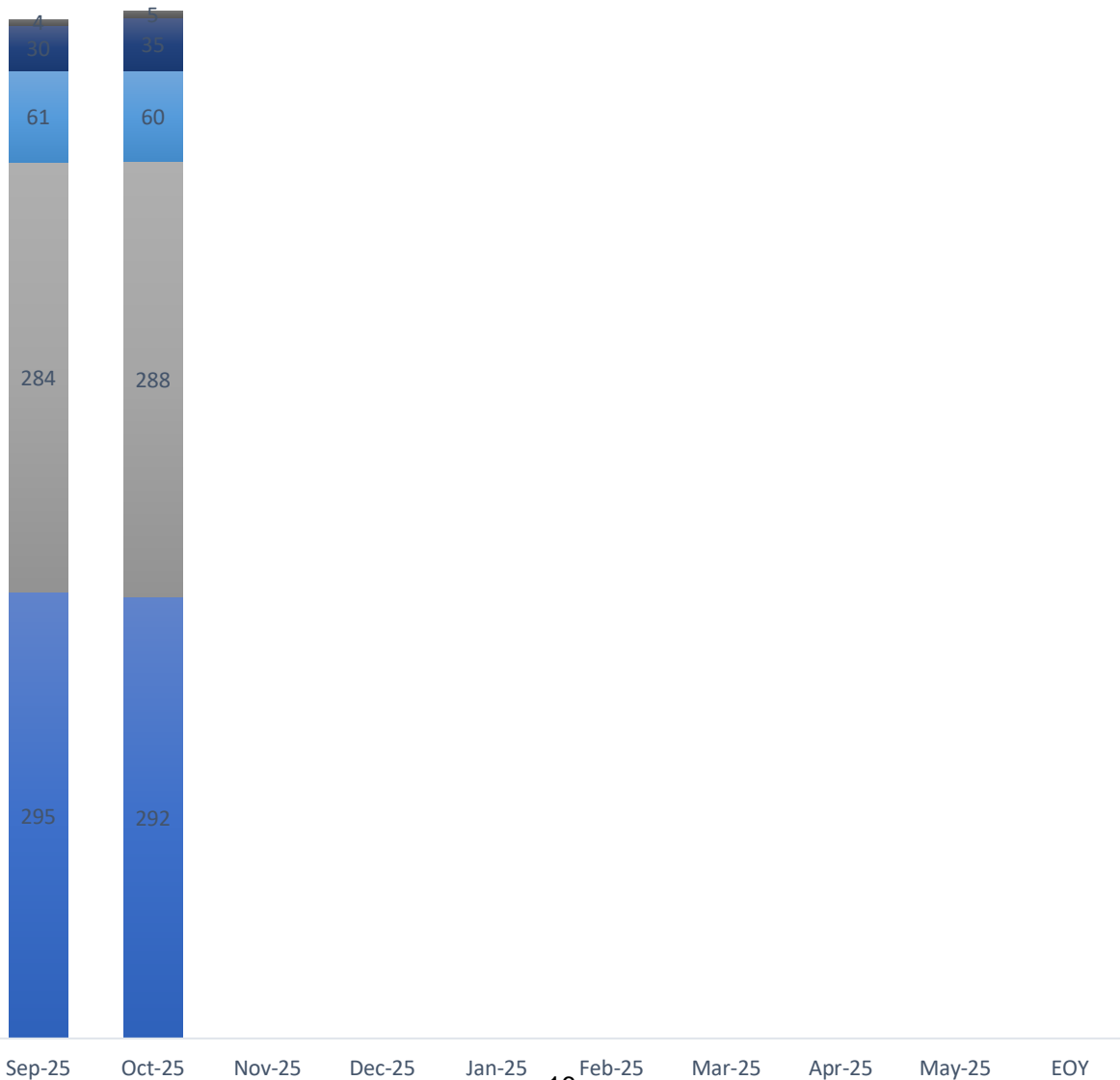
Nome Elementary School	292
Nome-Beltz Middle/High School	288
Anvil City Science Academy	60
Extensions Correspondence Program	35
Pre-K for SPED Svcs. Only	5
TOTAL ENROLLMENT	680

FY25 Enrollment for Same Month = 671



Nome Public Schools FY25 Enrollment

- Nome Elementary School
- Anvil City Science Academy
- Pre-K for SPED Svcs. Only
- Nome-Beltz Jr/Sr High School
- Extensions Correspondence Program





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Superintendent Report
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AR 10010 ORGANIZATION OF A NON-PROFIT FOR A CHARTER SCHOOL

A district charter school may organize as a nonprofit corporation pursuant to the Alaska Nonprofit Corporations Act ([AS 10.20.005](#)) Organization as a nonprofit corporation shall not affect the charter school's status as a public school in the District. A charter school organized as a nonprofit corporation, but not a distinct non-profit corporation organized to support the school, must include in its articles of incorporation a provision specifying that upon dissolution, voluntary or otherwise, assets of the corporation not required for discharge of existing liabilities and obligations of the charter school, shall be returned/transferred to the District.

Adopted: October 14, 2025

Nome Public Schools

AR 10030.1 ORGANIZATION OF A CHARTER SCHOOL

A charter school operates as a school in the school district except a charter school:

1. Is exempt from the school district's textbook, program, curriculum, and scheduling requirements.
2. Is exempt from [AS 14.14.130\(c\)](#) which states "If the district employs a chief school administrator, the administrator shall select, appoint, and otherwise control all school district employees who serve under the chief school administrator subject to the approval of the School Board." The principal of the charter school shall be selected by the Academic Policy Committee.
3. Operates under the charter school's annual program budget as set out in the contract between the School Board and the charter school.
4. Shall designate a contact person for all communications between the charter school and the district administration.

Adopted: October 14, 2025

None Public Schools

AR 10030.2 OPERATION OF A CHARTER SCHOOL

A charter school shall:

1. Keep financial records of the charter school;
2. Oversee the operation of the charter school to ensure that the terms of the contract are being met;
3. Meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
4. Meet with the Academic Policy Committee at least once each year to monitor progress in achieving the committee's policies and goals.

Adopted: October 14, 2025

Nome Public Schools

AR 10040.1 CODE OF ETHICS

Members of Academic Policy Committees (APCs) represent their charter school community. They are subject to the following code of ethics:

1. My school community has entrusted me with the educational development of the children and youth of this community;
2. The public expects my first and greatest concern to be in the best interest of each and every one of these young people without distinction as to who they are or what their background may be;
3. The future welfare of the school community, district, state, and of the nation depends upon the quality of education we provide in the public schools to fit the needs of every learner;
4. My fellow Academic Policy Committee members and I must take the initiative in helping all the people in this school community to have all the facts, all the time, about our school;
5. I must never neglect my personal obligation to the school community and my obligation to the district, state, nor surrender these responsibilities to any other person, group, or organization.

In view of the foregoing consideration, it shall be my constant endeavor:

1. To devote time, thought, and study to the duties and responsibilities of an Academic Policy Committee member, as outlined in our by-laws so that I may render effective and creditable service;
2. To work with my fellow Academic Policy Committee members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points at issue;
3. To base my personal decision upon all available facts in each situation; to vote my honest conviction in every case, unswayed by partisan bias of any kind; thereafter, abide by and uphold the final majority decision of the Academic Policy Committee and the School Board;
4. To remember at all times that as an individual I have no authority outside the meeting of the Academic Policy Committee, and to conduct my relationships with the school staff, local citizenry, media representatives and all other agencies or individuals on the basis of this fact.
5. To resist every temptation and outside pressure to use my position as an Academic Policy Committee member to benefit either myself or any other individual or agency apart from the total interest of the school;

6. To recognize it is as important for the Academic Policy Committee to understand and evaluate the educational program of the school as it is to plan for the business of school operation;
7. To bear in mind under all circumstances that the primary function of the Academic Policy Committee is to recommend procedures by which the school is to be administered, but that the administration of the educational program and the conduct of school business shall be left to the employed principal or designee of the school and staff;
8. To welcome and encourage active cooperation by citizens, organizations and the media of communication in the district with respect to making recommendations on current school operations and proposed future developments;
9. Finally, to strive step by step toward ideal conditions for the most effective Academic Policy Committee service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.

Adopted: October 14, 2025

Nome Public Schools

AR 10050 CHARTER SCHOOL PRINCIPAL AND HEAD TEACHER EVALUATION

Principal Evaluation

The district will designate a qualified evaluator to conduct an evaluation of the charter school principal. The individual conducting the evaluation will meet the requirements of [AS 14.20.149](#) and will utilize the district's administrator evaluation procedures.

The evaluator shall ensure that during the evaluation process, the Academic Policy Committee will have the opportunity to provide written information on the performance of the administrator, including the administrator's performance in meeting obligations set forth in school board policy and the charter school contract.

The district's evaluation of the charter school principal does not preclude additional assessment by the Academic Policy Committee regarding the professional performance of the principal. Any additional assessment should be arranged between the Academic Policy Committee and the principal.

Any members of charter school staff (classified or certified) who serve on the Academic Policy Committee shall recuse themselves from any votes, discussions, or other Academic Policy Committee proceedings pertaining to the principal's salary, contract, evaluation, and termination. A copy of any additional assessment conducted by the Academic Policy Committee will be provided by the Academic Policy Committee to the district upon request.

Head Teacher Evaluation

If the charter school administrator performs both administrative and teaching functions, the procedures for evaluation shall be those for a principal/administrator identified above. However, the district administration will determine an appropriate evaluation instrument that must be used for accurate evaluation of both teaching and administrative duties based on district performance standards.

Confidentiality of Evaluations

The Academic Policy Committee is neither responsible nor authorized to take personnel actions with respect to any employee other than the Charter School principal/head teacher. Before receiving any information that is confidential under law or contract, each member of the Academic Policy Committee must sign a confidentiality agreement acknowledging and agreeing to abide by that confidentiality.

Certificated teacher evaluations are confidential and may not be publicly disclosed, including disclosure to members of the Academic Policy Committee, absent a written waiver signed and dated by the employee.

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AR 10070 CHARTER SCHOOL ANNUAL REVIEW

Written Report:

Annually, the charter school will submit a written report to the district and the School Board no later than May 1 of each school year. The report will include:

1. A cover letter, including:
 - name of the charter school,
 - school year/annual report title, and
 - name(s) of person(s) responsible for report,
 - Vision and Mission statements and strategic plan goal areas.
2. Student achievement assessment results, including:
 - recommendations for remediation of poor student performance, and
 - school goal attainment;
3. Student enrollment and mobility data;
4. Descriptions of charter school activities;
5. Data on the meetings of the governing bodies of the charter school, including:
 - a list of the Academic Policy Committee meetings, including officers, and staff members by position,
 - minutes of the meetings,
 - current bylaws of the Academic Policy Committee,
 - a list of employees and job titles, and
 - a list of officers in any PTA/PTO or other parent organization;
6. Any major changes planned for the following school year including:
 - changes to the contract between the charter school and the district, and
 - modifications to the school's charter; and
7. Other information of interest to the school board and/or the school district administration.

Presentation to School Board:

Annually the charter school may make a presentation to the school board and the public. If presentations are requested by the board, they will be scheduled on a board meeting agenda in the spring of each year. Written reports will be received by the district prior to the charter school's presentation to the school board. Presentations will include student achievement results, highlights of the year, and changes being requested to the contract or charter.

The school board will act on the charter school's contract renewal (including changes to the contract language and estimated budget) as required following the school's written report and presentation (if applicable).

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Nome Public Schools

E 10020 DEED INITIAL CHARTER SCHOOL APPLICATION FORM

DEED provides a model initial application form for all proposed charter schools in Alaska.

The DEED Initial Charter School Application Form is available at:
https://education.alaska.gov/alaskan_schools/charter

Adopted: October 14, 2025

Nome Public Schools

AR 1250 VOLUNTEER ASSISTANCE

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

Volunteers who interact with children for more than four hours per week 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.

Revised 10/2025

Adopted: December 10, 2024

Nome Public Schools

AR 1260 VISITS TO THE SCHOOLS

Building administrators shall ensure that prominent notices directing all visitors to sign in at the administrative office are posted at each entrance to the school building. Anyone who is not a regular staff member, approved volunteer, or student at the school is a visitor.

Visitor access to school buildings may be temporarily limited during emergency or safety drills, situations outlined in school safety plans, an emergency lockdown, periods of statewide testing, or other specific situations listed in District policy or building rules.

Conduct on School Property

The District expects civility, mutual respect, and orderly conduct among all individuals on District property or at a school event. No person on District property or at a school event shall:

1. Injure, threaten, harass, or intimidate a staff member, student, sports or activities official or coach, or any other person;
2. Damage or threaten to damage District property or another's property;
3. Violate any state or federal law or regulation, or district policy.
4. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal substances;
5. Impede, delay, disrupt, or otherwise interfere with any school activity or function, including using cellular phones in a disruptive manner;
6. Make a video recording in the classroom without prior approval of the building principal and classroom teacher.

The principal has authority to request that any unauthorized person, or visitor engaging in unacceptable conduct, leave the school grounds or school event. The principal further has authority to request assistance from law enforcement if any person refuses to leave school grounds upon request, or creates a disruption. The principal or designee shall notify the Superintendent's office immediately if such a situation develops.

Adopted: October 14, 2025

Nome Public Schools

AR 4180/4280/4380 RESIDENCY AND REMOTE WORK

Purpose

To establish a process by which the District may allow an employee to work from home or another approved location on a full-time or part-time basis, hereafter referred to as "remote work" or "telecommuting."

The District requires its employees to report to their designated work location. However, the Superintendent may decide that the best candidate for a certificated or administrative position may not reside or plan to reside within the boundaries of the district. Pursuant to BP 4180/4280/4380, the Superintendent may seek approval from the Board to hire or continue the employment of such a candidate.

Procedure

Any employee seeking to remote work or telecommuting must enter into a written remote work agreements. A request for remote work or telecommuting will be evaluated based upon the following factors:

The essential job duties of the employee's position;

The employee's reasonable likelihood to be able to successfully perform the essential job duties and responsibilities from an alternate work site; and

The supervisor's reasonable likelihood to ensure the employee completion of the essential job duties and responsibilities at an alternate worksite.

Remote work or telecommuting is not designed to be a substitute for childcare or care of a dependent family member. Any employee approved for remote work or telecommuting is obligated to perform the essential job duties and responsibilities of the employee's position.

A remote work agreement must be in writing, and signed by the employee, their immediate supervisor, and be approved by the Superintendent. The agreement must specify the number of days and hours worked each week. During working hours, the employee shall be accessible by phone and email within a reasonable time period during the agreed upon work schedule based on Alaska Standard Time. The district will not pay for voice and/or data communication charges.

Unless otherwise specified in the written agreement, a remote work employee is responsible for providing office equipment and workspace and is responsible for maintenance and repair of any office equipment. Any district materials in the alternate work site remain the property of the district and must be kept secure and confidential. Any materials containing student records or personnel records must be maintained in a

lockable file cabinet or other location that cannot be accessed by any family, guests, or other occupants at the approved alternate worksite.

The district retains the right to inspect remote work site locations for the purpose of determining that the site is secure and safe, and that the employee is performing the essential job duties and responsibilities of the employee's position and complying with the terms of the remote work agreement.

Out-of-pocket expenses for office supplies will not be reimbursed unless the employee obtains prior, written authorization from a supervisor.

The district assumes no liability for injuries occurring in the employee's approved alternate worksite outside the agreed-upon work hours. The district is not liable for loss, destruction, or injury that may occur in or to a remote work employee's alternate work site. This includes family members, visitors, or others that may become injured within or around a remote work employee's alternate work site.

It is the responsibility of a remote work employee to determine any income tax implications of a remote work agreement. The district will not provide tax guidance to remote work employees and does not assume any additional tax liabilities through the approval of a remote work agreement. All employees are encouraged to consult with a qualified tax professional to discuss any potential income tax implications from remote work agreements.

Adopted: October 14, 2025

Nome Public Schools

AR 5128 ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

The Alaska Performance Scholarship Program provides scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the State of Alaska. The district is required to determine student eligibility for the three levels of scholarships available. The district must then notify the Alaska Department of Education and Early Development of each qualifying student's eligibility.

Eligibility Determinations

The principal or designee of each high school shall determine scholarship eligibility for each graduating student by application of the following criteria.

A. Course Work Requirements

Note: The following curriculum requirements are in place for students graduating from high school in and after 2024. Qualifying units of credit shall include a student's completion of a high school level course in an earlier grade if: 1) the course meets content standards for a grade 9-12 course; 2) is within a qualifying curriculum (math, science, language arts, etc.); and 3) appears on the student's high school transcript. A course does not satisfy the requirements of this section, regardless of the course name unless it is: 1) a college or industry preparatory course; and 2) meets or exceeds the standards and grade level expectations in Alaska Standards: Content and Performance Standards for Alaska Students. An advanced placement and international baccalaureate course meets curriculum requirements and is considered an approved course as fully stated in [4 AAC 43.030](#).

The Alaska Performance Scholarship may be awarded based on a student's completion of either a math and science curriculum track, or a social studies and language curriculum track.

Curriculum Requirements

Graduating students in 2024 and beyond must meet the following curriculum requirements to qualify for all scholarship levels (Achievement, Performance, and Honors):

Math and Science Curriculum:

1. Math – 4 units of credit, consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:
 - i. algebra I;
 - ii. algebra II;
 - iii. geometry;
 - iv. trigonometry;
 - v. pre-calculus;

- vi. calculus;
 - vii. calculus II;
 - viii. statistics.
2. Science – 4 units of credit, consisting of either four units selected from the following courses or a combination of two units selected from the following courses and two additional courses approved by the department:
- i. physical science;
 - ii. earth science;
 - iii. biology;
 - iv. chemistry;
 - v. physics;
 - vi. marine biology;
 - vii. anatomy and physiology.
3. Language arts – 4 units of credit, consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:
- i. composition;
 - ii. American literature;
 - iii. world literature;
 - iv. speech and debate;
 - v. advanced composition;
 - vi. creative writing;
 - vii. British literature.
4. Social studies – 4 units of credit, one unit of credit in a foreign or Alaska Native language, fine arts, or cultural heritage may substitute for one of the four units of credit of social studies; at least two units of credit must be from the following courses, with any remaining credits from courses approved by the department:
- i. World history;
 - ii. American history;
 - iii. geography;
 - iv. American government/civics;
 - v. economics;
 - vi. Alaska history;
 - vii. western or eastern civilization;
 - viii. psychology;
 - ix. sociology.

Social Studies and Language Curriculum

1. Math - 3 units of credit, consisting of either three units selected from the following courses or a combination of two units selected from the following courses and an additional course approved by the department:
- i. algebra I;

- ii. algebra II;
 - iii. geometry;
 - iv. trigonometry;
 - v. pre-calculus;
 - vi. calculus;
 - vii. calculus II;
 - viii. statistics.
2. Science – 3 units of credit consisting of either three units selected from the following courses or a combination of two units selected from the following courses and an additional course approved by the department:
- i. physical science;
 - ii. earth science;
 - iii. biology;
 - iv. chemistry;
 - v. physics;
 - vi. marine biology;
 - vii. anatomy and physiology;
3. Language arts – 4 units of credit consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:
- i. composition;
 - ii. American literature;
 - iii. world literature;
 - iv. speech and debate;
 - v. advanced composition;
 - vi. creative writing;
 - vii. British literature;
4. Social studies – 4 units of credit, consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:
- i. world history;
 - ii. American history;
 - iii. geography;
 - iv. American government/civics;
 - v. economics;
 - vi. Alaska history;
 - vii. western or eastern civilization;
 - viii. psychology;
 - ix. sociology.

5. Foreign, Alaska Native or American sign language – 2 units of credit in the same language.

Note: *A district that offers courses meeting the requirements for APS but that do not clearly fall within the course names found above may seek approval from the Department to have those courses approved for APS purposes. [4 AAC 43.030\(j\)](#).*

B. Grade Point Average and Standardized Examination Scores

In addition to the curriculum requirements above, students must meet certain GPA or standardized examination score requirements. It is the student's responsibility to provide proof of results achieved on one of the standardized examinations required for scholarship eligibility. GPA or test scores determine a student's level of eligibility for each of the three scholarships set forth below:

1. Alaska Performance Honors Scholarship

Grade Point Average: 3.5 or higher

or

Test Scores: ACT composite score of 25 or higher; or
SAT combined score of 1210 or higher; or
A combined WorkKeys score of 18 or higher, with no
single score lower than 6, in each of the following:

1. applied mathematics
2. reading for information
3. locating information

Note: *The Alaska Performance Honors Scholarship has an award level of \$7,000.*

2. Alaska Performance Achievement Scholarship

Grade Point Average: 3.0 or higher

or

Test Scores: ACT composite score of 23 or higher; or
SAT combined score of 1130 or higher; or
A combined WorkKeys score of 15 or higher, with no
single score lower than 5, in each of the following:

1. applied mathematics
2. reading for information
3. locating information

Note: *The Alaska Performance Achievement Scholarship has an award level of \$5,250.*

3. Alaska Performance Opportunity Scholarship

Grade Point Average: 2.5 or higher

or

Test Scores: ACT composite score of 21 or higher; or
SAT combined score of 1060 or higher; or
A combined WorkKeys score of 12 or higher, with no
single score lower than 4, in each of the following:

1. applied mathematics
2. reading for information
3. locating information

Note: *The Alaska Performance Opportunity Scholarship has an award level of \$3,500.*

Note: *A student who qualifies for one of the above scholarships using the WorkKeys examination must use the scholarship award in a career and technical program that results in the award of a certificate. [4 AAC 43.020\(d\)](#).*

Notice to Parents/Guardians of Eligibility Determination

The principal or designee shall provide written notice to all parents/guardians, or to students if 18 or older, of the eligibility determination, or how they may learn the eligibility determination. The notice should also explain how a parent/guardian or eligible student may challenge this determination.

Permanent Record

Once eligibility levels are determined, the district will record the level of eligibility on each qualifying student's permanent record. No notation should be made for those students who are not eligible for a scholarship award.

Annual Transmittal of Records

No later than July 15 of each year, the district will transmit an electronic version of each graduating student's permanent record that describes the student's eligibility for the Alaska Performance Scholarship Program. This is a mandatory reporting obligation and parents/students may not opt out of this disclosure.

Appeal Procedures

The district provides the following appeal process for students who believe an error has been made regarding a student's eligibility for an Alaska Performance Scholarship. A student can request that the district review the determination of whether or not he or she is eligible or, if eligible, the level of scholarship available.

A. Appeal Form

To request an appeal, a student must complete the Alaska Performance Scholarship Appeal Form for Public School Students. [E 5128] The form requires:

1. Name, mailing address, and contact information;
2. Eligibility information in the form of official examination scores and an official transcript indicating courses taken and GPA and/or test scores;
3. A statement explaining why the student believes the eligibility determination is in error; and
4. All documents, papers, or other materials that support a reversal or modification of the eligibility determination.

Students who have questions about the form or require assistance should contact a counselor or principal at the student's high school.

Students must complete the Appeal Form and provide supporting documents as soon as possible after receiving notice of his or her eligibility determination. No appeals will be considered unless submitted within thirty (30) days of receiving the district's eligibility determination, absent unusual circumstances that prevented a timely appeal.

B. Appeal Process

1. Student submits the completed Appeal Form and supporting documentation to Superintendent.
2. The district will designate a reviewer to review and decide the appeal.
3. The reviewer will consider all information submitted and issue a determination of whether or not the student meets scholarship eligibility, and if eligible, the student's level of eligibility.
4. The reviewer's determination is the final decision of the district.
5. Notice of the district's decision will be sent to the student no later than thirty (30) days after the student submits a timely appeal.
6. If the reviewer determines that scholarship eligibility was incorrect, the district will notify the Alaska Performance Scholarship Program of the correct eligibility determination and revise the student's transcript to correctly identify APS eligibility.

Note: *Effective June 6, 2015 the regulation providing for a grace period and waiver of curriculum requirements was repealed and a new section added to provide for students to request a scholarship eligibility extension. 4 AAC 43.035 (repealed); [4 AAC 43.045](#) (extensions of eligibility period). An extension of scholarship eligibility does not permit a student to receive a scholarship for more semester hours than is permitted under [AS 14.43.825](#).*

Extension of Scholarship Eligibility

The district should notify appropriate students about the availability of a scholarship eligibility extension that may be granted by the Alaska Commissioner of Education. Upon request, the Commissioner may grant a student who has previously been determined eligible for a scholarship under APS, a scholarship eligibility extension. Such an extension allows a student to remain eligible for a scholarship for longer than six years after the date of the student's graduation from high school.

To qualify for an extension of scholarship eligibility, a student must:

1. Submit a written request to the Commissioner no later than 30 days before the student's period of scholarship eligibility under [14.43.825](#)(b) is set to expire; and
2. Submit with the request a signed statement from the institution of higher learning in which the student is admitted or enrolled attesting that the student has experienced or is experiencing an enrollment delay due to the availability of coursework required by the degree program the student is pursuing, and that the enrollment delay is beyond the student's control.

Adopted: October 14, 2025

Nome Public Schools



ALASKA PERFORMANCE SCHOLARSHIP (APS)
Appeal Form for Public School Students
School Year Only

AS 14.03.113. District determination of scholarship eligibility.

A district shall provide a student with an opportunity to request that the district correct an error in the eligibility determination.

The following information is required for the school district to evaluate your appeal to receive an APS scholarship. Complete this form and return it to your school district. Please print to ensure information is legible.

Last Name First Name M.I. DOB AKSID
Permanent Mailing Address City State
Zip Home Phone Cell Phone Email

Did you meet the minimum GPA of 2.5 or test scores of ACT 21 or SAT of 1060 or WorkKeys Level 12 (no score below a 4 in each subject area)? Yes No

My ACT score is My SAT score is My WorkKeys score is My GPA is

Did you meet the curriculum requirements for your class year? Yes No

Were your requirements met by high school graduation? Yes No

Provide a concise statement identifying the reasons supporting a reversal or modification of the school district's eligibility determination. Note: Failure to meet APS requirements for reasons other than those allowed for under the statutes and regulations governing the APS does not entitle the applicant to a reversal or modification of eligibility. You may use a separate sheet of paper.

Provide documents, papers, or other materials that support a reversal or modification of the districts eligibility determination. This may include:

- o ACT and/or SAT score report (s) (an official copy from the ACT/SAT)
o WorkKeys score (if taken outside of the school district)
o Statement
o Transcript

Student Signature Date

School District Review and Signature Date

School District should submit this Signature form and record change to:

APS Program Coordinator
Alaska Department of Education & Early Development
P.O. Box 110500 Juneau, Alaska 99811-0500
Phone: (800) - 441 - 2962

ACPE@alaska.gov

School Improvement Plan

School:	Anvil City Science Academy
Year:	2025-2026
Date Completed:	May 30, 2026
School Board Presentation Date:	Continuous

School Improvement Planning Team	
Name	Title/Role
Emily Annas	Principal
Rachel Ventress	Writing Teacher/Parent Rep
Keane Richards	Science Teacher/Parent Rep
Kastyn Lie	Reading Teacher
Peggy Simpson	Special Education Teacher
Jon Senas	Social Studies Teacher
Hattie Nattanquk	Classified

School Improvement Planning Team Members:

- School Administrators
- Grade Level/Content Area Reps
- Classified Rep
- Special Education Rep
- Parent Rep

This step is meant to focus on **prioritizing school needs**

DIRECTIONS: Complete the empty boxes below to Identify Local Needs and begin to Plan for School Improvement.

What other data sources, besides state assessment results, do you have available that will help you analyze the root cause for this designation?

MAPS Data, IXL Diagnostic Data, No Red Ink Data

Based on the data source review, which areas should be a priority in this school improvement plan?

Priority 1: Reading skill levels improvement - Monday DEAR Time: Every student Drops Everything And Reads a book of their choice for 20 minutes during study hall. If students are able to choose and read books of their choice, then students reading engagement will improve.

Priority 2: Writing skill levels improvement (Objective 1.3) - Free up writing class time from having to do "start of year housekeeping" by creating an encompassing Q1 elective.

Priority 3: Keyboarding skills (Objective 1.3) - If students develop proficient keyboarding skills, then students can focus on the act of writing instead of typing during state computerized tests.

For each priority identified above, list and explain which Strategic Plan Elements or Board Priorities are supported

Priority 1: Strategic Plan Objective 1.3.1: Improvement of instruction through increased student engagement, use of effective instructional strategies, and local knowledge.

Priority 2: Strategic Plan Objective 1.3.1" Improvement of instruction through increased student engagement, use of effective instructional strategies, and local knowledge.

Priority 3: Strategic Plan Objective 1.2.1: Students make and reflect on goals that are tied to academic achievement and/or personal growth.

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities.)

GOAL #1

Fifteen percent (15%) of students who scored in the low growth, low achievement quadrant on the Spring 2025 reading assessment will show standard improvement (10 RIT points over 32 weeks) in reading skills on the MAPS assessment from Spring 2025 to Spring 2026

Action Plan

Additional key activities may be added as needed

Key Activities – Focused on <u>adult practices</u>	By whom	By when
DEAR Time	Teachers	Spring 2026
Smart Start QI Elective	Teachers	Q2

What resources do you already have to support executing these key activities?

Library of books, Scholastic Book Fair, Alaska and Indigenous-Themed Novels

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., SIG, IDEA; Title II; Title I)
None	None	DonorsChoose to increase library choices, Parents/Families purchasing Teacher's Amazon Wish Lists of books

What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)

None Library has an excellent collection of Indigenous authors that students are able to check out and read.

This step will help your team monitor the implementation of key activities and progress toward SMART goals.

DIRECTIONS: Complete the empty boxes below to help monitor progress towards your goal.

Essential Questions when monitoring the progress of Key Activities:

What does the data tell us about student success and areas of concern?

What does the data tell us about staff practice progress?

What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1: DEAR Time for 20 minutes on Mondays during Advisory

Key Activity 2: Q1 Elective - Smart Start! (Removing beginning of the year activities from core classes and putting them into the Q1 Elective)

Data Source(s)/Local Assessment(s) to monitor progress of key activity:

Key Activity 1: MAPS testing Fall 2025 and IXL Skills Assessment

Key Activity 2: MAPS testing Winter 2026

Key Activity 3: AK Star Testing Spring 2026

Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1: Once	Key Activity 1: Principal and Teaching Staff
Key Activity 2: Once	Key Activity 2: Principal and Teaching Staff
Key Activity 3: Once	Key Activity 3: Principal and Teaching Staff

Observed Changes/Reflections – Add check-in lines as needed

Key Activity 1 Check-ins	Date: Fall 2025 Date: Date:
Key Activity 2 Check-ins	Date: Winter 2026 Date: Date:
Key Activity 3 Check-Ins	Date: Spring 2026 Date: Date:

Do any additions/updates/adjustments need to be made to key activities for Goal #1?

Not at this time

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities.)

GOAL #2

Fifteen percent (15%) of students who scored in the low growth, low achievement quadrant on the Spring 2025 writing assessment will show standard improvement (10 RIT points over 32 weeks) in writing skills on the MAPS assessment from Spring 2025 to Spring 2026

Action Plan

Additional key activities may be added as needed

Key Activities - Focused on adult practices	By whom	By when
Key Activity 1: Smart Start Q1 Elective	Staff who teach electives	September 2025
Key Activity 2: Keyboarding instruction in Smart Start Q1 Elective	Staff who teach electives	November 2025
Key Activity 3: Open to suggestions		

What resources do you already have to support executing these key activities?

Pulling standard housekeeping activities (i.e. school cash design, student handbook review, technology bootcamp) from core classes (i.e. writing) to free up more time in writing class to devote to the learning of writing skills

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., SIG; IDEA; Title II; Title I)
All the Right Type Online Keyboarding Program	Yearly subscription	IT Department

What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)

Smart Start Q1 Elective Curriculum written by the principal utilizing AI and teacher input

This step will help your team monitor the implementation of key activities and progress toward SMART goals.

DIRECTIONS: Complete the empty boxes below, to help monitor progress on your goal.

Essential Questions when monitoring the progress of Key Activities:

What does the data tell us about student success and areas of concern?

What does the data tell us about staff practice progress?

What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1: Smart Start Q1 Elective to provide more time for writing instruction in writing class

Key Activity 2: Keyboarding Skills improvement

Key Activity 3:

Data Source(s)/Local Assessment(s):

Key Activity 1: IXL ELA Fall Snapshot diagnostic and MAPS Scores - Spring 2025, Fall 2025, Winter 2026, Spring 2026

Key Activity 2: Initial WPM versus Final WPM

Key Activity 3: None

Frequency of Measure(s)

Person(s) Responsible for Updating Data

Key Activity 1: Three times

Key Activity 1: Teachers and Principal

Key Activity 2: Once

Key Activity 2: Teachers

Key Activity 3: None

Key Activity 3:

Observed Changes/Reflections – Add check-in lines as needed

Key Activity 1 Check-ins

Date: Fall 2025 MAPS Testing

Date: Winter 2026 MAPS Testing

Date: Spring 2026 MAPS Testing

Key Activity 2 Check-ins

Date: Fall elective class - September to October

Date: October 31, 2025 - Teacher and Student Survey on Q1 Smart Start Elective

Date:

Key Activity 3 Check-Ins

Date: None

Date:

Date:

Do any additions/updates/adjustments need to be made to key activities for Goal #2?



Nome-Beltz Middle High School

PO Box 131, Nome Alaska 99762

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

Date: 09 October 2025

To: NPS Board

From: Teriscovkya Smith and Holly Harlow

Subject: October Board Report

Nome-Beltz Middle/High School: Our Mission, Vision, & Values

NBMHS WILL GRADUATE STUDENTS WHO ARE PREPARED TO BE SUCCESSFUL ADULTS.	ATTENDANCE PRIORITIZE student attendance to improve academic readiness while maximizing their educational experience.	<ul style="list-style-type: none">• Spirituality• Humility• Reverence Toward Nature• Pride in Culture• Speaking Our Traditional Language• Honesty• Cooperation• Patience• Responsibility• Hard Work• Obedience• Open Communication• Avoidance of Conflict• Commitment to the Family• Love of Children• Respecting Others• Respect of Elders• Sharing• Humor• Cultural diversity and innovation
	ACADEMICS IMPLEMENT an academic plan with fidelity to increase student achievement.	
	BEHAVIOR ENSURE a school environment where staff and students can be successful.	
	ENGAGEMENT SUPPORT student, family, and community engagement to grow a culture of belonging.	
	NBMHS BEHAVIOR STATEMENT: We care for ourselves and others in our culturally diverse world by making SAFE choices, showing RESPECT , and acting RESPONSIBLY as lifelong learners and citizens.	

NBMHS Data:

- Current Enrollment: 291
 - 6th-Grade: 42
 - 7th-grade: 35
 - 8th-grade: 42
 - 9th-grade: 68
 - 10th-grade: 43
 - 11th-grade: 32
 - 12th-grade: 29
- Student contact days: 26
- Student Attendance: 89%

Student Celebrations

- HS: Vivian Bloodgood (10th-Grade)
- MS: Student of the Week
 - Each Friday during the middle school breakfast, seven students are recognized as “Middle Schoolers of the Week.” Teachers highlight positive

behaviors and connect them directly to the Inupiaq Values, reinforcing both academic and cultural expectations. This practice provides a consistent opportunity to celebrate student success, build community, and strengthen the connection between daily actions and our shared values.

The NBMHS Den for September 2025

- *New Additions Rocking the Den*

- We are thrilled to have new additions to our team; we asked them to share a little about their backgrounds and write a brief introduction. Thank you to Ms. Manay's MS Photography class for providing portraits!

- **Robert Faubel**, MS Social Studies

- Mr. Faubel has taught social studies and history on a secondary school level in both Alaska and New York City during the past thirty years. By nature a self-proclaimed "history nerd", he has traveled extensively in Africa, Asia and Europe allowing him to bring his experiences into the class. Mr. Faubel holds two degrees in history, with honors, from Fairfield and Fordham Universities. He enjoys hunting, trap shooting and golf as his leisure activities.

- **Randy Holweger**, HS Physical Education & Health

- Hello! My name is Randy Holweger, and I'm excited to be the new High School P.E. and Health teacher here at Nome-Beltz. This is my 13th year in education, and I'm looking forward to bringing my experience and energy to the classroom and gym.



I was born and raised in North Dakota and am the youngest of five siblings. I've had the privilege of teaching in a variety of places and subjects—spending 8 years in Shishmaref and 4 years back in North Dakota, teaching everything from Social Studies and Science to CTE and Woodshop.

Outside of school, my biggest joy is being a parent. My son turns two this month, and he keeps me active and busy!

I'm excited to get to know the students, staff, and community here in Nome, and I look forward to a great school year of learning, growth, and fun.

- **Carolyn Johnston**, Long-term HS Science/Home Economics Substitute

- **Tamara Lee**, HS English

- I have dreamt of living in Alaska for years. I'm originally from Fort Worth, Texas and this is my fifth year of teaching. I am a big proponent of education in all forms. I have a Bachelor's degree from the University of Texas at Arlington in Art History, a Master's degree from Texas Wesleyan University in Teaching Literacy and a Master's degree in History from the University of Texas at Arlington. During my free time, I love to visit museums and read, primarily fiction, historical fiction and non-fiction.



■ **Arman Narciso**, HS Social Studies

- Hi, I'm Arman Narciso, and I've recently joined Nome-Beltz as a High School Social Studies teacher. I value the diversity of human culture and enjoy helping students think critically about the world around them. Philosophy – especially logic and ethics – is a personal passion, and I'm also a big fan of basketball and debate. I hope to one day contribute to a debate program to help students build confidence and sharpen their reasoning skills. Though I've only been in Nome for about three weeks, I already appreciate the warmth of the school community – and, of course, I'm looking forward to the snow and the king crab! I'm grateful to be here and excited to support our students as they grow and discover their paths.



■ **Winnie Pasco**, MS Special Education

- I'm Winnie M. Pasco, and I'm so happy to be part of this wonderful school community. I come from the Philippines and have spent the past 20 years doing what I love most – teaching and inspiring young learners. Being in the classroom brings me so much joy because it allows me to help children discover their strengths, build confidence, and develop a love for learning that lasts a lifetime.



I always strive to make my classroom a warm, fun, and welcoming space where students feel safe to express themselves and grow at their own pace. Teaching has shaped

who I am – it has taught me patience, resilience, and the importance of kindness in every interaction.

When I'm not teaching, I love singing, exploring creative hobbies, and spending quality time with my family and friends. These moments keep me grounded and remind me of the beauty of balance and gratitude in life.

■ **Denise Payton**, Long-Term Math Substitute

- I am from Miami, OK (NE Oklahoma) and the mother of 2 girls and grandmother to 2 boys. I love being Nana. This is my 2nd year of retirement after 28 years of teaching; 20 of those in Math and the last 8 in Computer Science. I started doing long-term subbing last year, and my first assignment was in Koliganek, then Ekwok, then Kokhanok. All of these are much smaller villages, but I loved it!!! The kids were very respectful and loving. I love retirement, and I love what I am doing! Note: Ms. Payton is our long-term substitute while Mrs. Wright is on maternity leave. You can see our most recent Nanook in Ms. Payton's arms in her picture!



■ **Allison Topkok**, NBMHS Registrar

- I'm Allison Topkok from Teller. My parents are Lucy Oquilluk and Reuben Topkok. I recently moved back to the Seward Peninsula from North Dakota, where my son Tobias was born. He will be 2 in October. I'm very excited about working within the school community and it's very nice to be "back"!



■ **Lisa McCoy**

- Hi I'm Lisa McCoy and I am the attendance secretary at Nome-Beltz. I am a West Virginia Mountaineer, but lived in Unalakleet for 20 years, Hawaii for 2 years, then moved to Nome in July of this year. I have been married to my amazing husband for 31 years, and we have one son, who is 19 years old. We have two pets, Crush the Papillion (dog) and Goose the Russian Blue (cat). My favorite things to do are crafts, baking, archery, ice skating, travel, church, and spending time with my family.

● **Growing our Own**

- NBMHS Administrative Intern Update - Mary Ulroan

- In September, I worked with a group of students to launch the Peer-Mentoring Program. The program is now underway, with our first senior-sophomore match already showing positive progress in

both behavior and academics. I have also contributed to leadership meetings, collaborating with other school leaders to support ongoing initiatives. Additionally, I partnered with the school counselor to plan and organize activities for Indigenous People’s Day.

● **Instructional Highlights**

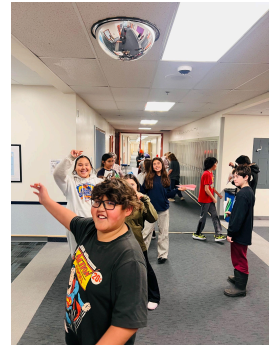
- **CAMP Partnership:** We are pleased to continue our partnership with CAMP to deliver strength training and health curriculum classes. Special thanks to Nicole Santonastaso and Tracy Gregg for their contributions. Below is the planned schedule of dates and topics:

- **October 15:** *AMP’d with Nicole* – Strength Training
- **October 22:** *Movement and Hydration with Tracy and Nicole* – Health
- **November 19:** *Circuit Class with Matt* – Strength Training
- **November 19:** *How to Protect, Promote, and Maintain a Healthy Body Image with Tracy and Nicole* – Health
- **December 10:** *Bento Box Cooking Class with Tracy and Nicole* – Health
- **December 17:** *Circuit Class with Nikki and Tracy* – Strength Training
- **TBD:** Alcohol education class for seniors & Vaping presentation for MS students.



- **MS Science Aerodynamics** (include picture)

- Mrs. Berry’s middle school science classes started the year with an engaging lab that highlighted the scientific method, teamwork, reading, writing, math, and Nanook expectations. Students worked in pairs to test which type of paper made a paper airplane fly the farthest. They used positive communication skills, followed school expectations, wrote a lab report, constructed a graph, and had a great time doing it!



- **Harvesting at the Community Garden**

- Not a potato went to waste as Ms. Liben met student volunteers at the Community Garden to harvest remaining potatoes and other crops.



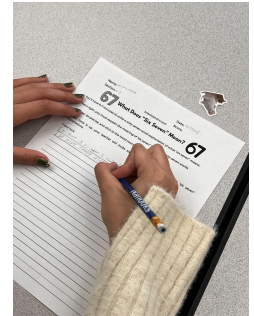
- **Alaska History/Alaska Studies**

- To help allocate time to developing regionally and culturally relevant content and curriculum, we have brought [Aunt Phil’s Trunk Alaska History](#) series into our collection of teacher resources. The short-story format, and more than 300 historical photographs per volume, make it an

easy-to-read adventure through Alaska’s colorful past and provides the foundation for teachers to explore and create supplemental content and materials.

○ *Six-Seven Strikes NBMHS*

- On a lighter note, Mr. Horton presented an engaging activity by having ELA middle school students delve into the mystery of this viral, nonsensical term. Students had 6-7 minutes to write a 67-word explanation of what “67” means. Through lots of laughter, students came to realizations on how trends develop. And the best part? Lots of students were writing in excitement!



○ *Structure, Routines, and Content Oh My!*

- New NBHS English Teacher, Tamara Lee, establishes solid classroom structures for 9th and 10th-grade students that allow for instruction on writing mechanics, literary terms and devices, and student investigations into content. Walking into her classroom on any given day, the engagement is palpable and students have responded positively to her consistent practices. Ms. Lee will also be our Educators Rising Advisor and we are excited to support this program’s continued evolution. In September, Ms. Lee and Student Officers (and seniors!), Sara James and Angela Omedelina, traveled to Anchorage for the CTSO meeting. Click [HERE](#) for more information on this event and other Ed Rising activities!



● *Social Emotional and Cultural Learning*

○ **Mandated Reporting Taught In House**

- Once teachers learn the laws through DEED’s elearning platform, Mr. Brown, our NBMHS Guidance Counselor presented campus guidelines and policies for mandated reporting that includes guidance for teachers. Thanks to the collective experience of educators like Mr. Brown and Mrs. Tweet, we are grateful that we can provide high quality training that ensures student safety and support.



○ **October Anti-Bullying Initiative**

- During National Bullying Prevention Month, Nome-Beltz

MIDDLE SCHOOL - BULLYING PREVENTION MONTH 2025		
	Topic	Lesson/Content
October 7th	What is Bullying?	Video: <i>Teasing and Bullying are Different</i> “Quiz”: Bullying Myth vs. Truth
October 14th	The Power of Teamwork Grade-level Activity in RC	“Creating Shapes”
October 21st	Cyberbullying	Glitter sticks around like cyber presence
October 28th	Student Council Speaks on Bullying	HS student council presenting to the middle school

Middle and High School students will participate in a series of lessons and activities designed to raise awareness, build empathy, and promote a positive school culture. Middle school students will explore the differences between teasing and bullying, learn strategies for responding to bullying, and engage in activities addressing cyberbullying. High school students will participate in short lessons across English classes focusing on speaking up, preventing bullying, and fostering inclusion, with reflection activities to reinforce personal responsibility and community impact. Both schools will utilize videos (for a sample, students will watch and discuss “**Teasing and Bullying are Different**”), discussions, and hands-on activities to encourage kindness, acceptance, and proactive support for peers.

○ **October Cultural Activities**

- Throughout the month of October, cultural activities have been organized and led to highlight and celebrate Indigenous cultures, with a focus on Indigenous Peoples’ Day.

The initiative began with a staff meeting where Indigenous Peoples’ Day was introduced, and teachers were encouraged to incorporate cultural lessons and activities into their classrooms. A Google Calendar was created for teachers to sign up and list their planned activities. This system has resulted in strong staff participation and coordination, with a variety of cultural lessons and events taking place across grade levels.

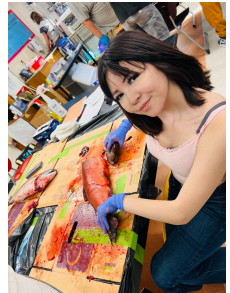
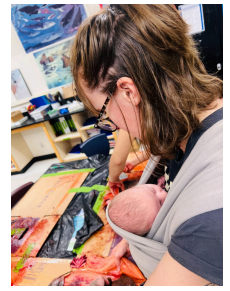
As part of the Indigenous Peoples’ Day celebration, Brooke Anungazuk, a former Miss WEIO pageant titleholder, will serve as the Master of Ceremonies for the school assembly. The assembly will feature a Fashion Share, where students will present their traditional clothing and jewelry. This event provides a platform for students to share their cultural heritage with the school community.

Overall, the response from staff and students has been highly positive. Participation is high, and the activities have created a meaningful way for the school to recognize and celebrate Indigenous cultures. October activities will segue nicely into November’s plans for Native American Heritage Month and foster a year-long plan that fuses cultural components into the curriculum throughout the year.

Some highlights:



- Thank you Ms. Liben for bringing subsistence-based activities into the Science classroom. Students, guests and teachers worked together to process salmon. For those of you who don't know, Sarah infuses local subsistence and traditional ways into her curriculum. Students learn about our ecosystems, the impacts of climate change on regional resources, and Sarah works with students on solution-based skill sets applied to real life contexts. This is the [transfer learning](#) that John Hattie's research shows as most impactful. Transfer learning is when students apply knowledge learned in one context to a different situation, which is a key outcome of deep learning. Even Mrs. Wright brought our most recent Beltz Baby Lilou for some cutting and help!



- Mrs. Berry worked with her classes to illustrate our region's cultural values and the results are beautiful displays that serve as points of reference in discussing choices and behaviors with students. These complement posters created by our ANSEP students in their Inupiaq course, taught by Mrs. Bourdon, that teach expectations such as active listening, walking, and using appropriate eye contact.
- Mrs. Phyllis continues to grow our student beading prowess. Their creations are intricate and evidence of the time, patience, and guidance Mrs. Phyllis provides.



- Here is a screenshot of our growing October calendar and of course, this does not

Indigenous Peoples' Day 10/13				October 2025			
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
			1 2 Old Women (7th) Horton Liben: Smoking salmon	2 2 Old Women (7th) Horton Liben: Canning salmon ANSEP- Attended Iiisazaqativut	3 2 Old Women (7th) Horton Liben: Canning salmon ANSEP- Collected sarguq, ayuu, willowbark with Tribal Healers	4	
5	6 Liben: Canning A Letter to our Elders (Horton) Graphing Culture (Payton)	7 Scary Stories: Big Mouth Baby (Horton) Graphing Culture (Payton)	8 SPED: Cross-cultural Perspective Graphing Culture (Payton)	9 Heinrich: Collecting grass Graphing Culture (Payton)	10 Heinrich: Basket weaving Graphing Culture (Payton)	11	
12	13 Indigenous Peoples' Day (Minimum Day) HS: Fashion Show MS: Miss Weio Presentation Coulter: Making ice chisels ANSEP - Morning Inupiaq Pledge ANSEP - delivering Inupiaqaglutu: Let's Speak Inupiaq books ANSEP - Niklapiag Family Potluck Lunch	14 Coulter: Making ice chisels	15 Coulter: Making ice chisels	16 Coulter: Making ice chisels	17 Berry: UIC STEM Outreach 8th Grade to Cultural Center Coulter: Making ice chisels	18	
19	20 Berry: Inupiaq Creation stories	21 Berry: Inupiaq Creation stories	22 Berry: Inupiaq Creation stories	23 Berry/Liben/Johnston: Rick Thoman lecture Wallak: Butchering Musk ox Soapstone Carving w/ Tonia C	24 Peters: Soapstone carving w/ tonia Osborne and Ben Jack	25	
26	27 Taaqumi: Arctic Horror S-	28 Taaqumi: Arctic Horror S-	29 Taaqumi: Arctic Horror S-	30 Taaqumi: Arctic Horror S-	31 Taaqumi: Arctic Horror S-		

include activities spilling into other months, which is a very exciting time for NBMHS!

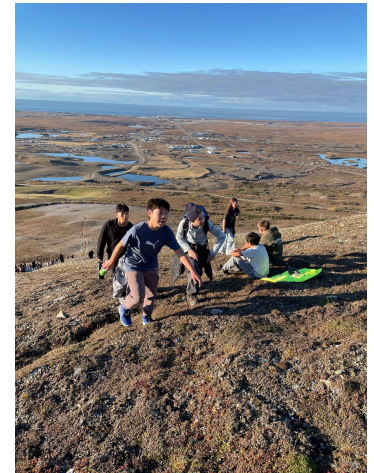
- **NBMHS Site Council Update (Harlow)**

- The Nome-Beltz Middle High School Site Council continues to support the development of the School Improvement Plan (SIP) and the school's ATSI designation. Building on their data review from last May, the Council is actively engaging in activities to gather input that will shape goals designed to strengthen school systems, improve student outcomes, and align with district and board priorities. Their current focus is completing the community review process using the *Portrait of a Graduate* framework. Other initiatives underway include encouraging student engagement with MAP testing and exploring/implementing PBIS practices to support positive school culture. The finalized School Improvement Plan will be presented to the Board at the November meeting.



- **NBMHS Student Activities**

- *MS Anvil Hike*
 - On September 12, 113 Nome-Beltz Middle School students participated in the annual Anvil Mountain Hike. An impressive 97% of students reached the summit. After completing the two-hour morning hike and enjoying a snack, students returned to school and continued with a productive afternoon of learning. This tradition not only promotes physical wellness and perseverance but also builds school spirit and a sense of accomplishment among students.
- *Native Youth Leadership Organization (NNYLO)*
 - From Advisor Mary Ulroan: Students in the NNYLO group met and were encouraged to find a student they know who is struggling in school with attendance, assignments, and/or behavior. I matched a senior with a student in 10th-grade for a math class and this has helped him with focus. Additionally, the student has had less behavioral issues and is getting his work done. The senior even checks on the student if he needs support with expectations (using the pass, time out of class, etc.).
 - Thank you Mrs. Ulroan for cultivating mentors!
- *MS/HS Student Council Elections*
 - High School Student Council: On September 22, the high school held its Student Council elections. Students registered to vote and



cast their ballots. In partnership with administration, this year promises continued positive school and systemic growth with student voice as part of every decision. The election results are as follows:



- President: Sara James, 12th-grade
 - Vice-President: Renee Brown, 11th-Grade
 - City Council Representative: Alora Stasenko, 12th-Grade
 - Secretary: Claire Fagerstrom, 12th-Grade
 - Treasurer: Kaya Kent, 12th-Grade
 - Historian: Daniel Saito, 9th-Grade
 - Senior Class Representatives: Cassidy Martinson & Kive Shannon
 - Junior Class Representatives: Sage Gregg & Granite Peacock
 - Sophomore Class Representatives: Dade Elanna & Amelia Richards
 - Freshman Class Representatives: Ivy Bahnke & Nevelo Hoogendorn
- Middle School Student Council: More than 30 students attended informationals on the election process. We are excited to have our middle school students engage in student government. Here is to a proactive and educational election campaign!
- *Cross Country (Coach Foster & Assistant Coach Irelan (AKA: Hank the Tank))*

- From Coach Foster: What an amazing season it's been! The Nanook Cross Country team has taken to many courses over the past two months and put countless miles beneath their feet. Their hard work, dedication, consistency, and support of one another has grown in excess. Our season overall can be boiled down to one word: grit! And these Nanooks had a ton of it! Whether it was sideways rain, early morning flights, or gnarly hill workouts: they were all in and ready to show what they're made of!



Granite Peacock, Ben Milton, and Young Erikson ran strong in this past weekend's ASAA state competition and left everything on the course. After a muddy battle to the finish line, all three boys represented our community well and did



it with character, sportsmanship, and a smile on their faces!

Times improved this season, memories have been made, and a team culture unlike any other was shared.



Way to go Nanooks - keep running strong in all you do!

o *Nanook Volleyball (Coach Lie & Assistant Coach Hensley)*

■ This year's Varsity lineup:

- Cassidy Martinson #0
- Brooklynn Crowe #1
- Nevelo Hoogendorn #2
- Alora Stasenko #3
- Chevy Reader #4
- Kailey Hensley #5
- Sage Gregg #6
- Nyelle Lie #7
- Benny Lie #8
- Clary Ruud #9
- Roselynn Paniptchuk #10
- Sara James #11



■ This year's Junior Varsity lineup:

- Avery Erlich-Piscoya #2
- Macy Hukill #3
- Aurora Walker #4
- Peyton Lewis #5
- Ivy Bahnke #8
- Tessa Sinnok #9
- Mia Piscoya #10
- Kierra Parker #13
- Brea Ellanna #14
- Jocelyn Nichols-Takak Manager



- The Nome-Beltz Nanook Volleyball team has been working hard, and playing even harder! The team continues to grow together on and off the court, showing grit, heart, and teamwork. I couldn't ask for a better group of girls.

- *MS Girl's and Boy's Basketball*
 - From Coach Lie, MS Boys Basketball
 - We had great games over the 10/5 weekend. Teller drove down Saturday morning and brought a coed team. We played them at 11 & 12. We split with them by winning the first and losing the second round. We are so glad they came down and always enjoy playing them. For our next games we will travel to Glennallen for their Halloween tournament the weekend of October 22. We will also make a pit stop and play Grace Christian on October 23rd!
- *MS Cheerleading (Coach Kunnuk)*
 - We hosted our first home game day on **October 4th**, competing against the **Teller Aklaqs**. I was incredibly impressed by how high-spirited, energetic, and unified the team was throughout the day. With a total of **three games**, our student-athletes maintained their enthusiasm and demonstrated outstanding school spirit from start to finish.

This season, I have been fortunate to coach the **largest squad** of my career. Our team is made up of **twenty-five dedicated, fast-learning, and high-spirited student-athletes**, and I am genuinely excited to see the growth and success this season will bring.

Additionally, our team will be hosting a fundraising event titled **Fill My Bow**, which will not only support our cheer program but also benefit the **Alaska Run for Women** organization. Proceeds from this event will help fund **travel expenses, new uniforms, and pom-poms** for our squad.

I sincerely appreciate the continued support and hard work of our community, whose dedication ensures our team's ongoing success and strong representation of **Nome-Beltz school spirit**.

- ***Student Activities Funding Considerations***
 - To follow up on some questions regarding Student Activities funding allocations, please see that attached pdf which includes:
 - FY26 Budget Projections for Team Travel
 - Considerations In Creating Projected Costs
 - Funding Allocation Options (pardon the spelling typos!)
- ***November Board Report***
 - We are excited to present you with our FY26 School Improvement Plan!

UPCOMING EVENTS FOR THE DEN:

October 16	School Pictures
October 17	Wrestling competes at Bethel
October 16-18	Arctic Pinkies Volleyball Tournament
October 24-25	Volleyball hosts Redington
	Wrestling competes at Nikiski
October 30	Junior Class Haunted House
October 31	1st Quarter ends (Q1)
	Volleyball competes at Whaler Invite (Barrow)
	Wrestling competes at MCCA Tournament in Anchorage
November 1	Junior Class Halloween Carnival
November 3	2nd Quarter begins (Q2)
November 4	College & Career Fair
November 8	SAT
November 10	Parent/Guardian-Teacher Conferences (Times TBD)
November 11	Parent/Guardian-Teacher Conferences (Times TBD)
November 27-28	Thanksgiving Break → No school



**Indigenous Peoples' Day
Fashion Share**

When: October 13th @ 8:35-9:00
Where: High School Main Hallway

Sign Up:

- Current High School Students wear your traditional clothing, jewelry, & mukluks
- Fill out the form letting us know the information about what you are wearing

The poster features a group of Indigenous students in traditional attire standing in front of a background with the aurora borealis.



**VOLUNTEERS
NEEDED**

*Looking for volunteers to help
plan, organize, set up and run
the haunted house*

CONTACT:
Gina David
806-910-8676

EMAIL AT
ginadavid@nomeschools.org

The poster includes illustrations of a raccoon in a witch's hat, a ghost, and a raccoon with a pumpkin.

Budget Projections (or Actual Cost) for Team Travel

Cross-Country	AIR	FOOD	GROUND	HOUSING	SUPPLIES	TOTAL	DIST AMT	NOTES
Sohi	3500	0	370	140	0	4000	0	SA
Nome Invite	0	90	0	0	110	200	0	NSHC Donation
Seward	2000	0	300	0	0	2300	0	6 seats/SA
KOTZ XC	0	0	0	0	0	0	0	NSHC Donation
CHUGIAK	4000	0	500	500	0	5000	4800	District Funded
BIG WEST (OTZ)	7000	0	0	0	0	7000		13 seats/SA
STATE	0	0	0		0	0		SA
TOTALS	16500	90	1170	640	110	18500	4800	

Volleyball	AIR	FOOD	GROUND	HOUSING	SUPPLIES	TOTAL	DIST AMT	NOTES
N/S	3500	0	500	0	0	4000	0	10 SEATS/SA
@ KOTZ	0	0	0	0	0	0	0	NSHC
KOTZ	0	90	0	0	0	90	0	NSHC
WEST HIGH	3500	0	500	0	0	4000	5000	10 seats/DIST
@ FBK	4000	0	339	0	0	4339		BILL HERE 10 seats
ARCTIC	7300	2440	0	0	1000	10740	0	3800 (BRHS+NIK), 3960 to student BRHS
DLG	3000							MAYBE SHOULD ELIMINATE?
HOUSTON	3500	440	0	0	0	3940		
@ BARROW	5500	0	0	375	0	5875		
R1 @ BETH	7000	0	0	0	0	7000		14 seats
STATE	0	0			0	0		14 seats
TOTALS	37300	2970	1339	375	1000	39984	5000	

WRESTLING	AIR	FOOD	GROUND	HOUSING	SUPPLIES	TOTAL	DIST AMT	NOTES
Bethel	3800	0	0	0	0	0	3960	Bering
Nikiski	4000	0	0					10+1 seats
MCCA	4000							10+1 seats
Dudley	4200		0	0	1200			10 seats + 1 referee
LAnker	4100							10+1 seats
Bush Brawl	6000							10+1 seats
Grace	4000							10 seats + 1
Northern C	2500							14+1, NSHC Funded
STATE	0							
TOTALS	32600						3960	

MUSIC	
ALL-STATE	0
SOLO & ENSEMBLE	0

REGIONS	9000
TOTALS	9000

CHEER							
VALDEZ	4000						
WC T	7680						NSHC funding
STATE	4000						no qualifier
TOT	15680						

Girls' Basketball							
GRACE	3500						BASED ON 10 SEATS
SHOWDOWN	3500						Based on 10 seats
Cordova	4000						BAased on 10
South Girls	3600						10 seats
OTZ Toumey	0						BA 9 seats/BBB gets 10, NSHC Funding
BArrow	2500						AK AIR SPlit with Boys 10 seats
VAL	4000						10 seats
Sitka/Edge	5000						get 3000 from SHS/MEHS - 10 seats
Bethel	3800						
WC - otz	7680						Bering Air (\$606 per seat)
State	0						14 seats
TOT	37580						

Boys' Basketball							
GRACE	3500						
SHOWDOWN	3500						
SOUTH T	3500						
Wasilla	3500						
OTZ Toumey	0						NSHC
BArrow	2500						
VAL	4000						
Sitka/Edge	5000						
BEthel	3800						
WC-OTZ	7680						
STATE	0						
TOT	36980						

ASSUMPTIONS USED TO CREATE PROJECTED COSTS

RISE ED 927.00 ticket credit located in easybiz app - use for VB travel and reduce them by 900.00

- 1) State Travel is not included, as it is difficult to predict whether or not a team would qualify at the beginning of the year
- 2) Regular season Alaska Air trips are budgeted on 10 seats at the current Alaska Air rate
- 3) Charter estimates are based on prior year's Bering Air rate
- 4) Wrestling and Cross-Country have the option withdrawing from scheduled competitions without penalty. In contract, Basketball and Volleyball cannot withdraw from scheduled events w/o an penalty imposed by ASAA
- 5) Norton Sound covered charters are shown with zero cost
- 6) The regional amount for cross-country is the actual expense
- 7) The regional amount for volleyball is based on 14 seats x Alaska Air rate
- 8) The regional amount for wrestling is based on 15 seats x Alaska Air rate
- 7) The regional amount for boys basketball, cheer and girls basketball is a Bering Air charter amount
- 8) Chaperone Costs - hotel stays do not require additional chaperones as needed, stays in school buildings require a chaperone. Teams can eliminate chaperone costs with hotel stays

OPTION #1 Percentage based on overall cost for each team/activity

TEAM EST TOTALS		District Funding	AMT TO RAISE
XC	\$16,500.00	\$5,332.90	\$11,167.10
VB	\$37,300.00	\$12,055.59	\$25,244.41
WR	\$32,600.00	\$10,536.52	\$22,063.48
MUSIC	\$9,000.00	\$2,908.86	\$6,091.14
CHEER	\$15,680.00	\$5,067.87	\$10,612.13
GBB	\$37,580.00	\$12,146.09	\$25,433.91
BBB	\$36,980.00	\$11,952.17	\$25,027.83
ALL TEAMS	\$185,640.00		
DISTRICT AMT	\$60,000.00		
% DIST FUNDS	0.32320621		

OPTON #2 Equally Divided Amongst Teams/Activities

	District Funding	AMT TO RAISE	
XC	\$8,571.00	\$7,929.00	
VB	\$8,571.00	\$28,729.00	
WR	\$8,571.00	\$24,029.00	
MUSIC	\$8,571.00	\$429.00	
CHEER	\$8,571.00	\$7,109.00	
GBB	\$8,571.00	\$29,009.00	
BBB	\$8,571.00	\$28,409.00	
	\$59,997.00		

OPTION #3 Divide based on weeks in team/activity season

	WEEKS IN SEASON	District Funding	AMT TO RAISE
XC	9.5	\$7,862.07	\$8,637.93
VB	14.5	\$12,000.00	\$25,300.00
WR	11.5	\$9,517.24	\$23,082.76
MUSIC	3	\$2,482.76	-\$3,000.00
CHEER	3	\$2,482.76	\$13,197.24
GBB	15.5	\$12,827.59	\$24,752.41
BBB	15.5	\$12,827.59	\$24,152.41
	72.5	\$827.59	
		(per week)	



October Board Report - Special Education Mary Donaldson, Director

We have had an incredible start to the school year. Shout out to our staff, parents and students for working together to meet the needs of our children.

Special Education Students

We have added 11 new students from other districts to our caseloads. We have increased to 31 intensive students total, with three transfer students.

Individual Education Plan Meetings

We held 28 IEP meetings this last month with 100% parent attendance. Shout out to Ms Ruby and Ms Mary Jane and Ms Winne and Ms Luchie for conducting their first IEP meetings!

New Team Members

We have hired a long term sub Michele Markee as we await our last teacher. Our special education team is also growing. Welcome to three new paraprofessionals. At Nome Elementary Mr Gage Sanders and Mr Jesse Gifford. At ACSA, Nome graduate Hattie Nattanguk and she is rocking it!!!

Specialists Visiting

The following consultants supported our teachers and staff as we began the school year: Ms Eleanor/Autism, Ms Tricia/Behavior Ms Jessica and Ms Erin/Speech Ms Bradee Physical Therapy, and Ms Katie Occupational Therapy. We are fortunate to have talented, dedicated, and professional clinicians to serve our children.

First Family Night/Staff-Parent Learning Together

We will have our first family night of the year - see attached flyers!

Family CHILL & SKILL

FREE
DINNER

DOOR
PRIZES

CHILDCARE
PROVIDED

FAMILY LEARNING SERIES

Nome Public School Special Education Team Presents:

TOOLS WE USE AT SCHOOL



October 14th, 5-6:30PM



Nome Elementary School

Addressing Complex Behaviors

DEVELOPING BRAIN-BASED INTERVENTIONS

November 7, 5-8 pm and November 8,
from 9-4 pm.

Nome Elementary School

RSVP: Mary Donaldson

marydonaldson@nomeschools.org

JOIN US FOR A PRACTICAL AND ENGAGING SESSION EXPLORING HOW BRAIN FUNCTION CONNECTS TO EVERYDAY BEHAVIORS IN INDIVIDUALS WITH FASD AND OTHER NEURODEVELOPMENTAL CONDITIONS. LEARN EMERGING BEST PRACTICES AND PERSON-SPECIFIC STRATEGIES FOR SUPPORT ACROSS ALL SETTINGS. DESIGNED FOR CAREGIVERS, PARENTS OR ANYONE SUPPORTING NEURODIVERSE INDIVIDUALS, THIS WORKSHOP FOSTERS SHARED UNDERSTANDING AND COLLABORATION ACROSS SYSTEMS.



Alaska Center for
Fetal
Alcohol
Spectrum
Disorders

Nome Public Schools Director of Technology Report

Jim Shreve
14 OCTOBER 2025

Current / Completed projects

PowerSchool: The movement to MyPowerHub, PowerSchool's improved public portal option that incorporates communications aspects and greater access to info by parents continues. We remain in the phase of having staff and parents join the SchoolMessenger communications platform. Information was shared to schools and parents online with links and QR codes to facilitate this adoption.

ANSEP incorporation into Nome Public Schools systems. We have created accounts in PowerSchool and several other connected systems for the ANSEP Administrator to enable attendance reporting, creating facilities tickets, connect to Google Shared Drives, etc.

Sys Admin: Andrew White has taken on additional duties in PowerSchool Enrollment so he can be my backup for processing New Student Enrollments. He did an outstanding job covering these duties in early September! He is scheduling the replacement of 75 ChromeBooks at NBMHS in some of the Middle School classroom carts during the first semester. He has also been busy balancing carts for MAP testing at NBMHS to ensure all classroom carts have the number of devices equal to the number of students testing in each class.

Tech Integrations: As mentioned in last month's report, Justin Heinrich's schedule for NBMHS flipped to where he performs Tech Department duties in the mornings and teaches classes in the afternoon. Justin has been busy with lots of start of the year issues and is in the process of becoming certified for our MDM and Directory Service platform. Justin is also reviewing and updating many of the older step sheets we share to staff to assist in completing technology based tasks.

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 or updated to ensure compliance with industry standards. I have submitted a few drafts of these policies for consideration by the Policy Committee.

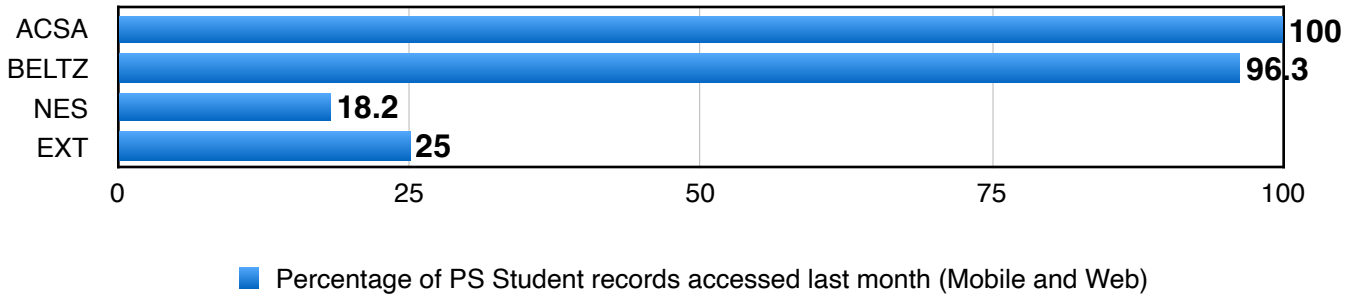
Network diagramming for our entire network infrastructure in support of District Data Protection Policy. Division of our large layer two network into multiple Virtual Local Area Network segments to improve speed and security of our connected devices and network as a whole. This will also allow better protection of NPS owned equipment from equipment joining the guest side of our network. 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.

With the increase in BSA and reinstatement of some funding, the Tech Department is awaiting updates to the budget to review staff device replacements.

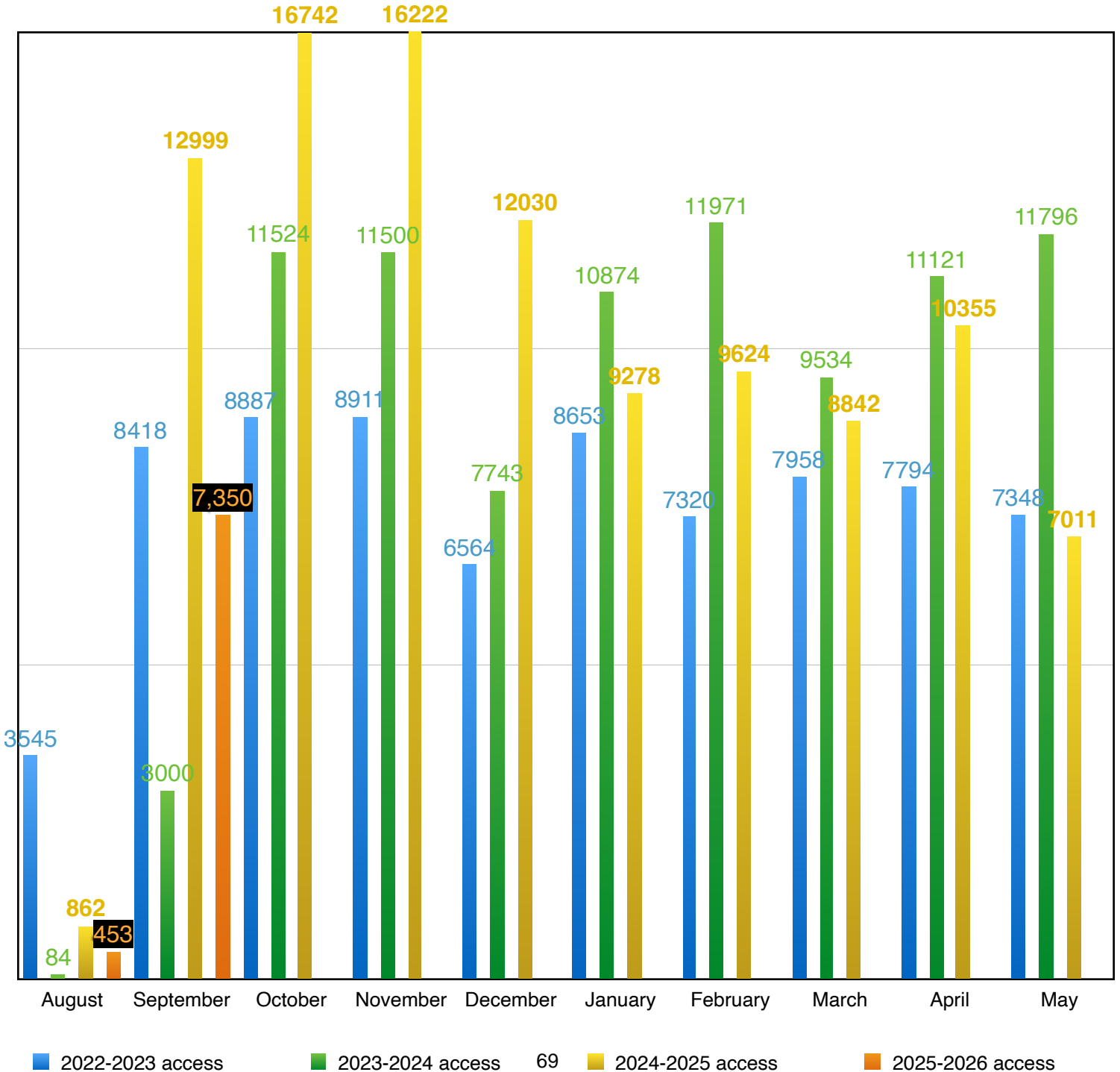
PowerSchool Online Enrollment

As of 06OCT25 the SY25-26 New Student Enrollments forms completed are at 122 (46 for Kindergarten) and the SY25-26 Returning Student Enrollment forms (launched on 31JUL25) completed are 459 of 578 (79.4% complete) for a total of 581 of 677 K-12 Student records (85.8%) submitted through online enrollment. This is 7% higher than this same period last SY. We will schedule an Enrollment fair this month to assist in collecting the remaining Returning Student Enrollment forms.

PowerSchool Student Information System Access data. Percentage of PowerSchool use, by students or parents for last month.

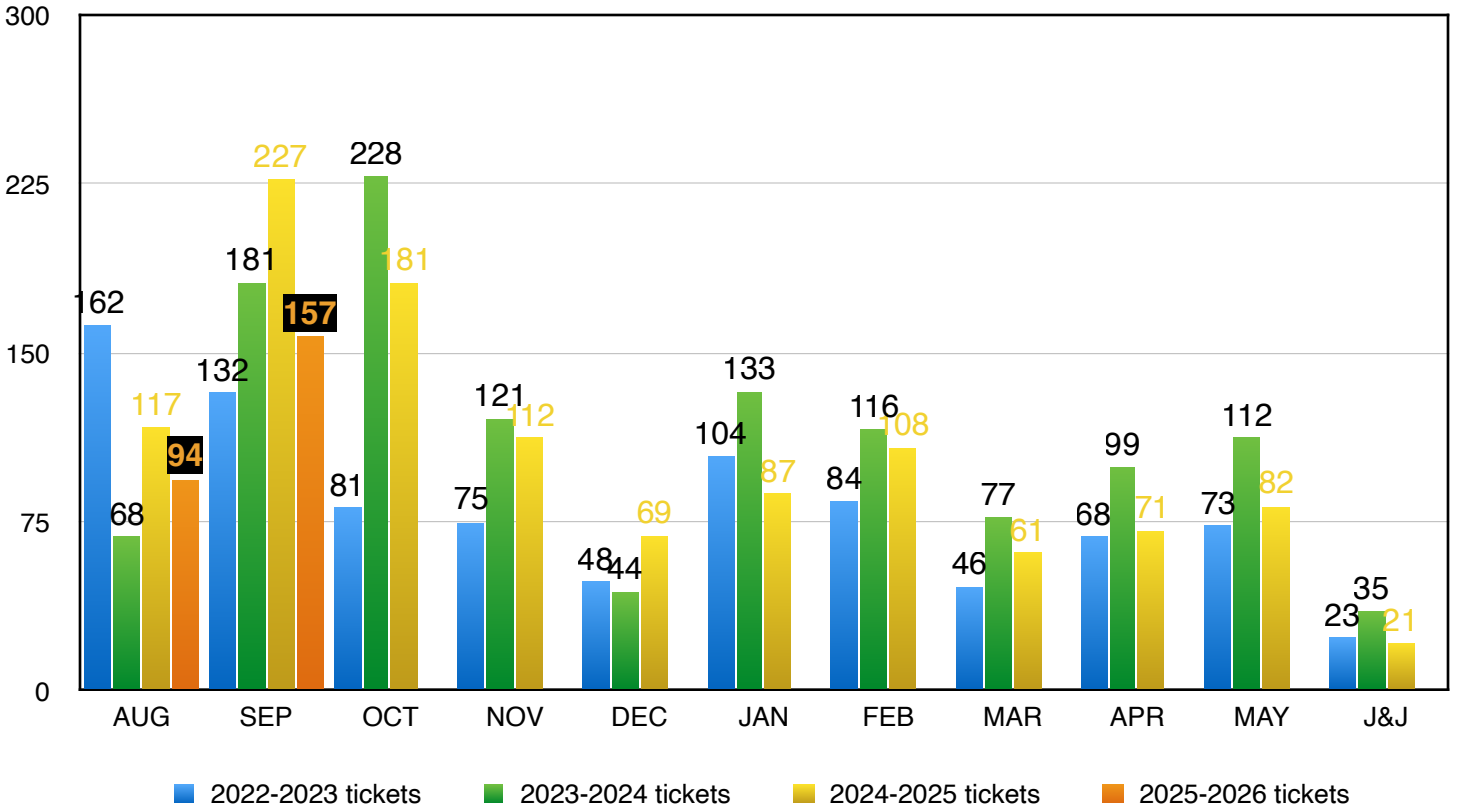


Total Parent and Student PS Web and Mobile Access Sessions



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 133 of 157 (84.71%) of the tech requests submitted through the system. Our average response time was 2.8 hours and average resolution time was 1.7 days.

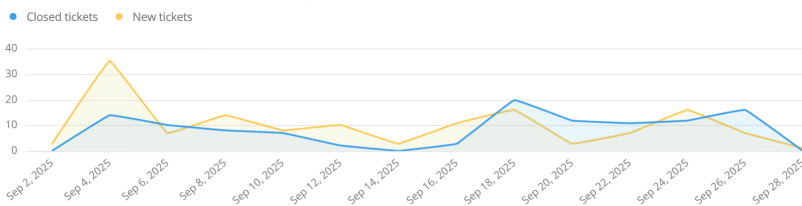


All Activity

Explore ticket analytics filtered only by your permission level

09/01/2025 - 09/30/2025 FILTERS (1) TICKETS

Ticket Resolution Over Time



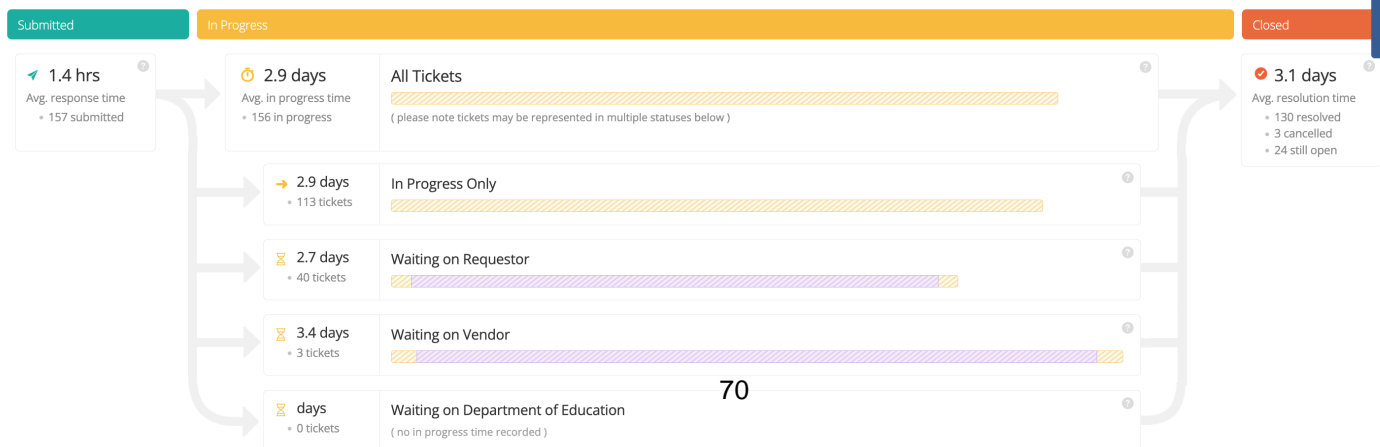
2.8 hours
Response time (avg)
for all ticket statuses

133
Tickets now closed
out of 157 submitted

1.7 days
Resolution time (avg)

24
Tickets still open
1 waiting on requestor

Ticket Pipeline Analysis



Nome Public Schools
 Board Report
 Karen Dixon, Director of Federal Programs, Curriculum, Assessment
 October 10, 2025

Karen Dixon

Curriculum:

Jennifer Berry and Sarah Liben, science teachers posted work in Google Drive using AK Science Standards, FNSBSD curriculum as a framework, Next Generation Science Standards and work they created while a teacher with NPS.

NBMS work includes:

1. Science Proficiency Chart (Earth Science, Life Science, and Physical Science);
2. Science 7 (What was Taught in 24-25 and what is projected to be taught in 25-26),
3. NPS Grades 6-8 includes the draft Middle School Science Courses for Grades 6, 7, 8th which continue to be refined throughout the school year.

NBHS work includes:

- | | |
|--|--|
| 1. Get to Know Class Activities | 2. Foundations of Life Science |
| 3. Environmental Science | 4. Earth Science Resources |
| 5. Biology Resources | 6. Vocabulary |
| 7. Syllabi to be updated as needed | 8. HS Earth Science Model Course Mapping |
| 9. HS Biology Model Course Mapping | 10. Grades 9-12 Science curriculum |
| 11. Cultural Standards | 12. 25-26 Intro to Environmental Studies |
| 13. 25-26 Classroom Activities Resources | |

Curriculum work will continue throughout the school year with a curriculum brought to the school board for adoption.

Grants:

Grants have been submitted to the Department of Elementary and Early Development (DEED) and are in implementation status with NPS. The budgets have been downloaded into Google Drive for school principals to view and use. Preplanning by a number of people have already culminated into professional development travel, ordering supplies, planning for Indigenous Day.

School Improvement (Additional Target School Improvement) has been drafted and will be submitted as soon as the committee has gathered and analyzed their Needs Assessment. The Comprehensive Plan is due by mid-November. Holly Harlow is taking the lead for this grant activity.

Grant	Budget
AK Literacy	\$ 41,331.32
CTE	\$ 34,993.00
Early Learning	\$ 123,345.16
Homeless	\$ 1,530.00
Migrant Supplemental	\$ 10,179.00
School Improvement	\$ 20,000.00
ESEA Grants:	
Title I-A	\$ 333,277.91
Title I-C	\$ 459,490.02
Title II-A	\$ 124,262.49
Title IV-A	\$ 65,297.02
CAP	\$ 151,945.25
Total	\$ 1,365,651.17

Indian Education	\$ 214,174.00
JOM	\$ 22,547.19

Total:	\$ 236,721.19
---------------	----------------------

Grand Total	\$ 1,602,372.36
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Assessments:

mClass (K-5th grades) was administered September 2-26, 2025

AK Developmental Profile (Kindergarten) is being currently being implemented and submitted on November 1, 2025

MAP-Reading, Language, Math (K-10th grades) is being administered September 29, October 24, 2025

Nome Elementary School was selected to administer the National Assessment of Educational Progress (NAEP) for selected students in 4th grade

AKSTAR and AK Science results have been posted on the website with letters and individual student results being mailed to parents.

I understand that principals and teachers are looking at data. Data will drive instruction and decision making (i.e.):

1. Student Achievement Analysis:
 - Review assessment results to identify strengths and gaps in student learning.
 - Compare progress across grade levels and subgroups to ensure equity and targeted support
2. Instructional Planning:
 - Use data to identify differentiated instruction, intervention or enrichment needs
 - Align lesson plans and instructional pacing with student needs based on data
3. Progress Monitoring:
 - Track student growth over time to evaluate the effectiveness of instructional strategies
 - Adjust instructional methods based on real-time progress reports and formative assessments
4. Curriculum Alignment and Improvement:
 - Identify areas of the curriculum that require revision or additional resources
 - Use assessment data to ensure curriculum standards are being met
5. Professional Development:
 - Determine areas where teachers may need additional training or coaching
 - Use classroom data to guide professional learning communities (PLCs) and reflective practice
6. Resource Allocation:
 - Prioritize funding, instructional materials, and support staff where data indicates the highest needs
7. Program Evaluation:
 - Measure the impact of programs (e.g., tutoring, CTE, Title zI, Migrant Education) on student outcomes
 - Use findings to refine or expand successful initiatives
8. Family and community Engagement
 - Share data summaries with families to support learning at home
 - Use data to inform parent workshops or community partnerships that address identified needs
9. Schoolwide Decision-Making
 - Guide site leadership teams in setting goals, establishing priorities, and developing school improvement plans
 - Use attendance, behavior, and academic data to inform policies and climate initiatives
10. Accountability and Reporting
 - Meet reporting requirements
 - Demonstrate program effectiveness and compliance with performance indicators

Thank you.



Nome Public Schools

TO: Nome Public Schools Board of Education
THRU: Jamie Burgess, Superintendent
FROM: Genevieve Hollins, Alaska Education & Business Services, Inc.
SUBJECT: FY2026 Expenditures: 7/01/2025 through 09/30/2025
 - All Except Special Revenue Programs -
DATE: October 9, 2025

REVENUES:

	<u>Received</u>	<u>Current Budget</u>	<u>Amount Remaining</u>	<u>% Received</u>
State of Alaska - Foundation	\$ 2,557,500	\$ 10,229,234	\$ 7,671,734	25.00%
State of Alaska - TRS On Behalf ¹	-	983,025	983,025	0.00%
State of Alaska - PERS On Behalf ¹	-	65,914	65,914	0.00%
City of Nome	477,219	2,700,000	2,222,781	17.67%
Impact Aid - U.S. Government PL-874	-	1,500	1,500	0.00%
E-Rate	440,300	2,514,158	2,073,858	17.51%
Earnings on Investments	36,887	175,000	138,113	21.08%
Other (Fees/Gate/Rentals/Donations)	55,550	340,000	284,450	16.34%
Transfer In From Other Funds	-	950,000	950,000	0.00%
Decrease (Increase) of Fund Balance	-	549,688	549,688	0.00%
Pupil Transportation (Fund 205)	161,318	665,697	504,379	24.23%
Food Service (Fund 255)	10	819,000	818,990	0.00%
TOTAL REVENUES	\$ 3,728,783	\$ 19,993,216	\$ 16,264,433	18.65%

(Excluding Federal Special Revenue Programs)

EXPENDITURES:

	<u>Expended & Encumbered</u>	<u>Current Budget</u>	<u>Amount Remaining</u>	<u>% Expended</u>
General Fund (100)	\$ 2,821,298	\$ 18,508,519	\$ 15,687,221	15.24%
Pupil Transportation (205) ²	662,697	665,697	3,000	99.55%
Food Service Fund (255)	15,222	819,000	803,778	1.86%
TOTAL EXPENDITURES AND ENCUMBRANCES	\$ 3,499,217	\$ 19,993,216	\$ 16,493,999	17.50%

Percentage of Revenue Budget Recvd: 18.65%
 Percentage of Budget Expended: 17.50%
 Percentage of Year Passed: 25.21%

Days of Expenditures for this Fiscal Year: 92 Days

Remaining in Fiscal Year for Expenditures: 273 Days

Checking Account Bank Balance as of September 30, 2025 - \$7,598,672
 CDs Bank Balance as of October 9, 2025 - \$1,077,625
 Northrim Checking Bank Balance as of September 30, 2025 - \$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 at \$662k cost +\$3k in extra runs. Budgeting to use ~ \$85k of Pupil Transp Fund Balance.



MEMORANDUM

To: Board of Education
Thru: Jamie Burgess, Superintendent
From: Genevieve Hollins, Contracted CFO
Alaska Education & Business Services, Inc.
Date: October 9, 2025
Subject: **Financial Narrative**

FY2025 Audit

The FY2025 financial audit concluded on September 26th. The auditors are diligently working to draft the audited financial statements. We are in a holding pattern until the AICPA releases their 2025 Compliance Supplement that is required to be included in the financial statements. Once that occurs, then we can go to publishing.

Grants

The first quarter of FY2026 has concluded and we are working on submitting the grant reimbursements!

Pupil Transportation RFP

We will be releasing the Pupil Transportation RFP on Sunday, November 2nd with proposals due December 15th. 4 AAC 27 regulates the timeline for releasing, pre-conference, and due dates.

Fuel Purchase

The Board previously approved our fuel purchase with a 'not to exceed' amount. We are still awaiting a response with pricing from NJUS.

FY2027 Budget Process

The FY2027 budget process will be beginning very soon (already!). We will provide the Board with a timeline in the November Board meeting and will present the first draft in January 2027.

Standard Operating Procedures (SOP) #2 - Human Relations

Attached please find SOP #2 - Human Relations - for your review, reference, and comments. The District is developing SOPs specifically pertaining to Human Resources (HR); I therefore expect this SOP to become removable upon release/publish of the HR-specific SOPs. Until then, this serves as a generic roadmap for HR.

Genevieve Hollins

From: Danner, Alenita S (EED) <alenita.danner@alaska.gov>
Sent: Monday, October 6, 2025 12:39 PM
Subject: FY2025 Audited Financial Statements - Due November 15

Dear Superintendents and Business Managers,

As a friendly reminder, the FY2025 district audit is due to the Department of Education & Early Development (DEED) by **November 15**, in accordance with [AS 14.14.050\(b\)](#). One certified copy must be submitted to the DEED, while another certified copy must be publicly available at the district's main office.

To streamline submission, please email a PDF copy of the audit to Alenita.Danner@alaska.gov by November 15. Physical copies are no longer required. Since the statutory deadline falls on a weekend, non-compliance letters will be issued the following Monday. If a school district fails to file a certified copy with DEED by November 15, then the Commissioner shall withhold all payments of state funds to that district. Please also ensure compliance with the financial reporting requirements in [4 AAC 06.121](#).

We recognize the added challenges this year, as the OMB Compliance Supplement, typically released in May, has not yet been issued and may be further delayed by the federal shutdown. We understand the impact this has on planning and greatly appreciate your diligence as you work to complete the audit under these circumstances. We will continue to monitor the situation as the deadline approaches.

Thank you for the care and attention you bring to this important work each year. Your work makes a difference for students across our state. If you have any follow up questions, please feel free to reach out to me at 907-465-2890 or Alenita.Danner@alaska.gov.

Thanks,
Alenita

Alenita Danner
School Finance Specialist II
Department of Education & Early Development
907.465.2890
Teleworking: M-F – 7:30am-4:00pm

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

NOME PUBLIC SCHOOLS
Nome, Alaska

SOP No. 2 - HUMAN RELATIONS

1. PURPOSE: To establish uniform procedures for management of employee relations.
2. AUTHORITY: Superintendent or designee
3. RESPONSIBILITY: Superintendent or designee, Director of Human Resources, Chief Financial Officer, Supervisors, all employees.
4. HIRING:
 - a. The Superintendent shall approve position vacancies in accordance with the Board-approved budget.
 - b. All vacant positions shall be advertised on the District website, posted in the District, Alaska Job Service, Alaska Teacher Placement, and elsewhere as appropriate. A record of all District postings shall be maintained by the HR department for two [2] years. [Reference ASLAM 06.19]
 - c. Electronic applications are preferred; however, hard-copy applications will be accepted.
 - d. All qualified applicants shall be interviewed with at least three [3] documented references checked, including one from the most recent employer, before positions are offered. All offers of employment are contingent upon successfully passing a background check.
 - e. The Superintendent must approve all hires.
 - f. Only positions authorized by the District Board-approved budget or as authorized by granting agencies may be hired.
 - g. Employees shall receive a contract or personnel action form (PAF), job description, and a work calendar within three [3] days of hire. Employees shall sign their contracts or PAFs and return them to the HR Department within the time allotted under BP for the applicable employee group.

- h. Temporary positions (30 days or less) may be hired at the discretion of the Superintendent and based on available funds.
- i. Employees must have all hire paperwork completed before starting work.
- j. The HR Department will provide a New Hire Orientation to all successful new hires. At a minimum, the following information will be introduced and explained to the new hires: job/position description, employee handbook, standard operating procedures, board policies and administrative regulations, workers' compensation procedures, and mandated trainings.

5. PERSONNEL FILES:

- a. A permanent HR file shall be maintained for all employees to include all mandated documents. This file is the only and official record of employment for all employees.
- b. A separate permanent HR employee health file shall be maintained for all employees and secured per HIPAA standards. Consult the U.S. DHSS website for current HIPAA standards. <https://www.hhs.gov/hipaa/for-professionals/index.html>
- c. Copies of all employee payroll-related records, including contracts and PAFs, shall be transmitted from the HR Director to the Business Manager & Payroll Technician within three [3] days of hire or receipt by the HR Director.
- d. Retain employee records (Human Resources and Payroll files) according to the ASLAM/DEED Records Retention Schedule (see REFERENCES below).

6. VOLUNTARY TERMINATION:

- a. Employees must submit resignations in writing to their immediate supervisor.
- b. All resignations shall be transmitted to District Office immediately.
- c. Per AS 23.05.140, employment terminated by the employee must be paid on the next regular payday that is at least three days after the employer received notice of termination.

7. INVOLUNTARY TERMINATION:

- a. Unacceptable behavior that requires involuntary termination must be reported by the supervisor to the Superintendent or designee immediately. It

may be necessary to implement disciplinary action. In the event of dangerous behavior toward students or staff, the local authorities should be contacted first, then the Superintendent or designee. It may be necessary to implement the Critical Incident Plan.

- b. The Superintendent or designee should consult the District's attorney when considering involuntary termination of an employee. It is a condition of most liability insurance coverage that an attorney be consulted before an involuntary termination.
- c. All wages payable to an involuntarily terminated employee are due to the employee within three [3] business days according to state law [AS 23.05.140]. As such, Payroll must be notified on the day of termination in order to process the employee's pay and associated liabilities in a timely manner.

8. JOB ABANDONMENT/ABANDONMENT OF DUTIES:

- a. If an employee does not call in for two [2] consecutive days, HR should be contacted regarding possible job abandonment. The CBA and/or Employee Handbook should be consulted to assist in terminating an employee who abandons their job.
- b. Consult the district attorney when terminating an employee for abandonment of duties.

9. EMPLOYEE EVALUATION:

- a. Employees must be evaluated at least annually and more often should job performance require such evaluation. Refer to the CBA and/or Employee Handbook.
- b. Should a Plan of Improvement be necessary, consult the District's attorney and commercial insurance company to ensure timelines and due process are followed and to ensure the District is protected should this process be legally challenged.

10. STAFFING:

- a. The Chief Financial Officer will prepare the Draft Revenue budget for the subsequent year by January 1 annually.

- b. The District DO administration will review the District certificated staffing and classified staffing needs by January 31 annually.
- c. All staffing needs for the subsequent year shall be determined by January 31 annually.
- d. When an employee separates from District employment, that position shall be reviewed for continuation per potential budget limitations and/or grant funding changes.
- e. Position descriptions should be reviewed and updated periodically [at least every two years].

11. LEAVES (FOR ADDITIONAL INFORMATION, PLEASE SEE CBAs):

- a. Prior approval by supervisors is required for all leave requests; employees calling in sick must obtain sick leave approval immediately upon their return to work. Sick leave absences in excess of three consecutive days may require a physician's certificate.
- b. Except in situations the Superintendent considers extenuating, personal, or annual/vacation leave will not be granted during the first two (2) weeks or the last two (2) weeks of the school year, according to the governing CBA or Employee Handbook.
- c. Leave requests in conjunction with Thanksgiving, Winter or Spring Break, or during parent/teacher conferences and in-service days are discouraged for any employee. An exception may be granted on a limited basis by the Superintendent for extenuating circumstances not deemed precedent setting.
- d. Employee leave may be granted provided employee has sufficient leave balance. Leave without pay is not routinely approved.

REFERENCES:

BP 4111 Recruitment and Selection;
 BP 4111.2 Legal Status Requirement;
 BP 4112.1 Contracts;
 BP 4112.5 Security Check;
 BP 4112.6 Personnel Records;
 BP 4112.8 Employment of Relatives;
 BP 4119.23 Unauthorized Release of Confidential Information;
 BP 4218 Dismissal/Suspension/Disciplinary Action;

BP 4313.2 Promotion/Demotion/Reclassification;
HIPAA info (5.b), AS 23.05.140 (6.c., 7.b)
Nome Education Support Professionals Association Agreement & Nome Education Association
Agreement: <https://www.nomeschools.org/Page/113>
ASLAM/DEED Records Retention Schedule: Click on "School District, #400.1"
<https://archives.alaska.gov/rims/>

REVISION DATE: 6/3/2019

EXHIBITS: NONE

Public Comment Statement

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

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

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

SCHOOL BOARD COMMUNICATION

Title: Board Policies for 2nd Read and Adoption

Date: October 14, 2025

Administrator: Jamie Burgess, Superintendent

Attachments: Board Policies

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

BACKGROUND INFORMATION

The policies listed below had their first read at the September 2025 Board meeting. Respective ARs and Exhibits are attached to the Superintendent Report for this month.

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

BP 4180/4280/4380 – Residency and Remote Work – this policy recognizes that remote work is becoming a necessary option for districts in some positions.

BP 5111 – Admission – this policy change specifies the conditions for early admission to kindergarten, and revises language regarding acceptance of expelled students to be in compliance with a recent change in statute.

BP 5138 – Student Possession & Use of Portable Devices – changes policy language to be in compliance with recently passed legislation. Our current practices were closely aligned, but principals have made adjustments to be in compliance.

BP 6151 – Class Size – new policy in response to recently passed legislation.

BP 4161/4261/4361 – Leaves and Absences – this policy represents a combination of several redundant policies on the books.

BP 5123 – Promotion/Acceleration/Retention – policy changes to allow high school students to move with their cohort in PowerSchool, as opposed to moving based on credits earned. The current process presented challenges in students participating in state assessments multiple years.

BP 10010 - BP 10090 – these are part of a new section in our policy manual specifically to address the needs of charter schools.

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

ADMINISTRATIVE RECOMMENDATION

The administration recommends second read and adoption of BP 4180/4280/4380, BP 5111, BP 5138, BP 6151, BP 4161/4261/4361, BP 5123, BP 10010, BP 10020, BP 10021, BP 10030, BP 10040, BP 10050, BP 10060, BP 10070, BP 10080, and BP 10090.

Sample Motion: I move to approve the second read and adoption of BP 4180/4280/4380, BP 5111, BP 5138, BP 6151, BP 4161/4261/4361, BP 5123, BP 10010, BP 10020, BP 10021, BP 10030, BP 10040, BP 10050, BP 10060, BP 10070, BP 10080, and BP 10090.

BP 4180/4280/4380 RESIDENCY AND REMOTE WORK

The School Board recognizes the educational and economic benefits that result from district personnel residing within the boundaries of the school district. The Superintendent or designee may determine that the best candidate for certificated or administrative position does not plan to maintain primary residency within the boundaries of the school district. In order to hire or continue the employment of such a candidate, the Superintendent or designee shall seek approval from the School Board. The Superintendent or designee shall develop procedures to implement this policy.

Adopted: October 14, 2025

Nome Public Schools

BP 5111 ADMISSION

Note: Pursuant to [4 AAC 06.060](#), authority to deny admission to a student is vested with the School Board. The following sample policy authorizes the Superintendent or designee to deny admission to children who don't meet established entrance requirements.

The School Board believes that all children should have the opportunity to receive a free appropriate public education. Staff shall encourage parents/guardians to enroll all school-aged children in school.

The School Board reserves the right to verify the residency or anticipated residency of any student and the validity of any affidavit of guardianship. These admission policies are not intended to be a barrier to the enrollment and retention of homeless children and youth.

The Superintendent or designee shall verify compliance with all entrance requirements established by law or School Board policy.

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

(cf. [5112.1](#) - Exemptions from Attendance)

(cf. [5112.2](#) - Exclusions from Attendance)

(cf. [5141.3](#) - Health Examinations)

(cf. [5141.31](#) - Immunizations)

Note: A child who is six years of age on or before September 1 following the beginning of the school year, and who is under the age of 20 and has not completed the 12th grade, is of school age. [AS 14.03.070](#). The school year begins on July 1 and ends June 30.

A child five years of age on or before September 1 may be admitted to kindergarten. The School Board authorizes the admission of students under school age who are at least four years of age at the beginning of the school year, provided they exhibit the mental, physical, and emotional capacity to perform satisfactorily, including advancement through the curriculum or grade level by the following year. The Superintendent or designee is delegated authority to make early-entrance determinations. Students under school age who were previously enrolled in public school shall be admitted to school at the grade level determined by the Superintendent or designee.

Students subject to suspension or expulsion under AS 14.03.160 in the District or another district are not guaranteed admission.

Legal Reference:

ALASKA STATUTES

[14.30.010](#) When attendance compulsory

[14.03.020](#) School year

[14.03.070](#) School age

[14.03.080](#) Right to attend school

[14.30.045](#) Grounds for suspension or denial of admission

[14.03.160](#) Suspension or expulsion of students for possessing weapons

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.055](#) Immunizations required

UNITED STATES CODE

[42 U.S.C. 11432 - 11433](#) McKinney-Vento Homeless Assistance Act

Revised: 10/2025

Revised: 05/2017

Revised: 03/2015

Nome Public Schools

BP 5138 STUDENT POSSESSION & USE OF PORTABLE ELECTRONIC DEVICES, INCLUDING CELLULAR PHONES

The School Board recognizes that many students possess and use cell phones and other portable electronic devices. These devices serve an important purpose in facilitating communication between the student and their family, as well as serving as tools to access electronic information. In the school setting, portable electronic devices are permitted so long as their use is consistent with this policy and does not interfere with the educational process or with safety and security.

(cf. [5030](#) - *School Discipline and Safety*)

Educational Uses

In many instances, there is educational value in utilizing portable electronic devices in the classroom when such devices deliver content, and extend, enhance, and/or reinforce a student's learning process related to the student's learning style, the instructional objectives of the class and/or the learning environment. The appropriateness of in-class use of these devices consistent with the instructional objectives within instructional time will be determined by the classroom teacher with the approval by the building administrator.

Use of portable electronic devices for students with disabilities will be outlined in a student's Individualized Education Program (IEP) or Section 504 plan, as determined appropriate by the IEP or 504 Team.

(cf. [6159](#) - *Individualized Education Program*)

If use of a portable electronic device is required in individual instances (not provided for in an IEP or 504 plan) to assist a student with the student's education, permission must be obtained in writing from a building administrator prior to use of the portable electronic device at any time when such use would otherwise be prohibited by this policy. In case of an emergency, verbal permission by a teacher or administrator is required in situations where permission can be obtained.

Conditions of Use – Cellular Phone

Cellular phones shall be powered off during instructional time and supervised group activities during the school day (for example, student assemblies, awards, or other public ceremonies, etc.), unless authorized by supervising personnel.

Instructional time includes the entire period of a scheduled class and other time when students are directed to report to and participate in any instructional activity. The principal may establish, and school personnel may enforce, additional guidelines limiting or prohibiting the possession and use of portable electronic devices as appropriate to campus needs. The learning environment includes all times that a student is on school

grounds during the school day and when school sponsored and supervised group activities are held.

No student may use a cellular phone or portable electronic device in a manner, or at a time, that interferes with or is disruptive of another student's learning environment. The learning environment includes all times that a student is on school grounds during the school day and when school sponsored and supervised group activities are held.

(cf. [6116](#) – *Classroom Interruptions*)

During the school day and instructional time, students will comply with this policy and with administrative and staff member directives regarding use. Students are required to turn cell phones and other portable electronic devices over to school personnel when requested. Students who refuse to do so are subject to disciplinary action.

A cellular phone or portable electronic device that has been confiscated by the district and not turned over to law enforcement will be released/returned to the parent/guardian when no longer necessary for investigation or disciplinary proceedings. As appropriate, the cellular phone or portable electronic device may be returned directly to the student.

The district assumes no responsibility for loss or damage to personal property of students, including cell phones and other portable electronic devices, whether in the possession of students or if confiscated by school personnel pursuant to this policy.

Prohibited Conduct

Possession of a cellular phone or other portable electronic device by students is a privilege. This privilege will be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of the device so as to violate the law or any other school or district rule. In addition to those conduct rules set forth elsewhere, the following actions are strictly prohibited and may result in disciplinary action:

1. Accessing and/or viewing an Internet site that is otherwise blocked to students at school.
2. Sending an e-mail, text message or other communication that harasses, intimidates, threatens, bullies, or discriminates against another individual.
3. Taking, sending, downloading or uploading a harassing, threatening, or inappropriate photograph of anyone.
4. Using a cell phone/smartphone or camera to take photos in a restroom, dressing room, or locker room, or to take a photo of any person who has requested that you not do so.

5. Using a camera or other recording device to record or capture the content of tests, assessments, homework, or class work without express prior permission from the instructor.

6. Hacking or intentionally obtaining, accessing, or modifying files, passwords, or data belonging to others.

Exceptions and Permitted Use

Nothing in this policy shall be interpreted to prohibit the use of cellular phones or other electronic devices when used for medical or translation purposes, or when a teacher or administrator of the school grants permission for a student to use a cellular phone or electronic device for educational purpose.

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

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

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

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

(cf. [5131.9](#) - *Academic Honesty*)

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

(cf. [6161.4](#) - *Internet*)

(cf. [6161.5](#) - *Web Sites/Pages*)

Searches

The contents of a cell phone/smartphone, camera, or other portable electronic device may be searched to determine ownership, to identify emergency contacts, or upon reasonable suspicion that a school or district rule or the law has been violated.

(cf. [5145.12](#) - *Search and Seizure*)

Legal Reference:

ALASKA STATUTES

14.33.300 Wireless telecommunications device policy

Revised: 10/2025

Revised: 02/2013

Adopted: June 10, 2003

Nome Public Schools

BP 6151 CLASS SIZE

The Superintendent or designee shall establish and make available to the public a target average class size for each grade level. The target average class size may not exceed the following:

- **Pre-Kindergarten through Grade 6:** 23 students
- **Grade 7 through Grade 12:** 30 students

The class size targets may exclude mixed grade classes and courses in art, library, music, computer science, vocational-technical, and physical education.

The Superintendent or designee shall also establish a procedure to reduce class sizes when possible and appropriate.

Legal Reference:

ALASKA STATUTES

14.03.065 Maximum classroom size

Adopted: October 14, 2025

Nome Public Schools

BP 4161/4261/4361 LEAVES AND ABSENCES

The School Board shall authorize employee absences as provided by law and Board policy. The School Board recognizes the following justifiable reasons for absence:

1. Personal sickness or injury, pregnancy, jury duty, military service or emergencies beyond the employee's control.
2. Family illness, bereavement, religious observances and other personal reasons.
3. Situations stemming from occupational status such as attendance at meetings, conventions, inservice courses, seminars, etc.
4. Other situations for which leave is provided by law.

The School Board recognizes the need to provide for leaves which management, supervisors and confidential personnel may take for justifiable reasons as set forth in state law and regulation. Such leaves shall be authorized pursuant to Board policies and/or administrative regulations, and Board action or individual contract.

Certificated management and supervisory employees shall be entitled to those leave provisions provided in the certificated agreement unless otherwise specified in Board policy, administrative regulations or individual contract.

Classified management and supervisory employees shall be entitled to those leave provisions provided in the classified negotiated agreement unless otherwise specified in Board policy, administrative regulations or individual contract.

Note: *The Alaska Family Leave Act became law September 16, 1992, and applies to employers that have employed 21 or more employees for each working day during any period of 20 consecutive workweeks in the preceding two calendar years. Family leave includes, at a minimum, "unpaid leave" for "serious" health conditions for a total of 18 weeks during any 12 month period, and unpaid leave for pregnancy and childbirth or adoption for a total of 18 work weeks within a 12 month period. Employees are entitled to apply accrued paid leave toward the unpaid leave time. Employers must allow employees to continue their existing health insurance coverage at the same level the employee had before going on leave. However, the employee may be required to pay the premium cost for the continuation of the insurance coverage. The Commissioner of Education may approve a labor contract that does not meet the family leave requirements if the district can show a lack of qualified, available substitutes to replace a teacher on leave or a lack of available housing for replacement teachers who do not live in the community.*

However, the employee may be required to pay the premium cost for the continuation of the insurance coverage. The Commissioner of Education may approve a labor contract that does not meet the family leave requirements if the district can show a lack of

qualified, available substitutes to replace a teacher on leave or a lack of available housing for replacement teachers who do not live in the community.

Certified

1. All regular certified personnel working for the district shall be entitled to sick leave as provided in the current collective bargaining agreement.
2. Cash out of sick leave is available to TRS Tier III employees as provided in the Negotiated Agreement.
3. In case of serious illness, the employee's position shall be held open until it has been established by the employee or doctor that the employee will be unable to return to work, except that nothing shall prevent the employer from hiring temporary employees while regular employees are on leave. Specific details of the sick leave policy are spelled out in the collective bargaining agreement.
4. Sick leave shall be granted to employees who find it necessary to be home with a sick dependent or spouse. If the employee's absence exceeds three consecutive days, a physician's certificate may be required. Use of leave under this provision shall be charged against the accrued sick leave of the employee.
5. Bereavement leave is provided per the negotiated agreement. Bereavement leave is charged to the sick leave balance of the employee.
6. Personal leave is available to certified employees per the negotiated bargaining agreement.

Classified

1. All regular classified personnel working full time for the district shall be entitled to sick leave as provided in the current collective bargaining agreement.
2. Cash settlement shall be paid on termination of employment as provided in the Classified Employees Negotiated Agreement.
3. In case of serious illness, the employee's position shall be held open until it has been established by the employee or doctor that the employee will be unable to return to work, except that nothing shall prevent the employer from hiring temporary employees while regular employees are on leave. Specific details of the wick leave policy are spelled out in the collective bargaining agreement.
4. Sick leave shall be granted to employees who find it necessary to be home with a sick dependent or spouse. If the employee's absence exceeds three consecutive days, a physician's certificate may be required. Use of leave under this provision shall be charged against the accrued sick leave of the employee.

5. Bereavement leave is provided per the negotiated agreement. Bereavement leave is charged to the sick leave balance of the employee.

6. Personal leave is available to certified employees per the negotiated bargaining agreement.

7. Annual leave is available to 12-month classified employees only per the negotiated bargaining agreement.

Sick Leave Bank

Separate sick leave banks will be established to cover certified and classified employees. Participation in the sick leave bank will be voluntary and established upon employment and annually thereafter.

Maternity, Paternity and Adoptive Leave (Family Medical Leave Act)

Maternity, paternity and adoptive leave shall be granted up to one (1) full year per the Family Medical Leave Act. Re-assignment upon return shall be considered in the light of vacancies existing at the beginning of the employing year and the employee's qualifications.

In all cases of pregnancy it shall be the responsibility of the employee to notify the Superintendent in writing by the end of the sixth month of pregnancy in order that an adequate replacement may be obtained.

Notifications of intent to adopt a child shall be in writing to the Superintendent as early as possible prior to the expected date of adoption.

Specific procedures are spelled out in the Statutes of the State of Alaska and administrative regulations of the school district.

Legal References:

ALASKA STATUTES

[14.14.107](#) Sick leave and sick leave transfer

[14.20.147](#) Transfer or absorption of attendance area or federal agency school

[39.20.400 – 39.20.540](#) Alaska Family Leave Act (renumbered)

ALASKA ADMINISTRATIVE CODE

[4 AAC 15.040](#) Sick leave

[4 AAC 15.900](#) Definitions

ALASKA ADMINISTRATIVE CODE

[4 AAC 09.020](#) Teachers entitled to pay

UNITED STATES CODE

Family and Medical Leave Act, [29 U.S.C. 2601](#) et. seq.;

CODE OF FEDERAL REGULATIONS

[29 CFR Part 825](#), amend. 2008

Revised: 10/2025

Adopted: June 10, 2003

Nome Public Schools

BP 5123 PROMOTION/ACCELERATION/RETENTION

The School Board desires to see students progress with their peers through the school district's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

Promotion

Students shall progress through the school district's grade levels by demonstrating growth in learning the required basic skills.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits.

(cf. [6146.1](#) - *High School Graduation Requirements*)

(cf. [6146.5](#) - *Differential Requirements for Individuals with Exceptional Needs*)

Acceleration

Acceleration is possible when high academic achievement is evident. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

Retention

The School Board recognizes that research indicates that very few children benefit from being retained during the elementary and middle grades. The Superintendent or designee shall promote alternatives to retention among certificated staff.

Note: *Strategies for reducing retention rates may include reading intervention programs, tutorial programs, and the use of ungraded schools, combination classes, year-round education, and developmentally appropriate primary curriculum designed to meet the needs of children at their own developmental stage.*

Note: *The following paragraph requires the use of student study team when retention is recommended.*

When a teacher believes that retention is necessary to meet a student's needs, he/she shall ask the principal to establish a student study team to consider the child's academic, social and emotional performance. The student's parent/guardian shall be invited to participate on the student study team.

Under the Alaska Reads Act, a student retained due to a reading deficiency must be provided the process set forth in BP 6147 and [AS 14.30.765](#)(d) – (m).

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6147 - Alaska Reads Act Intervention Programs)

Legal References:

ALASKA STATUTES

[14.30.760](#) *Statewide screening and support*

[14.30.765](#) *Reading intervention services and strategies; progression*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.400](#) *Statewide literacy screening and support*

[4 AAC 06.405](#) *Reading intervention services and strategies*

[4 AAC 06.410](#) *Individual reading improvement plan*

[4 AAC 06.415](#) *Student Progression*

[4 AAC 06.490](#) *Definitions*

Revised: 10/2025

Revised: 10/2024

Adopted: June 10, 2003

Nome Public Schools

BP 10010 ESTABLISHMENT OF CHARTER SCHOOLS

The School Board shall give appropriate consideration to any charter school application, in light of its overall effect on the district's children and the proposed school's ability to function effectively and meet its goals. The School Board desires to support innovations which improve student learning and views charter schools as an opportunity to implement school-level reform. In accordance with law, the proposed charter must include descriptions of the vision, mission and goals of the charter school, the governance structure which will be used, the educational outcomes to be attained by students, and the method by which progress in meeting these outcomes will be measured. The mission of the proposed charter school must be compatible with the School Board's priorities and the existing mission statement and strategic plan of the district.

Charter school applications must be in accordance with [AS 14.03.250](#). Charter school applications and renewals may be submitted at any time, however they must be received by the school district no later than October 1 preceding the school year for which applicants propose commencement of charter school operations. All applications will be subject to administrative review and comment prior to the School Board's review. A charter school shall begin operation as agreed with the School Board, but no later than the first day of the count period of the year approved for opening.

Legal Reference:

ALASKA STATUTES

[14.03.250](#) Application for Charter Schools

Adopted: October 14, 2025

Nome Public Schools

BP 10020 CHARTER SCHOOL APPLICATION

The following steps shall be followed in making an application for the establishment of a charter school, in accordance with [AS 14.03.250](#) and [4 AAC 33.110](#). Applicants are cautioned that the Alaska Department of Education and Early Development has its own policies and deadlines, and to the extent the applicant's proposed charter school may be affected by those deadlines, the applicant should take those deadlines into account. The charter school application and proposed contract with the School Board shall comply with all application procedures and requirements as defined by [AS 14.03.255](#), [AS 14.03.250](#) and [4 AAC 33.110](#) and address all elements specified within the district policies and administrative regulations.

1. After receiving a Notice of Intent, the superintendent shall establish an administrative committee to meet with the charter school representatives to review the application procedures and requirements.
2. Following the initial meeting with the administrative committee, the charter school representatives shall prepare the application with all the required information and a proposed contract between the school and the School Board, as well as the development of bylaws.
3. The contract between the charter school and the School Board shall reflect all agreements regarding the operation of the charter school. Any revisions of the terms of the contract may be made only with the approval of the School Board and charter school Academic Policy Committee. The contract will take effect upon the State Board of Education's approval of the application.
4. Following the timely receipt of the complete application form and the proposed written contract between the charter school and the School Board, the Board shall hold a public work session with the charter school representatives. During this work session, the charter school representatives shall present their proposal for a charter school and the contract with the School Board. The School Board and the charter school representatives may negotiate provisions of the contract during this meeting.
5. Following the work session the School Board shall place the charter school proposal on the agenda for a School Board meeting. A public hearing may be held prior to the approval or denial of the charter school application. The School Board will take action to approve or deny the request to establish the charter school.
6. Upon approval of a charter school application, the School Board will submit to the State Board of Education a copy of the charter school application and a report on the action taken by the School Board not later than 30 working days following the School Board's action, in accordance with [4 AAC 33.110\(b\)](#).

(cf. E 10020 – DEED Initial Chart School Application Form)

Legal Reference:

ALASKA STATUTES
[14.03.250-14.03.280](#) Charter Schools

Adopted: October 14, 2025

Nome Public Schools

BP 10021 CHARTER SCHOOL APPLICATION APPEALS

If the School Board denies an application for a charter school, the applicant may appeal the denial to the Commissioner of Education and Early Development within 60 days of the School Board's denial, in accordance with [AS 14.03.250\(d\)](#). A decision of the Commissioner upholding the denial may be appealed by the charter school applicant within 30 days to the State Board of Education. If the Commissioner approves the application, they shall forward it to the State Board of Education for review and approval.

Legal Reference:

ALASKA STATUTES

[14.03.250\(d\)](#) – Application for charter school

Adopted: October 14, 2025

Nome Public Schools

BP 10030 GENERAL REQUIREMENTS

1. A charter school shall comply with all district policies, regulations, and procedures, except to the extent that the charter school is specifically exempted from compliance under its charter school contract. For example, a charter school shall comply in all respects with district discipline policies and the district's accounting, purchasing, audit, and other fiscal procedures.
2. A charter school shall operate in compliance with state and federal laws, and with school district policies and administrative regulations.
3. A charter school shall comply with the provisions of collective bargaining agreements applicable to teachers or employees of the school, unless the district and the affected bargaining unit agree to an exemption from the agreement's requirements.
4. A charter school shall operate under the annual program budget established in the charter school's contract with the School Board.
5. A charter school may not be affiliated with a religious organization or promote religion or any particular religious ideology or philosophy.
6. Facilities: All charter school lease and purchase agreements will adhere to local laws and regulations. No lease agreement or purchase agreement may be entered into without the approval of the charter school's Academic Policy Committee and the Superintendent. A lease agreement will not be approved unless the agreement includes: a provision for termination of the lease agreement, without further financial obligation of the charter school or the district, in the event of a lack of appropriation/funding for the charter school or in the event of termination of the charter school's authorization to operate as a charter school. A charter school shall conduct its program in a facility that satisfies all health and safety requirements applicable to other district schools. A charter school shall have insurance that complies with district policy.
7. The charter school shall comply with the requirements of the district facility safety and security standards.
8. The charter school shall be designed to advance basic skills areas (mathematics, science, language arts, and social studies) appropriate to the age of students included in the program. The charter school disciplinary program shall enforce Alaska statutes, state and federal regulations, and district policies with respect to drugs, alcohol, weapons, tobacco, harassment, and violence.
9. The charter school shall participate in all academic reporting processes as required by the district policies and regulation and by Alaska statute.

10. The charter school shall participate in all tests and assessments required by either the State Department of Education and Early Development or the district unless the contract specifies otherwise.
11. A charter school shall not charge tuition to students who reside within the district. Fees collected in adherence with district policies and regulations and the charter contract, such as for supplies, educational enhancement, or activities, must be deposited in a district account.
12. A charter school operating as a correspondence program or a residential program shall comply with all requirements of Alaska statute and regulation.

(cf. [3530](#) - *Risk Management*)

Adopted: October 14, 2025

Nome Public Schools

BP 10040 ACADEMIC POLICY COMMITTEE

Charter schools shall establish an Academic Policy Committee. Each application for a charter school shall include a description of the Academic Policy Committee and its procedures. The Academic Policy Committee shall consist of parents of students attending (or planning to attend) the charter school, teachers at the charter school (or teachers who agree to teach at the charter school), and employees of the charter school (or employees who agree to work at the charter school). The committee composition details are documented in the By-Laws of the Charter School.

The Academic Policy Committee shall supervise the academic operation of the charter school and ensure the fulfillment of the mission of the charter school. The Academic Policy Committee will meet regularly and not less than four times during the academic year with teachers and staff to monitor progress in achieving the policies and goals established for the school and to review, evaluate, and improve its operations.

The Academic Policy Committee shall select the principal/head teacher of the charter school. The principal/head teacher shall select, appoint, or otherwise supervise employees of the charter school in accordance with District HR policies. If the person selected as the principal/head teacher by the Academic Policy Committee does not possess an Alaska Type B administrative certificate, the Superintendent shall designate an administrator to evaluate the certified staff/teacher(s) in the charter school.

The Academic Policy Committee will function according to the terms of law.

The Academic Policy Committee shall report directly to the Superintendent or designee.

Adopted: October 14, 2025

Nome Public Schools

BP 10050 PRINCIPAL/HEAD TEACHER

Charter School Principal

A charter school principal must possess a current Alaska Administrative Certificate and be either an existing principal in the district or be eligible for hire as a district administrator. A retired district administrator may serve as a charter school principal if the administrator left the district in good standing, had satisfactory performance evaluations, and has a current administrative certificate. The school district assumes no responsibility for employing this person after the termination of the charter school contract except as required by state statute and/or an applicable negotiated agreement. If the charter school Academic Policy Committee desires to contract by addendum with a principal who is currently employed as a district principal, the superintendent's approval is required prior to entering into the contract.

Charter School Head Teacher

A charter school head teacher is not required to possess an Alaska type B administrative certificate. A head teacher must possess an Alaska type A certificate and be either an existing teacher in the district or be eligible for hire as a district teacher. A retired district teacher may serve as a charter school head teacher if the teacher left the district in good standing, had satisfactory performance evaluations, and has a current teacher certificate. The school district assumes no responsibility for employing this person after the termination of the charter school contract except as required by state statute and/or an applicable negotiated agreement.

Adopted: October 14, 2025

Nome Public Schools

BP 10060 MEETINGS

All meetings of the Academic Policy Committee (APC) shall comply with Alaska's Open Meetings Act. The Academic Policy Committee shall provide public notice of its meetings and allow for public participation at its meetings.

The Principal/Head Teacher or designee shall establish regulations to ensure compliance with law.

Adopted: October 14, 2025

Nome Public Schools

BP 10070 REVIEW OF THE CHARTER SCHOOL

Once approved by both the School Board and the State Board of Education, the charter school will be subject to an annual review of its operations and finances by the School Board. Annually, the charter school will submit a written report and make a presentation to the School Board and the public. This report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the School Board.

If academic performance targets for student achievement are not reached by the identified timelines specified in the contract, the Academic Policy Committee must submit a Plan for Improvement, outlining activities for remediation, a process for monitoring the progress of the Plan, and a process for reporting progress of the Plan to the School Board.

If any allegations of noncompliance with the charter school contract are presented either during the annual review or at any other time, then the School Board, through the Superintendent or designee, shall investigate these allegations. Prior to terminating the charter school contract, the School Board and the charter school Academic Policy Committee shall attempt to remedy any violations of the contract. The School Board shall provide written notice to the charter school Academic Policy Committee of its intent to terminate the contract and the reasons therefore.

The Department of Education and Early Development may audit the charter school's program and may take any action necessary to ensure compliance with federal and state law, including the withholding of funding.

Adopted: October 14, 2025

Nome Public Schools

BP 10080 AMENDMENT OF CHARTER AND TERMINATION OF CONTRACT

A charter school may apply to the School Board for an amendment to its charter during the term of its contract. If the School Board approves the amendment, an amended contract must be executed to conform to the amended charter. The School Board must forward an amended charter and amended contract to the Department of Education and Early Development. A charter school may make minor changes to its program without review by the Department, if they are approved by the district. A change of program that involves the addition of an elementary or secondary program must be approved by the School Board and the State Board of Education and Early Development.

When the charter school updates their vision and mission statements or the strategic plan the Academic Policy Committee shall send this information to the School Board. The School Board may terminate a contract with a charter school pursuant to the causes set forth in [AS 14.03.256](#).

Legal Reference:

ALASKA STATUTES

[14.03.256](#) Charter school termination

ALASKA ADMINISTRATIVE CODE

[4 AAC 33.113](#) Amendment of Charter

Adopted: October 14, 2025

Nome Public Schools

BP 10090 COMMUNICATION

Charter schools are an integral part of the District. Open communication between the charter school and the district is essential to the effective functioning of each.

The District shall:

1. respond in a timely manner to requests for information from the charter school.
2. develop materials such as calendars, time lines, or forms to assist charter schools in meeting district deadlines and reports.
3. invite charter school employees to participate in district sponsored professional development workshops and programs.
4. designate a contact person as the primary contact person between the charter school and the district administration.

The Charter School shall:

1. respond in a timely manner to requests for information from the district.
2. designate a contact person as the primary contact between the charter school and the district administration.

Adopted: October 14, 2025

Nome Public Schools