Regular Board Meeting

Tuesday, May 13, 2025 5:30 PM
NES Library /Zoom, 1057 E 5th Ave, Nome, Alaska 99762

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

B. **Consent Agenda**
(Routine matter considered for approval as one motion. Any item can be pulled for separate consideration).
1. Approval of Minutes: Regular Meeting: April 8, 2025
2. Approval of Minutes: Special Meeting: April 29, 2025
3. Approval of April 2025 Disbursements
4. Approval of April 2025 Gifts, Grants and Bequests
5. Approval of April 2025 Personnel Report
6. Approval of Job Descriptions
7. Approval of Out of State Travel Requests

C. **Correspondence**

D. **Awards and Presentations**
1. Introductions of Guests & Visitors
2. Students of the Month

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

F. **Superintendent Report**

G. **Information & Reports**
1. Student Representative Report
2. Principal Reports
3. Director Reports
4. Business Manager Report

H. **Second Public Comment Opportunity**
(Individuals are limited to three minutes each.)

I. **Action Item**
1. Approval of Extension of NPS Strategic Plan to FY26
2. Approval of Fuel Purchase for FY26
3. Approval of School Handbooks for FY26

J. **Board and Superintendent's Comments & Committee Reports**

K. **Upcoming Events:**
- **Tuesday, May 20, Work Session, 5:30 pm, NES Library**
- **Tuesday, June 10, Regular Meeting, 5:30 pm, NES Library/Zoom**

L. **Adjournment**

Pledge of Allegiance

Allegiance (I promise)

Kamaksriłiġmik akiqsruutmik

(to give) to the flag (of our land)

aituġaa illalitaa nunapta

United States of America.

(here) and to (to) the republic

Ittuaq taavrumuŋa nunamun

one nation under God

atausiq nuna ataani Agaiyutim

indivisible with liberty

avgutaulġuituaq pituiqsimaałiq

and justice for all

atisipłuni illuqnaitnun.

Translated by Clara Sookiayak for Paul F. Asicksik Sr. School in Shaktoolik

Our Mission

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

Our Vision

Together, strong in identity, purpose, potential

Board and Superintendent Guiding Principles

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

Board and Superintendent Goals

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

BOARD OF EDUCATION MINUTES
Regular Meeting
Tuesday, April 8, 2025
5:31 pm
NES Library/Zoom

Member Tahbone called the meeting to order at 5:31 pm Tuesday, April 8, 2025 with a quorum present.

Member Tahbone led the Pledge of Allegiance in Inupiaq.

Member Tahbone read the Nome Public Schools Mission Statement.

School Board Members Present:

Darlene Trigg (via Zoom, left @ 6:47 pm)	Marjorie Tahbone	Jon Gregg
Nancy Mendenhall	Sigvanna Tapqaq (via Zoom)	
Student Representative, Lyndsay Johnson		

Others in attendance included:

Jamie Burgess	Alisha Papineau	Genevieve Hollins (via Zoom)
John Mortensen (via Zoom)	Mary Donaldson (via Zoom)	Michelle Carton (via Zoom)
Anna Lionas (via Zoom)	Karen Dixon	Jim Shreve
Jennifer Shreve	Nick Settle	Elizabeth Korenek-Johnson
Lisa Leeper	Larry Pederson	Levi Pederson

APPROVAL OF AGENDA

Member Mendenhall moved to approve the agenda with the removal of B.7. Approval of Job Descriptions; and moved Action Items to F. Discussion followed.

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

Darlene Trigg: yes	Marjorie Tahbone: yes	Jon Gregg: yes
Nancy Mendenhall: yes	Sigvanna Tapqaq: yes	
Lyndsay Johnson (Advisory Vote): yes		

CONSENT AGENDA

Member Gregg moved to approve the minutes from Regular Meeting: March 11, 2025; the minutes from Special Meeting: March 25, 2025; the minutes from Special Meeting/Executive Session: March 27, 2025; the March 2025 disbursements; the March 2025 Gifts, Grants and Bequests; the March 2025 personnel report; and the out of state travel requests.

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

Darlene Trigg: yes	Marjorie Tahbone: yes	Jon Gregg: yes
Nancy Mendenhall: yes	Sigvanna Tapqaq: yes	
Lyndsay Johnson (Advisory Vote): yes		

CORRESPONDENCE

Correspondence included was the NPS NBHS reroof project Fremontii, LLC. owners representative board report.

INTRODUCTIONS OF GUESTS AND VISITORS
Superintendent Burgess introduced new NES Principal, Michelle Carton.

STUDENTS OF THE MONTH
NBMHS Teacher, Holly Harlow announced Levi Pederson and Jewell Shoogukwruk as Students of the Month for April 2025.

PRESENTATION
John Mortensen presented the NBMHS roof project update.

OPPORTUNITY FOR PUBLIC COMMENT ON AGENDA/NON-AGENDA ITEMS
NONE

ACTION ITEMS
Member Gregg moved to approve classified exempt contracts for Jim Shreve and Andrew White for the 2025 – 2026 school year.

The motion carried by a roll call vote with the following results:
Darlene Trigg: yes Marjorie Tahbone: yes Jon Gregg: yes
Nancy Mendenhall: yes Sigvanna Tapqaq: yes
Lyndsay Johnson (Advisory Vote): yes

Member Gregg moved to approve the 2025 – 2026 itinerant special education service provider contracts as presented:

Axmaker – Physical Therapy
Lift – School Psychologist
Pangea – Speech Therapy
Show Me – Occupational Therapy
Clover – Speech Pathologist and Speech Therapy
Sunshine Services – General SPED Support
Vertel – Autism Support

The motion carried by a roll call vote with the following results:
Darlene Trigg: yes Marjorie Tahbone: yes Jon Gregg: yes
Nancy Mendenhall: yes Sigvanna Tapqaq: yes
Lyndsay Johnson (Advisory Vote): yes

Member Trigg moved to approve the 2025 – 2026 district calendar as presented. Discussion followed.

The motion carried by a roll call vote with the following results:
Darlene Trigg: yes Marjorie Tahbone: yes Jon Gregg: yes
Nancy Mendenhall: yes Sigvanna Tapqaq: yes
Lyndsay Johnson (Advisory Vote): yes

Member Tahbone moved to approve the 2-year addendum to the current M&O contract with NANA Management Services. Discussion followed.

The motion carried by a roll call vote with the following results:
Darlene Trigg: yes Marjorie Tahbone: yes Jon Gregg: yes
Nancy Mendenhall: yes Sigvanna Tapqaq: yes
Lyndsay Johnson (Advisory Vote): yes

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

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

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

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

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

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

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

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

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

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

SECOND PUBLIC COMMENT OPPORTUNITY
NONE

BOARD AND SUPERINTENDENT'S COMMENT & COMMITTEE REPORTS
Member Mendenhall commented she felt good that people were looking at problems and taking things seriously.
Member Mendenhall thanked everyone for working hard.

Member Gregg thanked Superintendent Burgess for bringing the consultant on the roof project.
Member Gregg asked if the board could see the audit results on the CTE program so they might find more ways to support it.
Member Gregg welcomed new NES Principal, Michelle Carton.
Member Gregg gave his gratitude to IT Director, Jim Shreve and was glad to be able to offer him a contract.
Member Gregg told Member Tahbone she did a wonderful job running the board meeting.

Member Tahbone gave her appreciation for all the board reports.
Member Tahbone discussed how the contract wasn't renewed for the NYO coach and assistant coach at NPS which caused 3 students to create their own NYO team with Nome Eskimo Community tribe.
Member Tahbone suggested making changes to policy in regards to coaching contracts for long standing and respected community members so they have some security. She also brought up how the same thing happened last year with another long-term coach who did not get their contract renewed.

Superintendent Burgess thanked Member Tahbone for bringing up the NYO teams.
Superintendent Burgess said she's been having conversations with all involved parties and will update the board with an over view of the situation and how it'll be addressed next year.
Superintendent Burgess informed there would be changes regarding all the coaches in the future. She also said there may need to be adjustments made to AR's for more clarity to provide guidance.
Superintendent Burgess said the overall goal is to ensure that NYO gets the same energy and respect as the other sport teams. She also commented she wanted to see the NYO program grow and have everyone who wants to participate be able to.
Superintendent Burgess commented there's a staff member who coached an NYO team in another district and hoped she would be a good addition.
Superintendent Burgess said she would be sending invites to the board for end of the school year activities.
Superintendent Burgess said she planned robust work sessions for April and May.
Superintendent Burgess said she would keep the board updated on things happening in Juneau.
Superintendent Burgess gave a special thanks to Kawerak and their board of directors for their advocacy letter to the legislatures.
Superintendent Burgess said she would be putting something together for community members to be able to easily advocate for an increase in the BSA to the legislatures.

UPCOMING EVENTS

- Monday, April 14, Joint School Board and City Council Budget Work Session, 5:30 pm, City Hall
- Tuesday, April 22, Work Session, 5:30 pm, NES Library
- Tuesday, April 29, Special Meeting 5:30 pm, NES Library
- Tuesday, May 13, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, May 27, Work Session, 5:30 pm, NES Library
- Tuesday, June 10, Regular Meeting, 5:30 pm, NES Library/Zoom

ADJOURNMENT

Member Gregg moved to adjourn at 7:01 pm.

_____	_____
Darlene Trigg Date	Marjorie Tahbone Date
President, Board of Education	Vice President/Clerk, Board of Education

BOARD OF EDUCATION MINUTES
Regular Meeting
Tuesday, April 29, 2025
5:32 pm
NES Library/Zoom

Member Trigg called the meeting to order at 5:32 pm Tuesday, April 29, 2025 with a quorum present.

Member Tahbone led the Pledge of Allegiance in Inupiaq.

Member Trigg read the Nome Public Schools Mission Statement.

School Board Members Present:

Darlene Trigg	Marjorie Tahbone	Jon Gregg
Nancy Mendenhall	Sigvanna Tapqaq (via Zoom, 5:36 pm – 6 pm)	

Others in attendance included:

Jamie Burgess	Alisha Papineau	Genevieve Hollins (via Zoom)
Ben Townsend	Nick Settle	Cassie Laurence
Meghan Ten Eyck	Anna Lionas	Jim Shreve
Jennifer Shreve	Elizabeth Korenek-Johnson	

APPROVAL OF AGENDA

Member Tahbone moved to approve the agenda as presented.

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

Darlene Trigg: yes	Marjorie Tahbone: yes	Jon Gregg: yes
Nancy Mendenhall: yes	Sigvanna Tapqaq: (excused)	

OPPORTUNITY FOR PUBLIC COMMENT ON AGENDA/NON-AGENDA ITEMS

NES Principal, Nicholas Settle brought to the boards attention a situation where he was threatened by a staff member in his building and nothing had been done about it.

ACTION ITEMS

Member Mendenhall moved to approve the final draft of the FY26 budget. Discussion followed.

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

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

Member Gregg moved to approve the out of state travel request for Margaret Volpe.

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

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

BOARD AND SUPERINTENDENT'S COMMENT & COMMITTEE REPORTS

Member Gregg thanked Member Trigg and Superintendent Burgess for being on top of things.

Member Mendenhall dittoed Member Greggs comment.

Superintendent Burgess appreciated the work Member Trigg and Member Tapqaq did.
Superintendent Burgess asked to move the May 27th Work Session to May 20th due to conflicts.
Superintendent Burgess discussed her experience at the AASB Spring Boardsmanship Academy.
Superintendent Burgess was able to bring one representative from all the local tribes to the AASB Spring Boardsmanship Academy. They had discussion around Superintendent Burgess's responsibilities as a school district to build a relationship with the local tribes and how the tribes could help.
Superintendent Burgess and Member Tapqaq were facilitating and developing a tentative tribal consultation plan to ensure the district is meeting all of its obligations.
Superintendent Burgess planned to draft an agreement for the school district and the local tribes outlining how each entity would contribute to the partnership.

Member Trigg participated in the Portrait of a Graduate discussion.
Member Trigg thanked Member Tahbone and Member Mendenhall for participating in the discussion as well.
Member Trigg informed why she wasn't able to attend the AASB Spring Boardsmanship Academy and thanked those who did.
Member Trigg and Superintendent Burgess met with the city manager and others that afternoon.
Member Trigg expressed concern for the safety of the staff and students in regards to the public comment. She asked if Superintendent Burgess would let her know about the process in handling such situations.

UPCOMING EVENTS

- Tuesday, May 13, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, May 20, Work Session, 5:30 pm, NES Library
- Tuesday, June 10, Regular Meeting, 5:30 pm, NES Library/Zoom

ADJOURNMENT

Member Gregg moved to adjourn at 6:13 pm.

_____	_____
Darlene Trigg Date	Marjorie Tahbone Date
President, Board of Education	Vice President/Clerk, Board of Education

Nome Public Schools
Personnel Items for Approval/Ratification
May 13, 2025

Certified/Administrative Personnel

NEW HIRES	POSITION	LOCATION	EFFECTIVE DATE
Faubel, Robert	MS Social Studies	NBMHS	8/20/2025
Kyombela, Agness (Zambia)	Elementary SPED	NES	8/20/2025
Pasco, Winnie (Philippines)	Middle School SPED	NBMHS	8/20/2025
Mission, Lendsay (Philippines)	Elementary SPED	NES	8/20/2025
Holweger, Randy	HS PE/Health	NBMHS	8/20/2025
Senas, Jon Mark (Philippines)	MS Social Studies	ACSA	8/20/2025
Narciso, Arman (Philippines)	HS Social Studies	NBMHS	8/20/2025
CHANGE OF ASGMT			
Anunda, Dorcas	Kindergarten	NES	8/22/2025
Balice, Janet	Title I Reading	NES	8/22/2025
Brown, Jason	Elementary SPED	NES	8/22/2025
Cadayday, Dorin	Title I Reading	NES	8/22/2025
McRae, Ian	5th Grade	NES	8/22/2025
Pardee, Marta	3rd Grade	NES	8/22/2025
Harlow, Holly	Assistant Principal	NBMHS	8/1/2025
Ulroan, Mary	HS Math	NBMHS	8/22/2025
LEFT EMPLOYMENT			

Classified Personnel

NEW HIRES	POSITION	LOCATION	EFFECTIVE DATE
Katongan, Hannah	Accounts Payable/ Purchasing & Receiving	District Office	4/16/2025
CHANGE OF ASGMT			
LEFT EMPLOYMENT			

Extra Duty Contracts/MOAs

NAME	POSITION	EFFECTIVE DATE
Bahnke, Nancy	Migrant Swim Administrator	1/1/2025
Tweet, Misty	Migrant Swim Instructor	3/1/2025
Finney, Rachel	Educators Rising Sponsor	8/1/2024
Robb, Hana	NBMS Test Coordinator	1/6/2025
Harlow, Holly	NBHS Test Coordinator	1/6/2025
Liben, Sarah	Curriculum Development	9/5/2024
Berry, Jennifer	Curriculum Development	9/5/2024
Akes, Michael	After School Act. Coord.	9/1/2024
Ten Eyck, Meghan	NES Leadership Team	FY25
Shreve, Jennifer	NES Leadership Team	FY25
Pardee, Marta	NES Leadership Team	FY25
Shreve, Jennifer	NWEA Certified Facilitator	8/1/2024
Carroll, Stephen	Migrant Tutor	1/7/2025
Akes, Michael	MEP (Migrant) Recruiter-Fall	10/14/2024
Badertscher, Deborah	MEP (Migrant) Recruiter-Fall	10/14/2024
Akes, Michael	MEP Recruiter-Spring	1/7/2025
Badertscher, Deborah	MEP Recruiter-Spring	1/7/2025

Non-Staff Coaches

NAME	POSITION	EFFECTIVE DATE

Temporary Personnel

NAME	POSITION	EFFECTIVE DATE
Bey, Kirsten	Migrant Swim Assistant	3/1/2025
Ford, Jennifer	Migrant Swim Assistant	3/1/2025
Ford, Melissa	Migrant Swim Instructor	3/1/2025
Ventress, James	Migrant Swim Assistant	3/1/2025

Volunteers Approved

NAME	EFFECTIVE DATE
Ahmasuk, Brandon	4/21/2025

In other HR activity:

The following Job Descriptions are submitted for your review and approval:

- Information Technology (IT) Director
- Systems Administrator (IT)
- Federal Programs Coordinator

We were notified March 19, by International Skills Development (ISD), our hiring agency in the Philippines, that we have received accreditation from the Filippino government to recruit and hire from their country. We are in the process of applying for three H1-B work visas: two for teachers from the Philippines, and one for a teacher from Zambia.

I attended the Nome Career Fair on April 9, hosted at the Mini Conventions Center by the Alaska Job Center office of Nome. There were about 85 attendees, including 10 of our Nome-Beltz Seniors. The fair did not result in any applicants, but was a good opportunity to network with other employers in our community and reflect on our similar situations.

NOME PUBLIC SCHOOLS

P.O. Box 131
Nome, AK 99762
http://www.nomeschools.org

Telephone (907) 443-2231
Fax (907) 443-5144

DIRECTOR OF TECHNOLOGY

REPORTS TO: Superintendent
DATE of DESCRIPTION: April 8, 2025
JOB CLASSIFICATION: Exempt Employee
HOURS: 230 days per year
PAY: DOE

NATURE AND SCOPE OF JOB: Under the direction of the Superintendent and School Board policy, The Director of Technology provides vision and leadership for developing, implementing and managing Information Technology (IT) initiatives and functions. Reviews and evaluates the programs and activities related to instructional and information technology. Including use of technology to improve staff productivity and student learning; use of technology to maintain data and meet reporting requirements, coordination of purchase, installation, repair, and use of electronic equipment, software and computers district wide. Coordinate staff training to optimize technology use, development, optimization and oversight of district technology budget.

ESSENTIAL FUNCTIONS:

1. Directs and coordinates the school district's information management system and other technology-based services.
2. Provides the leadership and direction needed to improve administrative operations through more effective use of technology; forecasts needs and requirements.
3. Creates and maintains the annual operating and capital budgets for IT operations consistent with the District's plans and established financial guidelines.
4. Works collaboratively with School District's instructional/administrative staff to implement applications in instructional technology that enhance student achievement.
5. Provides leadership to teaching staff in best use of technology to support student learning.
6. Directs, supervises and evaluates department staff in terms of their performance responsibilities and productivity
7. Assigns technology staff priorities and activities and monitors work flow
8. Develops, implements and oversees the district wide Technology Plan.
9. Develops and maintains IT policies and standards relating to the acquisition, implementation, development and installation of major information systems for the district.
10. Negotiates IT service level agreements with user organizations and monitor IT system performance to hold IT staff accountable for meeting those service levels
11. Directs and coordinates the management of the district's internal and external web sites; collaborates with providers in departments and sites, manages access and security
12. Seeks and acquires additional financial and technology resources to support the district's work related to technology use
13. Develops and delivers reports as needed to grantors, funding agencies, district personnel and others, supports district's reporting activities
14. Develops and monitors technology budget, maintains appropriate fiscal records
15. Represents staff and District at meetings and conferences
16. Assigned as the Districts Chief Information Security Officer (CISO) and is responsible for developing, implementing, and oversight of the District's Data Protection Plan and associated policies.
17. Perform such other tasks and assume other responsibilities as assigned by Superintendent.

DIRECTOR OF TECHNOLOGY

(Continued)

POSITION QUALIFICATIONS:

Knowledge, Skills and Mental Abilities

1. Ability to envision new ways to leverage technology to improve the performance of core business processes, including those directly related to educational service delivery
2. Ability to establish and manage vendor relationships to meet the needs of Nome Public Schools technology users
3. Knowledge of sound business principles and techniques of administration, organization, and management. To include an in-depth understanding of the key business issues that exist in K-12 Education
4. Ability to work with people of various personality types (flexibility).
5. Possess and demonstrate sound emotional judgment.
6. Effective organizational skills.
7. Ability to follow and successfully complete written and oral directions.
8. Competent use of computers, word processing, excel spreadsheets and other related systems.

PHYSICAL DEMANDS:

1. Occasional travel to school district office locations, buildings, classrooms
2. Often sitting for extended periods
3. Moderate lifting from 15-30 pounds.
4. Repetitive operation of computer keyboard.

EQUIPMENT USED:

1. Computer operating word-processing, spreadsheet, and database systems
2. Other standard office equipment

EDUCATION, LICENSE, CERTIFICATION OR FORMAL TRAINING:

1. Master's Degree in Information Technology, Business Administration or related field
2. At least 5 years of direct management of IT Operations is essential
3. Two or more years experience in a K-12 education setting preferred
4. Experience should also include exposure to in-house and shared or outsourced systems, multiple hardware platforms, and integrated information and communication systems.
5. Current experience with the implementation and management of local and wide area computer network environments and planning systems.
6. Chief Information Security Officer certification.

EMPLOYEES ARE HELD ACCOUNTABLE FOR ALL FUNCTIONS OF THIS POSITION

NOME PUBLIC SCHOOL DISTRICT IS AN EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER

JOB DESCRIPTION
Systems Administrator
NOME PUBLIC SCHOOLS
Classified Range K

QUALIFICATIONS:

1. Bachelor's Degree in Computer Science, Computer Information Systems or Business Information Systems preferred.
2. Three (3) plus years successful work experience in server administration in an educational or corporate setting.
3. Ability to work well in a team.
4. Experience working with on premise and cloud-based servers / services including the creation and management of network and Google accounts.
5. Experience in the maintenance and repair of Mac, PC and Chromebook computers.
6. Must possess or be willing and able to acquire technical certifications as needed by the district.
7. Experience with UNIX or Linux command line, Directory as a Service (DaaS), Open Directory, Active Directory and LDAP.
8. Experience working with iOS and macOS deployment and management systems.
9. Experience with PowerSchool SIS is a plus.
10. Ability to communicate well verbally, and in writing. Ability to relay technical information to end users with a friendly demeanor.
11. Understanding of networking best practices, including working knowledge of wireless networks and LAN administration.
12. Willingness to work evenings and weekends in the event of an emergency or for system upgrades.

REPORTS TO: Director of Technology or designee

PERFORMANCE RESPONSIBILITIES:

1. Student account creation and maintenance..
2. Administer both on premise and cloud-based servers.
3. Maintain and repair district computers and iPads.
4. Support the district with website updates as needed.
5. Ensure successful student testing environments by configuring client computers and servers with the latest testing software for all Local, State and National computerized assessments.
6. Update and administer district Chrome, iOS, macOS, and Windows devices through our MDM solutions.
7. Monitor/maintain/upgrade instructional technology equipment.
8. Perform the on-site maintenance and repair of technological equipment (computers, printers, and other networking equipment / peripherals).
9. Maintain Local Area (LAN), and Wide Area (WAN) networks, as well as assist with management of the website.
10. Support technology integration in the classroom.
11. Provide professional development and mentoring throughout the district through in-service, small group and individual training.

12. Participate in the district technology planning process.
13. Make recommendations to the District technology committee, administration, or School Board on district technology needs.
14. Assist in coordination, recommendation, and endorsement for the purchase of district technology equipment.
15. Assist in maintaining asset inventory and condition records on all technology equipment and licensing software as needed.
16. Provide support to end users through the technology web help desk interface.
17. Monitor / update on and off premise Internet filtering / shaping solutions.
18. Maintain Internet Caching, Domain Name System (DNS), Dynamic Host Configuration Protocol (DHCP), and Internet Protocol Address Management (IPAM) systems.
19. Ensure the security and integrity of district systems by implementing and maintaining backup and recovery strategies.
20. Other duties as assigned by the Director of Technology or Superintendent.

EMPLOYMENT TERMS: 230 work days. Placement on the applicable staff salary schedule, dependent on qualifications and experience.

(Updated 04/2025)

NOME PUBLIC SCHOOLS
P.O. Box 131
Nome, AK 99762
T (907) 443-2231
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Federal Programs Coordinator

REPORTS TO:	Director of Curriculum/Federal Programs and Assessment
JOB CLASSIFICATION:	Classified Employee
HOURS:	7.5 hours per day, 215 days per year
PAY:	Based on Classified Wage Scale, Range J ($33.55 - $48.16) DOE
BENEFITS:	Retirement, Health/Vision/Dental Insurance, Life Insurance

NATURE AND SCOPE OF JOB: The Migrant Education Program Coordinator/Assistant Director works with the Director of Curriculum/Federal Programs/Assessments as MEP Recruiter, provides operational support for federal programs, curriculum/instruction, and assessment and assists with implementation of programs that support the academic, physical and social/emotional needs of students.

This position is an executive level support position requiring a high level of confidentiality, skills and organization.

ESSENTIAL FUNCTIONS:

- **Program Coordination**:
  - Plan, develop, and implement educational programs for migrant students (PK-12);
  - Plan, develop and implement district-wide programs to support educators with ongoing programs such as PBIS and iReady;
  - Monitors a variety of activities on behalf of the assigned Administrator (Stakeholder communication, meeting arrangements, account balances, website updates, etc.) for the purpose of achieving goals and meeting target dates in compliance with established guidelines and regulatory requirements.
  - Oversees the work activities within the office for the purpose of organizing assignments, monitoring progress, and ensuring completion within established guidelines.
- **Strategic Planning**: Collaborate with the Director to develop and implement departmental goals and policies.
- **Budget Monitoring**: Help manage budgets and ensure optimal use of resources.
- **Staff Management**: Oversight, training, and managing recruiters and individuals with MOAs within their varied duties.
- **Student Support**: Collaborate and coordinate individualized success plans for migrant students, addressing their educational, personal, and career goals.
- **Curriculum**: Assists with cultural curriculum development, implementation and professional development
- **Outreach**:
  - Manage community and in-district outreach programs.
  - Event coordination and maintain schedules and represent the Director in meetings or official capacities.
  - Schedules a wide variety of activities and sets priorities (e.g., appointments, conference schedules, meetings, travel reservations/accommodations, facility usage, etc.) for the purpose of making necessary arrangements for special school initiatives or activities.
  - Acts as the main contact for all migratory education programming and parent outreach;
- **Community Engagement**: Maintain consistent communication with families and parents to support student progress and address needs.
- **Professional Development**:
  - Assist with organizing training sessions for staff to ensure effective teaching practices and compliance with program standards (i.e. PBIS, Kagan, Visible Learning)
  - Participate in work related training through webinars and out-of-district training(s)
- **Data Management**: Maintain accurate records of student demographics, services provided, and assessment results.
- **Compliance and Reporting**: Assist with preparing reports for state and federal agencies.
- **Requires Travel**: Travel for professional development and meetings.
- **Other Duties as Assigned**
- **Must be able to lift or move 50 lbs or less occasionally.**

Qualifications:

- **Education**: H.S. diploma with some college, bachelor's degree or higher preferred.
- **Experience**: Prior experience working with migrant populations is valuable, experience with budget management, experience in providing training and/or technical assistance.
- **Experience** with cultural activities and community organizations.

- **Skills**: Strong organizational, communication, and leadership skills, proficient in MS Office Suite and use of other computer-based programs.
- **Knowledge**: Familiarity with federal and state guidelines, reporting, etc., and culturally responsive practices.
- **Travel**: Requires travel within the district by vehicle and outside the district by plane.
- **Driver License**: must have a valid driver's license and follow Nome Public School requirements.
- **Work hours**: flexibility to work variable hours as needed – would qualify for overtime.

Nome School District is an Equal Employment Opportunity Employer

(Created 4/2025)

Jamie Burgess <jburgess@nomeschools.org>

FYI - Protecting students from abuse course - ASAA Coach Cert.

Patrick Callahan <pcallahan@nomeschools.org> Fri, Apr 18, 2025 at 1:07 PM
To: Teriscovkya Smith <tsmith@nomeschools.org>, Jamie Burgess <jburgess@nomeschools.org>, Elizabeth Korenek-Johnson <ekorenek@nomeschools.org>

Dear Administrators,

During its February meeting, the ASAA Board of Directors approved an amendment to the Qualification of Coaches and Advisors bylaw. Effective July 1, 2025, all coaches and advisors will be required to complete the “Protecting Students from Abuse” course offered through NFHSLearn.com. This training joins the list of mandatory courses already required for individuals who supervise students in interscholastic athletic or activity programs.

As with other requirements, ASAA will accept equivalency courses upon review and approval. Coaches or advisors who believe they have completed comparable training may submit documentation to ASAA for evaluation. To ensure compliance and avoid delays at the start of the upcoming school year, we encourage schools to have their coaches and advisors complete the “Protecting Students from Abuse” course before the end of this academic year.

A copy of the updated bylaw language is attached for your reference. If you have any questions about this requirement or the review process for equivalency, please contact our office.

Thank you for your continued partnership in providing a safe and supportive environment for Alaska’s students.

Billy Strickland, Executive Director

Alaska School Activities Association

--
Patrick Callahan
Nome-Beltz High School Activities Director
Cell 907-434-1236
email pcallahan@nomeschools.org

Jamie Burgess <jburgess@nomeschools.org>

2025 Special Education Determination Notice

Sanders, Simone R (EED) <simone.sanders@alaska.gov> Tue, Apr 29, 2025 at 2:57 PM
To: Jamie Burgess <jburgess@nomeschools.org>
Cc: "marydonaldson@nomeschools.org" <marydonaldson@nomeschools.org>

Good Afternoon Superintendent Burgess -

The attached document includes Nome Public School District's special education determination rating. These determinations are based primarily on data reported to the department by the district and information collected from internal systems.

The determination status listed at the top of the attached document (just under the district name) indicates the level of support the district will receive from the department. The determination status (below) will equate to a level of support the district should expect to receive:

- "Meets Requirements" – Availability of webinars, central location training and telephonic support.
- "Needs Assistance" – Required attendance at webinar presentations (subject specific), central location training by the department (mandatory), and telephonic support.
- "Needs Intervention" – Required attendance at webinar presentations (subject specific), central location training by the department (mandatory), ongoing telephonic support, and on-site review of compliance requirements.

If you have any questions regarding the data used within the determination document, please contact our Research Analyst, Aiko Zaguirre, at aiko.zaguirre@alaska.gov. All other questions can be directed to me or Special Education Administrator Don Enoch at donald.enoch@alaska.gov. Thank you.

Best Regards,
Simone Sanders

Simone R. Sanders
Education Specialist II - Special Education
Office Hours: Tuesday-Friday 7:00am-5:00pm
State of Alaska Department of Education & Early Development
550 W. 7th Ave., Room 810
Anchorage, AK 99501
Office: 907-269-0161
simone.sanders@alaska.gov I **education.alaska.gov** I **aklearns.org**

@AlaskaDEED

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Nome Public School District 2025.pdf
842K

Alaska District Determination Matrix - 2025 (2023-24 Data)**

District: Nome Public Schools

Final District Determination: Needs Assistance

Final Score: 8/11

Element	Less than 5 Students	Met State Target	District Percent	State Percent	Score
1. Did the district meet Uniform Grand Guidance (UGG) requirements so there are not audit findings?		Yes			1
2. Did the district correct noncompliance within one year?		Yes			1
3. Did the district submit timely, complete, and accurate data?		Yes			1
4. Did the district meet the state compliance targets and requirements for the specified procedural indicators?					
Section 4(a) Procedural Sub Indicators: 4b**, 9, 10					
APR4b - Significant Discrepancy in Suspension & Expulsion**		Yes			1
APR9 - Disproportionality in Special Education		Yes			1
APR 10 - Disproportionality in Specific Disability Categories		Yes			1
Section 4(b) Procedural Sub Indicators: 11, 12, 13, *Only available for monitored districts this year					
APR 11 - Evaluation within 90 Calendar Days (Target 100%)~		Not Applicable	Not Applicable	Not Applicable	~
APR 12 - Part C to B Transition/IEP by 3 (Target 100%)~	0	Not Applicable	Not Applicable	Not Applicable	~
APR 13 - Secondary Transition (Target 100 %)~	0	Not Applicable	Not Applicable	Not Applicable	~
5. Did the district meet the state targets and requirements for the Student System and Results Indicators: 1, 2, 3B, 5A, 6A?					

Element	Less than 5 Students	Met State Target	District Percent	State Percent	Score
APR 1 - Students Exiting SPED through Graduation**	3	No	33.3%	64.3%	0
APR 2 - Students Exiting SPED through Dropping Out**	3	No	33.3%	30.4%	0
APR 3B - Participation on the State Assessments is at least 95% in both ELA and Math for All Students (Grades 3-9 Combined)		No			0
Participation ELA			88.5%	84.5%	
Participation Math			88.5%	84.1%	
APR 5A - LRE for Children Aged 5 in Grade KG through Age 21		Yes	84.5%	69.5%	1
APR 6A - LRE for Children Aged 3-5 (5 Year Olds not in Grade KG)		Yes	66.7%	16.6%	1

Scoring Codes:

Beginning SY 2023-2024, the scoring method has been updated when totaling the number of indicators where districts have "Met State Target" or "Meets Requirements". There are a total of eleven (11) indicators to be counted towards the final score of your district. The Final Determination of your districts will rely on the following scoring guideline using the final score:

- Meets Requirements = 9-11/11 (At least nine (9) out of the eleven (11) State Targets and/or requirements have been met)
- Needs Assistance = 6-8/11 (Majority of the State Targets and/or requirements have been met)
- Needs Intervention = <=5/11 (Most of the State Targets and/or requirements have NOT been met)

Notes

- Score is 0 or 1, with 1 indicating that the district has met the State Target and/or requirement for that Element.
- Three consecutive years in Needs Intervention in any of the elements 1-4 may result in a determination of Needs Substantial Intervention.
- "Noncompliance" includes not meeting the requirements in dispute resolution, monitoring, and reporting.
- Timely, Complete, and Accurate Score is based on the timely, complete, and accurate submission of multiple data collection files submitted by the district to the department such as Fall & Summer OASIS, Participation Rate, Suspension & Expulsion, SPED Supplemental, and Indicators 8 & 14 Surveys. This score does NOT include GMS findings.
- "Yes" for indicators 4b, 9, and 10 indicates that the district met this indicator by either: not having disproportionality or a discrepancy OR having disproportionality or a significant discrepancy that was not the result of inappropriate identification or non-compliant policies, procedures, or practices.
- Information for indicators 11, 12, and 13 are only available when the district has been monitored and data has been validated for the school year. Although they are provided, these do NOT account towards the final score and determinations."~"
- The <5 cells will appear empty unless the district had fewer than five students in the related population. For districts with cell sizes of fewer than five students in the Procedural Compliance Indicators or the Student and System Results Indicators, the state may examine each of the indicators individually.
- Data for Indicators 1, 2 and 4b are from the previous school year, noted by "**".

THE STATE of ALASKA
GOVERNOR MIKE DUNLEAVY

Department of Education and Early Development

Division of Innovation and Education Excellence
Special Education

P.O. Box 110500
Juneau, Alaska 99811-0500
Office: 907.465.8693
Fax: 907.465.2806

May 9, 2025

Mary Donaldson, Special Education Director
Nome Public Schools
P.O. Box 131
Nome, AK 99762

Dear Mary,

As a result of a monitoring visit and sampling of district documentation, the Department of Education and Early Development, Special Education Programs issued the Nome Public Schools a Plan of Improvement. To demonstrate completion of the corrective actions, the district has submitted specific documentation. This documentation may have included: IEPs, ESERs, consent forms, written notices, training materials, and other related information.

The evidence submitted meets the required standards of this Plan of Improvement. The district is encouraged to conduct periodic self-monitoring to ensure compliance.

This is the Nome Public Schools's official notice for completion of the Special Education Compliance Monitoring, District Plan of Improvement, effective this date.

I would like to thank you and your staff for the effort put forth in completing the Plan of Improvement. If there is any assistance that I can offer in the future, please feel free to contact me.

Sincerely,

SRSanders

Simone Sanders
Program Manager

cc: EED Compliance File
Jamie Burgess, Superintendent

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

March 31, 2025

Dear Chief State School Officer:

The Trump Administration is committed to supporting parents in choosing and directing the upbringing and education of their children. The U.S. Department of Education (Department) is pleased to provide information regarding how States can use Federal formula funds under the Elementary and Secondary Education Act of 1965 (ESEA) to support elementary and secondary school educational choice initiatives. In this letter, we are focusing on two important aspects of Title I, Part A (Title I) of the ESEA where States and local educational agencies (LEAs) have discretion to provide greater flexibility to support parents' choices for their child's education. This will be the first of several guidance documents aimed at expanding education choice for students and families.

Direct Student Services Under ESEA section 1003A

One important flexibility to support parents is section 1003A of the ESEA, which provides a State the flexibility to reserve up to three percent of its Title I allocation to provide funds to LEAs for direct student services that allow parents to exercise a meaningful choice in their child's education. This is an important flexibility of which very few States have taken advantage. Ohio is currently the only state implementing direct student services, which they use to increase access to advanced coursework. States can use this flexibility so that parents can be given a range of options – advanced courses, dual enrollment, academic tutoring, career and technical education, personalized learning, and out-of-school activities – to select for their child.

ESEA section 1003A authorizes a State to award funds to LEAs for the following activities:

- Enrollment and participation in academic courses not otherwise available at a student's school, including advanced courses and CTE coursework that is aligned to State standards and leads to industry-recognized credentials that meet the quality criteria established by the State under section 123(a) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).
- Credit recovery and academic acceleration courses that lead to a regular high school diploma (as defined in ESEA section 8101(43)).
- Activities that assist students in successfully completing postsecondary level instruction and examinations that are accepted for credit at institutes of higher education (IHEs), including AP and IB courses, which may include reimbursing students from low-income backgrounds to cover all of the costs of fees for such examinations; such activities may also include the costs of dual or concurrent enrollment in postsecondary coursework.
- Components of a personalized learning approach, which may include high-quality tutoring.
- Transportation to allow a student enrolled in a school identified for comprehensive support and improvement (CSI) under ESEA section 1111(c)(4)(D)(i) to transfer to another public school (including a public charter school) that has not been identified for CSI (i.e., public

school choice), in the case of an LEA that does not reserve Title I funds as permitted under ESEA section 1111(d)(1)(D)(v) for this purpose.

In order to receive funds, ESEA section 1003A(d) requires an LEA to describe how it will provide adequate outreach, time, and information to parents to ensure they can exercise a meaningful choice of direct student services for their child's education. Further, the LEA must describe how it will select providers of direct student services, which may include LEAs, community colleges or other institutions of higher education, non-public entities including private schools, and community-based organizations. Because the LEA retains control and responsibility for the funds, providers of these services do not become Federal grantees. For tutoring services, the State must provide a list of options that, among other requirements, provides parents with meaningful choices, offers a range of tutoring including online and on campus, and provide instruction and content that is secular, neutral, and non-ideological.

States must award direct student services funds to geographically diverse LEAs that serve high numbers of schools identified for support and improvement. While a State cannot direct or limit the use of these funds by LEAs, the State could establish priorities to award these funds to LEAs that align with the State's priorities and goals. For example, while a State cannot establish an absolute priority that focuses on one of the activities listed above, it could award points in its competitive process for those activities that it believes or has evidence the activity will provide parents the most choices and maximize the impact of these funds. See the enclosed document for more information about ESEA section 1003A.

Title I, Part A of the ESEA

Related to the flexibility within ESEA section 1003A, LEAs and schools have similar flexibility with respect to their use of Title I funds. A school operating a Title I schoolwide program, in consultation with parents as required in ESEA section 1116, could choose to implement a program that identifies activities that improve the academic program in the school and which allows parents to choose the best activity to meet their child's educational needs. This would have to be consistent with the school's needs assessment and schoolwide program plan and be designed to improve student academic achievement, particularly for the lowest-achieving students. For example, a school could identify a range of dual enrollment opportunities, academic tutoring programs, and career and technical education activities that are available for students and let parents select the best option for their child. Similarly, a Title I school that operates a targeted assistance program under ESEA section 1115 may offer these choices to parents of children identified to receive Title I services. An LEA may also use some of its required Title I reservation under ESEA section 1113(c)(3) to serve homeless children and youth in all of its schools to provide these choices to their parents.

Thank you for your continued focus on providing meaningful options for parents to ensure all children receive a high-quality education. The Department encourages States to reach out to the Title I, Part A team for details on how these and other strong practices can be tailored to provide more meaningful choices to parents in your State. A frequently asked questions document is also being prepared to offer more guidance on how to use this flexibility. If you have any questions or need additional information, please contact us at: OESE.TitleI-A@ed.gov.

Sincerely,

Hayley B. Sanon

Hayley B. Sanon
Principal Deputy Assistant Secretary
and Acting Assistant Secretary
Office of Elementary and Secondary Education

THE STATE of ALASKA
GOVERNOR MIKE DUNLEAVY

Department of Education & Early Development

OFFICE OF THE COMMISSIONER

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May 9, 2025

Dear Superintendents,

As we move into spring, I hope you find time to reflect on the impact of your work and the success it brings to your students, communities, and staff. The return of greenery, blossoms, and vibrant life around us is a reminder of the renewal this season brings. These moments in nature are finite over a lifetime; please don't miss the opportunity to take them in.

Deputy Commissioner Morrison and I, along with our teams in the Department, would like to share recent updates and context regarding federal grants and the budget process to help you stay informed. We will continue monitoring federal budget developments over the summer, especially with the public goal of having a Congressional budget approved by July.

As an initial step in the process, President Donald Trump released his "skinny" budget proposal for the federal fiscal year 2026. This proposed budget pertains to funding that would become available to districts beginning July 1, 2026 (Alaska's school budget cycle FY2027). As a reminder, ESEA funds typically have a 27-month period of availability. Generally, funds from this proposed budget would be available from July 1, 2026, through September 30, 2028. However, some ESEA programs have carryover limitations that restrict the use of funds across fiscal years.

It's also important to note that in the first year of a presidential term, administrations often release a "skinny" budget, an initial framework that lacks the detail of a full budget request. These proposals are recommendations to Congress and do not carry the force of law; they require bipartisan legislative approval to take effect.

For federal FY2026, which begins on October 1, 2025 (and influences our FY2027 planning), the president's proposal includes notable reductions and changes to K-12 education funding. It recommends consolidating 18 competitive and formula grant programs into a new, $2 billion formula grant under a "K-12 Simplified Funding Program." The stated goal is to reduce federal involvement in education and streamline processes.

The proposal also includes:

- Full funding for ESEA Title I.

- A $4.535 billion reduction in grant programs proposed for consolidation.
- Consolidation of some IDEA programs while maintaining current funding levels.
- Elimination of funding for ESEA Title III-A (English Language Acquisition), currently funded at $890 million.
- Elimination of Title I-C (Migrant Education Program), currently funded at $428 million.

For context, Alaska has historically received approximately $1 million annually for Title III-A and $20 million for Title I-C.

U.S. Secretary of Education Linda McMahon has issued a statement regarding the release of the federal FY2026 budget, which is available here.

Please remember this budget is a proposal and serves to outline the administration's priorities. Congressional negotiations will ultimately determine final funding levels. DEED will continue to track these developments closely and provide updates throughout the summer.

In the meantime, we wish you a restorative summer season. Please don't hesitate to reach out with any questions. Our mission is to serve you as you serve Alaska's students, parents, staff, and communities.

Cheers,

Deena

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

May 7, 2025

Dear Chief State School Officer:

Parents should never worry about their child's safety at school. The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, (ESEA), includes multiple provisions intended to keep students safe at school, including a provision requiring States to have policies that provide school choice in certain circumstances. The U.S. Department of Education (Department) is pleased to provide information regarding this provision under Title VIII of the ESEA. In this letter, we review the requirements in ESEA section 8532: Unsafe School Choice Option and encourage States to build on the work they have done in response to this provision to maximize parent options for choosing the safest school setting for their children.

ESEA Section 8532: Unsafe School Choice Option

All children deserve to attend a safe school in which they can focus on mastering the literacy, mathematics, and other skills necessary for success in school and beyond. Section 8532 of the ESEA requires States to provide options for parents of students in public elementary or secondary schools under two circumstances related to school violence and student safety. A local educational agency (LEA) within a State receiving ESEA funds must provide a school choice option for students who:

(1) Attend a public elementary or secondary school that the State has determined to be unsafe (i.e., to be persistently dangerous) based on State-determined criteria established in consultation with a representative sample of LEAs; or
(2) Become a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends.

This provision requires that each State establish and implement a statewide policy requiring that a student in either of these circumstances be allowed to attend a safe public elementary school or secondary school within the LEA, including a public charter school. States can also leverage current or establish new open enrollment policies for students in schools identified as persistently dangerous. As a general matter, States with full open enrollment policies that have established protocols for defining and identifying persistently dangerous schools and have clear communications to alert parents whose children attend unsafe schools or have been the victim of a violent criminal offense, would fulfill ESEA's statutory requirements. The Education Commission of the States provides the status of State open enrollment policies as of March 2022, including policies that allow for students to transfer to schools both within their resident LEA and to other nonresident LEAs.

Each State must establish its own definition of persistently dangerous schools. This definition can include any factors that the State finds constitute an unsafe environment. Such definitions could include whether there have been incidents or fear of physical harm, whether weapons have been seized on campus, whether the school has an intimidating or threatening environment, or any other conditions or outcomes that the State finds make a school persistently dangerous. For instance, a State might find that persistently poor academic performance makes a school unsafe for students. Or, a State might review, on an annual basis, school discipline data, police referral and 911 calls, and set a percentile threshold to designate five, 10, or 15 percent of their schools as persistently

dangerous and provide effective notice to all parents in those schools. They could also determine that a school without a school resource officer (SRO) is persistently unsafe. States that have made this determination must then provide the required choice option for students in these schools, as well as the required choice option for students who have been victims of a violent criminal offense while in or on the grounds of a public elementary school or secondary school that the student attends.

Regardless of how a State defines persistently dangerous schools, they should ensure that they have clear and robust communication protocols to ensure that parents know if their child's school has been identified as persistently dangerous and understand the school choice options available to them.

States report to the Department annually which schools they have identified as persistently dangerous. For the 2023-2024 school year, five States reported identifying persistently dangerous schools, with one State accounting for 15 of the 25 persistently dangerous schools reported nationwide. In earlier years, States have reported even lower number of persistently dangerous schools. For example, in the 2022-2023 school year, four schools were reported as persistently dangerous nationwide; in the 2021-2022 school year, no schools were reported as persistently dangerous.

The number of persistently dangerous schools reported nationwide appears low particularly given the number of violent offenses in schools reported through the Department's Civil Rights Data Collection (CRDC). For example, not a single school was designated as persistently dangerous in the 2021-2022 school year, while public school districts reported through the CRDC approximately 1.2 million violent offenses[1] in that same school year (with physical attack without a weapon and threats of physical attack without a weapon accounting for 93% of these offences)[2]

Given the small numbers of schools identified as persistently dangerous, the Department encourages each State to review its definition to consider whether it is appropriately identifying persistently dangerous schools. When setting and implementing State guidelines to comply with Section 8532, State leaders should:

- Consider reducing the period of time before a school is determined to be persistently dangerous.

  While many States have defined "persistently dangerous" schools as schools that meet State-established criteria over a period of two to three years, a State could define persistently dangerous schools based on the number of incidents over a shorter period, specifically one school year. Students should not be subjected to violent offenses and activities over multiple years before a transfer option is made available.

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[1] Violent offences include the following: physical attack both with and without a weapon, threats of physical attack both with and without a weapon, robbery both with and without a weapon, sexual assault, and possession of a firearm or explosive device.

[2] U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at https://www.ed.gov/media/document/2021-22-crdc-first-look-report-109194.pdf.

- Review data and information related to violent incidents as opposed to responses to violent incidents.

  Frequently used indicators that a school is persistently dangerous include the number of weapons seized, the number of assaults reported by students, and the number of homicides. States should work with local law enforcement officials, including school resource officers, to identify other sources of data and information that can be used to accurately assess whether a school is persistently dangerous. Many current State definitions use suspension and expulsion data, which measure disciplinary responses to an incident. We urge States to use data that relate to incidents (numbers of offenses) even when an offender is not apprehended and subsequently disciplined. States should also ensure that using referral metrics in their definition will not incentivize schools from underreporting incidents or ensuring student discipline is upheld.

  While we recognize that many States were initially limited by the data they were already collecting and had available for consideration, it is possible to utilize data from other sources, including referrals to the juvenile courts and reports by law enforcement personnel, including school resource officers.

- Regularly review and revise the State's definition of a persistently dangerous school.

  States should annually review and consider whether it is necessary to revise their definition of a persistently dangerous school. The ESEA requires that such a review take place in conjunction with a representative sample of LEAs. The Department strongly encourages the State to also include input from parents and other community members.

- Regularly review and revise the processes and procedures for collecting school safety data from LEAs.

  Some States and State law enforcement agencies already have a well-established process for collecting a variety of information about school safety issues. These States may integrate the unsafe school choice option in ESEA section 8532 into that existing system. Other States may need to develop and implement a system to permit their LEAs to collect the objective data necessary to identify persistently dangerous schools in their States.

  States are encouraged to identify existing data collection requirements and, if appropriate, use the data collected to meet those requirements in order to minimize burden associated with the annual unsafe school identification process.

  In order to ensure that the data used to implement the unsafe school choice option in ESEA section 8532 are of high quality, current, and, to the extent possible, comparable across LEAs in the State, the States should ensure that LEAs receive appropriate training and technical assistance pertaining to collecting those data.

- Consider providing multiple school choice options.

Provide families affected by attending a persistently dangerous school several school choice options to prevent students from becoming the victim of a violent criminal offense. States can consider permitting or encouraging open enrollment (both within and across districts), opening or expanding magnet schools so there is sufficient supply for students in persistently unsafe schools, ensuring that public charter schools are available to families, etc.

To maximize the school choice options available to parents, in the case of a persistently dangerous school or for victims of a violent criminal offense while in or on the grounds of a public elementary school or secondary school, the Department encourages States to facilitate agreements across LEAs, so that parents may select a neighboring LEA or a charter school that is its own LEA.

The Trump Administration is committed to ensuring parents have options for their children to attend a safe school where they can learn and thrive, which is a goal we all share. The unsafe school choice option in ESEA section 8532 discussed here is one provision that can help support our work to reach this goal.

Parent outreach is crucial for using the unsafe school choice option. States and LEAs should work together to notify parents of their school's persistently dangerous status and what options are available as a result.

We also strongly encourage States to work with LEAs with persistently dangerous schools to improve school safety records and the learning experience they deliver to students. SchoolSafety.gov and the Federal School Safety Commission Report has a rich collection of resources to support student safety at school.

Thank you for your continued focus on ensuring student safety at school and providing meaningful options for parents to ensure all children receive a high-quality education in a safe environment.

Sincerely,

Hayley B. Sanon
Principal Deputy Assistant Secretary and
Acting Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education

Public Comment Statement

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

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

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

Nome Public Schools
Superintendent Report
Jamie Burgess
May 13, 2025

Board/Leadership Areas of Focus for FY2025:

Family/Community Engagement
Deb Badertscher and Misty Tweet are holding a family event with the support of AASB entitled Bridging the Future for 8th grade students and their families to start thinking about post secondary planning.

Two Portrait of a Graduate Steering Committee meetings were held, with a 3rd virtual meeting planned for the evening of May 19th. The meetings are generating some excellent conversations – at this time we anticipate starting the focus groups/community conversations in October. More will be presented at the June Board meeting.

Culturally Relevant Curriculum
No update.

Value and Grow Staff
May 21st is our end of year award celebration for staff. We will recognize staff who have reached longevity milestones, our retirees, and our Teacher and Support Staff of the Year.

We have utilized some of the funding from the Kang Donor Fund to send a staff member to a national content area conference, which we'd like to make an annual opportunity. We are also sending six staff members to the Annual Visible Learning Conference in Las Vegas in July.

We will recommence planning for Culture Camp in the fall; however, housing for arriving staff may pose a challenge due to utilizing all available dorm housing for construction staff for the roof project into early August.

Lastly, we are pleased to have promoted two of our teachers into formal leadership positions for 2025-2026, with Ms. Emily Annas taking the helm at Anvil City Science Academy, and Ms. Holly Harlow becoming the Assistant Principal at Nome-Beltz.

Tribal Consultation
The AASB Spring Boardsmanship Academy focused on Tribal Consultation was a great learning experience. We were joined by a representative from each of Nome's four tribes; Emma Pate for Nome Eskimo Community, Cameron Piscoya for Village of Solomon, Luisa Machuca for Village of Council, and Heather Payenna for King Island Native Community. Sigvanna Tapqaq did an excellent job representing Nome for presentations and a panel, and her work facilitating the initial conversations on how we can appropriately conduct this process was greatly appreciated. We have drafted a Tribal Consultation Plan (see attached) which is also being sent out to these representatives for input. There are additional steps which will be occurring in the new future to set this into motion, including sharing the Plan at the upcoming May 19th Four Tribes meeting.

Nome Public Schools
Superintendent Report
Jamie Burgess
May 13, 2025

Funding Update
Unfortunately at this time, no update is available from either the City of Nome or the Legislature. The City Manager last stated that the funding for Nome was set at $2.9M; the City postponed their next meeting until May 20th, which conflicts with the Board's May Work Session.

A meeting held with the superintendents, Governor Dunleavy and Commissioner Bishop intimated that the Governor was likely to veto HB57, the BSA and education policy bill, although it is likely that there are enough votes to overturn a veto. However, the Governor may still exercise his veto for the education appropriation in the operating budget; that may not come up for a veto opportunity until January.

Updates will be shared as available; there have been multiple communications with Legislature members in support of their bipartisan work on HB57.

Legislative Update
We are only a few days away from the end of the regular session. There are a few bills moving quickly with educational impact. The requirement for a Financial Literacy course for graduation may pass this session; the Defined Pension bill has passed the house, but will likely start in consideration by the Senate during next year's session.

Special Education Support Determination
Attached is the determination report from the State. While we will now have to focus on ensuring our students with IEPs perform better on state tests, the disproportionality in suspensions and expulsions appears to be under control – a big thank you to the efforts of site administration with respect to implementation of PBIS over the past two years.

NOTES ON DROPOUTS: Of the 31 students noted as "dropouts", 7 are elementary school age, 4 are in a GED program, and 2 are being homeschooled by their family (not in any district program).

ENROLLMENT REPORT - 5/9/25

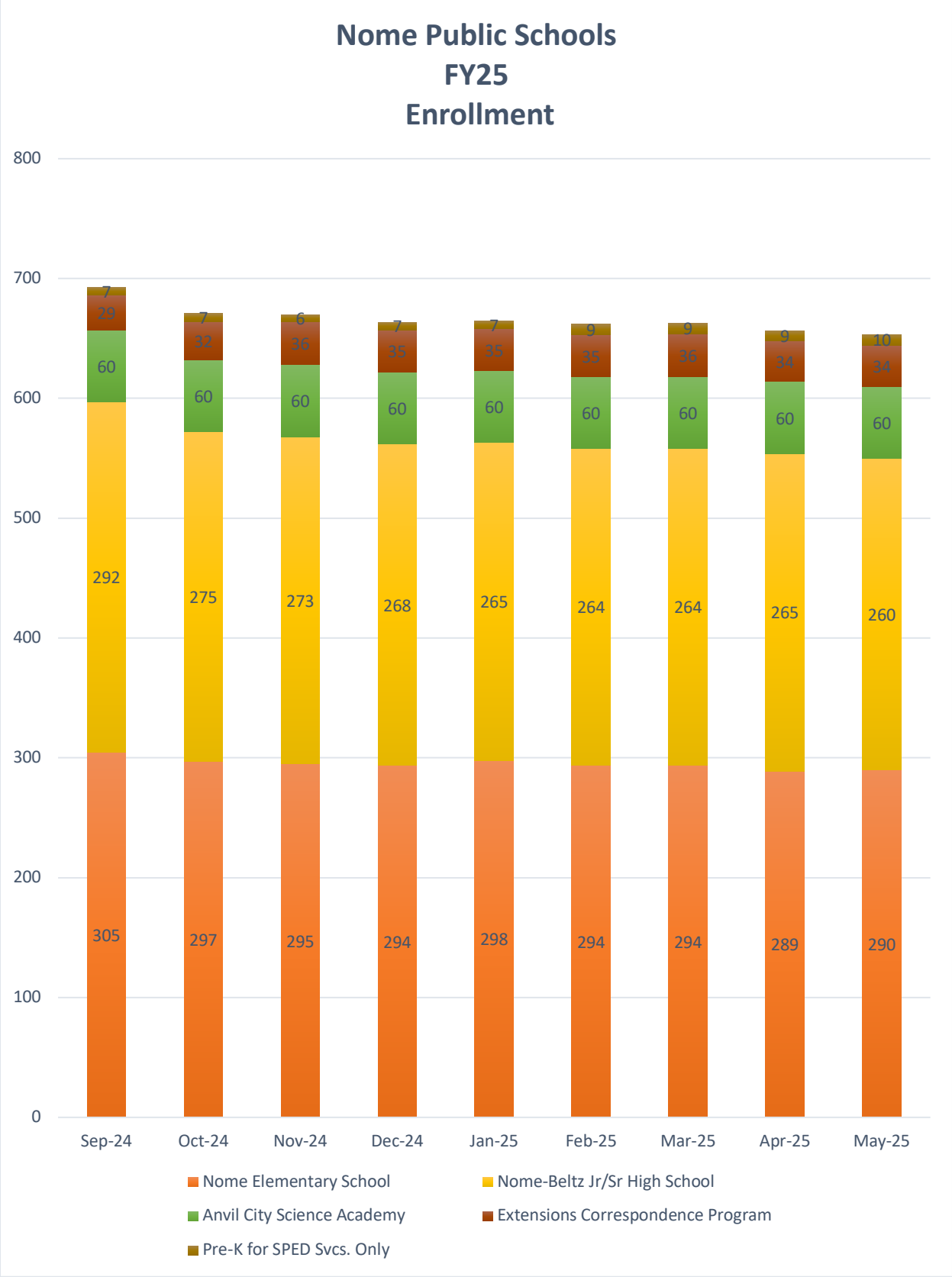
Students Enrolled End of FY24	669
Students Graduated FY24	39
New Kinders Fall 2024	31
New to District	19
Returning Students	20
Total Students Withdrawn	86

Nome Public Schools
Superintendent Report
Jamie Burgess
May 13, 2025

WITHDRAWAL REPORT	
Enrolled at Mt. Edgecumbe High School	0
Moved Out of State	6
Moved within State	48
Dropped Out	31
Early Graduates	1
TOTAL WITHDRAWN	86

CURRENT DISTRICT ENROLLMENT 5/9/25	
Nome Elementary School	290
Nome-Beltz Jr/Sr High School	260
Anvil City Science Academy	60
Extensions Correspondence Program	34
Pre-K for SPED Svcs. Only	10
TOTAL ENROLLMENT	654

Nome Public Schools
Superintendent Report
Jamie Burgess
May 13, 2025



Nome Public Schools
Superintendent Report
Jamie Burgess
May 13, 2025

Jamie Burgess <jburgess@nomeschools.org>

2025 Special Education Determination Notice

Sanders, Simone R (EED) <simone.sanders@alaska.gov> Tue, Apr 29, 2025 at 2:57 PM
To: Jamie Burgess <jburgess@nomeschools.org>
Cc: "marydonaldson@nomeschools.org" <marydonaldson@nomeschools.org>

Good Afternoon Superintendent Burgess -

The attached document includes Nome Public School District's special education determination rating. These determinations are based primarily on data reported to the department by the district and information collected from internal systems.

The determination status listed at the top of the attached document (just under the district name) indicates the level of support the district will receive from the department. The determination status (below) will equate to a level of support the district should expect to receive:

- "Meets Requirements" – Availability of webinars, central location training and telephonic support.
- "Needs Assistance" – Required attendance at webinar presentations (subject specific), central location training by the department (mandatory), and telephonic support.
- "Needs Intervention" – Required attendance at webinar presentations (subject specific), central location training by the department (mandatory), ongoing telephonic support, and on-site review of compliance requirements.

If you have any questions regarding the data used within the determination document, please contact our Research Analyst, Aiko Zaguirre, at aiko.zaguirre@alaska.gov. All other questions can be directed to me or Special Education Administrator Don Enoch at donald.enoch@alaska.gov. Thank you.

Best Regards,
Simone Sanders

Simone R. Sanders
Education Specialist II - Special Education
Office Hours: Tuesday-Friday 7:00am-5:00pm
State of Alaska Department of Education & Early Development
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Anchorage, AK 99501
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Nome Public School District 2025.pdf
842K

Alaska District Determination Matrix - 2025 (2023-24 Data)**

District: Nome Public Schools

Final District Determination: Needs Assistance

Final Score: 8/11

Element	Less than 5 Students	Met State Target	District Percent	State Percent	Score
1. Did the district meet Uniform Grand Guidance (UGG) requirements so there are not audit findings?		Yes			1
2. Did the district correct noncompliance within one year?		Yes			1
3. Did the district submit timely, complete, and accurate data?		Yes			1
4. Did the district meet the state compliance targets and requirements for the specified procedural indicators?					
Section 4(a) Procedural Sub Indicators: 4b**, 9, 10					
APR4b - Significant Discrepancy in Suspension & Expulsion**		Yes			1
APR9 - Disproportionality in Special Education		Yes			1
APR 10 - Disproportionality in Specific Disability Categories		Yes			1
Section 4(b) Procedural Sub Indicators: 11, 12, 13, *Only available for monitored districts this year					
APR 11 - Evaluation within 90 Calendar Days (Target 100%)~		Not Applicable	Not Applicable	Not Applicable	~
APR 12 - Part C to B Transition/IEP by 3 (Target 100%)~	0	Not Applicable	Not Applicable	Not Applicable	~
APR 13 - Secondary Transition (Target 100 %)~	0	Not Applicable	Not Applicable	Not Applicable	~
5. Did the district meet the state targets and requirements for the Student System and Results Indicators: 1, 2, 3B, 5A, 6A?					

Element	Less than 5 Students	Met State Target	District Percent	State Percent	Score
APR 1 - Students Exiting SPED through Graduation**	3	No	33.3%	64.3%	0
APR 2 - Students Exiting SPED through Dropping Out**	3	No	33.3%	30.4%	0
APR 3B - Participation on the State Assessments is at least 95% in both ELA and Math for All Students (Grades 3-9 Combined)		No			0
Participation ELA			88.5%	84.5%	
Participation Math			88.5%	84.1%	
APR 5A - LRE for Children Aged 5 in Grade KG through Age 21		Yes	84.5%	69.5%	1
APR 6A - LRE for Children Aged 3-5 (5 Year Olds not in Grade KG)		Yes	66.7%	16.6%	1

Scoring Codes:

Beginning SY 2023-2024, the scoring method has been updated when totaling the number of indicators where districts have "Met State Target" or "Meets Requirements". There are a total of eleven (11) indicators to be counted towards the final score of your district. The Final Determination of your districts will rely on the following scoring guideline using the final score:

- Meets Requirements = 9-11/11 (At least nine (9) out of the eleven (11) State Targets and/or requirements have been met)
- Needs Assistance = 6-8/11 (Majority of the State Targets and/or requirements have been met)
- Needs Intervention = <=5/11 (Most of the State Targets and/or requirements have NOT been met)

Notes

- Score is 0 or 1, with 1 indicating that the district has met the State Target and/or requirement for that Element.
- Three consecutive years in Needs Intervention in any of the elements 1-4 may result in a determination of Needs Substantial Intervention.
- "Noncompliance" includes not meeting the requirements in dispute resolution, monitoring, and reporting.
- Timely, Complete, and Accurate Score is based on the timely, complete, and accurate submission of multiple data collection files submitted by the district to the department such as Fall & Summer OASIS, Participation Rate, Suspension & Expulsion, SPED Supplemental, and Indicators 8 & 14 Surveys. This score does NOT include GMS findings.
- "Yes" for indicators 4b, 9, and 10 indicates that the district met this indicator by either: not having disproportionality or a discrepancy OR having disproportionality or a significant discrepancy that was not the result of inappropriate identification or non-compliant policies, procedures, or practices.
- Information for indicators 11, 12, and 13 are only available when the district has been monitored and data has been validated for the school year. Although they are provided, these do NOT account towards the final score and determinations."~"
- The <5 cells will appear empty unless the district had fewer than five students in the related population. For districts with cell sizes of fewer than five students in the Procedural Compliance Indicators or the Student and System Results Indicators, the state may examine each of the indicators individually.
- Data for Indicators 1, 2 and 4b are from the previous school year, noted by "**".

Nome Public Schools
Tribal Consultation Plan Draft
May 13, 2025

Relationship Building & Trust

- Consistent, meaningful communication
- Exchange information and share student data and successes
- Collaborate on funding of opportunities
- Tribes to survey their citizens to provide input to district
- Acknowledge emotions and the need for hard conversations

Creating the Circle and Structure

- Meetings separate from Four Tribes Meetings
- Designated delegate from each organization (decision maker)
- Minimum of three meetings – jointly developed agenda
    - Fall prior to start of school
    - January
    - Late April/early May
- Develop a Board Policy for Tribal Consultation
- Add Tribal Liaison to Job Description for Superintendent
- Provide tribal updates at Board Meetings
- NPS Report at Kawerak Board Meetings

Essential Consultation

- Develop MOA between tribes and NPS delineating responsibilities
- Must seek input on budgets, curriculum and program evaluation
- Provide a refresher to tribes on title funding (purposes and allowable expenses), Indian Education and JOM funds
- Opportunities for credit recovery
- ESEA grant budgets and programs
- STEC school, language and culture in schools
- Cultural Studies instructor intern

Immediate Next Steps

- Select date for fall meeting
- Develop agenda
- Possible retreat at Solomon B&B?
- NPS to provide training to leadership team on tribal consultation

Student Representative report for the month of April 2025

April was another busy month for Nome-Beltz. Seniors left for their DC and NY trip at the end of March and stayed into early April. We had the opportunity to learn political history about the U.S and how it has led to the way our government operates today. Through this experience we also had the chance to bond as a class with all the activities we did together. While a majority of seniors went to DC, some joined a few Juniors on the CTE trip that took place the same time as the DC trip.

Music regional competition was hosted at Beltz from April 9-12th. Our students did really well, with a few of them qualifying for state, including Davin Herzner, Jaiden Sookiyiak-Moriarty, Clary Ruud, Marilyn Noyakuk, and Renee Brown. That weekend we also had a dance for our students and the visiting musicians. In April Track season started for the second year, now under the lead of Coach Spencer. They attended their first meet in Wasilla the weekend of April 25th. Also, two Nome NYO teams went to the Native Youth Olympics State competition from April 24-27th in Anchorage, our Nanook Team and a tribal team representing King Island Native Community.

The Student Council orchestrated a school walk-out on April 11th to support Red for ED. We did this with other schools in our region, Kotzebue, Bethel, and Barrow. This was important to the student body because we care about our teachers and school community. We advocated for a raise to the BSA so Alaskan schools have the adequate funding to support teachers and staff in helping students to learn and grow. Towards the end of the month, we had meetings to reflect on all that we have done this year in Student Council. We analyzed our successes and things we can work on, it was very effective. Something we found that we need to work on is to advertise ourselves more. The things we implemented into the school were not recognized as Student Council accomplishments. One of our members drafted some bylaws to put in place for next year. At another of our meetings we invited students that may be interested in joining Student Council, to tell them who we are and what we do.

We had an Earth Day assembly on April 22nd. It was led by Ms. Liben and Ms. Berry. There was a presentation, trivia, and a game. It was informative and engaging.

Drama Club began in April and the group has been rehearsing long hours to prepare for their production of "*I Hate Shakespeare*." We hope you all can make it to one of our performances. Show times are this week: May 14, 15, and 16, with curtain calls at 6:30 each evening. The next day will be prom, and then just two short weeks of school left (one for seniors).

Nome Elementary School Principal Board Report

May 7, 2024

Monthly Building Events

- PBIS Surveys and Tiered Fidelity Inventory completed.
- Teacher Inservice Days
  - April 18: Topics covered Review of safety drill protocol, review of NSLP: Point of service and offer vs. serve training, teacher selected web-based training, planning for end of year events and scheduling for remaining end of year examinations.
  - May 2: Review of SCCS, staff review of District Strategic Plan, DEED eLearning, K and 5 meet-ups with preschool and middle school, planning of end of year events and review of any completed test data.
- Final High Tables concluded successfully
  - Final High Table concluded on May 9th.
- JA in a Day
  - Occurred on April 28th
- Students participated in the following after school activities
  - Elementary Basketball: now concluded
  - Make-it Mondays
  - "Cut Out Animations"
  - STEM Club: now concluded
- Teacher appreciation week: Thank You to all who provided goodies and food for our teachers!
- Spirit days: Dress as a twin and dress as a teacher
- Cultural Activity: making ilkgaak (snow goggles)
- Next Year Class Placement:
  - Parental Input forms distributed and collected from families for class placement next year
  - Teacher input has also concluded for class placement.

Upcoming Events:

- Field Trips K-5
- Kinder Kickoff
- EoY Dibels and MAP testing
- End of the school year

Nome Elementary School Principal Board Report

PBIS/Discipline Data:

Grade	Number of Incidents	Location	Behavior	Perceived Motivation	Consequence
K	2	Classroom	Inappropriate Behavior (2)	Adult Attention (2)	Conference with Student (2) Parent Contact (2) Re-Teaching Expectations (2) Lunch Detention (1)
5	2	Gym/Classroom	Aggressive Behavior (2) Inappropriate Language (2)	Peer Attention (2)	Conference with Student (2) Parent Contact (2) Re-Teaching Expectations (2) Detention (2)
3	1	Classroom	Defiance/Insubordination (1)	Work Avoidance (1)	Conference with Student (1)

Considering the time of year, these are fantastic numbers. Usually at this point, we begin to get the "late year slump" and behaviors sometimes tend to ramp up. Instead, we are seeing a great decrease in numbers.

Attendance Data:

	24-25 SY	23-24 SY	22-23 SY
Week 1	88	86	79
Week 2	89	88	81
Week 3	85	89	85
Week 4	87	87	88
Week 5	89	89	86

We are still seeing an improvement over our historical trends two years ago, and a smaller, but still upwards movement compared to last year. I believe that we will have a strong finish this year.

Volunteers:

We had about 197 volunteer hours at our school for the month of April and an additional 50 so far in May.

Nome Elementary School Principal Board Report

School Goals for the 2024-2025 School Year

Family/Community Engagement

To engage with our families and communities, NES hosted 6 Family Literacy Nights where families came in after school hours to engage with teachers in reading and language activities together that they were able to take home and use to help improve their child(ren)'s reading and language skills. NES's partnering with the Alaska Family Engagement Center via a grant helped establish more family nights throughout the year and helped bring Nanauyaat Families into the building and engage with them in a variety of ways as well as gave us the financial means to provide at-home learning kits for reading and math. NES also engaged in general family fun nights for families to come in after school and enjoy fun, family-centric activities. Finally, NES served as a host site for various community activities such as wrestling, NYO, Skiku, Tundra Tumblers, our local tribal entities, and other community-based activities and events.

Culturally Relevant Education

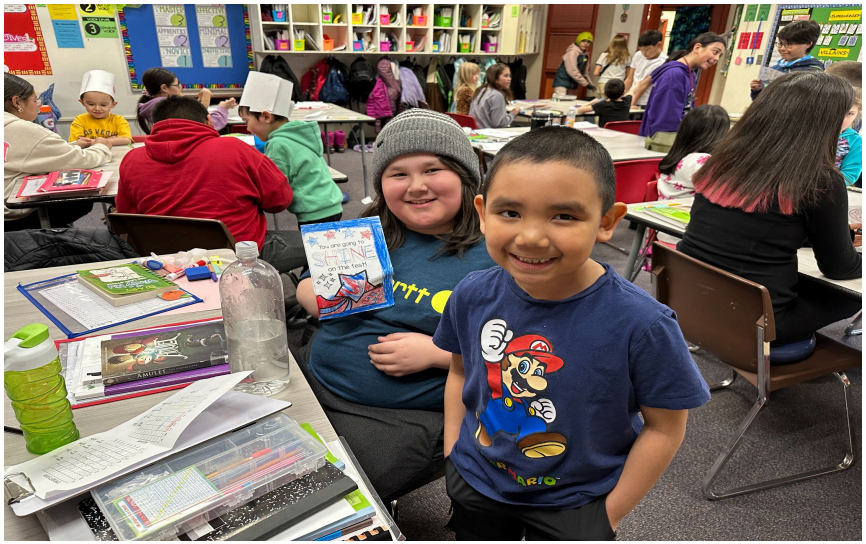
Via our cultural studies teacher, monthly Inupiaq values were chosen and represented through various in-school activities each month. These values, along with relevant lingual-terms were provided and demonstrated during morning announcements each day. We also worked with Kawerak to bring several afterschool programs that included not support for our sports, but more importantly and especially culturally relevant classes and programs, such as beading, drum making, dancing, Inupiaq language and reading. Via our established Cultural Engagement Committee, NES hosted several indigenous cultural events throughout the year to celebrate our families' traditions, as well as a week-long cultural activity festival, where we had local specialists come in and teach classes on various indigenous traditions and activities. Finally, NES grew our library for staff and students to take advantage of in their learning in the hopes of establishing Indigenous ways of learning and knowing.

Value and Grow Staff

Through working with Corwin and NIET, we have helped grow our staff by building several opportunities for leadership growth by providing our teachers with the tools necessary to take on a more direct approach to their work here at NES. We have striven to provide personalized professional development to focus more on specific skills that teachers will use in their classroom by surveying and discussing what these areas of need are. Through our Sunshine Committee, we show value to our staff through several activities such as a "shout out" program, as well as recognizing successes at our monthly staff meetings. We also piloted a program to showcase our teaching staff monthly. Finally, the principal performed frequent check-ins with teachers to track growth progress on personal goals established by the teachers themselves at the beginning of the year.

Nome Elementary School Principal Board Report

Pictures



5th Graders working with their Kindergarten “Reading Buddies”

JA in a day volunteer and class

Teacher Feedback on Review of Strategic plan AND SCCS Survey Results:

- We love bookworms (except for BAK: we need a redo for BAK)
    - For some kids we need a bridge from BAK to ULS; it's too big a job.
    - Possible way: use last BAK lesson @ start of ULS lesson daily.
    - Grow our own?
        - How?
        - What is the PITAAS funding + what are the programs?
- Extracurricular How?
    - Everything keeps getting cut: STEM, Music, Art, Counseling, after school activities.
    - Current PE teacher is gone too often.
- Nothing in plan about early childhood partnerships at least?
    - Consistent PD time/schedule
- SEL= It's an objective AND an area in SCCS where we struggle to improve.
    - Staff needs ongoing training
    - Need counselor
- Training: Bookworms, Eureka, Heggerty, SEL, UFLI, Kagan, Visible Learning, PLCs
- Goal 5, Obj. 5.1 & 5.2: Need extra curricular activities and instruction that incorporates SEL
- Obj. 3.2 & 3.2.2: Need to utilize evidence-based strategies to support SEL of students
    - With 28% (down 14%) - If students are unable to identify or express their feelings, their frustration socially, emotionally, or academically are affected into adults. "Self-regulation"
    - Learning will improve if students feel valued and connected.
    - The brain functions better when students are happier.
- Obj. 4.2 & 4.2.1: Provide all staff PD opportunities to further their professional careers: include opportunities for staff input/choice.
    - SCCS: Trauma-Informed: So we can support students through trauma experiences and develop coping skills and improve behavior. We do not want to let things get worse.
    - It is important because they need to identify and handle their own emotions. So they can learn how to positively interact with others.

We love Bookworms (except BAK)

Strategic Plan Review and Reflection Session for 5/2 Inservice

VI. Conclusion and Next Steps (5 minutes)

HANDWRITING

- Recap main points and action items
- Thank participants for their engagement

we need a redo for BAK

AND for some kids - we need a bridge from BAK to ULS
It's too big a job. One way: Use last BAK lesson @ start of ULS lessons daily.

Note: Please retain any notes or comments for review by Mr. Settle

Top insights:

Grow our own = How? What is the PITAS funding + what are the programs?

Extracurricular How? It all keeps getting cut - STEM, Music, Art, Counseling After school activities. Current PE teacher gone too often.

Nothing in plan about early childhood Partnerships at least?
— Consistent PD time/schedule

SEL - it's an objective AND an area in SCCS where we struggle to improve. Staff needs ONGOING training.

NEED Counselor

Training: Bookworms, Eureka, Heggerty, SEL, UFLI, Kagan, Visible Learning, PLCs.

Strategic Plan Review and Reflection Session for 5/2 Inservice

Agenda

I. Introduction (5 minutes)

- Welcome and session objectives
- Brief overview of the existing strategic plan

II. Individual Review (15 minutes)

- Distribute copies of the strategic plan
- Teachers silently read and make notes on:
  - Key points
  - Areas of success at NES
  - Challenges or concerns at NES
  - Potential improvements at NES

III. Small Group Discussion (20 minutes)

- Divide into groups of 3-4
- Share individual observations
- Identify common themes
- Brainstorm potential ways forward

IV. Large Group Sharing (15 minutes)

- Each small group presents their top 2-3 insights
- Facilitator records key points on a shared document

V. Action Planning (15 minutes)

- Whole group discussion on prioritizing ideas
- Identify 3-5 actionable steps for moving forward
- Assign responsibilities and timelines

ACSA School Board Report
May 13, 2025

Lisa Leeper, Principal

Classes and Activities

- ACSA held a lottery and has registered 15 new students in 5th grade for the upcoming school year. Of the 22 applications for 5th grade, seven were siblings. There was also a lottery drawing for 7th grade to fill two openings for next year. Student enrollment follows lottery priorities: grade level balance, children of certified staff, siblings, children of founding families, and oldest waiting pool.
- Families and students shared their appreciation for staff during this year's Teacher Appreciation Week, May 5th-9th. It felt really nice to be appreciated by so many people, and we want to thank all who sent treats including the Nome Educators Association and the NPS School Board.
  - We are planning a two week Artist in Residency from May 12th-23rd with community members as instructors. The classes that will be offered are Parky Making with Crystal Lie, Stop Animation with Tatauq (Josephine) Bourdon, Music Composition with Kenny Hughes, Mural painting with Christine Rowe and Ginny Emmons, Crochet with Katie Hannon, and Beading with Maggie Miller. During that same two week period, students will make videos about people who contributed to society and will also create science commercials. The projects will be shown during a Film Fest on the last week of school.
- With funding from the Title IV-A grant for MOAs, a cohort of 12 teachers representing all NPS schools wrapped up a semester of learning about arts integration. Each teacher has provided evidence of incorporating art into their content area lesson plans. Next the teachers will host a districtwide art show for students. We all hope to build on what we started this year and to keep the arts moving forward in NPS.
- Mrs. Leeper and three chaperones took a group of 13 students to Washington, DC, on May 2nd-10th. They had a fantastic and exhausting trip with an itinerary constructed to provide a variety of civic and city experiences.

The area that ACSA would like to include on the school's strategic plan for 2025-2026 is:

Students at this school often spread hurtful rumors or lies about each other online.
From the Grades 6-8 Survey

This ties to Objective 3.2 Improve School Climate (SEF 3-5) Strategies and Actions
3.2.2 Utilize evidence-based strategies to support social emotional learning of students.

The school will create a 9 week elective for all students that will incorporate digital literacy skills and will incorporate social emotional skills in school-wide group project work.

ANVIL CITY SCIENCE ACADEMY

2025-2026
Academic Theme: Alaska Studies: Who We Are and Where We Come From

STUDENT HANDBOOK

Guiding Students on the Path to Lifelong Achievement

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INTRODUCTION

Program Description

Our program incorporates critical thinking, collaboration, and creativity through project based lessons with an emphasis on science and technology. To prepare our students for their futures, technology is integrated and utilized to the fullest potential. Students will embark on purposeful, rigorous learning that requires research, investigation, challenge, teamwork and learning through relevant experiences. Lessons are interdisciplinary studies of a theme or topic and place-based when appropriate, generally lasting four to nine weeks and are the core of the curriculum.

The program will foster a strong sense of student community. ACSA is a multi-age school. We believe our multi-age structure allows students to learn at their own developmental pace, learn from students of different academic levels, and to grow as leaders.

Four Year Rotating Theme

2025-2026 Alaska Studies: Who We Are and Where We Come From
(Ecosystems and Biology, Alaska Geography, History and Cultures)

2026-2027 Foundational Changes (Geology, Chemistry & Earth Science, Early American History)

2027-2028 The World Around Us (Ecology, World Geography, Ancient Cultures)

2028-2029 In Motion (Physics, Government, Movements)

Curriculum Map for 2025-2026 Alaska Studies; Who We Are and Where We Come From

Science	Ecosystems Overview	Energy and Resources in Ecosystems Organism Populations	Cells and Body Systems Science Fair	Growth, Development, Reproduction of Organisms
Social Studies (AK studies)	AK Geography/Regions Nome Region Geography/History	Alaska History Alaska from Sale to Statehood/	Alaska Native Cultures	Alaska Economy Current Issues and Civic Responsibility
Language Arts	The Writing Process Conventions Technical writing (flora and fauna field guide) Informative/Explanatory texts Student biographies	Writing about texts: fiction Formal essays Conventions Book reviews Compare/Contrast Essay Wax Museum/Skits	Literature devices and figurative language Conventions Poetry forms Literature Analysis: Text-dependent analysis essay Short constructed response	Speeches: (informative, demonstrations, compare/contrast, promotion or persuasive) Conventions Narrative Writing: fiction retelling Alaska Native
Reading	Fiction and Nonfiction Plot Structure Informational Text Structure	Themes in Oral Tradition and Storytelling	Poetry (Inflections and Voice) Drama (Projection and Structure)	Native Alaskan Myth and Alaska Legends

ATTENDANCE

Regular school attendance is necessary for students to progress in academic standards and achieve consistent educational gains. Students who are frequently absent or tardy disrupt classroom instruction and our school climate. Regular and on-time attendance is required of all students enrolled at Anvil City Science Academy. The responsibility for regular and on-time attendance lies with the parent/guardian.

Excused Absences

Nome Public School Policy (AR 5113) defines the following as excused absences:
a. Injury or illness
b. Quarantine
c. Death in the immediate/extended family
d. Medical or dental appointment
e. Court or administrative proceedings
f. Religious observance

Please notify the Registrar by email or phone as soon as possible when an absence occurs. The parent will receive a phone call if no message has been received by the morning a student is recorded absent.

Medical Absences

In accordance with Nome Public School policy, medical absences in excess of three (3) consecutive days must be accompanied by a doctor's note. Medical absences will not count towards the consecutive absence rules.

Planned Absences

Anvil City Science Academy is built on the belief that kids learn best by experiencing unique, hands-on activities. The staff believes there is no substitute for the educational interactions between teachers and students, as well as peer-to-peer collaboration. Instruction, discussions, media presentations, hand-on activities, and special activities make up the foundation of effective learning and cannot be completed by students outside the classroom. A student's absence disrupts not only their own learning, but that of their peers, as cooperative group work is an integral part of our program. Students in the classroom have to do extra work, or have to wait on students to return before they can even begin a project.

Therefore, we strongly discourage students missing school for days of vacation or other personal reasons. Families should plan vacations around the school calendar. Absences for vacation or personal reasons should occur only in exceptional circumstances – NOT regularly every year or repeated several times during the same year.

Planned Absence Form

Parents shall notify the Registrar at least one week in advance of any planned absence. For a planned absence of three (3) or more days, parents must also submit a *Planned Absence Form* at least one week prior to the absence.

Consecutive Planned Absence

A planned absence for fifteen (15) or more **consecutive** school days may result in the student being unenrolled from ACSA.

Cumulative Absences Policy

We understand that some absences are unavoidable. However, frequent absences, regardless of the reason, may add up to significant lost learning time in the classroom. Sporadic absences, not just those on consecutive days of school, matter. The following policy is in effect for cumulative full-day equivalent school absences, excused and unexcused (excluding school sponsored absences) during the school year.

A. Eight (8) absences: Parents will be notified of the dates of absence. Parents and the student will re-sign the attendance policy.
B. Twelve (12) absences: The student and their parents will meet with the principal to review the reasons for the absences and reflect on the effect the absences have had on the student's academic progress and that of their peers.
C. Seventeen (17) absences: In addition to the steps outlined in b) above, the parties will revisit the student's ACSA application to examine the reasons the student applied to ACSA. Together, the parties will determine whether continued enrollment at ACSA is appropriate.
D. Twenty-five (25) absences: Parents will meet with the principal to discuss possible unenrollment from ACSA or retention of the student in their grade for the following year.

Make-Up Work Policy

Students are obligated to make-up assignments or tests after an absence from school and shall receive full credit if the work is turned in on time, as defined by the policies below. Missing assignments are entered into the gradebook (PowerSchool) as zeros until the assignments are completed and graded.

Absence Assignment Form

Students will fill out an *Absence Assignment Form* on the first day back at school from any absence other than a school activities absence. A digital copy of the completed form will be emailed to parents. To make up work, students will be given two (2) days for the first school day missed and one (1) day for each succeeding school day missed, not to exceed seven (7) school days total.

School Activities Absence

Students who are traveling for school activities will need to request their reading and math homework from teachers **in advance** and will be expected to **turn in assignments on their first day back at school.** Pre-assigned homework and tests need to be turned in ahead of time or as directed by the teacher.

Unexcused absence

Students who miss school work because of unexcused absences or suspensions shall be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Perfect Attendance

To encourage excellent attendance, students with no absences and no tardiness shall be recognized monthly with an incentive/reward.

Tardiness

A student is expected to be in class on time. A student will be marked tardy if he or she arrives after the school day has started. Teachers have structures in place which require engagement in the first minutes of class, and a student should be prepared to participate.

Sleeping in Class

In order to fully benefit from ACSA's rigorous academic program, it is necessary that students arrive at school on time, well-rested and ready to learn each day. Sleeping in class is a form of absence that interferes with student learning. It interrupts the learning environment for all students and will be handled in a serious manner. Sleeping in class is not acceptable behavior at ACSA. An incident of sleeping in class warrants parent notification so that families can make necessary adjustments to ensure their student receives adequate rest.

SCHOOL PROCEDURES

Advancement in Classes

The core classes at ACSA are Language Arts, Reading, Science, and Social Studies. Students are placed in one of three levels (Class A, Class B, or Class C) for the core classes.

- Class A students receive quite a bit of direct instruction and learn basic content for each subject area.
- Class B students receive some direct instruction but should also be able to operate somewhat independently using written instructions, and they learn a range of content for each subject area.
- Class C students are expected to function quite independently and know how to use

available resources to assist their learning of deeper content in each subject area.

A student may remain at the same class level for more than one year depending on his or her academic needs and ability for self-direction. Any student who attends ACSA for four years will indeed take a certain level twice since there are only three levels for four years of curriculum. However, because the theme is different each year, a student will learn new content while having the opportunity to reinforce skills at a particular level.

To advance to the next math class, a student must demonstrate proficiency in the skills and concepts for the current course level. The student should demonstrate proficiency by completing assigned work, scoring average or better on classwork or placement tests, and/or showing competency through MAP test scores. Students are retained, when needed, to repeat the content and practice the same or similar skills.

After and Before School

Students should not arrive at school before 8:50 am. At 8:50, buses arrive and students can go to breakfast at the cafeteria. Students who are dropped off at school by parents can also go to breakfast.

Students and parents may work with their teachers to arrange to get help outside of class time.

Communication With Parents

Important information pertaining to school is shared with families by email. Parents should check their email daily for ACSA messages. ACSA also maintains a website and Facebook page to help families keep informed. Students will keep track of assignments and homework in assignment notebooks, which go home nightly for parent review. For parent communication to teachers, email is the most efficient and preferred method, but school visits or phone calls are also useful.

ACSA students access Google Classroom, have school-administered Gmail accounts, and use many software programs for school work. In order to understand how these tools are used, parents will be invited to a technology help session in the fall.

Parent/Teacher Conferences

Scheduled conferences between parents and teachers will occur no less than twice a year. Fall conferences are between parents and teachers, and students are welcome to attend. Spring conferences are student-led so that students may demonstrate personal responsibility and accountability for their academic performance, a key core value at ACSA.

Grade Reporting

Report cards are given at the end of each of the four quarters. Parents and students should use PowerSchool to keep current with student progress. Progress reports will be made available by request of a parent guardian. ACSA teachers update grades weekly.

Students and parents should monitor grades weekly using PowerSchool (an online gradebook) or other resources. When an assignment has not been completed by the due date, a ZERO will be recorded in PowerSchool, which will remain until the work is turned in.

Homework Responsibility

Homework will reinforce classroom learning objectives and be related to student needs and abilities. Typically, a student will have math and reading homework each night, but at times homework will be assigned in other classes as well. Because it is expected that students complete the assigned homework, grades will be taken and are part of a student's overall class grade.

Honor Roll

Students who receive all A's on their report card will achieve the "A" Honor Roll and all A's and B's will achieve the "B" Honor Roll.

Late work

Late work is worth 60% of the value of the assignment for daily work.
Late work earns a 10% deduction of the value of the assignment per day for major projects or long-term assignments.

Teachers in each class will set time limits for the acceptance of late work and will communicate those policies in the class syllabus.

Students who habitually turn in late work may lose the opportunity to have it accepted.

Redos

In order to increase understanding of a skill or concept and to earn a higher grade than the original mark, teachers may give students permission to redo certain types of assigned work that was originally completed with a good faith effort. Any work that has been redone correctly will earn 50% of the credit that was missed added to the original score.

Math Redos

Due to regularly assigned homework in Math, special redo policy exists for these classes.

Math 5 Redos:
Students must redo each missed math problem on assignments with a score of less than 70%, but redos are optional for assignments with a score of 70% or above. Students will earn full credit for each correct redo. The Math 5 teacher may establish deadlines for redo submission. There are no redos on math tests.

Math 6, 7, 8 Redos:
If a student wishes to improve their grade for a math assignment that was turned in on time, the "redo" will consist of a different, but comparable, assignment that will replace the grade. Redoing only the problems missed on an assignment is not an option.

- For work that was turned in on time, redos will be accepted up to one week past the original due date of the assignment, except that earlier due dates may be established near the end of the quarter, or in advance of a chapter test.
- Redos are not available for assignments that were turned in late.
- Students may redo up to six (6) math assignments per quarter.
- There are no redos on math tests.

SAFETY AND SECURITY

Student safety and security is a high priority. Any time a student arrives late or leaves early it is important that he or she sees the administrative assistant or the principal and signs in or out. A parent or guardian must notify the principal or staff if the child will be absent.

Visitors must check in with the administrative assistant or principal upon arrival.

Sign In/Sign Out Procedures

All doors to the school building will be locked during the school day between the hours of 9:00 AM -4:05 PM. To drop off or pick up your child **during the school day**, use the entrance on the west side of the school building (door D4). Our school's sign is near the door to the conference classroom where your child will enter or leave. **A parent or guardian must come inside the building** to sign in or sign out their child. **Please do not ask your child to meet you outside**.

To drop off or pick up a child before or after school (before 9:00 AM or after 4:05 PM), please use the east entrance -- there is a cement ramp at this entrance -- to avoid bus traffic.

Backpacks

Students are not permitted to bring a backpack into the classroom due to safety concerns. These concerns range from students and teachers tripping over them to contraband being brought into the classroom. Each student has been assigned a locker and should use it to store his or her backpack and other items.

Building Security

ACSA will utilize a **Stay in Place** protocol to address a medical or behavioral issue. The **Stay in Place** protocol allows authorized individuals to work safely and without obstruction in addressing the medical or behavioral issue. A **Stay in Place** protocol is used when there is not a threat to the safety of the people in the school.

Nome Public Schools will follow an ALICE plan in response to an active intruder. Information about this type of response can be found at What is ALICE? . Anytime the ACSA staff intends to hold a drill, students will be informed and will have an opportunity to ask questions before and after. We want students to feel as comfortable as possible with the concept and procedures.

In the event of a drill for Lockdown or Evacuation or in the event of an actual emergency situation, students shall obey all teachers' directions in a prompt manner. Student safety depends on listening carefully to the teacher's directions with immediate compliance. Additional emergency classroom instructions are located in each room in the RED EMERGENCY FLIP CHART.

Lastly, it is important to note that prevention and communication are key components of school safety. The ACSA staff will work to establish a school climate of respect, connectedness, and trust amongst all stakeholders. Any time a student is aware of dangerous situations or has a concern about safety or the wellbeing of another student or staff member, that student is expected to share his or her concerns with a teacher, administrator, a school counselor, or staff in the school and/or office.

Search and Seizure

Nome Public Schools staff and Board recognize that incidents may occur where the health, safety and welfare of students and staff are jeopardized. **Such incidents necessitate the search and seizure of students, their property, or their lockers by school officials.**

- Student Lockers – Students' lockers are part of the school building, and as such are under the supervision and jurisdiction of school officials. School officials may search a student's locker at any time.
- Personal Searches – A student's person and/or personal effects may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. Any student who evades or flees from staff in order to avoid a personal search or search of their personal effects will be assumed to be in possession of the substances that caused the "reasonable suspicion." If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same gender and with an adult witness present and parent/guardian. If extreme emergency conditions exist that endanger the health and safety of others, a more intrusive search of a student's person will be conducted in private by a school official of the same gender, with an adult witness of the same gender present, and only upon prior approval of the superintendent or his/her designee.
- Seizure of Illegal Materials – If a properly conducted search yields illegal or contraband materials, such findings will be turned over to proper legal authorities.

Weapons and Knives and Look-a-Likes

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

GENERAL INFORMATION

For issues not specifically addressed in this student handbook, Nome Public Schools Board Policy for Students will inform decision making and resolution.

Calls/Texts

Students who need to make an important phone call/text shall ask the permission of the classroom teacher. Phone calls or texts to students during classes are not permitted. Students are permitted to check their phones at lunch time. If there is an emergency situation, a parent should call the district office at 443-2231 and the message will be relayed to the ACSA staff. When students need to call home because of illness, **an ACSA teacher must speak to your parent/guardian to approve your dismissal.**

Cell Phones/Electronics

Students may use their electronics before school, after school, and during lunch. Students are not allowed to use or have their electronics, including earbuds, on during class or during passing periods. Students who are using or have their electronics on/out must turn their electronics over to staff upon request. Failure to do so will subject the student to a detention due to willful disobedience. For safety reasons, when special permission for electronics is granted, students are not permitted to wear more than one earbud. **One Earbud Only!**

Discipline Procedures for using electronics during inappropriate times:

1. 1st offense: The electronic device is confiscated, given to the principal, and the student can pick it up at the end of the school day.
2. All subsequent offenses: Electronic device is confiscated, given to the principal, and parent/guardian must pick it up from the principal.

The teacher will determine the usage of these items for school related work and will have control over the regulation of these items up to confiscation.

Cyberbullying

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

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

material they transmit over the system.

School board policy describes all disciplinary measures concerning cyberbullying.

Anvil City Science Academy is not responsible for lost or stolen electronics.

Field Trips

Throughout the year, ACSA students will be involved in various curricular activities that will take them away from school. Please complete a blanket permission slip for all field trips/activities. Teachers will provide information on each field trip/activity throughout the year.

Student Dress

School is preparing students for future employment. Students need to dress appropriately every day. To create a favorable climate for learning, students' appearance shall be neat and clean. Any clothing that is distractive, interferes with the educational process, or presents health and safety hazards is not permitted. Wearing "hoodies" (sweatshirt hoods) with the hood up is not allowed inside the ACSA school building. Garments that display profane or obscene words, advocate gangs, illegal drugs, tobacco, or alcohol are not allowed at school. Undergarments should not be visible. No low-cut attire or exposed midriff will be allowed. Students wearing prohibited clothing will be sent home to change unless parents agree to bring acceptable attire to school for the student to change into. Students may be asked to cover up the offensive clothing in lieu of going home. Subsequent instances of inappropriate dress will be treated as willful disobedience resulting in further disciplinary action.

Immunizations

All students attending ACSA are required by law to have proper immunizations before being permitted to attend. Students that are not properly immunized will not be allowed to attend school until such immunizations are received and the school has documentation of the required immunizations. The responsibility for ensuring that immunizations are current shall lie with the parent or guardian.

Lockers

Each student is assigned a locker for the storage of books and equipment. It is the student's responsibility to see that his/her locker is kept in order at all times. The person to whom a locker is issued is legally responsible for that locker's contents. The school is not legally liable for items missing from student lockers. Lockers should not be defaced, damaged or misused in any way. Students will be charged for locker damage or for removal costs if stickers, markers, paint, etc. must be removed. The outside of the student lockers is reserved for school-related posters and materials only. If items posted on the inside of a student's locker are offensive to another individual, the student who is assigned that locker must remove those items. (Also see Student Search Procedures)

Anvil City Science Academy is not responsible for lost or stolen items.

Lunches

The school cafeteria is maintained as a vital part of the health program of the school. Please be cooperative regarding the following rules:

A. Students are not allowed to cut into the lunch line.
B. Bring all trays to the dishwashing area.
C. Deposit all lunch litter in wastebaskets.
D. Leave the table and floor around your place in clean condition for others.
E. Gum is not allowed in school and should not be on the trays.
F. No food or trays should be taken from the cafeteria. Exceptions for school-related meetings that occur over lunch can be made.

Medicines

Students needing to take prescription or non-prescription medicine during the school day must leave the medicine with the principal or administrative assistant. All prescribed over-the-counter medicine must be in the original bottle. Parents will need to complete and sign a Medication Form prior to any medication being dispensed to a student.

Textbooks

Students are responsible for the replacement cost in case of loss of, or damage to, textbooks issued to them. Before a student's records or report cards are released, charges against the student must be paid.

Snacks and Water Bottles

The daily schedule provides time for students to eat a small snack between breakfast and lunch. Students should bring their own snacks (cookies, chips, and candy are not allowed).

Students are allowed to bring water bottles to classes, and water is the only drink permitted in the halls and classrooms. Nome Public School District is soda-free during school hours. Soda, energy drinks, and caffeinated beverages are prohibited at ACSA, the Beltz cafeteria, and the Beltz gym.

Candy and chewing gum are not permitted inside the ACSA building, Nome-Beltz building, gym or on the school buses. Students found with these items will be asked to discard the item and may be subject to administrative consequences.

Technology Acceptable Use

We are pleased to be able to offer students of Nome Public Schools access to the District computer network for Internet access and electronic mail. To obtain access to the Internet, all students must have parental permission and must sign and return a copy of this form to the school office. ACSA students are assigned a laptop and must care for it. The laptops are to be kept in the charging cart or

taken directly to class (not taken to lockers or left in hallways). Also, the computers are to be used for school purposes and assigned work as defined by the teachers. Violations of proper care or usage of a computer will result in the following consequences:

1st offense - computer taken for the class period
2nd offense - computer taken for the day
3rd offense - computer taken for a week
4th offense - suspension of computer privileges

Inappropriate care or usage deemed extremely severe can result in moving directly to the 4th offense. Students who have their computer privileges suspended are still responsible for completing their work and having it turned in on time. Students will be responsible for making arrangements with the teachers to complete assignments.

Laptops and External Hard Drives

Use of phones, personal laptops, cameras and external hard drives are permitted with prior teacher approval and direct teacher supervision. A breach of the NPS Internet Safety Use Agreement will result in loss of privilege and possible confiscation.

Visitors

All parents are welcome at Anvil City Science Academy. Parents and volunteers must check-in with the administrative assistant or principal upon arrival at the school. Please enter the building through the northwest entrance (door D4) and complete the sign-in log.

SCHOOL BUS RULES

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

Activity Bus Runs

Activity bus runs will be provided after activity events. All bus rules remain in effect on these runs.

Student Vehicles

Anvil City Science Academy is successful because of our community. We would like to teach our students to follow the ordinances set forth by our elected officials. As such, no student at ACSA may ride an ATV, motorcycle, or snow-machine to school without parental supervision per Nome City Ordinance 8.15.030, "No person under the age of sixteen shall operate an ATV or snowmachine unless under the direct supervision of an adult. (Ord. O-08-01-01 § 3 (part), 2008)". If you have any questions about this please feel free to contact the officers at the public safety building for more clarification.

STUDENT ACTIVITIES

Student activities include: clubs, organizations, sports, as well as all special activities sponsored by these groups. All student activities are important for student growth, however, to participate, students must follow all required eligibility and participation guidelines set forth in the Nome-Beltz Student Handbook. **(Eligibility Rules and Participation Guidelines are available upon request.)**

NOTE: ACSA does not allow students to travel for school sports or activities if they have an F in any class on an eligibility check.

The following is a list of organizational clubs and sports that are typically available to students. The Scholastic Grade Rule applies to all ASAA events.

Organizational Clubs
Student Council
5th/6th Grade Basketball
Elementary after school programs
NNYLO (Nome Native Youth Leadership)
Elementary Band
NYO (Native Youth Olympics)
Spelling Bee
Ski Club

District Sponsored Activities
Boys Basketball (Middle School)
Girls Basketball (Middle School)
Cross Country Running (Middle School)
Cheerleading(Middle School)
Band (Middle School)
Volleyball (Middle School)
Wrestling (Middle School)

Athletic Fees and Owed Money to School

A student participating in sports will be charged an athletic fee per sport. Athletic Fees and Owed Money to the School must be paid before a student participates in the activity. Athletic Fee Waivers need to be submitted and approved by the Principal/Designee prior to the first event of the sport in order to participate.

Student Conduct Eligibility

Students who are assigned more than one day of In-School Suspension (ISS) or who are assigned to Out-of-School Suspension (OSS) will be ineligible for thirty school days. Ineligible students cannot participate in any activity travel and/or competition and may not attend dances; they may continue to participate in practices. Students serving an OSS may not be on campus or any school property.

BEHAVIOR PLAN

We expect responsible, respectful and safe behavior at Anvil City Science Academy. Every teacher has a classroom discipline plan. If student behavior is inappropriate, serious or repeated, parents will be notified by telephone and may be asked to come to school for a conference.

All discipline procedures are subject to the discretion of the administration and may be changed as needed.

Various student misbehaviors and the consequences that apply have been listed in this handbook. However, the Nome Public Schools System recognizes that other behaviors may endanger the welfare and/or safety of other students, faculty, staff, or cause disruption to the good order and discipline in the schools. The school system reserves the right to administer consequences for such behavior not specified in the Anvil City Science Academy Behavior Plan. Students should recognize their responsibility to know the contents of this handbook and to ask staff members for any clarification.

Classroom Expectations

Classroom expectations are at the discretion of the teacher. Teachers post classroom expectations and consequences and review these with students. Consequences for repeated and/or serious disruptive conduct will include referral to the principal.

Hallway Expectations

ACSA students use the hallways, tunnel, and parking lot to access different areas throughout the Nome-Beltz campus. To respect others who share this space, students adhere to the following expectations. Consequences for infractions of these rules may include loss of gym time, written reflections, detention, or meeting with parents.

- Be quiet (no talking)
- Walk
- Keep your hands to yourself

Positive Behavioral Interventions and Supports

	Be Safe	Be Respectful	Be Responsible
Classroom	• Follow instructions • Use classroom materials appropriately • Raise your hand to speak	• Respect comments, opinions, and ideas • Engage with others and the lesson • Use kind words and actions	• Come to class on time • Be prepared and organized (supplies, planner, folder) • Complete and turn in assignments • Clean up after yourself
Hallway/ Lockers	• Walk • Keep hands and feet to yourself • Keep belongings in locker organized and clean	• Keep hallways clean • Kindly acknowledge others and their space • Use appropriate volume	• Use electronics only when allowed • Close lockers gently • Carry computer and supplies properly • Eat only in classrooms or cafeteria
Restroom	• Keep feet on the floor • Report issues immediately • Wash hands	• Give people privacy • Flush after use • Maintain personal space	• Throw away trash • Return to class promptly
Assembly	• Stay in your assigned space • Enter and exit quietly • Walk	• Listen by giving the speaker/presenter your full attention • Keep hands and feet to yourself • Respond politely when appropriate	• Be your best self and represent your school well • Keep track of your own belongings and bring them back with you
Gym	• Follow adult directions • Use equipment properly • Stay off bleachers • Report unsafe behavior to adults	• Use kind words and actions • Invite others to play • Take turns with equipment	• Line up when you are called • Ask a teacher for bathroom permission • Set a good example
Outdoors	• Stay in the designated area • Use equipment properly • Play calmly and appropriately	• Take turns and include others • Apologize for mistakes • Use appropriate language • Follow the rules of the games	• Help bring in recess equipment • Line up when whistle blows • Dress for the weather
Cafeteria	• Use an indoor voice • Walk at all times • One person in restroom at a time	• Follow directions from adults • Use manners: please and thank you • Use kind words and actions	• Leave a clean table, chair and floor • Cell phone use with permission
Tunnel	• Walk • Keep hands and feet to yourself	• Be aware of surroundings and others' space • Speak quietly	• Keep cell phone in your pocket • Keep the tunnel clean • Speak up about safety concerns
Bus	• Listen to bus driver • Quiet voices and stay seated • Check for safety when getting on and off the bus • Report any issues to bus driver	• Keep hands and feet to yourself • Use kind words and actions • Be respectful of others' space	• Know which bus you are taking in the morning • Save food/drink/gum until you get home • Keep aisles clear

ACSA Discipline Procedures

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

Grounds for suspension; (1) continued willful disobedience or open and persistent defiance of reasonable school authority; (2) behavior that is inimical to the welfare, safety, or morals of other pupils or a person employed or volunteering at the school. AS 14.30.045 (Inimical = hostile, not friendly, having a harmful effect).					
	BEHAVIOR EXAMPLES	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Level 1	Chewing Gum Dress Code Violation Disruptive to Others Horseplay Inappropriate Language Public Display of Affection (PDA) Disobedience/Disrespect Repeated Tardiness (3 or more) Repeated Unauthorized Cell Phone Use (3 or more)	Detention 1 Day	Detention 1 Day	Detention 1 Day	Move to Level 2, Step 1 (In-School Suspension)
Level 2	Bullying Cyberbullying Continued Disruptive Behavior Continued Disobedience/Disrespect Disruptive Classroom Behaviors Leaving Class w/out Permission Lying Skipping Class Vandalism	In School Suspension 1-2 Days	In School Suspension 2-3 Days	In School Suspension 3-5 Days	Move to Level 3, Step 1 (Out of School Suspension)
Level 3	Fighting Gross Disrespect Intimidation/Harassment/Threats Leave School w/No Permission Sexual Jokes/Pornography Student Endangerment Theft Tobacco Possession/Use Insubordination	Out of School Suspension 1-3 Days Referral	Out of School Suspension 4-7 Days	Out of School Suspension 7-10 Days	Long Term Suspension Semester Loss of Credit
Level 4	Alcohol & Drug Possession, Use, Distribution, Under the Influence, Selling Any violation defined by state statute Assault & Battery Dangerous Instrument Possession Performance Enhancing Drugs, Possession/Use Weapon Possession	The offenses listed within level 4 will be dealt with in accordance with its section located within the Nome Public Schools board policy website. School consequences are separate from any legal consequences that may arise from the situation (contacting the police and other law enforcement agencies.)			

Discipline Referrals

Level 3 & 4 infractions can result in referrals to outside agencies. Legal violations such as alcohol/tobacco/drug use, possession or sales, theft, or assault, may be referred to Nome Youth Court for trial. Parents and youth will have the option to participate in Youth Court or be ticketed and fined by the Nome Police Department. Behavioral or substance use violations may be referred to agencies providing education or counseling services such as Nome Community Center, NSHC CAMP Department or NSHC.

GLOSSARY

Definition of Terms

Arson: malicious mischief or purposeful intent to destroy property by setting fire or causing an explosion.

Cheating: the use of work completed by another person and claimed as your own, the act of copying from another's test or quiz or the act of providing another student with materials that the teacher has not authorized for sharing.

Disruptive behavior: student conduct, which materially and substantially interferes with the educational process or with school sponsored activities. Examples include: refusing to acknowledge a school employee's direction, insolence, noncompliance with school/class rules and behavior that jeopardizes the welfare and/or safety of other students and staff.

Disobedience/disrespect: the refusal to comply with a reasonable request by any staff member, substitute teacher, volunteer or guest presenter.

Drugs & alcohol infractions: the actual or attempted sale of, use of or possession of intoxicating liquor, drug paraphernalia, illegal drugs or inhalants, substances designed to look like illegal drugs or substances purported to be illegal drugs while under the jurisdiction of the school (on or off campus). This also includes messages supporting drug/alcohol use. Possession, sale or use will be reported to the police.

Excessive display of affection: all displays of affection among students, other than holding hands.

False alarm: setting off a fire alarm, including requesting police or fire department assistance inappropriately.

Fighting: a physical altercation where striking, kicking, shoving, pushing and/or any other physical violence are used against another person.

Gangs: affiliation with a group organized to participate in unlawful activities. Gang activity includes the display of any sign, symbol or clothing that reflects gang activity.

Harassment: any kind of verbal or physical action which has the intent or effect of interfering with an individual's or group's educational, social or work performance or which creates an intimidating, hostile or offensive work or living environment. Harassment includes initiation and hazing as well as non-sexual conduct such as intimidation, hostility, rudeness or name-calling.

Obscenity/profanity is defined as spoken or written profanities, obscene or sexual messages (implicit or explicit) racial slurs or references of any kind to hate language.

Plagiarism: the use of another individual's writing without their permission and/or without referencing the source of the written information in the document turned in as an assignment.

Public Display of Affection (PDA): Inappropriate physical contact including, but not limited to, intimate touching, kissing, etc. at school or a school sponsored activity. (Holding hands is the only PDA that is accepted on school grounds and/or at school sponsored activities.)

Sexual harassment: sexual assault and/or request for sexual favors, which affect educational or employment decisions. Unwanted physical contact, visual displays of degrading sexual images, sexually suggestive conduct or offensive remarks of a sexual nature.

Tacit consent: agreement with inappropriate behavior(s) of others by failing to take action that would stop the situation, such as failing to disagree if included in or witnessing the situation, failing to come to the assistance of others, failing to seek adult assistance, etc.

Theft: the acquisition, possession, purchase, taking and/or transfer of property belonging to another person, school or the school district.

Tobacco violations: the possession and/or use of tobacco products including, but not limited to, cigarettes, chewing tobacco, pipes, nicotine delivery devices, cigars, tobacco related products: wrappers, loose tobacco, etc. Possession or use will be reported to the police. Refer to discipline procedures.

Vandalism: negligent, willful or unlawful destruction, defamation or mutilation of objects or materials belonging to the school, school personnel or other person(s); includes graffiti.

Weapons, dangerous instruments, and look-a-like weapons or dangerous instruments: any object used with intent to cause bodily harm, including firearms, explosives, fireworks, poison, knives, metal knuckles, etc. Multipurpose tools (Leatherman, Swiss army knives, etc.) and pocket knives are weapons that have no place at school. Possession of these items will be reported to the police.

Consequence Definitions

Natural Consequences: Natural consequences are disciplinary consequences designed to fit the infraction. Examples of natural consequences include painting over graffiti, campus cleanup for littering, written apology for rude behavior, etc.

Detention: An administratively imposed consequence requiring a student to remain in a designated place either during lunch or after school. Students serving lunch detention can request lunch from the cafeteria and will eat in an assigned ACSA classroom. During a detention, a student will be expected to reflect on their actions by speaking with the principal and writing any discussed understandings.

In-School Suspension: The intent of in-school suspension is twofold; the first is to isolate the student from the normal social aspect of school while allowing for academic pursuit. The second is to have the student reflect on their actions, recognize their culpability and identify more appropriate choices and strategies for conducting themselves. The discipline designee may assign in-school suspension.

Out-of-School Suspension (OSS): If the discipline designee determines that the student will not benefit from placement in ISS or that his/her presence on school property is detrimental to the health, welfare or safety of other students, he/she may be sent home from school for a period of suspension. Unless the student poses an immediate or continuing threat to person(s) or property or the behavior is a serious disruption to the academic process, removal from school will begin the school day following the offense. OSS is a temporary exclusion from school for a specified number of days. During OSS, the student may not be in any Nome school building, on any school campus, or at any school-sponsored program or activity.

Expulsion: The denial of the right of school attendance, either from a specific school or from the District, for an indefinite period of time. No student shall be expelled unless other means of correction have failed or would not be adequate in bringing about proper conduct. In addition, the matter of an expelled student's further education shall be referred to the appropriate authority.

Nome-Beltz Middle High School

PO Box 131, Nome Alaska 99762
Phone: 907-443-5201 Fax: 907-443-3626

Date: 08 May 2025
To: NPS Board
From: Teriscovkya Smith and Dr. Michael Akes
Subject: May Board Report

NBMHS Data:

- Current Enrollment: 264
- Student contact days: 19

Student Celebrations #nanookpower #nanooksknow

- Middle School
    - Jewell Shoogukwruk, 7th-Grade

Class of 2025 Scholars:

- **Valedictorian #threeisacharm**
    - Taylor Gorn
    - Finn Gregg
    - Luke Hansen
- **Salutatorian**
    - Lauren Kingstrom

UPCOMING EVENTS FOR THE DEN:

- **May 10-17:** 8th-Grade DC Trip
- **May 14-16:** Drama Club Performances, 6:30pm
- **Sat, May 17:** Junior Prom, 7:30-11:30
- **Sun, May 18:** Middle School Formal, 4-6pm
- **Thur, May 22:** Last Academic Day for Seniors
- **Fri, May 23:** Senior Celebrations
- **May 26:** Memorial Day - no school
- **Tues, May 27:** Scholarship Night at Old St. Joe's
- **Wed, May 28:** Parade and Graduation
- **Thur, May 29:** 8th-Grade Promotion, 10:00am
- **Fri, May 30:** End of Q4/S1 - Last day of school!

NBHS Drama Club Presents
I Hate Shakespeare!
A play by Step DeFerie
Wednesday, May 14
Thursday, May 15
Friday, May 16
6:30PM
Nome Elementary School Commons
Doors open at 6PM each night, show starts promptly at 6:30PM.
Tickets:
$10 - adult
$5 - student/child
$25 - family

NOME-BELTZ MIDDLE/HIGH SCHOOL

School Improvement Plan 2024-2025

Spring Report to School Board 08 May 2025

TERISCOVKYA SMITH, PRINCIPAL

DR. MICHAEL AKES, ASSISTANT PRINCIPAL

- Increase graduation rate 10% from 75% (FY23) to 85% (FY25)

Projected graduation rate: 77%

- 100% of graduating seniors will have a post-secondary plan

Post secondary plans: 100%

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

Data Source: Counselor tracking spreadsheet; PowerSchool

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

ATTENDANCE/TEAMS

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

ACADEMICS/PLCS

IMPLEMENT an academic plan with fidelity to increase student achievement.

BEHAVIOR/PLC & TEAMS

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

ENGAGEMENT /TEAMS

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

ACADEMIC

GOAL: Increase the percentage of students scoring at/or above 41 percentile from:

- 29% to 35% in Math
- 21% to 31% in Reading
- 22% to 30% in Language
- 32% to 37% in Science (8th-grade)

With at least 80% showing growth in each respective content

CONSIDERATIONS:

- Credit acquisition (FY26 SIP)
- Standards-Based planning (FY26 SIP)
- Subject area grades compared to state testing proficiency

STRATEGIES:

- **Ensure** vertical alignment
- **Include** measurable outcomes for each content area course
- **Create** lesson plan access points for students who are absent or below grade level

DATA:

MAP, PowerSchool, formatives, summatives

ACADEMIC MATH PLC

Implement an academic plan with fidelity to improve academic achievement.

GOAL:

NBMHS students will **increase** the average percentile points for each grade level by 3% as measured by MAPs/ALEKs testing.

STRATEGIES:

- MAP through 11th grade
- Integration of CTE math in classrooms
  - FY26 SIP
- Literacy supports in Math

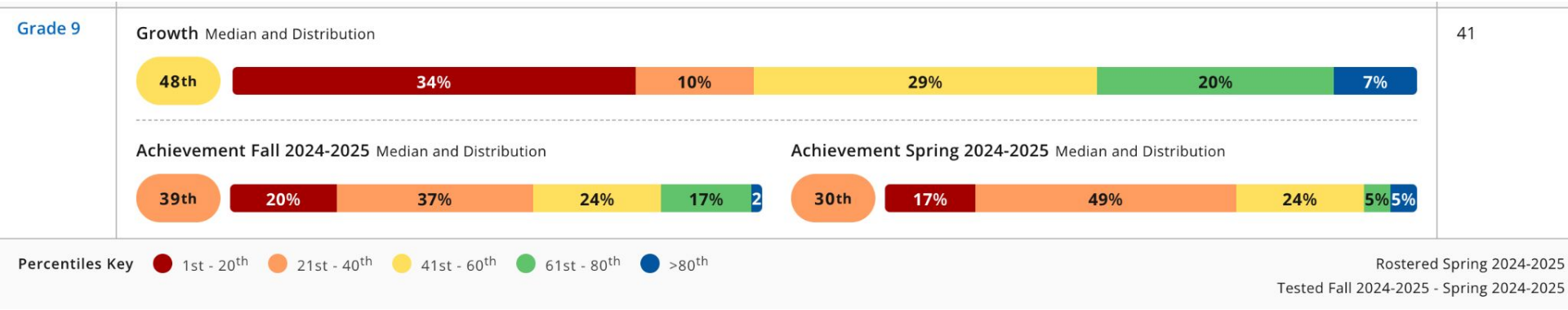
PRIMARY DATA SOURCES:

- MAP; AK Star

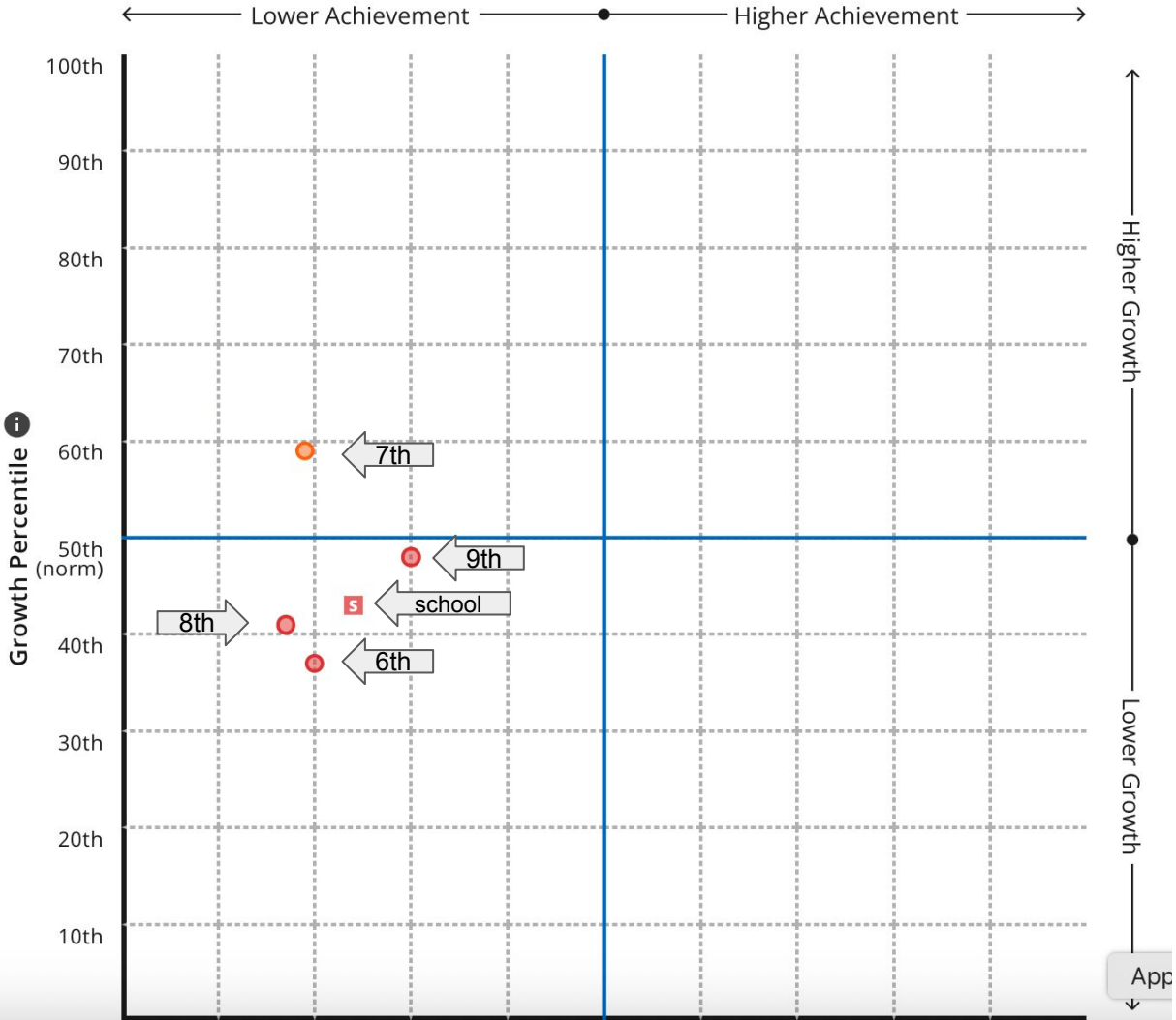
Map Growth Math:Fall to Spring Growth and Achievement 2024-2025

Grade 6	**Growth** Median and Distribution 37th: 28% / 28% / 10% / 17% / 17% **Achievement Fall 2024-2025** Median and Distribution 17th: 59% / 17% / 10% / 14% **Achievement Spring 2024-2025** Median and Distribution 20th: 52% / 41% / 7%	29
Grade 7	**Growth** Median and Distribution 59th: 22% / 22% / 19% / 18% / 19% **Achievement Fall 2024-2025** Median and Distribution 19th: 57% / 31% / 6% / 6% **Achievement Spring 2024-2025** Median and Distribution 19th: 50% / 44% / 3 / 3	32
Grade 8	**Growth** Median and Distribution 41st: 26% / 22% / 11% / 15% / 26% **Achievement Fall 2024-2025** Median and Distribution 16th: 59% / 26% / 4 / 11% **Achievement Spring 2024-2025** Median and Distribution 17th: 56% / 26% / 11% / 7%	27

Map Growth Math: Fall to Spring Growth and Achievement 2024-2025



Map Growth Math: Fall to Spring Growth 2024-2025



Map Growth Math: Fall to Spring Growth and Achievement 2024-2025

Nome-Beltz Middle High School

School Profile

Growth and Achievement Overview

Nome-Beltz Middle High School | Math K-12

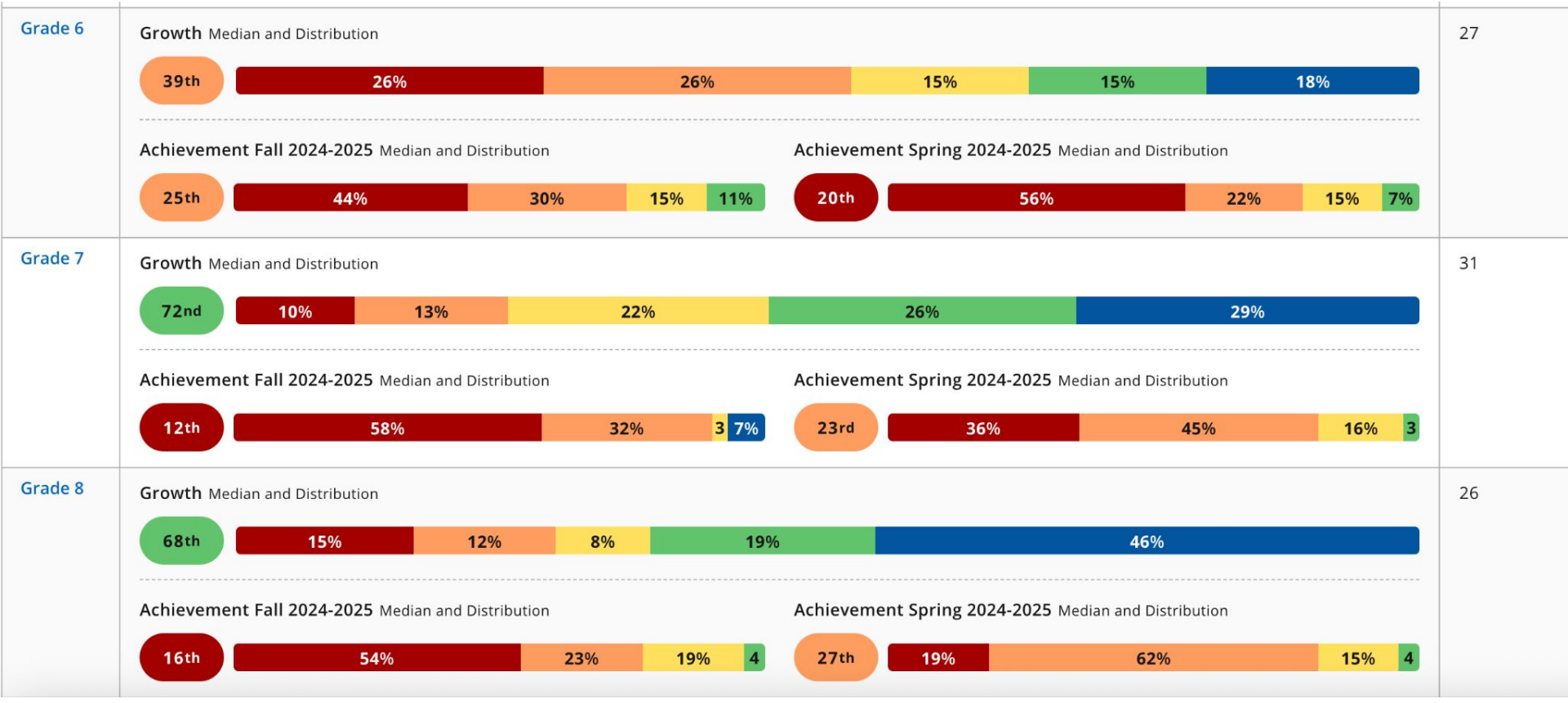
Grade		Number of Students
All Grades	**Growth** Median and Distribution: 43rd — 28% / 19% / 19% / 18% / 16% **Achievement Fall 2024-2025** Median and Distribution: 23rd — 46% / 29% / 12% / 12% / 1 **Achievement Spring 2024-2025** Median and Distribution: 24th — 41% / 41% / 11% / 5% / 2	129

Percentiles Key 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

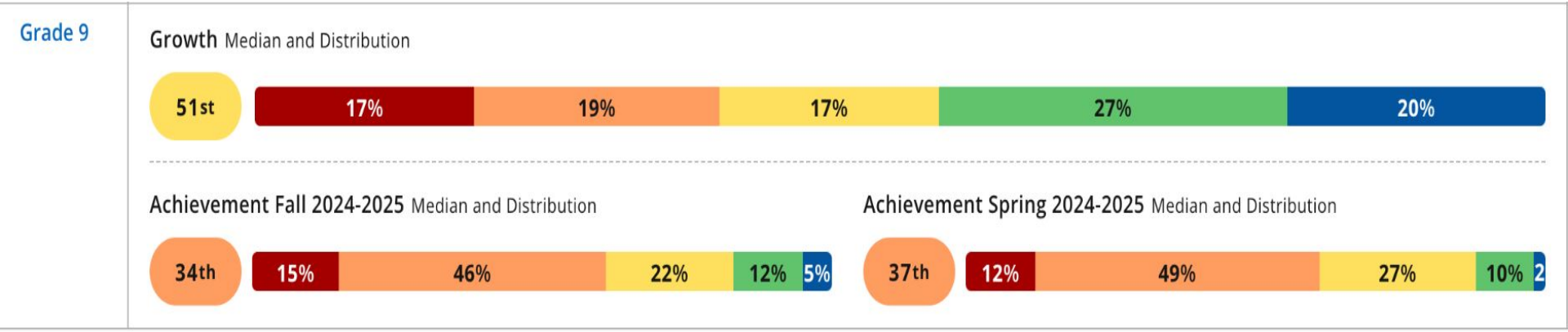
Rostered Spring 2024-2025
Tested Fall 2024-2025 - Spring 2024-2025

More information about this chart

Map Growth Reading: Fall to Spring Growth and Achievement 2024-2025



Map Growth Reading: Fall to Spring Growth and Achievement 2024-2025



Map Growth Language Usage:
Fall to Spring Growth and Achievement 2024-2025

Nome-Beltz Middle High School

School Profile

Growth and Achievement Overview

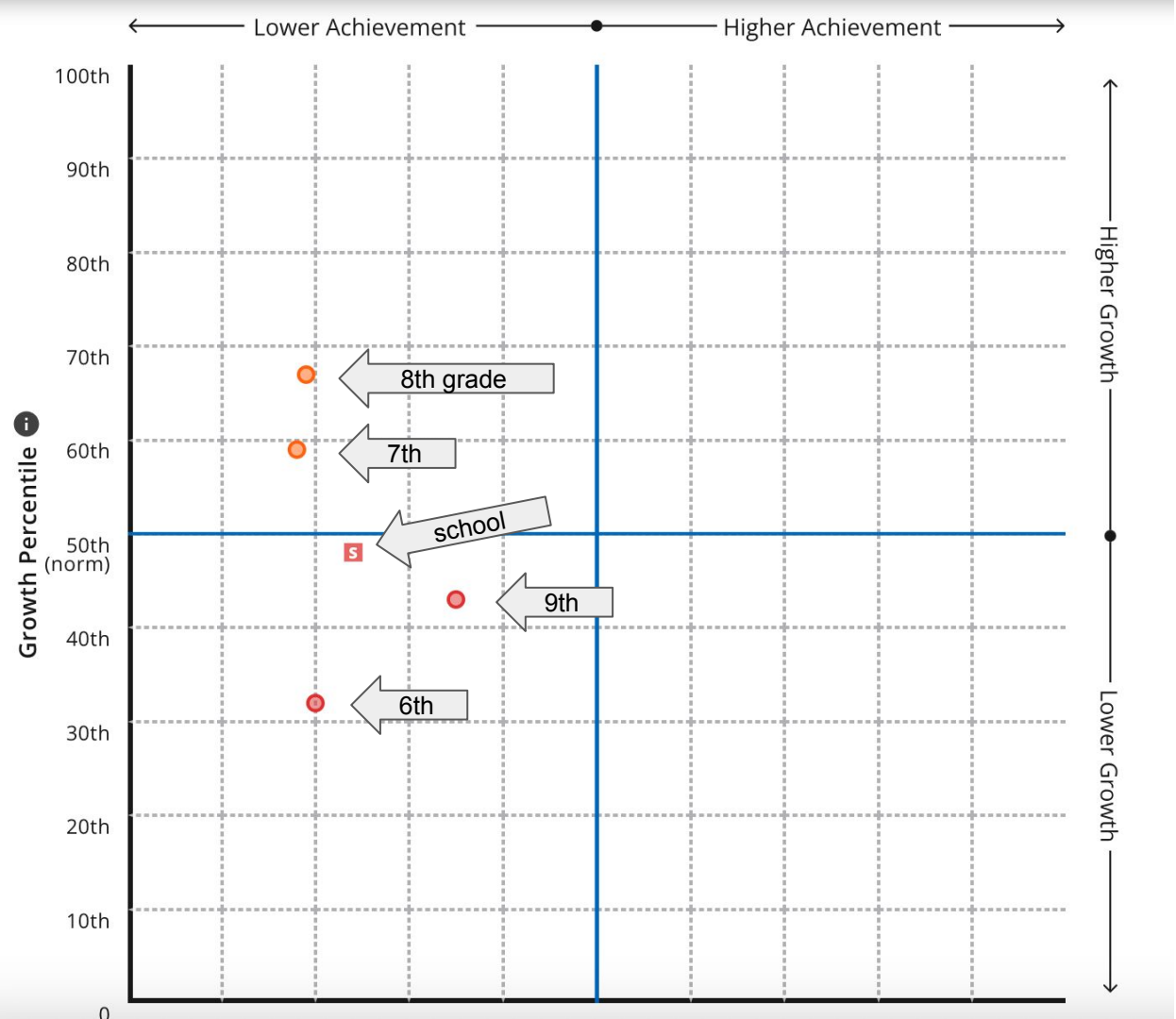
Nome-Beltz Middle High School | Language Usage

Grade		Number of Students
All Grades	**Growth** Median and Distribution 48th: 23% / 21% / 20% / 17% / 19% **Achievement Fall 2024-2025** Median and Distribution 24th: 45% / 28% / 13% / 10% / 4 **Achievement Spring 2024-2025** Median and Distribution 24th: 44% / 29% / 18% / 6% / 3	119

Percentiles Key 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

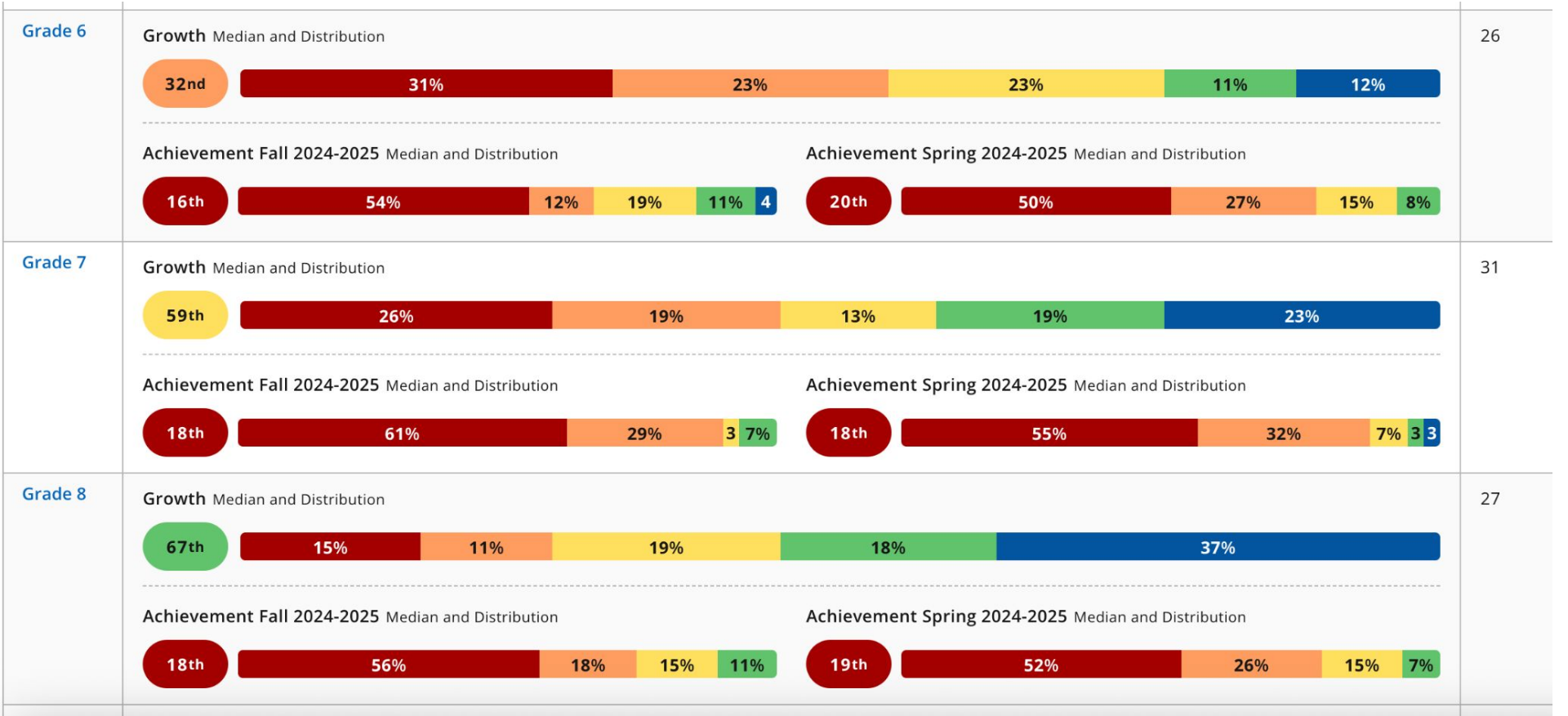
Rostered Spring 2024-2025
Tested Fall 2024-2025 - Spring 2024-2025

More information about this chart

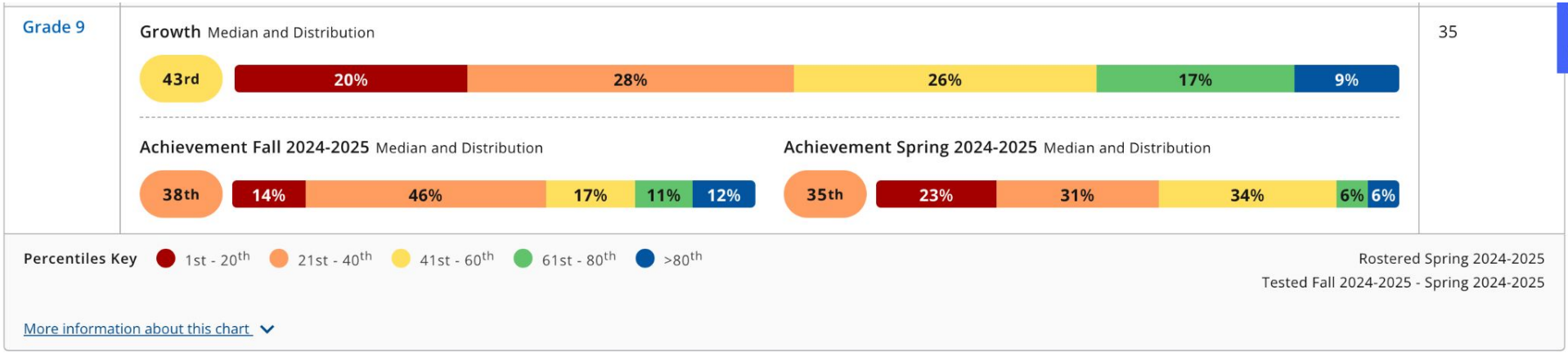


Map Growth Language Usage: Fall to Spring Growth and Achievement 2024-2025

Map Growth Language Usage:
Fall to Spring Growth and Achievement 2024-2025



Map Growth Language Usage:
Fall to Spring Growth and Achievement 2024-2025



Goal → Increase the percentage of students (grades 6-10) scoring at/or above 41 percentile from:

- 29% to 35% in Math
  - Winter: 37%
  - Spring: 17%
- 21% to 31% in Reading
  - Winter: 27%
  - Spring: 28%
- 22% to 30% in Language
  - Winter LA: 31%
  - Spring LA: 26%
- 32% to 37% in Science (8th-grade)
  - Fall MAP achievement: 48%
  - Spring AK Science: Unavailable

Data Source: MAP, AK Star

Nome-Beltz Middle High School Additional Targeted Support and Improvement (ATSI) FY 24-25; FY25-26

2023-2024 System for School Success

Guide to Interpreting Your Data Files 1 and 2

The purpose of the System for School Success is to help schools and districts measure their performance on key indicators, identify areas for improvement, and target resources and support for all students to receive an excellent education and be prepared for college or a career after high school. This guide describes the data used to calculate school index values.

Additional Targeted Support and Improvement: A school is designated for Additional Targeted Support and Improvement (ATSI) if one or more of the school's student groups has an index value that is equal to or less than the annually determined 5% Performance Threshold and the school is not already identified as CSI or Graduation Rate. The 5% Performance Threshold is determined by the highest value within the range of the school index values of the lowest 5% of all Title I schools. The 2023-24 index threshold is 9.3. A school is designated as ATSI for at least one year and may exit the ATSI designation for the student group by having the student group index value improve from the time of designation and by no longer meeting the ATSI entrance criteria for the student group. A school that is designated as ATSI for three consecutive years for the same student group will be designated Comprehensive Support-Targeted Support (see above).

System for School Success

2023-2024 School Report

EDUCATION & EARLY DEVELOPMENT

An excellent education for every student every day.

Nome-Beltz Middle/High, Nome Public Schools

Title I School: No

School Designation: Additional Targete

Overall School Index Value: 26.16

Overall Index 26.16
Needed to be higher than 9.3

System for School Success Overview

Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations.

The Compass

A Guide to Alaska's Public Schools

Alaska recently launched **The Compass**, a website designed to help parents access important data about public schools in Alaska. The Compass features a wealth of meaningful information on schools and districts so that parents and guardians can participate in decisions to improve their student's learning.

Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
All Students	5.52%	6.21%

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

Growth

	English Language Arts Percentage of students who improved one year to the next on the state summative assessment.	Mathematics Percentage of students who improved one year to the next on the state summative assessment.
All Students	25%	12.4%

Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	75.56%
Five-Year	75%

School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	57.61%	n/a

Student Group Performance

	Student Group Perfo If school is ATSI or CSI-T student groups are sho
Student Groups	Students with Disabilities

Issue was within students with disabilities population

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

	District Name	SchoolID	School Name	Student Group	Student	ELA Points	Math Points	ELP Points	Chronic Abs Points
35	Nome Public Schools	350020	Nome-Beltz Middle/High	African American	n/a	n/a	n/a	n/a	n/a
35	Nome Public Schools	350020	Nome-Beltz Middle/High	Alaska Native/American Indian	22.1	0	0	n/a	6.06
35	Nome Public Schools	350020	Nome-Beltz Middle/High	Asian/Pacific Islander	n/a	n/a	n/a	n/a	n/a
35	Nome Public Schools	350020	Nome-Beltz Middle/High	Caucasian	n/a	n/a	n/a	n/a	n/a
35	Nome Public Schools	350020	Nome-Beltz Middle/High	Economically Disadvantaged	24.45	0.77	0	n/a	6.19
35	Nome Public Schools	350020	Nome-Beltz Middle/High	English Learner	n/a	n/a	n/a	n/a	n/a
35	Nome Public Schools	350020	Nome-Beltz Middle/High	Hispanic	n/a	n/a	n/a	n/a	n/a
35	Nome Public Schools	350020	Nome-Beltz Middle/High	Students with Disabilities	6.29	0	0	n/a	6.29
35	Nome Public Schools	350020	Nome-Beltz Middle/High	Two or More	28.32	1.55	1.59	n/a	7.46

6.29 is less than the 9.3 index 5% threshold of 2023-2024

ELA and Math Participation

District Name	SchoolID	School Name	2023-2024 Title I	Overall Index Value	Support Level	Designation Year	AfricanAmerican	AKNat-AmInd	Asian-Pacificls	Caucasian	Hispanic	Two or More	EconDis	SWD	EL	ELA Participation Rate Met	ELA Num	ELA Denom	ELA Value	ELA Value Suppresssed	ELA Weight	ELA Points	Math Participation Rate Met
Nome Public Schools	350010	Nome El	Yes	33.85	Universa	2024										Yes	30	138	21.74	21.74	16.13	3.51	Yes
Nome Public Schools	350020	Nome-B	No	26.16	Additior	2024	No	No	No	No	No	No	No	Yes	No	No	8	145	5.52	5.52	14.71	0.81	No
Nome Public Schools	358010	Extensio	No	n/a	Universa	2024										Yes	2	7	28.57	n/a	n/a	n/a	Yes
Nome Public Schools	359010	Anvil Cit	No	54.5	Universa	2024										Yes	24	56	42.86	42.86	16.67	7.14	Yes

Participation Rates

English Language Arts (ELA)

Subgroup	Target	2023-2024 FAY	2023-2024 Tested	Participation Rate (%)	Target Met?
All Students	95%	152	141	92.76	No
Alaska Native/American Indian	95%	103	92	89.32	No
Caucasian	95%	7	7	100	Yes
Hispanic	95%	4	4	100	Yes
Two or More Races	95%	38	38	100	Yes
Economically Disadvantaged	95%	101	93	92.08	No
Students With Disabilities	95%	29	24	82.76	No
English Learners	95%	1	1	100	Yes

Mathematics

Subgroup	Target	2023-2024 FAY	2023-2024 Tested	Participation Rate (%)	Target Met?
All Students	95%	152	141	92.76	No
Alaska Native/American Indian	95%	103	95	92.23	No
Caucasian	95%	7	7	100	Yes
Hispanic	95%	4	4	100	Yes
Two or More Races	95%	38	35	92.11	No
Economically Disadvantaged	95%	101	92	91.09	No
Students With Disabilities	95%	29	24	82.76	No
English Learners	95%	1	1	100	Yes

School Quality / Student Success

Chronic Absenteeism

Student Group	2023-2024 Chronic Absenteeism Rate (%)
All Students	42.39
African American	*
Alaska Native/American Indian	48.47
Asian/Pacific Islander	*
Caucasian	23.81
Hispanic	*
Two or More Races	36.59
Economically Disadvantaged	47.37
Students With Disabilities	52.83
English Learners	*

52.83% of our SpEd students are chronically absent

Graduation Rate

4-Year Graduation Rate (lagging)

Student Group	2023-2024 Graduation Rate (%)	2023-2024 Interim Target (%)	2023-2024 Interim Target Met	2024-2025 Interim Target (%)
All Students	75.56	78	No	80
Alaska Native/American Indian	61.54	77.37	No	79.47
Caucasian	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	90.91	82	Yes	83
Economically Disadvantaged	76	75	Yes	77.5
Students With Disabilities	*	*	*	*
English Learners	*	*	*	*

School Quality / Student Success

Chronic Absenteeism

Chronic Absenteeism is the number of students who are considered chronically absent. Chronic absenteeism is defined as missing at least 10% of the days in which a student was enrolled at the school. Only students that have been enrolled for at least one half of the school term are considered in the chronic absenteeism indicator. The chronic absenteeism indicator is not considered for correspondence schools and schools located in facilities where students are incarcerated.

FY 25 & FY 26 Need:
Improve Participation in ELA and Math

↓

SpEd ELA performance

SpEd Math performance

ACADEMIC SCIENCE PLC

Implement an academic plan with fidelity to improve academic achievement.

GOAL:

- **Establish** horizontal alignment for all core Science and related elective courses to secure vertical alignment from these resources.

- **Develop** a horizontal alignment for every Science course utilizing PLC feedback

- **Adoption of curriculum (FNSBSD)**
- **MOA to align units and NBMHS content to standards for curricular revisions**

ATTENDANCE TEAM

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

GOAL:

NBMHS will **improve** the average daily attendance from 87% to 90%

STRATEGIES:

- **Improve** data accuracy in PowerSchool
- **Redefine** time frames for tardy/skipping/absent
- **Address** chronic absenteeism
- **Utilize** Attendanceworks.com for family communications
- **Examine** PowerSchool calculation

PRIMARY DATA SOURCE:

- PowerSchool

Nome-Beltz Middle High School

09/09/2024 to 04/21/2025 = 138 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
6	36	4	1	7	33	5382	0	847	597.50	3937.50	28.53	86.82%
Subtotal	36	4	1	7	33	5382	0	847	597.50	3937.50	28.53	86.82%
7	41	2	1	8	35	5796	0	505	648.00	4643.00	33.64	87.75%
8	36	0	0	5	31	4968	0	407	494.00	3929.00	28.47	86.14%
Subtotal	77	2	1	13	66	10764	0	912	1142.00	8572.00	62.11	87.01%
9	63	7	2	13	57	9384	0	1453	1237.00	6694.00	48.51	84.40%
10	40	6	1	8	38	6210	0	953	552.50	4704.50	34.09	89.49%
11	35	1	0	4	32	4968	0	314	546.00	4108.00	29.77	88.27%
12	36	2	0	3	35	5244	0	523	310.50	4410.50	31.96	93.42%
Subtotal	174	16	3	28	162	25806	0	3243	2646.00	19917.00	144.33	88.27%
Grand Total	287	22	5	48	261	41952	0	5002	4385.50	32426.50	234.97	87.76%

NBMHS Chronically Absent Students By Subgroups

BEHAVIOR

TIERS I, II, & III

PRIMARY DATA SOURCES:

- MAJOR/MINOR REFERRALS
- OSS/ISS
- % OF PARTICIPATION IN POINT SYSTEM
- UNIVERSAL SCREENER
- STATE TESTING/DISTRICT PROGRESS MONITORING
- WALKTHROUGH RESULTS
- OUTCOME RESULTS
- ATTENDANCE

GOALS:

In FY24, the TFI implementation of PBIS, Tier I was 67% with Tier II at 38%. We aim to **increase** the TFI Tier I implementation percentage to 80% and the Tier II and Tier III implementation percentage to 70%.

There were 171 Out of School Suspensions in FY24. We aim to **reduce** suspensions by 20% for FY25. OSS will be monitored and tracked monthly.

PBIS: MULTI-TIERED MODEL OF SCHOOL SUPPORTS & THE PROBLEM-SOLVING PROCESS

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports

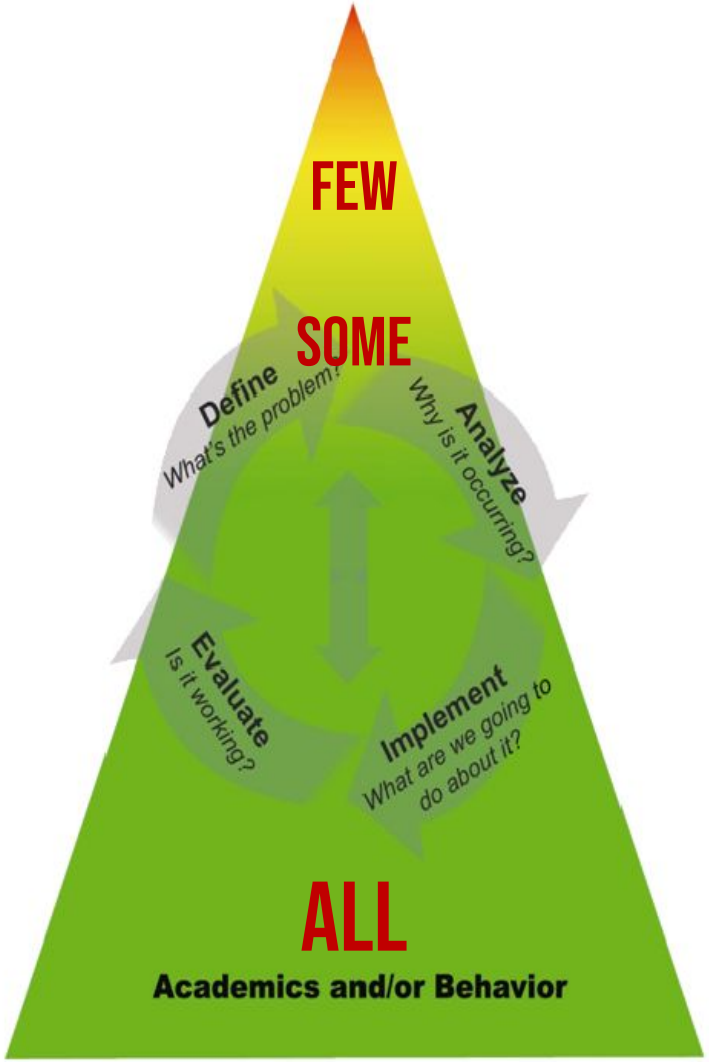
The most intense instruction and intervention based on individual student need, in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports

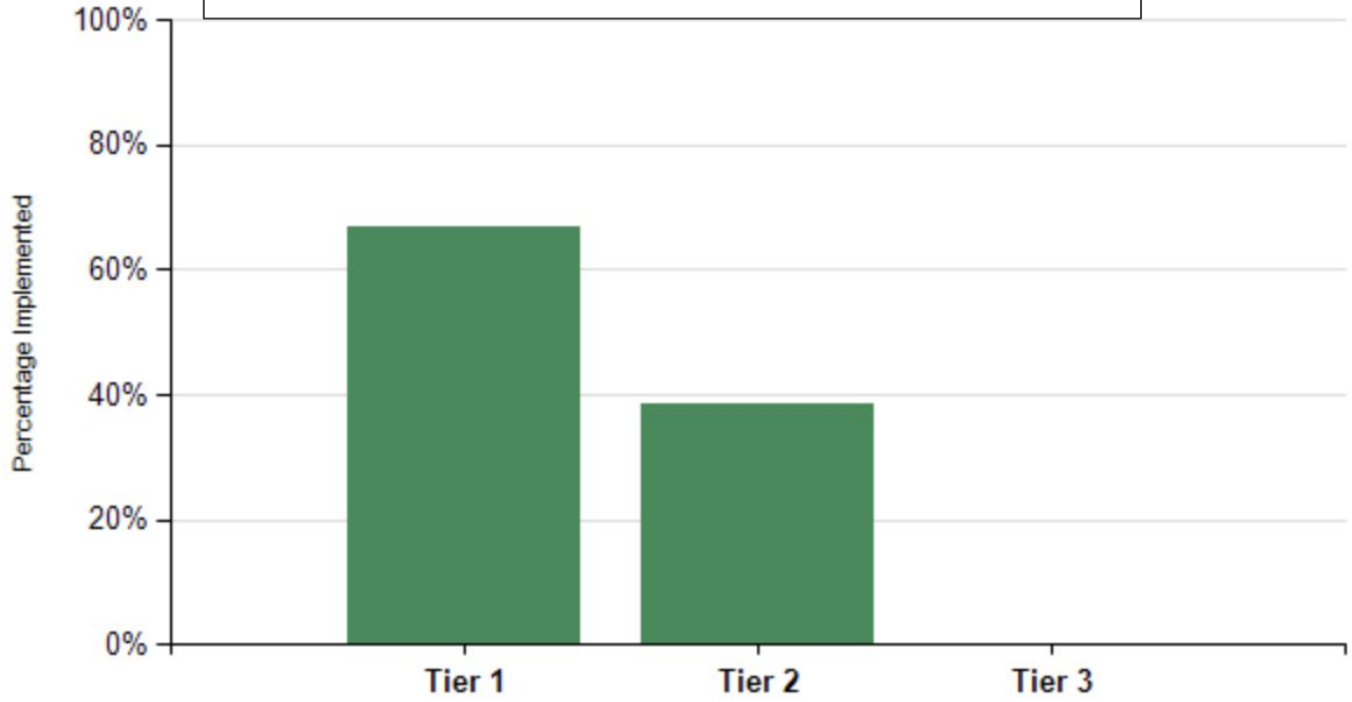
More targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports

General academic and behavior instruction and support provided to all students in all settings.



SCHOOL-WIDE PBIS TIERED FIDELITY INVENTORY FOR NBMHS 3-26-2024



Date Completed	Tier 1	Tier 2	Tier 3
3/26/2024	67%	38%	0%

70% in any given area is considered proficient. 80% shows fidelity.

FY 25 Results:
Tier 1 → 80%
Tier 2 →TBD
Tier 3 →TBD

NBMHS OUT OF SCHOOL SUSPENSIONS (OSS)

FY24
Sept '23-May '24

- 171 OSS
  - Gen Ed: 112
  - SPED: 59

FY25
Sept '24-May '25

- 113 OSS
  - Gen Ed: 66
  - SPED: 47

34% DECREASE IN OSS; 20% DECREASE FOR SPED

ENGAGEMENT

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

GOAL:

Increase the Family & Community Involvement Student Survey Results of the SCCS from 63% to 70% for FY25.

STRATEGIES:

- INITIATIVE: Drawing for Regionals pass for families who complete SCCS.
- COLLABORATION with Nome media for student celebrations.
- IMPLEMENTATION of Key Stakeholder Team begins!

PRIMARY DATA SOURCES:

- SCCS

ENGAGEMENT

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

GOAL:

Increase family attendance at conferences to 50% by the end of FY25.

- Fall participation: 27%
- Spring participation : 31%

STRATEGIES:

- CALL every family with personal invitations to conferences
- PROVIDE transportation
- OFFER classroom incentives for student participation in conferences.

PRIMARY DATA SOURCES:

- Conference attendance tracking

New for FY26:

- Site Council
- PLC for Climate & Culture
- Curriculum
- Standards-based instruction
- Improved Visible Learning

A Crosswalk between PBIS & Cultural Values

PBIS Component	SEL Competency	Aligned Cultural Values	Example Integration Strategy
School-Wide Expectations	Self-Awareness (1A–1D)	Respect for Elders, Nature, Self; Humor	Teach expectations using storytelling, traditional language, and real-life cultural examples. Highlight identity (1B), emotions (1A), and responsibility (1D) in line with cultural norms.
Tier 1 Universal Supports	Self-Management (2A–2D)	Self-Respect; Family Connection; Community Wellness	Include goal setting (2D) and emotional regulation (2A) through morning greetings and student-created art that reflect traditional values.
Recognition & Rewards	Social Awareness (3A–3C)	Love for Children; Sharing; Respect; Responsibility	Celebrate community-centered behavior (3B) with traditional incentives like crafts or games, use cultural titles, and give public family acknowledgments.
Behavior Interventions (Tiers 2–3)	Self-Awareness & Self-Management	Humility; Hard Work; Cooperation	Provide mentoring to help students identify emotions (1A) and decision-making (2C) through family involvement and cultural immersion groups.
Restorative Practices	Social Management (4A–4C)	Responsibility to Tribe; Spirituality; Respect for Others	Use Talking Circles and involve Elders in conflict resolution. Teach empathy (3A) and repair relationships rooted in cultural traditions.
Family & Community Involvement	Social Awareness (3C), Self-Awareness (1C)	Knowledge of Family Tree; Respect for Elders; Spirituality	Co-host cultural events with tribal leaders, honor intergenerational wisdom, and offer workshops that center traditional family practices.
Communication & SEL	Social Management, Self-Management	Humor; Self-Management; Social Awareness	Use storytelling, reflective conversations (4A), mindful nature walks, and emotional vocabulary from local traditions to enhance social cue awareness (3D) and expression (2A).
Data Use & Equity	All SEL Domains	Responsibility to Tribe; Respect for All; Community Wellness	Review SEL and behavior data with a cultural lens. Invite community input and ensure supports reflect cultural values and community wellness goals (1D, 3B).

🌿 1. Culturally-Responsive Teaching of Expectations

PBIS Practice: Teaching school-wide expectations like "Be Respectful, Be Responsible, Be Safe"

Strategy:

- Use **storytelling from Elders** to illustrate respectful and responsible behavior.
- Tie expectations to **traditional values**, such as showing respect for nature, elders, and others.
- Include **cultural examples** in behavior lessons (e.g., how sharing food and stories reflects responsibility and community wellness).

🧭 2. Embed Cultural Values in Tier 1 Lessons

PBIS Practice: Tier 1 universal supports

Strategy:

- Create behavior lessons that incorporate **Self-Awareness and Self-Management** skills through traditional practices like drumming, dance, or storytelling circles.
- Use **Native language phrases** that represent core values (e.g., humility, cooperation).
- Decorate common areas with student-created artwork that reflects **family trees, animals, land, and cultural symbols**.

💬 3. Family Engagement Rooted in Tradition

PBIS Practice: Involving families in behavior planning and celebration

Strategy:

- Invite parents and **Elders as co-teachers** in PBIS lessons.
- Host **Family Nights** where cultural practices are integrated into PBIS (e.g., honoring children's good behavior with traditional naming ceremonies or potlucks).
- Use **intergenerational models** of support—Elders mentoring students during Tier 2 interventions.

4. Recognition Through Cultural Lenses

PBIS Practice: Rewarding and recognizing positive behavior

Strategy:

- Recognize students with **cultural titles or honors** (e.g., "Young Hunter of the Month" or "Community Helper").
- Offer **culturally meaningful incentives**, such as opportunities to learn beadwork, traditional cooking, or native games.
- Use public acknowledgements that **reinforce community pride** (e.g., family shout-outs using Native names).

🌍 5. Restorative Practices with Cultural Foundations

PBIS Practice: Addressing behavioral challenges through reteaching and relationship repair

Strategy:

- Implement **Talking Circles or Healing Circles** as alternatives to punitive discipline.
- Use **cultural conflict resolution strategies**, such as bringing in family or tribal leaders to mediate and teach.
- Focus on **relationship restoration** rooted in humility, respect, and community wellness.

🧠 6. Culturally-Embedded SEL (Social Emotional Learning)

PBIS Practice: Building emotional regulation and empathy

Strategy:

- Teach **humility, cooperation, and love for children** as foundational SEL traits.
- Use **cultural metaphors and stories** to explain emotional resilience (e.g., humor as a strength during hard times).
- Integrate **nature-based mindfulness** and reflection tied to respect for the land and seasons.

🔗 7. Data-Informed Practice with Cultural Sensitivity

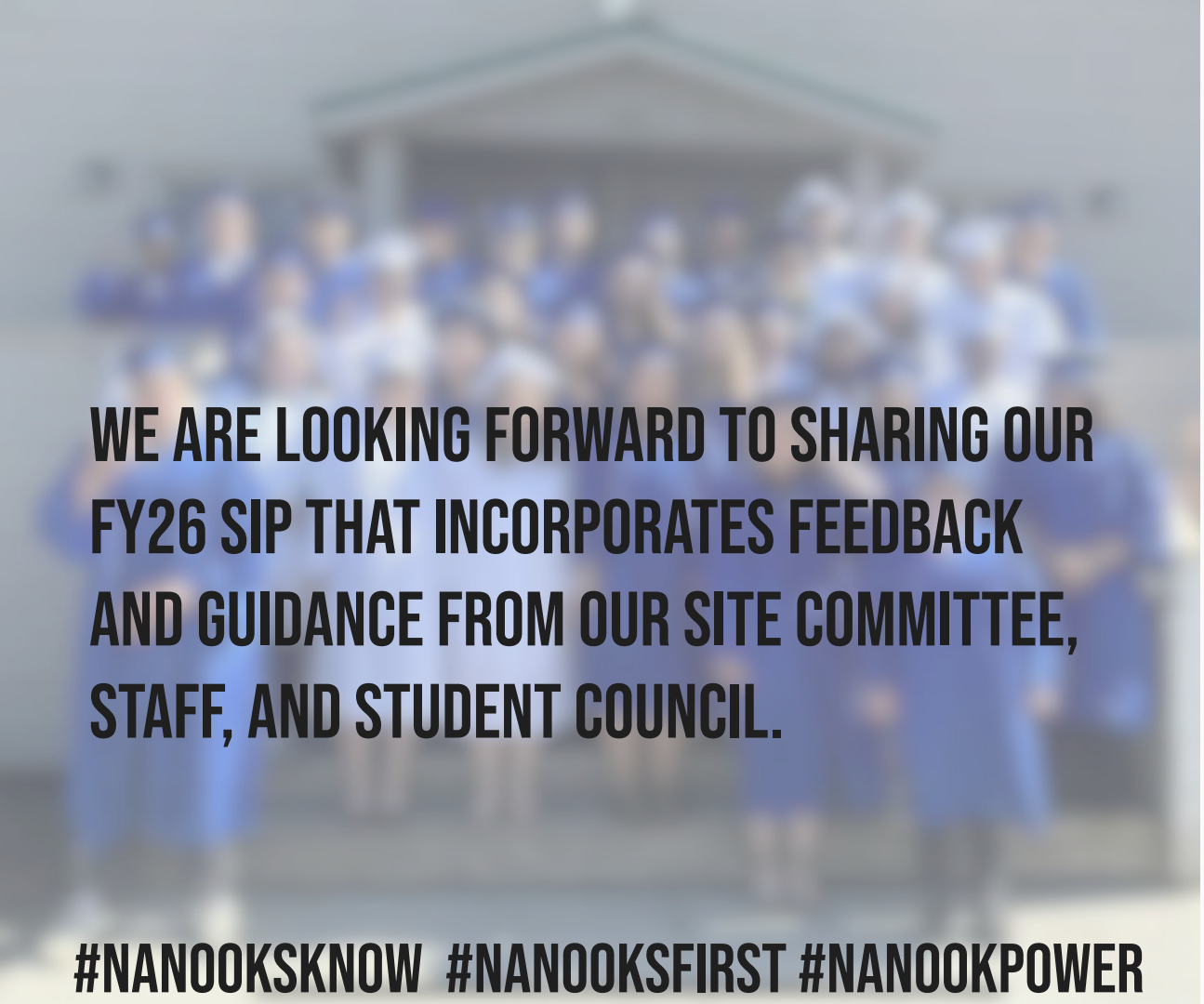
PBIS Practice: Using data to track behavior and guide support

Strategy:

- Train staff on **culturally biased discipline data** and how to recognize implicit bias.
- Collect **qualitative stories and community feedback** alongside quantitative behavior data.
- Use data to identify students who may benefit from **culturally-informed Tier 2/3 supports**, such as mentorship or cultural immersion programs.

✅ Key Benefits of Integrating SEL into PBIS with Cultural Relevance:

- **Reinforces identity** and cultural pride (especially through Self-Awareness and Social Awareness).
- **Fosters respectful community norms**, grounded in traditional values and relational accountability.
- **Empowers students with life skills**, not just school behavior, promoting long-term wellness.
- **Strengthens family-school connections** through culturally resonant SEL language and practices



NBMHS WILL GRADUATE STUDENTS WHO ARE PREPARED TO BE SUCCESSFUL ADULTS.

May Special Education Report - Mary Donaldson

Highlighting Beltz Special Education Team

Nome Special Olympics State Champs

Congratulations to Coach Spencer and Coach Holmes and team for bringing home the championship!

New Learning Space at Beltz

What began as a simple idea transformed into a vibrant mosaic of growth, resilience, and achievement.

From poems and journals to newspapers and comics, students engaged independently, with peers, and alongside family members. Each moment of that journey is reflected in this visual masterpiece. The window display, crafted with textured cards, gently guides students through practices in meditation and self-regulation. And if those strategies take hold, the reverse side encourages the next step: meaningful conversation and connection.

Opposite the side, another wall proudly showcases Nome-Beltz Middle High School's inaugural participation in Unified Sports through Alaska Unified Champion Schools. Students were celebrated for their involvement in Bowling, Field Hockey, and, in just one week, 3v3 Basketball. This recognition illustrates the Special Education Department's unwavering commitment to inclusion, in and out of the classroom—highlighting collaboration, equity, and diversity at its finest.

As if that weren't enough, the space now includes cutting-edge tools to support student wellness and innovation:

Technology for social-emotional and music therapy Introductory engineering (coding) activities Video game therapy Flexible bikes and seating

Yet, above all, this space has become a haven—a place of safety, nourishment, compassion, and shelter for students navigating life's challenges.

And the best part?

Its purpose is beautifully versatile. The Sensory Space doubles as a SPED Resource Office for IEP meetings, a mock-trial setting for independent studies, and a hub for project-based and differentiated learning. Following the AK STAR assessments, it will also serve as a creative studio for students to design personalized Nanook Swag Hoodies—a tangible celebration of a year well spent.

This transformation was made possible by: A Mini-Grant of $800 from our SuperintendentAn investment of approximately $3,000 from Special Education

*********Over 100 hours of personal, non-contractual time and dedication over the last nine days*** ***The investment in our NBMHS Special Education students and families? Absolutely priceless. GO TEAM!***

We would like to invite board members to visit!!

2024-2025 Highlights

- 150 annual IEP meetings held - 100% parent participation- paperwork compliant
- 42 initial referrals Age 3 - 18 referrals 28 qualified
- 49 3 year evaluations - 100% parent participation - paperwork compliant
- 6 new intensives for a total of 24 intensives 21 funded

- Passed state audit - with minimum corrections
- ALL itinerates returning
- Team hired for 2025-2026 school year

- NWEA/MAP assessment increase of an average of 2.8 grade level growth in grades K-8 (based on Winter data)
- Began a true team teaching model at middle school
- Established a sensory room at Beltz
- Increased Special Olympics Involvement

GOALS FOR 2025-2026

ONE

Increase parent learning involvement outside of IEP meetings through a minimum of 6 events held throughout the year.

TWO

Increase learning opportunities for special education staff and regular education staff through an established calendar of training. Topics based on a needs assessment of current special education staff and relevant to each building.

THREE

Integrate culturally relevant pedagogy through programs and practice to increase graduation rates of our students in special education.

Nome Public Schools
Director of Technology Report

Jim Shreve
13 MAY 2025

Current / Completed projects

Due to the ongoing budget concerns and reductions the Tech Department is testing the feasibility of moving from Apple MacBook Air devices to ChromeBook Plus devices for staff. The cost for ChromeBookPlus is half of the cost of Apple devices and would cost much less to repair. Google Workspace for Education includes Google Apps of Gmail, Drive, Docs, Sheets, Slides, and many more. This transition could also save additional funds of approximately $4,000 annually by removing the requirement to renew MS Office.

Identification of technology equipment movement for the upcoming NBMHS roofing project. I have net with the roofing contractors and have received a copy of the specified work and abatement areas. The Tech Department personnel will remove or temporarily relocate equipment as needed to allow access for contractors and protect our investments.

PowerSchool: Preparing for PowerSchool End of Year and NES SummerSchool setup. Preparation for movement to MyPowerHub, PowerSchool's improved public portal option that incorporates communications aspects and greater access to info by parents. Form setup for New and Returning Students for the 25-26 School Year continues. The SY25-26 New Student Enrollment form was expected to publish on 01MAY25, this date has past. I am awaiting draft copies of student handbooks from two schools and a final check of mapped fields of the form to PowerSchool SIS by PS Enrollment support. The SY25-26 Returning Student Enrollment form is expected to go live on or around 01AUG25 after the End of Year processing is complete in PowerSchool SIS server. I have already incorporated changes to the SY25-26 Returning Student Enrollment form from the SY25-26 New Student Enrollment form. There were minor modifications to both forms on basic layout (to streamline the flow of the form). There were additions to both forms for more data collection points for the Migrant Education Program. We also made additions to both forms concerning parental consent requirements for 9th-12th grade student directory information sharing to remain compliant with Title II requirements and for student use of Instructional Technology Tools to comply with Google, COPPA, FERPA, and other requirements.

Future Projects

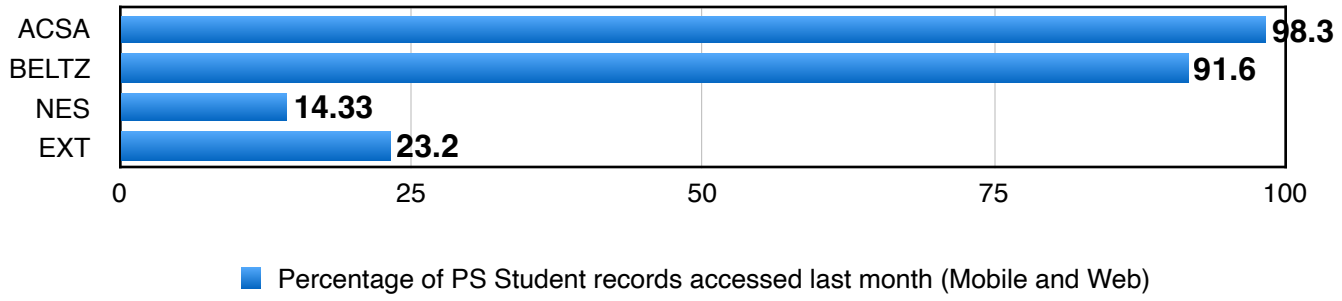
Continue to build on the District's Data Protection Policy by implementing many of the information security processes covered in the virtual Chief Information Security Officer course I am now certified in. I am identifying many policies that either need added our updated to ensure compliance with industry standards. I have submitted a few drafts of these policies for consideration by the Policy Committee.

Network diagraming for our entire network infrastructure in support of District Data Protection Policy. Division of our large layer two network into multiple Virtual Local Area Network segments to improve speed and security of our connected devices and network as a whole. This will also allow better protection of NPS owned equipment from equipment joining the guest side of our network. I have received the quote from our Juniper Switches vendor for support on this monumental task and am reviewing my budget for availability of funds.

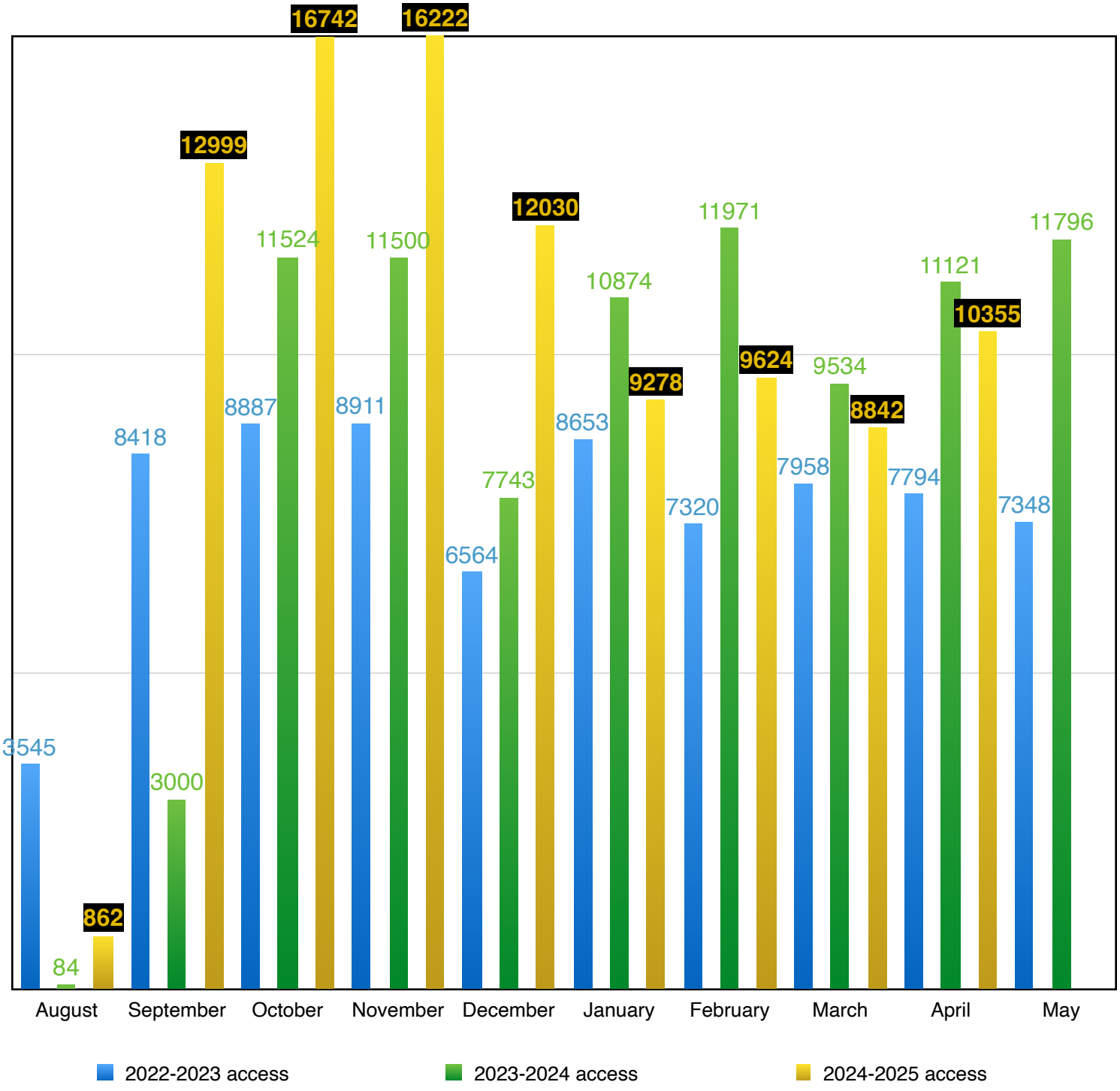
PowerSchool Online Enrollment

As of 07MAY25 the SY24-25 New Student Enrollments forms completed are at 129 (36 for Kindergarten) and the SY24-25 Returning Student Enrollment forms completed remains at 452 for a total of 581 records of 655 (88.7%). Focus has shifted to setting up next years forms, as mentioned above, updates are nearly complete.

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

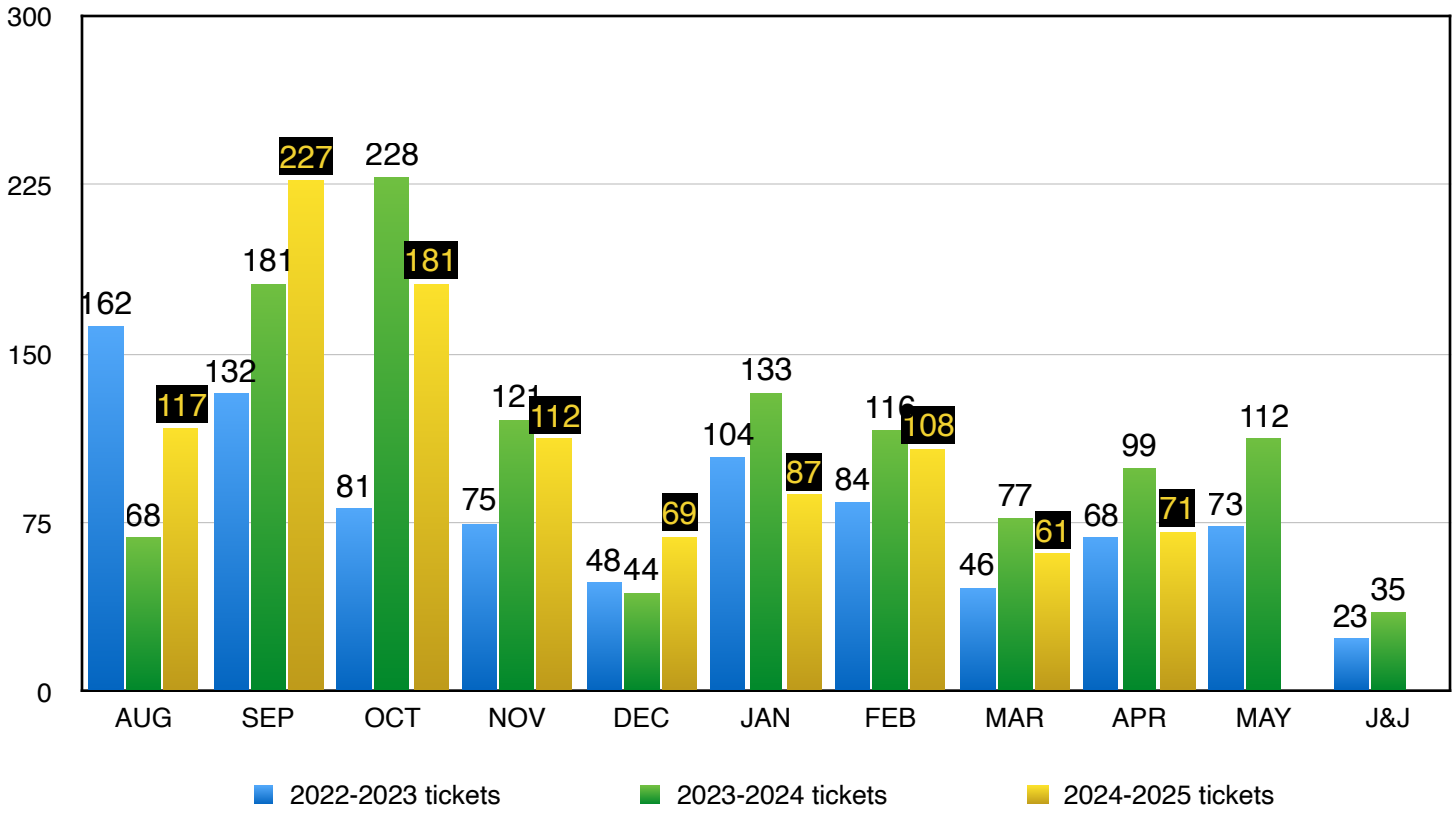


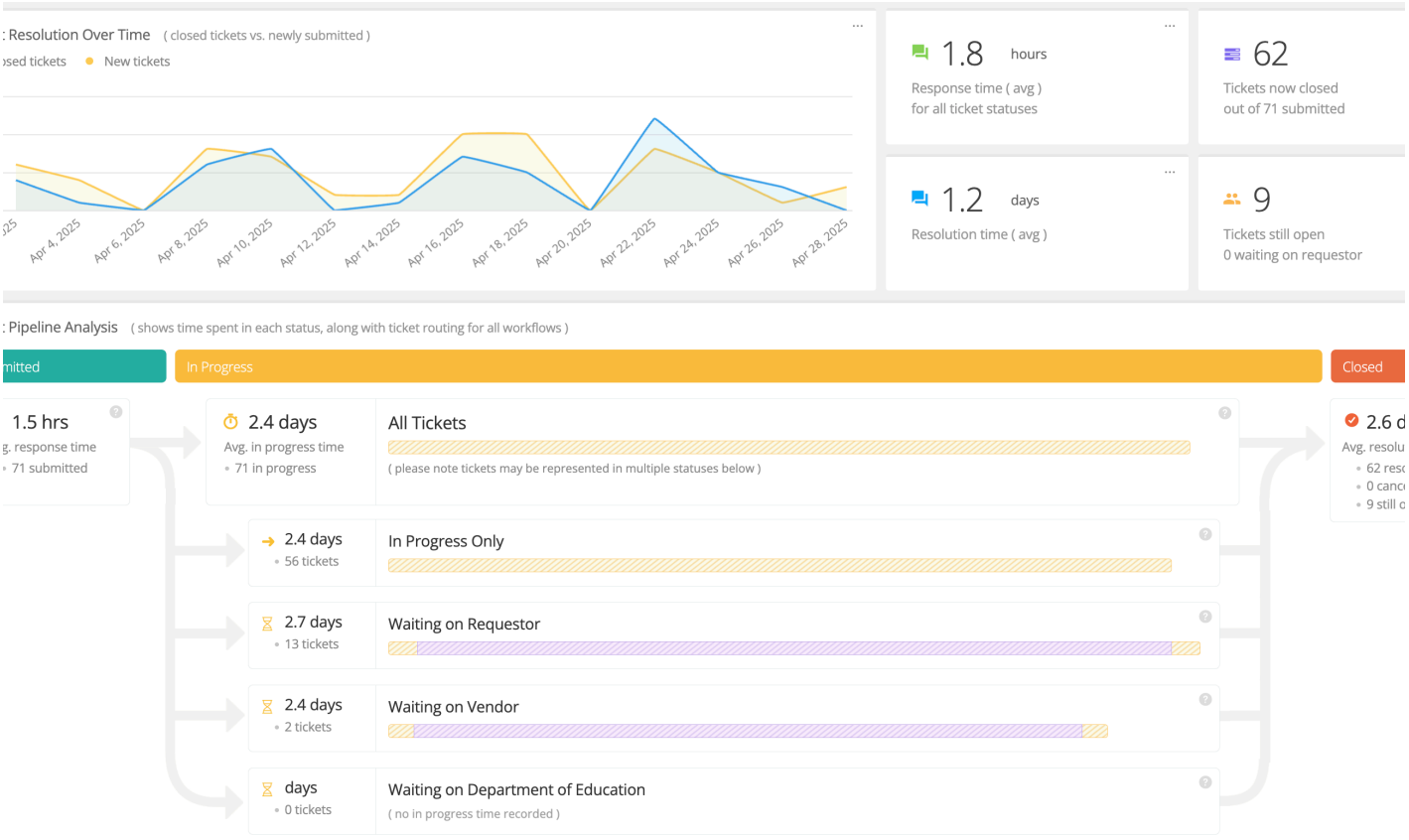
Total Parent and Student PS Web and Mobile Access Sessions



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 62 of 71 (87.3%) of the tech requests submitted through the system. Our average response time was 1.8 hours and average resolution time was 1.2 days.





Nome Public School Board, Facilities Service Report, May 2025
Jonathan Duarte, Facilities Director

Maintenance Snapshot:

- Scheduled Work Order in progress: 72
- Completed Tickets: 75

Staffing:

- Custodian Rotational Supervisor- Brandon Kent
- Custodian Lead- Elizabeth Nolan
- Custodian Lead- Julianna Duarte
- Custodian III -Stan Burgess
- Custodian II- Thuong Nguyen
- Custodian I- Cody Foret, Jordan Tessateskie and Andrew White.
- Rotational Custodian - Raymond Warner and Marlyna Rhinehart
- Maintenance Foreman- Ilya Komarov
- Maintenance Technician II- James Ventress
- Maintenance Technician I- Bill Baxter

Maintenance Department Tasks with Status:

- Building D- Roof reviewed and inspected.
- District- Digitizing construction and as-built drawings with NJUS.
- Fleet Vehicles- Routine schedule maintenance and seeking custom parts for replacements.
- NBHS- Beltz roof reviewed and temporarily patched bad locations.
- NBHS- Door maintenance is ongoing.
- NBHS- Freezer condenser (C2) repaired. Replacing failed parts as they come in.
- NBHS- Gym hot water system under repairs. Pending parts.
- NBHS- Gym shower heads and control valves serviced.
- NBHS- Gym weight lifting equipment serviced.
- NBHS- Ice machine serviced and cleaned.
- NBHS- Kitchen dishwasher soap and post dispensers installed with new units.
- NBHS- Kitchen heat exchanger needs to be replaced. Preparing for installation.
- NBHS- Kitchen products shuffled, stored and reorganized.
- NBHS- Preparing for the summer roof project with contractors.
- NBHS- Salmon room incubator temporarily repaired. Ordered parts.
- NBHS- Routine schedule change out on air handler filters has been completed.
- NBMHS- Gypsum ceiling tiles replaced throughout.
- NBMHS- Heating repairs to original units. Replacing them with new components as they come in.
- NES- Kitchen dishwasher soap and post dispensers installed with new units.
- NES- Fuel level sensor wiring installed. Pending custom sensor.
- NES- Roof reviewed and inspected.

Janitorial Department Tasks with Status:

- Complete daily assignments.
- Deep cleaning in tunnels and mechanical rooms.

Safety Concerns:

- None at this time.

Nome Public Schools

TO: Nome Public Schools Board of Education
THRU: Jamie Burgess, Superintendent
FROM: Genevieve Hollins, Alaska Education & Business Services, Inc.
SUBJECT: FY2025 Expenditures: 7/01/2024 through 04/30/2025
- All Except Special Revenue Programs -
DATE: May 8, 2025

REVENUES:

	Received	Current Budget	Amount Remaining	% Received
State of Alaska - Foundation	$ 7,372,176	$ 8,675,092	$ 1,302,916	84.98%
State of Alaska - One Time	1,054,948	1,115,538	60,590	94.57%
State of Alaska - TRS On Behalf [1]	-	785,902	785,902	0.00%
State of Alaska - PERS On Behalf [1]	-	48,240	48,240	0.00%
City of Nome	2,326,389	3,400,000	1,073,611	68.42%
Impact Aid - U.S. Government PL-874	1,570	90,000	88,430	1.74%
E-Rate	1,827,923	2,641,798	813,875	69.19%
Earnings on Investments	209,923	200,000	(9,923)	104.96%
Other (Fees/Gate/Rentals/Donations)	276,017	340,000	63,983	81.18%
Transfer In From Other Funds	600,000	600,000	-	100.00%
Decrease (Increase) of Fund Balance		239,845	239,845	0.00%
Pupil Transportation (Fund 205)	365,699	560,975	195,276	65.19%
Food Service (Fund 255)	654,809	847,000	192,191	77.31%
TOTAL REVENUES	**$ 14,689,454**	**$ 19,544,390**	**$ 4,854,936**	**75.16%**

(Excluding Federal Special Revenue Programs)

EXPENDITURES:

	Expended & Encumbered	Current Budget	Amount Remaining	% Expended
General Fund (100)	$ 12,700,947	$ 18,136,415	$ 5,435,468	70.03%
Pupil Transportation (205)[2]	612,200	612,200	-	100.00%
Food Service Fund (255)	626,354	847,000	220,646	73.95%
TOTAL EXPENDITURES AND ENCUMBRANCES	**$ 13,939,501**	**$ 19,595,615**	**$ 5,656,114**	**71.14%**

Percentage of Revenue Budget Recvd: 75.16%
Percentage of Budget Expended: 71.14%
Percentage of Year Passed: 83.29%

Days of Expenditures for this Fiscal Year: 304 Days

Remaining in Fiscal Year for Expenditures: 61 Days

Checking Account Bank Balance as of April 30, 2025 - $8,798,430
CDs Bank Balance as of April 30, 2025 - $2,111,774
Northrim Checking Bank Balance as of April 30, 2025 - $2,500

[1]PERS 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.

[2]All regular route costs are encumbered for the year. Budgeting to use ~ $97,000 (up from projection of $47k) of Pupil Transp Fund Balance.

Nome Public Schools

MEMORANDUM

To: Board of Education

Thru: Jamie Burgess, Superintendent

From: Genevieve Hollins, Contracted CFO
Alaska Education & Business Services, Inc.

Date: May 8, 2025

Subject: **Financial Narrative**

FY2026 Budget

The FY2026 Board approved budget was submitted to the City of Nome and we await their response.

FY2026 Health Insurance

We met with our health insurance brokers last week and reviewed all quotes received for health and stop loss insurance. Due to our better-than-expected claims costs, and being able to decrease our stop loss insurance premium cost, we were able to renew with 0% overall cost to the district. Employees will see a very small increase in their monthly premium ($5-$20/month depending upon coverage). We await the brokers final documentation and employee premium calculations. Open enrollment is coming up next week!

FY2026 Food Service

Administration has requested the first of four one-year renewals from NMS. We await their response and should have an action item in next month's board meeting.

Bulk Fuel Purchase

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

Fiscal Year End

Final year-end payrolls are currently being processed. Thank you to all who have remitted their timesheets and/or leave requests timely! The majority of year-end purchasing is complete and now AP is working toward closing out all outstanding invoices, open purchase orders, and reconciling credit card statements, in conjunction with training Ms. Hannah Katongan, the new AP/Purchasing/Receiving Specialist.

Standard Operating Procedure (SOP) #2 – Human Relations

SOP #2 – Human Relations – To establish uniform procedures for management of employee relations. This SOP has been submitted to HR for review. As changes are needed/warranted, HR will advise, and we will include in ensuing board report. Please find the SOP attached for your review, reference, and comments.

Thank you!

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

SOP No. 2

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.

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

SCHOOL BOARD COMMUNICATION

Title: Approval of Extension of Strategic Plan

Date: May 12, 2025

Administrator: Jamie Burgess, Superintendent

Attachments: NPS FY20-FY25 Strategic Plan

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

BACKGROUND INFORMATION

Due to the timing of the District's current plans to develop a Portrait of a Graduate for NPS to serve as a foundation for a new Strategic Plan, the administration is recommending that the current strategic plan be extended into the 2025-2026 school year in order to serve as the governing document until the new plan can be developed.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval to extend the current five year Strategic Plan into the 2025-2026 school year.

Sample Motion: I move to approve extending the current five year Strategic Plan into the 2025-2026 school year.

Nome Public Schools
Strategic Plan

Created Spring 2020

Dear Nome Community Members,

On January 23-24, 2020 a group of community members and staff met to update the Nome Public School District Strategic Plan with the help of outside facilitators from the Association of Alaska School Boards.

Members of the planning team worked together to review district wide information and identified the critical issues facing the Nome Public School District. Building on the strengths of our community and schools, the planning team reviewed the mission and vision statements as well as goals and objectives. In January, an Action Team was appointed and they will continue to work on strategies and actions.

The planning process was truly a collaborative effort and we sincerely appreciate everyone who contributed to the success of the update.

Sincerely,
Brandy Arrington, Board President
and Jamie Burgess Superintendent

Strategic Plan
2020-2025

NOME

SWOT ANALYSIS

JANUARY 2020

STRENGTHS

- Community support and partners
- Student Focused
- Dedicated staff
- Nurturing environment
- Extra-curricular activities
- Fiscally responsible
- Inclusive
- Know our Strengths and Weaknesses

WEAKNESSES

- Financial Needs, lack of state funding
- Staff support and lots of staff turnover
- Engagement
- Student achievement
- Student needs and SEL
- Post-Secondary life skills
- Culture and curriculum relevance
- Teacher prep and prof. development

OPPORTUNITIES

- Parent and family engagement
- After school connections
- Staff retention, connection and development
- Support organizations
- Cultural connections
- Pathways for development / Post-Secondary options / Cultural bearers

THREATS

- Institutional racism
- Perceptions
- Attitudes/behaviors and toxicity
- Staffing and employment issues
- Systems
- Loss of language and culture
- Academic underachievement

VISION:

Together, strong in identity, purpose and potential

ASPIRATIONS*

1. Students are prepared and empowered to find their purpose and pathway

2. Educational experiences respectfully integrate Indigenous identity

3. Students and families are positively connected to school, community and culture

4. Retention of effective administrators, educators and staff

5. Educational system that excites students to reach their learning potential

*Superintendent and team will now develop goals/objectives/strategies and activities to make these aspirations realized.

INUPIAQ VALUES

- Knowledge of Language
- Respect for others
- Sharing
- Cooperation
- Humility
- Respect for Elders
- Love for Children
- Hard Work
- Resolve Conflict
- Respect for Nature
- Domestic Skills
- Spirituality
- Humor
- Family Roles
- Hunter Success
- Responsibility to Community
- Knowledge of Family Tree

MISSION:

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

MEMBERS OF THE COMMITTEE:

Molly Kenick, Rhonda Schneider, Doug Walrath, Kelly Bogart, Darlene Trigg, Ukallaysaaq Okleasik, Niaomi Brunette, Jamie Burgess, Lisa Leeper, Teriscovkya Smith, Kacey Miller, Phyllis Walluk, Jim Shreve, Yaayuk Alvanna-Stimpfle, Kathy Lyon, Nancy Mendenhall

Strategic Plan Goals & Objectives

Created Spring 2020

Students are prepared and empowered to find their purpose and pathway

Goal 1: Students are prepared for the post-secondary pathway of their choice

Objective 1.1

All students have an opportunity to explore a variety of post-secondary options (college, career, military, subsistence, etc.) ***SEF 3-9***

Strategies and Actions	Key Indicators or Measurement	Time Frame	Who is Responsible
1.1.1 Provide opportunities at all grade levels for students to develop post-secondary plans and goals.	% of students participating in a post-secondary goal-setting session with a staff member	Ongoing, review/report at least annually	Teachers Counselors Site Administrators
1.1.2 Provide focused post-secondary preparation opportunities for students.	Participation data in courses, internships/job shadowing, site visits/field trips, employer presentations, etc.	Ongoing, review/report at least annually	Teachers Site Administrators

Objective 1.2 Students develop learning goals and are able to measure their own progress against those goals ***SEF 3-11, 3-8***			
Strategies and Actions	**Key Indicators**	**Time Frame**	**Who is Responsible**
1.2.1 Students make and reflect on goals that are tied to academic achievement and/or personal growth	% of students utilizing goal setting tools: i.e. MAP Goal Setting, Form of Portfolio AKCIS Goals	Review/Report Annually	Site Administrators Classroom Teachers Counselors College and Career Counselor

Objective 1.3 Students are able to demonstrate high levels of achievement on a variety of assessments (local, state, national) ***SEF 3-7, 3-8***			
Strategies and Actions	**Key Indicators**	**Time frame**	**Who is Responsible**
1.3.1 Improvement of instruction through increased student engagement, use of effective instructional strategies, and local knowledge	MAP, BAS, Amplify, Common Formative Assessments, PEAKS, ACT/SAT, CBMs,frequency of Kagan structures	Review at end of each quarter	District Leadership Building Administration Intervention Specialists SPED Department Classroom Teachers Paraprofessionals
1.3.2 Implementation of early and effective intervention plan, based on comprehensive assessment data	Completion of a site-based RTI Plan; Student progress on assessments selected in RTI Framework for student	RTI Plan - complete by end of FY21 Student Progress - reviewed at intervals in RTI plan	District Leadership Building Administration Intervention Specialists SPED Department Classroom Teachers Paraprofessionals

Educational experiences respectfully integrate local and indigenous identity.

GOAL 2: Programs, courses and instruction reflect and incorporate local and indigenous identity

Objective 2.1

Implement programs and practices that support indigenous language revitalization

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
2.1.1 Dual Enrollment Inupiaq Language Classes	Number of student participants	End of each semester	NWC or NBHS Language Teacher NBHS Administration
2.1.2 Integrate local indigenous languages	Signage, announcements, conversational expressions or phrases, and lessons used by staff and students school wide	Review/Report Annually	District Leadership Building Administration Classroom Teachers Paraprofessionals
2.1.3 Implement and grow Inupiaq Immersion Program	# of students enrolled, # grade levels served	Kindergarten - FY21	Superintendent Federal Programs NES Administrators Classroom Teacher Paraprofessionals

Objective 2.2

Explicitly incorporate local knowledge in curriculum and classroom instruction

SEF 4-3, 4-4, 2-1a, 2-2, 2-3, 3-4

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
2.2.1 Recognize and utilize local expertise. Incorporate local culture, heritage and traditional values into instruction.	Resource (library) Guide usage Lesson Plans Visitors Logs Usage of Community Expert List Published Photos	Annual Review/Report	Superintendent Federal Programs Community Partners Cultural Studies Teachers
2.2.2 Develop and regularly update a library of cultural resources, books, websites, etc. for instruction.	Review of compiled materials	Annual Review/Report	District Leadership School Library Staff Cultural Studies Teachers Community Partners Classroom Teachers
2.2.3 Develop curriculum maps and pacing guides which integrate place-based learning, elder/community instruction, and local knowledge	Completion of Maps/Guides; Regular Revision	Annual Review/Report	District Leadership Classroom Teachers Community Partners Cultural Studies Teacher
2.2.4 Staff participate regularly in cultural awareness opportunities and all new teachers participate in a cultural orientation.	Transcripts Sign In Logs	Annual Review/Report	District Leadership Site Administration Community Partners

Students and families are positively connected to school, community and culture

GOAL 3: Students and Families will be positively connected to their school, their community and their culture.

Objective 3.1

Increase parent and community engagement in each school

SEF 4-3, 4-4, 4-5

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
3.1.1 Host regular family events in the school focused around students' sharing work and/or local knowledge spotlight with activities for students and families	# of Scheduled events and # of attendees	Ongoing; review/report annually	District Leadership Site Administration School Library Staff Cultural Studies Teachers Community Partners Classroom Teachers Families?
3.1.2 Partner with regional Native Corporations and other Community organizations to increase ongoing volunteer involvement at each site.	Number of events in the classroom, Number of invitations issued from Community Expert List, # of Volunteers: Sign In Logs Recognition of volunteerism	Ongoing; review/report annually	District Leadership Site Administration School Library Staff Cultural Studies Teachers Community Partners Classroom Teachers

Objective 3.2 Improve School Climate ***SEF 3-5***			
Strategies and Actions	**Key Indicators**	**Time Frame**	**Who is Responsible**
3.2.1 Implement restorative discipline practices	Disciplinary Data, including ISS/OSS	Annual Review/Report	Teachers Site Administrators
3.2.2 Utilize evidence-based strategies to support social emotional learning of students	Cooperative Learning Practices (observed); School Climate & Connectedness Survey; Disciplinary Data	Annual Review/Report	Teachers Site Administrators District Administration
3.3.3 Regular positive communication between teachers and families	Staff contact logs Testimonials	Review/Report at least once a semester	Teachers Site Administrators

Retention of effective administrators, educators and staff

GOAL 4: Recruit, Support and Retain Effective Administrators, Teachers and Staff

Objective 4.1

Implement New Staff Mentoring Program

SEF 2-5, 5-4, 5-5

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
4.1.1 Work with community partners to provide regular events for new teachers	# of events and teacher participation	Begin Fall 2020; annual review/report	District Administration Site Administration Community Partners
4.1.2 Develop a formal "Adopt A New Teacher" Program to develop professional and personal connections in Nome	Teacher Mentorship Community Mentorship Community Activity Opportunities	Summer 2020 planning, implementation Fall 2020, annual review/revise	District Administration Site Administration Community Partners

Objective 4.2

Professional Development Plans & Support

SEF 2-5

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
4.2.1 Provide all staff Professional Development opportunities to further their professional careers; include opportunities for staff input and choice	Site & District Professional Development Plans; Participation in District provided Professional Development Staff Interest/ Follow-up Surveys	Ongoing; annual review/report	Site Administration District Administration

Objective 4.3

Support a "Grow Your Own Teachers" Program

SEF 2-5

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
4.3.1 Support future teachers programs/classes including student opportunities to be in the classroom as a teacher aide	List of Programs/Classes Number of Participants	Ongoing; annual review/report	High School Administration Elementary School Administration District Leadership
4.3.2 Actively support state programs or legislation which supports development of new teachers (scholarships, loan forgiveness programs, alternative pathways, etc.)	Emails/Phone Call Logs to Legislators and Lobbyists	Ongoing; annual review/report	Community Partners District Leadership
4.3.3 Highlight/celebrate home-grown teachers and those making progress towards becoming educators	Posters, Public Recognition	Ongoing	Community Partners District Leadership

Educational system that excites students to reach their learning potential

GOAL 5: Provide a variety of learning experiences that engage students and meet their individual needs

Objective 5.1

Offer a variety of courses and instructional experiences which incorporate student choice and meet student needs ***SEF 3-8, 3-9, 3-10***

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
5.1.1 Provide a rich variety of course offerings/electives at all levels allowing for student input	Advanced/honors/AP courses, Dual credit courses, Online courses, CTE courses, Variety of electives, Participation numbers	Ongoing; Annual Review/Report	Site Administrators Counselors Teachers

Objective 5.2

Provide a variety of extra-curricular opportunities at all levels ***SEF 5-1***

Strategies and Actions	Key Indicators	Time Frame	Who is Responsible
5.2.1 Offer robust after school and extracurricular programming at all sites	After school classes/clubs & Student Participation; # of culturally-oriented classes/clubs offered	Ongoing; Annual Review/Report	District Leadership Site Administration Community Partners Federal Programs

Objective 5.3 Integrate technology as a learning and instructional tool ***SEF 3-10, 5-1***			
5.3.1 Provide teacher professional development on technology integration	District PD plans; Site PD plans	Ongoing; Annual Review	Site Administration District Administration Teacher Leaders Technology Integration Staff
5.3.2 Students use technology regularly to produce novel work	Student work samples; Showcase of work	Ongoing; Annual Review	District Leadership Site Administration Classroom Teachers
5.3.3 Provide instruction on digital citizenship & literacy	Lesson plans; Sample Activities	Ongoing; Annual Review	District Leadership Site Administration Classroom Teachers Community Partners

Nome Public Schools
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SCHOOL BOARD COMMUNICATION

Title: Approval of FY26 School Handbooks

Date: May 12, 2025

Administrator: Site Principals

Attachments: Draft Handbooks

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

BACKGROUND INFORMATION

Attached are the draft handbooks for all sites/programs for the Board's review and approval. Some final revisions with regards to staffing and schedules will be made prior to final publishing in August.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the school handbooks for 2025-2026 as presented, acknowledging some minor edits are still needed for the final handbook.

Sample Motion: I move to approve the school handbooks for 2025-2026 as presented, acknowledging some minor edits are still needed for the final handbook.

NOME-BELTZ
MIDDLE/HIGH SCHOOL
#nanookstrong
2025-2026
STUDENT HANDBOOK

[*Pending NPS Board approval*]

Nome-Beltz Fight Song

On Nome-Beltz High!

On Nome-Beltz High!

Fight, fight, all the time

Pass the ball around the players

Baskets all the time

Rah, Rah, Rah!

On Nome-Beltz High!

On Nome-Beltz High!

Fight on for your fame

Fight Nanooks

Fight, fight, fight

We'll win this game -Rah!

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NOME PUBLIC SCHOOLS VISION AND MISSION STATEMENT

Vision Statement:

Together - strong in identity, purpose, potential

Mission Statement:

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

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS)

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

What is PBIS?

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

Nome Public Schools Behavior Purpose Statement

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

School-Wide Behavior Expectations

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

NBMHS Behavior Expectations Matrices

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

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

PROMOTION AND GRADUATION REQUIREMENTS

Middle School Promotion Requirements

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

High School Graduation Requirements

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

Required Classes	**Total MinimumCredits Required**
Language Arts	4
Science	2
Mathematics	3

Social Studies	3
Health/Physical Education	1
Electives	9
Note: While 22 is the minimum requirement, most students will earn an excess of credits upon graduation. Take advantage of every learning opportunity to promote success after high school! For other graduation policies and credit information, please see **AR 6146.1.**	

WITHDRAWAL OR CHANGE OF CLASSES

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

GRADE REPORTING

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

NBMHS grading scale

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

High School Finals

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

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

Progress Reports & Report Cards

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

- 1st Quarter Progress Reports — Week of September 29, 2025
- **1st Quarter Report Cards — Week of November 3 (Q1 ends 10/31/2025)**
- 2nd Quarter Progress Reports — Week of December 1, 2025
- **Semester 1 Report Cards — Week of January 19 (Q2/S1 ends 01/16/2026)**
- 3rd Quarter Progress Reports — Week of February 9, 2026
- **3rd Quarter Report Cards — Week of March 30 (Q3 ends 03/27/2026)**
- 4th Quarter Progress Reports — Week of April 29, 2026
- **Semester 2 Report Cards — Week of June 1 (Q4/S2 ends 05/29/2026)**

SCHEDULE INFORMATION

Teacher Assistants

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

Free Periods

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

Dual Credit Courses

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

PARENT-TEACHER CONFERENCES

Our goal is to set up an event that will get more families in attendance to grow our partnerships. We have a schedule out as soon as possible. **#familiesfirst**

- **Fall Conferences:**

  - Monday, November 10
  - Tuesday, November 11

- **Spring Conferences:**
  - Friday, February 13
  - Monday, February 16

ALASKA PERFORMANCE SCHOLARSHIP

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

COLLEGE AND APTITUDE EXAMS

College Entrance Exams

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

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

Testing Dates
TBD

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

Testing Dates
October 4, 2025 (Deadline TBD)
November 8, 2025 (Deadline TBD)
December 6, 2025 (Deadline TBD)

May 6, 2026

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

Testing Dates
TBD
TBD

WorkKeys Assessment
The **WorkKeys** test is a compilation of assessments that build and measure workplace skills that affect job performance, increase the opportunity for career changes, and facilitate career advancement. We will release testing dates in the fall.

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

COUNSELING

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

STUDENT CELEBRATIONS

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

ASSEMBLIES

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

INTERNET SAFETY AND USAGE AGREEMENT

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

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

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

SAFETY AND SECURITY

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

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

Emergency Response Procedures

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

will receive more information through NPS mailings, announcements, and our newsletter. For more information on ALICE, parents and students should visit the website: **ALICE training**

STUDENT ATTENDANCE

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

Definitions

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

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

1. **Excused absences include:**

   a. Injury or illness

   b. Quarantine

   c. Death in the immediate/extended family

   d. Medical or dental appointment

   e. Court or administrative proceedings

   f. Religious observance

   g. Subsistence/cultural activities

2. **School Sponsored Absences**: School sponsored activity absences are absences due to student participation in school-sponsored clubs, sports activities, or field trips. These absences are considered to be part of the regular school program. Church groups, scouts, beauty pageants, club swim teams, leagues, non-school sponsored activities, etc, are not included as school sponsored activities. Students missing regular classes due to school-sponsored activities, such as sporting events, are expected to make plans with their teachers in advance of travel.

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

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

3. **Additional details:**

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

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

D) **Tardy**: All students arriving late to campus must check in at the main office before heading to class - this is for the safety and security of our building. Students excessively late for class are subject to administrative review and behavior consequences, depending on frequency and severity.

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

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

Attendance Recognition and Celebration

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

PLANNED SCHOOL CLOSURES

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

September 1	Labor Day
November 10-11	Parent-Teacher Conferences
November 27-28	Thanksgiving Break
December 22-January 2	Winter Break
January 5	Teacher Inservice
February 13 & 16	Parent-Teacher Conferences
March 16-20	Iditarod (Spring) Break
April 24	Teacher Inservice
May 25	Memorial Day

MAKE-UP WORK

Planned Absences

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

- As a general rule, students will be given one day for each school day missed up to a maximum of 10 make-up days in order to potentially receive full credit for all make-up assignments. Extended absences will be considered on an individual basis.
- Absences that occur at the end of a grading cycle might result in an incomplete (INC) course grade; students will have 2 weeks (10 school days) to submit the appropriate work required for course credit. All outstanding work not completed by the agreed upon due date will receive a zero (0% score). Please note that grades for the 2nd semester are due the day after school releases and incompletes will not be assigned. Incomplete grades for a course will be at the administration's and/or teacher's discretion.
- Inform the Main Office if you are out for subsistence; we honor these activities with additional exemptions and support. #subsistencevalues
- *Absences impact learning; extensive absences will impact a student's ability to succeed. Please make every effort to be in class while school is in session.*

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

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

AFTER SCHOOL TUTORING

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

BATHROOM AND HALL PASSES

- Designated bathroom passes are only for trips to the restroom and/or water fountain. Only one student in a class may use a bathroom pass at any given time.

- For other situations when a student leaves the room, they must have a hall pass, signed by a staff member. An acceptable pass indicates the date, time left, and destination. Teacher Assistants (TAs) and other designated students will have provided passes/lanyards whenever they are out of the room completing their work.

OFF-CAMPUS PASSES

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

- **BRING** a written note from your parent or guardian on the day that you need to leave. Your parent or guardian may also send an email, but phone calls will not be accepted.
- **SHOW** your teacher the approved pass provided by the main office; before leaving campus, you must sign out with the Attendance Secretary. Students who do not have a vehicle registered must be accompanied by a guardian or guardian approved person.
- **STOP** in the main office and sign in so that you can go to class when you return.
- **Note: Students who leave/return during lunch must be signed in/out with a parent/guardian listed in PowerSchool.**

DAILY BULLETIN

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

STUDENT DRESS

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

NBMHS Core Values

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

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;

- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;
- Students and staff are responsible for managing their personal distractions; and
- Students should not face unnecessary barriers to school attendance.

Universal Dress Code

Students must wear:

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

This dress code permits additional student attire requirements when necessary to ensure safety in certain academic settings (physical activity, science or CTE courses, for example). Additionally, this policy allows for reasonable variation in required student attire for participation in activities such as swimming.

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

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

Enforcement

- Principals are required to ensure that all staff are aware of and understand the guidelines of this policy. Staff will use reasonable efforts to avoid dress-coding students in front of other students and contact administration when they have concerns.
- Students will be disciplined or removed from class as a consequence for wearing attire in violation of this policy when the attire creates a substantial disruption to the educational

environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, and bullying.

- Typical consequences for a violation of this policy include parent/guardian contact or conference and the directive to change or remove the non-complying attire. A student may be instructed to leave their classroom briefly to change clothes. NBMHS will provide clothing when possible. Administration will notify a student's parent/guardian of the school's response to violations of the student dress policy.

LOCKERS

- **Middle School:** Because backpacks are not allowed in the classroom, all middle school students will be assigned a locker where they are expected to store their items. Bulky items may be neatly placed at the locker benches.

- **High School:** As part of their orientation, all freshmen will have assigned lockers; sophomores, juniors, and seniors may request a locker.

Regarding ALL NBMHS lockers:

- Keep lockers organized and secure at all times;
- Avoid jamming lockers; this causes damage that could result in fees. Students who set lockers may lose privileges.
- Locker decorations are for school activities only and should be cleaned before the end of the year. Please do not put stickers on your locker - you might end up scrubbing!
- Lockers are the property of the school and can be searched by administration to ensure school safety.

BREAKFASTS AND LUNCHES

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

Please be cooperative regarding the following rules:

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

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

Middle and High School students:

- After getting off of the bus, **all students will head to the cafeteria**, even if they are not eating.
- Breakfast dismissal is at 8:25 for HS and 9:05 for MS students, who will head to their Advisory classes with their teachers.
- Advisory runs from 9:10-9:25 on most days; with 1st-period starting immediately after.

PERSONAL SNACKS AND BEVERAGES

Non-caffeinated beverages and snacks are at the discretion of teachers. No food or drink is allowed while using technology. Please clean up after yourselves!

STUDENT TELEPHONE CALLS

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

CHEATING AND PLAGIARISM

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

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

STUDENT-ISSUED MATERIALS

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

CAMPUS VISITORS

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

WEAPONS, KNIVES, AND LOOKALIKES

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

CELL PHONES AND ELECTRONIC DEVICES IN SCHOOL: Off & Away!

Middle School Policy:

- Responsible cell phone usage is only allowed during breakfast, lunch, and after school.

High School Policy:

- Students may use their cell phones before 1st-period, during passing periods, at lunch, and after dismissal. It is important to learn how to regulate usage, so let's support each other!
- Cell phones should be off and away when the bell for class rings.

Inappropriate Usage for Middle and High School:

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

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

PERSONAL LAPTOPS AND EQUIPMENT

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

TOBACCO, VAPE, AND E-CIGARETTES

NBMHS is a tobacco and drug free campus and prohibits the use of all tobacco products by staff, students, visitors, and community members in or on NBMHS property, on school district-sponsored transportation, at school district-sponsored events, in district-owned vehicles, and within five hundred feet of schools. NBMHS prohibits the possession of tobacco

products and other substances by students in or on NBMHS property, on school-sponsored transportation, at school-sponsored events, and in school-owned vehicles. For purposes of this policy, the term “tobacco products" includes but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices and vapor products, non-FDA approved nicotine delivering devices, chemicals or devices that produce the same flavor or physical effect of nicotine substances; and any other smoking/vaping equipment, material, or tobacco innovation.

STUDENT ACTIVITIES GUIDELINES

Student activities include: clubs, organizations, sports, as well as all special activities sponsored by these groups. All student activities are important for student growth, however, to participate, students must follow all required eligibility and participation guidelines. Students wishing to remain in the building until their activities begin must wait in the Nanook Room.

Student Conduct Eligibility

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

Student Activities

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

Organizational Clubs

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

ASAA Sponsored Activities

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

Athletic Fees and Balances Due

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

ELIGIBILITY FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

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

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

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

2. Attendance at After-School Functions
Students serving OSS may not be on campus throughout the duration of their suspension. After returning to class, students may participate in school activities and events.

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

1) On designated Mondays administration will certify all students as either eligible or ineligible based on current NPS guidelines. Students certified as ineligible will be held out of travel and competition for the next seven calendar days. ***Teachers will not accept student work for grading on eligibility check days to ensure equitable practices for all***

students.

2) Administration will provide a set of the Activity Progress Reports to the appropriate sponsor for distribution to the participants. Administration will also maintain a set of the activity progress reports.
3) The participants should return the parent signed Activity Progress Report to their coach/sponsor prior to travel and/or competition.

4. Scholastic Grade Rule

- Student academic performance must be a priority. Student involvement in extracurricular activities has been demonstrated to contribute to higher student achievement. Students, parents, coaches and sponsors should all be aware of a student's academic performance on a continuous basis.
- Students must maintain a minimum 2.0 cumulative GPA on a 4.0 scale to be eligible for any extra-curricular activity. *During eligibility checks, a student who falls below a 2.0 GPA or who has more than one failing grade will be ineligible for competition or travel.* First quarter eligibility will be determined by the prior year's semester grades, with the exception of first quarter incoming freshmen.
- Ineligible students will not be allowed to travel or participate in contests or performances, but may continue to practice at coach/sponsor discretion.
- Students with more than one failing grade on their Activities Progress Report will not be permitted to travel or participate in contest(s) that week. Activity Progress Reports are required in season, prior to competition or performance as appropriate.
- Students must also meet the academic requirements that are set by the ASAA board.

5. School Attendance

Students must:

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

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

6. Student Conduct

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

STUDENT TRAVEL RULES

1. **Students must obey the instructions of the chaperone(s).** Students, who display disobedience or uncooperativeness to the chaperone(s), to the extent that safety or chaperone effectiveness is compromised, may be returned to their home-site with administrative (principal, assistant principal or superintendent) concurrence, and their parent/guardian billed by the school district for the cost of return travel.

2. **The use of tobacco, alcohol, and/or drugs is prohibited regardless of the age of the student.** Students who break the laws of Alaska, such as in the case of shoplifting, alcohol possession or consumption, drug use, etc., will be reported to local law enforcement, the principal, and parent(s)/guardian(s). The student will also be returned to their home-site and their parent-guardian billed by the school district for the price of return travel.
3. **Students must attend all classes on the day of a trip prior to departure and the day after the return from travel.** Students failing to attend classes on the day of departure will not be allowed to travel and failing to attend the day after will be ineligible for the next week of competition. The Principal or their designee may excuse students from attending classes. Permission to miss classes on the day of departure should be secured no later than the day before the trip departure date.
4. **Students will be with the chaperone(s) at all times when traveling.** Chaperone(s) may assign students to groups of at least three students while at a mall, movie or event. Under no circumstances will students be permitted to leave the building without a chaperone(s) in attendance.
5. **Students must dress appropriately for cold weather travel on commuter airlines.** This includes parka, insulated boots, gloves, insulated pants, and insulating headgear. All are to be worn on the plane. Appropriate clothing for both departure and arrival destinations is required when traveling on a major airline.
6. **Students must respect the chaperone(s) decisions regarding the selection and approval of all activities.** Only movies rated "G", "PG" and "PG-13" shall be permitted.
7. **Unless the schedule absolutely does not permit it, time will be set aside daily for students to work on classroom assignments.**
8. **Students will not be out of their rooms following curfew, lights out and bed check.** Offenses may result in the following: student(s) being returned to their home-site with home-site administrative (principal, assistant principal or superintendent) concurrence and their parent-guardian billed by the school district for the price of return travel; out of school suspension.

ASAA ELIGIBILITY EXCERPTS

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

2. **Semester Credit Rule**

   Freshman, Sophomores, and Juniors
   - Must have passed at least five (5) semester units of credit or the equivalent during the previous semester.

- Must have maintained at least an overall 2.0 GPA during the previous semester.
- Underclassmen who have not maintained an overall 2.0 GPA during the previous semester may regain eligibility during the current semester by achieving and maintaining an overall 2.0 GPA within the school's grading system.

Seniors

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

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

DANCE SPONSORSHIP AND ELIGIBILITY

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

School Dances:

1. All dances must be pre-approved by administration.
2. A list of chaperones must accompany the request for dances; have chaperones initial or sign the Activity Request Form.
3. All dances scheduled on nights of ball games will start no earlier than fifteen minutes after the end of the last game.
4. Students who do not attend Nome-Beltz will not be permitted at dances without official permission from administration.
5. Middle School students may not attend a high school dance and High School students may not attend Middle School school dances.
6. At least two (2) NPS staff members, and enough chaperones to properly monitor students are required to be present for the duration of the dance.
7. Dance times will be published and shall end no later than 11:30pm. The Prom schedule may be extended upon administrative approval.
8. Students must remain in the dance area. No one is to enter any other part of the building without a supervisor.
9. No tobacco, drugs and/or alcohol of any kind are permitted per state law and school policy. It is the responsibility of the supervisors to notify the police of any violations.

10. Students in violation of school rules at dances or school events will be dealt with in the same manner as if the violation occurred during a normal school day.
11. Doors will be closed one and one half (1-1/2) hours after the dance starts, or at 10:00 P.M., whichever is earlier. Principals will give permission for late entry only to students whose jobs last beyond the closing of the doors or students with a legitimate reason.
12. Persons leaving the dance will not be readmitted, this includes returning to vehicles.

PROM GUIDELINES

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

1. Attendance at prom is open to all NPS high school students.
2. Students serving OSS on the day of prom will not be allowed to attend; if prom is a weekend event, students serving OSS the school day before and/or after will not be allowed to attend.
3. Students at Nome-Beltz may invite other students to the prom by submitting a **Prom Guest Permission Form** and approval from the administration. Guests must be at least 14 years old and/or in 9th grade and must be under the age of 21.

SCHOOL AND ACTIVITY BUS RULES

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

STUDENT VEHICLES

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

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

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

STUDENT SEARCH PROCEDURES

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

ELECTRONIC SURVEILLANCE

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

NOME-BELTZ BEHAVIOR GUIDELINES

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

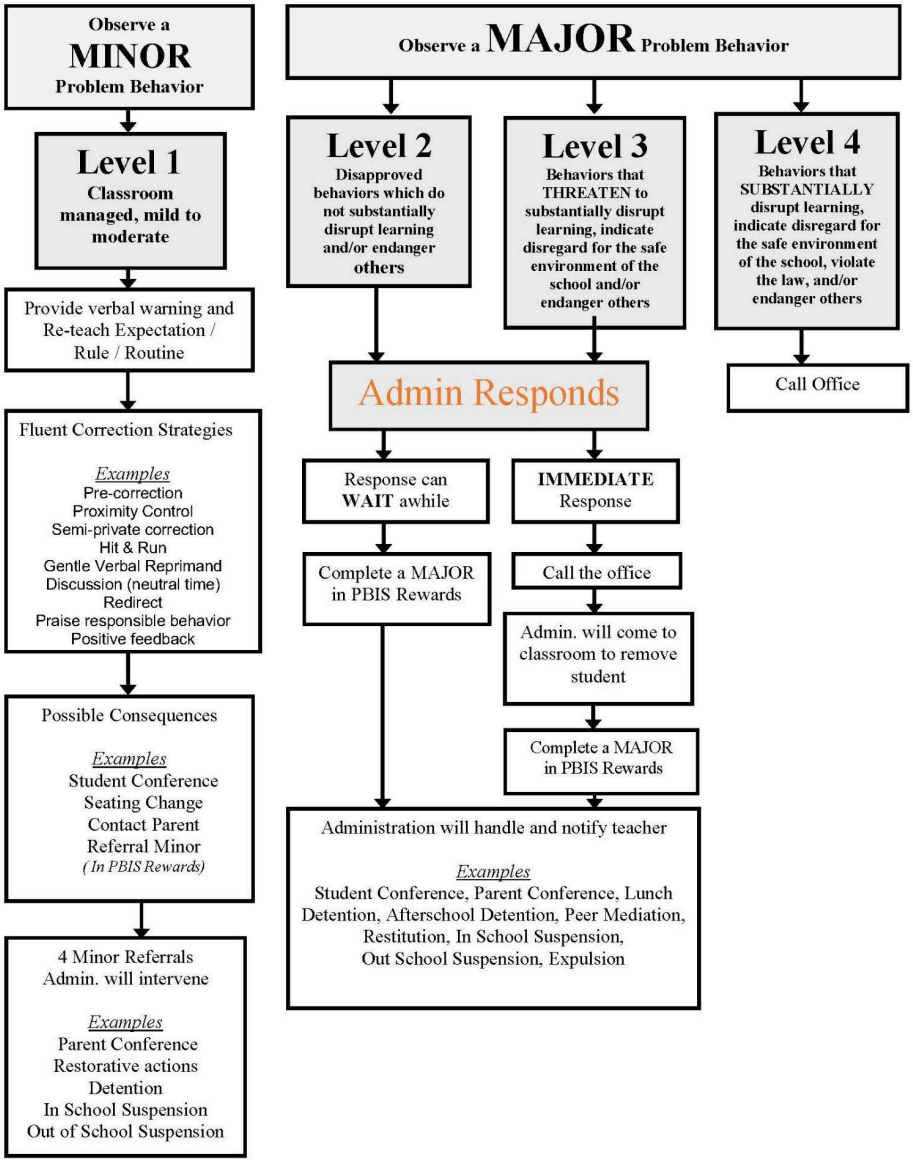
Behavior Response Flowchart

We want complete transparency in how we respond to behaviors in the classroom. Teachers employ various corrective strategies in the classroom for minor problem behaviors and administration will

respond appropriately to major problem behaviors. The behavior response flowchart illustrates how our processes work.

In School and Out of School Suspensions

- Grounds for suspension; (1) continued willful disobedience or open and persistent defiance of reasonable school authority; (2) behavior that is threatening or harmful to the welfare, safety, or morals of other pupils or a person employed or volunteering at the school.
- This matrix is intended to be a guide. The administration may alter disciplinary measures as appropriate in partnership with the superintendent.



BEHAVIOR LEVEL DEFINITIONS AND DISCIPLINARY MEASURES MATRIX

Level 1 (Minor Referrals) • Classroom level behavior:Mild-Moderate	**Level 2 (Major Referral)** • Disapproved behaviors which do not substantially disrupt learning and/or endanger others. • Response from administration within 24 hours	**Level 3 (Major Referral)** • Behaviors that threaten to substantially disrupt learning, indicate disregard for the safe environment of the school, and/or endanger others	**Level 4 (Major Referral)** • The offenses listed within level 4 will be dealt with in accordance with its section located within the Nome Public Schools board policy website. • School consequences are separate from any legal consequences that may arise from the situation (contacting the police and other law enforcement agencies.) • (**BP 5131.6**: Alcohol and other Drugs; **BP 5131.63**: Performance Enhancing Drugs;**BP 5131.7**: Weapons and Dangerous Instruments)
• **Academic misconduct/Cheating/ Plagiarism** • **Attendance Related** ○ Tardies	• **Academic misconduct/Cheating/ Plagiarism** ○ Repeat offense • **Attendance Related**	• **Attendance Related** ○ Skipping ○ Repeat offense • **Bullying/Harassment/ Intimidation and**	• **Alcohol** ○ Possession/under influence • **Assault** • **Bullying /Harassment**

• **Dangerous actions/Unsafe behaviors not otherwise listed** ○ Roughhousing ○ Touch • **Disrespect** • **Disruptive behavior** • **Dress code violation** • **Dysregulation** • **False reports/False statements** • **Insubordination/Willful Disobedience (Not meeting behavior expectations)** ○ Gum chewing **Inappropriate Behaviors** ■ Language ■ Touch ■ Use of materials ■ Use or possession of personal electronics • **Obscenity/Profanity** • **Sleeping in class** • **Teasing** • **Theft** • **Vandalism** ○ Graffiti	○ Skipping ○ Tardies • **Bullying/Harassment/ Intimidation and Cyberbullying** • **Dangerous actions/Unsafe behaviors not otherwise listed** ○ Aggression ○ Roughhousing ○ Touch ○ Leaving ***class*** without permission ○ Repeat offense • **Disrespect** • **Disruptive behavior** ○ Repeat offense • **False reports/False statements** ○ Repeat offense • **Fighting** • **Insubordination/Willful Disobedience** ○ Dress Code Violation ○ Repeat offense • **Obscenity/Profanity** ○ Directed at staff ○ Repeat offense • **Theft**	**Cyberbullying** ○ Pantsing ○ Repeat offense • **Dangerous actions/Unsafe behaviors not otherwise listed** ○ Aggression ○ Elopement ○ Leaving ***school*** without permission ○ Roughhousing ○ Touch ○ Repeat offense • **Defiance /Insubordination** ○ Repeat offense • **Disrespect** ○ Gross ○ Repeat offense • **Disruptive behavior** ○ Endangerment to others ○ Repeat offense • **Fighting** ○ Minor injury ○ Threat of injuries to bystanders ○ Repeat offense • **Insubordination/Willful disobedience**	**/Intimidation and Cyberbullying** ○ Pantsing ○ Sexual in nature ○ Recording altercations on a device ○ Repeat offense • **Dangerous actions/Unsafe behaviors not otherwise listed** ○ Aggression ○ Arson ○ Elopement ○ Leaving group while on school trip/outing ○ Leaving ***campus*** without permission ○ Roughhousing ○ Touch ○ Disorderly conduct ○ Repeat offense • **Disruptive Behavior** ○ Endangerment to others(repeated) ○ Repeat offense • **Fighting** ○ Injury of

	○ Repeat offense ● **Trespassing** ● **Vandalism** ○ Repeat offense	○ Repeat offense ● **Obscenity/Profanity** ○ Pornography ○ Sexual comment ○ Repeat offense ● **Other Major Offenses** ● **Theft** ○ Repeat offense ● **Threat of physical attack** ● **Tobacco/Vape/E-Cigarettes** ● **Vandalism** ○ Minor Damage ○ Repeat offense	bystanders ○ Premeditated ○ Resulting in serious injury ○ Repeat offense ● **Illicit Drugs** ○ possession/under influence ○ Repeat offense ● **Insubordination/Willful disobedience** ○ Repeat offense ● **Obscenity/Profanity** ○ Pornography (distribute) ○ Repeat offense ● **Other Major Offenses** ○ Breaking and entering ○ Trespassing ○ Repeat offense ● **Rape/Attempted Rape** ● **Sexual Assault** ● **Theft** ○ Repeat offense ● **Threat of physical attack** ● **Tobacco/Vape/E-Cigarettes** ○ Repeat offense ● **Vandalism** ○ Major damage

			(>$500) ○ Repeat offense
Consequences	**Consequences**	**Consequences**	**Consequences**
Minor Referrals Within Reporting Period • 4 Minors → Lunch detention • 8 minor referrals → ISS • 12 minor referrals → OSS Not reporting for detention/ISS will result in more severe consequences.	• **Parent/Guardian Contact** • **Detention** • **In School Suspension** • **Out of school suspension**	• **Parent/Guardian Contact** • **In School Suspension** • **Out of School Suspension** • **Referral to CAMP/BHS cessation courses** • **Referral to law enforcement**	• **Parent/Guardian Contact** • **Minimum of 2 days Out of School Suspension** • **Referral to law enforcement**

Tardies: Arriving to class after the bell

- Students who enter class up to 5 minutes after the bell will be marked as tardy (T);
- After 5 minutes: HS students will report to the office; MS students will be referred to administration.

Skipping

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

Possession of a deadly weapon other than a firearm including a knife:

- Required 30 day out-of-school suspension
- Modifications through Superintendent on a case-by-case basis **BP 5131.7**

Possession of a firearm:

- Required 30 day out-of-school suspension with recommendation to Superintendent for a one calendar year expulsion.
- Modifications through the Superintendent on a case- by-case basis **BP 5131.7**

Long-term Suspension and Expulsion:
Chronic or severe offenses may result in long-term suspension or expulsion. Actions on school property that threaten the safety and welfare of the school can warrant long-term suspension and/or a recommendation for expulsion. These include but are not limited to: assault of a staff member, possession of drugs/alcohol with the intent to distribute, sex/sexual assault, terroristic threats, and possession of weapons.

INTERNET SAFETY AND USAGE AGREEMENT

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

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

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

STUDENTS RIGHTS & RESPONSIBILITIES

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

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

Freedom of Speech/Expression **AR 5145.2 (a)**
Students are prohibited from making any expressions or distributing or posting any materials which are obscene, libelous or slanderous, or which demonstrably incite students to commit unlawful acts on school premises, violate school rules, or substantially disrupt the school's orderly operation.

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

DUE PROCESS
All students have the right to appeal any decision or action from a higher authority. This is called "due process." Along with this comes a prescribed complaint procedure in which you can count on a fair hearing and opportunity to voice your side of the story.
Procedures--Steps or procedures to be followed by all parties involved in a complaint regarding credit, scheduling or staff/student relationships, including classroom discipline and attendance:

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

GLOSSARY

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

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

Drugs	Use, possession, purchase, manufacture, sale or distribution of marijuana, other illegal drugs or inhalants, or other noxious substances; includes distribution, manufacture or sale of drug paraphernalia and imitations of illegal drugs; includes off-campus use and subsequently being under the influence while on district property or at a district function	Practice healthy and safe activities
Expulsion	The denial of the right of school attendance, either from a specific school or from the District, for an indefinite period of time. No student shall be expelled unless other means of correction have failed or would not be adequate in bringing about proper conduct. In addition, the matter of an expelled student's further education shall be referred to the appropriate authority.	
Fighting/Mutual Altercation	Mutual participation in physical violence against a person or persons	Support a safe environment for all
Harassment/Intimidation	Intentional written, oral, or physical act, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and · physically harms the student or damages the student's property · has the effect of substantially interfering with the student's education · is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment · has the effect of substantially disrupting the orderly operation of the school; or · there is a power differential between the students involved Includes hazing and cyber-bullying	Demonstrate positive character traits and values and conduct themselves in a civil and respectful manner in order to promote harmonious and courteous relations in the school environment
In-School Suspension	The intent of in-school suspension is twofold; the first is to isolate the student from the normal social aspect of school while allowing for academic pursuit. The second is restorative and encourages student reflection on their actions including recognizing their culpability and identifying more appropriate choices and strategies for conducting themselves.	
Inappropriate use of Materials	Using materials in ways other than intended by the teacher that are disruptive to the learning process	Use materials appropriately
Inappropriate use or Possession of Electronics	Possession of banned electronics. Inappropriate use of electronics, including; using at inappropriate times, used in an off-task, rude, or distracting manner.	Use music/video players/recorders, laptops, cell phones, or the like outside of instructional time unless instructed otherwise by a staff member
Inappropriate Behavior	Any behavior that is unsafe or disrupts the learning atmosphere of the building such as throwing objects, running, wrestling, chasing, playing "keep-away", and hiding	Engage in behavior that supports the educational environment
Inappropriate Language	Offensive language including but not limited to swearing	Use respectful, appropriate language

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

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

Student & Guardian Contract

I have read the Student Handbook and understand the behavior expectations, consequences, and policies of Nome-Beltz Middle High School. I understand that if I have questions, I can ask teachers, counselors, staff, and administration for assistance. I understand that if I lose my copy, I may receive another from the Main Office or access the Handbook through the district/school website.

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

_____

This will count for _____ points in PowerSchool!

Student Name (please print): _____

Student Signature: _____ Date: _____

Parent/ Guardian Name (please print): _____

Parent/ Guardian Signature: _____

#nanooksknow #nanookpower

NOME
ELEMENTARY SCHOOL

Home of the Nanauyaat!
FAMILY HANDBOOK
2025-2026

“Excellence for and from all students”

PO Box 131, Nome, AK 99762
Telephone 907.443.5299 Fax 907.443.2850

Nome Public School District’s Mission Statement:
Nome Public Schools, in active partnership with families and the community, educates and inspires students to become successful and responsible global citizens in an environment that represents our rich cultural diversities and local traditions.

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

DRAFT

Welcome!

Dear Families of NES Nanauyaat:

We are excited to begin a new school year here at NES. We have an amazing team that is looking forward to filling the year with exciting opportunities. With the continued use of cooperative learning strategies, as well as Bookworms, our Language Arts instructional program, and Eureka, our math instructional program, we have strong tools to provide an excellent education to our children. Students will be given many opportunities to improve their reading and comprehension skills throughout the school year and to demonstrate what they have learned. We ask that you support our effort to improve your child's reading ability by reading with them at home. It is recommended each student be involved in a reading activity for at least twenty minutes each night. Together we can achieve our district's goal of having ***ninety percent of our students reading on grade level by the end of third grade.***

The instructional day begins promptly at **8:00 AM**; please have your child(ren) to school on time. We are happy to provide free breakfast in the classroom to all of our students here at NES.

Please take an opportunity to review this handbook with your child(ren). It is important students understand the expectations established for them and that you, parents/guardians, support the expectations and procedures established in order to maintain a safe and productive learning environment for all.

We look forward to another fantastic school year. If you ever have any questions or would like to know more about what we do or how we do it please do not hesitate to contact us.

Sincerely,

Nicholas Settle
Principal

Marta Pardee
Assistant Principal

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Staff

NOME ELEMENTARY SCHOOL

PRINCIPAL
Nicholas Settle

ASSISTANT PRINCIPAL
Marta Pardee

INSTRUCTIONAL STAFF

Kindergarten
Janet Balice
Tamara Thompson
Meghan Ten Eyck

First Grade
Dorcas Anunda
Heidi Secor
Matt Slingsby

Second Grade
Julie Fabignon-Cross
Dorin Cadayday
Reyluel Cahoy

Third Grade
Kim Erikson
Ian McRae
Jason Brown

Fourth Grade
Emmett Foster
Lyn Del La Peña
Nigel Bolanio

Fifth Grade
Cassie Laurence
Jennifer Shreve

Special Education
Peggy Simpson
Luchie Papalid
Anne Madonia

Cultural Studies
Margaret Castel

Reading Intervention
Nancy Bahnke
Katie Bourdon

Physical Education
Victor Sanders

SUPPORT STAFF

Stacy Kosto – School Registrar
Jennifer Reader– Attendance Secretary
Doris Amaktoolik – Classroom Instructional Aide
Joelene Kacena – Library Instructional Aide
Justin Heinrich – Technology Integration
Joy Foret - Paraprofessional

Daniel Holmes– Paraprofessional
Stan Burgess - Paraprofessional
Reagann Myrick - Paraprofessional
Juliana Duarte – Custodian
Thuong Nguyen – Custodian
Heidi Hanebuth – Title 1 Instructional Aide

Nome Elementary School Education

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and in life. Please review this compact with your student. A copy for signatures and return will be sent home with each student.

As a teacher, I will:

- Provide high-quality curriculum and instruction.
- Plan instruction to reflect the cultures of my students.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (up to 30 minutes for grades 1-3 and up to 60 minutes for grades 4-6).
- Provide a reading log to help families track the expectation of at least 20 minutes of reading outside school.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

As a student, I will:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my screen time, and instead study or read every day after school.

- Respect the school, classmates, staff and families.

As a parent/guardian or family member I will:

- Provide a quiet time and place for homework and monitor screen time.
- Read to my child or encourage my child to read every day, for at least 20 minutes.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day on-time, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Look for ways I can support my child's classroom and school.
- Respect the school, staff, students, and families.

Student Signature:_____

Guardian Signature:_____

Teacher Signature:_____

School Calendar

Final School Calendar 2025-2026

Due Date: July 1, 2025

District Name: Nome Public Schools | School: ALL

Approved By: Jamie Burgess | Title: Superintendent

Jul-25

S	M	T	W	T	F	S
		1	2	3	4	5
					H	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

# of Inservice Days: 0
# of Student Days: 0
# of Teacher Days: 0

Aug-25

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
			N	N	I	
24	25	26	27	28	29	30
	I	I	W	W	N	
31						

# of Inservice Days: 3
# of Student Days: 0
# of Teacher Days: 5

Sep-25

S	M	T	W	T	F	S
	1	2	3	4	5	6
	H	O	M			
7	8	9	10	11	12	13
			M			
14	15	16	17	18	19	20
			M			
21	22	23	24	25	26	27
			M			
28	29	30				

# of Inservice Days: 0
# of Student Days: 21
# of Teacher Days: 22

Oct-25

S	M	T	W	T	F	S
			1	2	3	4
			M			
5	6	7	8	9	10	11
			M			
12	13	14	15	16	17	18
			M			
19	20	21	22	23	24	25
			M			
26	27	28	29	30	31	
			M		E	

# of Inservice Days: 1
# of Student Days: 23
# of Teacher Days: 23

Nov-25

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
			M			
9	10	11	12	13	14	15
	PFC	PFC	M			
16	17	18	19	20	21	22
			M			
23	24	25	26	27	28	29
			M	H	H	
30						

# of Inservice Days: 0
# of Student Days: 16
# of Teacher Days: 20

Dec-25

S	M	T	W	T	F	S
	1	2	3	4	5	6
			M			
7	8	9	10	11	12	13
			M			
14	15	16	17	18	19	20
			M		M	
21	22	23	24	25	26	27
	UV	UV	UV	H	UV	
28	29	30	31			
	UV	UV	UV			

# of Inservice Days: 0
# of Student Days: 15
# of Teacher Days: 16

Jan-26

S	M	T	W	T	F	S
				1	2	3
				H	UV	
4	5	6	7	8	9	10
	I		M			
11	12	13	14	15	16	17
			M		E	
18	19	20	21	22	23	24
			M			
25	26	27	28	29	30	31
			M			

# of Inservice Days: 1
# of Student Days: 19
# of Teacher Days: 21

Feb-26

S	M	T	W	T	F	S
1	2	3	4	5	6	7
			M			
8	9	10	11	12	13	14
			M		PFC	
15	16	17	18	19	20	21
	PFC		M			
22	23	24	25	26	27	28
			M			

# of Inservice Days: 0
# of Student Days: 18
# of Teacher Days: 20

Mar-26

S	M	T	W	T	F	S
1	2	3	4	5	6	7
			M		M	
8	9	10	11	12	13	14
			M			
15	16	17	18	19	20	21
	UV	UV	UV	UV	UV	
22	23	24	25	26	27	28
			M		E	
29	30	31				

# of Inservice Days: 0
# of Student Days: 17
# of Teacher Days: 17

Apr-26

S	M	T	W	T	F	S
			1	2	3	4
			M			
5	6	7	8	9	10	11
			M			
12	13	14	15	16	17	18
			M			
19	20	21	22	23	24	25
			M		I	
26	27	28	29	30		
			M			

# of Inservice Days: 1
# of Student Days: 21
# of Teacher Days: 22

May-26

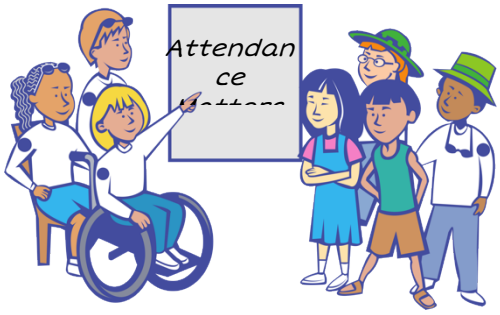
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
			M			
10	11	12	13	14	15	16
			M			
17	18	19	20	21	22	23
			M			
24	25	26	27	28	29	30
	H		M		C/M	W
31						

# of Inservice Days: 0
# of Student Days: 20
# of Teacher Days: 22

Jun-26

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

# of Inservice Days: 0
# of Student Days: 0
# of Teacher Days: 0



Attendance

BP 5113

Regular attendance at school is necessary if students are to gain full benefit from their educational opportunity while in school. Students who have good attendance generally enjoy school more, achieve higher grades, and are more employable after graduating from high school. Nome Public Schools' staff will do everything possible to provide a positive learning environment that will encourage students to attend school. The staff and school will inform the parents of their child's attendance record and, through mutual cooperation, work to achieve exceptional attendance.

Please be sure to call the school office (907-443-5299) by 8:30 a.m. If your student is absent and we have not received a call in the office an attempt will be made to contact you by phone.

Absences

An absence is defined as when a student is not physically present in school. All absences, whether excused or unexcused, are counted as absences.

Excused absences meet one of the following requirements:

- Subsistence
- Injury or Illness (See suggestions for "How sick is too sick" on page 10)
- Quarantine
- Death in the Family
- Medical or Dental Appointment
- Court or Administrative Proceedings
- Religious Observance

All excused absences must be accompanied by a parent notification within two (2) school days of the absence. Medical absences beyond three consecutive days with a doctor's note will be marked as a medical leave of absence.

Unexcused Absences

- An unexcused absence is one that does not meet the requirements of an excused absence.
- Students who oversleep are considered unexcused.
- Students leaving the building without first checking out of the school office will be considered unexcused.

Planned Absences – In the case of planned absences, the school office and classroom teacher should be notified at least one full week in advance. Parents should consult with the classroom teacher to determine the appropriateness of homework assignments for their child during the planned absence. Staff will not be required to provide specific instructional assignments for this period of time.

Check Out

Students need to be checked out at the school office by a parent or guardian if they are leaving school prior to dismissal time. If a student leaves the school without permission the Nome Police Department and the student's parent/guardian will be notified immediately for the student's safety.

Chronic Absenteeism
Chronic absenteeism is defined as missing ten percent or more of school days. Students who are chronically absent, excused or unexcused, are at risk of falling behind. Nome Elementary School's counselor will review students tending towards chronic absenteeism and work with the families to improve the students' attendance. Any student missing ten (10) consecutive days unexcused will be dropped from enrollment.

NES Attendance Review
The Nome Elementary School counselor will work with the teacher, attendance secretary, principal, and assistant principal to keep parents advised of attendance issues as needed. This committee will assist parents to help improve attendance. A conference will be requested, if necessary, to develop an attendance improvement plan.

Tardy and Early Dismissal
A tardy is defined as any appearance of a student after 8:00 a.m. but before 11:00 a.m.
Early dismissal is defined as leaving school one hour or less before the scheduled departure time. Between the 11:00 a.m. and one hour early is considered a half day's absence.

Truancy
Truancy is defined as a full day, unexcused absence.

Attendance Facts!

Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school.
Absenteeism and its ill effects start early. One in 10 kindergarten and first grade students are chronically absent.
Poor attendance can influence whether children read proficiently by the end of third grade or be held back.
By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.
Research shows that missing 10 percent of school days, or about 17 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as "chronically absent."
When students improve their attendance rates, they improve their academic prospects and chances for graduating.

Illness Suggestions: How Sick is too Sick?

When to Keep Students Home

In most situations, the school prefers students come to school and if they become ill at school, the parent/guardian will be notified. However, here are a few guidelines to help parents/guardians in deciding when to keep your child home from school.

Symptom	Student must be at home?
Diarrhea frequent, loose or watery stools compared to child's normal pattern: not caused by diet or medication	**Yes** - If your child looks or acts ill: if the child has diarrhea with a fever and/or vomiting. Make sure your sick child stays well hydrated. Student can return when he/she has not had diarrhea during the last 24 hours.
Fever Fever is the body's way of destroying the germs making it sick, and it's a common symptom of infections.	**Yes** - When fever > 101 is accompanied by other symptoms of illness, such as rash, sore throat, vomiting, headache, muscle aches, loss of appetite, etc. Student can return when fever has been gone for 24 hours without medication and the child's appetite and energy level returned to normal.
Flu The flu can be serious. Symptoms of the flu typically come on suddenly and can include: fever, chills, headache, body aches, sore throat, nausea, vomiting, dry cough	**Yes** - If your child has a fever > 101 or will be unable to participate in class. Student can return when fever has been gone for 24 hours without medication and energy level has returned to normal.
Coughing Severe, uncontrolled coughing or wheezing, rapid or difficulty breathing Note: Children with asthma may be cared for in school with a written health care plan and authorization for medication/treatment	**Yes** - Medical attention is necessary
Mild Respiratory or Cold Symptoms Stuffy nose with clear drainage, sneezing, mild cough	**No** - Child may attend school if able to participate in class.
Rash	**No** - Body rash without fever or other symptoms usually does not require student to remain at home **Yes** -Seek medical advice for rash with fever, open and weeping wounds, or quickly spreading rash
Vomiting Vomiting is another way for the body to rid itself of the germs making it sick and is usually caused by a stomach virus or infection.	**Yes** - Keep the student home if they have vomited 2 or more times in the last 24 hours. Student can return when he/she has not had vomiting during the last 24 hours.
Pinkeye (conjunctivitis) Symptoms of pinkeye include eye redness, itchiness, discharge that forms a crust during the night that may prevent your eye or eyes from opening in the morning	**Yes** - If given antibiotics, please keep at home until he/she has taken the antibiotics for at least 24 hours. If your health provider decides not to treat your child, a note is needed.

***Source: Parenting.com and WebMD.com**

School Procedures

Accidents
Injured students are to report to the nearest staff member or go to the office for help.

Activities
BP 5144

Student activities include clubs, organizations, and field trips, as well as all special activities sponsored by these groups. All school rules and regulations are in force at all school-sponsored functions.

Advertising
BP 1325

All signs, posters, or other announcements for purposes of advertising functions not connected with the school program will be pre-authorized by the Principal before being posted. Such advertisement will be limited to available bulletin board space.

Assembly
During school assemblies, all students will remain in the assembly until the program is over. Remember that courtesy is one of the keys to success and the expectation is that students will be a respectful audience. Students will remain seated until the teacher prompts them to exit the assembly. When the assembly is over, students are to go with their teacher.

Breakfast/Lunches
School breakfast and lunch is served every day. A well-balanced breakfast and lunch is offered at no cost to the student. We are continuing to participate in the National School Lunch Program and if you wish to join us for lunch adult lunches are $10.25.

Students learn better when they have fuel to learn! Breakfast will be served in class at the beginning of each day. If you wish to join us for breakfast adult breakfasts are $6.75.

The following are student lunchroom expectations:
- Sit at assigned tables
- Stay seated until excused by an adult
- Clean or help to clean up spills or accidents
- Return unwanted milk to proper space and return trays to kitchen when directed
- Voice level 1 in line; Voice level 2 while seated
- There is no microwave available to students to heat lunches
- Remain in the lunchroom unless dismissed by/to staff
- Must have a restroom pass and permission to leave the lunchroom to use the facilities

Bus Rules
BP 5131.1

Because school bus passengers' behavior can directly affect their safety and the safety of others, the following regulations apply at all times when students are riding a school bus, including on field trips and other special trips. School personnel, parents/guardians and the students themselves all must see that these regulations are followed.

1. Riders shall follow the instructions and directions of the bus driver at all times.
2. Riders should arrive at the bus stop on time and stand in a safe place to wait quietly for the bus.
3. Riders shall enter the bus in an orderly manner and go directly to their seats.
4. Riders shall remain seated while the bus is in motion and shall not obstruct the aisle with their legs, feet, or other objects. When reaching their destination, riders shall remain seated until the bus stops and only then enter the aisle and go directly to the exit.
5. Riders should be courteous to the driver and to fellow passengers.
6. Serious safety hazards can result from noise or behavior that distract the driver. Loud talking, laughing, yelling, singing, whistling, scuffling, throwing objects, smoking, eating, drinking, standing and changing seats are prohibited actions which may lead to suspension of riding privileges.
7. No part of the body, hands, arms or head should be put out of the window. Nothing should be thrown from the bus.
8. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
9. No animals shall be allowed on the bus.
10. Riders should be alert for traffic when leaving the bus.

Riders who fail to comply with the above rules shall be reported to the school principal, who shall determine the severity of the misconduct and take action accordingly. In all instances of misconduct, the rider and his/her parent/guardian shall be given notice. In the case of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined by the principal, up to the remainder of the school year.

Bus drivers shall not deny transportation except as directed by the principal.

Closed Campus
BP 5112.5

Nome Elementary School is a closed campus. Students shall not leave the school grounds at any time during the school day, including lunchtime, without prior authorization of their parent or guardian. Students who leave school without such authorization shall be classified as truant and subject to disciplinary action. Nome Police Department and parent/guardian will be notified immediately for the student's safety.

Current Student Information
We ask that parents please help us keep student information current. If you change your physical address, mailing address, e-mail address, home, cell, work or emergency telephone number, please inform the Nome Elementary School office or log on to PowerSchool and update your information. We may need to contact you because your child is ill, a weather closure of school, or in case of an emergency.

Field Trips

Throughout the year your child's class may be taking several field trips and participating in several activities that will take them away from NES. Teachers will provide a permission slip for all field trips/activities throughout the year. Permission slips must be returned in order for a student to participate.

Immunizations

BP 5141.31

All students attending Nome Elementary School are required by law to have proper immunizations or proper exemption paperwork on file. Students that are not properly immunized will not be allowed to attend school until such immunizations are received and the school has documentation of the required immunizations or exceptions. The responsibility for ensuring that immunizations or exceptions are current lies with the parent or guardian. If you have questions, please contact the school secretaries, State Public Health, or Norton Sound Health Corporation.

Lice

BP 5141.22

In accordance with board policy, examinations may be conducted at any time with a fine-tooth louse comb. If live lice or a louse is found, the parent or guardian will be contacted and the student will be sent home. The student will need to be treated at home, re-evaluated by school personnel, and found to be free of live lice before re-admittance to the classroom. If crawling lice are not seen but nits are found attached firmly within ¼ inch of the base of hair shafts it suggests further treatment is needed. Parents and guardians will be contacted for this as well. There will be periodic re-evaluations until there are no live lice or nits within ¼ inch of the scalp.

Medication

BP 5141.21

Students needing to take prescription or non-prescription medicine during the school day must leave the medicine with the front office staff. All prescribed and over-the-counter medicine must be in the original bottle. Guardians will need to complete and sign a Medication Form prior to any medication being accepted or dispensed to a student. Over-the-counter medicines may not be left in the office long term for in-case situations and must have a doctors directive for long term usage.

Release of Directory Information

BP 5125

Directory information is information that is contained in an education record of a student, which would not generally be considered harmful, or an invasion of privacy if disclosed. FERPA (34 C.F.R. § 99.3 "Education Records"): school officials may release directory information about a student without first obtaining parental consent, unless the parent objects. Districts may disclose this type of information only after giving notice to parents of the items of personal information the school has designated as directory. This notice must also inform parents of their right to refuse disclosure of directory information about their child. A school district is authorized to

define the categories of directory information that it desires, if any, and the list found in the Family Educational Rights and Privacy Act is for illustration only. Accordingly, the District is not required to include all, or any, of these items as directory information, but may do so if desired. Effective January 2009, federal law amendments clarify that directory information may not include student social security numbers and may not normally include student identification numbers. Effective January 2012, school districts may implement a limited directory information policy in which they specify the parties or purposes for which the information is disclosed.

Directory information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed.

The Superintendent or designee may use student directory information in school publications and may authorize the release of directory information to representatives of the news media, prospective employers, post-secondary institutions, military recruiters or nonprofit or other organizations. Directory information consists of the following: student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, grade level, enrollment status, degrees, honors and awards received, scholarship eligibility, and most recent previous school attended.

The District, before making directory information available, shall give public notice at the beginning of each school year of the information which it has designated as directory information. This notice shall also identify all disclosures required by state and federal law, unless parents opt out of such disclosure. The District shall allow a reasonable period of time after such notice has been given for parents/guardians to inform the District that any or all of the information designated should not be released. The District may provide parents with the ability to limit disclosure to specific parties or for specific purposes, as determined by the District.

Directory information shall not be released regarding any student whose parent/guardian notifies the District in writing that such information may not be disclosed. Parents may not, by opting out of director information, prevent a school from requiring a student to identify him or herself, or to wear or carry a student ID or badge.

The District may disclose directory information about former students without meeting the requirements of this section.

Student Dress

Dress and appearance that are so distracting as to clearly interfere with the educational process or that present health and safety hazards will not be permitted.

- Garments that in any way exhibit profane or obscene words, advocate gangs or violence, drugs, tobacco or alcohol or the resemblance of such items are prohibited at school.
- This prohibition extends to shirts or slogans that are inappropriately suggestive or unbecoming for a school environment, which may include shirts that expose a bare midriff or that are cut low, including short skirts/dresses.
- Students may not wear hoods of sweatshirts during the school day. Knit hats/"beanies" are permissible in public areas for all school students. Teachers/Staff may prohibit the wearing of hats in their classroom/office, and may choose to allow caps. Any school-appropriate headwear would be permitted on a "Hat Day" spirit day.

Students wearing prohibited clothing will be asked to change the garment or turn it inside out and a parent or guardian will be contacted to have an appropriate replacement garment brought to school. Students refusing to change or correct the garment as requested will be assigned an appropriate consequence immediately for Willful Disobedience. Subsequent instances of inappropriate dress will be treated as a Dress Code disciplinary action.

Behavior Expectations

We expect **Responsible, Respectful and Safe** behavior at Nome Elementary School. Every teacher has a classroom management plan. If student behavior is inappropriate, serious, or repeated, families will be notified and may be asked to come to school for a conference.

All discipline procedures are subject to the discretion of the administration and may be changed as needed for the benefit of students.

Various student behaviors and the consequences that apply have been listed in this handbook. However, the Nome Public Schools System recognizes that other behaviors may endanger the welfare and/or safety of students, faculty, staff, or cause disruption to the good order and discipline in the schools. The school system reserves the right to administer consequences for such behavior not specified in the Nome Elementary School Behavior Plan. Families and students need to recognize their responsibility to know the contents of this handbook and to ask staff members for any clarification.

Behavior Expectations

- Be Safe
- Be Responsible
- Re Respectful

Classroom Expectations

Classroom expectations are at the discretion of the teacher and in accordance with the classroom management plan. Teachers post classroom expectations and consequences and review these with students. A copy of these expectations will be made available upon request.

Consequences for repeated and/or serious disruptive conduct will include referral to the principal's or assistant principal's office.

Focus Time

The purpose of Focus Time is for students to "cool down" and/or refocus so they may return to their regularly scheduled classroom instruction. If students are unable to refocus and return to their classrooms after a reasonable "cool down" period of time the Nome Elementary Behavior Matrix will be used.

Student Suspension Policy

BP 5141.1

Authority to Suspend

The Superintendent of Schools, Principal, or Assistant Principal may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsions" for not more than ten consecutive days. Suspension may be imposed upon a first offense if the Principal or their designee determines the student's behavior to be in some way harmful to the welfare or safety of others, the student's presence represents a danger to persons or property, or threatens to disrupt the instructional process. If the Board is considering expulsion of a suspended student, the Superintendent or designee may, in writing, extend the suspension until the Board has made a decision.

Short Term Suspension Procedures (10 days or less):

Suspension shall be preceded by an informal conference conducted by the Assistant Principal or Principal. This conference will include the student, parent, and when possible, the teacher, or school employee that has information about the incident. This may occur in person or by phone if the parent or guardian is unable to attend.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to explain his/her version and evidence in support of his/her defense. At the end of this discussion if the Principal or Assistant Principal believes the student is guilty of misconduct, the student may be suspended for up to ten days. A student suspended from school may not participate in any school or district-sponsored activity; furthermore, he/she is not allowed on any Nome Public Schools property during any school or district-sponsored event.

This conference may be omitted if the Principal, designee, or Superintendent determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. If the pre-suspension conference is not held, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school. This may occur in person or by phone if the student is unable to attend.

Upon completion of a suspension, a reentrance conference will be held with parent/guardian, student, and administrator before returning to the classroom.

Notice to Parents/Guardians: Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension by US Mail or by hand. This notice shall state the reasons for suspension and the date and time when the student may return to school, and may request that the parent/guardian confer with school authorities regarding matters pertinent to the suspension.

Expulsion
The principal or superintendent may recommend expulsion of a student to the School Board. In this situation a parent/guardian will receive a copy of the school board policy concerning expulsion.

General Information

Daily Bulletin
All notices of club meetings, general information, athletic, and social events are announced each day at 8:10 during morning announcements. Students and families may check the bulletin on PowerSchool daily for pertinent information and announcements. Additions to these notices should be emailed to the office to ensure their enclosure in the next Daily Bulletin.

Facilities Request/Calendar
The community may request the use of the NES facility by going to the NES web site and finding the facilities request on the Facilities Calendar page (https://www.nomeschools.org/apps/pages/index.jsp?uREC_ID=3652159&type=d&pREC_ID=2414756). The Calendar may be used to learn of events in the building. Click on the event to learn more.

Homework Responsibility
BP 6154

Homework will reinforce classroom-learning objectives and be related to student needs and abilities. We ask that all students spend a minimum of twenty minutes on homework per night, Monday through Thursday. This could be twenty minutes of reading. Homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently. Students shall be given the opportunity to make up schoolwork missed due to absences and shall receive full credit if the work is turned in according to the schedule determined by School Board policy.

Lost and Found
Articles found in classrooms and halls are turned into the office or placed in the "Lost and Found" in the Nome Elementary School front entrance. It is your responsibility to check for lost articles. At the end of each semester, any unclaimed items will be donated to charity. It is always a good idea to label clothing and lunch containers so items found can be returned to the owner.

Migrant Education Program
Each year many Nome school-aged children qualify for services under the provisions of the Federal Migrant Education Program. This includes tutoring, books, and other services. The most common qualifying migrant activity in Nome is a family taking children to fish camp for a

minimum of seven cumulative nights and an indication from the family that obtaining and storing of salmon is one of the family's principal means of livelihood. The program is available to any Nome area family, regardless of ethnicity, with children who meet the criteria for eligibility.

Please call Migrant Education at 443-6197 for more information.

Playground

The playground is for student use and is supervised by school employees during recess. The playground will be open to the public at the close of business hours. Dogs are never allowed on the playground.

Playground Expectations

- Be Safe, Be Respectful, Be Responsible.
- Games will include all who want to play.
- Keep body to yourself. Two-Finger Touch Tag is acceptable.
- If it looks like fighting, it will be treated as fighting.
- Rocks, ice, and snow stay on the ground. Building with snow is permissible.
- Large puddles and ice slicks are off-limits.
- Stay ten feet away from the building, and off the ramp during recess.
- Use all equipment as intended: No climbing over railings.
- Stay off the fence.
- Balls may be used in open areas. If a ball goes over the fence it may be retrieved by one student, after receiving permission from duty staff. The second time a ball goes over the fence it will have to be retrieved by the student after the school day.
- Line up safely when the whistle is blown at the end of recess.

Substitute Teachers

Our school is fortunate to have qualified substitute teachers to help us whenever our regular teachers are away from the classroom. Substitute teachers have the same authority and responsibilities as the regular teacher.

Technology Acceptable Use Agreement

We are pleased to be able to offer students of Nome Public Schools access to the District computer network for Internet access and electronic mail in certain grade levels. To obtain access to the Internet, all students must have family permission online through annual PowerSchool enrollment

Telephone Calls and Cell Phones

Should a student have the need to make a personal call during the day, students must receive permission from the classroom teacher before being sent to the office to make the call. The office will facilitate all calls home. Phone calls to students during classes will not be permitted. If there is an emergency situation, the office will contact the student. When students need to call home because of illness, someone in the office must speak to the parent/guardian.

If cell phones are brought to school they are required to be powered off and placed in the class/pod safe until the end of the day. There are no exceptions to this rule. If there is an emergency in which a student must be reached, please call (907) 443-5299 and we will notify the student immediately. All student phone calls and messages come through the front office.

Safety and Security

Notice of Electronic Surveillance

Nome Public Schools employs the use of electronic surveillance equipment for safety and security purposes throughout the public areas of the building and grounds. This equipment may or may not be monitored at any time.

Safety Drills

Safety drills are required by AS 14.03.140. All students and staff will react to each safety drill as if it were an actual emergency. Students will follow the direction of the supervising adult. Members of the public shall not enter the school during a drill. Each student will become familiar with the evacuation plan posted in the classroom and with lock down procedures.

Search and Seizure

BP 5145.12

Student Desks – Students' desks and cubbies are part of the school building, and as such are under the supervision and jurisdiction of school officials. School officials may search a student's desk or cubby at any time.

Personal Searches – A student's person and/or personal effects may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. Any student who evades or flees from staff in order to avoid a personal search or search of their personal effects will be assumed to be in possession of the substances that caused the "reasonable suspicion." If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same gender and with an adult witness present. If extreme emergency conditions exist that endanger the health and safety of others, a more intrusive search of a student's person will be conducted in private by a school official of the same gender, with an adult witness of the same gender present, and only upon prior approval of the superintendent or his/her designee. Families will be notified in the case of a personal search.

Visitors/Passes

The community is welcome at Nome Elementary School. We ask all visitors to sign in at the office before they go to classes and wear a visitor badge. Guests need approval from the principal. No student visitors are permitted during instructional times unless they are taking part in a specific curricular or extracurricular program. Visiting friends and relatives may purchase and/or eat lunch at school and go to recess if accompanied by their parent/guardian.

Volunteers

Nome Elementary School appreciates everything volunteers do to assist students, faculty, and staff. All volunteers are asked to complete a Volunteer Agreement and submit to a background check if required. We invite and welcome all volunteers.

Regular volunteers are required to complete background checks that include, but are not limited to, those who help in the following activities:

- Volunteers with a regular schedule in the school (morning gym, classroom, playground, cafeteria, library, greeters)
- Activity/Club mentors, volunteers, or chaperones
- Overnight school trip chaperones
- Volunteer coaches (interscholastic or intramural)

Occasional volunteers will not be required to complete background checks. The school staff will conduct a minimal background screening for those individuals as appropriate. This category includes, but is not limited to, those who help in the following activities:

- Occasional volunteer (ex. classroom party, field trip, school/community event)
- School-sponsored events (ex. career fairs, book fairs, science fairs, school dances, guest speakers, field day, registrations)
- Projects with little or only incidental contact with students (ex. fundraisers, boosters, concession stands, scorekeepers)
- School Improvement Teams, School Leadership Team, and PTA participants

We appreciate your cooperation and support of this new expanded background check program. We share with you the responsibility to ensure the welfare and safety of our students. Copies of the Nome Elementary School Volunteer Application are available in the main office. Please contact the school office or NPS Human Resources with any questions you may have regarding this program.

Weapons and Knives and Look-a-Likes

BP 5131.7

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

Nome Elementary Behavior Definitions

Level 1 – CLASSROOM-LEVEL BEHAVIOR: MILD/MODERATE

Behavior Infraction	Behavior Definition	Expected Behavior Students are expected to:
Academic misconduct/Cheating	Plagiarism or failure to correctly attribute sources; use of internet resources to gather information to submit as one's own work; submitting other(s) work as one's own; cheating in the form of using unauthorized assistance such as notes, verbal or physical exchange, electronic messages or any behavior which results in a higher grade than what the student would have earned without such assistance.	Create products, earn grades, and cite resources that truthfully represent personal achievement
Disrespect	Behaviors such as inappropriate language (profanity, blaming, complaining, "put-downs"), "tone-of-voice", or body language that indicate disregard for the school, district staff or students	Treat people respectfully (ex. listen, care, trust, support, negotiate, acknowledge, accept, contribute)
Dress code violation	Violation of school dress policy includes individual choices of clothing and grooming styles that present a health or safety hazard or a distraction that would interfere with the educational process. Students are prohibited from wearing clothing that allows undergarments or private body parts to be visible. Students are also prohibited from wearing clothing that is imprinted with profane language or promotes drugs/alcohol/tobacco. Clothing which is gang related, carries slogans, logos, or pictures or a sexual, racist, or abusive nature is also prohibited.	Be clean and to wear clothes that are suitable for the school activities in which they participate
False reports/False statements	Falsely reporting harassment or aggressive acts. Making false reports of crime and/or violations of school policy. Impersonating a parent or teacher.	Be truthful
Inappropriate behavior	Any behavior that is unsafe or disrupts the learning atmosphere of the building such as throwing objects, running, wrestling, chasing, playing "keep-away", and hiding	Engage in behavior that supports the educational environment
Inappropriate language	Offensive language including but not limited to swearing	Use respectful, appropriate language
Inappropriate use of materials	Using materials in ways other than intended by the teacher that are disruptive to the learning process	Use materials appropriately
Inappropriate use or possession of electronics	Possession of banned electronics. Inappropriate use of electronics, including; using at inappropriate times, used in an off-task, rude, or distracting manner.	Use music/video players/recorders, lap tops, cell phones, or the like outside of instructional time unless instructed otherwise by a staff member
Sleeping in class	Sleeping in class	Be attentive and actively engaged
Teasing	To annoy persistently by goading, coaxing, or taunting	Be respectful to others
Theft	When a student takes anything that does not belong to him/her	Respect the property of others
Vandalism/Graffiti	The negligent, willful, or unlawful damaging of any district- owned real or personal property, including graffiti when damage is temporary or there is minimal cost to repair	Respect the property of others and support a safe and secure environment for all
Willful disobedience	Violation of policies or procedures such as those written in the Student Handbook, Course Syllabus, or verbally explained by a district staff member	Comply with school policies and procedures

Revised May 2023

Nome Elementary Behavior Definitions

Level 2 – OFFICE LEVEL BEHAVIOR: MODERATE

Behavior Infraction	Behavior Definition	Expected Behavior
Harassment/Intimidation	Intentional written, oral, or physical act, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and physically harms the student or damages the student's property has the effect of substantially interfering with the student's education is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment has the effect of substantially disrupting the orderly operation of the school; or there is a power differential between the students involved Includes hazing and cyber-bullying	Demonstrate positive character traits and values and conduct themselves in a civil and respectful manner in order to promote harmonious and courteous relations in the school environment
Defiance/ Insubordination	Refusal to follow "reasonable" directions of a district staff member that are intended to support a positive, safe, and orderly learning environment	Follow directions given by school district staff
Dress code violation (repeated offenses)	Violation of school dress policy as described in the Student Handbook	Wear clothing that is neat, clean, and in good repair
False reports/False statements (repeated offenses)	Falsely reporting harassment or aggressive acts. Making false reports of crime and/or violations of school policy. Impersonating a parent or teacher.	Be truthful
Inappropriate use or possession of electronics (repeated offenses)	Possession of banned electronics. Inappropriate use of electronics, including; using at inappropriate times, used in an off-task, rude, distracting manner.	Use music/video players/recorders, laptops, cell phones, etc. outside of instructional time unless instructed otherwise by a staff member
Leaving school without permission	Exiting school grounds without school staff knowledge and permission	Be present for all classes
Physical altercation	Participation in physical violence against a person	Support a safe and secure environment for all
Trespassing	Entering onto school district property after being notified that one is not allowed on the property. Student presence on school property at any time during a truancy, suspension or expulsion is trespassing.	Support a safe and secure environment for all

Nome Elementary Behavior Definitions

Level 3 - OFFICE-LEVEL BEHAVIOR: SERIOUS

Behavior Infraction	Behavior Definition	Expected Behavior
Aggression	For the purposes of this Behavior rubric, “aggression” refers to behaviors that may harm or present danger directly or indirectly. The behaviors may be physical or verbal and the harm may be physical or psychological. The aggression may involve the use of technology (networking sites, electronic messaging, the Internet). Aggressive behaviors are negative and unwanted actions such as name calling, stereotyping, labeling, pushing, shoving, tripping, threatening, excluding (spreading rumors, telling others not to be friends with someone), retaliating, and intimidating.	Display behavior that supports the visual, verbal, and psychological differences inherent in a diverse population
Alcohol/Tobacco	Use, possession, or distribution of tobacco or alcohol on school district property or at school-sponsored events; includes being intoxicated at school, school-sponsored events, and on school-sponsored transportation	Practice healthy and safe activities
Defiance/ Insubordination (repeated offenses)	Refusal to follow “reasonable” directions of a district staff member that are intended to support a positive, safe, and orderly learning environment	Follow directions given by school district staff
Disrespect (repeated offenses)	Behaviors such as inappropriate language (profanity, blaming, complaining, “put-downs”), “tone-of-voice”, or body language that indicate disregard for the school, district staff or students.	Treat people respectfully (ex. listen, care, trust, support, negotiate, acknowledge, accept, contribute)
Drugs	Use, possession, purchase, manufacture, sale or distribution of marijuana, other illegal drugs or inhalants, or other noxious substances; includes distribution, manufacture or sale of drug paraphernalia and imitations of illegal drugs; includes off-campus use and subsequently being under the influence while on district property or at a district function	Practice healthy and safe activities
Leaving school without permission (repeated offenses)	Exiting school grounds without school staff knowledge and permission	Be present for all classes
Theft (repeated offenses)	When student takes anything that does not belong to him/her	Respecting property of others
Threats	Physical, verbal, written, or electronic action which immediately creates fear of harm, without displaying a weapon and without subjecting the victim to an actual physical attack.	Communicate frustration and/or anger in a respectful and non-threatening manner
Vandalism/Graffiti (repeated offenses)	The negligent, willful, or unlawful damaging of any district- owned real or personal property including graffiti when damage is permanent or there is more than minimal cost to repair/replace	Respect the property of others and support a safe and secure environment for all

Nome Elementary Behavior Definitions

Level 4 - OFFICE-LEVEL BEHAVIOR: SEVERE

Behavior Infraction	Behavior Definition	Expected Behavior
Arson	To unlawfully and intentionally damage, or attempt to damage, any real or personal property by fire or incendiary device	Support safety for all persons and properties
Battery	Touching or striking of another person against his/her will or intentionally using bodily harm to an individual; includes an individual physically attacking or beating up another individual, an attack with a weapon, or physically placing or mailing a bomb, regardless of whether the bomb explodes.	Support a safe environment for all
Breaking and entering	The unlawful entry or attempted entry into a NPS building or other structure	Support a safe and secure environment for all
Burglary	The unlawful entry or attempted entry into a NPS building or other structure with the intent to unlawfully take property	Support a safe and secure environment for all
Disorderly conduct	Any act which substantially disrupts the orderly conduct of a school function or learning environment; or poses a threat to the safety, and/or welfare of others (ex. pulling the fire alarm)	Support the learning environment
Fighting/Mutual altercation	Mutual participation in physical violence against a person or persons	Support a safe environment for all
Harassment/Intimidation-Serious (repeated offenses)	Intentional written, oral, or physical act, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and physically harms the student or damages the student's property has the effect of substantially interfering with the student's education is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment has the effect of substantially disrupting the orderly operation of the school; or there is a power differential between the students involved Includes hazing and cyber-bullying	Demonstrate positive character traits and values and conduct themselves in a civil and respectful manner in order to promote harmonious and courteous relations in the school environment
Larceny	The unlawful taking, carrying, leading or riding away with property of another person without threat, violence or bodily harm; includes pocket picking, purse or backpack snatching, theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from a machine or device which is operated or activated by the use of a coin	Respect the property of others and support a safe and secure environment for all
Sexual Battery	Physical contact done forcibly or against a person's will or where the victim is incapable of giving consent because of his/her youth and/or mental incapacity; includes rape, fondling, indecent liberties, child molestation, and sodomy. Sexual intercourse, sexual contact or other unlawful behavior intended to result in sexual gratification without force or threat of force and where the victim(s) is capable of giving consent; includes indecent exposure (exposure of private body parts to the sight of another person in a public place) and obscenity (conduct which by community standards is deemed to corrupt public morals by its indecency and/or lewdness such	Support a safe environment for all

	as phone calls or other communication; and unlawful manufacture, publishing, selling, buying or possessing materials, such as literature or photographs.	
Sexual Harassment	To create or allow to exist an atmosphere of sexual harassment; defined as deliberate, repeated and unsolicited physical actions, gestures, or verbal or written comments of a sexual nature; when such conduct has the purpose or effect of interfering with a student's academic performance or creating an intimidating, hostile or offensive learning environment	Support a safe and supportive environment for all

Nome Elementary Behavior Definitions

Level 4 – OFFICE-LEVEL BEHAVIOR: SEVERE - Continued

Behavior Infraction	Behavior Definition	Expected Behavior
Trespassing (repeated offenses)	Entering onto school district property after being notified that one is not allowed on the property. Student presence on school property at any time during a truancy, suspension or expulsion is trespassing.	Support a safe and secure environment for all
Vandalism (repeated offenses)	The negligent, willful, or unlawful damaging of any district- owned real or personal property including graffiti when damage is permanent and the cost to repair/replace is substantial	Respect the property of others and support a safe and secure environment for all
Weapons	Possession or use of: Firearms: A firearm is any weapon which will, is designed, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any machine gun. Firearms fall into three types of classifications: a. Handgun - handgun or pistol; b. Shotgun/rifle; c. Other types of firearms. As defined by the Gun-Free Schools Act, other firearms include: Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; The frame or receiver of any weapon described above; Any firearm muffler or firearm silencer; and Any destructive device, which includes: Any explosive, incendiary (e.g. bomb, grenade), or poison gas; Any weapon which will, or may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. Other Weapons: The possession, use or intention to use any instrument or object to inflict harm on or intimidate another person; includes all types of knives (pocket and pen knives), chains (not being used for the purpose for which it was normally intended and capable of harming an individual), pipe of any length (not being used for the purpose it was normally intended), razor blades or similar instruments with sharp cutting edges, ice picks, dirks, other pointed instruments (including pencils and pens), nun chucks, brass knuckles, Chinese stars, clubs, tear gas gun, electrical weapons or devices (stun gun), BB or pellet guns, and explosives or propellants.	Support a safe environment for all
Other Major Offenses	Including but not limited to bribery, fraud, physical assault, verbal abuse, stalking, racial slurs, embezzlement, gambling, forgery, gang related activity, hazing, physical initiation, extortion/blackmail, or any other action not included in any other severe incident category	Practice activities that support the learning intended by the design of the educational system

Revised May 2023

Nome Elementary Behavior Guidelines

Level 1

**Students receiving services via a Section 504 Plan or an IEP have additional rights.
Refer to NPS District Procedures to Ensure Behavior of Section 504 /Special Education Students Does Not Violate FAPE

*Police Referral: (Note – Any crime committed by a student while at school, on school grounds, or during any school-sponsored activity on or off campus shall be reported to law enforcement.)

Level of Severity	**Behavior Infractions** **(One or more infractions may be a part of a single event; infractions separated in time do not affect the assigned consequences of a previous infraction)**	**First/Second Offense** **(MAY include but not limited to one or more of the following. List is not all inclusive)**	**Repeated Offenses** **(MAY include but not limited to one or more of the following. List is not all inclusive)**
Level 1- CLASSROOM LEVEL BEHAVIOR: MILD-MODERATE	Disrespect False reports/False statements Inappropriate behavior (touch, out-of-control) Inappropriate language Inappropriate use of materials Inappropriate use or possession of electronics Sleeping in class Teasing Theft Vandalism/Graffiti Willful disobedience	Proximity/ nonverbal prompt Verbal warning Re-teach expectation/ rule Student Reflection Student Conference Parent Contact Loss of Privilege (removal of recess is not an option unless safety is an issue) Focus Room	Redirection Private Conference with Student Loss of Privilege Student Conference Restitution Seating Change Parent Contact Student Contract ADDITIONAL INTERVENTIONS Parent/Student conference to review student contract

			Refer to intervention team (i.e. staff, counselor, admin)
	• Academic misconduct/Cheating	• Failing grade for assignment	• Failing grade for course
	• Dress code violation	• Student is required to replace the offending item or go home to change	• Treated as defiance

Revised May 2023

Nome Elementary Behavior Guidelines
Level 2

**Students receiving services via a Section 504 Plan or an IEP have additional rights.
Refer to NPS District Procedures to Ensure Discipline of Section 504 /Special Education Students Does Not Violate FAPE

*Police Referral: (Note – Any crime committed by a student while at school, on school grounds, or during any school-sponsored activity on or off campus shall be reported to law enforcement.)

Level of Severity	Behavior Infractions (One or more infractions may be a part of a single event; infractions separated in time do not affect the assigned consequences of a previous infraction)	First/Second Offense (MAY include but not limited to one or more of the following. List is not all inclusive)	Repeated Offenses (MAY include but not limited to one or more of the following. List is not all inclusive)
Level 2-MODERATE Disapproved behaviors which do not substantially disrupt learning and/or endanger others.	Harassment/Intimidation Defiance /Insubordination False reports/False statements (repeated offenses) Inappropriate use or possession of electronics (repeated offenses) Leaving school without permission Physical altercation Trespassing	Student Reflection (Short student write-up of the event) Student Conference Parent Contact Loss of a privilege (removal of recess is not an option unless safety is an issue) Focus Room	Student conference Parent contact After School Detention Referral to Counselor Development of behavior plan 1-3 days in-school suspension (Note – Failure to serve ISS or removal from ISS for disciplinary

			reasons shall result in out of school suspension or additional ISS time)
	• Dress code violation (repeated offenses)	• Student is required to replace the offending item or go home to change	• Treated as defiance

Revised May 2023

Nome Elementary Behavior Guidelines
Level 3

**Students receiving services via a Section 504 Plan or an IEP have additional rights.
Refer to NPS District Procedures to Ensure Discipline of Section 504 /Special Education Students Does Not Violate FAPE

*Police Referral: (Note – Any crime committed by a student while at school, on school grounds, or during any school-sponsored activity on or off campus shall be reported to law enforcement.)

Level of Severity	**Behavior Infractions** **(One or more infractions may be a part of a single event; infractions separated in time do not affect the assigned consequences of a previous infraction)**	**First/Second Offense** **(MAY include but not limited to one or more of the following. List is not all inclusive)**	**Repeated Offenses** **(MAY include but not limited to one or more of the following. List is not all inclusive)**
Level 3-SERIOUS Behaviors that threaten to substantially disrupt learning, indicate disregard for the safe environment of the school, and/or endanger others	Aggression Defiance/ Insubordination (repeated offenses) Disrespect (repeated offenses) Leaving school without permission (repeated offenses) Theft (repeated offenses) Threats	Student conference Parent contact Restitution After School Detention Administrator referral 1-3 days out-of-school suspension Focus Room or ISS	Student conference Parent contact Administrator referral Restitution After School Detention 3-5 days out-of-school suspension Referral to Counselor

	Vandalism *Tobacco		Review behavior plan and modify based on new data
	• *Alcohol/Illegal Drugs	• See BP 5131.6 below for appropriate action	When a student continues to use or possess alcohol or other drugs at school or any school activity, he/she shall be expelled. The Board may suspend the expulsion and may assign the student to a school, class or program appropriate for the student's rehabilitation. Per BP 5131.6

Revised May 2023

Nome Elementary Behavior Guidelines

Level 3 - Continued

**Students receiving services via a Section 504 Plan or an IEP have additional rights.
Refer to NPS District Procedures to Ensure Discipline of Section 504 /Special Education Students Does Not Violate FAPE

*Police Referral: (Note – Any crime committed by a student while at school, on school grounds, or during any school-sponsored activity on or off campus shall be reported to law enforcement.)

BP 5131.6	When any student uses or possesses alcohol or illegal drugs at school or while under school jurisdiction, all of the following shall result: • Parent/guardian contact • Three-to ten-day suspension • Law enforcement contact within one school day of the suspension • Restriction from school activities • Referral to an appropriate community counseling program with the expectation that at least one counseling session will be held during the time of suspension In addition, the following action may be taken: • Recommendation of expulsion • Transfer/Alternative Placement When a student sells or provides alcohol or other drugs at school or while under school jurisdiction, all of the following shall result: • Parent/guardian contact • Suspension with possible recommendation of expulsion • Law enforcement contact within one school day of the suspension In addition, the following action may be taken: • Notification of law enforcement prior to confronting or searching the student • A search for drugs in accordance with the provisions of law, Board Policy and administrative regulations • When there is good evidence that a student has actually sold or provided alcohol or other drugs/drug paraphernalia on or about the school premises or at a school-sponsored function, law enforcement must be notified.

Revised May 2023

Nome Elementary Behavior Guidelines

Level 4

**Students receiving services via a Section 504 Plan or an IEP have additional rights.
Refer to NPS District Procedures to Ensure Discipline of Section 504 /Special Education Students Does Not Violate FAPE

*Police Referral: (Note – Any crime committed by a student while at school, on school grounds, or during any school sponsored-activity on or off campus shall be reported to law enforcement.)

Level of Severity	Behavior Infractions (One or more infractions may be a part of a single event; infractions separated in time do not affect the assigned consequences of a previous infraction)	First/Second Offense (MAY include but not limited to one or more of the following. List is not all inclusive)	Repeated Offenses (MAY include but not limited to one or more of the following. List is not all inclusive)
Level 4-SEVERE Behaviors that substantially disrupt learning, indicate disregard for the safe environment of the school, violate the law, and/or endanger others. BP 3515	*Arson *Battery *Breaking and entering *Burglary *Disorderly conduct *Fighting/Mutual altercation *Harassment/*Intimidation - Serious *Larceny *Sexual Battery *Sexual Harassment *Trespassing (repeated offenses) *Vandalism (repeated offenses) *Other Major Offenses	Parent contact Restitution 3-10 day out-of-school suspension Police referral Recommendation for expulsion Focus Room or ISS	Parent contact Restitution Recommendation for long term suspension Recommendation for expulsion
	• *Deadly weapon other than a firearm including a knife (Per BP 5131.7)	Required 10 day out-of-school suspension with recommendation to Superintendent for a 30 day suspension. Modifications through Superintendent on a case-by-case basis.	
Revised May 2023	• *Firearm (Per BP 5131.7)	Required 10 day out-of-school suspension with recommendation to Superintendent for a one calendar year expulsion. Modifications through Superintendent on a case- by-case basis.	

NANAUYAAT NOME ELEMENTARY SCHOOL

NOME
ELEMENTARY SCHOOL

Home of the Nanauyaat!
FACULTY HANDBOOK
2025-2026

“Excellence for and from all students”

PO Box 131, Nome, AK 99762
Telephone 907.443.5299 Fax 907.443.2850

Nome Public School District’s Mission Statement:
Nome Public Schools, in active partnership with families and the community, educates and inspires students to become successful and responsible global citizens in an environment that represents our rich cultural diversities and local traditions.

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

DRAFT

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NOME ELEMENTARY SCHOOL FOUNDATIONS

Our Mission: *Nome Public Schools, in active partnership with families and the community, educates and inspires students to become successful and responsible global citizens in an environment that represents our rich cultural diversities and local traditions.*

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

Collective Commitments: In order to achieve the shared vision of our school, each member of the Nome Elementary School staff commits to the following:

- I will be a positive, contributing member of my collaborative team and school community.
- I will speak to be understood and listen to understand.
- I will work with my colleagues to understand and teach the essential learnings of our agreed-upon curriculum, using a variety of instructional strategies to promote success for all students.
- I will monitor each student's learning on an ongoing basis through classroom and team developed formative assessments.
- I will use evidence of student learning to inform and improve my teaching practice, with the help of my professional community and other available resources.
- I will engage in meaningful, job-embedded staff development to enhance our professional skills.
- I will bring my best self to our purpose every day, remaining professional and dedicated in my work.
- I will celebrate the successes of our students, colleagues, and myself with my educational community, recognizing the small steps toward our goals.
- I will actively aspire to be knowledgeable of each individual student, and culturally responsive in my approach to meeting the needs of each student.
- I will keep parents informed of the progress of their children, and provide resources, strategies, and information with which they can support their children.

Our Schoolwide Goals:

- Every Nome Elementary School student will experience personal growth and success on their individual path to academic success.

- All Nome Elementary School teachers will implement effective instructional strategies for continuous student growth and learning, for all students.
- All members of the Nome Elementary School community will be positive influences in the creation and maintenance of a safe and orderly learning environment.

SCHOOL CALENDAR

Final School Calendar 2025-2026

Due Date: July 1, 2025

District Name: Nome Public Schools	School: ALL
Approved By: Jamie Burgess	Title: Superintendent

Jul-25

S	M	T	W	T	F	S
		1	2	3	4	5
					H	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

# of Inservice Days: 0
# of Student Days: 0
# of Teacher Days: 0

Aug-25

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
			N	N	I	
24	25	26	27	28	29	30
	I	I	W	W	N	
31						

# of Inservice Days: 3
# of Student Days: 0
# of Teacher Days: 5

Sep-25

S	M	T	W	T	F	S
	1	2	3	4	5	6
	H	O	M			
7	8	9	10	11	12	13
			M			
14	15	16	17	18	19	20
			M			
21	22	23	24	25	26	27
			M			
28	29	30				

# of Inservice Days: 0
# of Student Days: 21
# of Teacher Days: 22

Oct-25

S	M	T	W	T	F	S
			1	2	3	4
			M			
5	6	7	8	9	10	11
			M			
12	13	14	15	16	17	18
			M			
19	20	21	22	23	24	25
			M			
26	27	28	29	30	31	
			M		E	

# of Inservice Days: 1
# of Student Days: 23
# of Teacher Days: 23

Nov-25

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
			M			
9	10	11	12	13	14	15
	PFC	PFC	M			
16	17	18	19	20	21	22
			M			
23	24	25	26	27	28	29
			M	H	H	
30						

# of Inservice Days: 0
# of Student Days: 16
# of Teacher Days: 20

Dec-25

S	M	T	W	T	F	S
	1	2	3	4	5	6
			M			
7	8	9	10	11	12	13
			M			
14	15	16	17	18	19	20
			M		M	
21	22	23	24	25	26	27
	UV	UV	UV	H	UV	
28	29	30	31			
	UV	UV	UV			

# of Inservice Days: 0
# of Student Days: 15
# of Teacher Days: 16

Jan-26

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
	I		M			
11	12	13	14	15	16	17
			M		E	
18	19	20	21	22	23	24
			M			
25	26	27	28	29	30	31
			M			

# of Inservice Days: 1
# of Student Days: 19
# of Teacher Days: 21

Feb-26

S	M	T	W	T	F	S
1	2	3	4	5	6	7
			M			
8	9	10	11	12	13	14
			M		PFC	
15	16	17	18	19	20	21
	PFC		M			
22	23	24	25	26	27	28
			M			

# of Inservice Days: 0
# of Student Days: 18
# of Teacher Days: 20

Mar-26

S	M	T	W	T	F	S
1	2	3	4	5	6	7
			M		M	
8	9	10	11	12	13	14
			M			
15	16	17	18	19	20	21
	UV	UV	UV	UV	UV	
22	23	24	25	26	27	28
			M		E	
29	30	31				

# of Inservice Days: 0
# of Student Days: 17
# of Teacher Days: 17

Apr-26

S	M	T	W	T	F	S
			1	2	3	4
			M			
5	6	7	8	9	10	11
			M			
12	13	14	15	16	17	18
			M			
19	20	21	22	23	24	25
			M		I	
26	27	28	29	30		
			M			

# of Inservice Days: 1
# of Student Days: 21
# of Teacher Days: 22

May-26

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
			M			
10	11	12	13	14	15	16
			M			
17	18	19	20	21	22	23
			M			
24	25	26	27	28	29	30
	H		M		C/M	W
31						

# of Inservice Days: 0
# of Student Days: 20
# of Teacher Days: 22

Jun-26

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

# of Inservice Days: 0
# of Student Days: 0
# of Teacher Days: 0

ATTENDANCE

Attendance must be recorded in PowerSchool by 8:20 A.M. of each school day.

- Mark any student not present at that time as "Absent." All other changes will be made in the front office.
- When informed by a family of an absence, please provide that information to the attendance secretary.
- If a student comes to school tardy, the update will be made by office staff, and a tardy slip given to the student to present to the teacher. If a late student arrives in class without a tardy slip, please direct them back to the office.
- Students leaving during the school day must be signed-out in the office, and attendance will be updated by office staff.

LUNCH & BREAKFAST COUNTS

Teachers must submit daily lunch and breakfast counts in PowerSchool by 8:20 A.M. of each school day. For your classroom:

- Submit the number of students planning to eat school lunch that day.
- Submit the number of adults planning to eat school lunch that day.**
- Submit the number of students planning to eat school breakfast the following school day.*
- Submit the number of adults planning to eat school breakfast the following day.**

*It is appropriate to add meal counts for students who are absent.
**Breakfast cost is $6.75, lunch cost is $10.25.

CONTRACT DAY

The contract day for Nome Elementary School certified staff is 7:45 AM to 3:45 PM, and 7:30AM to 3:30PM for classified staff. This is exclusive of a 30-minute duty-free lunch time which will be designated in each staff member's schedule. In the occasional event of a change in the expected schedule of a contract day, staff will be notified by the principal or designee.

LEAVING DURING THE CONTRACT DAY

There is a sign out/in sheet located in the front office. If leaving the school building during the contract day prior approval is required from a principal, and the staff member **must** sign out/in on the sheet provided. This includes making trips to other NPS campuses or community partner locations for school business. Leaving for lunch does not require approval, but does require signing out/in.

LESSON PLANS

Teachers are **required** to submit lesson plans to the principal or designee by 8:00 A.M. on the first student school day of each week. Lesson plans will be completed in "Planbook," and outline instruction for each day of the week. Plans should be presented in a manner easily followed by a substitute. Lesson plans must notate the Alaska State Standards being addressed, align to the grade-level instructional pacing guides, and reflect implementation of district-approved programs including Bookworms ELA and Eureka Math instructional materials. Cultural relevance and sensitivity should be incorporated into lessons. Resources are available and assistance may be requested.

STAFF ABSENCES

When planning leave, it is the staff member's responsibility to know what leave time is available to him/her, and to understand the stipulations of sick leave use as defined in Article IX, Section A of the Negotiated Agreement. Request of leave shall be made using the online platform linked/bookmarked on the Nomeschools.org website. Necessary substitutes will be contacted by the front office only.

In the event of an unplanned absence, please contact in order (or simultaneously): 1) Principal, 2) Assistant Principal, 3) School Secretary, until one has acknowledged the notice of your absence. You must have lesson plans prepared for the school day for your substitute, including notification of any scheduled tutoring or other duty responsibilities. Unplanned leave requests must be entered by 4PM the day of the absence.

EMERGENCY SUB. PLANS

All teachers **must** have a full week's worth of emergency, stand-alone lesson plans and materials on file with the front office by the given due date, within the first

month of school. These plans must be tied to Alaska State Standards for your grade level, and will be utilized in an emergency when you cannot provide substitute plans. These plans are due in the Google Drive by 3:45 P.M. on September 22, 2023.

DUTY SCHEDULES

In order to maintain a safe school environment and promote school culture all available staff will be assigned recess, lunch, and bus duty responsibilities. The schedules will be published by the first teacher work day each year.

EVALUATIONS

All certified and classified staff will be evaluated during the school year. Evaluations will be completed by a Type B certificated administrator, per the negotiated agreement and Alaska law. Please refer to the Certified Employee's Evaluation Handbook or Classified Support Staff Evaluation Handbook, as appropriate.

GRADE BOOKS

It is the teacher's responsibility to maintain accurate grade and attendance records. Teachers are required to use *PowerTeacher Pro* (PowerSchool) for reporting grades. A back-up grade book is always encouraged. The following are minimum requirements:

- Spelling, Reading, and Citizenship grades will be updated weekly.
- Math and Writing grades will be updated bi-weekly.
- Science/ Social Studies grades will be updated monthly.

REPORT CARDS

Computer generated report cards will be printed for each quarter, and can be requested by the teacher for February Conferences. **At a minimum, teachers must include a comment for any failing grade** (N, F). Grades must be finalized by 3:45 PM on the following dates:

- 1st Quarter Report Cards – 11/3/23 (End Q1 is Oct. 27, 2023)
- 2nd Quarter Report Cards – 1/26/24 (End Q2 is Jan 19, 2024)
- 3rd Quarter Report Cards – 4/5/24 (End Q3 is Mar. 29, 2024)
- 4th Quarter Report Cards – 6/1/24 (End Q4 is May 31, 2024)

MAKE-UP WORK

In the event of excused absences, students will be expected to make up assignments or tests after an absence from school. Students will be given two (2) days for the first day missed, and one (1) day for each subsequent day missed, not to exceed a total of ten days. Students shall receive full credit if the work is turned in according to this policy.

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

STUDENT RETENTIONS

Grade level retention of students is not well-supported by research. Therefore, such a decision will be made only after careful consideration of student data and documented team conversations to include, at least, the teacher, family, and principal or designee. Required documentation will include interventions, assessment data, Light's Retention Scale, letter of agreement from guardian, and log of conversations with family pertaining to the student's academic achievement and the decision to retain. This process shall begin no later than February, and be completed no later than the end of April.

FIRE ALARMS/EMERGENCY LOCKDOWNS

When the fire alarm sounds, teachers and staff will follow protocol outlined in the red Emergency Management Guide. Be familiar with those procedures and building evacuation routes. Remember to:

- Make sure lights are off, and doors and windows are closed;
- Lead your students out of the room and building;
- Take your red emergency guide and red emergency backpack;
- Have a current class list in your guide.

In the event of a lockdown you will be notified by administrative staff. Lock classroom doors and lower door and window blinds. Keep students calm and hidden away from doors and windows. Wait for your room to be unlocked by administration or law enforcement.

ASSEMBLIES

When assemblies are announced, designated student groups and teachers are required to attend. If a situation arises and you feel your class's attendance is merited elsewhere, please contact one of the principals and request permission to be exempted. During assemblies, classes will sit together, consolidated in two rows for better proximity to the teacher. Teachers and staff will sit with their classes. When seated on gymnasium bleachers, students are expected to keep feet placed quietly in the foot rest area of the bench where they are seated. Teachers will review appropriate audience behavior before assemblies, and will hold students to those expectations.

FIELD TRIPS

1. Field trips **must** be approved by the principal. Please submit all requests at least one week in advance. https://forms.gle/ogt7MN1vBpj7ryvF9
2. **If a bus will be needed for trip transportation** the request must be made at least **two weeks** in advance. Bussing arrangements will be made by the front office, and are subject to contractor availability.
3. If sack lunches will be needed from the cafeteria, please use the attached request form, and submit at least **two weeks** prior to outing.
4. Students must have parental/guardian written permission in order to participate in school field trips. Acquire permission slips at least one day in advance of the field trip. School staff shall work together to provide an "alternative educational experience" for students whose parents/guardians have not granted permission for trip attendance.

Safety & First Aid

1. While conducting a field trip, the school employee shall have a school first aid kit in his/her possession or immediately available.

Supervision

1. Students on approved trips are under the jurisdiction of the Board and subject to school rules and regulations.
2. District personnel shall accompany students on all trips and shall assume responsibility for their proper conduct.

USE OF SCHOOL VEHICLE

Use of a school vehicle is limited to administration of school business. Each staff member wishing to use a school vehicle must register his/her driver's license with the principal or designee, and complete the vehicle use agreement (available from registrar). Vehicle usage must be prearranged with the principal, and the keys must be signed out/in in the school office. Only district personnel whose licenses are on file may drive district vehicles.

DO NOT TRANSPORT STUDENTS IN YOUR PERSONAL VEHICLE AT ANY TIME!

SACK LUNCH REQUEST

NMS Sack Lunch Request Form

(Please submit to NMS at least 2 weeks before need date to ensure fulfillment)

Sack Lunch items: Ham or Turkey sandwich, Fruit cup, Raw vegetables, Chips, Graham crackers, Mustard/Mayonnaise packets, Napkin, and Milk

Group or Teacher's Name: _____

Date Lunches are Needed: _____

Number of Lunches: _____

Time Needed: _____

Grade: _____

Any Allergy or Dietary Restrictions: _____

_____

THANK YOU!!

_____ _____

Teacher's Signature Date Requested

_____ _____

Administrator's Signature Date Signed

_____ _____

Received by NMS Services Date Received

Updated 4/23/2022

HALL PASSES

Student excusal from class should be kept at a minimum.

- Bathroom: Teachers will maintain classroom sign out/in logs for students using the bathroom during class time. Only one student shall be sent to the bathroom at a time, and student must have a pass.
- Other: When sending students to other locations in the building, they must be sent with a pass designating the student's name(s), destination, purpose (briefly), and time. Only send as many students as necessary to complete the task.

FACULTY LOUNGE

The faculty lounge is provided as a meeting place for faculty to take a break, get coffee, prepare materials, and eat. It is not the responsibility of office staff or any specific individual to keep the area clean. Please be respectful of all staff and clean up after yourself. This includes clearing papers and scraps, washing and returning any dishes you use, wiping down your table space, and clearing the refrigerator of your items on a weekly basis. **Students are not allowed in the faculty lounge**.

INSTRUCTIONAL DAY

The instructional day begins at 8:00 A.M. each day. It ends at 2:10 P.M. for K – 2 students and 2:40 P.M. for 3 – 5 students on a regular school day. On minimum days there is no recess, and dismissal times are 1:10 P.M. and 1:40 P.M., respectively. Routines and instruction should begin promptly each day, and students are not to be released early.

FACULTY DRESS CODE

The expectation is that all staff will come to work each day dressed professionally. This can be defined as business casual. Jeans are acceptable, but must be neat and clean. T-shirts supporting NPS and educational values are acceptable.

- Wednesdays – Uġiłqaaq, Atikłuk, Qaspeq, Qiipaghaq Day
- Fridays – Blue NPS Day (Nanauyaat, Nanook, Nome Public Schools, etc.)

SPIRIT DAYS

Periodically throughout the year, we will have designated spirit or dress-up days. These may be single-day events, or spread over the course of a week. While school spirit is encouraged and supported, all spirit days and themes **must** be approved by the principal or designee.

SCHOOL PHONE/FAX

Each classroom has a telephone, for teacher use only. Limit phone use so classroom instruction is not interrupted. **Student calls must come from the office, not your classroom**. Long distance calls for school business can be made from school phones.

KEYS

In the event a staff member should misplace his/her keys, it must be reported to the principal immediately. Building security is critical, so please keep keys securely in your possession.

DISTRICT DOCUMENTS

It is the responsibility of each staff member to be familiar with the documents of the district which govern rights, employment, and practice. These include, but are not limited to:

- Nome Public Schools Negotiated Agreement with each bargaining unit;
- Certified or Classified Employee Evaluation Handbooks;
- Nome Elementary School Faculty Handbook;
- Nome Elementary School Family Handbook; and
- Nome Public Schools Board Policies and Administrative Regulations.

USE OF PERSONAL DEVICES

Staff

Personal texting or internet surfing by staff while supervising students is unacceptable. There are times when messaging may be relevant to staff responsibilities and duties, and apps appropriate for use with

students. Please use personal devices professionally during the instructional day.

Students

Students must turn off and store personal electronic devices at the start of the school day in provided safes, not on their person. Devices may not be used until the school day has ended.

If staff would like to institute a "Bring Your Own Device" instructional activity, it must be reflected in lesson plans, relevant to curriculum and programming, and closely monitored for appropriate use. Students' personal devices may not be connected to the district's network.

SCHOOL DAY COMMUNICATIONS

Classroom instructional time will be respected and protected as much as possible. To aide in non-disruptive communications during the school day, both email and mailbox distributions will be used. **Check your school email and faculty lounge mailbox each morning, once during school day, and before departing for home.**

School personnel will only interrupt instruction by entering or calling the classroom for time-sensitive matters, such as a student needed by a guardian or visiting agency.

COMMUNICATION TO DISTRICT OFFICE AND BOARD OF EDUCATION

All school district related communications, whether comments, suggestions, recommendations, compliments, complaints, or grievances must be communicated through each link in the chain of command: teacher, principal, superintendent, school board respectively. Board Policy mandates staff follow this channel of communication, and, in the case of complaints, only after documented informal attempts at resolution have been made at the lowest possible level. Be sure to respect the organization's policy and ethics of professionalism that apply.

OFFICIAL SCHOOL DISTRICT COMMUNICATION

1. News releases to the media (newspaper, radio, Nome Announce, Facebook) must be approved by the District Office.
2. Any correspondence sent outside the school community that relates to school business must be approved by the principal.
3. Classroom communication with families is encouraged. Copies of regular emails and Newsletters shall be provided to the principal.

GUEST SPEAKERS/INSTRUCTORS

Guest speakers and local experts can add great value to our educational program, are welcomed, and encouraged. Permission from the principal must be attained prior to hosting guest speakers. Guest speakers and any other visitors must sign-in at the office and receive a visitor's badge.

TOBACCO/CONTROLLED SUBSTANCES

All Nome Public Schools campuses are drug, alcohol, and tobacco-free. Tobacco products (cigarettes, smokeless tobacco, e-cigs, etc.) will **not** be permitted on the Nome Elementary School campus. Smoking in a personal vehicle on school grounds is prohibited. Staff are expected to report to work free of influence by controlled substances.

PAYROLL

Appropriate district personnel manage all payroll procedures. Payday is the last working day of each month (and 15th of each month for classified staff). All staff members must participate in the direct deposit for paychecks. Any questions regarding payroll should be directed to the District Office.

STUDENT RECORD REVIEW

When reviewing student files, staff must sign the log on the Records Room door, and notate the date and time. Records should be reviewed in the school office only, and promptly returned. Log the time returned.

CONFIDENTIALITY

Educational staff deal with confidential information about students on a daily basis. Conversations about students must be held privately, and only with those that have an educational interest in the student. Educational staff are bound to the Code of Ethics and discretion is demanded in our profession.

BUILDING SECURITY

Our school is a community facility. To assist in the security of the building, please close all windows and lock your classrooms when you leave each day. When entering the building outside school hours, carry your keys to enter and lock any shared work spaces. During the school day, if you notice an individual in the

building without a Visitor's badge, direct them to the office to check in and get a badge.

CLASSROOM AND SCHOOL MAINTENANCE

Classrooms need to be maintained in a safe, orderly, and healthy condition. Encourage students to help care for our school facility. Staff should submit an online Incident IQ request for maintenance or custodial work for situations where health or safety problems are observed. Immediate custodial needs during the school day can be called in to the office for day custodian to be contacted.

REQUESTING MATERIALS

To obtain supplies, a staff member must first complete a Nome Public Schools requisition form and submit it to the principal. If the request is approved by the principal and superintendent, the materials will be ordered and a copy of the requisition will be returned to the teacher. Under no circumstances may materials be purchased before the requisition has been approved. Invoices will not be paid unless the requisition was approved prior to the purchase. Out of pocket purchases by staff will remain the responsibility of the individual.

RECESS EXPECTATIONS

Recess will be outdoors on dry days with temperatures at or above -20F (with wind chill). In the event of rainy days, or extreme cold temperatures, recess will be held by teachers indoors (See "Inside Recess Expectations" below). All students are expected to participate in recess. Teachers must take a radio with them to communicate with the office. Exceptions will only be made for students who have a note from a parent/guardian to stay indoors due to an illness or injury, and those who have an approved alternate plan created by an intervention team. Copies of notes received from families must be provided to the office staff. Students should be dressed appropriately for the weather. Extra gear can be borrowed. In repeated cases of unpreparedness, teachers will contact the family regarding the issue.

Teacher Expectations

- Actively monitor student behavior by moving around the playground.
- Monitor Off-Limit areas and redirect students to safe play.
- Correct any inappropriate behavior.

- Follow-up with recess incidents appropriately and promptly (injury incident forms, student discipline, teacher-notification, etc.)
- Carry a whistle and a clock/watch. Blow whistle two minutes prior to end of recess so students are lined-up safely for teacher retrieval.
- On-duty teachers are the last to re-enter the building with their classes at the conclusion of recess.

Student Expectations

- General
  1. Be Safe, Be Respectful, Be Responsible.
  2. Games will include all who want to play.
  3. Keep body to yourself. Two-Finger Touch Tag is acceptable.
  4. If it looks like fighting, it will be treated as fighting.
  5. Rocks, ice, and snow stay on the ground. Snow building is permissible.
  6. Large puddles and ice slicks are off-limits.
  7. Stay ten feet away from the building, and off the ramp during recess.
  8. Use all equipment as intended: No climbing over railings.
  9. Stay off the fence.
  10. Balls may be used in open areas. If a ball goes over the fence, it may be retrieved by one student, after receiving permission from duty staff. The second time it will be retrieved by staff and kept the remainder of recess.
  11. Line up safely when the whistle is blown at the end of recess.

- Slides
  1. Go down the slide on your bottom, feet first.
  2. One at a time on the slides.
  3. Get off the slide and move out of the way as soon as you reach the bottom.
  4. Do not place rocks, snow, or ice on the slides.

- Swings
  1. Sit with bottom on swing, crown of head toward top.
  2. Swing forward and back only.
  3. Do not twist on the swings.
  4. Swing of your own effort, no pushing.

- Glider and Monkey Bars

1. Form a line on either side.
2. Take turns: Pass the glider to the next person within five seconds.
3. (Do not push or grab students hanging from the bars or handle.)

INSIDE RECESS EXPECTATIONS

Recess is held indoors on days with heavy rain, or temperatures below -20F, including wind-chill. In order to protect the integrity of the Physical Education program of our school, the gym is only available for an indoor recess option:

Mondays & Fridays: 10:50AM-12:05PM, 12:45PM – 12:55PM
Tuesdays & Thursdays: 10:50AM – 11:30AM, 12:10PM – 12:55PM

- Always give the students a choice to go to the gym or stay in the room with the off-duty recess teacher for a quiet recess time (at EACH grade level-this only applies to fifth grade if there are three staff members available during that time). Whatever their choice is, once recess has started, they CANNOT change their mind and walk back and forth between the gym and the classroom.
- In the gym there are only 4 balls (preferably softer than basketballs) for the east basketball hoop and 4 balls for the west basketball hoop. So, 8 total balls in the gym at recess time. East hoop is for the younger students at the recess, west hoop for the older.
- The hula hoops and jump ropes are to be on the north side of the gym, past the wide red line.
- There is NO running in the gym during inside recess.

HALLWAY EXPECTATIONS

1. Teachers must lead class, and have sight of their class at all times.
2. Walk on the right side of the hallway whenever possible.
3. Hands, feet, body to yourself. Do not touch walls, windows, and boards.
4. Face forward.
5. Stop at PAWS points, or other point designated by teacher.
6. Voice Level 0, except for polite reminders at a Voice Level 1 ("The line is moving, please follow closely," etc.).
7. Step out of line to tie your shoe when necessary. Rejoin at the end promptly.
8. Yield to doorways, and oncoming traffic.

9. The lunchroom is not an appropriate pathway for classes during lunch service.

LUNCH TIME EXPECTATIONS

- General
  1. Encourage all students to eat lunch. School lunch is free to students.
  2. Students will not have access to a microwave during school. Lunches from home may not be heated.

- Getting to lunch
  1. Teachers will walk students to the front hallway as a class.
  2. “Cold Lunch” students may wait on the right, “Hot Lunch” students on the left.
  3. Lunch Duty Staff will monitor waiting lines.
  4. Straight and tall, off the walls.
  5. Leave space for traffic at office doors, main entry, and kitchen window.
  6. Students must remain in line to receive a lunch.
  7. Wait at “Stop” sign to kitchen to be served.
  8. If service is running late, duty staff may have waiting lines be seated in hallway.
  9. If students have permission from their teacher to return to the classroom for lunch, they will be overseen by their teacher for the duration of the lunch period.

- Lunchtime Routines
  1. Students receiving school lunch must proceed through Point of Sale (POS) with all served items on tray.
  2. Students may trade milk for water after the POS, but must keep all other components on tray through being seated.
  3. Offering bar service is only for students who have been served a school lunch, and students may receive multiple helpings.
  4. Students will keep conversation to a Voice Level 2: Group Voice.
  5. Students will sit at their assigned tables.
  6. Tables will be dismissed one at a time to dump trays near the end of lunch.
  7. Students choosing not to meet lunchroom expectations will be (progressively):
     - Given a warning
     - Re-assigned to another table
     - Sent to the office for further discipline.

8. Lunchroom Duty Staff will inform the classroom teacher when a student chooses not to eat during lunch, and of any other behavior concerns.
9. There will be two bathroom passes per gender for the lunchroom.

- End of Lunch
  1. Teachers will arrive on time to pick up class.
  2. Teachers will approach their class tables, gain the class's attention, and dismiss students to line up calmly.

BUS DUTY EXPECTATIONS

1. Be on time and prepared to go outdoors.
2. Each bus line will be led by staff on duty to the bus.
3. As-needed, support drivers to ensure students are seated safely and respectfully before exiting the bus.
4. Once certain all students are loaded, give "thumbs-up" visibly to drivers.

ANVIL CITY SCIENCE ACADEMY

2025-2026
Academic Theme: Alaska Studies: Who We Are and Where We Come From

STUDENT HANDBOOK

Guiding Students on the Path to Lifelong Achievement

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INTRODUCTION

Program Description

Our program incorporates critical thinking, collaboration, and creativity through project based lessons with an emphasis on science and technology. To prepare our students for their futures, technology is integrated and utilized to the fullest potential. Students will embark on purposeful, rigorous learning that requires research, investigation, challenge, teamwork and learning through relevant experiences. Lessons are interdisciplinary studies of a theme or topic and place-based when appropriate, generally lasting four to nine weeks and are the core of the curriculum.

The program will foster a strong sense of student community. ACSA is a multi-age school. We believe our multi-age structure allows students to learn at their own developmental pace, learn from students of different academic levels, and to grow as leaders.

Four Year Rotating Theme

2025-2026 Alaska Studies: Who We Are and Where We Come From
(Ecosystems and Biology, Alaska Geography, History and Cultures)

2026-2027 Foundational Changes (Geology, Chemistry & Earth Science, Early American History)

2027-2028 The World Around Us (Ecology, World Geography, Ancient Cultures)

2028-2029 In Motion (Physics, Government, Movements)

Curriculum Map for 2025-2026 Alaska Studies; Who We Are and Where We Come From

Science	Ecosystems Overview	Energy and Resources in Ecosystems Organism Populations	Cells and Body Systems Science Fair	Growth, Development, Reproduction of Organisms
Social Studies (AK studies)	AK Geography/Regions Nome Region Geography/History	Alaska History Alaska from Sale to Statehood/	Alaska Native Cultures	Alaska Economy Current Issues and Civic Responsibility
Language Arts	The Writing Process Conventions Technical writing (flora and fauna field guide) Informative/Explanatory texts Student biographies	Writing about texts: fiction Formal essays Conventions Book reviews Compare/Contrast Essay Wax Museum/Skits	Literature devices and figurative language Conventions Poetry forms Literature Analysis: Text-dependent analysis essay Short constructed response	Speeches: (informative, demonstrations, compare/contrast, promotion or persuasive) Conventions Narrative Writing: fiction retelling Alaska Native
Reading	Fiction and Nonfiction Plot Structure Informational Text Structure	Themes in Oral Tradition and Storytelling	Poetry (Inflections and Voice) Drama (Projection and Structure)	Native Alaskan Myth and Alaska Legends

ATTENDANCE

Regular school attendance is necessary for students to progress in academic standards and achieve consistent educational gains. Students who are frequently absent or tardy disrupt classroom instruction and our school climate. Regular and on-time attendance is required of all students enrolled at Anvil City Science Academy. The responsibility for regular and on-time attendance lies with the parent/guardian.

Excused Absences

Nome Public School Policy (AR 5113) defines the following as excused absences:
a. Injury or illness
b. Quarantine
c. Death in the immediate/extended family
d. Medical or dental appointment
e. Court or administrative proceedings
f. Religious observance

Please notify the Registrar by email or phone as soon as possible when an absence occurs. The parent will receive a phone call if no message has been received by the morning a student is recorded absent.

Medical Absences

In accordance with Nome Public School policy, medical absences in excess of three (3) consecutive days must be accompanied by a doctor's note. Medical absences will not count towards the consecutive absence rules.

Planned Absences

Anvil City Science Academy is built on the belief that kids learn best by experiencing unique, hands-on activities. The staff believes there is no substitute for the educational interactions between teachers and students, as well as peer-to-peer collaboration. Instruction, discussions, media presentations, hand-on activities, and special activities make up the foundation of effective learning and cannot be completed by students outside the classroom. A student's absence disrupts not only their own learning, but that of their peers, as cooperative group work is an integral part of our program. Students in the classroom have to do extra work, or have to wait on students to return before they can even begin a project.

Therefore, we strongly discourage students missing school for days of vacation or other personal reasons. Families should plan vacations around the school calendar. Absences for vacation or personal reasons should occur only in exceptional circumstances – NOT regularly every year or repeated several times during the same year.

Planned Absence Form

Parents shall notify the Registrar at least one week in advance of any planned absence. For a planned absence of three (3) or more days, parents must also submit a *Planned Absence Form* at least one week prior to the absence.

Consecutive Planned Absence

A planned absence for fifteen (15) or more **consecutive** school days may result in the student being unenrolled from ACSA.

Cumulative Absences Policy

We understand that some absences are unavoidable. However, frequent absences, regardless of the reason, may add up to significant lost learning time in the classroom. Sporadic absences, not just those on consecutive days of school, matter. The following policy is in effect for cumulative full-day equivalent school absences, excused and unexcused (excluding school sponsored absences) during the school year.

A. Eight (8) absences: Parents will be notified of the dates of absence. Parents and the student will re-sign the attendance policy.
B. Twelve (12) absences: The student and their parents will meet with the principal to review the reasons for the absences and reflect on the effect the absences have had on the student's academic progress and that of their peers.
C. Seventeen (17) absences: In addition to the steps outlined in b) above, the parties will revisit the student's ACSA application to examine the reasons the student applied to ACSA. Together, the parties will determine whether continued enrollment at ACSA is appropriate.
D. Twenty-five (25) absences: Parents will meet with the principal to discuss possible unenrollment from ACSA or retention of the student in their grade for the following year.

Make-Up Work Policy

Students are obligated to make-up assignments or tests after an absence from school and shall receive full credit if the work is turned in on time, as defined by the policies below. Missing assignments are entered into the gradebook (PowerSchool) as zeros until the assignments are completed and graded.

Absence Assignment Form

Students will fill out an *Absence Assignment Form* on the first day back at school from any absence other than a school activities absence. A digital copy of the completed form will be emailed to parents. To make up work, students will be given two (2) days for the first school day missed and one (1) day for each succeeding school day missed, not to exceed seven (7) school days total.

School Activities Absence

Students who are traveling for school activities will need to request their reading and math homework from teachers **in advance** and will be expected to **turn in assignments on their first day back at school.** Pre-assigned homework and tests need to be turned in ahead of time or as directed by the teacher.

Unexcused absence

Students who miss school work because of unexcused absences or suspensions shall be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Perfect Attendance

To encourage excellent attendance, students with no absences and no tardiness shall be recognized monthly with an incentive/reward.

Tardiness

A student is expected to be in class on time. A student will be marked tardy if he or she arrives after the school day has started. Teachers have structures in place which require engagement in the first minutes of class, and a student should be prepared to participate.

Sleeping in Class

In order to fully benefit from ACSA's rigorous academic program, it is necessary that students arrive at school on time, well-rested and ready to learn each day. Sleeping in class is a form of absence that interferes with student learning. It interrupts the learning environment for all students and will be handled in a serious manner. Sleeping in class is not acceptable behavior at ACSA. An incident of sleeping in class warrants parent notification so that families can make necessary adjustments to ensure their student receives adequate rest.

SCHOOL PROCEDURES

Advancement in Classes

The core classes at ACSA are Language Arts, Reading, Science, and Social Studies. Students are placed in one of three levels (Class A, Class B, or Class C) for the core classes.

- Class A students receive quite a bit of direct instruction and learn basic content for each subject area.
- Class B students receive some direct instruction but should also be able to operate somewhat independently using written instructions, and they learn a range of content for each subject area.
- Class C students are expected to function quite independently and know how to use

available resources to assist their learning of deeper content in each subject area.

A student may remain at the same class level for more than one year depending on his or her academic needs and ability for self-direction. Any student who attends ACSA for four years will indeed take a certain level twice since there are only three levels for four years of curriculum. However, because the theme is different each year, a student will learn new content while having the opportunity to reinforce skills at a particular level.

To advance to the next math class, a student must demonstrate proficiency in the skills and concepts for the current course level. The student should demonstrate proficiency by completing assigned work, scoring average or better on classwork or placement tests, and/or showing competency through MAP test scores. Students are retained, when needed, to repeat the content and practice the same or similar skills.

After and Before School

Students should not arrive at school before 8:50 am. At 8:50, buses arrive and students can go to breakfast at the cafeteria. Students who are dropped off at school by parents can also go to breakfast.

Students and parents may work with their teachers to arrange to get help outside of class time.

Communication With Parents

Important information pertaining to school is shared with families by email. Parents should check their email daily for ACSA messages. ACSA also maintains a website and Facebook page to help families keep informed. Students will keep track of assignments and homework in assignment notebooks, which go home nightly for parent review. For parent communication to teachers, email is the most efficient and preferred method, but school visits or phone calls are also useful.

ACSA students access Google Classroom, have school-administered Gmail accounts, and use many software programs for school work. In order to understand how these tools are used, parents will be invited to a technology help session in the fall.

Parent/Teacher Conferences

Scheduled conferences between parents and teachers will occur no less than twice a year. Fall conferences are between parents and teachers, and students are welcome to attend. Spring conferences are student-led so that students may demonstrate personal responsibility and accountability for their academic performance, a key core value at ACSA.

Grade Reporting

Report cards are given at the end of each of the four quarters. Parents and students should use PowerSchool to keep current with student progress. Progress reports will be made available by request of a parent guardian. ACSA teachers update grades weekly.

Students and parents should monitor grades weekly using PowerSchool (an online gradebook) or other resources. When an assignment has not been completed by the due date, a ZERO will be recorded in PowerSchool, which will remain until the work is turned in.

Homework Responsibility

Homework will reinforce classroom learning objectives and be related to student needs and abilities. Typically, a student will have math and reading homework each night, but at times homework will be assigned in other classes as well. Because it is expected that students complete the assigned homework, grades will be taken and are part of a student's overall class grade.

Honor Roll

Students who receive all A's on their report card will achieve the "A" Honor Roll and all A's and B's will achieve the "B" Honor Roll.

Late work

Late work is worth 60% of the value of the assignment for daily work.
Late work earns a 10% deduction of the value of the assignment per day for major projects or long-term assignments.

Teachers in each class will set time limits for the acceptance of late work and will communicate those policies in the class syllabus.

Students who habitually turn in late work may lose the opportunity to have it accepted.

Redos

In order to increase understanding of a skill or concept and to earn a higher grade than the original mark, teachers may give students permission to redo certain types of assigned work that was originally completed with a good faith effort. Any work that has been redone correctly will earn 50% of the credit that was missed added to the original score.

Math Redos

Due to regularly assigned homework in Math, special redo policy exists for these classes.

Math 5 Redos:
Students must redo each missed math problem on assignments with a score of less than 70%, but redos are optional for assignments with a score of 70% or above. Students will earn full credit for each correct redo. The Math 5 teacher may establish deadlines for redo submission. There are no redos on math tests.

Math 6, 7, 8 Redos:
If a student wishes to improve their grade for a math assignment that was turned in on time, the "redo" will consist of a different, but comparable, assignment that will replace the grade. Redoing only the problems missed on an assignment is not an option.

- For work that was turned in on time, redos will be accepted up to one week past the original due date of the assignment, except that earlier due dates may be established near the end of the quarter, or in advance of a chapter test.
- Redos are not available for assignments that were turned in late.
- Students may redo up to six (6) math assignments per quarter.
- There are no redos on math tests.

SAFETY AND SECURITY

Student safety and security is a high priority. Any time a student arrives late or leaves early it is important that he or she sees the administrative assistant or the principal and signs in or out. A parent or guardian must notify the principal or staff if the child will be absent.

Visitors must check in with the administrative assistant or principal upon arrival.

Sign In/Sign Out Procedures

All doors to the school building will be locked during the school day between the hours of 9:00 AM -4:05 PM. To drop off or pick up your child **during the school day**, use the entrance on the west side of the school building (door D4). Our school's sign is near the door to the conference classroom where your child will enter or leave. **A parent or guardian must come inside the building** to sign in or sign out their child. **Please do not ask your child to meet you outside**.

To drop off or pick up a child before or after school (before 9:00 AM or after 4:05 PM), please use the east entrance -- there is a cement ramp at this entrance -- to avoid bus traffic.

Backpacks

Students are not permitted to bring a backpack into the classroom due to safety concerns. These concerns range from students and teachers tripping over them to contraband being brought into the classroom. Each student has been assigned a locker and should use it to store his or her backpack and other items.

Building Security

ACSA will utilize a **Stay in Place** protocol to address a medical or behavioral issue. The **Stay in Place** protocol allows authorized individuals to work safely and without obstruction in addressing the medical or behavioral issue. A **Stay in Place** protocol is used when there is not a threat to the safety of the people in the school.

Nome Public Schools will follow an ALICE plan in response to an active intruder. Information about this type of response can be found at What is ALICE? . Anytime the ACSA staff intends to hold a drill, students will be informed and will have an opportunity to ask questions before and after. We want students to feel as comfortable as possible with the concept and procedures.

In the event of a drill for Lockdown or Evacuation or in the event of an actual emergency situation, students shall obey all teachers' directions in a prompt manner. Student safety depends on listening carefully to the teacher's directions with immediate compliance. Additional emergency classroom instructions are located in each room in the RED EMERGENCY FLIP CHART.

Lastly, it is important to note that prevention and communication are key components of school safety. The ACSA staff will work to establish a school climate of respect, connectedness, and trust amongst all stakeholders. Any time a student is aware of dangerous situations or has a concern about safety or the wellbeing of another student or staff member, that student is expected to share his or her concerns with a teacher, administrator, a school counselor, or staff in the school and/or office.

Search and Seizure

Nome Public Schools staff and Board recognize that incidents may occur where the health, safety and welfare of students and staff are jeopardized. **Such incidents necessitate the search and seizure of students, their property, or their lockers by school officials.**

- Student Lockers – Students' lockers are part of the school building, and as such are under the supervision and jurisdiction of school officials. School officials may search a student's locker at any time.
- Personal Searches – A student's person and/or personal effects may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. Any student who evades or flees from staff in order to avoid a personal search or search of their personal effects will be assumed to be in possession of the substances that caused the "reasonable suspicion." If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same gender and with an adult witness present and parent/guardian. If extreme emergency conditions exist that endanger the health and safety of others, a more intrusive search of a student's person will be conducted in private by a school official of the same gender, with an adult witness of the same gender present, and only upon prior approval of the superintendent or his/her designee.
- Seizure of Illegal Materials – If a properly conducted search yields illegal or contraband materials, such findings will be turned over to proper legal authorities.

Weapons and Knives and Look-a-Likes

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

GENERAL INFORMATION

For issues not specifically addressed in this student handbook, Nome Public Schools Board Policy for Students will inform decision making and resolution.

Calls/Texts

Students who need to make an important phone call/text shall ask the permission of the classroom teacher. Phone calls or texts to students during classes are not permitted. Students are permitted to check their phones at lunch time. If there is an emergency situation, a parent should call the district office at 443-2231 and the message will be relayed to the ACSA staff. When students need to call home because of illness, **an ACSA teacher must speak to your parent/guardian to approve your dismissal.**

Cell Phones/Electronics

Students may use their electronics before school, after school, and during lunch. Students are not allowed to use or have their electronics, including earbuds, on during class or during passing periods. Students who are using or have their electronics on/out must turn their electronics over to staff upon request. Failure to do so will subject the student to a detention due to willful disobedience. For safety reasons, when special permission for electronics is granted, students are not permitted to wear more than one earbud. **One Earbud Only!**

Discipline Procedures for using electronics during inappropriate times:

1. 1st offense: The electronic device is confiscated, given to the principal, and the student can pick it up at the end of the school day.
2. All subsequent offenses: Electronic device is confiscated, given to the principal, and parent/guardian must pick it up from the principal.

The teacher will determine the usage of these items for school related work and will have control over the regulation of these items up to confiscation.

Cyberbullying

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

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

material they transmit over the system.

School board policy describes all disciplinary measures concerning cyberbullying.

Anvil City Science Academy is not responsible for lost or stolen electronics.

Field Trips

Throughout the year, ACSA students will be involved in various curricular activities that will take them away from school. Please complete a blanket permission slip for all field trips/activities. Teachers will provide information on each field trip/activity throughout the year.

Student Dress

School is preparing students for future employment. Students need to dress appropriately every day. To create a favorable climate for learning, students' appearance shall be neat and clean. Any clothing that is distractive, interferes with the educational process, or presents health and safety hazards is not permitted. Wearing "hoodies" (sweatshirt hoods) with the hood up is not allowed inside the ACSA school building. Garments that display profane or obscene words, advocate gangs, illegal drugs, tobacco, or alcohol are not allowed at school. Undergarments should not be visible. No low-cut attire or exposed midriff will be allowed. Students wearing prohibited clothing will be sent home to change unless parents agree to bring acceptable attire to school for the student to change into. Students may be asked to cover up the offensive clothing in lieu of going home. Subsequent instances of inappropriate dress will be treated as willful disobedience resulting in further disciplinary action.

Immunizations

All students attending ACSA are required by law to have proper immunizations before being permitted to attend. Students that are not properly immunized will not be allowed to attend school until such immunizations are received and the school has documentation of the required immunizations. The responsibility for ensuring that immunizations are current shall lie with the parent or guardian.

Lockers

Each student is assigned a locker for the storage of books and equipment. It is the student's responsibility to see that his/her locker is kept in order at all times. The person to whom a locker is issued is legally responsible for that locker's contents. The school is not legally liable for items missing from student lockers. Lockers should not be defaced, damaged or misused in any way. Students will be charged for locker damage or for removal costs if stickers, markers, paint, etc. must be removed. The outside of the student lockers is reserved for school-related posters and materials only. If items posted on the inside of a student's locker are offensive to another individual, the student who is assigned that locker must remove those items. (Also see Student Search Procedures)

Anvil City Science Academy is not responsible for lost or stolen items.

Lunches

The school cafeteria is maintained as a vital part of the health program of the school. Please be cooperative regarding the following rules:

A. Students are not allowed to cut into the lunch line.
B. Bring all trays to the dishwashing area.
C. Deposit all lunch litter in wastebaskets.
D. Leave the table and floor around your place in clean condition for others.
E. Gum is not allowed in school and should not be on the trays.
F. No food or trays should be taken from the cafeteria. Exceptions for school-related meetings that occur over lunch can be made.

Medicines

Students needing to take prescription or non-prescription medicine during the school day must leave the medicine with the principal or administrative assistant. All prescribed over-the-counter medicine must be in the original bottle. Parents will need to complete and sign a Medication Form prior to any medication being dispensed to a student.

Textbooks

Students are responsible for the replacement cost in case of loss of, or damage to, textbooks issued to them. Before a student's records or report cards are released, charges against the student must be paid.

Snacks and Water Bottles

The daily schedule provides time for students to eat a small snack between breakfast and lunch. Students should bring their own snacks (cookies, chips, and candy are not allowed).

Students are allowed to bring water bottles to classes, and water is the only drink permitted in the halls and classrooms. Nome Public School District is soda-free during school hours. Soda, energy drinks, and caffeinated beverages are prohibited at ACSA, the Beltz cafeteria, and the Beltz gym.

Candy and chewing gum are not permitted inside the ACSA building, Nome-Beltz building, gym or on the school buses. Students found with these items will be asked to discard the item and may be subject to administrative consequences.

Technology Acceptable Use

We are pleased to be able to offer students of Nome Public Schools access to the District computer network for Internet access and electronic mail. To obtain access to the Internet, all students must have parental permission and must sign and return a copy of this form to the school office. ACSA students are assigned a laptop and must care for it. The laptops are to be kept in the charging cart or

taken directly to class (not taken to lockers or left in hallways). Also, the computers are to be used for school purposes and assigned work as defined by the teachers. Violations of proper care or usage of a computer will result in the following consequences:

1st offense - computer taken for the class period
2nd offense - computer taken for the day
3rd offense - computer taken for a week
4th offense - suspension of computer privileges

Inappropriate care or usage deemed extremely severe can result in moving directly to the 4th offense. Students who have their computer privileges suspended are still responsible for completing their work and having it turned in on time. Students will be responsible for making arrangements with the teachers to complete assignments.

Laptops and External Hard Drives

Use of phones, personal laptops, cameras and external hard drives are permitted with prior teacher approval and direct teacher supervision. A breach of the NPS Internet Safety Use Agreement will result in loss of privilege and possible confiscation.

Visitors

All parents are welcome at Anvil City Science Academy. Parents and volunteers must check-in with the administrative assistant or principal upon arrival at the school. Please enter the building through the northwest entrance (door D4) and complete the sign-in log.

SCHOOL BUS RULES

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

Activity Bus Runs

Activity bus runs will be provided after activity events. All bus rules remain in effect on these runs.

Student Vehicles

Anvil City Science Academy is successful because of our community. We would like to teach our students to follow the ordinances set forth by our elected officials. As such, no student at ACSA may ride an ATV, motorcycle, or snow-machine to school without parental supervision per Nome City Ordinance 8.15.030, "No person under the age of sixteen shall operate an ATV or snowmachine unless under the direct supervision of an adult. (Ord. O-08-01-01 § 3 (part), 2008)". If you have any questions about this please feel free to contact the officers at the public safety building for more clarification.

STUDENT ACTIVITIES

Student activities include: clubs, organizations, sports, as well as all special activities sponsored by these groups. All student activities are important for student growth, however, to participate, students must follow all required eligibility and participation guidelines set forth in the Nome-Beltz Student Handbook. **(Eligibility Rules and Participation Guidelines are available upon request.)**

NOTE: ACSA does not allow students to travel for school sports or activities if they have an F in any class on an eligibility check.

The following is a list of organizational clubs and sports that are typically available to students. The Scholastic Grade Rule applies to all ASAA events.

Organizational Clubs
Student Council
5th/6th Grade Basketball
Elementary after school programs
NNYLO (Nome Native Youth Leadership)
Elementary Band
NYO (Native Youth Olympics)
Spelling Bee
Ski Club

District Sponsored Activities
Boys Basketball (Middle School)
Girls Basketball (Middle School)
Cross Country Running (Middle School)
Cheerleading(Middle School)
Band (Middle School)
Volleyball (Middle School)
Wrestling (Middle School)

Athletic Fees and Owed Money to School

A student participating in sports will be charged an athletic fee per sport. Athletic Fees and Owed Money to the School must be paid before a student participates in the activity. Athletic Fee Waivers need to be submitted and approved by the Principal/Designee prior to the first event of the sport in order to participate.

Student Conduct Eligibility

Students who are assigned more than one day of In-School Suspension (ISS) or who are assigned to Out-of-School Suspension (OSS) will be ineligible for thirty school days. Ineligible students cannot participate in any activity travel and/or competition and may not attend dances; they may continue to participate in practices. Students serving an OSS may not be on campus or any school property.

BEHAVIOR PLAN

We expect responsible, respectful and safe behavior at Anvil City Science Academy. Every teacher has a classroom discipline plan. If student behavior is inappropriate, serious or repeated, parents will be notified by telephone and may be asked to come to school for a conference.

All discipline procedures are subject to the discretion of the administration and may be changed as needed.

Various student misbehaviors and the consequences that apply have been listed in this handbook. However, the Nome Public Schools System recognizes that other behaviors may endanger the welfare and/or safety of other students, faculty, staff, or cause disruption to the good order and discipline in the schools. The school system reserves the right to administer consequences for such behavior not specified in the Anvil City Science Academy Behavior Plan. Students should recognize their responsibility to know the contents of this handbook and to ask staff members for any clarification.

Classroom Expectations

Classroom expectations are at the discretion of the teacher. Teachers post classroom expectations and consequences and review these with students. Consequences for repeated and/or serious disruptive conduct will include referral to the principal.

Hallway Expectations

ACSA students use the hallways, tunnel, and parking lot to access different areas throughout the Nome-Beltz campus. To respect others who share this space, students adhere to the following expectations. Consequences for infractions of these rules may include loss of gym time, written reflections, detention, or meeting with parents.

- Be quiet (no talking)
- Walk
- Keep your hands to yourself

Positive Behavioral Interventions and Supports

	Be Safe	Be Respectful	Be Responsible
Classroom	• Follow instructions • Use classroom materials appropriately • Raise your hand to speak	• Respect comments, opinions, and ideas • Engage with others and the lesson • Use kind words and actions	• Come to class on time • Be prepared and organized (supplies, planner, folder) • Complete and turn in assignments • Clean up after yourself
Hallway/ Lockers	• Walk • Keep hands and feet to yourself • Keep belongings in locker organized and clean	• Keep hallways clean • Kindly acknowledge others and their space • Use appropriate volume	• Use electronics only when allowed • Close lockers gently • Carry computer and supplies properly • Eat only in classrooms or cafeteria
Restroom	• Keep feet on the floor • Report issues immediately • Wash hands	• Give people privacy • Flush after use • Maintain personal space	• Throw away trash • Return to class promptly
Assembly	• Stay in your assigned space • Enter and exit quietly • Walk	• Listen by giving the speaker/presenter your full attention • Keep hands and feet to yourself • Respond politely when appropriate	• Be your best self and represent your school well • Keep track of your own belongings and bring them back with you
Gym	• Follow adult directions • Use equipment properly • Stay off bleachers • Report unsafe behavior to adults	• Use kind words and actions • Invite others to play • Take turns with equipment	• Line up when you are called • Ask a teacher for bathroom permission • Set a good example
Outdoors	• Stay in the designated area • Use equipment properly • Play calmly and appropriately	• Take turns and include others • Apologize for mistakes • Use appropriate language • Follow the rules of the games	• Help bring in recess equipment • Line up when whistle blows • Dress for the weather
Cafeteria	• Use an indoor voice • Walk at all times • One person in restroom at a time	• Follow directions from adults • Use manners: please and thank you • Use kind words and actions	• Leave a clean table, chair and floor • Cell phone use with permission
Tunnel	• Walk • Keep hands and feet to yourself	• Be aware of surroundings and others' space • Speak quietly	• Keep cell phone in your pocket • Keep the tunnel clean • Speak up about safety concerns
Bus	• Listen to bus driver • Quiet voices and stay seated • Check for safety when getting on and off the bus • Report any issues to bus driver	• Keep hands and feet to yourself • Use kind words and actions • Be respectful of others' space	• Know which bus you are taking in the morning • Save food/drink/gum until you get home • Keep aisles clear

ACSA Discipline Procedures

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

Grounds for suspension; (1) continued willful disobedience or open and persistent defiance of reasonable school authority; (2) behavior that is inimical to the welfare, safety, or morals of other pupils or a person employed or volunteering at the school. AS 14.30.045 (Inimical = hostile, not friendly, having a harmful effect).					
	BEHAVIOR EXAMPLES	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Level 1	Chewing Gum Dress Code Violation Disruptive to Others Horseplay Inappropriate Language Public Display of Affection (PDA) Disobedience/Disrespect Repeated Tardiness (3 or more) Repeated Unauthorized Cell Phone Use (3 or more)	Detention 1 Day	Detention 1 Day	Detention 1 Day	Move to Level 2, Step 1 (In-School Suspension)
Level 2	Bullying Cyberbullying Continued Disruptive Behavior Continued Disobedience/Disrespect Disruptive Classroom Behaviors Leaving Class w/out Permission Lying Skipping Class Vandalism	In School Suspension 1-2 Days	In School Suspension 2-3 Days	In School Suspension 3-5 Days	Move to Level 3, Step 1 (Out of School Suspension)
Level 3	Fighting Gross Disrespect Intimidation/Harassment/Threats Leave School w/No Permission Sexual Jokes/Pornography Student Endangerment Theft Tobacco Possession/Use Insubordination	Out of School Suspension 1-3 Days Referral	Out of School Suspension 4-7 Days	Out of School Suspension 7-10 Days	Long Term Suspension Semester Loss of Credit
Level 4	Alcohol & Drug Possession, Use, Distribution, Under the Influence, Selling Any violation defined by state statute Assault & Battery Dangerous Instrument Possession Performance Enhancing Drugs, Possession/Use Weapon Possession	The offenses listed within level 4 will be dealt with in accordance with its section located within the Nome Public Schools board policy website. School consequences are separate from any legal consequences that may arise from the situation (contacting the police and other law enforcement agencies.)			

Discipline Referrals

Level 3 & 4 infractions can result in referrals to outside agencies. Legal violations such as alcohol/tobacco/drug use, possession or sales, theft, or assault, may be referred to Nome Youth Court for trial. Parents and youth will have the option to participate in Youth Court or be ticketed and fined by the Nome Police Department. Behavioral or substance use violations may be referred to agencies providing education or counseling services such as Nome Community Center, NSHC CAMP Department or NSHC.

GLOSSARY

Definition of Terms

Arson: malicious mischief or purposeful intent to destroy property by setting fire or causing an explosion.

Cheating: the use of work completed by another person and claimed as your own, the act of copying from another's test or quiz or the act of providing another student with materials that the teacher has not authorized for sharing.

Disruptive behavior: student conduct, which materially and substantially interferes with the educational process or with school sponsored activities. Examples include: refusing to acknowledge a school employee's direction, insolence, noncompliance with school/class rules and behavior that jeopardizes the welfare and/or safety of other students and staff.

Disobedience/disrespect: the refusal to comply with a reasonable request by any staff member, substitute teacher, volunteer or guest presenter.

Drugs & alcohol infractions: the actual or attempted sale of, use of or possession of intoxicating liquor, drug paraphernalia, illegal drugs or inhalants, substances designed to look like illegal drugs or substances purported to be illegal drugs while under the jurisdiction of the school (on or off campus). This also includes messages supporting drug/alcohol use. Possession, sale or use will be reported to the police.

Excessive display of affection: all displays of affection among students, other than holding hands.

False alarm: setting off a fire alarm, including requesting police or fire department assistance inappropriately.

Fighting: a physical altercation where striking, kicking, shoving, pushing and/or any other physical violence are used against another person.

Gangs: affiliation with a group organized to participate in unlawful activities. Gang activity includes the display of any sign, symbol or clothing that reflects gang activity.

Harassment: any kind of verbal or physical action which has the intent or effect of interfering with an individual's or group's educational, social or work performance or which creates an intimidating, hostile or offensive work or living environment. Harassment includes initiation and hazing as well as non-sexual conduct such as intimidation, hostility, rudeness or name-calling.

Obscenity/profanity is defined as spoken or written profanities, obscene or sexual messages (implicit or explicit) racial slurs or references of any kind to hate language.

Plagiarism: the use of another individual's writing without their permission and/or without referencing the source of the written information in the document turned in as an assignment.

Public Display of Affection (PDA): Inappropriate physical contact including, but not limited to, intimate touching, kissing, etc. at school or a school sponsored activity. (Holding hands is the only PDA that is accepted on school grounds and/or at school sponsored activities.)

Sexual harassment: sexual assault and/or request for sexual favors, which affect educational or employment decisions. Unwanted physical contact, visual displays of degrading sexual images, sexually suggestive conduct or offensive remarks of a sexual nature.

Tacit consent: agreement with inappropriate behavior(s) of others by failing to take action that would stop the situation, such as failing to disagree if included in or witnessing the situation, failing to come to the assistance of others, failing to seek adult assistance, etc.

Theft: the acquisition, possession, purchase, taking and/or transfer of property belonging to another person, school or the school district.

Tobacco violations: the possession and/or use of tobacco products including, but not limited to, cigarettes, chewing tobacco, pipes, nicotine delivery devices, cigars, tobacco related products: wrappers, loose tobacco, etc. Possession or use will be reported to the police. Refer to discipline procedures.

Vandalism: negligent, willful or unlawful destruction, defamation or mutilation of objects or materials belonging to the school, school personnel or other person(s); includes graffiti.

Weapons, dangerous instruments, and look-a-like weapons or dangerous instruments: any object used with intent to cause bodily harm, including firearms, explosives, fireworks, poison, knives, metal knuckles, etc. Multipurpose tools (Leatherman, Swiss army knives, etc.) and pocket knives are weapons that have no place at school. Possession of these items will be reported to the police.

Consequence Definitions

Natural Consequences: Natural consequences are disciplinary consequences designed to fit the infraction. Examples of natural consequences include painting over graffiti, campus cleanup for littering, written apology for rude behavior, etc.

Detention: An administratively imposed consequence requiring a student to remain in a designated place either during lunch or after school. Students serving lunch detention can request lunch from the cafeteria and will eat in an assigned ACSA classroom. During a detention, a student will be expected to reflect on their actions by speaking with the principal and writing any discussed understandings.

In-School Suspension: The intent of in-school suspension is twofold; the first is to isolate the student from the normal social aspect of school while allowing for academic pursuit. The second is to have the student reflect on their actions, recognize their culpability and identify more appropriate choices and strategies for conducting themselves. The discipline designee may assign in-school suspension.

Out-of-School Suspension (OSS): If the discipline designee determines that the student will not benefit from placement in ISS or that his/her presence on school property is detrimental to the health, welfare or safety of other students, he/she may be sent home from school for a period of suspension. Unless the student poses an immediate or continuing threat to person(s) or property or the behavior is a serious disruption to the academic process, removal from school will begin the school day following the offense. OSS is a temporary exclusion from school for a specified number of days. During OSS, the student may not be in any Nome school building, on any school campus, or at any school-sponsored program or activity.

Expulsion: The denial of the right of school attendance, either from a specific school or from the District, for an indefinite period of time. No student shall be expelled unless other means of correction have failed or would not be adequate in bringing about proper conduct. In addition, the matter of an expelled student's further education shall be referred to the appropriate authority.

Nome Public Schools

Extensions Correspondence School

2025-2026
Parent-Student Handbook

Updated: 04/24/2025 by Rachel Ventress

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Mission Statement

Extensions Correspondence School (ECS) seeks to extend a quality education's influence into the community and region. Extensions will provide services for Alaskan families who make a long-term commitment to facilitate their children's educational goals in a home setting with incorporating a wide variety of educational opportunities and curricular options to best guide and support students' total individual learning plan.

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Enrollment

Extensions Correspondence School (ECS) operates in accordance with Alaska Statues where, as a correspondence study program, it must conform to statewide instructional standards.

The program is open to school-aged students enrolled full-time in Nome Public Schools who reside in Alaska and are not enrolled full-time in another school district. The Academic year begins on July 1 and ends on June 30.

Through the involvement of an Alaska Certificated teacher, students in grades K-12 are assured their education meets or exceeds state and local requirements. The certificated teacher will drive the individual learning plan with the assistance of the parents, students, and other resources as needed.

It is important to note that Extensions should not be viewed as a short-term fix to a temporary educational problem. ECS is not a program for building-based students who need to make up credits. These students should talk to the school's guidance counselor. A home education with Extensions should not be seen as a last resort, but as a positive family educational lifestyle choice.

Regular Enrollment

The official fiscal and academic year opens July 1. To be eligible for full funding a student must enroll prior to the count period in October of the academic year.

New Enrollment

ECS accepts new enrollments starting in the spring for the upcoming academic year. General enrollment continues through the student count period each year. Each student is required to complete online registration. A copy of the birth certificate or verification of age must also be received by the district before the application can be processed. To ensure graduation requirements can be met, all high school students enrolling with Extensions must provide an official transcript from the school they previously attended. Students enrolled after the count period may still be considered for enrollment, but have additional requirements and will not be eligible for state funding.

Late Enrollment and Prorated Allotment Amounts

Students applying for enrollment after the count period are considered on a case-by-case basis. The teacher of record and administrator will determine if enrollment after the count period is warranted. Allotments will be prorated for students enrolling during the October count period. Students who enroll after the count period will not receive an allotment and will have access to limited curriculum choices.

Date of Enrollment

Date of enrollment is determined by the date on the enrollment form, receipt of appropriate withdrawal forms from the student's prior public school, and verified by the completion of the ILP.

Ages of Enrollment
A child who is five 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.

Exceptions are that students with IEPs may enroll in school if they are under the age of 22.

Early Entry into Kindergarten
Extensions Correspondence School cannot enroll a child who is younger than school age. This can only occur in the district of residence. Funding is not provided for students who early entry outside their home district.

Determination of Grade Level:
ECS cannot arbitrarily place students. Grade level is determined by the review of prior records, target graduation cohort, and documentation of previous grade level completed.

Their cohort places High School students at grade level. This is the year they first entered high school. Graduation is expected to occur within four years of entry.

The grade level of students in grades 9-12th can also be determined or impacted by credit hours earned.

9th grade 0-5 credits
10th grade 5.5-10.5 credits
11th grade 11-16 credits
12th grade 16.5-23+ credits

Student date of birth, prior grade level as designated by last school of record, and prior state testing records may also be used to determine grade level.

Acceleration
It is our responsibility to ensure that students have the academic skills needed at each grade level to allow for progress through their academic career. ECS cannot simply "skip" students through grades or retain them without proper documentation.

If parents wish to recommend the acceleration of a student, they are required to submit a written request. The request must include documentation of high academic achievement and cognitive levels. Appropriate test scores must indicate that the student is capable of completing work at the desired placement level. Social and emotional readiness for the requested grade level will also be considered. Upon receipt of the test scores and recommendation, the district and ECS will determine if the scores indicate whether or not advanced placement would be appropriate. Acceleration of a student requires the approval of the advising teacher, administration and the Superintendent (ref. BP5123). Independent testing may be required at the parent's expense.

Retention
As long as adequate instruction is demonstrated, retention of a student is rarely recommended or approved. Nor is retention supported by research. If retention is recommended or requested, district policy and procedure will be followed. Consideration is given to academic, cognitive, social and emotional performance. Detailed documentation regarding lack of progress and/or special circumstances must be submitted. In addition, retention of a student requires the approval of the Superintendent. ECS cannot retain a student who has been promoted by another public school.

Students promoting from grade 3 to 4 must be approved for progression through completion of the Progression Consideration form (pg. 79). Students who have been recommended for non-progression must have a completed form signed by the parent on file in order to progress.

Emancipated Minors and Single/Married Students
Per AS 9.55.590, married or emancipated students may enroll in ECS. ECS cannot allow for the use of Parent Designed Courses for emancipated and/or married students.

Late-Enrollment
Students who enroll after September 30th must go through a review process to determine if ECS is the best placement. The process will include a review of: transcripts, needs, technology available, support for homeschool, and an interview with an advisory teacher. ECS is not a credit recovery program or temporary placement school. Students who enroll late in Extensions should expect to complete the semester in the program.

Withdrawal from Extensions Correspondence School
While the withdrawal process can begin with a request, parents must notify ECS in writing if they are enrolling in another public or private school or discontinuing enrollment under any other circumstances. Students who withdraw prior to the end of the first quarter will be held accountable for all expenditures and will be required to return all materials. Students can also be withdrawn from the program per non-compliance with our program requirements.

Individualized Learning Plan

Once online enrollment is completed, the teacher of record contacts the parent, sets up an Individualized Learning Plan (ILP) appointment. During the ILP meeting, parents will work with a teacher of record to complete the study program, receive training on funding, and complete the registration process.

To be considered enrolled, the following must be completed:

1. Registration Form
2. FERPA receipt
3. NSHC/State Public Health Release of Information OR vaccine record submission
4. Annual Health Form
5. Technology use agreement
6. Permission to Publish
7. Federal Programs Forms (set of 3)

(the above forms are included in the online enrollment process)

8. Records request (appendix pg. 31)
9. Direct Deposit Form (optional at parent discretion) (pg. 32)
10. ILP form (pg. 33-42)
11. Handbook Agreement Form (pg. 76)
12. Birth certificate submission (for students new to the district)

When parents enroll, they will be given the following forms which will be followed up on at the initial ILP meeting:

1. (4) progress reports (pg. 43-44)
2. Reimbursement request form (pg. 46-47)

A student's start date in Extensions will be as soon as registration and a records request are filled out; however, the student is not considered enrolled in Extensions and eligible for reimbursements until an ILP document is completed, including signed copies of all compliance documents.

The ILP will list the student's courses, activities and curricular materials that will be used. Extensions will utilize ILP forms similar to those provided through the Alaska Department of Education and Early Development website.

During the ILP meeting, high school students must have a four-year plan to ensure proper fulfillment of graduation requirements (i.e. 6 credits per freshman through junior years, and 5 credits for senior year). A high school graduation progress form can be found on pg. 48. Dual credit for college courses may be obtained through the program. Extensions students meeting Alaska Schools Activity Association (ASAA) and NPS eligibility requirements may participate in NPS athletics and other extracurricular activities.

Enrollment information is used to create the draft of the (ILP). Parents will consult with a NPS Certified Teacher of Record with any questions or changes to the student's Individualized Learning Plan. The ILP outlines specific goals as well as identifies the items to be reviewed in progress reporting. The ILP will be consulted monthly throughout the year to validate

reimbursement/requisition requests and to verify reports.

Upon enrollment, the family will need to submit a schedule of any courses they are taking from their brick-and-mortar public school in order for NPS Extensions staff to assist with determining needed courses with Extensions. A student may not be counted as more than one full time equivalent for state funding purposes. This means that students may only take 3 or fewer classes at an additional public school in order to enroll in Extensions. One Extensions course is equivalent to 0.25 full-time equivalent.

Extensions requires that parents keep their contact information current: physical and mailing address, phone numbers, and emails up to date. If contact information changes, please email, call, or visit the office to maintain current information.

Core Course Requirements

ECS requires enrollment in a minimum of four courses (8 semester classes) with our school to be counted as full time. Per regulation 4 AAC 33.426, students enrolled in a correspondence program, whether full or part-time, must take at least 50% of the student's coursework through statewide correspondence program in core courses. A student enrolled in more than two correspondence classes must take core courses in at least two different subject areas. A full time student with ECS must take a minimum of 2 core classes. Core coursework performed outside the statewide correspondence program may not count towards the 50% core course requirement. Students K-8 must have ELA and Math as 2 of their core classes.

Core classes are defined as the following:

• English/Literature/Reading • Math • Social Studies/History/Geography • Science	• Technology • Foreign Language/Sign Language • Courses Required by an IEP

This requirement may be waived by ECS administration for extenuating circumstances such as fulfilling graduation requirements.

This requirement may also be waived for students who have obtained proficiency level of advanced or proficient (scores of 50th percentile or higher) in English/language arts AND Mathematics per the latest administration of the statewide assessments the previous academic year as outlined in 4 AAC 06.739(b).

Students who do not have scores in both English/language arts and mathematics for any reason are considered to be non-proficient.

Alaska State Standards and Grade Level Expectations

Curriculum must be aligned to state standards and grade level expectations. The Department of Education & Early Development website provides explanations and the

key elements of educational standards: https://education.alaska.gov/akstandards/. Alaska has adopted standards in the following content areas: English Language Arts, Mathematics, Science, Geography, Government and Citizenship, History, Skills for a Healthy Life, Arts, World Languages, Technology, Employability, Library/Information Literacy, Cultural Standards, and Alaska Studies.

Proficiency

Proficiency is determined by scores obtained on the statewide assessments to include: MAP for K-2 growth, PEAKS for grades 3-10, and College and Career Readiness Assessments (participation in one of three assessments during the junior year) where applicable. The Individual Learning Plan must include strategies for students who do not demonstrate proficiency in core subject areas (based on prior year's assessments) per AS 14.03.300 (a) 4AAC 33.421(b).

- Should a student participate in state required assessments, but not score proficient on one or more areas and they have funds unused from the current year, they may request use of the current year's unused allotment to be held for use in the next school year. Requests will be reviewed upon completion of the first quarter and no earlier than November 1 each year. Ref AS 14.17.505

- Students who demonstrate proficiency in both English/language arts and mathematics will have the flexibility to:
    - Waive the 50/50 Rule
    - Limit required contact to quarterly rather than monthly if requested
    - Request use of the current year's unused allotment that was held for use in the next school year. Requests will be reviewed upon completion of the first quarter and no earlier than November 1 each year. Ref AS 14.17.505

Curriculum Choices

NPS has an extensive list of approved curricula (pg. 49-59) available to all students in our district. Curriculum development, review and improvement are an on-going process that includes administration, teachers, parents, and students. Per board policy, curriculum "shall be consistent with the philosophy, goals and objectives of the district" and "reflect the desires of the community, the needs of society and the requirements of the law."

In accordance with AS 14.07.050, AS 14.08.111(9), and AS 14.14.090(7), Extensions Correspondence School shall use curriculum materials, including textbooks and other instructional aids, that have been approved by the district, and are of the same quality as

those materials that the district offers in the district's other programs. All materials must be in compliance with AS 14.03.090 and AS 14.18.060 to ensure they do not promote religious, partisan, sectarian, or denominational doctrine, and they are nondiscriminatory and non-gender-biased. Any material that does not meet the above criteria can be used at parental discretion and can earn credit, but cannot be reimbursed with Extensions allotment funds.

All curricula must be aligned with the state standards and presented to the district for final approval.

ECS will continue to update and revise the approved curriculum choices to reflect the current adopted state standards. Supplemental materials may be needed to provide adequate instructional supports.

Semester Requirements

Grade reports with at LEAST 2 pages of work samples per core subject area are required at the end of each semester (semester 1 ends with quarter 2 and semester 2 ends with quarter 4). Work samples must demonstrate ACTUAL STUDENT WORK, not photos of textbooks or materials used. Videos of performance as work samples are acceptable.

For courses (such as electives) that do not produce a "work sample," students are required to submit a written summation, journal entries or calendar logging hours, and/or photographic/video documentation of ACTUAL WORK each semester. The summary of work should include the number of lessons completed out of the total lessons for the year, time spent per week, major topics studied and skills mastered.

Work samples and semester grade due dates are set by the Teacher of Record. These dates may be different than the end of the quarter or semester, especially for graduating seniors. Late grades and/or work samples may carry a 10% deduction for every day late. It is the parent's responsibility to know semester and quarter due dates and to submit grades on time.

In the event that there is a history of submitting quarterly and semester requirements late, this may result in a freezing of funds and/or withdrawal from the program.

Parent Designed Classes

Parents may also design their own classes with the assistance of their assigned advisory teacher. These classes will list what the child is expected to learn and be aligned with the State Standards. The course must include the text and materials that will be used for the course. Parent Designed Courses (PDC) and the text and materials used must also be reviewed and approved by the district before credit will be assigned. For Parent Designed Courses, assessments will be required as determined appropriate by the advising teacher. Students may opt to create portfolios, photo journals, or final projects. Students may also keep a calendar or journal for documentation for non-core courses; your advising teacher will contact you periodically to collect information like time spent on your student classes.

Faith-based Curriculum

Faith-based courses may not be used to determine a student's full-time-enrollment (FTE) status. Credit can be awarded for these courses as long as: the courses have been reviewed by the advisory teacher, are included in the ILP, and semester summary of work, grades, and work samples are received. These courses will be noted on the transcript outside of the program. Faith-based curriculum or services cannot be purchased or reimbursed by Extensions Correspondence School. Parents or guardians may privately obtain any textbooks or curriculum material not provided by our program. This means that programs like ABeka, Apologia, and others are acceptable, but not eligible for funding.

Courses Taken From Private Institutions

Extensions students may take classes from private schools (such as Williamsburg Academy). However, Extensions may not reimburse families for a full-time course load (4 classes or more) through a private school while being enrolled in Extensions.

Amending the ILP

It is the parent/student responsibility to notify their advising teacher of any chances to the ILP. Courses must be properly added or dropped to ensure proper credit and allow for appropriate expenses for needed materials. **Course work completed before an official change to the ILP has been made may not be awarded credit and may not receive reimbursement for expenses.**

Courses dropped within 45 days of the ILP date will not appear on the student's permanent record. Courses dropped after 45 days may receive a failing grade if not completed, unless otherwise determined by the administration or designee because of extenuating circumstances.

These deadlines allow for the receipt of curriculum and ample time for a student to begin course work. Exceptions can be made with the approval of NPS administration.

Changes to the ILP require written documentation and approval from the advisory teacher. To ensure adequate time to complete course work for the academic year, most **changes to the ILP will not be allowed after February 15th.**

Academic Honesty

Extensions expects students to demonstrate academic honesty. If a student is found to submit work that is not their own, no credit will be given, and the student will receive a failing grade. Parents should review all student work and hold students to this standard. It is recommended that parents discuss the issue of plagiarism at the beginning of each school year and explain the importance of a student's original work.

Instructional Timelines

Credit is awarded based on the completion of course work and curriculum outlined within the ILP. Recognizing that each student works at their own pace, instruction should be individualized to meet the needs of each student. The expectation is that each course will allow sufficient time for students to obtain mastery of each standard required by the state guidelines.

Nome Public Schools recommends the following hours in session, which does not include lunch, recess, passing time, or intermission. These guidelines are also based on a student attending school for 180 days full time (5-7 hours based on grade level):

Grade	**K**	**1-3**	**4-6**	**7-8**
Contact Hours per Day	**4**	**5**	**5**	**6**

The following are recommended time allotments, but can form a basis for daily/weekly planning.

Grades	**K – 2**	**3 – 5**	**6 – 8**	**9 - 12**
Language Arts (Reading, Writing, Listening, Speaking Grammar, Spelling, Phonics)	2 hrs/day 10 hrs/wk	2 hrs/day 10 hrs/wk	2 hrs/day 10 hrs/wk	Grades 9-12 must complete the curriculum to receive credit in the core courses. Seat time should be approximately 37.5 hours per quarter per subject according to Carnegie Units.
Math	45 min/day 4 hrs/week	1 hr/day 5 hrs/week	1 hr/day 5 hrs/week	
Social Studies	20 min/day 1 hr/week	40 min/day 3 hrs/wk	1 hr/day 5 hrs/week	
Science/Health	20 min/day 1 hr/week	30 min/day 2 hrs/wk	1 hr/day 5 hrs/week	
P.E.	20 min/day 1 hr/week	30 min/day 2 hrs/wk	40 min/day 3 hrs/wk	4 hrs/week 35 hrs/quarter credit
Music/Art/Fine Arts	20 min/day 1hr/week	30 min/day 2 hrs/wk	40 min/day 3 hrs/wk	4 hrs/week 37.5 hrs/quarter credit
Work Study/ CTE Courses				4 hrs/week 37.5 hrs/quarter credit

For students taking longer than the typical guidelines or finishing work too quickly, a review should be conducted to ensure the curriculum is of the appropriate grade level and ability level of the student. Curriculum can also be reviewed to ensure it meets course requirements.

Grading Scale
Nome Extensions will use the following standard grade scales:
Grade Kindergarten through 12th grade:

GRADE	PERCENTAGE	POINTS PER CREDIT
A+	97-100	4.0
A	93-96	4.0
A-	90-92	4.0
B+	87-89	3.0
B	83-86	3.0
B-	80-82	3.0
C+	77-79	2.0
C	73-76	2.0
C-	70-72	2.0
D+	67-69	1.0
D	63-66	1.0
D-	60-62	1.0
F	0-59	0

***Please note that if a student is taking courses that are instructor graded, Extensions will honor the grade scale utilized by that educational institution.**
***The use of Pass/Fail grades must have prior approval and are not allowed for core course work.**

Basic grading guidelines can be found on pg. 59-60.

Program Requirements

Extensions Correspondence School is a public school receiving public funds for each student's education. To be eligible for funds, our school must comply with Alaska Statutes and Regulations governing statewide correspondence schools. Each student in our program must be held accountable for completion of course work and state education requirements.

Testing Participation
All K-12th grade students enrolled in Extensions (full, part-time, and dual enrolled) must participate in district, state and federal testing as outlined on pg. 20 of this document.

Monthly Contact
Parents/Families/Students are required to maintain monthly contact with their advising teacher. This contact can be made via a site visit, telephone call, text message, or email communication. Monthly contact ensures that each student is making progress and allows for intervention to occur if problems have arisen or to identify if additional resources are needed. Advising teachers will also inquire as to how much time students are spending on

their studies and to verify ILP and enrollment status. Monthly contact log can be found on pg. 45.

Alaska Reads Act

Per the Alaska Reads Act, children in Grades K-3 will participate in the state mandated reading assessment, as outlined under the Testing Participation section of this document. Any child scoring below proficient on this assessment will have an Individual Reading Intervention Plan (IRIP) prepared and parent notifications and meetings will follow the prescribed schedule. Families of children in Grade 3 who do not reach proficient on this assessment will be required to meet with the Teacher of Record and make a decision with regards to promotion to 4th grade per the requirements of the Act. Any child who is promoted without proficiency will be offered the opportunity to participate in the summer program offered through Nome Elementary School.

Quarter Grades and Progress Review

During the year, students are required to submit four progress reports, which include a quarter grade and review of progress. A grade and review for all courses listed on the ILP and the origin of each course or curriculum source is required.

Once the certified teacher has verified grades, they are transferred onto the cumulative records for student's K-8 grades and onto an NPS transcript for student's 9-12 grades, noting the appropriate credit earned. Courses not completed by the end of each review period may receive "Incomplete" or equivalent failing grades that can later be revised with documentation. Extensions uses the same grade reporting system as the Nome Public Schools. The Extensions academic year is the same as the school district.

Non-Compliance Procedures

Non-Compliance/Monthly Contact/Quarter Reviews

Non-compliance will be determined based on failure to meet the above requirements: testing, monthly contact, quarter grades, and semester work samples.

Families who have failed to maintain monthly contact for two consecutive months and/or families who have failed to submit 1st and 2nd Quarter Reviews and 1st semester work samples by mid-February will be considered non-compliant.

Families who fail to submit 3rd and 4th Quarter Reviews and semester work samples by the end of the academic year will be considered non-compliant. Students who refuse to participate in required testing sessions will also be considered non-compliant.

- **Step One**: Family will be contacted by phone and/or letter. Correspondence will detail what needs to be submitted and specify a deadline for receipt of items. Family accounts will also be held until receipt of documents.
- **Step Two:** Family will be mailed a certified letter requesting Quarter Reviews and Work Samples. Family Account will continue to be held.

- **Step Three**: Extensions will initiate withdrawal of all students whose records do not document adequate progress.

For students who remain non-compliant, enrollment for the next year may be denied or the family may be placed on academic probation until consistent progress is demonstrated. Families may work proactively with their advisory teacher as appropriate to determine a plan to submit work as necessary. The steps above will be applied for all non-compliant issues.

Non-Compliance Testing Participation

Students who fail to participate in the required testing as defined on pg. 18-20 of this document will be considered non-compliant. Non-compliance due to testing issues may result in the student being: dropped from the Extensions program; only being re-enrolled on probationary status the following year; or being denied enrollment the following year. Family accounts will be limited to curriculum only until after the current testing year has been completed. For families who were non-compliant the previous year, reimbursements for lessons or additional resources will be paid by Extensions only after testing has been completed.

Extensions recognizes that extenuating circumstances do occur. Before initiating withdrawal of any students, we will ensure that all efforts are made to work with the family to complete paperwork as required by our program.

Required Paperwork and Signatures

We will dedicate ourselves to eliminating unnecessary paperwork whenever and wherever possible. Please be advised that the paperwork we do require is necessary and should be submitted in a timely manner. As we are a public school, we must be able to document our compliance with state regulations and policy. The Enrollment Form and ILP must be signed or agreed to in writing by at least one parent/guardian.

Counseling Student Support Services

Extensions has an academic counselor available through Nome-Beltz Middle/High School. Our diploma requirements and transcripts adhere to district and state policy and must be recognized by other institutions.

Graduation Requirements

ECS Seniors who meet graduation requirements may participate in the Nome-Beltz Commencement. Extensions students will be considered a separate site for class rank, Valedictorian/Salutatorian, UA Scholars, etc. Extensions students must meet or exceed the same Carnegie credit requirements as Nome's building-based students, or state

requirements with special approval.

Extensions will have a class speaker at commencement based on Valedictorian status. To be considered Valedictorian, the Extensions graduate must have the highest GPA of any student in the program and a GPA of 4.0 or higher. In the event that more than one student meets these qualifications, choice of a speaker at commencement will be determined by the student's participation in academic, athletic, and extracurricular activities. Choice of Valedictorian speaker is left to the teacher of record's judgment. Students who do not have a GPA of 4.0 or higher will not be eligible to give a speech at commencement. Speeches must be submitted to the teacher of record for review and approval at least one week before commencement.

High School Diploma

To earn a high school diploma, students must earn 22 credits as per board policy. Exceptions may be made with prior arrangements to meet the minimal requirements of 21 credits as put forth by the state. 21 credits should be seen as the bare minimum and accepted only when failing to graduate is the student's other option.

High School Credits

Extensions uses the Carnegie credit system. A Carnegie unit equals one year of study or the equivalent of one year of study in a secondary subject. Seventy-75 hours equals one half credit.

Graduation Requirements:			
English	4 credits	Health	.5 credit
Math	3 credits	Electives	9 credits
Science	2 credits		
Social Studies	3 credits		
Phys. Ed	.5 credits		

According to State of Alaska requirements, .5 credit of social studies must include Alaska Studies.

Students may receive special permission to earn 8 elective credits instead of 9 if graduation success is determined to be at-risk.

High School Credit for College Courses

High school students may earn dual credit for college level courses. To ensure dual credit is granted official transcripts from the university or college may be requested by ECS.

- A three-credit college course (100-level or higher) is equal to 1 (1.0) high school credit.
- A one-credit college course is equal to ¼ (.25) high school credit.
- A two-credit college course is equal to ½ (.50) high school credit.

Electives

For classes that do not produce work samples, Elective Course Journals (ECJ) need to accompany elective course to include a log of hours (70-75 hours/semester grades 9-12). A sample log of hours can be found in the appendix on pog. 61. Examples of acceptable electives include: (hockey, dance, gymnastics, vocal, instrument, cooking, aviation, basketball, swimming, horseback riding). Completion of a Nome-Beltz or other Extra Curricular Sport will receive a ½ credit of PE or elective credit.

Life Skills courses require specific samples; the nature and quantity depend on the content of the course. All Life Skill Courses must meet the approval of ECS requirements and be monitored by the advisory teacher through online reporting.

Extensions students meeting NPS and Alaska School Activity Association (ASAA) eligibility requirements may participate in NPS athletics and other extracurricular activities, such as Honor Roll, Future Teachers, NNYLO, and National Honor Society, etc. Students interested in functions such as the National Honor Society should call Beltz and ask for the advising teacher sponsoring these functions for more information.

Quarter Credits

For high school students, quarter credits may only be awarded on a pre-approved basis. Half credits is the default method of awarding credit. Quarter credits will only be awarded at the END of the semester during which the course work was completed. Grades and work samples for the quarter credit class will be submitted at the end of each semester, not on a quarterly basis like half credit classes. Multiple quarter-credit classes should be combined into one half-credit class when possible.

In some exceptional cases for students at-risk of not graduating, quarter credits may be awarded in lieu of half credits.

CLEP Policy

CLEP Testing (College Entrance Examination Board) is a nationally accredited and widely accepted program for students to test out and receive credit for freshman and sophomore level core classes at the university level. Credit is awarded upon documentation of testing and receipt of the university/college transcript. If there are fees for CLEP testing, fees will be the responsibility of the student.

Credits derived from students successfully passing CLEP test will only be accepted under the following conditions:

1) The student must have attained senior status or be a confirmed graduating junior before taking the CLEP Test(s);
2) All required paperwork and quarterly reports must be current;
3) Written approval from an administrator must be on file.

Testing Out of a Course

Per Alaska statute, a student in grades 7-12 may request to "test out of a course". To qualify, a student would take the appropriate district assessment for the requested course and earn an 85% or higher. The grade would be aligned with the score on the assessment. The credit would count towards credit to meet graduation requirements, but would not be eligible to qualify for Alaska Performance Scholarship eligibility. The student would still be required to meet other graduation requirements to receive a diploma.

High School Credit Prior to Entering High School

Eligible students may earn high school credit for courses earned prior to entering high school only if the course grade was issued by an accredited institution and is deemed to be of high school level. Students must also demonstrate proficiency per statewide assessments as appropriate for course credit being requested. Credit is issued to the high school transcript upon completion of the 9th grade academic year. In certain situations, 8th graders can receive high school credit their 8th grade year through a pre-approval process.

NPS Certified Transcripts

All classes listed on official NPS transcripts shall denote the origin of the course. Transcripts may be requested from the counselor. Requests for official transcripts should allow for additional time for processing.

Scholarships and Opportunities for High School

Alaska Scholars Scholarships

The Alaska Scholars Scholarships are awarded to the top 10% of the graduating class. GPA will determine the top 10% at the end of the junior year. Juniors wishing to be considered are required to have work completed by the May 31 deadline to determine GPA. Transcripts from outside institutions (i.e. BYU, NDIS, UAF) must be submitted by June 30 of the academic year of eligibility.

Alaska Performance Scholarship

Students enrolled with Extensions may be eligible to qualify for the Alaska Performance Scholarship (APS). The APS is a merit-based scholarship that provides an opportunity for any future Alaska high school graduate who meets a core set of requirements to receive funding to pursue college and/or career training in Alaska. Students must plan with their academic counselors to ensure they are on track for eligibility. The APS guidelines and tracking form can be found in the appendix (pg. 62-63).

Statewide Mandated Testing Program/Achievement Testing Procedures

Extensions Correspondence School is a publicly funded school. As such, we are held to the same measures of accountability as all public schools in Alaska. One such measure is participation in statewide assessments. Per 4 AAC 06.710 - 4 AAC 06.790, the district

must require students to participate in the statewide student assessments as appropriate for their grade level.

Grade	Test Name	Testing Window
Kindergarten or *1st Grade (if profile not taken before)*	**Alaska Developmental Profile**	**August - October**
3rd-10th grades	**PEAKS testing**	**April/May**
K - 3rd Grade	**DIBELS**	**Various (3 times per year: beginning/middle/end)**
11th - 12th Grade (choose 1 of 3 options)	**WorkKeys**	**November - March**
	ACT	**March 1 - 15**
	SAT	**October - June**

Kindergarten Developmental Profile

The purpose of the Alaska Kindergarten Developmental Profile (DP) is to identify, record and summarize the skills and behaviors students demonstrate at the beginning of their kindergarten year, based on parent/teacher observations. Student skills and behaviors are defined by goals and indicators in five domains from Alaska's Early Learning Guidelines: Physical Well-Being, Health, and Motor Development; Social and Emotional Development; Approaches to Learning; Cognition and General Knowledge; and Communication, Language, and Literacy. Information for the profile is collected from **August thru the end of October**. 4 AAC 06.712. The profile data collection form is located in the appendix pg. 64-68.

PEAKS testing

Students in 3rd-10th grades are required to participate in the state PEAKS assessment. Students in 3rd-9th grade will take Math and Language arts assessments. 4th, 8th, and 10th graders will also take the science assessment. The Spring PEAKS assessment will take the place of the spring MAP assessment for students 3rd-9th grades.

DIBELS (Amplify) testing

According to the Alaska READS Act, students in grade K-3 must complete beginning of the year, middle of the year, and end of the year literacy screenings. Our district uses DIBELS for this requirement. The test assesses basic literacy and reading skills for

students, and this measure is used to help determine recommendations for progression or non-progression in these early grades.

CCRA – College and Career Ready Assessments (WorkKeys, ACT, SAT)
WorkKeys is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. This series of tests measures foundational and soft skills and offers specialized assessments to target institutional needs. As part of ACT's Work Readiness System, ACT WorkKeys has helped millions of people in high schools, colleges, professional associations, businesses, and government agencies build their skills to increase global competitiveness and develop successful career pathways. The WorkKeys assessment is taken online in one day at a date TBD each year. 4 AAC 06.717. This is a Work Ready/College Ready Transitional Skills Assessment.

The ACT is an achievement test, measuring what a student has learned in school. The SAT is more of an aptitude test, testing reasoning and verbal abilities. The ACT has up to 5 components: English, Mathematics, Reading, Science, and an optional Writing Test. The SAT has only 3 components: Critical Reading, Mathematics, and a required Writing Test. The ACT will be administered online at dates TBD. Students can also take the ACT during one of the national test days, but they will be responsible to provide ECS with final test scores. SATs (WITHOUT essay only) will be administered in October/November.

According to board policy, students must take one of the above College and Career Readiness assessments in their 11th or 12th grade years. Students may opt to take an alternative CCRA (such as the ASVAB) with prior approval. Students must submit their CCRA scores to Extensions for storage in their permanent files. Students who would like to be excused from this requirement must submit a request to the school board.

English Language Proficiency (ELP) Assessment
Specific teachers and students who are involved in the English Language Proficiency Assessment are determined each year based on responses regarding use of another language in the home as reported on a Parent Language Questionnaire. The PLQ is part of each student's registration packet. A Classroom Observation Form can also be completed by the teacher to determine how well a child with a second language is performing in the classroom. The diagnostic assessment chosen by the State of Alaska is the W-APT, and results guide the types of resources and supports to use in instruction. The State requires that students who are identified as LEP be assessed each spring to measure progress toward language proficiency. The assessment is called ACCESS for ELLS.

National Assessment of Education Progress (NAEP)
This test is a national assessment generally given every other year. The District is informed each year which grade levels and which schools must participate. Unlike the other state and district level assessments, schools and districts do not receive results from NAEP. Results are compiled on a state level and a federal level as a gauge of student progress across time.

Who is tested?

As a public school ECS is required to have all students participate in statewide assessments as appropriate for their grade level. Under the Alaska school performance index (ASPI), a school's academic achievement score is the percent of all students tested on the state standards-based assessments described in 4 AAC 06.737 who score proficient or higher on the state assessments in reading, writing, and mathematics. If a school does not meet a 95 percent assessment participation rate, students who were not tested may be counted as non-compliant and will be counted as not proficient. To ensure full accountability, the district must assess all students, including students with disabilities and those who are limited English proficient. Students with special needs are provided with their approved accommodations for taking the test. Any accommodations that students may need will have to be documented in the student's IEP three months prior to the assessments. Check with the Director of Special Education, to answer any questions regarding students with special needs.

Waivers or Refusal to Test

4 AAC 33.421 (f), state regulation and statutes governing statewide correspondence schools, "require students to participate in the statewide student assessment program as required under 4 AAC 06.710- 4 AAC 06.790."

The only waiver available under 4 AAC 06.820 allows for exemption in the event of an unexpected severe medical condition. The medical condition would require documentation from a licensed physician and would restrict participation through the entire assessment window. Specific qualifications can be determined with your advisory teacher.

Unfortunately, there is no option for us to allow your students to "opt out." By law, parents can "refuse" to have their children participate. This must be a written signed statement. Testing refusal may result in being considered non-compliant with the Extensions program. However, ECS is not encouraging families to refuse to test. State law prohibits our school or district from creating a system for excluding students. We are striving to meet our 95% participation requirement. Assessment data can be very useful in helping our parents determine solid educational curriculum and choices for their students. Please see the handout created by the Department of Education and Early Development for parents: "Why Should My Child Take The State Assessments": https://education.alaska.gov/tls/Assessments/Peaks/FAQ_ParentsStateAssessments.pdf?

Non-Participation

Students who do not participate will be considered non-proficient and may be considered non-compliant. Non-proficient students cannot take advantage of benefits offered to students demonstrating proficiency per the state assessment. If parents refuse to allow their students to participate or a student does not participate for any reason not granted by an approved waiver, the student will be considered non-proficient.

District-Level Assessments: Measure of Academic Progress (MAP) (optional for Extensions students)

The MAP assessment can be administered three times a year to monitor progress: Fall, Winter, and Spring. The assessment dates for 2023-2024 will be communicated to parents in plenty of time to plan for taking of the assessments.

English/Language Arts and Mathematics usually will be taken on separate days.

MAP is a formative assessment in the core areas of reading, language usage, and math. MAP is based on an interactive program based on a student's responses as they take the test. For example, if a student answers a question correctly, they are presented with a more challenging item. If a student misses a question, they are presented with another question that is a bit less challenging. MAP describes this process as narrowing in on a student's learning level with content that allows them to succeed. MAPs are aligned with State and national standards. The assessment can be given to students in grades K-2 and 10-122 three times during the school year. For students 3rd-9th grades, the spring MAP will be replaced with the PEAKS test. MAP is designed to measure student growth in content areas, and focus on a student's achievement level and academic needs. Results provide teachers with information that can help guide instructional planning for students individually or in groups (4 AAC 06.737(a) Standards-based Assessment).

Student Assessment Data

What data is collected?

Basic student information and student test scores are collected. Basic student information includes the student's name, Alaska student ID number, and specific demographic information. EED does not collect sensitive information such as physical addresses, mailing addresses, or Social Security numbers.

How does Extensions or EED use the data?

Individual student test data is provided to the student's school district to inform instruction. Only authorized school district staff that have a legitimate educational interest (such as the student's teacher or principal) may see a student's data. Aggregated data that is not personally identifiable is used to report on the overall performance of groups of students like the School Report Card. These aggregate reports fulfill EED's reporting requirements under state and federal law without the need to identify individual students. ECS shares the data with the parents and students as appropriate to guide instruction.

How the data will not be used?

EED does not report individual student data to the federal government or private parties. Individual student information is not used by third-party vendors to solicit goods or services. When data groups are so small that individual students could be identified, data is suppressed and either reported as a range (e.g., 60% or more, 40% or fewer) or not reported at all with a note stating that there are too few students to allow for reporting.

What does Extensions and EED do to protect student data?
ECS follows all guidelines as provided by EED. All student data is stored and transmitted securely. Within EED, only the Assessments and Information Technology staff have direct access to individual student data for the purposes of collecting, analyzing and reporting data. These staff sign agreements to keep data confidential and are well versed in FERPA, the federal law that governs individual student data in much the same way as HIPAA does with medical records. Data received from the testing vendor and school districts are transmitted using secured connections and stored within EED's secure data servers. Likewise, any individual student data that needs to be transmitted from EED is sent via encrypted email or through a secure data connection.

Funding Accounts and Expenditures

Students have access to an allotment amount starting July 1st of the fiscal year. To receive reimbursement from this allotment fund, the reimbursement request form on pg. 46 must be filled out, signed, and submitted along with receipts for services or purchases. Student allotments must be used for instructional expenses for the student enrolled in our program**. All expenses must be directly related to the Individual Learning Plan (ILP) and reviewed and approved by the certified teacher and administration.** Some items or services may require pre-approval. As per regulations, limitations and restrictions may also apply. Verified students are eligible for allotments per the table below.

Student Allotment Amounts (FY24)

Grades	1st Semester	2nd Semester	YEAR TOTAL
K-12	$1,350	$1,350	$2,700

For long-term families who have been with the program for a significant amount of time, the total year amount may be available November 1st. Items and services eligible for reimbursement for the current school year must be made or rendered after July 1st, 2024.

Approved Curriculum Purchases
Extensions utilize a variety of approved curriculum to meet the academic needs of our students. To ensure curriculum purchases are approved, parents must work with their advisory teacher to determine if curriculums align to state standards, are at appropriate grade level and meet all other requirements of our program.

Purchases for Supplies and Materials
All supplies and materials must be educationally appropriate and related to courses listed on the ILP. Automatic pre-approved purchases might include:

- General school supplies (paper, crayons, colored pencils, scissors, staplers, etc.)
- Purchase of general art supplies may be allowed, but will be limited for general project use.
- Reading materials, books, magazines, etc. (magazine subscriptions only are reimbursed).

We may limit course expenses to 25% of your student account for elective classes. There

are exceptions to this guideline and the 25% limitation can be waived by the ECS administration. In some cases, the 25% can apply to the entire family's allotment rather than by student. (Documentation of course projects may be requested for approval of expenses).

Pre-Approval Process and Purchase Limitations

- **All tutoring and lessons being paid for out of a student's account must be preapproved.** The vendor for the tutoring and lessons must also be approved. The Instructor/Tutor application form is located in the appendix (pg. 69). Per regulation 4AAC 33.421 (l), certain qualifications must be met to contract with a private individual for tutoring or lessons.
    - Tutoring cannot be provided by a private or sectarian educational institution
    - Tutoring must be aligned to the Individual Learning Plan and
    - Be provided by a qualified tutor. Extensions has determined tutors to be highly qualified if;
        - They hold a current AK teaching certificate in the subject area of study, or
        - They are employed under a business license for in kind services
        - They are granted approval through submitting a letter of request with documentation supporting their qualifications (transcripts, letters etc.)

- Planned expenditures for the student's instructional needs must be documented in the student's ILP and associated with a particular course. (i.e.: if the student is receiving tutoring for a math class the ILP must indicate tutoring for math, three hours per week.) An individualized vendor invoice should document the student's name, course tutored and actual dates and session times for tutoring (either past or projected). This level of documentation in the ILP and corresponding source documents are required for any form of reimbursement. For weekly sessions such as tutoring or music lessons, invoices can be submitted each quarter for projected dates of completion. If, for any reason, a lesson is missed or skipped, that lesson should be made up during and not invoiced for the following quarter. If a lesson in the second quarter is missed or skipped, that lesson should be made up during the third quarter, and so on. Nome Extensions reserves the right to verify use and completion of invoiced services with listed vendors.

- Extensions promotes a balanced education and equitable services, initial expenditures (lessons, curriculum, materials and supplies) for fine arts, music and physical education (curriculum and lessons only) for a student cannot exceed 25% of the student allotment for any one student. The initial limitation can be waived upon verification of proficient test scores, compliance with program policy and procedures, use of approved curriculum, and recommendation from the advisory teacher. Students will not be allowed to spend their entire allotment on elective

courses except in cases where all other core course requirements have been met.

- Additional items that do not fall into the general group above should be preapproved to protect you. Submit your request for pre-approval to your teacher of record.

- Expenses incurred during out-of-state travel must be pre-approved by the superintendent or designee. A letter of explanation, alignment to grade level expectations and educational purpose must accompany the pre-approval request.

- Specialized items such as musical instruments and related equipment may be limited to $250 in total. Rental of these items also may not be allowed to exceed the $250 limit per year. Purchases may be limited to one instrument per student per year.

- Items such as sewing machines, eReaders, cameras, and printers may be necessary to deliver education to students; however, these purchases may be limited per family as determined by prior purchases. These items may not be purchased for replacement each year. Items damaged or lost will not be eligible for replacement. Purchasing guidelines used within the Computer Program may be applied as appropriate. To ensure your purchase will be covered by Extensions, please seek pre-approval of these and related items.

Purchase Limitations

- Items priced at $250 or more require pre-approval of the advisor and will carry a depreciation schedule as follows: at the end of the school year, the item can be purchased by the family at 75% of the original cost. At the end of the second year of enrollment, the item can be purchased at 50% of the original cost. At the end of the third school year, the item can be purchased at 25% of the original cost. At the end of the 4th year, the item will belong to the family outright. If the family opts to not purchase the item, then the special purchases can be made and then remain property of NPS, subject to be returned to NPS at the end of the school year.

- Technology purchases over $250 must be compatible with NPS systems (Apple products).

- The district considers any purchase from $250 or under to be consumable and not subject to return after the student is finished with the equipment, material or product. Any item purchased by the district over $250 must be returned after the student leaves the program unless purchased under the depreciation schedule.

- Items such as televisions, audio players, DVD players are generally considered

personal items and are not allowed for purchase or reimbursement. See also Items Not Approved for purchase or reimbursement.

- Purchase of used curricula is allowed and reimbursable with a valid itemized original vendor receipt.

- An Extensions student may take one class at one of the NPS Main Campuses without affecting his/her allotment. Additional classes may be taken, but the allotment will be decreased to the fractional equivalent of the course load.

NPS Main Campus Classes	Allotment Reduction
One	No reduction
Two	$772
Three	$1158
Four	$1544
Five	$1930
Six	$2316
Seven	$2700

- Extensions may pay tuition, lab, and tech fees (but not books) for college classes (with instructor approval) and students may receive dual credit for high school and college courses.

Curriculum/Textbook/Materials Return Policy

As per 4 AAC 33.422. (b): Textbooks, equipment, and other curriculum materials purchased with state money, including money provided to the parent through a fund account, are property of the district. Materials that are not consumables must be returned to the district when the student leaves the program for any reason. The district considers any purchase from $250 or under to be consumable and not subject to return after the student is finished with the equipment, material or product. If a student leaves the program before the end of the academic year, consumables may be returned to the teacher of record. Any item purchased by the district over $250 must be returned after the student leaves the program. Items returned are placed in the family resource center for possible use by other families.

Items NOT Approved for Purchase or Reimbursement

Whether purchased by the district or reimbursed, all expenses for your student must have an educational purpose related to their Individual Learning Plan as written or amended. Your requests must reflect the student goals and the purchases must be reasonable. We always compare our reimbursements to the ILP and what would be a reasonable purchase in a local school for the same class. We cannot pay for materials that will be used for personal or business use. The preapproval process is in place to ensure that families do

not make purchases they would not generally make without reimbursement.

As per regulation 4 AAC 33.421 (k), a statewide correspondence study program may not pay for or provide money for:

> (1) annual passes or family memberships to a sports or recreational facility; however, an annual pass or membership for the student may be purchased for entry into sports or recreational facility in which the student is provided lessons under the student's Individual Learning Plan, if the cost of the pass or membership is prorated to include only the cost of the student's instructional time;
> (2) fees that allow entrance to a facility in which no instruction directly connected to a student's Individual Learning Plan under (e)(1) of this section is given;
> (3) religious, partisan, sectarian, or denominational textbooks or other curriculum materials;
> (4) services provided to a student by a family member; in this paragraph, "family member" means the student's spouse, guardian, parent, stepparent, sibling, stepsibling, grandparent, step-grandparent, child, uncle, or aunt;
> (5) pets and other animals; (no "animals or related equipment" ie. bees, eggs that will grow into animals, reptiles or insects, ant farms, etc. will be allowed.)
> (6) furniture;
> (7) taxes, testing other than educational assessments implemented by the district, or parking fees;
> (8) permanent items that adhere to or enhance the value of a non-school facility; or
> (9) items that are considered excessive by the school administrator.

All purchases and reimbursements will be reviewed individually. It is best to receive a signed Pre-Approved Purchases Form when in doubt. NPS has the right to disapprove any purchase if deemed to violate district, state, or federal policy, rules or regulations.

Reimbursement Schedule

All reimbursements must be approved by certificated staff and the principal and be accompanied by original receipts.

- Reimbursement requests for the first semester can be submitted on the first school day.
- Reimbursement requests can be submitted not more often than once per quarter.
- Reimbursement for lessons and tutoring also require vendor approval and documentation of the student's name, course tutored and actual dates and time billed for tutoring.
- Approved, reimbursable items will be paid within three weeks of the date stamp from the NPS Business Office.
- In order to avoid any delays, please submit all necessary forms and original well-documented receipts to your advising teacher for approval.

- To expedite the reimbursement process, please make sure a direct deposit form is on file.
- The last day to submit for reimbursements is April 30th. Excessive spending at the end of the school year may result in denied purchases or reimbursements.
- Reimbursement forms and receipts for Internet services will be allowed July-June of the school year (May and June Internet bills may be submitted for future reimbursement based on April's bill as a projection for summer costs). July bills can be submitted for reimbursement with the current fiscal year.
- If you have money left in your student account at the end of the year, a request IN WRITING must be submitted before the last day of school for that excess amount to be held for use by that student the following school year. Students who are graduating from the program cannot have funds transferred to siblings for use in following years.

Educational Travel

Student accounts may pay or reimburse for field trips or other related educational travel backed by a registered educational institution or program only. Pre-approval for expenses must be obtained from NPS prior to travel. Airfare, hotel, tickets and other associated costs may be reimbursable only if the field trip is pre-approved and district sponsored. An example of a registered educational institution or program is the Close Up program: www.closeup.org/.

Field trip approval forms are not always necessary, but are recommended for tickets into museums, appropriate concerts, zoos, or exhibits with obvious educational value. There is a limit of one visit per institution per academic year per student with the exception for special exhibits which may be reimbursed with pre-approval. Only student admission is reimbursed. Field trips must be supported by the ILP. Examples of fieldtrips that may align to the student ILP include:

- The Imaginarium in Anchorage: www.imaginarium.org/
- The University of Alaska Museum: http://zorba.uaf.edu/museum/
- The Alaska Sea Life Museum: http://www.alaskasealife.org/
- Anchorage Zoo: http://www.alaskazoo.org/
- Denali National Park: http://www.nps.gov/dena/
- Juneau's Mt. Roberts Tram: http://www.alaska.net/~junotram/

NOTE: Pre-approval from the superintendent is required for the reimbursement of any educational "expenses incurred during out-of-state travel that are associated with direct instructional activities." A letter detailing the expenses and the related instructional activities must accompany the pre-approval form.

We do not supply travel, rental cars, airfare, hotel, food, or other related expenses for trips of a family nature regardless of educational benefit.

Appeals Procedure/Public Complaints

Nome Public Schools Board of Education believes that the quality of the educational program provided to students can improve when the District considers differences of opinion and resolves disagreements through an established process. Public complaints may be raised and pursued pursuant to this policy and the administrative regulations adopted hereunder.

Employees of the District shall not be entitled to use the public complaint process with regard to matters relating to their employment.

The Board encourages complainants and the District to resolve disagreements at any early stage in the process and informally whenever possible. To the end, the Board and any individual board member approached by a member of the public shall refer all complaints initiated through this process until the superintendent has formulated a written decision which lays out the facts and if the complaints request through the superintendent, an appeal to the board

The following address specific types of complaints that are not resolved at the lowest levels:

1. When a complaint involves accusations of child abuse as defined in Alaska Statutes, the provisions of this policy and regulations shall be implemented only after the child abuse reporting requirements specified in law have been fulfilled.

2. The School Board has taken great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students and their parents/guardians. A public complaint regarding the instructional materials used by the district shall be accepted only from parents and guardians of children enrolled in the School District.

3. The School Board recognized that the District has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. The superintendent or designee shall establish procedures to investigate and seek to resolve complaints alleging unlawful discrimination related to educational programs and activities. The Board prohibits retaliation in any for the filing of a complaint, the reporting of incidents of discrimination, or for participation in discrimination complaint procedures.

Special Education

NPS provides all special education services as required by state and federal law to students enrolled in Extensions Correspondence School. If you think that your child needs or could benefit from special education services, the referral form is in the appendix Pg. 70-75. Any funding necessary for IEP related services are provided outside the student's account. NPS has adopted the policies provided by the Alaska Special Education Handbook.

APPENDICES

Student Records Transmittal Request …….Pg. 31
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K-8 Student ILP form……...…..Pg. 33-35
9-12 Student ILP form……..……..Pg. 36-39
Progress report form……...…….……...Pg. 40-41
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High School Graduation Progress Planner……..…Pg. 45
Approved Curriculum list…….……..Pg. 46-56
Basic Grading Guidelines……....Pg. 57
Activity Calendar (for logging elective hours)……..…..Pg. 58
Alaska Performance Scholarship guidelines and tracking form……Pg. 59-60
Kindergarten Developmental Profile……..Pg. 61-65
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Student Allotment Deduction Authorization……..….Pg. 75
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Nome Public Schools
Extensions Correspondence School
PO Box 131 ~ Nome, AK 99762 ~ Phone: 907-434-2132 ~ E-mail: rventress@nomeschools.org
Teacher of Record: Rachel Ventress Administrator: Jamie Burgess

Student Records Transmittal Request

Student Name: _____ Birth date: _____

Last Grade Completed: _____ Withdrawal Date: _____

SENT TO:

Previous School: _____

Street or Box number: _____

City: _____State: ____ Zip:_____

Email: _____

REQUESTED BY:

Nome Extensions Correspondence
Rachel Ventress, Teacher of Record
P.O. Box 131, Nome, AK 99762
Phone: 907-434-2132
Email:
rventress@nomeschools.org

I hereby consent to the release and/or exchange of:

___X___ Pertinent medical/psychological/Special Education Records

___X__ Transcript of grades earned up-to-date including withdrawal grades

___X__ State and district test results (including any recent tests for ELL or LEP students)

__X___ Cumulative health card

___X__ Attendance/Discipline Reports

I understand that all information obtained will be treated in a confidential manner.

_____ _____ _____
Parent/Guardian Signature or signature of student if over 18 relationship to student date

ADDRESS: Parent/Guardian Box number: _____

City: _____ State: _____ Zip: _____

Phone number: _____

NOME PUBLIC SCHOOLS
P.O. Box 131, Nome, Alaska 99762
Phone (907) 443-2231
Fax (907) 443-5144

Direct Deposit Agreement Form

Authorization Agreement

I hereby authorize Nome Public School District to initiate automatic deposits to my account at the financial institution named below.

I also authorize Nome Public School District to make withdrawals from this account in the event that a credit entry is made in error.

Further, I agree not to hold Nome Public School District responsible for any delay or loss of funds due to incorrect or incomplete information supplied by me or by my financial institution or due to an error on the part of my financial institution in depositing funds to my account.

This agreement will remain in effect until Nome Public School District receives a written notice of cancellation from me or my financial institution, or until I submit a new direct deposit form to the Payroll Department.

Account Information

Name and Address of Financial Institution:

_____

_____

_____

Routing Number: _____

Account Number: _____

Checking ___ Savings___

Vendor Information (account holder name, phone, and email):

_____

_____

_____

Authorized Signature:_____ **Date:**_____

Return this form to your teacher of record

Nome Extensions Correspondence School

Student Individual Learning Plan (ILP) Form: Grades K-8 (pg. 1/3)

STUDENT INFORMATION

_____, _____, _____ _____ _____ _____

Last, First, Middle Initial Birthdate Grade Phone Number

PARENT INFORMATION

_____ _____ _____

Name email Phone Number

_____ _____

Address City, State, Zip code

IMPORTANT - *Parent/guardian and student notice of rights and responsibilities regarding program enrollment*

1. *All parents and students in correspondence programs have the same right to access the district appeal process as parents and students in other district programs. This includes, but is not limited to, special education.*
2. *All enrolled students, including part-time students, are required to participate in statewide student assessments.*
3. *Courses receiving an "incomplete" may not be counted towards credit for enrollment requirements.*
4. *Parents must disclose enrollment for all other education institutions, including private schools, to ensure the student is not concurrently enrolled in a substantially similar course.*
5. *All textbooks and other curriculum materials must be aligned with state standards, comply with regulatory requirements, and be reviewed by a certified teacher.*
6. *All non-expendable materials remain the property of the school district and must be returned to the district.*
7. *All expenditures related to the student must be directly tied to a specific course with a need addressed in the ILP.*
8. *Monthly contact with the teacher of record is required.*
9. *A quarterly review of the student's progress with the parent/student is required.*
10. *A grade or other determination of course progress is verified by the certified teacher responsible for the course.*
11. *This plan may provide for review and consideration of any recommendations submitted by the parent or student.*
12. *Any changes to the student's coursework must be notated here. If a student adds/drops or changes coursework in any way, credit may not be awarded without the proper documentation notated on this ILP.*

Your signature indicates: *you are aware of this information; you accept responsibility for ensuring your student is aware of their rights and requirements; you agree to all requirements; and you confirm that the information provided is true and accurate to the best of your knowledge.*

_____ _____ _____

Parent Signature *Parent Name (Print)* *Date*

_____ _____ _____

Teacher of Record Signature *Teacher of Record Name (Print)* *Date*

Student ILP Form: Grades K-8 (pg. 2/3)

Select All That Apply (4 required):	**Methods of Assessment (select all that apply):**
___English Language Arts ___Reading ___Writing ___Grammar ___Math ___Science ___Social Studies ___Cultural Studies ___PE/Health ___Fine and Practical Arts ___Enrichment Studies ___Foreign Language ___Technology ___OTHER (please list):	____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report ____Other (please explain):

Curriculum Materials:
Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, any supplies you will use, etc.

COURSE:_____ **Materials:**	COURSE:_____ **Materials:**
COURSE: _____ **Materials:**	COURSE: _____ **Materials:**
COURSE:_____ **Materials:**	COURSE: _____ **Materials:**
COURSE:_____ **Materials:**	COURSE: _____ **Materials:**

FOR K-8 students:

Was your student PROFICIENT on last year's required testing (grades 3-8: PEAKS (41st percentile or above); grade K-2: DIBELS (composite in the yellow or above)?

READING: YES _____ NO _____

MATH: YES _____ NO _____

If NO was checked above, answer the following:

Strategies and ILP modifications for reaching proficiency:

-
-
-
-

ILP form updated 06/23/2024

Nome Extensions Correspondence School

Student Individual Learning Plan (ILP) Form: Grades 9-12 (pg. 1/4)

ILP form updated 06/23/2024

STUDENT INFORMATION

_____, _____, _____ _____ _____ _____

Last, First, Middle Initial Birthdate Grade Phone Number

PARENT INFORMATION

_____ _____ _____

Name email Phone Number

_____ _____

Address City, State, Zip code

IMPORTANT - *Parent/guardian and student notice of rights and responsibilities regarding program enrollment*

1. *All parents and students in correspondence programs have the same right to access the district appeal process as parents and students in other district programs. This includes, but is not limited to, special education.*
2. *All enrolled students, including part-time students, are required to participate in statewide student assessments.*
3. *Courses receiving an "incomplete" may not be counted towards credit for enrollment requirements.*
4. *Parents must disclose enrollment for all other education institutions, including private schools, to ensure the student is not concurrently enrolled in a substantially similar course.*
5. *All textbooks and other curriculum materials must be aligned with state standards, comply with regulatory requirements, and be reviewed by a certified teacher.*
6. *All non-expendable materials remain the property of the school district and must be returned to the district.*
7. *All expenditures related to the student must be directly tied to a specific course with a need addressed in the ILP.*
8. *Monthly contact with the teacher of record is required.*
9. *A quarterly review of the student's progress with the parent/student is required.*
10. *A grade or other determination of course progress is verified by the certified teacher responsible for the course.*
11. *This plan may provide for review and consideration of any recommendations submitted by the parent or student.*
12. *Any changes to the student's coursework must be notated here. If a student adds/drops or changes coursework in any way, credit may not be awarded without the proper documentation notated on this ILP.*

Your signature indicates: *you are aware of this information; you accept responsibility for ensuring your student is aware of their rights and requirements; you agree to all requirements; and you confirm that the information provided is true and accurate to the best of your knowledge.*

_____ _____ _____

Parent Signature *Parent Name (Print)* *Date*

_____ _____ _____

Teacher of Record Signature *Teacher of Record Name (Print)* *Date*

Student ILP Form: Grades 9-12 (pg. 2/4)

COURSE TITLE:	Check the appropriate box(es): _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	Grading Scale: ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

COURSE TITLE:	Check the appropriate box(es): _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	Grading Scale: ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

COURSE TITLE:	Check the appropriate box(es): _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	Grading Scale: ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

Student ILP Form: Grades 9-12 (pg. 3/4)

COURSE TITLE:	Check the appropriate box(es): _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	Grading Scale: ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

COURSE TITLE:	Check the appropriate box(es): _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	Grading Scale: ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

COURSE TITLE:	Check the appropriate box(es): _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	Grading Scale: ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

Student ILP Form: Grades 9-12 (pg. 4/4)

COURSE TITLE:	Check the appropriate box(es): _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	Grading Scale: ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

COURSE TITLE:	Check the appropriate box(es): _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	Grading Scale: ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

COURSE TITLE:	Check the appropriate box(es): _____ 1/2 Credit Fall _____ 1/2 Credit Spring _____ Other (list and explain):	Grading Scale: ____ Letter grades (A = 100% - 90%, B = 89% - 80%, C= 79%-70%, etc.) OR ____ Pass/Fail
Curriculum Materials: Please indicate title(s) and publisher; add level if specified. Include texts, videos, games, tutoring, etc.		
Method of Assessment (select all that apply): ____Quizzes/Tests ____Learning Journal/Log ____Oral Review/Presentations ____Other ____Portfolio ____Projects ____Guided Practice ____Essays/papers ____ # of lessons completed ____ time/hour log ____ online course report		

Extensions Correspondence School ***Progress Report*** *of Student Work 2024-2025*

Student Name: _____ Grade: _____ Teacher of Record: _____

Circle 1: 1st Quarter 2nd Quarter 3rd Quarter 4th Quarter

Directions: *fill out this form as completely as possible to report student progress.*
For semester reports (ending with 2nd quarter and 4th quarter), at LEAST 2 pages of work samples for each subject (including electives) are required to accompany this form. Please reference the handbook for details on acceptable work samples for elective classes.

Name of course and primary curriculum source *(all classes listed on ILP must be listed, including electives):*	***Recommended Quarter Grade*** *(letter and percentage)*	***Summary of Work*** *(examples of acceptable summary of work: # of lessons completed out of total # of lessons, time spent per week with total time listed, major topics studies and skills mastered)*	***Assessments used*** *(examples of acceptable assessments: final projects, chapter tests, performances, practice logs, work samples)*
1.			
2.			
3.			
4.			
5.			

6.			
7.			
8.			

**Credit may not be granted for courses lacking appropriate work samples and summation of work.*

Four Progress Reports are required for the entire school year.

Additional notes: _____

_____

_____

_____

_____

Parent/Guardian Signature: _____ *Date:* _____

Teacher of record Signature: _____ *Date:* _____

Monthly Contact Log

Family name: _____

Teacher of Record Name: _____

Enrollment month: _____

Month	Date of Contact	Method of Contact	Notes (contact made with whom, topic of conversation, etc.)
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			

Please submit this log by the end of the school year

Reimbursement Request Form: Extensions Correspondence Program
Box 131, Nome, AK 99762

Submit this form to Academic Advisor

Date:
Parent Name:
Mailing Address:
Phone:
e-mail:

Submit record times for lessons and tutoring only

Family 1st Half Amt: $_____

Family 2nd Half Amt: $_____

Family Year Total Amt: $_____

Year to date reimbursed: $_____

Total Available (this request): $_____

Total spent for this request: $_____

Updated Family Allotment: $_____

ILP Complete: _____

Vendor	Date	Student	Course	Amount
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Office use:

Academic Advisor Approval: _____ Total Refund: $_____

Superintendent Approval: _____

Business Manager Approval: _____ CODE_____

For Items listed on reimbursement request, a receipt must be included for each vendor page 1 of 2

Music/Art/PE Expenditures

25% limitation waived? _____
25% family total if limitation is not waived: $ _____

Student	Total this request	New total	Total remaining

FAMILY TOTAL REMAINING (if applicable): $_____

Non-Consumable List

Vendor	Purchase Date	Price	Description (Item, Student, and Course)

High School Graduation Progress Planner

Course	Semester 1	Semester 2	TOTAL:	Course	Semester 1	Semester 2	TOTAL:

ENGLISH I (1.0)				**World History (1.0)**			
ENGLISH II (1.0)				**U.S. History (1.0)**			
ENGLISH III (1.0)				**Government (.5)**			
ENGLISH IV (1.0)				**AK Studies (.5)**			
Required: 4.0				****Track 1 and 2: Social Studies (1.0)**			
Math I (1.0)				*REQUIRED: 3.0* ***Track 1 and 2:* *4.0*			
Math 2 (1.0)				**Elective 1**			
Math 3 (1.0)				**Elective 2**			
****(Track 1) Math 4 (1.0)**				**Elective 3**			
Required: 3.0 **4.0 (track 1)*				**Elective 4**			
Science I (1.0)				**Elective 5**			
Science 2 (1.0)				**Elective 6**			
****(Track 1 and 2): Science 3 (1.0)**				**Elective 7**			
****(Track 1): Science 4 (1.0)**				**Elective 8**			
REQUIRED: 2.0 *3.0 (track 2)* *4.0 (track 1)*				***Elective 9**			
Health (.5)				****Track 2: Two electives must be a foreign language (same language)**			
REQUIRED: .5				*REQUIRED: 8.0* **9.0*			
PE 1 (.5)							
***PE 2 (1.0)**							
REQUIRED: .5 **.5*							

Form lists state requirements for graduation. * denotes additional NPS requirements per board policy. **denotes additional Alaska Performance Scholarship requirements. APS ELIGIBLE based on courses? Circle one: Yes No

Grade Level	Program of Studies	Vendor	Reimbursable?
Elem	Alaska History	Alaska Land In Motion	Yes
Elem	All Subjects	Calvert	Yes
Elem	All Subjects	Chalkduster Company	Yes
Elem	All Subjects	Compass Learning Odyssey	Yes
Elem	All Subjects	Core Curriculum	Yes
Elem	All Subjects	Follet	Yes
Elem	All Subjects	Glencoe/McGraw-Hill	Yes
Elem	All Subjects	Hartcourt Co.	Yes
Elem	All Subjects	Houghton Mifflin	Yes
Elem	All Subjects	MacMillian/McGraw-Hill	Yes
Elem	All Subjects	McDougal-Littell	Yes
Elem	All Subjects	North Dakota Div. Of Ind. Study (NDIS or NDCDE)	Yes
Elem	All Subjects	Oak Meadow School	Yes
Elem	All Subjects	Odyssey Ware	Yes
Elem	All Subjects	Prentice Hall	Yes
Elem	All Subjects	Pearson	Yes
Elem	All Subjects	Scholastic Inc.	Yes
Elem	All Subjects	Silver Burdett Ginn	Yes
Elem	All Subjects	Steck-Vaughn Co.	Yes
Elem	All Subjects	University of Missouri Center of Indept. Study	Yes
Elem	All Subjects	Weekly Reader Publishing: DVD Rom	Yes
Elem	All Subjects & ESL	Addison Wesley-Scott Foresman	Yes
Elem	All Subjects & ESL	Scott Foreman-Addison Wesley	Yes
Elem	Art	Artelier	Yes
Elem	Art	Mark Kistler Online Art Academy	Yes
Elem	Art	Meet The Masters	Yes
Elem	Art: Computer Art Studio	Core Learning	Yes
Elem	Critical Thinking	The Thinking Toolbox	Yes
Elem	Foreign Language	EMC Paradigm Publishing	Yes
Elem	Foreign Language	Muzzy	Yes
Elem	Foreign Language	Dn1A1<>rGlirlo	Yes
Elem	Foreign Language	Rosetta Stone	Yes
Elem	Grammar	Razzle Dazzle Daily Dazzle	Yes
Elem	Handwriting	D'Nealian	Yes
Elem	Handwriting	Handwriting Without Tears	Yes
Elem	Keyboarding	Mavis Beacon	Yes
Elem	Language Arts	Creative Teaching Press: The Learning Works	Yes
Elem	Language Arts	English for the Thoughtful Child	Yes
Elem	Language Arts	Evan-Moor	Yes
	EXTENSIONS APPROVED CURRICULUM LIST Pg. 2/11		
Elem	Language Arts	First Language Lessons(Peace Hill Press)	Yes

Elem	Language Arts	Great Source	Yes
Elem	Language Arts	Institute for Excellence In Writing	Yes
Elem	Language Arts	Lindamood-Bell	Yes
Elem	Language Arts	Shurley English	Yes
Elem	Language Arts	Veritas Press	Yes

Elem	Language Arts	Zaner Blaser	Yes
Elem	Language Arts	Michael Clay Thompson	Yes
Elem	Language Arts	Carson-Dellosa Publishing	Yes
Elem	Math	ALEKS Math	Yes
Elem	Math	Delta Education	Yes
Elem	Math	Everyday Math	Yes
Elem	Math	Horizons	Yes
Elem	Math	Lexia	Yes
Elem	Math	Math U-See	Yes
Elem	Math	Rightstart Math	Yes
Elem	Math	Saxon Publishers, Inc.	Yes
Elem	Math	Singapore Math	Yes
Elem	Math	Teaching Textbook (Timberdoodle)	Yes
Elem	Math	Thinkfast	Yes
Elem	Math & History	Encore	Yes
Elem	Math & Science	The Learning Company	Yes
Elem	Math Subjects	Aleks	Yes
Elem	Math Subjects	Ipass	Yes
Elem	Math	Marshall Cavendish Education	Yes
Elem	Music	Mayron Cole Method	Yes
Elem	Piano	Suzuki	Yes
Elem	Penmanship	Zaner Blaser	Yes
Elem	Phonics	Hooked on Phonics	Yes
Elem	Phonics	Rocket Phonics	Yes
Elem	Phonics	Zoo Phonics	Yes
Elem	Phonics and Spelling	Saxon Phonics	Yes
Elem	Reading	PCI Reading Program	Yes
Elem	Reading	Sonday 2	Yes
Elem	Reading	Sonday System	Yes
Elem	Reading	SRA	Yes
Elem	Reading/ Language Arts	Hartcourt Co.	Yes
Elem	Reading/Phonics	Teach Your Child to Read in 100 Easy Lesson	Yes
Elem	Reading/Spelling/Phonics	Sonday 1	Yes
Elem	Reading/Spelling/Phonics	Sonday LPL	Yes
	EXTENSIONS APPROVED CURRICULUM LIST Pg. 3/11		

Elem	Reading/Spelling/Phonics	The Ordinary Parent's Guide to Teaching Reading	Yes
Elem	Science	Delta Science	Yes
Elem	Science	McGraw Hill	Yes
Elem	Science	Steck-Vaughn Wonders of Science	Yes
Elem	Sign Language	Prentice Hall	Yes
Elem	Sign Language	The Joy of Signing	Yes
Elem	Social Studies & History	American Education Publishing	Yes
Elem	Social Studies	Nystrom	Yes
Elem	Social Studies	The Mail Box	Yes
Elem	Social Studies	Weekly Reader Publishing	Yes
Elem	Social Studies, History	Animated Hero Classics	Yes
Elem	Social Studies, History, Government	Frank Schaffer Publications: Skill for Scholars	Yes
Elem	Spelling	SRA Morprographic	Yes

Elem	Writing	Adventures in Writing	Yes
Elem	Writing	Compass Learning	Yes
Elem	Writing	Criterion Writing	Yes
Elem	Writing	Institute for Excellence In Writing	Yes
Elem	Writing	Razzle Dazzle Creative Writing	Yes
Elem	Writing	Razzle Dazzle Expository Writing	Yes
Elem	Writing	Write Source	Yes
Elem	Writing	Writing With Ease {Peace Hill Press)	Yes
Elem	Writing	Adventures in Writing	Yes
Elem	Science	Holt	Yes
Elem	Science	Steck-Vaughn Wonders of Science see above	Yes
Elem	Writing	Write Source	Yes
Elem	Language Arts	Shurley English	Yes
Elem	Writing	Adventures in Writing	Yes
Elem	Writing	Write Source	Yes
Elem	World Language ISign Language	The Joy Of Signing	Yes
Elem	Science I Mathematics	Zometool System	Yes
Elem	Science	Young Scientist's Club	Yes
Elem	All Subjects	The Robinson Curriculum	Yes
Elem	All Subjects	K-12	Secular Only
Elem	All Subjects	Sonlight Curriculum	Secular Only
Elem	All Subjects	Bob Jones	No
Elem	All Subjects	Switched On Schoolhouse	No
Elem	Art	Abeka	No

EXTENSIONS APPROVED CURRICULUM LIST Pg. 4/11

Elem	Math	Abeka	No
Elem	Health	Abeka	No
Elem	History	Mystery of History	No
Elem	Home Economics	Alpha Omega	No
Elem	Language Arts	Abeka	No
Elem	Language Arts	Winter Promise	No
Elem	Science	Abeka	No
Elem	Science	Winter Promise	No
Elem	Science (Astronomy/ Zoology /Botany)	Apologia	No
Elem	Social Studies	Abeka	No
Elem	Social Studies	Winter Promise	No
Elem	Technology	Alpha Omega	No
Elem	Unit studies include all subjects except Math and Reading/Phonic	Konos	No
Elem	Science	Abeka	No

MIDDLE SCHOOL

Grade Level	Program of Studies	Vendor	Reimbursable?
Middle	All Subjects {Intervention)	AGS {Intervention or SPED Only)	Yes
Middle	All Subjects	BYU, Dept. of Ind. Study	Yes
Middle	All Subjects	Chalkduster Company	Yes
Middle	All Subjects	Compass Learning Odyssey	Yes
Middle	All Subjects	Core Curriculum	Yes
Middle	All Subjects	EMC Paradigm Publishing	Yes
Middle	All Subjects	Follet	Yes
Middle	All Subjects	Glencoe/McGraw-Hill	Yes
Middle	All Subjects	Hartcourt Co.	Yes
Middle	All Subjects	Holt Rinehart & Winston	Yes
Middle	All Subjects	Houghton Mifflin	Yes
Middle	All Subjects	MacMillian/McGraw-Hill	Yes
Middle	All Subjects	McDougal-Littell	Yes
Middle	All Subjects	North Dakota Div. of Ind. Study (NDIC or NDCDE)	Yes
Middle	All Subjects	Oak Meadow School	Yes
Middle	All Subjects	Pearson	Yes
Middle	All Subjects	Odyssey Ware	Yes
Middle	All Subjects	Penn Foster	Yes
Middle	All Subjects	Prentice Hall	Yes
Middle	All Subjects	Scholastic Inc.	Yes

EXTENSIONS APPROVED CURRICULUM LIST Pg. 5/11

Middle	All Subjects	Silver Burdett Ginn	Yes
Middle	All Subjects	Steck-Vaughn CO.	Yes
Middle	All Subjects	time41earning.com	Yes
Middle	All Subjects	University of Missouri Center of Indept. Study	Yes
Middle	All Subjects & ESL	Addison Wesley-Scott Foresman	Yes
Middle	All Subjects & ESL	Scott Foreman-Addison Wesley	Yes
Middle	Fine Arts (Art)	Atelier	Yes
Middle	Fine Arts (Art)	Mark Kistler Online Art Academy	Yes
Middle	Fine Arts {Art)	Meet The Masters	Yes
Middle	Fine Arts (Art: Computer Art Studio)	Core Learning	Yes
Middle	Music - Piano	Mayron Cole Method	Yes
Middle	Fine Arts (Music)	Suzuki	Yes
Middle	Language Arts	Creative Teaching Press: The Learning Works	Yes
Middle	Language Arts	English for the Thoughtful Child	Yes
Middle	Language Arts	Evan-Moor	Yes
Middle	Language Arts	Great Source	Yes
Middle	Language Arts	Institute for Excellence In Writing	Yes

Middle	Language Arts	Language Strategies Curriculum	Yes
Middle	Language Arts	Lindamood-Bell	Yes
Middle	Language Arts	Shurley English	Yes
Middle	Language Arts	SRA	Yes
Middle	Language Arts	Zaner Bleser	Yes
Middle	Language Arts (Writing)	Criterion Writing	Yes
Middle	Language Arts {Grammar)	Razzle Dazzle Daily Dazzle	Yes
Middle	Language Arts- (Grammar, Vocabulary, Poetry, Writing)	Michael Clay Thompson	Yes
Middle	Handwriting	D'Nealian	Yes
Middle	Language Arts {Reading)	Lexia	Yes
Middle	Language Arts {Spelling)	SRA Morphographic	Yes
Middle	Language Arts (Writing)	Compass Learning	Yes
Middle	Language Arts {Writing)	Institute for Excellence In Writing	Yes
	EXTENSIONS APPROVED CURRICULUM LIST Pg. 6/11		

Middle	Language Arts {Writing)	Razzle Dazzle Creative Writing	Yes
Middle	Language Arts {Writing)	Razzle Dazzle Expository Writing	Yes
Middle	Mathematics	Algebra I - iPass	Yes
Middle	Mathematics (Math & History: Computer Based)	Encore	Yes
Middle	Mathematics {Math & Science: Computer Based)	The Learning Company	Yes
Middle	Mathematics	Aleks	Yes
Middle	Mathematics	iPass	Yes
Middle	Mathematics	ALEKS Math	Yes
Middle	Mathematics	Delta Education	Yes
Middle	Mathematics	Holt	Yes
Middle	Mathematics	Icanlearnonline.com	Yes
Middle	Mathematics	Kerns	Yes
Middle	Mathematics	Key Math	Yes
Middle	Mathematics	Math U-See	Yes
Middle	Mathematics	Rightstart Math	Yes
Middle	Mathematics	Saxon Publishers, Inc.	Yes
Middle	Mathematics	Singapore Math	Yes
Middle	Mathematics	Teaching Textbooks (Timberdoodle)	Yes
Middle	Mathematics	Thinkfast	Yes
Middle	Mathematics	Video Text	Yes
Middle	Mathematics {Computer Based)	Marshall Cavendish Education	Yes
Middle	Mathematics (Reading)	Sonday 2	Yes
Middle	Other {Critical Thinking)	The Thinking Toolbox	Yes
Middle	Other (Keyboarding)	Mavis Beacon	Yes
Middle	Social Studies	Holt	Yes
Middle	Social Studies	Frank Schaffer Publications: Skills for Scholars	Yes
Middle	Social Studies	Animated Hero Classics	Yes
Middle	World Language	EMC Paradigm Publishing	Yes
Middle	World Language	PowerGlide	Yes
	EXTENSIONS APPROVED CURRICULUM LIST Pg. 7/11		

Middle	World Language	Rosetta Stone	Yes
Middle	World Language	Standard Deviants	Yes
Middle	(Sign Language)	Prentice Hall	Yes
Middle	(Sign Language)	The Joy of Signing	Yes
Middle	Writing	Write Source	Yes
Middle	Writing	Adventures in Writing	Yes
Middle	Writing	Write Source	Yes
Middle	All Subjects	The Robinson Curriculum	Yes
Middle	Science I Mathematics	Zometool System	Yes
Middle	History I Science	Joy Hakim	Yes
Middle	Science	Holt	Yes
Middle	Language Arts	Shurley English	Yes
Middle	All Subjects	K-12	Secular Only
Middle	All Subjects	Sonlight Curriculum	Secular Only
Middle	Social Studies I Language Arts	Peace Hill Press	Secular Only
Middle	All Subjects	Bob Jones	No
Middle	All subjects (except Math and Reading/Phonics)	Konos	No
Middle	Career and Technical Education	Alpha Omega	No
Middle	Health/PE	Abeka	No
Middle	Language Arts	Abeka	No
Middle	Mathematics	Abeka	No
Middle	Other (Home Ec)	Alpha Omega	No
Middle	Science (General Science)	Apologia	No
Middle	Science (Physical Science)	Apologia	No
Middle	Social Studies	Abeka	No
Middle	Social Studies	Mystery of History	No

HIGH SCHOOL

Grade Level	Program of Studies	Vendor	Reimbursable?
HS	All Subjects	AGS (Intervention or SPED Only)	Yes
HS	All Subjects	APEX (online classes)	Yes
HS	All Subject	BYU, Dept. of Ind. Study	Yes
HS	All Subjects	Chalkdust Company	Yes
HS	All Subjects	Compass Learning Odyssey	Yes
HS	All Subjects	Core Curriculum	Yes
HS	All Subject	EMC Paradigm Publishing	Yes
	EXTENSIONS APPROVED CURRICULUM LIST Pg. 8/11		

HS	All Subjects	Follet	Yes
HS	All Subjects	Glencoe/McGraw-Hill	Yes
HS	All Subjects	Harcourt Co.	Yes
HS	All Subjects	Holt Rinehart & Winston	Yes
HS	All Subjects	Indiana University	Yes
HS	All Subjects	Keystone National High School	Yes
HS	All Subjects	MacMillian/McGraw-Hill	Yes
HS	All Subjects	McDougal-Littell	Yes
HS	All Subjects	North Dakota Div. Of Ind. Study (NDIS or NDCDE)	Yes
HS	All Subjects	Oak Meadow School	Yes
HS	All Subjects	Pearson	Yes
HS	All Subjects	Odyssey Ware	Yes
HS	All Subjects	Penn Foster	Yes
HS	All Subjects	Prentice Hall	Yes
HS	All Subjects	Scholastic Inc.	Yes
HS	All Subjects	Silver Burdett Ginn	Yes
HS	All Subjects	Sophia Learning (online, dual credit options)	Yes
HS	All Subjects	Steck-Vaughn Co.	Yes
HS	All Subjects	Time for Learning	Yes
HS	All Subjects	University of Alaska Fairbanks	Yes
HS	All Subjects	University of Alaska Southeast	Yes
HS	All Subjects	University of Missouri Center of Indept. Study	Yes
HS	All Subjects	Williamsburg Academy (online, instructor-based)	Yes (for classes not faith-based)
HS	All Subjects	University of Nebraska-Lincoln	Yes
HS	All Subjects	University of Alaska Anchorage	Yes
HS	All Subjects & ESL	Addison Wesley-Scott Foresman	Yes
HS	All Subjects & ESL	Scott Foreman-Addison Wesley	Yes
HS	Fine Arts (Art)	Atelier	Yes
HS	Fine Arts (Art)	Mark Kistler Online Art Academy	Yes
HS	Fine Arts (Art)	Meet The Masters	Yes
HS	Fine Arts (Art: Computer Art Studio)	Core Learning	Yes
HS	Fine Arts (Piano)	Suzuki	Yes
	EXTENSIONS APPROVED CURRICULUM LIST Pg. 9/11		

HS	Health/Physical Education (Health)	Pacemaker/Pearson	Yes

HS	ELA	Brave Writer (online)	Yes
HS	Language Arts	Great Source	Yes
HS	Language Arts	Institute for Excellence In Writing	Yes
HS	Language Arts	Lindamood-Bell	Yes
HS	Language Arts	SRA	Yes
HS	Language Arts (English Composition)	Pacemaker/Pearson	Yes
HS	Language Arts (Grammar)	Razzle Dazzle Daily Dazzle	Yes
HS	Language Arts (Reading)	Lexia	Yes
HS	Language Arts (Reading)	Sonday 2	Yes
HS	Language Arts (Spelling)	SRA Morphographic	Yes
HS	Language Arts (Writing)	Compass Learning	Yes
HS	Language Arts (Writing)	Criterion Writing	Yes
HS	language Arts (Writing)	Institute for Excellence In Writing	Yes
HS	Language Arts (Writing)	Razzle Dazzle Creative Writing	Yes
HS	Language Arts (Writing)	Razzle Dazzle Expository Writing	Yes
HS	Mathematics	Holt	Yes
HS	Mathematics (Algebra 1)	Key Curriculum	Yes
HS	Mathematics (Math & History: Computer Based)	Encore	Yes
HS	Mathematics (Math Subjects)	Aleks	Yes
HS	Mathematics (Math Subjects)	IPass	Yes
HS	Mathematics (Math)	Class of 1	Yes
HS	Mathematics (Math)	Keas	Yes
HS	Mathematics (Math)	Math U-See	Yes
HS	Mathematics (Math)	Rightstart Math	Yes
HS	Mathematics (Math)	Saxon Publishers, Inc.	Yes
HS	Mathematics (Math)	Singapore Math	Yes
HS	Mathematics (Math)	Teaching Textbook (Timberdoodle)	Yes
HS	Mathematics (Math)	Thinkfast	Yes
HS	Mathematics (Math)	UCSMP	Yes
HS	Mathematics (Math)	Video Text	Yes
HS	Mathematics (Zome Geometry)	Key Curriculum	Yes
HS	Other (Car Care)	Thomson	Yes
	EXTENSIONS APPROVED CURRICULUM LIST Pg. 10/11		
HS	Other (Keyboarding)	Mavis Beacon	Yes

HS	Science	Holt	Yes
HS	Science (Physics}	Singapore Physics	Yes
HS	Science, Social Studies, Foreign Language	Classroom With a View	Yes
HS	Social Studies	Holt	Yes
HS	Social Studies: Alaska History	Aunt Phil's Trunk: Alaska History Course	Yes

HS	Social Studies: AK History	Alaska Land in Motion	Yes
HS	Social Studies: AK History	Alaska Digital Academy	Yes
HS	World Languages	Rosetta Stone	Yes
HS	World Language	EMC Paradigm Publishing	Yes
HS	World Language	PowerGlide	Yes
HS	World Language	Standard Deviants	Yes
HS	World Language (Sign Language)	Prentice Hall	Yes
HS	Writing	Write Source	Yes
HS	Writing	Adventures in Writing	Yes
HS	All Subjects	The Robinson Curriculum	Yes
HS	Science I Mathematics	Zometool System	Yes
HS	(Sign Language)	The Joy Of Signing	Yes
HS	History I Science	Joy Hakim	Yes
HS	Science	Holt	Yes
HS	Writing	Write Source	Yes
HS	All Subjects (Intervention)	AGS	Yes
HS	All Subjects	K-12	Secular Only
HS	All Subjects	Sonlight Curriculum	Secular Only
HS	Social Studies I Language Arts	Peace Hill Press	Secular Only
HS	All Subjects	Bob Jones	No
HS	All subjects except Math and Reading/Phonic	Konos	No
HS	Health	Abeka	No
HS	Language Arts I Grammar	Abeka	No
HS	Language Arts I Literature	Abeka	No
HS	Language Arts I Poetry	Abeka	No
	EXTENSIONS APPROVED CURRICULUM LIST Pg. 11/11		
HS	Language Arts I Vocab/Spelling	Abeka	No

HS	Language Arts (Vocab/Spelling/Poetry IV)	Abeka	No
HS	Language Arts (Vocab/Spelling/Poetry IV) (9)	Abeka	No
HS	Mathematics I Algebra 1	Abeka	No
HS	Mathematics I Algebra 2	Abeka	No
HS	Mathematics I Consumer Math	Abeka	No
HS	Mathematics I Geometry	Abeka	No
HS	Mathematics I Pre-Algebra	Abeka	No
HS	Home Economics	Alpha Omega	No
HS	Technology	Alpha Omega	No
HS	Science (Biology)	Apologia	No
HS	Science (Botany)	Apologia	No

HS	Science (Chemistry)	Abeka	No
HS	Science (Chemistry)	Apologia	No
HS	Science (Physical Science)	Abeka	No
HS	Science (Physics)	Abeka	No
HS	Science (Physics)	Apologia	No
HS	Social Studies I American Govt	Abeka	No
HS	Social Studies I Economics	Abeka	No
HS	Social Studies I History	Mystery of History	No
HS	Social Studies I US History	Abeka	No
HS	Social Studies I World Geog.	Abeka	No
HS	Social Studies I World History	Abeka	No

Extensions Basic Student Grading Guidelines

Grade scale:

GRADE	PERCENTAGE	POINTS PER CREDIT
A+	97-100	4.0

A	**93-96**	**4.0**
A-	**90-92**	**4.0**
B+	**87-89**	**3.0**
B	**83-86**	**3.0**
B-	**80-82**	**3.0**
C+	**77-79**	**2.0**
C	**73-76**	**2.0**
C-	**70-72**	**2.0**
D+	**67-69**	**1.0**
D	**63-66**	**1.0**
D-	**60-62**	**1.0**
F	**0-59**	**0**

K-8:

Worksheets or work that produces a set number of answers (like a math lesson): number correct divided by total number of possible correct. So, if a sheet has 20 questions, and your student got 18 right, 18 divided by 20 = 90% = A-.

Classes where it's more participation based (like PE or music where the student needs to practice): # of days student participated well divided by the number of total days. So if you had PE 30 days this quarter, and your student participated in 24, 24/30 = 80% B-.

Project-based subjects (like art): create a basic rubric like the one below:

Requirements:	**Possible Score:**	**Your students' score:**
Show technique learned	**5**	**5**
Show careful effort and attention to detail	**5**	**4**
Follow directions	**5**	**4**
Include required elements	**5**	**4**
TOTALS:	**20**	**17**
18-20: A, 16-17 = B	**14-15 = C 12-13 = D**	**12 or lower = F**

High School:

In addition to the methods listed above, high school students can also earn credit based on hours spent on certain subjects. For classes like ALEKS math online, if a student spends 35 hours on that class, they would receive an A for the quarter (35 hours = .25 credit). If they spent 30/35 hours, they could earn a B for that class (30 divided by 35 = approximately 86%). And so on for the semester.

Another common way is to look at lessons completed. If a student has completed 35 lessons in a subject, that is worth a .25 credit. 70-75 lessons = .50 credit. The most accurate grading for high school would also take into account accuracy (like one of the three methods under K-8) along with factoring in hours spent on the subject.

These are the most basic methods for grading. Grading is based on parent perception and reporting, so remember that YOU know your child best, and YOU have the most accurate gauge of their effort.

Activity Calendar

Student Name:

Subject:

Month:

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat./Sun.	TOTAL TIME:
Date:							
WEEK 1: *Description of activity and amount of time spent:*							
Date:							
WEEK 2: *Description of activity and amount of time spent:*							
Date:							
WEEK 3: *Description of activity and amount of time spent:*							
Date:							
WEEK 4: *Description of activity and amount of time spent:*							
Date:							
WEEK 5: *Description of activity and amount of time spent:*							

Month total time (in hours): _____ Parent Signature: _____

Class of 2018 & Beyond

ALASKA PERFORMANCE SCHOLARSHIP

To apply for the APS and other financial aid opportunities, students must complete a **FAFSA** (Free Application for Federal Student Aid) by **June 30th** of each year. **VISIT: studentaid.gov**

Required Curriculum

(for all levels)

Students can choose either curriculum option:

Contact your counselor for information about APS courses. Approved courses may also be available through resources such as the University of Alaska or others. Eligibility is determined based upon courses with a letter grade contained in your high school's permanent student record.

Option 1: Math & Science Curriculum		Option 2: Social Studies & Language Curriculum	
Science (4 credits)		Science (3 credits)	
Math (4 credits)		Math (3 credits)	
Social Studies (4 credits)		Social Studies (4 credits)	
Language Arts (4 credits)		Language Arts (4 credits)	
		World Language (2 credits)	*Same language for both credits*

	Level 1	Level 2	Level 3
	UP TO **$4,755** *per year*	UP TO **$3,566** *per year*	UP TO **$2,378** *per year*
Required GPA	○ 3.5 or greater	○ 3.0 or greater	○ 2.5 or greater
Required Testing	**ACT/SAT: Use APS for Degree or Certificate**		
	○ ACT 25 SAT 1210* *for SAT taken March 2016 or later	○ ACT 23 SAT 1130* *for SAT taken March 2016 or later	○ ACT 21 SAT 1060* *for SAT taken March 2016 or later
	WorkKeys: Use APS for Certificate Only	*A combination score of 13 or higher with no score below 4, is required in Applied Math, Graphic Literacy, and Workplace Documents*	
	○ WorkKeys 13	○ WorkKeys 13	○ WorkKeys 13

"Certificate" means a career & technical education certificate and does not include associate's degrees.

ON TRACK TO QUALIFY? Get ready to put your APS award to work!
Download Initial Award and Continuing Eligibility Checklists at **APS.alaska.gov**

Questions? Visit APS.alaska.gov

Alaska Department of Education & Early Development

Alaska Commission on Postsecondary Education

rev. 09/23/2022

APS QUALIFYING COURSES

Only approved courses can be used to complete the required APS curriculum. Eligibility is determined based upon courses with a letter grade contained in your school's permanent student record. Each requirement is for a complete unit of credit (half-credit courses count as half of a required APS course).

The State Board of Education & Early Development has published the following approved standard courses. Any course consisting of a complete unit of credit and matching the titles of the approved standard courses can be used to meet the APS curriculum requirements.

Public School Districts may also approve standard courses. Each school district is responsible for providing students with a complete list of APS-qualifying courses.

For private/homeschool students applying for the APS to the Department of Education & Early Development (EED) using the APS Eligibility Determination Application, the use of any additional courses to meet the APS curriculum requirements must first be approved by EED.

STUDENTS MAY ALSO USE APPROVED ADDITIONAL COURSES AS FOLLOWS:

Option 1: Math & Science Curriculum

Up to one additional course may be substituted for a standard course in math and language arts, and up to two additional courses may be substituted for standard courses in science and social studies. Additionally, for the Math & Science Curriculum option only, a foreign language, Alaska Native Language, American Sign Language, cultural heritage, or fine arts course may be substituted for one standard course of social studies.

Option 2: Social Studies & Language Curriculum

Up to one additional course may be substituted for a standard course in each subject area (math, science, language arts, and social studies).

Please Note: Students in public school districts can select additional courses only from a list of approved additional courses provided by their district.

MATH
standard courses

- ☐ Algebra 1
- ☐ Algebra 2
- ☐ Geometry
- ☐ Trigonometry
- ☐ Pre-calculus
- ☐ Calculus
- ☐ Calculus 2
- ☐ Statistics
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

SCIENCE
standard courses

- ☐ Physical Science
- ☐ Earth Science
- ☐ Biology
- ☐ Chemistry
- ☐ Physics
- ☐ Marine Biology
- ☐ Anatomy & Physiology
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

LANGUAGE ARTS
standard courses

- ☐ Composition
- ☐ American Literature
- ☐ World Literature
- ☐ Speech & Debate
- ☐ Advanced Composition
- ☐ Creative Writing
- ☐ British Literature
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

SOCIAL STUDIES
standard courses

- ☐ World History
- ☐ American History
- ☐ Geography
- ☐ American Government
- ☐ Civics
- ☐ Economics
- ☐ Alaska History
- ☐ Western Civilization
- ☐ Eastern Civilization
- ☐ Psychology
- ☐ Sociology
- ☐
- ☐
- ☐
- ☐

WAYS TO ACCESS APPROVED COURSES:

Several alternative sources to access approved APS courses are available (such as the University of Alaska or others). In most cases, a fee will be required to enroll in these courses. If you are considering using courses from outside of your school to qualify for the APS, ensure these courses are approved by your district.

Developmental Profile

Student Name: Profile completed by:
Observation Dates: Relationship to student:

1. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Runs with an even gait and with few falls			
• Maintains balance while bending, twisting or stretching			
• Moves body into position to catch a ball, then throws the ball in the right direction			
• Kicks large ball to a given point with some accuracy			
• Able to alternate weight and feet while skipping or using stairs			

2. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Cuts, draws, glues with materials provided			
• Copies several letters or shapes			
• Able to manipulate clothing fasteners (e.g., buttons, snaps, Velcro, zippers)			
• Puts together and pulls apart manipulatives (e.g., blocks, beads, cubes) appropriately			
• Cuts, draws, glues with materials provided			
3. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Follows simple rules of participation in group activities			

• Participates cooperatively in large and small group activities			
• Invents and sets up activities that include more than one child			
• Is sometimes part of the audience, as well as an active participant in group events			
4. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights)			
• Shows ability to control impulses, with guidance			
• Seeks peaceful resolution to conflict			
• Modifies behavior and expression of emotions for different environments (e.g., library, recess, hallway)			
• Stops and listens to instructions before starting an activity			
5. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Engages in discussions and asks questions about new events and occurrences (e.g., "Why did this happen?")			
• Looks for new information and wants to know more about personal interests			
• Uses familiar materials in new ways (e.g., materials from nature in an art project or for imaginative play)			
6. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Remains engaged while peers and adults are the focus of attention (e.g., pays attention during storytelling or "show and tell")			
• Works on a task over a period of time, leaving and returning to it (e.g., block structure)			

• Shifts attention back to activity at hand after being distracted			
• Accepts age-appropriate challenges and continues through frustration			
7. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Counts to 10 from memory			
• Understands that when counting a set of items, each must be counted only once and none should be left out.			
• Uses math manipulatives (e.g., in games, toys and coins) in counting activities			
• Uses basic numbers and counting operations (e.g., "I gave Chua one of my blocks. Now she has two blocks.")			
8. SKILL			
• Sorts objects into categories, classifying and comparing according to a characteristic (e.g. size, color)	Not at all able to	Sometimes able to	Able to All the time
• Recognizes, describes, duplicates and extends a two part pattern (e.g., A/B, circle/square			
• Describes how and why objects are arranged or sorted the way they are			
9. SKILL	Not at all able to	Sometimes able to	Able to All the time
• Listens to others in group conversations and discussions			
• Responds to a request			

• Attends to book reading/story telling for at least five minutes			
• Understands prepositions in simple commands (e.g., put the bowl **on** the table, **beside** the chair, or **under** the book)			
10. SKILL	Not at all able to	Sometimes able to	Able to all the time
• Expresses an idea in more than one way (e.g., "I like salmon very much" and "Salmon is my favorite food.")			
• Names several non-present objects using appropriate words (e.g., "We went on the boat and I saw a whale.")			
• Correctly uses words to indicate understanding			
• Defines words, with assistance (e.g., "Firefighters put out fires.")			
• Asks others for help			
11. SKILL	Not at all able to	Sometimes able to	Able to all the time
• Participates in and/or creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language)			
• Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound) • Finds objects in a picture with the same beginning sound, with assistance			
• Differentiates between similar-sounding words in pronunciation and listening skills (e.g., three and tree)			

12. SKILL	Not at all able to	Sometimes able to	Able to all the time
• Demonstrates how to follow text in proper order on a written page while reading or following along (e.g., for English, left to right and top to bottom)			
• Recognizes difference between letters, words, and numerals			
• Points to the title of a book when asked			
• Reads own first name			
• Reads several examples of environmental print (e.g., boys, girls, exit, cereal boxes)			
13. SKILL	Not at all able to	Sometimes able to	Able to all the time
• Recognizes several uppercase and lowercase letters			
• Prints several alphabet letters for given letter names			
• Writes several uppercase and lowercase letters			
• Writes his or her first name			
• Recognizes letters in his or her name			

Observation notes or explanations:

Extensions Correspondence Instructor/Tutor Application

Instructor/Tutor Name:	**Business Name:**		
Mailing Address:	**City:**	**State:**	**Zip:**
Name or topic of course:	**Cost per lesson:**		
Instructional certification or other qualifications (please attach copies of any certifications or other qualifications):			
Instructional or content experience and length of time in this field:			
Explain specific skills to be taught. List any professional standards, programs, methodology, materials, or texts to be used:			

How will you measure or determine progress of the skills taught?		
Length of lesson:	**Frequency of lesson:**	**Estimate practice time needed between lessons:**
70-75 hours per semester are needed for each .5 high school credit. Could this course qualify for high school credit? Check 1: ● **Yes** ● **No**		

Instructor/Tutor Signature **Date**

Teacher of Record Approval Signature **Date**

Nome Public Schools

Special Education Referral Process (pg. ⅙)

Regular education intervention is an important component of the special education referral process. Early identification of learning needs and successful interventions can prevent major problems. Successful interventions can also help assure the child is not inappropriately placed in a special education program, as well as avoids the stigma and 'labeling' often associated with receiving special education. However, regular education intervention activities are not meant to divert or delay a referral for special education.

The type, duration, and result of regular education interventions should be well documented. The evaluation data collected and recorded when providing regular education interventions will indicate the effectiveness of various interventions. If the child is eventually referred for special education, information from the regular education interventions will provide important data to help determine areas of need and recommendations for services.

Level One; Regular Education Intervention

When concerns are first identified at this level, the classroom teacher implements and documents initial interventions and accommodations.

1. A teacher, parent, or other concerned party identifies a concern(s) he/she believes is interfering with a student's learning potential; e.g., academic delays, processing deficits, communication difficulties, behavioral concerns, etc. Those concerns are conveyed to the classroom teacher and discussed with the parent.

2. The teacher reviews cumulative records and checks with previous teacher(s) to gather data about the student's academic performance and/or behavior needs.

3. Request a vision and hearing screening, if these have not been done within the last calendar year.

4. The teacher identifies specific concerns and attempts various instructional strategies or program adaptations to accommodate the student's individual needs. It's important to communicate with special education teachers and other staff who might be able to suggest different strategies, modifications or accommodations.

5. The teacher records all strategies or interventions attempted and also records outcomes of interventions for the identified concerns.

Level Two: Assistance from Building & Level Teams

If identified concerns are not remediated satisfactorily, the classroom teacher may consider requesting assistance from the Building Level team.

1. The Building Team reviews classroom teacher's request to determine if:
a. Parent was notified?
b. Appropriate for case discussion?
c. Enough level one intervention done?
d. Have interventions and outcomes been documented?

2. Case Discussion is held and an Intervention Plan is put into place.

3. Interventions are monitored and data is collected to determine degree of success.

4. If after several weeks of additional documented interventions are implemented, data does not indicate that target goals are being met, the Building Team can make a recommendation to refer the student for a special education evaluation.

Level Three: Referral for Special Education Evaluation (pg. 2/6)

1. The referring teacher completes the special education referral form with assistance from the special education teacher and the Building Level Team.

2. All required data and documentation are compiled, i.e., behavior logs, samples of work, attempted strategies and interventions, outcomes, MAP and PEAKS scores, etc.

3. The completed referral packet is given to the special education teacher and a copy is sent to the Special Education Director for review.

4. After reviewing the referral packet, the Special Education Director will contact the site to request additional data and/ or documentation from the Building Team, if needed.

5. The Special Education Director will initiate the evaluation and eligibility determination process for **approved** referrals.

6. When a referral for evaluation is denied, the Special Education Director will provide parents with a Prior Written Notice (PWN) explaining the reasons for not proceeding with an evaluation. A-copy of the Procedural Rights will also be provided to the parents.

7. After the decision has been made to proceed with the evaluation, the special education teacher will provide a Prior Written Notice (PWN) to the parents indicating that a referral for special education evaluation has been completed and the parents are given a copy of their rights.

8. The 90-calendar day timeline for special education eligibility determination and placement begins when a signed Consent for Evaluation is obtained. No special education assessment can begin without parental consent.

9. To be in compliance, the following steps must occur within the 90-calendar day timeline:

a. Individual academic testing and classroom observations.

b. Evaluations by appropriate itinerants (i.e. School Psychologist, Speech Pathologist, Physical Therapist, Occupational Therapist, etc.).

c. The IEP team will determine if the child:
*Meets the eligibility criteria as a child with disability **and**
*Demonstrates an educational need that requires specially designed instruction

d. If the child is found eligible, a consent for placement must be signed by the parent before services can be initiated.

e. The team must develop an IEP, which has to be reviewed on an annual basis and a re-evaluation for continued eligibility must occur at least once every three years.

10. The classroom teacher, principal, special education teacher, parents and student are key members of the IEP team and their involvement in the process is very important.

Nome Public School District Initial Concern Form (pg. 3/6)

Purpose(S): ☐Discipline/ Behavior ☐Academic ☐ Attendance

Student Name:_____Grade:_____D.O.B:

School:_____Referring Person:_____ Date:_____

Previous Parent Contacts:(attach to this form) **Date(s):_____Method: ☐Phone D**

In person TEACHER OBSERVATION:

Beginning Date:_____ Ending Date:_____[(O) Never, (1) Sometimes, (2) Frequently]

	Does what is asked of him/her		Seeks excessive attention		Difficulty understanding oral directions
	Offers to help		Inattentive in class		Difficulty understanding written directions
	Tries hard		Loss of interest		Deficient in vocabulary
	Appears happy/cheerful		Easily distracted		Reverse or confuses letters, words, numbers
	Organizer/leader		Nervous/excitable		Difficulty in Math
	Bored with routine tasks		Gripes/complains		Difficulty in Reading
	Gives up/"Cares-less" attitude		Excessive talking/loud/rowdy		Difficulty in Written expression

	Tried or lethargic		Makes wisecracks/talks back		Uses incorrect grammar
	Vision complaints		Obscene language/gestures		Difficulty copying from board/text/paper
	Change in weight		Defiance of rules		Concrete learner
	Depression/expressionless		Exaggerating		Requires repetition of instruction
	Suicide attempt		Tantrums		Inconsistent/low test grades
	Discusses death/suicide		Defensive/Argumentative		Slow to react or follow directions
	Withdrawn/secluded		Excessive out of seat/out of area		Disorganized work habits
	Changes in moods rapidly		Unusually curious		Difficulty completing tasks in allotted time
	Needs constant reassurance		Cries readily		Difficulty concentrating
	Change in friends/age group		Acts frightened/timid/shy		Confused easily
	Has few friends/peer problems		Irresponsibility/blaming		Poor memory for names/dates
	Aggressive in social interactions		Poor fine motor coordination		Difficulty with verbal expression
	Sudden outburst/verbal abuse		Poor gross motor coordination		Speech difficult to understand

*If needed, please attach additional page(s) to further explain any of the above needs or address concerns not listed.

Student Strengths:_ _____

Pre-Referral Consideration Form pg. 4/6

Student Name_____School

Health Status:

Vision checked on (date) _____Results_____

Prescription sunglasses or other noted conditions_____

Hearing checked on (Date)_____ Result s_____

Hearing aids or other noted conditions_____

Speech articulation difficulties_____

Developmental Status: Height_____Weight_____

Overall student health_____

Illness noted_____ Immunizations yes _ no _

Visits or clinic/hospital this year_____

Parental concerns in regard to physical/emotional/mental health issues:

Has there been a recent stressful or traumatic event in the student's life? (for example: moving, illness of parent or guardian, loss of loved one, etc.)

Attendance (this year)_____/_____days___%_ (last year)_____/_____ days_____%

Language Development:

Primary Language spoken in the home_____

Is the Student currently identified as an English Language Learner (ELL}? Yes_____ No_____

Most recent ACCESS Assessment (Date)_____ ELL Level._____

Previous year's ACCESS Assessment (Date)_____ELL Level_____

Was there a change in the student's English language Proficiency (LEP}? Yes_____ No_____

Classroom Intervention Tracking Form pg. 5/6

Student:

Teacher:_____ Grade:

School:_____ Date:_____

Primary Concern:

Parent Contacts: Name _____ Phone Number:_____

Date:_____Notes:

Please list the classroom interventions used to address your concern:

Intervention:_____

Date started:_____ Date ended:_____

Outcome :_____

Intervention:_____

Date started:_____Date ended:_____

Outcome :_____

Intervention:_____

Date started:_____ Date ended:_____

Outcome:_____

Nome **Public** Schools pg. 6/6

Referral for Special Education

Student Name:				Referral Date:
Birthday:	Age:	Grade:	Gender:	Student Number:
Referred By:				Teacher:
School:				District:
Parent/Guardian:				Email:
Parent/Guardian:				Email:
Primary Phone:				Alternative Phone:
Address:		City:		Zip code:

REASON FOR REFERRAL

- ○ Educational
  - ○ Reading ○ Math ○ Writing
- ○ Cognitive
- ○ Communication
  - ○ Speech ○ Language
- ○ Hearing ○ Vision
- ○ Pre-Academic School Readiness
- ○ Behavioral/Social/Emotional
- ○ Adaptive
- ○ Motor Skills
  - ○ Fine ○ Gross
- ○ Other:

SUMMARY OF EXISTING INFORMATION

- ○ Intervention
- ○ Report Card
- ○ Current Work Samples
- ○ Developmental Profile

○ RTI Date	○ Other:
SCREENING INFORMATION Vision: ○ Pass ○ Fail	Hearing: ○ Pass ○ Fail
PRIOR DATA Dates of any prior Special Education Referrals:	
Prior Evaluations Last Psychological Evaluation Date: Last Educational Evaluation Date: Last Physical/Medical Evaluation Date:	
DAYS ABSENT Days Missed this Year (including Suspensions): Days Suspended this Year: Days Missed Last Year (Total): Grades Repeated:	As of (Date):
LANGUAGE Primary Language of the Student: Primary Language Spoken at Home:	
NOTES:	

Nome Extensions Program Handbook Agreement Form

Terms of Agreement

- I understand and agree to follow the Extensions program procedures and policies as per the NPS Extensions handbook.
- I agree to notify Extensions School if my enrollment status changes before or during the month of October.
- I understand that my student(s) and I have access to the district appeal process, as available to all students in the district.
- I understand and confirm that textbooks, curriculum materials and the course of study as outlined by each student's Individual Learning Plan (ILP) are appropriate to that student, aligned to state standards, and comply with AS 14.03.090 and AS 14.18.060

- I understand and agree to document the process used to ensure curriculum materials are aligned to state standards and comply with AS 14.03.090 and AS
- 14.18.060, including the review of textbooks and materials by a certified teacher.
- I will keep my contact information current, maintain monthly contact, and submit quarterly paperwork.
- My student(s) will participate in the state-mandated and program required testing.
- All materials purchased with Extensions funds are to remain the property of the Extensions School. If I should withdraw from the program at some future date, Extensions may request the return of those reusable materials and equipment.
- I understand that failure to keep any part of this agreement may result in the withdrawal of my student(s), and that I will be held liable for the cost of purchased materials, curriculum, and services.

I agree to all of the above terms as a condition of enrollment.

Signature Date

Administrator/Academic Advisor Date

Extensions

Nome Public Schools

Extensions Correspondence School
PO Box 131 ~ Nome, AK 99762 ~ Phone: 907-434-2132 ~ E-mail: rventress@nomeschools.org
Teacher of Record: Rachel Ventress
Administrator: Jamie Burgess

FERPA Consent to Release Student Information

TO: Nome Extensions Correspondence School, Rachel Ventress (teacher of record)

Please provide information from the educational records of _____ [Name of Student] to:

_____ [Name(s) of person to whom the educational records will be released, and if appropriate, the relationship to the student]

The type of information that is to be released under this consent is:
_____ transcript(s)
_____ disciplinary records
_____ testing data
_____ recommendations for employment or admission to other schools
_____ all records
_____ other (specify) _____

The information is to be released for the following purpose:
____ family communications about the student's education
____ other (specify)_____

I understand the information may be released orally or in the form of copies of written records, as preferred by the requester. I understand I may revoke this Consent upon providing written notice to Rachel Ventress. I further understand that until this revocation is made, this consent shall remain in effect and these educational records will continue to be provided to the person listed above for the specific purpose described above.

Student's legal guardian:

Name (print)_____
Signature_____

Date_____

Please attach a copy of a.) your driver's license and b.) the student's birth certificate showing you as his/her legal guardian OR court/notarized documents showing a transfer of guardianship in your name.

Student Allotment Deduction Authorization

I authorize Nome Public Schools to purchase the following items for my student's educational endeavors. I understand that the total cost will be deducted from my student's approved allotment. I understand that this means I will not have access to these funds at a later date. I understand that anything over $250 will be considered non-consumable and be returned to the district when my student exits the Extensions program. I understand that any consumable item paid for will need to be reimbursed to the district if I exit the Extensions program before the end of the corresponding semester.

Item(s):

Total cost:

Updated remaining allotment:

Student name:

Parent Printed Name:

Parent Signature:

Date:

Extensions Correspondence School

Box 131 • Nome, Alaska 99762

Rachel Ventress
Teacher of Record

Jamie Burgess
Administrator

PROGRESSION DECISION CONSIDERATIONS

Initial Team Meeting Date: _____ Student Name: _____

Initial Family Meeting Date: _____ Grade Level: _____

Final Confirmation Date: _____ DOB: _____ Younger / Older in Class

DIBELS MOY Composite: _____ MAP Growth Reading MOY %ile _____

DIBELS Growth from BOY: _____ MAP Reading Growth from BOY_____

DIBELS EOY Composite: _____ MAP Growth Reading EOY %: _____

List/Explain other data considered (classroom observations, attendance, IEP status & accommodations, behavior, SEL skills, prior retention, etc.):

_____

_____

_____

Other notes/considerations: _____

_____

_____]

Team recommendation: **PROGRESSION** **NON-PROGRESSION**

Date: _____