Regular Board Meeting

Tuesday, November 10, 2026 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. Minutes BOE Regular Meeting October 13, 2026
2. October 2026 Expenditures
3. October 2026 Gifts, Grants & Bequests
4. October 2026 Personnel Report
5. Job Description
6. Approval of Out of State Student Travel
7. Approval of FY28 Budget Timeline

C. **Correspondence**

D. **Awards and Presentations**
1. Alaska Family Engagement Center Presentation
2. Introductions of Guests & Visitors
3. Student Celebrations

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. Association Report
3. Principal Reports
4. Director Reports
5. Business Manager Report

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

I. **Action Item**
1. Board Policy 2nd Read & Adoption
2. Approval of Snow Removal Contract

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

K. **Upcoming Events:**

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

Nome Public Schools

Vision

Together, strong in identity, purpose, potential

Mission Statement

In partnership with our community, we will inspire and empower culturally-grounded and life-ready students through wellness, academic, and social development.

Cultural Values

Knowledge of Languages
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
Wellness
Unity

Goals FY27-FY31

- Based on students' individual needs, we prepare them for the pathway of their choice
- Utilize community knowledge & foster partnership to embed local and indigenous identities, language and cultures throughout the district
- Students and families will be positively connected to their schools, their communities, and their cultures
- Retain and invest in effective staff

BOARD OF EDUCATION MINUTES
Regular Meeting
Tuesday, October 13, 2026
5:30 pm
NES Library

Member Gregg called the meeting to order at 5:30 pm Tuesday, October 13, 2026 with a quorum present.

Mrs. Korenek-Johnson led the Pledge of Allegiance.

Member Gregg read the Nome Public Schools Mission Statement.

School Board Members Present:

Kunaq Tahbone (via Zoom)	Darlene Trigg (Excused)	Jon Gregg
David O'Neill (Excused)	Sigvanna Tapqaq	Levi Pederson (Student Rep)

Others in attendance included:

Jamie Burgess	Elizabeth Korenek-Johnson
Jennifer Shreve	Jim Shreve
Stan Burgess	Richard Sargent
Teriscovkya Smith	Heidi Secor
Tricia Shambach	Corey Shepherd
Holly Harlow	Ayden Wickman
Ariana Crockett O'Hara	Jonathan Duarte
Tyler Davis (via Zoom)	

APPROVAL OF AGENDA

Member Gregg moved to approve the agenda as presented, with Student Rep Pederson seconding the motion.

Member Tahbone: yes	Member Trigg: Excused	Member Gregg: Yes
Member O'Neill: yes	Student Rep Pederson: Yes	

Motion carried 4-0.

BOARD SWEARING IN

Superintendent Burgess swore in re-elected board members Tapqaq and O'Neill.

BOARD REORGANIZATION

Member Gregg nominated Marjorie Kunaq Tahbone for Board President, seconded by David O'Neill. Member Tahbone accepted the nomination.

Member Tahbone: yes	Member Trigg: Excused	Member Gregg: Yes
Member O'Neill: yes	Student Rep Pederson: Yes	

Motion carried 4-0.

Member Tahbone nominated Jon Gregg for Vice President/Clerk, seconded by David O'Neill. Member Gregg accepted the nomination.

Member Tahbone: yes	Member Trigg: Excused	Member Gregg: Yes
Member O'Neill: yes	Student Rep Pederson: Yes	

Motion carried 4-0.

Member Tahbone nominated David O'Neill for Treasurer, seconded by Jon Gregg. Member O'Neill accepted the nomination.

Member Tahbone: yes	Member Trigg: Excused	Member Gregg: Yes
Member O'Neill: yes	Student Rep Pederson: Yes	

Motion carried 4-0.

The following board members were assigned to committees as listed:

Board Policy: Member Trigg, Member Tapqaq
Equity Committee: Member Tapqaq, Member O'Neill
Northwest Campus Advisory Committee: Member Gregg, Member Tahbone
NACTEC Advisory Committee: Member Tahbone, Member Gregg
Recruitment: Member Tahbone, Member Trigg
Negotiations: Member Gregg, Member O'Neill
Calendar Committee: Member Tahbone, Member Tapqaq

CONSENT AGENDA

Member O'Neill moved to approve the minutes of the September 8th 2026 regular meeting, the minutes of the September 30th 2026 special meeting, the September Personnel Report, the September 2026 Expenditures, the September 2026 Gifts, Grants and Bequests, and the presented job description. Member Tapqaq seconded the motion.

Member Tahbone: yes	Member Trigg: Excused	Member Gregg: Yes
Member O'Neill: yes	Student Rep Pederson: Yes	

Motion carried 4-0.

OPPORTUNITY FOR PUBLIC COMMENT ON AGENDA/NON-AGENDA ITEMS

None.

STAFF REPORTS

Superintendent Burgess reported. A copy of the report is attached to these minutes. Discussion followed.

Student Representative Pederson reported. A copy of the report is attached to these minutes. Discussion followed.

NEA President Secor reported. A copy of the report is attached to these minutes. Discussion followed.

Principal Shepherd reported. A copy of the report is attached to these minutes. Discussion followed.

Principal Wickman reported. A copy of the report is attached to these minutes. Discussion followed.

Director Duarte reported. A copy of the report is attached to these minutes. Discussion followed.

Coordinator Shambach reported. A copy of the report is attached to these minutes. Discussion followed.

Director Shreve reported. A copy of the report is attached to these minutes. Discussion followed.

Director Davis reported. A copy of the report is attached to these minutes. Discussion followed.

CFO Hollins reported. A copy of the report is attached to these minutes. Discussion followed.

Member Gregg was excused at 7:18pm, and Member Tapqaq assumed the role of chair.

ACTION ITEMS

Member Tahbone moved to approve the First Read of Board policies presented. Member O'Neill seconded. Discussion followed.

Member Tahbone: yes	Member Trigg: Excused	Member Gregg: Excused
Member O'Neill: yes	Student Rep Pederson: Yes	

Motion carried 3-0.

Member O'Neill moved to approve the fund transfers to close out FY26. Member Tahbone seconded. Discussion followed.

Member Tahbone: yes	Member Trigg: Excused	Member Gregg: Excused
Member O'Neill: yes	Student Rep Pederson: Yes	

Motion carried 3-0.

Member Tahbone moved to approve the revised fuel purchase for FY27. Member O'Neill seconded. Discussion followed.

Member Tahbone: yes	Member Trigg: Excused	Member Gregg: Excused
Member O'Neill: yes	Student Rep Pederson: Yes	

Motion carried 3-0.

BOARD AND SUPERINTENDENT COMMENTS AND COMMITTEE REPORTS

Board members and Superintendent Burgess provided comments. Member Tahbone commented on the Policy Committee.

UPCOMING EVENTS

- Regular meeting Tuesday November 10, 2026
- Work Session Tuesday November 24, 2026

ADJOURNMENT

Member O'Neill moved to adjourn at 7:45 pm.

_____	_____
Kunaq Tahbone Date	Jon Gregg Date
President, Board of Education	Vice President, Board of Education

Nome Public Schools

BP 3290 Gifts, Grants and Bequests - Received October 2026

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

Gifts, Grants & Bequests

Fund	Description	Amount	Notes
700	JB Rentals	$ 2,500.00	Middle School Girls Basketball
700	Q Trucking	$ 1,000.00	Volleyball
700	NSEDC	$ 3,000.00	Spring AASG Conference
700	NSEDC	$ 3,000.00	Youth Leadership Summit Washington DC
700	Sitnasuak	$ 4,126.22	NNYLO

Nome Public Schools
Personnel Items for Approval/Ratification
November 10, 2026

Certified/Administrative Personnel

NEW HIRES	POSITION	LOCATION	EFFECTIVE DATE
Fabignon-Cross, Julie	Title I Reading	NES	11/30/2026
CHANGE OF ASGMT			
LEFT EMPLOYMENT			
Pardee, Marta	Title I Reading	NES	11/18/2026

Classified Personnel

NEW HIRES	POSITION	LOCATION	EFFECTIVE DATE
CHANGE OF ASGMT			
LEFT EMPLOYMENT			

Extra Duty Contracts

NAME	POSITION	EFFECTIVE DATE
Anunda, Dorcas	Arts Integration	09/10/2026
Bahnke, Nancy	Nanut Testing Coordinator	09/16/2026
Berry, Jennifer	Secondary Battle of the Books Co-Coach	10/06/2026

Brown, Jason	Arts Integration	09/09/2026
Castel, Margaret	Arts Integration	09/10/2026
David, Ginaline	Arts Integration	09/04/2026
Dela Pena, Lyn	Arts Integration	09/06/2026
Garland, Lisa	Arts Integration	09/09/2026
Gifford, Jadon	NES Student Council	10/27/2026
Kacena, Joelene	NES Battle of the Books	10/19/2026
Manay, Lovely	Arts Integration	09/06/2026
Mercurio, Emmeline	Arts Integration	09/10/2026
Mission, Lendsay	Arts Integration	09/05/2026
Narciso, Arman	Arts Integration	09/04/2026
Narciso, Arman	Migrant Tutor	10/12/2026
Senas, Jon Mark	Arts Integration	09/04/2026
Terry, John	Arts Integration	09/04/2026
Valdehueza, Jefford	Arts Integration	09/04/2026
Walunywa, Castro	Arts Integration	09/10/2026

Non-Staff Coaches

NAME	POSITION	EFFECTIVE DATE
Blandford, Jessica	Volunteer MS GBB Asst	10/07/2026
Koelsch, Ben	Volunteer MS BBB Asst	10/07/2026

Temporary Personnel

NAME	POSITION	EFFECTIVE DATE

Volunteers Approved

NAME	EFFECTIVE DATE
Kugzruk, Etta	10/23/2026

Job Descriptions:

Principal

JOB DESCRIPTION

SCHOOL PRINCIPAL

NOME PUBLIC SCHOOLS

QUALIFICATIONS:

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

REPORTS TO: Superintendent

SUPERVISES: All certified and classified staff assigned to site.

JOB GOALS: Administer total operation of the school in accordance with state law, policies of the board, and direction of the superintendent. Work as a team member contributing to district vision and mission through short and long-range goal setting with other administrators. Promote and contribute to the success of the district strategic plan through oversight of the building instructional leadership team. Maintain a safe and culturally affirming school environment that fosters the individual academic, social and physical development and growth of all students.

PERFORMANCE RESPONSIBILITIES:

1. Provide overall leadership for school.

2. Plan, organize, and direct the implementation of all academic and nonacademic activities.

3. Provide a safe and comfortable environment conducive for learning.

4. Actively engage local community groups, Tribal organizations, media, and parent groups to strengthen partnerships, gather meaningful feedback, and incorporate community input into school decisions, objectives, programs, and continuous improvement efforts.

5. Coordinate and supervise services such as custodial, security, food services, financial and accounting functions for student activity funds, as applicable.

6. Implement and supervise all areas of the curriculum in a way that will be considerate of the unique individual needs of students in helping them reach their maximum potential.

7. Organize and administer the school effectively for the development and growth of students and personnel.

8. Lead and facilitate the ongoing improvement of the school's educational program.

9. Adhere to the negotiated agreements of classified and certified employees.

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

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

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

13. Provide administrative support for school personnel.

14. Select leadership team members and sponsors of extra curricular activities effectively.

15. Serve as instructional leader in school and districtwide curriculum planning, implementation and evaluation.

16. Monitor the use of an Alaska standards-based curriculum, inclusive of the Alaska Cultural Standards.

17. Encourage, schedule and supervise extracurricular activities.

18. Integrate special programs and support services into the established curriculum.

19. Encourage teachers to use research-based best practices and materials.

20. Make staff assignments and schedules consistent with teachers' contracts.

21. Make recommendations to superintendent on personnel selection and retention.

22. Implement programs which encourage family involvement.

23. Work as a team player contributing to the district-wide strategic plan action steps and strategies, while connecting those priorities to the school improvement plan. Take responsibility for plan element implementation as appropriate.

24. Perform such other duties and assume other responsibilities as may be directed by the superintendent.

THE NOME SCHOOL DISTRICT IS AN EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER.

Nome Public Schools

PO Box 131~Nome, Alaska 99762
Phone: (907) 443-2231~Fax: (907) 443-5144

FY 2028 BUDGET PROCESS AND TIMELINE

Budget Process, Timeline, Revenue Presentation, Board Sets Education & Fiscal Priorities For the District in Accordance with their Strategic Plan

BP 3100 - BUDGET – The district budget shall be prepared annually from the best possible estimates of revenues and expenditures. The Superintendent or designee shall determine the manner in which the budget shall be prepared and shall schedule the budget adoption process in accordance with legal time requirements. A public hearing shall be held prior to the adoption of the budget or a revised budget.

FY 2028 1st Draft Budget presented to the Board at regular meeting
January 12, 2027

Work Session: "Budget Deep Dive"
January 26, 2027

Tribal Consultations
February 2027

FY 2028 2nd Draft presented to the Board at regular meeting
March 9, 2027

FY 2028 3rd Draft/Final Budget presented to the Board at regular meeting
April 13, 2027

FY 2028 Budget Adoption at special session
April 27, 2027

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.

Tribal Consultation
The King Island Native Council did respond to an email requesting an opportunity to present to tribal councils by forwarding the request to tribal council members, but no further response was received. We will reach out again to schedule a meeting to discuss both our grant budgets for the year as well as input on the FY28 budget in the next several months.

Financial/Legislative Update
The FY26 audit is complete and the audit report will occur in December, along with an FY27 Budget revision.

With the strong likelihood of a governor who has expressed a desire to support education, combined with the new organization in the House and Senate, we are optimistic about seeing legislation that can be supportive of public education take precedence during the upcoming session. An education commissioner has yet to be announced.

I have requested an opportunity to present my Annual State of the Schools Presentation to the Nome City Council, and also to have a joint work session to discuss the City's contribution to the district for the coming year. I will inform Board members when those dates are set.

Strategic Plan Action Plan
The Action Plan is complete, but I would like to present this to the Board during the November Work Session.

Portrait of a Graduate
Ms. Trigg, Ms. Tapqaq and I presented to attendees at the AASB Annual Committee about our progress to date, and the session was well attended and had very positive feedback. We will be meeting with Lori Grassgreen with our original steering committee to make plans for our assessment and evaluation system, as well as our rollout to staff.

A parent Check and Connect event was held in October and added this section to our PoG work. A big thank you to Emily Ferry from AASB for facilitating the event, and also holding conversations with students for some feedback on the "I Can" statements.

NBMHS Roof Project Update
The project is still waiting for the delivery of the metal siding which should occur this week. However, even with the significant precipitation occurring during the month of October, no further leaks have been reported inside NBMHS.

The resolution with UICC has been completed and final payment made. We have sufficient funds remaining to complete the following projects with Run It Wild, LLC as the contractor: painting of classrooms under the repaired roof section, replacement of hallway carpeting under the repaired roof section, and replacement of roof tiles for some of the classrooms under the repaired roof section (drop ceilings only). These will be coordinated with NBMHS administration and occur during the next several months.

Nome Public Schools
Superintendent Report
Jamie Burgess
October 14, 2026

Outstanding Board of the Year Award

Our Board was selected to receive this award during the AASB Annual Conference. We also receive a free registration for a student to attend the Youth Advocacy Institute in the spring. This award is well-deserved for the strong leadership and dedication of our board members to the education of our community's youth.

Enrollment in October 2026 = 672

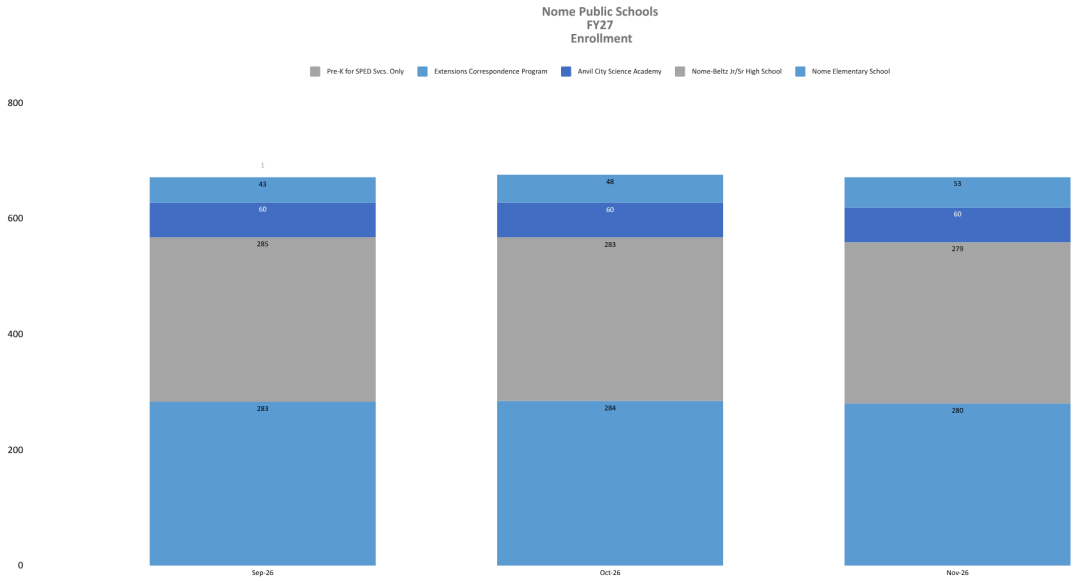
Note: 1 of the dropouts has enrolled in a GED program, the remaining students were dropped from Nanut Homeschool for noncompliance.

ENROLLMENT REPORT - 11/7/26	
Students Enrolled End of FY26	664
Students Graduated FY26	32
New Kinders Fall 2026	37
New to District	29
Returning Students	24
Total Students Withdrawn	49
WITHDRAWAL REPORT	
Enrolled at Mt. Edgecumbe High School	3
Moved Out of State	8
Moved within State	31
Dropped Out	5

Nome Public Schools
Superintendent Report
Jamie Burgess
October 14, 2026

Early Graduates	2
TOTAL WITHDRAWN	49
CURRENT DISTRICT ENROLLMENT 11/7/26	
Nome Elementary School	280
Nome-Beltz Middle/High School	279
Anvil City Science Academy	60
Nanut Homeschool	53
Pre-K for SPED Svcs. Only	1
TOTAL ENROLLMENT	673

Nome Public Schools
Superintendent Report
Jamie Burgess
October 14, 2026



TRIBAL CONSULTATION AR 1420

Tribal consultation shall follow a structured approach including:

1. **Invitation and Preparation** - Providing all local Tribes with timely written invitations, relevant data, federal program information, and consultation objectives well in advance of meetings.

2. **Collaborative Consultation** - Conducting meetings that honor tribal sovereignty, provide for meaningful participation, and work toward consensus-based decisions.

3. **Affirmation** - Obtaining annual written Tribal affirmation from the designated Tribal official that consultation occurred, or the Tribe opted out of being considered a local Tribe.

4. **Documentation** from the District of how Tribal input is reflected in final plans or policies.

5. **Ongoing Partnership and Relationship Building** - Maintaining regular, timely, active, and on-going communication and monitoring progress on shared commitments beyond individual consultation events.

The Superintendent or designee, in partnership with Tribes, may co-create and maintain formalized procedures to ensure ongoing tribal consultation is conducted in a timely, meaningful, and effective manner honoring tribal sovereignty and building authentic partnerships. This relationship may be memorialized in a memorandum of agreement.

The Superintendent or designee shall:

1. Use the Map of Federally Recognized Tribes in Alaska and Bureau of Indian Affairs Tribal Leaders Directory to identify appropriate tribal contacts.

2. Update contact information annually and verify authorized tribal representatives for consultation purposes.

(cf. 1220 - Citizen Advisory Committees)
(cf. 6174.1 - Education of Native/Indian Children)
(cf. 6020 - Parent Involvement)

Legal Reference

United States Code
20 U.S.C.§ 7918 - Consultation with Indian tribes and tribal organizations
20 U.S.C §§ 7541-7546 Alaska Native Educational Equity, Support, and Assistance Act
20 U.S.C § 7704 Policies and procedures relating to children residing on Indian Lands

Created 04/2026

SAMPLE INVITATION TO TRIBE FOR CONSULTATION E 1420

[SCHOOL DISTRICT LETTERHEAD]

[Date]

[Tribal Leader Name and Title] [Tribe] [Address]
[City, State ZIP]

Subject: Request for Meaningful Government-to-Government Consultation: [Your School District Name] [Topic/Program]

Dear [Tribal Leader Name]:

The [School District Name] respectfully extends a formal invitation to [Tribe] for government-to-government consultation regarding [specific topic, program, policy, or plan].

Our Commitment to Consultation

[School District Name] is committed to honoring our government-to-government relationship with Alaska Native tribal governments. We recognize the unique expertise, traditional knowledge, and sovereign authority that the [Tribe] holds regarding the education and well-being of Alaska Native students. This consultation is essential to ensuring our programs and policies incorporate tribal perspectives, respect cultural values, and serve the educational needs of Alaska Native students in our district.

Purpose of Consultation

We are requesting meaningful consultation to gather your substantive input on [specify the program, policy, or plan]. Specifically, we seek your views and recommendations on:

- [Specific area 1: e.g., needs assessment for Alaska Native student achievement]
- [Specific area 2: e.g., integration of Alaska Native cultural knowledge and values]
- [Specific area 3: e.g., program goals and student support services]
- [Specific area 4: e.g., resource allocation and budget priorities]
- [Additional areas specific to your consultation topic]

[If applicable, add: In accordance with [cite federal requirement, e.g., Section 8538 of the Elementary and Secondary Education Act (ESEA/ESSA), Indian Education Formula Grant requirements, Johnson-O'Malley Act, etc.], we are fulfilling our federal obligation to consult

with tribal governments to ensure equitable educational opportunities for Alaska Native students.]

Consultation Details

Topic: [Briefly state the specific plans, programs, or policies needing input]

Date/Time Options:

- Option 1: [Day, Date] at [Time] [Time Zone]
- Option 2: [Day, Date] at [Time] [Time Zone]
- Alternative: Please suggest a time that works better for your schedule

Location/Format:

- In-Person: [Physical address, if applicable]
- Virtual: [Platform and link, if applicable]
- Hybrid: [Both options available]
- Telephone: [Conference line, if applicable]

Written Input: We welcome written comments and recommendations if you prefer, or if you cannot attend the scheduled consultation. Please submit written input via:

- Email: [Contact Email]
- Mail: [Mailing Address]
- Deadline for written input: [Date]

Accommodations: Please let us know if you require:

- Language interpretation services
- Accessibility accommodations
- Transportation assistance
- Meal arrangements (for in-person meetings)
- Any other support to facilitate your meaningful participation

Background Materials

[Optional: We have enclosed/attached the following materials for your review prior to the consultation:

- [Document 1]
- [Document 2]
- Additional materials are available upon request]

RSVP and Contact Information

Please confirm your participation or suggest an alternative time by [RSVP Date] by contacting:

[Contact Person Name and Title] [Phone Number] [Email Address] [Available hours for contact]

Our Partnership

We deeply value the sovereign relationship between the [School District Name] and the [Tribe]. Your input is crucial to fulfilling our commitment to Alaska Native student success and strengthening our collaborative efforts to provide culturally responsive, high-quality education. We recognize your unparalleled knowledge of Alaska Native students' cultural, linguistic, and educational needs, and we are committed to incorporating tribal perspectives into our decision-making processes.

We look forward to consulting with you on this important matter and to continuing our partnership in support of Alaska Native students and their families.

Respectfully,

[Superintendent Name] Superintendent [School District Name]

20 AAC 10.020
CODE OF ETHICS AND TEACHING STANDARDS

The PTPC Code of Ethics can be found at: https://education.alaska.gov/ptpc

Revised 11/2026

Before a designated employee administers any prescription or over-the-counter medication to any student during school hours, the district shall have received:

1. A written statement from the student's ~~physician~~ health care provider or pharmacy label detailing the prescribed method, amount and time schedules by which the medication is to be taken, and

2. A written statement from the student's parent/guardian requesting the district to assist the student in taking the medication as prescribed by the ~~physician~~ health care provider.

Medication shall be in a properly labeled pharmacy bottle containing the name and telephone number of the pharmacy, the student's identification, name of the ~~physician~~ health care provider, and dosage of the medication to be given. The designated employee shall be responsible for the medication at school and shall administer it in accordance with the ~~physician's~~ health care provider's indicated dosage schedule.

Note: The following optional paragraph may be used to prevent the possibility of a student switching the medication with a controlled substance.

All medications must be delivered to the school by the parent/guardian or his/her adult representative.

The designated employee shall maintain a list of students needing medication during school hours, including the type of medication, times, and dosage. This list will be kept in the principal's and/or school nurse's office and shall be reviewed and updated periodically.

The designated employee shall maintain a log recording the student's name and the time and date when medications were given.

All medication shall be kept in a locked drawer or cabinet.

Anaphylactic Injections

1. Parents/guardians of students who may require emergency anaphylactic injections shall provide explicit written permission for authorized staff to administer such injections.

2. Each year, school employees designated by the principal shall receive training in administering anaphylactic injections. Qualified medical personnel shall provide this training.

3. The principal or designee shall schedule inservice meetings to:

   a. Familiarize authorized staff with the prescribed medications and their location.

   b. Ensure that authorized staff are competent to administer anaphylactic injections.

   c. Train all school personnel to recognize the symptoms of anaphylactic reactions.

ADMINISTERING MEDICATION (continued) AR 5141.21(b)

Health care provider ~~Physician~~ and parents/guardians of students who may require anaphylactic injections may be invited to attend these meetings.

4. The principal or designee shall prepare a list naming the students who may need emergency anaphylactic injections. This list shall be posted in the school health office, given to all concerned staff, and updated annually.

5. All medication for injections shall be labeled with the student's name, medicine name, and expiration date. It shall be stored in a locked cabinet with easy access by authorized staff.

6. The principal or designee shall post in the school health office a list of symptoms usually associated with anaphylactic reactions and a clear, specific procedure for administering injections in case of emergency. If authorized staff are not available at the time of an emergency, this written procedure will be followed by anyone who must administer the injection in order to save a life.

Self-Administration of Anaphylactic Injections (EpiPen) and Asthma Inhalers

1. Students will be permitted to carry and self-administer asthma and anaphylaxis medication if the parents/guardians provide the school with the following:

   a. written authorization from a parent or legal guardian for the self-administration of the medication.

   b. written certification from a student's health care provider that the student: (1) has asthma or a condition that may lead to anaphylaxis; and (2) has received instruction in the proper method of self-administration of the medication; and (3) has demonstrated to the health care provider the skill level necessary to use the medication and any device that is necessary to administer the medication as prescribed.

   c. an Asthma and/or Allergy/Anaphylaxis Action Plan (written treatment plan) signed by the student's health care provider.

   d. a release of liability for the school and its employees or agents for injury arising from self-administration.

   e. an agreement to indemnify and hold harmless the school and its employees for claims arising from self-administration.

2. All of the information identified in number 1 above must be updated annually.

3. Schools shall provide a written notice to the student's parents or guardians of the school's absence of liability related to the self-administration of medication according to the law.

ADMINISTERING MEDICATION (continued) AR 5141.21(c)

4. The principal or designee shall prepare a list of students authorized to carry and self-administer medication. The list shall be posted in the school health office, given to all concerned staff, and updated annually.

5. All inhalers and injection kits shall be clearly labeled with the student's name, medicine name, and expiration date.

6. The student shall report each use of the asthma inhaler or anaphylactic injection to [his or her teacher/principal/school health office] so that a record of administration may be kept.

7. Students are not permitted to misuse an inhaler or EpiPen in any way, including sharing the medication with another student, or sticking or spraying it at anyone. Doing so will result in disciplinary action, up to and including, suspension or expulsion. Disciplinary action will not limit the student's immediate access to the prescribed medication.

Revised 2/2006
11/2026

AR 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS

SUBSTITUTION OF CREDIT

A principal may substitute as many as two units of elective credit.

1. Athletics = PE Credit

   Participation for a full season in athletics would count as a PE course toward the requirement of Basic PE or the elective credit for PE. The amount of credit would be contingent upon the number of hours the student spent involved in the athletic activity. 90 hours, combined of practice and competition time would be equivalent to 1/2 credit of PE. No student may earn more than 1/2 credit per semester of PE through this method.

2. Drama Credit = English Credit

   Students taking a role in a high school theater production would count as a course toward a 1/2 elective credit. The number of contact hours required in participation of the activity will mean 90 contact hours spent rehearsing together as a cast in the presence of the drama coach and the actual production.

   The Drama Coach will provide a syllabus/criteria for the course and verification for the number of contact hours for each participant. An evaluation of each student's participation and performance will be provided along with a letter grade.

EARLY GRADUATION

A student who, for sound educational and vocational reasons. wishes to graduate from high school in less time than the ordinary grade 9-12 sequence may request permission to complete graduation requirements on an altered schedule. Their intention to accomplish this will be stated in writing to the principal. The principal will submit the request to the superintendent who will provide it to the Board for either information or approval if less than 7 semesters, for all early graduation requests.

Requirements: The candidate must have:

1. completed seven semesters of high school attendance:
2. satisfied all of the requirements of a four-year graduate:
3. earned at least a "B" average at the end of the sixth semester:
4. qualified by virtue of extenuating circumstances or special goals.
5. ~~passed the 3 sections' of the HSCQE.~~

Procedures: If the applicant meets the above requirements, the student will submit a written request for early graduation to the high school principal, preferable during the sixth semester but no later than October I of the seventh semester. The request must contain: a statement of endorsement and the signatures of the parents or legal guardian, and must clearly express the reasons for the request.

The matter will be thoroughly reviewed in conference to include the student, counselor, parents, and the high school principal. After a complete evaluation of the request, the principal will forward recommendations to the superintendent for consideration and Board action.

Graduation: If early graduation is approved, the student may participate in commencement exercises on the same basis as other graduates. Students who do not participate in commencement will receive their diplomas as soon as practical after the exercises.

GRADUATION OF EXCEPTIONAL STUDENTS

The Board of Education desires to provide equal educational opportunity for all students, including those with exceptional learning needs. Therefore. exceptional students successfully completing a plan of high school study will be awarded a standard high school diploma and will be allowed to participate in all graduation activities with the regular student body.

To remove any stigma or label associated with special education programming and to foster maximum development of a student's potential, the graduation of an exceptional student will require successful completion of the same number of credits required of all other students.

All exceptional students will receive instruction in English, Mathematics, US History, science, physical education, and health for the credits specified as requirements for graduation. In addition to this instruction in core areas, exceptional students are required to take electives to complete the necessary numbers of credits for Graduation. Successful completion of the requirements for a certain number of credits may be accomplished in various ways, for example:

1. Institution of specialized courses subject to Board approval.
2. Tutorial assistance in existing courses
3. Modifications of requirements for existing courses
4. Through a pass-fail system for certain courses.

Program modification for exceptional students will be the responsibility of the ~~planning and placement~~ IEP team and is based on an exhaustive assessment of the needs and suitability of program options for any given child.

Options available for meeting established requirements for students with IEPs:

1. ~~Pupils~~ Students may be graduated with the minimum number of required units of credit listed by the state department of education. the minimum number of required units approved by this Board, or alternative programs equivalent to a regular program that are designed to meet individual needs and developed with administrative approval.

2. Most ~~handicapped pupils~~ students with disabilities must meet the basic requirements.

3. Adjustments of credit, based on fulfillment of individual education program (IEP) objectives, may be made ~~at the discretion of the principal with advice from the program coordinator and teacher.~~ By an IEP team. Adjustments of credit requirements must be communicated to the principal and counselor, and prior to graduation, the principal must inform the superintendent, who will notify the Board.

It is assumed that prospective employers of high school graduates usually will seek additional information on an applicant if there are any questions about qualifications for a given position.

The School District will provide such information in accordance with student requests and its policy on student records.

Due to the uniqueness of programs for exceptional students and the implications accompanying this policy on high school graduations a number of parent conferences will be held during a child's enrollment in the high school. The guidelines below suggest only minimum parent contact.

1. Initial conference - freshman year to discuss planned program and to explain graduation policy.

2. Final conference - prior to graduation to review program and to reassert the intent of high school graduation policy.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6164.2 - Guidance and Counseling Services)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC06.075 High school graduation requirements

Adopted: June 10, 2003

Nome Public Schools

Charter Schools

DEED INITIAL CHARTER SCHOOL APPLICATION FORM AND SAMPLE BYLAWS

E 10020

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

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

Sample charter school bylaws are available from the Association of Alaska School Boards.

Created 11/2026

Nome-Beltz Middle High School
PO Box 131, Nome Alaska 99762
Phone: 907-443-5201 Fax: 907-443-3626

Date: 10 November 2026
To: NPS Board
From: Renee Brown
Subject: November Board Report

Student Council:

- We're currently working on our service project to raise awareness about homelessness in our community. We plan to partner with NEST and other organizations to host a clothing drive and organize care kits with other essential items such as toothbrushes and toothpaste to be distributed.

- We held our first attempt at a club fair during lunch, but did not receive as much participation as we had hoped, so we are currently planning one next week that will occur during the last 15 minutes of 3rd period.

- We are in the early stages of planning a recycling competition between the grades in order to foster more participation.

- Our sophomore and junior representatives, Drake Medlin and Gabe Tran, attended the Youth Leadership Institute last week working on Project Empowerment, and they also received the opportunity to make tentative meeting plans with Senator Murkowski to discuss AI use within schools.

- We are also in the process of filling our open freshmen representative and public relations officer positions.

- We have also nominated our treasurer, Juliet Tobuk, to apply for the Student Board of Education Representative position. If elected, she would have the opportunity to travel to Juneau in December to speak with legislature.

Issues from the student body:

- Students expressed the issue of lack of shelter at bus stops; we are collaborating with Kawerak to fix that issue.

- Our Freshmen and Junior representatives have also brought up the issue of lack of academic motivation within their grades. We recognize that students in sports and clubs are motivated to maintain 2.0+ gpas due to weekly grade checks. We brainstormed a 2.0+

requirement to use the gym during lunch time, however, teachers discussed that that may lead kids who rely on that time to be less motivated to go to school.

- Our senior representatives also discussed how their class feels that the school lunches have not been very appetizing. They will be discussing this issue with NANA soon.

- Students have also expressed concern regarding how often the hallway waterfountain filter status is on red.

- Students also expressed that they were unsatisfied with advisory activities, and asked for more work time. Our treasurer and I met with Ms. Smith to discuss this. We found that sharing the advisory schedule with students would be beneficial as advisory is not meant to turn into Study Hall and has required class collaboration objectives. I suggested a compromise that could involve recitation time where students can collaborate on schoolwork together.

- Vandalism has also been an issue in the school and is leading to bathrooms being closed, resulting in overcrowding in alternate restrooms.

Student Activities:

- Last week, our Volleyball girls competed in regionals in Barrow.

- The wrestling team had their home tournament and senior night last week.

J. Berry, 10-28-26

In MS Art, we started the year with studying the elements of Art and the Principles of Design. We have drawn Alaskan animals, landscapes, buildings, cartoons, and people. We think that People are difficult to draw! We carved soap and made cordage from sea grass. The students work hard and help each other.

For Halloween in MS ELA, we studied Inuit mythical stories and focused on how each one teaches a lesson. Then we wrote our own mythical story with a lesson for younger kids.

J. Heinrich 1-26-26

We had soapstone carving, Big thank you to Ben Jack and Liifik Behavioral Health Services for their help in bringing in supplies for the students to use. (Monday Indigenous Peoples Day)

Tuesday, we had Beaver Processing. Trapped a beaver, and brought it into the classroom to process. Invited the other High School classes to come join us in my classroom.

We harvested the hide, and then we broke the beaver down into the fundamental meats. Students got to go hands on and we pulled the legs, and the back straps. Once the main edible meats were removed, we harvested the castor glands, and we also harvested the edible organs. Mini Biology lesson making comparisons between beaver and us. How they are put together, and how we are similar. By the end of the afternoon, we had ribcage & spine cleaned up, heart, liver & tongue in the edible organs pile. Another pile of the meat from the legs and back. (Students deboned the front & black legs.), We had the skull and some leg bones we are saving for future clean up & crafting. We saved the beaver tail to be processed later for tail leather and making Beaver oil, and we pulled the castor glands, talking about why we do that after all the edible meats have been removed. THe spine & ribs along with the edible meat & organs were saved and donated to a friend with a dog team.

Hide, feet, tail, skull, bones, and castor glands will be saved for future student learning opportunities.

Processing animals can be an impromptu biology lesson. Seeing how things are all connected and where it all is located. Lungs & Heart in the ribs, kept separate from the digestive system with the diaphragm. Processing local resources.

Last week Digital design class designed a logo for there salve. We used the glow forage to etch the student created design onto salve tin lids. Tomorrow the digital design class will be making stinkweed salve with muskox tallow that has been rendered multiple times. Students will have salve for themselves, but also to give away to family and friends.

L. Garland, 1-=28-26

Students building suspension bridge that can support weight for STEM





NOME ELEMENTARY SCHOOL

PO BOX 131 ● Nome, Alaska 99762 ● (907) 443-5299

November 10, 2026

To: Nome Public Schools Board

From: Corey Shepherd, NES Principal

Jennifer Shreve, NES Asst. Principal

November Board Report

Current Enrollment: 281 (September - 284)
Enrollment is down from 291 at the beginning of the year due primarily to outmigration from the community. One student transferred to Nanut Homeschool, and three more students have moved without having received a records request to prompt their drop.

Attendance

	August	September	October
All Grades	**90.13%**	**88.94%**	**87.85%**
Kindergarten	**97.04%**	**86.49%**	**85.98%**
1st Grade	**91.36%**	**88.88%**	**83.12%**
2nd Grade	**84.19%**	**86.45%**	**86.56%**
3rd Grade	**89.65%**	**91.56%**	**91.22%**
4th Grade	**88.83%**	**90.99%**	**90.56%**
5th Grade	**89.61%**	**88.06%**	**89.33%**

Data

Progress Monitoring Fidelity
Students who were in the red achievement level in beginning of year (BOY) DIBELS benchmark testing are monitored on their progress every two weeks. During the month of October, 81% of students in K-3 participated in progress monitoring assessments.

Students who were in the yellow achievement level in beginning of year (BOY) DIBELS benchmark testing are monitored on their progress every four weeks. During the month of October, 80% of students participated in progress monitoring assessments.

Chronic Absenteeism
As we start to see attendance dropping overall, we've drilled down further to examine cases of chronic absenteeism. We have begun individual outreach to affected families to identify root causes and barriers to offer supports that we have available.

Chronic absenteeism is defined as missing 10% or more of enrolled school days. Within each grade level, 1-5, the number of chronically absent students is noted with an additional column indicating how many of this year's students were also chronically absent in the prior school year. This can help us address multi-year cases of chronic absenteeism.

Less than 90%	CA in SY27	Also CA in SY26	Less than 80%	CA in SY27	Also CA in SY26
School	114 (40.6%))	-	School	36	-
K	16 (38.1%)	-	K	5	-
1	26 (50%)	13 (50%)	1	9	4
2	17 (43.6%)	8 (47%)	2	7	6
3	13 (30.2%)	7 (54%)	3	5	2
4	30 (46.9%)	20 (67%)	4	5	5
5	12 (30%)	7 (58%)	5	3	3

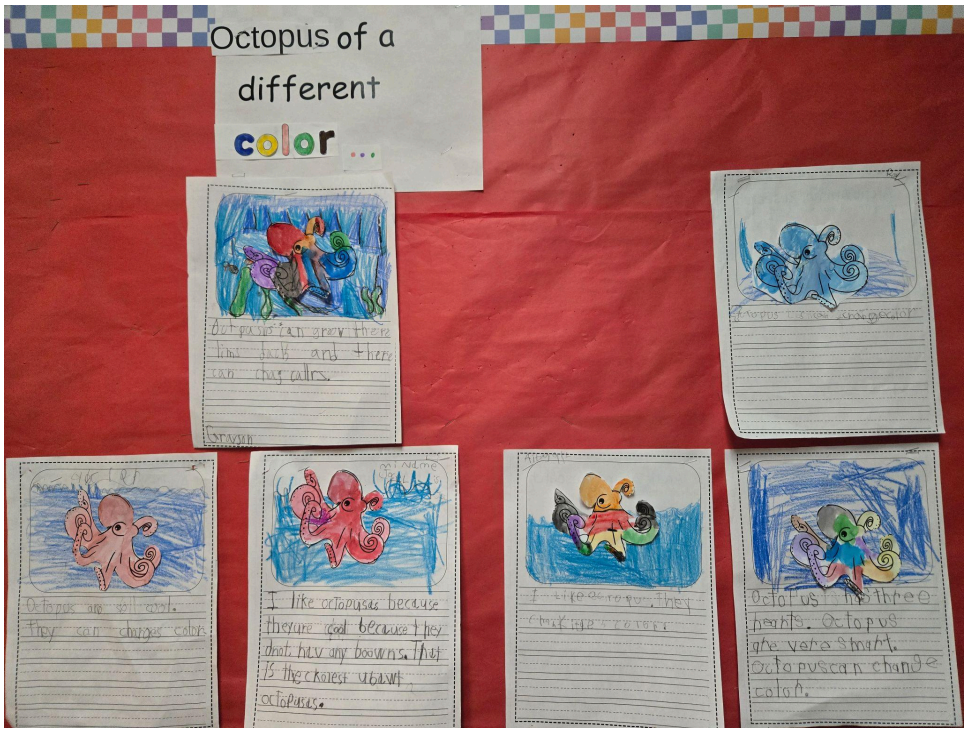
Family Conference Participation
Schoolwide, 74% of our students had a family member present for conferences. Our expectation is 100% contact, and many conferences were held in the subsequent days by phone and in person for those families who were unable to attend.

School	**74%**	
K	**45%**	One kindergarten teacher was absent on conference days and will conduct conferences upon her return.
1	**83%**	
2	**82%**	
3	**81%**	
4	**73%**	
5	**80%**	

School Volunteers
We have been fortunate to host several family and community volunteers so far this year. We will be documenting this more thoroughly and seeking opportunities to invite new families into our school. Our recent teacher-family conferences identified several such opportunities.

<u>Instructional Highlights</u>
Our second session of K-2 tutoring started on November 3rd with 32 students invited to attend. Students are eligible for tutoring based on their DIBELS benchmark performance and screeners administered by our Title I reading intervention teachers. Teachers

The Curriculum Committee surveyed staff on perceptions of our current adopted math program, Eureka. A majority of staff responded positively with 69% reporting favorably and 20% reporting neutral perceptions. Next steps will involve a thorough inventory of our current curriculum materials on hand.







School Safety

On October 20, we conducted a schoolwide ALICE lockdown and evacuation drill. The drill and subsequent conversations in classrooms were valuable practice for our students in understanding the roles and responsibilities they all take on in an emergency.

Cultural Highlights

Indigenous Fashion Show on Indigenous Peoples' Day. Thank you to Kiminaq Agviaq and Ataasiaq Otton for emceeing the event!







Culturally themed movement games on October 15 facilitated by Ataasiaq Otton and Kunaq Tahbone. Kids worked up a sweat while acting out swimming salmon, fanning campfires, drumming and dancing, and rowing a qayaq.







Staff Highlights

Marta Pardee will be retiring after many years of service to Nome Elementary in various roles, most recently as one of our Title I reading intervention teachers. We wish her the best in her future endeavors. We are happy to welcome Julie Fabignon-Cross back to Nome Elementary to finish the school year as a Title I reading intervention teacher.

Upcoming Events

Thanksgiving Break - 11/26 & 11/27
Nome Preschool Holiday Bazaar - 11/28

ANVIL CITY SCIENCE ACADEMY

Board of Education Principal's Report
November 2026

Attendance and Enrollment YTD as of 2026.11.03 ..... **2**
Upcoming Events **2**
Academics **2**
- Bulletin Board Projects 2
- Reading and Writing 2
- Science 2
- Social Studies 2

Highlights Around Our School **3**
- Indigenous Peoples Day 3
- Earthquake Drill 4
- Honor Roll 5

Other Information **7**

Attendance and Enrollment YTD as of 2026.11.03

- Grade 5 90.7% (-3.2% since last report)
- Grade 6 91.4% (-2.2% since last report)
- Grade 7 91.8% (-1.3% since last report)
- Grade 8 93.9% (+0.3% since last report)
- Schoolwide 92.0% (-1.6% since last report)
- ENROLLMENT - 60/60 Students Enrolled

Upcoming Events

- November 05 – Flu Shot Clinic
- November 10 – ALICE Practice Drill
- November 13 – Fire Drill
- November 16-19 – NACTEC Career Explorations
- November 20 – Q2 Progress Report
- November 26-27 – Thanksgiving Break, No School
- November 30 – APC Regular Meeting (5:35 @ ACSA)
- December 01 – Fire Drill

Academics

Bulletin Board Projects
Late last month, students were placed in inter-grade groups to begin work on their month-long project: crafting a bulletin board showcasing one of nine areas of Indigenous Americans.

The nine locations include regions such as the Great Plains, the Arctic, the Pacific Northwest, the Southwest, the woods of the Northeast, and the swamps of the Southeast.

Students work with their group in all core classes to complete this project. Currently, students are working on the following specific parts:

Reading and Writing
Students are working on researching and writing about social structures, tools, and other aspects of daily life in their region.

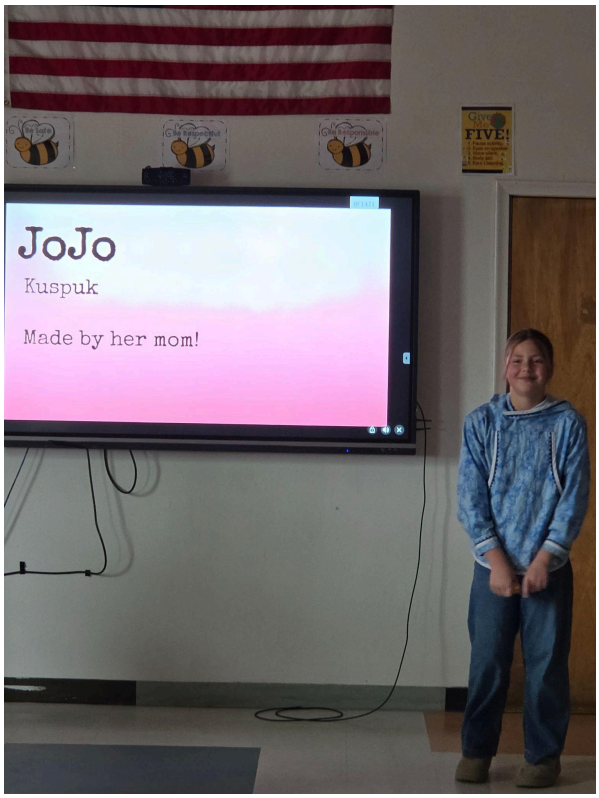
Science
Students are working on how the geological aspects of the region affected the way the Indigenous peoples lived: the tools they made, the crops they grew, the animals they hunted, and the houses they built.

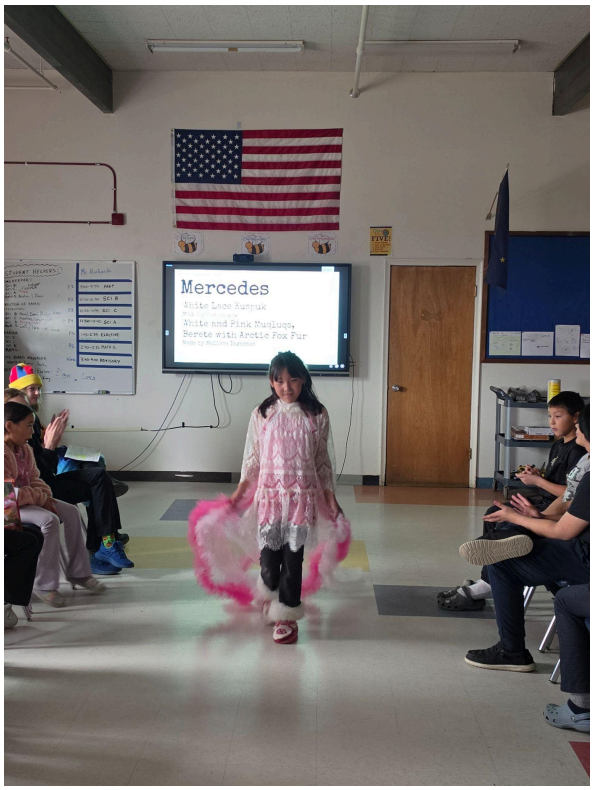
Social Studies
Students are working on classifying primary and secondary sources, including pictures, tools, and other artifacts. They are working on researching credible sources and writing captions for each photo or artifact they find.

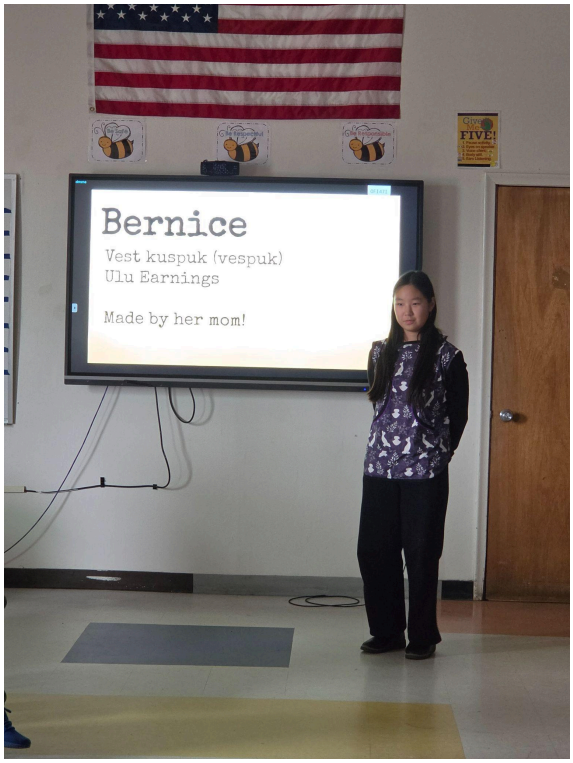
Highlights Around Our School

Indigenous Peoples Day

Our school celebrated IPD with a fashion show, showcasing our lovely regalia.





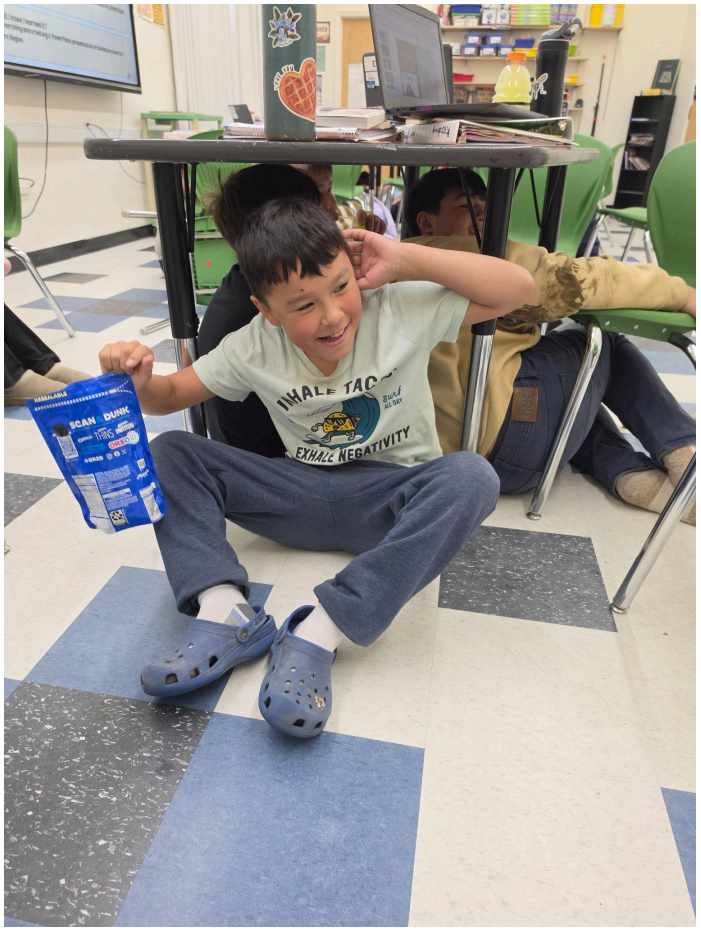




Earthquake Drill

We had a little fun practicing our yearly “Drop, Cover, Hold On” Drill.





Honor Roll

Please join us in celebrating our quarterly award recipients

Excellent Attendance in Q1 (95% or Higher)

Hope Berg
Andrew Bernard
Rielyn Bernard
Willis Breuker
Miles Collins
Casey Ford
Josiah Hanebuth
Danielle Harrelson
Joetta Hubert
Lucas Huls
Max Huls
Baine Knodel
Cordova Krift
Kinley Krift
Ledger Lie
Dani Luce
Matthew Lust
Jack Miller
Zulu Nichols
Calliope Oleson
Valentine Oleson
Elizabeth Phan
Bernice Piscoya
Ethan Piscoya
Fitz Piscoya
Sophia Piscoya
Caleb Rhodes
Jesse Rowe
Amelia Twaddle
Kaimana Vacek
Mercedes Ventress
Silas Ventress
Theodore Ventress



B Honor Roll (All A's and B's)
Hope Berg
Andrew Bernard
Rielyn Bernard
Kourtney Bogart
Casey Ford
Hazel Gillette
Cypress Hall
Josiah Hanebuth
Jase Horton
Gabriella Hughes
Lucas Huls
Ledger Lie
Calliope Oleson
Valentine Oleson
Demi Pantelis
Ryder Pardee
Kangisaq Payne-Trigg
Sophia Piscoya
Caleb Rhodes
Jesse Rowe
Ali Smithhisler
Mercedes Ventress
Silas Ventress



A Honor Roll (Straight A's)
Ari Blandford
Lexi Blandford
Willis Breuker
Miles Collins
Danielle Harrelson
Aliyah Hensley
Ella Hubert
Joetta Hubert
Max Huls
Baine Knodel
Kinley Krift
Dani Luce
Matthew Lust
Jack Miller
Max Pardee
Mesa Peacock
Elizabeth Phan
Fitz Piscoya
Bradley Rowe
Amelia Twaddle
Theodore Ventress



NOME PUBLIC SCHOOLS DIRECTOR'S BOARD REPORT

Tyler Davis
Director of Federal Programs, Curriculum, Instruction & Assessment

November 10, 2026

I. FEDERAL PROGRAMS

The main thrust of federal programs work since the previous report has been crafting, submitting, and often re-submitting grants for approval from the state. DEED has accepted our submissions for the following: Consolidated Elementary and Secondary Education Act Grant (ESEA; Titles I-III), Beltz's School Improvement Grant (SIG), 21st Century Community Learning Centers Grant (21st CCLC), Safety & Well Being Grant, and Positive Behavioral Interventions & Supports Grant (PBIS). The Presidential Physical Fitness Grant application remains in process.

We've also kickstarted the annual recruitment drive for the Migrant Education Program under the auspices of Title I-C. Our newly hired Migrant Education Coordinator Ms. Cindy Wieler and I have been interviewing migrant families alongside two seasonal migrant recruiters. These interviews ascertain whether families have made enough moves and engaged in properly recognized subsistence tasks to join or continue their participation in the program for the upcoming academic year. Training in interview techniques and navigation of the state's MIS2000 migrant database were completed before the interviews started.

Other federal programs tasks included submitting the pass-through Johnson-O'Malley budget to Kawarek for approval, working with Nome Preschool on implementation of DEED Early Learning Guides, asking our Indian Parent Advisory Committee to vote through a slight adjustment in a previously submitted Indian Education budget, and adding an additional state allocation to the supplies fund for Beltz's Career and Technical Education program.

II. CURRICULUM & INSTRUCTION

Curriculum work continues at both Beltz and NES with concentration on selection of social studies textbooks and evaluation of the Eureka Math curriculum respectively. Mr. Ryan Wharry is leading the efforts at Beltz and has scheduled an initial textbook review for the evening of November 17, 2026. Board members, tribal leaders, and the community at large were all invited to attend via email and there will be further reminders as the date approaches. The NES Curriculum Committee recommended that they continue use of Eureka Math with the caveat that certain sections or concepts need tweaking and supplementation. The extent and specifics of these adjustments will be codified in future meetings.

Additionally, I had conversations with the administration of ACSA and Beltz regarding new state guidelines that require teaching of CPR and specific Civics topics starting in the 2027-2028 academic year. All building leaders were aware of these changes and are working out the specifics of implementation.

III. ASSESSMENTS

All scheduled assessments have been successfully completed and each school's building test coordinator should be recognized for their diligence and attention to detail that made for such a smooth testing administration. Kindergarten teachers assessed the behavioral skills and developmental preparedness of students using the Alaska Developmental Profile (ADP), the MAP Growth test measured student progress since last year, and the WIDA Screener identified students who are eligible for assistance to improve their English language fluency.

IV. MISCELLANEOUS

- District and school leadership attended two professional development sessions: one to further develop our Strategic Plan and the other to continue our reflections on current school leadership paradigms.
- I sent a kickoff invitation to parents and community members to participate in this year's Indian Parent Advisory Committee and Migrant Parent Committee. Our first meetings are still in the planning stages.
- I represented the district at a Portrait of a Graduate Parent's Night at NES.
- We're discussing next steps in transparently quantifying the dollar amounts given to local knowledge bearers as honoraria when sharing their skills and experience with students.

Nome Public School Board, Facilities Service Report, November 05, 2026.
Jonathan Duarte, Facilities Director

Maintenance Snapshot:

- Scheduled Work Order in progress: 20
- Completed Tickets: 122

Staffing:

- Custodian II- Thuong Nguyen
- Custodian II- Julianna Duarte (Rotational)
- Custodian I- Trevor Ozenna and Fred Holmes
- Custodian III- Jonaie Duarte (Rotational)
- Custodian I- Jorena Duarte (Rotational)
- Maintenance Technician III- Gregory Biegel (Rotational)
- Maintenance Technician III- Joshua Brant (Rotational)
- Maintenance Technician II/ Janitor - Michael I Tall
- Maintenance Technician II- Bill Baxter
- Maintenance Technician II- Jason Baker
- Maintenance Technician II- James Ventress (Part-time)

Maintenance Department Tasks with Status:

- Processing through work tickets.
- Apartment annual maintenance 70% completed. Currently addressing repairs and maintenance.
- Fleet vehicle maintenance is ongoing.
- Shuttle bus engine installed. Currently fine tuning.
- NBMHS Door PM completed and created tickets for new replacement parts.
- NBMHS Exterior electrical repairs ongoing. Lights and plugins.
- NBMHS Freezer PM underway.
- NBMHS Gym lighting - under repairs.
- NBMHS Siding is in route to Nome. Pending installation. (contracted to Run it Wild LLC)
- NBMHS Solar panel review with electrical sales rep.
- NES Door C4- Ramp structural frame under repairs. Corrosion damages.
- Shop Bay Door Pm's completed. Repair parts on order.
- NES Exterior Building PM underway.
- NES Freezer repairs underway.
- NES Roof leak repairs on going.
- NES Window maintenance on going.

Janitorial Department Tasks with Status:

- Maintaining expected levels of sanitation with limited staffing.

Safety Concerns:

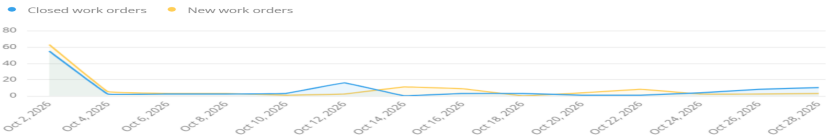
- None at this time.

All Activity

Explore work order analytics filtered only by your permission level

10/01/2026 > 10/30/2026

Work Order Resolution Over Time (closed work orders vs. newly submitted)



4.2 hours
Response time (avg)
for all work order statuses

122
Work Orders now closed
out of 142 submitted

7.1 days
Resolution time (avg)

20
Work Orders still open
0 waiting on requestor

Work Order Pipeline Analysis (shows time spent in each status, along with work order routing for all workflows)

Submitted | In Progress | Closed

2.1 hrs
Avg. response time
- 142 work orders
- still submitted

15.6 days
Avg. in progress time
- 142 work orders
- 20 still in progress

All Work Orders
(please note work orders may be represented in multiple statuses below)

15.6 days
- 142 work orders

In Progress Only

days
- 0 work orders

Waiting on Requestor
(no in progress time recorded)

days
- 0 work orders

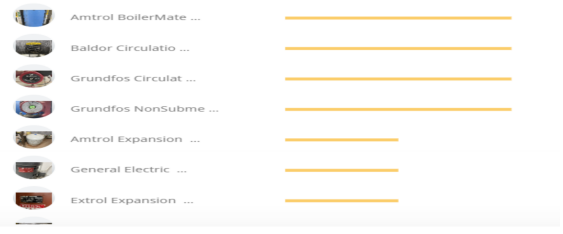
Waiting on Vendor
(no in progress time recorded)

days
- 0 work orders

Waiting on Department of Education
(no in progress time recorded)

15.9 days
Avg. resolution time
- 119 resolved
- 3 cancelled
- 20 still open

Top Models (sorted by total work orders)



39.1 minutes
Avg. time logged per work order

SLA Response Time

No data available

SLA Resolution Time

No data available

Work Orders by Priority

Work Orders Submitted For



Total Work Orders Over Time

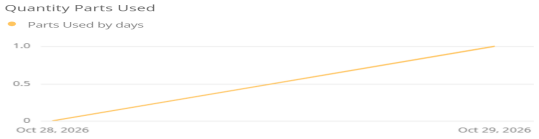


% Parts Used

Response Time



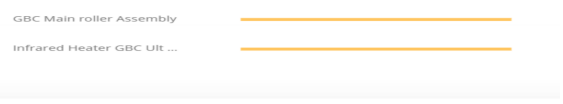
Quantity Parts Used



Resolution Time

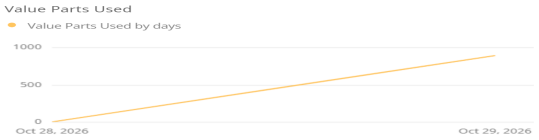


Top 10 Parts Used



% Value Parts Used

Value Parts Used



Top Issue Categories (sorted by total work orders)



Overall Satisfaction (click bars below for specific results details)

No data available

Avg. rating (out of 5.0) Survey responses

Special Education Board Report
Date: 11/04/2026
To: Nome City Public Schools Board of Directors
From: Tricia Shambach, Coordinator of Special Education

1. **Executive Summary**

The Special Education Department continues to focus on improving academic and functional life skills and outcomes for all students. The department believes in providing quality opportunities for learning and growth while maintaining compliance with state and federal guidelines.

2. **Snapshot**

Total Active IEP's: Embrace 145
Active referrals/Evaluations: 9
Triennual Re-evals: 8
Annual IEP's: 76
**This data reflects the total number of students currently being served in Special Education who already have IEP's open in Embrace, note the number of students does fluctuate based on exiting of services and newly referred and identified students throughout the month.

Continued professional development using the new system Embrace is ongoing. Ms. Shambach attended an afternoon training on Embrace at the DEED/CASE Special Education Director Training in Anchorage on Thursday October 1st.

3. **Student Demographics**

Autism Spectrum Disorder (ASD)	11
Early Childhood Developmental Delay (ECDD)	14
Emotional Disturbance (ED)	12
Cognitive Impairment (CI)	2
Multiple Disabilities (MD)	2
Orthopedic Impairment (OI)	1

Other Health Impairment (OHI)	5
Speech or Language Delay (SL)	25
Specific Learning Disability (SLD)	74

4. **Discipline**

Manifestation Determinations: 0
Suspensions: 3
Expulsions: 0
Physical Restraints: 0

5. **Staffing Updates**

High School: 2 Teachers, 2 paraprofessionals
Middle School: 2 Teachers, 1 paraprofessional
ACSA: 1 half time Teacher, 1 paraprofessional
NES: 5 Teachers, 1 Long Term Sub, 4 paraprofessionals

Welcome Kierra Scott, a new paraprofessional at NES-currently completing the onboarding process!!!

Vacancies: 1 paraprofessional-NES, 1 Teacher currently filled by our long term substitute

The District continues to keep jobs posted on the district website, Nome Post, and advertisements have been posted in town.

6. **Parent and Community Engagement**

Special Education teachers worked alongside general education teachers to schedule and coordinate parent teacher conferences. Ms. Luchie Papalid reported 100% attendance at the elementary school in the self-contained special education classroom.

There are no Family nights planned by the Special Education Department for the month of November.

7. **Professional Development**

Embrace-the Special Education staff are demonstrating an increased proficiency with writing evaluation reports and IEP's

IEP writing and presentation-The Special Education staff will receive training in late November on IEP presentation. Having staff present the IEP in the same sequence and style creates a predictable meeting for parents from one year to the next.

Special Education Service Agency(SESA)- SESA personnel continue to schedule site visits and training for staff. SESA has also sent items from their lending library including curriculum, learning games, and a trial app for an Augmentative and Alternative Communication (AAC) which is being utilized on an IPad. SESA has also been asked to present some professional development this school year with the schedule upcoming. Scott Hotaling-Emotional Disturbance Specialist will be on site November 9 and 13

Special Education Directors Training-Ms. Shambach attended the DEED/CASE Director Training from October 26-29th. This training included presentations from Stone Soup Group, SESA, Embrace, Help me Grow, Current Legal Updates, the new Special Education handbook and several breakout and networking sessions. See attached Agenda for more information.

Eleanor Vertel, Autism consultant-Mrs. Vertel continues to provide training, support for classroom management and engagement for staff. Additionally she provides weekly teletherapy sessions for students with the educational diagnosis of Autism. Mrs. Vertel provides engaging virtual sessions addressing social emotional topics such as friendships, behavioral supports such as explaining the "autistic brain" to students, and guidance navigating the sensory needs that many students with Autism experience.

8. **Related Service Personnel**

There are no scheduled on site visits until January. Our related service personnel continue to provide services and support virtually to students and staff.

9. **Challenges**

**The district continues to accept applications and conduct interviews for a driver for the Special Transportation van. The am run pays $75/day and the pm run pays $100 per day. The district decided to increase the pm van run pay based on the number of students and time it takes to complete, and to incentivize the position. We have had applicants but none that align with the core requirements. As of Nov. 4, 2026 the district has received one contender that meets requirements and an interview has been offered. The district is hoping this applicant will begin driving as early as November 9th.

**Our special education long term substitute at NES will only be working until December 18th, leaving a vacancy for a specialized classroom. The district has discussed advertising on other platforms such as Indeed.

10. General Updates

**Infant Learning Program-Ms. Shambach met with Patty Olmstead, the Infant Learning representative for Norton Sound during a work session at the DEED/CASE Director Training in Anchorage on October 29th. This was an opportunity to discuss and finalize our Interagency Transition Agreement between Norton Sound Infant Learning Program and Nome Public Schools. This agreement outlines the state and federal requirements for the transition of children receiving services from the infant learning program 0-3 years and into a pre-school program 3-5 years. It provides guidelines and the responsibilities of both agencies. This agreement is agreed upon and signed between agencies every three years. This agreement remains valid until 2029.

**Transition-The Special Education department continues to research local resources for students in transition out of high school and into post secondary education, employment, and independent living. Ms. Peters at the high school hosted a Department of Vocational Rehabilitation orientation meeting for students the week of October 19th. There will be a follow up meeting November 13th between the Vocational Rehabilitation caseworker and Nome Special Education staff to discuss what programs are available to assist students as they transition out of high school.

**Ms. Shambach has been working closely with building administrators to put a proper referral process in place. NES currently has a working referral process and the high school process should be finalized by November 13th.

Nome Public Schools
Director of Technology Report

Jim Shreve
10 November 2026

Current / Completed project

Electronic door locks testing and preparation for grant applications this coming Summer continues. I currently have three different style interior door locks mounted on demo panels which are connected to our Verkada Access Control system. Additional programming is scheduled on Friday 06NOV26. Once programming is complete, I plan to present the solutions to the District leadership team. I will go over the capabilities of each model in order to garner feedback and discussion for possible selection of models and collection of bids. The doorlock vendors provide a wide array of locksets for interior and exterior door hardware.

Cyber Security updates: Tech Department personnel attended a virtual cyber security training on 28OCT26 sponsored by Classlink. We have expanded our KnowBe4 cyber security training platform to students with school email access (grades 5 and above), this training campaign kicks off on 16NOV26. I have shared a copy of our Inbound Email Security Report to the board via email as an example of some of the additional steps we are taking to combat phishing and other malicious email based threats.

Replacement of Uninterrupted Power Supply (UPS) Batteries. We recently received our order of replacement battery packs for our UPS units in our network switch cabinets throughout the district. I replaced packs at ACSA and NES on 30OCT26. Battery pack replacement at NBMHS is scheduled for later dates in November.

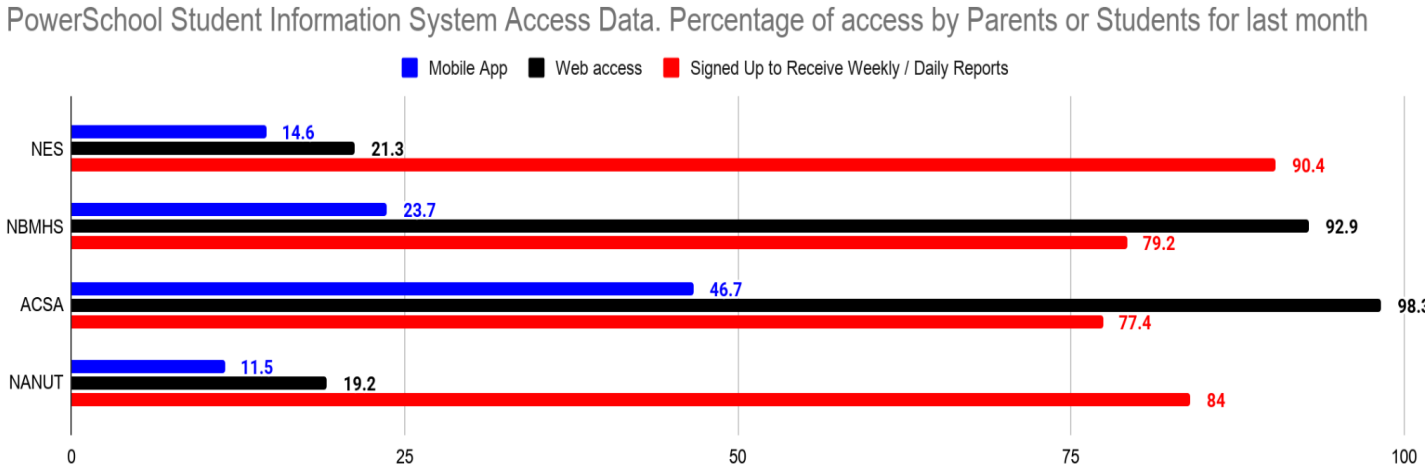
E-Rate Category II (CAT-II) Network equipment: we finally received the last 5 IDF switches noted in last month's report to complete the entire CAT-II update cycle. These switches will be installed before the end of November

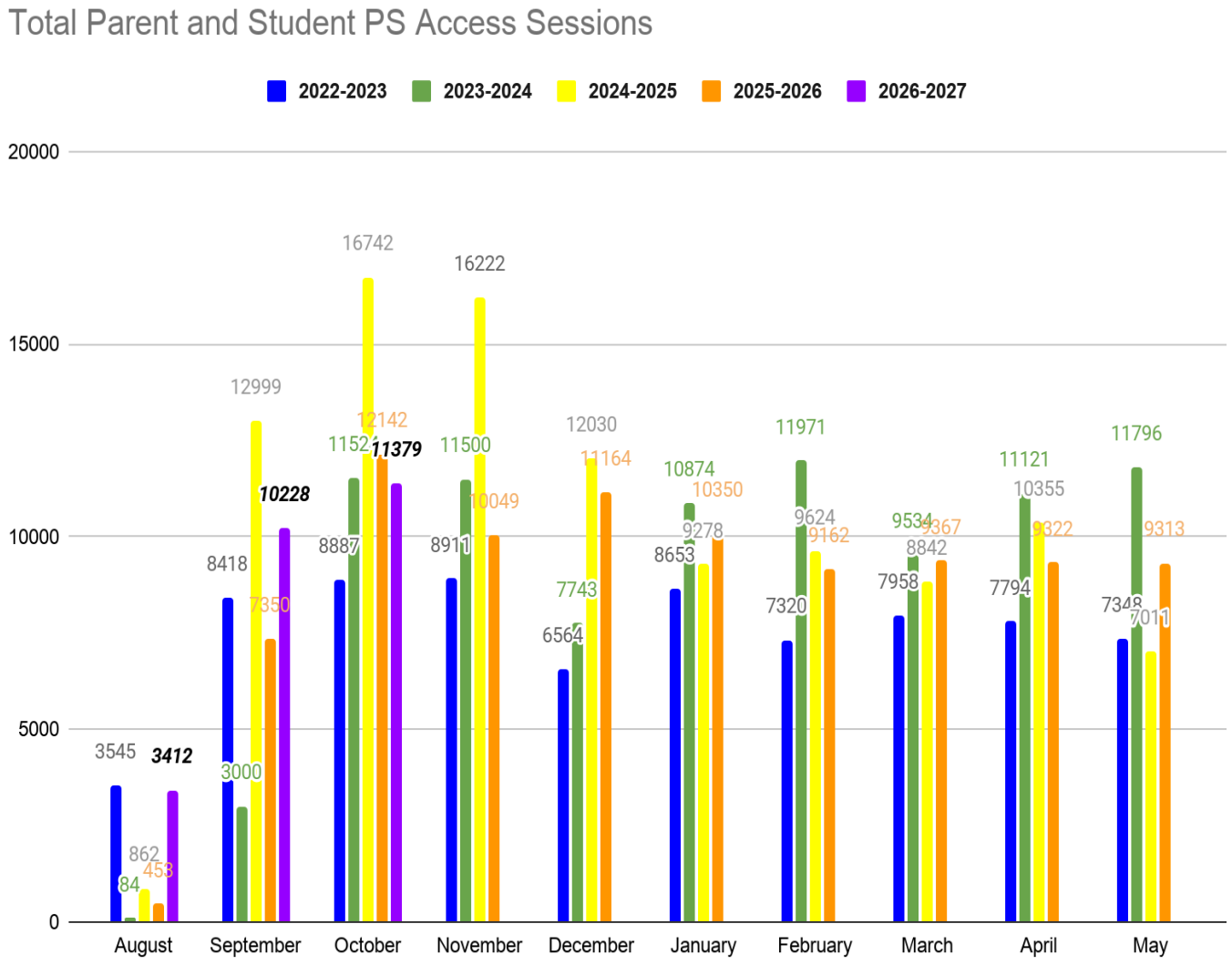
Addition of DocSync to PowerSchool. I have expanded the capabilities of making the most recent student NWEA MAP Test scores, AK Star test scores, and IEP documentation from Embrace available in PowerSchool for Admins, Teachers, and Parents / Guardians. Documentation is only available to teachers who have the student assigned to them and to parents / guardians with access accounts for the specific student. IEP documents automatically upload as summary documents are completed in Embrace. Test scores documents are manually exported as reports from the testing vendors and then uploaded to PowerSchool student records via DocSync.

Gaggle Webfilter: Please see page 4 for a report on Gaggle Webfilter Allow / Block actions. In October the Gaggle filter blocked 7,500 sites out of 1,011,190 million total attempts (approx 0.75% of all traffic). Over 80% of these blocks were for gambling, gaming, entertainment, and social media categories, this blocking is in direct support of BP6161.4.

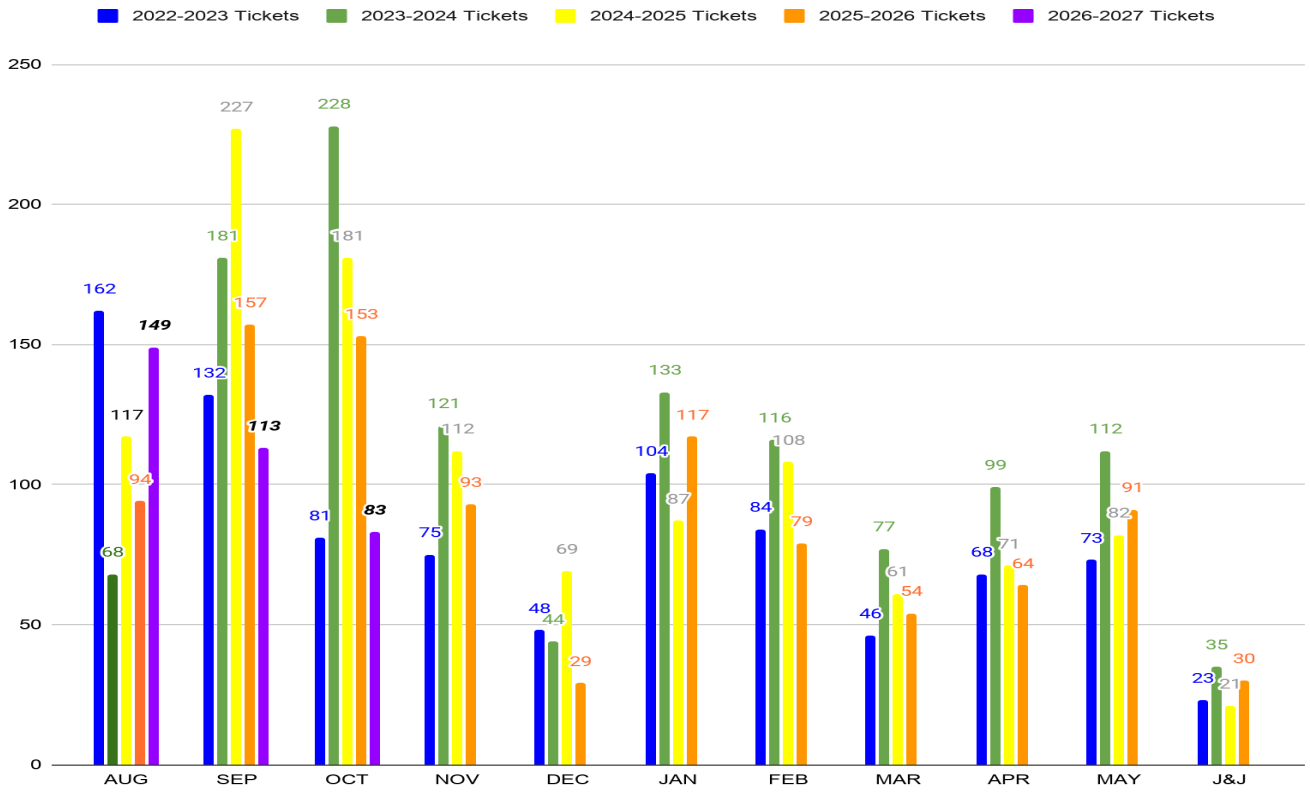
PowerSchool Online Enrollment

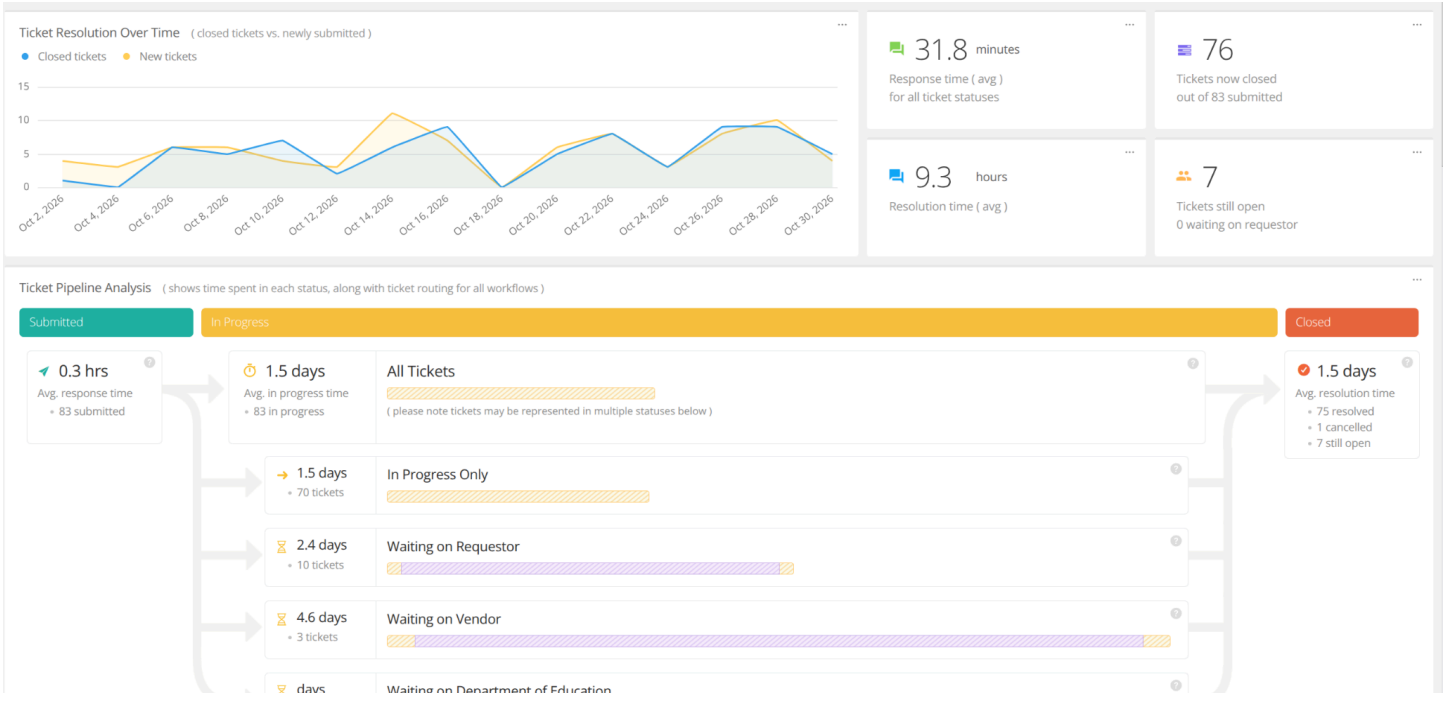
As of 03NOV26 SY26-27 New Student forms received are at 109 (43 for Kindergarten) and the SY26-27 Returning Student Enrollment forms completed are 490 of 570 (85.96% complete) for a total of 599 of 672 K-12 Student records (89.1%) submitted through online enrollment. This is approximately 0.5% lower than this time period last SY.


PowerSchool Student Information System Access Data. Percentage of access by Parents or Students for last month
Mobile App
Web access
Signed Up to Receive Weekly / Daily Reports
NES
NBMHS
ACSA
NANUT
14.6
21.3
90.4
23.7
92.9
79.2
46.7
77.4
11.5
19.2
84
0
25
50
75
100

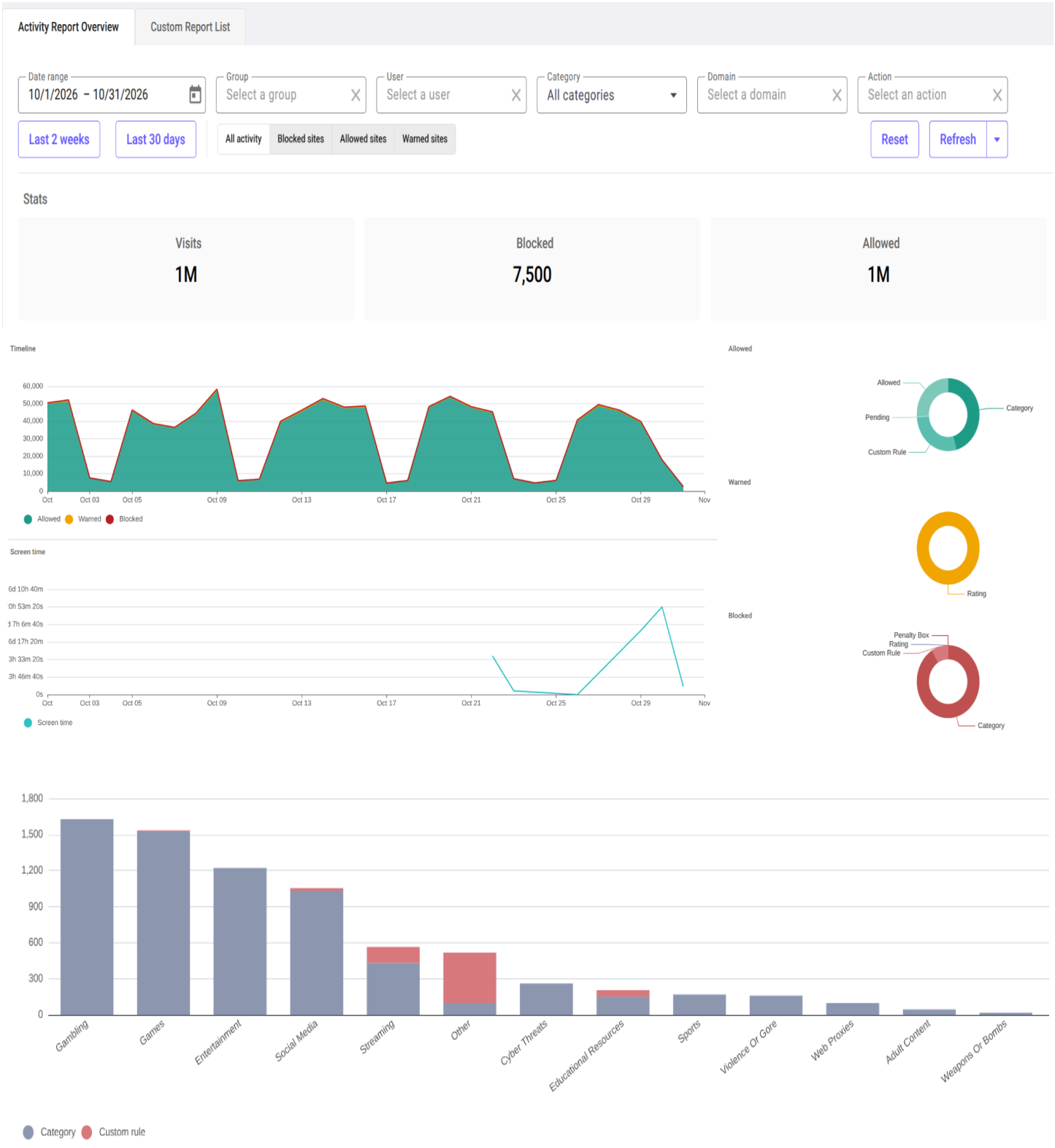

Total Parent and Student PS Access Sessions
2022-2023
2023-2024
2024-2025
2025-2026
2026-2027
20000
15000
10000
5000
0
August
September
October
November
December
January
February
March
April
May
3545
3412
84
862
453
8418
3000
12999
7350
10228
8887
11521
12142
11379
16742
8911
11500
16222
10049
6564
7743
12030
11164
8653
10874
9278
10350
7320
11971
9624
9162
7958
9534
8842
9367
7794
11121
10355
9322
7348
11796
7011
9313

Part of the Technology Department's role is to maintain the Technology Web Help Desk for staff to request repairs, training, and troubleshooting. Last month we closed / resolved 76 out of 83 (91.5%) tech requests submitted through the system. Our total average response time for the month was 31.8 minutes and average resolution time was 9.3 hours.





Gaggle Filter Report - 01-31OCT26



Nome Public Schools

MEMORANDUM

To: Board of Education
Thru: Jamie Burgess, Superintendent
From: Genevieve Hollins, Contracted CFO
Alaska Education & Business Services, Inc.
Date: November 5, 2026
Subject: **Financial Narrative**

Happy nearly Thanksgiving!

FY2026 Audit

The audited financial statements are in draft form and are awaiting the Federal Office of Management and Budget (OMB) to issue their 2026 OMB Compliance Supplement. Attached is a letter from the Commissioner regarding same.

Grants

The first quarter grant reimbursements were due October 31st, and all that had approved grant applications were submitted. There is still 1 more grant fund without an approved application for which we will still need to seek reimbursement once DEED approves the application.

Action Item – Alaska Gold - Snow Removal

Attached as an action item, is the Alaska Gold snow removal quote for 2026-2027 season. Per Mr. Duarte, several other entities in town who also move snow are either not moving snow this year, do not have sufficient staffing to take on the district as a client, or are busy with other projects. Alaska Gold is the only available company currently. They provided excellent service last year. Mr. Duarte has set in place expectations to maintain safe and accessible school facilities while providing greater oversight of contracted service expenditures with the intention of bringing the overall costs down.

FY2027 Budget

Currently we are down 5% in expenses in comparison to this time in the past 2 years. This is mainly due to unfilled/vacant positions!

The student count period ended October 23rd, and the District Foundation Summary which includes the student count and Sped child count was submitted to DEED on November 4, 2026. We are down 17 students in brick-and-mortar, up 18.5 students in Nanut Homeschool, and our intensive student count is the same as budgeted. Now, DEED will reconcile our student count with any crossover with other school districts and by mid-March 2027 DEED will publish their finalized and official student count by district which will denote the final funding for each district.

We are working on the following regarding an upcoming budget revision:

- Gathering information/quotes for various upcoming textbook adoptions, which will impact the budget and will need to be included in a budget revision.
- Trueing up salaries and benefits, including looking at the impact to the budget for incoming teachers that were uncertified for some time, as well as the impact of unfilled budgeted positions and the maneuverability of those funds to fill existing needs in other ways
- Calculating additional needed funds in Pupil Transportation (field trips and Sped driving)
- Calculating/estimating whether there are additional needed funds in Food Service to break-even

FY2028 Budget Timeline

The FY2028 budget timeline is included in the Consent Agenda. Below is a copy of same.

FY 2028 BUDGET PROCESS AND TIMELINE

Budget Process, Timeline, Revenue Presentation, Board Sets Education & Fiscal Priorities For the District in Accordance with their Strategic Plan

BP 3100 - BUDGET – The district budget shall be prepared annually from the best possible estimates of revenues and expenditures. The Superintendent or designee shall determine the manner in which the budget shall be prepared and shall schedule the budget adoption process in accordance with legal time requirements. A public hearing shall be held prior to the adoption of the budget or a revised budget.

FY 2028 1st Draft Budget presented to the Board at regular meeting
January 12, 2027

Work Session: "Budget Deep Dive"
January 26, 2027

Tribal Consultations
February 2027

FY 2028 2nd Draft presented to the Board at regular meeting
March 9, 2027

FY 2028 3rd Draft/Final Budget presented to the Board at regular meeting
April 13, 2027

FY 2028 Budget Adoption at special session
April 27, 2027

Nome-Beltz Partial Roof Replacement Project

We are awaiting the arrival of the siding before further work may continue. Change orders for internal painting, ceiling tiling, and carpeting have been received, reviewed and are in the process of being signed for the base bids so that the materials can be obtained timely.

Standard Operating Procedures (SOP) #13 & #14 – Bank Reconciliations & Adjusting Journal Entries

Attached herein please find SOP# 13 – Bank Reconciliations and SOP# 14 – Adjusting Journal Entries, for your review, reference, and comments.

Thank you!

THE STATE of ALASKA
GOVERNOR MIKE DUNLEAVY

Department of Education & Early Development

OFFICE OF THE COMMISSIONER

333 Willoughby Ave., 9th Floor, SOB
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.2800
TTY/TDD: 907.465.2815
Fax: 907.465.2806

October 22, 2026

Subject: FY2026 Single Audits and District Funding Continuation

Dear Superintendents,

The Department of Education and Early Development (DEED) would like to provide clarification regarding FY2026 single audits and their relationship to district funding.

The Federal Office of Management and Budget (OMB) is late in issuing the 2026 OMB Compliance Supplement. While the final version remains under review by OMB with no firm release date, a draft is available to help auditors plan single audits. However, as outlined in Governmental Audit Quality Center (GAQC) Alert #502, it is not appropriate for an auditor to issue a June 30, 2026, year-end single audit before the release of the final supplement.

To ensure this federal delay does not negatively impact Alaska school districts, DEED will not withhold funding under AS 14.14.050 solely due to audit delays resulting from the pending release of the 2026 OMB Compliance Supplement.

DEED will continue to monitor federal guidance and communications closely and share updates as new information becomes available. Thank you for your continued commitment to maintaining strong fiscal stewardship on behalf of Alaska's students and communities.

Sincerely,

Dr. Deena M. Bishop, Ed. D.
Commissioner

cc: Alaska School Business Officials

NOME PUBLIC SCHOOLS

Nome, Alaska

SOP No 13 - BANK RECONCILIATIONS

1. PURPOSE: To establish procedures for performing and reviewing monthly bank reconciliations.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: CFO or designee

4. PROCEDURES: The following are control activities recommended for the bank reconciliation process.

a. The Superintendent or designee shall receive and review all bank statements and shall also receive and review reconciliations upon completion.

b. The CFO obtains the monthly bank statements via the online banking website, an compares the activity on the statement with the activity in the cash account in the general ledger using the software system bank reconciliation module. Identify and investigate any discrepancies and prepare AJEs as needed. Contact the bank for any unexplained or erroneous transactions on the bank statement.

c. The following information is typically included in the month-end cash reconciliation journal entry: interbank transfers, bank service charges and fees, etc. An adjusting journal entry should be prepared to reflect this information and the entry should be reviewed and approved by another individual not completing the bank reconciliation. See SOP No. 14 – Adjusting Journal Entries.

d. Once the monthly bank reconciliation is balanced (reconciled balances matches the general ledger balance) and completed in the software system, the reconciliation and month should be closed.

e. Bank reconciliations should be completed by the 10th of the month following the bank statement date.

f. The reconciliations and bank statements should be attached together and saved chronologically, by fiscal year. All bank statements and reconciliations should be scanned for ease in transmission to auditors during the annual audit.

g. Review stale-dated outstanding checks (over one year past issue date) at least annually. Void and reissue checks when appropriate, and forward outstanding funds to the State of Alaska Department of Revenue – Treasury Division as unclaimed property when required.

h. All bank balances should be collateralized in accordance with board policy.

REFERENCES:
BP 3100 – Budget
BP 3200 – Income
BP 3305 – Electronic Fund Transactions
BP 3452 – Student Activity Funds

REVISION DATE: 06/18/2019

EXHIBITS: None

NOME PUBLIC SCHOOLS
Nome, Alaska

SOP No. 14 - ADJUSTING JOURNAL ENTRIES

1. PURPOSE: To establish procedures for identifying, preparing, authorizing, and recording adjusting journal entries (AJEs). The majority of the transactions entered into the general ledger are through the cash receipts, cash disbursements, and payroll processes. However, to make correction to account balances or to book items such as indirect expenses/revenue, prepaid expenses, etc., it is necessary to enter journal entries.

2. AUTHORITY: Superintendent or designee

3. RESPONSIBILITY: The CFO and all budget supervisors are responsible for ensuring compliance with this procedure.

4. PROCEDURES: The following are control activities for the journal entry process.

    a. Actions (b) and (c) may be performed by budget supervisors or the business department.

    b. Identify the activity to be recorded and the affected accounts. Examples of activities include incorrectly stated account balances, transactions recorded in the wrong accounts, write-offs of immaterial balances, approved expenditure or revenue transfers, automatic bank transactions, etc.

    c. Compile supporting documentation (audit trail) including one or more of the following items: original entries for correcting AJEs, correspondence, spreadsheets, statements, and approvals from affected budget supervisors when appropriate.

    d. The CFO receives the supporting documentation, enters an AJE in the financial software system, signs/dates the AJE, and returns a copy to the affected budget supervisor.

    e. Save posted AJEs electronically in chronological order, for easy transmission to the auditors during the annual audit.

REFERENCES:
BP 3100 – Budget
BP 3110 – Transfer of Funds

BP 3200 – Income
BP 3440.1 – Fixed Assets Capitalization
BP 3470 – Fund Balance Classification

REVISION DATE: 11/05/2026

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: Board Policies for 2nd Read and Adoption

Date: November 10, 2026

Administrator: Jamie Burgess, Superintendent

Attachments: Board Policies (Redline Versions)

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

BACKGROUND INFORMATION

The following policies passed First Read on October 13, 2026 and are now presented for second read and adoption. Associated ARs or Exhibits were presented underneath the Superintendent's Report.

The following policies are recommended for second read and adoption..

BP 0430 Community School Program - this update revises the note to reflect that the statute requiring these programs has long been repealed, and revises the policy language to state the programs may still be operated voluntarily. AR under Superintendent Report,
BP 1420 Tribal Consultation - this is a new policy with accompanying AR and Exhibit to create a framework for districts to follow in consultation with Alaska tribes. AR and Exhibit under Superintendent Report,
BP 3550 Food Service - This is updated to reflect a new state statute which prohibits certain food dyes in foods served to students.
BP 3580 District Records - updates policy to reflect new records retention requirements related to the E-Rate program.
BP 4112.10 Employment of Retired Teachers - update adds language which allows regional resource centers to employ retired teachers.
BP 5040 Student Nutrition and Physical Activity - related to BP3550 update, revises language to reflect prohibitions for certain food dyes.
BP 5141.21 Administering Medication - clarifies that various health care providers may authorize students to take medication during the school day. Defines health care provider. AR under Superintendent Report.
BP 6114 Crisis Response Plan - incorporates a new law that requires districts to provide CPR training to certain grade levels. DEED is responsible for preparing and disseminating the curricula, and this requirement takes effect July 1, 2027.

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

BP 6146.1 High School Graduation Requirements - incorporates change in number of elective credits needed for graduation in response to Nome-Beltz High School moving to a six period schedule. Also includes a requirement effective July 1 2027 for students to take and pass a civics education curriculum and assessment to receive a diploma (with several exceptions). DEED will be responsible for preparing and disseminating the curricula. AR under Superintendent Report,
BP 6146.4 Reciprocity on Graduation Requirements - clarifies that Boards may designate the authority to waive credit requirements for transfer students per state statute.
BP 6172 Special Education - incorporates a new law requiring additional support and communication for dead and hard of hearing students.
BB 9210 Qualification - updated to include a new law prohibiting persons who have been convicted of a felony involving moral turpitude from serving on school boards, with an exception.
BB 9220 School Board Elections - includes several changes due to recent laws passed, including allowing municipal governments to change length of a school board member's term in office via ordinance, allowing REAA school board members to also serve as substitute teachers, and including the language regarding eligibility from BB 9210.
BB 9230 Orientation - includes new language due to a state statute requiring board members to engage in DEED-provided ethics and budget training.
BB 9324 Board Minutes - provides guidelines on the retention of board minutes and recordings of board meetings.
BP 10020 Charter School Application - minor update reflecting the revised name of the exhibit (under Superintendent Report.)

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of second read and adoption of the Board Policies and Board Bylaws as listed.

Sample Motion: I move to approve second read and adoption of the Board Policies and Board Bylaws as listed.

COMMUNITY SCHOOL PROGRAM BP 0430

The School Board recognizes the importance of extending the use of school facilities and equipment for purposes of providing educational, cultural, social, and recreational services to the citizens of the community. The Superintendent or designee ~~shall~~ may develop community school programs in accordance with state law and within the limits of available resources.

Note: The statute and regulations implementing community schools have long been repealed. However, districts may still voluntarily develop community school programs. ~~*A.S. 14.36.010 requires the Department of Education, in cooperation with the school district, to evaluate approved plans for a community school program once every four years.*~~

(cf. 1330 - Use of School Facilities)

(cf. 1325 - Advertising and Promotion)

(cf. 3100 - Budget)

(cf. 3515 - Equipment)

~~*Legal Reference:*~~

~~*ALASKA STATUTES*~~

~~*14.36.010-14.36.070 Community schools*~~

~~*ALASKA ADMINISTRATIVE CODE*~~

~~*4 AAC 32.010-32.030 Community schools*~~

Revised: 11/2026

AASB POLICY REFERENCE MANUAL
9/92

TRIBAL CONSULTATION BP 1420

Federally recognized Tribes are sovereign nations with inherent rights to self-govern and make decisions impacting their citizens. The School Board is committed to building authentic, respectful, and collaborative relationships with Tribal governments and their shared relationships with communities, families, and organizations to improve educational outcomes for American Indian/Alaska Native (AI/AN) students.

The Board acknowledges that meaningful tribal consultation extends beyond federal compliance requirements and represents a foundational commitment to honoring Indigenous knowledge, cultural perspectives, and educational sovereignty in service of student success. The Board is committed to educating themselves on the tribal governance and cultural structures of their school district and region.

Together with Tribes, families, and communities, the district will strive to ensure AI/AN students learn in culturally rich environments, follow personalized pathways, and develop as leaders who are grounded in their heritage and are empowered to shape their futures. The district commits to creating trauma-engaged, culturally responsive educational experiences that honor each student's identity while building academic and life skills.

When Tribal consultation is required, the Superintendent or designee shall initiate a formal tribal consultation process. Additionally, the district is encouraged to engage in voluntary consultation on major policies, programs, or initiatives impacting AI/AN students, regardless of enrollment thresholds or funding levels.

In partnership with Tribes (and/or their designee) and tribal communities, the district may:

- Integrate Indigenous knowledge, cultural practices, and place-based learning into educational programs, in accordance with state curriculum standards.
- Engage Elders and Tribal community members as educators, mentors, and cultural advisors.
- Create school environments to visibly honor and celebrate AI/AN cultures and languages.
- Support AI/AN language instruction and preservation efforts.
- Provide culturally specific student support services and mentorship programs.
- Offer professional development for staff on Indigenous education methods and cultural responsiveness.
- Define shared educational goals and success measures for AI/AN students.
- Include AI/AN voices in educational planning and resource allocation decisions.
- Develop joint monitoring and evaluation processes for programs serving AI/AN students.

Data Sharing and Privacy

To ensure student success/achievement and to effectively audit and evaluate federal programs, Tribes and districts will utilize data. When appropriate, and in compliance with federal and state privacy laws, the district may enter into formal agreements with tribal organizations, to share student data for educational evaluation and program improvement purposes, following

established protocols that protect student confidentiality while supporting tribal educational initiatives.

(cf. 1220 - Citizen Advisory Committees)
(cf. 6174.1 - Education of Native/Indian Children)
(cf. 6020 - Parent Involvement)

Legal Reference

United States Code

20 U.S.C.§ 7918 - Consultation with Indian tribes and tribal organizations
20 U.S.C §§ 7541-7546 Alaska Native Educational Equity, Support, and Assistance Act
20 U.S.C § 7704 Policies and procedures relating to children residing on Indian Lands

Created 04/2026

AASB POLICY REFERENCE MANUAL
9/92

Note: The following optional policy may be revised to reflect district philosophy and needs.

The School Board recognizes that students need adequate, nourishing food in order to grow, learn, and to give a good foundation for their future physical well-being. The Board may provide for a food service program based on regular lunch service and include other snack and breakfast programs as the needs of the students and the financial capacity of the district permit. The Board recognizes that breakfast, lunch and other nutrition programs are an important complement to the nutritional responsibilities of parents/guardians.

The Board believes that:

1. Foods and beverages available on school premises should contribute to the nutritional well-being of students and meet the nutritional criteria of the applicable child nutrition program operating in the District. Nutrition programs must comply with applicable state and federal law.
2. Foods can help students and families feel comfortable in the school. The District may include cultural and subsistence foods if available and can be served in compliance with school safety and nutritional programs.
3. Foods and beverages available should be considered as carefully as other educational support materials as they can serve to build cultural connectedness for students.
4. Foods and beverages should be prepared in ways which will appeal to students while retaining nutritive quality.
5. To further Alaskan values, food and beverages should be prepared and served in ways that reduce waste.
6. Food should be served in quantities appropriate to the needs of students at their age level and served in as pleasant and relaxed an atmosphere as possible, with adequate time for students to eat and travel to and from the cafeteria.
7. Schools are encouraged to assess common eating habits and eating times to establish appropriate meal and snack times.
8. Foods grown in the state provide nutritional, environmental, and economic benefits and should be utilized in the district's food service program to the extent feasible.
9. The District and its schools will have food safety plans and written guidance for procuring, receiving, and preparing subsistence foods harvested and donated to the school.
10. The District will include subsistence foods as a part of the nutritional and dietary guidelines for Americans.

Note: Effective January 14, 2010, the U.S. Department of Agriculture requires schools participating in the National School Lunch and Breakfast Programs to develop a written food safety program for the preparation and serving of school meals. The goal is to prevent and reduce the risk of food-borne illness among students. Schools are required to utilize the "hazard analysis and critical control point (HACCP) system" when developing their food safety programs. A written safety program must be in place for each food preparation and service facility that prepares and serves meals under the federal breakfast or lunch programs.

The Superintendent or designee will oversee the development of a written food safety program for each food preparation and serving facility in the district, as required by law. Foods and beverages will be stored, prepared and served in accordance with food safety regulations in order to prevent or reduce the risk of food-borne illness among students.

FOOD SERVICE (continued) BP 3550(b)

Note: Effective July 1, 2015, federal regulations of the Department of Agriculture, Food and Nutrition Service, require that certain food service personnel meet minimum professional standards. More specifically, school nutrition program directors who are responsible for management of the day-to-day food service operations for all schools in the district must meet minimum educational qualifications as a condition of hire. The qualifications vary depending upon the student enrollment (size) of the district. The qualification requirements are applicable to the hire of new directors only; current directors employed prior to the July 1, 2015 effective date are grandfathered. In addition, the new regulations require minimum continuing education and training requirements for all student nutrition staff, including school nutrition program directors, school nutrition program managers who are responsible for day-to-day operations of food service for a particular school, and other personnel who work an average of at least 20 hours per week. The hours of continuing education/training varies depending upon the position held by the individual.

Qualified and trained food service personnel are critical to a healthy and safe food service program. The Superintendent or designee shall hire qualified personnel and/or an independent contractor, taking into consideration professional standards required by law, and will ensure that continuing education and training is provided to food service personnel in compliance with applicable state and federal standards.

(cf. 4131 – Staff Development)

The School Board intends that, insofar as possible, the school food services program shall be self-supporting and may include foods from school gardens, greenhouses and farms. The Board shall review and approve of menu prices. Program financial reports shall be presented regularly for inspection by the Board.

(cf. 3554 – Other Food Sales)
(cf. 5040 – Student Nutrition and Physical Activity)
(cf. 6163.4 – School Gardens, Greenhouses and Farms)

Effective January 1, 2028, as part of its breakfast and lunch program, the District may not serve a food or beverage that contains any of the following color additives certified by the United States Food and Drug Administration under 21 U.S.C. 379e:

1. red dye 3 (U.S. Chemical Abstracts Service no. 16423-68-0);
2. red dye 40 (U.S. Chemical Abstracts Service no. 25956-17-6);
3. yellow dye 5 (U.S. Chemical Abstracts Service no. 1934-21-0);
4. yellow dye 6 (U.S. Chemical Abstracts Service no. 2783-94-0);
5. blue dye 1 (U.S. Chemical Abstracts Service no. 3844-45-9);
6. blue dye 2 (U.S. Chemical Abstracts Service no. 860-22-0); or
7. green dye 3 (U.S. Chemical Abstracts Service no. 2353-45-9).

Legal references on the next page.

Legal Reference:

ALASKA STATUTES
AS 14.30.360 Health education curriculum; physical activity guidelines
AS 14.03.087 Prohibited food additives

UNITED STATES CODE
Richard B. Russell National School Lunch Act, 42 U.S.C. 1751-1769j
Child Nutrition Act of 1996, 42 U.S.C. 1771-1793

CODE OF FEDERAL REGULATIONS
7 C.F.R. Parts 210, 220, and 235 National School Lunch Program and Breakfast Program

FEDERAL REGISTER
Professional Standards for State and Local School Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010, Vol. 80, No. 40 and No. 88 (2015)

Revised
10/2021
11/2026

DISTRICT RECORDS BP 3580(a)

Note: Alaska Statute 40.21.070 requires districts to follow the state records management and retention program to the extent practical. In 2007, the Department of Education and Early Development updated its 1992 publication relating to records retention practices for school districts. The newly updated *Model Records Retention Schedule for Alaska School Districts* lists and describes most records that school districts administer and recommends minimum retention guidelines, irrespective of the media utilized. The schedule is only a guide and districts may establish their own varying schedules to meet specific school or community needs or practices.

School district records shall be developed, maintained and disposed of according to the requirements of federal and state laws and regulations. Records, regardless of format, should remain accessible and durable for their prescribed retention period. Electronic records, including email, should be administered under operating policies and procedures, ideally in an unaltered format, to ensure that the records remain authentic and trustworthy for their full retention period.

Note: In 2007, the Federal Rules of Civil Procedure underwent a major revision to include electronic discovery rules. The Federal Rules mandate that entities, including school districts, retain documents that are relevant to a claim or defense to a claim. Thus, electronically stored information that is relevant to a claim must be saved for an extended period of time. Even inadvertent destruction of electronic data, for example pursuant to your email purging procedures, can result in sanctions for your district if you are involved in litigation. A "litigation hold" is a directive to parties not to destroy any documents, including electronically stored information in all of its various forms, that might be relevant to a legal proceeding, or that might lead to the discovery of relevant information. In the event the district becomes aware of actual or threatened litigation, audit, or investigation that may concern a group of records, those records should not be disposed of until authorized to do so upon advice of your attorney.

The Superintendent or designee shall undertake the preservation and retention of records and data, including electronically stored information, when there becomes a likelihood that potential litigation will occur.

Irreplaceable, vital school district records must be protected against destruction in the event of a fire, flood, earthquake, terrorist act or other disaster. Vital records are those containing critical information essential to the continuity of operations, or the protection of the rights and interests of the school district, its students, and staff. The Superintendent or designee shall identify vital records and implement measures to ensure that these documents are preserved.

The School Board authorizes the destruction of records having no legal or administrative value or historical interest, following retention for those periods described in the records retention schedule.

Note: Alaska Statute 40.21.080 provides that public records may not be destroyed except on the authority of the local governing body. The Board may authorize by policies or regulations, the disposal of "routine records." The District should establish regulations defining its routine records, and time limits for retention of all records.

DISTRICT RECORDS BP 3580(B)

The School Board adopts as its Records Management System the Model Records Retention Schedule for Alaska School Districts. The Superintendent or designee will implement a records management program consistent with this Schedule.

The Superintendent or designee shall ensure the confidentiality of district records as permitted or required by law. All district employees must guard against improper disclosure of confidential and personally identifiable information.

(cf. 1340 - Access to District Records)
(cf. 4112.6/4212.6/4312.6 - Personnel Records)
(cf. 5125 - Student Records)

Note: Participants in the E-rate program have specific document retention requirements which go into effect for funding year 2004. Under FCC rules, program beneficiaries must "retain all records related to the application for, receipt and delivery of discounted services for a period of ~~five~~ ten years after the last day of service delivered" in any particular funding year. FCC Rule § 54.516. Specifically, eight categories of documents must be retained, at a minimum: prebidding process, bidding process, contracts, application process, purchase and delivery of services, invoicing, inventory, and forms and rule compliance. A retention summary document may be accessed here: https://www.usac.org/wp-content/uploads/e-rate/documents/resources/e-rate-program-applicant-document-retention-list-UPDATED-1.pdf

Legal Reference:

ALASKA STATUTES
40.25.120-40.25.220 Public Records Act
14.03.115 Parental Access
14.17.910 Restrictions governing receipt and expenditure of money from public school foundation account
40.21.010-40.21.140 Public records

ALASKA CONSTITUTION
art. 1, sec. 22, Right to Privacy

UNITED STATES CODE
5 U.S.C. § 552a – Privacy Act
20 U.S.C. § 1232 g & 34 CFR Part 99 – Family Educational Rights & Privacy Act

Revised
10/2021
11/2026

AASB POLICY REFERENCE MANUAL
9/92

EMPLOYMENT OF RETIRED TEACHERS

BP 4112.10

Note: ~~Effective November 8, 2018,~~ AS 14.20.136 authorizes schools districts and regional resource centers established under AS 14.12.150 to hire retired teachers in cases of teacher shortages. Retired teachers hired under this statutory provision may elect to continue receiving TRS benefit payments during the period of reemployment. A contract for reemployment of a retired teacher hired under AS 14.20.136 may not be for more than 12 consecutive months. Under AS 14.20.020(g), a retired teacher may teach as a long-term substitute for not more than 165 consecutive days of a school term.

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

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

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

It is the policy of the Board that teacher vacancies be filled in a timely manner by qualified personnel. The District administration is authorized to employ retired teachers in accordance with AS 14.20.136 in cases of teacher shortages, and to notify the Administrator of the Teachers' Retirement System that it is hiring retired teachers pursuant to that statutory provision. This includes the employment of retired teachers at regional resource centers established under AS 14.12.150.

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

(cf. 4111 Recruitment and Selection)

Legal Reference

ALASKA STATUTES
14.20.136 Employment of member of teachers' retirement system
14.25.043 Reemployment of retired members
14.20.165 Restoration of tenure rights

Revised 9/2024
11/2026

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STUDENT NUTRITION AND PHYSICAL ACTIVITY BP 5040 (a)

Note: This policy was developed by the State of Alaska Obesity Prevention and Control Program and the Alaska Department of Education & Early Development Child Nutrition Program and meets all federal requirements for Local School Wellness Policies. It is intended to provide a framework for developing a wellness policy. The policy adopted by your School Board must be developed with the involvement of the identified advisory group discussed in Section A.

The School Board recognizes that schools are in a position to promote healthy lifestyle choices by students that can affect their lifelong wellness. Therefore the School District will provide environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating, physical, and subsistence activity.

The School Board understands that:

(a) Teaching about food and nutrition should support students in both the local community and other community contexts.
(b) Traditional knowledge of food and harvesting teaches values and skills to all Alaskan students.
(c) Food nutrition should link students positively to their cultures and ways of life in Alaska or countries of origin.
(d) Tribal governments and tribal members have extensive indigenous nutrition, scientific, resource management, and legal knowledge about harvesting foods.
(e) Offering subsistence and local food harvesting opportunities contributes to nutritional health, but also supports cultural identity, improved physical and mental health, and deepens students understanding of an ecosystem.
(f) Familiar and cultural foods can create cultural safety and contribute to a positive learning environment.

Schools will provide nutrition promotion and education, physical education, and other school-based activities to foster lifelong habits of healthy eating and physical activity, and will establish linkages between nutrition education, school meal, and local food programs.

(cf. 1020 – Youth Services)

A. Planning and Periodic Review by Stakeholders

The school district and when appropriate individual schools within the district will create or work with an existing advisory group that will assist in developing, implementing, monitoring, reviewing and, as necessary, revising school nutrition and physical activity goals. The school district will permit and encourage the participation of students, parents, food service personnel, School Board members, school administrators, school health professionals, physical education teachers, local SNAP-Ed coordinators and other interested community members in the advisory group. The district will promote opportunities to participate in the advisory group at least once a year through parent and stakeholder communication, which may include newsletters, public announcements, web-postings, parent communication, etc.

The school district will provide the advisory group with appropriate information and clear guidelines to assist in the development and/or revision of relevant policies and nutrition and physical activity goals. Goals will be based on available scientific evidence for improving school nutrition and physical activity programs. Goals and progress toward achievement will be presented to the School Board on an annual basis.

School districts will add in a pathway during planning to submit a local foods nutritional plan and an opportunity to determine how donated local foods can meet with occupational health and safety regulations.

(cf. 1000 – Concepts and Roles)

B. Nutrition

All foods available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. (7 C.F.R. Parts 210 and 220). To the extent practicable, all schools in the district will participate in available federal school meal programs. Effective January 1, 2028, as part of its breakfast and lunch program, the District may not serve a food or beverage that contains any of the following color additives certified by the United States Food and Drug Administration under 21 U.S.C. 379e:

1. red dye 3 (U.S. Chemical Abstracts Service no. 16423-68-0);
2. red dye 40 (U.S. Chemical Abstracts Service no. 25956-17-6);
3. yellow dye 5 (U.S. Chemical Abstracts Service no. 1934-21-0);
4. yellow dye 6 (U.S. Chemical Abstracts Service no. 2783-94-0);
5. blue dye 1 (U.S. Chemical Abstracts Service no. 3844-45-9);
6. blue dye 2 (U.S. Chemical Abstracts Service no. 860-22-0); or
7. green dye 3 (U.S. Chemical Abstracts Service no. 2353-45-9).

All other foods and beverages made available on school campus (including, but not limited to vending, franchise vendors, concessions, a la carte, student stores, classroom parties, fundraising, and foods and beverages that are not for sale) during the school day, between the hours of 12:00 AM and 30 minutes after the conclusion of the instructional day, shall meet nutritional requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School. For the purpose of this policy, the school campus is defined as all property under the jurisdiction of the school district that is accessible to students.

Schools will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.

Traditional cultural foods may be exempted from the nutritional requirements when offered free of charge and for educational purposes. Traditional cultural foods offered for sale or as a part of the school breakfast or lunch program must meet nutritional requirements.

Foods and beverages will not be offered as a reward for students' performance or behavior.

STUDENT NUTRITION AND PHYSICAL ACTIVITY BP 5040 (c)

Schools will provide free potable water in the place where meals are served and elsewhere throughout the school buildings.

When practicable, Alaska farm and fish products will be utilized in meals and snacks.

Schools will encourage all students to participate in federal school meal programs and protect the identity of students who eat free and reduced priced meals.

Schools will encourage all students to eat healthy and nutritious meals within the school dining environment and will, to the extent practicable, involve students in menu planning.

To the extent practicable, schools will schedule lunch as close to the middle of the school day as possible. Schools are encouraged to provide opportunities for mid-morning or mid-afternoon healthy snack breaks.

Schools will limit food and beverage marketing on campus to the promotion of foods and beverages that meet the National School Lunch Act, Nutritional Guidelines for All Foods Sold in Schools.

Schools will work to provide age-appropriate nutrition education as part of the health and physical education curricula that respects and integrates the cultural practices of students. Schools will provide opportunities for students to practice nutrition and harvesting skills both inside and outside the school setting. The District will seek to provide evidence-based nutrition education curricula and intergenerational knowledge on local foods that fosters lifelong healthy eating behaviors integrated into comprehensive school health education.

To the extent practicable:

(a) Students in grades pre-K-12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors.
(b) Classroom nutrition education shall be reinforced in the school dining room or cafeteria setting as well as in the classroom, with coordination among the nutrition service staff, administrators, local advisory group, and teachers.
(c) Students shall receive consistent nutrition messages from schools and the district. This includes in classrooms, on field trips, cafeterias, outreach programs and other school-based activities.
(d) Nutrition education shall be taught by a certified/licensed health education teacher, and should include input and guest instruction by a locally endorsed Elder or culture bearer.
(e) Schools will strive to establish or support opportunities to learn about local plants, harvesting, hunting and gardening to provide students with experiences in planting, harvesting, preparing, serving and tasting healthy, nutritious and Alaskan foods.

(cf. 0210 – Goals for Student Learning)
(cf. 3550 – Food Service)
(cf. 3551 – Food Service Operations)
(cf. 3552 – Regular Lunch Program)
(cf. 3553 – Free and Reduced Price Meals)
(cf. 3554 – Other Food Sales)

STUDENT NUTRITION AND PHYSICAL ACTIVITY BP 5040 (d)

C. Mandatory Physical Activity

Pursuant to AS 14.30.360, a district shall establish guidelines for schools in the district to provide opportunities during each full school day for students in grades kindergarten through 8 for a minimum of 90 percent of the daily amount of physical activity recommended for children and adolescents in the physical activity guides by the Centers for Disease Control and Prevention. The time provided for physical activity may involve physical education classes and unstructured physical activity, such as recess. The district shall adopt guidelines that allow students to be excused from physical activity due to medical and health and safety reasons, such as inclement weather.

Note: Section D: Physical Activity and Section E: Physical Education are optional policies that provide physical education and physical activity goals that meet the requirements of state and federal law. The District's policies may differ from Sections D and E provided the policies meet the requirements of AS 14.30.360, as described in Section C: Mandatory Physical Activity Guidelines.

D. Physical Activity

All students in grades kindergarten through eight will be provided with at least 54 minutes each day of physical activity. This time may be accumulated throughout the school day and may include physical education, recess and classroom based activities. Whenever possible, all students shall be given opportunities for physical activity through a range of programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs. Elementary students will be

provided at least 20 minutes each day of structured, active recess. Classroom based physical activity is encouraged and counts toward the 54 minute requirement as long as it does not replace recess.

When practicable, recess shall be scheduled before lunch periods and take place outdoors.

Indoor and outdoor facilities shall be available so that physical activity is safe and not dependent on the weather. Physical activity equipment shall be age- appropriate, inviting, and available in sufficient quantities for all students to be active. Equipment shall be inspected regularly (at least weekly) for safety and replaced when needed.

Using physical activity as punishment, or withholding physical activity/physical education time as a means of discipline, is prohibited.

The district/school will promote strategies/events designed to generate interest in and support active transport to school (walking school busses, 'bicycle trains' Walk/Bike to School Day, Safe Routes to School Programs).

Schools are encouraged to negotiate mutually acceptable and fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.

(cf. 1330 – Community use of school facilities)

E. Physical Education

Physical education will be closely coordinated with the overall school health program, especially health education, so that students thoroughly understand the benefits of being physically active and master the self-management skills needed to stay active for a lifetime.

STUDENT NUTRITION AND PHYSICAL ACTIVITY BP 5040 (e)

To the extent practicable, all schools will provide daily physical education opportunities for all students. All elementary students will be provided at least:

Option 1: the National Association for Sport and Physical Education (NASPE) recommendation of 150 minutes of physical education per week, for the entire school year.

Option 2: ___ minutes (determined by district capacity) of physical education per week, for the entire school year.

Middle and high school students shall be provided at least:

Option 1: the National Association for Sport and Physical Education (NASPE) recommendation of 225 minutes of physical education per week, for the entire school year.

Option 2: ___ minutes (determined by district capacity) of physical education per week, for the entire school year.

All elementary and middle-school students will be required to participate in physical education for all years of enrollment in school. All high school students shall be required to participate in physical education for one full year. Physical education shall be exclusive of health education and shall be available for all four years of high school. Each district/school will adopt a physical education curriculum that aligns with the Alaska State Standards for Physical Education for grades K-12, with grade level benchmarks. The curriculum shall be reviewed in accordance with the regular curriculum review and adoption schedule of the District.

F. Communication with Parents

The district/school will regularly, at least annually, inform and update the public, including students, parents, and the community, about the content, implementation of, and progress towards goals in this policy. Parents will be actively notified through email or other notification processes and provided access to this policy and all subsequent reports and updates.

The district must make available to the public the wellness policy, including any updates to and about the wellness policy, at least annually. The district must also make available the 3 year assessment described in Section G, including progress toward meeting the goals of the policy.

The district/school will support the efforts of parents to provide a healthy diet and daily physical activity for their children. Schools will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutrition standards. The district will provide parents & the public with information on healthy foods that meet the requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School, and ideas for policy compliant foods for vending, concessions, a la carte, student stores, classroom parties and fundraising activities

The district/school will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support the efforts of parents to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information through a website, newsletter, or other take-home

materials, special events, or physical education homework.

(cf. 6020 – Parent Involvement)

G. Monitoring, Compliance and Evaluation

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies and administrative regulations. Administrative regulations may be developed to ensure that information will be gathered to assist the School Board and district in evaluating implementation of these policies and to ensure that necessary documentation is maintained in preparation for the triennial administrative review conducted by Child Nutrition Programs, Department of Education & Early Development.

The Superintendent or designee will designate one or more persons to be responsible for ensuring that each school within the district complies with this policy, and that school activities, including fundraisers and celebrations, are consistent with district nutrition and physical activity goals.

The School Board will receive an annual summary report on district-wide compliance with the established nutrition and physical activity policies, and the progress made in attaining the district nutrition and physical activity goals, based on input from the schools within the district. The report will also be distributed to advisory councils, parent/teacher organizations, school principals, and school health services personnel, and will be made available to the public.

The district must conduct an assessment of wellness policy every 3 years, at a minimum. The assessment must determine: compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy. The policy must be updated as appropriate.

Legal Reference:

UNITED STATES CODE
Richard B. Russell National School Lunch Act, 42 U.S.C. 1751-1769j
Child Nutrition Act of 1996, 42 U.S.C. 1771-1793

CODE OF FEDERAL REGULATIONS
7 C.F.R. Parts 210 and 220, National School Lunch Program and Breakfast Program

FEDERAL REGISTER
Nutrition Standards for All Foods Sold in Schools ("Smart Snacks in School"), Vol. 78, No. 125, Part II, Department of Agriculture (2013)

ALASKA STATUTES
AS 14.30.360 Health education curriculum; physical activity guidelines
AS 14.03.087 Prohibited food additives

Students

11/2026

AASB POLICY REFERENCE MANUAL
9/92

Note: AS 14.33.100 requires that all school districts develop a model school crisis response plan for use by each school in the district, and each school shall develop a school specific crisis response plan.

All district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, or other crisis which create distress, hardship, fear or grief. The Superintendent or designee shall develop and maintain a crisis response plan for handling all foreseeable emergencies and disasters. This plan shall be reviewed and updated at least annually.

A crisis response team for each school shall augment the district plan with working plans and procedures specific to each school building. The crisis response team must include the principal, one certificated and one classified member of the school staff, and one parent whose child attends the school. Additionally, the team may include a school board or advisory school board member, a school counselor, a member of local law enforcement, and a student in grade 10 or higher.

All students and employees shall receive instruction regarding these plans. Employees shall be trained in crisis response, including evacuation and lock down drills. New employees shall complete the training within their first two years of employment. Disaster simulation exercises may be held annually at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies.

The Superintendent or designee shall consult with local social service agencies and law enforcement authorities so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each district school.

Note: Effective July 1, 2027, DEED shall adopt curricula to instruct public school students on hands-only Cardiopulmonary resuscitation. This curricula shall determine what grade levels are required to receive instruction and what is appropriate for each grade level. Upon DEED's issuance of the curricula, the district shall implement it as required.

The crisis response plan must include the following information. Districts should add to this list as appropriate.

The crisis response plan for each school must:

a. identify the person in charge and a designated substitute;
b. identify the crisis response team members and their specific job functions relating to a crisis;
c. include a communication plan;
d. implement a Cardiopulmonary resuscitation education plan under AS 14.30.363, with appropriate training, as required;
e. include protocols for responding to immediate physical harm of students, faculty, or staff and to traumatic events, including the period after the events have concluded;
f. include disaster and emergency procedures to respond to earthquakes, fire, flood, explosions, or other events or conditions in which death or serious injury is likely;
g. include crisis procedures for safe entrance to and exit from the school by students, parents, and employees, including an evacuation and lock down plan; and
h. include policies for enforcing school discipline and maintaining a safe and orderly environment during the crisis.

(cf. 3514 - Safety)

(cf. 3515 – School Safety & Security)
(cf. 5142 - Student Safety)

The crisis response plans shall be reviewed annually and updated as appropriate. A copy of each school's crisis response plan shall be retained by the district and a copy provided to each local agency that has a role in the plan. Notice of completion of the annual review and update and the location of a school's crisis response plan shall be posted at each school in the district. Each school's crisis response plan shall be printed and available for inspection by the public.

Note: The following language may be revised to reflect district philosophy and needs

The School Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The School Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

The School Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation. Each principal shall ascertain that at least one staff member at each school holds a valid certificate in these areas. The Superintendent or designee shall provide for CPR inservice training to be offered to district staff annually.

Legal Reference:

ALASKA STATUTES
14.03.030 School term
14.03.140 Emergency drills
14.30.363 Cardiopulmonary resuscitation education
14.33.100 Required school crisis response planning
18.70.080-18.70.300 Fire protection

Revised
9/92
3/2016
11/2026

HIGH SCHOOL GRADUATION REQUIREMENTS BP 6146.1(a)

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

Note: The following sample policy reflects the minimum graduation requirements specified in 4 AAC 06.075 and should be revised to reflect district philosophy and needs. Unless otherwise stated in a student's IEP, the district shall require all students in grade 11, and all students in grade 12 who have not previously done so, to take a college and career readiness assessment described in 4 AAC 06.717. However, failure to take one of these assessments shall not be grounds for withholding a diploma from an otherwise qualified student. At the request of a student, the district shall retroactively issue a high school diploma to a student who did not receive one because of failure to pass all or a portion of the previously required High School Graduation Qualifying Exam and instead received a certificate of achievement, provided the person takes a college and career readiness assessment. AS 14.03.075. A person may satisfy the assessment pursuant to the regulations in 4 AAC 06.718. The district is to mail a notice of this option to each such student who qualifies for a diploma to the student's last known address.

Note: For students who enter grade nine on or after July 1, 2027, they must complete the comparative government and civics education assessment(s) set forth in AS 14.03.076. The District shall utilize the curricula provided by DEED to provide these assessments. To receive a diploma, a student must meet the requirements of AS 14.03.076(c) unless: 1) they transferred into the District after completing grade 10 at a school in another state, 2) received alternative instruction as set forth in AS 14.03.076(d)(2), or 3) is a student with a disability who receives a waiver from the School Board. The District shall affix a seal of civic readiness, as developed by DEED, to the transcript and diploma of a student who has attained a high proficiency in the above.

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

Subject	Units of Credit	
Language Arts	4	
Social Studies	3*	
Mathematics	~~2~~	~~- For students graduating from high school **on or before June 30, 2017**.~~
Mathematics	3	- For students graduating from high school **on or after July 1, 2017**
Science	2	
Health/Physical Education	1	
Electives	~~9~~ 8	- For students graduating from high school on or after July 1, 2030

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

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 6164.2 - Guidance and Counseling Services)
(cf. 6146.3 - Competency Testing)
(cf. 6184 - Virtual/Online Courses)

Legal Reference

ALASKA STATUTES
14.03.075 College and career readiness assessment; retroactive issuance of diploma
14.03.076 Comparative government and civics education and assessments requirement

ALASKA ADMINISTRATIVE CODE
4 AAC 06.075 High school graduation requirements
4 AAC 06.717 College and career readiness assessments
4 AAC 06.718 College and career readiness assessment after student received a certificate of achievement
4 AAC 06.721 College and career readiness assessment waivers
4 AAC 06.755-790 State wide assessment program for students with disabilities

Revised
3/2017
11/2026

AASB POLICY REFERENCE MANUAL
9/92

RECIPROCITY ON GRADUATION REQUIREMENTS BP 6146.4

Note: 4 AAC 06.075 authorizes the district to exempt transfer students with at least 13 units of credit from graduation credit requirements. The following sample policy may be revised or deleted to reflect district philosophy and needs.

Credit Requirements

The Board authorizes the Superintendent or designee ~~may~~ to exempt students transferring into the district from meeting district credit and assessment requirements for graduation upon verification of equivalent credits received elsewhere, in accordance with law.

(cf. 5118 - Transfers; Withdrawals)

Legal Reference:

ALASKA STATUTES
14.03.075 College and career readiness assessment; retroactive issuance of diploma
14.03.076 Comparative government and civics education and assessments requirement

ALASKA ADMINISTRATIVE CODE
4 AAC 06.075 High school graduation requirements

Revised
3/2015
11/2026

SPECIAL EDUCATION BP 6172(a)

Note: The following sample policy addresses education provided under the Individuals with Disabilities Education Act.

The School Board desires children with and without disabilities to share an interactive educational environment which nurtures understanding, cooperation and mutual respect.

A student's IEP team shall determine the content of the student's individualized educational program (IEP) and make placement decisions for the least restrictive environment that is educationally appropriate.

All students, without regard to race, ethnicity, national origin or gender, shall have equitable access to general education interventions, to timely referral for an evaluation for disability, and to equitable treatment in the evaluation process, in the quality of special education and related services provided, and in the degree of restrictiveness of their educational environment.

Note: 4 AAC 52.590 requires districts to establish written procedures for the identification of children in need of a surrogate parent and for the appointment and removal of surrogate parents. AS 14.30.272 requires the district to inform parents/guardians of children with disabilities of the procedural safeguards provided by law. 4 AAC 52.190 requires written notice before initiating or changing a child's identification, evaluation or placement and when refusing a parent's request to initiate or change a child's identification, evaluation or placement.

The Superintendent or designee shall establish written procedures required by law and shall ensure district compliance with procedural safeguards, including appropriate notices to parents/guardians established by state and federal laws and regulations.

Note: 4 AAC 52.115 requires evaluation and placement within 90 calendar days of obtaining parental consent for evaluation. However, completion of an individualized education plan must occur within 30 days after determining a child's eligibility.

Services will be provided in accordance with a student's IEP once parental consent or administrative or judicial proceedings authorize the provision of special education and related services.

The District shall, in collaboration with the Department of Education and Early Development, ensure to the maximum extent possible that the parents of children who are deaf or hard of hearing (or the District suspects of being deaf or hard of hearing) are provided with comprehensive, neutral, and unbiased information in accordance with AS 14.30.272(c)(1) and other applicable law. The District shall also allow the parent of the child to choose the method of communication the parent determines is most appropriate for the child and provide services using the parent's chosen method of communication, as required by law.

If the District operates residential services as part of its deaf and hard of hearing program as described in AS 14.30.276, the District shall annually submit a plan of operations to DEED as required by the statute.

(cf. 3541.2 - Transportation for Special Education Students)
(cf. 5144.2 - Suspension and Expulsion (Individuals with Exceptional Needs)
(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)
(cf. 6164.4 – Child Find)

Legal Reference:
ALASKA STATUTES
14.30.180-14.30.350 Education for children with disabilities

ALASKA ADMINISTRATIVE CODE
4 AAC 52.010-4 AAC 52.990 Education for children with disabilities

UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act of 1974
1400 et seq. Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34
99.10-99.22 Inspection, review and procedures for amending education records
300.340-349 Individualized education programs
300.500-300.514 Due process procedures for parents and children
300.550-300.553 Least restrictive environment; alternative placements; placement; nonacademic settings

Revised
3/2017
11/2026

Note: In 2005, AS 14.30.141 was passed requiring districts to permit the self-administration of medication by students for asthma or anaphylaxis. Self-administration may only be permitted upon a school's annual receipt of written certification by the student's parent/guardian and the student's health care provider. The statute also requires parents to release the school district from liability from any injury that may result from the storage and self-administration of asthma and anaphylaxis medication. Finally, the statute provides that students who use the medication in a manner other than prescribed are subject to disciplinary action.

The School Board recognizes that students sometimes may need to take prescribed medication during the school day in order to be able to attend school without jeopardizing their health. In such cases, when the district has received written statements from the student's ~~physician~~ health care provider and parent/guardian as required by law, designated personnel shall assist the student in taking the medication.

The written statements provided by the health care provider and parent/guardians must include the information described in AS 14.30.141. The term "health care provider" means a licensed physician, advanced practice registered nurse, respiratory care practitioner, physician assistant, village health aide, or pharmacist operating within the scope of the health care provider's authority.

The Board recognizes that some students have allergies of such severity that they may require an emergency anaphylactic injection during the course of the school day. Parents/guardians who are aware of this foreseeable need may ask the district to store and provide such injections. School staff who may be required to administer anaphylactic injections shall receive appropriate training and will be authorized to administer the injections within the legal provisions of law.

(cf. 5141 - Health Care and Emergencies)

Self-Administration of Medication for Asthma or Anaphylaxis

A student may be permitted to carry medication that has been prescribed or ordered by a ~~physician~~ health care provider to stay on or with the student due to a pressing medical need. Students who have received instruction in the self-administration of asthma or anaphylaxis medication shall be permitted to carry and self-administer the medication upon written authorization of the parent/guardian and health care provider, consistent with law and procedures developed by the [Superintendent/Chief Administrator]. Written authorization must be submitted annually.

By law, neither the District nor its schools are liable for injuries that may result from the storage or self-administration of medication. No student will be permitted to carry or self-administer a prescribed medication without a release of liability for the school, its employees, and agents. The release of liability shall include an agreement to indemnify and hold harmless the school and its employees or agents from claims arising out of the storage or self-administration of medication.

A student who uses the medication in a manner other than prescribed is subject to disciplinary action.

Legal Reference:
ALASKA STATUTES
09.65.090 Civil liability for emergency aid
14.30.141 Self-administration and documentation of medication

Revised 2/2006
11/2026

AASB POLICY REFERENCE MANUAL
9/92

QUALIFICATIONS

Note: Under AS 14.08.041 (governing regional school boards) and AS 14.12.080 (municipal school boards), individuals are eligible to run for school board if they meet local voter qualifications. Local voter qualifications are set forth at AS 29.26.050. To be a qualified local voter, the individual must also meet the requirements to vote in the State of Alaska as defined in the Alaska Constitution, article V, and AS 15.05.010. The following policy sets forth the qualifications to be a voter in a state and local election, thus qualifying an individual to seek a seat on the school board.

Furthermore, under a 2026 revision to AS 14.12.080, a school board member may not have been convicted of a felony involving moral turpitude unless the person has been unconditionally discharged for the felony and at least 10 years have passed since the date of unconditional discharge. "Unconditionally discharged" has the meaning given in AS 12.73.090.

All qualified and interested individuals are encouraged to serve the District and its students by seeking election to the School Board.

(cf. 9220 – School Board Elections)

An individual with the following qualifications is eligible to be a member of the School Board:

1. is a citizen of the United States;

2. is 18 years of age or older;

3. is a registered voter in the State of Alaska;

4. has been a resident of the school district for 30 days immediately preceding the election (or appointment); and

5. is not disqualified from voting due to ~~conviction of a felony involving moral turpitude, assuming voting rights have not been restored; or~~

b. a court finding of incompetency, unless the disability no longer exists.

6. has not been convicted of a felony involving moral turpitude, unless the individual was unconditionally discharged for the felony and at least 10 years have passed since the date of the unconditional discharge. Voting rights must also have been restored.

(cf. 9200 – Board Members)
(cf. 9223 – Board Vacancies)

Note: The following language should be utilized by those school boards that have student board members.

A District student is eligible for appointment as an advisory Student Board Member without meeting the above qualifications.

(cf. 9110 – School Board Membership)

Legal Reference: (see next page)

QUALIFICATIONS (continued) BB 9210(b)

Legal Reference:

ALASKA STATUTES
14.08.041 Regional school boards
14.12.080 Qualification of members
15.05.010 Voter Qualification
29.26.050 Voter Qualification

ALASKA CONSTITUTION
art. 5, sec. 1, Qualified Voters
art. 5, sec. 2, Disqualifications

Added 01/07
Revised 11/2026

Note: Pursuant to AS 29.20.300, the assembly serves as the school board for third class boroughs. Pursuant to AS 14.12.110, where the public school population is less than 500 the voters may provide by referendum that the borough assembly serve as the school board.

Unless the term of office is modified by ordinance under AS 29.20.300, School Board members shall be elected for a three-year term in accordance with procedures established by ordinance for municipal elections or by state regulations for regional educational attendance areas.

Note: Pursuant to AS 14.14.140, a Board member may not be employed by the school district, except that under AS 14.08.041 a member of a REAA regional school board may be employed as a substitute teacher under emergency circumstances of a time-limited duration.

Any person eligible to be a voter in the district and who has not been convicted of a felony involving moral turpitude (unless the person has been unconditionally discharged for the felony and at least 10 years have passed since the date of unconditional discharge) is eligible for Board membership. In this section, "unconditionally discharged" has the meaning given in AS 12.73.090.

A district employee may seek election to the Board but must resign his/her position with the District if elected, except for employment as a substitute teacher under AS 14.08.041.

Note: The following optional language is intended to avoid situations which may be viewed as a conflict of interest.

A Board member should resign from the Board before seeking to secure district employment. In no event shall a final decision for hire be made prior to receiving the Board member's resignation.

(cf. 9210 – Qualifications)
(cf. 9250 - Remuneration, Reimbursement and other Benefits)
(cf. 9270 - Conflict of Interest)

Note: The following options should be revised or deleted as appropriate in light of applicable municipal ordinances or state regulations. AS 29.26.060 requires runoff elections for school boards unless otherwise provided by municipal ordinance. AS 14.08.071 authorizes regional school boards, by resolution, to request of the Lieutenant Governor that runoff elections not be held.

OPTION 1: Whenever it is impossible to determine which of two or more candidates has been elected to the Board, the Board shall immediately notify the candidates who received the tie votes of the time and place where lots shall be cast to determine the winner.

OPTION 2: Whenever it is impossible to determine which of two or more candidates has been elected to the Board, a runoff election shall be held in accordance with law.

Note: If subject to the provisions of AS 39.50.020, elected municipal officers, including school board members, are required to file financial disclosure statements upon filing for office and annually after election.

(cf. 9270 - Conflict of Interest)

Legal Reference: (See next page)

Legal Reference:

ALASKA STATUTES

14.08.041 Regional school boards
14.08.051 School board sections
14.08.061 Term of office
14.08.071 Elections
14.08.081 Recall
14.12.050 School board terms
14.12.080 Qualification of members
14.12.110 Single body as assembly and school board
14.14.140 Restrictions on employment
29.20.300 School boards
29.26.060 Runoff elections
39.50.020 Report of financial and business interests

Revised 2/2008
11/2026

ORIENTATION

BB 9230

The School Board invites all School Board candidates to attend public School Board meetings during the period of their candidacy so that, insofar as possible, new members will be prepared to discuss and cast informed votes on matters before the School Board from the time they are sworn into office.

The Superintendent or designee shall cooperate impartially with all candidates in providing them with information about School District activities and school programs.

The School Board and the Superintendent or designee shall help each newly elected member to understand the School Board's commitment to Board standards, District operations, and the School Board's functions, policies and procedures as soon after election as possible. Incoming members are encouraged to read the School Board's policies and informational materials on the function of the School Board and the school District, to visit school facilities, and to meet with the Superintendent or designee and School Board president, as needed, to become oriented to School Board service.

The incoming member may attend, at District expense, workshops for newly elected members, including such workshops conducted by the Association of Alaska School Boards.

All Board members shall engage in the required ethics and budgeting training provided by the Department of Education and Early Development as set forth in AS 14.08.041 or AS 14.12.045, as applicable.

(cf. 9020 - Board Standards)
(cf. 9240 - Board Development)

Legal Reference:

ALASKA STATUTES
14.08.041 Regional school boards
14.12.045 Required training for school board members
14.14.160 Cooperation and support of certain association functions

Revised 11/2026

The Board secretary or designee shall keep minutes and record all official Board actions.

(cf. 9123 - Secretary/Treasurer)

Official Board minutes and the master copy of the policy manual shall be stored in a fire-proof location at the District office.

Copies of the minutes of each regular or special meeting shall be distributed to all Board members with the agenda for the next regular meeting, and will be available for public review at the district office and each school site.

(cf. 1340 - Access to District Records)

Recording of Votes

Motions or resolutions shall be recorded as having passed or failed. Individual votes shall be recorded unless the action was unanimous. All Board resolutions shall be numbered consecutively from the beginning of each fiscal year.

Recording Devices

A video or audio tape recording may be made at any open Board meeting. The presiding officer shall announce that a recording is being made at the beginning of the meeting, and the recorder shall be placed in plain view of all persons present, insofar as possible.

Retention of Board Minutes

Official Record: The written minutes, once approved by the School Board, constitute the official record of board proceedings. Board records and minutes must be maintained in accordance with the Alaska Model Records Retention Schedule for Alaska School Districts.

Retention of Recordings: Audio and video recordings are supplemental documentation to assist in the preparation of accurate minutes but do not replace the written minutes as the official record. Audio and video recordings of board meetings shall be retained until the written minutes of that meeting have been approved by the School Board. Once minutes are approved, recordings may be destroyed unless the board determines there is a specific need to retain a particular recording for a longer period.

Legal Reference:

ALASKA STATUTES
14.14.090 Additional duties

Revised 11/2026

CHARTER SCHOOL APPLICATION BP 10020

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

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

(cf. E 10020 - ~~Sample Bylaws~~ DEED Initial Charter School Application Form and sample bylaws)

Charter Schools

CHARTER SCHOOL APPLICATION BP 10020

Legal Reference:

Alaska Statutes
14.03.250-14.03.280 Charter Schools

Revised 11/2026

AASB POLICY REFERENCE MANUAL
9/92

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

SCHOOL BOARD COMMUNICATION

Title: Approval for Snow Removal Contract

Date: November 10, 2026

Administrator: Jamie Burgess, Superintendent

Attachments: Quote from Alaska Gold, Email Chain from Jonathan Duarte

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

BACKGROUND INFORMATION

Due to staffing issues and the loss of a previous snow removal contractor, Mr. Duarte, Director of Maintenance, reached out to potential vendors in the community for snow removal for the current school year. A lack of available vendors left Alaska Gold as the only viable vendor again for this year. Mr. Duarte agreed to put more specifics into the directions to Alaska Gold to keep the costs down for this year.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the snow removal contract with Alaska Gold for the 2026-2027 school year.

Sample Motion: I move to approve the snow removal contract with Alaska Gold for the 2026-2027 school year.

Genevieve Hollins

From: Jonathan Duarte <jduarte.nms@nomeschools.org>
Sent: Friday, October 16, 2026 6:09 PM
To: Cameron Iyatunguk; Larry Pederson
Cc: Shane Smithhisler; Matthew French; Jamie Burgess; Genevieve Hollins; Hannah Katongan
Subject: Nome Public School - Snow Removal Proposal Request 2026-2027

Good afternoon, Larry and Cam,

Thank you for your continued support and willingness to assist snow removal needs this season.

I have included the District Office in this correspondence to provide visibility regarding anticipated expenditures, review the proposed scope of work, and address any questions or concerns before moving forward with a service agreement.

First, I want to acknowledge the excellent service your crew provided last year. We greatly appreciate your team's hard work and responsiveness. However, the overall operational costs exceeded our anticipated budget for contracted snow removal.

With limited funding available this year, I would like to establish a more cost-effective approach while continuing to maintain safe and accessible school facilities.

Proposed Operational Expectations:

- **Daily Inspections:** As we did last year, your crew would inspect and assess our facilities once daily to determine necessary snow removal and sanding services.
- **Prior Approval for Extended Operations:** Snow removal operations exceeding eight hours per day or event must be requested and approved in advance, except when immediate action is necessary to address safety concerns or emergency conditions.
- **Sanding Services:** Sanding would be provided upon request, as time and scheduling allow, based on weather conditions and facility needs.
- **Special Events and Weekend Support:** We would appreciate additional assistance during school activities, including Saturday and Sunday events, Christmas programs, and sporting events. When possible, having a crew member available following these events would help maintain safe access for students, staff, and visitors.
- **Equipment Staging:** Please feel free to stage equipment near the Quonset hut. We are currently installing shelving and reorganizing materials inside, and I anticipate that indoor parking may become available within the next few months.

Our objective is to improve coordination, minimize expenditures, and remain within our allocated budget without compromising the quality of service or safety of our facilities.

With winter approaching and snowfall expected, I would like to get a formal agreement established as soon as possible to ensure services are approved.

Please submit a snow removal service proposal with equipment and maintenance personal pricing for final review of approval.

Best Regards,

Jonathan Duarte
Facilities Manager for Nome Public Schools
3.5 Nome Teller Road - Nome, AK 99762
Direct (907) (907) 443-6179 | Cell (907) 244-4121
Jonathan.duarte@nmsusa.com

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ALASKAGOLD
3301 C STREET, SUITE 400
ANCHORAGE, ALASKA 99503
907.563.3788

October 19,2026

To: Nome Public Schools
Attn: Jonathan Duarte
(907) 244-4127
Email: jduarte.nms@nomeschools.org

RE: 2026-2027 Nome Public Schools Snow Removal Services

Proposal

The Following tables outlines hourly rates for Snow Removal and Sanding services for Nome Public Schools in Nome Alaska on an as needed basis outlined in the scope provided by NPS Staff.

Pricing **includes** the following:

1. Alaska Gold Company (AGC) snow removal and sanding services to include shoveling of walkways and steps, pushing snow into stockpiles, hauling piles, scraping parking lots and sanding when necessary.
2. Maintenance of all AGC owned equipment.
3. Operators/Drivers of AGC owned equipment.
4. Prices listed below are "wet/operated" rates.

Item	Description	Unit Price
1	Large Loader with bucket & 12' push blade	$285.00/hr.
2	Small Loader w/bucket &10' push blade, Operated	$235.00/hr.
3	Grader	$300.00/hr.
4	End Dump, 10-12 cyd	$215.00/hr.
5	Sand Truck, 1 cyd	$145.00/hr.
6	General Maintenance Worker	$105.00/hr.
7	Dozer	$225.00/hr.

*All items listed above will be billed in half (1/2) hour increments. *

If you have any questions regarding this quote, you can contact me at: (907) 304-1498.

Sincerely,

Shane Smithhisler

Shane Smithhisler
AGC Manager