



Nome Public Schools Board of Education Meeting Agenda

June 5, 2019 - 11:00 AM
Board Policy Committee Meeting, NES Library
1057 E 5th Ave
Nome, Alaska 99762

PO Box 131
Nome, AK 99762

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

SCHOOL BOARD MEMBERS

Mrs. Sandy Martinson, President
Dr. Barb Amarok, Vice President
Mrs. Nancy Mendenhall
Mrs. Darlene Trigg
Mr. Bob Metcalf

AGENDA

A. Call to Order

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

C. Items for Discussion

1. Board Policy Review of Chapter 6000: Instruction 2
2. Board Policy Review of Chapter 7000: New Construction 83

D. Second Public Comment Opportunity

E. Adjournment

Nome Public Schools

6000 INSTRUCTION

BP 6000 CONCEPTS AND ROLES

BP 6010 GOALS AND OBJECTIVES

BP 6020 PARENT INVOLVEMENT

BP 6111 SCHOOL CALENDAR

AR 6111 SCHOOL CALENDAR

BP 6112 SCHOOL DAY

BP 6114 CRISIS RESPONSE PLAN

AR 6114 CRISIS RESPONSE PLAN

AR 6114.1 FIRE DRILLS AND FIRES

AR 6114.2 BOMB THREATS

AR 6114.3 EARTHQUAKE EMERGENCY PROCEDURES

BP 6115 CEREMONIES AND OBSERVANCES

BP 6116 CLASSROOM INTERRUPTIONS

AR 6116 CLASSROOM INTERRUPTIONS

BP 6141 CURRICULUM DEVELOPMENT AND EVALUATION

E 6141 CURRICULUM DEVELOPMENT AND EVALUATION

BP 6141.2 RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

BP 6141.3 MULTICULTURAL EDUCATION

BP 6142.1 FAMILY LIFE/SEX EDUCATION

BP 6142.2 AIDS INSTRUCTION

BP 6142.3 SCIENCE INSTRUCTION

BP 6143 COURSES OF STUDY

BP 6144 CONTROVERSIAL ISSUES

AR 6144 CONTROVERSIAL ISSUES

BP 6145 EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

AR 6145 EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

BP 6145.2 INTERSCHOLASTIC COMPETITION

AR 6145.2 INTERSCHOLASTIC COMPETITION

E 6145.2 INTERSCHOLASTIC COMPETITION

BP 6145.3 PUBLICATIONS

BP 6145.5 STUDENT ORGANIZATIONS AND EQUAL ACCESS

AR 6145.5 STUDENT ORGANIZATIONS AND EQUAL ACCESS

E 6145.5 SUBCHAPTER VIII - THE EQUAL ACCESS ACT

AR 6145.21 SPORTSMANSHIP

BP 6145.22 CONCUSSION IN STUDENT ATHLETES

AR 6145.22 CONCUSSIONS IN STUDENT ATHLETES

BP 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS

AR 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS

BP 6146.2 HIGH SCHOOL EQUIVALENCY TEST

BP 6146.3 COLLEGE AND CAREER READINESS ASSESSMENTS

AR 6146.3 COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS

E 6146.3(1) APPLICATION FOR A WAIVER

E 6146.3(2) APPLICATION FOR AN APPEAL TO A DENIAL FOR A WAIVER

BP 6146.5 DIFFERENTIAL REQUIREMENTS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS

BP 6146.6 ELEMENTARY SCHOOL DEVELOPMENTAL PROFILE

BP 6153 SCHOOL-SPONSORED TRIPS

AR 6153 SCHOOL-SPONSORED TRIPS

BP 6154 HOMEWORK/MAKEUP WORK

AR 6154 HOMEWORK/MAKEUP WORK

BP 6155 CLASS EXAMINATIONS/CHALLENGING COURSES BY EXAMINATION

BP 6156 LESSON PLANS

BP 6159 INDIVIDUALIZED EDUCATION PROGRAM

BP 6161.1 SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

BP 6161.2 DAMAGED OR LOST INSTRUCTIONAL MATERIALS

BP 6161.4 INTERNET

BP 6161.5 WEB SITES/PAGES

BP 6161.11 SUPPLEMENTARY INSTRUCTIONAL MATERIALS

BP 6162.5 STANDARDIZED TESTING

BP 6162.6 USE OF COPYRIGHTED MATERIALS

BP 6162.8 RESEARCH

BP 6163.1 LIBRARIES/MEDIA CENTERS

BP 6164.2 GUIDANCE AND COUNSELING SERVICES

BP 6164.3 STUDENT MENTAL HEALTH - MEDICATION AND SERVICES

BP 6164.4 CHILD FIND

BP 6171 TITLE I PROGRAMS

BP 6172 SPECIAL EDUCATION

BP 6173 EDUCATION FOR GIFTED AND TALENTED STUDENTS

BP 6174 BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS

BP 6174.1 EDUCATION OF NATIVE/INDIAN CHILDREN

BP 6175 MIGRANT CHILDREN PROGRAM

BP 6178 VOCATIONAL EDUCATION

BP 6178.1 WORK EXPERIENCE EDUCATION

BP 6181 CHARTER SCHOOL

BP 6182 CORRESPONDENCE STUDY PROGRAM

BP 6184 VIRTUAL/ONLINE COURSES

BP 6190 EVALUATION OF THE INSTRUCTIONAL PROGRAM

BP 6000 CONCEPTS AND ROLES

The School Board believes that the district and community must work together to ensure that educational goals and objectives are relevant to the lives and future of our students. The School Board shall adopt policies which define district philosophy and goals. The Superintendent or designee shall provide for the development of districtwide instructional objectives.

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

The School Board recognizes the importance of planning, implementing and evaluating the instructional program and shall provide the resources necessary for ongoing review and improvement of the district curriculum.

(cf. 0500 - Review and Evaluation)

(cf. 6141 - Curriculum Development and Evaluation)

In order to keep abreast of educational trends and changing student needs, the School Board supports a continuing program of professional development for certificated staff, the administration, and School Board members.

(cf. 4331 - Staff Development)

(cf. 9240 - School Board Development)

Note: [United States Code, Title 20 §6321](#) mandates districts receiving federal education funds to establish and implement a districtwide salary schedule and have a written policy ensuring the equivalent provision of staff, curriculum materials and instructional supplies among schools.

The district shall provide comparable educational opportunities for all students. The Superintendent or designee shall schedule teachers and classes so that there is a minimum variation in the student-teacher ratio from school to school at the beginning of each school year. He/she shall further ensure that the amount and quality of textbooks, instructional supplies and equipment are closely comparable in every district school and at each level.

(cf. 0410 - Nondiscrimination)

(cf. 6171 - Title 1 Programs)

Instruction in the core curriculum shall not be diminished when students receive supplementary services funded by special governmental programs.

The School Board

1. Articulates the district's educational philosophy and goals through School Board policy and approves districtwide instructional objectives which reinforce the district's philosophy and goals.
2. Adopts all curriculum and graduation requirements.
3. Determines the educational programs to be offered to the district's students.
4. Approves instructional materials and resources to be used in the district's curriculum.
5. Reviews the instructional program and evaluates the education received by students using available data including results of state and district student assessments.

The Superintendent or Designee

1. Establishes procedures for the ongoing review, evaluation, and development of the district's curriculum.
2. Ensures the articulation and integration of the district curriculum between educational levels.
3. Administers the district's educational program and reports to the School Board on the accomplishment of district goals and objectives using available data including results of the state and district student assessments through testing and other types of appraisal.
4. Decides the general methods of instruction to be used.
5. Assigns instructors and schedules classes for all curricular offerings.

Legal Reference:

6000

ALASKA STATUTES

[14.03.060](#) Elementary, junior high, and secondary schools

[14.03.090](#) Sectarian or denominational doctrines prohibited

[14.08.111](#) Duties (regional school boards)

[14.14.090](#) Additional duties

[14.14.110](#) Cooperation with other districts

UNITED STATES CODE

[20 U.S.C. §6321](#) Fiscal Requirements

Revised 3/2016

Nome Public Schools

BP 6010 GOALS AND OBJECTIVES

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

Student Achievement

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

The School Board recognizes that student achievement cannot occur if students do not regularly attend school. For this reason, the School Board sets a target date of 2018 to achieve an attendance rate of 95% or better for the district's schools and its students.

Graduation represents the culmination of a student's achievement in the district. The School Board believes that all student have the potential to graduate. The Board sets a target date of 2020 to achieve a graduation rate of 90% or better for the district's schools and its students.

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

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

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

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

(cf. 0100 – Philosophy)

(cf. 0210 – Goals for Student Learning)

(cf. 0500 – Review and Evaluation)

(cf. 5000 – Concepts and Roles)

(cf. 6000 – Concepts and Roles)

(cf. 9000 – Role of School Board and Members)

Legal Reference:

ALASKA STATUTES

[14.03.075](#) College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

[4 AAC 04.140](#) Content standards

4 AAC 06.825 Graduation and attendance rates

Revised 3/2016

BP 6020 PARENT INVOLVEMENT

Note: The following policy implements [AS 14.03.016](#) which requires school districts to have policies promoting the involvement of parents in the education program. For those districts receiving Title I funds, a policy on parental involvement is also mandatory. (See BP/AR 6171 Title I Programs)

The School Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. The district shall include parent involvement strategies as a component of instructional planning.

In exercising their roles in the education of their students, parents/guardians have the following specific rights:

- A. The right to object to and withdraw their student from a standards-based assessment or test required by the State of Alaska.
- B. The right to object to and withdraw their student from an activity, class or program.
- C. The right to be notified at least two weeks before any activity, class, or program is provided to their student that includes content involving human reproduction or sexual matters, except this right does not extend to training provided to students on awareness and prevention of sexual abuse, sexual assault, and dating violence and abuse.
- D. The right to withdraw their student from an activity, class, program, or standards-based assessment or test required by the State of Alaska for a religious holiday, as defined by the parent/guardian.
- E. The right to review the content of an activity, class, performance standard or program.

In exercising the rights above, parents/guardians must object each time the parent/guardian wishes to withdraw their student from an activity, class, program, or standards-based assessment or test required by the State of Alaska. Categorical objections and withdrawals from all activities, classes, programs, or assessments are not permitted.

Students will not be penalized when withdrawn by parents/guardians from an activity, class, program, or standards-based assessment or test. Absences based on parent objection and withdrawal will be excused and, as appropriate, alternative work assigned.

(cf. 5141.41 – Child Abuse Prevention)

(cf. 6141.2 – Recognition of Religious Beliefs and Customs)

(cf. 6142.1 – Family Life/Sex Education)

(cf. 6142.2 – AIDS Instruction)

(cf. 6162.5 – Standardized Testing)

Teachers and parents/guardians can better understand and meet student needs if they work together. All of our schools have a duty to communicate frequently with the home and to help parents/guardians develop skills and family management techniques which support classroom learning. Administrators and teachers should keep parents/guardians well informed about school expectations and tell them when and how they can assist their children in support of classroom learning activities. The School Board encourages staff training in effective communication with the home. The School Board encourages parents/guardians to serve as volunteers in the schools and to attend student performances and school meetings.

(cf. 1240 – School-Connected Organizations)

(cf. 1250 – Volunteer Assistance)

(cf. 5124 – Communication With Parents/Guardians)

(cf. 6154 – Homework/MakeUp Work)

(cf. 6171 – Title 1 Programs)

Legal Reference:

ALASKA STATUTES

[14.30.016](#) *A parent's right to direct the education of the parent's child*

[14.30.361](#) *Sex education, human reproductive education, and human sexuality education*

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

[14.30.356](#) *Dating violence and abuse policy, training, awareness, prevention, and notices*

Revised 12/2016

Revised 9/2016

Nome Public Schools

BP 6111 SCHOOL CALENDAR

The Superintendent or designee shall recommend to the School Board a school calendar that will meet the requirements of the law as well as the needs of the community, students and the work year as negotiated with district personnel.

Note: Amended in 2004 and retroactive to July 1, 2003, [AS 14.03.030](#) mandates a school term of 180 days with some exceptions. With the approval of the Commissioner of Education: up to ten days may be used for teacher inservice training; "emergency closure days" may be substituted for days in session because of conditions posing a threat to the health or safety of students; or the Board may adopt a different school term that includes at least 740 hours of instruction and study periods for students K-3 and at least 900 hours of instruction and study periods for pupils in grades 4-12. To utilize a different school term as just described, the Board must submit an acceptable plan to the Commissioner demonstrating that students will receive the approximate equivalent of a 180-day term.

The school calendar shall show the beginning and ending school dates, legal and local holidays, orientation and teacher inservice days, number of teaching days, vacation periods and other pertinent dates.

(cf. 0530 - Discontinuation or Closure of Schools)

(cf. 6115 - Ceremonies and Observances)

Legal References:

ALASKA STATUTES

[14.03.030](#) School term

ALASKA ADMINISTRATIVE CODE

[4 AAC 05.090](#) Discontinuation or Closure of Schools

Revised 1/11

Adopted: June 10, 2003

Nome Public Schools

AR 6111 SCHOOL CALENDAR

The following timeline shall be used by the administrators in developing the Nome Public Schools calendar.

- By October 30 - the principals and superintendent begin working on the School Calendar and establish a Committee. The Committee shall be comprised of the superintendent, principals, counselor(s), teachers, board member(s), parents and community members.
- November 30 - The superintendent and a designee will co-chair this committee and establish the first meeting to take place no later than November 30th of each year.
- December 15 - If deemed necessary, the committee will develop and distribute a survey in order to gather input from the community.
- January 30 - The Committee will review survey results and prepare option(s) for the regular scheduled Board of Education February meeting for their review and approval.

The Calendar will include:

1. a detailed calendar for the first school year,
2. start, end, and holidays for the second and third years.

Adopted: June 10, 2003

Nome Public Schools

BP 6112 SCHOOL DAY

Note: Pursuant to [AS 14.03.040](#), the school board may approve Saturday as a day in session. The School Board shall fix the length of the school day subject to the provisions of law. The school day shall be arranged and scheduled by the administration so as to offer the greatest return educationally for the time spent, within the limitations of school facilities and requirements of state law and regulations.

Legal Reference:

ALASKA STATUTES

[14.03.40](#) Day in session

Adopted: June 10, 2003

Nome Public Schools

BP 6114 CRISIS RESPONSE PLAN

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: 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. 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;
- e. 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;
- f. 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
- g. 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.

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 in service training to be offered to district staff annually.

Legal Reference:

ALASKA STATUTES

[14.03.030](#) *School term*

[14.03.140](#) *Emergency drills*

[14.33.100](#) *Required school crisis response planning*

[18.70.080-18.70.300](#) *Fire protection*

Revised 3/2016

Nome Public Schools

AR 6114 CRISIS RESPONSE PLAN

Note: Each district, and every school within the district, is required to have in place a crisis response plan. [AS 14.33.100](#). [AS 14.03.140](#) requires monthly emergency drills, such drills should be geared to the types of emergencies likely to be experienced. [AS 14.33.100](#) requires annual employee training in crisis response, including evacuation and lock down drills.

Principals and site administrators shall hold emergency drills at least once a month, weather permitting. ([AS 14.03.140](#))

The district crisis response plan shall be available to staff, students and the public in the office of the Superintendent or designee and in the office of each principal. Individual building crisis response plans shall be provided to each teacher and shall be available for public inspection at the principal's office. The principal shall make certain that students and staff are familiar with the plan and shall periodically conduct preparedness drills to ensure effective behavior in the event of an actual emergency or disaster.

The crisis response team for each school shall meet each year to review the crisis response plan and recommend changes and/or improvements.

1. Principal

The principal or designee may assume overall direction of disaster procedures. Each principal shall prepare written disaster plans for his/her school and present a copy to the Superintendent or designee.

The principal shall:

- a. Direct evacuation of buildings, using fire signals and procedures as required for fire, threatened explosion, or following cessation of earthquake tremors, and using a manual bell for signals in case of power failure.
- b. Arrange for transfer of students when their safety is threatened by floods or approaching fires.
- c. Issue orders to teachers if children are to assemble in preselected safer areas within the school.
- d. Schedule monthly/periodical fire drills and keep appropriate records.
- e. Use discretionary judgment in emergencies which do not permit execution of prearranged plans.
- f. Inform the Superintendent or designee of all emergency actions taken as soon as possible.
- g. Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc.

2. Teachers

- a. Teachers shall be responsible for supervision of students in their charge. Teachers shall:
- b. Direct evacuation of students in their charge to inside or outside assembly areas in accordance with signals, warning written notification, or intercom orders.
- c. Give the DROP command during an earthquake.
- d. Take roll when the class is relocated in an outside or inside assembly area or at another location.
- e. Report missing students to the principal or designee.
- f. Send students in need of first aid to the person(s) trained in first aid.

3. Custodian/Maintenance Personnel

Custodians/maintenance personnel are responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. Custodians/maintenance personnel shall:

- a. Survey and report damage to the principal.
- b. Direct rescue operations as required.
- c. Direct firefighting efforts until regular fire fighting personnel take over.
- d. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines.
- e. Disburse supplies and equipment as needed.
- f. Conserve usable water supplies.

4. The school secretary shall:

- a. Report a fire or disaster to the appropriate authorities.
- b. Assist the principal as needed.
- c. Provide for the safety of essential school records and documents.

5. The secretarial staff shall man telephones, monitor radio emergency broadcasts, assist the as needed, and act as messengers and carriers when so directed.

6. The person(s) trained in First Aid shall:

- a. Administer first aid.
- b. Supervise the administration of first aid.
- c. Organize first aid and medical supplies.

Adopted: June 10, 2003

Nome Public Schools

AR 6114.1 FIRE DRILLS AND FIRES

Note: All districts, and each school within a district, are required to have in place a crisis response plan which contains emergency procedures to address disasters, including fire. [AS 14.33.100](#).

All students, teachers, and other employees shall be instructed as to leaving the school building in an orderly and rapid manner.

Principals and teachers shall recognize that it is essential in any emergency to prevent panic by giving students clear direction and supervision. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated escape route is blocked.

(cf. 6114 - Crisis Response)

A record shall be kept in the principal's office of each fire drill conducted. A copy of the record shall also be filed in the office of the Superintendent or designee.

In the event that fire is discovered in any part of the school, the fire department shall be called immediately after the signal is given to evacuate the building. Students and adults evacuate the building to outside assembly areas. Teachers shall ascertain that no student remains in the building. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to injured students.

If the fire is serious, students may be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Legal Reference:

ALASKA STATUTES

[14.33.100](#) Emergency drills

[14.33.100](#) Required school crisis response planning

Adopted: June 10, 2003

Nome Public Schools

AR 6114.2 BOMB THREATS

Note: Although many bomb threats prove to be a hoax, the principal or designee should evaluate every such threat carefully and independently on the basis of circumstances existing at the moment. If a school gets a series of bomb threats, the school may want to request that local law enforcement obtain a tap on the phone to trace calls.

Receiving Threats

Anyone answering a telephoned bomb threat shall try to keep the caller on the line and get answers to the following questions:

1. When is the bomb scheduled to go off?
2. Where is the bomb located?
3. What kind of bomb is it?
4. Who placed the bomb?
5. How do you know about the bomb?
6. What is your name and address?

The person who receives the call should also try to determine the caller's sex, age, and distinctive features of voice or speech and should take note of background noises such as music, traffic, machinery or other voices.

Anyone who receives a written bomb threat shall place it in an envelope and note where and by whom it was found.

Any employee or student who receives a bomb threat shall immediately report the threat to the principal or designee.

Procedures

Upon perceiving that a danger may exist, the principal or designee shall:

1. Immediately use fire drill signals to evacuate threatened areas.
 - a. Students and staff shall follow standard fire drill procedures.
 - b. Teachers shall take roll at their assigned areas and immediately report any absences to the principal or designee.
 - c. Teachers shall remain with their classes, well away from the school buildings, until relieved.
2. Immediately turn off any two-way radio equipment which is located in a threatened building.
3. Immediately inform law enforcement authorities, the fire department, and the Superintendent or designee.

Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. No other school staff shall search for or handle any explosive or incendiary device.

Except for school police officers, no staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the principal or designee that reentry is safe.

Within 24 hours, the principal or designee shall send the Superintendent or designee a complete report of the incident, identifying the person who received the threat and the grounds for believing the danger to be real.

The Superintendent or designee shall make every effort to identify individuals who make bomb threats and have them prosecuted. Students who make such threats shall be disciplined accordingly.

(cf. 5144.1 - Suspension and Expulsion)

(cf. 6114 - Crisis Response Plan)

Adopted: June 10, 2003

AR 6114.3 EARTHQUAKE EMERGENCY PROCEDURES

Note: All districts, and each school within a district, are required to have in place a crisis response plan which contains emergency procedures to address disasters, including earthquakes.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside the school building and in individual classrooms:

1. The teacher or other person in authority shall implement the DROP action. Each student shall:
 - a. Get under equipment (desk, table, etc.) where available. Otherwise get next to an inside wall or under an inside doorway.
 - b. Drop to knees with back to the windows and knees together.
 - c. Clasp both hands firmly behind the head, covering the neck.
 - d. Bury face in arms, protecting the head. Close the eyes tightly.
 - e. Stay there until the procedure or emergency is over or until subsequent instructions are given. Such instructions will depend upon circumstances and the extent of damage to the buildings.
2. As soon as possible, teachers shall move the children away from windows and out from under heavy suspended light fixtures.
3. Teachers shall implement action to leave the building when the earthquake is over.

Teachers shall ensure that students do not run, particularly on stairways.

Earthquake While on School Grounds

When an earthquake occurs, the following actions shall be taken if teachers and students are on school playgrounds:

1. The teacher or other person in authority shall direct the children to WALK away from buildings, trees, poles, or exposed wires.
2. The teacher shall implement the DROP action. Teachers and students shall cover as much skin surface as possible, close eyes, and cover ears.
3. Teachers and students shall stay in the open until the earthquake is over, or until further directions are given.

Earthquake While on the Bus

1. When students are on the school bus and an earthquake occurs, the following actions shall be taken:
2. The bus driver shall pull to the side of the road away from any buildings, poles, wires, overhead structures or bridges, if possible, and issue the DROP action.
3. The driver shall set the brakes and turn off the ignition.
4. The bus driver shall wait until the earthquake is over before proceeding on the route.
5. The bus driver shall contact the director of transportation for instructions.
6. If the bus driver continues on, he/she shall watch for hazards created by earthquakes, such as fallen electrical wires, cracked roads, or fallen poles.

Subsequent Emergency Procedures

1. Teachers shall see that students avoid touching electrical wires that may have fallen.
2. Teachers or students shall not light any fires after the earthquake until the area is declared safe. Laboratory or shop teachers shall be watchful of students' relighting burners or stoves.
3. First aid shall be rendered if necessary.
4. Teachers shall take roll of their classes.
5. Guards shall be posted at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.
6. Custodian/maintenance personnel shall shut off all pilot lights on water heaters or furnaces, as well as stoves in homemaking classrooms.
7. Assistance shall be requested as needed, through appropriate channels, from the local civil defense office or fire and police departments.

8. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. The principal shall, if possible, contact the district office for further instructions.
10. The principal shall determine the advisability of closing the school, with the advice of the Maintenance Director or designee if possible.
11. Following the quake, the principal and custodian shall inspect all buildings for safety in accordance with inspection procedures below.
12. If the building is safe for use, the principal or designee shall clear debris in order to resume educational activities as soon as possible.
13. Until such time as the buildings are safe for use, the principal shall arrange for other facility use, if available, so that the educational program may be continued with as little interruption as possible.

General Procedures

Students shall be taught the following safety precautions to be taken during an earthquake in the event that adults are not present to give specific directions:

1. The safest place to be is in the open. Stay there.
2. Move away from buildings, trees, and exposed wires. **DO NOT RUN!**
3. After the earthquake, if you are on your way to school, continue to school.
4. After the earthquake, if you are on your way home, continue home.

Inspections After Earthquake

1. The school custodian/maintenance personnel shall make a thorough inspection immediately after a severe earthquake.

Check points: Large cracks affecting buildings

Earth slippage affecting buildings

Water leaks

Gas leaks

Electrical breakages

If leaks are detected, the custodian/maintenance personnel shall shut off the utility in the building affected and notify the maintenance department.

2. The building principal shall inspect the facility. If the principal believes the school is damaged sufficiently to be a hazard, he/she shall notify the Superintendent or designee and ask the Maintenance Director or designee to check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.

3. The Maintenance Director or designee shall be responsible for determining if the structure is safe for occupancy. The Superintendent or designee shall expedite reconstruction and replacement of equipment.

Adopted: June 10, 2003

BP 6115 CEREMONIES AND OBSERVANCES

Patriotic Exercises

Note: By state law, the Pledge of Allegiance must be recited regularly. [AS 14.03.130](#). A person/student is permitted to recite the salute to the flag or to maintain a respectful silence.

The School Board encourages activities that instill pride in our country. The Pledge of Allegiance shall be recited or patriotic exercises conducted on a regular basis as determined by the School Board.

Note: Federal courts have held that individuals may not be compelled to salute the flag or even to stand during the salute.

The district respects the legal right of individuals not to participate in the salute to the flag for personal reasons. An individual not participating in the salute to the flag must maintain a respectful silence.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6141.6 - Multicultural Education)

Special Days and Events

District schools shall commemorate special days and events in accordance with law. Schools are encouraged to recognize days and events of local significance.

Note: [AS 14.03.050](#) allows the Board to designate additional holidays. The following reflects school holidays designated by [AS 14.030.050](#).

District schools shall be closed in observance of Labor Day, Thanksgiving Day and the day after, Christmas Day, New Year's Day, Memorial Day, and the Fourth of July.

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday.

(cf. 6111 - School Calendar)

Legal References:

ALASKA STATUTES

[14.03.050](#) School holidays

[14.03.130](#) Display of flag and pledge of allegiance

[41.15.900](#) Observance of Arbor Day

COURT DECISIONS

[West Virginia State Board of Education, et al. v. Burnette, et al](#) 319 U.S. 624 (1943)

Banks v. Board of Public Instruction, 314 F. Supp. 285

Hanover v. Northrup, 325 F. Supp. 170

Adopted: June 10, 2003

Nome Public Schools

BP 6116 CLASSROOM INTERRUPTIONS

The School Board recognizes that class time should be dedicated to student learning. The Board believes that classroom interruptions which are not related to the educational program should be kept at an absolute minimum.

Adopted: June 10, 2003

Nome Public Schools

AR 6116 CLASSROOM INTERRUPTIONS

The principal or designee shall keep announcements made through intercom or public address systems to a minimum and limit announcements to specific times during the day.

Announcements that apply only to teachers shall be distributed in writing.

The principal shall establish a fixed time for the delivery of messages to students, except in the case of emergencies.

School maintenance operations involving noise or classroom disruption shall be performed before or after school hours whenever possible.

Adopted: June 10, 2003

Nome Public Schools

BP 6141 CURRICULUM DEVELOPMENT AND EVALUATION

Note: [4 AAC 05.080](#) mandates that the School Board formally adopt at a regular meeting a curriculum, as specified, describing what will be taught. The following sample policy may be revised to reflect district philosophy and needs.

The School Board shall provide a comprehensive instructional program to serve the educational needs of the district's students. The School Board accepts responsibility for establishing what students should learn. Therefore, the School Board shall adopt a district curriculum which to the extent possible reflects the desires of the community, the needs of society, and the requirements of law.

Curriculum development and improvement is of primary importance and as such will be part of an ongoing process in this district. The Superintendent or designee shall have general coordinating authority over the design and development of curriculum. The Superintendent or designee shall develop a process for curriculum review and development which shall include the participation of teachers, administrators, students and parents/guardians. The School Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and inservice training.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Note: [4 AAC 05.080](#) requires that the adopted curriculum include a statement that the curriculum is a guide for planning instructional strategies, a statement of goals the curriculum is expected to accomplish, the content designed to accomplish the goals, and a description of the means of evaluating the effectiveness of the curriculum.

The curriculum shall be consistent with and aligned to established state standards and the philosophy, goals and objectives of the district. The Superintendent or designee shall keep the School Board informed regarding current district curriculum efforts and student achievement. The Superintendent or designee shall provide all necessary assistance to the School Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the School Board. Prior to adoption of districtwide curriculum, the School Board shall discuss its findings with the staff, community and students.

Note: [4 AAC 05.080](#) requires the review of content areas every six years.

The School Board may adopt a curriculum review cycle for each area of the curriculum which shall serve as the timeline for districtwide curriculum development. The School Board shall review each content area at least once every six years. Learning will be enhanced by an adherence to an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and school to school. Teachers are to align their teaching to district standards and curriculum.

(cf. 6190 - Evaluation of Instructional Program)

Legal References:

ALASKA STATUTES

[14.03.120](#) Education planning; reports

[14.14.110](#) Cooperation with other districts

ALASKA ADMINISTRATIVE CODE

[4 AAC 04.140](#) Content Standards

4 AAC 04.150 Performance Standards

[4 AAC 05.010](#) Program Planning and Evaluation

4 AAC 05.020 Definitions

[4 AAC 05.080](#) School curriculum and personnel

[4 AAC 06.805](#) Adequate Yearly Progress

[4 AAC 06.885](#) School and District Recognition

[4 AAC 51.310](#) Evaluation

Updated 10/2012

Adopted June 10, 2003

Nome Public Schools

CURRICULUM DEVELOPMENT AND EVALUATION

**Curriculum Review Cycle
Nome Public Schools**

15 – 16	Social Studies
16 – 17	Language Arts (reading and writing)/Foreign Language
17 – 18	Arts/Culture/CTE/
18 – 19	Math
19 – 20	Science/Health/PE

The cycle then repeats. This 5 year cycle meets the state requirement that the cycle of curriculum renewal be no longer than 6 years in duration.

Revised 08/2015

BP 6141.2 RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

Note: As a condition of receiving federal education funds, school districts must annually certify, in writing, to the Department of Education and Early Development that no district policy prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. In addition, [AS 14.30.016](#) allows parents to withdraw their child from an activity, class, program, or state standards-based assessment for a religious holiday, as defined by the parent.

Note: Pursuant to [AS 14.03.090](#), partisan, sectarian, or denominational doctrines may not be advocated in a public school during the hours the school is in session. A teacher or school board violating this section may not receive public money

Factual and objective teaching about religion must be distinguished from religious indoctrination, which is forbidden in public schools. The schools may teach about religion from a historical, cultural, sociological or other educational perspective, but must not favor the beliefs and customs of any particular religion or sect over any others in such teaching.

Instructional programs may include references to religion and may use religious literature, art, music or symbols to illustrate the subject matter being taught. Such instruction should be designed to broaden the students' understanding of social and cultural history and their tolerance for the multiple ways of life practiced by the peoples of the world. Instruction about religious holidays shall be carefully tied to these educational objectives.

The School Board recognizes the rights of all students to engage in private religious activity, individually or in groups. This may include reading of religious texts, religious discussions, and prayer. It is the policy of the School Board not to prevent, or otherwise deny participation in, constitutionally protected prayer in the schools, consistent with guidance issued by the U.S. Department of Education and applicable judicial decisions interpreting the religion clauses of the [First Amendment of the U.S. Constitution](#).

The School Board recognizes the rights of parents/guardians to have their children observe religious holidays practiced by the family. Parents may excuse their children from an activity, class, program, school day, or standards-based assessment or test required by the State of Alaska in order to observe a religious holiday.

(cf. 6020 – Parent Involvement)

Staff members shall be sensitive to their obligation not to interfere with the philosophical/religious development of each student, in whatever tradition the student embraces. Students may voluntarily pray at any time before, during, or after the school day when not engaged in instruction or other school activities, subject to the same rules of order that apply to other student activities.

School-sponsored programs should not be, nor have the effect of being, religiously oriented or a religious celebration.

Note: The following optional paragraph recognizes that holidays often raise concerns regarding religion in the schools. The following language prohibits the use of religious symbols during holidays and may be revised or deleted in light of community standards and practices

The School Board respects the diversity and rich heritage of our community members. Classroom decorations and costumes during holidays may express seasonal themes which are not religious in nature.

(cf. 5113 - Absences and Excuses)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6115 - Ceremonies and Observances)

(cf. 6144 - Controversial Issues)

Legal Reference:

ALASKA STATUTES

[14.03.090](#) Sectarian or denominational doctrines prohibited

[14.30.016](#) A parent's right to direct the education of the parent's child

UNITED STATES CODE

Elementary and Secondary Education Act, [20 U.S.C. §7904](#), as amended by Every Student Succeeds Act ([P.L. 114-95](#) December 10, 2015)

Revised 12/2016

Revised 9/2016

Revised 5/2016

BP 6141.3 MULTICULTURAL EDUCATION

Note: [A.S. 14.20.020](#) requires multicultural training for issuance of teaching certificates. [A.S. 14.20.035](#) gives preference in hiring persons with training or experience in cultures represented in the student population.

The School Board recognizes that America has always been a multicultural society composed of diverse peoples who came here from all parts of the globe. Public schools are the most common shared experience for most Americans, and it is the job of the schools to accurately reflect the contributions of all ethnic groups to the common culture.

Students must learn to respect and work cooperatively with persons of all backgrounds.

Instruction should help students realize the value of individual differences as well as the human dignity and worth common to all people.

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

(cf. 5137 - Positive School Climate)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6174 - Bilingual-Bicultural Education)

Legal References:

ALASKA STATUTES

[14.20.020](#) Requirements for issuance of certificate

[14.20.035](#) Evaluation of training and experience

Adopted: June 10, 2003

Nome Public Schools

BP 6142.1 FAMILY LIFE/SEX EDUCATION

Note: *The following optional policy may be revised or deleted based on district philosophy and needs.*

Note: *For districts receiving federal funds, [section 7906](#) of the Every Student Succeeds Act sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds not be used to (1) develop or distribute materials or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials to minors on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age appropriate and includes the health benefits of abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities*

The School Board believes that a wholesome, well-planned sequence of instruction about family life and human sexuality is essential to the general education of all students. Lack of information or pervasive misinformation can cause low self-esteem, increased risk for sexually transmitted disease, unintended pregnancy or sterility, and school dropout. The district curriculum shall help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality.

(cf. 5141.41 – Child Abuse Prevention)

(cf. 6020 – Parent Involvement)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.2 – AIDS Instruction)

The family life/sex education program shall encourage students to be abstinent and to conceptualize sexual behavior in the ethical and moral context of marriage. The program shall be age-appropriate and shall address a full range of topics, including parenting and birth control, and shall emphasize that abstinence from sex is the only totally effective protection against unwanted pregnancy and sexually transmitted diseases.

Classes or programs in sex education, human reproduction education, or human sexuality education may only be instructed by a certificated teacher employed by or contracted with the district, or by an individual approved by the School Board who is supervised by a certificated teacher of the district.

The Superintendent or designee will inform district curriculum specialists, those who teach sex education, school nurses, and other appropriate school staff of federal funding restrictions regarding the distribution of contraceptives and the development and distribution of materials that may promote or encourage sexual activities. Teachers who provide instruction in family life/sex education shall have professional preparation, either preservice or in-service, in the subject area.

Before curriculum, literature, or materials related to sex education, human reproduction education, or human sexuality education may be used in a class or distributed in a school, the materials shall be approved by the School Board and made available for parents to review.

The Superintendent or designee shall ensure that family life/sex education materials and instruction are continuously evaluated in light of information received from students, parents/guardians, and teachers, including information about what students did or did not learn, whether the program was workable for the teachers, and how it can be improved.

The Superintendent or designee may appoint a Family Life/Sex Education Advisory Committee representing a divergence of viewpoints to participate in planning, implementing and evaluating the district's family life/sex education program.

(cf. 1220 - Advisory Committees)

Parents/guardians shall be notified in writing at least two weeks before students are offered any instruction, description, illustration, or discussion on human reproduction or sexual matters, including human reproductive organs and their functions, processes, or diseases. This notification shall inform parents/guardians that they may review instructional materials to be used in family life, sex education instruction, may review the credentials of any presenter who is not a certificated teacher of the district, and that they may request in writing that their child not attend the class. At the parent/guardian's request, any student may be excused from any part of family life/sex education instruction, except for awareness and prevention training provided to students concerning sexual assault, sexual abuse, and dating violence and abuse.

(cf. 1312.2 – Public Complaints Concerning Instructional Materials)

(cf. 6020 – Parent Involvement)

Legal Reference:

ALASKA STATUTES

31

[14.30.016](#) *A parent's right to direct the education of the parent's child*

[14.30.361](#) Sex education, human reproductive education, and human sexuality education

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

[14.30.356](#) Dating violence and abuse policy, training, awareness, prevention, and notices

[14.30.360](#) Curriculum

UNITED STATES CODE

Elementary and Secondary Education Act, [20 U.S.C. §7906](#) as amended by the Every Student Succeeds Act ([P.L. 114-95](#) December 10, 2015)

Revised 12/2016

Revised 10/2016

Nome Public Schools

BP 6142.2 AIDS INSTRUCTION

Notes: For districts receiving federal funds, [section 7906](#) of the Every Student Succeeds Act sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds not be used to (1) develop or distribute materials or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials to minors on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age appropriate and includes the health benefits of abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities.

The School Board recognizes that acquired immune deficiency syndrome (AIDS) and human immune deficiency virus (HIV) pose a health risk. An effective weapon against the spread of this deadly disease is public education.

The district's health education program will include factual information about the transmission of AIDS and HIV. Students will be informed of voluntary behaviors that can result in infection and will be encouraged to prevent infection by making wise decisions in their daily lives. Instruction shall emphasize that abstinence is the only totally effective protection against AIDS through sexual transmission.

Instruction must be appropriate to the age and grade level of the students receiving it. The School Board particularly desires that students receive proper AIDS education before they reach the age when they may adopt behaviors which put them at risk of contracting AIDS.

Parents/guardians and community members should have input into the selection and/or development of instructional materials to be used in AIDS instruction. The curriculum shall be updated regularly.

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6141 - Curriculum Development and Design)

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

Sufficient classroom time should be provided to fully cover essential knowledge appropriate for each grade level and allow students time to ask questions and discuss issues raised by the information presented.

In cooperation with local health agencies, as appropriate, the Superintendent or designee shall provide a program of orientation and information about the AIDS Instructional program for parents/guardians and interested members of the community. This program shall include the opportunity to examine all instructional materials.

Before students receive AIDS instruction, parents/guardians shall be notified. Alternative study arrangements will be made for students whose parents/guardians ask that they not receive instruction.

(cf. 1312.2 - Complaints concerning Instructional Material)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 6142.1 - Family Life/Sex Education)

Legal Reference:

ALASKA STATUTES

[14.30.360](#) Curriculum

UNITED STATES CODE

Elementary and Secondary Education Act, [20 U.S.C. § 7906](#) as amended by the Every Student Succeeds Act ([P.L. 114-95](#) December 10, 2015)

Revised 3/2016

Nome Public Schools

BP 6142.3 SCIENCE INSTRUCTION

The School Board believes that science education should give students an understanding of key scientific concepts and a capacity for scientific ways of thinking. Students should become familiar with the natural world and aware of ways in which science, mathematics and technology depend upon one another.

The Board expects that students shall come to know that science, mathematics and technology are human enterprises, with strengths and limitations. As part of their science instruction, students should learn how to use scientific knowledge and ways of thinking for individual and social purposes.

A scientific fact is an understanding based on confirmable observations and is subject to test and rejection. A scientific hypothesis is an attempt to frame a question as a testable proposition. A scientific theory organizes and explains a range of natural phenomena on the basis of facts and hypotheses. Scientific theories are constantly subject to testing, modification and refutation as new evidence and new ideas emerge.

From time to time, natural science teachers are asked to teach content that does not meet the criteria of scientific fact, hypothesis and theory as these terms are used in natural sciences and defined in this policy. As a matter of principle, science teachers are professionally bound to limit their teaching to science and should resist pressure to do otherwise.

Philosophical and religious theories are based, at least in part, on faith, and are not subject to scientific test and refutation. Such beliefs shall not be discussed in science classes, but may be addressed in the social science and language arts curricula.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Legal References:

ALASKA ADMINISTRATIVE CODE

4 AAC 04.060 Science Performance Standards

Adopted: June 10, 2003

Nome Public Schools

BP 6143 COURSES OF STUDY

Elementary Schools

The School Board shall adopt a course of study for elementary grades which sufficiently prepares district students for the required high school course of study.

Secondary Schools

The School Board shall adopt courses of study designed to meet student needs and to conform with district graduation requirements and the requirements for admission to postsecondary schools. Courses of study shall also provide students the opportunity to attain skills appropriate for entry-level employment upon graduation from high school.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6184 - Virtual/Online Courses)

Legal References:

ALASKA STATUTES

[14.30.360](#) Curriculum

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.075](#) High school graduation requirements

Adopted: June 10, 2003

Nome Public Schools

BP 6144 CONTROVERSIAL ISSUES

The School Board believes that students should have opportunities to discuss controversial issues which have political, social or economic significance and which the students are mature enough to investigate and address. The study of a controversial issue should help students learn how to gather and organize pertinent facts, discriminate between fact and fiction, draw intelligent conclusions, and respect the opinions of others.

The Board expects teachers to exercise caution and discretion when deciding whether or not a particular issue is suitable for study or discussion in any particular class. Teachers should not spend class time on any topic which they feel is not suitable for the class or related to the established course of study.

The Board also expects teachers to ensure that all sides of a controversial issue are impartially presented, with adequate and appropriate factual information. Without promoting any partisan point of view, the teacher should help students separate fact from opinion and warn them against drawing conclusions from insufficient data. The teacher shall not suppress any student's view on the issue as long as its expression is not malicious or abusive toward others.

Teachers sponsoring guest speakers shall either ask them not to use their position or influence on students to forward their own religious, political, economic or social views or shall take active steps to neutralize whatever bias has been presented.

(cf. 1312.1 - Complaints Concerning School Personnel)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 4119.25 - Political Activities of Employees)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Legal Reference:

ALASKA STATUTES

[14.03.090](#) Sectarian or denominational doctrines prohibited

Adopted: June 10, 2003

Nome Public Schools

AR 6144 CONTROVERSIAL ISSUES

Controversial issues may be discussed in the classroom, provided that:

1. The issue is related to the course of study and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view.
2. The issue has a meaningful relationship to matters of concern to the students.
3. Available information about the issue is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.
4. All sides of the issue are given a proper hearing, using established facts as primary evidence.
5. The issue has points of view which can be understood and defined by the students.
6. The teacher does not use his/her position to forward his/her own religious, political, economic or social bias. The teacher may express a personal opinion if he/she identifies it as such and does not express the opinion for the purpose of persuading students to his/her point of view.
7. Discussion or study of the issue is instigated by the students or by the established curriculum, but not by a source outside of the schools.
8. The discussion does not reflect adversely upon persons because of their race, sex, color, creed, national origin, ancestry, handicap or occupation.
9. The oral or written presentation does not violate state or federal law.

The Superintendent or designee shall have the authority to judge whether the above conditions are being met.

Adopted: June 10, 2003

Nome Public Schools

BP 6145 EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

The School Board recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students and shall annually adopt a plan for student participation in extra/cocurricular activities which does not compromise the integrity and purpose of the educational program.

(cf. 5131.63 - Performance Enhancing Drugs)

(cf. 6153 - School-sponsored Trips)

Eligibility Requirements

In order to participate in extra/cocurricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in meeting the requirements for graduation.

(cf. 6146.1 - High School Graduation Requirements)

The Superintendent/Chief School Administrator or designee may exempt from eligibility requirements extra/cocurricular activities or programs which are offered primarily for the student's academic or educational achievement.

To encourage and support academic excellence, the Board requires students in grades 7 through 12 to earn a minimum 2.0 or "C" grade point average on a 4.0 scale in order to participate in extra/cocurricular activities.

Students with any "F" grades must also maintain minimum progress towards graduation in order to meet eligibility requirements.

The Board desires to balance the academic needs of students with the benefits they receive from participating in school activities. The Superintendent/Chief School Administrator or designee may grant ineligible students a probation period of not more than one semester. In implementing this policy, the Superintendent/Chief School Administrator or designee shall help ineligible students regain eligibility.

The Superintendent/Chief School Administrator or designee may revoke a student's eligibility for participation in extra/cocurricular activities when a student's poor citizenship is serious enough to warrant loss of this privilege.

(cf. 5144 - Discipline)

(cf. 6145.2 - Interscholastic Competition)

The Superintendent/Chief School Administrator or designee shall facilitate the opportunity for transitioning military children's participation in extracurricular and cocurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

(cf. 5119 - Children of Military Families)

Participation By Students Enrolled in Alternative Education Programs

Note: *Effective July 1, 2013, a high school student who is enrolled full-time in an alternative education program is eligible to participate in extracurricular activities in the student's district of residence if the student's alternative program does not offer interscholastic activities. The student is required to meet the same eligibility criteria for participation as district students and must provide documentation, including transcripts, proof of full-time enrollment, applicable disciplinary records, and medical records, if required for participation in the activity. The student must claim the same school for interscholastic purposes during a school year. [AS 14.30.365](#).*

The School Board welcomes the participation in extracurricular activities of eligible students who are enrolled full time in alternative education programs. Participation is available to those students who would be permitted to enroll in the district based on the residency of the student's parent or legal guardian. Students must meet the same eligibility requirements for participation in the activity as district students, and must provide all documentation required to confirm eligibility. Participation is available in those interscholastic activities sanctioned by the Alaska School Activities Association that occur outside the regular curriculum. Participation is not available in student government at a school.

The alternative education program in which a student is enrolled must be located entirely in Alaska and must be a public secondary school that provides a nontraditional education program, including the Alaska Military Youth Academy; a public vocational, remedial, or theme-based program; an accredited home school program; a charter school; or a statewide correspondence school.

Note: *A student wanting to participate in activities but whose parent or legal guardian is not a resident of the district may still request participation. A student meeting all other requirements will be eligible if the Board approves participation based on good cause demonstrated by the student. [AS 14.30.365](#). Good cause is not defined in this statute. Decisions on eligibility should be made by the Board on a case-by-case basis, considering all applicable circumstances. Such determinations should be evenly applied to students in similar situations.*

The Board recognizes that good cause may exist for a student to participate in district extracurricular activities even if the student's parent or guardian does not reside within the district. Students who attend an alternative education program full time and who otherwise meet the eligibility requirements for the extra/cocurricular activity(ies) may apply to the district for participation despite the lack of residency. Such a request must be submitted to the superintendent or designee with a written explanation of

the good cause that exists. Eligibility in this situation must be approved by the Board. Unless the parent or eligible student's presence is requested at a meeting of the Board, the Board's decision will be based upon the written request submitted, including any recommendation by the superintendent or designee. Board approval will be effective for the school year in which the student applies and may be renewed annually if the good cause continues to exist.

Legal References:

ALASKA STATUTE

[14.30.010](#) Interstate Compact on Educational Opportunity for Military Children

[14.30.365](#) Interscholastic activities; eligibility

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.520](#) Recreational and athletic activities

[4 AAC 06.600](#) Definitions

Revised 4/2014

Adopted June 10, 2013

Nome Public Schools

AR 6145 EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

Quarterly Eligibility:

Students with any "F" grades must maintain minimum progress towards graduation in order to meet eligibility requirements. Any students with one or more "F"s on their report card will be ineligible regardless of GPA for the following quarter.

Students must maintain a 2.0 GPA on a 4.0 scale in order to participate in game, contests, productions or scheduled travel. A student, who falls below a 2.0 GPA on his/her quarterly report card, will be ineligible for the entire following quarter. Ineligible students will not be allowed to participate in games contests, productions and scheduled travel during the period of ineligibility but may continue to practice at the coach's discretion.

Weekly Eligibility:

Students with one or more "F" on their Activity Progress Report form cannot travel or participate that next week. Grade checks must be completed on the same schedule as Activity Progress Report forms for each week in season.

Revised 05/2017

Revised 04/2012

Adopted: June 10, 2003

Nome Public Schools

BP 6145.2 INTERSCHOLASTIC COMPETITION

The School Board considers the interscholastic program an integral component of the district educational program. The interscholastic athletic program shall be geared to the interests and abilities of students of both sexes and varied in scope to ensure wide participation, consistent with the financial and personnel constraints of the district.

(cf. 6145 - Extracurricular and Cocurricular Activities)

The Board shall not approve membership of the district, or any school in the district, in any voluntary interscholastic athletic organization which discriminates against or denies the benefits of any program to any person on the basis of race, sex, or ethnic origin.

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

The Board shall maintain general control over all aspects of the interscholastic athletic policies, programs and activities in the district, including eligibility, season of sport, number of sports, personnel, and sports facilities. The Superintendent or designee shall be responsible to the Board for district compliance with federal and state law.

(cf. 6145.21 - Sportsmanship)

The Board recognizes its responsibility to ensure that the health and welfare of students is given the highest consideration in planning a program of interscholastic competition. Special care shall be taken to ensure that all interscholastic training and competition is organized and supervised in a manner which will not overtax the physical capabilities of the participants. The district interscholastic program shall require for medical examinations, ongoing medical supervision, and the use of protective equipment as appropriate.

(cf. 5131.63 - Performance Enhancing Drugs)

Legal Reference:

ALASKA STATUTES

[14.07.050](#) Alaska School Activities Association

[14.18.040](#) Discrimination in recreational and athletic activities prohibited

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.115](#) Interscholastic activities

[4 AAC 06.520](#) Recreational and athletic activities

[4 AAC 06.600](#) Definitions

Revised 08/07

Adopted: June 10, 2003

Nome Public Schools

AR 6145.2 INTERSCHOLASTIC COMPETITION

Alaska School Activities Association (ASAA) Eligibility Requirements

Note: The following ASAA rules are intended to be minimum requirements for student eligibility to participate in all sanctioned interscholastic activities. These rules do not preclude a school or district from imposing additional rules that are reasonable and not in conflict with those set forth below.

In order to participate in ASAA activities, the following conditions of eligibility must be met:

1. Students must properly register in a 9-12 high school program or any combination thereof, in the school where the student will participate ("School of Eligibility").

Note: Students enrolled in statewide correspondence programs (who are ASAA members) must comply with the enrollment rules. If a student is enrolled full time in the statewide correspondence program, the student may not participate on another school's team. ASAA rules should be consulted regarding eligibility for students attending non-member charter schools, alternative schools, or programs.

2. Students may not be graduated seniors, with the exception that the eligibility of a senior graduating near the end of a regular school year shall extend through the conclusion of any current school athletic season in which he or she is participating.
3. All second semester freshmen, sophomores, and juniors, as well as seniors who are not on track to graduate must be enrolled in a minimum of five semester units of credits at the School of Eligibility or its district, that lead to granting of credit toward graduation.
4. Students in grade 12 who are on track to graduate must be enrolled in a minimum of four semester units of credit at the School of Eligibility or its district.
5. Students must maintain at least an overall 2.0 GPA during the current semester. Students who do not maintain this GPA may regain eligibility during the current semester by achieving and maintaining an overall 2.0 GPA.
(Note: A student will not be able to travel on a school related trip if he/she has two F's on his/her Grade Check and/or a GPA less than 2.0)
6. Students must be in regular attendance at school classes in which enrolled or for which credit is granted (or be enrolled in a district or member school correspondence program).
7. All second semester freshman, sophomores, and juniors, as well as seniors who are not on track to graduate must have passed at least five semester units of credit, or the equivalent, during the previous semester and maintained a 2.0 overall GPA.
8. Second semester seniors who are on track to graduate must have passed four semester units of credit, or the equivalent, during the previous semester and maintained a 2.0 overall GPA.
9. First semester seniors must have passed at least five semester units of credit, or the equivalent, during the previous semester in order to be eligible anytime during the current semester.
10. Students must meet additional district eligibility requirements, if any.

(cf. 6145 - Extracurricular activities)

Semester credit rules apply to each semester, following the first semester of the ninth grade. All first semester freshmen are immediately eligible for ASAA activities during the first semester.

A grade of incomplete is considered as not passing until the incomplete is changed on the official school records. Academic deficiencies may be made up through successful completion of correspondence courses or summer school. Correspondence study students must meet the same time frame as regular students.

A student expelled from a school is not eligible to participate in the interscholastic competition at another school during the period of expulsion.

Maximum Participation Rule

Note: No student may have more than eight consecutive semesters of ASAA eligibility.

1. Students first entering 9th grade will have eight consecutive semesters of eligibility.
2. Students first entering 10th grade will have six consecutive semesters of eligibility.
3. Students first entering 11th grade will have four consecutive semesters of eligibility.
4. Students first entering 12th grade will have two consecutive semesters of eligibility.

Eligibility Reporting

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1. The Superintendent or designee shall submit to ASAA, through the online Electronic Master Eligibility System, a Master 6145.2

Eligibility List for each activity. The list must be submitted before the first contest of that season. For competitions that involve only one contest, the list must be received by ASAA at least five days before the contest. Any additions or deletions to the eligibility list must be filed as an addendum to the original list before an individual is eligible to participate.

2. Activities that require Master Eligibility Lists to be filed with the ASAA office are as follows:

All-State Art Competition	All State Honor Music
Basketball	Baseball
Cheerleading/Dance/Drill Team	Bowling
Competitive Nordic Skiing	Cross Country Running
Football	Debate/Drama/Forensics
Flag Football	8-player Football
Ice Hockey (both boys and girls)	Gymnastics
Soccer	Rifle
Solo and Ensemble	Softball
Swimming and Diving	State Student Government Conferences
Track and Field	Tennis
Wrestling	Girls Volleyball and Mixed-Six Volleyball
World Language	

Drug Free Environment

All ASAA sponsored events will be conducted in drug free environments. Use, possession, and/or distribution of alcohol, tobacco, or controlled substances is strictly prohibited.

Penalties for Violation of Tobacco, Alcohol and Controlled Substances (TAD) Policy Nome Public Schools incorporates by reference the Alaska Schools Activities Association (ASAA) Citizenship Rule, set out as E 6145.2 in this manual, except that the minimum penalty for a first offense of the TAD policy shall be as follows:

The student will be suspended from interscholastic activities and practice for forty-five (45) calendar days (as defined in Section B.10 of the TAD policy). Fifteen (15) of these days will be forgiven and the student may return to practice if the student and parent/guardian complete the First Offense educational component described in Section B.3 of the TAD policy.

Penalties for subsequent offenses are the same as those set out in the ASAA Citizenship Rule, E 6145.2.

Revised 3/2015

Nome Public Schools

E 6145.2 INTERSCHOLASTIC COMPETITION

Note: The following Exhibit is ASAA's Citizenship Rule and Controlled Substance, Alcohol and Tobacco Policy. All students who participate in any ASAA sanctioned activity which requires the submission of the Master Eligibility List (see AR 6145.2 for a list of those activities), will be subject to the rules below as a condition of eligibility. Violations of the policy are cumulative throughout a student's high school years in Alaska, regardless of which school the student is attending. Schools, not ASAA, will determine whether a violation has occurred and must report violations to ASAA as specified below.

ASAA Citizenship Rule

(Adoption 4/28/08)

ASAA Bylaw Article 12, Section 8, Citizenship Rule and Tobacco, Alcohol and Controlled Substance Policy Reference.

Citizenship Rule:

The determination by a member school that a student is ineligible based on poor citizenship or violation of the Tobacco, Alcohol and Controlled Substance Policy, is not appealable to the Association.

Expelled Student:

A student who is expelled from a member school will not be eligible in another member school for the duration of the period of expulsion.

A. Tobacco, Alcohol and Controlled Substance Position Statement:

ASAA and its member schools recognize that the use of tobacco, alcohol and controlled substances is a significant health problem for many students, resulting in negative effects on behavior, learning and their total development. The use of tobacco, alcohol and controlled substances by students affects academic development, personal growth, extracurricular activities participation and the development of related skills. Others affected by misuse and abuse are family members, teammates and other significant persons in their lives.

ASAA and its member schools believe that close contact of parents, coaches, advisors, students and communities in interscholastic activities and classrooms provides a unique opportunity to observe, confront and assist one another. It is the philosophy of ASAA and its member schools that students should be encouraged and supported in their efforts to develop and maintain a chemical-free life style.

Participation in ASAA sanctioned sports and activities is a privilege which requires all participants to adhere to rules imposed by the member schools and/or member districts that students attend and represent. The policy described in this article is intended to further the following purposes:

1. To emphasize the health and safety of students while participating in activities, to recognize the long-term physical and emotional effects of tobacco, alcohol and controlled substance use on student health, and to minimize the potential for injury.
2. To promote a sense of order and discipline among students.
3. To recognize that a student's possession, distribution or use of controlled substances, alcohol, or tobacco during the school year or during interscholastic competition outside of the school year, even during times when the student is not actively participating in interscholastic activities, may nevertheless be detrimental to health, safety, order and discipline when the student is participating.
4. To assist schools in the establishment of policies that are consistent with ASAA standards of athletic and activity eligibility.
5. To support schools that have programs to assist students who desire to resist peer pressure which directs them toward the use of tobacco, alcohol and controlled substances.

B. Tobacco, Alcohol and Controlled Substance Policy:

The Board of Directors has implemented a statewide policy regarding the possession, distribution and use of controlled substances, alcohol and tobacco. This policy includes an educational component, minimum penalties which are cumulative and progressive, a time period in which the policy applies, an explanation of how violations are determined and reported, a required Student and Parent/Guardian Acknowledgment Form which must be signed prior to participation, and a definition of terms.

The complete Tobacco, Alcohol and Controlled Substances (TAD) Policy follows below.

Tobacco, Alcohol and Controlled Substances (TAD) Policy

In order to ensure adoption of consistent tobacco, alcohol and controlled substances use policies by member schools and districts, ASAA requires that member schools and districts adopt the following policy for their enrolled and alternative education program students who are participating in interscholastic activities. This is intended to set forth minimum restrictions and penalties, subject to greater or additional restrictions or penalties which may be adopted by member schools or school districts.

1. Prohibited Conduct: The possession, distribution or use of any tobacco products, including “E” or electronic cigarettes, alcohol and controlled substances (as defined in Section 10 of this policy) by a student-athlete or activity participant, whether it occurs on or off school property, is prohibited and shall result in the penalties set forth herein.

2. Time Period During Which Policy Applies: The policy in this section applies to any student who is participating or has participated in interscholastic activities starting from the student’s first participation in interscholastic activities, at any ASAA member school, and continuing until the student graduates from high school. This policy applies during “calendar days” as defined in this section. The policy first went into effect on July 28, 2008.

3. Educational Component: The educational component is a critical part of the policy and is comprised of four parts; Pre-Participation Orientation, First Offense, Second Offense, and Third Offense. ASAA will provide the first three parts of this component to member schools on DVD and through the ASAA website. An overview of each part is included under Section 10. Definitions.

4. Cumulative and Progressive Penalties: Violations of this policy will be cumulative and progressive, as described in the following paragraph, throughout a student’s high school years. If a student transfers from one ASAA member school to another ASAA member school, the student’s cumulative violations will accompany such transfer and shall be the basis for any additional penalties should further violations occur.

5. Minimum Penalties for Violation of this Policy: Minimum penalties for violations of this policy are:

First Offense

The student will be suspended from interscholastic activities and practice for 10 (ten) calendar days (as defined in Section 10). Fifty (50) percent of the suspension will be forgiven and the student may return to practice if the student and parent/guardian complete the First Offense educational component.

For tobacco use, if a student under the First Offense Penalty violates the Tobacco Rule within the 10 (ten) calendar day period of suspension, the student’s period of suspension will start over again; the First Offense educational component will become mandatory, and no forgiveness will be granted. This process will continue until the student has demonstrated 10 (ten) calendar days without a subsequent tobacco violation. A student who has not completed a suspension or re-suspension under the First Offense Penalty for violation of the Tobacco Rule does not become subject to imposition of penalties under a Second, Third or Fourth Offense for violation of the Tobacco Rule, until the student has completed all suspensions and re-suspensions under the First Offense Penalty for tobacco use. A student serving a First Offense Penalty under the Tobacco Rule is, however, subject to immediate imposition of a Second Offense Penalty to the extent this is based upon violation of the non-tobacco prohibitions under this Policy.

Second Offense

The student will be suspended from interscholastic activities and practice for forty-five (45) calendar days. Both the student and parent/guardian must complete the Second Offense educational component prior to the student’s return to competition and there will be no forgiveness of calendar days of suspension. While under the period of suspension, the student may return to practice after completion of the Second Offense educational component. A student may need additional days of practice before returning to competition (See Article 7, Section 5).

Third Offense

The student will be suspended from interscholastic activities and practice for one (1) calendar year. Both the student and parent/guardian must complete the Third Offense educational component prior to the student’s return to competition and there will be no forgiveness of calendar days of suspension. While under the period of suspension, the student may return to practice after completion of the Third Offense educational component. A student may need additional days of practice before returning to competition (See Article 7, Section 5).

Fourth Offense

The student’s privilege to participate in interscholastic activities and practice is revoked for the remainder of the student’s high school years.

These are minimum penalties which may be increased by the member school or member school district, based upon (1) the nature of the violation, (2) the extent to which it occurs on school property or during school activities, and (3) the extent to which it arises in the context of the student’s participation in interscholastic activities. Penalties shall be imposed beginning on the first calendar day following a determination that a violation has occurred, except to the

extent a school's appeals policy permits a student to continue to participate pending final determination of any appeal filed by the student under such policy. In such case, penalties shall be imposed on the first calendar day following a determination on appeal that a violation has occurred. A student shall be considered ineligible during each calendar day in which a penalty is imposed.

6. Determination of Violations: In implementing this policy, it will be the member school's responsibility to determine the nature and extent of a violation, to impose and enforce any penalty, to report each violation to ASAA on a standardized form, and to maintain records of all violations by each student occurring after the student's first participation in interscholastic activities. A member school's determination that a violation has occurred and its imposition of penalty may not be appealed to ASAA. If a member school or member school district reverses a determination of violation, it shall promptly notify ASAA of such reversal. Alleged failure of a member school or district to enforce this policy may not be the basis for either a report of rules violation to the Executive Director or of a member school's protest against another school, under ASAA Bylaws.

Violations and penalties are to be based upon noncompliance with the policy by the student participant, by the student's parents/legal guardians, or both, provided however, that where a violation is based solely upon action or inaction of the parent or legal guardian and not of the student participant, under circumstances completely beyond the control of the student and where it would be manifestly unfair to disqualify the student on this ground, the member school may, at its discretion, withhold imposition of a penalty against the student.

7. Violations Reported to ASAA and Confidentiality Requirement: After determining that an enrolled student, or an alternative education program student who has been granted eligibility at a member school, has committed a violation, the member school shall report the violation to ASAA on the required form. ASAA will provide a School Report of Violation Form to member schools and districts. Member schools and districts must report to ASAA a violation of this policy within 3 calendar days of determination that such violation has occurred. A report of violation must show all violations which occurred at the member school or district and the dates thereof, including the specific basis upon which a determination of violation was made. It is ASAA's intention to maintain the confidentiality of all such reports. As such, information concerning a student's previous violations will be disclosed by ASAA only to an administrator of the member school which the student is attending. A school administrator to whom such information has been disclosed may exercise discretion to provide such confidential information as is appropriate to the student's coach or other activity administrator, but only to the extent that such information is provided in a good faith effort to prevent violations and to assist the student in maintaining a lifestyle free of tobacco, alcohol and controlled substance use, and to maintain eligibility to participate in interscholastic activities. An administrator who provides any confidential information to a student's coach or other activity supervisor shall assure that such person will use the information only in communications with the student and shall otherwise maintain strict confidentiality of the information. ASAA's records of violation shall be made available to the student and/or the student's parent or legal guardian upon written request.

8. Student and Parent/Guardian Acknowledgement: ASAA will provide a Student/Parent/Legal Guardian TAD Acknowledgement Form to member schools and districts. The form will explain the policies of this section and penalties for violations. The form must be signed by the student and the student's parent or legal guardian, and requires that the student and parent or legal guardian acknowledge that they have read and understand the terms of the policy, including the potential penalties for violations, and that it requires the school to report such violations to ASAA. The form will require that the student and parent or legal guardian agree to be bound by these terms. Prior to each season in which a student participates in interscholastic activities, a copy of the signed form must be returned to the school before the student is permitted to participate. Member schools shall keep a copy of the signed forms on file. This means, that although a student will be required to view the orientation video only once per year, the signed acknowledgement forms must still be turned into the office prior to each season of participation.

9. Student Emancipated by Age or Marriage: The requirements in this policy that a parent or legal guardian sign the Student/Parent/Legal Guardian TAD Acknowledgement Form and that require that a student's parent or guardian participate in the Pre-participation Orientation or in mandatory education arising from an offense do not apply to a student who has obtained the age of 18 (eighteen) years, or who becomes married if the student has reached the age of 16 (sixteen).

10. Definitions: As used in this section, terms are defined as follows:

Electronic "E" Cigarettes – E-cigarette "means any electronic oral device, such as one composed of a heating element, battery, and/or electronic circuit, which provides a vapor of nicotine or any other substance, and the use or inhalation of which simulates smoking. The term shall include any such device whether manufactured, distributed, marketed, or sold as an e-cigarette, e-cigar, e-pipe, or under any other product name or descriptor."

Calendar Days – Each day, including weekends and holidays, during the member school's school year. Additionally, if a student participates in any interscholastic activity, including practice, outside of the school year, then the entire period of such participation, including intervening weekends and holidays, counts as calendar days for such student.

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Controlled Substance – Any substance appearing on the list of Controlled Substances identified by the federal Office

of the Drug Enforcement Administration or as set forth in [21 U.S.C. Section 812](#), unless the student's usage of such substance is consistent with a physician's prescription for the student's usage.

The DEA list of Controlled Substances appears on its internet website at <http://www.deadiversion.usdoj.gov/schedules/index.htm#list>.

ASAA will endeavor to provide member schools with an updated List of Controlled Substances; however, for purposes of ASAA's policy, the current list maintained by the DEA is controlling. In addition, any substance listed as illegal or restricted by Alaska statute or regulation, classified as a "designer drug" by the federal Office of Drug Enforcement Administration or by Alaska statute or regulation, shall be considered a controlled substance for the purposes of this policy.

Report to ASAA – Violations must be reported to the ASAA office within three days via the Electronic Reporting System.

Suspension – As defined in Article 5, Section 1 (A) (6) of ASAA bylaws.

Educational Component – A series of DVD's, software and web based training programs and counseling ranging from a pre-participation orientation session to remedial programs for first through third time offenders. These are designed to keep students in school, teach them responsibility, educate them and their parents/guardians on new behaviors and lifestyles, instill accountability, exemplify teamwork, teach positive decision making skills, and keep students eligible for interscholastic activities.

An overview of each part follows:

Pre-Participation Orientation: The Orientation is required of all student participants and parent/guardian annually, at the beginning of the student's first season of the school year, before the student is eligible to participate. This session is a short informative presentation designed to encourage students and parents/guardians to understand the policy and the consequences for violation. Upon completion of the Orientation, the student and parent/guardian must sign the Student/Parent/Legal Guardian TAD Acknowledgement Form as stated in B. 2. above for the student to gain eligibility. Schools will affirm that this has happened by marking the designated field on the Master Eligibility List. *(Note added for clarification purposes – The board did not change the following provision). "Prior to each season in which a student participates in interscholastic activities, a copy of the signed form must be returned to the school before the student is permitted to participate. Member school shall keep a copy of the signed forms on file." (This means that although a student will be required to view the orientation video only once per year, the signed acknowledgment form must be turned into the office prior to each season of participation).*

First Offense: This optional session for students who have committed a First Offense is designed to educate students and their parents/legal guardians on how to make positive decisions that will instill accountability and new behaviors in the students. Upon successful completion of this part by both the student and parent/guardian, 50% of a student's suspension from activities will be forgiven. Students completing the First Offense component may return to practice prior to the completion of the period of suspension.

Repeat violations of the Tobacco Rule during the 10 (ten) calendar days of suspension will result in mandatory participation in the First Offense educational component prior to returning to competition. For repeat violations of the Tobacco Rule only, the Second Offense penalties, if based on violations of the Tobacco Rule, will not be imposed unless there is a repeat violation of the Tobacco Rule after the student has completed all suspensions and re-suspensions under the First Offense.

Second Offense: This required session for students who have committed a Second Offense as well as their parents/guardians, must be completed before a student regains eligibility. It is more in-depth than is presented in First Offense. Students completing the Second Offense component may return to practice prior to the completion of the period of suspension. There is no forgiveness of mandatory suspension and students returning to play after this offense may need additional days of practice prior to competition.

Third Offense: Students who violate this policy for a third time have a significant problem. This required session for students who have committed a Third Offense under the rule and wish to regain their eligibility, will target the specific at-risk behaviors and may involve multiple agencies. A Student under the Third Offense educational component must:

- seek assessment and counseling/treatment from a local health care professional,
- successfully complete the recommendations of the care provider and submit a letter from the agency,
- demonstrate a commitment to remain substance free,
- make a presentation to the District School Board requesting reinstatement of interscholastic eligibility,

- notify ASAA through the school administration that all conditions have been successfully completed, and request reinstatement by ASAA.

Students completing the Third Offense component may return to practice prior to the completion of the period of suspension.

Revised 3/2016

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BP 6145.3 PUBLICATIONS

While serving to instruct students in the basic skills of responsible journalism, official school publications shall be free to provide thoughtful, relevant commentaries on all topics within the bounds of good taste.

Student editors in journalism, newspaper, yearbook, and writing classes shall assign and edit the news, editorial and feature content of their publications. Faculty advisors shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication. All statements and editorials must be substantiated by fact. Editorials may freely aim constructive criticism at school organizations, procedures, and policies, but such criticism should reflect the opinions of a cross-section of the publication staff. Editorial columns which express only the opinion of the writer shall be bylined.

As space permits, editorial pages shall be open to any students wishing to express their ideas or to rebut editorials in a letter. School newspapers shall print a fair selection and accurate representation of the letters they receive.

Faculty advisors shall supervise student publications so as to maintain professional standards of English and journalism and to assure that their content is not obscene, libelous, or slanderous, and does not incite students to commit unlawful acts, violate school rules, or disrupt school operations.

(*cf.* 1325 - Advertisements and Promotions)

(*cf.* 5145.2 - Freedom of Speech/Expression)

Legal References:

ALASKA STATUTES

[14.18.010](#) Discrimination based on sex and race prohibited

[14.18.050](#) Discrimination in course offerings prohibited

[14.18.090](#) Enforcement by board of education

COURT DECISIONS

[Bethel School District v. Fraser](#), 478 U.S. 675 (1986)

[Hazelwood School District v. Kuhlmier](#), 484 U.S. 260 (1988)

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.520](#) Recreational and athletic activities

[4 AAC 06.530](#) Guidance and counseling services

[4 AAC 06.540](#) Course offerings

[4 AAC 06.600](#) Definitions

4 AAC 51.270 Equal opportunities

Adopted: June 10, 2003

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BP 6145.5 STUDENT ORGANIZATIONS AND EQUAL ACCESS

Note: *If a public secondary school allows one or more noncurriculum-related groups to meet on school premises during noninstructional time, the federal Equal Access Act (Title VII, Public Law 98-377) states that any other student-initiated group also must be allowed to meet in a "limited open forum" without regard to its religious, political or philosophical views. . As amended by the No Child Left Behind Act of 2001, after adopting a facility use policy, districts must ensure that the policy is applied equitably to all groups, including the Boy Scouts and other affiliated groups.*

Limited Open Forum

The School Board believes that curriculum and noncurriculum-related student organizations have an important place in students' lives. Besides extending and reinforcing the instructional program, such groups can give students practice in democratic self-government and provide wholesome social and recreational activities. Student organizations also serve to honor outstanding student achievement and to enhance school spirit and students' sense of belonging.

Since the district allows schools to sponsor student groups not directly tied to the curriculum, student-initiated groups not sponsored by the school district have the right to meet on school premises during times established for a limited open forum in accordance with provisions of the federal Equal Access Act.

Legal References:

ALASKA STATUTES

[14.03.060](#) Elementary, junior high, and secondary schools

14.30.510 Alaska student leadership development fund

UNITED STATES CODE

TITLE VII - THE EQUAL ACCESS ACT, [20 U.S.C.A. Section 4071](#) *et seq.*, as amended by the No Child Left Behind Act of 2001, [20 U.S.C. § 7905](#)

COURT DECISIONS

Prince v. Jacoby, 303 F.3d 1074 (9th Cir. 2002)

[Board of Education of Westside Community Schools v. Mergens](#), 110 S.Ct. 2356 (1990)

Student Coalition for Peace v Lower Merion School, (1985) 776 F.2d 431 (3rd Cir. 1985)

Adopted: June 10, 2003

Nome Public Schools

AR 6145.5 STUDENT ORGANIZATIONS AND EQUAL ACCESS

School-sponsored Organizations

School-sponsored student organizations must be organized at the school, be composed completely of current student body members and be approved by the Superintendent or designee in accordance with Board policy. They shall hold the majority of their meetings at school and have a democratic plan for the selection of members. Organization activities shall not conflict with the authority and responsibilities of school officials.

Limited Open Forum

Note: *The Equal Access Act prohibits the district from discriminating on the basis of meeting content. By ruling that this law does not violate the first amendment's ban on state establishment of religion, the Supreme Court has clearly protected students' right to hold religious club meetings. The Board still has authority, however, to maintain order and protect students and staff; it may deny the use of facilities to any groups that threaten to disrupt the school program or threaten the health and safety of students and staff. As amended by the No Child Left Behind Act of 2001, after adopting a facility use policy, districts must inform school officials that they are required to apply the policy equitably to all groups, including the Boy Scouts or other affiliated groups.*

The Superintendent or designee shall not deny any student-initiated group access to school facilities during noninstructional time on the basis of religious, political, philosophical or any other content to be addressed at such meetings. The Superintendent or designee shall provide for a limited open forum during noninstructional time so that any such meetings do not interfere with regular school activities.

Note: *In Student Coalition for Peace v. Lower Merion School, 776 F.2d 431 (3rd Cir. 1985), the court has clarified that a school is not required to permit any and all outsiders to use its facilities or even to permit student groups indiscriminately to invite outsiders to its activities. To enable all students to use school facilities on the same terms as all other students, however, the Equal Access Act does allow student groups to invite nonstudents onto school property if the school's limited open forum encompasses nonstudent participation in student events. Persons so invited must not direct, conduct, control or regularly attend such activities.*

The Superintendent or designee shall insure that student meetings are voluntary, with no direction, control or regular attendance by nonschool persons, and that students leave the meeting place in a clean, orderly and secure condition after their meetings.

School staff shall not promote or participate in these meetings, but may be assigned voluntarily to observe them for purposes of maintaining order and protecting student safety.

Meetings held within the limited open forum shall entail no expenditure of public funds beyond the incidental cost of providing the meeting space. Any announcement of meetings shall clearly state that the group is not sponsored by the school or school staff. Such announcements may be posted in accordance with Board policy and state law applicable to all students, but students shall not use the school's equipment or public address system to publicize the meetings of groups not sponsored by the school.

(cf. 5145.2 - Freedom of Speech/Expression)

Adopted: June 10, 2003

Nome Public Schools

SUBCHAPTER VIII - THE EQUAL ACCESS ACT

4071. Denial of Equal Access Prohibited

(a) Restriction of limited open forum on basis of religious, political, philosophical or other speech content prohibited

It shall be unlawful for any public secondary school which receives Federal financial assistance and which has a limited open forum to deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

(b) "Limited open forum" defined

A public secondary school has a limited open forum whenever such school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.

(c) Fair opportunity criteria

School shall be deemed to offer a fair opportunity to students who wish to conduct a meeting within its limited open forum if such school uniformly provides that –

1. the meeting is voluntary and student-initiated;
2. there is no sponsorship of the meeting by the school, the government, or its agents or employees;
3. there is no sponsorship of the meeting by the school, the government, or its agents or employees;
4. employees or agents of the school or government are present at religious meetings only in a nonparticipatory capacity;
5. the meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
6. nonschool persons may not direct, conduct, control or regularly attend activities of student groups.

(d) Construction of subchapter with respect to certain rights

Nothing in this title shall be construed to authorize the United States or any State or political subdivision thereof –

1. to influence the form or content of any prayer or religious activity;
2. to require any person to participate in prayer or other religious activity;
3. to expend public funds beyond the incidental cost of providing the space for student initiated meetings;

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4. to compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;
5. to sanction meetings that are otherwise unlawful;
6. to limit the rights of groups of students which are not of a specified numerical size; or
7. to abridge the constitutional rights of any person.

(e) Federal financial assistance to schools unaffected

Notwithstanding the availability of any other remedy under the Constitution or the laws of the United States, nothing in this title shall be construed to authorize the United States to deny or withhold federal financial assistance in any school.

(f) Authority of schools with respect to order, discipline, well-being and attendance concerns

Nothing in this title shall be construed to limit the authority of the school, its agents or employees, to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

4072. Definitions

As used in this title –

1. The term "secondary school" means a public school which provides secondary education as determined by State law.
2. The term "sponsorship" includes the act of promoting, leading, or participating in a meeting. The assignment of a teacher, administrator, or other school employee to a meeting for custodial purposes does not constitute sponsorship of the meeting.
3. The term "meeting" includes those activities of student groups which are permitted under a school's limited open forum and are not directly related to the school curriculum.
4. The term "noninstructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.

4073. Severability

If any provision of this title or the application thereof to any person or circumstances is judicially determined to be invalid, the provisions of the remainder of the title and the application to other persons or circumstances shall not be affected thereby.

4074. Construction

The provisions of this title shall supersede all other provisions of federal law that are inconsistent with the provisions of this title.

4073. Severability

If any provision of this title or the application thereof to any person or circumstances is judicially determined to be invalid, the provisions of the remainder of the title and the application to other persons or circumstances shall not be affected thereby.

4074. Construction

The provisions of this title shall supersede all other provisions of federal law that are inconsistent with the provisions of this title.

Revised 6/08

NOME PUBLIC SCHOOLS
Adopted: June 10, 2003

AR 6145.21 SPORTSMANSHIP

The district is committed to providing students, coaches and spectators a sportsmanlike environment.

Sportsmanship involves:

1. Taking a loss or defeat without complaint.
2. Taking victory without gloating.
3. Treating opponents with fairness, courtesy and respect.

The following persons are expected to be role models demonstrating sportsmanship at all times and respecting the integrity and judgment of sports officials:

1. Principals and administrative staff.
2. Athletic and band directors.
3. Coaches, players and cheerleaders.
4. Faculty members.
5. Parents/guardians and spectators.

The following behavior is unacceptable at all school contests:

1. Berating an opponent's school or mascot.
2. Berating opposing players.
3. Obscene cheers or gestures.
4. Negative signs.
5. Use of noisemakers.
6. Words or gestures of complaint about officials' calls.

Game programs and the announcers shall explain and promote sportsmanship expectations.

Each principal shall emphasize the importance of sportsmanlike behavior to coaches, players, cheerleaders and spectators in rallies, team meetings, faculty meetings, spirit club meetings, school bulletins and/or public address announcements.

The principal or designee from each participating school shall:

1. Meet with the site manager 30 minutes before game time and establish where he/she will be throughout the event.
2. Enforce the highest standards of sportsmanship within his/her own student body.
3. Cooperate with the principal or designee of the opponent's school whenever any violations of sportsmanship occur.

Disciplinary Measures Governing Coaches and Student Athletes

1. If any athlete physically assaults a coach, game official or school official at or during an athletic contest, the athlete will be suspended from athletics for one calendar year from the date of the infraction.
2. If any athlete actively competing in an athletic contest is involved in an altercation or is ejected from the contest as a result of that altercation, the athlete will be suspended from the next contest. An altercation is any action outside of the normal conduct of an athletic contest by which a student athlete causes or attempts to cause physical injury to another or which, in the judgment of a school or game official, could lead to another person's physical injury.
3. If any athlete leaves the bench/sidelines to go on the playing area during an altercation and, in the judgment of school officials, engages in behavior which serves perpetuate the altercation, the athlete will be suspended from the next contest. Any athlete who willfully defies the order of a game or school official to remain in the bench/sidelines area during an altercation will be suspended from the next contest.
4. Any violation of these rules by an athlete may also result in suspension from the academic program.
5. If a coach in any sport is removed from the game by an official, the coach will be suspended from coaching the next contest, subject to application of due process procedures.

Adopted: June 10, 2003

BP 6145.22 CONCUSSION IN STUDENT ATHLETES

Note: Effective August 25, 2011, [AS 14.30.142-143](#) requires school districts to have a program for the prevention and management of concussions in student athletes. A concussion is a brain injury but the effects of concussion can be mitigated by prompt recognition and appropriate response. The statutes require school districts to consult with the Alaska School Activities Association ("ASAA") to develop and publish guidelines to educate coaches, students, and parents about the risks of concussion, and to develop standards for return to play. ASAA guidelines are incorporated into this policy and the accompanying AR. The law also requires annual dissemination of information to parents and athletes, verification of receipt of that information prior to participation, and specific procedures for removal and return to play of a student suspected of having a concussion.

The Board recognizes that students who participate in sports and other recreational activities are at risk for concussion. The Board promotes student, parent, and staff awareness of the risks of concussion and directs appropriate concussion management procedures to improve the health and safety of student athletes.

A concussion is a traumatic brain injury resulting from a forceful blow to the head or body that results in rapid movement of the head, causing any change in behavior, thinking, or physical functioning. The likelihood of serious injury increases when a concussion is not properly identified, evaluated, and managed.

(cf. 6145 - Extra Curricular and Co-Curricular Activities)

(cf. 5141 - Health care and Emergencies)

Risk Awareness and Education

The Superintendent will develop appropriate concussion management procedures to help ensure a safe and healthy athletic experience. These procedures shall include guidelines and other information to educate coaches, student athletes, and their parents/guardians of the nature and risk of concussion, including the dangers associated with returning to play before a concussion is fully healed.

On an annual basis, the District will distribute a concussion fact sheet to students participating in District-sponsored sports, and to their parents/guardians. The student and parent/guardian must return a signed, written acknowledgement indicating they have reviewed and understand the information. The written acknowledgement must be received by the athlete and parent/guardian prior to the athlete's participation in any District-sponsored practice or competition.

Removal and Return-To-Play

Note: Effective July 1, 2015, an athletic trainer is required to be licensed under AS 08.07.010 unless certain conditions apply. A coach or fitness trainer is not required to be licensed if he/she 1) does not use the title "athletic trainer," "licensed athletic trainer," "certified athletic trainer," "athletic trainer certified," "A.T.," "A.T.L.," "C.A.T.," "A.T.C.," or any combination; and 2) is acting within the scope of the person's duties as a coach or fitness trainer. AS 08.07.010(c). [AS 14.30.142\(d\)](#) requires that an athlete be evaluated and cleared for participation "in writing by an athletic trainer or other qualified person who has received training, as verified in writing or electronically by the qualified person, in the evaluation and management of concussions." State law defines a "qualified person" as either a health care provider who is licensed in Alaska or exempt from licensure, or a person acting at the direction or under the supervision of a physician who is licensed in Alaska, or exempt from licensing under [AS 08.64.370\(1\), \(2\), or \(4\)](#).

Instruction

The Superintendent's guidelines will include procedures for the immediate removal from practice or competition of a student who has signs of concussion. A student who has been removed from participation may not return to participation in practice or game play until evaluated and cleared to do so by an athletic trainer or other qualified person who is trained in the evaluation and management of concussions, as established by law. Because of the risks of returning to play prematurely, a student should gradually be returned to the activity.

Coaches Training

Note: [AS 14.30.142](#) provides that school districts are to work with ASAA to develop and publish guidelines and other information "to educate coaches[.]" ASAA recognizes that districts must individually decide how to implement and provide coaches training but requires that districts shall ensure training for coaches at least every three years, on the same cycle as the required Sports First Aid certification.

All coaches, including volunteer coaches, will complete training in the evaluation and management of concussions as specified in District procedures.

Legal References:

ALASKA STATUTES

[AS 14.30.142](#) Concussions in student athletes: prevention and reporting

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[AS 14.30.143](#) Concussions in student athletes: school district immunity

Nome Public Schools

AR 6145.22 CONCUSSIONS IN STUDENT ATHLETES

GUIDELINES FOR CONCUSSION MANAGEMENT

Concussions are a serious concern for students participating in sports. A concussion is a traumatic brain injury. The effects of concussion can be mitigated by prompt recognition and appropriate response. These guidelines focus on concussion education, prevention, uniform concussion response, and safe and appropriate return-to-play.

Education of coaches, athletes, and parents about the nature and risks of concussion is in the best interest of student-athletes at the middle and high school levels. A competitive athletic culture of playing through pain or "toughing it out" puts student-athletes at risk of brain injury, disability, and/or death as a result of concussion and repeat concussion injuries. Allowing a student-athlete to return to play before recovering from a concussion greatly increases the risk of serious and permanent injury.

TRAINING

Note: ASAA describes the following three resources for online coaches education:

"Concussion in Sports," available online, at no cost, through the NFHS Learning Center.

<http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000>

"HEADS UP" Concussion in Youth Sports, available online, at no cost, through the CDC.

http://www.cdc.gov/concussion/HeadsUp/online_training.html

Concussion Awareness, available online through USA Football.

<http://www.usafootball.com/health-safety/home>

Initial Training for Coaches: All coaches must receive initial training in the recognition and management of sports concussions, including an understanding of these guidelines. Initial training is required prior to the start of the applicable season. Training may consist of face-to-face training and/or online training modules. The district will document that training has occurred.

Refresher Training: All coaches will receive subsequent training at least every three years. Coaches will complete refresher training in conjunction with their Sports First Aid certification three year renewal, even if the renewal date occurs sooner than three years following initial concussion training. The Superintendent or designee may require refresher training more often if it is determined to be necessary on an individualized or group basis.

PREVENTION

Sports Equipment: Proper utilization of sports equipment can help prevent concussions. The district shall utilize the following procedures:

1. Safety equipment will be maintained in proper working condition.
2. The equipment utilized will be appropriate for the athlete and the position.
3. No athlete may be permitted to play without required equipment.
4. Safety equipment must fit properly and be worn correctly.

Athlete Education: The head coach and/or athletic trainer is responsible for ensuring that all participating athletes receive instruction on the risks of concussion. Instruction shall occur at the beginning of the season and throughout as appropriate. Instruction will cover the following:

1. The signs and symptoms of concussion.
2. The importance of reporting concussion symptoms experienced by the athlete or observed in a teammate.
3. The importance of full recovery for health, safety, and performance.
4. The importance of safety rules in minimizing the risk of concussion.
5. The importance of rules of the game and sportsmanship in minimizing the risks of concussion.
6. Any other procedures or prevention tools for the applicable sport.

CONCUSSION FACT SHEET FOR PARENTS AND ATHLETES

Note: [Alaska Statute 14.30.142](#) requires districts to annually provide athletes and their parents written information on the nature and risks of concussion. A student may not participate in athletic activities unless the student and parent have signed a verification of receipt of this information.

E 6145.22(1) is ASAA's recommended fact sheet entitled "A Parent's Guide to Concussion in Sports" prepared by the National Federation of State High School Associations.

Each student who registers for a District-sponsored sport will receive a fact sheet on the nature and risks of concussions. The fact sheet will also be disseminated to each participant's parent or guardian for athletes under the age of 18.

Note: E 6145.22(2) is ASAA's written verification, entitled "Parent and Student Acknowledgement and Consent."

A student may not participate in school athletic activities unless the student and parent/guardian have signed a verification of receipt of this required information. Schools shall keep a copy of the signed form on file. Only one verification is needed per school year, even if the student participates in more than one sport.

RISKS AND STANDARDS FOR RETURN TO PLAY

Note: The following standards for return to play include those guidelines developed by ASAA, utilizing recognized standards for gradual and safe return to play for a concussed athlete.

Identifying Concussion and Determining the Level of Medical Response

A student who is suspected of having sustained a concussion during a practice or game shall be immediately removed from the activity. An individual who has received concussion training, to include a coach, EMT, or other medical provider, should immediately observe for any signs, symptoms and abnormalities to help determine whether an athlete has suffered a concussion and how urgently he or she should be sent for appropriate medical care. Assume a concussion occurred if the head was hit and even the mildest symptoms are present.

The following situations should result in immediate emergency care:

- An athlete has a loss of consciousness of any duration.
- An athlete has symptoms of concussion and is not stable because the athlete's condition is changing or deteriorating.
- An athlete exhibits or reports any of the following symptoms:
 - Any signs or symptoms of spine or skull fracture, or bleeding
 - Blurry or double vision
 - Decreased or irregular pulse or breathing
 - Difference in pupil size from right to left eye or pupils that do not react to light (fixed/dilated pupils)
 - Headache that gets significantly worse over time
 - Noticeable changes in the level of consciousness
 - Seizure activity
 - Slurred speech
 - Vomiting

If no emergency is apparent, but other signs of concussion are present, close observation of the athlete should continue for a few hours. No athlete will return to play (RTP) on the same day of concussion, even if symptoms clear within minutes.

Return-to-Play Clearance

Note: E 6145.22(3) is ASAA's sample Release for Student to Resume Participation Following a Concussion.

A student who has been removed from participation in a practice or game for suspicion of concussion will not return to play until the student has been evaluated and cleared for participation. A student may be cleared in writing by an athletic trainer or other "qualified person" who has received training, as verified in writing or electronically by the qualified person, in the evaluation and management of concussions. Under Alaska law, a "qualified person" means either

- (a) a health care provider who is licensed in the state or exempt from licensure under state law; or
- (b) a person who is acting at the direction and under the supervision of a physician who is licensed in the state or exempt from licensure under [AS 08.64.370\(1\)](#) [medical providers in the Armed Services or the United States Public Health Service while in the discharge of their official duties], (2) [out-of-state physicians or osteopaths consulting with in-state doctors or osteopaths in the diagnosis or treatment of cases], or (4) [medical providers in the Armed Services or the United States Public Health Service volunteering services without pay to a medical facility].

Note: Under Alaska law, effective July 1, 2015, an athletic trainer is required to be licensed, unless the individual is: 1) a student in an accredited athletic trainer program who is training under the supervision of an athletic trainer or a person licensed to practice medicine or osteopathy under [AS 08.64](#); 2) licensed, certified or registered as an athletic trainer in another state and is present in the state for not more than 90 days in a calendar year for an event; or 3) in the military service of the United States or as an employee of the federal government performing athletic training services in the scope of official duties. [AS 08.08.010\(a\)](#).

After Medical Clearance, Return to Play ("RTP") Step-Wise Protocol

The District will utilize a protocol of gradual RTP to maximize student safety. Gradual RTP permits a greater assessment of student recovery and permits monitoring for the return of any signs or symptoms of concussion.

Note: about cognitive impacts of concussion: Students with a concussion may be impacted in their ability to perform all activities, not just athletic ones. A concussion impacts a student's academic and cognitive abilities. Students may also experience mood changes. As they recover, students may need temporary accommodations regarding instructional time, course load, computer use, assistance with passing time, limitations on PE or other physical activity, etc. Coaches, athletes, and parents should inform teachers, counselors, and the school nurse when a student suffers a concussion.

Symptomatic Period - Rest is recognized as the best treatment for concussion. No exercise should be engaged in if any signs or symptoms of concussion are present. When there have been no symptoms for 24 hours, and the qualified provider has cleared the athlete to begin the Return-to-Play Protocol, then Day 1 begins.

Return-to-Play Protocol - This program begins only after all symptoms of concussion have resolved. It is to take place over a minimum of 6 days, with at least 24 hours between each step. The rate of progression through the steps in this program is individualized. Factors that may slow the rate are history of previous concussions, number/severity/duration of concussive symptoms, young age, and the risk of the sport. Physical or cognitive activity that provokes recurrence of concussive symptoms may delay recovery and increase the risk of future concussion. If symptoms recur at any step, then physical and cognitive activity stop for 24 hours and are then reinitiated at the previous step.

Note: This return-to-play protocol is based on ASAA guidelines and includes a corresponding gradual return to instructional/cognitive activity.

Day 1 - 15 Minutes of Light Aerobic Activity (Walk, Exercise Bike, etc.)

- Trial half day of school. No homework. No testing.
- **If no return of symptoms, then:**

Day 2 - 30 Minutes of Light to Moderate Aerobic Activity (Walk, Exercise Bike, etc.)

- Trial full day of school. No Homework. No testing.
- **If no return of symptoms, then:**

Day 3 - 30 Minutes of Moderate to Heavy Aerobic Activity

- Full day of school. Regular homework assignments. No testing.
- **If no return of symptoms, then:**

Day 4 - 30 Minutes of Heavy Aerobic Activity and 15 Minutes of Resistance Exercise (Push-ups, Sit-ups, Weight Lifting).

- Full day of school. Regular homework. Regular testing.
- **If no return of symptoms, then:**

Day 5 - Return to Practice with NON CONTACT Limited Participation.

- **If no return of symptoms, then:**

Day 6 - Return to Full Practice WITH CONTACT

School/Medical Concussion Care Plan

Note: E 6145.22(4) is ASAA's "School/Medical Concussion Care Plan."

Schools should establish a team comprised of a parent, school staff member and the qualified provider to develop and utilize a care plan for each student who has been diagnosed with a concussion. The plan should include the following sections:

- Determination of Symptoms
- Returning to Daily Activities
- Returning to Sports
- Gradual Return to School and Play (RTP) Protocol

The school should disseminate the Concussion Care Plan to all appropriate staff, including the student's teachers, the nurse, the athletic trainer, the coach, the athletic director, and the principal, as applicable.

Throughout the incremental return to school and exercise, the principal or designee should designate a staff member, preferably a school nurse if available, who meets with the athlete daily to determine the level of symptoms, to evaluate the response to increases in hours of school and intensity of exercise, to decide if the athlete will advance to the next increment of return, and to communicate daily status reports to the athlete, the parent, the health care provider supervising the concussion care, and senior school staff.

Revised 3/2015

Nome Public Schools

BP 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS

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: 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.

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.

<u>Subject</u>	<u>Units of Credit</u>	
Language Arts	4	
Social Studies	3*	
Mathematics	3	- For students graduating from high school on or after July 1, 2017
Science	2	
Health/Physical Education	1	
Electives	9	

***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 – College and Career Readiness Assessments)

(cf. 6184 - Virtual/Online Courses)

Legal Reference:

ALASKA STATUTES

[14.03.075](#) Secondary student competency testing

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 receives a certificate of achievement

[4 AAC 06.721](#) College and career readiness assessment waivers

Revised 05/2017

Revised 03/2016

AR 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS

Options available for meeting established requirements:

1. Pupils may be graduated with the minimum number of required units of credit listed by the state department 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 must meet the basic requirements.

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.

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 is 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 HSGQE.

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 1 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 team and is based on an exhaustive assessment of the needs and suitability of program options for any given child.

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

BP 6146.2 HIGH SCHOOL EQUIVALENCY TEST

Note: Pursuant to [8 AAC 99.120](#), persons aged 16 or 17, who are not enrolled in high school, are eligible to take the GED test if they are legally emancipated or have parent permission and a withdrawal slip from the last school attended.

The School Board recognizes that individuals may obtain an Alaska high school diploma by successfully completing the Alaska General Educational Development Test. However, the Board desires that every student have the opportunity to earn a high school diploma through successful completion of district graduation requirements and encourages students to remain in school.

(cf. 5147 - Dropout Prevention)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

[8 AAC 99.110 - 99.190](#) High school equivalency test

Revised 1/04

Adopted: June 10, 2003

Nome Public Schools

BP 6146.3 COLLEGE AND CAREER READINESS ASSESSMENTS

Note: Effective June 30, 2016, the requirement that no secondary student be issued a diploma unless he or she has taken a college and career readiness assessment is repealed. However, school districts still shall require all students in grade 11 and all students in grade 12 who have not previously done so, to take one of the assessments described in [4 AAC 06.717](#). Students may seek waivers of the requirement under [4 AAC 06.721-724](#).

The School Board shall provide for students to take college and career readiness assessments. The exams shall be administered in accordance with state law and regulations. The taking of an assessment is not a requirement for a diploma.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Differential Requirements for Individuals with Exceptional Needs)

(cf. 6162.5 - Standardized Testing)

The IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment. The IEP team's determination should consider whether the assessment supports the transition plan set forth in the student's IEP.

Legal Reference:

ALASKA STATUTES

[14.03.075](#) College and career readiness assessment

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.710](#) Statewide student assessment system

[4 AAC 06.717](#) College and career readiness assessment

[4 AAC 06.718](#) College and career readiness assessment after student receives a certificate of achievement

[4 AAC 06.765](#) Test Security; Consequences of Breach

[4 AAC 06.721](#) College and career readiness assessment waivers

[4 AAC 06.775](#) Statewide assessment program for students with disabilities

[4 AAC 06.790](#) Definitions

Revised 09/2017

Revised 03/2016

Nome Public Schools

AR 6146.3 COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS

Note: [AS 14.03.075](#) provides that a school may not issue a secondary school diploma to a student unless the student takes a college and career readiness assessment or receives a waiver. Regulations governing waivers are found at [4 AAC 06.775](#).

A college and career readiness assessment means the SAT, ACT or certain sections of the WorkKeys assessment. If a student takes the WorkKeys assessment, he or she must take the following sections: applied mathematics; reading for information; and locating information.

The Department of Education and Early Development will provide for the college and career readiness assessment to be administered one time per year at no charge to students. A student may take the assessments additional times at the student's expense.

A waiver may be granted in two instances: 1) when a student has arrived late into the Alaska public school system; or 2) in rare and unusual circumstances as defined by the Department of Education and Early Development.

Procedures for Requesting A Waiver

The district shall maintain in the district office and the office of its high schools a Department approved form for requesting a waiver of the college and career readiness assessment. A student must complete this form and include all required documentation. The waiver request will be considered by the Superintendent or designee who shall make a recommendation to the School Board for approval or denial of the waiver. The recommendation shall be based solely on whether the criteria for granting a waiver under state law has been met for the individual student. The School Board may not grant a waiver unless the student has demonstrated that all other state and district requirements for graduation will be met.

A. Waiver for Late Arrival Into the School System

A student arrives late into the state public school system if the student arrives in Alaska after the completion of all scheduled college and career readiness assessments in the student's year of intended graduation. A student who resides in the state but attends a private school or is home schooled and then transfers to the district after the completion of all scheduled administrations in the student's year of intended graduation may also be eligible for a waiver. A student's request for a waiver must be submitted on the approved form, must demonstrate that the student has met all other requirements for graduation, and must include the following:

1. Documentation from the school in which the student is currently enrolled which identifies the student's initial enrollment date;
2. Documentation from the out-of-state school district, Alaska private school or home school program from which the student transferred, which includes both the enrollment date and exit date; and
3. Documentation that verifies the date of the student's physical presence in Alaska prior to enrollment in any of the schools in the state. Verification may include: records or receipts of airlines, the Alaska Marine Highway System, or other carriers; hotel receipts; or affidavits or certifications by persons acquainted with or related to the applicant who have personal knowledge of the applicant's physical presence in Alaska.

B. Waiver for Rare and Unusual Circumstances

A waiver may be granted for a rare and unusual circumstance only if the circumstance is beyond the control of the student, the student's parents, and the school. Additionally, the timing of the circumstance must be such that no other recourse or remedy exists to address the situation before the student's expected graduation date. A waiver may be granted only for the following reasons:

1. The death of the student's parent occurring within the last semester of the student's year of intended graduation.
2. A medical condition that is a serious and sudden illness or physical injury that prevents the student from taking the college and career readiness assessment and occurs in the last semester of the student's year of intended graduation. The waiver request must be supported by an affidavit or certification from the student's treating licensed medical provider that the diagnosed condition prevented the student from taking the assessment and was beyond the control of the student or parents. The condition cannot be: 1) pregnancy or childbirth, unless the affidavit or certification verifies that an emergency occurred; 2) treatable depression, stress, or stress-related conditions, unless the affidavit or certification verifies that a qualifying emergency occurred; or 3) a condition caused by illegal alcohol or substance abuse.
3. A disability arising in the student's high school career that arises too late to apply for a meaningful accommodation from the testing vendor. A waiver may be granted only if consistent with the student's IEP team recommendations and the student's principal and the district's superintendent support the waiver request.
4. A significant and uncorrectable system error which is limited to one of the following:
 - a. A student's completed exam from the last administration of the assessment in the student's year of intended graduation is lost in transit between the school district and the testing vendor. A waiver request must be supported by: 1) documentation from the district verifying that the test materials were mailed to the testing vendor; and 2) documentation from the U.S. Postal Service, or other carrier, that the exam materials are lost.
 - b. The student's school or district failed to administer the assessment on a scheduled administration date during the

student's senior year.

School Board Action Approving or Denying A Waiver

The School Board's decision approving or denying the request for a waiver will be in writing and delivered to the student by registered mail. The reasons for approving or denying the waiver will be stated in the written decision. The School Board may deliver courtesy copies of the decision to the student or the student's parents/legal guardians by other methods. The School Board will also provide a copy of the decision to the Department. The School Board's written decision will notify the student that denial of the waiver may be appealed to the Department of Education and Early Development.

Note: *The following language can be used by the School Board in its written notice to comply with the requirement that the student be notified of the right to appeal in the event the School Board denies a waiver. [4 AAC 06.721](#) and [06.724](#). Any form of notification should include notice that the student only has thirty (30) days to appeal: "This decision may be appealed by the student, or student's parent or legal guardian, to the State of Alaska Department of Education and Early Development. Enclosed is the required form that must be used for an appeal. This appeal form must be postmarked no later than thirty (30) days from your receipt of this decision. State law requires that an appeal request state the grounds for the appeal, including a brief summary of the nature of the original waiver request and an explanation of how the School Board erred in denying the waiver. Also enclosed is a copy of [4 AAC 06.724](#) which further explains the appeal procedures."*

Within twenty (20) days of an appeal being filed, the School Board shall forward to the Department the entire record of the student's waiver request, including the following documents:

1. The student's waiver application and any supporting documents included in support of the waiver request;
2. A copy of the School Board's graduation requirements; and
3. A copy of the student's most current official transcript.

Revised 3/2015

Nome Public Schools

HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION WAIVERS (continued)

BOARD ACTION APPROVING OR DENYING A WAIVER

The School Board’s decision approving or denying the request for a waiver must be in writing and delivered to the student by registered mail. The reasons for approving or denying the waiver must either be stated on the record or in the written decision. The Board may deliver courtesy copies of the decision to the student or the student’s parents/legal guardians by other methods. The Board must also provide a copy of the decision to the Department. The Board’s written decision must notify the student that denial of the waiver may be appealed to the State Department of Education and Early Development.

Note: *The following optional language can be used by the Board in its written notice to comply with the requirement that the student be notified of his or her right to appeal. 4 AAC 06.772 and 06.780. Any form of notification should include notice that the student only has thirty (30) days to appeal.*

OPTIONAL: If the Board’s decision denies a student’s waiver request, the Board’s written notice will include the following language: “This decision may be appealed by the student, or student’s parent or legal guardian, to the State of Alaska Department of Education and Early Development. Enclosed is the required form that must be used for an appeal. This appeal form must be postmarked no later than thirty (30) days from your receipt of this decision. State law requires that an appeal request state the grounds for the appeal, including a brief summary of the nature of the original waiver request and an explanation of how the Board erred in denying the waiver. Also enclosed is a copy of 4 AAC 06.780 which further explains the appeal procedures.”

Within twenty (20) days of an appeal being filed, the Board shall forward to the Department the entire record of the student’s waiver request, including the following documents:

1. The student’s waiver application and any supporting documents included in support of the waiver request;
2. a copy of the Board’s internal policy on waivers, if any; and
3. any other items that the Board relied upon when considering the student’s waiver request.

Added 1/04



Application for a Waiver

From Passing the High School Graduation Examination Due to Late Arrival into the Alaska Public School System

State of Alaska regulation 4 AAC 06.773 allows students to request a waiver from passing the High School Graduation Qualifying Examination (HSGQE) if the student arrives late into the Alaska public school system. The student must submit a waiver request to the local school board for consideration. A student who receives a waiver from passing the HSGQE must also meet all other state and school district requirements for graduation in order to receive a high school diploma.

Complete all items below and attach supporting documentation as necessary before submitting this waiver request to the local school board.

Current School District		
Student's Name		
Student Ten Digit State ID Number		
Student's Grade Level		
Date Enrolled in District		
Number of semesters remaining (not to exceed 2)		
Intended Year of Graduation		
		Provided (✓)
Documentation from current school	Enrollment records from <i>(School Name)</i> :	<input type="checkbox"/>
	Enrollment date:	
Documentation from previous out-of-state school	Enrollment records from <i>(School Name)</i> :	<input type="checkbox"/>
	Enrollment date:	
	Exit date:	
Documentation that verifies student's physical presence in Alaska	Indicate type of documentation presented:	<input type="checkbox"/>
	Transportation (airline tickets, etc.)	<input type="checkbox"/>
	Lodging receipts (hotels, etc.)	<input type="checkbox"/>
	Affidavit/certification (signed by relative or other person who can verify this student's presence in Alaska)	<input type="checkbox"/>

Waiver is: **Approved:** _____ **Denied:** _____

_____ _____

Signature of Local School Board Authority *Date*

For School Board Use Only

The governing body's decision approving or denying the request for a waiver must be in writing and shall be delivered by registered mail. The governing body shall also provide a copy of the decision to the department. The governing body shall state the reason for its decision in the written decision. In the event that a local school board denies a student's waiver from passing the High School Graduation Qualifying Exam, the student may appeal the denial to the Department of Education & Early Development under 4 AAC 06.780.

<p>A disability arising in the student’s high school career and the disability arose too late to develop meaningful and valid assessments. The waiver is consistent with the student’s IEP team recommendations and the principal and superintendent support the waiver request. Required documentation: <i>Documentation must be provided from the student’s IEP team that verifies the date on which the disability arose and was determined, information describing why no meaningful or valid alternative assessment could be used, and documentation of support from the school principal and district superintendent.</i></p>	<input type="checkbox"/>
<p>A significant and uncorrectable system error has occurred, limited to:</p> <p>Test materials (from the last administration of the student’s intended year of graduation) lost in transit after exam was administered. Required documentation: <i>Provide documentation that verifies that the district mailed the materials, including documentation from the U.S. Postal Service or from the carrier used to transport the exam materials, and provide date of test administration;</i></p> <p>The student’s school or district failed to administer the exam at one of the scheduled administrations while the student was in 12th grade. Required documentation: <i>No documentation required of the student-applicant; the school district can verify this information; or</i></p> <p>Number of semesters remaining in the intended year of graduation</p> <p>_____</p> <p>The student was in the 9th grade or higher in the Alaska public school system during the 2002-03 school year, and is a student with a disability covered by IDEA, and the student or student’s IEP team relied on advice from the State of Alaska Department of Education & Early Development regarding whether an alternate assessment would lead to a diploma; and the student participated in an alternate assessment prescribed by his or her IEP team. Required documentation: <i>Attach supporting documentation from the student’s IEP team verifying the above information and verifying the student’s participation in the alternate assessment.</i></p>	<input type="checkbox"/> <input type="checkbox"/>
<p>Unable to participate in the regular HSGQE due to a disability. This waiver does not exempt the student from passing the exam but from taking the regular HSGQE the student’s sophomore year. The student or the student’s parent must file a Request for Permission (form #05-05-020) before October 31, of sophomore year or the year in which the student is first enrolled in the state to the local governing body. If the student is granted permission from taking the regular HSGQE, the IEP or 504 team must then apply for an alternative assessment program: modified HSGQE or nonstandardized HSGQE. If approval is granted for the Request for Permission and one alternative assessment program, the student or student’s parent may apply and submit this waiver in the final semester of the student’s year of intended graduation. Required documentation: <i>Granted Request for Permission with all attached evidence, copy of the approved alternative assessment application which was completed by the IEP/504 team and signed by the Department, evidence of proficiency on the alternative assessment (modified or nonstandardized) and any other information required in the Participation Guidelines.</i></p>	<input type="checkbox"/>

FOR SCHOOL BOARD USE ONLY

Waiver is: Approved: _____ Denied: _____

(state reason)

Signature of Regional School Board authority

Date

The governing body's decision approving or denying the request for a waiver must be in writing and shall be delivered by registered mail to the student. The governing body shall also provide a copy of the decision to the department. The governing body shall state the reason for its decision in the written decision. In the event that a local school board denies a student's waiver from passing the High School Graduation Qualifying Exam, the student may appeal the denial to the Department of Education & Early Development under 4 AAC 06.780.



**Application for an Appeal to a Denial for
a Waiver from Passing the High School
Graduation Qualifying Examination**

In the event that a High School Graduation Qualifying Examination waiver is denied by the local school board, State of Alaska regulation 4 AAC 06.780 provides for an appeal to the Alaska Department of Education & Early Development. The appeal must be postmarked no later than 30 days after receipt of the notice of denial from the local school board. The governing body will forward to the Department of Education & Early Development the entire record relating to the student's waiver within 20 days of the appeal.

Student Information:

Current School District	
High School Name	
Student's Name	
Student Ten Digit State ID Number	
Student's Address	
Student's Phone Number	
Student's Grade Level	
Student's Intended Year of Graduation	

Purpose of Waiver Request Denied by Local Governing Body (✓):

- Arriving late into Alaska Public School System (4 AAC 06.773)
- Rare and Unusual Circumstances (4 AAC 06.774)
- Passed Another State's Competency Examination (4 AAC 06.777)

Statement of grounds for the appeal, including a brief summary explaining how the local school board erred in its decision to deny the waiver. Include additional pages if necessary.

Parent or Student Signature Required _____

*Send form to the Commissioner of Education & Early Development at PO Box 110500, Suite 200,
Juneau, AK 99811-0500 (fax 907-465-2900)*

Note: *Effective February 1, 2004, secondary students must pass the high school graduation qualifying exam as a condition to receiving a diploma. However, a special education student who does not achieve a passing score on the examination, with or without accommodation, is eligible for a diploma if the student successfully completes an alternative assessment program required by the IEP. The alternative assessment program must, to the maximum extent possible, conform to state performance standards established for the competency exam. Importantly, alternative assessment may not be utilized for a child unless the student has taken and failed to pass the exam, and the Department of Education and Early Development approves the alternative assessment. The Department is charged with establishing uniform standards for an alternative assessment program.*

The School Board recognizes that course requirements adopted for students enrolled in regular educational programs may not be appropriate for all students enrolled in district special education programs. Students with diagnosed disabilities that prevent them from regular course requirements may complete substitute courses. Students with exceptional needs should meet the regular district requirements to the extent that their handicaps or disabilities permit. The Individualized Education Program Team (IEP) will determine if a student's handicaps or disabilities preclude the student from attaining the district's regular standards. The determination and development of appropriate differential standards will be included in the student's individualized education program.

Legal Reference:

ALASKA STATUTES

14.03.075 Secondary Pupil Competency Testing

ALASKA ADMINISTRATIVE CODE

*4 AAC 04.160 Alternative performance standards for students with significant cognitive disabilities
4 AAC 06.078 Alternative completion requirements; handicapped students*

**NOME PUBLIC SCHOOLS
Adopted: June 10, 2003**

BP 6146.5 DIFFERENTIAL REQUIREMENTS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS

Course Requirements

Note: Under [4 AAC 06.078](#), if the disability of a student precludes the taking of regular curricular offerings, a substitute course in the same subject area may be designed and provided as determined by the IEP team. A substitute course means a course that is aligned to the grade level content standards in [4 AAC 04.140\(a\)](#) and meets the state and district graduation requirements as specified in [4 AAC 06.075](#). A substitute course may be noted on the student transcript by a number code known only to the IEP team and institution offering the course. A student taking a substitute course must take the state standards-based test.

The School Board recognizes that regular course requirements may not be appropriate for all students enrolled in district special education programs. Students with exceptional needs should meet the regular district requirements to the extent that their handicaps or disabilities permit. The Individualized Education Program (IEP) team will determine if a student's disabilities preclude the student from attaining the district's regular standards. Students with disabilities that prevent them from regular course requirements may complete substitute courses. The determination and development of appropriate differential standards will be included in the student's IEP.

Standardized Assessment

Under [4 AAC 06.775](#), a school district must provide a program of statewide assessment for every student with a disability enrolled in the district or attendance area. The assessment program must include the availability of accommodations required in a student's IEP or section 504 plan for every required standards-based or norm-referenced test, and be consistent with the Department's Participation Guidelines for Alaska Students in State Assessments, dated December 2015. When administering the college and career readiness assessment, a district shall follow the Department's Alaska Supplement for WorkKeys Assessment, dated June 2014. In the following policy language, "accommodation" and "modification" are terms that have been defined by the Department of Education and Early Development as follows: "accommodation" means a change made to a testing situation to ensure that information obtained from a statewide assessment is an accurate reflection of what the assessment is intended to measure rather than a measure of a student's disability and that has been approved by the Department and recommended for use by the student's IEP team for the taking of a standardized test; and "modification" means a change to the setting, timing, presentation, or response format of a standardized test approved by the Department and recommended for a student by the student's IEP team that alters what a test measures.

Every student with a disability will participate in statewide assessments as required by law. Student participation will be facilitated by the provision of accommodations as identified in a student's Section 504 plan or IEP.

Students with disabilities must take all statewide standards-based tests, with or without accommodations, unless an alternate assessment is necessary. An alternate assessment may be conducted for students whose cognitive abilities and adaptive skills prevent completion of the standard academic curricula, even with modifications and accommodations as determined by the IEP team. Alternate assessments may also be conducted for those students enrolled in a curriculum focused on functional life skills where the student requires direct instruction in multiple settings to apply and transfer skills. In such instances, an alternate assessment shall be provided as specified in the IEP or Section 504 plan.

Note: The alternate assessment must be based on alternate performance standards under [4 AAC 04.160](#), which incorporates and refers to DEED publication "Alaska Alternate Assessment & Alternate Performance Standards for Students with Significant Cognitive Disabilities." An alternate assessment may not be given to a student whose inability to complete the standard curricula is the result of (a) extended absences; (b) visual, auditory, or physical disabilities; (c) emotional behavioral disabilities; (d) specific learning disabilities; or (e) social, cultural, or economic differences. If the student takes the alternate assessment instead of the standards based assessment, the student is not eligible for a diploma under the Participation Guidelines. [4 AAC 06.717\(f\)](#).

College and Career Readiness Assessment

Note: Effective June 30, 2016, the requirement in [AS 14.03.075](#) that secondary students must take a college and career readiness assessment or receive a waiver from the School Board as a condition to receiving a diploma is repealed. The IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment based on the IEP team's determination of whether the assessment supports the transition plan set forth in the student's IEP.

The IEP team for a student with a significant cognitive disability may determine whether the student will take the college and career readiness assessment. The IEP team's determination should consider whether the assessment supports the transition plan set forth in the student's IEP.

Legal Reference:

[14.03.075](#) College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

4 AAC 06.717 College and career readiness assessments

[4 AAC 06.775](#) Statewide assessment program for students with disabilities

[4 AAC 06.078](#) Alternative completion requirements; students with disabilities

Revised 3/2016

Nome Public Schools

BP 6146.6 ELEMENTARY SCHOOL DEVELOPMENTAL PROFILE

Note: Beginning in 2000, each school district must submit to the Alaska Department of Education and Early Development a developmental profile for each student entering kindergarten or first grade in each school in the district, including charter schools. A student whose profile is submitted upon entering kindergarten does not need an additional profile upon entering first grade. The profile should be completed on a form provided by the Department and must be submitted to the Department by November 1 of each year.

The Board believes that student assessment is one of the tools that may be considered in determining the best educational choices for a student, and that assessment at an early age may be especially beneficial. The Superintendent or designee shall administer to each incoming kindergarten and first grade student a developmental profile which contains indicators of the student's physical well-being and motor development; language and literacy development; personal-social development; thinking and cognitive development; and child background. Child background includes factors affecting a child's school performance such as pre-school experience, whether the child has an individualized education program, and health data.

At the discretion of the Superintendent, a child completing a profile upon entry to kindergarten may not be required to complete an additional profile upon entering first grade.

(cf. 6159 Individualized Education Program)

Legal References:

ALASKA STATUTES

[14.07.020](#) Duties of the Department

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.710](#) Statewide Student Assessment System

[4 AAC 06.712](#) Developmental Profile

Adopted: June 10, 2003

Nome Public Schools

BP 6153 SCHOOL-SPONSORED TRIPS

The School Board recognizes that school-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board believes that careful planning can greatly enhance the value and safety of such trips.

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 6145 - Extracurricular Activities)

All trips involving out-of-state travel shall require the prior approval of the Board. Other trips may be approved by the Superintendent or designee.

Principals shall ensure that teachers develop plans which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips. Other school employees and parents/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings.

(cf. 3541 - Transportation: School-Related Trips)

In advance of a study trip, teachers shall determine educational objectives which relate directly to the curriculum. Principals shall ensure that teachers develop plans which provide for the best use of students' learning time while on the trip. Teachers also shall provide appropriate instruction before and after the trip.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.520](#) Recreational and athletic activities

Adopted: June 10, 2003

Nome Public Schools

AR 6153 SCHOOL-SPONSORED TRIPS

Students must have written parental/guardian permission in order to participate in trips requiring transportation. The district shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

Safety and First Aid

1. While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available.
2. Before trips of more than one day, the principal or designee shall hold a meeting for chaperones, parents/guardians and students to discuss safety and the importance of safety related rules and procedures for the trip.

Supervision

1. Students on approved trips are under the jurisdiction of the Board and subject to school rules and regulations.
2. District personnel or designee shall accompany students on all trips and shall assume responsibility for their proper conduct.
3. Before the trip, teachers shall provide any adult chaperones who may accompany the students with clear information regarding their responsibilities.
4. Chaperones shall be 21 years of age or older.
5. Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students' activities.
6. Teachers and chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.
7. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor.

Adopted: June 10, 2003

Nome Public Schools

BP 6154 HOMEWORK/MAKEUP WORK

Homework

The School Board believes that homework serves many important purposes. The administration and certificated staff shall design homework plans and assignments so that through their homework, students can reinforce academic skills taught in school and learn how to conduct research effectively, develop ideas creatively and become life-long learners.

The Board believes that homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently. The Board encourages teachers at all grade levels to use the parent/guardian as a contributing resource and to structure homework assignments so as to involve the parent/guardian without diminishing the student's sense of responsibility. When assigning homework which involves interaction with parents/guardians, teachers should include instructions which show how parents/guardians can best help their children.

Homework should reinforce classroom learning objectives and be related to student needs and abilities.

Makeup Work

Students shall be given the opportunity to make up school work missed because of an excused absence and shall receive full credit if the work is turned in according to a reasonable makeup schedule.

(cf. 5113 - Absences and Excuses)

(cf. 5144 - Discipline)

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

Adopted: June 10, 2003

Nome Public Schools

AR 6154 HOMEWORK/MAKEUP WORK

The principal and staff at each school shall develop a homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall inform parents/ guardians as to how much time on homework will be expected and how homework relates to the student's grades.

Homework for Elementary Grades

Students should be expected to spend an average of 30 minutes on homework at the primary level and an average of 45 minutes at the intermediate level four through six, four or five days a week.

Kindergarten homework assignments should stimulate students to talk often with their parents/guardians. Parents/ guardians should be encouraged to read to their children.

Homework assignments in grades one through three should promote the development of skills and encourage family participation.

In grades four through six, homework should continue to reinforce skill development and encourage family participation. Assignments should help develop good personal study habits and may include occasional special projects. Teachers should instruct students on how to develop good study techniques and habits.

Homework assignments should not require use of encyclopedias or other specialized materials unless sufficient time is allowed for students to get such materials from the library.

Homework for Grades Seven through Nine

Students should be expected to spend an average of one to one and a half hours on homework, four or five days a week.

Teachers of academic subjects should provide regular homework activities, which promote the development of skills and provide students with the opportunity to grow academically.

The teaching staff should coordinate assignments so that students do not receive an overload of homework assignments one day and very little the next.

Homework for grades 10 through 12

Students should be expected to spend an average of two to two and a half hours on homework, four or five days a week.

To help students learn to use time effectively, homework assignments should emphasize independent research, reports, special reading, and problem solving activities.

Adopted: June 10, 2003

Nome Public Schools

Nome Public Schools

7000 NEW CONSTRUCTION

BP 7000 CONCEPTS AND ROLES

BP 7100 PLANNING

BP 7150 RELATIONS WITH OTHER GOVERNMENTAL UNITS

BP 7210 PROFESSIONAL SERVICES

BP 7220 SITE SELECTION AND DEVELOPMENT

BP 7310 METHODS OF FINANCING

BP 7511 NAMING OF FACILITY

BP 7000 CONCEPTS AND ROLES

Since school construction is costly, and buildings become a permanent part of the community to be used by large numbers of people, the School Board and the district administration must take great care to ensure that the facilities fully support the intended educational and community programs, will be appropriately maintained, may be altered conveniently and inexpensively to meet future educational and community needs, provide a healthful environment, and fit harmoniously and attractively into the community.

(cf. 1330 - Use of School Facilities)

Role of the School Board

The School Board:

1. Recommends to the city council or Department of Education what buildings shall be built, when and where.
2. Approves design criteria for school facilities.
3. Seeks adequate financing for school facilities.
4. Approves the selection of artists for art works in new facilities, if required or desired.
5. Awards contracts to responsible bidders in the best interests of the district.

Role of the Superintendent or designee

The Superintendent or designee:

1. Directs the planning of all educational features of new buildings or alterations of old buildings.
2. Works with City administration in the preparation of the educational specifications and capital improvement plans for school facilities.
3. Acts as authorized agent of the district in all official governmental interactions related to school facilities.
4. Recommends artists for art work in new facilities.
5. Supports the City administration in the preparation of bids, award of contracts and, in collaboration with the architect, the construction.

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

Legal References:

ALASKA STATUTES

- [14.07.020](#) Duties of the department
- [14.08.101](#) Powers (regional school board)
- [14.11.011](#) Grant applications
- [14.14.060](#) Relationship between borough school district and borough
- [14.14.065](#) Relationship between city school district and city
- [35.15.010 - 35.15.120](#) Construction procedures
- [35.27.020](#) Art requirements for public buildings and facilities

ALASKA ADMINISTRATIVE CODE

- [4 AAC 31.010 - 4 AAC 31.090](#) School facility planning and construction
- [4 AAC 31.900](#) Definitions

Adopted: June 10. 2003

BP 7100 PLANNING

Note: [A.S. 14.11.011](#) requires a six-year capital improvement plan when applying for state construction <http://www.legis.state.ak.us/cgi-bin/folio/isa.dll/aac?> | funds. [4AAC 31.010](#) describes required educational specifications and [4 AAC 31.011](#) describes the required capital improvement plan.

The Superintendent or designee shall work with City Administration to maintain an up-to-date facilities master plan. The plan shall reflect the current district educational specifications and capital improvement plan for school facility planning and construction.

Those qualitative factors considered may include, but not be limited to:

1. State allocation building area standards.
2. Maximum student capacity according to designated student-teacher ratios.
3. Current student capacity based on current district program requirements.

The Superintendent or designee shall ensure that proposed district facilities meet the educational needs of the students and conform to all planning requirements imposed by state and local governmental agencies.

The School Board recognizes the importance of having complete and factual information as the basis for developing and maintaining cooperation among district staff, parents/guardians, students, state and local governmental and planning agencies, and other business and community representatives in developing district plans.

To assure a comprehensive approach to projecting and planning needs, the following elements shall be considered in planning school facilities:

1. The expanding and changing educational program of the district including the number of children to be served and their specific educational needs.
2. The impact of proposed facilities on the community and considerations regarding community use of the facilities.
3. Safety and welfare of students.
4. The relationship between existing and new facilities.
5. Community planning and zoning requirements.
6. Other site specific information which provides guidance in the planning of facilities.
7. The forecasted enrollments and demographic factors.

Legal References:

ALASKA STATUTES

- [14.11.011](#) Grant applications
- [14.11.020](#) Assumption of responsibilities
- [35.15.080](#) Local control of state public works projects
- [35.27.010 - 35.27.030](#) Art works in public buildings and facilities

ALASKA ADMINISTRATIVE CODE

- [4 AAC 31.010 - 4 AAC 31.090](#) School facility planning and construction
- [4 AAC 31.900](#) Definitions

Adopted: June 10, 2003

Nome Public Schools

BP 7150 RELATIONS WITH OTHER GOVERNMENTAL UNITS

The School Board recognizes the need to cooperate with municipal, state and federal agencies to provide the best possible school facilities and obtain the greatest efficiency and economy in the use of public funds expended for school construction.

Legal References:

ALASKA STATUTES

[14.07.020](#) Duties of department

[14.11.020](#) Assumption of responsibilities

[14.14.060](#) Relationship between borough school district and borough

[14.14.065](#) Relationship between city school district and city

[35.15.080](#) Local control of state public works projects

Adopted: June 10, 2003

Nome Public Schools

BP 7210 PROFESSIONAL SERVICES

Upon approval by the School Board, the Superintendent or designee may contract for the services of an architect, engineer or land surveyor for any approved project in accordance with law.

(cf. 3312 - Contracts)

Note: [4 AAC 31.065](#) requires that contracts for consultant services funded by state aid of more than \$50,000 be advertised and awarded to the most qualified offeror, and mandates district procedures for administrative review of complaints by aggrieved offerors.

The Superintendent or designee shall:

1. Develop criteria for the selection of professional consultants.
2. Recommend a list of professional consultants for Board approval.
3. Provide pertinent information to facilitate Board approval on contracts for professional services.
4. Provide a procedure for an administrative hearing for unsuccessful contractors in accordance with law.

Note: [AS 36.90.300](#) requires an indemnification clause protecting school districts who enter into construction-related professional services contracts. The clause must read substantially as follows: the consultant shall indemnify, defend, and hold harmless the contracting agency from and against any claim of, or liability for, negligent acts, errors, and omissions of the consultant under this agreement. The consultant is not required to indemnify, defend, or hold harmless the contracting agency for a claim of, or liability for, the independent negligent acts, errors, and omissions of the contracting agency. If there is a claim of, or liability for, a joint negligent act, error, or omission of the consultant and the contracting agency, the indemnification, defense, and hold harmless obligation of this provision shall be apportioned on a comparative fault basis. In this provision, "consultant" and "contracting agency" include the employees, agents, and contractors who are directly responsible, respectively, to each. In this provision, "independent negligent acts, errors, and omissions" means negligence other than in the contracting agency's selection, administration, monitoring, or controlling of the consultant, or in approving or accepting the consultant's work.

Legal References:

ALASKA ADMINISTRATIVE CODE

[4 AAC 31.065](#) Selection of designers and construction managers

ALASKA STATUTES

[36.90.300](#) Indemnification, defense, and hold harmless provision in certain construction-related contracts

Adopted: June 3, 2003

Nome Public Schools

BP 7220 SITE SELECTION AND DEVELOPMENT

The School Board believes that site selection and development starts from the premise that the school is an integral part of the total community. The Board will solicit community input whenever a school site is to be selected. Besides serving our district's educational needs, an adequate site should show potential for contributing to other community needs and functions. In addition, the following factors shall be considered:

1. Size of lot, current and future parking needs and outdoor facilities, such as tracks and fields.
2. Soil and gradation considerations.
3. Access to utilities.
4. Conflicts with existing traffic patterns.

(cf. 0430 - Community School Program)

Legal References:

ALASKA STATUTES

[14.14.060](#) Relationship between borough school district and borough

[14.14.065](#) Relationship between city school district and city

ALASKA ADMINISTRATIVE CODE

[4 AAC 31.010](#) Educational specifications

[4 AAC 31.025](#) Site acquisition and selection

[4 AAC 31.080](#) Construction and acquisition of public school facilities

Adopted: June 10, 2003

Nome Public Schools

BP 7310 METHODS OF FINANCING

Growth, safety considerations and educational program changes may require the construction of new facilities and the reconstruction of existing facilities. The purchase of school sites and the construction of buildings may be financed by any legally provided means which the district is qualified to employ, including state-financed assistance.

The superintendent shall work with City Administration to determine the anticipated share of the school district's participation in the cost of any proposed school construction or major maintenance project, and shall evaluate available means of making the local contribution required by law. These alternatives may include the sale of capital bonds, the use of available federal funds or funds from other sources and, where applicable, locally contributed labor, material or equipment.

Legal References:

ALASKA STATUTES

[14.11.005 - 14.11.135](#) Construction, rehabilitation, and improvement of school and education-related facilities.

[43.50.010 - 43.50.180](#) Cigarette Tax Act

ALASKA ADMINISTRATIVE CODE

[4 AAC 31.010 - 4 AAC 31.090](#) School facility planning and construction

4 AAC 36.010 Cigarette tax distribution

4 AAC 57.200 - 4 AAC 57.300 Library construction grants

Adopted: June 10, 2003

Nome Public Schools

BP 7511 NAMING OF FACILITY

The School Board believes it is appropriate for schools or individual buildings to be named:

1. In honor of individuals who have made outstanding contributions to the community, state or borough, or
2. In recognition of the geographic areas in which the school or building is located.

The Board may appoint an ad hoc committee to review all name suggestions for the Board's final consideration.

Adopted: June 10, 2003

Nome Public Schools
