Regular Board Meeting

Tuesday, June 9, 2020 5:30 PM
NES Library, 1057 E 5th Ave, Nome, Alaska 99762

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

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

1. Approval of Minutes: Regular Meeting: May 12, 2020
2. Approval of May 2020 Disbursements

C. **Awards and Presentations**
1. Introductions of Guests & Visitors
2. School Climate & Connectedness Survey Results

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

E. **Superintendent Report**

F. **Information & Reports**
1. Business Manager Report

G. **Action Items**
1. Proposed Name Change of School - Nome-Beltz Jr/Sr High School to Nome-Beltz Middle/High School
2. First Reading of Board Policies
3. Second Reading of Board Policies

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

I. **Upcoming Events:**

J. **Adjournment**

Our Mission

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

Our Vision

Together, strong in identity, purpose, potential

Board and Superintendent Guiding Principles

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

Board and Superintendent Goals

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

Nome Public Schools

2020 Grade 3-5 Student Survey
2020 School Climate & Connectedness Survey

Report created by
Panorama Education

Summary

Topic Description	Results	Comparison
Caring Others (Grades 3-5) Level of caring and support that students received from peers, staff, and community members at school.	**63%** ▲ 1 since last survey	**61%** Elementary **63%** Rural Schools **61%** Participating Alaska Districts
Recommendation Question (Grades 3-5)	**72%** ▲ 5 since last survey	**70%** Elementary **72%** Rural Schools **71%** Participating Alaska Districts
Safety Question (Grades 3-5)	**68%** ▲ 1 since last survey	**63%** Elementary **69%** Rural Schools **65%** Participating Alaska Districts
Social and Emotional Learning (Grades 3-5) Students marked how often they use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision -making.	**64%** ▲ 4 since last survey	**65%** Elementary **64%** Rural Schools **65%** Participating Alaska Districts

135 responses

Caring Others (Grades 3-5)

Your average

63%

135 responses

Change

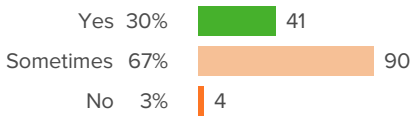
▲ 1

since last survey

School Type average:	**61%**	Elementary
School Type average:	**63%**	Rural Schools
State average:	**61%**	Participating Alaska Districts

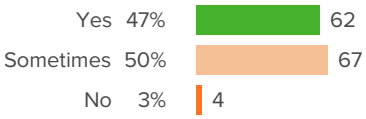
How did people respond?

Q.1: Students in this school help each other, even if they are not friends.



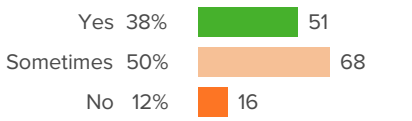
▼ 1 from last survey — Favorable: **30%**

Q.2: Students here treat me with respect.



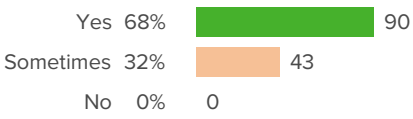
▲ 8 from last survey — Favorable: **47%**

Q.3: When students see another student being picked on, they try to stop it.



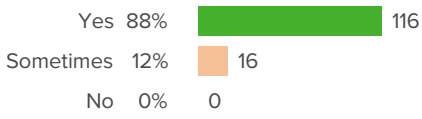
▼ 6 from last survey — Favorable: **38%**

Q.4: At this school, students are encouraged to do their very best.



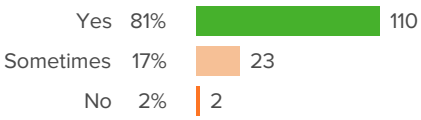
▼ 8 from last survey — Favorable: **68%**

Q.5: The adults at this school believe that all students can do good work.



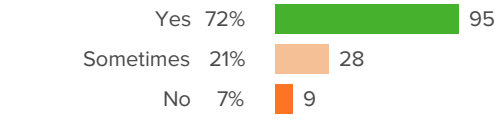
▼ 2 from last survey — Favorable: **88%**

Q.6: Adults in my community let me know that school is important.



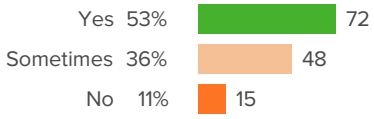
▲ 3 from last survey — Favorable: **81%**

Q.7: There is an adult at this school who I can talk to about things that are bothering me.



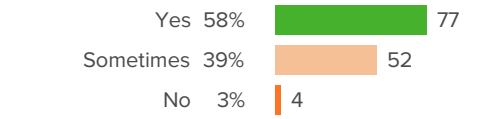
▲ 8 from last survey — Favorable: **72%**

Q.8: At school, there is a teacher or some other adult who will miss me when I'm absent.



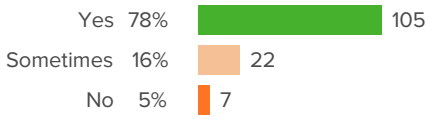
▼ 8 from last survey — Favorable: **53%**

Q.9: There are lots of chances for students in my school to talk with teachers one-on-one.



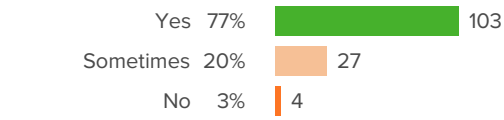
▲ 20 from last survey — Favorable: **58%**

Q.10: I can name at least five adults who really care about me.



▼ 4 from last survey — Favorable: **78%**

Q.11: At school, other adults besides my teachers know my name.

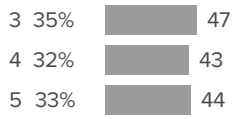


▼ 3 from last survey — Favorable: **77%**

Demographics

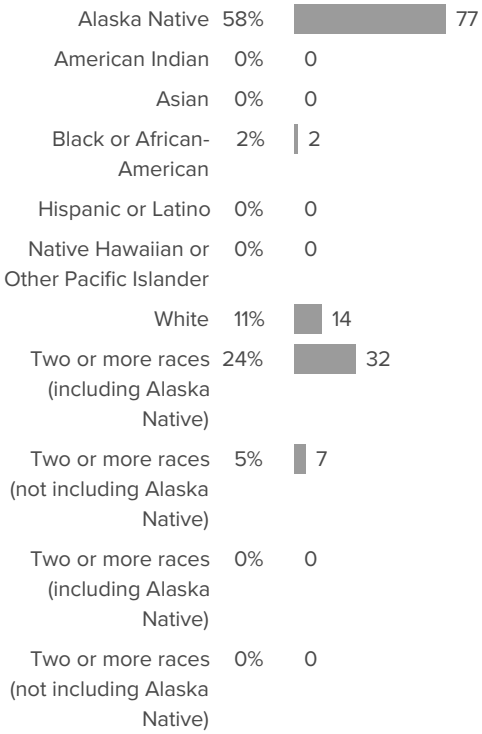
How did people respond?

Q.1: What grade are you in?



Q.2: Are you a

Q.3: Which groups describe you best? (Choose all that apply)



Q.4: Is there a language other than English spoken in your home?

Recommendation Question (Grades 3-5)

Your average

72%

135 responses

Change

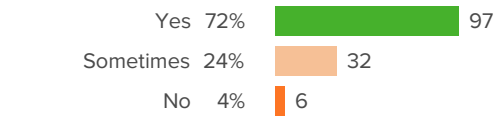
▲ 5

since last survey

School Type average:	**70%**	Elementary
School Type average:	**72%**	Rural Schools
State average:	**71%**	Participating Alaska Districts

How did people respond?

Q.1: I think other students would like going to my school.



▲ **5** from last survey

Favorable: **72%**

Safety Question (Grades 3-5)

Your average

68%

135 responses

Change

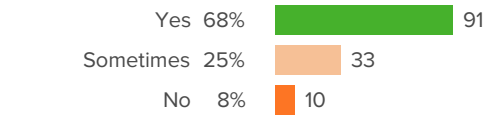
▲ **1**

since last survey

School Type average:	**63%**	Elementary
School Type average:	**69%**	Rural Schools
State average:	**65%**	Participating Alaska Districts

How did people respond?

Q.1: I feel safe at school.



▲ **1** from last survey

Favorable: **68%**

Social and Emotional Learning (Grades 3-5)

Your average

64%

135 responses

Change

▲ **4**

since last survey

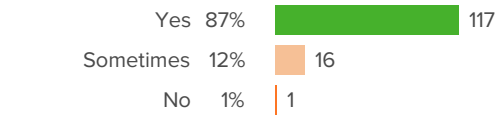
School Type average: **65%** Elementary

School Type average: **64%** Rural Schools

State average: **65%** Participating Alaska Districts

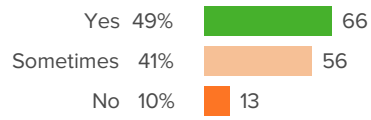
How did people respond?

Q.1: I try hard to do well in school.



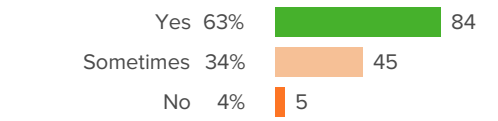
▲ **7** from last survey — Favorable: **87%**

Q.2: If someone asks me I can tell them how I am feeling.



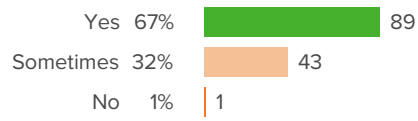
▲ **10** from last survey — Favorable: **49%**

Q.3: I know what kinds of work I need help with to be successful.



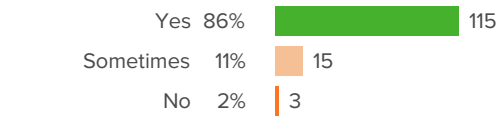
▲ **1** from last survey — Favorable: **63%**

Q.4: I ask for help from my teachers or others when I need it.



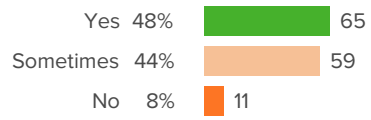
▲ **16** from last survey — Favorable: **67%**

Q.5: I am careful when I use something that belongs to someone else.



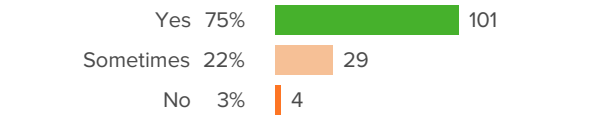
▲ **3** from last survey — Favorable: **86%**

Q.6: I can control myself when I am frustrated, or disappointed.



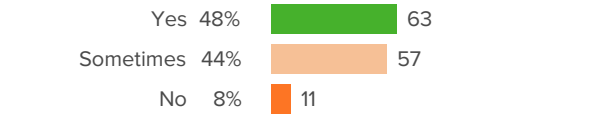
▼ **5** from last survey — Favorable: **48%**

Q.7: I can explain why it is important to tell the truth.



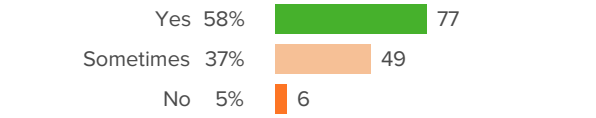
▲ 6 from last survey — Favorable: **75%**

Q.8: If something is bothering me, I think of different ways I can react.



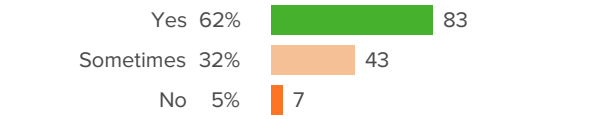
▼ 2 from last survey — Favorable: **48%**

Q.9: I set goals and then work to reach them.



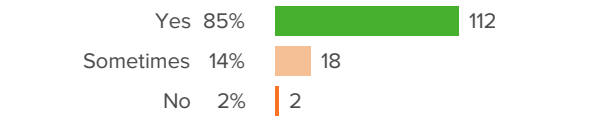
▲ 1 from last survey — Favorable: **58%**

Q.10: I care about other people's feelings and what they think.



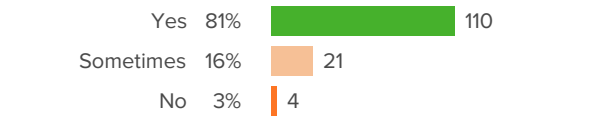
▲ 7 from last survey — Favorable: **62%**

Q.11: It is important for me to help others in my school.



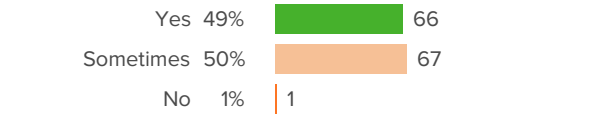
▲ 6 from last survey — Favorable: **85%**

Q.12: I respect people even if they are different.



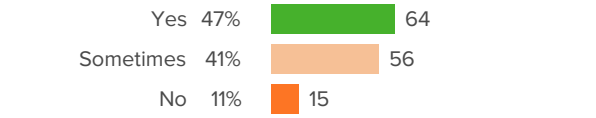
▼ 1 from last survey — Favorable: **81%**

Q.13: I can tell when someone is getting angry or upset before they say anything.



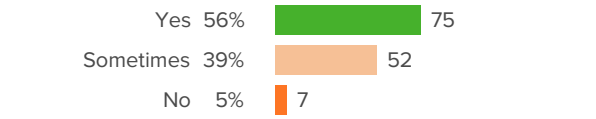
▼ 2 from last survey — Favorable: **49%**

Q.14: I know how to disagree without starting a fight or an argument.



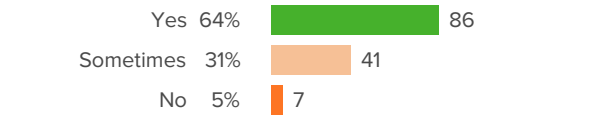
▲ 8 from last survey — Favorable: **47%**

Q.15: I get along well with other students.



▲ 6 from last survey — Favorable: **56%**

Q.16: I know how to make friends with new people.



▲ 0 from last survey — Favorable: **64%**

Nome Public Schools

Grade 6-12 Student Survey
2020 School Climate & Connectedness Survey

Report created by
Panorama Education

Summary

Topic Description	Results	Comparison
Caring Adults Students' perceptions of their closeness to adults in the school. Higher scores are better because they reflect more favorable perceptions of caring adults	**57%** ▼ 4 since last survey	**54%** Middle **57%** High School **61%** Elementary **60%** Rural Schools **57%** Participating Alaska Districts
Community Support Reflects the extent to which students are involved in their communities, and the extent to which students feel supported by their communities.	**71%** ▼ 3 since last survey	**72%** Middle **72%** High School **71%** Elementary **71%** Rural Schools **72%** Participating Alaska Districts
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	**50%** ▼ 2 since last survey	**47%** Middle **47%** High School **49%** Elementary **55%** Rural Schools **49%** Participating Alaska Districts
Family and Community Involvement Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.	**63%** ▲ 1 since last survey	**56%** Middle **57%** High School **65%** Elementary **63%** Rural Schools **59%** Participating Alaska Districts

High Expectations

Student perceptions of their own academic expectations as well as those of adults in their school and community. Higher scores are better because they reflect more favorable perceptions of student involvement.

72%
▼ 3
since last survey

75%	Middle
72%	High School
80%	Elementary
75%	Rural Schools
74%	Participating Alaska Districts

Peer Climate

Student Survey: Students' perceptions of how respectful and helpful students are to one another. Staff Survey: Staff perceptions of how respectful and helpful students are to one another, and towards their teachers. Prior to 2016, the staff scale was called Respectful Climate. Higher scores are better because they reflect more favorable perceptions of peer climate.

25%
0
since last survey

26%	Middle
34%	High School
33%	Elementary
29%	Rural Schools
32%	Participating Alaska Districts

Respectful Climate

Student perceptions of the fairness of rules and the respectful relationships between students and staff. Higher scores are better because they reflect more favorable perceptions of respectful climate. (The Staff "Respectful Climate" scale was renamed to "Peer Climate" starting in 2017).

53%
▼ 5
since last survey

51%	Middle
53%	High School
59%	Elementary
56%	Rural Schools
55%	Participating Alaska Districts

School Safety

Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.

70%
▲ 6
since last survey

64%	Middle
68%	High School
70%	Elementary
67%	Rural Schools
68%	Participating Alaska Districts

Social and Emotional Learning (Grades 6-12)

Students rated how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making.

70%
▼ 3
since last survey

72%	Middle
73%	High School
73%	Elementary
71%	Rural Schools
73%	Participating Alaska Districts

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

48%

▲ 5
since last survey

44%	Middle
41%	High School
47%	Elementary
48%	Rural Schools
45%	Participating Alaska Districts

Student Risk Behaviors: Delinquent Behaviors

Students and staff reported how often they observed students engage in delinquent behaviors at school and at school events within the past 12 months. Higher scores are better because they reflect more instances of “0 times” of delinquent behaviors.

57%

▼ 3
since last survey

52%	Middle
62%	High School
53%	Elementary
58%	Rural Schools
58%	Participating Alaska Districts

Student Risk Behaviors: Drug and Alcohol Use

Observations of other students engaging in drug and alcohol use at school or school events within the past 12 months. Higher scores are better because they reflect more instances of “0 times” of drug and alcohol use.

72%

▼ 2
since last survey

75%	Middle
55%	High School
92%	Elementary
76%	Rural Schools
70%	Participating Alaska Districts

266 responses

Caring Adults

Your average

57%

266 responses

Change

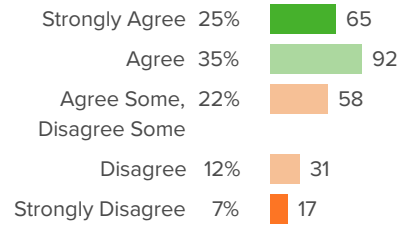
▼ 4

since last survey

School Type average:	**54%**	Middle
School Type average:	**57%**	High School
School Type average:	**61%**	Elementary
School Type average:	**60%**	Rural Schools
State average:	**57%**	Participating Alaska Districts

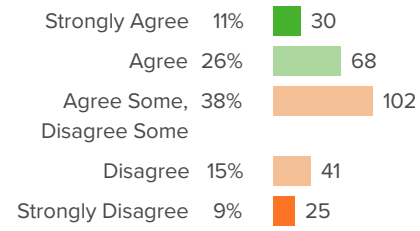
How did people respond?

Q.1: There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.



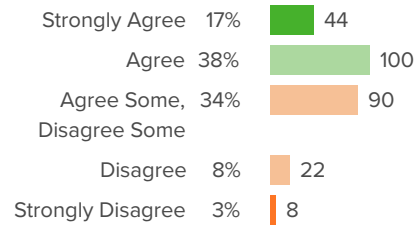
▼ **2** from last survey — Favorable: **60%**

Q.2: At school, there is a teacher or some other adult who will miss me when I'm absent.



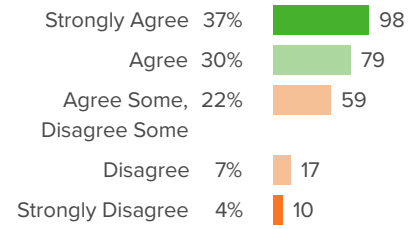
▼ **9** from last survey — Favorable: **37%**

Q.3: There are lots of chances for students in my school to talk with teachers one-on-one.



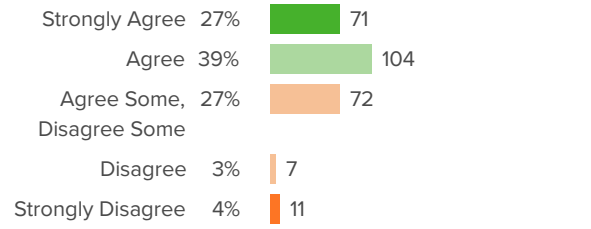
▲ **0** from last survey — Favorable: **55%**

Q.4: I can name at least five adults who really care about me.



▼ **6** from last survey — Favorable: **67%**

Q.5: Other adults at school besides my teachers know my name.



▼ 4 from last survey

Favorable: **66%**

Community Support

Your average

71%

266 responses

Change

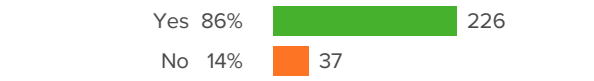
▼ 3

since last survey

School Type average:	**72%**	Middle
School Type average:	**72%**	High School
School Type average:	**71%**	Elementary
School Type average:	**71%**	Rural Schools
State average:	**72%**	Participating Alaska Districts

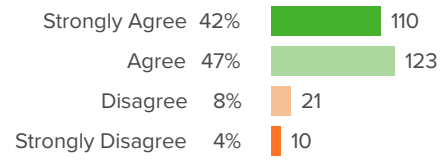
How did people respond?

Q.1: Do you have someone outside of school who can help you with your homework?



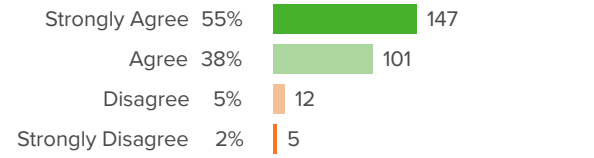
▼ **1** from last survey — Favorable: **86%**

Q.2: Outside of school and home, I know at least one adult I can talk to, if I have a problem.



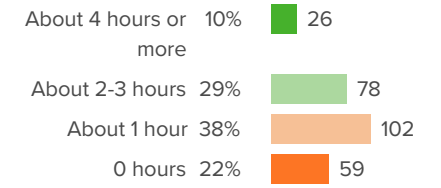
▼ **6** from last survey — Favorable: **88%**

Q.3: Outside of school and home, I know at least one adult who encourages me to do my best.



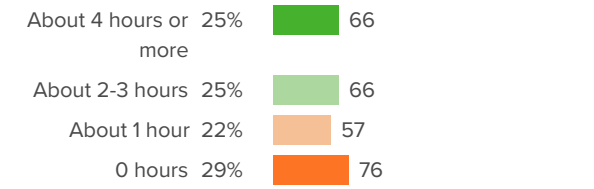
▲ **0** from last survey — Favorable: **94%**

Q.4: During an average week, how much time do you spend helping other people without getting paid? (Examples: helping elders or neighbors; watching younger children; peer teaching, tutoring, mentoring; helping the environment or doing other volunteer activities).



▼ **1** from last survey — Favorable: **39%**

Q.5: During an average week, how much time do you spend participating in organized activities after school or on weekends? (Examples: sports, clubs, youth groups, music/art/dance/drama activities, cultural, religious or other community activities)



▼ 3 from last survey

Favorable: **50%**

Cultural Connectedness

Your average

50%

266 responses

Change

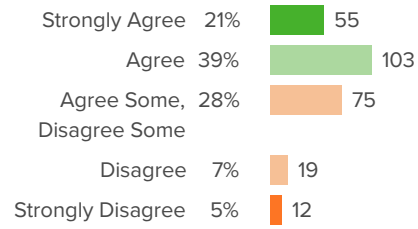
▼ 2

since last survey

School Type average:	**47%**	Middle
School Type average:	**47%**	High School
School Type average:	**49%**	Elementary
School Type average:	**55%**	Rural Schools
State average:	**49%**	Participating Alaska Districts

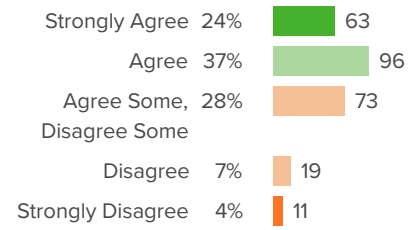
How did people respond?

Q.1: I have a strong sense of belonging to my culture.



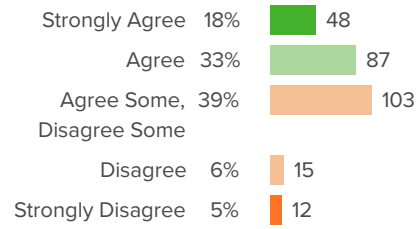
▼ 4 from last survey — Favorable: **60%**

Q.2: In general, my culture is an important part of my self-image.



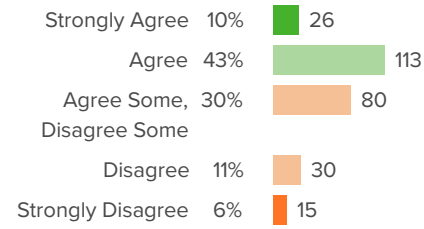
▼ 3 from last survey — Favorable: **61%**

Q.3: My school teaches about the history and culture of people who live in my community.



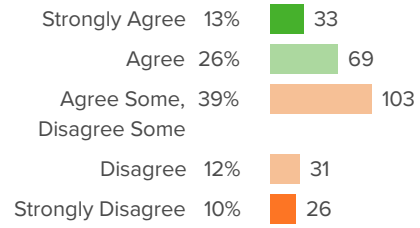
▼ 7 from last survey — Favorable: **51%**

Q.4: My school values the language and culture of my family.



▲ 2 from last survey — Favorable: **53%**

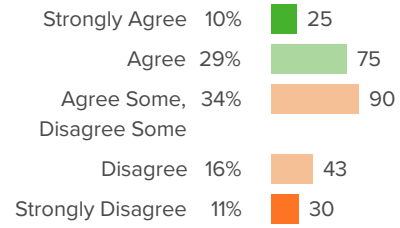
Q.5: My teachers make an effort to represent my culture in class lessons.



▲ 3 from last survey

Favorable: **39%**

Q.6: I see my family's culture represented in class lessons, materials, posters, and art around the school, etc.



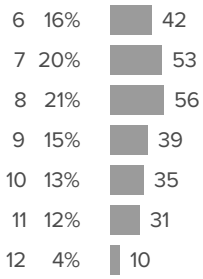
▲ 2 from last survey

Favorable: **38%**

Demographics

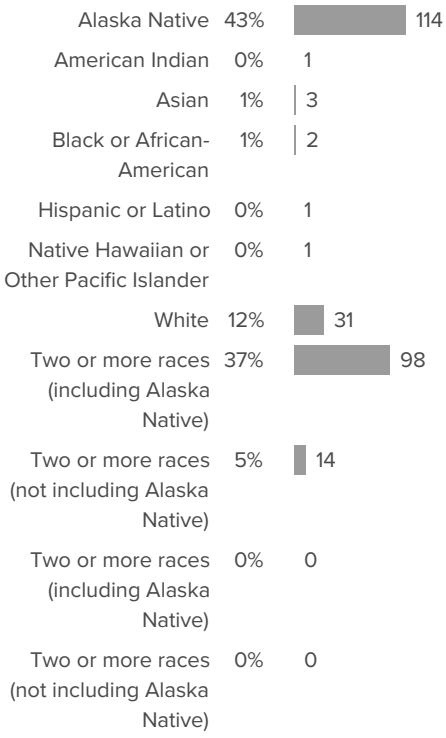
How did people respond?

Q.1: What grade are you in?



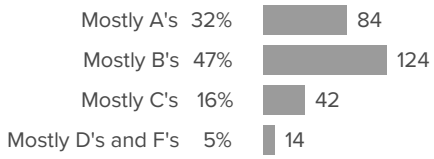
Q.2: Are you a

Q.3: Which group describes you best? (Choose all that apply)

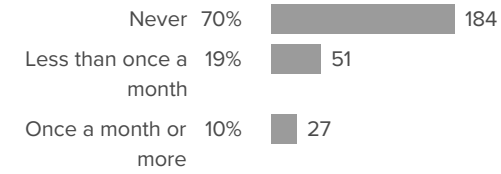


Q.4: Is there a language other than English spoken in your home?

Q.5: What grades do you usually get?



Q.6: During the past year, how many days did you miss (skip) school without permission?



Family and Community Involvement

Your average

63%

266 responses

Change

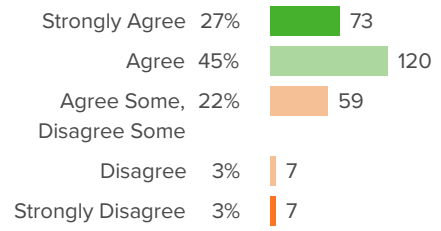
▲ 1

since last survey

School Type average:	**56%**	Middle
School Type average:	**57%**	High School
School Type average:	**65%**	Elementary
School Type average:	**63%**	Rural Schools
State average:	**59%**	Participating Alaska Districts

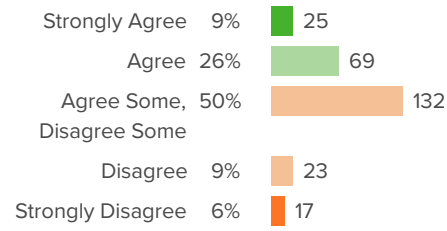
How did people respond?

Q.1: This school is a welcoming place for families like mine.



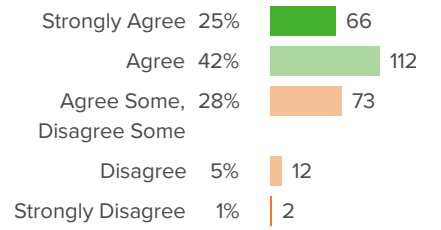
▲ 1 from last survey — Favorable: **73%**

Q.2: Adults in my community know what goes on inside schools.



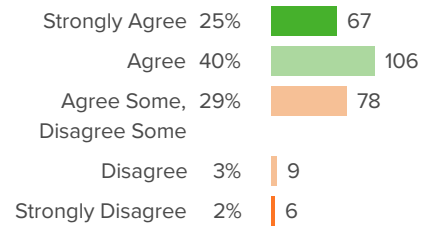
▼ 7 from last survey — Favorable: **35%**

Q.3: Adults in my community support this school.



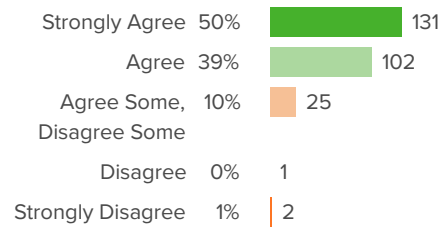
▼ 2 from last survey — Favorable: **67%**

Q.4: Lots of parents come to events at my school.



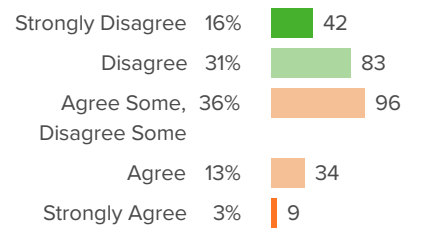
▲ 2 from last survey — Favorable: **65%**

Q.5: This school values and welcomes elders.



▲ 2 from last survey — Favorable: **89%**

Q.6: This school does not involve parents in most school events or activities.



▲ 7 from last survey — Favorable: **47%**

High Expectations

Your average

72%

266 responses

Change

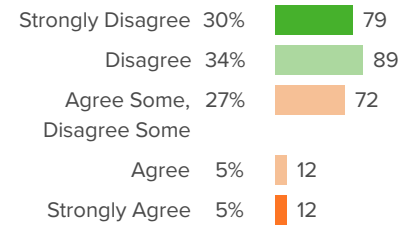
▼ 3

since last survey

School Type average:	**75%**	Middle
School Type average:	**72%**	High School
School Type average:	**80%**	Elementary
School Type average:	**75%**	Rural Schools
State average:	**74%**	Participating Alaska Districts

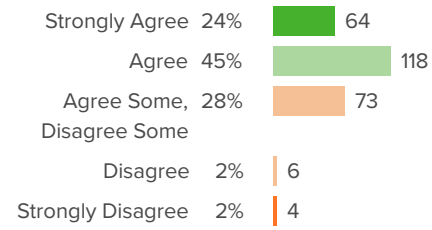
How did people respond?

Q.1: I have given up on school.



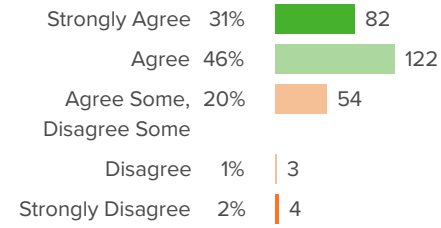
▼ 2 from last survey — Favorable: **64%**

Q.2: At this school, students are encouraged to work to the best of their abilities.



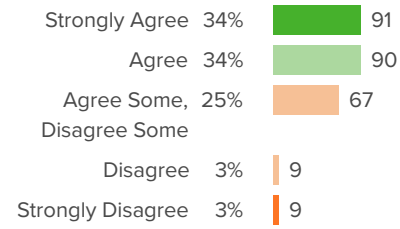
▲ 4 from last survey — Favorable: **69%**

Q.3: I try hard to do well in school.



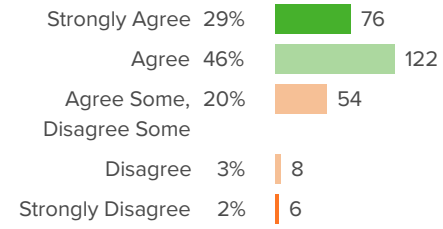
▼ 2 from last survey — Favorable: **77%**

Q.4: I want very much to get more education after high school.



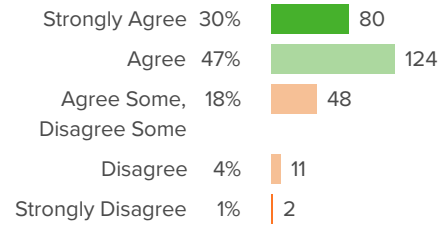
▼ 7 from last survey — Favorable: **68%**

Q.5: Adults in my community encourage me to take school seriously.



▼7 from last survey Favorable: **74%**

Q.6: Teachers and other adults at this school believe that all students can do good work.



▼7 from last survey Favorable: **77%**

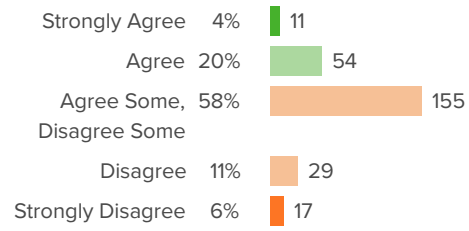
Peer Climate

Your average	Change
25%	0
266 responses	since last survey

School Type average:	26%	Middle
School Type average:	34%	High School
School Type average:	33%	Elementary
School Type average:	29%	Rural Schools
State average:	32%	Participating Alaska Districts

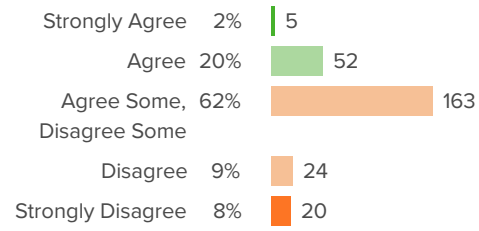
How did people respond?

Q.1: Students in this school help each other, even if they are not friends.



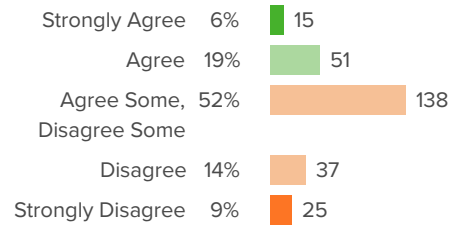
▲ 0 from last survey — Favorable: **24%**

Q.2: Students in this school treat each other with respect.



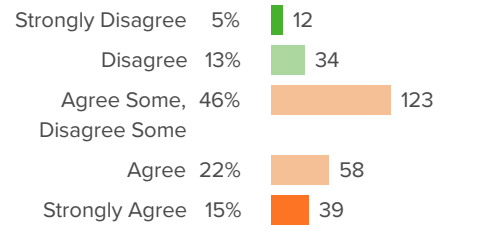
▲ 0 from last survey — Favorable: **22%**

Q.3: When students see another student being picked on, they try to stop it.



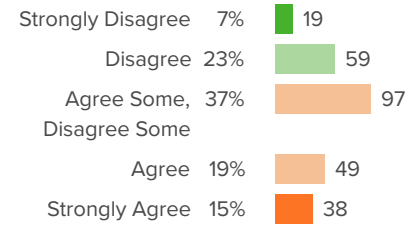
▼ 3 from last survey — Favorable: **25%**

Q.4: Students at this school are often teased or picked on.



▲ 2 from last survey — Favorable: **17%**

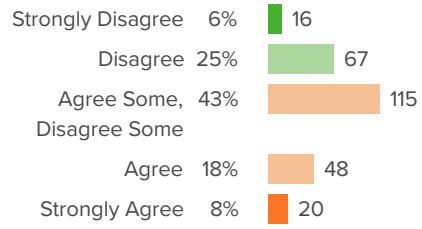
Q.5: Students who go to my school often spread hurtful rumors or lies about each other online (such as Snapchat, Instagram, Facebook, etc.)



▲ 6 from last survey

Favorable: **30%**

Q.6: Most students in this school like to put others down.



▼ 6 from last survey

Favorable: **31%**

Respectful Climate

Your average

53%

266 responses

Change

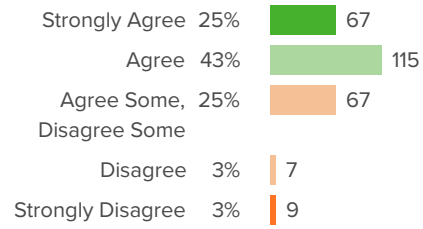
▼ 5

since last survey

School Type average:	**51%**	Middle
School Type average:	**53%**	High School
School Type average:	**59%**	Elementary
School Type average:	**56%**	Rural Schools
State average:	**55%**	Participating Alaska Districts

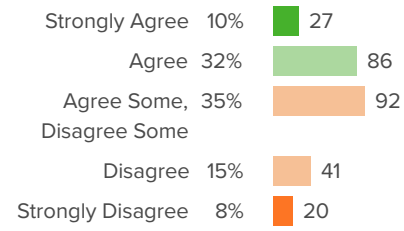
How did people respond?

Q.1: My teachers treat me with respect.



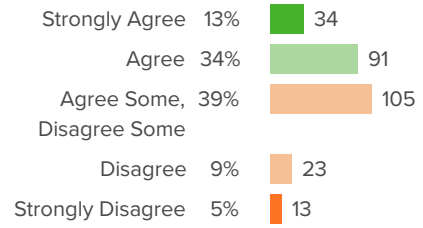
▼ 4 from last survey — Favorable: **69%**

Q.2: When students break rules, they are treated fairly.



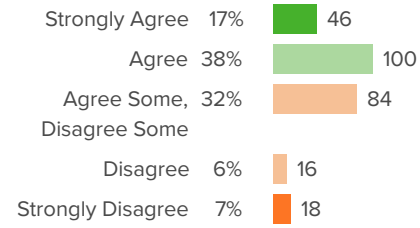
▼ 2 from last survey — Favorable: **42%**

Q.3: My teachers are fair.



▼ 10 from last survey — Favorable: **47%**

Q.4: Our school rules are fair.



▼ 3 from last survey — Favorable: **55%**

School Safety

Your average

70%

266 responses

Change

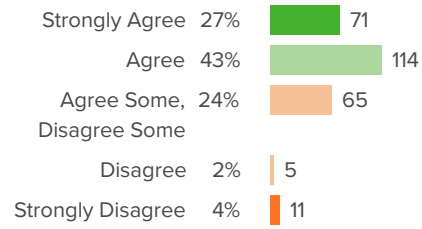
▲ **6**

since last survey

School Type average:	**64%**	Middle
School Type average:	**68%**	High School
School Type average:	**70%**	Elementary
School Type average:	**67%**	Rural Schools
State average:	**68%**	Participating Alaska Districts

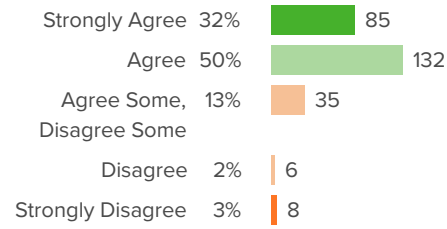
How did people respond?

Q.1: I feel safe at school.



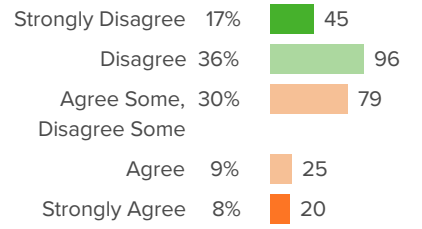
▲ **8** from last survey — Favorable: **70%**

Q.2: I feel safe traveling to and from school.



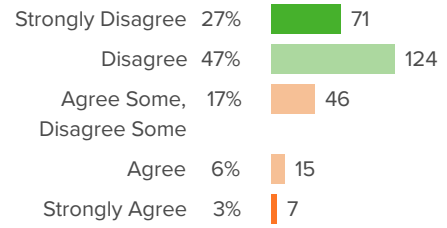
▲ **11** from last survey — Favorable: **82%**

Q.3: This school is being ruined by bullies.



▲ **0** from last survey — Favorable: **53%**

Q.4: This school is badly affected by crime and violence in the community.



▲ **3** from last survey — Favorable: **74%**

Social and Emotional Learning (Grades 6-12)

Your average

70%

266 responses

Change

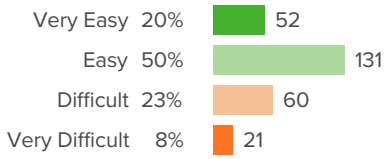
▼ 3

since last survey

School Type average:	**72%**	Middle
School Type average:	**73%**	High School
School Type average:	**73%**	Elementary
School Type average:	**71%**	Rural Schools
State average:	**73%**	Participating Alaska Districts

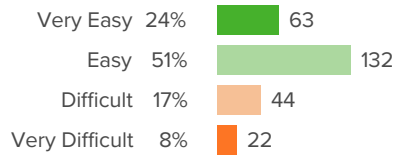
How did people respond?

Q.1: Knowing the emotions I feel.



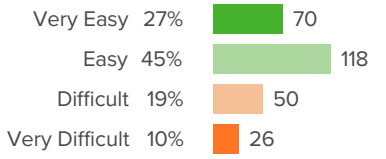
▼ 7 from last survey — Favorable: **69%**

Q.2: Knowing ways I calm myself down.



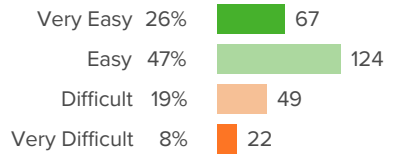
▼ 1 from last survey — Favorable: **75%**

Q.3: Knowing what my strengths are.



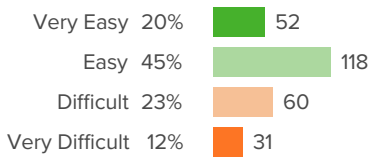
▼ 8 from last survey — Favorable: **71%**

Q.4: Knowing when my feelings are making it hard for me to focus.



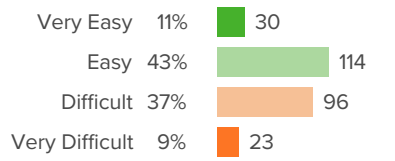
▼ 4 from last survey — Favorable: **73%**

Q.5: Being patient even when I am really excited.



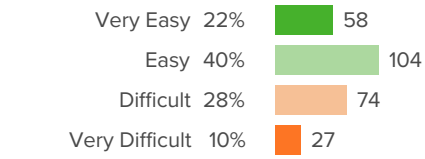
▼ 2 from last survey — Favorable: **65%**

Q.6: Finishing tasks even if they are hard for me.



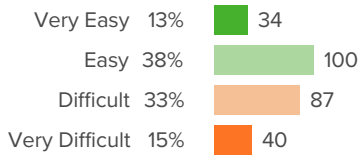
▼ 6 from last survey — Favorable: **55%**

Q.7: Setting goals for myself.



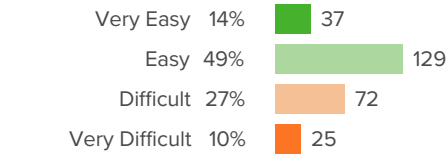
▼ 10 from last survey — Favorable: **62%**

Q.8: Doing schoolwork even when I do not feel like it.



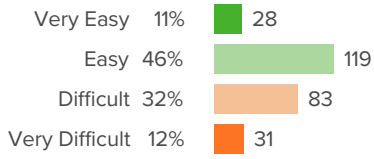
▼ 4 from last survey — Favorable: **51%**

Q.9: Being prepared for tests.



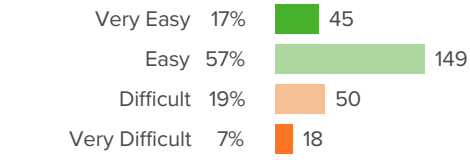
▼ 6 from last survey — Favorable: **63%**

Q.10: Getting through something even when I feel frustrated.



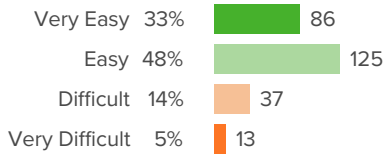
▼ 1 from last survey — Favorable: **56%**

Q.11: Learning from people with different opinions than me.



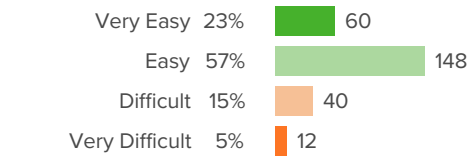
▼ 3 from last survey — Favorable: **74%**

Q.12: Knowing what people may be feeling by the look on their face.



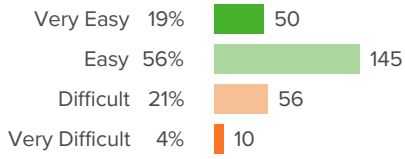
▼ 3 from last survey — Favorable: **81%**

Q.13: Knowing when someone needs help.



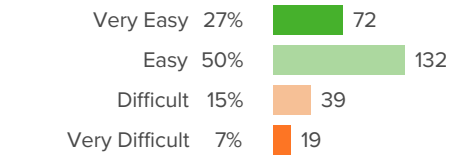
▼ 3 from last survey — Favorable: **80%**

Q.14: Respecting a classmate's opinions during a disagreement.



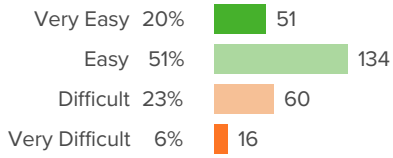
▼ 5 from last survey — Favorable: **75%**

Q.15: Getting along with my classmates.



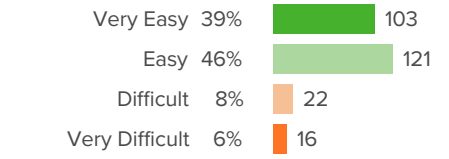
▲ **0** from last survey — Favorable: **78%**

Q.16: Thinking about what might happen before making a decision.



▲ **4** from last survey — Favorable: **71%**

Q.17: Knowing what is right or wrong.



▼ **2** from last survey — Favorable: **85%**

Student Involvement

Your average

48%

266 responses

Change

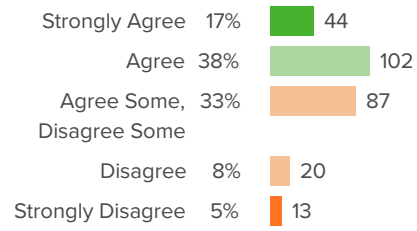
▲ **5**

since last survey

School Type average:	**44%**	Middle
School Type average:	**41%**	High School
School Type average:	**47%**	Elementary
School Type average:	**48%**	Rural Schools
State average:	**45%**	Participating Alaska Districts

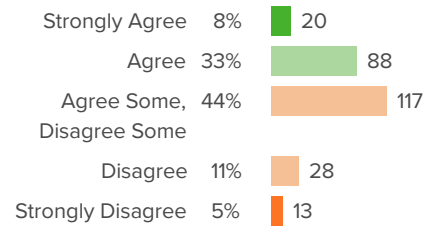
How did people respond?

Q.1: In my school, students are given a chance to help make decisions.



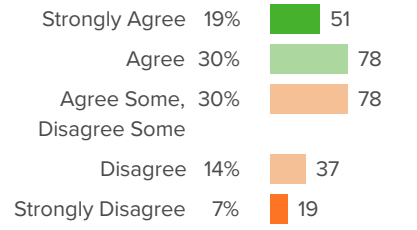
▼ **3** from last survey — Favorable: **55%**

Q.2: Students are involved in helping to solve school problems.



▲ **2** from last survey — Favorable: **41%**

Q.3: The principal asks students about their ideas.



▲ **16** from last survey — Favorable: **49%**

Student Risk Behaviors: Delinquent Behaviors

Your average

57%

266 responses

Change

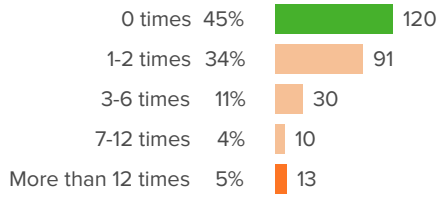
▼ 3

since last survey

School Type average:	**52%**	Middle
School Type average:	**62%**	High School
School Type average:	**53%**	Elementary
School Type average:	**58%**	Rural Schools
State average:	**58%**	Participating Alaska Districts

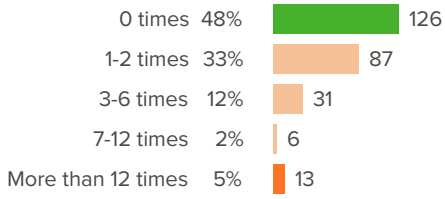
How did people respond?

Q.1: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Destroy things (such as school property, or other people's personal items)



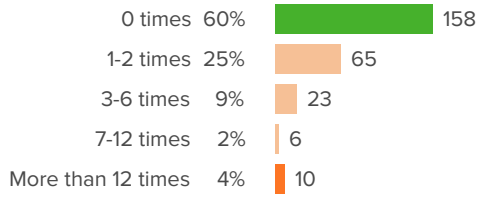
▼ 9 from last survey — Favorable: **45%**

Q.2: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Get into fights with other students



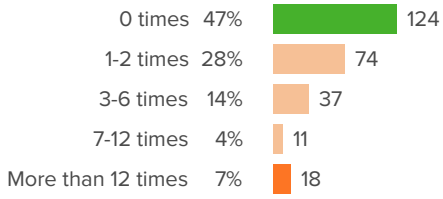
▼ 2 from last survey — Favorable: **48%**

Q.3: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Steal things (such as taking things from the school or other people)



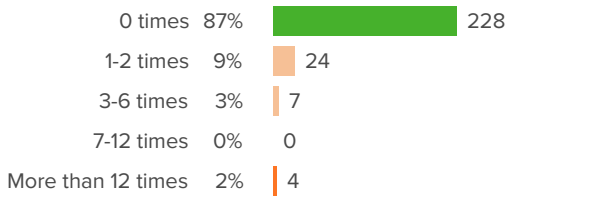
▼ 3 from last survey — Favorable: **60%**

Q.4: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Threaten or bully other students



▼ 3 from last survey — Favorable: **47%**

Q.5: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Carry weapons



▲ **2** from last survey

Favorable: **87%**

Student Risk Behaviors: Drug and Alcohol Use

Your average

72%

266 responses

Change

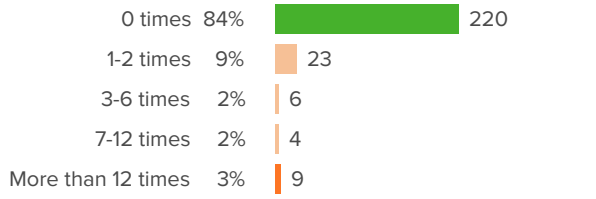
▼ 2

since last survey

School Type average:	**75%**	Middle
School Type average:	**55%**	High School
School Type average:	**92%**	Elementary
School Type average:	**76%**	Rural Schools
State average:	**70%**	Participating Alaska Districts

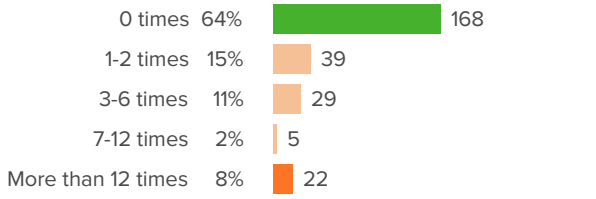
How did people respond?

Q.1: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of drugs (such as meth, heroin, cocaine, etc.)



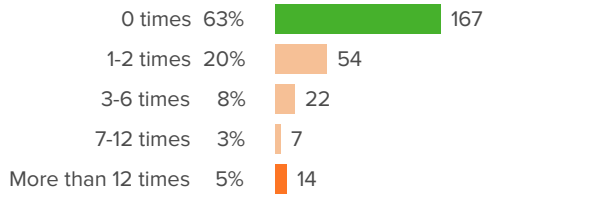
▲ 1 from last survey — Favorable: **84%**

Q.2: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of marijuana



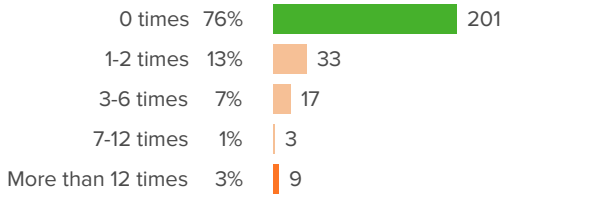
▼ 3 from last survey — Favorable: **64%**

Q.3: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Vaping (such as e-cigarettes, e-cigars, e-pipes, e-hookah, vape pens (JUULs)



Favorable: **63%**

Q.4: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of alcohol (beer, wine, liquor, such as vodka or whiskey, etc.)



▲ 4 from last survey — Favorable: **76%**

Nome Public Schools

2020 Staff Survey
2020 School Climate & Connectedness Survey

Report created by
Panorama Education

Summary

Topic Description	Results	Comparison
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	**65%** ▲ 8 since last survey	**64%** Middle **64%** High School **68%** Elementary **66%** Rural Schools **66%** Participating Alaska Districts
Family and Community Involvement Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.	**61%** ▲ 14 since last survey	**66%** Middle **64%** High School **72%** Elementary **63%** Rural Schools **67%** Participating Alaska Districts
Peer Climate Student Survey: Students' perceptions of how respectful and helpful students are to one another. Staff Survey: Staff perceptions of how respectful and helpful students are to one another, and towards their teachers. Prior to 2016, the staff scale was called Respectful Climate. Higher scores are better because they reflect more favorable perceptions of peer climate.	**61%** ▲ 6 since last survey	**61%** Middle **68%** High School **69%** Elementary **58%** Rural Schools **65%** Participating Alaska Districts
School Leadership and Involvement Staff perceptions of the decision making of school leaders, as well as the fairness of school rules.	**81%** ▲ 13 since last survey	**75%** Middle **74%** High School **72%** Elementary **72%** Rural Schools **73%** Participating Alaska Districts

School Safety

Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.

72%

▲ 11
since last survey

78%	Middle
80%	High School
79%	Elementary
75%	Rural Schools
78%	Participating Alaska Districts

Social and Emotional Learning

49%

57%	Middle
54%	High School
63%	Elementary
51%	Rural Schools
58%	Participating Alaska Districts

Staff Beliefs

78%

84%	Middle
84%	High School
86%	Elementary
84%	Rural Schools
85%	Participating Alaska Districts

Staff to Staff Relationships

79%

77%	Middle
74%	High School
76%	Elementary
72%	Rural Schools
75%	Participating Alaska Districts

Staff to Student Relationships

77%

73%	Middle
72%	High School
79%	Elementary
72%	Rural Schools
75%	Participating Alaska Districts

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

65%

▲ 17
since last survey

59%	Middle
66%	High School
58%	Elementary
55%	Rural Schools
60%	Participating Alaska Districts

Student Risk Behaviors: Delinquent Behaviors

Students and staff reported how often they observed students engage in delinquent behaviors at school and at school events within the past 12 months. Higher scores are better because they reflect more instances of “0 times” of delinquent behaviors.

34%

▲ 1
since last survey

40%	Middle
54%	High School
40%	Elementary
45%	Rural Schools
44%	Participating Alaska Districts

Student Risk Behaviors: Drug and Alcohol Use

Observations of other students engaging in drug and alcohol use at school or school events within the past 12 months. Higher scores are better because they reflect more instances of “0 times” of drug and alcohol use.

82%

▲ 4
since last survey

79%	Middle
60%	High School
99%	Elementary
85%	Rural Schools
84%	Participating Alaska Districts

Trauma Engaged Schools

58%

70%	Middle
73%	High School
68%	Elementary
64%	Rural Schools
68%	Participating Alaska Districts

35 responses

Cultural Connectedness

Your average

65%

35 responses

Change

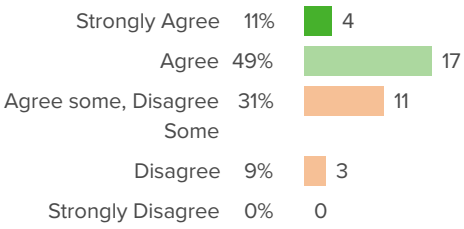
▲ 8

since last survey

School Type average:	**64%**	Middle
School Type average:	**64%**	High School
School Type average:	**68%**	Elementary
School Type average:	**66%**	Rural Schools
State average:	**66%**	Participating Alaska Districts

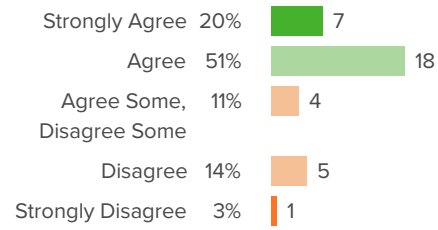
How did people respond?

Q.1: Students in my school have a strong sense of belonging to their culture.



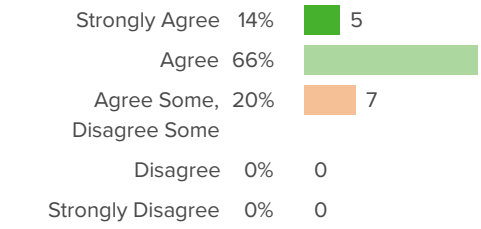
▲ **4** from last survey — Favorable: **60%**

Q.2: In general, my culture is an important part of my self-image.



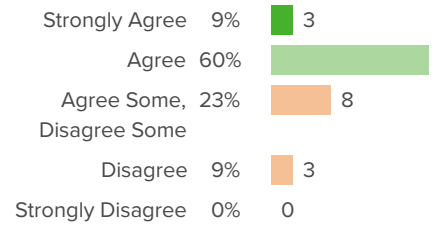
▲ **19** from last survey — Favorable: **71%**

Q.3: This school values the language and cultures of students' families.



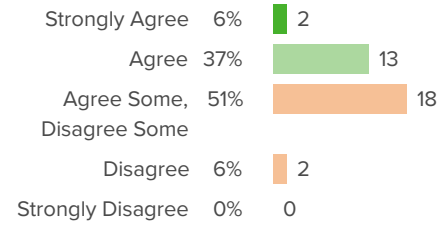
▲ **2** from last survey — Favorable: **80%**

Q.4: This school prioritizes closing the racial/ethnic achievement gap.



▲ **3** from last survey — Favorable: **69%**

Q.5: This school uses instructional materials that reflect the culture or ethnicity of its students.



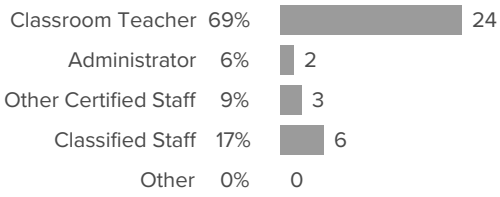
▲ 8 from last survey

Favorable: **43%**

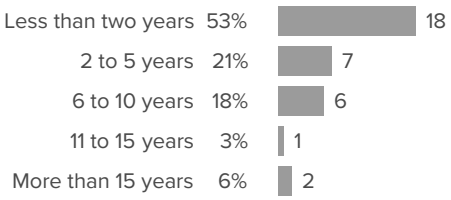
Demographics

How did people respond?

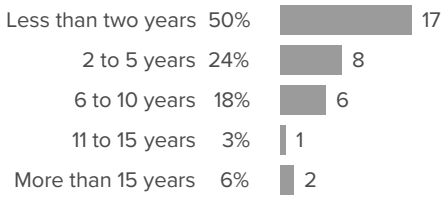
Q.1: What is your role in this school?



Q.2: How many years have you worked, in any position, in this school?

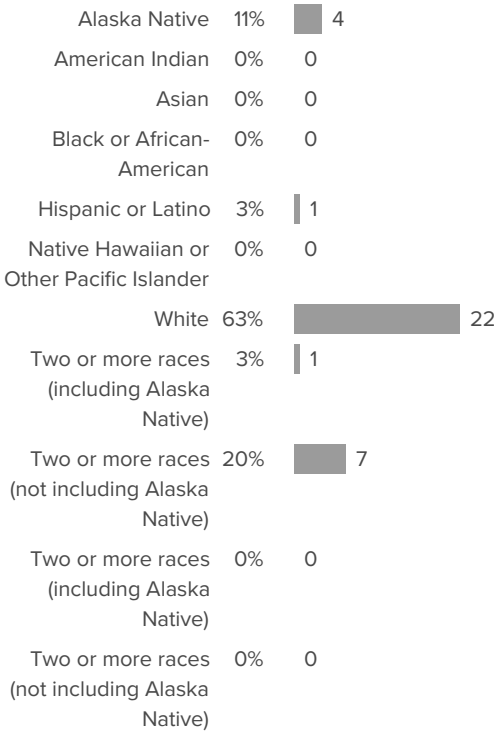


Q.3: How many years have you worked, in any position, in this district?



Q.4: What is your gender?

Q.5: Which groups describe you best? (Choose all that apply)



Family and Community Involvement

Your average

61%

35 responses

Change

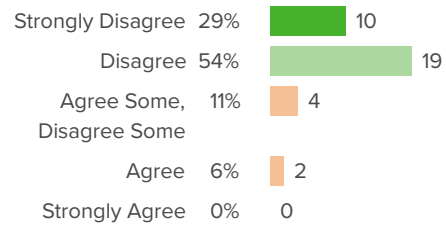
▲ 14

since last survey

School Type average:	**66%**	Middle
School Type average:	**64%**	High School
School Type average:	**72%**	Elementary
School Type average:	**63%**	Rural Schools
State average:	**67%**	Participating Alaska Districts

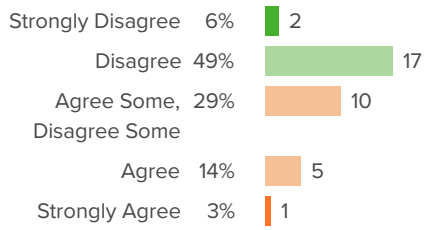
How did people respond?

Q.1: This school does not involve parents in most school events or activities.



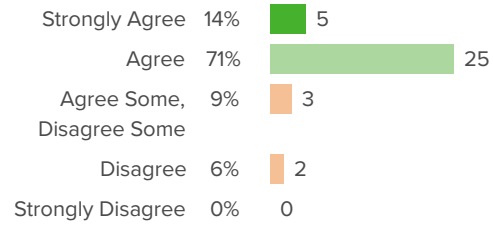
▲ 29 from last survey — Favorable: **83%**

Q.2: At this school, it is difficult to overcome the cultural barriers between teachers and parents.



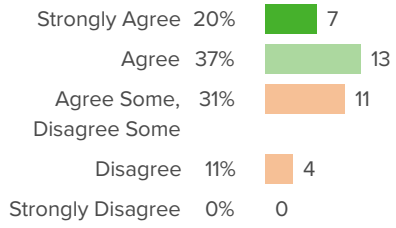
▲ 19 from last survey — Favorable: **54%**

Q.3: The school is a welcoming place for families.



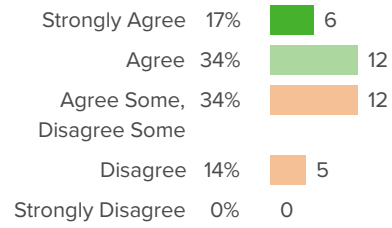
▲ 14 from last survey — Favorable: **86%**

Q.4: Adults in the community support this school.



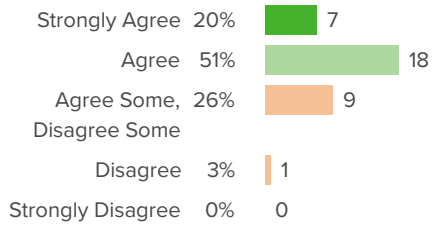
▲ 14 from last survey — Favorable: **57%**

Q.5: Lots of parents come to events at this school.



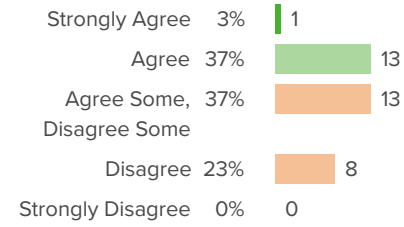
▲ 0 from last survey — Favorable: **51%**

Q.6: This school values and welcomes elders.



▲ 9 from last survey — Favorable: **71%**

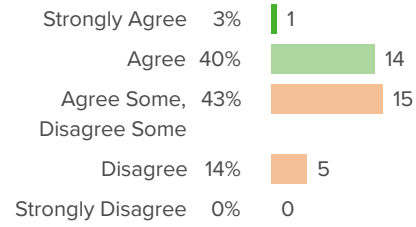
Q.7: Adults in the community encourage youth to take school seriously.



▲ 9 from last survey

Favorable: **40%**

Q.8: Adults in the community know what goes on inside of schools.



▲ 12 from last survey

Favorable: **43%**

Peer Climate

Your average

61%

35 responses

Change

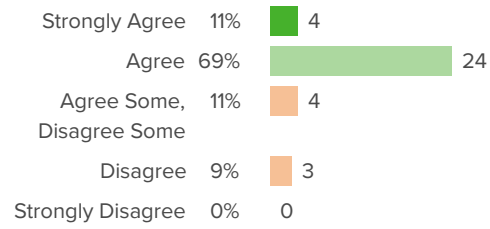
▲ 6

since last survey

School Type average:	**61%**	Middle
School Type average:	**68%**	High School
School Type average:	**69%**	Elementary
School Type average:	**58%**	Rural Schools
State average:	**65%**	Participating Alaska Districts

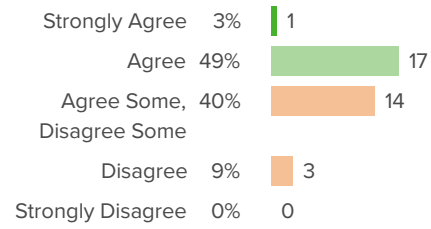
How did people respond?

Q.1: At this school, students and teachers get along really well.



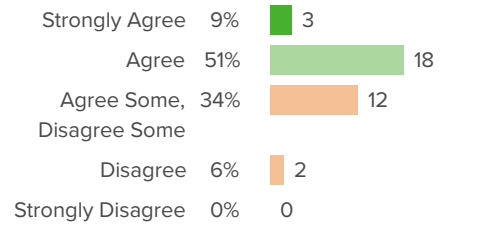
▲ 8 from last survey — Favorable: **80%**

Q.2: Students in this school help each other, even if they are not friends.



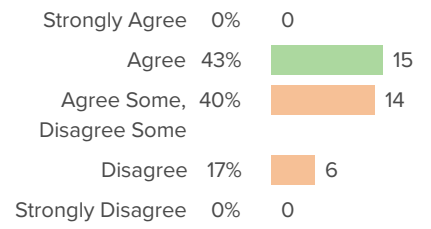
▲ 7 from last survey — Favorable: **51%**

Q.3: Teachers and students treat each other with respect in this school.



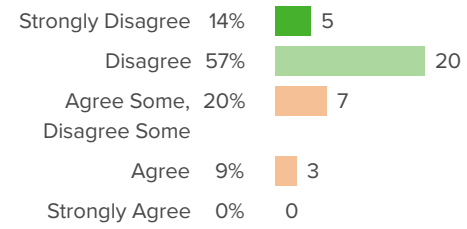
▲ 3 from last survey — Favorable: **60%**

Q.4: Students in this school treat each other with respect.



▲ 13 from last survey — Favorable: **43%**

Q.5: The students in this school don't really care about each other.



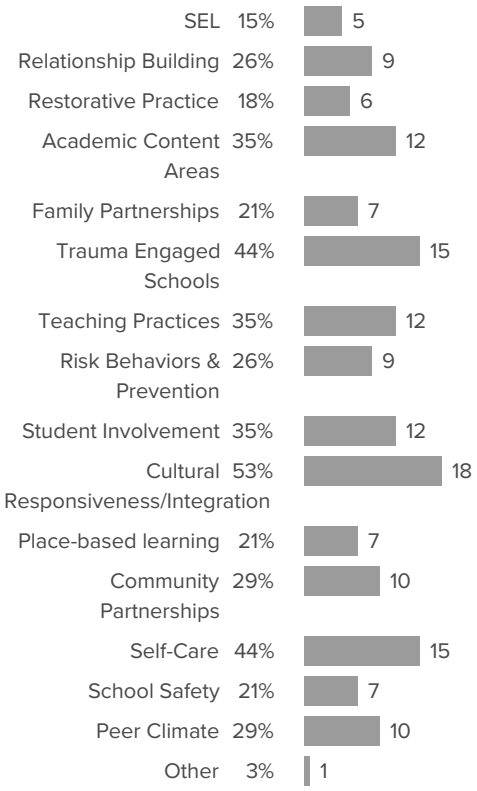
▼ 2 from last survey

Favorable: **71%**

Professional Learning Interests

How did people respond?

Q.1: What five areas of professional learning are you are most interested in? (select five below)



School Leadership and Involvement

Your average

81%

35 responses

Change

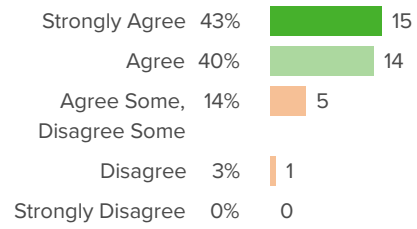
▲ 13

since last survey

School Type average:	**75%**	Middle
School Type average:	**74%**	High School
School Type average:	**72%**	Elementary
School Type average:	**72%**	Rural Schools
State average:	**73%**	Participating Alaska Districts

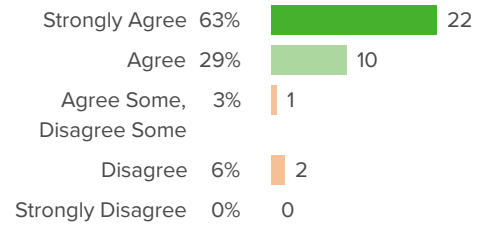
How did people respond?

Q.1: At school, decisions are made based on what is best for students.



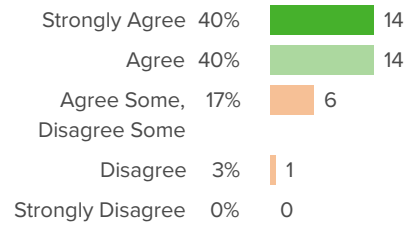
▲ **14** from last survey — Favorable: **83%**

Q.2: I trust the principal will keep his or her word.



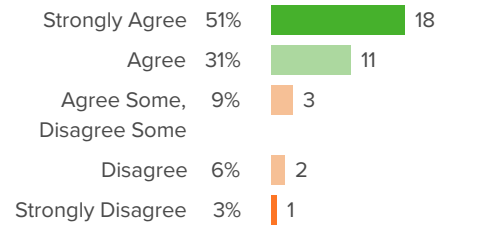
▲ **11** from last survey — Favorable: **91%**

Q.3: The principal and other leaders in this school make good decisions.



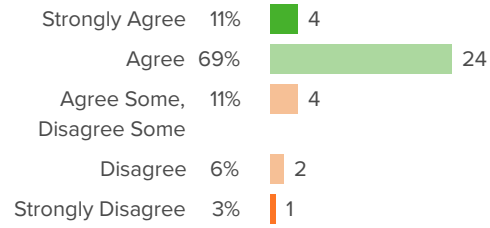
▲ **10** from last survey — Favorable: **80%**

Q.4: The principal looks out for the personal welfare of school staff members.



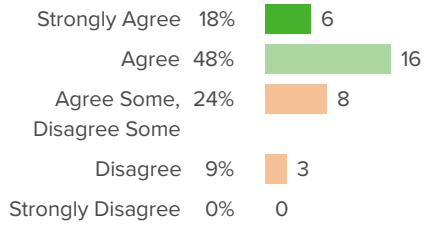
▲ **11** from last survey — Favorable: **83%**

Q.5: I am satisfied with my involvement with decision-making at this school.



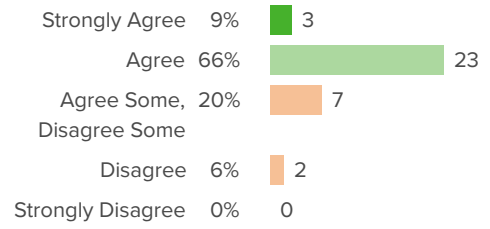
▲ 19 from last survey Favorable: **80%**

Q.6: When students break rules, they are treated fairly.



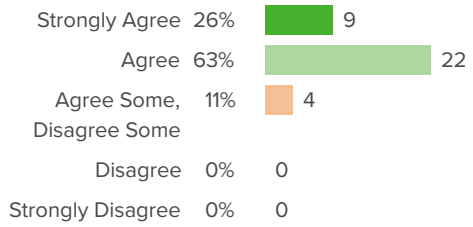
▲ 5 from last survey Favorable: **67%**

Q.7: School staff members have a lot of informal opportunities to influence what happens here.



▲ 15 from last survey Favorable: **74%**

Q.8: The work rules at this school are fair.



▲ 17 from last survey Favorable: **89%**

School Safety

Your average

72%

35 responses

Change

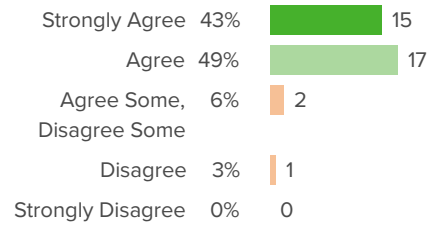
▲ 11

since last survey

School Type average:	**78%**	Middle
School Type average:	**80%**	High School
School Type average:	**79%**	Elementary
School Type average:	**75%**	Rural Schools
State average:	**78%**	Participating Alaska Districts

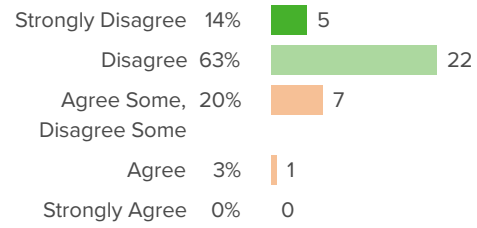
How did people respond?

Q.1: I feel safe at my school.



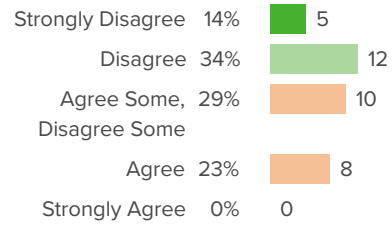
▲ **12** from last survey — Favorable: **91%**

Q.2: This school is being ruined by bullies.



▲ **20** from last survey — Favorable: **77%**

Q.3: This school is badly affected by crime and violence in the community.



▲ **1** from last survey — Favorable: **49%**

Social and Emotional Learning

Your average

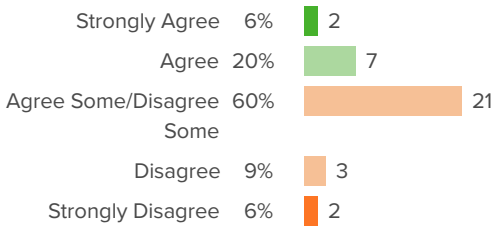
49%

35 responses

School Type average:	**57%**	Middle
School Type average:	**54%**	High School
School Type average:	**63%**	Elementary
School Type average:	**51%**	Rural Schools
State average:	**58%**	Participating Alaska Districts

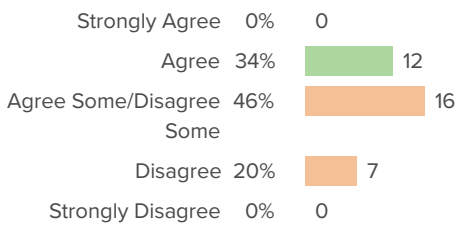
How did people respond?

Q.1: Students in my school work hard to finish tasks even if they are difficult.



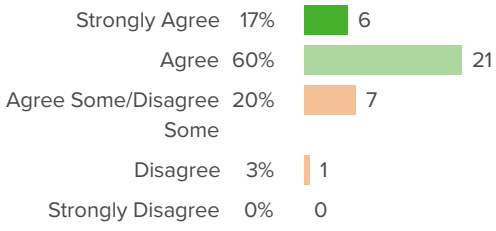
Favorable: **26%**

Q.2: Students in my school can identify the emotions that they feel.



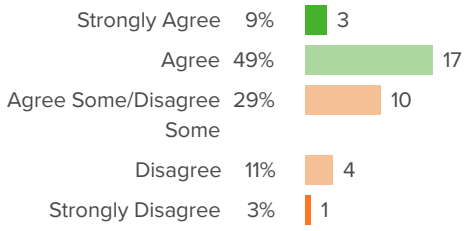
Favorable: **34%**

Q.3: Adults in this school work together in a way that models healthy relationships.



Favorable: **77%**

Q.4: My school follows a plan to teach social-emotional skills.



Favorable: **57%**

Staff Beliefs

Your average

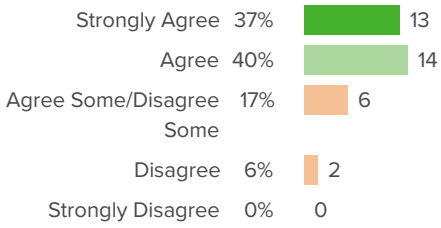
78%

35 responses

School Type average:	**84%**	Middle
School Type average:	**84%**	High School
School Type average:	**86%**	Elementary
School Type average:	**84%**	Rural Schools
State average:	**85%**	Participating Alaska Districts

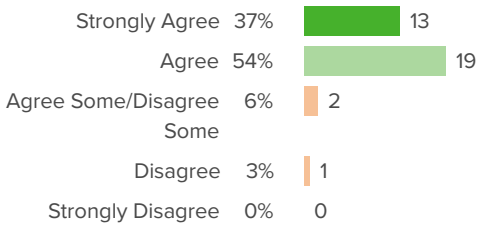
How did people respond?

Q.1: I get satisfaction from my work.



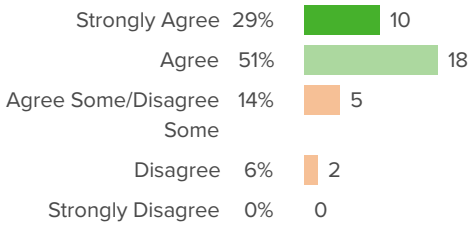
Favorable: **77%**

Q.2: I believe I can make a difference through my work.



Favorable: **91%**

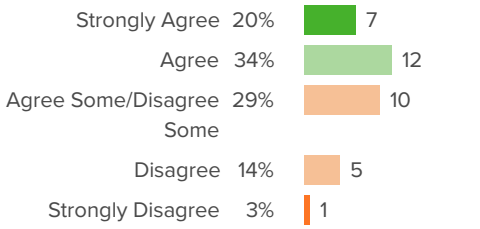
Q.3: Teachers and staff believe that all students can do good work.



▲ **2** from last survey

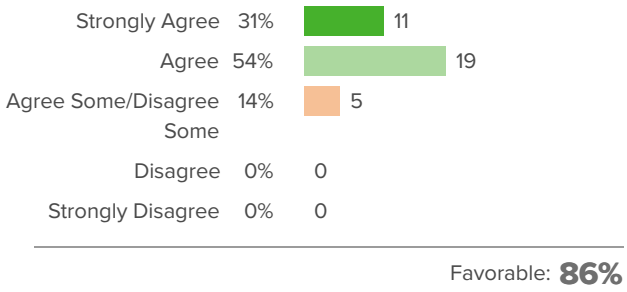
Favorable: **80%**

Q.4: Student behavior is determined in part by how school staff treat them.



Favorable: **54%**

Q.5: I believe adults' relationships with students can be rebuilt after confict.

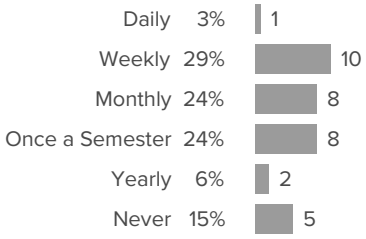


Favorable: **86%**

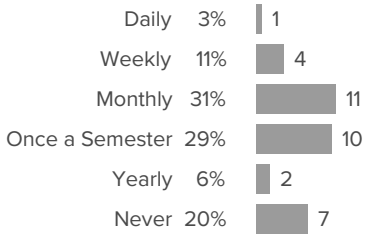
Staff Communication with Families

How did people respond?

Q.1: How often do you share ideas with families on what they can do at home to support their child's learning?



Q.2: How often do you involve families in decision-making?



Staff to Staff Relationships

Your average

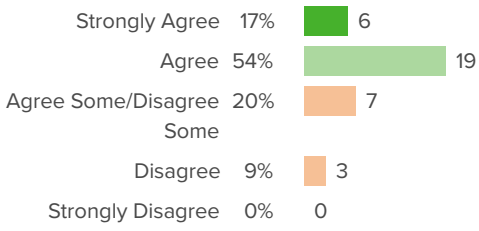
79%

35 responses

School Type average:	**77%**	Middle
School Type average:	**74%**	High School
School Type average:	**76%**	Elementary
School Type average:	**72%**	Rural Schools
State average:	**75%**	Participating Alaska Districts

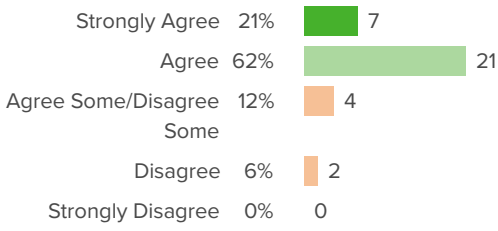
How did people respond?

Q.1: Staff collaborate effectively to make decisions and problem solve as a group.



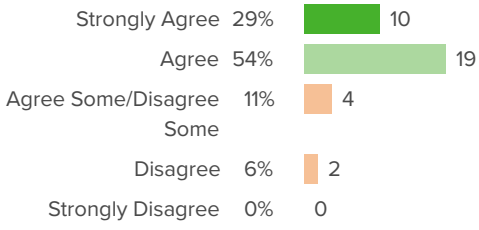
Favorable: **71%**

Q.2: Teachers at this school help each other, even if they are not personal friends.



Favorable: **82%**

Q.3: I feel supported by the people I work with.



Favorable: **83%**

Staff to Student Relationships

Your average

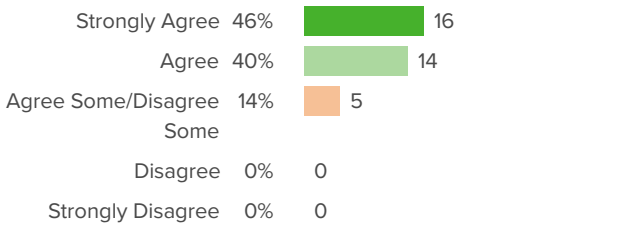
77%

35 responses

School Type average:	**73%**	Middle
School Type average:	**72%**	High School
School Type average:	**79%**	Elementary
School Type average:	**72%**	Rural Schools
State average:	**75%**	Participating Alaska Districts

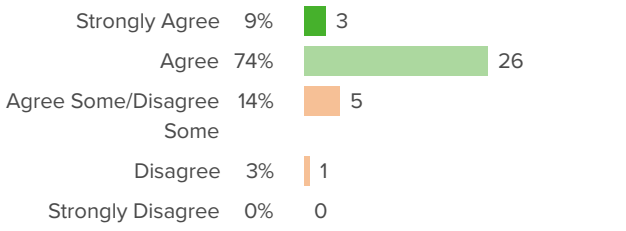
How did people respond?

Q.1: Adults who work in this school treat students with respect.



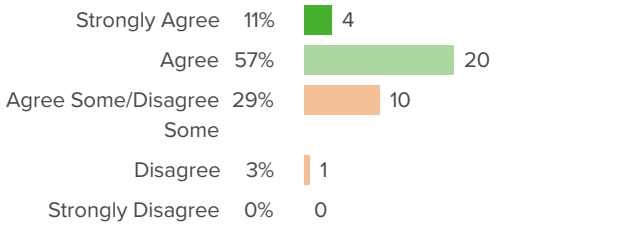
Favorable: **86%**

Q.2: Every student at our school feels that they have an adult who will miss them when they are absent.



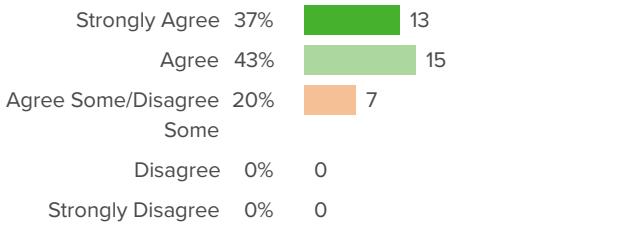
Favorable: **83%**

Q.3: Every student at our school has an adult whom they feel comfortable talking to about things that are bothering them.



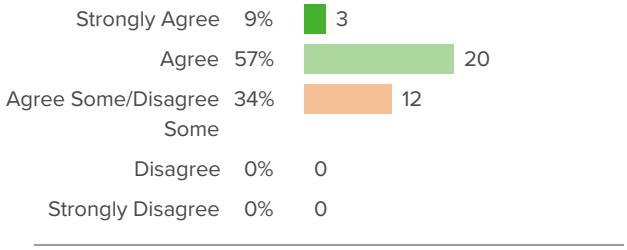
Favorable: **69%**

Q.4: Teachers and staff in my school care about every student.



Favorable: **80%**

Q.5: Staff provide opportunities for students to decide things like classroom activities or rules.



Favorable: **66%**

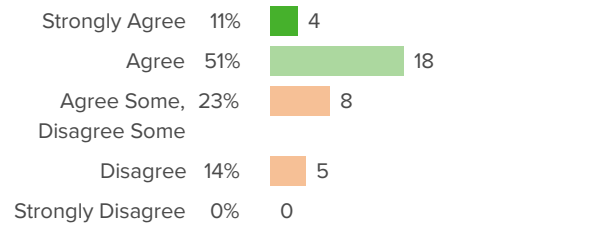
Student Involvement

Your average	Change
65%	▲ 17
35 responses	since last survey

School Type average:	59%	Middle
School Type average:	66%	High School
School Type average:	58%	Elementary
School Type average:	55%	Rural Schools
State average:	60%	Participating Alaska Districts

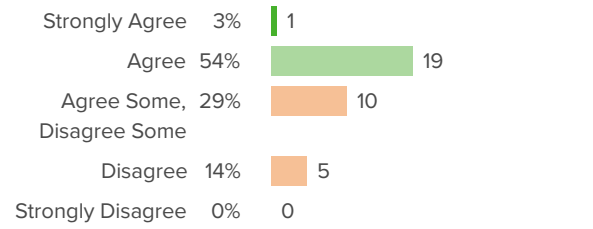
How did people respond?

Q.1: In this school, students are given a chance to help make decisions.



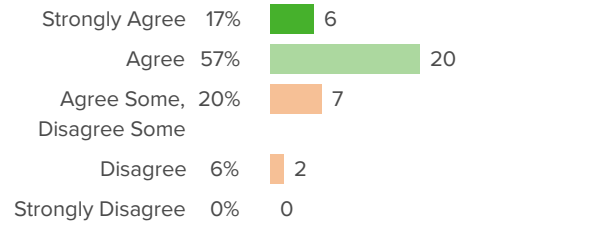
▲ 11 from last survey — Favorable: **63%**

Q.2: Students are involved in helping to solve school problems.



▲ 24 from last survey — Favorable: **57%**

Q.3: The principal asks students about their ideas.



▲ 16 from last survey — Favorable: **74%**

Student Risk Behaviors: Delinquent Behaviors

Your average

34%

35 responses

Change

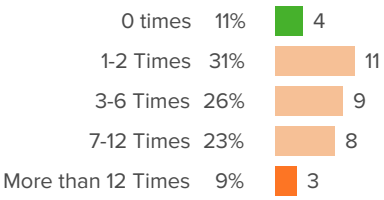
▲ **1**

since last survey

School Type average:	**40%**	Middle
School Type average:	**54%**	High School
School Type average:	**40%**	Elementary
School Type average:	**45%**	Rural Schools
State average:	**44%**	Participating Alaska Districts

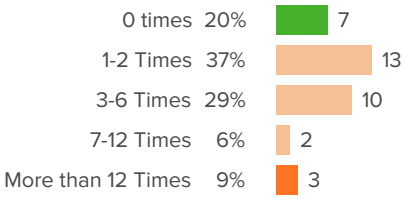
How did people respond?

Q.1: Destroy things (such as school property, or people's personal items)



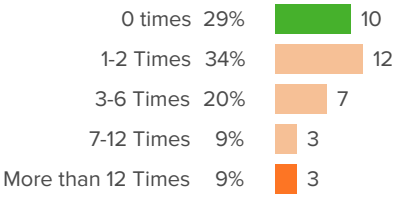
▲ **3** from last survey — Favorable: **11%**

Q.2: Get into fights with other students



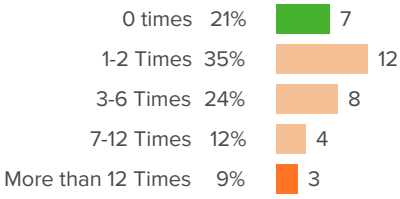
▼ **5** from last survey — Favorable: **20%**

Q.3: Steal things (such as taking things from the school or other people)



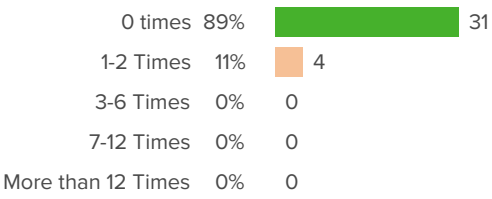
▲ **6** from last survey — Favorable: **29%**

Q.4: Threaten or bully students



▲ **6** from last survey — Favorable: **21%**

Q.5: Carry weapons



▼ **3** from last survey — Favorable: **89%**

Student Risk Behaviors: Drug and Alcohol Use

Your average

82%

35 responses

Change

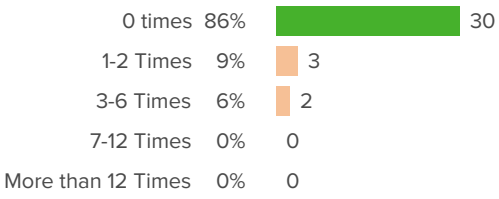
▲ **4**

since last survey

School Type average:	**79%**	Middle
School Type average:	**60%**	High School
School Type average:	**99%**	Elementary
School Type average:	**85%**	Rural Schools
State average:	**84%**	Participating Alaska Districts

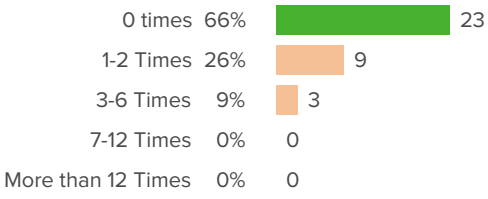
How did people respond?

Q.1: Under the influence of drugs (such as meth, heroin, cocaine, etc.)



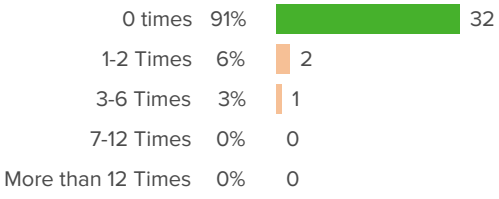
▼ **4** from last survey — Favorable: **86%**

Q.2: Under the influence of marijuana



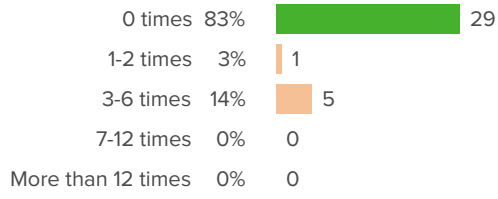
▲ **4** from last survey — Favorable: **66%**

Q.3: Under the influence of alcohol (beer, wine, liquor, such as vodka or whiskey, etc.)



▲ **9** from last survey — Favorable: **91%**

Q.4: Vaping (such as e-cigarettes, e-cigars, e-pipes, e-hookah, vape pens (JUULs)



Favorable: **83%**

Trauma Engaged Schools

Your average

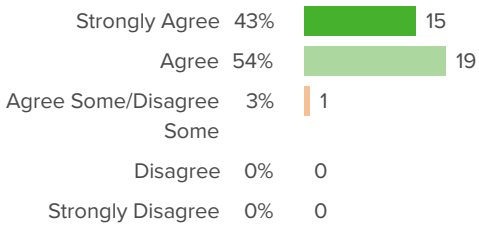
58%

35 responses

School Type average:	**70%**	Middle
School Type average:	**73%**	High School
School Type average:	**68%**	Elementary
School Type average:	**64%**	Rural Schools
State average:	**68%**	Participating Alaska Districts

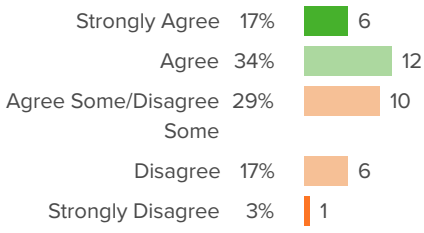
How did people respond?

Q.1: I understand how experiences of trauma can affect a person's coping skills and behaviors.



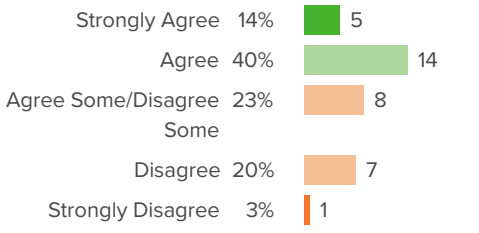
Favorable: **97%**

Q.2: At my school, there are support systems to respond to trauma experienced by students



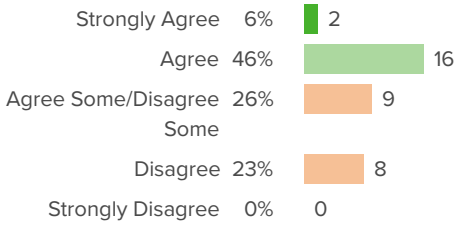
Favorable: **51%**

Q.3: At my school, I feel supported to respond to trauma experienced by students.



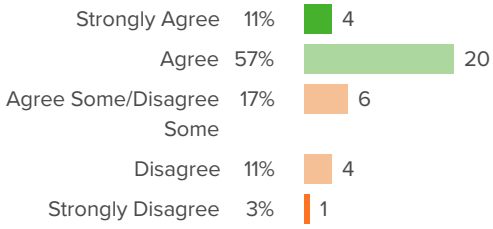
Favorable: **54%**

Q.4: I know specific skills and strategies I can use to help students who have experienced trauma to do well in our school.



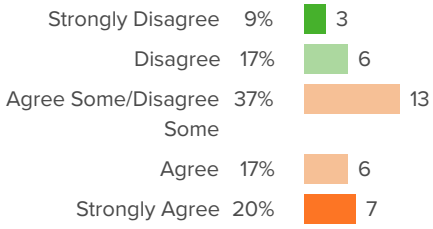
Favorable: **51%**

Q.5: I know my role in supporting students experiencing trauma.



Favorable: **69%**

Q.6: I feel worn out in my work in ways that interfere with other parts of my life.



Favorable: **26%**

Nome Public Schools

2020 Family Survey
2020 School Climate & Connectedness Survey

Report created by
Panorama Education

Summary

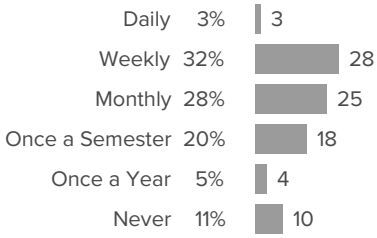
Topic Description	Results	Comparison
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	**52%** ▼ 5 since last survey	**64%** Middle **62%** High School **74%** Elementary **63%** Rural Schools **69%** Participating Alaska Districts
Family and Community Involvement Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.	**66%** ▼ 6 since last survey	**73%** Middle **69%** High School **81%** Elementary **71%** Rural Schools **76%** Participating Alaska Districts
School Safety Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.	**75%** ▼ 13 since last survey	**81%** Middle **80%** High School **88%** Elementary **82%** Rural Schools **85%** Participating Alaska Districts

88 responses

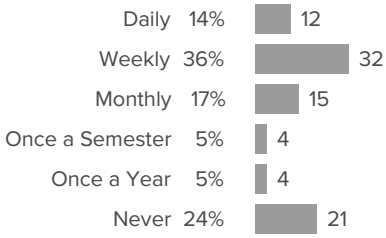
Communication

How did people respond?

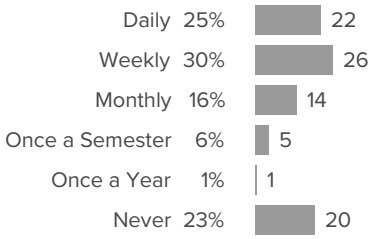
Q.1: How often do you use the district or school website to get information about your school and child?



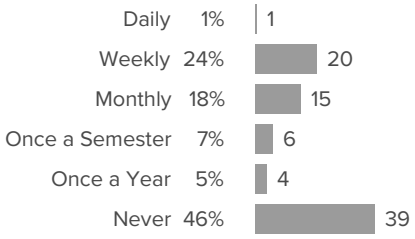
Q.2: How often do you use an Online Communication Tool (such as PowerSchool, Parent Connect, Class Dojo or other) to get information about your school and child?



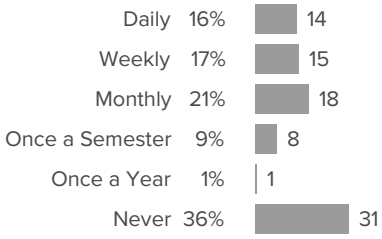
Q.3: How often do you use Social Media (ex. Facebook) to get information about your school and child?



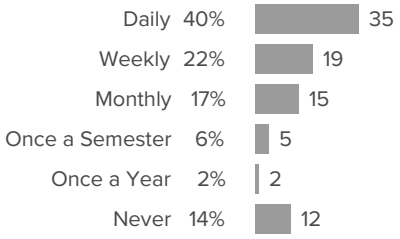
Q.4: How often do you use the newsletter to get information about your school and child?



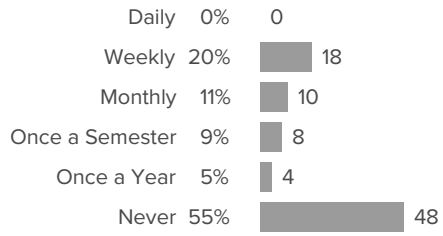
Q.5: How often do you use text messages to get information about your school and child?



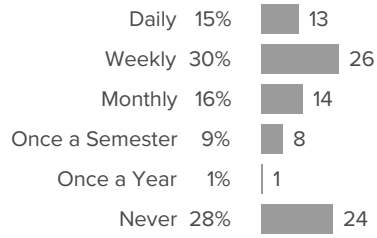
Q.6: How often do you use email to get information about your school and child?



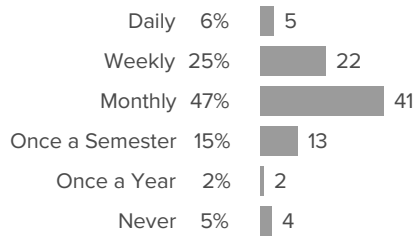
Q.7: How often do you use the newspaper to get information about your school and child?



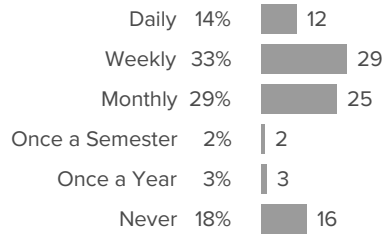
Q.8: How often do you use notes sent home from school to get information about your school and child?



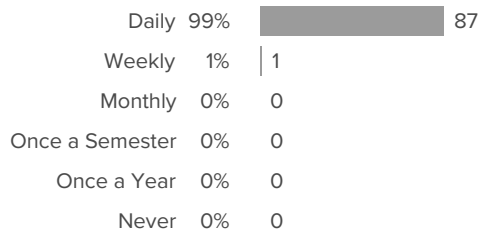
Q.9: How often do you use conversations with school staff to get information aboutyour school and child?



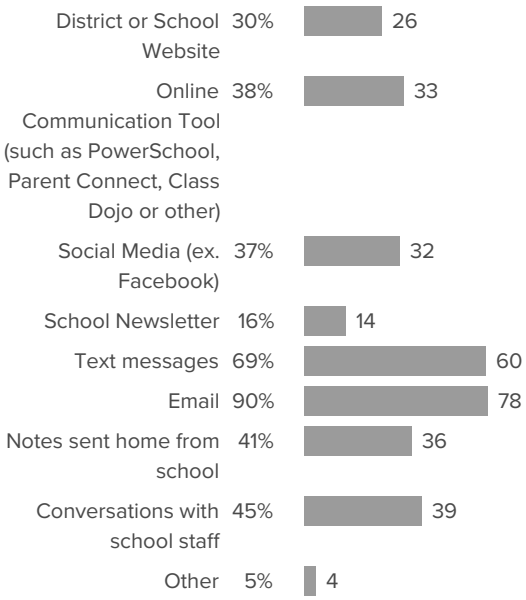
Q.10: How often do you use conversations with other parents to get information about your school and child?



Q.11: How often do you use conversations with your child to get information about your school and child?



Q.12: How would you like the school to communicate with you? (choose all that apply)



Cultural Connectedness

Your average

52%

88 responses

Change

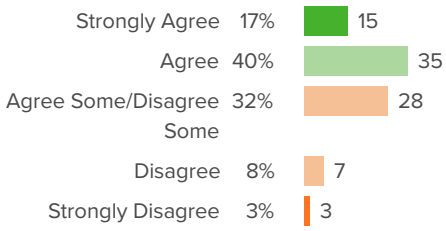
▼ **5**

since last survey

School Type average:	**64%**	Middle
School Type average:	**62%**	High School
School Type average:	**74%**	Elementary
School Type average:	**63%**	Rural Schools
State average:	**69%**	Participating Alaska Districts

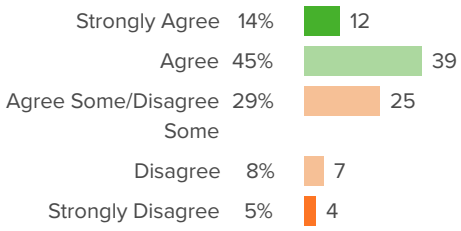
How did people respond?

Q.1: This school values the language and culture of my family.



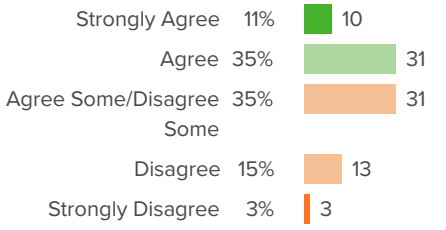
▼ **9** from last survey — Favorable: **57%**

Q.2: This school teaches about the history and culture of people who live in my community.



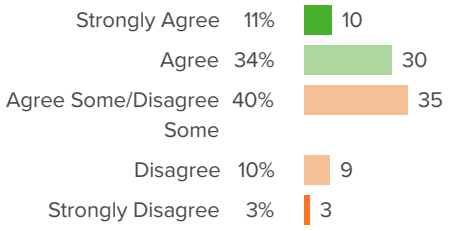
▼ **7** from last survey — Favorable: **59%**

Q.3: I see my family's culture represented in class lessons, materials, posters, and art around the school, etc.



▲ **3** from last survey — Favorable: **47%**

Q.4: My child's teacher makes an effort to represent my family's culture in class lessons.

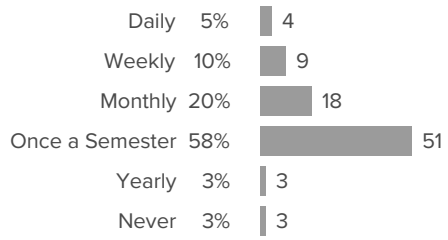


▼ **4** from last survey — Favorable: **46%**

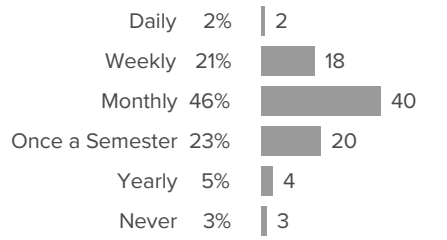
Family Engagement at School

How did people respond?

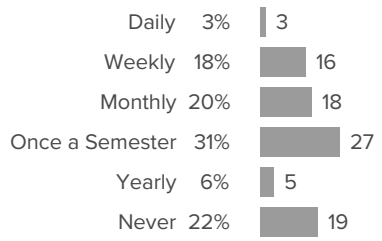
Q.1: How often do you meet in person with teachers at your child's school?



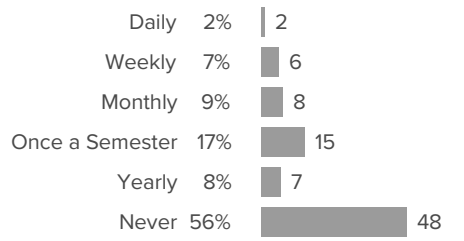
Q.2: How often do you go to events at your child's school during the school year?



Q.3: How often have you helped out at your child's school during the school year?



Q.4: How often do you participate in decision-making at school?



Family and Community Involvement

Your average

66%

88 responses

Change

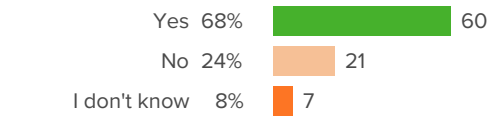
▼ 6

since last survey

School Type average:	**73%**	Middle
School Type average:	**69%**	High School
School Type average:	**81%**	Elementary
School Type average:	**71%**	Rural Schools
State average:	**76%**	Participating Alaska Districts

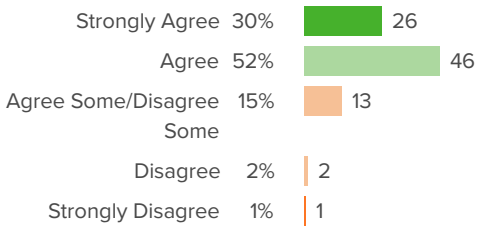
How did people respond?

Q.1: The school does a good job communicating to families.



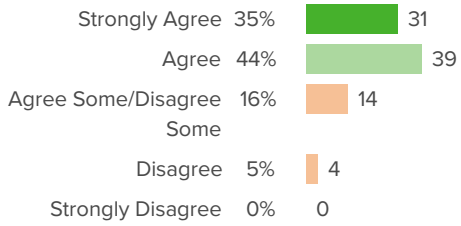
▼ 8 from last survey — Favorable: **68%**

Q.2: This school is a welcoming place for families like mine.



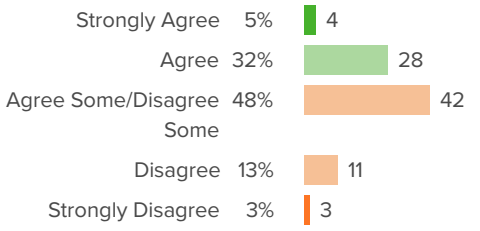
▼ 9 from last survey — Favorable: **82%**

Q.3: Adults in the community support this school.



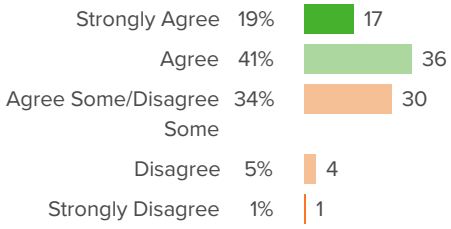
▲ 3 from last survey — Favorable: **80%**

Q.4: Adults in the community know what goes on inside of schools.



▼ 5 from last survey — Favorable: **36%**

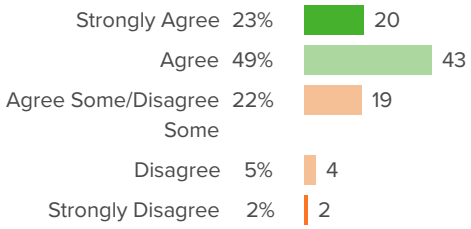
Q.5: Adults in the community encourage youth to take school seriously.



▼ **11** from last survey

Favorable: **60%**

Q.6: This school values and welcomes elders.



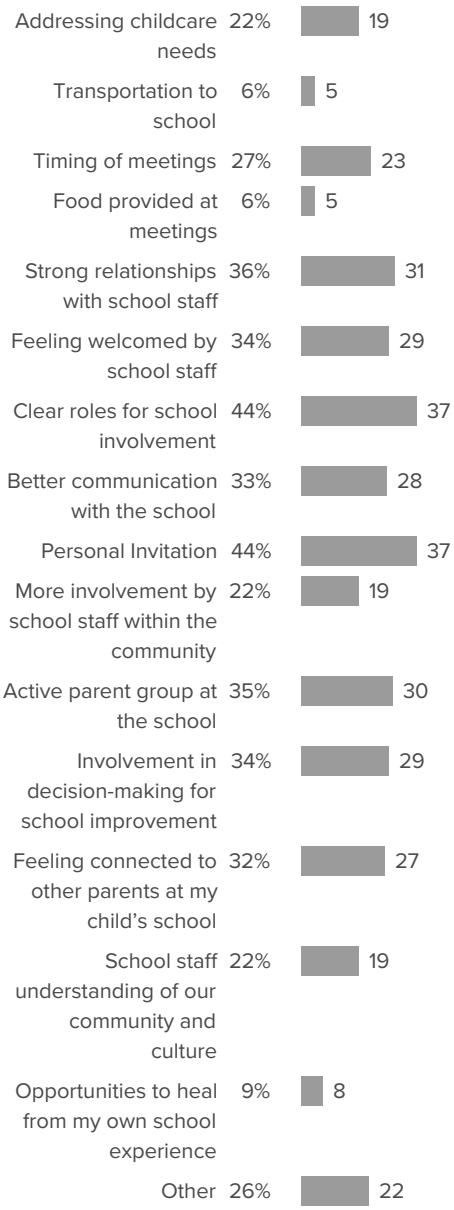
▼ **3** from last survey

Favorable: **72%**

Opportunities for Involvement at School

How did people respond?

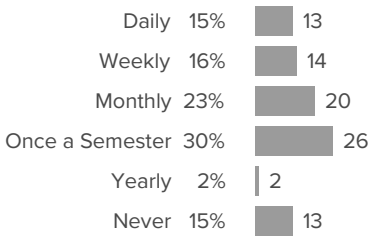
Q.1: What would help you to be more involved in your child's school? (mark all that apply)



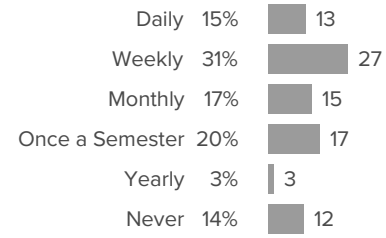
School Communication with Families

How did people respond?

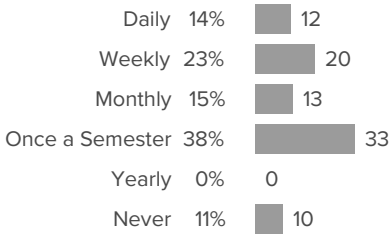
Q.1: How often does your child's school seek your guidance on how to help your child do well in school?



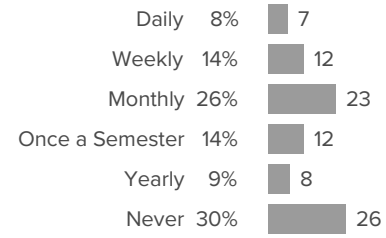
Q.2: How often does your child's school share ideas on what you can do at home to support your child's academic learning?



Q.3: How often does your child's school reach out to you to tell you how your child is doing?



Q.4: How often does your child's school ask you to volunteer at school events?



School Safety

Your average

75%

88 responses

Change

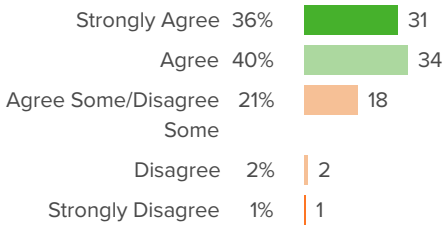
▼ 13

since last survey

School Type average:	**81%**	Middle
School Type average:	**80%**	High School
School Type average:	**88%**	Elementary
School Type average:	**82%**	Rural Schools
State average:	**85%**	Participating Alaska Districts

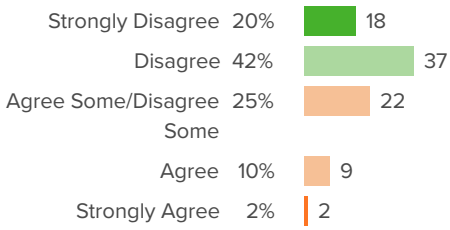
How did people respond?

Q.1: My child feels safe at school.



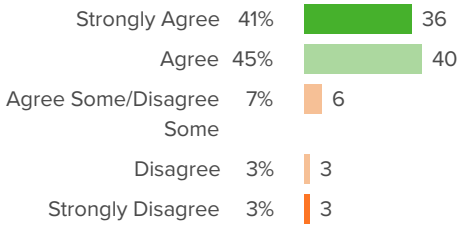
▼ 9 from last survey — Favorable: **76%**

Q.2: My child's school is badly affected by crime and violence in the community.



▼ 22 from last survey — Favorable: **63%**

Q.3: My child feels safe traveling to and from school.

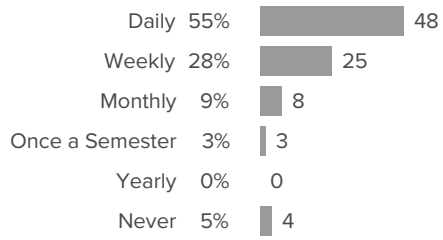


▼ 8 from last survey — Favorable: **86%**

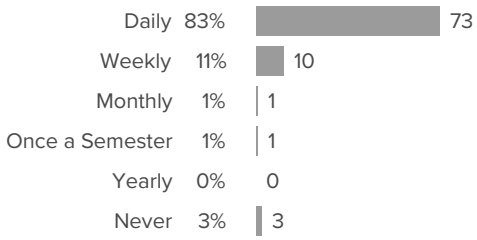
Student Support at Home

How did people respond?

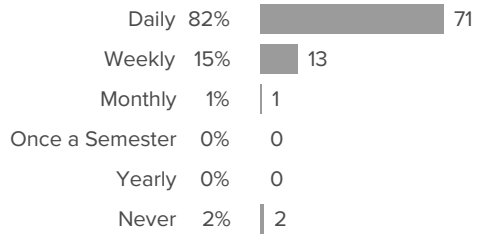
Q.1: How often do you help your child with school work?



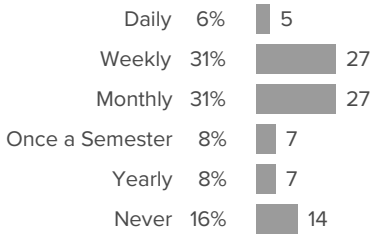
Q.2: How often do you make sure your child has a designated time and space to do school work?



Q.3: How often do you have conversations with your child about what they are learning at school?



Q.4: How often do you have conversations with your child about career or college preparation?

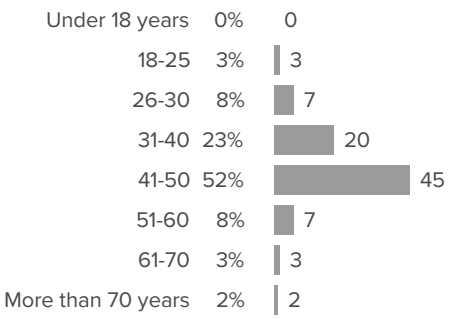


Background Information

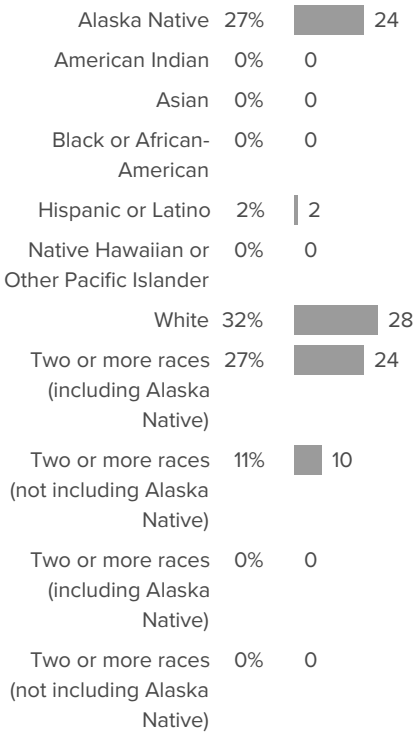
How did people respond?

Q.1: What is your gender?

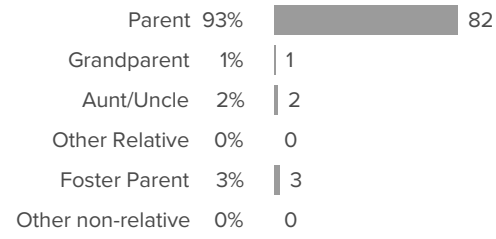
Q.2: What is your age?



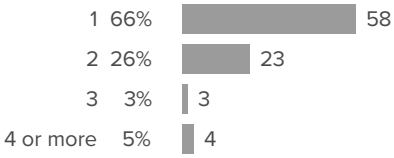
Q.3: What groups describe you best? (Choose all that apply)



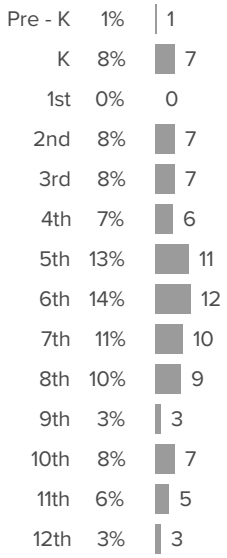
Q.4: Please describe your relationship to the child attending this school.



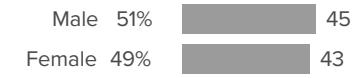
Q.5: How many children in your household are currently attending this school?



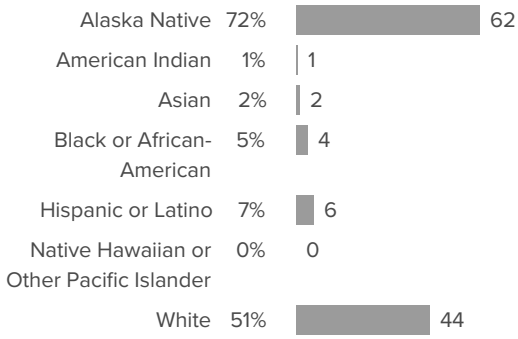
Q.6: Please indicate what grade your oldest child in this school is in.



Q.7: What is your child's gender?



Q.8: Which groups describe your child best? (Choose all that apply)



Q.9: Do you speak a language other than English with your child?

School Climate & Connectedness Survey Results

Nome Public Schools

Spring 2020

What is the SCCS?

- A survey conducted each year in late winter/early spring
- Completed by staff, students (Grades 3+) and families
- Measures PERCEPTIONS of school climate, relationships (student to student, student to adult, adult to adult), social emotional learning, and observed risk behaviors

How to View

- State results are available to the public at AASB's website www.aasb.org
- District & School results will be published to the school website

How Are the Results Used?

- Principals review the results with their staff in the late spring as the results are released (usually mid to late April) and again in the fall
- Principals are expected to develop a minimum of one professional goal around the survey as well as an action plan. Goals are submitted to the Superintendent in early fall, and reviewed in May as part of their annual evaluation.

Overview – Students in Grades 3-5

- Overall increases in every major area, with the highest being the recommendation question.
  - Caring Others – largest improvement in opportunities to speak one-on-one with a teacher; largest decrease in students being encouraged to do their best and feeling that they are missed when absent
  - SEL – largest improvement in asking for help when needed; largest decrease in controlling self when frustrated or disappointed

Overview Notes

- Percentages represent "favorable" responses – note that some questions are worded negatively so favorable responses are actually negative (i.e., my school is bad: strongly disagree)
- Note percentage of favorable responses may still be relatively strong even though percentage has declined over previous years, and percentage of favorable responses may still indicate need for improvement even with increases

Overview – Students in Grade 6-12

- Overall declines in most areas, with the largest in respectful climate. Largest overall increase in school safety.
  - Caring Adults: decreases in most areas; largest in perception that they are missed when absent
  - Community Support: decreases in most areas: largest in having an adult connection outside of home and school
  - Cultural Connectedness: largest increase in teaching effort to represent culture in lessons; largest decrease in school teaching history and culture of people in community

Overview – Students in Grade 6-12

- Family & Community Involvement: largest increase in school involving parents; largest decrease in adults knowing what goes on inside schools
- High Expectations: decreases in many areas: largest in wanting more education, adults in community encouraging them to take school seriously, and teachers believing that students can do good work
- Peer Climate: largest increase in kind behavior on social media; largest decrease in students putting other students down
- Respectful Climate: decreases in all areas; largest in perceptions that teachers are fair.

Overview – Students in Grade 6-12

- School Safety: increases in every area; largest in feeling safe traveling to and from school
- SEL: decreases in almost every area; largest in setting goals for self
- Student Involvement: largest increase principal asking students about their ideas
- Student Risk Behaviors (delinquent behaviors): decreases in almost all areas; largest in incidents of destruction of school property or personal items
- Student Risk Behaviors (drug/alcohol use): slight increases in favorable responses (note that vaping question is new), except for marijuana use

Overview - Staff

- Increases in every area
- Several new sections for survey this year (SEL, Staff Beliefs, Staff to Staff Relationships, Staff to Student Relationships, Trauma Engaged Schools)

Overview - Staff

- Cultural Connectedness: overall increase; largest in culture as part of self-image
- Family & Community Involvement: overall increase – largest in involving parents, overcoming cultural barriers between teachers and parents
- Peer Climate: overall increase; largest in students treating other students with respect

Overview - Staff

- School Leadership & Involvement: increases in every area; largest in involvement in decision-making
- School Safety: increases in every area: largest in staff not seeing bullying as a problem
- SEL: highest in adults modeling healthy relationships; lowest in students finishing difficult tasks

Overview - Staff

- Staff Beliefs: highest in belief they are making a difference; lowest in impact of staff treatment on student behavior
- Staff to Staff Relationships: strongest in feeling supported by colleagues; lowest in staff collaboration for decision-making and problem-solving
- Staff to Student Relationships: highest in adults treating students with respect; lowest in opportunities for student input on classroom activities or rules

Overview - Staff

- Student Involvement: overall increases in every area; strongest in students involved in solving school problems
- Student Risk Behaviors (Delinquent Behaviors): slight overall increase; largest positive increases in theft and bullying; largest negative increase in fighting
- Student Risk Behaviors (Drugs & Alcohol): overall increase; largest positive increase in alcohol use; negative increase in drug use. Vaping question is new.
- Trauma Engaged Schools (New): Largest positive in knowledge of impact of trauma on behavior, smallest positive in negative impact of work stress on other areas of life

Overview - Families

- Overall decreases in all areas; school safety is largest
- Communication section is new; provides feedback on frequency and modes of communication to/from/about school
- Cultural Connectedness: overall decrease; largest in school valuing language and culture, increase in visible cultural representation in school
- Family Engagement at School section is new: feedback on meeting with staff, attending events, volunteering, and participating in decision making

Overview - Families

- Family and Community Involvement: overall decrease; largest in adults encouraging youth to take school seriously, increase in adults in community supporting schools
- Opportunities for Involvement (New): provide feedback to schools on ways to help parents be more involved
- School Communication with Families (New): Feedback on communication between schools and families

Overview - Families

- School Safety: decrease in all area; largest in school affected by crime and violence in community
- Student Support at Home (New): Feedback on parents talking to children about school and helping with homework

Conclusions

- Mandate given to principals last year was "care and feeding of staff" – survey reflects success in these areas
- Some disconnects between perceptions of staff, students and families on same issues
- Work to be done next year on school safety for both students and families, strengthening student/staff relationships to increase "caring adult" perception.

Nome Public Schools
Superintendent Report
Jamie Burgess
June 9, 2020

1. The District Leadership team spent the last week of May and first week of June in various meetings to wrap up the school year and to develop our scenario plans to re-start school in August. Jeannie Sleeper of JDO Law provided a training to all directors and principals/assistant principals on investigations and discipline practices for staff. The team has made some excellent progress in our re-start plans; we are currently reaching out to community partners for guidance and potential assistance for the fall. We will review the draft plan with our association representatives, then present the plan to the Board at the June 23rd Work Session, followed by presentation to the City Council and then release to the public. The plan may need additional modifications as new information is received, and we will not know which scenario to open school under until much closer to the actual start of school, as the current state of the pandemic will drive our operational framework.

2. The District would like to recognize our selection for Teacher of the Year for 2019-2020; NBHS Counselor Misty Tweet, and our selection for Support Staff of the Year; NBHS Attendance Secretary Lisa Merchant. We were unable to hold our annual staff year end luncheon and recognize these individuals. We held a brief all staff Zoom meeting to announce the awards, and hope to present these in person as part of our fall inservice. Both individuals are outstanding employees of the district and extremely worthy of the recognition.

3. The District completed its CARES Act grant budget for FY20 in the amount of $32,087.16. This will allow the district to be reimbursed for the following expenses: costs to purchase items for the food service program above the reimbursable meal expenses such as individual containers for packing the bag lunches; mileage costs for employees delivering and picking up packets of instructional materials; essential worker stipends for staff working in food service, information technology, maintenance and custodial, and secretaries; telework stipends for teachers to cover additional internet costs for preparation and delivery of instruction.

The District will rollover the remaining $163,626.84 for FY21 expenses due to the pandemic. The use of the funds may depend to some extent on additional funding support from community partners to meet identified needs in the areas of food service, transportation, personal protective equipment, internet access and costs, and other unanticipated expenses.

4. Nome Eskimo Community has reached out to the district to provide financial support through use of some its CARES Act funds to support education. Personal Protective Equipment for staff and students and purchase of internet hot spots and coverage of internet costs have been discussed as potential uses for the allotted funds; no specific budget number has been given, but the district will submit a funding request to NEC as plans for the re-start and increased costs for the coming year become clearer.

5. The District is participating in several virtual job fairs in the months of June and July as part of its search to fill the few remaining positions – we are seeking one special education

teacher, one Reading/special education teacher, and two music teachers. We are working on fall inservice plans for new and returning staff, including Culture Camp, and are monitoring travel and quarantine restrictions to provide staff with information to assist in their return/entry plans to Nome for the fall.

6. The Alaska Statewide Mentor Project for 2019-2020 is attached. We were pleased to have Ed Sotelo return as our Mentor Coach for two of our staff members this past year; and look forward to continuing our partnership with ASMP to work with new teachers this coming year. ASMP is applying for a grant to fund virtual coaching services, which will help ensure continuation of support while minimizing travel of coaches in and out of rural communities.

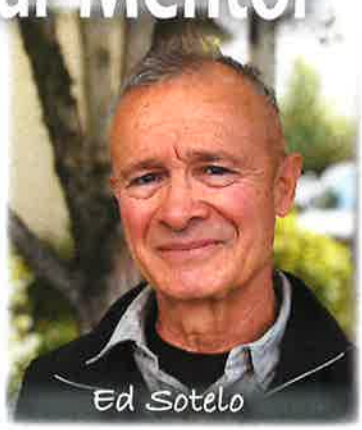
Nome Public Schools

Intensive Mentoring (as of April 15)

Your Alaska Statewide Mentor worked with **2** new teachers in Nome Elementary and Nome-Beltz Junior/Senior High Schools. He made **five** on-site visits to work with teachers one-on-one. In addition, he sent **88** emails, mailed **9** parcels, and spent **67** minutes in video calls and **81** minutes on the phone with them.

Flying into Nome on a sunny fall day. *Photo: Putt Clark, K-12 Outreach Staff.*

Your Mentor



"If kids come to us from strong, healthy functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important. -Barbara Colorose"
Ed taught in Gambel, Unalakleet, Cooper Landing, Homer, and Soldotna for 35 years before becoming a mentor in 2009.

ASMP has been providing personalized mentoring and support for new Alaskan teachers since 2004.

Since 2004, ASMP has trained 126 mentors, served over 5,000 new teachers, and reached more than 60,000 students.

Mentors are experienced, veteran Alaskan teachers specializing in all grade levels and subjects including STEM, SpEd, and EL.

Proven success: ASMP increases new teacher retention and improves student achievement.

UAF University of Alaska Fairbanks · ASMP · K-12 Outreach

The University of Alaska Fairbanks is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual.

Nome Public Schools Board Facilities Service Report, June 2020.

John W. Mortensen, Facilities Director

John.mortensen@nmsusa.com

907-244-4121

For the Month of: **May 2020 Work Order Report**

Six Month Review of Facilities Department

I would like to take this time to give my six-month review of the Facilities Department situation after arriving in Nome on 12-9-20, inclusive of the maintenance and custodial departments. For this report, we will just discuss the Maintenance Department.

We are rebuilding the Facilities Department from the ground up because it is a very broken, dysfunctional, disorganized entity that has been broken for the last ten years.

We are not currently or since I have been here doing any work in the Maintenance Department besides emergencies each week.

We have approximately 376 items on a Master List called "NPS Outstanding Work Order Log 6-4-20" included with this report that has not been completed since January of 2019.

This list is not exhaustive, and most likely, there is three times the amount of work orders throughout the School District that is shown on our list. Most everyone within the School District has given up on work orders in SchoolDude because it will not get fixed anyway.

If you submitted a work order since April of 2019 on School Dude with a broken faucet, toilet, light fixture, or anything else, it is most likely still not fixed unless it was an emergency and causing damage.

In addition, the maintenance department is not doing any preventative maintenance as required by the State of Alaska's (CIP) Capital Improvement Project's point system for funding consideration

We are requesting a total of ten employees in the maintenance department to get the School District caught up on the backlog and to move forward on preventative maintenance.

If and when we establish a base crew of one Foreman, two lead technicians, and seven technicians of varying experience and cost, while also using subcontractors on outstanding projects. We would work towards completing the ever-growing list of work orders and preventative maintenance.

It is my opinion this will take 1 1/2 years to establish and maintain through the hiring process and the limited availability of qualified candidates in Nome. Once you have established your crews and catch up on the backlog work and actually start doing preventative maintenance, then you can look at laying off people if necessary.

With the continued labor shortfall, none of the lists below can be completed and are covered in the spreadsheet included.

Attached Spread Sheets Includes:
212 Work Orders from as far back as January 2019
39 Critical Path Projects That Are Behind Schedule
37 Non-Critical Path Projects on Back Log
10 Vehicle Equipment Fleet
40 items for the Nome Elementary School and Dorm 2020 Puch List
614 Preventative Maintenance Work Orders Removed from School Dude but not Completed
0 Preventative Maintenance
Total of over 360 Items that cannot be addressed not including preventative maintenance

Spreadsheet for recommended minimum labor to address the above situation
NPS Facilities Department Labor cost recommendations for a ten-person crew.

CIP- School Dude Recommendations and what is currently not being done by the Facilities Department
What the Nome School District Maintenance Department is currently not doing in the School District CIP plan, which relates to School Dude.

- Preventative Maintenance
- Fixing the current backlog of work orders in School Dude

What we are not doing in School Dude in the last year and currently, which directly affects Nome School District's CIP funding.

- Applying work orders to correct allocation
- Entering labor in work orders
- Entering invoices in work orders
- Applying invoices or labor to the vehicle fleet

All of the regular Facilities Department information below has been updated as usual.

This Month to Date Maintenance Snapshot:

- **Scheduled Work in Progress: 46**
- **Unassigned: 13**
- **Scheduled Work Orders Completed: 53 (This number does not provide an accurate picture of the situation)**
- **Declined: 111**
- **Preventative Maintenance Work Orders Removed from School Dude but not Completed: 614**
- **Open Preventative Maintenance Work Orders: 60**
- **Open Facilities Schedule Work: 138**
- **Other Open Work: 63**
- **Total Open Work Orders: 260**
- **Preventative Maintenance: 0**

Injuries & Accidents

0

Employee New Hires

0

Employee Departures

1 - Maintenance Technician Perry Saito left for an apprenticeship with the City of Nome.

Staffing:

- Have employment ads running in the Nome Nugget and around Alaska for Janitorial Supervisor, Maintenance Foreman, and Maintenance Tech III.
- The maintenance Department remains short-staffed with one Foreman and two maintenance techs.

Upcoming Tasks with Estimated Start Date:

- High School Gym resurfacing contractor is scheduled to start the week of June 8, 2020.
- Taylor Fire returns the week of June 22 to complete their work on School District Fire sprinkler and Alarm Systems.
- The new School District System-wide HVAC Filter system installation is complete. It is the first time in depending on the area with in the School District that the HVAC filters have been changed in 1 to 11/2 years depending.
- Pool Consultant working on repair analysis for the City of Nome / High School Saltwater Pool plumbing issues.
- Still working with RSA Engineering on Elementary School Day Tank design issues and supplying them with information.
- The school district vehicle fleet is setup in SchoolDude, and we will continue scheduling and repairing the entire fleet that was and is in extreme disrepair.
- We have purchased a new SPED Van and Superintendent's Vehicle.
- The new administrative assistant position has been a great help in starting to repair the long-standing issues of the Facilities Department's lack of organization. It is necessary to build from the ground up a hard copy and digital copy document control and file system.
- This School District is, I believe, well over 50 years old, and there are no Facilities Department forms or documents of any kind saved in a mutually accessible network server or computer drive. There are extremely minimal hard copy files if any. This will be the main focus of the Administrative Assitant for the future.
- Working on the revised coordination of SchoolDude setup and synchronization with the CIP Program.

Safety Concerns:

Tunnel Ceiling Crack and Concrete Failure.

- Bristol Companies Civil Engineer is scheduled to come to Nome and review the situation on-site this month to review and give us shoring post locations to support the tunnell in place at the point of fracture. We are waiting on a date.
- Shoring Support Posts have been delivered.

Coronavirus

- We are working on an assortment of COVID 19 PPE for the School District for fall semester schools re-opening.
- Two new cases in Nome.
- New Protexus Electrostatic Backpack Sprayers with Coronavirus rated Purtabs disinfectant I am told should be here by June 17, 2020. We will then try and see how they work to start spraying the School district buildings interiors. It is a method to disinfect large areas with a sprayer as opposed to wiping everything down by hand.
- We have received new coronavirus rated disinfectant solution cleaners and selected a type to use going forward and will order those and work on that.

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

SCHOOL BOARD COMMUNICATION

Title: Name Change for Nome-Beltz Jr/Sr High School

Date: June 9, 2020

Administrator: Jamie Burgess, Superintendent and Jay Thomas, Principal

Attachments: N/A

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

BACKGROUND INFORMATION

The Board of Education approved the change in grade level configuration for Nome-Beltz Jr/Sr High School from 7-12 to 6-12, in accordance with the shift to a middle school model instead of a junior high model.

The administration recommends that Nome-Beltz Jr/Sr High School be renamed as Nome-Beltz Middle/High School to reflect this change. The change will not require any signage changes, or have any other significant impact, other than minor changes to the wording on programs, letterhead, etc. Other 6-12 schools in the region have a similar naming convention.

If approved, the Department of Education will be notified of the change.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the name change from Nome-Beltz Jr/Sr High School to Nome-Beltz Middle/High School.

Sample Motion: I move to approve the name change from Nome-Beltz Jr/Sr High School to Nome-Beltz Middle/High School.

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SCHOOL BOARD COMMUNICATION

Title: Board Policy 1st Reading

Date: June 9, 2020

Administrator: Jamie Burgess, Superintendent

Attachments: Board Policies for Adoption

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

BACKGROUND INFORMATION

The Board of Education Policy Review Committee met on June 3rd to review newly proposed policies for adoption. The policies are now presented to the Board for a first reading approval.

BP 3510 Maintenance
BP 3515.6 Safety and Security Recording Systems
BP 9223 Board Vacancies

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the first reading of board policies listed above.

Sample Motion: I move to approve first reading of board policies BP3510 Maintenance, BP 3515.6 Safety and Security Recording Systems, and BP9223 Board Vacancies.

BP 3510 MAINTENANCE

Note: *In order to qualify for a capital improvement project grant or debt reimbursement under AS 14.11.011 or AS 14.11.100, a school district must have in effect a preventive maintenance plan. This plan: 1) must include a computerized maintenance management program, cardex system, or other formal systematic means of tracking the timing and costs associated with planned and completed maintenance activities, including scheduled preventive maintenance; 2) must address energy management for buildings owned or operated by the district; 3) must include a regular custodial care program for buildings owned and operated by the district; 4) must include preventive maintenance training for facility managers and maintenance employees; and 5) must include renewal and replacement schedules for electrical, mechanical, structural, and other components of facilities owned and operated by the district. Additionally, the district must be adequately adhering to the preventive maintenance plan.*

The School Board recognizes the importance of timely maintenance and repair of district facilities, property and equipment in ensuring the safety of students and employees, in protecting state and local investment, in providing necessary loss control, and in helping to ensure the availability of capital funding. A preventive maintenance plan shall be in effect which includes custodial care, scheduled preventive maintenance, commissioning, and energy management for district buildings. The Superintendent or designee shall ensure a systematic means of tracking the timing and costs associated with maintenance activities; shall direct the preparation of renewal and replacement schedules for electrical, mechanical, structural, and other components of district facilities; and shall provide for preventive maintenance training for facility managers and maintenance employees.

(cf. 3514 - Environmental Safety)

(cf. 3515 - School Safety and Security)

(cf. 5142 - Safety)

All school buildings and equipment shall be regularly inspected to assure that all are maintained at the highest level of safety. Employees are responsible for promptly reporting to their supervisor any damage to district property or equipment.

Legal Reference:

ALASKA STATUTES

14.11.011 Grant applications
14.11.100 State aid for costs of school construction debt

4 AAC 31.013 Preventive maintenance and facility management

Revised (TBD)
Adopted: June 10, 2003

Nome Public Schools

BP 3515.6 SAFETY AND SECURITY RECORDING SYSTEMS

USE OF VIDEO AND AUDIO RECORDING

The School Board recognizes that maintaining the safety and security of students, staff, and District property is best implemented with a multifaceted approach. To the extent modern technology provides tools to maintain safety and security, the use of technology such as video surveillance cameras is supported by the Board.

Video recording devices may be utilized on school grounds and may be equipped with audio recording capabilities. Video recording shall be in accordance with applicable laws pertaining to such use. The District shall also comply with applicable law related to maintaining video recordings and student records, as appropriate.

Purpose of Electronic Recording Systems

1. To promote the safety of all individuals while on District campuses;
2. To encourage overall positive behavior;
3. To act as a deterrent to inappropriate, unsafe, or criminal activities;
4. To assist in providing physical security for District assets;
5. To provide visual resources in areas having limited visibility;
6. To provide retroactive and investigative support to School and District Administrators (e.g., theft, vandalism, harm to others); and/or
7. To assist Law Enforcement, and School and/or District Administration during investigative or emergency situations.
8. Other outcomes such as diagnosis of false alarms and investigation of alleged employee misconduct, for example.

Exclusions

Video and audio monitoring are not permitted in areas where there is a reasonable expectation of privacy (e.g., restrooms, locker rooms, individuals' offices, staff break areas). Recording of teacher instruction for purposes of completing a performance evaluation or for professional growth opportunities is not intended to be covered by this policy and shall not be permitted except as provided by state law and/or consent or request of the employee. Recording of students for purposes of their educational programming is also not intended to be covered by this policy.

AUTHORIZED ACCESS TO VIDEO RECORDINGS

District Administrators, including the Superintendent, Director of Maintenance, Director of Technology, School Principals, and appointed Designees may:

1. View “Live” Video;
2. View Recorded Video; and/or
3. Export Recorded Video

An annual review of this board policy including purpose of electronic recording devices with authorized users.

Non-school personnel may be authorized to view preserved video footage on a case-by-case basis by the Superintendent or Designee. Preserved footage will be released by the Superintendent or Designee in limited circumstances on a case-by-case basis as follows:

1. In order to protect the health and safety of all students and staff, recordings that reveal unlawful actions will be brought to the attention of and/or released to law enforcement agencies, per District policy;
2. A legal parent/guardian of a student pictured on preserved video footage may be permitted by the Superintendent or Designee to view video footage, as relevant circumstances warrant;
3. A legal parent/guardian of a student shall be permitted to view any preserved video footage that is used in a disciplinary action against their child; parents must be able to identify their child only. Digital pixelating may be required; and/or
4. In response to a judicial subpoena or court order.

Transfers or Release of Video Disclosures

All transfers of video disclosures to sources outside the District must be documented. Such transfers shall be limited to judicial subpoenas or court orders. Law enforcement may be given access to video by subpoena or as part of an ongoing investigation, by the Superintendent or Designee.

Maintenance

Camera and video software maintenance may be performed each year, but will occur as frequently as is necessary to maintain the video surveillance system. This may result in an occasional downtime but is not expected to impact video recording. The following maintenance procedures and actions will be included in this process:

1. Video recording may be suspended at any time, and without prior notification;
2. Installation of new cameras on school grounds will be overseen by the Director Maintenance in collaboration with the Director of Technology;

Periodic System and Video Image Audit

A periodic audit of the video system and its recordings shall be conducted by no fewer than two (2) authorized District personnel.
Results should verify that the surveillance system has not been modified or altered by unauthorized personnel, that observed target areas remain accurate, and that overall integrity of the system is intact.

System Monitoring & Security

There will be no expectation for authorized School or District personnel to continuously monitor video. The District will, on average, retain video on-site for the most recent 30-day period. Video content reviews will take place at the District or School offices, as needed, will have secured, password-protected access by appropriate personnel, and will be located away from public view. Video footage beyond the designated period of time will be archived by an authorized user.

EDUCATION RECORD

A photo or video of a student will become an education record, subject to specific exclusions, when the photo or video is: (1) directly related to the student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution for a specific purpose.

Directly Related to a Student

Factors that may help determine if a photo or video should be considered "directly related" to a student are as follows:

1. The educational agency or institution uses the photo or video for disciplinary action (or other official purposes) involving the student (including the victim of any such disciplinary incident);
2. The photo or video contains a depiction of an activity:
    a. that resulted in an educational agency or institution's use of the photo or video for disciplinary action (or other official purposes) involving a student (or, if disciplinary action is pending or has not yet been taken, that would reasonably result in use of the photo or video for disciplinary action involving a student);
    b. that shows a student in violation of local, state, or federal law;
    c. that shows a student getting injured, attacked, victimized, ill, or having a health-related emergency;
3. The person or entity taking the photo or video intends to make a specific student the focus of the photo or video (e.g., ID photos, or a recording of a student presentation); or

4. The audio or visual content of the photo or video otherwise contains personally identifiable information contained in a student's education record.

Maintained by an Educational Agency
To be considered an education record of a student under FERPA, an educational agency or institution, or a party acting for the agency or institution, must maintain the record within the student's disciplinary record file.

NOTIFICATION OF USE OF SECURITY CAMERAS

Appropriate signage will be posted in noticeable locations on campus that notify students, staff, and the community of the District's use of video cameras. Signs may also be posted in general locations informing persons that the buildings and grounds may be under electronic surveillance.

The District will ensure that reasonable efforts are made to notify students, parents and staff at the beginning of the school year regarding the use of video cameras on school grounds. Such notification may include, but not be limited to, staff in-service, employee email, student handbooks, and/or beginning of the year correspondence. Communication shall, at a minimum, reference District policy and may identify key procedures related to video camera usage. During the initial implementation period, the Superintendent may vary notification based on circumstances and available options.

MISCELLANEOUS

The Superintendent or Designee is authorized to develop Administrative Regulation(s) governing the use of video recording in accordance with applicable state and federal law and Board policy.

It is a violation of this policy to interfere, obstruct, or disable any of the District's cameras or recording systems. This includes, covering the cameras, cutting the wires, or disabling the system in any way.

This policy does not apply to the monitoring of the District's network infrastructure or employee use of the District's network infrastructure.

This policy serves as notification to employees and the public, at large, that video systems may be in use on school campuses for the purposes described herein.

Legal Reference:

<u>UNITED STATES CODE</u>

20 U.S.C. §1232g (Family Educational Rights and Privacy Act of 1974)

CODE OF FEDERAL REGULATIONS

34 C.F.R. §99.1 et seq. (FERPA regulations)
34 C.F.R. §99.3 (FERPA regulations "Education Record")

Adopted: (TBD)

Nome Public Schools

BB 9223 BOARD VACANCIES

Note: *The following provisions apply to school boards pursuant to AS 14.08.045. Item 1 below could apply to a write-in candidate whose qualifications were not verified prior to election or to a district employee who fails to resign her/her employment after election.*

The School Board may declare a school board seat vacant if the person elected:

1. fails to qualify for Board membership within 30 days of certification of the election,
2. refuses to take office,
3. resigns,
4. is convicted of a felony involving moral turpitude or a violation of the oath of office while serving as a School Board member,
5. no longer resides within the boundaries which he/she was elected to represent and a two thirds vote of the Board declares the seat vacant.

(cf. 9220 - School Board Elections)

The school board shall declare a vacancy on the Board for any actions which disqualify a member from service in accordance with state laws and local ordinances.

Note: *AS 14.14.080 allows a school board to declare a board vacancy when a member fails to attend three consecutive regular board meetings without being excused by the Board President.*

Three consecutive unexcused absences from regular board meetings shall be sufficient cause for the Board to declare a Board vacancy.

(cf. 9121 - President)

(cf. 9320 - Meetings)

Appointment to the Board

A vacancy on the Board shall be filled within 30 days of the vacancy by Board appointment.
When making an appointment to the Board, the Board desires to draw from the widest possible number of candidates.

The Board shall:

1. Advertise the vacancy in suitable local media.
2. Solicit applications or nominations of any legally qualified citizen interested in serving on the Board.

3. Provide candidates with appropriate information regarding Board member responsibilities.
4. Announce names of candidates and accept public input either in writing or at a public meeting.
5. Interview the candidates at a public meeting.
6. Select the provisional appointee by majority vote at a public meeting.

The person appointed shall hold office until the next regularly scheduled election for district Board members and shall be afforded all the powers and duties of a Board member upon appointment.

(cf. 9210 - Qualifications)

Legal References:

ALASKA STATUTES

14.08.041 Regional school boards
14.08.045 Vacancies
14.08.081 Recall
14.12.070 Vacancies
14.14.080 Declaring a school board vacancy
29.26.240 - 29.26.360 Recall

Revised (TBD)
Adopted: June 10, 2003

Nome Public Schools
PO Box 131
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SCHOOL BOARD COMMUNICATION

Title: Board Policy 2nd Reading

Date: June 9, 2020

Administrator: Jamie Burgess, Superintendent

Attachments: Board Policies for Adoption

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

BACKGROUND INFORMATION

The Board of Education met on May 12th and approved the first reading of the following policies:

BP 3515.5 Restrictions on Sex Offenders on Campus
BP 5141.42 Professional Boundaries of Staff with Students

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the second and final reading of board policies listed above.

Sample Motion: I move to approve the second and final reading of board policies BP 3515.5 Restrictions on Sex Offenders on campus and BP 5141.42 Professional Boundaries of Staff with Students.

BP 3515.5 RESTRICTIONS ON SEX OFFENDERS ON CAMPUS

Prior to restricting any person accused of a sex offense from campus, the district shall verify that the person is actually listed on the Alaska Department of Public Safety Sex Offender/Child Kidnapper Registry.

***Note**: Alaska law does not prohibit sex offenders from entering school campuses. School districts may want to have a policy that prohibits non-parent sex offenders from coming onto school grounds and that puts reasonable procedures in place for sex offenders that are parents of students enrolled in district schools. The following policy was developed by the Kenai Peninsula Borough School District. It may be adapted or revised to reflect the needs of your district.*

Recognizing that all students have the right to a public education in a safe and positive environment, the Board prohibits any sex offender from being on district property, except as authorized below. District property includes all land within the perimeter of the school site and all district buildings, structures, facilities, computer networks and systems, and school vehicles, whether owned or leased by the district, and the site of any school-sponsored activity.

(cf. 3515 - School Safety and Security)

(cf. 5030 - School Discipline and Safety)

(cf. 5137 - Positive School Climate)

Sex offenders are those convicted of a sex offense as defined in this or another state, or by federal law, and who are required to register as a sex offender under Alaska law or by court order. This policy also applies to those individuals convicted of child kidnapping who are required to register on the Alaska Department of Public Safety Sex Offender/Child Kidnapper Central Registry. This policy is not intended to impose a duty upon any district administrator or employee to review the Sex Offender/Child Kidnapper Central Registry to determine the presence of sex offenders in the community. This policy shall apply when district or school administrators are actually aware that a person in question is on the Registry.

Sex Offenders Who Do Not Have Children Enrolled in the District

A sex offender or child kidnapper who does not have a child enrolled in the district is prohibited from entering district property except:

1. When he/she is a qualified voter and is coming upon district property, before or after normal school hours, solely for purpose of casting a vote; or
2. To attend an open meeting held outside the student instructional day.

3. With the Superintendent and school administrator's prior approval, under other special circumstances, on a case-by-case basis, for which the school administrator has given written consent.

Parent/Guardian Sex Offenders

A parent/guardian sex offender or child kidnapper who has a child attending a district school is prohibited from entering district property, except in the following instances:

1. When he/she is a qualified voter and is coming upon district property, before or after normal school hours, solely for purpose of casting a vote;
2. To attend an open meeting held outside the student instructional day; or
3. With the Superintendent and school administrator's prior approval, under the procedures set forth below:
    a. to pick up or drop off his/her own child at the school where the child is enrolled;
    b. to attend a parent-teacher conference or other meeting with faculty or staff to discuss the child's progress or other educational needs of the child;
    c. under other special circumstances, on a case-by-case basis, for which the school administrator has given written consent.

In no event will entrance onto district property be allowed if prohibited by court order.

Procedures for Prior Approval

A parent/guardian sex offender or child kidnapper who comes onto school property to pick up or drop off his/her child(ren) needs to make specific arrangements in advance with the school administrator. These arrangements are to be approved by the Superintendent. The parent/guardian can only transport his/her own child(ren).

If a sex offender or child kidnapper wishes to come on to school property for another reason (e.g. parent-teacher conferences, student performances), he/she shall only do so under the following conditions:

- he/she must notify the principal of the school at least 48 hours in advance of the activity and obtain consent prior to coming onto district property;
- if consent is granted, the school administrator will assign an individual(s) to accompany the parent while on district property;

- he/she must report to the office, come only for the specific activity, cooperate with district supervision, and leave school property promptly upon the conclusion of the activity; and
- he/she must abide by all other terms and conditions of the school administration.

The school principal and/or Superintendent shall have the discretion to refuse permission if it is reasonably believed that the parent/guardian's presence on school property would be inappropriate or a danger to others, provided such permission shall not be unreasonably withheld.

At all times, the school administrator shall endeavor to protect the privacy of the offender's child.

(cf. 5021 - Noncustodial Parents)

Electronic Communications

The Board prohibits electronic communications between sex offenders and students. A parent/guardian sex offender/child kidnapper may not communicate electronically with a student other than his/her own child while the student is on district property. A non-parent sex offender/child kidnapper may not communicate electronically with any student while the student is on district property. "Communicate electronically" means actual *or attempted* communication by electronic means, including, but not limited to, phone, email, text, instant messaging, social networks, web postings, web contacts, computer, fax, or photographs.

Student Sex Offenders

The Superintendent or designee shall determine the appropriate placement for student sex offenders, except those identified as having a disability. When determining educational placement, including placement in an alternative educational setting, the Superintendent or designee shall consider such factors as the safety and health of other students and staff. The Superintendent or designee shall develop written procedures for managing each student sex offender in the district. The student's plan shall specify requirements for supervision and whether or not the student is permitted to attend school-sponsored or school-related activities outside of the instructional day.

If a student subject to this policy is a student with disabilities, he/she will be provided educational services in compliance with federal and state law.

Contractors

Any outside contractor with whom the district contracts, and whose employees or agents may have contact with students, is prohibited from sending any employee or agent who is a sex offender/child kidnapper to any district property. The contractor shall certify in writing the contractor's knowledge and understanding of this policy.

Violations of this Policy

The district will contact law enforcement when a sex offender/child kidnapper violates this policy and will immediately revoke any privileges granted to the individual under this policy.

Legal Reference:

ALASKA STATUTES

12.63.010-.020 Registration of sex offenders and related requirements; Duration of sex offender or child kidnapper duty to register

12.63.100(5) Registration of Sex Offenders - Definitions

Adopted: (TBD)

BP 5141.42 PROFESSIONAL BOUNDARIES OF STAFF WITH STUDENTS

Purpose

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

General Standards

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

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

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

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

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

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

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

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

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

(cf. 4131 – Certificated Staff Development)
(cf. 5131.43 – Harassment, Intimidation and Bullying)
(cf. 5137 – Positive School Climate)
(cf. 5141.4 – Child Abuse and Neglect)
(cf. 6161.4 – Internet)
cf. 6161.5 – Web Sites/Pages)

ALASKA STATUTES
11.61.120 Harassment in the second degree
14.08.111 Duties
14.14.090 Duties of School Boards
14.30.355 Sexual abuse and sexual assault awareness and prevention
14.30.360 Curriculum (health and safety education
14.33.200 Harassment, intimidation and bullying
14.33.210 Reporting of incidents of harassment, intimidation and bullying
14.33.220 Reporting no reprisals
14.33.230 Immunity from suit
14.33.250 Definitions
47.14.300 Multidisciplinary Child protection teams
47.17.010 Child protection
47.17.020 Persons required to report
47.17.022 Training

Adopted: (TBD)