

## Regular Board Meeting

Tuesday, November 12, 2019 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: October 7, 2019
2. Approval of October 2019 Disbursements
3. Out of State Travel Approval

### C. **Awards and Presentations**

1. Introductions of Guest & Visitors
2. Students of the Month
3. Teacher of the Month
4. Support Staff of the Month

### D. **Opportunity for Public Comments on Agenda/Non-agenda Items**

(3 minutes per speaker, 30 minutes aggregate)

### E. **Superintendent Report**

### F. **Information & Reports**

1. Student Representative Report
2. Principal Reports
3. Director Reports
4. Business Manager Report

### G. **Second Public Comment Opportunity**

(Individuals are limited to three minutes each.)

### H. **Action Item**

1. Approval to apply for AHFC Teacher Housing Grant
2. Approval to Discuss Debt Financing with City of Nome for proposed Teacher Housing Project
3. Approval of FY21 Budget Timeline
4. Approval of offering Sex Education for Grades 4-6

### I. **Board and Superintendent's Comments & Committee Reports**

### J. **Upcoming Events:**

### K. **Adjournment**



## *Our Mission*

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

## *Our Vision*

Nome students will discover and expand their talents, meet high expectations, and be prepared for a changing world.

## *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  
Superintendent Report  
Jamie Burgess  
November 12, 2019

---

1. I attended an Undoing Racism workshop October 18-20 in New Orleans, the home base for The People's Institute for Survival and Beyond (PISAB). I greatly appreciated the opportunity to learn from one of the Institute's founders, and gained a greater appreciation and knowledge of systemic discrimination and racism, and hope to put the information to good use during my tenure with the district. I have attached several documents for the Board's information from this workshop to my report.
2. I have been communicating with Saundra Senior, the principal for New Path High School in the Anchorage Jail. At the request of Sandi Martinson, Superintendent of Anvil Mountain Correctional Center, I am investigating how Nome Public Schools may be able to provide educational services for inmates at AMCC who have not graduated or received a GED, and have an active Individual Education Plan in place. I am planning a visit to New Path when I am in Anchorage for other travel, and will be communicating with the state Department of Education for any particular guidelines, and will be determining budgetary revenue/expenses for this program. I am hopeful we will be able to commence services beginning in the fall of 2020.
3. The State Department of Education has recently received a federal grant for a Comprehensive State Literacy Program. Ms. Korenek-Johnson has expressed interest in applying for the grant to support the school improvement efforts at Nome Elementary School, and will work with her State Mentor Coach, Laurie Schoenberger, to prepare the grant application. The grant term is five years, with a maximum of \$1.2 million for our district size. The grant is competitive in nature, with 12 grants being awarded by the State. The deadline for submission is December 6<sup>th</sup>, with notice of Awards released approximately December 20<sup>th</sup>.
4. I will be traveling to Bethel November 13-16 to visit the Ayaprun Immersion School along with Ms. Korenek-Johnson, Madelyn Alvanna-Stimpfle, and Hattie Keller. A meeting will be planned for all parents of current four year old children who plan to enroll in kindergarten for FY21 to discuss the Kindergarten Inupiaq Immersion Program in early January, and I will coordinate with Nome Preschool and Kawerak Head Start to inform as many parents as possible of the meeting.
5. The district leadership team has been discussing moving NBHS to a middle school model instead of a junior high model over the last six months, and are planning a community forum on November 20<sup>th</sup> at Nome Elementary to present this possibility to parents and the community, address concerns, and gather input. Based on evaluating the outcome of the meeting, the administration may elect to present this change to the Board in the next few months in order to have time to plan for logistical changes and orientation for incoming students if it is approved.



Nome Public Schools  
Superintendent Report  
Jamie Burgess  
November 12, 2019

6. I was informed recently that a grant written by Misty Tweet and Aaron Brown at the high school and submitted to NSEDC for an outdoor fitness course was approved. This is an \$80,000 project which will provide students an opportunity for outdoor exercise and fresh air at the Beltz campus. We will work with our maintenance department to get the equipment ordered and installed in the spring.



**The People's Institute for Survival and Beyond  
Principles of Anti-Racist Organizing  
to Build a Movement for Social Justice and Equity**

**Undoing Racism ®**

We understand racism as a dehumanizing ideology that is the single most critical barrier to building effective coalitions for social change. Racism has been consciously and systematically constructed. It can be undone as people understand what it is, where it comes from, how it functions, and why it is perpetuated.

**Understand, Share and Celebrate Culture**

We recognize culture as a way of life that is the life support system of a community. When people understand, respect and nurture their culture, they get a sense of their own power. In the United States, the dominant culture has been dehumanized by racism. Understanding this dominant culture is the first step toward transforming it into a humane culture.

**Learning from History**

We believe that history is a tool for effective organizing. History teaches that all institutions in the U.S. has roots that can be traced back or linked to periods of genocidal enslavement or separate but equal policies that have created inequities in wealth, access to and control of those institutions. As individuals and organizations that research our history, we are able to use anti-racist principles to create a just and equitable future.

**Identifying and Analyzing the Manifestations of Racism**

We identify manifestations of racism in individuals, institutions, culture, language and in our relationship to our environment. These forms of racism are interrelated. For example, individual racism is nurtured by the dominant culture and backed up by institutions. Racism manifested as militarism is enforced by police at home and armies abroad. In order to dismantle racism we must analyze the power of its interlocking manifestations.

**Networking**

We recognize the growth of an effective broad-based movement for social transformation which requires networking or "building a net that works". Networking means building principled relationships based on humane values. These relationships, in turn, allow us to create alliances across issues and ideologies that otherwise tend to divide us. As the movement develops strong networks, people are less likely to fall through.

# CONTINUUM ON BECOMING AN ANTI-RACIST MULTICULTURAL INSTITUTION

MONOCULTURAL -----Racial and Cultural Differences seen as Deficits		MULTICULTURAL -----Tolerant of Racial and Cultural Differences		ANTI-RACIST -----Racial and Cultural Differences seen as Assets	
1. <b>EXCLUSIVE</b> A SEGREGATED INSTITUTION	2. <b>PASSIVE</b> A 'CLUB' INSTITUTION	3. <b>SYMBOLIC CHANGE</b> A MULTICULTURAL INSTITUTION	4. <b>IDENTITY CHANGE</b> AN ANTI-RACIST INSTITUTION	5. <b>STRUCTURAL CHANGE</b> A TRANSFORMING INSTITUTION	6. <b>FULLY INCLUSIVE</b> A TRANSFORMED INSTITUTION IN A TRANSFORMED SOCIETY
Intentionally and publicly excludes or segregates African Americans, Latinos, and Asian Americans	Tolerant of a limited number of People of Color with "proper" perspective and credentials	Makes official policy pronouncements regarding multicultural diversity	Growing understanding of racism as barrier to effective diversity	Commits to process of intentional institutional restructuring, based upon anti-racist analysis and identity	Future vision of an institution and wider community that has overcome systemic racism
Intentionally and publicly enforces the racist status quo throughout institution	May still secretly limit or exclude People of Color in contradiction to public policies	Sees itself as "non-racist" institution with open doors to People of Color	Develops analysis of systemic racism	Anti-racist analysis and identity	Institution's life reflects full participation and shared power with diverse racial, cultural, and economic groups in determining its mission, structure, constituency, policies and practices
Institutionalization of racism includes formal policies and practices, teachings, and decision making on all levels	Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings, and decision-making on all levels of institutional life	Carries out intentional inclusive efforts, recruiting "someone of color" on committees or office staff	Sponsors a program of anti-racism training	Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their world-view, culture and lifestyles	Full participation in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interests
Usually has similar intentional policies and practices toward other socially oppressed groups such as women, disabled, elderly and children, lesbian and gays, Third World citizens, etc.	Often declares "we don't have a problem."	Expanding view of diversity includes other socially oppressed groups such as women, disabled, elderly and children, lesbian and gays, third World citizens, etc.  <b>BUT...</b>	Develops intentional identity as an "anti-racist institution"	Implements structures, policies and practices with inclusive decision-making and other forms of power sharing on all levels of the institution's life and work	Full participation in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interests
		"Not those who make waves"	Begins to develop accountability to racially oppressed communities	Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities	A sense of restored community and mutual caring
		Little or no contextual change in culture, policies, and decision-making	Increasing commitment to dismantle racism and eliminate inherent white advantage	Anti-racist becomes an institutionalized asset	Allies with others in combating all forms of social oppressing
		Is still relatively unaware of continuing patterns, privilege, paternalism and control.	<b>BUT...</b> Institutional structures and culture that maintain white power and privilege still intact and relatively untouched	Anti-racist multicultural diversity becomes an institutionalized asset	
				Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments	

Used with permission of Crossroads Ministry. Adapted from original concept by Baily Jackson and Rita Hardiman & further developed by Andrea Avazian & Ronice Branding.

Ava Earthman  
11/4/19

## Board Report:

Quarter 2 has begun!

### **Sports:**

**-Volleyball:** The volleyball girls went to Kotz this past weekend for regions. They placed third and although they are not going to state, they really bonded this season and are looking forward to new opportunities next year.

**-Wrestling:** Last weekend, the highschool boys went to Nikiski and had an awesome time. So far we've held a Nome Invite and gone to Bush Brawl in Kotzebue. On November 8th we will compete in Anchorage for the ACS tournament.

**-Swimming:** This past weekend the swim team went to Fairbanks for regionals.

### **School Happenings:**

-About a week or so ago we had vision and hearing testing and flu shots.

-We had a professional photographer come in to take school pictures.

-Student Council is hosting a food drive, which has so far been pretty successful.

-National Honors Society is planning some service projects and some ideas we've come up with so far are picking up trash, reading to the elementary school kids, and/or help out elders.

-The Juniors put on their annual Junior Class Carnival on Halloween night, which ended up being pretty successful and a great learning experience.



# Nome-Beltz Jr/Sr High School

PO Box 131 Nome, AK 99762

907-443-5201

Date: 11-04-19

To: NPS Board

From: Jay Thomas and Caen Dowell

Subject: November Board Report

Current Enrollment: 267

Attendance Average for Quarter One: 89%

We continue our look at the strategic plan and this month the goal is for all students to perform at or above grade level in core subjects. Our teachers are addressing this goal in a number of ways:

1. Using formative and summative data to drive instruction
2. Offering electives that allow students to practice using core content knowledge
3. MAP testing three times per year
4. Using the Kagan structures to vary teaching styles and make instruction more hands-on and collaborative
5. Contacting parents at least twice a quarter if their child is failing a class

The focus goal for the Strategic Equity Plan is to consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class. The staff at NBHS addressed this goal by the following:

1. Increased participation in Educator Rising Program
2. Actively teach social and emotional skills to increase positive interactions between all students
3. Increase team building activities by using Kagan structures
4. Honor all ethnic groups during school-wide celebrations
5. Include guest speakers from the various ethnic groups in Nome
6. Include groups like Native Connections in our planning



The activity schedule at NBHS has been busy this past month. The following is a list of activities NBHS students have been involved with:

Oct 11- Senior night for NBHS volleyball players and NBHS students perform Native drumming and dancing for Hawaiian teachers

OCT 11&12 -Arctic Pinkies Volleyball, Wrestling at Bethel

Oct 18&19 -Volleyball at Galena and Nome Wrestling Invitational

Oct 25&26 -Volleyball at Barrow, Jr High Volleyball in Nome and Wrestling in Kotz (Bush Brawl)

Oct 30- Junior Class Halloween Carnival

Nov 1&2-Volleyball Regionals in Kotz, Wrestling in Nikiski, and Swimming in Fairbanks

All Tournament: Clara Hansen and Macey Witrosky

The following is a list of school happenings during the past month:

Oct 9-13 Eskimo Ninja, Nick Hanson and Joanne Semaken visit NPS

Nick spent time in all three schools during his visit. He set up an obstacle course for the Jr. High and ACSA, danced with our culture club, and visited classrooms at NES. His visit was funded through JOM money.

Oct 11- Author Don Rearden visits NBHS

Mr. Rearden put on a three-hour writing workshop for 60 NBHS students.

Oct 11-13 Hawaiian teachers visit Nome for the TASK grant

Nome teachers will travel to Hawaii during spring break to continue the TASK partnership. STEM lessons that include cultural connections are being developed.

Oct 13&14- Dr. Husemann attends Educator Rising training in Fairbanks

Oct 13-16- Mr. Kreifel attends CTE training in Anchorage

Oct 25 -Mr. Thomas attends accreditation training (Cognia) in Anchorage

Oct 26-28- Mr. Thomas attends Principal Conference in Anchorage

Oct 29- Mrs. Tweet attends a Nome EMS/Abuse Reporting training

Oct 31- NBHS leadership team attends active shooter training

Oct31&Nov1- Parent Teacher Conferences

The active shooter training was sponsored by the Dept. of Homeland Security. The trainer was Alan Metzler, a nationally known presenter, with Dynamis, Inc. The class was held at the hospital and included representatives from NPD, Alaska State Troopers, NSHC, City of Nome, DOT, Fire and Rescue, NBHS, NES, ACSA, Customs and Border Control, Covenant Church and KAWERAK. The focus of the training was prevention and awareness. Recognizing early warning signs and creating a culture of reporting in our buildings is vital. In the case of a violent intruder our schools are learning to implement the “Run, Hide, Fight” model of response. This response is very similar to ALICE training. We are excited to have our emergency response personnel partner with NBHS as we develop our response plan.



## **ACSA Board Report, November 12, 2019**

Lisa Leeper, Principal

### Enrollment / Attendance Update

- There were no changes to enrollment in October.
- We had a 96% student attendance rate for October.

### Classes and Activities

- October Student of the Month: Cash Arrington, 8th grade
- Early in October, we had several wonderful guest presenters at school:
  - Lisa Lidgus from the Saint Louis Zoo shared animal facts.
  - Taylor Furguson from Rural Alaska Energy Project conducted lessons.
  - Nick Hanson, Eskimo Ninja Warrior, talked with students at ACSA and held an assembly at Beltz the following day.
- On October 14th, Indigenous People's Day, Boogles Johnson introduced students to Native Youth Olympic Games and all of the students had a chance to try some of their favorites. Everyone seemed to enjoy this experience, and we thank Boogles for his time and expertise.
- For fall parent/teacher conferences, we scheduled and met with the parents of 58 of our 61 students. We are still attempting to meet with the remaining parents. We appreciate the turnout and support from families.
- During parent teacher conferences, we used a Google Form to survey parents on five questions pertaining to communication. Ninety percent of parents read my daily email, half of parents check PowerSchool at least once a week, half never look at our ACSA FaceBook page, and eighty percent have volunteered in some way at least once this year. This information is useful for making decisions about how to best reach parents for the benefit of their children's education.

- Eleven ACSA students were on the “A Honor Roll” for 1st Quarter and twelve students were on the “B Honor Roll.” These students and their parents were invited to a special luncheon held on Tuesday, November 12th.
- ACSA students were able to get school pictures through LifeTouch on October 25th. There were several questions about the new process, but we have learned several helpful pieces for future years. The company seems professional and helpful.
- Students received hearing and vision screenings on October 30th and results were shared with parents at conferences or mailed home with report cards.
- On October 31st, many NPS employees, including me, participated in a Active Shooter Workshop offered by the Department of Homeland Security. Some take aways are that prevention is still the key component of a security plan, and there is a Run/Hide/Fight approach that we must adopt as a plan with our staff and students.
- We are currently looking to fill two Academic Policy Committee seats, both with 3-year terms that will begin in January of 2019. Parents or community members are able to fill the seats and applications were solicited through email, our Website, and the ACSA Facebook page.
- Strategic Plan Goal #2 - All Students will perform at or above grade level in core subjects.
  - We plan across the subject areas and across grade levels to build units that address standards while focusing on critical skills.
  - As much as possible, students are assigned to classes that correspond to their learning level and readiness. Teachers scaffold learning over the years to help students meet the standards in core subjects and acquire independence in knowing how to do so.
  - We use several types of software to reach kids at their individual learning levels — NoRedInk, CommonLit, ALEKS, All The Right Type.
- Addressing Strategic Equity Framework 1.1 - Consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class.

- We encourage and strive for parent and family parent involvement through communication in the form of a daily email and an assignment notebook.
- We encourage and strive for parent and family volunteerism. Staff members attempt to learn the background and interests of students' families so that we can reach out when a particular volunteer opportunity seems to fit the strengths and resources of a certain parent. We also try to foster parents to do things that they may not readily believe is within their skill set, and the outcome seems to be positive for the parent and student.

# **Nome Elementary School**

**Box 131 • Nome, Alaska 99762**

Phone: 443-5299 Fax: 443-2850

Elizabeth Korenek-Johnson  
Principal



Elizabeth Dillman  
Assistant Principal

November 5, 2019

Dear Board Members,

First Quarter has come to a close, and we are well into the swing of things. October brought busy times with Indigenous People's Week, School Picture Days, and Hearing & Vision Screenings. The MAP, DIBELS, and ADP windows have closed, so we have multiple points of data for all students, continually informing our instruction and interventions.

Indigenous People's Week was really in its beginning stages this year, and we look forward to expanding next year- we already have committee volunteers! Some highlights this year were our traditional clothing fashion show, motivational speaking from Nick Hanson and Joanna Semaken, and musical entertainment from the United Methodist Inupiaq Choir. Nick was very engaging for all our students, and took extra time in our Fifth and Sixth Grade classrooms, talking about being a positive influence to those around you. Our fashion shows were a huge success at each lunch period, with many participants, and parent guests. The Inupiaq Choir was so wonderful to listen to, and the kindergarteners and first graders were so attentive. It was the quietest lunch period ever! Many thanks to all who made these events possible!

October saw a second field trip to the public library for Mrs. Bourdon's Second Grade class as she helps them to develop a love of reading, and become familiar with a valuable resource in our community. Teachers spent minimum day in-service time focusing on the Structure-A-Month, Match Mine; learning about Google Classroom and Family Zone when using the internet with students; digging into MAP & DIBELS reports and data to inform small-group instruction needs; developing a better classroom-office communication piece when a child needs assistance in the office; and learning more about brain trauma and how our students are impacted. We ended the month with a visit from staff members at NPD, distributing small Halloween gift bags to all students, after two days of Hearing & Vision Screenings! It was a busy month!

Our "Inupiaq Phrases of the Week" for October were:

- Qanukitpin? (caw-nuk-it-pin), "How are you?"
- Iqgayuqlui ilasii! (iq-ga-yuk-lu-wee i-law-see), "Help each other out!"
- Quyalu iskuuqtin ublumiini! (qu-weya-lu i-skuuq-tin ub-lu-me-knee), "Thank your teacher today!"

- Israliqaa! (i-shra-lee-ka), “It is cold!”
- Silaqq igvanniqtuk ublamini (see-la-quk iq-vaughn-mik-tuk u-blue-me-knee), “Our weather is raining today!”

Our values of focus were:

- Cooperation, Kattijutin sahuagat (cut-tee-ju-tin sa-waah-gut); and
- Hard Work, Sabiknatuak sauq (sa-bit-nah-tu-wak sa-wahq).

School Counselor Focus: Bullying- what it is, what it isn’t, and what to do about it.

**Requested Reporting:**

NPS Strategic Plan, Goal #2: All students will perform at or above grade level in core subjects.

1. Identify and implement appropriate measures of success.
  - MAP: Three measures, administered 3x per year
  - DIBELS, K-2: Various measures (depending on grade level), administered 3x per year.
  - BAS, 1-6: Independent and Instructional reading levels, administered 3x per year.
  - Classroom measures, various: administered bi-weekly to weekly, depending on content and pacing.
2. Identify students who are at risk of not meeting goals.  
Teams meet monthly to review data listed above and identify student needs.
3. Implement timely and effective interventions.  
Once student needs are identified, various levels of interventions are implemented. These include Title I pull-out services, primary afterschool tutoring, and classroom differentiation. Effectiveness is tracked with progress-monitoring, based on the specific intervention.
4. Train staff to identify learning styles, matching instruction to individual needs.  
Staff are trained to utilize various instructional methods through the implementation of cooperative learning structures, use of interactive whiteboards, technological aides, and manipulatives.

NPS Strategic Equity Framework, Initiative #5: We will consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class.

1. Develop and support strong equity leadership at the school and district levels; and,
2. Establish, support, and sustain equity leadership teams at each school and at the district level.

We are in the process of developing a building leadership team, comprised of staff from all grade ranges and departments. Team members will (typically)

serve 2-year terms, and focus on all components of school business, with the on-going goal to improve achievement levels for all students. We hope to secure grant funding that can provide compensation for this critical work, and effort to build capacity among staff to lead.

3. Embrace and embed agreements and conditions of courageous racial discourse throughout the Nome Public Schools.

The topic of race is one that is discussed in classrooms and small groups when intended in planning, and sometimes spontaneously when raised from students. This is an area where we can improve in intentionality and focus, as we know it is an area where our students are ripe for discussion.

4. Initiate and sustain site, district, and regional dialogue on issues of race and achievement.

When looking at testing data, we continually dialogue with staff over the aggregate data for all sub groups.

5. Allocate resources based, in part, on critical factors of academic need, achievement data, mobility, and economic status.

We continually work with district staff on the allocation of building and grant funding to best meet the critical needs of various subgroups. This includes after school tutoring, family engagement, and resources for families in homeless status.

6. Examine School and District policies, practices, and structures for potential bias, and, where found, eliminate it.

We make annual review of our student/parent and faculty handbooks, noting areas of concern throughout the year, and address those issues as a staff.

7. Engage multiple cultural perspectives as an essential component of decision-making at the School and District levels.

When teams and committees are formed around school improvement and curricula review, efforts are made to include participants from various racial and socio-economic backgrounds. This includes reaching out to employers to request authorization of paid time for a parent to participate during his/her work hours.

What's been happening:

- Structure-A-Month (SAM) was Match Mine. Wednesday, Oct. 2 in-service was review and practice of this structure, as well as collaboration among teachers developing ideas for classroom implementation.
- The handful of October trainings I was able to attend in Anchorage were very beneficial. The ASLA continued work with Lexie Domaradzki and Gary Whiteley support our collaborative efforts to develop an effective PLC model. While the



Cognia session that Jay and I attended was really a preview of a point further down the path than we are ready for, it still provided us an opportunity to connect with Cognia staff again, and spend time with them having our district needs met. The Principals' Conference was a wealth of information, and I came away with a renewed sense of the need to keep our focus narrow and manageable, in order to support teachers and kids.

- Hearing & Vision Screenings were completed October 28 & 29. Reports have already been mailed to families. Thank you to the Special Education department for facilitating that process, and to NSHC departments for offering the services!

#### Coming Events:

- Laurie Schoenberger is on-site November 4-7, to continue her work in supporting our school improvement efforts. She is checking in with K-2 teachers to provide support for tutoring, as they prepare to transition groups. She is also working with the Title I team to support interventions and progress monitoring.
- Wednesday, November 13<sup>th</sup> we will hold two assemblies to recognize 1<sup>st</sup> quarter perfect attendance.
- Our Family and Community, Climate and Culture Survey for the district will remain open for the month of November. This is a perception survey that will give us feedback pertinent to on-going improvement and system-wide accreditation.
- I will be visiting the Yupik immersion school in Bethel with Mrs. Burgess, Miss Kiminaq, and Hattie Keller. I look forward to gaining some first-hand perspective on language immersion, and how we can support our local efforts.

#### Statistics

In the month of October school was in session 22 days. During that time:

- We served 5,626 student breakfasts;
- We served 5,028 student lunches;
- Our attendance rate was 88.2%.

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



**Top:** UMC Inupiaq Choir sing to Kindergarteners and First Graders during their lunch on Indigenous People's Day.

**Center Left:** Fourth Grade students practice geometry and directional vocabulary in a game of Match Mine.

**Center Right:** The Piscoya Family participated in the Indigenous Fashion Show and enjoyed lunch together.

**Left:** Kayna posed with her friend Officer Stein, after thanking NPD staff for the thoughtful Halloween gifts.

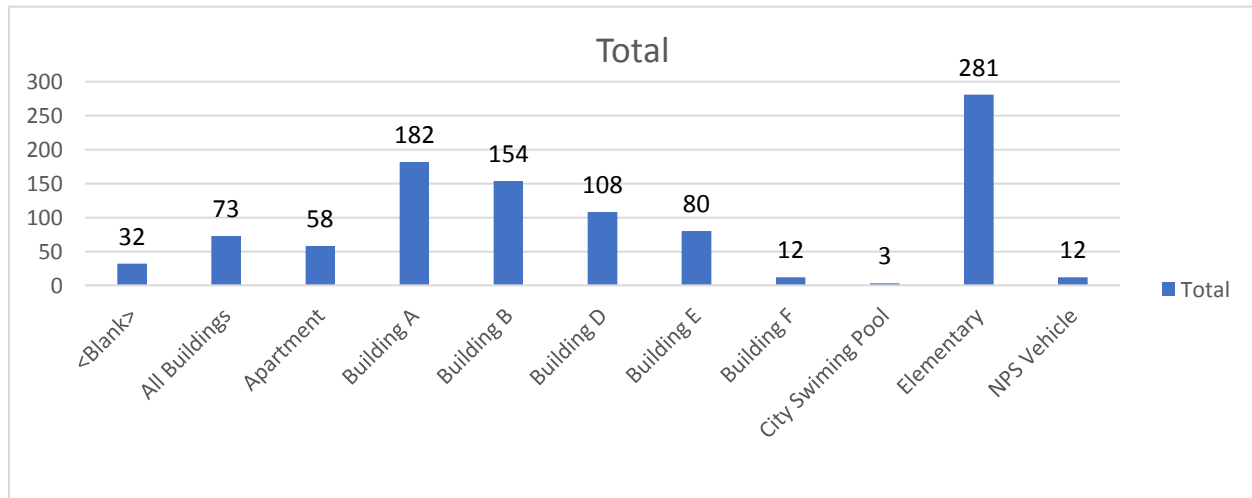
## Nome public schools Facility service report, November 2019.

Jeremy Harlow, Facility manager

[Jharlow@nomeschools.org](mailto:Jharlow@nomeschools.org)

907-244-4121

### Work order report Calendar year 2019



### *For the month of October work order report*

*New work order requests: 135*

*Completed work orders to include PM's 145*

### *Injuries & Accidents*

*Travis Wilkerson was on light duty from the 24 of October through 1-November. Currently he is out and set to have surgery this week and will probably not be back until next month and then again on "light duty" for some time.*

### *Employee new hires*

- *Jeremy Harlow (me) the new facility manager*
- *Rex Viray new part time custodian*

## *Projects in the works*

- *We had RSA here on the 29<sup>th</sup> of October to do an assessment of the NES public schools fire alarm system, we should expect to see something back in the next week or so.*
- *RSA will also be out on the 5-6<sup>th</sup> of November to review and put together a scope of work for out building automation controls. This project should start next year and in doing so we will be able to control our heating system and will have the potential to save the district some money*
- *Apartment exterior lighting should be completed by the 8<sup>th</sup> of November*
- *Van conversion will possibly be completed at the end of November(?)*
- *Looking to have the quote back from Taylor fire protection by the end of this week 8-November. This quote will be separated by building and to cut some cost maintenance will be able to perform a few of the task's*

## *Future projects*

- *NES roof repair will be next year 2020*
- *NES walkway will be addressed next year 2020*

Special Education Board Report, November, 2019  
Nadene Parshall, Special Education Director

**Special Education Department**

- 80 Active SpEd caseloads
- 11 Current paraprofessionals
- 3 Current vacant positions
- 1 Administrative Assistant
- 4 Special education teachers
- 1 Speech pathologist

**Current Events**

- The paras training took place with SERRC on November 1, 2019. It went very well and was well received.
- Hired one more intensive para
- The Special Education Department is now working with TTCO (DBA SEAS AK) to help with reimbursement of Medicaid. We have just begun our relationship and I am looking at a 6-week turnaround to begin the process of reimbursements. The reimbursements will be for Speech services, OT, PT, some of the School Psychologist and IEP Program Intake Assessment and Team Evaluations and Management.
- OASIS report is being generated to send to the State Department.



**Human Resources Manager-School Board Report  
November 12, 2019  
Cynthia Gray, NPS HR Manager**

**RECRUITMENT/RETENTION**

**New Hires/Certificated/Classified:**

1. Sandra Wagner/Special Education Paraprofessional/NBHS

**We continue to recruit for the following positions for the 2019-2020**

1. Special Education Paraprofessional/Intensive Needs

**PERSONNEL PROJECTS**

Human Resources calendar for October and November includes multiple State reports due (State Department of Education staff accounting for both certified and classified and the Educator Evaluation & Support System Data Submission Report) as well general compliance duties. Certificated staff file check, to review the certification expiration dates, and certified evaluations are due October 31. Transcripts are due for salary movement for certificated staff.

**EMPLOYEE BENEFITS**

No update.

**STAFF RECOGNITION/EMPLOYEE ACTIVITIES/FUNCTIONS**

There are no employee functions/activities planned in the next month. However, with the holidays around the corner, we are starting to think about end of the year activities and Christmas festivities. We are already doing pre-planning for job fair with ATP in March. And the 2019-2020 Recruitment calendar for NPS in general.

I am happy to answer any questions the board or anyone may have of me.

Quyanna.

Respectfully submitted.

*Cynthia Gray*

**Nome Public Schools**  
**Director of Technology Report**  
Jim Shreve  
12NOV19

---

## **Major projects**

Realigning the 80+ previously issued JrHigh iPads to NES classroom pods to increase iPad ratios / availability for NES students continues. The increase of these device ratios will cause overload on our existing smaller capacity WiFi Access Points (AP) in the classroom pods. I identified and successfully tested 3 higher capacity APs to assist in alleviating this overload (we are purchasing these three). I am continuing to research the availability of Category 2 (Network Infrastructure and Security) E-Rate funds to pay for the upgrades for the remaining APs.

Our conversion to JumpCloud Directory as a Service continues. The Tech Department successfully converted all 1:1 Student devices in ACSA and NBHS to JumpCloud over Parent Teacher Conferences (31OCT-02NOV). We will now focus our efforts on Staff devices and NES Student devices.

## **Future Projections**

I recently completed work on the Tech Department Budget Projection to include student, staff, classroom, and network device lifespan and replacement costs over the next 10 years. This work has provided better insight on what all of our equipment costs are. We are now in the process of developing plans to best suit our budgetary and user needs as our equipment ages out.

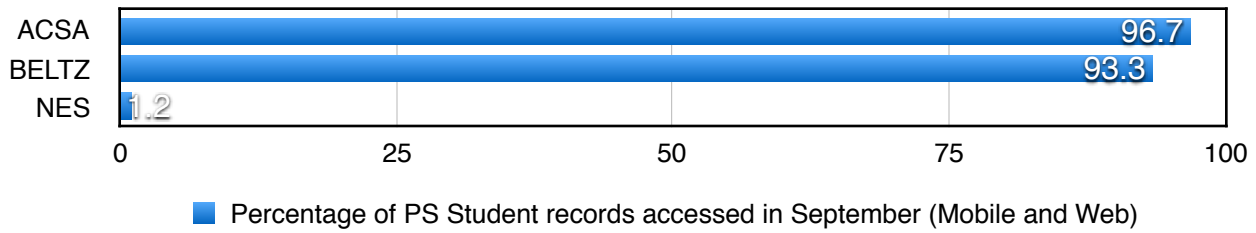
As mentioned in previous reports, Nome Schools has an aging fleet of Promethean Boards throughout our schools and the Tech Department researched the feasibility of replacing the Promethean Boards with interactive panels. We have received many quotes and narrowed our selection. I am happy to report that the projected cost estimate for replacing all classroom teacher boards with interactive panels is less than half of the original projection and is now under \$125,000 including shipping.

Status of NBHS Computer Lab device updates: pending device selection for meeting compatibility and security requirements for testing services. Researching feasibility of students testing on assigned student devices in classrooms instead of only in a lab environment. Estimate remains between \$30,000 to \$60,000.

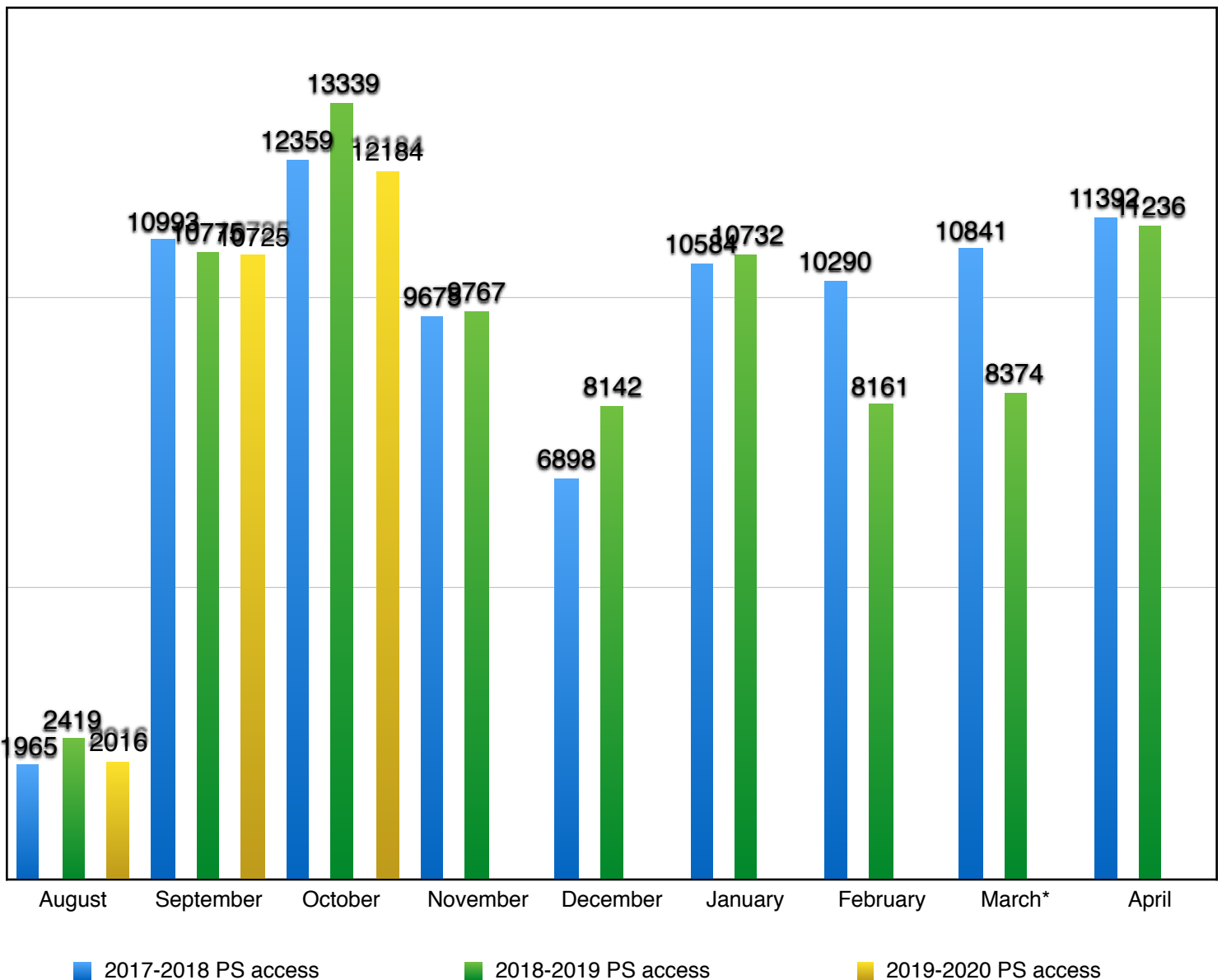
## **PowerSchool Online Enrollment**

We closed our online enrollment window effective 08OCT19. Parents / guardians who did not complete the online enrollment / re-enrollment by 08OCT19 received a paper packet to complete and return to school registrars. We are now in the process of working with PowerSchool Enrollment to apply updates / fixes to our data delivery and content questions for our 2020-2021 School Year.

**PowerSchool Student Information System Access data**  
**PowerSchool use, by students and parents, remains within norms as we**  
**continue the school year.**



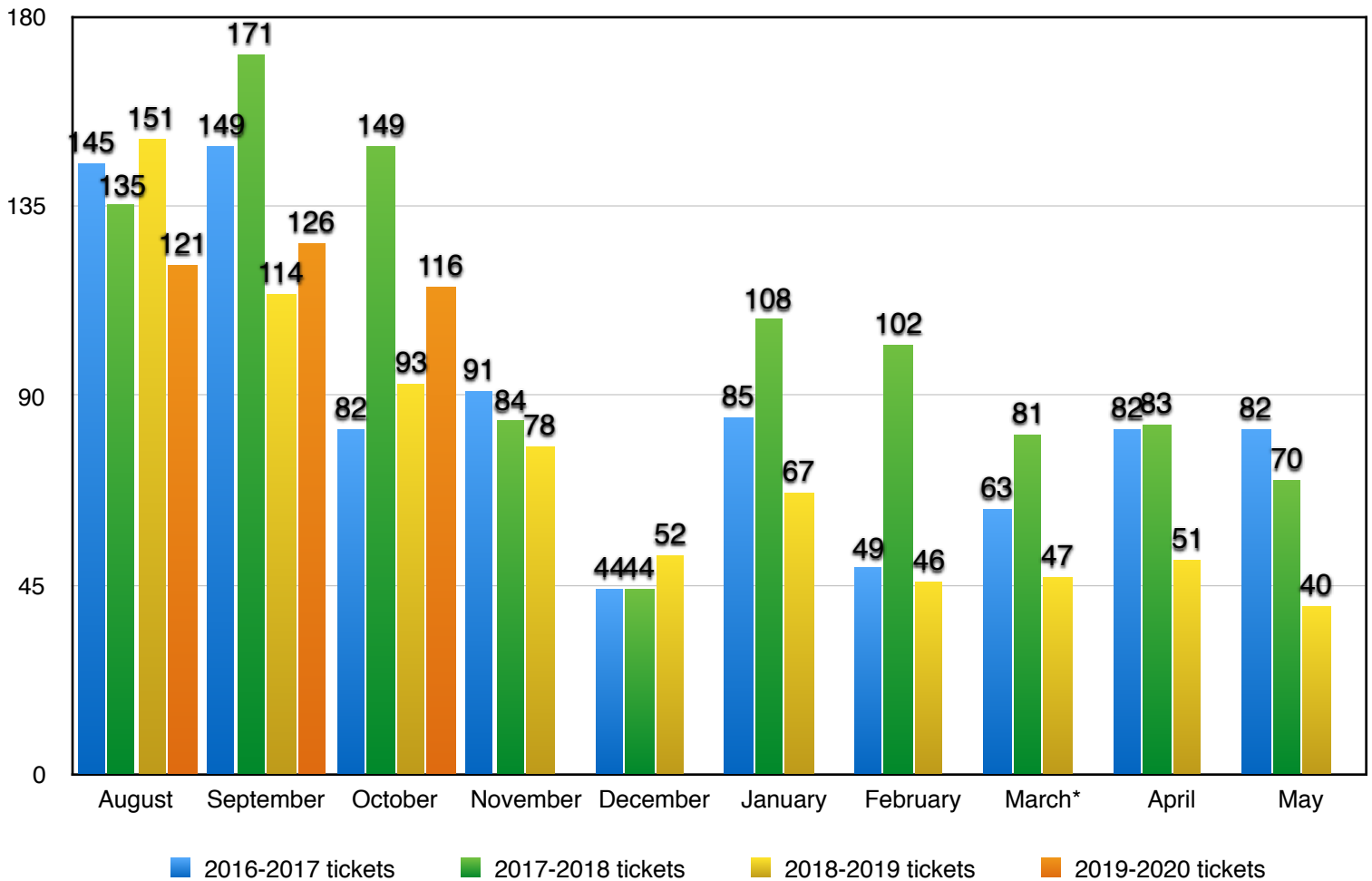
**Total Parent and Student PS Web and Mobile Access Sessions for Month**





## Technology Web HelpDesk

Part of the technology department's duty is to maintain the Technology Web Help Desk for staff to request repairs, training and troubleshooting. In September we responded to 126 tech requests through the system. We encourage staff to make use of this resource but many immediate needs are still handled outside of it.



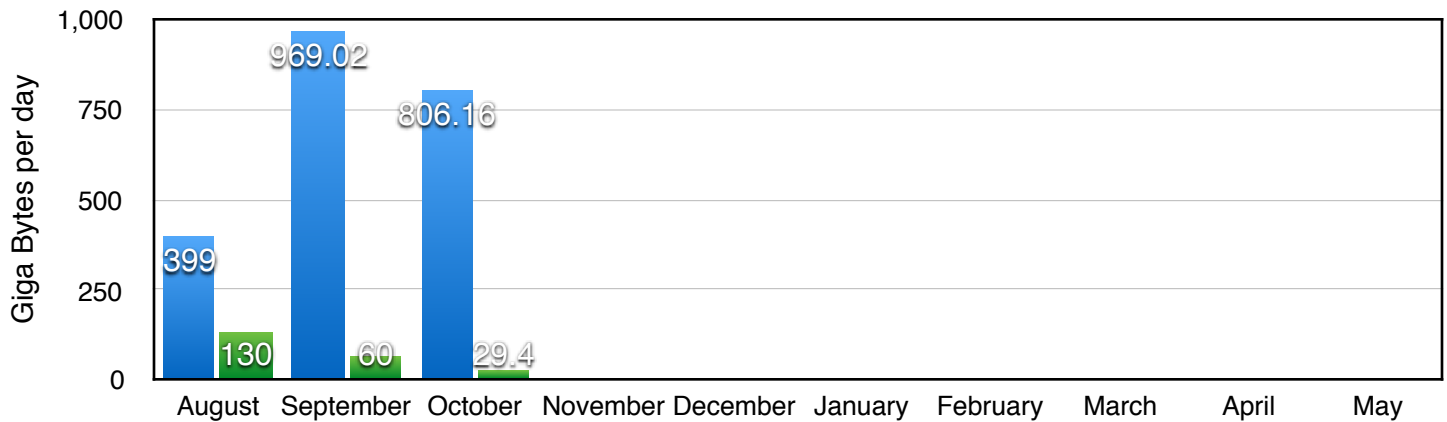
## Network / Internet Delivery

Network traffic is defined as all traffic that passes through our network Access Points and Switches (this includes all local server traffic and Internet traffic). Internet traffic is only that network traffic that traverses the subsea fiber optic cable to Internet services and back.

**Total October Network traffic = 17.32 TB**

**Total October Internet traffic = 647 GB**

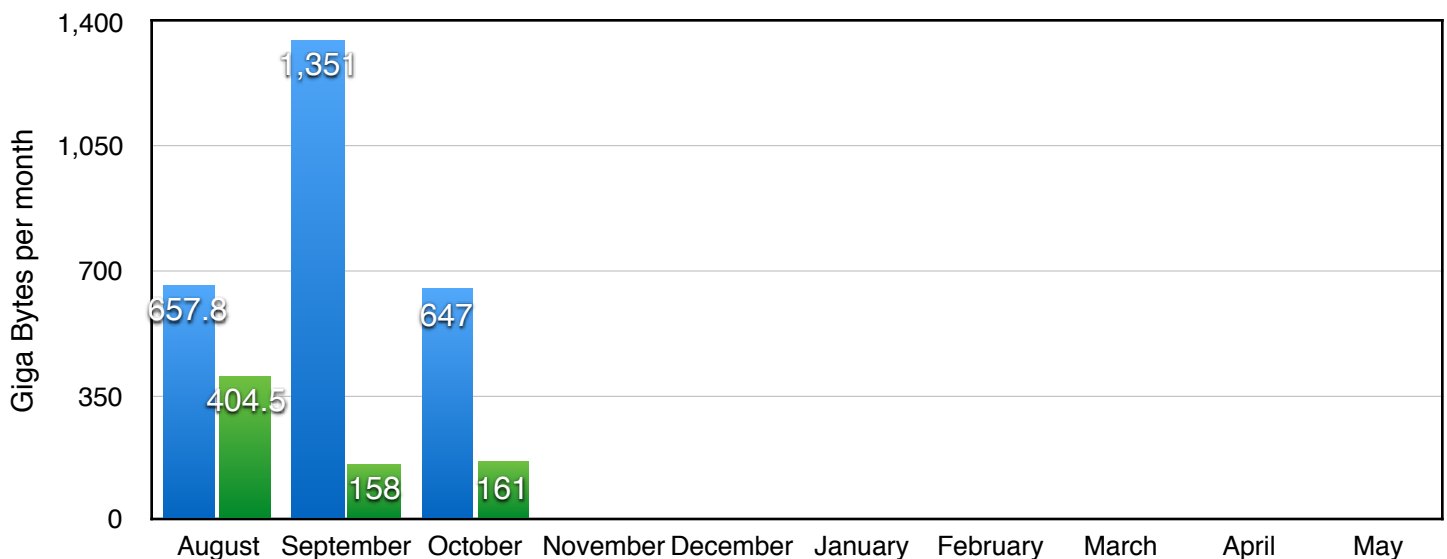
■ Average Total School Day Network Traffic    ■ Average Total School Day Internet Traffic



## Internet Caching Traffic

Traffic delivered via Cache does not have to travel across the fiber optic network / internet. This traffic includes files requested / delivered from the CacheBox Media Library.

■ Total Monthly Traffic    ■ Total Traffic Served from Cache



## Nome Public Schools Board Report

Megan Hayes

Director of Federal Programs

November 6, 2019

**Consolidated Grant/Title I-A/Title II-A -** We will held our required NES Migrant Education Consolidation meeting on Wednesday October 9 at the NES Traditional Community Potluck at NES. There was light turnout for the meeting. The information regarding consolidation of funds was presented to parents. Parents were given the opportunity to ask questions and a good discussion of migrant education with regards to consolidation took place.

Completion of revision and approval of ESSA Consolidated grant awards. First quarter reimbursement requests submitted.

**Johnson-O'Malley-** The Johnson-O'Malley application was submitted and approved for FY20. Funds from last year were carried over to this year for a total of \$33,805. The goals for this year's grant award are:

- 1) Support Indigenous Revitalization Efforts
- 2) Support instruction in local cultural arts, languages, history, and traditions
- 3) Support the social and emotional needs of Alaskan Native Students

### **Migrant Education Program-**

Migrant Education recruiting for the FY 21 funding year wrapped up this week, although recruiting efforts will be ongoing. Approximately \$333,000 was awarded to Migrant Education for FY 20. An additional reallocation of \$155,000 in unspent funds from FY19 were awarded this month and will be dispersed on 11/21/19 to the district. In September, tutoring was initiated targeting migrant students at NES, ACSA, and NB Jr/Sr High. Tutoring is being offered twice a week for the rest of the school year. There are tutors serving at each site: NES (2), ACSA (1), NB junior high (2), and NB high school (2).

Swimming lessons were be offered for two weeks in October. Grace D'Antonio, instructor, and Rachel Burgess, assistant, taught swimming every weekday for 2 weeks to children in kindergarten through second grade. Taxi vouchers were offered to all families.

Please note: In addition to preschool funding, Migrant Education will cover the costs of enrichment programs such as Clay for Kids or college level courses at NWE-UAF. Other programs maybe covered and parents of migrant eligible students are encouraged to contact the migrant education department for more information.

### **Federal/State Reports**

#### **Federal Reports-**

**State Reports- OASIS** The fall OASIS report was submitted to the state on 11/5/19. The Fall OASIS (aka 20-day count) determines our state funding. Districts report the students that they have enrolled and how many days they were enrolled. Our count demonstrated that we had **713.4 students attend school during the count period**. The count period this year ran from 9/10/19 to 10/25/19. This number represents the average daily attendance of students during the 20 day count; hence the .4 of a student.

School	Number of Students (ADA from 9/20-10/25)
ACSA	60
Extensions	15.25
NES	375.45
Nome Beltz	262.7

The total student count is up 7 students overall; with a 20 student increase at the high school. We have 80 students enrolled in special education programs this year. Three of the special education students are in preschool. The Local Education Agency Consolidated Performance report was submitted on 11/6/19. The Annual Report of Children in Locally Operated Neglected and Delinquent Institutions and the State Agency Neglected and Delinquent Institution Count report were submitted to the State on 11/7/19.

The Director of Federal programs attended two, 3 hour webinars geared towards new Federal Programs people. These State sponsored webinars were very helpful in introducing the various programs, what the cover, where the funds originate, and how funds can be spent.

**English Language Learners-** New Kindergarten student screening for EL completed.

#### **Assessments**

**ADP-** Ms. Janet Balice, Ms, Dowell, and Ms. Ten Eyak completed the Alaska Developmental Profile for entering Kindergarten students. The purpose of the **Alaska Developmental Profile** is to identify, record, and summarize the skills and behaviors students demonstrate at the beginning of their kindergarten year, based on teacher observations (DEED).

The Director attended the Fall District Test Coordinator Webinar for an overview of the year's statewide assessments and important dates. As in the past, this years WIDA and PEAKS tests will all be administered online.

#### **Enrollment Report- October Board Meeting**

<b>Current Enrollment (11/6/19)</b>	
Nome Elementary School	385
Anvil City Science Academy	60
Nome-Beltz Junior Senior High	266
NPS Extensions Correspondence	15
PreK for SPED Svcs. Only	3
<b>Total Enrollment</b>	<b>726</b>

## SCHOOL BOARD COMMUNICATION

**Title:** FY20 AHFC Teacher Housing Grant Application

**Date:** November 12, 2019

**Administrator:** Jamie Burgess, Superintendent

**Attachments:** FY20 AHFC Housing Grant Notice of Application

<input checked="" type="checkbox"/>	<b>Action Needed</b>	<input type="checkbox"/>	<b>For Discussion</b>	<input type="checkbox"/>	<b>Information</b>	<input type="checkbox"/>	<b>Other</b>
-------------------------------------	----------------------	--------------------------	-----------------------	--------------------------	--------------------	--------------------------	--------------

## BACKGROUND INFORMATION

In response to the ongoing housing crisis in Nome, the administration has been exploring some options for acquisition or construction of additional teacher housing. The lack of affordable housing impacts both recruitment and retention for our district, and our current available housing at the Beltz Apartments has limited capacity.

The Alaska Housing Finance Corporation has a competitive Housing Grant each year, and funds 3-5 projects across the state for up to \$500,000 per project. Successful funding through the grant will reduce any debt burden that will be assumed by the District and/or City of Nome to complete the project. The administration plans to utilize up to \$500,000 of the apartment fund to cover costs involved in the planning, development and construction of any acquisition/construction of new teacher housing.

The administration is working with the City of Nome to request that the City Council set aside a lot of adequate size to construct a 12-14 unit building in town, and is completing the requirements for the AHFC Housing Grant Application. The grant requires that the district demonstrate approval of the process from the School Board in the form of a resolution or formal approval.

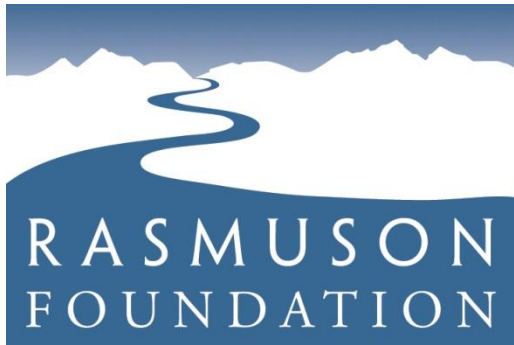
A copy of the application is attached for the Board's information.

Nome Public Schools  
PO Box 131  
Nome, AK 99762  
907-443-2231 – [www.nomeschools.org](http://www.nomeschools.org)

### **ADMINISTRATIVE RECOMMENDATION**

The administration recommends that the School Board approve the district's application for the Alaska Housing Finance Authority Teacher Housing Grant.

**Sample Motion: I move to approve the school district's application for the Alaska Housing Finance Authority Teacher Housing Grant.**



# **SFY 2020 Teacher, Health Professional, and Public Safety (THHP) Housing Grant Program**

## **Notice of Funding Availability Rating Criteria and Award Plan**

**September 9, 2019**

For More Information Contact:

Vinera Erickson  
Alaska Housing Finance Corporation  
P.O. Box 101020  
Anchorage, Alaska 99510-1020  
907-330-8235  
[verickson@ahfc.us](mailto:verickson@ahfc.us)

## Table of Contents

---

Funding	3
Prior THHP Awardees	3
Important Dates & Deadlines	4
Application Review & Evaluation Process	4
Mandatory Training	4
Additional Information and Examples – Appendix I	5
Threshold Requirements & Documentation – Registration	5
Threshold Requirements & Documentation – Application	5
Application Rating and Ranking Criteria	11
Combination New Construction & Rehabilitation Developments	16
Penalty Points	16
CEO Considerations	17
Tie Breaks	17



## FUNDING

---

The AHFC Teacher, Health Professional, and Public Safety Housing Grant Program (THHP) is funded by the State of Alaska General Funds, Corporate Earnings, and contributions from the Rasmuson Foundation. The amount available under this program for SFY2020 is \$1,675,0000.

Funding is available for the development of housing that will serve Teachers, Health Professionals, and/or Public Safety Personnel, as defined in part 8. of the Application Threshold Requirements & Documentation.

In order to maintain geographic dispersion and maximize total housing units developed, **AHFC has limited THHP grant funding to a maximum of \$500,000 per application** for the SFY2020 cycle. Applications that do not demonstrate a financially feasible development will not be considered for THHP funding.

AHFC encourages all applicants to layer THHP grant funds with funding from other state or federal programs, collaborate with other community organizations to maximize contributions, and/or leverage long term debt to assist in the development.

**During the underwriting process, AHFC will analyze potential Grantee debt capacity to determine the appropriate gap for THHP funding. The THHP subsidy may be different than the amount requested as AHFC may determine a smaller THHP funding level below the amount requested through the gap analysis. Through these analyses, AHFC, in its sole discretion, will determine the portion of total awarded funds available through 1) the THHP Grant Amount and 2) a THHP Permanent Financing Option; maximum THHP funding per applicant includes both 1 & 2.**

### Prior THHP Awardees

---

Applicants who received an award under a prior THHP NOFA must show that the housing developed under the previous award remains in service for the specific use of housing Teachers, Health Professionals, and/or Public Safety personnel. Previous awardees are only eligible for funding if prior THHP funded developments remain in compliance with THHP restrictive covenants. Previously funded THHP developments are available on the following webpage, under *2004-Present THHP Projects Summary*:

<https://www.ahfc.us/homelessness/development-grants/thhp/>

Applicants will be required to certify compliant use of prior THHP developments through completion of the application via the online tool.

## Important Dates & Deadlines

---

All parties wishing to apply for funding under this NOFA must comply with the below stated deadlines. Other important dates are also listed below for your reference. Dates which are subject to change are followed by '(est)'. Registration and Application deadlines are set, submissions after below stated deadlines will not be accepted, unless AHFC determines that it is in the best interests of the Program, Corporation, or State.

Activity	Date/Deadline
NOFA Publication	September 9, 2019
Registration Due*	October 4, 2019 by 5:00 PM
Access Provided for Online Application Tool	October 7, 2019
Mandatory Applicant Training**	October 29, 2019 (est)
Application Due*	December 16, 2019 by 5:00 PM
Notice of Intent to Award	January 7, 2020 (est.)

*\*indicates a hard deadline, late submission will not be accepted.*

*\*\*unless otherwise approved by AHFC, applications will only be accepted from communities who attend the Mandatory Applicant Training event*

## APPLICATION REVIEW AND EVALUATION PROCESS

---

All parties wishing to apply for funding under this NOFA must register their intent no later than the stated deadline by emailing the SFY2020 THHP Registration Form (available on the AHFC website) and all required threshold documentation to the program manager, through the email address provided in the form. Registration submissions received after the deadline will not be invited to participate in the 2020 THHP application cycle. Registrations will be accepted through email to the Program Manager only, other submission types will not be accepted.

Following successful Registration, eligible entities will be required to submit a complete application through the online application tool no later than the stated deadline. Applications received after the deadline will not be evaluated for award; at the sole discretion of AHFC, incomplete or missing information may be submitted, at the request of AHFC, after the application deadline, however, any information provided after the deadline will not result in additional application points under the competitive scoring criteria. Application forms must be submitted through the online application tool, other submission types will not be accepted.

## MANDATORY TRAINING

---

AHFC will host an all-day applicant training at our corporate headquarters (the Daniel R. Fauske Building located at 4300 Boniface Parkway). Unless otherwise approved by AHFC, all successful registrants are required to attend the training to be eligible to submit an application. The applicant training will review the application process, scoring criteria, and use of the online application tool. Registrants are invited to contact the THHP Program Manager to request specific agenda items or points of emphasis to be covered in the training.

Training date(s) will be announced no later than 4:30PM AKST the day after conclusion of the Registration Period; at the time of NOFA publication, training is anticipated to take place on or around

October 29, 2019. Attendance and participation in the training is mandatory, applicants who do not meet this requirement will not be eligible to submit an application for consideration. In the event of unresolvable scheduling conflicts, please contact the Program Manager as soon as possible to determine if, at the sole discretion of AHFC, an alternative option is available.

### **Additional Information and Examples – Appendix I**

Additional information and examples regarding threshold requirements for the registration and application phases and ranking criteria are available in NOFA Appendix I.

### **Threshold Requirements & Documentation – Registration**

The below listed documentation must be submitted to AHFC to be eligible to submit a full application. Registration forms must be emailed to the Program Manager no later than the specified due date. All forms must be received via email to the program manager.

Registration submissions that are incomplete will not be invited to participate in the application round.

1. **Registration Form.** Prospective applicants must complete, in its entirety, the SFY2020 THHP Registration Form. The form is available on the AHFC website at <https://www.ahfc.us/homelessness/development-grants/thhp/>

**Required Documentation:** SFY2020 THHP Registration Form.

2. **“Small Community”.** Location of the proposed development must be within a “small community”, defined as:  
A community with a population of 6,500 or less that is not connected by road or rail to Anchorage or Fairbanks, or with a population of 1,600 or less that is connected by road or rail to Anchorage or Fairbanks and at least fifty (50) statute miles outside of Anchorage or twenty-five (25) statute miles outside of Fairbanks. In this definition, “a connected road” does not include connection by the Alaska Marine Highway System or roads outside the boundary of the State of Alaska.

**Required Documentation:** SFY2020 THHP Registration Form.

### **Threshold Requirements & Documentation – Application**

To be considered for THHP funding, all project proposals must meet the following minimum requirements as verified through submission of the identified documentation. Only those approved to apply, through completion of the registration process, will be provided login credentials to complete a full application through the online tool. Applicants may be required to submit additional documentation as deemed necessary by AHFC.

1. **Resolution Approving SFY2020 THHP Request.** A resolution of the applicant’s governing body authorizing the request for grant funds under this NOFA. If the applicant is a municipality, the resolution must be signed by the municipal official with authority to apply

for the grant. The resolution must identify the individual who is authorized to provide application information on behalf of the applicant's governing body.

**Required Documentation:** Resolution from the applicant's governing body authorizing the request of SFY2020 THHP funds and naming the authorized individual.

2. **Waiver of Sovereign Immunity.** Before grant awards are executed, eligible tribal governments that qualify for sovereign immunity must sign a Resolution for Waiver of Sovereign Immunity (WOSI). This WOSI must be reviewed and approved by AHFC's legal team prior to executing any THHP award.
3. **Site Control.** Applicant must have binding site control and provide evidence which includes the legal description for the land. Leases or other arrangements where sponsor does not hold title to the land must ensure the site control does not contain reversion terms and/or no encumbrance language.

The site control may be conditional upon the award of AHFC grant funding; however, this condition may not terminate the site control agreement until at least 60 days after the estimated date of Notice of Intent to Award issuance. If the proposal submitted involves multiple project sites, the applicant must provide site control evidence for each piece of property that will be developed or rehabilitated.

Proposed development sites must not be the subject of a lien.

Examples of acceptable forms of site control are:

- a. Current deed (warranty deed, quitclaim deed, etc...);
- b. Executed earnest money agreement;
- c. Lease agreement with a term not less than 15 years or the duration of the mortgage term, whichever is greater;
- d. Option to purchase with a lease term not less than 15 years or the duration of the mortgage term, whichever is greater;
- e. Other similar legally binding document meeting the site control requirements of the above paragraph.

**Site control documents may not include reverter clauses or "reversions" that cloud title or otherwise impede AHFC's ability to enforce the use restrictions that will be recorded for each of the funded properties. The site control documents must allow the sponsor to sublet or lease property/unit(s) to public service professionals, and allow for an AHFC Deed of Trust and Note.**

**Required Documentation:** Evidence of acceptable site control.

#### 4. Environmental Review.

##### **Required Documentation:**

1. Proximity to coastline and riverine system(s); must provide a coastal/riverine map and 100 year flood map showing locations relative to the proposed development site. Maps must include the distance to each feature; coasts, rivers, and 100 year flood plain.
2. Susceptibility to natural disasters such as flood, wind events, fire, etc. based on history or current status; if susceptible, documentation must describe design features included to ensure longevity of the development and to protect occupants and systems from harm.
3. Evidence of acceptable zoning or a statement of no zoning from the local governmental body.
4. A letter from the Alaska State Historic Preservation Office (SHPO) indicating that no historic or cultural areas will be impacted. If this letter is unavailable at the time of application, the letter will be required prior to the execution of any THHP award.
5. Photographs of the proposed site(s).

#### 5. Development and Operational Data.

##### **Required Documentation:**

- a. Development cost estimate supported by a credible third-party bid(s) and/or estimate(s).

Acceptable forms of evidence may be contractor bids, architect estimates, and construction cost estimates. Construction cost estimates should be provided by a general contractor with experience in the area. If the project involves the development of multiple structures, Total Development Cost (TDC) per structure must be reported in addition to overall project TDC.

- b. Third-party support for the project's anticipated rent revenue.

Acceptable forms of evidence may be current rent for similar buildings, or estimated rents *if* reasonable comparable units do not exist in the proposed community.

- c. Third-party support for the project's anticipated operating expenses.

Acceptable forms of evidence may be current operating expenses of similar buildings, or estimated operating expenses *if* reasonable comparable units do not exist in the proposed community.

6. **Currently owned residential properties.** Applicants must provide a complete list of their currently owned residential properties within the proposed development community, including those owned by partner organization.

##### **Required Documentation:** List of currently owned residential properties including:

1. Current occupancy status.
2. Current monthly rent amount.

3. Monthly operating expenses (including heating, electricity, maintenance, insurance, etc.).
4. Current maintenance structure (in-house, occupant only, contract, none, etc.).
7. **Matching Funds.** A match of at least 15% of the Total Development Cost is required. Eligible match funds include cash, in-kind donations, grants, debt, and other cash equivalents. Applicants must provide a short narrative describing sources of all non-THHP funds.

**Required Documentation:** Narrative stating the type and value of match funds. Documentation verifying the availability of the minimum 15% match amount is required. Land owned by the applicant or a partner agency at the time of application may be applied to the required match only where an appraisal or Broker's opinion of value is provided.

Matching funds must represent Total Development Costs less the requested THHP award.

8. **Development Occupancy.** The housing must be for use by eligible professional groups. These include teachers, health or public safety personnel, as defined below:
  - Teacher Housing: Housing for teachers, other educators and (or other) staff employed by the public school district, public vocational education institution and public university in which the housing unit is physically located.
  - Health Professional Housing: Housing for any person who is licensed or board certified by the State of Alaska in a health profession; holds a state certification in a health occupation; or is an administrator or a hospital or clinic, or employed as an aide, attendant, assistant, counselor or technician in a health field. To qualify, individuals must be acting in the qualified capacity for the duration of occupancy.
  - Public Safety Housing: Housing for public safety personnel not limited to law enforcement, employed by the State of Alaska or an instrumentality thereof, including Village Public Safety Officers (VPSOs), the federal government, or municipal/tribal government.

**Required Documentation:** Statement of intended occupancy. Statement must include narrative describing the status of the intended occupant(s); current resident of substandard housing, current resident without permanent housing, not currently identified (hoping to attract professionals with housing), on contract pending housing availability, etc.

9. **Partner Organization Commitment.** If the application involves more than one entity, in cases of mixed type housing or when the applicant does not directly employ the intended occupant professional(s), the application must include resolutions or letters of support from each participating entity, signed by the president, executive officer, mayor, etc.

Applications that request points for unrestricted use under item 3.a. of the Ranking Criteria (see page 14) must provide partner organization commitment for all three eligible professional groups; teachers, health professionals, and public safety personnel.

**Required Documentation:** Letters of commitment from partner organizations.

10. **Concurrent Projects.** Must state concurrent or planned projects, or state none currently planned or ongoing. To qualify for credit under this scoring mechanism, statements must include a description of anticipated cost saving afforded and the estimated value of the savings. Example; *concurrent road project, heavy equipment already in community, shipping savings estimated at \$5,000.00.*

**Required Documentation:** Letter from the local governmental entity detailing concurrent or planned projects. A narrative describing the source of the savings and the estimated/anticipated savings provided; this may be addressed by the local governmental entity or in a separate document. Savings that are not identifiable or that will have an unknown cost impact are not eligible for scoring credit under item 1.a. of the Ranking Criteria (see page 12).

11. **Development Timeline.** Completion of the project will be within 3 years of the award date and the start date is within 1 year of the award.

**Required Documentation:** Project development schedule showing, at minimum, estimated completion points including, but not limited to, the following:

1. Contractor selection
2. Material order
3. Construction start
4. Completion of construction, including inspections per the PUR-102
5. Tenant occupancy

12. **Code Compliance.** The housing units developed must satisfy the applicable Building Energy Efficiency Standard (BEES) compliance requirements and AHFC adopted residential construction code per the current AHFC Minimum Construction Inspection Guidelines, available here:

<https://www.ahfc.us/pros/builders/alaska-minimum-construction-standards/>

**Required Documentation:**

1. Single-line drawings that include general layout, also known as preliminary drawings. Preliminary drawings should, at a minimum, provide estimated/anticipated floor areas and unit layout(s); and

13. **Relocation Assistance.** Applicants must provide relocation assistance to residents who will be relocated by development activities.

**Required Documentation:** For proposed projects involving currently occupied structures or land, applicants must provide a statement that no persons will be displaced or must provide a *Displacement and Relocation Assistance Plan* outlining what steps will be taken to mitigate effects to existing tenants (residential and/or commercial) and/or the type of relocation assistance to be provided. Relocation assistance is an eligible THHP cost as determined appropriate at AHFC's sole discretion. Documentation must clearly identify the number of displaced individuals and the total cost of relocation assistance.

**14. Application Form and Workbook.** Applicants must complete the application form and application workbook. Applicants will provide data required to meet application requirements through completion of the form and workbook. All information provided in the form and workbook must be accompanied by supporting documentation, as described in the requirements preceding this item. Penalty points may be assigned where responses are not supported by the provided documentation; see the Penalty Points section located on page 16 of this NOFA for additional information.

**15. Development Team Experience.** Development team must possess the required minimum experience threshold and be in good standing. Required minimum experience:

- A minimum of 3 years or 3 separate projects in property/housing development; and
- A minimum of 2 years or 2 separate projects in grant management; and
- A minimum of 1 year in property management.

**Required Documentation:** Resumes of Development Team Members whose experience meets minimum requirements; may be one or multiple individuals. Resumes must clearly establish compliance with minimum experience requirements. Resumes must include contact information for the individual and sufficient information to confirm their content.

**16. Evidence of Legal Organizational Status.**

**Required Documentation:** Evidence of Legal Organizational Status, such as a non-profit designation letter from the Internal Revenue Service (non-profits, school districts, and municipalities) or Certification of Incorporation issued by the Department of Commerce.

**17. Recent Financial Statements.** Applicants must be deemed to be in good financial standing, as determined by AHFC, to be eligible to apply for THHP funds. Applicants with financial findings are encouraged to include a description of the finding and current procedures in place to rectify or avoid future instances. Approval by AHFC to participate in the THHP application phase should not be interpreted as a determination by the corporation that the entity is in good financial standing.

**Required Documentation:** Most recent Financial Statements such as a Balance Sheet and Cash Flow Statement.

**18. Identification of Partners:** Communities that do not directly employ the professional group(s) intended for occupancy of the proposed development must identify entities that will be partnered with for the housing of eligible professionals.

**Required Documentation:** Formal identification and acknowledgement of the partnership between the relevant parties is a required.



## APPLICATION RATING AND RANKING CRITERIA

---

The following criteria and associated points will be utilized to rate and rank applications received for THHP funds:

<b>Teacher, Health and Public Safety Housing Program Development Data &amp; Competitive Scoring SFY2020</b>			
<b>Competitive Scoring Categories</b>		<b>Max Points</b>	<b>Development Type</b>
<b>Leveraging Considerations</b>		<b>35</b>	<b>NC &amp; Rehab</b>
	Concurrent Projects	5	
	Sources of Funds	10	
	Cost Per Unit	20	
<b>Need Analysis</b>		<b>30</b>	<b>NC &amp; Rehab</b>
	Professional Population	20	
	First Time Community	10	
<b>Occupancy Design</b>		<b>30</b>	<b>NC &amp; Rehab</b>
	Occupancy Restrictions	10	
	Commercial Space	10	
	Number of Units	10	
<b>New Construction Project Design</b>		<b>30</b>	<b>NC</b>
	Design Level Assessment	20	
	Renewable Energy Assessment	10	
<b>Rehabilitation Project Design</b>		<b>30</b>	<b>Rehab</b>
	Rehabilitation	10	
	BEES Compliant Rehabilitation	10	
	Renewable Energy Assessment	10	
<b>Maximum Score</b>		<b>125</b>	<b>NC &amp; Rehab</b>

Application rating and ranking criteria displayed on the prior page are described in the remaining sections of this NOFA. Each criteria will require a response and/or supporting documentation to result in the attainment of points; points will not be awarded where the provided response(s) and/or documentation are determined to be non-responsive; see Penalty Points for non-responsive definition. Application responses and supporting documentation must be submitted through use of the online application tool, other submissions will not be accepted.

## **1. Leveraging Considerations – New Construction & Rehabilitation – 30 Points Maximum**

### **a. Concurrent Projects – 5 Points**

Communities that have planned (with secured financing), simultaneous (on-going), or recently completed construction projects that will provide an identifiable cost savings to the proposed development will be awarded 5 points; planned and recently completed projects must fall within a 24 month period prior to/following the date of the submitted application to be considered. To achieve points under this category, applicants must clearly identify the nature of the cost savings and the actual or estimated value of the cost savings; AHFC reserves the right to withhold points where concurrent projects provide only a de minimis benefit to the proposed development.

### **b. Sources of Funds – 5 Points Maximum**

Communities that have secured commitments for non-THHP funding sources are eligible for points per the below schedule:

<b>Level of non-THHP Funds</b>	<b>Points</b>
15% Match or less	<b>0</b> (minimum requirement)
Over 15% Match, but less than 25% Match	<b>5</b>
25% or more Match	<b>10</b>

Under this scoring mechanism, the anticipated source(s) and amount(s) of non-THHP funds must be identified.

Regardless of points assigned, where funding sources are not fully committed at the time of application, verification of funding source commitments will be required prior to the disbursement of Grant funds.

### **c. Cost Per Unit – 20 Points Maximum**

Applicant cost per unit data will be evaluated by Department of Consumer and Regulatory Affairs (DCRA) region; a DCRA regions map is provided in Appendix I. Points will be awarded based on the below listed percentile cost per unit:

<b>Percentile by DCRA Region</b>	<b>Points</b>
80 <sup>th</sup> Percentile or Greater	<b>0</b>
60 <sup>th</sup> to under 80 <sup>th</sup> Percentile	<b>5</b>
40 <sup>th</sup> to under 60 <sup>th</sup> Percentile	<b>10</b>
20 <sup>th</sup> to under 40 <sup>th</sup> Percentile	<b>15</b>
Under 20 <sup>th</sup> Percentile	<b>20</b>

Cost per unit percentile will be determined based on the below ranges, by DCRA region:

<b>New Construction</b>						
<i>Region</i>	<i>Gulf Coast Region</i>	<i>Interior Region</i>	<i>Northwest Region</i>	<i>Southeast Region</i>	<i>Southwest Region</i>	<i>Western Region</i>
<i>20th Percentile</i>	\$298,200.90	\$246,074.90	\$242,480.00	\$279,656.41	\$358,302.00	\$319,876.00
<i>40th Percentile</i>	\$331,463.70	\$267,276.00	\$295,803.50	\$306,306.22	\$392,206.50	\$343,479.00
<i>60th Percentile</i>	\$381,499.30	\$338,848.00	\$382,298.38	\$361,165.10	\$445,332.00	\$377,467.00
<i>80th Percentile</i>	\$443,953.05	\$381,724.00	\$449,012.00	\$427,031.70	\$506,137.00	\$453,742.63

<b>Rehabilitation (calculated at 75% of new construction cost per unit)</b>						
<i>Region</i>	<i>Gulf Coast Region</i>	<i>Interior Region</i>	<i>Northwest Region</i>	<i>Southeast Region</i>	<i>Southwest Region</i>	<i>Western Region</i>
<i>20th Percentile</i>	\$223,650.67	\$184,556.18	\$181,860.00	\$209,742.30	\$268,726.50	\$239,907.00
<i>40th Percentile</i>	\$248,597.78	\$200,457.00	\$221,852.63	\$229,729.66	\$294,154.88	\$257,609.25
<i>60th Percentile</i>	\$286,124.48	\$254,136.00	\$286,723.78	\$270,873.83	\$333,999.00	\$283,100.25
<i>80th Percentile</i>	\$332,964.78	\$286,293.00	\$336,759.00	\$320,273.78	\$379,602.75	\$340,306.97

Note: AHFC reserves the right to amend the preceding cost per unit data prior to the application deadline if information becomes available that identifies errors, omissions, or unintended consequences that are deemed detrimental to the priorities of the Program, Corporation, and/or State. Adjustments to cost per unit tables will be made through an amended NOFA.

## **2. Need Analysis – 30 Points Maximum**

### **a. Professional Population – 20 Points Maximum**

Points will be awarded based on the number of Professional positions that were occupied during the 12 month period prior to application submission; calculation of this number must include all professional positions that align with the eligible professional groups defined in part 8. of Application Threshold Requirements and Documentation. Points will be awarded per the below schedule:

<b>Number of Resident Professionals</b>	<b>Points</b>
Five or More Occupied Positions	0
Two to Four Occupied Positions	10
Zero to One Occupied Positions	20

Note: if a professional position was vacant, filled, vacated, and refilled during the 12 month period prior to application, the position will count as One (1) occupied professional position; if a position was vacant and not filled during the period, the

position will not count towards the total; if a position was filled and not vacant at any time during the period, the position will count as One (1) occupied professional position.

**b. First Time Community – 10 Points**

Communities not previously funded through THHP will be awarded 10 points. Previously funded communities can be found in the '2004-Present THHP Projects Summary' document located at the below weblink:

<https://www.ahfc.us/homelessness/development-grants/thhp/>

**3. Occupancy Design – New Construction & Rehabilitation– 30 Points Maximum**

**a. Occupancy Restrictions – 10 Points Maximum**

Applications that propose to develop housing available to serve more than one eligible professional group, as defined in this NOFA and the 2020 THHP Policy and Procedure manual, will be awarded points per the below schedule.

To qualify for points under this category, applicants must provide letters of commitment and/or support from local entities who employ Teachers, Health Professionals, and/or Public Safety Professionals, based on the intended occupant group(s). Individual units within a multiunit building may be restricted to an identified eligible professional group, however, at least one unit in the proposed development must be available for a person satisfying any of the eligible "Professional" designations.

<b>Number of Eligible Professional Groups</b>	<b>Points</b>
Occupancy for <i>ONE</i> Professional Group	0
Occupancy for <i>TWO</i> Professional Groups	5
Occupancy for <i>ALL THREE</i> Professional Groups	10

**b. Commercial Space – 10 Points**

Applications that propose developments that include commercial space will be awarded 10 points. Construction of such space is limited to a maximum of 40% of the development total square footage; this limit does apply to the development of a health clinic.

To achieve these points, applicants must specify the intended use of the commercial space. Commercial space must not have a detrimental effect on the occupants of the residential units, and must meet at least one of the below criteria to be eligible for these points:

1. The Commercial Space will be rented to a commercial tenant where the tenant has been identified and has committed to taking occupancy upon completion; or
2. The Commercial Space will be utilized as a community space; or
3. The Commercial Space will be directly utilized by the occupant(s) of the residential space to provide services through their employment as an eligible professional.

THHP funds are limited to the development of the residential space, including integral systems and components that are common to the commercial space, including, but not limited to, foundations, roofing systems, space heating systems, and other elements required by applicable residential code.

**c. Number of Units – 10 Points Maximum**

Points will be awarded based on the number of proposed units per the below schedule:

<b>Number of Units</b>	<b>Points</b>
One Unit	0
Two Units	5
Three or more Units	10

**4. New Construction Project Design – New Construction – 30 Points Maximum**

Points will only be awarded under this category where the Level of Construction (AkWarm Home Energy Rating Score) and/or Solar Energy System(s) has been deemed cost effective through completion of the process described in Appendix I. AHFC will review data submitted under this category and determine, at their sole discretion, eligibility of points. Incomplete or unsupported data, as determined by AHFC, will not result in the award of points under this mechanism. At their discretion, applicants may exceed minimum BEES and/or include solar systems that are not determined cost effective, however, no points will be awarded.

**a. Design Level Assessment– 20 Points**

Applications that commit to developing housing that meets the most economically efficient level of BEES construction (Five Star, Five Star Plus, or Six Star) will be awarded 20 points. Points are only eligible where the selected construction level was deemed cost effective through completion of the process outlined in the application workbook.

**b. Renewable Energy Assessment – 10 Points**

Applications that commit to developing housing that includes the most economically efficient combination of Renewable Energy will be awarded 10 points. These 10 points are awarded for building the most cost effective configuration supported by the analysis.

Applications that commit to the inclusion of a Renewable Energy System will be awarded 10 points if the system is deemed cost effective through completion of the process outlined in the application workbook.

If applicants perform the renewable energy assessment and determine that the renewable energy sources are not cost effective, the applicants will receive points for not including the renewable energy system(s) in the final design.

## **5. Rehabilitation Project Design – Rehabilitation – 30 Points Maximum**

### **a. Rehabilitation – 10 Points**

Applicants proposing rehabilitation projects will be awarded 10 points. Applications proposing rehabilitation must submit an assessment or Broker's Opinion of Value for the existing structure to be rehabilitated. To be receive points under this category, rehabilitation expenses are limited to 75% of the building's pre or post renovation value (whichever is higher); this limitation may be waived where the habitable floor are will be increased above a de minimis level.

### **b. BEES Compliant Rehabilitation – 10 Points**

Applicants proposing rehabilitation projects where the development will meet or exceed current BEES standards at completion will be awarded 10 points.

### **c. Renewable Energy Assessment – 10 Points**

Applications that commit to developing housing that includes the most economically efficient combination of Renewable Energy will be awarded 10 points. These 10 points are awarded for building the most cost effective configuration supported by the analysis.

Applications that commit to the inclusion of a Renewable Energy System will be awarded 10 points only if the system is deemed cost effective through completion of the process described in the application workbook.

If applicants perform the renewable energy assessment and determine that renewable energy sources are not cost effective, the applicants will receive points for not including the renewable energy system(s) in the final design.

## **Combination New Construction & Rehabilitation Developments**

---

Where the proposed development includes both new construction and rehabilitation, points will be awarded on a pro-rata basis by number of units for each of the preceding ranking criteria. See Appendix I for examples.

## **Penalty Points**

---

AHFC reserves the right to assign penalty points resulting from deficiencies in the submitted application. AHFC retains the right to reject applications that are deemed, at AHFC's sole discretion, to have errors or omissions that result in an inability to determine feasibility of the proposed development.

1. Applicant is deemed 'non-responsive'; meaning that a response provided for a threshold requirement or scoring mechanism, including required support documentation, is incomplete, contradictory to other information provided in the application, missing, or does not address the stated requirement.

2. Conflicts of interest exist between members of the applicant's development team and employees or board members of AHFC, or where AHFC is aware of a substantive failure to perform under a previously executed agreement with the corporation.
3. Elements of the application are not in line with the mission and goals of the Program, Corporation, and/or State.

## **CEO Considerations**

---

AHFC's Chief Executive Officer (CEO) may apply considerations outside of stated threshold requirements and ranking criteria as deemed appropriate to meet Program, Corporation, or State of Alaska Priorities, funding limitations, and/or equitable and responsible dispersion of THHP Grant Funds. The CEO may apply the below non-exhaustive list of considerations to determine final funding awards:

1. Geographic dispersion of THHP funded developments;
2. Maximization of the number of funded, financially feasible projects;
3. Alignment of other development activities within the proposed community which provide otherwise unavailable cost savings.

AHFC's CEO reserves the right to reject or postpone awards if, in their sole opinion, it is not in the best interest of the Program, Corporation, or State.

## **Tie Breaks**

---

In the event of a tie, the tie will be broken in favor of the project whose community has gone the longest without a THHP funded development. If this does not resolve the tie, the proposed development with the lowest percentile cost per unit will prevail; cost per unit percentile will be calculated based on previous THHP development costs, evaluated by Department of Consumer and Regulatory Affairs (DCRA) defined regions. AHFC's CEO reserves the right to break a tie based on alternative development features determined appropriate, in their sole discretion.

**AHFC reserves the right to deny THHP funds to any applicant, regardless of that applicant's point ranking if, in AHFC's sole determination, the applicant's proposed project is not financially feasible, viable, or development costs are excessively under/overestimated.** Additionally, THHP funds may be awarded out of the ranking order established by the points earned. In such cases, this recommendation shall be based on the amount of THHP funds requested, relative to the amount of funding available, as well as other selection criteria identified within the rating criteria plan and the CEO considerations detailed above.

## SCHOOL BOARD COMMUNICATION

**Title:** Approval for Discussion of Teacher Housing Financing with the City of Nome

**Date:** November 12, 2019

**Administrator:** Jamie Burgess, Superintendent

**Attachments:**

<input checked="" type="checkbox"/>	Action Needed	<input type="checkbox"/>	For Discussion	<input type="checkbox"/>	Information	<input type="checkbox"/>	Other
-------------------------------------	---------------	--------------------------	----------------	--------------------------	-------------	--------------------------	-------

## BACKGROUND INFORMATION

In response to the ongoing need for additional teacher housing, the administration has been exploring options for acquisition/construction of housing. The administration intends to submit an application for the AHFC Teacher Housing Grant; however, the grant provides for a maximum of \$500,000, and is competitive. Construction of a new 12-14 unit apartment building will likely cost approximately \$4-\$5 million, which is beyond the district's current funding capacity. Completion of housing will require assumption of debt on the part of the City of Nome, as the City will own the land and building. However, the funds for debt service will be a responsibility of the School District and will come from a combination of rental revenue from the new building and the current Beltz Apartments. The City of Nome is currently considering a request to set aside land it currently owns for the purpose of a planned teacher housing unit.

The district plans to use a portion of the current apartment fund and also is contacting local entities regarding donations in order to reduce the amount of debt that will be needed. Successful awarding of the AHFC Teacher Housing Grant would also reduce the amount of needed debt.

The administration asks that Board approve moving forward with discussion with the City regarding financing options and debt assumption for the completion of an additional teacher housing unit.

## ADMINISTRATIVE RECOMMENDATION

The administration recommends that the School Board approve entering into discussion with the City of Nome regarding financing for a proposed teacher housing unit.



Nome Public Schools  
PO Box 131  
Nome, AK 99762  
907-443-2231 – [www.nomeschools.org](http://www.nomeschools.org)

**Sample Motion: I move to approve discussion with the City of Nome regarding financing for a proposed teacher housing unit.**

## SCHOOL BOARD COMMUNICATION

**Title:** FY21 Budget Timeline

**Date:** November 12, 2019

**Administrator:** Jamie Burgess, Superintendent

**Attachments:** Proposed FY21 Budget Timeline

<input checked="" type="checkbox"/>	Action Needed	<input type="checkbox"/>	For Discussion	<input type="checkbox"/>	Information	<input type="checkbox"/>	Other
-------------------------------------	---------------	--------------------------	----------------	--------------------------	-------------	--------------------------	-------

## BACKGROUND INFORMATION

The administration will be beginning the planning process for the FY21 budget in December. In order to give the School Board and the public ample opportunity to review, give input and approve the budget, and also to meet the City of Nome's schedule for determining their annual contribution the budget, the administration has submitted a timeline for the budgeting process.

This year's timeline has reduced the number of potential drafts to reduce the situation from previous years which had numerous drafts with large changes due to changes in the situation with the state education budget. The timeline allows for three drafts of the budget, presentation to the City within their budget timeframe, and adherence to Board Policy and statutory timelines.

## ADMINISTRATIVE RECOMMENDATION

The administration recommends that the School Board approve proposed FY21 budget timeline.

**Sample Motion:** I move to approve the proposed FY21 budget timeline.



*Nome Public Schools*

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

### FY 2021 BUDGET PROCESS AND TIMELINE

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

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

**FY 2021 1st Draft Budget presented to the Board at regular meeting**  
January 14, 2020

**FY 2021 2nd Draft presented to the Board at regular meeting**  
March 10, 2020

**FY 2021 3rd Draft/Final Budget presented to the Board at regular meeting**  
April 14, 2020

**FY 2021 Budget Adoption at special session**  
April 28, 2020

## SCHOOL BOARD COMMUNICATION

**Title:** Approval for adding the offering of Sex Education to Grades 4-6

**Date:** November 12, 2019

**Administrator:** Jamie Burgess, Superintendent

**Attachments:** BP6142.1 – Family Life/Sex Education

<input checked="" type="checkbox"/>	Action Needed	<input type="checkbox"/>	For Discussion	<input type="checkbox"/>	Information	<input type="checkbox"/>	Other
-------------------------------------	---------------	--------------------------	----------------	--------------------------	-------------	--------------------------	-------

## BACKGROUND INFORMATION

Per Board Policy 6142.1 – Family Life/Sex Education, the district currently offers Human Sexuality Education in its high school Health courses, and in an annual presentation to students in Grades 7-8 enrolled at Nome-Beltz High School and Anvil City Science Academy.

The administration feels that it is appropriate to begin human sexuality education at an earlier age, with modification of the current adopted materials to ensure they are age appropriate. Current policy and procedure will require that the materials be presented to the Board each Fall for approval, along with approval of the presenter (usually a Public Health nurse), and that parents have an opportunity to review the materials prior to the presentation to students, and also have an opportunity to opt out their child from the presentation.

The administration proposes to begin offering the presentations to children in grades 4-8 in the 2020-2021 school year, to allow presenters adequate time to adapt the material to be age appropriate for younger children.

## ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of adding the offering of Sex Education to children in grades 4-6 beginning in the 2020-2021 school year.

**Sample Motion:** I move to approve adding the offering of Sex Education to children in grades 4-6 beginning in the 2020-2021 school year.

## BP 6142.1 FAMILY LIFE/SEX EDUCATION

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

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

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

(cf. 5141.41 – Child Abuse Prevention)

(cf. 6020 – Parent Involvement)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.2 – AIDS Instruction)

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

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

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

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

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

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

(cf. 1220 - Advisory Committees)

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

(cf. 1312.2 – Public Complaints Concerning Instructional Materials)

(cf. 6020 – Parent Involvement)

*Legal Reference:*

### ALASKA STATUTES

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

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

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

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

[14.30.360](#) Curriculum

UNITED STATES CODE

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

*Revised 12/2016*

*Revised 10/2016*

**Nome Public Schools**

---