

## **Work Session & Special Meeting/Executive Session**

Tuesday, January 28, 2020 5:30 PM

NES Library, 1057 E 5th Ave, Nome, Alaska 99762

### **A. 5:30pm - 7:00pm**

#### **Work Session: Call to Order**

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

### **C. Items for Discussion**

- 1. FY20 Legislative Priorities
- 2. Strategic Plan Review/Discussion

### **D. 7:00pm - Adjournment**

#### **Special Meeting: Call to Order**

- 1. Pledge of Allegiance
- 2. Nome Public Schools Mission Statement
- 3. Roll Call
- 4. Approval of Agenda

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

### **F. Executive Session**

- 1. Personnel - Superintendent Contract Negotiations

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

**(Individuals are limited to three minutes each.)**

### **H. Board and Superintendent's Comment & Committee Reports**

### **I. Upcoming Events:**

### **J. Adjournment**

## 2020 Nome Public Schools Board of Education Legislative Priorities

The Nome Public Schools Board of Education has chosen the following priority areas for the 2020 Legislative Session. We will focus our advocacy efforts with the Alaska Legislature around the following:

### 1) Early, Adequate and Predictable funding for Education

The Board supports full and predictable funding for education, which should provide adequate revenue to cover the actual cost of education in all districts, allowing for inflation and increasing costs, and including all initiatives, laws and mandates that require additional costs and services. In addition, forward funding and early notification of funding is crucial to allow for recruitment and retention of quality educators and administrators in today's challenging job market.

### 2) Funding of School Capital/Major Maintenance Projects

Nome Public Schools currently has well over \$6 million dollars in needed capital improvement projects, due to aging facilities and systems. Reinstatement of school bond reimbursements and full funding of projects submitted through the Capital Improvement Program are crucial to ensuring our school facilities are safe and providing the best possible environment for learning. Ensuring adequate funding for needed construction of teacher housing facilities is also a high priority item that impacts the ability of the district to recruit and retain quality staff.

### 3) Early Childhood Education Funding

The Board places a high priority on funding quality pre-Kindergarten programs, including supports for early literacy efforts. Children entering kindergarten who have participated in pre-K programs (including Head Start) demonstrate a high degree of kindergarten readiness and reading achievement.

### 4) Culturally Responsive Education and Language Revitalization

Nome Public Schools calls upon the Alaska Legislature to support indigenous language revitalization efforts by supporting immersion programs for students, as well as programs which build language knowledge for school staff. Alaska Native students deserve culturally responsive classrooms and school settings, where their culture, language and knowledge are an integral part of every day instruction. Professional development for teachers who come from outside of the community and state is vital. In addition, legislation and funding that supports efforts to grow a local teaching force from within the community would ensure more stable and culturally knowledgeable educators.

5) Social, Emotional and Mental Health

Alaska students experience high rates of adverse childhood experiences and childhood trauma. These experiences negatively impact education, health and safety, and long-term outcomes for our children. Support and funding for school counselors, social workers, and school psychologists is needed as well as professional development for educators and parents in trauma-sensitive practices in order to assist children in regulating emotions, developing coping skills, and forming strong positive relationships with adults. Recent efforts focused on the social/emotional learning of students must be continued and expanded, especially those based in community partnerships.

6) Attracting and Retaining Quality Educators and Administrators

Teacher and leadership turnover hampers progress on district initiatives and negatively impacts student achievement. Alaska students deserve knowledgeable, stable, and committed teachers, principals and support staff, who are culturally grounded in their local communities. Adequate funding of school systems to allow districts to provide competitive salaries, control of health care costs, following through on commitments to the TRS/PERS pension systems, and high quality teacher preparation programs through the University system are all key to developing Alaska's teacher workforce.



## **NOME SCHOOL BOARD LEGISLATIVE PRIORITIES**

The Nome School Board recognizes that Nome Public Schools benefits from the understanding and support of our Nome Common Council and the community. We also recognized the important role the State Legislature has in supporting our educational program financially in Nome. Funding is a critical part in the overall outcome for each student we serve. In order to serve each student adequately these funding requests and other suggestions herein outline FY17 Legislative Priorities critical to Nome Public Schools.

### **NPS Facilities FY17 Priorities Presented to Nome Common Council:**

1. Nome-Beltz Junior/Senior High School Roof Replacement (\$2,225,000 est.)
2. Nome-Beltz Campus Electrical Service and Generator System (\$650,000 est.)
3. Nome Elementary School Exterior/Interior Renovations (\$6,000,000 est.)

### **Nome Public School and Alaska Association of School Boards Joint Priorities:**

1. Focus on Grade-Level Proficiency for K-3rd Grade Students
2. Addressing the Teacher, Specialist, And Administrative Shortage
3. Supports for Staff Development
4. Native Language Program Development
5. Promoting Student Success through Social and Emotional Learning and Positive Youth Development and Support
6. Supporting Universal Access to Education for Alaska's 3- and 4-Year Old Learners
7. School Improvement and Student Achievement (ESEA)
8. Sustained, Reliable, Equitable and Adequate Educational Funding for Alaska's Students through a Non Volatile Funding Source
9. Energy Cost Relief
10. District Cost Factor
11. Suicide Prevention, Education, and Treatment Efforts
12. Pupil Transportation
13. Safe, Caring and Connected Schools
14. Supporting Authentic Assessments



## **RATIONALE FOR NOME PUBLIC SCHOOLS' FY17 FACILITIES PRIORITIES**

### **Nome-Beltz Junior/Senior High Roof Replacement (\$2,225,000 est.)**

After initial inspections have been completed in the summer of 2015, the existing roof at Nome-Beltz has determined to have significant structural damage that is leading to leaks throughout the building, growth of mold, and further safety issues. The roof suffers from low slope and not enough roof drains. A redesign would add slope and more drains to each of the roof area. The new roof drains will include over flows and be heat traced. The new roof will extend the life of the building by several decades.

### **Nome-Beltz Campus Electrical Service and Generator System (\$650,000 est.)**

Following the recommendation of the Alaska Department of Education and Early Learning, Facilities Renewal and Replacement Schedule, the Electrical Service and Generator System is still needing replacement. The generator from 1964 was cited last year in the last year's State Fire Marshall inspection. The electrical systems, installed in 1977 is becoming increasingly unreliable. The severe climate of the Norton Sound Region requires the School District to maintain updated equipment and services to ensure the safety and welfare of students and staff.

### **Nome Elementary School Exterior/Interior Renovations (\$6,000,000 est.)**

The Nome Elementary School was constructed in 1987-88 and has not had any major improvement since construction. The exterior envelop has a poor vapor barrier and very limited insulation. The steel siding panels has only two inches of foam that is decaying as well as rusting steel underlayment. All exterior windows are failing due to years of building movement/shifting, extreme wind, and UV conditions. All of the building exterior doors need to be replaced as they are severely worn and are becoming a security risk. The Nome Elementary School roof had damage due to high winds in the summer of 2016. Recently, inspectors from Anchorage and Seattle found damage and concluded that a roof replacement is imminent. With the advancement of roofing systems since the 1980's, a new roof could last 50 or more years. A new roof would include much needed modifications and added insulation.

The Nome Elementary School is used by the community nearly every weekend and throughout the week in the evenings. It is one of the most utilized facilities in Nome. Due to the amount of use and being an elementary school the interior is exhibiting signs of its age. It has architectural elements and



fixtures that can no longer be replace and new products do not fit the design. An outdated and nonfunctioning building control system is now running manually and there is no setback for off-hours. With the exterior envelop, Roof and control system we could reduce unities consumption conservatively by 50%.



## **Rationale for Nome Public School and Alaska Association of School Boards Joint Priorities**

### **1. Focus on Grade-Level Proficiency for K-3rd Grade Students**

Nome Public Schools supports legislative funding opportunities for intervention for K-3 students needing to make improvement to reach grade-level proficiency.

**Rationale.** The April 2011 report of the Alaska Advisory Task Force on Higher Education & Career Readiness stated in part: “Children who receive quality early education arrive at school ready to learn and perform better in school. They are less likely to need expensive special education interventions, and they are more likely to graduate from high school and to successfully enter the workforce. Research is clear that when students enter kindergarten, 40% of them on average are one to three years behind grade level, and too many of them stay behind throughout their school careers. Alaska can invest a relatively small amount in early childhood and innovative K-12 programs, or a vastly greater amount at the college level. Today’s third-grader can’t wait for, and our public treasury cannot afford, a remediation response that doesn’t begin until the 13th grade.”

### **2. Addressing the Teacher, Specialist, and Administrative Shortage**

The Nome Board of Education does hereby urge the Alaska State Legislature, Alaska State Board of Education, and Teacher Education Programs in Alaska’s universities to address the severe shortage of teachers, specialists, and administrators in the State of Alaska.

Suggested strategies may include:

- Incentives (salary bonuses, loan forgiveness, loan assumption, competitive retirement benefits, interest rate reduction, etc.);
- State supported marketing and licensure assistance to recruit teachers;
- Flexibility in certification requirements and reciprocity;
- Improve availability and/or quality of teacher housing;
- Mentoring programs for new teachers;
- Rehire of retired (RIP’d) teachers and administrators;



- Professional support/development.

**Rationale.** It has been painfully demonstrated that a severe shortage of teachers, specialists, and administrators is being experienced in the school districts in every region of Alaska. Attracting and retaining quality teachers has become a critical issue facing school districts as they work to improve education in Alaska's public schools.

A teacher's job satisfaction is gauged by a number of factors, including a sense of accomplishment, professional support, decent living conditions, and adequate compensation/benefits. The degree to which Alaska meets these needs is a statement of the value we place on our educators.

### **3. Support for Staff Development and Training**

Nome Public Schools supports funded opportunities and sufficient resources for quality and relevant staff preparation and demonstrably effective continuing development in both urban and rural settings for those educating Alaska's public school students. This includes, but is not limited to:

- Pre-service: State training programs through postsecondary and other institutions (e.g. RANA– Rural Alaska Native Adult education program out of Alaska Pacific University and REPP– Rural Education Preparation Program out of University of Alaska Fairbanks);
- Expanding Department of Education & Early Development packaged training programs for all school districts to use in providing consistent mandated training to employees and in meeting the requirements of the Elementary and Secondary Education Act
- Quality in-service programs at the local district level;
- Necessary training for paraprofessionals and special needs educators.

**Rationale.** The greatest factor affecting the ability of the state's students to master Alaska's student performance standards is the quality of the teacher who delivers classroom instruction to the student. Compounding this critical concern is the shortage of qualified teachers,





administrators and paraprofessionals. Issues such as teacher, administrator and paraprofessional recruitment, distribution, preparation, and in-service continue to impact the supply and retention of qualified staff. While the state has recently increased efforts to attract teachers and staff from both conventional and non-traditional sources and to more effectively prepare teachers, the promise of these efforts has yet to reach most school districts.

#### **4. Native Language Program Development**

Nome Public Schools supports state funding for staff training, program development and materials preparation to promote Native language instruction for those districts that desire Native language programs. Nome Public Schools also urges Congress to clarify the Elementary and Secondary Education Act (ESEA) to bring it into compliance with the Native American Languages Act and to support opportunities for American Indian, Alaska Native, Native Hawaiian, and Pacific Islander students to retain and use Native American languages, including adequate funding for federal programs that can support Native language instruction.

**Rationale.** The heritage languages of the Indigenous Peoples of the United States have become endangered. The extinction of languages would further erode the rich heritage of the Indigenous Peoples of the United States. The technology exists to provide satellite language instruction in the Native tongues to communities throughout the United States. If we as a nation do not respond to this need to preserve this rich linguistic heritage, these languages will become extinct. Financial support from the government for the preservation of Native languages would enable the use of a technology that has helped speed the loss of indigenous languages to reverse that trend. In today's modern world technology and global issues make it necessary for our children to become proficient in English. Learning English, however, should not be at the expense of indigenous language programs.

#### **5. Promoting Student Success through Social and Emotional Learning and Positive Youth Development and Support**



AASB encourages each neighborhood, faith community, civic organization, community, school district tribal entity and state agency to review the research in order to advocate, create and sustain programs of social and emotional learning and other initiatives that build assets in Alaska's children and teens, provide positive adult role models and support, and incorporate culturally responsive awareness.

**Rationale.** Research shows that effective schools, families, faith communities, and all adults in our communities can contribute to the positive development of youth. The difference between troubled teens and those leading healthy, productive, and positive lives, is strongly affected by the presence of what is labeled “developmental assest®.”

These assets are additive, meaning that the more a young person has, the better. Forty of these assets were identified - 20 exist in the student's environment and 20 belong in the head and heart of every child. These developmental assets serve as building blocks for human development in a young person's life and are developed through positive relationships with adults.

Research shows that the more assets students have the less likely they are to use drugs and alcohol, the less likely they are to be sexually active, to be depressed or have suicidal thoughts, to fail in school, and to exhibit antisocial or violent behavior. The more assets children have the more likely they are to succeed in school, to be involved in their community and to exhibit empathetic and caring behaviors.

Research also shows that promoting social and emotional learning leads to reduced violence and aggression among children, higher academic achievement and an improved ability to function both in school and in the workplace. Schools that create socially and emotionally sound learning and working environments and that help students and staff develop greater social and emotional competence, in turn help ensure positive short- and long-term academic and personal outcomes for students and higher levels of teaching and work satisfaction for staff. *Amended 1998, 2002, 2003, 2006, 2007, 2008, 2009 (Sunset Nov. 2018)*

## **6. Supporting Universal Access to Education for Alaska's 3- and 4-Year Old**

### **Learners**

Nome Public Schools lend their full support to fully implementing and funding a voluntary education program for every 3- and 4-year-old child in Alaska.



**Rationale.** The foundation of cognition is established early in childhood, and research clearly demonstrates the efficacy of educational programming for 3- and 4-year-olds. Access to these programs is important for every child in Alaska.

## **7. Support of Statewide Strategies for Academic Achievement**

Nome Public Schools urges the Alaska Legislature to provide the financial support necessary for public education, the Department of Education & Early Development, universities and other agencies to fully realize the potential of a standards-based educational system focused on increasing student achievement. To ensure a successful standards-based educational program that helps students meet and go beyond standards, Nome Public Schools supports additional funding for the following strategies:

- Increased learning time and credit recovery programs through an expanded day or extended school year and/or remediation efforts like summer school to increase learning.
- Professional/technical assistance to align curriculum with standards, instruction and assessments.
- Enhanced teacher preparation and professional development.
- Teacher/administrator recruitment to attract highly qualified professionals to come and stay in Alaska.
- Accommodation of special needs students.
- Early entry opportunities.
- Response to Instruction (RTI) and other interventions to identify and overcome barriers to learning.
- Elementary and Secondary School Counselors.

**Rationale.** Over the years, many forums have identified a variety of statewide strategies to help meet student performance standards. Some students who have not completed credits will not be able to graduate on time (within the four-year plan) and will be considered dropouts. Summer



school and other credit recovery programs would expand opportunities to graduate on time with a full diploma.

In addition, the No Child Left Behind Waiver of 2013 requires all students to meet new standards. Special Education students often require specific learning strategies, specialty trained educators and support staff, as well as additional time and resources. These strategies are critical to increase achievement, but also require increased funding.

#### **8. Sustained, Reliable, Equitable and Adequate Educational Funding for Alaska's Students Through a Non-Volatile Funding Source**

The sustainability, reliability and adequacy of Alaska's funding for public education are of highest concern to the Nome Public Schools. NPS urges the Legislature to develop a fiscal plan that provides a long-term approach to funding the costs of public education and other services upon which Alaska's students and their families depend.

**Rationale.** The State of Alaska provides a wide range of services to a diverse population spread over a logistically complex area. Providing these services historically cost more than the state has received in recurring revenue. A long-term plan that ensures reliability of funding for education and other state services that impact the delivery of education, regardless of variation in volatile resource markets, is needed to provide a stable business climate and to ensure the citizens of necessary services.

#### **9. Energy Cost Relief**

Nome Public Schools urges the Alaska State Legislature to take action, through increased or supplemental funding to mitigate the huge increase in energy costs facing all school districts due to higher fuel prices. The relief should be based on actual energy costs and be part of an overall program to address conservation of energy, development of alternative energy programs and deferred maintenance of public facilities and buildings.



**Rationale.** The State of Alaska has benefited from sustained, high yields of oil revenue, but for consumers of energy, higher prices have depleted funding for other needs. As one of the state's largest consumers of energy, public schools deserve the same consideration as municipalities, which have received financial assistance from the state to help defray increased fuel cost. The cost of fuel has risen significantly over the last three years, placing a hardship on schools and biting deeply into the maximum administrative cost share. This relief should be based on actual energy cost.

Today, the kilowatt-hour charge for electricity can be three to five times higher than the average KWH rate of 12.87 cents in Anchorage, Fairbanks or Juneau. Possible relief measures *should* include returning school facilities to the Power Cost Equalization Program or initiating an Energy Cost Increase Factor in the foundation formula, thereby putting funding back in the classroom.

#### **10. Forward Funding for Schools**

The Nome Board of Education supports forward funding for schools. This would provide sufficient time for school districts to prepare and submit their budgets in a timely manner without spending unnecessary time and resources revising budgets based on legislative action after the local budget process has begun.

**Rationale.** The 25th Alaska Legislature took a major step towards implementing forward funding by building increases into the funding formula for three fiscal years, which was greatly appreciated by Alaska school districts. The 26th Legislature chose to appropriate money from the Education Fund to fill a budget hole in FY 2010. In the second session, the Legislature replenished the Fund. With the Education Fund replenished and maintained, the Legislature needs to fund only one year at a time, but will ensure funding a full fiscal year in advance. When state oil revenues start to decline, the amount spent on education might also decline, but local school districts would have a full fiscal year to prepare for the reduction in revenue. Forward funding will provide fiscal stability for districts so they can make long-term decisions, reduce administrative cost and enable school districts to focus on student instruction rather than



constant budget revisions.

While early funding of the education budget – i.e., a signed education funding bill within the first 30 days of the session – would also reduce the administrative burden on school districts, the legislature does not receive its revenue projections in time to accomplish that goal. Forward funding – establishing both the BSA and setting aside sufficient funds to cover it a full year in advance – would eliminate the pressure for passage of the education appropriation early in the legislative session.

## **11. Supporting the Recommendation of the Joint Legislative Education funding Task Force**

The Nome Public Schools Board of Education calls on the state policy makers to immediately fully implement Area Cost Differential and Intensive Needs funding in the foundation formula.

**Rationale:** The Legislative Task Force recognized the need for additional funding for the inadequacies of current cost differentials acknowledging the higher cost of doing business in a District with remote and rural sites as well as the inadequacy of current funding for intensive needs students. Rather than phase in the changes, immediately implement the full ACD and intensive needs funding to eliminate inequities still present and provide funding for services currently being provided. Appropriating an adequate amount of funding is a legislative responsibility and has been recommended by your Joint Legislative Education Funding Task Force.

School boards know from experience that “full funding” of the education funding formula by state policy-makers does not necessarily equate to “adequate” funding. Our success as a state in meeting the requirements of NCLB will require an investment in people, processes, and accountability measures.



NPS notes that an increase in formula funding will remain inequitable unless the accuracy of the area cost differential is also addressed.

Our parents and communities are calling for decreased class size, additional support for at-risk students, adequate textbooks and teaching materials, and updated technology, all of which require additional funding. The state needs to provide funds to prevent declines in current educational services and to provide for strengthening into the future.

## **12. Suicide Prevention, Education, and Treatment Efforts**

Nome Public Schools requests the Legislature to provide funding for statewide suicide prevention efforts coordinated among the peer helper programs, mental health centers, and village based suicide prevention efforts. Prevention efforts should include a statewide program to bring professional mental health counselors on-site to visit schools or support school-based counseling programs. Further, we urge school districts, tribal entities, appropriate agencies and communities to actively engage in responding to this serious, ongoing challenge.

**Rationale.** The Center for Disease Control and Prevention reports that suicide is the second leading cause of death among young people 15 -19 years of age, (following unintentional injuries). The rate of teenage suicide in Alaska is much greater than the national average. Suicide is often precipitated by depression, substance abuse, and separation from a significant other. Coordinated efforts among all agencies will be better able to present programs, which address mental health, coping skills in response to stress, substance abuse, employment, and healthy relationships.

Currently, 57 Alaskan communities participate in the Community-Based Suicide Prevention Program which allows each community to determine and implement the kind of project it believes is most likely to reduce self-destructive behavior.



### **13. Pupil Transportation**

Nome Public Schools urges the State of Alaska to fully fund pupil transportation to keep up with recent increases in fuel and other operating costs, and provide funding for districts with increased transportation needs due to special circumstances and/or student growth.

Getting students safely to and from school is a vital part of public education. Nome Public Schools supports the revision of AS 14.09.010 to remove the cap and provide adjustments to the transportation grant program reflective of transportation mandates and operating expenses.

**Rationale.** Passage of HB 273 by the 25th Alaska Legislature recalibrated the state formula for transportation funding to recognize FY 2007 actual costs. In addition, HB 273 inserts a new inflation adjustment (AS 14.09.01(c)) to provide for annual increases to recalibration beginning in October 2009. However, HB 273 inserts a new inflation factor addressed only to the CPI, which understates the unprecedented increase in the cost of fuel.

### **14. Safe, Caring and Connected Schools**

AASB recognizes the importance of positive school climate and student connectedness to school as powerful influences on student academic success and on reducing youth risk behaviors and urges the Legislature and state agencies to join AASB in supporting school district efforts to improve school climate and increase student connectedness to school. AASB supports efforts to provide a school environment that is free from weapons, harassment and intimidation, violence, drugs (including alcohol and tobacco), and other factors that threaten the safety of students and staff.

**Rationale.** It is common sense that when students feel safe and welcome in school where their identity is honored and are encouraged to learn, their attendance increases as well as their academic achievement. Research shows the clear association of school climate and student connectedness with positive academic outcomes and with reduced risk behavior and increased safety. AASB's School Climate and Connectedness Survey has provided a tool for districts to measure climate and





connectedness factors. The survey also has provided Alaska data that aligns with national research.

*Amended 1998, 1999, 2001, 2002, 2008, 2014, 2015 (Sunset Nov. 2018)*

## **15. Supporting Authentic Assessments**

AASB strongly supports districts that are undertaking efforts to develop and implement authentic assessments and asks that the state recognize these as legitimate alternative ways of accurately assessing student learning.

**Rationale.** An authentic assessment is defined as “an assessment composed of performance tasks and activities designed to simulate or replicate important real-world challenges” wherein students are asked “to use knowledge in real-world ways, with genuine purposes, audiences, and situational variables.” (Wiggins and McTighe, 2005). State and federally mandated assessments do not take into account the “distinctive social organizations, linguistic patterns, cognitive styles, motivations and values of the local community.” (Demmert, et al, 2006) severely limiting the ways in which Native students in particular demonstrate learning. The creation of district level authentic assessments directly tied to pedagogy compatible with Native epistemological philosophies provides for a wider repertoire of assessments by which students validate learning. By supporting the efforts to districts to develop authentic assessments, AASB can facilitate the empowerment of boards to increase the academic success and increase the graduation rates of all students, including Alaska Native students who are grounded in their cultural identity, with the ability to successfully pursue their goals. *Adopted 2015*

## **ACSA Joint Position Statements 2020**

***Adequate funding for public education is our number one priority.***

### **Priority Funding for Education**

The State of Alaska must provide timely, reliable, and predictable revenue for schools; funding for the actual cost of education in all districts; and provision for full funding for all initiatives, laws and mandates that require additional services. Early notification of funding and forward funding are crucial to sound financial management, as well as recruitment and retention of quality educators.

### **Revenue Enhanced Fiscal Plan Imperative**

Alaska has made progress by cutting the budget and restructuring the use of Permanent Fund earnings for sustainable funding of both the permanent fund dividend and a portion of government services. State expenditures have been cut by approximately 44% (\$3.5 billion) excluding dividends since FY13 when the current run of deficit spending began.

The need to finalize and implement a long-term, multi-revenue fiscal plan remains, especially with the commitment to additional PFD payments. Diversified revenue streams would address the remaining deficit and ensure the ability to fund service increases associated with economic development, inflation, and deferred maintenance capital requirements, while maintaining the existing minimal reserves in the CBR.

ACSA opposes cost shifting state expenditure responsibilities to local governments.

### **Social, Emotional and Mental Health**

Alaska's students endure extremely high rates of trauma and adverse childhood experiences (ACEs). One in two of Alaska's youth have lived through one or more ACEs by the time they begin kindergarten, and two in three will have one or more ACEs by the time they graduate. Higher exposure to trauma increases the likelihood of suicide, the second leading cause of death for American teenagers. Alaska has the highest rate of teen suicide attempts in the nation. We urge the state to provide resources so schools can partner with local communities to implement comprehensive, culturally appropriate school-based mental health programs that foster the health and development of students.

ACSA supports funding to enable schools to recruit, retain and increase their access to school counselors, school social workers, school psychologists, nurses and mental health specialists. Increased professional learning opportunities for school leaders and other school staff in planning and implementing interventions for students experiencing childhood trauma and other mental health challenges is also needed. ACSA supports increased SEL training, funding and/or personnel to increase SEL in our schools.

### **School Safety**

ACSA advocates for safe and secure schools as a catalyst for the prevention of school crime and violence. ACSA supports improving the safety and well-being of our students. We support providing school communities and their school safety partners with quality information, resources, consultation, and training services. School safety is developed through maintaining effective, positive relationships among students, staff, communities, and tribes responding to local needs.

ACSA supports full funding for law enforcement, VPSOs, and state troopers. School districts should have access to these public safety supports.

### **Early Childhood Education**

According to the 2019 Alaska Developmental Profile, nearly 70% of Alaska's students enter kindergarten lacking foundational preparation for learning. ACSA believes equitable access to fully-funded, sustainable 0-5 and pre-K learning programs provides a foundation of excellent social, emotional and cognitive instruction to students. Research clearly demonstrates that early intervention and instruction is one of the best ways to increase student achievement across all demographics and create the greatest opportunity for all students to read proficiently by third grade. Early childhood education should be part of public school funding through the base student allocation.

### **Increasing Bandwidth in Under-Served Areas**

Alaska's students need and deserve the full transformative power of technology and equitable access to online resources. Students, teachers and school leaders of Alaska, some of whom live in the most remote areas of the world, require access to modern technology in order to transform learning, create efficiencies, provide online health services, and keep pace with their peers globally.

ACSA supports continuing the Broadband Assistance Grant (BAG) and increasing the level of state-funded bandwidth for schools to a minimum of 25 megabits of download per second. This funding leverages federal E-Rate funds up to 9:1 match to provide Alaska's students and educators fair access to the digital world.

### **Career and Technical Education**

Career and Technical Education (CTE) for both rural and urban schools is critical to high academic standards and Alaska's economic growth and stability. Collaboration through professional learning with the Department of Education & Early Development (DEED), the Department of Labor & Workforce Development (DOL), and the University of Alaska with educators and industry-based professionals is needed for the academic integration of rigorous and relevant curriculum. ACSA fully supports voluntary internships that prepare students for high-earning, high-demand jobs, as well as dual credit offerings that provide opportunities to obtain an occupational certification or credential. These give students the opportunity to build future-ready skills. The alignment of CTE programs to meet the needs of local, tribal, regional and state labor markets through this collaboration is also important for improving on-time graduation rates, higher career earnings, and decreasing dropout percentages.

### **Preparing, Attracting and Retaining Qualified Educators**

Retaining effective educators and leaders is essential to closing achievement gaps and increasing student performance in all subjects across all grade levels. ACSA strongly encourages the development of comprehensive statewide programs to prepare, attract and retain high quality educators and professionals. ACSA further recommends strengthening statewide and national recruiting efforts along with a renewed commitment to growing our own educators, teachers, principals, and superintendents.

The national teacher shortage makes the need to better align the state's K-12 system with the University of Alaska paramount. We strongly support one unified University of Alaska College of Education. Exploring innovative alternative pathways is needed to attract high quality educators to the education profession and address unique circumstances. A competitive state retirement system must be available.

### **Health Care Costs**

We encourage solutions to the escalating costs of health insurance in the state. We support exploration of various mechanisms to decrease health care costs by such measures as: allowing employers to purchase health insurance policies across state lines, appropriate controls of the cost of medivacs, and promotion of pro-wellness lifestyles and proactive health care options.

### **Other State Issues**

Capital Improvement (CIP) Funding must be restored. Long-term fiscal planning is needed to maintain and protect infrastructure.

ACSA supports and expects the State of Alaska to fully utilize matching federal grant monies such as those required for Head Start and other early learning programs.

ACSA supports the local control and autonomy of Alaska's communities who are served through *all* 54 unique school districts.

The state should continue efforts to control the cost of workers' compensation claims, including adoption of medical treatment guidelines, improved management of claims, and an improved reemployment benefits process.

ACSA supports a non-partisan and independent State Board of Education whose sole purpose is ensuring a quality education for all of Alaska's children.

We're proud and supportive of educational alternative programs, so long as the directive in Alaska's Constitution is upheld: "***No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.***" This restriction includes vouchers and/or any other mechanisms. Our funding system must be transparent, inclusive and collaborative.

## **2020 JPS Federal Issues**

### **Forest Receipts (Safe and Secure Rural Schools Act)**

ACSA strongly endorses the continuation of the 100-plus year partnership that was created between the Federal Government and communities to compensate communities financially impacted by the placement of timber reserves into federal ownership. ACSA supports a long-term solution.

### **Every Student Succeeds Act (ESSA)**

ACSA encourages the United States Department of Education to continue to fulfill the bipartisan intention of ESSA by honoring local control.

Further, we encourage Congress to eliminate discretionary funding caps, to allow adequate investment in education, including full funding of the education programs authorized by the bipartisan Every School Succeeds Act.

### **Affordable Care Act (ACA)**

ACSA supports repeal or modifications to the Affordable Care Act (ACA) "Cadillac Tax" and how it applies to Alaska. The current calculation, due to begin in 2022, would unfairly penalize Alaskan employers for factors beyond their control. Solutions may include a geographic differential or other mechanism to recognize Alaska's unique cost structure.

### **Other Federal Issues**

We strongly oppose the use of public money to fund private/religious education through vouchers or other mechanisms.

We support full funding with cost of living increases of E-Rate, Indian Education, Impact Aid, and all Title programs with no significant program changes.

We support funding for social emotional learning, social workers, mental health support and 0-5 learning for all.

We encourage increased financial support and focus on school safety issues, but do not support arming school personnel. We do support hiring additional safety officers.



## AASB Legislative Priorities 2020

The AASB Board of Directors has chosen the following six priority areas for its 2020 legislative advocacy focus. Supporting resolutions of the membership can be found in the document ***Where We Stand 2020*** on the AASB website.

### **Sustainable, adequate funding for public education and our university system is the key to Alaska's future.**

Ensuring a stable, sustainable and adequate funding for public education is essential to Alaska's long-term success and viability. A strong, well-funded and effective University of Alaska college program is vital to the success of public education in our state. A sustainable, long-term fiscal plan is crucial to this priority. Excellent, effective public education of the state's children and young adults is not only a constitutional mandate it is the best hope Alaska has in meeting its many future challenges successfully.

For applicable AASB resolutions in ***Where We Stand*** see the section(s): ***Funding***

### **Provide a culturally responsive education that includes language, place, and relevance.**

AASB supports and encourages the creation of culturally responsive learning environments that support high expectations and academic achievement for all learners. In particular, AASB endorses the need for Alaska Native students to connect with their culture through the preservation and use of indigenous Alaska Native languages in the education system.

For applicable AASB resolutions in ***Where We Stand*** see the section(s): ***Personnel, Education Programs***

### **Embed practices to support the whole student and whole school (trauma engaged).**

AASB recognizes that Alaska students experience high rates of adverse childhood experiences and childhood trauma. These experiences disproportionately impact education, health, safety and employment outcomes of Alaskans. AASB supports whole-school and trauma-informed approaches that transform learning environments, school climates, teaching practices, and relationships with students and their families. This can include:

- ✓ Caring relationships that are foundational
- ✓ An understanding of trauma and resiliency
- ✓ Integration of learning experiences for the whole child (social, cognitive, emotional, and physical)
- ✓ Prepared adults practicing and modeling skills



- ✓ School-wide coordination and climate building

For applicable AASB resolutions in ***Where We Stand*** see the section(s): ***Child Advocacy, Personnel***

## **Supporting literacy as a fundamental educational right and responsibility of the State of Alaska**

AASB strongly recommends the legislature and the Governor fund and support statewide efforts that focus on significantly improving literacy skills for all Alaskan students but in particular, students' pre-k through the third grade. The ability to be proficient in literacy skills by the third grade has immense long-term impacts on the likelihood that those students will graduate high school and become productive, successful members of our society. The economic and human toll of an illiterate population is devastating to our state and our nation.

For applicable AASB resolutions in ***Where We Stand*** see the section(s): ***Funding, Education Programs***

## **Preparing students entering school to be ready to learn.**

AASB encourages the Legislature to invest in Alaska's future workforce by supporting and providing resources for a quality Pre-K experience for every child. Many students enter kindergarten unprepared to begin school. Starting school without strong learning skills places some students in a position from which they may never be able to recover. Students who remain behind classmates throughout their public school experience are likely to be continually disadvantaged throughout their lives.

For applicable AASB resolutions in ***Where We Stand*** see the section(s): ***Funding, Child Advocacy, Education Programs***

## **Increase retention, recruitment, and training of highly effective teachers**

AASB urges the Legislature to provide resources for a robust teacher-mentoring program while also supporting efforts, which will help retain highly effective teachers who depart the state because they can be, better compensated elsewhere. School districts across Alaska find it increasingly difficult to retain qualified, effective teachers let alone attract new candidates to vacant positions. The turnover rate is staggering in both urban and rural districts. AASB encourages the University of Alaska system to continue its emphasis to increase and improve training of teaching candidates for Alaska.

For applicable AASB resolutions in ***Where We Stand*** see the section(s): ***Funding, Personnel***

### In attendance:

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

### Vision:

Together, strong in identity, purpose, potential

### Mission:

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

### Aspirations to Goal Areas\*

1. Students are prepared and empowered to find their purpose and pathway.
2. Educational experiences respectfully integrate local and indigenous identity.
3. Students and families are positively connected to school, community and culture.
4. Retention of effective administrators, educators and staff.
5. Educational system that excites students to reach their learning potential.

*\*Superintendent and team will now develop Goals/Objectives/Strategies and Activities to make these aspirations realized.*



### Strengths:

- Community support and partners
  - NPS is a willing and approachable partner
  - Community support
  - Growing relations with the city
  - Resources to help students and families
  - Nome gives thousand's of \$\$\$\$ to graduates
  - Collaboration
  - Support from partners
  - Supportive organization
- Student Focused
  - Student centered approach
  - Focus on elementary school
  - Our kids are go – getters
  - Nome has many students
  - A lot of local talent
  - Students are loyal to school
- Dedicated staff
  - Communication
  - Longevity of teachers
  - Local hire where possible
  - ACSA
  - Stable leaders
  - Teacher professional dev. (i.e. Wed. Min. Day)
- Nurturing environment
  - Teachers go above and beyond
  - Flexibility
  - Supportive administrators
  - Staff are open and accepting of students sexuality and gender orientation (pronouns)
  - Caring staff
- Extra curricular activities
  - HS dance group
  - NYO
  - E sports
  - Athletics
  - Support for sports
  - Athletics with community support
- Fiscally responsible
  - Federal funding
- Inclusive
  - Generations go thru NPS

- Honoring local cultures
  - Community diversity (multi cultural)
- Know our Strengths and Weaknesses

### Weaknesses

- Financial Needs, lack of state funding
  - Need more grants to support culture and language as well as technology classes
  - Maintain and upkeep of the facilities
  - Short funded
  - Aging facilities
- Staff support and lots of staff turnover
  - School work over load
  - Consistency; inconsistent; implement then new person both admin and teachers
  - Staff overburdened
  - Staff turnover
  - Staff spread too thin
  - Turn over
  - Lack of housing
- Engagement
  - Lack of strong PTA or Parent Booster club
  - Lack of after school opportunities
  - Family involvement
  - Location of NBHS
  - Communication with teachers/staff on student events / activities get on the same page
- Student achievement
  - Many assessments; little time to address issues
  - Pre-K kindergarten readiness
  - Attendance of staff and students
  - Chronic absenteeism
  - Excessive testing
  - Lowering expectations
  - Inflated grades
- Student needs and SEL
  - Not enough support staff
  - Lack of mental health support for students
  - Students behavioral needs improvement
  - Lack of support for students with special needs
  - Social emotional issues of families
- Post 2ndary life skills
  - Preparation for work and world lacking for students

- Not providing education regarding how criminal background impact employment
- Culture and curriculum relevance
  - Non relevant curriculum
  - Lack of Native Art in schools; public display reflecting cultures of community
  - Lack of culturally relevant curriculum
  - K-12
  - Lack of comprehensive all grade native language teaching
  - Lack of local history
  - Lack of curriculum
- Teacher prep and prof. development
  - No specific contact or lead for cultural curriculum/language or CTE ore post secondary
  - Need for more cultural awareness training
  - Awareness of how worldview impacts others. Challenge to adopt or change

### Threats

- Institutional racism
- Perceptions
  - Parents move after kids are bigger for educational reasons
  - Perceived better educational opportunities at other schools
  - Family needs
- Attitudes/behaviors and toxicity
  - Passing blame
  - Passivity
  - Bullying
  - Turning education into a political issue
  - Perception parents don't care about students education or they only care about student grades
  - Students lack confidence
- Staffing and employment issues
  - Leaders are over burdened
  - Too many things on teachers plates
  - Housing
  - Teacher shortage
  - High cost of living
  - Low salaries not competitive
  - Shallow job pool
  - Staff turnover
  - Teachers use this as stepping stone to get to urban schools
  - Loss of experienced teachers
- Systems

- Lack of forward funding
- Students pursue other options b/c of lack of dual credit and secondary ed prep
- Mental and physical health
- Unsafe facility
- Not enough PD time
- Scheduling and options
- Sharing in comprehensive data analysis; using data to map success
- Classroom sizes too large; funding less teachers, bigger classes
- Loss of language and culture
  - Needed classes not offered
  - Materials not culturally relevant
  - Few language speakers
  - Loss of Native language speakers to teach
- Academic underachievement
  - Social progression vs. meeting standards
  - Dropout and or GED
  - Expectations
  - Lack of continued focus for reading
  - Transient students / gaps
  - Low reading scores

### Opportunities

- Parent and family engagement
  - Parent group
  - Parent booster club revitalization
  - Involve alumni in volunteer roles with school coordination and notices
  - Increase family involvement; headstart, family fun night
  - On site engagement opportunities, open house etc.
  - Be a student for the day program (parents)
  - Absenteeism
  - Parent guardian involvement
  -
- After school connections
  - More fun student activities in school / classes
  - Need for clubs and non profits
  - After school clubs, i.e. reading club STEM in and out of schools
  - Graduates of Nome act as mentor for students
  -
- Staff retention, connection and development
  - Helping teachers prepare to teach; have humility to learn, expand exposure
  - Staff to staff connections

- New teacher mentor program to initially host 1-2 weeks
- Staff community engagements; connections
- Attractive employment packages
- Differential instruction
- Partner supported Professional development
- Form interagency teacher and staff support/activities and outings
- Support organizations
  - First Alaskans
  - Web resources
  - Big Brother/Big Sister
  - ANSEP type programs
  - NW Campus classes for credit
  - NSHC/KAW wellness program
  - BHS support
  - Head start and pre school
- Cultural connections
  - Culturally relevant curriculum
  - Local artists invited in; visual, dance, carving
  - Inupiaq word or phrase of the day in all classrooms with students pod/recording of speakers weekly
  - Invite knowledge holders
  - Elders
  - Culture camp with Native Language
  - Culture bearers
  - Positions of collaborative nature within Native Intitenties
  - AK Native Knowledge Network
  - Local Alumni/ local experts
- Pathways for development / Post 2ndary options / Cultural bearers
  - 2 year program for educational leadership; staff career ladder and training to become teacher
  - Positive connections; nights with teachers and school
  - Scholarship organization (GOOT) for a full award for becoming a teacher
  - Job shadowing and internships
  - Mentorship program with students/teachers how to be in our community
  - Reach out to orgs to talk with Jr./Sr. about jobs/careers in Nome region
  - Local alumni
  - Post 2ndary options:
    - PPTS work group
    - Staff to student connections
    - Dual credit classes that count towards a degree AA or BA
    - Businesses/community speakers
    - Dual credit life prep
    - Dual credit and certification opportunities
    - Local internships

- Special needs supports.

### Trends

- Attack on public education
- Decreased funding and increase cost to keep buildings open
- Fewer teachers
- More lock downs
- Impact of social media (some + some -)
- Mental health and suicide issues
- Cell phones
- Delayed maturity but sooner physical maturity
- Increase use of technology in classes
- Division between standardization and autonomy
- Teachers tasked to teach life skills and SEL
- More assessment; too much
- Teen pregnancy
- LGBTQ Community
- Desire for personalized learning
- Increased bullying
- Finally realize that it is not just college bound but CTE is important.
- Casual insults
- Loss of arts
- Loss of home ec classes
- Rise in student protests



## *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.