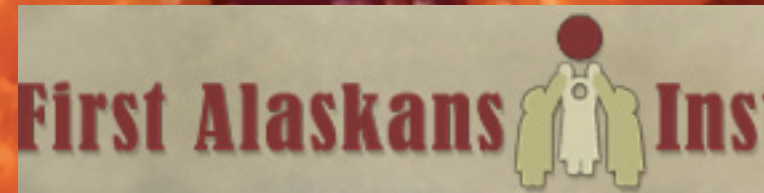


Cultural Safety and Equity in Education Policy Review





Nome Public Schools

Achieving Excellence

...educating our future, guided by our past



Association of Alaska School Boards

Advocates for Alaska's Youth

National Education

- Significant differences in the proportion of Culturally and Linguistically Diverse students who are receiving special education services in more restrictive or segregated programs;
- Excessive incidence, duration, and types of disciplinary actions, including suspensions and expulsions, experienced by CLD students.

Statewide

- Graduation Rates
- Attendance
- College Entrance Exams
- School Safety
- Family Engagement (*)



Cultural Safety in Education (Phase 1)

1) Board Responsibilities: policies and accountability

- 2) Hiring and training guidelines for district staff;
- 3) Regionally enhanced curricula including regionally accurate Alaska histories;
- 4) Community and culturally relevant training for school staff;
- 5) Creation of culturally safe and integrated school environment and facilities;
- 6) Practices for community conversations on racial equity, histories and healing conversations;
- 7) Opportunities for collaborative planning and co-creating solutions
- 8) Access to culturally specific activities
- 9) Instructional practices and outcomes

Over emphasis on English, verbal skills. Need to recognize other ways of processing/learning/sharing information. Students feel dumb if can't answer quick, after spit.

Validating youth aspirations & goals
respect for other ways of conceptualizing ideas, being creative in problem solving

Grow our own. Local knowledge experts.

Social Emotional Learning. Take time to develop respect, community.

Individuality vs community extended family valued value systems different definitions of success? Local traditional knowledge not valued
Timing of school year
Local history!!

Need for more physical activity. Is homework really benefitting youth?

Partnership w/ Cultural Center & Schools of Nome & region

Everybody is important and has a valuable contribution to the community/family. We have a great

New grading System or Correcting System without "Fail" in it. more in depth grading

No child left behind Kids move at different paces!! make it easier to go ahead/hold them back

get rid of Social Studies, reinforce more AK history BEFORE western contact. From the eyes of indigenous peoples

Local Knowledge experts; passing wisdom from real life experiences

(Phase 2) Scan, Plan, Prioritize and Pilot

- 1) Board Responsibilities: policies and accountability
- 2) Hiring and training guidelines for district staff;
- 3) Regionally enhanced curricula including regionally accurate Alaska histories;
- 4) Community and culturally relevant training for school staff;
- 5) Creation of culturally safe and integrated school environment and facilities;
- 6) Practices for community conversations on racial equity, histories and healing conversations;
- 7) Opportunities for collaborative planning and co-creating solutions
- 8) Access to culturally specific activities
- 9) Instructional practices and outcomes

Alaska Department of Education and Early Development
 2015-16 Report of Children Ages 3-21 with Disabilities Subject to Disciplinary Removal
 By Race/Ethnicity, Gender and LEP

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions		5. Disciplinary Removals			
	A. Number of Children	B. Number of Removals for Drugs	B. Number of Removals for Weapons	B. Number of Removals for Serious Bodily Injury	Number of Children	A. Number of Children with Out-of-School suspension/Expulsions Totaling 10 Days or Less	B. Number of Children with Out-of-School suspension/Expulsions Totaling > 10 Days	A. Number of Children with In-School suspension/Expulsions Totaling 10 Days or Less	B. Number of Children with In-School suspension/Expulsions Totaling > 10 Days	A. Total Disciplinary Removals	B. Number of Children with Disciplinary Removals Totaling 1 Day	C. Number of Children with Disciplinary Removals Totaling 2-10 Days	D. Number of Children with Disciplinary Removals Totaling > 10 Days
Hispanic	0	0	0	0	0	91	17	83	*	359	46	92	23
American Indian/Alaska Native	*	0	*	0	0	504	52	452	7	2133	282	464	82
Asian	0	0	0	0	0	17	*	16	*	67	11	17	3
Black	0	0	0	0	0	93	34	87	4	454	33	85	50
Native Hawaiian/Pacific Islander	0	0	0	0	0	44	*	38	*	173	18	40	16
White	0	0	0	0	0	476	61	431	4	1692	273	442	88
2 or More	0	0	0	0	0	196	25	161	*	689	70	190	44
Total	*	0	*	0	0	1421	203	1268	21	5567	733	1330	306

Gender

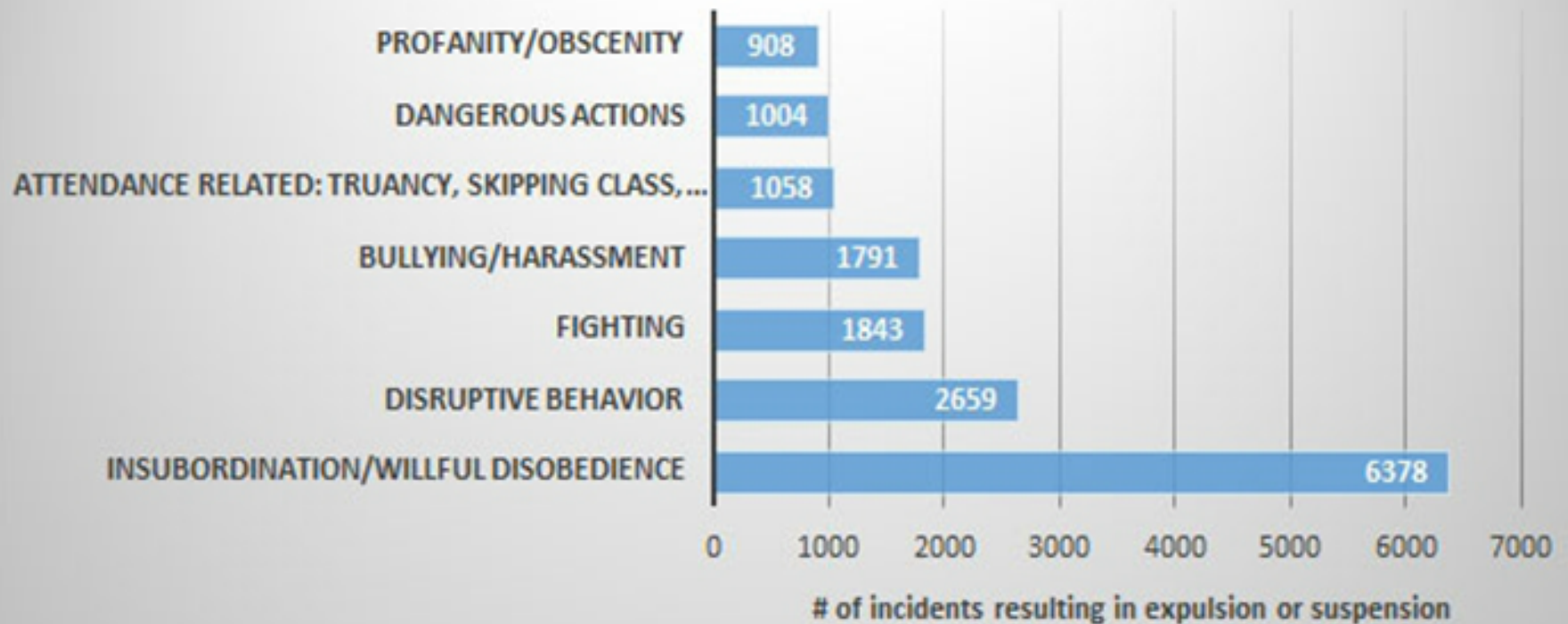
Male	*	0	*	0	0	1173	173	1019	*	4636	570	1090	264
Female	*	0	*	0	0	248	30	249	*	931	163	240	42
Total	*	0	*	0	0	1421	203	1268	21	5567	733	1330	306

LEP

Yes	*	0	*	0	0	302	34	282	5	1381	161	301	50
No	*	0	*	0	0	1119	169	986	16	4186	572	1029	256
Total	*	0	*	0	0	1421	203	1268	21	5567	733	1330	306

* Results cannot be published without releasing personally identifiable information.

Top reasons for expulsion or suspension



2015–2016 School Year:

- 20,585 suspensions and expulsions
- Nearly 10,000 suspended (1 in 13)
- Majority for nonviolent, non-safety-related incidents

School Climate and Connectedness Survey: Connectedness Scale Statewide

QUESTION

› I have a strong sense of belonging to my culture.

60 %
responded
favorably

QUESTION

› In general, my culture is an important part of my self-image.

57 %
responded
favorably

QUESTION

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

51 %
responded
favorably

QUESTION

› My school values the language and culture of my family.

53 %
responded
favorably

QUESTION

› My teachers make an effort to represent my culture in class lessons.

36 %
responded
favorably

QUESTION

› I see people like me represented in class lessons, posters around the school, etc.

43 %
responded
favorably

Explore this topic by subgroup

Click on a subgroup category below to see the percentage of favorable responses by subgroup for Cultural Connectedness.

Subgroup category	Subgroup	Percentage of favorable responses
Role in School	Classroom Teacher	65%
Years in School	Administrator	81%
Years in District	Other Certified S...	68%
Staff Gender	Classified Staff	69%
Staff Race/Ethnicity	Other	69%

Total of **5,598** responses

Explore this topic by subgroup

Click on a subgroup category below to see the percentage of favorable responses by subgroup for Cultural Connectedness.

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A scenic landscape featuring a large body of water in the foreground, likely a lake or wide river, with rolling mountains in the background. The sky is filled with soft, white clouds, and the overall lighting suggests a bright, slightly overcast day. The colors are muted, with a palette of blues, greys, and whites.

<http://aasb.org/cultural-safety-in-education/>