

Strategy Session

For each of the below topics, attendees were asked:

- How would reduced funding impact your students?
- How would reduced funding impact your district?

TRANSPORTATION

- Student activities
- Staff trainings
- CTE educators
- Related service providers
- Contractual bus/air services
- Safety
- Bus monitors, AIDS, Pre-K Bus
- Trouble filling driver positions due to non-compatible wages in the region
- Supplies
- Food
- Teachers and staff
- Reduced population (Alaska Marine Highway System)
 - Costs, food, etc.
 - Inability to leave city
- Higher fuel prices affects contracted bus services which leads to taking away from generation fund
- Student attendance, student achievement
- Economic impact on community (job loss)

CLASS SIZE

- School scale size
 - Smaller schools will feel perip. Impact
 - Schools not built for large sizes
- Increase[d] class size [will] decrease teacher effectiveness
- Merge grade/combine classes
- Lose extracurricular classes
 - Decreases offerings
 - Decrease curriculum diversity
- Decrease in space and resources in classrooms for centers
- Loss of teacher positions
- Decrease student engagement:

- Loss of ability to individualize lessons & relationships
- Behavior classroom problems increase students more likely to fall through the cracks.
- Eliminate classes/programs
- Close schools, communities die
- Decrease in student learning and performance
- Safety challenges
- Teacher burnout
- Less challenging classes lower quality education
- Increased maintenance costs
- Increased class sizes promotes out-migration
- Decreased parent and teacher coordination/communication

EXTRA-CURRICULAR ACTIVITIES

- Cut across the board- no activities!
 - 9.9 million cut- all activities will be cut.
 - No after-school programs
 - No art teacher or art provided. Possible funds from borough?
 - Cut music teacher
 - Cuts to CTE programs-
 - No sports
 - No youth leadership conference
 - Loss of cultural activities
 - Loss of field trips
- Choosing between existing activities
- No travel
- Life lessons will be lost
- No coaches, athletic director
- No extra duty contracts
- Increase in obesity
- Community
 - Loss of community connectivity
 - Lose interaction with the community
 - More discipline problems in school and in the community
- Problem attracting military families to district
- Loss of external support compound funding problems
- Loss of engagement & motivation for school
- No experience for college applications
- Parents taking kids out of district to homeschool or other districts

- Decrease in grades
- Rise in absenteeism (decrease in attendance)
- Increased drop out rates
- Loss of jobs & talented teachers
- Scholarships
- Delinquency and other unproductive activities afterschool
- Less whole-child development (confidence, SEL), decreased well- being
- Fewer opportunities for leadership
- Challenges with teacher recruitment and recruiting other community members.

INFRASTRUCTURE (MAJOR CONSTRUCTION)

- Deferred maintenance eventually causes increase in costs.
- No new renovation/construction at all.
- No new school bonds (municipalities).
- Decrease in learning space hinders learning opportunities
- Board debt reimbursements may decrease city contributions to school funding.
- No opportunity to address needs for new facilities
 - (erosion encroaching on current buildings).
- Safety
 - Safety considerations (sprinkler, fire suppression systems)
 - Replace intercom system delayed (serves entire school)
 - Other safety, camera use, door lock systems
 - Life, safety, health issues
- Dipping into other funds
- No funds for emergency repairs
- Cut custodians
- No housing for teachers
- Strain partnership/relationship with municipality
- Aging facilities and repairs
- Social and land differences varying from village to village
- Code standards
- Climate change costs
- Bandwidth and other infrastructure to support connectivity
- Long-term- increased class sizes
- Resolving contamination in older school remodel/ updates.

CLASS OFFERINGS

- Some districts are all only required courses (can't afford cuts)
- Dual credit courses would be cut
- Pre-K, music, art, band
- Deceased electives (if offered)
- Class sizes would go up
- Teachers teaching (out of content)
- Less opportunities to engage students
- STEM, computer science would be cut, i.e. coding
- Distance learning- internet
- Less well-qualified teachers
- Language immersion programs
- Cultural programs/language teachers
- Decreased engagement
- Decreased attendance
- Increase in SEL impact (Trauma, depression, etc.)
- Increase in effects on economy due to fewer staff
- Increase in mobility of families (moving out of state?)
- Workforce development impact (attracting folks from out of state)
- Alternative education settings, credit recovery, school within a school
- Cut vocational education
- Cut professional development
- Homeschooling? Materials, facilitators
- Art Classes
- Counselors
- Librarian and aids
- All classroom aids
- Loss of students
- Defer curriculum review and development

CULTURALLY RESPONSIVE

- Lose ability to develop local, culturally, responsive materials
- Expansion of language programs would cease
- Lose ability to attract local grown teachers
- Possible elimination of bi-cultural programs
- May never get Yupik immersion
- Loss of 2nd language=loss of academic strength

- Loss of professional development/training for local workforce
- Loss of community engagement and participation
- Lose “whole child” approach
- Loss of “safety” nets that connect the culture
- Learning process of making connections lost
- Loss of funding for teacher orientation
- Further erosion of cultures
- Importance of cultural connections to the land, sea, environment
- Curriculum Development
- Involvement of elders (elder connection)
- Teacher standards
- Lose local supports in education such as Marine Advisory program and UAF
- Culturally Responsive Standards not being met
- Loss of traditional art
- Achievement gap continues

STUDENT SUCCESS

- Less opportunities
- Increased class size
- Staff
 - Staff retention
 - Lose staff (teachers, support staff, maintenance)
 - Decreased professional development
 - Reduced training opportunities will negatively impact student success.
 - Lose distance-learning
 - Lower test scores
 - Decreased cultural in-service (teachers from outside)
 - Decreased ability to attract quality teachers
- Decreased in quality of life
- Reduced student engagement
- Reduced intervention
- Reduced resources
- Reduced cultural responsiveness/student identify
- Cutting pre-k & extra supports will reduce student success
- Cutting activities will reduce motivation for students to stay in school
- Loss of funding for outside resources including itinerant professionals

- Increased multi-graded classrooms
- Decreased SEL skills and permanent life skills
- Increased health-related issues/mental health
- More students falling through the cracks
- Increased absenteeism (chronic)

SCHOOL SAFETY & WELL-BEING

- Counselors, nurses are out
- Increased classroom size
- Engagement and feeling of safety decreases
- Health
- Lack of training for teachers and aides (MANDT, etc.)
- Impact of trauma-engaged schools/programs
- Increased fop-outs
- Increased suicide
- Eliminate student engagements, activities, etc.
- Delayed maintenance/campus safety
- Overcrowded classroom
- Reduce nutrition
- Losing experienced teachers and being replaced with those who have significantly less experience
- Increased pressure on existing admin & teachers
- Unsafe playgrounds
- School facilities would be affected by cuts; we need school buildings to meet code.
- Instructional aides, if decreased will affect school climate
- Will increase substance abuse
- Increased insurance costs
- Widen the gap between schools and communities
- Bullying would increase
- Area where student achievement can begin if funded.
- Health and well-being partnership between school & community
- Students not feeling safe at school
- Teachers not feeling safe
- Fewer lunch/recess monitors
- Teachers need more professional development at university level
- No funding infrastructure needs
- Quality of teacher housing
- Unsafe vehicles; lack of maintenance/replacement
- Lack of vehicle drives and back up drive

- Road maintenance
- No school resource officers

TEACHER RECRUITMENT & RETENTION

- Increased turnover
- Difficulty recruiting (low salaries= less experiences)
- Loss of grown your own
- Affordable housing & utilities (cost-shifting)
- Decreased retention- early retirement, insecurity of teachers
- New teachers = less cultural awareness = less effective and engagement
- New teachers have less expertise in various subjects and less classroom management
- Close schools due to lack of money
 - Decrease in enrollment
- Community resources- putting more pressure on communities
- Increase in type M certificates
- Less to choose from
- Lower student performance/achievement
- Loss of relationships
- Increased cost for recruiting & orientating new teachers
- Increased instability overall