

# School Recognition & Support

## March 19

Alaska Department of Education and Early Development

Sharon Fishel, Education Specialist II

Micki Dunn, Education Specialist II



# Our Mission, Vision, and Purpose

## OUR MISSION

- › An excellent education for every student every day.

## OUR VISION

- › All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.
  - Alaska Statute 14.03.015

## OUR PURPOSE

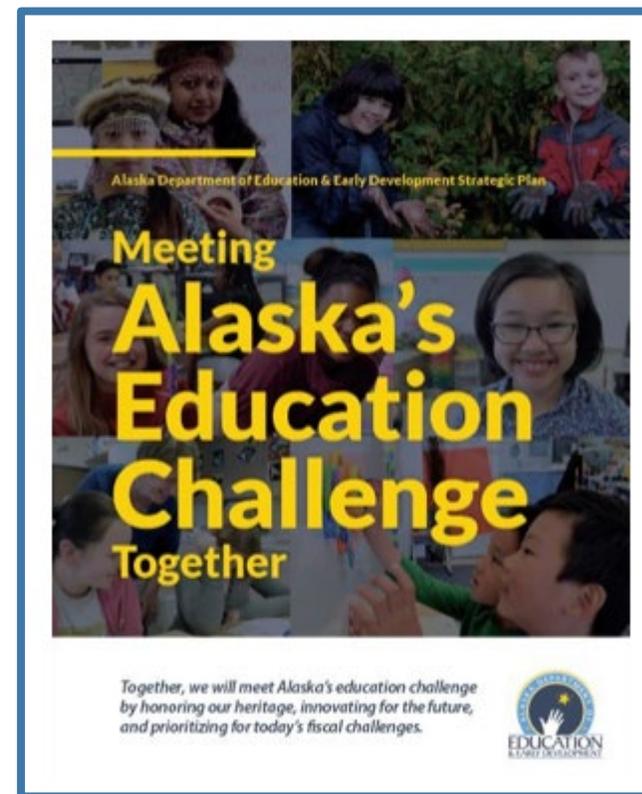
- › DEED exists to provide **information, resources, and leadership** to support an excellent education for every student every day.



# Strategic Priorities: Alaska's Education Challenge

## Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. **Improve the safety and well-being of students through school partnerships with families, communities, and tribes.**



[education.alaska.gov/akedchallenge](http://education.alaska.gov/akedchallenge)

# Alaska's Education Challenge

## Safety & Well-Being

Improve the safety and well-being of students through school partnerships with families, communities, and tribes



**Strategy 1: Create a sustainable and positive school climate**

**Strategy 2: Building Trauma Engaged Schools**

**Strategy 3: Increasing access to student health through counselors, nurses, and school social workers**

Three  
Commitments

# MH Supports in Alaska Schools History

Alternative Schools Trauma Focus

2008

TES Collaboration, AMHB, DPH, DBH, AK Trauma Center

2013-2015

TES AMHB & AASB & DEED Collaboration

Spring 2017

Transforming Schools Framework Development

May 2017- Dec 2018

Release of "Transforming Schools: A Framework for Trauma Engaged Practice"

Jan. 2019

Released Online Trauma Toolkit

Aug. 2020

REL NW Project Began

Jan. 2022

School based Suicide Prevention Grants 2013-current

AWARE 1

Mental Health Scans  
May 2020  
Sept. 2022

AK RISES TRDG

AWARE 2

PBIS Initiative



AKPBIS & TES Integration

Skill Instruction

Schoolwide Practices and Climate

Support Services



Professional Learning

Deconstructing Trauma

Planning and Coordination of Schoolwide Efforts

<p><b>Step 1:</b> District and School Infrastructure and Readiness with Educator/Student/Family/Community Involvement (TFI 1.10, 1.11)</p>
<p><b>Step 2:</b> District/ School Commitment to Professional Development on PBIS &amp; Trauma Engaged Schools (TFI 1.7)</p>
<p><b>Step 3:</b> Establish a school-level PBIS leadership team incorporating internal and external coaching (TFI 1.1 &amp; 1.2)</p>
<p><b>Step 4:</b> Create Behavior Expectations &amp; Schoolwide Matrix (TFI 1.3)</p>
<p><b>Step 5:</b> Create Behavior Purpose Statement/Mission incorporating cultural values</p>
<p><b>Step 6:</b> Define Problem Behavior Major and Minor and Review Office Discipline Referral Form (TFI 1.5)</p>
<p><b>Step 7:</b> Procedures for teaching schoolwide/classroom expectations and social, emotional, and behavioral skills (SEB) (TFI 1.4 &amp; 1.8)</p>
<p><b>Step 8:</b> Acknowledging/encouraging expected and appropriate behavior (TFI 1.9)</p>
<p><b>Step 9:</b> Reviewing discipline policies and student handbook for restorative practices (TFI 1.6)</p>
<p><b>Step 10:</b> Ongoing data-based decision making, monitoring and evaluation (TFI 1.12, 1.13, 1.14, 1.15)</p>

Cultural Integration and Community Co-creation

Family Partnership



Policy Considerations

Relationship Building

Self-care



# Multi-Tiered System of Support



- To promote a safer and healthier school environment by developing and implementing MTSS for student social and emotional well-being.
- It has long been established that Positive Behavior Intervention Systems (PBIS), the most common form of non-academic MTSS, are effective in supporting student social-emotional development.
- However, PBIS programs are inherently developed with the assumption that all children and adolescents function on a simple reward system, which ignores complex trauma triggers and emotional dysregulation.
- With this in mind, MTSS needs to focus on addressing the root causes of behaviors aligned with positive school-wide practices and climate

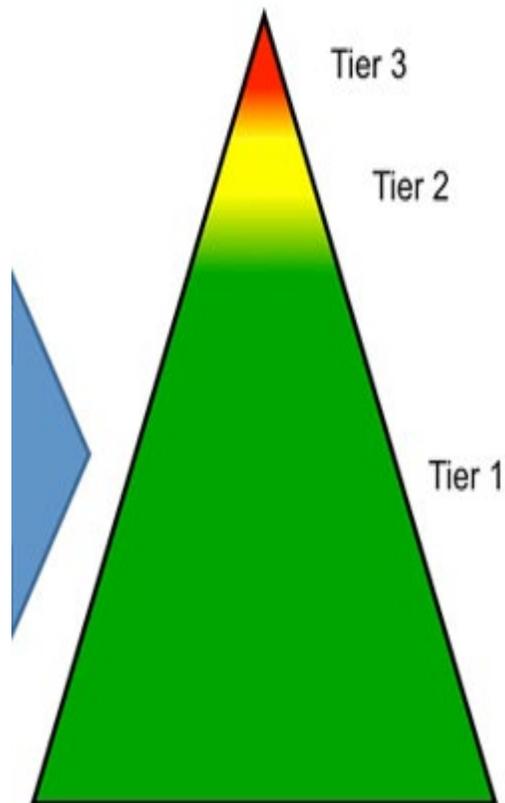
# How do we bring it together?

## Academic Interventions

## Behavior Interventions

## Trauma Engaged Values

**Response to Instruction  
School Improvement Plans**



Behavioral Supports

Crisis prevention & Response

Emotional & physiological regulation

Environment, culture & climate

Relationships

Social emotional learning

Policies

Educator capacity

Community partnerships

Parent & caregiver involvement

Assessment & screening

**Safety**

**Empowerment**

**Collaboration**

**Trust**

**Choice**

**Restorative**

**Practices**

**Relationships**

**Regulation**

**Beware of  
secondary trauma**



# Districts with Schools Participating in DEED PBIS

# AK PBIS

- This initiative started in Jan of 2022
- All CSI School Improvement Schools were invited.
  - FY 22
    - 9 districts
    - 17 schools



- Alaska Gateway School District
- Bristol Bay Borough School District
- Kodiak Island Borough School District
- Kuspuk School District
- Lower Kuskokwim School District
- Nome Public Schools
- Northwest Arctic Borough School District
- Yukon Flats School District
- Yupiit School District

# AK PBIS



- FY 23
  - 8 districts
  - 31 schools
- Bristol Bay Borough School District
- Kodiak Island Borough School District
- Kuspuk School District
- Lower Kuskokwim School District
- Nome Public Schools
- North Slope Borough School District
- Northwest Arctic Borough School District
- Southwest Region School District

- FY 24
  - 8 districts
  - 34 schools
- Bristol Bay Borough School District
- Kodiak Island Borough School District
- Kuspuk School District
- Lower Kuskokwim Borough School District
- Nome Public Schools
- North Slope Borough School District
- Sitka School District
- Southwest Region School District

# AK PBIS

## Urban Schools:

- Anchorage School District
- Fairbanks North Star Borough School District
- Matanuska-Susitna Borough School District
- Ketchikan Gateway Borough School District





# What is school climate?

## School climate refers to the quality and character of school life.

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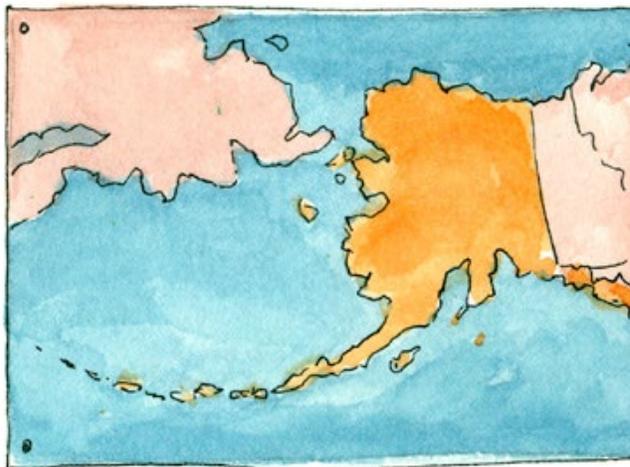
*“Positive school climate and connectedness is not a program but a way of engaging in the world. How do we make this the foundation of all of our interactions?”* -Alaska school counselor

# Key Research

Research consistently shows that positive student and staff perceptions of their school climate are linked to increased student academic achievement and graduation rates, increased staff job satisfaction and decreased student risk behaviors.

O'Brennan, L. & Bradshaw, C. (2013). The *Importance of School Climate*, Research Brief by Johns Hopkins Center for the Prevention of Youth Violence for the National Education Association.

# Key Research



When staff members feel supported by administration, they report higher levels of commitment and job satisfaction.

O'Brennan, L. & Bradshaw, C. (2013). The *Importance of School Climate*, Research Brief by Johns Hopkins Center for the Prevention of Youth Violence for the National Education Association.



## Cultural Connectedness

Partnerships with the community can help strengthen a school's sense of cultural connectedness

# Safe – Predictable - Supportive

The school develops and designates quiet and safe spaces inside and outside the classroom for students to find calm and balance, or to self-regulate when experiencing behavioral and emotional challenges.



# A Change in Perspective

## Old Way

“What can I do to fix this child?”

## New Way

“What can we do to help all children feel safe and participate fully in our school learning community?”

Cole, S.F., et al. (2009). *Helping Traumatized Children Learn*, Boston, MA: Massachusetts Advocates for Children.



## What is School-wide Positive Behavior Interventions & Supports?

- Schoolwide practices refer to **routines, structures, and strategies** that are agreed upon and **used across the school** throughout the school day.
- Schoolwide practices make it clear that **everyone in the school** community has a role and responsibility in creating a safe and respectful learning environment.

Evidence-based Multi-tiered Framework implemented to make schools more effective.

Establishes a social culture and clearly defines behavioral expectations.

Creates a climate to support engagement and improve academic outcomes.

Unique to each school and created as a grass roots program.

Good “cultural fit” for the Alaska.

Data based decision making to meet site and district needs.

Provides flexibility to implement in schools, homes, and community.

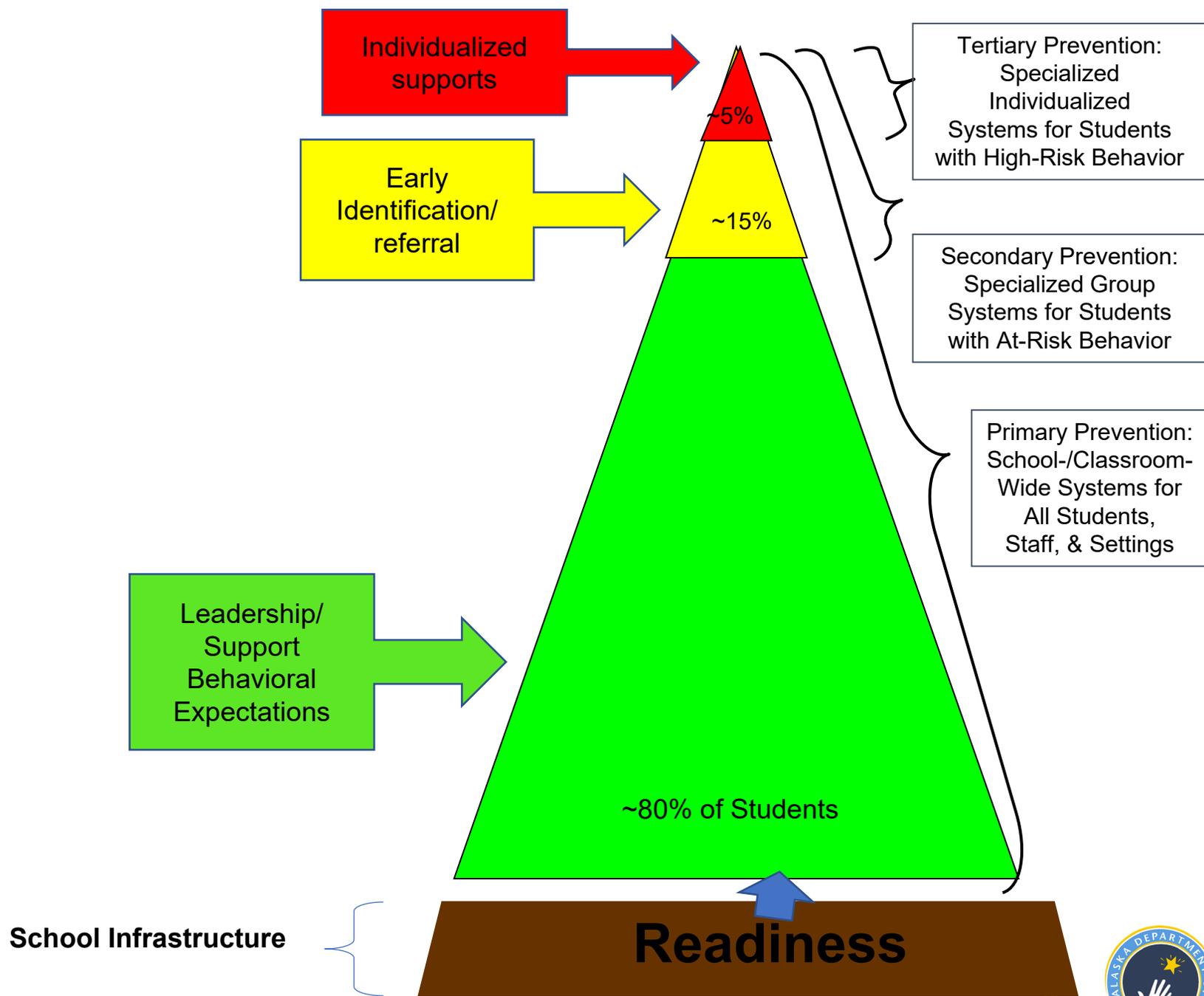
## SW-PBIS is:

# The Tiers

PBIS is an evidence-based three-tiered framework that integrates data, systems and practices.

PBIS works to positively reinforce school-wide expectations and reward students for their efforts.

PBIS supports academic, social, emotional, and behavioral competence of all students.



# Relationship Building

“There’s always a story behind a student’s behavior and I do my best to tune in carefully to what the student says or doesn’t say” 20 year Alaska Educator



## Research Supports Lived Wisdom of Collective Experience

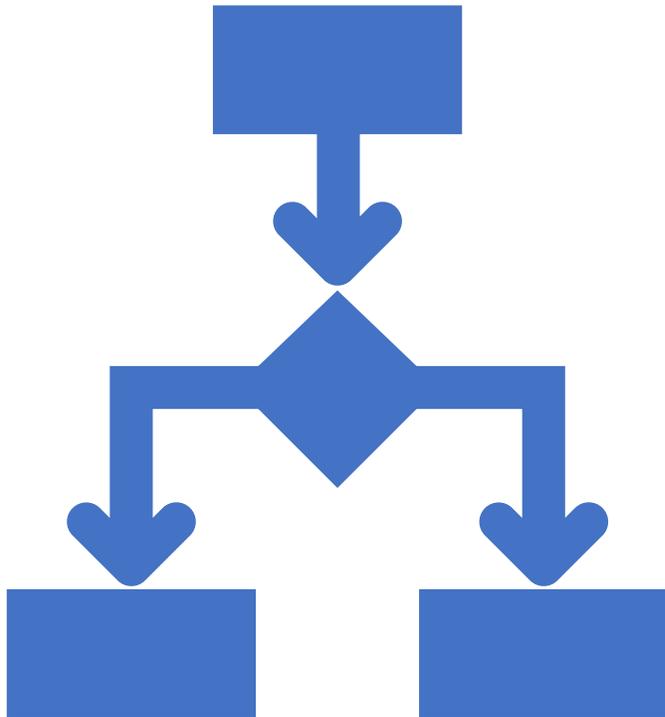
# Evidence Shows:

Collective, collaborative experiences are crucial protective factors and builds community level strength.

Authentic relationships foster healing. This is the heart of trauma-engaged work.



# How Families and Community can Support SW-PBIS Initiative



- What to share with families?
  - Share the “big picture” of SW-PBIS framework
  - Expectations – how they can support the behavior expectations in other non-school settings
  - How they can support reinforcements & consequences across environments
  - Plan on giving updates of behavior data just like academics
  - See how they can get involved or support the school-wide plan
  - Sample of SW-PBIS matrix for home
- Community Engagement

# Transforming Schools: a Framework for Trauma Engaged Practice in Alaska

An Excellent Education for Every Student Every Day



**First Alaskans Institute**

[Transforming Schools Framework](#)



# *Transforming Schools Framework* project

Our Response to the  
Education Challenge:



- Each chapter of framework includes
  - an example story of a student or teacher that highlights common practices and transformative practices that consider trauma-engaged approaches, and
  - relevant research, information, suggested steps, and reflection questions for school and district teams.



# What Resources Are Available?



Framework	Toolkit	Video Library	Milestone Guides
11 Components	Leadership steps, tools, strategies, resources	50 videos from educator peers and Alaskans.	Assessment tool
Research, stories, reflection, practices,	Staff steps, tools strategies, resources	3-10 minutes - organized by component	Organized by component and role

# 11 Components of the *Transforming Schools Framework*

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Deconstructing trauma

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Relationship building

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Policy considerations

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Planning and coordination of schoolwide efforts

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Professional learning

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Schoolwide practices and climate

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Skill instruction

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Support services

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Cultural integration and community cocreation

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Family partnership

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Self-care

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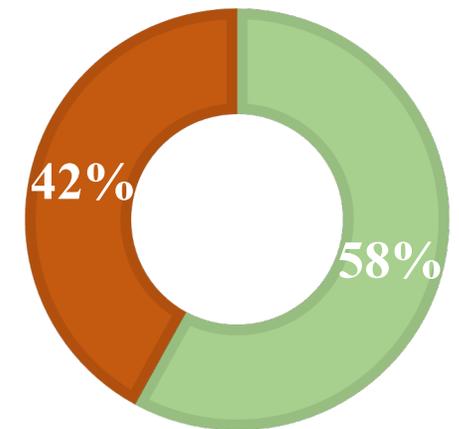
# TES Practices and Policies: Strengths and Opportunities for Growth

# Administering the TES Survey

- In the fall of 2022, AK DEED sent survey invitations to principals via Survey Monkey
- Principals were asked to:
  - Convene a team to complete the survey collaboratively
  - Provide the team with dedicated space and one hour to complete the survey

Of Alaska's 499 eligible public schools...

■ Completed Survey



# Areas of Strength

- Relationship Building
  - This school recognizes and celebrates a wide range of student successes.
- Skill Instruction
  - This school encourages the development of overall social-emotional skills.
  - This school supports the development of social, emotional, and behavioral skills that help youth overcome life stressors.
- Professional Learning
  - Staff at this school have time allotted for professional learning.

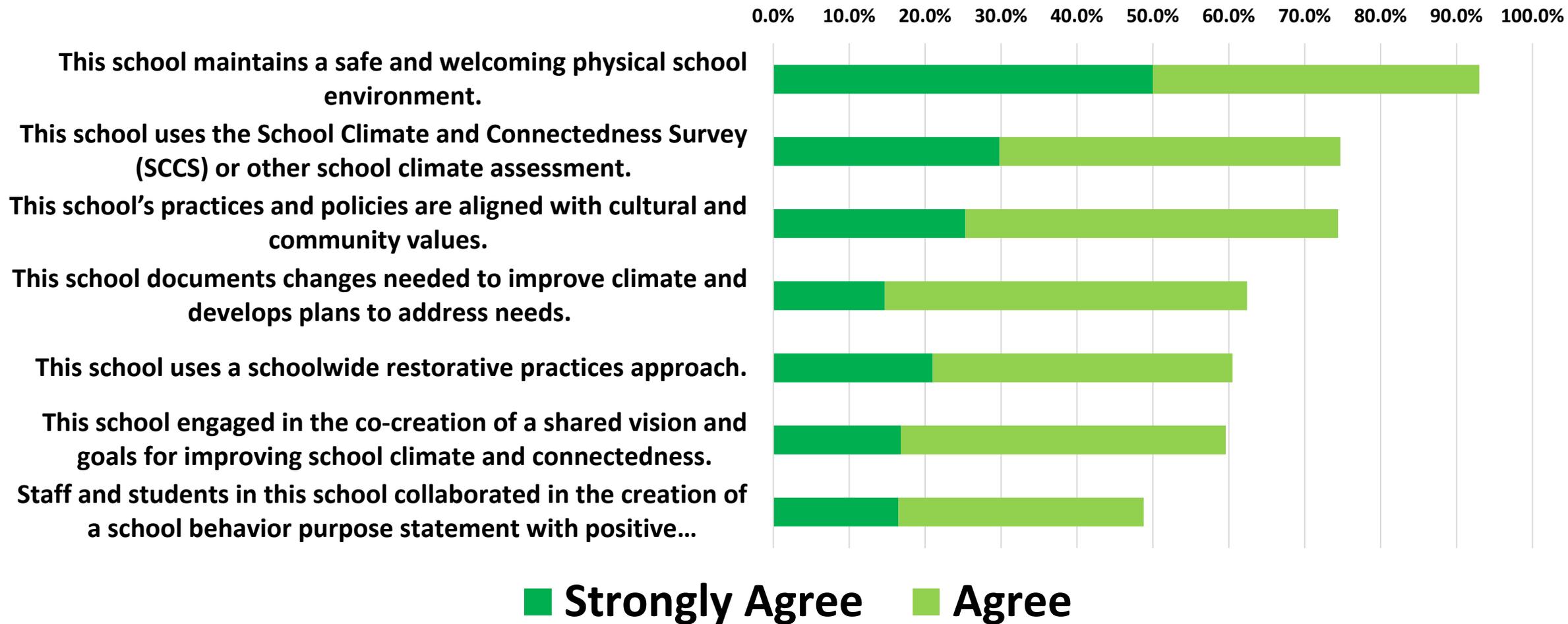


# Opportunities for Growth

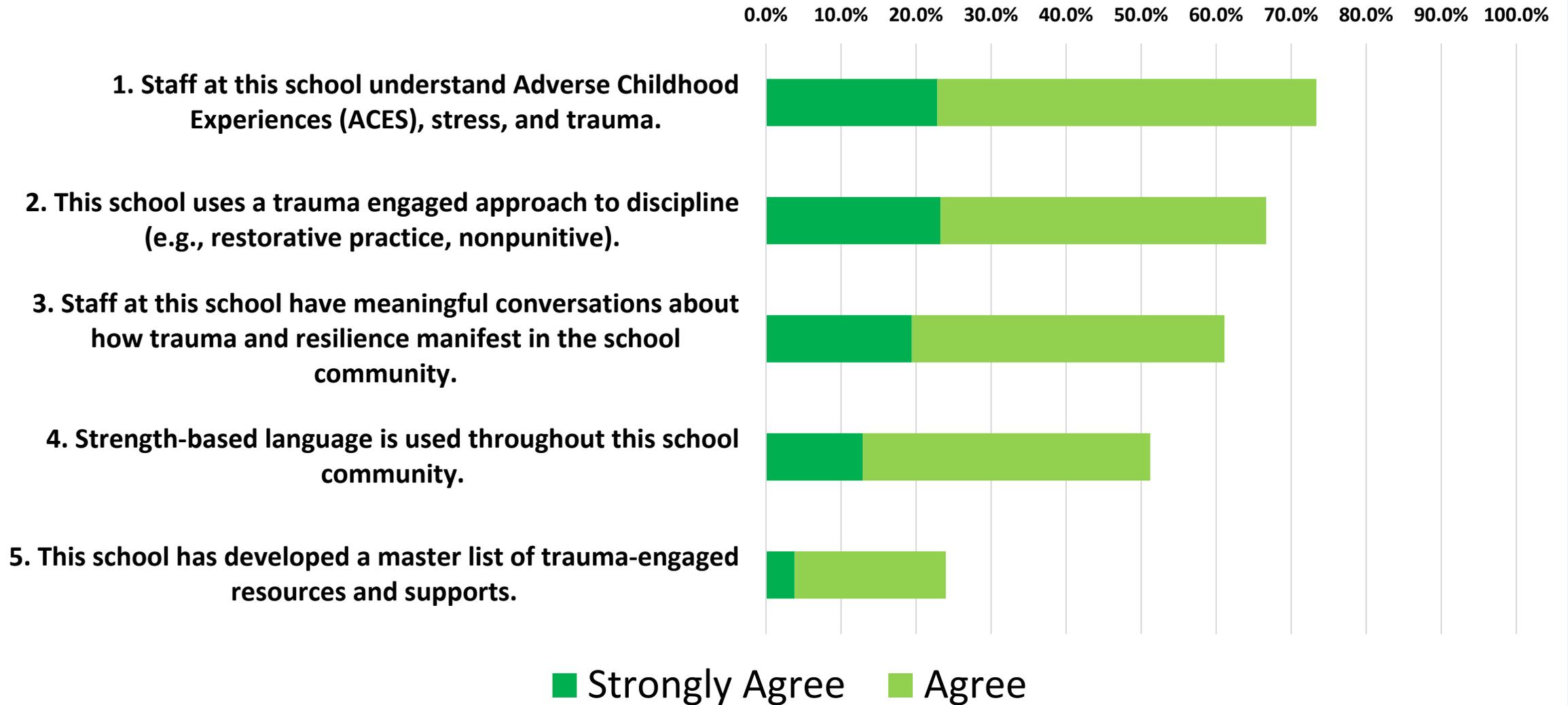


- Awareness and use of the TES Framework and Toolkit
- Planning and Schoolwide Coordination of Resources
  - The policies, guidelines, and handbooks regarding trauma-engaged practices for this school are well aligned.
  - Stakeholders (e.g., parents, students) are involved in planning and coordinating trauma-engaged efforts for this school.
- Support Services
  - This school has developed peer-to-peer programs (e.g., peer tutoring, peer mentoring).
- Policy Considerations
  - District and school staff collaborate to develop well-aligned trauma-engaged policies for this school.
- Deconstructing Trauma
  - This school has developed a master list of trauma engaged resources and supports.

# Schoolwide Practices and Climate



# Deconstructing Trauma



# Contact Information

**Sharon Fishel, Education Specialist II**

sharon.fishel@alaska.gov

(907) 465-6523

**Micki Dunn, Education Specialist II**

micki.dunn@alaska.gov

(907) 465-8691