

AASB's Conditions for Learning Team Presents:

How do you know ?

How are schools implementing trauma engaged practices

March 16, 2023



The Conditions for Learning

SAFE

Human needs met,
physically,
emotionally,
& culturally safe

Engaged

High expectations &
academic rigor,
meaningful experiences,
learning with purpose



Supportive

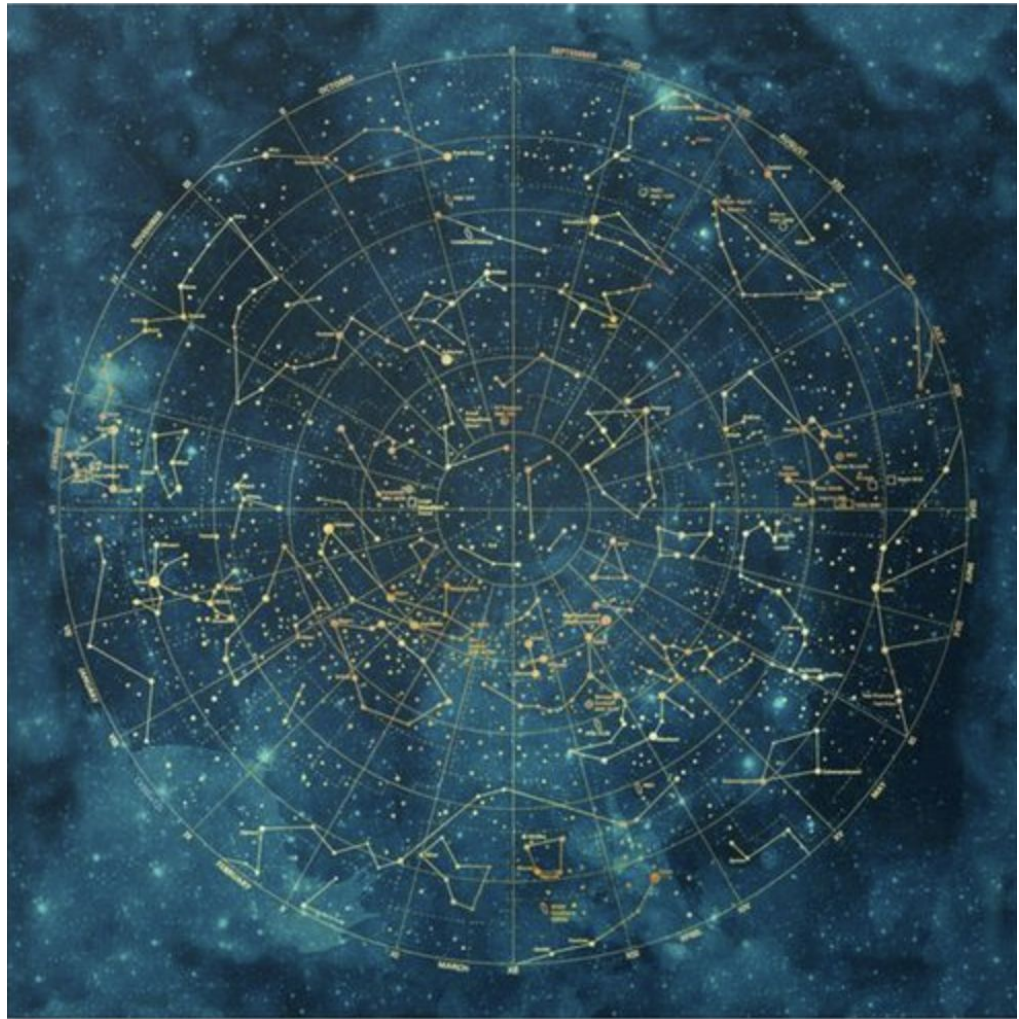
Positive relationships, trust &
engagement among students,
staff, family & community



How do you know if you are creating the conditions where students can best learn & grow?

**Individual stories
are like stars.**

**Data is like a
constellation of
stars helping us
make sense of
those stories.**



Trauma Engaged Schools

- **Why this approach**
 - **ACES**
 - **Historical trauma**
 - **Increasing mental health needs**
 - **Skills for the future**

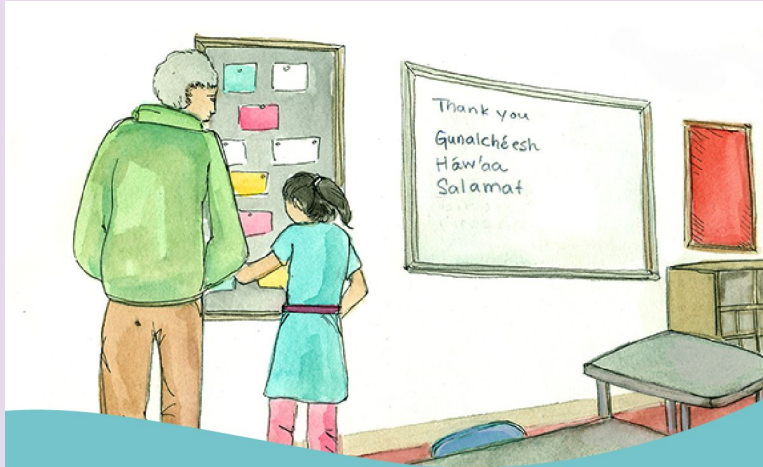


Students learn better when they feel safe and supported.

Get one-on-one consultations, tailored resources and trainings on trauma engaged practices for your team.



Importance to our students' future



Children learn social and emotional skills from us.

School staff can impact each child's resilience by being trauma engaged.



“Alyeska requires emotional intelligence training; we find that it’s an important part of being safe on the pipeline.”

- Erin Orchard, Alyeska Pipeline Services Director of Learning and Development.

How do you know How YOUR students are doing ?

- 1) **Comprehensive Wellness in Schools**
Sara Dykstra, Anchorage School District
- 2) **School Climate & Connectedness Survey**
Kami Moore & Maressa Jensen, AASB
- 3) **Policies and Budgets**
Lisa Worl, AASB



Comprehensive Wellness: Integrated Mental Health

Sara Dykstra
Anchorage School District
Assistant Director, SEL & Positive Behavior



Integrated School Mental Health

- **School Board Guardrail 4.0**
 - Superintendent will not operate elementary schools without mental health services
- **Focus**
 - Establish a comprehensive and integrated school mental health model that is trauma engaged, equitable and culturally responsive to all students in the Anchorage School District
- **Approach**
 - Interconnected System Framework (ISF)



Common Language

- **Mental Health:** The social, emotional, and behavioral well-being of students. (National Center for School Mental Health, University of Maryland School of Medicine, 2019)
- **Mental Illness:** A condition that impacts a young person's thinking, emotions, and mood, such that it interferes with their daily functioning at home and school. (SAMHSA)
- **Mental Health Services:** Any activities, services, and supports that address social, emotional, and behavioral well-being of students, including substance USE. (National Center for School Mental Health, University of Maryland School of Medicine, 2019)



ASD Mental Health Services

- **Guardrail 4.1** – Increase the number of elementary schools with at least .5 FTE equivalent for mental/behavioral health support services.
- Actions:
 - Established Department of Mental Health and Student Support (effective July 1, 2022)
 - Engaged ASD providers (school psychologists, counselors and nurses) through workgroups establishing roles and responsibilities within a multi-tiered system of support
 - Add 3 additional elementary counseling positions
 - Strengthen Positive Behavior & Intervention Supports (PBIS)



Positive Behavior Intervention & Supports

- **Tier 1 – Schoolwide Prevention Systems (ALL)**
 - Foundations leadership teams, school-wide expectations to ensure safety and a positive climate, classroom management, social skills lessons, data-based decision making
- **Tier 2 – Targeted Intervention Support (SOME)**
 - Targeted social, emotional and behavioral group interventions, teacher support and problem solving, progress monitoring
- **Tier 3 – Intensive Intervention Support (FEW)**
 - Individualized functional behavioral assessments (FBA) and behavior intervention plans, individual counseling, wrap around supports, crisis intervention, safety risk assessments, frequent data collection and monitoring



| ASD Provider | Tier 1 | Tier 2 | Tier 3 |
|---|---|--|--|
| <p>School Counselor <i>(35 elementary school counselors with 11 split between two schools & 83 secondary school counselors)</i></p> | <p>School-wide PBIS leadership team; classroom lesson; academic advising; course planning and transcript review, college prep; staff professional dev</p> | <p>Small group interventions (e.g., social skills, anger management, etc.), brief 1:1 solution-focused counseling; check in/check out; parent supports & referrals</p> | <p>Collaborate with school psychologist and community mental health partners; crisis response; safety risk assessments & follow-up</p> |
| <p>School Psychologist <i>(47 school psychologists and 6 interns)</i></p> | <p>School-wide PBIS leadership team; consult on schoolwide mental health; support data-based decision making</p> | <p>Collaborate & consult on learning, social, emotional, & behavior needs and help develop academic & behavioral interventions</p> | <p>Comprehensive evaluations for special education; functional behavioral assessments and behavior planning; counseling services; crisis response; safety risk assessments & follow-up</p> |
| <p>School Nurse <i>(90 BSN nurses and 12.75 health treatment nurses)</i></p> | <p>Collaborate & consult on physical and mental health needs; health screenings and education; immunizations</p> | <p>Referral to medical providers and Child in Transition (CIT), mental health first aid, emotional support</p> | <p>Monitor students with complex health needs; collaborate on 504s and IEPs, coordinate health documentation system, safety risk assessments</p> |

Community Partnerships

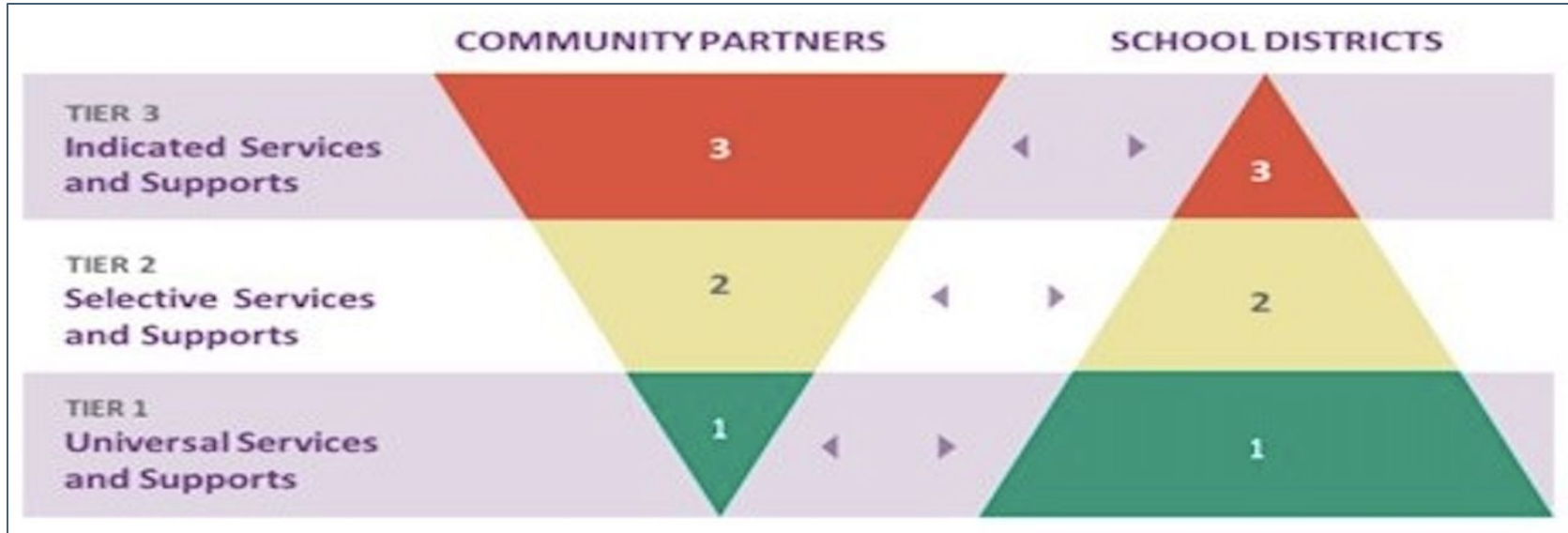
- **Guardrail 4.2** – Increase the number of students with school partnership access for mental/behavioral health services.
 - Request for Information (RFI) – Spring 2022
 - Alaska Behavioral Health (AKBH)
 - Volunteers of America (VOA) Alaska
 - Providence Behavioral Health (Prov)
 - Alaska Child & Family
 - Engaged principals through workgroups
 - Explored state strategic relationships to support systems change
 - Engaged community partners through monthly meetings
 - Growing committees to support the work



Community Partnerships

| Elementary | Elementary | Middle | Alternative |
|------------------------|-----------------|---------------------|---|
| Chester Valley (AKBH) | Creekside (VOA) | Begich (AKBH & VOA) | Benny Benson (VOA) |
| Muldoon (AKBH & Prov) | | Romig (VOA) | SAVE (VOA) |
| Lake Otis (Providence) | | Wendler (Prov) | High |
| Tyson (VOA) | | Clark (ABH/SBHC) | Bartlett (AKBH/SBHC & VOA) |
| Russian Jack (VOA) | | | Bettye Davis East Anchorage (AKBH/SBHC & VOA) |
| Tudor (Providence) | | | West Anchorage (VOA) |
| Northwood (VOA) | | | Bartlett (AKBH & VOA) |

Complementary Roles between Schools and Community Partners



Constraints

1. Supply of internal providers (e.g., school psychologists, school counselors) and community clinicians
2. Robust PBIS model in place at every school
3. Differences between school setting & clinical setting

Solutions

1. University partnerships; internship opportunities; grow your own through the District's CCL goal
2. Technical assistance from Northwest PBIS and district staff
3. Revised MOA; creation of standardized integration process; and training and school based onboarding tools for clinicians

Next Steps

- Develop advisory and leadership teams
- Develop 4-year implementation plan for an integrated mental health model
 - Technical assistance from Northwest PBIS and Azevedo Consulting
- Secure Funding for Implementation
 - Board Allocated ESSER Funds
 - Title IV (Safe & Healthy Students)
 - Project AWARE
 - Researching other grant opportunities



School Climate & Connectedness

Kami Moore & Maressa Jensen, AASB



School Climate & Connectedness Survey

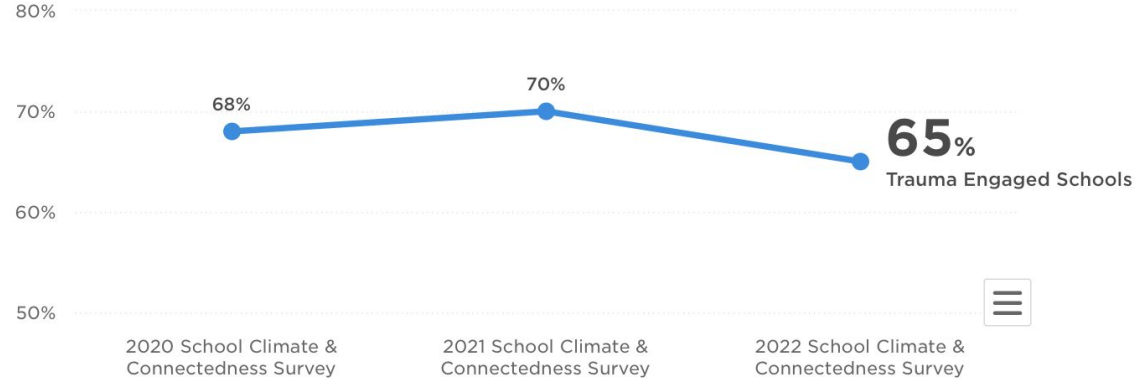
Trauma Engaged Schools Scale

Trauma Engaged Schools

Based on 5,109 responses

How have results changed over time?

Percent Favorable

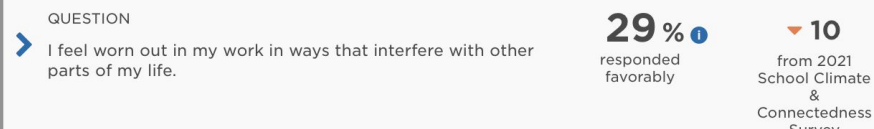
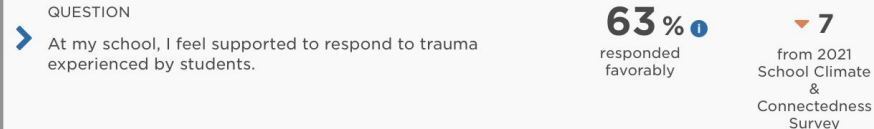
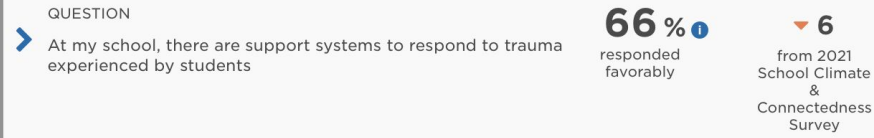
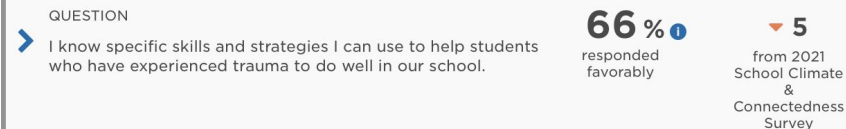
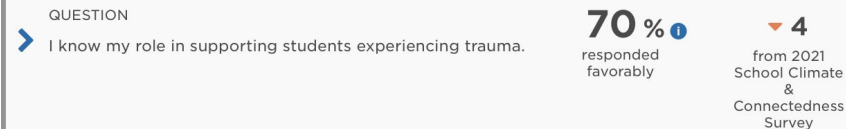
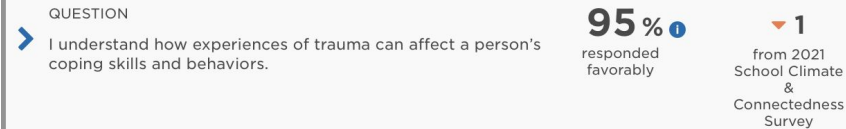


Source: 2022 School Climate & Connectedness Staff Survey

School Climate & Connectedness Survey

Trauma Engaged Schools Questions

Percentage of teachers and staff who responded favorably. Higher scores show a more positive response which is what we want to see.

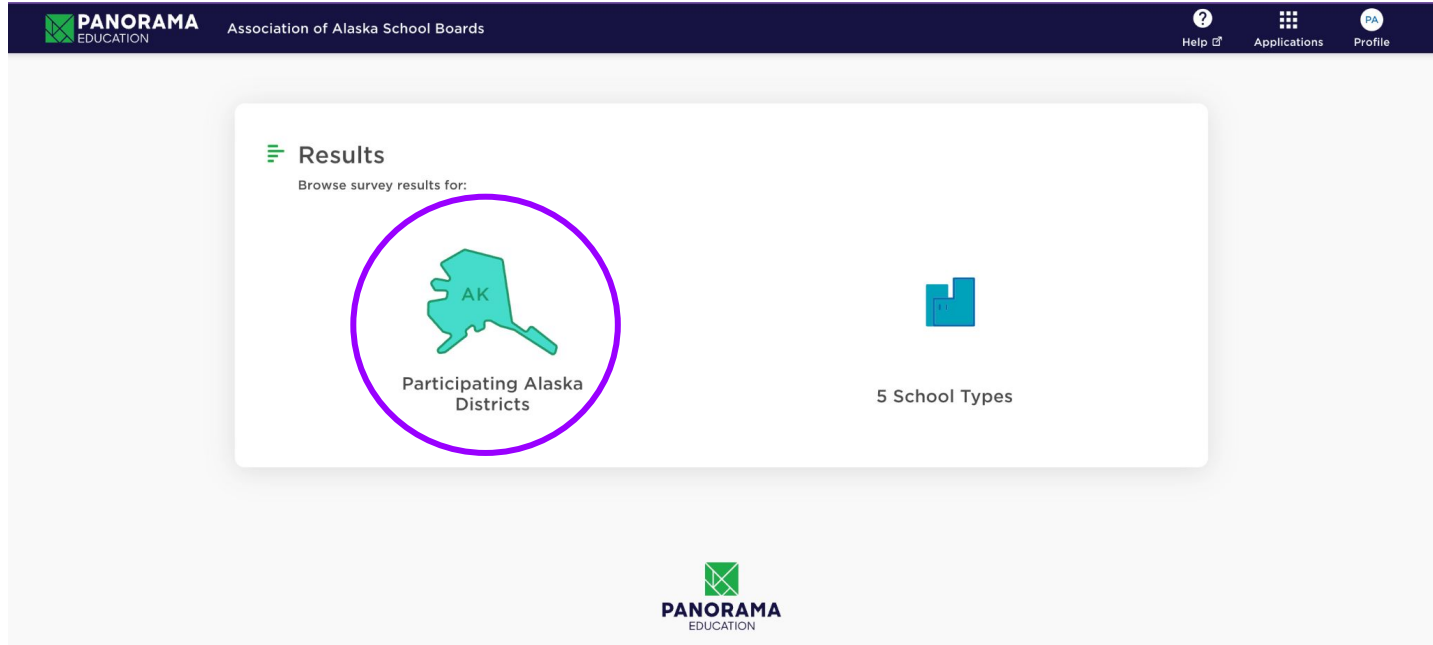


Source: 2022 School Climate & Connectedness Staff Survey

Accessing SCCS Results

Statewide Link:

https://secure.panoramaed.com/aasb/understand?auth_token=6Z0qcW8-GbygPKde99fz



The screenshot shows the Panorama Education website interface. At the top, the logo for PANORAMA EDUCATION and the text "Association of Alaska School Boards" are visible on the left. On the right, there are navigation links for "Help", "Applications", and "Profile". The main content area is titled "Results" and includes the text "Browse survey results for:". Below this, there are two interactive cards. The first card features a teal map of Alaska with "AK" written on it, surrounded by a purple circle, and is labeled "Participating Alaska Districts". The second card features a teal icon of a school building and is labeled "5 School Types". At the bottom center of the page, the PANORAMA EDUCATION logo is displayed.

sccs@aasb.org

SCCS can show us

- **areas that need attention and**
- **when our efforts are making an impact**

Professional Development case study



School Board Policies & Budget

Lisa Worl, AASB



Our recommendations

- Reach out to your community partners to learn about supports for families and create district resource file.
- Look at your strategic plan and goals to see if any goals build connection and support in working with your Trauma Engaged Schools work. How are you supporting the work (budget - professional development)
- Evaluate and assess how you are doing using data. SCCS - observe & reflect on your survey participation and feedback. What do your student, staff and families tell you about SEL experience within your district?

Questions?

The bottom of the slide features several overlapping, wavy, semi-transparent purple lines that create a decorative, flowing effect. The colors range from light lavender to a deeper magenta.

AASB can help look at data...

Kami Moore

School Climate and Connectedness Survey
Coordinator

kmoore@asb.org

Lauren Havens

Data and Evaluation Specialist

lhavens@asb.org

Emily Ferry

Postsecondary Geek


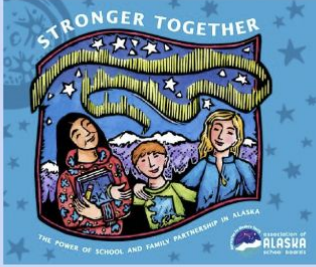

eferry@asb.org

907-463-1600

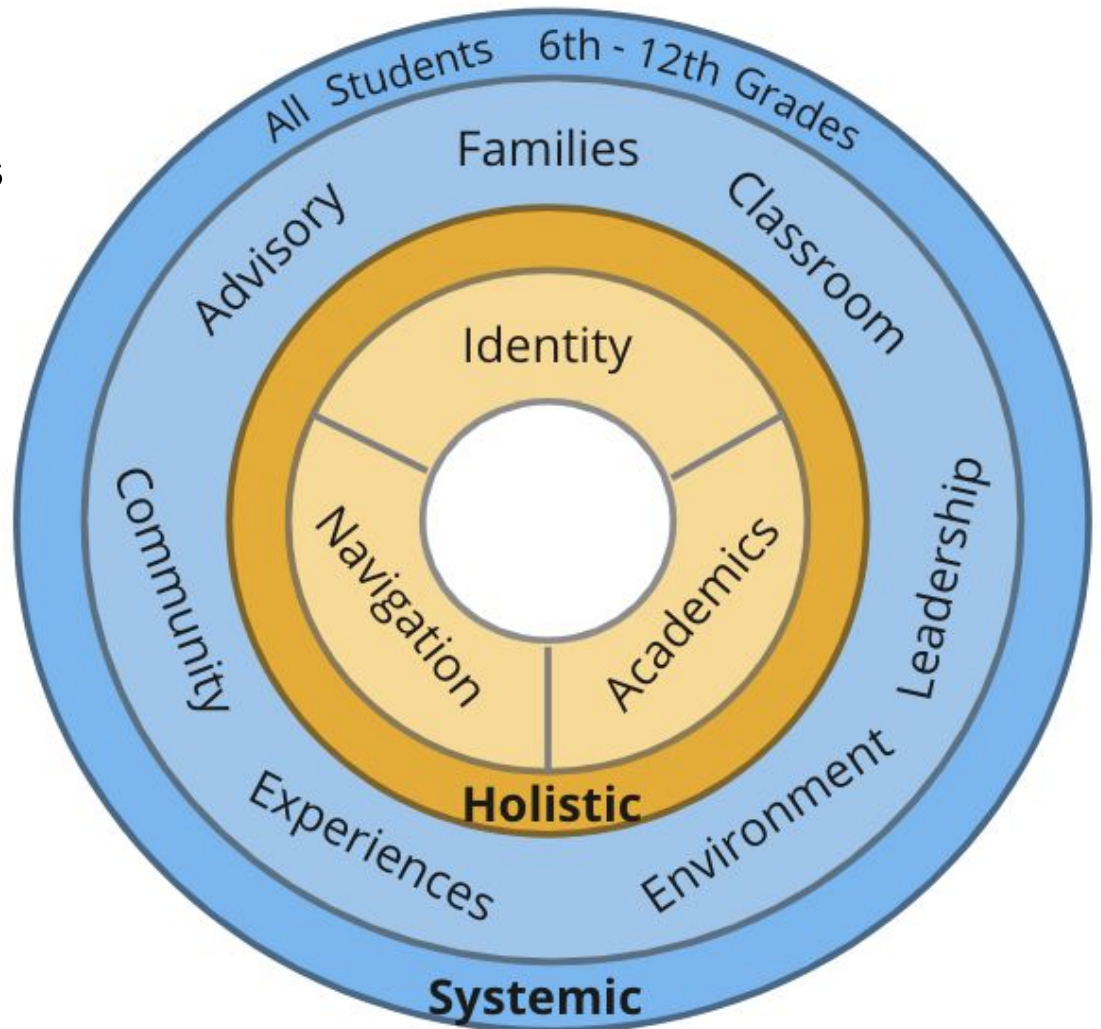
& implement new strategies



Workshops - Facilitation - Community Dialogues -
Tools & Recommendations - Grant partnerships

| | | | | |
|--|--|---|--|--|
| |  |  |  | Additional areas of support |
| | Trauma Engaged Schools | Family Partnership | School Climate & Connectedness | <ul style="list-style-type: none"> ● Culturally responsive education & SEL ● Equity ● Mental health supports ● Early childhood transitions ● Postsecondary transitions ● Youth leadership ● Community planning and dialogues ● Data and evaluation |
| Frameworks | Free to download, hardcopies available upon request | Free to download, hardcopies available upon request | Statewide survey on Panorama platform, Free resources & statewide results, Sliding scale for annual school district survey | |
| Tools & Resources | Free | Free | | |
| Training: professional development & ongoing learning communities | Grant partnerships or fee for service* | Grant partnerships or fee for service* | Included in SCCS survey package | Grant partnerships or fee for service* |
| Planning: facilitation, strategy, community dialogues & collective impact | Grant partnerships or fee for service* | Grant partnerships or fee for service* | Included in SCCS survey package | Grant partnerships or fee for service* |

A Bridging Framework
for middle and high schools



What's one thing you want to tell someone (board member, administrator, colleague) about?

The bottom half of the slide features a decorative graphic consisting of several overlapping, wavy, semi-transparent purple shapes. These shapes create a sense of movement and depth, with colors ranging from light lavender to a darker, more saturated purple. The waves flow from left to right, with some rising and others falling, creating a dynamic, organic feel.

Gunalchéesh

(And thanks for filling out the survey!)



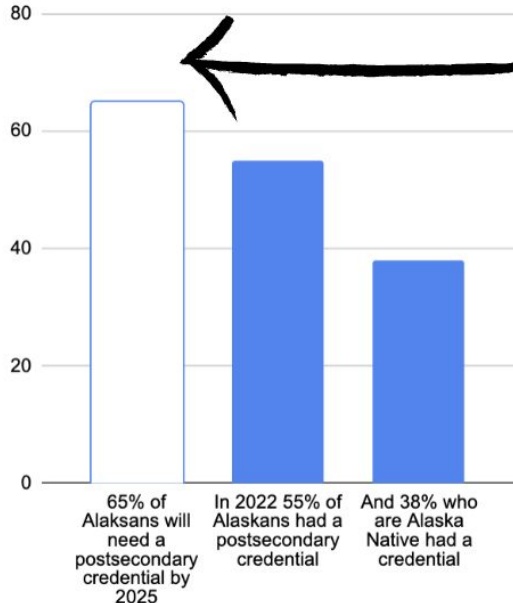
Preparing to Meet Alaska's Workforce Needs



association of
ALASKA
school boards

The Problem

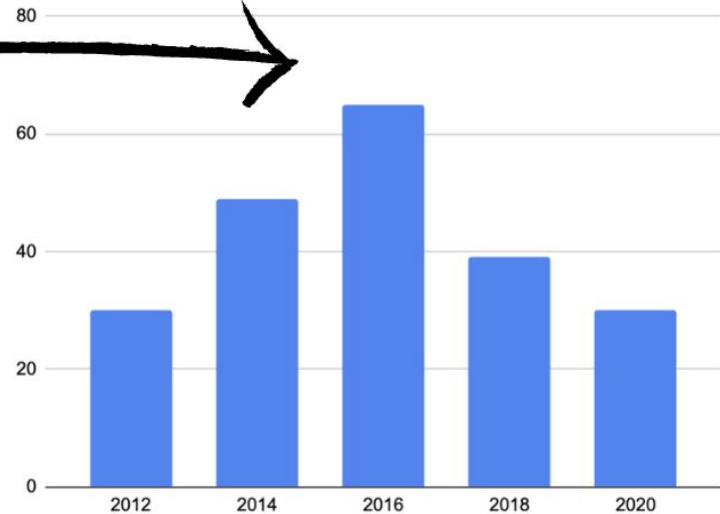
Not enough Alaskans have the postsecondary education needed to meet our workforce needs.



65%

The Solution

The Alaska College & Career Guide program demonstrated how Alaska can meet its workforce needs.



Percent of Bethel Regional High School graduates who enrolled in a 2 or 4-year degree program within a year of graduating high school.