Katmai National Park & Preserve



How Are Our Students Doing?

The Social Emotional Wellbeing of Alaska's Students



We're so glad you are here today.

As you get settled in... Which bear are you today?



AASB Annual Conference How Are Our Students Doing? The Social Emotional Wellbeing of Alaska's Students

November 6, 2021

Presenters Lisa <u>X</u>'unyéil Worl, STEPS Partnership Coordinator Heather Coulehan, SEL Coordinator



Emotions Matter (We welcome all bears!)



It is important to acknowledge all your feelings and not beat yourself up for having them. Your feelings are not good or bad, they just are.

— Jyanla Vanzant –

AZQUOTES

- Attention, memory and learning
- Decision-making
- Relationships
- Health and wellbeing
- Performance



From Teachers Need SEL Now More Than Ever

We're glad to be here with you!

Lisa Worl, STEPS Partnership Coordinator



Heather Coulehan, Social Emotional Learning Coordinator



Them: Lavender may help reduce stress

Us:



Deep breath up, Deep breath down



Our Purpose

- Define mental health and wellness
- Explore national and Alaska data about student wellbeing
- Identify barriers, strengths and partnerships in your own district
- Walk away with resources and action steps





SOUTHEAST TRADITIONAL TRIBAL VALUES

"OUR WAY OF LIFE"

- Discipline and Obedience to the Traditions of our Ancestors
- Respect for Self, Elders and Others
- Respect for Nature and Property
- Patience
- Pride in Family, Clan and Traditions is found in Love, Loyalty and Generosity
- Be Strong in Mind, Body and Spirit
- Humor
- Hold Each Other Up
- Listen Well and with Respect
- Speak with Care
- We are Stewards of the Air, Land and Sea
- Reverence for Our Creator
- Live in Peace and Harmony
- Be Strong and Have Courage

- In every chair is a leader
- Listen Well and with Respect; Speak with Care
- Our Value of Humor Helps Us
- Challenges to Solutions
- Take Care of Yourself and Each Other

From the First Alaskans Institute



Gathering Circle - Pair Share (3 minutes)

Please turn to the person sitting next to you and share:

What is one thing you do to keep yourself well?





What do you do to keep yourself well?



Mental health is a state of wellbeing in which an individual...

Realizes their own abilities

Can cope with stresses of life

Can work/learn productively

Contributes to their community

from Youth Mental Health First Aid





Pandemic Impacts on Students

*more than 120,000 U.S. children lost a parent or grandparent who was a primary provider of financial support and care

*Another 22,000 children experienced the death of a secondary caregiver — for example, a grandparent who provided housing but not a child's other basic needs

*Sixty-five percent of all children experiencing COVID-associated orphanhood or death of their primary caregiver are of racial and ethnic minority



Pandemic Impacts on Students, cont.

*American Indian and Alaska Native children were 4.5 times more likely to have lost a primary caregiver compared with white children. Black children were 2.4 times more likely and Hispanic children almost twice as likely.

*Housing, food insecurity, lack of childcare - older siblings caring for younger children

*Decreased opportunities for students to spend time with peers in social situations

Sources:

https://www.pbs.org/newshour/health/more-than-120000-u-s-kids-had-caregivers-die-during-pandemic-study-inhttps://www.ktoo.org/2021/10/08/covid-deaths-leave-thousands-of-u-s-kids-grieving-parents-or-primary-caregivers/ https://www.wbur.org/hereandnow/2021/09/27/schools-mental-health-crisis



"If we carry intergenerational trauma (and we do), then we also carry intergenerational wisdom. It's in our genes and in our DNA." - Kazu Haga

Intergenerational Resilience, Renee Tl'aagunk Culp, Central Council of Tlingit and Haida Indian Tribes

Alaska School Mental Health Landscape Assessment



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Research Overview





31

District Interviews

Every Alaska public school district was invited to participate in an interview.

Thirty-one districts completed interviews, representing 91% of students in Alaska. The interviews focused on five areas of inquiry:

Areas of Inquiry

- Mental health concerns
- Foundational elements
- Mental health supports
- Impacts and barriers
- Ideal systems

Summary Report

Findings were synthesized into a summary report of key themes and findings.

Additionally, profiles were created for each of the 31 districts interviewed.



Key Findings: Student & Staff Experience

- **Students**: Experiencing isolation, trauma, depression, and anxiety
- **Staff**: Experiencing increased stress, anxiety, and burnout
 - **Current Support**: All districts are providing some level of mental health support.
- **Ongoing Services**: Many districts are reviewing their current levels of support and considering services they **will provide moving forward**



COVID-19 Impacts

Key Findings: Alaska Schools Current Mental Health Supports (Multi-tiered System of Supports - MTSS)



What Does This Look Like Across the State?

STORIES FROM ALASKA SCHOOLS Chatham School District partnered with Elders and community members to develop culturally appropriate universal Tier 1 supports. Their work with Elders is contributing to the identification of student needs, availability of supports, and integration of spiritual practices for grief support.



Foundational Elements

- Professional development
- Cultural relevance
- Trauma engaged principles
- Data use
- Community partnership *
- Goals and policies *

"As one district explained, training teachers to become trauma-informed helps, but the **systems and policies** that support their instruction do not always align."



Table Conversation



Table Conversation

(1) How does your district promote wellness and mental health?

(2) What **policies and plans** do you have in place to support wellness?

(3) Who are the **partners** in your community that can help address barriers and challenges?

Please take a few notes for reporting out!



Sharing the Harvest

(1) How does your district promote wellness and mental health?

(2) What policies and plans do you have in place to support wellness?

(3) Who are the partners in your community that can help address barriers and challenges?



Aleutian Region School District Anchorage School District Annette Island School District Bristol Bay Borough School District Chatham School District Chugach School District Craig City School District Denali Borough School District Dillingham City School District Fairbanks North Star Borough School District Galena City School District Haines Borough School District Hoonah City School District Iditarod Area School District Juneau Borough School District Kenai Peninsula Borough School District

Ketchikan Gateway Borough School District

Kodiak Island Borough School District

Kuspuk School District

Lower Kuskokwim School District

Lower Yukon School District

Matanuska-Susitna Borough School District

Mount Edgecumbe High School

Nenana City School District

Nome Public Schools

Petersburg City School District

Sitka School District

Tanana City School District

Unalaska City School District Yukon-Koyukuk School District

Yupiit School District

District Profiles

- COVID Impacts
- Services & Supports
- Barriers
- Works in Progress and Ideal Systems

Read the profiles to:

- **learn** what is currently happening
 - get inspired in designing your district's "ideal system"!



How to Access the Landscape Assessment

<u>Mental Health Trust Authority</u> (scroll to the bottom of the website and click on "resources")

alaskamentalhealthtrust.org

<u>Mental Health Supports in</u> <u>Schools:</u> A Landscape Assessment

District Profiles





Yee gu.aa yáỵ x'wán. Yee léelk'u hás ỵá yee ỵ'éit has wusi.áỵ yeedát. Yee gu.aa yáỵ x'wán. Gunéi aỵ tu.áadi tsu. Yee gu.aa yáỵ x'wán. Uháan áyá, haa léelk'u hás, has du ítỵ yaa ntu.át

Yee gu.aa yáx x'wán. Ldakát yeewháan.

Have strength and courage, all of you. Your grandparents are really listening to you now.

Have strength and courage, all of you. We are beginning to walk along it, too.

Have strength and courage, all of you. It is us, our grandparents, we are the ones following them.

Have strength and courage, all of you. Every one of you.

Shgaté Jessie Johnnie, Chookansháa

Have Strength and Courage: A Call to Action

Data: Review the statewide mental health landscape assessment and your district's mental health profile.

Strategic Plan: Ensure that wellness is part of strategic plan.

Policy: Inventory to assess wellness and mental health policies in place. Prioritize wellness of students, staff, families.

Funding: Allocate resources for mental health and wellness services, curricula and staff professional learning and training.





Transforming Schools:

Resources for Trauma Engaged Practice in AK

Framework Toolkit Milestone Guides Video Library Social Media Campaign

Learn more on Sunday morning! Please join us tomorrow.



Gunalchéesh for spending time with us sharing your experiences.



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