

# Student Learning Committee

# Who We Are...

Committee Member	Position	District/Organization	Committee Seat
Sue Hull	First Vice Chair	State Board of Education	Committee Co-Chair
Barbara Thompson	Member	State Board of Education	Committee Co-Chair
Daisy Katcheak		Bering Strait School District	Parent
Chad Parsons		Nenana City School District	Parent
Mandy Mallott		Juneau School District	Parent
Mary Suminski		Sitka School District	Parent
Sandy Shroyer-Beaver		Northwest Arctic Borough School District	Parent
Ivy Spohnholz	State Representative	District 16/House Education Committee	Alaska State Legislature
Harriet Drummond	State Representative	District 18/House Education Committee	Alaska State Legislature
John Coghill	State Senator	District B/Senate Education Committee	Alaska State Legislature
Penny Vadla	School Board Member	Kenai School Board	Association of Alaska School Boards
Deena Bishop	Superintendent	Anchorage School District	Alaska Superintendents Association
Amy Jo Meiners	Teacher	Juneau School District	NEA-Alaska
Andy Teuber	President/CEO	Kodiak Area Native Association	Tribal Representative
Wilfried Zibell	State Board of Education Student Advisor	Alaska Association of Student Governments	Alaska Association of Student Governments
Marcia Olson	Education Specialist/CTE Coordinator	Department of Labor & Workforce Development	Department of Labor & Workforce Development
Jon Clouse	Federal Programs Manager	Southwest Region School District	Career & Technical Education
April Blevins	Early Childhood Coordinator/Migrant Education Specialist	Lower Kuskokwim School District	Early Learning
Lori Roth	Student Services Director	North Slope Borough School District	Special Education
Nicole Schuh	Executive Director, Alaska Business Week	Alaska Chamber	Alaska Chamber
Kim Bautista	Principal	Anchorage School District	Alaska Association of Elementary School Principals

# Strategic Priority:

## Amplify student learning

- **Goal 1: Identify and articulate the knowledge, skills, and behavioral attributes necessary for all preschool through post-secondary students to succeed in a rapidly changing world, while valuing cultural and traditional knowledge, civic responsibility, and student interests, passions, and goals.**

# Strategic Priority: Amplify student learning

- Rationale: Student success requires going beyond educational “basics”. Student outcomes should include not only knowing, acquiring, and mastering content knowledge, but also demonstrating competency in behavioral attributes such as collaboration, creativity, problem-solving, flexibility, cultural and civic literacy, etc.

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# Strategic Priority:

## Amplify student learning

- Rationale: Student success outcomes must be clearly defined so students, parents, and teachers know the learning targets, are able to personalize the delivery system, and can prepare graduates to thrive in all aspects of life. When student success outcomes are clearly defined and students also understand the purpose for what they are learning, students are more successful and engaged. When students believe their experiences and opinions are respected, their motivation, buy-in, and involvement increase no matter what path they choose to follow in life.

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# Strategic Priority: Amplify student learning

- Rationale: Graduates of Alaska's schools need to be prepared to contribute in a positive way to Alaska's modern economy regardless of where they live, their personal interests and passions, or their cultural traditions. Student success will depend on the knowledge, skills, and behavioral attributes defined by Alaska's student success outcomes and will result in sound decision-making, resilience, and self-reliance as graduates move into the future.

# Strategic Priority: Amplify student learning

- **Goal 2: Ensure equity of access to high quality learning experiences for all students, preschool through post-secondary, and use a variety of culturally appropriate methods and multiple measures to identify successes, mitigate underperformance, and accelerate student achievement.**

# Strategic Priority: Amplify student learning

- Rationale: All of Alaska's students, from preschool through post-secondary, must have equity of access and opportunity to quality learning experiences if they are to achieve the student success outcomes. This equity of access and opportunity does not currently exist.

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# Strategic Priority:

## Amplify student learning

- Rationale: Recognizing that no two school districts in our state are alike, school districts must have the flexibility to ensure equity of access and aligned accountability systems while still responding to community and school needs. No single measure should be used to determine student success; instead, measuring success in a variety of ways will allow for a more accurate and fair representation of achievement. Ensuring equity of access to quality education, coupled with consistent accountability and assessments that are aligned to student success outcomes, will maximize Alaska's investment in education.

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# Strategic Priority: Amplify student learning

- Rationale: When all of Alaska's children have equal access to high quality learning experiences that are culturally responsive, student achievement will be accelerated and underperformance will be greatly reduced.

# Strategic Priority: Amplify student learning

- **Goal 3: Make learning student-centered, ensuring that instruction and curricula are relevant, experiential, culturally responsive, and interest-based for all preschool through post-secondary students.**

# Strategic Priority: Amplify student learning

- Rationale: When students believe their experiences and opinions are respected, then student motivation, buy-in, and involvement increase. Authentic student involvement in decision-making and planning, preschool through post-secondary, deepens student commitment and ownership.

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# Strategic Priority: Amplify student learning

- Rationale: If school environments are nimble, multifaceted, and student-focused, then instruction will occur in a variety of settings. The school system should adapt to the student rather than expecting the student to adapt to the system. When school systems value students as unique learners and provide opportunities to make relevant connections by relating subject matter to life experience and community, student understanding is improved.

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# Strategic Priority:

## Amplify student learning

- Rationale: No two students are alike; each has unique gifts. When meaningful, relevant curricula is student centered and culturally responsive, and teachers adapt instruction to meet the unique strengths and interests of each student, students will thrive. Involving students in designing their learning will help teachers provide the kind of education students need to succeed -- flexible pathways, alternative learning settings, and flexible calendars -- all focused on meeting Alaska's student success outcomes.

# Questions?

- **Goal 1:** Identify and articulate the knowledge, skills, and behavioral attributes necessary for all preschool through post-secondary students to succeed in a rapidly changing world, while valuing cultural and traditional knowledge, civic responsibility, and student interests, passions, and goals.
- **Goal 2:** Ensure equity of access to high quality learning experiences for all students, preschool through post-secondary, and use a variety of culturally appropriate methods and multiple measures to identify successes, mitigate underperformance, and accelerate student achievement.
- **Goal 3:** Make learning student-centered, ensuring that instruction and curricula are relevant, experiential, culturally responsive, and interest-based for all preschool through post-secondary students.

# Educator Excellence Committee



# Who We Are...

Committee Member	Position	District/Organization	Committee Seat
Rebecca Himschoot	Member	State Board of Education	Committee Co-Chair
John Harmon	Second Vice Chair	State Board of Education	Committee Co-Chair
Erica Nelson		Northwest Arctic Borough School District	Parent
Wendy Kolberg		Matanuska-Susitna Borough School District	Parent
Jessica Weiler		Yukon Koyukuk School District	Parent
Gary Stevens	State Senator	District P/Senate Education Committee	Alaska State Legislature
Justin Parish	State Representative	District 34/House Education Committee	Alaska State Legislature
Tam Agosti-Gisler	School Board Member	Anchorage School Board	Association of Alaska School Boards
Sean Dusek	Superintendent	Kenai Peninsula Borough School District	Alaska Superintendents Association
Tammy Smith	Teacher	NEA-Alaska	NEA-Alaska
Yatibaey Evans	Director, Alaska Native Education Program	Fairbanks North Star Borough School District	Tribal Representative
Joe Nelson	Chair	Sealaska Board of Directors	Tribal Representative
Brian Conwell	Student	Alaska Association of Student Governments	Alaska Association of Student Governments
Richard Caulfield	Chancellor	University of Alaska Southeast	University of Alaska
Steve Atwater	Interim Dean	University of Alaska Fairbanks	University of Alaska
Posie Boggs		Literate Nation Alaska Coalition	Literate National Alaska Coalition
Sheryl Weinberg	Executive Director	Alaska's Educational Resource Center (SERRC)	Alaska's Educational Resource Center (SERRC)
Kathy Blanc	Program Administrator	Alaska Staff Development Network	Alaska Staff Development Network
Dan Carstens	Principal	Kenai Peninsula Borough School District	Alaska Association of Secondary School Principals
John Sedor	Attorney	Sedor Wendlandt Evans & Filippi, LLC	Education Attorney
Betty Walters		Alaska Statewide Mentor Project	Alaska Statewide Mentor Project

# Strategic Priority:

## Ensure excellent educators

- **Goal 1: Create rigorous cohort-based professional learning academies based on best practices for preservice, new-to-Alaska, new-to-teaching, and career-changing educator candidates to develop Alaska-specific skills.**

# Strategic Priority:

## Ensure excellent educators

- Rationale: Because many of Alaska's school districts are small, there is a limited capacity in our state to offer professional development that adequately helps educators meet the challenges of working in Alaska's schools. By coordinating districts' professional development efforts into intensive academies, educators both new to the profession and new to the state can receive needed training prior to entering their first Alaska classroom.

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# Strategic Priority:

## Ensure excellent educators

- Rationale: The academies would be offered in multiple locations and would utilize a cohort model to establish supportive and enduring relationships for attending educators. In order to draw on existing best practices found throughout the state, these academies will be offered through partnerships to include public, private, and non-profit organizations.

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# Strategic Priority:

## Ensure excellent educators

- Rationale: The University of Alaska educator preparation students have varying experiences with the management of reading and literacy instruction. As such, the University of Alaska may not offer preservice educators experience in using evidenced-based reading and literacy content knowledge to fully meet the long-term reading and literacy challenges of Alaska. The academies could as needed, address this gap.

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# Strategic Priority:

## Ensure excellent educators

- Rationale: To be successful, Alaska's educators require elements of preservice and professional development that are unique to the Alaska education context. Preservice preparation and induction into teaching in Alaska's classrooms through the academies will include for example, rigorous and research-based coursework on culturally responsive teaching; best practices in literacy education; and trauma-informed practices. The academies' cohorts would span districts to create a professional learning community that is difficult to achieve.

# Strategic Priority:

## Ensure excellent educators

- **Goal 2: Grow education leadership through an educator leadership grant program.**

# Strategic Priority:

## Ensure excellent educators

- Rationale: Educator leadership is defined as additional duties taken on by the educator to influence in a positive manner the school culture, policy, and practices to support student learning. Districts will be invited to apply for educator leadership grants that encourage educators to apply to become professional leaders in locally-determined areas, such as mentoring, research, policy, or micro-credentialing with emphasis in cross-cultural integration, dyslexia, poverty, trauma-informed care, or other specific topics. Best practices in utilizing educational leaders to improve student learning are encouraged to be shared statewide.

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# Strategic Priority:

## Ensure excellent educators

- Rationale: There is a growing national shortage of teachers, with a simultaneous greening of the profession as veteran teachers leave prior to full retirement age. High quality mentoring has been shown to support early career teachers to stay through the critical first few years of practice; principals often are responsible for monitoring and guiding the professional growth of well over 20 educators; and accomplished career teachers have been shown to benefit from leadership opportunities in addition to their classroom duties.

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# Strategic Priority:

## Ensure excellent educators

- Rationale: By supporting educator leadership development at the district level these three gaps in the current system can be closed, resulting in the retention of more early career teachers and an overall increase in student success as career educators collaborate to mentor young teachers.

# Strategic Priority:

## Ensure excellent educators

- **Goal 3: Triple the number of National Board Certified Teachers (NBCTs) in Alaska, and specifically increase the number of NBCTs in hard-to-staff schools and districts, both through the provision of salary incentives.**

# Strategic Priority: Ensure excellent educators

- Rationale: Teacher quality is directly related to student achievement (Harris & Sass, 2011) and competitive salaries attract better qualified teachers (Figlio, 1997; Hanushek et al., 2005).

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# Strategic Priority:

## Ensure excellent educators

- Rationale: National Board Certification (NBC) from the National Board for Professional Teaching Standards is a rigorous process that requires teachers to analyze and reflect on their practice and demonstrate through standards-based evidence their effectiveness in impacting student learning, content knowledge, assessment, and engagement with colleagues and families. National Board Certification is the highest standard of the profession. By attaining National Board Certification, a teacher moves beyond basic licensure to a higher distinction of practice.

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# Strategic Priority:

## Ensure excellent educators

- Rationale: For perspective, in 2000, there were 7 NBCTs in Alaska. That is only 22 less than Washington has prior to the 15% salary increase. After 17 years, Alaska has about 175, about 8,409 less than Washington. Prior to the addition of National Board bonuses for teaching in a high-needs school, about 9% of Washington teachers in these schools were board certified. Currently about 35% of teachers in high-needs schools are board certified.

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# Strategic Priority:

## Ensure excellent educators

- There exists a support system with courses offered by the National Education Association (NEA) and an Alaska National Teacher Board Network to support NBCT candidates in completing this rigorous process, one that provides substantial growth opportunities for participants. There are some districts in Alaska who offer incentives to attract and retain educators in hard-to-fill positions (not based on NBC). Achievement of this NBCT goal would move all districts in Alaska from single-district negotiated incentives based on need to a standard practice based on need and teacher quality.

# Strategic Priority:

## Ensure excellent educators

- Link to research: <http://www.nbpts.org/research/>
- Link to teacher career continuum: <http://www.nbpts.org/teacher-career-continuum/>
- Link to WA state operating budget language that provides for NB incentives:  
<http://leap.leg.wa.gov/leap/Budget/Detail/2017/2017195883-S.PL.pdf> (bottom of pg. 218)
- Link to advocacy: <http://www.nbpts.org/practice-policy/advocacy-resources/>



*“The analysis and reflection that is embedded in the NBC process had a profound impact on my teaching. I have heard the same from each person I know who has participated in the process, whether he/she achieved certification or not. I believe that incentives will help teachers access NBC as meaningful professional development, and student learning will increase as a result. NBC raises the level of professionalism and confidence as it guides teachers to realize strengths, identify focus areas, and set relevant goals.”*

– Tara Bivins, Math Teacher, Mears Middle School, Anchorage

# Questions?

- **Goal 1:** Create rigorous cohort-based professional learning academies based on best practices for preservice, new-to-Alaska, new-to-teaching, and career-changing educator candidates to develop Alaska-specific skills.
- **Goal 2:** Grow education leadership through an educator leadership grant program.
- **Goal 3:** Triple the number of National Board Certified Teachers (NBCTs) in Alaska, and specifically increase the number of NBCTs in hard-to-staff schools and districts, both through the provision of salary incentives.

# Modernization & Finance Committee

# Who We Are...

Committee Member	Position	District/Organization	Committee Seat
James Fields	Chair	State Board of Education	Committee Co-Chair
Sue Hull	First Vice Chair	State Board of Education	Committee Co-Chair
Lee Butterfield		Anchorage School District	Parent
Bianca Rogers		Yukon Koyukuk School District	Parent
Lou Pondolfino		Anchorage School District	Parent
Cheryl Frasca	Executive Director	Education Matters, Inc.	Education Matters, Inc.
Shelley Hughes	State Senator	District F/Senate Education Committee	Alaska State Legislature
Jennifer Johnston	State Representative	District 28/House Education Committee	Alaska State Legislature
Katrina Church-Chmielowski	School Board Member	Copper River School Board	Association of Alaska School Boards
Karen Gaborik	Superintendent	Fairbanks North Star Borough School District	Alaska Superintendents Association
Jessica Cook	Teacher	NEA-Alaska	NEA-Alaska
Edward Alexander	Education Manager	Tanana Chiefs Conference	Tribal Representative
Pearl Brower	President	Ilisagvik College	Tribal Representative
Charles Michael	State Board of Education Student Advisor-Elect	Alaska Association of Student Governments	Alaska Association of Student Governments
Michael Partlow	Budget Analyst	Office of Management and Budget	Office of Management and Budget
Luke Fulp	Assistant Superintendent of Business and Operations	Matanuska-Susitna Borough School District	Alaska Association of School Business Officials
Tammy Van Wyhe	Superintendent	Copper River School District	Education Technology
Alexei Painter	Fiscal Analyst	Alaska Legislative Finance Division	Alaska Legislative Finance Division
Tim Navarre	Council Member	City of Kenai	Alaska Municipal League
Rick Luthi	Principal	Bristol Bay Borough School District	Principal

# Strategic Priority: Modernize the education system

- **Goal 1: Personalized learning**

**Establish a systemic foundation for personalized student learning and consistent excellence.**

# Strategic Priority:

## Modernize the education system

- Rationale: Personalized learning

Change is all around us: Personalization is transforming traditional systems in almost every aspect of modern life. Ubiquitous access to technology is also changing educational options, the modern workplace, and the students we serve.

Schools must also change: While the world for which we are preparing students has changed, the design of our schools has not. Student outcomes must adapt to the new realities or Alaska will continue to fall behind higher performing areas of the nation and the world.

Underperformance can be eliminated: Currently, our system lacks consistent accountability and quality control. The highest performing systems in the world faced similar problems and developed mechanisms for eliminating underperformance and instilling quality control. There is much we can learn from them.

16 action steps defined by group for consideration

# Strategic Priority: Modernize the education system

- **Goal 2: Enabling resources**

**Expedite the dollars, expertise, and other assets necessary to enable modernization.**

# Strategic Priority: Modernize the education system

- Rationale: Enabling resources

Creating systems for sharing expertise and other assets are as important as dollars in enabling student success.

A strong funding system is: (1) predictable, (2) equitable, (3) responsive, (4) adequate, (5) efficient, and (6) flexible.

Identifying, capturing, and repurposing savings that may result from modernization can reduce fiscal pressure as the system changes.

8 action steps defined by group for consideration



# Strategic Priority: Modernize the education system

- **Goal 3: Systemic collaboration**

**Facilitate deep systemic collaboration and alignment to ensure effectiveness, efficiency, and innovation.**

# Strategic Priority: Modernize the education system

- Rationale: Systemic collaboration

There are efficiencies and new opportunities in areas of common operations, professional growth, and student learning when entities share resources and work together.

There is recognition by the general public and business community that they have some responsibility and mutual benefit in creating an educated and well-trained citizenry.

Systemic collaboration toward the use of common educational strategies and learning opportunities helps define learning and teaching that fits Alaska best, provides a united community of learners, and builds a broad base of skills across our state.

20 action steps defined by group for consideration

# Questions?

- **Goal 1: Personalized learning**

Establish a systemic foundation for personalized student learning and consistent excellence.

- **Goal 2: Enabling resources**

Expedite the dollars, expertise, and other assets necessary to enable modernization.

- **Goal 3: Systemic collaboration**

Facilitate deep systemic collaboration and alignment to ensure effectiveness, efficiency, and innovation.

# Tribal & Community Ownership Committee

# Who We Are...

Committee Member	Position	District/Organization	Committee Seat
Kenny Gallahorn	Member	State Board of Education	Committee Co-Chair
John Harmon	Second Vice Chair	State Board of Education	Committee Co-Chair
LTC Jason Toole	Military Advisor	State Board of Education	Committee Co-Chair
Kathy Commack		Bering Strait School District	Parent
Jerilyn Kelly		Lower Kuskokwim School District	Parent
Rachel Roy		Sitka School District	Parent
Janet Bifelt		Yukon Koyukuk School District	Parent
Tom Begich	State Senator	District J/Senate Education Committee	Alaska State Legislature
Zach Fansler	State Representative	District 38/House Education Committee	Alaska State Legislature
Chuck Kopp	State Representative	District 24/House Education Committee	Alaska State Legislature
Tiffany Jackson	School Board Member	Aleutians East School Board	Association of Alaska School Boards
Kerry Boyd	Superintendent	Yukon Koyukuk School District	Alaska Superintendents Association
Tim Parker	President	NEA-Alaska	NEA-Alaska
Steve Ginnis	Executive Director	Fairbanks Native Association	Tribal Representative
Melanie Bahnke	President/CEO	Kawerak, Inc.	Tribal Representative
Hunter Carter	Student	Alaska Association of Student Governments	Alaska Association of Student Governments
Valerie Davidson	Commissioner	Department of Health & Social Services	Department of Health and Social Services
Kathie Wasserman	Executive Director	Alaska Municipal League	Alaska Municipal League
Deena Mitchell		Great Alaska Schools	Great Alaska Schools
Liz Medicine Crow	President	First Alaskans Institute	First Alaskans Institute

# Strategic Priority:

## Inspire tribal and community ownership

- Goal 1: Create the option for self-governance compacting for the delivery of education between the State of Alaska and Tribes or tribally-empowered Alaska Native organizations.
  - Definition: Self-governance compacting for the delivery of education means the Tribes or tribally-empowered Alaska Native organizations exercise their rights, in partnership with the State of Alaska, to assume the responsibility and associated funding to carry out programs, functions, services, and activities that the State of Alaska would otherwise be obligated to provide.

# Strategic Priority:

## Inspire tribal and community ownership

- Rationale: The State-Tribal compact affirms the State of Alaska's commitment to honor the government to government relationship between the State and Tribes to realize better education outcomes for students.

# Questions?

- **Goal 1: Create the option for self-governance compacting for the delivery of education between the State of Alaska and Tribes or tribally-empowered Alaska Native organizations.**
  - Definition: Self-governance compacting for the delivery of education means the Tribes or tribally-empowered Alaska Native organizations exercise their rights, in partnership with the State of Alaska, to assume the responsibility and associated funding to carry out programs, functions, services, and activities that the State of Alaska would otherwise be obligated to provide.



# Safety & Well-Being Committee

# Who We Are...

Committee Member	Position	District/Organization	Committee Seat
James Fields	Chair	State Board of Education	Committee Co-Chair
Keith Hamilton	Member	State Board of Education	Committee Co-Chair
Ishmael Andrew		Lower Kuskokwim School District	Parent
Leona Starr		Yukon Koyukuk School District	Parent
Lily Hinze		Matanuska-Susitna Borough School District	Parent
Jennifer Hall Jones		Anchorage School District	Parent
Cathy Giessel	State Senator	District N/Senate Education Committee	Alaska State Legislature
David Talerico	State Representative	District 6/House Education Committee	Alaska State Legislature
Peter Hoepfner	School Board Member	Cordova School Board	Association of Alaska School Boards
Norma Holmgaard	Superintendent	Kashunamiut School District	Alaska Superintendents Association
Laura Mulgrew	Teacher	Juneau School District	NEA-Alaska
Lillian Bannerman	Student	Alaska Association of Student Governments	Alaska Association of Student Governments
Marcey Bish	Child Care Program Manager/CCDF State Administrator	Department of Health & Social Services	Department of Health and Social Services
Walt Monegan	Commissioner	Department of Public Safety	Department of Public Safety
Dean Williams	Commissioner	Department of Corrections	Department of Corrections
Mary McMahon	Principal	Matanuska-Susitna Borough School District	Alaska Association of Secondary School Principals
Sarah Sledge	Executive Director	Coalition for Education Equity	Coalition for Education Equity
Maureen Hall	School Nurse	Alaska School Nurses Association	School Nurse
Jeff Lansing	Principal	Delta/Greely School District	School Counselor

# Strategic Priority:

## Promote safety and well-being

- **Goal 1: Transforming School Climate**

**Every Alaska school must work to create a sustainable and positive school climate that is safe, supportive, and engaging for all students, families, staff, and communities.**

# Strategic Priority:

## Promote safety and well-being

- Rationale: SCHOOL CLIMATE

The climate of a school is the visceral, almost palpable, 'sense' of safety and belonging that people experience on site. It can be described as warm or cool, safe or unsafe.

Research shows that a positive school climate directly impacts indicators of school success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement. A positive school climate promotes student learning and healthy development.

To transform our schools in Alaska and achieve breakthrough results, we must place school climate as one of our highest priorities.

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# Strategic Priority:

## Promote safety and well-being

- Rationale: SCHOOL CONNECTEDNESS AND UNDERSTANDING OF SCHOOL EXPECTATIONS

In a 2012 study conducted by Anchorage United for Youth, it was found that the more protective factors youth report in their life, the greater their likelihood of decreased risk factors (alcohol use, binge drinking, marijuana use, school absenteeism) and increased positive behaviors (attending school regularly, getting As and Bs in school). School climate factors such as believing teachers care about students, clear boundaries and consequences, feeling safe at school, having positive norms, and positive, meaningful youth engagement, all bolster these protective factors that create an environment in which students make healthy choices.

2015 Statewide Alaska Youth Risk Behavior Survey data shows that 62% of students in traditional high schools feel their teachers really care about them and show them encouragement and 66% feel that their schools have clear rules and consequences for behavior. These data points indicate a tremendous opportunity to improve school climate.

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# Strategic Priority:

## Promote safety and well-being

- Rationale: BULLYING

Bullying of students both on and off school grounds is a growing concern.

2015 Youth Risk Behavior Survey: 8.8% of Alaska high school students reported not going to school on at least one day in the last 30 days before the survey because they felt unsafe at school or on their way to or from school. This percentage has been increasing since 2007.

Every school year since DEED began collecting data in 2007, between 1400 and 2100 student suspensions for bullying, harassment, and intimidation have occurred in Alaska K-12 public schools. This data reflects only the most severe incidents.

According to the 2015 Alaska Youth Risk Behavior Survey, 22.8% of high school students at traditional high schools were bullied on school property and 17.7% were electronically bullied in the last year.

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# Strategic Priority:

## Promote safety and well-being

- Rationale: ABSENTEEISM

School climate impacts school attendance and Alaska's rate of chronic absenteeism is about twice the national average.

Alaska Department of Education data show 243,772 full-day unexcused absences were reported by Alaska school districts during 2015-2016 school year. (129,588 students were enrolled in public schools in 2015-2016 school year.)

The Alaska Department of Education data shows 15,154 students, or approximately one in every 9 students were truant during the 2015-2016 school year. (Truancy in Alaska is defined as five or more full days of unexcused absence during any school year.)

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# Strategic Priority:

## Promote safety and well-being

- **Goal 2: Building Trauma Engaged Schools**

Alaska's schools will create a culturally humble (responsive) and safe environment that recognizes the needs of the whole child, institutes trauma informed practices, and understands the vital importance of building all relationships surrounding every child to improve resiliency, health, and academic outcomes.



# Strategic Priority:

## Promote safety and well-being

- Rationale: ADVERSE CHILDHOOD EXPERIENCES

Unfortunately, Adverse Childhood Experiences or ACEs are common for our children in Alaska as well as for children nationwide. Indeed, in Alaska, for preschool children from birth to age 5, **40.2%**; for elementary students age 6-11, **51.9%**; and for middle and high school aged students ages 6-12, **61.7%**; have already experienced at least one ACE. As educators, we see the impact trauma has on children and youth every day, as they cannot help but bring it to school.

ACEs often adversely impact students' behavior and their ability to learn, but exciting advances in understanding of trauma and how to address it in school settings have emerged over the past decade. This understanding offers public education a tremendous opportunity to improve the health and academic outcomes for countless students.

Changes to current school practices, policies, and philosophy that better meet the needs of students struggling with the impacts of trauma will strengthen relationships with students, educators, families, and their communities and transform the educational experience for both vulnerable students and the school staff who support them.

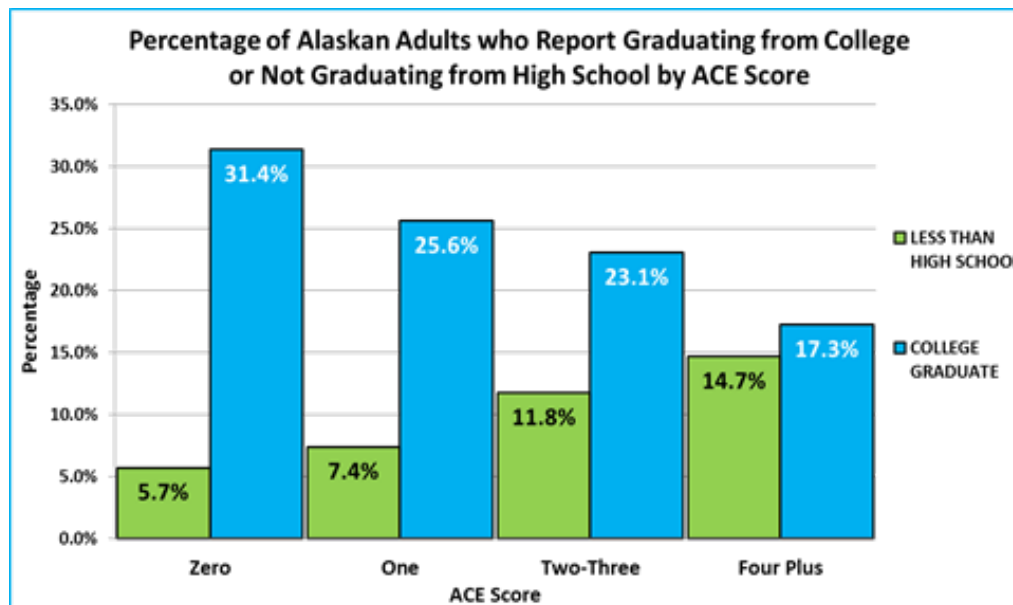
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# Strategic Priority:

## Promote safety and well-being

- Rationale: ACEs AND EDUCATIONAL ACHIEVEMENT

Alaskan adults who have experienced four ACEs are approximately two and a half times less likely to have graduated from high school. Additionally, Alaskans with four ACEs are about half as likely to have graduated from college. Educational achievement outcomes for Alaskan adults who experienced higher ACE scores can be seen here.



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# Strategic Priority:

## Promote safety and well-being

- **Rationale: DISCIPLINING TRAUMA-BASED BEHAVIOR**

In the 2015-2016 School Year, there were 10,160 in-school and 10,381 out-of-school suspensions for a total of 20,585 student suspensions in Alaska public schools.

1 in every 13 students was suspended or expelled during the 2015-2016 school year. Most of these suspensions were for non-violent student behaviors.

A review of the data suggests that a majority of these suspensions and expulsions were for nonviolent and non-safety-related incidents. With our growing awareness of the impact of trauma, we are compelled to find alternatives that reduce disciplinary actions that remove students from the classroom.

### **Restorative Practices**

“The widespread overuse of suspensions and expulsions has tremendous costs. Students who are suspended or expelled from school may be unsupervised during daytime hours and cannot benefit from great teaching, positive peer interactions, and adult mentorship offered in class and in school. Suspending students also often fails to help them develop the skills and strategies they need to improve their behavior and avoid future problems. Suspended students are less likely to graduate on time and more likely to be suspended again, repeat a grade, drop out of school, and become involved in the juvenile justice system.” (US Department of Education 2014)

# Strategic Priority:

## Promote safety and well-being

- **Goal 3: Student Health**

**To ensure the physical and mental health needs of all students in all schools are addressed, students enrolled in public education will have direct access to school nursing/health and counseling services.**

# Strategic Priority:

## Promote safety and well-being

- Rationale: Universal school access to nursing and counseling services

We know that in order to learn, a student must first be healthy and safe. Despite this understanding, the physical and mental health needs of too many students go unaddressed in our schools.

Healthy students are better learners and academic achievement bears a lifetime of benefits for health.

School health services and counseling, psychological and social services are part of the Whole School, Whole Community, Whole Child model (WSCC) which promotes a collaborative approach designed to improve learning and health in our nation's schools.

School nurses, school counselors and other professionals play a key role in providing services and coordinating care by communicating with families and health care providers outside of the school setting. Unfortunately, not all students in all schools have the benefit of access to these professionals and the critical services they provide.

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# Strategic Priority:

## Promote safety and well-being

- Rationale: NURSES

Traditionally, the school nursing role was designed to support educational achievement by promoting student attendance. Over the past century, the role of the school nurse has expanded to include critical components, such as surveillance, chronic disease management, emergency preparedness, behavioral health assessment, ongoing health education, extensive case management, and much more. Although the position has taken on a more comprehensive approach, the core focus of keeping students healthy and in school remains unchanged.

Nationally:

- 6% of children missed 11 or more days of school in the past 12 months due to illness or injury.
- 13% to 18 % of children and adolescents have some sort of chronic health condition.
- Seven million, or 9.4% of all children have asthma.
- 8% of all children have a food allergy, with almost 40% of them having a history of a severe reaction.
- **It is estimated that at least twenty percent of Alaska school children do NOT have a school nurse to provide health services in their schools. At least another 10% percent have less than the absolute minimum level of services as recommended by the American Academy of Pediatrics (AAP), the National Association of School Nurses (NASN) and Healthy People 2020. Only 18.2% of secondary schools in Alaska have a full-time registered nurse, compared to 43.9% nation-wide. (2012 CDC School Profiles Survey for Alaska)**

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# Strategic Priority:

## Promote safety and well-being

- Rationale: SCHOOL COUNSELORS

School counselors serve as a first line of defense in identifying and addressing student social/emotional/mental health needs within the school setting. They provide education, prevention, and crisis and short-term intervention until the student is connected with available community resources. Students' unmet mental health needs can be a significant obstacle to student academic achievement, career and social/emotional development and even compromise school safety. Schools are often one of the first places where mental health crises and needs of students are recognized and initially addressed.

20% of students are in need of mental health services, yet only 1 out of 5 of these students receive the necessary services.

In **Alaska**, 33.6% to 44.6% high school students reported feeling so sad or hopeless almost every day for two or more weeks in a row that they stopped doing some of their usual activities.

Alaska's overall suicide rate is almost twice the national average—currently Alaska's rate is the highest in the nation. In 2015, suicide was the leading cause of death for people ages **14-19**.

**Of school-age children who receive any behavioral and mental health services, 70%–80% receive them at school.**

**31% of Alaska school districts do not have school counselors & 36% of Alaska schools do not have access to school counseling services**

# Questions?

- **Goal 1: Transforming School Climate**

Every Alaska school must work to create a sustainable and positive school climate that is safe, supportive, and engaging for all students, families, staff, and communities.

- **Goal 2: Building Trauma Engaged Schools**

Alaska's schools will create a culturally humble (responsive) and safe environment that recognizes the needs of the whole child, institutes trauma informed practices, and understands the vital importance of building all relationships surrounding every child to improve resiliency, health, and academic outcomes.

- **Goal 3: Student Health**

To ensure the physical and mental health needs of all students in all schools are addressed, students enrolled in public education will have direct access to school nursing/health and counseling services.