

**KPBSD Health Curriculum:** Last adoption, 2014. Philosophy The quality of our children's future depends on their ability to make responsible decisions about their health. In order to do this, they must have accurate information, access to resources and services, and the skills necessary to carry out their choices. The ultimate goal is that our children will learn to value their health, and will readily use the information and skills to be healthy contributing members of society. This K-12 health curriculum is comprehensive and sequential. The intended outcome of this curriculum is Healthy Behaviors and Responsible Decision Making, based on six interrelated and equally important aspects of health: Mental and Emotional; Family/Social/Interpersonal Health; Injury/Disease Prevention (Substance Use/Safety); Community/Consumer/Environmental Health; Nutrition/Fitness; and Healthy Growth and Development/Hygiene.

<http://www.kpbsd.k12.ak.us/departments.aspx?id=10486>

Additional Curriculum Resources:

- **4<sup>th</sup> R: Goals**
- Reducing physical dating violence among boys;
- Reduce acts of violence towards peers;
- Increase knowledge and awareness of dating violence, substance use and other risky behaviors; and
- Increasing students' use of communication skills.
- 
- <http://dhss.alaska.gov/dph/wcfh/Pages/adolescent/Fourth-R.aspx>

**Common Sense Media.org** provides high-quality digital literacy and citizenship programs to educators and school communities. Together, we work to empower students to harness technology for learning and life. Our free resources include [ratings and reviews](#) of digital tools, a comprehensive [K-12 Digital Citizenship Curriculum](#), ready-made lesson plans, videos, webinars, and more.

**Project Aware:** The five-year federal award, funded through the Substance Abuse and Mental Health Service Administration, will provide \$1.8 million annually for districtwide Youth Mental Health First Aid training in Anchorage, Mat-Su, and Kenai, and targeted mental health resources to the following alternative schools in those districts: Burchell High School, Valley Pathways, Mat-Su Central School, Avail School, Crossroads School, Benson Secondary/S.E.A.R.C.H., S.A.V.E. High School, Kenai Alternative High School, and Homer Flex School. Through local and state partnerships, the grant will build schools' capacity to address mental health in a more coordinated and integrated fashion; provide training for early detection and response to mental health issues; connect youth and families with mental health services; and implement effective ways to promote behavioral health and prevent mental illness.

—KPBSD Project Aware Grant: Component B – Salaries (.25% of Coordinator, 2 Counselors)

\$227,180 – We are in the 3<sup>rd</sup> year (1<sup>st</sup> year was for planning). There is one more year for this grant 2018-2019

At this time, there is no plan at DEED to continue, but there is hope that another RFP will come about next year. AK does have solid data to apply for more grants and topics of future meetings will be planning for sustainability.

Project Aware – Component A – Youth Mental Health First Aide - \$10,500 per year for 4 years. Trained hundreds of staff and community members in this.

**Youth Mental Health First Aid:**

Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis.

Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. [Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders \(including AD/HD\), and eating disorders.](#)

**SAPP Grant** – The new Suicide Awareness, Prevention, and Postvention [SAPP] grant program, implemented in partnership with the Suicide Prevention Council, strengthens these coordinated efforts. In 2013, six school districts were funded to offer evidence-based suicide prevention in their high schools. All six of the school districts receiving SAPP grants are providing services to students at-risk of suicide. The Anchorage and Mat-Su Borough school districts are implementing their suicide prevention programs in alternative schools. The Department of Education and Early Development, with the support of a grant from the Department of Health and Social Services, also continued the Promoting Health Alternative Schools and Community Partnerships Initiative in 2013.

KPBSD SAAP GRANT (3 years) - \$25,000 (minimum per year) – we are in the second year of implementation

- Year 1 – (16/17) Fourth R training of Trainers; Four Schools – SOS training (\$28,000)
- Year 2 – (17/18) Refresher Training and Initial Training for SOS (we most likely can fund another two schools this spring!) (\$31,000 – could be more)
- Year 3 (18/19)– Training of Trainers for SOS, if funding left over, QPR training for students to support SOS

**GCI Alaska Community Foundation** – Suicide Prevention = \$20,000 – Grant cycle completed (Fall 2017)

- This grant has funded SOS(Sources of Strength) training, UpStream Conference

**Sources of Strength is...**

A best practice youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse. The mission of Sources of Strength is to prevent suicide by increasing help seeking behaviors and promoting connections between peers and caring adults. Sources of Strength moves beyond a singular

focus on risk factors by utilizing an upstream approach for youth suicide prevention. This upstream model strengthens multiple sources of support (protective factors) around young individuals so that when times get hard they have strengths to rely on.

**FASD Trainings:** The district collaborates with FASD expert, Deb Evensen, to provide staff trainings, consultation regarding understanding and working with students impacted by FASD. The district also works with Ms. Evensen to host parent support groups in Soldotna, Homer, Seward, and Seldovia.

**Mandated OCS Trainings on abuse and neglect:**

**PBIS:** School-Wide Positive Behavioral Interventions and Supports (PBIS) is a framework schools use to define behavioral expectations for all students in a school, teach those behaviors to students, and positively acknowledge students who are using correct behaviors. By teaching behaviors and acknowledging students, PBIS helps to impact the climate of a school, and increase connectedness between staff and students. Fewer problem behaviors have been found to promote increased academic engaged learning time for students, increase school attendance rates, and decrease incidents of bullying. Data is used regularly in schools to assess student behavior and to design and implement behavioral interventions.

**Suicide Threat and Self injurious behaviors trainings:** All school principals, counselors, nurses, and school psychologists receive training in this area and administer the District prescribed assessments.

**Life Space Crisis Training:** During the last four school years every paraprofessional in the district has received Life Space Crisis Intervention (LSCI) training. Additionally we have provided this training to bus drivers and bus attendants for the last three years, including in August of this school year.

LSCI is a therapeutic, verbal strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors.

LSCI provides educators, counselors, youth workers, parents, and other caring adults with a roadmap through conflict to desired outcomes, using problems as an opportunity to teach and create positive relationships with youth.

**Trauma Informed Schools DEED e-Modules:** insert list and descriptions here.

**KPBSD/Hanover Student Climate and Mindset Survey:** This survey analyzes results from a school climate survey to identify elements that promote a healthy school climate, identify areas of development, and establish an index for tracking progress on these items.

**KEY FINDINGS of Hanover Survey**

Grade 6-12 students indicate that they feel connected to their community. Over 70 percent of students state that they care about their community (86%) and think it is important to participate in community service (74%). Furthermore, 65 percent of students believe that they personally can make a difference in their community (Figure 2.2).

Grade 6-12 students' schools and teachers provide a welcoming and encouraging environment for students. At least 75 percent of students agree that they care about their school (78%) that their school

is a welcoming place (75%), that they feel safe at school (75%), that adults treat students with respect (75%), and that students are encouraged to do their best at school (82%). Moreover, most students indicate that teachers are fair (70%), that teachers care about students' health and well-being (79%), and at least one teacher makes them excited about the future (81%; Figures 2.2 and 2.3).

While most Grade 6-12 students note camaraderie with fellow students, this is a potential area for improvement. Only 55 percent of students agree that when students see another student being picked on, they try to stop it or students in their school help each other, even if they are not friends. Furthermore, only 64 percent of students state that students at their school treat them with respect (Figures 2.2 and 2.3). Conversely, over 75 percent of students indicate that they can work in a team with other students (76%), get along with students that are different (81%), recognize and compliment others' accomplishments (82%), and respect other people's opinions, even if they are different (83%; Figure 2.4).

Grade 6-12 students indicate that they are goal-oriented and have a positive outlook on their future. At least 75 percent of students agree that they can excel in their classes (75%), have a great future ahead of them (75%), have goals for the school year (79%), have goals for the future (85%), and work hard to achieve their goals (83%; Figure 2.5).

#### **Threats and KPBSD Threat Assessment Process:**

The KPBSD has a process for assessing student threats. Our Threat Assessment process is based on the "Virginia Model" of threat assessments. This process includes interviewing involved students, assessing the threat, making recommendations, and a reentry process for the student. During the 2018-2019 school year, we are working with Dr. Linda Kannan on reviewing and revising our forms and process based on new information that has come from the FBI and Secrete Service in August of 2018. Dr. Kannan is the first director of the Colorado School Safety Resource Center and has been a school safety and education consultant since 2012.

Teams: Based on Dr. Kannan's recommendations, the district will be moving to a team based system. Currently the building admin completes the initial process and then sends it to district office for review. At District Office, one or two people will review the form and collaborate with the building admin on next steps. In the future, there will be a team at the site level, and DO, who will be part of the process.

#### Forms:

Dr. Kannan will keep the fundamentals of what we use, but make changes/additions based on the new knowledge that is available. This will likely including keeping an interview protocol (done by the building admin), but developing a separate section for the building teams to do together.

#### Trainings:

- District Office Leadership Team- review of new/updated forms and processes, review of new information regarding school safety, identifying transient and substantive threats, discussion and clarification on the key roles that DO plays in this process
- Trainings for school based teams- two one-day trainings for school teams. One day will be here in the central pen, and one day for the southern peninsula. Each team will consist of one

building admin and 2-3 other team members. Recommended members are school psychologists, counselors, and school nurses. We will need to discuss this more internally.

Policy:

- Help the district develop appropriate policy related to school threat assessments/safety

Other:

- Staff messaging: Development of a message for school staff and the community related to school safety and the importance of reporting concerns related to student safety
- Student Messaging Development of a message for our students related to school safety and reporting of concerns
- Tip lines: By the end of the school year, the KPBSD will have viable options for the implementation of a tip line for all school safety issues. Dr. Kannan is working with the district on finding a tip line that will work for the KPBSD.