

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

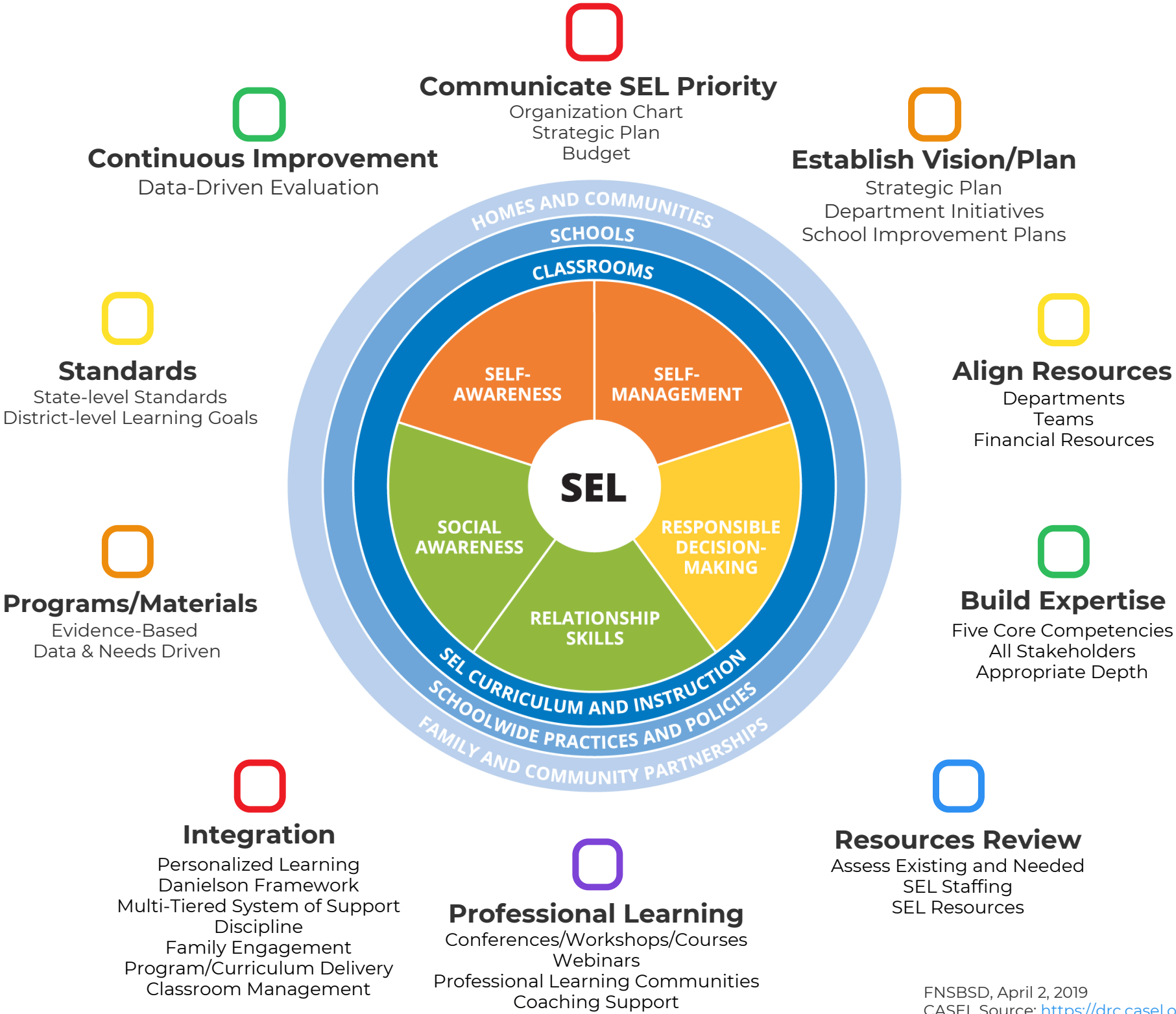
MEMORANDUM

DATE: April 2, 2019
TO: FNSBSD Board Of Education
THROUGH: Dr. Karen Gaborik, Superintendent
FROM: Helen Clark, Executive Director of Federal Programs 
RE: Social Emotional Learning Implementation and Social Services Managers
Preliminary Outcomes

Find attached an overview of the district's approach in establishing comprehensive social emotional learning supports using the framework from the Collaborative for Academic, Social and Emotional Learning (CASEL). Also included is an update related to the new social services managers team, showing preliminary positive impact data.

Establishing Comprehensive Social Emotional Learning in the Fairbanks North Star Borough School District

using CASEL's Comprehensive District Framework



Communicate SEL Priority

Establish Vision/Plan

Align Resources

Highlights:

- District Strategic Plan Objective Since 2017
- Student Support Services Department Established - 2018
- Org Chart: Fed Pro, Nurses, Counselors to Support Lane - 2018
- Social Services Managers Team Created - 2017-2018
- Federal Programs Department Initiative Since 2017
- IV-A Formula Grant Priority Focus Since 2017
- 21st CCLC After School Program Grant Priority Focus Since 2018
- Title I Schools Priority Focus Since ~2015
- CSI-TSI Schools Area of Focus Since Spring 2019
- Focused Team Building Between Counselors & SSMs 2018-2019

Next:

- Strategic Plan Refresh Input: Increase Priority of SEL
- Expand Team Building to Additional Student Support Lane Staff

Build Expertise Resources Review Professional Learning

Highlights:

- Focus: CASEL's Five Core Competencies
- SSM Team: Researched Evidence-Based Tools - Spring 2018
- ACEs Training From Dr. Chamberlain - Spring 2018; Fall 2019
- History and Healing Training From Dr. Dementieff - Fall 2018
- History and Healing Training From Dr. Ferguson - Spring 2019
- ACEs and Student Supports PD for 100 Staff - Jan 2019
- Youth Mental Health First Aid Training (Various Offerings) - 2018-19
- IV-A Formula Grant Funded Resources and Materials -2018-19
evidence-based examples: 4th R; Second Step; Zones of Regulation; Check & Connect
- Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska - Release Announcement by DEED & AASB - Jan 2019
- DEED Safety Summit - Sep 2018

Next:

- Interdisciplinary Team to Review Evidence-Based Tools
- Continued Pilots: School/Interdisciplinary Team Driven
- SSM Team: Develop Additional Staff Training Resources

Integration Programs/Materials Standards Continuous Improvement

Of Importance in Current and Next Steps

- Personalized Learning
- Danielson Framework
- Multi-Tiered System of Support
- Discipline Restructure
- Family Engagement
- Program Curriculum Delivery
- Evidence-Based
- Data and Needs Driven
- State-level Standards beyond current Health Skills and Early Learning Guides
- District SEL Learning Outcomes / Portrait of a Graduate
- Data-Based Evaluation for Continuous Improvement

Bottom line: "SEL is not a stand-alone program (or an initiative), but rather a set of principles and practices that support success across your district" - CASEL

SOCIAL SERVICES MANAGERS STATUS REPORT

SSM Team Size: Ten

Operating Fund: Five

Various Grants: Five

Sped Title VI-B

ESSA Title I-A

ESSA Title IV-A

Region-Based: Seven

SSM Home Schools:

Hunter

Ryan

Lathrop

North Pole Middle

North Pole High

Joy

West Valley

Districtwide: Three

Foster Care

McKinney-Vento

Special Education

General overview

Service logs	4,130	Students served	733
School w/ highest need: Lathrop	130 High Risk 40 M-V	K-6 students served	343
Likely Next SSM Home School: MSE	59 High Risk 11 M-V	7-12 students served	390
Likely Next SSM Home School: UPK	64 High Risk 15 M-V	Direct Service Hours	1,884

IMPACT SUMMARY

Of Note:

Preliminary impact data shows positive results. Caution: data spans two school terms, spring 2018 and fall 2019

Outcome for Students Served:

**Dropout Rate
Reduction
~25%**

Recommendations Based on Impact Review:

- Serve high risk for dropout students at higher rates (using the district's Early Warning System)
- Increase the amount of SSM service per student to at least two hours
- Increase the size of the SSM team to allow for more time per student, access to services for all high risk students, and capacity to address preventive SEL efforts rather than reactive interventions