

TAVRA!

The Meade River School Response to Bullying
Kuulugruam Minuaqtugvia
by Patti Lloyd, LSW



TAVRA!



“TAVRA” is Inupiaq for “ENOUGH!” or “IT’S OVER!”

The TAVRA approach is a culturally responsive methodology encompassing the Inupiat Values while incorporating PBIS, MTSS, Restorative Circles, and the Second Step Program. All these connect well with the Zones of Regulation that we use in our school.

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What does TAVRA stand for in our school?

T = Tradition

A = Attitude

V = Values

R = Respect

A = Anti-bullying

Tradition
Attitude
Values
Respect
Anti-bullying

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This program is based on the Inupiaq Values, already present in the culture of our students and community. These values are great tools for living together. Here is the condensed list of the Inupiaq Values we use with our students:

Respect for Nature

Compassion

Cooperation

Hunting Traditions

Humility

Humor

Spirituality

Sharing

Knowledge of Language

Avoidance of Conflict

Love and Respect

Family Kinship

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One key aspect of this program is the words we use to let others know that we are not happy with how we are being treated.

Our students say, “**PLEASE STOP!**” when another's actions are bothering them. Our youngest students actually raise a hand with a flat palm as a signal with the target words to get the information to the other person.

If the other person does not stop, it is no longer regarded as tattling, but the teacher or other adult then steps in to help that person see that what they are doing is not accepted by both parties. This may be the first indication that bullying is happening.

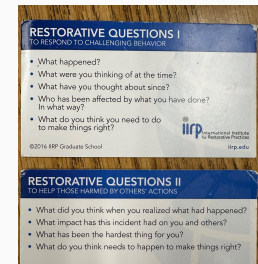
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Once a student signals with the “PLEASE STOP!” signal, the teacher or other adult in the room must be aware of what is happening so as to help both students work the problem out.

At MRS, we use the Restorative Circles program that we have all been trained in with the dialogue tied to the Restorative Questions to guide the conversations.

Our program is still developing the conversations that will help the identified bully to begin to have socially acceptable ways of dealing with their frustrations.



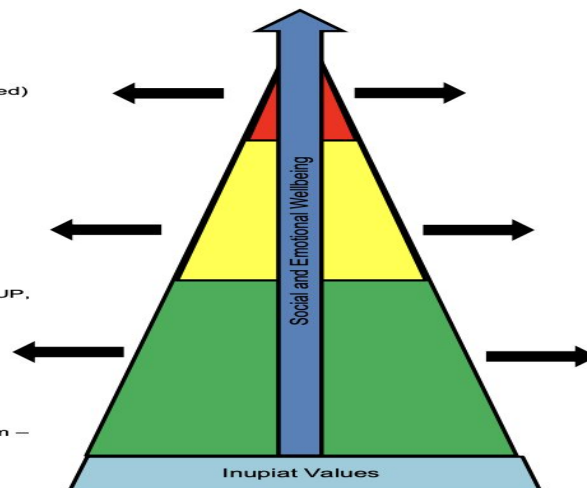
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North Slope Borough School District Multi-Tiered System of Support 07/2023

- Academic Response to Instruction (RtI)**
- Tier 3: Intensive**
 Qualifier:
 • MAP ELA or Math - 0-9% percentile
 • mCLASS Far Below Benchmark
 The student continues Tier 1 instruction, plus...
 1:1 instruction using intervention programs
 Intensive—may be an individual or small group (data-based)
 Minimum of bi-weekly progress monitoring
 Evaluate the efficacy of intervention every six weeks
- Tier 2: Strategic and Targeted**
 Qualifier:
 • MAP Math or ELA - 10-34% percentile
 • mCLASS Below Benchmark
 The student continues to receive Tier 1 instruction, plus...
 • Needs-based, small groups
 • Explicit and targeted instruction
 • Minimum monthly progress monitoring
 • Intervention Programs:
 Lexia, ALEKS, Bridges Interventions, MyPath, Excellence in Writing, Imagine Learning, PowerUP, Read Live, MyMath, Heggerty
- Tier 1: Universal Implementation**
 All Students – 5 days a week, whole class
 • Differentiated, proactive instruction – MyPath, Imagine Learning
 Whole group and small flexible groups – Lexia, PowerUP, Heggerty, Excellence in Writing
 • Universal screening - MAP and mCLASS
 • District Adopted Research-based core curriculum – Please see the NSBSD Literacy Plan

NSBSD Multi-Tiered System of Support



Behavior School-wide Positive Behavior Tier 3: Intensive

- Qualifier:
 • 1-5% at risk
 The student continues to receive Tier 1 instruction, plus...
 • General Education with Support
 • Functional Behavior Assessment
 • Behavior Support Plan
 • Crisis Intervention Support (Threat of Harm Protocol)
 • Suicide Intervention (QPR)
 • Interagency collaboration/support

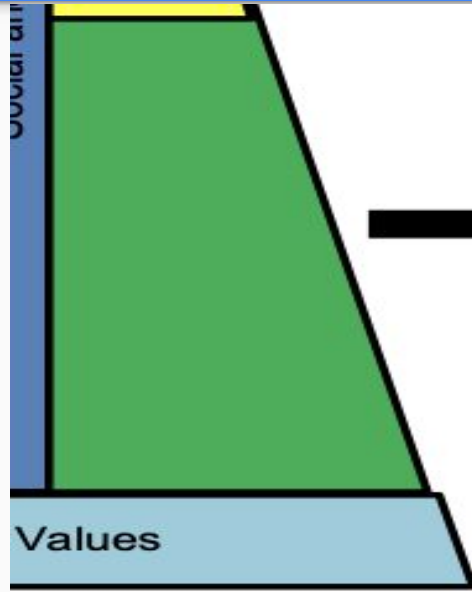
Tier 2: Strategic and Targeted

- Qualifier:
 • 5-15% at risk
 The student continues to receive Tier 1 instruction, plus...
 • Check-in Check-out
 • Counselor check-in support
 • Skill Streaming
 • Restorative Practices

Tier 1: Universal Implementation

- All Students
 • SW-PBIS Tier 1 Implementation
 • Inupiat Values Curriculum
 • Nonviolent Crisis Intervention
 • SEL Curriculum – Second Step Second Step (ECE-GR8), Bullying Prevention, Second Step Child Protection, 4th R Healthy Relationships (GR 7-12), Navigation Transitions: Promoting Wellness to Prevent Suicide (GR 5-12), Alaska Safe Children's Act Courses (GR 7-12)
 • Best practices in classroom management – Restorative Practices, Cultural Safety
 • Classroom PBIS Strategies
 • IBH/ASNA/Tanna Chiefs/Maniilaq prevention programs
 • Data-based decision-making - ODRs

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- Restorative Practices

Tier 1: Universal Implementation

All Students

- SW-PBIS Tier 1 Implementation
- Inupiaq Values Curriculum
- Nonviolent Crisis Intervention
- SEL Curriculum – Second Step Second Step (ECE-GR8), Bullying Prevention, Second Step Child Protection, 4th R Healthy Relationships (GR 7-12), Navigation Transitions: Promoting Wellness to Prevent Suicide (GR 5-12), Alaska Safe Children's Act Courses (GR 7-12)
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Atqasuḡmiut respect our heritage, ourselves, and our community by acting in a cooperative and responsible manner.



TAVRA:	
Respectful	<ul style="list-style-type: none">• Please Stop• Apologize• Respect other's space• Take turns when speaking• Use kind words• Respect others feelings
Responsible	<ul style="list-style-type: none">• TAVRA• Stop when asked• Keep hands to self• Be empathetic
Cooperative	<ul style="list-style-type: none">• TAVRA• Golden rule• Work out problems positively• Restorative questions



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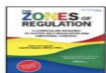
	Gym	Restroom	Library	Hallway	Lobby	Playground	Bus	Cafeteria
Respectful	<ul style="list-style-type: none"> • Clean up • Put equipment away • Follow game rules • Use kind words 	<ul style="list-style-type: none"> • Use inside voice • Respect other's space • Respect other's property • Use kind words 	<ul style="list-style-type: none"> • Use materials gently • Food/drink free zone • Respect other's space • Respect other's property • Use inside voice 	<ul style="list-style-type: none"> • Close lockers quietly • Keep feet on floor • Keep hands to self • Move with purpose • Use kind words 	<ul style="list-style-type: none"> • Open doors for elders and others • Keep feet on floor • Stay in personal space • Wait patiently • Use kind words • Use inside voice 	<ul style="list-style-type: none"> • Support each other • Be considerate • Share • Use kind words 	<ul style="list-style-type: none"> • Use inside voice • Sit with backs to back and bottoms to bottom • Respect other's property • Use kind words 	<ul style="list-style-type: none"> • Clean up tray • Use good manners • Respect other's space • Wait your turn • Use kind words • Use inside voice
Responsible	<ul style="list-style-type: none"> • Have adult supervision • Use age-appropriate equipment • Ask permission to enter/exit • Keep outside door closed 	<ul style="list-style-type: none"> • Flush completely • Go straight to location • Put paper towels in trash • Report problems to an adult 	<ul style="list-style-type: none"> • Return books to bin • Remove books only with permission • Put books and magazines away 	<ul style="list-style-type: none"> • Walk • Be in the correct hallway • Have a hall pass • Use inside voice • Manage your time 	<ul style="list-style-type: none"> • Walk • Remain seated • Ask permission to leave • Have all your things 	<ul style="list-style-type: none"> • Use equipment appropriately • Keep equipment clean • Be safe • Report problems to an adult 	<ul style="list-style-type: none"> • Dress for the weather • Be on time • Safe a distance from the bus • Have all your things 	<ul style="list-style-type: none"> • Be on time • Wait patiently in line • Keep hands to self • Keep feet on the floor • Be safe
Cooperative	<ul style="list-style-type: none"> • Be courteous to others • Use good sportsmanship • Take turns • Work together • Play safe • Follow directions 	<ul style="list-style-type: none"> • Keep clean • Wash with soap and water • Treat fixtures nicely • Keep walls and stalls clean • Follow directions 	<ul style="list-style-type: none"> • Monitor time • Work together • Follow directions 	<ul style="list-style-type: none"> • Be a good example • Keep area clean • Be polite • Follow directions 	<ul style="list-style-type: none"> • Be a good example • Keep are clean • Be polite • Follow directions 	<ul style="list-style-type: none"> • Be a good example • Take turns • Share • Show good sportsmanship • Follow directions 	<ul style="list-style-type: none"> • Hands and feet to yourself • Stay in seat • Hold the rail • Walk to and from bus • Follow directions 	<ul style="list-style-type: none"> • Share • Food on cafeteria side only • Follow directions • Wait patiently on bench when done

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Our TAVRA program is strongly linked to our school wide recognition of the positive behaviors, growth, and contributions of a student in our classes. **Live School Points** can be awarded to students that willingly work with the Restorative Process to help students learn to work through conflicts. We also strongly teach that each student owns their own body and are able to decide what is appropriate for others when it comes to their physical happiness.

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To be used with *The Zones of Regulation™* curriculum
Reproducible E

The **ZONES** of Regulation™

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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Morning Meeting Routine:

- Land and Elder Acknowledgement:
 - *We are honored to work and live on the sovereign lands of the Iñupiaq people.*
 - *We pay our respects to their Elders, past, present and emerging.*
 - *We thank the community for entrusting us as partners in the education and growth of their children.*
- Blessing
- Inupiaq Value of the Month
- Announcements: Eagle of the Week, important school information
- Dismissal by Class

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Every morning at 8:45 Meade River School starts our day with a school-wide assembly we call Morning Meeting. This Tier 1 intervention has been designed to build inclusivity in a culturally sensitive manner. Every day we're open we put Inupiaq language and culture at the front. We address schoolwide concerns such as bullying and train students how to respond here. Zones of Regulation was introduced this year at Morning Meeting and the process was installed in each class, with students understanding triggers, their body's responses, and how to calm their minds so they can learn.

The Morning Meeting is intended to be inspirational and to build our community. Every day, students show leadership by volunteering to lead sections, which include:

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Can you recite and describe the meaning of our 12 Inupiaq Values? Meade River School students get the opportunity to share their knowledge of our Inupiaq Values to earn a TAVRA anti-bullying t-shirt.



TAVRA!



WE
DID
IT!

TAVRA!



TAVRA!



When speaking with one another, remember:

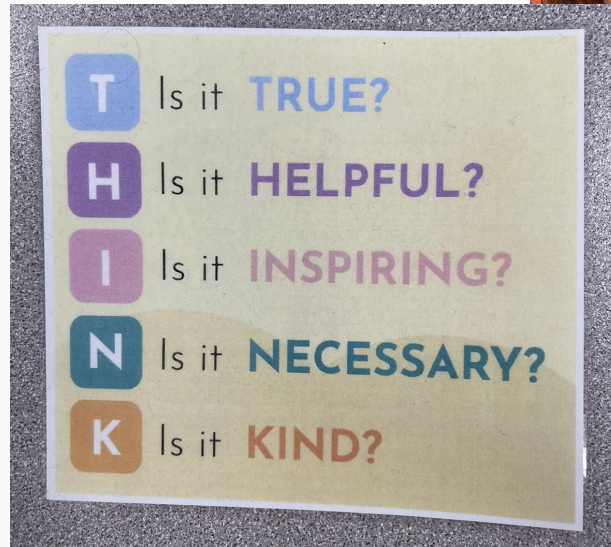
T = Is it true?

H = Is it helpful?

I = Is it inspiring?

N = Is it necessary?

K = Is it kind?



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Summary: TAVRA! asks critical questions and teaches critical skills to our students, blending all of the platforms we know to work with our kids. It is culturally responsive and teaches all students to say:

“TAVRA!”