Strategic discussions: NSBSD BOE Winter Retreat January 2026

Safety, security & student wellbeing

North Slope Borough
School District
nsbsd.org

Safety, security & student wellbeing in our schools requires a dual approach of

- **prevention** (proactive measures to stop incidents before they occur) &
- **intervention** (reactive actions to stop behavior in progress and mitigate damage)

1. Physical Building Response

- **Infrastructure & Access**: eg. AI phone entrance, detex bars, monitored key systems

- **Technology & detection:** eg. integrated security systems, cameras, vape detectors, locker searches

2. Staff Training Response

- **Emergency Drills & Procedures:** eg. Regular training on lockdowns, evacuations, and shelter-in-place scenarios, including coordination with law enforcement.

- **Crisis Management:** eg. CPI training and Incident Response Procedures

3. Student Support, Education & Response

- **Proactive Education & Safety Drills:** Age-appropriate, non-traumatizing safety drills that educate students on what to do during emergencies.

- **"See Something, Say Something":** Educating students on how to report concerns, bullying, or suspicious behavior without fear of retaliation.

3. Student Support, Education & Response

- **Mental Health & Social-Emotional Learning (SEL):** Programs and staffing that foster resilience, belonging, and emotional regulation, reducing the likelihood of behavioral incidents.

- **Digital Citizenship:** Training on online safety, cyberbullying prevention, and responsible technology use.

	M&O & IT	Site level	Student Services	CO // BOE
Physical building response	• AI Phones • Detex bars • Vape detectors • Camera systems • Coordination with Emergency services	Locker searches		Policies, funding and an operational plan
Staff training & support	• SOP and SRP • Crisis training	Staff drills – fire, lock-down etc	• CPI training • PLC discussions	School Safety Committee
Student programs & support		Student drills – fire, lock-down etc	Programs & Staffing	
Student behaviors & intervention	Lightspeed	• Documented ODR's • Counselor supports • Zero tolerance & restorative response to bullying • Documenting and reporting of behaviors	Social worker and Clinician Referrals	• Support sites with implementation of zero tolerance & restorative training • Explicit policies communicated in Parent handbooks
				Consistent application of the Discipline matrix

A complex set of issues requiring a multi-faceted approach

1. Physical Building Response

District Safety Plans and Processes

A-I Phones

Location and Functions:

- *Front entry into the School.*
- *Remote access to see who is coming in and why.*
- *Electronically "buzzed" into the building controlled at the Principals and Secretary Desk.*

Locations still in need:

Alak School; Nunamiut School; Meade River; Kaveolook School; Nuiqsut School

District Safety Plans and Processes

Alarmed Panic Bars

Location and Functions:

- *All Exterior Doors*
- *Notifies when a person has opened the door to leave and/or coming in from the outside.*
- *Notifies when doors do not close all the way.*
- *Badge or key to reset the alarm.*
- *Also referenced as “Detex” bars.*

Locations with:

Fred Ipalook Elementary School and Tikigaq School

District Safety Plans and Processes

Next Steps

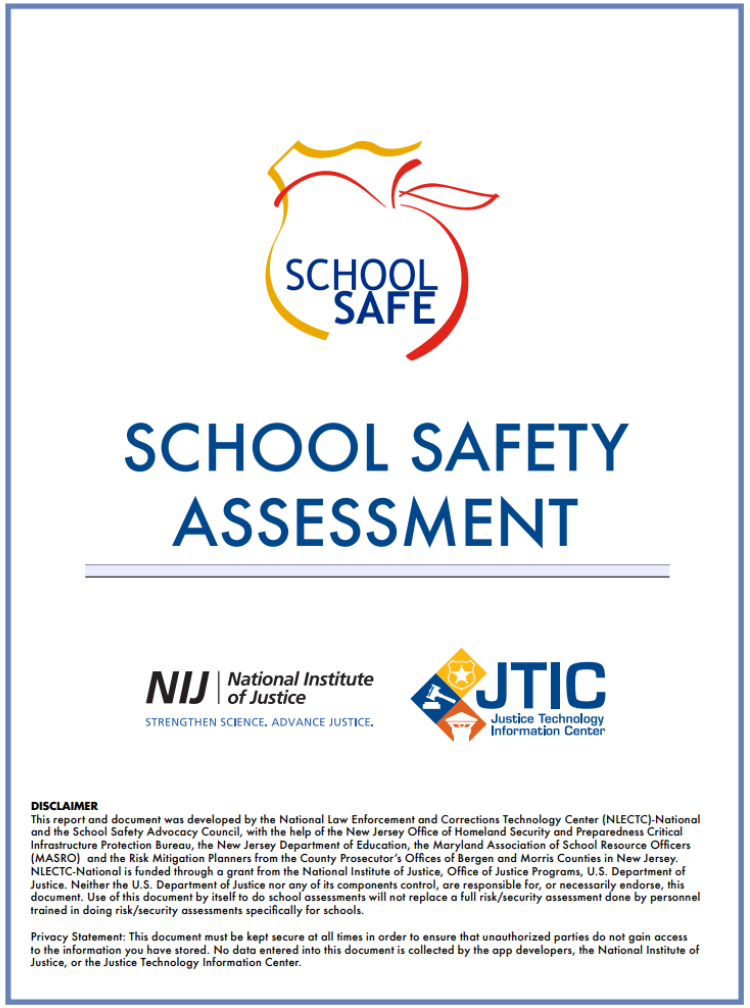
Implementation timeframe brough forward with NSB CIP funding support.

Hoping for summer 2026 installation on all sites

District Safety Plans and Processes

School Safety Assessments (SSA)

- Annual inspection at start of school year.
- Identifies areas of possible deficiencies, i.e., Fire extinguishers, graffiti, Fire Drill logs, safety processes being followed, Visitor protocols.
- Report submitted to M&O Director and then distributed to each school Principal.

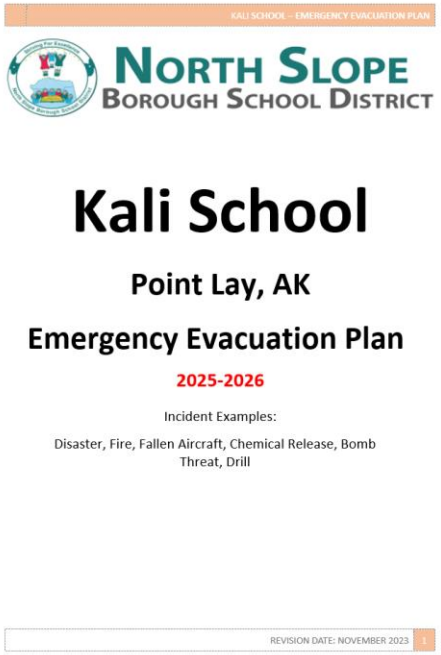


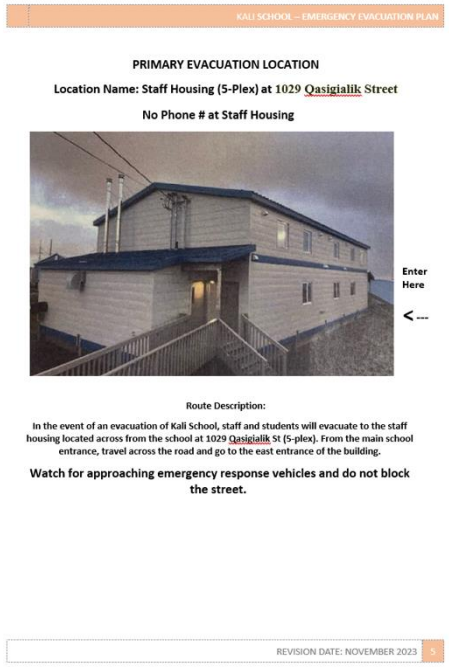
2. Staff Training Response

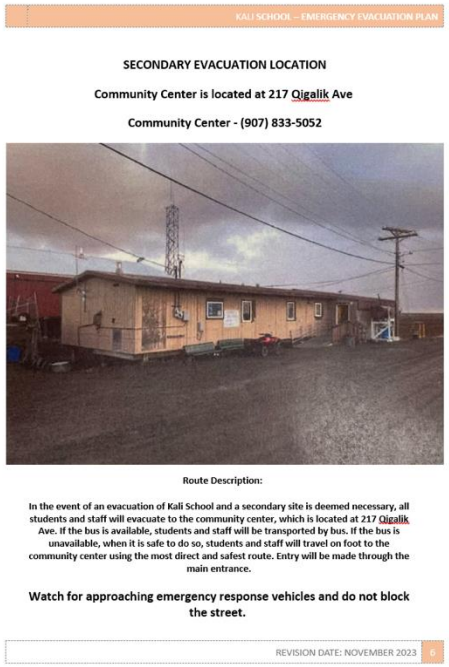
District Safety Plans and Processes

Emergency Evacuation Plans (EEP)

- Reviewed yearly.
- Given to Principals at the beginning of the year.
- Guidance to safe locations during school evacuations.
- Different than Reunification Method with parents.



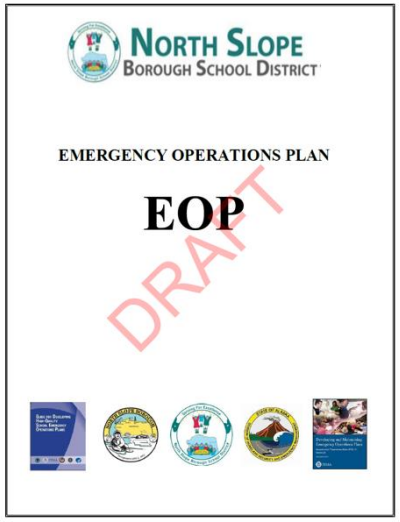




District Safety Plans and Processes

Emergency Operations Plan (EOP)

- Plan that encompasses all of emergency operations.
- Processes and procedures including school closure, key local contacts, and communications


NORTH SLOPE BOROUGH SCHOOL DISTRICT

EMERGENCY OPERATIONS PLAN

EOP

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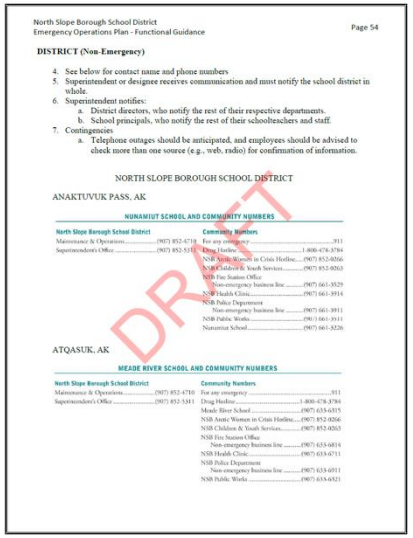
North Slope Borough School District
Emergency Operations Plan - Functional Guidance
Page 54

DISTRICT (Non-Emergency)

4. See below for contact name and phone numbers
5. Superintendent or designee receives communication and must notify the school district in whole.
6. Superintendent notifies:
   a. District directors, who notify the rest of their respective departments.
   b. School principals, who notify the rest of their schoolteachers and staff.
7. Contingencies
   a. Telephone outages should be anticipated, and employees should be advised to check more than one source (e.g., web, radio) for confirmation of information.

NORTH SLOPE BOROUGH SCHOOL DISTRICT

ANAKTUVUK PASS, AK

NUNAMIUT SCHOOL AND COMMUNITY NUMBERS

North Slope Borough School District	Community Numbers
Maintenance & Operations.....(907) 852-4710	For any emergency.....911
Superintendent's Office.....(907) 852-5311	Drug Hotline.....1-800-478-3784
	NSB Arctic Women in Crisis Hotline.....(907) 852-0266
	NSB Children & Youth Services.....(907) 852-0263
	NSB Fire Station Office
	Non-emergency business line.....(907) 661-3529
	NSB Health Clinic.....(907) 661-3914
	NSB Police Department
	Non-emergency business line.....(907) 661-3911
	NSB Public Works.....(907) 661-3311
	Nunamiut School.....(907) 661-8220

ATQASUK, AK

MEADE RIVER SCHOOL AND COMMUNITY NUMBERS

North Slope Borough School District	Community Numbers
Maintenance & Operations.....(907) 852-4710	For any emergency.....911
Superintendent's Office.....(907) 852-5341	Drug Hotline.....1-800-478-3784
	Meade River School.....(907) 633-6315
	NSB Arctic Women in Crisis Hotline.....(907) 852-0266
	NSB Children & Youth Services.....(907) 852-0263
	NSB Fire Station Office
	Non-emergency business line.....(907) 633-6811
	NSB Health Clinic.....(907) 633-6711
	NSB Police Department
	Non-emergency business line.....(907) 633-6911
	NSB Public Works.....(907) 633-6821

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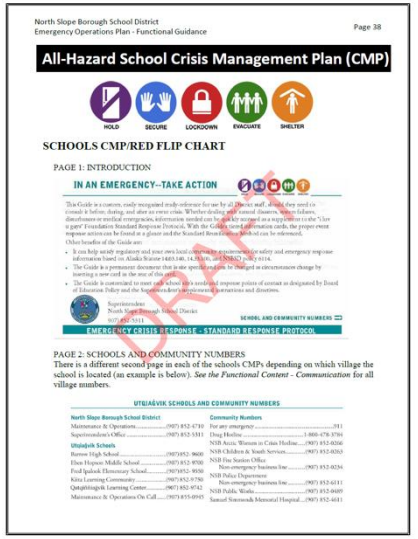
North Slope Borough School District
Emergency Operations Plan - Functional Guidance
Page 38

All-Hazard School Crisis Management Plan (CMP)

HOLD SECURE LOCKDOWN EVACUATE SHELTER

SCHOOLS CMP/RED FLIP CHART

PAGE 1: INTRODUCTION

IN AN EMERGENCY--TAKE ACTION

SCHOOL AND COMMUNITY NUMBERS

EMERGENCY CRISIS RESPONSE - STANDARD RESPONSE PROTOCOL

PAGE 2: SCHOOLS AND COMMUNITY NUMBERS

There is a different second page in each of the schools CMPs depending on which village the school is located (an example is below). *See the Functional Content - Communication* for all village numbers.

UTQIAĠVIK SCHOOLS AND COMMUNITY NUMBERS

North Slope Borough School District	Community Numbers
Maintenance & Operations.....(907) 852-4710	For any emergency.....911
Superintendent's Office.....(907) 852-5311	Drug Hotline.....1-800-478-3784
Utqiaġvik Schools	NSB Arctic Women in Crisis Hotline.....(907) 852-0266
Barrow High School.....(907)852- 9600	NSB Children & Youth Services.....(907) 852-0263
Ilisagvik College.....(907) 852-1811	NSB Fire Station Office
Ilisagvik College Child Development Center.....(907) 852-1811	Non-emergency business line.....(907) 852-0234
Eben Hopson Middle School.....(907) 852-9700	NSB Police Department
Fred Ipalook Elementary School.....(907)852- 9830	Non-emergency business line.....(907) 852-6111
Kiita Learning Community.....(907) 852-9780	NSB Public Works.....(907) 852-0409
Qaġaitkiŋniik Learning Center.....(907) 852-9742	Samuel Simmonds Memorial Hospital.....(907) 852-4611
Maintenance & Operations On Call.....(907) 855-0595	

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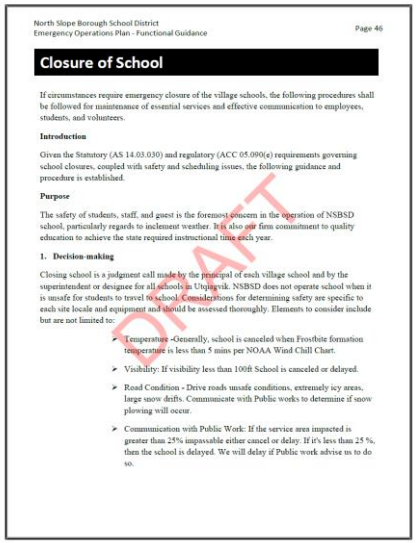

North Slope Borough School District
Emergency Operations Plan - Functional Guidance
Page 46

Closure of School

If circumstances require emergency closure of the village schools, the following procedures shall be followed for maintenance of essential services and effective communication to employees, students, and volunteers.

Introduction

Given the Statutory (AS 14.03.030) and regulatory (ACC 05.090(e) requirements governing school closures, coupled with safety and scheduling issues, the following guidance and procedure is established.

Purpose

The safety of students, staff, and guest is the foremost concern in the operation of NSBSD school, particularly regards to inclement weather. It is also our firm commitment to quality education to achieve the state required instructional time each year.

1. Decision-making

Closing school is a judgment call made by the principal of each village school and by the superintendent or designee for all schools in Utqiaġvik. NSBSD does not operate school when it is unsafe for students to travel to school. Considerations for determining safety are specific to each site locale and equipment and should be assessed thoroughly. Elements to consider include but are not limited to:

- Temperature -Generally, school is canceled when Frostbite formation temperature is less than 5 mins per NOAA Wind Chill Chart.
- Visibility: If visibility less than 100ft School is canceled or delayed.
- Road Condition - Drive roads unsafe conditions, extremely icy areas, large snow drifts. Communicate with Public works to determine if snow plowing will occur.
- Communication with Public Work: If the service area impacted is greater than 25% impassable either cancel or delay. If it's less than 25 %, then the school is delayed. We will delay if Public work advise us to do so.

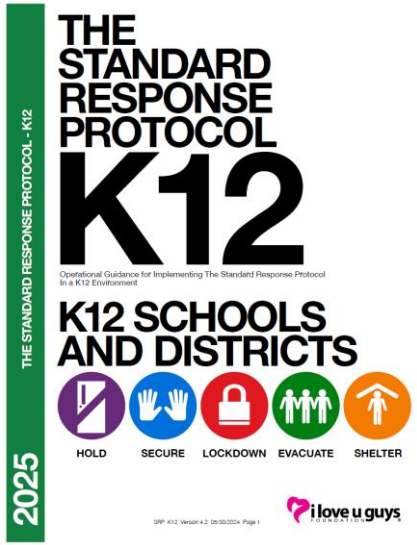
DRAFT

District Safety Plans and Processes

Standard Response Protocol (SRP)

- Documentation are enhancements to our protocols.
- Guides to training in school disruptions.
- Free to use and publish.

STANDARD RESPONSE PROTOCOL™


THE STANDARD RESPONSE PROTOCOL - K12

2025

THE STANDARD RESPONSE PROTOCOL K12

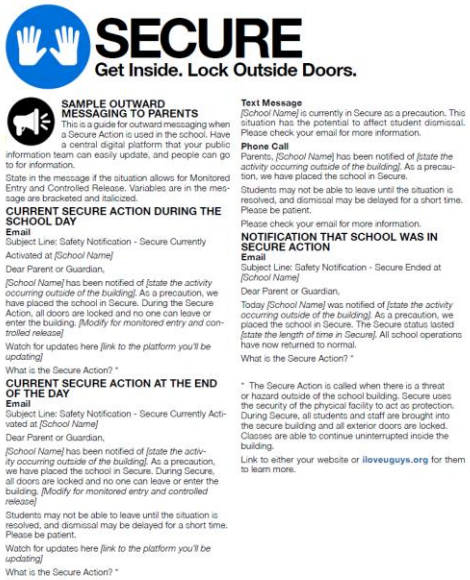
Operational Guidance for Implementing The Standard Response Protocol In a K12 Environment

K12 SCHOOLS AND DISTRICTS

HOLD SECURE LOCKDOWN EVACUATE SHELTER

i love u guys

SRP K12 Version 4.2 05/30/2024 Page 1


SECURE

Get Inside. Lock Outside Doors.

SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Secure Action is used in the school. Have a central digital platform that your public information team can easily update, and people can go to for information.

State in the message if the situation allows for Monitored Entry and Controlled Release. Variables are in the message are bracketed and italicized.

CURRENT SECURE ACTION DURING THE SCHOOL DAY

Email

Subject Line: Safety Notification - Secure Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure. During the Secure Action, all doors are locked and no one can leave or enter the building. *[Modify for monitored entry and controlled release]*

Watch for updates here *[link to the platform you'll be updating]*

What is the Secure Action? "

CURRENT SECURE ACTION AT THE END OF THE DAY

Email

Subject Line: Safety Notification - Secure Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure. During Secure, all doors are locked and no one can leave or enter the building. *[Modify for monitored entry and controlled release]*

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Watch for updates here *[link to the platform you'll be updating]*

What is the Secure Action? "

Text Message

[School Name] is currently in Secure as a precaution. This situation has the potential to affect student dismissal. Please check your email for more information.

Phone Call

Parents, *[School Name]* has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure.

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Please check your email for more information.

NOTIFICATION THAT SCHOOL WAS IN SECURE ACTION

Email

Subject Line: Safety Notification - Secure Ended at *[School Name]*

Dear Parent or Guardian,

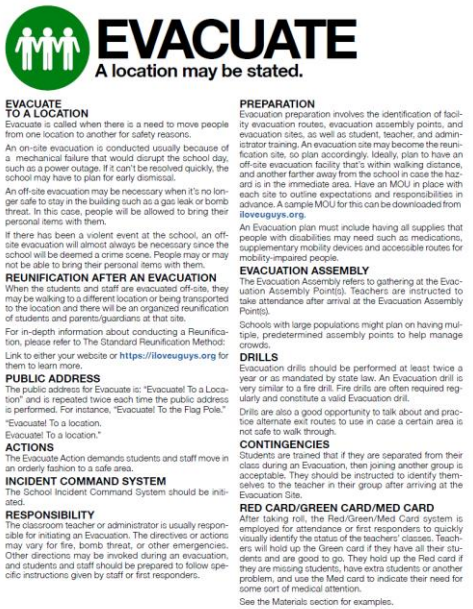
Today *[School Name]* was notified of *[state the activity occurring outside of the building]*. As a precaution, we placed the school in Secure. The Secure status lasted *[state the length of time in Secure]*. All school operations have now returned to normal.

What is the Secure Action? "

" The Secure Action is called when there is a threat or hazard outside of the school building. Secure uses the security of the physical facility to act as protection. During Secure, all students and staff are brought into the secure building and all exterior doors are locked. Classes are able to continue uninterrupted inside the building.

Link to either your website or **iloveuguys.org** for them to learn more.

SRP K12 Version 4.2 05/30/2024 Page 20


EVACUATE

A location may be stated.

EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An off-site evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method:

Link to either your website or **https://iloveuguys.org** for them to learn more.

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location."

Evacuate! To a location."

ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points, and evacuation sites, as well as student, teacher, and administrator training. An evacuation site may become the reunification site, so plan accordingly. Ideally, plan to have an off-site evacuation facility that's within walking distance, and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from **iloveuguys.org**.

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take attendance after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

CONTINGENCIES

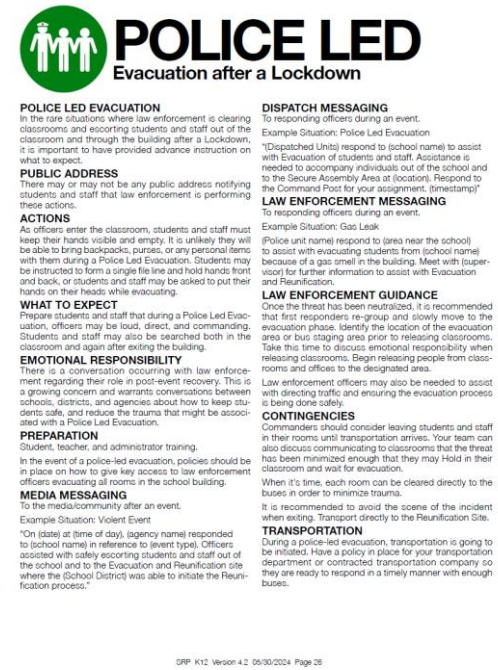
Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for attendance or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.

SRP K12 Version 4.2 05/30/2024 Page 24


POLICE LED

Evacuation after a Lockdown

POLICE LED EVACUATION

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building after a Lockdown, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS

There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses, or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT

Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct, and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

EMOTIONAL RESPONSIBILITY

There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce the trauma that might be associated with a Police Led Evacuation.

PREPARATION

Student, teacher, and administrator training.

In the event of a police-led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

MEDIA MESSAGING

To the media/community after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process."

DISPATCH MESSAGING

To responding officers during an event.

Example Situation: Police Led Evacuation

"(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (timestamp)"

LAW ENFORCEMENT MESSAGING

To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

LAW ENFORCEMENT GUIDANCE

Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

CONTINGENCIES

Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may Hold in their classroom and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

TRANSPORTATION

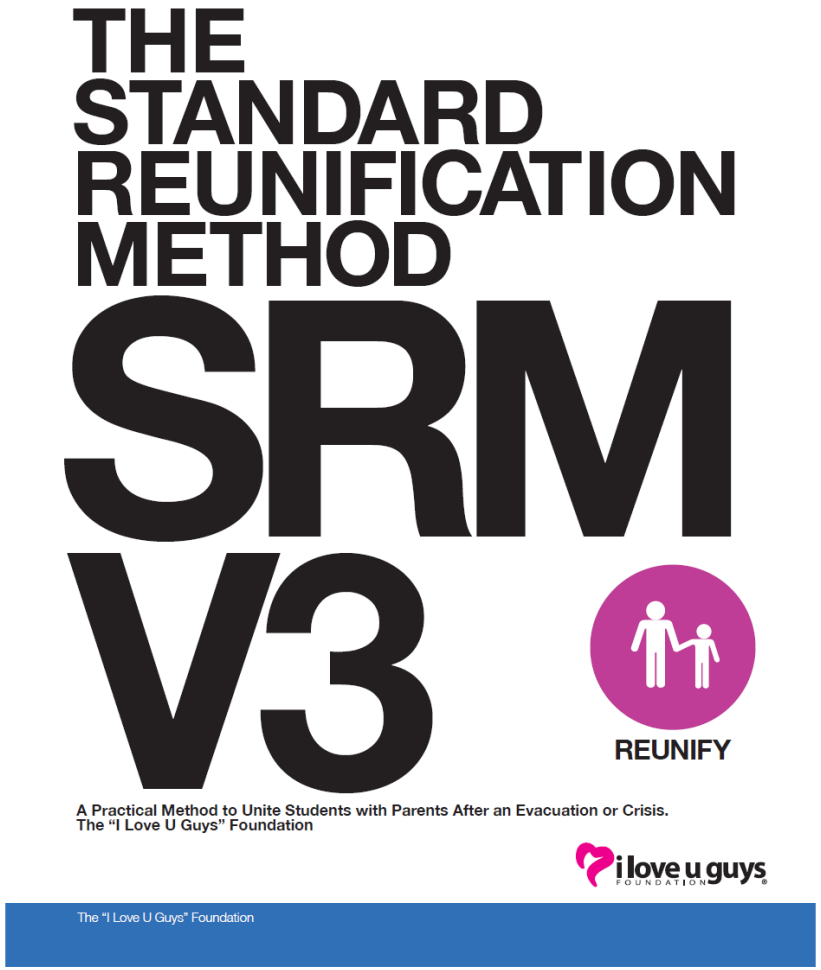
During a police-led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.

SRP K12 Version 4.2 05/30/2024 Page 26

District Safety Plans and Processes

Standard Reunification Method (SRM)

- Critical piece in the overall plan.
- Links the community together with information.
- Incorporates Police Departments, Fire Departments, and Emergency Response Teams in all North Slope Borough (NSB).
- Everyone has a part to execute.
- Communication, Communication, Communication.



District Safety Plans and Processes

Standard Reunification Method (SRM)

SRM Staging the

STEP 1
ESTABLISH ONSITE INCIDENT COMMAND

The first step in staging for transport is establishing School Incident Command at the affected school. Integrating with Unified Command should be a priority.

Priorities: Student and staff safety and wellbeing
Student and staff whereabouts and condition
Assemble affected school command staff
Integrate with Unified Command
Joint Information Center established

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2
CLASSROOM EVACUATION

Classrooms are individually evacuated to the Secure Assembly Area. During a Police Led Evacuation, students and staff will be asked to keep their hands visible.

If it is a Police Led Evacuation after a Lockdown, each room will be cleared by Law Enforcement personnel. This process may take up to several hours. Teacher should take attendance in the classroom, prior to evacuation.

SPECIAL NEEDS POPULATIONS

The Individuals with Disabilities Act mandates additional supports for students with special education needs in school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.

SRM Actions and

COMMUNITY ACTION
PARENTS WILL BEGIN TO ARRIVE

Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.

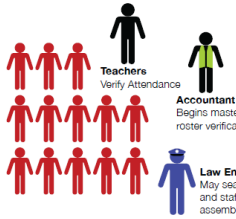
REUNIFICATION SITE
MOBILIZE REUNIFICATION TEAM

Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.

School for Transport

STEP 3
SECURE ASSEMBLY AREA

At the Secure Assembly Area it is preferable that teachers stay with their students. If some teachers are unable to be at the Secure Assembly Area, doubling up classes with "Partner" teachers is appropriate.



Teachers
Verify Attendance

Accountant
Begins master roster verification

Law Enforcement
May search students and staff at the assembly area

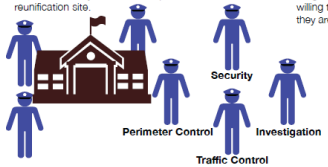
STEP 4
STUDENT AND STAFF TRANSPORT

Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.

Considerations

LAW ENFORCEMENT
SUPPORT AND INVESTIGATIONS

Regardless of criminal activity, law enforcement support will be necessary at both the impacted school and the reunification site.



FIRE AND EMS
CASUALTY CARE

If necessary, Fire and EMS will establish Casualty Collection, Triage and Transport areas. Many fire departments are also willing to assist in the transport and reunification process, if they are not actively responding to crisis.

SRM Staging the

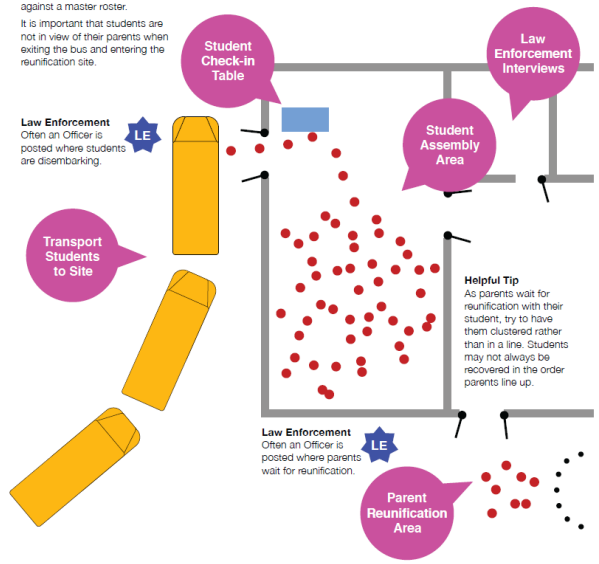
ASSEMBLY AREA
STUDENTS ENTER OUT OF PARENTAL VIEW

Students are transported to the Reunification Site and are then directed to the Student Assembly Area. Often this is a cafeteria or gymnasium. Upon arrival, students are verified against a master roster.

It is important that students are not in view of their parents when exiting the bus and entering the reunification site.

GREETING AREA
PARENTS ARE MET HERE

As parents arrive, signage directs them to Parent Check-in Table. Greeters begin the process by asking parents to complete the Reunification Card.



Crisis Prevention Intervention - 4 Pillars

1. Prioritize Verbal De-escalation

The primary goal of CPI is to ensure that physical intervention is never the first response.

Recognizing Triggers: Staff learn to identify the early "rumble" stage of a crisis—such as changes in body language or tone—and intervene before a student loses control.

The "Integrated Experience": This concept teaches staff that their own behavior directly influences the student's behavior. By staying calm and professional, staff can prevent "mirroring" a student's aggression.

Crisis Prevention Intervention - 4 Pillars

2. Reduce the Use of Restraints [NSBSD does not encourage restraints]

CPI emphasizes that physical restraints are a **last resort**, used only when there is an imminent danger to the student or others.

Minimizing Trauma: Traditional "take-downs" can be deeply traumatizing and physically dangerous. CPI teaches non-restrictive techniques that prioritize the student's dignity.

Legal Compliance: Many states and districts now have strict mandates regarding seclusion and restraint. CPI training ensures staff meet these legal and professional standards.

Crisis Prevention Intervention - 4 Pillars

3. Increase Staff Confidence & Retention

Working in high-stress environments can lead to burnout.

Empowerment: When staff have a proven "playbook" for crises, their anxiety levels drop. They feel equipped rather than overwhelmed.

Safety: Research shows that CPI-trained schools often see a significant reduction in staff injuries and workers' compensation claims.

Crisis Prevention Intervention - 4 Pillars

4. Improve Student Outcomes

A school that feels safe is a school where students can learn.

Trust-Building: Consistent responses from adults help students—especially those with trauma or special needs—feel more secure.

Instructional Time: By de-escalating incidents quickly, teachers spend less time on discipline and more time on teaching.

District SOP's

- **STAFF RESPONSE TO STUDENT ASSAULT OR ATTEMPTED ASSAULT**
- **RESPONSE TO WEAPONS ON CAMPUS**

3. Student Programs and Support

Programming in Schools

- Wayfinder & YouScience - Tumitchiat Sivunmun Plans
- Lightspeed
- AK Safe
- Bullying prevention

School Counselors — Preventative measures

Wayfinder and the Tumitchiat Sivunmun Program

Wayfinder is a K-12 Social-Emotional Learning (SEL) curriculum focused on helping students build a sense of **belonging and purpose**.

The Core: Based on research from the Stanford Center on Adolescence, it moves beyond basic character-building to "Purpose Learning."

Structure:

- **Belonging (K-8):** Focuses on self-awareness, empathy, and building a safe classroom culture.
- **Purpose (9-12):** Focuses on identity, "future-ready" skills, and finding a "North Star" for life after graduation.

Key Tool: Waypoints, a weekly "check-in" questionnaire that tracks student well-being and suggests specific SEL activities for the teacher based on real-time data.

School Counselors — Preventative measures

YouScience and the Tumitchiat Sivunmun Program

Aptitude & Career

YouScience is a "College and Career Readiness" (CCR) platform that uses **performance-based brain games** to uncover a student's natural talents (aptitudes).

The Core: Unlike traditional surveys that only ask what a student *likes* (interests), YouScience measures what they are actually *good at* (aptitudes).

Structure:

Discovery: Students complete "brain games" (e.g., spatial visualization, inductive reasoning) to generate a profile of their natural strengths.
Brightpath: An end-to-end platform that matches students to careers, provides industry-recognized certifications, and helps with college/course planning.

Key Tool: Aptitude & Career Discovery, which provides a personalized report matching the student to over 500 career pathways.

District Social Worker — Crisis and Outreach

To be blunt: **one social worker for 2,000 students isn't a "program"—it's a triage unit.**

The National Association of Social Workers (NASW) recommends a ratio of **1:250** for general populations, or **1:50** for students with intensive needs.

At 1:2,000, we are operating at **8x the recommended capacity.**

In this scenario, the social worker cannot be a therapist; they must be a **Systems Strategist.** Here is how that role has to shift to survive and remain effective.

District Social Worker — Crisis and Outreach

The Shift from "Micro" to "Macro"
When you can’t see every student, you have to "train the trainers." The social worker’s value shifts from direct counseling to **building the capacity of others**:

Consultation over Counseling: Instead of seeing 10 students for anxiety, you spend an hour training 30 teachers on "Anxiety-Informed Classroom Management.”

The "Consultant" Role: You become the expert that teachers call to brainstorm a behavior plan, rather than the person who carries out the plan.

What is needed is more behavioral interventionists and more social workers. Eg. 3 NSB Health Staff

Programs for student safety and wellbeing — Crisis and Outreach

- **Huddle-Up**
- **AK Safe**
- **Lightspeed**

1. The Whole-School Approach

Prevention isn't just a poster in the hallway; it’s a culture.

This concept suggests that for intervention to work, **everyone** must be involved—teachers, students, administrators, bus drivers, **and parents.**

Consistency: Rules and consequences must be the same in the cafeteria as they are in the classroom.

Environment: Creating a "climate of belonging" where students feel safe reporting incidents without fear of retaliation.

2. Moving from "Bystanders" to "Upstanders"

Most bullying happens in front of peers. Research shows that when a bystander intervenes, the bullying stops within 10 seconds more than half the time.

The Bystander Effect: Addressing the psychological tendency to stay silent when others are present.

Empowerment: Teaching students safe ways to support the victim, such as documenting the event, distracting the aggressor, or reporting to an adult.

3. Social-Emotional Learning (SEL)

Bullying often stems from a lack of emotional regulation or empathy. SEL integrates these skills into the daily curriculum:

Self-Awareness: Helping students recognize their own triggers.

Relationship Skills: Teaching healthy conflict resolution (the difference between a "disagreement" and "bullying").

Empathy Training: Understanding the perspective and feelings of others.

4. Multi-Tiered Systems of Support (MTSS)

Schools often use a tiered framework to manage behavior, similar to how they manage academics:

Tier 1 (Universal): School-wide expectations and positive reinforcement for all students.
Tier 2 (Targeted): Small group support for students at risk of engaging in or being targeted by bullying.
Tier 3 (Intensive): One-on-one mental health support and individualized intervention plans for chronic issues.

5. Restorative Practices & clear consequences

Instead of relying solely on "Zero Tolerance" policies or solely on Restorative Practices —which can lead to suspensions without changing behavior OR low consequence for serious actions — many schools use a blended approach.

Accountability: The student who bullied must understand the harm they caused and must be dealt with in a consistent way.
Repair: Where possible, educators should focus on how to fix the relationship and reintegrate both students into the school safely - if this is done properly is can be used to mitigate discipline outcomes.

Accountability, consequences and consistency

In the event that we require discipline responses to student behavior we must intervene early, remain students centered, be consistent and keep accurate records.

- Multi-Tiered Systems of Support
- Office Discipline Referral Process
- Application of the Discipline Matrix
- Application of Board Policies

Accountability, consequences and consistency

To address bullying we recommend a multi-tiered approach that protects students who are victimized and also recognizes the condition that many of our children are entering the building in.

For any safety, security or student wellbeing initiative to succeed, we must have:

1. A fully briefed Board of Education that gives explicit direction
2. BOE Support for Administrative operationalizing
2. Targeted community education to increase awareness