

Work Session

Tuesday, September 23, 2025 5:30 PM

NES Library, 1057 E 5th Ave, Nome, Alaska 99762

A. **Call to Order**

B. **Items for Discussion**

1. Overview of PBIS

C. **Upcoming Events:**

- **Tuesday, October 14, Regular Meeting, 5:30 pm, NES Library/Zoom**
- **Tuesday, October 28, Work Session, 5:30 pm, NES Library**
- **Tuesday, November 11, Regular Meeting, 5:30 pm, NES Library/Zoom**
- **Tuesday, November 25, Work Session, 5:30 pm, NES Library**

D. **Adjournment**



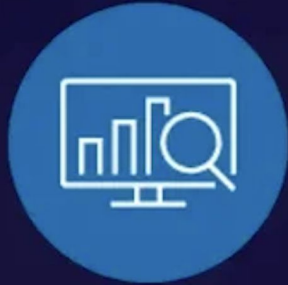
POSITIVE BEHAVIOR
INTERVENTION AND SUPPORT

Nome Elementary School

2025-26 School Year

Each slide will have a text box (like this) that explains more about PBIS implementation in our building, how teachers are engaging with PBIS, and how it helps students grow as individuals. These have been added to this presentation version for ease of understanding.

Key Elements of PBIS



Systems

How positive behavior practices are implemented

+



Practices

How educators promote positive behaviors in school

=



Outcomes

To improve academic, SEL, and behavior outcomes for students

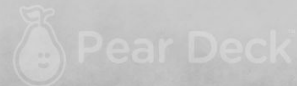
Teachers gave what they thought PBIS was in 10 words or less so that it will be easy to refer to with parents and students. Essentially, PBIS is “systems, practices, and outcomes that maximize student learning and growth.” Common language matters for implementation.

Give your
reflection
below: why
do students
misbehave?

PBIS framework encourages teachers to be reflective in their structures, practices, and processes in building relationships with students. Teachers reflect and share at our site based inservices and PLC meetings.



Students, write your response!



Pear Deck Interactive Slide
Do not remove this bar

Reasons Students Commonly Misbehave

Teachers' conversations around behavior allow teachers to be mindful of their interactions with students, especially in the hard times.

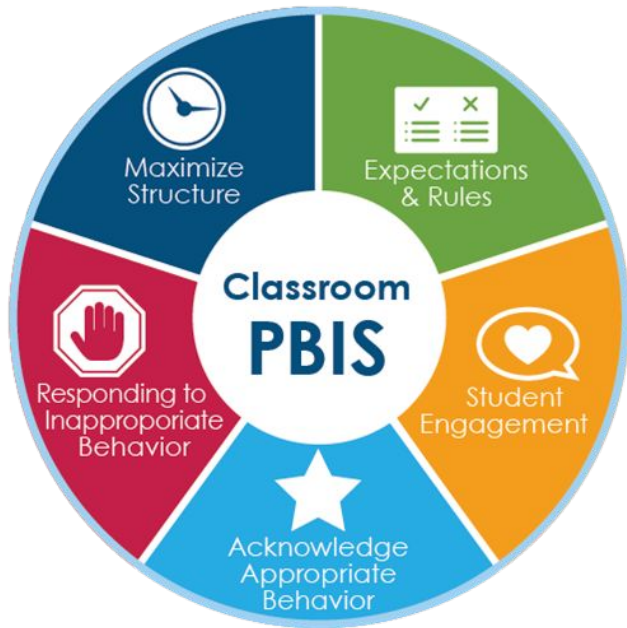
- Student(s) don't know, remember, and/or understand expectations (or time and place)
- Student(s) don't know how to exhibit expected behavior
- Student is unaware he/she is engaged in the misbehavior
- Misbehavior is providing student with desired outcome:
 - Obtaining attention from adults/peers
 - Escape from difficult task or non-desired activity

It is vital that teachers be engaged in trauma informed practices. I would like to have experts come and work with teachers to blend it with PBIS.

Making Connections: Trauma Informed Practices

- Balance accountability with an understanding of behavior prompted by trauma
- Address behavior issues as learning opportunities and teachable moments
- Use natural consequences that are logically related to the misbehavior
- Learn student triggers (antecedents) and how to avoid them- recognize early warning signs
- Check in: How full is their backpack, or how open is their window?

*Talk about it
(black dots)*



A CHILD WHOSE
BEHAVIOR PUSHES
YOU AWAY IS A
CHILD WHO NEEDS
CONNECTION BEFORE
ANYTHING ELSE

KELLY BARTLETT
Structured.



With PBIS, it must begin with the office staff as the first point of contact. We must get to know our teachers, families, and students so that we can know how to connect. It is our role to seek understanding of context, leading with presuming positive intent, and understanding the functions of behaviors of our students, teachers, and families. This year, NES staff are focusing on being “positive, professional, and proactive.” PBIS informs us this is how we begin to see growth.

Maximize Student Success?

It is vital for teachers that professional development be engaging, thought provoking, interactive, and relative to the work we are doing in classrooms. Our PD this year will be rooted in this. PBIS systems will guide us.



Instruction

Environment

Relationship

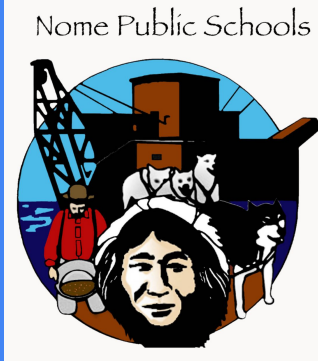
Talk with your group, then reflect:
What could be within all three that can maximize success?



Students, write your response!

PBIS

#positivebehavior
#schoolculture
#strengthinunity
#risingtogether



Positive Behavioral Interventions & Supports

19 September 2025 School Board Work Session Presentation



PBIS

Positive Behavioral Interventions & Supports



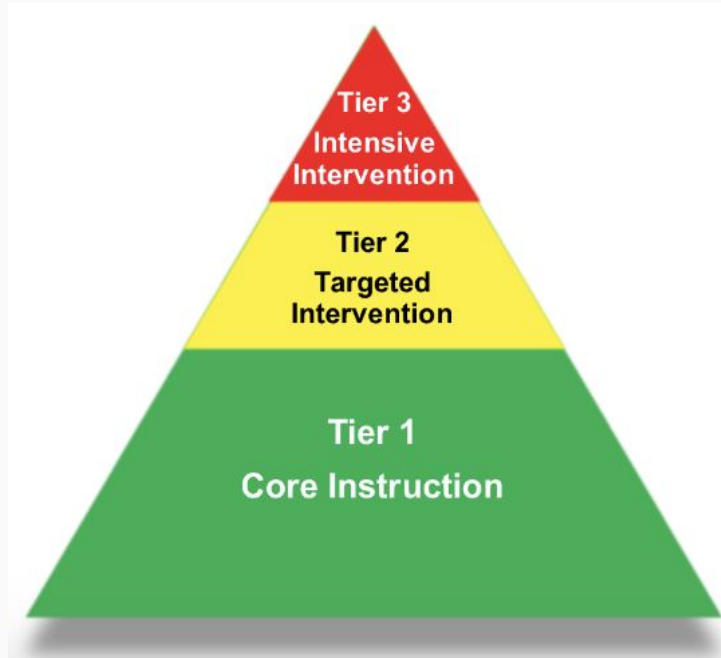
LEARNING INTENTION:

We will review and reflect on the PBIS framework to support continued implementation.

SUCCESS CRITERIA → We

- **IDENTIFY** key components of the PBIS framework.
- **REFLECT** on current practices
- **GIVE** examples of sound practices
- **RECOGNIZE** areas for strengthening
- **SUGGEST** one action step to support continued implementation!

PBIS



Positive Behavioral Interventions & Supports

WHAT IS PBIS?

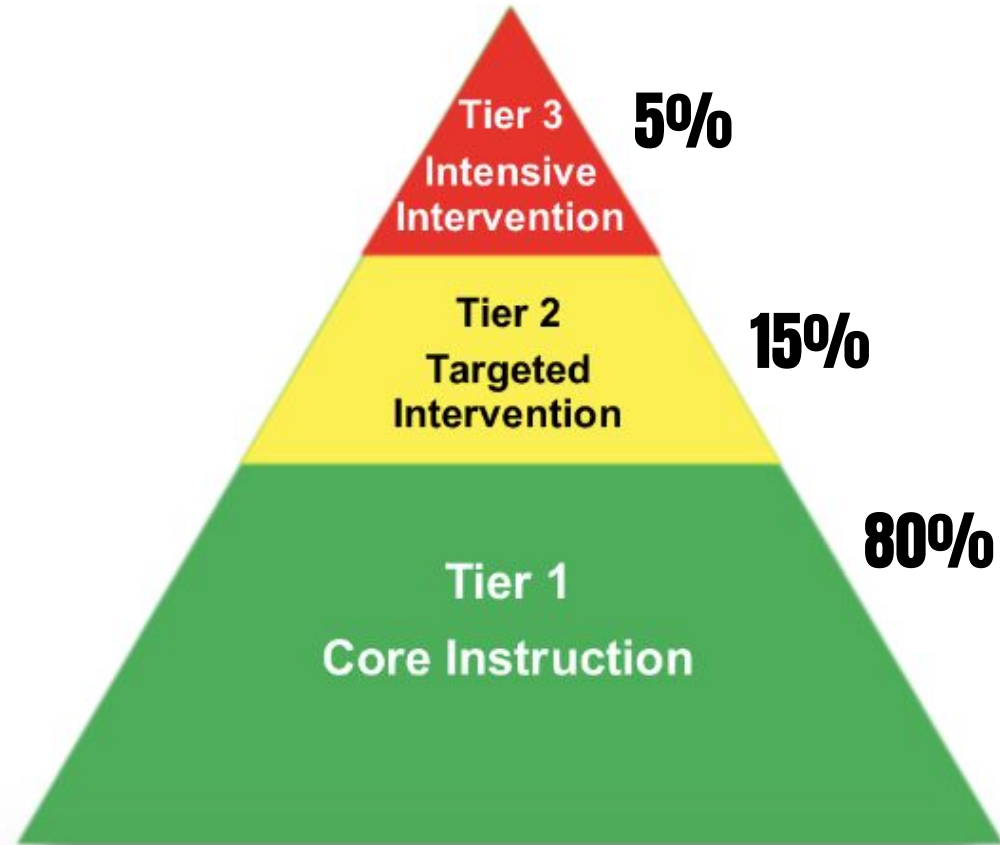
PBIS is a Multi-tiered system of support (MTSS) within a school, it is not something a school can purchase and give to each teacher. It is the way everyone works. So, it will look different at each school. There will be commonalities, such as a shared vision, teams guiding implementation, evidence based practices, data based decision making and engagement from all stakeholders.

Positive Behavioral Interventions & Supports

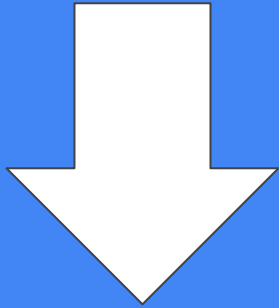
PBIS is an evidence-based multi-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.

PBIS creates a more supportive and engaging environment for students. All students. Everyday. In every possible way.

**#schoolclimate
#schoolculture**



**WHO IS
INVOLVED IN
PBIS?**



EVERYONE!

**PBIS District Monitoring
Team**

**Nome Elementary
Team**

Anvil City Science Academy Team

**Nome-Beltz Middle/High School
Team**

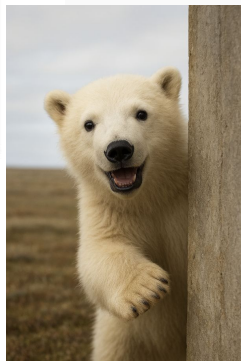
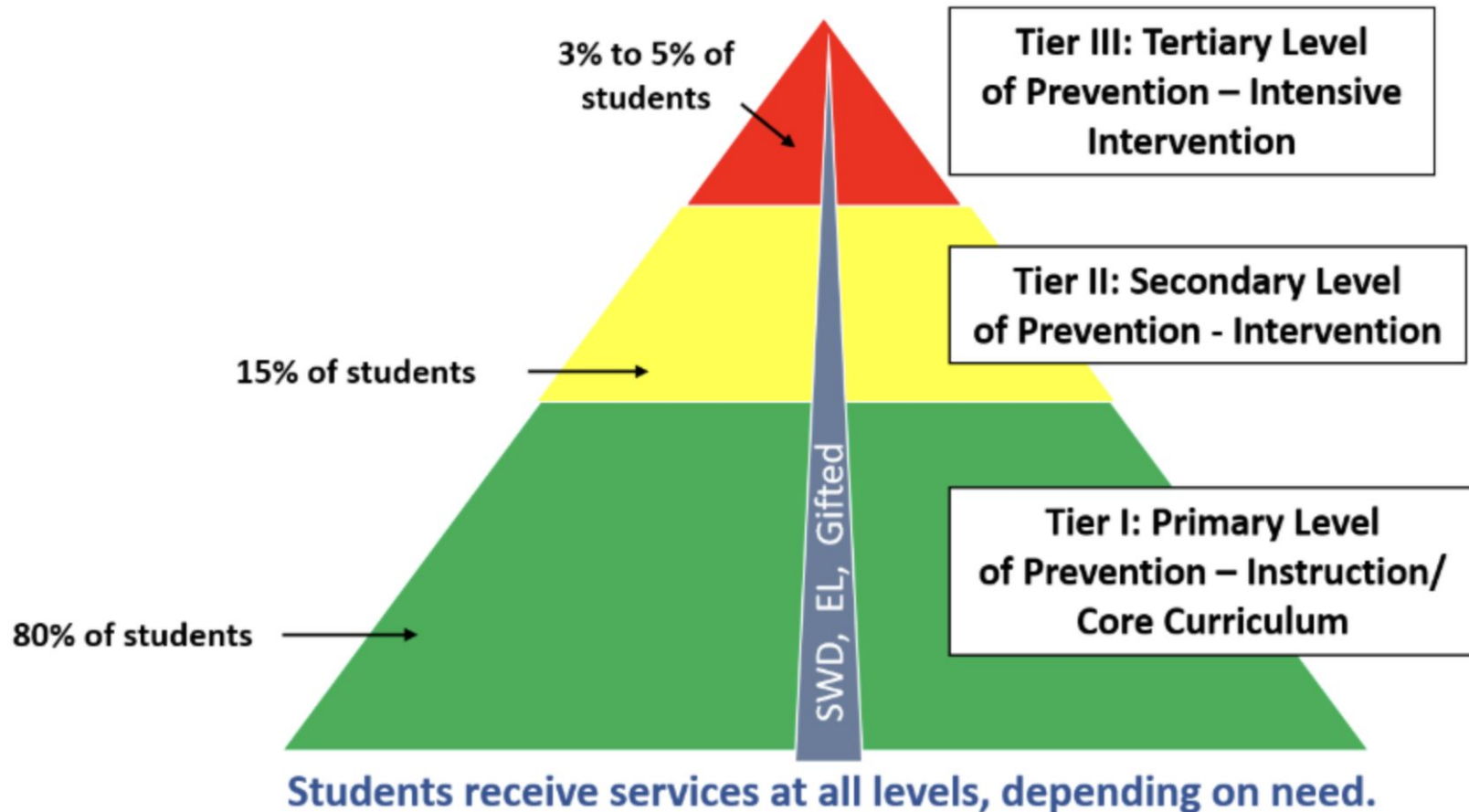
**Office
staff
Cafeteria
chefs &
staff**

**Para
Professional
s
Parents &
Guardians**

**Custodia I

STUDENTS!**

Essential Component: Multi-Level *Prevention* System



PBIS → 5 Components

Systems

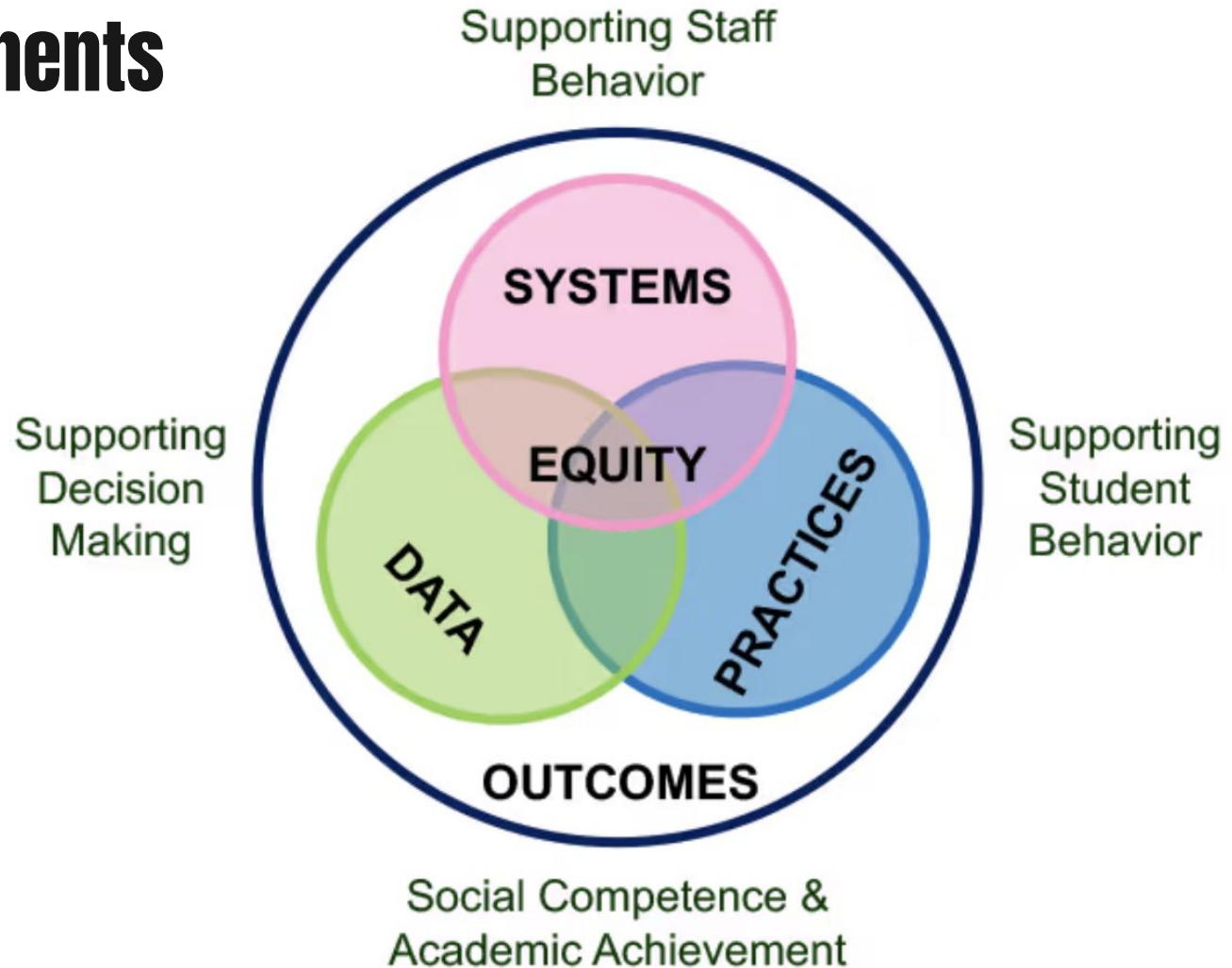
Data

Practices

-Classroom

Outcomes

Equity

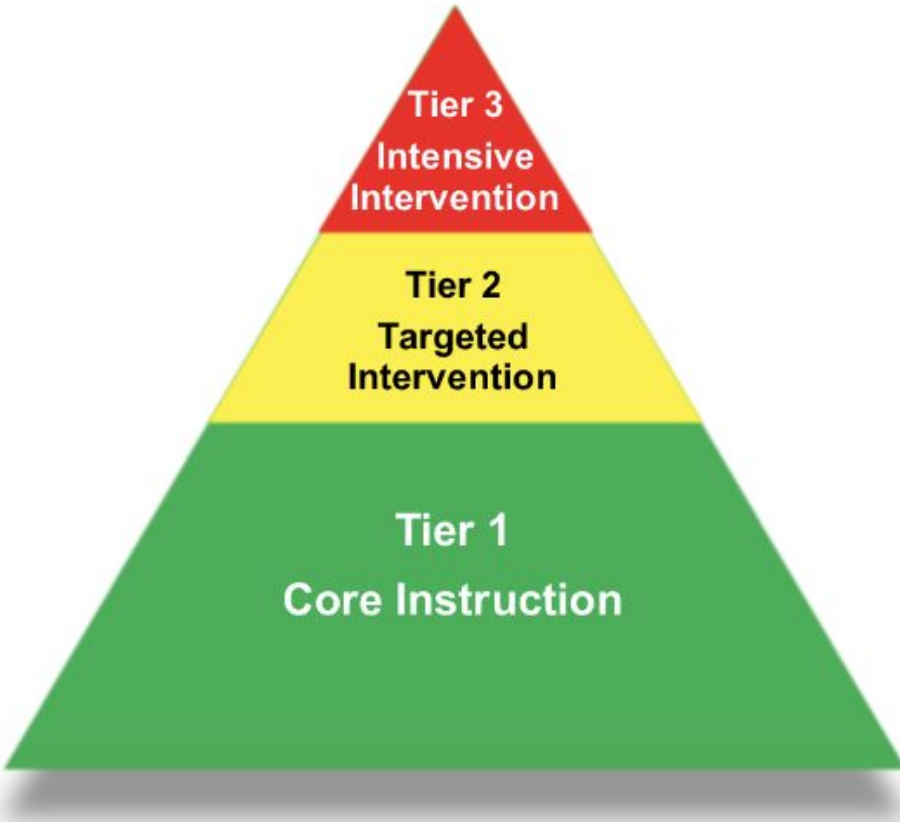


A Crosswalk between PBIS & Cultural Values

PBIS Component	SEL Competency	Aligned Cultural Values	Example Integration Strategy
School-Wide Expectations	Self-Awareness (1A–1D)	Respect for Elders, Nature, Self; Humor	Teach expectations using storytelling, traditional language, and real-life cultural examples. Highlight identity (1B), emotions (1A), and responsibility (1D) in line with cultural norms.
Tier 1 Universal Supports	Self-Management (2A–2D)	Self-Respect; Family Connection; Community Wellness	Include goal setting (2D) and emotional regulation (2A) through morning greetings and student-created art that reflect traditional values.
Recognition & Rewards	Social Awareness (3A–3C)	Love for Children; Sharing; Respect; Responsibility	Celebrate community-centered behavior (3B) with traditional incentives like crafts or games, use cultural titles, and give public family acknowledgments.
Behavior Interventions (Tiers 2–3)	Self-Awareness & Self-Management	Humility; Hard Work; Cooperation	Provide mentoring to help students identify emotions (1A) and decision-making (2C) through family involvement and cultural immersion groups.
Restorative Practices	Social Management (4A–4C)	Responsibility to Tribe; Spirituality; Respect for Others	Use Talking Circles and involve Elders in conflict resolution. Teach empathy (3A) and repair relationships rooted in cultural traditions.
Family & Community Involvement	Social Awareness (3C), Self-Awareness (1C)	Knowledge of Family Tree; Respect for Elders; Spirituality	Co-host cultural events with tribal leaders, honor intergenerational wisdom, and offer workshops that center traditional family practices.
Communication & SEL	Social Management, Self-Management	Humor; Self-Management; Social Awareness	Use storytelling, reflective conversations (4A), mindful nature walks, and emotional vocabulary from local traditions to enhance social cue awareness (3D) and expression (2A).
Data Use & Equity	All SEL Domains	Responsibility to Tribe; Respect for All; Community Wellness	Review SEL and behavior data with a cultural lens. Invite community input and ensure supports reflect cultural values and community wellness goals (1D).

Common Practices Across ALL 3 Tiers:

1. **SHARED** vision/mission
2. **TEAMS** to guide implementation
3. **INCORPORATE** evidence-based practices
4. **USE** data to identify strengths, uncover needs, & monitor progress
5. **ENGAGE** students, families, and community members to co-create culturally responsive practices



Positive Behavioral Interventions & Supports



#1: SHARED VISION/MISSION

NPS BEHAVIOR
STATEMENT:

We care for ourselves
and others in our
culturally diverse world by
making **SAFE** choices,
showing **RESPECT**, and
acting **RESPONSIBLY** as

#2: TEAMS TO GUIDE IMPLEMENTATION

Teams: 1st & 3rd Wednesday

PLCs: 2nd & 4th Wednesday

Team → 1st & 3rd	MATH/ SCIENCE	ENGLISH	SOCIAL STUDIES/PE	SPED/SPECIALS	Climate
PLC 2nd & 4th					
HS PBIS	Bert	Ernie	Elmo	Oscar	Cookie Monster
MS PBIS	Big Bird	Count von Count	Zoe	Rosita	Grover
Family Engagement	Prairie Dawn	Abby Cadabby	Forgetful Jones	Yipyip	Kermit
Attendance	Twiddlebugs	Two-Headed Monster	Julia	Miss Piggy	Fozzie Bear

#3: INCORPORATE EVIDENCE-BASED PRACTICES

- Core Values
- Schoolwide expectations
- Post → Teach → Review
- Positive Specific Praise (5:1)
- Classroom Assistance Tool
- Token economy (PBIS Rewards)



DEVELOP

POST

TEACH

Nanooks know:



- Respect
- Responsibility
- Safety

Classroom

SAFE

- Keep your areas clean & walkways clear
- Follow written and verbal instructions
- Sign in and out

RESPECTFUL

- Use appropriate language and volume
- Move quickly to destination

RESPONSIBLE

- Be prepared to learn
- Stay on task
- Use technology for assignments
- Keep cell phones off and away

#NANOOKSKNOW

HALLWAY & LOCKERS

SAFE

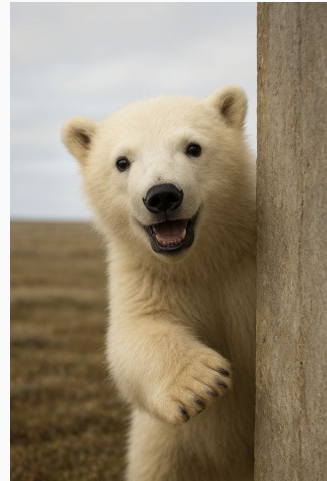
- WALK
- SPEAK up about safety concerns
- KEEP belongings in locker

RESPECTFUL

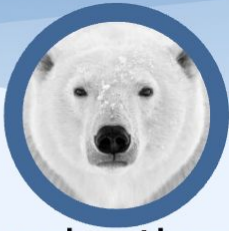
- BE aware of surroundings and others
- KEEP hallways and lockers clean
- KINDLY acknowledge others
- USE appropriate volume and language
- THANK helpful staff

RESPONSIBLE

- USE cell phones only when allowed
- STAY on task when working in hallway
- CLOSE lockers gently and quietly
- CARRY computer and supplies properly
- NO eating



RESTROOMS



SAFE

- Report unsafe behaviors or equipment issues
- Avoid illegal substances

RESPECTFUL

- Maintain others' privacy
- Use inside voice
- Honor the physical space

RESPONSIBLE

- GO, FLUSH, WASH, LEAVE
- Place trash in canisters
- Keep area clean
- Return to class promptly

[#NANOOKSKNOW](#)

**CORE VALUES:
SAFETY, RESPECT, RESPONSIBILITY**

**POSTED BEHAVIOR EXPECTATIONS:
Relevant to all school spaces**

**How do we teach our
expectations?**



Naughty vs Naughty vs Nice Things to do in the Bathroom

#4: DATADATADATA



INVENTORIE

S

MINOR &

MAJOR

SURVEY REFERRALS

S

PBIS Rewards

Credit Acquisition

Post-Secondary success



NOME PUBLIC SCHOOLS



FY25

Nome Elementary

Accomplishments:

- Dramatic decrease in office referrals.
- Wider acceptance and fidelity of school-wide PBIS initiative
- Opening of PBIS store

Areas to improve:

- Diversify items sold in store
- More robust implementation of Tier 2
- Planning going forward for Tier 3

Anvil City Science Academy

Accomplishments:

- Enacted Behavior Charts for Tier 2
- PBIS App to enter student referrals to track data
- Utilized PBIS Matrix language (*Safe, Respectful, Responsible*)

Areas to improve:

- Redo PBIS posters to reflect positive language
- Teachers able to immediately access discipline data
- Increase SCCS scores through continued PBIS implementation

Nome-Beltz Middle High School

Accomplishments:

- School improvement plan includes Behavior & Academic goals & objectives
- School-wide PBIS initiative has cultivated our growth mind set
- Decisions have become more data driven, less antidotal.

Areas to improve:

- Develop yearlong classroom coaching plans
- Improve data & goal sharing across our teams & PLC's
- Improve Tier 2 and start Tier 3

Tiered Fidelity Inventory Results

NBMHS OUT OF SCHOOL SUSPENSIONS (OSS)

FY24

Sept '23-May '24

- **171 OSS**
 - **Gen Ed: 112**
 - **SPED: 59**

FY25

Sept '24-May '25

- **113 OSS**
 - **Gen Ed: 66**
 - **SPED: 47**

34% DECREASE IN OSS; 20% DECREASE FOR SPED

#4: DATADATADATA



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S

MINOR &

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SURVEY REFERRALS

S

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#5: ENGAGE STUDENTS, FAMILIES, & COMMUNITY MEMBERS



SITE COUNCILS, PTAs,
ADVISORY BOARDS

"Strength in Unity:
Rising Together"

CONSISTENT
COMMUNICATIONS

CULTURAL PROFICIENCY
& SEL INITIATIVES

PBIS

Positive Behavioral Interventions & Supports



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If a child doesn't know how to read, **WE TEACH.**

If a child doesn't know how to swim, **WE TEACH.**

If a child doesn't know how to multiply, **WE TEACH.**

If a child doesn't know how to drive, **WE TEACH.**



If a child doesn't know how to behave, we...**teach? Punish?**

Why can't we finish the last sentence as automatically as we do the others?

-John Herner

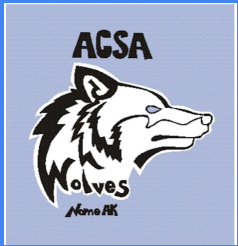


Swimming in lots of information?

QUESTIONS?

PBIS

#positivebehavior
#schoolculture
#strengthinunity
#risingtogether



Thank you and here is to a
fantastic start to the NPS
school year!

Nome Public Schools

