

Safety and Well-Being Education Challenge Categories updated 6/1/2017 at the direction of the Committee following their meeting on 5/31/2017.

The Committee established 4 Safety and Well-Being Priority Categories at its initial meeting on April 20th: Attendance, Trauma Informed Practices, School Climate, and Student Safety. During the second meeting on May 31<sup>st</sup>, the Attendance and Trauma Informed Practices Categories were reviewed. This review resulted in the Attendance Category being eliminated as a category but incorporated as a subtopic into the Trauma Informed Practices Category. The review also led to a significant retooling of the transformational ideas within the Trauma Informed Practices Category. The draft of the reorganized Trauma Informed Practices Category is below.

## **Trauma Informed Practices Category #1**

### Priority 1: Restorative Practices

#### NEW DRAFT LANGUAGE

Institute a research-based restorative practices approach to school discipline in Alaska's public schools. This approach would require a strategic re-writing of school disciplinary policies.

(This new language highlighted in red reflects the committee's request that content from the original ideas 6, 7, and 9 be combined. See original language below)

- (6) Strategic re-write of school discipline at the state level. Focus on research-based approaches and restorative justice.*
- (7) Revisions to disciplinary plans increasing focus on restorative practices.*
- (9) Restorative justice approach to school discipline. Train educators to be trauma informed. 33% of students in our schools have experienced trauma.*

### Priority 2: Professional Development

#### NEW DRAFT LANGUAGE

Provide professional development on trauma informed practices to all individuals pursuing Alaska teaching certificates as well as those currently certificated and employed by an Alaska school district so all schools can implement trauma informed practices.

(This new language highlighted in red reflects the committee's request that content from the original ideas 2, 3, and 10 be combined. See original language below)

- (2) Train teachers and incoming, new teachers how to identify these behaviors, so they can handle the issue in a way the child will receive the help they need vs. punishment.*
- (3) Trauma informed practices and training as part of teacher certification and professional development for certificated staff.*
- (10) Every school employs a trauma informed approach and all educators receive training and consistent professional development in trauma-informed practices.*

### Priority 3: Partnerships

#### NEW DRAFT LANGUAGE

Expand partnerships between state departments (such as Education, Health, and Public Safety) and other agencies to strengthen and expand the resources/data available to support Alaska schools in becoming more trauma informed. Addressing the safety and well-being related components of Alaska's chronic absenteeism/attendance challenges must be a central part of this partnership's work.

(This new language highlighted in red reflects the committee's request that content from the original ideas 1 and 5 be combined. See original language below)

*(1) Establish a school committee. Intervention/outreach for students who come to school with behavior issues.*

*(5) Trauma-informed approaches to discipline and education. Allow and encourage sharing of information between Education, Public Safety, and Health and Social Services. Try to involve Tribal and Native Corporations.*

### Priority 4: Early Learning/Intervention

(This new language highlighted in red reflects the committee's request that content from the original ideas 11 and 12 be combined. See original language below)

Evidence-based early learning/intervention programs are essential components to optimal educational outcomes as they foster relationship skills and foundational learning skills that ease the transition from home into K-12 education.

*(11) Begin at birth. Waiting until a child enters school is too late for optimal outcomes.*

*Universal home visiting programs such as nurse family partnerships. Evidence-based programs.*

*(12) Preschool is mandatory. Children learn relationship skills, beginning phonics and learn to read.*