

SUMMARY NOTES

Safety and Well-Being Education Challenge Committee Meeting #3

July 26th, 2017 1:00pm – 4:00pm

Introductory Comments:

This meeting focused on completing the initial review and revision of the 4 Safety and Well-Being Categories established by the Safety and Well-Being Committee in its first meeting. The School Climate and Student Health categories were revisited and significant changes were made to the content of these categories.

School Climate Category #3 Comments:

Idea #4 hits the essence of school climate plan/Wrap in idea #9 and #11 “responsible use policy MSBSD.

Delete idea #7 and #8.

Move ideas #5, #6, #10, and #12 to the Trauma Informed Practices category.

Several comments made regarding wellness not being the same as climate.

Current school wellness plans are limited to physical activity and nutrition.

School Health Category #4 Comments:

Combine ideas #1, #3, #5, #6, #7, and #8.

Delete ideas #2 and #4.

Need to clarify what is meant by health. ***Please see 10 Components of Whole School, Whole Community, Whole Child Model <https://www.cdc.gov/healthyschools/wsccl/components.htm>

Closing Comments:

Request for committee members eLearning accounts to provide access to the “Overcoming Adverse Childhood Experiences in Alaskan Schools” eLearning course.

Request for more information on “digital citizen” training for teachers and students (i.e. proper tech use in schools). Suggest ASTE Sherry Turtle

Next Steps:

DEED will post updated versions of the Trauma Informed Practices, School Climate, and Student Health categories in Smartsheet that reflect the committee’s recommendations noted above.

DEED will create eLearning accounts for all committee members so the “Overcoming Adverse Childhood Experiences in Alaskan Schools” eLearning course can be easily reviewed prior to the next committee meeting on August 24th.

The next meeting will resume the committee's work around creating a transformational recommendation that every school should have a wellness plan complete with social, emotional, behavioral, and physical domains. These plans should contain clearly articulated action steps for establishing a positive and supportive school environment, include technology use policies/practices that promote better student focus on education and student inclusion, and identify the professional development staff need to implement all facets of the plan.

Education Challenge Safety and Well-Being Committee Members:

***This category has been revised and updated on 8/7/2017 to reflect the Education Committee's deliberations at the 3rd Committee meeting on July 26th. The following changes have been made: recommendations 5, 6, 10, and 12 were moved into the Trauma Informed Practices Category from the School Climate Category. The changes to the document are highlighted in blue.

Category 1: Trauma Informed Practices

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 among 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.

ADDED TO TRAUMA INFORMED PRACTICES CATEGORY FROM SCHOOL CLIMATE CATEGORY 7/26:

5. I would like to see more programs focused upon student/teacher bonds. These programs would allow for teachers to better understand a student's situation and how to respond. This way, a student can feel more trusting of their teachers and willing to speak to them.

6. Bullying and drugs are a problem. It may not be a core class, but it may be worthwhile to spend more time educating on the effects of bullying and drugs. Bring in other adults to help talk about the consequences.

10. Social Emotional Learning (SEL): Teaches connecting with students and addresses the “whole” child.

12. Take a wrap-around approach to kids, where multiple adults are committed to checking in with specific students, knowing how they are, noticing when they’re absent, connecting with each other (adults) about the child. Creating a community network of adults who support every child.

Education Challenge Safety and Well-Being Committee Members:

***This category has been revised and updated on 8/7/2017 to reflect the Education Committee's deliberations at the 3rd Committee meeting on July 26th. The following changes have been made: recommendation 4 was modified to include language from recommendations 9 and 11, recommendations 7 and 8 were deleted, and recommendations 5, 6, 10, and 12 were moved to the Trauma Informed Practices Category 1. The changes to the document are highlighted in blue.

Category 3: School Climate

1. Leadership matters. No room for mediocrity. So goes the leadership, so goes the system, school, organization, etc.

2. Prevention/cultural safety.

3. Mandate programs like "Capturing Kids Hearts" and provide incentives to administrators/teachers that implement programs well.

4. NEW DRAFT LANGUAGE

Every school should have a wellness plan complete with social, emotional, behavioral, and physical domains. These plans should contain clearly articulated action steps for establishing a positive and supportive school environment, include technology use policies/practices that promote better student focus on education and student inclusion, and identify the professional development staff need to implement all facets of the plan.

(This new language highlighted in blue reflects the committee's request that content from the original ideas 4, 9, and 11 be combined. See original language below)

(4) Every school should have a wellness plan: Social, Emotional, Behavioral, and Physical.

(9) Within the school system, I would like to see more comprehensive technology policies. This could mean complete bans of personal technological use, or simply having technology locations in classrooms. I believe this could help both students better concentrate in class, as well as keep students without technology from feeling left out.

(11) All schools need a well-articulated plan for improving or establishing a positive and supportive school environment and then the PD to implement it.

Current Alaska Statutes on Bullying in Schools

- 14.33.200 *Harassment, intimidation, and bullying policy:*
Each school district must have a policy to prohibit harassment, intimidation or bullying of any student
- 14.33.210 *Reporting of incident of harassment, intimidation, or bullying:*

Each school district must report all incidents resulting in suspension or expulsion for harassment, intimidation, or bullying to the department by November 30 each year.

- 14.33.220 Reporting; no reprisals:
A school employee, student, or volunteer cannot engage in retaliation against a victim or witness of an act of harassment, intimidation, or bullying; an employee, student or volunteer who witnesses or has information of a student who has been bullied, intimidated or harassed must report the incident.
- 14.33.230 Immunity from suit:
A school employee, student or volunteer who reports an incident of bullying, intimidation or harassment in good faith is immune from a cause of action for damages for failing to remedy the incident or for making the report.
- 14.33.250 Definitions (harassment, intimidation, or bullying)

Centers for Disease Control Resource on Relationship of Bullying and Absenteeism

- https://www.cdc.gov/healthyyouth/health_and_academics/pdf/fs_bullying_absenteeism.pdf

Alaska Bullying Data:

- In the 2015-2016 school year 1,791 student suspensions for bullying were reported to DEED.

2015 Youth Risk Behavior Survey Results Related to School Safety:

Question	Students in Traditional High Schools	Students in Alternative High Schools
Missed 1 or more of the last 30 days because they felt unsafe at school or on their way to/from school	8.8%	8.3%
Percentage of high school students bullied on school property	22.8%	20.4%
Percentage of high school students electronically bullied	17.7%	19.8%

DEED’s Statewide Data for all student suspensions and expulsions for possession of firearms and deadly weapons.

- All incidents involving these types of weapons typically result in suspension or expulsion because of state and federal law.

2015-2016 School Year		
	Expulsions	Suspensions
Firearms	6	1

Deadly Weapons	1	75
----------------	---	----

*Total incidents reported

2015 Youth Risk Behavior Survey Results Related to Weapons at School

Question	Students in Traditional High Schools	Students in Alternative High Schools
Students who reported carrying a weapon on school property	8.2%	13.0%

2015 Statewide Youth Risk Behavior Survey Results Related to School Climate/Connectedness

Question	Students in Traditional High Schools	Students in Alternative High Schools
Students who carried a weapon on school property	8.2%	13.0%
Students strongly agree or agree their teachers really care about them and give them encouragement	62.1%	73.3%
Students strongly agree or agree their school has clear rules and consequences for behavior	66.1%	76.9%

5. Make school climate and culture a priority. Include SCCS in how we measure and rate schools.

AASB’s School Climate and Connectedness Survey (SCCS) Information:

- SCCS was developed in 2006 for use by districts. Although not designed to be a representative statewide survey, there has been enough participation to generate statewide reports annually which are online.
- Alaska Infographic Summary: http://aasb.org/wp-content/uploads/2016_SCCS_Statewide_Infographic.pdf
- Alaska School Climate and Connectedness Survey 2016 Statewide Report: <http://aasb.org/wp-content/uploads/SCCS-2016-Statewide-Report-7Nov.pdf>

Requests for DEED Support

- 1) **Provide more information on “digital citizen” training for teachers and students i.e. proper tech use in schools--- Suggest ASTE Sherry Turkle**

DELETED From Earlier School Climate Category Draft

7. Concealed weapon permits for teachers with proper training and mental health evaluations. "X" number of teachers per school.

8. I would also like to see better programs for locating weapons within schools. This could mean metal detectors, bag searches, or campus officers. With school gun violence increasing, it is important that we be prepared to stop it before it happens.

MOVED TO TRAUMA INFORMED PRACTICES CATEGORY:

5. I would like to see more programs focused upon student/teacher bonds. These programs would allow for teachers to better understand a student's situation and how to respond. This way, a student can feel more trusting of their teachers and willing to speak to them.

6. Bullying and drugs are a problem. It may not be a core class, but it may be worthwhile to spend more time educating on the effects of bullying and drugs. Bring in other adults to help talk about the consequences.

10. Social Emotional Learning (SEL): Teaches connecting with students and addresses the "whole" child.

12. Take a wrap-around approach to kids, where multiple adults are committed to checking in with specific students, knowing how they are, noticing when they're absent, connecting with each other (adults) about the child. Creating a community network of adults who support every child.

Education Challenge Safety and Well-Being Committee Members:

***This category has been revised and updated on 8/7/2017 to reflect the Education Challenge Committee's deliberations at the 3rd Committee meeting on July 26th. The following changes have been made: recommendations 1, 3, 5, 6, 7, and 8 have been combined, recommendations 2 and 4 have been deleted, and committee members have been registered for DEED's new eLearning course on trauma informed practices "Overcoming Adverse Childhood Experiences (ACEs) in Alaskan Schools". The changes to the document are highlighted in blue.

Category 4: Student Health

NEW DRAFT LANGUAGE:

Strengthen K-12 counseling and health services in Alaska's public schools by expanding the number of school nurses, counselors, and social workers in schools as well as by deepening partnerships with local healthcare organizations (clinics, nonprofit, or education programs). The physical and mental health/psychological needs of all students are not being adequately supported equitably in all schools.

(This new language highlighted in blue reflects the committee's request that content from the original ideas 1, 3, 5, 6, 7, and 8 be combined. See original language below)

- (1) *Build on substance abuse counseling for students facing addiction. (rural small schools)*
- (3) *Partner with local healthcare organizations (clinics, nonprofit or education programs) to provide services in the school. "Services" mean healthcare and/or psych/mental health counseling.*
- (5) *Expand school nursing services to all Alaskan school children. Be creative! Work to remove barriers to learning related to health/safety and well-being.*
- (6) *Every school needs a nurse. Funding at this time will affect this but could we cover a traveling nurse or other opportunities to travel- less expensive?*
- (7) *Social workers/counselors in the schools. That are school district employees, or are part of the educational staff at the school. The school work to ultimately provide family opportunities.*
- (8) *Bring back clinical crisis counselors as ASD and others once had*

Current Alaska Statute on Health Education:

14.30.360 Health Education curriculum; physical activity guidelines:

- o Each district is encouraged to conduct a K-12 program in health education. Program should include instruction in physical health and personal safety including: alcohol and drug abuse education, identification and prevention of child abuse and neglect, sexual abuse, domestic violence and appropriate use of health services.
- o School districts must establish guidelines to provide opportunities for physical activity for a minimum of 90% of the daily amount of physical activity recommended by the CDC.

- Currently 12 districts have school nurses.
- Presently 17 of Alaska’s 54 districts do not have any counselors (178 of approximately 500 schools don’t have one). 91 schools have an itinerant counselor. 2 districts have social workers.

Information on the most prominent national school health model

- The new **Whole School, Whole Community, Whole Child model** combines the elements of the coordinated school health approach (developed by the Centers for Disease Control and Prevention) and the whole child framework developed by ASCD.
- <http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>

10 Components of Whole School, Whole Community, Whole Child Model

- <https://www.cdc.gov/healthyschools/wsc/components.htm>

Information on Relationship between Health and Academic Achievement:

- **Health and Academic Achievement**

Health-related factors such as hunger, physical and emotional abuse, and chronic illness can lead to poor school performance.¹ Health-risk behaviors such as early sexual initiation, violence, and physical inactivity are consistently linked to poor grades and test scores and lower educational attainment.²⁻⁵

- https://www.cdc.gov/healthyschools/health_and_academics/index.htm
- Data and Statistics - Association between Health Risk behaviors Academic Grades
https://www.cdc.gov/healthyschools/health_and_academics/data.htm

Request for DEED Support

- 1) All Committee Members will receive an account and access information for DEED’s “Overcoming ACEs in Alaskan Schools” eLearning course

DELETED FROM EARLIER STUDENT HEALTH CATEGORY DRAFT:

2. Sustainable food production is part of every community in Alaska.

4. Enact a medical amnesty law.

