



Cultural Safety in Education

association of
ALASKA
school boards

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Association of Alaska School Boards

Cultural Safety in Education Project

Southwest Region School District School (Kay Andrews, Wally Gust, Helen Gregorio, Esther Ilutsik, Dave Piazza, and Steve Noonkesser); Nome Public Schools (Barb Amarok & Shawn Arnold) Association of Alaska School Boards (Timi Tullis & Lori Grassgreen); First Alaskans Institute (Jorie Paoli & Liz Medicine Crow)

- **Introductions** of each member
- **Maori Educational Story:** learning nest, university change, and other efforts shared by Jorie Paoli
- **Nome Policy and Practices:** Hiring, Community History, Cultural Committee to Address Equity. (see Nome Equity Framework in link below)
- **Southwest Region School District Cultural Safety in Action:** Using cultural standards and providing education that does not make it so we can predict who will graduate. SRSD shared their mission, classroom activities, commitment to language, teacher in-service, questions for interviewing (what do you feel about culture), integrating biology into field trips. There were also many questions. They already have many high level Yup'ik courses intro to Yup'ik. Yup'ik orthography, subsistence, and making cultural items. All students come with a Yup'ik name. Students focus on values each month. Need more curricula and focus on honoring Alaska authors and hands on learning.
- Review of **School Climate and Connectedness Survey** and Disproportionality Data
- **Overview of Robert Wood Johnson Foundation Partnership and Cultural Safety Components** (see RWJF ppt)
- Discussion of Phase I and Phase II of this project
- **Reviewed frameworks and policies** from other places New Zealand, Tukwila, and a proposed resolution within AASB.
- **Policy Review and Policy Revisions**
- **Next Steps for Phase I**

<https://aasb.org/cultural-safety-in-education/>

Cultural Safety in Education Policy Review

To achieve true cultural safety within each district what policies would need to be reviewed?

The following policies were identified as policies that could impact cultural safety in education.

Yellow: Completed one component; **Blue:** completed for legal vetting;
No Color: Have not discussed

**** 00s Philosophy**

5030 School Discipline

0410 Non Discrimination

5110 Roles Parent/Guardian

1260 School Visits

5049 Nutrition and Activity

1310 & 1311 Public/School Complaints

4000s On Boarding & Orientation

** 6120 Instruction, Ceremonies & Observed Holidays

6142 Family Life/ Sex Ed

1310 & 1311 Relationship to Community

****1500 Community Relations**

**1600 & Work Relations with other Educational Institutions

1400 Other Tribal / Gov't Relations

** 7100 Building Facility

5131 Conduct, Student

6144 Controversial Issues

8000s Advisory School Boards

8200 ASB Power & Duties

6141 Curriculum Development and Evaluation

**** 6141 .3 Multi-cultural Education**

5144 Suspension/Expulsion

6142 Environment Education and Community Collaboration

5146 Married Pregnant Students

5147 Dropout Prevention

3541 Transportation – School Trips

**** 3000/3550 Foods**

**** 3552 Lunch Programs**

6146 Graduation Requirements

5133 Gifts to School Personnel

** 1330 Use of Facilities

5111.2 Homeschool & Part-time Enrolment

** 6143 Course of Study

5132 Dress and Grooming

Policy Recommendations *(by districts and organizations represented)*

Each group considered:

- 1) *Does changing the policy have any federal or state directive?*
- 2) *What changes could be suggested to be transformational for cultural safety in education?*
- 3) *What would need to be included or removed for this to happen?*
- 4) *What do we want the policy to accomplish?*

Philosophy: 00

Healing: *Link to 00s Philosophy or Determine Best Placement*

Policy: The Students, families, cultures, and community as well as other educational system made up of administrators, staff, teachers, school board, lands and structures, require intergenerational healing and racial equity in order to create successful outcomes for students and stronger healthier communities.

Healing supports will:

- right wrongs
- tell the truth
- educate educators (accurate history and protocols)
- schools are a native place and community)
- orient and welcome people to the land and place
- create and implement healing in policies and partnerships
- integrate ceremony and protocols- cyclical
 - bring people to the places
 - to clean places of negative things

Guidance and Implementation Recommendations:

Make room for community members to be involved in on-going activities

- e.g. dog/sledding as a connecting point with Elders living traditional ways of life and cultural ways of being
- Sharing stories of leaders and Elders when ready to share (ready on healing journey)

Community Relations Policy: *Add into policy recommendation:*

The school board recognizes that local regional national and international organizations, Alaska Native tribes and all levels of government share its concerns and responsibility for the welfare, health and safety of our youth

- Add language legal reference to executive order 13175

- Regional local, profit, non-profit and private agencies

School Advisory Committee- link it to 8000s

*** explicit consultation for consultation tribe
(add executive order)

Multi-cultural Education (6141.1)

Confluent model (needs to deepen learning and that is achieved by facilitating self-awareness and personal)....

diverse peoples who came here (add in [or lived here]) from all parts of the globe (add in [or are indigenous to the community])

EO (barb will send)

Some other thoughts on this:

- really specific things like reading list for teachers, professional learning communities, wording in our policies that multicultural education permeates in each classroom instruction, and the school, through the messages .
- How do we make sure that this is not an unfunded mandate?
- Course credit barrier for on-boarding because course became more expensive through the UA. Title IIA funds was able to cover the reimbursement for the course credits. Was able to use TVAP money.
- Might better fit in 4000 series for personnel.
- If we can provide UAF- 3 credits
- EED supports regional education training through UA systems and local
- bilingual conference???
- not having an indigenous department in EED- 20% of population

Food (3000-3550)

Too much food waste- this is in conflict with cultural values of the community and the Elders in the community. Students are used to eating certain food from the home – what has to be in place to accept game (e.g. moose soup a week – seal soup) Community members will donate moose and seal .

US dietary guidelines. It is held up by policy or mandatory. Can you get a waiver? Rigid timelines for lunch. May not fit the way students are use to eating. 6 times per day. Provide snack before lunch that can meet nutritional foods and support cravings of traditional foods.

Need to look at national food policies

- Can we make our own pyramid and submit it to the government and submit food safety program. Develop a resolution to AASB. Discuss with Liz to bring education challenge.

Whole new policies: prepare safety and how to get food donation. (Administrative Guidance). Give notice and be prepared to donate. Or could be based on subsistence and then have it for the school. It could be packaged in a supervise – canning moose.

Staff Participation in the Schools (1300) *Insert something on participation in community Life*

Strengthen relationships between school and community to encourage teachers participating in our community events and activities. Staff automatically become public relation for the school.

Participation in Community Life (1311)

The Board believes the school and community should not be considered separate and apart, but as working as a unified whole in the process of educating the students enrolled in the district. Staff members automatically become public relations agents in their contacts with the community.

The Board believes that the quality of a school program is related to staff understanding of local culture and traditions, parent's wishes for their children and public understanding of what schools are attempting to do.

Strong school-community relationships require cooperative development and maintenance of efficient two-way channels of communication between the school and the community.

Some of the major goals of the district in communicating with the public are to: (1) inform the public about the work of the schools; (2) improve the partnership of parents and teachers in meeting the educational needs of children; (3) develop awareness of the importance of culture in education; (4) integrate the home, school, and community in improving educational opportunities for all children; (5) clarify the aims, objectives, and work of the school; (6) make school facilities and personnel available for community use, within limits set by the Board; and (7) make use of community resources in carrying out the educational program.

The School Board encourages affiliation of school personnel with community organizations and participation of school personnel in community activities and projects. During the regular hours of employment, participation by District

personnel in community projects or organizations shall be subject to permission obtained through established normal administrative channels.

- Stronger language about lifeways, community ownership, and guided by the community.
- How does the dialogue and input shape this one?

Parking Lot Items and Questions:

- 1) How are cultural values acknowledged and infused?
- 2) How do we ensure tribal consultation (authentic)?
- 3) What protections can we offer to district with evaluation (staff social media and public representation- Cheforak example)
- 4) Bentham Ohia
 - * what counts as knowledge?
 - * what knowledge counts
 - * who decides
- 5) Strengthening, integrating, honoring culture- Kaye
- 6) What does healing look like in policy? Define intergenerational healing?
- 7) 5040 Health and Wellness or a goal?
- 8) Community participation in policy?
- 9) Teacher evaluation and parent input?
- 10) Data Across the years
- 11) Helps answer questions such as why focus on Alaska Native students
- 12) Disconnects
- 13) Surprised at strong sense of connection to culture
- 14) Text books how to Alaskanize them with our own photos and terms
- 15) How do we strengthen relationship with tribes - how do they want to see that happen
- 16) Policy - consulting with tribes on programs
- 17) How do we use migrant Ed
- 18) How do we involve parents in Yup'ik studies ?

Next Steps:

With Board:

- 1) Talk about work today
- 2) Southwest Region School Board and Nome Public Schools present at Equity Conference
- 3) Reach out and discuss with advisory committee
- 4) Review facilities policies and consider recommendation
- 5) Schedule VTC with boards and AASB to move through additional policies

AASB:

- 1) Endorse effort and work
 - 2) AASB vet, adopt and send out as recommendations
 - 3) Incorporate into equity conference
 - 4) Snapshot @ annual conference
- #### *AASB Membership Resolutions:*
- 1) Consider resolutions to support
 - 2) Barb will share resolution language

With Community: Share information with the community and get feedback