

Goal 2 (Action 4) – Wellness Initiative Example

Data from teacher and counselors' student survey reports reveals that one-third of the students in poverty and recent immigrant students in our schools have gone through adverse childhood experiences that impact their ability to fully participate in and benefit from instruction in classroom settings. Creating a trauma informed and trauma sensitive environment for our students in poverty & recent immigrants is critical to providing them with the resources needed to overcome and cope with any adverse childhood experiences (ACES) they may encounter. Research supports that children with a high number of ACES or with even one severe instance have difficulty learning and participating in regular classroom settings without support. ACES are not limited to the 10 typically noted, but also include conditions that EL newcomers and others experience around moving to a new culture/country and experiencing the loss of friends, family, and familiar ways of life. ACES can be attributed to any severe life changing condition that effects one's overall sense of safety, security, consistency, etc. Through counseling support the Wellness Initiative provides low-income students and English learners with the social-emotional support. Through professional development the initiative equips teachers and staff with the skills and strategies to understand trauma and create safe and supportive learning environments. Supporting low income students and English learners and their families dealing with trauma will prepare students with readiness to access academics.