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| As Alaskan schools have recognized the impact of trauma on their students, staff, and wider community, school staff have requested a guide to systemically gauge their trauma-engaged work. The **Transforming Schools Milestone Guides** can serve as a reference for superintendents, school administrators and teams, school staff, and school board members. Some guides also have steps for the community, students, and families. Milestone Guides offer four levels of action to complete, broken out by role, for each of the 11 components within the Framework and Toolkit.   * **Preparing** – In schools we prepare students all the time, for projects, concerts, and tests. We consider why certain skills and actions are important and what we need to prepare students for success. For our trauma-engaged work we gather information and resources to deepen understanding of why trauma-engaged work is essential to our mission and how we can begin. * **Starting** – After preparing we make a start. In schools, we start our reading skills, begin to play the music, or meet to begin the project. We see what skills students have and build on those skills and expand them. As a trauma-engaged team we assess where we are with this work – we see our strengths and weaknesses and we develop priorities of what we want to address. * **Applying** – After we get to know our students and their strengths we begin to build skills that are not there, and strengthen the ones that are. In trauma-engaged schools, we prioritize actions that can have the most impact, and we have the capacity to implement. Applying means that we are working together collectively and planning for the concrete trauma-engaged supports we want our students and families to have access to. We know that, like students, for us to feel confident and competent takes repetition and practice. * **Refining** – As students achieve their learning goals, we work with them to hone in on more subtle skills. For example, a student's writing style is enhanced, nuanced music skills are developed, or group activities skills are more deeply explored. Trauma-Engaged schools and staff take time to reflect on their structures, practices, and tools in order to make quality improvements by deepening and expanding their practice.   The Transforming Schools Milestone Guides offer steps and a starting point to deepen personal growth, establish a common vision with colleagues and community, and remind each of us that this is a process of preparing, starting, applying, and refining our trauma-engaged work. Individuals and teams move through the steps many times to continue to improve upon and deepen our approach. Using the Milestone tool, schools, districts, and individuals can reflect on how their work is going on an ongoing basis. While primarily a planning tool, the guides can also be used to celebrate progress. |

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| **Policy Milestone Guide** |

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| **1. Set up successful structures for supporting changes in district-level policies. (Trauma-Engaged Team & School Board)** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Recruit a school board member to the leadership team who can serve as a liaison, bringing policy issues back to the school board or committee members for consideration. | b. Understand policy review structures in your district (policy committee, policy rotation, policy updates online).  c. Help the leadership team, school staff, and community understand how policies are developed, including school district policy, administrative guidance, school handbooks, and classroom policies. | d. Work with the superintendent and school board policy committee to let them know that this group is working on best policy practices for trauma-engaged schools. Find out the best processes to keep them informed. | e. Review policy recommendations made to board and district for intended and unintended impact, and refine recommendations as needed to be trauma-engaged. |  |

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| **2. Understand trauma-engaged policies. (School Board, Trauma Engaged Team & School Staff)** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Offer opportunity for school district staff and interested school board representatives to review AASB’s trauma-engaged policy recommendations and other policy best practices for trauma-engaged schools.  b. Get input from families, students, and staff on how existing policies and procedures are working in the schools. | c. Based on AASB policy recommendations, best practices, and local context, develop recommendations for the board. | d. Engage in training on trauma-engaged practices and policies.  -This can include training before reviewing policy chapters or sections including conduct, discipline, dress code, foods, etc. | e. Get input from the Trauma-Engaged team and community about how policies can become more trauma engaged. |  |

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| **3. Establish good communication and input structures. (School Board)** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Ensure that the board has student representation.  b. Have a board representative serve on the Trauma-Engaged Team.  c. Establish communication structures between the board and trauma-engaged team. | d. Follow state regulations and district policy about posting proposed policy changes.  e. Establish good stakeholder input with two open meeting review sessions.  f. Use input to consider adoption or adaptation. | g. Provide additional training or information on adopted policies to school staff and community. | h. Include these policies in annual review to assess intended and unintended impacts. |  |

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| **4. Adopt and support policies. (School Board)** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Dedicate appropriate resources to support policy and procedure changes. | b. Schedule inclusive policy and procedure review through a culturally responsive and trauma-engaged lens, incorporating a range of community perspectives. | c. Establish a policy committee that follows a standard process of seeking broad input from the community and staff as part of policy development.    d. Follow state guidelines and district policy for board policy adoption.  e. Ensure policies are trauma-engaged and have had input from the community.  f. Post policies and procedures to ensure broad understanding.  g. Assign superintendent and district staff to ensure administrative regulation and school policy updates are aligned with policy changes. | h. Work with Trauma-Engaged Teams to understand impact of policy changes. |  |

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| **5. Work with school staff to develop administrative guidance for classrooms and school-wide policies and practices. (Trauma-Engaged Team & District Staff - including site administrators)** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Review policy changes adopted by the school board.  b. Develop administrative regulations (guidance) aligned with policy changes.  c. Invite district staff and site administrators to policy meetings to identify where handbooks and administrative regulations require changes. | c. District and school teams review and provide feedback on changes to regulations and handbooks. | d. introduce and provide training on new regulations and/or other guidance.  e. Translate into classroom and/or school-wide practices.  f. Update families and students on changes to policies and/or handbooks. | g. Share information with the school board about the impact of policy changes. |  |