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| As Alaskan schools have recognized the impact of trauma on their students, staff, and the 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 leadership and staff roles, 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 new skills and strengthen existing ones. 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 and planning for the concrete trauma-engaged supports we want to be accessible to our students and families. We know that, like students, we need repetition and practice to feel confident and competent. * **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 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 their work on an ongoing basis. While primarily a planning tool, the guides can also be used to celebrate progress. |

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| **BOARD: Schoolwide Practices and Climate Milestone Guide** |

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| **Leadership 1. Measure school climate and environment on a regular basis.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Cultivate buy-in from the school board on the importance of measuring school climate. Identify school climate connections in district goals and strategic plans.  b. Identify a school climate survey instrument to gather student, staff, and family perceptions on school climate and environment. See sample tools: [Alaska School Climate & Connectedness Survey](https://aasb.org/school-climate/); [Alaska Youth Risk Behavior Survey (YRBS)](http://dhss.alaska.gov/dph/Chronic/Pages/yrbs/default.aspx); [Student and Staff Supportive Wellbeing Questionnaire (SSWQ)](https://drive.google.com/drive/folders/1gg5jpa3UrP4eMIF7EpkIGKuvSAqLr5TI?usp=sharing) | c. Identify district and school coordinators for school climate survey.  d. Develop district-wide messaging about the survey (who, what, when, why) y to ensure collective understanding before it is administered. | e. Administer the survey district-wide during the survey window. Monitor survey participation throughout the survey window. | f. Identify stakeholder groups with low participation in the school climate survey and hold listening sessions to identify the barriers to participation.  g. Partner with schools and stakeholders to remove the barriers to participation.  h. Share survey results with key stakeholders. |  |

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| **Leadership 2. Create an ingrained system of accountability at all levels. Hold principals accountable for reviewing school climate data and using it in planning.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Assess principal level of knowledge and experience with school climate data.  b. Provide training for new principals. | c. Model the process of reviewing data and using it to plan.  d. Provide necessary resources and tools for planning. See sample tool: [Planning and Coordination of Schoolwide Efforts](https://education.alaska.gov/apps/traumawebtoolkit/planning-and-coordination.html) | e. Develop consistent processes for incorporating school climate results in planning.  f. Support school leadership in presenting school climate data to stakeholders, including families, students, and communities, and using the data to guide school-based planning. | g. Debrief the year and plan for next year. |  |

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| **Leadership 3. Use school climate data to inform the district strategic plan and policies, focusing on emotional, physical, academic, and cultural safety to ensure equity and restorative approaches to discipline.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Ensure that all leadership and school staff can access the survey results. See sample tool: [Alaska SCCS Alaska Statewide Results](https://secure.panoramaed.com/aasb/understand?auth_token=6ZQqcW8-GbygPKde99fz) | b. Provide an opportunity for leadership to the results independently and with the leadership team. See sample tools: [Data Inquiry Protocol & Reflection Guide](https://docs.google.com/document/d/1skz9kvMoSEsI3pwQ6spNJuufSxqVbyN-pY4tBByoEew/edit) and [Data Reflection Tool](https://drive.google.com/file/d/11VFNSUBYY__EObyBZ6YRSGLqO1e0Ku2-/view?usp=sharing)  c. Triangulate school climate and equity data (e.g., looking at disciplinary action by race). Place extra focus on family response to whether the school is a welcoming place for families.  d. Present the results to the school board. Host a board work session to review and discuss the results. | e. Identify priority areas to ensure equity in disciplinary policies/restorative practices and action steps connected to each district’s goals and strategic plan. See sample tool: [Plan-Do-Study-Act Template](https://docs.google.com/document/d/16iogX5HrKDTinntTI6j6Kf6hQhi_aQJxoUxTITfjou4/edit) |  |  |

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| **LEADERSHIP: Schoolwide Practices and Climate Milestone Guide** |

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| **Leadership 1. Use school climate data to co-create a school climate and environment that is welcoming and feels emotionally, physically, academically, and culturally safe for students, staff, and families.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Build awareness and understanding among staff about the importance of measuring school climate.  b. Communicate connection between school climate and district goals, initiatives, and strategic plan.  c. Identify a school climate survey instrument if the district does not use a district-wide construct.  d. Identify a survey coordinator or point of contact.  e. Inform school staff, families, and students about the survey (who, what, when, why). | f. Administer the survey school-wide during the survey window.  g. Support staff in setting a positive tone for students and families taking the survey.  h. Monitor survey participation throughout the survey window and identify barriers to participation.  i. Inventory the physical school landscape as part of data collection to measure a welcoming school environment. See sample tool: [Audit Your School’s White Spaces](https://www.annmilne.co.nz/audit-your-school) | j. Explore the survey results individually using a [Data Inquiry Protocol & Reflection Guide](https://docs.google.com/document/d/1skz9kvMoSEsI3pwQ6spNJuufSxqVbyN-pY4tBByoEew/edit) in preparation for presenting the results.  k. Triangulate school climate and equity data (e.g., look at disciplinary action by race). Focus particularly on family response to whether the school is a welcoming place for families. See sample tool: : [Equity & Social and Emotional Learning: A Cultural Analysis](https://measuringsel.casel.org/wp-content/uploads/2018/11/Frameworks-Equity.pdf) and [SEL is Systemic Equity: Leadership Beliefs Inventory](https://drc.casel.org/uploads/sites/3/2019/04/SEL-and-Equity-Beliefs-and-Actions.pdf)  l. Use the results to identify starting points for trauma-engaged practice See sample tool: [Trauma Sensitive Schools Online Professional Development System](https://dpi.wi.gov/sspw/mental-health/trauma/modules) | m. Share survey results with staff, students, and families.  n. Provide space, time, and support for staff, students, and families to reflect on the survey data and use it to improve school climate.  o. Convene stakeholders for planning and visioning. Invite families, Elders, tribes, support services, youth, and school staff. Co-create shared vision and goals for improving school climate and connectedness. See sample tool: [Trauma-Engaged Plan](https://drive.google.com/file/d/1l048cYWPpwc_W_JTREQN2eFWwv5Hio5X/view?usp=sharing)  p. Identify barriers in the community to using the data and pinpoint ways to improve response rates from all stakeholder and diverse groups. |  |

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| **Leadership 2. Create shared behavior expectations for staff and students that reflect community values and culture and that develop positive relationships in the school community.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Determine a process for setting group agreements that best fits the school community. See sample tool: [Setting Agreements Activity](https://www.nsrfharmony.org/wp-content/uploads/2017/10/SettingAgreementsW-Examples_0.pdf)  b. Review the positive behavior support resources in preparation for establishing shared behavior expectations for students. See sample tool: [Alaska School-Wide Positive Behavior Supports](https://education.alaska.gov/swpbs) | c. Schedule time for staff to use an agreement-setting process to co-create staff agreements for respectful interaction and collaboration.  d. Establish a team approach for positive behavior supports See sample tool: [Guidelines for Adopting a Multitiered Approach to Addressing Trauma](https://safesupportivelearning.ed.gov/sites/default/files/TSS_Building_Handout_6_guidelines_multitiered_approach.pdf)  e. Co-create a school behavior purpose statement and set of positive expectations and behaviors. Reflect community values and culture in the expectations. | f. Post agreements in staff areas for reference during staff meetings and other gatherings.  G Support staff in holding themselves and each other accountable to the agreements.  h. Center relationship building and skill development as the foundation for positive behavior supports for students. See sample tool: [The Two-Minute Relationship Builder](http://www.ascd.org/publications/newsletters/education_update/jul14/vol56/num07/The_Two-Minute_Relationship_Builder.aspx) | i. Establish procedures for ongoing databased monitoring and evaluation for both student behavior and staff interactions, e.g., School Climate & Connectedness Survey staff topic areas.  j. Revisit and/or develop staff agreements and student expectations at the beginning of each year. |  |

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| **Leadership 3. Implement school-wide practices and routines that build relationships and foster skill development to support behavior expectations.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Identify the Social and Emotional Learning (SEL)skills needed to meet school-wide behavior expectations.  b. Inventory the existing ways that SEL skills are being taught and reinforced throughout the school day and assess the ways that relationships are intentionally cultivated with students. | c. Identify the practices that will be adopted school-wide. See sample tools: [Weekly Circles for Students and Faculty](https://www.edutopia.org/video/weekly-circles-students-and-faculty); [School-wide Restorative Practices Implementation Roll-out Resources](https://drive.google.com/file/d/1x7x5ZyH5hb6vLi3Fy20-DqIzEGgzQHkc/view?usp=sharing); [Energy and Calm: Brain Breaks and Focused-Attention Practices](https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels)  d. Establish procedures for all staff to teach and reinforce school-wide expected behaviors and implement school-wide practices. | e. Provide professional development for all staff so that everyone understands their role in promoting school-wide practices. See sample tool: [Trauma Sensitive Online Professional Development](https://dpi.wi.gov/sspw/mental-health/trauma/modules)  f. Schedule regular opportunities for staff to discuss progress of school-wide implementation. See sample tool: [Strategies for Collaboration](https://safesupportivelearning.ed.gov/sites/default/files/TSS_Building_Handout_8_collaboration.pdf)  g. Track student behavior data and other data to monitor progress. | h. Revisit school-wide practices each year and make quality improvements based on the data. |  |

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| **Leadership 4. Embed resiliency, skill-building, and restorative approaches in all systems and procedures, including positive behavior supports and multi-tiered systems of support.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Build understanding and awareness in staff of the importance and impact of resiliency, skill-building, and restorative approaches, positive behavior supports, and multi-tiered systems of support in the educational environment. See sample tool: [Creating a Safe and Respectful Environment on Our Nation's School Buses](https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-school-buses-training-toolkit) | b. Identify resilience and skill-building approaches that staff will be expected to learn and use. Supply staff with ample time, resources, and support to begin learning skill-building and restorative approaches.  c. Ensure that staff understand and use common language around positive behavior and multi-tiered systems of support. Use the [Guidelines for Adopting a Multitiered Approach to Addressing Trauma](https://safesupportivelearning.ed.gov/sites/default/files/TSS_Building_Handout_6_guidelines_multitiered_approach.pdf) | d. Provide regularly scheduled time for staff to reflect on their learning. Validate concerns and use resources to help answer questions.  e. Provide professional development opportunities for more in-depth training. See sample tool: [School Climate Improvement Online Modules](https://safesupportivelearning.ed.gov/scirp/online-modules) | f. Review efficacy of professional development through annual (or bi-annual) assessment of impact. Use student-level behavior data and/or staff level assessment of impact.  g. Consult with and solicit staff and families’ feedback on target areas for resilience and skill-building approaches for future planning.  h. Identify ways to build buy-in around restorative approaches and to embed community knowledge and culture bearers in future trainings and practice. |  |

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| **Leadership 5. Facilitate ongoing professional learning about school climate and provide collaboration opportunities so that all members of the school community feel a sense of belonging and are using school-wide practices.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Determine the baseline for staff understanding of trauma-engaged approaches. See sample tool: [Alaska SCCS Statewide Results](https://secure.panoramaed.com/aasb/understand) (staff trauma-engaged questions)  b. Build understanding among staff that a positive school climate begins with adults modeling healthy interactions and collaboration. Foster a shared understanding that each person in the school community is instrumental in building a positive school climate. See sample tools: [School Bus Driver](https://www.youtube.com/watch?v=B3XHwk4wgeY); [School Secretary](https://www.youtube.com/watch?v=kRtu1L8-Gu4); [Custodian](https://www.youtube.com/watch?v=uV6XHEFsGRo) | c. Develop staff capacity to establish, maintain, and restore relationships with students, families, and colleagues. See sample tool: [Establish, Maintain, Restore Playbook](https://drive.google.com/drive/folders/1N1vmTMUVKKuqIC7ZDUaCvtM8c_CbiQwu) | d. Provide ongoing training for all staff members in how to teach and reinforce school-wide expected behaviors in their role. See sample tool: [Trauma Sensitive Schools Online Professional Development System](https://dpi.wi.gov/sspw/mental-health/trauma/modules)  e. Model school-wide practices (e.g., circles) in staff meetings, in-services, and other trainings so staff experience the practices and better understand how to use them in their role. | f. Ensure that every staff meeting includes time for trauma-engaged conversation  g. Build capacity by establishing collaboration between and across roles as a regular practice in staff meetings. |  |

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| **STAFF: Schoolwide Practices and Climate Milestone Guide** |

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| **Staff 1. Maintain a safe and welcoming environment in the work area (front office, cafeteria, classroom, gym, hallways, outdoor spaces) where students feel safe and supported. Reflect the community values and culture. Foster a shared understanding that each person in the school community is instrumental in building a positive school climate.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Reflect on aspects of your work area that could be improved to be more welcoming, culturally inclusive, and personalized to create optimal learning spaces. See sample tool: [Optimal Learning Environment](https://ntc.widen.net/s/gdszbhqlgf/ole-full-text-bw_rb21) | b. Identify ways to improve work area to make it feel more safe, supportive, and culturally inclusive See sample tool: [School and Classroom Climate Walkthrough](https://drc.casel.org/blog/resource/school-and-classroom-walkthrough-rubric-nashville/)  c. Catalog changes that can and should be made and include simple timelines for each. | d. Utilize key steps to improve school climate for all staff.See sample tools: School Climate Improvement Action Guides [Noninstructional Staff](https://safesupportivelearning.ed.gov/sites/default/files/SCIRP/actionguidenoninstrstaffwhole.pdf) and [Instructional Staff](https://safesupportivelearning.ed.gov/sites/default/files/SCIRP/actionguideinstrstaffwhole.pdf)  e. Create opportunities for regular discussion around how to build a positive, culturally inclusive school climate. | f. Revisit school-wide practices for maintaining a safe and welcoming environment. Make adjustments each year to foster optimal learning environments. |  |

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| **Staff 2. Implement routines and procedures in your work area (front office, cafeteria, classroom, gym, hallways, outdoor spaces) that build student self-regulation skills and align with and reflect school-wide expectations and practices.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Reflect on current school-wide practices and expectations that align with skill development in self-regulation.  b. Foster belonging, mindfulness, and movement in the classroom. Build self-regulation skills in students. See sample tools: [Critical Practices for Anti-bias Education](https://www.tolerance.org/sites/default/files/2017-06/PDA%20Critical%20Practices_0.pdf) and [The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success](https://www.k12.wa.us/sites/default/files/public/compassionateschools/pubdocs/theheartoflearningandteaching.pdf) | c. Schedule time as staff to review current routines and procedures and brainstorm new opportunities for students to advance self-regulation skills. See sample tools: [Mindfulness for Students](https://ggie.berkeley.edu/student-well-being/mindfulness-for-students/#tab__1); and [Take a Break! Teacher Toolbox Physical Activity Breaks in the Secondary Classroom](http://www.coloradoedinitiative.org/wp-content/uploads/2014/08/CEI-Take-a-Break-Teacher-Toolbox.pdf) | d. Meet with administrators to discuss and begin implementing brainstormed routines that advance self-regulation skills in the school environment.  e. Post procedures and routines related to self-regulation skills in places visible to students and families. | f. Identify ways to improve alignment between school-wide expectations and procedures related to student self-regulation skill development.  g. Solicit student and family feedback on what is effective and supportive for developing self-regulation. See sample tool: [School Climate Improvement Action Guide for Working with Families](https://safesupportivelearning.ed.gov/sites/default/files/SCIRP/actionguidefamilywhole.pdf) |  |

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| **Staff 3. Teach and positively reinforce the social and emotional skills necessary for students to be successful.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Assess how you support social and emotional skill development in your role and identify areas of strength and areas for growth. | b. Design your own professional development to increase your capacity for teaching and reinforcing social and emotional skills See sample tool: [Skill Instruction](https://education.alaska.gov/apps/traumawebtoolkit/skill-instruction.html) in Transforming Schools Toolkit  c. Engage in collegial collaboration about social and emotional skills and their importance in student success. | d. Approach social and emotional skill instruction with a restorative lens to build belonging, connection, and community See sample tools: [Classroom Circles and Restorative Practices](http://www.centerforrestorativeprocess.com/uploads/8/1/4/4/8144400/teaching_restorative_practices_manual.pdf) and [Chicago Public Schools Restorative Practices Guide and Toolkit](https://blog.cps.edu/wp-content/uploads/2017/08/CPS_RP_Booklet.pdf)  e. Build opportunities throughout the school day to reinforce and discuss social and emotional skills. See sample tools: [Morning Meetings](https://www.youtube.com/watch?v=K8nhROmK4Iw)  and [Cleveland Classroom Meetings Resource Page](https://www.clevelandmetroschools.org/Page/403) | f. Solicit and share impacts of teaching and reinforcing social-emotional skills with students, administrators, and families.  g. Make sure that students who have unique/special needs are included in ways that are appropriate and meaningful for them in all social-emotional skill development. |  |

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| **YOUTH LEADER & ADVISOR: Schoolwide Practices and Climate Milestone Guide** |

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| **Youth Leader & Advisor 1. Collaborate with students to define school climate, discuss what impacts school climate, and identify student strengths and stressors.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Build relationships:  Get to know students both formally and informally and understand that students connect in different ways. Be willing to connect across different contexts and events, to engage with a broad range of students. | b. Create a safe space: Co-create behavioral norm agreements with students. Set the context for conversations that build empathy.  See sample tools: [First Alaskans Institute Agreements](https://firstalaskans.org/wp-content/uploads/2016/10/FAI-AGREEMENTS-POSTER.pdf) and [Forming Ground Rules - Creating Norms](https://schoolreforminitiative.org/doc/forming_ground_rules.pdf)    c. Involve students in creating behavioral agreements so that they feel ownership over behavioral norms. Co-create norms as a group to build trust between students. | d. Facilitate a dialogue that includes feedback from students on what creates a positive school climate.    e. Work with students to identify school strengths and stressors. Review other data on school climate with your students as time and capacity allow. Ensure that students feel heard, but that specific comments and concerns remain confidential. See sample discussion: [Students speak out on school success strategies](https://aasb.org/students-speak-out-on-school-success-strategies/) | f. Spend time with students reviewing the process/space you created and discussing how the conversations went. |  |

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| **Youth Leader & Advisor 2. Engage with students as agents of change in their school environment.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Identify students with different interests and perspectives to create a plan for impacting school climate. Prioritize finding as representative of a group of students as possible. | b. Facilitate open dialogue to address student strengths and concerns. Work together to identify solutions that are strength-based and address students’ needs and stressors. See sample tool [Youth Engaged in Leadership and Learning](https://gardnercenter.stanford.edu/sites/g/files/sbiybj11216/f/YELL%20Handbook.pdf) (guidebook from the Stanford Graduate School of Education). | c. Create an action plan with specific activities identified by students to positively impact school climate.  d. Continue to build on connection with students to create actionable steps that they can take to address issues and build on strengths. | e. Follow up with students individually and as a group to assess progress on their school climate goals and improve outcomes. Demonstrate appreciation for student perspectives through regular listening and evaluation  f. Make sure that students across levels of engagement benefit from efforts to improve school climate and that their thoughts and opinions on the progress of project planning are heard. |  |

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| **Youth Leader & Advisor 3.**  **Support implementation of student-identified and designed projects and activities.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Work with students to ensure that goals are realistic and achievable.  b. Get buy-in and support from students and colleagues. Begin communicating the goal and plan that students put forward so that next steps and resources can be identified. | c. Help students identify resources needed to do their project. Guide students in putting those resources together.  See sample tool: [Getting Smart](https://www.gettingsmart.com/2017/11/28/building-student-ownership-through-community-mapping/) (article showing how community mapping with students can build ownership).  d. Establish project timeline and deliverables. Create an action plan with specific activities identified by students to contribute to their sense of school climate connectedness. | e. Work with students to implement the project**.** Allow space for students to take the lead, but continue to provide support by checking in on activities, timelines, and progress. See sample article: [Ending Project-Based Learning Units With a Call to Action](https://www.edutopia.org/article/ending-project-based-learning-units-call-action) | f. Debrief and reflect with students. Use feedback and input from students to inform and co-create activities to address school climate.  g. Connect with school leaders and share out successes, lessons learned, and key takeaways from project implementation. |  |

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| **Youth Leader & Advisor 4. Develop student-led structures to embed school climate consideration into school offerings.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| Find mentors for student leaders. Identify student leaders and adult supporters who can gather support. | b. Create an environment and establish a schedule for students and mentors to meet and build student organizational capacity. | c. Build capacity with other adults and youth leaders to hold their own conversations on school climate and important issues impacting students in their school. | d. Create a coalition of student leader learners across sports teams, clubs, and other school-sponsored activities so that school climate conversations take place across different student groups. |  |

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| **Youth Leader & Advisor 5. Include student voices, strengths, and ideas for solutions into key decision-making processes.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Identify important times and processes for making decisions within the school.  b. Develop regular ongoing opportunities for student input, voices, and ideas to be shared with school leaders.  See sample tool: [Project Zero's Thinking Routines](https://pz.harvard.edu/thinking-routines) | c. Prepare student leaders for sharing opportunities, including by practicing presentations. See “Youth on Boards” as a resource in step 4 “Improving”.  d. Review school climate data again. | e. Prepare students to present in a variety of different formats:   * Testify on school district policy/legislation * Present at school board meetings * Share with peers * Create reports * Write articles in local new outlets | f. Provide training opportunities for student leaders to connect with peers and supportive adults to practice leadership/advocacy skills.  g. Provide training opportunities, such as Youth Advocacy Institute/Youth Leadership Institute, or in-district support or workshops.  See: AASB’s [Youth Leadership Institute](https://vimeo.com/372148843); [Youth Advocacy Institute](https://aasb.org/youth-advocacy-institute-helps-students-build-advocacy-skills-policy-maker-relationships/) (article); [YAI Booklet](https://drive.google.com/file/d/1XSYhJMIyk8bQ6TZUQU6uJEl3lY4VD947/view?usp=sharing); and [Youth on Boards](https://aasb.org/wp-content/uploads/18-AASB-0297-Youth-Leadership-Resource-2I-HP-compressed-1.pdf) |  |