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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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| **LEADERSHIP: Support Services Milestone Guide** |

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| **Leadership 1. Brainstorm a facilitated discussion with staff, families, and community members about ways to harness strengths and address gaps in support services, including the reallocation of existing resources. Establish a representative group of stakeholders that includes youth voices.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Build knowledge within leadership about school community strengths.  b. Acknowledge the importance of student/youth voices. | c. Review previous assessments to broaden understanding of support services available  d. Communicate regularly with staff and school community stakeholders about gaps in support services and how resources could be reallocated or redistributed. | e. Examine the[School Mental Health Quality Guide](http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Screening-1.27.20.pdf) to advance the quality of school services and supports.  f. Create structures for regular engagement with the school community to assess strengths and gaps in support services.  g. Embrace feedback from the school community and establish procedures to integrate feedback into policy and practice. | h. Build accountability by integrating feedback from key stakeholders (staff, families, community members, students/youth) into public updates and revisions to budgets and policies.  i. Implement an annual [Strengths and Needs Assessment](https://aasb.org/wp-content/uploads/STEP-Conducting-the-Strengths-and-Needs-Assessment-FINAL.pdf) |  |

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| **Leadership 2. Update current job descriptions to allocate more time for qualified personnel to provide support services to students and their families; always use a trauma-engaged school lens.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Review current job descriptions.  b. Reflect on importance and determine application of trauma-engaged school lens. | c. Assess current job descriptions for their emphasis on support services  d. Identify ways in which descriptions promote a trauma-engaged school lens.  e. Engage families to solicit feedback on what support services they need. | f. Seek out professional development on trauma-engaged school lens and review [Trauma Informed School Counseling](https://schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Trauma-Informed-Practice)  g. Offer joint staff and personnel discussions to assess support service needs.  h. Allocate resources to recruit qualified personnel to provide support services. | i. Develop a structured protocol to regularly update job descriptions for support services. Use trauma-engaged school lens. |  |

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| **Leadership 3. Build meaningful partnerships and agreements (Memorandums of Agreement, Release of Information) with community providers and partners, as well as providers that offer telehealth and distance delivered services.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Develop understanding of the importance of partnerships with community providers.  b. Map current partnerships with community providers and partners. | c. Review and revise MOA and ROIs at the leadership level. See samples of an MOA [here](https://drive.google.com/file/d/1pyDRNF3SGljsSy9vYw9x3G4ZuAj8FrHa/view)and an ROI [here](https://drive.google.com/file/d/1sv7itYQxWuD-hoJbqSrrb-RZ98VE1F_A/view)    d. Solicit feedback from staff and other key school stakeholders to develop a list of community providers and partners to engage and expand support. | e. Establish protocol for sharing MOA and ROI documents between school and providers /partners.  f. Develop a plan to engage community providers and partners, including those who use telehealth and distance delivered services.  g. Demonstrate cultural responsiveness by engaging the [Alaska Native Tribal Health Consortium](https://anthc.org/who-we-are/overview/), which is designed to meet the unique needs of Alaska Native and American Indian people. | h. Facilitate on-going conversations with local and distance-delivered providers to assess how they might best support your district/school.  i. Offer time for staff and key school stakeholders to reflect on impacts of community provider and partners’ work with students.  j. Embed scheduled time for staff to learn and integrate technology necessary for telehealth and distance-delivered services. |  |

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| **Leadership 4. Provide space and time for staff to use team approaches to work with students who might need additional support to succeed.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Ensure staff have time for teaming to identify appropriate services to meet students' unique needs. | b. Consider physical space usage within school buildings to maximize availability and efficiency for direct student support services. | c. Integrate [Student Support Teams (Multi-Tiered Systems of Support MTSS Model)](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/418337/DESE_Student_Support_Team_Quick_Reference_Guide.pdf) to enhance and encourage collaboration among staff so that all student needs are met in a safe and secure environment. | d. Encourage open dialogue between administrators and staff to improve allocation of time and space for staff to work with students who need additional support to succeed. |  |

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| **Leadership 5. Recognize that all staff in schools provide some level of support services. Provide ongoing professional development (revise topics regularly) about how to provide appropriate support services for students and families.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Reflect on and identify ways in which all staff provide support services.  b. Begin to discuss what professional development opportunities staff and key community stakeholders consider most meaningful in the effort to provide support services to students and families. | c. Assess the school community's needs and research culturally responsive professional development to meet those needs  d. Contact a variety of professional development providers to ensure that their mission, offerings, and schedules align with that of the district and schools.  e. Provide training across all school staff, including paraprofessionals, lunch staff, bus staff, and custodians. | f. Offer training and tools for reporting professional boundary violations, mandatory reporting training, and key tools for safety planning for families or students.  g. Include regular trauma-engaged schools training in staff meeting agendas.  h. Model examples of tools to use with students to help self- or co-regulate. | i. Provide students, staff, and families with the opportunity to provide feedback on changes and potential improvements.  j. Ensure feedback shows that most students, staff, and families see improvements as a result of professional development training to inform support services. Adapt training programs as necessary. |  |

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| **STAFF: Support Services Milestone Guide** |

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| **Staff 1. Build meaningful partnerships with community members and providers. Consider partners such as: after-school programs, cultural educators, tribal councils, elders, local and regional health and behavioral health services, and village and community counselors.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Consider what meaningful partnerships staff already have with community members and providers. | b. Compile an informal inventory of existing partnerships as well as a list of potential partnerships with community members and providers. | c. Formalize inventories of current and potential community members and providers to build partnerships with and create a structured protocol for out-reach to potential partners.  d. Initiate contact with the [Alaska Native Tribal Health Consortium](https://anthc.org/who-we-are/overview/) to form a culturally responsive partnership to enhance and promote health for Alaska Native people. | e. Partner with the [Alaska Behavioral Health Association](https://alaskabha.org/) to broaden understanding and expand ideas about behavioral health supports for students and families.  f. Become familiar with [Domestic Violence and Sexual Assault Programs](https://andvsa.org/find-help/member-programs/)in your region and familiarize yourself with tools, trainings, and services to support students and families. |  |

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| **Staff 2. Develop trauma-engaged approaches to working with students.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Reflect on your existing trauma-engaged approaches and begin to identify where gaps exist in your knowledge around trauma-engagement when working with students. | b. Demonstrate willingness to improve your knowledge of trauma-engaged practices in working with students.  c. Develop a common understanding among staff that approaching work with students from a trauma-engaged perspective/framework enhances and promotes students' sense of safety, well-being, and academic achievement. | d. All Staff watch and are able to use [Dr. Dan Siegel's Hand Model of the Brain](https://www.youtube.com/watch?v=gm9CIJ74Oxw)with students to describe the body's stress response system and how to 'tame' it.  e. Staff use common trauma-engaged language with each other, with students, and with families. | f. Complete DEED's [Self Regulation and Mind-Body Connection](https://education.alaska.gov/ELearning)courses to improve understanding of how trauma impacts students' abilities to self-regulate and to learn mindfulness tools and techniques to help support students' focus in the classroom.  g. Brainstorm, network, and solicit professional guidance on new resources related to trauma-engaged student supports.  h. Review [The National Child Traumatic Stress Network](https://www.nctsn.org/) for updated guidance on responding to specific needs of traumatized children. |  |

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| **Staff 3. Build student peer-to-peer support systems.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Develop heightened awareness around students' natural peer groups in and outside of school and how these might impact student well-being.  b. Cultivate curiosity and explore best practices around how structured peer-to-peer support systems may benefit students. | c. Demonstrate engagement and willingness to assist in building student peer-to-peer support systems. | d. Familiarize yourself with the best practice program [Sources of Strength](https://sourcesofstrength.org/),which helps harness the power of peer social networks to change unhealthy norms and culture and to prevent suicide.  e. Research and discuss other suitable and culturally appropriate peer-to-peer programs, including [Restorative Practices for Educators](http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf), and initiate dialogue with administrators to implement them. | f. Create a structure for staff to provide feedback to school leadership on the impact of peer-to-peer support services.  g. Evaluate the effectiveness and impact of peer-to-peer programs and groups on student well-being and climate. |  |

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| **Staff 4. Build family-school partnerships.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Spend time identifying the need for, and benefits of, establishing and building meaningful partnerships with families. | b. Start each school year by setting goals for connecting with families.  c. Spend time getting to know and understand families. Approach families with humility and respect, and without assumptions. | d. Review best practices for working closely with families to build connection, confidence, cultural safety, content, and/or co-regulation.  e. Complete DEED's [Family Partnerships](https://education.alaska.gov/ELearning) course on ways to engage families in school-wide planning and implementation efforts to support students. | f. Create opportunities for families to share their knowledge and build confidence, as kids’ first and most important teacher, especially helping families to understand co-regulation.  g. Identify consistent and creative opportunities to link families to SEL and trauma-engaged schools resources in the district. |  |

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| **Staff 5. Continue cultural competency/competencies training.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Recognize the importance of culture in your own life and those of your students and their families. Lead with cultural humility when supporting students and families. | b. Learn about and apply methods to include culture and community context in curricula and classroom practices.  c. Review [Cultural Resources for Alaska Families: Traditional Health and Wellness Guide](https://www.alaskacasa.org/file_download/52f3489a-d2b9-41fe-978b-75bab523deaa)**.** Ensure that support services are aligned with cultural and personal beliefs and selected based on the recipient’s sense of what will help maximize their physical, psychological, emotional, and spiritual well-being. | d. Align social and emotional teachings, school expectations, and authentic learning activities with cultural values.  e. Create opportunities in classrooms for students to consider their own family, culture, and community ways of life, and school norms. | f. Learn about and demonstrate respect for local community knowledge and ways of life. Integrate local knowledge into in-school learning, including science, language arts, social and emotional skill building, art, and integrated learning.  g. Understand and apply SAMHSA's [Treatment Improvement Protocol (TIP) Improving Cultural Competence](https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4849.pdf)**,**  a multi-dimensional model for developing cultural competence. |  |