

Alaska's Trauma Engaged Resources:

Transforming Our Schools During the Pandemic and Beyond

Welcome!

As you get settled in...
Choose one of these quick activities to take care of yourself.

If you have 2 minutes:

Breathe

Daydream

Laugh

Look out
the window

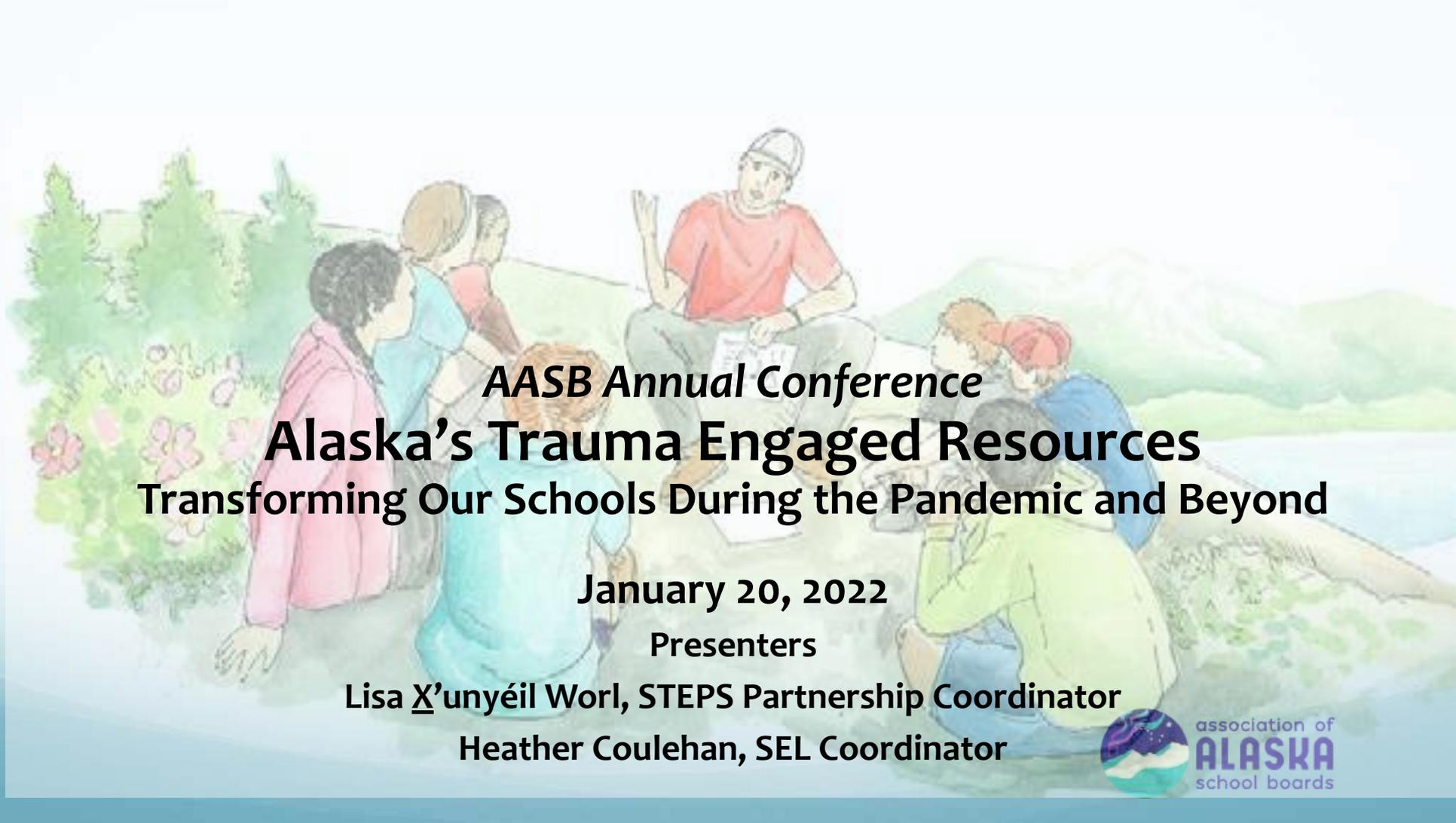
Stretch

Doodle

Acknowledge one of
your accomplishments

In taking care of ourselves and each other, we provide positive role modeling for students.





AASB Annual Conference
Alaska's Trauma Engaged Resources
Transforming Our Schools During the Pandemic and Beyond

January 20, 2022

Presenters

Lisa X'unyéil Worl, STEPS Partnership Coordinator

Heather Coulehan, SEL Coordinator



SQUIRRELS
ARE
NICE....

RABBITS ARE
NICE....

CATS ARE N-N-N-...DAMMIT!
OMMMM...

**Deep breath up,
Deep breath down**

We're glad to be here with you!

Lisa Worl,
STEPS Partnership Coordinator



Heather Coulehan,
Social Emotional Learning Coordinator



Our Purpose

- Explore Alaska's trauma engaged resources
 - Transforming Schools Framework and Toolkit
 - Milestone guides
 - Video Library
 - Social media campaign
- Consider how you might use the resources in your district
- Walk away inspired by your colleagues across the state





SOUTHEAST TRADITIONAL TRIBAL VALUES

“OUR WAY OF LIFE”

- Discipline and Obedience to the Traditions of our Ancestors
- Respect for Self, Elders and Others
- Respect for Nature and Property
- Patience
- Pride in Family, Clan and Traditions is found in Love, Loyalty and Generosity
- Be Strong in Mind, Body and Spirit
- Humor
- Hold Each Other Up
- Listen Well and with Respect
- Speak with Care
- We are Stewards of the Air, Land and Sea
- Reverence for Our Creator
- Live in Peace and Harmony
- Be Strong and Have Courage

- In every chair is a leader
- Listen Deeply; Speak with Care
- Our Value of Humor Helps Us
- Challenges to Solutions
- Take Care of Yourself and Each Other

From the First Alaskans Institute



Gathering Circle

In the chat box...

- Name and District
- What is one thing you've learned about yourself or others during the pandemic?





Trauma engaged schools can reduce absenteeism, tardiness, and disciplinary actions.

Get one-on-one consultations, tailored resources and trainings on trauma engaged practices for your team.



Impact of Stress on the Learning (and Working!) Brain

“Childhood trauma turns a learning brain into a surviving brain.”

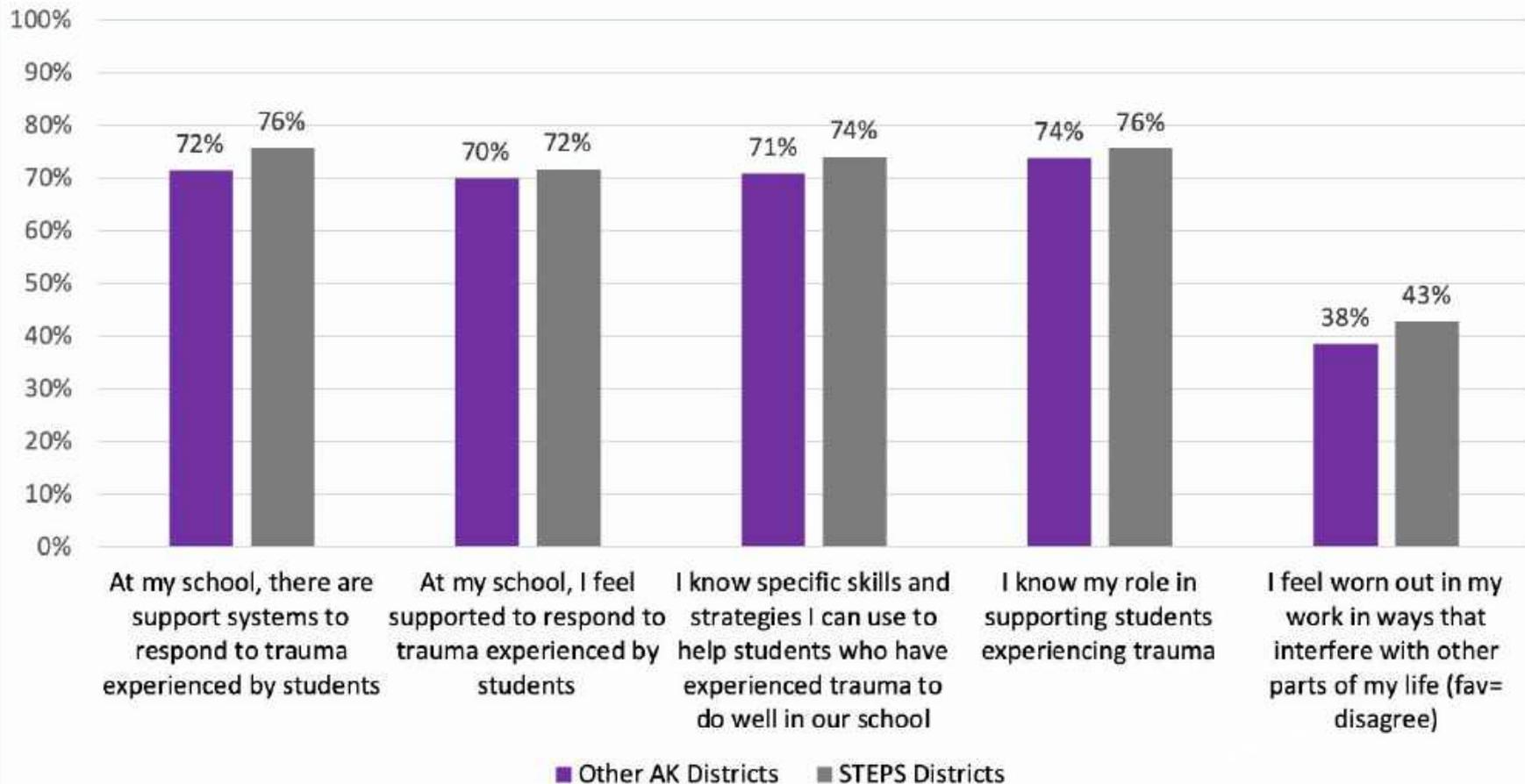
–Josh Arvidson, Director, Alaska Child Trauma Center



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Trauma Engaged Questions from the 2021 SCCS

% of Staff who answered favorably - STEPS vs Other Districts



In the chat box...

On a scale of 1-5, how familiar are you with the Transforming Schools resources?

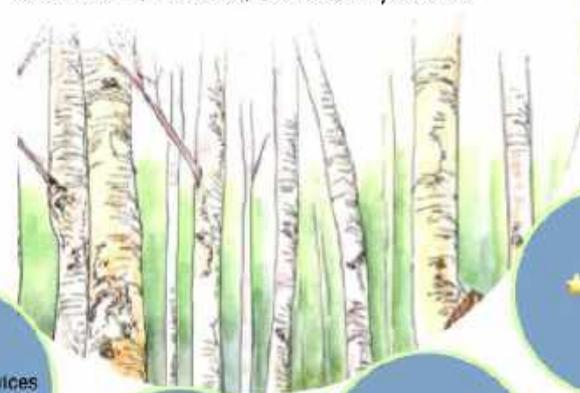
1 - I'm just hearing about them today.

5- We've used the resources as a board and in our schools





Creating trauma-engaged, safe, and supportive schools requires holistic change and a mindset shift for students, administrators, school staff and community members.



Transforming Schools: Resources for Trauma Engaged Practice in Alaska

Framework Toolkit

- *Video Library
- *Milestone Guides
- *Social Media Campaign

DEED Trauma Engaged
Website



Policy Video Library

How do I get Started with Restorative Practice Policy?

- Dr. Bridget Weiss, Juneau School District



In the chat box...





Transforming Schools: Resources for Trauma Engaged Practice in Alaska

Milestone Guides:

- **Planning** tool for implementing trauma engaged policy
- **Tracking** tool to see where you are in the process

DEED Trauma Engaged
Website



Policy Milestone Guide

Planning, Assessment, Reflection

PREPARING

gathering information
and resources.

STARTING

developing priorities
of what we want to
address

APPLYING

working together to
put into place trauma
engaged supports

REFINING

reflecting on on the
work in order to make
quality improvements

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

Preparing	Starting	Applying	Refining	Key Dates & Next Steps
<p>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.</p>	<p>b. Understand policy review structures in your district (policy committee, policy rotation, policy updates online).</p> <p>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.</p>	<p>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.</p>	<p>e. Review policy recommendations made to board and district for intended and unintended impact, and refine recommendations as needed to be trauma-engaged.</p>	

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

Preparing	Starting	Applying	Refining	Key Dates & Next Steps
<p>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.</p> <p>b. Get input from families, students, and staff on how existing policies and procedures are working in the schools.</p>	<p>c. Based on AASB policy recommendations, best practices, and local context, develop recommendations for the board.</p>	<p>d. Engage in training on trauma-engaged practices and policies.</p> <p>This can include training before reviewing policy chapters or sections including conduct, discipline, dress code, foods, etc.</p>	<p>e. Get input from the Trauma-Engaged team and community about how policies can become more trauma engaged.</p>	

Breakout room discussion



Breakout room discussion

Review the Policy Milestone Guide considering your trauma engaged policy work.

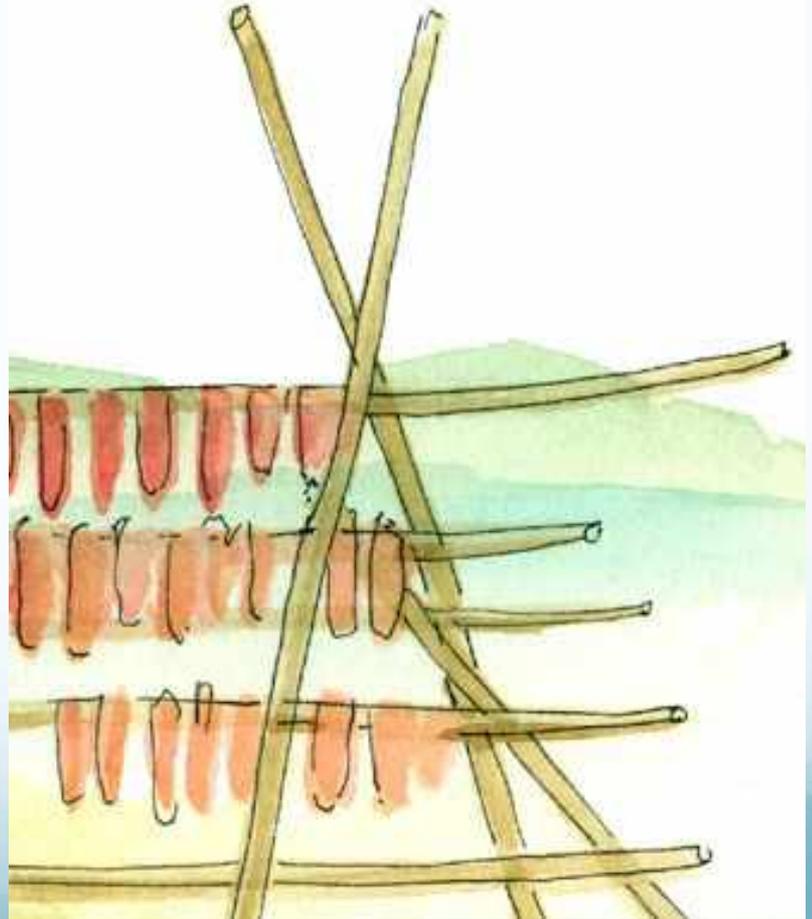
(1) Where is your district along the continuum? Preparing, Starting, Applying, Refining

(2) How could the milestone guides and video library help you get to the next level? What else do you need to get to the next phase?

Sharing the Harvest

How can the milestone guides and video library help you get to the next phase?

And what else do you need to get to the next phase?





"There is nothing inevitable about student outcomes. It is a result of the policies and practices we put into place. We hold a great responsibility."

- Alaska School Board Member



Calling all Trauma Engaged School(TES) Champions to Spread the Word!

Find the TES Social Media Campaign on AASB's website:

<https://aasb.org/>



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A Call to Action

Learn: Use the video library to learn more about what trauma engaged work looks like across the state

Data: Review your district's SCCS data. How does staff in your district feel about your trauma engaged work?

Planning: Download the milestone guides. Review the guides as a board. Where are you with each component? What needs to happen for you to get to the next phase?

Funding: Allocate resources for staff professional learning and training.





Share your stories and tips!

Submit your stories and tips by
tagging **#LearnHealGrowAlaska**



**Gunalchéesh for
spending time with us
sharing your
experiences.**

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Heather Coulehan,

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