

| 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 and to be curious about their practice. Staff and school teams look at 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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| **LEADERSHIP: Relationship Building Milestone Guide** |
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| **Leadership 1. Build leadership’s social and emotional skills to establish trusting relationships with students, colleagues, and families (through professional development, reflective practice, etc).** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Gain an understanding of the importance of developing personal social-emotional skills to provide a positive school climate. | b. Reflect on and identify social-emotional strengths and areas of growth.  c. Build awareness of cultural norms that inform local school-community relations. | d. Demonstrate and model social-emotional skills throughout the day in a variety of interactions.  e. Support development of social-emotional skills with staff and students toward building relationships.  f. Integrate local social-emotional norms into interactions. | g. Develop accountability goals and measures. Staff, students, and families report on a survey instrument (e.g., School Climate and Connectedness Survey) that they trust in leadership and believe leadership promotes healthy relationships and honors local values. |  |

| **Leadership 2. Review and analyze district and school data with staff to better understand student and staff perceptions about relationships at school. ex: Climate and Connectedness Survey, Youth Risk Behavior Survey. Ensure data is understandable and accessible to all staff.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Select an assessment tool (e.g., SCCS, internal survey) that gives baseline information on the culture and climate of the school. Share data with stakeholders. | b. Administer an assessment tool that provides data on the health of school-wide relationships.  c. Work collectively with staff to develop an understanding of the importance of strong relationships that promote student success. | d. Review and analyze data regarding staff and student perceptions about student/student, staff/staff, and staff/student relationships.  e. Share data with staff, students, families, and community members. | f. Administer assessment tool yearly to track changes in data over time.  g. Support and solicit feedback on progress and efforts (e.g., policy changes), including welcoming dissenting views. |  |

| **Leadership 3. Use data to identify specific goals for establishing/restoring, maintaining, and strengthening relationships that support a positive school climate.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Using data, consider goals and action steps to establish positive relationships in school climate and culture. | b. Select and prioritize goals that the cultural uniqueness of the community and provide for a continuum of practices that are relationship-focused and support a positive school climate. | c. Use relationship data to drive action steps and timelines.  d. Share relationship goals, action steps, and timelines with staff and school community.  e. Use data to track changes in stakeholder satisfaction with school climate and culture, attendance, and office discipline referrals.  f. Support staff in implementing school relationship goals (e.g., assign a mentor). | g. Use results of relationship assessments to drive evaluation and updates to existing goals, action plan, and timelines.  h. Review the vision/mission statement of the school to ensure alignment with the goal of building relationships in the school community. |  |

| **Leadership 4. Create and maintain a positive professional climate that supports staff values, interactions, and collaborations by establishing working agreements that are clear and concise.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Establish working agreements that support school values, respectful interactions, and positive collaboration. | b. Post, use, and model working agreements. | c. Working agreements are consistently posted, used, modeled and taught to all staff during all school-based meetings. | d. Embed working agreements in training and onboarding materials and in the school culture. |  |

| **Leadership 5. Provide time for reflective practice and professional learning opportunities that build capacity for strengthening supportive relationships among students, staff, and families.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Include staff in planning for professional learning and relationship-building activities. | b. Build staff and leadership understanding of the importance of reflecting on individual abilities to relate and communicate with students, staff, and families.  c. Establish professional development on building/restoring, maintaining, and strengthening relationships between staff and students as part of the professional learning (PL) plan.  d. Provide mentoring for new staff. | e. Provide all staff and leadership with opportunities to reflect on their abilities to relate and communicate with students, staff, and families.  f. Include professional learning opportunities for relationship-building skills in the in-service calendar. | g. All staff, including leadership, regularly have the opportunity to reflect on their own ability to relate and communicate with students, staff, and families.  h. Embed SEL topics that address the ability to establish, maintain, strengthen, and restore relationships into daily student schedule personal learning plan to include students, colleagues, and families.  i. Implement ongoing reviews for staff, and provide new staff with professional learning opportunities for building relationships. |  |

| **STAFF: Relationship Building Milestone Guide** |
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| **Staff 1. Build personal social-emotional skills to create positive relationships with students, colleagues, and families.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Begin to identify professional development relationship needs. | b. Recognize personal SEL strengths and weaknesses; reflect upon how relationship with self could be strengthened. | c. Create a plan for developing positive relationships with students, colleagues, and families. | d. Practice and model skills that help build positive relationships with self, students, colleagues, and families. |  |

| **Staff 2. Use proactive communication skills and practices that support a positive school climate.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Learn the cultural values of the local community. | b. Reflect on personal communication skills and areas for improvement. | c. Practice active listening when talking with students and colleagues.  d. Accept and celebrate diversity.  e. Participate in local gatherings and activities. | f. Create a culture of listening over talking.  g. Identify ways to make sure school is an integral part of the community.   h. Ensure visible representation of local cultures throughout the school. |  |

| **Staff 3. Maintain relationships by using consistent practices to sustain connections over time. Create opportunities to check in with students, colleagues, and families.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Enhance understanding of how checking in with students, colleagues, and families has a powerful impact in developing relationships. | b. Show an interest in the lives of students, colleagues, and families.   c. Reach out to students, colleagues, and families through introductions and sharing stories. | d. Establish a protocol to give and receive feedback.  e. Take time for recognition of students, staff, and families.  f. Integrate community circles or class meetings into professional practice.  g. Establish communication systems to check in with families. | h. Ensure conversations are honest and feel supportive and non-threatening.  i. Identify ways for the school community to provide and promote a problem-solving climate.  j. Identify ways for the school community to celebrate together.  k. Adopt class meetings and embed time within the classroom schedule for collaboration among students.   l. Actively support colleagues with recognition and celebration of student success. |  |

| **Staff 4. Restore damaged relationships through learning about and actively utilizing restorative techniques.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Acknowledge that all stakeholders have a role in the health of relationships.  b. Build understanding of how emotional reactions can be damaging to relationships. | c. Convey sincere caring about students and community members, and desire to understand various points of view and perspectives; treat all involved with respect. | d. Be willing to apologize for an error in school or community.  e. Be intentional in efforts to restore relationships when broken. | f. Assess where a relationship has been broken and know how to apply strategies and practices to repair the relationship.  g. It is understood that communities do not owe anything to schools (it is incumbent upon schools to earn the trust of communities) and healing is not a simple destination. |  |

| **Staff 5. Reflect on how personal experience and bias impacts relationships and student success.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Participate in professional learning that recognizes the connection between relationships and student success. | b. Develop a common understanding among staff acknowledging the connection between relationships and student success. | c. Use common language to describe the connection between student success and the importance of developing relationships.  d. Participate in developing a plan to communicate evidence to families and the school community. | e. Use school-wide common language about the importance of building relationships in daily practice with students and adults. |  |