

| 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 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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| **LEADERSHIP: Family Partnership Milestone Guide** |
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| **Leadership 1. Communicate the importance of family-school partnerships and families’ roles in a trauma-engaged school to all school staff.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Leadership reflects on and identifies their own strengths and gaps in their understanding and practice of partnering with families. | b. Use the Trauma-Engaged Framework and Stronger Together with the leadership team to explore and seek understanding of the benefits and extent of partnership with families.  c. Identify key messages to share with staff about the importance of partnering in this way. | d. Create and share messages for how all school staff roles could contribute to family partnerships.  e. Share messages with staff in a variety of ways, including formal and informal communication, training, and staff orientation. | f. Process is in place to assess which messages were most effective and impactful with school staff. End-of-year reflections, staff surveys, and formal and informal conversations could be used to improve how messages are shared in subsequent years. |  |

| **Leadership 2. Bring together school staff and community to review family surveys and school climate surveys.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Explore school climate and family data currently being gathered in the district. Increase understanding for school leadership of what data is gathered and when. | b. Identify key pieces of information, strengths in engagement, and staff knowledge gaps using data gathered from surveys.  c. Create structures to help staff explore and reflect on family partnership data. | d. Implement professional development opportunities for staff to reflect on local family partnership data and how it can help in the classroom and school setting. | e. Create regular opportunities for school staff to look back at the knowledge they gained about family partnerships and assess how helpful it was in their work. |  |

| **Leadership 3. Host dialogues to better understand interests and needs and values of families.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Partner with the community to dig deeper into family interests, needs and values.  b. Reflect on what you would like to know more about families in your school community. | c. Bring together a team to create appropriate opportunities for families to share their experiences, interests and needs.  d. Work with the local community and families to identify appropriate conversation facilitators. Use appropriate meeting [protocols](https://firstalaskans.org/wp-content/uploads/2016/10/FAI-AGREEMENTS-POSTER.pdf) to ensure it is a place for safe conversation. | e. Ensure that many voices and perspectives are brought forward. Do this by putting invitations out in a variety of mediums, by having a trusted team and community member help with outreach, and by offering transportation and/or daycare.  f. Let families know what next steps will follow and what help you want from them in the future. | g. Ensure that information is collected and stored for further planning. Use dialogue information to guide your decision-making, train staff on best ways to work with families, and build a better understanding of what is working in your partnerships with families. |  |

| **Leadership 4. Make a plan in partnership with families and school staff that includes a vision for ideal school-family partnerships to support students’ academic and social and emotional learning.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Together with families and school staff, complete a scan of school and family data, community dialogues, and staff insights, as well as gaps in school and district partnerships with families. | b. Together, develop a yearly plan that addresses gaps, utilizes community, school and family strengths, and has identified focus areas for action.  c. There are clear next steps for school staff and leadership to incorporate into their daily and weekly routines. | d. Site has a three-year family partnership plan with responsibilities broken out by role along a clear timeline.  e. Leadership team and stakeholders regularly meet to discuss and move forward plan implementation.  f. School staff report out regularly on their progress and implementation of the plan. | g. Leadership to create structures for yearly reflection with families and school staff on how a plan is being implemented and impacts that are being seen. Reflections are used to make quality improvements to next year’s implementation and plan. |  |

| **Leadership 5. Design professional learning opportunities and social media outreach on family partnership, trauma-engaged schools, co-regulations, and social and emotional learning.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Use identified gaps in knowledge or practice to create clear approaches and learning opportunities on family partnership, trauma-engaged schools, and social and emotional learning for staff and families. | b. Leadership to identify key approaches and structures for providing joint learning opportunities that are impactful and effective.  c. Provide multiple opportunities for learning and invite the community and families to help design them. | d. Make decisions about best ways to use social media to share opportunities or key messages with families and community members.  e. Invite families to provide feedback in a variety of ways. Ensure that responses are representative of the family demographics of your district. | f. Systematically reviewed progress and impact.  g. Developed strategies for improvement and growth for learning opportunities and outreach process. |  |

| **STAFF: Family Partnership Milestone Guide** |
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| **Staff 1. Start each school year by setting goals for connecting with families. Track goals and progress and use leadership support to measure and meet goals.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Reflect on the community and families you work with daily. What strategies are most effective for connecting? What approaches do not work so well?  b. Explore resources to systematically build strong relationships with families and students. | c. Take time to look back and reflect on the specific relationships you have with families you support in your role.  d. Use a tool like the Establish-Restore-Maintain to reflect on the following questions:  -Which relationships come easy to you?  -Which relationships are more of a struggle? | e. Set goals for yourself for connecting with families. Use your reflection insights to decide:  -Which relationships need to be built?  -Which relationships do you already have but need to be maintained?  -Which relationships need restoring?  -What systemic approach will you take to ensure relationships with all families are prioritized? | f. Take time to reflect on your goals and approaches with colleagues and school leadership.  g. Track your goals and progress and use leadership support to measure and meet your goals. |  |

| **Staff 2. Get to know and understand students‘ families. Approach families with humility and respect and without assumptions.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Staff understands the importance of understanding families’ wants, needs, strengths, and goals for the future.  b. Connect with a community contact. To build a relationship, be respectful and take your time to understand and get to know people. | c. Staff build up this understanding through:  -Participation in community dialogues and community events.  -Structured reflection with families and colleagues.  -Review of school climate data, school-level information, and feedback provided by families. | d. Using neutral questions and free of assumptions, create opportunities that allow for families to share information about themselves and their child.  e. Keep track of which families you feel connected to or not, and any needs that they have related to communication, supports, and family dynamics. | f. Build up your strategies for getting to know families in your classroom. Reflect on the best approaches for connecting, and on the understanding you gained over the last year. What are takeaways you could use to better get to know families and students next year? |  |

| **Staff 3.** **Watch videos and review approaches to work more closely with families building connection, confidence, cultural safety, content, and/or co-regulation.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Staff continues to reflect on how their current knowledge on resources and supports translate into classroom and school practice.  b. Together, staff identify collective gaps in knowledge and practice related to:  -Building connection and confidence with families.  -Providing cultural safety and links to classroom content.  -SEL and co-regulation. | c. Staff explores trauma-engaged supports and resources they hadn't previously used or recommended to students to help close practice gaps. | d. Staff utilizes new resources and approaches in their practice and assess their impact on partnerships with families.  e. Staff identify approaches and resources that are most effective for them to:  -Building connection and confidence with families.  -Providing cultural safety and links to classroom content.  -SEL and co-regulation. | f. Staff create an inventory of the most impactful, effective and creative approaches that work well for building family connection, confidence, cultural safety, content, and co-regulation.  g. Staff regularly reviews and discuss resources and approaches, and update inventory of best practices. |  |

| **Staff 4. Create opportunities for families to share their knowledge and build confidence, as their kids’ first and most important teachers, with a focus on helping families understand co-regulation.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Build your own understanding of what activities, supports and skills are needed for students to self-regulate.  b. Explore resources and strategies for co-regulation. | c. Together with colleagues, reflect on successful strategies or activities for families to share knowledge of their child. | d. Build out regular and varied opportunities and activities for:  -Families to share important information about themselves and their child.  -Families to share knowledge with each other and their child as related to learning in the classroom.  -Learn about co-regulation and practice this together. | e. Developed strategies for improvement and growth for learning opportunities and outreach process.  -Who participated most and which activities seemed easiest for families to utilize?  -Which strategies were most effective in linking families to key skills and learning? |  |

| **Staff 5. Find regular and creative ways to link families to SEL and Trauma-Engaged Schools resources in the district.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Build your own understanding of what SEL and Trauma-Engaged Resources are available to families in the district.  b. Reflect on who needs these resources the most, and what pieces are most helpful to these families? | c. Reflect on the best ways to regularly share information and elicit action from families.  d. Create innovative approaches for families not being reached. | e. Create a variety of regular opportunities to link families to SEL and Trauma-Engaged resources provided within the distinct.  f. Opportunities could include links to classroom learning, simple activities, packets sent home, and at classroom events where topics are brought forward. | g. Take time to make improvements to the opportunities you are creating.  Reflect on:  -Which skills and resources are most needed?  -Which families were reached and which were not? What does that tell you about your approaches and outreach?  -How were the messages shared and prepared? |  |

| **FAMILY & COMMUNITY: Family Partnership Milestone Guide** |
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| **Family & Community 1. Identify opportunities to share knowledge about your child, community, and culture.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Identify important knowledge you would like to share about your child’s learning, the community or culture.  b. Decide who should know this information. What parts are most important to share first? | c. Reach out to trusted adults within the school and discuss together ways to share knowledge about your family and students.  d. Reach out to parents that seem comfortable sharing or have good relationships with school staff and ask about opportunities for sharing. | e. Identify ways that you are comfortable sharing and prioritize those at first.  f. Take surveys and provide your feedback anonymously for information you do not identify back to you.  g. Attend activities and events like student conferences or community dialogues at the school that allow for family sharing. | h. Provide feedback on all opportunities for sharing you have been part of. This will allow school staff to improve and adapt to make them more accessible. |  |

| **Family & Community 2. Learn about easy ways to support your child’s learning, social and emotional learning, and co-regulation in and out of school.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Communicate early on in the school year with your child’s teacher about opportunities to support student learning at home. | b. Build a routine with your child and your child’s teacher for checking in on what is being learned at school.  c. Reflect on what goals you and your child have, and which learning opportunities are right for your family and could help meet those goals. | d. Based on what skills you and your child are building:  -Take advantage and build on school activities and resources meant to help with those skills.  -Practice emotional regulation and co-regulation activities even if they feel funny at first.  -Use your home routines, strengths, activities and stories to reinforce learning in the classroom. | e. Provide feedback or ideas to trusted school staff on how these skills could be practiced, what resources help the most.    f. Model and share information about these opportunities with other parents and families. |  |

| **Family & Community 3. Start off the school year building strong relationships with staff to have a solid foundation to problem-solve for your child’s best outcome.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Lean on strong relationships you already have to get to know more of your child’s school support team.  b. Help create a bridge between school and home by getting to know your child’s teacher. | c. Accept or create opportunities to visit with teachers and school staff.  d. Communicate early about your child’s strengths and areas of struggle, and about strategies that help. | e. Check in with your child and school staff often about what is happening at school and to plan for what is coming up.  f. When problem-solving is necessary, discuss together as a team the best way forward. Focus on student need and next steps each of you can take to help improve the situation. | g. Take note of how you prefer to communicate, which approaches work best for addressing your student’s needs, and any goals you have for the next year.  h. Using your knowledge of your family and child, your notes from previous years, make a plan for future communication:  -What does the school need to know about my child next year?  -What is the best way for us to work together to troubleshoot? |  |

| **Family & Community 4. Join or form a local parents’ group for parents to support each other in parenting, SEL skill-building, and school-related topics. Work together to bring ideas, solutions, and good practices to school leadership and staff.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Reflect on the relationship that families in your community have with the school and school staff.  b. Reach out to a broad range of families and ask about their concerns. | c. Track concerns and ideas shared and identify any common themes or topics.  d. Ask the school and community for a safe place to meet and discuss. | e. Work on building trust and sharing protocols within the group.  f. Invite parents to regularly contribute and discuss ideas and solutions. Provide many ways they can contribute. Let them know how the information will be used.  g. Work with school leadership to establish a communication channel for information that has been gathered. | h. Reflect on which parents are very engaged, and which may need additional supports.  i. To build trust, personal outreach to families that need additional support. Provide additional creative ways for families not connected to give ideas and provide feedback. |  |