

| 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: Self-Care Milestone Guide** |
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| **Leadership 1. Develop specific self-care learning goals and activities that are consistent with the community culture.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Identify self-care as a priority for r district and school leadership goal setting.  b. Discuss goals and next steps with staff and stakeholders.  c. Prioritize self-care within the TES leadership team.  d. Recognize local cultural values and processes that provide self-care support. | e. Organize and deliver ongoing self-care professional development.  f . Incorporate self-care as part of the common language of the school and district.  g. Include self-care in leadership team planning meetings.  h. Engage community and support agencies as part of self-care conversations and professional development opportunities. | i. Embed self-care into school goals and evaluate for effectiveness.  j. Incorporate self-care as part of regular and continuous professional development.  k. Adopt supportive self-care policies and procedures and ensure they are adopted by the school and district and recognized by the community and school board.  l. Start self-care conversations and practices occur at the school, community and agency level    m. Embed local cultural values and activities into self-care practices in the school community. | n. Train staff, community, and support agencies to recognize the characteristics of compassion fatigue and secondary trauma. Continue to integrate self-care strategies to promote staff and student well-being.  o. Ensure that schools share self-care strategies and agreements with new staff during hiring and onboarding. |  |

| **Leadership 2. Train all staff to recognize signs of compassion fatigue and secondary trauma, and to understand that self-care is necessary to support students’ learning and well-being. Use the** [**Self-Care**](https://education.alaska.gov/elearning/self-care) **eLearning module or related resources for training.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Incorporate consistent and ongoing culturally responsive self-care opportunities within the leadership team and school plan.  b. Provide information on self-care practices and professional learning at each site or district.  c. Include self-care practices in day-to-day practice, staff meetings, and trainings. | d. Create processes and systems to provide staff, community, and support agencies relief from compassion fatigue and secondary trauma.    e. Develop practices such as regular training opportunities, individual coaching, and conversations.  f. Ensure that staff and community are starting to use structures. | g. Implement systems to provide staff, community, and support agencies relief from compassion fatigue and secondary trauma.    h. Put in place practices such as regular training opportunities, professional development opportunities, and communication between stakeholders. | i. Establish opportunities for leadership team, staff, and community members to assess how supportive or helpful self-care structures are.  j. Confirm that staff and students report that the school cares about them and supports their well-being. |  |

| **Leadership 3. Identify self-care supports and needs in each school community.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Survey students and staff to gather information about their strengths and needs.  b. Engage in dialogues or conversations to continue to explore identified needs. | c. Assess strengths and needs, and implement professional learning opportunities to address identified needs.  d. Identify community supports and include them in professional learning opportunities. | e. Embed self-care development and reflection into schoolwide practices. | f. Reflect on strengths and needs regularly and ensure they incorporate changes in the school community (new staff, class configurations, etc.). |  |

| **Leadership 4. Build self-care among staff by developing trauma-engaged support systems and collaboration structures.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Initiate community and school support structure.  b. Plan for ways to celebrate and recognize staff for self-care.    c. Collect ideas, activities, and techniques for staff self-care. | d. Include reminders and recognition of self-care in communications from leadership and reference site-based self-care plans.  e. Recognize and celebrate staff for practicing self-care. | f. Ensure use of self-care practices and strategies among staff, community, and supporting agencies  g. Apply intervention strategies to help staff, students, or others who might benefit from self-care strategies. | h. Evaluate collaboration and support structures annually. |  |

| **Leadership 5. Embed self-care practices into student, staff, and family supports.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Acknowledge self-care is essential to support the health of school climate and culture  b. Identify personal self-care strategies to model and use in and out of school.  c. Include connections with community values in self-care practices. | d. Model the self-care plan to staff, students, and community.  e. Model self-care in school-wide meetings and opportunities. | f. Include self-care reflections in coaching and technical assistance.  g. Incorporate elf-caret into evaluations and measurement.  h. Embed self-care practices and reflection into daily routine. | i. Develop structures for self-reflection and system reflection to make quality improvements. |  |

| **STAFF: Self-Care Milestone Guide** |
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| **Staff 1. Understand compassion fatigue is prevalent among educators. Be able to recognize the signs of compassion fatigue in yourself, peers, and students and find a trusted person.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Provide training on compassion fatigue to some or all staff.  b. Introduce training that provides language and discusses the signs of compassion fatigue.    c. Engage the local community in conversations about student, staff, and community self-care. | d. Develop a system for training all staff on self-care and implement the system regularly throughout the school year.  e. Create opportunities for staff to assess compassion fatigue and strategies to address it.  f. Include community agencies when planning training opportunities. | g. Provide staff with a cache of self-care resources for themselves, students, and families.  h. Provide ongoing training for self-care through the school or district that supports new staff and includes refresher training for current staff.  i. Ensure community agencies are active in the school and district to support students and staff. | j. Develop opportunities for staff to assess learning goals and identify additional training needed.  k. Invest in new training opportunities based on staff feedback. |  |

| **Staff 2. Recognize self-care and build strong self-regulation skills to process emotions before they become overwhelming.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Train staff to recognize the signs of compassion fatigue  b. Develop and share individual techniques for staff to strengthen self-care strategies.  c. Promote sharing of self-care strategies among staff. | d. Include staff input in self-care training and conversations.  e. Create opportunities for staff to develop self-regulation and other skills.  f. Make sure staff can recognize compassion fatigue and have social networks, individuals, or structures to support them. | g. Implement systems for ongoing training, reflective practice, and explicit structures for seeking help.  h. Provide dependable supports for the school community through partnerships between the school/district and community agencies. | i. Evaluate structures regularly to see if they are considered effective by school and community teams. |  |

| **Staff 3. Plan for self-care for yourself, peers, and students. Bring practices and routines into your work area and classroom to model self-care for other staff and students. Use** [**source**](https://www.waterford.org/education/teacher-self-care-activities/)**s such as this to develop a better understanding of self-care.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Be able to identify self-care, practice self-care routines, and model self-care t for peers and students. Include practices such as exercise, friendships, cultural, creative, and other activities.  b. Develop shared understanding and language around the importance of self-care for staff and students. | c. Include self-care practices in trauma-engaged classroom and personal plans.  d. Build self-care into classroom practice and in support of each student.  e. Bring self-care practices into the classroom to support modeling to staff and students. | f. Embed self-care practices into school culture for all staff and students.  g. Recognize and celebrate self-care as a core part of school and district culture and language. | h. Review and revise self-care practices regularly.  i. Create a shared value around acknowledging and celebrating self-care. |  |

| **Staff 4. Build social connections to explore and support self-care and job satisfaction.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Establish a team to focus on school climate and connections.  b. Host discussions on important strategies for social connection and breaking down social isolation.  \* Create time in the workday to strengthen social connection. | c. Engage the whole school in implementing key social connection strategies.  d. Develop scheduled time for social connection throughout the workday. | e. Demonstrate self-care and social connection at the staff level.  f. Update and improve plans regularly.  g. Ensure that systems and structures are consistent and last from year to year. | h. Implement an annual survey, such as the School Climate and Connectedness Survey, to measure social climate. Collect responses from staff, students, and families.  i. Regularly review and evaluate effectiveness of social supports.  j. Ensure staff report more connection to peers and higher job-satisfaction. |  |

| **Staff 5. Be compassionate to yourself. Extend the same feeling of compassion toward yourself as you would to a colleague. Seek help when you do not know how to handle a situation.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Create an inventory of social connection and self-care needs.  b. Deepen listening and vulnerability skills to build stronger relationships. | c. Include self-compassion in storytelling and staff meetings.  d. Build relationships with other staff.  e. Embrace opportunities to ask for help and build team wisdom. | f. Embed kindness and compassion in the common language within the school.  g. Make sure supportive schools is common practice among colleagues and the school community. | h. Evaluate regularly to ensure that staff and students report high levels of connection, and that students feel valued by adults in their schools.  i. Ensure that staff report they will ask for help from peers. Continue to encourage staff to ask for help when needed. |  |