



7A: Student Well-Being Approach

(Including Approach to Trauma)

1. Overview
2. How Our Model Aligns to the Needs of Our Students and School Community
3. [Central Beliefs that Guide Our Approach](#)
4. [Central Components of our Model \(Overview\)](#)
5. [Central Components of our Model \(In Depth\)](#)
 - a. [The Positive Youth Development Framework](#)
 - b. [Our “I Belong” and “I am Determined” Compass Points](#)
 - c. [Our competency model](#)
 - d. [Community wide learning outcomes related to stress navigation](#)
 - e. [Conscious Discipline](#)
 - f. [Restorative justice](#)
 - g. [Community Agreements and School Wide Routines](#)
 - h. [Crisis management](#)
 - i. [Data driven supports](#)
 - j. [Well-being staffing model](#)
 - k. [Well-being support for staff members](#)
 - l. [Family and community engagement](#)
 - m. [The physical environment](#)
 - n. [Continuous improvement](#)
6. [Supporting Research](#)

Overview:

Compass Academy’s Well-Being and Trauma Responsiveness approach ensures that critical conditions are in place to allow students to thrive socially and emotionally. This focus is at the heart of our “I am Determined: Learning Propels Self-Agency and Resilience” compass point. Our approach is focused on two high level systems: 1) An approach to competency development that gives students individual tools to recognize their strengths and navigate stress. 2) A set of school conditions that reduce unhealthy or unmanageable stress and allow our community to collectively navigate stress triggers as they occur.

How Our Model Aligns to the Experiences of Our Students and School Community:

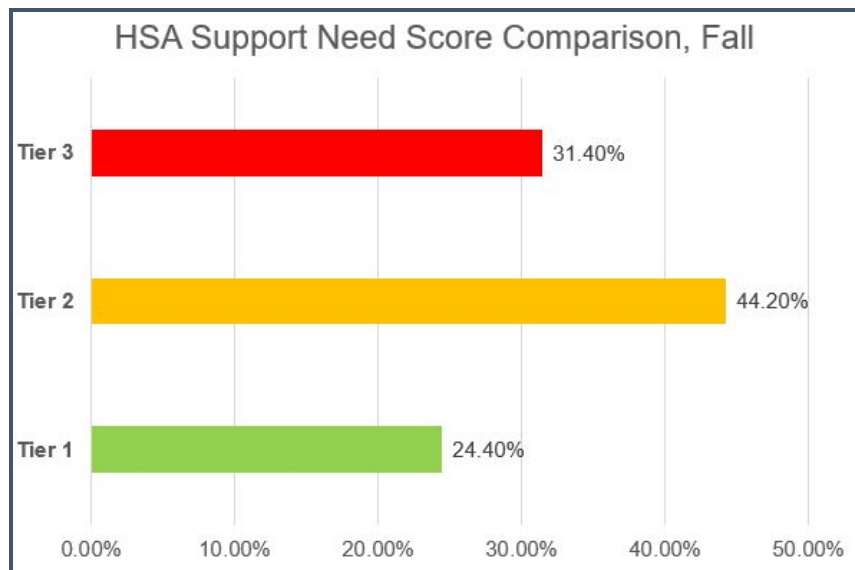
The aspiration to thrive socially and emotionally by utilizing one’s strengths while understanding how to navigate stress and emotional barriers to success is universal. We also recognize that our student community has unique experiences and needs that we must understand and support:

1. **We serve 9th through 12th grade students:** We recognize the critical importance of building an awareness of one’s self and learning how to navigate stress during adolescence. We recognize that our



students, given their age, are still building a toolkit of social/emotional skills that will allow them to thrive in adulthood.

2. **We serve students and families growing up in poverty:** 97% of our current middle school body qualifies for free/reduced meals. We recognize the ways living in poverty creates stress and that our students' ability to navigate stress is especially critical to meeting their full potential.
3. **We serve students and families of color:** Our middle school body serves 98% students of color. We recognize the increased importance of a strengths based model that our students will need to thrive, given the conditions of racism and associated stress our students have experienced, particularly in their prior school experience.
4. **We serve multi-language learners:** Our middle school serves 60% students who are learning English as a second language and also recognize both prejudice that non-native English speakers have experienced and the stress that ELLs experience in schools as they work to learn both language and content.
5. **We serve recent immigrants and undocumented families and students:** We recognize the prevalence of stress for our recent immigrant and undocumented families given our country's immigration policies.
6. **We plan for and support the prevalence of stress and lived trauma:** Given all of the conditions above, we believe our school must place social/emotional strength building and conditions that lessen stress at the core of our design. We support a very high percent of students in "tier 3" of social/emotional need according to the Holistic Student Assessment which is defined as "in crisis". Our model recognizes the added importance of social/emotional learning for all students and especially for our subset of students currently experiencing very high levels of stress.





Central Beliefs that Guide Our Approach:

Our Belief	What This Means
1. Teaching students how to navigate stress should be embedded in a larger competency development approach.	Teaching students about their brains, brain states in response to stress, and how to navigate moments of elevated stress, is essential in our model. However, we must embed this learning in a broader competency development curriculum in which students learn about their strengths and how they prefer to learn and think. This is critical to ensuring an asset based competency development approach in which students recognize that the occurrence of stress does not mean that there is something wrong with them but that navigating stress will allow them to better live out their strengths.
2. Well-Being and Trauma Responsiveness is an “all hands on deck” approach.	Every school community member (students, families, teachers, City Year corps members, support-staff, volunteers) must have a common understanding of stress, its impact on the brain, and the systems we utilize to reduce stress and navigate stress as a school community. This means not only supporting students in this navigation but personally managing stress as a community member.
3. The school environment must reduce harmful stress.	Our systems, structures, and school environment must reduce stress for our students wherever possible to create the conditions for strong social/emotional competency development. We must prioritize safety, belonging, and predictability as the highest priority drivers of our decisions as these are most essential to reducing stress within our community.
4. Navigating crisis is expected.	In recognizing the impact of stress and trauma within our community, we expect that community members will spend time in the “survival” brain state and experience emotional crisis. Our staff must expect this and utilize strong crisis response systems.

Central Components of our Model (Overview):

Element	Description	Components
1. The Positive Youth Development Framework	We’ve utilized YouthPower.org’s Positive Youth Development Framework throughout or design to ensure our systems, structures, and approach maintain an asset based approach grounded in our students’ unique experiences and abilities.	<ul style="list-style-type: none"> Well being model/Positive Youth Development Framework alignment
2. Our “I Belong” and “I am Determined: compass points	Student belonging (I belong) is central to our Compass Point learning model and a critical prerequisite to other well-being supports. In	<ul style="list-style-type: none"> The “I am Determined” direction of our Compass Point Model



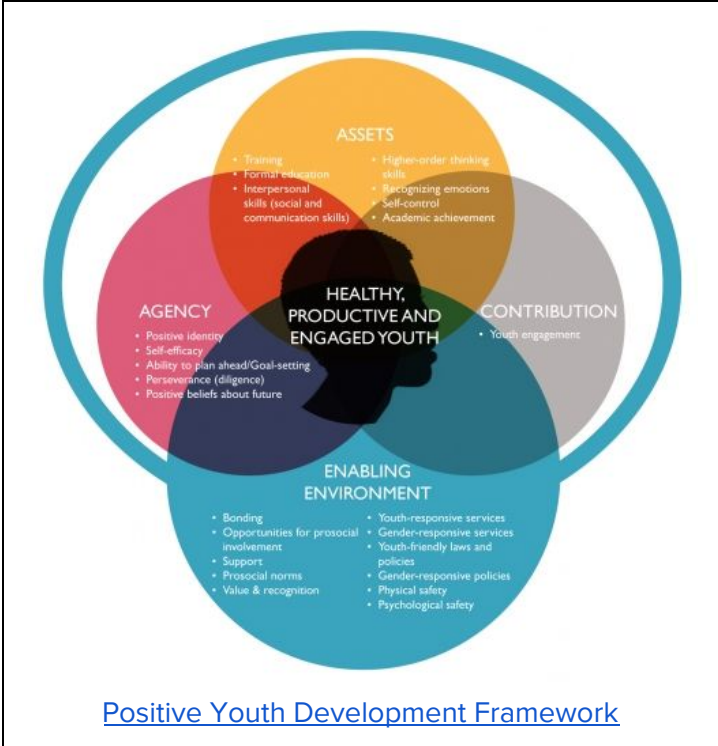
	addition, Social/emotional well being (I am determined) is a central component of our school model that drives the way we approach learning and prioritize systems and structures.	
3. Our competency model	A set of our competencies (self-awareness, self-care, self-regulation, communication) create the underlying conditions for the success of our other competencies.	<ul style="list-style-type: none"> ● Self-Awareness ● Self-Care ● Self-Regulation ● Communication
4. Community-wide learning outcomes related to stress navigation	All community members receive common training on the brain, the impact of stress on the brain, and how to navigate the three brain states (survival state, emotional state, executive state)	<ul style="list-style-type: none"> ● Common community wide curriculum ● Staff induction ● Ongoing staff trainings ● Student induction ● Lobo pack time ● Family trainings
5. Conscious Discipline	We hold a common and consistent approach to discipline (conscious discipline) that is grounded in our belief in and love for our students, commitment to safety and consistency, and commitment to social/emotional learning.	<ul style="list-style-type: none"> ● School wide expectations ● Discipline procedures ● Staff induction ● Ongoing staff trainings
6. Restorative justice	We utilize a set of restorative justice practices in which relationships and our community is repaired and returned to equilibrium after traumatic events.	<ul style="list-style-type: none"> ● Restorative conversation structure ● Staff induction ● Ongoing staff trainings
7. Community Agreements and School-Wide Routines	We are committed to safety and consistency within all school spaces and utilize structures and routines that prioritize these things. We also ground all expectations in a set of community agreements that promote a strong learning environment.	<ul style="list-style-type: none"> ● Lobo pack time ● Entrance and exit procedures ● Community meetings ● Predictable school schedule ● Common class structures
8. Crisis management	We are prepared for community members to experience crisis and have systems for responding to various forms of crisis.	<ul style="list-style-type: none"> ● Emergency procedures for common forms of crisis ● Student safety plans ● Use of crisis room ● School counselor/well-being team meetings
9. Data-driven supports	We utilize early warning systems and multiple data inputs to understand the individual	<ul style="list-style-type: none"> ● Early warning system staff meetings



	social/emotional support needs of students.	<ul style="list-style-type: none"> ● Holistic student assessment ● Behavior support tracking systems
10. Well-being staffing model	We utilize a staffing model that prioritizes our well-being support systems.	<ul style="list-style-type: none"> ● Full time Well-being lead/school counselor ● Full time school psychologist ● Full time social worker ● Part time staff counselor ● Part time family liaison
11. Well-being support for staff members	We prioritize an aligned approach to well-being and trauma responsiveness for our staff members.	<ul style="list-style-type: none"> ● Part time staff counselor ● Staff competency development
12. Family and community engagement	We connect with our families and community members and enlist families as critical supporters of our well-being approach.	<ul style="list-style-type: none"> ● Family trainings ● Part time family liaison
13. The physical environment	We design learning spaces to reduce stress.	<ul style="list-style-type: none"> ● School wide physical space guiding document ● Common space school design ● Classroom/learning space design
14. Continuous improvement	We continually re-assess and adjust our well being systems to strengthen our approach and support emerging needs	<ul style="list-style-type: none"> ● Monthly well-being continuous improvement meeting

Central Components of our Model (In Depth):

1. The Positive Youth Development Framework



Our well-being model is closely aligned with the entire Positive Youth Development Framework. However in particular our approach focuses on:

1. Enabling environment: Our well-being approach carefully considers the learning environment that will promote safety and belonging.
2. Agency: Our well-being model is designed to utilize social/emotional competencies to promote student agency - especially for our students who experience unhealthy stress.

2. Our “I am Determined: Learning Propels Agency and Self-Awareness” compass point:

Our compass point model communicates our most critical beliefs about learning. Well being and trauma responsiveness are core components of the “I am Determined: Learning propels agency and self-awareness” compass point. Our well being approach ensures that students are considering how they navigate stress and emotional challenges in order to build their broader agency and self-awareness.

The ‘I Belong’ Compass Point:

	<p>Learning is Powered by Community</p>	<p>I lead with integrity and make the world a better place.</p>	<p>Compass Academy’s culture is defined by deep authentic relationships between the individual, family, and the broader community. Community is developed through structures and rituals that leverages the potential of our students to create a sense of belonging, commitment, academic success, and a shared belief in our school’s mission and vision.</p>	<p>School Culture</p>
--	---	---	---	-----------------------

The ‘I am Determined’ Compass Point:

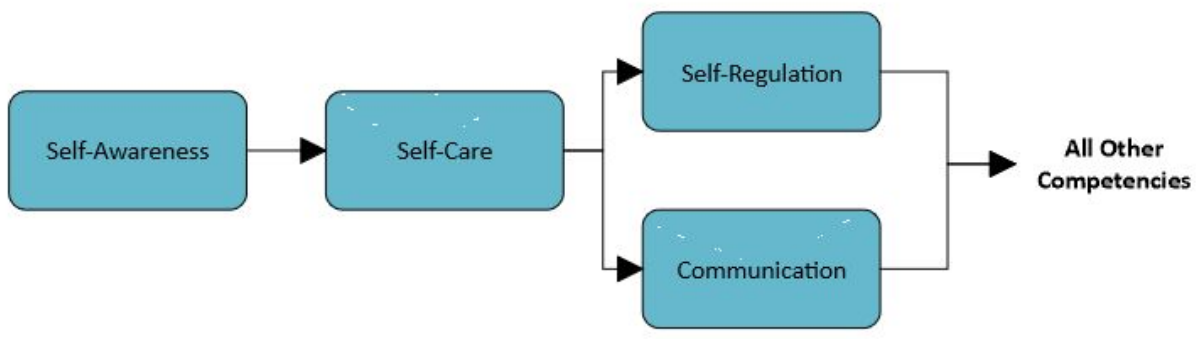


	<p>Learning propels agency and self-awareness</p>	<p>I am resourceful and maximize my potential. I understand myself and where I want to go.</p>	<p>At Compass Academy, students build the internal engine that enables success in school, post-secondary education, careers, and their communities. Compass students learn about themselves— interests, strengths, and areas of growth— discovering and developing their goals and passions. With the help of Compass Academy’s Learner & Leader Competencies, students develop social-emotional skills including self-agency, self-management, and optimism as well as healthy mindsets to support their well-being. This, in turn, also fuels their academic success. When students leave Compass, they have the tools to navigate challenging situations and pursue their dreams.</p>
--	---	--	--

3. Our competency model:

The “Self-Awareness,” “Self-Care,” “Self-Agency,” and “Communication” competencies align directly to our well being approach. As a progression of learning, these competencies position our students to understand their own strengths, understand how to navigate stress, and advocate for the conditions that will support their success.

The Progression:



Alignment to Well-Being:

Competency	All Components (Well-Being Specific in Bold)	Alignment to Stress Responsive Learning
<p>Self-Awareness</p>	<ul style="list-style-type: none"> I know myself, my strengths and challenges, beliefs, motivations, and emotions I understand how different experiences and actions affect me I balance my physical, emotional, and academic needs in different situations I am aware of how my actions and words affect others I maintain an optimistic view of my abilities even in the face of adversity 	<ul style="list-style-type: none"> Students understand the three brain states Students understand their personal identifiers of the three brain states (what I think, what my body feels like) Students identify personal techniques that help when experiencing stress (breathing, thought exercises, movement or



		<p>change in environment, emergency protocols)</p> <ul style="list-style-type: none"> • Students identify their strengths and the relationship between stress and their strengths • Students identify personal stress triggers
Self-Care	<ul style="list-style-type: none"> • I make responsible decisions to take care of myself • I identify a set of practices that support my well-being • I commit to ongoing practices that support my mental, emotional, and physical health • I recognize when I need support • I advocate for support from peers and adults • I practice gratitude by giving and receiving praise 	<ul style="list-style-type: none"> • Students know health and lifestyle practices that reduce stress (sleep, diet etc.) • Students choose self-care practices and reflect on their implementation • Students collectively practice gratitude
Self-Regulation	<ul style="list-style-type: none"> • I focus attention on the positive aspects of a situation when experiencing stress • I respond appropriately to setbacks and challenging situations • I monitor my own emotions and reactions • I control my impulses • I adjust to different situations while still being me • I focus on work independently 	<ul style="list-style-type: none"> • Students implement their personal techniques identifies in “self-care” • Students reflect on their actions and coping strategies when crisis has occurred
Communication	<ul style="list-style-type: none"> • I tend to my tone of voice and body language when I speak • I use a variety of skills to ensure that I understand what others are trying to communicate (e.g. listening, asking questions, paraphrasing, pausing, etc.) • I motivate others to act through persuasive communication • I provide clear and effective feedback to others, even in challenging contexts • I address conflict directly with a commitment to finding solutions • I flexibly engage a variety of people in both Spanish and English 	<ul style="list-style-type: none"> • Students utilize common vocabulary as a community (name their brain states, triggers, coping strategies) • Students participate in restorative conversation after conflicts or crisis

4. Community wide learning outcomes related to stress navigation

We expect all community members to participate in common learning about stress navigation. This aligns to our belief that “Well-being and trauma responsiveness is an all hands on deck approach” which we describe as: Every school community member (students, families, teachers, City Year corps members, support-staff, volunteers) must have a common understanding of stress, its impact on the brain, and the systems we utilize to reduce stress and navigate stress as a school community. This means not only supporting students in this navigation but personally managing stress as a community member.



Overview of Community Wide Learning:

Common outcomes for the community:

1. I understand the basics of how the human brain functions and how the brain evolved to respond to threats.
2. I understand the three “brain states.”
3. I understand common physical and emotional symptoms of each brain state and have identified my personal indicators of each state (what I tend to think, what my body feels like).
4. I understand techniques that help move my brain from “survival” to “emotional” to “executive” functioning.
5. I have made personal commitments for how I will navigate stress and what I will do in moments of crisis.

Where the curriculum is taught:

Group	Setting
Students	<ol style="list-style-type: none"> 1. During student induction each year 2. Embedded in competency-based curriculum that occurs in Lobo Packs
Full Time Staff (includes AmeriCorps members)	<ol style="list-style-type: none"> 1. During staff induction 2. During required onboarding if hired after staff induction 3. In ongoing staff training meetings
Part time staff and volunteers	<ol style="list-style-type: none"> 1. During required onboarding for any school support position
Family	<ol style="list-style-type: none"> 1. During required family orientation (beginning of year or within two months of enrollment)
Guests/Visitors	<ol style="list-style-type: none"> 1. As optional pre-work before visiting the school

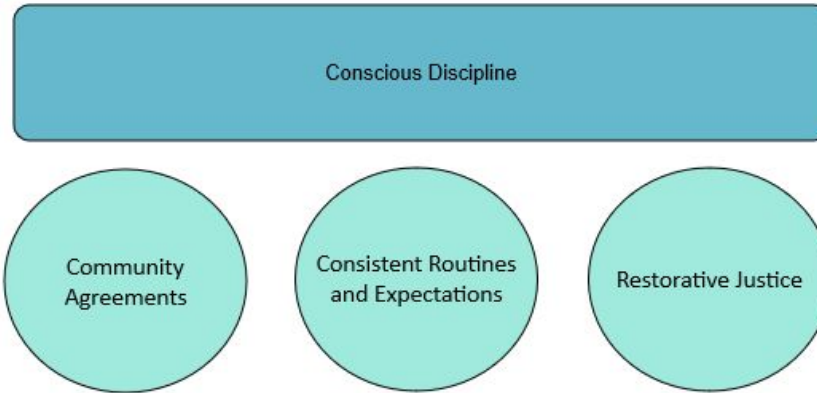
5. Conscious Discipline

6. Restorative Justice

7. Community Agreements and School Wide Routines

Note: This summary serves as an overview of our approach to three interrelated school structures that make up our approach to school culture, behavioral student support, and discipline. Further details of specific structures will be covered in our 1B: Systems for Culture, Behavior, and Discipline Overview

Our approach to school culture, behavioral support, and discipline utilizes three interconnected structures



Approach	Overview	Components
Conscious Discipline	Conscious discipline is our overarching orientation to behavioral learning that drives our other three systems. As a framework, it connects our competencies and approach to stress navigation with the way adults respond to inappropriate or dysregulated behavior.	<ol style="list-style-type: none"> 1. Common language on brain states and social emotional needs and expecting all staff to discuss brain states as they set expectations, recognize dysregulated behavior and offer options for support vs. consequences when possible. 2. Conscious discipline aligned staff training in which staff learn how to perceive “challenging” behavior as the communication of a social/emotional need and maintain students’ dignity and autonomy while navigating consequences. This also includes a standard approach to helping students think and talk through the DNA process (describe facts, name emotion, acknowledge what’s behind it) 3. Common staff practices for self-monitoring in which adults track their own brain state, make choices to maintain composure when emotionally triggered, and ask for support from others when needed.
Community Agreements	We utilize a set of school wide community agreements that align to our true north and our compass points. Our community agreements are about our collective right to belong, be safe, care for one’s self, and not stand in the way of others being able to do this.	<ol style="list-style-type: none"> 1. School-wide community contracts: That are created by our student government and signed by all community members. 2. Class and project specific agreements: That align to content and topic specific needs (i.e a project that deals with race and identity may have additional agreements and norms to create safety).
Consistent	We prioritize consistency as a	<ol style="list-style-type: none"> 1. Clear routines for common parts of the school



<p>Routines and Expectations</p>	<p>means of reducing stress and building safety. While we want learning spaces to vary in their approach to student engagement, we also want to ensure that each day and even each class have some consistent components that students can expect. We also believe that violations to our community expectations should consistently result in fair and understandable consequences.</p>	<p>day including how students enter and exit various learning and community spaces, common approaches to group work and collaborative problem solving in learning spaces, and common and productive ways to communicate personal needs in group spaces (such as requests for clarification on prompts and instructions or requests to address personal needs during collaborative learning time).</p> <p>2. Common, expected, and “natural” consequences that include student choice for behavior that fall outside of our norms and expectations. Such as options to make up missed work when a student is late or misses class or options to repair the community after threatening or inappropriate language is used.</p>
<p>Restorative Justice</p>	<p>When our community agreements have been violated, we believe in the restoration of equilibrium to relationships and learning spaces. We accomplish this by committing to restorative conversations and the utilization of consequences that restore equilibrium</p>	<p>1. Common structure for restorative conversations in which all community members learn a standard structure for how to debrief occurrences that violated community agreements, recognize their causes, and form agreements that restore relationships and community.</p> <p>2. Restorative consequences: Aligned to “natural consequences” above - consequences for behavior that violated community agreements should seek to restore equilibrium and improve the community.</p>

8. Crisis management

As a model that serves students that are more susceptible to trauma and high stress experiences, our school must expect and plan for moments of student crisis. We do this through the following structures:

Structure	Description
<p>Emergency procedures for common forms of crisis</p>	<p>Our dean of culture and well-being lead work together to identify common emergency situations in which students are experiencing crisis and all roles/actions that should occur in these situations. All staff are trained in these procedures.</p>
<p>Student safety plans</p>	<p>We utilize safety plans for students who experience social/emotional crisis frequently or in highly concerning ways. Safety plans align to our other beliefs and practices - they name roles and actions that will keep the student safe in crisis but are grounded in our competencies and focused on student learning after crisis has occurred.</p>
<p>Crisis room</p>	<p>Our well being space includes a space for students to re-regulate when in the</p>



	“survival state” which includes an exercise bike, coloring books etc. Well being staff support student utilization of this space until the student is ready for counseling and support
Student counseling	Our well being team is staffed to support consistent counseling services for students in crisis
Early warning system meetings	Our teachers hold a consistent space to discuss occurrences of student crisis and supports that reduce the risk of crisis for individual students
Well-being team meetings	Our well being and diverse learner team (well being staff + special educators) hold regular meetings to discuss behavioral support plans for individual students.

9. Data-driven supports

We utilize data to support the social/emotional needs of our students just as we do for all elements of our model. We do this through the use of systems that have been built and utilized at our middle school over multiple years:

- 1. Early warning systems:** The use of common staff wide monitoring of attendance, behavior, and course performance measures through collaborative meetings. These meetings identify intervention type supports for individual students and sub-populations of our student body.
- 2. Holistic data assessment:** This measure of social/emotional well being allows us to understand the relative well-being needs of our overall student population and key sub-populations so that we can monitor if our various well-being systems are utilized where they are most needed.
- 3. Behavioral and attendance data:** Data on frequencies of key behaviors, frequency of student support systems (such as counseling), and attendance data all help us understand the well-being of individual students and student groups and ensure that we are continuously adjusting and improving our well-being approach.

10. Well-being staffing structure

11. Well-being support for staff members

12. Family and community engagement

Note: Our well-being staffing structure is our key lever for supporting and engaging staff and families in our school’s well-being approach. This section therefore overviews the connections between three interrelated components of our model.

Our Well-Being Staff Positions

Role	Description	Connection to Other Elements of Our Well-Being Model
Full-time Well-Being Lead/School Counselor	This role serves two critical purposes: <ol style="list-style-type: none"> 1. Acts as the team leader and manager of the well-being team, overseeing the success of our entire well-being model (partnering with 	<ul style="list-style-type: none"> • Serves as the lead in delivering our entire well-being approach (all elements).



	<p>other school administrators).</p> <ol style="list-style-type: none"> Provides direct student support through student counseling services. 	<ul style="list-style-type: none"> Leads well-being team meetings to coordinate ownership of all systems. Leads continuous improvement process for our well-being systems.
Full-time School Psychologist	Provides direct well-being services utilizing mental-health expertise and supports the identification of individualized student services and supports.	<ul style="list-style-type: none"> Works with the Well-Being Lead to plan key elements of our well-being systems (community wide trainings, emergency systems etc.)
Full-time Social Worker	Supports all well-being school functions and provides direct individualized services to ensure students are receiving holistic supports.	
Part-time Staff Counselor	<ol style="list-style-type: none"> Creates and leads all systems for staff well-being support (resource identification, staff training on well-being and mental health etc.) Offers 1:1 counseling hours to staff during the week. 	
Part-time Family Liaison	<ol style="list-style-type: none"> Creates and leads all systems for engaging our family community in our well-being approach (see below for more on family-engagement systems). Helps connect families with community resources. 	<ul style="list-style-type: none"> Leads all staff facing supports (see below).
Full-time Diverse Learner Team Lead	<ol style="list-style-type: none"> Functions as a lead special educator for the team, coordinating scheduling and services for students at the school. Works closely with the well-being lead to ensure connection points between our special education services and our broader well-being systems. 	<ul style="list-style-type: none"> Oversees the connection points between our special-education services and our well-being/stress response systems.
Additional Special Educators (Diverse Learner Team)	Join well-being/diverse learner team meetings to coordinate individualized well-being and special education supports (in addition to traditional special educator role).	
District Support Staff	Coordinates with our well-being and diverse learner staff to ensure district services are being utilized for students.	<ul style="list-style-type: none"> Facilitates connection points between our well-being approach and the district's



		well-being approach.
--	--	----------------------

More on Staff Well-Being Support:

Why we believe in staff well-being support:

1. Our approach to well-being and stress management/response is community wide. We believe all people need support managing social/emotional challenges in life to thrive. We also believe that staff engaging in well-being related learning and reflection creates a connection point between student and staff and ensures that we are not “othering” our students as if they have “abnormal” social/emotional needs. We know that people’s social/emotional well-being needs vary based on their lived experiences, but that focusing on one’s mental health and navigating stress is a universal human experience.
2. We serve a community and student population with high instances of traumatic experiences given the impact of poverty and other systems of oppression on our community. We must acknowledge the impact of secondary traumatic stress on our staff and provide supports for our staff given this.

How we provide staff well-being support:

1. We replicate elements of our student competency learning with our staff within training/professional development. For example staff complete similar reflections on their brain states and personal stress response experiences.
2. We utilize common language for well-being/stress response needs. We encourage our staff to speak openly about their well-being challenges and systems for self-care.
3. Our part time staff counselor gathers and shares staff specific resources on self-care throughout the year.
4. Our staff counselor offers free counseling hours during the week for all staff.

More on Family/Community Engagement:

Why we believe in family/community engagement (well-being specific):

1. Our families are the experts on the well-being supports our students need to thrive - we need to ensure our systems for social/emotional learning are informed by families on an individual and community wide level.
2. Working closely with our families ensures that consistent learning can happen at home and at school. For example, families should utilize the same terminology and tools at home that our school community utilizes during the school day.

How we provide staff well-being support:

1. Parents are required to complete our common training on well-being and stress responses at the beginning of each year or at the time their student registers.
2. Ongoing community events at the school help engage our families in our well-being model. For example we may provide updates on our well-being systems during a family potluck.
3. Our well-being and diverse learner teams work closely with families when coordinating individual



student support plans.

4. Our part time Family Liaison leads our approach to family connection points. This person helps coordinate our required family trainings and leads a family leadership council for those families that want to play a deeper role in providing feedback and guidance to our school approach.

13. The physical environment

Our creation of a physical environment that supports student growth by lowering stress is critical to our well-being model. We will utilize [existing trauma informed physical design guidance](#) from the social work field to inform our design choices behind shared school spaces and individual classroom/learning spaces:

Structures for physical environment supports:

1. Our initial design of the shared space will utilize the design principles below
2. All educators who are setting up classrooms for learning will be given our design principles and an administrator will “approve” spaces for learning to ensure spaces meet these principles.

Our Guiding Principles:

- Simplify design and avoid clutter
 - Ensure walls and other spaces have meaningful decorations/work samples but avoid clutter and mixed ideas (multiple purposes on one wall etc.)
 - Keep desks and other surface spaces simple, clean, and organized. Avoid clutter and utilize organizational tools like file cabinets to hold paper.
 - Utilize predictable student owned organizational systems (labeled spaces to turn in work etc.)
 - Avoid stark empty walls.
 - Avoid tacky design (i.e. educational posters that utilize tacky fonts, crayon writing etc.)
- Utilize stress reducing color schemes.
 - Use cool, calm colors, non-primary colors.
 - Use consistent color schemes (ideally aligned to school branding).
 - Avoid deeply hued warm colors and overuse of primary colors.
- Utilize calming decorations
 - Utilize art and landscape/nature photos
 - Utilize plants
- Eliminate stress producing light and sounds
 - Utilize and maximize natural light whenever possible
 - Avoid fluorescent lighting
 - Avoid bells, intercom announcements, and other unpredictable and loud noises
- Utilize seating arrangements that maximize focus
 - Change seating to support the design of learning
 - Avoid face to face seating
 - Create many seating spaces outside of classrooms
- Utilize physical design that supports predictable routines and supports
 - Design for clear entry and exit procedures (spaces to pick up work etc.)
 - Design for common and predictable learning engagements (i.e. a space for peer conferencing).
 - Include a “cool down area” for students to reflect and recenter.

14. Continuous improvement

We recognize that systems to support student well-being must fluidly evolve and adapt to our students’ needs



and that all initial design will fall short in some ways when it is time to execute on our plans. Like all elements of our school, our well-being systems will utilize a continuous improvement cycle. Some elements of this approach are:

1. Well-being improvement meetings will be held monthly, led by the Well-Being Lead, and attended by all well-being and diverse learner team members as well as one other school administrator and teaching staff as needed (with the option to attend at any time).
2. Improvement meetings will track goals related to each component outlined in this plan.
3. Meetings will choose focus components in which the team believes improvements must be made - and identify short cycle adjustments with clear measures of progress to be tracked across meetings.
4. The team will clearly track changes to our system and their rationale (data that supports gradual adjustments that were made and their impact) so that our well-being learning is well documented over the years.



Appendix A: Research: Our recommendations in this report were based on the following research:

Well-Being Research:

Resources	Summary Info	Recommendations
Education Resources		
<p>Trauma and Learning Policy Initiative (TLPI) At Traumasensitiveschools.org</p> <p>And their 140-page PDF in Resource List: Creating and Advocating for Trauma-Sensitive Schools</p>	<p>TLPI's Attributes of a trauma-sensitive school:</p> <ul style="list-style-type: none"> ● Leadership and staff share an understanding of trauma's impact on learning and the need for a whole-school approach ● The school supports all students to feel safe, physically, socially, emotionally and academically ● The school addresses students' needs in holistic ways, including their relationships, self-regulation, academic competence, and physical health and well-being ● The school explicitly connects students to the school community and provides multiple opportunities to practice skills ● The school embraces teamwork and staff share responsibility for ALL students ● Leadership and staff anticipate and adapt to the ever-changing needs of students 	<ul style="list-style-type: none"> ● Give students the language to express their difficult feelings in appropriate ways <ul style="list-style-type: none"> ○ Coaching ● Admin has a clear actionable trauma-sensitive plan that is implemented and evaluated. It is created through an inquiry-based process that addresses priorities. ● Leadership has a clear commitment to lead in the vision for a trauma-informed school ● Train all staff to work together on trauma-informed practices <ul style="list-style-type: none"> ○ All staff understands the impact of trauma on learning ○ Make sure staff don't feel isolated and have language and skills to work through their own trauma ○ Teachers know how to teach skills to students in a holistic way (e.g. relationships, self regulation, etc...) and provide ample opportunities for those skills to be practiced ○ Utilize Professional Development and shared readings to train staff ● Teacher hiring and coaching: Adults in charge need to exude confidence and have a calm presence in order to create a sense of safety. ● Create clear culture and behavior

--	--	--

--	--	--

		<p>plans-</p> <ul style="list-style-type: none"> ○ Have clear policies, procedures, structures, and protocols ○ “Structure and limits are crucial to creating a sense of safety”. Students need clear predictable patterns and respectful relationships. <ul style="list-style-type: none"> ● Create clear school-wide academic and nonacademic strategies to support learning. ● Make deliberate efforts to collaborate with parents and caregivers and connect them to the school in meaningful ways- feeling of belonging is important to cultivate for students and families <ul style="list-style-type: none"> ○ Provide confidential and meaningful ways for caregivers to provide information about student behaviors, strengths, and areas of growth ● Plan for ways to maintain equilibrium and be responsive to the school and outside community, by being adaptive and assertive, when things come up that threaten equilibrium ● Clear access to resources and services, such as mental health, for families, students, and staff
--	--	--

<p>CDE- “Trauma-Informed Approaches in Schools- Keys to Successful Implementation in Colorado”</p>		
--	--	--

<ul style="list-style-type: none"> ● Address supports for Tier 1, 2, and 3 (see pyramid) 	<p>USING THE PBIS FRAMEWORK TO SUPPORT STUDENTS' MENTAL HEALTH</p> <table border="0" style="width: 100%; font-size: small;"> <tr> <td style="vertical-align: top;"> <p>Tier 3</p> <ul style="list-style-type: none"> -Individualized services -Case management -Coordination with community-based treatment -Parent & caregiver training & support <p>Tier 2</p> <ul style="list-style-type: none"> -Adult mentors -Small groups for SEL & CBT -Parent & caregiver education <p>Tier 1</p> <ul style="list-style-type: none"> -Instruction on SEL -Sensory opportunities to manage anxiety -Predictable routines -Choices in learning -Physical activity breaks -Adults model emotional regulation -Calm Zones </td> <td style="vertical-align: middle; text-align: center;"> </td> <td style="vertical-align: top;"> <p>Tier 3</p> <ul style="list-style-type: none"> -Comprehensive FBA & BIP -504 plans & IEPs -Wraparound supports -Staff avoid trauma triggers <p>Tier 2</p> <ul style="list-style-type: none"> -Brief FBA & BIP -Additional classroom supports -Screening/2iRt -Full services accessible & approachable -Staff awareness of higher-risk groups -Check-in, Check-out <p>Tier 1</p> <ul style="list-style-type: none"> -School policies promote safe climate -Proactive behavior management -Discipline system minimizes exclusion -Classroom management </td> </tr> </table>	<p>Tier 3</p> <ul style="list-style-type: none"> -Individualized services -Case management -Coordination with community-based treatment -Parent & caregiver training & support <p>Tier 2</p> <ul style="list-style-type: none"> -Adult mentors -Small groups for SEL & CBT -Parent & caregiver education <p>Tier 1</p> <ul style="list-style-type: none"> -Instruction on SEL -Sensory opportunities to manage anxiety -Predictable routines -Choices in learning -Physical activity breaks -Adults model emotional regulation -Calm Zones 		<p>Tier 3</p> <ul style="list-style-type: none"> -Comprehensive FBA & BIP -504 plans & IEPs -Wraparound supports -Staff avoid trauma triggers <p>Tier 2</p> <ul style="list-style-type: none"> -Brief FBA & BIP -Additional classroom supports -Screening/2iRt -Full services accessible & approachable -Staff awareness of higher-risk groups -Check-in, Check-out <p>Tier 1</p> <ul style="list-style-type: none"> -School policies promote safe climate -Proactive behavior management -Discipline system minimizes exclusion -Classroom management 	<ul style="list-style-type: none"> ● Goes over the basic essentials of trauma-informed care in schools
<p>Tier 3</p> <ul style="list-style-type: none"> -Individualized services -Case management -Coordination with community-based treatment -Parent & caregiver training & support <p>Tier 2</p> <ul style="list-style-type: none"> -Adult mentors -Small groups for SEL & CBT -Parent & caregiver education <p>Tier 1</p> <ul style="list-style-type: none"> -Instruction on SEL -Sensory opportunities to manage anxiety -Predictable routines -Choices in learning -Physical activity breaks -Adults model emotional regulation -Calm Zones 		<p>Tier 3</p> <ul style="list-style-type: none"> -Comprehensive FBA & BIP -504 plans & IEPs -Wraparound supports -Staff avoid trauma triggers <p>Tier 2</p> <ul style="list-style-type: none"> -Brief FBA & BIP -Additional classroom supports -Screening/2iRt -Full services accessible & approachable -Staff awareness of higher-risk groups -Check-in, Check-out <p>Tier 1</p> <ul style="list-style-type: none"> -School policies promote safe climate -Proactive behavior management -Discipline system minimizes exclusion -Classroom management 			

		<p>Create a supportive environment:</p> <ul style="list-style-type: none"> ● Make sure teachers are practicing 5 positive interactions for every negative ● Teach SEL ● Check that procedures follow trauma-informed guidelines: e.g. Discipline, communication, and safety procedures in a school <p>Trainings:</p> <ul style="list-style-type: none"> ● Ensure teachers are trained on cultural sensitivity ● Garner staff and community buy in
--	--	--



	<p>(things Compass generally already does)</p> <ul style="list-style-type: none"> • Compares and contrasts a trauma informed model with a traditional school model (Compass already succeeds according to this) <p>*This PDF has an extensive list of works cited for further investigation</p>	<p>then train both groups</p> <ul style="list-style-type: none"> • Train staff on trauma triggers but also on self care <p>Use a Continuous Improvement Feedback Cycle:</p> <ul style="list-style-type: none"> • Determine specific needs of the school and come up with plan that involves infrastructure and in-school approaches • Implement plan, aligning with other practices- e.g. PBIS, SEL, etc... • Evaluate impact and adjust
<p>The National Child Traumatic Stress Network</p>	<p>This is a huge website that has a lot of resources and information.</p> <p>Most helpful articles include:</p> <ul style="list-style-type: none"> • Trauma-Informed Schools for Children in K-12 • Child Trauma Toolkit for Educators <ul style="list-style-type: none"> ○ (section on psychological and behavioral impact of trauma for high schoolers) 	<p>Trauma-informed schools should:</p> <ul style="list-style-type: none"> • Have a way to assess and identify traumatic stress • Have supports for those experiencing traumatic stress • Partner with families • Teach SEL • Train staff in trauma-informed practices and self care • All practices, policies, and procedures are trauma-informed
<p>Beyond Consequences Institute</p>	<ul style="list-style-type: none"> • They have a PDF you can buy for administrators on how to implement a trauma-informed school 	<ul style="list-style-type: none"> • Layout: Suggest non-fluorescent lighting in classrooms
<p>Trauma Informed Schools (article)- Overstreet and Chafouleas</p>	<ul style="list-style-type: none"> • Basic overview of importance of trauma-informed schools with a few recommendations 	<ul style="list-style-type: none"> • Have SEL curricula (e.g. Second Step, PATHS) • Implementation can be expensive (trainings, SEL curriculum, mental health staff)
<p>National Resilience Institute</p>	<p>6 Ways to Become a Trauma-Informed School</p> <p>Also see this article on teaching resilience</p>	<ul style="list-style-type: none"> • Educate staff • Make sure students are safe physically, academically, emotionally, and socially • Address issues and students holistically • Teach self regulation (physical and emotional) • Develop relationships • Provide multiple ways for students to develop and demonstrate SEL skills • Have full-time mental health staff



		<p>(the more they are able to address staff and work with students, the more academic progress increases and behavioral issues decrease)</p>
<p>Childhood Trauma Academy and NMT (Neurosequential Model of Therapeutics - in Education, NME)</p>	<ul style="list-style-type: none"> • Staff training program • Use of brain biology in relation to trauma • The goals of NME are to educate faculty and students in basic concepts of neurosequential development and then teach them how to apply this knowledge to the teaching and learning process. • A way to educate school staff about brain development and developmental trauma and then to further teach them how to apply that knowledge to their work with students in and outside the classroom, particularly those students with adverse childhood experiences. 	<ul style="list-style-type: none"> • Train staff on brain development and how trauma can impact specific parts of the brain
<p>Conscious Discipline</p>	<ul style="list-style-type: none"> • Lots of info once you have a login (Cathy provided hers) • Staff training and resources materials • Geared towards younger children but applicable to middle and high school • There is an example layout of an elementary school on the site • There is also an example of a home for families to provide trauma-informed support at home (geared towards elementary) • Includes a section on discipline tips (geared towards younger children but still applicable in places) • I downloaded relevant articles into a Google Drive folder here 	<p>General: Building a Trauma-Informed School</p> <ul style="list-style-type: none"> • Train all staff on brain states • Teach staff and students how to identify their triggers and brain states • Create routines that can be modeled and practiced • Teach staff strategies for when they notice emotional dysregulation (e.g., DNA process- Describe facts, Name emotion, Acknowledge what's behind it) <p>Layout</p> <ul style="list-style-type: none"> • Even bus driver is trained in greeting students and setting positive expectations • There is a greeting ritual every morning • Visual representations of expectations are pictured in the building



		<ul style="list-style-type: none">● There is a “Friends and Family” board with pictures of staff and community members/families to honor a sense of community● There is a sign that welcomes new families in the office and a “community news” bulletin board● There are posters that refer to keeping students safe<ul style="list-style-type: none">○ They can have the photos of wellbeing/admin on them with “Who can I go to if I want to talk to someone?”● There are visual representations throughout the building that remind students of rituals they can do if they feel dysregulated (e.g., reminding a student 1) take a deep breath, 2) picture something that makes them happy in their minds, 3) exhale those positive feelings out around their body)● Hallways have:<ul style="list-style-type: none">○ Brain states poster○ Celebration board honoring different students○ Greetings and affirmations(e.g., “We’re happy you’re here today!”)○ Kindness ritual (e.g., Kindness Tree)● Cafeteria has:<ul style="list-style-type: none">○ A safe place for students to take a time out○ Routines○ Reminders of expectations posted● Rage room- (separate from wellbeing and ISS room), has a stationary bike and activities for students to get anger out● Wellbeing area has composure tools● Safe place- there is a designated place students can go with permission when they feel dysregulated● Admin write out testimonials of
--	--	--



		<p>experiences with conscious discipline</p> <ul style="list-style-type: none"> ● Principal has poster that says “My job is to keep you safe. Your job is to help me keep it safe.” ● There is a teacher’s lounge area with composure tools for teachers, a reminder of brain states poster, and areas that celebrate community <p>At Home- Involving Families</p> <ul style="list-style-type: none"> ● Have families create family agreements that they hang up ● Post schedule and commitments ● Have or create rituals to show love ● Have or create routines for as much as possible ● Hold family meetings ● Have a safe place in the house ● Have composure tools in bedrooms and safe place
<p>BerryStreet Childhood Institute</p>	<ul style="list-style-type: none"> ● Education Model and Youth Engagement (based in Australia) ● Training, curriculum, and strategies program that enables teachers to both increase engagement with challenging students and improve all students’ self-regulation, growth and academic achievement. ● Claim that students in the BSEM pilot program achieved more than two years academic growth in one year following implementation of the model ● BSEM 5 domains- Body, Stamina, Relationship, Engagement, Character 	<ul style="list-style-type: none"> ● Connect students to their bodies by teaching physical regulation of the stress response, de-escalation techniques, focus, and grounding ● Specifically teach resilience, emotional intelligence and growth mindset ● Teach SEL, values, and character strengths ● Build strong relationships and teach students how to do the same
<p>Project 180</p>	<p>4 R’s:</p> <ul style="list-style-type: none"> ● Realizing the widespread impact of trauma and pathways to recovery. ● Recognizing trauma signs and symptoms 	<ul style="list-style-type: none"> ● Teach students about cultural, historical, and gender issues



	<ul style="list-style-type: none"> • Responding by integrating knowledge about trauma into all facets of the system • Resisting re-traumatization of trauma-impacted individuals by decreasing unnecessary triggers (i.e., trauma and loss reminders) and by implementing trauma-informed policies, procedures, and practices. <p>Key Principles:</p> <ul style="list-style-type: none"> • Safety • Trustworthiness and Transparency • Peer Support • Collaboration and Mutuality • Empowerment, Voice, and Choice • Cultural, Historical, and Gender Issues 	
<p>Administration for Children and Families- School Toolkit</p>	<p>Suggest CBITS as evidence-based and promising interventions to address the effects of trauma in schools</p>	<ul style="list-style-type: none"> • Look into CBITS as possible program to implement
<p>National Center on Safe Supportive Learning Environments</p>	<p>Have an online training module and several free PDF resources for trauma-sensitive schools</p>	<ul style="list-style-type: none"> • Teach staff about effects of secondary PTSD and self care tactics • Teach staff, students, and families to map their triggers understanding brain states and to respond in crisis appropriately • Make sure trauma-sensitive student plans are in place for the students who need them • Create plan with admin for implementing universal and targeted trauma interventions (choose 5-8 actions from list to focus on) • Teach competencies where SEL and trauma intersect • Build in trauma-informed practices to all policies and procedures



<p>Treatment and Services Adaptation Center (TSA)- Trauma Awareness Schools</p>	<ul style="list-style-type: none"> ● Suggest CBITS as well for a trauma service in schools ● Also mention Support for Students Exposed to Trauma (SSET) is an evidence-based intervention focused on managing the distress that results from exposure to trauma. Designed to be implemented by teachers or school counselors with groups or 8-10 students, SSET is a 10-lesson curriculum. ● Section on secondary traumatic stress 	<ul style="list-style-type: none"> ● Consider CBITS and SSET to implement ● Train staff on secondary traumatic stress ● Address bullying and cyberbullying
<p>Formed Families Forward</p>	<ul style="list-style-type: none"> ● Has basic resources on trauma-informed care listed on other websites, not as extensive as other websites 	
<p>InnerWorldWork-UK-based</p>	<ul style="list-style-type: none"> ● Has resource on “What Survival Looks Like” for freeze, flight, and fight responses in high school which could be useful for teachers and wellbeing 	<ul style="list-style-type: none"> ● Teach staff about typical trauma responses of high schoolers
<p>Midwest PBIS Network</p>	<ul style="list-style-type: none"> ● Has modules and resources on trauma’s effects ● Has modules and resources on training staff and integrating trauma-informed care into current systems 	<ul style="list-style-type: none"> ● Train staff ● Create school-wide plan for trauma-informed care
<p>National Association of School Psychologists- Trauma-Informed Care in Schools</p>	<p>For a school to adopt a trauma-informed approach, changes need to be made to the culture, policies, and procedures that govern the school community</p>	<ul style="list-style-type: none"> ● Step 1- staff training ● Step 2- universal screening for students who have experienced trauma ● Step 3- School policies and procedures could be adjusted to include the six principles of a trauma-informed approach: safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice, and choice; and cultural, historical,



		<p>and gender issues</p> <ul style="list-style-type: none"> ● <u>Step 4</u>- Prevent retraumatization, may be achieved through modifications to discipline practices ● Educate staff on racial disparities related to discipline
<p>CLEAR Initiative-Washington State University</p>	<p>-Collaborative Learning for Educational Achievement and Resilience (CLEAR) partners with education systems to create and sustain trauma-informed models of practice through staff development, consultation, and support.</p> <p>-trauma-informed professional development</p>	
<p>Trauma Informed Design</p>	<p>Covers physical space (interior design) recommendations that are trauma responsive</p>	<ul style="list-style-type: none"> ● Simplify design ● Use of art and landscape/nature photos ● Utilize plants ● Use of cool, calm colors (avoid deeply hued warm colors) ● Avoid stark empty walls ● Avoid face to face seating ● Avoid fluorescent lighting (natural light when possible)
<p>Education Articles</p>		
<p>Making the Shift to a Trauma-Informed School</p>	<ol style="list-style-type: none"> 1) Help teachers and staff understand the "why" 2) Implement strategies designed to support strong relationships <ol style="list-style-type: none"> a) Morning meetings/closing circles b) Check in/check out mentorship 3) Support teachers and staff in setting the tone 4) Involve the local community 5) Support the adults as much as you support the students <ol style="list-style-type: none"> a) Tap-in/Tap-out (communication chain where teachers can ask to 	<ul style="list-style-type: none"> ● Train staff ● Implement check in/check out mentorship with wellbeing, admin, and/or CY ● Create tap-in/tap-out structure for teachers so that teachers can ask for what they need when they need it just like students



	<p>step out of classrooms and take a minute)</p> <p>6) Measure outcomes</p>	
The How and Why of Trauma-Informed Teaching	Importance of SEL practices	<ul style="list-style-type: none"> ● Keep teaching SEL
When Students Are Traumatized, Teachers Are Too	Importance of supporting teachers and teaching them self care	<ul style="list-style-type: none"> ● Train teachers in self care ● Have support for teachers related to their trauma responses
Building Trauma-Informed Schools	<p>Cites a lot of other resources, including this article by Education Law Center that goes through similar must-haves as other sites and articles for a trauma-informed school:</p> <ul style="list-style-type: none"> ● Training for staff ● Screening for trauma ● Change to policies and procedures ● Resources for families ● Support staff in their own trauma ● CBITS and SSET are mentioned as successful programs again ● Mention Risking Connection as a consulting resource 	<ul style="list-style-type: none"> ● Training for staff ● Screening for trauma in students ● Change to policies and procedures <ul style="list-style-type: none"> ○ PBIS ○ Respectful open two-way communication ● Resources for families ● Support staff in their own trauma <ul style="list-style-type: none"> ○ Sessions with peers and mental health professionals to discuss specific cases and work through their own trauma ● Consider implementing CBITS and SSET ● Urge teachers, admin, and counseling staff to learn anniversaries of traumatic events for students to better support them
The Infrastructure Of Trauma-Informed Schools Requires A Human Scaffold	Similar to previous articles	<ul style="list-style-type: none"> ● Teach the signs of trauma to staff and students ● Have as many wellbeing personnel as possible to support both students and staff who experience compassion fatigue and vicarious trauma ● Teach scaffolded self-regulation skills
The Future of Healing: Shifting from Trauma Informed Care to	Overviews the risks of a “trauma informed” lense as communicating deficit based thinking, a medical model, and	<ul style="list-style-type: none"> ● Call the practice “healing centered engagement” ● Lead with a holistic understanding of students’ strengths and assets



<p>Healing Centered Engagement</p>	<p>overly individualized views of the cause of trauma. Argues for a “healing centered approach” that focuses on assets and a collective sociopolitical understanding of trauma.</p>	<p>and weave response to stress within this</p> <ul style="list-style-type: none"> ● Examine trauma as a sociopolitical force vs. an individual medical deficit ● Lead with vulnerability and empathy from adults ● Prioritize the ability to “dream” and think toward the future ● Prioritize time for self reflection
--	---	---

Site-Specific Education-Related Resources

Resources	Summary Info	Recommendations
<p>Site-Specific Resources</p>		
<p>Momentous Institute-Elementary School Nate Visited</p>	<ul style="list-style-type: none"> ● Have therapeutic services for families <div data-bbox="446 940 950 1312"> <p>Ethnicity</p> <ul style="list-style-type: none"> 0.3% Asian 12.2% African American 12% Anglo 2.5% Other 73.5% Latino <p>How are clients being seen?</p> <ul style="list-style-type: none"> 49% Parent Education (2,455) 36% Family Sessions (1,821) 15% Therapeutic Groups (779) <p>Household Income</p> <ul style="list-style-type: none"> Median Client Income: \$25,000 National Poverty Line: \$24,300 <p>79% of children with an identified social, emotional and/or behavioral challenge significantly improved their functioning.</p> </div> <ul style="list-style-type: none"> ● Invest in research and training ● Base programs on research ● Train staff to be trauma-informed ● Have a model of “Social Emotional Health” <div data-bbox="446 1486 950 1858"> <p>our model for SOCIAL EMOTIONAL HEALTH</p> <p>momentous institute Powered by Self-empowerment since 1990</p> <p>CHANGEMAKER Kindness Compassion Hope</p> <p>UNDERSTANDING OTHERS Perspective Taking Empathy</p> <p>AWARENESS OF SELF Gratitude Optimism Grit Resilience</p> <p>SELF REGULATION Brain Breath Feelings Body Input/Output</p> <p>SAFE RELATIONSHIPS</p> <p>© Momentous Institute</p> </div>	<ul style="list-style-type: none"> ● Offer therapy, treatment groups, and parental guidance ● Use gratitude journaling to increase empathy ● Engage parents ● Have small classroom sizes ● Utilize research-backed practices for SEL and academic growth ● ALL students and families participate in home visits ● Have college scholarships for former students



PurposeBuilt Schools-
Atlanta Charter
Network, high-poverty
schools

“Purpose Built Schools is building a network of high-performing schools in Atlanta’s lowest-income communities, utilizing the highly successful model of Drew Charter School. Our mission is to turn around failing schools and put all children on a trajectory for success through college and in their careers. In the process, we will help revitalize the neighborhood they serve.”

Utilize a holistic approach with added school roles:

- Strategic Partnerships Coordinator
 - Builds strong relationships with the parents, community, businesses, and organizations around the city.
- Social Worker
 - Identifies supports inside and outside of the school that can help a student be ready to learn.
- Counselor
 - Partners with students to work through social or emotional issues as they arise.
- Parent Liaison
 - Cultivates strong relationships with the parent community, keeping them informed and engaged with how the school serves the body.
- Nurse
 - Serves each child’s physical needs that may affect his or her ability to focus in school and seeks solutions that may be addressing the broader student population.
- Opportunity Gap Specialist

- Consider adding the same roles as this school in addition to nurse, counselor, and social worker of
 - Parent Liaison
 - Opportunity Gap Specialist
 - Strategic Partnerships Coordinator



	<ul style="list-style-type: none"> ○ Works with each child to understand and find solutions to barriers to learning. 	
Brown Middle School-Atlanta, Project 180	Found out they are partners with Project 180 to be a trauma-informed school but couldn't find more relevant info	
Luther J. Price Middle School- Atlanta, Project 180	<p>Part of Purpose Built Schools (above) and partners with Project 180</p> <p>Vision: "At Price Middle School, we are a community who is focused on creating a safe and nurturing environment. All stakeholders develop self-awareness, self-management, communicate effectively, show empathy, and use critical thinking skills in order to participate positively in the global community."</p>	<ul style="list-style-type: none"> ● Focus on community engagement <ul style="list-style-type: none"> ○ Have a community engagement calendar, photos of parents in action, and parent resources on the website
Lincoln Alternative High School	<ul style="list-style-type: none"> ● First, Principal Sporleder helped teachers understand how a child's adverse experiences impacted their behavior. ● Teachers teach students about their Adverse Childhood Experience (ACE) score and brain states 	<ul style="list-style-type: none"> ● Teach students about their Adverse Childhood Experience (ACE) score and brain states ● Train all staff (including janitors on trauma-informed practices)
The Chicago High School for the Arts - Ohio	<ul style="list-style-type: none"> ● Utilize knowledge of Adverse Childhood Experience (ACE) score as foundation for work 	<ul style="list-style-type: none"> ● Teach students about their Adverse Childhood Experience (ACE) score and brain states
Mastery Charter Schools	<p>Below information is found in article by Education Law Center:</p> <ul style="list-style-type: none"> ● Network of 17 schools (15 located in Philadelphia and two in Camden, NJ), have focused on "turning around" low performing community schools, many of which are located in areas with deep levels of poverty. 	<ul style="list-style-type: none"> ● Train all staff regularly and have them continue peer learning in regular professional learning communities ● Look into Sanctuary Institute and STEPS-A program ● Consider forming an accountability committee



	<ul style="list-style-type: none"> ● Implemented TI plan with infrastructure changes and an increased emphasis on developing students' noncognitive skills (e.g., “growth mindset” –a belief that intelligence is developed--, self-efficacy, and socialemotional skills) as well as an emphasis on exploring and learning from cultural context. ● The TI plan includes a set of five principles: deep belief & direct influence; self-awareness & significant relationships; caring communities & restorative learning; student voice & empowerment; and joy. ● Required all staff members to participate in two-hour trainings led by Sanctuary Institute faculty during the first month of the school year; with three other trauma-informed content trainings planned for the remainder of the school year ● In addition, about once every two weeks, all school-based staff members participate in professional learning communities ● Had a transformational culture committee (TCC) at the school ● Utilizes STEPS-A program for SEL in secondary schools 	
Compassionate Schools- Washington	District-wide implementation of trauma-informed practices	
<i>Topic: Mindfulness in schools</i>	There are several schools across the world and nation that implement mindfulness techniques. However these	Mindfulness techniques need to be taught along with trauma-informed self regulation, understanding of brain states, and self



	<p><u>techniques may not always go hand-in-hand with trauma support.</u></p>	<p>advocacy, which are given priority over mindfulness activities.</p>
--	--	--

Childhood and Adolescent Trauma Resources

Resources	Summary Info	Recommendations	Questions
<p>General Childhood and Adolescent Trauma Resources</p>			
<p>Center For Adolescent Studies</p>	<ul style="list-style-type: none"> • Compass counselor (Henrietta) is doing a training through this organization now • Has a lot of information on how trauma affects adolescents 		
<p>CDC Resources for Adverse Childhood Experiences (ACEs)</p>	<ul style="list-style-type: none"> • Tool referred to often throughout resources listed above 	<ul style="list-style-type: none"> • Utilize ACE tests and information in curriculum 	
<p>Adverse Childhood Experiences Too High</p>	<ul style="list-style-type: none"> • Articles about ACEs and their impact • ACE test • Resources 	<ul style="list-style-type: none"> • Utilize ACE tests and information in curriculum 	
<p>Traumatic Stress Institute</p>	<p>Has a tool for organizations to assess their implementation of trauma-informed care in many different domains</p>		

Extra Resources

Resources	Summary Info	Recommendations	Questions
<p>Films</p>			
<p>Paper Tigers</p>	<p>Set within and around the campus of Lincoln Alternative High School in Walla Walla, Washington, Paper Tigers about combating toxic stress in school and the approach this school took to become trauma-informed. It asks the following questions: What does it</p>	<ul style="list-style-type: none"> • Utilize ACE tests and information in curriculum 	



	<p>mean to be a trauma-informed school?</p> <p>School taught students about their ACE numbers</p>		
<p>Resilience: The Biology of Stress and Science of Hope-</p>	<p>How adverse childhood experiences can be linked to destructive behavior and medical diseases</p>	<ul style="list-style-type: none"> ● Utilize ACE tests and information in curriculum 	
<p>*TED talk-Nadine Burke Harris- How Childhood Trauma Affects Health Across A Lifetime</p>	<ul style="list-style-type: none"> ● Leading causes in death (heart disease, lung cancer, etc...) put people who experienced childhood trauma at triple the risk for heart disease and lung cancer ● Trauma has tangible effects on the development of the brain ● Our bodies and minds are connected 	<ul style="list-style-type: none"> ● We should aim to heal trauma to help heal students overall ● Teach students about mind/body connection 	<p>-How can we connect students to their bodies while healing trauma?</p>