



BHS Trauma Informed 2019

"A program, organization, or system that is trauma-informed: ... Responds by fully integrating knowledge about trauma into policies, procedures, and practices. Trauma-informed seeks to actively resist re-traumatization."

On this Board report I would like to highlight the impressive efforts of the BHS administration in moving towards a trauma informed and student-centered school.

During the Board retreat I agreed to assist the BHS Administrators in promoting a Trauma Informed schools that is more respectful and responsive to the needs of the students, the parents and among staff.

I have been meeting consistently with Ms. Juneau and her team to assist and support in this process and I am extremely impressed with the progress Browning High School Administration and staff have made in a few short months.

BHS is implementing a comprehensive School Counseling Curriculum that will be focused on achieving a balance between providing equal support in the following domains:

1. Social-Emotional support
2. Academic Support
3. Career and College prep

Our next step is to begin working towards implementing Restorative Justice and Circles in the classrooms and as an alternative to out of school suspensions.

Administrators

1. Consistently model positive communication with students, staff and parents
2. Positive speak (3:1 ratio)
3. Weekly planning and follow-up meetings (solutions based)
4. Friday Blast (for staff)
5. Open Door policy with community, staff, parents, and students
6. Providing support (financial, time, resources) for staff, students and community
7. Collaborate with stakeholders, staff, students and parents toward positive school climate

Parents

1. Implement components of Partnership -School Model including support in the following domains.
 - *Building Relationships*
 - Family center is always open
 - Home visits are made to every new family
 - School honors families contributions
 - Building is open to community use as much as possible and social services are integrated with services
 - *Linking to Learning*
 - Family activities connect to student learning
 - Parents and teachers look at student work and test scores together
 - Tutoring and Credit Recovery are provided, supported and promoted
 - *Supporting Culture/Addressing Differences*
 - PTO includes all families and an accurate cross section.
 - The culture of the community is honored and reflected in the building, the curriculum, and through activities.
 - *Supporting Advocacy*
 - There is a clear, open process for resolving problems based on Restorative Practices.
 - Student led-parent teacher conferences
 - Positive parent contacts
 - *Sharing Power*
 - Families are involved in major decisions
 - Parents can use the school's phone, copier, fax and computers.
 - Parents and staff research issues such as Historical Trauma and Resiliency
2. Better "Customer Service" (address current office staff)
3. Every night is a Parent Teacher Conference Night (3:15-4:00)
4. Create a daily school bulletin (Lorial/John M.)
5. Increased use of social media/radio for public relations (Amy)
6. Upgrade Parent Center (computers, water cooler, Keurig, etc.)
7. Organize a diverse Parent Teacher Organization

The following resources are used to guide our parent interactions and a more open school that honors our parents:

4 Versions of Family-School Partnerships

Check the boxes that have the most statements under them marked or circled. Check only 1 box in each row

<i>Partnership School</i>	<i>Open-Door School</i>	<i>Come-if-We-Call School</i>	<i>Fortress School</i>
All families & communities have something great to offer—we do whatever it takes to work closely together to make sure every single student succeeds.	Parents can be involved at our school in many ways—we're working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.	Parents are welcome when we ask them, but there's only so much they can offer. The most important thing they can do is help their kids at home. We know where to get community help if we need it.	Parents belong at home, not at school. If students don't do well, it's because their families don't give them enough support. We're already doing all we can. Our school is an oasis in a troubled community. We want to keep it that way.
<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Family center is always open, full of interesting materials to borrow Home visits are made to every new family Activities honor families' contributions Building is open to community use & social services are available to families 	<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Teachers contact families once a year Parent coordinator is available if families have questions or need help Office staff are friendly Staff contact community agencies & organizations when help is needed 	<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Better-educated parents are more involved "Many immigrant parents don't have time to come or contribute" Staff are very selective about who comes into the school 	<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Families do not "bother" school staff "Minority families don't value education" Parents need security clearance to come in It is important to keep community influences out of the school
<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> All family activities connect to what students are learning Parents & teachers look at student work & test results together Community groups offer tutoring & homework programs at the school Students' work goes home every week, with a scoring guide 	<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> Teachers explain test scores if asked Folders of student work go home occasionally School holds curriculum nights 3 or 4 times a year Staff let families know about out-of-school classes in the community 	<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> Parents are told what students will be learning at the fall open house Parents can call the office to get teacher-recorded messages about homework Workshops are offered on parenting 	<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> Curriculum & standards are considered too complex for parents to understand "If parents want more information, they can ask for it" "We're teachers, not social workers"
<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> Translators are readily available Teachers use books & materials about families' cultures PTA/PTO includes all families Local groups help staff reach families 	<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> Office staff will find a translator if parents ask in advance Multicultural nights are held once a year "Minority" parents have their own group 	<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> "We can't deal with 20 different languages" "Parents can bring a translator with them" "This school just isn't the same as it used to be" 	<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> "Those parents need to learn English" "We teach about our country—that's what those parents need to know" "This neighborhood is going downhill"
<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> There is a clear, open process for resolving problems Teachers contact families each month to discuss student progress Student-led parent-teacher conferences are held 3 times a year for 30 minutes 	<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> Principal will meet with parents to discuss a problem Regular progress reports go to parents, but test data can be hard to understand Parent-teacher conferences are held twice a year 	<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> School calls families when children have problems Families visit school on report card pick up day & can see a teacher if they call first 	<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> Parents don't come to conferences Problems are dealt with by the professional staff Teachers don't feel safe with parents
<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Parents & teachers research issues such as prejudice & tracking Parent group is focused on improving student achievement Families are involved in all major decisions Parents can use the school's phone, copier, fax, & computers Staff work with local organizers to improve the school & the neighborhood 	<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Parents can raise issues at PTA/PTO meetings or see the principal Parent group sets its own agenda & raises money for the school Resource center for low-income families is housed in a portable classroom next to the school PTA/PTO officers can use the school office A community representative sits on the school council 	<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Principal sets agenda for parent meetings PTA/PTO gets the school's message out "Parents are not experts in education" Community groups can address the school board if they have concerns 	<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Principal picks a small group of "cooperative parents" to help out Families are afraid to complain. "They might take it out on my kid" "Community groups should mind their own business; they don't know about education."

—from "Beyond the Bake Sale—The Essential Guide to Family-School Partnerships" (2007) by Henderson, Mapp, Johnson & Davies

How Family Friendly Is Your School?

This checklist is taken from *Beyond the Bake Sale—The Essential Guide to Family-School Partnerships* (2006) by Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, and Don Davies (pages 75-79).

Directions: As a team, review and rate the following items, then complete the reflection questions at the end of the survey to help you design a plan for improving the “family-friendliness” of your school.

Welcoming Environment

Check one for each question

- | | | | | |
|--|--|--|---|---|
| 1. Friendly signs inside and out welcome families and visitors and explain how to get around the building | <input type="checkbox"/> <i>Already doing this</i> | <input type="checkbox"/> <i>Could do this easily</i> | <input type="checkbox"/> <i>This will take time</i> | <input type="checkbox"/> <i>This will be hard</i> |
| 2. The school has standards of welcoming behavior that apply to all staff, including bus drivers, security guards, custodians, and cafeteria workers. | <input type="checkbox"/> <i>Already doing this</i> | <input type="checkbox"/> <i>Could do this easily</i> | <input type="checkbox"/> <i>This will take time</i> | <input type="checkbox"/> <i>This will be hard</i> |
| 3. Front office staff are friendly—recognize visitors right away, provide information easily, and answer the phone in a way that makes people glad they have called. | <input type="checkbox"/> <i>Already doing this</i> | <input type="checkbox"/> <i>Could do this easily</i> | <input type="checkbox"/> <i>This will take time</i> | <input type="checkbox"/> <i>This will be hard</i> |
| 4. There is a comfortable family resource room stocked with books, games, and educational information that families can borrow and where parents can meet. | <input type="checkbox"/> <i>Already doing this</i> | <input type="checkbox"/> <i>Could do this easily</i> | <input type="checkbox"/> <i>This will take time</i> | <input type="checkbox"/> <i>This will be hard</i> |

Programs & Activities to Engage Families in Improving Student Achievement

Check one for each question

- | | | | | |
|--|--|--|---|---|
| 5. Current student work is displayed throughout the building. Exhibits clearly explain the purpose of the work and the high standards it is to meet. | <input type="checkbox"/> <i>Already doing this</i> | <input type="checkbox"/> <i>Could do this easily</i> | <input type="checkbox"/> <i>This will take time</i> | <input type="checkbox"/> <i>This will be hard</i> |
| 6. All programs and activities for families focus on student achievement—they help families understand what their children are learning and promote high standards. | <input type="checkbox"/> <i>Already doing this</i> | <input type="checkbox"/> <i>Could do this easily</i> | <input type="checkbox"/> <i>This will take time</i> | <input type="checkbox"/> <i>This will be hard</i> |
| 7. Special workshops, learning kits, and other activities show families how to help their children at home—and respond to what families say they want to know about. | <input type="checkbox"/> <i>Already doing this</i> | <input type="checkbox"/> <i>Could do this easily</i> | <input type="checkbox"/> <i>This will take time</i> | <input type="checkbox"/> <i>This will be hard</i> |
| 8. The school reports to parents about student progress and how teachers, parents, and community members can work together to make improvement. | <input type="checkbox"/> <i>Already doing this</i> | <input type="checkbox"/> <i>Could do this easily</i> | <input type="checkbox"/> <i>This will take time</i> | <input type="checkbox"/> <i>This will be hard</i> |

Strong Relationships Between Teachers & Families

Check one for each question

9. A “joining process” welcomes families to the school, offers tours, makes bilingual speakers available, and introduces them to staff and other families.

Already doing this

Could do this easily

This will take time

This will be hard

10. Teachers and families have frequent opportunities to meet face-to-face and get to know each other—class meetings, breakfasts, home visits, class observations.

Already doing this

Could do this easily

This will take time

This will be hard

11. Teachers or advisors make personal contact with each family at least once a month.

Already doing this

Could do this easily

This will take time

This will be hard

12. A family liaison helps teachers connect to families and bridge barriers of language and culture.

Already doing this

Could do this easily

This will take time

This will be hard

Developing Families’ Self-Confidence & Power

Check one for each question

13. Families are involved in planning how they would like to be involved at the school.

Already doing this

Could do this easily

This will take time

This will be hard

14. School communities and the PTA/PTO reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.

Already doing this

Could do this easily

This will take time

This will be hard

15. The school is open and accessible—it is easy for parents to meet with the principal, talk to the teachers and counselors, and bring up issues and concerns.

Already doing this

Could do this easily

This will take time

This will be hard

16. Parents develop school improvement projects and do action research—survey other families, observe in classrooms, review materials, and visit other schools and programs.

Already doing this

Could do this easily

This will take time

This will be hard

Professional Development for Families & Staff

Check one for each question

17. Families learn how the school system works and how to be an effective advocate for their child.

Already doing this

Could do this easily

This will take time

This will be hard

18. Teachers learn about effective approaches to working with families of diverse cultural backgrounds.

Already doing this

Could do this easily

This will take time

This will be hard

19. Families and staff have opportunities to learn together how to collaborate to improve student achievement.

Already doing this

Could do this easily

This will take time

This will be hard

20. The school reaches out to identify and draw in local community resources that can assist staff and families.

Already doing this

Could do this easily

This will take time

This will be hard

Parent Friendly Schools—Starting the Conversation. (February 2008). Iowa Parent Information Resource Center, www.iowaparents.org, pages 12-13. Retrieved from http://norcalheal.cnr.berkeley.edu/docs/Parent-Friendly_Schools_Excerpt.pdf.

Counselors

1. All doing ASCA model (Montana Model)
2. More visibility in classrooms/presentations
3. Meeting with at-risk students in Calming Room daily
4. Creation of groups (bullying, anger management, grief, social skills etc.)
5. Completion of class schedule prior to final day of school
6. Meet/coordinate with stakeholders (Gear-Up, Upward Bound, Talent Search, etc.) to develop goals and monthly events
7. Documentation (sign-in sheets) of student visits
8. Streamline the referral process (Alta-care, Good Medicine, etc.)
9. Exhausting building interventions prior to referral process
10. Improved communication with BMS on incoming at-risk freshman

Staff

1. Improve positive and consistent communication with parents documented through Parent Contact Log
2. Hall-duty/active supervision during transition
3. Positive and encouraging hall sweeps prior to taking Plan Period
4. Each teacher participates in Check and Connect
5. Unconditional Positive Regard for all
6. Maintaining classroom policy and procedure while creating a trauma sensitive environment
7. Improve positive communication with colleagues

Students

1. Reinforce MBI/MTSS
2. Implement traditional Pikuni Societies
3. Offer more incentives for positive behavior
4. Create Student Leadership Group (with Student Council) for input
5. Open Door Policy for students to visit teachers (make-up work, grade check, etc.) 3:15p-4:00p

Activities

1. Organize more activities with greater input from the various clubs
2. Monthly student activity for all
3. Club showcase during Literacy Night
4. Continue staff activities

Personal Development

1. Trauma Sensitive Training
2. Olweus
3. Infinite Campus used to monitor student concerns (behavior, comments, contacts, etc.)

4. Staff led PD based on needs

1. How often should we meet (Matthew, Billie Jo, Bill and Jack)?
 - every other Thursday (for January, the 10th and the 24th) 3:30-4:30
 - Billie Jo, Bill and Jack - once a week minimum, Tuesday mornings @ 9:00 a.m.
2. How are we (Billie Jo, Bill and Jack) going to present this to staff (timeline)?
 - Use Wednesday PD to present material