


# Trauma-Informed School System Transformation (TISST) at Boston Public Schools Logic Model

## Need

To address the experiences of trauma on youth as a result of ACEs and the impact of COVID-19, there is a need to increase the capacity at 10 selected Boston Public Schools (BPS) to implement a pilot model of trauma-informed responses and supports

Inputs	Activities	Mid-term Outcomes	Long-term Outcomes	Impact
<ul style="list-style-type: none"> <li>Entire school community (at each of the 10 schools) – including but not limited to, students, teachers, counselors, support personnel, administrative staff, school leadership, and other departments</li> <li>Boston Public School District</li> <li>Trauma-Informed Capacity Building Partner</li> <li>Students who experience any ACEs, trauma at all levels – individual, interpersonal, collective and structural, grief and loss</li> </ul>	<ul style="list-style-type: none"> <li>Engage in best practices which include a planning and process phase with key BPS collaborators (see pg. 8 of RFP)</li> <li>Utilize and align with current BPS frameworks including, but not limited to, the Quality School Plan, Racial Equity Planning Tool, and Cultural Climate and Access to Restorative Practices and Restorative Justice</li> <li>Create safe and supportive environments for all by building trusting relationships, and implementing evidence-based interventions that consider the specific needs and experiences of individuals (students, all staff) who have experienced trauma</li> <li>Address the “4 Rs”: Realize, Recognize, Respond, and Resist [re-traumatization] as the school implements TISST by training a range of staff, engage in policy reviews, and other relevant activities</li> </ul>	<ul style="list-style-type: none"> <li>Pilot schools update existing policies and practices and implement new policies and practices that are trauma-informed and use trauma-informed language</li> <li>School leaders, teachers, and staff at the 10 schools have a vision and responsibility to maintain a trauma-informed school environment at [their] school</li> <li>Work collaboratively to promote equitable literacy, attendance, and climate and culture, and other key BPS initiatives such as Including Cultural Climate and Access to Restorative Practices and Restorative Justice, and address upstream factors contributing to opportunity gaps (i.e., hunger, homelessness)</li> <li>Understanding and education of how different levels of trauma overlap and interconnect</li> </ul>	<ul style="list-style-type: none"> <li>All [10] school(s)-staff, teachers, and leaders use trauma-informed practices to respond to arising situations, de-escalate potential crises and resolve conflicts</li> <li>Attention placed on increasing protective factors in [10] school(s) environment for students’ who are impacted by trauma, to ensure emotional, mental, and physical well-being</li> <li>Addressment of staff burnout, vicarious trauma, and/or moral injury that results in sustained workforce</li> <li>Effective collaboration utilization of current BPS frameworks</li> </ul>	<ul style="list-style-type: none"> <li>Behaviors resulting in disciplinary actions are addressed using trauma-informed and restorative practices and create responses that facilitate students’ engagement</li> <li>BPS becomes a pillar of support and resilience for school communities who face significant concurrent mental health and trauma challenges</li> <li>All [10] schools provide safe, supportive, and empowering intervention to maximize students personal and academic success</li> <li>BPS supports staff members and whole school community to continue to examine, address, and assess that ongoing operations are anti-racist</li> <li>10 schools “transformed” to use TISST lens when engaging in practices</li> </ul>



## Assumptions

- Commitment to anti-racist strategy implementation by centering, amplifying, and learning from voices of those most impacted by racism and trauma
- Discipline rates, ACEs and experiences of trauma, disproportionately impact students of color
- TISST can and should account for individual, interpersonal, collective *and* structural traumas