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| **Building Resilience: School Self-Assessment**  |
| **Tier 1** | **Resilient Students N**=Not Implemented **P**=Partially Implemented **F**=Fully Implemented**\_\_\_\_C**learly communicated and consistent routines and expectations both in individual classrooms and school-wide\_\_\_\_School staff have received professional development on the prevalence and impact of ACEs & trauma\_\_\_\_Staff are **intentional** in building and maintaining relationships with *all* students\_\_\_\_Students understand “Brain in the Hand” or an equivalent means to communicate their emotions and state of arousal\_\_\_\_Educators view behavior as a form of communication & implement strategies to foster students’ sense of safety, belonging, & feeling valued\_\_\_\_Students have routines and spaces for regulation in every class (movement, peace corners, mindful minutes, etc.)\_\_\_\_Class meetings, circles, or check-ins occur *at least* once a week in each class\_\_\_\_Students have meaningful opportunities to contribute to the school community (class jobs, leadership opportunities, etc.)\_\_\_\_Social-emotional learning is taught by the classroom teacher and integrated into instruction and classroom management\_\_\_\_Behavioral issues are responded to with Restorative Practices\_\_\_\_If students are removed from class due to a behavioral issue they engage in a “Ready to Learn” process\_\_\_\_Students see their cultures and identities positively represented and engaged within curriculum, instruction, & school environment\_\_\_\_School clubs and extracurriculars affirm students in their cultures and identities\_\_\_\_Teachers have a “Growth Mindset” and encourage learning and effort**Resilient Educators**\_\_\_\_Staff circles occur at least once a month\_\_\_\_Schoolwide practices foster self-care, community, collective problem-solving, sense of purpose, & social-emotional well-being among staff\_\_\_\_Educators have identified in-the-moment strategies to self-regulate and are supported by building-wide practices such as Tap-in/Tap-out\_\_\_\_Teachers have time and support during PLC’s, or common planning, to develop social-emotional and/or behavioral interventions **Resilient Families & Communities**\_\_\_\_Families receive regular strengths-based communication about their student(s)\_\_\_\_Partnerships with community organizations address students’ and families’ fundamental needs (ex: “food to go” programs, etc.)\_\_\_\_Families are informed of the supports and services available to them in a language that they understand\_\_\_\_School addresses barriers to family engagement: childcare, transportation, trust, welcoming environment, language/translation, etc. |
| **Tier 2** | \_\_\_\_Tier 2 students participate in a mentoring program or Check-in/Check-out\_\_\_\_Social-emotional small groups (typically 4-6 weeks) help students build relationships, regulation skills, communication, & problem-solving\_\_\_\_Families are engaged through a variety of means including home visits, restorative circles, etc. \_\_\_\_Electives are offered that embed social-emotional learning within content (ex: a CTE course includes a lesson on nonviolent communication)\_\_\_\_School leaders identify groups of students who need additional, focused support\_\_\_\_Community organizations provide students with culturally responsive opportunities for support and/or enrichment |
| **Tier 3** | \_\_\_\_Tier 3 intervention plans are strength-based, relationship-oriented, and provide support to both the student and teacher(s)\_\_\_\_Tier 3 students receive tailored supports that may include an alternative schedule, regulation breaks, one-on-one counseling, etc.\_\_\_\_Behavior scripts, escalation maps, and/or safety plans disseminated to staff to support students with severe behavioral escalations\_\_\_\_Wraparound services are provided to students and families in partnership with community organizations and mental health professionals\_\_\_\_Regular communication with families seeks to: foster trust; connect them with resources; and provide support |
| **Foundational Structures:**\_\_\_\_Data reflects academics, behavior, attendance, and culture/climate\_\_\_\_Leadership team prioritizes and implements schoolwide practices that foster educator and student resilience\_\_\_\_A screening and referral process is used to identify students who need additional social-emotional and/or behavioral support\_\_\_\_A Tier 1 Team uses data to develop and implement schoolwide social-emotional & behavioral supports\_\_\_\_A Tier 3 team develops and implements interventions for Tier 3 students |

Developed by Robertson, Romero, & Warner, *Building Resilience in Students Impacted by Adverse Childhood Experiences: A Whole Staff Approach*