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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*