Last Updated: January 24, 2018
Updated By: Amanda Meyer

OVERALL COMPOSITE SCORE: 2.50
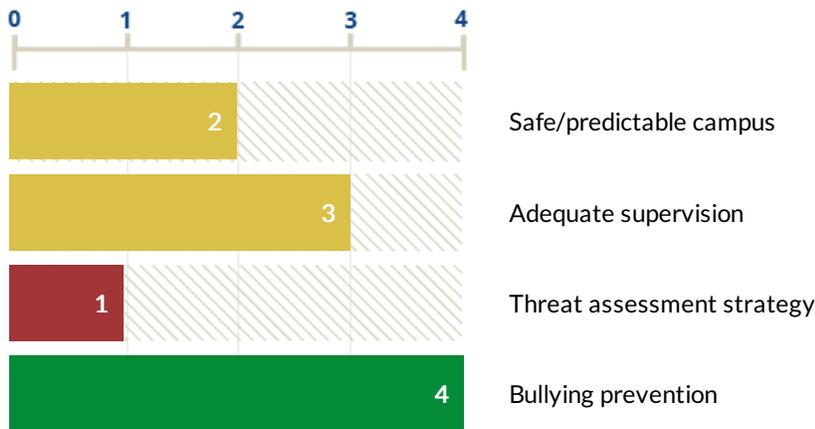
Score	Indicator
2	Safe/predictable campus
3	Adequate supervision
1	Threat assessment strategy
4	Bullying prevention

Based on your responses, this is a *progressing domain* for your school. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your school's programming in this area. Please refer to the *Whole School Safety Planning Guide*, which will allow you to determine which next steps are appropriate for your school and will provide you with resources to take these next steps.

About Whole School Safety Planning

Whole School Safety Planning includes procedures and activities for monitoring and maintaining physical safety on a school campus. Your school's Whole School Safety Planning score comprises your ratings on four indicators: (1) your assessment of the safety and predictability of your school campus; (2) implementing a standardized approach for adequate staff supervision of students across public spaces; (3) establishing and following a clearly defined process to determine when a student represents a harm to other students or staff; and (4) staff training in bullying prevention.
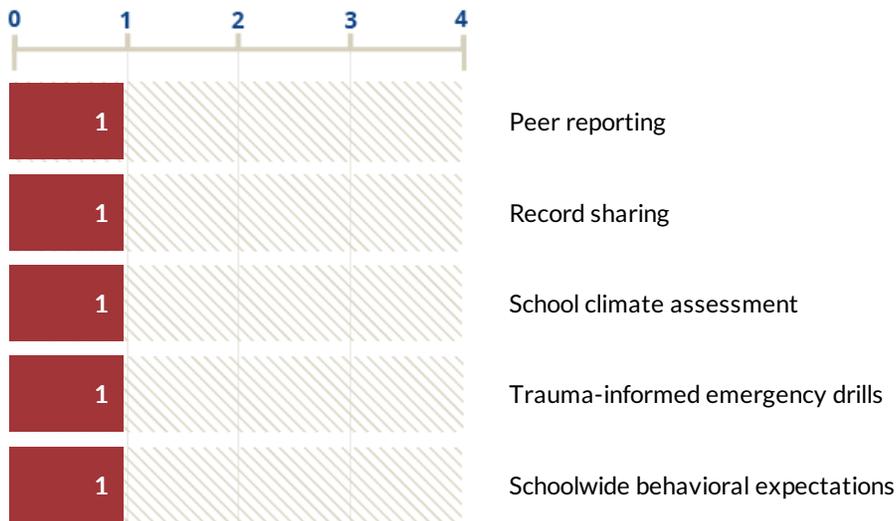
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OVERALL COMPOSITE SCORE: 1.00

1				Peer reporting
1				Record sharing
1				School climate assessment
1				Trauma-informed emergency drills
1				Schoolwide behavioral expectations

Based on your responses, this is an *emerging domain* for your school. Initial actions schools often take to begin improving their whole school prevention planning include:

- Develop a concise list of positively stated schoolwide behavioral expectations.
- Review existing school data that could serve as indicators of school climate (ex. referrals, staff retention, family attendance at school events).
- Identify current mechanisms for students to share concerns about peers as well as gaps in these processes.

For more in-depth guidance on these actions and next steps, please refer to the *Whole School Prevention Planning Guide*.

About Whole School Prevention Planning

Whole School Prevention Planning is a comprehensive approach to preventing the occurrence of a traumatic event on a school campus. Your school's Whole School Prevention Planning score is a composite of five indicators: 1) establishing and utilizing a clearly defined process for students to share concerns about their fellow peers; 2) establishing and following a clearly defined process for sharing academic, legal, and mental health records across relevant school staff, mental health professionals, and law enforcement; 3) conducting a comprehensive assessment of school climate, 4) educating staff so that any emergency drills are conducted in a trauma-sensitive manner; and 5) clearly defined and articulated behavioral expectations for students that staff are trained to reinforce.

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OVERALL COMPOSITE SCORE: 1.17

1	Crisis response training
1	Trauma-informed discipline
2	Trauma-informed security staff
1	Restorative practices
1	Staff trauma knowledge
1	Staff trauma skills

Based on your responses, this is an *emerging domain* for your school. Primary action steps that you can take to begin enhancing whole school trauma programming on your campus include:

- Convene a schoolwide training to enhance the trauma knowledge and skills of all school staff.
- Develop a multidisciplinary team to assess current discipline policies and adopt new trauma-informed strategies.

For more in-depth guidance, please refer to the *Whole School Trauma Programming Guide.*

About Whole School Trauma Programming

Whole School Trauma Programming includes programming and policies to support students affected by trauma, regardless of if the trauma was experienced at the school or elsewhere. Your school's Whole School Trauma Programming score is a composite of six indicators: 1) training staff to provide emotional support to students following a traumatic event; 2) developing and utilizing clearly defined discipline policies that are sensitive to trauma-exposed students; 3) training school security personnel to identify symptoms of trauma and respond using tactics to avoid re-traumatization; 4) establishing and following a restorative approach to resolving conflicts that arise on campus; 5) educating all staff about trauma and its effect on students; and 6) training all staff in skills for working with trauma-affected students.
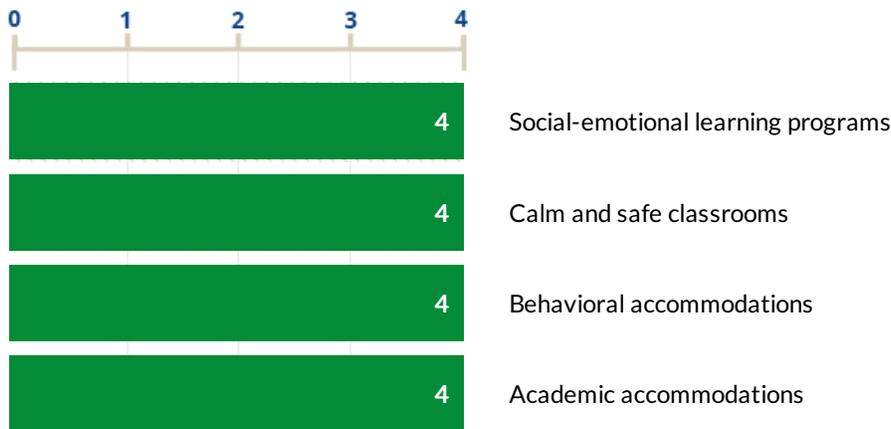
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OVERALL COMPOSITE SCORE: 4.00

4	Social-emotional learning programs
4	Calm and safe classrooms
4	Behavioral accommodations
4	Academic accommodations

Based on your responses, this is an *advanced domain* for your school. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your school's programming in this area. Please refer to the *Whole School Safety Planning Guide*, which will allow you to determine which next steps are appropriate for your school and will provide you with resources to take these next steps.

About Classroom Strategies

Classroom Strategies are in-class procedures designed to better accommodate students dealing with trauma. These involve physical safety as well as behavioral and academic support. Your Classroom Strategies self-assessment score comprises your ratings on four indicators: (1) incorporation of socio-emotional learning principles; (2) calm and safe classroom climates; (3) your school's approach toward classroom-based behavioral supports for students affected by trauma; and (4) your school's policies on special academic accommodations for traumatized students.
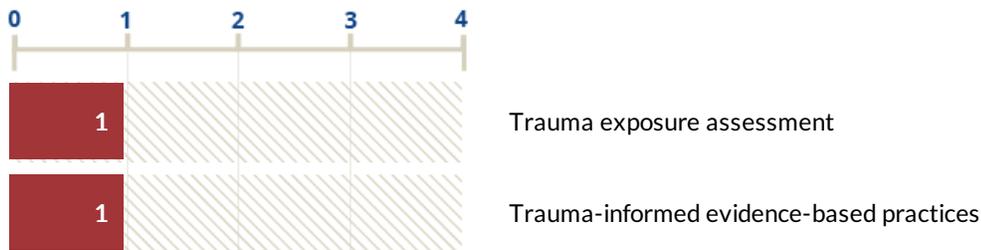
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Last Updated: January 24, 2018
Updated By: Lauren Harris

OVERALL COMPOSITE SCORE: 1.00

	0	1	2	3	4	
1						Trauma exposure assessment
1						Trauma-informed evidence-based practices

Based on your responses, this is an *emerging domain* for your school. Initial actions schools often take to begin improving their prevention and early intervention trauma programming include:

- Collaborate with district administration to identify an assessment process that will meet district needs while respecting privacy needs for family.
- Dedicate a portion of mental health staff time to delivery of evidence-based interventions for trauma.

For more in-depth guidance on these actions and next steps, please refer to the *Prevention and Early Intervention Trauma Programming Guide*.

About Prevention/Early Intervention Trauma Programming

Prevention and Early Intervention Trauma Programming includes clinical strategies to identify and treat students affected by trauma. These policies and strategies are critical for connecting students with social and clinical resources. Your team's Prevention and Early Intervention Trauma Programming score comprises your ratings on two indicators: (1) the routine incorporation of trauma exposure into mental health assessments, and (2) implementing evidence-based early interventions (ex. CBITS, SSET, Bounce Back).
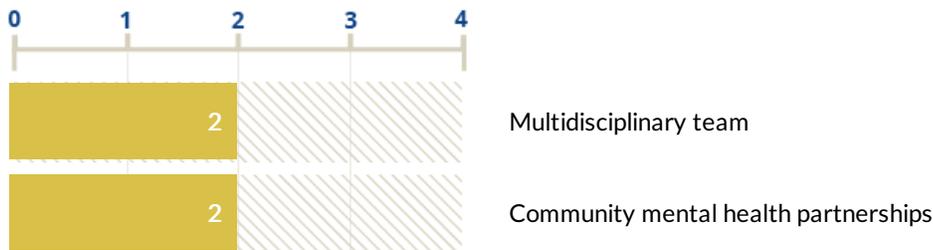
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OVERALL COMPOSITE SCORE: 2.00

0	1	2	3	4	
		2			Multidisciplinary team
		2			Community mental health partnerships

Based on your responses, this is a *progressing domain* for your school. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your school's programming in this area. Please refer to the *Targeted Trauma-Informed Programming Guide*, which will allow you to determine which next steps are appropriate for your school and will provide you with resources to take these next steps.

About Targeted Trauma-Informed Programming

Targeted Trauma-Informed Programming includes specific school and community programming targeting students experiencing significant symptoms related to trauma exposure. Your team's *Targeted Trauma-Informed Programming* self-assessment score comprises your ratings on two indicators: (1) holding routine multidisciplinary meetings that incorporate understanding of student trauma exposure; and (2) forming relationships with community health agencies skilled in providing mental health services to students with trauma histories.
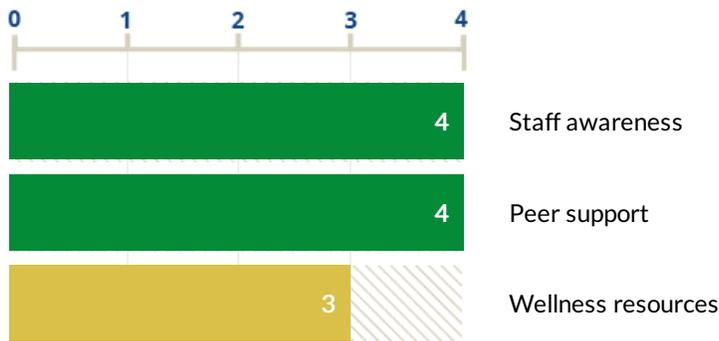
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OVERALL COMPOSITE SCORE: 3.67

0	1	2	3	4

Score	Indicator
4	Staff awareness
4	Peer support
3	Wellness resources

Based on your responses, this is an *advanced domain* for your school. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your school's programming in this area. Please refer to the *Staff Self Care Guide*, which will allow you to determine which next steps are appropriate for your school and will provide you with resources to take these next steps.

About Staff Self Care

Staff Self Care includes schoolwide policies and strategies that encourage staff self care and promote management of secondary traumatic stress and compassion fatigue. Self care is an often overlooked component of a trauma informed school that has been gaining increasing recognition and promotes wellness and peer support among staff. Your team's Staff Self Care self-assessment score comprises your ratings on three indicators: (1) utilizing a standard approach for building staff awareness of compassion fatigue and STS which include providing tools for self-monitoring and building self care strategies; (2) facilitating peer support among staff working with trauma exposed students; and (3) availability of resources for staff working with trauma exposed students.
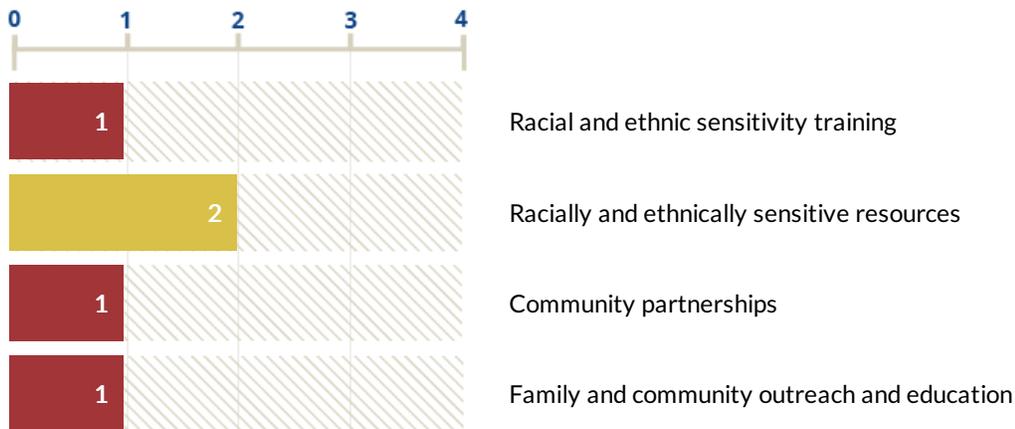
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OVERALL COMPOSITE SCORE: 1.25

1	Racial and ethnic sensitivity training
2	Racially and ethnically sensitive resources
1	Community partnerships
1	Family and community outreach and education

Based on your responses, this is an *emerging domain* for your school. Initial actions schools often take to begin improving their family and community engagement programming include:

- Develop a strategy for incorporating family and community voices into school leadership.
- Provide training in racial/cultural/ethnic sensitivity.
- Establish trusted community locations.

For more in-depth guidance on these actions and next steps, please refer to the *Family and Community Engagement Programming Guide*.

About Family and Community Engagement

The Family and Community Engagement domain includes your school's policies, procedures, and activities for understanding racial/ethnic sensitivities and incorporating community priorities and resources into support services. Your team's Community Context score comprises your ratings on four indicators: 1) staff are trained to be aware and considerate of racial and ethnic sensitivities (i.e. language barriers, immigration status); 2) racially and ethnically sensitive resources and services are made available to the families of students receiving tier 2 and 3 interventions; 3) school maintains partnerships with community organizations serving racial and ethnically diverse groups (i.e. churches, health centers) to further support the families in need; and 4) school identifies opportunities to engage families and the broader community about trauma and its impact.

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