

## Building Resilience: School Self-Assessment

N=Not Implemented P=Partially Implemented F=Fully Implemented

### Resilient Students

- \_\_\_ Clearly 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

### Tier 1

### 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.

<p><b>Tier 2</b></p>	<p>___ Tier 2 students participate in a mentoring program or Check-in/Check-out</p> <p>___ Social-emotional small groups (typically 4-6 weeks) help students build relationships, regulation skills, communication, &amp; problem-solving</p> <p>___ Families are engaged through a variety of means including home visits, restorative circles, etc.</p> <p>___ Electives are offered that embed social-emotional learning within content (ex: a CTE course includes a lesson on nonviolent communication)</p> <p>___ School leaders identify groups of students who need additional, focused support</p> <p>___ Community organizations provide students with culturally responsive opportunities for support and/or enrichment</p>
<p><b>Tier 3</b></p>	<p>___ Tier 3 intervention plans are strength-based, relationship-oriented, and provide support to both the student and teacher(s)</p> <p>___ Tier 3 students receive tailored supports that may include an alternative schedule, regulation breaks, one-on-one counseling, etc.</p> <p>___ Behavior scripts, escalation maps, and/or safety plans disseminated to staff to support students with severe behavioral escalations</p> <p>___ Wraparound services are provided to students and families in partnership with community organizations and mental health professionals</p> <p>___ Regular communication with families seeks to: foster trust; connect them with resources; and provide support</p>
<p><b>Foundational Structures:</b></p> <p>___ Data reflects academics, behavior, attendance, and culture/climate</p> <p>___ Leadership team prioritizes and implements schoolwide practices that foster educator and student resilience</p> <p>___ A screening and referral process is used to identify students who need additional social-emotional and/or behavioral support</p> <p>___ A Tier 1 Team uses data to develop and implement schoolwide social-emotional &amp; behavioral supports</p> <p>___ A Tier 3 team develops and implements interventions for Tier 3 students</p>	