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.

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.

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.

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 socioemotional 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.

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).
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.

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.

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.