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.