RISE Index

SCHOOL EDITION

The Resilience in School Environments (RISE) Initiative empowers schools to create safe and supportive learning environments by developing policies and practices that improve the social-emotional health of all students and staff.

ALLIANCE FOR A
**HEALTHIER
GENERATION**

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INTRODUCTION

The RISE Index: School Edition is the tool to help schools assess, prioritize, and plan key activities that promote the social-emotional health of staff and students. Specifically, the RISE Index supports schools to achieve the following goals:

INCREASE JOB SATISFACTION AMONG TEACHERS AND STAFF

An educator's overall feelings of fulfillment as it relates to his or her job and is encompassing of stress management, maintaining positive relationships, increased self-efficacy and finding purpose within the work.

IMPROVE CONNECTEDNESS, ENGAGEMENT AND RELATIONSHIPS WITHIN THE SCHOOL COMMUNITY

The interrelationships between all members of the school community, inclusive of staff, students and families.

INCREASE SKILLS RELATED TO SOCIAL AND EMOTIONAL LEARNING

Explicit skills related to self-awareness, self-management, decision-making, social awareness and relationship skills.

INCREASE MENTAL HEALTH SUPPORTS

Policies, practices and procedures that increase the availability, efficiency and effectiveness of mental health supports for students or staff.

ACKNOWLEDGMENTS

THE RISE INDEX: SCHOOL EDITION CONSISTS OF 40 QUESTIONS OVER 5 BROAD AREAS.

Areas of the RISE Index: School Edition

AREA	DESCRIPTION	TOTAL QUESTIONS
School-Staff Well-Being (SWB)	Questions pertaining to building the resilience of staff with focus on physical environments for staff, personal wellness and collective care.	10
School Systems (SYS)	Questions pertaining to factors that support implementation and sustainability of social-emotional health policies and practices.	10
Universal Prevention Strategies (UPS)	Questions pertaining to evidence-based universal strategies available to all students.	8
Targeted Intervention Strategies (TIS)	Questions pertaining to evidence-based interventions used with a selected population of students.	7
Collaboration (COL)	Questions pertaining to the development of dynamic and collaborative relationships among students, caregivers and community providers.	5

Instructions

Staff are encouraged to read the assessment first, then come together with their team to discuss answers. Teams can complete the assessment, track progress, prioritize items to work on throughout the school year, and access helpful resources in the Healthier Generation Action Center:
HealthierGeneration.org/ActionCenter

School Well-Being: *denotes glossary term*

Questions pertaining to building the resilience of staff with focus on physical environments for staff, personal wellness and collective care.

SWB-1

To what extent does your staff engage in opportunities to build and maintain relationships with each other (e.g., activities during staff meetings, potlucks, staff outings)?

- ◯ **FULLY IN PLACE**
  Staff (*including non-instructional staff**) engage in relationship-building activities with each other **at least quarterly**.

- ◯ **MOSTLY IN PLACE**

- ◯ **PARTIALLY IN PLACE**

- ◯ **NOT IN PLACE**
  Our school does not provide opportunities for staff to build and maintain relationships with each other.

SWB-2

To what extent does your school provide opportunities for staff to recognize accomplishments and display gratitude toward each other?

- ◯ **FULLY IN PLACE**
  Staff (*including non-instructional staff**) recognize accomplishments and/or display gratitude toward each other **at least monthly**.

- ◯ **MOSTLY IN PLACE**

- ◯ **PARTIALLY IN PLACE**

- ◯ **NOT IN PLACE**
  Our school does not provide opportunities for staff to recognize accomplishments or display gratitude toward each other.

SWB-3

To what extent do staff have the opportunity to provide input on staff well-being policies and practices?

- ◯ **FULLY IN PLACE**
  Staff (*including non-instructional staff**) have opportunities to provide input on staff well-being policies and practices **at least annually**.

- ◯ **MOSTLY IN PLACE**

- ◯ **PARTIALLY IN PLACE**

- ◯ **NOT IN PLACE**
  Our school does not provide opportunities for staff to provide input on staff well-being policies and practices.

School Well-Being: *denotes glossary term*

SWB-4

To what extent do staff receive professional learning on combating the impacts of compassion fatigue and burnout?

○ **FULLY IN PLACE**
Staff (*including non-instructional staff**) receive continuous professional learning* opportunities, including training and coaching, on combating the impacts of compassion fatigue and burnout.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not provide professional learning on these topics.

SWB-5

To what extent do staff receive professional learning opportunities on planning, implementing and reflecting on their own well-being?

○ **FULLY IN PLACE**
Staff (*including non-instructional staff**) receive continuous professional learning* opportunities, including training and coaching, on planning, implementing and reflecting on their own well-being.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not provide professional learning on these topics.

SWB-6

To what extent does your school use a trauma-informed lens* to implement staff well-being policies and practices?

○ **FULLY IN PLACE**
Our school implements staff well-being policies and practices using the 6 Guiding Principles to a Trauma-Informed Approach* (i.e., safety; trustworthiness & transparency; peer support; collaboration & mutuality; empowerment & choice; cultural, historical & gender issues).

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not use a trauma-informed lens* to implement staff well-being policies and practices.

School Well-Being: *denotes glossary term*

SWB-7

To what extent does your school administration reinforce expectations related to work-life balance?

○ **FULLY IN PLACE**
Our school administration regularly communicates policies and procedures related to work-life balance to staff **at least twice a year**.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school administration has not established expectations related to work-life balance.

SWB-8

To what extent does your school have space(s) for staff to relax, decompress and/or build relationships with other staff?

○ **FULLY IN PLACE**
Our school has easily accessible space(s) that encourage relaxation and positive staff interactions.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not have any spaces for staff to engage in such activities.

SWB-9

To what extent does your school have a clearly defined approach for staff to take breaks when feeling overwhelmed at work?

○ **FULLY IN PLACE**
Our school has a clearly defined protocol for staff to take breaks when feeling overwhelmed at work that is reinforced to staff.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school has not established a clearly defined approach for staff to take breaks when feeling overwhelmed at work.

School Well-Being: *denotes glossary term*

SWB-10

To what extent does your school have a clearly defined approach to positively resolve conflicts among staff?

○ **FULLY IN PLACE**
Our school has a clearly defined protocol to positively resolve conflicts that is co-created by staff and includes agreed upon norms, open communication, and alternative dispute resolutions options (e.g., mediation, facilitated conversation).

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school has not established a clearly defined approach to positively resolve conflicts among staff.

School Systems: *denotes glossary term

Questions pertaining to factors that support implementation and sustainability of social-emotional health policies and practices* (i.e., social and emotional learning*, trauma-informed approaches*, student-centered discipline*, and staff well-being).

SYS-1

To what extent does your school have a leadership team* that coordinates the implementation of social-emotional health policies and practices* (i.e., social and emotional learning*, trauma-informed approaches*, student-centered discipline*, and staff well-being)?

○ FULLY IN PLACE
Our school has a representative leadership team* that meets **at least monthly** to coordinate the implementation social-emotional health policies and practices*.

○ MOSTLY IN PLACE

○ PARTIALLY IN PLACE

○ NOT IN PLACE
Our school does not have a team that focuses on social-emotional health policies and practices*.

SYS-2

To what extent does your school leadership team* use a continuous improvement process* to coordinate the implementation of social-emotional health policies and practices* (i.e., social and emotional learning*, trauma-informed approaches*, student-centered discipline*, and staff well-being)?

○ FULLY IN PLACE
Our school leadership team* uses a clearly defined continuous improvement process* to coordinate the implementation of social-emotional health policies and practices*.

○ MOSTLY IN PLACE

○ PARTIALLY IN PLACE

○ NOT IN PLACE
Our school leadership team* does not use a continuous improvement process*.

SYS-3

To what extent does your school leadership team* conduct resource mapping* for all social-emotional health policies and practices* (i.e., social and emotional learning*, trauma-informed approaches*, student-centered discipline*, and staff well-being)?

○ FULLY IN PLACE
Our leadership team* conducts resource mapping that includes the identification of programs, people, and services related to social-emotional health policies and practices* with the goal of coordination and integration.

○ MOSTLY IN PLACE

○ PARTIALLY IN PLACE

○ NOT IN PLACE
Our leadership team* does not conduct resource mapping* for social-emotional health policies and practices*.

School Systems: *denotes glossary term*

SYS-4

To what extent are your school's social-emotional health policies and practices* (i.e., social and emotional learning*, trauma-informed approaches*, student-centered discipline*, and staff well-being) evidence-based*?

○ **FULLY IN PLACE**
Most to all of our school's social-emotional health policies and practices* are evidence-based* as described in the Every Student Succeeds Act (ESSA).

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school's social-emotional health policies and practices* are not evidence-based*.

SYS-5

To what extent do staff receive professional learning opportunities on equity*, diversity* and inclusion*?

○ **FULLY IN PLACE**
Staff (*including non-instructional staff*) receive continuous professional learning*, including training and coaching, on equity*, diversity* and inclusion*.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not provide professional learning on these topics.

SYS-6

To what extent does your school leadership team* evaluate and adjust social-emotional health policies and practices* (i.e., social and emotional learning*, trauma-informed approaches*, student-centered discipline*, and staff well-being) to ensure they are culturally responsive*?

○ **FULLY IN PLACE**
Our leadership team uses a clearly defined process to ensure that social-emotional health policies and practices* are culturally responsive*.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our leadership team does not review social-emotional health policies and practices* to ensure they are culturally responsive.

School Systems: *denotes glossary term*

SYS-7

To what extent do staff receive professional learning opportunities on the prevalence of trauma and methods for mitigating its impact?

○ **FULLY IN PLACE**
Staff (*including non-instructional staff**) receive continuous professional learning* opportunities, including training and coaching, on the prevalence of trauma and methods for mitigating its impact.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not provide professional learning on these topics.

SYS-8

To what extent does your school evaluate and adjust school environments to reduce triggers* for students and staff?

○ **FULLY IN PLACE**
Our school uses a clearly defined process to evaluate and adjust school environments to reduce triggers* for students and staff.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not evaluate or adjust school environments to reduce triggers* for students or staff.

SYS-9

To what extent does your school use a trauma-informed lens* to implement social and emotional learning* and student-centered discipline*?

○ **FULLY IN PLACE**
Our school implements social and emotional learning* and student-centered discipline* that incorporates each of the 6 Guiding Principles to a Trauma-Informed Approach* (i.e., safety; trustworthiness & transparency; peer support; collaboration & mutuality; empowerment; cultural, historical & gender issues).

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not use a trauma-informed lens* to implement social and emotional learning* and student-centered discipline*.

School Systems: *denotes glossary term*

SYS-10

To what extent does your school dedicate time for instructional staff to build relationships with students and cultivate positive classroom climate (e.g., greeting students at door, morning circle, brief weekly check-ins, advisory time)?

○ **FULLY IN PLACE**
Our school dedicates **at least 5 times per week** for staff to build relationships with students and cultivate positive classroom climate.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not dedicate time for staff to focus on student relationships and classroom climate.

Universal Prevention Strategies: *denotes glossary term

Questions pertaining to evidence-based* universal strategies available to all students.

UPS-1

To what extent does your staff use best practices for engaging in positive interactions with students during instructional times (e.g., communicating expectations, equitable response opportunities)?

○ FULLY IN PLACE
Most to all staff use a variety of best practices for engaging in positive interactions with students during instructional times (e.g., communicating expectations, equitable response opportunities).

○ MOSTLY IN PLACE

○ PARTIALLY IN PLACE

○ NOT IN PLACE
Few to no staff use any best practices.

UPS-2

To what extent does your staff use a variety of positive methods to motivate learning and class participation (e.g., incentives, opportunities to help others, activity breaks)?

○ FULLY IN PLACE
Staff consistently assess and implement a variety of positive methods to motivate learning and class participation.

○ MOSTLY IN PLACE

○ PARTIALLY IN PLACE

○ NOT IN PLACE
Staff rely only on tangible rewards to motivate learning and class participation.

UPS-3

To what extent do staff receive professional learning opportunities on practicing, modeling, and teaching social and emotional learning competencies* (i.e., self-awareness, self-management, responsible decision making, relationship skills and social awareness)?

○ FULLY IN PLACE
Staff receive continuous professional learning* opportunities, including training and coaching, on practicing, modeling, and teaching social and emotional learning competencies*.

○ MOSTLY IN PLACE

○ PARTIALLY IN PLACE

○ NOT IN PLACE
Our school does not provide professional learning on these topics.

Universal Prevention Strategies: *denotes glossary term*

UPS-4

To what extent does your school's social and emotional learning* curriculum use CASEL's* four elements: sequenced, active, focused and explicit (SAFE)?

○ **FULLY IN PLACE**
Our staff teaches social and emotional learning competencies* using CASEL's* four elements: sequenced, active, focused and explicit (SAFE).

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not have a social and emotional learning* curriculum.

UPS-5

To what extent does your staff acknowledge (e.g., verbal praise, tangible rewards) students for demonstrating social and emotional learning competencies* (i.e., self-awareness, self-management, responsible decision making, relationship skills and social awareness)?

○ **FULLY IN PLACE**
Our staff consistently acknowledge students demonstrating social and emotional learning competencies*.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our staff do not acknowledge students for demonstrating social and emotional learning competencies*.

UPS-6

To what extent do your school's learning environments* have designated calming spaces available for student use when needed?

○ **FULLY IN PLACE**
Our school's learning environments* have accessible, effective, calming spaces for student use when students need to self-regulate*.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school's learning environments* do not have a calming space for student use.

Universal Prevention Strategies: *denotes glossary term*

UPS-7

To what extent does your school provide professional learning opportunities on active supervision* of students?

○ **FULLY IN PLACE**
Staff (*including non-instructional staff**) receive continuous professional learning* opportunities, including training and coaching, on active supervision* of students.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not provide professional learning on this topic.

UPS-8

To what extent does your school have a student-centered discipline* approach that uses the principles of reflection, restoration and instruction?

○ **FULLY IN PLACE**
Our school uses a clearly defined approach for implementing student-centered discipline* that uses the principles of reflection, restoration and instruction.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not use a student-centered discipline* approach.

Targeted Intervention Strategies: *denotes glossary term*

Questions pertaining to evidence-based* interventions used with a selected population of students.

TIS-1

To what extent does your school have a defined approach to identify students needing social-emotional and behavioral interventions* (e.g., universal screening*, multi-gated approach*)?

○ **FULLY IN PLACE**
Our school uses a clearly defined approach for identifying students needing social-emotional and behavioral interventions*.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not have a defined approach for identifying students needing social-emotional and behavioral interventions*.

TIS-2

To what extent does your school ensure qualified staff* (e.g., school counselors, school nurses, school social workers, school psychologists) provide social-emotional and behavioral interventions*?

○ **FULLY IN PLACE**
Our school ensures that qualified staff* provide **most to all** social-emotional and behavioral interventions*.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not ensure that qualified staff* provide social-emotional and behavioral interventions.

TIS-3

To what extent does your school use a referral pathway* for students identified as needing social-emotional and behavioral interventions*?

○ **FULLY IN PLACE**
Our school uses a clearly defined and comprehensive referral pathway* that includes a problem-solving process, decision rules for increasing and decreasing supports, and process for monitoring intervention effectiveness.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not use a referral pathway*.

Targeted Intervention Strategies: *denotes glossary term*

TIS-4

To what extent do relevant staff collaborate with students receiving social-emotional and behavioral interventions*?

○ **FULLY IN PLACE**
Relevant staff collaborate with students receiving social-emotional and behavioral interventions **throughout the intervention period**.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Students do not have opportunities to collaborate with relevant staff on interventions they are receiving.

TIS-5

To what extent do relevant staff collaborate with caregivers of students receiving social-emotional and behavioral interventions*?

○ **FULLY IN PLACE**
Caregivers have opportunities to collaborate with relevant staff on social-emotional and behavioral interventions* **throughout the intervention period**.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Caregivers do not have opportunities to collaborate with relevant staff on interventions their children are receiving.

TIS-6

To what extent does your school have a systematic approach when responding to student-level behavioral crises* (e.g., destruction of property, hitting, swearing)?

○ **FULLY IN PLACE**
Our school has a clearly defined and comprehensive process that includes de-escalation strategies, reintegration of student into classroom environment, and a debriefing process for staff.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school has not established a systematic approach to responding to student-level behavioral crises*.

Targeted Intervention Strategies: *denotes glossary term*

TIS-7

To what extent does your school align* social-emotional and behavioral interventions* with universal prevention strategies*, including social and emotional learning* and student-centered discipline* policies and practices?

○ **FULLY IN PLACE**
Our school uses a clearly defined process to align* most to all social-emotional and behavioral interventions* with universal prevention strategies*.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not align these strategies.

Collaboration: *denotes glossary term*

Questions pertaining to the development of dynamic and collaborative relationships among students, caregivers and community providers.

COL-1

To what extent do students have developmentally appropriate opportunities to provide input on policies and practices related to social and emotional learning* and student-centered discipline*?

- ○ **FULLY IN PLACE**
  Students have opportunities to provide input on policies and practices related to social and emotional learning* and student-centered discipline* **at least once annually**.

- ○ **MOSTLY IN PLACE**

- ○ **PARTIALLY IN PLACE**

- ○ **NOT IN PLACE**
  Our school does not provide such opportunities to students.

COL-2

To what extent do caregivers have opportunities to provide feedback on policies and practices related to social and emotional learning* and student-centered discipline*?

- ○ **FULLY IN PLACE**
  Caregivers have opportunities to provide feedback on policies and practices related to social and emotional learning* and student-centered discipline* **at least once annually**, and this feedback is incorporated into continuous improvement of these policies and practices.

- ○ **MOSTLY IN PLACE**

- ○ **PARTIALLY IN PLACE**

- ○ **NOT IN PLACE**
  Our school does not provide such opportunities to caregivers.

COL-3

To what extent does your school communicate to caregivers about students' positive behaviors and demonstration of social and emotional learning competencies*?

- ○ **FULLY IN PLACE**
  Our school communicates **at least quarterly** to caregivers about students' positive behaviors and demonstration of social and emotional learning competencies*.

- ○ **MOSTLY IN PLACE**

- ○ **PARTIALLY IN PLACE**

- ○ **NOT IN PLACE**
  Our school does not communicate to caregivers about students' positive behaviors and demonstration of social and emotional learning competencies*.

Collaboration: *denotes glossary term*

COL-4

To what extent does your school have a process in place to collaborate with community-based behavioral health providers* about students receiving both school and community-based supports?

○ **FULLY IN PLACE**
Our school has a clearly defined process to collaborate with community providers* about students receiving both school and community-based supports*.

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not collaborate with community-based behavioral health providers*.

COL-5

To what extent does your school utilize feedback gathered from staff, students, and caregivers on policies and practices related to staff well-being, social and emotional learning*, and student-centered discipline*?

○ **FULLY IN PLACE**
Our school reviews and incorporates feedback gathered from staff, students, and caregivers into implementation of policies and practices related to staff well-being, social and emotional learning*, and student-centered discipline* **at least annually.**

○ **MOSTLY IN PLACE**

○ **PARTIALLY IN PLACE**

○ **NOT IN PLACE**
Our school does not utilize feedback from staff, students or caregivers.

GLOSSARY

This is the glossary of terms for the RISE Index: School Edition.

TERM	DEFINITION	SOURCE
Active Supervision	An approach used in schools to proactively monitor large, often unstructured areas, to ensure safety, promote connection, and reduce problem behaviors.	Brackett, S. (2010). Active Supervision: Study Guide Retrieved April 5, 2019 from www.pbiscaltac.org/Active%20 Supervision%20Research%20Guide.pdf
Alignment	The process of a. Examining current practices across all areas (instruction, support, improvement, special education, mental health, academics); b. Determining the extent to which these practices are implemented with fidelity and produce desired outcomes; c. Analyzing the information to determine which programs should be stopped, started or continued.	National Technical Assistance Center on Positive Behavior Interventions and Support. (2017). Technical guide for alignment of initiatives, programs, practices in school districts. Eugene
Collaborative for Academic, Social and Emotional Learning (CASEL)	An organization supporting educators and policy leaders in the area of social and emotional learning.	Collaborative for Academic, Social, and Emotional Learning (n.d.). About CASEL Retrieved May 29, 2019 from https://casel.org/about-2/
Community-Based Behavioral Health Care Providers	Organizations that provide mental health or substance use services.	National Council for Behavioral Health. (n.d.). Community Mental Health Act. Retrieved April 05, 2019 from https://www.thenationalcouncil.org/about/national-mental-health-association/overview/community-mental-health-act/
Continuous Improvement	A fluid process of improving instructional practices that involves progressively and involves planning, implementing, reviewing results and making necessary changes.	Great Schools Partnership. (2013, August 29). Continuous Improvement Definition. Retrieved April 5, 2019, from https://www.edglossary.org/continuous-improvement/
Continuous Professional Learning	Refers to the continuous process of learning inclusive of traditional professional development, coaching and feedback with the goal of increasing implementation of implementation within the context of a learning community.	Learning Forward. (n.d.). Standards for Professional Learning. Retrieved April 11, 2019, from https://learningforward.org/standards-for-professional-learning
Cultural Responsiveness	According to the Wisconsin Department of Public Instruction, culturally responsiveness is "the degree to which a school's programs, practices, procedures, and policies account for and adapt to the broad diversity of students' race, language, and culture."	WI Department of Public Instruction
Diversity	According to the University of Houston, diversity is "psychological, physical, and social differences that occur among any and all individuals; A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist."	University of Houston (n.d.) Diversity, Equity and Inclusion Terms. Retrieved May 29th, 2019 from https://www.uh.edu/cdi/diversity_education/resources/pdf/terms.pdf

TERM	DEFINITION	SOURCE
Equity	According to the University of Houston equity is "the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups."	University of Houston (n.d.) Diversity, Equity and Inclusion Terms. Retrieved May 29th, 2019 from https://www.uh.edu/cdi/diversity_education/resources/pdf/terms.pdf
Evidence-Based	"Evidence-based" is used to refer to any of the four Tiers described in the Every Student Succeeds Act (ESSA): Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental study. Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental study. Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational study. Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.	Great Schools Partnership. (2016, May 02). Evidence-Based Definition. Retrieved April 5, 2019, from https://www.edglossary.org/evidence-based/ Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016).
Inclusion	According to the University of Houston inclusion is "the act of creating involvement, environments and empowerment in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate."	University of Houston (n.d.) Diversity, Equity and Inclusion Terms. Retrieved May 29th, 2019 from https://www.uh.edu/cdi/diversity_education/resources/pdf/terms.pdf
Leadership Team	A team that leads the implementation of district or school-wide practices and policies. A leadership team should consist of administration, teacher-leaders and other staff, parents, students, and community providers. Examples of district leadership teams include District Wellness Councils and School Health Advisory Councils.	US Department of Education. (n.d.). Definitions. Retrieved April 5, 2019, from https://www.ed.gov/race-top/district-competition/definitions
Learning Environments	A learning environment is any place within the school building where instruction occurs.	Great Schools Partnership. (2013, August 29). Learning Environment Definition. Retrieved April 5, 2019, from https://www.edglossary.org/learning-environment/
Multi-Gated Approach	According to the Wisconsin Department of Public Instruction, multi-gaited approach is process where "an educator, typically a classroom teacher, is provided professional development on identifying students with internalizing and/or externalizing behaviors. From that point, the educator ranks each student on a cluster of these characteristics. A small number of students are flagged (typically three to five students) are then passed through gate one and a formal screening measure is conducted."	Wisconsin Department of Public Instruction (2018), Mental Health Screening Resource Guide. Retrieved May 29th, 2019 from https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/mental_health_screening_guide_web.pdf

TERM	DEFINITION	SOURCE
Non-Instructional Staff	Staff employed by school district that are not primary involved in direct curricular instruction.	US Department of Education. (n.d.). Definitions. Retrieved April 5, 2019, from https://www.ed.gov/race-top/district-competition/definitions
Qualified Staff (aka Specialized Instructional Support Personnel)	According to the Every Student Succeeds Act, "(i) school counselors, school social workers, and school psychologists;" and "(ii) other qualified professional personnel, such as school nurses, speech language pathologists, and school librarians, involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services...as part of a comprehensive program to meet student needs."	National Alliance of Specialized Instructional Support Personnel. (n.d.). Federal Definitions. Retrieved April 5, 2019, from http://nasisp.org/services-resources/federal-definitions/
Referral Pathway	A referral pathway is the steps taken after a student has been identified as needing social-emotional or behavioral interventions.	Substance Abuse and Mental Health Services Administration (2015). School mental health referral pathways (SMHRP) toolkit. Retrieved from http://www.esc-cc.org/Downloads/NITT%20SMHRP%20Toolkit_11%2019%2015%20FINAL.PDF
Resource Mapping	"A method to link regional, community, and school resources with an agreed upon vision, organizational goals, specific strategies for addressing problems, and expected outcomes so that youth and families have access to the full array of services that they need."	National Center for School Mental Health (NCSMH, 2020). School Mental Health Quality Guide: Impact. NCSMH, University of Maryland School of Medicine. Retrieved May 29, 2019 from http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Needs-Assessment-&-Resource-Mapping-2.3.20.pdf
Self-Regulate	Self-regulation is the ability to manage your emotions and behavior in accordance with the demands of the situation. It includes being able to resist highly emotional reactions to upsetting stimuli, to calm yourself down when you get upset, to adjust to a change in expectations and to handle frustration without an outburst.	
Social and Emotional Learning	"The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."	Collaborative for Academic, Social, and Emotional Learning. (n.d.). What is SEL? Retrieved April 5, 2019, from https://casel.org/what-is-sel/
Social and Emotional Learning Competencies	Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.	Collaborative for Academic, Social, and Emotional Learning. (n.d.). What is SEL? Retrieved April 5, 2019, from https://casel.org/what-is-sel/
Social-Emotional and Behavioral (SEB) Interventions	School-based interventions designed to increase a student's social and emotional learning skills or positive behavior.	

TERM	DEFINITION	SOURCE
Social-Emotional Health Policies and Practices	Policies, practices, procedures and activities related to: • Social and emotional learning • Trauma-informed approaches • Student-centered discipline • Staff well-being	
Student-Centered Discipline	"Student-centered classroom discipline policies contribute to a supportive environment and provide developmentally-appropriate opportunities for students to learn, problem-solve, and take ownership of their behavior."	Collaborative for Academic, Social and Emotional Success (2018). Student-Centered Discipline. Retrieved May 29, 2019 from https://schoolguide.casel.org/focus-area-3/classroom/a-supportive-classroom-environment/student-centered-discipline/
Student-Level Behavioral Crisis	According to the University of Texas, "a situation in which an individual's usual style of coping is no longer effective, and the emotional or physiological response begins to escalate. As emotions intensify, coping becomes less effective, until the person may become disoriented, non-functional, or attempt harm."	University of Texas at Austin Counseling and Mental Health Center (n.d.) How You Can Help Students in Distress: A Guide for Faculty and Staff. Retrieved May 29, 2019 from https://cmhc.utexas.edu/studentindistress.html
Trauma-Informed Approaches	The Substance Abuse and Mental Health Services Administration utilizes six guiding principles for trauma-informed care: • Safety • Trustworthiness & transparency • Peer support • Collaboration • Empowerment, voice and choice • Cultural, historical & gender issues	Center for Disease Control. (2019, July 9). Infographic: 6 Guiding Principles To A Trauma-Informed Approach	CDC. Retrieved April 5, 2019, from https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm
Trauma-Informed Lens	The process of systemically applying the 6 guiding principles of a trauma-informed approach to school policies and practices.	
Triggers	A trigger is something that occurs in the environment that sets off a memory of a negative experience.	US Department of Health and Human Services (2014) Trauma-Informed Care in Behavioral Health Services: A Treatment Improvement Protocol. Retrieved April 5, 2019 from https://store.samhsa.gov/system/files/sma14-4816.pdf
Universal Prevention Strategies	Universal interventions for all students throughout all settings that are preventative and proactive. (e.g. Social and Emotional Learning curriculum).	Center on Positive Behavioral Interventions & Supports.2020.Tiered Framework. [online] Available at: https://www.pbis.org/pbis/tiered-framework
Universal Screening	Universal screening refers to the systemic assessment of all students within a school or grade-level on a particular social-emotional or behavioral concept(s) of importance to the school community.	Ikeda, M.J., Neesen, E., & Witt, J.C. (2009). Best Practices in Universal Screening. In A. Thomas & J.Grimes (Eds.), Best practices in school psychology V (pp.103-114). Bethesda, MD: National Association of School Psychologists.

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