### Tier I Inputs
- **Vision and goals for trauma-informed schools shared by district, school, City, and community stakeholders**
- **Funding for evidence-based trauma programming, incl. hiring and training staff**
- **Dedicated time each year for trauma PD and training**
- **District expertise & capacity to support implementation & monitoring of trauma programs.**

**Offices of Climate & Safety; Prevention & Intervention; Research & Evaluation; PESO**

- **All instructional, climate, student support, and leadership positions are filled, and all staff have skills and credentials appropriate to their roles**

### Tier I Activities
- **SDP collaborates with partner organizations (e.g. Lakeside) to plan & deliver training**
- **SDP/partners train:**
  - Administrators on effects of trauma; leading a trauma-informed school (roles & policies)
  - Instructional staff on effects of trauma and trauma-informed classroom practices
  - Student support staff and nurses on effects of trauma and trauma-informed practices
- **SDP/partners train all staff on strategies for building relationships with students**
- **MTSS and PBIS coaches support trauma-informed practice and relationship-building in schools**
- **Counselors support trauma policy/practices schoolwide**
- **Trauma programming is specified in schoolwide plans and monitored in monthly LT**
- **Trauma and trauma services info via shared via family outreach communications & activities**

### Tier I Outputs
- **SDP has capacity, through internal resources and external collaborations, to support all schools in becoming trauma-aware**
- **Trauma-informed policies and practices are implemented across the district and in all schools**
- **All adults understand the impact of trauma on students and staff and recognize cultural variations in responses to trauma**
- **School staff practice, teach, and model self-regulation, relationship-building, problem-solving, and compassion**

### Tier I Outcomes
- **Positive teacher, student, & parent views of climate**
  - ↑SPR climate rating
  - ↑Staff attendance
  - ↑Staff retention
- **Students are in the classroom and learning**
  - ↑School attendance rates
  - ↑Period attendance rates
  - ↓School-wide ODRs
  - ↓Nurse visits
- **Behavioral concerns are addressed effectively at Tier I**
  - ↓Tier II referrals (<20%)
  - ↓School-wide ODRs
  - ↓School-wide bullying reports
  - ↓Inappropriate crisis calls
- **Behavioral infractions are addressed using restorative responses that facilitate students’ re-engagement**
  - ↓School-wide suspensions
  - ↓Reported use of punitive interventions on DWS

### Impacts
- All SDP schools provide safe & supportive environments conducive to maximal personal and academic growth for all students
Tier II Inputs

- Community partners and service providers (e.g., Lakeside)❖
- Funding for evidence-based Tier II programming & 440 staff training❖
- District expertise & capacity to support implementation & monitoring of Tier II programs. Offices of Climate & Safety; Prevention & Intervention; Research & Evaluation
- Dedicated time for ongoing Tier II PD and training❖
- School-level staff with clearly delineated roles, responsibilities, & position requirements. Administrators, teachers, counselors, social workers, climate staff, school officers❖
- Appropriate ratio of school counselors to students. Counselor time protected to oversee Tier II❖
- Teachers and instructional support staff

Tier II Activities

- Community partners collaborate with school teams to provide varied trauma-informed intervention options for Tier II students❖
- SDP partners with community partners to offer trauma information and linkages to services for families
- SDP partners with qualified organizations to train counselors and school-based prevention & intervention staff to implement Tier II groups and trauma screening, and to recognize the signs of secondary traumatic stress❖
- Counselors consider trauma in assessing any student referred to Tier II and incorporate trauma supports and interventions in Tier II plans as needed
- Counselors explicitly outline family-driven focus that encourages parent involvement
- Teachers and instructional support staff implement classroom-based Tier II plan components with support from counselor and social worker❖

Tier II Outputs

- Students with trauma histories receive appropriate interventions as part of their Tier II plans that are adapted to reflect their particular circumstances (e.g., cultural or ethnic groups, LGBTQ)
- Behavior plans use trauma-informed language and are sensitive to trauma issues
- Students’ progress re: trauma is monitored via screening tools and considered in decisions about Tier II referral
- Teachers and instructional support staff implement classroom-based Tier II plan components with support from counselor and social worker❖

Tier II Outcomes

- Students referred for Tier II supports who have trauma histories are able fully participate in structured and unstructured learning and social activities in while receiving Tier II services
- Students identified as having trauma histories participate in Tier II interventions that include sensitivity to and specific focus on trauma (e.g. CBITS)
- Most students with trauma histories are able to meet their goals with Tier II interventions and/or return to Tier I
- Students with trauma histories receive appropriate interventions as part of their Tier II plans that are adapted to reflect their particular circumstances (e.g., cultural or ethnic groups, LGBTQ)
- Behavior plans use trauma-informed language and are sensitive to trauma issues
- Students’ progress re: trauma is monitored via screening tools and considered in decisions about Tier II referral

Impacts

- All SDP schools provide safe & supportive environments conducive to maximal personal and academic growth for all students
- Students referred for Tier II supports who have trauma histories are able fully participate in structured and unstructured learning and social activities in while receiving Tier II services
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- Students identified as having trauma histories participate in Tier II interventions that include sensitivity to and specific focus on trauma (e.g. CBITS)
- Most students with trauma histories are able to meet their goals with Tier II interventions and/or return to Tier I

Requirements:

❖ Requires coordination among multiple program offices

TRAUMA-INFORMED SCHOOLS LOGIC MODEL
Tier III Inputs

- Community partners and service providers (e.g. Healing Hurt People)
- Funding for evidence-based Tier III programming
- PD time provided for training SPED teachers, SELs, nurses in trauma awareness and trauma-informed practices and interventions
- District expertise & capacity to support implementation of trauma-informed specialized services. Office of Specialized Services; Prevention & Intervention; Research & Evaluation
- Appropriate ratio of school counselors to students.

Tier III Activities

- Credentialed community partners deliver targeted intervention to students in Tier III who have trauma histories
- P&I, OSS, and community partners to train all District-level OSS staff in trauma and trauma-informed behavior planning
- School psychologists flag trauma histories as part of Tier III evaluation
- Counselors, other school-based student support personnel, and community partners collaborate to ensure that school teams understand and consistently implement trauma-aware treatment plans.
- Counselors and nurses incorporate trauma services and supports into 504 plans
- SPED teachers and SELs incorporate trauma services and supports into IEPs
- Teachers and instructional support staff implement classroom-based components of treatment plans

Tier III Outputs

- Services delivered by external partners are trauma aware and culturally appropriate, and adapted as needed for particular students (e.g. LGBTQ students)
- IEPs, 504 plans, and behavior plans use trauma-sensitive language and specify trauma-related goals, interventions, and progress monitoring
- Teachers and instructional support staff implement classroom-based components of treatment plans

Tier III Outcomes

- Maximize participation in learning and social activities for students with trauma histories receiving Tier III services
  - Tier III school attendance
  - Tier III period attendance
  - Tier III ODRs
  - Tier III suspensions
  - Crisis
- Increase protective factors in order to ensure trauma-affected students' emotional, mental, and physical well-being
  - Suicides
  - Crises
- Trauma-affected students are able to meet their IEP, 504 and behavior goals
  - IEP goals
  - Applying to colleges
  - Grades
  - PSSA
  - Dropouts

Impacts

- All SDP schools provide safe & supportive environments conducive to maximal personal and academic growth for all students

Funding for evidence-based Tier III programming

❖ Requires coordination among multiple program offices