|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Element** | **Strength** | **Ok for now** | **Could be better** | **Urgent Gap** | **Not Sure** | **Implication(s) for Action** |
| We help educate teachers and administrators about the function and impact of trauma on student behavior. |  |  |  |  |  |  |
| We offer consultation and support to teachers around supporting individual student behavior in the classroom. |  |  |  |  |  |  |
| Our center tracks which students have been suspended /expelled to offer referrals to students and families. |  |  |  |  |  |  |
| We have a process for getting student-level suspension/ expulsion/office referral data. |  |  |  |  |  |  |
| We are part of a multi-disciplinary team that works together to address the needs of students with behavior challenges. |  |  |  |  |  |  |
| We help screen and access the level of unmet physical and mental health needs that can contribute to behavior challenges. |  |  |  |  |  |  |
| We deliver individual and group mental health services that address student trauma, school connectedness, and behavior challenges.  |  |  |  |  |  |  |
| **Key Element** | **Strength** | **Ok for now** | **Could be better** | **Urgent Gap** | **Not Sure** | **Implication(s) for Action** |
| We deliver needed health services to (medical, mental health, social) or make service connections for students with IEPs.  |  |  |  |  |  |  |
| We provide ongoing, individualized case management for students who have been suspended or expelled. |  |  |  |  |  |  |
| We meet with school leadership to discuss how health issues are affecting student behavior and academic performance and agree upon what are the best strategies for intervention. |  |  |  |  |  |  |
| We consult with school leadership to implement alternatives to suspension programs, like alcohol/drug counseling and restorative discipline. |  |  |  |  |  |  |
| We track and evaluate whether our health interventions are having a positive impact on student behavior and suspension rates. |  |  |  |  |  |  |