

Entry Point Considerations

An **informal** assessment to help identify **which entry point** to start with when strengthening social/emotional/behavioral/mental health supports. The lists on this tool are *not* exhaustive and are intended for teams to use as a **compass**, not a map, towards next steps in achieving positive outcomes for youth, staff, and families.

Questions about Infrastructure (MTSS)	No	Sort of	Yes	100%	Action Steps
A leadership team (district level/building level) in place that oversees the data, systems, and practices at each Tier					
Systems are in place to gather data (youth, adult, families, community) and assess for impact/outcomes					
Evidence-based practices are available at 3 different tiers of support to match level of need and increase with intensity over time					
Criteria is used to match student need to evidence-based practices					
Structures are in place to effectively support Professional Development for staff					
Structures are in place to support a culture of Coaching					

Questions about Relationships and Community (Restorative Practices)	No	Sort of	Yes	100%	Action Steps
The values of the school/district are clear to all stakeholders (i.e. students, staff, families, community, etc.)					
The voices of those that will be impacted by decisions have an opportunity and space for their thoughts and feelings to be heard.					
Staff enjoy coming to work each day.					
The majority of students report having an adult they can go to in the building who cares deeply about them.					
Is there time built into the school schedule for community-building (for both students and staff) to take place? (i.e. community circles)					
Is there a belief that building and strengthening relationships can result in increased academic performance and social/emotional competencies?					
Does repairing relationships come before ensuring punishment, once harm has been caused?					

Questions about the Social/Emotional Skill Sets of Staff and Students (SEL)	No	Sort of	Yes	100%	Action Steps
Staff are self-aware and willing/wanting to engage in self-reflection regularly.					
Staff are aware of one another . They think about how others will feel in response to their words and actions.					
Staff put the interest of the whole school before the interest of their own classroom/setting.					
The voices of those that will be impacted by decisions have an opportunity and space for their thoughts and feelings to be heard.					
All students and staff have opportunities built into the day to support regulation , and there is access to more for those who may need it.					
Students and staff display cultural humility towards one another.					
There is a culture of curiosity before assumption.					

Questions about the Environment of the School (and how it supports the social/emotional/behavioral/mental health needs of all students/staff) PBIS	No	Sort of	Yes	100%	Action Steps
Are there clear behavioral expectations for staff and students in all settings (and are they explicitly taught)?					
Is there a system in place to acknowledge when students and staff behave in ways that are in line with the values and expectations of the building?					
Are teachers providing/receiving high doses of positive/specific feedback to students?					
Is there clarity around which problem behaviors should be handled in the classroom, in the front office, and in the social worker/psych/counselor offices?					
If educators need assistance or believe a student needs higher levels of support , do they know (is there a system) for how to ask for help?					
Are there multiple tiers of evidence-based practices available to effectively meet student/staff needs?					