FACILITATION GUIDE FOR SCHOOL RESOURCE MAPPING

Suggested Use: Guide facilitators in leading an activity with their SCSS School Team

Purpose: Identify all current school climate and safety initiatives and evaluate the extent to which they are producing intended results

Objective: Create a visual to guide your SCSS School Team in identifying needs and gaps

Materials: Colored sticky notes (five different color options), chart paper, markers, Appendix 3.2 School Resource Mapping Template

STEP ONE:
Generate List of Current Resources and Strategies

1 Have team members individually consider: *"What current programs and initiatives at your school support a positive school climate and increase safety"?*

- Programs and initiatives that support a positive school climate include those that influence the quality of school life for your students and staff (e.g. social events, SEL curriculums, etc.)

- Programs and initiatives that support school safety include those that influence the physical, emotional, and psychological safety of students and staff (e.g. counseling services, discipline practices and policies, etc.)

2 Individual team members should write each program/initiative/practice on a yellow sticky note (one per sticky note). *Remember: Encourage the team to be generative and inclusive—the more, the better!*

SAFE COMMUNITIES
SAFE SCHOOLS

STEP TWO:
Evaluate Resources and Strategies

1 Draw a four-quadrant matrix on chart paper (see example on the next page).

2 As a team, take turns placing sticky notes on the matrix in the quadrant where you believe it best fits, based on the strategy's **current state**.

To determine where each strategy/resource belongs, reference the matrix on the next page and consider the following questions...

Impact:

Is it doing what we want it to do?

Is it reaching the students/staff that it is intended to reach?

Is it evidence-based?

How do we know it is working?

Maturity:

To what extent is this part of our school?

Do most people involved know what and how to do it?

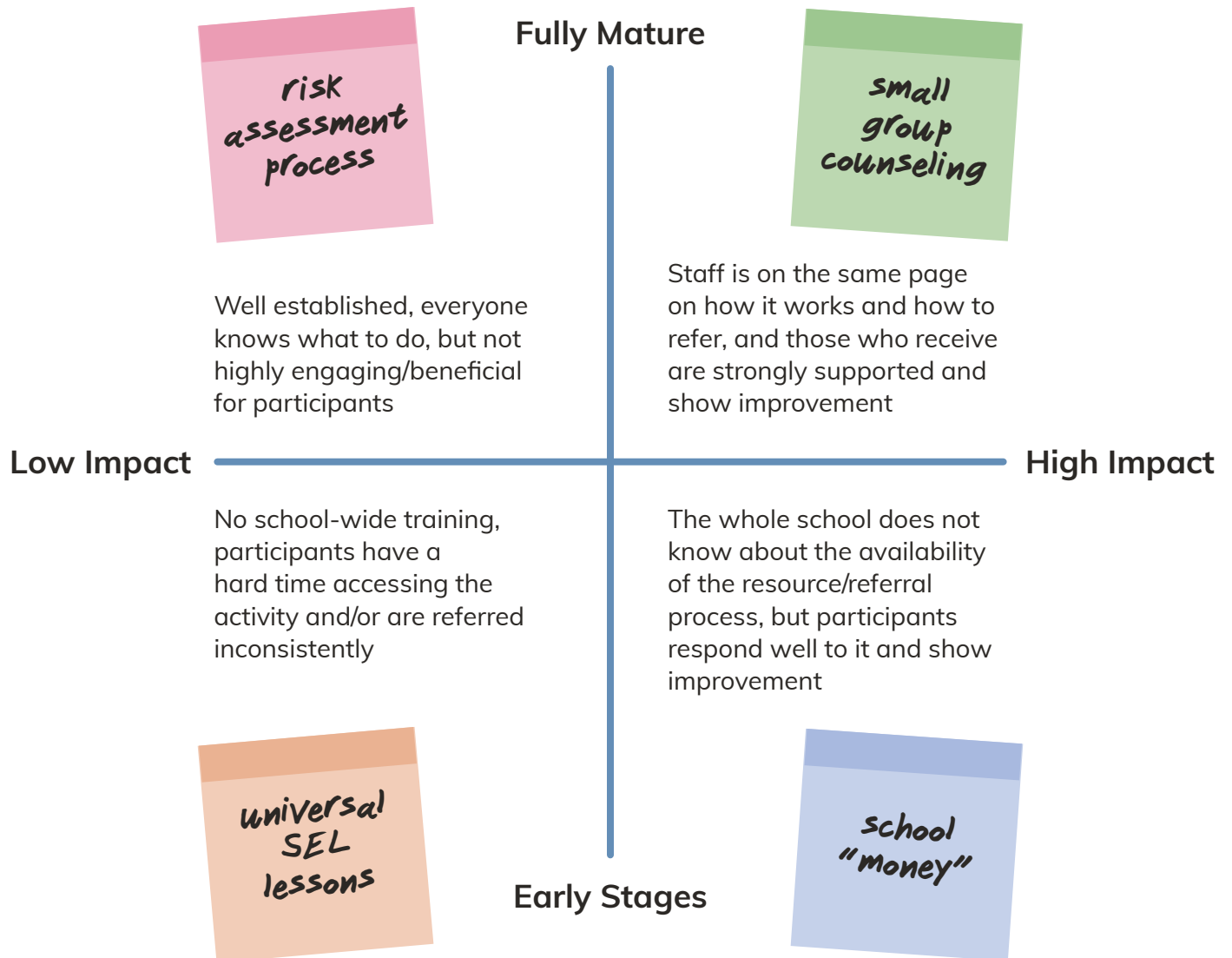*How developed are the processes for having students access this activity?*

   Note: A program can be "old", but not mature.

You may come across individual/miscellaneous practices, which are items that are specific to one or few individuals (e.g. single teacher's practice) or not directly related to school safety and climate. Feel free to include these practices underneath the matrix.

3 As each team member places their sticky notes, discuss any disagreement as a team. If no consensus can be reached, create a second post-it and place it in both locations.

4 When all sticky notes have been placed, discuss as a team. **What stands out to the group?**

Fully Mature

risk
assessment
process

small
group
counseling

Well established, everyone
knows what to do, but not
highly engaging/beneficial
for participants

Staff is on the same page
on how it works and how to
refer, and those who receive
are strongly supported and
show improvement

Low Impact ——————————————————— **High Impact**

No school-wide training,
participants have a
hard time accessing the
activity and/or are referred
inconsistently

The whole school does not
know about the availability
of the resource/referral
process, but participants
respond well to it and show
improvement

universal
SEL
lessons

school
"money"

Early Stages

Other/Individual Practices:

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STEP THREE:

Map resources on to the tiered triangle

Tiers are divided into: all students (Tier 1), selective intervention for some students (Tier 2), or indicated intervention for a few students (Tier 3). This triangle is also called the Multi-Tiered System of Supports (MTSS).
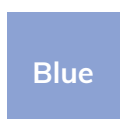
1 Take the activities included on the four quadrants of the matrix and re-write the activities on new sticky notes based on the color-coding system...

Green Fully Mature/High Impact
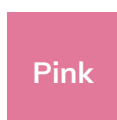
Pink Fully Mature/Low Impact

Blue Early Stages/High Impact

Orange Early Stages/Low Impact

2 Draw the MTSS triangle onto chart paper.

3 As a team, place color-coded sticky notes onto the MTSS triangle based on which tier of students the activity reaches (see below).

4 When all sticky notes have been placed, discuss the following questions as a team:

What stands out to the group?

What are you noticing?

What seems to be missing?

Where is the most energy going?

Where are the most resources being used?

TIER 3

Personalized supports and
interventions for those with high needs
e.g. Individualized behavior plan,
referral to outside support, etc.

risk assessment process

TIER 2

small group counseling

Interventions for those not responding to
universal strategies, these strategies tend to be
the same for all those needing additional support
e.g. Small groups, check in/check out, etc.

TIER 1

All Receive
Universal programs and
strategies that everyone accesses
(e.g. Classroom based SEL
curriculum, reward tickets)

All Can Access
Programs and strategies that
all can opt into (e.g. Sports,
leadership council, etc.)

school "money"

SAFE COMMUNITIES
SAFE SCHOOLS

School Name: _____

School Resource Mapping Template

	Fully Mature /High Impact	Early Stages /High Impact	Fully Mature /Low Impact	Early Stages/ Low Impact
TIER 3				
TIER 2				
TIER 1				
All Receive				

All Could Access