



Consent Form

The following information lists the benefits and rights of parents, prior to giving their consent. This form is a general template.

Please know that this consent form contains all indicators across grade levels and contains information for students who are home-bound. This information may be removed for districts/schools that choose fewer indicators and grades, and/or do not use the system for students who are home-bound.

Parents should refer to information sent to parents from the district/school, which will list the indicators, grades, and methods.

PARENT/GUARDIAN NOTIFICATION OF PARTICIPATION IN
THE [SCHOOL DISTRICT/SCHOOL] RESILIENCY POLL

Dear Parent or Guardian,

[School District/School], in partnership with Terrace Metrics, Inc., is proud to provide an innovative system to students and families. This system is designed to examine the resiliency of participating students from kindergarten through grade 12. This consent form will describe the purpose of the service. You can also view the following videos as well:

<https://www.terracemetrics.org/consent-process>

<https://www.terracemetrics.org/for-parents/>

What are the Benefits of the System?

Research shows that schools play an important role in raising healthy children through the measurement and teaching resiliency. Resiliency means that a person has personal strengths that allow them to overcome or work through adversity. Resiliency is a key factor in positive school and learning experiences. Further, high resiliency contributes to better academic performance (such as grade-point average and standardized test scores).

The Terrace Metrics system allows us to examine the needs of the WHOLE STUDENT. We would be able to help students who are low in resiliency to improve areas of need.

What Should I Know as a Parent or Guardian?

- First, only students who have parent permission are allowed to participate in the resiliency assessment. If you wish to have your child participate, you must sign this form.
- Second, the data is de-identified, that is, all scoring and coding of data is done using student ID numbers. Your child will not enter any personal information when completing the assessment.
- Third, only designated members of our school's response team (e.g., counselors, administrators) will have access to your child's individual report. Teachers will not have access to individual data.
- Fourth, the assessment is not a diagnostic tool, and no information will be placed into your child's education file. The purpose of this system is to inform us of how each student is functioning within specific resiliency/adversity indicators.
- Fifth, you will receive a customized, easy to follow report of your child's results, along with specific recommendations that correspond with the findings.
- Sixth, the school will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).
- Seventh, you have the right to review the items and indicators before giving consent. You can view the items by coming to your child's school. A school response team member will be available to answer any questions you may have.
- Finally, the tool itself is brief (approximately 10-15 minutes).

Between [time frame], your child will have the opportunity to participate in the [fall/spring] administration of the survey. The following indicators will be assessed, as determined by your child's grade and wishes of the school and school district:

Grades 6-12

- Global Life Satisfaction: Overall assessment of feelings and attitudes about one's life at a particular point in time, ranging from negative to positive.
- Positive School Experiences: Assessment of a student's experiences with their learning, as well as their overall interactions with school personnel.
- School Victimization: First presents a definition of bullying so that students understand what/what does not meet criteria. The student is then asked if they have been victimized or have victimized others during the current school year. The scale assesses frequency of different types of victimization (e.g., physical, social).
- Social Ostracism: Items reflect the degree of perceived social isolation. The scale measures two forms of ostracism: ignoring (paying no attention to the student) or excluding (acknowledging the student but choosing not to interact with them).
- Grit: Assesses the level of commitment (and tenacity) to achieve a long-term goal.
- Generalized Anxiety: 7 item, self-reported questionnaire for screening and severity of general forms anxiety (not tied to any one source).
- Hope: Assesses goal-directed thinking in which the student has the perceived capacity to find routes to goals (pathways thinking), and the motivation to use those routes (agency thinking).
- Depression: The scale is a multipurpose instrument for screening and assessing the severity of general depression symptoms. The scale may include an item that assesses thoughts of self-harm.
- Resiliency: This scale assesses the degree to which individuals possessed both the intrapersonal and interpersonal resources needed to overcome adversity.
- Leadership: This scale assesses students' perceptions of their ability to influence others.
- Personal Standards: This scale assesses the expectations that a student has about their personal abilities.
- Self-Criticism: This scale assesses difficulties accepting mistakes and overly focusing on one's perceived faults.
- Trauma Screener: This brief screener provides a list of potentially traumatic events (such as a car accident). If a student endorses yes, follow-up questions assess how well the student has adjusted to the experience.
- Drug/Alcohol Screener: This screener first asks the student if they have engaged in alcohol or drug use in the past year, or whether they have ridden in a car with someone who has. Follow-up questions assess the frequency of use and whether this use has caused problems for them.
- School Violence Screener: This screener assesses a student's tendency to use aggression as a means to resolve problems at school.

Grades K-5

While schools can select all indicators noted above, the following are typically administered to younger children. For very young children, an animated video will read the items to the student, and they will respond by selecting the appropriate emoji:

- Global Life Satisfaction: Overall assessment of feelings and attitudes about one's life at a particular point in time, ranging from negative to positive.
- Positive School Experiences: Assessment of a student's experiences with their learning, as well as their overall interactions with school personnel.
- Grit: Assesses the level of commitment (and tenacity) to achieve a long-term goal.
- School Victimization: First presents a definition of bullying so that students understand what/what does not meet criteria. Definition has been framed so that students as young as grade 3 can understand. Student is then asked if they have been victimized, or have victimized others during the current school year. The scale assesses frequency of different types of victimization (e.g., physical, social).
- Social Ostracism: Items reflect being ignored by others.
- Generalized Anxiety: 7 item, self-reported questionnaire for screening and severity of general forms anxiety (not tied to any one source).
- Depression: The scale is a multipurpose instrument for screening and assessing the severity of general depression symptoms. The scale may include an item that assesses thoughts of self-harm.
- Trauma Screener: This brief screener provides a list of potentially traumatic events (such as a car accident). If a student endorses yes, follow-up questions assess how well the student has adjusted to the experience.

Our response team members will receive individual student reports immediately after the student completes the resiliency assessment. They will then review each report to determine the next steps for each student. If there are any concerns regarding your child's responses, a member of the school's response team will contact you by phone to discuss next steps. As a reminder, student reports will not be shared with teachers; only authorized response team members will have access to that information.

Remote (at-home) Administration

[School District/School] may use the system for students who are homebound. You will be notified should your child be chosen to complete the assessment at home. In brief, this is what will occur:

- You will be notified of the date and time that your child will complete the assessment. At the scheduled time they simply need to be in front of a computer (desktop or laptop) or portable device (iPad).
- Your child will then access the online platform used by [School District/School].
- A parent or assigned guardian must be visually present prior to the proctor (who will be present during the administration) prior to administration.
- Once online, the proctor will send your child a message to their school email. If your child does not have an email, the proctor will provide them with a specialized code and instructions on how to log into the assessment site.

Templated Consent Form

- After the proctor reads the instructions, your child can begin. The proctor is available should your child have any questions.
- The response team will receive individual student reports immediately after the student completes the assessment. If there are any concerns regarding your child's responses, a member of the school's response team will contact you by phone to discuss next steps.