**Trauma-Informed Schools Checklist**

According to the Trauma Learning and Policy Institute out of Harvard Law School, distinguishing between trauma-sensitive and trauma-informed/responsive schools facilitates increased understanding of addressing the needs of children who have experienced developmental trauma. In order for all students to be able to access learning and experience social, emotional and behavioral success, a trauma-sensitive school creates a culture where all “students feel safe, welcomed and supported.” A trauma-informed/responsive school includes collaboration with mental health providers who have expertise in supporting children who have experienced developmental trauma. The following questions are designed to help determine a school’s current status in being trauma sensitive and informed. For each question, if the answer is yes, please feel free to provide examples of how your school is addressing the question.

|  |  |  |  |
| --- | --- | --- | --- |
| **School-Wide Policies and Practices** | **Yes** | **No** | **Examples** |
| 1. Does the school have explicitly stated methods for ensuring there are predictable and safe environments (classroom and non-classroom settings) that are attentive to transition and sensory needs? |  |  |  |
| 1. Does the school have a trauma-informed action plan that identifies barriers to progress and evaluates success that of which all staff are aware? |  |  |  |
| 1. Do all staff who provide educational services (teachers, para educators, special educators, etc.) consider the role trauma may have students’ capacity to access learning? |  |  |  |
| 1. Do the disciplinary policies balance accountability with trauma-sensitive responses that include restorative approaches? |  |  |  |
| 1. Do all staff have access to someone with expertise in developmental trauma for consultation and observation? |  |  |  |
| 1. Are there ongoing opportunities for professional development on trauma including how to strengthen relationships, identify outside supports and incorporate practices that assist students in their capacity to regulate emotions, behaviors and thoughts to better access learning? |  |  |  |
| 1. Does the school incorporate opportunities for self-care practices throughout the day for faculty and staff to mitigate the impact of compassion fatigue? |  |  |  |
| **Classroom Strategies and Techniques** | **Yes** | **No** | **Examples** |
| 1. Are behavioral expectations communicated in clear, concise and positive ways with common and consistent goals established for all students? |  |  |  |
| 1. When considering building competencies across domains, are students’ strengths and interests incorporated into planning? |  |  |  |
| 1. Are activities structured in predictable and emotionally safe ways? |  |  |  |
| 1. Do teachers provide students opportunities to practice emotional, behavioral and cognitive regulation in classrooms? |  |  |  |
| 1. Do teachers regularly provide movement into and multiple opportunities to respond to teaching? |  |  |  |
| 1. Do teachers employ multi-modal strategies when teaching content? |  |  |  |
| 1. Do students have opportunities to experience facilitated healthy peer interactions in the classroom? |  |  |  |
| **Collaboration and Linkage to Mental Health** | **Yes** | **No** | **Examples** |
| 1. Does the school have policies and practices that describe how, when and where to refer families for mental health supports that staff understand and implement? |  |  |  |
| 1. Does the school have access to trauma-competent services for prevention, early intervention, treatment and crisis intervention? |  |  |  |
| 1. Does the school have protocols in place that support students in transitioning back from short or long term treatment placements that are designed to be tailored to a student’s unique needs? |  |  |  |
| 1. Do staff have regular access to mental health providers who have expertise in developmental trauma to support their interaction with students and families? |  |  |  |
| **Family Partnerships** | **Yes** | **No** | **Examples** |
| 1. Do staff receive training in developing a broad repertoire of skills to actively and respectfully engage with families from diverse backgrounds? |  |  |  |
| 1. Does the school have multiple strategies that allow for flexibility in meeting individual family needs including alternate meeting places and times as well as ensuring interpreters and translated materials are available? |  |  |  |
| 1. Are staff trained in confidentiality and regularly practice that when communicating about students and families? |  |  |  |
| **Community Linkages** | **Yes** | **No** | **Examples** |
| 1. Does the school have ongoing relationships and partnerships with state human service and community-based agencies to facilitate access to resources? |  |  |  |
| 1. Does the school have the capacity to leverage funding in partnership with ancillary agencies in order to increase supports available to student and families? |  |  |  |

**Notes:**