Trauma-Informed Schools
Policy Checklist

Rationale
The Policy Checklist is designed to help determine the extent to which school policies, protocols, and documents align with the key principles of trauma-informed schools.

Use
The System-Level Lead should complete this checklist based on a review of all policies, protocols, and documents, including staff and student handbooks, school culture documents, documents outlining student behavioral expectations and consequences, school crisis plans, etc. The System-Level Lead may designate specific members of the Leadership Team to assist in this review. Discussion should center around:
- Strengths and areas for growth within policies, protocols, and documents regarding alignment with key principles of trauma-informed schools.
- Points of convergence and divergence from the Trauma-Sensitive Schools Checklist.
- Barriers that contribute to or maintain identified needs.
- Sense of urgency around addressing identified needs.
- Brainstorming possible actions to address identified needs.

Trauma-Informed Schools

Policy Checklist

The 6 Key Principles of Trauma-Informed Schools	**What are Trauma-Informed Schools?**
Cultural Humility Safety Trustworthiness & Transparency Collaboration & Mutuality Empowerment, Voice & Choice Peer Support	A trauma-informed school is a safe & respectful environment that enables students to: ⚜ Build caring relationships with adults & peers ⚜ Self-regulate emotions & behaviors ⚜ Succeed academically …while supporting physical health & well-being

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Checklist Instructions:

1. In the space provided below, write your name, the date, and the school that you are assessing.

2. Familiarize yourself with the 6 principles of trauma-informed schools as well as the indicators associated with each principle in pages 2-7 of this document.

3. Complete a thorough review of all school documents related to school culture and discipline. Next, consider each indicator within the context of your document review.

4. For each indicator, indicate whether or not a formal policy or procedure exists to support the given practice. If a formal policy exists, indicate where it can be found, and a page number, if available.

School Information:

School: _____

Name(s):_____ Date Completed:_____

Cultural Humility Indicators	Is there a policy that supports this practice?	If yes, which policy (or policies)?
1. Discipline policies are written in clear, culturally and developmentally appropriate language that can be easily understood by different audiences (e.g., school staff, administration, parents).	yes no	
2. Discipline policies account for diversity among students (e.g., colloquialisms, language, dialect, etc.) in an effort to avoid disproportionately impacting students on the basis of race/ethnicity, language proficiency, disability, gender preference and sexual orientation.	yes no	
3. Minimum standards exist for staff training on racial and ethnic disparities in special education and disciplinary practices.	yes no	
4. Minimum standards exist for staff training on privilege and bias.	yes no	
5. Minimum standards exist for staff training on skills to interact with students who are exposed to trauma.	yes no	
6. Minimum standards exist for staff training on how to provide emotional support to students following a traumatic event (i.e., Psychological first aid, PFA-S, NASP PREPaRE)	yes no	

Safety Indicators	Is there a policy that supports this practice?		If yes, which policy (or policies)?
7. A comprehensive assessment of the school climate (including physical safety) is conducted by a range of key stakeholders at least once per academic year/ on an annual basis.	yes	no	
8. There are clearly written expectations for the role of school-based law enforcement.	yes	no	
9. Students across all grade levels are appropriately monitored by school staff in all settings (e.g. lunch rooms, hallways, playground) according to developmental age and needs	yes	no	
10. Discipline policies and behavioral expectations establish sensitivity measures for students exposed to trauma.	yes	no	
11. Discipline policies are explicitly hands-off, including no restraint.	yes	no	
12. Minimum standards exist for staff training on de-escalation techniques.	yes	no	
13. Minimum standards exist for staff training on positive discipline tools and strategies.	yes	no	
14. A clearly defined protocol and supports exist for in-classroom crisis management.	yes	no	
15. Clear standards exist for the provision of behavioral supports to students within the classroom.	yes	no	
16. A clearly written protocol exists for students and school staff to report concerns (for example, when a student or school staff members may present harm to themselves, another student, or staff member)	yes	no	
17. There is clear, written documentation of the school's bullying intolerance policy and prevention strategy.	yes	no	
18. A designated space exists where students can engage in reflection and calming strategies when feeling overwhelmed.	yes	no	

Trustworthiness & Transparency Indicators	Is there a policy that supports this practice?		If yes, which policy (or policies)?
19. Discipline policies and behavioral expectations are clearly defined.	yes	no	
20. Discipline policies explicitly state that behavioral infractions will be resolved in a timely manner.	yes	no	
21. Policies exist to track data (e.g. discipline, PBIS, restorative practices) at minimum on a quarterly basis.	yes	no	
22. A clear protocol exists to reference data (e.g. discipline, PBIS, restorative practices) when modifying school policies and practice,	yes	no	
23. A clear protocol exists to share data (e.g. discipline, PBIS, restorative practices) with classroom teachers.	yes	no	
24. Standard procedures exist to communicate students' positive behavior and accomplishments to parents.	yes	no	
25. Standard procedures exist to promptly communicate students' behavioral concerns to parents.	yes	no	
26. A clear protocol exists to facilitate the sharing of aggregate data (e.g. discipline, PBIS, restorative practices) with parents and community stakeholders.	yes	no	

Collaboration & Mutuality Indicators	Is there a policy that supports this practice?		If yes, which policy (or policies)?
27. A clearly defined protocol exists for sharing individual students' academic, legal, and mental health records with relevant parties (e.g. teachers, counselors, law enforcement), as necessary.	yes	no	
28. Discipline policies include opportunities for social and emotional learning.	yes	no	
29. A clearly defined strategy, such as restorative approaches, exists to resolve conflicts that arise at school (student & student, student & staff).	yes	no	
30. Standard procedures exist for staff to recognize and reinforce students' positive behavior and accomplishments.	yes	no	
31. Trauma informed interventions (CBITS, SSET, Bounce Back) are offered within the school.	yes	no	
32. A clearly defined protocol exists to engage and collaborate with key stakeholders (e.g. school staff, parents, students) when making discipline and behavior related decisions.	yes	no	
33. A clearly defined approach for examining trauma exposure as a contributor to student performance is utilized among multidisciplinary team.	yes	no	
34. Families with students who receive early and targeted interventions are engaged in the process and offered supporting resources	yes	no	
35. The school maintains partnerships with community organizations and mental health agencies to support students and families in need.	yes	no	

Empowerment, Voice & Choice Indicators	Is there a policy that supports this practice?	If yes, which policy (or policies)?
36. A clearly defined protocol exists for students to voice or anonymously report their problems or concerns to school staff.	yes no	
37. A system exists for students to call restorative circles when they feel they have a problem	yes no	
38. Clear standards exist for staff to provide targeted instruction to students regarding expectations for behavior.	yes no	

Peer Support Indicators	Is there a policy that supports this practice?	If yes, which policy (or policies)?
39. Standard practices exist for peer learning (e.g. partner work, group activities, etc.) within the classroom.	yes no	
40. Standard practices exist to identify and foster positive peer influencers (those students who most often are turned to for help or advice) who can serve as student leaders or role models.	yes no	
41. Standard practices exist to foster teachers' access to mentors and per support.	yes no	
42. A standard approach exists for building staff awareness of compassion fatigue and STS (e.g. providing tools for self-monitoring, offering self-care strategies)	yes no	