

Guide for a Cultural Audit

The purpose of this audit is to align and incorporate language and programs used at the school with the work related to trauma-informed schools.

Before you begin your work in the school, please complete the items based on your understanding and experience of the school culture and context. We also encourage you to interview others to ensure you have a full understanding of the school culture and context. Potential interviewees include:

- Leadership team members
- School-based mental health/behavioral health staff
- Special education director or equivalent role
- RTI or student support team lead
- Person most responsible for the implementation of behavior management/discipline policies and procedures

General Impressions

- What do you perceive as the greatest strengths of the school?
- What makes the school unique?
- What does it feel like in the school? The overall atmosphere or climate?
- How do adults in the school talk to each other about the students in the school?
- What signs of burnout do you see in your school?

Behavior Management/Discipline Systems

- What behavior management system in place, such as PBIS/Conscience Discipline/Love and Logic?
- What type of training do people receive?
- How is it managed?
- Is there a system for
 - Conflict resolution?
 - Peer mediation?
 - Restorative conversations?
- Is there monitoring or evaluation in place? Is data available? Collected regularly? Shared?
- How is the school discipline policy communicated to students? Staff? Families?
- How are rules and regulations enforced?
- Who is responsible for discipline infractions at the school?
- How are students, parents, and families involved in the behavior management system?

Social Emotional Learning

- What type of SEL (social-emotional learning) programming is in place at the school?
- What type of training do people receive?
- Who is responsible for the implementation?
- Is there monitoring or evaluation in place?
- Are there specific curricula or programs for
 - Bullying?
 - Suicide prevention?
 - Grief and loss?

Student Support Services

- Do you have an active student support team (e.g., Response to Intervention or Multitiered System of Support)?
- How is it organized?
- Who are the members?
- How often does it meet?
- How are students referred for academic concerns?
- How are students referred for behavioral or emotional concerns?

Mental/Behavioral Health Services

- What mental/behavioral services are provided at the school?
- Who are the staff in the school responsible for these services?
- How are children referred to these services?

Partners and Initiatives

- Does your school partner with other organizations or agencies?
 - What services do they provide?
 - Who is responsible for managing these relationships?
- How does your school engage families?
- How does your school engage student voice, choice and leadership?

Administrative Support

- What processes and procedures are in place to:
 - Support individual or grade-level planning time for teachers?
 - Build community among adults in the school?
 - Support teacher and staff professional development and/or leadership skills?
 - Support teachers in other ways?
- Is teacher self-care considered an integral part of the work of the school?
- What systems are in place to provide feedback and coaching to teachers?
- What practices are in place to ensure equity in:
 - Recruitment, hiring, and retention?
 - Roles and responsibilities?
 - Accountability?

Events/Celebrations/Traditions

- Are there events, celebrations or traditions that are important to your school community?
- What sorts of rituals and routines are in place on a daily, weekly, annual basis (e.g., morning meetings)?

Who is in Your School

- Prevalence and types of trauma among students?
- Diversity among teachers and school staff. Please describe the diversity you see among adults in the school community?
 - Racial/ethnic
 - Regional
 - Age/years of experience in teaching
 - Training background
 - Annual turnover rate