



Restorative, Trauma-Informed School-Wide Assessment

Introduction

The intention of this assessment tool is to support school leaders and staff in assessing their use of *restorative, trauma-informed practices* and to identify the strengths and areas of improvement for cultivating a *restorative, trauma-informed school*. The term *restorative* reflects an integration of restorative practices. Restorative practices are relational approaches used to proactively build a connected, inclusive school culture through the use of regular restorative “circles,” restorative communication strategies, and respectful and equitable approaches to conflict and discipline. A *trauma-informed school* is one that: Realizes the widespread impact of trauma and understands potential paths for healing and resilience; Recognizes how trauma and stress show up in leadership, staff, students, families, and others in the school community; Responds by fully integrating knowledge about trauma into policies, procedures, practices, and the overall school culture; and actively Resists Re-traumatization (adapted from SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach, 2014). Together, a *restorative, trauma-informed school* integrates these two approaches to promote social and educational justice and resilience for youth, their families, and school staff.

About this Tool

In some cases, school leadership and staff may be aware of the importance of becoming “trauma-informed,” but they may not have a clear sense of what it takes to actually get there. Other schools may be actively taking steps towards becoming more trauma-informed, but they may not know which actions are best to take next. This tool provides leadership and staff with concrete measures to assess and strengthen their current policies and practices.

There are other tools that comprehensively assess other aspects of school climate. This assessment is not intended to replace such tools. Rather, it focuses specifically on restorative, trauma-informed practices and policies that can be integrated into broader school climate efforts. In an effort to design a somewhat brief assessment, the elements included in this assessment are high leverage points for school transformation. It is important to keep in mind that becoming a restorative, trauma-informed school is a culture change process that takes places over several years. This assessment can help schools determine where they are in that process and prioritize areas to improve.

Approaching the assessment with a growth mindset is essential. It is crucial to understand that the process of completing the assessment and reflecting together about the various items is at least as important as the outcome of the assessment.

How to Use this Tool

This tool is designed for school staff, broadly defined as any adult working at the school. This includes school leadership, credentialed staff, and classified staff. The questions can also be adapted and shared with the broader school community (e.g., parents/caregivers, youth). The questions generally use “school staff” to universally apply to a variety of adult roles on campus. In some cases, “school leadership” is used to call out specific practices unique to leadership positions.

This tool is divided into two parts. **Part I: Foundations** provides a checklist of foundational elements for school leadership to put in place prior to making an effort to become a restorative, trauma-informed school. **Part II: Trauma-Informed Principles and Practices** is organized by six core guiding principles as defined by the UCSF HEARTS model for trauma-informed schools (modified from San Francisco Department of Public Health

Trauma-Informed Systems Initiative).¹ For each principle, there is a brief description of the principle followed by a list of core practices for that principle. Each practice includes a rating scale corresponding to the *Stages in the Process of Culture Change along the Trauma-Informed Continuum*. These stages are:

- **Stage 1: New to the Concept** - Staff are not yet aware of this practice or are just beginning to learn about the practice.
- **Stage 2: Trauma-Aware** - Staff are aware of the practice and the importance of the practice, but have yet to put any practices in place.
- **Stage 3: Trauma-Responsive** - Staff are actively making changes to apply the practice in the school setting.
- **Stage 4: Trauma-Informed** - Staff are fully integrating and sustaining the practice in the school setting.

Additionally, there are blank spaces under each core principle for users to write in unique practices that they want to include in the assessment.

There are several possible options for completing the assessment. It is highly recommended that anyone completing the assessment have a foundational knowledge, through training or consultation, of the science of stress and trauma and the core principles of a trauma-informed approach used in this assessment. This will facilitate deeper reflection and engagement with the tool. As a starting point, it is also recommended that the school leadership and/or school culture or climate team lead the assessment data collection effort. This team of individuals can complete the assessment individually and/or collaboratively. If the assessment is completed individually, an electronic format is recommended so that scores can be compiled (i.e., the average and distribution of scores for each principle, and the average and distribution of scores for each practice). Additionally, it is also recommended that input be gathered from other members of the school community (e.g., both new and seasoned educators, yard staff, school security officers, parents/caregivers, and youth) and integrated into the reflection and decision-making process. In its current form, the language in the assessment may not be appropriate for some of these populations. Some populations may require an adapted version of the assessment (e.g., a conversation, focus group, or a few key questions more specific to their role or experience). Again, it is recommended that all individuals who complete the assessment have some basic education on stress/trauma and a trauma-informed approach. After compiling the data, review the highest ranking principles and practices as well as the lowest ranking principles and practices. Consider which principles and practices are most important to strengthen for improving the school culture as well as which principles and practices are most feasible to strengthen given your school's capacity. From this discussion, prioritize three to five practices to strengthen over the next year.

Acknowledgements

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¹ Dorado J et al (2016). Healthy Environments and Response to Trauma in Schools (HEARTS): A Whole-School, Multi-level, Prevention and Intervention Program for Creating Trauma-Informed, Safe and Supportive Schools. *School Mental Health*. 8:163-176.

PART I – FOUNDATIONS: School leaders play a key role in integrating a restorative, trauma-informed approach into the mission, philosophy and policies of the school. School and district administrators create an infrastructure and culture that promotes restorative, trauma-informed policies and practices. School leaders engage their staff in strategic planning and encourage the integration of restorative, trauma-informed practices into existing school operations. It is recommended that the following foundational elements are in place prior to making an effort to become a restorative, trauma-informed school.

- School leadership are able to articulate the importance of school-wide restorative, trauma-informed practices and policies for addressing school priorities.
- School leadership are invested in strengthening school-wide restorative, trauma-informed practices and policies.
- The school has formed a team committed to improving school culture and climate.
- The school has formed partnerships with local experts to provide support and to help guide activities towards cultivating restorative, trauma-informed practices and policies.
- The school collects and uses data to inform decisions on practices and policies, including data on school achievement, attendance, and discipline.

PART II – TRAUMA-INFORMED PRINCIPLES AND PRACTICES: The six core guiding principles described below come from the UCSF HEARTS model for trauma-informed schools (modified from San Francisco Department of Public Health Trauma-Informed Systems Initiative). For each practice listed, indicate whether your school is (1) **New to the Concept (NC)** - not yet aware of this practice or are just beginning to learn about the practice; (2) **Trauma-Aware (TA)** - aware of the practice and the importance of the practice; (3) **Trauma-Responsive (TR)** - actively making changes to apply the practice in the school setting; or (4) **Trauma-Informed (TI)** - fully integrating and sustaining the practice in the school setting.

Understand Stress and Trauma: Without understanding trauma, we are more likely to misinterpret trauma-related behaviors as willful, “sick,” or “crazy,” which can lead to ineffective, stigmatizing, and/or punitive reactions to trauma-impacted people. Understanding how trauma and stress can affect individuals, relationships, organizations, health, and work can help to reframe otherwise confusing or aggravating behavior. This can in turn assist us to recognize trauma’s effects more accurately, which can then lead to more compassionate, strength-based, and effective responses to trauma-impacted people that promote healing, instead of reactions that inadvertently re-traumatize and cause harm.

Understand Stress and Trauma	NC	TA	TR	TI
Commitment to a Trauma-Informed Lens: School staff understand how trauma and chronic stress can affect individuals, relationships, and organizations and what they can do to mitigate the adverse effects of trauma and chronic stress for students, families, and staff. This knowledge is integrated into school-wide practices and procedures.	1	2	3	4
Professional Development: School staff recognize the importance of professional development on the effects of trauma and chronic stress on individuals, relationships, and organizations, as well as what can be done to mitigate these adverse effects. Professional development is provided to all credentialed and classified staff as well as other adults on campus.	1	2	3	4

² Adapted from *Helping Traumatized Students Learn*.

Multi-Tiered Systems of Supports (MTSS): School staff are aware that: a MTSS addresses the academic, behavioral, and social emotional needs of all students universally and some students with greater needs more selectively; that a MTSS is needed to create a safe and supportive school; and that the effects of trauma and chronic stress must be taken into account in designing and implementing these supports. A consistent, trauma-informed MTSS is in place and implemented, and efforts towards cultivating a trauma-informed school are continuously aligned with other initiatives (e.g., restorative practices, PBIS, SEL).	1	2	3	4
Culture & Climate Team: School staff, and particularly leadership, recognize the need for and have established a culture and climate team to promote positive school culture and climate and to help to counteract the adverse effects of trauma and chronic stress on the school community. The team meets regularly, solicits input from the school community, and includes representation from leadership, teachers, classified staff, support staff, caregivers (if possible), and students (if developmentally appropriate).	1	2	3	4
Triggers: School staff are aware that trauma triggers or reminders (e.g., doors that slam, whistles, overcrowded or dark hallways, a hug or physical proximity to another person) can happen for students, families, and staff within the school setting. Staff can recognize and mitigate trauma triggers that arise for themselves, students, families, and other staff.	1	2	3	4
Building Student & Parent Capacity: Students and their families are provided with developmentally appropriate instruction on how stress can affect individuals and relationships, as well as on what they can do to mitigate these effects.	1	2	3	4
Healing After Loss or Major Crisis: School staff take the time and space to connect, reflect about, make meaning of, and begin healing when tragedies and major crises occur.	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4
Total Score: ___/___				
Average Score for this Principle: ___				

Cultural Humility and Responsiveness: We come from diverse cultural groups that may experience different traumas and stressors, react to these adversities differently, and experience differences in how others respond to our traumatic experiences. When we are open to understanding the root causes of the differences and respond to them sensitively and with cultural humility, we make each other feel understood and enhance equity.

Practice Cultural Humility and Responsiveness	NC	TA	TR	TI
Commitment to Cultural Humility: School staff are aware that societal oppressions (e.g., racism, sexism, homophobia, and other discrimination) can be experienced as trauma. Staff proactively work to ensure that school policies, procedures, and practices consistently reflect a commitment to cultural humility, equity, and inclusion.	1	2	3	4
Implicit Bias: School staff are aware that their own implicit biases can affect their interactions, as well as the policies and procedures that are put in place, and that stress (e.g., time pressure) can exacerbate implicit bias. Staff examine their own implicit biases and strive to mitigate the effects of implicit bias on policies, procedures, and practices.	1	2	3	4

Professional Development: School staff, and particularly leadership, recognize the importance of professional development on addressing racism, sexism, homophobia, and other forms of discrimination, assess the school's collective professional development needs around cultural humility, and offer professional development on a regular basis.	1	2	3	4
Addressing Bias & Institutional Oppression: School staff are aware that historical and institutionalized oppression impact student academic and social outcomes. The school collects, disaggregates (e.g., by race), and analyzes data on disciplinary actions, achievement, and attendance. Data is used to implement practices, procedures, and policies that mitigate disproportionality and bias.	1	2	3	4
Privilege & Power: School staff understand how privilege and power can stem from one's social location (rather than from something one has done to deserve it) and is aware that inequitable and exclusionary situations are typically less apparent to those holding privilege/power. School staff, and particularly leadership, proactively and regularly invite perspectives of underrepresented or marginalized school community members prior to making decisions about things that will impact these members.	1	2	3	4
Microaggressions: School staff are aware of microaggressions and that preventing or addressing microaggressions is important to creating a safe and supportive school culture. Staff proactively recognize and address microaggressions that occur, including repairing any harm that may have resulted from the microaggression through restorative practices.	1	2	3	4
Cultural Responsiveness & Inclusivity: School staff recognize that a school's norms and values do not always align with the norms and values of the communities they serve. School staff actively work to understand the viewpoints and experiences of other students, families, and staff, particularly when different from their own. Culturally relevant and responsive curricula, practices, and celebrations that reflect the full diversity of the school community (staff, students, families) are embedded into the everyday school culture.	1	2	3	4
Diverse Staff from Community: School staff, and particularly leadership, are aware of the importance of having a diverse staff that includes people who come from similar communities as students and/or who have a vested interest in the success of these communities. Leadership prioritizes hiring and retention of diverse instructional and administrative staff who are from similar communities as students and/or who have a vested interest in the success of these communities.	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4
Total Score: ___ / ___				
Average Score for this Principle: ___				

Establish Safety and Predictability: Trauma unpredictably violates our physical, social, and emotional safety, resulting in a sense of threat and a need to focus resources on managing risks. Establishing physical, social, and emotional safety, as well as predictability in the environment, can assist us in focusing resources on healthy development, wellness, learning, and teaching.

Establish Safety and Predictability	NC	TA	TR	TI
Commitment to Safety & Predictability: School staff understand that trauma- and stress-impacted individuals (students, staff, families) are more vulnerable to perceived threats to safety and that unpredictability in the environment and in relationships increases this risk. Staff understand the need for and create systems and practices that enhance physical, social, and emotional safety and	1	2	3	4

predictability in order to minimize stress reactions and support optimal learning and teaching.				
Safe Physical Space: The school provides a physical environment (including classrooms, hallways, cafeteria, and yard) that is safe and conducive to learning and teaching and that minimizes unnecessary triggers (e.g., organized and uncluttered, non-jarring school bell sound, use of sound-dampening panels).	1	2	3	4
Safety Policies & Procedures: The school has safety policies and procedures that are well-integrated into school-wide practice, clearly understood by all, and used consistently across settings. Policies and procedures are reviewed with staff, students, and families regularly throughout the year, and any policy updates are clearly communicated to all.	1	2	3	4
Social Safety: School staff understand the importance of creating a school culture that promotes social/relational safety, in which school community members feel that others care about their safety and well-being and will help them when they need it. Staff interact with other staff, students, and families in self-regulated, non-threatening, and non-judgemental ways in order to enhance safety and minimize dysregulation/triggered reactions. The school culture and systems consistently promote social/relational safety amongst members of the school community, and systems actively respond if/when social safety needs are not being met.	1	2	3	4
Stress Management Skills: School staff are aware that building stress management skills and resources (e.g., self-regulation skills, self-care, and organizational supports) is crucial to establishing safety and keeping school community members in a learning-ready and teaching-ready state. Stress management activities and supports are embedded into the school culture, resulting in a calm, connected, and engaged school climate.	1	2	3	4
Wellness/Cool Down Center: School staff understand the need for Cool Down Centers (spaces where students and staff can go for self-regulation and co-regulation that are NOT utilized for disciplinary purposes) and that Cool Down Centers should be part of a system of school-wide behavioral supports, rather than a stand-alone strategy. The school has established a Cool Down Center that is embedded into a larger behavioral support system.	1	2	3	4
De-Escalation: School staff understand the escalation cycle when an individual is triggered and is aware that students, families, and other staff may need support to return to a regulated, emotionally safe state. Staff respond to individuals who are escalated in a way that supports their ability to regulate and return to a safe state. Restorative practices are utilized post-escalation (once all parties are calm) to repair any ruptures that occurred before or during the escalation.	1	2	3	4
Restorative Discipline Practices: In order to enhance safety and predictability, established behavioral support and discipline practices are clearly communicated, applied with consistency, restorative, equitable, and aimed at minimizing punitive and exclusionary measures (e.g., suspension, expulsion).	1	2	3	4
Transition Procedures: School staff are aware that transitions (e.g., passing periods, moving from recess to classroom, moving from one year to the next) can potentially be triggering when they are unpredictable and lack a structured routine. School-wide procedures for managing transitions have been developed and embedded into school-wide practice.	1	2	3	4
School-Wide Routines & Rituals: School staff understand that regular routines and rituals enhance safety (physical, social, emotional) and predictability for all. School-wide routines and rituals (e.g., weekly appreciations via intercom, check-ins, or mindful moments at the beginning of the day, well-communicated schedules) are integrated into the school day to create a predictable structure and consistent culture across settings.	1	2	3	4

School-Wide Rules & Expectations: School-wide rules and positively stated expectations (i.e., PBIS) have been developed, clearly communicated, and understood by all, and are consistently and equitably applied across all settings.	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4
Total Score: ___/___				
Average Score for this Principle: ___				

Foster Compassionate and Dependable Relationships: Trauma can leave us feeling isolated or betrayed, which may make it difficult to trust others and receive support. By fostering relationships that are compassionate and attuned, as well as dependable and trustworthy, we re-establish connections with others that foster healing and well-being.

Foster Compassionate and Dependable Relationships	NC	TA	TR	TI
Commitment to Compassionate and Dependable Relationships: School staff understand that strong relationships among students, families, staff, and leadership are foundational to overall school functioning and individual student and staff success, and that trauma and stress can get in the way of forming and maintaining these relationships. Staff prioritize building and maintaining genuine relationships that are compassionate, dependable, and trustworthy, with and among staff, students, and families.	1	2	3	4
School Community: School staff are aware that students, families, and other staff need to feel welcomed and connected to the school community in order to be successful members of the community, and that given the fragmenting effects of trauma, concerted efforts are needed to build and maintain a welcoming, united school community. Systems and practices for cultivating community are a core part of the school culture and consistently include all staff, students, and families. The school ensures that each student has two or more adults with whom they have a positive, caring, and trustworthy relationship.	1	2	3	4
Attunement: School staff understand that attunement (being sensitive and responsive) is important for healthy relationships and interactions, and can help staff, students, and families feel calm and supported in times of distress. Staff engage in attuned interactions with other staff, students, and families that both proactively prevent dysregulation or escalation (noticing when they may need support before they become activated) and effectively support those who are dysregulated to calm down (responding to activation in a sensitive and supportive way).	1	2	3	4
Co-Regulation: School staff understand that people, particularly those impacted by trauma and/or under stress, depend on others for co-regulation in order to self-regulate and manage stress in healthy ways and that higher order brain functions (e.g., reasoning, problems solving, exercising self-control, learning, teaching, etc.) are impaired when individuals are dysregulated. Staff proactively provide co-regulation to other staff, students, and families to maintain calm and support teaching and learning.	1	2	3	4
Restorative Practices: School staff understand that restorative practices for building community, managing conflict, and repairing harm are helpful for strengthening relationships and creating safe, supportive, and equitable learning and teaching environments. Systems to support school-wide restorative practices are well integrated and consistently used (e.g., community building circles, use of	1	2	3	4

conflict and harm resolution processes as alternatives to suspension whenever possible, designated space for students to process conflict in an effective manner; protocol for integrating students back into the school after a suspension).				
Staff Consistency: School staff, and particularly leadership, understand that school is more safe and supportive to those impacted by trauma when staff is consistent from year to year and turnover is prevented whenever possible. Leadership establishes and maintains supportive relationships with staff and prioritizes systems and practices to support staff well-being (e.g., assessing workload and distribution of tasks so that they are feasible, equitable, and make best use of staff strengths and preferences; providing opportunities for professional development and growth tailored to the preferences and skills of staff members). Space and time are held for goodbyes and closure when staff must leave the school community.	1	2	3	4
Staff Mentoring: School staff, and particularly leadership, understand that staff are more capable of sustaining high quality work when they receive mentorship, particularly when working within trauma-impacted school communities. Mentorship opportunities are routinely offered to all staff, and measures have been taken to ensure that staff can access and fully benefit from these opportunities. Highly experienced staff regularly and proactively provide support and mentorship to newer staff.	1	2	3	4
Staff Community Building Opportunities: Community building opportunities for all staff are embedded into the school culture and consistently offered, and efforts to sustain positive staff relationships throughout the school year are encouraged and supported.	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4
Total Score: ___ / ___				
Average Score for this Principle: _____				

Facilitate Empowerment and Collaboration: Trauma can cause a loss of power and control that can make us feel helpless and hopeless. When we are given meaningful opportunities to have voice and choice and our strengths are acknowledged and built upon, we feel empowered to advance growth, well-being, and resilience for ourselves and others, and we can work together to advance the cause of social justice.

Facilitate Empowerment and Collaboration	NC	TA	TR	TI
Commitment to Empowerment & Collaboration: School staff understand that trauma is, by nature, disempowering and can leave individuals (staff, students, families) feeling helpless and hopeless. Staff understand the need to create systems, norms, and practices that embed meaningful opportunities for empowerment and collaboration to enhance growth, learning, and resilience. School-wide systems and practices that foster empowerment and collaboration for staff, students, and families are consistently applied and well-integrated into the school culture.	1	2	3	4
Voice: School staff are aware that trauma and chronic stress can leave people feeling unheard and unseen, and staff understand the importance of making time and space to attend to and incorporate the thoughts and concerns of staff, students, and families. Meaningful opportunities to weigh in on issues are embedded into the school culture (e.g., surveys, suggestion box, classroom check-ins, regularly scheduled principal “chats”). Members of the school community feel empowered to voice their opinions and concerns, and their input is integrated into decision-making processes.	1	2	3	4

Choice: School staff are aware that in trauma-impacted communities, people often feel disempowered, and that in order for individuals (staff, students, families) to have a sense of agency, they need to be given meaningful choices about decisions that impact them whenever possible. Meaningful opportunities for choice for staff, students, and families are embedded into the school culture (e.g., students choosing the content of their writings, students deciding on the theme for their dance or site for their field trip, students choosing the shared norms and values for the classroom, families weighing in on how to address school issues). Members of the school community feel empowered to choose options they believe will work best for them whenever possible.	1	2	3	4
Collaboration: School staff, and particularly leadership, understand that individuals are better able to make positive changes when things are done <i>with</i> them rather than <i>to</i> them or <i>for</i> them. The school policies, practices, and procedures encourage collaboration to promote a sense of connection and empowerment. Key stakeholders (e.g., staff and community partners) collaborate to support students, families, and each other.	1	2	3	4
Collaborative Policy Change: Leadership is aware that implementation and changes to procedures and policies without input from staff can be disempowering, and understands the importance of including staff voice and choice whenever possible. Leadership consistently and proactively engages relevant stakeholders in discussing policy changes, prioritizes transparency in the process, invites input when possible, and sets timelines and feasible due-dates for the roll out of new or existing policies per staff suggestions, requests, or need. Leadership consistently communicates with staff regarding roll out of policies in a timely and reasonable manner.	1	2	3	4
Parent/Caregiver Collaboration: School staff recognize that parent/caregiver involvement is important to students' success and well-being in school, particularly for trauma-impacted students and families given the potentially fragmenting and stigmatizing effects of trauma. The school regularly hosts events, workshops, and celebrations that are well-attended by parents and families. Events are accessible and inclusive to all families (different meeting times, interpreters, comfortable settings).	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4
Total Score: ___ / ___ Average Score for this Principle: ___				

Promote Resilience and Social and Emotional Learning: Trauma can derail the development of healthy skills in regulating emotions, cognitions, and behaviors, as well as healthy interpersonal skills, which can then compound trauma's negative effects. Promoting wellness practices and building social emotional learning competencies of self-management, self-awareness, social awareness, relationship skills, and responsible decision-making (CASEL, 2012) can help us to be resilient and more successful in achieving our goals in school and at work, and to develop to our fullest potential.

Promote Resilience and Social Emotional Learning (SEL)	NC	TA	TR	TI
Commitment to Resilience & SEL: School staff are aware that trauma and chronic stress can derail the development of healthy skills in regulating emotions, cognitions, and behaviors, as well as the development of healthy interpersonal skills, which can then compound trauma's negative effects. Systems to support social emotional development (SEL curriculum, PBIS, etc.) and wellness of staff, students, and families are consistently used, and SEL and wellness are embedded into school culture.	1	2	3	4

School-Wide Positive Behavioral Interventions and Supports (PBIS): School staff, and particularly leadership, understand the importance of implementing school-wide PBIS as a way to build the SEL skills of the school community, as well as to promote predictability and stability in the school environment. Professional development is provided around designing and implementing trauma-informed, school-wide PBIS. The school community works together to choose behavioral expectations that reflect the strengths and needs of the school community. PBIS expectations are embedded into the school culture, and are applied to and followed by all members of the school community (leadership, staff, students, family). The PBIS system is periodically reviewed to allow for continuous improvement of the procedures and practices.	1	2	3	4
SEL Instruction: School staff understand that social emotional skills are learned, and that trauma and stress interfere with opportunities to learn and develop these skills. School-wide practices (SEL curriculum and/or framework) are consistently used across settings and a common language for teaching social emotional skills and understanding social emotional development is shared by all staff. Ongoing training and support is provided to support staff in implementing SEL curriculum and integrating SEL into their practice.	1	2	3	4
SEL Self-Development & Modeling: School staff understand that modeling social emotional skills is equally as important as direct instruction, and that trauma and stress-impacted individuals often lack the healthy modeling and scaffolding that is needed for social emotional development. Staff are aware of the CASEL Core SEL Competencies: (1) self-awareness, (2) self-management, (3) social awareness, (4) relationship skills, (5) responsible decision making. Staff are provided opportunities to develop and strengthen their SEL skills. Staff consistently models healthy SEL skills for students (particularly in their interactions with others and when managing stressful situations).	1	2	3	4
Highlighting Strengths: School staff understand that it is important to highlight and build on the strengths of staff, students, and families to mitigate the effects of trauma and stress, and promote wellness and resiliency. Staff routinely acknowledge strengths, both formally and informally, and make an effort to work with staff, students, and families to build on their strengths in order to be more successful at meeting their goals and reaching their fullest potential.	1	2	3	4
Staff Wellness: School staff, and particularly leadership, are aware of the impact that working in trauma- and stress-impacted environments may have on staff. School staff, and particularly leadership, understand the need to put systems and practices in place to support staff wellness and self-care in order to foster healthy working environments and prevent burnout and secondary trauma. Wellness systems and practices (e.g., making time for wellness practices in regular meetings, encouraging use of personal days for self-care, sponsoring wellness activities such as meditation and yoga classes, regular formal and informal check-ins with individual team members, supervision or consultation with a mental health expert if needed) are embedded into the school culture and consistently used. Opportunities for staff to develop self-care practices are routinely offered and encouraged. Measures are taken to ensure that staff can realistically take advantage of these opportunities.	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4
Total Score: ___ / ___				
Average Score for this Principle: ___				