GRADES 9–12 CAMPUS CLIMATE, SAFETY, & YOUTH AGENCY EVALUATION

Trauma-Informed School Assessment: High School

KLASEY CONSULTING

Balancing Adolescent Autonomy, Belonging, & Safety: High school students navigate intense academic, peer, identity, and family pressures—and trauma exposure in adolescence frequently surfaces as chronic absenteeism, disengagement, substance use, or protective defensiveness **(NCTSN, 2017)**. A trauma-informed high school replaces punitive zero-tolerance approaches with relational advisory structures, youth voice, restorative accountability, and accessible behavioral health care **(SAMHSA, 2014)**.

High School Campus / District: _____	**Date Completed:** _____
Assessment Team / Roles: _____	**Student Enrollment / Grades:** _____

Rating Scale (0–3): Rate each indicator based on consistent campus-wide practice across departments, hallways, and support offices.

0 = Not Yet in Place: Practice is absent or isolated to individual staff.

1 = Emerging: Piloted in select programs or early planning stages.

2 = Established: Practiced consistently across most departments and staff.

3 = Embedded & Sustained: Campus-wide norm with student feedback and data review.

Part 1: High School Trauma-Informed Practice Domains

Evaluate your secondary campus across four core adolescent domains (4 indicators per domain; 12 points maximum per domain) **(Dorado et al., 2016)**:

High School Campus Indicator	0	1	2	3
Domain 1: Adolescent Belonging, Identity Safety, & Youth Voice				
1.1 Every student has at least one intentional, trusted adult connection on campus (e.g., advisory, mentorship, or relationship-mapping check-ins).	☐	☐	☐	☐
1.2 Campus policies and staff practices actively affirm students' racial, cultural, linguistic, and LGBTQ+ identities (including chosen names and pronouns).	☐	☐	☐	☐
1.3 Students meaningfully co-design school climate initiatives, peer support programs, and campus safety norms rather than serving as passive recipients.	☐	☐	☐	☐
1.4 Physical spaces (restrooms, stairwells, courtyards, wellness centers) feel welcoming, well-supervised, and emotionally safe rather than hyper-policed.	☐	☐	☐	☐
Domain 1 Subtotal: ____ / 12				
Domain 2: Restorative Accountability, Attendance, & Non-Punitive Discipline				

High School Campus Indicator	0	1	2	3
2.1 Educators de-escalate classroom power struggles privately and respectfully, preserving student dignity and offering brief regulation passes when needed.	☐	☐	☐	☐
2.2 Restorative justice practices (peer mediation, harm circles, re-entry conferences) serve as standard alternatives to suspension, expulsion, and law enforcement referrals **(Dorado et al., 2016)**.	☐	☐	☐	☐
2.3 Chronic absenteeism and tardiness trigger supportive outreach and barrier-removal (transportation, caregiving, anxiety) rather than punitive truancy sanctions.	☐	☐	☐	☐
2.4 Academic grading and credit-recovery policies offer flexible pathways for students recovering from hospitalization, housing instability, or family crisis.	☐	☐	☐	☐
Domain 2 Subtotal: ____ / 12				
Domain 3: Behavioral Health Access, Crisis Protocols, & Exploitation Prevention				
3.1 Students can confidentially self-refer to on-campus mental health counselors, wellness centers, or substance-use support without stigma.	☐	☐	☐	☐
3.2 Staff are trained to recognize and respond safely to adolescent suicide risk, dating violence, running away, and commercial sexual/labor exploitation **(NCTSN, 2017)**.	☐	☐	☐	☐
3.3 Structured re-entry safety plans support students returning from psychiatric hospitalization, juvenile justice, foster placement changes, or substance treatment.	☐	☐	☐	☐
3.4 Crisis information (988 Lifeline, Crisis Text Line, Trevor Project, runaway/trafficking hotlines) is visibly posted in student spaces and ID cards.	☐	☐	☐	☐
Domain 3 Subtotal: ____ / 12				
Domain 4: Staff Capacity, Equity Data, & Secondary Trauma Sustainability				
4.1 All high school staff—including teachers, coaches, security/SROs, counselors, and front-office teams—receive annual trauma-informed and de-escalation training.	☐	☐	☐	☐
4.2 Leadership reviews suspension, attendance, and graduation data disaggregated by race, gender, LGBTQ+ climate surveys, and IEP/504 status.	☐	☐	☐	☐
4.3 Families and caregivers are engaged as respected partners during transitions, academic planning, and restorative conferences.	☐	☐	☐	☐
4.4 Dedicated peer debriefing, crisis postvention, and secondary trauma wellness resources are provided for high school staff **(SAMHSA, 2014)**.	☐	☐	☐	☐
Domain 4 Subtotal: ____ / 12				

Part 2: Scoring Guide & Campus Action Plan

Total Score (Max 48)	Readiness Stage	Recommended High School Implementation Focus
0 – 15 Points *(Total: _____ / 48)*	**Trauma-Aware**	Establish a cross-departmental climate team, train staff on adolescent brain science and de-escalation, and post 24/7 youth crisis resources campus-wide.
16 – 32 Points	**Trauma-Sensitive**	Launch student relationship-mapping, replace punitive truancy/suspension policies with restorative re-entry, and streamline mental health referrals.
33 – 48 Points	**Trauma-Informed**	Sustain practices through student climate advisory councils, disaggregated equity audits, and structured staff secondary trauma prevention.

Priority Goal Area	Action Step, Lead Person(s), & Target Timeline
1. Youth Belonging & Identity Safety	
2. Restorative Discipline & Wellness Access	
3. Equity Data & Staff Sustainability	

Sources & Evidence-Based References

1. Dorado, J. S., Martinez, M., McArthur, L. E., & Leibovitz, T. (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(1), 163–176.
2. National Child Traumatic Stress Network (NCTSN), Schools Committee. (2017). *Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework*. National Center for Child Traumatic Stress / SAMHSA.
3. Substance Abuse and Mental Health Services Administration (SAMHSA). (2014). *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach* (HHS Publication No. SMA 14-4884). U.S. Department of Health and Human Services.
4. Centers for Disease Control and Prevention (CDC). (2023). *Promoting Mental Health and Well-Being in Schools: An Action Guide for School and District Leaders*. U.S. Department of Health and Human Services.

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Interested in trauma-informed high school trainings, restorative practice workshops, or secondary campus consultation? Contact us at **info@klaseyconsulting.com** to learn more about our trainings and consultation services.

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