SAMHSA SIX PRINCIPLES, SCHOOL SAFETY, & DISTRICT POLICY PROTOCOL

Trauma-Informed Organizational Assessment: K–12 Schools & Districts

Institutional Self-Audit of School Policies, Classroom Practices, & Safe Learning Environments

KLASEY CONSULTING

Organizational Assessment Scope: Aligned with SAMHSA's six core principles of a trauma-informed approach (Safety; Trustworthiness & Transparency; Peer Support; Collaboration & Mutuality; Empowerment, Voice & Choice; and Cultural, Historical & Gender Issues), this institutional audit evaluates whether school policies, bell-to-bell routines, and student support systems foster healing or inadvertently trigger trauma **(SAMHSA, 2014; NCTSN, 2017)**.

School / District Name: _____	**Assessment Date / Review Cycle:** _____
Principal / District Wellness Lead: _____	**Audit Team Roles Represented:** _____

Part 1: Trauma-Informed School Organizational Indicators

Evaluate each indicator across classrooms, hallways, cafeterias, buses, and administrative offices. Mark **Met** (consistent school-wide practice), **Dev** (developing / inconsistent across staff), **Gap** (priority policy/practice gap), or **N/A**.

Trauma-Informed School Standard & Verification Focus	Met	Dev	Gap	N/A
Domain 1: Physical, Sensory, & Emotional Safety (SAMHSA Principle 1)				
1.1 Predictable Classroom Routines & Sensory-Safe Environments: Classrooms post visual schedules, give advance transition warnings, avoid public shaming boards (e.g., color-clip behavior charts), and provide quiet regulation spaces. Reduces hypervigilance and sensory overload across elementary and secondary classrooms.	☐	☐	☐	☐
1.2 Restorative Discipline & Restraint/Seclusion Minimization: School policy prioritizes restorative conferences and skill-building over out-of-school suspension, prohibits punitive seclusion, and requires trauma-informed de-escalation. Keeps vulnerable students connected to protective school adults and peers.	☐	☐	☐	☐
Domain 2: Trustworthiness, Collaboration, & Student Empowerment (Principles 2–5)				
2.1 Transparent Reporting & Confidentiality Safeguards: Staff explain mandatory reporting boundaries clearly before sensitive conversations, protect student privacy in counseling/health offices, and follow through consistently on commitments. Builds relational predictability and trust with students who have experienced betrayal or coercion.	☐	☐	☐	☐

Trauma-Informed School Standard & Verification Focus	Met	Dev	Gap	N/A
2.2 Student Voice, Peer Leadership, & Choice in Learning: Students have structured voice in school climate committees, peer mentorship, and flexible assignment options when navigating acute grief or trauma. Restores personal agency and self-efficacy in academic spaces.	☐	☐	☐	☐
Domain 3: Cultural, Historical, & Gender Responsiveness (Principle 6)				
3.1 Affirming Curriculum, Chosen Names/Pronouns, & Anti-Bullying Enforcement: School systems honor students' chosen names and pronouns, enforce anti-harassment policies across race, disability, and LGBTQ+ identity, and integrate culturally affirming curricula. Addresses identity-based and historical trauma within the school community.	☐	☐	☐	☐
3.2 All-Staff Training & Community Referral Pathways: Certified and classified staff complete annual trauma-informed training, and school mental health teams maintain warm referral MOUs with local trauma, trafficking, and basic-needs providers. Ensures seamless wraparound care beyond the school day.	☐	☐	☐	☐

Part 2: Trauma-Informed School Priority Action Matrix

SAMHSA / School Domain	Readiness Tier (1–4)	Key Policy / Practice Gap	Lead & Target Date
1. Safety & Restorative Discipline			
2. Trust, Transparency, & Student Voice			
3. Cultural Humility & Wraparound MOUs			

School Organizational Findings & 90-Day Implementation Plan

Practice Standards & References

1. 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.
2. 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).

Originality & Usage Notice: *All organizational assessment indicators and action matrices in this document are original institutional self-audit prompts informed by public federal and national frameworks (SAMHSA, 2014; NCTSN, 2017). No copyrighted third-party instruments are reproduced herein. © 2026 Klasey Consulting. All rights reserved.*

Partner with Klasey Consulting

Interested in trauma-informed school assessments, discipline policy reform consultation, or all-staff K–12 trainings? Contact us at **info@klaseyconsulting.com** to learn more about our trainings and consultation services.