K–12 SCHOOL CLIMATE, MTSS, & PROFESSIONAL DEVELOPMENT PLANNING

Trauma-Informed School Needs Assessment

Campus-Wide Baseline Diagnostic of Student Support Needs, Staff Training Gaps, & Resource Priorities

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Purpose & MTSS Alignment: A trauma-informed school needs assessment identifies where students, caregivers, and educators require stronger Tier 1 universal regulation supports, Tier 2 targeted group interventions, and Tier 3 wraparound clinical/community partnerships **(NCTSN, 2017; SAMHSA, 2014)**. Complete collaboratively across administration, teachers, counselors, nurses, and support staff to guide annual training and resource allocation.

School Site & District Name: _____	**Assessment Date / School Year:** _____
Site Administrator & MTSS / Wellness Lead: _____	**Grade Levels & Student Enrollment:** _____

Part 1: Campus Need Severity & Capacity Inventory

Rate each campus need area based on current data, staff feedback, and student outcomes: **1** = Low Need (Strong Existing Capacity), **2** = Moderate Need (Partially Addressed), **3** = High Need (Significant Gap), **4** = Urgent Priority.

Campus Need Indicator & Diagnostic Evidence	1 Low	2 Mod	3 High	4 Urg
Domain 1: Educator & Support Staff Professional Development Needs				
1.1 Neurobiology of Trauma & Classroom Co-Regulation: Teachers, paraprofessionals, bus drivers, and yard/hall monitors need practical training on how trauma impacts executive functioning, memory, and sensory regulation. Shifts adult responses from reactive punishment to predictable co-regulation.	☐	☐	☐	☐
1.2 De-Escalation & Restorative Alternatives to Exclusion: Staff need concrete scripts and restorative protocols to manage acute dysregulation without relying on office referrals, suspensions, or campus law enforcement. Addresses classroom behavioral escalations while preserving instructional belonging.	☐	☐	☐	☐
Domain 2: Student Mental Health, Basic Needs, & Safety Infrastructure				
2.1 Tiered Mental Health & Crisis Triage Capacity: School counselors, social workers, and psychologists have sufficient bandwidth and clear protocols for suicide risk screening, CSEC/trafficking safety response, and chronic absenteeism outreach. Prevents clinical bottlenecks and ensures rapid response to high-risk student disclosures.	☐	☐	☐	☐

Campus Need Indicator & Diagnostic Evidence	1 Low	2 Mod	3 High	4 Urg
2.2 Calming Spaces & Concrete Basic-Needs Supports: Classrooms feature accessible sensory/regulation corners, and the campus connects students experiencing housing instability (McKinney-Vento), food insecurity, or foster placement with discreet material support. Stabilizes physiological and survival needs prerequisite to academic learning.	☐	☐	☐	☐
Domain 3: Family Engagement, Cultural Humility, & Staff Wellness				
3.1 Linguistically & Culturally Affirming Family Partnership: Caregivers receive two-way communication in their home language, qualified interpreters at IEP/discipline meetings, and welcoming, non-blaming engagement opportunities. Builds trust with families who have experienced historical or institutional marginalization.	☐	☐	☐	☐
3.2 Secondary Traumatic Stress & Educator Retention Support: The school provides structured peer debriefing, manageable caseloads, and administrative backing to address educator compassion fatigue and burnout. Sustains adult emotional availability and reduces mid-year staff turnover.	☐	☐	☐	☐

Part 2: Campus Resource & Training Priority Matrix

Identified Campus Priority Area	Supporting School Data	Resource / Training Needed	Target Timeline
Priority 1 (Urgent / Tier 1–3):			
Priority 2 (High Need):			
Priority 3 (Foundational Growth):			

Site Leadership, Educator, Student, & Caregiver Input Summary

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).

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