**HARDIN COUNTY SCHOOL DISTRICT –**

**TRAUMA-INFORMED CARE PLAN 2021 - 2022**

**INTRODUCTION** The Hardin County School District (HCS) began transforming into a trauma-informed school district in 2018 with support from the Department for Behavioral Health, Developmental and Intellectual Disabilities Division of Behavioral Health and the Bounce Coalition beginning May 2021, to provide Trauma-Informed Care (TIC) professional development, implementation support, program evaluation, and progress monitoring. The transformation was designed to enable the HCS to utilize systemic trauma-informed practices throughout the district, encompassing not only school-based practices but informing key organizational domains which include: (a) leadership, (b) policy, (c) finance, (d) safety, (e) continuous improvement, (f) student supports, and (g) staff supports. A majority of staff at HCS have received introductory and/or advanced trauma-informed professional development and consultation for the past four (4) years. Multiple trauma-informed training sessions have been provided to staff members of HCS, addressing ways to recognize trauma, build resiliency in students and provide self-care. The superintendent champions this initiative and is actively supported by district leadership. This team work has positioned HCS to move forward as a trauma-informed district, meeting and exceeding the requirements of the Kentucky School Safety and Resiliency Act.

**VISION** Student learning at the Hardin County School District will be enhanced by systemic, trauma-informed practices and policies utilized by all staff to improve each student’s sense of safety, caring, and belonging by the entire school community.

**MISSION EXAMPLE** To continue to evolve as a trauma-informed district where all adults recognize the impact of trauma on student learning by understanding and responding in ways that support the emotional and physical well-being of all students.

**DRAFT TEMPLATE**

**FOCUS AREA 1: Enhance Trauma Awareness Throughout the School Community REQUIRED**

**GOAL:** All HCS staff should increase their knowledge and practice of trauma-informed practices and awareness.

**OBJECTIVE**: Build Professional Development and other training opportunities for HCS staff to receive basic and advanced training in trauma-informed practices for the educational setting.

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| **#** | **Strategy** | **Leader(s)** | **Stakeholder Groups** | **Start Date** | **End Date** |
| 1.1 | Establish school trauma-informed teams, facilitated by a school counselor or mental health services provider - REQUIRED. | Principals, Assistant Principals, Counselors | Students, Staff | July 2021 | Sept. 2021 |
| 1.2 | Establish school safety and threat assessment teams - REQUIRED. | Director of Student Services/SSC, Director of Health and Family Services  Principals | Students, Staff | July 2021 | Sept.  2021 |
| 1.3 | Continue training new HCS employees in TIC and practices and provide advanced training to staff members who work directly with students. Training may occur through the form of Professional Development, Professional Learning Days, or New Employee Training in the District. | District TIC Training Team | Staff | July 2021 | June 2022 |
| 1.4 | The District will increase capacity to train school district staff and community by having more mental health professionals, counselors, FRYSC coordinators, social workers, and school psychologists trained in the training process. | Director of Student Services/SSC, Director of Health and Family Services, Director of Special Education, Principals | Staff | July 2021 | June 2022 |

**FOCUS AREA 2: Assess School Climate, Including, But Not Limited to Inclusiveness and Respect for Diversity REQUIRED**

**GOAL:** All students, regardless of differences, report feeling cared for, treated fairly and feeling safe in their schools**.**

**OBJECTIVE**: Staff will be aware of student perceptions about school climate in their respective buildings/assigned areas and understand the importance of making data-based decisions which promote the best learning environments for students.

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| **#** | **Strategy** | **Leader(s)** | **Stakeholder Groups** | **Start Date** | **End Date** |
| 2.1 | Conduct climate survey(s) that includes items on inclusiveness, diversity, belonging, respect, safety, and being cared for by adults in the building. REQUIRED | Superintendent, PBIS Coordinator, School Administrators, SSC, School TIC Teams | Students, Staff | July 2021 | June  2022 |
| 2.2 | Student climate surveys will be completed by students in grades 3-12. Data will be shared with school level and district level stakeholders. Areas of strength and areas for growth and improvement will be identified, discussed, and addressed by district and building leadership. | PBIS Coordinator, SSC, Chief of Instruction and Student Services, Superintendent, Principals, School TIC Teams | Students, Staff | July 2021 | June 2022 |

**FOCUS AREA 3: Develop Trauma-Informed Discipline Policies REQUIRED**

**GOAL:** Trauma-informed disciplinary policies will be practiced district-wide for all students

**OBJECTIVE**: HCS disciplinary policies will be aligned with trauma-informed practices and monitoring of referrals/consequences will show adherence to those policies.

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| **#** | **Strategy** | **Leader(s)** | **Stakeholder Groups** | **Start Date** | **End Date** |
| 3.1 | Incorporate implementation of trauma-informed policies/disciplinary practices into leader growth plans at the district and school levels. | Superintendent | Staff, Students | July 2021 | June 2022 |
| 3.2 | The HCS District does not utilize corporal punishment per policy 09.433 | The HCS Board of Education | Staff, Students | N/A | N/A |
| 3.3 | The HCS District will generate suggestions and ideas for alternatives to suspension, detention, and expulsion when other consequences can be utilized. | DPP, SSC, PBIS Coordinator, Chief of Instruction and Student Services, Assistant Principals | Staff, Students | July 2021 | June 2022 |
| 3.4 | The HCS District will review the District Code of Conduct to ensure that trauma-informed discipline procedures are utilized across settings and students when applicable and aligned with Kentucky statutes and regulations. | DPP, School Administrators, SBDM | Staff, Students | July  2021 | June 2022 |

**FOCUS AREA 4: Collaborate with the Kentucky State Police, the local sheriff, and the local chiefs of police to create procedures for notification of trauma-exposed students. REQUIRED**

**GOAL:** HCS will collaborate with law enforcement authorities to ensure understanding of the requirement to report student-involved trauma incidents.

**OBJECTIVE**: Law enforcement entities will report student-involved trauma to district authorities and designated school administration.

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| **#** | **Strategy** | **Leader(s)** | **Stakeholder Groups** | **Start Date** | **End Date** |
| 4.1 | Update the Kentucky State Police Victim’s Advocate with current contact information for the Handle With Care Program. | Director of Health and Family Services | Students | As Needed | As Needed |
| 4.2 | Review and renew Memorandum of Agreement with Hardin County Sheriff’s Office, Elizabethtown Police Department, and ongoing contractual agreement with Radcliff Police Officers, as needed. | Director of Student Services/ SSC | Students, SRO, local police departments and first responders | August  2021 | August  2021 |

**FOCUS AREA 5: Provide Services and Programs to Reduce the Negative Impact of Trauma, Support Critical Learning, and Foster a Positive and Safe School Environment for Every Student. REQUIRED**

**GOAL:** The learning needs of all students, including those who have experienced trauma, will be addressed and fostered in a learning environment where all students feel safe and successful.

**OBJECTIVE:** All schools will utilize a social-emotional learning framework that meets the needs of each student.

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| **#** | **Strategy** | **Leader(s)** | **Stakeholder Groups** | **Start Date** | **End Date** |
| 5.1 | Monitor and report to the Kentucky Department of Education the number and placement of school counselors, job duties, and approximate percent of time devoted to each duty over the course of the year, and source of funding for each position. REQUIRED | Safe Schools Coordinator and Superintendent | School Counselors | Ongoing | Ongoing |
| 5.2 | Implement social-emotional learning frameworks such as Second Steps, Sources of Strength, Leader in Me, Sanford/Harmony | Guidance Counselors, Classroom Teachers, FRYSC | Students | August 2021 | June 2022 |
| 5.3 | Resource officers in each school building will build relationships with students. | Safe Schools Coordinator | Students, SRO | August  2021 | June  2022 |