**Elizabethtown Independent Schools**

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

***INTRODUCTION***

Elizabethtown Independent Schools began transforming into a trauma-informed school district in 2019 with support from the GRREC (Green River Region Education Cooperative) through Project Prevent and Abri (KY Academic and Behavioral Response to Intervention) through the University of Louisville to provide trauma-informed care professional development, implementation support, program evaluation, and progress monitoring. The transformation was designed to enable the Elizabethtown Independent Schools 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. Staff at Elizabethtown Independent Schools have received introductory and advanced trauma-informed professional development and consultation for the past two years. Multiple trauma-informed training sessions will be provided to various stakeholders to include parents, grandparents, and guardians, addressing ways to build resiliency in their children and self-care. EIS superintendent, Kelli Bush, champions this initiative and is actively supported by district leadership. These collaborative efforts have positioned Elizabethtown Independent Schools to move forward as a trauma-informed district, meeting and exceeding the requirements of the *Kentucky School Safety and Resiliency Act*.

***VISION***

Student learning in Elizabethtown Independent Schools 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***

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.

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

**GOAL:** ALL EIS Staff increase their knowledge and practice of trauma-informed practices.

**OBJECTIVE**: Build leadership opportunities to ensure that all EIS staff receive basic and advanced training in trauma-informed practices for educational settings.

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| **#** | **Strategy** |  | **Leader(s)** | **Stakeholder**  **Groups** | **Start**  **Date** | **End**  **Date** |
| 1.1 | Established School Trauma-Informed/RTB teams (Teacher, School Psychologist, FRYSC rep, school counselor, principal, assistant principal, behavior interventionists, district school based therapist, Community Agency-Brighter Futures, Director of Special Programs, and Director of Student Services) facilitated by a school counselor or mental health services provider. This team meets monthly at each school. REQUIRED | | Principals and Counselors | District & School Staff  and  Community Agencies | 17-18 SY | Present |
| 1.2 | Established school safety and threat assessment teams. REQUIRED | | Assistant Superintendent  /District Safety Coordinator | District & School Staff  and  Community Agencies | 18-19 SY | Present |
| 1.3 | All district staff members have or will receive Youth Mental Health First Aid Training in collaboration with our Project Prevent Grant. | | Director of Special  Programs | District & School Staff  and  Community Agencies | 2021  SY | Present |
| 1.4 | EIS has participated in various Trauma Informed Care Instructional Response Strategies Training at both district and school levels. | | Principals  &  Director of Special  Programs | District & School Staff  &  Community Agencies | 2018  SY | Present |

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

**REQUIRED**

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

**OBJECTIVE**: Staff will know student perceptions about school climate in their building and understand why it is important to make 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 a School Climate Survey that will be given to students grades 2-12 twice per school year (fall and winter) that includes items on inclusiveness, diversity, belonging, respect, safety, and being cared for by adults in the building. REQUIRED | | Principals,  Counselors, Director of Special Programs | Students, District & School Staff | 20-21 SY | Present |
| 2.2 | Student Engagement Survey through Project Prevent will be given to students in grades 5th, 8th, and 11th in the spring. | | GRREC, Principals and Counselors | Students, District & School Staff | 20-21 SY | Present |
| 2.3 | KIP (Kentucky Incentives for Prevention) Survey will be given to students in 6th, 8th, 10th, and 12th grade every other year, starting 21/22 school year. The window for this survey will be Oct 4th through Nov. 12th. | | Principals,  Counselors, Assistant Superintendent/ Director of  Student Services | Students, District &  School Staff | 21-22 SY | Present |

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

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

**OBJECTIVE**: EIS 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 | Review KSBA policy guidelines and other supporting TIC resources and compare to current policies and make any needed changes to reflect current guidelines. | | Assistant Superintendent/  Director of  Student  Services | District & School Staff | Sept. ‘21 | June ‘22 |
| 3.2 | Review disciplinary data to check alignment of behavior consequences with code of conduct - analyze consistency of consequences across and within schools; assess effectiveness of consequences to prevent repeat violations to behavior code. | | Superintendent, Assistant Superintendent, &  Director of Special  Programs | District & School Staff | 18-19 SY | Present |
| 3.3 | School RTB teams meet monthly to discuss and analyze individual student behavior to make recommendations to include alternative disciplinary options that are trauma-informed (e.g., conferencing, logical consequences, restorative practices). | | School Counselor and District  Mental Health  Therapist | District & School Staff & Community Agencies | 17-18 SY | Present |

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

**GOAL:** EIS 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 using a mutually agreed upon timeline.

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| **#** | **Strategy** |  | **Leader(s)** | **Stakeholder**  **Groups** | **Start**  **Date** | **End**  **Date** |
| 4.1 | Update Kentucky State Police Victim’s Advocate with current contact information for the Handle With Care Program. | | Assistant  Superintendent/  Director of  Student  Services | District & School Staff | 18-19 SY | Present |
| 4.2 | Renew Memorandum of Agreement with Elizabethtown Police Department for our two (2) SROs to ensure collaboration with law enforcement. | | Superintendent,Assistant Superintendent/  Director of Student  Services,  & BOE | District Staff | 16-17 SY | Present |
| 4.3 | EIS will provide local first responders with school safety plans and contact numbers of administrators, counselors, FRYSC staff, and district personnel who can assist students and families in a crisis. This will be done on a yearly basis. | | Superintendent,Assistant Superintendent/  Director of Student Services & Principals | District and School Staff | 18-19 SY | Present |
| 4.4 | EIS Truancy Diversion Program for middle and high school students | | Assistant Superintendent/  Director of Student  Services, Director of Special Programs, District Student Coach, CDW | District Staff, Students, CDW, Parents/  Guardians | 15-16 SY | Present |

**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**

**Also Required:** **All students are known well by at least one adult in the school setting.**

**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 | | Superintendent | District Staff | ? | Present |
| 5.2 | Employment of District Mental Health Therapist through Project Prevent Grant and a Student Support Coach/Counselor for middle and high school through ESSER funds. | | Director of Special Programs | All Students | 19-20 | Present |
| 5.3 | All schools have adopted and will use their selected SEL program provided by the district. | | Principals and Counselors | Teachers & All Students | 18-19 | Present |
| 5.4 | FRYSC hosts monthly grandparent support group meetings. | | FRYSC Coordinators | Grandparents raising Students | ? | Present |
| 5.5 | Off-campus learning sites (Wesley Hilltop House and Haycraft Park) with the goal of establishing more sites across the district as well as a mobile classroom to support students and their families. | | Student Support Coach/Counselor, Principals | District & School Staff, Students, & Parents/  Guardians | 20-21 | Present |
| 5.6 | Robust and extensive Summer Learning Recovery/Enrichment Program open to all students K-12 to include SEL, learning recovery and enrichment opportunities | | Curriculum and Instruction Supervisor, Director of Special Programs | Summer School Coordinators, Principals, Teachers, Community Agencies, | 20-21 | Present |