**SPENCER COUNTY PUBLIC SCHOOL DISTRICT**

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

**Introduction**

The Spencer County Public School District is excited to continue its journey in becoming a trauma-informed district. With the support of the Ohio Valley Education Cooperative, SCPSD is continuing to develop and create program evaluation and progress monitoring. Key staff of SCPSD have received introductory and strategy related trauma-informed professional development and consultation. Multiple trauma-informed trainings will be provided to staff, parents and key constituents to address ways to build resiliency in students and self-care. The Superintendent champions this initiative and is actively supported by district leadership. This team work has positioned the Spencer County Public School District to move forward as a trauma informed school district, meeting and exceeding the requirements of the Kentucky School Safety and Resiliency Act.

The SCPSD recently completed the *Bounce* *Trauma-Informed Care Organizational Readiness Assessment* to help identify priority needs in delivering 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. Results from the survey indicate: (a) That at least one high-level champion has been identified and is empowered to lead system changes necessary to implement/sustain a trauma informed approach. (b) Decisions about policies, practices, and procedures (e.g., disciplinary consequences) can be appealed and are designed​

to minimize negative impact on students. (c) Budgets include funding to provide mental health supports to students. (d) The workplace physical environment has been modified or designed to promote a sense of safety and opportunities for non-punitive de-escalation. (e) An annual climate survey administered to different stakeholder groups includes but is not limited to, items on inclusiveness and respect for diversity. (f) Mental health services for students currently exists and system wide, there is a functioning behavior management framework that aligns with trauma-informed practices (e.g., PBIS, Restorative Practices) or it is in progress. (g) Employees with secondary trauma are helped and supported.

Our priorities related to this survey are reflected in this Plan, along with all requirements of *the School Safety and Resiliency Act*.

***VISION***

Student learning at the Spencer County Public 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***

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 SCPSD Staff increase their knowledge and practice of trauma-informed practices.

**OBJECTIVE**: Build leadership opportunities to ensure that all SCPSD 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 | Establish school trauma-informed teams, facilitated by a school counselor or mental health services provider - REQUIRED. This Team will meet with the school safety and threat assessment team on a quarterly basis. | | Principals | Staff and students | 7/2021 | 7/2021 |
| 1.2 | Establish school safety and threat assessment teams - REQUIRED. This Team will meet with the school trauma-informed team on a quarterly basis. | | District School Safety Coordinator | Staff and students | 7/2021 | 7/2021 |
| 1.3 | District leaders and members of each school designated trauma-informed team will complete Bounce Train-the-Trainer program and become certified trauma-informed trainers to deliver Level 1 and Level 2 trainings to new district employees each year. | | Superintendent | Select district leaders | 7/2021 | 7/2021 |
| 1.4 | Provide new employee trauma-informed training each fall. (3-hr) | | District School Safety  Coordinator | All new SCPSD employees (certified and classified) | 8/2021 | 8/2021 |
| 1.5 | Provide families with resources about trauma and resilience by hosting family events (2 per year) | | FRYSC,  School  Counselors | Staff and parents | 10/2021 | 10/2021 |

**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 | Students will complete a climate survey that includes items on inclusiveness, diversity, belonging, respect, safety, and being cared for by adults in the building. REQUIRED | | School Principals | Students, Staff | 1/2022 | 2/2022 |
| 2.2 | Student climate survey data reports will be shared with district and school stakeholders. Areas of strengths and opportunities for improvements will be identified, discussed, and addressed by district leadership. | | Assistant Superintendent | Students, Staff | 2/2022 | 3/2022 |
| 2.3 | Student focus groups will be conducted if further clarification of climate responses is needed. | | School Principals | Students, Staff | 3/2022 | 4/2022 |

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

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

**OBJECTIVE**: SCSD 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 | 8/2021 | 9/2021 |
| 3.2 | Convene a committee of stakeholders, including student reps for student voice and parents, to receive data reports and trauma-informed recommendations from core review team. | | Superintendent | Staff, Students | 9/2021 | 6/2022 |
| 3.2.1 | 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. | | Director of Special Education,  Principals | Staff, Students | 11/2021 | 2/2022 |
| 3.2.2 | Review KSBA policy guidelines and other supporting TIC resources and compare to current policies. Explore alternative pathways to responding to behaviors that are trauma-informed, i.e. conferencing, restorative practices. | | Director of Special Education,  Principals | Staff, Students | 8/2021 | 10/2021 |
| 3.3 | Present findings and preliminary recommendations to stakeholder committee. Recommendations to include alternative disciplinary options that are trauma-informed (e.g., conferencing, logical consequences, restorative practices). | | Director of Special Education,  Principals | Staff, Students | 3/2022 | 3/2022 |
| 3.4 | Stakeholder Committee, including student reps and parents, and Core Team finalize policy revisions and submit to Board. | | Director of Special Education,  Principals | Staff, Students | 4/2022 | 6/2022 |

**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:** SCSD 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. | | School Safety Coordinator | Students | 8/2021 | 8/2021 |
| 4.2 | Renew Memorandum of Agreement with Sheriff’s Office and City Police Department for our SROs to ensure collaboration with law enforcement. | | Superintendent & School Safety Coordinator | Students | 7/2021 | 8/2021 |
| 4.3 | Investigate availability of First Responders to attend abbreviated ACEs training. | | SSRO/ School Safety Coordinator | Staff, Students | 7/2021 | 7/2021 |
| 4.4 | Provide local first responders (EMS, dispatch, fire, and police) with 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. | | School Safety  Coordinator | Staff, Students | 8/2021 | 8/2021 |
| 4.5 | Implement Truancy Diversion Program | | DPP  School Safety Coordinator | Students | 8/2021 | 6/2022 |

**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 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 | All Student | 8/2021 | 11/2021 |
| 5.2 | Employ a District Mental Health Specialist to broker mental health services for students, conduct crisis assessments, and to facilitate school and district Threat Assessment Teams. | | District Mental Health Specialist | All students | 7/2021 | 6/2022 |
| 5.3 | FRYSC will host six (6) parent/grandparent support group meetings throughout the school year. | | FRYSC coordinators | Parents / Grandparents | 9/2021 | 4/2022 |
| 5.4 | Implement Research-Based Social-Emotional Learning Programs at each school level. | | FRYSC coordinator, guidance counselors, classroom teachers | All students | 7/2021 | 6/2022 |
| 5.5 | Assign each resource officers to an individual school for the purpose of relationship building. | | School resource officers | All Students | 7/2021 | 6/2022 |
| 5.6 | Students will be well known by at least one adult in the school setting through dedicated weekly time at the Middle and High School as well as dedicated time daily at elementary schools for social emotional learning skills. | | Principals | All Students | 8/2021 | 6/2022 |