



JEFFERSON COUNTY PUBLIC SCHOOLS – TRAUMA-INFORMED CARE PLAN 2021 - 2022

INTRODUCTION: Jefferson County Public Schools (JCPS) began transforming into a trauma-informed school district in 2017 with support from the *University of Kentucky Center on Trauma and Children (CTAC)* to provide trauma-informed care professional development, implementation support, program evaluation, and progress monitoring. The goal is to take this work to scale, ensuring that all schools throughout Jefferson County Public Schools receive the initial Trauma Informed Care (TIC) Modules. Furthermore, in accordance with the *Kentucky School Safety and Resiliency Act*, schools will create sustainability TIC teams that will allow them to make the work their own.

Implementation Science tells us that true implementation comes in three stages: awareness, application, and then change in how we communicate. With this at the forefront of the planning process, Phase I seeks to bring awareness to all JCPS personnel about the long-term effects of trauma exposure. Phase II works to implement unique school-wide sustainability that examines practices and focuses on change. Phase III takes the work one step further by examining school-wide policies and procedures, teacher language, and an overall focus on full implementation of trauma-informed practices throughout the building. This teamwork has positioned JCPS to move forward as a trauma-informed district, meeting and exceeding the requirements of the *Kentucky School Safety and Resiliency Act*.

PURPOSE: *Jefferson County Public Schools are committed to creating trauma-informed, resilience-building and culturally competent environments district wide and in all of our schools where students, faculty, staff, and families feel physically and psychologically safe. We recognize the impact trauma can have on students and staff across multiple areas including but not limited to academics, behavior, and social emotional success. We are committed to promoting the six guiding principles of trauma informed systems – safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice and choice; and equity – for all students and staff in order to maintain a trauma-informed climate and culture that builds resilience, promotes positive mental health and wellness and maximizes learning to reach our potential.*

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

GOAL: All JCPS staff increase their knowledge and implementation of trauma-informed practices.

OBJECTIVE: Create leadership opportunities to ensure all JCPS staff receive training in trauma informed care practices.

| # | 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 | Staff and students | 7/2021 | 7/2021 |
| 1.2 | Establish school safety and threat assessment teams - REQUIRED. | School Admin | Staff and students | 7/2021 | 7/2021 |
| 1.3 | District leaders and other school support staff (substitutes, bus drivers, Department Leads, etc.) will complete a Trauma Informed Care overview annually led by the Social Emotional Learning team. | Assistant Superintendent of Culture and Climate/ SEL Manager | Select district leaders | 8/2021 | 8/2021 |
| 1.4 | All instructional staff and leaders will receive training on trauma-informed care practices from the Social Emotional Learning team - (including but not limited to the six trauma informed care modules) | School principals | JCPS teachers & leaders | 8/2021 | 8/2021 |

**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 awareness will increase regarding student perceptions about the school's climate and understand why it is important to make data-based decisions that promote the best learning environments for students.

| # | Strategy | Leader(s) | Stakeholder Groups | Start Date | End Date |
|-----|--|----------------------------------|--------------------|------------|----------|
| 2.1 | Conduct a climate survey that includes items on inclusiveness, diversity, belonging, respect, safety, and being cared for by adults in the building. REQUIRED (Options include the JCPS Comprehensive School Survey, Panorama Ed , Trauma Informed Classroom Tool , Culture and Climate Walkthrough Tool , etc.) | Principals | Students, Staff | 9/2021 | 6/2022 |
| 2.2 | Student climate survey data reports will be shared with district and school stakeholders. Areas of strength and opportunities for growth will be identified, discussed, and addressed. | School Culture and Climate Teams | Students, Staff | 9/2021 | 6/2022 |

FOCUS AREA 3: Develop Trauma-Informed Discipline Policies REQUIRED

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

OBJECTIVE: Discipline policies within JCPS will be aligned with trauma-informed practices and monitoring of referrals/consequences/suspensions will show adherence to those policies.

| # | Strategy | Leader(s) | Stakeholder Groups | Start Date | End Date |
|-------|--|---------------------|--------------------------|------------|----------|
| 3.1 | Convene a committee of stakeholders to update the Student Support and Behavior Intervention Handbook. | Culture and Climate | Parents, Students, Staff | 1/2022 | 5/2022 |
| 3.1.1 | 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. | Culture and Climate | Students, Staff | 8/2021 | 5/2022 |
| 3.1.2 | Review SSBIH policies and explore alternative pathways to responding to behaviors that are trauma-informed (utilizing trauma informed care resources), i.e. conferencing, restorative practices, PBIS. | Culture and Climate | Parents, Students, Staff | 8/2021 | 5/2022 |

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: JCPS 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.

| # | 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. | Security and Investigations | Students | 7/2021 | 7/2021 |
| 4.2 | Handle-With-Care was implemented in January 2020. Handle-With-Care will contact schools directly. School Administrators received training on the Handle-With-Care program when they attended the Risk Assessment training and during Risk Assessments visits. All Kentucky police departments have been asked to participate in this program and they have a box on their Incident reports that they check for notifications. | Security and Investigations | Students | 7/2021 | 6/2022 |
| 4.3 | Implement Truancy Diversion Program | ADPP | Students | 8/2021 | 5/2022 |

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 program that meets the needs of all students.

| # | 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 | Academic Supports | All Students | 11/2021 | 11/2021 |
| 5.2 | Employment of a Mental Health Practitioner assigned to each JCPS school to broker mental health services for students, and conduct crisis assessments. | Academic Supports | All Students | 8/2021 | 6/2022 |
| 5.3 | Ongoing school support via SEL Resource Teacher Roadmap SEL curriculum and training found in The SEL for Schools Roadmap | Social Emotional Learning Team | Students, Staff | 8/2021 | 6/2022 |