



Trauma Informed Plan – July 2021

*In 2019, the Kentucky General Assembly passed the School Safety and Resiliency Act, commonly known as Senate Bill 1 or SB1 (2019). This Act affected multiple statutes regarding school safety and student resiliency. These statutes impact education and many agencies that work with districts and schools. The new roles of District School Safety Coordinator and State School Security Marshal are established, along with the implementation of various trainings and responsibilities related to these roles. Membership on the Kentucky Center for School Safety (KCSS) Board was re-established, along with requiring KCSS to approve a school security risk assessment tool. School Resource Officers (SROs) are to be assigned to each school, funding permitting. Other requirements regarding school building access, suicide prevention training, active shooter training, **trauma-informed approaches to education**, school counselors, student-involved trauma, terroristic threatening and an anonymous reporting tool are also outlined in the Act. (KDE website).*

Our schools have been working forward a trauma informed approach for the past few years. We will continue this work to ensure that all schools are prepared to promote and support students' emotional and psychological well-being.

Trauma informed components of the School Safety and Resiliency Act: (Section 4. KRS 158.4416):

- a. enhancing trauma awareness throughout the school community
- b. conducting an assessment of the school climate including but not limited to inclusiveness and respect for diversity
- c. developing trauma informed discipline policies
- d. *Handle with Care* notification
- e. providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student

SSRA Component	Strategies/Practices
A. enhancing trauma awareness throughout the school community	<p>A-1. School Leadership Team members and Student Support Team members complete Trauma Informed Care School Checklist.</p> <p>A-2. District Team member reviews the Checklist with school team to help determine next steps.</p> <p>A-3. District Team provides training resources to schools, including a train-the-trainer option so that schools build capacity to continue training as new staff are added to their building.</p> <p>A-4. Staff training in trauma-informed & resiliency-oriented practices, including building staff resilience.</p> <p>A-5 Trauma impact and support services information provided to parents and community partners at family and community events.</p>
B. conducting an assessment of the school climate including but not limited to inclusiveness and respect for diversity	<p>B-1 Identify existing survey data on school climate.</p> <p>B-2. Determine consistent survey(s) to give across the district to assess school climate regularly.</p> <p>B-3. Review school climate survey data to celebrate successes and plan next steps.</p> <p>B-4. Review behavior data on a monthly basis at each school with a focus on use of exclusionary discipline practices and disproportionality among student groups.</p>
C. developing trauma informed discipline policies	<p>C-1. Continue development of Positive Behavior Supports across all schools.</p> <p>C-2. Review behavior data on a monthly basis at each school with a focus on use of exclusionary discipline practices and disproportionality among student groups.</p> <p>C-3. Continue Safe Crisis Management (SCM) training for all schools' Core Team Members.</p>

	<p>C-4. Review trauma informed practices with all Core Team members.</p> <p>C-4. Formalize restraint review process across all schools, utilizing a trauma informed lens.</p>
D. Handle With Care (HWC) notification	<p>D-1 Review HWC information with key school teams (Leadership, Foundations, Student Support).</p> <p>D-2. Review HWC as part of all trauma-related school training.</p> <p>D-3. Follow up with staff regarding students identified through HWC.</p> <p>D-4 Ensure students are provided with ongoing school and community-based supports as needed.</p>
E. providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student	<p>E-1. Develop a robust MTSS framework including academic, social emotional, and behavioral success, using the <i>Whole Child Framework</i>.</p> <p>E-2. Provide relationship-building skills and strategies during new teacher training and infuse these strategies into other professional learning sessions.</p> <p>E-3. Ensure that all Student Support Teams are well connected with other support services within their schools such as school-based mental health community partners, school mentoring programs, and CLC programs.</p> <p>E-4. Continually review and share local, state, and national resources to promote positive and supportive schools, such as NKCES, KDE Trauma Informed Schools Toolkit, University of Kentucky's Trauma Informed Schools collaborative, Bounce Coalition, Safe & Civil Schools, National Association of School Psychologists, and American School Counselor Association.</p>