

## **Marion County Public School District**

### **TRAUMA-INFORMED CARE PLAN 2022-2023**

#### **INTRODUCTION**

Marion County Public Schools (MCPS) began their focused and intentional work on meeting the needs of the whole child in 2014 when the first District School Psychologist was employed. By 2017, MCPS had added a third District School Psychologist, which allowed the district to begin their targeted focus on Trauma Informed Care (TIC) and Social Emotional Learning (SEL). At that time the district's Trauma Informed Care team (School Counselor, School Nurse and School Psychologist) participated in TIC training provided by the Central Kentucky Educational Cooperative and the University of Kentucky. In 2018, additionally, in 2018, a School Counselor position was created for our District Alternative/MARVEL (Marion Virtual Extended Learning) Academy and Area Technology Center was added. Since then our Alternative/MARVEL has grown, servicing many of our Tier 3 students and an additional .5 School Counselor position has been created (Fall of 2022). All staff at MCPS have participated in multiple district SEL trainings with an emphasis being placed on awareness, evidence-based strategies, core competencies and implementation of a core curriculum across grades P-12. In 2017, the district also implemented school Threat Assessment Teams to work with students/staff to determine level of needs and support for students. This foundation in Social Emotional Learning along with the threat assessment process laid the groundwork for MCPS to continue the implementation of Trauma Informed Care practices.

#### **VISION**

MCPS will educate the minds and hearts of our students, focusing on their academic, social and emotional well-being in a trauma sensitive environment.

#### **MISSION**

To continue to build and maintain a trauma-sensitive environment; promoting individual strengths and growth as a district to meet the needs of the whole child.

#### ***\*Acronyms used throughout this document:***

***SEL***=Social Emotional Learning

***SSC***=School Safety Coordinator

***DPP***=Director of Pupil Personnel

***SROs***=School Resource Officers

***FRYSCs***=Family Resource/Youth Service Centers

***TIC***=Trauma Informed Care

***MH***=Mental Health

***SSRA***=School Safety and Resiliency Act

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

**GOAL:** All MCPS Staff will increase their knowledge and practice of trauma-informed practices.

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

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date
1.1	Establish and train school safety (8/2022) and threat assessment teams (8/2017). <b>REQUIRED.</b>	SSC/ SEL Coordinator	Staff, Students	8/2017	On-going
1.2	Additional 0.5 School Counselor added to A-5 (Hugh C. Spalding/MARVEL Academy)	Superintendent	School Board, Superintendent	09/2022	09/2022
1.3	Provide Social Emotional Learning Training to staff through district mandated professional development days, staff meetings, etc. <i>Add “Understanding Trauma and Traumatic Stress” in 8/2021 PD.</i>	School Counselors/SEL Coordinator	Staff, Students	7/2019	On-going
1.4	Establish school trauma-informed teams, facilitated by a school counselor or mental health services provider - <b>REQUIRED.</b>	Principals/School Counselors/SEL Coordinator	Staff, Students	8/2022	9/2022
1.5	School Counselors will participate in a “School Counselor Retreat” led by GRECC to establish best practices and a comprehensive school counseling program	SEL Coordinator/School Counselors	Staff, Students	10/2022	On-going

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## **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 respective buildings and understand why it is important to make data-based decisions which promote the best learning environments for students.

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date
2.1	Implement a Universal Screener (PASS 2022) in grades 3-12 to measure risk factors (e.g., depression, anxiety, victimization, social ostracism, trauma) and resiliency factors (e.g., grit, leadership, hope).	SEL Coordinator/ School Counselors	Students	8/2020	On-going
2.2	Universal Screener (PASS 2022) 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.	SEL Coordinator School Counselors	Staff, Students	1/2021	On going
2.3	Conduct Social Emotional Learning needs assessments with district staff and families.	School Counselors	Staff/Students/ Families	5/2021	On going
2.4	Implement a SEL Curriculum district wide (Warning Signs, Suicide Prevention).	School Counselors/Peer Advisors/ Peer Leaders	Students	10/2022	On-Going

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

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

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

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date
3.1	Train the District Discipline Committee in TIC practices and share TIC and Alternatives to Suspension discipline strategies.	DPP/Lead School Psychologist/ SEWEs	Administrators	8/2021	on-going
3.2	Review KSBA policy guidelines and other supporting TIC resources and compare them to current policies. Explore alternative pathways to responding to behaviors that are trauma-informed, i.e. conferencing, restorative practices.	DPP/District Discipline Committee	Administrators	8/2021	on-going
3.3	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.	District MTSS Team/ Administrators	Staff/Students		On-going
3.4	Finalize discipline policy revisions and submit to the School Board for Approval.	DPP	Staff/Students	2/2022	7/2022

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**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:** MCPS 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	First Responder meetings at each school every June to ensure stakeholders are aware of SSRA requirements, walk buildings, and review Emergency Plans.	SSC/SROs/District Student Support	Students, First Responders	6/2021	On-Going
4.2	Renew Memorandum of Agreement with Lebanon City Police Department for the two (2) SROs to ensure continued collaboration with law enforcement.	Superintendent/Director of Operations /SSC	Students, City Police	7/2021	On-Going
4.3	Arrange meeting with Lebanon Police Chief and Marion County Sheriff to review components of the Handle With Care Initiative to ensure implementation.	Police Chief/Sheriff/Director of Student Support	Students, City Police, Sheriff's Dept.	7/2021	8/2022
4.4	Provide law enforcement with key fobs to access all buildings in case of emergency and encourage frequent walk-throughs during the school year to foster relationships with students.	SSC/DPP	Students, Law Enforcement	7/2021	9/2022
4.5	Update the KY State Police Victim's Advocate with current contact information each August for the Handle With Care Program.	District SEL Coordinator and Student Support	KSP, Students	8/2021	8/2022

4.6	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.	SSC/Principals	Students, Administrators	8/2021	10/2022
4.7	Truancy Diversion Programs at each school to meet with students and parents to identify barriers impacting attendance.	DPP/FRYSC Coordinators/Principals/School Counselors	Students, School Staff	8/2021	9/2022

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**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. 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 students are known well by at least one adult in the school setting.

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date
5.1	Implement student leadership initiatives throughout the district: SMILE Clubs, Student Ambassadors, Leader in Me Schools (7 Habits), Sources of Strength, etc.	District and School Administrators	Staff, Students		On-going
5.2	Ensure appropriate staffing in the district to support Social and Emotional Learning: 2 School Psychologists, 1 School Counselor per school and a Director of Student Support/SEL Coordinator.	Superintendent	Staff, Students	8/2017	9/2022
5.3	Collaborate and partner with multiple mental health agencies to meet students' and families' needs by coordinating and monitoring services provided.	Director of Student Support/SEL Coordinator	Parents, Students, MH Providers		On-going
5.4	Designate time in each school's master schedule for the implementation of a SEL Core Curriculum P-12.	Director of Student Support Services/ Administrators	Staff, Students		On-going
5.5	Implement SEL Core Curriculum P-12 to teach emotional regulation, calming strategies, how to communicate feelings, who to reach out to, etc.	School Counselors	Staff, Students		On-going
5.6	Utilize Universal Screener (PASS) results to coordinate and facilitate needed follow up meetings with students, threat assessments, student groups, etc.	School Counselors	Staff, Students		On-going

5.7	Provide trainings to families, staff and students on the following: suicide prevention and awareness, social media safety, healthy relationships, stress management, positive and safe schools, team building, etc.	FRYSC Coordinators	Parents, Staff, Students		On-going
5.8	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. <b>REQUIRED</b>	Superintendent/ Director of Student Support Services	Administrators, School Counselors		On-going

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