

**Purpose:**

*Newport Independent 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.*

**Team Members:** Julie Kaeff- Family and Court Liaison, Tracy Kaake - School Counselor, Jillian Chambers - School Counselor, Amber Onkst- School Social Worker, Kia Gearding- School Counselor, Tabetha Marsh - School Social Worker, James Orcena - School Social Worker, Adam Heidrich - School Counselor, Brian Thomas - School Counselor, and Dennis Maines - Safe Schools Coordinator

<a href="#"><u>Tier 1: Universal Promotion &amp; Prevention</u></a>	<a href="#"><u>Tier 2: Supplementary/ Targeted Promotion &amp; Prevention, Early Identification &amp; Early Intervention</u></a>	<a href="#"><u>Tier 3: Intensive/ Individualized Prevention, Promotion &amp; Intervention</u></a>
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- 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. HWC 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

Promotion & Prevention		Implementing trauma-informed & resilience-building practices to address SSRA components:			
SSRA Component <i>Related Practices</i>	Strategies/Practices	Data Points	Resources	Timeline	Action Step
a. enhancing trauma awareness throughout the school community	<ul style="list-style-type: none"> <li>Annual staff training in trauma-informed &amp; resilience-oriented practices, including building staff resilience</li> <li>Trauma informed care teams utilized at each school to identify and assist students impacted by trauma</li> <li>Provide families with resources and information about trauma &amp; resilience available</li> <li>Provide students with information &amp; resources about trauma &amp; resilience</li> </ul>	<ul style="list-style-type: none"> <li>All staff complete annual training</li> <li>No less than once yearly parent resources shared</li> <li>No less than once yearly, through parent engagement nights, information shared regarding trauma &amp; resilience</li> <li>Number of community providers engaged</li> <li>Inclusion of information &amp; resources about trauma &amp; resilience in student SEL learning sessions</li> <li>School counselor logs, FRYSC logs, and mental health provider caseload log</li> </ul>	<ul style="list-style-type: none"> <li>Vector Solutions -Vector Training K-12 Edition</li> <li>NKCES online learning modules</li> <li>KDE Training Supports/ KDE Trauma Toolkit</li> <li>Center on Trauma &amp; Children</li> <li>Kentucky Youth Advocates</li> </ul>	<ul style="list-style-type: none"> <li>Annual staff training completed by September 30 of each year</li> <li>Family and student resources - ongoing throughout the school year and subsequent school years</li> </ul>	<ul style="list-style-type: none"> <li>Identify TIPE training resources</li> <li>Schedule TIPE PD</li> <li>Establish trauma informed care team for current school year</li> <li>Identify resources for families</li> <li>Work with FRYSC/Counselor/ Principal to develop dissemination plan</li> <li>Schedule &amp; hold 1 family event</li> <li>Connect with community partners (health department, library, 4-H &amp; extension, faith-based community, etc.), to identify opportunity for community awareness events (e.g. existing festivals/ fairs/ conferences)</li> <li>Provide SEL informational sessions about trauma &amp; resilience in student learning sessions at least once per semester</li> </ul>

<b>b. conducting an assessment of the school climate including but not limited to inclusiveness and respect for diversity</b>	<ul style="list-style-type: none"> <li>• Survey students, families, staff through a school climate tool (including equity and diversity)</li> <li>• Leadership school level focus groups with students, families, staff</li> </ul>	<ul style="list-style-type: none"> <li>• Survey data</li> <li>• Student discipline data</li> <li>• School Climate Tool</li> <li>• Program data (Bullying Prevention, mindfulness, SEL, PBIS)</li> </ul>	<ul style="list-style-type: none"> <li>• Safe &amp; Civil Schools</li> <li>• PBIS/ PBIS.org</li> <li>• KDE MTSS web resources</li> <li>• CASEL</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys &amp; Focus Groups</li> <li>• Summary &amp; report out of findings</li> </ul>	<ul style="list-style-type: none"> <li>• Identify survey tools &amp; mechanism for data collection (e.g. google forms, surveymonkey, qualtrics, etc.)</li> <li>• Analyze, aggregate existing data</li> <li>• Identify key members for school level focus groups</li> <li>• Develop process for selecting participants</li> <li>• Focus groups complete by May of each school year</li> </ul>
<b>c. developing trauma informed discipline policies</b>	<ul style="list-style-type: none"> <li>• Positive behavior supports/ PBIS</li> <li>• Team review of office discipline referrals to identify bias, trauma needs, etc.</li> <li>• De-escalation training for all staff</li> <li>• Routine self-regulation &amp; calming strategy practice</li> <li>• Safe Space plan</li> <li>• Enhancing emotional vocabulary</li> <li>• Anti-bullying program</li> <li>• Safe Crisis Management training for designated staff</li> </ul>	<ul style="list-style-type: none"> <li>• Office discipline referrals data</li> <li>• Refinement of anti-bullying programs</li> <li>• Implementation &amp; utilization of PBIS, SEL, self-regulation, calm corners, etc.</li> <li>• Staff completion of SCM training for designated staff</li> </ul>	<ul style="list-style-type: none"> <li>• CASEL</li> <li>• Safe and Civil Schools/PBIS.org</li> <li>• Safe Crisis Management</li> <li>• Navigate 360 Behavioral Case Management</li> <li>• Second Steps</li> <li>• Kentucky Center for School Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis monthly</li> <li>• Data Findings presentation to Cabinet- June 2024</li> <li>• Fall SCM training</li> </ul>	<ul style="list-style-type: none"> <li>• Convene workgroup or members from PBIS &amp; Trauma teams</li> <li>• Analyze existing data</li> <li>• Present findings for next steps</li> <li>• Workgroup shares proposed plan with Trauma Team</li> <li>• Implement plan</li> <li>• Monitor &amp; assess process (plan implementation) &amp; outcome (impact)</li> </ul>

<p><b>d. Handle With Care (HWC) notification</b></p>	<ul style="list-style-type: none"> <li>● Remind staff to observe HWC-identified students using a trauma &amp; resilience lens</li> <li>● Emphasize universal trauma-informed and resilience-building approaches</li> <li>● Refer for supplementary supports &amp; services as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Number of HWC calls</li> <li>● Number &amp; type of follow-up activities with those students (e.g. refer to MH services)</li> </ul>	<ul style="list-style-type: none"> <li>● DOCJT HWC Video</li> </ul>	<ul style="list-style-type: none"> <li>● Update HWC staff list by August 30th yearly</li> </ul>	<ul style="list-style-type: none"> <li>● Connect with local law enforcement to find location of HWC program</li> <li>● Identify school HWC contact</li> <li>● Update -Sign up for HWC notification</li> <li>● Develop in-school notification plan</li> </ul>
<p><b>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</b></p>	<ul style="list-style-type: none"> <li>● Utilize a student advocate program to promote staff-student relationship &amp; connection</li> <li>● Have a representative on the Trauma Team to be the liaison with the existing MTSS and other school level teams</li> <li>● Whole School Mindfulness theme once per year</li> <li>● Start staff meetings with mindful activity check-in to model process</li> <li>● Review crisis response plan</li> <li>● Mindful Week planned, scheduled and implemented</li> <li>● Universal screener for social emotional and trauma needs</li> <li>● Identification and training of school level trauma/crisis care team</li> </ul>	<ul style="list-style-type: none"> <li>● Student advocate program plan</li> <li>● Team organization identification</li> <li>● Implementation of programs/ strategies</li> <li>● Staff satisfaction</li> <li>● Universal screener for social emotional and trauma needs</li> <li>● Hierarchy of school level trauma care team</li> <li>● School counselor logs, FRYSC logs, and mental health provider caseload log</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://www.traumasensitiveschools.org">www.traumasensitiveschools.org</a></li> <li>● Center on Trauma &amp; Children</li> <li>● Terrace Metrics</li> <li>● CASEL</li> <li>● Navigate 360 Behavioral Case Management</li> <li>● Education Life Skills</li> <li>● Community partners for school-based mental health services</li> </ul>	<ul style="list-style-type: none"> <li>● Schedule time for MTSS and TI team liaison for collaboration no later than October 1 of each school year</li> <li>● Staff meeting check-ins one time per semester - completion date May 26 of each school year</li> <li>● Third week of March of every year will be Mindful Week</li> <li>● Trauma Team Liaison</li> </ul>	<ul style="list-style-type: none"> <li>● Create mindfulness theme</li> <li>● Train staff in 1-2 mindfulness activities matched to theme</li> <li>● Each grade PLC/Admin team divide students into advising groups</li> <li>● Staff meetings begin &amp; end with check-in</li> <li>● Terrace Metrics assessment to be given to students in grades 3-12.</li> <li>● Implementation of school level trauma care team</li> </ul>

	<ul style="list-style-type: none"><li>● Provide SEL lessons classroom guidance/small groups/individual counseling sessions (Examples include: suicide prevention, positive decision making, relationships skills/social awareness, self-management, and coping strategies)</li><li>● Offer school-based mental health services for at-risk students</li></ul>			<p>Identified by August 30th</p> <ul style="list-style-type: none"><li>● Training of school level trauma care team by September 30th</li><li>● Family and student resources - ongoing throughout the school year and subsequent school years</li></ul>	
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