

Purpose:

Russellville Independent School District is 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.

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 (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

| Tier 1: Universal Promotion & Prevention | | Implementing trauma-informed & resilience-building practices to address SSRA components: | |
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| SSRA Component Related Practices | Strategies/Practices | Resources | Action Steps |
| a. Enhancing trauma awareness throughout the school community | The district trauma-informed team will train staff annually on trauma-informed practices. | <ul style="list-style-type: none">• KDE’s Trauma-Informed Toolkit• Annual PBIS Team Training• NCTSN Trauma Toolkit | <ol style="list-style-type: none">1. District trauma team will train staff in August, 2025.2. District trauma team will complete a day of data review and action planning in July, 2025. |

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| b. Conducting an assessment of the school climate including, but not limited to, inclusiveness and respect for diversity | Each school will conduct school climate surveys annually. Results will be analyzed and shared with stakeholders. | <ul style="list-style-type: none"> • PBIS Self-Assessment Survey • PBIS Tiered Fidelity Inventory | <ol style="list-style-type: none"> 1. PBIS/School Trauma-Informed Teams will ensure annual completion of the PBIS Self-Assessment Survey. 2. PBIS/School Trauma-Informed Teams will annually complete the PBIS Tiered Fidelity Inventory. 3. Results will be analyzed by the PBIS/School Trauma-Informed Team and used to inform PBIS and trauma-informed practices. |
| c. Developing trauma informed discipline policies | Each school's SBDM council will review and evaluate their school's discipline policy for trauma-informed components, such as using a trauma-informed lens and restorative practices, and update policies as needed. | <ul style="list-style-type: none"> • KDE's Trauma-Informed Toolkit • Fix School Discipline, A Toolkit for Educators | <ol style="list-style-type: none"> 1. SBDM Councils will review KDE's Trauma-Informed Toolkit. 2. SBDM Councils will review school discipline policies to evaluate if trauma-informed components are included. 3. Policies will be updated as necessary to be trauma-informed. |
| d. HWC notification | Each school will continue use of Handle with Care notification through https://kentuckystatepolice.org/handlewithcare to receive notification of students who have been exposed to a traumatic event that involved law enforcement. At least 3 points of contact for each school will be established. | <ul style="list-style-type: none"> • https://kentuckystatepolice.org/handlewithcare • Handle with Care Training Video | <ol style="list-style-type: none"> 1. Building administration will ensure at least 3 points of contact are registered for Handle with Care notifications within the school. 2. School Safety Coordinator will update staff on the Handle with Care notification system and how to respond if a student is reported on this system. |
| e. Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and | Each school will implement school-wide PBIS and SEL programs to promote a positive and safe environment for students. | <ul style="list-style-type: none"> • PBIS Action Plan • Suicide Awareness Lessons • Quaver • Overcoming Obstacles • CASEL | <ol style="list-style-type: none"> 1. PBIS/Trauma-Informed Teams will develop annual action plans to ensure continued implementation and fidelity of PBIS in each school. Plans will include creating physically, emotionally, and psychologically safe environments; building positive relationships; and integrating SEL lessons in the curriculum. |

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| foster a positive and safe school environment for every student | | | <ol style="list-style-type: none"> 2. Suicide Awareness lessons will be taught at least two times a year to all students in grades 6-12. 3. All staff will annually complete 60 minutes of training on suicide awareness. |
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| Tier 2 & 3: Supplementary/Targeted & Intensive/Individualized | | Implementing trauma-informed & resilience-building practices to address SSRA components: | |
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| SSRA Component <i>Related Practices</i> | Strategies/Practices | Resources | Action Steps |
| a. Enhancing trauma awareness throughout the school community | <p>Identified staff from each school will receive Safe Crisis Management training (SCM).</p> <p>Verbal de-escalation strategies will be used to assist students in distress.</p> | Safe Crisis Management | <ol style="list-style-type: none"> 1. Core teams will be trained from each school on de-escalation strategies and Safe Crisis Management. 2. All staff members will participate in training on verbal de-escalation strategies. |
| b. Conducting an assessment of the school climate including, but not limited to, inclusiveness and respect for diversity | The PBIS/Trauma-informed team will review results of the climate survey to determine if any changes to the school environment are warranted. | <ul style="list-style-type: none"> • PBIS Self-Assessment Survey • PBIS Tiered Fidelity Inventory • KDE's Trauma-Informed Toolkit | <ol style="list-style-type: none"> 1. Survey results will be reviewed and analyzed. 2. PBIS/ Trauma Informed team will meet to discuss results of surveys and determine if any patterns or areas of concern arose. 3. The team will recommend changes to the school environment, if needed, based on survey results. |
| c. Developing trauma informed discipline policies | Use an array of strategies to support students with patterns of challenging behavior, including addressing trauma, such as (a) trauma plan; (b) Functional | <ul style="list-style-type: none"> • KDE's Trauma-Informed Toolkit • Trauma Plan | <ol style="list-style-type: none"> 1. PBIS/Trauma-Informed Team will identify students who potentially need additional supports and implement supports as appropriate. |

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| | Behavior Assessment (FBA); (c) Behavior Intervention Plan; (d) Check-in Check-out, (e) mentoring, etc. | <ul style="list-style-type: none">• Functional Behavior Analysis• Behavior Intervention Plan• Check-in Check-Out• Mentoring Program | |
| d. HWC notification | Intensify supports for students who have been flagged through the HWC notification system | | <ol style="list-style-type: none">1. HWC points of contact will ensure appropriate personnel receive immediate notification (e.g., share in person vs email)2. As needed, provide support to student through mental health or counselor services |
| 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>Core staff will be trained on crisis prevention and response with the PREPaRE model.</p> <p>The SRSS-IE will be administered 2 times a year to identify students with externalizing and internalizing behaviors that require additional Tier 2 or Tier 3 interventions.</p> | PREPaRE SRSS-IE | <ol style="list-style-type: none">1. Crisis response team members will provide response to crisis events on an as-needed basis.2. Using behavior screeners and/or persistence to graduation data and teacher input, student needs will be discussed at Tier 2 and Tier 3 MTSS behavior meetings.3. Interventions will be planned and implemented as deemed necessary. |