

Purpose:

Christian 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.

Team Members:

Administrator (Principal or Assistant Principal); School Counselor and/or School Social Worker and/or School Psychologist; Family Resource and Youth Service Center; Mental Health Provider; School Resource Officer; Teacher, Paraeducator; Student and Family Representative; Representative from Community Partner Agencies. Trauma Informed/PBIS Tier II and III will be the same committee.

Tier 1: Universal Promotion & Prevention	Tier 2: Supplementary/ Targeted Promotion & Prevention, Early Identification & Early Intervention	Tier 3: Intensive/ Individualized Prevention, Promotion & Intervention
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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

Tier 1: Universal 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">• Annual staff training in trauma-informed and resilience-oriented practices including building staff resilience• Fall “new employee” training• Provide families with resources and information about trauma and resilience available• Provide students with information and resources about trauma and resilience• Host informational events to raise awareness across the entire community	<ul style="list-style-type: none">• Number of staff who complete training• Staff pre & post assessment on Trauma Informed Care• Number of parent resources shared• Number of events about trauma and resilience• Number of community providers engaged	<ul style="list-style-type: none">• Green River Regional Educational Cooperative• Kentucky Department of Education• Pennyroyal Mental Health• Mountain Comprehensive Care• Western Kentucky Education Cooperative• School Based Therapists• National Center on Trauma and Children	<ul style="list-style-type: none">• 2024-2025 school year	<ul style="list-style-type: none">• Identify TIPE training resources• Identify training opportunities on PD calendar 2024-2025 school year• Schedule TIPE PD• Work with School Counselors and Principals to develop distribution plan• Schedule mental health tables at schools open houses• Collaborate with Hopkinsville Library on educational packages to be given to school aged students on mental health awareness
b. conducting an assessment of the school climate including but not limited to inclusiveness and respect for diversity	<ul style="list-style-type: none">• District Level School Climate Audits• Use PBIS school climate audit• Use equity tool to assess policies and practices• Survey students, families and staff	<ul style="list-style-type: none">• Survey data• Student discipline data• PBIS School Climate Tool• Program data (Bullying Prevention,	<ul style="list-style-type: none">• Midwest PBIS• Western Kentucky Education Cooperative• Green River Regional Educational Cooperative• Project Prevent Grant• KDE MTSS web resources	<ul style="list-style-type: none">• Surveys and Focus Groups completed by May 2025• Summary and report	<ul style="list-style-type: none">• Identify survey tools for data collection• Analyze, aggregate existing data• First survey in October 2024• Second survey in April 2025

	<ul style="list-style-type: none"> ● PBIS Training on Tier 1 to encompass Trauma, Diversity and Social emotional learning 	<p>mindfulness, SEL and PBIS)</p> <ul style="list-style-type: none"> ● Staff turnover rates ● Staff exit interview 	<ul style="list-style-type: none"> ● Bullying Prevention Program ● Racial Equity Tool 	<p>out of findings Fall 2024</p>	
c. developing trauma informed discipline policies	<ul style="list-style-type: none"> ● Positive behavior supports/PBIS ● Restorative Practices ● De-escalation and self-regulation training for all staff ● Anti-bullying program ● Enhancing emotional vocabulary ● Trauma Informed/PBIS Tier II and Tier III teams ● Safe Crisis Management team training for designated staff 	<ul style="list-style-type: none"> ● Office Discipline Referrals ● Implementation of restorative/anti bullying programs ● Implementation and utilization of PBIS, SEL, self-regulation ● Staff completion of SCM training 	<ul style="list-style-type: none"> ● KDE Tool on Trauma Informed Disciplinary systems ● Midwest PBIS/PBIS.org ● Restorative Practices Resource ● CASAL ● Safe Crisis Management ● Western Kentucky Educational Cooperative 	<ul style="list-style-type: none"> ● Convene workgroup August 2024 ● Data Analysis August - December 2024 ● Develop Plan January - February 2025 ● Present draft March 2025 	<ul style="list-style-type: none"> ● Convene workgroup with members from PBIS & Trauma teams ● Analyze existing data ● Develop proposed plan ● Workgroup shares proposed plan with Trauma Team ● Implement plan ● Monitor & assess process (plan implementation) & outcome (impact)
d. HWC notification	<ul style="list-style-type: none"> ● Remind staff to observe Handle with Care (HWC) identified students using a trauma & resilience lens ● Emphasize universal trauma-informed and resilience-building approaches ● Refer for supplementary supports & services as needed 	<ul style="list-style-type: none"> ● Number of HWC calls ● Number & type of follow-up activities with those students (e.g. refer to MH services) 	<ul style="list-style-type: none"> ● HWC Video ● KDE HWC Tool in Trauma Toolkit 	<ul style="list-style-type: none"> ● Identify school contact before start of 2024-2025 school year ● Develop data collection system to 	<ul style="list-style-type: none"> ● Continue to work with local law enforcement on HWC ● Identify school HWC contact ● Develop in-school notification plan ● Develop system to record number of calls, age/grade of student involved

				be able to start ASAP	
<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>	<ul style="list-style-type: none"> ● Adopt true MTSS model to connect universal activities such as SEL, PBIS and Restorative Practices, anti-bullying to trauma-informed and resilience-building practices and policies ● Semi-annual equity tool analysis of programs to check equitable implementation and accessibility of supports and services to all students and families ● Review crisis response plan to ensure it is trauma informed ● Combine Trauma Team with existing MTSS Team ● School based therapist - train staff on trauma informed strategies ● School Counselors meet with all students annually ● School Counselors teach mini-lessons to classes ● Universal Mental Health Screener 	<ul style="list-style-type: none"> ● Attendance ● Implementation of programs and strategies ● Check staff understanding of information ● School counselor log on students and mini-lessons ● Mental Health Screener data by school and tier 	<ul style="list-style-type: none"> ● Project Prevent Grant through Green River Regional Educational Cooperative ● KDE Trauma Toolkit ● Western Kentucky Educational Cooperative 	<ul style="list-style-type: none"> ● School Counselors start meeting with students August 2024 ● School Counselors mini lessons begin September 2024 ● Universal Screener begins September 2024 ● SBT begin training staff in August 2024 	<ul style="list-style-type: none"> ● School Counselors do two mini-lessons per month ● School Counselors will meet with 20 students per week ● SBT will train staff once a month in PLC's and/or faculty meeting

Tier 2: Supplementary/Targeted Promotion & Prevention, Early Identification & Early Intervention		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"> • Trauma Assessment • Annual staff training in Trauma screening and assessment, • Annual staff training on the referral system 	<ul style="list-style-type: none"> • Number of staff trained in screening and assessments • Data from Trauma Assessments 	<ul style="list-style-type: none"> • PBIS School Climate Survey 	<ul style="list-style-type: none"> • 2024-2025 School Year 	<ul style="list-style-type: none"> • Create timeline for trainings • Convene workgroup to determine trauma screening tool and process through PBIS and school counselors
b. conducting an assessment of the school climate including but not limited to inclusiveness and respect for diversity	<ul style="list-style-type: none"> • Student engagement survey • Impact KY Working Conditions Survey 	<ul style="list-style-type: none"> • Data from Student engagement survey • Data from Impact KY Working conditions survey 	<ul style="list-style-type: none"> • Midwest PBIS • Western Kentucky Education Cooperative • Green River Regional Educational Cooperative • KDE MTSS web resources • Bullying Prevention Program • Racial Equity Tool • KDE Toolkit on Trauma Informed Disciplinary systems • Midwest PBIS/PBIS.org • Restorative Practices Resource • CASEL • Safe Crisis Management 	<ul style="list-style-type: none"> • Spring 2025 	<ul style="list-style-type: none"> • Conduct focus groups for improving climate from PBIS apps • Analyze data from focus groups and share with full faculty

			<ul style="list-style-type: none"> Western Kentucky Educational Cooperative 		
c. developing trauma informed discipline policies	<ul style="list-style-type: none"> Positive behavior supports/PBIS Restorative Practices De-escalation and self-regulation training for all staff Anti-bullying program Enhancing emotional vocabulary Trauma Informed/PBIS Tier II and Tier III teams Safe Crisis Management team training for designated staff 	<ul style="list-style-type: none"> Office Discipline Referrals Implementation of restorative/anti bullying programs Implementation and utilization of PBIS, SEL, self-regulation Staff completion of SCM training 	<ul style="list-style-type: none"> KDE Tool on Trauma Informed Disciplinary systems Midwest PBIS/PBIS.org Restorative Practices Resource CASAL Safe Crisis Management Western Kentucky Educational Cooperative 	<ul style="list-style-type: none"> Continue workgroup August 2024 Data Analysis August - December 2024 Continue Plan January - February 2025 Evaluation July 2025 	<ul style="list-style-type: none"> Convene workgroup with members from PBIS & Trauma teams Analyze existing data Develop proposed plan Workgroup shares proposed plan with Trauma Team Implement plan Monitor & assess process (plan implementation) & outcome (impact)
d. HWC notification	<ul style="list-style-type: none"> Remind staff to observe Handle with Care (HWC) identified students using a trauma & resilience lens Emphasize universal trauma-informed and resilience-building approaches Refer for supplementary supports & services as needed 	<ul style="list-style-type: none"> Number of HWC calls Number & type of follow-up activities with those students (e.g. refer to MH services) 	<ul style="list-style-type: none"> HWC Video KDE HWC Tool in Trauma Toolkit 	<ul style="list-style-type: none"> Identify school contact before start of 2024-2025 school year Develop data collection system to be able to start ASAP 	<ul style="list-style-type: none"> Continue to work with local law enforcement on HWC Identify school HWC contact Continue in-school notification plan Continue system to record number of calls, age/grade of student involved

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	<ul style="list-style-type: none">● School Based Therapist● Check In/Check Out● Mentor Program with school staff● Social skills/SEL small group instruction● Check and Connect● Tap In - Tap Out adults● Referral system with collaboration with behavioral health providers for trauma-informed intervention	<ul style="list-style-type: none">● Referral pathway data● Number of school counselor referrals to outside agencies● Number of students currently receiving therapy from outside agencies and modality of therapy.● Number of students receiving services and supports within the building and intervention	<ul style="list-style-type: none">● Project Prevent Grant through Green River Regional Educational Cooperative● KDE Trauma Toolkit● Western Kentucky Educational Cooperative● Pennyroyal Mental Health Center● Mountain Comprehensive Care Center	<ul style="list-style-type: none">● School Counselors start meeting with students August 2024● School Counselors mini lessons begin September 2024● Universal Screener begins September 2024● SBT begin training staff in August 2024	<ul style="list-style-type: none">● School Counselors do two mini-lessons per month● School Counselors will meet with 20 students per week
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Tier 3: Intensive/Individualized Prevention, Promotion & Intervention		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"> school trauma teams will receive TIC training together school based mental health provider presence and trainings Youth Mental Health First Aid Training Family engagement nights Monthly newsletter from school counselors School counselor link on school website that includes mental health and trauma information and number for crisis lines 	<ul style="list-style-type: none"> attendance for TIC and YMHFA training sign in sheets from family engagement nights/events pre-tests and post tests for TIC training 	<ul style="list-style-type: none"> TIC refresher videos WKEC GRREC school based mental health providers Pennyroyal Mental Health Center Mountain Comprehensive Care Center Southeast School Safety Summit Men2Be Stronger Connections Grant 	<ul style="list-style-type: none"> Southeast School Safety Summit summer 2024 TIC training August 2024 YMHFA training Summer 2025 family engagement events- Fall 2024 	<ul style="list-style-type: none"> attend Southeast School Safety Summit schedule outside providers to attend open house at schools add TIC refresher sessions to online training portal post trauma informed infographics to social media create link to school counselor's webpage
b. conducting an assessment of the school climate including but not limited to inclusiveness and respect for diversity	<ul style="list-style-type: none"> Impact KY working conditions survey Student Engagement Survey Terrace Metrics Survey SRSS-IE Universal Screener 	<ul style="list-style-type: none"> results from Impact KY working conditions survey, Student engagement survey and Terrace Metrics survey 	<ul style="list-style-type: none"> school counselors School based therapists certified staff parents Pennyroyal Mental Health Center Racial Equity Toolkit Mountain Comprehensive Care Center WKEC 	<ul style="list-style-type: none"> Fall 2024 Spring 2025 	<ul style="list-style-type: none"> obtain parent consent for the Terrace Metrics Survey administer the surveys Review survey results

			<ul style="list-style-type: none"> Stronger Connections Grant Terrace Metrics 		
c. developing trauma informed discipline policies	<ul style="list-style-type: none"> Positive behavior supports/PBIS Restorative Practices De-escalation and self-regulation training for all staff Anti-bullying program Enhancing emotional vocabulary Trauma Informed/PBIS Tier II and Tier III teams Safe Crisis Management team training for designated staff 	<ul style="list-style-type: none"> Office Discipline Referrals Implementation of restorative/anti bullying programs Implementation and utilization of PBIS, SEL, self-regulation Staff completion of SCM training 	<ul style="list-style-type: none"> KDE Tool on Trauma Informed Disciplinary systems Midwest PBIS/PBIS.org Restorative Practices Resource CASEL Safe Crisis Management Western Kentucky Educational Cooperative Stronger Connections Grant GRREC 	<ul style="list-style-type: none"> Continue workgroup August 2024 Data Analysis August - December 2024 Continue Plan January - February 2025 Evaluation July 2025 	<ul style="list-style-type: none"> Convene workgroup with members from PBIS & Trauma teams Analyze existing data Develop proposed plan Workgroup shares proposed plan with Trauma Team Implement plan Monitor & assess process (plan implementation) & outcome (impact)
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e. providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and	<ul style="list-style-type: none"> Scheduled movement breaks Social Skills/SEL individualized lessons Trauma informed behavior intervention plan Trauma informed 504 Trauma informed individualized education plan 	<ul style="list-style-type: none"> Referral pathway data - number and percentage of students receiving each of the strategies or practices 	<ul style="list-style-type: none"> School based therapists Group therapy sessions Too Good for Drugs and Too Good for Violence Curriculum Katie Embrey from GRREC- to teach 	<ul style="list-style-type: none"> 24-25 school year Administer Terrace Metrics Survey Fall of 2024 and 	<ul style="list-style-type: none"> Review and update any needed changes on contracts with outside mental health providers Meet with outside providers to determine which therapies are

safe school environment for every student	<ul style="list-style-type: none">● Trauma informed safety plan● Wrap around services and supports● Individualized mental health therapy<ul style="list-style-type: none">○ Trauma focused CBT○ Cognitive Behavior Therapy○ EMDR therapy● Cognitive Behavioral Intervention for Trauma in Schools● Terrace Metrics Survey● Too Good for Drugs/Too Good for Violence program● Men2Be● use of Calm Rooms/Calm Spaces● use of Break Cards	<ul style="list-style-type: none">● Number of staff and/or outside providers providing strategies and practices● individualized results from Terrace Metrics Survey● data from Men2Be● monitor number of Break Cards used● monitor number of students using Calm Rooms/Calm Spaces● Monitor grades, attendance and behavior of students receiving school based mental health services	<p>schools about the importance of movement in the classroom</p> <ul style="list-style-type: none">● Terrace Metrics● Men2Be● Southeast School Safety Summit● School based Medicaid Services	Spring of 2025	<p>available through each agency.</p> <ul style="list-style-type: none">● MOA's for specific servicers● Outside wrap around support provide professional development for staff on what each therapy is and how they can support students when they return to the classroom● Professional development on appropriate trauma informed safety plans, 504s, and IEPs● Train counselors in Too Good for Drugs and Too Good for Violence Curriculum● set up and plan the release of Terrace Metrics Survey to school counselors/students● obtain parental consent for students referred to school based therapy services including group therapy● Obtain parent consent to bill medicaid for students with Medicaid insurance
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