

Elizabethtown Independent Schools

TRAUMA-INFORMED CARE PLAN 2026 - 2027

INTRODUCTION

Elizabethtown Independent Schools began transforming into a trauma-informed school district in 2019 with support from the GRREC (Green River Region Education Cooperative) through Project Prevent and Abri (KY Academic and Behavioral Response to Intervention) through the University of Louisville to provide trauma-informed care professional development, implementation support, program evaluation, and progress monitoring. The transformation was designed to enable the Elizabethtown Independent Schools to utilize systemic trauma-informed practices throughout the district, encompassing not only school-based practices but informing key organizational domains which include: (a) leadership, (b) policy, (c) finance, (d) safety, (e) continuous improvement, (f) student supports, and (g) staff supports. Staff at Elizabethtown Independent Schools have received introductory and advanced trauma-informed professional development and consultation for the past two years. Multiple trauma-informed training sessions will be provided to various stakeholders to include parents, grandparents, and guardians, addressing ways to build resiliency in their children and self-care. EIS superintendent, Paul Mullins, champions this initiative and is actively supported by district leadership. These collaborative efforts have positioned Elizabethtown Independent Schools to move forward as a trauma-informed district, meeting and exceeding the requirements of the *Kentucky School Safety and Resiliency Act*.

VISION

Student learning in Elizabethtown Independent Schools will be enhanced by systemic, trauma-informed practices and policies utilized by all staff to improve each student's sense of safety, caring, and belonging by the entire school community.

MISSION

To continue to evolve as a trauma-informed district where all adults recognize the impact of trauma on student learning by understanding and responding in ways that support the emotional and physical well-being of all students.

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

GOAL: ALL EIS Staff increase their knowledge and practice of trauma-informed practices.

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

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date
1.1	Established School Trauma-Informed teams through EIS MTSS (Teacher, School Psychologist, FRYSC rep, school counselor, principal, assistant principal, behavior interventionists, district school based therapist, Community Agencies, Director of Special Programs, and Director of Student Services) facilitated by a school counselor or mental health services provider. This team meets monthly at each school. REQUIRED	Principals and Counselors	District & School Staff and Community Agencies	17-18 SY	Present
1.2	Established school safety and threat assessment teams. REQUIRED	Principals, SSC	District & School Staff and Community Agencies	18-19 SY	Present
1.3	All district staff members have or will receive Youth Mental Health First Aid Training in collaboration with our Project Prevent Grant.	Director of Special Programs	District & School Staff and Community Agencies	2021 SY	Completed 2024
1.4	EIS has participated in various Trauma Informed Care Instructional Response Strategies Training at both district and school levels.	Principals & Director of Special Programs	District & School Staff & Community Agencies	2018 SY	Present
1.5	EIS has contracted with Larry Bell; He empowers educators with the motivation, strategies, and leadership skills needed to effectively implement trauma-informed care, creating safer and more supportive learning environments.	Director of Special Programs	District & School Staff & Community Agencies	24/25 SY	Completed 2026

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 building 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	Conduct a School Climate Survey that will be given to students grades 2-12 twice per school year (fall and winter) that includes items on inclusiveness, diversity, belonging, respect, safety, and being cared for by adults in the building.	Principals, Counselors, Director of Special Programs	Students, District & School Staff	20-21 SY	Summer 2026
2.2	Student Engagement Survey through Project Prevent will be given to students in grades 5th, 8th, and 11th in the spring.	GRREC, Principals and Counselors	Students, District & School Staff	20-21 SY	Summer 24
2.3	KIP (Kentucky Incentives for Prevention) Survey will be given to students in 6th, 8th, 10th, and 12th grade every other year, starting 21/22 school year. The window for this survey will be Oct 4th through Nov. 12th.	Principals, Counselors, Assistant Superintendent/ Director of Student Services	Students, District & School Staff	21-22 SY	Completed 2025
2.4	EIS has contracted with Larry Bell; He empowers educators with the motivation, strategies, and leadership skills needed to effectively implement trauma-informed care, creating safer and more supportive learning environments.	Director of Special Programs	District & School Staff & Community Agencies	24-25 SY	Completed 2026
2.5	Terrace Metrics surveys will be given twice a year. It provides a comprehensive assessment tool that helps staff understand student perceptions of school climate, thereby enabling data-based decisions to promote inclusiveness, respect for diversity, and the creation of safe and supportive learning environments for all students. REQUIRED	Director of Special Program	Students, District & School Staff	24-25 SY	Present

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

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

OBJECTIVE: EIS 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	Review KSBA policy guidelines and other supporting TIC resources and compare to current policies and make any needed changes to reflect current guidelines.	Assistant Superintendent/ Director of Student Services	District & School Staff	Sept. '21	June '22
3.2	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.	Superintendent, Assistant Superintendent, & Director of Special Programs	District & School Staff	18-19 SY	Present
3.3	School MTSS teams meet monthly to discuss and analyze individual student behavior to make recommendations to include alternative disciplinary options that are trauma-informed (e.g., conferencing, logical consequences, restorative practices). Student Risk Screening Scale- Internalizing and Externalizing (SRSS) will be administered twice a year K-12. School level teams use these scores along with other school collected data to inform instruction and make decisions regarding student needs for more intensive supports.	Director of Special Programs	District & School Staff & Community Agencies	17-18 SY	Present
3.4	Staff is receiving training on restorative practices to enhance trauma-informed care, as these practices create a supportive and empathetic environment that addresses students' emotional needs and promotes healing and constructive conflict resolution.	Director of Special Programs, Principals	District & School Staff & Community Agencies	July 24	Present

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: EIS 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	Update Kentucky State Police Victim's Advocate with current contact information for the Handle With Care Program.	Assistant Superintendent/ Director of Student Services, KY State Police, Local Law Enforcement Agencies	District & School Staff	18-19 SY	Present
4.2	Renew Memorandum of Agreement with Elizabethtown Police Department for our four (4) SROs to ensure collaboration with law enforcement.	Superintendent, Assistant Superintendent/ Director of Student Services, & BOE	District Staff	16-17 SY	Present
4.3	EIS will provide local first responders with school safety plans and 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.	Superintendent, Assistant Superintendent/ Director of Student Services & Principals	District and School Staff	18-19 SY	Present
4.4	EIS Truancy Diversion Program for middle and high school students	Assistant Superintendent/ Director of Student Services, Director of Special Programs, District Student Coach, CDW	District Staff, Students, CDW, Parents/Guardians	15-16 SY	Ended 7/1/2026

4.5	EIS School Safety Round Table	Director of Student Services	District Staff, First responders	22-23 SY	Present
4.6	Partnership with Central Kentucky Community Action Council (CKCAC) . This agreement demonstrates a collaboration in which families are engaged through parent engagement meetings to define barriers to attendance.	Director of Student Services	District Staff, Students, Parents/ Guardians	24-25 SY	Present
4.7	District Staff will participate in the Hardin County School Justice Partnership	Director of Student Services, Director of Special Program, Mental Health Expert	District Staff, Students, Parents/ Guardians	23/24	Present

4.8	EIS Attendance Meetings for middle and high school students	Director of Student Services, Building Admin, FRYSC	District Staff, Students,, Parents/ Guardians	26-27 SY	Present
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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. REQUIRED

Also Required: 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 schools will utilize a social-emotional learning framework that meets the needs of each student.

#	Strategy	Leader(s)	Stakeholder Groups	Start Date	End Date
5.1	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. REQUIRED	Superintendent	District Staff	18-19 SY	Present
5.2	Employment of District Mental Health Therapist through Project Prevent Grant and a Student Support Coach/Counselor for middle and high school through ESSER funds.	Director of Special Programs	All Students	19-20 SY	Summer 24
5.3	All schools have adopted and will use their selected SEL program provided by the district.	Principals and Counselors	Teachers & All Students	18-19 SY	Present
5.4	FRYSC hosts monthly grandparent support group meetings.	FRYSC Coordinators	Grandparents raising Students	05-06 SY	Present
5.5	Off-campus learning sites (Wesley Hilltop House) with the goal of establishing more sites across the district as well as a mobile classroom to support students and their families.	Counselor, Principals, FRYSC	District & School Staff, Students, & Parents/Guardians	20-21 SY	Present
5.6	Robust and extensive Summer Learning Recovery/Enrichment Program open to all students K-12 to include SEL, learning recovery and enrichment opportunities	Curriculum and Instruction Supervisor,	Summer School Coordinators, Principals, Teachers, Community Agencies,	20-21 SY	Summer 24

5.7	KRS 156.095 requires that all students in grades six through twelve receive suicide prevention information before September 15 of each year and again by January 15th of each year . This information shall be provided in person, by live streaming, or via a video recording.	Assistant Superintendent/ Director of Student Services, School Counselors, and Staff Members.	District Staff and All Students	14-15 SY	Present
5.8	Provide Stop Tip Line Access to all students and staff as an anonymous reporting option to promote student and school safety and well-being. This will be open for ALL students and community members to access on our district webpage for stakeholders to report a threat to student or school safety to school and district administrators. (Required by School Safety and Resiliency Act).	Assistant Superintendent / Director of Student Services, and Principals	District Staff and All Students	16-17 SY	Present
5.9	Employment of District Mental Health Therapist through local funds	Director of Special Programs/Director of Student Services	All Students	24/25 SY	Present
6.0	The Sources of Strength program provides services that mitigate the negative impact of trauma, support critical learning, and foster a positive and safe school environment, ensuring that all students are known well by at least one adult and that their social-emotional needs are met through a comprehensive learning framework.	FRYSC, Principals, Director of Student Services	All Students (6-12)	23/24 SY	Present
6.1	My Sister's Keeper and My Little Sister's Keeper programs, along with additional mentorship initiatives, address the learning needs of all students, within a safe and successful learning environment.	FRYSC, Principals, Director of Student Services	All Students (6-12)	23/24 SY	Present
6.2	All Pro Dads along with additional mentorship initiatives, address the learning needs of all students, within a safe and successful learning environment.	FRYSC, Principals, Director of Student Services	All Students (1-8)	25/26SY	Present
6.3	Review and update Crisis Response Manual	FRYSC, Principals, Director of Student Services	All Students	25/26 SY	Present
6.4	Extensive partnerships with outside agencies for mental health and related services. (Creative Counseling, Cumberland Family Medical, Communicare)	FRYSC, Principals, Director of Student Services, Director of Special Programs	All Students	25/26 SY	Present