

Building Tomorrow



**LUDLOW**  
**INDEPENDENT SCHOOLS**

**LUDLOW INDEPENDENT SCHOOL DISTRICT  
TRAUMA-INFORMED CARE PLAN**

**INTRODUCTION**

In 2019, the Kentucky General Assembly passed the School Safety and Resiliency Act, commonly known as Senate Bill 1 or SB1 (2019). This Act affected multiple statutes regarding school safety and student resiliency. These statutes impact education and many agencies that work with districts and schools. The new roles of District School Safety Coordinator and State School Security Marshal were established, along with implementation of various trainings and responsibilities related to these roles. Membership on the Kentucky Center for School Safety (KCSS) Board was re-established, along with requiring KCSS to approve a school security risk assessment tool. School Resource Officers (SROs) are to be assigned to each school, funding permitting. Other requirements regarding school building access, suicide prevention training, active shooter training, trauma-informed approaches to education, school counselors, student-involved trauma, terroristic threatening and an anonymous reporting tool are also outlined in the Act.

Trauma informed components of the 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

**PURPOSE**

The Ludlow Independent School District is committed to creating trauma-informed, resiliency-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.

**Component #1: Enhancing Trauma Awareness Throughout the School Community**

<u>Strategies/Practices</u>	<u>Data Points</u>	<u>Resources</u>	<u>Action Step</u>
<ul style="list-style-type: none"> <li>• Annual staff training in trauma-informed and resilience-oriented practices, including building staff resilience</li> <li>• Fall “new employee” training</li> <li>• Provide families with resources and information about trauma and resilience available</li> <li>• Provide students with information, resources about trauma and resilience</li> <li>• Host informational events to raise awareness across the entire community</li> <li>• Annual staff training on protocol for trauma screening and assessment</li> <li>• Annual staff training in referral pathway, processes, and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Number of staff who completed training</li> <li>• Staff pre and post assessments</li> <li>• Number of parents resources shared</li> <li>• Number of events about trauma and resilience</li> <li>• Number of community providers engaged</li> </ul>	<ul style="list-style-type: none"> <li>• KDE Training Supports/KDE Trauma Toolkit</li> <li>• Center on Trauma and Children</li> <li>• NKCES Trainings</li> <li>• Kentucky Youth Advocates</li> </ul>	<ul style="list-style-type: none"> <li>• Identify training Resources and opportunities</li> <li>• Identify resources for families</li> <li>• Work with FRYSC/Counselor/Principal to dissemination plan</li> <li>• Schedule and hold two family events</li> <li>• Connect with community partners (health department, library, 4-H, and extension,) to identify opportunity awareness events (e.g., existing festivals/fairs/conferences)</li> <li>• Convene workgroup to determine trauma screening tool and process lead by trained mental health providers</li> </ul>

**Component #2: Conducting an Assessment of the School Climate, Including but Not Limited to, Inclusiveness and Respect for Diversity**

<u>Strategies/Practices</u>	<u>Data Points</u>	<u>Resources</u>	<u>Action Step</u>
<ul style="list-style-type: none"> <li>• Survey students, families, and staff</li> <li>• Focus groups with students, families, and staff</li> <li>• Student-led school climate audit</li> <li>• Use PBIS school climate tool</li> <li>• Use equity tool to assess policies and practices</li> <li>• Examine level of organizational support to staff</li> <li>• Ensure voice of students and families with Tier 2 needs are included</li> </ul>	<ul style="list-style-type: none"> <li>• Survey data</li> <li>• Student discipline data</li> <li>• PBIS School Climate Tool</li> <li>• Program data (Bullying Prevention, mindfulness, SEL, PBIS)</li> <li>• Terrace Metrics</li> <li>• Staff turnover rates</li> </ul>	<ul style="list-style-type: none"> <li>• Midwest PBIS/PBIS .org</li> <li>• KDE MTSS web resources</li> <li>• CASEL</li> <li>• Kentucky Student Voice Team</li> <li>• Terrace Metrics</li> </ul>	<ul style="list-style-type: none"> <li>• Identify survey tools and mechanism for data collection (e.g., Google Forms, Survey Monkey, etc.)</li> <li>• Contact Kentucky Student Voice Team</li> <li>• Analyze, aggregate existing data</li> <li>• Identify key stakeholders for focus groups</li> <li>• Develop process for selecting participants</li> <li>• Conduct focus groups for improving school climate</li> <li>• Analyze data from focus groups and share with full faculty</li> </ul>

### Component #3: Developing Trauma-Informed Discipline Policies

<u>Strategies/Practices</u>	<u>Data Points</u>	<u>Resources</u>	<u>Action Step</u>
<ul style="list-style-type: none"> <li>• Positive behavior supports/PBIS</li> <li>• Restorative practices</li> <li>• De-escalation training for all staff</li> <li>• Routine self-regulation and calming strategy practice</li> <li>• Enhancing emotional vocabulary</li> <li>• Teacher about brain stress response/SEL</li> <li>• Anti-bullying program</li> <li>• Safe Crisis Management training for designated staff</li> <li>• Identify and train counselors, principals, and assistant principals to be able to implement alternatives to suspension and other exclusionary responses</li> <li>• Train staff to lead healing circles</li> </ul>	<ul style="list-style-type: none"> <li>• Office discipline referrals</li> <li>• Implementation of restorative/anti-bullying programs</li> <li>• Implementation and utilization of PBIS, SEL, and self-regulation, etc.</li> <li>• Staff completion of SCM training</li> </ul>	<ul style="list-style-type: none"> <li>• KDE Tool on TI Disciplinary Systems</li> <li>• Restorative Practices Resources</li> <li>• CASEL</li> <li>• Midwest PBIS/PBIS.org</li> <li>• Safe Crisis Management</li> </ul>	<ul style="list-style-type: none"> <li>• Convene workgroup or members form PBIS and Trauma teams</li> <li>• Analyze existing data</li> <li>• Develop proposed plan</li> <li>• Workgroup shares proposed plan with Trauma Team</li> <li>• Implement plan</li> <li>• Monitor, assess process (plan implementation), and outcome (impact)</li> </ul>

## Component #4: Handle with Care (HWC) Notifications

<u>Strategies/Practices</u>	<u>Data Points</u>	<u>Resources</u>	<u>Action Step</u>
<ul style="list-style-type: none"><li>• Remind staff to observe HWC-identified students using a trauma and resilience lens</li><li>• Emphasize universal trauma-informed and resilience-building approaches</li><li>• Refer for supplementary supports and services as needed</li></ul>	<ul style="list-style-type: none"><li>• Number of HWC calls</li><li>• Number and type of follow-up activities with those students (e.g., refer to mental health services)</li></ul>	<ul style="list-style-type: none"><li>• Department of Criminal Justice Training HWC Video</li><li>• KDE HWC Tool in Trauma kit</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>• Sign up for HWC notification</li><li>• Develop in-school notification plan</li><li>• Develop system to record number of calls, age/grade of students involved</li></ul>

**Component #5: 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**

<u>Strategies/Practices</u>	<u>Data Points</u>	<u>Resources</u>	<u>Action Step</u>
<ul style="list-style-type: none"> <li>• Implement staff advising pods to promote staff-student relationship and connection</li> <li>• Leadership check-in to support staff in establishing relationships with all students</li> <li>• 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</li> <li>• Combine Trauma Team with existing MTSS Team</li> <li>• Semi-annual equity tool analysis of programs to check equitable implementation, accessibility of supports, and services to all students and families</li> <li>• Review crisis response plan to ensure it is trauma-informed</li> <li>• Advance notice to students of potential triggers/trauma reminders</li> <li>• Students requested movement breaks</li> <li>• Social skills/SEL small group instruction</li> <li>• Trauma-informed social stories</li> <li>• Calming locations outside classroom</li> <li>• Mentor Program with school staff</li> <li>• Check in/Check out</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Caregiver engagement</li> <li>• Implementation of programs/strategies</li> <li>• Staff satisfaction</li> <li>• Referral Pathway data such as number of teachers, parent, bus driver referrals to school counselor</li> <li>• Number of school counselor referrals to outside agencies</li> <li>• Number of students currently receiving therapy from outside agencies and modality of therapy</li> <li>• Number of students receiving services and supports within the building and intervention</li> <li>• Referral Pathway data such as number and percentage of student</li> </ul>	<ul style="list-style-type: none"> <li>• KDE Trauma Toolkit</li> <li>• Project AWARE TIPE Learning Collaborative</li> <li>• CTAC Peer Affinity Network</li> </ul>	<ul style="list-style-type: none"> <li>• Create workgroup to create list of mindfulness themes for rotation</li> <li>• Train staff in 1-2 mindfulness activities matched to each theme</li> <li>• Each grade PLC divide students into advising pods</li> <li>• Staff meetings begin and end with check-in</li> <li>• Professional development provided by school counselor, school social worker, school psychologist on appropriate ways to give advance notice of triggers, appropriate use of calming kids and calming location outside classroom</li> <li>• Mindfulness practice during PLCs and/or faculty meetings</li> <li>• Tap-in Tap-out examples gives/role plays, staff determine if they are appropriate</li> <li>• Professional Development on referral pathway</li> <li>• Meet with community providers to determine which trauma-informed interventions are available through each agency</li> <li>• MOAs for specific providers or services</li> <li>• Secure funding for additional staff to be trained in evidence-based therapies to increase capacity for students</li> <li>• Work with FRYSC coordinators and directors to increase funding for trauma focused supports</li> <li>• Identify resources for external wrap around support</li> </ul>

<ul style="list-style-type: none"> <li>• Check and Connect</li> <li>• Mindfulness Practice</li> <li>• Trauma-Informed Safety Plan</li> <li>• Tap-In Tap-Out for adults</li> <li>• Referral pathway and collaboration with behavioral health providers for trauma-focused intervention</li> <li>• Calming kits for individual students</li> <li>• Scheduled movement breaks</li> <li>• Social skills/SEL individualized lessons</li> <li>• Trauma-informed behavior plan</li> <li>• Trauma-informed 504 plan</li> <li>• Trauma-informed Individual Education Plan (IEP)</li> <li>• Trauma-informed safety plan</li> <li>• Referral pathway for students needing Tier 3 intervention</li> <li>• Wrap around services and supports</li> <li>• Group mental health interventions</li> <li>• Individual mental health interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Number of staff and/or outside providers providing strategies and practices</li> <li>• Aggregate outcome data</li> </ul>		<ul style="list-style-type: none"> <li>• Provide professional development for staff to understand Tier 2 and 3 interventions, and ways they can support students in the classroom</li> <li>• Provide professional development on appropriate trauma informed safety plans, and how to trauma-inform 504 plans and IEPs</li> </ul>
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