

KCSS



SCHOOL SAFETY COORDINATORS TRAINING

2022-2023

GIANT STEP TAKEN IN KENTUCKY'S ONGOING SCHOOL SAFETY EFFORTS

GENERAL ASSEMBLY COMMONWEALTH OF KENTUCKY

2019 REGULAR SESSION

SENATE BILL NO. 1

AS ENACTED

THURSDAY, FEBRUARY 28, 2019



Handwritten signature: Matt Bern



KSBA



Contact Information:

School Safety Coordinators

School Safety and Resiliency Act

Senate Bill 1 (2019)/Senate Bill 8 (2020)

June 14, 2022 (Review) & July 14, 2022 (New SSCs)

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School Safety Coordinators (Annual Review)
School Safety and Resiliency Act
Senate Bill 1 (March 2019)/Senate Bill 8 (February 2020)
June 14, 2022

- 8:30 Welcome
History of School Safety in Kentucky
(HB 330 1998, SB 8 2013, SB 1 2019, SB 8 2020)
Funding Sources Overview
Suicide Prevention Training Program Review
Jon Akers – Executive Director, Kentucky Center for School Safety
- 8:40 School Safety and Resiliency Act, School Safety Coordinator Overview
Dan Orman – Training Coordinator, Kentucky Center for School Safety
- 9:00 Trauma Informed Care & Discipline
Meghan R. Martin – Mental Health Consultant, University of Louisville
- 9:20 STOP Tipline
Jennifer Taylor – School Safety Analyst, Kentucky Office of Homeland Security
- 9:45 Break
- 10:00 State School Security Marshal/School Security Risk Assessment Tool
Handle with Care, Active Shooter Video Update
Ben Wilcox – State School Security Marshal
- 10:30 Emergency Operations Plan Overview
Greg Smith - Consultant, Kentucky Center for School Safety
- 10:50 Next Steps/Q & A
Training Opportunities:
✓ Gatekeeper/Access Control
✓ Threat Assessment Team Implementation (& Review)
✓ Trauma Informed Policies & Process
✓ Emergency Operations Planning/Reunification Procedures
Jon Akers – Executive Director, Kentucky Center for School Safety
- 11:30 Adjourn

History of School Safety in Kentucky
(HB 330 1998, SB 8 2013, SB 1 2019, SB 8 2020)

Funding Sources Overview

Suicide Prevention Training Program Review

Presented by:

Jon Akers, Executive Director
Kentucky Center for School Safety

SCHOOL SAFETY COORDINATORS UPDATE TRAINING 2022

Jon Akers, Executive Director

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WELCOME AND OPENING COMMENTS

- Welcome to the third year of the School Safety Coordinator program
- All of us have learned a great deal as we've been implementing the "School Safety and Resiliency Act." (SSRA)
- The SSRA is one of the nation's most comprehensive school safety laws
- How important is your position and duties???
- The law requires the SSCs to be the facilitator of many of the components of the SSRA...and thus if there are any violations of the law...the SSCs could be one of the first staff members to be held accountable.
- Let's review them:

2

RESPONSIBILITIES OF THE SSC

1. Complete initial SSC training
2. Make certain each school has a threat assessment team. (I'll clarify for you.)
3. Train principals on the School Security Risk Assessment Tool
4. Review ALL School Security Risk Assessments for EACH school and provide recommendations if needed in consultation with OSSSM.
5. By July 1 of each year advise the superintendent that all schools have received School Security Risk Assessment (and I'll add each school's status)

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RESPONSIBILITIES OF THE SSC (CONT'D)

- 6. (paraphrased for clarity) In consultation with first responders, advise schools to use an all-hazards approach when developing the school's Emergency Operation Plan
- 7. Make sure each campus is toured along with local first responders. Upon review of the school's safety policies and procedures, discuss any recommendations to improve safety and security.

4

WHAT IS THE FORMULA FOR ALLOCATING THE STATE'S SAFE SCHOOLS FUND?

- The KY General Assembly has appropriated more than \$200 million through the Kentucky Department of Education to support safe school efforts since 1999. In 2022, under House Bill 1, the KY General Assembly passed a two-year appropriation of **\$13,000,000** for fiscal year 2023-2024. Funding is used by Kentucky school districts for safe school programs and services, and 10% is retained for the Kentucky Center for School Safety operations. **Each school district receives a base allotment of \$20,000 in addition to a per pupil amount of \$13.15 based on the district's Average Daily Attendance (ADA).**

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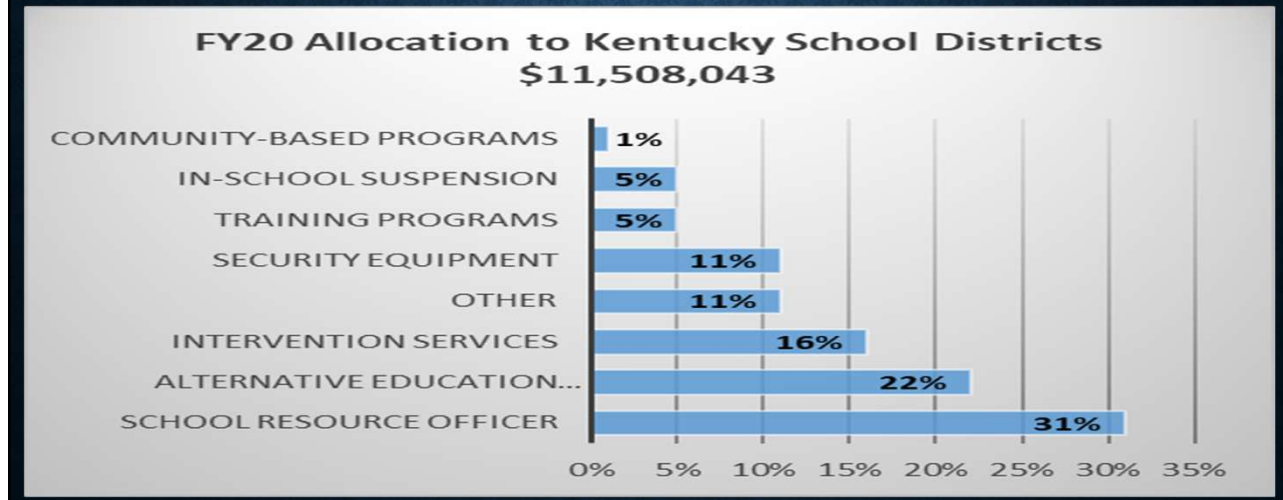
HISTORY OF SAFE SCHOOLS FUNDS ALLOCATION BY THE GENERAL ASSEMBLY

Safe School Funds Appropriated Since 1999 and Allocated Through FY23



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HOW SCHOOL DISTRICTS ARE USING THE STATE'S SAFE SCHOOLS FUND ALLOCATION

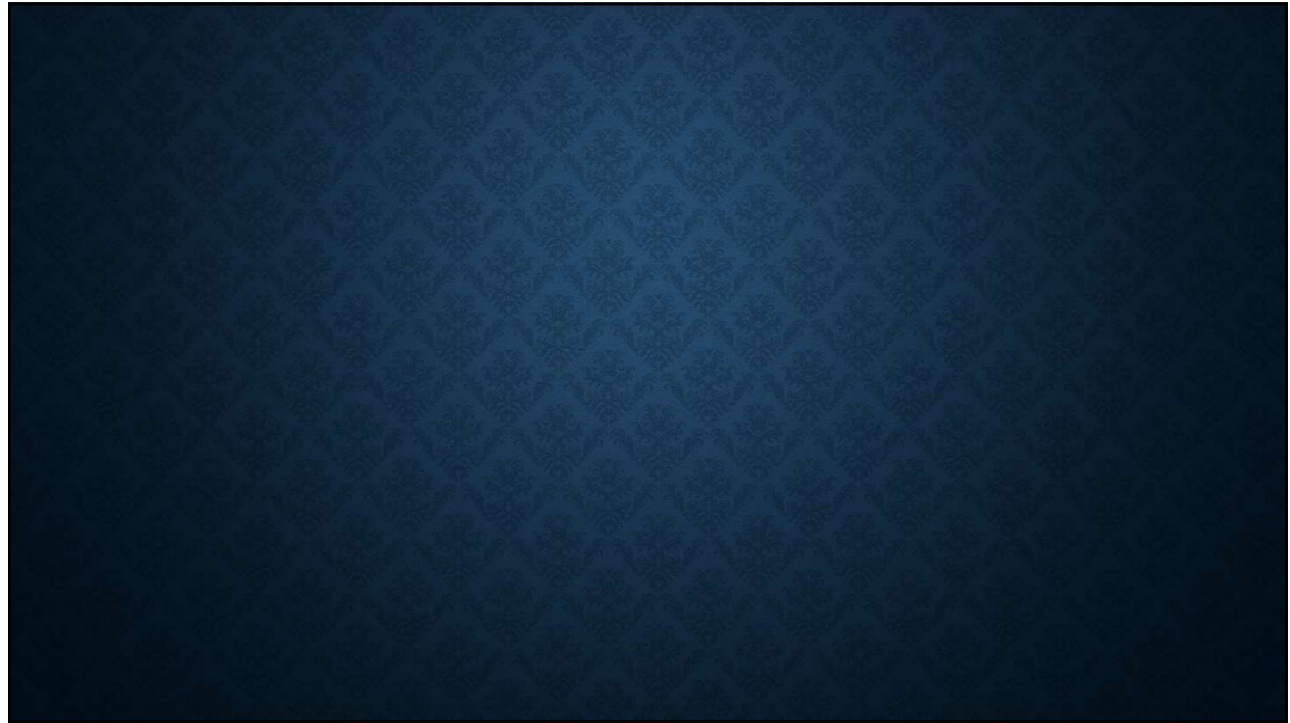


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ADDITIONAL SAFE SCHOOLS FUNDING

- **\$18.2 million for security upgrades** (these funds expire June 30, 2022)
- **\$7,412,500 for school-based mental health care providers (\$43,095)**

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School Safety & Resiliency Act & School Safety Coordinator Overview

Presented by:

Dan Orman, Training Coordinator
Kentucky Center for School Safety



The School Safety & Resiliency Act

School Safety Coordinators
June 14 & July 14, 2022
Dan Orman, Training Coordinator
Kentucky Center for School Safety

1

Commitment over Compliance

*Creating and maintaining a safe and secure building is every adult's job, every day, every hour, every minute. One must be **committed** to doing the job well, noticing when some part of it is not being done well, and correcting the issue.*

2

School Safety Coordinator (Appointed by the Superintendent)

- ◆ Complete the SSC training program within 6 months of appointment
- ◆ Provide training to principals within the district
 - ◆ Designate a school safety and security threat assessment team and assist in developing a system designed to guide that team through a threat assessment process (training available through KCSS at no cost to the school/district)
 - ◆ Procedures for completion of the school security risk assessment
 - ◆ Review all school security risk assessments/prescribe recommendations as needed in consultation with the state school security marshal

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School Safety Coordinator

- ◆ Formulate recommended policies/procedures (excluded from Open Records law) for an all-hazards approach including conducting emergency response drills for hostage, active shooter, and building lockdown situations **in consultation and coordination with appropriate public safety agencies** for review and adoption as part of school emergency plan required by KRS 158.162. The recommended policies shall encourage the involvement of students, as appropriate, in the development of the school's emergency plan, and;

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School Safety Coordinator

- ◆ Ensure **each school campus** is toured at least once per school year, in consultation and coordination with appropriate public safety agencies, to review policies and procedures and provide recommendations related to school safety and security.

5

School Safety Coordinator

- ◆ School employees participating in the activities of a school safety and security threat assessment team, acting in good faith, shall be immune from any civil or criminal liability that might otherwise be incurred from:
 - ◆ Identifying the student and implementing a response; or
 - ◆ Participating in any judicial proceeding that results from the identification.

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School Safety Coordinator

- ◆ Emergency Operations Plan
 - ◆ Update on a regular basis
 - ◆ Work with local first responders
 - ◆ Share with staff in a timely manner
 - ◆ Update and obtain SBDM approval
- ◆ *PLEASE DON'T SHARE REUNIFICATION PLANS WITH COMMUNITY. IT IS NOT SUBJECT TO OPEN RECORDS LAW*

7

Connection to Local Judicial System

- ◆ Divorce/Custody/Domestic Violence
- ◆ Child Protective Services/status cases
- ◆ Supporting students & families
- ◆ Building relationships with “frequent flyers”
- ◆ Opportunities to work closely with law enforcement

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Mental Health Concerns

- ◊ Trauma-informed team members shall provide training, guidance, and assistance to other administrators, teachers and staff on:
 - ◊ Recognizing symptoms of trauma in students
 - ◊ Utilizing interventions and strategies to support the learning needs of those students
 - ◊ Implementing a plan for trauma-informed approach, including disciplinary action and processes
 - ◊ Meghan Martin (meghan.martin@louisville.edu)

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Mental Health Concerns

Suicide Prevention for Students

KRS 156.095 is amended:

- ◊ (6)(b) By September 15 of each year, every public *school shall provide* suicide prevention awareness information *in person, by live streaming, or via a video recording* to all *students in grades six (6) through twelve (12).*

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Mental Health Concerns

Suicide Prevention for Staff

KRS 156.095 is amended:

(6)(c) 1. Beginning with the 2018-2019 school year, and every year thereafter, a minimum of one (1) hour of high-quality suicide prevention training, including the recognition of signs and symptoms of possible mental illness, shall be required for all school district employees with job duties requiring direct contact with students in grades six (6) through twelve (12). The training shall be provided either in person, by live streaming, or via a video recording and may be included in the four (4) days of professional development under KRS 158.070.

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Mental Health Concerns - Counselors

- ◆ Each school district shall employ at least one school counselor in each school with the goal of 60%+ time providing counseling and related services directly to students
- ◆ (It shall be the goal that) each school district shall provide at least one school counselor or school-based mental health services provider who is employed by the school district for every 250 students

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Mental Health - Implement Your School Threat Assessment Teams

- ◆ Designate a school safety and security **threat assessment team** at each school consisting of 2 or more staff members...to identify and respond to students exhibiting behavior that indicates a potential threat to school safety or security. Members may include school administrators, counselors, SROs, school-based mental health services providers, teachers and other school personnel.
- ◆ Training available through KCSS

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Mental Health - Implement Your School Threat Assessment Teams

- ◆ The goal of a threat assessment process is to identify, assess, and respond to potential threats to school safety and school security
- ◆ A critical part of the overall safety and security plan
- ◆ Different from a disciplinary process
- ◆ Recognize when a student may be on the “Pathway to Violence”
- ◆ Members of the team have full immunity from civil and criminal liability when acting in good faith

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Confirm Access Control Measures

KRS 158.162 (3)(d) Practices shall include but not be limited to:

1. Controlling outside access to exterior doors during the school day;
2. Controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system;
3. Controlling access to individual classrooms;
4. Requiring classroom doors to be equipped with hardware that allows the door to be locked from the outside but opened from the inside;

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Confirm Access Control Measures

5. Requiring classroom doors to remain closed and locked [NO MAGNETS!] during instructional time, except:

- ✧ In instances in which only one (1) student and one (1) adult are in the classroom; or
- ✧ When approved in writing by the state school security marshal

Walk-through assessments by marshal's office have discovered that not all schools are embracing the access control requirements or practicing effective visitor protocol procedures.

[KCSS CONTINUES TO PROVIDE "GATEKEEPER" SESSIONS FOR INDIVIDUAL SCHOOLS]

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Confirm Access Control Measures

KRS 158.162 regarding access control amended:

6. Requiring classroom doors with windows to be equipped with material to quickly cover the window during a building lockdown;

7. Requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and

8. Providing a visitor's badge to be visibly displayed on a visitor's outer garment.

[IF NOT, THEN WHAT?]

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Commitment to Access Control

(4) All schools shall be in compliance with the provisions of subsection (3)(d) of this section as soon as practicable **but no later than July 1, 2022.**

(7) A district with a school not in compliance with the requirements of subsection (3)(d) of this section by July 1, 2022, shall not be eligible for approval for new building construction or expansion in the 2022-23 school year and any subsequent year without verification of compliance, except for facility improvements that specifically address school safety and security issues required by this section or in essential cases for the protection of student or staff health and safety.

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Visitor Protocol Measures

Gatekeeper as First Line of Defense

- ◇ *“Good morning and welcome to Bullitt East High School. Your name, please?”*
- ◇ *“What is the purpose of your visit?”*
- ◇ *“How long do you intend to be in the building?”*
- ◇ *“Thank you. Please enter the office and sign in.”*
- ◇ *REFUSAL OR OTHER LACK OF COOPERATION? LAW ENFORCEMENT NOW*

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Visitor Protocol Measures

Gatekeeper as First Line of Defense

- ✓ *“But we’re a small community. We all know each other.”*
- ✓ SITUATIONAL AWARENESS and COMMITMENT TO SAFETY
RACE DIVORCE/CUSTODY DOMESTIC VIOLENCE SUBSTANCE ABUSE
ACUTE ANGER COACHES SOCIAL MEDIA
OLD SCORES TO SETTLE

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KRS 508.078 Terroristic Threatening

The superintendent of each local district shall require the principal of each school to provide written notice to all students, parents, and guardians of students **within 10 days of the first instructional day of each school year** of the provisions of KRS 508.078 and potential penalties under KRS 532.060 and 534.030.

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KRS 508.078 Terroristic Threatening

KRS 508.078 is amended:

A person is guilty of terroristic threatening – makes false statements by any means indicating that an act likely to result in death or serious physical injury is occurring or will occur for the purpose of:

1. Causing evacuation of a school building, property, or school activity
2. Causing cancellation of classes, activities; or
3. Creating fear of death or serious physical injury

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Trauma Informed Care & Discipline

Presented by:

Meghan R. Martin, Mental Health Consultant
University of Louisville

School Safety & Resiliency Act Trauma Informed Schools

School Safety Coordinators
June 14th and July 14th, 2022

Meghan R. Martin
Center for Instructional & Behavioral Research in
Schools
University of Louisville



1

School Safety & Resiliency Act



A school counselor or school-based mental health services provider at each school shall facilitate the creation of a trauma-informed team to identify and assist students whose learning, behavior, and relationships have been impacted by trauma.



Trauma informed team members shall provide training, guidance, and assistance to other administrators, teachers, and staff on: recognizing symptoms of trauma in students, using interventions and strategies, and implementing a plan for a trauma-informed approach.



On or before July 1, 2021, each local board of education and board of a public charter school **shall** develop a plan for implementing a trauma informed approach in its schools.



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Trauma-Informed Toolkit

KRS 158.4416 requires KDE to make available a toolkit that includes guidance, strategies, behavioral interventions, practices, and techniques to assist school districts and in developing a trauma-informed approach in schools. The following tools are designed to assist in this process:

- Understanding Trauma & Traumatic Stress
- What is a Trauma-Informed School?
- Trauma-Informed Teams
- Trauma-Informed Active Shooter Drills
- Handle with Care
- Trauma-Informed Lockdown Drills
- Trauma-Informed Discipline Response & Behavior System



4

Trauma-Informed Plan

Criteria:

Section 4. KRS 158.4416 Sub-section (5) On or before July 1, 2021, each local board of education and board of a public charter school shall develop a plan for implementing a trauma-informed approach in its schools. The plan shall include but not be limited to strategies for:

- 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

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Example County Schools Trauma Plan 2021-2022 Mission: <i>Example County Schools are committed to creating trauma-sensitive 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 disciplines including but not limited to academics, behavior, and social-emotional success. We are committed to ensuring the five guiding principles of trauma sensitive schools; safety, choice, collaboration, trustworthiness, and empowerment for all students and staff in order to build resilience, promote mental health wellness and maintain a positive climate and culture.</i> Team Members: Administrator, School Counselor, School Social Worker, School Psychologist, Family Resource and Youth Service Center Director, Mental Health Specialist, School Resource Officer, teacher, paraeducator, youth voice, families, community support agencies <i>*Consider existing teams such as MTSS Team, PBIS Team, etc.</i>			
<u>Tier 1: Universal Prevention</u>	<u>Tier 2: Supplementary/ Targeted Prevention</u>	<u>Tier 3: Intensive/ Individualized Prevention</u>	
<u>Action Plan</u>			
<u>Staff Professional Development</u>			

Tier 1: Universal Prevention	Criteria:	Resources	SBB	Possible Action Step
	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			
Positive Behavioral Interventions and Supports	Office Discipline Referrals		E	Implement Tier 1 PBIS with fidelity in all schools district wide
Social Emotional Learning Curriculum	Behavioral Health Universal Screener		E	Social Emotional Curriculum taught K-12 by classroom teachers
Handle with Care Initiative	Handle with Care monthly and quarterly data		D	Train all staff in appropriate response Register all admin, classroom, ODBH, FRC, and SROs with Kentucky State Police Victim Advocate Community liaison will meet with local law enforcement and fire department quarterly to share data and discuss supports such as positive community mentor program
Mentor Program	Office Discipline Referrals Attendance Data		E	Implement positive community mentor program
Referral Pathway for student supports and services	Referral Data: Parents, Students, Teachers, Staff, Counselors, Outside Agencies		E	Create and implement referral pathway for the following: Student self-referral Teacher/Staff student referral Family/Community referral Counselor referral (a choice)

Tier 1: Universal Promotion & Prevention	Implementing trauma-informed & resilience-building practices to address SSRA components:				
SSRA Component Related Practices	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 & resilience-oriented practices, including building staff resilience Fall "new employee" training Provide families with resources and information about trauma & resilience available Provide students with information & resources about trauma & 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-assessments Number of parent resources shared Number of events about trauma & resilience available Number of community providers engaged 	<ul style="list-style-type: none"> KDE Training Support/ KDE Trauma Toolkit Center on Trauma & Children Resource Coalition Regional Special Education Coops TPE trainings Kentucky Youth Advocates 	<ul style="list-style-type: none"> 2021-22 school year 	<ul style="list-style-type: none"> Identify TPE training resources Identify training opportunities on PD calendar 2021-2022 school year Schedule TPE PD Identify resources for families Work with FRC/SO/Counselor/Principal to develop dissemination plan Schedule & hold 2 family events Connect with community partners (health department, library, 4-H & extension, faith-based community, etc.) to identify opportunity for community awareness events (e.g., meeting teachers/faculty/conferences)
b. conducting an assessment of the school climate including but not limited to inclusiveness and respect for diversity	<ul style="list-style-type: none"> Survey students, families, staff Focus groups with students, families, staff Student-led school climate audit 	<ul style="list-style-type: none"> Survey data Student discipline data PBS School Climate Tool 	<ul style="list-style-type: none"> Midwest PBS/ PBS.org KDE MTSS web resources GOALS 	<ul style="list-style-type: none"> Surveys & Focus Groups, completed by June 2022 	<ul style="list-style-type: none"> Identify survey tools & mechanism for data collection (e.g., Google forms, SurveyMonkey, Qualtrics, etc.)

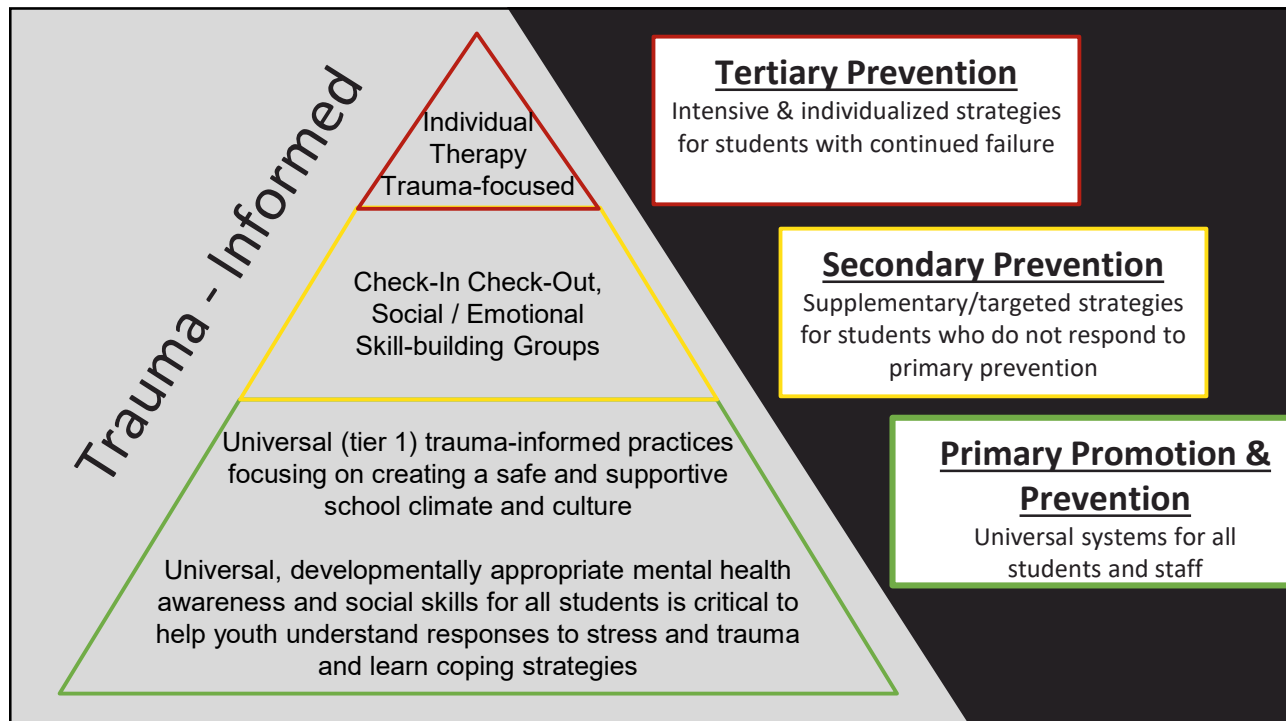
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Trauma-Informed Plan

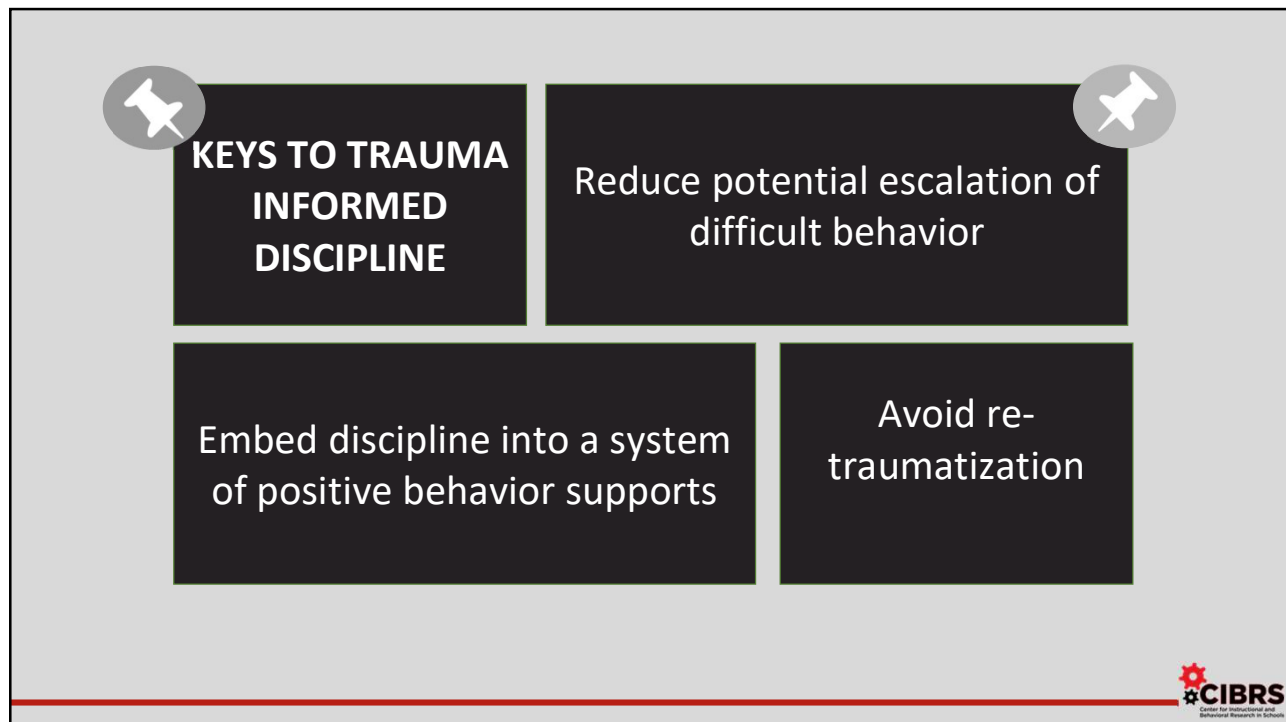
Keys to Successful Implementation:

- Create Trauma Informed District Plan with a team and input from stakeholders
- Include Professional Learning needs and incorporate into district Professional Learning Plan
- Consider roll out to schools
- Realistic timeline for implementation
- Include in ongoing continuous improvement process
- Start with PREVENTION at Tier 1: *What can we do for ALL students that will support students exposed to trauma?*

7



8



9

Trauma-Informed Discipline

School Discipline and the 4 Rs

Realize	Realize the cause of the challenging behavior may be connected to past or current traumatic experiences.
Recognize	Recognize the signs of traumatic stress in challenging behaviors and responses.
Respond	Respond using the “connect then redirect” approach: first calm the brain-body reaction, then engage the student in problem-solving.
Resist Re-Traumatization	Resist re-traumatizing the student by avoiding the use of seclusion and restraint, minimizing trauma triggers and creating psychological as well as physical safety.

CIBRS
Center for Interdisciplinary and Behavioral Research in Schools

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Trauma-Informed Discipline

What can administrators do when dealing with the student?

- ☐ Allow student to self-regulate and calm their brain and body
- ☐ Create a minute of calm quiet by answering an email or attending to something in your office. "Give me just a minute to finish this up before we talk."
- ☐ Distract their brain and body response by offering stress ball, drawing, sand tray, something for their hands to do.
- ☐ Ask the student to take a few deep breaths or other calming strategy before you begin to discuss anything. (Hint: this is not the time to teach strategies and students are more likely to engage if you do this with them!)
- ☐ Offer the student a cold drink of water or to go wash their face off in the restroom, with admin accompanying them.
- ☐ Walk with the student to allow their body a chance to regulate and work out extra stress hormones.
- ☐ Create positive relationships with students BEFORE they are sitting in your office



11

Trauma-Informed Discipline

What can administrators do when dealing with the student?

Questions to ask yourself:

- ☐ Does this student trust me?
Trust is key when dealing with escalated students.
- ☐ Does this student feel physically safe? Psychologically safe?
If not, what can I do to help create that safety for them?
- ☐ Am I calm? Are the other adults calm?
If not, what do I need to do to demonstrate to the student adults can regulate.
- ☐ Do we have a process for this behavior? Am I following the process? Did I explain the process?
Can I process outloud for the student to hear or discuss with me so they understand this is the process for all students who exhibit this behavior? Can I show them in writing?

WHAT SCHOOL WIDE SYSTEMS DO WE HAVE IN PLACE TO PREVENT THIS FROM OCCURRING?



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Trauma-Informed Discipline

What can administrators do when dealing with the student?

Choices we can give students:

- ☐ Office or walk and talk?
- ☐ Door open or closed?
- ☐ Where would you like to sit in the office? Would you rather stand?
- ☐ Do you have a trusted adult you would like to invite to discuss this with us?

*Choices help the student feel a sense of control. Many trauma responses are a result of a student feeling out of control. All choices should be safe for the adult and the student.



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Trauma-Informed Discipline

7 Questions that Change School Discipline

What happened?

Who else was affected by what you did?

What part did you play in it?

How were you affected by what happened?

What do you need to do to make it right?

What can you do to repair the harm?

How did it happen?



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For more information please visit the CIBRS website at
www.CIBRS.com

UNIVERSITY OF
LOUISVILLE
COLLEGE OF EDUCATION
& HUMAN DEVELOPMENT

**Example County Schools
Trauma Plan
2022-2023**

Purpose:

County 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 Director; Mental Health Provider; School Resource Officer; Teacher, Paraeducator; Student and Family Representative; Representative from Community Partner Agencies.

**consider making the Trauma Team a part of an existing team with similar membership, and doing work that is aligned, e.g. MTSS or PBIS Team*

Tier 1: Universal Promotion & Prevention

**Tier 2: Supplementary/ Targeted
Promotion & Prevention, Early
Identification & Early Intervention**

**Tier 3: Intensive/ Individualized
Prevention, Promotion & Intervention**

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 & resilience-oriented practices, including building staff resilience Fall “new employee” training Provide families with resources and information about trauma & resilience available Provide students with information & resources about trauma & 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-assessments Number of parent resources shared Number of events about trauma & resilience Number of community providers engaged 	<ul style="list-style-type: none"> KDE Training Supports/ KDE Trauma Toolkit Center on Trauma & Children Bounce Coalition Regional Special Education Coops TIPE trainers Kentucky Youth Advocates 	<ul style="list-style-type: none"> 2021-22 school year 	<ul style="list-style-type: none"> Identify TIPE training resources Identify training opportunities on PD calendar 2021-2022 school year Schedule TIPE PD Identify resources for families Work with FRYSC/Counselor/ Principal to develop dissemination plan Schedule & hold 2 family events Connect with community partners (health department, library, 4-H & extension, faith-based community, etc.), to identify opportunity for community awareness events (e.g. existing festivals/ fairs/ conferences)
b. conducting an assessment of the school climate including but not limited to inclusiveness and respect for diversity	<ul style="list-style-type: none"> Survey students, families, staff Focus groups with students, families, staff Student-led school climate audit 	<ul style="list-style-type: none"> Survey data Student discipline data PBIS School Climate Tool 	<ul style="list-style-type: none"> Midwest PBIS/ PBIS.org KDE MTSS web resources CASEL 	<ul style="list-style-type: none"> Surveys & Focus Groups completed by June 2022 	<ul style="list-style-type: none"> Identify survey tools & mechanism for data collection (e.g. google forms, surveymonkey, qualtrics, etc.)

	<ul style="list-style-type: none"> ● Use PBIS school climate tool ● Use equity tool to assess policies & practices ● Examine level of organizational support to staff 	<ul style="list-style-type: none"> ● Program data (Bullying Prevention, mindfulness, SEL, PBIS) ● Use of calm corners/ calm kits ● Staff turnover rates 	<ul style="list-style-type: none"> ● Kentucky Student Voice Team ● Great Lakes Racial Equity Tool ● Olweus Bullying Prevention Program ● STSI-OA (Secondary Traumatic Stress Inventory-Organizational Assessment) 	<ul style="list-style-type: none"> ● Summary & report out of findings, fall 2022 	<ul style="list-style-type: none"> ● Contact Kentucky Student Voice Team ● Analyze, aggregate existing data ● Launch new surveys by March 2022 ● Identify key stakeholders for focus groups ● Develop process for selecting participants ● Focus groups complete by May 2022
c. developing trauma informed discipline policies	<ul style="list-style-type: none"> ● Positive behavior supports/ PBIS ● Restorative practices ● De-escalation training for all staff ● Routine self-regulation & calming strategy practice ● Calm corners ● Enhancing emotional vocabulary ● Teach about brain stress response/ SEL ● Anti-bullying program ● Safe Crisis Management training for designated staff 	<ul style="list-style-type: none"> ● Office discipline referrals ● Implementation of restorative/ anti-bullying programs ● Implementation & utilization of PBIS, SEL, self-regulation, calm corners, etc. ● Staff completion of SCM training 	<ul style="list-style-type: none"> ● KDE Tool on TI Disciplinary Systems ● Restorative Practices Resource ● Olweus ● CASEL ● Midwest PBIS/ PBIS.org ● Safe Crisis Management 	<ul style="list-style-type: none"> ● Convene workgroup August 2021 ● Data analysis August – December 2021 ● Develop Plan January- February 2022 ● Present draft plan March 2022 ● Begin Implementation July 2022 ● Evaluation July 2022 	<ul style="list-style-type: none"> ● Convene workgroup or 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 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"> ● DOCJT HWC Video ● KDE HWC Tool in Trauma Toolkit 	<ul style="list-style-type: none"> ● Sign up for HWC ASAP ● Identify school contact before start of 2021-2022 school year ● Develop data collection system to be able to start ASAP 	<ul style="list-style-type: none"> ● Connect with local law enforcement to find location of HWC program ● Identify school HWC contact ● Sign up for HWC notification ● Develop in-school notification plan ● Develop system to record number of calls, age/ grade of students 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"> ● implement staff advising pods to promote staff-student relationship & connection ● leadership check-in to support staff in establishing relationships with all students ● 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 ● Combine Trauma Team with existing MTSS Team ● Semi-annual equity tool analysis of programs to check equitable implementation & accessibility of supports and 	<ul style="list-style-type: none"> ● Attendance ● Caregiver engagement ● Implementation of programs/ strategies ● Staff satisfaction 	<ul style="list-style-type: none"> ● KDE Trauma Toolkit ● Project AWARE TIPE Learning Collaborative ● CTAC Peer Affinity Network ● www.traumasensitiveschools.org 	<ul style="list-style-type: none"> ● Calm Kits by January 2022 ● Start Weekly Themes for mindfulness focus, 2021-22 school year ● Start advising pods 2021-22 school year ● Staff meeting check-ins start immediately 	<ul style="list-style-type: none"> ● Create workgroup for calm kits design & creation ● Secure funding for calm kits, purchase & deliver ● Create workgroup to create list of mindfulness themes for rotation ● Train staff in 1-2 mindfulness activities matched to each theme ● Each grade PLC divide students into advising pods; begin 2021-2022 school year ● Staff meetings begin & end with check-in

	<p>services to all students & families</p> <ul style="list-style-type: none">● Calm kit in every classroom & all offices (admin, counselor, nurse, etc.)● Whole School Mindfulness theme each week● Start & end staff meetings with mindful/ center check-in to model process● Review crisis response plan to ensure it is trauma-informed				
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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"> Annual staff training on protocol and referral process for trauma screening and assessment (may include community partners) Annual staff training in referral pathway processes and procedures 			<ul style="list-style-type: none"> 2021-22 school year 	<ul style="list-style-type: none"> Create timeline for trainings Convene workgroup to determine trauma screening tool and process lead by trained MH providers
b. conducting an assessment of the school climate including but not limited to inclusiveness and respect for diversity	<ul style="list-style-type: none"> ensure voice of students & families with Tier 2 needs are included 			<ul style="list-style-type: none"> 2021-22 school year 	<ul style="list-style-type: none"> Conduct focus groups for improving school climate Analyze data from focus groups and share with full faculty
c. developing trauma informed discipline policies	<ul style="list-style-type: none"> Identify & train counselors, principals & APs to be able to implement alternatives to suspension & other exclusionary responses Train staff to lead healing circles 			<ul style="list-style-type: none"> 2021-22 school year 	

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	<ul style="list-style-type: none"> ● Advanced notice to students of potential triggers/ trauma reminders ● Student requested movement breaks ● Social skills/SEL small group instruction ● Trauma informed social stories ● Calming locations outside classroom ● Mentor Program w/ school staff ● Check In Check Out ● Check and Connect ● Mindfulness Practice ● Trauma Informed Safety Plan ● Tap In-Tap-Out for adults ● Referral pathway and collaboration with BH providers for trauma-focused intervention 	<ul style="list-style-type: none"> ● Referral Pathway data such as Number of teacher, parent, bus driver referrals to school counselor ● 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"> ● 2021-22 school year 	<ul style="list-style-type: none"> ● Professional development provided by school counselor, school social worker, school psychologist on: <ul style="list-style-type: none"> ● appropriate ways to give advance notice of triggers ● appropriate use of calming kits and calming location outside classroom ● Mindfulness practice during PLCs and/or faculty meetings ● Tap-In Tap-Out examples given/role plays, staff determine if they are appropriate ● Professional Development on referral pathway

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					
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	<ul style="list-style-type: none"> ● Calming kits for individual students ● Mindfulness practice scheduled ● Scheduled movement breaks ● Social skills/SEL individualized lessons ● Trauma informed behavior intervention plan ● Trauma informed 504 ● Trauma informed individualized education plan ● Trauma informed safety plan 	<ul style="list-style-type: none"> ● Referral Pathway data such as number and percentage of students receiving each of the strategies or practices ● Number of staff and/or outside providers providing 	<ul style="list-style-type: none"> ● Intervention developers & trainers 	<ul style="list-style-type: none"> ● 2021-22 school year 	<ul style="list-style-type: none"> ● Meet with community providers to determine which trauma-informed interventions are available through each agency ● MOAs for specific providers or services ● Secure funding for additional staff to be trained in evidence based therapies to increase capacity for students

	<ul style="list-style-type: none">● Referral pathway for students needing Tier 3 interventions● Wrap around services and supports● Group MH interventions (choose 1-2, not all):<ul style="list-style-type: none">● SSET (Support for Students Exposed to Trauma)● CBITS (Cognitive Behavioral Intervention for Trauma in Schools)● Bounce Back● TARGET (Trauma Affect Regulation: Guide for Education and Therapy)● Individual MH interventions:<ul style="list-style-type: none">● TARGET● Trauma Focused CBT● EMDR- Eye Movement Desensitization & Reprocessing	<p>strategies and practices</p> <ul style="list-style-type: none">● Aggregate outcome data (are students better after the interventions?)			<ul style="list-style-type: none">● Work with FRYSC coordinators and directors to increase funding for trauma focused supports● Identify resources for external wrap around support● Provide professional development for staff to understand Tier 2 & 3 interventions, and ways they can support students in the classroom● Provide professional development on appropriate trauma informed safety plans, and how to trauma-inform 504 Plans & IEPs
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**Frequently Asked Questions
Trauma Informed Schools Plan**

SB 8: School Safety and Resiliency Act	
Q: Where can I find the full School Safety and Resiliency Act?	A: The Kentucky Department of Education has a link posted on their safe schools page. https://education.ky.gov/school/sdfs/Pages/School-Safety-and-Resiliency-Act-(Senate-Bill,-2019).aspx
Q: Where can I access the KDE Trauma Toolkit?	A: The KDE Trauma Toolkit is located midway down the SSRA page: https://education.ky.gov/school/sdfs/Pages/School-Safety-and-Resiliency-Act-(Senate-Bill,-2019).aspx .
Q: How can I learn about Kentucky's Handle with Care notification system?	A: The KDE Handle With Care Tool is here: https://education.ky.gov/school/sdfs/Documents/Trauma%20Toolkit%20-%20Handle%20with%20Care.pdf You can also view a video here: https://cibrs.com/handle-with-care/
Q: Is it the school's responsibility to ensure our School Resource Officer has been certified?	A: No, each district Safe Schools Coordinator in collaboration with the law enforcement agency who is providing the SRO should collaborate to ensure each SRO has been or is in the process of becoming certified. If there are questions you may contact Bill Eckler, SRO Training Coordinator, at the Department for Criminal Justice Training. https://www.docjt.ky.gov/school-resource-officer https://www.docjt.ky.gov/frequently-asked-questions#sro 859-622-1328 Office of SRO Training bill.eckler@ky.gov
Q: If a district plan has to be approved by the board by July 1, do school level plans also	A: There is no requirement in the legislation that the plan be approved by anyone other

need to be approved by a governing body (like SBDM) by July 1, 2021?	than the local board of education. Additional approvals are at the discretion of the LEA in keeping with their established procedures.
Q: Will any revisions have to be approved by the board? (i.e. if we write this for the 2021-22 school year, will the board have to re-approve the plan for the 2022-23 school year or any changes to the plan that are made?)	A: Yes, any changes, updates, or additions should be approved by the board of education annually.

Trauma-Informed Schools	
Q: Where are some good examples of trauma-informed schools?	A: The trauma toolkit lists several resources for national organizations that support and guide trauma-informed schools. There are numerous examples and videos and descriptions of those schools there. Please find the KDE Trauma Toolkit here and look especially at the second tool, What is a Trauma-informed School?
Q: How do we know what elements to implement first to become a trauma-informed school?	A: The process of becoming trauma-informed will be unique for each school and district. In general, schools should ensure that they are implementing trauma-informed strategies at Tier 1/ universal level early in the process since the success of Tier 2 & 3 approaches depends on the strong foundation of Tier 1 practices. Other considerations for implementation sequencing will depend on resource allocation to support training, capacity-building, time, and personnel.
Q: We don't have any on-site behavioral health providers in our school. Can we still become trauma-informed?	A: Yes, the majority of strategies, practices, and policies that support a trauma-informed school are things that school staff are implementing across all the tiers. Trauma-focused therapy services will only occur at tiers 2 & 3, and can be accessed in

	the community through behavioral health partners.
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Trauma-Informed Teaming	
Q: Do we have to create a new team?	A: No, consider existing cross disciplinary teams.
Q: How many members have to be on a Trauma Team?	A: There is no certain number of members specified for a trauma team, two or more in the legislation.
Q: How often does the team have to meet?	A: If you leverage existing teams most school teams or committees meet on a monthly or every other month basis. There is no required number of times per year the team must meet. It is however important to keep minutes when the team meets and existing data.

Trauma Informed Practices	
Q: How do we know what practices to implement first to become a trauma-informed school?	A: The process of becoming trauma-informed will be unique for each school and district. In general, schools should ensure that they are implementing trauma-informed strategies at Tier 1/ universal level early in the process since the success of Tier 2 & 3 approaches depends on the strong foundation of Tier 1 practices. Other considerations for implementation sequencing will depend on resource allocation to support training, capacity-building, time, and personnel.

Kentucky Handle with Care

Q: Why are we not getting HWC emails?	A: Every school must sign up to receive HWC email notifications with your local Kentucky State Police post victims advocate. You will be required to provide an email and contact phone number for each staff member within the school that would like to receive the HWC notifications that are generated through KY OPS.
Q: Where is the video to train all staff members?	A: The video can be found at https://www.docit.ky.gov/state-school-security-marshall and https://www.youtube.com/watch?v=CX1ZRYEgJbl .

Trauma-Informed Plan	
Q: Does each school have to have a separate plan?	A: No, a district plan approved by the local board of education is specified in SSRA but districts may opt to have schools complete plans as well.
Q: Is the plan to be complete in a given school year? How long can the plan cover? One year, two years, five years, etc.?	A: That is not specified in SSRA, it is recommended that the trauma plan is a living document within the district and school to ensure trauma-informed practices become a natural part of the educational environment. Local education agencies may create policies and procedures for submitting and approving plans on an annual or bi-annual basis.
Q: Does the trauma plan have to be approved by the local board of education? The KRS states.... <i>Section 4. KRS 158.4416 (5) On or before July 1, 2021, each local board of education and board of a public charter school shall develop a plan for implementing a trauma-informed approach in its schools. The plan shall include....</i>	A: The idea behind the language in KRS 158.4416 is that the school district employees are the experts that will be creating the plan that will be implemented and each local board would need to be made aware of that plan and should approve in order to inform policy.

Q: What is the recommendation for when the district should update the trauma plan?

A: Schools should engage in a continuous monitoring process that examines data related to their trauma-informed practices and goals, and update plans accordingly. There is no legislative requirement for updates, but an annual review by content experts in the district would be prudent to ensure districts and schools are implementing best practices.

Trauma-Informed Discipline Response and Behavior System

Objective: Schools will be able to develop appropriate discipline responses and proactive practices that successfully support students to maintain positive behavior while recognizing trauma-related causal factors and minimizing opportunities for re-traumatization.

Key Concepts: Student behavior that is challenging may be related to traumatic stress responses. To be effective at maintaining a safe and supportive learning environment for all students and staff, schools should utilize trauma-informed disciplinary policies and practices that avoid re-traumatization, reduce potential escalation of difficult behavior and are embedded in a system of positive behavior supports.

What Do We Mean by Trauma-Informed Discipline Response and Trauma-Informed Behavior System?

Trauma-informed discipline responses recognize that when students and staff feel consciously or unconsciously unsafe, the brain-body response interferes with decision-making and self-regulation. This can cause or exacerbate challenging and undesirable behaviors. Students who have experienced trauma may be particularly likely to experience dysregulated emotions and behavior in school settings, including poor concentration and difficulty staying on task, disruptive behavior, and even verbal and physical aggression towards peers or staff.

Their automatic self-protective postures may appear to be defensive or aggressive. Common staff responses, including bus drivers, classroom teachers and instructors, counselors and administrators, often escalate the situation, while trauma-informed responses seek to contain or calm the situation as well as teach the student to accept responsibility and use more appropriate behavior. Trauma-informed discipline systems recognize these connections between trauma exposure, student behavior and staff responses and recognizes the value of promotion, prevention and early intervention in the behavior cycle.

Trauma-informed discipline systems work at multiple levels to promote positive behavior supports, prevent behavior problems through early recognition and early intervention, and provide interventions that support student and staff self-regulation to promote executive functioning for problem-solving and learning. Students are more able to learn right from wrong, develop empathy and compassion, and regulate themselves to prevent and recover from disruptive behaviors.

What Does the Literature Say About Trauma-Informed Discipline in Schools?

Reports of reductions in office behavior referrals, in-school suspension, and out-of-school suspensions after implementation of trauma-informed practices that include positive behavior supports and non-exclusionary disciplinary responses are noted across practice and empirical literature (Baroni, et al., 2016; Herrenkohl, et al., 2019; Stevens, 2013a; Stevens 2013b; Stevens, 2012). Evaluation of the Healthy Environments and Response to Trauma in Schools (HEARTS) program reported a 32% decrease in office discipline referrals the first year, with an 87% decrease after five years. Incidents involving physical aggression diminished as well, 43% in year one, and 86% over the five years, and suspension rates decreased by 95% over five years (Dorado et al, 2016). Trauma-informed programs also have been found to reduce challenging behaviors in young children (Holmes, et al, 2015). Similarly, research also has noted the limitations and potential hazards of the “punishment paradigm” as suppressing rather than changing behavior (Blodgett & Dorado, 2019).

Support for the positive impact of trauma-informed practices on behavior also is found in literature on specific programming aligned with trauma-informed principles. Both Positive Behavioral Intervention and Supports (PBIS) and Social Emotional Learning (SEL) have been demonstrated to reduce office discipline referrals (Durlak, et al., 2011; Hoover, 2019). Trauma-informed programs such as conscious discipline have demonstrated measurable improvements in school climate, aggression, readiness to learn and “at-risk” status (Conscious Discipline, 2018). A review of the literature also noted that implementation of restorative justice or restorative practices demonstrated reduced use of exclusionary practices, and decreased incidents of violence (Fronius, et al., 2016).

Another body of research examines specific elements of traditional discipline, including seclusion, physical restraint and zero tolerance. Physical restraint and seclusion are not trauma-informed practices, and should be used only in the rare occasion of imminent danger to students or staff consistent with [704 KAR 7:160](#). The Council for Children with Behavioral Disorders (CCBD) states, “there is no research whatsoever indicating that restraint functions as a therapeutic procedure” (CCBD, 2020, p. 57) and cautions that seclusion can be overused, misapplied and disproportionately implemented, and used as a mechanism to remove students subjectively deemed undesirable (based on race, ethnicity, behavior, gender identity, sexual orientation, etc.) by staff (CCBD, 2009). Extensive research has pointed to connections between exclusionary discipline practices and subsequent risk for dropout, substance abuse, and juvenile justice engagement (Skiba, et al., 2014; U.S. Commission on Civil Rights, 2019; Blodgett & Dorado, 2019; Joseph, et al. 2020).

Zero tolerance policies are not conceptually aligned with trauma-informed approaches by responding to all circumstances in the exact same way, without regard for underlying causality or effect of systems on behavior. The American Psychological Association (APA) Zero Tolerance Task Force conducted a thorough review of the literature and concluded “zero tolerance has not been shown to improve school climate or school safety ... has not proven an effective means of improving student behavior, [and] ... zero tolerance policies as applied appear to run counter to our best knowledge of child development” (2008).

Research on disproportionate application of school discipline to students who are Black and Brown, as well as those with special education needs also points to the need for a more trauma-informed approach. The APA Zero Tolerance Task Force found that zero tolerance policies failed to remove bias and disproportionate application of discipline to minority students (2008) despite assertions they would promote consistent disciplinary response. The U.S. Commission on Civil Rights 2019 report found students with disabilities are approximately twice as likely to be suspended, and students of color are suspended and expelled more than their White peers, including for the same offenses, and that those punishments are harsher and longer (U.S. Commission on Civil Rights, 2019).

Corporal punishment is antithetical to trauma-informed principles and values of safety, trust, collaboration, mutuality and equity. Corporal punishment practices themselves also can inflict emotional and physical trauma on students, and re-traumatize students who experienced abuse at home. By seeking to deliberately inflict pain on a student with inherently less power than the adult meting out the punishment, corporal punishment would be classified as assault and battery in most other contexts, and sends the confusing message that physical force and infliction of pain are appropriate means of settling differences or interpersonal conflicts, even when use of physical force is precisely the behavior being punished.

Data reveal that students with identified disabilities, and students who are Black and Brown, experience corporal punishment at higher rates than their White counterparts (Gershoff & Font, 2016; Southern Poverty Law Center, 2019).

Research indicates that corporal punishment may contribute to the “school-to-prison pipeline” by increasing risk for student involvement in the juvenile justice system, and increases risk for perpetration of later dating violence (Temple, Choi, Rueter, Taylor, Madigan & Scott, 2017) and is correlated to later development of mental health and substance use disorders (Afifi, Mota, Dasiewicz, Macmillan & Sareen, 2012). Corporal punishment has not only been correlated to later deleterious behavior, but fails to correct behavior in the moment: it fails to engage students in problem-solving based on logical thinking and executive functioning; fails to promote empathy or compassion; reinforces defensive and emotional reactions that more frequently escalate problem behaviors; fails to improve classroom behavior; and may exacerbate problem behavior (Society for Adolescent Medicine, 2003). Schools that allow corporal punishment fail to create the positive

climate and culture critical for strong student outcomes, and actually create a climate that re-traumatizes students who have experienced physical abuse. Corporal punishment can impede learning and school performance by negatively impacting brain development, verbal capacity and executive functioning, such as problem-solving (Durrant & Ensom, 2012).

A 2016 letter from U.S. Secretary of Education John B. King summarized the concerns about corporal punishment, noting that every major professional organization for providers of child health and behavioral health is opposed to corporal punishment, including the American Academy of Pediatrics (AAP), the American Academy of Child and Adolescent Psychiatry (AACAP), the Society for Adolescent Medicine (SAM), the American Psychological Association (APA), and the National Association of School Psychologists (NASP). In addition, national education organizations including the National Education Association (NEA) and the American Federation of Teachers (AFT) oppose use of corporal punishment in schools, and the practice already is prohibited in all Head Start programs, schools managed by the U.S. Department of Defense (DOD), U.S. military training facilities, U.S. prisons and most juvenile detention facilities.

What is clear is that the lingering allowance of corporal punishment in school settings is, indeed, an outlier in a society that has banned its use in nearly all other contexts. Finally, the case against corporal punishment must rest on the absence of data to demonstrate its effectiveness at altering and improving behavior, and there is no evidence to support its use.

Trauma-informed practices in schools and districts demands trauma-informed approaches to discipline and altering behavior. And, such approaches cannot include use of seclusion and restraint, rigid zero tolerance rules or corporal punishment (Executive Office of the President, 2016).

School Discipline and the 4 Rs

Realize	<i>Realize</i> the cause of the challenging behavior may be connected to past or current traumatic experiences.
Recognize	<i>Recognize</i> the signs of traumatic stress in challenging behaviors and responses.
Respond	<i>Respond</i> using the “connect, then redirect” approach: first calm the brain-body reaction, then engage the student in problem-solving.
Resist Re-Traumatization	<i>Resist re-traumatizing</i> the student by avoiding use of seclusion and restraint, minimizing trauma triggers and creating psychological as well as physical safety

How Can Schools Create Trauma-Informed Discipline Responses?

Creating trauma-informed discipline responses can be guided by applying the six elements of trauma-informed care: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment, voice and choice and cultural, historical and gender issues. These elements will create the most positive, trauma-informed school climate and culture to promote positive behaviors and prevent disruptions, and they should also be applied to any and all disciplinary interactions that are needed with students.

Safety

Trauma-informed disciplinary responses must always start with maintaining psychological and physical safety for the student. Physical safety should ensure the least restrictive environment and avoid use of seclusion and restraint. Attend to the location of where you are meeting with the student, where you are sitting in relation to the student, whether the door is open or closed, the light and other environmental features to enhance a feeling of safety for the student.

Trauma reminders can compromise a student's perception of safety. Staff and students should always attend to any patterns of dysregulation to identify sources that may be trauma reminders in the student's schedule or interactions. Once potential reminders are identified, staff should work with students on ways to promote self-regulation and/or reduce exposure, as appropriate. Tools such as a Trauma-Informed Safety Plan that identify possible trauma reminders, early warning signs of dysregulation and calming strategies to promote regulation can be helpful to prevent disruption and identify effective ways to support students to be able to calm when dysregulation occurs.

Psychological safety is enhanced by using a neutral and calm tone of voice, addressing the student with respect, avoiding sarcasm, using active listening strategies and not making assumptions about what happened. These strategies should always be part of the universal implementation of trauma-informed classroom and schools, and are critical when responding to students exhibiting challenging behaviors in front of others. Addressing problem behaviors is often most successful one-on-one, and psychological safety remains the essential foundation of a trauma-informed response.

Students feel more psychologically safe when they feel in control of their emotions, thoughts and behaviors. Allowing students a chance to self-regulate prior to addressing the disciplinary consequence allows them to calm their brain and body threat-response activation. There are several ways to enable students to calm through self-regulation before talking if you are meeting with a student individually:

- Create a minute of quiet while you answer an email or attend to something else at your desk. You can tell the student, "Give me just a second to wrap this up so we won't be interrupted." It may be helpful to have something for them to do with their hands while

they are waiting, e.g. stress balls, playdough, something to draw or doodle with, Etch A Sketch.

- Take a few deep breaths or use another calming strategy with the student before launching into any discussion – remember, it is often helpful for you to do this with the student rather than directing them to do it on their own.
- Allow the student to get a drink of water or have a glass of water in your office.
- Allow the student to wash hands or face, especially if sweaty, bloody or dirty.
- Walk with the student in the hall or outside to discharge the extra stress-response hormones that may be coursing through their bodies.

Psychological safety also is enhanced when students know what to expect from a consistent, predictable disciplinary process that is known to students, families and staff as described as part of building trust. Start by explaining to the student how the process will work as a means of creating safety and promoting trust. Student physical and psychological safety is undermined by any use of corporal punishment as part of school discipline.

Trustworthiness and Transparency

Establishing trust is closely related to safety, and depends in large part on transparency. School expectations for behavior and conduct, and consequences for not adhering to expectations, should be well-known to all students, families and staff. Behavioral expectations should be couched as positively as possible, explaining the ways the school promotes positive behavior, resources for prevention and early intervention if students are struggling, and the expectations of both students and staff at all response tiers. When a student is referred to the office for a behavioral concern, always review what will happen with as many details as possible. For example:

“Before we get started, I want to tell you what we’re going to do. First, we’re going to take a few minutes to regroup – you can get a drink, wash your hands, draw, or just sit. I’m going to take a couple of breaths and clear my head. Then I’m going to ask you to tell me what happened; then I’ll tell you what I heard. Then we will figure out what we do next.”

Promoting transparency by taking time to explain the process can occur even when the situation and consequences are serious. Consider this recollection from Principal Jim Sporleder of Lincoln High School demonstrating the value of taking time to create psychological safety and promote trust and transparency (a pseudonym is used):

“We still had to charge her for the assault, but because she was so cooperative, I let her know we weren’t going to handcuff her to take her in. The school resource officer (SRO) came in and processed with her everything that was going to happen. Before they took her in to JJC, the SRO expressed his appreciation for her

cooperation. He repeated that he would not handcuff her, but she was still going to have to go through the whole court regarding the assault ...

“When Billy retells this story today, she always expresses how the simple offer of a glass of water and the kindness she received when she was brought into the office changed everything about how she was able to face the consequences of her actions. This level of kindness and respect, even though she was ‘guilty’ of the assault, changed how Billy was able to move forward.” (Sporleder & Forbes, 2016, pp. 38-39)

Trust and transparency also are reinforced by consistent and equitable disciplinary processes and practices. It is imperative that the disciplinary response *process* is consistent each time, and across all students (i.e. students talk with an administrator, are given a chance to share their experience, and have an opportunity to participate in problem-solving with school personnel.) Using a consistent process ensures that while outcomes or consequences may vary in response to the individual situation, they always are equitable: consequences must always be proportional to the nature of the offense, the circumstances of the situation, the developmental level of the student, and the past history of concerns.

Peer Support

Effective promotion of positive behaviors and prevention of challenging behaviors are enhanced through healthy peer interactions and supports. Healthy peer collaboration and communication should be strongly supported for all students, including those who are struggling. The response to isolate them and exclude them from peer engagement does not teach them how to manage their behavior in groups, and can be counterproductive. Peer engagement for students who struggle with self-regulation in groups may need to be adapted to meet their needs (e.g. start by pairing them with one other student, then a small group and gradually increase the amount of time for group work).

School discipline traditionally has been framed as an authoritative response by staff imposed on students. Restorative justice models demonstrate the power of peer accountability. In these models, justice is effectively delivered through community that promotes responsibility by each member for their actions. Restorative justice models demonstrate the preventive power of peer support through the use of healing circles that engender peer respect, empathy, compassion and perspective-taking, and promote parental recognition of the benefit of community healing and accountability by including caregiver permission for participation.

Through peer support, restorative justice models enable healing relationships with peers and adults to enhance repair and rehabilitation. Traditional approaches to school discipline that remove students from peers through out-of-school and in-school suspensions or diversion programs not only isolate students, but inhibit the powerful positive impact of peer support in shaping prosocial behavior and conduct.

Collaboration and Mutuality

Students should be a part of the process of setting behavioral expectations, and evaluating and assessing the impacts of their behaviors on others, as well as identifying the appropriate and proportional consequences in response to problem behavior. Student engagement in these activities promotes responsibility and accountability for their actions, and enhances the five core competencies of social emotional learning and builds capacity for empathy and compassion. Promoting student collaboration and mutuality does not require schools to give student perspectives equal weight, but does allow the student perspective to inform consequences.

Collaboration and mutuality also occurs in the context of developing individual behavior plans for prevention and response strategies. Students and families should be active partners in developing these plans, which also may include trauma-informed components such as trauma-informed safety plans.

Communication to support collaboration and mutuality depends on active listening, respectful consideration and refraining from judging student perspectives. Consider these seven (7) questions to gather facts in a nonjudgmental manner and enhance collaboration and mutuality:

7 Questions That Change School Discipline



Empowerment, Voice and Choice

One of the hallmarks of experiencing trauma is the sense of powerlessness, and feelings of powerlessness often serve as a root cause of challenging behavior in school settings. Opportunities to promote student voice, choice and empowerment are ways to offer students some level of control and counter the perception of absolute powerlessness. Choices about small things provide students with an immediate sense of control, and can occur through offering any of the following choices to students:

- Whether to meet in an office or walk and talk;
- Where to sit in the office;
- Office door open or closed;
- Option of something to drink, washing hands, etc.;
- Order of talking: let them decide if they tell you their version of events first or you tell them what you heard/saw first; and
- What adult they wish to work with to address the problem (e.g., principal, counselor, social worker, specific teacher).

Student empowerment through having a voice in disciplinary responses often elicits greater acceptance of responsibility and accountability than consequences imposed by outside forces. This enhances the opportunity to learn from mistakes that disciplinary responses should provide. Student empowerment also is enhanced by pointing out areas of strength or appropriate behavior. For example, if the student calms down, apologizes or asks how others are doing, these positive behaviors should be affirmed through specific, targeted affirmations (e.g. “I appreciate you calming down so we can talk” or “Thanks for helping me to understand your perspective”).

Student empowerment at an individual level also comes from a focus on learning ways to enhance self-regulation and manage behavior. The sense of competence students gain from successfully implementing behavior plans is a valuable preventive component of the trauma-informed discipline system and a powerful means of empowerment to promote self-efficacy.

Student voice should also be included in the development of school and district discipline policies. Student representatives from a diversity of student perspectives (race, ethnicity, gender, sexual orientation, socio-economic status, academic performance, etc.) is essential and demands that there be more than one token student representative to these policy-making committees.

Student and family input also should be solicited through periods of public comment of draft policies in ways that are genuine, avoid tokenism and go beyond performative gestures. Students should be the drivers to establish classroom-level positive behavior rules with guidance from teachers.

Cultural, Historical and Gender Issues

High rates of disparities in disciplinary responses for students with disabilities and students of color have been demonstrated across all age groups and geographical locations nationally and in Kentucky (Losen & Martinez, 2020; U.S. Commission on Civil Rights, 2019; Welsh & Little, 2018). For example, while Black students make up 10.6% of the student population in Kentucky, they made up 58.5% of all out-of-school suspensions (KDE School Report Card 2018-19 data). It is especially important that students who are in Special Education, and students who are Black or Brown, trust consequences are equitable and comparable to consequences for White students being disciplined for similar offenses. Racial disparities in discipline have been tied to community bias (Riddle & Sinclair, 2019) and school staff must always check themselves and one another to avoid perpetuating systemically and structurally racist disciplinary responses.

Staff should be alert to micro-aggressions or other discriminations against students of color, with disabilities or who identify as Lesbian, Gay, Bisexual, Transgender or Queer/Questioning (LGBTQ). These microaggressions may be the root of the behavioral problem, or may be embedded in traditional discipline responses and serve to escalate rather than calm challenging behavior.

Discipline policies and practices must utilize a consistent process of seeking to understand the problem within the framework of psychological safety, trust transparency, collaboration and

empowerment, and also must adopt the position of cultural humility to ensure staff are not expecting students to do something they have been taught is disrespectful. For example, some students may not be comfortable looking adults in the face, but looking at the floor does not mean they are not paying attention. Consequences must always be developmentally appropriate to meet the student's individual needs.

Discipline policies must avoid a "one size fits all" approach, and zero tolerance policies that do not allow for individualization in response to careful understanding of the specific situation should be avoided. For example, not all students who are exhibiting chronic tardiness require the same response actions. Some students may be chronically tardy because they don't want to come to school, or are simply not being accountable for themselves. For those students, a behavioral system of rewards for being on time and consequences for being tardy may be appropriate. Other students may be tardy because they are responsible for getting younger siblings off to school each morning, and want to be on time, but simply can't manage all their responsibilities. In that case, a behavioral change system is not appropriate, but working with the Family Resource and Youth Services Center (FRYSC) coordinator or the counselor to connect the family to additional supports may be warranted.

In both cases, a similar and consistent process for addressing the issue should be utilized:

1. The student is referred to the counselor, principal or assistant principal.
2. The staff member should clearly explain the school's concern (e.g. chronic tardiness).
3. The student should be asked to explain what is causing the tardiness, and the staff member should listen with full attention and in a non-judgmental manner, ask questions as appropriate, and refrain from making assumptions or jumping to conclusions.
4. The student and staff member should then explore all the possible options for addressing the problem, and make a plan that includes a timeline and process for checking in about how the plan is working. When students require additional supports, the staff member should be very clear in explaining the process and assisting the student and/or family in making those connections.
5. The staff member should clearly explain what will go on the student's record.
6. The staff member should always ask the student if there are any additional questions or concerns. A good practice is also to have the student explain the plan back in their own words to ensure full understanding and appreciation of the plan and next steps.

Recommendations for incorporating trauma-informed, race-centered approaches to promote equitable discipline response practices can be found in this [article](#) in *Children & Schools* describing an interprofessional framework.

Tips for Making School Discipline Response Systems Trauma-Informed

- Consider the discipline responses as one part of a system of positive behavior in schools.
- Include student voice in developing classroom, school and district discipline policies.
- Use non-judgmental tone of voice, language and expressions.
- Give the student time and space to calm physically, emotionally and cognitively. Use self-regulating, grounding and coping strategies. If the student has a Trauma-Informed Safety Plan, use calming strategies identified in the plan.
- Consider the student version of what happened. Don't tell them what happened, especially if you were not present.
- Listen actively: reflect back what you hear and acknowledge the student's perspective and feelings (you can do so without agreeing with their interpretation or response).
- Calmly share other versions of what happened or was observed. Offer this as an alternative rather than a dismissal of the student's perspective. Avoid conveying judgment about the events, and report them as facts in a neutral tone of voice. Avoid arguing with the student about what occurred, instead "agree to disagree."
- Offer choices whenever possible.
- Affirm positive behaviors, strengths and cooperation during the process and regarding the incident.
- Engage the student in the process of determining ways that they can repair any harm done (to peers, staff or property) and appropriate actions that promote accountability.
- Employ restorative practices and peer support.
- Focus consequences on ways to prevent, minimize and interrupt similar future problems.
- Ensure consequences are proportional to the current infraction and student cognitive, emotional and behavioral developmental levels. Cumulative infractions should be seen as an indication of needing more individualized response.
- Identify patterns of behavior to recognize possible trauma reminders or triggers such as people, places, time of day, level of tiredness or exhaustion, anxiety, fear, amount of structure, etc.
- Ensure the content and process of the disciplinary response are aware of and respect how differences (including culture, race, ethnicity, religion, ability, gender, sexual identification and sexual orientation) may inform the situation.
- Avoid use of exclusion, seclusion, restraint or corporal punishment.

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Additional Resources:

- Conscious Discipline: <https://consciousdiscipline.com/methodology/> and Conscious Discipline research findings: <https://consciousdiscipline.com/methodology/research/>
- Council for Children with Behavioral Disorders (2020), *CCBD's Position Summary on the Use of Physical Restraint Procedures in Educational Settings*, available at: https://higherlogicdownload.s3.amazonaws.com/SPED/bc40048c-cf24-4380-a493-273ff305ca3c/UploadedImages/Position_Statements/CCBD_Position_Paper_Restraint.pdf
- Early Childhood Education Resource from Multiplying Connections: <https://traumaawareschools.org/studentBehavior>
- Fix School Discipline Trauma Sensitive Strategies: <http://www.fixschooldiscipline.org/trauma/>
- National Center on Safe Supportive Learning Environments (n.d.), 9. Guiding Questions for Policies and Procedures in *Building Trauma Sensitive Schools Training Package Handout Packet*. Available at: https://safesupportivelearning.ed.gov/sites/default/files/TSS_Building_Handout_Packet_ALL.pdf
- Restorative Justice:
 - What Teachers Need to Know about Restorative Justice: <https://www.weareteachers.com/restorative-justice/>
 - National Education Policy Institute, *The Starts and Stumbles of Restorative Justice: Where Do We Go from Here?*: https://nepc.colorado.edu/sites/default/files/publications/Revised%20PB%20Gregory_0.pdf
- Trauma-Aware Schools Student Behavior: <https://traumaawareschools.org/studentBehavior>

STOP Tipline

Presented by:

Jennifer Taylor, School Safety Analyst
Kentucky Office of Homeland Security

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Kentucky Office of Homeland Security (KOHS)

School Safety Tip Line

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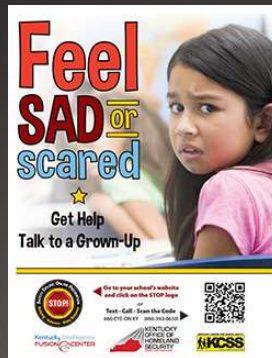
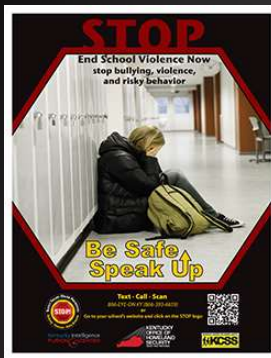


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1

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School Safety



- Management and monitoring of the Safety Tipline, Online Prevention (STOP) tip line
- System available to all Kentucky public K-12 schools (650k students statewide), 1,899 schools are enrolled currently



Text - Call - Scan:
866-EYE-ON KY (866-393-6659)
or
Go to your school's website and
click on the STOP logo



Kentucky Intelligence
FUSION CENTER

KENTUCKY
OFFICE OF
HOMELAND
SECURITY



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**Total Tips in
2021**

1621

Bullying Tips

657

Violence Tips

171

Other Tips

785

2

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Safe School Reporting Tool

Select Language ▼

Use this tip line to report bullying, violence or other school issues. You may report anonymously, or choose to be contacted.

If this is an **EMERGENCY** please dial 911.

Kentucky Office of Homeland Security is proud to provide an email tipline to all Kentucky schools.

The Safety Tipline, Online Prevention or S.T.O.P Tipline is designed for use as an "online" reporting/prevention tool. If students, parents or community members know of an unsafe situation in school (bullying, weapons, drugs or alcohol, etc.), they can anonymously pass on that information to school personnel by using this basic email format.

Required fields are marked with an Asterisk *

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3

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Bullying

BULLYING

Reporting *

☐ I am being bullied
☐ Reporting for someone else

Problems *

Select one or more options from Kind of Problems or enter in Other Problem

What Kind of Problems?

☐ Calling you names ☐ Cyberbullying ☐ Dirty Talk
☐ Fighting/Kicking ☐ Leaving you out of groups ☐ Mean Talk
☐ Pressuring you ☐ Social Networking (i.e. Facebook, YouTube, Twitter, etc.) ☐ Teasing

(OR)

Other Problem:

Who is doing the bullying?

Name:

Where is the bullying happening? *

☐ At School
☐ Not at School
☐ Online

When

Is it recent? ☐ Yes ☐ No

Has happened more than once? ☐ Yes ☐ No

When did it start?

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
1	2	3	4	5	6	7

Explain the bullying situation *

☒ I want someone to contact me

Name:
Phone:
Email:

Upload Files

Select file or files to Upload

No file chosen

Violence

VIOLENCE

Reporting *

☐ I am being bullied
☐ I am a witness to a violent act
☐ I am reporting a tip
☐ I am afraid at school

Problems *

Select one or more options from Kind of Problems or enter Other Weapon or Other Problem

What Kind of Problems?

☐ Fighting ☐ Hitting/Kicking ☐ Gun
☐ Knife ☐ Bomb ☐ Graffiti
☐ Gang Activity ☐ Date Violence ☐ Hit List

Other Weapon:

Who is doing the violent acts?

Name:

Where is the violence happening? *

☐ At School
☐ Not at School
☐ Online

When

Is it recent? ☐ Yes ☐ No

Has happened more than once? ☐ Yes ☐ No

When did it start?

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
1	2	3	4	5	6	7

Explain the violent act *

☒ I want someone to contact me

Name:
Phone:
Email:

Upload Files

Select file or files to Upload

No file chosen

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4


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Other

Tip Submitted


OTHER ISSUE


Where?

When 

Explain the situation

I want someone to contact me



Select Language 

Use this tip line to report bullying, violence or other school issues. You may report anonymously, or choose to be contacted.

If this is an EMERGENCY please dial 911.

Kentucky Office of Homeland Security is proud to provide an email tip line to all Kentucky schools.

The Safety Tip Line, Online Prevention or S.T.O.P. Tip Line is designed for use as an "online" reporting/prevention tool. If students, parents or community members know of an unsafe situation in school (bullying, weapons, drugs or alcohol, etc.), they can anonymously pass on that information to school personnel by using this basic email format.

Required fields are marked with an Asterisk *

Tip Line Request submitted successfully

☐ Select if you wish to submit another Tip Line

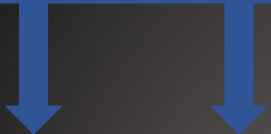
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5

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School Safety

Tip Received (via form, phone, text)



Fusion Center

School

District Sets Local Routing

- *Principals*
- *School Safety Coordinators (SSCs)*
- *School Resource Officers*

Safe School Reporting Tool:

<https://safeschools.ky.gov>

- Tips are routed to the Fusion Center and School simultaneously
- Schools and districts set all local routing of the tip by email
- School safety analyst engages with schools on tips received and can route requests for resources to the appropriate agencies

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6

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Conclusion

- Check who receives your schools/districts tips.
- Encourage all reporting.
- Anonymous doesn't mean the person needing help.
- Report success stories.

Your dedication to our student's safety is greatly appreciated.



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7

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Questions?

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502-564-2081



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State School Security Marshall
&
School Security Risk Assessment Tool
&
Handle with Care
&
Active Shooter Video Update

Presented by:

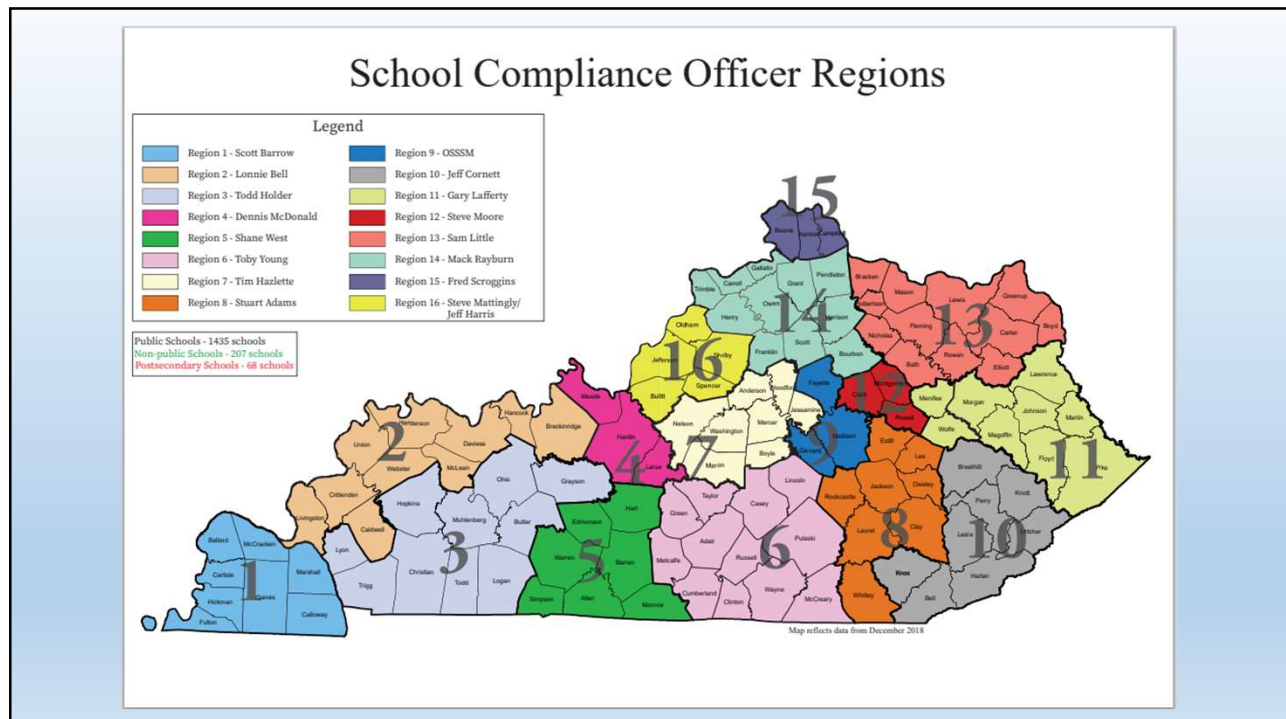
Ben Wilcox, State School Security Marshall



OFFICE OF THE STATE SCHOOL SECURITY MARSHAL

DEPARTMENT OF CRIMINAL JUSTICE TRAINING

1



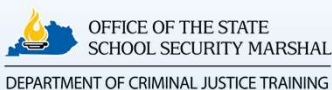
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COMPLIANCE SUPERVISORS

- West Regions- Scott Barrow
- East Regions- Steve Moore
- North Regions- Steve Mattingly
- Compliance Link
<https://www.docjt.ky.gov/state-school-security-marshal>



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Risk Assessment Protocols

- Each school should have a copy of the risk assessment.
- Schools should fill out assessments prior to compliance officer arrival.
- **Please contact your assigned compliance officer to help maintain communication.**
- Completed risk assessments are emailed to the SSC **ONLY**.
- Exemptions will be approved on an individual basis. Request will start with assigned compliance officer.

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2022-2023 Updates

- No later than July 15, 2021, and each subsequent year, the local district superintendent shall send verification to the state school security marshal and the Kentucky Department of Education that all schools within the district have completed the school risk assessment for the previous year.
- An email will be sent to all SSC's with a mailbox link and short form to complete. This will verify completion of the risk assessment for the previous year. This mailbox will be assessable by the OSSSM and KDE. Superintendent confirmation can be in electronic form.

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2022-2023 Updates

- Closed and locked door exemptions to KRS 158.162(3)(d)(5)
 - Exemptions for the 2021-2022 school year will expire on June 30, 2022
 - Compliance officers will start visiting schools in July of 2022 to re-submit exemptions for approval
- Risk Assessments for the 2022-2023 school year will begin as districts start back in-person classes
- A quarterly report will be sent to the Kentucky Department of Education with schools that are found to be non-compliant of KRS 158.162(3)(d). Access Control

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Updates Continued

- If a school is non-compliant:
 - It is the responsibility of the SSC to contact the compliance officer and advise that the school is ready to be reassessed.
 - Examples of preparation for reassessment:
 - Meeting with staff
 - Correction or upgrade to facility to bring school into compliance
 - The next quarterly report will update schools that are now in compliance and those schools that will need to stay on the list of non-compliant facilities

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- Marshals office policy is to investigate complaints received regarding the School Safety and Resiliency Act
- Complaints received will be assigned to a regional supervisor
- Supervisors will assign a compliance officer to investigate
- Supervisor or designee will contact the district SSC with the findings of the investigation
- The risk assessment will be updated to reflect the findings of the investigation if necessary

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SCHOOL SECURITY MARSHAL

DEPARTMENT OF CRIMINAL JUSTICE TRAINING

- Tips for successful risk assessments:
 - Know the mandates of the School Safety and Resiliency Act
 - Meet with assigned compliance officer if there are any questions
 - The School Safety and Resiliency Act requires SSC's to train principals on the risk assessment tool
 - Visit schools to make sure mandates are followed
 - Ensure principals are aware of the mandates and work to create a culture of safety and security
 - Provide support for school climate that embraces school safety
 - Reach out to the Marshals office for assistance with training/presentations

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- Explanation of House Bill 63, 2022 and information to be gathered by the OSSSM.

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CONTACT:



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SCHOOL SECURITY MARSHAL

DEPARTMENT OF CRIMINAL JUSTICE TRAINING

School Risk Assessment 2021-2022

Pursuant to KRS 158.4410(7), School Security Risk Assessments shall be excluded from the application of KRS 61.870 to 61.884 pursuant to KRS 61.878 (m)(1)(b), certain public records are exempted from inspection except on order of court, to include, public records the disclosure of which would have a reasonable likelihood of threatening the public safety by exposing a vulnerability in preventing, protecting against, mitigating or responding to a terrorist act and includes vulnerability assessments, antiterrorism protective measures and plans, and security and response needs assessments. In compliance with KRS 61.878(m)(3), the Department of Criminal Justice Training sends copies of all requests denied pursuant to KRS 158.4410(7) to the Kentucky Office of Homeland Security and to the Kentucky Office of the Attorney General.

Demographics

1. School Name:
2. School Address:
3. School District:
4. Date of Assessment:
5. DASCRC Number:
6. Principal:
7. SSC Contact:
8. Number of Faculty:
9. Number of Staff:
10. Number of Students:
11. Grade Level:
12. Person completing report:

13. Email report to:

14. Is an exemption application being applied for regarding locking of interior doors during instructional time for this school year? *KRS 158.162(3)(d)*

() Yes () No

15. If yes, list the approved exemption:

Exemption to 158.162(3)(d)(5)(b)

The School Safety and Resiliency Act requires classroom doors to remain closed and locked during instructional time. KRS 158.162(3)(d)(5)(b) provides two exceptions to the requirement that classroom doors must be closed and locked during instructional time:

- a. In instances in which only (1) student and one (1) adult are in the classroom; or
- b. When in writing by the state school security marshal.

Exemptions are considered on a case by case basis. The basis for an exemptions may include, but are not limited to, the following:

- 1. No physical mechanism exists to secure the room. Examples of this may include a gymnasium with multiple doors, open air classroom, etc;
- 2. The room is used as a hallway, walkway, pathway, or easement to access another part of the building and no lesser restrictive alternative exists for such access;
- 3. Locking the doors to the room constitutes a violation of an existing fire code and no lesser restrictive alternative is available;
- 4. Locking the doors to the room would infringe upon an individual student's individual education plan (IEP) when that individual student is physically present in the room and no lesser restrictive alternative is available (NOTE: School personnel MUST specifically present this circumstance to the attention of the State School Security Marshal. Investigators ARE NOT to ask about any information concerning specific students.)
- 5. Locking the door to the room would constitute a violation of the Americans With Disabilities Act and no lesser restrictive alternative for access is available;
- 6. Existing renovations, physical structural issues occurring within the building make locking the doors to the room impracticable and no lesser alternative exists (the school must provide evidence); or,
- 7. Reasonable grounds exist within the discretion of the School Security Marshal to grant an exemption.

Section 1. Access Control Requirement, New Building/Expansion Approval *KRS 158.162(7)*

The school shall adhere to practices to control access to each school building. *KRS 158.162(3)(d)*

1. All visitors are required to report to the main office upon entry.

() Yes () No

Comments/explanation:

2. Upon reporting, all visitors must provide valid identification.

() Yes () No

Comments/explanation:

3. All visitors are required to state the purpose of their visit.

() Yes () No

Comments/explanation:

4. A visible "visitor's badge" is required to be displayed at all times.

() Yes () No

Comments/explanation:

5. The main entrance of the school is equipped with electronically locking doors.

() Yes () No

Comments/explanation:

6. The main entrance of the school is equipped with a camera(s).

() Yes () No

Comments/explanation:

7. The main entrance of the school is equipped with an intercom system(s).

() Yes () No

Comments/explanation:

8. The school controls access to all exterior doors during the school day.

() Yes () No

Comments/explanation:

9. Classroom doors are equipped with hardware that allow the door to be locked from the outside but opened from the inside.

() Yes () No

Comments/explanation:

10. Classroom doors remain closed and locked during instructional time.

() Yes () No

Comments/explanation:

11. Classroom doors with windows are equipped with material to quickly cover the window during a building lockdown.

() Yes () No

Comments/explanation:

Section 2. Necessary Safety and Security Processes (Not Related to New Building/Expansion Approval)

1. A School Safety and Threat Assessment Team is in place. *KRS 158.4412*

() Yes () No

Comments/explanation:

2. List the name and title of each person on the School Safety and Threat Assessment Team:

Name 1:

Title 1:

Name 2:

Title 2:

Name 3:

Title 3:

Name 4:

Title 4:

Name 5:

Title 5:

3. An emergency plan is in place for the school to follow. *KRS 158.162*

() Yes () No () Partial

Comments/explanation:

4. Number of public safety agencies that have a copy of the emergency plan along with a diagram of the school facilities: *KRS 158.162*

5. List the public safety agencies that have a copy of the emergency plan with a diagram of the school facilities: *KRS 158.162*

Agency 1:

Agency 2:

Agency 3:

Agency 4:

Agency 5:

Agency 6:

Agency 7:

Agency 8:

Agency 9:

Agency 10:

6. The emergency plan was reviewed by the school council, the principal and first responders during the current school year. *KRS 158.162*

☐ Yes ☐ No

Comments/explanation:

7. All rooms have an established primary and secondary evacuation route. *KRS 158.162*

☐ Yes ☐ No

Comments/explanation:

8. These routes are prominently posted in each room by evacuation doorways. *KRS 158.162*

☐ Yes ☐ No

Comments/explanation:

9. The best available severe weather safe zones have been identified. *KRS 158.162*

☐ Yes ☐ No

Comments/explanation:

10. These weather safe zone locations are prominently posted in each room. *KRS 158.162*

☐ Yes ☐ No

Comments/explanation:

11. Policies and procedures are in place for an all hazards approach, including emergency response drills for hostage, active shooter and building lockdown situations.

KRS 158.162

☐ Yes ☐ No

Comments/explanation:

12. These policies and procedures were formulated with appropriate public safety agencies input, to include but not limited to fire, police, and emergency medical services.

☐ Yes ☐ No

Comments/explanation:

13. School has ensured that public safety agencies have toured the school to review policies and procedures and provide recommendations related to safety and security this school year. *KRS 158.162; KRS 158.4412(2)(g)*

☐ Yes ☐ No

Comments/explanation:

14. In reference to the above question, list the public safety agencies that toured the school during the current school year. *KRS 158.162; KRS 158.4412(2)(g)*

Agency 1:

Agency 2:

Agency 3:

15. The principal has received training on procedures for completion of the school security risk assessment. *KRS 158.4412*

☐ Yes ☐ No

Comments/explanation:

16. The principal has provided written notice within 10 days of the first instructional day of the school year, to all students, parents, and guardians, the provisions of KRS 508.078 and potential penalties under KRS 532.060 and 534.030. *KRS 158.1559*

☐ Yes ☐ No

Comments/explanation:

17. The school adopted a trauma-informed approach to education. *KRS 158.4416*

☐ Yes ☐ No

Comments/explanation:

18. A certified school counselor is currently employed. *KRS 158.4416*

☐ Yes ☐ No

Comments/explanation:

19. The district meets the goal of one school counselor/school based mental health provider, who is employed by the district, per 250 students. *KRS 158.4416*

☐ Yes ☐ No

Comments/explanation:

20. The school currently has a trauma-informed team. *KRS 158.4416*

☐ Yes ☐ No

Comments/explanation:

21. List the trauma-informed team members:

Name 1:

Name 2:

Name 3:

Name 4:

Name 5:

22. The counselor documents time spent with students.

☐ Yes ☐ No

Comments/explanation:

23. Prior to the first instructional day of the school year, the principal's designee discussed and documented the emergency plan with all school personnel.

☐ Yes ☐ No

Comments/explanation:

24. Identify the professional development coordinator for the school. *KRS 156.095(2)*

Name:

Title:

Questions 25-27 are only applicable for grades 6-12.

25. All students received suicide prevention awareness information via: *KRS 156.095(6)(b)*

(Check all that apply)

- ☐ in person
- ☐ live streaming
- ☐ video recording
- ☐ not provided
- ☐ N/A

26. All employees, that have job duties requiring direct contact with students, have attended a minimum one-hour high quality suicide prevention training. *KRS 156.095(6)(c)(1)*

() Yes () No () N/A

Comments/explanation:

27. Staff members hired after the initial suicide prevention training are provided prevention materials. *KRS 156.095(6)(c)(2)*

() Yes () No () N/A

Comments/explanation:

Remaining questions for this section applies to all schools.

28. All school employees, with job duties requiring direct contact with students, attended a minimum one-hour training on how to respond to an active shooter situation developed by the Department of Criminal Justice Training. *KRS 158.162(7)*

☐ Yes ☐ No

Comments/explanation:

29. The district provides training to substitute teachers on suicide prevention, active shooter, and emergency plan familiarization. *KRS 158.162*

☐ Yes ☐ No

Comments/explanation:

30. The 24-hour statewide child abuse hotline number 1-877-597-2331 is prominently displayed in the school. *KRS 156.095(7)(g)*

☐ Yes ☐ No

Comments/explanation:

31. The National Human Trafficking Reporting Hotline number 1-888-373-7888 is prominently displayed in the school. *KRS 156.095(7)(g)*

☐ Yes ☐ No

Comments/explanation:

32. The school currently has an assigned school resource officer(s) pursuant to state law.

KRS 158.4414

() Yes () No

Comments/explanation:

33. The school resource officer(s) have successfully completed, or are in the process of completing, required phases of KLEC approved SRO certification training provided by the Department of Criminal Justice Training. *KRS 158.4414*

() Yes () No

Comments/explanation:

34. The school resource officer(s) completed, or is scheduled to complete, the annual 40 hour approved SRO in-service training provided by the Department of Criminal Justice Training. *KRS 158.4414*

() Yes () No

Comments/explanation:

35. SRO(s) assigned to the school is employed by the district.

() Yes () No

Comments/explanation:

36. List SRO's with a SLEO commission employed by the district.

SRO 1:

SRO 2:

SRO 3:

37. School Board policy defines the roles and expectations of SRO(s) employed by the district. *KRS 158.4414*

() Yes () No

Comments/explanation:

38. SRO(s) assigned to the school is employed by a local law enforcement agency.

() Yes () No

Comments/explanation:

39. List SRO(s) employed by a local law enforcement agency.

SRO 1:

Agency 1:

SRO 2:

Agency 2:

SRO 3:

Agency 3:

40. There is a memorandum of understanding with each SRO's law enforcement agency.

KRS 158.4414

() Yes () No

Comments/explanation:

Section 3. Current Trends

1. SRO(s) wears an identifiable uniform.

() Yes () No

Comments/explanation:

2. Number of firearms found on school property within the past year:

3. Number of other deadly weapons and/or dangerous instruments found on school property within the past year:

4. Number of terroristic threatening incidents in the last year (in reference to KRS 508.078):

5. Number of assaults substantiated by the school last year:

6. List investigating agencies:

Agency 1:

Agency 2:

Agency 3:

7. Number of incidents documented by the SRO(s) within the last year:

8. Number of use of force incidents involving the SRO(s):

9. The school has an office assigned to the SRO(s).

() Yes () No

Comments/explanation:

10. SRO(s) possess a long gun on school property.

☐ Yes ☐ No

Comments/explanation:

11. Students were involved in emergency plan development.

☐ Yes ☐ No

Comments/explanation:

12. Visitors are required to make notifications prior to their arrival.

☐ Yes ☐ No

Comments/explanation:

13. Students are subject to metal detector screening when entering the school.

☐ Yes ☐ No

Comments/explanation:

14. Visitors are subject to metal detector screening when entering the school.

☐ Yes ☐ No

Comments/explanation:

15. Student backpacks/bags are searched and/or scanned.

☐ Yes ☐ No

Comments/explanation:

16. Visitor backpacks/bags are searched and/or scanned.

☐ Yes ☐ No

Comments/explanation:

17. During drop off and pick up times, the school has separate locations for privately owned vehicles and school buses.

☐ Yes ☐ No

Comments/explanation:

18. Crosswalks are available for student use.

☐ Yes ☐ No

Comments/explanation:

19. A cost analysis has been completed for the implementation of additional security controls.

☐ Yes ☐ No

Comments/explanation:

20. An anonymous reporting tool is available to students and staff via telephone call, email, and a mobile device application.

☐ Yes ☐ No

Comments/explanation:

21. The school has implemented the Handle with Care program.

☐ Yes ☐ No

Comments/explanation:

22. The board of education accepts gifts or donations that are restricted for safety, security, and student health purposes.

☐ Yes ☐ No

Comments/explanation:

23. The board of education has organized a foundation to receive private financial and/or philanthropic support from the community.

☐ Yes ☐ No

Comments/explanation:

24. List additional physical security measures:

Section 4. Assessment Summary

Assessment Summary:

Recommendations:

Emergency Operations Plan Overview

Presented by:

Greg Smith, Consultant
Kentucky Center for School Safety

SCC UPDATE TRAINING EMERGENCY OPERATIONS

June 14, 2022

Greg Smith, KCSS

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SCHOOL EMERGENCY PLANNING KRS 158.162

- Mandatory adoption of emergency management response plans in each public school
- Each local board of education shall require the school council or, if none exists, the principal in each public school building in its jurisdiction to adopt an emergency plan to include procedures to be followed in case of fire, severe weather, or earthquake, or if a building lockdown as defined in KRS 158.164 is required
- Following adoption, the emergency plan, along with a diagram of the facility, **shall** be provided to appropriate first responders

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- The emergency plan **shall** be reviewed following the end of each school year by the school council, the principal, and **first responders** and **shall** be revised as needed
- The principal **shall** discuss the emergency plan with all school staff prior to the first instructional day of each school year and **shall** document the time and date of any discussion
- The emergency plan and diagram of the facility shall be excluded from the application of KRS 61.870 to 61.884 (open records requests)

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ADDITIONAL REQUIREMENTS

- Formulation of recommended policies/procedures for an all-hazards emergency planning approach, including emergency response drills for hostage, active shooter, and building lockdown situations in consultation and coordination with appropriate public safety agencies
- Building access control procedures as required by KRS 158.162, including exterior doors, classroom doors and the main entrance
- Establish primary and secondary evacuation routes for **all** rooms located within the school and **shall** post the routes in each room by any doorway used for evacuation

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- Consistent visitor procedures as required by KRS 158.162:
 - Requirement to state the purpose of the visit (needs to be done before visitor is allowed into the building)
 - Requirement to report to the front office (or transaction window)
 - Requirement to provide valid identification
 - Requirement to sign in (and sign out) and receive and visibly display a visitor badge
- Develop practices for students to follow during an earthquake
- Identification of severe weather safe zones with approval by appropriate agencies

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IDENTIFICATION OF THREATS/HAZARDS			
Natural Hazards	Technological Hazards	Biological Hazards	Adversarial, Incidental, and Human-caused Threats
<ul style="list-style-type: none"> ➤ Earthquakes ➤ Tornadoes ➤ Lightning ➤ Severe wind ➤ Hurricanes ➤ Floods ➤ Wildfires ➤ Extreme Temperatures ➤ Landslides or mudslides ➤ Tsunamis ➤ Volcanic eruptions ➤ Winter precipitation 	<ul style="list-style-type: none"> ➤ Explosions or accidental release of toxins from industrial plants ➤ Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills ➤ Hazardous materials releases from major highways or railroads ➤ Radiological releases from nuclear power stations ➤ Dam failure ➤ Power failure ➤ Water failure 	<ul style="list-style-type: none"> ➤ Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis ➤ Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i> ➤ Toxic materials present in school laboratories 	<ul style="list-style-type: none"> ➤ Fire ➤ Active shooters ➤ Criminal threats or actions ➤ Gang violence ➤ Bomb threats ➤ Domestic violence and abuse ➤ Cyber attacks ➤ Suicide

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EMERGENCY PLANNING CONSIDERATIONS

- Identification of potential threats and hazards (hazards-hunt) – two-mile radius
- Numbering (or lettering) of building exterior entrances, both outside and inside of each door
- Emergency responsibility assignments 3-deep
- Practice of emergency drills – lockdown, fire, severe weather and earthquake – at various times and settings
- Regular practice of secondary fire evacuation routes

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- All school staff empowered to initiate an emergency lockdown
- Ending of an emergency lockdown by clearing the building room by room with the assistance of first-responders
- After action reviews for each drill – include first-responders
- Accommodations for special needs and English Language Learners (physical disabilities, autism etc.)
- Site plans (entire campus with utility shut-offs and utility lines) included (aerial photographs are useful)

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- Reverse evacuation considerations:
 - If students are outside the building and a threat is observed on school grounds
 - Means of communication to teachers (2-way radios are helpful)
 - Exterior doors in critical locations equipped with key card or security code hardware
- Other considerations while students are outside the building:
 - If students are outside the building and the threat is inside the building
 - Again, means of communication to teachers

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- Role/responsibility of SRO during an emergency
- One spokesperson for media – may be a district-level area of responsibility
- School administrators trained in at least FEMA ICS 100 (IS-100 SCA)

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DISTRICT EOP'S

- EOP's required for schools – not required (but highly recommended) for districts
- Planning framework to aid districts and individual schools to prevent, mitigate, protect from, respond to and recover from emergency incidents
- Should address natural, technological, biological and human-caused threats, across all settings and times
- Should involve input from emergency management and first-responders

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PURPOSES OF DISTRICT EOP'S

- Central office support of individual schools during an emergency situation
 - Coordination with local, state and federal agencies
 - Communication and public information (PIO)
 - Off-site evacuation locations – MOA/MOU
 - Transportation
- District-wide emergency / emergency involving district facilities

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TYPES OF SAFETY ASSESSMENTS

- Risk assessment – out to a two-mile radius (CPTED principles)
- Culture and climate assessment – (example - KCSS school safety assessment)
- Behavioral threat assessment – (Threat Assessment Teams)
- Capacity assessment – (examples – CPR, first-aid)

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AREAS OF NEED

- Identified by OSSSM compliance officers' review of school security risk assessments
- The lack of guidelines regarding off-site evacuation / parent-student reunification was identified as an area of need
- Consideration should be given to addressing evacuation/reunification in individual school and district EOP's

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EVACUATION CONSIDERATIONS

Situation and circumstances will dictate:

- When should an off-site evacuation occur?
- Walking evacuation, or evacuation by school bus?
- Off-site evacuation locations should be identified and arrangements made beforehand
- Procedures for notification of bus drivers
- Procedures to ensure all staff/students present and accounted for

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- Building access? Sanitation and hygiene? Utilities? Food service?
- Have MOA's / MOU's been agreed upon? These will require school board approval
- Evacuation security procedures? Site security? Who has responsibility and authority?
- Traffic control? Who has responsibility and authority?
- Coordinate site security and traffic control with first-responders; these conversations should take place before an emergency occurs

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PARENT-STUDENT REUNIFICATION

- Individuals with disabilities or other special needs?
- Don't just rely on technology for student emergency information
- Designate staff (3-deep) to bring emergency contact – checkout information to the evacuation location
- Establish backup communications – don't rely solely on cell phones

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- Consider using Incident Command (ICS) structure: Incident Commander, Law Enforcement Liaison, Medical Services Liaison, Transportation, etc. – these will probably be district-level responsibilities
- Regarding student checkout: have verification procedures in place, require photo identification, maintain checkout logs etc. – multiple stations with trained staff
- Important to have accurate and up-to-date information on injured students, including the locations of medical facilities to which they have been transported

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BEFORE AN EMERGENCY OCCURS

- Consider the development of a procedure to familiarize parents with a 'reunification' plan in the event of a crisis during the school day
- This plan, in the event of an emergency or other serious situation, would provide information on how parents would be notified where they should go to be 'reunified' with their child
- Consider developing a brochure (or other means of communication), to provide this information to parents/guardians

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CONTACT INFORMATION:

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Next Steps/Q & A

Training Opportunities:

- * Gatekeeper/Access Control
- * Threat Assessment Team Implementation
- * Trauma Informed Policies & Process
- * Emergency Operations Planning/Reunification Procedures

Thank you so much for joining us today.

If you have any questions regarding recordings or EILA please

contact Alicia Lombardi @

alicia.lombardi@ksba.org or 502/370-6457

Special thanks to the DOCJT and the Office of the State Security Marshall for hosting the event.