

Wyalusing Area School District

Trauma Informed Approach Plan



OVERVIEW AND DESIGNATION OF INDIVIDUAL(S) TO OVERSEE IMPLEMENTATION

The Wyalusing Area School District recognizes the impact that trauma may have on the education environment, individual student achievement, and the community as a whole. We desire to address the effects of trauma in order to meet the academic, behavioral and professional needs of students and staff. The purpose of this plan is to develop and implement trauma-informed approaches to education.

Delegation of Responsibility:

Mr. Charles Suppon, Director of Special Education & Student Services, will oversee the implementation of the District's trauma-informed approach plan and integrate the coordination of services and professional development throughout the District.

Mr. Suppon serves as a member of the Student Assistance Program (SAP) and will collaborate with other members of the SAP team, school-based teams, and community partners to ensure coordination of services among students and their families, our schools, and community-based organizations.

Data Collection and Plan Review:

The District shall review and revise the trauma-informed approach plan as needed based upon a review of relevant data, resources and programs, and the needs of students and staff. Such data may include, but not be limited to:

- Data from evidence-based screening tools administered by school-based mental health professionals
- Feedback from parents/guardians and the community on the implementation of trauma-informed approach to education
- Results of school climate surveys and other student or staff surveys
- Data on student absences, Student Assistance Program referrals, health and school nurse services, student discipline and graduation rates
- Data on Employee Assistance Program use and staff feedback on training related to trauma-informed approach
- Office for Safe School reports
- Safe2Say Something data
- PAYS Survey data

ACTION PLAN

| STAFF TRAINING AND DEVELOPMENT | | | |
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| KEY OBJECTIVE | ACTION STEPS | TIMEFRAME | BENCHMARKS OF SUCCESS |
| The school supports ongoing professional development in trauma and trauma sensitivity for all staff members. | Build training throughout the calendar year for all employees on topics that include the recognition and responsiveness to the effects of trauma on education, absenteeism and school completion, and secondary impact of trauma. | Annual | Staff members receive ongoing training on trauma related topics throughout the school year. Trauma-related topics and strategies have been incorporated into staff meetings. |
| The school assesses staff understanding and use of trauma sensitive strategies. | Professional Development Built into the calendar year for all employees Collaboration with administration and teachers to embed culturally responsive and inclusive practices. | Annual Annual / as needed | Staff members demonstrate an understanding of trauma-related concepts. Staff members take concrete, identifiable steps to alter practice in classroom settings and common spaces (e.g., cafeteria, hallways, playground) to support a trauma-sensitive approach. |
| The school integrates expectations related to trauma sensitivity into job descriptions, performance review processes, staff and team meetings, and new hire practices. | Professional development built into the calendar year for all employees. Incorporate at Admin. meetings Incorporate at faculty meetings Incorporate at State Mentorship Program | Annual Monthly Monthly Quarterly | Staff members view trauma sensitivity as a component of their job. Staff meetings are conducted in ways that reflect the core principles of a trauma-sensitive approach. |
| The school supports staff resilience, including addressing the impact of secondary traumatic stress and vicarious trauma. | Professional Development Built into the calendar year for all employees | Annual | Staff members report feeling heard, valued, respected, and supported in their jobs. Staff levels of professional satisfaction on formal measures are high. Staff levels of burnout and secondary traumatic stress on formal measures are low. |

CREATE SAFE AND SUPPORTIVE ENVIRONMENTS

| KEY OBJECTIVE | ACTION STEPS | TIMEFRAME | BENCHMARKS OF SUCCESS |
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| The school creates a safe physical environment. | Contracted custodial staff sanitize classrooms and public areas. Key fobs, security cameras in schools and buses are up-to-date and maintained. | Daily Daily | The school has a security system. The school is clean and well maintained. |
| The school creates an emotionally safe and supportive environment. | Provide SEL professional development to all staff. Teachers and mental health professionals greet students with a smile and positive affirmations. | Daily Daily | School staff consistently use positive, strengths-based approaches with students. Students report feeling valued and respected by adults at the school. |
| The school recognizes and reduces trauma-related triggers. | Provide professional development for all staff on recognizing and responding to trauma-related triggers. Administrators observe classrooms through a trauma-sensitive lens. | Annual Annual | Staff can identify potential trauma-related triggers for students and parents. The school has adopted specific strategies for reducing trauma-related triggers in classrooms and common areas |
| Crisis prevention and intervention practices are trauma sensitive. | Special Education staff receive QBS certification. PBIS program is implemented to recognize students who display exemplary behavior, excellence in attitude, and trying their best in academics. | Annual Weekly/Monthly | Staff consistently employ de-escalation strategies such as breathing exercises, grounding techniques, and calming spaces. Staff members use positive behavioral interventions with all students. |
| The school fosters awareness and respect for the cultural backgrounds and experiences of students, families, and staff. | Professional Development Built into the calendar year for all employees on inclusive practices. | Annual | Staff members and students demonstrate knowledge of the cultural backgrounds represented by the school community. Curriculum reflects the racial, ethnic, and cultural composition of the school community. |

ASSESS NEEDS AND PROVIDE SUPPORT

| KEY OBJECTIVE | ACTION STEPS | TIMEFRAME | BENCHMARKS OF SUCCESS |
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| <p>School assessments (e.g., educational, functional, behavioral, psychological) consider history of trauma and potential effects on learning, behavior, test results, and diagnosis.</p> | <p>Social worker assesses and meets with students in need.</p> <p>Trauma therapist assesses and meets with students in need.</p> <p>Community School-Based Behavioral Health Team at the High School assesses and meets with students in need.</p> <p>Threat assessment team discusses students at-risk.</p> <p>Community Outreach Worker meets with students in need and helps to coordinate assistive services throughout community.</p> <p>Social Emotional Learning Diagnostics at the Elementary Level to identify at risk students provide early information</p> <p>Child Study at the HS and EL</p> | <p>Year Round/ As Needed</p> <p>Every Monday of the School Year</p> <p>Year Round/ As Needed</p> <p>Year Round/ As Needed</p> <p>On site 2 to 3 days a week</p> <p>Annual</p> <p>Monthly throughout school year</p> | <p>Students' trauma-related symptoms are identified and addressed.</p> <p>The possible effects of trauma on student performance are regularly discussed among relevant staff during meetings.</p> |
| <p>Assessments are conducted in a trauma-sensitive manner.</p> | <p>Build training throughout the calendar year for School Psychologist, Social Worker, School Outreach Workers, and Trauma Therapists on best practices in assessing students with a trauma sensitive manner.</p> <p>Collect feedback from students and families regarding assessment experience.</p> | <p>Annual</p> <p>Annual</p> | <p>Formal guidelines are in place for how to conduct assessments in a consistently trauma-sensitive manner.</p> <p>Parent and student feedback gathered regarding the assessment experience is mainly positive.</p> |
| <p>Student plans consider trauma and trauma-related needs</p> | <p>Provide training to employees on how to incorporate trauma-related needs into Special Education IEP, 504, and GIEP Development.</p> <p>Agreements with community agencies updated to ensure timely and appropriate referrals and services.</p> | <p>Annual</p> <p>Annual</p> | <p>Individualized plans include a place for addressing trauma-related issues such as triggers, necessary accommodations and helpful adult responses, and trauma-related supports.</p> |

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| <p>Students have access to trauma specific clinical interventions—based in the school or community—as needed.</p> | <p>Students meet with Social Worker.</p> <p>Students meet with Trauma Therapist.</p> <p>High school students meet with Community School Based Behavioral Health Team.</p> <p>Students meet with Community Outreach Worker.</p> | <p>Year Round/ As Needed</p> <p>Every Monday of the School Year</p> <p>Year Round/ As Needed</p> <p>On-site 2 to 3 days a week</p> | <p>School-based mental health professionals provide evidence-based practices that address trauma related symptoms.</p> |
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| BUILD SOCIAL AND EMOTIONAL SKILLS | | | |
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| KEY OBJECTIVE | ACTION STEPS | TIMEFRAME | BENCHMARKS OF SUCCESS |
| <p>The school integrates universal strategies for teaching and modeling social and emotional skills.</p> | <p>Provide SEL professional development to all staff.</p> <p>Teachers and mental health professionals greet students with a smile and positive affirmations.</p> | <p>Annual</p> <p>Daily</p> | <p>The school has adopted an evidence-based curriculum for supporting social and emotional learning.</p> |
| <p>Information about stress—including traumatic stress—and its effects is incorporated into curriculum related to social and emotional learning.</p> | <p>Staff engage students in ‘mindful minutes’ and other de-stressing activities.</p> <p>Staff engage students in SEL Curriculum topics related to stress and traumatic stress.</p> | <p>Daily/Weekly</p> <p>Daily/Weekly</p> | <p>Students demonstrate an understanding of stress and its effects.</p> |
| <p>The school has an evidence-based curriculum for educating parents about stress and traumatic stress and its effects on children and youth.</p> | <p>Social Worker facilitates Parent Groups / Family Groups</p> | <p>Available Year Round</p> | <p>Parents attend training sessions on stress and its effects.</p> |
| <p>The school integrates evidence-based strategies for helping students cope with stress and traumatic stress (e.g., verbal and nonverbal techniques).</p> | <p>Staff engage students in ‘mindful minutes’ and other de-stressing activities.</p> | <p>Daily/Weekly</p> | <p>Classrooms use techniques such as breathing and mindfulness activities as part of daily routines.</p> |

ADAPT POLICIES AND PROCEDURES

| KEY OBJECTIVE | ACTION STEPS | TIMEFRAME | BENCHMARKS OF SUCCESS |
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| School policies include a commitment to trauma sensitivity | Review and update Board policies through a trauma sensitive lens. | Annual | The school's mission incorporates language about trauma sensitivity. School staff can articulate how trauma sensitivity is embedded in the mission, practice, and policies of the school. |
| School discipline practices support a trauma-sensitive approach. | Review and update Board policies through a trauma sensitive lens. Build professional development into the calendar for all employees on trauma sensitivity, building relationships, and restorative practices. | Annual Annual | The school has adopted a restorative practices approach to discipline. Classroom teachers facilitate restorative circles |
| Communication policies and procedures are trauma-sensitive. | Review and update Board policies on communication through a trauma sensitive lens. Build professional development into the calendar for all employees on effective communication with students and families. | Annual Annual | Staff do not violate student privacy or confidentiality by speaking about personal issues in common spaces. Issues related to student safety are addressed with families in clear, open, and respectful ways. |
| School policies and procedures foster a sense of safety for students, families, and staff. | Build professional development into the calendar year for all staff to review EAP program, threat assessment process, how to submit a SAP referral, and how to report something through Safe2Say. Notify students, parents, and community members on threat assessment process, how to submit a SAP referral, and how to report something through Safe2Say. | Annual Annual | Students report feelings safe with adults at school. There are clear procedures for staff to access support when they are feeling unsafe. |
| There is a process for regular review of policies and practices to ensure continued alignment with a trauma-sensitive approach. | Share policies at administrative meetings, faculty meetings, and encourage Curriculum Committee, composed of Board members, to regularly review policies. | Annual | The trauma work group reviews school policies yearly, with concrete feedback provided from school staff beyond the work group. |

