



Price School Trauma-Sensitive School Planning Template

November 24, 2020

Directions

Using the information gathered from the staff survey (November 2020), complete the following information as it relates to the readiness of the Price School in implementing the seven core principles of Trauma-Sensitive Schools. Definitions of each type of rating are provided below. You should determine these ratings based on the information from the survey and your responses.

Definitions of Rating

Not Evident *Practices reflect an area in need of significant improvement*

Emerging *Practices reflect an area where efforts are made on a limited basis or in individual settings (i.e. one classroom)*

Evident *Practices reflect an area where efforts are made on a regular basis and in all settings*

Exemplary *Practices reflect an area where efforts are a part of the school culture and are utilized in all settings at all times*

Survey Analysis

Core Principle	What does it look like in the school?	What does it look like in my classroom/interactions?	What could we be doing more of in this area?	Rating
<p>Understand trauma and its impact <i>In a trauma-sensitive school, all staff share a common understanding of trauma and its impact on students, families, and staff and a joint mission to create learning environments that acknowledge and address the effects of trauma on school success.</i></p>	<ul style="list-style-type: none"> ● SSET ● Professional learning on trauma 	<ul style="list-style-type: none"> ● Patience (Response) ● Understanding the trauma impacting our students ● Flexibility ● Understanding that each child is different and has different needs as a learner and an individual ● Listening 	<ul style="list-style-type: none"> ● Continuing professional learning and conversations around trauma ● Continued use of school psychiatrist to support understanding 	Emerging

<p>Believe that healing happens in relationships <i>Trauma-sensitive schools believe that establishing safe, authentic, and positive relationships can be corrective and restorative to survivors of trauma and can be resilience-building for all. This principle encompasses relationships among and between school staff, students, and families.</i></p>	<ul style="list-style-type: none"> • Fostering healthy relationships within our staff (modeling) • ABE • Check-in & Check-out • <i>Greeting our students</i> • Staff are open and honest with students (within PB) 	<ul style="list-style-type: none"> • Modeling healthy relationships • Making phone calls to parents • Bringing students together to discuss disagreements and conflicts 	<ul style="list-style-type: none"> • Continue learning as a team • Establishing additional team building activities 	<p>Evident</p>
<p>Ensure emotional and physical safety <i>Trauma-sensitive schools are committed to establishing a safe physical and emotional learning environment where basic needs are met; safety measures are in place; and staff responses are consistent, predictable, and respectful.</i></p>	<ul style="list-style-type: none"> • Social skills • Providing students with an avenue to meet basic needs • SCM Training • Extending to families (basic needs are met) 	<ul style="list-style-type: none"> • <i>Creating a calm and relaxing classroom</i> • Recognizing similarities and differences 	<ul style="list-style-type: none"> • Poverty training related to trauma? • Outreach (i.e. Clothing Bank) 	<p>Evident</p>
<p>View students holistically <i>Schools invested in taking a trauma-sensitive approach understand the interrelated nature of emotional and physical health and academic success and the need to view students holistically and build skills in all areas.</i></p>	<ul style="list-style-type: none"> • Speak often about the emotional health of students as a team • <i>Provide students a clean slate</i> • Learning as much about student backgrounds as we can (before entry) 	<ul style="list-style-type: none"> • Trying to see our students from a wide perspective • <i>Treat each student the same</i> 	<ul style="list-style-type: none"> • “Letting go” of students’ history when necessary 	<p>Emerging</p>
<p>Support choice, control, and empowerment for students, staff, and families <i>Trauma-sensitive schools operate in a way that supports choice, control, and empowerment for students, families, and staff and empowers all by building skills that enhance sense of mastery.</i></p>	<ul style="list-style-type: none"> • Providing students an opportunity to alter their level of participation • Conversations with students about personal decisions 		<ul style="list-style-type: none"> • Choice matrices/trees • Parent involvement and engagement • Students working collaboratively together 	<p>Emerging</p>
<p>Strive for cultural competence <i>Trauma-sensitive schools strive for cultural competence by acknowledging and respecting diversity within the school; considering the relationship between culture, traumatic experiences, safety, healing, and resilience; and using approaches that align with the cultural and linguistic backgrounds of students, families, and the broader community.</i></p>	<ul style="list-style-type: none"> • Students seem to just “respect and understand” diversity and each other • Recognizing the cultural backgrounds of our students 	<ul style="list-style-type: none"> • Recognizing diversity among our students • Talking about issues of diversity when they are necessary 	<ul style="list-style-type: none"> • Finding avenues for students to celebrate and share their diversity • Training for staff on issues related to equity 	<p>Evident*</p>

<p>Use a collaborative approach <i>Trauma-sensitive schools use a collaborative approach with students, families, and staff. This approach includes sharing power and decision making across all levels of the school and seeing students and families as partners.</i></p>	<ul style="list-style-type: none"> • The roles are difficult to define by sight due to collaborative approach in the classroom • Staff meets twice daily to review and reflect on work with students • Providing resources to families 	<ul style="list-style-type: none"> • Interactions with families outside of resource support • Communication between staff (Practice) 	<p>Emerging</p>
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Needs-Assessment

Based on your responses above, identify three core principles that need further development at the Price School. For each of the principles, identify the rationale for selecting it for an area of focus.

Core Principle	Rationale for Selection
Trauma and Its Impact	Continuing our knowledge base and development
Collaborative Approach	Small environment and further developing our ability to support teaming moving forward
View Students Holistically	Complete the picture to better meet the needs of our students

Improvement Planning

Based on the selection above, develop a SMART goal and strategic actions that can be implemented to achieve this goal for each principle identified above in the “Needs Assessment.”

<p>Goal Statement: By June 2021, achieve a level of competency (as measured by self-assessment) among all staff members and students.</p>			
Strategic Actions	Timeline for Completion	Person(s) Responsible	Resources Needed
Identify additional means of utilizing school psychiatrist to provide background on traumatic behaviors (PD)	March 2021	Social Worker/Principal	N/A
Develop self-assessment	May 2021	Principal	US Department of Education Resources

Provide opportunities for students to explore resources related to trauma	Ongoing	Classroom Teachers	SSET
Develop informational items for parents related to trauma/mental health	February 2021	Social Worker/Principal	TBD
Provide students opportunities to engage in reflective conversations related to trauma	Ongoing	Classroom Teachers/Social Worker	TBD

Goal Statement: Increase communication and engagement with parents to extend beyond reactive conversations.			
Strategic Actions	Timeline for Completion	Person(s) Responsible	Resources Needed
Make a team-centered phone call to parents of each student once per marking period	Quarterly	Classroom Teacher	N/A
Develop a process for periodic review meetings between parent and school team	February 2021	Classroom Teacher/Social Worker	Dr. M (TAS Meetings) Previous Experiences (MO)
Provide professional learning on community resources to Price Staff	April 2021	Social Worker	TBD

Goal Statement: Establish a protocol for viewing students holistically.			
Strategic Actions	Timeline for Completion	Person(s) Responsible	Resources Needed
Review the definition of “holistic” as it applies to our students.	January 2021	TBD	US Department of Education Resources
Develop a protocol/process for identifying	April 2021	Principal	TBD

diverse characteristics of each student.			
Provide training for staff on the protocol developed.	May 2021	Principal	Protocol