



YOUNG SCHOLARS
CHARTER SCHOOL

Trauma-Informed Approach

Purpose

The Board recognizes the impact that trauma may have on the educational environment of the schools, individual student achievement, and the school community as a whole. The Board desires to address the effects of trauma in order to meet the academic, behavioral and professional needs of students and staff. The purpose of this Policy is to direct School staff to develop and implement a plan for trauma-informed approaches as required by applicable law.

Definitions

Trauma - for purposes of this Policy, includes effects of an event, series of events or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual's cognitive functioning and physical, social, emotional, mental or spiritual well-being.

Trauma-informed approach - for purposes of this Policy, includes a school-wide approach to education and a classroom-based approach to student learning that recognizes the signs and symptoms of trauma and responds by fully integrating knowledge about trauma into policies, professional learning, procedures and practices for the purposes of recognizing the presence and onset of trauma, resisting the reoccurrence of trauma and promoting resilience tailored to the School's culture, climate and demographics and the community as a whole.

Secondary trauma - the impact of working with students experiencing trauma on a regular basis, which may cause traumatic responses and/or burnout on the individual providing support and care.

Authority

The Board directs School staff to develop and implement a trauma-informed approach plan that uses evidence-based practices and reflects the needs and resources of the School community.

The Board shall review current resources, programs, school climate measures, partnerships with outside agencies, Policies and procedures through a trauma-informed lens, and shall make revisions or determinations as necessary to facilitate implementation of the School's trauma-informed approach plan. This could include, but need not be limited to:

1. Student attendance procedures that focus on reasons for absence and school attendance improvement.

2. Student disciplinary practices and a Code of Student Conduct that incorporate restorative practices where appropriate.
3. Curriculum and planned instruction that embed social and emotional learning.
4. Student services programs that focus on development and support of students.
5. Policies and training that focus on building and maintaining appropriate, supportive relationships between adults and students in the school community.
6. School wellness procedures, instruction and practices that promote healthy behaviors.
7. Policies and practices that promote student safety and security, and build positive relationships with law enforcement agencies.
8. Resources for training and programs related to the trauma-informed approach plan.
9. Culturally responsive practices that focus on identifying, valuing and integrating the cultures, languages, heritage and experiences of all students and staff to ensure a supportive school climate and community.

Delegation of Responsibility

The Board designates the Chief Executive Officer or designee to oversee the implementation of the School's trauma-informed approach plan and integrate the coordination of services and professional development into the School's comprehensive plan.

Guidelines

Training

The School's trauma-informed approach plan shall include provisions for evidence-based training and professional development, based on assigned roles and responsibilities, including, but not limited to:

1. Required training for members of the Board of Trustees on best practices related to trauma-informed approach, in accordance with applicable law.
2. Required training on trauma-informed approach for certificated administrative and professional employees as part of the professional education plan, in accordance with applicable law.
3. Training on trauma-informed approach and trauma-related topics for School staff and contracted service personnel to increase knowledge and understanding of trauma's impact on students and staff, as determined by the Chief Executive Officer or designee.

Screening

The Board directs staff to identify and implement evidence-based screening tools for students and the school community based on the trauma-informed approach plan, and in accordance with applicable law

and regulations. Screening tools may include, but are not limited to, those identifying the prevalence of Adverse Childhood Experiences (ACEs), social-emotional needs, and school climate indicators. Screening shall be conducted by qualified staff or community agencies.

The trauma-informed approach plan shall require that screening results are reviewed by appropriate staff or other contracted providers, and referrals for individual educational and behavioral services or evaluation for such services are made when indicated by individual or universal screening.

Services

The School's trauma-informed approach plan shall include provisions for identification of student needs, a referral system for individual assessments and coordination of services among the student and student's family, the school, and county-based services, community care organizations, public health entities, nonprofit youth service providers, community-based organizations, before-school or after-school care providers, or other similar community groups.

Coordinated student services shall be based on the School's approved trauma-informed approach plan, which shall address recognition and response to the effects of trauma on education and instruction, absenteeism and school completion, and the secondary impact of trauma on school employees.

The School's trauma-informed approach plan shall be implemented within the current framework for

-Multi-Tiered Systems of Support (MTSS).

The trauma-informed approach plan shall address coordination with designated staff and teams responsible for implementing other School programs including, but not limited to, special education and related services, gifted education, counseling, Student Assistance Program, health services, and home and school visitor services.

Parental notification and consent may be required prior to referral for or implementation of student services, in accordance with applicable law and regulations.

The School may develop partnerships with community-based services and organizations, public health entities, nonprofit youth service providers and other community groups to implement the trauma-informed approach plan and provide referrals and/or services to address and mitigate the impact of trauma for students and staff in accordance with the approved plan and framework for support.

Education

The School's trauma-informed approach plan shall integrate age-appropriate instruction for students related to trauma-informed topics and social-emotional learning as part of the School's approved curriculum. Instructional topics may include, but not be limited to, resilience; self-awareness, self-management, responsible decision-making, relationship skills and social awareness; safe and healthy choices and behaviors; coping strategies; and seeking help for self or others.

Staff Wellness and Support

The School shall monitor and address the impact of trauma, including secondary trauma, on School employees as part of the trauma-informed approach plan. The plan shall include training and resources to identify the warning signs of trauma and provide confidential support and services to promote staff wellness.

Data Collection and Plan Review

The School shall review and revise the trauma-informed approach plan on an as-needed basis based on a review of relevant data, School resources and programs, and the needs of students and staff.