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SCHOOL MENTAL HEALTH ADVISORY COUNCIL

October 17, 2019

Kansas leads the world in the success of each student.

ROLL CALL

APPROVALS

- October 17, 2019, Agenda
- July 30, 2019, Minutes

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LEGISLATIVE PILOT UPDATE

Diane Gjerstad

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MHIT RECAP OF YEAR 1 PILOT

Legislature approved in 2018 for nine school districts and 6 community mental health centers to partner

Included the development of a student database

- Program was in 82 schools in 9 districts served by 6 CMCHs
  - 1708 students received services through the expanded partnership
    - For students with attendance concerns: 69.2% reported progress
    - For students with behavior concerns: 74.2% reported progress
    - For students with academic concerns: 60.2% reported progress

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MHIT YEAR 2

Legislature approved continuation of the Pilot for year 2 and reappropriated the savings from the database construction resulting from KSDE keeping the work inhouse and included a 25% local match

State Board of Education developed an application process and approved expansion into:

- 32 school districts partnering with 14 CMHCs in 180 schools
- 77 school liaisons funded (75% state grant, 25% local match) are working with the CMHC to develop systems and structures to aid students and families

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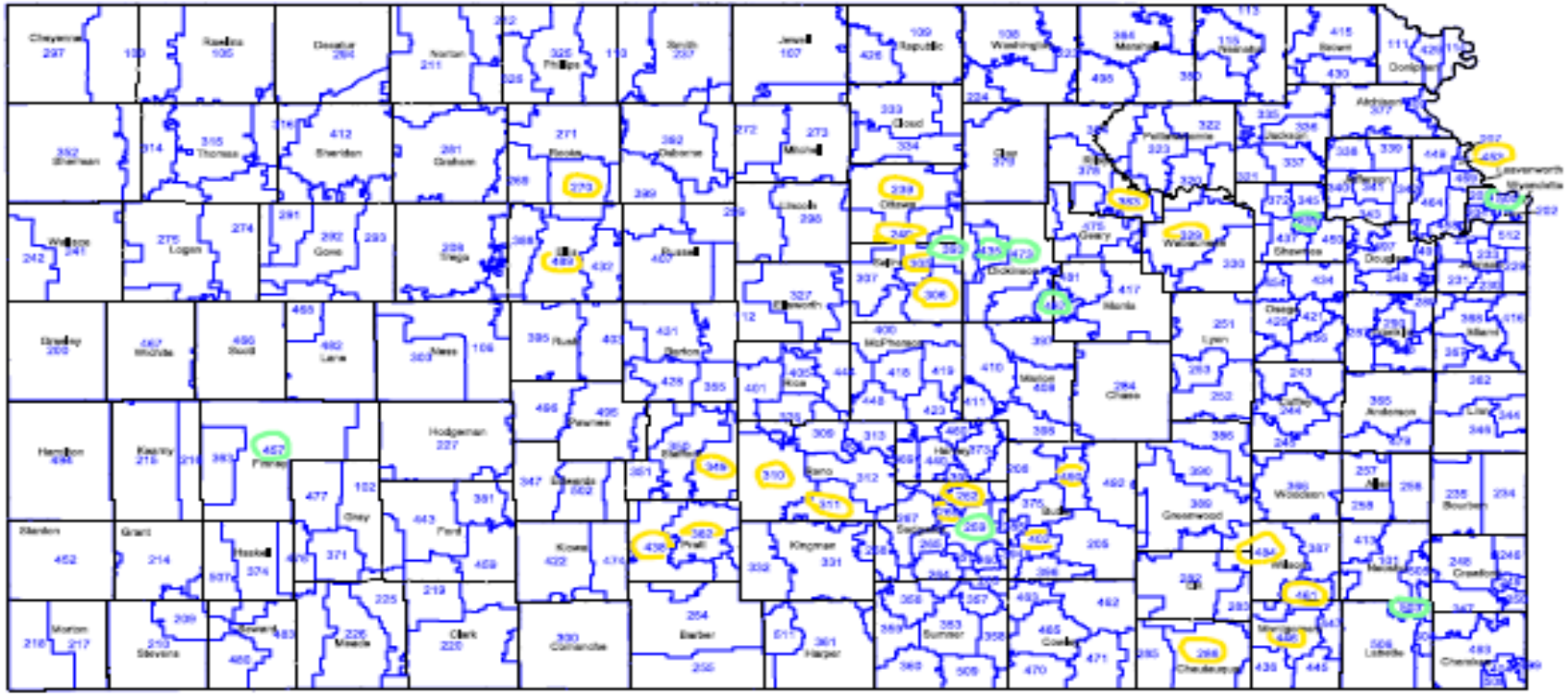
Kansas Unified School Districts



Effective as of June 25, 2012

OVERALL

Most of the school districts have hired liaisons

Liaisons & CMHC frequently meet to review, revise processes

Benefits include

- CMHC staff become part of school culture, reducing stigma
- Liaisons are the conduit for information flow – single point of contact
- Students miss less school when services are provided at building
- Parents benefit from missing less work, transportation challenges
- Students needing highest level of support are provided additional services
- Teams meet frequently to review and adjust services
- Teachers are seeing benefits in their classrooms

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SCHOOL MENTAL HEALTH INITIATIVE UPDATE

Mattie-Kay Stewart

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School Mental Health Professional Development and Coaching System

Update to the School Mental Health Advisory Council

October 17, 2019

The TASN School Mental Health Initiative (SMHI) is funded through a grant from the U.S. Department of Education (#H323A17006) and is administered by the Kansas Department of Education. Content does not necessarily represent the policy of the U.S. Department of Education and endorsement by the Office of Special Education Programs should not be assumed. The SMHI does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries regarding non-discrimination policies should be sent to: Deputy Director, Keystone Learning Services, 500 E. Sunflower Blvd., Ozawkie, KS 66070; 785-876-2214.

School Mental Health Professional Development and Coaching System

Objective 1	Objective 2	Objective 3	Objective 4
Scale capacity of cross-system teams	Tiered mental health supports	Cross-system, data-based decision making	Replicate resources statewide

Implementation Guide

IMPLEMENTATION PROCESS COMPONENTS

- DCLT Teaming and Planning
- District-Community Data-Based Decision Making
- District-Community-Wide Training, Coaching, and Implementation
- District-Community Policy and Protocol Communication

IMPLEMENTATION PLANNING COMPONENTS

- Trauma-Responsive School Communities
- Student Support Plans and Progress Monitoring
- Referral Protocol
- Student Transition and Reintegration Plan

TASN

District-Community Leadership Teams

- 1st Year
  - Manhattan/Pawnee Mental Health Center
  - Great Bend/Center for Counseling and Guidance; JJA and St. Francis
- 2nd Year
  - Abilene/Central Kansas Mental Health Center
  - Wellington/Sumner County Mental Health Center

TASN

Trauma-Responsive Student Support Plan and Progress Monitoring Workshop

1. Articulate the need/rationale for incorporating trauma-responsive practices within the Functional Behavior Assessment (FBA) and Student Support Plan (SSP) process.
2. Outline the elements of a trauma-responsive FBA and SSP.
3. Integrate trauma-responsive practices within existing district protocols and/or adapt from resources that will be provided.
4. Identify the next steps for developing district-wide capacity to further the implementation of trauma-responsive FBAs and SSPs within the context of their DCLT role(s).

Trauma-Responsive Modules

Understand trauma and its impact.

Believe that healing happens in relationships.

Ensure emotional and physical safety.

View students holistically.

Support choice, control, and empowerment for students, staff, and families.

Strive for cultural competence.

Use a collaborative approach.

Adapted from Guarino, K. & Chagnon, E. (2018). Trauma-sensitive schools training package. Washington, DC: National Center on Safe Supportive Learning Environments.

TASN

Caregiver Training Materials

Topics

- The Impact of Trauma
- Strategies to Address Trauma
- Coping with Difficult Behavior
- Generating Signals of Safety

These materials were developed with information provided in whole or adapted from McCauley, K. (2017). TST-FC: A trauma-informed caregiving approach. Baltimore, MD: The Annie E. Casey Foundation, Adapted from Trauma Systems Therapy, developed by Dr. Glenn Saxe of NYU's Child Study Center. The original materials may be found at https://www.aecf.org/work/child-welfare/child-welfare-strategy-group/trauma-systems-therapy-for-foster-care-tst-fc/

TASN

SMHI Webinar Series

Ethical Recordkeeping in School Mental Health Part 1 | Dr. Jim Raines, LCSW

Ethical Recordkeeping in School Mental Health Part 2 | Dr. Jim Raines, LCSW

Leading for and with Wellbeing, Resilience, and Health in the Workplace | Dr. Leora Wolf-Prusan

Supporting Children, Staff, and Schools, at Times of Crisis and Loss | Dr. David Schonfeld, MD

Nonsuicidal Self-injury | Dr. Janis Whitlock, Ph.D., MHP

https://www.ksdetasn.org/smhi

TASN

Where to Find Us

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Web and Social Media graphics selected by Freepik

SUICIDE TOOLKIT ROLL-OUT

Myron Melton

Kansas Suicide Prevention, Response and Prevention Toolkit

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BULLYING TASK FORCE UPDATE

Jane Groff

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DRAFT BY-LAWS

Review and Discussion

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COMMUNITIES THAT CARE SURVEY

Nancy White

Lisa Chaney

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Kansas School Mental Health Advisory Council

KANSAS ASSOCIATION OF SCHOOL BOARDS

OCTOBER 17, 2019

Kansas Communities That Care

STUDENT SURVEY

www.kctcdata.org

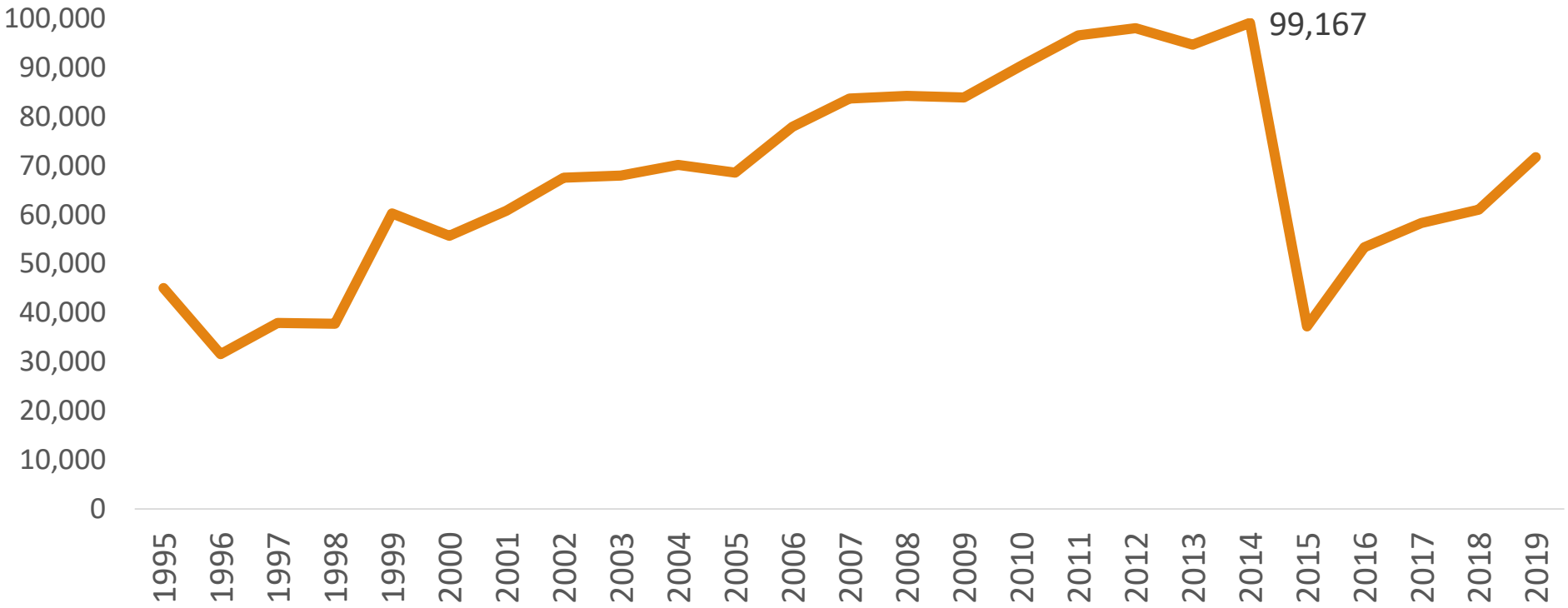
Kansas Department for Aging and Disability Services

Greenbush Research & Evaluation

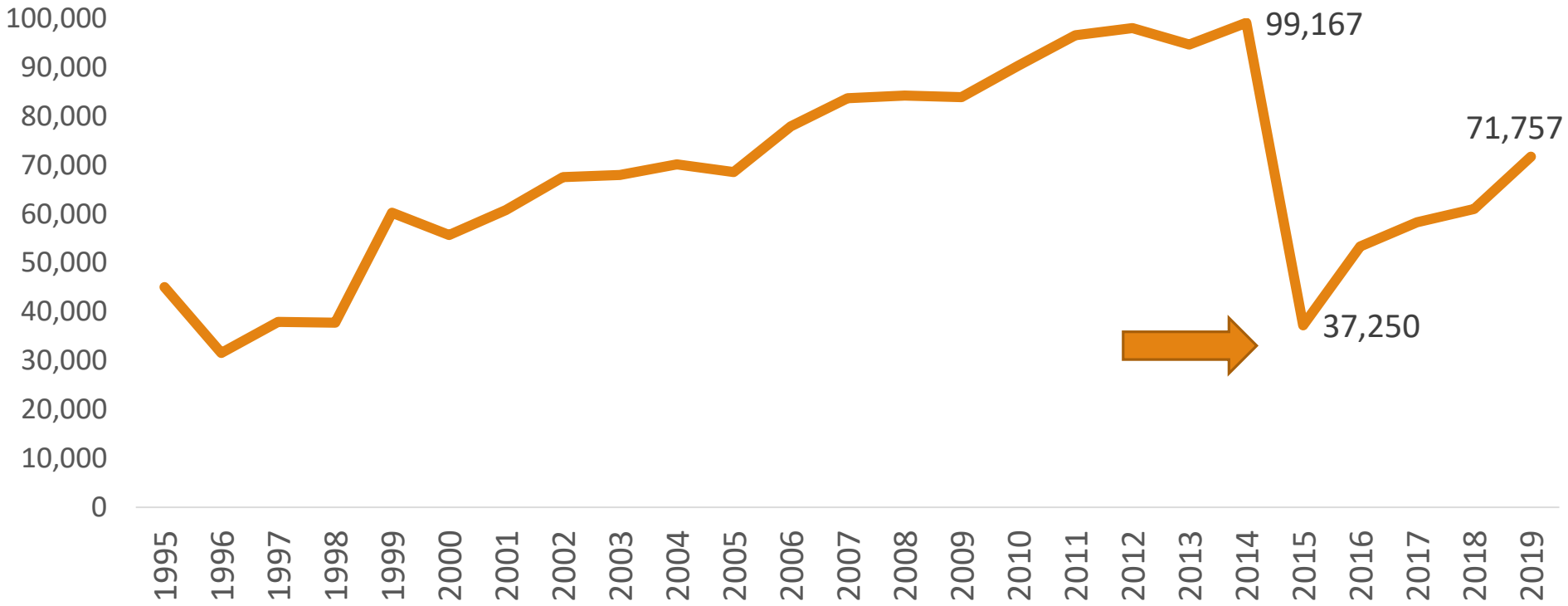
KCTC Survey Administration

- Funded by Kansas Department for Aging and Disability Services, Behavioral Health Services
- Available annually free of charge to all districts, public and private
- Available for paper & online administration
- Target population is students in 6th, 8th, 10th, 12th grades

KCTC Participation 1995-2019



KCTC Participation 1995-2019



KCTC Participation

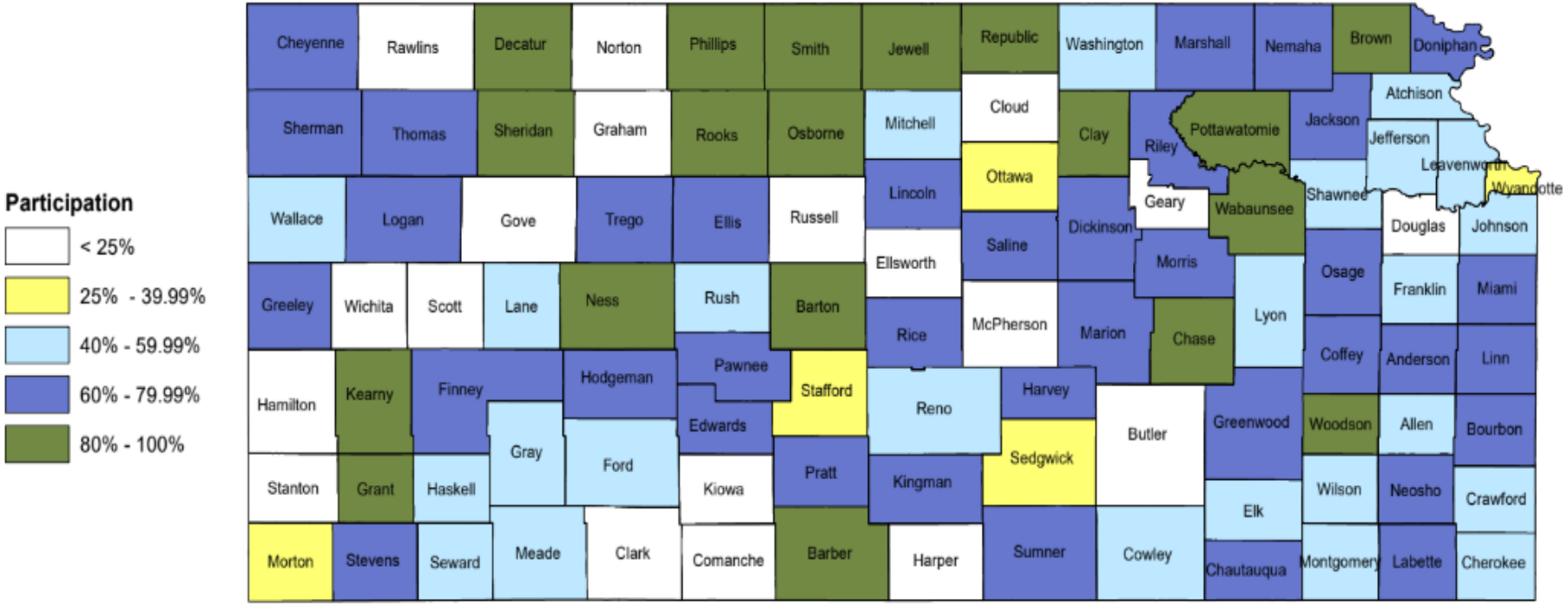
	Overall Participation			Depression/Suicide Module		
School Year	# of USDs	# Private	# of Students	# of USDs	# Private	# of Students
2013-2014	239	8	98,821			
2014-2015	197	9	37,520			
2015-2016	183	8	53,390	78	4	17,778
2016-2017	181	9	58,324	128	6	34,454
2017-2018	213	7	61,046	192	5	43,545
2018-2019	232 (81% of all USDs)	9	71,757 (49% of all eligible)	216 (76% of all USDs)	7	52,370

Survey Completion Rates by Grade

Percentage of Students Completing 90% of KCTC Survey Questions				
6th Grade	8th Grade	10th Grade	12th Grade	Total
74.8%	87.0%	92.6%	94.8%	86.2%

Percentage of Students Completing 80% of KCTC Survey Questions				
6th Grade	8th Grade	10th Grade	12th Grade	Total
80.9%	91.2%	94.1%	96.1%	89.8%

2019 KCTC COUNTY PARTICIPATION



Data Quality

- Scale reliability
- Validity
- Confidence intervals
- Comparison of demographics to state (and YRBS)
- Comparison of weighted vs. unweighted

Data Quality - Scale reliability

Measuring Risk and Protective Factors for Substance Use, Delinquency, and Other Adolescent Problem Behaviors: The Communities That Care Youth Survey

Michael W. Arthur, J. David Hawkins, John Pollard, Richard F. Catalano and A. J. Baglioni, Jr

Eval Rev 2002; 26; 575

The online version of this article can be found at:
http://erx.sagepub.com

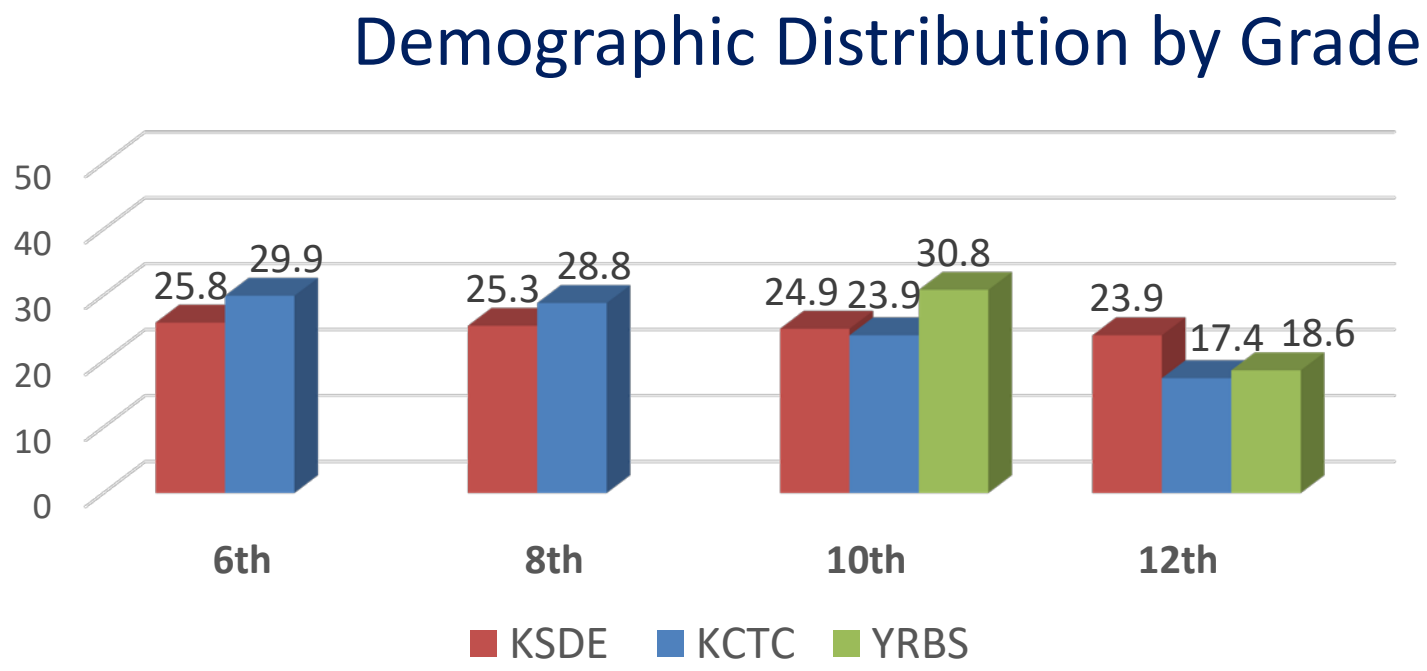
Kansas Communities That Care Scale Alpha Range

Community 5 risk factors 2 protective factors	**School** 2 risk factors 2 protective factors	**Family** 5 risk factors 3 protective factors	**Peer/Individual** 11 risk factors 2 protective factors
Alpha range 0.69 - 0.87 Average 0.79	Alpha range 0.63 - 0.79 Average 0.77	Alpha range 0.68 - 0.82 Average 0.77	Alpha range 0.60 - 0.89 Average 0.71

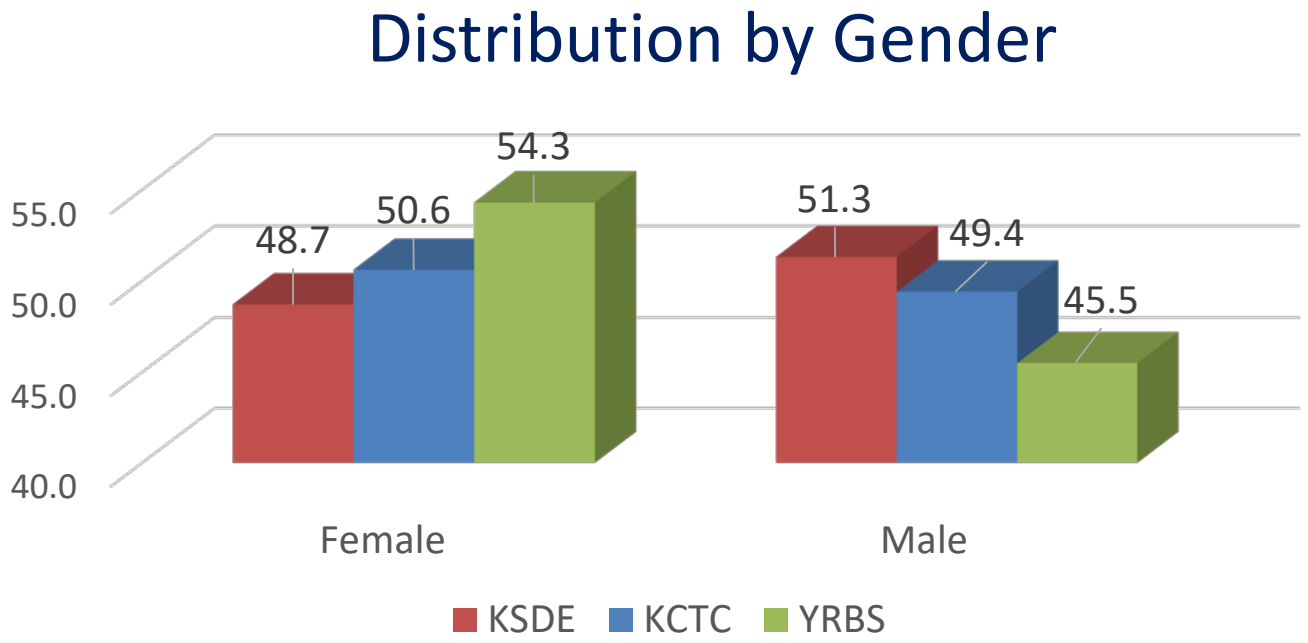
Data Quality - Validity

- Internal validity
  - Built in validity checks in the survey
  - Annually 3 - 5% deemed invalid
- Content validity
  - Scales all show statistically significant relationships in the expected direction with outcome measures
- External validity - representative data

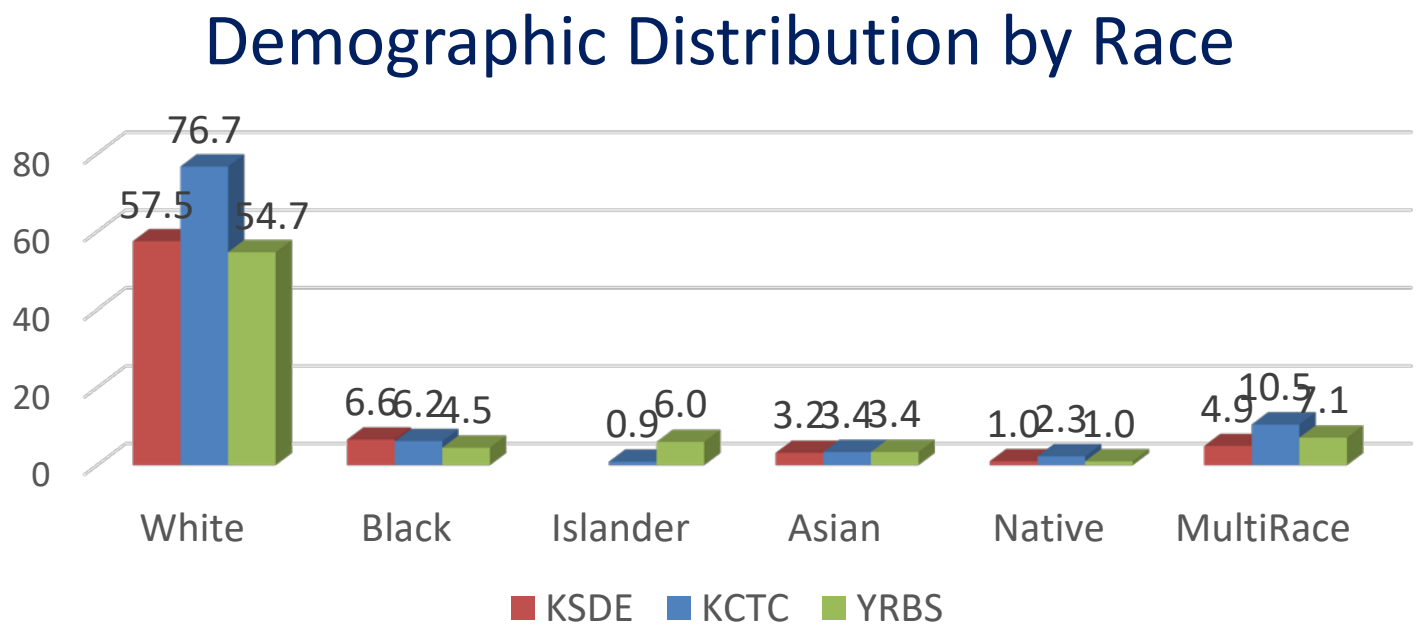
Data Quality - Validity



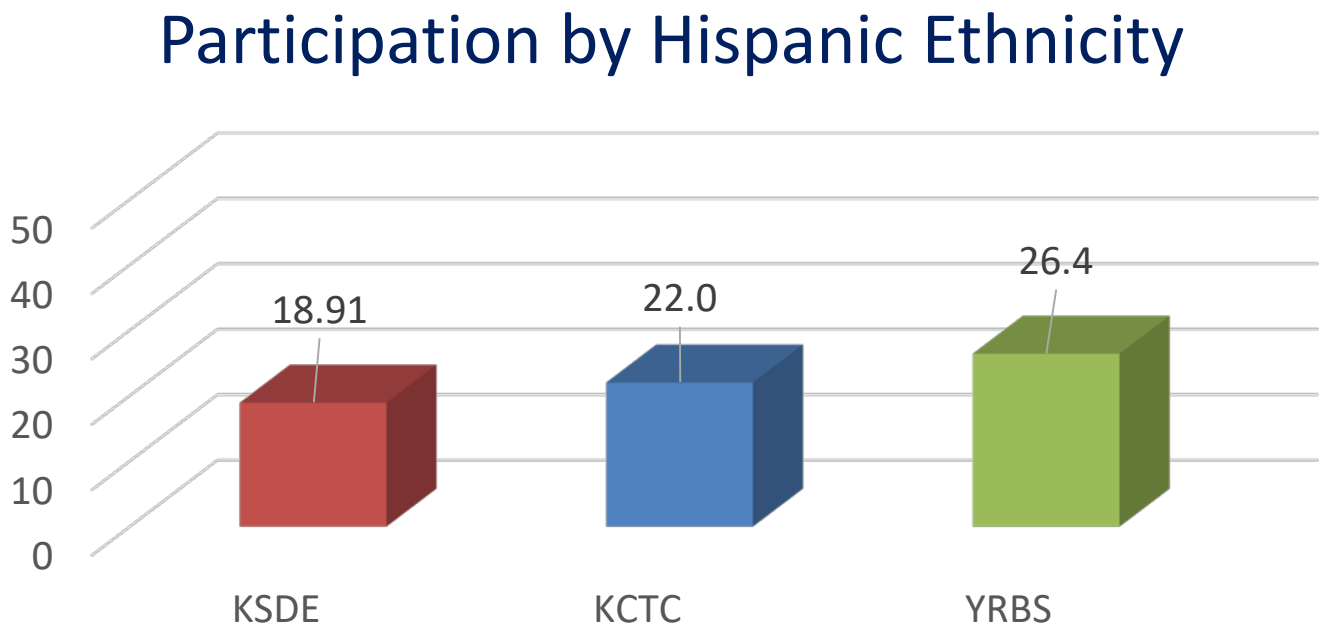
Data Quality - Validity



Data Quality - Validity



Data Quality - Validity



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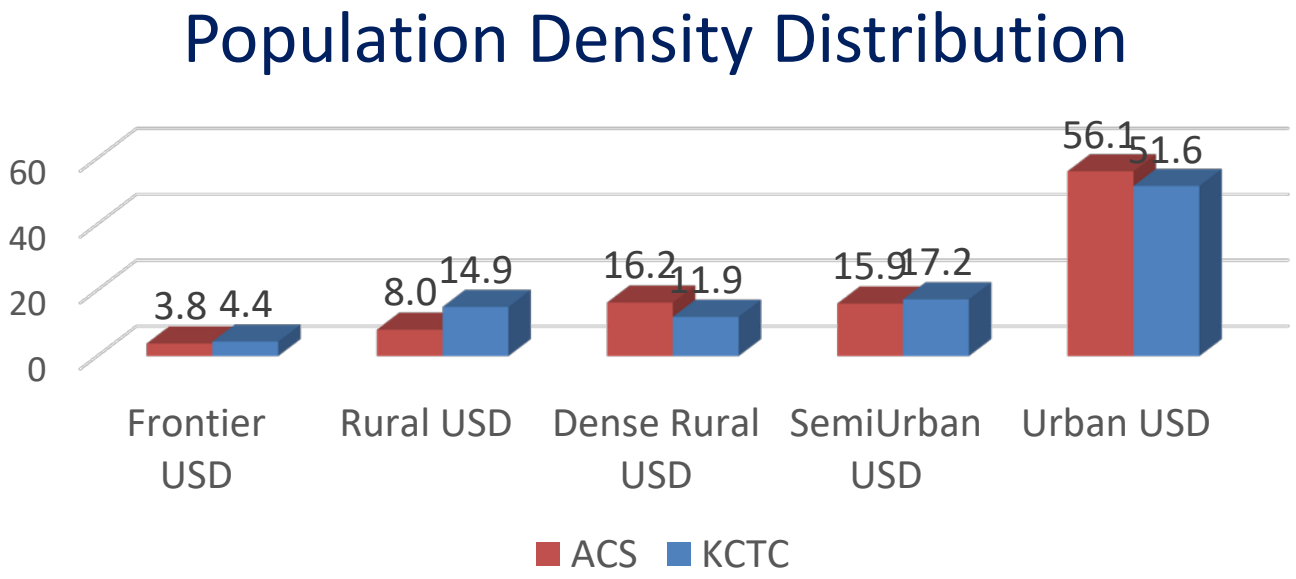
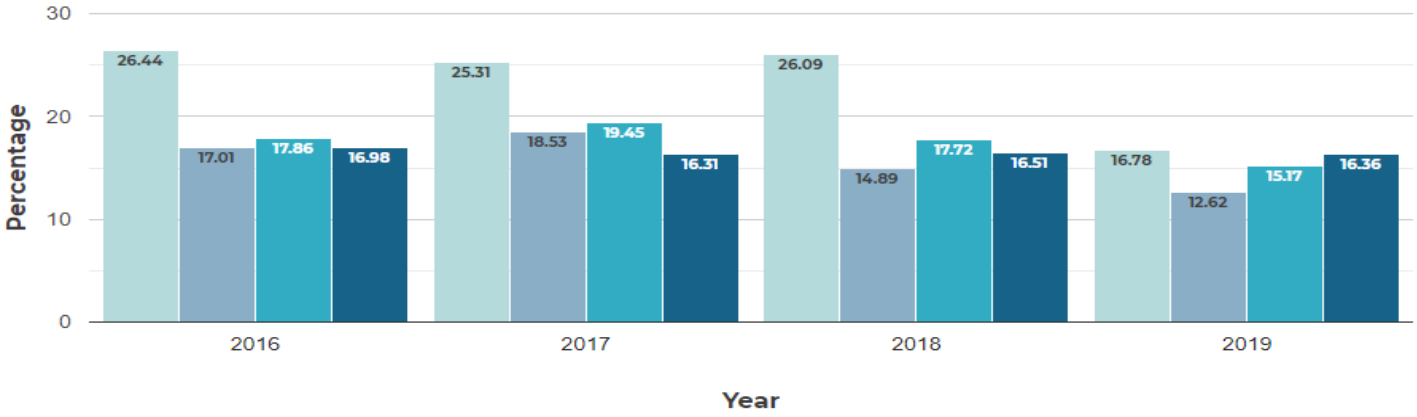


Building/District/County/State Comparisons

www.kctcdata.org



Year :	Bldg:	District:	County:	State:
2016	26.44	17.01	17.86	16.98
2017	25.31	18.53	19.45	16.31
2018	26.09	14.89	17.72	16.51
2019	16.78	12.62	15.17	16.36

KCTC Optional Depression & Suicide Module Questions

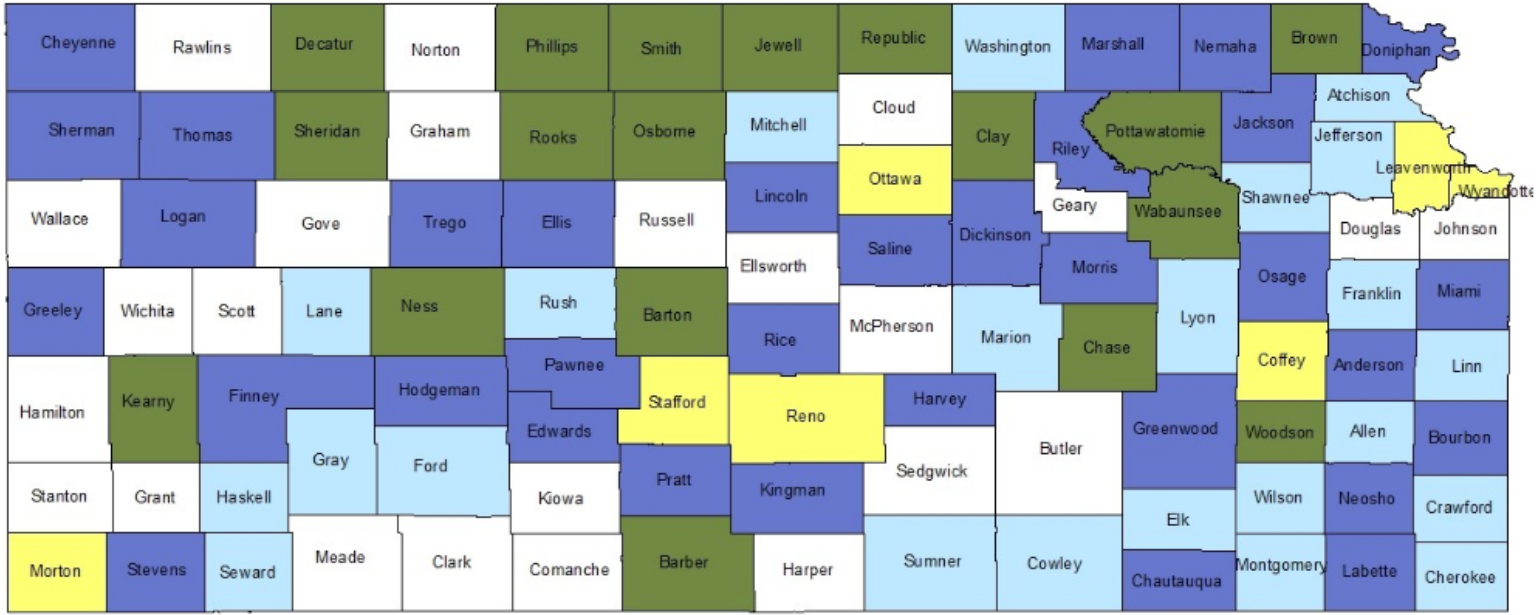
- During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities?
- Have you ever **seriously** thought about killing yourself?
- Have you ever made a **plan** about how you would kill yourself?
- Have you ever **tried** to kill yourself?

2019 KCTC COUNTY DEPRESSION / SUICIDE MODULE PARTICIPATION RATES

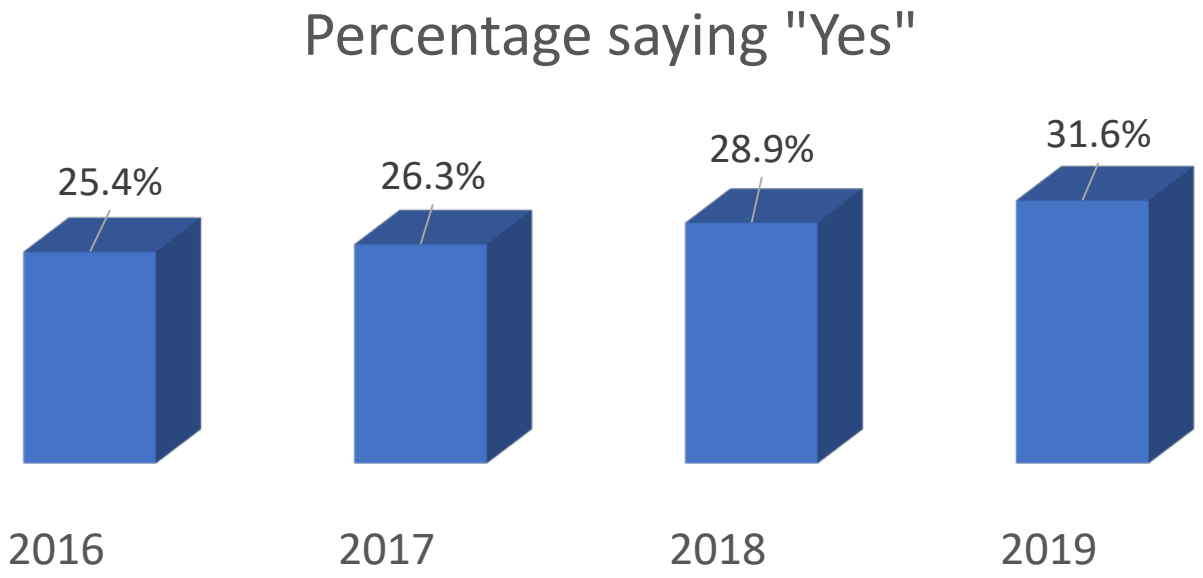
KCTC
Kansas Communities That Care
STUDENT SURVEY

Participation

- < 25%
- 25% - 39.99%
- 40% - 59.99%
- 60% - 79.99%
- 80% - 100%



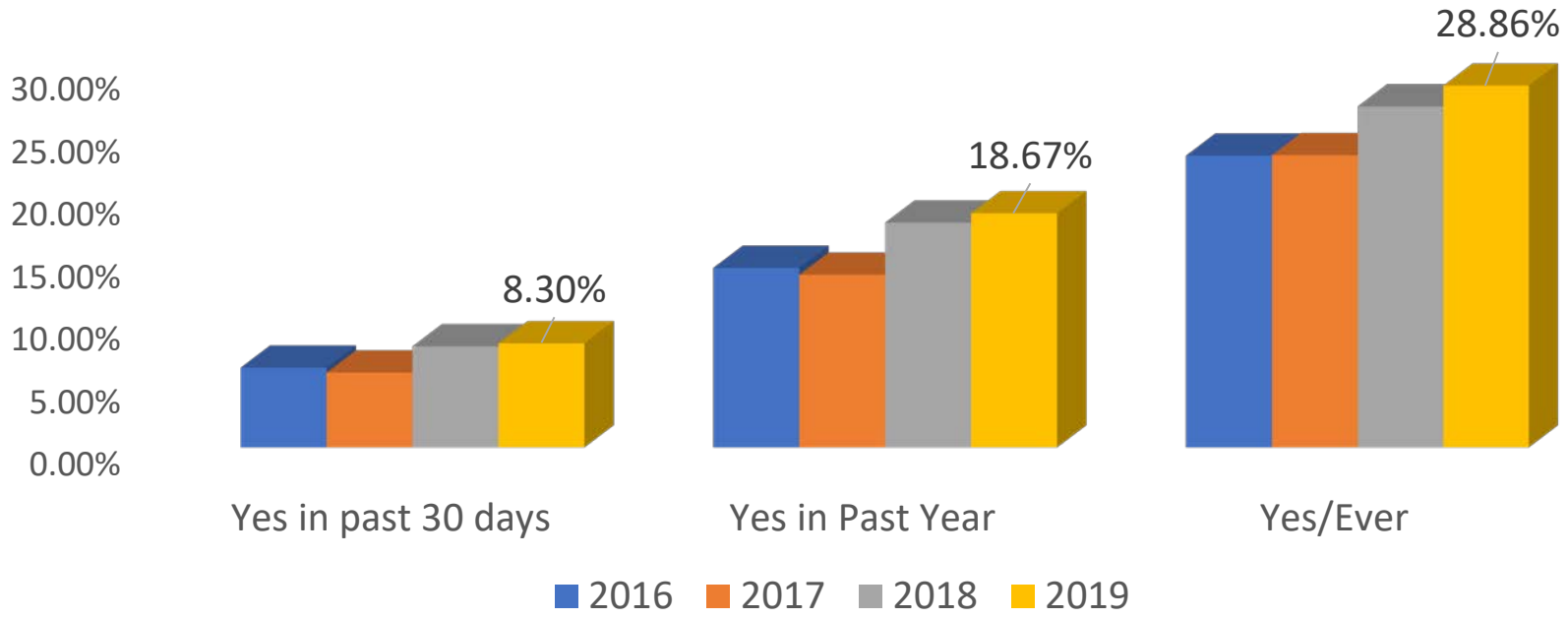
Past Year Depression



2016-2019 statistically significant increase ($p<.001$)
2018-2019 statistically significant increase ($p<.001$)

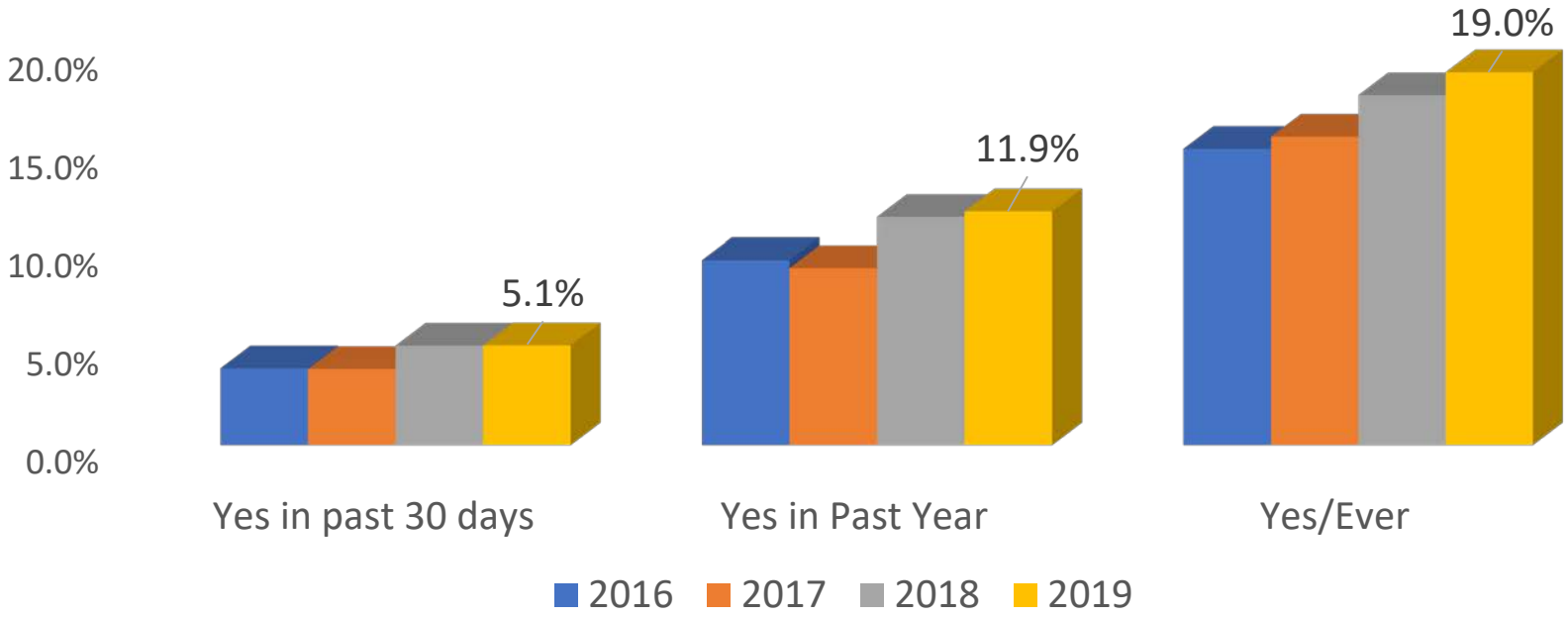
Have you seriously thought about killing yourself?

KCTC Kansas Communities That Care STUDENT SURVEY



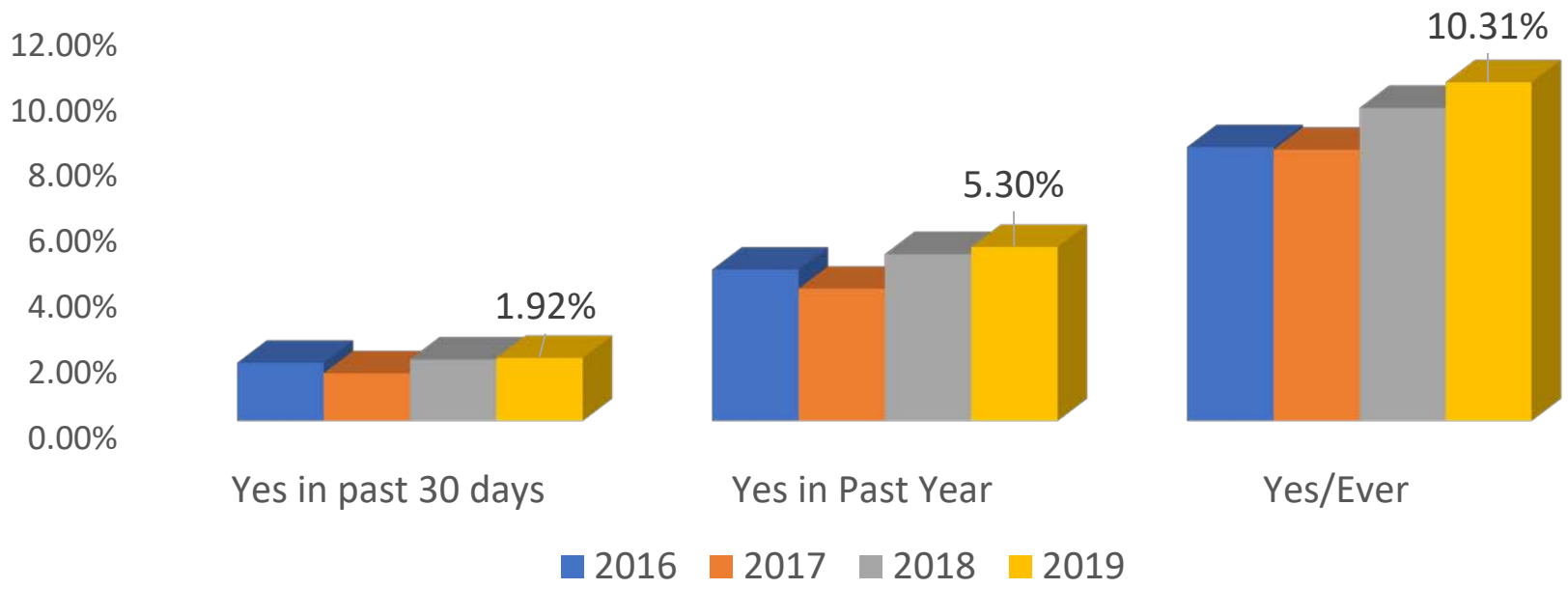
2016-2019 Statistically significant p<.001)

Have you made a plan to kill yourself?



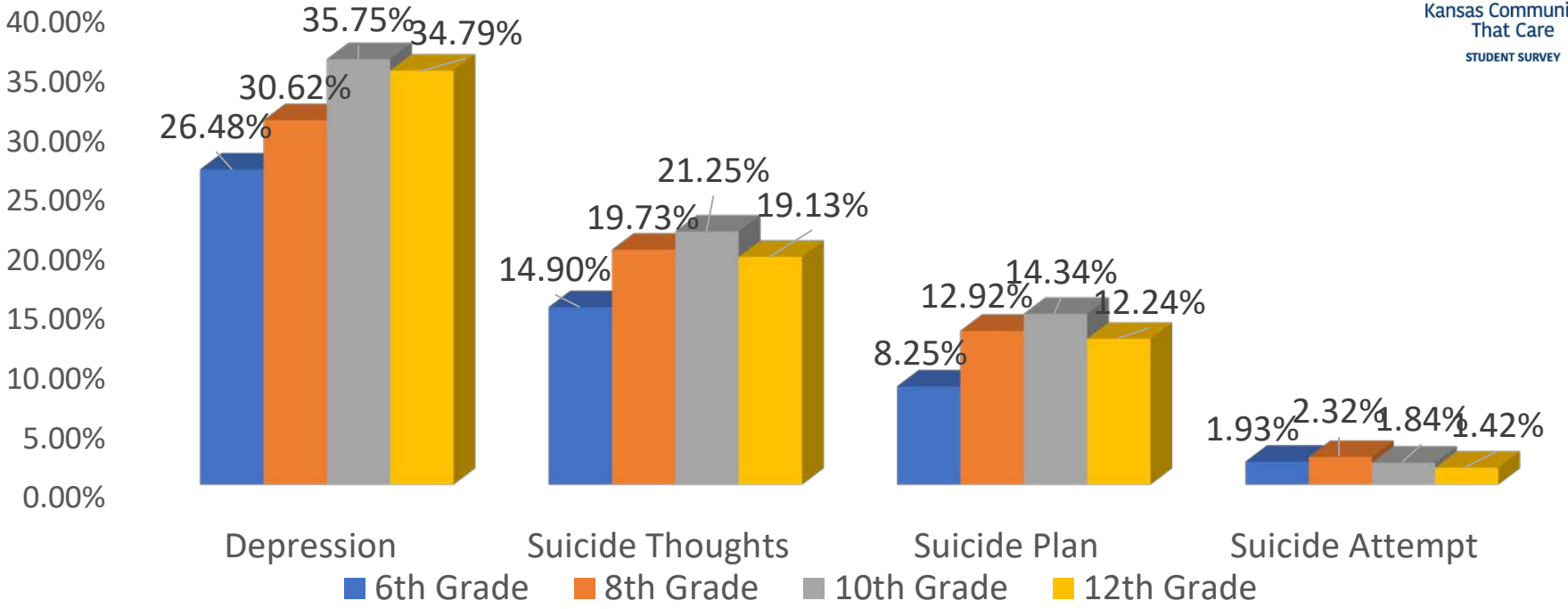
2016-2019 Statistically significant p<.001)

Have you ever tried to kill yourself?

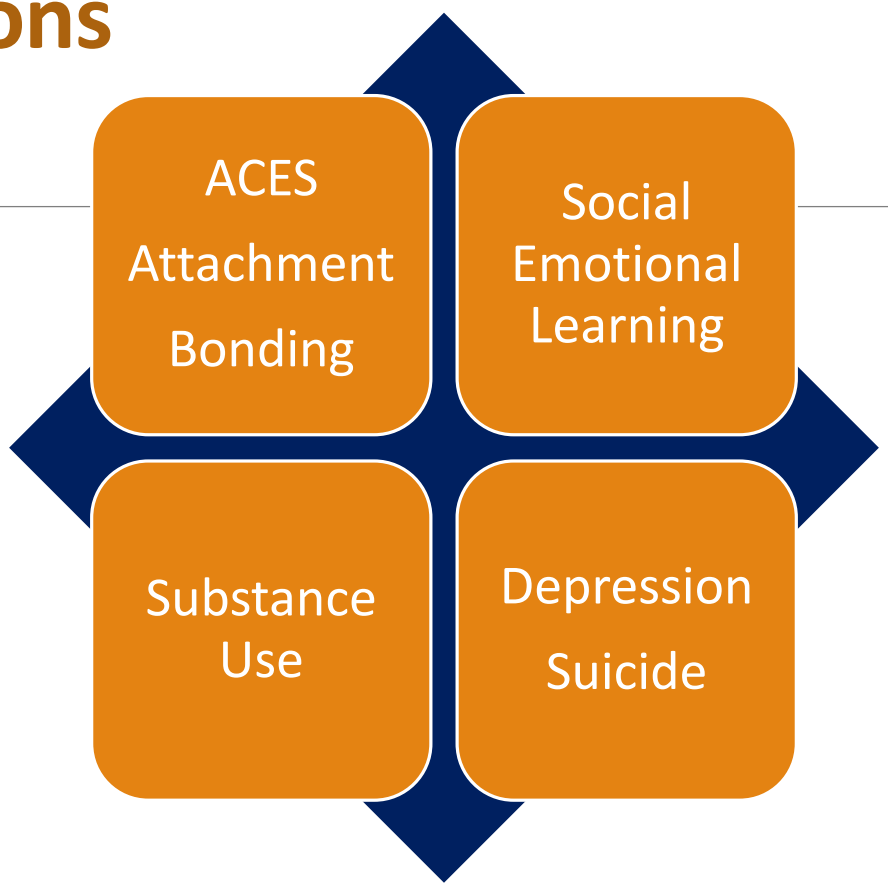


2016-2019 Statistically significant p<.001)

Depression & Past Year Suicide by Grade 2019



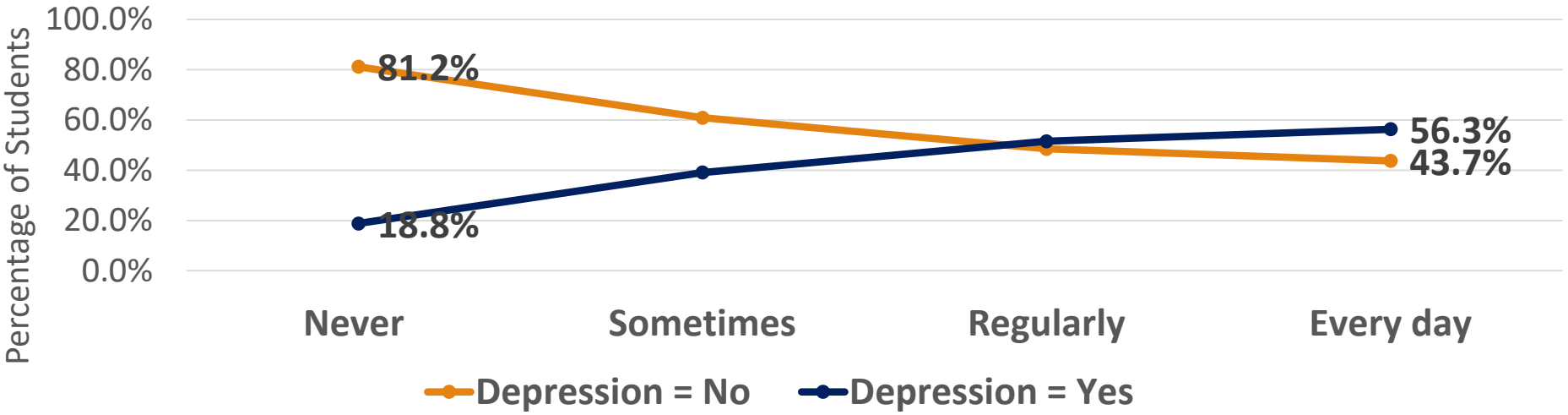
Connections



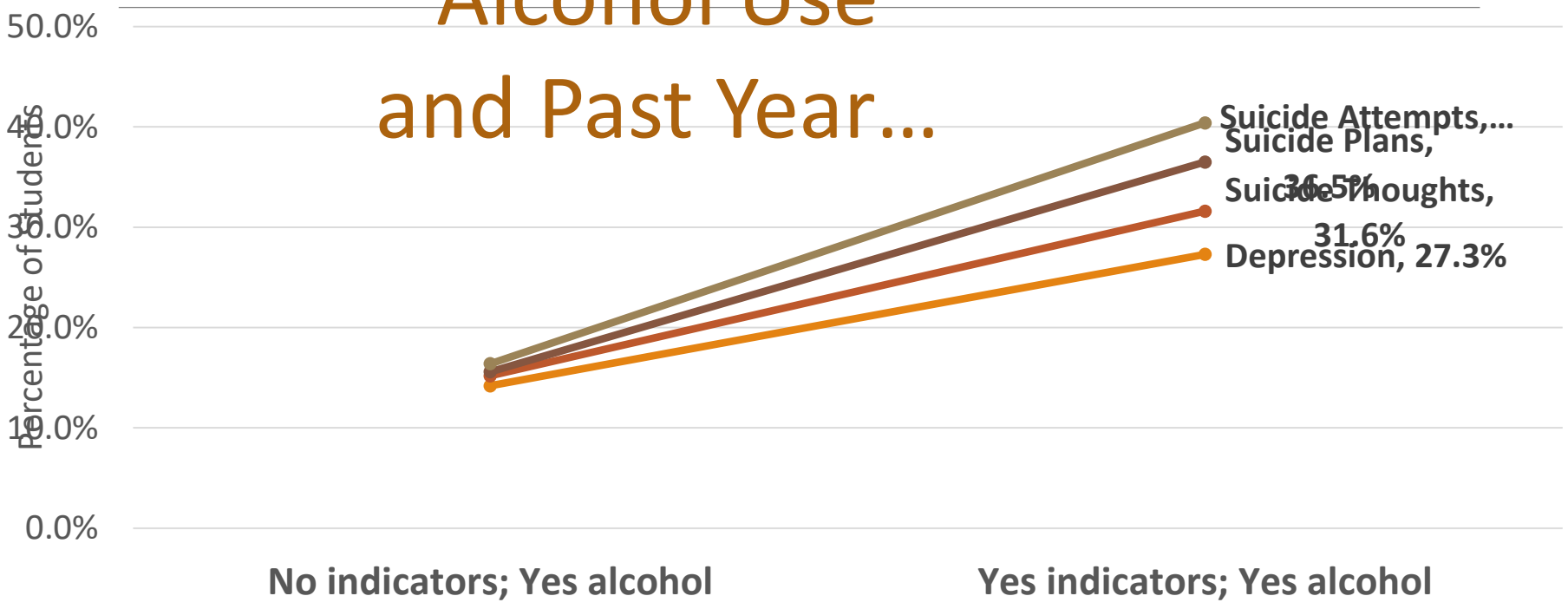
Kansas Youth Bullying & Depression

KCTC Kansas Communities That Care STUDENT SURVEY

During this school year, how often have you been bullied at school?

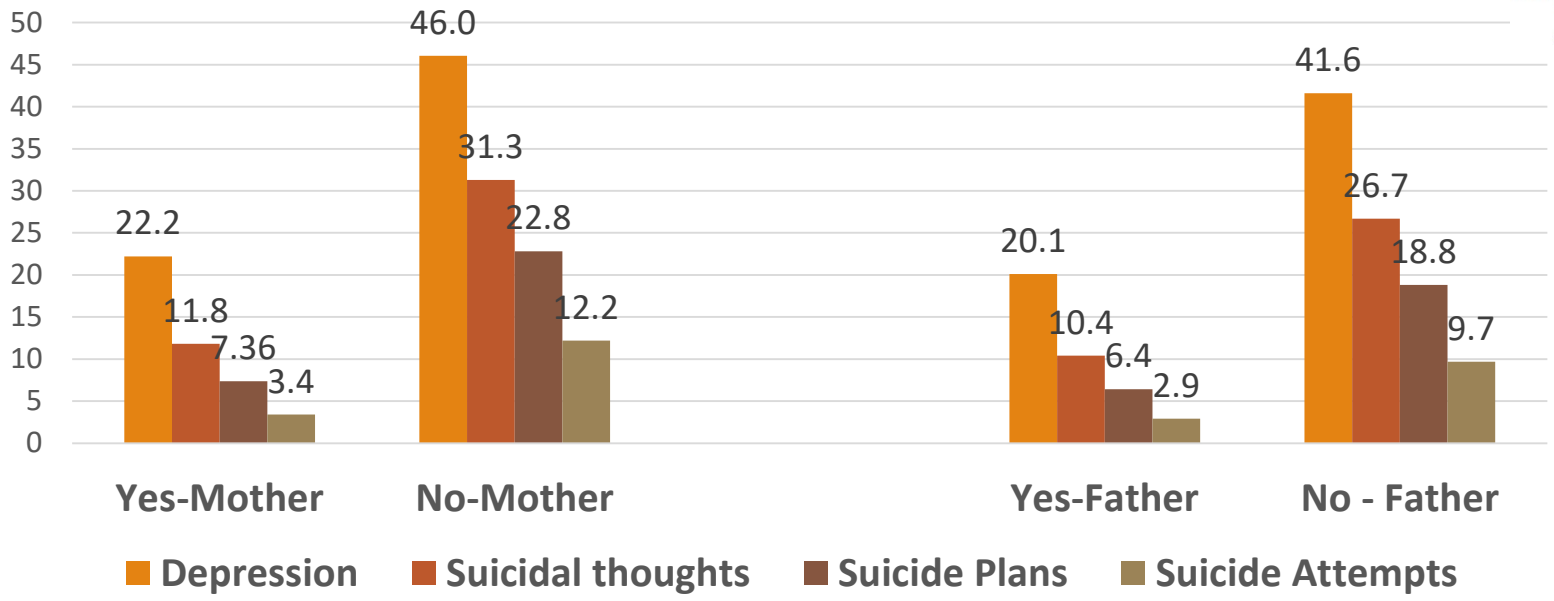


Kansas Youth Past 30-Day Alcohol Use and Past Year…



Kansas Youth Attachment & Past Year Depression & Suicide

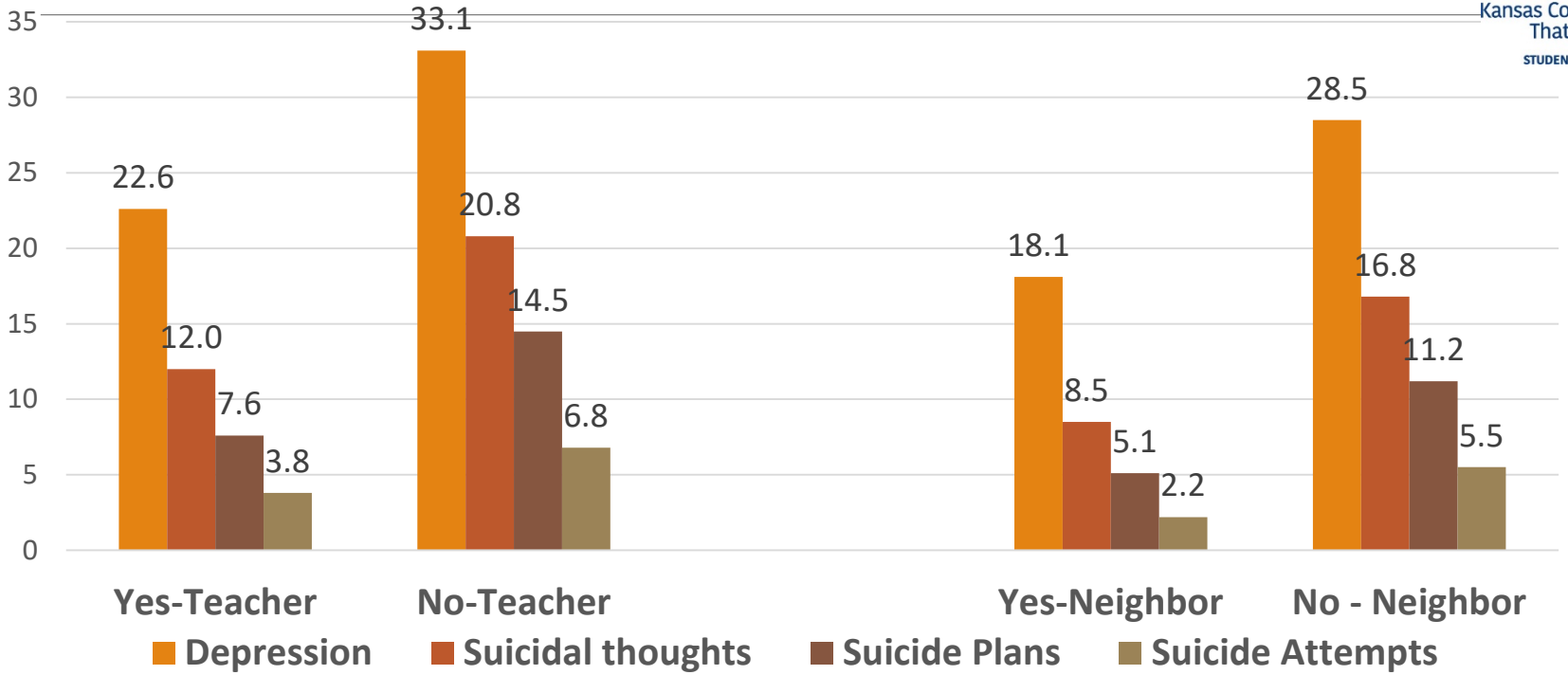
- I feel very close to my Mother/Father



KCTC
Kansas Communities That Care
STUDENT SURVEY

Kansas Youth Attachment & Past Year Depression & Suicide

- My teacher(s)/neighbor(s) notice when I do a good job and tell me about it



KCTC Kansas Communities That Care STUDENT SURVEY

Significant KCTC Measures Most Highly Correlated with Student Depression & Suicide

KCTC
Kansas Communities That Care
STUDENT SURVEY

Depression	Suicide Thoughts	Suicide Plans	Suicide Attempts
Bullied at School	Bullied at School	Bullied Electronically	Bullied Electronically
Bullied Electronically	Bullied Electronically	Bullied at School	Bullied at School
Family Conflict	Family Conflict	Early Initiation of Drug Use	Early Initiation of Drug Use
Family History of Antisocial Behavior	Family History of Antisocial Behavior	Friends Use of Drugs	Friends Use of Drugs
Lack of Commitment / School	Early Initiation of Drug Use	Favorable Attitude Toward Drug Use	Favorable Attitude Toward Drug Use
Friends Use of Drugs	Friends Use of Drugs	Family Conflict	Early Initiation of Antisocial Behavior
Favorable Attitude Toward Drug Use	Favorable Attitude Toward Drug Use	Family History of Antisocial Behavior	Family History of Antisocial Behavior
Early Initiation of Drug Use	Lack of Commitment / School	Perceived Availability	Family Conflict

Kansas Vision for Education, KSDE

Evidence-Based Practices

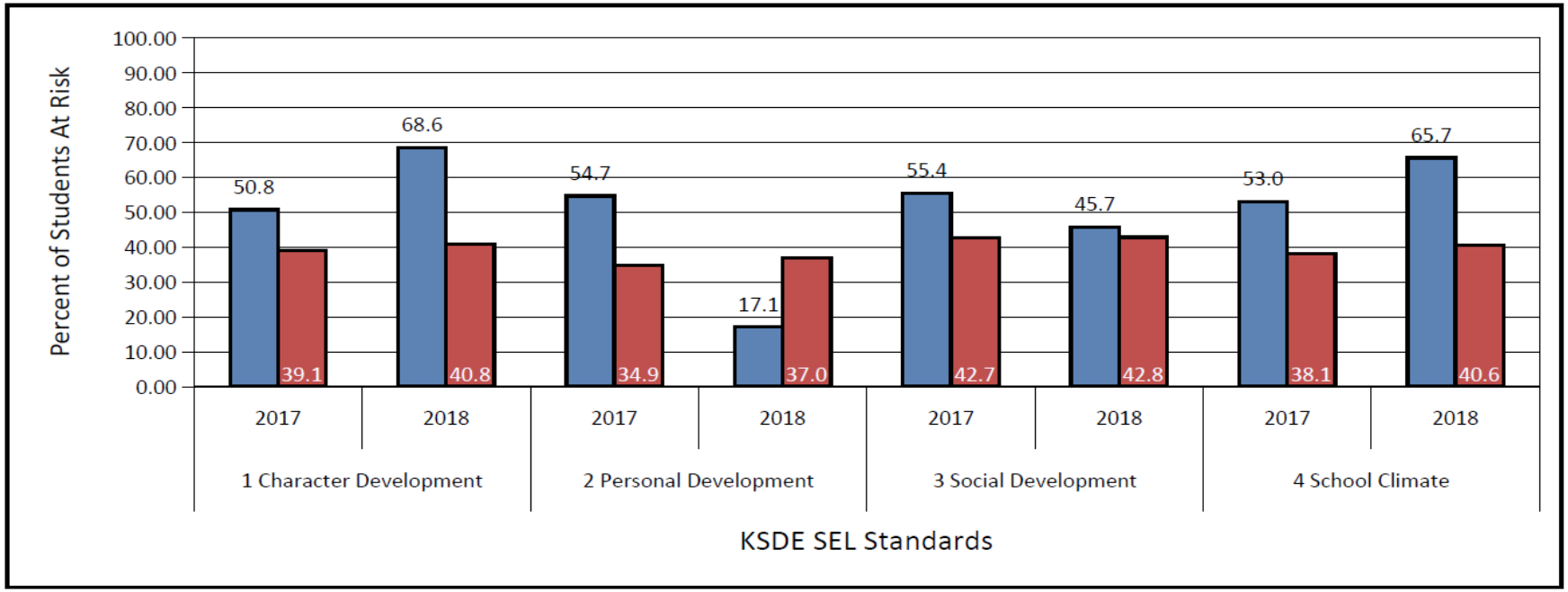
RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR
Staff	Curriculum	Leadership	Career and Technical Education
Students	Instruction	Early Childhood	Professional Learning
Families	Student Engagement	District Climate	Resources
Community	Technology	Nutrition and Wellness	Data

KCTC Social Emotional Learning Report

SECD Standards

Percentage of students at risk

District: Kansas:



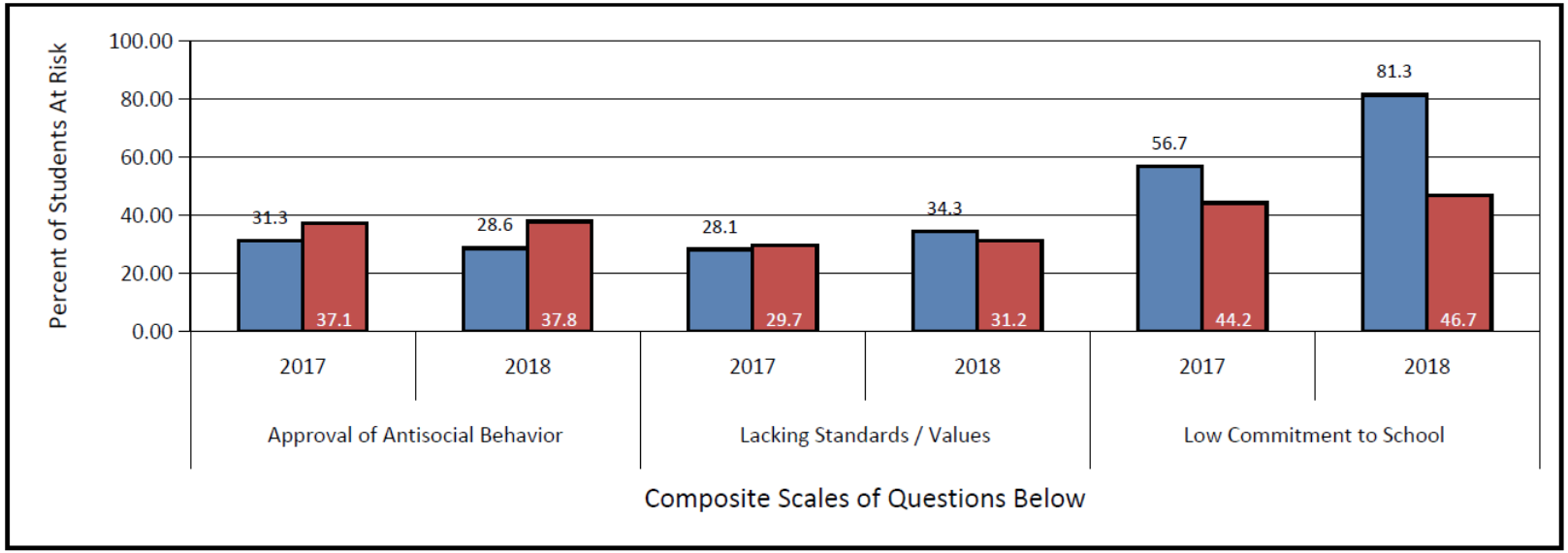
Composite Scales Within Each Standard

Percentage of students at risk

Character Development Standard **District: 68.6** **Kansas: 40.8**

Definition:

Identify, define, and live in accordance with core principles that aid in effective problem solving and responsible decision-making.

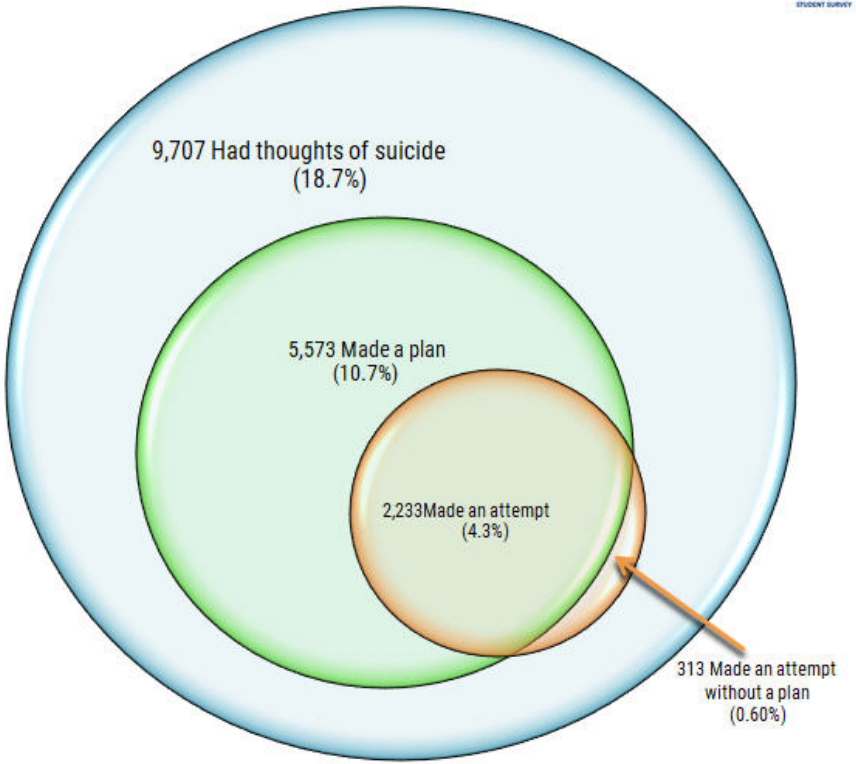


KCTC Questions Used to Calculate the Scales

Percentage of students responding – lower percentages are more desirable

Low Commitment to School	Prior Yr	District	KS
How often do you feel that the school work you are assigned is meaningful and important? (Never, Seldom)	25.8	28.6	21.1 ■
Now thinking back over the past year, how often did you enjoy being in school? (Never, Seldom)	36.1	56.3	22.3 ■
How interesting are most of your courses to you? (Slightly dull, Very dull)	22.2	51.4	25.7 ■
How important do you think the things you are learning in school are going to be for your later life? (Slightly important, Not at all important)	18.8	26.5	25.2 ■
During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"? (At least once)	39.4	20.0	23.6
Now thinking back over the past year, how often did you try to do your best work in school? (Never, Seldom)	1.7	3.1	3.9
Now thinking back over the past year, how often did you hate being in school? (Often, Almost always)	41.7	46.9	29.8 ■

2019 Kansas Student-Reported Suicide Thoughts, Plans, and Attempts



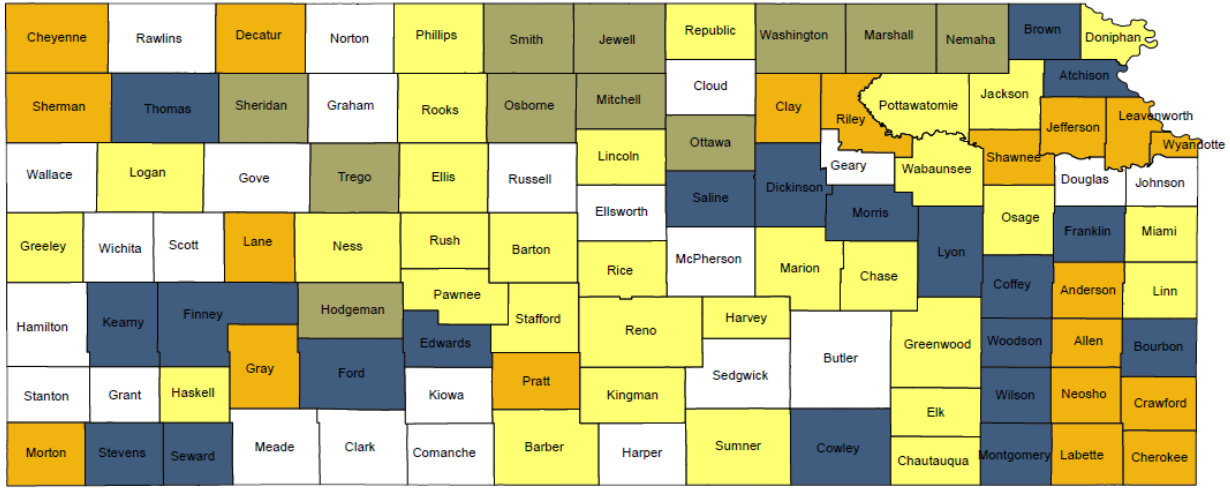
Recommendations

- Encourage local level surveillance/KCTC survey participation including participation in the depression/suicide module.
- Maintain parent consent while removing burden of opt-in paperwork for school surveys. Change legislation to opt-out consent for student participation.
- Encourage use of data for local-level prevention planning and monitoring.
- Increase awareness by sharing local data with community stakeholders.
- Awareness and education to reduce myths surrounding youth suicide (e.g. asking youth about suicide thoughts or plans will plant a seed or make it happen).

KCTC
Kansas Communities That Care
STUDENT SURVEY

Past Year Depression by Kansas County 2019

Percent of 6th, 8th, 10th, & 12th grade students surveyed who responded "Yes" to the following question:
"During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?"



Blank = Participation < 25%

Percent of Students

State Average 31.60%

15.00% - 25.00% | 25.10% - 31.60% | 31.61% - 35.35% | 35.36% - 39.68%

Kansas Department for Aging and Disability Services

Data provided by: Greenbush Research & Evaluation Department

thank you!

Lisa Chaney

Director of Research & Evaluation

Greenbush - The Southeast Kansas Education Service Center

Lisa.Chaney@Greenbush.org

620-724-6281

Greenbush
Southeast Kansas Education Service Center

KCTC
Kansas Communities That Care
STUDENT SURVEY

KANSAS BEHAVIORAL HEALTH INDICATORS DASHBOARD

PUBLIC COMMENT

- The time limit for verbal comments is three minutes.
- Those making public comment will be given a verbal cue one minute before time expires.
- Please keep comments factual and objective. Please avoid using names of students or staff members.
- Comments will be taken under advisement by the council.

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Kansas leads the world in the success of each student.

MANDATED REPORTING POLICY

- Review of the KASB policy
- Suggestions to KASB for policy revisions

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KVC AND KCK TRAUMA INFORMED SCHOOLS PROJECT

James Roberson

Sara Schlagel

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Trauma Sensitive and Resilient Schools

KANSAS CITY KANSAS PUBLIC SCHOOLS

Thank you to:

TASN School Mental Health Initiative

TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawkie, KS 66070, 785-876-2214

KVC Health Systems

people matter

Alberta family wellness initiative

wyandotte health foundation

A special initiative of the **Wyandotte Health Foundation**

KANSAS CITY KANSAS PUBLIC SCHOOLS

KCKPS Narrative

Why does this matter?

Preventing and responding to the impact of trauma, adverse childhood experiences (ACEs) and toxic stress improves cognitive skills, felt safety and the overall health of students. This results in improved educational environments and prevents barriers to learning such as discipline referrals, classroom fatigue, absenteeism and staff turnover.

How does this work?

Trauma Sensitive Schools strategies buffer the impact of violence, abuse, and other adverse experiences. Targeted strategies promote safe school environments, build social/emotional skills and link students with community services. Trauma sensitive schools enhance student achievement and prosperity.

KCKPS Narrative

What promotes it?

Building awareness of trauma, ACEs, and toxic stress improves the use of strategies that enhance safety, social and emotional learning, adult self-care, behavioral healthcare and family and community partnerships. These strategies build students' resilience and promote learning, health and prosperity outcomes.

What impedes it?

The general public has limited information about trauma, ACEs, and toxic stress. This creates hesitation to engage in trauma sensitive strategies, organize funding and develop the partnerships needed to address these issues. Though they directly impact school achievement, addressing the larger social determinants is complex and requires alignment with larger community efforts.

Theory of Change

INPUTS

KCKPS Trauma Sensitive School Project will use science and best practice...

ACTIVITIES

...to address the impact of trauma and adversity on every student and every adult every day...

OUTPUTS

...to improve educational experience and success...

IMPACT

...which improves the determinants of health in Wyandotte County.

Strategies

Communication Science

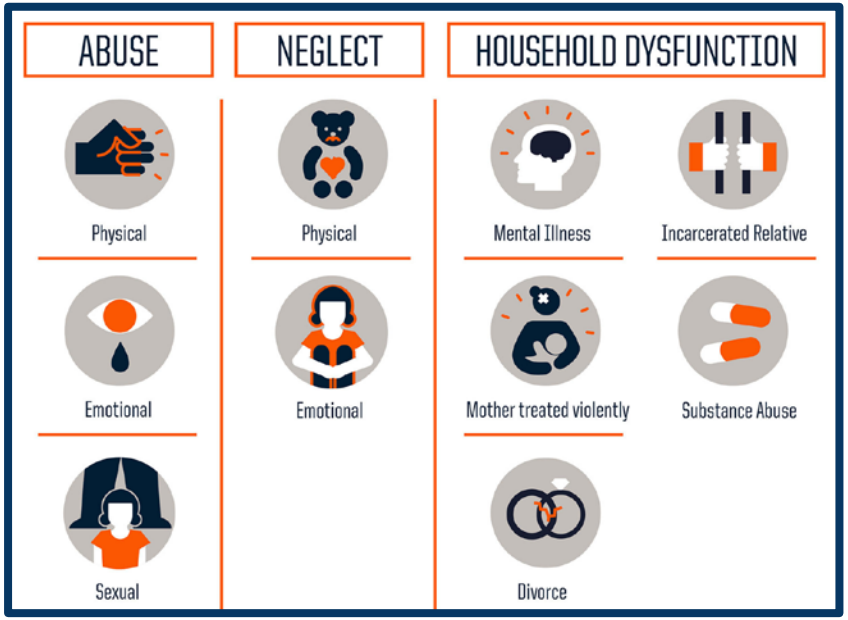
+

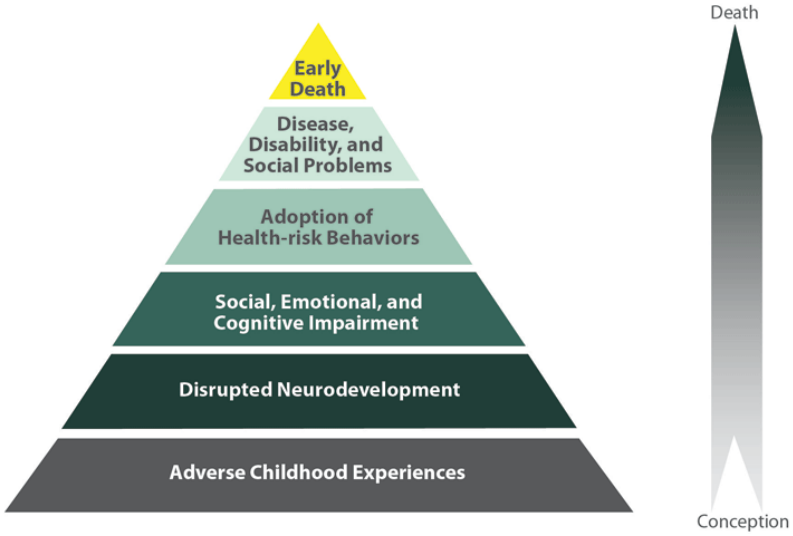
Neuroscience

+

Implementation Science

The ACE Study

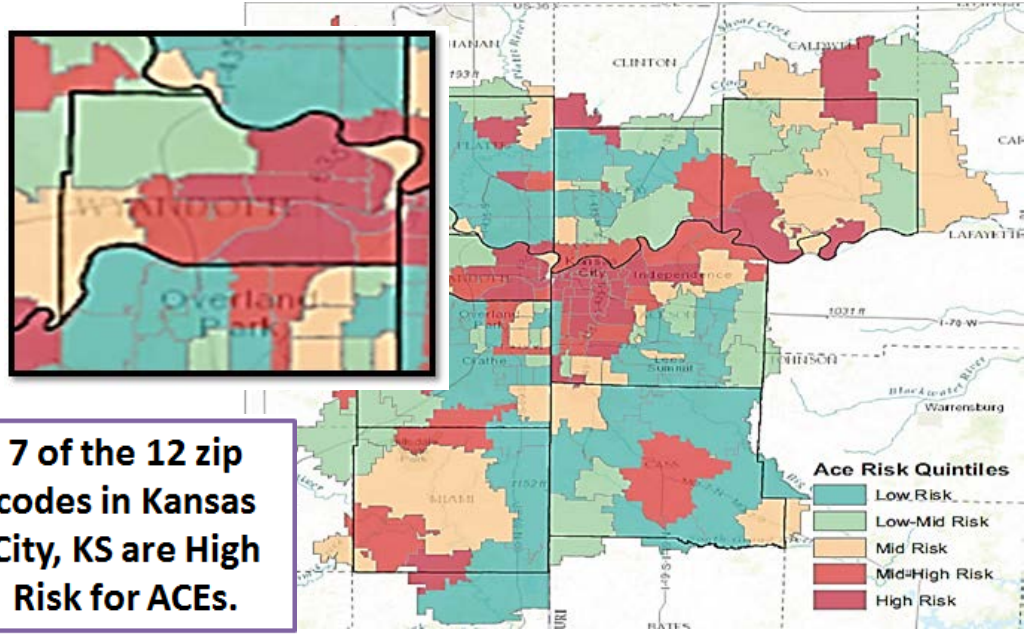




Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

Image Credits: Robert Wood Johnson Foundation, CDC

The ACE Study

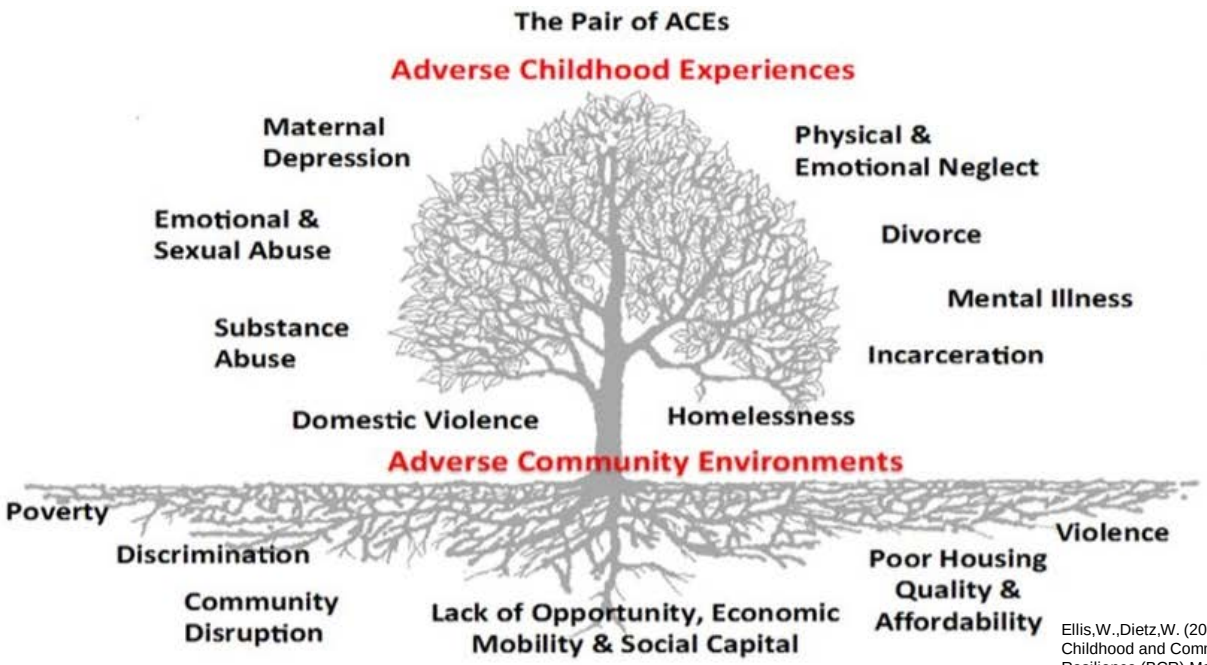


7 of the 12 zip codes in Kansas City, KS are High Risk for ACEs.

KANSAS CITY KANSAS PUBLIC SCHOOLS

Source: Hospital Industry Data Institute, 2016

Pair of ACEs



Ellis,W.,Dietz,W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. Academic Pediatrics. 17 (2017) pp.S86-S93. DOI information:10.1016/j.acap.2016.12.011

Our Vision and Mission

To create a trauma sensitive school district and build resilience within the youth served. In addition, to empower teachers, counselors, administrators and all school staff to utilize a preventative approach to trauma when a student exhibits emotional distress. To equip staff members with the training and tools needed to be trauma sensitive and trauma informed in order to foster an educational experience and culture where all may learn and thrive while being prepared for a global society.

Creating A Trauma Sensitive School District

KVC Hospitals

people matter

Our Plan

- Three year project
- Hire a Project Coordinator
- Develop a curriculum model
- Create a communications strategy
- Identify champions for Cluster 1 Schools
- Summer Seminar planning
- Building content for online training
- Create a *Strategy and Implementation Guide* template for schools

Getting Started - Year 1 Goals

- Hire the project coordinator;
- Provide stipends of $5,250 each for the behavioral health liaisons to support the work within the buildings;
- Train district leadership and hold monthly planning meetings;
- Develop training curriculum; and
- Develop and pilot web -based training.

Universal Training

Trained: 179 staff

ALL USD 500 Staff Members

Central Office:

Human Resources

Technology/Information Services

Purchasing

Parents as Teachers

KCKPS Police : **October 18**

JDC Staff/Sheriff's Office: **October 17**

Departments TBD:

Transportation

Food Services

Shop/Facilities/Custodial

Now: Online Microcredential

KANSAS CITY KANSAS PUBLIC SCHOOLS

https://vimeo.com/352392348

KANSAS CITY KANSAS PUBLIC SCHOOLS

Summer Series

Trained: 113 staff

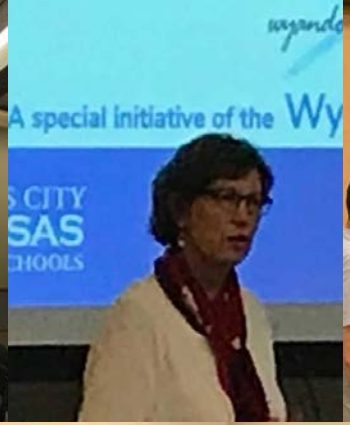
2019 Summer Series: Creating Trauma Informed Communities

KCKPS and KVC

Day	Monday 6.3.19	Tuesday 6.4.19	Wednesday 6.5.19	Thursday 6.6.19	Friday 6.7.19
8:30: AM	Registration/Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00: AM	Kickoff	Soft Start/Morning Mtg	Soft Start/Morning Mtg	Soft Start/Morning Mtg	Soft Start/Morning Mtg
9:30: AM	|	Implementation WG	Implementation WG	**The Role of SEL**	**Talking About Trauma**
10:00: AM	Soft Start/Morning Mtg	|	|		
10:30: AM	***MindUP***	**Trauma 101**	**Conditions for Learning**	Implementation WG	**Mediation**
11:00: AM	|	|	|	|	|
11:30: AM	|	|	Lunch	Lunch	|
12:00: PM	|	Lunch	|	|	Lunch/WG Check In
12:30: PM	Lunch	|	**Rotations**	**Secondary/Elementary**	|
1:00: PM	***MindUP***	**Brain Architecture**	Implicit Bias	Sesame Street	Presentations
1:30: PM	|		Implementation WG	Restorative Practices	|
2:00: PM	|	**Culture of Resilience**	Self-Care	|	|
2:30: PM	|	|	|	|	**WHF Send-off**
3:00: PM	**Implementation Intro**	|	|	|	Reflection/Send-off
3:45: PM	Reflection/Send-off	Reflection/Send-off	Reflection/Send-off	Reflection/Send-off	END
4:00: PM	END	END	END	END	----------

KANSAS CITY KANSAS PUBLIC SCHOOLS

Source: Hospital Industry Data Institute, 2016


A special initiative of the Wy
S CITY
SAS
CHOOLS

MIND UP™
The Goldie Hawn Foundation

Self Identification (Personal Radar)
What identities do you possess?
• Race / Ethnicity
• SES / Class
• Gender
• Sex
• Religion / Spirituality
• Sexuality
• Ability
• Age
• Nationality
There are many more. These are just a few

Current Data

Trauma Sensitive and Resilient School Team

Environment

Implementation Plan

Evaluation

WYANDOTTE High School

Current Data

Goal: 90% Attendance

Last Year : 85.96%

380 short term suspensions

Defiance of Authority write-ups : 204

Staff absences highest in April, November, March

Trauma Sensitive and Resilient School Team

Anna Barnes
Megan Batrez
Sarah Thomas
Claire Hall
Tara Chalfant
Jasmine Lowe
Jan Davis
Kate Dorian
Amanda McGraw
Herman Rezene
Brooke Thomsen
Brock Benorden
Mary Stewart
Rufus Black
Rasheeda Villarreal
Laura Mersman

Environment

Use of courtyard

Sensory Bins

Permanent Passes

Morning/Lunchtime Safe locations

Redoing bulletin boards

Safe Space in rooms or in academies

Safe Spot Labels/Locations

Implementation Plan

Treat everyone with kindness

Connections

Greeting at the door

Soft Start Activities

Relationship Building

Establish WHS Core Values

Safety

Tone & Body Language training

Our focus is building connections and maintaining safety with the priority of building relationships amongst staff/students

Role-playing Scenarios training for teachers on relationship building

Every teacher has a safe space/location or structure

Safe zones are visible/determined by academy

Classroom expectations are posted in every classroom

Staff education in trauma, deregulation and safet space

Evaluation

Team revisits each quarter

Tracking behavior referrals/attendance

Barnhart TSRS Implementation Plan

KANSAS CITY
NC
NC

BRIDGES Therapeutic Day School

Current Data

1 Student passed the KAP reading

Highest Rate of Referral: Contributing to Disruption

250 Referrals 2nd Semester

Trauma Sensitive and Resilient School Team

A. Mallory
E. Barber
K. Kelley
K. Eytchison
M. O'Rourke
C. Slaven
R. Most
J. Oliver
M. Cantwell

Environment

Display Student Artwork

Positive & Inviting Staff Language

Flexible Seating Options

Designated Space for Confidential Conversations

Designated Staff Lounge

Replace Broken Furniture

Provide Fidgets for each classroom or Student-shared space

Implementation Plan

Implement SEL Curriculum

Targeted Professional Development Trainings

Peer Consultation/Feedback

Restorative Practices and/or Mediation

Create Plan for Consisten Parent/Staff Communication

Core Values: Modeled, Mission Statement

Staff Self-Care

Evaluation

Behavioral Referral Data (Increase/ decrease)

Student Achievement Data

ProQol Survey Data (staff)

Student Survey Data

Parent/Guardian Survey Data

Whittier Elementary

CENTRAL MIDDLE

BRIDGES

Crutchers Elementary

Moving Forward - Year 2 Goals

- Train all Central Office Staff
- Train Transportation, Law Enforcement, Custodial, and Nutritional Services Staff
- All staff in Wyandotte Cluster Schools utilize online training
- Continue implementation coaching with Wyandotte cluster
- Coordinator builds capacity in Wyandotte Cluster for their teams to provide brief training moments on site
- Evaluation of Trauma Sensitive and Resilient Schools initiative
- Begin team -building with second cluster: Harmon cluster, plus Sumner Academy

Questions

COUNCIL MEMBER UPDATES

Each council member is encouraged to share upcoming events that may be of interest and related to the work of the council.

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WRAP – UP AND NEXT MEETING

December 18, 2019
Washburn Technical Institute
Conference Center
5724 SW Huntoon
Topeka, KS
9 a.m. – 2 p.m.

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