

SAC Meeting!!!

March 9, 2020

5:00 – 6:00 PM



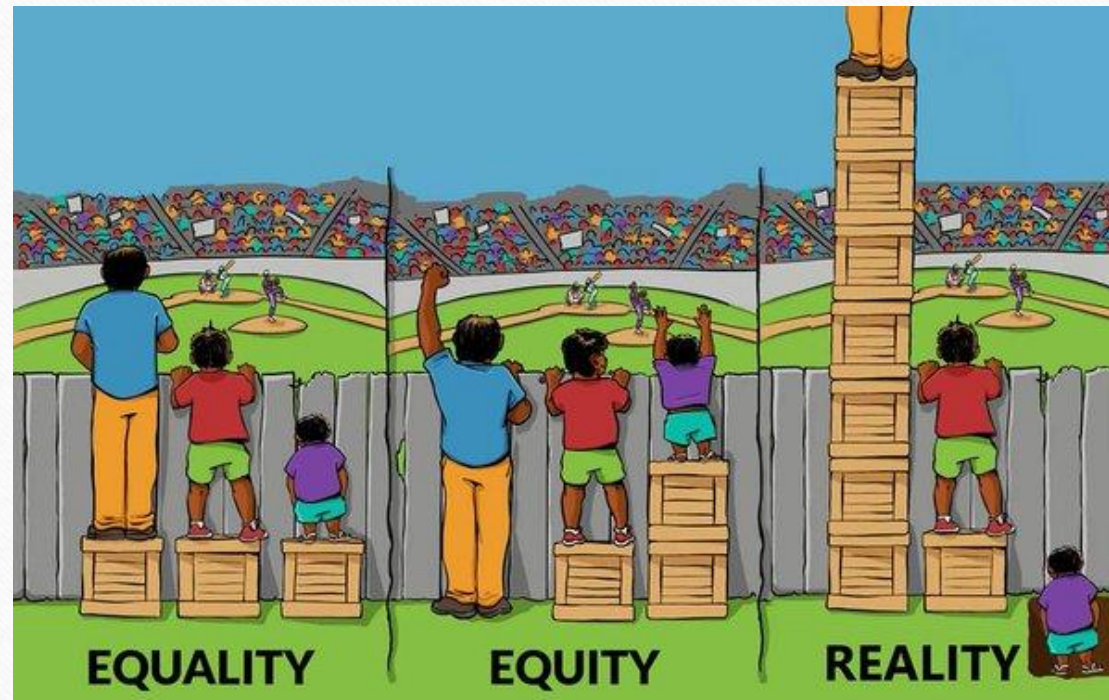
“#UNSTOPPABLE”



#UNSTOPPABLE

From Good To Great
To UNSTOPPABLE!

Plan for 2020 -2021



ACE's & The New Normal

- **Adverse Childhood Experiences (ACE's)** – traumatic events that occur before the age of eighteen and are categorized into three groups: abuse, family/household challenges, and neglect.

ACE

- **Abuse**

- **Emotional:** humiliation, intimidation, withholding love, verbal putdowns, or any action which demeans the sense of identity, dignity, and self-worth.
- **Physical:** punching, beating, kicking, slapping, burning, or any action done malicious or cruel intent
- **Sexual:** rape, intercourse, stroking genitals, or exposing naked body parts

ACE

Family/Household Challenges

- **Domestic violence:** pushing, slapping, kicking, hitting adult-adult; adult-child; and/or child-child
- **Substance abuse:** a family member is an alcoholic or addicted to drugs
- **Mental illness:** a family member has chronic depression, is bipolar, schizophrenic, or paranoid
- **Acrimonious divorce:** bitter and usually prolonged feuding between parents
- **Incarceration:** a family member is in prison

ACE Neglect

- **Emotional:** failing to show affection or attention
- **Physical:** failing to provide the basics; withholding food; not providing proper hygiene, supervision, and protection from dangers

Impact of Trauma and Stress on Students

- Shape mindsets and assumptions about adults and authority
- Program brain to trigger fight/flight/freeze response patterns
- Program brain to trigger physical responses to certain stimuli
- Program brain to associate certain stimuli with expected harm
- Program body to delay emotional and physical recovery after danger
- Teach individual to expect negative, even in positive situations
- Alter normal concentration, focus, and problem solving mechanisms
- Create chronic and ongoing stress levels
- Contribute to development of negative self-concept

Common School Manifestations of Trauma's Impact

- Inappropriate reactions to authority
- Inappropriate reactions to adults and other students
- Hypersensitivity to certain situations or stimuli
- Overly defensive behaviors
- Withdrawal from certain situations

Common School Manifestations of Trauma's Impact

- Distracted from activities or instruction
- Memory issues
- Inability to concentrate on or focus on instruction
- Inability to problem solve
- Inability to demonstrate learning

School Outcomes for Many Trauma-Impacted Students

- Unacceptable behavior
- Poor attendance
- Academic failure
- Grade retention
- Failure to graduate

Literacy: The ability to read, write, spell,
listen, and speak

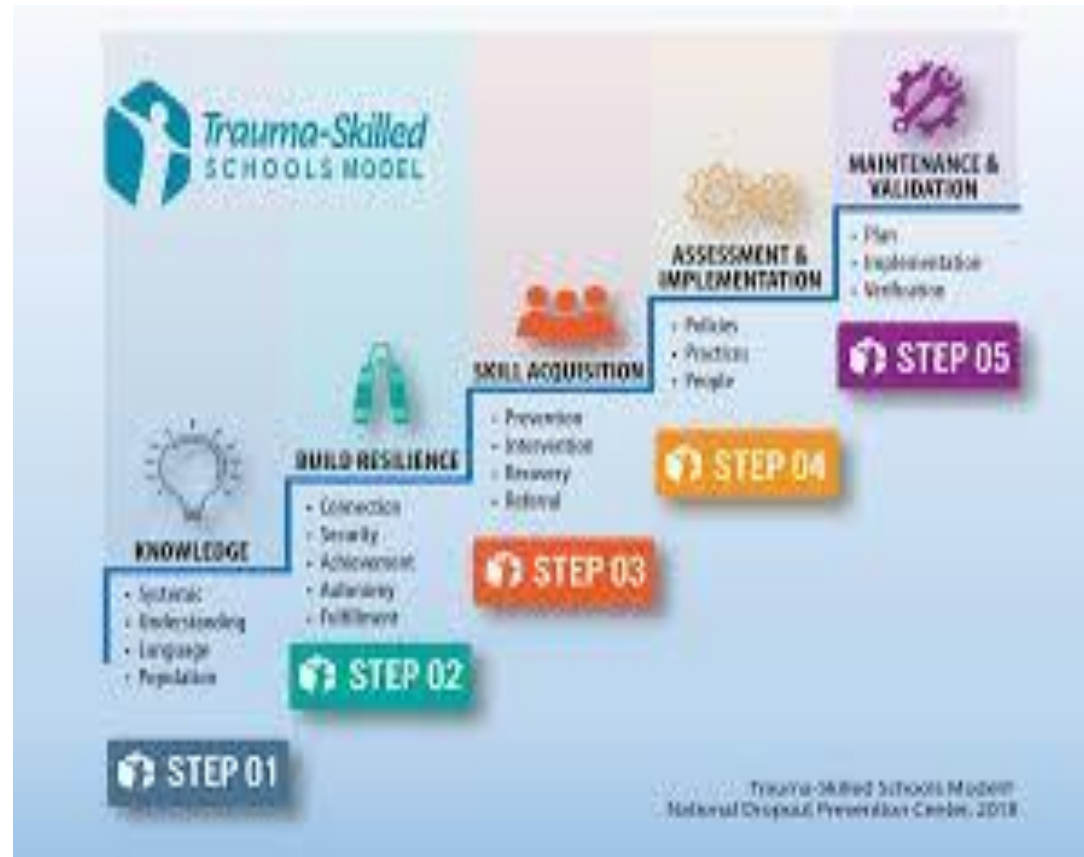
Might distractions of trauma and stress interfere with
learning to read, write, spell, listen, and speak?

Might behavior problems interfere with learning to read, write, spell,
listen, and speak well?

Family Factors

- ❑ Poverty
- ❑ Low expectations
- ❑ Abuse
- ❑ Mobility of family
- ❑ Parent level of education
- ❑ Language and literacy levels





Action Steps

Trauma-Skilled School Model

- Phase 1 – **Knowledge**

- *Systemic

- *Understanding

- *Language

- *Population

Trauma-Skilled School Model

- Phase 2 – **Building Resilience**

- * Connection

- * Security

- * Achievement

- * Autonomy

- * Fulfillment

Trauma-Skilled School Model

- Phase 3 – **Skill Acquisition**

- *Prevention

- *Intervention

- *Recovery

- *Referral

Trauma-Skilled School Model

- Phase 4 – **Assessment & Implementation**
 - *Policies
 - *Practices
 - *People

Trauma-Skilled School Model

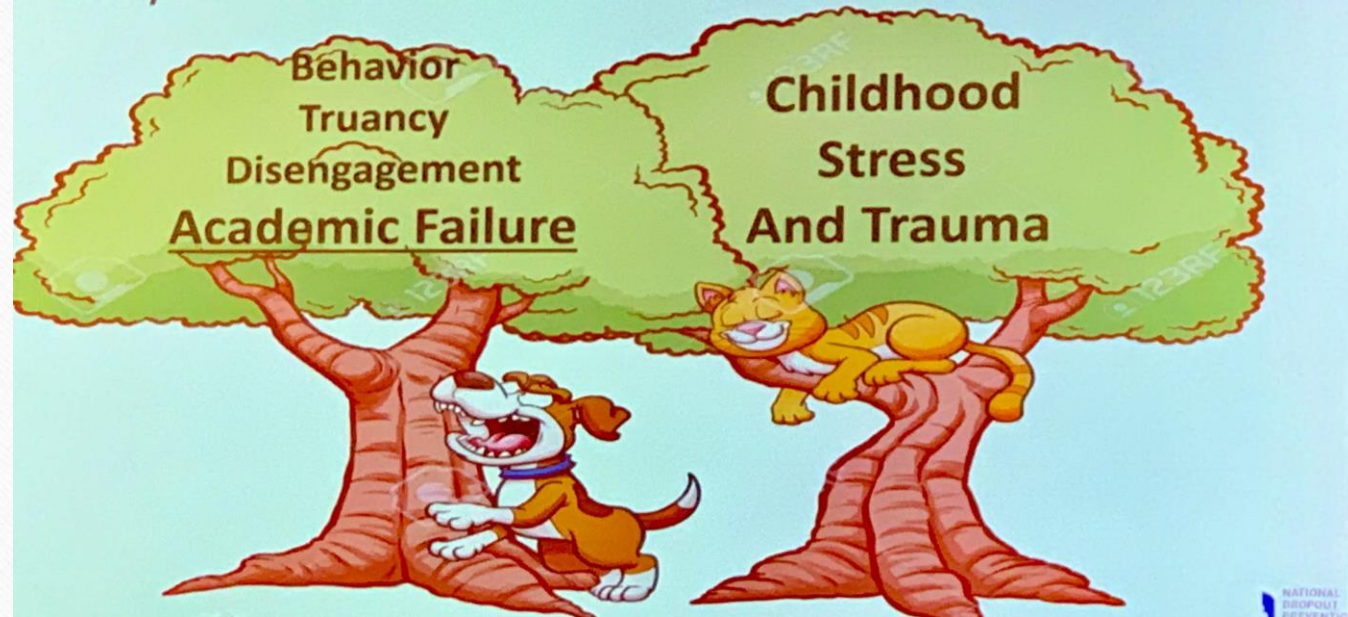
- Phase 5 – **Maintenance & Validation**

- *Plan

- *Implementation

- *Verification

Maybe we've been barking up the wrong tree.



Some Things We Know...

Failure to graduate is a K-12 issue.

Disengagement, low grades, poor attendance, and unacceptable behaviors often occur together.

Disengagement, low grades, poor attendance, and unacceptable behaviors are associated with dropouts, but are not root causes.

Adverse childhood experiences are root causes of many school problems.

Some trauma-impacted students go beyond the trauma to succeed.

Trauma-impacted students who do not go beyond the trauma usually don't succeed.

Certain school climates and educator practices can help more trauma-impacted students learn, succeed, and graduate.

Typical School Response to the issue...



TRAIN TEACHERS
ON THE ISSUE



HIRE A
SPECIALIST

Trauma

Trauma-Informed School

vs.

Trauma-Sensitive School

vs.

Trauma-Informed Care

vs.

Trauma-Skilled School

Trauma-Informed Educator



I know that trauma can alter student perceptions and reactions, leading to behavior and learning challenges.

Trauma-Sensitive Educator



I know that trauma can alter student perceptions and reactions, leading to behavior and learning challenges.

I am empathetic with these students and I attempt to understand and accommodate behaviorally challenged students.

Trauma-Informed Care

We as a school understand that trauma-impacted students have multiple and extraordinary needs.

We attempt to meet these needs by providing a variety of wrap-around services.

Trauma-Skilled School

We (all educators)
understand how trauma
impacts student behavior
and learning.

We (in unison) have
adopted specific action
steps to alter practices,
climate, and interactions
to achieve improved
behavior and learning.

Recommendations to Improve Literacy of Trauma-Impacted Students

Establish

Establish faculty-wide understanding of trauma's impact on behavior and learning.

Establish

Establish culture and practices that rebuild resilience.

Equip

Equip all educators to manage trauma-induced behaviors.
=
Trauma-impacted students master literacy, and graduate.

High Expectations – New Mindset



“It’s easy to have high expectations – hard to grow a new mindset

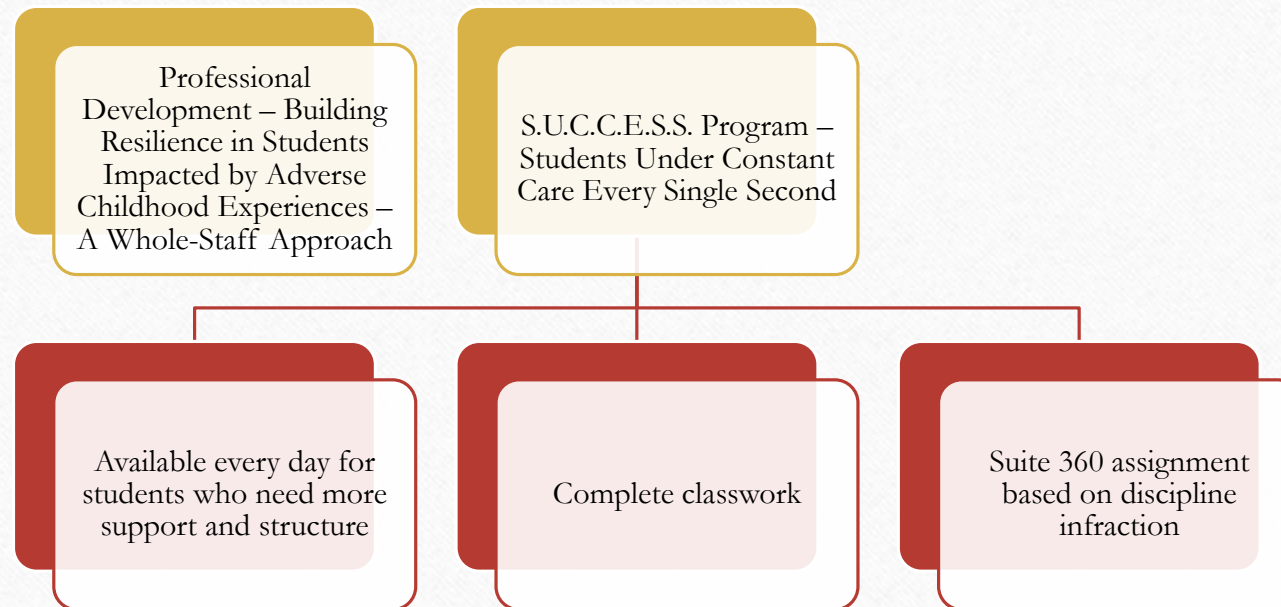


“You can’t change what you don’t acknowledge.” Dr. Phil McGraw



Staff Development for
Faculty/Staff

Plan for 2020-2021



Next Steps



- Yellow Jacket 101 Class for 2020-2021 school year
 - 7 Habits of Highly Effective Teens
 - Restorative Practice
 - Team Building Structures
 - My Career Shines – Interest Inventory (Curriculum)
 - Writing, Inquiry, Organization, Collaboration, Reading (WICOR)
 - Guests speakers

Next Steps

- Meet with incoming 9th graders at SMS & MMS in May
- Partnership with Law & Homeland Security Program
 - Student Safety Team – Before/After School

Next Steps cont.

- Attend community events
- Increase school involvement in the community
- Put structures in place that promote individual instruction (mentoring, learning centers, remediation, etc.)
- Work to develop cooperative relationships between the school and the surrounding community.
 - Use resources of the community

SAHS VISION STATEMENT

- *Trust – Teamwork – Tenacity – Triumph – Tradition...Jacket
Pride!*