IRON COUNTY SCHOOL DISTRICT

Trauma Informed Schools
Who Are We
Iron County School District

- Kevin Garrett, District Special Programs Director
- Allen Garrett and Lavona Montgomery, District Psychologists
- Janette Stubbs, District Professional Development/ESL Coordinator
- Nathan Jenkins, Elementary School Principal
- Bylynda Murray, Middle School Principal
- Roy Mathews, High School Principal
- Cory Henwood, Digital Teaching and Learning
About Our District

- Iron County School District has a current student population of 10,020 (including preschools).
- The attendance rate is 96% with a mobility rate of 9% and over 50% of the student population falling in low income status.
- ICSD ranks 3rd in the state for intergenerational poverty.
- There are 1233 students currently receiving special education services. The district population of ELLs is 342, 15% of the population.
How We Got Here
Process Began 2 Years Ago

- Looking for help with our Self-management Learners!
  - We looked at Behavior Units
    - Visited units in Northern Utah
  - Adding District Behavior Aides
    - Has helped but not enough
  - Training all teachers in Safety Care
    - De Escalation techniques
    - This has decreased our amount of Emergency Situations
Gathering Data:

- Polled principals for number of students that they thought would need a Behavior Unit
- Asked for behavior data from each school
- Calculated number of emergency situations that had occurred in each school during the school year.
We needed to ask ourselves the question: Do we want to be an Ambulance at the bottom of the hill or?
Or a fence at the top of the hill?
PAPER TIGERS & RESILIENCE

San Francisco Unified School District
- Wellness Centers
- ACE’s study

Detroit
- Trauma Informed Practices
THE IMPORTANCE OF TRAINING

- Perspective
  - Change how we think about student behavior
  - “The magic comes from the day-to-day student and teacher interactions”

- Teacher & staff trainings
  - Trauma Awareness and helpful strategies
    - Don’t just label- find the reason
    - Ask questions- “What has happened?” “What is happening?”
  - Private Logic and the effects on student behavior
Elementary
Iron Springs Elementary School
School Pledge

As an Iron Springs Miner...

I learn **INTEGRITY** by being honest and making good choices

I learn **RESPECT** by treating others with kindness

I learn **OWNERSHIP** by leaving a space better than I found it

I will act **Now**
Miners at Dismissal

Integrity
- Be prepared to leave
- Follow the rules to stay safe

Respect
- Keep your body and belongings to yourself
- Use kind words and wait politely

Ownership
- Pick up garbage as you go
- Go directly to the line and wait your turn

Now
- Clean up as you leave
- Enter and exit the space appropriately

Miners in the Library

Integrity
- Keep the library quiet

Respect
- Share books and computers appropriately
- Honor the personal property of others including backpacks, bags, books, etc.

Ownership
- Take care of the books and return them on time
- Keep your body and belongings to yourself

Now
- Read daily
- Put the books where they belong
Expectations are Explicitly Taught

School Counselor

Classrooms

School Tours
Student Leadership Team

- One student from each class
- Meet each Wednesday during lunch
  - Teach Leadership Skills
  - Practice lesson to teach with School Counselor
  - Create video for weekly news
    - Reinforce IRON behaviors
    - Set examples
  - Create videos for Celebration Assemblies
IRON Cards

- Every Student has an IRON Card in class.
- Teachers punch cards as they see specific IRON behaviors.
- Other Staff members give stickers for students to turn into their teacher and receive a punch.
- Completed cards are turned into the office on Tuesday or Thursday at the end of the day.
- Students earn a prize, post on Facebook, picture on the wall and entry in drawing for grand prizes and rewards.
- Students receive a new card.
School Ceremony and Celebration
East Elementary - EAGLES

- Trauma Informed Wellness Center
  - Implemented last year.
  - A place to find refuge on a voluntary basis. Students are not sent to the Wellness Center.
  - A place for students to learn to identify their emotions, learn skills to self-regulate, and to support when needed.
  - Coupled with Positive Behavioral Interventions and Supports (PBIS).

- Building Relationships, Showing We Care
  - Results
Iron Mind & Movement

• This Year
  ○ Teacher Yoga class
  ○ Yoga and Mindfulness strategies taught in trauma Training (monthly)
  ○ Yoga and/or Mindfulness strategies used in MINER room

• Next Year
  ○ School-Wide Yoga and Mindfulness Training for students -
    ■ 30 minutes per week
Behavior Coaches

- **Job Duties**
  - Check on students with behavior challenges
  - Support Teachers with Ideas / Brainstorming / Develop Interventions
  - Identify students In Class that could become problems
  - Manage In-School Suspension and MINER Room, as Needed
In-School Suspension Room: Purpose -> Keep Kids in Class

- Tier 3 Behaviors
  - Students admitted by Mr. Jenkins / Administration Only
  - Supervised by Behavior Coaches
  - Students will watch class instruction streamed live with DVR abilities - No instruction will be missed
  - Teacher will need to stream/record -
    - Video will be deleted - Not Watched by anyone other than student
School Data

Major & Minor Behaviors

- Minor Behaviors:
  - Aug 2016 - Dec 2016: 78
  - Aug 2017 - Dec 2017: 37

- Major Behaviors (ISS):
  - Aug 2016 - Dec 2016: 130
  - Aug 2017 - Dec 2017: 35
Middle School
CEDAR MIDDLE SCHOOL
Tier One
School Wide Trauma Training

- Training provided by District Psychologists, Social Worker, School Counselors, and outside entities (Utah Foster Foundation, Family Support Center, Local Foster Families, DCFS, and other agencies).
- Focus on how trauma affects students, strategies to work with ALL students (especially students that have experienced trauma).
- Training on ACES Study and how student’s ACES affect them.
- School wide focus on building relationships with ALL students - revisited throughout the year to collect data and student relationships.
CHAMPS Room

**Calm, Healthy, Appropriate, Motivated, Prepared, Successful**

- Every teacher has a CHAMPS pass.
- Students can use this pass whenever needed.
- **Procedure**
  - Enter room
  - Teacher is emailed
  - 5 minute check in
  - Back to class (email to teacher) or stay
  - 10 minute check in
  - Back to class (email to teacher)
  - If help needed 1) counselors, 2) social worker/psychologist, 3) administration
### Cedar Middle School

#### 665 MINOR INCIDENTS

**Actions**

<table>
<thead>
<tr>
<th>Action</th>
<th>Days</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooled Down and Talked It Out (CHAMPS)</td>
<td>17.90</td>
<td>423</td>
</tr>
</tbody>
</table>

#### Minor Incidents per School Day

- **Aug 2017**
- **May 2018**

#### Offenses

- Trauma Academic Stress
- Trauma Anxiety
- Trauma Sensory Issues
- Trauma Stress
- Trauma Peer Relations
- Trauma Avoidance

#### Locations

- Trauma Cool Down
- Trauma Break

#### Focus Area

- 24 of 67
PBIS - Warrior Pride

- School wide expectations posted (teachers helped design these)
- School wide expectations taught
  - Videos - teachers model incorrect, students model correct
- Warrior Pride Cards handed out (20 per week to teachers)
  - Weekly Warrior Pride store
  - Weekly drawing (for teacher and student prize)
  - End of year drawing - prizes funded by Utah Anti Bullying Coalition and Kindness Counts
Proactive
- Walk on the right
- Move quickly to next class without running
- Use a hall pass during instructional time

Respect
- KYHFOOTY
- Use school appropriate language and volume

Integrity
- Turn in lost items when found
- Go where you say you are going

Dedication
- Be to class on time

Excellence
- Pick up trash that you see
Tier Two
Groups

- Students are placed in groups (with parental permission) based on need, and teacher/counselor/parent referral.
- Groups are run by Counselors, Behavior Coach, District Psychologist, Social Worker Interns, and Social Worker

- Groups provided (in order of intensity)
  - Self Regulation Groups (Zones)
  - Skill Based Groups (Social Thinking Groups)
  - DBT Groups
Tier Three
Individual Therapy

- Students are placed in individual therapy (with parental permission) based on need, and teacher/counselor/parent referral.
- Individual Therapy is run by Social Worker Interns, Social Worker, and Southwest Behavioral Health.
SOCIAL WORKER

When a flower doesn’t bloom you fix the environment in which it grows, not the flower.

-Alexander den Heijer-
High School
PAROWAN HIGH SCHOOL

“We rise by lifting others.”
Tier 1 Common Language/ School Culture
**SCHOOL CULTURE**

**True RAMS**
As students at PHS WE are committed to being TRUE RAMS....

- Respectable
- Accountable
- Makes a Difference
- Serves Others

**Cool 2 Care**

**GRAND PRIZE**
PHS Anti-Bullying Initiative

- Respectful
- Accountable
- Make a difference
- Serves others

Students who have good attendance or complete assignments on time will earn Cool 2 Care credits.

Tier 1

“**A simple act of caring creates an endless ripple.**”

- Language
- Target Behaviors
- Cool 2 Care
  - Cool 2 Care Ambassadors
STUDENT SUPPORT

Tier 2

- R.A.M.P.
- Successful Student Tracking
- Check in Check out

Collective Commitments

“As the faculty and staff of Parowan High School, we are committed to...”

1. Using the Professional Learning Communities framework to improve instruction and student achievement in our classrooms.

2. Making students and student learning the focus of our efforts.


4. Involving parents in their students’ education.
### Tier 2 Data

#### 9th-12th grade

#### 4th quarter

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assignment</th>
<th>Status</th>
<th>Time</th>
<th>Date</th>
<th>Due on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lai</td>
<td>Lunch detention - on lunch detention all week, per request of parents because ditched school on Monday</td>
<td>Day 1</td>
<td></td>
<td>3/13/2018</td>
<td></td>
</tr>
<tr>
<td>Ho</td>
<td>in school suspension - Working on Language Arts to try and bring that grade higher, turned in an assignment for History and worked on Art; set up google hangout for science and did a test.</td>
<td>Day 2</td>
<td></td>
<td>3/14/2018</td>
<td></td>
</tr>
<tr>
<td>Lai</td>
<td>Lunch detention - Set up google hangout for History, worked on worksheet; tried to set up hangout in Math but they were just doing worksheets, tried to do worksheets but didn't understand, will go up with Miss Hardy's prep tomorrow during 4th for help. Went and got baby from Mrs. Murphy and will have the baby until tomorrow, so will need to complete that packet. Working on art pics. Was taken to ICVC during third by Mathews and Berg.</td>
<td>Day 2</td>
<td></td>
<td>3/14/2018</td>
<td></td>
</tr>
<tr>
<td>Ho</td>
<td>in school suspension - Read to get AR points</td>
<td>Day 3</td>
<td></td>
<td>3/15/2018</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Pulled her in and talked with her about her grades - she basically thinks it is funny and everything I tell her just bugs her.</td>
<td>Day 3</td>
<td></td>
<td>3/15/2018</td>
<td></td>
</tr>
</tbody>
</table>
FINDING THE ‘WHY’

- R.A.M. P.E.N.
  - School Psychologist
  - Social Worker

“Don’t let the fear of falling keep you from flying.”

“It’s not whether you get knocked down; it’s whether you get back up.”

“Good players inspire themselves. Great players inspire others.”

When the "why" is clear the "how" is easy.
Tier 3 School Data
And Then Some.....
Beyond the Behavior

- How do we help with what might be going on below the surface?
WHAT NOW?

- Implement yoga and mindfulness practices schoolwide
- Creating a new and better path to Emotional Regulation and Social Skills
- Developing greater connections between students and staff
- Connections with community agencies
- Making ALL of our schools trauma informed and utilizing best practices in meeting student needs
Restorative Justice and Practices

The restorative approach to discipline incorporates principles of School wide Positive Behavior Intervention Systems by focusing on prevention, through relationship building, by drawing on the collective strengths of the community to help individuals in trouble regain their footing in a nurturing environment with consistent classroom practices and high expectations.

- Builds agency and identity
- Facilitates class discussions
- Resolves problems through ownership, empathy and forgiveness
Restorative Justice and Practices

- Built on the foundation of Positive Relationships
- Gives the Victim a Voice and the Offender the Opportunity to make Amends
- Empowers the Community to Problem Solve
- Preventative rather than Reactive
- Builds Skills and Capacity
- Practices are Interwoven into Every Interaction
A TALE OF TWO SCHOOLS

Carlos has a heated argument with his parents before leaving for school, so he's running late. Let's see the difference that restorative policies and practices can make.

RESTORATIVE PRACTICES-BASED EDUCATION SYSTEM

Carlos arrives at school.
Teachers and administrators welcome him and his fellow students as they enter.

His Teacher waits until after class to speak with Carlos to learn more, and sets up a meeting with his school counselor.

Carlos gets into a minor altercation in the cafeteria.

Later that afternoon...

Zero-Tolerance Education System

Carlos is late to first period class.
He is greeted by metal detectors and a police search.

His teacher scolds him in front of the class. Carlos talks back, and is given a detention.

A school police officer detains and arrests both students.

Carlos is held in a juvenile detention facility all afternoon, missing school. He now has an arrest record and is facing suspension.

Student peer mediators and support staff intervene, have the students sit down together, and de-escalate the situation.

Carlos and the other student agree to help clean the cafeteria during a free period. Carlos meets with his counselor and parents after school to help resolve the conflict at home.
Questions and Answers

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