

# The Resilient Schools Project

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The Hill Education and  
Consulting



# The Journey

Educator  
Instructional Coach  
Athletic Director  
Principal  
District Administrator- School Safety and  
Social Emotional Learning

Educator



# What do you stand for?



Every day we are faced with situations that require us to decide if we will comply with the beliefs of others or take a stand for what we believe to be right. In those moments, our decisions should be made based on the hill we are going to die on.

We must decide what hill we are going to die on, what battles are worth fighting... what matters the most.

The hill I have chosen to die on is doing what is best for children, regardless of what is comfortable for adults. Those with the privilege of working with children are responsible for ensuring their safety and dignity. Children are first human- then they are students, athletes, scientists, and artists.

-Katie Francis



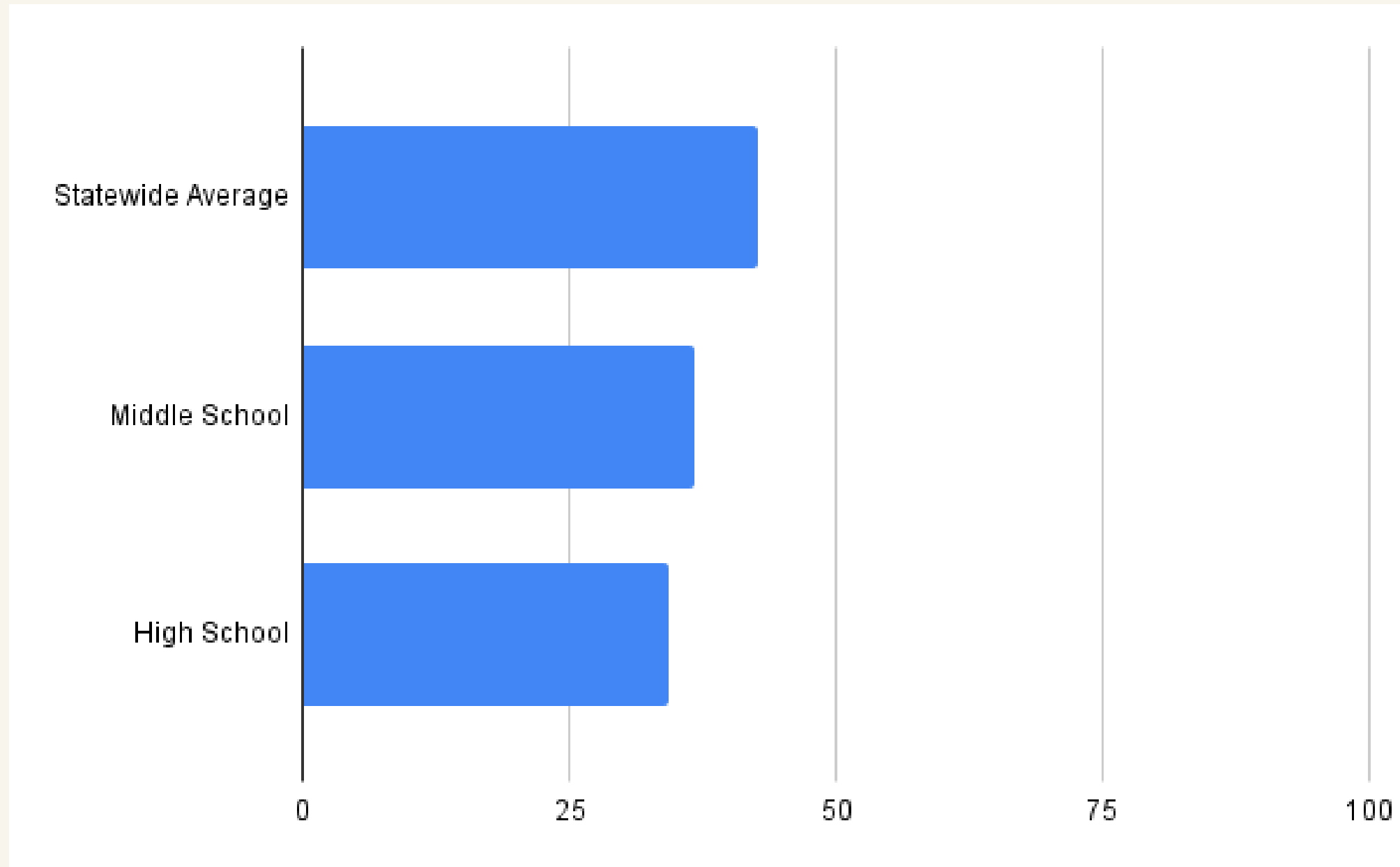
# Current Reality in Idaho Schools

Current Graduation Rate- 80.1%

SUICIDE- 2nd leading cause of death in 10-44 year olds  
in Idaho

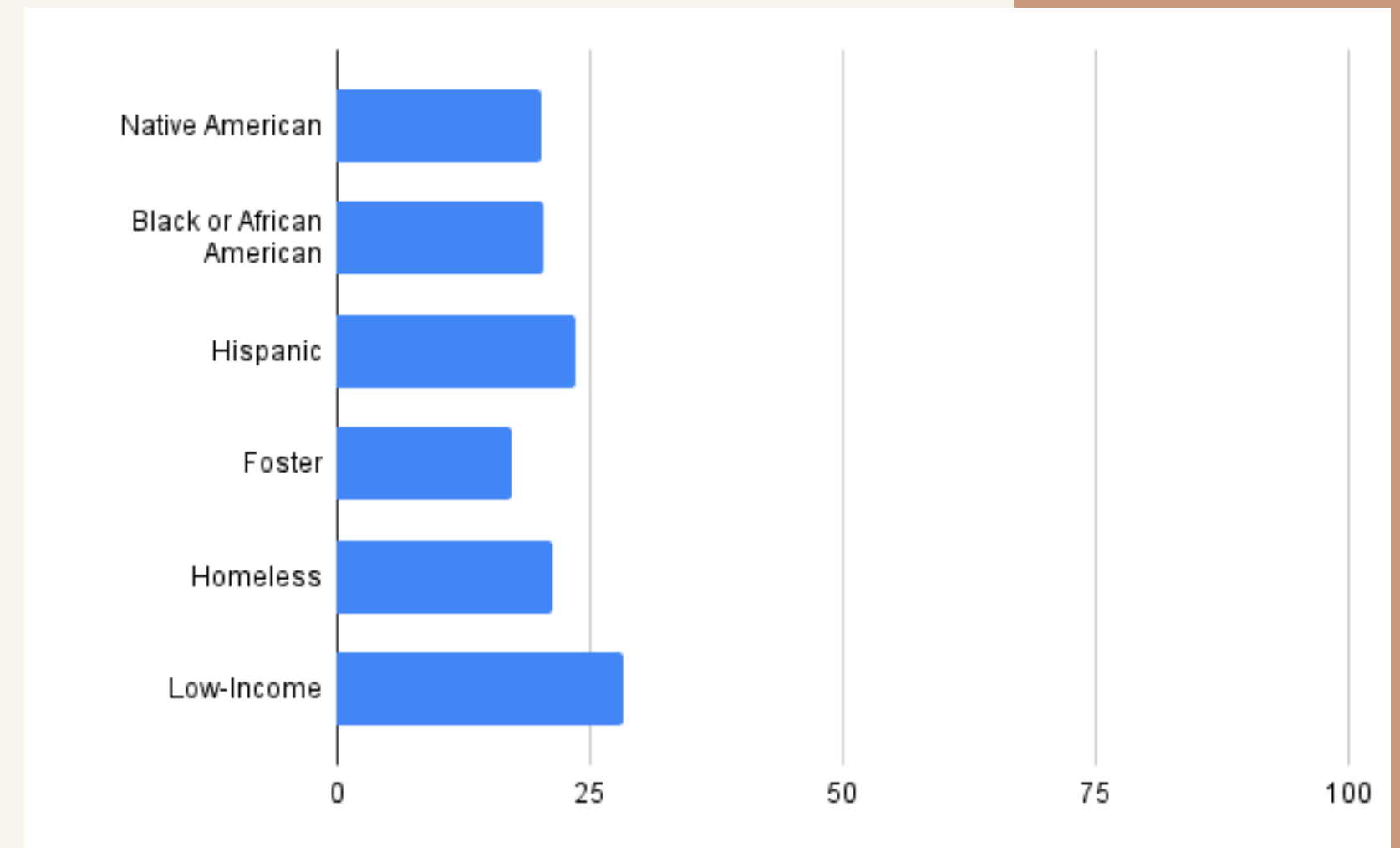
3rd Highest rate of Adolescent suicide in the nation

# Current Reality in Idaho Schools



2022 Math- Idaho

## Subgroups



# We must become DISRUPTORS

Historical  
Purpose

Definition of  
Insanity

Current  
Patterns

Quick Fixes

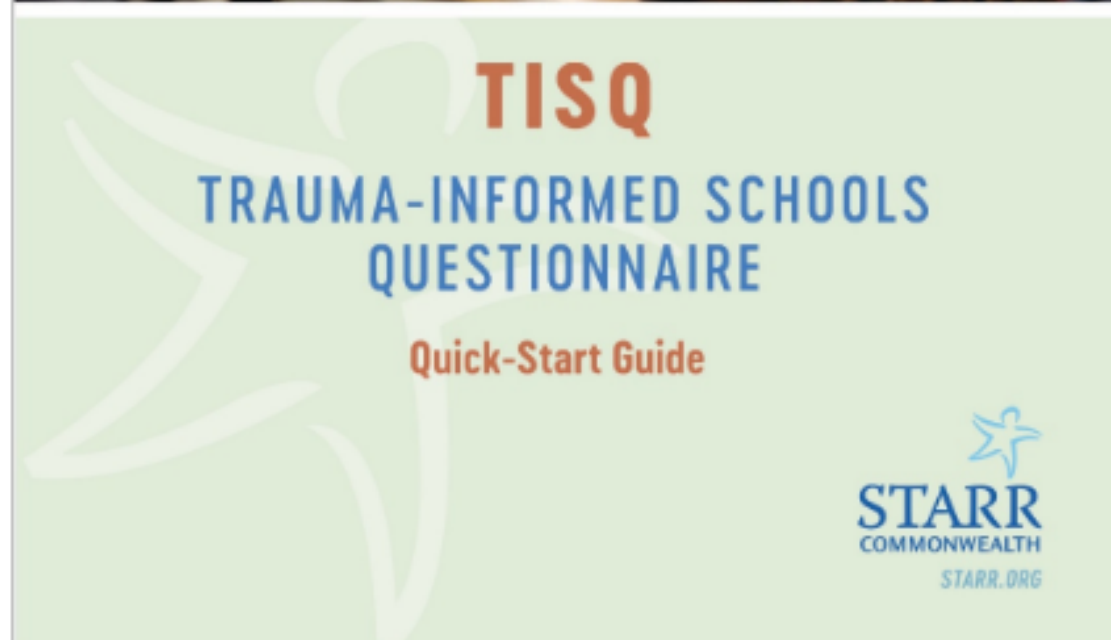


# Resilient Schools Project

...(increasing student mental health diagnoses and trauma-impacted students, mounting student suspension and expulsion rates, and declining academic achievement), there is a profound need for systems approaches that support all students, especially students who are impacted by trauma and toxic stress.

**Power of RELATIONSHIPS and a sensory-based environment**

# Baseline Assessment



## Attitudes Related Toward Trauma-Informed Care (ARTIC)

- Trauma-informed practice adoption largely depends on staff attitudes towards trauma-informed concepts and the workplace's support of trauma-informed practices.
- Remember, trauma-informed care is a mindset!



All professionals across an organization are subscribing to the four “Rs”:

(1) realizing the impact of trauma,  
(2) recognizing trauma symptomatology,

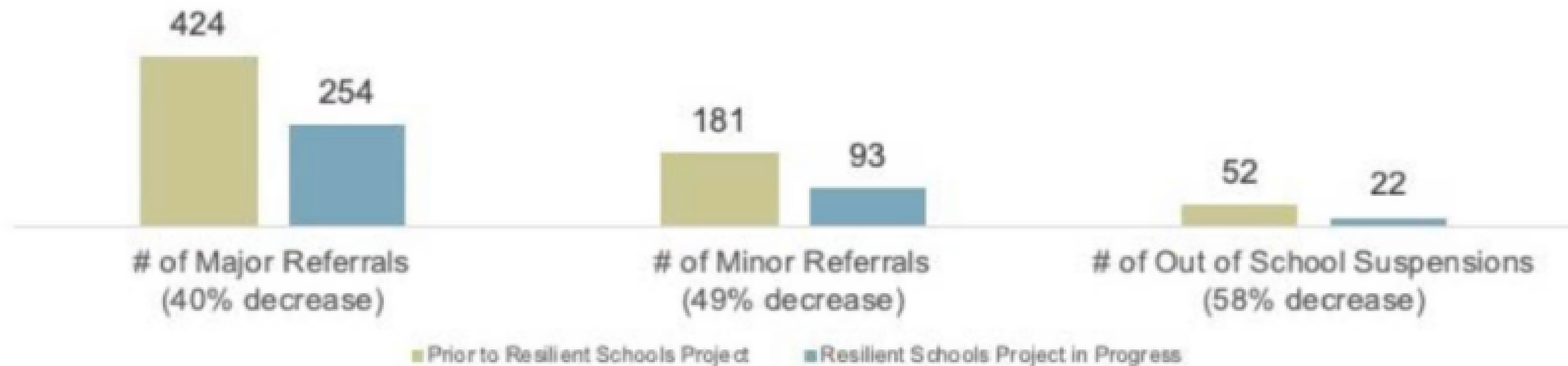
(3) responding to trauma while ensuring the safety of individuals,

(4) resisting the re-traumatization of the individual, or re-introducing and exacerbating the trauma an individual is experiencing.

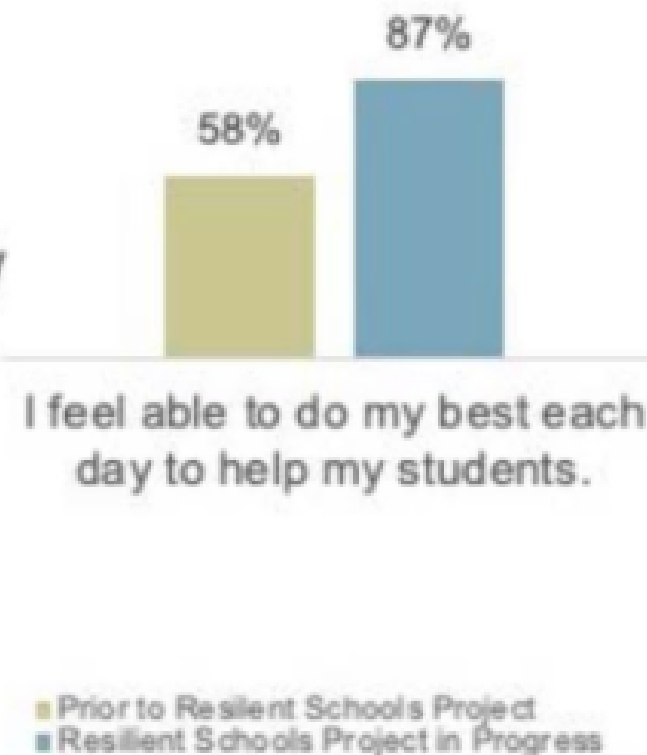
# **What is Trauma- Informed and Resilience- Focused Education?**

# Resilient Schools Project

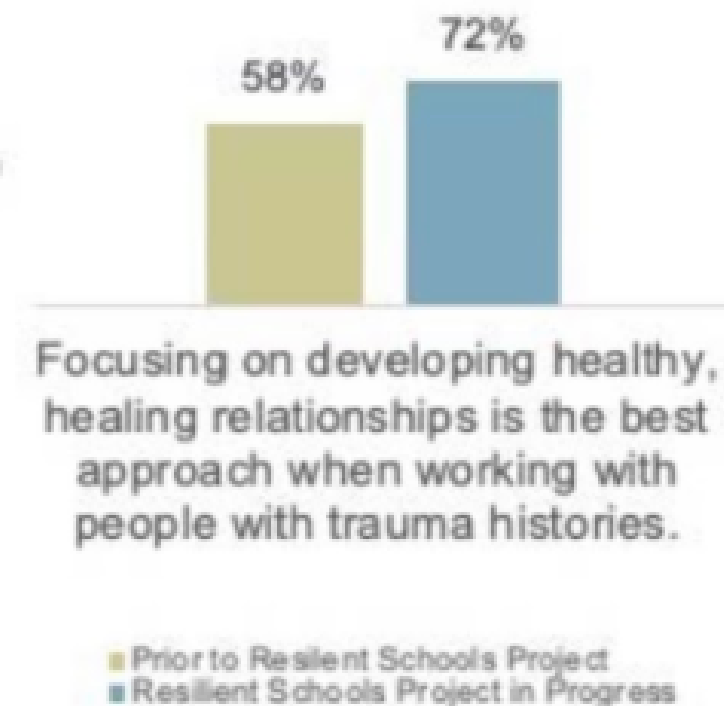
In a year-to-year comparison of this elementary school, the \*number of referrals and suspensions decreased since implementing the Resilient Schools Project.



Since RSP implementation, staff self-efficacy has improved.



Since RSP implementation, staff have an increased understanding of how to be trauma responsive.



\*Data provided by School District.

# Trauma is...

- single event or prolonged exposure
- disrupts our chemical balance
- marked by feelings horror, hopelessness, helpless, threat to physical or mental well-being
- real or perceived
- victim, witness, peer or related to, caregiver
- toxic stress (chronic and prolonged)
- cultural, historical, intergenerational

# Can't do it alone

**Providing training and education  
for EVERY member of the staff.**

Board Members,  
Custodians  
Technology  
School Resource Officers  
Paraprofessionals  
**FAMILIES.**

# WEIGHT

“A dysregulated adult cannot regulate a  
dysregulated child.

An exhausted, frustrated, dysregulated adult can't  
regulate anybody.”

Dr. Bruce Perry

# Implications for Daily Practice

1. Am I currently able to regulate my own emotions and behavior?
2. Which one or more of this child's universal needs is lacking right now?
3. How can I help this child regulate their emotions and/or behavior in this moment?
4. How can I make this a learning opportunity for this child?

# What does a trauma informed school look like?

Morning meetings  
In-class calm corners  
Reset Room- fully staffed and trained  
Alternative discipline practices  
Screening and FBA process  
Restorative Justice

# Champions of Resilience

- Certified Practitioners and Coach
- Increase the capacity within each building and sustain this model for the long-term
- Develop initiatives to engage parents, families, and the community
- Reduce the impact on Special Education



# Evaluating Current Practices in School Discipline

- Alternative Routes to Suspension
- Out-of School Suspension Models
- Removal from activities
- Seclusion
- Shame-based management systems

**It is our job.**

Ready, Set, GO

Medical and  
Mental Health  
Supports

Current  
Patterns

SEL Education  
Morning Meetings

# REMOVING BARRIERS



United Way of  
Idaho Falls & Bonneville County



# Program Evaluation

Measurable Outcomes-  
Academic Achievement  
Attendance

Behavioral Referrals/Time out of class

Family Engagement

Self-Assessment-Staff

Function of Behavior- Tier Two Interventions

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