The Resilient Schools Project

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The Journey

Educator
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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

- Native American
- Black or African American
- Hispanic
- Foster
- Homeless
- Low-Income
We must become DISRUPTORS

Current Patterns

Definition of Insanity

Historical Purpose

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

- **# of Major Referrals (40% decrease):**
  - Prior to Resilient Schools Project: 424
  - Resilient Schools Project in Progress: 254

- **# of Minor Referrals (49% decrease):**
  - Prior to Resilient Schools Project: 181
  - Resilient Schools Project in Progress: 93

- **# of Out of School Suspensions (58% decrease):**
  - Prior to Resilient Schools Project: 52
  - Resilient Schools Project in Progress: 22

Since RSP implementation, staff self-efficacy has improved:

- Prior to Resilient Schools Project: 58%
- Resilient Schools Project in Progress: 87%

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

- Prior to Resilient Schools Project: 58%
- Resilient Schools Project in Progress: 72%

*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.
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

- Alternative Routes to Suspension
- Out-of School Suspension Models
- Removal from activities
- Seclusion
- Shame-based management systems
It is our job.

Current Patterns

SEL Education
Morning Meetings

Ready, Set, GO

Medical and Mental Health Supports
Program Evaluation

Measurable Outcomes-
Academic Achievement
Attendance
Behavioral Referrals/Time out of class
Family Engagement
Self-Assessment-Staff
Function of Behavior- Tier Two Interventions
Katie Francis, M.Ed.

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