

Coffeyville Public Schools

Presenters:

Dr. Craig Correll,
Jeff Pegues & Alexis McMillin



) Presentation Link

) [http://bit.ly/coffeyville trauma gameplan](http://bit.ly/coffeyville_trauma_gameplan)

Questions During Presentation

Go to www.menti.com and
use the code:



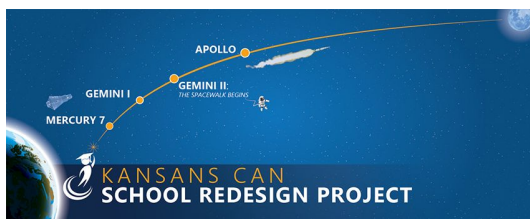
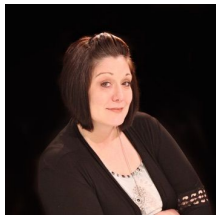
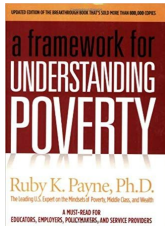
Coffeyville Public Schools

- 4A School District in SE Kansas
- Four Schools
- 76% Free and Reduced Lunch
- 14% IEP
- Diverse Population
 - 50% White
 - 21% Hispanic
 - 22% Two or More Races
 - 7% African American
- 15% ESOL Population

Coffeyville Public Schools



20 Years +



2016

2017

2018

2019

January

- Dr. Ruby Payne

March

- ELC Staff with Dr. Tina Bryson

July

- Greenbush Consultation

November

- Behavior Training at Greenbush

January

- Rebecca Lewis – pOVERty Training
- ACEs Training at RMS

July

- Greenbush - BaSES Consultation Partnership

August

- Mercury 7 Redesign
- District Social Emotional Team

September

- Hired Student Services Coordinator

October

- Moving the Needle Conference
- Heather Forbes In-service

November

- Trauma-Informed Conference

January

- Jim Sporleder In-service
- Regulation Pilot at RMS
- Twister Talk Times at CES
- SOC at RMS
- Neurosequential and Trauma Informed Practices In-service

May

- SOC at FKHS

July

- CES Pilot of SEL Training

August

- Hired 3 Counselors
- SOC at ELC and CES
- 1st Pilot Classrooms at CES
- SEL Curriculum & SRSS Screener

January

- 2nd Pilot Classrooms at CES
- Hired counselor at ELC

February

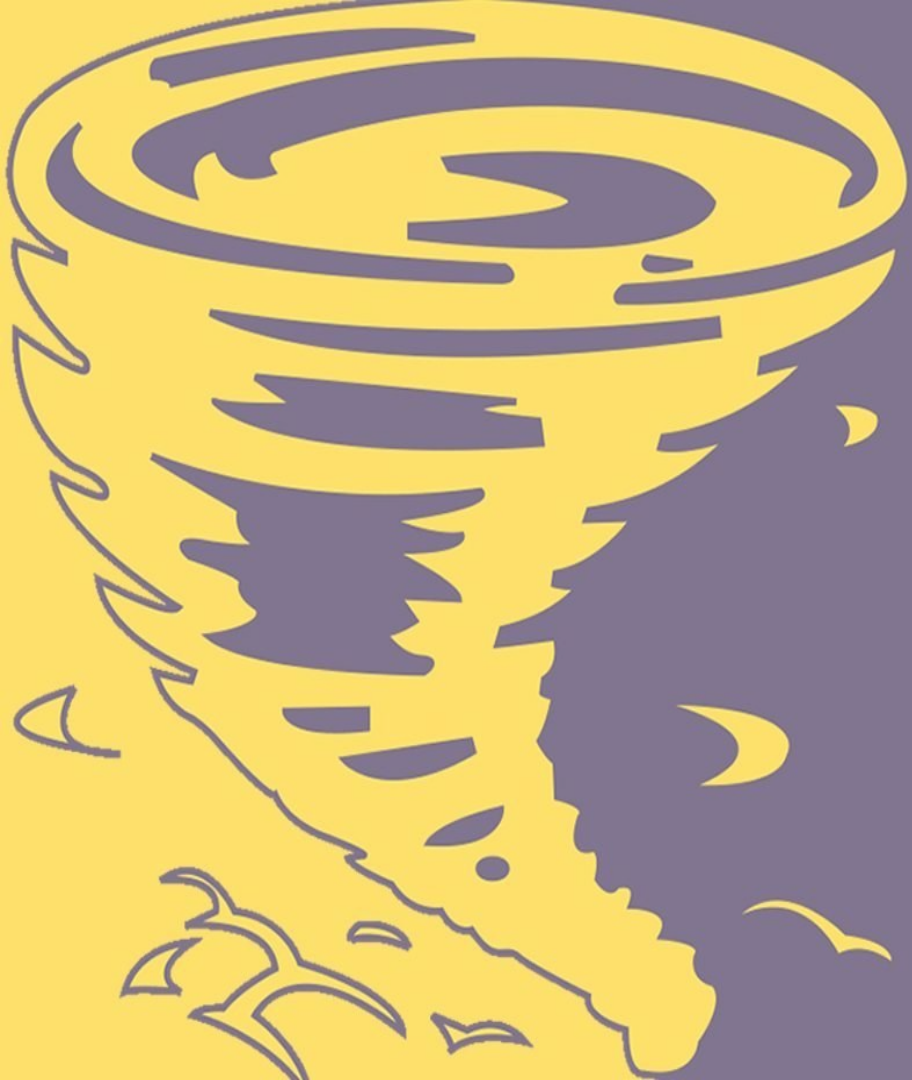
- Bernard Franklin In-service
- Self-Care, Resilience, and Trauma In-service

March

- 3rd Pilot Classrooms at CES

May

- Hired FKHS counselor,
- Drafted plan for Recovery Rooms



) Building Level Gameplan...





TRAUMA INFORMED PLAN 2018-2019

Tier Students based on Screener (SRSS):

Twice a year (1st Quarter and 3rd Quarter)

- ☐ Multiple screeners per student (find average)
- ☐ Review Data with staff bi-weekly
- ☐ Interventions put in place based on Tier
- ☐ Adding Internalizing behavior

Tiered Interventions:

Tier 1:

- ☐ Cash Drawing / Gift Cards for students with perfect attendance / no tardy
- ☐ Awards given for desired behaviors: Hardest Worker, Most Improved, Citizenship, Leadership, Student of the Month...
- ☐ Positive Behavior Referrals weekly
- ☐ Positive Contacts monthly (Postcards, email, phone)
- ☐ SCOPE Class 1 Day a Week

Tier 2:

- ☐ Career Essentials – Intense social skill training
- ☐ Assign 2 adults to “check on them” daily through SOC
- ☐ Possible Check/Connect or CICO Intervention assigned through Counselor’s office
- ☐ Behavioral Coaching - Referred by # of referrals, set goals, identify function of behavior, plan to improve.
- ☐ Possible Wrap Around Meeting
- ☐ Possible Referral to CARE Team

Tier 3:

- ☐ Will be referred to CARE Team
- ☐ Individualized Plan to be formed by CARE Team based on Function of Behavior
- ☐ Asst. Principal, Counselor, Student Services Coordinator will follow up with staff that teaches Tier 3 student on Thursday collaboration time to offer support

Storm Shelter (Regulation Room):

- ☐ Held in lobby area of counselor/social worker area
- ☐ Teachers need to notify admin/counseling staff if students are sent
- ☐ Students MUST be sent by an adult
- ☐ Student must show signs of dysregulation



SOC Meetings:

- ☐ Bi-Weekly
- ☐ Principal sets agenda with Counselor, Social Worker, Assistant Principal
- ☐ Designated teacher takes notes
- ☐ Social Worker transfers notes to Social History form after meeting
- ☐ Teacher Referral form
- ☐ Assign at least 2 staff to “check-in” with that student daily and build relationship
- ☐ Social Worker has daily talk time for students DCF concerns
- ☐ List of students with suicidal idealization
- ☐ Confidentiality and expectations are vital

Checking for Dysregulation:

- ☐ Expectation that teachers line-up students in hallway
- ☐ Greet students as they enter class, look for signs of dysregulation
- ☐ Continue common language using Forecast indicator

SECD Standards:

- ☐ Taught weekly on Tuesdays
- ☐ Utilize Second Step Curriculum

Brain Breaks:

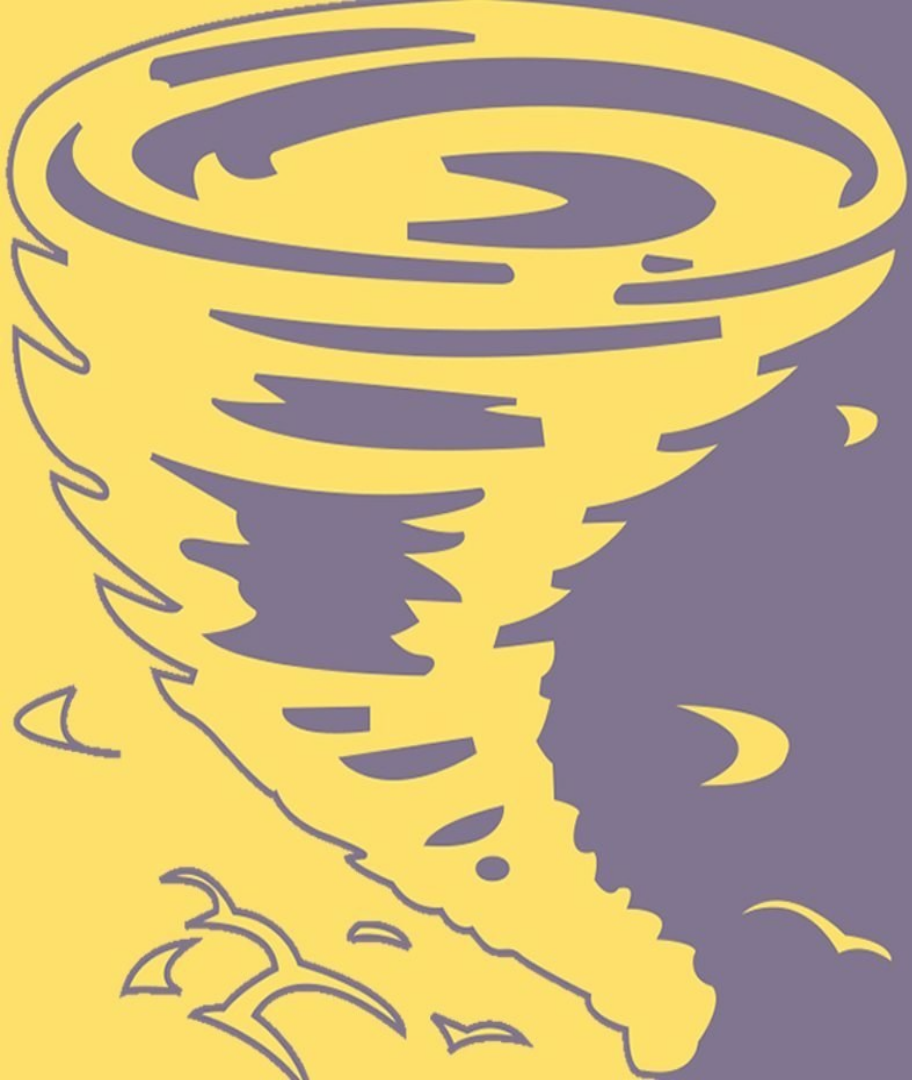
- ☐ Every class period, every day
- ☐ Teacher has control over brain break activity

Training:

- ☐ Teachers trained prior to school starting
- ☐ Follow up trainings occur as needed during daily collaboration time
- ☐ Training for classified staff as well
- ☐ Follow up training for new teachers
- ☐ All students trained early in school year

Self-Care of Teachers:

- ☐ Redesign Teacher’s Lounge into a comfortable space
- ☐ Tag-in, Tag-Out
 - ☐ Give teacher’s cell numbers of: Admin and Counseling Team
 - ☐ Anytime they “need a minute” they simply send us a text/email



Student of Concern Meetings



Student of Concern Meeting (SOC)

RMS

11-29-18

<u>Emotional Concerns:</u>	<u>Assigned Contacts:</u>	<u>Action Plan:</u>
- John Doe (Update)	Smith and Adams	Safety Plan
- Jane Doe (New)		
- Julie Doe (New)		
- James Doe (Update)	Wills and George	Check and Connect
- Jeff Doe (New)		
- Juliet Doe (Update)	Thompson and Carter	Check-in, Check-Out
- Jackson Doe (Update)	Madison and Smith	

Social Worker Daily Check-Ins:

Joe Doe
James Doe
Jody Doe (Twice a week)
Johan Doe (New)

New Kids to RMS:

Jose Doe
Jude Doe (returning)

Suicide Awareness:

Julie Doe (Teacher 1, Teacher 2)
James Doe (Teacher 1, Teacher 2)
Jody Doe (Teacher 1, Teacher 2)

Success Stories:

- Tier 3:
- Joe Doe has not had a referral for 2 weeks.
- Julie Doe made the 3.0 Honor roll this past nine week period.
- Tier 2:
- James Doe regulated himself in class the other day.

Awareness Data:

Storm Shelter Data:

Spring 2018 Visits: 89

Fall 2018 Visits: 185

Jane Doe	8	Jarius Doe	2
James Doe	9	Jazzy Doe	1
Julie Doe	6	Jude Doe	9
Judge Doe	3	Jordy Doe	2
Jonah Doe	4	Jessie Doe	1
Jim Doe	2	Jed Doe	3
Jason Doe	1	Jarrett Doe	2
Jarrold Doe	2	Jaxin Doe	4
Jay Doe	3	Jamari Doe	3
Jacob Doe	1	Jaime Doe	5
Jadin Doe	4	Johnny Doe	2
Jake Doe	3	Jarius Doe	4
Julia Doe	2	Jackson Doe	5

1st Quarter Behavior Referrals:

J. Doe	-	19
J. Doe	-	13
J. Doe	-	10
J. Doe	-	7

Tiered Data from SRSS:

8th Grade Tier 3 (7):

Johnny Doe
Jane Doe
Julie Doe
James Doe
Jeff Doe
Juliet Doe
Jackson Doe

8th Grade Tier 2 (24):

Johnny Doe	Jadin Doe	Jarrett Doe
Julia Doe	Jaime Doe	Jason Doe
Jackie Doe	Jacob Doe	Jed Doe
Jadyn Doe	Jamari Doe	Jim Doe
Jaiden Doe	Jay Doe	Jessie Doe
Jarius Doe	Javon Doe	Jonah Doe
Jake Doe	Jaxin Doe	Jordy Doe
Jamel Doe	Jarrold Doe	Judge Doe

7th Grade Tier 3 (8):

Johnny Doe
Jane Doe
Julie Doe
James Doe
Jeff Doe
Juliet Doe
Jackson Doe

7th Grade Tier 2 (28):

Johnny Doe	Jadin Doe	Jarrett Doe
Julia Doe	Jaime Doe	Jason Doe
Jackie Doe	Jacob Doe	Jed Doe
Jadyn Doe	Jamari Doe	Jim Doe
Jaiden Doe	Jay Doe	Jessie Doe
Jarius Doe	Javon Doe	Jonah Doe
Jake Doe	Jaxin Doe	Jordy Doe
Jamel Doe	Jarrold Doe	Judge Doe

Grade	Staff Member Reporting the Concern	Issue of Concern	Action Plan	Person(s) assigned to action plan	outcome
7	Pegues	suicide, parents divorced, dad died, abuse in the home, academics, behavior, anger, mom has new BF, not sleeping	check and connect, work in resource room, check in/out	Richenberger, Harlin, Avery	
7	Pegues	behavior, anger, academics, background/history	shortened day, check and connect, modified schedule, 2 warnings then to office, alternative seating	Hintz, Kirkpatrick	
8	Pegues	parents using drugs and alcohol, abuse, neglect (clothing), depression, withdrawn, illness	check and connect, storm shelter, positive adult communication	Gravel, Scott	
7	Pegues	DCF is investigating (here at school this week), Watch for physical signs of abuse, Wants to hurt her mom, Mom hits her and sisters- even in public (Dollar Tree)	check and connect, be a listening ear	Wegner, Reichenberger	
7	Pegues	She asks to go to nurse a lot- stomach problems, Seems very needy- needs attention and love, Clinic says she is fine- possibly anxiety		Houghton, Sortore, Smith	
8	Pegues	Trouble with step-dad-- has physically touched her	Receiving therapy	Scott, Gravel, Smith	
8	Pegues	Past history with abuse, Suicidal thoughts, but no action, Meds- adjustment	Jennifer is providing therapy services	Hedrick, Smith	
8	Pegues	Sexual abuse history, Discussions with girls at school, Cody's grades have dropped since Cameron got back, Cameron is on probation, Written up 3x in 2 days, Dad is very hard on him		Harlin, McDonald	
7	Pegues	Sexual abuse history, Discussions with girls at school, Cody's grades have dropped since Cameron got back, Cameron is on probation		Harlin, McDonald	
8	Pegues	Hood is her comfort zone- had on more lately, Skating rink drama (she is not a fan), Talks about harming- hasn't harmed herself recently		McDonald, Hedrick	
7	Pegues	Craves attention- loud and flamboyant, Lots of family drama		Ellis, Sortore	



Student of Concern Form



Name: _____ Grade: _____

DOB: _____

Screening Info:

Family History:

Participation in Activities & Strengths (community, extracurricular, volunteer, etc.)

Timeline (Trauma, Mental Health, Court, DCF/KVC, Lunch/Social Interactions, Social Media, etc.)

Date	Event	People Involved

STORMING A GOLDEN PATH TO POST-SECONDARY SUCCESS



Attendance & Tardy

Information

	2015-2016	2016-2017	2017-2018	2018-2019
Absences				
Tardy				

Referrals

Offense	Occurrence

Triggers

-
-
-
-
-

Academic Achievements (GPA/Grades & Formal Assessments)

Notes/Important Extras

STORMING A GOLDEN PATH TO POST-SECONDARY SUCCESS

FORECAST INDICATOR

F1 CALM



LOOKS LIKE

- READY TO LEARN
- HAPPY
- FOCUSED

SOUNDS LIKE

- POLITE
- CALM TONE

FEELS LIKE

- CONTENT
- PROUD
- CONFIDENT

I CAN HANDLE THIS!

F2 CHALLENGED



LOOKS LIKE

- FIDGETY
- CONFUSED
- SLOUCHED SHOULDERS

SOUNDS LIKE

- RAPID SPEECH
- CHANGE OF TONE

FEELS LIKE

- FRUSTRATED
- SHORT TEMPERED
- HOPELESS

I'M A LITTLE NERVOUS

F3 STRESSED



LOOKS LIKE

- SHUTTING DOWN
- ANXIOUS OR WORRIED
- HEAD DOWN

SOUNDS LIKE

- SHORT ANSWERS
- RAISED VOICE

FEELS LIKE

- PHYSICAL DISCOMFORT
- ANNOYED
- IRRITABLE

I'M GETTING
UNCOMFORTABLE

F4 ANGERED



LOOKS LIKE

- TEARING UP
- DISRESPECT
- NO EYE CONTACT

SOUNDS LIKE

- CUSSING
- LOUD

FEELS LIKE

- FEELING HOT
- RACING HEART RATE
- EASILY IRRITATED

I NEED SOME SPACE

F5 TOXIC MELTDOWN



LOOKS LIKE

- AGGRESSION
- NOT RESPONSIVE
- CRYING

SOUNDS LIKE

- SCREAMING
- TROUBLE BREATHING

FEELS LIKE

- OUT OF CONTROL
- OVERWHELMED
- FURIOUS

I NEED TO LEAVE

STORMING A GOLDEN PATH TO POST-SECONDARY SUCCESS



Purpose of the Storm Shelter



- To develop a self-regulation room for dysregulated students who need a calm, flexible yet structured area to self-regulate when escalated and disrupting the learning environment.
- Teaching students how to regulate emotions and improve decision-making for future situations is a goal rather than using traditional punishment.
- Develop a student tracking system to identify patterns and root causes for their escalation/triggers.
- To assist teachers in the classroom with teaching strategies and classroom systems in which students learn to regulate their emotions.
- To develop and teach self-regulation using conscious discipline and the Forecast Indicator.
- Be proactive. Check in with students on a daily basis, making sure they are regulated and prepared to learn.



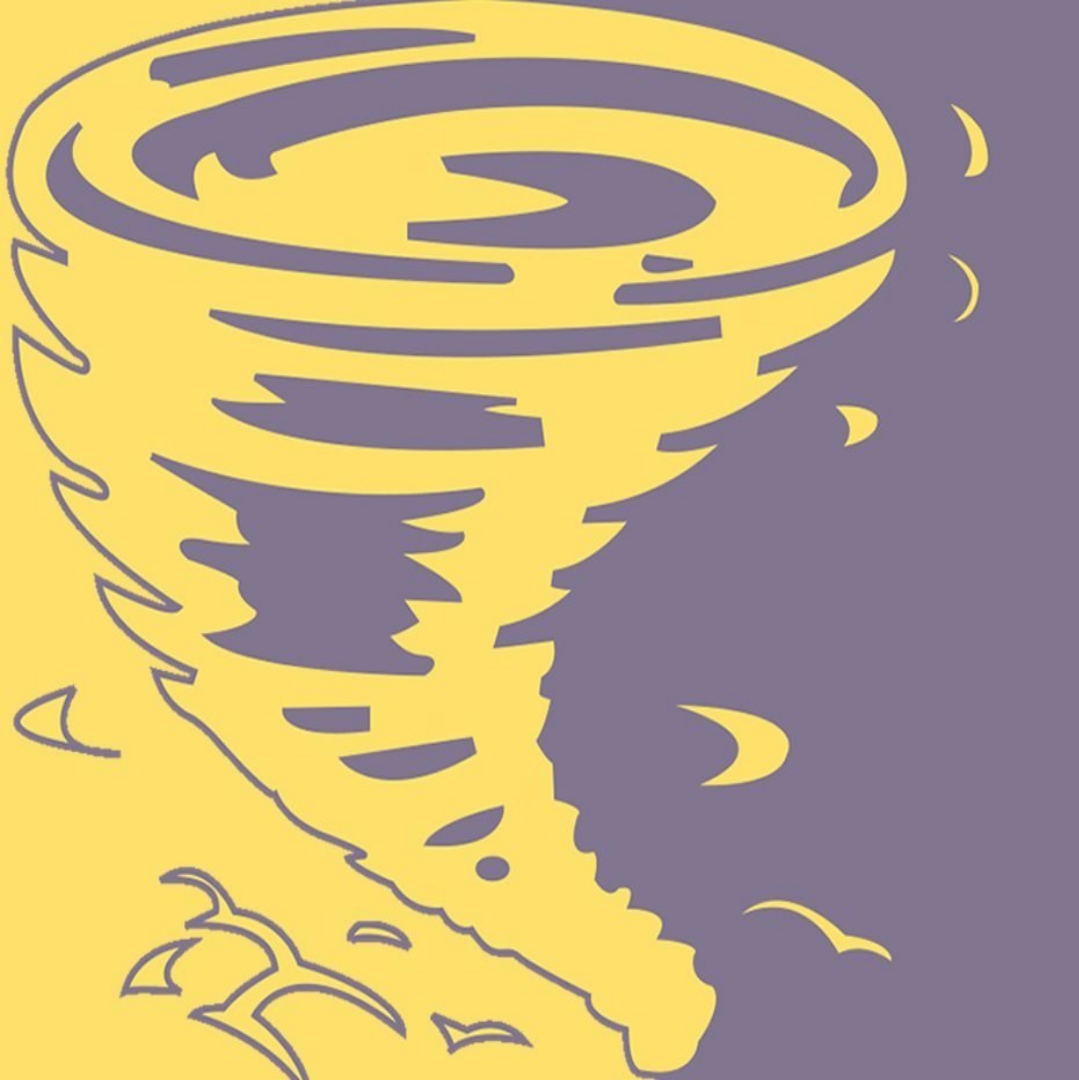
Structure of the Storm Shelter



- Students are shown/taught how to use the Storm Shelter in a safe manner.
- Students have the option to choose a safe place in the Storm Shelter to de-escalate and/or use calming devices.
- Calming devices/strategies are chosen by the student.
- The student will choose what is helpful to them to calm their bodies and emotions.
- Examples of calming devices/strategies are:
 - Fidgets
 - Play dough/clay
 - Coloring books
 - Sensory beads
 - Yoga mats
 - Essential oils
- When a student comes in escalated, they typically need time to de-escalate before choosing a calming device/strategy. This could mean they are inside the tent, on the couch, in a chair, etc.
- The structure of the Storm Shelter will look different student by student. Some students will come in, get a calming device/strategy and be ready to return to class within minutes. Others will need more time as well as coaching through the calming process depending on the trigger/emotion.







STORM SHELTER PROCESSING

What lead to me visiting the Storm Shelter?

What was my number when I got here?

F1 F2 F3 F4 F5

What emotions was I experiencing?

What did I do to regulate my mood and emotions?

What is my number as I prepare to return to class?

F1 F2 F3 F4 F5

How can I continue to work on my self-regulation?

STUDENT SIGNATURE

DATE

STORM SHELTER ATTENDANT

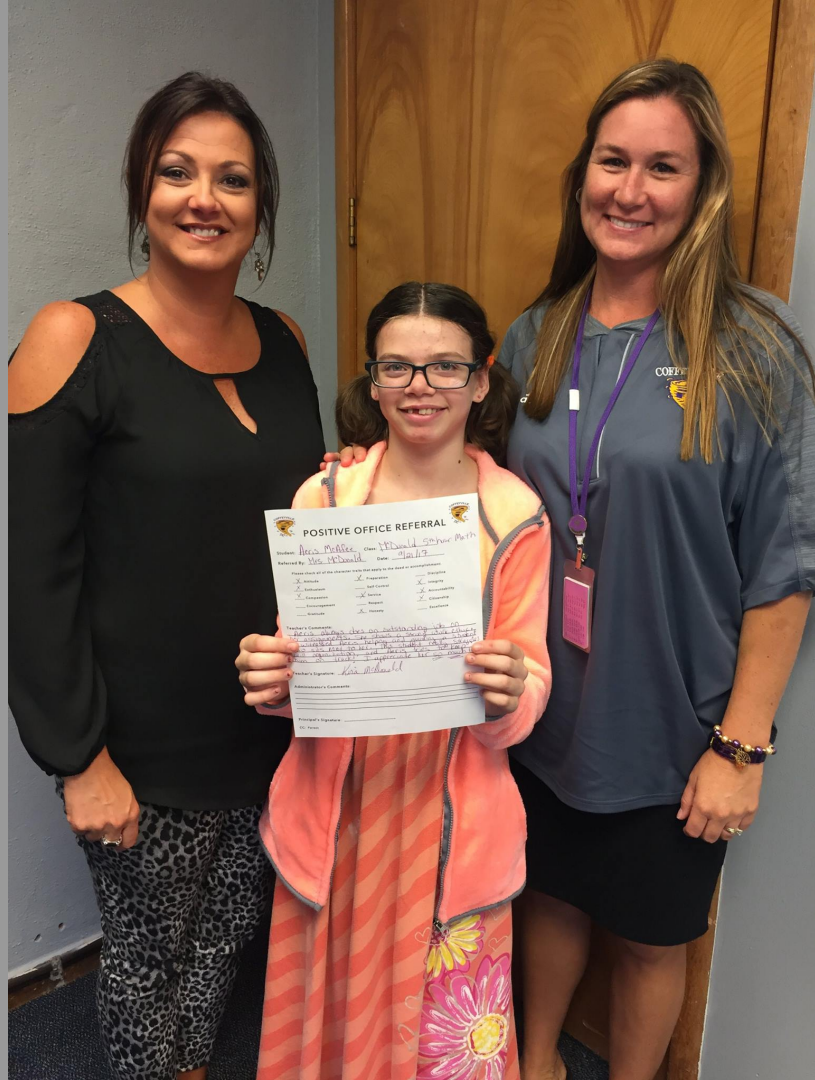
DATE

TIME OUT



Tiered Interventions

- Tier 1:
 - Good Behavior Assembly
 - Positive Contacts
 - Positive Behavior Referrals
 - SECD Lessons, Greeting students
 -
- Tier 2:
 - Intense Social Skill Training
 - SOC's
 - Behavioral Coaching
 - Wraparound Meetings
 -
- Tier 3:
 - CARE Team
 - Individualized Plan based on FBA



POSITIVE OFFICE REFERRAL



Student: _____ Class: _____

Referred By: _____ Date: _____

Please check all of the character traits that apply to the deed or accomplishment:

<input type="checkbox"/> Attitude	<input type="checkbox"/> Preparation	<input type="checkbox"/> Discipline
<input type="checkbox"/> Enthusiasm	<input type="checkbox"/> Self-Control	<input type="checkbox"/> Integrity
<input type="checkbox"/> Compassion	<input type="checkbox"/> Service	<input type="checkbox"/> Accountability
<input type="checkbox"/> Encouragement	<input type="checkbox"/> Respect	<input type="checkbox"/> Citizenship
<input type="checkbox"/> Gratitude	<input type="checkbox"/> Honesty	<input type="checkbox"/> Excellence

Teacher's Comments:

Teacher's Signature: _____

Administrator's Comments:

Principal's Signature: _____

CC: Parent

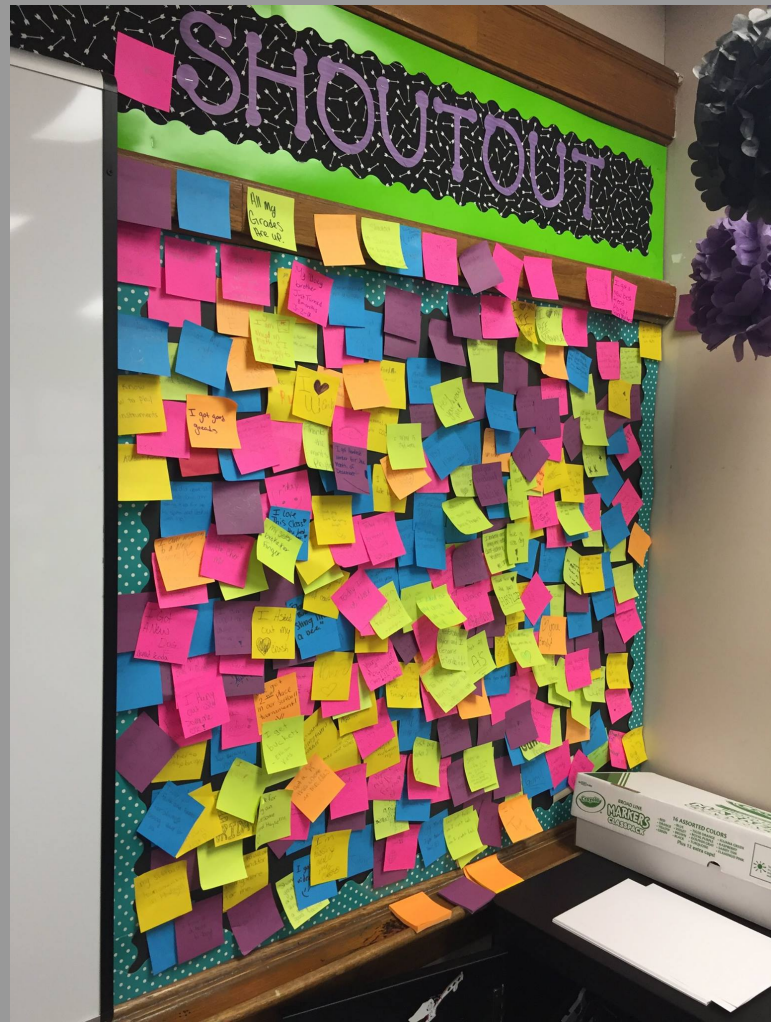


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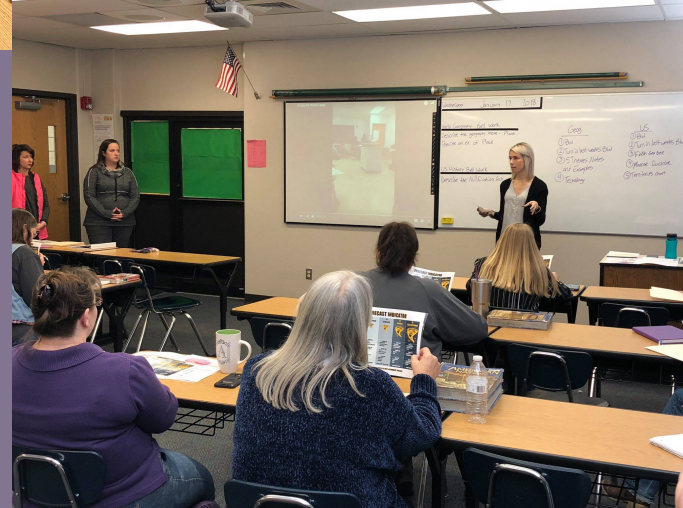
Brain Breaks

- Every class, every day
- 30 seconds to 1 minute
- Teacher's preference
- Movement and Relaxation
- Way to embed SECD





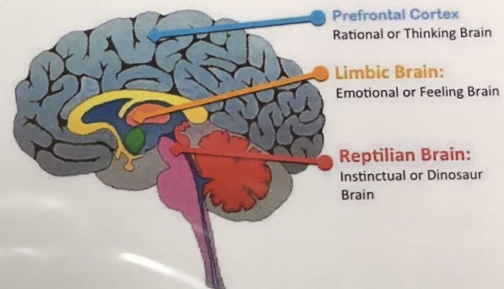
Training of Staff...



RMS REGULATION



RESOURCES



Perry's Neurosequential Model



Adapted from: Perry, B.D. (2001). Childhood Experience and the Expression of Genetic Potential: What Child Neglect Tells Us About Nature and Nurture. *Brain and Mind*, 3, 70-100.

FORECAST INDICATOR

F1 CALM	F2 CHALLENGED	F3 STRESSED	F4 ANGERED	F5 TOXIC MELTDOWN
				
<u>LOOKS LIKE</u>	<u>LOOKS LIKE</u>	<u>LOOKS LIKE</u>	<u>LOOKS LIKE</u>	<u>LOOKS LIKE</u>
<u>SOUNDS LIKE</u>	<u>SOUNDS LIKE</u>	<u>SOUNDS LIKE</u>	<u>SOUNDS LIKE</u>	<u>SOUNDS LIKE</u>
<u>FEELS LIKE</u>	<u>FEELS LIKE</u>	<u>FEELS LIKE</u>	<u>FEELS LIKE</u>	<u>FEELS LIKE</u>
I CAN HANDLE THIS!	I'M A LITTLE NERVOUS	PLEASE DON'T TALK TO ME	I NEED SOME SPACE	I NEED TO LEAVE

STORMING A GOLDEN PATH TO POST-SECONDARY SUCCESS

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STORMING A GOLDEN PATH TO POST-SECONDARY SUCCESS

Training Students





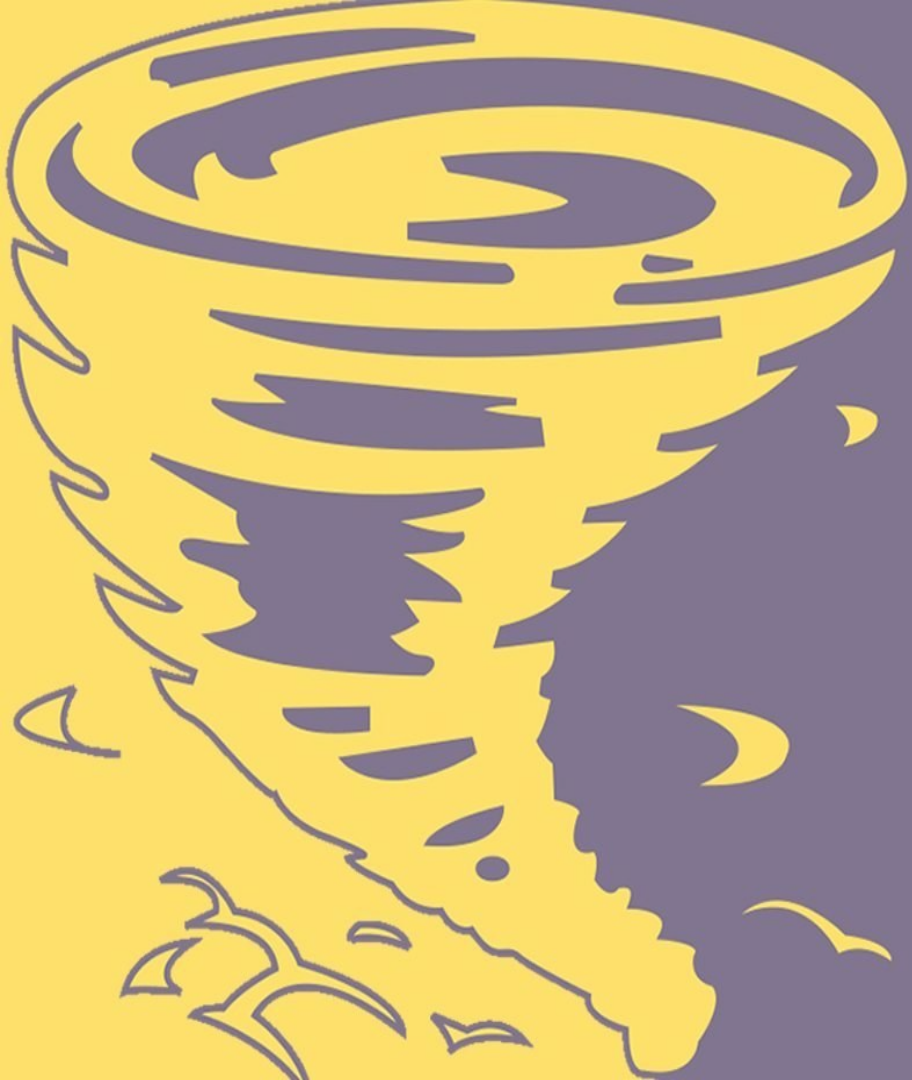
) Self Care of Teachers

)• Professional Development

• Tag in, Tag out

• Teachers Lounge





Building Resilience Through Relationships

- Dot Intervention
- Reverse Dot Intervention
- 2 x 10 Draft
- SOC Check-Ins

Staff Relationships

Please put a check by any adult in the building that you feel comfortable talking to.

Your email address (peguesj@cilleschools.com) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

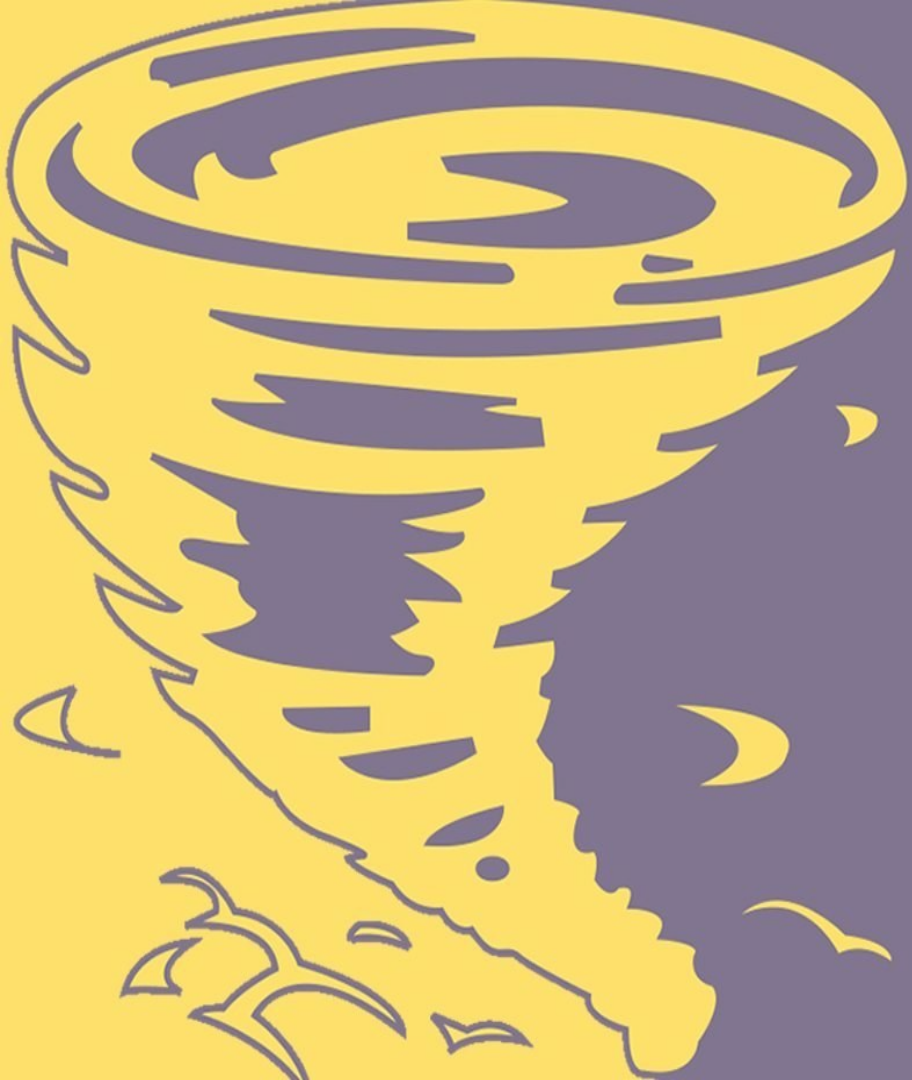
Staff List *

- ☐ Mrs. Avery
- ☐ Mrs. Carter
- ☐ Mrs. Conrad
- ☐ Mrs. Crane
- ☐ Mrs. Ellis
- ☐ Mrs. Foraker
- ☐ Mr. Gard
- ☐ Mrs. Gravel
- ☐ Mr. Harlin
- ☐ Mrs. Hedrick
- ☐ Ms. Hintz
- ☐ Mrs. Houghton
- ☐ Ms. Shobe
- ☐ Mr. Kirkpatrick
- ☐ Mrs. McCarty
- ☐ Mrs. McDonald
- ☐ Mr. Murdock
- ☐ Mr. Musgove
- ☐ Mr. Nagle
- ☐ Mr. Pegues
- ☐ Ms. Powers
- ☐ Mrs. Reichenberger



Staff Relationship Data

STAFF	% of Students Taught	Fall 2018	Spring 2019
Brandi Avery	12%	11%	11%
Melissa Carter	0%	21%	26%
Beth Conrad	6%		1%
Kris Crane	0%		3%
Mrs. Dixon	0%		11%
Sherry Ellis	50%	9%	19%
Jennifer Foraker	0%	32%	28%
Mark Gard	20%	5%	6%
Michelle Gard	0%		5%
Alicia Gravel	50%	25%	31%
Dave Harlin	50%	22%	31%
Billi Hedrick	50%	45%	33%
Mrs. Hill	0%		5%
Samantha Hintz	45%	12%	12%
Lori Houghton	40%	33%	34%
Mrs. Jarrett	0%		4%
Jared Kirkpatrick	50%	19%	16%
Bethany McCarty	50%	29%	22%
Kira McDonald	50%	35%	31%
Brendon Murdock	12%	6%	4%
Mr. Musgrove	0%		1%
Brian Nagle	20%	9%	8%
Mrs. O'Neal	0%		3%
Jeff Pegues	0%	28%	23%
Ashton Powers	50%	30%	40%
L.Reichenberger	0%	12%	8%
Mrs. Rexwinkle	0%		3%
Lauren Rothove	18%	6%	6%
Linda Ryburn	0%	18%	21%
Ms. Shobe	0%		8%
Frank Sills	50%	20%	17%
Isaac Smith	10%	NA	6%
Jaclyn Smith	40%	36%	40%
Brittany Stevenot	12%	9%	9%
Kerri Stevens	0%	36%	42%
Elizabeth Thompson	50%	22%	26%
Brian Walrod	20%	15%	15%
Mr. Washburn	6%		3%
Brandi Wegner	50%	42%	35%
Mrs. Whittley	0%		2%
ALL STAFF AVERAGE:		22%	16%



Utilization of Data and Measuring SEL

- Tiered %'s
- Relationship %'s
- Behavior Data

Roosevelt Middle School

Social Emotional Data

SRSS Screener Data:

Class of 2023:

Spring 2017

Tier 2: 27 students 21% of class
Tier 3: 11 students 8% of class

Fall 2017

Tier 2: 30 students 23% of class
Tier 3: 12 students 9% of class

Spring 2018

Tier 2: 29 students 22% of class
Tier 3: 11 students 8% of class

Fall 2018

Tier 2: 24 students 18% of class
Tier 3: 7 students 5% of class

Spring 2019

Tier 2: 28 Students 21% of class
Tier 3: 3 Students 2% of class

Class of 2024:

Spring 2018

Tier 2: 33 students 27% of class
Tier 3: 14 students 12% of class

Fall 2018

Tier 2: 28 students 23% of class
Tier 3: 8 students 7% of class

Spring 2019

Tier 2: 23 students 19% of class
Tier 3: 4 students 3% of class

Behavior and Attendance Trends Roosevelt Middle School

Behavior Referrals:

2012-13	1,576 Referrals
2013-14	1,175 Referrals
2014-15	1,120 Referrals
2015-16	882 Referrals
2016-17	890 Referrals
2017-18	742 Referrals

47% Decrease in Behavior Referrals

Tardies:

2012-13	2,597 Tardies
2013-14	1,626 Tardies
2014-15	1,664 Tardies
2015-16	1,299 Tardies
2016-17	1,288 Tardies
2017-18	1,170 Tardies

55% Decrease in Tardies

Excused Absent Periods:

2012-13	17,521 Absent Periods
2013-14	14,629 Absent Periods
2014-15	12,097 Absent Periods
2015-16	11,149 Absent Periods
2016-17	11,605 Absent Periods
2017-18	14,951 Absent Periods

15% Increase in Excused Absences

Unexcused Absent Periods:

2012-13	5,762 Absent Periods
2013-14	4,751 Absent Periods
2014-15	2,488 Absent Periods
2015-16	2,247 Absent Periods
2016-17	2,132 Absent Periods
2017-18	950 Absent Periods

84% Reduction in Unexcused Absences

Number of Chronically Absent Students (18 or more absences):

2007-08	43 Students	(16% of Students were Chronically Absent)
2008-09	40 Students	(14% of Students were Chronically Absent)
2009-10	53 Students	(20% of Students were Chronically Absent)
2010-11	44 Students	(19% of Students were Chronically Absent)
2011-12	43 Students	(18% of Students were Chronically Absent)
2012-13	46 Students	(17% of Students were Chronically Absent)
2013-14	26 Students	(10% of Students were Chronically Absent)
2014-15	21 Students	(8% of Students were Chronically Absent)
2015-16	13 Students	(5% of Students were Chronically Absent)
2016-17	7 Students	(3% of Students were Chronically Absent)
2017-18	14 Students	(5% of Students were Chronically Absent)

33% Reduction in Chronically Absent Students

Out of School Suspension:

2012-13	140 OSS
2013-14	92 OSS
2014-15	79 OSS
2015-16	45 OSS
2016-17	39 OSS
2017-18	28 OSS

80% Decrease in Out of School Suspensions

Behavior and Attendance Data Report 4th Quarter – 2017-18

Behavior Referrals:

4 th Quarter - 2018		4 th Quarter - 2017		4 th Quarter - 2016	
Tardies	42	Tardies	44	Tardies	36
Academic Dishonesty	1	Academic Dishonesty	4	Academic Dishonesty	2
Battery / Fighting	1	Battery / Fighting	2	Battery / Fighting	2
Bullying	2	Bullying	0	Bullying	2
Cell Phone Violation	13	Cell Phone Violation	5	Cell Phone Violation	14
Defiance / Disrespect	11	Defiance / Disrespect	9	Defiance / Disrespect	12
Destruction of Property	3	Destruction of Property	0	Destruction of Property	4
Disorderly Conduct	0	Disorderly Conduct	0	Disorderly Conduct	3
Disruptive Behavior	16	Disruptive Behavior	26	Disruptive Behavior	27
Dress Code Violation	10	Dress Code Violation	0	Dress Code Violation	0
Drugs / Alcohol	0	Drugs / Alcohol	0	Drugs / Alcohol	0
Failure to Serve Detention	6	Failure to Serve Detention	24	Failure to Serve Detention	25
Hallway Expectations	1	Hallway Expectations	20	Hallway Expectations	2
Horseplay	19	Horseplay	18	Horseplay	27
iPad/Laptop Violation	9	iPad/ Laptop Violation	9	iPad/Laptop Violation	7
Lunchroom Expectations	4	Lunchroom Expectations	1	Lunchroom Expectations	0
Profanity / Inap. Comments	4	Profanity / Inap. Comments	8	Profanity / Inap. Comments	12
Ref. of Reasonable Request	35	Ref. of Reasonable Request	39	Ref. of Reasonable Request	27
Rude or Inapp. Comment	7	Rude or Inapp. Comment	NA	Rude or Inapp. Comment	NA
Sexual Harassment	1	Sexual Harassment	0	Sexual Harassment	0
Theft	1	Theft	0	Theft	3
Truancy / Unex. Absence	17	Truancy / Unex. Absence	23	Truancy / Unex. Absence	21
Threat	1	Threat	0	Threat	0
Unnecessary Item	0	Unnecessary Item	4	Unnecessary Item	0
Violation of No Contact Order	1	Violation of No Contact Order	0	Violation of No Contact Order	0
Other	2	Other	1	Other	1
Total:	207	Total:	237	Total:	227

Behavior Trends:

4th Quarter 2018: 207
 4th Quarter 2017: 237
 4th Quarter 2016: 227
 4th Quarter 2015: 287
 4th Quarter 2014: 273
 4th Quarter 2013: 348

Statistical Trends:

Over the past 5 years, We have seen a 40% decrease in behavior referrals.

Referrals by Class:

8th Grade: 87
 7th Grade: 120

Behavior Resolutions:

2017-18 – 4th Quarter:

Conference with Student: 13
 Detentions: 138
 In School Suspension: 46
 Out of School Suspension: 8
 Minor Incident: 0
 Other: 2

2016-17– 4th Quarter:

Conference with Student: 7
 Detentions: 172
 In School Suspension: 47
 Out of School Suspension: 7
 Minor Incident: 0
 Other: 3

2015-16– 4th Quarter:

Conference with Student: 4
 Detentions: 153
 In School Suspension: 49
 Out of School Suspension: 15
 Minor Incident: 0
 Other: 2

Attendance / Tardy Report

Absence Report for 4th Quarter (2017-18):

Total Absent Periods	-	3565
Total Excused	-	3306
Total Unexcused	-	259
% of Absences Unexcused	-	7%

7 th Grade Excused Absences by period	-	1709
7 th Grade Unexcused Absences by period	-	164
8 th Grade Excused Absences by period	-	1597
8 th Grade Unexcused Absences by period	-	95

Excused Absences by Period:

1 st Hour	-	465
2 nd Hour	-	441
3 rd Hour	-	446
4 th Hour	-	453
5 th Hour	-	476
6 th Hour	-	506
7 th Hour	-	519

Excused Absences by Day:

Monday	-	743
Tuesday	-	718
Wednesday	-	607
Thursday	-	555
Friday	-	683

Tardy Report:

Total Tardy Periods	-	292
7 th Grade Tardy Periods	-	155
8 th Grade Tardy Periods	-	137

Tardy by Period:

1 st Period	-	169
2 nd Period	-	13
3 rd Period	-	17
4 th Period	-	24
5 th Period	-	11
6 th Period	-	35
7 th Period	-	23

4th Quarter Attendance Trend:

2017-18 – 4 th Quarter:	3,565
2016-17 – 4 th Quarter:	3,502
2015-16 – 4 th Quarter:	3,397
2014-15 – 4 th Quarter:	3,449
2013-14 – 4 th Quarter:	5,018
2012-13 – 4 th Quarter:	6,262

Unexcused Absences by Period:

1 st Hour	-	76
2 nd Hour	-	33
3 rd Hour	-	30
4 th Hour	-	30
5 th Hour	-	30
6 th Hour	-	28
7 th Hour	-	32

Unexcused Absences by Day:

Monday	-	59
Tuesday	-	76
Wednesday	-	42
Thursday	-	45
Friday	-	37

4th Quarter Tardy Trend:

2017-18 – 4 th Quarter:	292
2016-17 – 4 th Quarter:	324
2015-16 – 4 th Quarter:	294
2014-15 – 4 th Quarter:	341
2013-14 – 4 th Quarter:	406
2012-13 – 4 th Quarter:	615

Tardy by Day of the Week:

Monday	-	70
Tuesday	-	53
Wednesday	-	65
Thursday	-	60
Friday	-	44

Building Demographics:

Hispanic	53
American Indian or Alaska Native	21
Asian	1
Black or African American	18
Native Hawaiian or Other Pacific Islander	0
White	121
Two or more races	47

Total	261
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Discipline by Race:

Hispanic	47
American Indian or Alaska Native	17
Asian	0
Black or African American	20
Native Hawaiian or Other Pacific Islander	0
White	101
Two or more races	22

Total	207
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Excused Absences by Race:

Hispanic	432
American Indian or Alaska Native	273
Asian	0
Black or African American	137
Native Hawaiian or Other Pacific Islander	0
White	1,826
Two or more races	638

Total	3,306
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Unexcused Absences by Race:

Hispanic	30
American Indian or Alaska Native	21
Asian	0
Black or African American	10
Native Hawaiian or Other Pacific Islander	0
White	132
Two or more races	66

Total	259
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Tardy Periods by Race:

Hispanic	75
American Indian or Alaska Native	31
Asian	0
Black or African American	13
Native Hawaiian or Other Pacific Islander	0
White	113
Two or more races	60

Total	292
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Total:

Hispanic	53	20%
American Indian or Alaska Native	21	8%
Asian	1	<1%
Black or African American	18	7%
Native Hawaiian or Other Pacific Islander	0	0%
White	121	46%
Two or more races	47	18%

Percentage of Student Body:

Hispanic	53	20%
American Indian or Alaska Native	21	8%
Asian	1	<1%
Black or African American	18	7%
Native Hawaiian or Other Pacific Islander	0	0%
White	121	46%
Two or more races	47	18%

Total:

Hispanic	47	23%
American Indian or Alaska Native	17	8%
Asian	0	0%
Black or African American	20	10%
Native Hawaiian or Other Pacific Islander	0	0%
White	101	49%
Two or more races	22	11%

Percentage of Referrals:

Hispanic	47	23%
American Indian or Alaska Native	17	8%
Asian	0	0%
Black or African American	20	10%
Native Hawaiian or Other Pacific Islander	0	0%
White	101	49%
Two or more races	22	11%

Total:

Hispanic	432	13%
American Indian or Alaska Native	273	8%
Asian	0	0%
Black or African American	137	4%
Native Hawaiian or Other Pacific Islander	0	0%
White	1,826	55%
Two or more races	638	19%

Percentage of Excused Absences:

Hispanic	432	13%
American Indian or Alaska Native	273	8%
Asian	0	0%
Black or African American	137	4%
Native Hawaiian or Other Pacific Islander	0	0%
White	1,826	55%
Two or more races	638	19%

Total:

Hispanic	30	12%
American Indian or Alaska Native	21	8%
Asian	0	0%
Black or African American	10	4%
Native Hawaiian or Other Pacific Islander	0	0%
White	132	51%
Two or more races	66	25%

Percentage of Unexcused Absences:

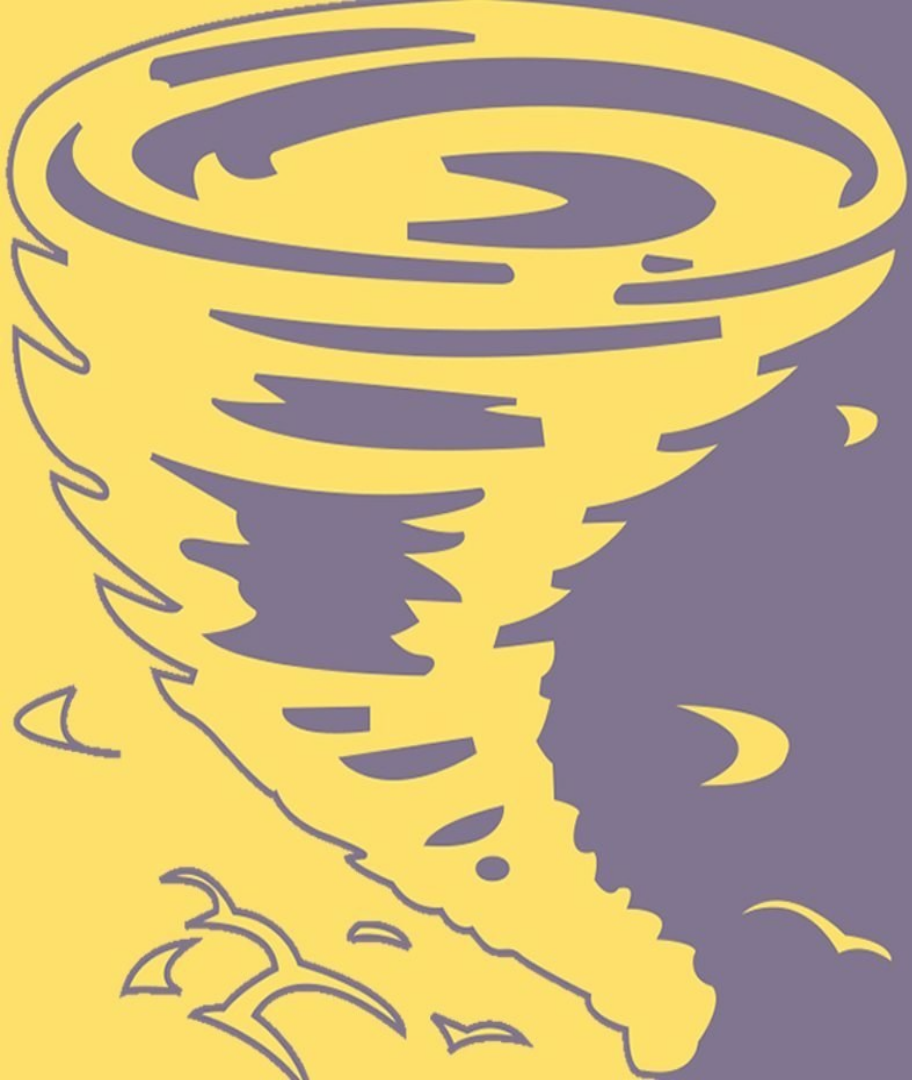
Hispanic	30	12%
American Indian or Alaska Native	21	8%
Asian	0	0%
Black or African American	10	4%
Native Hawaiian or Other Pacific Islander	0	0%
White	132	51%
Two or more races	66	25%

Total:

Hispanic	75	26%
American Indian or Alaska Native	31	11%
Asian	0	0%
Black or African American	13	4%
Native Hawaiian or Other Pacific Islander	0	0%
White	113	39%
Two or more races	60	21%

Percentage of Tardy Periods:

Hispanic	75	26%
American Indian or Alaska Native	31	11%
Asian	0	0%
Black or African American	13	4%
Native Hawaiian or Other Pacific Islander	0	0%
White	113	39%
Two or more races	60	21%



-) Our Plans for Next Year
-) ● CARE Team
 - Recovery Room
 - Restorative Practices
 - More Training of Classified Staff
 - Update Handbooks

Care Team Procedures

Objective or Function: Identify and support social/emotional needs that are not being met and to teach students coping strategies for self-regulation.

Exclusionary Factors: Receiving special education services.

Team Members: Jeff Pegues – Principal, Kerri Stevens – Asst. Principal, Jennifer Foraker – Counselor, Alexis McMillin – Student Services Coordinator, Social Worker, Michelle Gard – Instructional Coach, Roaming Substitute.

Personnel who will Assist: Linda Ryburn, Secretary, School Psychologist.

Step One:

- All staff complete SRSS-IB Screener for all students.
- From screener, identify those students in Tier 3 to see if they qualify for the SET team through the next steps.
- From screener, identify those in Tier 2 for teachers to watch closely.

Step Two:

- CARE team meets to begin gathering data on students in Tier 3 to see if they qualify for CARE team or if they need to go to SIT process. Data Collection includes:
 - o Strengths:
 - o Concerns:
 - o Grades:
 - o Attendance:
 - o Nurse Visits:
 - o Discipline Referrals:

- o Storm Shelter Visits:
- o Times on SOC Agenda:
- o Known ACES:
- o What strategies have been in place to date:
- o Observation data:
- o Teacher(s) Interview:
- o Student Interview (Who cares about you? Who do you care about most? Triggers?)

- Person Responsible for Data:

- o Ryburn: Grades, Attendance, Nurse Visits, Discipline Referrals
- o Social Worker: Storm Shelter Visits, Times on SOC Agenda
- o Foraker: Strengths, Concerns, Known ACES, What strategies have been in place to date, Observation data, Teacher Interview, Student Interview

Step Three:

- Data analysis leads to hypothesis.

Step Four:

- Based on hypothesis, put an action plan in place:
 - o Who is responsible?
 - o Amount of support needed?
 - o Measurement protocol?
 - o Exit Plan
 - o Obtain parent permission (needed?)
 - o How will progress will be communicated?
 - o Follow up with teacher(s) about plan and data collection.

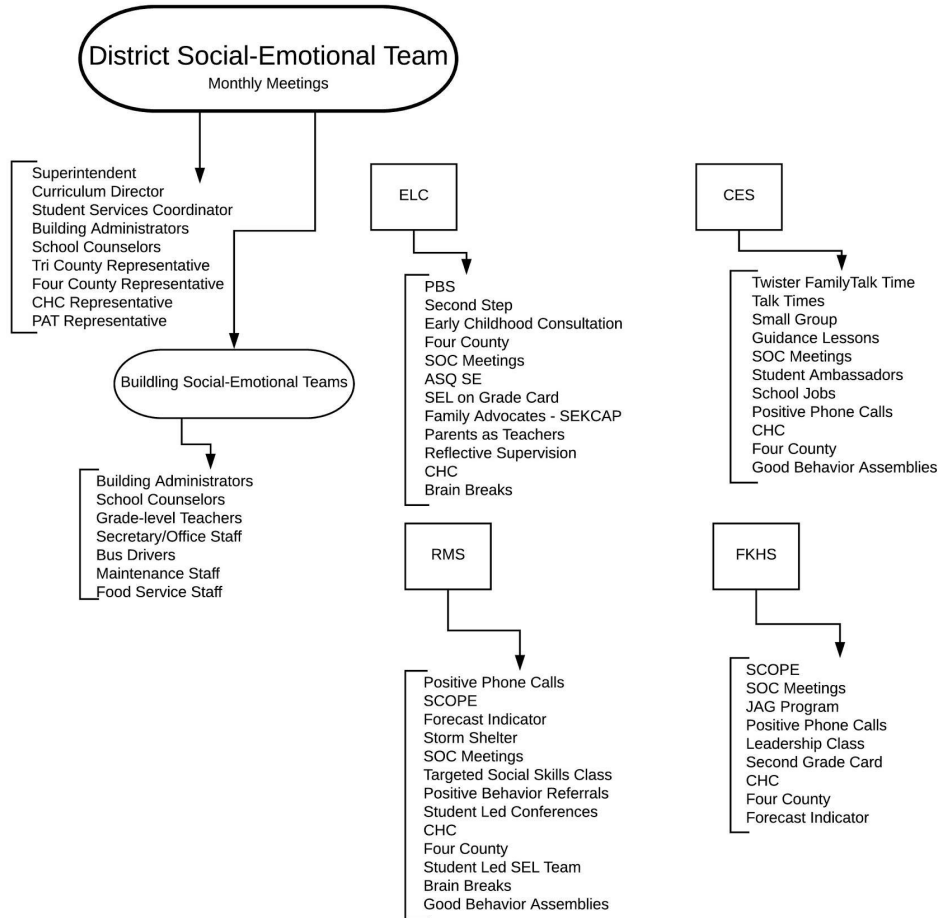


District Gameplan

- Philosophy
- Strategic Planning
- Communication Plan

Coffeyville Public Schools - USD 445

Social-Emotional Learning Framework





COFFEYVILLE PUBLIC SCHOOLS

BOARD OF EDUCATION OFFICE

615 Ellis
Coffeyville, Kansas 67337
Telephone 620.252.6400
mcmillina@cvschools.com

Social Emotional Committee Meeting Agenda

November 13, 2018

- One Activity You Do in Each Area for Self Care:
 - Physical
 - Emotional
 - Psychological
 - Spiritual
 - Professional
- Building Updates
 - FKHS - SRSS Completed, Upcoming Training with Students
 - RMS - Small Group Problem Solving meetings
 - CES - Safehouse Resources, Pilot 2.0, New Round of Pilot Teachers
 - ELC - Staff Morale is good
- Partner Updates
 - PAT - Leslie is a Safe Sleep Trainer
- Help for Billy Book Study

Valuing Individuals, Celebrating Learning, Improving Life!
USD 445 will provide a happy, caring, hopeful environment that will empower children to achieve their greatest potential.

USD #445 Mission Statement

Building on our culturally diverse community, USD 445 will prepare all students for life-long learning by providing resources for a comprehensive quality education in a safe environment that promotes high academic achievement and responsible citizenship in a global society.



COFFEYVILLE PUBLIC SCHOOLS

BOARD OF EDUCATION OFFICE

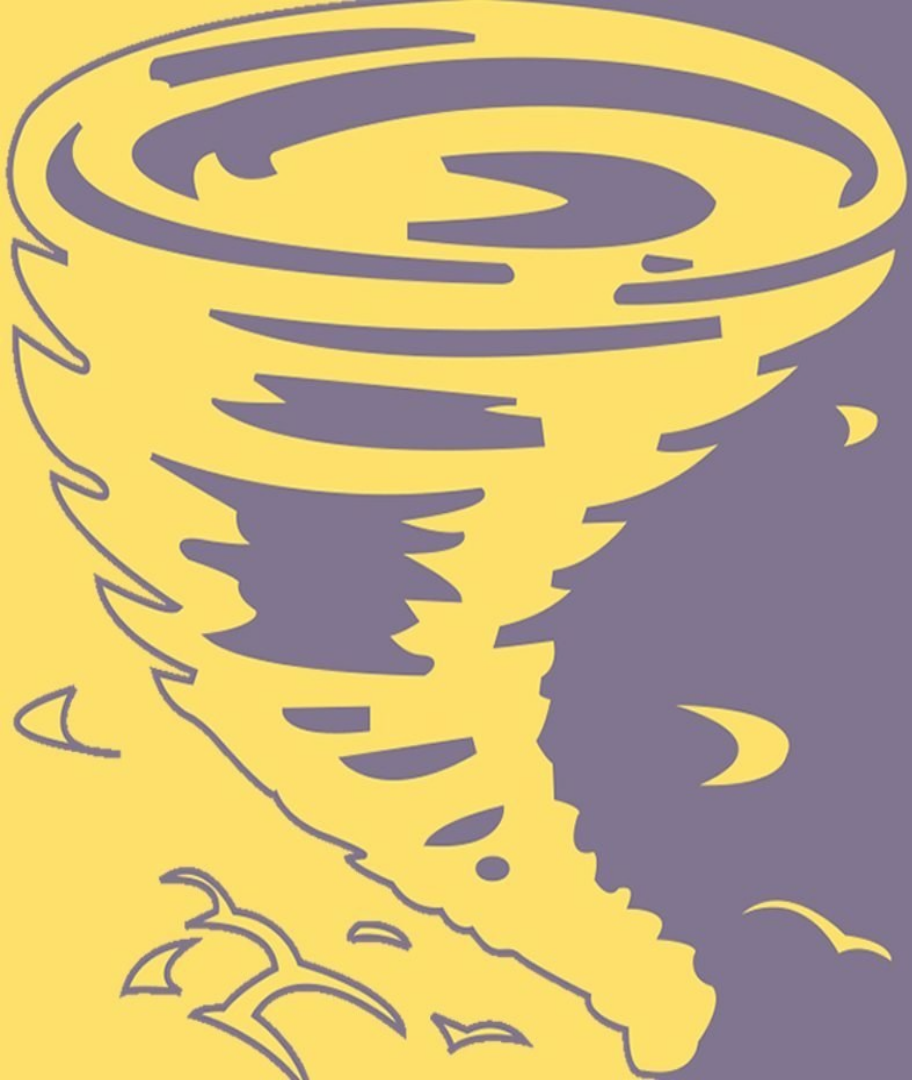
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- Review Trauma Responsive Schools Implementation Assessment (TRA-IA)
 - Next Time
- Building SE Meetings Update
- Continued Feedback from Second Step and Ramp Up for Readiness Curriculum
 - Continues to be good feedback
- Trauma-Informed Name
 - Resilience
 - The goal is to build more resilient kids
 - Growth mindset
- Finalize ASIST Attendees
 - ELC - Samantha & Family Advocates
 - CES - Amy, Madison, Chelsey, Trey, Tim, Kelsa King
 - FKHS - Luke, Delia, Taasha, Casey
- Next Meeting December 11, 2018 at 1:00 pm
 - Chapters 3 & 4 Help for Billy

Valuing Individuals, Celebrating Learning, Improving Life!
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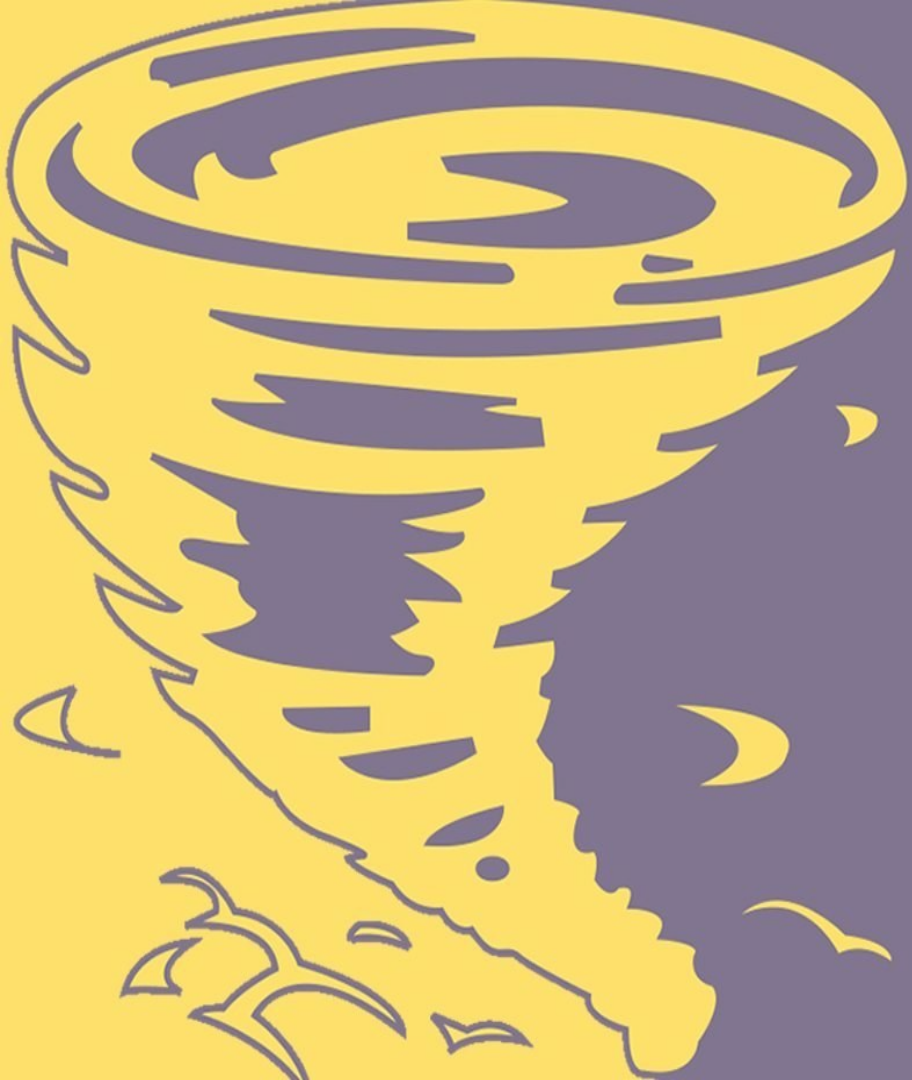
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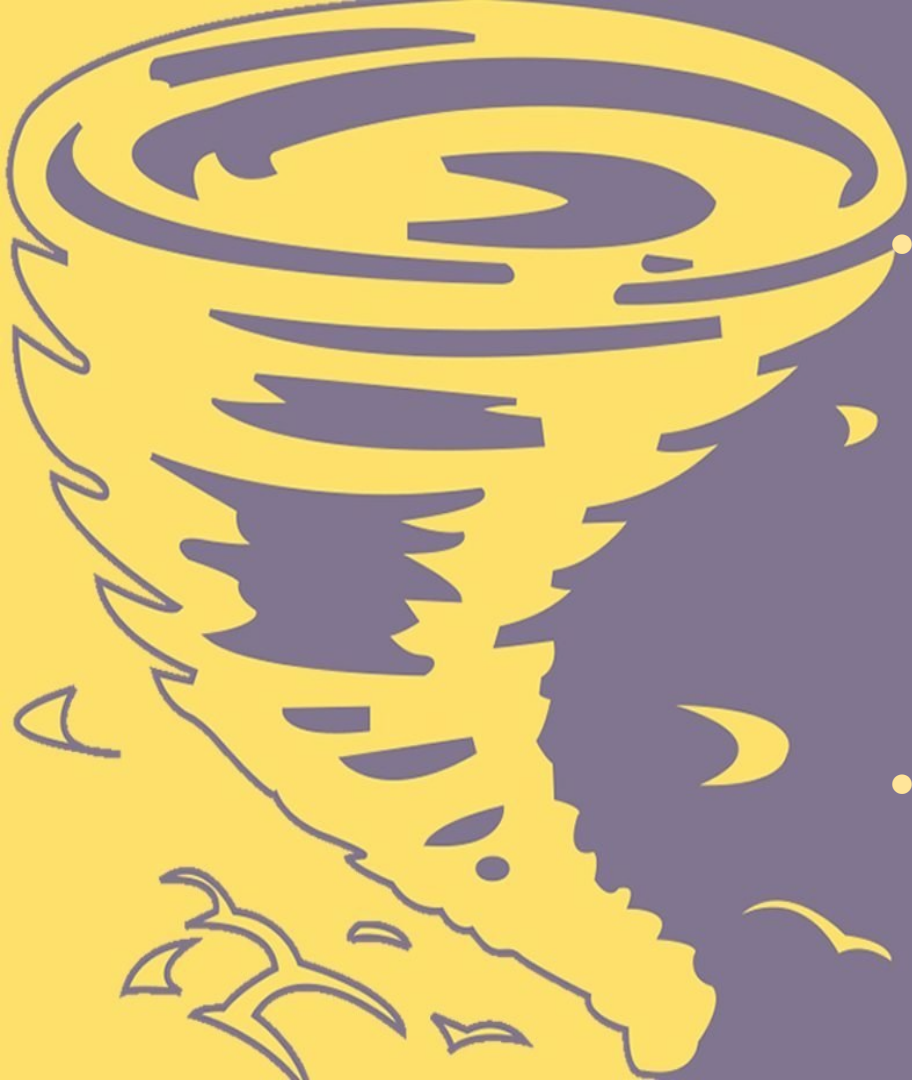
Three Year Plan

- 2018-2019 – Year One
 - Focus on Regulation and Relationships
 - Build and Strengthen Partnerships
 - SE Curriculum
 - Student of Concern Meetings
- 2019-2020 – Year Two
 - Focus on brain science training and Recovery Rooms/Restorative Practices
 - Parent Involvement
 - Train Support Staff
 - Tiered Interventions
- 2020-2021 – Year Three
 - Continue with non-negotiables
 - Utilize data
 - Social-emotional learning labs



Partnerships

- Community Health Center of SEK
- BaSES – Greenbush
- Four County Mental Health
- Tri-County Special Education Interlocal
- Parents as Teachers
- Head Start
- Boys & Girls Club
- Multidisciplinary Team



Multidisciplinary Team

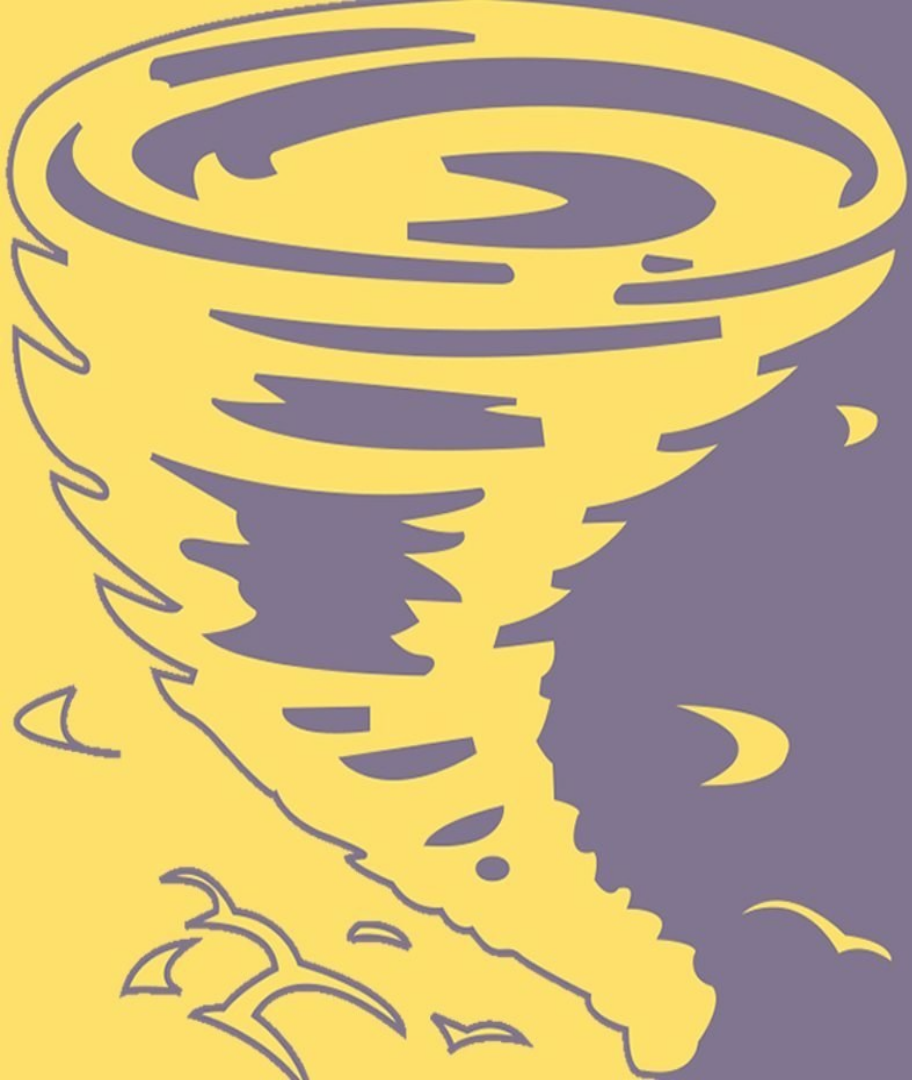
Members:

- County Attorney & Juvenile County Attorney
- Coffeyville Police Captain
- Coffeyville Fire Department Fire Chief
- Community Corrections – Juvenile Services
- Community Health Center of SEK
- Department of Children and Family Services
- Four County Mental Health
- Boys & Girls Club
- Coffeyville Recreation Commission

Meet Monthly

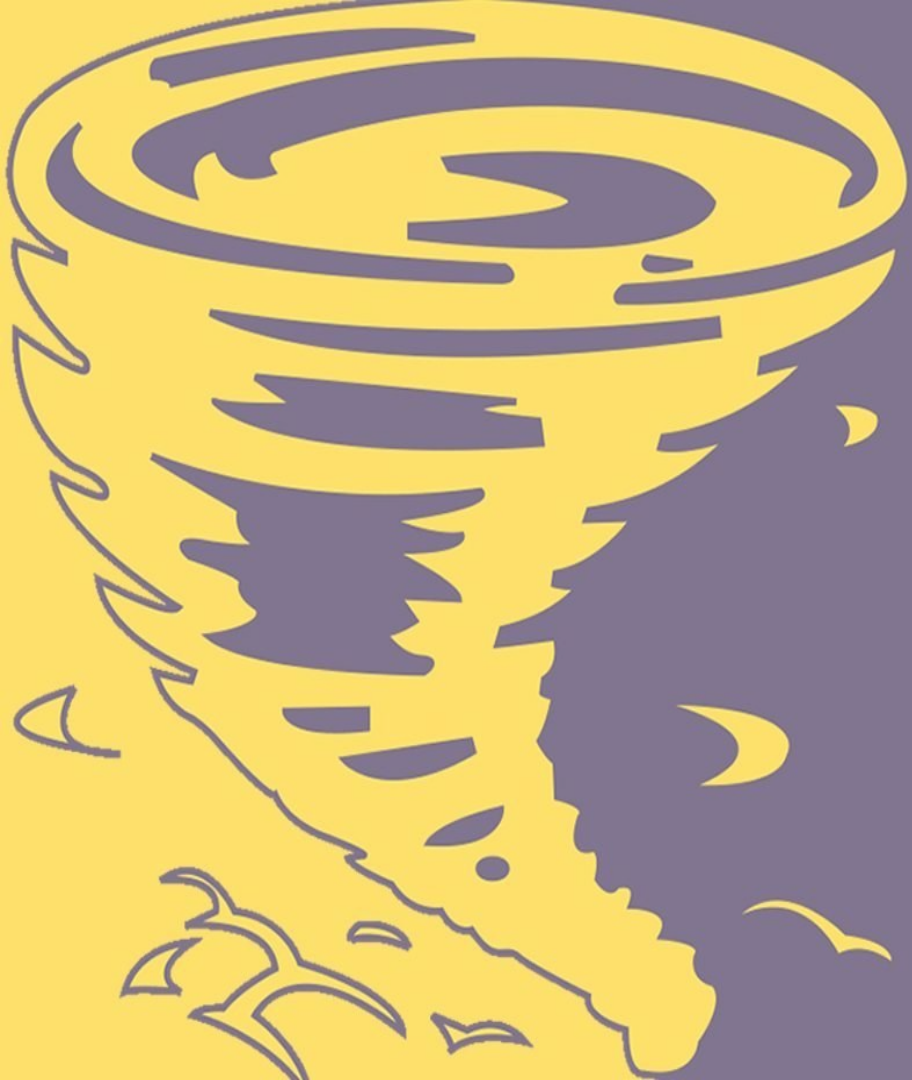
- Toured local CAC
- Working towards developing community CAC
- "Handle with Care"





) Common Misconceptions

-) • Letting kids get away with behavior
- Not meeting all kids' needs
- We are babying kids
- Kids will abuse interventions
- A ton of work for teachers



What we have learned...

- Start with SOC's
- Focus on Resilience just as much as ACEs
- Mindset that the plan is fluid
- Communication Plan
- Adapt Policy and Procedures



Social Emotional Team
Relationship Focused:
Building Resilient Students

What's Your Resilience Score?

This questionnaire was developed by the early childhood service providers, pediatricians, psychologists, and health advocates of Southern Kennebec Healthy Start, Augusta, Maine, in 2006, and updated in February 2013. Two psychologists in the group, Mark Rains and Kate McClinn, came up with the 14 statements with editing suggestions by the other members of the group. The scoring system was modeled after the ACE Study questions. The content of the questions was based on a number of research studies from the literature over the past 40 years including that of Emmy Werner and others. Its purpose is limited to parenting education. It was not developed for research.

Rains wants everyone to know that the resilience questions are only meant to prompt reflection and conversation on experiences that may help protect most people (about three out of four) with four or more ACEs from developing negative outcomes. A secure early childhood is helpful, but not necessary. A higher number of positive experiences is not necessarily more protective. He regrets that the questions have taken on a life of their own and that people may have misinterpreted or misunderstood their experience of risk and resilience, based on the ACE or "Resilience" questionnaires. For more information, he suggests reading this article on ACEs Too High — [Putting resilience and resilience surveys under the microscope](#).

RESILIENCE Questionnaire

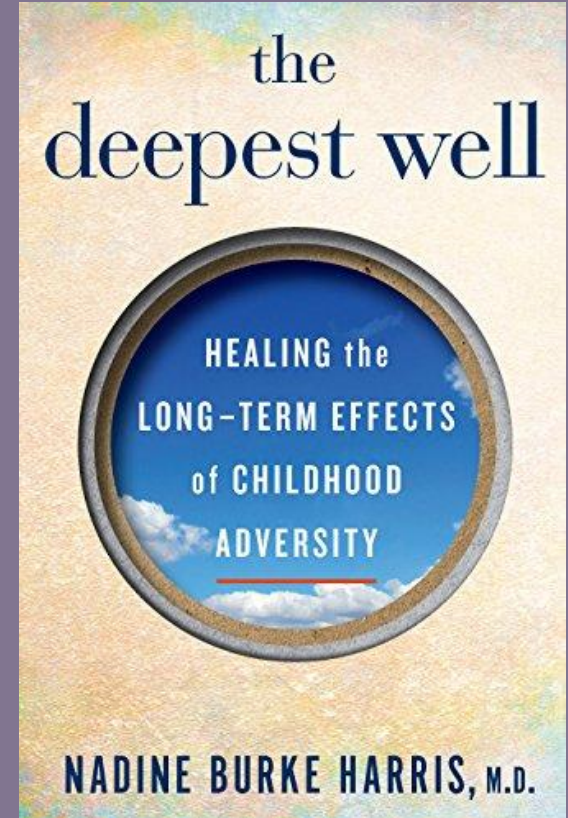
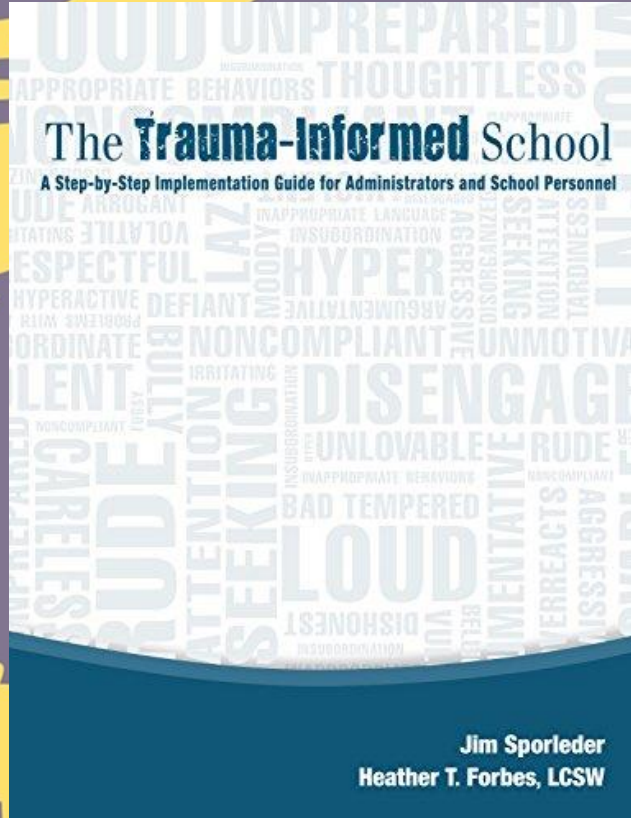
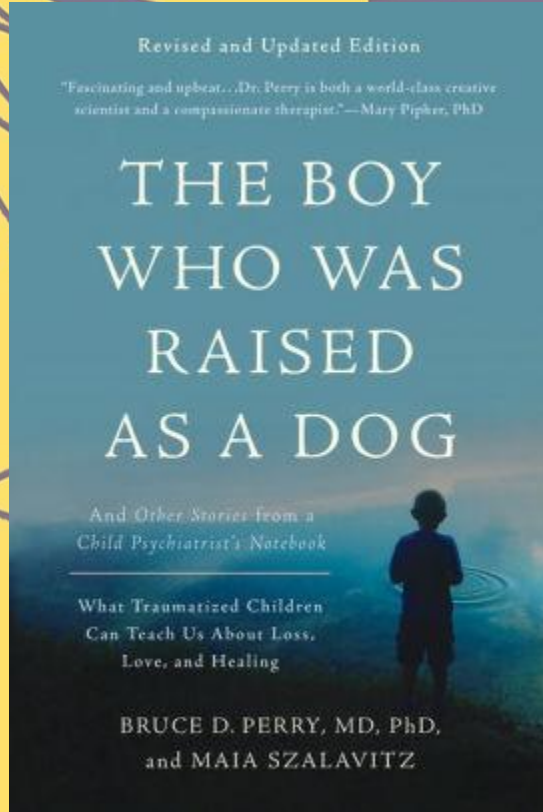
Please circle the most accurate answer under each statement:

1. I believe that my mother loved me when I was little.
Definitely true Probably true Not sure Probably Not True Definitely Not True
2. I believe that my father loved me when I was little.
Definitely true Probably true Not sure Probably Not True Definitely Not True
3. When I was little, other people helped my mother and father take care of me and they seemed to love me.
Definitely true Probably true Not sure Probably Not True Definitely Not True
4. I've heard that when I was an infant someone in my family enjoyed playing with me, and I enjoyed it, too.
Definitely true Probably true Not sure Probably Not True Definitely Not True
5. When I was a child, there were relatives in my family who made me feel better if I was sad or worried.
Definitely true Probably true Not sure Probably Not True Definitely Not True
6. When I was a child, neighbors or my friends' parents seemed to like me.
Definitely true Probably true Not sure Probably Not True Definitely Not True
7. When I was a child, teachers, coaches, youth leaders or ministers were there to help me.
Definitely true Probably true Not sure Probably Not True Definitely Not True
8. Someone in my family cared about how I was doing in school.
Definitely true Probably true Not sure Probably Not True Definitely Not True

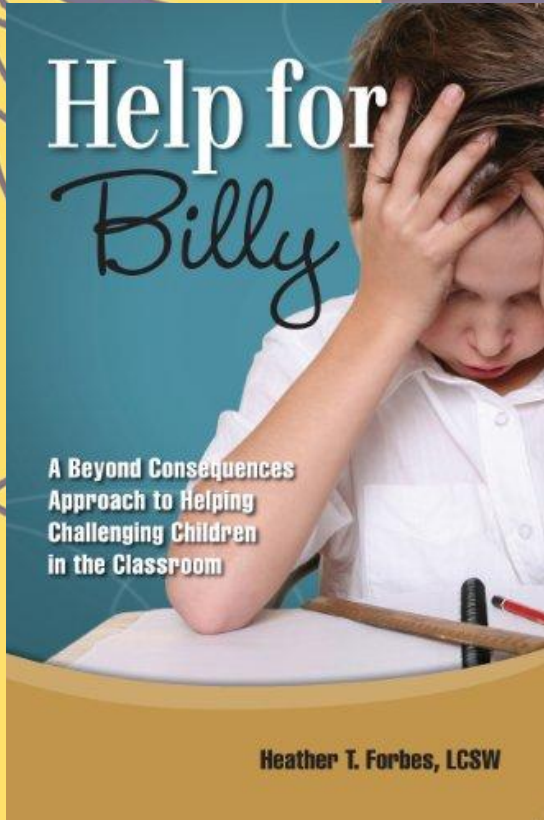
9. My family, neighbors and friends talked often about making our lives better.
Definitely true Probably true Not sure Probably Not True Definitely Not True
10. We had rules in our house and were expected to keep them.
Definitely true Probably true Not sure Probably Not True Definitely Not True
11. When I felt really bad, I could almost always find someone I trusted to talk to.
Definitely true Probably true Not sure Probably Not True Definitely Not True
12. As a youth, people noticed that I was capable and could get things done.
Definitely true Probably true Not sure Probably Not True Definitely Not True
13. I was independent and a go-getter.
Definitely true Probably true Not sure Probably Not True Definitely Not True
14. I believed that life is what you make it.
Definitely true Probably true Not sure Probably Not True Definitely Not True

How many of these 14 protective factors did I have as a child and youth? (How many of the 14 were circled "Definitely True" or "Probably True"?) _____
Of these circled, how many are still true for me? _____

Resources



Resources



secondSTEP



Behavioral Intervention Guide

*Addressing Student Behavior:
A Positive Approach*



*Conducting Functional Behavioral Assessments and
Developing Positive Behavior Intervention Plans*



Resources

Dr. Nadine Burke-Harris Ted Talk:

https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?language=en#t-946705

"Removed" – Trauma/Foster Care Video

<https://www.youtube.com/watch?v=lOeQUwdAjEO>

"Removed Part 2" – Trauma / Foster Care Video

<https://www.youtube.com/watch?v=1lfGmEa6UnY>

Childhood Trauma – PSA

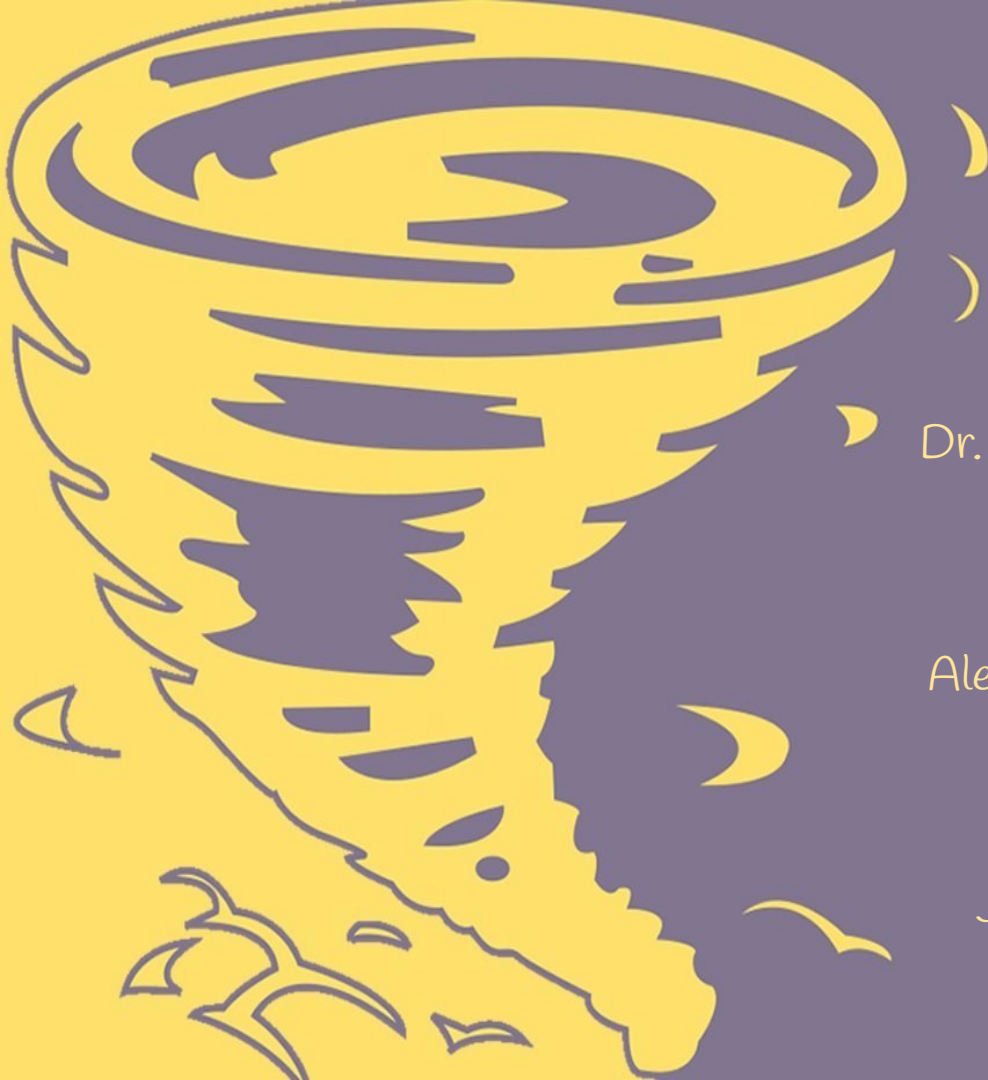
<https://vimeo.com/187759429>

Empathy Video

<https://www.youtube.com/watch?v=AZ-pU7ozt3g>

Building Relationships

<https://www.youtube.com/watch?v=VxyxywShewI>



Questions?

Thank you!

Contact Us:

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Superintendent of Schools



@drcorrell

Alexis McMillin – mcmillina@cvcilleschools.com

Student Services Coordinator



@AlexisMcmillin

Jeff Pegues – peguesj@cvcilleschools.com

Roosevelt Middle School Principal



@MilesPegues