



Jennings County School Corporation



“Educating the whole child for the whole world.”

Student Comments - "What is your struggle?"

- *My parents are drug addicts and people make fun of my moms mugshot on google images.*
- *Losing close family members and friends.*
- *I have depression and I am a cutter. I've struggled with suicidal thoughts and it's rough.*
- *My mom slams me up against walls and constantly screams at me.*
- *Everyday since I was 10 I have thought of different ways to hurt or kill myself. I have attempted suicide multiple times.*
- *My arms are filled with self harm scars as is my stomach and thighs. I still think of suicide today.*
- *I am worried about having a career when I'm out of college.*

Student Comments - "What is your struggle?"

- *The molestation from my biological dad and the fact that my mom basically didn't want me. She put me in foster care at age 5.*
- *I feel alone when I'm surrounded by people.*
- *I am tired and stressed all the time.*
- *I am transgender and depressed and I would lose my home if I came out about it.*
- *I'm dealing with the trauma of rape and being molested.*
- *I feel alone in my family because there are so many problems.*

Engaging the School Board & Community

- Board members participating in strategic planning
- Board willing to approve Director of Social Emotional Learning position; supporting consultants coming into the district for professional learning.
- Community Health Partnership monthly meetings
- Systems of Care monthly meetings
- Planning committee for support group for grandparents raising grandchildren
- Supporting the Foster Grandparent program/training

Engaging the School Board & Community

- Community foundation donated water bottles to every elementary school for all students
- JayC hosted a community food drive, 120 grocery bags of food and 40 palates of food were donated
- Cummins, Inc. provided \$20,000 through a grant to purchase healthy snacks for elementary students.



Student and Staff Social Emotional Learning Survey

- Survey developed, administered and aggregated by Indiana University Center for Evaluation, Policy and Research
- Constructs for students grades 3-6th : grit, self management, self awareness, fairness and discipline, academic climate, sense of belonging, and school safety
- Constructs for students grades 7-12th: grit, self management, self awareness, fairness and discipline, growth efficacy, academic climate, sense of belonging, and school safety
- Construct scores disaggregated by demographics, academic performance, time of year taking the survey, discipline, and attendance
- Constructs for teachers include: self reflection, professional learning, and school climate
- Administered to students and teachers, pre trauma informed training and one year post trauma informed training.

SHAPE (School Health Assessment and Performance Evaluation System)

- The Whole Child committee completed the SHAPE assessment, explored areas of opportunities and developed next steps
- Advance a data-driven mental health team process for our district
- Access free, targeted resources to help advance mental health quality and sustainability
- Be counted in the National School Mental Health Census
- <https://theshapesystem.com/>



School Health Assessment
and Performance Evaluation System

District Wide PD

Trauma Informed/Responsive Care schools & Applied Educational Neuroscience

- **Trust Based Relational Intervention[®]** is an attachment based, trauma informed intervention that is designed to meet the complex needs of children. The heart of TBRI is connection

*Empowering
Connecting
Correcting*



District Wide PD

Trauma Informed/Responsive Care schools & Applied Educational Neuroscience

- Phase 1, 2018-2019- PD for all elementary staff, food services, custodians and bus drivers
- Consultation sessions 3/year during year 1 of implementation
- Phase 2, 2019-2020- PD for all secondary staff
- Consultation sessions 3/year during year 1 of implementation
- <https://child.tcu.edu/about-us/tbri/#sthash.u7KOee5f.15weTB6E.dpbs>

*Empowering
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District Wide

Community Mental Health Partners

- MOU with community mental health agency
- MOU with mental health agency that provides court ordered therapy for foster students
- Each school has 1-2 Family Support Specialists housed in the school
- One therapist shared by the district from CMHC
- With consent of parents the school counselor can refer to Centerstone



6th-8th Grade

Botvin Life Skills

- All middle school teachers trained in life skills
- Botvin *LifeSkills Training*, an evidence-based prevention program for youth that teaches skills to reduce the use of alcohol, tobacco, illicit drugs, and violence.
- Lesson topics include: self-image and self-improvement, making decisions, tobacco, alcohol & marijuana education, coping with anger, coping with anxiety, communication skills, social skills, assertiveness and resolving conflicts

www.lifeskillstraining.com.



Secondary



Hope Squad, Suicide Prevention

- Hope Squad members are the eyes and ears of a school.
- They are comprised of students who are trained to watch for at-risk students—provide friendship, identify warning signs, and seek help from adults.
- Hope Squad advisors train students who have been identified by their classmates as trustworthy peers to serve as Hope Squad members. Through evidence-based training modules, Hope Squad members are empowered to seek help and save a life.

Secondary

Hope Squad, Suicide Prevention



- Hope Squad members are NOT taught to act as counselors, but rather, are educated on how to recognize signs of suicide contemplation, and how to properly and respectfully report this to an adult.
- All hope squad members, advisors, counselors, administration were trained in QPR (question, persuade, refer)

- <https://hopesquad.com/>

Secondary

Get Schooled Tour



- Get Schooled Tour consecutively for 3 years
- The Get Schooled Tour is a one hour, high energy program, that combines live music, interactive polling, and compelling video, to motivate students into a local system of care.
- Topics such as depression, anxiety, suicide, and drug abuse are the focus
- Polling results have assisted in obtaining funding for programs
- The number of students in active crisis on the day of the program has decreased, last year it was 65, this year 30. Anxiety and depression remain the same, but less students are in crisis. It's difficult to know if this is related to Get Schooled or Hope Squad.
- <http://www.getschooledtour.com/>

District Wide

Various School Level Strategies to focus on the Whole Child

- Amygdala Reset Rooms/Calming Corners/Sensory Room/Regulation Tool Kits to assist with the intention of regulation, both co-regulation and self- regulation



District Wide

Various School Level Strategies to focus on the Whole Child

- Attendance concerns- attendance review panel including community partners, DCS, and probation to focus on root cause of absenteeism and eliminating barriers. Focus on Success Plans rather than attendance contracts.
- Elementary schools are focusing on one healthy snack daily in the classroom. Grant from Cummins provides monetary support.
- Reduction of punitive consequences, focus on replacement with appropriate behavior. Students are returning to classes regulated and ready to learn.

Systems of Intervention and Support

MTSS



- MTSS District Wide System Includes SEL Supports
- Crisis Response Protocols: Standardized and Shared
- Mentors; individualized student behavior plans for all Tier 2 students; Pre-K offered to homeless/McKinney Vento students; Centerstone offering services to uninsured and underinsured students

Systems of Intervention and Support

Data Shows Positive Impact of Individual Student Supports
(Exit to Homeschool, Attendance, Expulsion)

JCHS 1st Semester Withdrawal Data					
IDOE CODE	2015	2016	2017	2018	2019
Code 2 - Disinterest in Curriculum	0	7	12	2	3
Code 20 - Homeschool	74	50	80	49	5
Code 30 - HSE	0	0	1	0	11
Code 31 - Non Accredited High School	0	0	0	0	3
Total Students:	74	57	93	51	22

Challenges We Have Encountered and/or Lessons Learned

- ★ Changing a culture and philosophical beliefs takes time and a great deal of patience!
- ★ You must move slow to ultimately move fast.
- ★ Getting staff involved in the creation of the system is necessary for success.
- ★ Making sure all initiatives align with the strategic plan. (*which means your strategic plan must include SEL*)
- ★ Take the time to find the right people for each job.
- ★ Share updates and data with the school board often.



Supporting/Connecting with Our District

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**"When we
nurture a
child's whole
being, we
open doors to
endless
possibilities."**

- Susan Wright