District-wide Trauma Informed Care System

East Central ISD - San Antonio, TX

EC Cares

Hernandez Family
- John-19 years in education, Student Services Director, 3 years Attendance, Drop Out Prevention, McKinney-Vento, DAEP, teacher, coach, high school administrator, and At Risk Campus Principal.
- Wife Sandra-24 years in education, 10th grade Pre AP English teacher, taught and coached at the middle school.
- Destiny-6th grade
- Brandon-2nd grade

Located in the SE side of San Antonio (Bexar County)
- 269 Square miles
- 10,300 students in the district.
- 1 high school, 2 middle schools, 2 intermediate, and 6 PreK-3
- 70% economically disadvantaged
- 70% of our students use our transportation

East Central ISD

HB 2398, 2015-2016
- First Level: Attendance Forum-3 or more unexcused absences
  Total=1041 students  PreK-5=544 and Secondary=497
- Second Level: Attendance Contract Meetings with the Municipal Court Staff at Central Office-10 or more unexcused absences
  Total=656 students
- Third Level: Mediation Contracts w/ County Judge-30 students
  - ***148 cases dismissed/referred to outside agency***

Each day in America…
- 16,244 public school students are suspended
- 4,399 babies are born to unmarried mothers
- 3,473 children are arrested
- 2,570 babies are born into poverty
- 1,836 children are confirmed as abused or neglected

Children’s Defense Fund, 2014

***3rd book is in the process-Compassion Fatigue***

Children of the planning meeting:

Reach Out to Transform the Lives of Wounded Students

***Emphasized in the process-Compassion Fatigue***
What is a Wounded Student?

Wounded children are already bloodied by their past or present circumstances, and these circumstances have given them a sense of hopelessness. These children have been or are currently being abused or neglected, depressed, living in poverty, or do not have parents or other adults who play a significant role in their lives.

"Reaching the Wounded Student"

"I agree that there are many at-risk children in our society, but it became increasingly clear to me that we are missing the real issue: Many of these children are not at-risk anymore. They are wounded. Their deep scars of emotional, physical, and mental pain are stuffed deep inside because, as a society, we are led to believe that they will go away."

-Rebecca Hendershott

Why Wounded?

Deep hurts affect every community, every state, and every nation regardless of race, gender, or economic status. It has no edges, nor does it. Everyone has dealt with wounds at some point in their life, but how we respond to these wounds is paramount. This is not a time for prevention or evaluation, but a time for action.

Joe Hendershott

Additional Information

"Trauma restructures a child's neural networks. It affects attention and memory, in addition to executive functioning skills, such as organization, planning, and self-regulation."

-Glen Cook

10/17/17

AT-RISK-INDICATOR-CODE indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria only. A student at-risk of dropping out of school includes each student who is under 21 years of age who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student's parent.)
4. did not perform satisfactorily on an assessment instrument administered under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by the term "homeless children and youths", and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

ECISD Cases: Students beyond A1-Risk

- Loss of family member/friend (following someone on Social Media)
- Mother is in hospice/long term illness
- Both parents are incarcerated
- Do not fit within the 13

ECISD Cases: Students beyond A1-Risk

**Do not fit within the 13**

***Using attendance data, in most cases, the student/family/guardian was not communicating with school.***

***System not in place for transitions***

***Happened in spots***

13 At-Risk Codes, Texas Education Agency
DAEP student data
• Polled in Nov. 2015, 35 of 40 (88%) had a traumatic event.
• Polled in April 2016, 28 of 30 (93%) had a traumatic event.
• ***10 had multiple traumatic events***
• Out of the 70 students, 35 students (50%) have never talked to their
counselor or anyone at school about their circumstance.

ECISD has students that are beyond At Risk.

EC Cares
At Risk (13 Codes)
• Predicts that you may become a dropout
• Something might happen 
• Student is incarcerated
• Academic driven
• What intervention will you put in
place?

Wounded Student (EC Cares)
• Trauma event has already
occurred
• Parent/Guardian is incarcerated
• Reasons that support these
numbers are post 9/11, high
divorce rate, younger parent(s),
social media, etc.
• What resource will you connect
the family with?

According to TIME
Magazine, 25-33% of students in each
campus have experienced a
traumatic event
(Anxiety and Depression)

1 out of 4 children
attending school have
been exposed to
a traumatic event
that can affect
learning and
behavior

The National Child Traumatic Stress Network, 2008

Journal of Health Affair
• 48% of children have experienced at least one kind of trauma
• 23% have experienced two or more
• 70% of children have experienced one traumatic event
• 40% of children have experienced multiple traumatic events

National Association of Psychology, 2014

• More Latina High Schoolers attempted suicide than their white peers—15.1% vs 9.8%
• Only 8% of Latinos say their child has ever used mental health care services vs 14% of whites

Salud America! Mental Health & Latino Kids: A Research Review

• Federal lawsuit alleges that the Compton, California, school district failed to support kids who experience emotional stress
• Scarcity of mental-health resources in Compton
• Behind the complaint are five students and three teachers
• 17 yr. old was subject to continual physical and sexual abuse by his mother’s boyfriends. He was homeless and slept on the roof of the Dominguez High School cafeteria for two months. When he was discovered by school officials, he was suspended and not offered any form of support.

Peter P., et al. v. Compton Unified School District


• Why? Do you do what you do?
• Start With Why—Simon Sinek

WHY: START WITH WHAT?
“Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around.”

- Leo Buscaglia

Ways to Address Wounded Students

• Make sure that your school climate says that you need you and it’s not the same without you
• Communicate high expectations
• Believe wounded students are trustworthy
• Teach leadership skills
• Be willing to get in the ditch with wounded students
• Give equal time to wounded students
• Give wounded students different avenues to express themselves. Example: Music, Art, Sports, Etc.
• Display empathy
• Teach resiliency
• Ask what, not why questions
• Be the positive/supportive adult in their life
• Show the student you care
• Build support system

Teachable Moments

• Every behavior is a teachable moment.
• Do not surrender your power during a teachable moment
• Everyone in the school is a teacher
• Invest in their lives by the gift of time
• You can become the expert working with wounded children
• Be able to suspend judgement
Redeeming Qualities

• With wounded students, always try to find some kind of redeeming quality.
• It will help when students return from suspensions or expulsions.
• Students can return with hope once justice is served.
• Can help prevent future problems.
• Build on strengths and not weaknesses.
• Keeps us from judging.
• Maintain high expectations.

EC Cares - How do you do what you do?

• Initial responder reports to appropriate staff on their campus or their direct supervisor (AP, nurse, counselor, Coordinator/Director etc.). All cases are reported to the appropriate counselor.
• Counselor meets with the student to determine levels of support (high or low). If necessary, refer to an outside agency.
• Each campus assigns someone to maintain the list (Name and ID number only) and input into Region XX-WST 0550.
Special Alert Benefits

- Every appropriate staff member is informed (between campuses)
- Proactive-anniversary event date
- Deliberate scheduling and programming
- Counseling support
- Outside resource support
- Each campus is able to print their entire special alerts

Discoveries

- Present to Transportation, Athletics, Nutrition, Technology, Custodial, Registration Staff, and Nurses.
- Awareness to every staff member in ECISD.
- Connect our ECISD staff with the appropriate resource they need.
- Equip and connect our parents with the appropriate resource for the trauma in their household.
- ECHS students want to create a student support group/student organization-counselor led.

EC Cares: What do you do?

- Continue to meet with our Focus Group (EC Cares every six weeks)
- Meeting with Bexar County staff regarding wrap around services 24/7. Agency communication with the school of the student.
- Booth at Hornets for Health Fair in the Spring
- Present at National Conference for “Reaching the Wounded Student”
- Continue to seek information on emotional literacy and compassion fatigue
- Continue to present to all staff and community members to increase awareness regarding trauma

Moving Forward-What do you do?

- Use of A2A attendance and HR298 to provide interventions
- Awareness to the Focus Group, meet quarterly, and invite outside agencies to present
- Present to District staff by department
- Present to campuses
- Present to community members
- Present to churches
- Present to local businesses

Process
Highlights

- Increased use of outside community resources
- Districts working with each other
- Rolling Oaks Mall

Rolling Oaks Mall shooting leaves 1 dead, several hospitalized
Second suspect arrested

Highlights

- 92.9% Graduation Rate, TEA 5 year Extended Longitudinal Rate
- 1.2% Dropout Rate, TEA 2014-2015 Annual Dropout Summary Report
- 17.3% Mobility Rate, TEA 2015-2016 School Report Card
- Decrease in 935 disciplinary referrals compared to 2015-2016
- Decrease in 31 DAEP placements compared to 2015-2016

“Remember that hope is not a gift given to us, hope is a gift we give to others.”
Elie Wiesel

“EVERY CHILD DESERVES A CHAMPION—AN ADULT WHO WILL NEVER GIVE UP ON THEM, WHO UNDERSTANDS THE POWER OF CONNECTION AND INSISTS THAT THEY BECOME THE BEST THAT THEY CAN POSSIBLY BE.”
—Rita Pierson

Co-created with teacher Elizabeth Maine
Every second counts—86,400

Everyone Matters
Your are important
Show them you care
Student is the customer

Trauma doesn’t stop at 4pm!

EC Cares—Every Student—Everyday

Comments...

Thank You!

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https://www.youtube.com/watch?v=-MH2HNA4de4