



Welcome!

We are so happy you are joining us!

*Please rename
yourself on zoom to
match your MyPGS
name, and add
your school site:
(John Smith/Pine
MS)
Thank you!*



WCSD 2021
Complex Trauma, Student
Learning, & The Trauma
Sensitive School

Working with Trauma Impacted Children and Youth

April 2021

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Principal, Inspire
Academy

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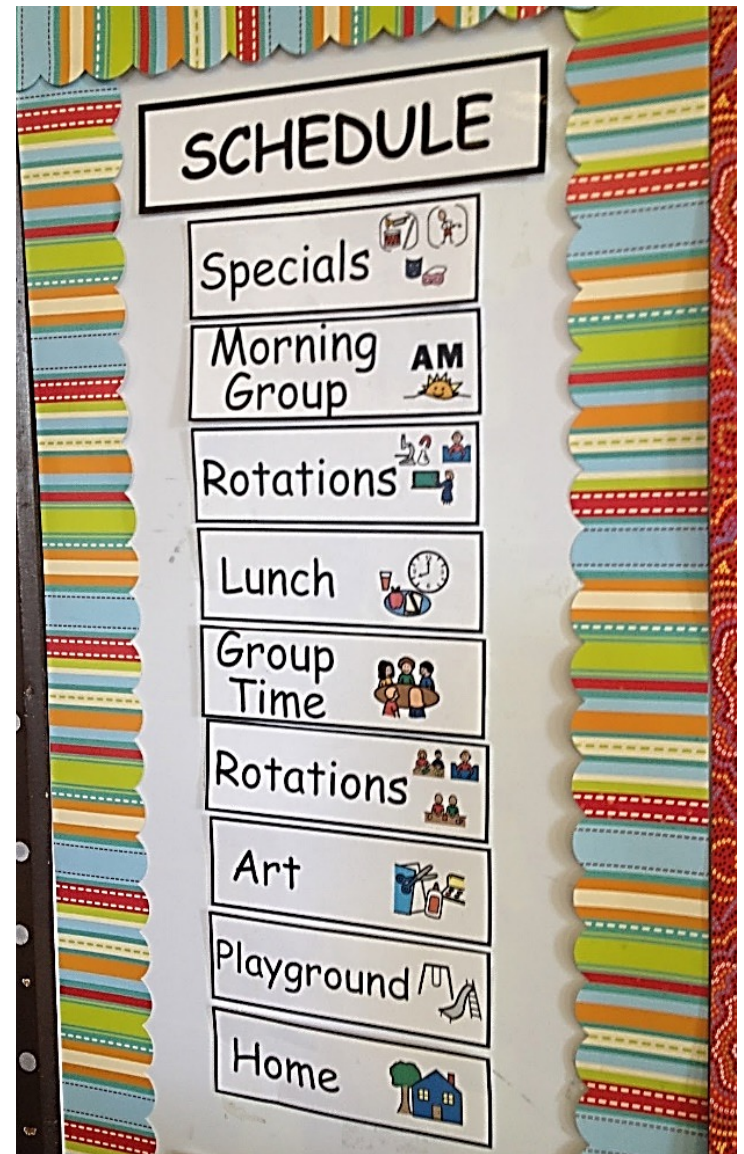


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Objectives

- Gain an understanding of trauma and how it impacts attendance.
- Understand how trauma impacts the whole child
- Discuss strategies to create trauma sensitive. environments that foster relationships and engagement.



Framing the Work



- It is difficult



- It is time consuming



- It requires us to update our practices to match student need



Why do students miss school?



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<https://youtu.be/WrBWFjgfE30>



Factors Related to Absenteeism

Community-Specific

- Unsafe neighborhoods
- Lack of health care, education support svcs., & job opportunities

School-Specific

- Teacher effectiveness
- Less challenging courses
- Poor student-teacher interactions

Student-Specific

- Negative peer influence
- Bullying
- Academic struggle
- Teenage parenthood

Family-Specific

- At-home responsibilities
- Low parent involvement
- Unstable housing
- Language differences



Source: Black, T., Seder, C., & Kekahio, W. (2014). Review of research on student non-enrollment and chronic absenteeism: A report for the Pacific Region (REL 2015-054).

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How do We Respond to Trauma?

- Remove Judgement
 - Build trust
 - Honest conversation
 - Build rapport
 - Ask if they are safe
 - On and off campus
 - Provide choices
 - Choice can be the venue, the personnel, what will be discussed.
 - Engage in their needs before you discuss the schools needs
 - Be collaborative
 - Your timeframe has to adjust to their needs
 - Empower the student
 - Explore current skills and abilities. Help the student establish their own framework for growth.
 - Have student identify what they can do to engage on their terms

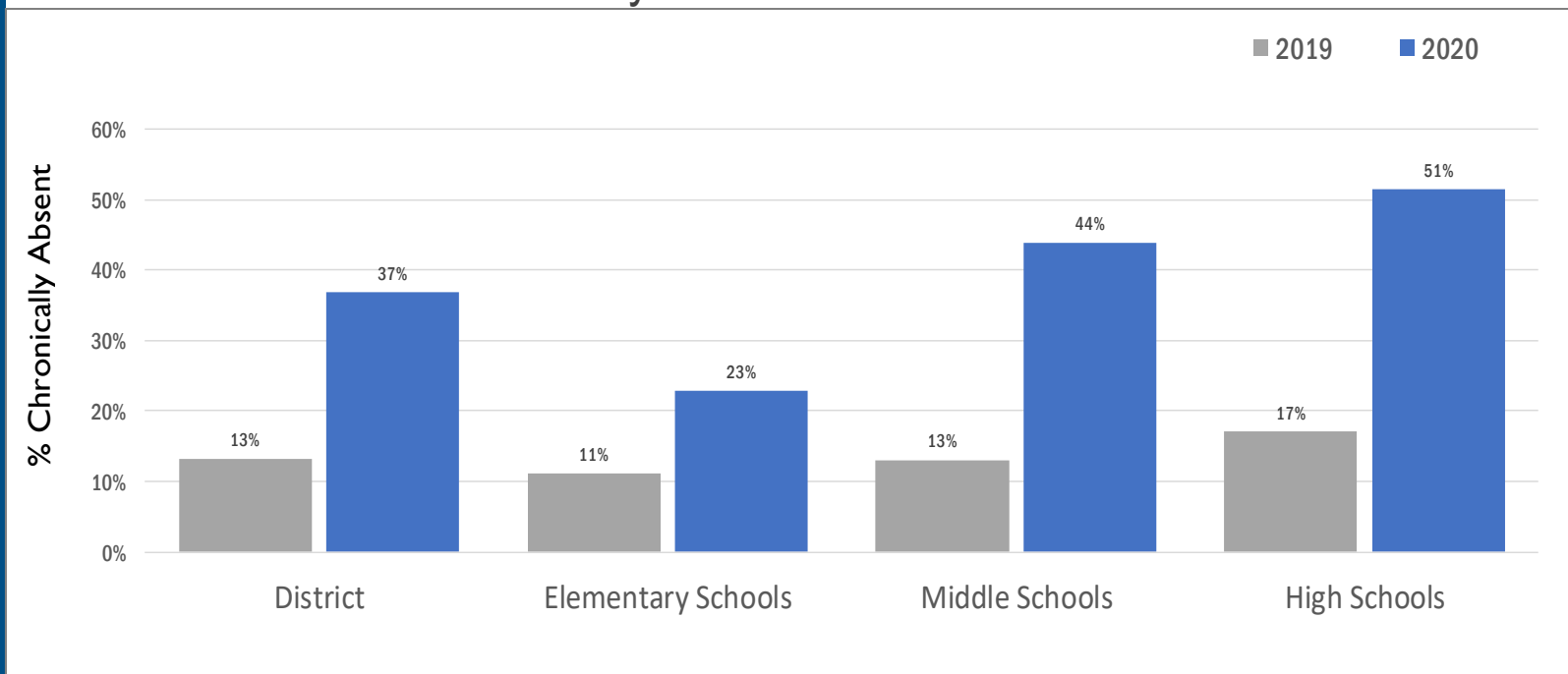


Case Study Breakout Discussion

A Middle school girl with extremely good grades and no attendance issues suddenly and without warning stopped coming to school. Teachers reached out to the family, with no initial response. Persistent and caring phone calls finally got through and we learned that her father had drowned while trying to enter the United States, coming from Mexico.



Term 1 Chronic Absenteeism by School Level



*2019-2020: Data as of 12/19/2019

*2020-2021: Data as of 12/17/2020

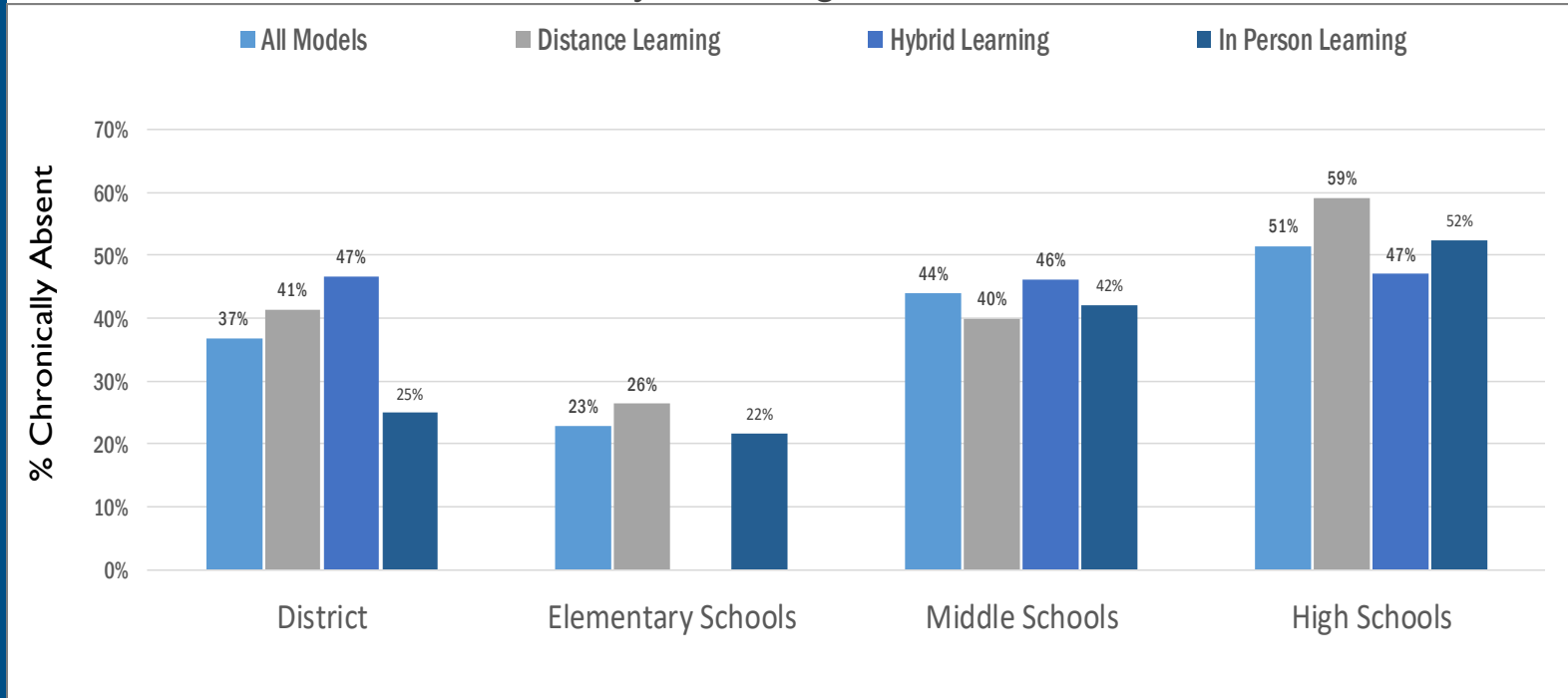


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Term 1 Chronic Absenteeism by Learning Model



*2019-2020: Data as of 12/19/2019

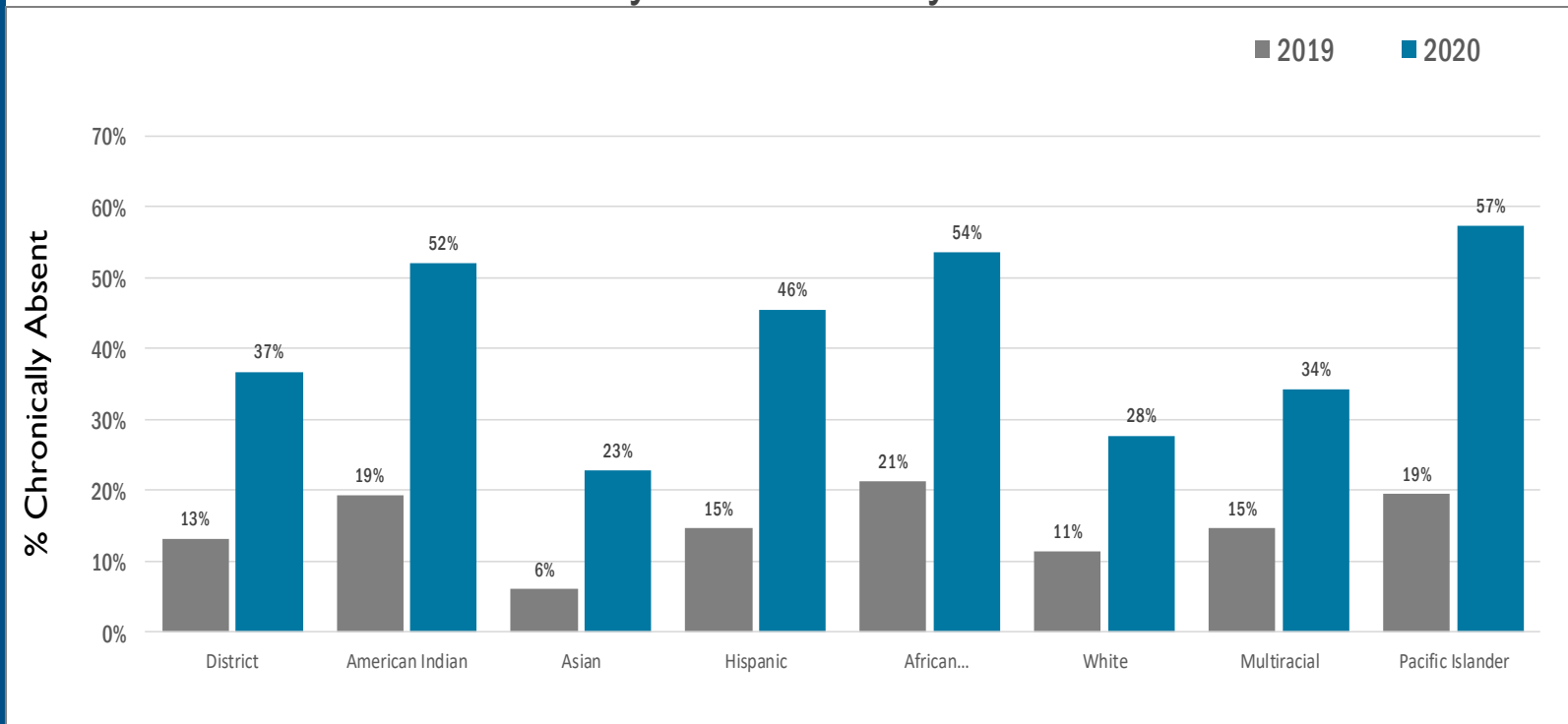
*2020-2021: Data as of 12/17/2020



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Term 1 Chronic Absenteeism by Race/Ethnicity



*2019-2020: Data as of 12/19/2019

*2020-2021: Data as of 12/17/2020

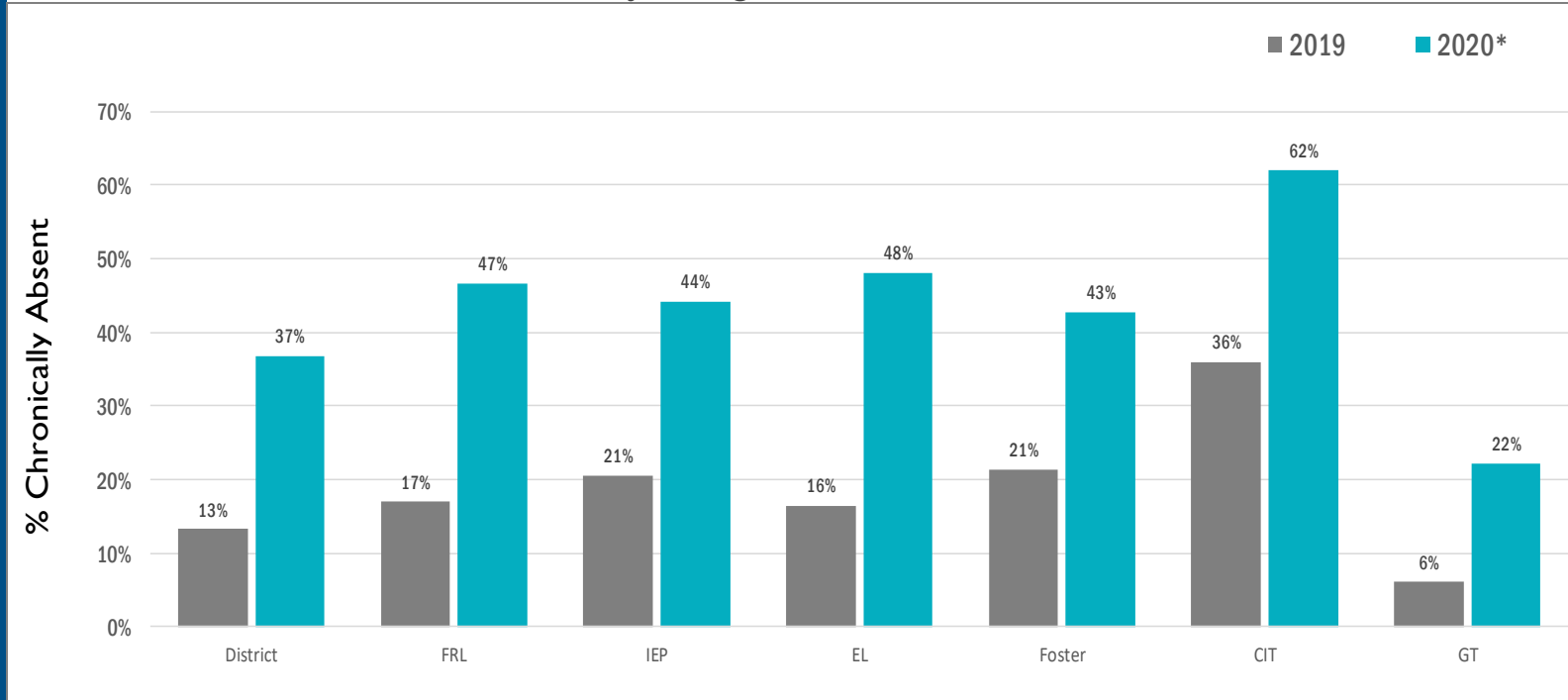


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Term 1 Chronic Absenteeism by Program



*2019-2020: Data as of 12/19/2019

*2020-2021: Data as of 12/17/2020



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Case Study Breakout Discussion

2nd grade student has stopped attending school, though her 3 siblings continue to attend each day. Sibling reports vary-she is sick, missed the bus, has an appointment etc. Parent cell phone is inconsistent, family lives 15 miles from school. First home visit: parent said student has a fever. Students continues not to attend and no contact from parents. Second wellness check reveals students has severe lice infestation and parents are embarrassed and do not want to cut her hair. Principal, Communities in School, and Nurse conduct home visit, provide supplies, assist in washing and coming through hair showing parents how to treat the student, and reviewing home procedures.



Types of Trauma

Acute Trauma

Results from a single, sudden, usually unexpected event such as a rape, a bad car accident, or witnessing violence

Chronic Trauma

Arises from long-standing, repeated events, such as sexual or physical abuse



How Can Trauma Impact Behavior?

- Difficulty with impulse control
- Acting out
- “On edge”
- Moodiness
- Frustration
- Withdrawal



Implications of Trauma:

Adverse Childhood Experiences (ACEs)

- Research into childhood experiences (both positive and negative)
 - Measures 10 types of childhood adversity; and
 - 5 types of family dysfunction
- Adverse Childhood Experiences have been linked to
 - risky health behaviors,
 - chronic health conditions,
 - Negative impact on mental health, and
 - early death.
- As the number of ACEs increases, so does the risk for these outcomes (CDC).



ACEs Statistics

- 2/3 of those surveyed experienced at least one type of severe childhood trauma.
- 1 in 5 reported 3 or more ACEs
- People with an ACEs score of 4 or more are:
 - twice as likely to be smokers
 - 12 times more likely to attempt suicide
 - 7 times more likely to be alcoholic, and
 - 10 times more likely to inject street drugs (CDC)



How Do You Think Trauma Can Impact Academic Performance?

- Decreased ability to engage
- Difficulty retaining information
- Higher rate of school absences
- Increased risk of dropping out of school
- Increase in behaviors resulting in suspension



Tools We Can Use

- Big
 - Student Accounting Dashboard
 - Allows you to track across consecutive days to set up interventions and monitor
 - Absenteeism Dashboard
 - Provides history and breakdowns by absenteeism category
 - Average Daily Attendance (ADA) Tracking
 - Monitoring Intervention

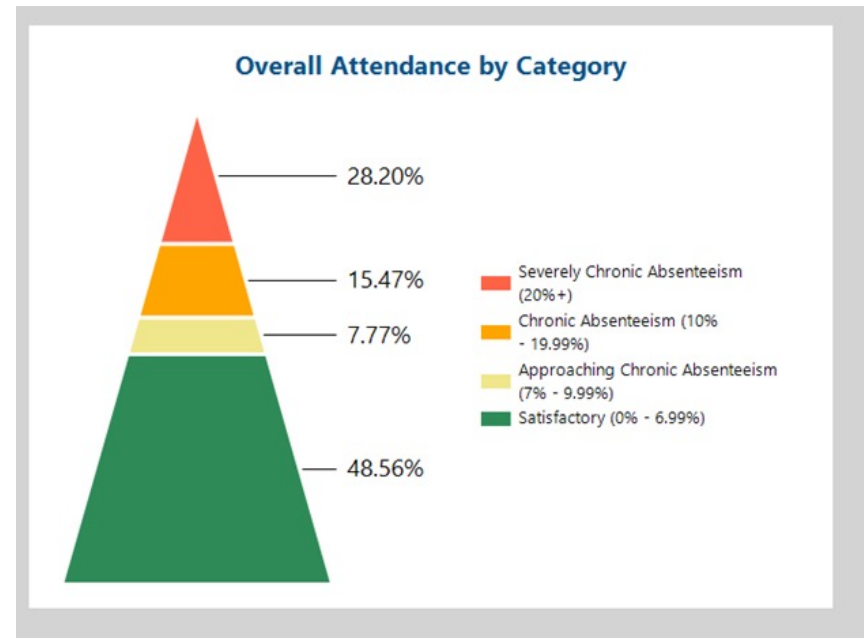
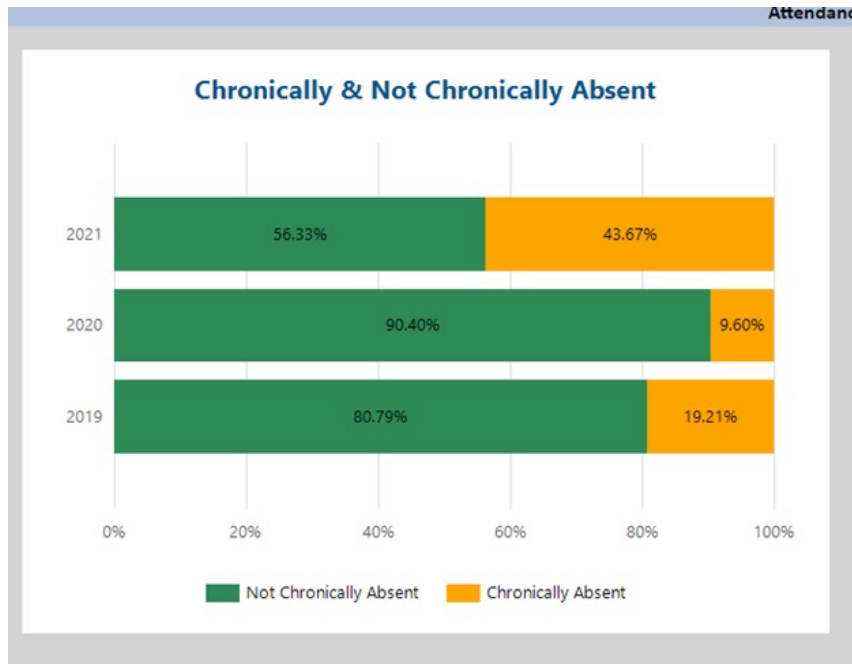


Student Accounting Dashboard

Consecutive Days Absent							
Grade Level	2 to 4	5 to 7 Days	8 to 10 Days	11 to 15 Days	16 to 20 Days	More Than 20	Total
Grade 09	<u>43</u>	<u>13</u>	<u>10</u>	<u>12</u>	<u>3</u>	0	<u>81</u>
Grade 10	<u>58</u>	<u>15</u>	<u>9</u>	<u>9</u>	<u>2</u>	<u>1</u>	<u>94</u>
Grade 11	<u>43</u>	<u>6</u>	<u>8</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>61</u>
Grade 12	<u>32</u>	<u>2</u>	<u>5</u>	<u>7</u>	<u>2</u>	<u>1</u>	<u>49</u>
Grade 13	<u>1</u>	0	0	0	0	0	<u>1</u>
Grade UG	<u>1</u>	0	0	0	0	0	<u>1</u>
Total	<u>178</u>	<u>36</u>	<u>32</u>	<u>30</u>	<u>8</u>	<u>3</u>	<u>287</u>



Absenteeism Dashboard



ADA Tracking

Student	First Name	Last Name	Grade	3/29/2021	4/13/2021	ADA Difference	Absent Days
1	student 1	student 1	HS	89.92%	90.71%	0.79%	13
2	student 2	student 2	HS	86.82%	87.14%	0.32%	17
3	student 3	student 3	HS	93.02%	93.57%	0.55%	9
4	student 4	student 4	HS	97.67%	97.14%	-0.53%	3
5	student 5	student 5	HS	68.22%	70.00%	1.78%	41
6	student 6	student 6	HS	97.67%	97.14%	-0.53%	3
7	student 7	student 7	HS	96.90%	97.14%	0.24%	4
8	student 8	student 8	HS	85.27%	85.71%	0.44%	19
9	student 9	student 9	HS	93.80%	93.57%	-0.23%	8
10	student 10	student 10	HS	77.52%	75.00%	-2.52%	29
11	student 11	student 11	HS	85.27%	86.43%	1.16%	19
12	student 12	student 12	HS	88.37%	86.43%	-1.94%	15
13	student 13	student 13	HS	96.90%	97.14%	0.24%	4
14	student 14	student 14	HS	96.12%	96.43%	0.30%	5
15	student 15	student 15	HS	82.95%	83.57%	0.63%	22
16	student 16	student 16	HS	100.00%	100.00%	0.00%	0
17	student 17	student 17	HS	98.45%	98.57%	0.12%	2
18	student 18	student 18	HS	99.22%	99.29%	0.06%	1
19	student 19	student 19	HS	100.00%	100.00%	0.00%	0



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Natchez Elementary

- On Monday, Chronic Absenteeism is about 23%
- Small Elementary School 120 students in pre-k to 5th Grade
- Serve students in Wadsworth and Nixon, farthest student lives over 20 miles from the school.
- We have trauma like every school.
- This year:
 - 4 students have lost a parent. 3 of them in the same classroom.
 - 3 students have lost an older sibling.
 - The reservation has also faced a high Covid rate which has led to the loss of many Tribal Elders, the Grandparents of our students.
 - Around 40% of students have a non-parent guardian.



Natchez Relationships

- "I have come to cherish these relationships with my students' families. I recently received a text as class was beginning. A student had slept in and missed the bus. The parent just wanted me to know. As a result of the relationships we had built during social distancing, the home-school connections became solid. I was able to quickly contact a school representative available to pick the student up and bring them to school. The parent quickly accepted the assistance. Within 45 minutes, the student was in school. A year ago this would not have happened. Prior to the COVID-19 crisis, I would not have felt comfortable offering the school's services, and the parent would not have contacted me, let alone texted me to explain why their child was not in school. Because of the evolution of our relationship, we have each been empowered to communicate our needs to one another."

— Deanne Hicks, 3rd Grade Teacher, Feb 16, 2021, Reno Gazette Journal



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Relationships at Natchez

- 10th year working as a school administrator on the reservation. First year at Natchez, benefitting from relationships forged over time.
- Know what's important in the community
- Value Culture
- Get to know families and extended families, Home Visits
- Communities in Schools
- Community Leaders
 - Community Education Initiative
- Communicate
 - Facebook, dialer, newsletter, cell phone/google voice



Stuff that works for us

- Create a school experience students and staff don't want to miss!
 - Surprise and Delight
 - Morning Announcements
 - Daily attendance award winner
 - Weekly and Monthly attendance incentive programs/Peer Pressure
 - Assemblies
 - Think about the classroom experience
 - Mental Health-Teachers and Students
 - Failing Grades, missing assignments



Final Activity Breakout Discussion

- Discuss in your breakout groups current strategies utilized that address:
 - Creating a trauma sensitive environment
 - Fostering Relationships
 - Addressing Chronic Absenteeism



How do We Respond to Trauma?

- Remove Judgement
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Questions



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WCSD Resources

Intervention Department

<https://www.washoeschools.net/Page/5579>

Multi-Tiered System of Supports

<https://www.washoeschools.net/Domain/202>

Family School Partnerships

<https://www.washoeschools.net/Domain/161>

Student Accounting

<https://www.washoeschools.net/Domain/180>



WCSD Parent
University



**Attendance
Works**

Advancing Student Success By Reducing Chronic Absence

www.attendanceworks.org

National Resources



CHARLES STEWART
MOTT FOUNDATION®

MY BROTHER'S KEEPER



<http://absencesaddup.org>

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Welcome to WCSD data!

Data • Information • Knowledge

<http://www.wcsddata.net>

<https://www.washoeschools.net/Domain/166>



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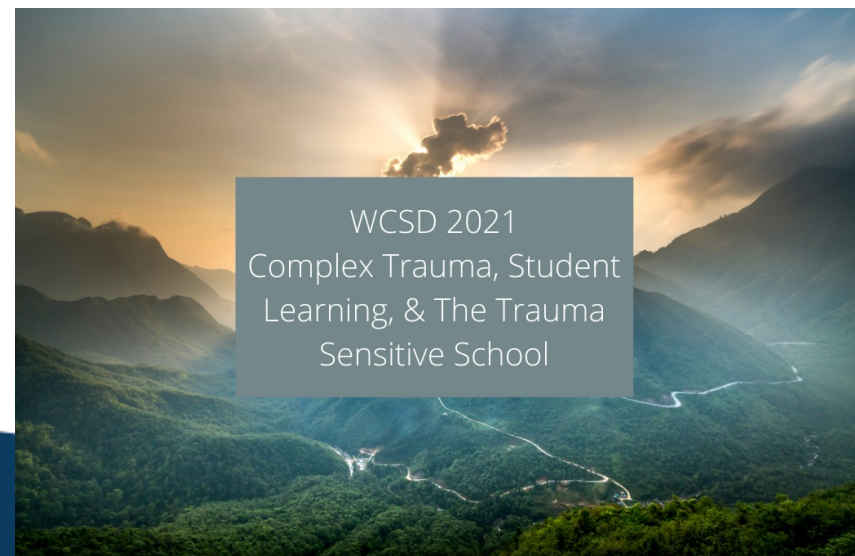




15-Minute Break!

Attendance and Behavior as Symptoms or Signals of Trauma

For further inquiries, please contact Rechelle Murillo at rmurillo@washoeschools.net



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