



Building a Trauma Sensitive School District

Fountain-Fort Carson School District 8

Preparing today's youth for tomorrow's responsibilities.



WELCOME

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"You either walk inside
your story and own it or
you stand outside your
story & hustle for your
worthiness."

- BRENE BROWN

ICE
BREAKER
ACTIVITY





DEMOGRAPHICS

- 8,338 students in the town of Fountain and on Fort Carson Army Installation
- 13 Public Schools
 - 1 early intervention, 8 Elementary, 2 Middle, 2 High School
 - 44% of students are elementary-aged
 - 4% of students fall under McKinney-Vento



DEMOGRAPHICS CONT...

- 51% of students identify as children of color
- 64% of students are military dependents
- Nearly 50% of students qualify for Free/Reduced Lunch services
- 18% of students receive special education services



THE WHY

To create safe, supportive schools where everyone can feel connected and THRIVE!

Trauma Informed practices

Help build

Resilient

Individuals while developing

Vitality through

Education



OUR JOURNEY

Continual family, parent, and student stress

- Frequent moves
- Inconsistent food, shelter, and income

Difficulty connecting and maintaining relationships

- Disrupted attachments
- Single family homes
- Multigenerational households

Increased rates of depression and other mental health disorders

- Limited community resources
- Mental health stigma with military connected families
- El Paso Co statistics
- Compassionate assignment



Flexible Framework

LEADERSHIP

PROFESSIONAL
DEVELOPMENT

ACCESS TO
SERVICES

POLICIES AND
PROTOCOLS

ACCESS TO
RESOURCES

COLLABORATION
WITH FAMILIES

READINESS

Adverse Childhood Experiences

Traumatic events that can have negative, lasting effects on health and wellbeing



People with 6+ ACEs can die

20 yrs

earlier than those who have none

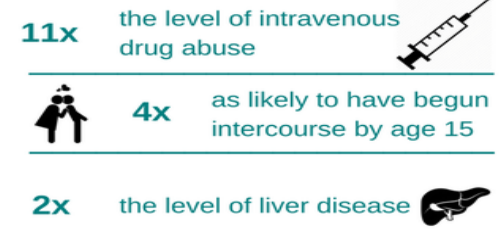
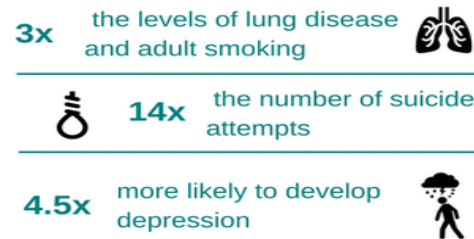


1/8 of the population have more than 4 ACEs



www.70-30.org.uk
@7030Campaign

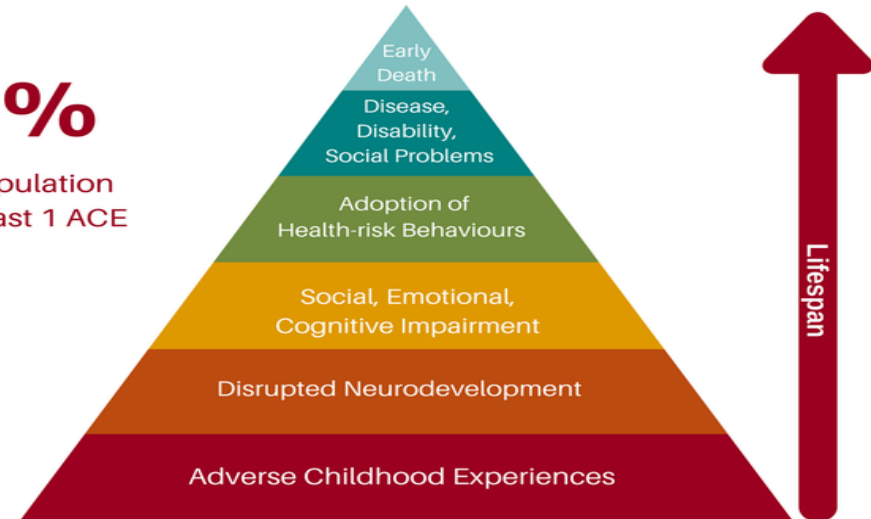
4 or more ACEs



“ Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today ”

Dr. Robert Block, the former President of the American Academy of Pediatrics

67%
of the population have at least 1 ACE



ACEs



CORE PRINCIPLES

Understand Trauma and Its Impact

All staff share a common understanding of trauma and its impact on students, families, and staff. Staff create a joint mission to foster learning environments that acknowledge and address the impact trauma has on a student's success.

Cultivate Relationships

Schools and staff establish safe, authentic, and positive relationships to encourage and build resilience. The relationships among and between all school staff, students, and families are kept in high regard.

Ensure Emotional and Physical Safety

Schools are committed to establishing safe physical and emotional learning environments where basic needs are identified, safety measures are in place, and staff responses are consistent, predictable, and respectful.



CORE PRINCIPLES

Support through Empowerment

Schools operate in a way that support choice, control, and empowerment for all students, families, and staff.

Strive for Cultural Competence

Schools strive for cultural competence by acknowledging and respecting diversity within the school, considering the relationship between culture, traumatic experiences, safety, healing, and resilience, and using approaches that align with the cultural and linguistic backgrounds of students, families, and the broader community.

Promote Collaboration

Schools use a collaborative approach with students, families, and staff through sharing of power and decision making across all levels of the school and seeing students and families as partners.



What's wrong
with you?

VS.

What happened
to you?

PERSPECTIVE SHIFT



PRIORITIES

Data-based
decision-
making

Staff self-
care

Safe and
welcoming
environments

Access to
mental health
services and
supports

Classroom skills
and strategies

Understand
the basics of
trauma



CULTURALLY RESPONSIVE

Perspective

Embracing
strengths and
differences

Understanding
history and
culture

Relationships

Family
involvement

Connecting
culture to the
classroom



RELATIONSHIPS

- Routines and rituals
 - Predictable and consistent
- Intentional environments
- Intentional interactions
 - Student to student
 - Adult to adult
 - Adult to student
- Sensory/movement

- Authenticity
- Attunement
- Regulation and co-regulation
- Empathy
- Normalizing Emotions
- Belonging
- Parallel Process
- Connections!





Adult social emotional
skills/well-being



Secondary
trauma/compassion fatigue



Self-reflection



Provide wellness
opportunities

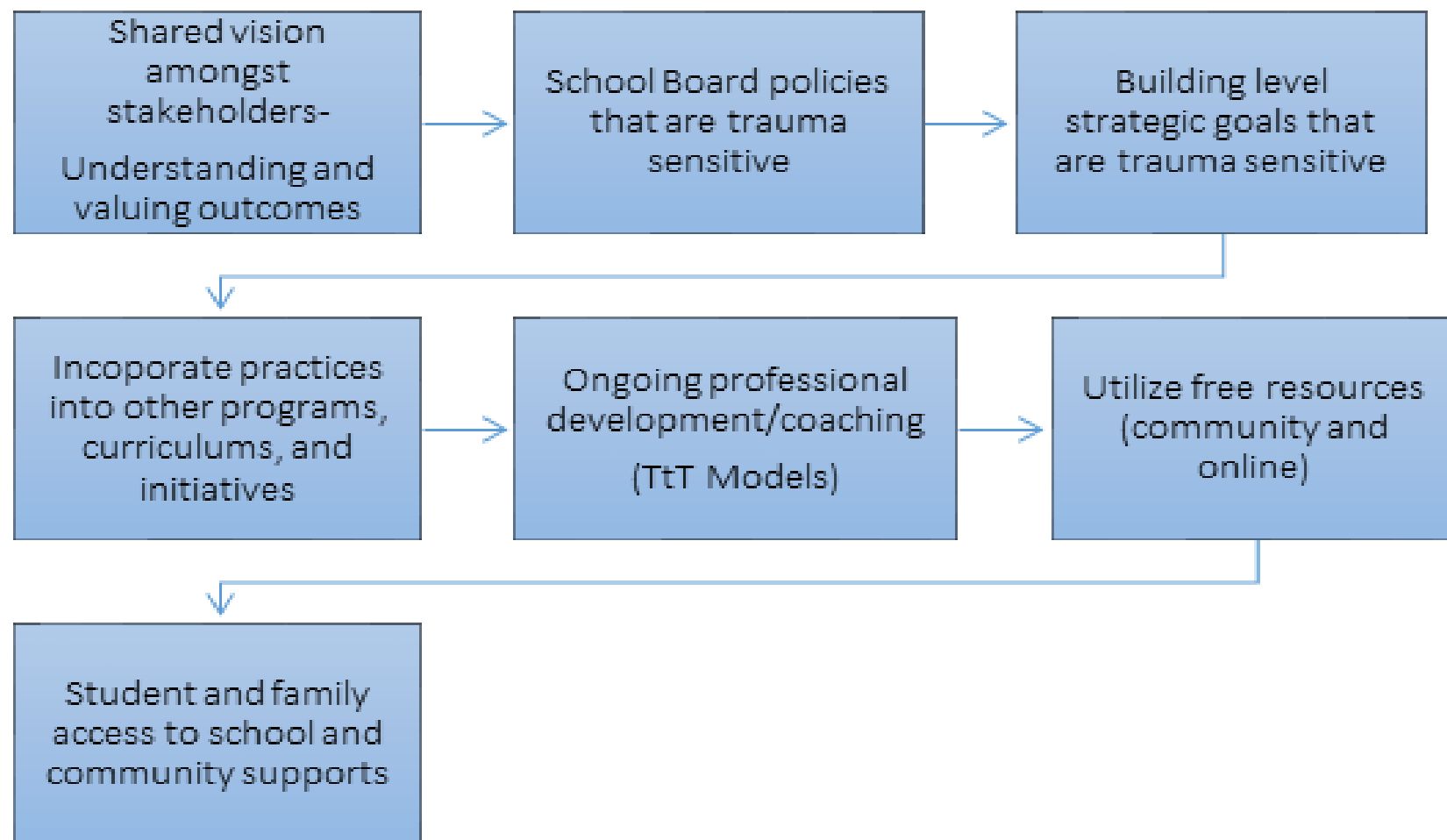


Positive peer culture

STAFF SELF-CARE



MOVING FORWARD





RESOURCES

National Child Traumatic Stress Network

Trauma Sensitive Schools (.org)
[Helping Children Learn V2](#)

SaintAs 7EI
<https://sainta.org/>

COACT Colorado

KJRP Films on ACES
and Resilience

TRS-IA
Assessment



QUESTIONS





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