

Find Your Super Power! Uniting HEROES to Create Safe and Supportive Schools



Johnson City, Tennessee??

- Population Estimate:
66,349
 - 86.6% White
 - 7% African American
 - 2% Asian
- Census data- 2017 est.



Johnson City Schools

- 7,810 Students
 - 76% Caucasian
 - 14% African-American
 - 7% Hispanic
 - 3% Asian
- Total poverty ~ 4007 or 51% or direct certification is 34%
- 8 Elementary Schools (PreK-4)
- 1 Intermediate School (5-6)
- 1 Middle School (7-8)
- 1 High School (9-12)

A Successful Collaboration for many years.....

- *Safe Schools/Health Students grant awarded in 2008, expanded the partnership between JC Schools & FH
- *Federal demonstration grant involving a partnership of the School System, Law enforcement, Juvenile Court, and Mental Health Provider
- *Frontier Health participated in 4 *SS/HS* projects – Clinch Powell Educational Cooperative, Johnson County, Bristol, and Johnson City
- *Johnson City Schools was the most successful project

Essential elements of this SS/HS project were sustained through:

- *Commitment of Johnson City Schools to keep structure in place following end of grant funding in 2013 – local \$\$ used for contracted prevention, early intervention services

- *Commitment of Johnson City juvenile court – continued screening in the court, placement of a .50 FTE staff from Frontier Health

- *Commitment of JCPD

- *Blended funding from invested partners and assistance from TDMHSAS

- *Frontier Health delivery system resources

Award-winning! We brag!

- TAMHO Program of Excellence
 - First school-based program in Tennessee to receive award in 2012
- SAMHSA Voices of Prevention
 - Greg Wallace, Ed.D.
 - HEROES Program Coordinator, JC Schools
- 2015 SCORE (State Collaborative on Reforming Education) finalist

Are we able to see students?



23 Busloads!

13.3% of the student body

If we are to see 25%, then we will eventually need to
see

1952.5 students each year

School-Based Frontier Health Presence (Mental Health Component)

- SY 2015-2016: 1050 Students Served
- SY 2016-2017: 1052 Students Served
- SY 2017-2018: 1041 Students Served
- SY 2018-2019: 1353 Students Served
 - * Crisis Contacts: 251 Students

Topper Academy

Mission Statement: Be the key caring adult that gives the student a chance to turn it around before real life.

Demographics

Freshmen: 10
Sophomores: 24
Juniors: 32
Seniors: 35
Total: 101

Females: 30
Males 71

White: 64
Black: 32
Hispanic: 5
Asian: 0

SPED: 34
504 Plan: 8
ESL: 3
STEP: 11
SPED/STEP: 2



Student Driven Treatment

- *Emphasis on treatment rather than discipline
 - *Rewarding good behaviors
 - *Giving students a voice
- *Working with students on appropriately responding to triggers of trauma
- *Promotion of safety and prevention rather than post-vention and punishment
 - *Team focused
 - *Increased leadership
- *Increase academic and personal interventions
- *Willingness to work out conflict rather than fight
 - *Immediate academic rewards
- *Traditional discipline vs trauma informed discipline

Video Here

*How rest of presentation
will go?

Video Here

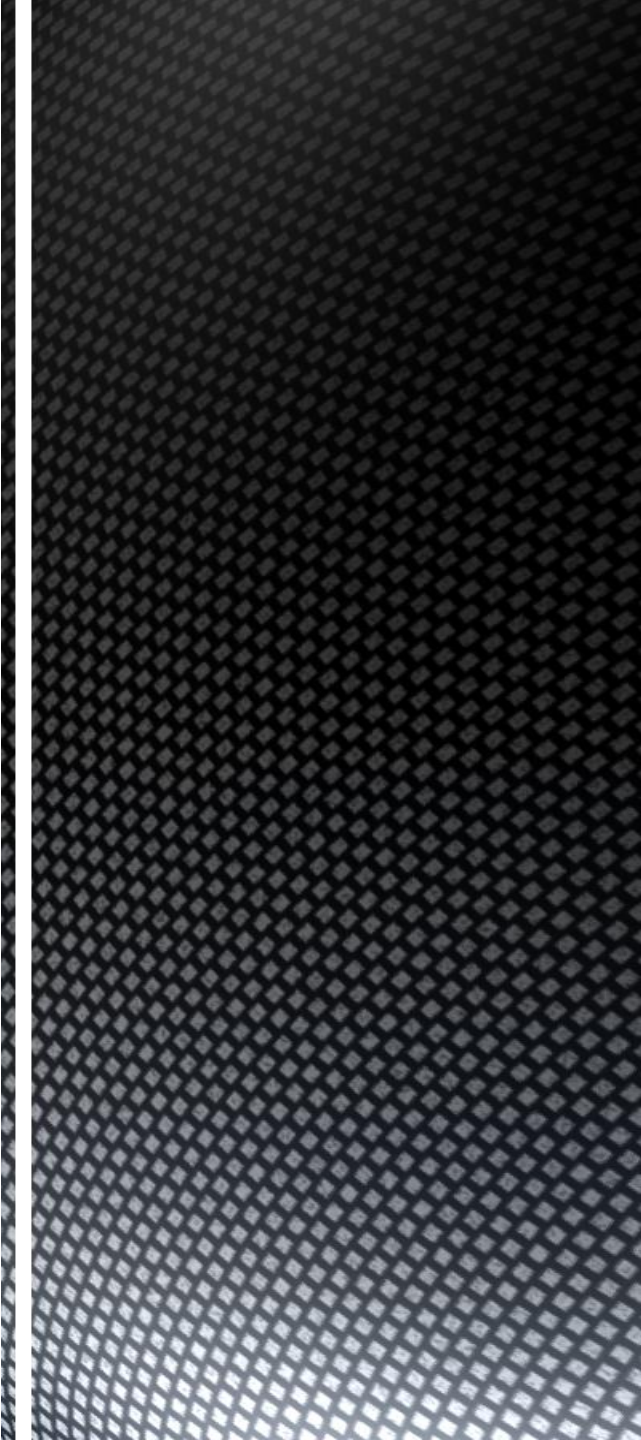
Lurelle Maxey, LPC-MHSP

Mental Health

Typical Day

Trauma

Therapeutic Modalities



Collaboration/Student Driven Treatment

Crisis Procedures

How does it work?

Challenges/Obstacles

Why I do this?
What they need?

Video Here

Shanna Fudge, MS

Topper Academy Social Worker

Intake Process

Student Outreach

Food Cabinet

Clothes Closet

Girls Group

Quiet Room

SOTM

Talent Show

Liaison for Outside Partners

Juvenile Court

Probation

DCS

Connecting Families

Resources

Homeless population

End of Year Celebration

Video Here

Melanie Riden-Bacon, EdD
Topper Academy Director

Applications

Star Trek Principal

Central Office/ Staff Buy-In

Changed the name of the alternative school to Topper Academy.

Changed from traditional classroom approach to an online academy.

Made subject labs based on teacher certification.

Provided Trauma Care Training/ACES Training.

Provided staff development on dealing with at-risk behaviors.

Changed the climate/culture of the school by asking staff to consider how they might overestimate the value of what they have vs. the value of what they may gain by giving that up.

Staff PD Very Important

ONGOING COACHING IN MONTHLY INSERVICES

GESTURES CURRICULUM, SECONDARY TRAUMA AND STAFF SELF-CARE

BOOK STUDIES: FOSTERING RESILIENT LEARNERS, RISING STRONG
AND HELP FOR BILLY

IT IS VERY IMPORTANT TO KEEP THAT TRAUMA CARE RESPONSIVE
APPROACH ON THE FRONT BURNER EVERY DAY

Staff-Student Centered Meetings

STAFF MEET EVERY WEDNESDAY TO DISCUSS STUDENT PROGRESS,
INTERVENTIONS, AND TO ENCOURAGE EACH OTHER.

- **Student Buy-In**

Changed from traditional classroom approach to an online academy to give students a chance to succeed.

Removed negative barriers (metal detectors, taking their belongings, daily AM search, etc.)

Used trade-off habitude to give student choices

Offered incentives as positive reinforcement – earn incentives based on work percentage.

Start in large group with staff every morning for MOS, Pledge, announcements and student celebrations.

When students started earning credits – the attendance and buy-in skyrocketed.

Offer students around 30 different incentives to sign up for as a break during the day to do something they enjoy (must meet academic goals to participate).

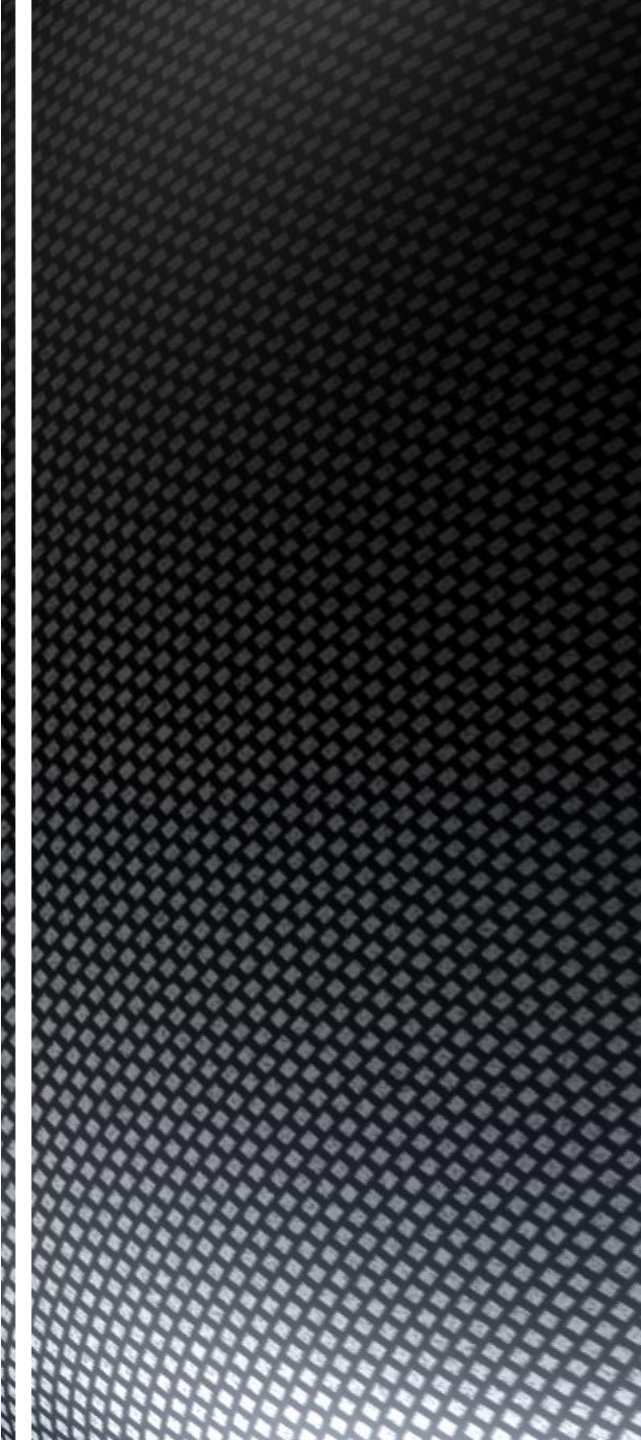
Cleaned up school, built a weight room, art room, music room, bought all new appliances for cooking instruction classes, repainted gym, redoing the gym floor this summer, offer field trips, team building and leadership, etc.

Trade-Offs

EVERY DECISION IS A TRADE-OFF.

What will you trade-off to be successful?

In deciding what positive things you'll do, you choose
what not to do.



Results (1st Year in Place '17-'18)

Earned 1155 total credits for the year.

Increased daily attendance from 52% the previous year
to an average of 85% - 88% a day.

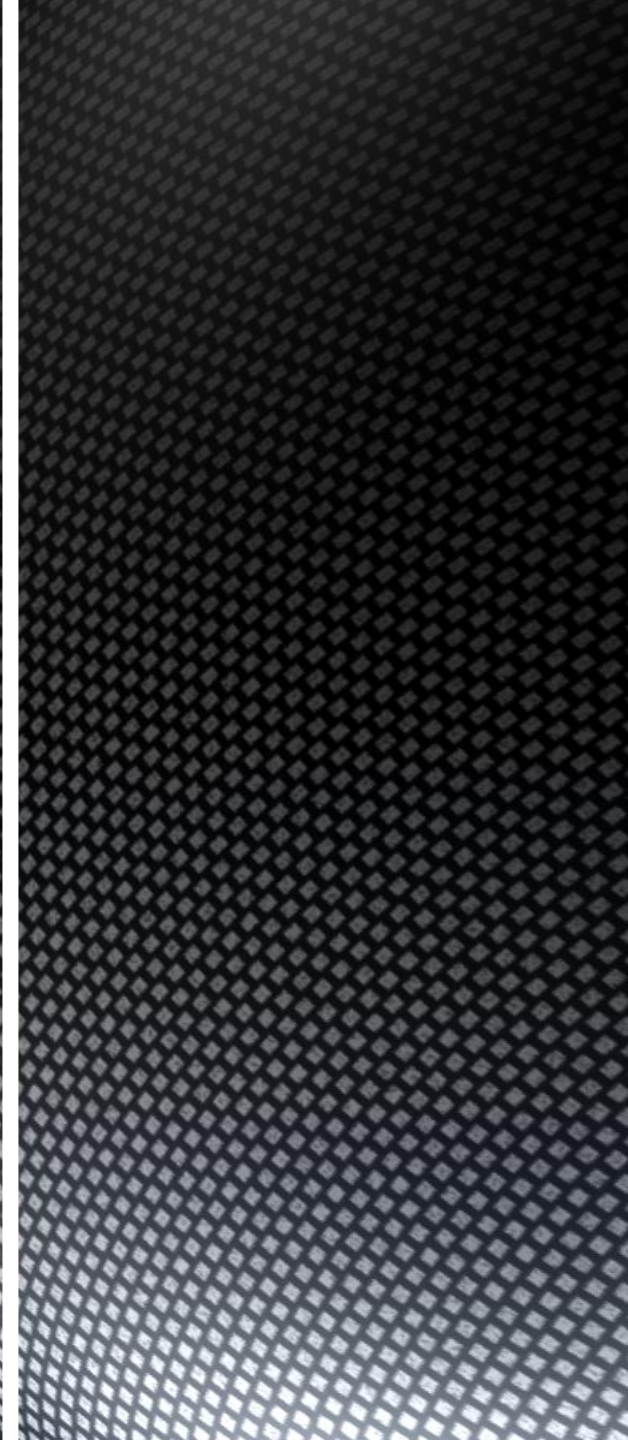
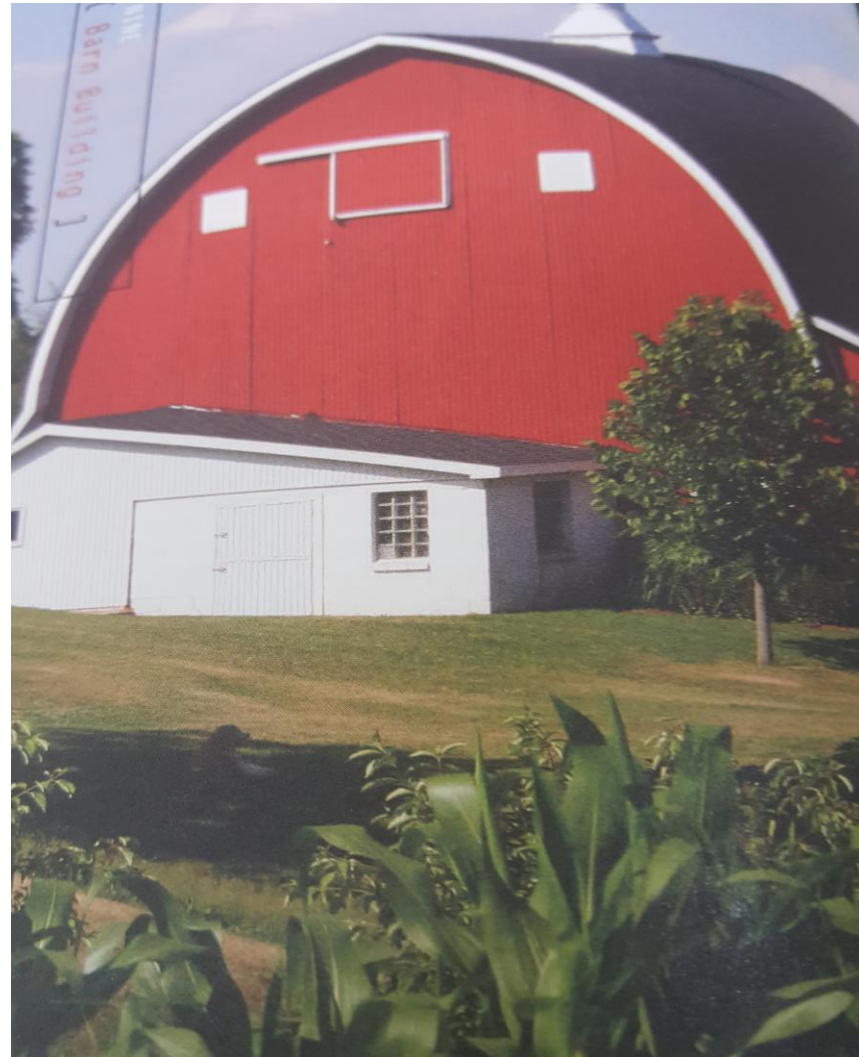
Reduced the number of fights from every day to just a couple
each semester.

Changed the culture of the school from one of anger and
apathy to a school of forgiveness and hope.

Respect permeates the building.

Barn Building

A FARMER BUILDS THE BARN ON HIS PROPERTY FIRST.
WHY? BECAUSE THE BARN WILL PAY FOR ALL OF THE
OTHER STRUCTURES. WHAT IS THE CRITICAL
TRANSACTION THAT ENABLES EVERYTHING ELSE TO
HAPPEN?
STUDENT RELATIONSHIPS!



THE RECKONING IS HOW A STUDENT WALKS INTO THEIR STORY

THE RUMBLE IS WHERE THE STUDENT OWNS IT

Students live in real stories driven by emotion and immediate need to self-protect.

Most likely not accurate, well thought out, or even civil.

Need to find answers to 3 major questions to bring about wholeheartedness.

The Rumble is where we get students to get honest about their stories – it is where wholeheartedness is cultivated and change begins. --Rising Strong

**They make up hidden stories that
tell who is against them and who
is with them. Whom they can
trust and who is not to be trusted.**

**Conspiracy thinking is all about fear-based, self-protection and
intolerance for uncertainty.**

In the Beginning-There was trauma

Any event more overwhelming than which is ordinarily expected. Feels out of control, scared, terrified, worthless, unlovable, insecure, and even endangered. Belittled, degraded, ridiculed, threatened physically, threatened to be abandoned, withheld affection, withheld care and love. Neglected emotionally and physically.

Video Here

Q&A

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