

*This meeting will be recorded. It is requested that PrAC members please enable video during the meeting.*

# Principals Advisory Council (PrAC)

March 14, 2023

Jason E. Glass, Ed.D., KDE Commissioner

Suzanne Farmer, PrAC Chairperson

Stacy Noah, KDE Liaison



# I. Welcome

Jason E. Glass, Ed.D., Commissioner, Kentucky Department of Education and  
Chief Learner, Kentucky Department of Education

## II. Roll Call of Members

Suzanne Farmer, PrAC Chairperson

# PrAC Members Digital Sign In

- Please access the digital sign in by using the link provided in chat.
- Select today's date and provide your information.

[PrAC Digital Attendance Link](#)

# III. Agenda Approval

Suzanne Farmer, PrAC Chairperson

# IV. Approve Summary Minutes

Suzanne Farmer, PrAC Chairperson

# V. KDE Teacher Recruitment Efforts: *EdRising State Conference and Competition*

John Paise, Office of Educator Licensure and Effectiveness, Kentucky Department of Education

[john.paise@education.ky.gov](mailto:john.paise@education.ky.gov)

# VI. Addressing Trauma in Schools

Suzanne Farmer, PrAC Chairperson, Hogsett Primary Principal, Danville Independent



The background is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on the front. The bottom left shows a classroom with blue walls, desks, chairs, and colorful balloons. A large white diagonal shape cuts across the center of the image, serving as a background for the text.

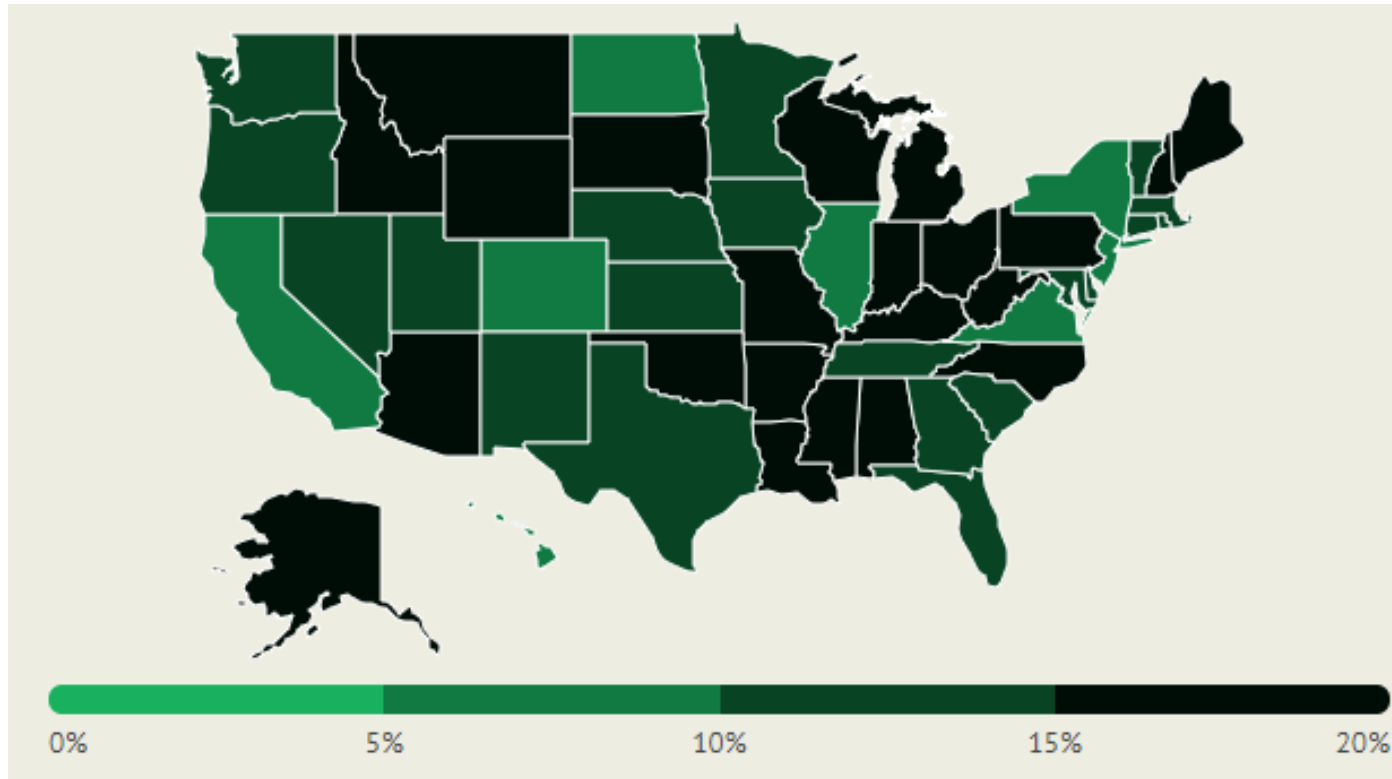
# Social Emotional Support Strategies

Addressing Trauma in Schools

# Roadmap

- National, state and local data
- Trauma
- Changing mindset
- Hogsett data system
- How it helps us
- Questions and feedback

# Percent of children experiencing at least 2 ACEs 0-5 years old



# Trauma and Incarceration

- Highest percent of jailed parents in US (2016)
- Highest percent of children living with relatives in US
- Female incarceration double national average and second in nation. Over 70% of jailed KY women are mothers.

*Nationally one in 28 children currently have an incarcerated parent.*

*One in seven have had a parent incarcerated.*



# Change in Mindset

- What happened to you?
- What didn't happen for you?

## WHAT HAPPENED TO YOU?

CONVERSATIONS ON TRAUMA,  
RESILIENCE, AND HEALING



BRUCE D. PERRY, MD, PhD  
OPRAH WINFREY

# Changing Mindsets (1)

*My mom overdosed and died when I was in preschool and my dad is a long haul trucker. I stay with both of my grandmas - and they don't like each other. I want attention so badly from grown ups that I will do anything to get it. I steal things.*

## Changing Mindsets (2)

he hit me  
with a pet of  
goat and  
hit me  
in my back.  
help

that is been really  
hard for my Dad  
he does not have  
a home so he has  
to sleep in some one's  
~~home~~ home it is very  
small so ever since  
my Dad left my  
mom it was that fun  
my brother and sister  
try to cheer me  
up my Dad left  
me and my brother and sister  
in 2022 when I was in  
Middleton



# State-dependent Functioning

“STATE”	CALM	ALERT	ALARM	FEAR	TERROR
Dominant Brain Areas	Cortex (DMN)*	Cortex (Limbic)	Limbic (Diencephalon)	Diencephalon (Brainstem)	Brainstem
Adaptive “Option” Arousal	Reflect (create)	Flock (hypervigilance)	Freeze (resistance)	Flight (defiance)	Fight
Adaptive “Option” Dissociation	Reflect (daydream)	Avoid	Comply	Dissociate (paralysis/catatonia)	Faint (collapse)
Cognition	Abstract (creative)	Concrete (routine)	Emotional	Reactive	Reflexive
Functional IQ	120-100	110-90	100-80	90-70	80-60

*DMN - default mode network - network mostly in cortex, active when one thinks about others, thinks about themselves, remembers the past, and plans for the future.*

# Strength Assessment

During the past few weeks, how often did the child...							
follow the example of a positive role model?	keep trying when unsuccessful?	take an active role in learning?	attract positive attention from peers?	respect another persons opinion?	attract positive attention from adults?	work hard on projects?	offer to help somebody?
Very Frequer	Very Frequer	Frequently	Very Frequer	Very Frequer	Very Frequer	Very Frequer	Very Frequer
Occasionally	Rarely	Never	Occasionally	Occasionally	Very Frequer	Never	Never
Frequently	Very Frequer	Very Frequer	Frequently	Occasionally	Very Frequer	Very Frequer	Very Frequer
Occasionally	Frequently	Occasionally	Occasionally	Occasionally	Very Frequer	Frequently	Rarely
Very Frequer	Frequently	Frequently	Very Frequer	Frequently	Very Frequer	Very Frequer	Occasionally
Frequently	Frequently	Occasionally	Very Frequer	Frequently	Frequently	Very Frequer	Occasionally
Very Frequer	Very Frequer	Very Frequer	Very Frequer	Frequently	Very Frequer	Very Frequer	Frequently
Very Frequer	Frequently	Very Frequer	Very Frequer	Very Frequer	Very Frequer	Very Frequer	Very Frequer
Frequently	Very Frequer	Frequently	Frequently	Frequently	Frequently	Very Frequer	Occasionally
Very Frequer	Very Frequer	Very Frequer	Very Frequer	Very Frequer	Very Frequer	Very Frequer	Very Frequer
Very Frequer	Very Frequer	Very Frequer	Very Frequer	Frequently	Frequently	Very Frequer	Very Frequer
Occasionally	Frequently	Frequently	Occasionally	Frequently	Frequently	Very Frequer	Occasionally
Rarely	Never	Rarely	Frequently	Frequently	Occasionally	Very Frequer	Rarely
Occasionally	Frequently	Frequently	Very Frequer	Very Frequer	Frequently	Very Frequer	Very Frequer
Very Frequer	Frequently	Very Frequer	Very Frequer	Very Frequer	Very Frequer	Very Frequer	Very Frequer
Frequently	Frequently	Very Frequer	Very Frequer	Frequently	Frequently	Very Frequer	Occasionally
Rarely	Rarely	Rarely	Rarely	Rarely	Frequently	Frequently	Rarely
Rarely	Occasionally	Occasionally	Frequently	Frequently	Frequently	Very Frequer	Very Frequer
Very Frequer	Very Frequer	Very Frequer	Very Frequer	Very Frequer	Very Frequer	Very Frequer	Frequently
Very Frequer	Very Frequer	Very Frequer	Very Frequer	Very Frequer	Very Frequer	Very Frequer	Frequently
Occasionally	Frequently	Frequently	Very Frequer	Very Frequer	Very Frequer	Very Frequer	Frequently

- 3 times a year
- Data based on observations
- Based on [DESSA](#) assessment

# How does this help us?

- Relationships
- Trends
- Customizing support
- Knowing kids

# Questions? Ideas?

Contact Information: Suzanne Farmer  
[Suzanne.Farmer@danville.kyschools.us](mailto:Suzanne.Farmer@danville.kyschools.us)

# **VII. Professional Standards for Educational Leaders (PSEL) Possible Examples by Element**

Stacy Noah, Office of Educator Licensure and Effectiveness, Kentucky Department of Education



## **P3 Team Members**

*Alison Gregory*

*Keith Griesser*

*Stacy Noah*



Kentucky Department of  
**EDUCATION**

The background of the slide is a composite image. The top left corner shows a line of yellow school buses with "SCHOOL BUS" written on the front. The bottom left corner shows a classroom with blue walls, several desks and chairs, and colorful balloons hanging from the ceiling. A large white diagonal shape cuts across the top left of the slide, separating the background images from the main text.

# KY PSEL Guidance for Growth and Evaluation Tool

~Newly Updated~

# PSEL: Standards 3, 5 and 8

- ❑ Standard 3: Equity and Cultural Responsiveness
- ❑ Standard 5: Community of Care and Support for Students
- ❑ Standard 8: Meaningful Engagement of Families and Community



# Updates Include...

- Accomplished Possible Examples by Element
- Embedded hyperlinks
  - Provide easy access to resources
  - Promote best practice
  - Spark thinking

# Possible Examples

- ❑ Serve as possibilities of what the element MIGHT look like in practice.
- ❑ There are numerous ways the standard's intent could be demonstrated.
- ❑ Provided Possible Examples are intended to promote thinking around authentic aspects of the school leader's work.
- ❑ Not the only way.
- ❑ Used as a springboard for internal discussions regarding district expectations for principals.

## ***Element A: Builds and maintains a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student.***

Using guidance from the Family Resource and Youth Services Centers (FRYSC) Principal Handbook, principal partners with FRYSC director to identify individual student needs and ensure essential physical supports are provided. Student referral process is in place, communicated to all school stakeholders and action is documented in Infinite Campus. Review of impact is conducted by Family Resource Advisory Council and presented to SBDM council in order to plan for future supports.

*The Kentucky Division of Family Resource and Youth Services Centers in the Cabinet for Health and Family Services: [FRYSC Handbook](#)*

**STANDARD 5: Community of Care and Support for Students**

## **1: Element A: Builds and maintains a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student. (2)**

The principal ensures an evidenced-based anti-bullying program, as identified in the KDE's [Comprehensive School Counseling Program](#) (CSCP), is implemented with fidelity. The principal, in collaboration with the school counselor, evaluates the program and identifies next steps for continued improvement (e.g., professional learning, data review and reporting analysis). Resource: A federal government website managed by the U.S. Department of Health and Human Services <http://www.stopbullying.gov>.

## **2: Element A: Builds and maintains a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student. (3)**

Using guidance from the [KyMTSS Implementation Guide](#), the principal has structures in place to ensure individual student academic intervention teams develop, implement and monitor the student's individualized intervention and supports. Principal is actively involved in all aspects of the school's integrated MTSS framework, specifically implementation, improvement and sustainability, as a means to facilitate the development of highly effective system of school and student supports.

# Let's Review

Breakout Rooms: 3  
Standard 3: (7)  
Standard 5 (6)  
Standard 8: (10)

Standard 5 ▾

Standard 5 Examples by Element ▾



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# Tell Us

How might we best message the newly updated Possible Examples?

What type of support is needed to promote usage?

# What's next?

Standard 1

Standard 2

Standard 4

Standard 6

Standard 7

Standard 9

Standard 10

POLL

Each of you will take a standard to work on- six minutes to review- think about your own practice, which standard??

Year 1/Year 2 assignments

Communication regarding this work will be forthcoming



# VIII. Legislative Updates and EPSB Updates Impacting School Principals

Byron Darnall, Ed.D., Associate Commissioner, Office of Educator Licensure and Effectiveness,  
Kentucky Department of Education

# 2023-2024 Meeting Dates

❖ *Sept. 28, 2023*

❖ *Dec. 14, 2023*

❖ *March 14, 2024*

❖ *June 13, 2024*

[PrAC Members: CLICK  
HERE FOR FEEDBACK  
FORM](#)

# IX. Adjournment

Suzanne Farmer, PrAC Chairperson

***Next Meeting Date: June 13, 2023***