**How Trauma is Changing Children’s Brains (NEA) -**   
A Sunday night, disrupted by violence, panic, and 911 calls, surely will make it difficult for a child to settle down to learn on Monday morning. But, even more than that, researchers have found that exposure to unrelenting stress and repeated traumas can change a child’s brain, making it easier to “fight or flee” from perceived dangers and harder to focus and learn. Understanding this neuroscience makes it possible for educators to create trauma-sensitive classroom.  
<http://neatoday.org/2016/05/17/trauma-and-children/>

**10 Things About Trauma Every Teacher Needs To Know -**For children who have experienced trauma, learning can be a big struggle. But once trauma is identified as the root of the behavior, we can adapt our approach to help kids cope when they’re at school.  
<https://www.weareteachers.com/10-things-about-childhood-trauma-every-teacher-needs-to-know/>

**OSPI Youth Suicide Prevention -**Comprehensive suicide prevention planning informs all adults in schools and communities about how to intervene with a young person exhibiting warning signs for suicide. There is a place for everyone in suicide prevention. The Office of Superintendent of Public Instruction strives to provide resources and support through the School Safety Center to help inform Educational Service Districts, School Districts, and Schools in the development of Suicide Prevention Plans.  
<http://www.k12.wa.us/safetycenter/YouthSuicide/SuicidePrevention.aspx>

**A Model School Policy for Suicide Prevention (AFSP) -**The Model School District Policy on Suicide Prevention gives educators and school administrators a comprehensive way to implement suicide prevention policies in their local community. In collaboration with the American School Counselor Association, the National Association of School Psychologists, and The Trevor Project, the program is research-based, and easily adaptable for middle and high schools. There are specific, actionable steps to support school personnel; sample language for student handbooks; suggestions for involving parents and guardians in suicide prevention; and guidance for addressing in-school suicide attempts.  
<https://afsp.org/our-work/education/model-school-policy-suicide-prevention/>

**Washington Statewide Plan to Prevent Suicide (DOH) -**Washington‘s statewide plan for suicide prevention across the lifespan was released in January 2016. Read it to learn about background information on suicide, suicide in Washington, and how you can play a role in solving this serious public health problem.  
<https://www.doh.wa.gov/YouandYourFamily/InjuryandViolencePrevention/SuicidePrevention/SuicidePreventionPlan>

**After A Suicide: Toolkit for Schools (SPRC) -**The American Foundation for Suicide Prevention (AFSP) and the Suicide Prevention Resource Center (SPRC), two of the nation’s leading suicide prevention organizations, have collaborated to produce this toolkit to assist schools in the aftermath of a suicide (or other death) in the school community. It is a highly practical resource for schools facing real-time crises. While designed specifically to address the aftermath of suicide, schools will find it useful following other deaths as well.  
<http://www.sprc.org/sites/default/files/migrate/library/AfteraSuicideToolkitforSchools.pdf>

**Washington Integrated Student Support Protocols -**In 2016, the Washington State Legislature created the Washington Integrated Student Supports Protocol (WISSP) when it passed 4SHB 1541. The WISSP was one of an extensive set of interdependent strategies for closing educational opportunity gaps recommended by the State’s Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). The components of the WISSP framework include needs assessments, community partnerships, coordination of supports, integration within the school, and a data-driven approach.  
<http://www.k12.wa.us/CISL/ISS/pubdocs/WISSP.pdf>

**Dropout Early Warning System (AIR) -**States, districts, and schools use research-based indicators to identify students at-risk of failing to meet key educational milestones such as reading at grade level, on-time graduation, or college readiness and college persistence. By identifying students early, educators can target interventions and supports to help students to achieve readiness and success.  
<http://www.earlywarningsystems.org/>

**OSPI Performance Indicators -**OSPI staff align their goals with research-based performance indicators to ensure our work leads directly to student success. Analytics have been prepared to help school districts identify opportunities to improve equity between student groups and learn from each other.  
<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx>

**Collaborative for Academic, Social, and Emotional Learning -**Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.  
<https://casel.org/>