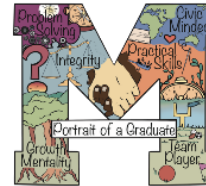


Strategic Plan Objective Monitoring Report Objective 2A



Objective 2A: Teachers will practice classroom management techniques and routines that support the needs of all students using trauma-informed practices and social-emotional learning.

Definition of terms

Social-Emotional Learning (SEL): 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 (Mancos RE-6 Strategic Plan 2021, p. 10)

Trauma-informed Practice: Trauma-informed care seeks to realize the widespread impact of trauma and understand paths for recovery; recognize the signs and symptoms of trauma in patients, families, and staff; integrate knowledge about trauma into policies, procedures, and practices; and actively avoid re-traumatization (Strategic Plan 2021, p. 10-11)

Emotional Intelligence: the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically (Strategic Plan 2021, p. 11)

Restorative Practices: a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. (Strategic Plan 2021, p. 11)

Superintendent's interpretation: The definition for Trauma-informed practice provided in the Strategic Plan aligns with the conversations we've had with Doty Shepard, Executive Director of Resilient Colorado, a consultancy group and educator for Trauma Sensitive Schools (<https://resilient-colorado.org/index.html>). The superintendent's definition of SEL is consistent with the Strategic Plan. The superintendent's interpretation of "teachers will use classroom management techniques..." is that teachers are proficient with what it means to be trauma-aware as it pertains to their classroom management techniques and routines. They then actively work to avoid retraumatization. Ultimately, as a district we cannot be "trauma-informed" until there's a collective understanding of what "trauma" is.

Overall Rating: Approaching Standard

Rationale:

In the Early Learning Center, the director reports that SEL is the number one job of Pre-K. She states, "If you can't regulate and manage emotions, learning won't happen." SEL is embedded throughout the day in every lesson, with self-directed play being an important component of this. Research has identified self-directed play as an integral part of developing students who are resilient, well-adjusted, empathetic, and tolerant (Mader, 2022). MELC was awarded the CIRCLE grant to support SEL/ trauma-informed practices. This includes 30 hours of training in Conscious Discipline, a Conscious Discipline parent curriculum, and Feeling Buddies, a self-regulation tool. With 40% of children missing the important skill of self-regulation, the Feeling Buddies is a tool that can help children recognize their triggers, label their feelings, and accept and manage their emotions. It also includes providing parent training around SEL, one in the fall and one in the spring.

The fall class, How to Raise an Emotionally Intelligent Child was held on 9/29/22 led by Shanda Cruz who is a certified trainer from the Gottman Institute on this subject. She reported that this was her largest group of parents to date. We had 12 adult participants and provided childcare for 13 children. The class included dinner and five \$20 gift cards as incentives.

As MELC staff builds their skills in their regulation and Conscious Discipline, tools like the Feeling Buddies will be integrated. Currently, staff model problem-solving strategies or help facilitate strategies with children. Every classroom has a space for emotional regulation and many visual aids are in place to help children regulate and identify emotions in themselves and others. There is also a parent curriculum component that will be the spring family education night.

Included as an addendum is a snapshot of the SEL checkpoints that MELC students have met as of Fall 2022.

The addition of a dedicated elementary counselor has both filled gaps at the elementary level and freed up the secondary counselor to focus on one population of students.

The secondary counselor conducts a suicide screener twice per year for grades 6-12. The suicide screener includes a spot for kids to recognize trusted adults in the building. As of the last two screeners, all students 6-12 have identified a trusted adult on campus.

Counseling groups conduct a pre- and post-wellness survey. The current counseling groups include an upper-elementary girls group, a middle school girls group, and a high school girls group. Results from these surveys are not included in this report for privacy reasons.

Also, we are offered the Healthy Kids Colorado Survey every two years. The last time we took it as a district was 2019. We declined in 2021. We will be offered it again in Fall of 2023.

The Panorama Student Survey is a research-based student perception survey that collects data on students' perception of school climate, social-emotional learning and wellness, and school satisfaction (<https://www.panoramaed.com/panorama-student-survey>). These surveys were conducted in the weeks prior to Thanksgiving break. The results of the surveys were returned on Thursday, 12/1/2022. PDFs of the returned data were included in the 12/12/22 2A draft review and are also included here. A quick snapshot of the data can be found below.

	Grades 3-5	Grades 6-8	Grades 9-12
Engagement – how attentive and invested students are in class	72%	29%	22%
Learning recovery	74%	42%	32%
Rigorous expectations – how much students feel that their teachers hold them to high expectations	74%	64%	53%
School climate – perceptions of the overall social and learning climate of the school	73%	53%	39%
School safety – perceptions of student physical and psychological safety at school	71%	64%	68%
Sense of belonging – how much students feel that they are valued members of the school community	71%	44%	36%
Teacher-student relationships – how strong the social connection is between teachers and students	74%	62%	50%
Valuing of school – how much students feel that school is interesting, important, and useful	75%	46%	38%

Table 1. Percentages reflect the number of students who responded favorably to each topic.

The board has asked questions about the elementary AR/3R festival and its alignment with trauma-informed practices. The elementary principal reports that the following procedures are in place with this celebration:

- Students who receive a referral are given a chance to rectify the situation before the referral becomes “official.”
- Students must have two “official” referrals before they don’t qualify.
- Students on any learning plan have modified AR point goals.
- Parents and students sign off on the requirements for participation.
- There are four celebrations a year, so students who didn’t qualify one quarter have more chances in the future to meet this goal.
- Students can make AR goals in a variety of ways. They can read in class or be read to at home. They can take the tests at school, at home, or at the public library. They can read novels, non-fiction, or articles.

The board has also asked about clip-up/clip-down charts and their possible disconnect with trauma-informed practices. Teachers use a variety of tools to help students learn to regulate their emotions and clip charts are one of these tools. As trauma-informed instructors, they use the chart in conjunction with the knowledge of their students as individuals. If they recognize that a student doesn't respond well to this system, or is having a difficult day, they will pivot to a different tool for that student, while continuing to use the system with the rest of the class.

Needs and next steps:

- Doty Shepard (Resilient Colorado) will conduct a pre-assessment of the district's trauma-informed practices. Working with the PBL Instructional Coach, these findings will be included in the next draft(s) of this report.
- Doty Shepard will provide staff, Board, and parent training on Trauma-informed awareness and practices in spring 2023.
- The findings of the pre-assessment will inform the professional development work of next semester.
- The results of the Panorama Survey are troubling, especially at the secondary level. Work at each building level should be done to address student concerns. There has been a movement towards restoring PBIS 3R language at this level in recent months.
- We don't have a good collective definition of what "trauma" is and therefore, not all staff members recognize it in the same way. The definition in the strategic plan defines "trauma-informed practice" but doesn't define trauma.

STATEMENT OF COMPLIANCE: I certify that the information contained in this report is true and I am in compliance with the provisions of this policy.

Signed _____

Date _____

Revised 1/18/2023 A. Farrar
Adopted 1/23/2023 Board of Education

Addendums:
Panorama Survey (2022) results
MELC SEL Checkpoints
A Trauma-Informed Schools Report by D. Shepard