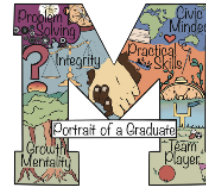


**Strategic Plan Objective
Monitoring Report
Objective 2B**



Objective 2B: Students will demonstrate emotional intelligence in their day-to-day interactions with adults and peers.

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 competencies listed under "Definition of terms" are consistent with the Portrait of a Graduate competencies, which include problem solving, integrity, growth mentality, civic mindedness, practical skills, and team player. These skills are important for students to possess so they can be effective and productive members of their classroom, school, home, community, and work environments to be considered at-standard.

Overall Rating: Approaching Standard

Rubric descriptor 1: Approaching Standard - An increase in the number of behavioral referrals based on bullying, harassment, defiance, and general aggression towards others.

Rubric descriptor 2: At Standard - Students advocate for themselves by accessing spaces and resources available to them in order to manage and regulate emotions.

Rubric descriptor 3: At Standard - Regularly scheduled SEL opportunities for groups and individual students.

Rubric descriptor 4: Approaching Standard - MSD does not administer surveys to collect data from students and parents to assess the effectiveness of current programs and the need for possible changes.

Rubric descriptor 5: Approaching Standard - Parents are not provided with information on SEL and do not have opportunities to engage in SEL-based trainings.

Rationale:

Total Number of Office Referrals from BOY to Week Nine, 2021

Early Learning Center – 0 (doesn't use the same referral system)

Elementary – 19 (8 students)

Middle School – 15 (13 students)

High School – 7 (7 students)

Total Number of Office Referrals from BOY to Week Nine, 2022:

Early Learning Center – 0

Elementary – 19 (11 students, 5.5% of population)

Middle School – 26 (20 students, 17.2% of population)

High School – 5 (4 students, 2.5% of population)

Overall +/- of referrals based on bullying, harassment, defiance, and general aggression

2021 – Elementary 19; Middle 10; High 2

2022 – Elementary 20; Middle 18; High 1

Change – Elementary +1; Middle +8; High -1

Total – +8

Two factors influence this data: 1) The secondary has a new Dean of Students for 2022 which changes teacher behavior around referrals. Teachers are more likely to write a referral if they know that someone is available to talk to a student and parent about the behavior. This may explain the uptick in referrals at the secondary level. 2) We also have 50% new staff at the secondary level, which means a change in individual understanding of, procedures for, and comfort around the referral process.

Josh Gardner reports that his role as Dean of Students has improved disciplinary consistency and accountability for student behavior at the secondary level. All students who receive a referral have a conversation with either Mr. Whritner or Mr. Gardner, and depending on the situation, some students engage in a restorative justice approach. This is typically used when an issue involves a group of two or more students. An after-school detention is staffed by school employees; during this time, students complete a reflection form. A copy has been included in the board packet.

A handful of students at all school levels receive multiple referrals. A Child Study Team – staffed by administration, counselors, ESS teachers, and the EARSS (Expelled and At-Risk Student Services) grant advocate – uses this data, along with other pieces of information, to find interventions to address student needs. Brad Higinbotham, as the EARSS grant advocate, works with individuals and small groups of students who are identified as needing extra support.

Narrative from Nick Loeb, elementary counselor: At the elementary level, students are exposed to social emotional learning in a variety of ways. First, all students participate in character education classes. In these classes students learn basic emotional intelligence required to participate in group initiatives. Focus is put on labeling emotions, speaking assertively, and resolving conflict. These classes are attended by 100% of our students.

Students who are struggling to pace with the social emotional expectations of their class are selected for small group interventions. The small groups focus on naming and speaking about emotions in a group setting while completing a separate or team task. There are currently 27 students participating in four separate small group classes.

For students in need of one-one support there is currently a therapist working with students all day Monday and half day Wednesday. The school counselor also checks in with many students throughout the week to support RTI [Response to Intervention] plans, IEPs [Individualized Education Plans], and as needed.

Students also understand where and how to access spaces available to them in order to manage and regulate emotions. This includes, but is not limited to calm corners in classrooms; the nest in the elementary school main office; and the counseling office.

Narrative from Alanda Martin, secondary counselor: At the secondary level, students advocate for themselves by accessing spaces and resources available to them. This school year thus far, over 100 students have accessed the counseling office via a counseling request form [100 contact times]. This does not include services provided by our contracted therapeutic providers or crisis interventions.

Students also understand where and how to access spaces available to them in order to manage and regulate emotions. This includes, but is not limited to, calm corners in classrooms; private meeting rooms such as the “triangle room” at the high school; the “interview room” in the middle school; the Jay Space; and the counseling office.

MSD uses surveys and screening tools (pre and post) in small groups to assess effectiveness as well as in suicide prevention training, and Botvin Life Skills.

MSD offers regularly scheduled SEL opportunities in small group and individual settings. Currently, we provide a middle school boys group, a middle school girls group, and Botvin Life Skills. We also regularly participate in Medicine Horse Programs which value SEL principles and techniques. MSD provides a variety of SEL-driven electives, including Life Lab, Stress

Management, and Community Connections. Also, all students take a health class, where SEL components are taught. Additionally, students are provided positive and healthy after school activities through the 21st Century Grant. A tenet of each of these activities is to promote social and emotional learning in a variety of ways through a variety of settings.

Botvin student data: Botvin in conjunction with the University of Colorado and Colorado Anschutz Medical Campus administered a survey entitled Botvin LifeSkills Training Teen Health Study. The study collects self-reported behavior from high school groups of students at four points in their high school career: twice during 9th grade, once during 10th grade, and once during 11th grade. In 2021, 27 of our students conducted the survey. The data relevant to this objective are included in Table 1.

POSITIVE BEHAVIORS & COPING SKILLS	School	State
% of students who at least sometimes...		
Relax all the muscles in my body, starting with my feet and legs	46	46
Breathe in slowly while I count to four, hold my breath for a count of four and breathe out for a count of four	38	48
When I have to do something that I know will make me nervous, I think about how I can get myself to feel less nervous	50	53
When I know I'm going to be late for something, I tell myself to stay calm	33	46
Make sure what I say matches my tone of voice, how I stand, and the expression on my face	71	80
Ask questions if they say something that isn't clear	75	82
SCHOOL CONNECTEDNESS		
% of students who...		
Like school	54	58
Like their teacher	88	85
Keep working until their assignment is finished	75	66
MENTAL HEALTH		
% of students who		
Very often worry a lot	25	30
Very often are nervous or tense	25	27

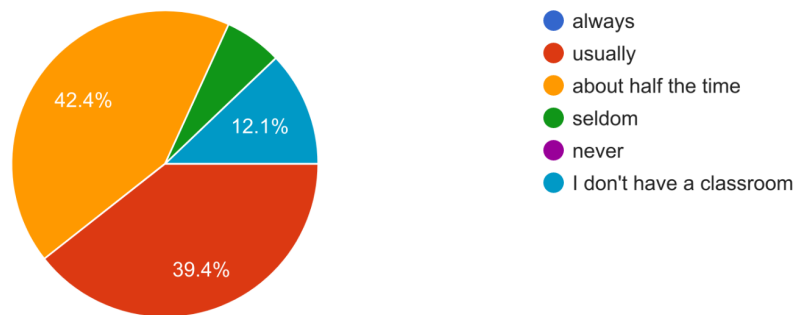
Have felt depressed or sad most days in the past year	25	41
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Table 1.

Teacher and staff perception data: The following data was gathered from teachers and staff during the week of October 10th, 2022.

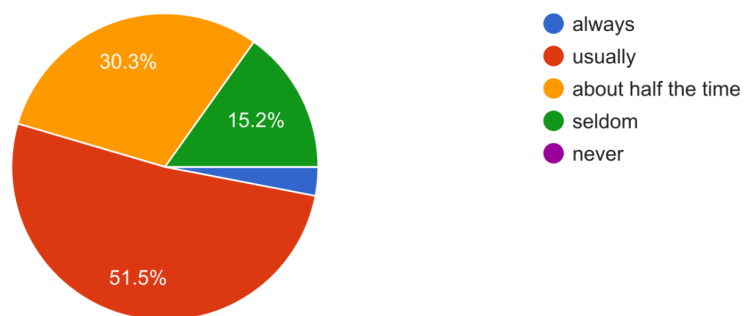
In your opinion, to what extent do students in your classroom demonstrate emotional intelligence in their day-to-day interactions with adults?

33 responses



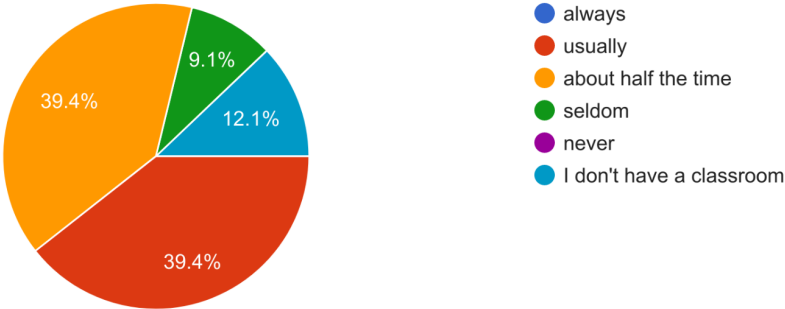
In your opinion, to what extent do students on campus, during passing periods, before and after school, and in other non-classroom spaces demonstrate emotional intelligence in their day-to-day interactions with adults?

33 responses



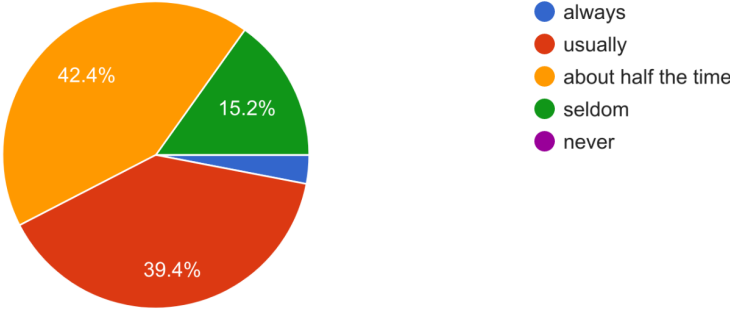
In your opinion, to what extent do students in your classroom demonstrate emotional intelligence in their day-to-day interactions with other students?

33 responses



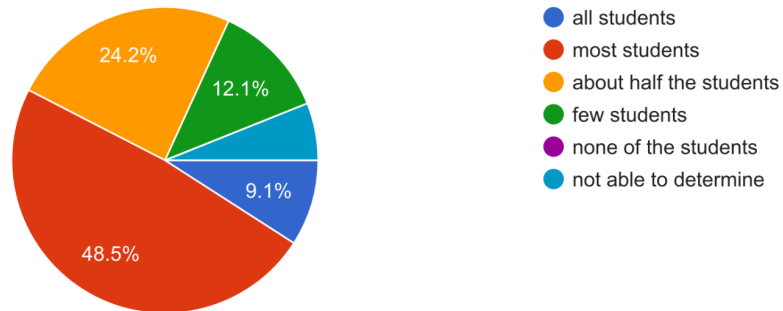
In your opinion, to what extent do students on campus, during passing periods, before and after school, and in other non-classroom spaces demonstrate their day-to-day interactions with other students?

33 responses



In your opinion, how many students are aware of the availability of spaces and resources available to them (calm corners, counseling offices, specific personnel, etc.)?

33 responses



In comparing pre-k, elementary, middle, and high school responses, it appears that teacher perception of emotional intelligence corresponds with children's development of emotional intelligence. As one Teachers in the elementary tended to respond with "seldom/about ½ the time," teachers in the middle school tended to respond with "about ½ the time," and teachers in the high school tended to respond with "usually." This also plays out in the referral data listed above. High numbers of elementary students are referred for bullying, harassment, defiance, and general aggression, but these numbers drop as students develop cognitively and socio-emotionally. Middle school students tend to be referred for taking things that don't belong to them and vandalism, and high school students tend to be referred for truancy and vaping. Of course, all of these are negative coping mechanisms and can be addressed through social-emotional learning.

Additional information: In spring of 2022, Mancos Matters teachers and staff participated in a PBL/SEL training. The purpose of this training was to show how the PBL practices of equity, engagement, and student-centered learning are directly in alignment with SEL practices. The teachers and staff who were involved in the training in turn trained staff. The resources that were a part of the training are currently housed in a shared Google Folder, but will eventually be moved to the Mancos PBL website. As of this time, Mancos Matters is no longer meeting, as there is no longer funding to pay the committee for their time.

100% of elementary teachers have been trained in CPI Nonviolent Crisis Intervention, a training which equips teachers with de-escalation strategies. Five of those are also trained in appropriate restraint holds. Three secondary teachers have been trained in de-escalation strategies.

Needs and next steps:

- The Board will participate in professional development for trauma-informed practices and SEL. They will utilize their understanding of SEL practices to advocate for why Mancos

operates this way. They will routinely evaluate behavioral and discipline policy and procedures to ensure they are aligned with the district strategic plan and vision.

- Participate in the Healthy Kids Colorado Survey. This gives valuable information in all aspects of teen life both at home and at school. It guides the school in deciding which programs, groups and activities are most beneficial to our students.
- Administer surveys to collect data from students and parents to assess the effectiveness of current programs and the need for possible changes.
- Give parents the opportunity to learn about and participate in SEL and trauma-informed practices. Train parents in QPR suicide awareness.
- Provide more SEL opportunities to high school students. This is tough to fit into their academic school day, but is an important part of the Portrait of a Graduate. With the new schedule, we lost the ability to incorporate this into an advisory class.
- Provide more training for teachers and staff regarding SEL and trauma-informed practices.
- At the board meeting in October 2022, it was suggested that Objective 2B be reported on after the results of the student and staff Panorama surveys are returned so that this data can be reported.

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 _____

Drafted 10/20/2022 A. Farrar

Adopted 11/14/2022 Board of Education