

Mancos School District Strategic Plan Report

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.*

Submitted by: Mancos School District Administration

December 13, 2021

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The report may contain a 3rd party evaluation of classroom management techniques and routines consistent with Trauma-Informed practices and social-emotional learning best practices. In addition, the review will note the number and percentage of teachers with Trauma-Informed professional training, regularly scheduled meetings with teacher teams to discuss individual student needs and progress, and the professional development calendar as a tool for continuous teacher development.

Objective	Approaching Standard	At Standard	Above Standard
<p>Climate and Culture</p> <p>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.</p> <hr/> <p>Board will... Participate in professional development for trauma informed practices and SEL</p> <p>Utilize their understanding of SEL practices to advocate why Mancos operates this way.</p> <p>Routinely evaluate behavioral and discipline policy and procedures to ensure they are aligned with the district strategic plan and vision.</p>	<p>Trauma-informed training is not provided and/or not consistent with the needs of the district and community.</p>	<p>All teachers are trained in trauma-informed practices.</p>	<p>Evidence of trauma-informed practices within the disciplinary structures and practices of the district.</p>
	<p>Little to no Response to Intervention (RTI) or focused intervention practices evident.</p>	<p>Regularly scheduled meetings with teaching teams to discuss individual student needs and progress.</p>	<p>Routine student wellness surveys reflect the school district as a place of safety and personalized support.</p>
	<p>Little to no opportunities for professional development in trauma-informed practices and social-emotional learning provided by school administrators.</p>	<p>Routine opportunities for professional development in trauma-informed practices and social-emotional learning provided by school administrators.</p>	<p>Audit(s) reflect robust implementation of trauma-informed practices and social-emotional learning in classroom and district-wide practices.</p>
<p>December 2021 Board Report</p>			

Vision

Mancos students will thrive in an environment that encourages and supports the diversity of individuals and others.

GOAL: Mancos School District will promote a positive school culture that honors and accepts diversity through Trauma-Informed practices and social-emotional learning (SEL).

Proficiency Indicators:

- All teachers will be trained in Trauma-Informed practices.
- Regularly scheduled meetings with teaching teams to discuss individual student needs and progress.
- School administrators will provide routine opportunities for professional development in Trauma-Informed practices and social-emotional learning.

Definitions

Social-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.

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

Emotional Intelligence - The capacity to be aware of, control, and express one's emotions and handle interpersonal relationships judiciously and empathetically.

"emotional intelligence is the key to both personal and professional success."

Restorative Practices - Restorative practice is 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 offender's part and forgiveness by the victim.

Accountability

Administration will

- Provide routine opportunities for professional development and coaching in Trauma-Informed practices and social-emotional learning.
- Provide **ALL STAFF** with Trauma-Informed training.
- Change the “referral” process to make it more restorative. Train teachers in restorative practices.
- Gather and analyze data to assess the effectiveness of current emotional and behavioral programs (i.e., SEL, Trauma-Informed Practices & Discipline Policies)
- Ensure age-appropriate continuity in behavioral programs and policy in PK-12

Teachers/Counselors will

- Make use of local resources to plan opportunities for parental engagement in SEL training.
- Offer a parent class re: SEL, emotional intelligence, and Trauma-Informed practices. (Offer food and child care)
- Implement skills/strategies acquired from SEL & Trauma-Informed professional development & coaching

Board will

- Participate in professional development for Trauma-Informed practices and SEL
- Utilize their understanding of SEL practices to advocate why Mancos operates this way. (i.e., The science/ research of the long-term benefits of being Trauma-Informed and supporting SEL supports the portrait of a graduate from Mancos School District.
- Routinely evaluate behavioral and discipline policy and procedures to ensure they are aligned with the district strategic plan and vision

Students will

- Practice social-emotional learning and use Trauma-Informed practices to succeed in their academic and social lives.

Parents will

- Have opportunities to participate in SEL training made available by the district.
- Have opportunities to participate in school events that support our climate and culture.

Report:

Secondary

The secondary teachers have been trained in Trauma-Informed practices. We have also received training in QPR, Child safety, and mandatory reporting during a professional development day.

We frequently utilize the referral process for students with emotional/physical needs to help identify issues and provide support. Our counselor works closely with students and their families when a child identifies with a self-harm issue. We follow the proper protocols in reporting and providing support to our students. We have scheduled six training sessions on Trauma-Informed / restorative justice / QPR practices within the past two school years. This training regiment has been planned since last spring and is conducted during the Friday PD days. We also provide teachers with training and support for their self-care and regulation techniques. A few teachers receive clinical counseling support through the school district.

The Middle School staff meets weekly to discuss student issues, and the High School meets twice per month for the same reason. These meetings may result in a referral to the appropriate school level Child Study Team as part of the initiation of the RTI process. Regarding the Secondary RTI process, Our Child Study Team meets at least 2 times per month (sometimes more due to needs) to discuss student issues, including academics, behavior, and academic matters.

This year, the district decided not to offer the Healthy Kids Colorado Survey, so we will not have student wellness survey information for the next two years unless the district initiates an independent survey.

Trauma-Informed practices have been taught to the staff, and they are implementing these practices in their classrooms. Each teacher has their process for implementation as some teachers do group activities and others are more individual. However, most teachers implement practices within the daily routines of the classroom. Additionally, it has been the practice of the Secondary Principal to provide the Board of Education with an EOY report regarding student discipline issues.

Social and emotional learning (SEL) - SEL classes are taught as a middle school elective for interested students. 1st quarter focused on leadership, second quarter on relationship building. Student wellness surveys were given pre and post during the first quarter elective. Additionally, in 6th grade, Botvin Life Skills is taught once per week for the first two quarters of this school year. Therefore, 7th graders will be learning the Botvin LifeSkills curriculum during the final two quarters. 6th grade is currently working on a “Surviving Middle School” SEL curriculum and “Circle Ups” alternatively twice weekly. In addition, 7th and 8th-grade students focus on Circle Ups for relationship and team-building activities during advisory times.

High School - Teachers focus on relationship building and goal setting. Currently, there is no formal SEL curriculum at this level. However, as approved by the district, we have received a grant through the state to begin Botvin Life Skills at the High School level during the 2023 school year.

Counselors also provide SEL in small group settings. Current offerings include Boys Circle, Girls Group, Empower, and Identity Group (high school).

All teachers are providing Trauma-Informed classroom initiatives, including but not limited to calm corners of some kind (dependent on age level), restorative practices and student regulation, and self-care.

Elementary

All PK-5 teachers have been trained and are provided Trauma-Informed professional development each quarter. In addition, the Mancos Matters Team meets on the 2nd Tuesday of each month from 4:30-5:30 and discusses support for both students and staff. The team also discusses what we are doing to support a whole district climate of connection and belonging, what we are doing to promote regulation and relationships in the classroom, and what we are doing to encourage connection with families and the community.

Professional Development-On February 25th, the Mancos Matters Team will have an all-day training on PBL and SEL. From this training, the team will train staff.

The elementary staff regularly meets from 7:45-10:40 on PD Fridays for RtI to discuss students' strengths. The RtI meetings create, evaluate, and improve academic and social-emotional intervention plans for students. Each grade level meets for 25 minutes, and those present are the grade level teachers, Title team, ESS teachers, Math Interventionist, paraprofessionals, and Principal. Students' progress is discussed if the intervention has shown growth, needs to

continue, or be discontinued because the student has met their goal. Through the RTI process, students of concern are discussed by a team of staff who create behavior-tiered plans that best support the student's needs. Tier I interventions occur in the classroom and may include redirection, positive reinforcement strategies, reflection sheets, etc. Tier II interventions are specific to the student of concern, and these take place both in the classroom and support staff. These may include 1:1 daily/weekly check-ins, individual goal-specific behavior plans, individual intervention, skill-building, peer group interventions, and skill-building. Finally, tier III interventions are also specific to the student of concern and may include 1:1 time with behavior support or individual counseling with outside resources.

We currently have a licensed professional counselor through Southwest Health System who meets with several students weekly during the school day. The Elementary has presently four students meeting with the clinical counselor and three students on the docket to begin receiving services. The availability of a clinical counselor is a valuable resource for students and families - the service is free and requires no additional appointments or commuting, which reduces the emotional and financial burden to families.

There has been a Behavior Support Classroom created at the elementary school. This classroom supports students that need to be socially and emotionally regulated during the day. The students are taught to interact with peers and be productive classroom members. This intervention is available from 12:00-4:00, is located in the old nurse's office, and has provided support to students in Kindergarten, 1st, 2nd, and 4th grade this year. The teacher, Kathryn, has been trained through BOCES in tools to use in her classroom and being CPI trained.

There is a Trauma-Informed section in the Principal's weekly newsletter to staff with little tidbits on providing positive classroom management techniques and routines.

Teachers utilize Trauma-Informed practices in their classrooms. Examples include procedures that offer various ways of greeting a student (high five, thumbs up, hug, wave, smile, etc.). Students choose their preferred way to welcome their teacher each morning. Each classroom creates a "Calm Corner" where students have free access to go when needing space, alone time, or to regulate their emotions. These spaces have various calming tools such as fidgets, breathing exercises, timers, books, beanbags, alternative seating, etc. Many classrooms have daily regulation routines that contribute to classroom culture. Examples include morning meetings, GoNoodle movement breaks, and end-of-day dismissal rituals. Each classroom receives monthly Character Ed lessons that focus on various Character trait skill-building. Topics this school year have included optimism, self-regulation, gratitude, and compassion.

The Mancos Matters team, a group of 10 staff members (including an administrator and teachers from each of the four schools), focuses on implementing Trauma-Informed practices throughout the district. They meet monthly. This semester they have focused on two new initiatives. First, throughout September, they promoted Suicide Prevention Month by offering free Suicide Prevention training to parents and the community and coordinating a community fundraiser.

Brandi Durr, a qualified QPR Institute trainer, provided an hour and a half training to community members on two separate nights (September 20th and 27th). The two training sessions were successful, and ideally, would become an annual event moving forward.

The fundraiser focused on building cohesion between the school and community by promoting the saying that it takes a village to raise children, selling blue hearts with the phrase “We are the village” at 9 Mancos businesses and each school’s front office. The sale was also successful and raised \$1,025. This money will be donated to the local non-profit, Mancos Valley Resources, to help support families in our community.

Second, the team worked to begin “The Buddy Project,” which puts two students together as “buddies.” The ‘Buddy System’ was put together in which every student in the district has a ‘Buddy.’ (ie. preschool has 6th-grade buddies, 8th-1st grade, 7th-Kindergarten, High School-5th grade, etc.) A calendar and dates have been set up for the 15-20 minutes ‘Buddy’ times. There is a planned and prepared activity for everyone. Students meet at the end of the day, from 3:30-4:00. (except preschool, which meets from 10:00-10:30.) This initiative is designed to support students in relationship building, leadership skills, community cohesion, and the growth of personal safety networks for our students, etc. This program will officially kick off on December 13th!

**Mancos School District Administration report OBJECTIVE 2A at
approaching standard on 12.13.21.**

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.*

Mancos School District's focus on SEL and Trauma-Informed practices is significant and a model for other schools districts. As a result, Mancos School District students are being well served in all facets of learning and development.

The report lacks quantitative data, such as the number and percentage of trained teachers in SEL and Trauma-Informed practices. Also, the number and percentage of students receiving additional services from teachers using SEL and Trauma-Informed skills, procedures, and protocols. Finally, information showing an alignment of practices PK-12 in the Mancos School District.