

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

Objective 2B: Mancos School District students demonstrate emotional intelligence and trauma-informed competencies in their day-to-day interactions with peers and adults.

Proficiency Indicators:

- Students are actively engaged in the processes for resolving conflicts and restoring relationships.
- Parents are provided with information on social-emotional learning and trauma-informed competencies and have opportunities to engage in training.
- Regularly scheduled social-emotional learning opportunities exist for groups and individual students.
- Each building has a designated refocus area. Students are aware of and frequently use spaces and resources available to them in order to manage and regulate emotions.
- Behavioral referrals (based on bullying, harassment, defiance, and general, unwarranted aggression towards others) from one calendar year to the next are stable or have slightly decreased.

Rubric:

Objective	Approaching Standard	At Standard	Above Standard
<p>OBJECTIVE 2B:</p> <p>Mancos School District students demonstrate emotional intelligence and trauma-informed competencies in their day-to-day interactions with peers and adults.</p>	<p>Students are not presented with opportunities to resolve conflicts and restore relationships.</p>	<p>Students are actively engaged in the processes for resolving conflicts and restoring relationships.</p>	<p>Students initiate practices for resolving conflicts and restoring relationships.</p>
	<p>Parents are not provided with information on social-emotional learning and trauma-informed competencies and do not have opportunities to engage in training.</p>	<p>Parents are provided with information on social-emotional learning and trauma-informed competencies and have opportunities to engage in training.</p>	<p>Parents seek out information on social-emotional learning and trauma-informed competencies, and trainings are well-attended.</p>

	Social-emotional opportunities for groups and individual students are non-existent.	Regularly scheduled social-emotional learning opportunities exist for groups and individual students.	The district provides routine and well-attended social-emotional learning opportunities for groups and individual students.
	Each building does not have a designated refocus area. Students are not aware of the availability and/or do not access spaces and resources available to them in order to manage and regulate emotions.	Each building has a designated refocus area. Students are aware of and frequently use spaces and resources available to them in order to manage and regulate emotions.	Each building has a designated refocus area and teaching staff are aware of where these are located and know their purpose. Students advocate for themselves by accessing spaces and resources available to them in order to manage and regulate emotions.
	There is an increase in the number of behavioral referrals (based on bullying, harassment, defiance, and general, unwarranted aggression towards others) from one calendar year to the next.	Behavioral referrals (based on bullying, harassment, defiance, and general, unwarranted aggression towards others) from one calendar year to the next are stable or have slightly decreased.	There is a significant decrease in the number of behavioral referrals (based on bullying, harassment, defiance, and general, unwarranted aggression towards others) from one calendar year to the next.

December 2023 Board Report

Definition of terms:

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 to handle interpersonal relationships judiciously and empathetically.

Restorative Practices - Restorative practice (or restorative justice) 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 part of the offender and forgiveness by the victim.

The SEL and TI Practices include but are not limited to: growth mindset, active listening, respectful communication, respecting multiple perspectives, managing emotions, giving and receiving feedback, persevering, resolving conflict, self-efficacy, self-management, social awareness, recognizing and holding to personal values, managing relationships, and practicing empathy.

Behavior Tiers: Predominately used at the secondary, this is a list of behavior offenses that increase in severity as one moves up the tiers. Typically, a tier one behavior is managed by the classroom teacher with warnings and parent contact until the third offense. Tier two behaviors involve a referral; tier three behaviors involve immediate contact with the dean or principal. Note that these tiers are separate from the Rtl tiers.

OSS and ISS: Out-of-school suspension and In-school suspension. These two discipline practices are used sparingly for tier three behavior offenses.

Superintendent's interpretation: Students are taught skills for successful relationships and interactions with peers and adults. In addition, students are actively engaged in the processes of resolving conflicts and restoring relationships through regularly scheduled social-emotional learning opportunities during school hours.

2022-2023 Rating: Approaching Standard

2023-2024 Rating: At Standard

Before we discuss the rationale for this rating, it's important to first recognize the sheer number of staff we have devoted to supporting our students. Some of these staff members have included short narratives and descriptions of their work.

Narrative from Linda Unsworth, elementary counselor:

Elementary students are exposed to social emotional learning daily. Classroom teachers provide instruction in expected behaviors as well as modeling and teaching appropriate responses with individual and small groups as situations arise. All students receive monthly character education lessons with the school counselor. Character Education

lessons teach students about empathy, respect, feelings vocabulary, assertiveness skills, conflict resolution, and bullying identification and prevention. These classes are attended by 100% of our students.

Students who would benefit with additional social, emotional, and behavioral support are offered small group interventions. With parent consent our counselor meets with these students in small groups of no more than six students. Weekly groups review more intensely focus on the above SEL areas in different ways including play therapy. There are currently 46 students participating in small support groups. Our part time Behavior Advocate also teaches and coaches student behaviors 1:1 or in small groups for 5-20 minutes daily or twice weekly. The Behavior Advocate is currently supporting 14 students.

Additional 1:1 support is also available. Our school based therapist is seeing elementary students 1.5 days per week. Currently 12 students are receiving 1:1 therapy support during school hours with parent consent. The school counselor also checks in with many students throughout the week as needed.

Students 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 all classrooms and the office where students can request to see our Counselor, Dean of Students or the Principal.

Narrative from Effie Manahan, secondary counselor

My objective as the secondary school counselor is to help students develop emotional intelligence through conflict resolution and restoring relationships. As a designated refocus area for students, I check in individually with around 14 to 15 students per week. Most topics involve social dynamics (including bullying incidents), family conflict, and stress over school performance. I provide students with breathing techniques, grounding skills, and strategies around self-advocating communication. With the help of SMART goals, I provide measurable success towards implementing SEL techniques in a classroom setting.

I am currently holding a weekly middle school girl's group that involves emotional awareness and healthy peer connection in a controlled setting. SEL tactics and direct feedback are core components to the group's curriculum.

Data from Brad Higinbotham, K-12 EARSS Grant Student Advocate

Mancos Student Advocate Description/Data

The portion of the EARSS (Expelled and At Risk Student Services) Grant that has been allocated to the Student Advocate is a part of the district's response to the suicides that took place prior to the district getting the EARSS Grant. The student advocate role has been to support students, K-12, who are struggling with academics, attendance, or behavior. Last year, the first year of the grant, we were able to meet the goals outlined in

the grant by getting 30% or more of students served who were failing, to pass, 30% or more of students served to increase their attendance, and 40% of students served to increase their SEL competence by completing an SEL program (Life Lab class in middle school and “Group” in the elementary).

High School

Officially, currently working with 10 students

–8 are primarily academic. Meet with 2 daily/weekly, 2 weekly/bi-weekly and 4 bi-weekly or monthly

–2 are SEL check-ins daily/weekly

Middle School

Officially, currently working with 32 students

–5 students are on an individual basis. All meetings revolve around SEL, this leads to some academic support. These students meet with me on a weekly but irregular basis

–27 students are in or just were in the SEL class called Life Lab. This class meets daily for one hour each day.

–39 6th graders did a 3 day, 2 night SEL retreat the third week of school themed around transitions

Elementary School

Officially, currently working with 27 students

–16 students are getting SEL support daily

–3 students are getting both SEL and academic support daily

–8 students are getting academic support daily

–50 (give or take) students are being watched daily during morning recess

Other staff:

Paige Mackenzie, contract clinical counselor for students and staff. This position is supported through the Expelled and At-risk Student Services (EARSS) grant for five years.

Ali Snowden, contract clinical counselor for students and staff. This position is supported through the Expelled and At-risk Student Services (EARSS) grant for five years.

Mike Higgs, social worker position funded by the School Health Professional grant for three years.

San Jaun Boces Personnel assigned to Mancos School District

School Psychologist	MacKenzie Domilise	mdomilise@sjboces.org
Speech/Language Pathologist	Nick Lawrence	nlawrence@sjboces.org
BETA Coordinator	Torrey Baldwin	tbaldwin@sjboces.org

Occupational Therapist	Sarah Grabbe	sgrabbe@sjboces.org
Physical Therapist	Lorrie Murdoch	lmurdoch@sjboces.org

Rubric Standard 1, At Standard: *Students are actively engaged in the processes for resolving conflicts and restoring relationships.*

See the information regarding restorative justice in Rubric Standard 5. We have two deans of students who are trained in restorative justice, and the entire staff just received restorative justice training in October.

Not every behavior incident will result in a restorative justice session. If the students are willing, and if the likelihood of a positive outcome is high, however, this is the typical practice.

Rubric Standard 2, Approaching Standard: *Parents are not provided with information on social-emotional learning and trauma-informed competencies and do not have opportunities to engage in training.*

At this time, there are no scheduled workshops or trainings for parents because our counseling staff is new this year. I foresee opportunities for parents to learn more about social-emotional learning and trauma-informed practices happening in the future as staff settles into their positions.

Mancos United also takes up some of this need for the district as well. This organization supports parents who need additional resources. They have a wide presence in town and on social media.

Rubric Standard 3, At Standard: *Regularly scheduled social-emotional learning opportunities exist for groups and individual students.*

As mentioned in Unsworth's narrative above, at the elementary school level meets with several students on an individual, small group, and whole group basis.

At the middle school level, students in the 6th grade engage in the Botvin class as an X-Block class one day per week. The secondary counselor meets with four students in a girls' group once a week and checks in with several students.

At the high school level, students in the 9th grade receive Botvin training as a part of their health elective. The BETA coordinator is conducting a wellness group with high school students. The secondary counselor checks in with several students.

Rubric Standard 4, At Standard: *Each building has a designated refocus area. Students are aware of and frequently use spaces and resources available to them in order to manage and regulate emotions.*

In the early learning center, the “calming cubbies” are intended for one child at a time when they choose to be alone. Children have access to sensory tools and visuals of calming strategies. Teachers also have family photos in the classroom, and sometimes children will grab their picture and go inside the cubby. It is never a place where a child is sent to or used in a punitive matter. It is a tool that a child chooses to use when they want to be alone, and the teachers teach that sometimes you need some space if you are feeling sad, mad, or even very excited.

In the elementary school, every classroom has a “calm corner” and the students that use them most often know that they can calm down in the offices, as well: counseling, Mrs. McNeil’s, Mr. Levine’s, or Mrs. Maki’s.

In the middle and high schools, there are three specially designated refocus areas: one in the middle school outside of Meagan’s room, Alys’ room, and the counselor’s office. From the district office, students can also access Paige M. and Ali S.

The following table shows the results of the Botvin LifeSkills Training Teen Health Study. The Teen Health Study is a survey that collects self-reported health behavior information from 9th grade students at four time points: twice during the 9th grade year, once during the 10th grade year, and once during the 11th grade year. The University of Colorado Boulder, along with the Colorado Anschutz Medical Campus, administers the survey. 31 students took part in this survey.

	Mancos 2021	Mancos 2022	State 2022
POSITIVE BEHAVIORS & COPING SKILLS			
<i>% of students who at least sometimes...</i>			
Relax all the muscles in my body, starting with my feet and legs	46	54	47
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	58	59
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	54	52
When I know I’m going to be late for something, I tell myself to stay calm	33	50	45
Make sure what I say matches my tone of voice, how I stand, and the expression on my face	71	75	83
Ask questions if they say something that isn’t clear	75	75	86

SCHOOL CONNECTEDNESS			
% of students who...			
Like school	54	46	56
Like their teacher	88	62	78
Keep working until their assignment is finished	75	67	63
MENTAL HEALTH			
% of students who			
Very often worry a lot	25	32	32
Very often are nervous or tense	25	16	26
Have felt depressed or sad most days in the past year	25	16	34

Table 1. Teen Health Study Survey.

The data shows that this group of Mancos students are fairly in line with state percentages with regards to Positive Behaviors and Coping Mechanisms. This group of Mancos students shows a lower percentage than the state in School Connectedness. They are in line with state percentages in Mental Health.

The high school students took the Healthy Kids Colorado Survey in mid-November. The test is conducted by the Colorado Department of Public Health and Environment. The test is voluntary and anonymous. Students share their “health status in the areas of mental health, nutrition, physical activity, sexual health, substance use, suicide, experiences of violence and racism, school and community engagement, access to trusted adults, attitudes and perceptions that affect health, and more” (HKCS Dashboard, n.d.).

Focus	2023 Mancos High School Results	2021 Colorado Results, if available	Significant areas of concern
Safety and Bullying			
Among students who drove a car or other vehicle during the past 30 days, the percentage who texted, posted, or used their phone in some other way while driving on one or more of the days	36.6%	31.8%	X
Percentage of students who have ever been bullied on school property during the past 12 months	24.4%		X

Percentage of students who would submit an anonymous report through their school's safety reporting system if they were concerned about their own or someone else's well-being or mental health	20.2%		X
Alcohol, Tobacco, and Marijuana			
Percentage of students who had their first drink of alcohol, other than a few sips, before age 13	21.8%	15.0%	X
Percentage of students who had at least one drink of alcohol on one or more of the past 30 days	20.2%	23.6%	X
Percentage of students who feel it would be sort of easy or very easy to get alcohol if they wanted	53.5%	53.1%	
Percentage of students who had used an electronic vapor product before age 13	12.3%	22.3%	
Among students who have used electronic vapor products, the percentage who used them because a friend or family member used them	48.6%	46.7%	
Percentage of students who feel it would be sort of easy or very easy to get electronic vapor products if they wanted	48.8%	51.4%	
Percentage of students who have ever tried marijuana	25.6%	26.1%	X
Percentage of students who feel it would be sort of easy or very easy to get marijuana if they wanted	40.8%	40.3%	
Nutrition			
Percentage of students who ate fruit one or more times per day in the past 7 days	34.2%	33.0%	
Percentage of students who ate vegetables such as green salad, potatoes, carrots, or other vegetables one or more times per day in the past 7 days	47.0%	38.7%	
Percentage of students who drank a sports drink, energy drink, or other sweetened beverage one or more times in the past 7 days	75.2%	40.9%	X
Percentage of students who ate breakfast on all of the past 7 days	26.5%	29.1%	X
Percentage of students who sometimes, most of the time, or always went hungry in the past 30 days because of a lack of food at home	21.4%	12.4%	X
Other Health Topics			
Percentage of students who could fire a loaded gun without adult permission in less than one hour	48.6%	19.2%	X

Percentage of students who would be able to get a loaded gun without adult permission in or around their home, from a friend or schoolmate, or from a family member	45.8%		
Percentage of students who went outdoors to spend time in nature at least once a week during the past 12 months	7.3%		X

Table 2. Healthy Kids Colorado Survey Selected Results, High School, Areas for Focus.

The middle school students took a similar Healthy Kids Colorado Survey in late November.

Focus	2023 Mancos Middle School Results	Significant areas of concern
Safety and Bullying		
Percentage of students who have ever been bullied on school property during the past 12 months	27.6%	X
Percentage of students who have been electronically bullied during the past 12 months	21.5%	X
Percentage of students who would submit an anonymous report through their school's safety reporting system if they were concerned about their own or someone else's well-being or mental health	16%	X
Alcohol, Tobacco, and Marijuana		
Percentage of students who had their first drink of alcohol, other than a few sips, before age 11	16.7%	X
Percentage of students who used electronic vapor products for the first time before age 11	5.8%	
Percentage of students who tried marijuana for the first time before the age of 11	6.7%	
Nutrition		
Percentage of students who ate fruit one or more times per day in the past 7 days	58.3%	
Percentage of students who ate vegetables such as green salad, potatoes, carrots, or other vegetables one or more times per day in the past 7 days	67.0%	
Percentage of students who drank a sports drink, energy drink, or other sweetened beverage one or more times in the past 7 days	69.9%	X

Percentage of students who ate breakfast on all of the past 7 days	33.3%	X
Percentage of students who sometimes, most of the time, or always went hungry in the past 30 days because of a lack of food at home	14.6%	X
Other Health Topics		
Percentage of students who could fire a loaded gun without adult permission in less than one hour	49.0%	X
Percentage of students who would be able to get a loaded gun without adult permission in or around their home, from a friend or schoolmate, or from a family member	51.9%	X
Percentage of students who went outdoors to spend time in nature at least once a week during the past 12 months	5.9%	X

Table 3. Healthy Kids Colorado Survey Selected Results, Middle School, Areas for Focus.

One way to educate students about these topics is to highlight the discrepancy between their perception and the reported reality. For example, 36% of Mancos high school students think that 50% of students have binge drank in the last 30 days. However, the reality is that 11.3% of Mancos students binge drank in the last 30 days. 36% of Mancos high students think that 50% of students have used marijuana in the last 30 days, when in reality, that number is closer to 7%. 11.5% of middle school students think 50% of students binge drank in the last 30 days, yet only 5% reported they had. 20% of Mancos middle school students think 50% of their peers have used marijuana in the last 30 days when only 3.8% report having used marijuana recently. The distinction between perception and reality can be used to demonstrate to students that not “everyone is doing it.” Other ways to approach these issues is through the Wellness Committee, health classes, and Advisory.

In a community that has suffered two teen suicides by firearms in the last three years, the number of students who have easy access to unsupervised loaded guns is concerning. The percentages shown in the two tables above are considerably higher than other regions (HKCS, n.d.). In the other counties in Region 9, of which Montezuma County is a part, the average of respondents who report having easy access to firearms is 26.2%, significantly below Mancos’ 45.8% and 51.6%. Another significant concern is the number of students who consume alcohol and sugary/energy drinks. Again, the Wellness Committee, health classes, and Advisory are good places to discuss these issues.

Rubric Standard 5, At Standard: *Behavioral referrals (based on bullying, harassment, defiance, and general, unwarranted aggression towards others) from one calendar year to the next are stable or have slightly decreased.*

Below I’ve included the MTSS/Rtl tiers. These show the layers of support for students with regards to social-emotional learning and behavior. Tier 1 is a universal support that all students receive. Tier 2 tends to focus on small groups of students who need additional support that Tier

1 doesn't provide. Tier 3 is tightly focused on individual students with specific support for specific needs. The percentage of students at each tier is smaller as you move up the tiers.

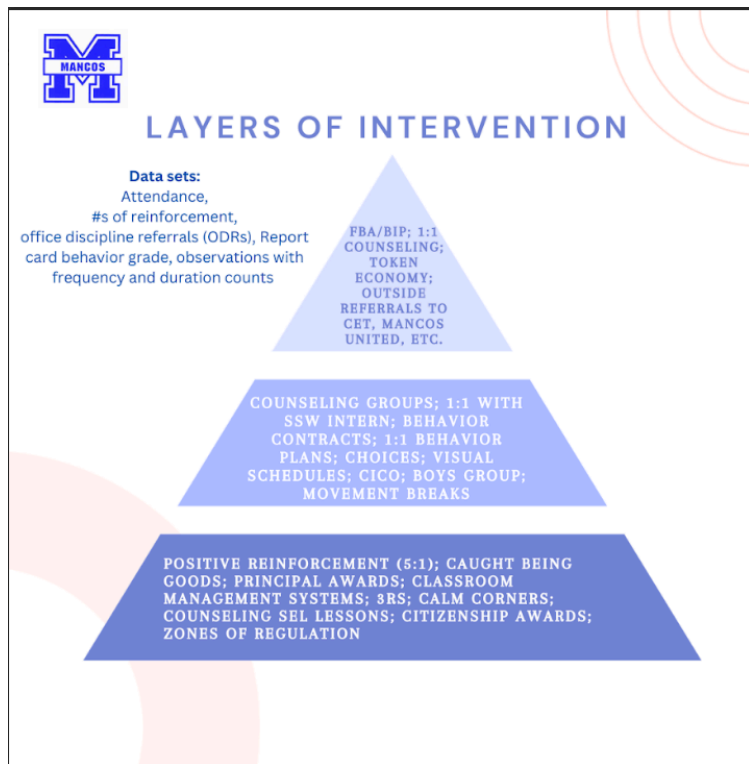


Table 3. Mancos Elementary Layers of Intervention.

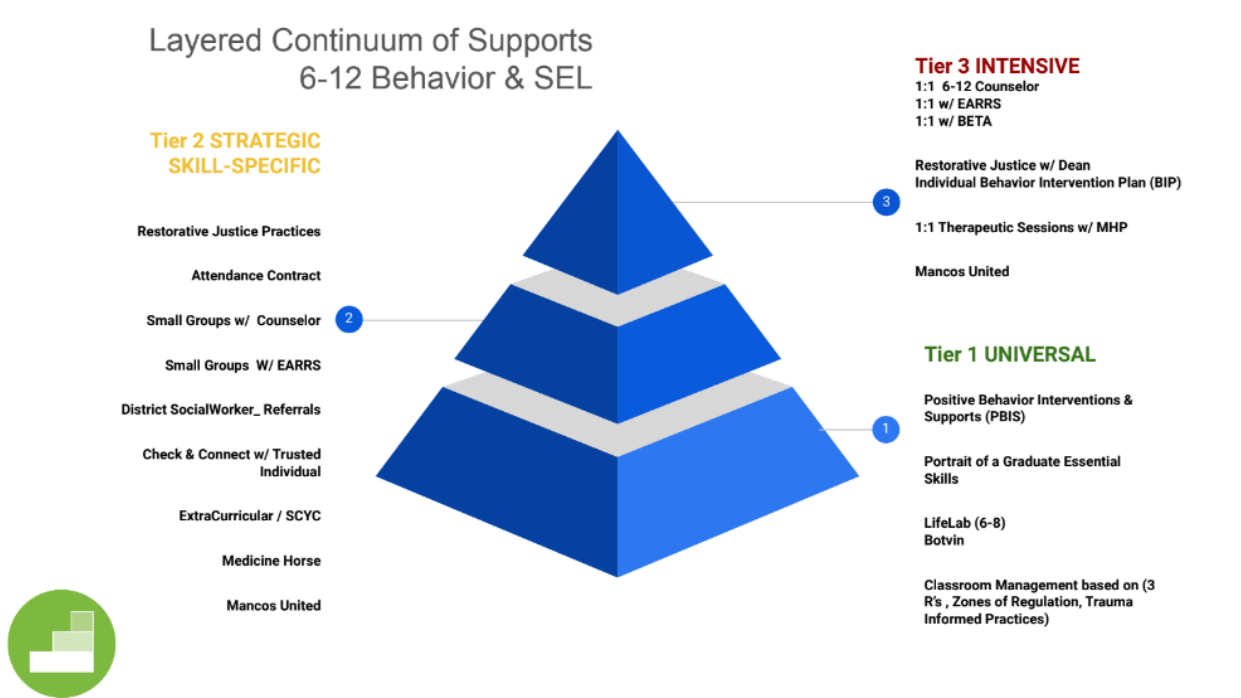


Table 4. Secondary Layered Continuum of Supports.

The elementary counselor provides direct instruction to each classroom using the curriculum *Second Step: Skills for Social and Academic Success*. At the secondary level, students tend to no longer respond well to direct instruction of SEL. For this reason, SEL becomes embedded in regular instruction using teacher-directed routines like brain breaks and breathing strategies. Advisory at both the middle and high school level include activities like Circle-Up, an activity that builds community and relationships. These circles can also be a place for SEL discussions facilitated by the teacher.

Behavior referrals are one piece of data that is collected as the staff begins to hone in on what specific students need to be successful. Behavior referral numbers for the last three school years are provided below.

	2021-2022	2022-2023	2023-2024 (based on data kept by school deans)
MELC (uses a different reporting system)			
MES discipline	19 referrals (data is limited to Schoolzilla)	19 referrals (data is limited to Schoolzilla)	14 referrals resulting in ISS or OSS
MES restorative justice	No data	No data	No data yet
MMS discipline	15 referrals (data is limited to Schoolzilla)	26 referrals (data is limited to Schoolzilla)	20 incidents resulting in detention, OSS, or Friday school
MMS restorative justice	No data	No data	8 students
MHS discipline	7 referrals (data is limited to Schoolzilla)	5 referrals (data is limited to Schoolzilla)	14 incidents resulting in detention, OSS, or Friday school
MHS restorative justice	No data	No data	14 students

Table 5. Mancos Behavior Referrals related to bullying, harassment, defiance, and general, unwarranted aggression towards others

This portion of the report was the most time consuming because of the vagueness of the criteria, the fact that referrals can be used for a variety of purposes, and that referrals are being entered into PowerSchool in a variety of ways by multiple users. There was no one clear way to

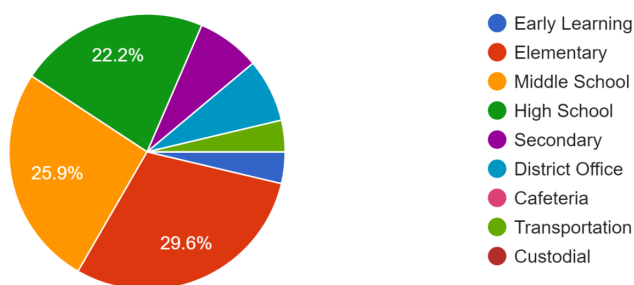
pull this data. In the future, we may want to look at some exact criteria for finding clear data. In fact, this exact issue is at the heart of both the work that the MTSS team is doing, and the 2024 Unified Improvement Plan.

Because I'm not sure of the veracity of the Schoolzilla data; and because we are in the early stages of having two deans of students who are trained in restorative justice practices; and because incident data will naturally look like it's upswinging when we have staff who can handle these incidents: I'm considering this data to show that incidents are stable from one year to the next. We have so many supportive systems in place. Where we may have had students "falling through the cracks" in the past, we now have the staff to catch these students when they're falling. For the next few years this will look like more incidents, when in reality it's more instances of support.

All staff members were asked to respond to a Staff Perception of Behavior Survey. Twenty-seven (27) staff members responded. Their responses are below.

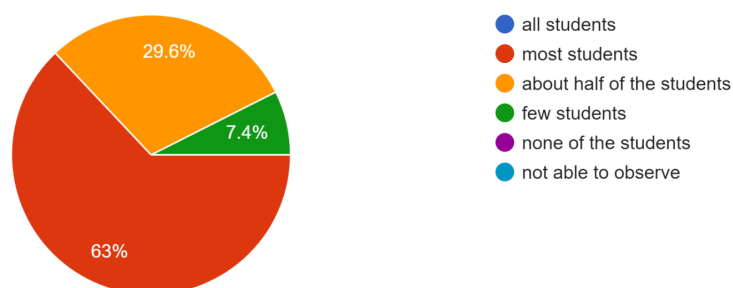
With what building or department are you most closely aligned? (Select the option that most clearly applies to your position.)

27 responses



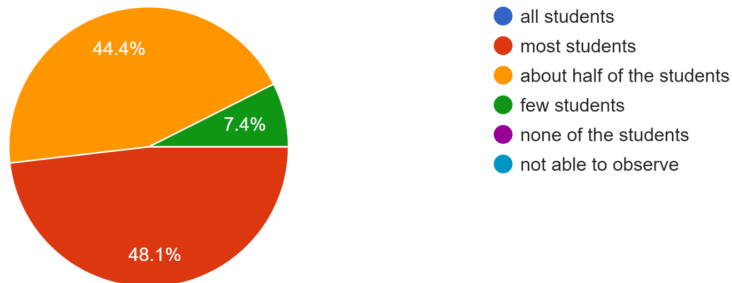
In your opinion, how many students that you interact with on a daily basis demonstrate AN ABILITY TO SELF-REGULATE THEIR EMOTIONS (can manage th...productive ways without outside intervention)?

27 responses



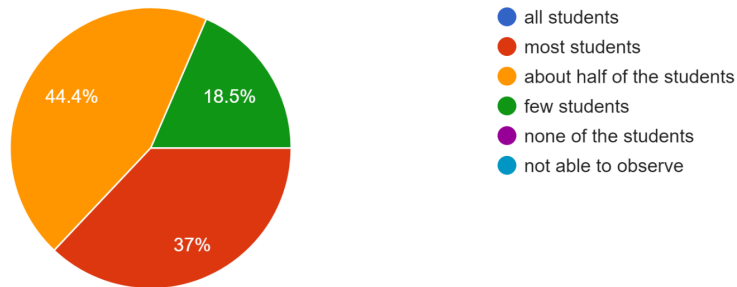
In your opinion, how many students that you interact with on a daily basis demonstrate EMPATHY (connecting to the emotions another person is feeling)?

27 responses



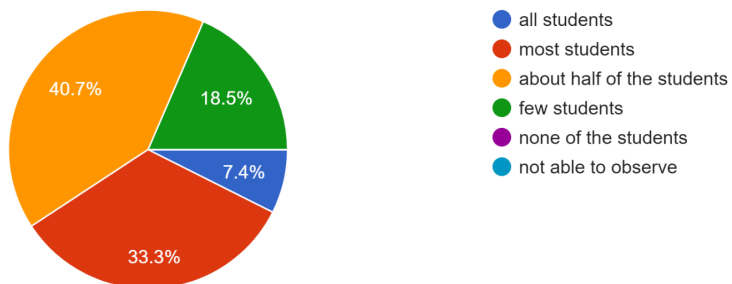
In your opinion, how many students that you interact with on a daily basis demonstrate ACTIVE LISTENING (listening and responding to another person in order to improve mutual understanding)?

27 responses



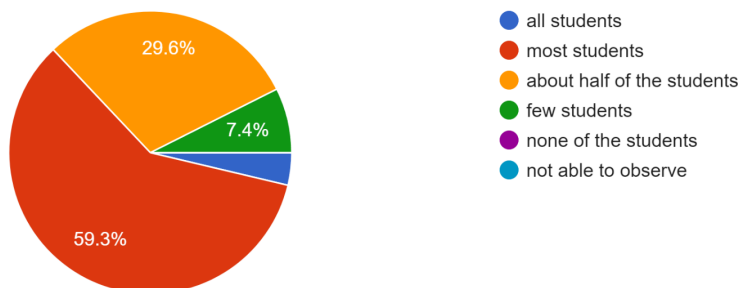
In your opinion, how many students that you interact with on a daily basis demonstrate CONFLICT RESOLUTION (finding a peaceful resolution to a dispute)?

27 responses



In your opinion, how many students that you interact with on a daily basis demonstrate AN ABILITY TO NAME THEIR EMOTIONS ACCURATELY?

27 responses



Active listening and conflict resolution appear to be two areas in which we might be able to help students grow.

Each of these skills are ones that grow as a child grows, so it is possible that we are seeing responses of “most students” from staff and teachers who work primarily with older students and responses of “about half of the students” from staff who work primarily with younger students.

I feel it is important to highlight one particular free response. One teacher responded that, “There are a few students (2-3) in each classroom that are so dysregulated they make it hard to teach and hard for other students to learn.” This is a common response amongst teachers, that while most students are regulated, a few dysregulated students can make it extremely difficult to manage a classroom effectively. As we grow in our trauma-informed, SEL, and restorative justice practices, we should be mindful of how to best support teachers so that all students are able to get the most out of their education.

Below, I’ve included the needs and next steps from the 2022-2023 2B report and the movement we’ve made towards these goals.

- 2022-2023: “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.”
 - 2023-2024: The returning board members have undergone this training. The two new board members may need some professional development.
- 2022-2023: “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.”

- 2023-2024: The 2023 survey has been administered, and their results are represented in this report.
- 2022-2023: “Administer surveys to collect data from students and parents to assess the effectiveness of current programs and the need for possible changes.”
 - 2023-2024: To my knowledge, parent surveys other than the communication survey for objective 1B have not been administered. Students have received both the Panorama Student Survey and the Healthy Kids Colorado Survey.
- 2022-2023: “Give parents the opportunity to learn about and participate in SEL and trauma-informed practices. Train parents in QPR suicide awareness.”
 - 2023-2024: This is still a need.
- 2022-2023: “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.”
 - 2023-2024: The high school scheduled regained some Advisory time, about 25-30 minutes towards the end of the academic day. This time has included restorative circles, community building, career talks, digital literacy, and interventions. It is important that this time remains in the schedule.
- 2022-2023: “Provide more training for teachers and staff regarding SEL and trauma-informed practices.”
 - 2023-2024: Doty Shepard from Resilient Colorado gave several trainings in trauma-informed practices during the second semester of the 2022-2023 school year. She will continue her work with the district as we imbed trauma-informed practices into the goals of the Wellness Committee.
- 2022-2023: “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.”
 - 2023-2024: Next year, we will have staff who are trained in the development and administration of the Panorama surveys, so the survey will be sent out at a more appropriate time.

Needs and next steps:

- Continue training new board members in SEL and trauma-informed practices.
- Give parents the opportunity to learn about and participate in SEL and trauma-informed practices. Train parents in QPR suicide awareness.
- Make the criteria for “referrals” that are reported very clear for ease of accessing the data.
- Provide data from surveys to the Wellness Committee.

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 11/2/23 A. Farrar
Revised 1/15/24 A. Farrar

References

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Addendum: Teacher Discipline Procedures (Secondary)

Teacher Discipline Procedures

<u>Level 1</u> <i>Teacher</i> (Warning, Warning, Referral)	<u>Level 2</u> <i>Report Violation to Dean of Students with referral</i> (School Detention)	<u>Level 3</u> <i>Call Dean to Remove Student</i> (Friday School/ISS/OSS/ loss of off-campus lunch/ expulsion)
Disruptive in class/assemblies/cafeteria/ bus	3rd Level 1 violation	3rd Level 2 violation
Littering on campus	3rd cell phone confiscation	Vaping/smoking/chewing on campus
Cell phone misuse (teacher permission required) second warning of that day, cell phone is confiscated	Skipping class	Possession of or under the influence of drugs and/or alcohol
Dress code violation	Walking out of class unexcused	Distribution or intent to distribute drugs (may involve law enforcement)
Inappropriate touch (ex. slapping butt of friend, small shove/push, lack of personal space)	Driving recklessly on/around campus	3rd documented class-skipping violation
Cursing/ inappropriate language	Cursing out student	Vandalism/Destruction of school Property
Public display of affection PDA	Bullying/ Harassment	Theft/Attempted theft
Use of non-motorized and motorized transportation devices on campus	Unauthorized entry into unsupervised school area	Physical and/or sexual harassment (ex. Slap/grab butt in a sexually suggestive way, touch private areas, sexual hand signals, verbalizing sexual content or suggestions, stalking, cornering, and ect.)
Minor inappropriate use of the internet (ex. Gaming, messaging, etc.)	Blatant disregard to a reasonable request by staff member	Looking at or producing highly inappropriate material or websites (i.e. pornography, extreme violence, etc.) on school grounds
Refusal to engage/ participate in class work and activities	Failure to appear for TEACHER detention	
	Proven to have lied or given false information	
	Unsafe behavior	
	Cheating on test/project/ homework (student receives 0 for assignment)	
	Forgery	

Teacher Discipline Procedures

Level 1

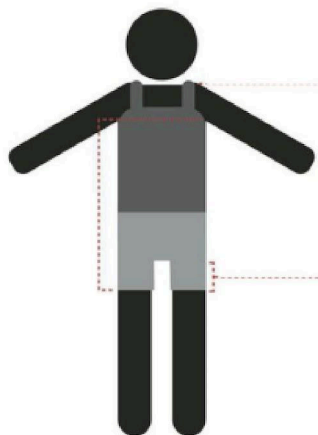
Teacher
(Warning, Warning,
Referral)

Bringing or possessing a knife, improvised blade (shank) with blade shorter than 3.5 inches

Unexcused tardy after 15 minutes of class

Dress Code Reference

- No undergarments exposed, such as bras, boxers, and underwear



-Shorts Length- 3 B's Rule

Level 2

Report Violation to Dean of Students with referral
(School Detention)

3 B's
No Exposure Area
(Includes all body positions)

-No Butt
-No Breasts
-No Belly

-Skirt Length- No shorter than fingertips with arms at sides
shoulders down and open hands

Level 3

Call Dean to Remove Student

(Friday School/ISS/OSS/
loss of off-campus lunch/
expulsion)

Cursing out teacher/staff

Fighting/Assault

Threatening and/or hazing students or staff

Bringing or possessing dangerous item or weapon (including knife or improvised blade) with a blade of 3.5 inches or longer

Inducing panic (i.e. triggering fire alarms, making threats of violence, etc.)

Failure to appear for SCHOOL detention

**** Rips and tears in clothing must also follow the 3 B's rules.**

-No hats (Middle School), No sunglasses, No knives, No inappropriate messages, pictures or references on clothing.

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