

Mental Health Committee Goals

Develop a collective vision

Action Plan

PBIS Supports

Building Capacity

Develop a support system for students and staff

Develop and foster relationships with community agencies

PD for staff

Create a Tool Box

Results: Share best practices, formalize and share info. about existing work, leader, capitalize in the momentum

Vision: Create and support a safe & compassionate environment where both students and adults can be successful.

Mission of the District: To create an environment that addresses the needs of students in holistic ways, taking into account their relationships, self-regulation, academic competence, and physical and emotional well being.

District Responsibilities:

- Research
- Suggestions/Guidance
- Screeners/Data
- Professional Development

School Responsibilities:

- Schools have to see a need and have a sense of urgency for change

Pg. 64 - School Action Plan (Helping Traumatized Children Learn: Creating and Advocating for Trauma-Sensitive Schools #2 - Trauma and Learning Policy Initiative a partnership of Massachusetts Advocates for Children and Harvard Law School)

- Base needs on data
- Share with patrons implications of being a trauma informed school/district
- All staff are trained; bus drivers, cafeteria, custodians, all classified & certified staff
- Support staff with resources & time

Outcomes for Students:

- 1 - Develop attachments and relationships within the school community
 - a. Day 1 of Mandt Training (staff)
 - b. PBIS
 - c. Kagan Cooperative Learning; Team Building/Class Builders
 - d. Use of Student Climate Survey (staff - to assess current reality)
 - e. Social/Emotional Instruction (Pre-K-2 Second Step)

- f. Students can identify at least one adult they can trust and seek assistance from

2 - Learn strategies and demonstrate the ability to self regulate

- a. PBIS expectations
- b. Teaching and practicing coping skills
- c. Identifying emotions/triggers
- d. Social skills
- e. Self advocacy - ask on own for a "time out"
- f. Yoga - Mindfulness - (Brain Yoga)
- g. Stools - movement - vs. traditional desk
- h. Second Step Curriculum K-2

3 - Develop resiliency to adapt to the social environment in which they interact

- a. PBIS - common area expectations
- b. Attendance - getting to school on a regular basis
- c. Executive functioning; organize themselves - materials
- d. Problem solving
- e. How to re-focus
- f. Stay engaged
- g. Less health issues
- h. Mentor that will listen
- i. Safe place to go

4 - Increased engagement within the learning environment

- a. PBIS
- b. Cooperative Learning
- c. Project Based Learning
- d. Involved in school activities, clubs, etc.
- e. Blended Learning/Flipped Classrooms
- f. Building school spirit
- g. Increase family engagement
- h. Team Building
- i. Community Service Opportunities

5 - Develop sense of self worth, empowerment, and self advocacy

- a. I can statements
- b. Small group - empowerment
- c. Jobs in the classroom
- d. Leadership Opportunities
- e. Ambassador programs
- f. Student Council

6 - Students will continue to meet the high standards set for all children and the school will help to makes that possible

- a. Academics

- b. Social/Emotional Behaviors
- c. Good Attendance
- d. Good Soft Skills

7 - Students will feel safe and supported at school

- a. Relationship with at least one caring adult
- b. Good Attendance
- c. Involvement in school activities
- d. Climate survey data
- e. Bullying report data
- f. SET/PBIS Data
- g. Student asks to utilize the wellness center

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Staff will be provided with trauma informed care professional development so they can be more effective in responding to traumatized children. The professional development will include relationship building, alternatives to punitive consequences, how to set up a trauma informed care classroom, self regulation strategies, and self care.

Outcomes for Staff:

1 - Staff will understand how trauma affects the learner and learning environment

- a. Professional Development: ACE's, Brain Development & Functioning, Life-long impact
- b. Increase Knowledge Level

2 - Staff will have the opportunity to reflect on how their work is affecting their own lives

3 - Staff will be given opportunities to build on their strengths and collaborate with other educational professionals in supporting students who experience trauma

4 - Staff will feel supported to work as a team to share responsibility for every student

5 - Staff will have an understanding of and have access to community resources for their students and for themselves

6 - Staff will feel safe and supported in their professional environment

7 - Staff will develop healthy relationships with staff, students, parents, and others supporting the school community

8 - Staff will have an understanding of the legal and ethical expectations from the district