



Social Emotional Supports PK12 AAPS Students

Presentation to the Board of Education
June 20, 2018

Positive Behavior Supports

All students are fully functioning & contributing members of the learning community

Focus on inclusive practices

Strategies at all levels operate from a positive support emphasis

Encourages student self-awareness and growth mindedness

Self-discipline, reflection and respect of others are key components



Shared Values - Preschool through Grade 12

- **Equity** – every student receives the supports they need
- Focus on **inclusive** practices
- Encourage students to develop **self-awareness**
- Focus on developing **positive and productive staff-student relationships**
- **Every student matters**--all hands on deck to support all students

Tier 1 Universal Supports

Universal programs/supports for all students

- Peer-to-peer
- Developmental Designs
- Where Everyone Belongs (WEB)
- Positive Behavior Intervention Supports (PBIS)
- Restorative Practices
- Link Crew
- Leader In Me
- Responsive Classroom
- Mindfulness

Tier 2 Intervention Supports

Early Intervention

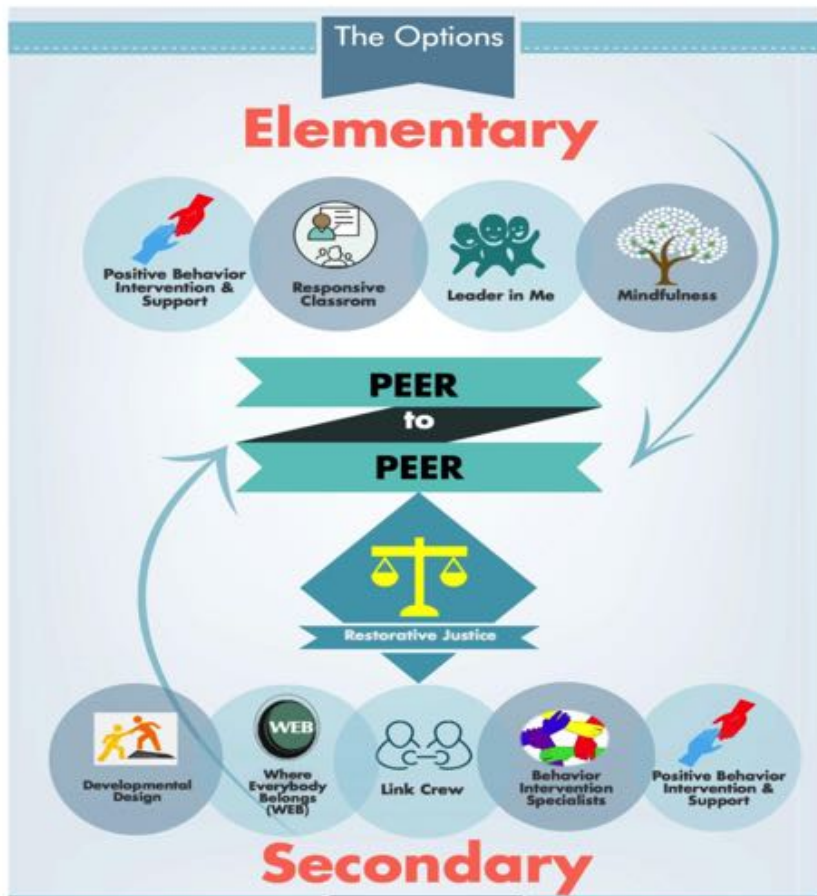
for students in need of extra intervention/support

- Intervention Specialists
- Cognitive Behavior Therapy Groups
- Mindfulness
- TRAILS
- Restorative Circles

Tier 3 Individualized Supports

Students who need a higher level of individualized intervention

- Individualized support plans
- Rest and return
- Proactive breaks
- Earned incentives
- Referrals to community resources



Definitions

ELEMENTARY



Method of teaching which values students as significant, connected members of their school community. Reminding, redirecting and reinforcing positive behavior.



Teaches leadership and life skills. Promotes culture of student empowerment.



Supports student self-awareness and regulation leading to improved attention, impulse control and self-regulation, increased personal well-being and kindness.

PEER to PEER



Mentoring program that guides and facilitates opportunities for mutually beneficial social interactions between students.



A framework or approach for assisting school personnel in adapting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

SECONDARY

Supports student self-regulation; allows time to connect, decompress & discuss.

Specialists provide targeted students with interventions and strategies to support success both academically and socially/emotionally within the general education system with the goal of student empowerment.

Middle school orientation and transition program that welcomes 6th/7th graders and makes them feel comfortable throughout the first year of their middle school experience.



Transition program to support freshmen students in their first year of high school through trained, positive peer role models and mentors who guide students to discover what it takes to be successful.



Program based on respect, responsibility, relationship-building and relationship-repairing. It focuses on mediation and agreement rather than punishment. It aims to keep kids in school and to create a safe environment where learning can flourish.

Supporting Positive Social/Emotional Development

Students in crisis or those with special needs are supported in proactive ways through myriad resources:

- Counselors
- Building Intervention Specialists
- Psychologists
- Social Workers
- Community Resources:
 - Ozone House
 - Neutral Zone
 - Community Action Network
 - Community Mental Network
- Coordinated by the individual school Achievement Teams

Mental Health Supports

- District-wide standard for assessing students in crisis
- Training and support measures are designed to ensure that AAPS is providing proactive supports for students with mental health concerns
- Consistent and fully embedded crisis response protocols in place district-wide
- These tools provide medical professionals with a much more comprehensive assessment of student need when school teams make referrals for mental health support
- Critical Incident Stress Management (CISM) Training for District Crisis Response Team members
- Training for all AAPS Counselors, Social Workers, Psychologists, Intervention Specialists, and Access and Opportunity Advocates on
 - **a)** a consistent referral protocol
 - **b)** the Columbia Suicide Severity Rating Scale

Next Steps:

- Continue to assess who among our AAPS support and ancillary staff has received training, and in what areas
- Develop a plan for filling in the gaps in training
- Continue to collaborate with community partners and agencies on an updated list of available mental health resources and providers
- Work toward reinstating full time counseling support at the middle school level
- Develop a plan for additional SEL supports for Elementary school students
- Monitor and review monthly discipline data with building administrators
- Review school climate survey data for school improvement planning
- Continued professional learning for building leaders and staff
- Strengthen proactive social/emotional supports and programming