

DAC—Charge Question

BOE Charge Question: How do we introduce, promote, and infiltrate trauma informed practices throughout our district and culture?

What does trauma-informed mean for Manitou Springs School District? What are the current realities of trauma-informed practices for MSSD? What are our best hopes for trauma-informed practices in all aspects of our school district? What are we doing well? What are some areas of growth? What would it mean for trauma-informed practices to be systemic?

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What: Trauma informed practices in education

What are the current realities?

- We are in a shared traumatizing experience and there are some people who are much more impacted than others.
- We are in a constant state of flux
- Children can sense the change and impact of COVID
- Students without access to school are undergoing more trauma
- People throughout the district are in survival mode

When: Throughout the school year and seasonal school-sponsored activities.

How: Training for all staff and frequent re-visits to ensure understanding and ongoing integrity of trauma-informed practices in all areas/activities.

Proposal: *(Top 2-3 recommendations)*

- Use of trauma informed practices using common language, age-appropriate, within the same framework for all staff, including admin and teacher (inclusive of all roles/positions)
- Review administrative policies and curricular resources through a trauma-informed lens.
- Create some sort of student led mental health/restorative practice committee. Some resources/similar ideas: <https://mindingyourmind.org/our-programs/our-minds-matter/>

Story: As we are becoming more aware of how trauma presents many underlying behaviors due to environmental triggers/sensitivities; we believe that it is not only best-practice, but also vital that all staff become informed about trauma language and practices.

Interests: To provide a safe and supportive learning environment that honors the mission/vision and potential of students and staff through research based trauma informed practices.

Research: *(What research was conducted? What are the current trends in research and practice?)*

- Mental Health Team and PHC came and discussed mental health practices
- Introduced to “The Boy Who Was Raised as a Dog”. The story displays the effects of trauma.

Options:

- Adopt and implement a research based trauma informed framework.
- Develop our own framework by researching and mirroring examples of other district’s frameworks.

Criteria: *(Pros and cons)*

1. Proposal #1--Shared Language, Shared Training for All

<i>Pros:</i>	<i>Cons</i>
<i>Research Based</i>	<i>Must be uniform across building (expectations)</i>
<i>Education specific</i>	<i>Requires intensive training and frequent revisits discussing progress/problem-solving</i>

2. Proposal #2--Through the Lens of Trauma-informed

<i>Pros</i>	<i>Cons</i>
<i>Looks at all policies</i>	<i>Time consuming and needs to be guided through a consistent trauma-lens</i>
<i>Brings more stakeholder involvement</i>	<i>Making sure we are integrating vs replacing high academic standards and instructional practices</i>

3. Proposal #3--Student Lead Mental Health Team

<i>Pros:</i>	<i>Cons</i>
<i>Normalize mental health practices and make it a more comfortable subject to discuss.</i>	<i>It would need lots of student/staff involvement</i>
<i>Make mental health practice inviting and fun.</i>	<i>It would take time to get the program developed.</i>
<i>Student driven/led</i>	

Suggested Implementation Models: *(Ideas or best practices for implementation)*

This is a process, and it needs to be long term.
 Needs to be consistently funded (regardless of grant).
 Leverage leadership for change and continuing the focus and emphasis.
 State dependence--Being aware of these states (for all).
 Training and check-ins daily.

Proposal #1:

- We recommend using the Intricate Roots Model for framework and structured implementation (grounded in Neurosequential Model for Education).
- This was funding for a 3-year cycle.
- We were awarded a \$276,000 grant from Colorado Springs Health Foundation.

Proposal #2:

- Tools for Looking at Policy and Practice:

- <http://traumainformedoregon.org/wp-content/uploads/2016/01/Guide-to-Reviewing-Existing-Policies.pdf>
- http://cars-rp.org/_MHTTC/docs/Trauma-Informed-Policies.pdf

Sample:

<p>School District-Level Policy Examples</p>	<p>San Francisco Unified School District Resolution No. 1312-10A4, "Establishment of a Safe and Supportive Schools Policy in the SFUSD" (adopted 2/25/14)</p>	<p>Excerpted language: "San Francisco Unified School District (SFUSD) believes strongly in creating a District-wide, positive, relationship-based culture that is supportive of all members of the SFUSD community and has been a statewide leader in initiating policies to support Restorative Practices, Positive Behavior Interventions and Supports, and Trauma Sensitive Practices."</p> <p>1) Develop a policy and implementation plan for the roll-out of Restorative Practices (RP) and 2) School Wide Positive Behavior Interventions and Supports (SWPBIS) at all schools over the next three years (e.g., include trauma-informed practices and behavior de-escalation support.</p> <p>[The SWPBIS plan shall include] "A structure for providing training and support about trauma informed practices, the need for behavior de-escalation and implicit bias and stereotype, and Lesbian, Gay Bisexual, Transgender, Queer sensitivity, and other cultural competency training in order to help all staff more effectively respond to and prevent behavior issues from escalating."</p>
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- Tools for Looking at Curricular Resources:
 - Identify a rubric that would be important for looking at instructional materials

Proposal #3:

- Students interview other students who are already doing this work in their schools/district (Palmer High School).
- <https://mindingyourmind.org/our-programs/our-minds-matter/>
- [Students helping students \(apa.org\)](http://www.apa.org)
- Course Syllabus/Guidelines: [Mental Health Syllabus \(uni.edu\)](http://www.uni.edu)

Additional Notes: *(Key ideas and discussions that were not part of the proposal but they should not be lost)*

Need to ensure that is continued funding.

Resources to consider: <https://transformingeducation.org/resources/trauma-informed-sel-toolkit/>

