

**Plans into Action:
SEL Standards**

Maumee City Schools



About our District



Located in Northwest Ohio (suburb of Toledo)

Established in 1843

Enrollment: 2400 students

Staff: 325 staff members

Economically Disadvantaged: 34%

Who we are...

Michelle Shafer, Director of Teaching and Learning

Tricia Samuel, Director of Educational Services

Shannon Cusumano, Elementary Counselor

Amy Johnson, Elementary Counselor

Angie Wojcik, Middle School Principal

Scott Perrotte, High School Assistant Principal

Agenda

1. Our Why
2. Laying the Groundwork
3. Building the Plan
 - a. District Strategic Planning
 - b. Course of Study for Ohio's SEL Learning Standards
4. Working the Plan - Building Perspectives
5. Question and Answer Time

EachChildOurFuture
In Ohio, each child is *challenged, prepared and empowered.*

Vision In Ohio, each child is *challenged* to discover and learn, *prepared* to pursue a fulfilling post-high school path and *empowered* to become a resilient, lifelong learner who contributes to society.

Four Learning Domains

- Foundational Knowledge & Skills**
Literacy, numeracy and technology
- Well-Rounded Content**
Social studies, sciences, languages, health, arts, physical education, etc.
- Leadership & Reasoning**
Problem solving, critical thinking, creativity, interpersonal abilities
- Social Emotional Learning**
Self-awareness & self-management, social awareness, relationship skills, responsible decision-making

One Goal
Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:
 • Enrolled and succeeding in a post-high school learning experience, including an apprenticeship or dual enrollment program, four-year college program,
 • Serving in a military branch,
 • Earning a living wage, or
 • Engaged in a meaningful, self-sustaining vocation.

Three Core Principles

- Equity
- Partnerships
- Quality Schools

10 Priority Strategies

1. Highly effective leaders & teachers
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability systems honor all learning domains
7. Meet needs of each child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school graduate success paths to graduation

Ohio's Strategic Plan

ENGAGE INSPIRE EMPOWER

EQUITY We will ensure an environment where every child is treated with respect, given support tailored to their unique needs, and provided access to high-quality educational opportunities.

ACADEMICS We will empower students to achieve success through consistent, high-quality grade-level educational opportunities.

POSITIVE MENTAL HEALTH SUPPORTS We will work with community partners to provide social and emotional resources and support.

EXTRA-CURRICULAR PRIDE We will offer a variety of extra-curricular opportunities that encourage resilience and pride through high standards, hard work, and perseverance.

MAUMEE Strategic Plan

**ENGAGE
INSPIRE
EMPOWER**

EQUITY We will create an environment where every child is treated with respect, given support tailored to their unique needs, and provided access to high-quality educational opportunities.

POSITIVE MENTAL HEALTH SUPPORTS We will work with community partners to provide social and emotional resources and support.

Strategic Plan

MAUMEE CITY SCHOOLS

7

GOLDEN CIRCLE

WHY? Do You Do What You Do? WHAT'S THE PURPOSE?

HOW? Do You Do What You Do?

WHAT? Do You Do?

START WITH WHY
HOW GREAT LEADERS INSPIRE EVERYONE TO TAKE ACTION
SIMON SINEK
WITH SHARON MOYER AND KEVIN WOOD

IDEA: SIMON SINEK

GOLDEN CIRCLE

WHY? Do You Do What You Do? WHAT'S THE PURPOSE?

HOW? Do You Do What You Do?

WHAT? Do You Do?

Positive Mental Health for all Maumee Students

Meaningful Course of Study

- Build our Vision
- Complete a Gap Analysis
- Create an Action Plan
- Monitor and Revise as needed

High Quality Student Learning and Supports

High Quality Professional Learning and Supports for Teachers

IDEA: SIMON SINEK

Laying the Groundwork...

2017-2018
Trauma Informed Care Training
Restorative Practices Training
Zones of Regulation Training



2018-2019
Reach for Relationships Professional Development Day (October)
District team attended series of Ohio ASCD Social-Emotional Learning Conferences
Restorative Practices Training
Zones of Regulation Training

2019-2020
Strategic Plan focusing on Positive Mental Health
Positive Mental Health/Safety Professional Development Day (August)
Positive Mental Health Professional Development Day (October)

Additional Supports/Programs in Buildings

Bullying Prevention Programs
PBIS Matrix in each building
"Start with Hello" (Sandy Hook)
Say Something (Sandy Hook)
Harbor Behavioral Health Supports (All buildings)



Why do students need schools to teach them about Positive Mental Health and support them when they need PMH supports?

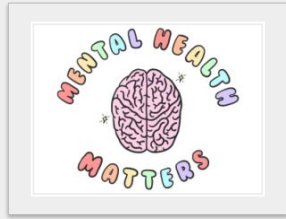


Why do students need schools to teach them about Positive Mental Health and support them when they need PMH supports?

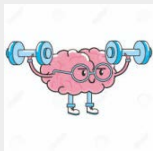
What PMH skills do we want for our graduates?

Purpose of this Work

Create a course of study that effectively guides Positive Mental Health (PMH) instruction and support services at Maumee City Schools



Course of Study Revision Goals



1. Create a vision for the Positive Mental Health of our students at Maumee City Schools
2. Select standards (what students need to know and be able to do) in each grade band
3. Map out an integrated scope and sequence of PMH instruction at each grade
4. Determine a range of PMH support services for students in need
5. Communicate course of study to MCS staff
6. Determine professional learning needs of MCS staff

Timeline

Vision, Select Standards, Begin Scope & Sequence

Building Work - selection, alignment, PD, development
COS Submitted for BOE Consideration

Spring:
Subcommittees make responsive changes



Finish Scope and Sequence, Feedback on Oct 7 plans

During a Fall 2020 inservice, PMH committee meets to check in and make any adjustments

Vision for the Positive Mental Health of Maumee City Schools Students

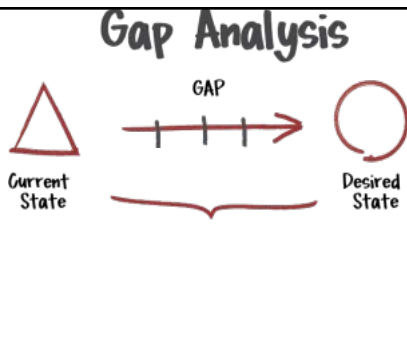


- Students will understand and demonstrate
- Self awareness
 - Self Management
 - Social Awareness
 - Relationship Skills
 - Responsible Decision Making



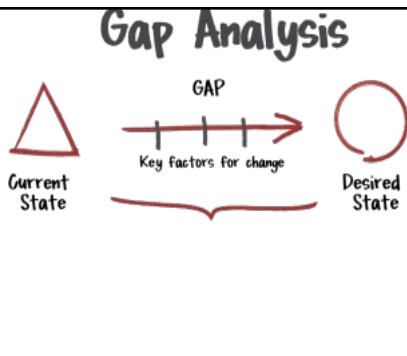
Gap Analysis

Clearly describe where we currently are and where we want to be and in order to develop a plan to make our vision a reality



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Take a Closer Look: Planning the Instruction

- What PMH instruction are we already doing (Tier 1)?
 - All students are being taught the skills and given opportunities to practice vs
 - Students are talking about and reflecting on the skills
- What PMH support systems do we already have in place (Tier 2 and 3)?
 - Specific support is provided that is targeted to teach the skill, practice the skill, and reinforce the skill

Where are the gaps?
Which gaps do we bridge?

Consider before Choosing

Dialogue with your grade level group:


- What competencies contain critical standards at your grade(s)?
- How adept are students at these standards?
- What standards within these critical competencies are important year 1?
- What standards within these critical competencies are important year 2?
- Within competencies, what support might our teachers need?
- Within grade levels, what supports might our teachers need?
- How many days/weeks of instruction are necessary to 'cover' the standards you've decided are important?
- What are ways that the instruction can take place?
- How will we know if the students are learning and applying?

K-12 Scope and Sequence


Grade Level	Competency	Middle Grades	Instruction: <i>be specific...which skill and lesson?</i>	Support Services
6	B: Self Management B1.3.c	Apply productive self-monitoring strategies to reframe thoughts and behaviors	8th of Health, Mental & Emotional Health Unit - Express Your Feelings, Name the Emotion, Expressing Yourself Through Communication	Zones of Regulation (small groups, individual)
7	B: Self Management B1.3.c	Apply productive self-monitoring strategies to reframe thoughts and behaviors		
8	B: Self Management B1.3.c	Apply productive self-monitoring strategies to reframe thoughts and behaviors		

Elementary Buildings


Fairfield, K-3rd




Fort Miami, K-3rd



Wayne Trail, 4th & 5th





PBIS Positive Behavioral Interventions & Supports
ORIP TECHNICAL ASSISTANCE CENTER

- Collecting data on discipline referrals
- Setting rules/matrix in classrooms and all common area
- PBIS team looked at data and areas of concern and looked at programs the teachers could teach to address the behavior issues
- Decided as a staff to use Second Step as Tier 1, along with school-wide implementation of framework for positive behavior recognition while continuing to track behavior data
- Decline in behavior referrals each year

Tier 1 SEL Program 

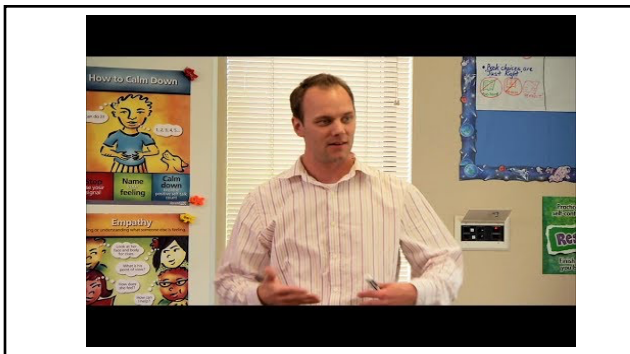



SECOND STEP®


**Not Just Better Students,
Better People**

Teachers teach 4 units:

1. Skills for Learning
2. Empathy
3. Emotional Management
4. Problem Solving Skills



Bully Prevention Program 



K-3 classes are taught 4 lessons by the school counselors

**Research-based curriculum*

*Bullying Prevention in Schools Starts with Social-Emotional Learning



Teaching social-emotional competence has been found to be an important ingredient in effective bullying prevention that also supports children's healthy development. Social-emotional skills are key components in tackling the bullying problem. Social-emotional learning skills help all those involved in bullying. Teaching these skills not only promotes a safe and positive climate within schools, it creates healthy children who are ready to learn.

-2012 Committee for Children



- being safe, respectful, and responsible
- recognizing, reporting, and refusing bullying

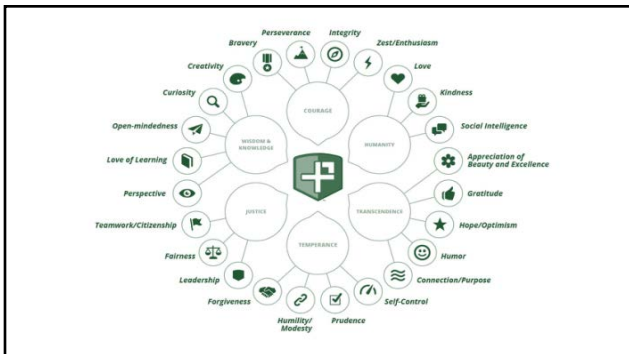
- being a bystander who becomes a bystander hero/upstander to help prevent bullying

The Positivity Project aka P2: Tier 1 - 2019-20 K-5



P2 equips Pre-K-12 schools with the resources, training, and strategy to teach positive psychology's 24 character strengths and empower their students to build positive relationships.

#otherpeoplematter



<ol style="list-style-type: none"> 1. 8-14 Sep - Other People Matter Mindset (OPM2) - Intro Week 2. 15-21 Sep - Curiosity 3. 22-28 Sep - Teamwork 4. 29 Sep - 5 Oct - Open-Mindedness 5. 6-12 Oct - OPM2 - Being present and giving others my attention 6. 13 - 19 Oct - Integrity 7. 20 - 26 Oct - Perspective 8. 27 Oct - 2 Nov - Creativity 9. 3 Nov - 9 Nov - Bravery 10. 10 Nov - 16 Nov - OPM2 - Knowing my words & actions affect others 11. 17 - 13 Nov - Gratitude 12. 24 - 30 Nov - Gratitude 13. 1 - 7 Dec - Kindness 14. 8 - 14 Dec - Humility 15. 15 - 21 Dec - Self-Control 	<ol style="list-style-type: none"> 16. 5 - 11 Jan - Optimism 17. 12 - 18 Jan - Prudence 18. 19 - 25 Jan - Perseverance 19. 26 Jan - 1 Feb - OPM2 - Supporting others when they struggle 20. 2 - 8 Feb - Forgiveness 21. 9 - 15 Feb - Love 22. 16 - 22 Feb - Wildcard/Make-Up 23. 23 - 29 Feb - Enthusiasm 24. 1 - 7 Mar - OPM2 - Cheering others' success 25. 8 - 14 Mar - Social Intelligence 26. 15 - 21 Mar - Love of Learning 27. 22 - 28 Mar - Fairness 28. 29 Mar - 4 Apr - Humor 29. 5 - 11 Apr - Wildcard/Make-Up 30. 12 - 18 Apr - OPM2 - Identifying & appreciating the good in others 31. 19 - 25 Apr - Appreciation of Beauty & Excellence 32. 26 Apr - 2 May - Purpose 33. 3 - 9 May - Leadership 34. 10 - 16 May - Other People Matter Mindset (OPM2) - Outro Week
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The image shows materials for a 'Kindness Project' on 'Day 1'. It includes a title slide with the 'The Positivity Project' logo and the word 'Kindness'. Below are three smaller sections: 'Listen to the story: Each Kindness' with a video player icon, a quote slide that reads 'Carry out random acts of kindness, with no expectation of reward save in the knowledge that one day someone might do the same for you.' attributed to 'Princess Diana', and 'Watch Kindness Boomerang' with another video player icon.

K-6 Health Education Curriculum Legislated Requirements

The Ohio Revised Code (ORC) [3313.60](#) states that the board of each cooperative education school district shall prescribe a curriculum for all schools under its control for health education. The health education curriculum must include:

- The nutritive value of foods, including natural and organically produced foods, the relation of nutrition to health, and the use and effects of food additives;
- The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco;
- In grades kindergarten through six, instruction in personal safety and assault prevention, except that upon written request of the student's parent or guardian, a student shall be excused from taking instruction in personal safety and assault prevention;
- Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.

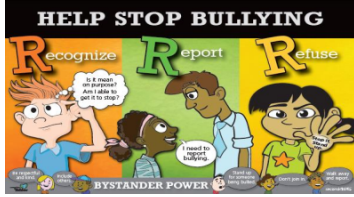
Furthermore, Governor's Cabinet Opiate Action Team has provided [recommendations](#) for instruction in prescription opioid abuse prevention.

CAPP - Child Abuse Prevention Program

- 1st / 3rd grade = 2 lessons each taught by the school counselors
- Opt-out forms
- Teaches kids about:
 - Safe touches
 - Unsafe touches
 - Abuse
 - Physical
 - Emotional/Verbal
 - Neglect
 - Sexual Abuse
- Videos from

The slide for 'The Child Abuse Prevention Program' is for '3rd/4th Grade Curriculum' and 'Lesson #1'. It features a cartoon superhero character and logos for 'Family Violence Prevention Centers' and 'Family Violence Prevention Center'. Text on the slide includes 'The Child Abuse Prevention Program', '3rd/4th Grade Curriculum', and 'Lesson #1'.

HOPE - Health Opioid Prevention Education **HOPE**



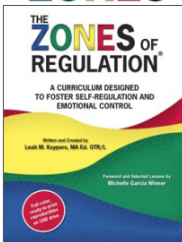
Don't Know =

Don't Touch!
Don't Taste!
Don't Take!

Tell a TRUSTED Adult!

Grades K-3; 1 lesson each

The **ZONES** of Regulation



The ZONES of Regulation® - Reproducible © The Zones of Regulation Visual

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Blamed Out of Control

K-3 skill building lunch groups with counselors



Gateway Middle School



Gateway

Planning process -

- Strategic plan (goal 2) foundation
 - All staff involvement
 - Building goal creation
 - Success criteria - looks, sounds, feels like
- 10/7/19 - District pd in morning connection to building pd on PMH curric.
- 11/26/19 - review, reflect, update, return

GMS Programs to support; eduC, PBIS - Tier I for all, Tier II support via School Counselors, Restorative practices, School Counselors individual Needs Assessments via One Minute Meetings in Aug & Sept, Health Curriculum piloting Second Step at the Middle level,

K-12 Scope and Sequence

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Year 1

1st - What are we doing right now?

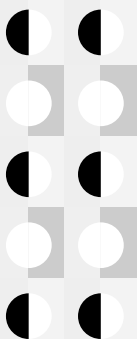
2nd- What can we do this year?

* 4 things that you are doing now (even kind of) or that you are interested in

Select 1 thing to own

- What can each grade level dept. team do intentionally and own?
- When will you teach it and where (content class/enrichment)?

When you have decided and worked out the details, please complete this Google form to share your selection and details: [Positive Mental Health Planning](#)



There will be gaps.
We aren't trying to "kinda" do everything.

May -

- Review progress during '19-20 SY
- Review incident data in eduC
- Make decisions about '20-21



Maumee High School

SEL Standards Analysis

Fall 2019 a building-team reviewed the SEL Standards

5 Competency Areas:

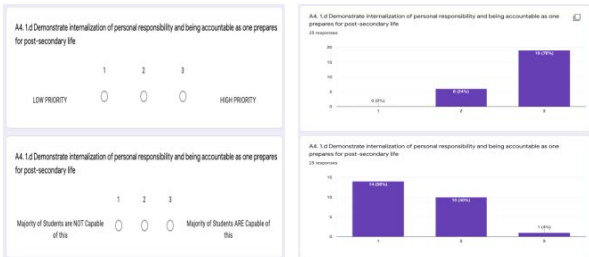
- A. Self-Awareness (12 Standards)
- B. Self-Management (9 Standards)
- C. Social Awareness (13 Standards)
- D. Relationship Skills (9 Standards)
- E. Responsible Decision Making (11 Standards)

The Building Team distilled these 54 Standards down to 14.

A survey was developed & distributed to Faculty. It asked 2 questions about each of the 14 standards:

1. Rate the priority level of each standard (Low, Medium, High)
2. How capable are the majority of students at exhibiting this skill?

Social-Emotional Learning Standards: Survey Sample



Positive Behavior Intervention & Supports

17-18: Building Team attended 4-days of PBIS Training

18-19: Preparation Phase: Building PBIS Team was established & expanded

- Identified Key Behavior Goals
- Developed a building Behavior Matrix
- Formulated Building PBIS Plan

19-20: Initiation Phase

Tiered Support

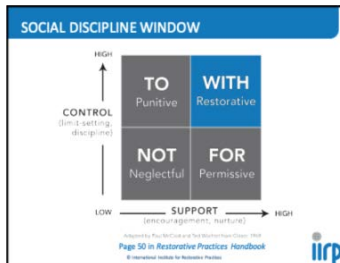
Focusing on the Whole Child to provide Proactive, Responsive, and Individualized support in various settings

[Maumee H.S. P.B.I.S. Plan](#)

Restorative Practices

Restorative Practices enables teachers to restore community in their classrooms and in their schools.

1. Affective Statements
2. Affective Questions
3. Impromptu Conferences
4. Circles
5. Formal Conferences



Positivity Project

24 Character Traits

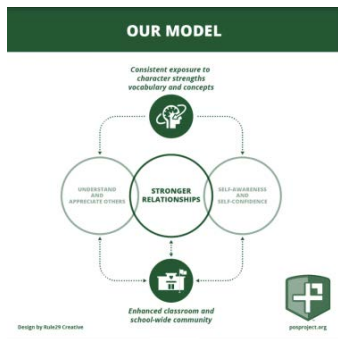
- 12 Traits Covered in Year 1

Freshmen are introduced during LINK Homeroom

Sophomores/Juniors Positivity Homerooms

Senior Seminars

- Guest Speakers from greater NW Ohio Community



Panther P.R.I.D.E. Award

Students are nominated by Faculty & Staff monthly

Perseverance, Respect, Initiative, Duty and Enterprise (leadership, attitude, cooperation, and compassion)

There is no limit on nominations

Students are given prizes. Nominations are announced.

Nominations are read to each student, and a letter with the nomination is sent home to parents