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
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
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?
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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
- Day 1: Sept 10, 2019
- Day 2: Oct 2, 2019
- Day 3+: Winter 2020
- Fall 2020
- Spring 2021
- Finish Scope and Sequence, Feedback on Oct 7 plans
- During 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 in order to develop a plan to make our vision a reality.
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Take a Closer Look: Planning the Instruction
1. What PMH instruction are we already doing (Tier 1)?
   - All students are being taught the skills and given opportunities to practice
   - Students are talking about and reflecting on the skills
2. 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
Dialog 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?
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
Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive.

### Tier 1 SEL Program
- Teachers teach 4 units:
  1. Skills for Learning
  2. Empathy
  3. Emotional Management
  4. Problem Solving Skills

### Bully Prevention Program
- Research-based curriculum
  - K-3 classes are taught 4 lessons by the school counselors

*WE STOP BULLYING*
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
CAPP - Child Abuse Prevention Program

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

6-8 Health Education Curriculum Legislative Requirements

The Ohio Revised Code (OREC) §3301.01 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 and legal restrictions against the use of drugs, alcohol, tobacco, and nicotine;
- The harmful effects of illegal drugs, except that upon written request of the student's parent or guardian, a student shall be excused from taking instruction in personal safety and sexualy health education.

Furthermore, Governor's Cabinet Opioid Action Team has provided recommendations for instruction in prescription opioid abuse prevention.
HOPE - Health Opioid Prevention Education

**HELP STOP BULLYING**

- Don’t Know =
- Don’t Touch!
- Don’t Taste!
- Don’t Take!
- Tell a TRUSTED Adult!

Grades K-3; 1 lesson each

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The **ZONES** of Regulation

K-3 skill building lunch groups with counselors

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[Diagram of the ZONES of Regulation]

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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
Take a Closer Look: Planning the Instruction

1. 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

1. 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
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 the 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