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# Tam Valley Board Presentation

Supporting Students: Past, Present and Future

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# The Pandemic

As we welcome students back to full in-person daily learning, it is more important than ever to support children's mental health and well being.

1. Long term effects of pandemic?
2. *Science tells us* that children need positive & trusting relationships, and a sense of belonging & purpose to learn
3. *Experience tells us* that children need social connections.

TV and MVSD's response: continue to focus on the wellbeing of all students.

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# The Importance of Relationships

“Schools are not buildings, curriculum timetables, and meetings. Schools are relationships and interactions among people.” *David W. Johnson and Roger T. Johnson, University of Minnesota*

“The science says to us that, in fact, the way the brain functions and grows, it needs safety, it needs warmth, it actually even needs hugs. We actually learn in a state of positive emotion much more effectively than we can learn in a state of negative emotion. That has huge implications for what we do in schools.” *Linda Darling-Hammond, Stanford University*

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# Tam Valley's Approach to Building & Maintaining Relationships

1. Counselors -- curriculum and support
  2. Teachers
  3. DEI Committee
  4. Kindness Klub
  5. Staff Trainings and Meetings
    - a. Self Care Focus
    - b. Unconditional Positive Regard
    - c. [Charlie Appelstein](#) -decoding problem behavior
    - d. Restorative Practices
    - e. Mindfulness Training
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# #3 TV's Diversity, Equity, and Inclusion Committee

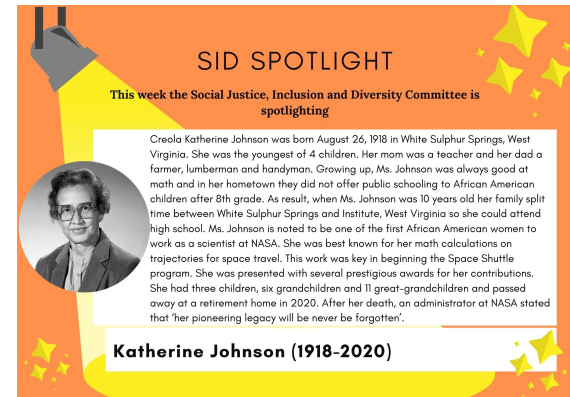
“Schools and classrooms should be developed as culturally responsive learning communities in which all children feel a sense of physical and psychological safety and belonging and teachers engage in practices that help them know their students well so that they can respond to children’s specific needs, interests, readiness for learning, and opportunities for growth and mastery.” [From the Science of Learning and Development](#)

## DEI Committee:

- Mural
- SID Weekly Spotlight

## District:

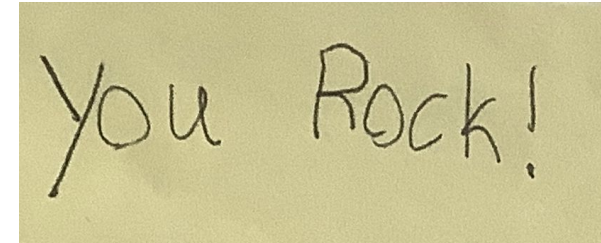
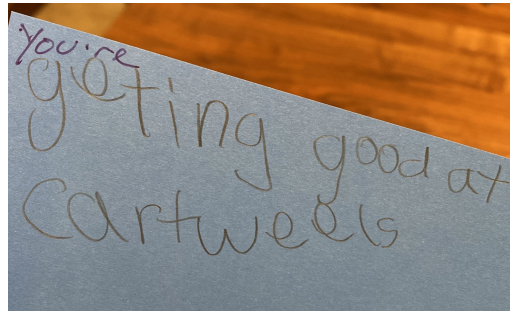
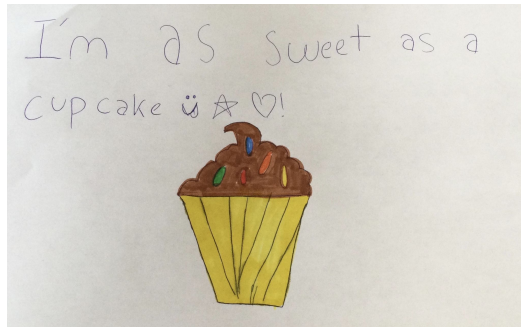
- Facing History Facing Ourselves





## #4: Kindness Klub

- PTA initiated
- Based off of [Kindness Cards for Kids](#)
- Principal video challenges 2x month, pull a card
- Padlet & Mr. M student meetings



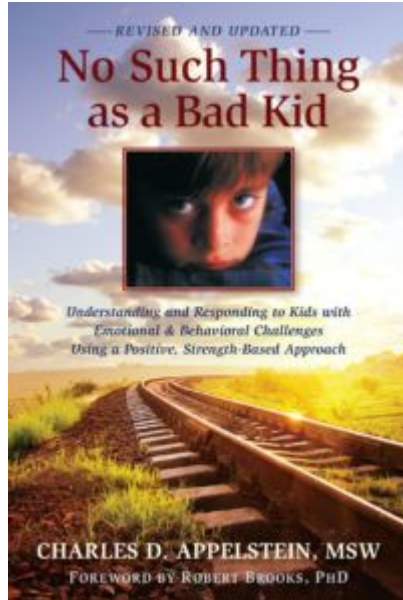
### HELLO, SELF!



Do you ever talk to yourself? Most of us do. We can write to ourselves, too! Write a compliment to yourself and put it someplace you'll see, like on your bathroom mirror or bedroom door. Some ideas: "You are a rock star!" "You are awesome!" "You are a great listener!" Just a simple "You got this" is a great way to start the day.

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## # 5 Staff Meetings & PD



- A. Staff Meetings: Focus on Self Care
  - B. Unconditional Positive Regard & Loosening the Lid
  - C. Charlie Appelstein: Decoding Problem Behaviors
  - D. Restorative Practices
  - E. Mindfulness Trainings
    - a. Amaris Vicari & Jen Nassiri: Full day Staff PD, classrooms 1/month
    - b. Mindful Schools Trainings
    - c. Takeaways: Teachers do mindful moments throughout day
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# Staff Trained in Restorative Practices

“Reliance on punishment as a social regulator is problematic because it shames and stigmatizes wrongdoers ... and fails to change their behavior. The restorative approach, on the other hand, reintegrates wrongdoers back into their community and reduces the likelihood that they will reoffend.” *Renowned Australian criminologist John Braithwaite*

The Compass of Shame

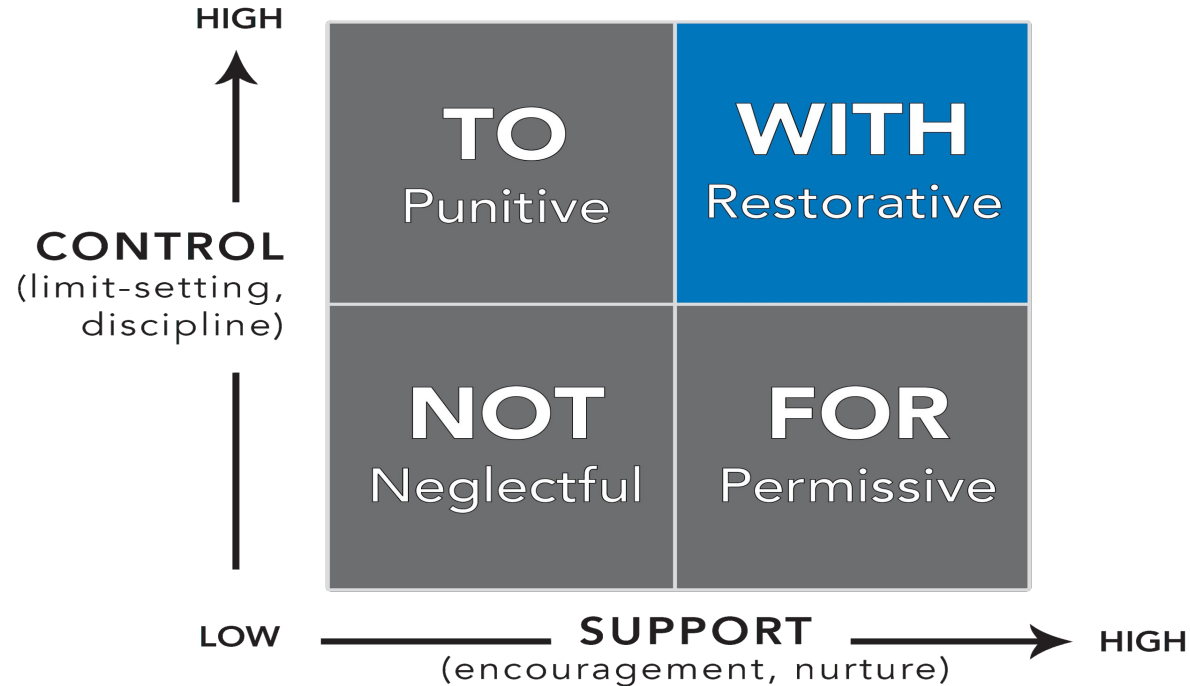


Nathanson, 1992

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# Tam Valley Classrooms & Yard Use the Social Discipline Window



Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

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# TV Yard Duties and Office use Restorative Questions

1. **What** happened? The importance of “what” v. “why did you...?”
  2. What were you thinking of at the time?
  3. What have you thought about since?
  4. Who has been affected by what you have done? In what way?
  5. What do you think you need to do to make things right?
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# Classrooms use RP with Community Circles



Proactive: Community / Team Building

- 80% of the circles
- Intentional, allows students to take risks as the community strengthens (e.g. classroom morning meetings)
- Builds trust and social capital.

Responsive: Problem Solving / Repairing Harm

- 20% of the circles
  - Intentional, addresses conflict and manages tension (e.g. playground disputes).
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# Groundwork of Social Emotional Learning ---> First Week in Full

Thank you teachers, staff & students!



Thank you parents!

